

CAMBRIDGE PRIMARY
English

Learner's Book

2

Gill Budgell and Kate Ruttle



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Welcome to the Cambridge Primary English Series, Stage 2.

This Learner's Book will take you through Stage 2 of the Cambridge Primary curriculum.

It has nine units of lessons and activities to help you:

-  have a discussion
-  do some reading
-  do some writing
-  act, sing, make things and play games
-  do a spelling activity

This friendly duck helps give you tips and tells you what to do. The duck may ask you questions or make suggestions.



Hello! I am here to guide and help you.

Sometimes you'll see boxes on the page. These have useful information or ideas.

The Language focus box gives you information about language and the way you use it.

Language focus

These boxes will explain specific language rules.

The Tip box gives you tips to help you to do an activity.

Tip

These tips give you handy hints as you work.

The Did you Know? box tells you interesting facts.

Did you know?

These boxes provide interesting information and opportunities for further research.

The nine units teach different things.

Three units are about fiction.

- Unit 1, *Stories about things we know*; stories about real life
- Unit 4, *Tales from around the world*; traditional tales
- Unit 7, *Stories by famous writers*; extracts from stories by some important authors

Three units are about non-fiction.

- Unit 2, *How to write instructions*; instruction texts
- Unit 5, *What is my house made of?*; explanations and dictionary work
- Unit 8, *Things under the sea*; reading information and reporting

Three units are about rhymes and poetry.

- Unit 3, *Rhymes about places and people we know*; poems and rhymes about real life
- Unit 6, *Poems by famous poets*; poems written by some famous poets
- Unit 9, *All kinds of creatures*; jokes and poems about animals

In most units you will:

- talk about new ideas
- learn new words
- read on your own and with others; sometimes 'in your head' and sometimes aloud
- perform some part of a story, poem or rhyme
- answer questions about what you read
- look at how writers use language to share ideas and information
- write your own stories, poems and non-fiction
- find new information by researching in a library or online
- practise joining your handwriting.

You will work in different ways:

- with your teacher and the whole class
- with your teacher in a group
- with a talk partner or in a group of friends
- on your own.

On pages 188–199 you will find extra information and things to practise. We hope you enjoy learning English with us.

Gill Budgell and Kate Ruttle

1

A



Read the fact file for Sophie.

She is a character in a storybook written by Dick King-Smith.

Fact file

| | |
|-----------------------|---|
| Name: | Sophie |
| Age: | 4-5 years old |
| Birthday: | 25th December |
| Family: | Mum, Dad and twin brothers Mark and Matthew |
| Personality: | stubborn but funny |
| Likes to wear: | a jumper with her name on it, jeans and red boots (messy hair!) |
| Likes: | animals |
| Wants to be: | a farmer |

Do you know anyone
like Sophie?

Say what one of your
friends is like.



B  Write a character fact file like Sophie's for yourself or a friend. Use the same headings:

- Name
- Age
- Birthday
- Family
- Personality
- Likes to wear
- Likes
- Wants to be.

C  Listen to your teacher read part of a story about Sophie. It gives you an idea of what Sophie is like.

Listen out for the answers to these questions.

- Where is Sophie walking at the beginning of the story?
- What is funny about the glasses she is wearing?
- Who is lying on the floor in the dining room?
- What game do Sophie and her father decide to play?

Tip

Try listening in one of these ways:

- Close your eyes so you can listen and think.
- Make some notes of the answers as you hear them to help you remember them.
- Work with a partner so you can help each other.

A Bad Back

1 Sophie was walking round the garden, wearing a pair of her mother's very old sunglasses. They made Sophie look like a panda. They made pink flowers look red and yellow flowers look golden and cabbages look blue.



2 Sophie walked along the path that ran along the front of the house and peered in through the dining-room window. Inside, everything looked very dark. But whatever in the world was that long shadowy thing lying on the floor?

3 In the dining room Sophie's father lay flat on the hard wood-block floor, his arms by his sides, and stared gloomily at the ceiling.

Sophie peeped round the door.



4 "Daddy?" she said.

"Yes."

"Are you all right?"

"No."

"What's the matter?"

"My back hurts."

"I'm not surprised," said Sophie.

"Lying on that hard old floor.

If you wanted to have a rest, why didn't you go to bed?"

Sophie's father sighed.

6 Sophie lay down beside her father, her arms by her sides, and stared thoughtfully at the ceiling.

"Would you like to play a game?" she said. We can play *I Spy*. You'll only need to move your eyes. That won't hurt your back."

"Oh all right," said her father. "You start."



5 "It's not because I'm lying on the floor that my back hurts," he said. "It's because my back hurts that I'm lying on the floor."

"Oh," said Sophie.

2

A



Now read or listen to the story again.

B



Read each question, say each answer and then write it.

- 1 Who did the sunglasses belong to?
- 2 What did it look like in the dining room?
- 3 What two questions did Sophie ask her father?
- 4 Why does Sophie suggest they play *I Spy*?

Play *I Spy With My Little Eye* or *I Hear With My Little Ear*.

Use letter names and letter sounds.

C



Who are the two characters in this story?

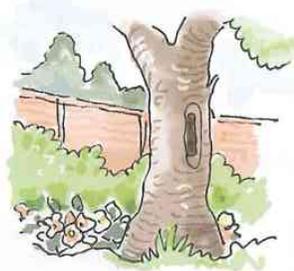
Say three things about Sophie from this story.

Say three things about Sophie's father.

What are the two settings?

Say where the story starts.

Say where this part of the story ends.

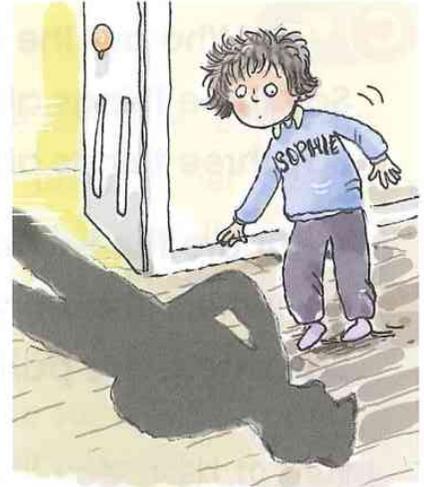


D Find the phrases 1-4 in the text. With a partner, talk about what they mean.

- 1 But whatever in the world ...
 - 2 the hard wood-block floor
 - 3 I'm not surprised ...
 - 4 and stared thoughtfully at the ceiling.
- Try to explain and use each phrase.

3 **A** Read the story again.

Use the pictures to retell the story to a friend.



B ★ Work with a friend to act out the conversation between Sophie and her father.

Decide who will play the part of Sophie and who will play the part of her father.

| Sophie | Father |
|--|---|
| Daddy? | Yes. |
| Are you all right? | No. |
| What's the matter? | My back hurts. |
| I'm not surprised. Lying on that hard old floor. If you wanted to have a rest why didn't you go to bed? | (<i>sigh</i>) It's not because I'm lying on the floor that my back hurts. It's because my back hurts that I'm lying on the floor. |
| Oh! | |
| (<i>lying down beside her father</i>) Would you like to play a game? We can play I Spy . You'll only need to move your eyes. That won't hurt your back. | Oh all right. You start. |

G 📖 This is how the story ends ...

Sophie thinks of more and more games to play with her father. Father gets fed up and gets up to escape Sophie. The doctor comes to the house and tells him to lie down again on the hard floor. Sophie is pleased and thinks of more games ...

Did you guess the ending?

Research online for more stories about Sophie. There are lots! Also research **Horrid Henry** stories which are similar stories but about a boy.



**The Things Mums Say ...**

Wake up!

Get up!

Out of bed!

Mind your feet!

Mind your head!

Don't run around.

Don't be late.

Look at your room!

What a state!

Put all your stuff away now, please.

Why can I never find my keys?

Close your mouth and eat your food.

Look at that!

Don't stare, it's rude.

Elbows OFF the table, please.

Money doesn't grow on trees.

I won't tell you again ...

Did you hear what I said?

I won't tell you again.

It's time for bed.



Michaela Morgan

**Have you got someone in your house who says things like this?
What do they say?**



Read each question, say each answer and then write it.

- 1 Write all the rhyming words.
- 2 How many punctuation marks can you find?
 - Full stops.
 - Question marks?
 - Exclamation marks!
- 3 What does *money doesn't grow on trees* mean?
- 4 Which line is repeated? Why is that funny?

Try reading the poem as if you are the mum saying these things. How will you say it?

Record your voice and listen to yourself. What do you think about your reading?

Tip

Remember, the punctuation marks are there to help you know how to read the words. Use the rhyming words to help the reading flow.



Write a list poem like this of things you might say to someone in your family.

It doesn't have to rhyme.

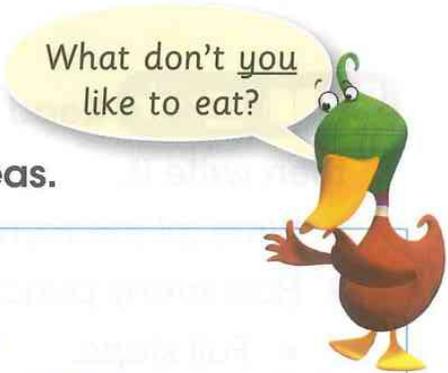
Make sure there are at least four things on your list.



5



Read the text below. It is the first part of a story about Daisy, who does not like peas.



Eat Your Peas by Kes Gray

1 It was dinner time again and Daisy just knew what her mum was going to say, before she even said it.

“Eat your peas,” said Mum.

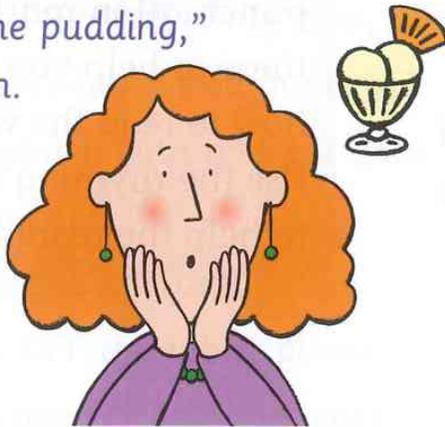
Daisy looked down at the little green balls that were ganging up on her plate.

“I don’t like peas,” said Daisy.

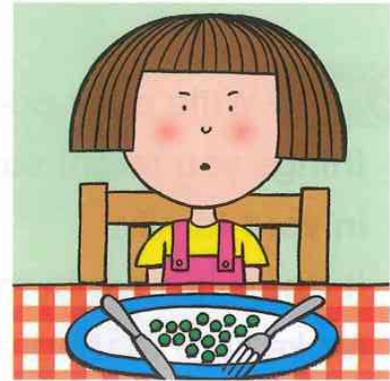
Mum sighed one of her usual sighs ...



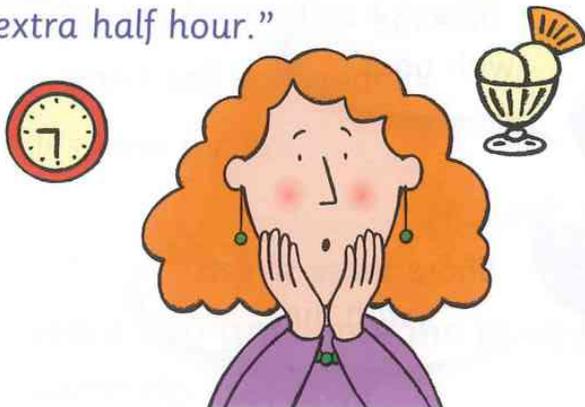
2 “If you eat your peas, you can have some pudding,” said Mum.



3 “I don’t like peas,” said Daisy.



4 “... and you can stay up for an extra half hour.”



5 “I don’t like peas,” said Daisy.



6 "... and you can skip your bath."



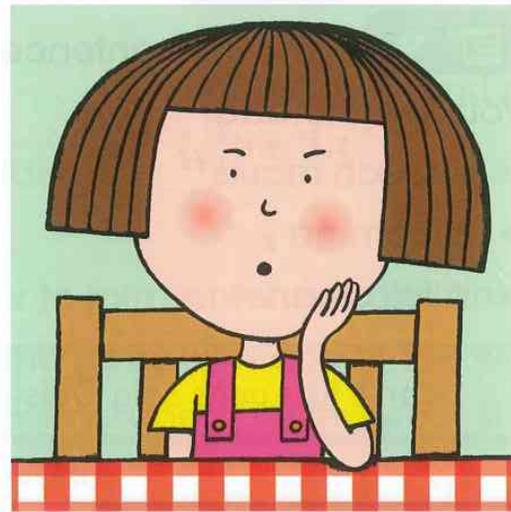
7 "I don't like peas," said Daisy.



8 "If you eat your peas, you can have ... ten puddings, stay up really late, you don't have to wash for two whole months and I'll buy you a new bike."



9 "I don't like peas," said Daisy.



B  What do you think Mum offers Daisy next?

Write out the sentence and fill the gaps.

"If you eat your peas, you can have ...

_____ puddings, stay up _____, you don't

have to wash _____, and I'll

buy you _____ and _____."

6**A****Read each question. Look at each picture.****Say each answer and then write it.**

- 1 Who are the characters in this story? Where is the story taking place?
- 2 Why does Daisy just keep saying the same thing?
- 3 Write the missing word from the sentence.

“If you eat your peas, you can have some pudding _____ you can stay up for an extra half hour,” said Mum.

Remember where the story takes place is called the story **setting**.

**B****Write this sentence with the correct punctuation marks.**

You need to add:

- speech marks “ ”
- a comma ,
- a full stop .

I don't like peas said Daisy

Language focus

Remember that “ and ” are speech marks and we use them to show when someone starts speaking and when someone stops speaking. They tell us to read that sentence like the character who is speaking.

Read Daisy's words and say them as you think Daisy would say them.

C ★ Play the Daisy Game.

Work together to make a long list of promises to get a lolly.

If you give me a lolly, I will be good.

If you give me a lolly, I will be good and go to bed.

If you give me a lolly, I will be good, go to bed and not snore.

Tip

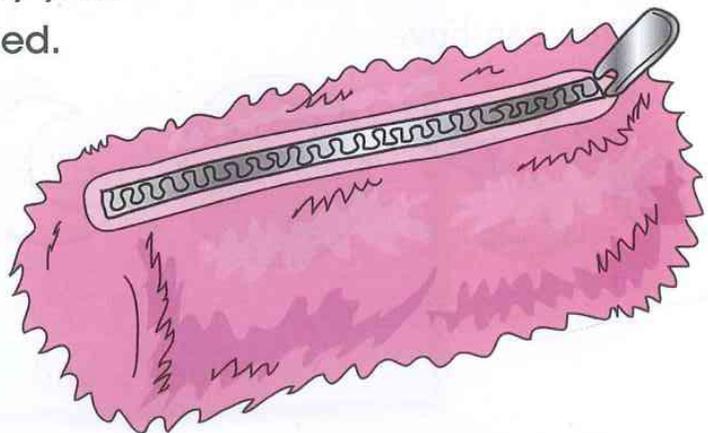
Remember to use *and* at the end of the list.

Decide who will start the game.

Each person has to repeat all the ideas.

D  We use the words *and* and *or* to join sentences and link ideas. Write the sentences and fill the gaps with *and* or the word *or*.

- 1 If you eat your peas, I'll buy you every supermarket, sweet shop, toy shop _____ bike shop in the world.
- 2 You never have to go to bed again, _____ go to school, _____ wash, _____ brush your hair, _____ clean your shoes, _____ clean your teeth, _____ tidy your bedroom, _____ get dressed.
- 3 I'll buy you the earth, the moon, the stars, the sun _____ a new fluffy pencil case!

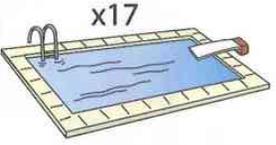
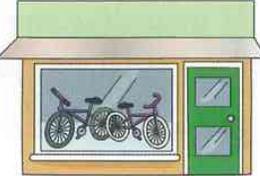


7



You are going to retell the next part of the story *Eat Your Peas*. Use the sentence starters and the pictures.

"If you eat your peas, I'll buy you ..."



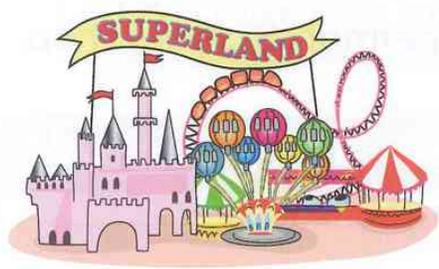
"You never have to ..."



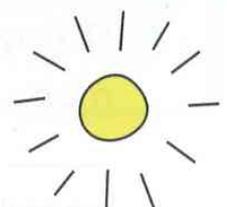
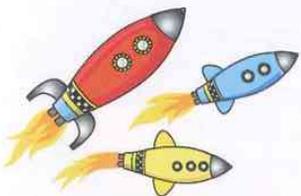
"I'll buy you ..."



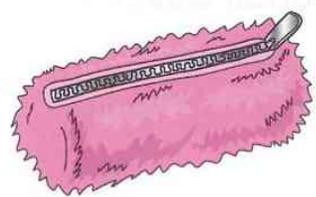
"We'll live in ..."



"You can have ..."



"and ... and ... and ..."



B  Think about the questions.

- 1 What do you think happens at the end?
- 2 Does Daisy eat her peas? Have a class vote:
Yes, no or I don't know.
- 3 What would make **you** change your mind and eat something you didn't like?

C  Write your own story like *Eat Your Peas*.

Use the Planning tips.

Planning tips

- Put yourself in the story. Choose another character (mum, dad, brother, sister, friend)
- What don't you want to do?
I don't like ...
I don't want to ...
- What does the other person offer you to try to make you do it? Think of two sentences here.
If you ... I will ...
Use **and** each time at the end of your list.
- Add another sentence like this:
I will *even* give/buy you ...
- What happens at the end?
- What is the title of your story?
I don't like ...
Eat your ...
You can't make me ...

8



Look at the numbers and match them to the words.

| | | | | | | | | | |
|-----------|-----------|-----------|-----------|-----------|----------|----------|----------|----------|-----------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| three | five | seven | ten | nine | one | two | four | six | eight |
| | | | | | | | | | |
| 11 | 12 | 13 | 14 | 15 | | | | | |
| twelve | fifteen | eleven | fourteen | thirteen | | | | | |

Count from 1-15.

Count backwards from 15-1.



Read or listen to part of a story called *Bunny Money*. It's about a brother and sister, Max and Ruby. They go shopping with their 'bunny money'.



They have ten notes of one



and one note of five.

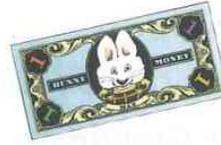


How much do they have altogether?

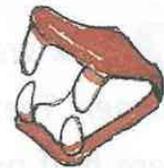
They want to buy a birthday present for their Grandma. Ruby wants to buy Grandma a music box with skating ballerinas ...

Bunny Money by Rosemary Wells

1 Ruby took one note from her wallet to pay for the bus fare. The bus stopped at Rosalinda's Gift Shop. In the window was a music box with skating ballerinas. "Isn't it beautiful, Max?" said Ruby. "Thirsty!" said Max. "You may buy a very, very small lemonade, Max," said Ruby.



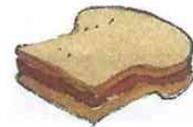
2 Next door was Candi's Corner and they sold sweets that were like teeth. Max knew Grandma would love a set of teeth oozing with cherry syrup inside for her birthday. He bought them instead of the lemonade. "Two notes, please," said Candi. Max wanted to make sure the teeth worked. He put them in. The teeth worked perfectly.



3 Ruby had to take Max to the laundrette. They spent three notes.



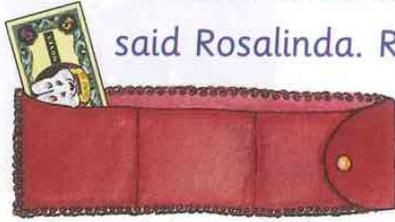
4 "Hungry!" said Max. It was lunchtime. Max finished off a peanut butter sandwich, two coconut cupcakes and a banana milkshake. Lunch cost four notes.



5 They walked all the way back to Rosalinda's Gift Shop.

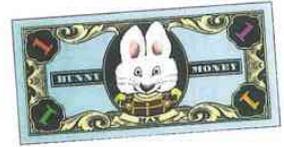
"I'd like to buy the music box with skating ballerinas for Grandma's birthday," Ruby said to Rosalinda.

"It's one hundred notes," said Rosalinda. Ruby looked



in her wallet.

6 "Here's an idea!" said Rosalinda. "Bluebird earrings are four notes. Gift wrap is free." "We'll take them," said Ruby. "Four notes for the earrings ... one note change," said Rosalinda. She gave the last note to Max.



7 Max went back to *Candi's Corner*. Teeth (with no cherry syrup) were half price.

Max bought a set with the last note.



8 "Oh no, Max," said Ruby. "You've spent our last note. How are we going to pay for the bus home?"

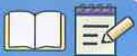
"Grandma will have to pick us up," said Ruby.

"I hope she won't be angry." Grandma was not angry at all.



9

A



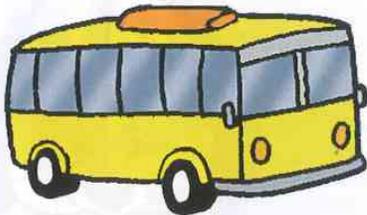
Re-read the story about Max and Ruby.

Read each question. Say each answer then write it.

- 1 How much 'bunny money' did they have to spend?
 - How many notes did they have?
 - How much money did they have?
- 2 What did Ruby want to buy?
- 3 Why did Max want to buy the teeth at *Candi's Corner*?
- 4 Why wasn't Grandma angry?

B  How much did Max and Ruby spend on each of these things?

a



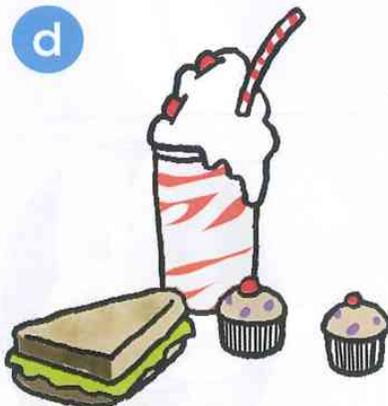
b



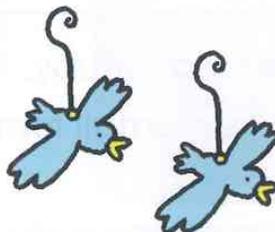
c



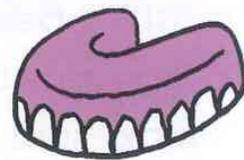
d



e



f



C  Write the story *Bunny Money* in sums like this:

$$15 - 1 = 14$$

$$14 - 2 = 12$$

$$12 - 3 =$$

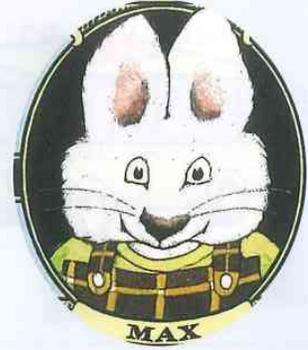
D  Set up a shop in your classroom. Make some 'bunny money' of your own. Start with 15 notes like Max and Ruby. Buy things and count down until you have nothing left.



A  Re-read the story *Bunny Money* and look for these sentences.

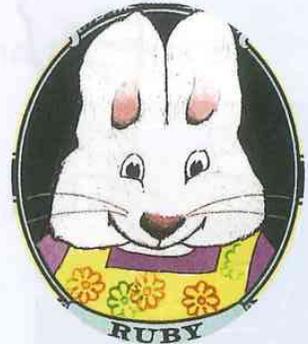
Say what each sentence tells you about Max.

- 1 Max finished off a peanut butter sandwich, two coconut cupcakes and a banana milkshake.
- 2 Max knew Grandma would love a set of teeth oozing with cherry syrup inside for her birthday.
- 3 Max wanted to make sure the teeth worked. He put them in.



Say what each of these sentences tells you about Ruby.

- 1 "Isn't it beautiful, Max?" said Ruby.
- 2 "You may buy a very, very small lemonade, Max," said Ruby.
- 3 "Oh no, Max," said Ruby. "You've spent our last note. How are we going to pay for the bus home?"



B  What can you say about these characters?

- Rosalinda
- Grandma

Make some notes about each.
What do they say or do?

Tip

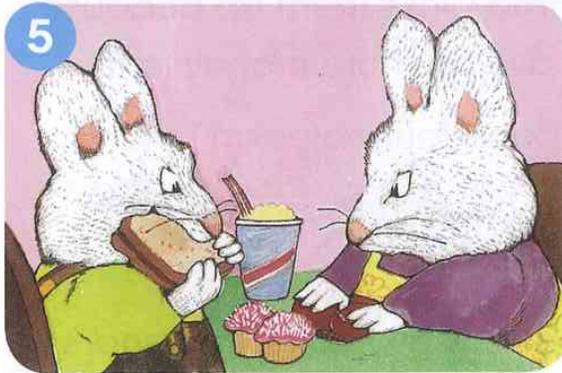
You don't need to write in sentences when you make notes. Just write a few words to help you to remember what you want to say.



Look at these pictures of settings from the story.

Say what happens in each setting.

Write a sentence for each picture.





Talk about what happens:

- in the beginning
- in the middle
- at the end.

Match the starters to the endings to tell the story.

| Starters | Endings |
|--------------------------------|--|
| 1 At the beginning | a Max spends the last note back in <i>Candi's Corner</i> on a set of pretend teeth (no oozing cherry syrup). |
| 2 Then | b Ruby has to spend three notes in the launderette. |
| 3 Next | c they spend one note on the bus. Ruby sees a music box in Rosalinda's Gift Shop. |
| 4 After that | d they spend four notes on earrings. |
| 5 After lunch | e Grandma picks them up because they have no more money left! |
| 6 They don't have 100 notes so | f they spend four notes on lunch. |
| 7 Then | g they go back to Rosalinda's Gift shop. |
| 8 At the end | h Max spends two notes in <i>Candi's Corner</i> on a set of pretend teeth oozing with cherry syrup. |



Write the sentences you matched in Activity A in your notebook.

Tip

Remember to:

- begin your sentences with a capital letter
- write names with a capital letter, like Max, Ruby and Rosalinda
- write your letters clearly
- end your sentence with a full stop.

12

A



Make up your own version of the story. Use the sentence starters from the list on page 26 but write your own sentence endings. Use the planning questions.



Planning questions

- Which characters will you keep? Will you change their names? – Max and Ruby, Rosalinda, Candi and Grandma
- What settings will you keep? – the bus, the shops, the launderette, the café, the car
- What do you want to buy and who is the gift for?
- What do you spend your money on?
- What happens at the end?
- What is the title of your story?

Unit review

A  Talk about the stories and the poem in this session.

Remember and review what happened.

You have read and written stories about people like you in places you know.

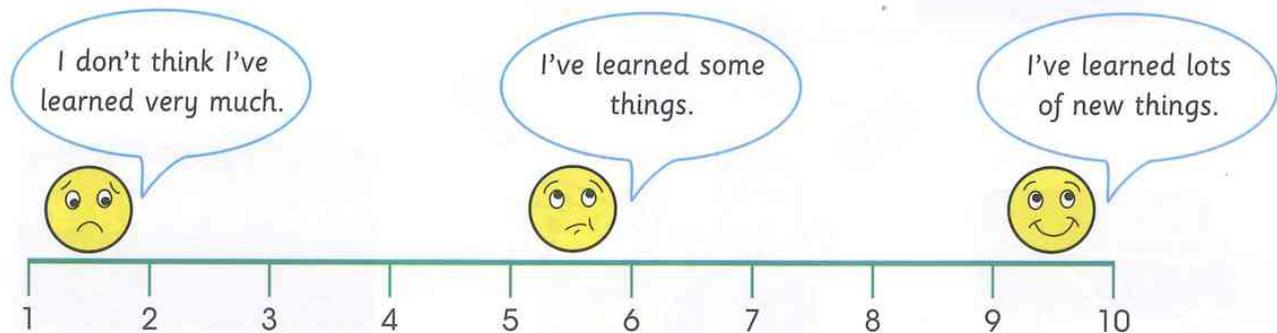
- 1 Which story did you like best and why?
- 2 Which character did you like best?



3 What was similar about the stories?

4 How was the poem *The Things Mums Say* similar to the stories?

Where on this line is your learning about stories about things we know and do? Point at the scale.



B  Copy the sentences in your notebook. Choose one of the common words from the box to write in each gap.

your said asked about

- 1 "It's one hundred notes," _____ Rosalinda.
- 2 "If you eat _____ peas, you can have some pudding," said Mum.
- 3 "Would you like to play a game?" Sophie _____.
- 4 "It's a book _____ a school just like yours," said the teacher.

C  Write this sentence with capital letters where they are needed.

Add the speech marks where you see the stars.

oh no, max, said ruby. *you've spent our last note.
how are we going to pay for the bus home?*

What other stories
about things we
know and do did you
find online?



2 How to write instructions

1 **A**  Look at the pictures.

These things give you instructions.

Have you ever had to follow instructions like these?



B  Read and answer these questions with a friend.

- 1 What is each instruction above telling you to do?
- 2 Which ones use:
 - words?
 - pictures?
 - sound?
 - numbers?
 - a chart or diagram?
- 3 When do you need instructions?
- 4 When do you give instructions?



Instructions tell us what we need to do to make something or to do something in the right way.

Tip

When you are talking with your partner you need to:

- look at them
- speak clearly
- use good words
- listen carefully
- take turns.

C  Look at the pictures.

What does each instruction tell you to do?

Say the answers before you write them in your notebook.

Example: 1 You should cross the road now.

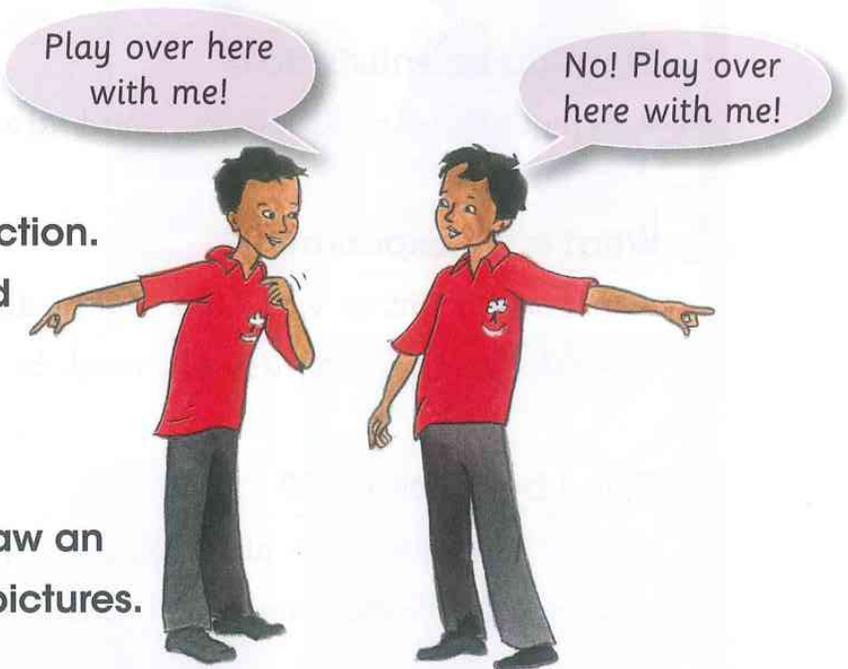


D  Think of some

instructions that you can give with a hand sign or action.

