

CAMBRIDGE PRIMARY
English

Activity Book



Sally Burt and Debbie Ridgard



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Contents

1	Storybook	4
2	Going deep	20
3	Mind pictures	38
4	Just imagine	50
5	Making the news	68
6	Sensational poems	84
7	What would you do?	94
8	Food for thought	110
9	Poems to ponder	126

1 Storybook

1 What makes a story a story?

A Skim read the book cover on page 5 and then fill in the reading log below.

Today's date	Title	Author	Publisher

B Write the names of the four characters mentioned on the cover.

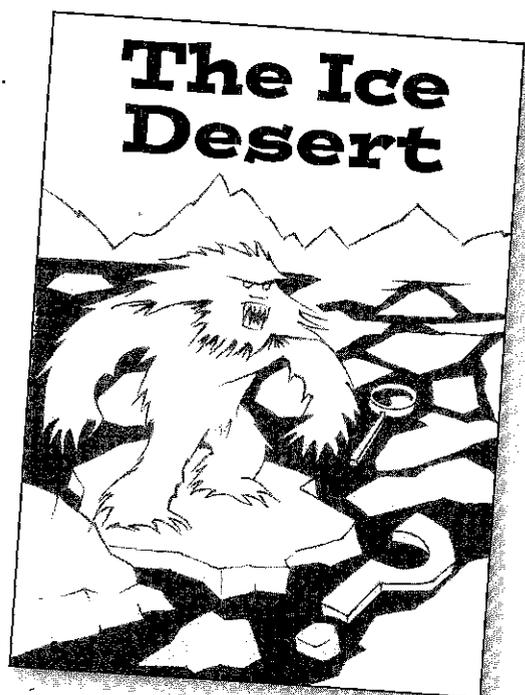
1 _____ 2 _____
3 _____ 4 _____

C Complete this sentence to explain who the main characters in the story are.

I think _____ are the main characters because

D Some books can be more than one genre. Circle any likely genres for the book below.

adventure story
mystery story
historical story
story set in an imaginary world
story from another culture
real life story
detective story



"The only way to learn history is to bring it to life. Choose what you want to learn about, open the book and let history teach you!" announced Madame Histoire, the International School's fourth-form history teacher.

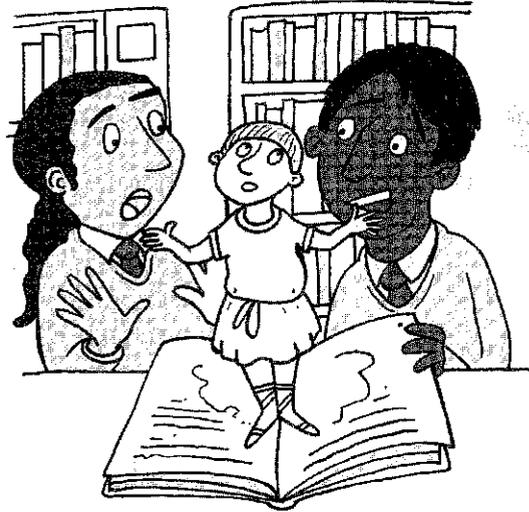
Faiek and Jehan didn't expect Madame's words to be literally true, so imagine their surprise when they followed her instructions in the school library and met Pliny.

Pliny whisks his new companions away on a whirlwind adventure through Ancient Roman history meeting a host of historical characters along the way from Caesars to slaves. But Madame's instructions did not include the end of the lesson – how were they meant to get back to school?

The Pliny Adventures – BC Loveit

Scroll Publishing

The Pliny Adventures



By BC Loveit

Scroll Publishing

E Do you think you would enjoy reading *The Pliny Adventures*? Why, or why not?

2 Extend your reading range

Fact n. True thing: something that you know is true, exists, or has happened:
There are six eggs in the box.

Fiction n. The type of book or story that is written about imaginary characters and events and not based on real people and facts: *The book is a work of fiction and not a historical account. A writer of children's fiction.*

- A** Decide whether the answers below are likely to be **fact (FA)** or **fiction (FI)**. Write your choice in the box.

1	I saw six polar bears today in the school canteen.	
2	Neeta will be ten years old in June.	
3	He put on the cloak and felt enormous power surge through him.	
4	The field was full of mud and rubbish.	
5	Mrs de Lille has three children.	
6	Maya looked and felt reassured that all three moons were still there.	

- B** Write two factual sentences.

1 _____
2 _____

- C** Write two sentences of fiction.

1 _____
2 _____

- D** Explain in two to three sentences why you think *The Pliny Adventures* is fact or fiction. Use at least two examples from the book cover in your answer.

3 Read and present an extract

A **Homophones** are words that sound the same but are spelled differently.

Practice and **practise** have the same stem but **practice** is a noun and **practise** is a verb.

Circle the correct word to complete these sentences.

Example:

Jared is going to his soccer practice/practise this afternoon.

- 1 Soofiya plans to *practice/practise* her violin before her exam.
- 2 The twins decided to *device/devise* a plan to return home.
- 3 You can use the remote *device/devise* to turn the television on.
- 4 I *advice/advise* you to study hard for the test.
- 5 "If you follow my *advice/advise*, you will read a chapter every day."

B Other words sound the same but are spelled differently and have totally different meanings. Choose the correct word from the box. Use a dictionary if you need to.

eight aloud bored ate board daze allowed days

- 1 I _____ all the spaghetti.
- 2 Spiders have _____ legs.
- 3 I _____ my friend to borrow my magazine.
- 4 I read the poem _____ in assembly.
- 5 Our class was _____ when it rained again at break time.
- 6 The teacher wrote the instructions on the _____.
- 7 The soccer player was in a _____ after the ball landed on his head.
- 8 After two _____ in bed, I felt much better.

4 Check your understanding

A Write all the words from the vocabulary box into the correct column.

practise bored device advise eight devise ate allowed
daze aloud board days practice advice

Nouns	Verbs	Adjectives	Adverbs

B Can you think of any other pairs of homophones to add to these lists?

5 Work with verb tenses

Language focus

Verbs tell you *what* someone or something *does, is, or has*.

Verb **tenses** show *when* an event, feeling or state takes place.

Regular verbs add **ed** to the verb to form the past tense (want → wanted) but some verbs have an irregular past tense form.



A Fill in the irregular past tense verb in each sentence.

had worried wore kept went wrote told shot said saw

1 Will (*worry*) _____ that the librarian (*have*) _____ a grudge against all children.

2 Marty (*tell*) _____ Mum that Mrs Murphy (*keep*) _____ a spud gun under her desk.

- 3 Will and Marty (*go*) _____ to art classes because Mum (*say*) _____ it was educational.
- 4 If Mrs Murphy (*see*) _____ children talking, she (*shoot*) _____ them with her spud gun.
- 5 Mrs Murphy (*wear*) _____ a mean expression as she (*write*) _____ a complaint about the noise.



B Circle the correct word to complete the sentences in the past tense and cross out any verb form that does not exist.

Example:

Mum always (*put*, *puts*, ~~*putted*~~) cereal out for breakfast.

Some irregular past tense forms stay the same in the past and in the present!

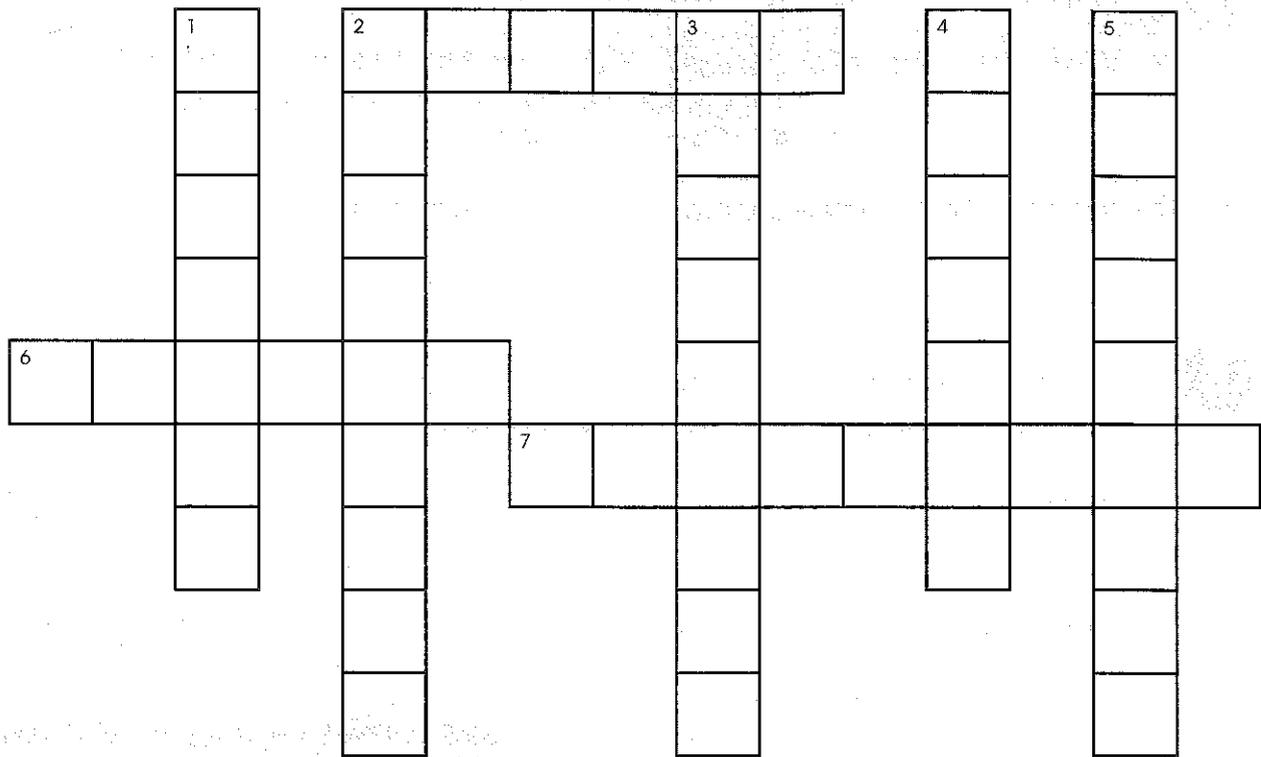
- 1 He (*hit*, *hits*, ~~*hitted*~~) his head last night.
- 2 Marty's foot (*hurt*, *hurts*, ~~*hurted*~~) after he dropped the vase on it.
- 3 The window (*shut*, *shuts*, ~~*shutted*~~) when the wind blew.
- 4 My mum (*split*, *splits*, ~~*splitted*~~) the sweets fairly between us all.
- 5 My dad (*let*, *lets*, ~~*letted*~~) us go to bed late last night.
- 6 Last week, Will (*set*, *sets*, ~~*setted*~~) the table for dinner.
- 7 Marty had never (*spread*, *spreads*, ~~*spreaded*~~) jam on his toast before.
- 8 The bubble (*burst*, *bursts*, ~~*bursted*~~) and detergent splashed in my eye.

C Complete the table by filling in the correct form of the verb.

Simple past	Present	Future
		will awake
broke		
	freeze	
		will grow
sang		



Find the word from the box that fits each clue to complete the crossword with more powerful alternatives for **said**.



exclaimed mumbled shouted sobbed
stammered suggested whispered yelled

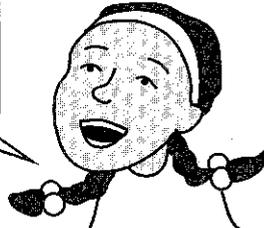
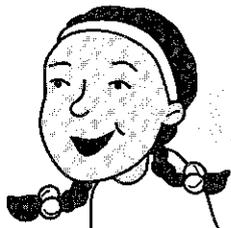
Across

- 2 said with tears in her eyes
- 6 said furiously
- 7 said quietly

Down

- 1 said unclearly
- 2 said helpfully
- 3 said excitedly
- 4 said loudly
- 5 said nervously

E Choose four of the verbs from the box in Activity D and use them in a short dialogue.

<p>1</p> <p>Let's explore this cave!</p>  <p>Lood <u>suggested</u></p>	<p>2</p>  <p>Chumisa _____</p>
<p>3</p>  <p>Lood _____</p>	<p>4</p>  <p>Chumisa _____</p>

F Suggest an alternative to *said* from the box below to match the feelings of the speaker. You can suggest more than one verb. Complete the table.

whispered sobbed muttered shouted yelled clarified roared
retorted explained suggested snapped bellowed whimpered cried

Dialogue	How speaker feels	Alternative verbs to <i>said</i>
"My stomach is sore," he ____ .	in pain	
"You weren't meant to drink the paint water!" she ____ .	irritated, exasperated	
"Marty! What have you done now?" Dad ____ .	very annoyed	
"But I was thirsty!" ____ Marty.	nervous, anxious	
"Thanks, Marty!" Will ____ .	secretive, quiet	

- G** List five more powerful alternative verbs for each of these commonly used verbs. Use a thesaurus.

	smile	look	walk	eat
1				
2				
3				
4				
5				

- H** *Have* is an important irregular verb. Fill in the empty spaces with the correct form of the verb. Use reading books and your own knowledge to help you.

Present tense	Past tense
I _____ two brothers.	She _____ a talent for singing.
We _____ a match tomorrow.	I _____ two brothers.
She _____ a talent for singing.	We _____ a match yesterday.

6 Explore beginnings

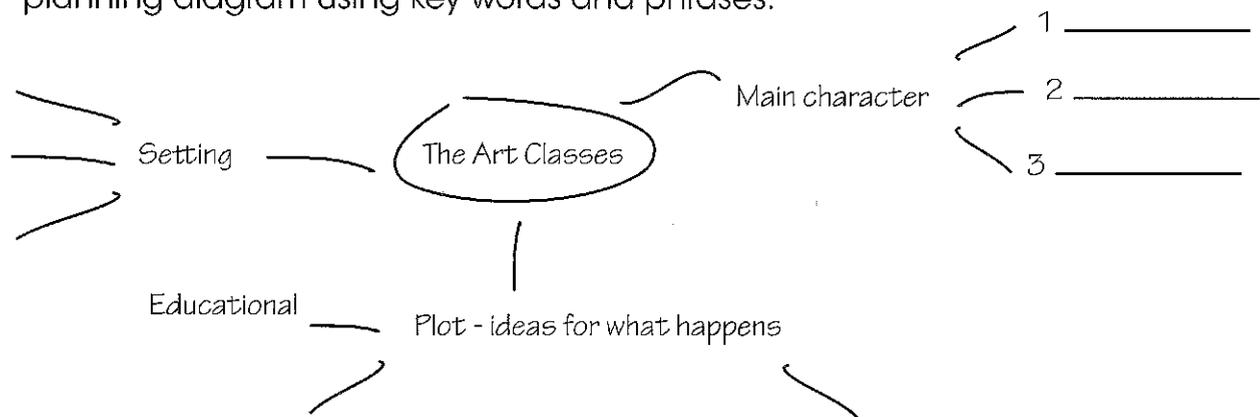
- A** Read these statements about introductions to stories. Tick the boxes for the statements you think are true.

- The introduction should grab the reader's attention.
- The introduction comes at the end of the story.
- The introduction usually introduces the main characters and the setting.
- Introductions always start with *Once upon a time* ...
- Introductions are the most important part of the story.

- B** Marty and Will's Mum is keen on educational projects in the school holidays and she is planning a new one. Marty and Will remember the last one.

Marty tried to save us. "Remember the last educational hobby? The art classes? I was sick for days."
 "That was your own fault," said Mum.
 "I only had a drink of water."
 "You are not supposed to drink the water that people use to wash their brushes."

Imagine you are going to write about Marty and Will's art classes. Fill in the planning diagram using key words and phrases.



7 Focus on character and setting

- A** The first chapter of a book often introduces the main characters and the setting for the story. Re-read the first chapter of your independent reading book.

Language focus

Writers use paragraphs to organise their ideas in a story. A new paragraph introduces a different action, time, place, thought or speaker.

- 1 Write down main ideas of each paragraph and, next to it, why the writer started a new paragraph.
- 2 What is the first chapter mainly about?
- 3 Predict why a new chapter is started after this 'episode' in the story.

Paragraphs are groups of sentences.
 Chapters are groups of paragraphs, which introduce a change in direction or a change of scene in the story. Each chapter is like one episode in a TV series.



8 Creating mind pictures from detail

A Fill in this fact file about Minli. You can use the key words you already have or you can find out about her from the extract below.

Name:	What she enjoys:
Place where she lives:	What her house is like:
Who is in her family:	How she is different from others:
What her name means:	Why people think her name suits her:
Write two to three sentences describing Minli's personality. <i>Minli is</i> _____ _____ _____	A picture of what you think Minli looks like:

9 Find out more about the story

A Read the extract from *Where the Mountain Meets the Moon* by Grace Lin.

Far away from here, following the Jade River, there was once a black mountain that cut into the sky like a jagged piece of rough metal. The villagers called it Fruitless Mountain because nothing grew on it and birds and animals did not rest there.

Crowded in the corner of where Fruitless Mountain and the Jade River met was a village that was a shade of faded brown. This was because the land around the village was hard and poor. To coax rice out of the stubborn land, the fields had to be flooded with water.

The villagers had to tramp in the mud, bending and stooping and planting day after day. Working in the mud so much made it spread everywhere and the hot sun dried it onto their clothes and hair and homes. Over time, everything in the village had become the dull color of dried mud.

One of the houses in this village was so small that its wood boards, held together by the roof, made one think of a bunch of matches tied with a piece of twine. Inside, there was barely enough room for three people to sit around the table – which was lucky because only three people lived there. One of them was a young girl called Minli.

Minli was not brown and dull like the rest of the village. She had glossy black hair with pink cheeks, shining eyes always eager for adventure, and a fast smile that flashed from her face. When people saw her lively and impulsive spirit, they thought her name, which meant quick thinking, suited her well. “Too well,” her mother sighed, as Minli had a habit of quick acting as well.

What kept Minli from becoming dull and brown like the rest of the village were the stories her father told her every night at dinner. She glowed with such wonder and excitement that even Ma would smile, though she would shake her head at the same time. Ba seemed to drop his gray and work weariness – his black eyes sparkled like raindrops in the sun when he began a story.

“Ba, tell me the story about Fruitless Mountain again,” Minli would say as her mother spooned their plain rice into bowls. “Tell me again why nothing grows on it.”

B

Re-read the extract and answer the following questions about the story:

1 How did the mountain get its name?

2 How would you describe the villagers' daily work? Tick one box.

fruitful difficult rewarding miserable

3 a Minli lived in a small house in the village. What did the small house make one think of?

b Explain why this was the case.

4 Choose a word from paragraph 2 that characterises the village.

5 Read these statements about Minli. Tick three boxes that you know are true from the story.

a Minli lived close to Jade River.

b Minli's family grew rice.

c Minli's eyes sparkled like diamonds when she told stories.

d Minli was quick acting as well as quick thinking.

e Minli's family ate rice with vegetables.

6 Write a paragraph about why you think the villagers were brown and dull.

The villagers are brown and dull because

7 Do you think Minli is a positive person? Tick one box.

Yes No

8 Explain your answer using words and phrases from the text.

Explanation	Words and phrases to support this

- 9 Explain one way that the author's choice of words helps to make the story more interesting. Give several examples from the text.

Explanation	Words and phrases to support your explanation

- 10 Why do you think nothing grows on Fruitless Mountain? Remember it is a fantasy story so use your imagination!

10 Practise using punctuation to read for meaning

- A** Use punctuation to make sense of this story starter.

the sand dunes shimmered in the early morning sunlight slowly and tentatively a boy of about ten years unfurled his body rubbing grit and dust from his eyes he blinked as if unused to sunlight, shading his eyes with his arm

where are you he rasped frantically scanning the horizon suddenly he grinned, clapping his delicate green hands together in delight and darted off in the direction of his gaze

11 Write a story starter competition entry

A Stories need a good start. Even the first sentence can make a difference. Use one word from each column to make up attention-grabbing sentences and add in any other words you need. They can be unusual but they must make sense! Make five sentences.

