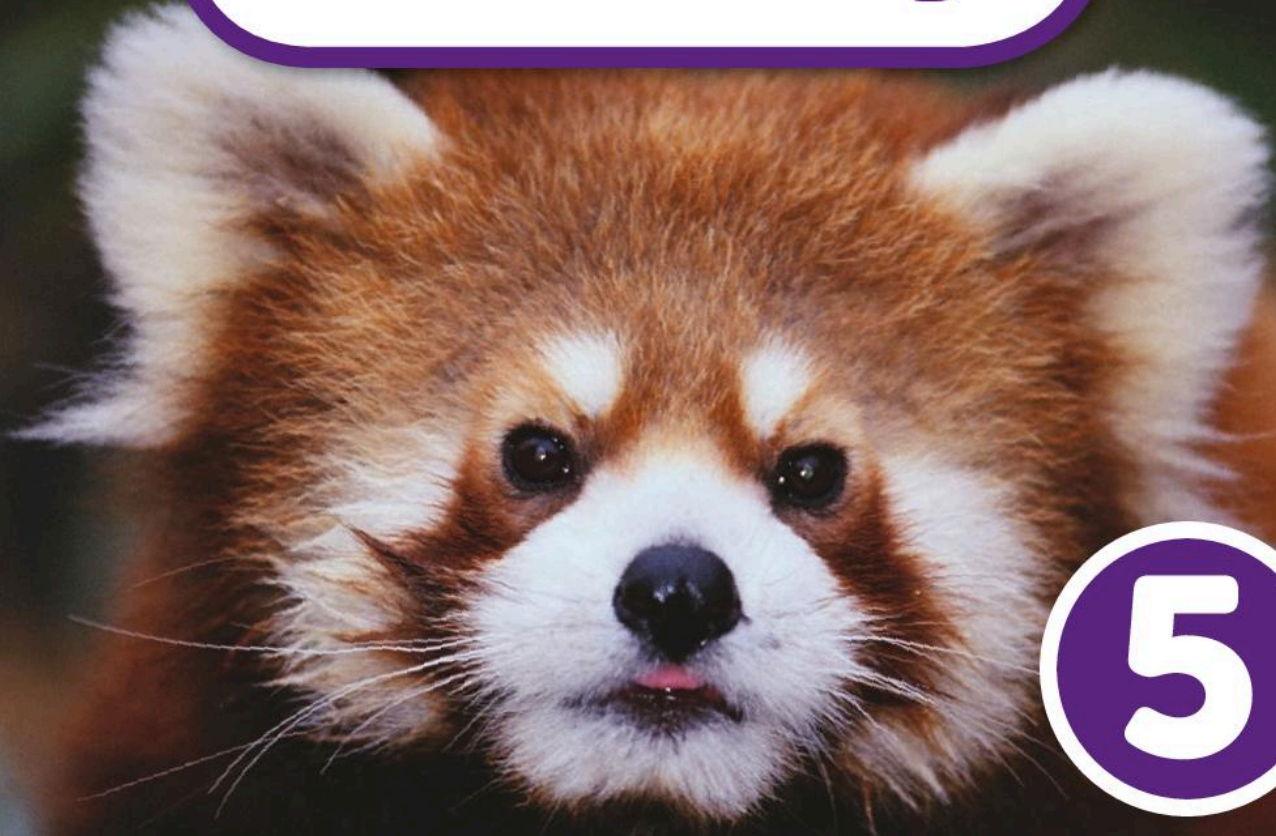




OXFORD
UNIVERSITY PRESS



Oxford English for Cambridge Primary



5

Fully supports the latest Cambridge Primary English curriculum framework

OXFORD

Oxford University Press is a department of the University of Oxford. It furthers the University's objective of excellence in research, scholarship, and education by publishing worldwide. Oxford is a registered trade mark of Oxford University Press in the UK and in certain other countries

© Oxford University Press 2016

The moral rights of the authors have been asserted

First published in 2016

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, without the prior permission in writing of Oxford University Press, or as expressly permitted by law, by licence or under terms agreed with the appropriate reprographics rights organization. Enquiries concerning reproduction outside the scope of the above should be sent to the Rights Department, Oxford University Press, at the address above.

You must not circulate this work in any other form and you must impose this same condition on any acquirer

British Library Cataloguing in Publication Data
Data available

978-0-19-836642-3

1 3 5 7 9 10 8 6 4 2

Paper used in the production of this book is a natural, recyclable product made from wood grown in sustainable forests. The manufacturing process conforms to the environmental regulations of the country of origin.

Printed in Great Britain by Bell and Bain Ltd., Glasgow

Acknowledgements

The questions, example answers, marks awarded and/or comments that appear in this book were written by the authors. In examination, the way marks would be awarded to answers like this might be different.

The publishers would like to thank the following for permissions to use their photographs:

Cover: D.L.L.L.C./Corbis; p8 (b/g): OUP/Radiis Images; p8: noddif/shutterstock; p8: Chris Driscoll / Shutterstock; p9: Dr. Morley Read/Shutterstock; p9: irabel8/Shutterstock; p11: Khoroshunova Olga/Shutterstock; p12: Khoroshunova Olga/Shutterstock; p16-17: Madlen / Shutterstock; p16-17: Olga Popova / Shutterstock; p16-17: OUP/Photodisc; p17: ronstik/Shutterstock; p25: Tatiana Popova / Shutterstock; p25: Zacarias Pereira da Mata / 123RF; p26: John Foxx/Stockbyte/Getty Images; p26: Evolution1088/Dreamstime; p26: Andi Duff / Alamy; p26: Look at Sciences/Science Photo Library; p26: el Clemens / Alamy; p27: © Corbis; p28: Stubblefield Photography; p29: Martin Harvey/Alamy; p31: blickwinkel / Alamy Stock Photo; p32: Melvyn Longhurst/Alamy; p33: JTB MEDIA CREATION, Inc./Alamy; p36: Tristan Tan/Shutterstock; p36: MaxPhotographer/Shutterstock; p37: (c) Camilla M. Mann / With a Lens and a Pen; p37: olneystudio/Alamy; p37: highviews/Shutterstock; p38: Jerome Scholler / Shutterstock; p39: Ian Shaw / Alamy; p40: OUP/Photodisc; p40: Getty Images; p41: Virgin Galactic website; p42: OUP/Jan Tadeusz; p42: OUP/EyeWire; p44: © Hergé/Moulinart 2015; p44: Photos 12/Alamy; p45: © Hergé/Moulinart 2015; p47: Monkey Business Images/Shutterstock; p49: GARY DOAK / Alamy; p58 (b/g): altanaka / Shutterstock; p58: The Bridgeman Art Library; p59: Hulton Archive/Getty Images; p66-67 (b/g): greenmax / Shutterstock; p70-71 (b/g): OUP/Corbis; p77: Chin Kit Sen/Shutterstock; p78: Author (from OIE SB5); p80: Sergey Novikov / 123RF; p82-83 (b/g): Ratana21 / Shutterstock; p82: Winchester College/In aid of Mary Seacole Memorial Statue Appeal/Mary Evans; p82: Getty Images; p83: Mary Evans Picture Library; p83: © CORBIS; p86: Reuters; p86: MARCO DE SWART/AFP/Getty Images; p90-91: Oculo/Shutterstock; p92-93 (b/g): colors / Shutterstock; p94 (b/g): OUP/Kika Pierides/Getty; p94: GREG RYAN / Alamy; p102: Photodisc / OUP; p108 (b/g): Eric Isselee / Shutterstock; p108: The Sydney Morning Herald / Fairfax Media / Getty Images; p108: Ivan Vdovin / Alamy; p108: Jade / Getty Images; p109: Peter Unger / Getty Images; p109: Blend Images / Alamy; p111: Mary Evans; p119: Marco Tomasini / Shutterstock; p126 (b/g): nmedia / Shutterstock; p126: Peter Scholey / Getty Images; p126: Anastasy Yarmolovich / 123RF; p127: Stephen Simpson / Getty Images; p127: Jan Will / 123RF; p127: age fotostock / Alamy; p127: Thongchai Tokvamroo / 123RF; p128-129 (b/g): Zerbor / Shutterstock; p128: archana bhartia / Shutterstock; p132-133 (b/g): koosen / Shutterstock; p132: INSADCO Photography / Alamy Stock Photo; p136-137: Kevin Britland / Alamy; p137: Wonderwall / Shutterstock; p137: Monkey Business Images / Shutterstock; p140: Paul Seward, Farm Input Promotions Africa Ltd; p141: Francois van Heerden / Shutterstock; p141: Belinda Pretorius/Shutterstock; p142: Ed Kashi; p143: OUP/Photodisc; p143: kated/Shutterstock; p144 (b/g): 9comeback / Shutterstock; p144: Keren Su/China Span / Alamy; p144: bikeriderlondon / Shutterstock; p144: Jupiterimages / Getty Images; p145: Songquan Deng / Shutterstock; p146: Tim Stocker Photography / Getty Images; p147: TruNorth Images / Shutterstock; p149: Scott Barbour / Getty Images; p149: Michael Steele / Getty Images; p152 (b/g): donatas1205 / Shutterstock; p152: 2/Doug Menezes/Ocean/Corbis; p155: PYMCA / Getty Images; p157: Vadim Petrakov / Shutterstock;

Artwork is by: Vladimir Aleksic, Laura Ellen Anderson, Mark Beech, Stefan Chabluk, Katriona Chapman, Chris Coody, Russ Daff, Jacqui Davis, Chiara Fidele, Michael Heath, Carol Liddiment, Lizzie Lissimore, Francesca Marquez, Gustavo Mazali, Chiara Pasqualotto, Dusan Pavlic, Q2A Media Services Pvt. Ltd., Kate Rochester, Caroline Romanet, Angelika Scudamore, Emma Shaw Smith, Mike Spoor, Katri Valkamo, Nuno Vieira

The author and publisher are grateful for permission to reprint the following copyright material:

Jesus M Bauzo: 'The Old Man', published on VoicesNet, copyright © Jesus M Bauzo, reprinted by permission of the author.

Andy Blackford: 'Tchang and the Pearl Dragon' from *Myths and Legends: Dragon Tales* (ORT Treetops, OUP, 2010), copyright © Andy Blackford 2010, reprinted by permission of Oxford University Press.

Ray Bradbury: extracts from 'All Summer in a Day' from *The Golden Apples of the Sun* (Hart-Davies, 1953), copyright © Ray Bradbury 1953, copyright © renewed 1982 by Ray Bradbury, reprinted by permission of Abner Stein/Don Congdon Associates.

Jane Clarke: 'Finding a Friend', copyright © Jane Clarke 1999, first published in *I Wanna be Your Mate* compiled by Tony Bradman (Bloomsbury, 1999), reprinted by permission of the author.

Afua Cooper: lines from 'Kensington Market', from *The Red Caterpillar on College Street*, (Sister Vision Press, 1989), reprinted by permission of the author

Roald Dahl: extract from *Charlie and the Chocolate Factory* (Puffin, 2007), copyright © Roald Dahl 1964, copyright © renewed 1992 by Roald Dahl Nominee reprinted by permission of David Higham Associates and Alfred A Knopf, an imprint of Random House Children's Books, a division of Penguin Random House LLC. All rights reserved.

Emily Dickinson: 'The moon was but a chin of gold' from *The Poems of Emily Dickinson* edited by Thomas H Johnson, (The Belknap Press of Harvard University Press, 1955), copyright © 1951, 1955 by the President and Fellows of Harvard College, copyright © renewed 1979, 1983 by the President and Fellows of Harvard College, copyright © 1914, 1918, 1919, 1924, 1929, 1939, 1932, 1935, 1937, 1942 by Martha Dickinson Bianchi, copyright © 1952, 1957, 1958, 1963, 1965 by Mary L Hampson; reprinted by permission of Harvard University Press.

Hunter Emigh: 'Home Country. What's That?' from *Slurping Soup and other confusions: true stories and activities to help third culture kids during transition* by Maryan Afnan Ahmad, Cherie Emigh, Ulrike Gemmer, Barbara Menezes, Kathryn Tonges and Lucinda Willshire, www.slurpingsoup.com 2010, copyright © 2010 *Slurping Soup and Other Confusions*, reprinted by permission of Cherie Emigh and the co-authors.

Richard Erdoes and Alfonso Ortiz (Eds.): 'Grandmother Spider Steals the Sun' a tale reported by James Mooney in the 1890s from *American Indian Myths and Legends* (Pantheon Books, 1984), copyright © 1984 by Richard Erdoes and Alfonso Ortiz, reprinted by permission of Pantheon Books, a division of Penguin Random House LLC. All rights reserved.

First News: web page adapted from 'team' and 'subscribe' pages at www.firstnews.co.uk, by permission of First News.

John Foster: 'Wrapping up a Rap', copyright © John Foster 2015, first published here by permission of the author.

Susan Gates: *Helen of Troy* (ORT Myths & Legends, OUP, 2014), copyright © Susan Gates 2010 reprinted by permission of David Higham Associates.

Martin Kiszko: 'Blue Planet's Blue' from *Green Poems for a Blue Planet* (Wild Idea Ltd, 2012), copyright © Martin Kiszko 2010, reprinted by permission of Sheil Land Associates Ltd for the author.

Kathleen V Kudlinski: extract from *Gandhi, Young Nation Builder* (Childhood of World Figures, Aladdin, 2006), text copyright © Kathleen Kudlinski 2006, reprinted by permission of Aladdin Paperbacks, an imprint of Simon & Schuster Children's Publishing Division.

Elizabeth Laird: 'Gelert, The Prince's Hound' from *Why Dogs Have Black Noses*, Oxford Reading Tree (OUP, 2010), copyright © Elizabeth Laird 2010, reprinted by permission of Oxford University Press.

Tololwa M Molle: *My Rows and Piles of Coins* (Clarion Books, 1999), text copyright © Tololwa M Molle 1999, reprinted by permission of Clarin Books, a division of Houghton Mifflin Harcourt Publishing Company. All rights reserved.

Michael Morpurgo: extract from *Kensuke's Kingdom* (Egmont, 1999), copyright © Michael Morpurgo 1999, reprinted by permission of David Higham Associates; extract from *Wombat Goes Walkabout* (HarperCollins, 1999), copyright © Michael Morpurgo 1999, reprinted by permission of HarperCollins Publishers, Ltd.

Brian Moses: 'Running the Marathon' from *Olympic Poems* by Brian Moses and Roger Stevens (Macmillan, 2012), and 'Dreamer' from *Hippopotamus Dancing and Other Poems* (Cambridge University Press, 1994), reprinted by permission of the author.

Ogden Nash: 'The Tale of Custard the Dragon' from *Candy is Dandy, The Best of Ogden Nash* (Andre Deutsch, 1983), copyright © 1936 by Ogden Nash, renewed; reprinted by permission of the Carlton Publishing Group and Curtis Brown Ltd, New York.

Michael Rosen: 'Words Are Ours' from *Michael Rosen's Big Book of Bad Things* (Puffin, 2010), copyright © Michael Rosen 2010, reprinted by permission of Penguin Books Ltd and United Agents (www.unitedagents.co.uk) on behalf of Michael Rosen; and 'Alligator Problem', copyright © Michael Rosen 2015, reprinted by permission of United Agents (www.unitedagents.co.uk) on behalf of Michael Rosen.

Ermine Saner: extract from 'Laura Dekker: a heroine for our times', *The Guardian*, 24.1.2012, copyright © Guardian News & Media Ltd 2012, reprinted by permission of GNM.

Philip Sherlock: 'How Crab Got a Hard Back' from *Tales from the West Indies* (OUP, 2000), copyright © Philip Sherlock 1966, reprinted by permission of Oxford University Press.

Any third party use of this material, outside of this publication, is prohibited. Interested parties should apply to the copyright holders indicated in each case.

Although we have made every effort to trace and contact all copyright holders before publication this has not been possible in all cases. If notified, the publisher will rectify any errors or omissions at the earliest opportunity.

Links to third party websites are provided by Oxford in good faith and for information only. Oxford disclaims any responsibility for the materials contained in any third party website referenced in this work.

Contents

A world of stories, poems and facts	4
Unit contents	6
1 A world of adventures!	8
2 Travels far and wide	26
3 Closer to home	44
Revise and check 1	56
4 Tales and legends	58
5 Introduce yourself	76
6 Tell me a poem	94
Revise and check 2	106
7 It's a small world	108
8 That's a good point!	126
9 A great performance	144
Revise and check 3	156
Poetry: Reading	
<i>The Tale of Custard the Dragon</i>	158



You can find the audio for the extracts and poems in this book by going to:
www.oxfordprimary.com/oecpaudio

A world of stories, poems and facts





Unit contents

Unit	Theme	Country focus	Reading and comprehension
1	A world of adventures!	World's oceans	Fiction Adventure narrative <i>Storm At Sea</i> Fiction Fantasy narrative <i>The Miracle</i> Fiction Science fiction/fantasy <i>All Summer in a Day</i>
2	Travels far and wide	France, Mexico, USA	Non-fiction Non-chronological report <i>Life in the sea</i> Non-fiction Non-chronological report <i>It's all hot air</i> Non-fiction Information text <i>The Origins of Chocolate</i> Non-fiction Magazine article <i>The golden ticket to outer space</i>
3	Closer to home	Belgium, Canada, Jamaica, UK	Playscript Drama <i>The Adventures of Tintin</i> Poetry Real-life poem <i>Finding a friend</i> Poetry Humorous list poem <i>Words Are Ours</i> Poetry Fantasy poem <i>The Sugar-Plum Tree</i> Poetry Real-life poem <i>Kensington Market</i>
REVISE AND CHECK UNITS 1-3			
4	Tales and legends	Ancient Greece, the Caribbean, China, Wales	Fiction A tale from China <i>Tchang and the Pearl Dragon</i> Fiction A legend from Wales <i>Gelert, the Prince's Hound</i> Fiction A tale from Ancient Greece <i>The Wooden Horse</i> Fiction Caribbean folk tale <i>How Crab Got a Hard Back</i>
5	Introduce yourself	China, Germany, Jamaica, the Netherlands, New Zealand, Panama, Russia, UK, USA	Non-fiction Interview <i>Home country, what's that?</i> Non-fiction Biography <i>Mary Seacole</i> Non-fiction Blog diary <i>Sailing Solo</i>
6	Tell me a poem	Puerto Rico	Poetry Adventure poem <i>Soft Landings</i> Poetry Humorous poem <i>The Tale of Custard the Dragon</i> Poetry Real-life poem <i>The Old Man</i>
REVISE AND CHECK UNITS 4-6			
7	It's a small world	Australia, India, Tanzania	Fiction Historical story <i>The young Ghandi</i> Fiction Real-life narrative <i>My Rows and Piles of Coins</i> Fiction Adventure narrative <i>Wombat Goes Walkabout</i>
8	That's a good point!	Namibia, Nigeria, Tanzania, UK	Non-fiction Newspaper article and persuasive advertisement <i>First News</i> Non-fiction Persuasive poster <i>Want to save a life?</i> Non-fiction Newspaper article – persuasive language
9	A great performance	UK, world's forests and seas	Poetry Rhythmic poem <i>Alligator Problem</i> Poetry Rhyming poem <i>From a Railway Carriage</i> Poetry List poem <i>The Marathon</i> Poetry Conservation poem <i>Blue Planet's Blue</i>
REVISE AND CHECK UNITS 7-9			
POETRY READING <i>The Tale of Custard the Dragon</i>			

Language, grammar, spelling, vocabulary, phonics	Writing	Speaking and listening
Unfamiliar words, definitions Similes and metaphors Spelling: adding -ing, doubling consonants Using 'but' correctly Words ending in -er, -or and -ar Direct speech Adverbs Synonyms Suffixes -ful, -al	Fiction Writing an adventure story Writing a sea narrative story	Talking confidently Taking responsibilities
Commas Connectives Word roots Adverbs Specialised non-fiction vocabulary	Non-fiction Note taking Non-chronological report writing	Questions – develop ideas and extend understanding Organisation of ideas
Playscript dialogue Rhymes	Playscripts Note taking Writing a cartoon strip story Writing a playscript	Group roles and responsibilities Character ideas through drama Poetry performance Group roles
Features of traditional tales and legends Pronouns Commas and complex sentences Apostrophes – possession and shortened forms Prepositions Adverbial phrases	Fiction Writing a traditional tale or legend	Expressing opinions
Pronouns Plurals and prefixes Features of biographies Reported speech Dialogue and direct speech Complex and simple sentences Commas in complex sentences Features of diaries	Non-fiction Writing a descriptive biography	Organisation of ideas
Personification Similes and metaphors Alliteration and onomatopoeia Subordinating connectives	Poetry and playscripts Writing a playscript from a poem	Confident talking Expressing opinions
Unfamiliar words, definitions Prepositions Complex sentences Agreement of verbs Synonyms Spelling; adding -ed and -ing Spelling strategies	Fiction Writing a suspense story	Expressing opinions
Persuasive language Opposites and comparisons Homophones Idioms Suffixes Personal pronouns Possessive pronouns	Non-fiction Writing a persuasive letter Writing a persuasive leaflet	Language choices Expressing opinions Group roles
Silent vowels Plurals	Poetry Writing a rap poem	Poetry performance

1

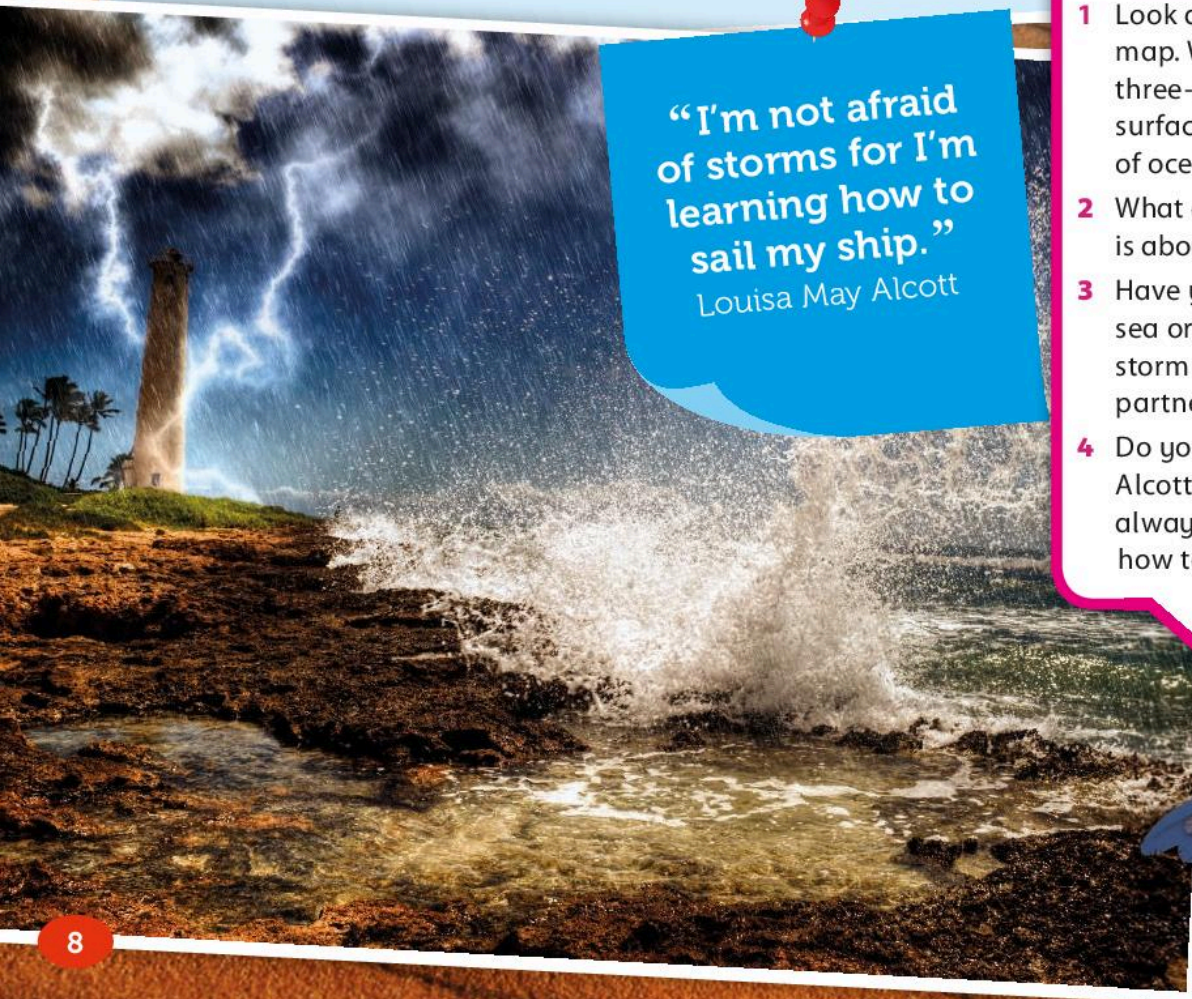
A world of adventures!



Talk time

- 1 Look at the oceans on the map. Water covers nearly three-quarters of the Earth's surface. Count the number of oceans on the map.
- 2 What do you think this unit is about? How do you know?
- 3 Have you seen a storm at sea or been caught in a storm on land? If so, tell a partner about it.
- 4 Do you think Louisa May Alcott believes we should always keep safe or learn how to look after ourselves?

**"I'm not afraid
of storms for I'm
learning how to
sail my ship."
Louisa May Alcott**



Describing the sea

On this page you will learn some exciting verbs that help you to imagine storms at sea. Verbs are 'doing words' so they tell you what the sea **does**. *Example:* The sea **roars** and **pounds** on the beach.

Match the word to its meaning

A Match each word to its meaning. Use a dictionary to help you.

Example: 1 crashing: c making a loud noise

- | | |
|-------------|--|
| 1 crashing | a moving in a curve |
| 2 curling | b beating down |
| 3 exploding | c making a loud noise |
| 4 lashing | d moving like a whip |
| 5 pounding | e moving something up and down very fast |
| 6 shaking | f falling |
| 7 tumbling | g bursting with a loud noise |

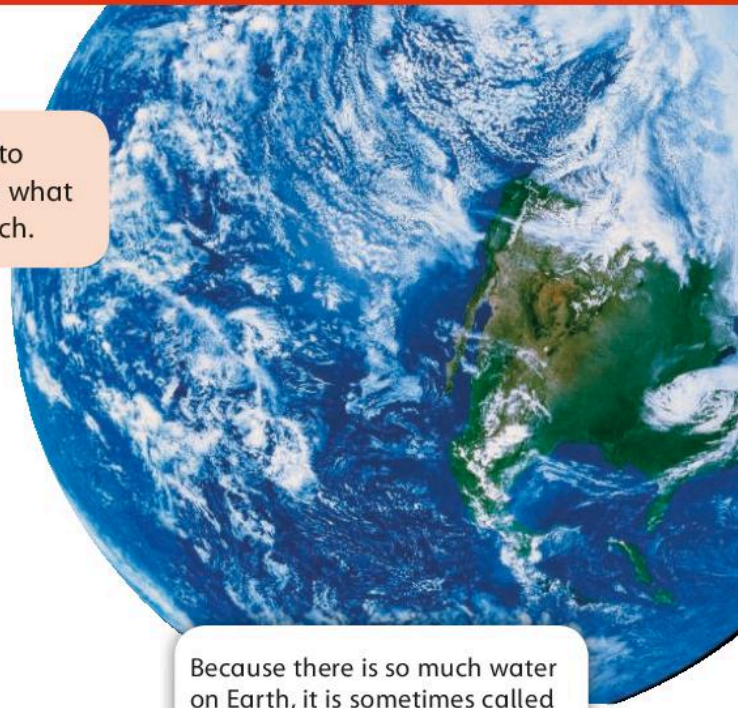
B Rewrite the sentences below, replacing the underlined words with a word from the list of words in blue.

vast din awestruck fearsome battering

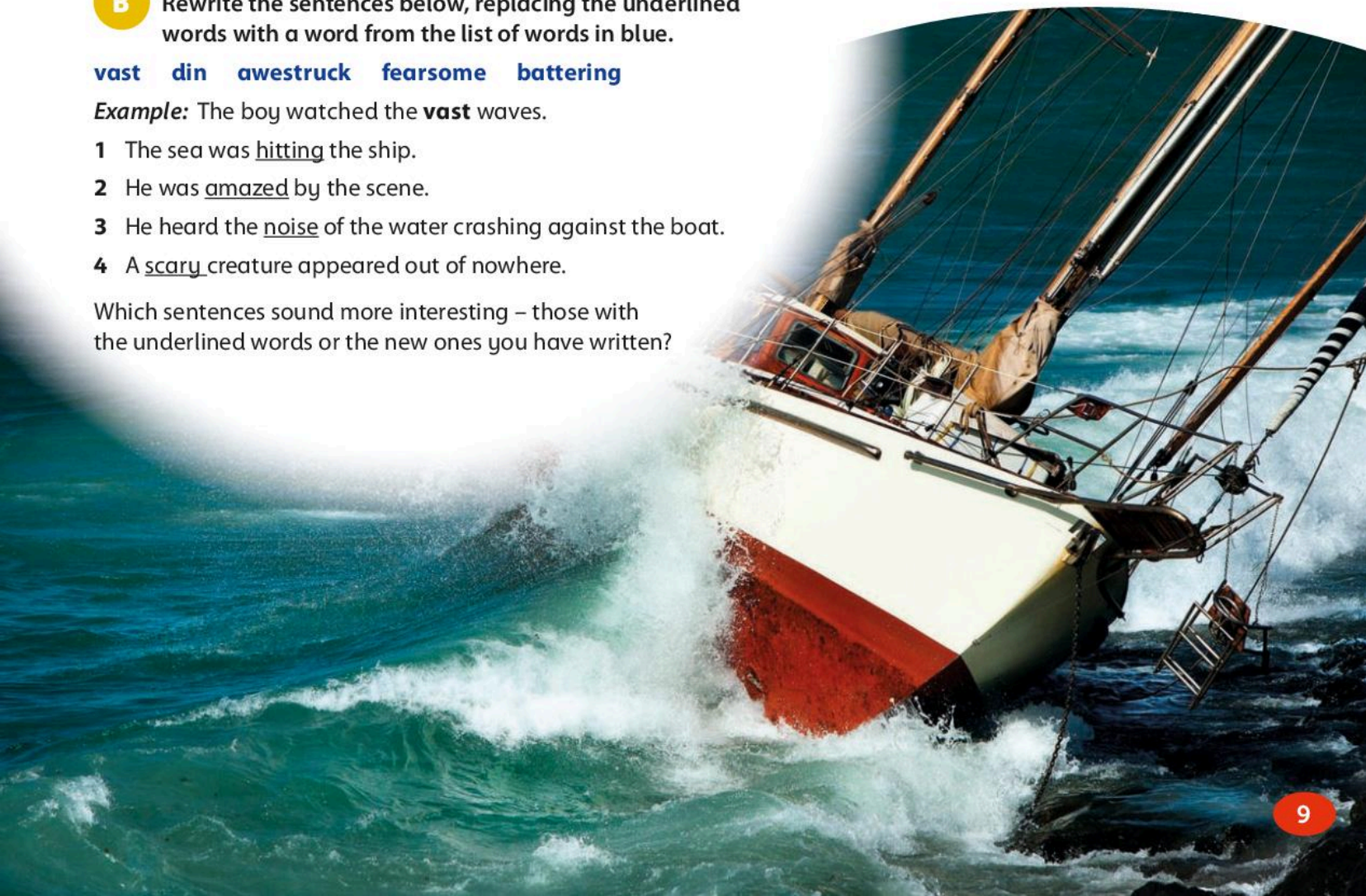
Example: The boy watched the **vast** waves.

- The sea was hitting the ship.
- He was amazed by the scene.
- He heard the noise of the water crashing against the boat.
- A scary creature appeared out of nowhere.

Which sentences sound more interesting – those with the underlined words or the new ones you have written?



Because there is so much water on Earth, it is sometimes called 'The Blue Planet'.



An adventure story

Michael, a 12-year-old boy, has been sailing around the world with his parents in a boat called the *Peggy Sue*. In a fierce storm, Michael and his dog Stella were washed into the sea. They are now on a desert island but it seems that they are not alone.

Word Cloud

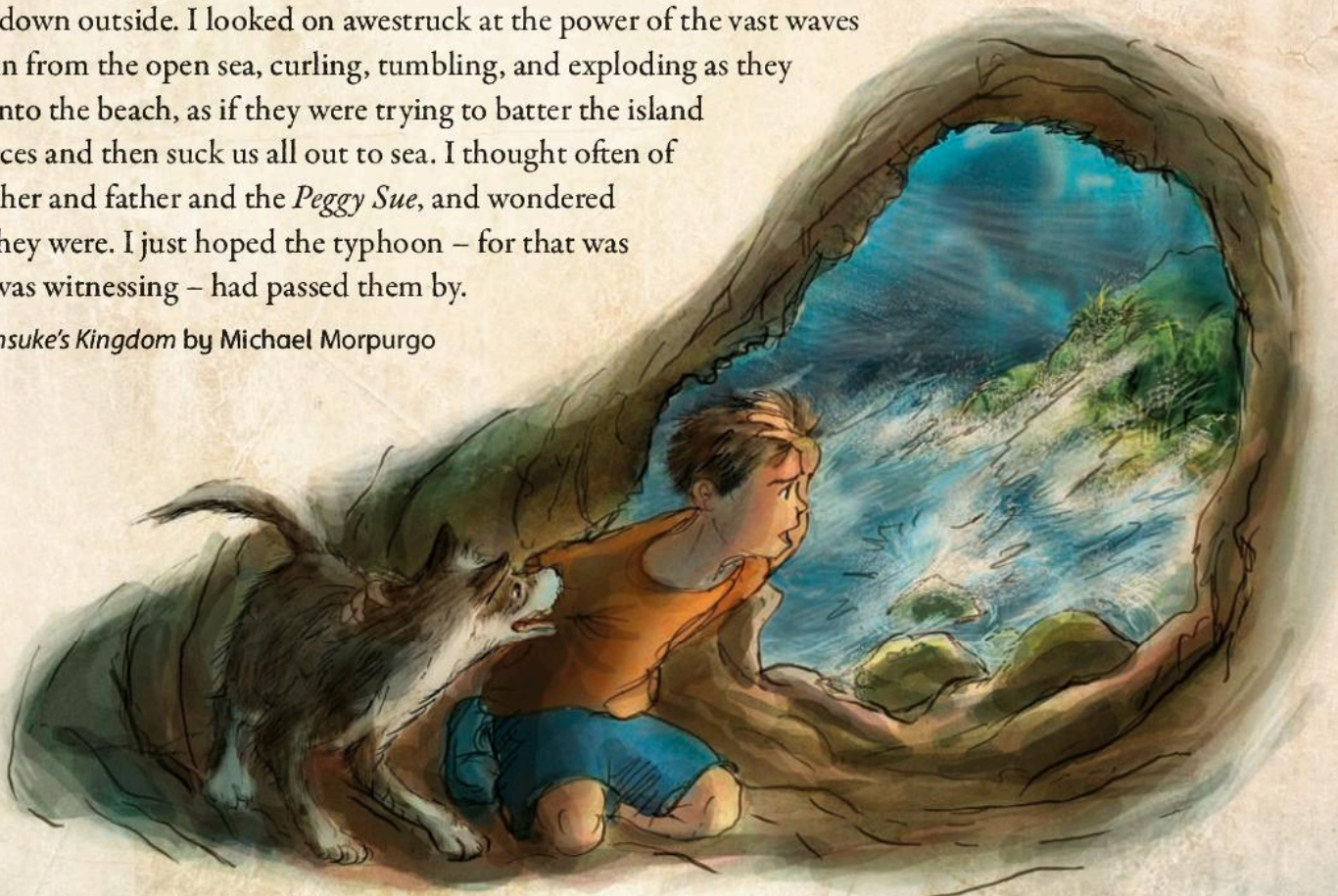
roared
rolling
spread

Storm at Sea

A storm broke over the island that night, such a fearsome storm, such a thunderous crashing of lightning overhead, such a din of rain and wind that sleep was quite impossible. Great waves roared in from the ocean, pounding the beach, and shaking the ground beneath me. I spread out my sleeping mat at the very back
5 of the cave ...

It was fully four days before the storm blew itself out, but even during the worst of it, I would find my fish and fruit breakfast waiting for me every morning under my tin, which he had now wedged tight in under the same shelf of rock. Stella and I kept to the shelter of our cave. All we could do was watch as the rain came
10 lashing down outside. I looked on awestruck at the power of the vast waves rolling in from the open sea, curling, tumbling, and exploding as they broke onto the beach, as if they were trying to batter the island into pieces and then suck us all out to sea. I thought often of my mother and father and the *Peggy Sue*, and wondered
15 where they were. I just hoped the typhoon – for that was what I was witnessing – had passed them by.

From *Kensuke's Kingdom* by Michael Morpurgo



Comprehension

A Write answers to these questions, using the extract to help you.

- 1 When did the storm break out?
- 2 Who was with Michael on the island?
- 3 How long did the storm last?
- 4 What did Michael have to eat?

B Write answers to these questions, using the extract to help you.

- 1 Why does Michael stay inside the cave?
- 2 Why couldn't Michael fall asleep?
- 3 Michael thought about his parents. Where do you think they were?
- 4 How does the writer describe the waves in lines 11 and 12 and why does he use this language?

C

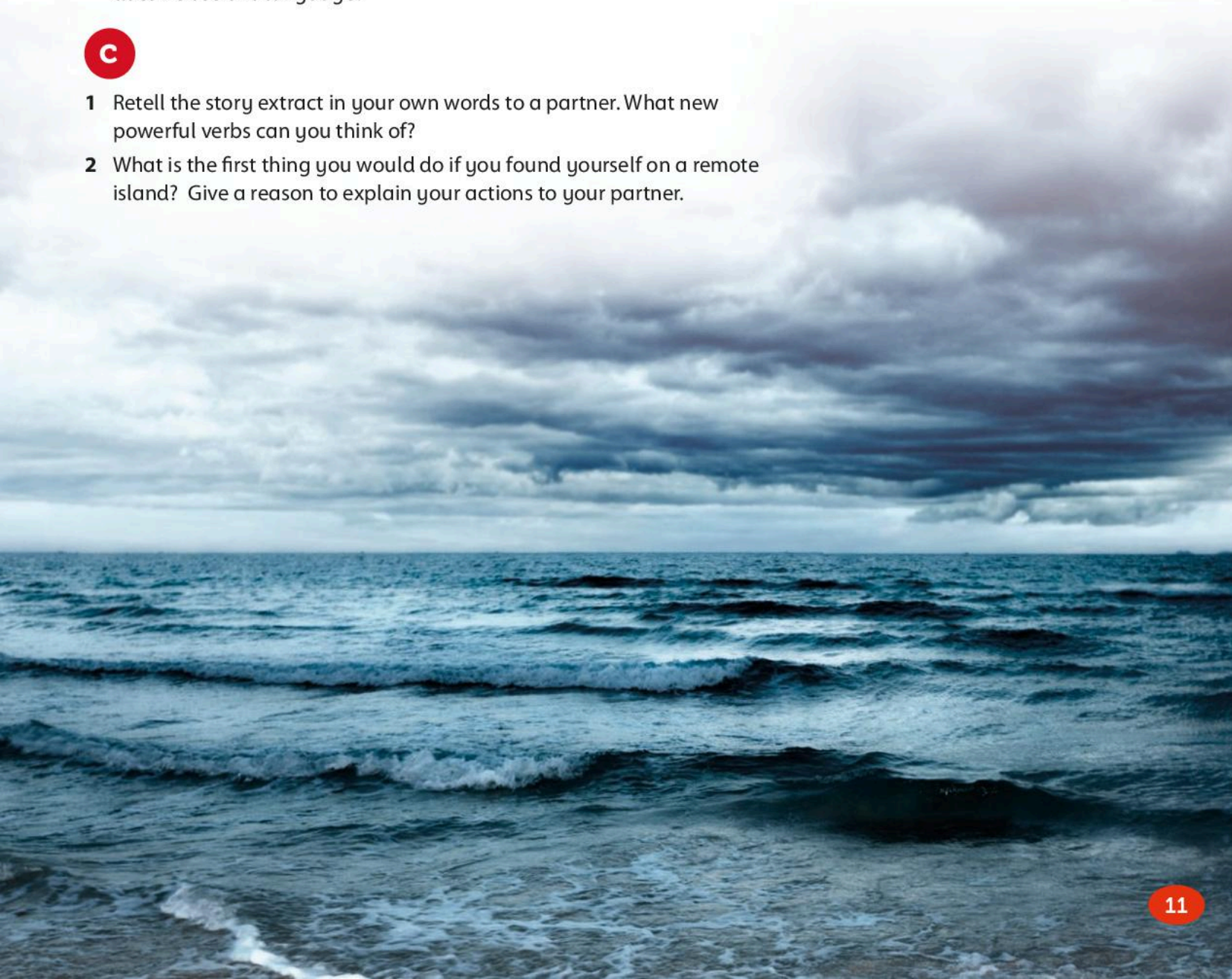
- 1 Retell the story extract in your own words to a partner. What new powerful verbs can you think of?
- 2 What is the first thing you would do if you found yourself on a remote island? Give a reason to explain your actions to your partner.

Glossary

remote far from anywhere else

typhoon a very strong storm at sea

witnessing watching



Similes and metaphors

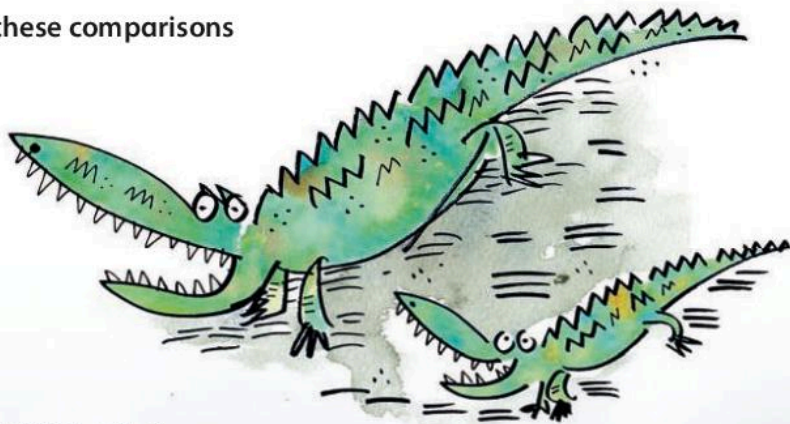
Writers often use **similes** and **metaphors** to create an 'extra' image for the reader, so that they can see and imagine better. A **simile** is a comparison that always uses the words 'like' or 'as'. A **metaphor** is also a comparison, but does not use 'like' or 'as'.