Practise without words and with words.

Is your instruction clear?



E  In your notebook, draw an instruction that only uses pictures.

Think about:

- When will you use your instruction?
- What will it tell someone to do?
- How could your instruction be clearer?

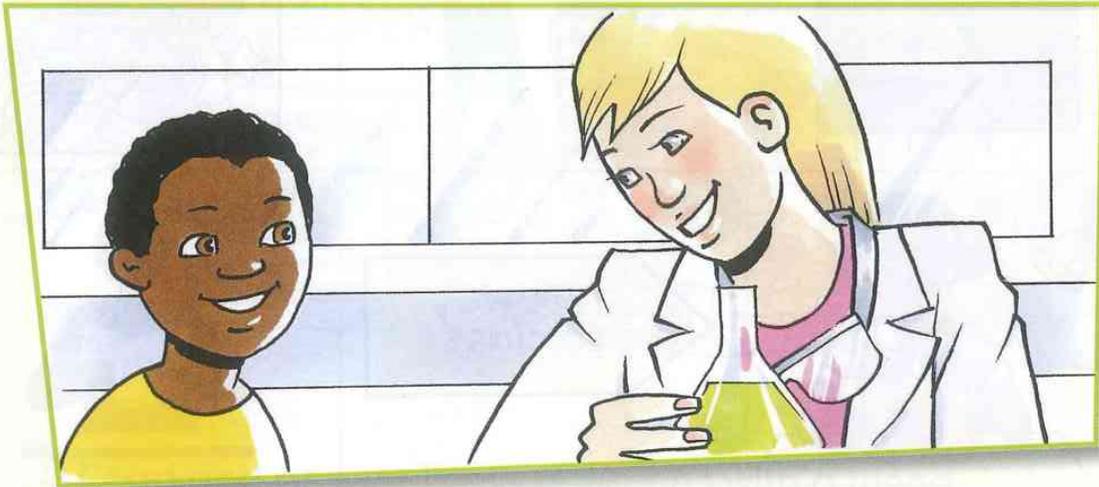


Do you know what a scientist is?

Why are instructions important for a scientist?

Read to find out.

What is a scientist?



What do scientists do?

- Scientists learn about the world around us by doing experiments.

What is an experiment?

- An experiment is when you try to do something to find out what happens. You usually need to follow instructions.

Can I be a scientist?

- Yes! You can learn about science. You can follow instructions to do some experiments just like a scientist!

B  Look at these long tricky words. Clap them.

sci - en - tist

ex - per - i - ment

- 1 How many syllables (or claps) does *scientist* have?
- 2 How many syllables (or claps) does *experiment* have?
- 3 How many syllables do these words have? Read each word, say the answer and then write the word and the number in your notebook.

- | | | |
|----------|---------------|----------------|
| a word | c library | e playground |
| b garden | d traditional | f instructions |

C  Look at the photos of children doing experiments.

- 1 What are they working with?
- 2 Where are they working?
- 3 What do you think they might be trying to find out?
- 4 Which experiment would you choose to do?
- 5 What equipment might you need?





Read the instructions about how to be a scientist.

These tell you about some important tips and rules.

How to be a scientist



Basic rules and instructions:

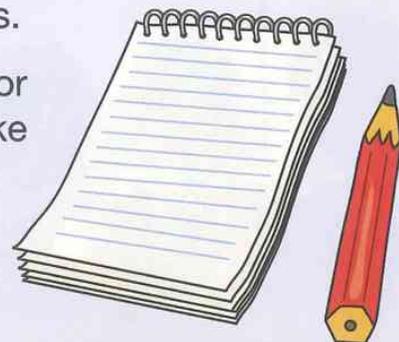
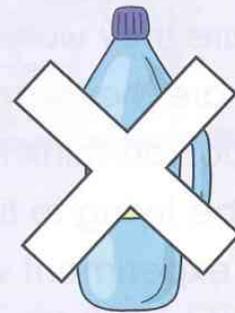
- Read the experiment so you understand it.
- Be sure! Check with a grown-up if you do not understand any special science words.
- Check you have all the equipment (things you need) and get it ready.

Do you need to put on something to keep your clothes clean?

- Be safe! Check with a grown-up before you begin and ask for help with any tricky bits.

Do you need special goggles to keep your eyes safe?

- Wash your hands when you have finished. Never put your hands in your mouth or eat anything you find.
- Never play with heat or cleaning chemicals.
- Keep a notebook handy so you can draw or write what happens. You can begin to make up your own experiments too.
- Always tidy up afterwards.



B  Read the questions and say the answers before you write them.

- 1 What does *equipment* mean?
- 2 What should you **never** do?
- 3 Why do you need a notebook?
- 4 What should you **always** do?

Write another rule or instruction for the list.

C  Follow these instructions.

- 1 Write the missing word from the sentence.
Read the experiment so _____ understand it.
- 2 Count the syllables (claps) in the word *equipment*.
- 3 Write these sentences with the correct punctuation:
 - be safe
 - do you need special goggles to keep your eyes safe
 - wash your hands when you have finished

D  Re-read the *How to be a scientist* poster.

Read the Language focus box. Which of these features of instructions can you spot in the poster?

Language focus

Features of instructions

- They often have a title which begins: *How to ...*
- They may give us steps, rules or tips to follow.
- They may be bulleted to make it easy for us to read.
- They may have some pictures or photos.
- They begin with a word that tells us what to do: *Check ...; Be ...*
- They may use words to tell us how often we need to do something: *Always ...; Never ...*

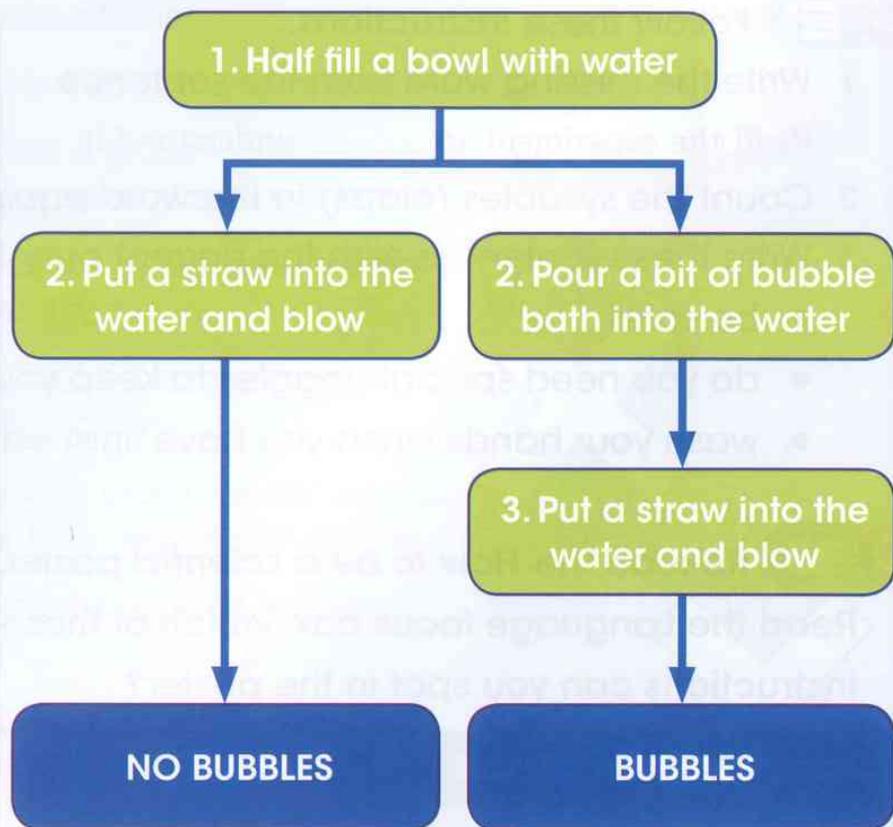
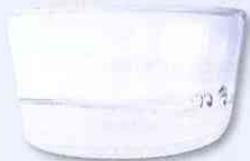
E ★ Make your own poster about *How to be a ...* (You choose!)
Write your own rules. Make it easy to read.

4 **A**  Read these instructions for an experiment to find out how to blow bubbles. The instructions are in a flow chart (with boxes and arrows).

How to blow bubbles

You need:

- a bowl
- water
- bubble bath
- a straw.



Did you know?

The bubble bath makes the water a bit stretchy, so that it holds the air you are blowing into it. If you blow into water without the bubble bath, the water on its own cannot hold the air and there are not such good bubbles.

I like a bubble bath! Do you?



B  Read the flow chart again.

Answer the questions.

- 1 What do you need for this experiment?
- 2 What do you do with the straw to make the bubbles?
- 3 Can you make bubbles without the bubble bath?
- 4 What do you do first?

Read the Language focus box. Which of these features can you see in the flow chart?

Tip

When you are listening to others talking you need to:

- listen carefully
- show you are listening: look at them, nod
- respond if you are asked a question.

Language focus

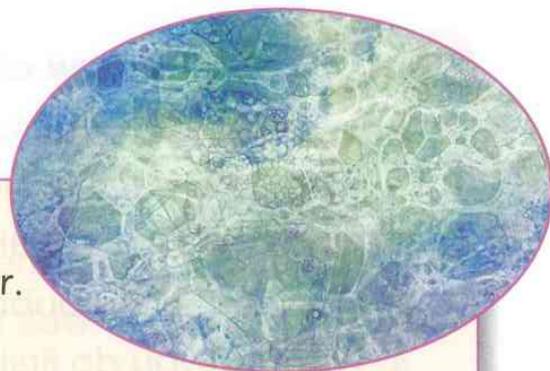
Features of an instruction flow chart

- It often has a title which begins: *How to ...*
- It tells us what we need.
- It tells us what to do.
- It may have numbered sentences, so we do things in the right order.
- It has words or sentences written in shapes that are linked.
- Each sentence begins with a word that tells us what to do: *Put ..., Fill ...*
- It may just use words and not sentences: *No bubbles.*



C Read these instructions about how to make a bubble painting.

- Half fill a bowl with water.
- Pour a bit of bubble bath into the water. Add a bit of paint.
- Put a straw into the water and blow.
- Keep blowing until the bubbles are above the top of the bowl.
- Carefully put a piece of paper on top of the bubbles and then carefully lift it off.
- You will have a bubble painting!



Your teacher may help you try this experiment for yourself!



Write the instructions in a flow chart like the one on page 36. Give it a title: **How to make a bubble painting**

5



A Read the experiment.

How to make oil and water mix

What you need

- a bowl
- a jug of water
- cooking oil
- washing-up liquid
- a spoon.



What you do

Firstly, make sure you have all your equipment.

Secondly, pour some water into a bowl.

Then, add some cooking oil.

Next, add some drops of washing-up liquid.

Lastly, stir the water.

What you should see

You should see that the drops of oil float on top of the water. They have a kind of stretchy skin around them and they like to stick together. The washing-up liquid breaks up the skin and helps to mix the oil and water together.

What you should know

When we add washing-up liquid to water, it helps to break up the oil and to get our plates clean.

B Answer questions about the text.

- 1 What did the instructions tell you about?
- 2 What extra information was there after the instructions?
- 3 Which words were tricky to read? Write them down.
- 4 Why are some words in blue and some in red?

C Answer questions about the experiment.

Say the answers before you write them.

- 1 Do you add the cooking oil before the water?
- 2 When do you add the washing-up liquid?
- 3 How much washing-up liquid do you add?
- 4 What do you do last? Why?

Write a question about this experiment for a friend.

Start with What, When, How or Do.

6**A**Re-read *How to make oil and water mix*.

Make a chart like the one below.

- Write the name of the experiment.
- List the features of instruction texts.
- Put a tick if the text has the feature.

| Language features | How to make oil and water mix |
|---|-------------------------------|
| Headings | ✓ |
| Bullets | |
| Numbers or words to tell you which order to do things | |
| List of equipment | |
| Words that instruct e.g. <i>Put ...</i> | |
| Extra information to explain what we might find | |

B

- Which words tell you the order of the steps in the instructions for *How to make oil and water mix*?
- Sort and say the words below in the right order.

secondly,

lastly

next,

firstly,

then,

- Work in a group of five. Each hold a card with the word written on and sort yourselves into the right order. Muddle yourselves up and get sorted again! How fast can you work?

These words can be replaced with numbers 1, 2, 3, 4 and 5.





Write the missing verb. Say each answer then write it.

- 1 Firstly, _____ sure you have all your equipment.
- 2 Secondly, _____ some water into a bowl.
- 3 Then, _____ some cooking oil.
- 4 Next, _____ some drops of washing-up liquid.
- 5 Lastly, _____ the water.

Now join two pairs of sentences with the word *and* so you end up with just three sentences.



Rewrite each step. Use a bullet instead of *Firstly, Secondly,* etc. Change the underlined verb. The first one has been done for you.

How to mix oil and water

- 1 Firstly, make sure you have all your equipment.
 - Make sure you gather all your equipment.
- 2 Secondly, pour some water into a bowl.
- 3 Then, add some cooking oil.
- 4 Next, add some drops of washing-up liquid.
- 5 Lastly, stir the water.

7

A



Look at the pictures and captions.

- 1 These are the things you need for the next experiment.
- 2 You can use celery or a white flower.



It is celery.
It is a vegetable.



It is a white flower.
It is a carnation.



It is a clear,
glass jar.



It is food colouring or dye.
It is like ink. Blue works best.



It is water from a tap.

- 3 What do you think this experiment is going to find out about?
 - How to grow things
 - How to water plants
 - How plants absorb (soak up) water

B    Read these words and say how many syllables (or claps) there are in each.

celery 3 white absorb
vegetable flower experiment

Write each word and next to it write how many syllables there are.

Which word has the most syllables in it?

C  Look at the pictures list in Activity A.

Choose and write one of the following headings:

What you need

Things you need

Equipment

Write what you need under your heading in a list.

Try to use bullets like the list in the Tip box.

You could also copy the pictures.

D  Read aloud your heading and your list of equipment.

Tip

When you read aloud for others to hear, remember to:

- stand up tall
- look at the people you are reading to
- take a big breath and smile
- read loudly and clearly
- don't rush
- don't worry if you make a mistake – just repeat.

8



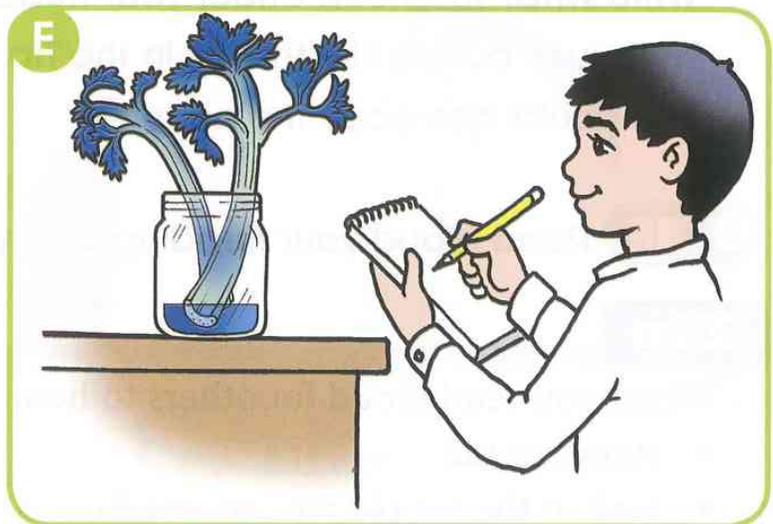
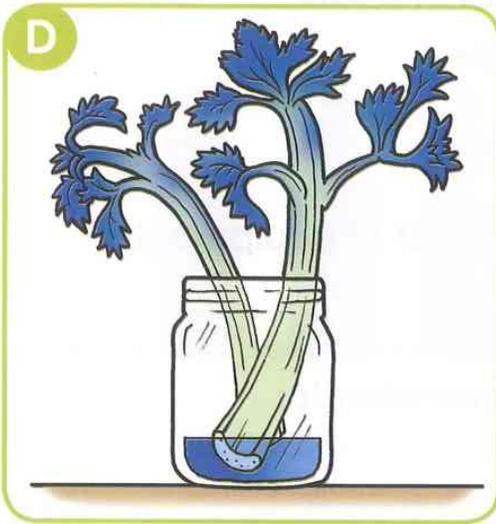
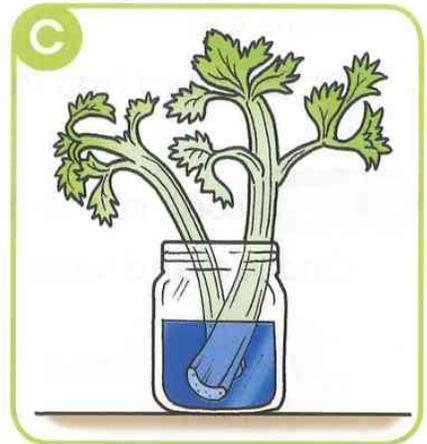
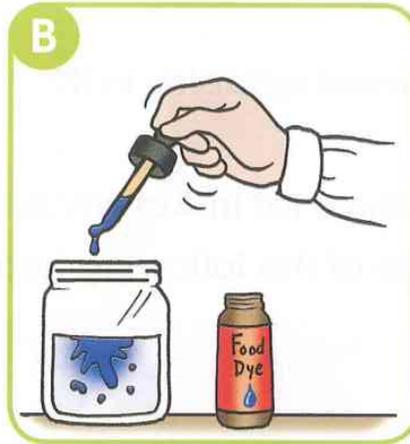
Look at the picture instructions for *How plants absorb water*.

The steps for this experiment are muddled up.

With a partner, put them in the right order.

Say what each step is.

How plants absorb water



B  Use the pictures to talk through the right sequence.

Take turns to practise saying it aloud.

Show the pictures as you speak.

Tip

When you speak aloud for others to hear, remember to:

- stand up tall
- look at the people you are speaking to
- take a big breath and smile
- speak loudly and clearly
- don't rush
- try to use any special words about the topic.

C  Write the instructions.

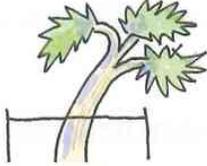
- 1 Choose one of the sentences below to match each picture in Activity A.
- 2 Draw the pictures and write the sentences in your notebook in the right order.
- 3 You can write your own sentences if you prefer.
 - The celery and leaves will turn blue.
 - Drop a few drops of blue dye into the jar.
 - Make notes about what you see.
 - Put some water into a jar.
 - Put white celery with leaves in the jar.



If you are not doing this experiment in class, move on to Activity B. If you are doing the experiment, read about what to do next:

This experiment takes time to work. Wait one day and then look and make notes. Wait another day and look again. Make more notes. Take pictures too.

When you make notes you could use a chart like this:

| Observation chart | | | | |
|-------------------|------------|--------------------------------------|--|-------------------------------------|
| Day | Time | What I see in words | What I see in pictures | What I think is happening |
| 1 | lunch time | Bit blue on leaves Bit less water |  | Not sure yet Colour in the stalk |
| 2 | | | | |

- Write the day and time.
- You don't need to use your best handwriting.
- Jot down words or phrases – not whole sentences.

What you see is called your **observation**. It's another special word that scientists use.

When you write notes, you can leave out words like **the**, **a** and **of**.

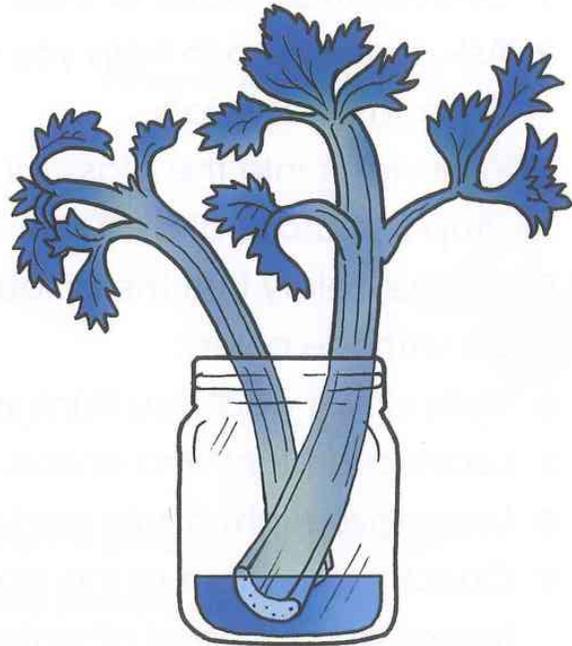


B Look at these pictures of the experiment after one day and two days.

Write notes about the experiment and what you observe.



After 1 day



After 2 days

C Write the notes in full sentences.

Say the sentences before you write them.

- 1 bit blue on leaves *There is a bit of blue dye on the leaves.*
- 2 bit less water
- 3 colour in the stalk
- 4 most leaves blue
- 5 much less water

Tip

Remember that a sentence begins with a capital letter and ends with a full stop. You also need a verb and words like *a* or *the* to join up the other words.



Read the instructions for the experiment.

How plants absorb water

- 1 Choose three stalks of celery.
- 2 Ask a grown-up to help you cut about 2 cm off the bottom of each celery stalk.
- 3 Pour water into the glass jar. Fill it up to about half way.
- 4 Drop 3–4 drops of blue dye into the jar.
- 5 Put the celery into the coloured water in the jar.
Stir with the celery.
- 6 Write down what you think will happen.
- 7 Leave overnight and check. Write what you see.
- 8 Leave overnight again and check. Write again what you see.
- 9 Check the bottom of the stalks. You may also check the leaves and the level of water. Write what you see.
- 10 Write what you found out about how plants absorb water.



Remember you need the celery to be 'white' and have leaves, like the celery in the photo.



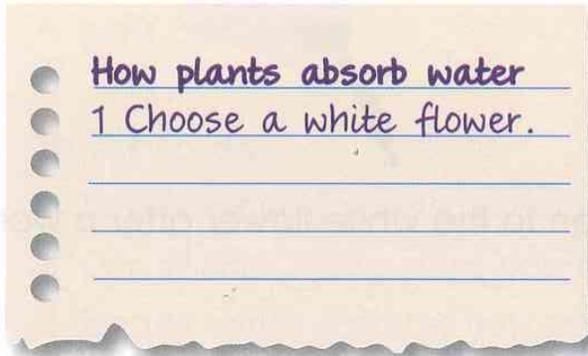
Talk about what you would change in the instructions if you were using:

- a white flower and not the celery.
- red food dye not blue.

C Rewrite the experiment in your notebook using the white flower and red food dye.

You can write it as a list of instructions, or as a diagram.

You can add pictures.



Remember, you need the flower to be white.



11

A Answer and ask questions as quickly as you can about the experiment using a white flower.

Ask a question beginning with each of these words:

What

Where

When

Why

How

Tip

Remember, a question needs a question mark like this: ?
Even when you **ask** a question you need to use a question mark in your voice.

Begin a list of other words that begin with the letters wh.



B  Read each question, say each answer and then write it.

1 What is this?



2 How much do you cut off the bottom of the flower?

3 What is step number 7?

4 What should you check?

5 What do you think will happen to the white flower after a week? Can you predict?



12

A  In your experiment using the white flower and red dye, what features did you use in your instructions?

Think of one or two ways that you could improve your instructions.

Which features did you include?

- Headings
- Bullets
- Diagrams, photos or pictures
- Numbers or words to tell you which order to do things
- Words that tell you what to do in what order e.g. Firstly ...
- List of equipment
- Instruction verbs e.g. Put ...
- Extra information to explain what we might find

B  **Make a poster explaining how to do something.**

Follow these instructions.

What you need:

- a large piece of paper
- pens and paints.

What to do:

- 1 Decide what your instructions will help someone to do.
- 2 Decide how many steps you need to explain your instructions.
- 3 Decide which features you will use. Use the chart in Activity A to remind you of these.
- 4 Plan your writing on a small piece of paper first. Talk it through with a friend.
- 5 When you are sure about steps 1–4, write your instructions.
- 6 Read your instructions and look at any diagrams or pictures. Do they make sense?

You may also be able to create your poster on a computer, using a publishing programme.



How to grow a sunflower

How to make breakfast

How to make a dream-catcher

How to make a birthday card

How to look after your rabbit

How to play hide and seek

C  **Show your poster and talk about it with the class.**

Look back to page 45 for tips on how to talk out loud well.

Ask your friends for feedback:

- Did they understand your instructions?
- What did they think you did very well?
- What did they think you could do better?

Unit review

A In this unit, you have read and written instructions about:

- how to be a scientist
- how to blow bubbles
- how to make a bubble painting
- how to mix oils and water
- how plants absorb water.

1 What was the same about all the texts?

2 Which do you think are the most important features of instructions?

3 Why do writers of instructions sometimes use charts or diagrams?

Where on this line is your learning about instructions?

Point at the scale.





Use your phonics to read the words in the word wall.

Write the words that have the same sound in pairs.

| | | | |
|------|-------|--------|------|
| show | make | keep | |
| | write | choose | blue |
| stay | clean | note | find |

Write each word or phrase and write how many syllables each has:

equipment

interesting

bubble

experiment

washing-up liquid

drinking straw



Write these sentences with CAPITAL LETTERS at the start and a full stop . question mark ? or exclamation mark ! at the end.

- 1 tell me how to be a scientist
- 2 did you know
- 3 we made lots of bubbles

Now write one sentence in joined-up writing if you can.

3

Rhymes about places
and people we know

- 1** **A**  Look at these pictures.
Point to each word then point to a picture which matches it.
There could be more than one answer!

mother

mummy

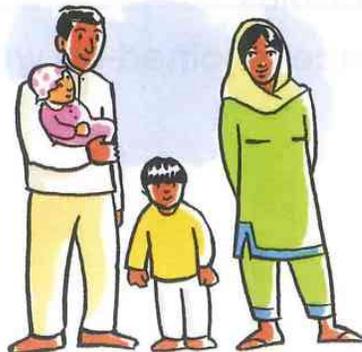
mum

baby

daughter

father

daddy



brother

sister

parents

children

child

family

son

dad

Who is in your family?

Which words do you use for people in your family?



Read this poem.

Ask Mummy, Ask Daddy

When I ask Daddy
 Daddy says ask Mummy
 When I ask Mummy
 Mummy says ask Daddy.
 I don't know where to go.
 Better ask my teddy
 He never says no.

John Agard



John Agard is a poet.
 He wrote the poem.
 What can you find out
 about this poet online?



Say the poem together in a group of four. Each person is Daddy, Mummy, Teddy or the child. Turn toward the person when they are 'asked' in the poem.



What do you think the child in the poem is asking?

Write six new questions in your notebook using the underlined question starters.

Please can we
 go to the park?

Shall we go to
 the beach?

Can I go
 swimming now?



Please may I have
 an ice cream?

How many sweets
 can I eat?

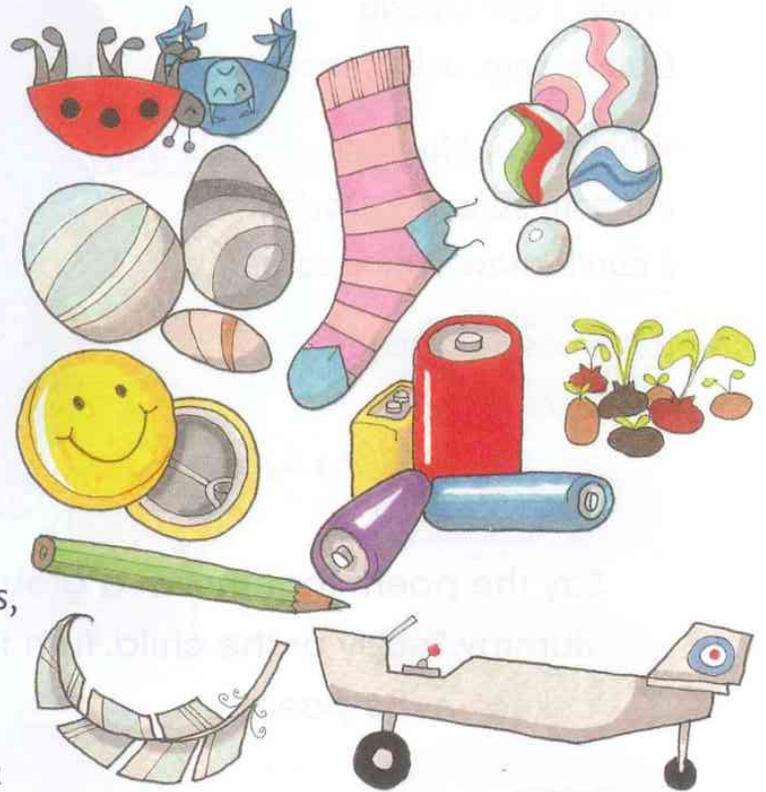
Do I have to go
 to school today?

2**A**Read the poem *Younger Brother*.

It is another poem about people in families.

Younger Brother

He collects bottle tops,
 Toilet roll holders,
 Dead insects,
 Bits of rock and stones
 Of interesting shapes and colours,
 Half-made models,
 Stickers, badges, pencils,
 Feathers, germinating seeds,
 Used socks (under the bed),
 Broken saucers that he never mends,
 Torch batteries, glass marbles,
 Oh – and friends.

Trevor Millum**B**

Study the words in the poem.

1

Collect has two letter **l**s in the middle. We call these double letters. They are two letters but we just say one sound.

Can you find four more words in the poem that have double letters?

2

Germinating is a word that means 'beginning to grow'. It has four syllables: *ger/min/at/ing*.

Can you find words in the poem that have one, two and three syllables?

3

He collects bottle tops is a line of six syllables.
He/ coll/ects/ bott/le/ tops.

Can you find two more lines of six syllables in the poem?



Write your own poem like *Younger Brother*. Choose different objects, but give each line the same number of syllables as the line in *Younger Brother*. The chart may give you ideas.