Nouns	Adjectives	Verbs	Adverbs
tree	stately	swayed	gracefully
monster	gargantuan	burped	offensively
child	frisky	escaped	ingeniously
teacher	stern	collapsed	curiously
stallion	cheeky	shrieked	awkwardly

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

12 Write a story introduction

Language focus

Some nouns can be counted, like pebbles, and some cannot, like water. To make a countable noun plural, the suffix **s** is usually added (*pebble* → *pebbles*) but not always. Spelling rules can help you to spell plurals correctly.

A Study the word lists below. Describe how the spelling has changed and follow the process to check your rule.

**Nouns ending in
s, sh, ch**

bus → buses
dress → dresses
wish → wishes
bench → benches



Suggest your
own rule:



Think of more words
to check your rule:



Does your rule work?



Do any words not
follow your rule?

**Nouns ending in a
consonant + y**

pony → ponies
fly → flies
berry → berries
memory → memories



Suggest your
own rule:



Think of more words
to check your rule:



Does your rule work?



Do any words not
follow your rule?

**Nouns ending in a
vowel + y**

toy → toys
Monday → Mondays
turkey → turkeys
boy → boys



Suggest your
own rule:



Think of more words
to check your rule:



Does your rule work?



Do any words not
follow your rule?

2

Going deep

1 Talk about the sea

A The sea is used as inspiration for many expressions in English. Match the correct meaning with each expression.

- | | |
|-----------------------|---|
| 1 The coast is clear | a Everyone helping. |
| 2 All hands on deck | b To fail or succeed. |
| 3 A fish out of water | c To be confused or overwhelmed. |
| 4 Sink or swim | d To feel uncomfortable or embarrassed. |
| 5 All at sea | e Free to go ahead and do something. |

B Choose one of the expressions to complete each of these sentences, to show you know what it means.

- 1 She was _____ on the first day at her new school.
- 2 There will be a lot to do when we move house and we'll need _____
- 3 We don't want to be seen, so we will sneak in when _____
- 4 He felt like _____ amongst so many important people.
- 5 It was a _____ situation so we simply had to give it a try.

Now write your own sentences using the expressions above.

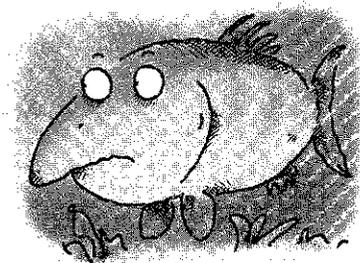
C Match each of these statements to a question in the table below. Write the correct number next to each question.

- 1 Fish breathe using gills that take in oxygen from the water.
- 2 Some fish, like the spotted lantern fish, produce light to attract prey, a mate, or distract predators.
- 3 Whales and dolphins are actually mammals, like us!
- 4 Remoras are fish with a suction disc that latch on to other large fish to get around.
- 5 Whales use a variety of noises to communicate with each other.
- 6 Some fish have wing-like fins for leaping out of the water at great speed.

	Do whales speak to each other?		Which fish glow in the dark?
	Which fish don't like swimming?		Can fish fly?
	Do fish need air?		Are whales a type of fish?

D Riddles are questions that sometimes take a while to answer. They are fun to work out but also to make up. Can you work out the answers to these riddles?

- 1 What do you get when you cross a shark and a snowman?
- 2 Where do fish sleep?
- 3 What do you call a fish with no eyes?
- 4 What is the strongest creature in the sea?



E Now have fun making up some of your own riddles to puzzle your friends. Write them in the table over the page. Remember that a question always begins with a capital letter and ends with a question mark.

Q:
A:
Q:
A:

F Create a set of 'Sea Creatures Collector Cards'. Research information on other types of sea creatures. Choose some that you find interesting. (The list of words for the wordsearch on the next page might give you some ideas for topics.)

Creature: _____

Found in: _____

Size: _____

Diet: _____

Interesting fact: _____



Complete the wordsearch by finding as many sea creatures as you can. Words may go across, down, backwards, forwards and diagonally.

- dolphin
- shark
- crab
- orca
- remora
- seahorse
- needlefish
- jellyfish
- swordfish
- parrotfish
- squid
- eel
- anemone
- lobster
- zooplankton
- phytoplankton
- octopus
- shrimp
- limpet

E	D	T	H	K	A	L	Z	H	T	Z	A	F	P	X
G	U	O	C	S	O	R	S	P	O	H	N	S	H	U
T	Y	R	L	B	I	I	O	O	T	T	E	W	Y	D
F	A	Y	S	P	F	F	P	M	E	Q	M	P	T	H
B	A	T	C	D	H	L	T	P	E	T	O	M	O	S
A	E	L	R	U	A	I	M	O	J	R	N	I	P	I
R	M	O	E	N	I	I	N	L	R	T	E	R	L	F
O	W	U	K	E	L	N	M	U	C	R	A	H	A	Y
S	J	T	S	E	A	H	O	R	S	E	A	S	N	L
B	O	S	U	P	O	T	C	O	S	G	E	P	K	L
N	W	H	A	L	E	S	L	J	L	H	F	T	T	E
L	M	N	S	F	P	Q	A	C	R	O	A	H	O	J
I	A	S	O	Z	W	U	A	M	W	P	X	R	N	U
F	T	Y	R	F	H	I	D	R	Q	W	T	Z	K	M
H	S	I	F	E	L	D	E	E	N	D	W	B	B	J

2 Dictionary work



Information is available everywhere! Where might you find this information?

- 1 How to make pancakes: My mum's old recipe book
- 2 A bus route: _____
- 3 Directions to a friend's house: _____
- 4 What to take on a school trip: _____
- 5 A telephone number: _____
- 6 The definition of a word: _____
- 7 The school rules: _____

B Fill in the missing letters of the alphabet on each line.

Example:

O P Q R S

1 B ___ E ___

2 ___ X ___

3 ___ L ___

4 ___ ST ___

5 ___ G ___ J



Does your dictionary have chapters or paragraphs? Do you know why? If not, ask someone who can tell you.

C Answer these alphabet questions by using the prepositions as clues.

1 What letter comes before L and after J? _____

2 What letter comes after the first letter but directly before the last letter? _____

3 What letters come in between D and G? _____

4 What letter comes after the second vowel? _____

5 What letters are on either side of U? _____

6 What vowel is next to T? _____



Remember that a preposition tells you where an object or person is placed, e.g. 'I'm standing on the grass beside my friend'.

D Make up your own alphabet questions using the prepositions **before**, **after**, **in between**, **on either side**, **next to**.

1 _____

2 _____

3 _____

4 _____

5 _____

E

Rewrite the following lists of words in alphabetical order by looking at the second, third or fourth letter of each word.

1 eel, estuary, economy, egg

2 goggles, goldfish, gull, gale

3 swim, swell, surf, sky

4 fish, fin, flipper, fisherman

5 cargo, catch, captain, catamaran

F

Choose one word from each list in Activity E. Look it up and write out the definition.

1

2

3

4

5



Read through the example of a dictionary page and answer the questions.

seabed *noun* [no plural] the floor of the sea
seafood *noun* [U] animals from the sea that are eaten as food, especially animals that live in shells
seafront *noun* [C] (PLURAL **seafronts**) a part of a town that is next to the sea: [usually singular] *We walked **along** the **seafront**.*
seagull *noun* [C] (PLURAL **seagulls**) a grey and white bird that lives near the sea
seahorse *noun* [C] (PLURAL **seahorses**) a small fish that has a head and neck the same shape as a horse's
seal *noun* [C] (PLURAL **seals**) **1 animal** an animal with smooth fur that eats fish and lives near the sea **2 on a container** a piece of paper or plastic on a container that you break in order to open it **3 official mark** an official mark made of wax, paper, or metal that is put on important documents **4 stop liquid/air** an object or substance that stops liquid or air from leaving or entering a container
seal *verb* [T] (I seal, I sealed, I will seal) **1 close entrance** (ALSO **seal up**) to close an entrance or container so that air or liquid cannot enter or leave it: *She quickly sealed up the bottle.* **2 close letter** to close a letter or parcel by sticking the edges together: *to seal an envelope*
seal off *phrasal verb* with **seal** [T] to prevent people from entering an area or building, often because it is dangerous: *Police immediately sealed off the streets.*
sea level *noun* [U] the level of the sea's surface, used to measure the height of an area of land
sea lion *noun* [C] (PLURAL **sea lions**) a large seal (= sea animal)
seam *noun* [C] (PLURAL **seams**) **1 cloth** a line of sewing where two pieces of cloth have been joined together **2 coal** a long, thin layer of coal under the ground
seaman *noun* [C] (PLURAL **seamen**) a sailor

- 1
- First, answer true (T) or false (F) to the statements about the features of a dictionary.
 - Then, if the statement is false, correct it so that it is true.
 - Finally identify an example from the dictionary page to support every true statement.

a	A dictionary lists words and their definitions.	
b	Words are listed randomly.	
c	A word is described according to which part of speech it is.	
d	You can find out how to spell the word using a different tense.	
e	The plural of the word is given, where relevant.	

2 Complete each sentence with a word from the dictionary page. The word in brackets shows you what part of speech the word must be.

a Brave _____ repaired the damaged ship. (*noun, plural*)

b The dangerous area was _____ off. (*verb, past*)

c Divers found a shipwreck on the _____. (*noun*)

d _____ are large sea mammals. (*noun, plural*)

e To stop the leak you must _____ it. (*verb, present*)

H Correct the spellings in the paragraph below by choosing the right homophone.

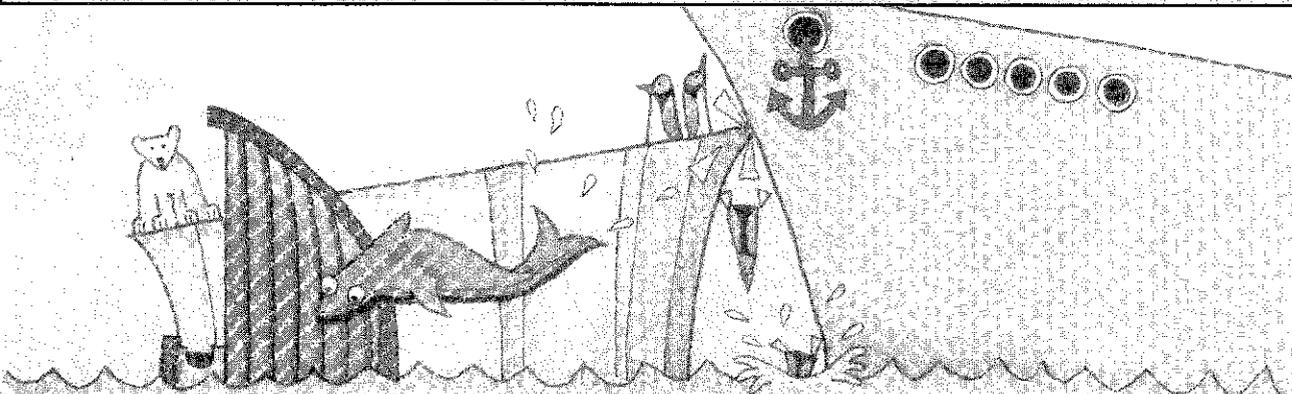
Tip

Homophones are words that sound the same but have different spellings and meanings.

Last weekend eye went two the see. Eye had such a grate thyme their.

The whether was purrfect and the water was sew warm. I even sore a wail from the keyside wear I was standing. It swam buy so silently.

Everything was just write until the wind blue and the son disappeared behind the clouds. We eight quickly, gathered our bits and peaces and left the beech, witch had bean a different seen only ate minutes before.



3 Identify root words

- A** Some words have similar meanings because they have the same root words. Use a dictionary to build words that come from each of these root words.

water

ship

salt

- B** A compound word is formed when two separate words (often root words) are combined to form a new word with a completely different meaning.

Example: sea + horse = seahorse.

How many words can you make by combining these simple root words?

fish salt star sand sea shell tail bone

In a compound word, the joined words might be left separated or they might be hyphenated.



4 Ordering information

A Most information books are organised into chapters and have a contents page listing all the chapters. Use the contents page below to find the following information:

- 1 How many chapters are there in the book? _____
- 2 What do you think the book is about? Make up a title.

- 3 Where in the book can you find out about collecting shells? _____
- 4 Where would you look for information on pollution by humans? _____
- 5 Each chapter includes a fun activity. Describe each activity and say which page each one is on.

Contents

Introduction	1
Chapter 1 Fishes	2
Basic characteristics	2
Interesting facts	3
Keeping fish as pets	5
Chapter 2 Molluscs	8
Classification	8
A natural food chain	10
How to start a shell collection	11
Chapter 3 Sea Mammals	14
Facts and figures	14
Human activity	15
Making sea mammal models	16
Index	20

5 Words in context

- A** Read the paragraph and fill in the blank spaces with words from the vocabulary box that fit the context of the paragraph. (Try not to use a dictionary this time!)

diverse gills surrounding internal species
vertebrates common appearance

There are 25,000 known _____ of fish. Fish live in water and breathe with _____. All fish are _____ and have a backbone. Fish are cold-blooded, which means their _____ body temperature changes as the _____ temperature changes. All fish share these _____ characteristics but are actually _____ in other characteristics like _____.

6 Work with sentences

- A** Decide whether each sentence is a question, a statement, or a command.

1 Go and get ready for school.

Question Statement Command

2 Where are my keys?

Question Statement Command

3 Can we go to the park where they have that big climbing frame?

Question Statement Command

4 When I'm older, I want to be an engineer.

Question Statement Command

5 Try to help your brother with his homework.

Question Statement Command

6 Mr Patel's lesson went very well and the children enjoyed trying out the science experiments.

Question Statement Command

7 Swimming is prohibited.

Question Statement Command

8 You're late!

Question Statement Command

9 What have you been doing?

Question Statement Command

10 Hurry up!

Question Statement Command

B Add the appropriate end punctuation (. ? !) to each of these sentences.

1 What time is it _____

2 I want you to help me with this job _____

3 Stop that at once _____

4 He went home on his bike _____

5 Suddenly, something roared at us _____

6 Where is the bus going to stop _____

7 What a wonderful day we've had _____

8 If you want to be helpful, you can carry this bag _____

C Now write an interesting statement, question and command of your own.

Statement _____

Question _____

Command _____

7 Revise and use sentences, phrases and key words

A Decide what the main point of each sentence is. Underline the key words and phrases only. The first one has been done for you.

You don't have to underline the word *starfish* in every sentence because it is the main topic.

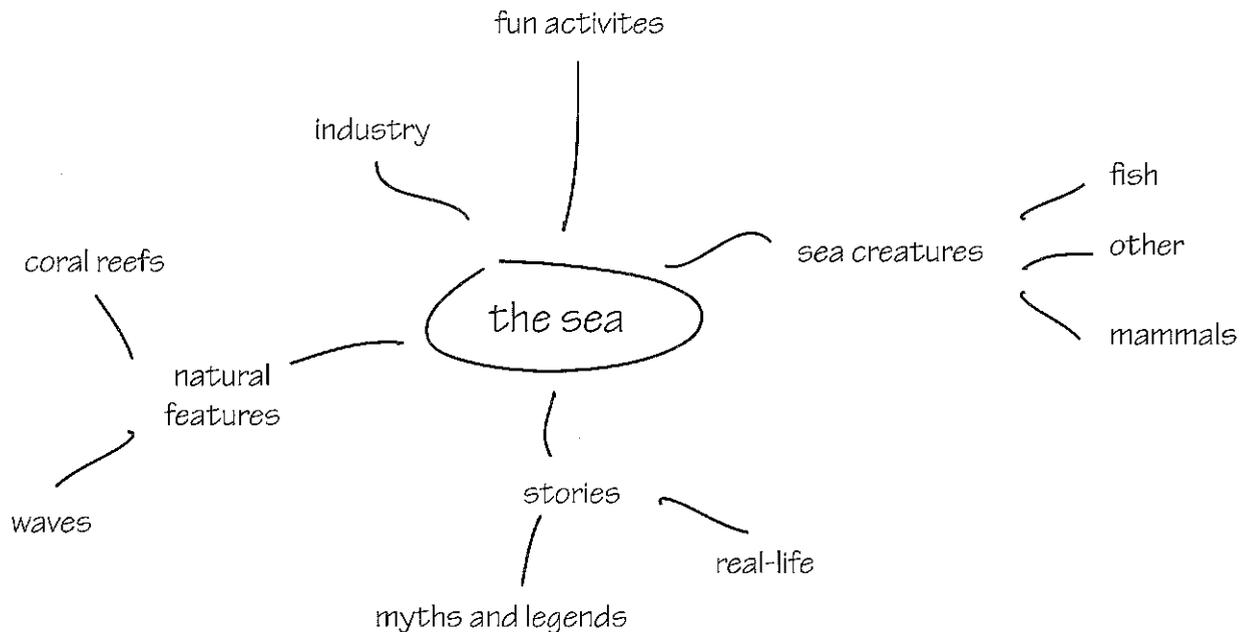


- 1 Sea stars are commonly known as starfish.
- 2 Starfish are easy to recognise – they look like stars!
- 3 There are over 2000 species of starfish; different colours, shapes and sizes.
- 4 Most starfish have five 'arms' or sections arranged around a central disk.
- 5 Starfish have a tough, bony surface covered in spines, and a soft underside.
- 6 Starfish don't have eyes like you or me, but they have an eye spot at the end of each arm.
- 7 This tiny red eye spot helps the starfish to sense light and dark but it cannot see any detail.
- 8 If you gently turn a starfish over you will see hundreds of tiny, muscular, tube 'feet'.
- 9 With these tiny suction feet the starfish crawls along – quicker than you think!

B Once you have identified the key words and phrases in each sentence, rewrite the sentences in your own words as a short paragraph.

8 Summarise the main idea

- A** A mind map is a useful way of recording ideas and thoughts. Key words and phrases rather than full sentences are used when writing ideas on a mind map. The lines in a mind map show the links between the main topic and sub topics. The more ideas you have, the more the mind map will grow.

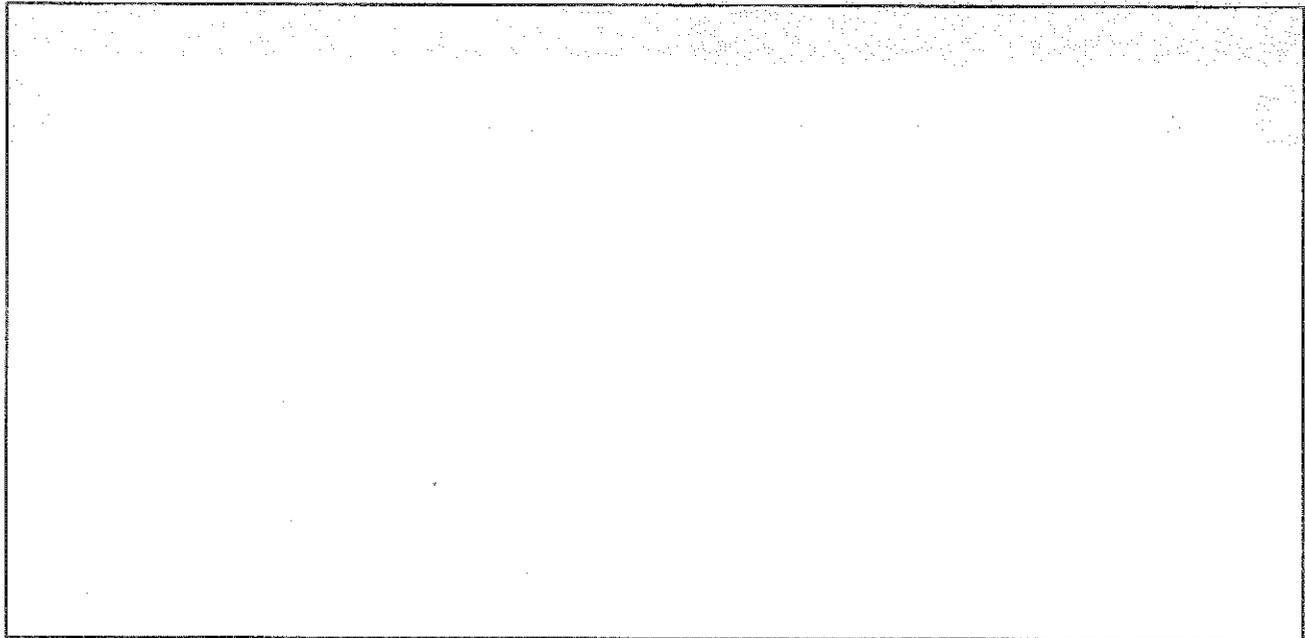


In this mind map:

- 1 What is the main topic? _____
- 2 What sub topics are there? _____
- 3 What other ideas does this mind map help you to think of? Add your ideas to the mind map using the key words from the box below. Then continue on your own.

sea anemones, activity in the harbour, Greek god of the sea – Poseidon, pirate's treasure, oil rigs, pollution, fishing, seals and dolphins, shells, famous ships and wrecks, explorers, penguins

- B** Draw your own mind map in the box on the next page. Choose a topic about the sea that interests you. Brainstorm all the sub topics that are linked to it.



