

# CAMBRIDGE PRIMARY English

Activity Book

5

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# 1 There's a lesson in that

## 1 Read a story by Aesop

**A** Sort the words according to how many syllables they have.

fathom enormous corn sustenance flies industrious chirrup  
liberally baffled teased guffawed melody grasshopper ant

### Tip

A syllable is a word or part of a word that has one beat:

*car – car|ry – ca|ra|mel*

Remember, some letters aren't stressed at the end of words like the suffix **ed**.



1 syllable	2 syllables	3 syllables	4 syllables

**B** Breaking words into syllables can help you spell and pronounce them correctly. Choose a syllable to complete the words below.

por rac ti vi ping thar  
der ing fi mea ful ri

### Tip

Each syllable contains only one vowel sound. Syllables often split two consonants:  
*car|ry, ban|jo.*

stop \_\_\_\_\_

un \_\_\_\_\_ stand

dif \_\_\_\_\_ cult

\_\_\_\_\_ dow

pro \_\_\_\_\_ sion

gather \_\_\_\_\_

glo \_\_\_\_\_ ous

con \_\_\_\_\_ nued

wist \_\_\_\_\_ ly

cha \_\_\_\_\_ ter

le \_\_\_\_\_ gic

im \_\_\_\_\_ tant

**C** Use your dictionary to check the meaning of any of the words on page 4 that you did not know. Add them to your word book.

**D** Write notes on a story that you think is a fable. Use the fable features to guide you.

**Fable features**

- Fables are short stories.
- The characters usually have human characteristics.
- The main point is a moral lesson one of the characters learns.
- We can learn from the story's lesson as well.

Main characters: \_\_\_\_\_

Story title: \_\_\_\_\_

Setting: \_\_\_\_\_

Plot summary:

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**E** Use the notes to summarise your fable in a paragraph with a topic sentence.

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## 2 Check your understanding

**A** Choose synonyms from the word bank and write them in the correct place in the thesaurus below.

**B** Think of an antonym (a word opposite in meaning) and add it at the end of each entry.

beam smirk dash sneer drowse grimace scuffle doze sob race howl  
kip bawl wail flee lope blub giggle snivel titter whimper dart jog  
chuckle hibernate hoot bound snigger cackle chortle weep guffaw  
slumber grin nap snooze catnap sprint simper stampede rest snicker

## Thesaurus

**run v.** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ antonym: \_\_\_\_\_

**sleep v.** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ antonym: \_\_\_\_\_

**laugh v.** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ antonym: \_\_\_\_\_

smile v. \_\_\_\_\_

\_\_\_\_\_

antonym: \_\_\_\_\_

cry v. \_\_\_\_\_

\_\_\_\_\_

antonym: \_\_\_\_\_

**C** Choose one verb and order its synonym verbs according to intensity.

\_\_\_\_\_

**D** Write a sentence using at least one synonym from each word.

\_\_\_\_\_

**E** Circle the best word to fit both sentences in each pair.

1 The ball hit me straight in the \_\_\_\_ .

I tried to thread the cotton through the \_\_\_\_ of the needle.

head eye face end

2 You will have to \_\_\_\_ your voice to be heard over the shouting.

We should try to \_\_\_\_ money for this charity by selling cakes.

head collect raise keep

3 Use your \_\_\_\_ to draw a straight line under the heading.

Who is the \_\_\_\_ of this land?

head king keeper ruler

Have you ever noticed that some words just go together, like *driving* (not *forceful*) *rain*, *rosy* (not *red*) *cheeks*, even *once* (not *one time*) *upon a time*? Why is lion \_\_\_\_ of the jungle not the *czar*, *sultan* or *president* of the jungle?



### 3 Story features

### Tip

**A** Give Ant and Grasshopper a new personality by finding an antonym for each adjective in their character profiles.

**Synonyms** are words with a similar meaning; **antonyms** mean the opposite.

**practical**

Antonym: impractical

**irresponsible**

Antonym: \_\_\_\_\_

**sensible**

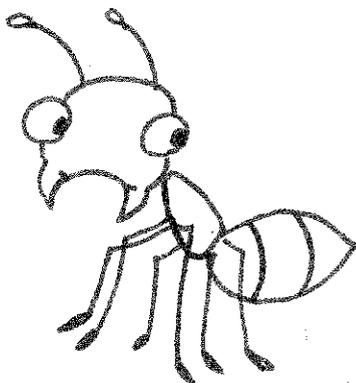
Antonym: \_\_\_\_\_

**carefree**

Antonym: \_\_\_\_\_

**bossy**

Antonym: \_\_\_\_\_



**busy**

Antonym: \_\_\_\_\_

**optimistic**

Antonym: \_\_\_\_\_

**cheerful**

Antonym: gloomy

**serious**

Antonym: \_\_\_\_\_

**thoughtless**

Antonym: \_\_\_\_\_

**B** Write a sentence to describe each character's new personality.

Ant: \_\_\_\_\_

Grasshopper: \_\_\_\_\_

## 4 What about my point of view?

### Language focus

Stories are written in first or third person narrative.

**First person narrative:** a character tells the story as well as being in it.

**Third person narrative:** an outsider tells the story but is not part of it.

**A** Complete each sentence describing the action in the picture.

**First person**

I ...

---

---

---



**Third person**

Ant ...

---

---

---

**B** Complete these sentences using personal pronouns. Use each pronoun once.

them I me she us her  
they my we she them

Use the verbs to help you choose the right pronoun. Cross out each one when you have used it.