Example:

I collect sugar packs, (6 syllables)

Plastic dinosaurs, (5 syllables)

Pink flowers ... (3 syllables)

This chart may help you:

| One syllable | Two syllables | Three syllables |
|--|---|---|
| wool, gems, sticks, shapes, colours, coins, phones, sweets, nails, screws, pals, food, pins, jewels | cotton, fabric, pebbles, snail shells, paintings, pictures, lap top, packets | fluffy toys, radios, cutlery, necklaces, dried petals, dried flowers |
| bright, dull | tasty, smelly, shiny, broken, squeaky, tiny, sparkly, fuzzy, dirty, empty | colourful, amazing, beautiful, disgusting |



The poems *Ask Mummy*, *Ask Daddy* and *Younger Brother* and your list poem are about people in families.

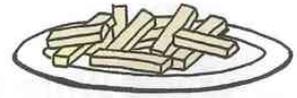
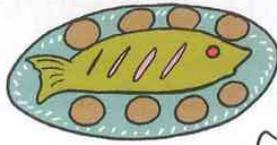
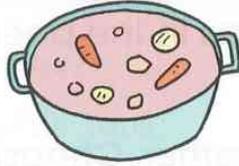
Which poem do you like best? Why?

3

A



Look at these pictures of food.



Have you ever eaten these things?
What do you like to eat?

I like fish and chips.



B



Work in groups to say this rhyme out loud.

Dinner-time Rhyme

Can you tell me, if you please,
Who it is likes mushy peas?
Louise likes peas.

How about Kelly? How about Sue?

Kelly likes jelly. Sue likes stew.

How about Trish? How about Greg?

Trish likes fish. Greg likes egg.

How about Pips? How about Pam?

Pips likes chips. Pam likes lamb.

OK, then, tell me, if you can –

How about Katerina Wilhelmina Theodora Dobson?

She goes home for dinner ...

June Crebbin

Tip

Saying a rhyme

- Stand up tall.
- Take a deep breath.
- Smile before you begin.
- Look at your audience.
- Say each word slowly and clearly.
- Speak with a strong, loud voice.



Read *Dinner-time Rhyme* again.

Make it more interesting by using adjectives like *tasty* before the name of each food.

Tip

Use adjectives, which are describing words like *wobbly* or *juicy*, to make your writing more interesting.

Write out the lines you changed to make a new poem. You can use your own words or choose words from the box. Here are some words to help you:

wobbly juicy tasty fatty smelly salty mushy

Louise likes mushy peas.

Kelly likes _____ jelly.

Sue likes _____ stew.

Trish likes _____ fish.

Greg likes _____ egg.

Pips likes _____ chips.

Pam likes _____ lamb.

_____ likes _____ .

_____ likes _____ .



Add two more names and types of food to your rhyme.

Write your new rhyme in neat handwriting.

4

A



Look at the poster.

Which of these things are important in your school?



What do you say and do to be polite?

Draw and write some *Good Manners Matter* tips. Hang them up with ribbons.

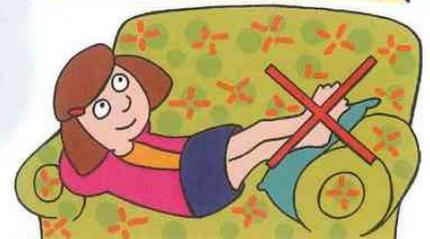
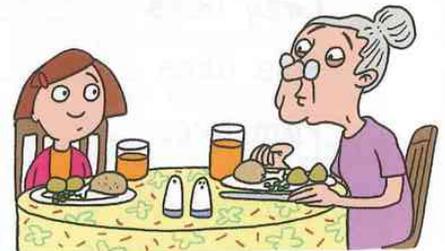
B

Read the poem *Tea with Aunty Mabel*.

This poem is about good manners.

Tea with Aunty Mabel

If you ever go to tea with my Aunty Mabel,
 Never put your elbows on the dining-room table,
 Always wipe your shoes if you've been in the garden,
 Don't ever burp. If you do, say pardon.
 Don't put your feet on the new settee
 If she offers you a sugar lump, don't take three.



Don't dunk your biscuits, don't make crumbs.
 Don't rock the budgie, don't tease the peke,
 Speak when you're spoken to or else don't speak.
 Do as you're told and if you're not able,
 Don't go to tea with my Auntie Mabel.

Jeanne Willis



Which words at the start of each line tell you what to do and not to do?

Which words rhyme?

Who wrote this rhyme?

C  Read each question, say each answer, then write it.

- 1 What should you always do at Auntie Mabel's?
- 2 What should you say at Auntie Mabel's if you burp?
- 3 Where should you not put your elbows and your feet?
- 4 Match these words with their meanings:

budgie

a dip something into liquid

dunk

b something to sit on like a sofa

settee

c a bird: budgerigar



You may like to look up these words in a dictionary online or in print.



5

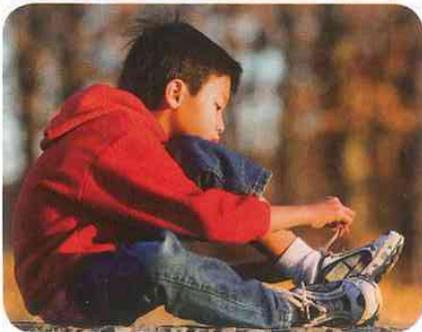


Which type of shoes do you like?

Which shoes would you choose?

What would you choose them for?

Can you tie up shoe laces?



I would choose black football boots with a flashing light in the heel and red laces for playing with my friends in the park.



Read the first part of a poem by Jeanne Willis.

It's about how tricky it can be to find the right new shoes.

New Shoes – Part 1

One shoe, two shoes,

I need new shoes!

Off I go to the new shoe store.

I say to the salesman, "I need new shoes."

He says,

"What do you need them for?"



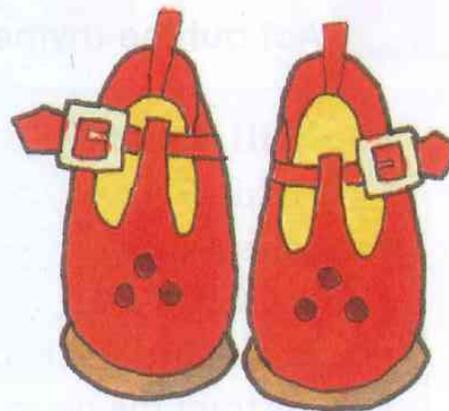
I sell shoes with grown-up laces,
I sell shoes with funny faces.
Shoes to wear in muddy places.
Shoes for driving, shoes for diving,
Shoes for leaving and arriving.
Shoes to visit aunts for tea ..."
(But none of those new shoes suit me).



*One shoe, two shoes,
I need new shoes!
Off I go to the next shoe store.*



*I say to the saleslady, "I need new shoes."
She says,
"I sell shoes for boys and girls,
Shoes with buckles, shoes with pearls;
Pointy shoes that end in curls,
Shoes with buttons and with bows ..."
*(I'm sorry but I don't like those.)**



What do you think happens next?



In your notebook draw and label:

- shoes with funny faces
- shoes with pearls
- shoes with button and bows
- shoes to visit aunts for tea

If you do not know what some of these words mean then look them up in a dictionary online or in print.



D  Re-read the poem to find the missing word for each sentence.

Say the answer and then write it in your notebook.

Which vowel sound do you hear in each word?

- 1 Off I go to the _____ shoe store!
- 2 What do you _____ them for?
- 3 I sell shoes with funny _____ .
- 4 But none of _____ new shoes suit me.
- 5 I'm sorry but I don't _____ those.

6 **A**  Act out the rhyme *New Shoes* in a group of three.

You will need:

- A child
- A salesman
- A saleslady
- Lots of shoes – here are some ideas from the poem:
 - with laces
 - funny faces
 - to wear in muddy places
 - for driving
 - for diving
 - for leaving and arriving
 - to visit aunts for tea
 - for boys and girls
 - with buckles
 - with pearls
 - with points and with curls
 - with buttons and with bows.

If you can't find real shoes, search online or in magazines or try painting them!





Read the second part of the poem.

Is the ending like you expected?

New Shoes – Part 2

I say to the salesman, “I need new shoes.”

He says, “I’ve served you before!”

You need shoes with dragon’s wings,

With laces made from fairy rings

And soles made of magic springs,

Shoes for stepping over seas,

Shoes for jumping into trees.

Shoes with special clockwork keys.

“They’re the ones!

I’ll take them, please!”

This is what I need them for:

To play where I please, to run where I choose,

To race with the wind and never lose.

Wonderful shoes for a child to wear ...

If you can catch me, I’ll buy you a pair!

Jeanne Willis



Change the underlined words to make it your poem.

Write your poem in your notebook.

Example: You need shoes with *dragon’s wings*

You need shoes with *helicopter blades*

Draw the shoes you have described.

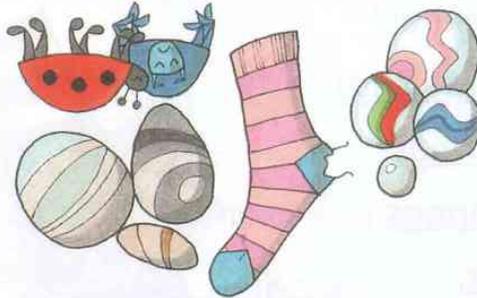
Don’t worry about making the words rhyme. Focus on using exciting ideas and words.



Unit review

A   Read or say each poem from this unit.

Look back in your book if you need to check the words.



Which poem did you like best? Why?

Where on this line is your learning
about rhymes about places and
people we know?
Point at the scale.

I liked **Younger Brother**
best because it made me
think about my brother
and it made me laugh!

I don't think I've
learned very much.



I've learned some
things.



I've learned lots
of new things.



B  Read each word in the chart.

Say a word that rhymes with it.

Copy and finish this chart in your notebook:

| ai | ee | igh | oa | oo |
|-------|------|------|------|-------|
| Mabel | seas | like | bows | shoes |
| | | | | |

C  Copy these lines from the poems. Put in the punctuation marks to help the reader.

Choose from full stops **.** exclamation marks **!** question marks **?** and CAPITAL LETTERS.

- 1 what do you need them for
- 2 I need new shoes
- 3 don't put your feet on the new settee
- 4 how about greg greg likes egg

4 Tales from around the world

1 **A**   Look at these pictures of animals' tails.

Do you know the names of the animals?

What do you think they use their tails for?



Tip

Don't get muddled between **tail** (part of an animal) and **tale** (a story).

Use these words to talk about the animal tails in pictures.

stripy long short curled strong
big small hard soft

Talk about two more animals with interesting tails.

Language focus

Words that help us to describe something in a more accurate or interesting way are called **adjectives**.

Play a tail game!

Describe an animal by its tail and just **one** other fact.

Others must guess which animal you are describing.

My animal has a long, thin tail and it can swing from trees.

Is it a monkey?

Yes! Well done. Your turn now.

B Look at the pictures of tails again.

Write a sentence for each picture.

Use adjectives from Activity 1A or from the boxes below.

What do you notice about the words in each box?

Language focus

Opposites are words which have totally different meanings.

big – small

hard – soft

| | | | | | |
|-------|------|----------|-------|-----------|-------|
| long | hard | straight | thin | plain | furry |
| short | soft | curly | thick | patterned | scaly |



Match each picture with the correct word.

- Draw each picture and write the word next to it.
- Say each pair of words. They have different spellings but they sound the same!

saw

sore

here

hear

right

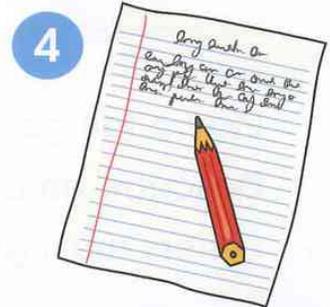
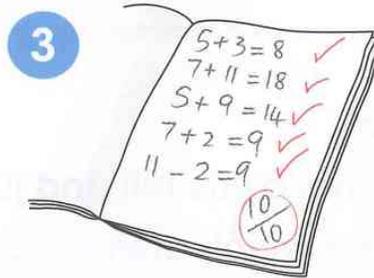
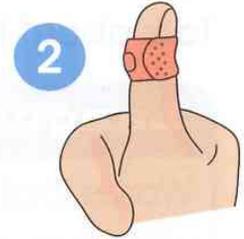
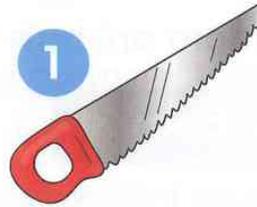
write

buy

bye

wear

where



D

Listen as your teacher reads the beginning of a traditional story. Listen out for the answers to these questions.

Did you know?

You probably don't know that bears used to have tails!

The story uses some very interesting adjectives.

- 1 What three words describe what bears are like?
- 2 What two words describe what bears' tails are like?
- 3 Were bears always grumpy?
- 4 What were bears' tails like long ago?

How the Bear Lost His Tail – Part 1

Bears are big, hairy and grumpy with short, stumpy tails. Bears weren't always like that though. Once, long ago, bears were different.

They were still big and hairy, but they were sweet and kind, and had long, fluffy tails. Bears were proud of their tails in those days.

How did bears get stumpy tails?

Why are they so grumpy now?

Fox is to blame.

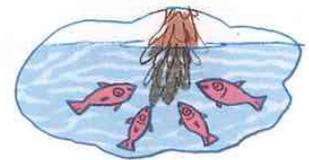
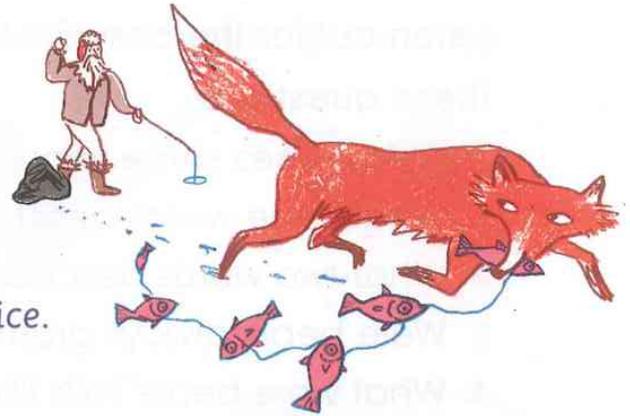
Let me tell you what fox did.

By *Susan Price* and *Sarah Ogilvie*



How the Bear Lost His Tail – Part 2

- 1 Fox was trotting about one cold day, looking for something to eat.
- 2 He saw a fisherman by a frozen lake, dangling a line through a hole in the ice.
- 3 The fisherman had caught a lot of fish. They were lying in the snow, tied together with string. Fox was hungry.
- 4 Fox was sly and quick. He sneaked up, grabbed the string of fish, and ran as fast as he could!
- 5 In the forest, he met Bear. Bear was hungry too. Fox saw that Bear's tail was even longer and fluffier than his. Fox did not like that one bit. He did not want to share his fish either.
- 6 So Fox said, "I caught these fish!"
"How?" asked Bear.
"All you have to do is break a hole in the ice on the lake," said Fox. "Then you sit down and put your tail in the water."



What do you think about the characters Fox and Bear?

Did you know?

This story is from North America and Scandinavia, but you may know a similar story from where you live too.

B   Read each question, say the answer and then write it.

- 1 What was Fox doing one cold day?
- 2 How is the lake described?
- 3 How is Fox described? Why?
- 4 Why does Fox not tell Bear the truth?

C   Read Part 2 of the story again. First read it to yourself, and then work with a partner to read it aloud with expression. Take it in turns to be the storyteller. Then one of you could read Fox's words and one Bear's words.

Tip

To make your reading aloud even better:

- First practise reading the text in a whispering tone or silently.
- Make sure you know how to say all of the words: use sounds and syllables to help you.
- Listen to each other and help each other if you get stuck.
- Make sure you know what all of the words mean.
- Look at the punctuation, including the speech marks, so that you know when to speak in the voice of Fox or Bear.
- Try to make your voice sound interesting when you are the storyteller.

3

A



Look again at Part 1 of the story on page 71.

Answer the questions about the characters and setting.

There are two characters in this story.

- 1 Say three things about Fox.
- 2 Say three things about Bear.

There is one setting in this story.

- 3 Say where the story starts.
- 4 Say where this part of the story ends.



B



Work out the next part of the story using these pictures.

How the Bear Lost His Tail – Part 3

1



2



3



4



From that day to this, all bears have short, stumpy tails.

They are grumpy because they think everyone is laughing at them.

C  Read the captions and match each to its picture.

Write them in order in your notebook.

- A** Finally Bear could take no more pain so he tried to pull his tail out of the water. It was frozen!
- B** Bear broke a hole in the ice and put his long, fluffy tail in the icy water. It tingled!
- C** Bear's tail had snapped off leaving nothing but a stump. He was grumpy!
- D** Bear kept his tail in the water, just as Fox had told him because he thought he was catching fish.

D  Work with a friend to act out this part of the story.

You need one person to be Bear and one to be the storyteller.
What will you use as the tail?

You could make paper masks for the characters.



4

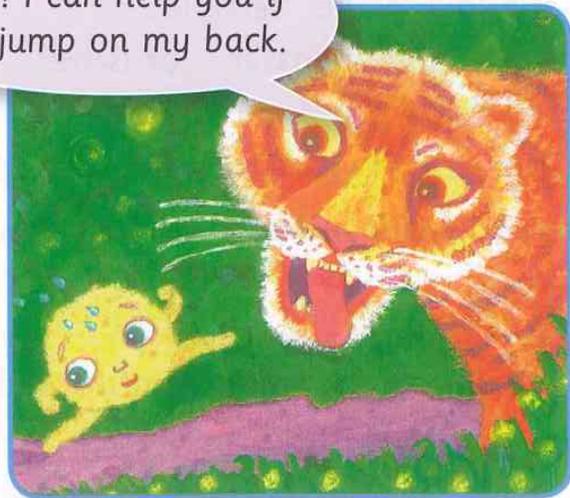
A  In the story, *How the Bear Lost His Tail*, Fox tricks Bear.

Discuss other stories where one character tricks another.

I can take you to the King. It's this way ...



Stop! I can help you if you jump on my back.



Look for stories like this online or in your library.

B   The next story you are going to read is also about tricks.

Read about the characters.

- What descriptions are used?
- What relationships are there between the characters?

Ramay

He lives in the mountains.
He never helps his mother.
He is a very lazy boy who sits outside all day doing nothing.



Ramay's mother

She works very hard.
She has had enough of Ramay's lazy ways.
She wants him to go and find some honest work.



The Shokpa

He is a wild monster living in a cave in the mountains.
His hair is as thick as a bear's to keep out the cold.
It is as white as the snow to help him hide.
He is sometimes called an 'abominable snowman'.
Abominable means 'terrible'.
He is a terrible monster ... or is he?



Talk about what you think might happen.

Try to work out who tricks who. Think about how and why.

Tip

Abominable snowman is quite tricky to say and to read.

Try this:

- Split *abominable* into syllables: *a/bom/in/ab/le*.
- Split *snowman* into two words: *snow* and *man*.



Read about the Shokpa's hair again.

The Shokpa's hair is ...

- as thick as a bear's hair
- as white as the snow.

Imagine what the Shopka is like.

Describe each part of the Shokpa, comparing each part to something else.

Write out each sentence in your notebook.

- 1 His eyes are ...
- 2 His face is ...
- 3 His body is ...
- 4 His teeth are ...
- 5 His head is ...
- 6 His sound is ...



Here are some ideas to help you:

as black as coal

as big as a mountain

as old as the hills

as cold as ice

as loud as a lion's roar

as tough as nails

as sharp as knives

as solid as a rock

as piercing as a pin

Language focus

When you say something is like something else it is called a **simile**. We say *sim/il/e*.

5

A   Listen to your teacher read the story. Work in a group.

Your teacher will give your group a chapter. Listen again and join in with your chapter

A chapter is a section of the story. This story has five chapters.



The Abominable Snowman

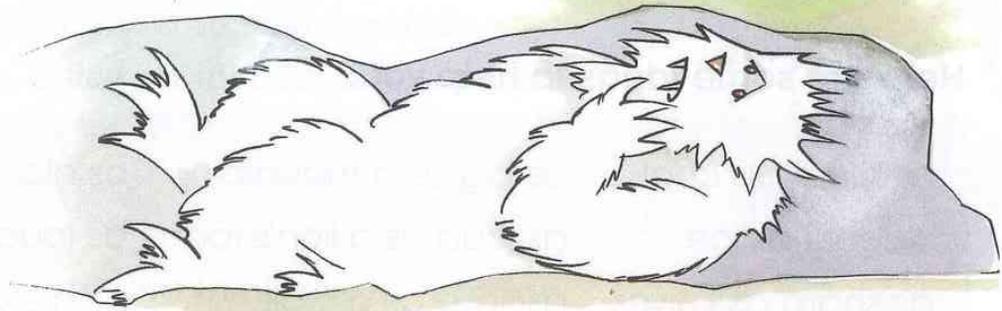
Chapter 1: The Very Lazy Boy

Ramay's mother sends him away to mend his ways. He walks off into the mountains.



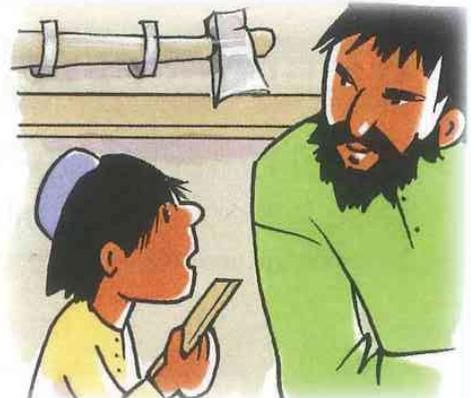
Chapter 2: The Hidden Cave

Ramay chats to himself and scares the Shokpa who is in the cave beneath him. He realises that he has tricked the Shokpa into thinking that he, Ramay, is a monster. The Shokpa gives Ramay a wishing stick to make him go away and not eat him.



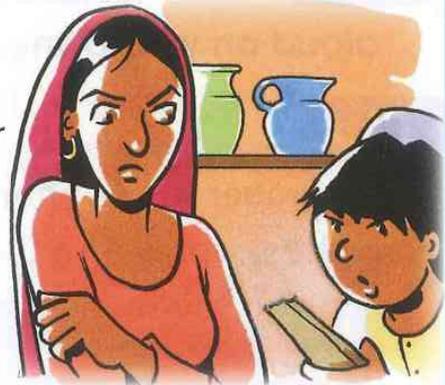
Chapter 3: The Wishing Stick

On his way home Ramay stays the night with an old woodcutter. He tells the woodcutter about the wishing stick. Later, as Ramay sleeps, the old woodcutter tricks him by swapping the wishing stick for an old piece of wood.



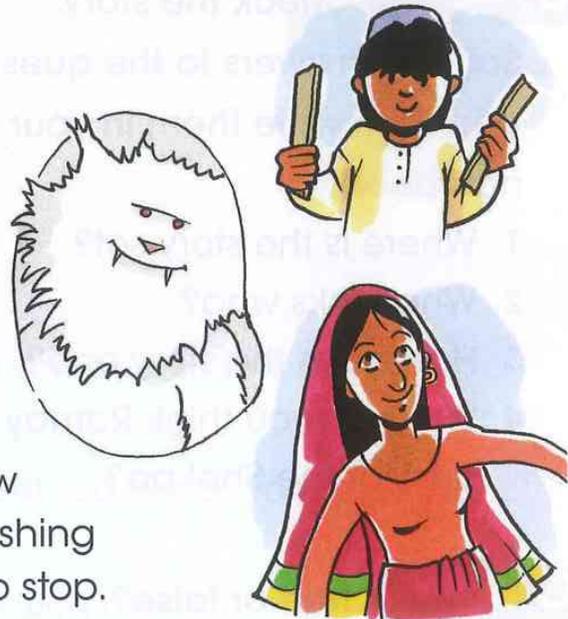
Chapter 4: The Rotten Trickster

The next morning Ramay leaves with the old piece of wood. At home he shows his mother how the wishing stick can grant their wishes, but it doesn't work. His mother is angry with him and Ramay is angry with the Shokpa. He does not suspect the old woodcutter.



Chapter 5: The Beaten Trickster

Ramay runs back to the Shokpa but Ramay hears that it was the old woodcutter who had tricked him. The Shokpa gives Ramay a new wishing stick which will chase anyone who touches it without permission. Ramay returns to the woodcutter who again steals the new wishing stick at night. This time the wishing stick chases him until Ramay tells it to stop.



Ramay returns home with the two wishing sticks. He makes wishes for his mother as well as for the kind Shokpa and his family!

- B** ★ Work with your group to act out your chapter. Decide which characters you will need.



6

A  Practise your reading. Read the story chapters aloud on your own.

Tip

Remember to use phonics to work out how to read the words. Use the punctuation marks to help you say the words like the character.

B  Check the story.

Say the answers to the questions and then write them in your notebook.

- 1 Where is the story set?
- 2 Who tricks who?
- 3 How does the story end?
- 4 What do you think Ramay wished for his mother and for the Shokpa?

Tip

Remember, where the story takes place is called the story **setting**. There may be more than one setting.

C  True or false?

Read the sentences in the boxes.

Which sentences do you think are true about each character and which are false?

Ramay

- He is hard-working.
- He is brave.
- He is kind.



The Shokpa

He is silly.

He is lonely.

He lives in a house.



The woodcutter

He is clever.

He is kind.

He is greedy.



D Write these sentences about the characters in your notebook.

Take away **un** or **dis** from the underlined words to make the opposite meaning.

- 1 Ramay's mother was displeased with him.
- 2 The Shokpa was unkind to Ramay because he was frightened.
- 3 Ramay distrusted the old woodcutter.
- 4 The wishing stick disappeared!
- 5 At the end everyone was unhappy.

Language focus

A **prefix** is a group of letters that we add to the **beginning** of a word to change the meaning of the word.

The prefixes **un** or **dis** make the opposite meaning:

Ramay was a helpful boy. Ramay was an **unhelpful** boy.

7 **A**  Read these sentences from *The Abominable Snowman*.

Spot the joining words.

- 1 Under the roots of the tree was a cave and in the cave lived a Shokpa.
- 2 Ramay was amazed because he could hear how afraid the Shokpa was of him.
- 3 Ramay was tired so he asked the old woodcutter if he could shelter for the night.
- 4 Ramay trusted the old woodcutter but the woodcutter tricked him.
- 5 Who had tricked Ramay? Was it the Shokpa or the old woodcutter?

Language focus

We can sometimes join sentences together using words like **and**, **but**, **so**, **or** and **because**. This makes a simple sentence into a compound sentence.

B  Use the joining words *and*, *but*, *so*, *or* *because* to join each pair of sentences.

Write the new sentence in your notebook.

- 1 The next morning Ramay picked up his wishing stick.
He thanked the old woodcutter.
- 2 Ramay asked the wishing stick for gold. Nothing happened.
- 3 Ramay realised he had been tricked. He went running back to the Shokpa.
- 4 "Shall I ask for gold? Shall I ask for a feast?" asked Ramay.
- 5 Ramay made wishes for the Shokpa. He had been kind.



Write a new ending for this story.

Use the Planning tips.

Planning tips

- 1 In your story, what happens when the wishing stick does not work for Ramay?
 - Does the Shokpa give him a new one?
 - If not, what happens?
 - If yes, what does the new wishing stick do to anyone who touches it without permission?
- 2 What does the woodcutter do when Ramay returns?
 - Does he say sorry?
 - Does he return the first wishing stick?
 - Does he still steal the new wishing stick? What happens?
- 3 What happens at the end of your story?
 - Does Ramay still return home with both wishing sticks?
 - Does he give them back to the Shokpa?
 - Does he lose them?
 - Does he hide them?
 - Does something else happen?

Tip

When you have written your new ending remember to read it to check:

- spelling
- handwriting
- meaning.
- punctuation
- words

8**A**

Look at the photos from Japan.



- Japan is a country. What is the name of your country?
- What do you know about Japan?
- Find out more about Japan online or in your library.
- Find it on a globe or map.
- Is it near where you live?

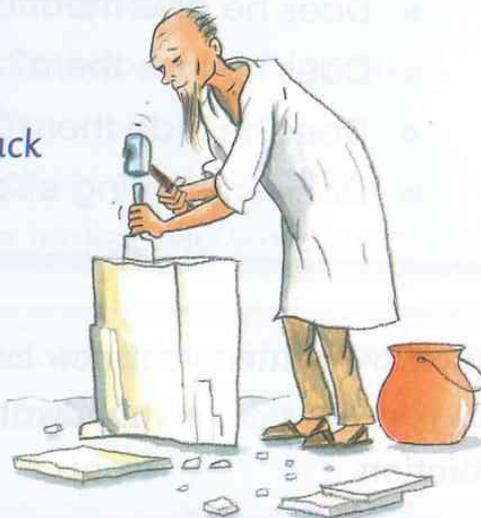
**B**

Read this part of a traditional story from Japan.

Yoshi the Stonecutter – Part 1 By *Becca Heddle*

Long ago in the mountains of Japan,
there lived a stonecutter called Yoshi.

He was a poor man with a bent back
and hard hands from cutting stone.



One day, Yoshi took some stone to a rich man's house.

Yoshi loved the rich man's beautiful home, his silk clothes and his clean, soft hands.

"Oh I wish I could be a rich man," said Yoshi.

A cool wind blew and Yoshi heard a whisper in the wind.

It whispered, "Your wish is granted, Yoshi – a rich man you will be."

C  Which words in *Yoshi the Stonecutter* tell you that this story happened in the past?

How could you start the story differently?

Would any of these starters be right for this story?

Yesterday

One fine sunny day

A long time ago

Last night

Once upon a time

Far away

The words *whisper*, *wind* and *wish* all begin with the letter sound **w**. Try saying "I wish I could hear the whisper in the wind" in a whisper.



Write a new first sentence for this story.

Tip

Remember to:

- begin with a capital letter
- use a capital letter for names of people and places like *Yoshi* and *Japan*
- use commas and full stops correctly
- check your handwriting is neat and easy for others to read.

Have you joined any letters?

How does your joining look?



You are going to read more from the next part of the story. You will read what Yoshi and the whisper in the wind say. Work with a partner and read the words as the character would say them.

Yoshi the Stonecutter – Part 2

Yoshi



“Oh I wish I could be a rich man,”

“A prince is more powerful than a rich man.

Oh I wish I could be a prince,”

“The sun is more powerful than a prince.

Oh I wish I could be the sun,”

“A cloud is more powerful than the sun.

Oh I wish I could be a cloud,”

The whisper in the wind



“Your wish is granted, Yoshi – a rich man you will be.”

“Your wish is granted, Yoshi – a prince you will be.”

“Your wish is granted, Yoshi – the sun you will be.”