Examples: He is like a bright light. (simile)

He is the bright light of the school. (metaphor)

A Work with a partner to identify which of these comparisons is a simile and which is a metaphor.

- a I was as angry as a crazed tiger.
- b The teeth of crocodiles are white daggers.
- c The fog enveloped us like a thick, grey duvet.
- d The moon is a giant football in the sky.
- e The room was as untidy as the inside of the school wastepaper bin.



B A simile is always introduced by the words 'like' or 'as'. Copy and complete the following similes using your own ideas.

- a The night was as dark as _____ .
- b Like _____ , the aeroplane rose in the air.
- c The sea was as angry as _____ .
- d Her legs shook like _____ .
- e Paint spilled on to the road like _____ .

C Write a paragraph about a storm – either on land or at sea. Include the storm beginning, then getting worse and gradually dying out. Use at least two similes and two metaphors.



Challenge

- Keep an ongoing list of effective similes and metaphors used by writers.

Adding *-ing*

When adding the suffix **-ing** to a word, the following rules apply.

- ▶ Usually, just add **-ing** to the root word.
Examples: happening, paying, pouring
- ▶ If the root word ends in **-e**, remove the **e** and add **-ing**.
Example: taking
- ▶ If the root word ends in a short vowel sound + a consonant, double the last letter before adding **-ing**.
Example: getting

A Copy and complete the table.

Root word	<i>-ing</i> added
break	
	pounding
roll	
	crashing
rumble	
	exploding
run	



B Find the five errors made with the adding of *-ing* in the writing below. How would you correct these errors?

I was runing so quickly that everything was dropping out of my rucksack. I noticed my jacket was also dragging on the floor. I was in such a hurry! I only had half an hour left to get to the rideing stables to get ready for the race. Would we make a wining team? I knew that as soon as I saw my horse I would be huging him – just for luck.

C

- 1 Using the spelling rules at the top of the page, add **-ing** to each of these verbs.
use add make forget help dig wear carry
- 2 Write a sentence for each new **-ing** word you made in C1.

Using 'but' correctly

The conjunction 'but' is often used to indicate a contrast that would not be expected after the first clause. **Example:** In *Kensuke's Kingdom*, Michael Morpurgo writes: 'It was fully four days before the storm blew itself out, but even during the worst of it, I would find my fish and fruit basket waiting...'

A Copy and complete the sentences below by adding a contrast that would not be expected from the first clause.

- 1 I looked happy, but...
- 2 Johan was very nervous about his first day at senior school, but...
- 3 Tchai lost his school bag, but...
- 4 I went to Bangalore, but...
- 5 He is a great swimmer, but...

B In six of the sentences below, the conjunction 'but' should have been used instead of 'and' to join the two clauses together.

Which ones are they?

- 1 The forecast was for rain and it stayed sunny all day.
- 2 Mohammed sent in his application for the team and waited for an answer.
- 3 He was tired and kept working.
- 4 Maria spent the weekend studying mathematics and writing an essay for English.
- 5 He is rich and he is not happy.
- 6 Charlie loved playing football and he wasn't very good at it.
- 7 We ordered strawberry ice cream and received vanilla.
- 8 She bought him a shirt and he hated the colour.

C Write three sentences of your own where 'but' is used to indicate a contrast that would not be expected after the first clause. Remember to use a comma before 'but'!



Top Tip

- ✓ A comma before 'but' means that the second clause is a contrasting idea.



Challenge

- Note how 'but' is used by writers of fiction. Is it always used to indicate a contrast?

Words ending in *-er*, *-or* and *-ar*

The endings *-er*, *-or*, and *-ar* can be confused, as they generally sound the same.

► *-er* and *-or* endings make nouns which describe someone who performs the action of a verb.

Examples: teach/teacher, garden/gardener

► *-er* endings are most common.

► *-or* endings are often used for technical and professional nouns.

Examples: solicitor, professor

A Add *-er* or *-or* to the word roots below to make a noun. You might need to use a dictionary to help you.

- | | |
|--------------|---------------|
| a govern___ | e dressmak___ |
| b bak___ | f lawy___ |
| c edit___ | g supervis___ |
| d protest___ | h act___ |

B Add *-ar* to the examples below to make four nouns and four adjectives. Then copy and complete the table.

- | | |
|----------|-------------|
| a cell | e caterpill |
| b simil | f famili |
| c calend | g particul |
| d peculi | h burgl |

Noun	Adjective

C Make the following verbs into nouns by adding *-er*, *-or* or *-ar*.

- a plan
- b beg
- c travel

What do you notice about what you had to add?

- d refrigerate
- e calculate
- f lie

What do you notice about what you had to change?



Chocolate fantasy fiction

Charlie Bucket doesn't usually have any money and he is always hungry. He would love to win a ticket to visit the famous Willy Wonka's chocolate factory. One day, he finds a fifty pence coin on the street.

Word Cloud

bulged
extraordinarily
marvellously
wolfing

The Miracle

Charlie entered the shop and laid the damp fifty pence on the counter.

“One Wonka’s Whipple-Scrumptious Fudgemallow Delight,” he said, remembering how much he had loved the one he had on his birthday.

The man behind the counter looked fat and well-fed. He had big lips and fat cheeks and a very fat neck. The fat around his neck bulged out all around the top of his collar like a rubber ring. He turned and reached behind him for the chocolate bar, then he turned back again and handed it to Charlie. Charlie grabbed it and quickly tore off the wrapper and took an enormous bite. Then he took another ...and another ...and oh, the joy of being able to fill one’s mouth with rich solid food!

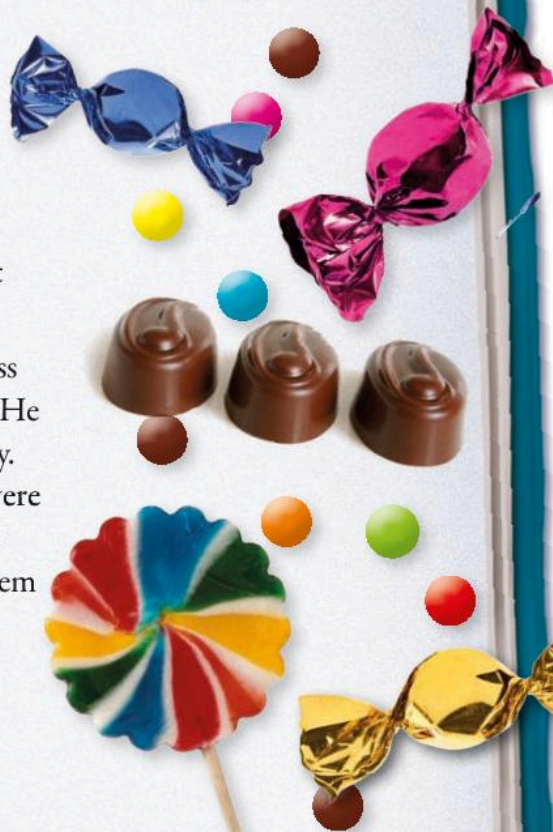
“You look like you wanted that one, sonny,” the shopkeeper said pleasantly.

Charlie nodded, his mouth bulging with chocolate.

The shopkeeper put Charlie’s change on the counter. “Take it easy,” he said. “It’ll give you a tummy ache if you swallow it like that without chewing.”

Charlie went on wolfing the chocolate. He couldn’t stop. And in less than half a minute, the whole thing had disappeared down his throat. He was quite out of breath, but he felt marvellously, extraordinarily, happy. He reached out a hand to take the change. Then he paused. His eyes were just above the level of the counter. They were staring at the silver coins lying there. The coins were all five-penny pieces. There were nine of them altogether. Surely it wouldn’t matter if he spent just one more...

“I think,” he said quietly, “I think... I’ll have just one more of those chocolate bars. The same kind as before, please.”



“Why not?” the fat shopkeeper said, reaching behind him again and
30 taking another Whipple-Scrumptious Fudgemallow Delight from the
shelf. He laid it on the counter.

Charlie picked it up and tore off the wrapper... and *suddenly*...
from underneath the wrapper... there came a flash of gold.

Charlie’s heart stood still.

35 “It’s a Golden Ticket!” screamed the shopkeeper, leaping
about a foot in the air. “You’ve got a Golden Ticket!
You’ve found the last Golden Ticket! Hey, would you
believe it! Come and look at this everybody! The kid’s found
Wonka’s last Golden Ticket! There it is! It’s right here in his hands!”

From *Charlie and the Chocolate Factory* by Roald Dahl



Glossary

change the money returned after buying something

counter the sales surface in a shop

fifty pence, five-penny pieces UK coins

foot a measurement equal to 30.5cm

one’s belonging to or a person’s

sonny friendly name for a boy

Comprehension

A Write answers to these questions, using the extract to help you.

- 1 What was Charlie’s favourite sweet called?
- 2 How did Charlie feel when he had swallowed the chocolate bar?
- 3 What did Charlie decide to do instead of taking his change?
- 4 What does Charlie see when he opens the second chocolate bar?

B Discuss the answers to these questions with a partner.

- 1 How do we know that Charlie doesn’t have chocolate very often?
- 2 What is Charlie’s reaction when he finds the golden ticket?
- 3 What is the shopkeeper’s reaction?
- 4 Predict what will happen next to Charlie now he has found the golden ticket.

C Write a paragraph describing how you think Charlie felt when he realised he was the owner of a Golden Ticket.



Direct speech

- ▶ Speech marks like this " " go before and after words spoken by a person in a text. They help to show who is talking.
Example: "You look like you wanted that one, sonny," the shopkeeper said.
- ▶ A new line should start every time a new person speaks.
Example: "What would you like, sonny?" asked the shopkeeper.
"I'll have two chocolate bars, please," said Charlie.
- ▶ A capital letter is used for the opening word of a speech.
- ▶ A comma is used before the speech marks close.
Example: "I feel marvellously happy," said Charlie.
- ▶ Some sentences need a question mark or an exclamation mark. These go inside the speech marks.
Example: "What would you like?" asked the shopkeeper.
"He's won!" the man shouted.
- ▶ The reporting clause, like *the shopkeeper said*, can come at the start, middle or end of the sentence. *Example:* "Take it easy," **he said**, "it'll give you a tummy ache." (middle)

A Write out these sentences, putting speech marks and punctuation in the correct places.

- 1 The boy said. He's won the golden ticket.
- 2 Do you know where Mr Wonka's factory is I said.
- 3 I'm not sure which way to go said Charlie.
- 4 You'll get a sore tummy if you eat it all at once said Mr Wonka.

B Turn the sentences above around so that 'said' is in a different place.

Example: "He's won the golden ticket!" **the boy said**.

C Write out the text below, changing the word 'said' to one of the words in blue. Put in correct punctuation.

shouted **whispered** **screamed** **asked** **explained**

Charlie picked up the chocolate bar and tore off the wrapper... and suddenly there came a flash of gold. What is that said the shopkeeper

I think it's a Golden Ticket, to visit Mr Wonka's chocolate factory said Charlie Hey, said the shopkeeper would you believe it, you've won he said.



Challenge

- Create and write down your own dialogue, set in a sweet shop with two characters talking. Practise speaking your dialogue with a partner.

Adverbs

An **adverb** is a word which gives more information about a verb.

Examples:

How? The student answered **politely**.

When? She played the piano **today**.

Where? The teachers are talking **downstairs**.

Many 'how' adverbs put **-ly** on the end of an adjective.

Example: Charlie **quickly** tore off the chocolate wrapper.
The verb action 'tore' is described by the adverb.

When an adjective ends in the letter **y**, change the **y** to an **i** and then add **-ly** to turn it into an adverb.

Example: nois**y**/nois**ily**



A Change these adjectives into adverbs by adding **-ly**.

lazy silent happy scary marvellous

B Work in pairs to write the adverbs below in a list. Beside each adverb write whether it is telling you **how**, **where** or **when** something happened.

- 1 outside
- 2 tomorrow
- 3 cheerfully
- 4 yesterday
- 5 quickly
- 6 somewhere
- 7 before
- 8 lazily

C Copy and complete each of these sentences with a suitable adverb.

- 1 Once the performance had finished, the audience clapped _____ to show what they thought of the performance.
- 2 The children played football _____ in spite of the bad weather.
- 3 The violinist played his violin _____ because he wanted to perform the solo at the concert.
- 4 He ate the chocolate cake _____ after cutting himself a large slice.
- 5 The children went _____ through the park on their way to the swimming pool.



Top Tip

- ✓ Remember an adjective describes a noun. An adverb describes a verb.

Future worlds: life on Venus

Imagine living on a planet where rain falls continuously, except for one day every seven years – when the sun comes out for one hour. Such is life on the planet Venus where the children of settlers from Earth have grown up. The story takes place on that one day.

Word Cloud

bronze squinted
civilization wailed
savoured

All Summer in a Day

A thousand forests had been crushed under the rain and grown up a thousand times to be crushed again. And this was the way life was forever on the planet Venus, and this was the schoolroom of the children of the rocket men and women who had come to a raining
5 world to set up civilization and live out their lives.

“It’s stopping, it’s stopping!”...

The sun came out.

It was the colour of flaming bronze and it was very large. And the sky around it was a blazing blue tile colour. And the jungle burned
10 with sunlight as the children, released from their spell, rushed out, yelling, into the summertime.

“Now, don’t go too far,” called the teacher after them. “You’ve only one hour, you know. You wouldn’t want to get caught out!”

But they were running and turning their faces up to the sky and
15 feeling the sun on their cheeks like a warm iron; they were taking off their jackets and letting the sun burn their arms.

“Oh, it’s better than the sunlamps, isn’t it?”

“Much, much better!”

They stopped running and stood in the great jungle
20 that covered Venus, that grew and never stopped growing, tumultuously, even as you watched it. It was a nest of octopuses, clustering up great arms of flesh-like weed, wavering, flowering in this brief spring. It was the colour of rubber and ash, this jungle from the many years without sun. It was the colour of
25 stones and white cheeses and ink.

The children lay out, laughing, on the jungle mattress, and heard it sigh and squeak under them, resilient and alive. They ran among the trees, they slipped and fell, they pushed each other, they played hide-and-seek and tag but most of all they squinted at the sun until



30 tears ran down their faces, they put their hands up at that
 yellowness and that amazing blueness and they breathed of the
 fresh fresh air and listened and listened to the silence which
 suspended them in a blessed sea of no sound and no motion.
 They looked at everything and savoured everything. Then, wildly,

35 like animals escaped from their caves, they ran and ran in
 shouting circles. They ran for an hour and did not stop running.
 And then —

In the midst of their running, one of the girls wailed.

Everyone stopped.

40 The girl, standing in the open, held out her hand.

“Oh, look, look,” she said trembling.

They came slowly to look at her opened palm. In the centre of it,
 cupped and huge, was a single raindrop.

From *Science Fiction Stories* by Ray Bradbury



Comprehension

A Write answers to these questions using complete sentences.

- 1 Why had the children's parents come to Venus?
- 2 How did the children normally get their sunshine?
- 3 Why was the Venusian jungle the colour of rubber and ash?

B Discuss these questions with a partner.

- 1 Why does the writer describe the one hour of sunshine as 'summertime'?
- 2 Find a phrase the writer uses to describe the Venusian jungle. What do you think the writer is trying to help the reader to understand by using this phrase?
- 3 Why is science fiction so popular?

C Write two more paragraphs of the story, explaining how the children feel when the rain returns and they have to go back inside.

Glossary

jungle a thick tangled forest, especially in tropical countries

palm the inner part of your hand, between your fingers and wrist

planet one of the bodies that move in an orbit round the sun. The main planets of the solar system are Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune

raindrop a single drop of rain

resilient able to go back into shape

tumultuously in a confused or excited way

Synonyms

A thesaurus is a book of **synonyms** – words which have almost the same meaning.

Example: If you looked up 'thin', you would find words like slim, slender, slight, skinny and lean. There will also be the antonym (opposite) of thin: fat.

A Unscramble the words below to find three synonyms for the word 'hot' and three for the word 'cold'.

bolingi scrochnig frsoty ciy sweeltirng rozefn

B These synonyms for 'hot' have been put in order from the least hot to the hottest:

balmy humid sizzling

- 1 Use a thesaurus to make a list of ten synonyms for 'cold'. Then put them in order from the least cold to the coldest.
- 2 Write five sentences that use a synonym from B1.

C The synonyms above tell the reader whether it is hot or cold. However, your descriptions will be more effective and interesting if you describe the scene rather than just say it is cold.

Example:

'I felt cold' says you are cold.

'I dug my fingers deeper into my pockets, desperately seeking warmth' shows the reader you are cold.

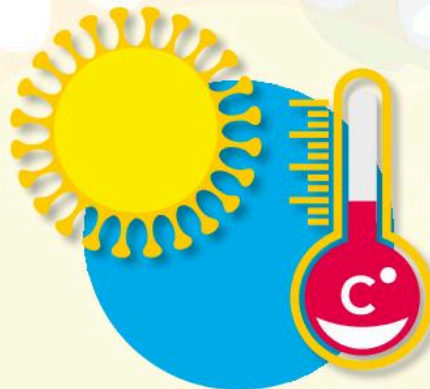
Write four descriptive sentences showing the reader that you are feeling:

- a hot
- b hungry
- c happy
- d excited.



Challenge

→ Keep a list of all the synonyms you come across for 'said'. See who can make the longest list – it will be very long!



Suffixes

- ▶ A suffix is one letter or a group of letters that can be added to the end of a word.
- ▶ You can add the suffix **-ful** to the end of a word to change it to an adjective.
Example: I need some **help** with my homework.
I found a **helpful** website when I was studying.
- ▶ When a word ends with **y** change the **y** into **i**.
Example: beaut**y**/beaut**if**ul
- ▶ Use the suffix **-al** to change a noun to an adjective.
Example: logic/logic**al**
- ▶ When a noun ends in an **e**, remove the **e** before adding the suffix **-al**.
Example: approv**e**/approv**al**

A Write the correct word for each sentence, adding the *-ful* suffix to turn it into an adjective.

peace wonder duty plenty skill

- 1 My friend is a _____ basketball player.
- 2 The tree gave us a _____ supply of juicy apples.
- 3 My grandparents tell me to be a _____ son and help with the chores and study hard.
- 4 Our class had a _____ trip to the museum last week.
- 5 The lunch area was quiet and _____ today because three classes were on a school trip.

B Add the *-ful* suffix to these words and write your own sentences. Work with a partner.

thought joy tear help thank
waste rest pain colour

Example: We had a **restful** holiday by the sea last year.

C Add the *-al* suffix to these words, remembering the 'e' spelling rule. Write your own sentences.

addition sensation nature arrive tropic
survive season tradition medic nation

Example: The men came to remove all our furniture when we moved house. Their **removal** truck blocked the road for a few hours.



Challenge

- With a partner, use a dictionary to find as many new *-ful* and *-al* words as you can and then test each other on the spelling and meaning of the words.

Write an adventure story

You are going to write an adventure story about a sea rescue.

Most good adventures have:

- ▶ a setting (which helps the reader to imagine where and when it happened)
- ▶ characters (the people in the story)
- ▶ a problem (something that goes wrong)
- ▶ suspense (which makes the reader want to find out what happened next)
- ▶ a resolution (which tells you how the problem was solved).

Sea rescue!

Your planning

YOU are the main character! Imagine walking by the sea one day. You see someone in the sea... Use this writing frame to plan your own short story about an adventure and rescue at sea, but use your own ideas too. Write your planning in note form and use these headings.

Questions to think about	Useful phrases
Setting Where and when did it happen?	It was...
Characters Who did you see in the sea? What was he / she doing? What did the person look like?	All of a sudden / To my surprise / To my horror I saw / noticed / heard He / She was waving / shouting / holding a rope He / She had grey hair / a yellow jacket / a blue hat
Problem Where was the person? Why did the person need help?	near / far from / way out a boat / the shore / the rocks no life jacket / a long way out / couldn't swim
Suspense What were the dangers? Why was it difficult for you?	tide coming up / a shark approaching / waves getting higher / boat drifting away too far to swim / heavy clothes / freezing water / no life jacket / no mobile phone / no boat
Resolution How did you rescue him / her?	Suddenly I remembered / noticed / realised... At last / Eventually / To my relief...

Write a sea narrative story

Your writing

Now you can begin writing your story. The frame below gives you some ideas about getting started. Decide whether the sea in your story is going to be rough or calm.

Example: It was a cool evening in March. I was walking...

It was a	Sunday morning in December. cool evening in March. lazy afternoon in July.
I was walking	beside the rocks on my way to... near the beach because... along the cliff to find...
The sea	was sparkling in the sun. was crashing against the rocks. was...
The lapping waves The tumbling waves The... waves	sounded like...



Top Tip

- ✓ Remember the similes and metaphors from page 12? Use some in your writing so that your reader can clearly imagine the scene you're describing.



2

Travels far and wide



*"For once you have
tasted flight, you
will walk the earth
with your eyes
turned skywards."*

Leonardo da Vinci

Talk time

- 1 The four pictures are of different flight inventions. Choose the one you know least about and think of two questions you'd like to find the answers to.
- 2 Why do you think flying is so important to human beings?



Flight inventions

A Match the captions to the pictures on page 26.

- 1 A model of Leonardo da Vinci's ornithopter (flying machine)
- 2 The space shuttle is launched by two rocket boosters
- 3 A birdman flies in his super lightweight wingsuit
- 4 The Boeing *Dreamliner* is so light it uses less fuel than a normal aircraft

B Read the notes below and prepare to give a short talk to the class about the ornithopter.

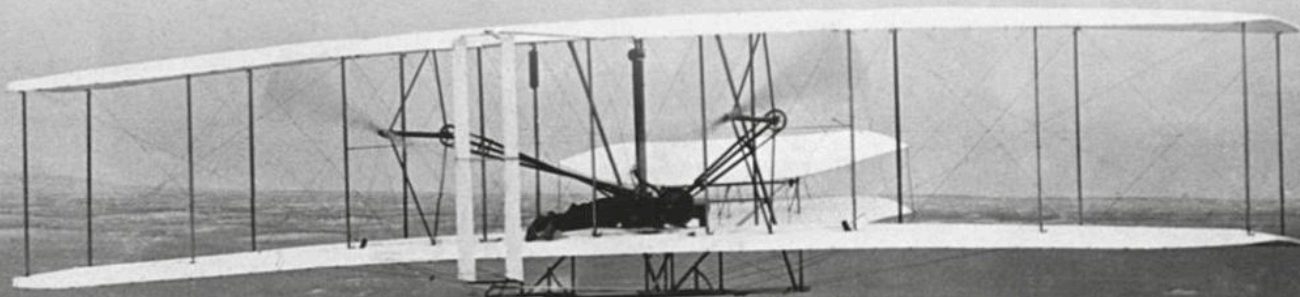
- 1 Leonardo Da Vinci was born in Vinci, Italy, 1452.
- 2 Became a famous artist and inventor.
- 3 Fascinated by how birds flew.
- 4 Wanted to invent a machine to help human beings fly like birds.
- 5 Designed the ORNITHOPTER – which flapped its wings like a bird.
- 6 But only a drawing – never actually built and tested.
- 7 Recently, Todd Reichart built an ornithopter based on Da Vinci's drawing and tried flying it. It flew 145 metres in 19.3 seconds at a speed of 25.6 kilometres an hour.
- 8 Today people still try and fly like a bird using special fabric wingsuits.

C How have aeroplanes and air travel made a difference to the world? Think of two positive and two negative points. Use words from the Word Cloud to help you explain your ideas to a partner.

Word Cloud

advance	invention
booster	ornithopter
experiment	scientific
exploration	shuttle
flight	technical
ideas	

The first successful flight of a powered aeroplane was by the Wright brothers in 1903.



Non-chronological report

Life in the sea

Life on Earth began in the sea millions of years ago. The first living things were far smaller than the dot on this i. As millions of years passed, thousands of different sea plants and animals took on many shapes, sizes and colours. Some began to swim, some began to crawl. Some are still around today and some are not.

Dead and gone

Trilobites were among the earliest animals and lived in the sea more than 510 million years ago. They had jointed legs and external skeletons like insects and crabs. We don't know why, but about 250 million years ago they all died out, so trilobites became extinct. We only know about them because some of their remains turned into stones called fossils. Scientists use the fossils to work out how long ago they lived.

Still here today

The brittle star is a sea creature that is luckier than the trilobite! This 180-million-year-old fossil looks like its living relative. Brittle stars have a round central disc and five fragile jointed arms that can easily break. Today, as in the past, large numbers of them are often found on sandy or muddy sea beds.

Why do some animals become extinct?

So why did the trilobite become extinct and why did the brittle star survive until the twenty-first century? After all, the trilobites lived on Earth for about 270 million years – a hundred times as long as human beings! Is it because something happened to their food chain?

Food chains

All plants and animals in the sea are part of a food chain. Plants produce their own food from sunlight. This is why they are called the 'producers' in a food chain. Animals can't produce their own food – they need to consume other animals or plants to survive. This is why animals are called consumers. Plant-eating animals are called 'primary consumers', or herbivores, and meat-eating animals are called 'secondary' and 'tertiary' consumers, or carnivores. If they kill other animals, we also call them predators.

Word Cloud

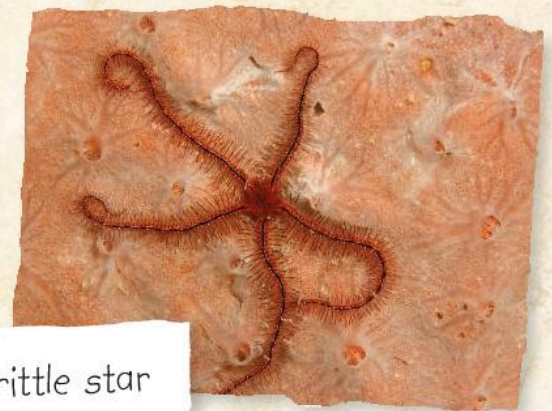
carnivores herbivores
consumers predators
food chain producers

Glossary

brittle easy to break
external on the outside
extinct not alive now
fossils hardened remains of plants or animals
survive continue to live

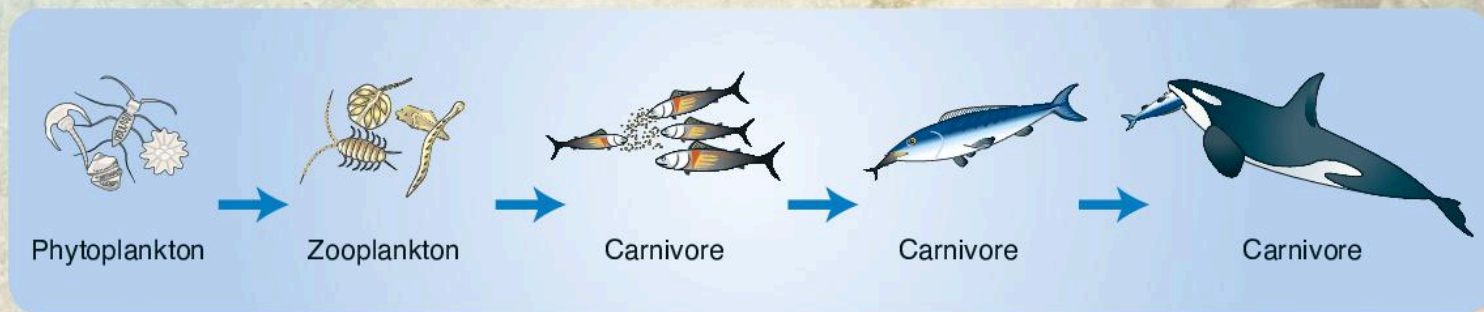


A trilobite



A brittle star

Here is an example of a food chain at sea.



30 If the producers die, the consumers are also in danger because the producers (such as phytoplankton) provide the energy in their food chain. Scientists tell us that many different kinds of plants and animals became extinct 250 million years ago – at the same time as the trilobites. Perhaps trilobites died out because something happened to destroy their food chain.

Comprehension

A Write short answers to the following questions.

Example:

Question: Where did the first living things live?

Answer: In the sea.

- 1 Name two physical features of a trilobite.
- 2 Name an animal that lived more than a million years ago and can still be found today.
- 3 How long did trilobites live on the Earth for?
- 4 What happens to the animals in a food chain if the plants die?

B Choose the correct word in each sentence.

- 1 Plants **consume/produce** their own food from water and sunlight, so they are called **consumers/producers**.
- 2 Next in the food chain are zooplankton, which are very tiny animals. They eat the phytoplankton, so they are **consumers/producers**. Another name for them is **herbivores/carnivores**.
- 3 Crabs then eat the zooplankton, so they are both **consumers/producers** and **herbivores/carnivores**.

C

- 1 What do you think was the main point of each of the five paragraphs in the extract? Write five sentences, one for each main point.
- 2 Where do you think humans fit into the marine (sea) food chain? How might we be responsible for the extinction of marine plants and animals?



Humans are consumers of fish.

Commas

Commas are used to separate off words, phrases and clauses for the reader.

A In the non-fiction text *Life in the Sea*, the writer has used commas in different ways.

Find and copy out examples of a comma used:

- 1 before the conjunction 'but'
- 2 after a clause beginning with 'If'
- 3 after a clause beginning with 'As'
- 4 after a time word or connective.

B Five commas have been left out of the extract below. Copy out the extract putting the commas in the right places.

As I made my way back home I felt a sudden flicker of unease. Were those dark clouds above me? If there was going to be a storm I would be soaked. I only had on a T-shirt but I did have a thin jacket in my bag. Also I had a hat. The sky brightened. Today it was going to be my lucky day.

C

Pairs of commas are also used to separate a clause or phrase in the middle of a sentence.

Example: The waves, which were the biggest I had ever seen, rolled over the town.

Write these sentences out, putting the clauses in brackets into the middle of the sentences. Remember to use the pairs of commas!

- 1 The plates were brought in by my mother. (which were heaped with food)
- 2 Emmanuel shot the ball into the net. (with a flick of his heel)
- 3 From there Fatima could see the old castle quite clearly. (lying half buried in the leaves)
- 4 I thought the dress was exquisite. (the silver one with gold stripes)
- 5 Petra strolled in and hung up her coat. (who was a tall girl)



Challenge

- Keep a track of the different ways you use commas in your own writing. You could even keep a tally in columns at the back of your exercise book.

Connectives

In a non-fiction report like *Life in the Sea*, **subordinating connectives** are important because they link and explain points precisely.

- A** How many times are these subordinating connectives used in *Life in the Sea*? Copy and complete the table.

Subordinating connective	Number of times used
If	
As	
because	
so	
that	

- B** Work with a partner to answer these questions.

- Rewrite this sentence from the extract, replacing 'because' with 'and'.
'Perhaps trilobites died out **because** something happened to destroy their food chain.'
What difference does changing 'because' make?
- Rewrite this sentence from the extract, replacing 'If' with 'As'.
'**If** they kill other animals, we call them predators.'
What difference does changing 'If' make?

- C** Extend the simple sentences below by using one of these connectives.

that so because if as

- Tigers are fast.
- We will go the sports shop.
- She wore a dress.
- I will go.
- The hat was big.



Non-chronological report

It's all hot air

The first hot air balloon passengers were a sheep, a duck and a cockerel! In 1783 they travelled for seven minutes in a balloon built by Frenchmen Joseph and Étienne Montgolfier. Later that year the two men flew across Paris.

How hot air balloons work

- 5 Hot air is lighter than cool air, so a balloon rises when the air inside it is heated. Modern hot air balloons have gas burners which heat the air inside the balloon's envelope. The gas in the four tanks in the basket makes a 'whoosh' sound as it travels up the hoses and into the burner. A balloon will go higher or lower depending on how much gas is burned.

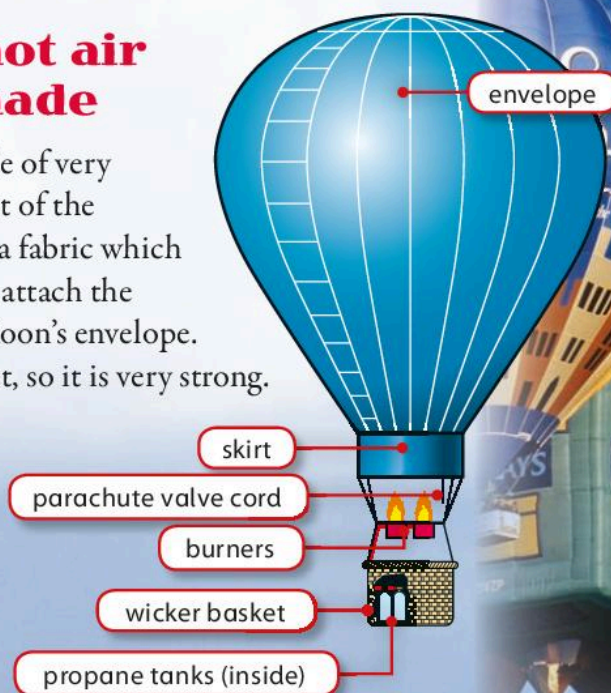
Flying hot air balloons

- 10 Some people have balloons for fun while others enter competitions in them. Large pleasure balloons carry passengers who pay for the flight. It is even possible to fly over the Egyptian pyramids in a balloon. While the balloon is up, somebody follows it with a car and trailer, ready to collect the people and equipment on landing. They are in
15 touch with the crew by radio.

Balloon pilots navigate with a map, which is often on a laptop. They also have a GPS, so that they know where they are. An altimeter tells them how high they are.

How modern hot air balloons are made

- 20 The balloon's envelope is made of very strong nylon. The bottom part of the envelope is made of 'Nomex', a fabric which cannot catch fire. Steel cables attach the basket and burners to the balloon's envelope. The cables go under the basket, so it is very strong.



Glossary

altimeter an instrument used in aircrafts for showing the height above sea level

balloon's envelope the fabric part of the balloon that fills with hot air

cockerel a male chicken

GPS global positioning system, which uses satellites to find the position of a vehicle or a person

nylon a very strong man-made material

Balloons are sometimes used for advertising.

Comprehension

A Write short answers to the following questions and then compare your answers with a partner's.

- 1 What passengers travelled for seven minutes in 1783?
- 2 What makes a hot air balloon go higher?
- 3 How is the air inside a hot air balloon's envelope heated?
- 4 Why can't modern hot air balloons catch fire?

B Work with a partner to answer these questions.

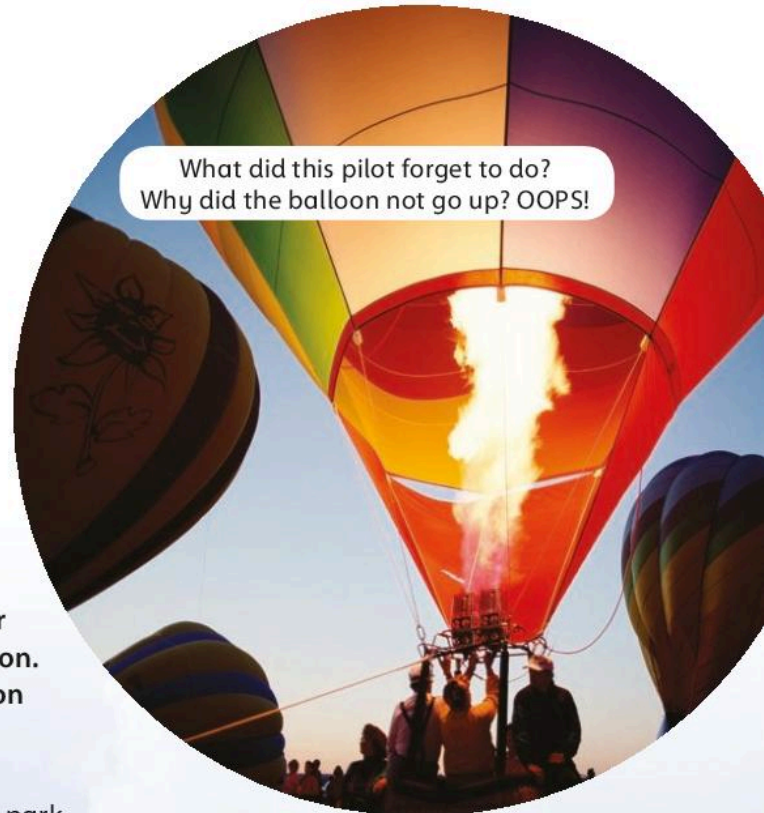
- 1 What is the purpose of *It's all hot air*? Which two statements are correct?
 - a To explain how hot air balloons work
 - b To persuade the reader to go on a hot air balloon trip
 - c To inform the reader about hot air balloons
 - d To argue that hot air balloons are important
- 2 What is the purpose of the subheadings?
- 3 Choose one paragraph that you think is very clear. 'Convert' it into a drawing or diagram to explain the topic clearly to someone else. Don't forget to label parts of your drawing or diagram.

C Plan and write a step-by-step route for a hot air balloon trip. The route will be above your town, city or province and be of interest to those flying in the balloon. The car and trailer have to follow the balloon's route on the ground.

Example: START: take off on the school sports field
First place of visual interest is the botanic gardens and wildlife park...

Word Cloud

burners hoses
cables navigate
envelope trailer
fabric



Discussion time

"Aeroplanes pollute the atmosphere and this damages our environment. People should travel less by plane for business and holidays."
Explain why you agree or disagree.

Word building

There are many groups of words with the same roots.

Example:

Root: **know**

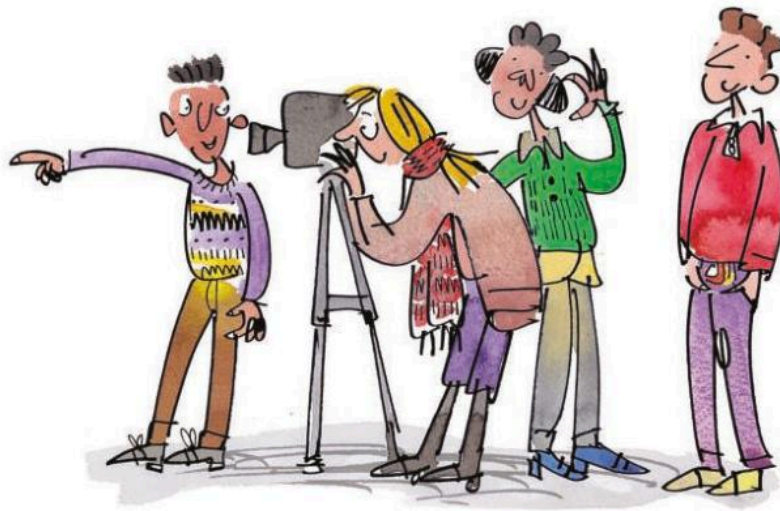
Words with this root: **know**ledge, **know**ingly, **acknow**ledge

- A** Organise the words below into four groups of words that have the same root.

pain childless reaction act actor painstaking react children take child taken overtake action childlike acting childish painkiller mistake

- B** Look at these pairs of words. The first is the root word; the second is made from the root word. Write another word made from the root word for each. Use a dictionary.

- 1 pack: package
- 2 obey: obedience
- 3 give: forgive
- 4 prison: imprison
- 5 joy: enjoyment



- C**
- 1 Write the correct root word for each of the following five words. The first one has been done for you.

- a** homeless **home**
- b** activity
- c** mistake
- d** publicity
- e** discover

- 2 Write a different sentence for each of the ten words in C1.



Top Tip

- ✓ In a dictionary, the most important words (keywords) are printed in bold.

Modifying adverbs

Adverbs modify (change) and add information to a verb. They are often formed by adding the suffix **-ly** to the root word.

Example: quick/quick**ly**

Adverbs are useful in dialogues because they give information on how a person speaks.

A Write each of the sentences below, using one of these adverbs for each sentence.

excitedly thoughtfully patiently quietly sharply

- 1 "SSh! We mustn't make any noise," she whispered _____.
- 2 "Sit down, right now!" the head teacher insisted _____.
- 3 "Let me explain it you," the teacher said _____.
- 4 "I wonder if I can remember how to make a paper aeroplane?" she mumbled _____.
- 5 "We've won!" she screamed _____.

B Here are two pieces of dialogue. Write them out again, adding a suitable **-ly** adverb in the space.

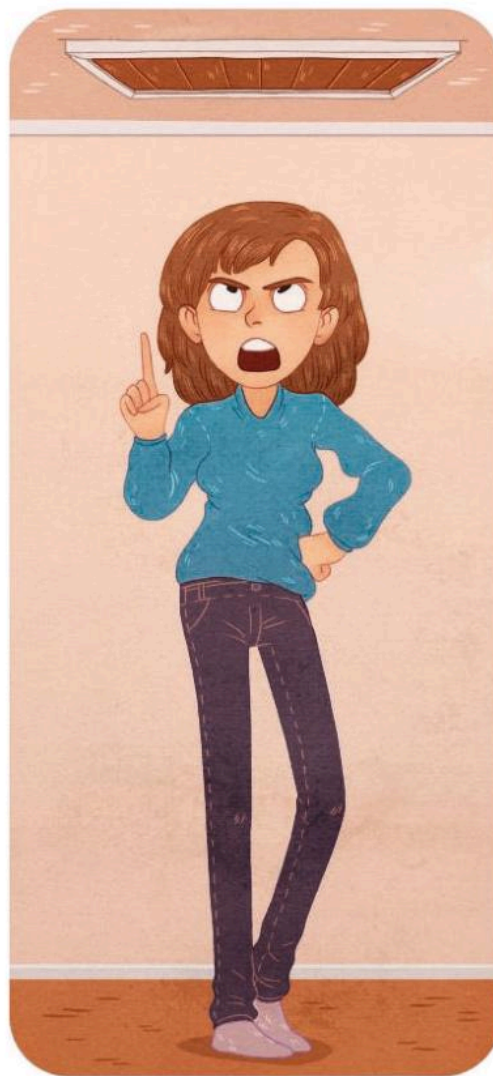
"Alfie?" his mum called again _____. "Supper is ready. Come down right now."

"Alfie, what are you doing up there?" his mum called _____.
"I want to talk to you!"

C Write eight separate dialogue sentences of your own. Use a different adverb from the list below for each sentence to describe how the person speaks.

**slowly anxiously cheerfully furiously
kindly politely rudely suddenly**

Example: "Don't move," she said **slowly**. "I think there's somebody in the house."



Top Tip

- ✓ When writing dialogues, consider adding **-ly** adverbs.

Information text

The origins of Chocolate

Word Cloud

cacao frothy
ceremonial manufacture
chilli precious

Chocolate is made from cacao. The Maya of Mexico discovered cacao as long ago as 600 CE. They picked cacao from the wild trees and then began to plant them specially.

The Aztec people became powerful after the Maya. They were very fond of chocolatl, a drink made from roasted beans and water with hot chilli to make it spicy. They poured the chocolatl from a great height to make it go frothy! Mexicans still make their hot chocolate frothy today.