1 When \_\_\_\_\_ get up \_\_\_\_\_ mum makes \_\_\_\_\_ eat breakfast. \_\_\_\_\_ says \_\_\_\_\_ should all eat healthily before school because good food gives \_\_\_\_\_ brain power!

2 Mrs Sisulu wakes \_\_\_\_\_ family every morning and prepares a healthy breakfast for \_\_\_\_\_. \_\_\_\_\_ thinks \_\_\_\_\_ need breakfast because it will give \_\_\_\_\_ brain food.

**C** Write a paragraph about something you did at the weekend. Write in first person.

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## 5 Proverbs tell a tale

**A** Draw a line to match each proverb to its meaning.

Practice makes perfect.

Look before you leap.

A stitch in time saves nine.

Great oaks from little acorns grow.

It's no use crying over spilt milk.

Out of sight, out of mind.

Think carefully before you do or say something.

Making a little effort now will save a lot of effort later.

It's no good worrying about something that has already happened.

It is easy to forget something if you can't see it.

All great things start small.

Doing something over and over again is how to learn to do something well.

**B** Fill in the missing word to complete these proverbs..

- 1 Don't put all your \_\_\_\_\_ in one basket.
- 2 The early bird catches the \_\_\_\_\_.
- 3 The proof of the pudding is in the \_\_\_\_\_.
- 4 Birds of a \_\_\_\_\_ flock together.
- 5 You cannot have your \_\_\_\_\_ and eat it too.

**C** At home, ask members of your family about any proverbs they know or that are traditional in your country or region. Make a note of them and what they mean. Then write each one on a card with the meaning on the back. Play a game in class by challenging each other to explain what your proverbs mean.

## 6 A twist in the traditional tale

**A** Below is the middle of a story based on one of Aesop's Fables.

- Decide on the lesson your story will teach.
- Write the opening in two or three sentences to set the scene.
- Decide how the story ends and write the ending.
- Add a title for the story that explains the lesson.



Your title could be like a  
mini proverb!

Title explaining the lesson in the story:

---

One day ...

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A mother crab told her baby crab that he must learn to walk  
straight because when he walked sideways he couldn't see where  
he was going. But the baby crab told his mother that he copied  
everything she did. So ...

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Illustrate your story:

## 7 It's all about dialogue

### Language focus

#### Punctuating speech

Start a new line when a new person speaks.

Put speech marks before and after the spoken words.

Capitalise the first word inside the speech marks.

Notice how the commas are used before or after the words spoken.

"Walk straight not sideways," said Mother Crab.

Baby Crab replied, "I do what you do!"

**A** Add the missing speech marks to these sentences.

1 You can't see where you are going, laughed Mother Crab.

2 Baby Crab asked, Will you teach me to walk straight?

3 I am better than Starfish, who can't walk at all! protested Baby Crab.

4 Baby Crab poked Starfish and demanded, How do you move around?

5 Oh dear! cried Mother Crab. How will I manage to teach you?

**B** Rewrite this paragraph setting out the dialogue correctly.

I don't need to walk smiled Starfish. Why not asked Baby Crab. Starfish wiggled and giggled saying I don't need to go anywhere so I wait for the waves to take me.

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**C** Rewrite the middle of the crab fable using dialogue rather than narrative. Use the actual words that each character might have said in the dialogue.

A mother crab told her baby crab that he must learn to walk straight because when he walked sideways he couldn't see where he was going. But the baby crab told his mother that he copied everything she did.

"You must ...

---

---

---

---

## 8 Figurative language

**A** What do these expressions mean? Read the expressions and fill in the missing words.

1 to turn over a new \_\_\_\_\_

2 a fish \_\_\_\_\_ of water

3 a \_\_\_\_\_ off the old block

4 a taste of your own \_\_\_\_\_

5 as \_\_\_\_\_ as a hatter

medicine  
leaf  
mad  
chip  
out

**B** Draw a picture for each expression to show what it means literally.

1

2

3

4

5

**C** Write down what you think each expression means. Do some research if you don't know. You could ask a member of your family or use the computer.

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

**D** Alliteration is a figure of speech where the consonant sound at the start of words is repeated for effect. Circle seven words in the word search to alliterate with each of the words below – that's 21 words to find altogether!

Start by underlining the words in the word bank that alliterate with these words. Then do your word search.



**night race sigh**

**Words to choose from**

- |         |         |            |
|---------|---------|------------|
| neat    | like    |            |
| rhyme   | carry   |            |
| psalm   | plan    |            |
| cycle   | plate   |            |
| writhe  | wriggle |            |
| humour  | grain   |            |
| knight  | flit    |            |
| see     | murmur  |            |
| rail    | crease  |            |
| knee    | lope    |            |
| wrought | knock   |            |
| simper  | valiant |            |
| drought | crawl   | circle     |
| sizzle  | chime   | marry      |
| none    | juggle  | nail       |
| haddock | knave   | shadow     |
| rummage | waited  | rugged     |
| whistle | brain   | somersault |

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

## 9 Hold a discussion forum

- A** When you take part in a discussion, it is useful to make notes beforehand to help you decide what you think and what you want to say.

<p>Recycling rubbish</p> 	<p>Questions he thinks of</p> <p>What about food waste?</p> <p>Is it a good or bad idea?</p> <p>Where will it go?                      Why?</p>	<p>Notes he makes</p> <p>Good idea/bad idea</p> <ul style="list-style-type: none"> <li>• Help save our planet for the future</li> <li>• Lots can be made from recycled waste</li> <li>• Recycling station at shopping mall</li> <li>• Compost heap for garden/window box</li> </ul>
------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Do you agree with Pravin? Give at least two reasons.