9 Looking at tenses

A Create a statement, a question and a command for each instruction, including:

- a range of question words: *who, what, where, when, how, why*
- positive and negative instructions
- a range of tenses
- sentences written in the first, second and third person.

	Statement	Question	Command
Go to school	I go to school at 9 o'clock.	Why do I have to go to school?	Don't go to school in that shirt!
Paint the fence			
Cut the cake			
Cross the road			
Go swimming			
Visit friends			

10 Work with connectives

A

Some connectives are used to join two sentences of equal importance e.g. *Big fish eat starfish (and/but/however/yet) starfish eat small fish.* Use any sensible connectives from the vocabulary box to link the following sentences together. Leave out any repeated words, or use a pronoun instead to make the sentence sound better.

and so for however but or as because yet although

1 Starfish don't have eyes like us. Starfish can sense light and dark.

2 Starfish are easy to recognise. Starfish look like stars.

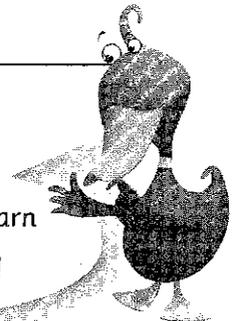
3 Most starfish have five arms. Some starfish have 40 arms.

4 A starfish can 'drop' an arm. A starfish can grow a new arm.

B

Write five sentences of your own about starfish, using connectives from the box. Each part of each sentence must carry equal importance!

There are many other connectives to learn about and use for different purposes!



11 and 12 Collect information for an oral presentation

A Think of a sea creature and follow the instructions below.

- 1 Write the creature's name in your notebook.
- 2 Write some questions and answers to give clues about your sea creature. Don't give away too much!
- 3 Challenge a friend to work out your creature from your questions and answers.

These key words may give you some ideas for your questions.

type of creature habitat appearance size food predators prey
noises babies special features

Mystery sea creature Q&A

Q: _____

A: _____

3 Mind pictures

1 Use your imagination

A Draw lines to match each figurative expression to its meaning.

- 1 In the same boat.
- 2 The apple of one's eye.
- 3 Sitting on the fence.
- 4 Rub salt into the wound.
- 5 Put the cart before the horse.
- 6 Out of the frying pan and into the fire.

Doing something the wrong way round.

Something or someone valued above others.

Getting out of one problem but into a worse situation.

In a similar situation.

Not taking sides or not choosing between two possibilities.

Make a difficult situation even worse for someone.

Language focus

Figurative language contains images. The writer describes something using an unusual comparison for effect and to create interesting mind pictures.

B Choose three of the idioms and write a sentence for each one.

Example: You have got a lot of homework but don't worry, we are all in the same boat.

- 1 _____
- 2 _____
- 3 _____

C Kennings are another form of figurative language. They are descriptive phrases that tell you about something without saying what it is – a mini mind picture.

There are three types of kenning.

1 Match the Norse kennings to the correct column.

Compound words	Prepositional Phrases (<i>of</i>)	Possessives (<i>apostrophe</i>)
Whale road (<i>sea</i>)	Storm <u>of</u> swords (<i>battle</i>)	Seabird's bath (<i>ocean</i>)

Guardian of the people (*king*)

Ocean's face (*shore or waves*)

Skycandle (*sun*)

Path of the sea (*river*)

Stallion of the whale road (*ship*)

Heaven's joy (*morning*)

Battle dew (*blood*)

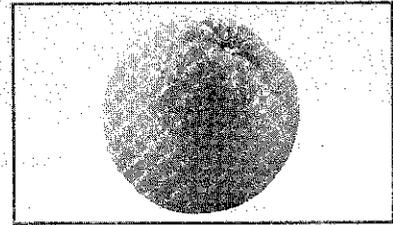
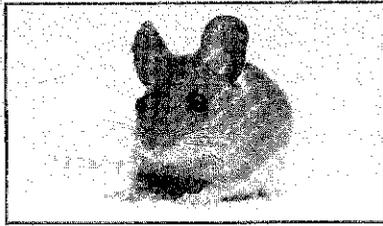
Arrow's storm (*battle*)

Iron shower (*arrows in battle*)

2 Draw what you think this modern kenning poem is about.

Round facer Time tracer Double hander Still stander Night watcher Day follower Morning warning	
--	--

3 Write your own four line rhyming kenning riddles.



D Alliteration is when two or more words close to each other in a poem or piece of writing begin with or echo the same sound.
Worthy word work wins awards!

Remember it is the sound and not the letter that is important
– *penguin* and *phone* do not alliterate!



List three words that alliterate with each of these words. Say the words aloud first and listen to the sounds carefully.

Example:

pretty: precious, president, proud

1 cycle: _____

2 phone: _____

3 scatter: _____

4 shuffle: _____

5 steep: _____

6 fleet: _____

7 knotty: _____

8 gnarled: _____

E How many letters made up the initial sound in each word in Activity D?
Add a tick for each letter in the sound after each word, e.g. cycle ✓✓

F List two words to alliterate with each of these words. Say words 1 to 8 aloud first and listen to the sounds carefully.

1 squeal: _____

2 school: _____

3 splatter: _____

4 stride: _____

5 spring: _____

6 through: _____

7 phoenix: _____

8 chrysalis: _____

G How many letters made up the initial sound in each word in Activity F?
Add a tick for each letter in the sound after each word, e.g. squeal ✓✓✓

2 Meet a modern poet who uses kennings

A If a word has two syllables (or more) with a double consonant, the syllable breaks between the two consonants.
Fill in the syllable sums.

Example: follow = fol + low _____

1 scissors = _____

2 balloon = _____

3 dinner = _____

4 clutter = _____

5 digger = _____

B Write out the words in full for these syllable sums. Then write the verb that the word comes from.

Example: col + lec + tor = collector collect

1 con + duc + tor = _____

2 vi + sit + or = _____

3 in + struc + tor = _____

4 tran + spor + ted = _____

5 col + lec + tion = _____

Breaking down words into syllables
can help with spelling and with creating
rhythm in poetry.



C A collective noun describes a group of things or people. Use a dictionary to help you select the correct collective noun from the box.

pack fleet flock batch string litter flight colony

1 A _____ of pearls.

5 A _____ of wolves.

2 A _____ of bread.

6 A _____ of stairs.

3 A _____ of birds.

7 A _____ of seals.

4 A _____ of cars.

8 A _____ of kittens.



D Use three of these collective nouns to describe other groups of things.

1 A pack of _____

2 A fleet of _____

3 A flock of _____

E Think of suitable collective nouns for these groups.

1 A _____ of ants.

2 A _____ of bees.

3 A _____ of dolphins.

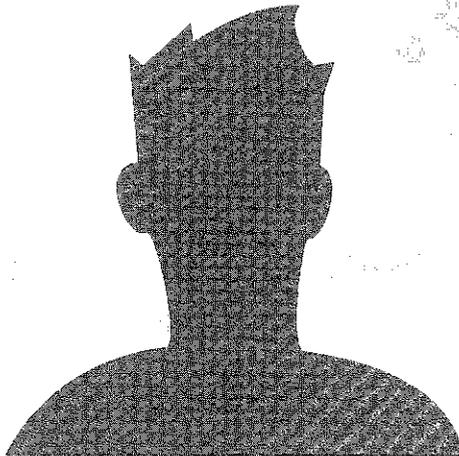
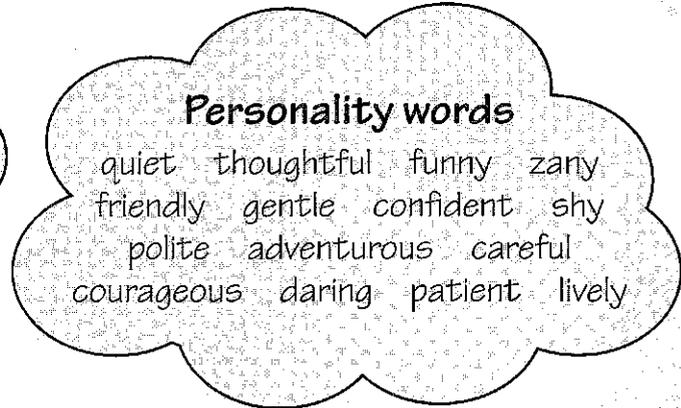
4 A _____ of eggs.

F Do your own research to find other unusual collective nouns. Make a note of the collective nouns you find in this table.

	Collective noun		Noun
A		of	

3 Plan and write a kenning poem

A Write a kenning poem about yourself or someone you know. Follow the plan. You can use some of the words in the clouds for your headings, or ideas of your own.



Add headings about your personality here. Think of your own ideas, or use words from the clouds.

Invent some kennings to go under each heading.

Personality

Talkative	Sporty		
<ul style="list-style-type: none"> • Teller of tales • Word master • Talk sprinter 	<ul style="list-style-type: none"> • Fitness fiend 		

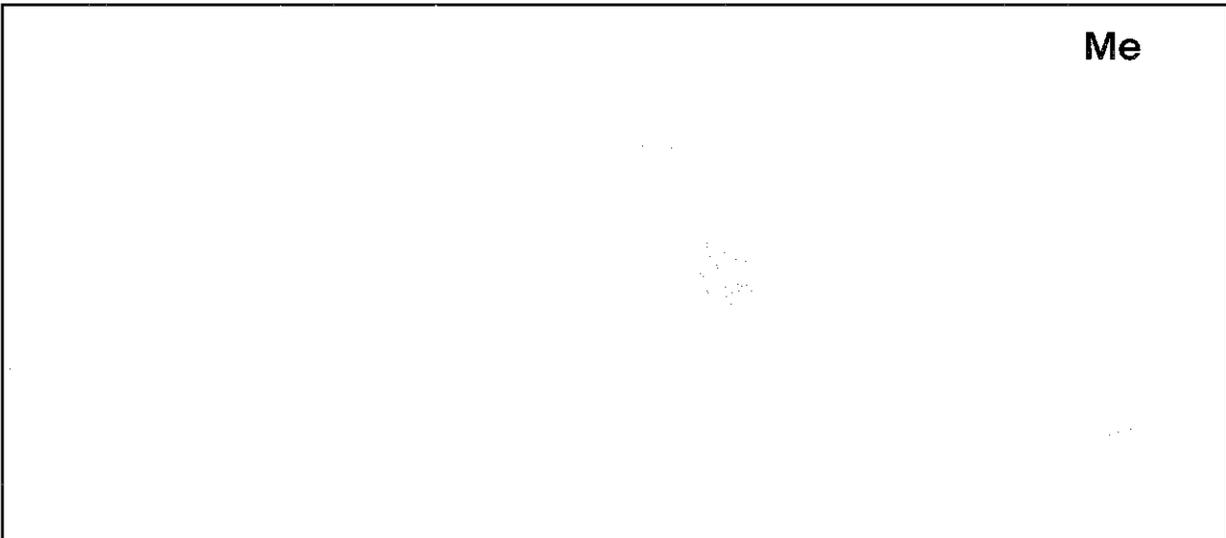
Favourite activities or things

Reading			
<ul style="list-style-type: none">• Book muncher• Seeker of stories• Book's refuge			

B Circle the best kenning in each list. Put them together to make a poem.

C Illustrate your poem by drawing yourself as the mind pictures created by the kennings describe you.

Me



4 What is a colour?

A Choose an adjective to complete these common similes.

light blind fresh busy right cold good dry tough

1 As _____ as a feather.

2 As _____ as nails.

3 As _____ as a bee.

4 As _____ as gold.

5 As _____ as ice.

6 As _____ as dust.

B Choose a more interesting noun to liven up each of the similes from Activity A.

Example: as light as a *snowflake*

_____	_____
_____	_____
_____	_____

C Complete the poem below by adding similes. Make the similes as creative as possible – don't worry about rhymes.

Sky light

The sky at dawn is like a peach juice puddle.

The sky at noon is like _____.

The sky at dusk is like _____.

The sky at night is like _____.

D Read an extract from a simile poem.

As wet as a fish – as dry as a bone;
As live as a bird – as dead as a stone;
As hard as a flint – as soft as a mole;
As white as a lily – as black as a coal;
As plain as a pike-staff – as rough as a bear;
As light as a drum – as free as the air ...

Unknown

1 Circle the correct word:

The similes on each line create *similar/contrasting* images.

2 Tick the boxes for the features that are true for the poem.

Each line contains two similes.

Each simile contains alliteration.

Each pair of lines is a rhyming couplet (it rhymes).

Most lines have ten syllables.

3 Write another couplet to add to the end of the poem. Keep to the same style.

I swim like a fish.
I fly like a bird.



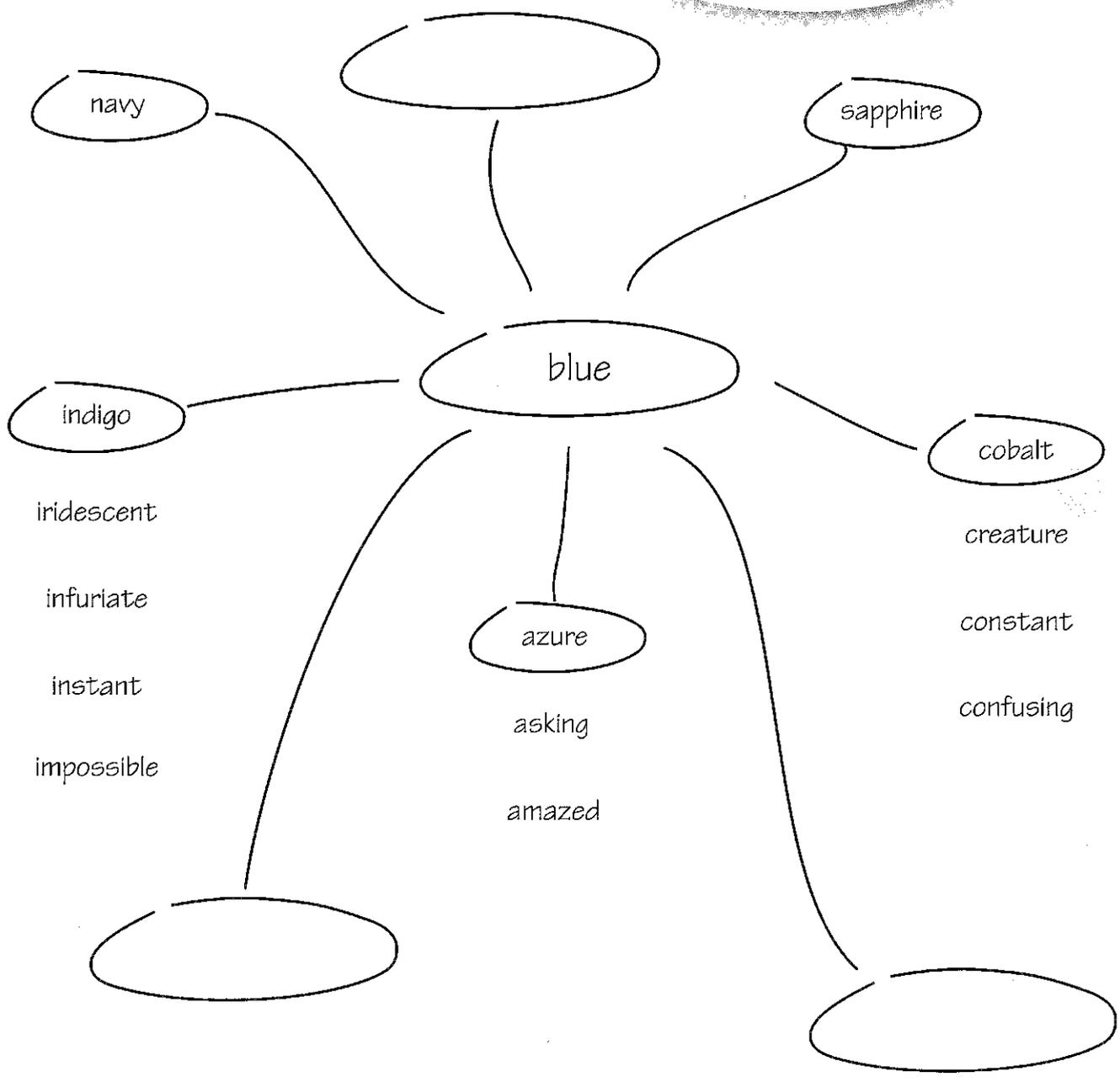
6 Write a colour poem

A Add your word bank of colour words on to the mind map below. Use a dictionary and brainstorm some ideas for a wide range of interesting alliterative words.



Have you included nouns, adjectives and verbs? Add some if you haven't.

The words don't have to make sense together – you're just collecting words that might be useful next time you write a poem!



4 Just imagine

1 Read a blurb

A Which of these features do you consider when you are choosing a fiction book to read? You can tick more than one box.

The cover colour/design

The blurb on the back

The characters on the cover illustration or blurb

The genre

Friends or class mates have read it

Book reviews (in class/library or on the internet)

It has illustrations

You have read a book by the author before

It is part of a series

B Which are the three most important elements for you and why? List them here, with a reason.

1 _____

Reason: _____

2 _____

Reason: _____

3 _____

Reason: _____



Make notes on your opinion of your independent reader below:

Title:	Author:
The cover: What I liked/did not like:	
The cover fits/does not fit the book because:	
The blurb: The blurb included: an extract <input type="checkbox"/> a plot summary <input type="checkbox"/> a review/comment <input type="checkbox"/> Any other information?	
It gives/does not give a good idea of the story line and the characters because:	
I chose to read the book because:	
I would/would not recommend this book to other people because:	

2 Harry's Mad

A Write an appealing blurb for a book using the details outlined below. Include:

- an 'extract' with or without dialogue (from your imagination)
- a plot summary (without giving too much away)
- a review or comment about the book.