“Your wish is granted, Yoshi – a cloud you will be.”

Language focus

Remember that “ ” are speech marks and they show when someone starts and stops speaking. They tell us to read the words like the character.

B  Have you noticed some patterns in the story?

- Yoshi always wants to be something more powerful.
He says "Oh I wish I could be ..."
- The whisper in the wind says
"Your wish is granted. A ... you will be."

Patterns like this can give us clues about what might happen next in the story.

- 1 Next Yoshi wants to be a rock.
Write what he would say in speech marks.
- 2 What do you think the whisper in the wind says to him? Write it in speech marks.
- 3 How do you think the story ends? Write a sentence.

Did you know?

Your ideas about how a story ends are called your **prediction**.
How did you **predict** the story ending?

My prediction is that the whisper in the wind gets fed up and won't grant any more wishes so Yoshi gets stuck as something silly!



C  Why do you think Yoshi always wished for something different?

- Was he greedy?
- Was he looking for a better life?
- Was he bored?
- Was he unhappy?
- Was he ungrateful for his life?
- Was he jealous?

D  Write three wishes of your own.

I wish I could
be / go / have ...
because ...





Read the final part of this story.

Yoshi the Stonecutter – Part 3

“Rocks are more powerful than clouds,” grumbled Yoshi. “I wish I could be a rock.”

The whisper replied, “Your wish is granted, Yoshi – a rock you will be.”

Now Yoshi was a rock – huge, hard and solid.

“Nothing can be stronger than me,” he boasted.

He did not fear the sun or the rain.

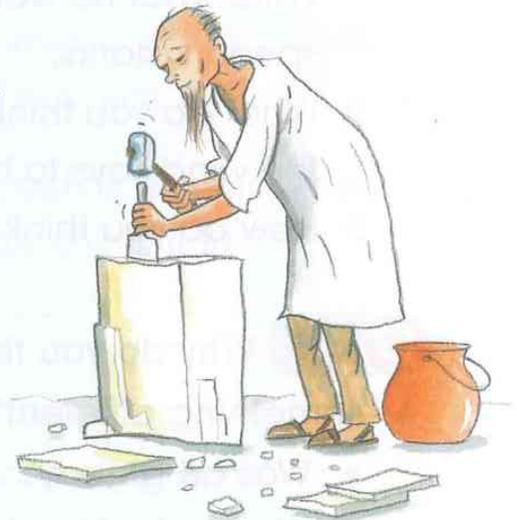
Then Yoshi the rock felt tools cutting into him.

“A stonecutter is stronger than me!” said Yoshi.

“I wish I could be a man again.”

The whisper smiled. “Your wish is granted, Yoshi – a man you will be.”

Yoshi the stonecutter picked up his tools and started to work. His back was bent and he was poor – but now he was happy.



Adapted from *Yoshi the Stonecutter* by Becca Heddle

Did you predict the story ending like this?



Answer the questions about *Yoshi the Stonecutter* in your notebook.

- 1 Why was Yoshi's back bent and his hands hard?
- 2 Why did Yoshi want to be a rich man?
- 3 What does the whisper in the wind say each time?
- 4 What do you think Yoshi learned?



This story is written about a man who lived long ago.

It is written in the past tense.

Language focus

We use the past tense to describe something that happened earlier or a long time ago. To make the past tense we often add **ed**: *play* – *played*. But watch out! Sometimes the words change completely e.g. *go* – *went*.

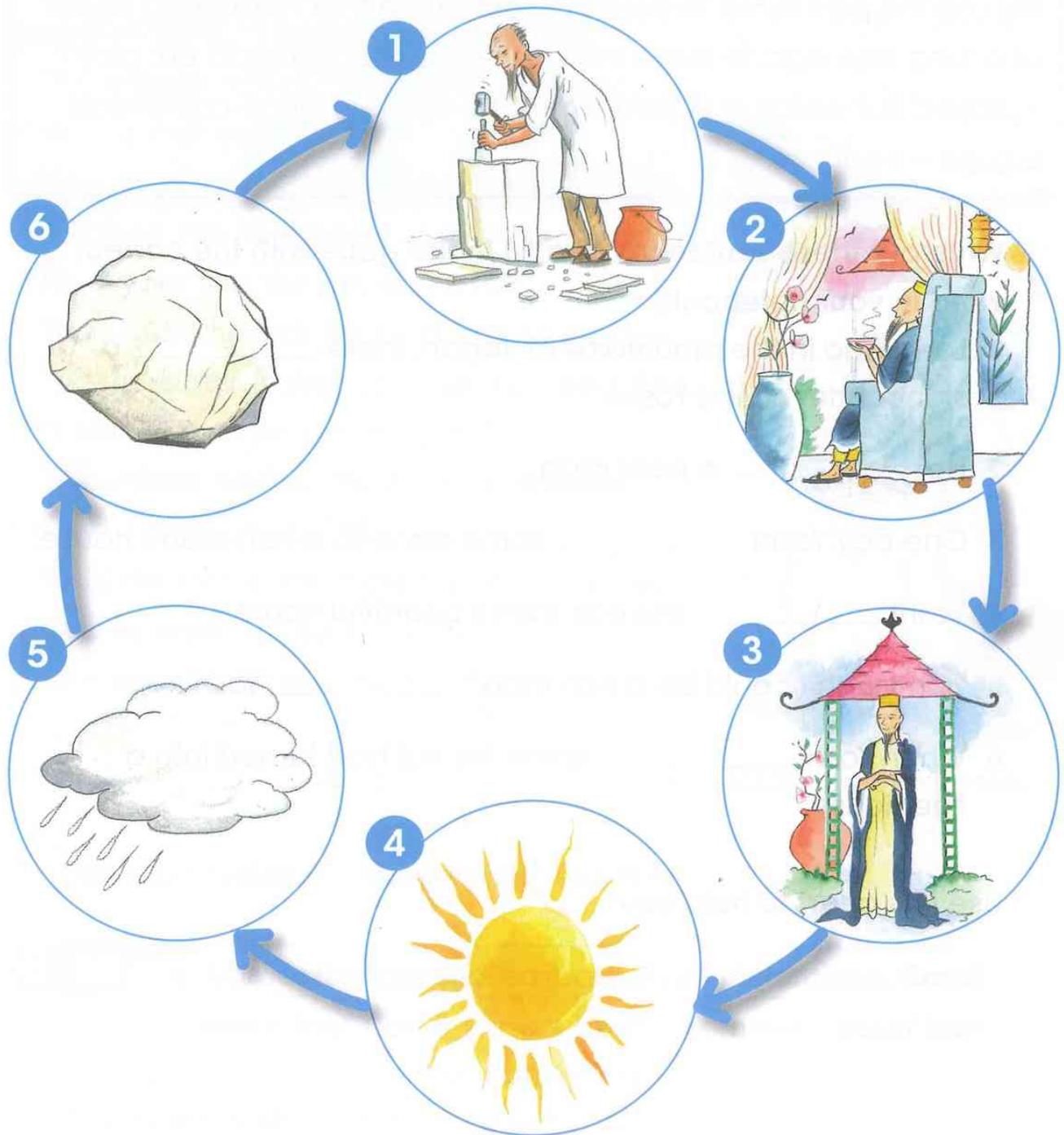
Write out these sentences and fill in the gaps with the correct word in your notebook.

- 1 Long ago in the mountains of Japan, there _____ a stonecutter called Yoshi.
- 2 He _____ a poor man.
- 3 One day, Yoshi _____ some stone to a rich man's house.
- 4 Yoshi _____ the rich man's beautiful home.
- 5 "Oh I wish I could be a rich man," _____ Yoshi.
- 6 When Yoshi _____ home his hut had turned into a fine house.

Use this chart to help you:

| | | | | | | |
|-------------------|----------|-------|-----|-------|------|------|
| Word | return | love | be | live | take | say |
| Past tense | returned | loved | was | lived | took | said |

A   Look at this picture sequence of the story. The story goes in a circle. It ends at the beginning!
Explain what happens or the main idea for each picture.



Copy the chart into your notebook.

B  Plan to write your own circular story.

Use the computer or make a chart with six circles on it to help you.

- 1 Circles 1 and 6 should stay the same as in the chart on page 90, but you can change the main character.
- 2 Will you keep the whisper in the wind?
- 3 Think of new things that your character wishes for in circles 2–5.
- 4 Why does the character wish for different things each time?
 - to become more powerful?
 - to have more?
 - to look better?
 - to be richer?

C  Write your story.

You are going to write your story. Use your circular story plan.

Planning tips

Think about:

- how to begin your story
- words the characters might say
- using speech marks
- using *and*, *but*, *so*, *or* to join sentences
- when you have finished, re-reading your writing to check for mistakes
- reading it aloud to some friends and asking what they think.

Did you remember to write a story title?





A You have read and written stories about traditional tales from different countries.

Re-read the stories in this unit:

How the Bear Lost his Tail, The Abominable Snowman and Yoshi the Stonecutter.

Match each story to the best description of its shape.

- 1 a circular story
- 2 a straight line story
- 3 a story with twists and turns

Draw and write your answers in your notebook.

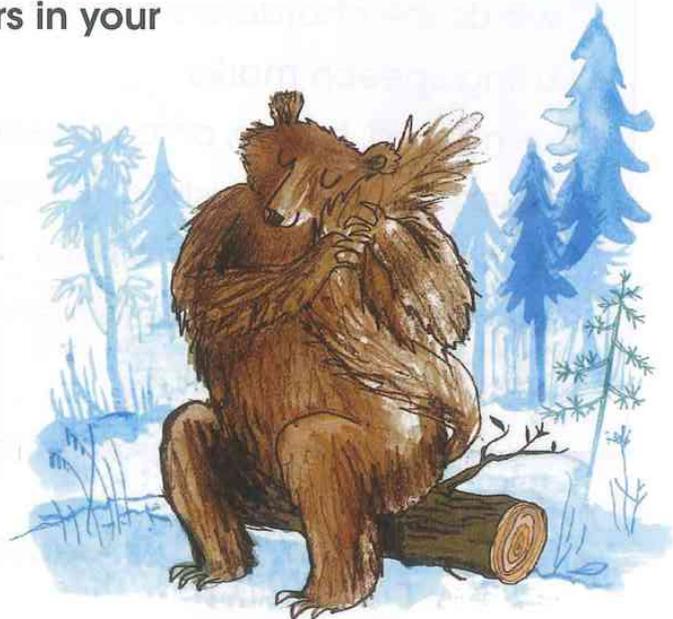
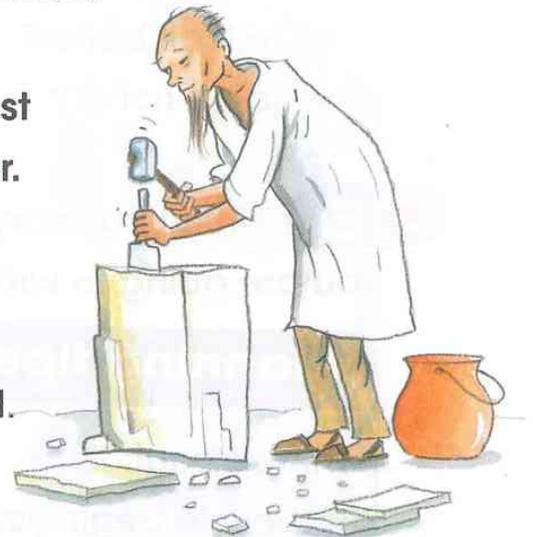


B Match each character to the best description of what happens to him or her.

Each story has a main character.

- 1 The character tricks and is tricked but is lucky.
- 2 The character is tricked and feels stupid.
- 3 The character is greedy but learns his lesson.

Draw and write your answers in your notebook.





Match each story to the best description of the settings within the story. Each story has one or more settings.

- 1 The story is set mainly in the mountains.
- 2 The story is set in different places as the character travels.
- 3 The story is set mainly in a forest by a lake.

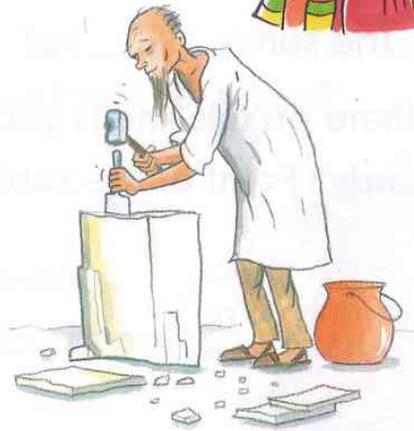
Draw and write each setting into your notebook.



Match each story to the best description of the story theme. Each story has a theme. The theme is what the message of the story is.

- 1 The story is about tricks and luck.
- 2 The story is about being happy with what you have got.
- 3 The story is about not believing everything people tell you.

Draw and write each one in your notebook.



Language focus

Traditional tales are not true but they can help us to learn lessons about real life. Traditional tales:

- are usually set in the past
- have a theme e.g. trickery
- may have animals that can talk
- may have characters that can do magic
- may be about children who behave badly
- will have good and bad characters
- may have words or phrases that are repeated.

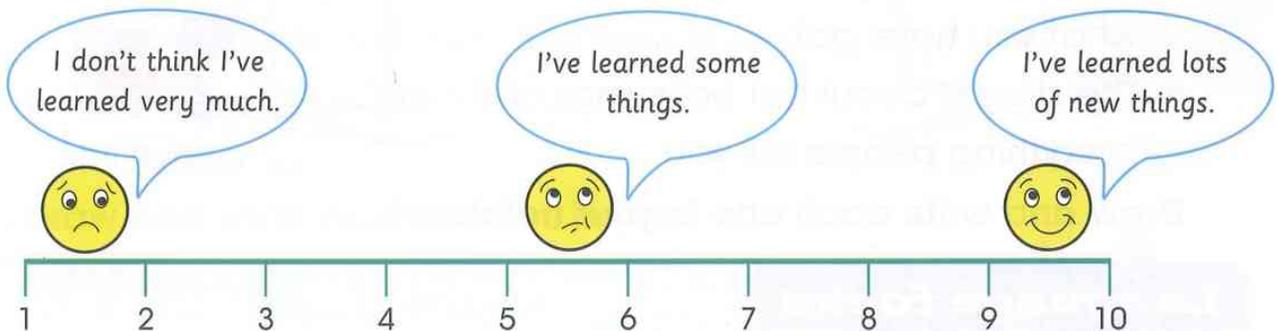
Unit review

A  Copy the sentences into your notebook.

Finish each sentence.

- 1 I can **join** sentences using words like _____ .
- 2 I can use **adjectives** to describe people or things. The Shokpa is _____ and _____ .
- 3 I can use the **prefix un** to change a word like *kind* to _____ , _____ , _____ and _____ .
It now means the **opposite**.
- 4 I can describe something **as if** it is something else.
The sun is _____ hot as _____ .

Where on this line is your learning about using different sorts of words? Point at the scale.



B

Write these sentences in the past tense by changing the word in brackets. They are from *How the Bear Lost His Tail*.

Fox ¹ _____ (**sees**) that Bear's tail ² _____ (**is**) even longer and fluffier than his.

Fox did not like that one bit. He did not want to share his fish either.

So Fox said, "I ³ _____ (**catch**) these fish!"

'How?' ⁴ _____ (**asks**) Bear.

"All you have to do is break a hole in the ice on the lake,"
⁵ _____ (**says**) Fox. "Then you sit down and put your tail in the water."

Where on the line is your learning about the past tense?

Point at the scale.

C

Write the sentence with speech marks.

- 1 Oh terrible monster! Please PLEASE do not eat my family.
- 2 I wish I could be a rock.
- 3 Sit still, and the fish will come and nibble your tail, said sly old Fox.

Where on this line is your learning about speech marks?

Point at the scale.



5

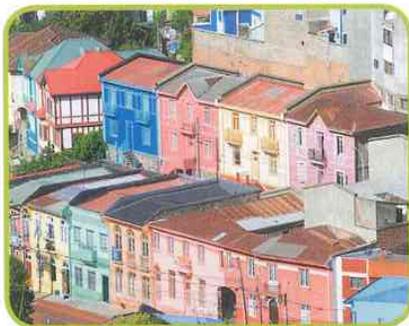
What is my house made of?

1

A



Talk about these different homes.



Which home is most like the one you live in?

Talk to the group about your house.

Listen when other people are talking.

It's important to be a good listener.

Tip

When other people are talking, you need to:

- listen to what they are saying
- look at them and look interested
- sit still
- think about questions you can ask them.

B



What are houses made from?

Read about different building materials.



Materials for building

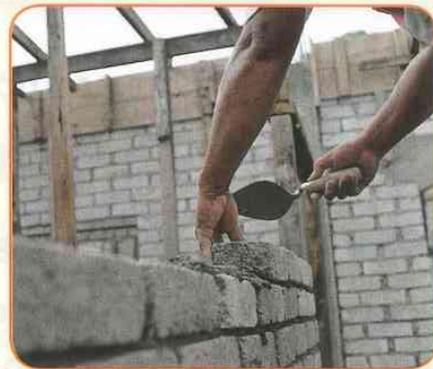
Houses are built from different materials. Some houses are made of wood because people can cut down trees to get wood. Some wooden houses are very old, but some are very new.

Some houses are made from brick and stone. These materials make strong, thick walls. If you live where it is cold and there is a lot of wind, you need strong, thick walls.

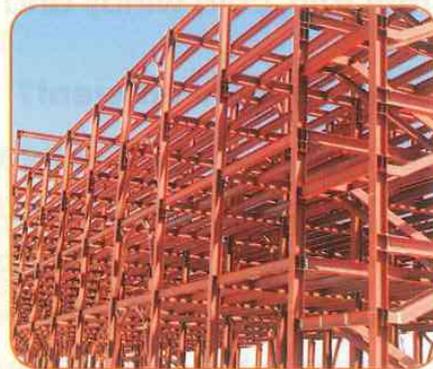
Tall apartment blocks are built in cities because there isn't enough space to build houses for everyone. They are made out of a steel frame filled with concrete or glass. Steel is a very, very strong metal. You need a strong material because tall buildings are very heavy. Tall buildings need to stay upright even if the wind is blowing hard.



Wood



Brick



Steel



Read the questions and say the answers before you write them in your notebook.

- 1 How do people get wood for building houses?
- 2 Why do some houses need thick walls?
- 3 What are tall apartment blocks made from?
- 4 Where are tall apartment blocks built?

Language focus

Question words

- The words *what, where, when, who, why, which* and *how* are often called **wh** question words. Can you think why?
- Many questions begin with one of these words. Which of these words can you find on these pages?
- Look at the end of the questions on page 97. What can you see instead of a full stop? Why do you think it is called that?

2



A Why do houses have roofs? Read to find out.

Why do houses need roofs?

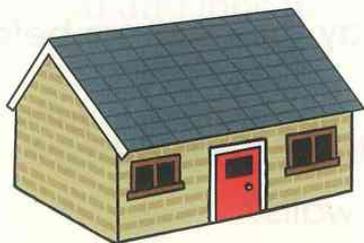
Roofs help to keep people safe by protecting them from the weather. Roofs are on top of the house so they can give shelter from rain, cold winds and the hot sun.

How are roofs different?

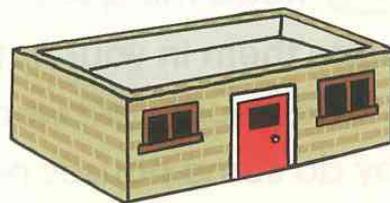
In some countries where there is a lot of rain, roofs are built with slopes on them so the rain goes down the slope and onto the ground.

In hot, sunny countries people need roofs to provide shade during the day. Sometimes, the roofs are flat so that people can enjoy sitting on them in the evenings when it is not too hot. Some people sleep on the roofs of their houses.

All houses have roofs



sloping roof



flat roof

B  Check the text.

Read the questions and say the answers before you write them.

1 What is the missing word in this sentence?

Roofs help to _____ people from the weather.

2 Why are some roofs sloped?

3 When do people sit on their roofs?

How did you know which part of the text you needed to read to answer each question?

C  Find the reasons for writing texts.

1 What do you think the text about roofs is for? Is it:

- a story?
- a set of instructions?
- telling you about what someone did?
- explaining something?

2 How do you know what the text is for?

D  What do you think the text about roofs explained?

Texts that explain things are called **explanations** or **explanatory texts**. In the explanation about roofs, can you find:

- | | |
|--------------|--------------|
| 1 a heading? | 3 a caption? |
| 2 a label? | 4 a diagram? |

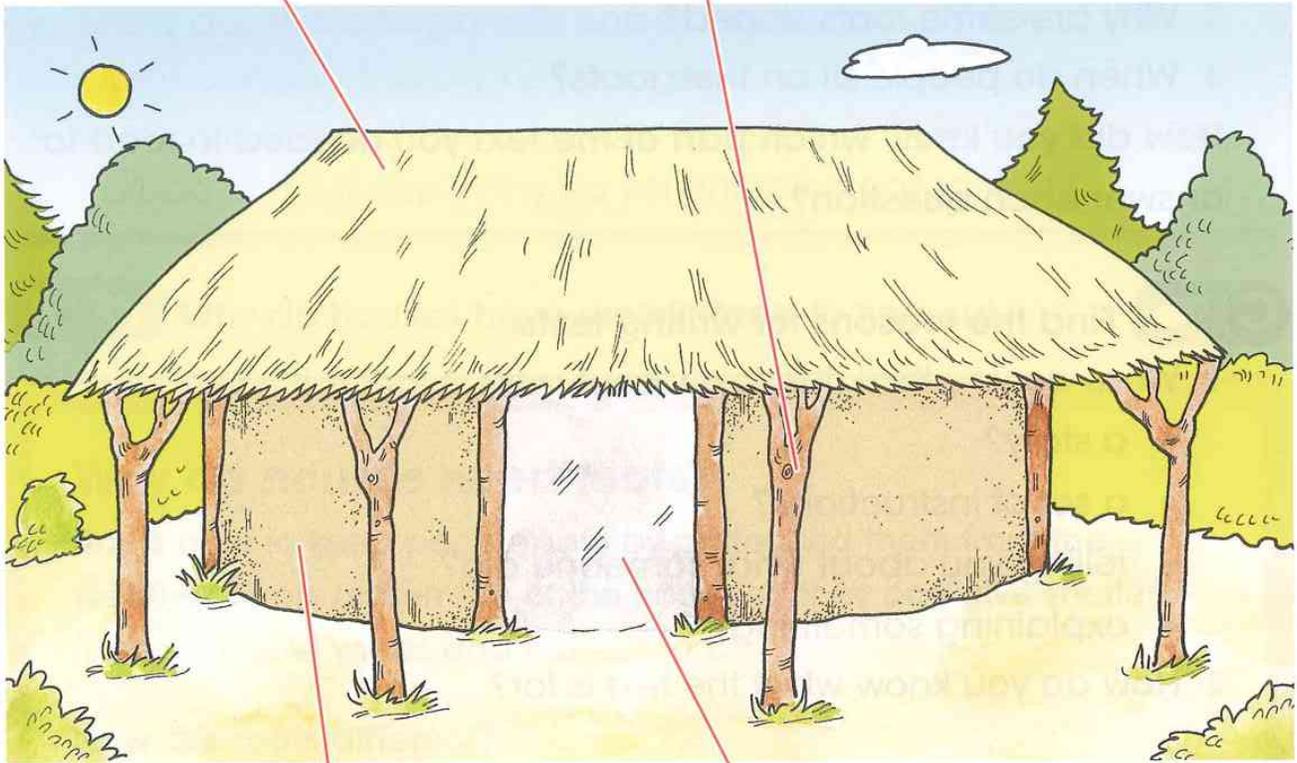
Language focus

Find the words *need*, *sleep*, *people* and *evening* in the text. Which vowel sound is in all of these words? Find the letters that make the vowel sound. Which other ways do you know of spelling this sound?

3 **A**  What can you find out about this hut from the diagram?

Layers of long tough grass make the roof.

Tree trunks hold the roof up.



Mud and clay from the ground is used to make the walls.

This gap is a place to enter the house. It also lets in light.

B   Check the text.

Read the questions and say the answers before you write them.

1 Write the missing word from the sentence:

The roof is made of _____ .

2 What holds the roof up?

3 What are the walls made of?

4 Where do you think the builder of this hut gets the building materials?



Look at the chart and answer the questions. The chart shows the type of home that children from a class live in.

| | | | | |
|--------------------|---|---|---|---|
| 8 | | | | |
| 7 | | |  | |
| 6 | | |  | |
| 5 | | |  | |
| 4 | |  |  | |
| 3 |  |  |  | |
| 2 |  |  |  | |
| 1 |  |  |  |  |
| Number of children | Detached house | Terraced house | Apartment | Other kind of home |
| |  |  |  |  |

Answer these questions about the chart.

- 1 Which type of home do most of these children live in?
- 2 How many children live in detached houses?

Can you think of a question to ask?

What do you think the 'other kind of home' could be?



Language focus

A sentence begins with a capital letter, makes sense and ends with a full stop.

We can sometimes join sentences together using words like *and*, *but*, *so*, or *or*. This longer sentence begins with a capital letter and ends with a full stop too.

D  Use *and*, *but*, *so* or *or* to join the sentences.

Say your new sentences aloud before you write them.

- 1 Some houses are made of wood. Some houses are made of brick.
- 2 Houses are made of different materials. They all have a roof.
- 3 People have to get inside. All houses have doorways.
- 4 Would you like a big house? Do you prefer small houses?

4

A  Read the the **Language focus** box below.

Do the explanations in this unit have these features?

Language focus

Features of an explanatory text include:

- They explain *how* or *why* something happens.
- One piece of the explanation leads into the next, so you must read the text in the order it is written.
- They are written in the present tense and have explaining words like *so* and *because* to join sentences.
- They may have headings, labels, captions or diagrams.

B  Look at some other explanation texts.

Look online or find books in the library.

Which features do they have? Make a list.

Make a table like the one below.

- Write the features in a list down the side.
- Write the names of the texts you look at along the top.
- Put ticks to show if the text has the feature.

| Features | Name of text | | |
|--------------------------------------|------------------------|---------------------------|--|
| | Materials for building | Why do houses need roofs? | |
| Explains how or why | ✓ | ✓ | |
| One thing leads to the next | ✓ | ✓ | |
| Present tense | ✓ | ✓ | |
| Headings, labels, captions, diagrams | ✓ | ✓ | |

C  Write about an explanation or explanatory text.

Tell your reader:

- what the explanation is about
- which features you found
- whether you think it is a good explanation or not
- if you think your reader should read the text.

Remember to use full stops and capital letters when you write sentences.



5**A**

Copy the English alphabet into your notebook in your best handwriting.

abcdefghijklmnopqrstuvwxyz

Write these words about houses in the order you would find them in a dictionary.

building

window

house

door

roof

Did you know?

Did you know these facts about dictionaries?

- Dictionaries are books of words and their meanings.
- Words are listed in alphabetical order.
- There are different kinds of dictionary because people use dictionaries for different reasons.
- The first dictionary we know about was written nearly 5000 years ago in Syria.
- The first dictionary of the English language was written more than 400 years ago.

B  Which of the building words is missing in each definition?

The **definition** of a word explains what it means.



- 1 A _____ is a structure like a house or a school or a factory.
- 2 A _____ is on top of a building.
- 3 We enter a building through a _____ .
- 4 A _____ is a building that people live in.

C  Read these definitions. Add the prefix **un** or **dis** to the words. Say and write a definition for each new word.

agree – When you agree with someone, you think the same as they do.

dress – When you dress, you put your clothes on.

obey – When you obey someone, you do what they tell you to do.

tie – When you tie something, you do it up and make a knot.

Language focus

A **prefix** is a group of letters which you add to the beginning of a word to change its meaning. You can make some words mean the opposite by using the prefixes **un** or **dis**.

happy – unhappy



appear – disappear



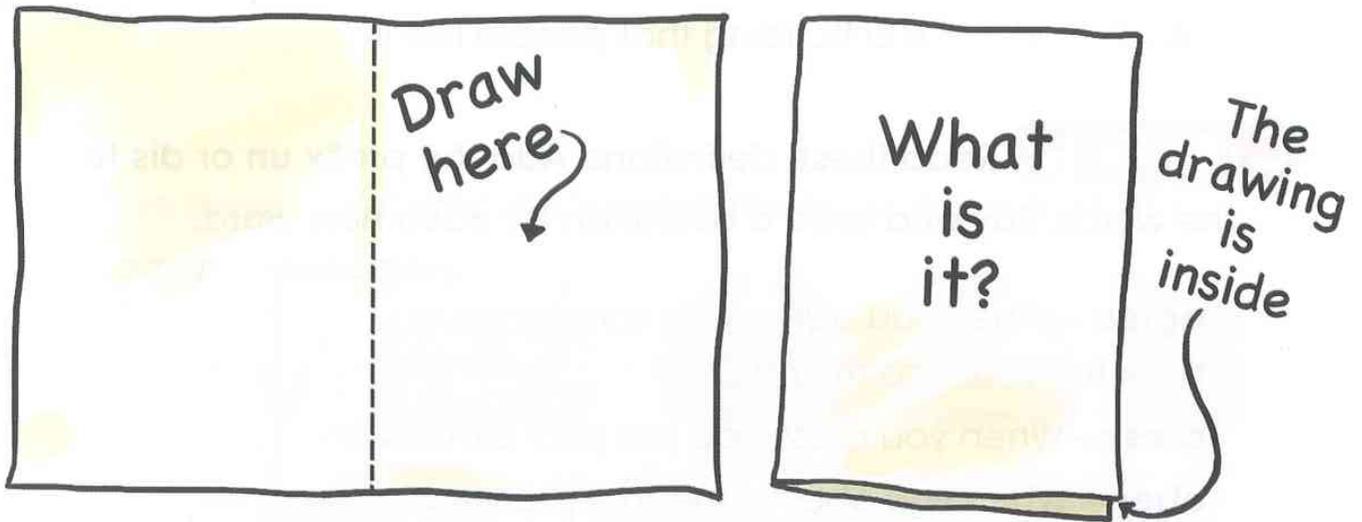
6



Follow the instructions.

How to make a *What is it?* card.

- 1 First, fold a piece of paper in half.
- 2 Then draw something inside the page.
- 3 Then, close the paper up again so no-one can see your drawing.
- 4 Finally, write *What is it?* on the front of the paper.



You can draw anything you like.



B  **Play the game.**

How to play *What is it?*

- 1 Give your listeners one clue about your drawing. Can they guess what it is?
It's a long tube made of plastic or paper.
- 2 Think about important information they might need to guess your drawing.
- 3 Give them another clue. Can they guess what it is now?
You put it in your glass so you can drink through it.
- 4 Keep giving them clues until they guess.