I agree/disagree with Pravin because:

1 \_\_\_\_\_

2 \_\_\_\_\_

- B** Make your own notes in the boxes on one of these topics for a discussion forum.

- No mobile phones at school.
- Sport should be compulsory for everyone.

Questions to ask myself	My notes
Topic title:	
	Good idea/bad idea

## 10 Test your knowledge

### Language focus

Paragraphs are like mini stories. They have an introduction, a middle and an end.

- **Introduction:** a topic sentence that introduces the topic of the paragraph.
- **Middle:** two to three sentences explaining the detail.
- **Conclusion:** a final sentence giving an opinion or a reflection on the topic.

**A** Read the story and decide if it is a fable.

**B** Complete the paragraph frame to explain your view using evidence from the story.

One day a dog found a fat, juicy bone. It was the biggest he'd ever seen. On his way to bury it, he was trotting over a bridge when he saw his reflection in the stream. Seeing another dog with a bigger bone in its mouth, he snarled and growled at it. The reflection snarled and growled back. Then the greedy dog snapped his jaws to steal the other bone but alas, as he opened his mouth, his own bone fell with a splash and sank.

- 1 Underline the topic sentence in blue.
- 2 Underline the supporting sentences in red.
- 3 Underline the concluding sentence in black.
- 4 Circle any evidence you have used from the text to support your answer.
- 5 The dog and his bone **is/is not** a fable. Fables are \_\_\_\_\_ stories that \_\_\_\_\_ and they often have \_\_\_\_\_ characters with \_\_\_\_\_ characteristics. In this story, the main character is \_\_\_\_\_ . He \_\_\_\_\_

The lesson the \_\_\_\_\_ learns is \_\_\_\_\_

We can also learn because the story teaches us \_\_\_\_\_

## 11 and 12 Retelling a fable

### Language focus

When you edit your writing, always check your spelling carefully with a dictionary or an ICT spellcheck tool.

- A** First try to correct the spellings yourself in the paragraph below. Then check your new spellings using a dictionary.

*three*  
One day, ~~threa~~ sheeps were grayzing in the feeld. Won was corled  
Cosy, won was named Sheer and the last was Yummy. "Wot do you  
wont to be when you gro up?" Cosy aksed Sheer.

"A wooly jumper!" larfed Sheer, bounceing up and down.

"Me two!" shoutted Cosy.

And then they both starred at Yummy.

### Tip

When you review your work:

- check you have chosen descriptive words that bring your writing to life
- check your verb tenses are consistent.

**B** Write a more powerful verb to replace the underlined words.

**Example:** Plan Ahead said in a panic.

"I'm swimming down the river tonight!" shrieked \_\_\_\_\_

1 "I'm sure I'll come up with a plan," said Think Fast, quietly. \_\_\_\_\_

2 Wait and See lazily said, "I just can't think about it now!" \_\_\_\_\_

3 "Oh, this fish is no good!" said the fisherman sadly. \_\_\_\_\_

**C** Find the **narrative** verbs in the passage and rewrite each one in the past tense.

Don't forget! Dialogue verbs don't always need to be in the past tense because they are the actual words said at the time.



One day, a fox <sup>searched</sup> (~~search~~) everywhere for some food. He (~~be~~) very hungry. While he (~~sit~~) beneath a tree to rest, he (~~notice~~) a crow on one of the branches. The crow (~~hold~~) a piece of cheese in its beak. The fox (~~think~~) for a moment and (~~hit~~) on a plan.

He (~~stand~~) up and (~~say~~) politely to the crow, "Good morning, madam. You look very fetching this morning sitting on that branch. I was wondering whether you could sing as beautifully as you look, but surely that is impossible!"

The foolish crow (~~be~~) tricked by the fox's cunning words and immediately (~~open~~) her beak to sing and as she (~~give~~) out a rasping caw, the cheese (~~fall~~) and (~~plop~~) straight into the fox's open mouth. Alas, now the crow (~~regret~~) believing the fox's flattery.