Precious beans

Cacao beans were so valuable that they were used as money. A rabbit cost ten beans and a pumpkin cost four. They were also used in important ceremonies and traded for cloth, jade and ceremonial feathers.

A cacao tree produces between 20 and 30 pods a year. Pods from one tree would make 450 grams of chocolate powder, about the same as a small bag of sugar. There are about 20 to 40 beans in each pod.

Powder to bars

Soon people began to add milk to the chocolate, but it was still only a drink. Then, from about 1850, factories began to manufacture and sell cocoa powder in tins and this led to chocolate bars. Mexican women used to press cocoa powder into blocks so that they could keep it. But it wasn't sweet like modern chocolate bars.

Health food

Today people like chilli chocolate, just like the Aztecs, and it is a very fashionable flavour. Doctors say that pure chocolate is good for us, because it contains important vitamins, but only a little at a time! Too much sweetened chocolate can rot teeth and be fattening.

Glossary

Aztec people members of the civilisation that was dominant in Mexico before the Spanish Conquest of the sixteenth century

CE Common Era

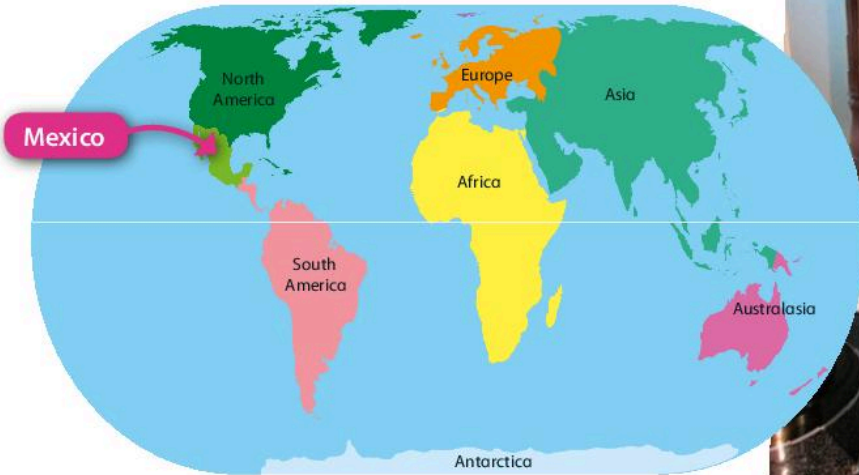
Maya an ancient Indian civilisation from Central America from about 1000 CE

Pods from a cacao tree



Comprehension

Using a molinillo to whisk chocolate



A Write short answers to these questions, using the extract to help you.

- 1 Who were the first people to discover cacao?
- 2 What did the Aztec people use cacao beans for?

B Write answers to these questions.

- 1 The pods from one cacao tree produce 20 grams of chocolate powder. True or false?
- 2 Chocolatl was a drink made with sugar. True or false?
- 3 Pure chocolate is unhealthy. True or false?

C

- 1 Explain what foods you and your family eat on a special occasion such as a birthday. Suggest a reason why this food is eaten on your family's special occasion.
- 2 Think about two festivals in your country and the food eaten during that time.
- 3 Describe a festival to a partner. Include how long it lasts, the time of year and the type of food you eat.



A molinillo from Mexico

Discussion time

Is chocolate bad or good for us? Research and debate.

Challenge

- Do you know the history of your festival foods?
- When were they first eaten and how were they prepared?
- Did they come from your country or a different country?



Language for information texts

A Read the sentences below.

A cacao tree produces between 20 to 30 pods a year. Pods from one tree would make 450 grams of chocolate powder, about the same as a small bag of sugar. There are about 20 to 40 beans in each pod.

(The Origins of Chocolate – an information, non-fiction text)

Charlie grabbed it and quickly tore off the wrapper and took an enormous bite... He was quite out of breath, but he felt marvellously, extraordinarily, happy.

(Charlie and the Chocolate Factory – a fantasy narrative fiction text)

B Copy and complete the table with examples from the extracts to show the types of words and features used in each text.

Types of word	<i>The Origins of Chocolate</i> (page 36)	<i>Charlie and the Chocolate Factory</i> (pages 16–17)
Personal pronouns	none	he
Characters' names		
Adjectives		
Adverbs		
Numbers		
Subheadings		
Direct speech		

C Discuss these questions with a partner.

- 1 What is the purpose of the information text *The Origins of Chocolate*? What does the writer want to achieve?
- 2 What is the purpose of the fantasy fiction text *Charlie and the Chocolate Factory*? What does the writer want to communicate to the reader?



Top Tips

- ✓ Non-fiction writers often want to explain a process or a historical event.
- ✓ They use shorter sentences and include more numbers and dates.



Challenge

→ Read a different non-fiction text and list all the features.

Travelling vocabulary

A

- 1 Write a sentence about the country you would like to visit most.
- 2 Explain your choice to a partner and tell them where it is.
- 3 Tell your partner what method of transport you would use to get there, and explain why.

Travelling by plane is three times safer than travelling by train and 12 times safer than travelling by car.

Most of the islands of the world are in the Pacific Ocean with Indonesia consisting of over 17,000 islands.

The world's largest country is Russia and the smallest is the Vatican City in Rome.

B

Copy the sentences below, filling in the correct word from the list.

geysers sea bridge haka chilli

- 1 The _____ is a traditional dance in New Zealand.
- 2 In Iceland, _____ can reach a temperature of nearly 100 degrees Celsius.
- 3 Two popular foods that originated in Mexico are _____ and chocolate.
- 4 The world's longest _____ is in China.

C

As a class, gather together interesting facts about different places in the world.



A return ticket to space

The golden ticket to outer space

Do you want to buy a ticket to become an astronaut? Seven hundred people have already booked their trip. The first test flights have already taken place from a spaceport in the United States. Tickets cost as much as \$250,000.

A new kind of space ship

- 5 Richard Branson, a British airline owner and adventurer, has started a company called Virgin Galactic, which sounds like something from *Star Wars*. They have built the spacecraft like the one you can see in the photo on page 41. The mothership, *WhiteKnightTwo*, has two compartments for crew, which look like
- 10 two aeroplanes with a long wingspan in the middle. *SpaceShipTwo* is suspended from the middle of the wing.

How to become an astronaut

- There will be two pilots and six passengers on *SpaceShipTwo*. *WhiteKnightTwo* will carry the spaceship up to 15.5 kilometres above the Earth, release it and go back to land. The spaceship's
- 15 rocket will then propel it into space at up to 4,000 kilometres per hour. The passengers become astronauts at 100 kilometres above the Earth. *SpaceShipTwo* will 'feather', or fold up, its wings. It will then fly higher to 110 kilometres and passengers will experience weightlessness for five minutes. They will be able to see the
- 20 Earth's curve because they are so far away. Then the spaceship will re-enter the Earth's atmosphere. At 21.5 kilometres the wings will de-feather (open out) so that it can glide down to the spaceport and land like a plane.

Word Cloud

adventurer	release
compartments	rocket
curve	suspended
glide	wingspan
propel	

Glossary

astronaut a person who travels in a spacecraft

Galactic related to the galaxy

gravity the force that pulls everything towards the Earth

mothership the plane from which other spaceships are launched

spaceport an airport for spaceships

weightlessness to be free of the Earth's gravity so that you float about

The passenger cabin of *SpaceShipTwo*. If you are not strapped in you would float around. This is because you would be weightless as there is no gravity far from the Earth.

Comprehension

A Answer the questions below. Use complete sentences when you write them down.

- 1 How high does the mothership take *SpaceShipTwo* before it is launched?
- 2 How many people can fly on the spaceship?
- 3 When do the passengers become astronauts?
- 4 What makes passengers weightless?
- 5 What happens to *SpaceShipTwo*'s wings during the flight?
- 6 How does gravity stop us from being weightless?

B

- 1 Explain in your own words whether you think it is a good or a bad idea to take tourist trips into space. Use the text to help you.
- 2 With a partner, prepare a report on either the dangers of space travel for tourists or the benefits of it. Present this to the class.

C

- 1 What do you think spacecraft might be used for in 30 to 50 years? Discuss your ideas with a partner.
- 2 If there are people flying all round the world in spacecraft in the future, what will have to be done to keep them safe?
- 3 Write a report containing your ideas for the future use and safety of space travel that contains a summary and paragraphs with subheadings. Illustrate your report.

Talk time

Work in pairs.

- 1 How does weightlessness and the lack of gravity make it difficult to live in a spaceship?
- 2 Make a list of the problems with a partner. One of you will report to the class.



The mothership carrying *SpaceShipTwo* into the air to be launched



Writing a non-chronological report

Model writing

London

London, the capital city of the United Kingdom, is set on the River Thames in the southeast of England. The history of London goes back to Roman times; the Romans invaded Britain in CE 43, and soon afterwards the city of Londinium was founded.

Facts

London is the biggest city in Europe and has a population of over 8.5 million people, which is more than 12 per cent of the United Kingdom's overall population. It was the first city in the world to have an underground railway.

Historical Sites

There are many historical sites worth visiting in London. Some can only be viewed from the outside, but it is possible to see the inside of others. The Houses of Parliament is the seat of government and is situated by the side of the River Thames. Nearby is the famous Big Ben. 'Big Ben' is in fact the name of the largest bell inside the clock tower, not the tower itself. Westminster Abbey, the site of the coronations of British monarchs, is another well-known tourist attraction. On the other side of the river is the London Eye, an observation wheel which gives impressive views of the city. For some people the most famous historical site in London is Buckingham Palace, the London home of Queen Elizabeth II.

Culture

There are over 100 theatres in London showing a wide variety of musicals and plays. The most famous is probably The Globe which was built in the 1990s. The playwright William Shakespeare's plays were performed in the original theatre in the 1600s. London has a number of excellent museums, such as the Science and Natural History Museums, which are of interest to both children and adults, as well as Madame Tussauds wax museum.

Shopping

London has a wide variety of places to shop, from world-famous shops on Oxford Street to the independent fashion stores of Carnaby Street, not forgetting two of the most famous shops in the world: Harrods department store and Hamleys toy shop.

London is visited by millions of tourists each year. There is certainly something for everyone and it is not necessary to spend a lot of money as many attractions are free. Whether tourists are looking to experience historical London or want to be entertained by sporting events or theatre, London is an excellent destination.

Report writing

The description of London is an example of a non-chronological report. These reports give factual information about a particular topic and are **not** written in time order.

Features of non-chronological reports include

- ▶ Present tense
- ▶ Formal style
- ▶ Third person
- ▶ Subject-specific vocabulary
- ▶ Factual description
- ▶ Subheadings may be used in order to organise and find information more easily
- ▶ Passive sentences

You wrote about a country you would like to visit on page 39. Now research the capital city of that country. Make notes about the features of the city you have chosen, such as various places to visit, transport, language spoken and food. Write a list of the specific vocabulary you will use under these headings. Then plan a non-chronological report about your chosen city, using this writing frame to organise your ideas:

Title	
Introduction	
First paragraph	
Second paragraph	
Third paragraph etc.	
Final summary	

Write up the report for your chosen city. Make sure you include the features of non-chronological reports. Can you locate all the cities everyone in the class has written about on the map below?

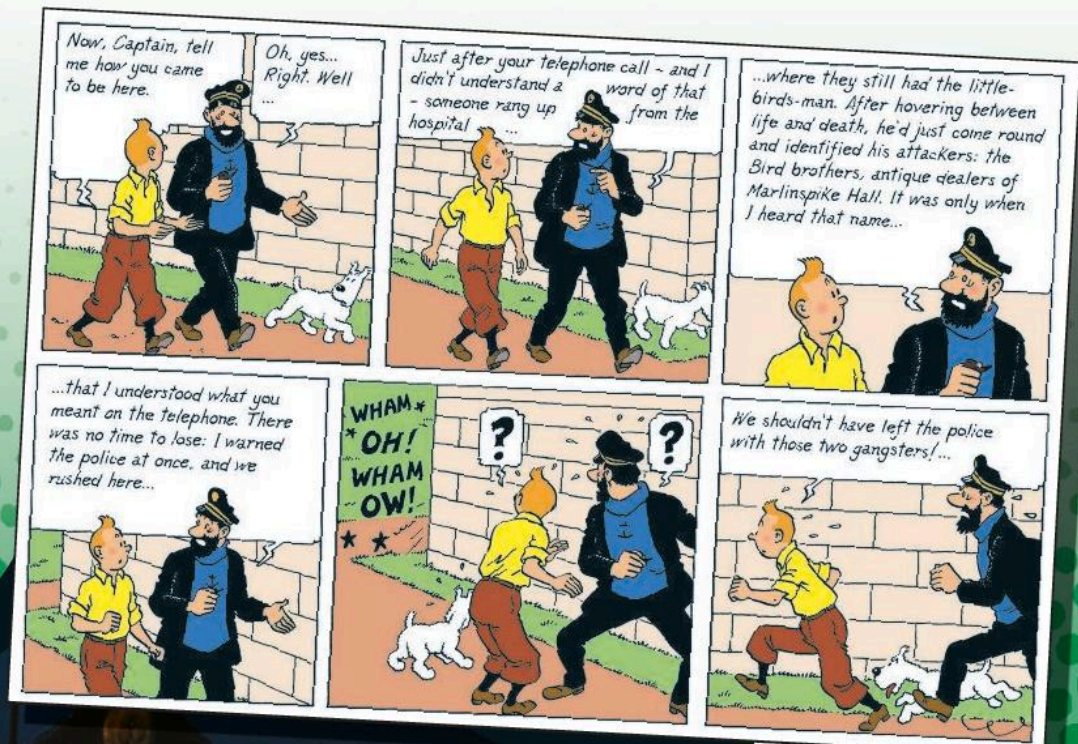


3

Closer to home

"There's something you need to know about failure, Tintin. You can never let it defeat you."

Hergé



© Hergé-Moulinsart 2015



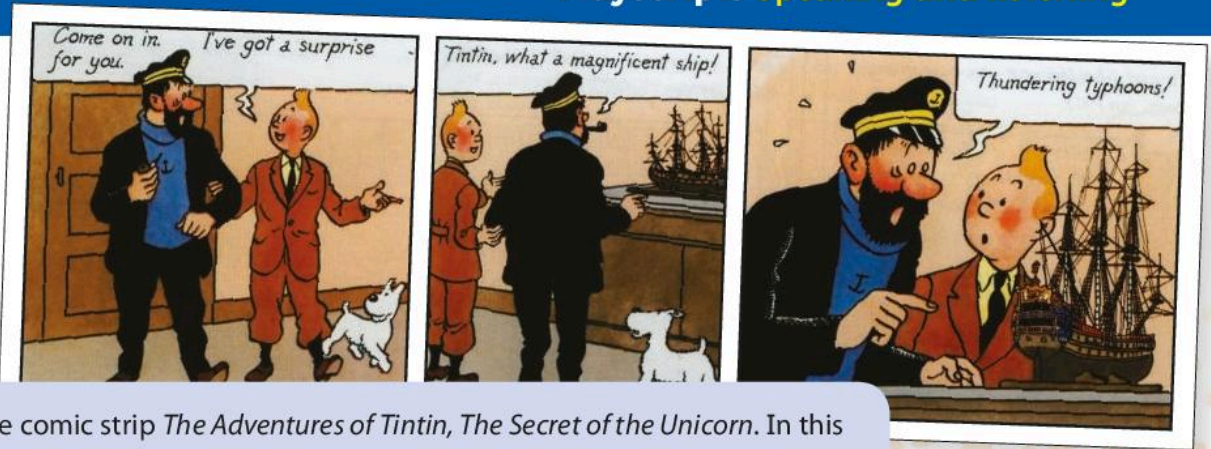
Talk time

Tintin, the hero, is a Belgian newspaper reporter. Snowy, his white dog, and his friend Captain Haddock help him on his adventures. The story of Tintin was first written and illustrated as a comic strip in French and then became an animated film.

- 1 How is the dialogue in a comic strip written differently to how it is written in a story book?
- 2 Compare the picture of Tintin from the film with the picture from the comic. How are they different?



Drama



© Hergé-Moulinsart 2015

Here is a part of the comic strip *The Adventures of Tintin, The Secret of the Unicorn*. In this part of the story Tintin buys Captain Haddock a model of an old ship as a present, which leads to an adventure.

Look closely at the dialogue. It is set out in speech bubbles.

Below is the film script of the same part of the story. Read it carefully. The initials of the speakers are on the left. The words they say are on the right, but they are not in speech marks (as they are in stories). The stage directions are in brackets. They show what people do and they are always in the present tense.

A Read the film script with a partner, taking on the roles of Tintin and Captain Haddock.

B Read the film script again. This time, look at the punctuation. If you see '!' after a line, remember to emphasise the words. Put expression into your voice.

Swap roles with your partner so that you experience what it is like to act out the two different characters.

T: I say Snowy, isn't that a fine ship! I've a good mind to buy it for Captain Haddock.
(There is a thundering knock on door.)

CH: Are you there, Tintin?

T: Hello, Captain, just the person I wanted to see. I've got a surprise.

CH: Tintin, what a magnificent ship! Thundering typhoons! Where did you find this ship?

T: In the Old Street Market. Why?

CH: Ten thousand thundering typhoons! What a remarkable coincidence! Imagine! It's remarkable, really remarkable!

T: Is that you in this copy of the portrait?

CH: No! It's one of my ancestors, Sir Francis Haddock. Look at the ship in the background.

T: It's the same ship! There's a name here in tiny letters: UNICORN.
(Captain Haddock points to ship.)

CH: So there is: UNICORN. I'd never noticed it.

T: Maybe there's a name on mine too... Wait here, I'll go and fetch it.

T: Great snakes! ... It's gone!

C With your partner, decide who will play Tintin and who will play Captain Haddock. Read the film script again, but move about this time, acting out your part and the stage directions.

You will now have enough experience of acting this scene to add your own dialogue, actions and stage directions. So, with your partner, write further dialogue and stage directions to tell the story of what happens next. Act your new versions out to each other in class and see what ideas others had for continuing the story.

Poem about identity

Finding a friend

I could not speak your language.
I did not know your rules.
Everything felt foreign
to an alien at school.

5 Those days are long gone now,
though I thought they'd never end.
Now I have no problems
speaking English, making friends.

Dark and haunting memories
10 of loneliness and fear,
frustration and confusion
have begun to disappear.

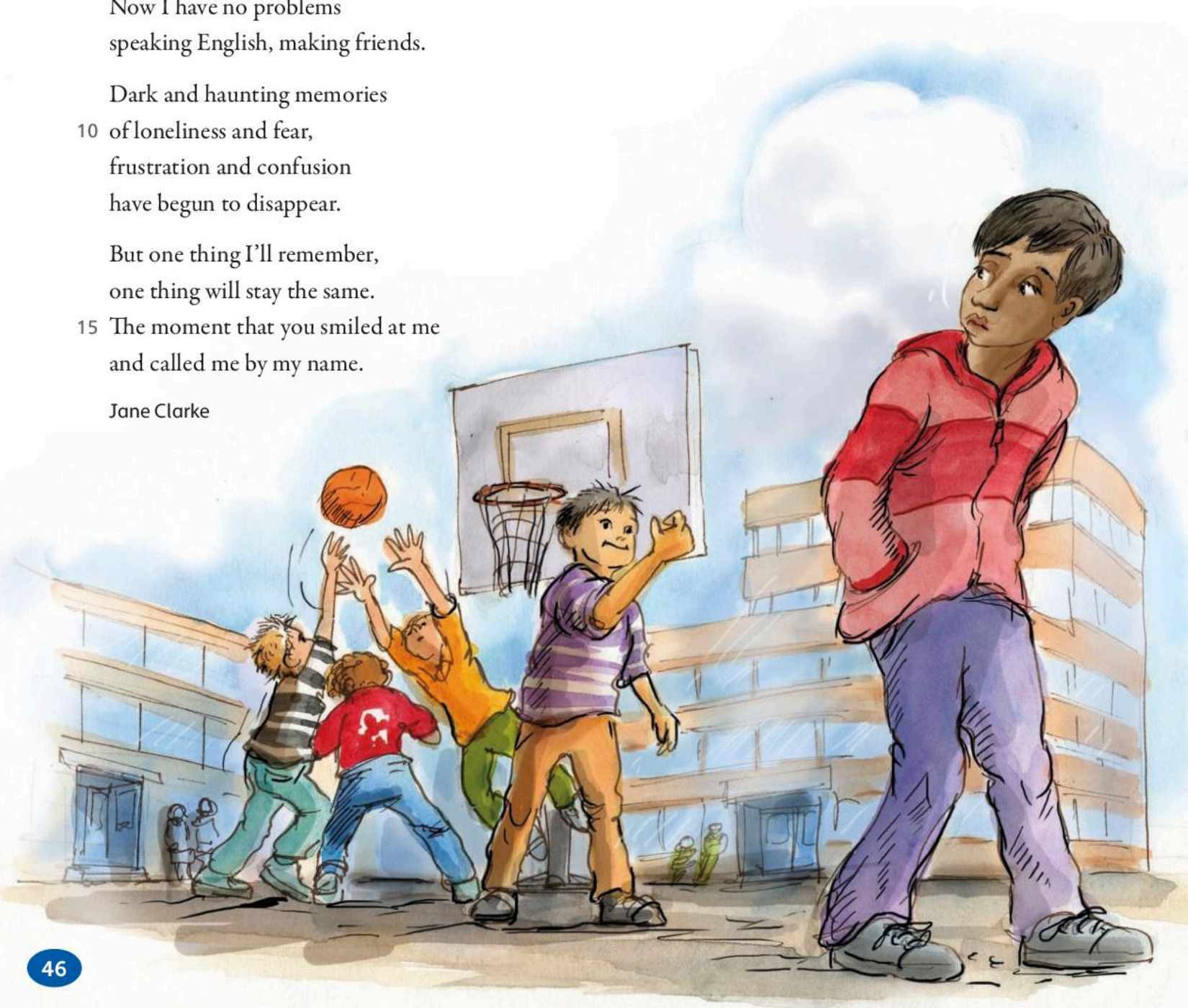
But one thing I'll remember,
one thing will stay the same.

15 The moment that you smiled at me
and called me by my name.

Jane Clarke

Word Cloud

confusion
foreign
frustration
haunting
moment



Comprehension

A Write answers to these questions.

- 1 Which word in verse 1 means 'stranger'?
- 2 The phrase 'long gone now' in line 5 means:
 - a the days at school felt long
 - b those days are in the distant past
 - c those days are totally forgotten.
- 3 Which phrase in the last verse talks about a happy memory?

B Write answers to these questions.

- 1 Describe two different ways in verse 3 the poet shows the difficulty of being new in a strange place.
- 2 What two phrases in verses 2 and 3 show that life is easier for the child now?
- 3 The poet uses rhyme in alternate lines. List the words that rhyme and explain how this helps the poem.

C

- 1 Which line of the poem do you like best? Explain why.
- 2 Write a new verse for the poem in the same style.



List poem

This poem shows how we use words all the time in different ways and for different reasons.

Words Are Ours

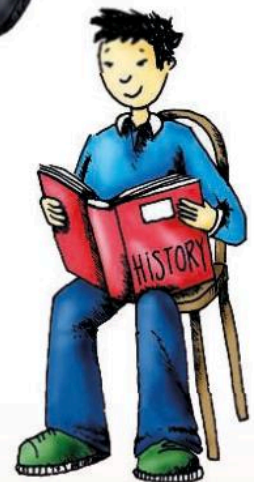
In the beginning was the word
 and the word is ours:
 the names of places,
the names of flowers,
 5 the names of names,
 words are ours.
 Page-turners
 for early-learners
How to boil an egg
 10 or mend a leg
 Words are ours
 Wall-charts
 Love hearts
Sports reports
 15 Short retorts
Jam-jar labels
 Timetables
 Words are ours
 Following the instructions
 20 for furniture constructions
 Ancient mythologies
 Online anthologies
 Who she wrote for
 Who to vote for
 25 Joke collections
 Results of elections
 Words are ours
 The tale's got you gripped

Have you learned your script?
 30 The method of an Experiment
 Ingredients for merriment
 W8n 4ur txt
 Re: whts nxt
 Print media
 35 Wikipedia
 Words are ours
 Sub-titles on TV
 Details on your cv
 Book of great speeches
 40 *Guide to the best beaches*
 Looking for chapters
 on velociraptors
 Words are ours
 The mystery of history
 45 The history of mystery
 The views of news
 The news of views
*Words to explain
 the words for pain.*
 50 doing geography
 Autobiography
 What to do in pay-phones
Goodbyes on gravestones
 Words are ours.

Michael Rosen

Word Cloud

anthologies page-turners
 early-learners retorts
 elections velociraptors
 mythologies



Comprehension

A Write out each phrase below with a line from the poem printed in italics. The first has been done for you.

- 1 The 400 metres race was won by Maria Flores. *Sports reports*
- 2 The beach is cleaned every morning.
- 3 IN LOVING MEMORY OF HENRY DAVIS
- 4 Strawberry Jam, Hilltop Farm
- 5 A daffodil is a spring flower.
- 6 Pain: the feeling in your body when you are hurt
- 7 Place the egg in a pan of boiling water.

B Write a short paragraph on each question.

- 1 What do you think a book about 'The mystery of history' (line 44) would be about?
- 2 In what way would a book called 'The history of mystery' (line 45) be different?
- 3 Do the same for 'The views of news' (line 46) and 'The news of views' (line 47).

C

- 1 Find some other poems that Michael Rosen has written in the form of a list. Make notes on the style and topics of these. Do they rhyme? Are they funny? Share your ideas with a partner and see if they have the same ideas as you.
- 2 Look back at 'Finding a friend' on page 46. In what ways is it similar to 'Words Are Ours' and in what ways are the two poems different?



Poetry

Eugene Field was an American writer who was best known for his children's poems and humorous writing.

The Sugar-Plum Tree

Have you ever heard of the Sugar-Plum Tree?

'Tis a marvel of great renown!

It blooms on the shore of the Lollypop sea

In the garden of Shut-Eye Town;

5 The fruit that it bears is so wondrously sweet

(As those who have tasted it say)

That good little children have only to eat

Of that fruit to be happy next day.

When you've got to the tree, you would have a hard time

10 To capture the fruit which I sing;

The tree is so tall that no person could climb

To the boughs where the sugar-plums swing!

But up in that tree sits a chocolate cat,

And a gingerbread dog prowls below -

15 And this is the way you contrive to get at

Those sugar-plums tempting you so:

You say but the word to that gingerbread dog

And he barks with such terrible zest

That the chocolate cat is at once all agog,

20 As her swelling proportions attest.

And the chocolate cat goes cavorting around

From this leafy limb unto that,

And the sugar-plums tumble, of course, to the ground -

Hurrah for that chocolate cat!

25 There are marshmallows, gumdrops, and peppermint canes,

With stripings of scarlet or gold,

And you carry away of the treasure that rains,

As much as your apron can hold!

So come, little child, cuddle closer to me

30 In your dainty white nightcap and gown,

And I'll rock you away to that Sugar-Plum Tree

In the garden of Shut-Eye Town.

Eugene Field

Word Cloud

agog renown
cavorting zest
contrive





Comprehension

A Write answers to these questions.

- 1 Sum up the 'story' of the poem in four sentences.
- 2 What pattern of rhymes does the poet use?
- 3 What effect does this rhyming pattern have as you read it?
- 4 Is it a real tree or in a dream? Which lines in the poem tell you this?
- 5 There are examples of the personification of sweets in verses 2 and 3 where the sweets do things that only living creatures can do. Find these and write them out.

B Some words with the same letter strings are pronounced differently.

Find words from the poem that end with the same letter strings as the words below but do not rhyme with them when spoken out loud.

The first one has been done for you.

- 1 beard – heard (line 1)
- 2 shown
- 3 fears
- 4 coughs
- 5 proofread
- 6 forgive
- 7 climb
- 8 blown

C Work with a partner to answer these questions.

- 1
 - a What simple word could the poet have used instead of 'the garden of Shut-Eye town'?
 - b Why do you think the poet chose to use the image 'the garden of Shut-Eye town' instead of the simple word?
 - c Work with your partner to think of your own image to describe this word.
- 2 What would you do if you came across the Sugar-Plum Tree?
- 3 What things would you like to find in the tree?

Poem

The poet Afua Cooper lives in Canada, but she comes from Jamaica.

Kensington Market

Colours

Colours

Colours everywhere

colours of food

5 and

colours of people

music sounding

music pounding

Kensington Market on a Saturday morning.

10 Every Saturday morning

Mom takes her shopping basket

and we go to Kensington Market

Bananas

yams

15 pumpkin

mangos

okras

and

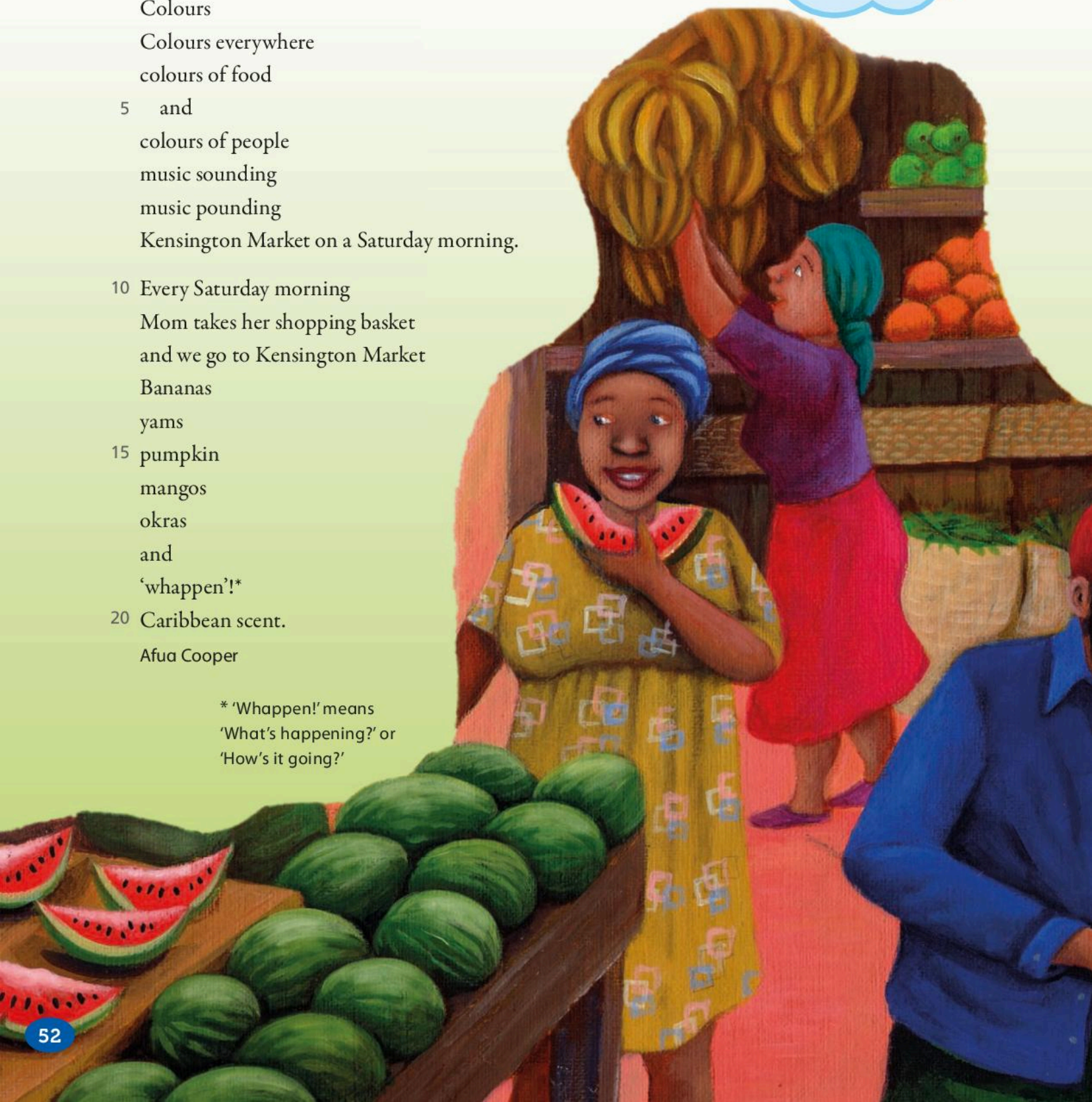
'whappen!'

20 Caribbean scent.

Afua Cooper

* 'Whappen!' means
'What's happening?' or
'How's it going?'

Word
Cloud
pounding
sounding



Comprehension

A Work in pairs or small groups to write answers to these questions. Use words or phrases from the poem to help you.

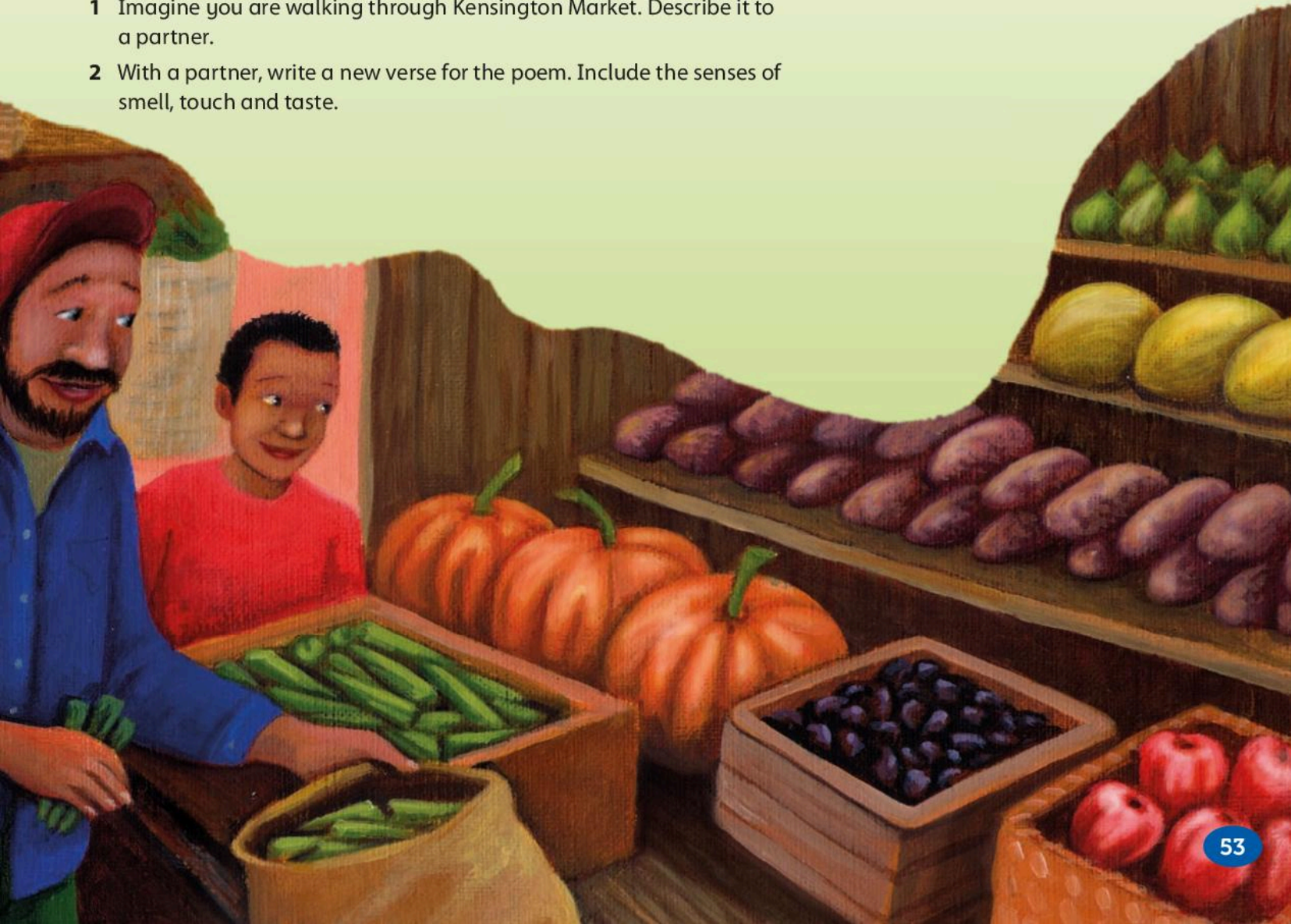
- 1 What things does the poet see in the market?
- 2 What is the word the poet uses most and why?
- 3 Which lines only have one word?

B Write answers to these questions.

- 1 What effect do the lines with only one word have on the way the poem is read?
- 2 Why do you think the poet likes this market so much?
- 3 Why does she use some of the words more than once?
- 4 Which senses does the poet include?

C

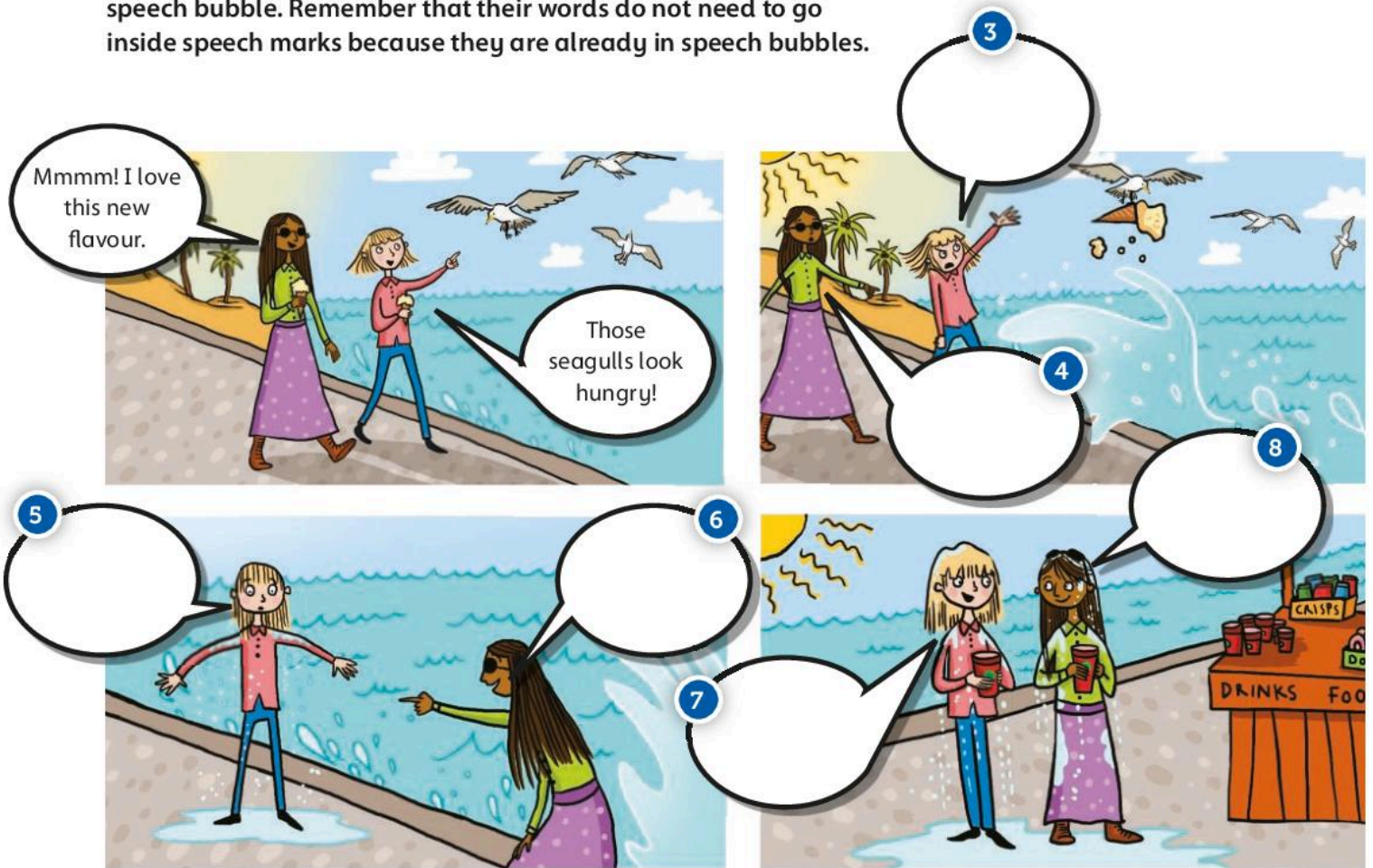
- 1 Imagine you are walking through Kensington Market. Describe it to a partner.
- 2 With a partner, write a new verse for the poem. Include the senses of smell, touch and taste.



Writing a cartoon

Model writing

Look at this four-frame cartoon strip. Alexa and Sabina are strolling along the seafront. Imagine what they say in each speech bubble. Remember that their words do not need to go inside speech marks because they are already in speech bubbles.



Guided writing

Number the speech bubbles in your notebook and write what each character is saying in each speech bubble. The first two speech bubbles are done for you, but you can change them if you like.

Your writing

With a partner, use this cartoon strip to write a new scene that follows the current story, that is, what happens next to Alexa and Sabina. You will need to include a setting, the same characters (and possibly some new ones), an event, what they said, and how they dealt with this event.

Writing a playscript

A **playscript** is for actors so that they can learn what to say and do in a film before they act it. Stage directions are often adverbs.

Guided writing

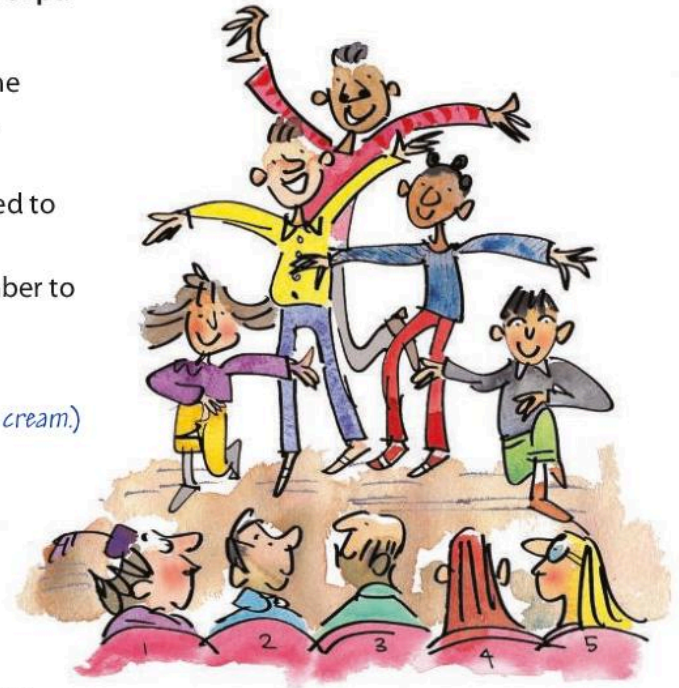
With your partner, write the cartoon strip on page 54 as a playscript.