Language focus

We can sometimes join sentences together using words like *and*, *but*, *so* or *or*. The longer sentence begins with a capital letter and ends with a full stop, for example:

It has four legs **and** it barks.

C  **Write a definition.**

- 1 Make a list of all the clues you had to give other learners.
- 2 Think of a definition that explains what your picture shows – but don't use the word that gives away the answer.
- 3 Your definition must be at least two sentences long.
One of the sentences must be a joined sentence.

Before you write your definition, practise saying it aloud.

Write your definition on the back of your *What is it?* card.

How do you build a tall building?

The early days

About 100 years ago, people discovered how to make long solid beams of iron and this allowed them to start building tall buildings called skyscrapers. Later, people learned how to make beams of steel, which is lighter, so builders could build even taller buildings.

Making the frame

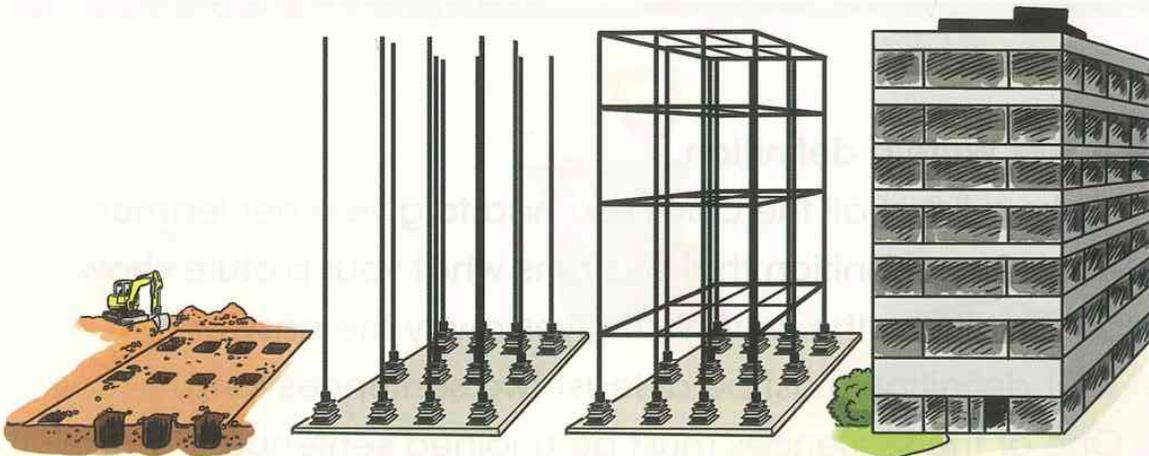
First, builders dig lots of holes deep into the ground to support the weight of the building.

They put very long poles of steel rods into the holes and fill the holes with cement to keep the rods upright.

Then they put joining rods across the uprights so they can make floors.

Making rooms

Finally, the builders use glass and concrete to fill in the gaps between the steel poles to make rooms with walls, floors and ceilings.



Dig deep holes in the ground.

Put long iron or steel poles into the holes.

Put more iron or steel poles across to make the floors.

Fill in the gaps with glass and concrete.

The words *tall* and *more* have an **or** sound. Can you find two more words in the text with that sound?



B  What is the main idea of the text:

How do you build a tall building?

What is the main idea in each paragraph?

What does the diagram show?

Choose three words you don't know from the text. Look them up in a dictionary. Write your words and their definitions in your notebook.

Paragraphs are groups of sentences that are about the same idea. Paragraphs usually have extra space left above them and below them.



C  Read other explanation texts.

Discuss the main idea of the text and each paragraph. Talk about what you can learn from text, diagrams, maps, charts and pictures.

Tip

Look at explanations on the computer. The paragraphs there have main ideas too!

8 **A**  Check the text.

Read the questions about how to build tall buildings with a partner and say the answers before you write them.

- 1 What happened about 100 years ago to allow people to build skyscrapers?
- 2 What is the first thing that is done when building a skyscraper?
- 3 What do the rods that go across the upright rods do?
- 4 Why do you think tall buildings are called skyscrapers?

- B**  Write notes about how to build tall buildings using the text on page 108.

What type of words give you the most information?



Language focus

How to make notes

- Write only the most important words. Choose the words which give the main idea.
- Leave out words like *the*, *a* and *of*.
- You don't have to write in sentences.

- C**  Which joining words can you find in the text about how to build tall buildings? Write them in your notebook.

Language focus

Compound sentences and joining words

Compound sentences are sentences which are joined together with the joining words *and*, *or*, *so* or *but* to make a longer sentence.

- 9** **A**  Join the sentences.

Use the words *and*, *but*, *or* or *so* to join the sentences.

Say the sentences before you write them.

- 1 Dens are fun to build _____ you must ask an adult first.
- 2 You can build a den inside _____ you can do it outside.
- 3 A den can be a blanket over a frame _____ you need to plan it carefully.
- 4 You can decorate your den _____ you have to build it first.
- 5 You can share a den with a friend _____ you have more fun.



Read the text. Think how you would finish it.

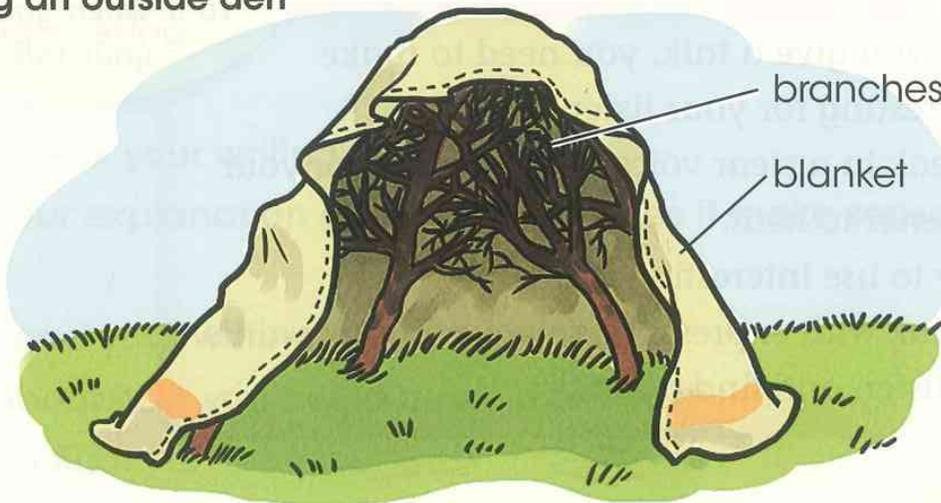
Building a den

Dens are shelters that children can hide or play in. They can be built almost anywhere. They can be any size or shape.

Building an inside den

Inside dens can be built by putting blankets over tables or chairs.

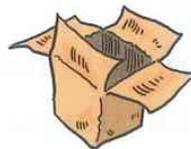
Building an outside den



This den is a blanket over a frame of branches

Write notes about how you would build an outside den.

Look at the pictures. How would you use them? Or what else could you use? What else could you use to make a den?



Plan a talk to explain how you would build an outside den.

Read your plan to a friend. Draw a picture if you wish.

10



A Read your notes and your plan from the last session. Practise saying your talk inside your head or in a whisper. Say your talk out loud to a friend.



B Present your talk about building a den to your group. Listen to others when they talk. Try to think of questions to ask them.

Tip

When you give a talk, you need to make it interesting for your listener.

- Speak in a clear voice, loud enough for your listener to hear.
- Try to use interesting words.
- Speak with expression, so your listener wants to listen and find out more.

If you have done a drawing, you can point to it when you give your talk.



11



A Look back at the text about *Materials for building* on page 97. Think about how the writer organises the text.

- How does it start?
- What is next?
- How are the pictures and captions used?

Tip

Remember that:

- A sentence must make sense. It must begin with a capital letter and end with a full stop, a question mark or an exclamation mark.
- You can join sentences using words like *and*, *but*, *so*, or *or*.
- A joined sentence must **also** begin with a capital letter, make sense and end with a full stop, a question mark or an exclamation mark.

B  Write an explanation about how to build a den.

You can use the *Materials for building* text as a model.

Remember to use:

- headings
- diagrams and captions
- paragraphs with sentences which are about the same idea
- capital letters and full stops or question marks
- joining words in some sentences
- good spelling.

C  Check your writing.

Read your explanation aloud quietly. Does it make sense?

12

A  Read your writing aloud three times.

Think about how you could make it better.

Can you find:

- **two words** you could change and make more interesting?
- **two places** where you could add more detail or more information?
- **two sentences** you could join with the words *and, but, so, or*?

Think about making corrections.

Can you find:

- **two spelling mistakes** you could correct?
- **two more places** that need a full stop or a capital letter?

B  Did you use all the features?

Write down something you did in your writing that you are proud of.

Write down something that you would like to do better.

Unit review

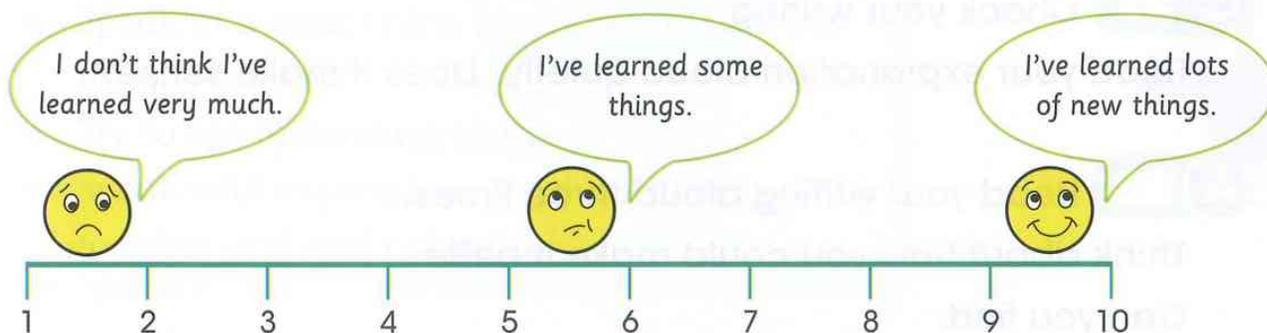
A  What was the same about all of the texts?

Which do you think are the most important features of explanations?

Why do writers of explanations sometimes use pictures or diagrams?

Where on this line is your learning about explanations?

Point at the scale.



B  Finish the following sentences:

- 1 Most people live in buildings **and** ...
- 2 It would be fun to live in a tent **but** ...
- 3 In cities there isn't much room to build houses **so** ...

Where on the line is your learning about joining sentences?

Point at the scale.



Copy the sentences. Choose a word from the box to write in each gap. There may be more than one possible answer.

what where when who why which how

- 1 Explanations tell us _____ or _____ things happen.
- 2 _____ do people make tall buildings?
- 3 _____ did people start to live in houses?
- 4 _____ type of house would you like to live in?

Where on the line is your learning about wh question words?
Point at the scale.

6

Poems by famous poets

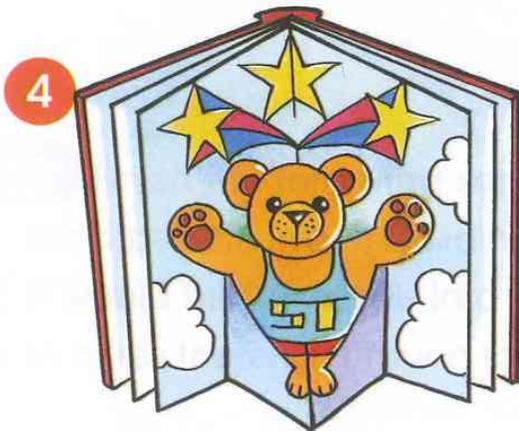
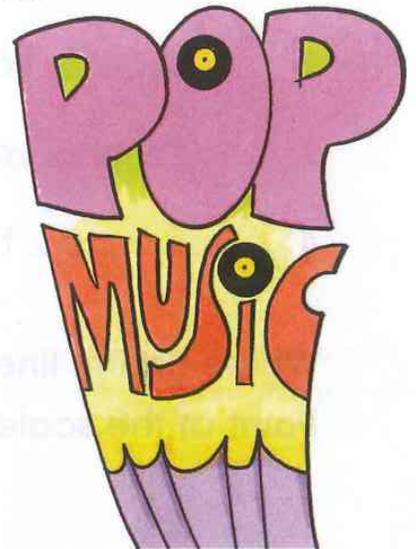
1

A



Look at these pictures. They all have something to do with the word *pop*.

Say what the word *pop* means in each picture.



What other ideas can you link to this word?

B



Read the poem *Busy Day*.

Work out what the word *pop* means in this poem.

How many times is the word *pop* in the poem?

Busy Day

Pop in
pop out
pop over the road
pop out for a walk
pop down to the shop
can't stop
got to pop
got to pop?
pop where?
pop what?
well
I've got to
pop round
pop up
pop in to town
pop out and see
pop in for tea
pop down to the shop
can't stop
got to pop
got to pop?
pop where?
pop what?
well
I've got to
pop in
pop out
pop over the road
pop out for a walk
pop in for a talk ...

Michael Rosen



The poet Michael Rosen

C  Read *Busy Day* again.

Read the questions and then write your answers in your notebook.

- 1 Which poet wrote *Busy Day*?
- 2 Find two words in the poem that rhyme with *pop*.
- 3 How many lines are there in the poem?
- 4 What can you say about the layout of this poem?
- 5 Give an example of repetition in the poem.

Use this **Language focus** box to help you with the special words.

Language focus

Here are some words we use to talk about poems:

- **poet**: the person who wrote the poem
- **rhyme**: words that have the same sound endings, for example:
walk, talk and *see, tea*
- **line**: all the words written on the same line of writing
- **layout**: how the poem looks on the page or screen
- **repetition**: words or phrases that are repeated throughout a poem.

D  **Perform!**

Work with a group to read and say the rhyme again together.

- Work out some actions for each line.
- Will you do something each time you say the word *pop*?
- Will you use a musical instrument? A sound? An action?

Michael Rosen is the poet.
He wrote the poem. What can you
find out about this poet? Many of
Michael Rosen's poems are funny.
Find one that you really like.



2

A



Read *Riding Down to Boxland*.

It is another poem by Michael Rosen.

Every time you see a box like this
say "Riding down to boxland"!



Riding Down To Boxland



where people live in boxes,



the people live in boxes,
no chickens there,
been eaten by the foxes.



saw a box looking good,



found a box looking good,
wanted to knock on the box
wondered if I should.



I knocked on the lid,



knock, knock on the lid,
though I knocked loud
you'd never know I did.



no answer from inside,



not a sound from inside
I picked up the box
to take it for a ride.

Riding **back** from boxland
the box coming with me,
riding back from boxland
the box coming with me,
laid it out at home,
for everyone to see.

When I got back from boxland
everyone was there,
I was back from boxland
everyone was there,
no-one looked inside
there's no-one who dared.

Michael Rosen

B  Discuss the following questions in a group and record your group's answers.

- 1 Where is boxland?
- 2 What is boxland like?
- 3 What did the poet find there?
- 4 What did he do there?
- 5 Why did he take the box for a ride?
- 6 Why did no-one dare to look inside?
- 7 What does your group think is inside the box?

C  Point to a word from each column to make up one new word.

Write the new words in your notebook.

| | |
|--------|-------|
| box | print |
| rain | board |
| foot | bow |
| butter | land |
| skate | ball |
| basket | fly |

Example: *boxland*

A word made of two smaller words is called a **compound word**.
Can you think of any more?



D  *Busy Day* and *Riding Down to Boxland* are both poems by Michael Rosen.

Which do you like best? Explain why.

Think about the following:

- the words used
- the meaning
- the settings
- the picture each poem paints
- the rhyme
- the layout.

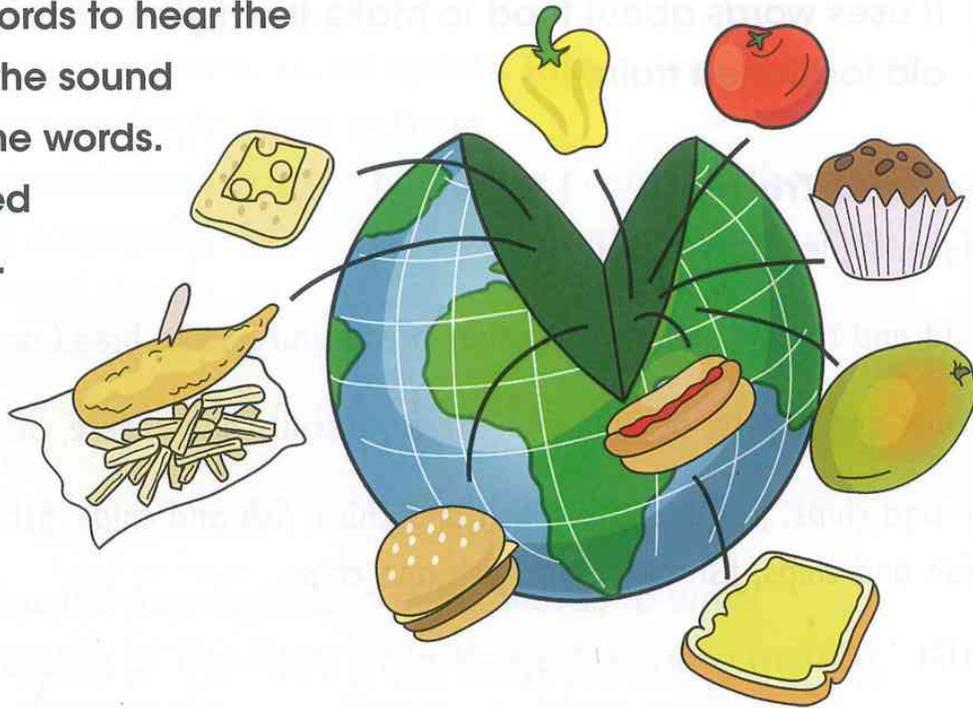
3



Look at this picture and say the words for each type of food.

Clap the words to hear the pattern of the sound made by the words.

This is called the rhythm.



Language focus

Rhythm: the repeated sound pattern made by the words.

Rhyme: words that have the same sound endings, for example *boxes* and *foxes*.

Rhythm and rhyme are different, so take care not to muddle them.



You are going to read the poem

The Food Train by the poet Julia Donaldson.

First, find out about Julia Donaldson to make a class poster:

- facts about her as a person
- facts about her family life
- facts about her as a writer
- facts about other things she is known for.





Read the poem *The Food Train*.

It uses words about food to make the rhythm of an old-fashioned train.

The Food Train

Cof-fee, cof-fee, cof-fee, cof-fee.

Bread and butter, bread and butter, bread and butter, bread and butter,

Biscuits and cheese, biscuits and cheese, biscuits and cheese, biscuits and cheese,

Fish and chips,
fish and chips, fish and chips, fish and chips,

SOUP!

Julia Donaldson



Work in groups to say this poem out loud.

Use the rhythm to make it sound like a train.



Tip

Tips for a good performance

- Welcome your audience. Stand up tall. Take a deep breath. Smile before you begin. Look at them.
- Make an introduction: say the title of the poem and the poet's name. Say something about Julia Donaldson before you begin.
- Say each word clearly.
- Speak with a strong, loud voice.
- Start slow and get faster. Finish like a train whistle.
- Add arm actions or use an instrument.

E



Choose new food and drink words to write

your own version of *The Food Train*. Keep the same rhythm.

Say and write your new poem.

4

A



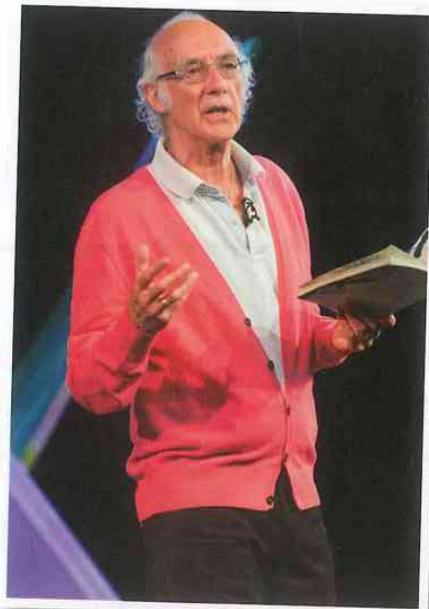
Look at the notes about another poet, Roger McGough.

Say what they mean.

award-winning.

born 1937
England

poems for
adults and
children



was in pop
group

writes plays

sometimes
writes poems
on plates

Find out more about him.

Make a Roger McGough fact file.

Remember that notes
are not in sentences.



B  Read this poem by Roger McGough. It is a shape poem.

C  Read each question. Say each answer and then write it.

- 1 What does the poem make you think about?
- 2 What can you say about the layout?
- 3 What can you say about the lines in the poem?
- 4 What can you say about the rhyme in the poem?
- 5 What is the poem about?

Downhill Racer

Down
the
snow
white
page
we
slide.
From
side
to
side
we
glide.
Pass
obstacles
with
ease.
Words
on
skis.
Look out.
Here
comes
a
poem
in
a
hurry!

Language focus

Remember the words we use to talk about poems include:

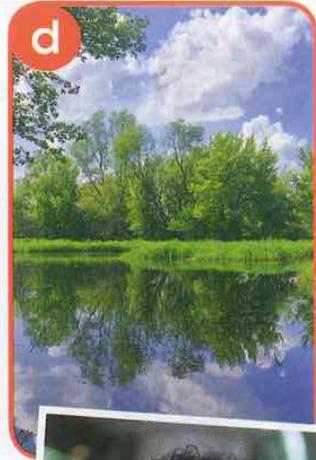
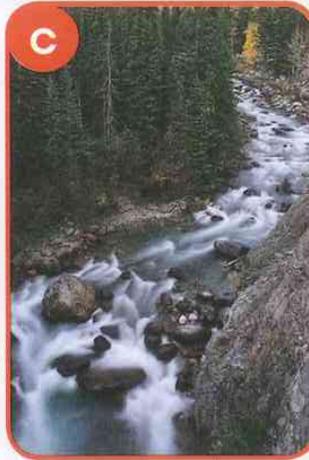
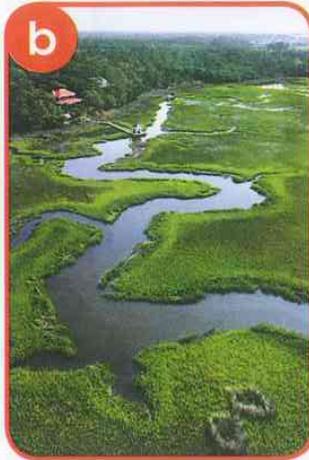
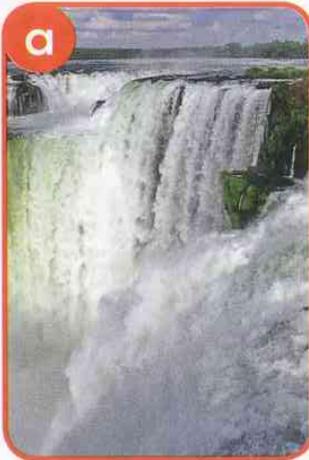
- **rhyme**: words that end in the same way for example: *walk, talk* and *see, tea*
- **line**: a *line* in a poem is all the words written on the same line of writing
- **layout**: how the poem looks on the page or screen.

5**A**

Look at these pictures of rivers.

Use three interesting words to describe each picture.

Choose one of the pictures and write an interesting sentence about it using all three of your words.

**B**

Find out what you can about Valerie Bloom, another poet. Write the facts in your notebook or add them to a class display. Read this poem by Valerie Bloom.



I found out that the poet Valerie Bloom was born in Jamaica.



The River

1 The River's a winder,
Through valley and hill
He twists and he turns,
He just cannot be still.

3 The River's a baby,
He gurgles and hums,
And sounds like he's happily
Sucking his thumbs.

2 The River's a hoarder,
And he buries down deep
Those little treasures
That he wants to keep.

4 The River's a singer,
As he dances along,
The countryside echoes
The notes of his song.

Valerie Bloom.

Language focus

The River's a ... is short for *The River is a ...*.
The apostrophe ' replaces the letter **i** in the word *is*.

Apostrophe is a word with four syllables.
The letters **ph** make the letter sound **f**, like in the word *elephant*.



Match each word to its meaning.

a winder

a hoarder

treasures

gurgles

echoes

someone that gathers things

someone or something that twists and turns

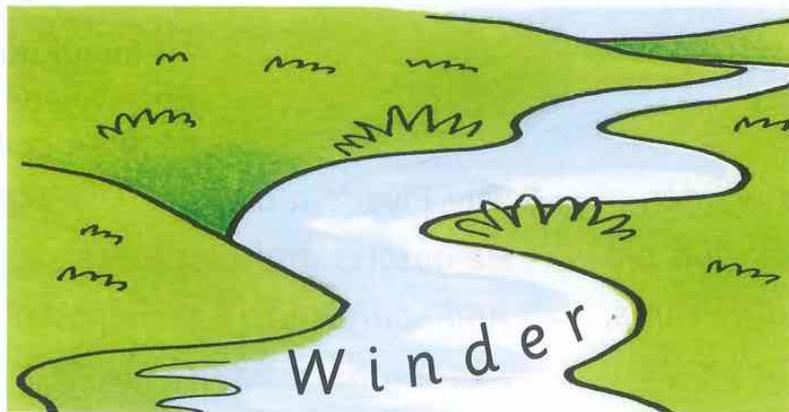
makes a sound like a baby or running water

makes a sound that repeats another sound

a collection of rich things like gold or jewels

Write both the word and its meaning in your notebook.

Write it in a way that will help you to remember the word.



6 **A** Write the four things that the poet tells us the river is like.

Tip

Valerie Bloom describes the river as if it is a person.
This is a good tip to try when writing your own poems.

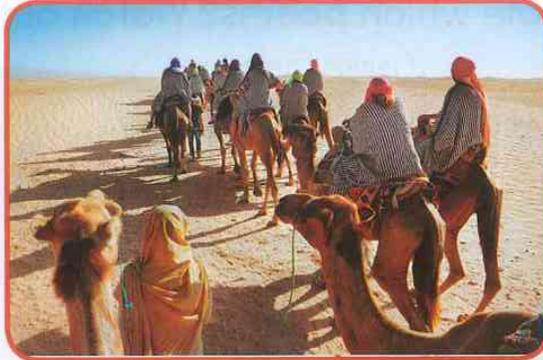
B  What else could the river be like?

Use the photos on page 125 for ideas.

In a group, look at the photos below. Discuss if you think a river can be like ...



... a snake



... nomads.



... a mirror



... chatting friends

C  Write a similar poem using Valerie Bloom's idea of the River as a person. These ideas will help you.

The Waterfall
is a ...

The Sea
is a ...

The Wind
is a ...

The Sun
is a ...

If you can, make
lines two and four
rhyme.



D  Write a list of the poetry features that you can see in the poem *The River*. Look back at the Language focus boxes on pages 118 and 121 if you can't remember what to look for.

Unit review

A   Read or say each poem from this unit. Look back in your book if you need to check the words.

Which poet wrote which poems? Watch out: one poet wrote two poems!



Busy Day

The River



The Food Train



Riding Down to Boxland

Downhill Racer



Which poet have you enjoyed best? Why?

Which poem have you enjoyed best? Why?

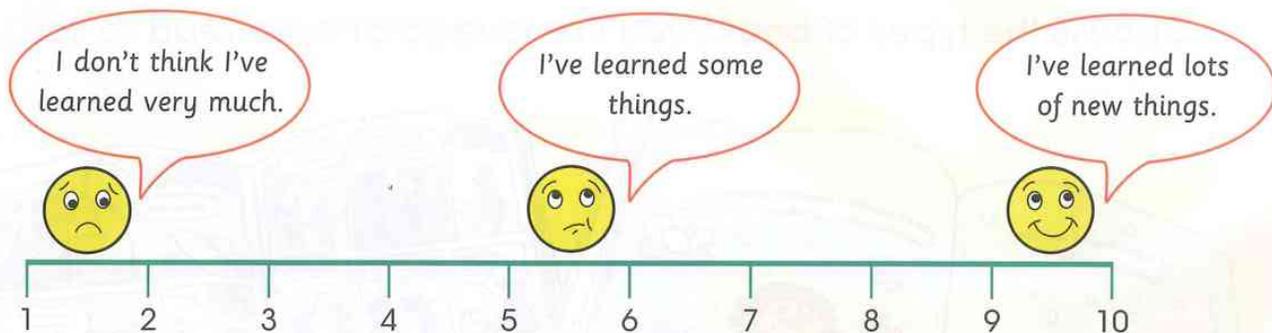


I really like the Michael Rosen poem, **Busy Day** because I like bobbing in and out of water and it's a bit like **popping** in and out of town!

I liked Julia Donaldson best because I already know some of her other stories and poems.



Where on the scale is your learning about ...
 ... reading and performing poems?
 ... writing poems?
 ... recognising features of poems?



B ★ Play the game *Phonics Four-in-a-Row* in a team.

Make a die like this, with **or**, **ar** or **ur** on each side.