# 2 Exploring space

## 1 What is 'out there'?

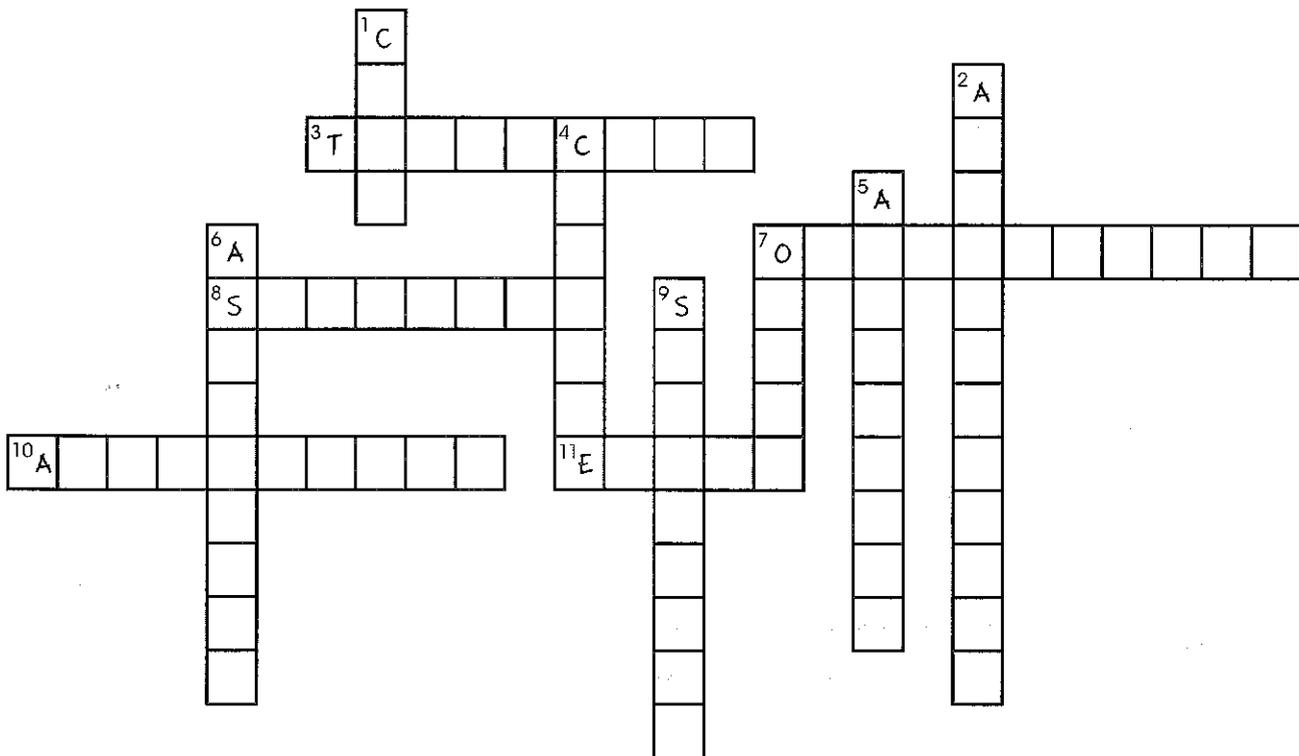
**A** Read the clues and write your answers in the crossword.

### Across

- 3 an instrument to make distant objects appear nearer
- 7 a place where people study space
- 8 a small instrument used to magnify objects
- 10 a person who studies the stars
- 11 to force a pilot out of an aircraft or spacecraft

### Down

- 1 a team of people in charge of a spacecraft
- 2 the science of space travel
- 4 a small section of a spacecraft that detaches from the main part
- 5 the scientific study of the stars
- 6 a person who is trained to travel in space
- 7 to travel around the Earth on a set path
- 9 an object that travels around another object in space



**B** Match each abbreviation to the correct words or phrases.

NASA	International Space Station
s/c	kilometres per hour
BCE	European Space Agency
ISS	Union of Soviet Socialist Republics
ETA	Earth landing system
ESA	before the common era
USSR	National Aeronautics and Space Administration
ELS	estimated time of arrival
km/hr	spacecraft

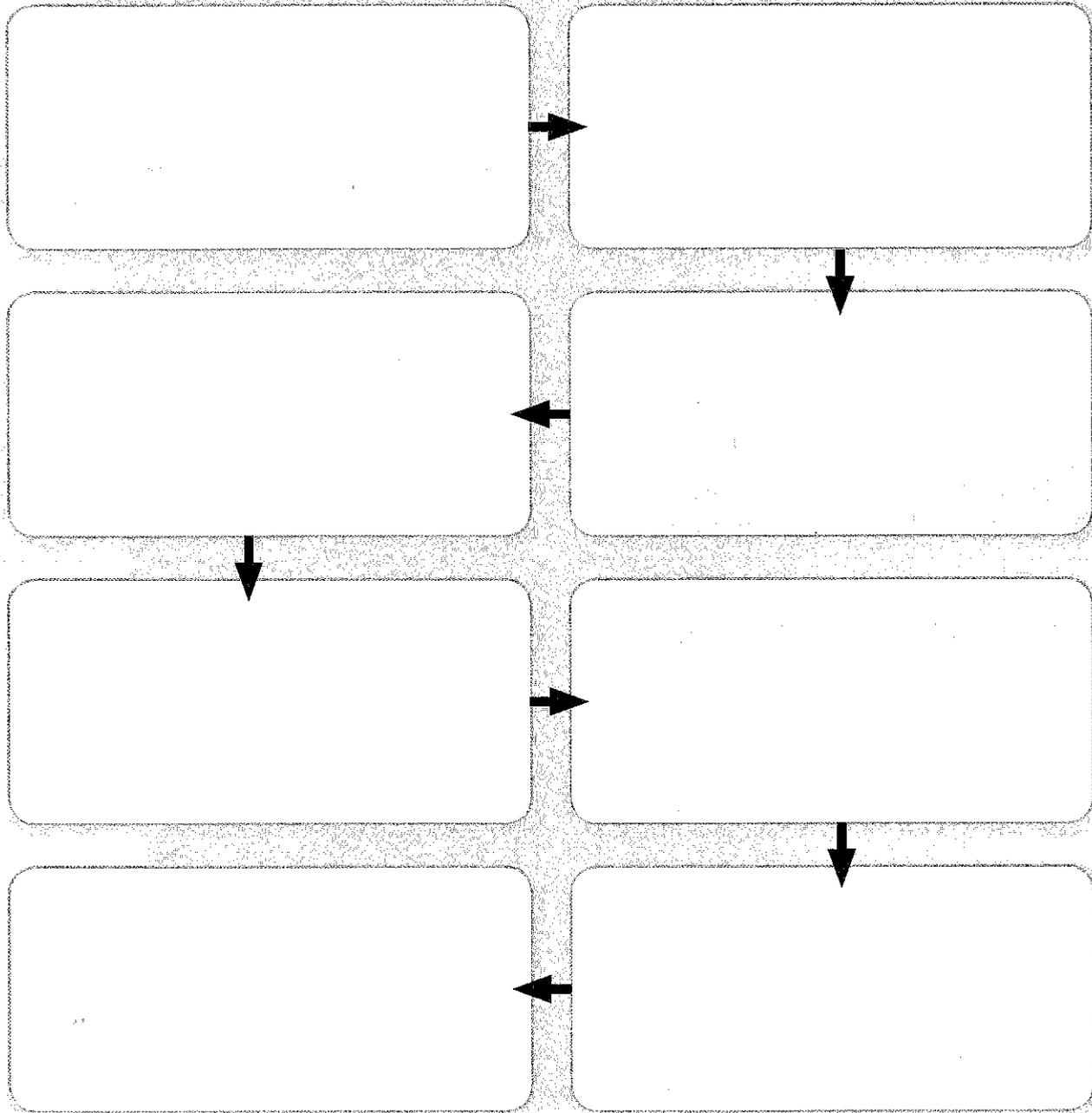
**C** Order the events in each sentence. Underline the event that happened first.