Characters	Plot outline	Sentence fragments to use
<ul style="list-style-type: none"> • A boy and a girl who live in same area. • A 'creature' they befriend. 	<ul style="list-style-type: none"> • They find a creature while they are walking home from school – he is lost and scared – he often hears a terrible munching noise. • They have to find somewhere to hide the creature during the day. • The creature helps with their school environmental project. • He consumes recyclable rubbish and knows lots about it. • They have lots of adventures trying to find his family. 	<ul style="list-style-type: none"> • Little did the friends know ... • "Hmmm, tasty plastic. Is there any more?" <div data-bbox="1296 1052 1483 1377" style="text-align: right;">  </div> <p data-bbox="1047 1348 1341 1431" style="text-align: center;">Be creative – the story is yours to imagine!</p>

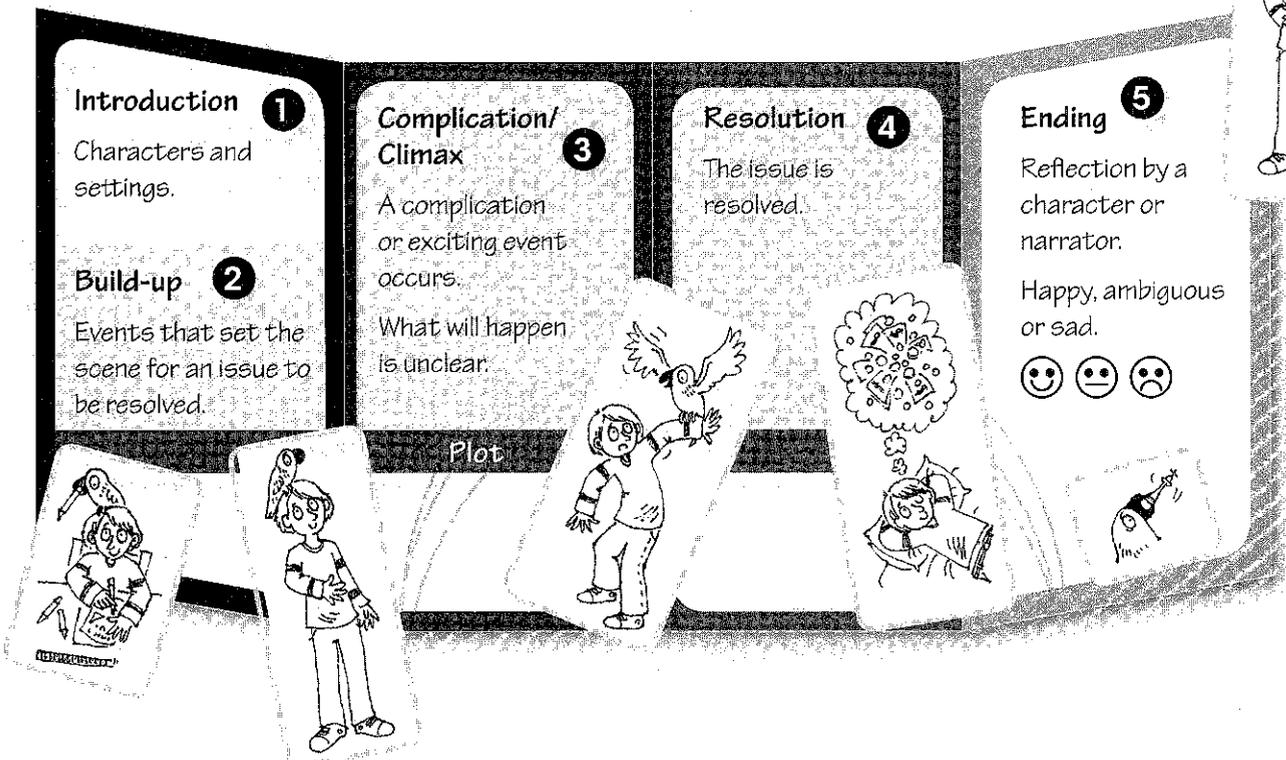
3 Understand the plot

A Story structure

Every story is different but most stories follow a simple 'recipe' for success.

Ingredients: characters, setting and plot

Method: five steps



Read these extracts and write a number in the box to indicate which part of the story you think each one is from. Give a reason underneath.

1 Fatima woke up with a start. It felt as if something or someone was right beside her. Two tiny black eyes appeared. "I'm glad you're awake at last."

2 Clive looked around at all the familiar places and grinned to himself. His adventure had been great while it lasted, but it was good to be home.

3 The shadow loomed larger and larger round the corner. Max and Lorcan held their breath and squeezed even further behind the municipal bins.

4 It was an ordinary Monday morning, or so Mrs Clinton thought until she opened her front door to pick up the newspaper.

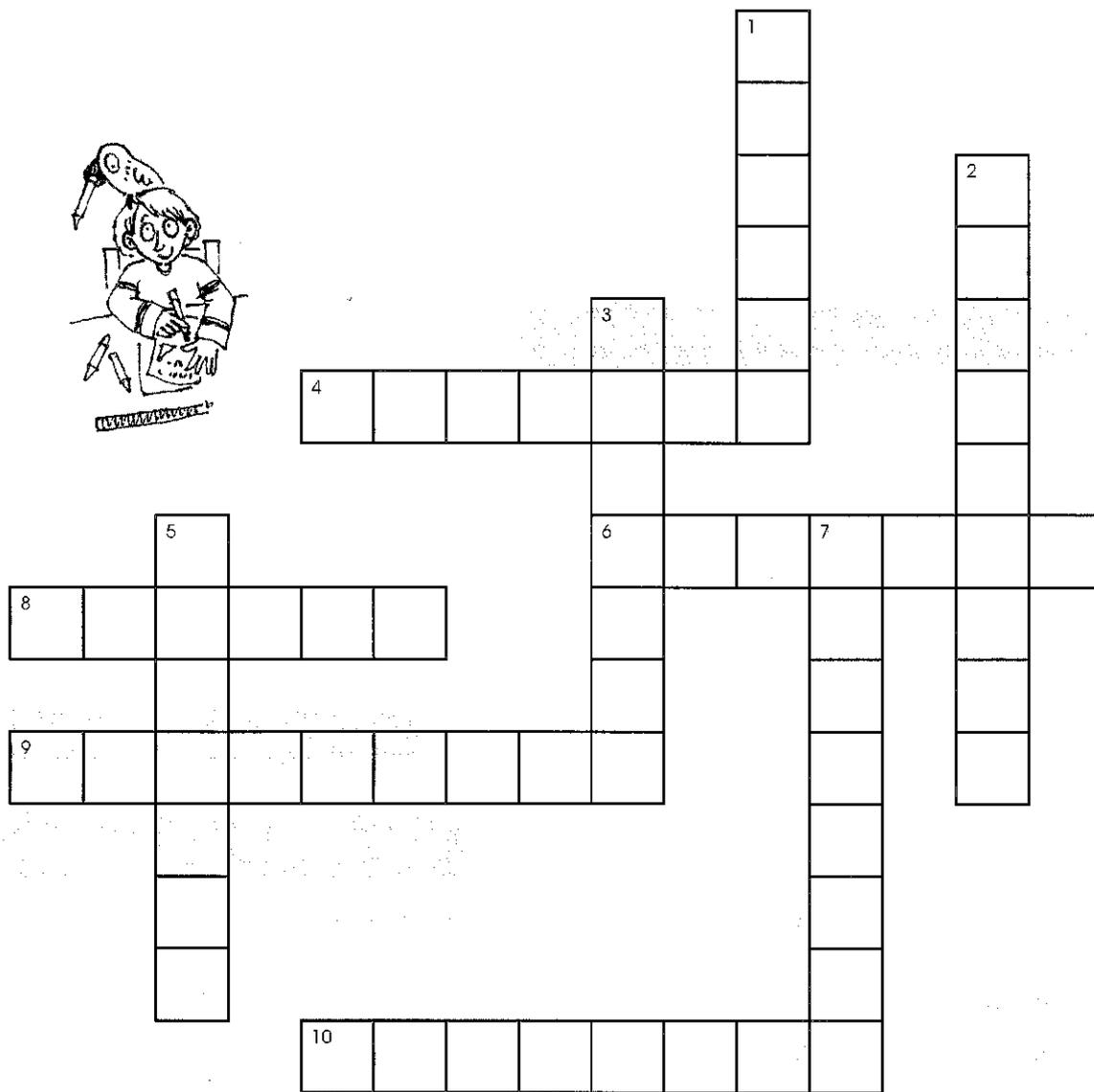
5 "What's in the box, Dad?" asked Navdip. "The postmark says it's come from Greece. Who do you know who lives in Greece?"

6 "Well," said the frog, "if you really want to find the owner of the ring, you'll have to seek out the Wise One and ask her – but she's not easy to find unless you can solve the riddle."

7 The school principal asked for a round of applause. "Thanks to these two outstanding pupils, our school has been saved from closure. Well done!"

4 Read more about Harry and Mad

A Complete the crossword by finding a verb from the box to match each clue.



pleaded answered announced stammered chuckled
grinned snapped gasped taunted moaned

Across

- 4 said smilingly
- 6 said desperately
- 8 said complainingly
- 9 said informatively
- 10 said laughingly

Down

- 1 said breathlessly
- 2 said haltingly
- 3 said sharply
- 5 said in a jeering way
- 7 said in reply

5 Present a dramatic reading

A Imagine that you have met an animal that can talk to you. In a small group, role play the scene. Remember:

- speak clearly and at an appropriate pace
- make your voice appropriate for the animal character you have chosen
- use expression to make the meaning clear
- use body language, gestures and props.

6 Check your understanding

A What do you think these words mean? Discuss them with a talk partner, then check in a dictionary and write a definition in your own words.

scaly covered in scales of hard skin

foreigner _____

hoarse _____

coincidence _____

shoved _____

B Complete each sentence with a word from Activity A.

- 1 The boy _____ his friend so hard that he fell over.
- 2 Her voice was quite _____ after cheering the football match so enthusiastically.
- 3 When I travelled to another continent, I discovered how it feels to be a _____ in an unfamiliar land.
- 4 Quite by _____ I sat opposite my old school teacher on the train.

C Write a sentence of your own using each of the words to show you understand them.

7 Work with adverbs

Language focus

Most adverbs usually tell us more about verbs. They tell us more about how, when or where an action took place.

He growled *angrily*.

She went *outside*.

They started *at midday*.



Adverbs can sometimes be more than one word – an adverb phrase.

- 1 The baby was _____ asleep when the dog started barking.
- 2 I am _____ excited about opening my birthday presents.
- 3 The pie is _____ hot to eat.
- 4 The girl wrote _____ slowly that she didn't finish the test.
- 5 Kashiefa was _____ able to sing with her sore throat.

8 Learn more about apostrophes

A Complete these sentences with the possessive form of the noun in brackets.

Example: Mr and Mrs Holdsworth are Harry's parents. (*Harry*)

- 1 Great Uncle George was _____ owner before Harry. (*Mad*)
- 2 The thief wanted to steal the _____ valuables. (*family*)
- 3 Fweddy is the new _____ name. (*parrot*)
- 4 The _____ lock was broken so Mad was able to escape. (*window*)

B Use the possessive form of these words in a sentence.

the house belonging to the family

the friend of Harry

the pet belonging to Grandpa

the car owned by the teacher

- 1 _____
- 2 _____
- 3 _____
- 4 _____

Language focus

Apostrophes can show where letters are missing from a shortened form of words, known as a **contraction**.

Contractions are quicker and easier to say, and are often used in informal speech and writing.

C Match each contraction to its original pair of words.

it's
you're
let's
can't
I'll
shouldn't
won't
isn't
don't
she'll
I'm
shan't

she will
cannot
will not
do not
I am
it is
shall not
let us
should not
you are
is not
I will

- D** Contractions with the verb to *have* can be tricky. The contraction *would've* can sound like a contraction for *would of* when really it is a contraction of *would have*.

Write out the contractions for these words using the verb to *have*.

- 1 might have _____
- 2 would have _____
- 3 should have _____
- 4 must have _____
- 5 could have _____

- E** Complete the passage using the contractions in Activity D.

- 1 "I _____ lost my school bag," I admitted to my mum.
- 2 "I _____ told you earlier, but you were busy."
- 3 "You _____ marbles in your head instead of brains!" she scolded.
- 4 "You _____ been more careful. Do you think you _____ left it at Harshil's house?"

- F** Add the apostrophes in the correct places in these sentences.

- 1 Ive forgotten my dictionary but Ill bring it tomorrow.
- 2 The team shirts arent ready so well wear our old ones.
- 3 I cant go any faster so youll have to save me a place.
- 4 The boys say theyve finished and theyll go home after changing.
- 5 Its a beautiful day, so lets have our lesson outside.
- 6 Lulu didnt want to give a speech because she hadnt had time to practise.
- 7 I wont leave before youve finished.
- 8 She couldnt decide which sport shed rather watch.

9 The Voyages of Doctor Dolittle

- A** Read the passage from *Doctor Dolittle* by Hugh Loffing and then answer the questions.

The Voyages of Doctor Dolittle – Chapter VIII

“Well that,” said Polynesia, brushing some crumbs off the corner of the table with her left foot, – “that is what you call powers of observation – noticing the small things about birds and animals: the way they walk and move their heads and flip their wings; the way they sniff the air and twitch their whiskers and wiggle their tails. You have to notice all those little things if you want to learn animal language. For you see, lots of the animals hardly talk at all with their tongues; they use their breath or their tails or their feet instead. That is because many of them, in the olden days when lions and tigers were more plentiful, were afraid to make a noise for fear the savage creatures heard them. Birds, of course, didn’t care; for they always had wings to fly away with. But that is the first thing to remember: being a good noticer is terribly important in learning animal language.”

- 1 Which things does Polynesia say must be noticed about animals?
Tick the boxes.

- 1 the way animals walk
- 2 the way animals move their tails
- 3 the way animals move their heads
- 4 the way animals blink their eyes
- 5 the way animals twitch their whiskers

- 2 Why do lots of animals hardly talk with their tongues?

- 3 Why did birds not mind so much?

10 Focus on language

- A** Re-read the Doctor Dolittle extract on page 62. Tick the two main tenses used in Polynesia's dialogue.

Past tense Present tense Future tense

- B** Give an example of a verb in each of the tenses used.

- C** Which of these sentences are in the present tense? Tick them.

- 1 Polynesia is a friend of Doctor Dolittle's.
- 2 The birds were not afraid of any animals in those days.
- 3 Polynesia is explaining to Tommy how to learn animal language.
- 4 Polynesia was teaching the Doctor last year.
- 5 Tommy had always wanted to learn animal language.

- D** Match the common abbreviations on the left to their full words on the right.

Ave

St

cm

kg

Mr

Rd

Mister

Avenue

centimetre

Road

Street

kilogram

E

Questions can be formed using *question words*. Choose a word from the box below to complete these questions. Use each word only once.

- 1 _____ do you want to learn animal language?
- 2 _____ did you manage to make that cake so delicious?
- 3 _____ were you born?
- 4 _____ did you get that jacket from?
- 5 _____ taught you to swim so well?
- 6 _____ did you say to the teacher?

what why when where who how

F

Turn these statements into questions **without** using any of the question words in the box above.

- 1 You can talk to animals.

- 2 Tommy wants to learn to talk to animals.

- 3 Polynesia is an old friend of the Doctor's.

- 4 All animals are able to talk.

- 5 You need to notice the small things animals do.

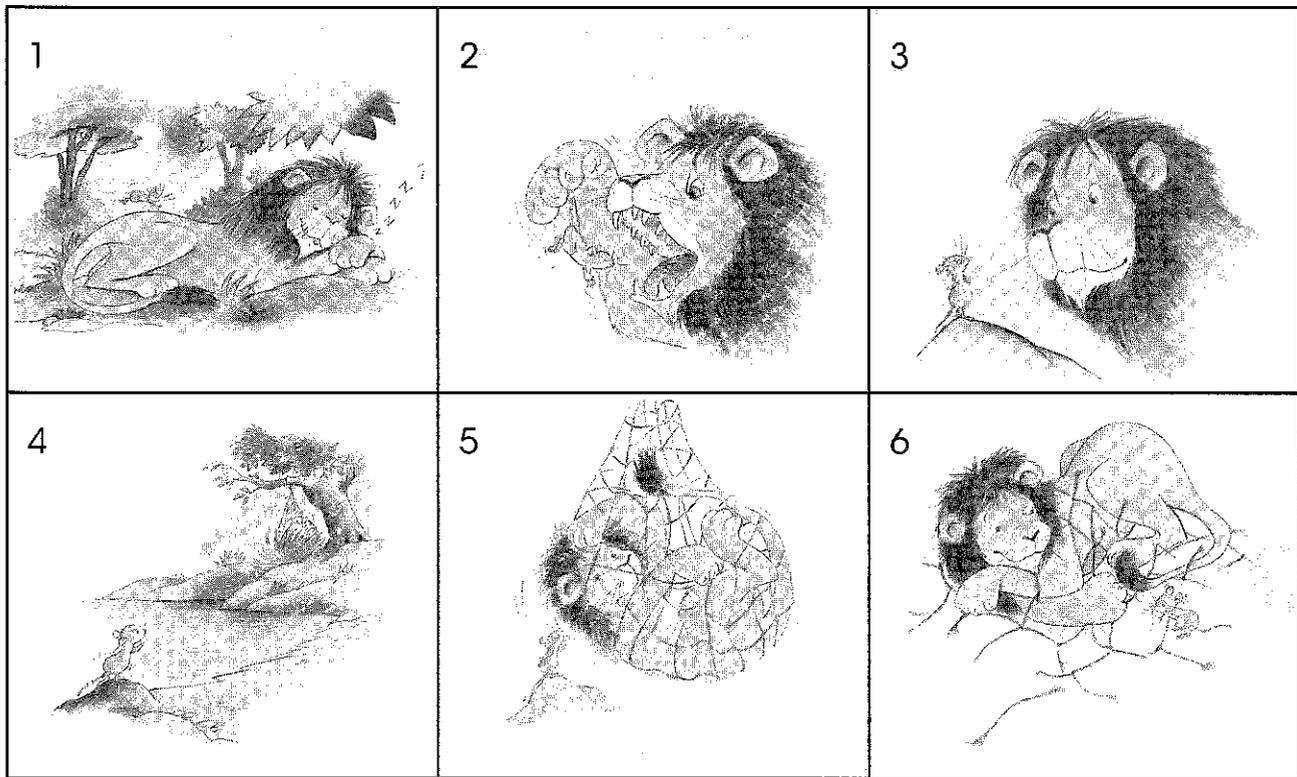


Reorder the words in these questions and add the punctuation to make them sensible.

- 1 you can me help _____
- 2 you do talking animals enjoy to _____
- 3 you how do do _____
- 4 going are you where _____
- 5 you are Doctor the _____

11 Make notes for a storyboard

If you have your storyboard notes for your role play, you can look at them to help. If not, the pictures will remind you of the story.



A Plan the story carefully by brainstorming some key words and phrases:

Remember to use a thesaurus to help you choose extra descriptive words!



1 Describe the setting:	2 Introduce the characters:	3 Describe the build up to the climax:
4 Describe the climax:	5 Explain how the issue was resolved:	6 Write a reflective ending:

B Plan an attention-grabbing first sentence:

Tip

Remember to start a new paragraph for each new event, scene or idea – one for each part of the story. But don't forget to start a new paragraph when a new person starts to speak as well.

12 Present a storyboard of *The Lion and the Mouse*

A

Write out in full the story you planned in your storyboard. Check:

- sense, by reading it aloud
- places where you can use more interesting words
- spellings
- punctuation - if you have used dialogue, check that you have used speech marks accurately
- handwriting - make sure it is neat and joined up, with tall and short letters the right size.

A large rectangular box with a decorative border, containing 20 horizontal lines for writing the story.

5 Making the news

1 Share information

A Underline all the **f** sounds in the following paragraph.

My nephew, Philip, loves visiting museums and historical places of interest. He's got a headful of information about other cultures and knows many fascinating facts. He reads hieroglyphics fluently and can fathom ancient wonders about famous pharaohs who lived fearlessly in former times. Fortunately, Philip can take photographs to prove that he's visited these places. Friends and family think Philip is a phenomenon because he's only five! I wonder if it's just a phase he's going through?

B These words from the paragraph begin with **ph**. Use a dictionary to find the definition. Write a sentence using the word in the correct context.

Definition	Example sentence
Pharaoh <i>n.</i>	
Phenomenon <i>n.</i>	
Phase <i>n.</i>	
Photograph <i>n.</i>	



Fill in the missing letters and write a definition for each word.

Example: hieroglyphics: Ancient Egyptian writing made up of symbols and pictures.

1 gra ____ : _____

2 tele ____ one: _____

3 ne ____ ew: _____



Group these words to show which sound the **ch** makes. Then add some more words of your own to each list.

chef archaeologist moustache chaos challenge checklist
character treacherous technology parachute chemical achieve

Pronounced ch	Pronounced k	Pronounced sh

2 Link it up



Rewrite the following verbs in the present tense by removing the suffix **ed**.

washed filled collected gathered added repeated
corrected sealed covered crushed helped coated

B

Change the irregular verbs from the simple past tense into the present tense.

Simple past	Present
he saw	he sees
I took	
she shook	
you ate	
they spread	
we cut	

CGive simple instructions **in the present tense** on how to do the following tasks. Begin each sentence with the connective provided.

1 To make a sandwich:

First, _____

Then, _____

Next, _____

After that, _____

Finally, _____

2 To brush your teeth:

To begin with, _____

Next, _____

Then, _____

To end off with, _____

- D** Write about a visit you have made to an interesting place (e.g. a museum or historical site). Describe your visit and what you learned. Write a short paragraph **in the past tense**. Use connectives where you can.