- 1 Throw the die and look at the sound you get.
- 2 Then find a word on the board that matches the sound. Cover it with a counter.
- 3 When you get 'four in a row' you are the winning team.



| | | | |
|------|--------|---------|------|
| for | turns | star | word |
| saw | father | search | her |
| burp | surf | learn | sort |
| door | park | gurgles | pass |

7

Stories by famous writers

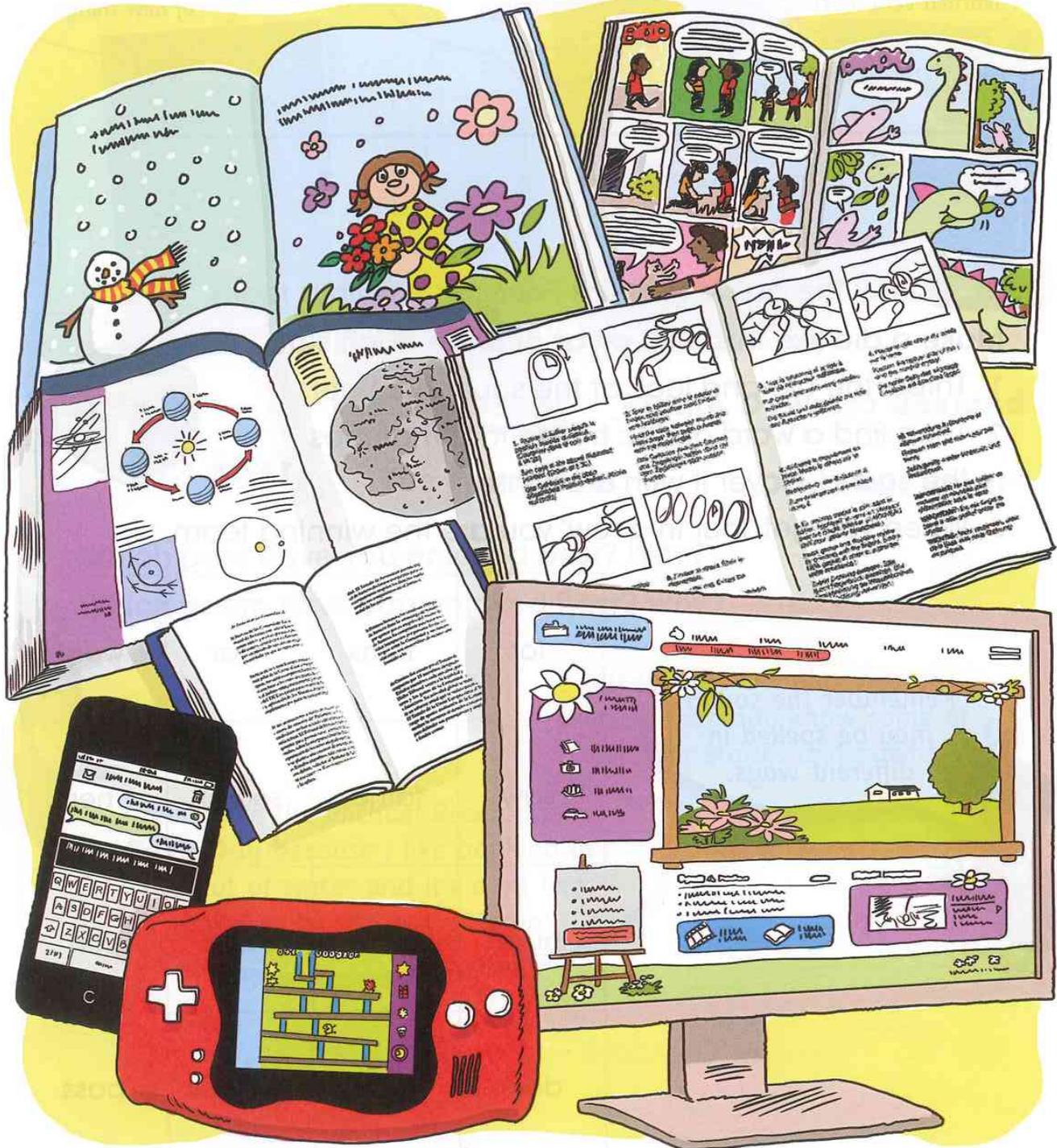
1

A



What do you like to read?

Discuss the types of books you like to read or have read to you.



B  Do you know the names of any authors?

Which authors write books you like to read?

Can you explain what you like?

C  Read about the author Dick King-Smith.

Fact file

Name: Dick King-Smith

History: Dick King-Smith is a very famous English writer. He was born on 27th March 1922 and died on 4th January 2011. Almost all of his books are about animals because he was once a farmer. He loved working with animals. He had pet dogs called Susie and Dodo, pet rats and mice as well as budgies, geese and rabbits.

Dick King-Smith wrote over 100 books for children of all ages. He published his first book in 1978 and his last one in 2007. That's nearly 30 years of writing! Dick King-Smith wrote all of his books using pencil or pen because he never learned how to use a computer.



D  Dick King-Smith wrote a book called *The Hodgeheg*. Look at the pictures. Which of these animals do you think it will be about?



2 **A**  Read this part of the beginning of the book *The Hodgeheg*.
A small hedgehog called Max was run over by a bicycle when he was crossing the road on a zebra crossing.

From The Hodgeheg

He remembered nothing of his journey home, wobbling dazedly along on the now deserted pavement, guided only by his sense of smell. All he knew was that he had an awful headache.

The family all crowded round him on his return, all talking at once.

“Where have you been all this time?” asked Ma.

“Are you all right, son?” asked Pa.

“Did you cross the road?” they both said, and Peony, Pansy and Petunia echoed, “Did you? Did you? Did you?”

For a while, Max did not reply. His thoughts were muddled, and when he did speak, his words were muddled too.

“I got a head on the bump,” he said slowly.

The family looked at one another.

“Something bot me on the hittom,” said Max, “and then I headed my bang. My ache bads headly.”

“But did you cross the road?” cried his sisters.

“Yes,” said Max wearily. “I hound where the fumans cross over, but –”

“But the traffic only stops if you’re a human?” interrupted Pa.

“Yes,” said Max. “Not if you’re a hodgeheg.”

Did you know?

Hedgehogs live in many parts of Africa, Asia and Europe. They sleep during the day and come out at night to eat slugs and insects. They are covered in spines and can roll themselves into a ball if they think they are in danger.

B  Read the story again.

First read it to yourself and then read aloud with expression.

Tip

To make your reading aloud even better:

- First practise reading the text quietly to yourself.
- Make sure you know how to say all of the words: use sounds and syllables to help you.
- Make sure you know what all of the words mean and what the whole text means.
- Look at the punctuation, including the speech marks. Punctuation helps you to understand the writing.
- Try to make your voice sound interesting.

C  Answer the questions about *The Hodgeheg* in your notebook.

- 1 Who is the most important character?
- 2 Where did he get hurt?
- 3 How did he walk as he went home?
- 4 What do you think he meant when he said, "My ache bads headly."?

Look at the words at the beginning of the questions. These are all **wh** question words.



D  Discuss the story.

How did Max feel in this part of the story?

Which words and descriptions does the author use to give us this information?

3**A**Look for words with a suffix **ly** in the story*The Hodgeheg*. Write them in your notebooks.**Language focus**

A **suffix** is a group of letters that we add to the **end** of a word. Suffixes can change the way that we use the word in a sentence. The suffix **ly** can be added to some words to tell us more about **how** or **when** an action was done.

For example: *Max was slow. He walked slowly.*

Tip

Not all **ly** endings are suffixes. If you take the **ly** away, is there still a word?

If yes, then there is a suffix: e.g. *slowly* – *ly* = **slow** so **ly** is a suffix.

If no, then there isn't a suffix: e.g. *fly* – *ly* = **f** so **ly** is not a suffix.

B

In your notebook, write the words

from the box that have an **ly** suffix.

| | | | |
|---------|----------|---------|---------|
| badly | jolly | family | lily |
| quickly | safely | reply | silly |
| bravely | kindly | finally | nearly |
| really | suddenly | sadly | usually |

Choose five of the words with an **ly** suffix.

Write a sentence using each word.

Language focus

We can sometimes join sentences together using words like **and**, **but**, **so**, **or** and **because**.

The longer sentence begins with a capital letter and ends with a full stop. For example:

Max had a headache **but** everyone was asking him questions.

His Mum was worried **because** he was home late.



C Choose from *and*, *but*, *so*, *or* or *because* to join these sentences together.

Say the sentences aloud and then write them in your notebook.

- 1 Max was crossing the road. He was hit by a bicycle.
- 2 Max rolled into a ball. He wasn't hurt too badly.
- 3 He knew that he could stay near the road. He could go home.
- 4 He wobbled as he walked. He had a bad headache.
- 5 His sisters knew he was hurt. They wanted to ask him questions.
- 6 Max hurt his head. His thoughts were muddled.



D Did you like *The Hodgeheg*?

Did you enjoy reading about Max? Talk to a partner about the book.

Discuss what you enjoyed or didn't enjoy.

Talk about why Max's words might be in the wrong order.

Did you think this was funny?

Think of some adventures Max might have in the book.

Fact file

| | |
|-----------------|---|
| Name: | Carol Ann Duffy |
| History: | <p>Carol Ann Duffy was born in Glasgow in Scotland. She is the UK's Poet Laureate which means she writes poems about important events and celebrations.</p> <p>Carol Ann Duffy writes poems for adults and children. She has also written some plays. Carol Ann Duffy has been writing stories for children since 2009.</p> |

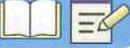


- B**   Carol Ann Duffy wrote a story called *The Lost Happy Endings*. What do you think the story will be about?
Read the opening of the story.

The Lost Happy Endings

Jub's job was important and she was very proud of it. Each evening when dusk was removing the outline of things, like a rubber, Jub had to shoulder her big green sack and carry all the Happy Endings of stories from one end of the forest to the other in time for everybody's bedtime. Once she had reached the edge of the forest, Jub had to climb to the top of a huge oak tree, still with her sack on her back, and sit on the tallest branch. Then, very carefully, Jub would open the sack and shake out the Happy Endings into the violet evening air. She was good at this because she had six fingers on each small hand.

C  Read the story aloud again.

D  Read each question.

Say each answer then write it in your notebook.

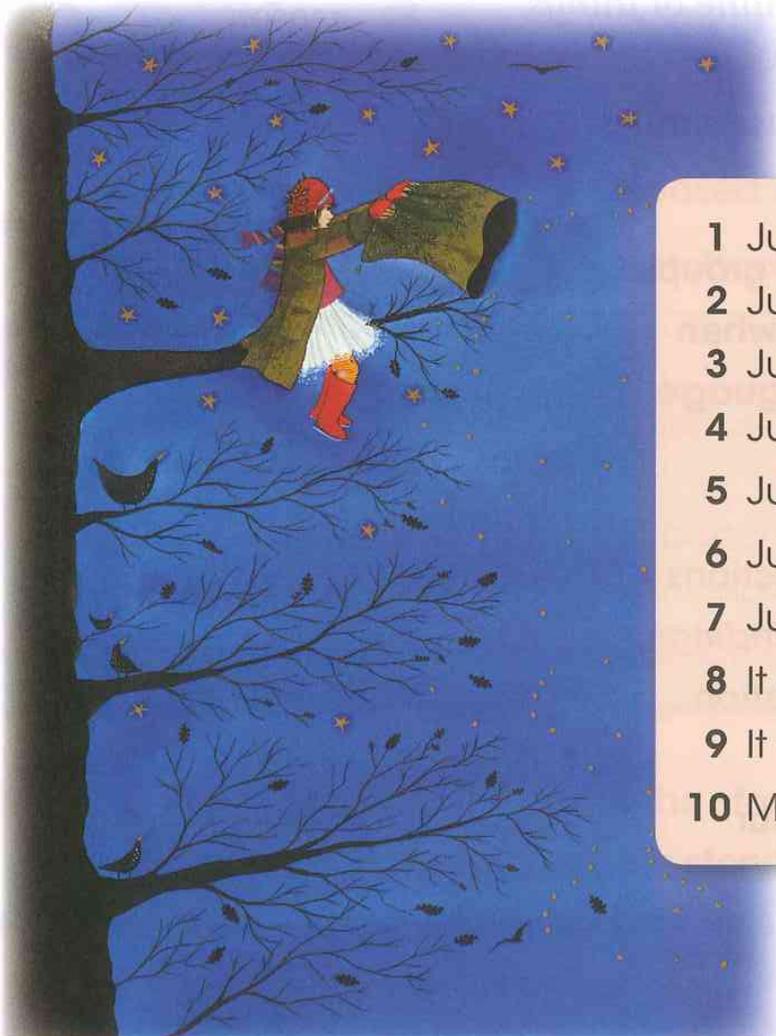
- 1 How did Jub feel about her job?
- 2 What time of day did Jub have to do her job?
- 3 Where did Jub sit to open her sack?
- 4 What was in Jub's sack?

E  In a group, read the statements in the box.

Decide if each statement is true, probably true, or we can't tell. Look for evidence in the text.

Tip

Remember to use phonics to work out the words and use punctuation to help you to read with expression.



- 1 Jub worked hard all day.
- 2 Jub liked her job.
- 3 Jub was good at climbing trees.
- 4 Jub was a human.
- 5 Jub was an adult.
- 6 Jub lived in a forest.
- 7 Jub lived in a tree.
- 8 It is always dark in the forest.
- 9 It was an old forest.
- 10 Many things lived in the forest

5

A  Re-read about Jub and her job in *The Lost Happy Endings*.

The author, Carol Ann Duffy, is a poet and she chooses her words very carefully.

- Choose three interesting words, or groups of words, from the text.
- Explain why you chose those words.

Tip

Words can be interesting because:

- they are used in an unusual way
- they help you to make a picture in your mind
- they are unusual
- you like the sounds in the word
- you like the word for another reason.

Did you know?

When you say something is like something else, you are using a **simile**. Can you spot the simile in this sentence?

Dusk was removing the outline of things, like a rubber.

Why do you think writers use similes?

B  Find two words or groups of words which tell you **when** things happen. The **Language focus box** will help you.

C  Think of three questions about *The Lost Happy Endings* that begin with **wh** question words.

Ask your talk partner your questions.

Language focus

Writers tell you about **when** things happen in stories using words or groups of words like:

- suddenly
- once
- then
- every morning at 10 o'clock
- when he had finished.

You often find these words at the beginning of a sentence.

6

A  Read about Jub again and note any joining words you find.

Why did the writer choose each joining word?

B  The sentences below give you clues about the next part of the *Lost Happy Endings* story. Say what you think happened. Then fill the gaps with joining words.

Choose from *and, but, so, or* or *because*.

- 1 Jub's sack was stolen _____ there were no happy endings to stories.
- 2 Children were crying _____ they were frightened.
- 3 Jub dreamed of a golden pen _____ when she woke up she saw the golden pen.
- 4 The sack had been stolen _____ Jub could write new happy endings.
- 5 Jub ran to her tree _____ released the new happy endings

Copy the sentences into your notebook using the joining words.

Language focus

Which kinds of sentence did the writer use?

- short simple sentences
- sentences joined with words like *because, so, and, or, so*
- sentences beginning with sequencing words.

Why did she use these kinds of sentence?

C  What do you think about the story of Jub?

Would you like to read the whole story? Why?

Explain your ideas clearly for your listeners.

7

A  Read about Michael Morpurgo.

Fact file

Name: Michael Morpurgo

History: Michael Morpurgo has won many prizes for his children's books. He started making up stories to tell his children because they always wanted new stories. He learned how to make his children like his stories and he loved thinking of new ideas. At that time, he was a primary school teacher, but he soon started writing all the time.

Michael Morpurgo was the UK's Children's Laureate, which means that everyone agrees that he is one of the best writers of stories for children. His stories often involve animals. Many of his stories have become plays or even films.



B  Read part of a book by Michael Morpurgo.

Practise reading it aloud to a partner.

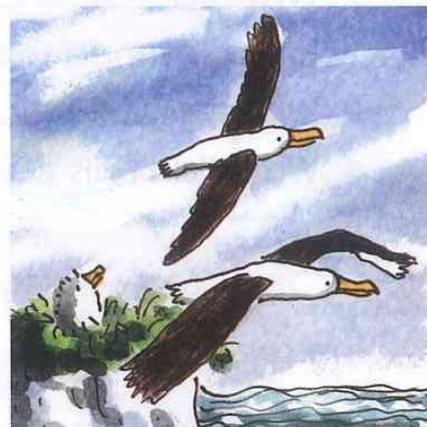
Little Albatross – Part 1

- 1 Then one bright day Mother and Father Albatross looked at Little Albatross and saw how big he was, and how strong. It would be quite safe, they thought, to leave him for a while and go off fishing together.
- 2 So away they flew, out over the cliff top, singing again their soaring song, the song of the wandering albatross.
- 3 They did not see the killer bird beneath them. But the killer bird saw them. He was watching. He was waiting.



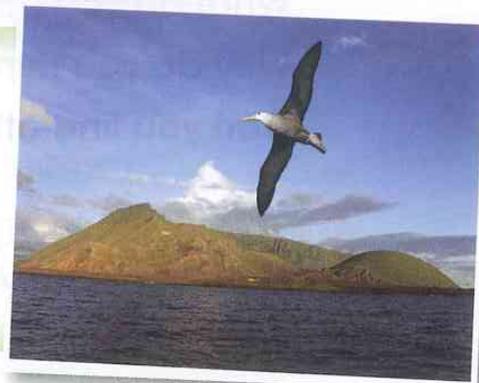
4 “Oh Father! Oh Mother!” cried Little Albatross, who had never before been left on his own. “Come back! Come back!”

5 But the wind screamed and the waves roared and they could not hear him. Out over the surging sea they soared, always on the look-out for silver flashing fish swimming below them in the surging sea. One glimpse was all they needed.



Did you know?

Albatrosses are huge flying birds that spend most of their time in the sky above the world's Southern Oceans. They build their nests on high cliff tops. When they stretch out their wings, their wingspan measures up to 3.5 metres!



Tip

When you read, remember to use your voice to make the story sound more interesting.

- Use different voices for different characters when they speak.
- Use punctuation to tell you how your voice should move when you read.

 **Talk about the story.**

Did you enjoy reading this part of the story? Why?

What do you think the killer bird wants to do?

How did your voice change when you read the dialogue?

Would you like to read more about this story? What do you think will happen?

D  Read and answer the questions.

- 1 Why did Mother and Father Albatross leave Little Albatross?
- 2 Who watched them go?
- 3 Why was Little Albatross crying?
- 4 Why didn't his parents hear him?

8 **A**  Re-read these words from *Little Albatross* and answer the questions.

over the surging sea they soared

silver flashing fish swimming

What do you notice about the words the author uses here?

Why do you think he uses this language?

Can you find other examples of language like this in the story?

B  Continue reading the story.

Little Albatross – Part 2

- 6 That night, Little Albatross slept alone on his nest. He did not see the killer bird skulking closer, closer.
- 7 When morning came, Father and Mother Albatross were still wandering the ocean together, still soaring high above the grey-green sea, when they saw a fishing boat beneath them. And look! Following behind were thousands upon thousands of silver flashing fish. A feast of fish!
- 8 Down they dived at once without ever thinking, down into the surging sea where they snatched up fish after fish after fish. Then up they swam, up towards the light, up towards the air.

Make a prediction. What happens next?

There is a clue in the picture.



Did you know?

Albatrosses eat squid and fish. They dive from a great height and eat their prey whilst still underwater. The adults keep food for their chick safe inside their own stomachs!

C Find these words in the text. What do they mean?

skulking

wandering

soaring

flashing

surging

snatched up

Which other words could he have used with a similar meaning?

D How does the writer show when events happen?

Copy some of the words he uses in Parts 1 and 2 into your notebook to show the order of events in the story.

9

A  Re-read *Little Albatross*.

What happens in each paragraph (1-8)?

Write the main idea or event from each paragraph.

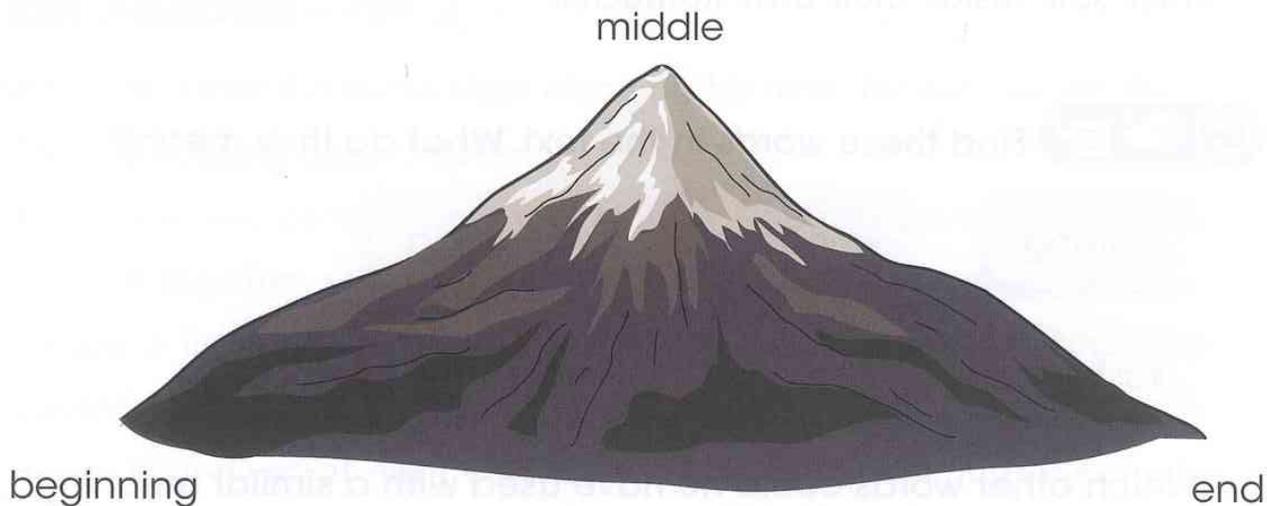
Example: Paragraph 1: Mother and Father Albatross leave Little Albatross alone.

Language focus

A text is divided into **paragraphs**. Each paragraph is a group of sentences about one idea or event. Some paragraphs are very short, but most are about three to five sentences long. Paragraphs always start on a new line. There is space before a new paragraph.

B  Did you know that stories have shapes?

The most common shape for a story is a 'story mountain' which shows the beginning, middle and end.



Here is a list of events from *Little Albatross*.

Put these sentences in order to show what happens at the beginning, the middle and the end of the story.

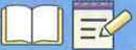
- a The killer bird threatens Little Albatross.
- b Father and Mother Albatross see fish and dive down to eat them.
- c The author introduces his characters: Father and Mother Albatross, Little Albatross and the killer bird.
- d Father and Mother Albatross get caught in the net of the fishing boat.

Think of other stories you know.
Which events happen in the beginning,
middle and end of them?



C  Predict the ending.

What do you think will happen at the end of the story?

D  Choose three words from the story that you don't know very well. Write the words in your notebook. Use a dictionary to find out the meanings. Write the meanings beside the words.

Tip

Words in dictionaries are in alphabetical order.

Remember, the alphabet is:

abcdefghijklmnopqrstuvwxyz



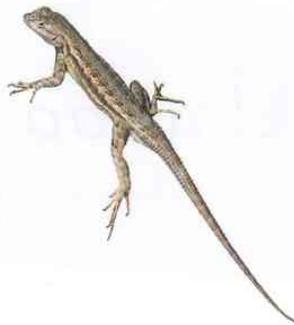
Look at the 'boxed up' story of *Little Albatross*.

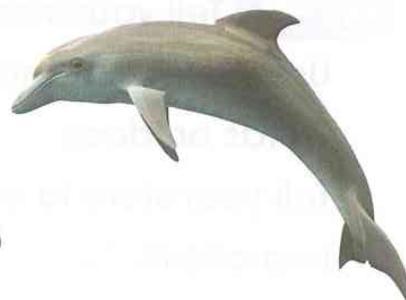
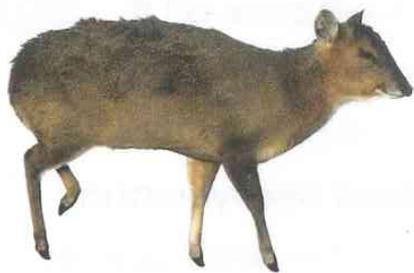
Make up a new story that follows the same pattern.

Which animals will you have in it? Where will the story take place?

Draw three boxes like those shown and write one or two events in each box.

| Original | Pattern | New story |
|---|---|-----------|
| Mother and Father Albatross leave Little Albatross. Killer bird is lurking. | Parents leave child. Another animal threatens child. | |
| Mother and Father caught in fishing net. Killer bird threatens little Albatross. | Parents can't get back. Threatening animal comes closer. | |
| Mother and Father escape and get back in time to scare off killer bird. | Parents manage to get back in time to scare off threatening animal. | |





Tip

When you plan your story, think of the **wh** question words:

- **Who** are your characters?
- **Where** does the story take place?
- **What** happens in the story?
- **When** does each event happen?
- **Why** do the characters do what they do?
- **How** do events move from the beginning to the middle to the end?

B  Write a list of **three** interesting words to describe each of your characters.

Write **three** groups of words to describe your setting.

C  Tell your story, then act it out with your friends.

When you do your role play:

- use sequencing words to tell your friends which event comes next
- use interesting words and ask your friends to use interesting words
- what might the characters say?

On your story plan, write the best words you and your friends used.

11**A**  Tell your story aloud to yourself.

Use the ideas and words on your plan. Note down any new words or ideas.

Tell your story to a talk partner. Ask them about how you can improve it.

B  You are going to write your story. Think about:

- sequencing the events in your story
- beginning some sentences with sequencing words to show the time when the event happened
- grouping your ideas around each event or action
- words characters might say and where you will put speech marks
- using *and*, *but*, *so*, *or*, *because* to join sentences.

Tip

Remember to use clear handwriting with well-formed letters.
Which letters can you join?

abcdefghijklmnopqrstuvwxyz



A  Re-read the story you wrote in the last session.

Check that:

- your story makes sense
- one event follows another in the sequence you planned
- you have used words to show when events happened
- you have used interesting words.

B  Cross out two words and change them for more interesting words.

Add one word to show when an event happened.

C  Check your spelling. Can you find three words that are not correctly spelled?

Check your punctuation. Can you find two places that need a full stop and a capital letter?

Check the tense. Have you used the past tense for the events and actions in your story?

D  Read your writing one more time.
Are you proud of what you have done?



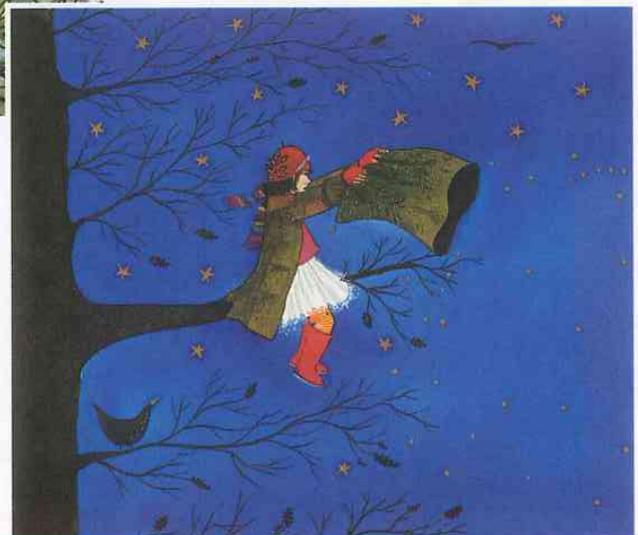
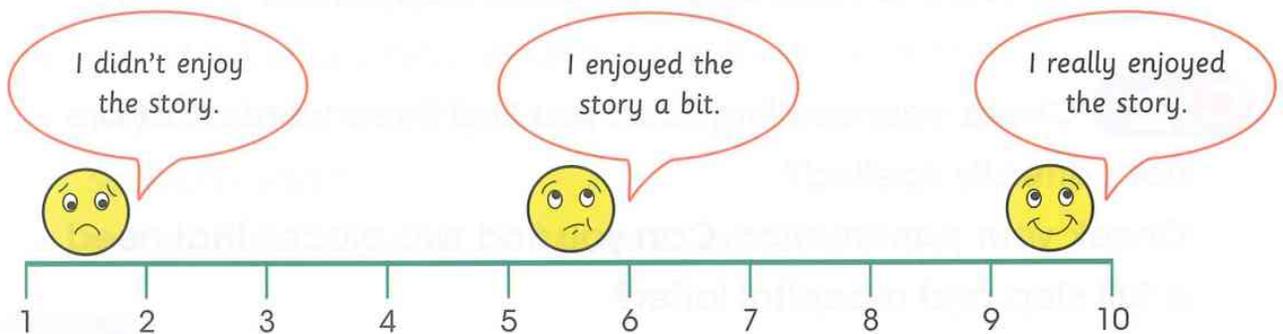
Unit review

A

- You have read three stories by different writers.
- Which story did you like the best? Why?
- Which story used the most interesting language?
Give an example.

Where on this line is your enjoyment of each story?

Point at the scale.



B  Read the questions in the box.

Why are these questions so important for stories?

- Who are the characters?
- What happens?
- Where does it happen?
- When does it happen?
- Why and how do events happen?

Answer the questions in the box for the story you wrote yourself.

- Where on the line below is your learning about answering **wh** questions for the story you wrote? Point at the scale.

C  Copy these sentences, adding a word or group of words to show when they happened.

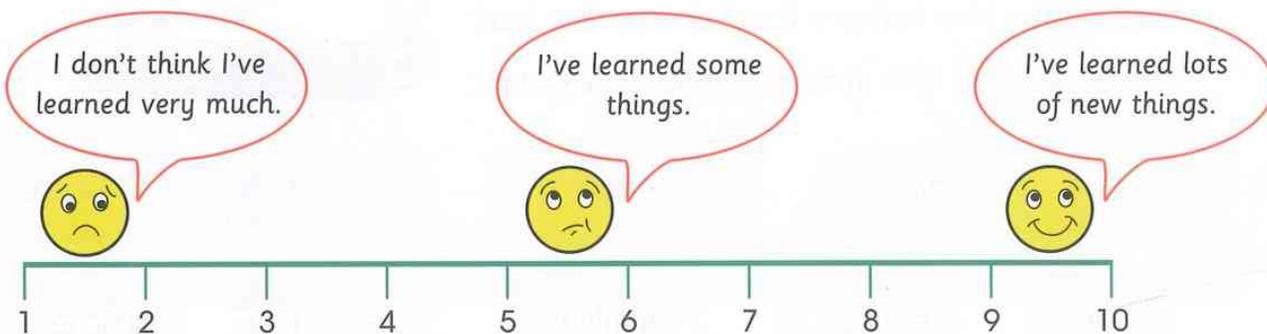
1 _____ a young zebra was alone.

2 _____ a lion was prowling around the zebra.

3 _____ the lion pounced.

4 _____ the zebra's parents were there to defend it.

Where on this line is your learning about sequencing events in stories? Point at the scale.



8

Things under the sea

1

A



Talk about these questions about sea creatures.

- Where do fish live?
- Why don't fish have legs?
- Which animals eat fish?
- Which creatures live in the sea as well as fish?
- How do sea creatures move in the water?

Can you think of other questions to ask?



B



Write the two questions you most want to find answers to. Your questions should be about things that live in the sea.

Tip

Remember to begin your question with a capital letter and add a question mark at the end.

C



Say these words.

Listen to the vowel sound at the end.

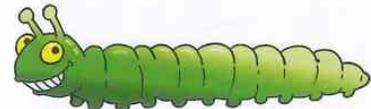
What do you notice?

Write the words in your notebook.

Underline the letters that show the last vowel sound like this: *creature*, *learner*

Language focus

The word *creature* ends with the same vowel sound as the word *learner*.



after

colour

caterpillar

failure

theatre

metre

senior

familiar

doctor

under

2 **A** Read about the body parts of a fish.

Read the text aloud.

Remember to sound out words you don't know.

Remember to use punctuation to help you to read with expression.