**Example:** Before humans were sent into space, artificial satellites were sent to explore space.

- 1 A crater on the moon is named after Valentina Tereshkova who was the first woman in space.
- 2 Yuri Gagarin became the first person to enter space and to orbit the Earth.
- 3 Copernicus claimed that the Earth moved around the Sun when people believed that the Sun moved around the Earth.
- 4 Galileo proved Copernicus's theory correct with the telescope that he developed.
- 5 The first artificial satellite was launched four years before the first human was sent into space.
- 6 Neil Armstrong became famous because he was the first person to walk on the moon.
- 7 Astronauts have been able to live in space for short periods since the development of various space stations.
- 8 Timothy Peak, who was chosen to be part of the 2015 crew, will head into space when his training is complete.

**D** Put the information from the sentences in Activity C into this timeline in the order in which the events happened. Use key words only. Give your timeline a heading.

Heading: \_\_\_\_\_



**E** Make a poster showing a timeline of your life so far. Think of the most important events that have occurred. Write only key words and add pictures or photographs.

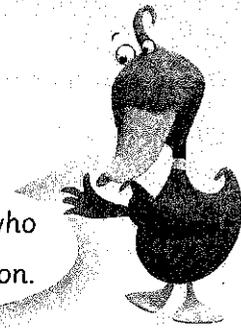
## 2 Building sentences

- A** Identify the subject and the verb in the following simple sentences.

### Tip

A noun phrase is a group of words that acts like a noun. A noun phrase helps to extend the sentence.

To find the subject, ask who or what is doing the action.



	Subject	Verb
1 The Earth orbits the Sun once a year at a speed of nearly 3000 metres per second.		
2 In 24 hours the Earth spins around once on its own axis.		
3 Two-thirds of the Earth's rocky surface is covered by water.		
4 A third part of the Earth appears above the water as dry land.		
5 An atmosphere of gases surrounds the Earth for 700 km.		

- B** Make up two compound sentences using the sentences in Activity A. You can use any connectives, for example *and*, *but*, *so*, *although*, *however*.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_

**C** Underline the adverb or adverbial phrase in each simple sentence. Then write which type it is.

How? When? Where?	Manner/ Place/Time
----------------------	-----------------------

**Example:** They landed the capsule on the moon. where? place

- |                                                    |       |       |
|----------------------------------------------------|-------|-------|
| 1 Before take-off the crew waved goodbye.          | _____ | _____ |
| 2 The crew manned the spacecraft with great skill. | _____ | _____ |
| 3 The mission was monitored from Earth.            | _____ | _____ |
| 4 They completed the mission successfully.         | _____ | _____ |
| 5 Two months later they returned.                  | _____ | _____ |

**D** Add an adverb or adverbial phrase of time to each sentence and write it out.

at noon	for a few days
from the start	right on schedule
the next day	later that week
for many months	after the mission

- The rocket blasted off.  
\_\_\_\_\_
- He captained the crew.  
\_\_\_\_\_
- They returned to Earth.  
\_\_\_\_\_
- The capsule touched down.  
\_\_\_\_\_
- The crew celebrated.  
\_\_\_\_\_

### 3 and 4 Comparing biographies

**A** Read the biography and answer the questions.

#### **Galileo Galilei (1564–1642)**

Galileo Galilei was born on 15th February 1564 in Italy. His observations of our solar system and the Milky Way sparked the birth of modern astronomy.



After studying the newly invented 'spyglass', a device that made far objects appear closer, Galileo developed his own improved version. Galileo became the first person to record his observations of the skies using this early telescope. He was soon able to prove that the moon was not a smooth sphere, as many believed, but that the surface had mountains and valleys (or craters) just like Earth. He observed that Jupiter had four moons orbiting it and that the Milky Way galaxy is made up of countless individual stars. He used the telescope to prove that the Earth revolved around the Sun and was not the centre of the universe after all!

Galileo's beliefs made him unpopular with the authorities at the time and he was placed under house arrest until his death in 1642. Today he is famous for his work not only in astronomy but mathematics, physics and philosophy.

1 What nationality was Galileo?

---

2 Circle the correct option to complete this sentence:

Galileo lived over 300/400/500 years ago.

3 What instrument did Galileo change and develop?

---

4 How did this instrument influence his research?

---

5 Make a list of five 'firsts' in Galileo's research.

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6 Which common beliefs did his research challenge?

---

7 What was the reaction to his findings?

---

8 What fields of study did Galileo contribute to?

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**B**

A biography is when the author writes about someone else. An autobiography is when the author writes about himself or herself.