3 Research information

- A** Which sentences are factual and which are opinion?

- Tick *Fact* or *Opinion* next to each sentence.
- Underline the language clues (speculative language) in each opinion.

1 A museum is a place where you can find out about the past.

Fact Opinion

2 I think museums are educational places.

Fact Opinion

3 Ancient Egyptians used advanced methods to build pyramids.

Fact Opinion

4 According to some, the ancient Egyptians are the most advanced culture that ever existed.

Fact Opinion

5 Scientists estimate that some tombs are probably 3000 years old.

Fact Opinion



Remember that opinions are expressed with words like *maybe*, *might*, *could*, *may*, *hope*, *think*, *feel*, *believe*, *understand*, *imagine*, *probably*.

B Rewrite the sentences you identified as opinion so that they sound like facts.

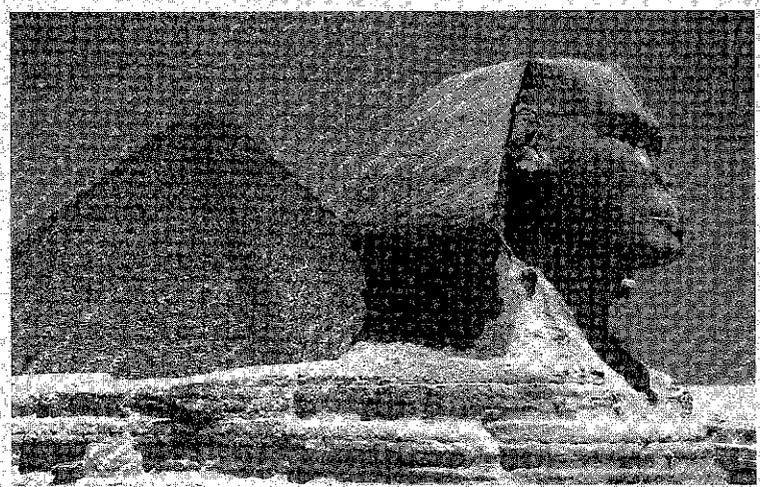
To change an opinion to a fact, remove the speculative language
e.g. *I think it's going to rain* becomes *It's going to rain.*

C Read the text below and answer the questions that follow.



Visit Egypt – The Gift of the Nile

As the site of one the world's most advanced and ancient civilisations, Egypt has a variety of amazing tourist attractions. Apart from the magnificent Pyramids of Giza, home of the Sphinx, and the lure of the vast River Nile, there are many other reasons to visit this extraordinary place.



On your trip to Luxor you can visit the 3000-year-old tombs in the Valley of the Kings and Queens. There you will find what is known as 'the world's greatest open air museum' – where every temple is more breath-taking than the last.

Go on an excursion to Memphis to admire the limestone Colossus of Ramses II and the giant Alabaster Sphinx, or Sakkara to see the Step Pyramid.

A visit to Egypt isn't complete without a trip to Cairo, the capital city, where the Egyptian Museum houses King Tutankhamun's priceless treasures.

To appreciate some traditional recreation, take a felucca boat ride across the Nile or ride a camel over the desert dunes. Egypt is characterised by its moderate climate, especially in winter so take time to relax on some of the world's most glorious beaches.

Let us help you create a holiday package that will make your dreams come true.

1 Tick the main idea of this text.

Facts about Egypt

How to plan a holiday

Tourist attractions in Egypt

2 Who is this text aimed at? Tick **one** box.

Adults

Children

Both

3 Tick the best description of the text.

It contains mostly facts.

It contains mostly opinions.

It contains some facts and some opinions.

4 What type of text is it? Tick the correct one.

A newspaper article

A brochure

A letter

5 Identify one feature of this type of text that you can find here.

6 Identify one example of persuasive writing in the text.

7 Identify two facts from the text.

8 List two places mentioned in the text where you can view a sphinx.

9 Identify the adjectives used to describe the following:

Egypt _____

Pyramids of Giza _____

Climate _____

Beaches _____

10 Identify two proper adjectives in the text.

11 Decide whether each sentence is written in the past, present or future tense.

Sentence	Tense
Egypt has a variety of amazing tourist attractions.	
There you will find "the world's greatest open air museum".	

D Do some independent research on an interesting place and plan a brochure for it. Your brochure needs to have three paragraphs of information. Use these topic sentences to guide you:

- 1 This interesting place is situated ...
- 2 Places to visit and things to do include ...
- 3 You will enjoy this place because ...

Paragraphs are clear sections in a text. They deal with one main idea and often begin with a topic sentence.



My independent research

Name of my interesting place:	Second paragraph
First paragraph	Third paragraph

4 Building words

A *Archaeology* is the study of ancient artefacts and buildings. Use a dictionary to help you match the names of other types of study to their meaning.

mathematics cartography anthropology
palaeography astronomy genealogy

- 1 The study of ancient writings _____
- 2 The study of family descent _____
- 3 The study of mankind _____

- 4 The art of making maps and charts _____
- 5 The study of the stars _____
- 6 The science of numbers _____

B Circle the suffix in each word in Activity A. List the common suffixes used in the words: _____

C An archaeologist is a person who studies ancient artefacts and buildings. What do the following people do? Use a dictionary to help you.

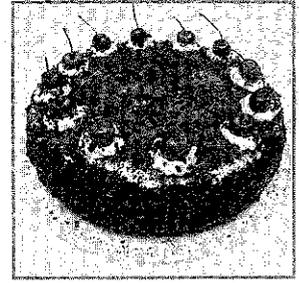
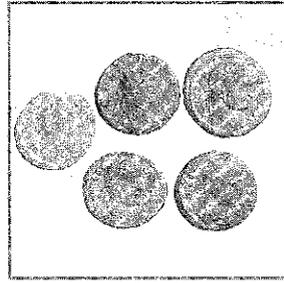
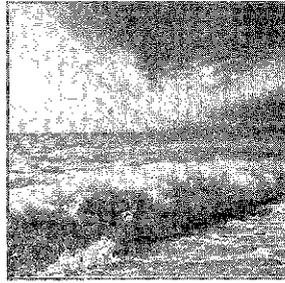
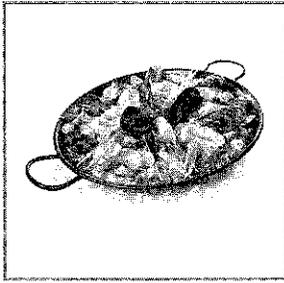
- 1 **Example:** geologist - studies rocks and soil
- 2 journalist _____
- 3 philatelist _____
- 4 anthropologist _____
- 5 psychologist _____
- 6 chemist _____

D Words are often linked in meaning to another word. Use a dictionary to help you find some words that are connected with those listed below.

- 1 optometrist optics
- 2 vegetarian _____
- 3 herbalist _____

E Use the pictures on page 77 to match each proper adjective below to its noun and fill in the caption for each picture.

Black Forest Atlantic Spanish Roman



1 Spanish 2 _____ 3 _____ 4 _____
food ocean coins gateaux

5 Compare information texts

A Imagine you are creating a brochure about your school. What sort of text features and details would you include? Show your planning.

Front page:

Inside pages:

Back page:

<ul style="list-style-type: none"> • Photo of school • • • • • • • 	<ul style="list-style-type: none"> • • • • • • • • 	<ul style="list-style-type: none"> • Map of where the school is • • • • • • •
--	--	---

B Think of the various text types you would use to gather all the information for your brochure. E.g. a website, a map book, a picture. Compare your chosen resources. Are their features similar or different?

6 Ask questions

A Label the details in these sentences with *who*, *what*, *where* and *when*.

when who where
Next week scientists in Egypt will reveal what they have discovered about a mysterious mummy.
what

- 1 On Saturday, a team of archaeologists made an exciting discovery in the Valley of the Kings.
- 2 The mummy was hidden in a secret tomb many centuries ago.
- 3 Scientists immediately examined the mummy that was lying on the ground.

7 Ordering information

A Put these pieces of a news article in order by numbering them. Identify the connectives in the text and use them to help you order the information.

	While the simple tomb indicates that the mummies were not particularly important people, other clues suggest that they were. Firstly, the mummies were found in the royal burial area.
	Last week, archaeologists working in the Valley of the Kings in Egypt announced they had uncovered two mummies.
	Consequently, some scientists believe that she was a servant, while others have a theory that it is the body of Queen Hatshepsut, a powerful pharaoh who ruled about 3500 years ago.
	Secondly, the mummy that was on the ground was placed in the position used to show royalty with the left arm crossed over the chest and the fist clenched. Scientists disagree about who it could be.
	Furthermore, one of the mummies was found in a coffin while the other was lying on the ground of a simple tomb.

B Some connectives make the action flow in a particular order, for example *before, when, while, after, as, if, until, whenever*.

Fill in the missing connectives in these sentences.

- 1 He was angry _____ he saw the mess.
- 2 She decided to go home _____ the storm arrived.
- 3 The onlookers gathered _____ they were arguing.
- 4 _____ the sun came out, the children ran out to play.
- 5 _____ everyone is ready, we will begin.
- 6 You will be rewarded _____ your results are good.
- 7 We won't continue _____ everyone is seated.
- 8 _____ she began to speak, someone entered the room.

8 Write a headline

A Re-read the news article sections on the previous page. Choose three of them and write a headline for each one.

9 Use varying tenses

A News articles can include direct speech. While an article is mostly written in the past tense, the direct speech can be in the past, present or future tense. Add inverted commas and any other punctuation needed to show the direct speech. Can you identify the varying tenses?

- 1 When are we going to the park asked Vincent. I'm bored.
- 2 She complained I'm too tired to walk any further.
- 3 This is my favourite place whispered Susannah.

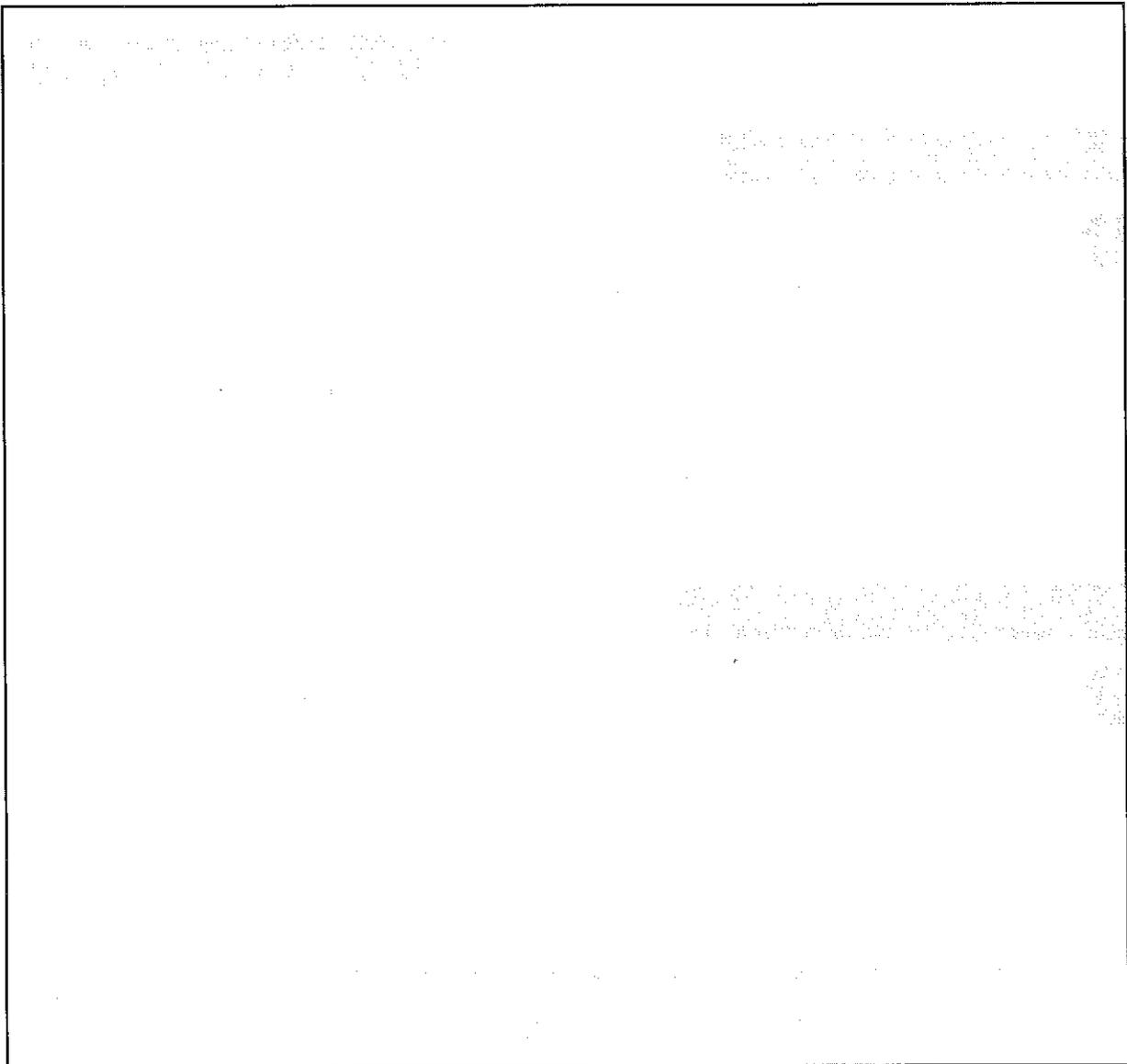
4 He confessed I've already eaten all my sweets.

5 Well said George I think we should go and help.

B Can you think of another way of punctuating sentence 5 that would give it a different meaning?

10 Keeping things in order

A Find a newspaper picture that interests you and stick it in the space below.



B What does the picture suggest the article is about? What do you think happened before and after this picture? Explain your ideas.

C News reporters use the 'inverted pyramid' to structure a news article. Read through the guidelines.

Headline

Sums up the story using key words and clever language.

Most important

Information the reader must have:

Who? What? When? Where? Why? How?

Remember that the reader could stop reading the article before they get to the end.

Less important

Extra information that is interesting but not essential for the reader to know.

Least important

Optional extra details.

- D** Fill in the blank inverted pyramid with notes that summarise this article. Use key words only.

Boy, 3, discovers valuable treasure

A young treasure hunter found a gold pendant worth over £2 million when trying out his new metal detector. Three-year-old James was with his dad scanning the earth when, as he put it, "It went beep, beep, beep". His dad said it was beginner's luck. 'He got a buzz after just five minutes. It was his first time. I've been doing this as a hobby for 15 years and I've never found anything!' Experts believe the rare locket dates back to the 1500s. "James was so excited to find 'treasure' but he has no idea how valuable it is," his dad said. According to James, "We didn't have a map because only pirates have treasure maps."

Headline

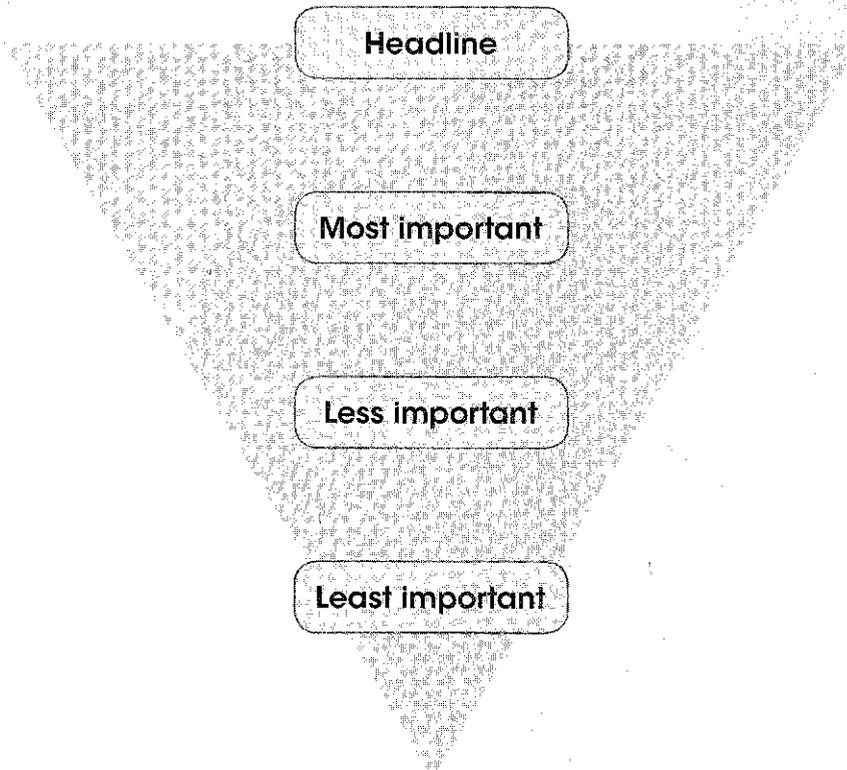
Most important

Less important

Least important

11 and 12 Write a news article

- A** Plan your own news article about something that happened recently in your school or at home. Use key words to make notes.

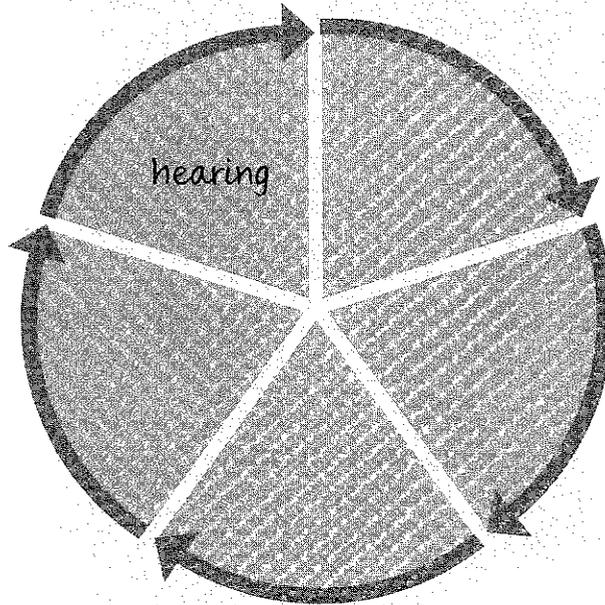


- B** Write out your news article in the past tense. Try to include some quotations written in different tenses. Use some connectives to show the sequence of events.

6 Sounds all around

1 Talk about it

A We have five senses. Do you know what they are? Write them down in the diagram.



B On or next to the diagram, note some of the things that you are experiencing through your senses right now.

C List some synonyms and antonyms for each word in the table.

	Synonyms	Antonyms
cold		
large		
busy		
loud		
rough		
sweet		
dark		
wet		

Words that have a similar meaning are **synonyms**. Words that are opposite in meaning are **antonyms**.



D Write a 'senses' poem. Describe how you experience something through your senses. Use these poems as inspiration for your own. Choose your own topic. Write in the past or present tense. Your poem doesn't have to rhyme.

Last night

I **heard** tapping on the window
I **saw** shadows passing behind the curtain
I **felt** cold and shivery
I **smelled** fear in the air
I **screamed** - as my cat
sprang through the open window!

The test

I **hear** the clock ticking
I **see** backs bent and heads bowed
I **feel** like running away
I **chew** the end of my pencil
I **giggle** with nervousness
The teacher **stares**...