- 1 Use the layout of the film script on page 45 as an example.
- 2 With a ruler, draw a margin about 3 cm from the left edge of the paper and write the names of the speakers before the margin. Then put a colon (:) after each name.
- 3 Write what they say on the right of the margin. There is no need to use speech marks.
- 4 Write stage directions to show what the characters do. Remember to put these in brackets and to use the present tense.
- 5 The opening is done for you, but you can change it if you like!

(Alexa and Sabina walk lazily along the seafront. Sabina is eating an ice cream.)

Sabina: Mmmm! I love this new flavour.

Alexa: (nervously) Those seagulls look hungry!



Your writing

Turn your own strip cartoon into a playscript.

- 1 Look back at the cartoon strip you wrote on page 54. Write it as a playscript, just as you wrote a playscript for the story of Alexa and Sabina.
- 2 Read your draft in your head. Check your spelling and punctuation.
- 3 Ask your partner to take one part. Practise reading your draft. If it doesn't sound real, change it.
- 4 Do the same with your partner's draft playscript.
- 5 Write it out in your best handwriting and practise it so you know exactly what to say and do.

Performance

Perform your playscripts.

- 1 Organise a performance of your scripts for the rest of the class.
- 2 Choose the five best scripts. Decide who will be the directors and practise acting the playscripts until the performances are perfect.
- 3 Find some costumes to dress up in.
- 4 Perform your playscripts to the rest of the school in an assembly.

Revise and check 1

Vocabulary

1 Complete the sentences with adverbs made from the list.

excited kind anxious furious

- a The parents were worried and waited _____ for their children to arrive.
- b It was his birthday and he ran _____ towards the postbox.
- c He slammed the door _____ and ran out into the yard.
- d She felt sorry for the child and spoke to her _____.

2 Choose a better word than 'said' in these sentences. Use words from the list below.

shouted asked screamed explained

- a "Is there a storm coming?" the boy said.
- b "There are always storms here in October," said the Captain.
- c "Hey! Be careful!" he said to the boy.
- d "Oh no!" said the boy, as the wave hit.

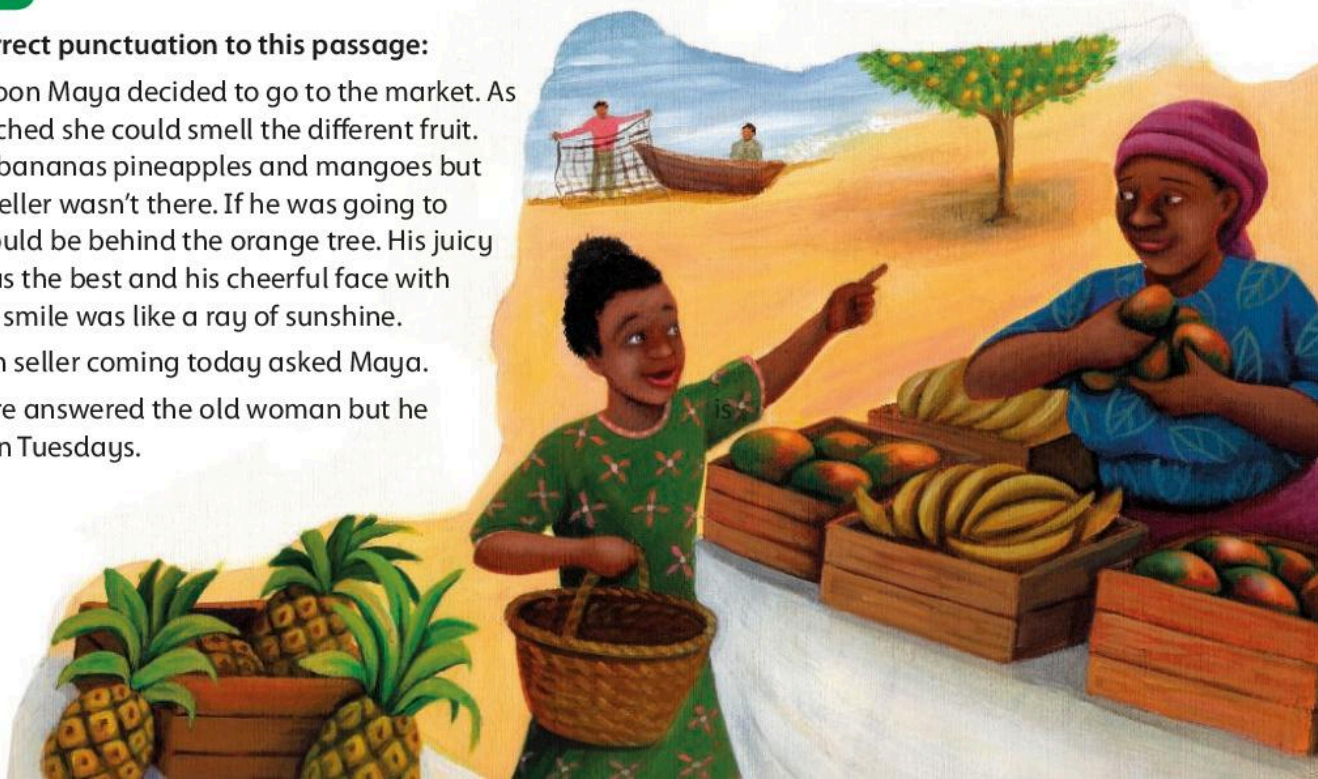
3 Answer these questions on metaphor:

- a Does the metaphor 'an orchestra of drums and trumpets' describe a storm or a cacao tree?
- b Give reasons for your answer to 3a.
- c Write a metaphor to describe your favourite fruit.

Punctuation

1 Add the correct punctuation to this passage:

That afternoon Maya decided to go to the market. As she approached she could smell the different fruit. There were bananas pineapples and mangoes but the melon seller wasn't there. If he was going to come he would be behind the orange tree. His juicy ripe fruit was the best and his cheerful face with the friendly smile was like a ray of sunshine. Is the melon seller coming today asked Maya. I am not sure answered the old woman but he often late on Tuesdays.



Grammar

- 1 Complete the table with the adjective or adverb. Choose a word from the table to complete the sentences below.

Adjective	Adverb
cheerful	_____
_____	quickly
polite	_____
_____	happily
silent	_____

They welcomed the new girl c_____. She was s_____ at first but then answered their questions p_____. She didn't make friends q_____ but by the end of the week she looked h_____.

Spelling

- 1 Choose the correct ending to make nouns.

-or -ar -er

- a lawy____
- b burgl____
- c govern____
- d caterpill____

- 2 Turn the words into adjectives by writing the words with the correct suffix.

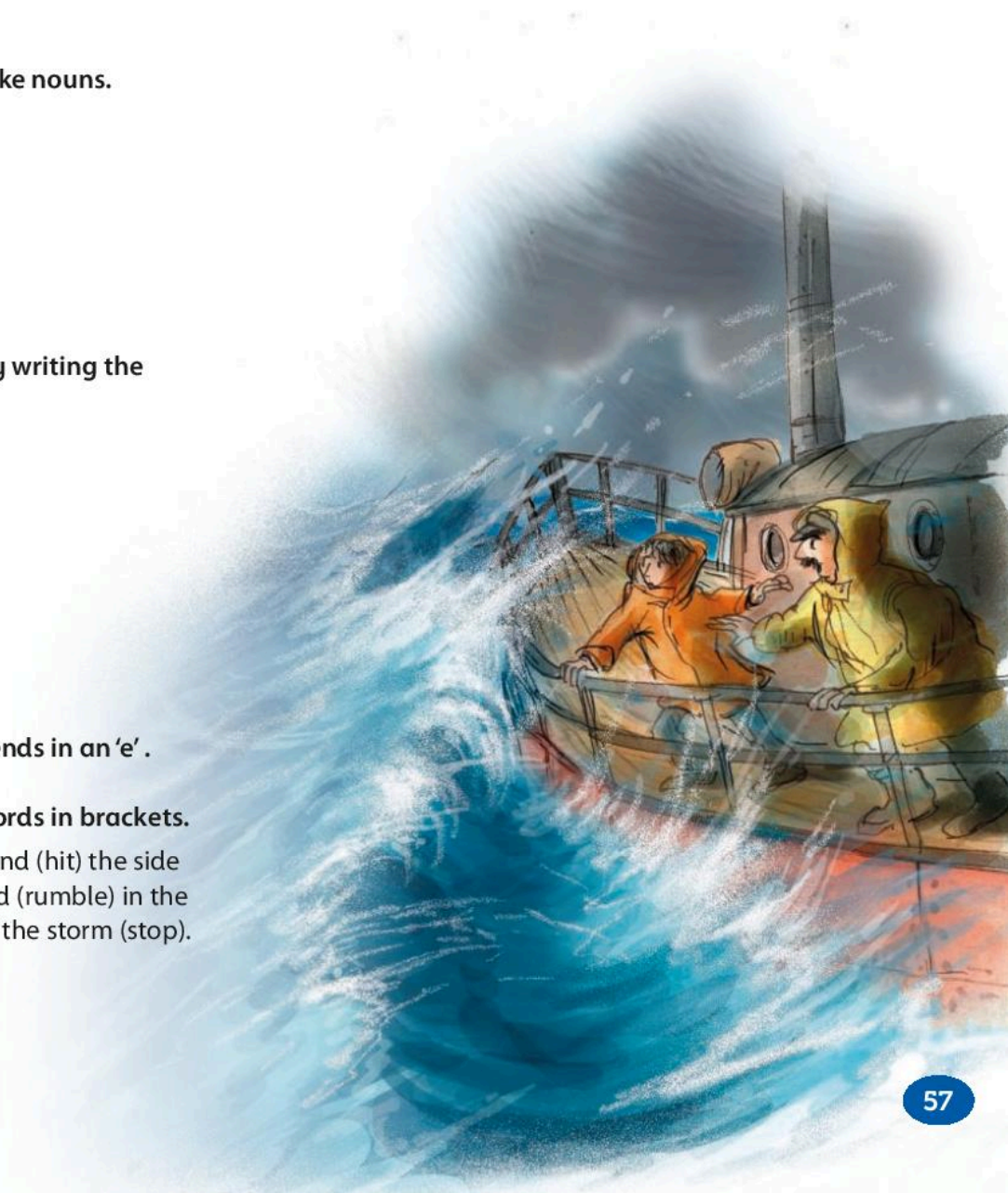
-al or -ful

- a help
- b tradition
- c thought
- d waste
- e nation
- f nature

Explain the rule when the word ends in an 'e'.

- 3 Add the suffix **-ing** to the root words in brackets.

They heard the waves (explode) and (hit) the side of the ship. Thunder was (roar) and (rumble) in the distance and there was no sign of the storm (stop).



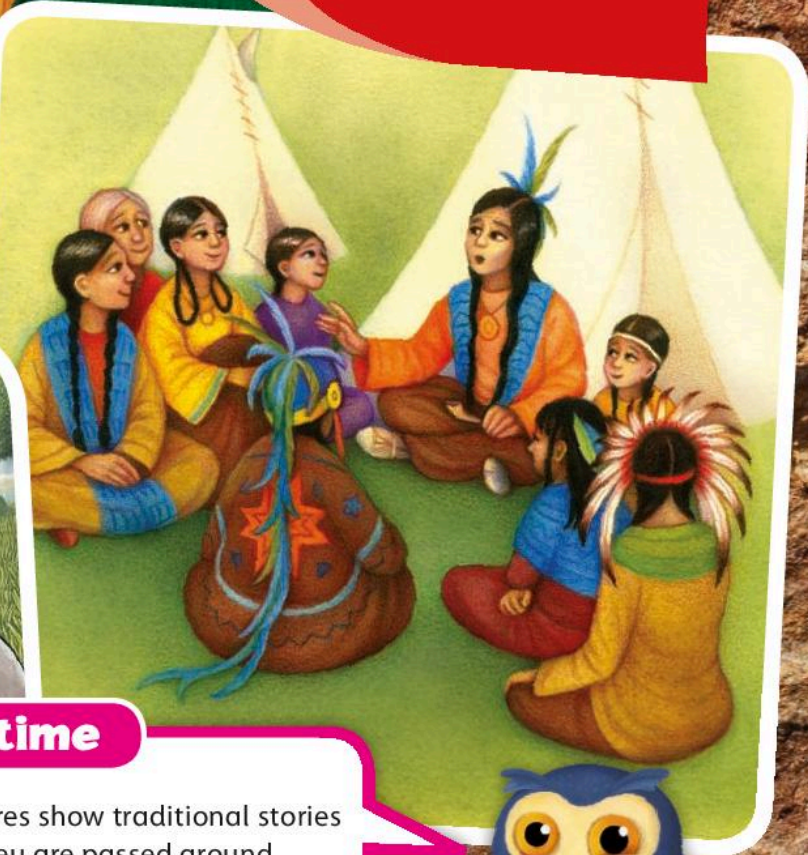
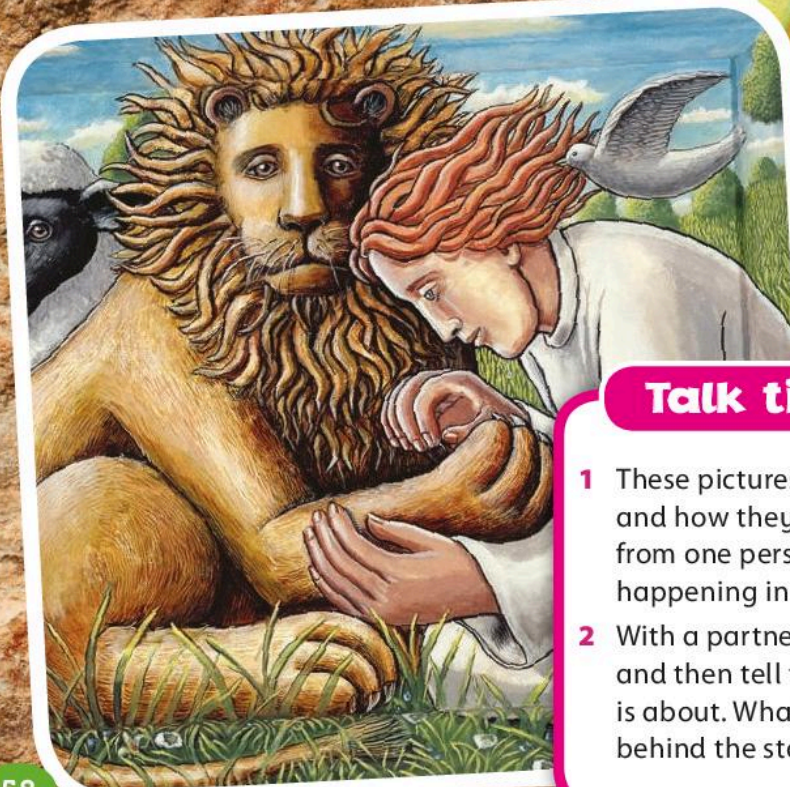
4

Tales and legends



"There have been great societies that did not use the wheel, but there have been no societies that did not tell stories."

Ursula K. LeGuin



Talk time

- 1 These pictures show traditional stories and how they are passed around from one person to another. What is happening in each picture?
- 2 With a partner, read a tale or legend and then tell the class briefly what it is about. What is the moral or purpose behind the story you have read?



Traditional tales and legends

A Match the words with their definitions.

fable legend loyalty quest trickster values myth

Example: an ancient story which has been passed down through the ages = legend

an ancient story which has been passed down through the ages

a person who lies to cheat other people

the important things in life that people believe in and act upon

a special search involving a journey

a story which has a moral lesson to teach

faithfulness to a friend or a family member

a traditional story explaining a natural or social event

Typical features of traditional tales and legends

Characters: talking animals or fantasy creatures, wizards, queens, princesses, kings and princes, rich and poor, good and evil, wise and foolish

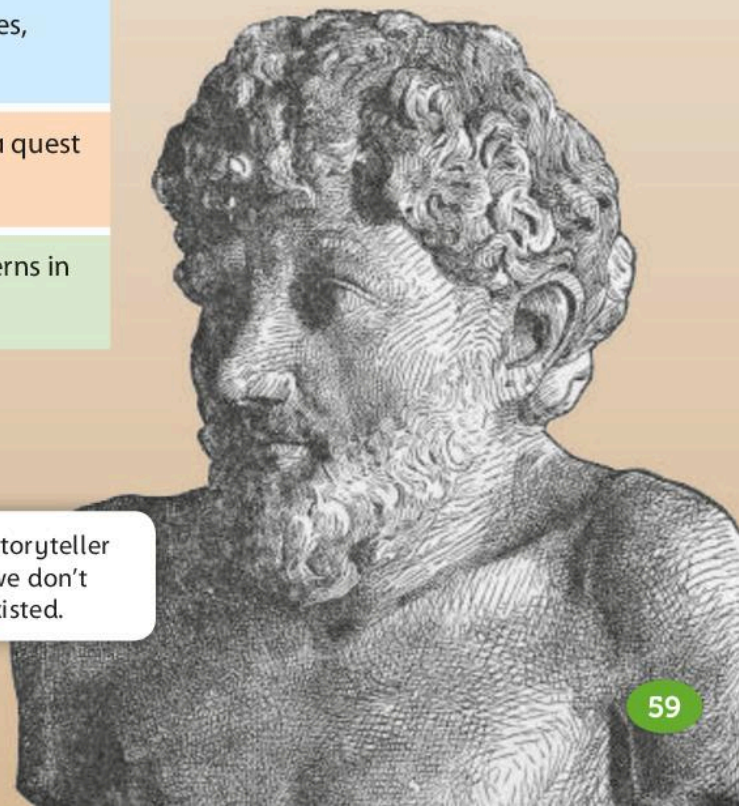
Actions: courage and determination, kindness, helpfulness, patience

Settings: a long journey, happened long ago, dangerous places, palaces, mountains, lakes

Themes: a gift or an object with special and unusual powers, a quest to find a person or an object, a reward or a penalty

Narrative structure: repetition, sequential organisation, patterns in the plot, crisis and solution, 'happy ever after' endings

Aesop is believed to be a storyteller from ancient Greece, but we don't know whether he really existed.



A tale from China

Tchang, a young boy from China, is on his way to visit the Great Wizard of the West. Tchang needs to ask the Wizard why he and his mother are so poor. On his journey Tchang meets three others who help him on his way and who also have questions for the Wizard. The Pearl Dragon is one of the three friends.

Word Cloud

bellowed squawking
flocks swung
jiffy throne

Tchang and the Pearl Dragon

Tchang was about to run away, but the dragon called to him. “Don’t be frightened! I’m quite harmless. Tell me why you want to cross my river.”

Tchang explained that he needed to ask the Great Wizard of the West some important questions.

- 5 When the Pearl Dragon heard the questions, it smiled. “You’re a good lad, Tchang,” it said. “Hop on my back and I’ll have you across in a jiffy.”

On the far side of the river, Tchang thanked the dragon.

- “Think nothing of it!” the dragon replied cheerfully. “That’s what I’m here for. Oh, by the way. While you’re there, could you please ask the Wizard
10 why I can’t fly? Every dragon in China can fly – except me.” Naturally, Tchang said yes. He set off again towards the West with the four questions going around and around in his head.

- Forty-nine days later, he came to the golden palace of the Great Wizard of the West. The palace was carved out of a mountain. It took Tchang a
15 whole day to climb the million steps up to the huge door. When he pulled on the bell rope, the mountain shook. Flocks of eagles rose squawking into the air from a thousand golden towers.

- The great doors of the palace swung open. Tchang found
20 himself in a mighty hall. It was so high he couldn’t see the ceiling for clouds. On a throne at the end of the hall sat the Great Wizard. He glared down at Tchang. “Well?” he bellowed. “What do you want, boy?”

- Tchang tried to stop shaking. “I ... I have four questions to
25 ask you, sir!”

“HAH!” shouted the Wizard. “Then you may as well go home right now! I will only answer **THREE** questions. If you ask me four, I won’t answer any of them. So there!”



Tchang thought his legs would fold underneath him. What
 30 could he do? There was his poor mother's question, then the old
 woman's question, then the old man's question, and then the Pearl
 Dragon's question. For his own sake, as well as his mother's, he
 desperately wanted to know the answer to the first question – but
 he also knew he couldn't let his friends down. So he answered sadly,
 35 "Then I will only ask you three."

From *Dragon Tales* by Andy Blackford

Glossary

by the way an expression used as an aside, an extra

for his own sake for himself

in a jiffy very quickly

So there! an expression of firmness

Think nothing of it! Don't worry about it!

Comprehension

A Write these parts of the extract in the correct order.

- 1 It took Tchang a day to climb up the million steps to the door of the Wizard's palace.
- 2 Tchang was afraid to ask the Wizard his questions.
- 3 The Pearl Dragon told Tchang to ask the Wizard why he couldn't fly.
- 4 Tchang hopped on the dragon's back in order to cross the river.

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

- 1 How do Tchang's feelings change between these points in the extract:
 - a When Tchang thanks the dragon for giving him a ride
 - b When he first speaks to the Wizard
 - c At the very end of the extract when he realises he can only ask three questions?

Find evidence from the extract to support your answers for a, b and c.

- 2 Find three different words that show that the Wizard is angry.
- 3 Find two features of traditional tales and legends that the writer used in Tchang's story.

C

- 1 Why do you think the Wizard will only answer three questions and no more? Discuss your ideas with a partner.
- 2 Write the next part of this traditional story. Choose either **a** or **b** below as your starting point.
 - a The dragon persuades Tchang to go back in to see the Wizard and try again.

OR

- b Tchang travels home with only three answers and meets his questioning friends on the way.



Discussion time

Writers of traditional tales and legends use a 'story' to teach a moral lesson. What do you think is the 'lesson' within the story?

Pronouns

Pronouns are used to replace nouns so that we do not keep repeating the nouns. The writing below does not use any pronouns, so it is difficult to understand.

Jack asked Henry's mother if Jack could play with Henry and May. Henry's mother replied that Henry and May had just gone out with Ashok, Usha and Fatima, and that Henry, May, Ashok, Usha and Fatima had all gone to the park. Jack was very disappointed. Jack really wanted to play with Henry, May, Ashok, Usha and Fatima.



A Copy and complete the text below, using these pronouns.

they them He they he She

Jack asked Henry's mother if _____ could play with Henry and May. _____ replied that _____ had just gone out with Ashok, Usha and Fatima, and that _____ had all gone to the park. Jack was very disappointed. _____ really wanted to play with _____.

There are different types of pronouns.

Personal pronouns	These replace a noun or pronoun in a sentence.	<i>I, you, me, him, she, he, her, they, we, them, us, it</i>
Possessive pronouns	These replace a noun in a sentence and also show ownership.	<i>theirs, mine, yours, his, hers, its, ours</i>

B Choose four personal pronouns and four possessive pronouns and write eight sentences, using each one correctly.

C Which group of pronouns do 'myself', 'themselves', 'ourselves' belong to?

Commas

Commas are used in different ways within a sentence. They are used to:

- ▶ separate a main clause from a subordinate clause
- ▶ separate off words and phrases.

A The examples below from *Tchang and the Pearl Dragon* show you the different ways commas are used. Write two examples of your own for each category. You might want to copy the examples and just change some of the words.

When to use a comma	Examples from <i>Tchang and the Pearl Dragon</i>
To separate a main clause from a subordinate clause	▶ When the Pearl Dragon heard the questions, it smiled.
Before 'but'	▶ Tchang was about to run away, but the dragon called to him.
After a prepositional phrase or an adverbial phrase	▶ On the far side of the river, Tchang thanked the dragon. ▶ Forty-nine days later, he came to the golden palace of the Great Wizard of the West.
After a small 'tag' word	▶ "Oh, by the way." ▶ Naturally, Tchang said yes.
Before directly addressing someone	▶ "You're a good lad, Tchang." ▶ "What do you want, boy?"
A list of phrases	▶ There was his poor mother's question, then the old woman's question, then the old man's question.

B Make up a table like the one used in A. Fill in examples of the different uses of the comma from fiction books you have read.

C Make up six sentences, each of which use commas in one of the ways listed above. Then remove the commas – or put them in the wrong place – and ask a friend to correct the sentences. Did they get them right?



Possessive apostrophes

Apostrophes are used to show belonging.

Examples: the man's house, the girls' hats, the children's bags

Apostrophes are also used in place of a missing word or letter. The two words then join together to make one word – a shortened form or contraction.

Examples: it is = it's, you are = you're

A Write out the following in the possessive apostrophe form.

Example: the cat belonging to the girl = the girl's cat

- 1 the tail belonging to the horse
- 2 the fields belonging to the farmer
- 3 the rice bag belonging to the lady
- 4 the supermarket belonging to the town



Top Tip

✓ The owner is always the one with the apostrophe.

If the owner is plural, the apostrophe has to be placed after the **s**. This makes singular and plural owners look different for the reader.

Example: the boots belonging to the boy (singular) = the boy's boots
the boots belonging to the boys (plural) = the boys' boots



B Write out the following in the plural possessive apostrophe form.

- 1 the cats belonging to the girls
- 2 the tails belonging to the horses
- 3 the fields belonging to the farmers
- 4 the rice bags belonging to the ladies

C Use the words below to write four sentences using the possessive apostrophe.

children men women sheep

Shortened form apostrophes

In *Tchang and the Pearl Dragon*, there are some examples of apostrophes used where letters have been missed out of a word.

A

- 1 Write these contractions out in their full form. The first one has been done for you.

don't	do not
I'm	
I'll	
that's	
you're	
can't	
couldn't	



Top Tip

- ✓ shortened form **it is** =
it's **use apostrophe**
- possessive form **its** =
no apostrophe

- 2 Which one of these reasons is correct? Apostrophes for shortened forms are used in texts because:
- a it makes the text easier to read.
 - b it reflects how people speak informally to one another.
 - c it varies things and makes it more interesting for the reader.

When not to use the apostrophe

With the plural non-possessive –s

Examples: a forest of tree's, flower's for sale ❌

With possessive pronouns

Examples: her's, their's, your's, it's ❌

A tale from Wales

Gelert, the Prince's Hound

According to legend, a stone monument in a field on the outskirts of a village in North Wales marks the resting place of 'Gelert', the faithful hound of the medieval Prince Llywelyn the Great. The story of 'The Faithful Hound' is carved into the stone.

Long ago there lived a great prince in Wales called Llywelyn. The thing he loved best in the whole world was to play with his young son. He liked to throw the baby up into the air and hear him shout with laughter. His second favourite thing was to ride out of his castle at sunrise astride his prancing horse, leading his pack of hounds, as the huntsman sounded his horn and the deer bounded ahead over the frosty ground to escape.

One day, when the scent of the deer was strong and the dogs were restless for the chase, Llywelyn decided to hunt. He called his huntsmen, mounted his horse and looked over the hounds who were barking joyfully and straining at their leashes. He frowned. Gelert, the leader of the pack and the Prince's favourite hound, wasn't there.

10 "Where's Gelert?" he demanded.

No one could answer. No one had seen the great dog since the day before.

"We'll have to go without him," said Llywelyn, a frown creasing his forehead. He spurred his horse forward, unwilling to delay the hunt.

At the end of the day, the huntsmen trotted back to the castle proudly bearing a pair of
15 fine stags. The hunt had been a great success. As they approached the castle, Gelert came limping out.

Llywelyn stared down at him in dismay ...

Llywelyn leaped down from his horse and ran inside. A terrible suspicion made his heart pound with fear. Whose blood was smearing the dog's coat, and staining his knife-sharp
20 claws?

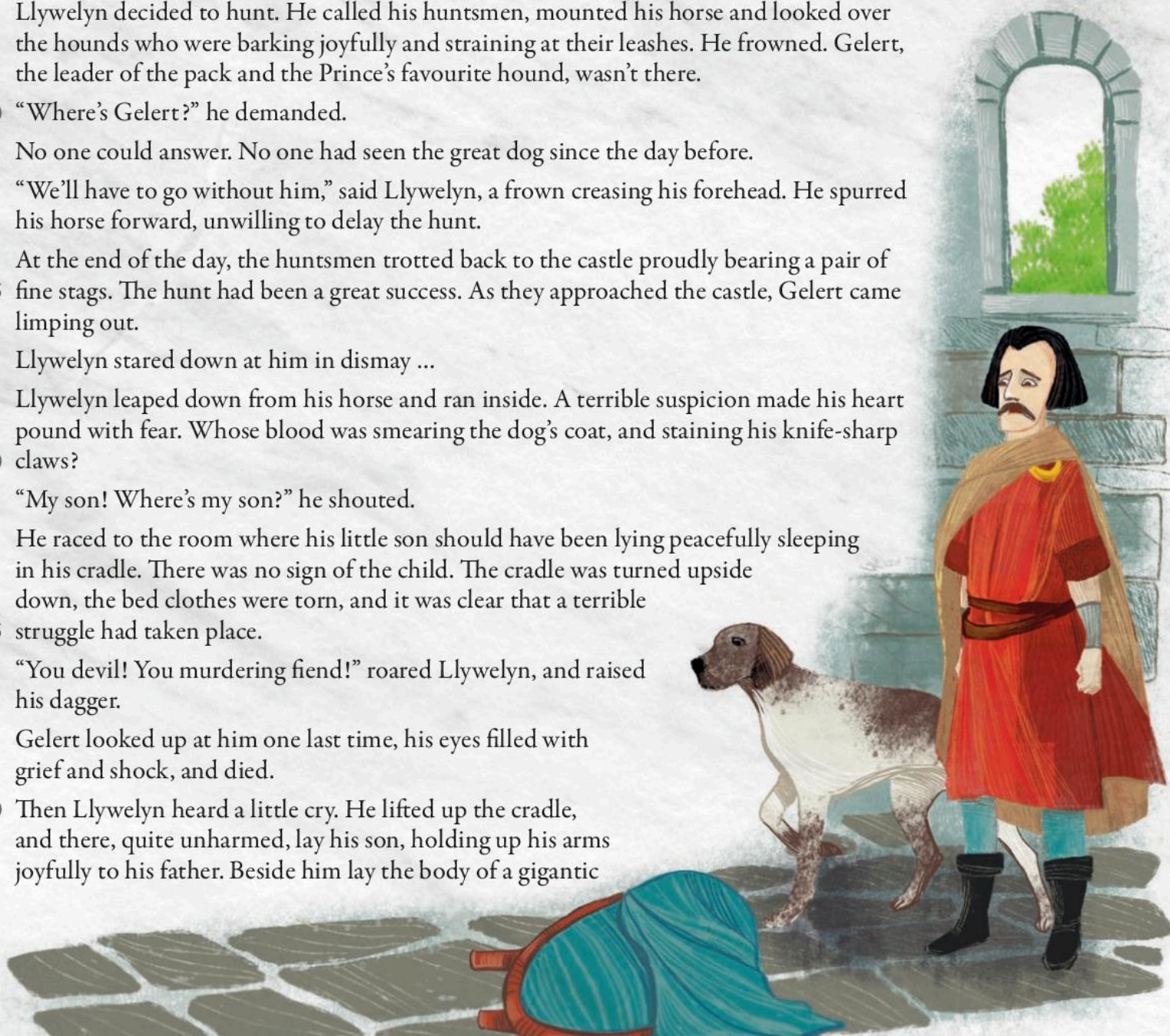
"My son! Where's my son?" he shouted.

He raced to the room where his little son should have been lying peacefully sleeping in his cradle. There was no sign of the child. The cradle was turned upside down, the bed clothes were torn, and it was clear that a terrible
25 struggle had taken place.

"You devil! You murdering fiend!" roared Llywelyn, and raised his dagger.

Gelert looked up at him one last time, his eyes filled with grief and shock, and died.

30 Then Llywelyn heard a little cry. He lifted up the cradle, and there, quite unharmed, lay his son, holding up his arms joyfully to his father. Beside him lay the body of a gigantic



wolf. The creature's skin was scored by the marks of a hound's claws, and deep bites scarred its face.

35 "Oh, my faithful Gelert, what have I done?" cried Llywelyn. "You saved my son's life, and I killed you for it."

He carried Gelert's body out of the castle, and buried it in a place where all who passed by could see it and learn the story of the faithful hound. A pile of stones was set over the place where Gelert lies, and the
40 castle was renamed Beddgelert which means, the Grave of Gelert.

Retold by Elizabeth Laird

Word Cloud

fiend
monument
spurred
suspicion

Comprehension

A Read the statements about the story. Which two are correct? Write out the correct sentences, giving evidence from the story to support your answer.

- 1 Llywelyn thought there was something wrong even before he entered the castle.
- 2 The baby was screaming.
- 3 Gelert killed the wolf.
- 4 Llywelyn didn't want people to know what he had done to Gelert.

B Rewrite the sentences below, replacing the underlined word with a word from the list (a synonym).

observed urged belief glared placed

- 1 He spurred his horse forward, unwilling to delay the hunt.
- 2 Llywelyn stared down at him in dismay.
- 3 A terrible suspicion made his heart pound with fear.
- 4 Llewelyn heard a little cry.
- 5 A pile of stones was set over the place where Gelert lies.

C

- 1 In groups, discuss Llywelyn's reaction. Do you think he could he have acted differently? Listen to each other's ideas and come up with a different course of action to give the story an alternative ending.
- 2 Many cultures have similar tales. In India, the dog is replaced by a mongoose and the wolf by a black snake. In Malaysian folklore, the dog is replaced by a bear and the wolf by a tiger. With a partner, write a different version of the story with either the Indian characters or the Malaysian ones.



Prepositions

Prepositions are short words that show relationship, position or movement. *Examples:* with, in, to

- A** Find and make a list of the nine prepositions in the extract below from *Gelert, The Prince's Hound*. The first one has been found for you.

Long ago there lived a great prince in Wales called Llywelyn. The thing he loved best in the whole world was to play with his young son. He liked to throw the baby up into the air and hear him shout with laughter. His second favourite thing was to ride out of his castle at sunrise astride his prancing horse, leading his pack of hounds, as the huntsman sounded his horn and the deer bounded ahead over the frosty ground to escape.

Some prepositions can be used for both movement and position.

Example: He put the keys **in** his pocket. There was no money **in** the box.

Some prepositions are generally used for movement, not position.

Example: They quickly got **out of** the bus.

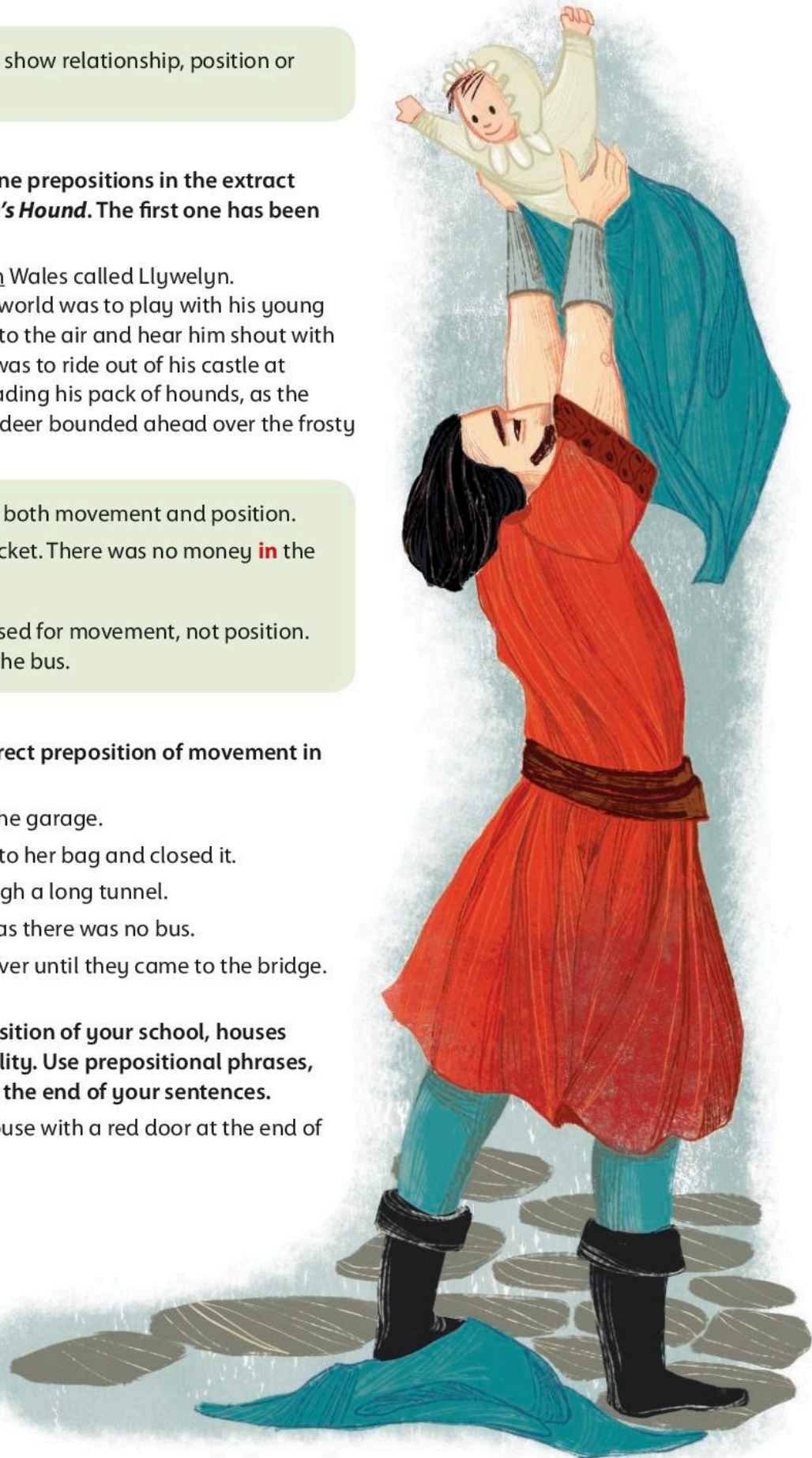
- B** Work in pairs. Choose the correct preposition of movement in each sentence.

- 1 The monkey leapt through/onto the garage.
- 2 She carefully put the keys into/onto her bag and closed it.
- 3 The express train went onto/through a long tunnel.
- 4 They walked to/along the school as there was no bus.
- 5 They walked through/along the river until they came to the bridge.

- C** Write sentences about the position of your school, houses and other places in your locality. Use prepositional phrases, such as those listed below, at the end of your sentences.

Example: My friend Hans lives in a house with a red door at the end of the street.

- ▶ in the centre of town.
- ▶ at the end of the street.
- ▶ over the top of the hill.



Adverbial phrases

An **adverbial phrase**, like a single adverb, gives information about the verb.

Using an adverb:

- ▶ I will do it **soon**.
- ▶ She ate her lunch **quickly**.

Using an adverbial phrase:

- ▶ I will do it **quite soon**.
- ▶ She ate her lunch **really quickly**.

A Add one of the adverbs of degree below to each sentence to make an adverbial phrase. The first one has been done for you.

quite really rather very terribly

- 1 My dad cooks **really** badly.
- 2 The goalkeeper played brilliantly.
- 3 My grandpa always drives slowly.
- 4 She explained the situation clearly.
- 5 She finished the 5,000 metres fast.



B Rewrite the following sentences, using the correct adverbial phrase instead of the adverb printed in bold.

Example: He looked at me **strangely**. → He looked at me **in a strange way**.

1 He came to see me yesterday .	A with great patience
2 My student looked at me worriedly .	B all over the place
3 She completed the task carefully .	C with a worried look on his face
4 They waited patiently .	D the previous day
5 His clothes were everywhere .	E to the floor above
6 I am going upstairs .	F with great care

C Make up four sentences of your own, using each of these adverbial phrases.

quite brilliantly quite quickly
rather well extremely carelessly



Top Tip

- ✓ Remember that 'quite' can have one of two meanings when it qualifies an adverb:
 'quite tired' = fairly tired
 'quite exhausted' = totally exhausted

Helen of Troy

In Ancient Greece, the Greeks are at war with the Trojans. The Trojans are trapped inside their walled city. Each day Karis climbs the walls to view the battle so that she can go back to her mistress with the latest news.

**Word
Cloud**
plain
sentry

The Wooden Horse

So here I am, up on the walls again. It's still early. The sun is just coming up. Slowly, the mists clear on the plain.

And I can't believe my eyes!

"There's a big wooden horse down there!" I cry out to my friendly sentry.

5 Then we both look beyond the horse.

"The Greeks have gone!" gasps the sentry.

It's true. The beach is completely empty. During the night the Greeks have packed their tents and slipped away in their ships.

10 Another sentry comes running up. He shakes his spear in the air in triumph. "The Greeks have given up! We've won the war!"

The good news spreads through Troy, as fast as flying arrows. "The Greeks have gone!" People shout it from the tops of our highest towers.

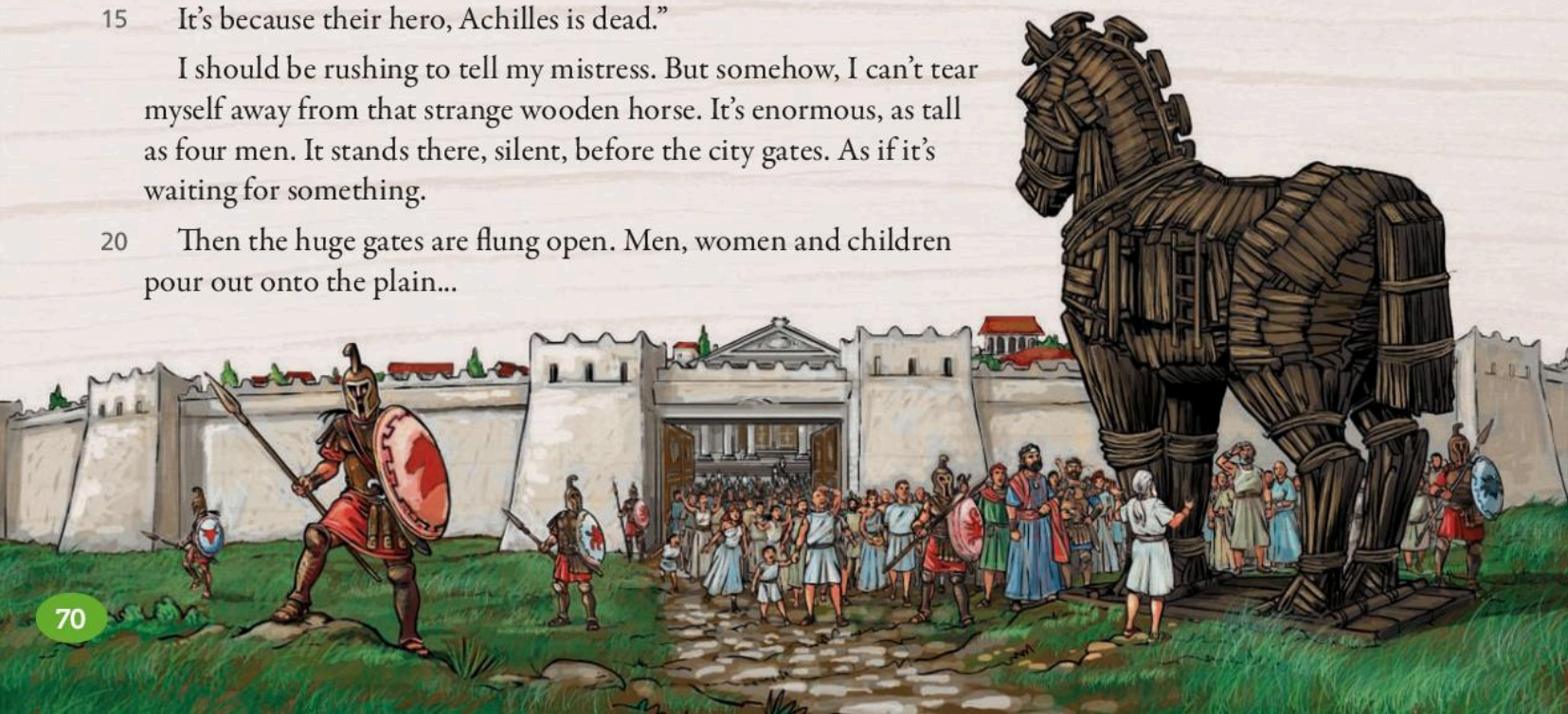
But why did they go? Everyone has their own explanation.