1 Galileo's autobiography might sound like this.

Add your own sentences - one at the beginning and one at the end.

---

---

After I heard about the spyglass I knew it was the answer to my research. I soon figured out how it worked and I built my own improved version. In 1609 I began recording observations of the sky and discovered that the moon has mountains and valleys just like the Earth. I also discovered that the Moon is not a star and that Jupiter has four moons.

---

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- 2 What similarities and differences are there between the biography and autobiography? Comment on style, purpose, tense, layout and language.

Similarities		
	Biography	Autobiography
Differences		



Rewrite these statements in the **third person** or **first person** narrative.

**Example:** He became famous. → I became famous.

First person narrative ( <i>I, me, we, us</i> )	Third person narrative ( <i>he, she, it, him, her, they, them</i> )
I invented the telescope.	He invented the telescope.
1 I was the first woman in space.	
2 We lived in space for a month.	
3	They travelled in a small capsule.
4 The crew helped me to survive.	
5 That was a great year for us.	

## 5 Making links

**A** Explain briefly what a topic sentence is. \_\_\_\_\_  
\_\_\_\_\_

**B** If you were to begin a paragraph with these topic sentences, what would you expect the paragraph to be about?

1 There are various activities that astronauts must do on the ISS.  
\_\_\_\_\_

2 Many countries have contributed to the area of space exploration.  
\_\_\_\_\_

3 To be an astronaut takes many hours of intense training.  
\_\_\_\_\_

4 There are certain things you must do if you want to become an astronaut.  
\_\_\_\_\_

**C** Change the order of each sentence by moving the adverbial clause.

**Example:** **Before he left**, he waved goodbye.

He waved goodbye **before he left**.

1 The crew disembarked after the capsule landed safely.  
\_\_\_\_\_

2 When everyone was ready, they began the countdown.  
\_\_\_\_\_

3 The astronaut was prepared for the mission once he completed his training.  
\_\_\_\_\_

4 She wants to become an astronaut when she finishes her studies.  
\_\_\_\_\_

5 Although he had studied the manual, he failed the test.

---

**D** Use a dictionary to find the meaning and origin of the following prefixes.

Prefix	Meaning	Origin
1 ultra	beyond	Latin
2 co		
3 dis		
4 circum		
5 mal		
6 re		
7 trans		
8 hemi		
9 de		
10 aero		

**E** Fill in the correct prefix to complete these words. Check your answers in a dictionary.

- |                  |                  |
|------------------|------------------|
| 1 _____ sphere   | 6 _____ navigate |
| 2 _____ scend    | 7 _____ function |
| 3 _____ nautical | 8 _____ supply   |
| 4 _____ -pilot   | 9 _____ port     |
| 5 _____ embark   | 10 _____ sound   |

## 6 The past tense

**A** Find the past tense form of these irregular verbs in the wordsearch.

begin	dream
keep	teach
come	feel
ride	think
choose	fly
rise	wear
do	freeze
say	wind
drink	have
speak	write

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

**B** Choose five of the irregular past tense verbs from the wordsearch and use them in sentences.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

- C** Circle the linking verb (the verb *to be*) and say if it connects two nouns or a noun and an adjective.

**Example:** The astronauts were happy to eat fresh fruit. noun + adjective

- 1 The rocket was ready for take-off. \_\_\_\_\_
- 2 The children are interviewers today. \_\_\_\_\_
- 3 Everyone is excited to meet the courageous crew. \_\_\_\_\_
- 4 The astronaut was a member of the crew. \_\_\_\_\_
- 5 The crew is experienced and committed. \_\_\_\_\_

## 7 and 8 Plan and write a biography

- A** The information below is taken from a biography. Read it carefully and underline the key words.

- B** Number the sentences to put the information into the correct order.

- While training in the Italian Air Force Academy she was awarded the Honour Sword for best academic achievement.
- She enjoys hiking, scuba diving, reading, travelling and learning to speak Chinese.
- She went on to become a fighter pilot and a captain in the Italian Air Force.
- In 2009 she was selected as an ESA astronaut.
- In 2012 she was selected to be part of Expedition 42/43 aboard the International Space Station.
- Samantha Cristoforetti was born in Milan, Italy, on 26th April 1977.
- She has a Master's degree in Mechanical Engineering and a degree in Aeronautical Sciences.

- C** Write a biography of someone you find interesting. You could choose someone famous or someone in your family.

Name:	
Dates:	
Picture	Early life
Major events	Achievements
How I would describe this person:	
What impact this person has had on the family/society/in history:	
What I have learned from this person:	

## 9 and 10 Discuss interviews

**A** Write an interview question that might lead to each of these answers.

1

I'd like to become an astronaut one day.

2

I'm going to take part in the next expedition.

3

I feel honoured to be part of the crew.

4

The spacecraft is going to fly to the moon and back.

5

I enjoy reading in my free time.

6

Sometimes we miss our earthly comforts.

1

2

3

4

5

6

**B** Change these 'closed' questions into 'open' questions.

1 Do you feel happy about your success?

\_\_\_\_\_

2 Do you like taking off?

\_\_\_\_\_

3 Do you enjoy your work?

\_\_\_\_\_

4 Would you like to go into space again in the future?

\_\_\_\_\_

5 Did you eat normal meals in space?

---

6 Would you advise young people to become astronauts?

---

- C** Set up an interview with an adult who has an interesting job. Plan a short introduction. Then list six questions that you would like to ask this person. Carry out your interview and write notes to record their responses. Write a short conclusion to end the interview.