Tip

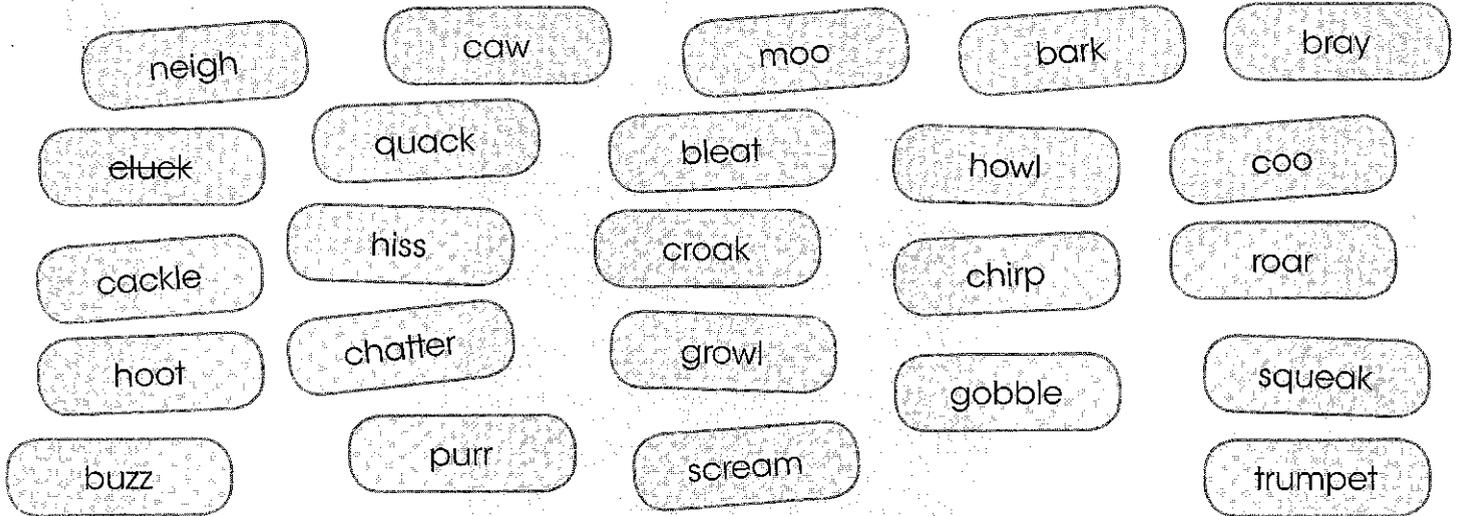
Brainstorm ideas and make notes before writing a first draft.

A good poem takes more than one draft to write.

Write your first draft here and show your editing.

2 Hear the sounds

A Many rhymes use **onomatopoeia** – words that sound like the object or action they refer to, for example *splash* or *drizzle*. For each animal, choose and write an appropriate sound.



hens cluck

snakes _____

geese _____

owls _____

ducks _____

cats _____

turkeys _____

cows _____

monkeys _____

eagles _____

frogs _____

bees _____

dogs _____

doves _____

wolves _____

mice _____

crickets _____

donkeys _____

sheep _____

horses _____

elephants _____

bears _____

lions _____

crows _____

- B** Write a short poem based on the animal sounds. You can use different animals and noise words of your own. If you can, make your poem rhyme as shown in the example.

Cats purr
 Birds twitter
 Geese gaggle
 bats flutter

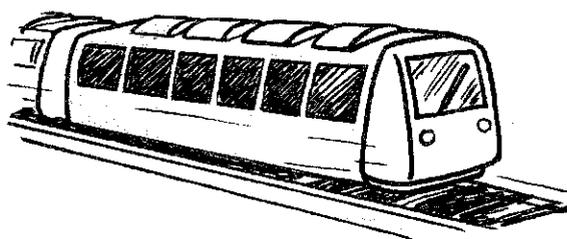
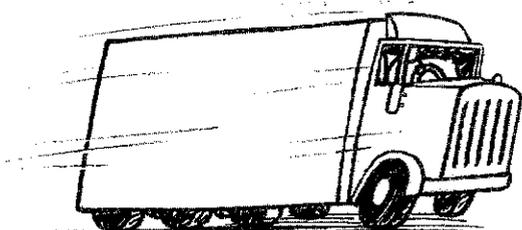
Choose your own
 rhyming pattern and
 have fun!



- C** Find 'noisy' verbs. Use a thesaurus to find other verbs that express similar noises.

bang	drip	knock	shout	laugh
boom thump				

- D** Make up your own 'noisy' verbs to express the sound made by these things, for example *gdangalang* or *gggrrrrwfff* or *vroom-hiss* or *chugalugag*.



3 Rhyming patterns

A Rhyming words sound the same, but they don't have to look the same.
Here are some rhymes you might know.

Which words rhyme?

A Hickory, dickory, dock,
The mouse ran up the clock.
The clock struck one,
The mouse ran down!
Hickory, dickory, dock.

B Hey diddle, diddle, the cat and the fiddle,
The cow jumped over the moon.
The little dog laughed to see such sport
And the dish ran away with the spoon.

C Twinkle, twinkle little star,
How I wonder what you are.
Up above the world so high.
Like a diamond in the sky.

D It's raining; it's pouring
The old man is snoring.
He went to bed and bumped his head
And couldn't get up in the morning!

1 *Star* rhymes with _____.

2 *Clock* rhymes with _____.

3 *Snoring* rhymes with _____ and _____.

4 *Bed* rhymes with _____.

5 *Fiddle* rhymes with _____.

6 *Moon* rhymes with _____.

B Work out the rhyming pattern of each rhyme in activity A.

A _____ B _____ C _____

D _____

4 Assonance

A **Assonance** is the repetition of vowel sounds. Some vowel sounds are short and some are long. Sometimes the letter Y is used as a vowel.

Write these words in the correct group in the grid.

snake key pay hike blow use kite dry tune peg toy
 scare pink rabbit dog sun yes tree skirt cake dare
 dye threw shirt nose noise turn burn cry sly lorry flew

Vowel / y	Words with a short vowel sound	Words with a long vowel sound	Words with other vowel sounds
a	apple	ba <u>b</u> y	ca <u>r</u> e
e	egg	he	che <u>w</u>
i	in <u>k</u>	bi <u>k</u> e	di <u>r</u> t
o	ora <u>n</u> ge	ho <u>s</u> e	bo <u>y</u>
u	u <u>m</u> brella	u <u>n</u> it	cu <u>r</u> l
y	ye <u>l</u> low	fl <u>y</u>	so <u>r</u> ry

B The **sh** sound can be formed with different letters:

sh ch ci su si ss ti xi

Fill in the missing letters to make the **sh** sound in these words. Use a dictionary to help you.

fa ____ ion ten ____ on excu ____ on ____ ef sta ____ on
permi ____ ion an ____ ous trea ____ re pre ____ ous

C Homophones are words that sound similar but do not have the same spelling pattern or meaning. Choose and circle the correct homophone in the following sentences.

- 1 We must *leaf/leave* on *thyme/time* or *wheel/we'll* be late.
- 2 Last *knight/night* I *rode/road* home without *breaks/brakes*.

D Some words keep the same spelling for more than one meaning. Find a word to fit both meanings.

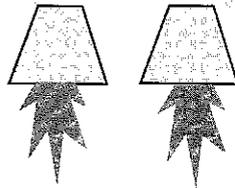
- 1 place to keep money / sides of a river bank
- 2 used for walking / paste with glue _____
- 3 has pages / reserve a place _____
- 4 alter something / coins _____
- 5 observed / cuts trees _____
- 6 water outlet / knock lightly _____
- 7 a green area in town / leave a car _____
- 8 a sound in music / paper money _____

5 Punctuation gives expression

A Punctuation shows expression, particularly in poetry where the rules can be changed for effect. Read the following poem. Notice how punctuation is used, or ignored!

Blast off

“10
9 ...”
keeping time
“8 ... 7 ...”
aimed at heaven
“6 ... 5 ...”
We’re still alive!
“4 ... 3 ...”
What will we see?
“2 ... 1 ...” I’m holding on ...
down to
“ZERO.”
HERE WE GO!



Writers often use punctuation creatively – it’s called poetic licence!



B Here is a list of punctuation used in the poem. Match each type of punctuation to the possible effect it has in this poem.

- | | |
|----------------------|---|
| 1 ellipsis ... | a shows they are wondering about the trip |
| 2 speech marks “ ” | b shows the narrator is speaking informally, suggesting we are reading their own thoughts |
| 3 question mark ? | c shows that the narrator is surprised or excited |
| 4 full stop . | d shows there is a long pause which adds to the tension |
| 5 exclamation mark ! | e shows that someone else is speaking as well as the narrator |
| 6 apostrophe ’ | f shows that the countdown is over |

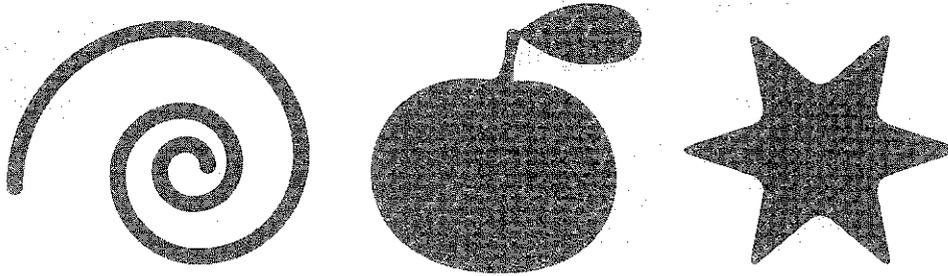
C Do you **disagree** about any of the effects in Activity B? If so, write your own ideas here.

Punctuation

Effect

6 Shape poems

A Use these ideas, or your own, to create your own shape poem.



Step one: Think of a topic and draw its shape.



Step two: Use all five senses to brainstorm vocabulary, including onomatopoeia.



Step three: Decide on a rhyme scheme if you want your poem to rhyme.



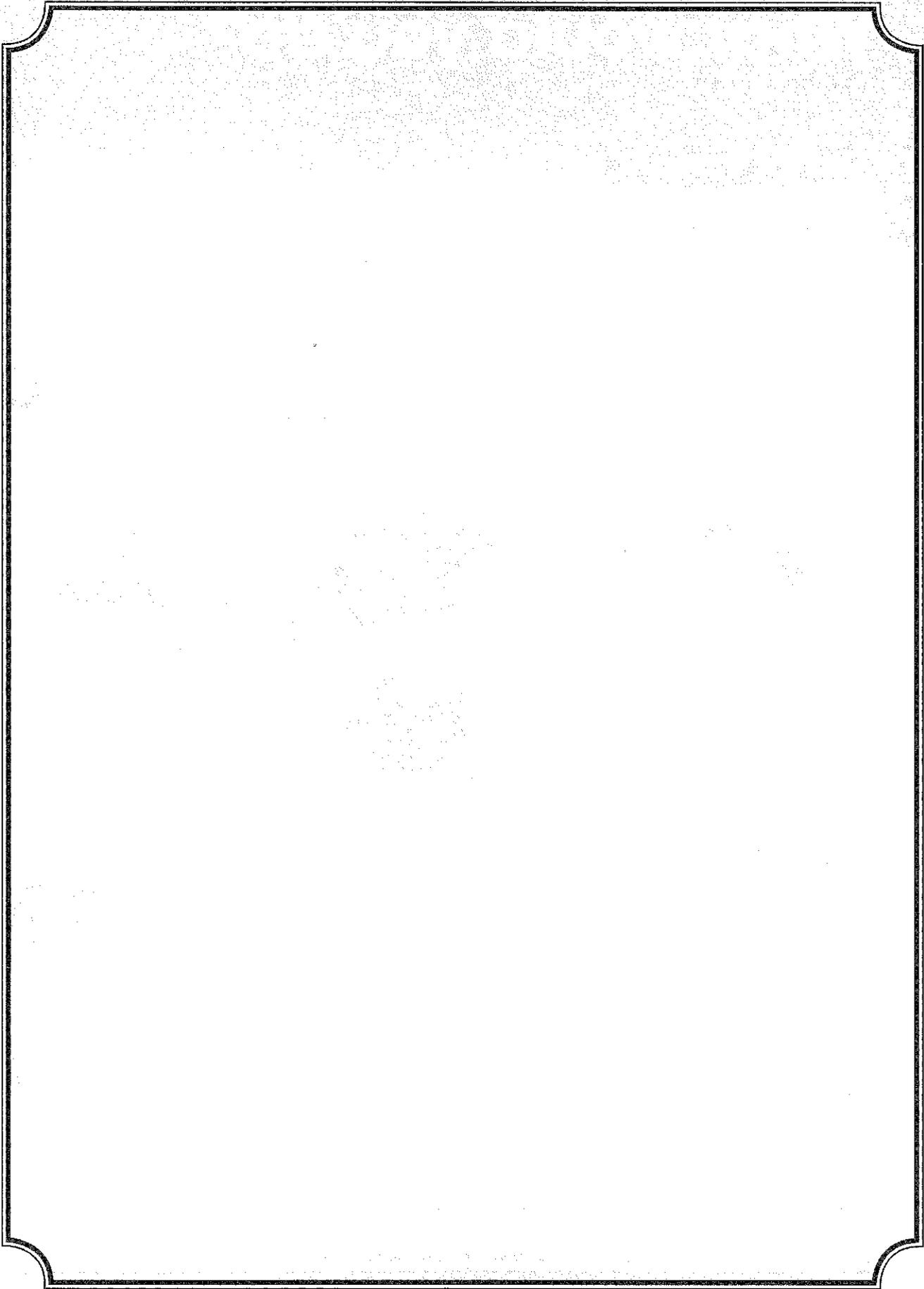
Step four: Choose the words and images you would like to use and experiment with using punctuation effectively.



Step five: Write your poem into the shape that you want so that the words and the shape go together.



Step six: Edit and change your poem until you are happy with the final result. Then write it on the next page in your best handwriting.

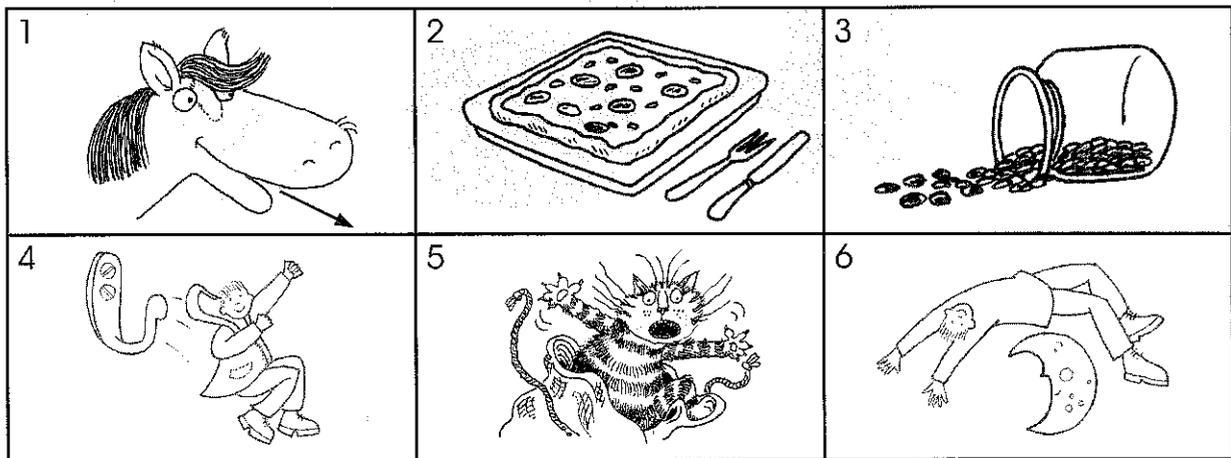


7 What would you do?

1 Food for thought

A **Idioms** are a form of figurative language. They have a special meaning separate from the literal meaning of the words. If you are not familiar with an idiom, it can be difficult to understand what someone is trying to say.

Look at the pictures and work out the idioms they represent. In the first column below, write the idiom if you know it. If you don't know it, write exactly what you see. In the second column, explain what you think the expression means. The first one has been done for you.



Example: 1 From the horse's mouth (a horse saying something).		Finding something out from someone who knows about it because they are involved with the situation.
2		
3		
4		
5		
6		

B Match each idiom in a grey box to its meaning in a white box.

1 You are barking up the wrong tree.	2 I've got a bone to pick with you.	You have got exactly the right idea.
4 She cried her eyes out.	3 You've hit the nail on the head.	You have got completely the wrong idea.
5 Lend me a hand with this.	I tried to overcome the shyness/awkwardness.	I want to complain to you about something.
6 I tried to break the ice.	Help me with this.	She was really upset and cried a lot.

C Complete each sentence using one of the idioms from Activity B to show you understand how to use them.

Example: "I couldn't have explained the problem better myself," said Mr Lee.

"You've hit the nail on the head."

- 1 " _____ , " said Dad, passing me a bucket of water and a sponge.
- 2 When Christina failed her test, _____ .
- 3 Although I didn't know Marcus well, _____
_____ by inviting him to play with us.
- 4 " _____ , " said Maria.
"What have you done to my new bike?"

Tip

Slang is a type of informal language where words often mean something different from their dictionary meaning.

D Underline the key word, or words, in each slang expression. Next to it write the literal meaning of the word, or words, and why it might have been used.

- 1 I got straight As in my exams. _____
- 2 I am going to ace the spelling test this week. _____
- 3 You can't cut class if you want to do well at school. _____

E Write out each of the expressions in Activity D in more formal language.

- 1 _____
- 2 _____
- 3 _____

F Some abbreviations have become very well known - so well known that sometimes people forget what the real words behind the abbreviations are.

Draw lines to link these abbreviations to their meanings and then to a context where you might find them used.

PTO	do it yourself	on an invitation
DIY	please turn over	on a test paper or newsletter
RSVP	postscript (after writing)	in hardware shops
PS	<i>répondez, s'il vous plaît</i> (please reply)	at the end of a letter or invitation

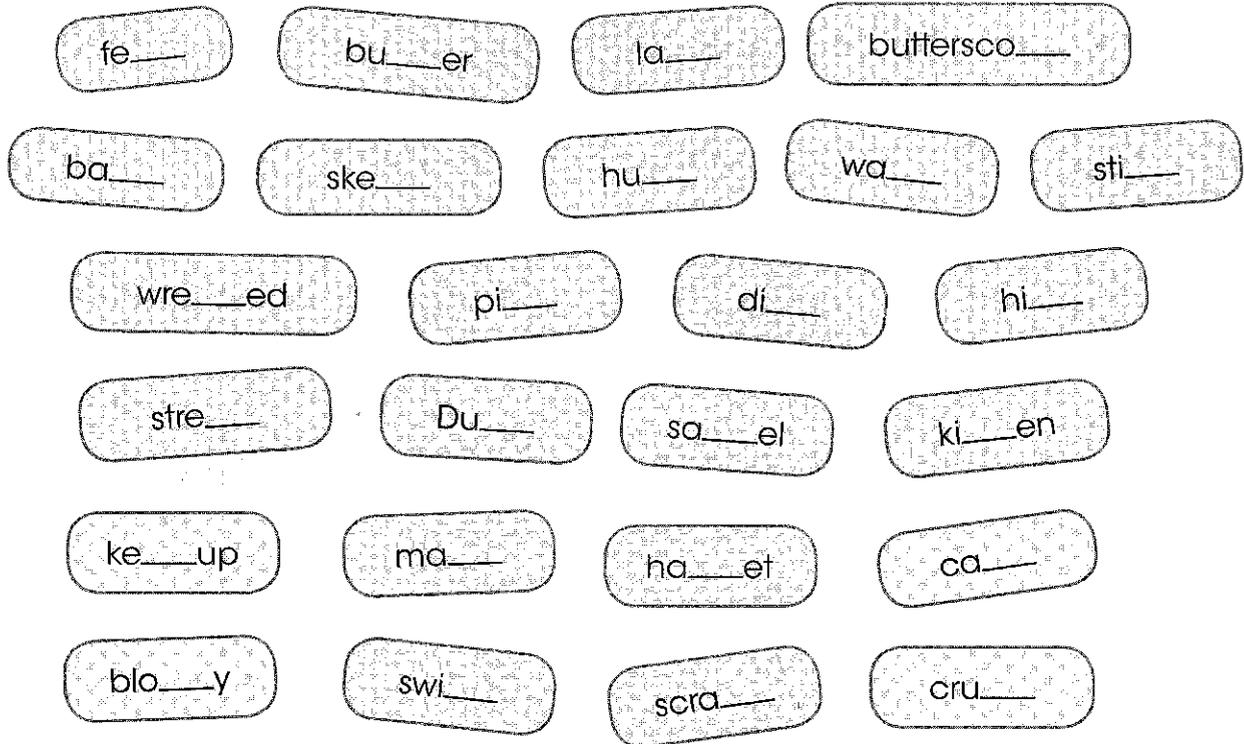
G Words often share common spelling patterns or letter groups.