"It's because the gods have turned against them."

15 It's because their hero, Achilles is dead."

I should be rushing to tell my mistress. But somehow, I can't tear myself away from that strange wooden horse. It's enormous, as tall as four men. It stands there, silent, before the city gates. As if it's waiting for something.

20 Then the huge gates are flung open. Men, women and children pour out onto the plain...



Frantically everyone sets to work. They put rollers under the horse and tie ropes around its neck. Even the smallest child pulls their hardest. I join in too, tugging the rope.

“Careful,” people warn each other. Don’t damage Athene’s horse.

25 Will it go through the city gates? People hold their breath. But it just fits.

“Ha ha,” laughs someone. “So much for clever Odysseus! He should have made it taller!”

People are cheering as it rocks through the gates.

But what’s that clanking sound? It seems to come from inside the horse.

I listen again. I can’t hear it now.

30 “You must have imagined it, Karis,” I tell myself.

From *Helen of Troy* by Susan Gates

Comprehension

A Write these events from the extract in the order that they happened.

- 1 The wooden horse just fits through the gates.
- 2 People from the city pour through the gates.
- 3 Karis thinks she hears a noise from inside the wooden horse.
- 4 The sun is just appearing.
- 5 The plain is empty, apart from a wooden horse.

B Write answers to these questions.

- 1 The story is written in an informal style. Who is telling the story? What effect is the writer trying to achieve by this?
- 2 Why has the writer written about a past event in the present tense? How does this help you to become involved in what is happening in the story?
- 3 Find some examples from the extract of the writer using short sentences. What impact does this have as you read the story?

C

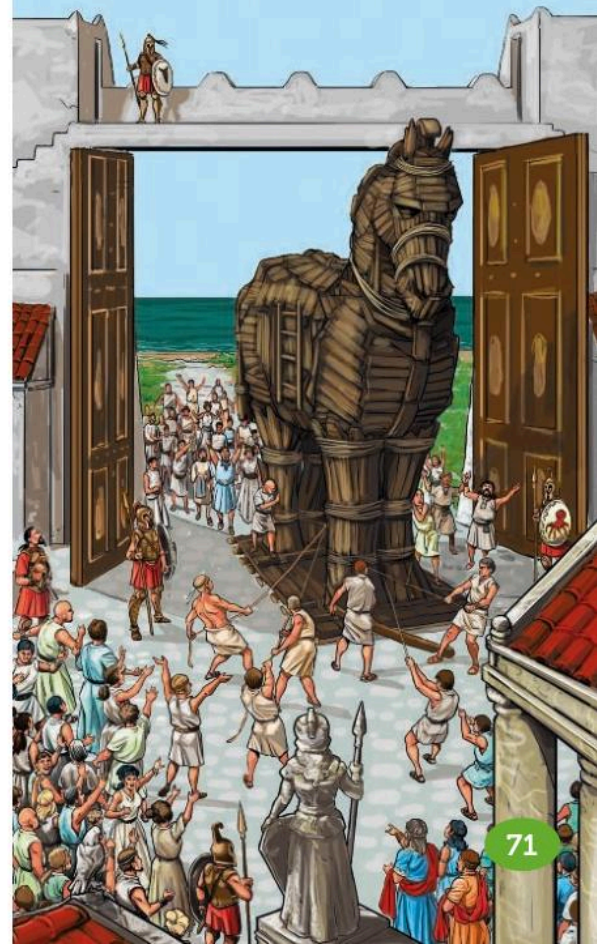
- 1 Imagine you are EITHER one of the people in the crowd OR one of the soldiers in the wooden horse. Write the story from their point of view.
- 2 Talk about the ending to this story and, as a class, discuss whether you think the Trojans were foolish to bring the horse into their city. What do you think the Trojans should have done?

Glossary

Achilles a Greek hero, killed during the Trojan War

Athene a goddess in Greek mythology

Odysseus the Greek warrior who thought up the idea of the Trojan Horse



Half man, half spider

Anansi the spiderman came from Africa. He is a trickster, hero and the chief character of many folk tales of the Caribbean. Anansi can change his shape and become an animal or another person. In the story below, he is pretending to be a girl.

**Word
Cloud**
trick

How Crab Got a Hard Back

“Very well, girl,” said Crab. “I promised to help you and I will.”
Crab whispered the name in Anansi’s ear.

Anansi never even waited to say thanks. He ran up the bank of the stream without stopping to pick up the high-heeled shoes when they fell off. He ran to Old Woman Crim’s home so fast that he was out of breath when he got there. The witch-woman shrieked, “Girl, can you guess my name?”

“I am not sure, ma’am,” replied Anansi.

“Guess,” screamed Old Woman Crim. “Guess three times. Guess my name and you get the gold. Guess wrong and off you go.”

“Your name is Mother Jane,” cried Anansi.

“Wrong, wrong, first time wrong.”

Anansi said slowly, “Your name is Mother Jonkanoo.”

“Wrong, wrong, second time wrong.”

“Guess again, then get along,” cried the old witch-woman, and now her voice was like the crackling of fire in dry bush. She held her purse tight, for she was sure she would not have to pay out any money. She shrieked:

“Guess again, then get along!”

“Your name is Mother Cantinny,” cried Anansi. “Mother Cantinny, Mother Cantinny.” Anansi shouted the name aloud so that Parrot heard it and Kisander the cat also. Old Woman Crim fell to the ground as if she were dead. Then she got up, and gave Anansi half the clothes in the closet, half the food in the cupboard, half the gold in the long, red purse. As he went off through the gate, Anansi said, “Anansi guessed your name, Old Woman Crim, old Mother Cantinny!”

Mother Cantinny was very angry. “Anansi must have worked a trick on one of my children,” she said to herself. She called them together Duck, Goat, Peacock, and Crab and stood them in a line. Then she said:

“They say I am Cantinny,

They call me Old Crim,
I am Crim, you are Crim

35 And Cantinny,

Who said Cantinny?

Who said Cantinny?"

She looked into the face of each one as she asked, "Who said Cantinny?"

40 She stared at Goat, and Goat stared back at her.

She stared at Duck, and Duck stared back at her.

She stared at Peacock, and Peacock stared back at her.

She stared at Crab, and Crab held his face down, looking at the ground.

45 "It's you, it's you," she cried. She threw the magic calabash at him. Crab turned and ran, but the calabash fell on his back, and the tears of all the girls held it fast. There it is. That is how Crab got his hard back. Anansi made it happen.

From *Tales From the West Indies* retold by Philip Sherlock

Glossary

calabash a fruit with a hard shell that comes from a tropical American tree

closet a cupboard or wardrobe

held fast kept something in the same position

Jonkanoo a dancing procession

Comprehension

A Write answers to these questions.

- 1 Sum up the story in four sentences.
- 2 Did the old woman expect Anansi to know her name? Write a sentence from the story that supports your answer.
- 3 How did the old woman find out that it was Crab who told Anansi her name?

B Write answers to these questions.

- 1 Why does Anansi take three goes to get the right answer, even though he knows the correct name?
- 2 What effect does using repetition in lines 40 to 43 have? The verb 'stared' is used seven times. How many synonyms can you think of for 'stared'?

C Discuss these questions with a partner.

- 1 Would you be friends with Anansi? Explain your answer.
- 2 Do you know any other Anansi stories? If not, you can research them on the internet and share these with the class.

Writing a traditional tale

Model writing

Look at the fable below. The story is mapped out so you can see how it moves along. Notice how the story is introduced, developed and taken to a climax. After that, the problem is solved and we move to a conclusion.

Grandmother Spider: A Cherokee Tale

- 1** In the beginning there was only blackness, and nobody could see anything. People said: “What this world needs is light.”

A The story begins with a traditional opener. The scene is set and the problem introduced.
- 2** Fox said some people on the other side of the world had plenty of light, but they were too greedy to share it. Possum said he would steal a little of it. “I have a bushy tail,” he said. “I can hide the light inside all that fur.”

B Characters are introduced. Dialogue makes it interesting and more realistic and moves the plot along when we tell the story.



3 Possum set out for the other side of the world. There he found the sun hanging in a tree and lighting everything up.

C The action moves forward and there is a happening from an imaginary world.

4 Possum sneaked over to the sun, picked out a tiny piece of light, and stuffed it into his tail. But the light was hot and burned all the fur off. Ever since, Possum's tail has been bald.

D The problem gets more complicated and there is a consequence to the Possum's behaviour. Notice the strong verbs: 'sneaked' and 'stuffed'.

5 "I'll try," said Buzzard. "I'll put it on my head." He flew off and, diving straight into the sun, seized the light with his claws and put it on his head. It burned his head feathers off. And ever since that time Buzzard's head has remained bald.

E There is repetition of the problem.

6 Grandmother Spider said, "Let me try!" First she made a clay pot. Next she spun a web reaching to the other side of the world. She was so small that nobody noticed her coming.

F We are moving towards a resolution to the problem. Connectors move the story along.

7 Quickly Grandmother Spider snatched up the sun, put it in the pot and scrambled back home along her web. Now her side of the world had light, and everyone rejoiced.

G Using lots of verbs close together gives the sense of speed and action.

8 Grandmother Spider brought not only the sun to the Cherokee, but fire as well. And, she taught the Cherokee people the art of pottery making.

H The problem is resolved and with an extra twist!

Guided writing

Think about these questions.

- 1 What is the main idea of your story?
- 2 Where does it take place? What is the setting?
- 3 Who are the main characters? What do they look like and how do they react to each other?
- 4 The plot: What is going to happen? Think of a problem or an obstacle that needs to be resolved or overcome. How will this happen?
- 5 What is the message of your story?
- 6 Language techniques: use imagery, metaphors and alliteration.

Now write your story.



"My story is done. Let some go, let some come."

A saying from Africa

5

Introduce yourself

"Oh, I get by
with a little
help from my
friends"

John Lennon



Talk time

- 1 What do you think the image above is about?
- 2 Name the different things that you can see in the image.
- 3 What pictures would you have if it was you in the centre?



What makes you the person you are?

A Create a thought map of all the things, activities and people that are most important to you. Here's an example to give you some ideas.



Glossary

culture all the traditions and customs of a group of people

identity who somebody is

nationality the right to belong to a particular country

personality your personality is the type of person you are

Word Cloud

bold
brave
clever
determined
easy-going
funny
gentle
lively
optimistic
pessimistic
shy

B

- 1 Compare your thought map with a partner's. What things are different? What are the same?

- 2 What other things make up your identity? Look at the list below and decide which three are the most important.

name family food languages spoken

nationality (the country of your passport)

home town or city (where you live now)

hair and eye colour character or personality

C Every person is unique. Like your fingerprint, no one else is exactly the same as you.

Plan a short talk to present to the class and include:

- ▶ a description of the items in your thought map
- ▶ an explanation of why you chose the three most important things that form your identity
- ▶ drawings or images to hold the interest of your listeners.

An international school student

Home country, what's that?

An interview with a student from the International School of Beijing

Hunter Emigh (aged 10)

In his interview, Hunter tells how he prepared for a presentation at school.

Hunter, where do you think of as 'home'?

It's not easy to give an answer to this question. I remember when I was in third grade our teacher asked us to do a research project on our 'home' country and give a presentation. I felt
5 confused. I was born in Texas, USA, but lived in Beijing, China. I liked my school in China, my friends, eating lunch in the big cafeteria, learning how to play a new sport. It felt like home.

Where does your family come from?

My mom says her grandmother was born in Germany, but lives
10 in the USA. My dad says his grandfather was born in Ireland, but lived in France. When I hear the phrase 'home country' I think, what is that? My family come from all over the world.

Nearly all my grandparents had relatives in Germany. I spoke
15 to my grandparents about their childhoods. The more questions I asked them, the more interested I became about how children who live in other countries grow up.

What did you learn from your grandparents?

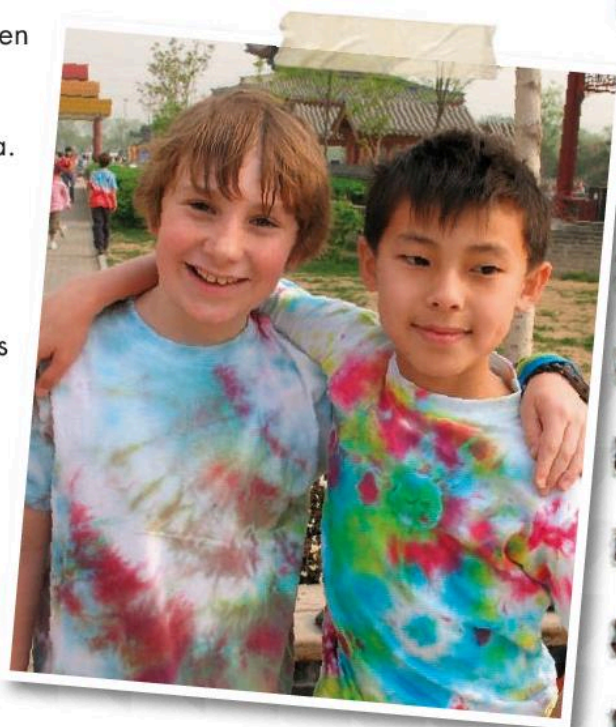
I learned about children growing up in Germany: how their language
20 was different and how their school holidays were different. Even the geography of their land was different. I learned about German customs like the 'Schultuete', that's a special cone-shaped gift filled with sweets and school supplies that parents give their child on their first day of school.

What did you present for your research project?

25 When it was time for the presentation, my teacher asked me, "Which country are you from?" Even though I was not born there, never lived there, and don't have any living relatives there, I proudly answered, "Germany". Really, I consider myself a person of the world. Maybe next time I'll choose China as my new home country.

Word Cloud

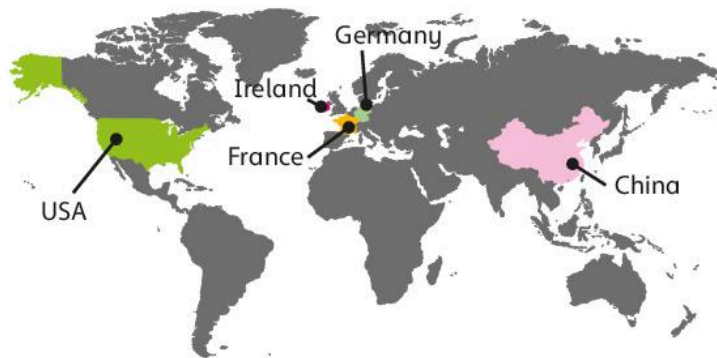
country international
culture passport
customs presentation
geography



30 **What advice would you give to another student who has to move to a new region or country away from what they consider 'home'?**

My mom says there is an old American saying, "Home is where you hang your hat". I would tell that to friends who have recently moved to a new country.

- 35 It means that wherever you live you can make a 'home' and identify with the culture and people that live there – no matter what your passport says. My advice would be to embrace the culture you live in. You don't have to forget or leave behind your family
- 40 history, it's always a part of you wherever you live.



Adapted from *Slurping Soup and Other Confusions*: www.slurpingsoup.com

Comprehension

A Write answers to these questions, using the extract to help you.

- Which fact about Hunter is true?
 - Hunter was born in the USA.
 - Hunter doesn't like his school in China.
 - Hunter's grandparents taught him about Chinese customs.
- Which statement best describes the extract?
 - It only contains facts.
 - It has only opinions.
 - It has both facts and opinions.

B Write answers to these questions in your own words.

- Why does Hunter find it difficult to name his 'home country'?
- Why was Hunter proud to choose Germany?
- Give a short summary of the key points in each of Hunter's answers.
- Write two more questions to ask Hunter that you think would help the reader understand more about his life.

C

- Work with a partner to plan and write an interview about your life at school and where you consider 'home'. Look at the questions in the extract for ideas.
- Present your interview to the class as a role-play.

Discussion time

"Children should learn about other countries and cultures to help them grow up to be a 'person of the world'."

Explain why you agree or disagree.

Pronouns

Pronouns are used in place of nouns. *Examples:* I, me, my, we, our, you, your, she, her, he, him, it, they, their, them



Top Tip

✓ First person can be singular or plural.
Example: I and we.

A Write answers to these questions.

- 1 The non-fiction extract *Home country, what's that?* uses lots of different pronouns. Identify six.
- 2 Why do you think so many pronouns are used in the extract?
 - a To make it more personal
 - b To make the reader feel more involved
 - c It is largely about people and identity
 - d To help the reader follow it

The types of pronouns a writer uses can show what point of view the text is being written from.

Point of view	Examples
First person	I, we, me, my, our, us
Second person	you, your
Third person	he, she, it, they, her, him, them, their



B Look at the table above and answer the question.

The non-fiction extract *Home country, what's that?* is written in the first person. Are the following sentences written in the first, second or third person? Use the table above to help you.

- 1 I am going home to change my clothes.
- 2 They are going the wrong way.
- 3 We spent lunch break playing football.
- 4 You take 2 kilograms of flour and add 10 litres of water.

C Change these sentences from the person in which they are written to either the first or third person.

- 1 Today it is Monday and I must get ready for school!
- 2 They are all going to the cinema.
- 3 We like to fly our kite on windy days.



Plurals and prefixes

When words end in **f**, or **fe**, and the **e** is silent, the **f** or **fe** is changed to **ves** in plurals.

Examples: calf/cal**ves**, leaf/lea**ves**, thief/thie**ves**, knife/kn**ives**, wife/wi**ves**

When words end in a vowel and the suffix begins in a vowel, take the vowel off the end of the word before adding the suffix.

Examples: fade/fad**ed**, approve/approva**l**, hope/hop**ing**

A Work with a partner to list and correct the eight errors made in the extract below. Use the examples above to help you, although not all the errors appear in the examples!

Everyone collected things for the picnic in the forest: knives, loaves – and even some scarfs and gloves in case it got cold! Upon their arrival, they found the ground covered in leafs. Everyone was enjoying themselves, eating delicious food and giving food to the young calfs who walked by. Suddenly, thieves jumped down from the cliffs...



Top Tip

✓ When words end in **ff** or in **ve**, the plural is formed by simply adding **s**.

Examples: glove/glove**s**, curve/curve**s**, cliff/cliff**s**

Prefixes

The **prefixes un-, dis-, im-, in-** at the beginning of a word mean 'not' or 'the opposite of'. They turn a word into its negative.

B Add the prefix to the words in each column to create negative words. There is no need to change any spellings.

dis-	un-	im-	in-
satisfied	happy	mature	complete
pleased	popular	possible	correct
harmony	likely	perfect	visible
comfort	dressed	patient	direct
order	professional	polite	accurate



Challenge

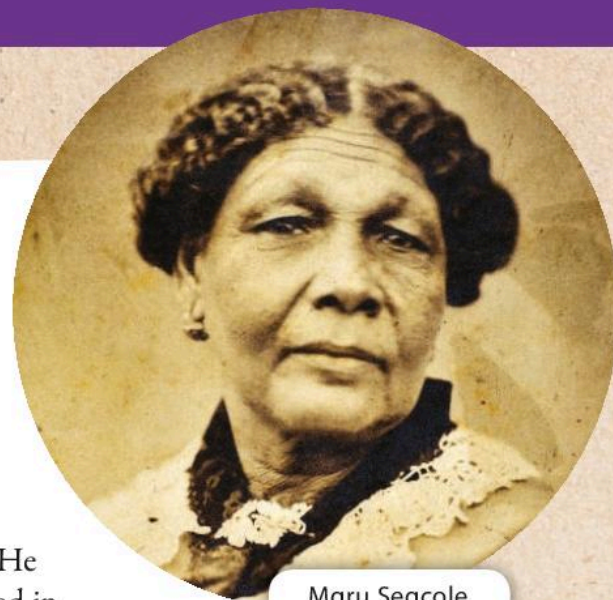
→ Other prefixes which mean 'not' or 'the opposite of' are **il-**, and **ir-**. Use your dictionary to find words which use these prefixes.

C Prefixes have a whole range of different meanings. Find out what the prefixes below mean and write down their meanings.

Example: The prefix 'sub' means 'below' or 'less than'.

sub-	auto-	trans-	super-	micro-
submarine	automobile	transfer	supermarket	microwave
subhuman	autobiography	transport	superman	microscope
substandard	autograph	transatlantic	superhuman	microchip

Mary Seacole – A biography



Mary Seacole

Mary Seacole was a Jamaican-born nurse who helped soldiers during the Crimean War. Her work was praised at the time, but she became even more famous a century later. She was born Mary Grant in Kingston, Jamaica, daughter of a Scottish soldier and the owner of a boarding house for officers and their families.

Seacole had a good education, and developed an interest in medicine and nursing from her mother, who was a traditional healer. In 1836 she married Edwin Horatio Seacole, a naval officer. He died in 1844, shortly before Mary's mother also died. Mary remained in Kingston but spent a lot of time nursing in Panama, where a cholera epidemic was raging. At the start of the Crimean War in 1853, she went to London to offer her services. Her application to join Florence Nightingale's nursing team was refused. Many nurses were turned down, whether because of their class background or, in this case, probably, ethnicity.

Instead of giving up, Mary Seacole sailed to the Crimea at her own expense. She and Thomas Day (a relative in the shipping business) opened the British Hotel near Balaclava a few months later in 1855. The roughly built hotel was also an officers' club and had a popular canteen serving good food. Using it as a base, she would take mules laden with food, wine and medicines across country to the battlefield front lines at Redan, Sebastopol and Tchernaya. She obtained special passes, which allowed her to look after the wounded and dying on both sides.

When she arrived back in London in 1856, Seacole was bankrupt from debts run up by soldiers at the British Hotel. The newspapers started a public campaign to raise money for her, backed by royalty and a grateful British Army. In 1857 her autobiography, *Wonderful Adventures of Mrs Seacole in Many Lands*, became a bestseller. The Seacole Fund eventually enabled her to live in comfort in Paddington, London, until her death in 1881.

From The Science Museum



Jamaica

Features of a biography

A non-fiction biography can be as detailed and descriptive as fiction writing. The difference is that it must be based on facts, centered on an account of a person's life.

- ▶ Events are in chronological order
- ▶ Can include direct quotes from the subject
- ▶ Can include indirect quotes from other sources, who knew the subject or who experienced the same events
- ▶ Catches reader's interest by including descriptive detail
- ▶ Written in third person
- ▶ Uses time connectives

A Write answers to these questions, using the biography to help you.

- 1 Which two of the following statements are false?
 - a Mary Seacole was born in Jamaica.
 - b She married Edwin Horatio Seacole in 1844.
 - c Mary worked with Florence Nightingale.
 - d Her autobiography became a bestseller.
- 2 Why was Mary's application to join a nursing team refused?
- 3 Explain the cause of Mary's bankruptcy at the end of the Crimean War.
- 4 How did people show their appreciation of her commitment to nursing?

B These events in Mary Seacole's life are in the wrong order. Where possible, use the biography to find out the year of each event. Then write them out in chronological order.

Mary Seacole is born. Her father is Scottish. Her mother is Jamaican (had been a slave).

Mary's mother heals people with herbs.

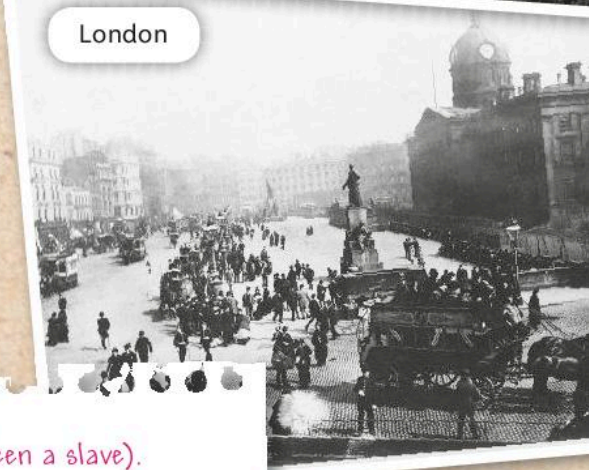
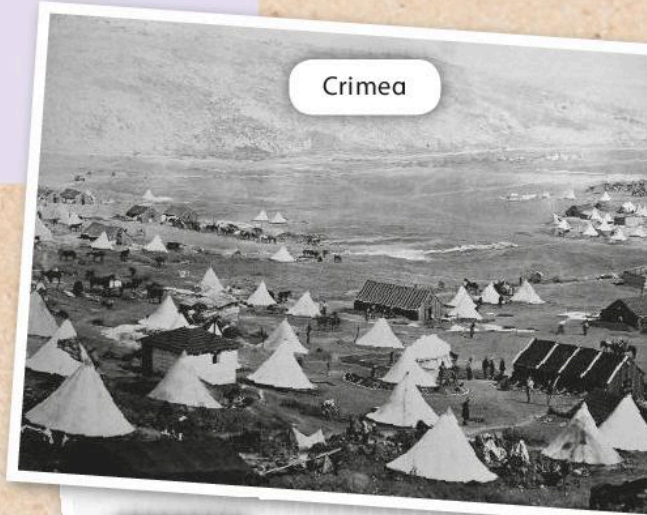
Mary dies in London.

The Crimean War begins. Mary applies to work with Florence Nightingale, but her application is refused.

Mary's book about her adventures becomes a bestseller.

Mary's husband dies.

Mary goes to Panama. She saves the life of her first patient in Panama.



C Write a biographical text about Mary Seacole's arrival in London in 1856. Consider the features of a biography at the top of the page and use these in your writing. Look for information in different places. Research this period of her life and make short notes. Don't forget your planning.

Reported speech

In **direct speech** the words which are actually spoken go inside speech marks.

Example: "She's the only player we've got who ever steals bases," Clarence said.

If it was a comic, the words inside the speech marks would be inside a speech bubble.

Reported speech is when someone is reporting or telling what someone has said.

It doesn't need speech marks and it doesn't use exactly the same words as the ones that were spoken.

Example: Hunter **told** the interviewer **that** his grandfather was born in Ireland.

A Discuss which of the sentences below are direct speech and which are reported speech.

- 1 The teacher told his class to get ready.
- 2 Peter declared, "I like football better than athletics!"
- 3 Sumara told her friends that she wasn't going to the playground.
- 4 "I really enjoyed the game!" exclaimed the teenager.
- 5 Salvador whispered that he had forgotten his homework.

B Change the direct speech in the sentences below to reported speech. The first one has been done for you. Notice the addition of **that**, the change of pronoun, and the change to a tense further back in time.

- 1 "I can finish the painting today," he said.
He said **that he could** finish the painting that day.
- 2 "I really like swimming!" she declared.
- 3 "Can I have some salad?" asked the boy.
- 4 "Are you going to see the new volleyball team, Maria?" asked Fatima.
- 5 "I hope you all like the meal," said the chef.

C Too much direct speech in writing can become boring and confusing. Write out the dialogue below, but change the two direct speech sentences in blue to reported speech.

"Are you going to come with me tonight to watch the game?" asked Maria.

"No," replied Juliet.

"Why not?" Maria said.

"I would rather watch this good film on television. It's meant to be quite scary," Juliet explained.

"Oh, that's a shame," replied Maria.



Dialogue and direct speech

When writing out **direct speech**, the reporting clause can come:

- ▶ at the **start** of the sentence

Example: She announced, "In the interview, you can tell me all about your family!"

- ▶ in the **middle** of the sentence

Example: "In the interview," she announced, "you can tell me all about your family!"
(Note that there is no capital letter in 'you' as it is not the start of a new sentence.)

- ▶ at the **end** of the sentence

Example: "In the interview, you can tell me all about your family!" she announced.

A Work with a partner to rewrite the sentences below, putting the reporting clause in the position shown in blue.

- 1 He exclaimed, "I hope when you play for our team, you will score many goals!" **end**
- 2 The head teacher announced, "I am glad to say there has been an improvement in behaviour, but not by everyone." **middle**
- 3 "If you practise hard you will be able to compete in the Olympic games," the coach whispered. **start**



Top Tip

- ✓ Full stops, question and exclamation marks are usually part of direct speech so put them **inside** the speech marks.

Commas separate the reporting clause from the direct speech.

Example: He asked, "Why aren't you coming with me?"
"I think," he said, "I might come with you."

B Write the sentences below, adding commas where necessary. Decide whether you need one or two commas.

- 1 "I would like to go to the beach this weekend" he said.
- 2 "I think" she replied "it would be a good idea."
- 3 "Marcenia is very upset" she whispered.

C Write three of your own sentences which use direct speech and include a question or an exclamation mark.

Laura Dekker: a heroine for our times

Sailing Solo

Laura Dekker, the youngest sailor to circumnavigate the globe single-handedly, arrived at the Caribbean island of St Maarten on 21st January 2012. She survived weeks at sea with just a few cockroaches for company – and did her homework too.

She said, “I became good friends with my boat. I learned a lot about myself.”

She was born to sail

Her Dutch parents were living on a yacht in a port in New Zealand when Laura was born, and she was six when she first sailed solo. At eight, she decided her dream was to sail round the world and, aged just 13, Laura sailed solo from the Netherlands to England and back – a trip her father hoped would “cure her wanderlust”.

15 Dangers and discomforts

On her round-the-world trip she took on six metre high waves and extreme weather – on one occasion, heading to the Cape of Good Hope in Africa, her storm jib (a sail used in storms) got jammed. She finally managed to take it down in the early hours of the morning. Another of her sails ripped completely during the voyage. She



Laura alone at sea on *Guppy*

slept on a damp bed and lived on rice and pasta, with cookies and pancakes an occasional treat. She dodged near collisions with cargo ships and worried about pirates. Not in the least squeamish, she had to rescue live flying fish that had flung themselves into her cabin. She survived weeks at sea with no company – except for the rats and cockroaches that had stowed away in her cabin. On top of all that, she had to do schoolwork.

Adapted from *The Guardian* January 2012

Word Cloud

- cargo
- cockroaches
- dodged
- extreme
- jammed
- squeamish
- yacht



Glossary

- circumnavigate** to go round the world
- globe** world
- solo** by yourself
- wanderlust** a strong wish to travel

Comprehension

A Write answers to these questions, giving evidence from the extract to support each answer.

- 1 What age was Laura when she first sailed solo?
- 2 Describe what happened to Laura near the Cape of Good Hope.
- 3 What dangers did Laura face, apart from the sea?
- 4 Write a summary sentence for each of the three paragraphs, giving the key fact.

B Work with a partner to write answers to these questions.

- 1 If you were writing about Laura Dekker's life, where would you get information from?
- 2 Write a different title for the article and suggest different subheadings.

C

- 1 What sporting success has your country, city or school achieved?
- 2 How would you try to persuade adults to let you do something new and difficult, such as sail a dinghy on your own?

Discussion time

"It is okay for a person under 18 to travel alone at sea for such a long time." Do you agree or disagree? Give your reasons.



The Optimist is a small sailing dinghy for children up to the age of 15. Laura sailed hers solo when she was six. They are simple, safe, and have only one sail. Children sail them in competitions.

Complex and simple sentences

The story of Laura Dekker uses long and complex sentences as well as difficult vocabulary. This makes it hard for younger children to read and understand.

- A** Look at the non-fiction extract again and compare it to this simpler version.

Laura Dekker is a young sailor. A sailor is a person who sails on boats in the sea, but sometimes it can be on rivers. Laura is the youngest person in the world to sail around the world on her own. Her trip ended on an island. This island is called St Maarten. It is in the Caribbean – which is near America.



Notice how:

- ▶ sentences are shorter
- ▶ vocabulary is simpler
- ▶ new terms are explained
- ▶ more information is given.

- B** Choose one of the following sentences and write it out again so that it is simple for younger children.

- ▶ At eight, she decided her dream was to sail around the world and by thirteen she had accomplished her plan.
- ▶ On one occasion she took on six metre high waves while enduring extreme weather conditions.

- C** Read the words in the Word Cloud on page 86. It helps to learn a word if you explain it to someone else.

- 1 Choose three words from the Word Cloud and write definitions for younger children.
- 2 Choose six other words from the non-fiction extract and write easy-to-understand definitions for each one.

Commas in complex sentences

Commas can be used to separate off information about a person.

Example: Laura Dekker, the youngest person to circumnavigate the globe, arrived at the Caribbean island of St Maarten.

A Copy the following sentences. Insert two commas in each sentence so that information about the person is separated off. The first one has been done for you.

- 1 Maria, who is 25 years old, won the competition.
- 2 Mrs Brownlea the new principal is very popular.
- 3 Dan filled with despair slumped to the ground.
- 4 Lucian 15 years old decided today was his happiest day.
- 5 Johannes an elderly person fell off his bicycle last night.



Top Tip

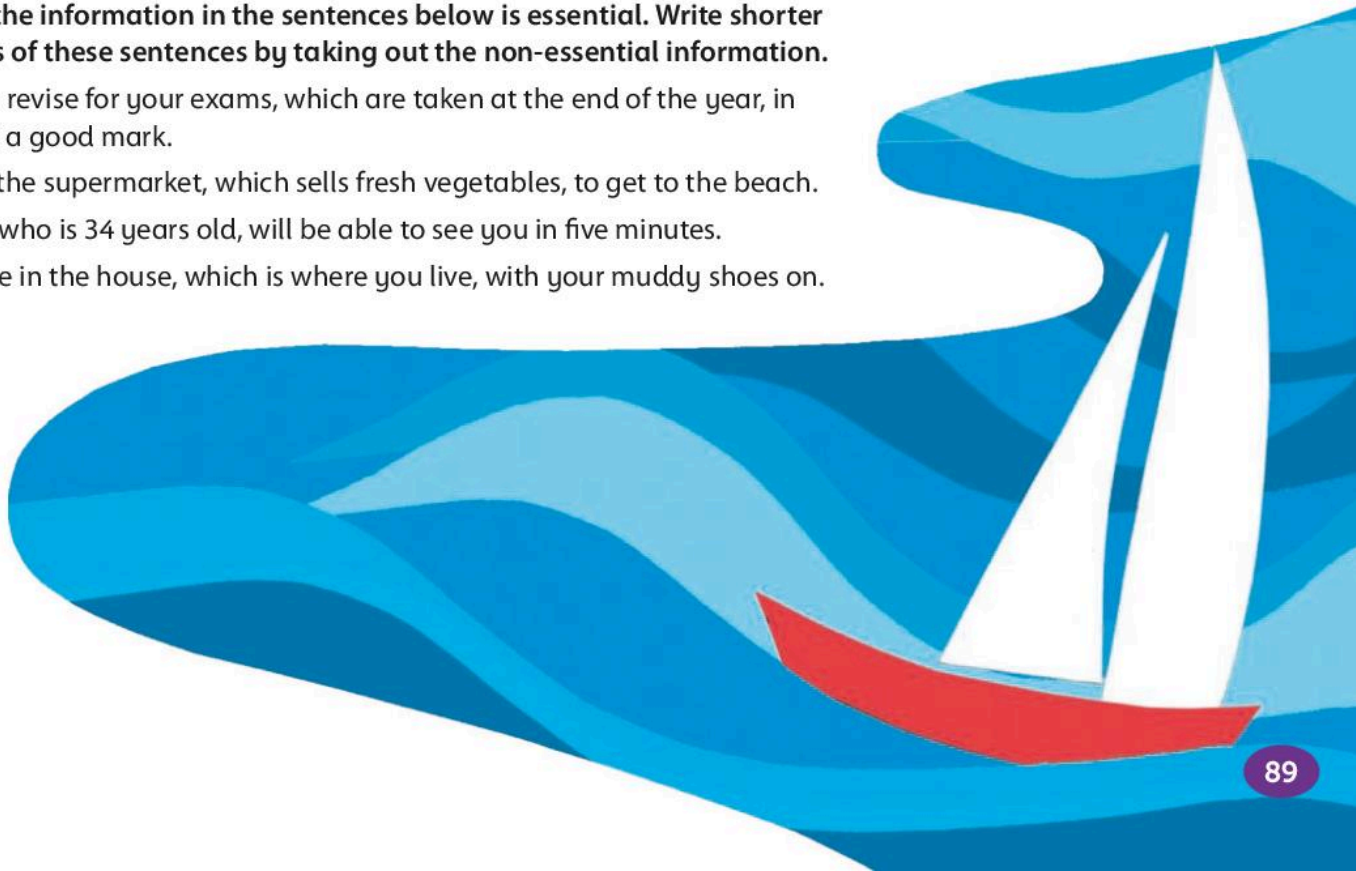
- ✓ When using commas to separate off information about a person, you could underline or write the information in a different colour. This would help you to remember the commas.

B Write each of the pairs of sentences below as one sentence, inserting a pair of commas in the correct place.

- 1 Mr Singh is the world's oldest marathon runner. He has decided to retire.
- 2 Fatima Khan is a resident of Bangalore. She achieved her personal best in the high jump competition.
- 3 Andreas is the fastest cyclist in the world. He has won another gold medal.
- 4 Ahmed is 10 years old. He lost his front tooth when he ran into the classroom door.

C Not all the information in the sentences below is essential. Write shorter versions of these sentences by taking out the non-essential information.

- 1 You need to revise for your exams, which are taken at the end of the year, in order to get a good mark.
- 2 Turn left at the supermarket, which sells fresh vegetables, to get to the beach.
- 3 The doctor, who is 34 years old, will be able to see you in five minutes.
- 4 Do not come in the house, which is where you live, with your muddy shoes on.



Keeping a diary

Laura kept a diary every day when she sailed round the world. She sent it to her family and friends. They wanted to know that she was safe. She might have written like this.



Monday, 6 December

I'm in the harbour at Cape Town today. Dad and his friends helped me to buy all my food and water for the next part of the trip. We packed everything carefully so that it can't get wet. I checked my list to make sure that I hadn't forgotten anything. I'm excited about leaving tomorrow morning.

Tuesday, 7 December

I didn't sleep well because I was so nervous. This morning I was pleased because the sea was calm. Lots of people came to wave goodbye and some boats sailed beside me for the first few kilometres to keep me company. Then I was all alone again.

Wednesday, 8 December

The wind is perfect and I'm sitting here writing this in the sun. Lots of dolphins came and played around the boat and kept me company. I'm getting used to being by myself again. I tried to do some schoolwork this afternoon but dolphin watching is more fun. They aren't scary like the whales I saw last month.

Thursday, 9 December

It began to get really rough and the waves crashed and the boat rolled along. It's still very rough. But the strong wind is good as we are going the right way. I've been wearing my waterproof clothes and staying in the cabin for hours to keep dry. I saw the cockroaches again. They have become my friends and I don't mind them.

Friday, 10 December

It wasn't quite so rough today and the flying fish kept jumping into the boat. I don't like it when they smash on the deck or fall into the cabin. They smell if I don't get rid of them quickly. Please try to send me a message tonight. I've sailed 150 kilometres since Tuesday. Give Spot a hug and a bone for me. It would be so nice to have him on board, but dogs can't come on a journey like this.

Features of diary writing

A diary is a personal record of someone's thoughts, feelings, events and experiences.

Date – Sets an event or an experience in time

First person – The writer is writing about themselves

Past tense – The writer writes about what has already happened

Informal language – The writer may not be writing for a general audience; details may be personal and rhetorical questions asked

Time connectives – The writer uses these to connect events and thoughts together

Comprehension

A Read the diary carefully. Then write answers to these questions.

- 1 What do you notice about most of the verbs in the diary?
- 2 What pronoun does Laura use when she is writing about herself?
- 3 Does she write as if she's talking to a teacher or as if she is talking to friends?

B Write the answers to these questions.

- 1 How has the writer made the extract easy to follow?
- 2 Find evidence from the extract for each diary feature listed in the table.

Diary features	Evidence
Chronological order	
Thoughts and emotions	
Opinion	
First person narrative	

C How would you feel if you were undertaking a journey like Laura's? Look at the map which shows where Laura went. Choose a place to start from. Pretend that you are Laura and write your diary for seven days. You can make up anything you like. Use the writing frame below.

My Diary

Day 1	
Day 2	
Day 3	
Day 4	
Day 5	
Day 6	
Day 7	

Writing an autobiography

Writing frame

Write about yourself, using the guidelines below. Then use this to write three paragraphs about yourself. Remember to plan what will go in each paragraph from the information you have given below.

This is me! I'm happiest when I'm...

swimming...

in the sea at...

feeding my...

at home in the garden...

playing football...

in the park at...

playing ice hockey...

at the ice-rink in...

I feel like a...

The most important people in my life are...

My most precious possession is...

The best thing about my life is...

The strangest thing about my life is...

Sometimes I worry about...

when I'm...

because...

when...

while...

except...

especially...

I'd describe myself as a...

friendly...

noisy...

quiet...

gentle...

outgoing...

confident...

thoughtful...