<b>Interviewer:</b>	<b>Interviewee:</b>
<b>Introduction:</b> Today I am interviewing _____ who is _____	
<b>Some personal background:</b> Q1: Q2:	
<b>Information about their job:</b> Q1: Q2:	
<b>Some light-hearted details and thoughts:</b> Q1: Q2:	
<b>Conclusion:</b>	

## 11 Read and compare journals

- A** Underline the language features you would probably use in a personal diary or journal. Cross out the rest.

slang    contractions    third person narrative    jargon  
personal opinions    friendly tone    technical vocabulary

- B** Choose five of the features in Activity A and write sentences to show how they can be used.

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

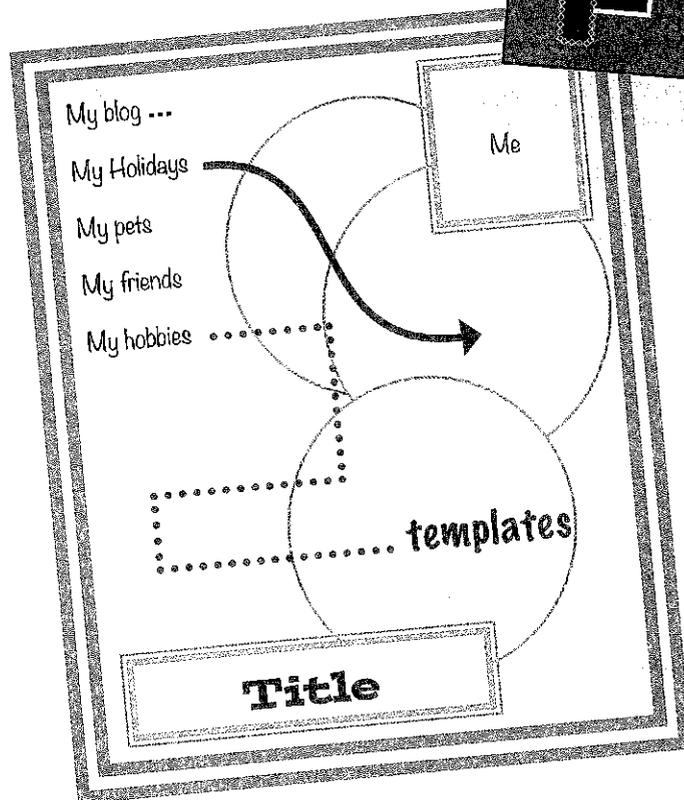
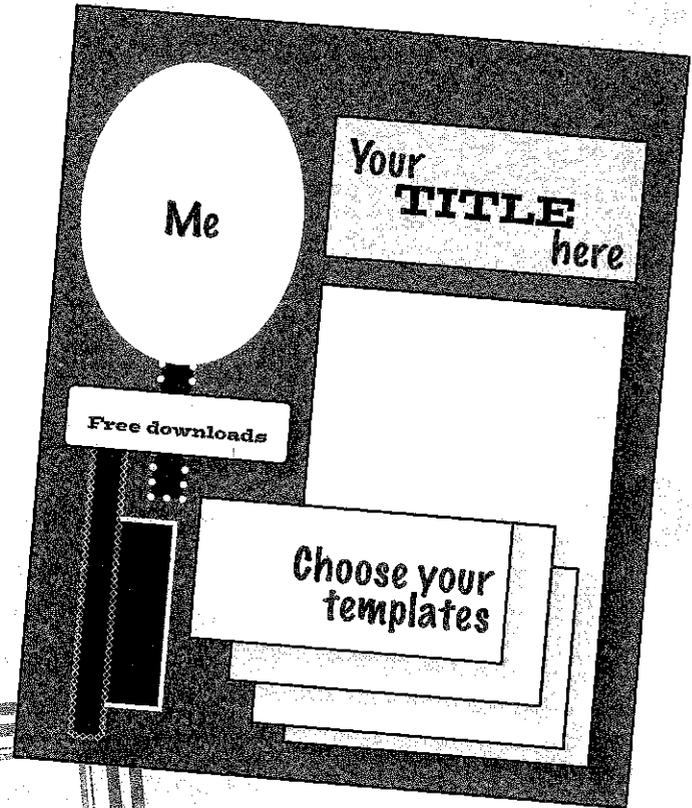
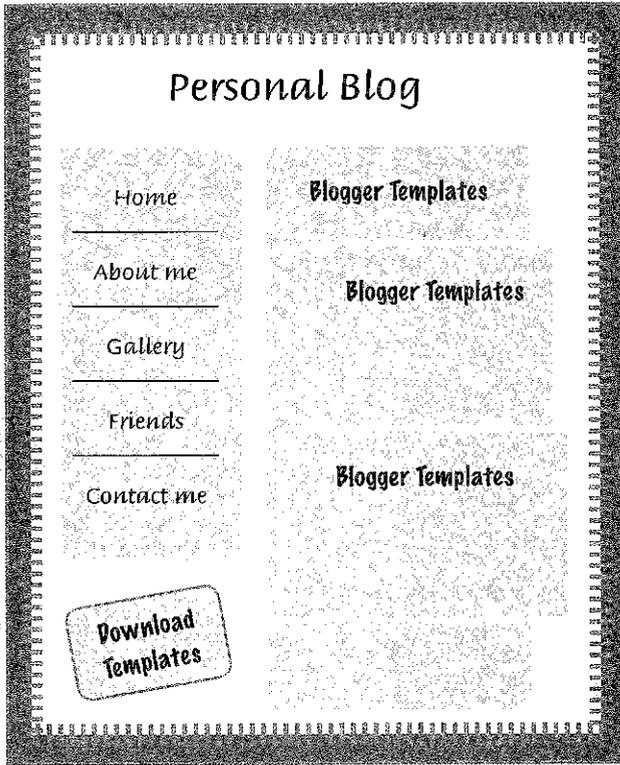
- C** Write the following words as contractions, using an apostrophe to show where letters have been removed.