- 1 Underline the common letter groups in these words:
dough tough through although nought rough fought
- 2 Using joined-up handwriting, write out any pairs of words from above that share the same sound.

Tip

Practising writing out words in joined-up handwriting helps you remember the 'feel' of the spelling as well as the letter patterns.

3 Complete each of these words by adding the common letter group **tch**.



H Match some of the **tch** words from Activity G with their meanings. Use your dictionary to help you.

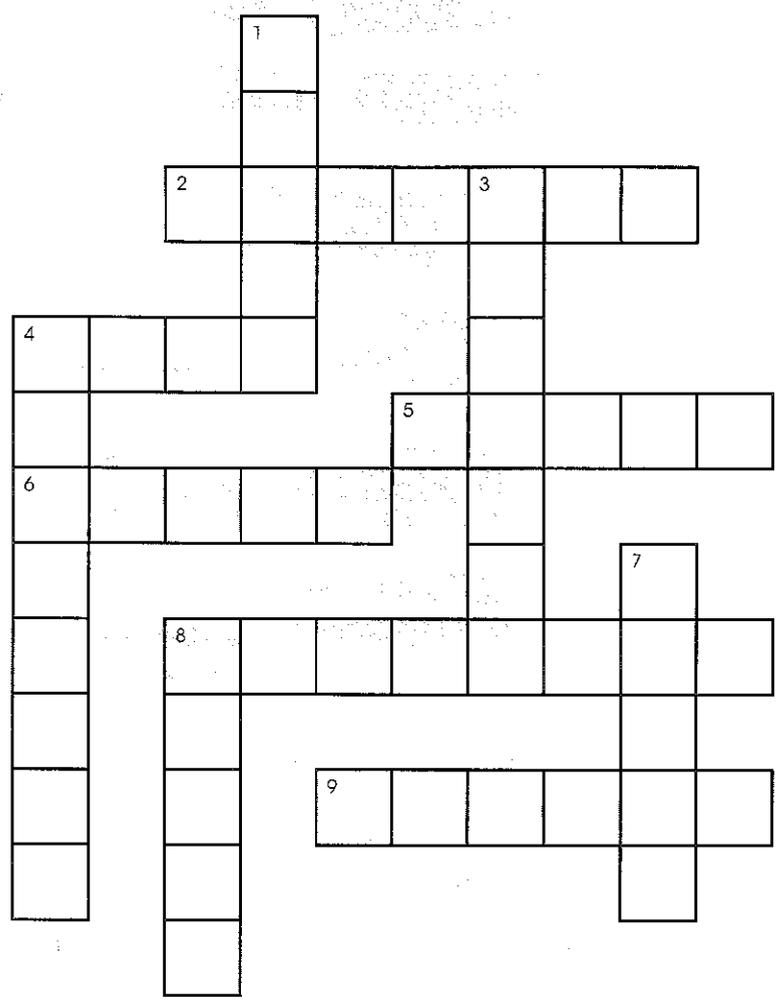
- 1 caramel flavoured sweet _____
- 2 comes from Holland _____
- 3 covered in large marks or spots of colour _____
- 4 a large axe _____
- 5 miserable or in a bad state _____
- 6 a door fastener _____
- 7 tomato sauce _____

It's easy to forget about the **t** because you don't really hear it when you say the word.



I Some words make the same sound as the **tch** words but have **ch** at the end or in the middle. Identify the correct **ch** word answers for these clues and fill in the crossword grid.

- approach
- bachelor
- bleach
- bench
- peach
- arch
- achieve
- beach
- pinch
- enchant
- touch



Across

- 2 delight someone or put a magic spell on something
- 4 a built structure with a curved shape
- 5 squeeze between finger and thumb
- 6 a juicy fruit with a furry skin and a stone
- 8 an unmarried man
- 9 powerful cleaning fluid

Down

- 1 a long wooden seat
- 3 succeed in doing something
- 4 go towards a place or thing
- 7 feel with your fingers
- 8 a sandy place next to the sea



2 Making difficult decisions

A Read the extract from *The Kite Fighters* by Linda Sue Park.

Chapter 11: Young-sup and his older brother Kee-sup have discovered that coating a kite's line with broken pottery and glue makes it faster at cutting other kites' lines.

As they were busy congratulating each other, Young-sup had a sudden, sobering thought.

"Brother. What if it is against the rules?"

"Against the rules?" Kee-sup stopped in his tracks. "I never thought of that. You mean, maybe someone has thought of this before and it's not allowed."

"We could ask."

"But if we ask another flier, and no one has thought of it before, maybe he'll steal our idea."

They stared at each other, their faces reflections of worry.

...

"Honourable Sir!"

Kite Seller Chung lifted his head. He was just leaving the marketplace after a busy day.

Young-sup rushed up to him, panting from his run, and bowed politely if hurriedly. The old kite seller smiled at his eagerness.

"What chases you, young flier?" he teased.

"Nothing, sir – just a question."

"A question for me, I take it."

Young-sup looked around them. The market was closing for the day, with many people brushing past them in a hurry to make last-minute purchases. He bowed again to the old man.

"I do not wish to delay you, sir. Perhaps we could talk as I walk beside you."

The old man cocked his head curiously and gestured his assent. They set out on the road away from the market and walked in silence until the crowds around them had thinned somewhat.

"Now, young flier. What is this question, the answer to which you believe I hold?"

"It's about the kite festival, sir. About the competition."

"Ah – the kite fights." The old man's eyes lit up with keen interest.

"Yes, sir. It is said that there is little you do not know about them."

The kite seller nodded. "True enough. I have been watching them every year now for more than half a hundred years."

"Then you would know, sir, about the rules." Young-sup paused, his voice low and urgent. "My brother has a new ... invention. We wish to use it at the fights, but we need to know if using it would be honourable – within the rules."

His companion frowned. "That is not one question, young flier, but two. Tell me about this invention."

B Tick the statements about Kee-sup and Young-sup that we know are true from the story.

- 1 Kee-sup and Young-sup had just won a competition.
- 2 One of the other kite fliers has copied their idea.
- 3 The market is getting ready to close for the day.
- 4 Young-sup asks the kite seller for advice.
- 5 The kite seller has seen more than 50 kite competitions.

C Write down two pieces of evidence that show how Young-sup shows respect to the kite seller.

- 1 _____
- 2 _____

3 Summarise your understanding

A Re-read the extract from *The Kite Fighters* on page 99.

Number these events in the order in which they must have occurred, based on the extract. Start with 1 for the first event.

- a Kite Seller Chung admits he knows a lot about the competition.
- b Young-sup searches for Kite Seller Chung in the market.
- c He describes his brother's new invention.
- d Young-sup asks his advice as they walk away from the market.
- e Kee-sup and Young-sup worry about the competition rules.

4 Focus on the language

Language focus

If a noun is plural and does not end in **s**, use **'s** to indicate possession:
children's.

If the plural of the noun ends in **s**, the apostrophe comes after the final **s** - **s'**:
the brothers' kites.

A Write the apostrophe in the correct place in the underlined words.

- 1 The sticks different lengths did not work well in the kite.
- 2 The boys father told them Kee-sup must fly the kite.
- 3 All the entrants kites were on display.
- 4 The crowds shouts could be heard in the market.
- 5 Both opponents kites lines tangled in the wind.

B Write sentences using these possessive words correctly.

friends' friend's clothes' people's

- 1 _____
- 2 _____
- 3 _____
- 4 _____

5 Work with sentences

- A** Make the paragraph below flow better by joining some of the sentences with connectives from the word bank. Use your best handwriting.

because and but so since as for

Soofiya woke before her alarm. She was excited. It was her birthday. She couldn't wait to open her presents. She got dressed and cleaned her teeth. Her family would all be waiting downstairs. They always had special birthday breakfasts. She raced into the kitchen. No-one was there. No-one was up.

You can join two or even three together but you can also leave some short for effect!



6 What would you do?

- A** Think about the story your partner told you about a situation where someone found it hard to tell the truth, or imagine a new situation of that kind. (It doesn't have to be a true story.) Briefly explain what happened.

- B** If a friend told you they were in that situation, how would you advise them?

C If you were in that situation, what would you do?

7 Notice the language

Language focus

Adjectives describe nouns.

Adverbs describe *when, where* or *how* an action took place.

We can use phrases to do the work of adjectives or adverbs to make writing more informative or descriptive.

A boy with a broken arm started school today.

We finish school at 4 o'clock.

The underlined phrases
are doing the jobs of
adjectives and adverbs.



A For each sentence, circle whether the underlined phrase is acting as an adjective or an adverb.

- 1 During the lesson we were quite bored. adj. / adv.
- 2 The noise during the lesson made the teacher cross. adj. / adv.
- 3 The basketball posts in the playground are new. adj. / adv.
- 4 The basketball posts are located in the playground. adj. / adv.

B In each sentence, underline the phrase that is acting as an adverb.

- 1 The boy broke the window with a soccer ball.
- 2 Irèna left her school bag under her desk.
- 3 Ikbal helped me with my maths homework.

Clue: you're looking
for the words that tell
you when, where or how
something happened.



C Underline the phrase in each sentence that is acting as an adjective.

- 1 That woman in the camel overcoat is our new science teacher.
- 2 The boy with dark, curly hair is Martha's cousin from Romania.
- 3 The blue and white striped soccer boots are too small for him.

D Write a short paragraph using at least four phrases from the phrase bank.

in the middle of the night down the creaky staircase through the shadows
at the end of the long corridor with a loud shriek for the first time ever

E Add at least one adjectival or adverbial phrase to make these sentences more interesting.

Example: Alfredo gave his sister a fright.

Leaping suddenly into the room, Alfredo gave his sister a fright.

1 The sun provides light and heat.

2 The girl wore a beret.

3 The tree was one hundred years old.

4 The teacher marked the tests.

8 Degrees of comparison

Language focus

We add the suffix **er** to form the **comparative** to compare two things.

We add the suffix **est** to form the **superlative** to compare more than two things.

Grandpa is **old**. Grandpa is **older** than Dad. Grandpa is the **oldest** in the family.

A Choose the most appropriate adjective to fill the spaces.

1 The elephant is the _____ animal in the jungle.

large larger largest

2 Is a spider _____ than a snail?

small scarier smelliest

3 Butterflies usually have _____ and _____ colours than moths.

brighter plainest fancier

4 A leopard is _____ than _____ animals, but a cheetah is the _____ animal.

most fastest faster

9 Cool!

A Use the internet or books to find out more about Michael Morpurgo and the books he has written. Try to research:

- where and when he was born
- the jobs he has done
- the titles of some of his books
- the themes of some of his books.

10 Read about Robbie's classmates

A The **tense** of a verb tells us *when* an action takes place. The **present tense** can be written in two different ways.

I *walk* to school every day – this describes something I do often.

I *am walking* to school – this describes something I am doing now.

Fill in the gaps with the correct part of the present tense.

Example: I walk I am walking

1 you enjoy you are _____

2 she runs she _____ running

3 he smiles he is _____

4 it rings it _____ ringing

5 we work we are _____

6 you hope you _____ hoping

7 they listen they are _____



Did you notice, the longer form of the present tense includes the verb *to be*?

B Both forms of the present tense can be put into the past tense.

Fill in the gaps.

Example: I walked I was walking

1 you _____ you _____ enjoying

2 she ran she _____ running

3 he _____ he _____ smiling

4 it rang it _____ ringing

5 we _____ we _____ working

6 you _____ you _____ hoping

7 they _____ they _____ listening

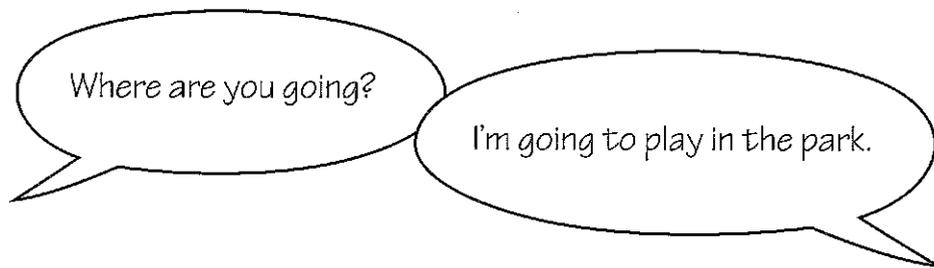
- C** Explain how the longer form of the present tense changes in the past tense.
-

Language focus

When we write, we use speech marks to show words that people say.

"Where are you going?" asked Mum.

"I'm going to play in the park," called Pravin.



- D** Correct the punctuation by putting in the missing speech marks.

- 1 What time is it? asked the school secretary.
- 2 I wish we could go camping this summer, thought Michelle.
- 3 Clean up the mess immediately! ordered Dad.
- 4 The teacher said, Put away your books. Lessons are over!
- 5 My stomach hurts, moaned Aki.

11 Explore how play scripts work

- A** When dialogue is written in a play script, it looks like this:

Doctor: I'm afraid Robbie still isn't awake.

Nurse Tracey: I'll keep talking to him while I give him his medicine.

Mrs Ainsley: Do you think he's getting better?

Nurse Tracey: I'm sure he'll wake up very soon.

Write a rule that explains how to lay out dialogue as a play script.

B Read to the end of this incomplete dialogue and imagine or role play what Mum might be saying. Then write Mum's side of the dialogue. Remember to lay out the dialogue as a play script.

Heidi: But Mum, you said I could go before.

Mum: Well, now I'm saying you can't

Heidi: But why not?

Heidi: Everyone else is going.

Heidi: Well almost everyone is going then.

Heidi: Because they told me they were.

Heidi: You would let Johan go.

Heidi: He's only two years older.

Heidi: Please, Mum. I'll do the dishes all weekend.

C Circle the verbs that you think describe how Heidi is speaking to her Mum.

pleading asking politely begging nagging requesting pestering

D Write another line of what Heidi and Mum say to each other – as a play script.

12 Perform a play script

A 1 Write at least six lines of dialogue between two characters of your choice. Follow the rule you wrote on page 108 about how to lay out a play script.

2 Find a partner and practise reading out your mini play scripts before performing them for another pair.

Make it as interesting as you can! Remember to use neat, joined-up writing so that your partner can read the script easily.



8 Food for thought

1 Introducing persuasive language

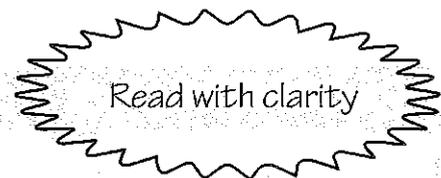
A Practise reading the following texts aloud and then answer the questions.



Text 1

Only the very best quality potatoes are used for our crisps. They are grown in a rich, fertile soil and are always carefully handled. The potatoes are finely sliced, quickly fried in a little vegetable oil and seasoned with our secret spices and flavours.

We pack them with great care to ensure you get the superb quality you have come to expect from our brand. Our irresistible crisps will turn your ordinary day into a bright one, filled with flavour.



Text 2

Crispy Corn Cakes are a tasty, healthy snack made from the goodness of rice, corn and a little sea salt. They make an ideal, anytime snack. Crispy Corn Cakes are crunchy, light and low in fat. It's the perfect snack for every day.

- NO ADDITIVES
- NATURAL COLOURANT
- FAT FREE
- GLUTEN FREE
- SUGAR FREE
- PRESERVATIVE FREE

1 What is the main topic of each text?

Text 1 _____

Text 2 _____

2 Both texts use persuasive language. Tick the best description of these texts.

They contain mostly facts.

They contain mostly opinions.

They contain both facts and opinions.

3 The purpose of both texts is similar. Tick the purpose.

To inform readers about a future event.

To promote a product.

To tell a story.

4 Tick the product that looks like the healthier option.

Text 1 Text 2

5 Tick the product you would prefer to eat.

Text 1 Text 2

6 Explain why you chose that product.

7 Who will most likely read these texts? Tick one box for each text.

	Text 1	Text 2
Mainly parents	<input type="checkbox"/>	<input type="checkbox"/>
Mainly children	<input type="checkbox"/>	<input type="checkbox"/>
Parents and children	<input type="checkbox"/>	<input type="checkbox"/>

Explain why you think so.

B

Read the texts on page 110 again, changing them into the past tense in your mind as you read. Explain how this changes the meaning and purpose of both texts.

C Think of three features of a persuasive text and note them down here.

D Make lists of the persuasive adjectives and adverbs used in each text.

Text 1	Text 2

E Which text do you think is the most successful as an advert? Tick one box.

Text 1 Text 2

Explain your answer _____

2 Be descriptive

A When there is more than one adjective, we use a comma to separate them.
For **example**: *I ate a delicious, fresh, moist piece of cake.*

Add a comma to the following sentences in the correct place.

- 1 She was keen to cook a new delicious exotic dish for dessert.
- 2 The happy excited children were keen for the party to begin.
- 3 She wished the relaxing sunny warm weather would return.

4 Everyone enjoyed the hot spicy curry.

5 The thick smooth creamy soup bubbled on the stove.

B Add one adjective to the sentence below. Then add another and another and so on so that it grows longer each time. Remember to use commas where necessary.



The chef was pleased with his dessert.



The *skilled* chef was pleased with his dessert.



The



3 Compare layout, purpose, language

A Number the pictures to show the correct sequence of events.

How to make a cup of instant soup.



B Number these instructions in the correct order to match the pictures above.

- ___ Stir the soup continuously for 2 minutes.
- ___ Wait approximately 5-10 minutes for the soup to cool down.
- ___ Fill the mug with rapidly boiling water from the kettle.
- ___ Snip open a packet of your favourite instant soup.
- ___ Enjoy your delicious cup of hot, instant soup.
- ___ Empty the contents of the packet into a large mug.

Always get an adult to help you if you use scissors or boiling water.





Choose the correct command verb to complete the recipe below.
Use each word only once.

spoon add mix use place bake eat balance cut attach
slice halve leave return insert

Ingredients and utensils

2 potatoes

2 radishes

2 spring onions

2 cherry tomatoes

4 raisins

1 egg

seasoning

toothpicks, small spoon, plate, chopping board,

small knife (ask an adult to help you when you use a knife)

How to make potato mice

Instructions

_____ the potatoes in their jackets until soft.

_____ them to cool.

_____ each potato lengthwise.

_____ a spoon to scoop out some potato from one of the two halves.

_____ the scooped potato and egg.

_____ seasoning to taste.

_____ the mixture into the hollowed-out halves and place the other half on top.

_____ to the oven for another ten minutes.

_____ the spring onion between the two potato halves to make the tail.

_____ a cherry tomato in half.

_____ it to the potato with a toothpick for the mouse's nose.

_____ small slits into the potato.

_____ thick slices of radish to form the ears.

_____ two raisins on the potato to give your mouse eyes.

_____ and enjoy your potato mice.

D List five general rules for writing instructions.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

E Use your rules to write a set of instructions for one of these ideas.
You can include diagrams for all or some of the steps in your instructions.

- 1 How to grow a small pot plant.
- 2 How to make a fruit salad.

Plan your instructions
and write a first draft. Check
and edit your first draft before
writing it out neatly using
joined-up handwriting.



4 Analyse an advertisement

- A** Do some independent research on advertising. Find an advertisement that you think is good, one that gets your attention. Use the checklist to analyse it.

Which features are used in the advertisement?	✓ for yes X for no	Give an example if possible
A bold heading		
A clear message or purpose		
A target market (Who is the advertisement aimed at?)		
Factual information to add value to the product		
Opinions about the product		
Persuasive language tools e.g. interesting adjectives, catchy slogans, expressions or questions		
Use of punctuation and different sentence endings		
Humour - something to make you laugh!		
Appealing visuals e.g. a design, bright colours, a picture, symbols or characters		
A value or price of the article		
A prize, a free gift, a give-away or a good deal		
Connectives to emphasise a point e.g. <i>but, and, if, when, because</i>		

- B** Go through lots of different adverts and look for examples where connectives are used to emphasise a point, for **example**:

Buy one AND get one free!

We're having a sale BUT wait - there's more!

5 Design an advertisement

A Read the following advertisements.

- Do you recognise the traditional story linked to each advert?
Write labels with the name of any stories you can identify in the blank boxes.
- Add some of your own ideas to this page of advertisements. Use the spaces available.