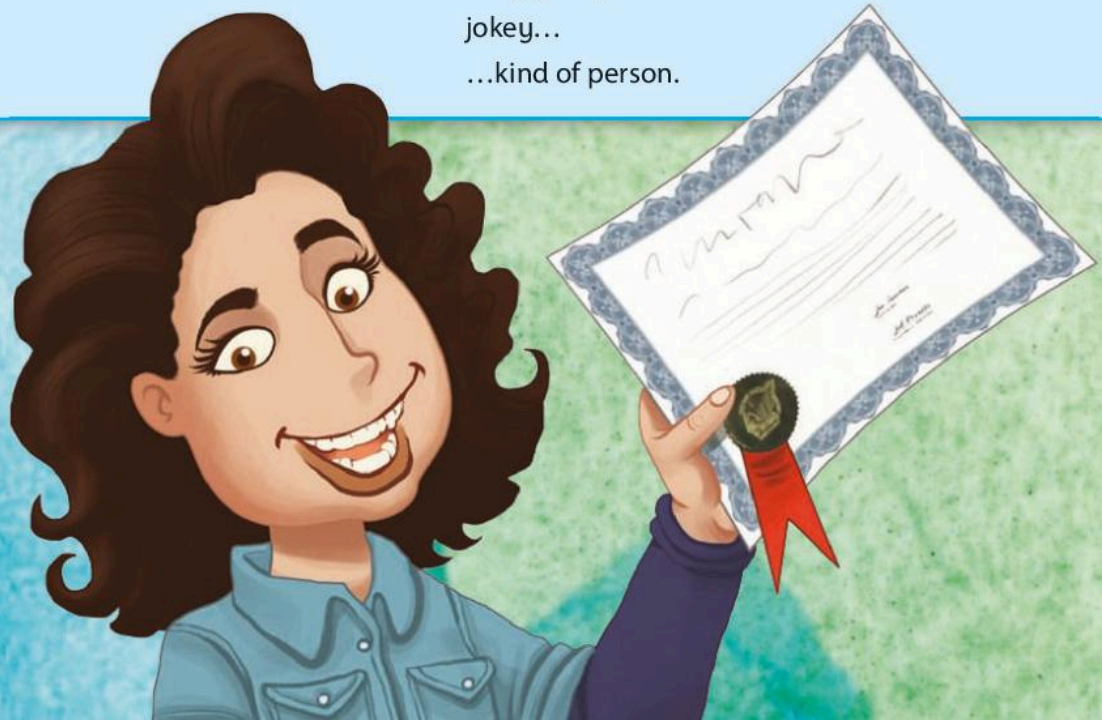
nervous...

anxious...

easy-going...

jokey...

...kind of person.



Improve your writing

Write about a past event

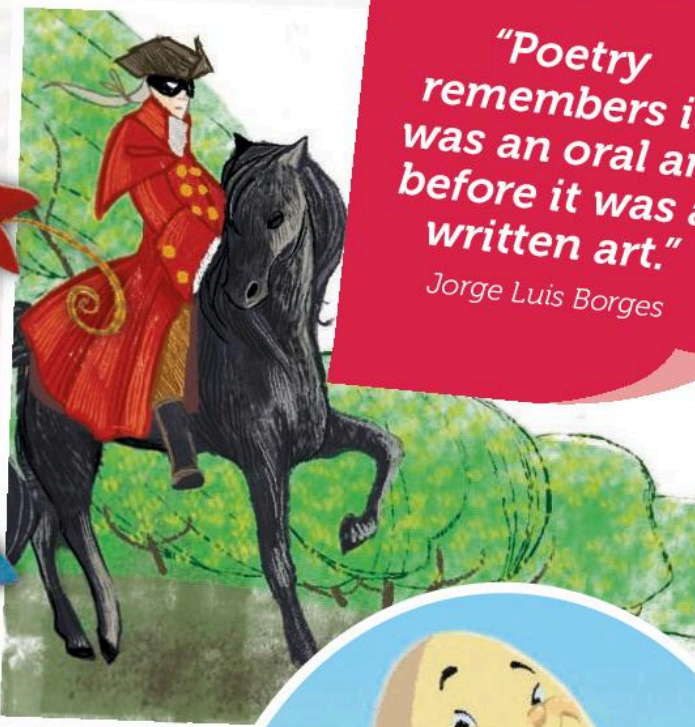
Write about an event in your past when you felt worried or nervous. It could be when you started a new school or new class, or when you moved home.

Questions to help you	Words and phrases you can use
Setting – paragraph 1: How old were you? Where were you? Describe the place. What time was it?	The thing that worried me most happened when I was ____ years old. I was in/at/beside _____. It was dark/quiet/cold _____. I knew it was ___ o'clock because _____.
Characters – paragraph 2: Who were you with? What were they doing? What were you doing?	At the time, I was with _____. He/She was _____. I was _____ because _____.
What happened? – paragraph 3: What is the problem? How did it get worse? Why were you worried?	Just then, /A moment later, /To my surprise, /Suddenly, _____. What was worse, _____ I heard/saw/smelt _____. I felt as if _____.



6

Tell me a poem



"Poetry remembers it was an oral art before it was a written art."

Jorge Luis Borges



Talk time

- 1 Look at the pictures. Which is your favourite? Why?
- 2 Each picture illustrates a different poem. Do you recognise any of them?
- 3 In groups, research the story in one of the poems and report back to the class.



Narrative poetry vocabulary

A Look at the narrative poems that the class researched on page 94. Narrative poems usually contain imagery and figurative language. Which four out of these eight other facts are true about narrative poems?

- 1 They tell a story.
- 2 They have a certain number of syllables per line.
- 3 They don't make sense.
- 4 They have characters.
- 5 They never rhyme.
- 6 They are meant to be read out loud.
- 7 They have an ending.
- 8 They are always long.

B What traditional or historical story do you think would make good narrative poem? In groups, prepare a talk supporting your choice to present to the class.



To the moon and back

This is one of Howard Sergeant's most popular poems.

Soft Landings

Space-man, space-man,
Blasting off the ground
With a wake of flame behind you
Swifter than passing sound.

5 Space-man, ace-man,
Shooting through the air,
Twice around the moon and back
Simply because it's there.

Space-man, place-man,
10 Cruising through the skies
To plant your flags on landscapes
Unknown to human eyes.

Space-man—race, man,
Scorching back to earth—
15 To home and friends and everything
That gives your mission worth.

Howard Sergeant

Word Cloud

blasting
cruising
flame
mission

scorching
shooting
space-man
swifter



Comprehension

A Write answers to the questions below, using the poem to help you.

- 1 Who is waiting for the space-man at the end of his mission?
- 2 Find at least four 'space' words and think of more.
- 3 Match each verse with a summary word from the list in blue and think of one more.

Return Flight Launch

Verse 1 _____

Verse 2 _____

Verse 3 _____

Verse 4 _____

B Write answers to the questions below, using the poem to help you.

- 1 What words does the poet use to describe the space flight?
- 2 Which phrase in each verse shows the progress of his journey?
- 3 Which verbs give a sense of speed and movement?
- 4 The first line of each verse is nearly the same. This is because:
 - a it gives the poem rhythm and repetition
 - b the rhyme sounds good
 - c the poet couldn't think of anything else.

C Discuss these questions with a partner.

- 1 Do you like the poem? Explain why or why not.
- 2 Would you like to visit space? Explain why.

Challenge



- Sport is often used as a metaphor for life.
- **Example:** My **goal** is to get a grade A in English. (goal/football)
- Think of three more examples.

Personification

Personification gives an object human attributes, such as feelings, speech and movement. It is often used by poets to put a picture in our minds of what they are writing about.

Example:

*The moon was but a chin of gold
A night or two ago,
And now she turns her perfect face
Upon the world below.*

Emily Dickinson

Obviously the moon doesn't really have a face, but people do, so the poet is using personification to give us a better idea of how the moon looks.



- A** Copy and complete the sentences below by adding an example of personification from the list. The first one has been done for you.

whispered told bowed burst spat groaned

- 1 The snow **whispered** as it fell from the night sky.
- 2 The machine _____ out the chocolate bar.
- 3 The old bed _____ as the children leapt on to it.
- 4 The tree _____ down to me as I walked under its wet branches.
- 5 The clock _____ me that it was time to leave for school.
- 6 The old engine _____ into life as I turned the key.

- B** Write out this text. Circle seven places where the author has used personification to talk about the tree. The first one has been done for you.

The oak tree in my garden (is an old friend to me). When I climb onto his knee, he wraps his long arms around me and he keeps me warm when he discards his coat in winter. We moan to each other, especially when the wind gusts, and he reaches down to me when the raindrops weigh heavily on his arms.

- C** Look again at the poem extract at the top of the page.

- 1 Discuss with a partner what the poet, Emily Dickinson, is describing. What is the 'chin of gold'? What does she mean by 'her perfect face'? Why does this change happen 'a night or two' later?
- 2 Can you think of a poem or nursery rhyme that uses personification?

Similes and metaphors

Similes and **metaphors** compare words in order to make sentences more interesting and to give a better description. They are often used in poetry.

A Similes compare two things by saying they are like (similar to) each other and metaphors compare two things by saying they are the same as each other.

1 Which two things in each sentence below are being compared?

Similes

- a Aisah swims like a fish.
- b My two best friends are like two peas in a pod.
- c Noor is as quick as lightning when he runs.

2 Which two things in each sentence below are being matched?

Metaphors

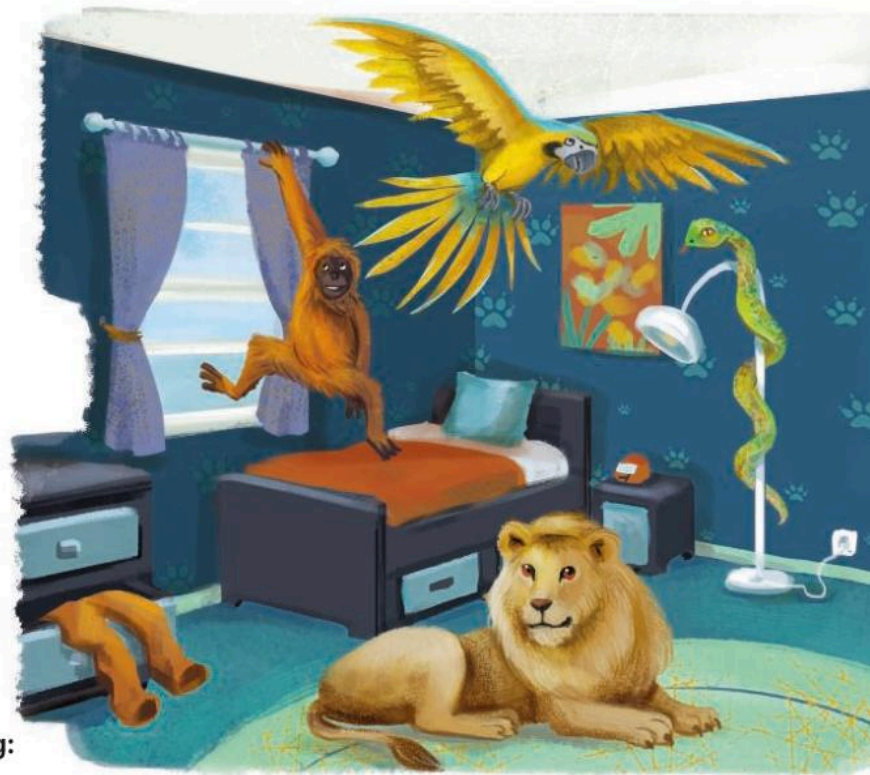
- a My big brother is a couch potato.
- b Life is a rollercoaster.
- c Luis is a night owl.

B Which are similes and which are metaphors?

- 1 His bedroom was a zoo.
- 2 This party is as much fun as going to the dentist!
- 3 The news was music to my ears.
- 4 The icing on the cake was as smooth as a mirror.
- 5 Time is money.
- 6 She was a ray of sunshine.
- 7 The holiday was a nightmare.
- 8 My sister was as happy as a fish in water.

C Write a six-line poem containing the following:

- Line 1 A simile about the sky.
- Line 2 A metaphor about clouds.
- Line 3 A simile about the rain.
- Line 4 A metaphor about a stream.
- Line 5 A simile about a lake.
- Line 6 A metaphor about the sea.



A tale of bravery

The Tale of Custard the Dragon

Belinda lived in a little white house,
 With a little black kitten and a little gray mouse,
 And a little yellow dog and a little red wagon,
 And a realio, trulio, little pet dragon.

5 Now the name of the little black kitten was Ink,
 And the little gray mouse, her name was Blink,
 And the little yellow dog was sharp as Mustard,
 But the dragon was a coward, and she called him Custard.

Custard the dragon had big sharp teeth,
 10 And spikes on top of him and scales underneath,
 Mouth like a fireplace, chimney for a nose,
 And realio, trulio daggers on his toes.

Belinda was as brave as a barrel-full of bears,
 And Ink and Blink chased lions down the stairs,
 15 Mustard was as brave as a tiger in a rage,
 But Custard cried for a nice safe cage.

Belinda tickled him, she tickled him unmerciful,
 Ink, Blink and Mustard, they rudely called him Percival,
 They all sat laughing in the little red wagon
 20 At the realio, trulio, cowardly dragon.

Ogden Nash

Glossary

Percival an un-heroic legendary character (who actually does a very heroic deed in the end)

realio, trulio really, truly

sharp as mustard clever, alert



Comprehension

Word Cloud

cutlass
flagon
grog
gyrate

A Write answers to the questions below, using the poem to help you.

- 1 What animals lived in the house?
- 2 How did the others all treat Custard?
- 3 Describe how Custard looked in your own words.

B Write answers to the questions below.

- 1 Which word is repeated in the first two verses? What is the poet trying to do by using this word over and over again?
- 2 Find an example in the third verse of:
 - a simile
 - a metaphor.
- 3 What is the poet trying to tell us about Custard by using these?
- 4 What other similes can you find in the extract and what is the poet telling us by using these?
- 5 What effect does the repetition of 'realio, trulio' in lines 4, 12 and 20 have? Why do you think these words were misspelt?

C Discuss these questions in a small group.

- 1 Discuss what the poem is about. Now finish reading the poem together on pages 158–160. Have your ideas changed?
- 2 Is this a funny poem or a serious one? Give reasons for your answer.
- 3 Think of a moral for this story.



Alliteration and onomatopoeia

Alliteration is when the same letter is used at the start of a number of words in a sentence. It can be used to create an effect in a poem.

Examples: The grumpy old goat grazed on the green grass.

Betty bought a bit of butter, but the bit of butter Betty bought was bitter, so Betty bought a better bit of butter to make the bitter butter better.

Onomatopoeia also uses sound to create an effect. It imitates the sound of what it is being talked about.

Examples: The boys munched and crunched and gobbled their food.

The rocket whooshed high up, up in the air.

A

- Which of the following is an example of alliteration?
 - The sun was reflected on the mirrored surface of the lake.
 - The river is a snake weaving down the valley.
 - The water was as cold as ice.
 - The sun shone on the smooth surface of the sea.
- Which of the following contains an example of onomatopoeia?
 - I could hear the pitter patter of raindrops on the parched soil.
 - The storm started at six o'clock sharp.
 - The lion's roar was like thunder in my ears.
 - The lightning danced across the night sky.
- 'Crash!', 'ping!' and 'squeak!' are examples of:
 - alliteration
 - similes
 - personification
 - onomatopoeia
- 'The cat crept carefully around the corner' is an example of:
 - metaphor
 - personification
 - alliteration
 - onomatopoeia

B

Write a sentence containing alliteration for every letter in the alphabet. You will have 26 sentences all together!



Challenge

- Find examples of alliteration and onomatopoeia in poems. Look at poetry books in the classroom and on the internet.

Subordinating connectives

Subordinate clauses don't sound quite right on their own but need a main clause as well. These two clauses are joined together by a **subordinating connective**.

Example: The old man likes to go for a walk when the sun is shining.

The old man likes to go for a walk is the main clause, **when the sun is shining** is the subordinate clause with **when** being the subordinating connective. (**The sun is shining** is a clause on its own but **when** makes it subordinate.)

The subordinate clause can also go first in the sentence.

Example: When the sun is shining, the old man likes to go for a walk.

Notice that there is a comma after the subordinate clause when it comes first.

Subordinating connectives can also be more than one word.

Example: I eat lots of vegetables **in order to** keep healthy.

A Rewrite these sentences so that the subordinate clause comes first. Circle the subordinating connective.

- 1 Custard felt safe as long as he was in his cage.
- 2 The squirrel ran up a tree after the dog chased it.
- 3 The astronaut climbed down from the spaceship in order to plant a flag on the moon.
- 4 Selma will be late for school unless she gets out of bed right away.
- 5 I will do my homework rather than go out to play.

B Complete the sentences using a subordinating connective from the list. Only use each one once.

before when since even though even if

- 1 He kept on laughing _____ she had stopped tickling him.
- 2 The birds ate all the food _____ they took off.
- 3 I won't pass the exam _____ I work really hard!
- 4 I have read five books _____ I joined the library last weekend.
- 5 Raj ran to the door _____ the doorbell rang.

C

- 1 Write five sentences that include one of the following subordinating connectives. Use each connective only once.

once if now that so that until

- 2 How does using a subordinating connective help your writing?

A poem with a moral

Jesus Bauzo is a Puerto Rican poet. He wrote this poem because he felt that many young people today don't respect the 'young people of yesterday', and that they don't remember that many of the young of yesterday gave their lives for us. The poem was written out of respect for elderly people.

The Old Man

- It was a beautiful morning,
 The sun was shining in all its glory,
 But also warmed with all his ardor.
 The old man was walking through the beautiful sidewalk.
 5 He walked alone and in silence.
 He was accompanied only by his old cane,
 And by his old round hat.
 Always walking upright and facing forward.
 Several young men came running
 10 by his side and they mocked him...
 The old man continued walking in silence.
 Minutes passed...
 The old man looked and saw a big tree.
 Under the big tree he saw the young men...
 15 They were lying on the ground.
 Tired, sweaty and thirsty.
 They had no strength to walk.
 The old man stopped and facing forward said:
 "The wind is old, very old. But is still the wind."
 20 I am an old man, very old. But I am still a man..."
 The old man was walking through the beautiful sidewalk.
 He walked alone and in silence...

Jesus M Bauzo



Guided writing

The poem about the old man's walk tells a story.
 Read 'the story' again. Then write answers to these questions.

- 1 How do you think the old man felt when the young men made fun of him?
- 2 How do you think he felt when he caught up with the young men?
- 3 Does the old man enjoy his walks? How do you know?
- 4 What do you think the old man meant when he said "The wind is old, very old. But is still the wind. I am an old man, very old. But I am still a man..."
- 5 What can we learn from this story?

Writing a playscript

Guided writing

Look back at the poem about the old man on page 104. It tells a story.

Copy and complete the writing frame below to retell the story of the old man's walk.

Writing frame

Setting	Character
Opening	
Build-up	
Main event/problem	
Resolution	
Moral	

Your writing

Now you have looked at the narrative structure of the poem and seen how it tells a story, discuss how it could be turned into a playscript.

Use your plan to write a playscript with dialogue and production notes. Remind yourself how to set out a playscript with the names of characters on the left, no speech marks and with the production notes in brackets.

You will need a narrator and characters. Decide whether the narrator will read the entire script or whether the actors will speak their own lines.

- ▶ Will you add more characters?
- ▶ Will you add new dialogue?
- ▶ Will you continue the story?

Performance

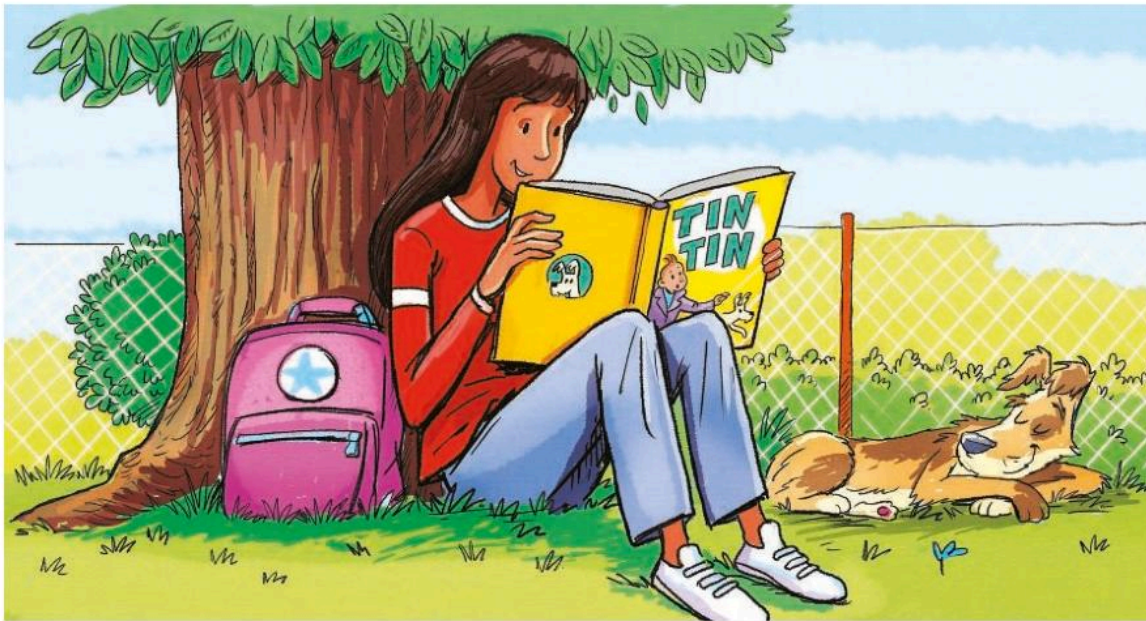
When you have rehearsed it, perform your play for an audience.



Revise and check 2

Vocabulary

- Write out the sentences and underline the adverbial phrase in each sentence.
 - He climbed the mountain with great care.
 - Last Wednesday, I went to see my grandparents.
 - The children kicked the ball over the fence into the garden next door.
 - I am sitting quietly at my desk in the classroom.
 - When I get home, I am going straight to bed.
- Write out these words and underline the prefix. Explain what each prefix means. Give examples of five more words, one for each prefix.
 - microscope
 - autograph
 - submarine
 - transfer
 - supermarket



Punctuation

- Rewrite the sentence twice so that the reporting clause – ‘she announced’ – comes in a different place each time. Remember to punctuate correctly!
 she announced I have always loved reading ever since I was given my first *Tintin* book when I was six.

Grammar

- Write the sentences in direct speech and punctuate correctly.
 - Scott told us that it was a brilliant match.
 - He announced that he was going to start training too.
 - He said he wanted to be part of the winning team.
 - He hoped we would all support him and asked us to wish him luck.
- Write the sentences in reported speech and punctuate correctly.
 - "Tell me how you came to be here, Captain," Tintin asked.
 - "Well," said the Captain, "someone rang up from the hospital."
 - "Go on," said Tintin, "tell me what happened next."
 - "You are not going to believe me!" said the Captain.
- Write the text with all the verbs written out fully.

I'm sorry, I couldn't find the shop, but don't worry. There's a market close by and I'll buy more there. They weren't very expensive. You'll love them! They're bright yellow, like Adam's ones. We'll come over later; Harry's having lunch at his mum's house now.



Spelling

- Write the plurals of these words:
 - wolf
 - knife
 - loaf
 - yourself
 - shelf
 - life
- Rewrite the sentences putting the words in bold into the negative.
 - The **happy** girl was **mature** for her age.
 - It was very **professional** of the player to be so **polite**.
 - The fans were **pleased** with the result.



7

It's a small world

"The more you know, the less you need."

Australian Aboriginal saying



Talk time

Storytelling is an important part of many cultures. For example, the Aboriginal people in Australia use it to explain about nature and their history.

- 1 Why do adults tell you stories?
- 2 What stories do you know that explain about your culture?



Storytelling around the world

A Match the words to the meanings for the Aboriginal people.

- | | |
|--------------------------|--|
| 1 Didgeridoo | a this shows information about a person such as their age and status |
| 2 Dreamtime | b a spiritual place in the outback |
| 3 Body painting | c musical wind instrument |
| 4 Uluru | d the proper name for the original inhabitants of Australia |
| 5 Indigenous Australians | e when everything was created, according to Aboriginal legend |

B Look at the events listed below that are celebrated in various cultures.

- ▶ Diwali
- ▶ Thanksgiving
- ▶ Chinese New Year
- ▶ Çocuk Bayramı
- ▶ Rio de Janeiro Carnival
- ▶ Obon Festival
- ▶ Songkran Water Festival

What do you know about them?

Where are they celebrated? Who celebrates them and how are they celebrated?

Use books and the internet to find out. Make notes and then write one or two sentences about each.



C

- 1 What do you think are the important features of your culture?
- 2 What do you think should be included in a story about your culture that other children will read?
- 3 What characters would you include? Where would it be set? What would its theme or message be?

Make notes about your ideas that you can present and discuss in a small group afterwards.



The young Gandhi

As a child, Gandhi was brought up in a loving family and taught to respect all living things. In this story, as a child, Gandhi (Mohan) goes to market with his mother, Ba. He learns that in his religion cows are holy animals.

All Living Things

Mohan sat tall, breathing in the tropical scent blowing off the Arabian Sea nearby and the rich smells of spicy cooking. Men and women thronged the dusty road, their great shirts and flowing saris a shifting rainbow of colour, their chatter a mix of Bengali and Hindi languages.

5 Other rich people in rickshaws whisked past, weaving between the people. Soon the Gandhi family driver was sprinting too...

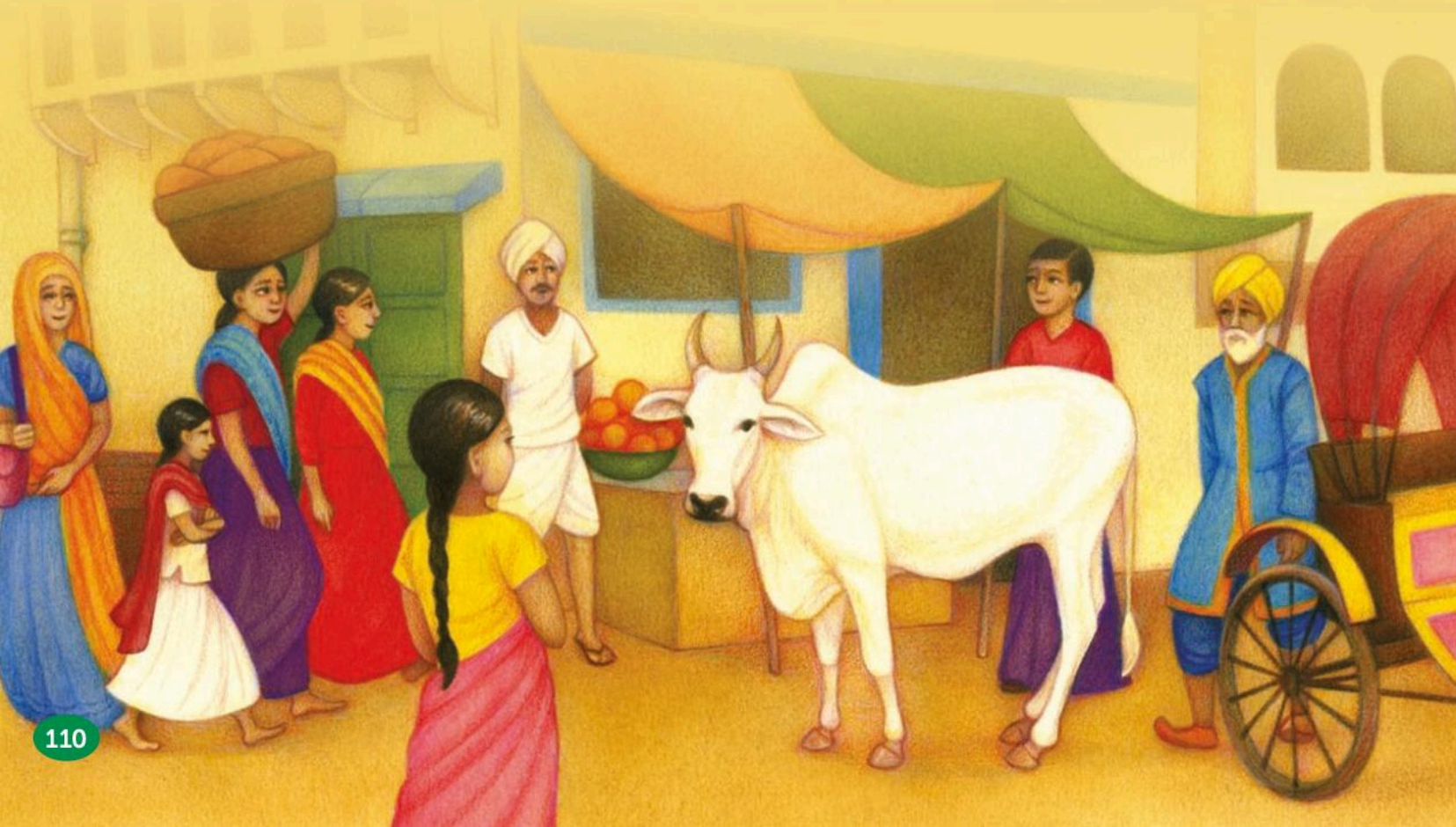
Suddenly the rickshaw stopped. Mohan tumbled out of his seat onto the road. He stared up at the old cow that had tottered in front of them. She froze in place while traffic swerved around her. "Sorry, so sorry!" the
10 driver was saying to the cow, and, "Sorry, Mrs Gandhi."

"Take your time, dear old one," she called to the cow. "The Lord Vishnu is with you." The animal turned bleary eyes in Mrs Gandhi's direction.

Mohan rubbed a scraped elbow. "Ba, you care more about the cow than you do about me!"

Word Cloud

bleary	swarmed
flinched	swat
rickshaws	thronged
saris	tottered
scolded	whisked
sprinting	



- 15 Her lips pressed together. “I revere all living things.” She pointed to the cow. “You help her,” she said, “for dear Vishnu.” Mohan looked at his mother for a moment, then at the cow. Her bony shoulder stood higher than his head and flies swarmed around her eyes. “Help her off the road,” Mrs Gandhi prompted.
- 20 Mohan took a breath and waved the flies from the old cow’s face. Big as she was, the cow flinched. “Easy, old girl,” Mohan said. He did not know how to move a cow. He picked up a twig to swat her.
- “Think *ahimsa*, Mohan,” Ba scolded. “The ancient Hindu teaching. *Ahimsa*: Nonviolence in all things.”

From *Gandhi: Young Nation Builder* by Kathleen Kudlinski

Mahatma Gandhi as a boy



Comprehension

A Write answers to these questions, using the extract to help you.

- 1 Which summary of the extract is correct?
 - a Mohan and his mother had a traffic accident at the market.
 - b Mohan learned that all creatures are important and should be treated gently.
 - c Mohan hit the cow to move it away from the traffic.

B Write answers to these questions, using the extract to help you.

- 1 Give three phrases the writer uses to describe the scene in lines 1 to 6.
- 2 What imagery is used to describe the people’s clothes?
- 3 Why is the word ‘Suddenly’ and a very short sentence used in line 7?
- 4 How does the writer show that Mohan got hurt and felt cross in lines 13 and 14?
- 5 Ba is described as having ‘lips pressed together’ in line 15. This means:
 - a She didn’t like the smells around her.
 - b She was smiling happily.
 - c She was upset and was thinking carefully.

C

- 1 Write four sentences to describe what happened from the cow’s point of view.
- 2 Have you ever helped an animal? What did you do?

Glossary

nonviolence a peaceful way of bringing about change (*ahimsa* is the ancient Hindu teaching of nonviolence)

Vishnu a Hindu god

More prepositions

A **preposition** is a word or phrase which shows the relationship between nouns, pronouns and other words in a sentence.

Examples: on, in, under, with, by, to, of

A preposition can be a phrase. *Examples:* **ahead of, in front of**

Examples: We arrived home **at** 10 o' clock.

We went **to** the old market.

I went to the football match **instead of** my brother.

Prepositions often show:

Time: **at** one o'clock, **on** Wednesday

Position: **on** the table

Direction: **to** the shops

Possession: **with** ideas

Means of doing something: **by** car

Accompaniment: **next to** her

Exception: **apart from** the girl

- A** Work with a partner to list six different prepositions from the extract below.

Mohan sat tall, breathing in the tropical scent blowing off the Arabian Sea nearby and the rich smells of spicy cooking. Men and women thronged the dusty road, their great shirts and flowing saris a shifting rainbow of colour, their chatter a mix of Bengali and Hindi languages. Other rich people in rickshaws whisked past, weaving between the people. Soon the Gandhi family driver was sprinting too.

- B** Below you will find some prepositions attached to a noun or noun phrase.

Make up sentences so that each phrase comes at the **end** of the sentence.

Example: I woke up **during the night**.

- | | |
|--------------------|---------------------|
| 1 during the night | 3 by the sea |
| 2 behind the house | 4 since the weekend |

- C** Make sentences using the four prepositional phrases in exercise B.

This time, put each phrase at the **beginning** of a sentence. Insert a comma **after** the phrase to separate it.

Example: During the night, I heard a strange sound.



Complex sentences

Complex sentences link ideas together using a **main clause** – a clause that makes sense on its own – and a **subordinate clause**, which doesn't. Look at the main and subordinate clauses in the sentences below.

Main clause	Subordinate clause
She answered her mobile phone	while doing her homework.
She answered her mobile phone	although she didn't want to.

The subordinate clause can be made more important by putting it first. A comma is used to show the separation between the two clauses.

Example: While doing her homework, she answered her mobile phone.

A Rewrite these sentences so that the subordinate clause comes first rather than second. Remember to use a comma to separate the two clauses.

- 1 We will have sweets after dinner if I can find them.
- 2 There was a knock at the door as he was reading the paper.
- 3 You should plan your writing before starting to write.
- 4 The snow fell heavily throughout the afternoon.



Sometimes commas are used to show that additional information has been dropped into the middle of a sentence.

Ellen Singer won the poetry competition. (aged 10)

Ellen Singer, aged 10, won the poetry competition.

Notice the comma on either side.

B Rewrite the sentences below to include the information in the brackets. Remember to use two commas – one either side!

- 1 Mia was late for school yesterday. (my best friend)
- 2 My father is a good sportsman. (who plays football and swims)
- 3 Makoto is always falling off his bike. (the boy who lives down the road)



Top Tip

- ✓ Commas can also be used to separate an introductory word or phrase at the start of a sentence. You do this when starting a conversation. **Example:** Hello, how are you?

Bicycle dreams

The story is set in Tanzania. Saruni has been saving his money to buy a bicycle so that he can carry heavy goods to the market on the back of it. He has been learning to ride his father Murete's bicycle.

My Rows and Piles of Coins

After several more lessons Murete let me ride on my own while he shouted instructions. "Eyes up, arms straight, keep pedaling, slow down!" I enjoyed the breeze on my face, the pedals turning smoothly under my feet, and most of all, Yeyo's proud smile as she watched me
 5 ride. How surprised she would be to see my new bicycle! And how grateful she would be when I used it to help her on market days!

The heavy March rains came. The ground became so muddy, nobody went to market. Instead, I helped Yeyo with house chores. When it wasn't raining, I helped Murete on the coffee farm. We pruned the
 10 coffee trees and put fallen leaves and twigs around the coffee stems. Whenever I could, I practiced riding Murete's bicycle.

It stopped raining in June. Not long after, the school closed. Our harvest-fresh maize and peas, sweet potatoes, vegetables, and fruits-
 15 was so big, we went to market on Saturdays *and* Wednesdays. My money box grew heavier and heavier.

I emptied the box,
 arranged the coins in piles
 and the piles in rows.
 Then I counted the coins
 20 and thought about the bicycle
 I would buy.

After a few days I grew confident enough to try to ride a loaded bicycle. With Murete's help, I strapped a giant pumpkin on the carrier behind me. When I attempted to pedal, the bicycle wobbled so dangerously that
 25 Murete, alongside me, had to grab it.

"All right, Saruni, the load is too heavy for you," he said, and I got off. Mounting the bicycle to ride back to the house, he sighed wearily. "And hard on my bones, which are getting too old for pedaling."

30 I practiced daily with smaller loads, and slowly I learned to ride a loaded bicycle. No more pushing the squeaky old wheelbarrow, I thought. I would ride with my load tall and proud on my bicycle – just like Murete!

From *My Rows and Piles of Coins* by Tololwa M. Mollel

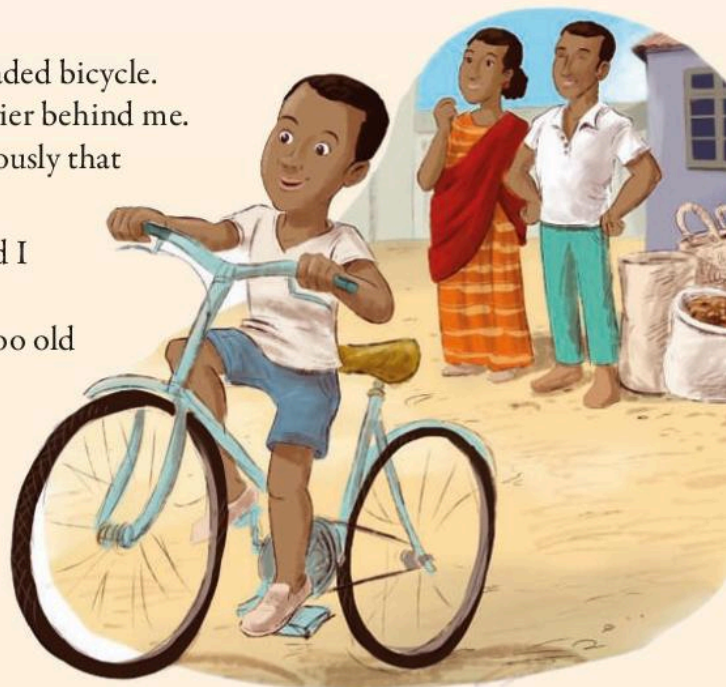
Word Cloud

chores
 pruned
 pumpkin

Glossary

Murete a Maasai term of affection for an older member of the family

Yeyo Maasai for mother



Comprehension

A Write answers to these questions, using the extract to help you.

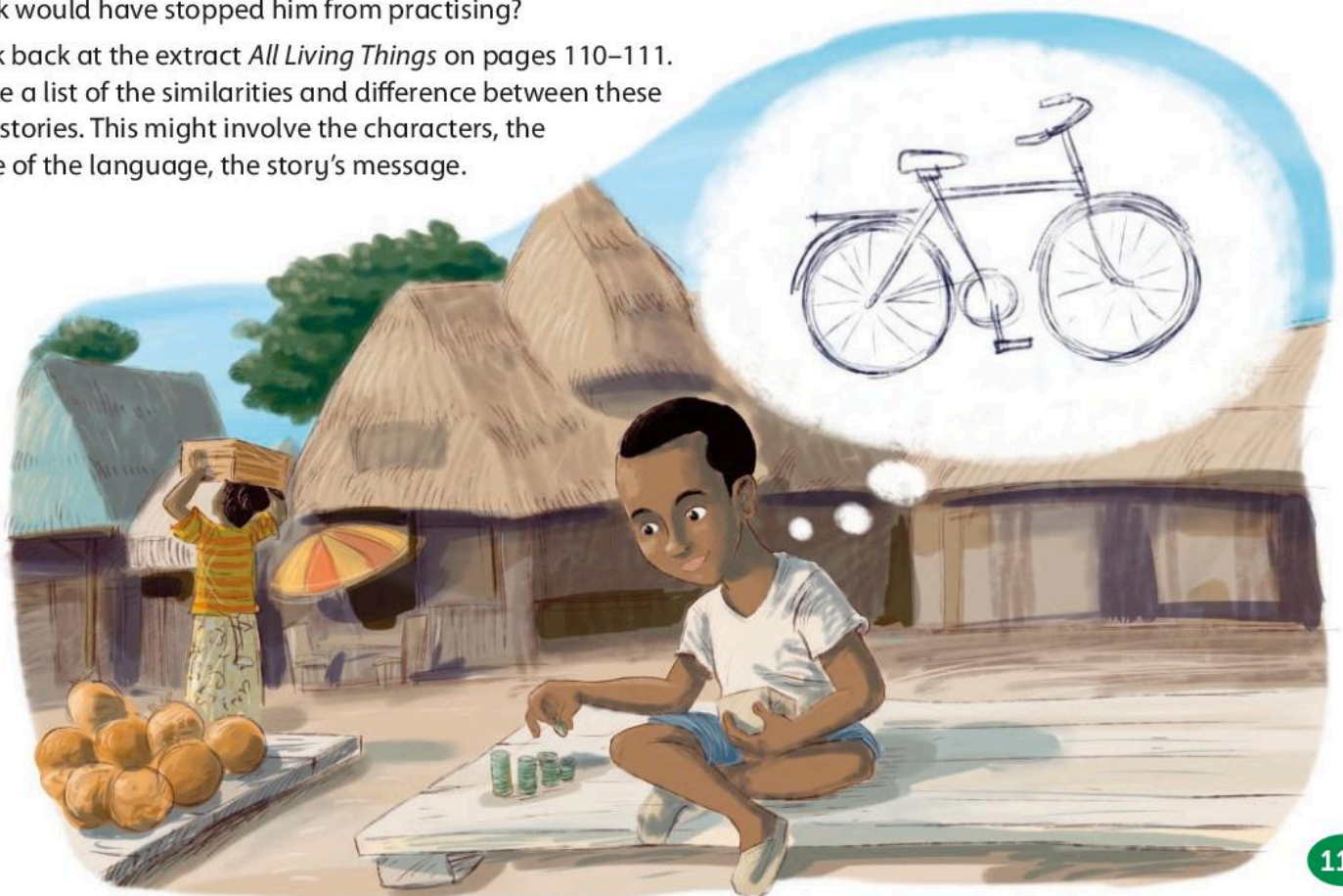
- 1 Which two statements about Saruni are true?
 - a He was not very good at riding a bicycle.
 - b He wanted a bicycle so that he could help his mother.
 - c He needed a bicycle to go to school on.
 - d He wanted the bicycle he was buying to be a surprise to his mother.
- 2 What crops did Saruni's family grow?
- 3 Find four examples of complex sentences between lines 7–11 in the extract.

B Write answers to these questions and then compare your answers with a partner's.

- 1 How long did the rains last for?
- 2 The writer repeats lines 16–21 two other times in different parts of the story. Suggest a reason for this.
- 3 From whose point of view is the story written?
- 4 What is the genre of this story?

C Discuss these questions with a partner.