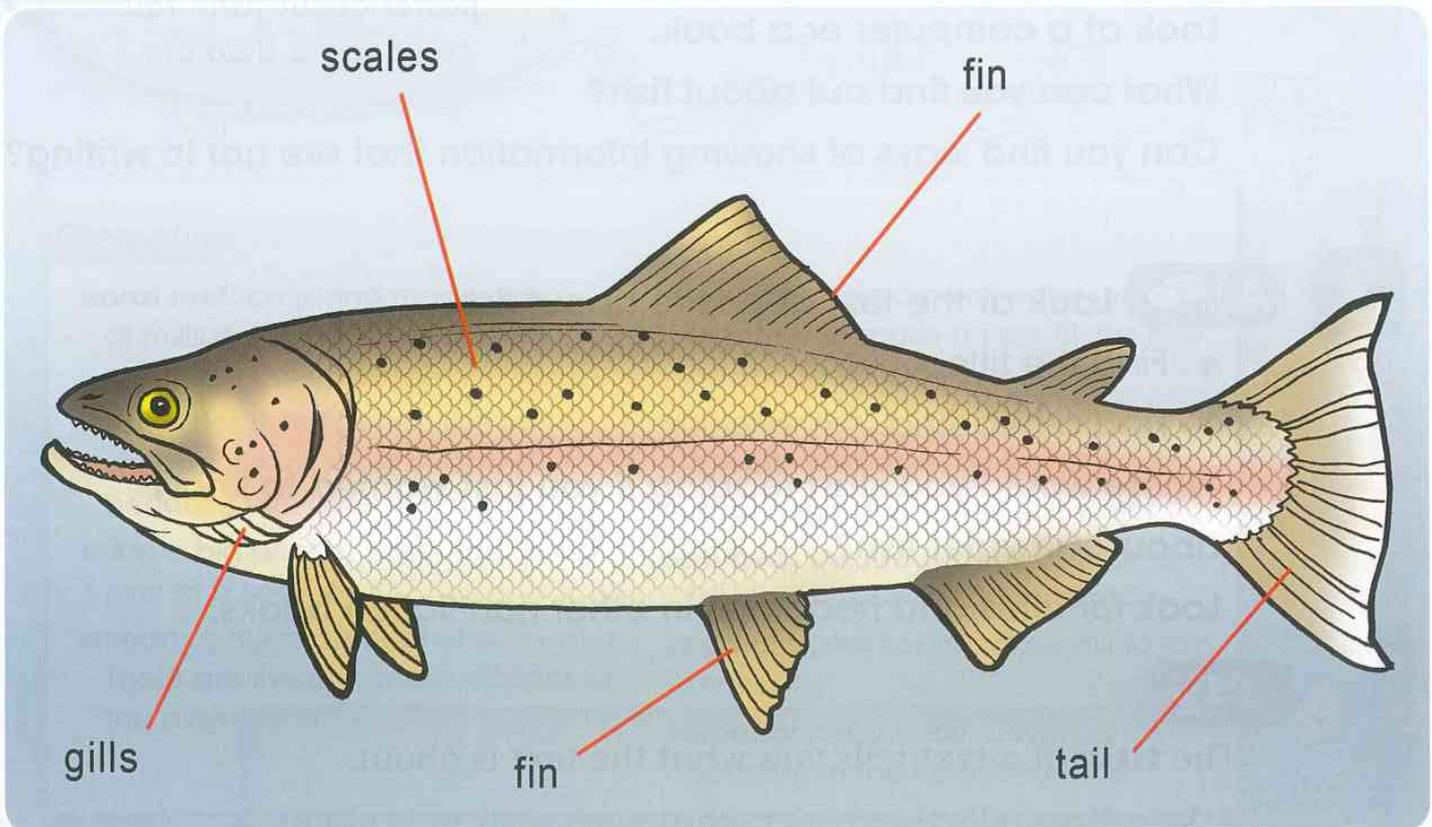
Body parts of a fish

A fish breathes through its gills. Gills are slits in the fish's skin. They are just behind the fish's head.

A fish waves its tail to move through the water. The tail is at the other end from the head.

The fish's skin is covered in scales. They help to protect the fish.

Fish have several fins. They use their fins to steer.



B  Answer these questions about the body parts of a fish.

First say the answers and then write them in your notebook.

- 1 Are gills used for swimming, steering, eating or breathing?
- 2 How does a fish move through water?
- 3 What do scales do?
- 4 Why do fish need fins?

C  Look at the diagram of a fish.

- 1 What information can you find from the diagram that you can't find in the writing?
- 2 Why do you think the writer of the fish text used a diagram as well as writing?

D  Find out more about fish.

Look at a computer or a book.

What can you find out about fish?

Can you find ways of showing information that are not in writing?

Why not make your own poster about fish? You could use a diagram.



3

A  Look at the text opposite about fish.

- Find the title.
- Find a heading.

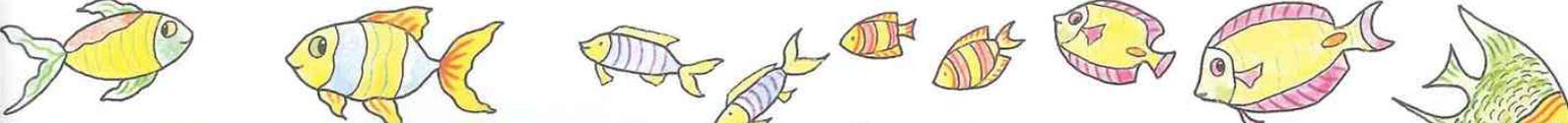
Where would you start reading if you just wanted to know about saltwater fish?

Look for titles and headings in other non-fiction books.

Tip

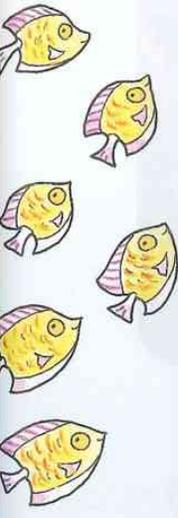
The **title** of a text tells you what the text is about.

A **heading** tells the reader what each section is about.


B

Read to find out where fish live.

Where do fish live?



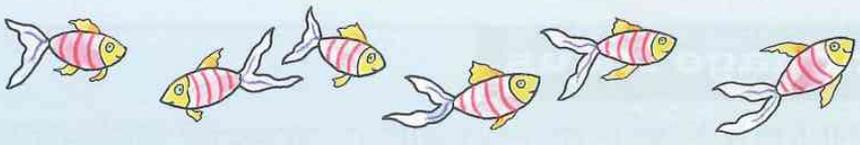
Fish live all around the world in **seas, oceans, lakes, rivers** and **streams**. **Saltwater fish** can only live in salty seas and oceans but **freshwater fish** live in rivers, lakes and streams that do not have salty water.

Saltwater fish

Saltwater fish live in places like **coral reefs** or sandy **sea beds**.

Some fish live near underwater **volcanoes**.

Most fish are saltwater fish because there is more salt water than fresh water. Saltwater fish include giant sharks and little clownfish.



Glossary

coral reef: an island made out of millions of the shells of tiny creatures called coral

freshwater fish: fish that live in streams, rivers, lakes or dams because the water is not salty

lake: a big pool of water that is not part of a sea

ocean: a huge amount of salt water. There are five enormous oceans on the planet.

river: many streams of water join together to make a river. Rivers flow downhill into a lake or sea.

saltwater fish: fish that live in seas or oceans because the water is salty

sea: a huge amount of salt water

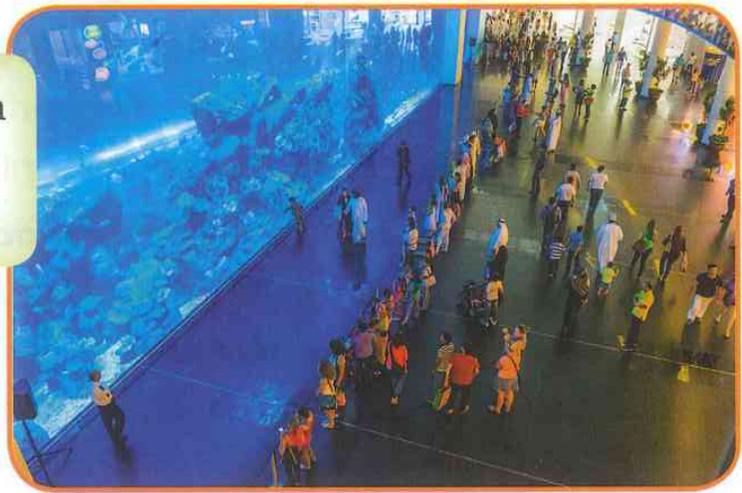
sea bed: the land at the bottom of the sea. It is often sandy or rocky.

stream: water flowing downhill to join a river

volcano: a mountain covering an opening in the Earth's surface

Did you know?

You can see saltwater fish in an enormous aquarium in a shopping mall in *Dubai*.



- C**  Work with a partner. One person should read aloud the text, *Where do fish live?*, stopping at each of the words that are **highlighted in green**. The other person should find the word in the glossary and read what it means. Think about the order of the words in the glossary.

Language focus

Some information texts end with a glossary. Glossaries explain the meaning of some of the topic words in the text.

- D**  Write the names of these sea creatures in alphabetical order.

whale

shark

marlin

bass

tuna

dolphin

octopus

lobster

Tip

The alphabet is:

a b c d e f g h i j k l m n o p q r s t u v w x y z

4**A**

We can sometimes join two sentences together with words like these:

and but so or because

Re-read the text *Where do fish live?* on page 155.

Find which two joining words are used to join sentences.

Tip

Watch out! The words *and* and *or* can be used in a list as well as to join sentences. Be careful not to note down *and* or *or* if it is used in a list.

B

Join two sentences each time.

Say your longer sentence aloud first and then write it.

Don't forget to change the punctuation when the sentences are joined!



Join one of these sentences ...

- | | | |
|---|--|----------------|
| 1 | Some kinds of fish cannot survive in salt water. | so |
| 2 | Fish can live in fresh water. | or |
| 3 | Saltwater fish live in salt water. | and |
| 4 | There are more saltwater fish. | because |
| 5 | Most sharks can live in oceans. | but |

... to one of these sentences

- They can live in salt water.
- They cannot live in fresh water.
- You never find those fish in oceans.
- Freshwater fish live in fresh water.
- There are more places with salt water.



Choose one of these words to finish each sentence.

Copy the sentence in your best handwriting.

after

many

Most

pretty

their

- 1 There are _____ different kinds of fish.
- 2 Fish need _____ fins to steer.
- 3 _____ fish are saltwater fish.
- 4 Coral reefs are very _____ .
- 5 Sharks chase _____ little fish.

Tip

Check your handwriting.

- Are the stalks of *b, d, f, h, k, l, t* higher than the other letters?
- Do the tails of *f, g, j, p, q* hang below the line?
- Are other letters the same size?
- Is the space between letters the same?
- Are there clear spaces between the words?

abcdefghijklmnopqrstuvwxyz



5**A**

Read about animals that eat fish.

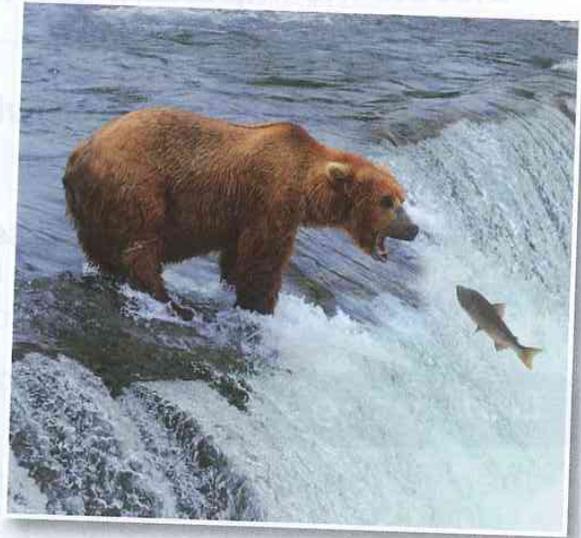
Which animals eat fish?

Fish are eaten by other fish, by birds and also by animals that live on land but hunt in water. They are also eaten by people.

Animals that live on land

Freshwater fish are eaten by grizzly bears. Grizzly bears stand in rivers and catch the racing fish as they swim and leap. Polar bears eat saltwater fish. They dive deep into the ocean to catch their fish.

Seals and sea lions eat a lot of fish because they are big animals. They spend most of each day hunting.



Did you know?

Sea lions eat between 7 and 18 kg (15 to 40 lbs or up to 3 stone) of fish a day!

B

Read these questions.

First say the answers and then write them in your notebook.

- 1 What is the difference between the ways that grizzly bears and polar bears catch fish?
- 2 Copy the sentence, filling in the missing words:
Polar bears eat _____ fish but grizzly bears eat _____ fish.
- 3 List **three** animals from the text that hunt for fish.



Summarise the text.

Discuss the important information and ideas in the text with your group.

Decide what information will be most interesting for your reader or listener.

Talk about the words and sentences you will use.

Join learners from different groups and share your summary.

Language focus

When you **summarise** information, you retell only the most important ideas.

- You can use your own words. You don't have to use language from the text.
- Think about what your reader or listener already knows. You don't have to tell them again.
- Talk or write in sentences.



When you share your summary, make your voice sound interested in what you are saying.



Read the information in the chart and the glossary on page 162 to learn about these sea creatures.

| Sea creature | What kind of animal is it? | What does it eat? | How does it move? | Interesting fact |
|--|----------------------------|---------------------------|---|---|
| Great white shark  | Fish | Any animal in the sea | Swims with its fins and its tail. | The shark will drown if it stops swimming. |
| Killer whale  | Mammal | Any animal in the sea | Swims with its flippers and its tail. | Killer whales are more like dolphins than sharks. |
| Leatherback turtle  | Reptile | Jellyfish | Flaps its flippers in the water. Drags itself on land. | Leatherbacks can grow over 2 m (6 feet) long. |
| Emperor penguin  | Bird | Fish | On land it waddles on its feet or slides on its tummy. In water, it uses its wings as flippers to swim. | They can stay underwater for 20 minutes. |
| Blue crab  | Crustacean | Snails, worms and seaweed | On land, it scuttles sideways on ten legs. In water, it swims using its legs. | People love eating blue crabs. |

Glossary

crustacean: small sea creature that has a shell and feelers

drown: to die from breathing in water

flipper: a wide arm or leg without fingers; flippers are used for swimming

mammal: an animal that breathes air and has a backbone; mammals do not lay eggs

reptile: an animal with dry skin that has scales, not hair or fur; most reptiles hatch from eggs

scuttle: to run quietly with short, quick steps

waddle: to move from side to side when you walk

B  Read these questions and write answers in your notebook.

Which of the sea creatures in the chart:

- 1 is a reptile?
- 2 eats snails?
- 3 swims with its flippers and its tail?
- 4 waddles?

C  Choose one creature from the chart on page 161.

Write two sentences that summarise the information about that creature.

Use words from the glossary. Look up any words you don't know in a dictionary.

Remember to use capital letters and full stops in your sentences.



7 **A**   Copy the chart into your notebook.

| Ways of getting information | Page | a Has sentences | b In the present tense | c Looks interesting | d Easy to find information |
|--------------------------------------|------|--------------------|---------------------------|------------------------|-------------------------------|
| Paragraphs | 153 | ✓ | ✓ | | |
| Headings | 155 | | | | |
| Diagram | 153 | | | | |
| Pictures | 159 | | | | |
| Chart | 161 | | | | |
| Glossary | 155 | | | | |
| Fact box (<i>Did you know?</i>) | 156 | | | | |

Look back at the different ways of getting information in this unit. The 'Page' column will tell you which page to look at. Put ticks in the boxes if the heading (on the top row) is true for each example (in the left column).



Language focus

Tense tells us **when** something happens.

We use the **past tense** if something has **already happened**.

*The shark **chased** the fish.*

We use the **present tense** for something that is **happening now**

*The shark **is** chasing the fish.*

and for something that **always happens**.

Sharks chase fish.

B  Fill in each gap with a word in the present tense to show what always happens and then write the sentences in your notebook.

1 Turtles _____ to the beach. *Turtles swim to the beach.*

2 They _____ their flippers slowly to swim.

3 They _____ themselves onto the sand.

4 They _____ holes in the sand with their flippers.

5 They _____ eggs in the holes.

Did you know?

- Leatherback turtles are the biggest turtles on Earth.
- They lay their eggs on sandy beaches.
- Turtles breathe air. They can dive for nearly half an hour.
- Male turtles never leave the ocean.

C  How do you like to find information?

Do you like reading charts or texts?

Write a sentence to explain why.

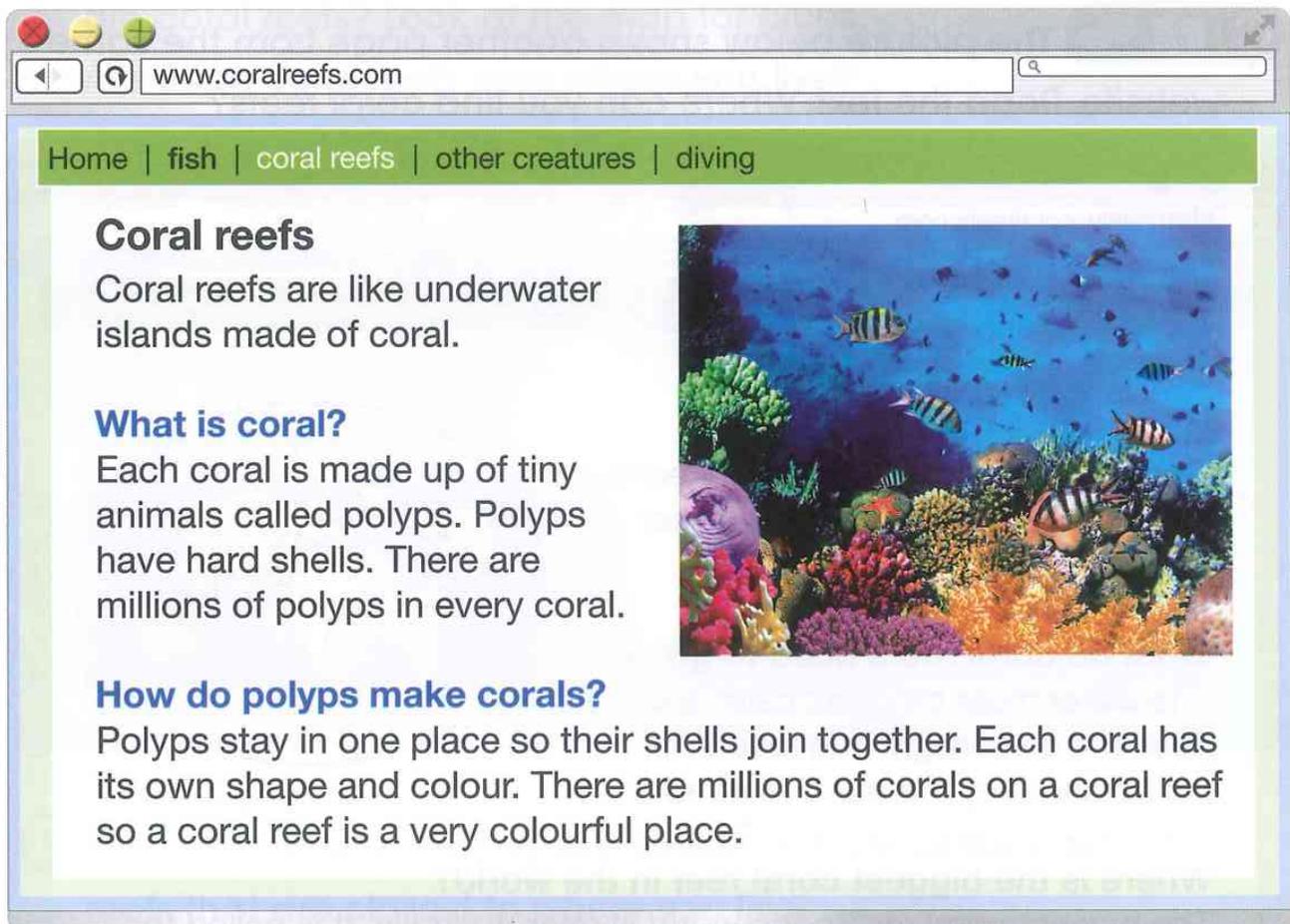
Remember to write in the present tense.





Think about ways of finding information.

- Look at the picture below. It shows a page.
- Where do you see pages like this?
- Why would someone look for a page like this?
- Look at the green bar along the top of the page. What is it for?
- What do you think the   buttons do?
- Read the text with a partner.



Home | fish | coral reefs | other creatures | diving

Coral reefs

Coral reefs are like underwater islands made of coral.

What is coral?

Each coral is made up of tiny animals called polyps. Polyps have hard shells. There are millions of polyps in every coral.

How do polyps make corals?

Polyps stay in one place so their shells join together. Each coral has its own shape and colour. There are millions of corals on a coral reef so a coral reef is a very colourful place.

Tip

Polyp is said pol-ip.

B  Check the text on page 165.

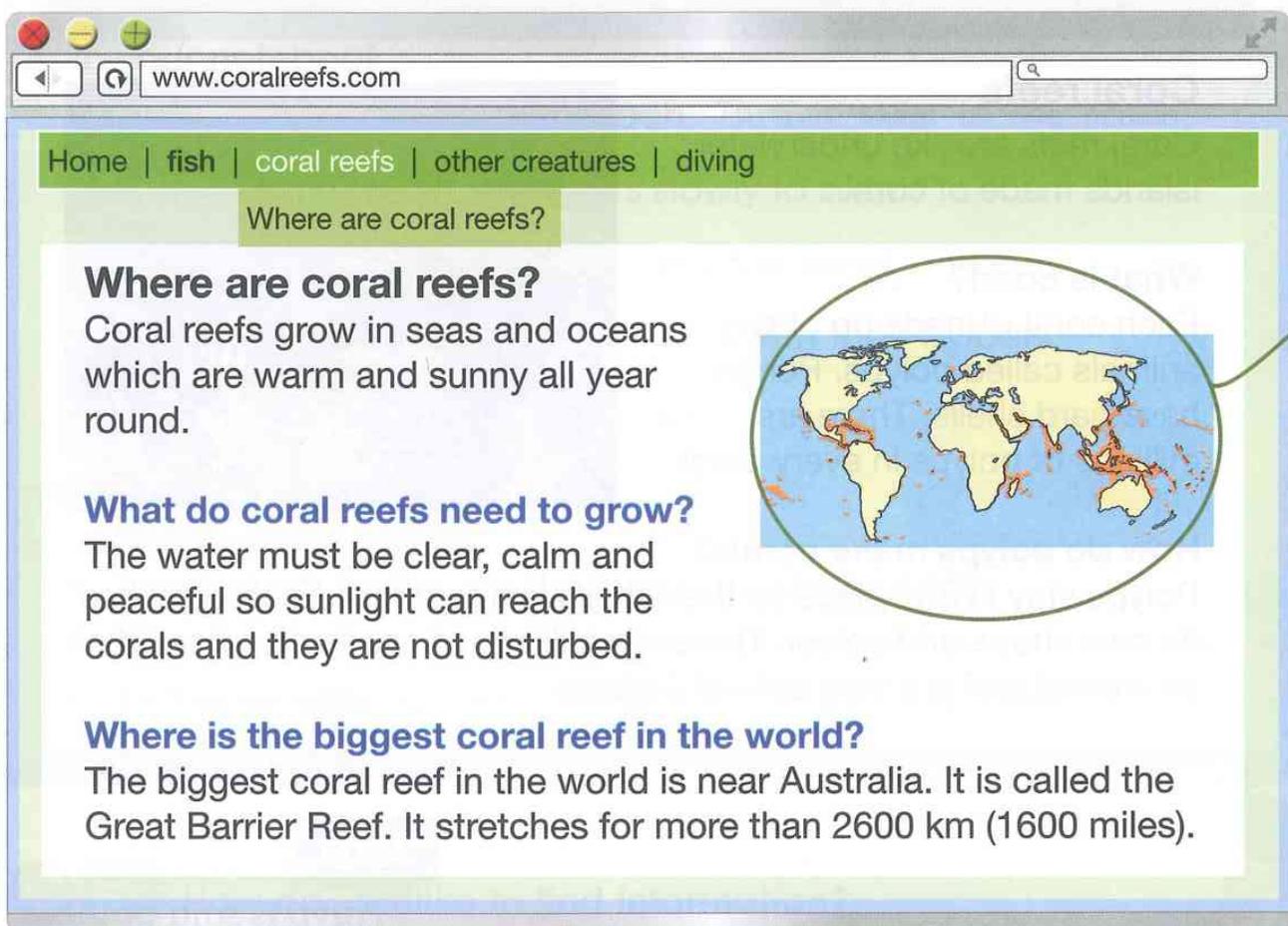
Read the questions. First say the answers and then write them in your notebook.

- 1 What is a coral reef?
- 2 Why do polyps need to stay in one place?
- 3 Finish the gap in this sentence.

Each coral is made up of _____ of polyps.

- 4 Why is a coral reef so colourful?

C  The picture below shows another page from the same website. Read the text. Where can you find coral reefs?



The screenshot shows a web browser window with the address bar displaying "www.coralreefs.com". The website has a green navigation bar with links for "Home", "fish", "coral reefs", "other creatures", and "diving". The main content area is titled "Where are coral reefs?". It contains three sections: "Where are coral reefs?" with text stating they grow in warm, sunny seas and oceans; "What do coral reefs need to grow?" with text stating they need clear, calm water and sunlight; and "Where is the biggest coral reef in the world?" with text stating the Great Barrier Reef near Australia is the largest, stretching over 2600 km. A world map on the right highlights coral reef locations in red and orange, with a circular callout around the Great Barrier Reef area.

Home | fish | coral reefs | other creatures | diving

Where are coral reefs?

Where are coral reefs?
Coral reefs grow in seas and oceans which are warm and sunny all year round.

What do coral reefs need to grow?
The water must be clear, calm and peaceful so sunlight can reach the corals and they are not disturbed.

Where is the biggest coral reef in the world?
The biggest coral reef in the world is near Australia. It is called the Great Barrier Reef. It stretches for more than 2600 km (1600 miles).

Tip

Try to sound out words you don't know.
If you can't sound them out:

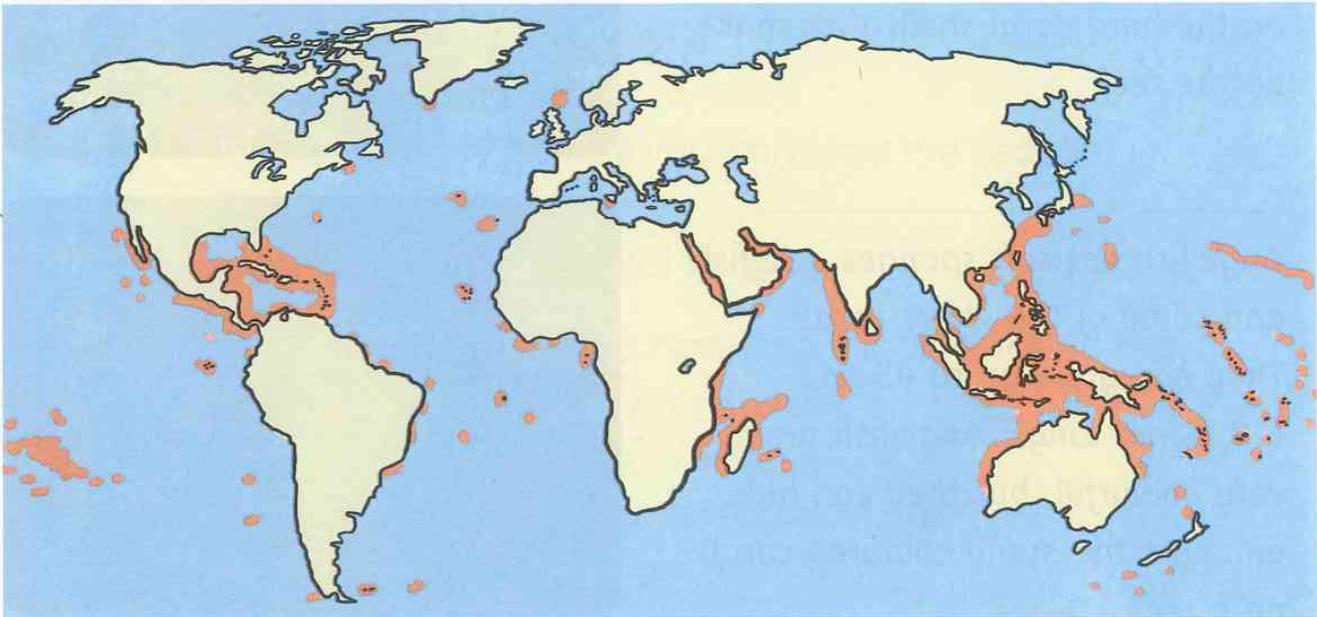
- can you break them into syllables?
- can you work out all the bits of the word that you do know?
- can you guess the rest?

Did you know?

The Great Barrier Reef is so big that astronauts can even see it from space!

What is special about the seas and oceans where there are coral reefs? Look at the map for clues.

Are there coral reefs near where you live?



- D** ★ 📖 💬 Use a computer to find out about the coral reefs that are closest to where you live.
Summarise the information you find.
Share what you have learned with the rest of the class.



Which fish live in coral reefs?

Many of the world's most colourful fish live amongst the corals. Many fish travel in huge schools of the same fish. This helps to keep them safe from predators who want to eat them.

Parrotfish

Parrotfishes' teeth grow to look like a parrot's beak. Parrotfish need their tough teeth because they feed on the hard coral shells that make up the reef.



*

Angelfish eat soft sponges, jellyfish and some of the softer corals. They can grow up to 45 cm (18 inches long). Angelfish are very colourful, but they can hide amongst the many coloured corals on a reef.



Look at *. Write the missing heading in your notebook.

- How did you know what to write?
- What is the writing about?
- Why is the heading here and not after the next sentence?



Which describing words does the writer use?

What does the writer of this text use describing words for?



Read the **Language focus** box. Look at all of the texts in this unit. Are they all non-chronological reports?

Find other texts about sea creatures. Are they all non-chronological reports too?

Tip

Say *non-kro-no-lo-gic-al*.

Language focus

Non-chronological report texts

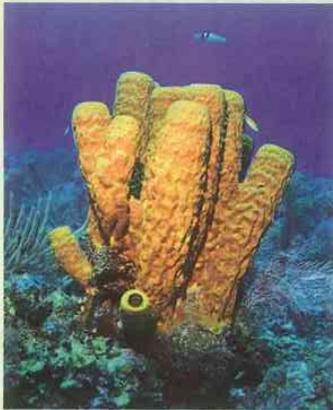
- *Non-chronological* means that you can read the sections in any order.
- A report text tells you about what things are.