Your one Stop Fairy Tale Stock Shop
FOR ALL YOUR
FAIRY TALE STORY REQUIREMENTS

CLOAKS
with HOOD
available in BRIGHT colors **a**

CHAIR REPAIRS
ALL SIZES including STAIRS **b**

LUMINOUS BEADS
TO LIGHT YOUR WAY **c**

SPINNING WHEELS
SPARE NEEDLES INCLUDED **d**

Raisins and Gingerbread Mix FOR LIFE! **f**

SPECIAL hair EXTENSIONS **g**

Inter-active MIRRORS **e**

Marvellous SWAN MAKEOVER **h**

GLASS SLIPPERS
BUY 1 GET 1 FREE **i**

BOOTS
XXXL **j**

- a _____
- b _____
- c _____
- d _____
- e _____
- f _____
- g _____
- h _____
- i _____
- j _____

- B** 1 Identify the catchy slogans used in the Fairy Tale Stock Shop adverts.

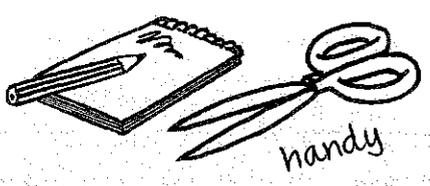
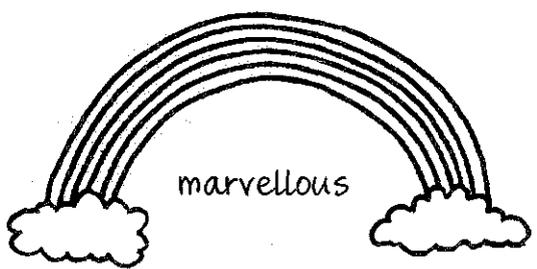
A slogan is a short, catchy phrase with a message.



Buy 1 get 1 free

- 2 Use the ideas in the adverts to make up some of your own slogans for stories that you know.

- C** Use a thesaurus to find similar words (synonyms) for the following adjectives.



D Write a word that means the opposite (antonym) of these adjectives.

sweet		cheap	
fresh		bright	
juicy		generous	
hard		rough	
cold		liquid	

E Design an advertisement. Choose one of the ideas below. Use the checklist on page 117 to decide which features you want to include. Begin by brainstorming a list of vocabulary and catchy slogans you can use to persuade your audience.

A new, unusual flavoured popcorn Overgrown pumpkins on special offer
A friendly giant needs a home You want to sell your old bicycle

Subject:
Vocabulary to describe and promote:

Write your first draft in the space on the next page. Show your editing and changes.

6 Introduce yourself

- A** Read this form carefully and then complete it correctly and neatly. Remember, a completed form has to be read and understood by someone else.

COOKS' CLUB MEMBERSHIP APPLICATION

Complete this form with a black pen. Write in block letters.

Family name: _____

First names: _____

School name: _____

School telephone number: _____

School postal address: _____

School email: _____

Date of birth (DD/MM/YYYY): _____

Which classes are you interested in attending? Daily/weekly/monthly: _____

What new skills would you like to learn?

Would you like to subscribe to the newsletter? YES / NO

What is your preferred method of communication?

SCHOOL LAND LINE SCHOOL POSTAL ADDRESS SCHOOL EMAIL OTHER

If other, please give details

Signature of applicant _____ Date _____

7 Write a personal profile

- A** Words can sound positive or negative. Use a thesaurus to find more powerful verbs to help these sentences sound more positive.

1  2  3 

1 _____

2 _____

3 _____

- B** Select the most suitable verb from the list to complete each sentence. Use each verb only once.

selected guarantee nurtured baked handled

- 1 A healthy snack should be _____, not fried.
- 2 Our quality potatoes are _____ in rich, fertile soil.
- 3 Only the best fruit is _____ for packaging.
- 4 We do everything possible to _____ the best quality.
- 5 Every product is carefully _____ during packing.

- C** Write a personal profile for someone else! Do independent research on someone you admire. It may be someone you know or someone you've heard about. Make notes about their personality and achievements.

Use your notes to write a paragraph in the first person, explaining who 'you' are and describing 'your' positive attributes. If possible, add a picture and display your personal profile in class.

What is the purpose of a personal profile? Do we all need one?



8 A promotional review

A In your own words, explain the purpose of a promotional review.

B To promote something, you can use powerful adjectives and adjectival phrases. In these sentences, circle the noun and underline the adjectival phrase.

- 1 This easy-to-understand book contains delicious recipes.
- 2 The step-by-step recipes will appeal to young cooks.
- 3 The cartoons drawn by the author are helpful.
- 4 There are clearly written instructions on every page.
- 5 The chocolate with the blue wrapper is delicious.
- 6 The recipes which are tasty and healthy will be enjoyed by everyone.

An adjectival phrase is a group of words that tells you more about a noun or pronoun. It can come before or after the noun.



9 Adverbs of degree

A Add one of the adverbs of degree from the word bank to each sentence.

outrageously enormously hugely stunningly amazingly breathtakingly
completely incredibly thoroughly totally abominably

enormously
Example: She liked the food ^{enormously}.

- 1 The view from the hill was beautiful.
- 2 His behaviour was rude.
- 3 We had a/an successful sports day.
- 4 This is a/an popular book.

Adverbs of degree can modify verbs, adjectives or other adverbs. They answer the question *how?*



B Write three sentences of your own using some of the other adverbs of degree.

10 Be persuasive

A In a discussion, there is always more than one side to an argument. List as many reasons you can think of for or against the following statements.

1 Advertisements are necessary.

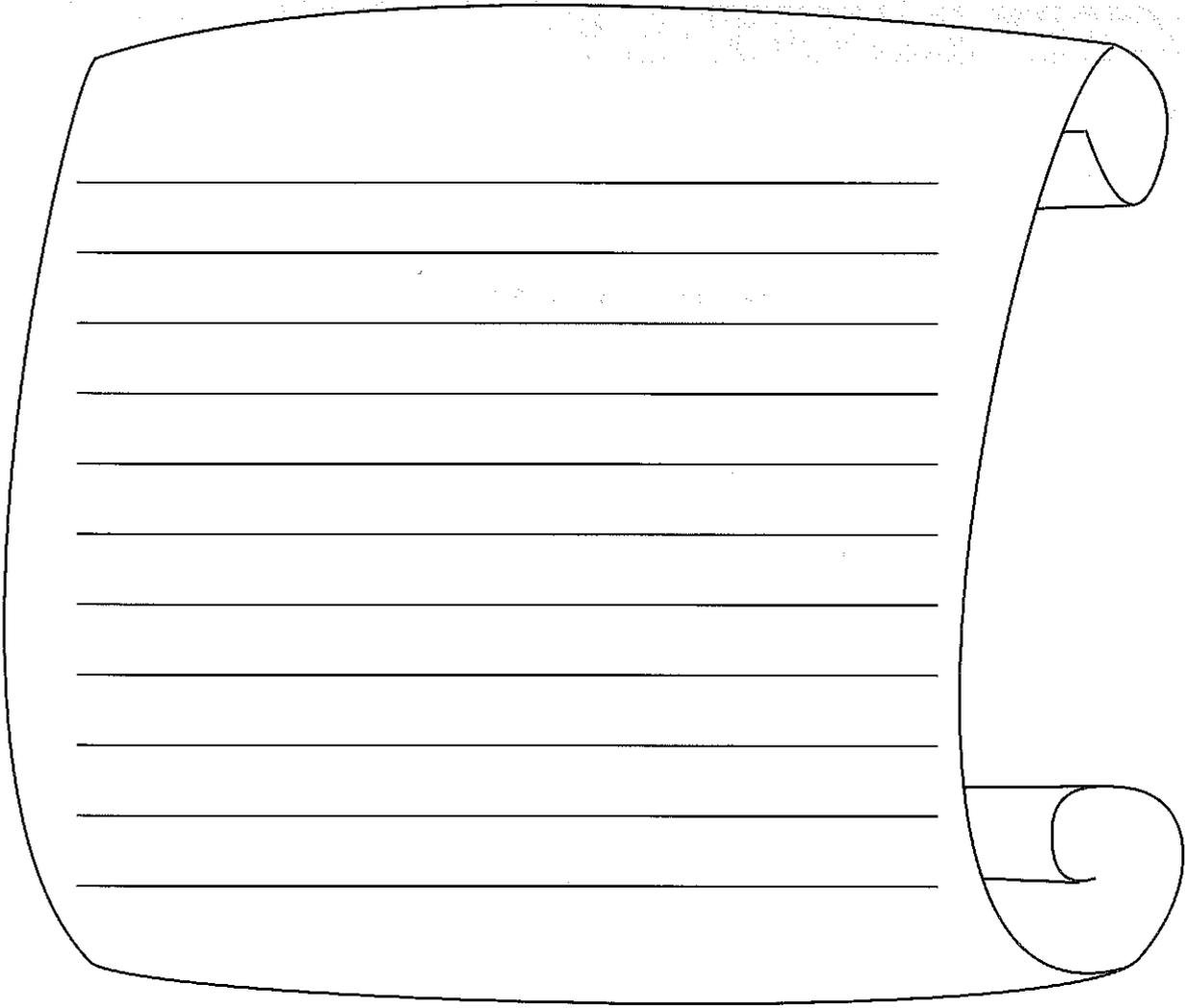
Yes, I agree that advertisements are necessary.	No, I disagree. I don't think that advertisements are necessary.

2 All fast food is bad for you.

Yes, I agree that all fast food is bad for you.	No, I disagree. I don't think that all fast food is bad for you.

11 and 12 Present a persuasive speech

A What rules do you think are important to remember when you have a discussion?



B Prepare a debate! Choose a topic from page 124 and use your notes to write a speech supporting one side of the argument. Remember to include an introduction, three or four good points and a conclusion. If possible, form a team and role play the debate. Find a willing audience to watch and decide which argument was most convincing!

Use powerful verbs and adverbs of degree and connectives. Certain connectives help to emphasise each point, e.g. *first, next, furthermore, however, finally.*



9 Poems to ponder

1 Poems that play with words

- A** Read the first two stanzas of this famous nonsense poem from *Through the Looking-Glass and What Alice Found There*, by Lewis Carroll. Then answer the questions.

Jabberwocky

'Twas brillig, and the slithy toves
Did gyre and gimble in the wabe:
All mimsy were the borogoves,
And the mome raths outgrabe.

“Beware the Jabberwock, my son!
The jaws that bite, the claws that catch!
Beware the Jubjub bird, and shun
The frumious Bandersnatch!”

- 1 Which real words do these nonsense words remind you of?

brillig _____

slithy _____

mimsy _____

frumious _____

- 2 Tick why you think the poet might have used these words:

They sound similar to real words.

The poet likes the way the words sound when said aloud.

It is a nonsense poem so it needs nonsense words.

The words mean something in an alien language.

- 3 Suggest a synonym for each of the words based on what you think they might mean.

brillig _____

slithy _____

mimsy _____

frumious _____

- 4 Write the two pairs of rhyming words from each *Jabberwocky* stanza.

Stanza 1: _____

Stanza 2: _____

- 5 Name two specific characteristics of the Jabberwock in stanza two.

Characteristic 1: _____

Characteristic 2: _____

- 6 Suggest an animal that you think the Jabberwock might look like, based on this information.

- 7 Name two other things the boy is warned to watch out for in the poem.

a _____

b _____

- 8 Who is narrating the poem?

- 9 Why does *Jabberwock* have a capital letter?

- 10 *Shun* is a real word. Write down what you think it means in the poem's context. Then look it up in the dictionary to compare your meaning.

11 'Twas is an old fashioned contraction. Write it out in full.

12 Did you enjoy this poem extract? Yes No

Why?

13 Do some research and find the rest of the poem to read.

B Match the prefixes to the correct root words, creating opposite meanings (antonyms). Then write them in the correct group below.

un pure agree please correct fair
dis happy polite tasteful adequate definite
in usual known patient tidy active
im obey friendly patient tidy active
like complete able perfect possible do
appear

un words	
dis words	
in words	
im words	

C Choose a suitable word to complete the spaces using one of these suffixes:

dis im un il

- 1 We call an object we cannot move _____.
- 2 When we cannot read handwriting, we call it _____.
- 3 We call someone who does not appreciate a kind action _____.
- 4 We call someone who lacks honesty or tells lies _____.

D The prefix **non** can make words mean the opposite. Look up words beginning with **non** in your dictionary and write your examples with their root word.

Example: nonsense - sense

Tip

An antonym is a word that means the opposite of another word.

E Rewrite this paragraph, changing it to mean the opposite. Use prefixes to change the meaning of the words in italics and replace the underlined words with antonyms. Use neat, evenly spaced handwriting.

I am *happy* to be so close to the end of the year. In the holidays, I plan to be very *active* and busy. I will also be *patient* with my younger brother and sister. I will also keep my room neat and *tidy*.

2 Discuss poetic technique

- A** Read the table headings carefully. Use the words in the box to fill in Words 2 and 3 in the columns. Choose your own word for the last column.

thatch wear dread good ball
 clear move low brood pant
 bead most dove shall bone
 how cloth want done both
 watch lost

Remember, not all words with the same spelling pattern rhyme, and not all words that rhyme have the same spelling pattern!



Word 1	Word 2 rhymes with Word 1 and has the same spelling pattern	Word 3 does not rhyme with Word 1 but has the same spelling pattern	Word 4 rhymes with Word 3 and has a different spelling pattern
match	thatch	watch	blotch
pear			
bread			
hood			
call			
love			
now			
post			
ant			
moth			
zone			

3 Prepare and perform a poem

- A** Match the animals in the table below with the word describing how they move.
- B** Build a movement word bank using your thesaurus to find at least three more movement verbs for each animal. Try to include a few examples of alliteration amongst your answers. One has been done for you.

mouse	<i>scampers: scuttles, scurries, dashes, darts</i>	bounds
eagle		slithers
frog		gallops
tortoise		slinks
hare		leaps
snake		swoops
horse		scampers
elephant		crawls
fox		plods

- C** Invent some simile images using your word bank.

Example: The mouse *darted like an arrow*

- 1 The fox _____
- 2 The elephant _____
- 3 The tortoise _____
- 4 The snake _____
- 5 The hare _____
- 6 The eagle _____

4 Moon poem

A Order these adjectives on the intensity ladder. Put the weakest adjective at the bottom and the most intense at the top.

1 happy, ecstatic, delighted

2 unhappy, miserable, melancholic

3 ugly, plain, hideous

4 angry, enraged, displeased

5 edible, scrumptious, appetising

6 grinning, smiling, beaming

7 frowning, glowering, scowling

8 terrified, scared, nervous

B Choose one ladder and use all the adjectives in a short paragraph.

5 Appreciate the poem

A Read this poem about the moon and answer the questions.

Is the moon tired? She looks so pale
Within her misty veil:
She scales the sky from east to west,
And takes no rest.
Before the coming of the night
The moon shows papery white;
Before the dawning of the day
She fades away.

Christina Rossetti

1 Summarise how the moon is described.

2 Comment on some examples of personification from the poem.

Example: The poet calls the moon 'she' instead of 'it', as though
the moon is a person.

3 Note the poetic features of the poem.

Number of stanzas	
Number of lines	
Rhyming pattern	
Repetition	
Alliteration	

4 Choose your favourite image from the poem and explain why you like it.

6 Write a sun poem

A Re-read the poem about the moon on page 133.

B Write a draft version of a poem about a star.

- 1 Follow the same pattern as the poem about the moon. Use the frame below to help you follow the pattern of lines and punctuation.
- 2 Choose whether your star will be personified as a male or female.
- 3 Count the syllables in your lines to check they match the flow.

Tip

You can cross out words and write new ones in because this is only a draft.

4 Underline all the adjectives and verbs you have used. Can you replace any with more descriptive or interesting words? Use a thesaurus to help.

5 If possible, exchange poems with a partner and give each other feedback on ideas or images to include.

Is the star _____ ? _____ looks _____

_____ :

_____ the sky _____

_____ .

Before _____

The _____ shows _____ ;

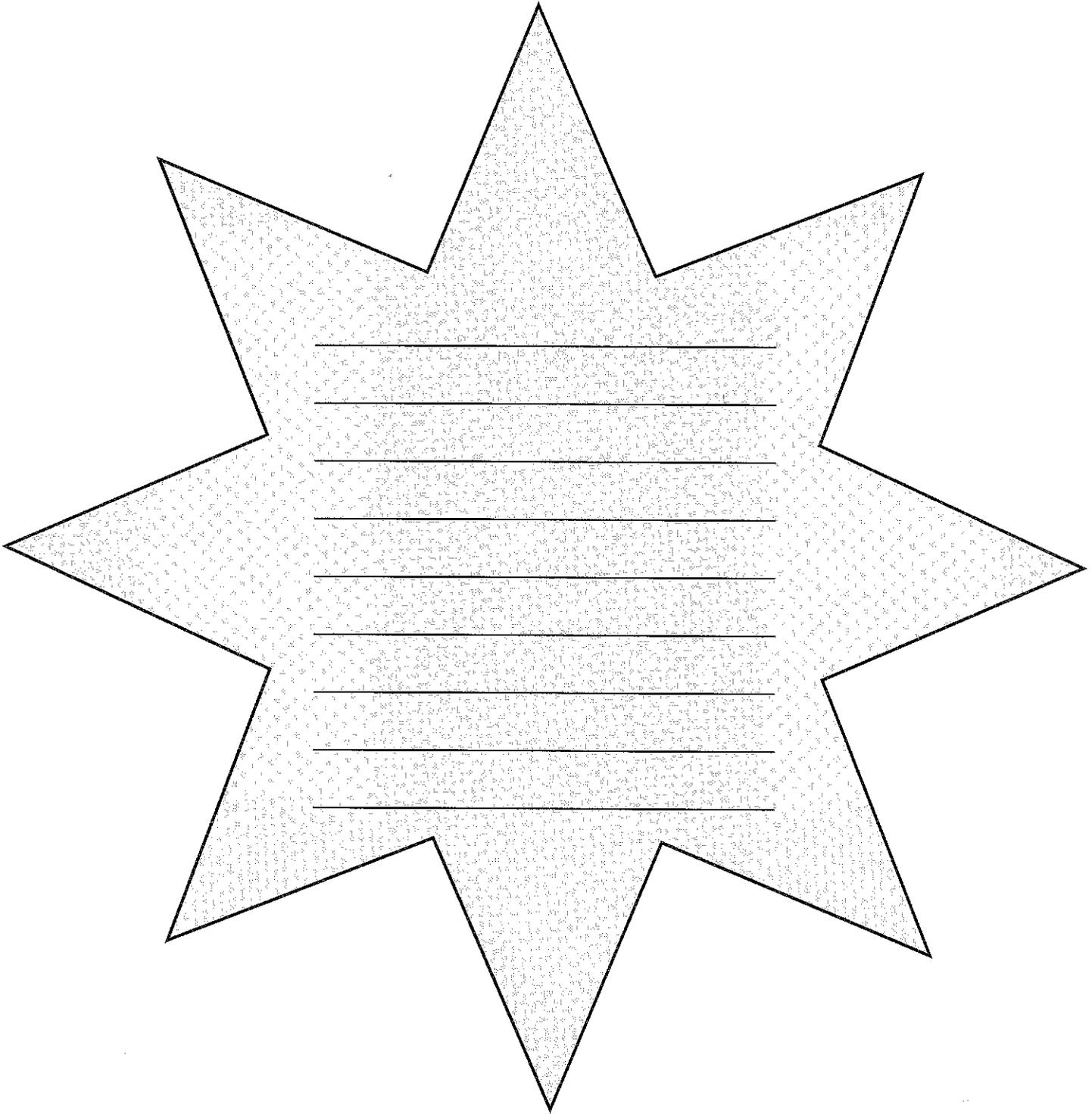
Before _____

_____ .



Write out your final poem in the star-shaped space.

- 1 Use your neatest presentation handwriting.
- 2 Illustrate your poem imaginatively to bring out the images you have included.



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Key: *t* = top, *c* = centre, *b* = bottom, *l* = left, *r* = right.

Good
Luck!