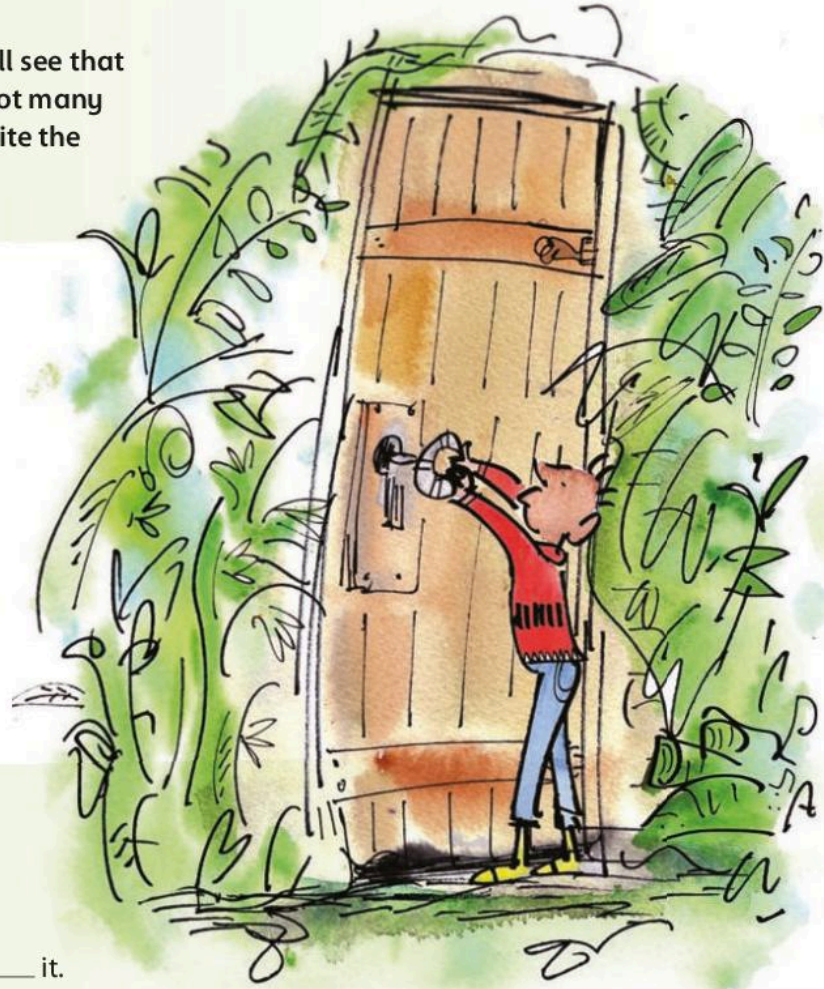
- 1 Saruni practised riding the bike whenever he could. What things do you think would have stopped him from practising?
- 2 Look back at the extract *All Living Things* on pages 110–111. Make a list of the similarities and difference between these two stories. This might involve the characters, the style of the language, the story's message.



Getting the verb tense right

- A** A student has written a suspense story. You will see that he has used many good techniques, but has got many of the verb tenses wrong! These are blue. Rewrite the extract below, correcting the verbs.

Slowly, very slowly, Ali **approach** the old, wooden door. What **were** on the other side? Fumbling, he **insert** the key in the lock, the thick darkness of the night **make** it difficult. Eventually, it **click**. He **make** the first turn. A second. A third. Bit by bit, it **were** turning, turning, turning, the noise echoing through the cold night air. What would he **be finding** on the other side? He **were** scared. Very scared indeed.



- B** Write these sentences out fully, putting the verbs in the correct tense.

- 1 I was sorry that I had _____ the vase, because I _____ it. (smash/like)
- 2 After the nurse _____ him, she _____ some tea. (examine/make)
- 3 He _____ very slowly all the way home, as the clutch had _____ . (drive/break)
- 4 The gardener _____ her lunch, then _____ the vegetable patch. (eat/dig)
- 5 The climber _____ on the top of the mountain, because the view _____ fantastic. (stop/is)

- C** Make up five sentences using each of the verbs below in two different tense forms. This means you will have ten sentences in total.

Example: I tried to catch the ball. He caught the ball. (to catch)

- 1 to draw
- 2 to forget
- 3 to speak
- 4 to lose
- 5 to ride

Synonyms

Synonyms are words which have nearly the same meaning as another word or expression – but not quite. ‘Horrible’, ‘nasty’ and ‘disgusting’ are synonyms for ‘bad’ – but mean very different things. It is important to use the right synonym in your writing so that the meaning is clear for the reader.

The verbs ‘went’, ‘ate’ and ‘said’ are known as weak synonyms, as they do not tell the reader precisely how something was done.

A Look at the difference between the verbs in these sentences.

Juan went across the classroom.	→	Juan strolled/dashed/crept across the classroom.
My cousin ate a mango.	→	My cousin nibbled/munched/gobbled a mango.
“I hate flying,” he said.	→	“I hate flying,” he yelled/whispered/muttered.

1 Choose one of the synonyms listed below to replace the blue word in the sentences.

tumbled Grasping shouted rolled scrambled

- a Marcia and Ben **sat** down into the pilot’s seat.
- b “Stop!” **said** Zara as the plane **moved** forward.
- c **Holding** the edges of the door, she **got** into the plane.

2 A new girl, Anna, arrives in the classroom. In the writing below, the verb synonyms used show her to be shy and quiet. Change these so that Anna becomes bold and confident.

Anna **crept** into the classroom. “Where do I sit, Sir?” she **muttered**.

“Over there, Anna,” replied the teacher, pointing at an empty chair.

Anna **shuffled** across the room. “I hope this is the right chair,” she **whispered**.



Animal tales

Wombat Goes Walkabout by Michael Morpurgo tells of a young wombat who gets lost and is unable to find his mother. While looking for her he meets some native Australians, both animals and a boy, all of whom believe they are superior to Wombat. The last one he meets is Koala...

Wombat Goes Walkabout

It was baking hot now, and Wombat shuffled into the shade of a great eucalyptus tree. He hoped his mother might be there. But she wasn't.

"Who are you?" called Koala from way up in the tree above him.

5 "I'm Wombat," said Wombat.

"And what can you do?"

"Not much. I dig a lot and I think a lot."

"That's nothing," laughed Koala. "I can doze, I can snooze, I can snore. Look at me." And very soon she was dozing and snoozing away high up
10 in her eucalyptus tree. By now Wombat was very, very tired. So he lay down in the shade and sang himself to sleep.

When Wombat woke up, he looked around for his mother. But she still wasn't there. "I know," he thought. "I'll climb the highest hill I can find. Surely I'll be able to see her then." So that's what he did. He climbed and
15 he climbed and he climbed.

When he reached the top he looked about him. Everywhere he looked there were lots of cackling kookaburras, hopping wallabies, swinging possums, hunting boys, scampering emus, and dozing koalas. But no matter how hard he looked, he just couldn't see his mother anywhere.
20 But he did see something else. He saw smoke. He saw fire. It was leaping from tree to tree. It was coming straight towards him. Wombat thought hard, very hard. Suddenly he knew what to do. He ran down the hill as fast as he could, and began to dig. He dug and he dug and he dug.

Then Kookaburra came by, and Wallaby and Possum and
25 Emu and Boy and Koala. "Fire!" they all cried. "Run, run, you silly Wombat. Fire! Fire!"

But Wombat just went on digging.



“What are you doing?” they asked.

“I’m digging,” replied Wombat.”And I’m thinking too.”

30 “What are you thinking?” they cried.

“I’m thinking that fire burns faster than you can run or fly or hop or swing. And I’m thinking that there’s plenty of room down in my hole if you want to join me. We’ll be quite safe.”

They took one look at all the crackling fire and all the
35 billowing smoke. One look was all they needed.

From *Wombat Goes Walkabout* by Michael Morpurgo

Comprehension

A Write answers to these questions, using the extract to help you.

- 1 Find three examples of repetition.
- 2 Find two examples of alliteration.
- 3 Give three examples of short sentences.

B Write answers to these questions.

- 1 Look at the extract. Think of synonyms for the following words used in the extract.
 - a cackling (line 17)
 - b came by (line 24)
 - c hole (line 33)
- 2 What picture is the writer giving in lines 14–15 by repeating some words, ‘He climbed and he climbed and he climbed.’?
- 3 Read the last paragraph again. The writer is talking about the animals and the boy when he writes, ‘One look was all they needed.’ All they needed to do what?
- 4 What moral is the writer teaching us in this story?

C

- 1 Find the verbs Wombat uses in the extract to describe how the different animals move and write them down. Then write two synonyms for each of the verbs.
- 2 Research native Australian animals and write a short story about one. Write it from the viewpoint of your chosen animal. Think of imaginative verbs to describe your chosen animal’s movement. Decide what age group you are writing for before you begin to plan your story.



Words ending in **-ed** and **-ing**

When we add **-ed** or **-ing** to most core words, we don't change the spelling of the core word.

Examples: yell/yell**ed**/yell**ing**, gasp/gasp**ed**/gasp**ing**

If the original word ends in an **e**, take off the **e** when you add **-ing**.

Example: live/liv**ed**/liv**ing**

A

- 1 Add **-ed** and **-ing** to the words below. Write two more words which fit the rule. **Example:** name/nam**ing**/nam**ed**
live bake doze save dance

If the original word ends in a consonant, and has a short vowel sound before it, then the consonant is doubled when you add **-ing** or **-ed**. **Example:** drag/dragg**ed**/dragg**ing**

- 2 Copy and complete this table.

drag	dragged	dragging
hop		
grab		grabbing
shop	shopped	
stop		
whir		whirring
skim	skimmed	

B

Look at the table below. Then write a grammar rule for what happens when a word ending in **y** changes to an ending with **-ed** or **-ing**.

carry	carried	carrying
marry	married	marrying
cry	cried	crying
try	tried	trying

Remember new spellings

Here are some words that can be difficult to spell.

**suede ricochet basket balloon material envelope
navigate fabric whirred technical plough**

A

- 1 Read, say and listen to the words.
- 2 Put the words in alphabetical order.
- 3 Give a definition for each word.

Here are some tips.

Write the word out and make the difficult letters large or different.

sUEDe

fabriC

Break the word into syllables or chunks.

bask-et

mat-er-i-al

tech-ni-cal

ric-o-chet

Find a word inside the word.

There is a **ball** in **balloon**

There is a **gate** in **navigate**

Check for a spelling rule.

Whiz ends in a consonant **z**, and has a short vowel sound before it, so double the consonant when **-ed** is added.

whiz → whizzed

- B** Look at your definitions from A3 to help you write a sentence using each word.

Example: I usually sit next to my mum while she is driving so I can read the map and navigate.



Saruni's story continues

The story of Saruni and his quest for a bicycle continues here. He has suffered an enormous setback; the money he has worked so hard to save is not nearly enough to buy the bicycle he dreamed of. After his mother asks what is wrong, Saruni admits that he had been saving his money, thirty-five shillings and fifty cents, to buy a bicycle in order to help her carry her goods to market.

My Rows and Piles of Coins

The next afternoon, the sound of a *pikipiki* filled the air, *tuk-tuk-tuk-tuk-tuk*. I came out of the house and stared in astonishment. Murete was perched on an orange motorbike.

He cut the engine and dismounted. Then, chuckling at my excited
5 questions about the *pikipiki*, he headed into the house.

When Murete came out, Yeyo was with him, and he was wheeling his bicycle. "I want to sell this to you. For thirty shillings and fifty cents." He winked at me.

Surprised, I stared at Murete. How did he know about my secret
10 money box? I hadn't told him anything.

Then, suddenly, I realized the wonderful thing that had just happened. "My bicycle, I have my very own bicycle!" I said, and it didn't matter at all that it wasn't decorated with red and blue. Within moments, I had brought Murete my money box.

15 Murete gave Yeyo the box. Yeyo, in turn, gave it to me. Puzzled, I looked from Yeyo to Murete and to Yeyo again. "You're giving it ... back to me?"

Yeyo smiled. "It's a reward for all your help to us."

"Thank you, thank you!" I cried gleefully.

20 The next Saturday, my load sat tall and proud on my bicycle, which I walked importantly to market. I wasn't riding it because Yeyo could never have kept up.

Looking over at Yeyo, I wished she didn't have to carry such a big load on her head.

From *My Rows and Piles of Coins*
by Tololwa M. Mollel

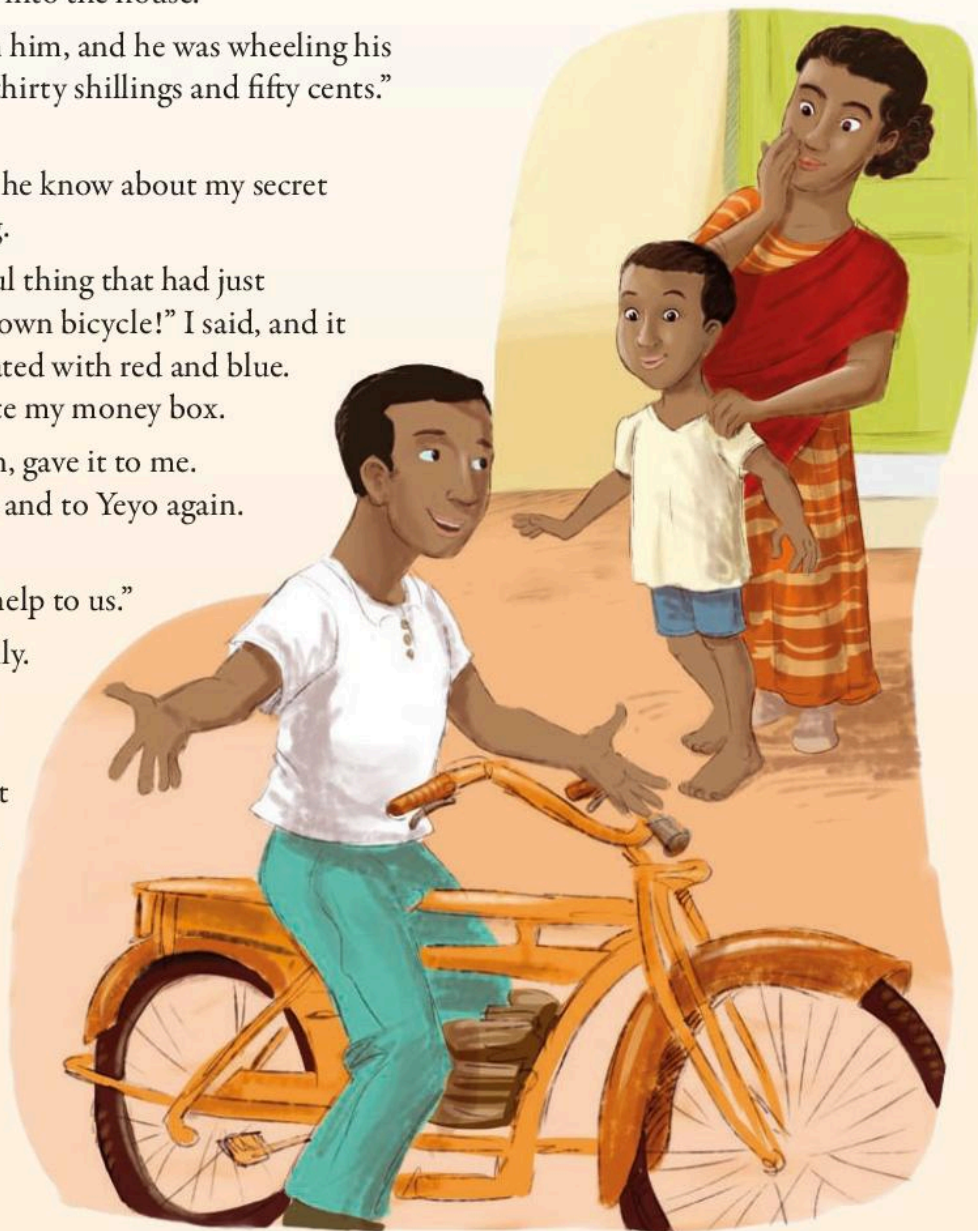
Glossary

Murete a Maasai term of affection for an older member of the family

pikipiki Swahili for motorcycle or motorbike

tuk-tuk-tuk-tuk-tuk the sound of an engine in Maasai

Yeyo Maasai for mother



Comprehension

A Write these parts of the extract in the correct order.

- 1 Saruni paid Murete for the bicycle.
- 2 Murete went to fetch the bicycle.
- 3 The bicycle was stacked high.
- 4 Murete and Yeyo returned the money.

B Write answers to these questions, using the extract to help you.

- 1 Which of the following words would you use to describe Saruni's character?

**ambitious selfish arrogant considerate
foolish determined**

What synonyms can you think of for the words you chose?

- 2 List some words and phrases to describe the setting in the extract.
- 3 Describe how Saruni's feelings change during the extract.

C

- 1 The setting isn't described in much detail in this extract. Write a paragraph to describe how you picture the scene. Think about what can be seen in the surroundings, what the characters look like, the weather, sounds.
- 2 The extract ends with Saruni wishing his mother didn't have to carry such a heavy load on her head. Think about what you know of Saruni's character. What do you think he wants to do next? Discuss your ideas with a partner.

Writing a suspense story

Writers use techniques to make their stories exciting for readers.

Example: Instead of just describing what is happening, a writer uses conversation between characters to move the story along clearly.

Model writing

1 Read the extract below. Mohamed and Jon have spent the last few days enjoying the local festival celebrations. Now the fun is over, they have nothing to entertain them. The coloured notes at the side explain which techniques the writer has used to create suspense.

Action and movement are part of the dialogue so that readers can imagine the action.

Use of adverbs.

The use of strong, precise verbs suggests things **happening**.

Bad weather and darkness are included to create an atmosphere.

Notice where the commas have been placed!

“Oh, I’m so bored,” moaned Mohamed, **throwing** himself down on the bed. “Nothing exciting ever happens round here any more.”

“Yeah,” Jon agreed, **flopping** back **warily** in the chair opposite
5 him. “I don’t want to spend the rest of the summer break hanging around, **getting bored**.”

They both sat for a minute in silence, **staring morosely** at the **rain battering** against the window. It was only 7 o’clock, but already the **sky was dark** and forbidding.

10 Suddenly, Mohamed **jumped** up. “I know, let’s go and explore the old cafe on the main road. I’ve heard the door has been left open. What about it?”

“Yes, yes!” Jon **shouted excitedly**. “Why not? Let’s get going!”



2 Read part two of the story and find examples of more techniques used in suspense writing. Copy the table below and write in your examples.

The use of strong, precise verbs that suggest things happening.

A sentence that begins with a present participle verb.

Use of adverbs.

Use of commas to mark off phrases and clauses.

Use of simile.

What is this punctuation device called?

As they approached the old cafe, they began to feel scared. Very scared indeed. Why on earth had they come here? The night was pitch black, the road was deserted. Moaning eerily, the wind whipped angrily around their ankles, like a fierce dog.

5 Jon shuddered. “Perhaps we should go back. It looks like—”
 “No,” Mohamed interrupted, not wanting to show him that he was scared too. “Just a quick look, and then we’ll go home. It won’t take a minute.”

10 What was left of the old cafe was now in full view. Run down, dirty, neglected, its windows broken and torn blinds flapping in the cold night wind. Clouds covered the moon. A sudden bang came from behind them. They both shivered. Nervously, very nervously, they both crept towards the open front door...

Technique	Example from part 2
Strong, precise verbs	
Sentence starting with present participle verb	
Adverbs	
Commas to mark off clauses	
Simile	
Punctuation device	

Your writing

Write your own beginning to a suspense story.

Part 1 Begin with two friends who are enjoying their local festival but see something mysterious and decide to go and investigate.

Part 2 Write that they move towards the place, but stop just before they open the door. Use the techniques listed below in your writing.

- ▶ Dialogue to move the plot along
- ▶ Some movement and gesture built into the dialogue so that the reader can SEE what is going on
- ▶ Strong verbs, and adverbs
- ▶ Some short sentences
- ▶ Rhetorical questions
- ▶ Similes
- ▶ Repetition
- ▶ Commas (in the right places!)
- ▶ Extreme weather and darkness
- ▶ Sudden noise

8

That's a good point!



"Don't raise your voice, improve your argument."

Desmond Tutu



Talk time

- 1 Look at the images and list all the different ways of persuading people to do or buy something.
- 2 How much are you influenced by these methods of persuasion?
- 3 What methods do you use to try to persuade other people to do things or to agree with you?



Language that persuades

Word Cloud

feline
memorable
monstrosity
rhetorical question

A What would you say to someone to persuade them to:

- a buy a vacuum cleaner
- b go on a holiday to the South Pole
- c not build a multi-storey car park next to your house
- d do your homework for you.



B

- 1 All of these phrases are found in either newspaper articles, leaflets, advisements or magazines. Discuss where you would find each one.
 - a Get the Best!
 - b I hope you agree to this.
 - c This is a good idea because...
 - d In tests, 90% of shoppers chose it!
 - e Do you really want this monstrosity on your doorstep?
 - f You say that nothing can be done, but if you do this...
 - g You'll never have to work hard again!
 - h Only feed your favourite feline fishy flakes
 - i He is an outstanding candidate
- 2 Match each of the phrases above to one of the features of persuasive writing below. Only use each feature once.
 - 1 Includes a counter argument to show the reader they were incorrect
 - 2 Addresses the reader directly
 - 3 Factual information included
 - 4 Use of alliteration to grab the reader's attention
 - 5 Promises of a better life if you use or do it
 - 6 Memorable slogan
 - 7 Use of powerful adjectives
 - 8 Rhetorical questions used
 - 9 You have evidence to support your main point



A newspaper for you

FirstNews

FirstNews TV

SUBSCRIPTIONS

First News is a weekly newspaper aimed at 7–14 year olds. It is in tabloid format, and aims to present current events alongside news on entertainment, sport and computer games. It is published on Fridays and is read by over one million children every week all over the world. The newspaper was launched in May 2006.

Bursting with content!

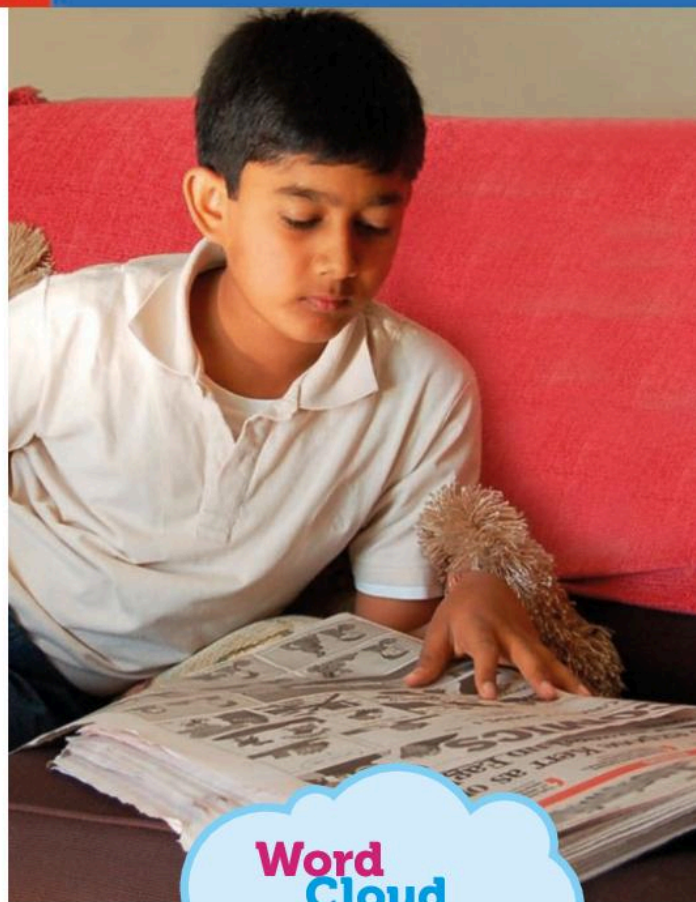
Every issue is packed from cover to cover with the latest stories about world and home affairs, the environment, sports, entertainment and puzzles, all selected to engage and inspire its readers.

Meet two of the *First News* team

The *First News* team includes editors, writers, designers and many more.

Rich is the Design Manager, which means that he has to make the paper look good and add all the pictures. That isn't always an easy job.

Ben is the Website and Marketing Assistant. Ben is a big fan of all things entertainment – film, TV, magazines – you name it, Ben's got something to say about it. An interesting fact about Ben is that he is really tall. He loves writing, hanging out with friends and visiting different places.



**Word
Cloud**
editors
launched
newspaper
published

Get *First News* delivered every Friday!

First News is the ONLY weekly newspaper for young people. It is now the widest-read children's publication with over 1 million readers every week!

First News journalists provide up-to-date, insightful and dynamic articles on a range of subjects from entertainment to politics, sport to science which will be really interesting to students aged 7–14.

Treat a special child in your life to a *First News* subscription and they will discover a read which is vibrantly presented, thought-provoking, intelligent – and fun! Don't miss out – subscribe NOW.

Comprehension

A True or false? Write answers to these questions, using the texts to support your answers.

- 1 *First News* is a monthly paper for adults.
- 2 Each issue always has a sports section.
- 3 The very first issue was published last Friday.
- 4 It has over 100,000 readers each week.

B Write answers to these questions.

- 1 Which is the best description of the text on the website?
 - a It contains only facts.
 - b It contains mostly facts.
 - c It contains mostly opinions.
 - d It contains half facts and half opinions.
- 2 The information in both texts is about the newspaper *First News* but the style of language is different. One is a news feature report and one is a persuasive advert.
Find two phrases in each text to show how they are different.
- 3 Would you want to buy *First News*? If so, what persuaded you?

C Discuss your answers to these questions with a partner.

- 1 What job would you like to have on a newspaper?
- 2 Which features of a newspaper do you think are the most interesting?

Glossary

current events news about things happening now

home affairs events that happen in or close to the country in which the newspaper is based

marketing assistant a person who helps to tell people about a product or service

tabloid format square pages

Discussion time

"Good news stories should contain only true facts and not opinions." Do you agree or disagree? Explain your opinion to a partner."



Opposites and comparisons

A *First News* claims to be really interesting to students aged 7–14. If you didn't like it, it would be uninteresting. The prefix *un-* is used to make the opposite of interesting.

1 Create new words by adding *un-*.

**able believable acceptable attached aware certain
breakable comfortable clean convinced fasten lucky
noticed real safe wanted reasonable truthful well**

2 Use six of the words above in sentences that might persuade people to do something. **Example:** This product has unbelievable cleaning power so buy it now!

B The prefixes *dis-*, *in-*, *il-*, *ir-* and *im-* also mean 'not'.

Examples: **dis**appoint, **in**justice, **il**legal, **ir**regular, **im**polite

1 Attach the right prefix to the root words below. Be careful, as it is easy to get them mixed up. It would be wise to check in a dictionary first!

— **possible** — **believe** — **legible** — **rational** — **visible**

2 Find two more words beginning with each of these prefixes.

C

We can make **comparisons** using adjectives.

To compare two things or people, use the **comparative** form with **-er** or **'more...'** **Examples:** shorter, **more** famous

To compare three or more things or people, use the **superlative** form with **-est** or **'most...'** **Examples:** smallest, **most** expensive



Copy and complete this table.

old		oldest
	hotter	
new		
		funniest
beautiful		
		most careful
	thinner	
	sillier	
pleasant		

Tricky Spellings

Is it a two-syllable word ending in **y**?
Change the **y** to an **i** before adding **-er** or **-est**.

Example: happy/happier/happiest

Is it a one-syllable word ending in a single consonant (except where the consonant is **y**)? Double the consonant before you add **-er** or **-est**.

Example: wet/wetter/wettest

Sounds the same – but different spelling

Homophones are words that sound the same but are usually spelt differently and have a different meaning. They are a common cause of spelling mistakes.

A **They're, their** and **there** are three words that sound the same.

Here is a way to remember their different meanings:

- ▶ If it means 'they are', write **they're**.
- ▶ If it means 'belonging to them', write **their**.
- ▶ If it means something else, write **there**.

Copy and complete the following sentences.

- 1 I put my book over _____ .
- 2 The children found _____ missing coats.
- 3 I looked in the cloakroom but my coat wasn't _____ .
- 4 They picked up _____ new shoes.
- 5 _____ not coming tomorrow, I don't know why.
- 6 _____ is no doubt that _____ singing is what _____ famous for.

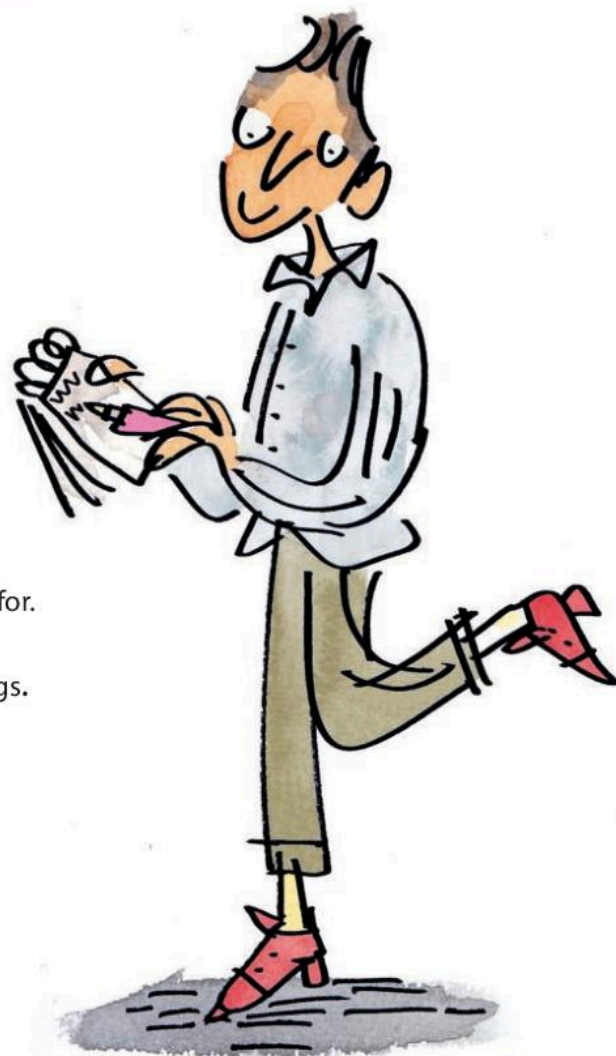
B **Where, we're** and **wear** are three words with different meanings.

Here is a way to remember how they are different:

- ▶ If it refers to a place, write **where**.
- ▶ If it means 'we are', write **we're**.
- ▶ If it is to do with clothes, write **wear**.

Copy and complete the following sentences.

- 1 _____ going to the shops tomorrow.
- 2 What are you going to _____ to the party?
- 3 _____ have you put the book?
- 4 _____ are you going? _____ going to see _____ the shops are, and what we can buy to _____ .



Challenge

- Think of ways to remember the difference between **who's** and **whose**, and **it's** and **its**.

Persuasive posters

WANT TO SAVE A LIFE?

THEN WEAR A CYCLING HELMET

You think you're a good cyclist? You don't think you need a helmet? This boy was a good cyclist but he still got knocked off his bike! Lucky for him he was wearing a helmet or he could have had a serious head injury! It doesn't matter how good a cyclist **you** are, it's other people on the roads you have to worry about! Good cyclists can still get knocked off their bikes so wise up and ride safe – **wear a helmet!**

Comprehension

A Write answers to these questions, using the poster to support your answers.

- 1 What is this poster trying to persuade you to do?
- 2 Whose life is the poster trying to save?
- 3 If you are a good cyclist, how safe are you on a bicycle? Explain your answer.
- 4 What is meant by 'wise up'?
- 5 How do you think the boy got knocked off his bike?

B Write answers to these questions.

- 1 What is the first thing you notice about the poster?
- 2 Why do you think there is a child in the picture rather than an adult?
- 3 Give some examples of words and phrases that are used in the poster to alarm you.
- 4 What effect does using the words 'knocked off' rather than 'fell off' have on the reader's feelings about cycling safety and wearing a helmet?
- 5 Which of the following features of persuasive advertising does the writer use in this poster?
 - a Only positive things are mentioned
 - b Eye-catching picture
 - c Offers discounts
 - d Questions to make the reader think
 - e Friendly
 - f Repeats phrases

C Discuss these questions in a small group.

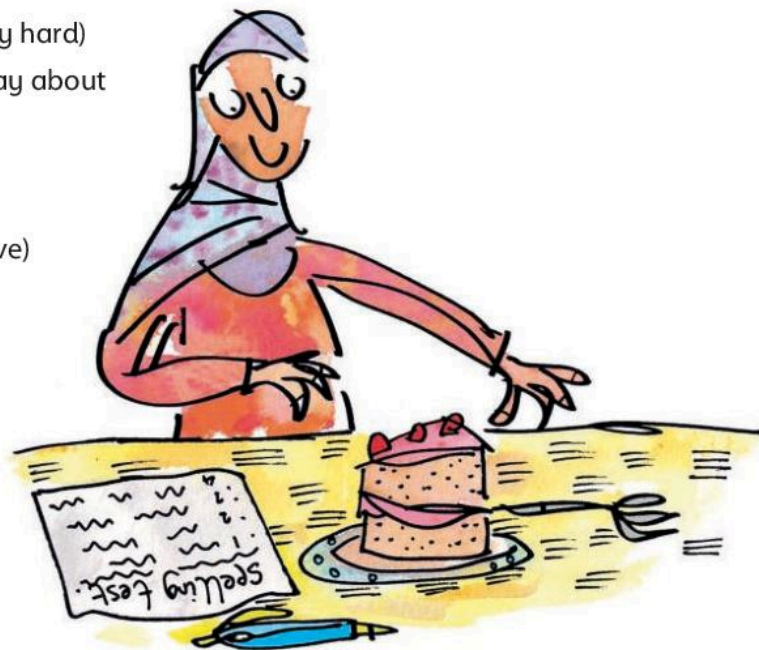
- 1 How effective do you think this poster is at encouraging people to wear cycling helmets? What are the words and phrases in the poster that are more effective than others in persuading you to wear a cycling helmet?
- 2 What advice would you give to someone who:
 - a says they are a careful cyclist and won't have an accident?
 - b is thinking of getting a bicycle?

Idioms

Idioms are common sayings. Their meaning is figurative – so the meaning is different from what the words mean. The idiom used in the *First News* extract, 'hanging out with friends' means Ben likes to see his friends, not actually 'hang' with them.

A Many idioms would be absurd if the words were true and taken at face value. From the list below, choose two idioms you find particularly absurd and draw what the words literally say.

- 1 He visits us only once in a blue moon. (rarely)
- 2 They fought tooth and nail to win the fight. (fought very hard)
- 3 The young man had a chip on his shoulder. (angry today about something that happened in the past)
- 4 The spelling test was a piece of cake. (a task that was completed very easily)
- 5 The new coat cost an arm and a leg. (was very expensive)
- 6 The child's behaviour was driving me up the wall. (was annoying me very much)



B Many idioms use pairs of words. Choose the correct missing words to finish the phrases.

graces square dogs neck riches

- a The two horses were running neck and _____.
 - b We won the competition fair and _____.
 - c She has gone from rags to _____ almost overnight.
 - d The weather was terrible; it was raining cats and _____.
 - e Ever since she has won the talent show, she has given herself airs and _____.
- 2 Match the meanings below to the idioms above.

fairly, with no cheating **go from being poor to rich**
very heavy rain **think one is better than everyone else**
exactly even



Top Tip

✓ **Fixed idioms:**
 If an idiom contains two different nouns, you cannot change the order of the nouns.

Suffixes

The word endings **-tion**, **-cian**, **-ssion** are all pronounced as in **station**.

The word ending **-sion** is pronounced as in **station**, or as in **decision**.

A The ending **-cian** is used in the names of many jobs. Match the jobs with the definitions.

Example: A musician plays a musical instrument.

**beautician electrician magician mathematician
optician politician laboratory technician**

- 1 A/An _____ examines your eyes.
- 2 A/An _____ does strange tricks that look impossible.
- 3 A/An _____ takes care of your skin and hands.
- 4 A/An _____ fits and repairs electrical things.
- 5 A/An _____ works in the government.
- 6 A/An _____ studies numbers and shapes.
- 7 A/An _____ works with machines and instruments.

B

You can change a verb ending in **-de** or **-se** into a noun which ends in **-sion** (pronounced as in **decision**).

Examples: **divide/division**, **revise/revision**

Complete the sentences by changing pairs of verbs into nouns.

Example: To avoid possible confusion, I'm making some revisions to this term's maths exam. (revise / confuse)

**explode / collide decide / divide
exclude / include conclude / provide**

- a The football fans were surprised by the _____ of Lazio in the team, and the _____ of Bari from it.
- b Immediately after the _____ of a truck with an oil tanker on the highway, there was a huge _____.
- c The government's _____ is to make _____ for a disaster fund.
- d The family had to make a _____ about the _____ of the farm among the farmer's brothers.



Advertising campaign

In groups, you are going to plan an advertising campaign for a new variety of biscuit. You will need to decide what your biscuit is like first. There is a lot of planning involved in an advertising campaign and everyone in the group will have a job to do. In your groups, brainstorm all your ideas.

A

Planning frame

- ▶ Describe the product – what makes your biscuit different to rival biscuits?
- ▶ Audience – who will eat your biscuit? Is this different to the people who will buy it?
- ▶ What do they currently buy? Why should they buy your biscuit instead?
- ▶ How are you going to make your audience aware that your product exists?

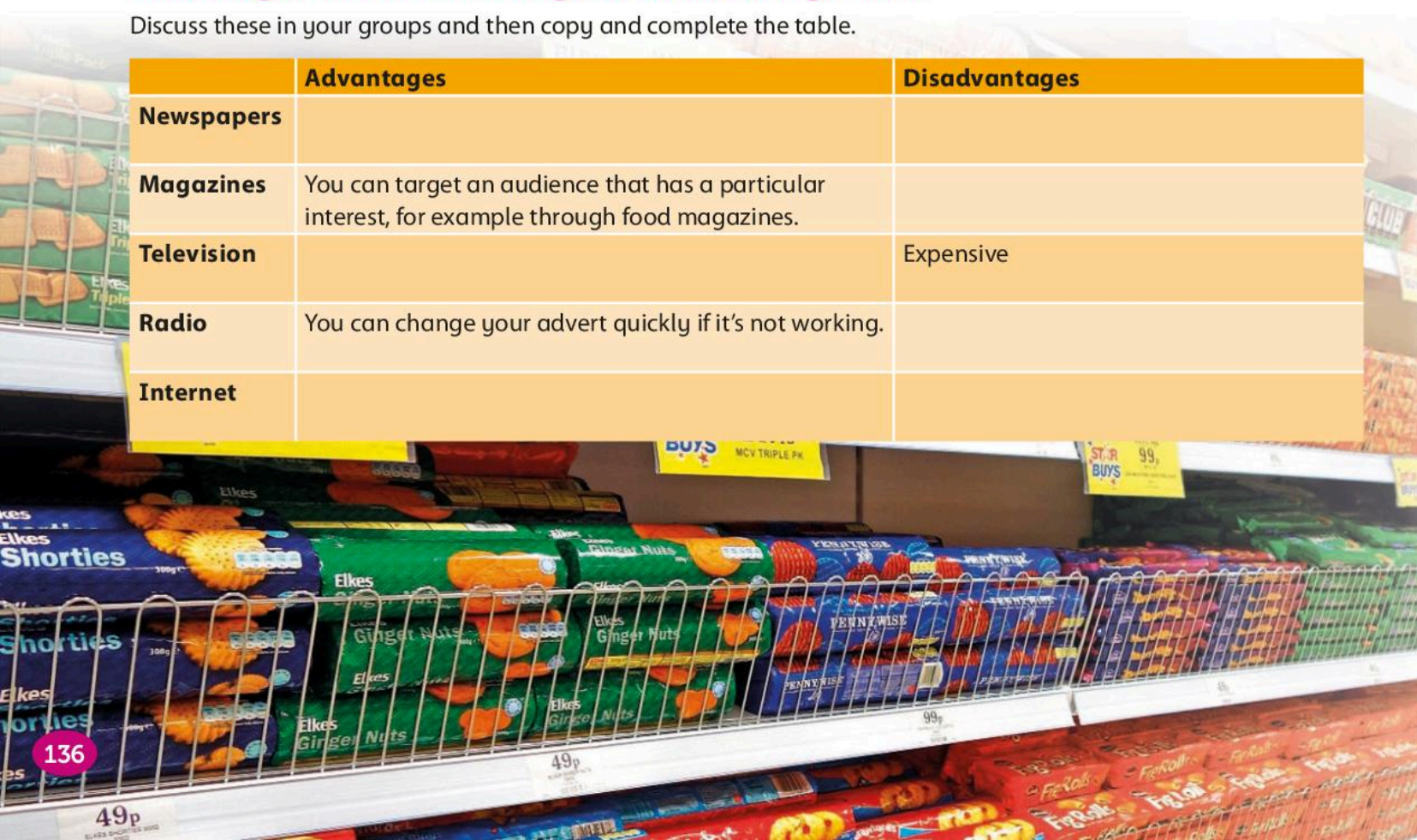
Your advertising

- ▶ Discuss the best places to advertise your biscuit.
- ▶ What media will you use to advertise it? TV? Radio? Newspapers and magazines? Posters? Internet? A combination is best.
- ▶ Anyone can contribute ideas, but decide who will be in charge of noting your ideas and collecting your written contributions for each media type.

Advantages and disadvantages of advertising media

Discuss these in your groups and then copy and complete the table.

	Advantages	Disadvantages
Newspapers		
Magazines	You can target an audience that has a particular interest, for example through food magazines.	
Television		Expensive
Radio	You can change your advert quickly if it's not working.	
Internet		



Persuasive language

You need to choose your words carefully. Remember to use emotive and persuasive words. Put each of these words that are often used in persuasive advertising into a sentence to advertise your biscuit.

- 1 cheaper
- 2 exclusive
- 3 special offer
- 4 3 for 2
- 5 brilliant

Think about the features of persuasive advertising (see page 127 B2) and include these in your 'ad campaign'.

B

Writing

When you are ready, write and draw your adverts, posters, scripts, etc. You can use computers, the internet, photographs, drawings and whatever other methods you want to create your advertisements.

Remember that you have to create:

awareness which leads to **interest** which leads to **desire** which leads to **purchase**

Rewriting

Advertising is always checked on a small group of people before being seen by the public. Check each other's work in the group; then you can test it out on friends and family.

C

Going live

Now you are ready to present your campaign to the rest of the class. Decide who will present each part. Discuss as a class who presented the most persuasive advertising campaign.



Personal pronouns

Personal pronouns indicate a person or a thing without naming it. So, rather than saying 'the boy' or 'the girl', we can use the pronouns 'he' and 'she'.

A These sentences don't sound quite right. Change one of the pronouns to a noun to make the meaning clearer.

- 1 Iona showed her mother the donkey at the rescue centre. She was hairy and needed a bath.
- 2 The newspaper published an article about teenagers leaving rubbish in the park. "It's the fault of the parents," said one local resident. "They hang around in gangs and cause trouble."
- 3 The plain-clothes police officers waited at the airport for the shipment of stolen jewels to arrive. They were hidden in shoe boxes.
- 4 The meeting to discuss the proposed building work in the village was very well attended because everyone knew it would last for years.
- 5 The hikers saw a herd of sheep in the distance. They were wearing strong walking boots.

B Pick out the personal pronouns in the sentences below and say which nouns they refer to.

Example: Fatima and Ahmed picked some apricots. They found them in a garden. (Fatima and Ahmed = they; apricots = them)

- 1 Tigger is a character in a story. He is a tiger. The children like to read about him.
- 2 When Mr and Mrs Smith sent Raphael a new bag he wrote to thank them for it.
- 3 Philippe had not seen Angelique's new car. He asked her to show it to him.