Here are some of the features of a non-chronological report text:

- titles and headings, which may be questions
- ideas grouped in paragraphs or sections
- information using diagrams, maps, charts or lists
- photographs instead of drawings
- text in the present tense
- sentences that are joined by words such as *and*, *but*, *so*, *because*
- a glossary to explain what some of the words mean.



Read about these coral reef creatures.



Sponge

- been around for a long time
- over 5000 different sponges
- stays in one place
- water flows through it
- different shapes: cones, tubes, fans, blobs, cups
- young fish hide in it
- animal, not plant



Octopus

- has eight arms
- hides in cracks in rocks
- eats fish and other creatures
- squirts black ink when attacked
- eels and sharks attack it
- darts out of den to catch fish
- hunts at night



Sea anemone

- looks like a flower
- jelly-like creature with no bones
- attaches to rocks and corals
- has many stinging tentacles
- catches fish with poisoned tentacles
- tentacles sway in the water

Talk about the creatures.

What else do you know about them?

Talk about the texts. Are they report texts or are they just notes?

Tip

Anemone is said
an-em-on-ee.

B  Plan a short talk about one of these creatures.

Your report should be like a non-chronological report text:

- Use full sentences.
- Use joining words like *and*, *but*, *so*, *because*.
- Write in paragraphs to link the information.
- Use the present tense.

You can use the information on page 170. Try to find at least one more fact about your creature.

Write a plan for your talk. You can use the plan as you speak to remind you of what you want to say.

Tip

Think about what is the best way of giving your talk. Think about whether you should speak softly, loudly, fast or slowly. Talk about what you decide.

C  Give your talk for your friends.

Ask them how you can improve it.

Make changes to your plan.

Listen carefully to your friend's talk and help them to improve it.

Tip

When other people are talking, you need to:

- listen to what they are saying
- look at them and look interested
- sit still
- think about questions you can ask them.

11

A  Look at the information about non-chronological reports on page 169.

Talk about each of the features listed. Do you know what each one means?

Can you find an example of each one in this unit?

B  Plan for writing a report text.

Use the plan you made for the talk in the last session.

Will you need to change it for writing?

Your text should have all the features of a non-chronological report.

C  Use your plan to write a report text about the creature you have chosen.

Make your report like one of the reports in the unit.



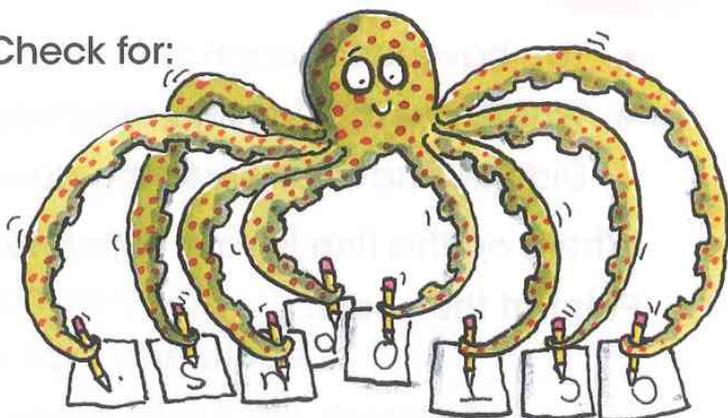
Language focus

Don't forget to:

- use capital letters and full stops
- join sentences using *and*, *but*, *so*, *or*, *because*
- write in the present tense
- spell the words you know and sound out the ones you are unsure of
- make your handwriting clear – use joined handwriting if you can
- use paragraphs to link your ideas.

A Check your writing.

- Read your writing again.
- Does it all make sense?
- Are there any mistakes? Check for:
 - spelling
 - punctuation
 - tense
 - missing words.



B Improve your writing.

Use ideas from the **Tip** box and find **two** things you can improve in your own writing.

Make a glossary for your writing. Choose at least two words to explain in the glossary.

Tip

You can improve your writing by:

- adding in new details or ideas
- choosing better words
- finding new ways of joining sentences or of starting sentences.

C Suggest one way your friend could improve their writing.

Tell your friend what is good about their writing. Help your friend to be proud of what they have done.

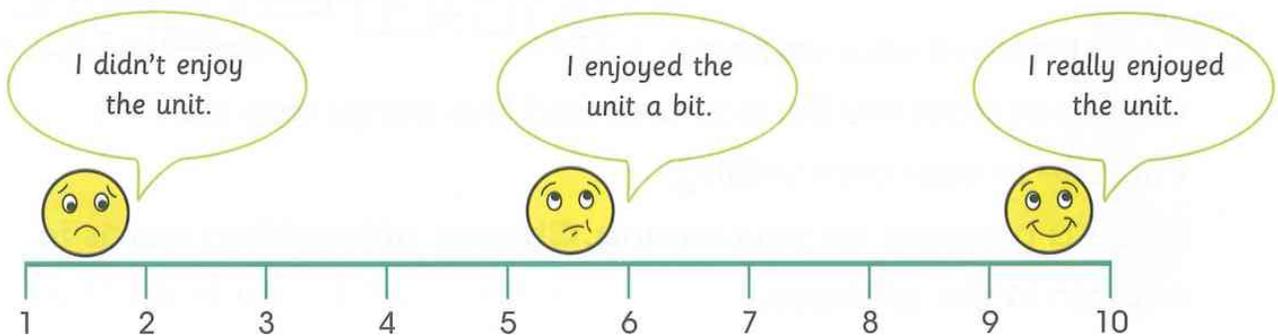
Unit review

A Choose your favourite text.

- You have read report texts about things that live in the sea.
- Which text did you find most interesting? Why?
- Did you find answers to the questions you wrote in Session 1?

Where on this line is your enjoyment of this unit?

Point at the scale.



B  Which features of a report text can you remember?

Where on the line below is your learning about report texts?

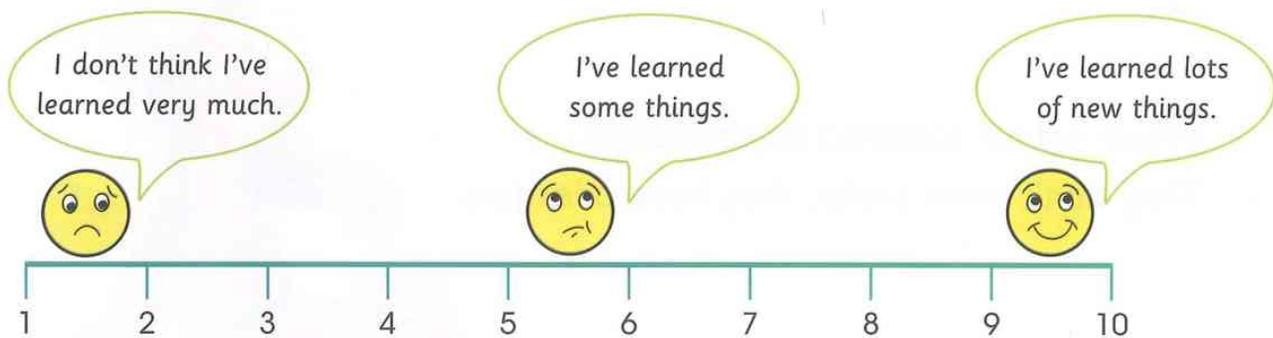
Point at the scale.

C   Say these sentences in the present tense and then write them in your notebook. Underline the words you change.

- 1 Reef sharks swam near coral reefs.
- 2 They ate small fish and sea snails.
- 3 They did not travel very far from one place.

Where on this line is your learning about the present tense?

Point at the scale.



9

All kinds of creatures

1

A



Read these jokes about animals

Think about how you read some of the words.

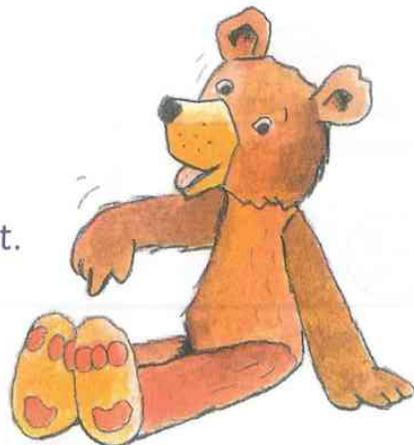
Tip

If you get stuck on a word, think about:

- the different ways of spelling and pronouncing vowels.
- splitting longer words into syllables.

Which colour socks do bears wear?

They don't wear socks, they have bear feet.



WOOF



What are caterpillars afraid of?

Dogerpillars!

What is a cat's favourite colour?

Purr-ple!



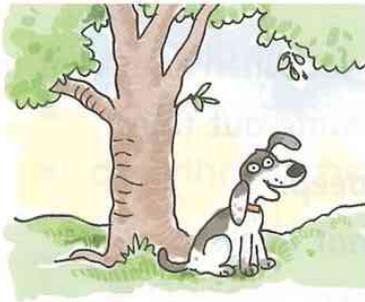


What do you call a grumpy cow?

Moo-dy

What do you call a fish without an eye?

A fsh!



Why is a tree like a big dog?

They both have lots of bark!

B  Which other jokes do you know?

Tell your jokes to your friends.

C  What makes the jokes funny?

Find the word or words that make the joke funny.

Talk about the sounds in the words.

2**A**

Read the poems about cats.

Which do you find the funniest? Why?

Cats

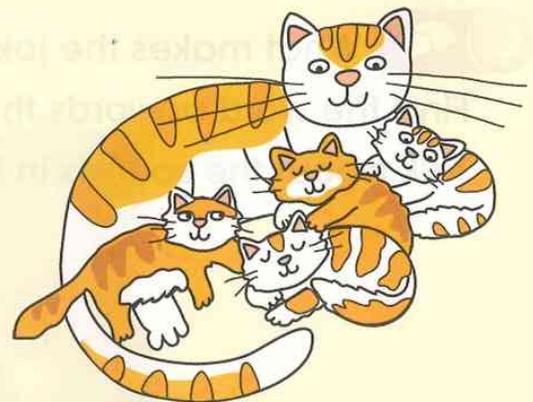
Cats sleep
 Anywhere,
 Any table,
 Any chair,
 Top of piano,
 Window-ledge,
 In the middle,
 On the edge.
 Open drawer,
 Empty shoe,
 Anybody's
 Lap will do.
 Fitted in a
 Cardboard box,
 In the cupboard
 With your frocks –
 Anywhere!
 They don't care!
 Cats sleep anywhere.

Eleanor Farjeon**Fish**

fat
 cat
 swish
 fish
 purr
 fur
 wish
 fish
 paw
 below
 dip
 flip
 mouth
 wide
 fish
 slip
 slide
 inside
 lips
 lick
 cat
 nap

*John Cunliffe***My Cat**

My cat
 got fatter
 and fatter.
 I didn't know
 what was the matter.
 Then,
 know what she did?
 She went into a cupboard
 and hid.
 She was fat when she went in
 but she came out thin.
 I had a peep.
 Know what I saw?
 Little kittens
 all in a heap.
 1-2-3-4.
 My cat's great.

Nigel Gray

Language focus

Here are some words we use to talk about poems:

- **rhyme** – words that end in the same way, for example *dog/frog*, *parrot/carrot*
- **rhythm** – the musical pattern of the poem; you can clap a rhythm
- **line** – all the words written on the same line of writing in a poem
- **layout** – how the poem looks on the page
- **poet** – the person who writes the poems.

B  **Talk about the sounds in the poems.**

Can you hear:

- rhyming words?
- words that begin with the same sound?
- a rhythm in the poem?

C  **Choose your favourite poem.**

Which poem did you like the best? Think about:

- what the poem was about
- interesting words used
- the poem that made the best pictures in your mind

D  **Write about your favourite cat poem. Look back at the three poems on page 178.**

Explain why you chose it, giving the reasons why it was your favourite poem.

3**A**

Read both poems about crocodiles aloud.

Which words
did you have to
recognise because
you can't sound
them out?

Which poem do
you prefer? Why?

**How Doth the Little Crocodile**

How doth the little crocodile
Improve his shining tail,
And pour the waters of the Nile
On every golden scale!
How cheerfully he seems to grin,
How neatly spreads his claws,
And welcomes little fishes in
With gently smiling jaws.

Lewis Carroll

If You Should Meet a Crocodile

If you should meet a crocodile
Don't take a stick and poke him;
Ignore the welcome in his smile,
Be careful not to stroke him.
For as he sleeps upon the Nile,
He thinner gets and thinner;
And whene'er you meet a crocodile
He's ready for his dinner.

Christine F Fletcher

Did you know?

Lewis Carroll is a famous author and poet. *How Doth the Little Crocodile* is from his most famous story, *Alice in Wonderland*. Christine Fletcher was only 12 years old when she wrote her poem.

B

Where is the punctuation?

Find the punctuation in these poems.

Why do you think it is usually in the same place in a line?

Look at other poems. Is this true of them too?

Do you use punctuation differently when reading poetry?

Language focus

Poets use punctuation to show meaning.

- Full stops show the end of a sentence.

Other punctuation marks include:

- ! exclamation marks to show where there is surprise or excitement
- ? question marks to show that it is a question
- , commas, which separate out ideas inside a sentence
- ; semi-colons, which separate two sentences whose meaning is closely linked.



Copy the chart at the bottom.

Look at the words below. Say each word aloud.

What is the vowel sound?

jaws crocodile sleeps gently Nile
little his shining fishes smiling
not neatly spreads waters claws

Write words with the same vowel sound in boxes 1 to 6 in the chart.

| | | |
|-----------------|-------------------|-----------------|
| 1 <u>se</u> ems | 2 <u>po</u> urs | 3 <u>gr</u> in |
| 4 <u>o</u> n | 5 <u>sm</u> iling | 6 <u>re</u> ady |

4 **A**  Practise reading one of the crocodile poems on page 180. Read it over and over again until you can say it without looking at the page.

B  Practise saying your crocodile poem to a friend.

Think of actions to use when you read the poem. The actions will help you to remember it.

Tip

Think about:

- how you can speak with expression to make the meaning clear
- how you can make your listeners interested and want to pay attention to you
- how your voice will change between when you practise and when you perform.



C  Recite your poem to your friends using what you have learned.

Listen to your friends' poems and tell them what they did well and what they could improve.

5 **A**   People often change poems and rhymes to make them funnier.

Read *Little Miss Muffet 1* then *Little Miss Muffet 2*.

Say how the poem has been changed. Look at:

- rhythm
- the words
- rhyme pattern
- the story.

1

Little Miss Muffet 1

Little Miss Muffet
Sat on a tuffet
Eating her curds and whey.
There came a big spider
Who sat down beside her
And frightened Miss Muffet away.



2

Little Miss Muffet 2

Little Miss Muffet
Sat on a tuffet
Eating her Irish stew.
Along came a spider
Who sat down beside her
And so she ate him up too.
Little Miss Tucket
Sat on a bucket
Eating some peaches and cream.
There came a big spider
Who sat down beside her.
She said, "Go away or I'll scream."

Did you know?

'Curds and whey' come from milk as it is made into cheese.

B  Plan your own version of the poem *Little Miss Muffet*.

What would you keep? What would you change?

Write down your ideas.

Which interesting words can you use?



C  Read your poem to a friend.

Ask them what they like and what they think you could improve.

Listen to your friend's poem, tell them what you liked and how they could improve it.

6**A**

Improve the poem you began in the last session.

- Does the poem make sense?
- Do the words have the right rhythm and rhyme?
- Have you chosen the best words?

B

Check your poem.

- Check that the spelling is correct.
- Check that the punctuation is correct.

C

Copy your poem in your best handwriting or type it on the computer.

Tip

- Try joining your handwriting.
- Look at these words. Can you copy them?

little *sat* *on* *came*
spider *who* *sat* *beside*

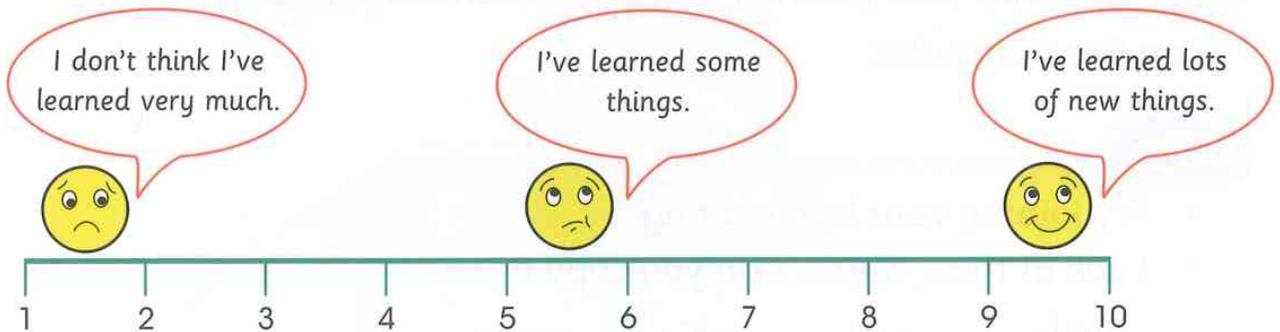
Unit review

A In this unit you have read a number of poems about creatures, learned a poem off by heart and written your own poem!

- Which poem did you like the best?
- Which poem was the funniest?

Where on this line is your learning about poems?

Point at the scale.

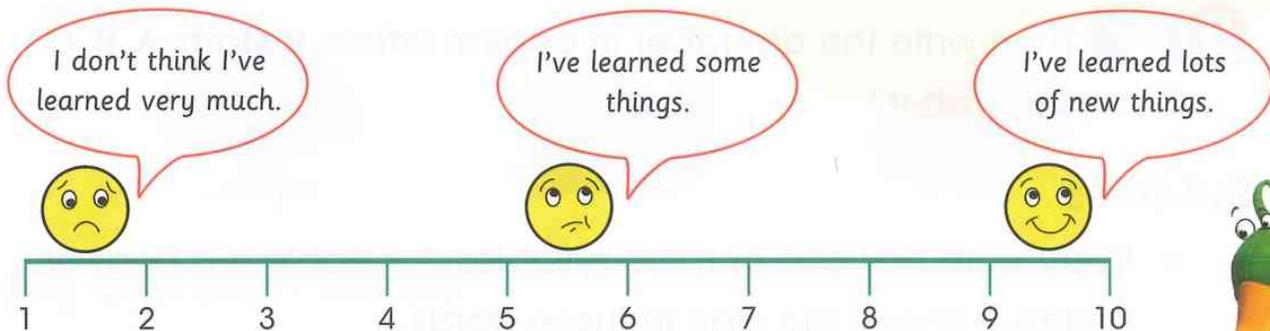


B Match the sounds.

- Copy the chart into your notebook.
- Write a word that sounds the same but has a different spelling from each word in the chart.

| would | where | knows | our | their | through |
|-------|-------|-------|-----|-------|---------|
| | | | | | |

Where on the line is your learning about different ways of spelling the same sound? Point at the scale.

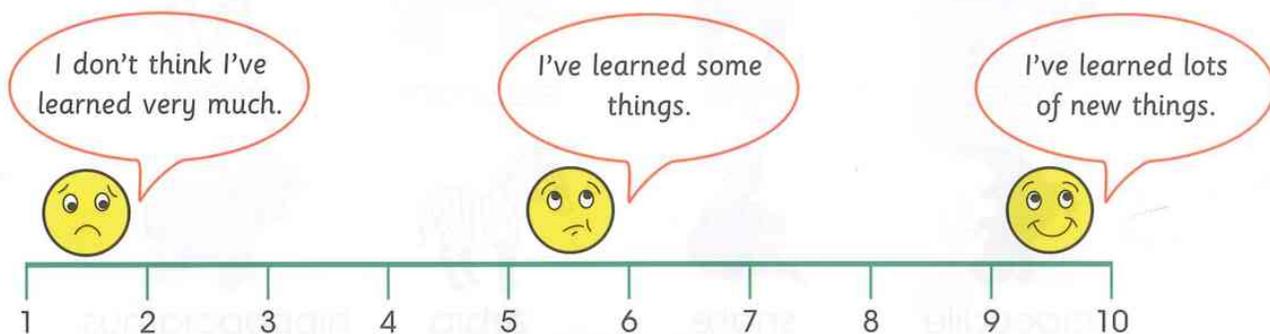


C Copy these lines from poems, putting in the punctuation to help the reader. Choose from full stops, exclamation marks, question marks and capital letters.

- *twinkle twinkle little star do you have a brand new car*
- *twinkle twinkle little dog you must not chase the bright green frog*

Use your best handwriting when you copy.

Where on the line is your learning about punctuation? Point at the scale.



Review and reference

The alphabet

There are 26 letters in the English alphabet.

- Twenty-one letters are consonants.
- Five letters are vowels.

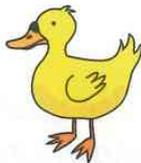
a b c d e f g h i j k l m n o p q r s t u v w x y z

A  Write the alphabet in your best handwriting.

B  Then write the alphabet in capital letters. It starts A, B, C.
Can you finish it?

Syllables

- Every word has one or more syllables. A syllable is a beat or a clap. X shows the clap in these words.



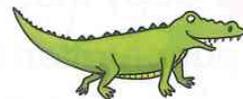
duck
X



ra-bbit
X X



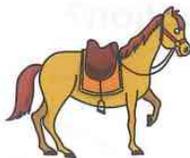
but-ter-fly
X X X



al-li-gat-or
X X X X

A   Clap the syllables in these animal names.

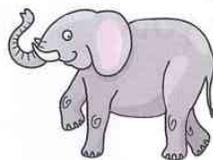
Say the words while you clap.



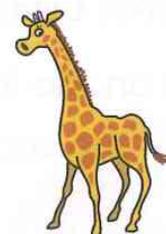
horse



tiger



elephant



giraffe



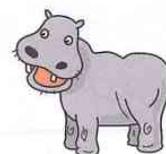
crocodile



snake



zebra



hippopotamus

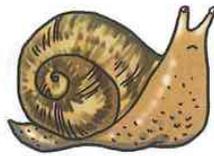
Tips for spelling

If you don't know how to spell a word, you could:

- use a phoneme frame to divide it up into its sounds, for example:

| | | |
|---|----|----|
| h | ou | se |
|---|----|----|
- think of a similar word, for example *I know how to spell house, so I can spell mouse.*
- look it up in a dictionary in print or online.

B  Use these strategies to spell these words in your notebook:



Long and short vowels

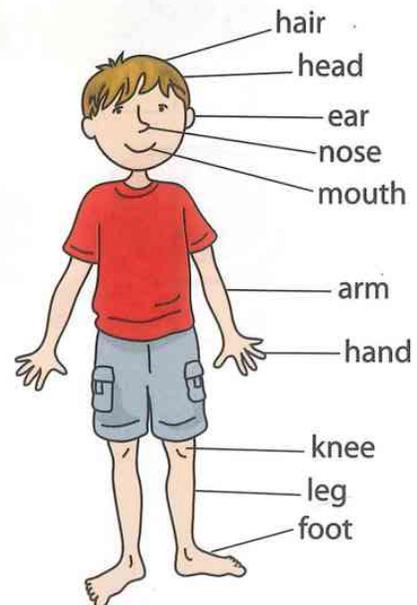
English has six short vowel sounds, as in *pat, pet, pit, pot, hut* and *put*.

Most other vowels are long vowels as in *boat, bite, boot*.

A  Write the body words in two lists:

Short vowels

Long vowels



Long vowel spellings 1

- The chart shows common ways of spelling five long vowels.

| | | | |
|------|-------|-------|-------|
| rain | name | play | |
| bee | seat | field | |
| bike | pie | fly | light |
| home | boat | toe | |
| blew | ruler | blue | moon |

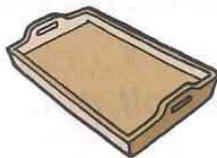
Try to write these words in joined-up writing in your notebook. Remember not to join from y or g.



Finish these words using spellings shown in the chart.

Write the words in your notebook in joined-up writing.

If there are two letters try to join them when you write the word.



tr _ _



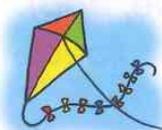
cr _ _



c _ _ t



scr _ _



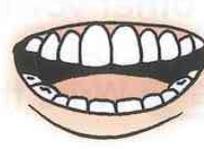
k _ t _



l _ _ f



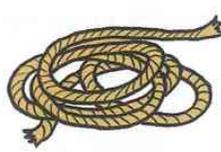
b _ _ t



t _ _ th



c _ k _



r _ p _



t _ _

Common words 1

A    Read these words.

don't old by house about your
here saw said there

- Look carefully at the first word. Say it aloud.
- Shut your eyes. Can you 'see' the word inside your eyelids?
- Write the word in the air.
- Write the word in your notebook.
- Check to see if it is right.

Do the same for each of the other words.

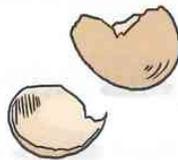
Compound words

Compound words are words made up of two shorter words.

butter+fly = butterfly *tooth+brush = toothbrush*

A  Make compound words using two words from the box.

hair bath dust egg rain tea
room shell bow pan spoon brush



Short vowel sounds

There are six short vowel sounds in English. They are the vowel sounds in the words:



pat



pet



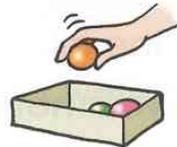
pit



pot



hut



put

- A** Write another word with each of the short vowel sounds. Join the letters in each word if you can.

Long vowel spellings 2

The chart shows common ways of spelling three more long vowels.

| | | | |
|----------------|----------------|----------------|------|
| sp <u>or</u> t | sn <u>or</u> e | cl <u>aw</u> | call |
| car | fat <u>her</u> | | |
| gir <u>l</u> | pur <u>se</u> | he <u>ar</u> d | |

Write the words in your notebook. Try to join the letters where you can.

- A** Write these words in three lists with the same vowel sound. Join your letters.

| | | | | |
|-------|-------|-------|------|-------|
| star | bird | horse | burn | arm |
| dirt | Earth | more | fork | hurt |
| shirt | half | third | fall | short |
| calm | sore | smart | fur | hall |

Common words 2

A  Read these words. Then cover them up and try to fill in the missing letters below.

which want who where why

w _ _ t w h _ _ e w _ y

_ h o _ h _ _ h

Common words 3

A  Copy the sentences. Use one of the words in each sentence.

put very people called asked

- 1 Her horse is _____ Patch.
- 2 There are lots of _____ in this room.
- 3 My head hurts _____ badly.
- 4 He _____ me to go to his house to play.
- 5 Please _____ the box down here.

Prefixes

A prefix is a group of letters added to the beginning of a word.

The prefixes **un** and **dis** make a word mean the opposite:

unhappy is the opposite of **happy**

disagree is the opposite of **agree**

A   Add **un** or **dis** to each word.

tie trust friendly tidy like lucky agree

B  Then write sentences with each word and its opposite.

For example:

I am happy to see my Mum.

My Mum is unhappy when I do not tidy up.

Long vowel spellings 3

The chart shows common ways of spelling five more long vowel sounds.

| | | |
|------|-------|------|
| boy | coin | |
| down | cloud | |
| fair | care | pear |
| hear | deer | |
| cure | | |

A   Write the word which has the different vowel sound.

toy town boil join joy

owl proud count your now

chair bear share hair are

near beard steer bear cheer

cure care pure sure

Common words 4



Copy these words into your notebook.

Underline the bits of each word that you can sound out and circle the bit that is tricky to spell.

could because most every pretty
sure after many their would

Suffixes

A suffix is a group of letters added to the end of a word.

The suffixes **less** and **ful** make words mean the opposite of each other:

hopeful is the opposite of **hopeless**



Copy these sentences. Finish the underlined word with **ful** or **less**.

- 1 I am help_____ so I put things away.
- 2 Our classroom is colour_____ .
- 3 After the race, Sanjay was breath_____ .
- 4 The kittens were play_____ .
- 5 Babies are help_____ when they are born.

Adding the suffix **ly** help us to learn more about how an action was done.

Example: He ran quickly. She snored noisily.

Punctuation marks

- Every sentence should begin with a capital letter.
- Every sentence should end with a full stop. ■
- Did you know that sometimes the full stop has another mark above it to show it is a question? **?**
And sometimes it's an exclamation! **!**

A  Write these sentences with correct punctuation.

- 1 huan lost her toy
- 2 they went for a walk
- 3 did you like that book
- 4 go away

Capital letters

We use capital letters:

- at the beginning of sentences
- at the beginning of names of people and places
- and for the word *I*.

A   Read these sentences. Say what is wrong in each one. Then write them correctly.

- 1 i saw ElepHants on the television.
- 2 he went to plaY at juma's House.
- 3 india is a very big Country.

Speech marks

Look out for speech marks when you are reading.

The words someone says are between " and " .

A  Read this passage with a friend.

One of you should read Ali's words and the other should read Rabia's words. Only read the words the people say aloud.

"Hello, Rabia," said Ali.

Rabia looked up and said, "Hi, Ali."

Ali said, "Did you think the homework was hard this week?"

"Yes it was," said Rabia. "It took me a long time to do it."

Sentences

A sentence:

- begins with a capital letter
- ends with a full stop, question mark or exclamation mark
- and makes sense by itself.

A  Copy only the sentences into your notebook.

Don't copy anything that isn't a sentence.

- Gopal went home.
- three kittens
- Can you help me please Vishni?
- Cooking is fun.
- because I like them

Joining sentences

You can join parts of sentences using words like *and*, *but*, *so*, *because*.

A  Make a long sentence by writing another part after the joining word.

Say your long sentence.

- 1 Writing is fun *but*
- 2 Spelling is sometimes hard *because*
- 3 I am good at reading *and*
- 4 Sometimes I find things hard *so*

Starting sentences

Sometimes we start sentences by saying *when* things happen. Use words from the box to start each sentence below.

One day Suddenly Next After that Then Later

- _____ Jyoti and Vijay were on their way to school.
- _____ Vijay pointed at a car that was going too fast.
- _____ the car nearly crashed into them.
- _____ they saw the car parked outside the school.

Tense

Tense tells us **when** something happens.

- We use the **past tense** if something has **already happened**.
- We use the **present tense** for something that is **happening now** and for something that **always happens**.

Examples: The shark **chased** the fish.

The shark **is chasing** the fish.

Sharks **chase** fish.

A

In your notebook, write these sentences in the past tense.

- The shark _____ the fish.
- The fish _____ as fast as they could.
- The octopus _____ in the seaweed.
- The sea creatures _____ .
- The sea _____ calm and peaceful.

Use this chart to help you:

| | | | | | |
|----------------------|--------|-------|-------|---------|-----|
| Present tense | chases | hides | swims | escapes | is |
| Past tense | chased | hid | swam | escaped | was |

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