C In the following sentences, replace the words underlined with personal pronouns.

- 1 Jasmin met Javier and Alan.
- 2 Mary met Nasreen's grandfather.
- 3 Nasreen's grandfather met Mary.
- 4 Leticia and I met Angela.
- 5 Sandeep and Jamelia met Hilary.
- 6 Amelia and Belen met Hilary and me.



Possessive pronouns

Possessive pronouns are pronouns that show ownership.

Examples: **Yours** is over in the corner.

That chocolate is **mine**.

A Pick out the pronouns in the sentences below. There are at least two in each sentence.

- 1 That book is mine, not yours.
- 2 Ours is way over there, so where are yours?
- 3 Everyone has different coloured shoes. Yours are black, hers are green.
- 4 Here is your car. Ours is over there. His is around the corner.
- 5 I found my key, but Mary couldn't find hers.
- 6 All the performances were good, but his and hers were the best.
- 7 This house is mine, but that one across the street is theirs.

B Use five of the pronouns you found in A in five sentences of your own.

C As possessive pronouns focus on who owns things, they can appear more frequently in disagreements and arguments!

Two children are arguing about who should have a book. Write their conversation!



A newspaper article

Look at the picture below, which is from a news story. What do you think happened?

A Match the six steps for organising an article with the paragraphs in the article below (a–f).

- 1 Write a headline that sums up the story. Grab the reader’s attention with emotive words or alliteration.
 - 2 Clarify the meaning of the headline. Introduce the topic with facts and figures.
 - 3 Involve the reader. A good way to do this is through a dramatic or emotional quotation.
 - 4 Develop the story.
 - 5 Describe people’s responses with a quotation.
 - 6 Conclude the story in a strong memorable way. Use emphatic adjectives and idioms.
- FINALLY, make your story more interesting by adding an illustration, a photo, a map or a graph.
Remember: ‘A picture is worth a thousand words!’

- a) More chickens mean poor families have more birds to sell, raising money to buy food, or pay school fees. “We seem to have struck lucky with this idea!” say the advisers, who have now helped more than 3,700 families.
- b) “We need to take drastic action. We can’t go on like this!” said one desperate farmer.
- c) “At first I thought it was a joke, but the chicks move about freely within the compound while the hawk is up in the trees, and he has never taken any since I tried it,” says one farmer.
- d) The farmers were visited by an adviser from the UK and were told to try a new and creative method. They dyed the birds pink and purple with a common antiseptic called Gentian Violet. The hawks took no notice of the brightly coloured birds!
- e) Farmers in Tanzania are dyeing their chickens pink and purple to stop hungry hawks from eating them. Chickens are worth about \$5 each and in Tanzania some farmers earn no more than \$10 a month. One farmer lost 36 chickens in a month – that is more than he earns in a year!
- f) Farmers in Tanzania paint chickens pink and purple!

Article by Jan Walter



B In your notebook, write down the verbs used in the story opposite in the correct order on the lines below. Do not include verbs from quotations.

- ▶ Past tenses: lost, _____
- ▶ Present tenses: paint, are dyeing, _____
- ▶ Present perfect: have helped, _____

C Write a similar article about farmers protecting their animals. Follow the six steps given on page 140. Use these notes that a journalist made in Namibia, Africa. Your objective in writing the article is to persuade more people in Namibia to keep guard dogs instead of killing endangered cheetahs.

- 1 drop in cattle deaths
- 2 farmers keeping guard dogs in Namibia – stop cheetahs eating their animals.
last year, 1 farmer lost 12 sheep + 10 goats
- 3 “need to act to protect our animals”
- 4 adviser: keep guard dogs with the herds 24 hours a day. Cheetahs afraid of big guard dogs.
- 5 “Cheetahs don’t come near our cattle; they go off and hunt deer instead.” “We don’t have to kill cheetahs (endangered species)”
Number of cheetahs in Namibia – stopped falling
- 6 “Good idea!” “Very happy!” 200 working dogs in guard dog programme.
Farmers get help with dog care and training.



Challenge

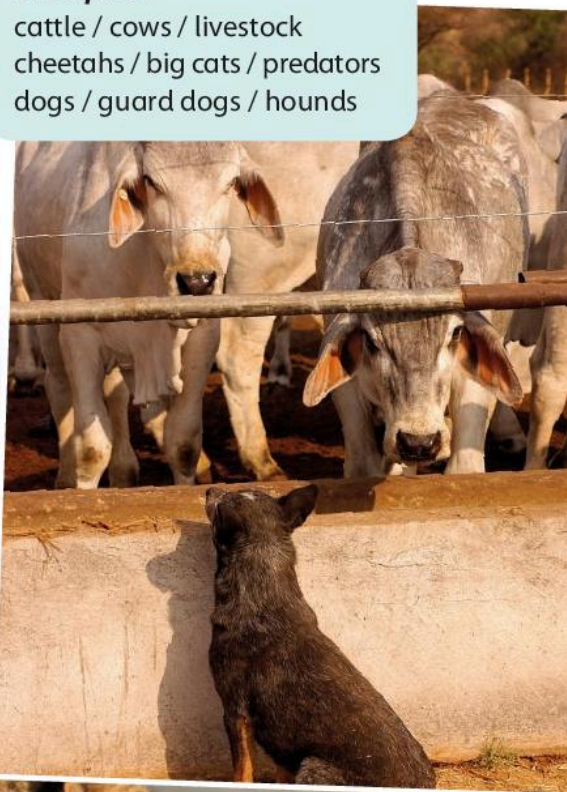
→ Notice how the writer on the opposite page used different words to avoid repeating the same one.

Examples: bird, chicken, chick

→ Now revise your story to add a variety of vocabulary.

Examples:

cattle / cows / livestock
cheetahs / big cats / predators
dogs / guard dogs / hounds



Persuasive letters

The oil industry in the Delta region of Nigeria causes a lot of pollution. Villagers find it difficult to grow food. The pollution is also bad for their health.

The villagers want the oil company to stop polluting their land. The village chief wrote to the Managing Director of Southern Oil.

Model writing

James Otunde has written a formal letter of complaint to the oil company. Use the information he has given plus the information at the top of the page to write your own persuasive letter to the Southern Oil Company in support of him and the villagers.



These villagers cannot grow vegetables any more or catch fish because of oil pollution.

Answer the following questions about the format of a persuasive letter before writing your own.

- ▶ Who is your audience?
- ▶ What is the purpose of the letter?
- ▶ What should you include in the first paragraph?
- ▶ What should you include in the next paragraph?
- ▶ What should be included in the final paragraph?

Remember, a persuasive letter should be friendly and reasonable. It should contain your opinions and evidence to support your argument as well as phrases such as 'It will mean that...' and 'This will cause...'

Delta Council Building
PO Box 9500
Lagos

Mr M Danfodio
Southern Oil Company
Harbour Road, Back Bay

6 May, 2015

Dear Mr Danfodio,

Pollution at Back Bay

I am writing to inform you that the oil wells in Back Bay are still polluting our rivers and killing the fish. Oil is flooding the palm forests and the trees are dying. This is the third letter which we have sent. You have not replied.

The residents of Back Bay are going to take legal action and your company will be hearing from our lawyer shortly. They are also starting a campaign against your company.

I await your reply.

Yours sincerely,

James Otunde (Village Chief)

The future of the planet

Guided writing

- 1 Research an endangered animal (such as the Indian tiger or the mountain gorilla).
- 2 Once you have done your research on an endangered animal, design a persuasive leaflet that could be sent out to people. Explain the threat to this animal and then suggest ideas for saving the animal from extinction. List the problems and suggested solutions clearly.
 - ▶ Include facts, powerful and emotive words, rhetorical questions.
 - ▶ Your main points need to be supported by evidence.
 - ▶ Repeated phrases make the audience pay more attention.
 - ▶ Ask questions to make the audience think.
 - ▶ Be enthusiastic.
 - ▶ Include photographs.
- 3 Design a poster to save the animal. Write a slogan – a phrase that people will remember.

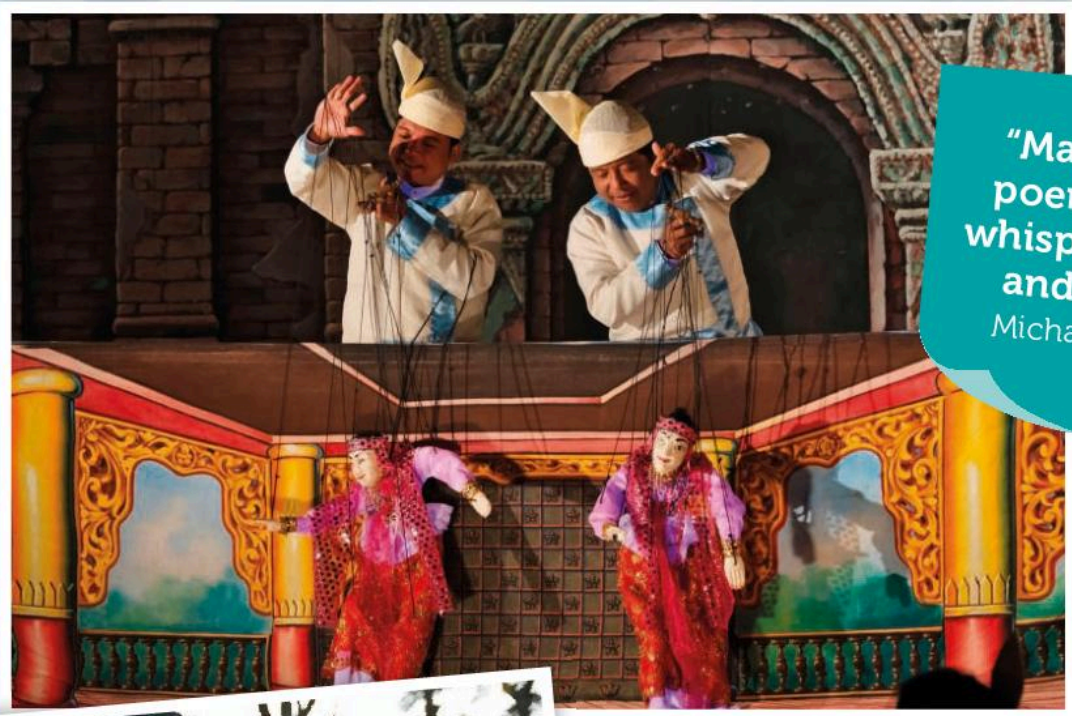


The mountain gorilla is an endangered species. There are fewer than 800 left in the wild. There are seven billion of us!

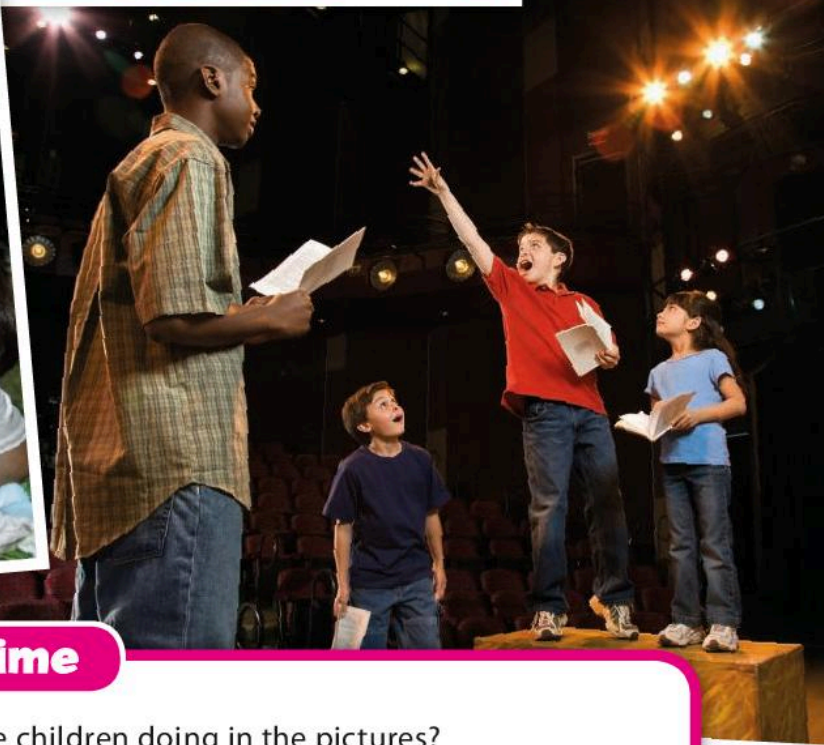


9

A great performance



"Make your poems sing, whisper, shout and float."
Michael Rosen



Talk time

- 1 What are the children doing in the pictures?
- 2 What performances have you done in front of an audience?

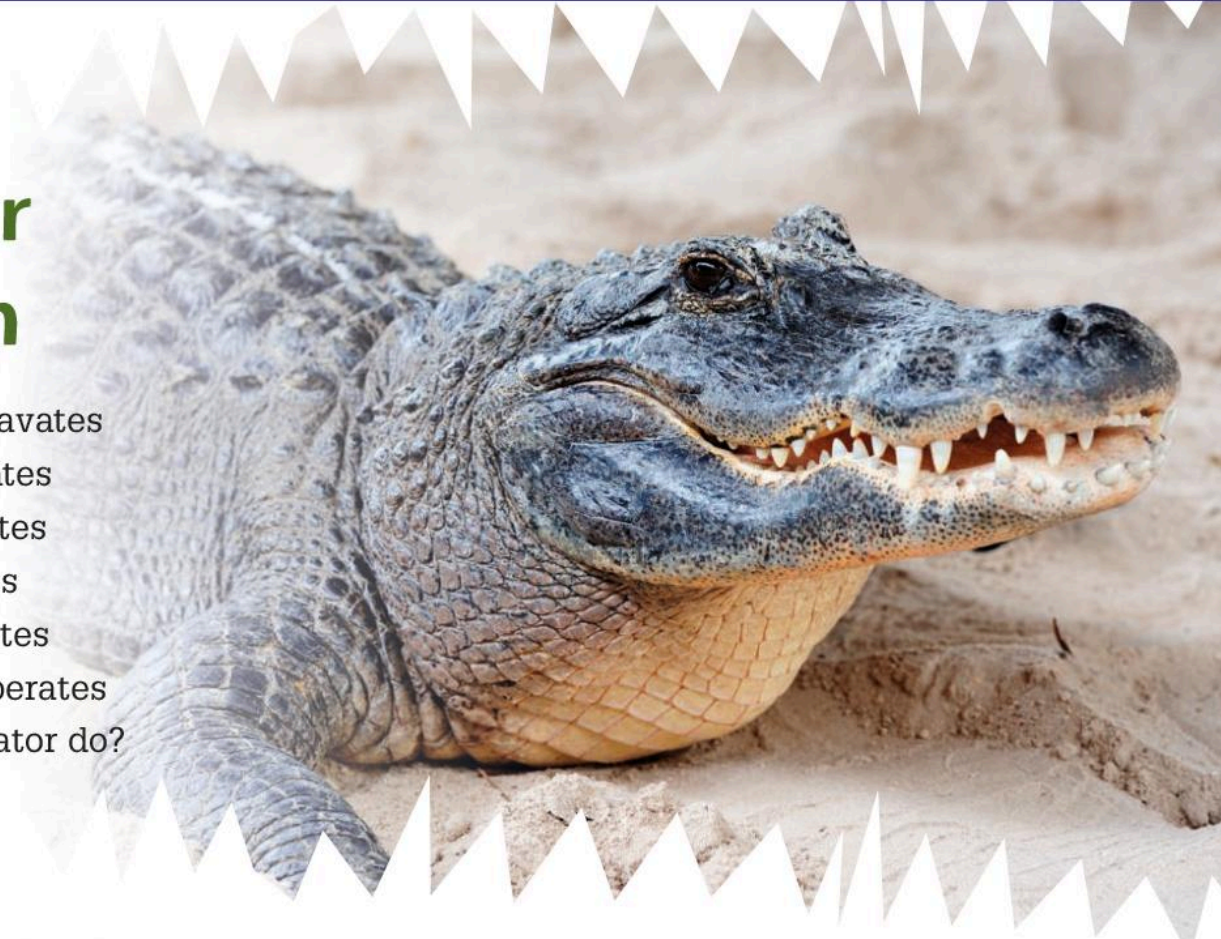


Poetry

Alligator Problem

If an excavator excavates
 A motivator motivates
 An activator activates
 A rotivator rotivates
 5 A cultivator cultivates
 And an operator operates
 What does an alligator do?

Michael Rosen



A Read the poem 'Alligator Problem' a few times in your head.
 As a class, clap the rhythm in time with each other then read the poem all together. What happens to the rhythm when you reach the last line?

B Only some poems are suitable for performing. Look at a variety of poems and say if you think they would make good performance poems or not.

Which of the features below do you think help to make a good performance poem?

**strong rhymes short lines structure metaphors similes rhythm
 personification onomatopoeia repetition alliteration easily understood
 fun to read**

C

- Which of the following talents do you need to demonstrate when reading a performance poem?
 - ▶ Expressive and clear voice
 - ▶ Vary volume of my voice
 - ▶ Vary the speed at which I talk
 - ▶ Body language and hand gestures
 - ▶ Eye contact with the audience
- Read 'Alligator Problem' again as a class, using suitable talents from the list above.

Poetry

From a Railway Carriage

Faster than fairies, faster than witches,
Bridges and houses, hedges and ditches;
And charging along like troops in a battle
All through the meadows the horses and cattle:
5 All of the sights of the hill and the plain
Fly as thick as driving rain;
And ever again, in the wink of an eye,
Painted stations whistle by.
Here is a child who clambers and scrambles,
10 All by himself and gathering brambles;
Here is a tramp who stands and gazes;
And here is the green for stringing the daisies!
Here is a cart runaway in the road
Lumping along with man and load;
15 And here is a mill, and there is a river:
Each a glimpse and gone forever!
Robert Louis Stevenson



Comprehension

A The poem follows the journey of a steam train as it travels through the countryside. Write answers to these questions.

- 1 What things can be seen from the railway carriage?
- 2 What is the child gathering from the brambles?
- 3 What does the poet mean by 'stringing the daisies'?
- 4 The poem has a definite rhythm. Say the poem out loud or in your head. What is this rhythm supposed to make you think of?

B Write answers to these questions.

- 1 What does 'charging along like troops in a battle' mean? (line 3)
- 2 Why did the stations 'whistle by'? (line 8)
- 3 Line 3 is a simile. Find another simile in the first verse.
- 4 Find an idiom in the first verse (line 7). What does it mean?
- 5 Find an example of a rhyming couplet in the second verse where vowel sounds are repeated to create the rhyme e.g. syllable/miracle.
- 6 From whose point of view is the poem written?

C You are going to perform this poem as a class. Some of you will be passengers and some of you will be doing the sound effects. If you are a passenger, think about your senses and what you can see, hear, feel and smell. If you are making the sounds of the train travelling along, look carefully at the poem to see where the sounds will change. Some of you can clap the rhythm of the train as it speeds along. Who is going to read the poem?



Fun run

People run marathons (a road race) either because they are athletes and are trying to break a time record or because they want to raise money for charity. Their friends might sponsor them. People sometimes do charity fun runs in silly costumes. This poem describes a fun marathon.

The Marathon

- I'm going to run the marathon,*
wearing a diving suit,
strapped to a parachute.
With a cloak and staff like Noah,
5 pushing a garden mower.
In a ballet dancer's tutu,
cracking a cowboy's lasso.
Yes, I'm going to run the marathon,
inside a suit of armour,
10 leading a Tibetan llama.
As an ancient prince from Khartoum,
in a Loch Ness Monster costume.
As a camel from Tangier,
or an astronaut in space gear.
15 *Yes, I'm going to run the marathon,*
As a green and grotty ogre,
in an Imperial Roman toga.
As a bridegroom on his wedding day,
or someone dressed to play croquet.
20 In a dragon costume from China,
as a luxury ocean liner.
Yes, I'm going to run the marathon
and I want to get myself seen.
Although maybe, just maybe,
25 I think it might be best
to forget all these wacky ideas
and stick with shorts and vest!

Brian Moses

Glossary

- armour** a metal suit to protect you from danger
- croquet** a game played on grass where you hit a ball through hoops
- lasso** a rope with a sliding noose at the end, used for catching cattle
- liner** a passenger ship
- Loch Ness monster** an ancient creature which is supposed to live at the bottom of a lake in Scotland
- toga** a piece of cloth worn by Roman men



A Read the poem.

- 1 Look at the pictures and the words in the glossary. Discuss as a class the words you do not recognise.
- 2 What sentence is repeated in this poem?
- 3 Look at the first seven lines. Which pairs of words rhyme?
- 4 Which pairs of words rhyme in lines 9 to 14?
- 5 Which of these costumes would you run the marathon in? Explain why you chose that costume.

B Read as a class split into two groups. Listen to the rhythm of the poem 'The Marathon' and clap.

- 1 Group 1, read all the lines in red.
- 2 Group 2, read all the lines in black.
- 3 Now act out the poem. Some of you can read and some can dress up as the characters. There are ideas for costumes on page 148 and you can do actions to fit the words.

C Copy the box below and make pairs of words which rhyme.

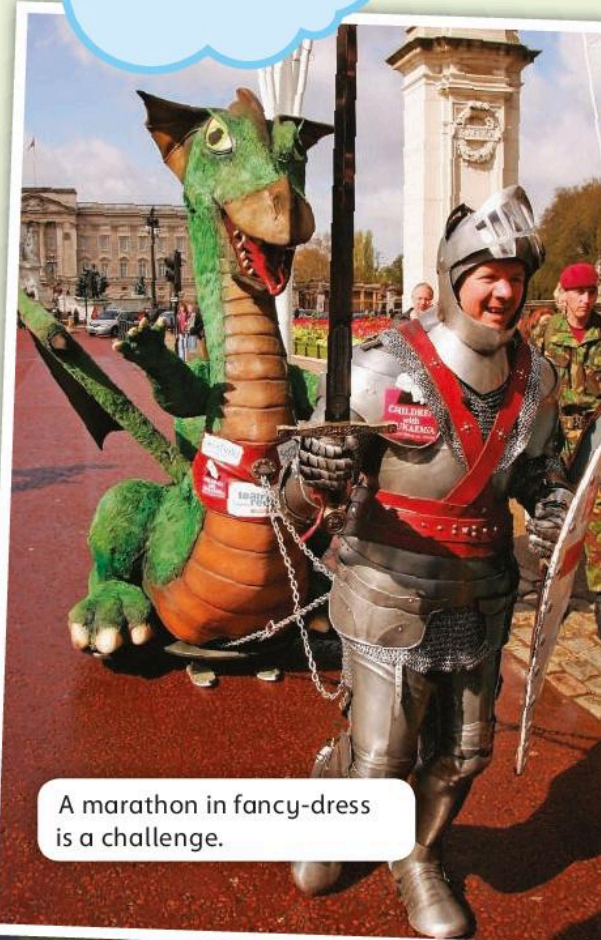
Example: a polar bear, a monster with blue hair,

- 1 Complete the poem with a friend,
- 2 Now read out your poems. One of you says, "I'm going to run the marathon," while the other reads the lines that rhyme.

My Marathon Poem

I'm going to run the marathon,
 dressed as a polar bear,
 or a monster with blue hair.

Word Cloud
 marathon
 sponsor



A marathon in fancy-dress is a challenge.



Runners taking part in a marathon

Discussion time

If you wanted to raise money, what would it be for? Would it be for your school sports club? Would it be to help sick children? What else could it be for? How much would you ask for every kilometre you run?

Silent vowels

Unstressed vowels are not easy to hear and are often silent.

Words like 'language' and 'interested' have **silent vowels** – vowels which are not pronounced. We spell the word like this: 'int/er/est/ed'. But we say the word like this: 'in/trest/ed'.

The red **e** becomes silent – inter**e**sted

A Insert the silent 'e' in the words below.

- a veg-table
- b temp-rature
- c desp-rate
- d lit-rature
- e cam-ra

B Find the silent or almost silent letters in the words below.

- a hour
- b talk
- c should
- d often
- e write
- f wrong

C Choose six words from A and B that you find difficult, and use each one in a sentence. Highlight the silent letter in each case to help you remember them.



Top Tip

- ✓ Always say the word aloud as you read it to help you think about the 'silent' vowel.

Tricky Spellings

Make a list of words with silent letters that you find difficult. Can you think of a way to remember the silent letters?

Discussion time

How do you remember the spelling of words with silent letters? As a class, talk about your different strategies.

Forming plurals

When a word is changed from singular (just one) to **plural** (more than one) the spelling has to be changed.

Most words add **s**. *Examples:* toy/toys, book/books, table/tables

A Write the following words out as plurals by adding **s**.

boy day meal girl car

If the word ends in a consonant + **y**, change the **y** to **ie** before adding **s**.

Example: berry/berr**ies**

If the word has a vowel (a, e, i, o, u) before the **y**, you just add **s**.

Example: toy/toy**s**

B Match up these singular and plural words into pairs.

baby days displays rays donkeys puppy berry
 delays city jelly berries boys toy key fly babies
 cities jellies ray display monkey flies monkeys
 toys delay day donkey keys puppies boy

C

1 The words below add **es** when they turn plural. Work out why these words do this. **Clue:** Say the words aloud, and really pronounce the endings.

Singular	Plural
box	boxes
dish	dishes
kiss	kisses
lunch	lunches
watch	watches
buzz	buzzes

2 Write out the rule so that it is easy for another classmate to understand.

Tricky Spellings

Learn the plural spellings for words ending with 'o':

potato	potatoes
avocado	avocados
mango	mangoes
tomato	tomatoes

Top Tip

✓ The rules of formation of the plural are also used to form the third person singular of the present tense. *Examples:*

I cry/he **cries**

I play/he **plays**

I rush/he **rushes**



Feel blue for our blue planet

Blue Planet's Blue

Boo hoo boo hoo,
Blue planet's blue.

Buckets of tears,
Tsunami is here.

5 Weep rant and wail,
Rhinos for sale.

Cry baby cry,
Forests will die.

Howl, yelp and screech,
10 Oil on the beach.

Watery eyes,
Sea levels rise.

Sob, sigh and whine,
Wildlife on the line.

15 Sighs and lamenting,
Climate is changing.

Sing a blue song,
Habitats gone.

Boo hoo hoo hoo,
20 Blue planet's real blue.

Hullabaloo,
It's all up to you!

Martin Kiszko

Word Cloud

habitats
lamenting
rant
wail



Comprehension

A Write answers to these questions, using the poem to help you.

- 1 What pattern do the rhymes make in this poem?
- 2 What is the main message of the poem?
- 3 Read the last line. What does it mean?
- 4 How many problems does the poet mention?
- 5 Find at least ten words which describe sounds.
- 6 The planet is personified in the poem, that is, it is shown as acting as if it is a human. List all the human activities in the poem that the planet acts out.

B Read the poem as a class. Then, as either individuals or in pairs, read a line of the poem each.

Everyone can pretend to be the planet, performing all the actions found in A5.

C

- 1 In pairs, choose an animal or plant or part of the planet (such as ocean or rainforest) that you want to protect for the future.
- 2 Write two rhyming lines about the topic you have chosen. Use expressive 'sound' words in your first line as in the poem.
- 3 As a class, write down all the pairs of rhymes on the board until you have your own class Blue Planet poem.
- 4 Now read your lines out in pairs round the class as you did in section B above.

Example: Shout, yell and cry,
Or the tigers will die.

Glossary

blue to feel blue is to be sad

Blue Planet a name for the Earth (because it looks blue from space)

tsunami a big wave caused by an earthquake



Wrapping up a rap

Snap it up! Clap it up! Rap it up, son!
And we'll wrap up a rap before the day is done.

Take a leaf from a book or a leaf from a tree,
A feather from a bird or a wave from the sea.

5 Take a dragon's fire or a witch's spell,
A lizard or a wizard or a wishing well.

You can take any subject that you choose.
But make up your mind, there's no time to lose.

Snap it up! Clap it up! Rap it up, son!
10 And we'll wrap up a rap before the day is done.

Don't hesitate. Let's make a start.
For rapping ain't so easy. Rapping is an art.
It's time for a rhyme. Don't sit on the fence.
But you've got to be sure that your rhymes make sense.

15 You've got to watch out. You've got to be wary.
If all else fails, there's a rhyming dictionary.
There are rhymes by the dozen, rhymes by the score,
Rhymes by the hundred, rhymes galore.

Snap it up! Clap it up! Rap it up, son!
20 And we'll wrap up a rap before the day is done.

Now you need some rhythm, you need a beat.
Get the drums drumming, start tapping your feet.
Let your hair down. Turn up the heat.
Skip along, trip along, dance down the street.

25 Now we're getting somewhere with our creation,
It's time for a little alliteration:

With a stomp and a stamp, a quiver and a quake,
A glimmer and a glitter, a shiver and a shake.

A grim grey gremlin's gruesome grin,
30 And a slithery snake shedding its skin.

Put it all together with a zip and a zap
With a flip and a flop, and a trip and a trap.
And we've rapped it up, rapped it up, wrapped up a rap.

John Foster



Write your own rap

Read the poem together, keeping the rhythm and changing the expression in your voice at certain points in the poem.

John Foster, who wrote 'Wrapping up a rap', says: "You can pick your own topic. You could use these two lines to start your rap:

Come on everybody, let's hear you clap
We're going to the... rap

Guided writing

Write your own rap

Write about somewhere you would like to go. A park? Swimming? On holiday? A fair? Playing football? Sailing in a boat? The moon?

Remember, 'rapping ain't so easy' so form small groups and write a rap together.

Use John Foster's advice and include:

- rhyme
- rhythm
- alliteration.

Look back at page 145 for other ideas about what to include in your poem. Clap your rap as you write. Try performing your first draft and, if it doesn't sound right, change it.

Performance

Turn your rap into a play

When you are happy with your rap, write it out as a playscript with dialogue, stage directions and production notes. Do you remember how to set out a playscript with the names of characters on the left, no speech marks and with the production notes in brackets? Don't forget to include actions and movement as well as telling the characters where to stand. Look back at page 145 for ideas about how to perform a poem.

Everyone should have a part in the performance. When you have all learned your parts and rehearsed enough, perform your play in front of the class. Remember to make eye contact with the audience and think about how you could get the audience involved in the performance. Find out if it's possible for it to be filmed.



Revise and check 3

Vocabulary

1 Make a list of the words in the phrases below which have a silent letter. Circle the silent letter of each word. Write a sentence for each phrase.

- a chilli chocolate
- b correct answers
- c rustling papers
- d low temperatures
- e vegetable curry

2 Match and add another synonym of your own.

say	chilly
eat	declare
walk	scorching
hot	gobble
cold	creep

3 Match and write a sentence showing the meaning of each idiom.

raggs to	cake
piece of	riches
neck and	graces
airs and	neck

Punctuation

1 Add commas to the sentences in the correct places.

- a A boy sat on the shore of a deep blue lake.
- b "Oh what are we going to do?"
- c Next morning Tchang's mother knew just what to do.
- d She smiled at him but she did not reply.
- e Since she was born she hasn't spoken a word.
- f It was winter now and the snow lay thick upon the land.



Grammar

- 1 Rewrite each sentence adding a prepositional phrase from the list.**
on Saturday night behind the station in the mountains by train
- a** The family decided to take a holiday _____ .
b They travelled together _____ .
c They arrived late _____ .
d They found the hotel _____ .
- 2 Replace the underlined words with pronouns.**
- a** Felix met his friends and went to the park.
b The family stayed in the cottage that belonged to Grandmother Betty.
c "Don't touch the computer," Aunt Ase said. "It's grandma's."
- 3 Write the sentences with the correct word.**
- a** Where/wear are there/their boots?
b We're not going there/they're today.
c We're/where coming to/too!
d There/their are too/two many people in that balloon!

Spelling

- 1 Write the sentences with the correct form of the verb.**
 Kirsty was (carry) a heavy parcel. Fin ran up and (grab) it from her.
 Kirsty (gasp). "I'm (try) to help," he told her. Then Fin (drop) the parcel!
 He looked up at Kirsty's face and saw that she was (cry). "Hey!" he said, "You're (worry) for nothing. I can fix anything!"
- 2 Choose the correct prefix and write the opposites of these words.**
un- dis- in- il- ir- im-
- a** legible **d** belief
b visible **e** possible
c comfortable **f** regular
- 3 Write a sentence for each of the above words.**

The Tale of Custard the Dragon

Belinda lived in a little white house,
 With a little black kitten and a little gray mouse,
 And a little yellow dog and a little red wagon,
 And a realio, trulio, little pet dragon.

5 Now the name of the little black kitten was Ink,
 And the little gray mouse, her name was Blink,
 And the little yellow dog was sharp as Mustard,
 But the dragon was a coward, and she called him Custard.

Custard the dragon had big sharp teeth,
 10 And spikes on top of him and scales underneath,
 Mouth like a fireplace, chimney for a nose,
 And realio, trulio daggers on his toes.

Belinda was as brave as a barrel-full of bears,
 And Ink and Blink chased lions down the stairs,
 15 Mustard was as brave as a tiger in a rage,
 But Custard cried for a nice safe cage.

Belinda tickled him, she tickled him unmerciful,
 Ink, Blink and Mustard, they rudely called him Percival,
 They all sat laughing in the little red wagon
 20 At the realio, trulio, cowardly dragon.

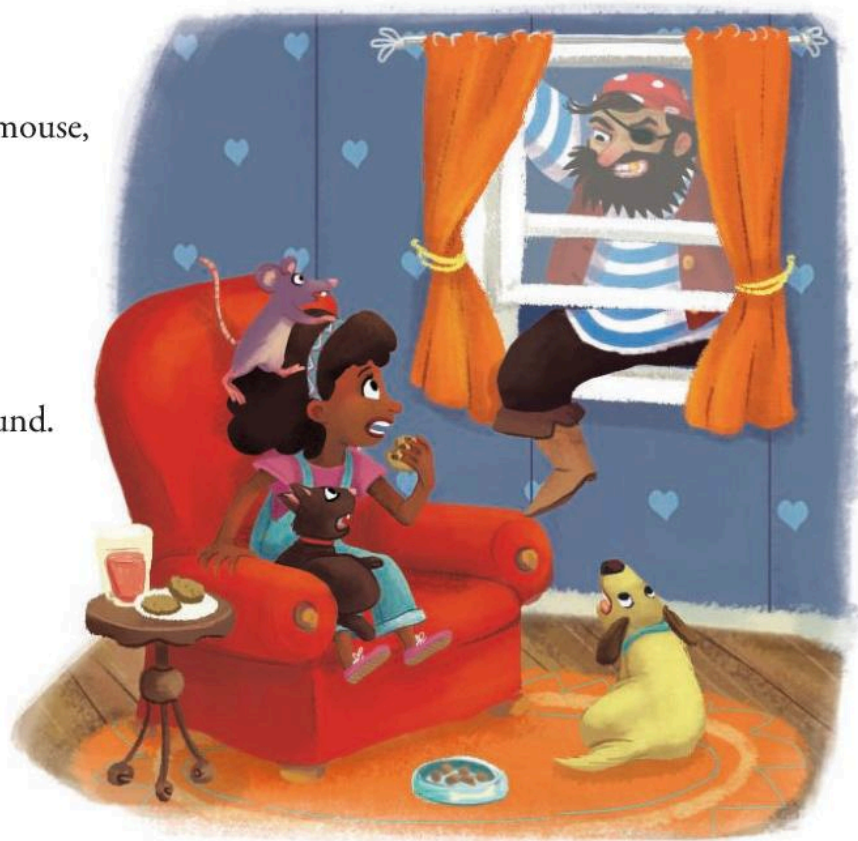


Belinda giggled till she shook the house,
 And Blink said *Weeek!*, which is giggling for a mouse,
 Ink and Mustard rudely asked his age,
 When Custard cried for a nice safe cage.

25 Suddenly, suddenly they heard a nasty sound,
 And Mustard growled, and they all looked around.
 Meowch! cried Ink, and Ooh! cried Belinda,
 For there was a pirate, climbing in the winda.

Pistol in his left hand, pistol in his right,
 30 And he held in his teeth a cutlass bright;
 His beard was black, one leg was wood.
 It was clear that the pirate meant no good.

Belinda paled, and she cried Help! Help!
 But Mustard fled with a terrified yelp,
 35 Ink trickled down to the bottom of the household,
 And little mouse Blink strategically mouseholed.



But up jumped Custard, snorting like an engine,
Clashed his tail like irons in a dungeon,
With a clatter and a clank and a jangling squirm

40 He went at the pirate like a robin at a worm.

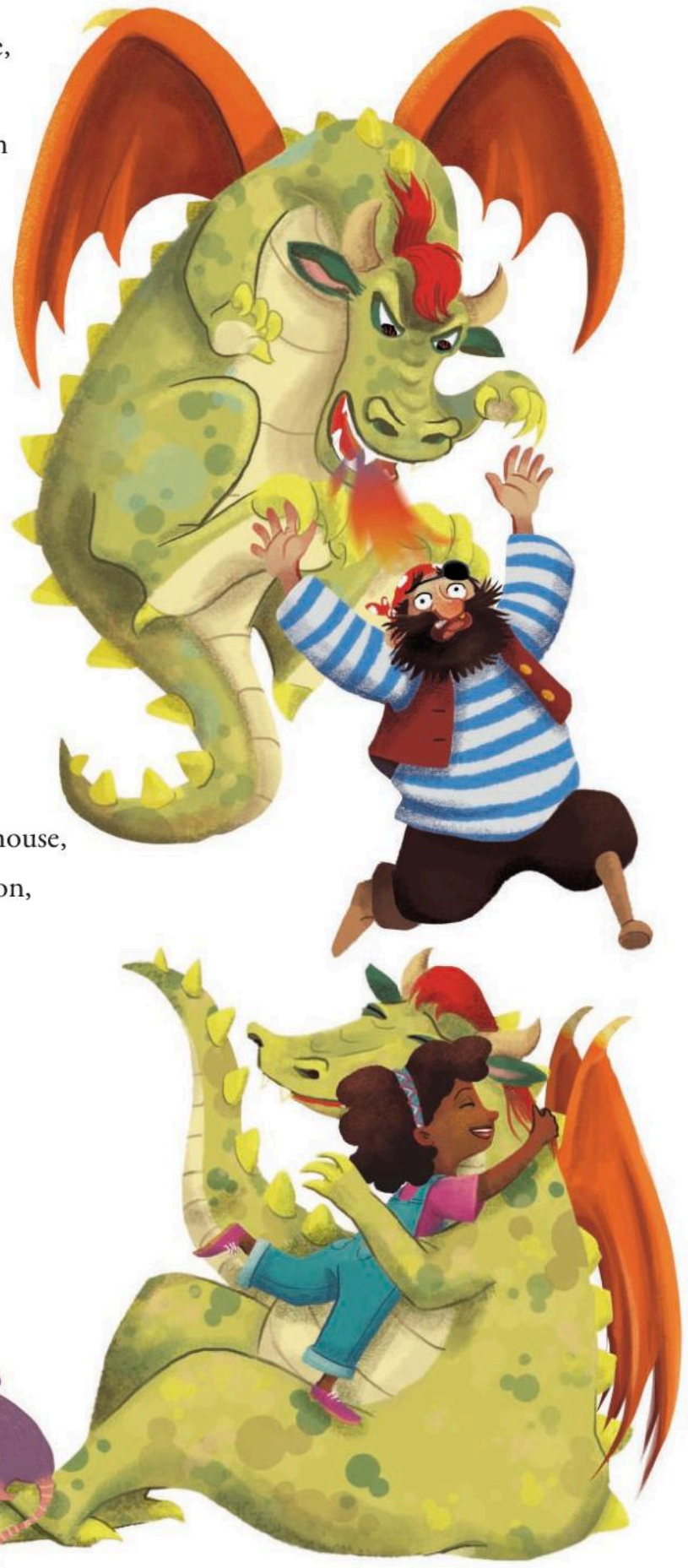
The pirate gaped at Belinda's dragon,
And gulped some grog from his pocket flagon,
He fired two bullets, but they didn't hit,
And Custard gobbled him, every bit.

45 Belinda embraced him, Mustard licked him;
No one mourned for his pirate victim.
Ink and Blink in glee did gyrate,
Around the dragon that ate the pirate.

Belinda still lives in her little white house,
50 With her little black kitten and her little gray mouse,
And her little yellow dog and her little red wagon,
And her realio, trulio, little pet dragon.

Belinda is as brave as a barrel-full of bears,
And Ink and Blink chase lions down the stairs,
55 Mustard is as brave as a tiger in a rage,
But Custard keeps crying for a nice safe cage.

Ogden Nash



Oxford English for Cambridge Primary

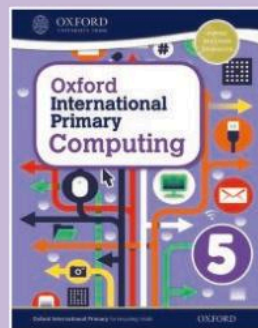
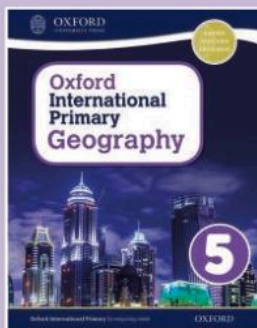
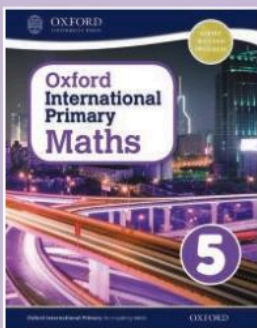
5

Oxford English for Cambridge Primary is a six-stage course which directly supports the latest Cambridge Primary English curriculum framework. This structured course delivers reading comprehension, writing, and speaking and listening skills to students aged 5-11.

This Student Book:

- Exposes students to rich language texts from around the world to develop core language and literacy skills, including writing
- Offers 'revise and check' tests to ensure progression
- Is clearly differentiated for all ability levels.

The complete enquiry-based primary course:



Empowering every learner to succeed and progress

- ✓ Latest codes for the Cambridge Primary English curriculum framework help you to track learning objectives
- ✓ Test Practice Book to ensure Checkpoint Test success
- ✓ Written by subject specialists and expert examiners
- ✓ Audio for poems and extracts available online



Use alongside one of our reading schemes to further support discrete reading skills

Oxford Level 14

Oxford Level 15

Oxford Level 16

OXFORD
UNIVERSITY PRESS

How to get in contact:
web www.oxfordprimary.com/cambridge
email schools.enquiries.uk@oup.com
tel +44 (0)1536 452620
fax +44 (0)1865 313472

ISBN 978-0-19-836642-3



9 780198 366423