**Example:** do not = *don't*

1 I am	6 I have	11 I had	16 I shall
2 you are	7 you have	12 you had	17 you will
3 we are	8 we have	13 we had	18 we shall
4 they are	9 they have	14 they had	19 they will
5 have not	10 could not	15 would have	20 should have

## 12 Write a journal or blog

**A** A blog is a public expression of who you are, your daily activities and your thoughts on things. Design a blog page to suit your character and then write about your week, sharing your experiences, your thoughts and your feelings.



# 3 Reflections

## 1 Listen and discuss

**A** The title of the poem *Who Has Seen the Wind?* makes the reader stop and think. Come up with other questions about nature that have a similar effect.

**Example:** Who has heard the clouds \_\_\_\_\_ ?

1 Who has seen \_\_\_\_\_ ?

2 Who has tasted \_\_\_\_\_ ?

3 Who has felt \_\_\_\_\_ ?

4 Who has smelt \_\_\_\_\_ ?

Everyone experiences nature differently.



**B** Choose a topic of your own and add it to the last row. Come up with a list of words you associate with these topics, then ask someone else (a friend or someone in your family) to describe each topic and compare your words. Are they different or similar?

Topic	Words I think of	Other words
Rain	wet, cold, bored, stormy, cloudy	traffic jams, monkey's wedding, bright umbrellas
Wind		
A hot day		
Snow		

**C** Words can rhyme even though they don't look alike. Group these words according to their similar sounds. You can add other rhyming words to each list.

**Tip**

Sometimes **gh** is silent and sometimes it sounds like **f**.

high today why tough through dough emu rough know bluff weigh  
sew stuff freight crew sigh blue tie play enough below neigh

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

**D** Read the following poems aloud.

I hear thunder!  
I hear thunder!  
Oh! don't you?  
Oh! don't you?  
Pitter, patter raindrops,  
Pitter, patter raindrops,  
I'm wet through!  
I'm wet through!

Blow wind, blow  
And go, mill, go  
That the miller may grind his corn  
That the baker may take it  
And into bread make it  
And bring us a loaf in the morn.

The rhyming pattern or scheme is based on the sounds of the words at the end of each line.



- Which words rhyme? \_\_\_\_\_
- What is the rhyming pattern in each rhyme? \_\_\_\_\_

**E** Match each topic with an appropriate personification image.

**Tip**

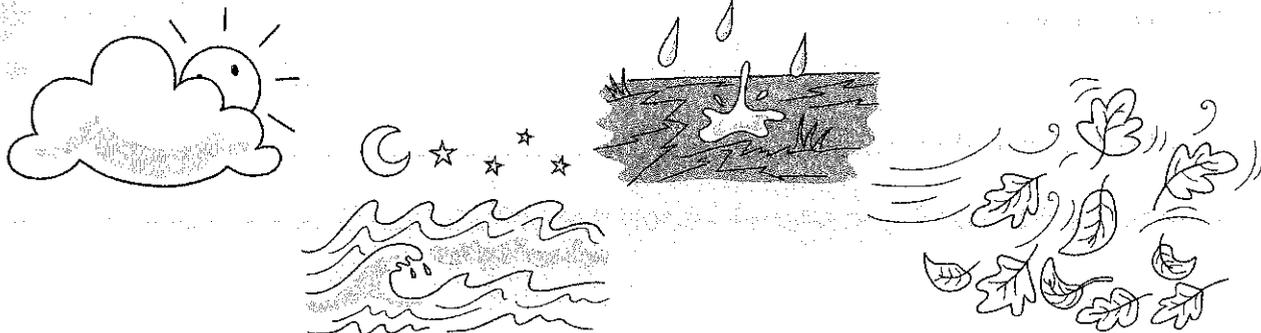
Personification is a type of figurative language. When something is given the characteristics of a person it's called **personification**.

- |             |       |                                   |
|-------------|-------|-----------------------------------|
| Mist        | _____ | silently steals my view.          |
| 1 Raindrops | _____ | peeps out from behind the clouds. |
| 2 The sun   | _____ | a regular night-time visitor.     |
| 3 The wind  | _____ | greet the dry earth.              |
| 4 The moon  | _____ | never sleeps.                     |
| 5 The sea   | _____ | plays with the fallen leaves.     |

**F** Change the personality of each of the examples in Activity E by using different personification.

**Example:** Mist wraps its cold arms around me.

- 1 Raindrops \_\_\_\_\_
- 2 The sun \_\_\_\_\_
- 3 The wind \_\_\_\_\_
- 4 The moon \_\_\_\_\_
- 5 The sea \_\_\_\_\_



## 2 Read and compare

Here are some ideas to get you going: burnt ash, an autumn leaf, a swamp, a diver's flippers.



**A** A simile is a comparison using *like* or *as*, for example *He was **as** gloomy **as** a cloud.*

Complete two similes for each comparison – one positive image and one negative image. You can write more than one if you like!

	positive	negative
As cold as	<i>an ice cream</i>	<i>a dead fire</i>
1 As dry as		
2 As wet as		
3 As loud as		
4 As certain as		
5 As empty as		

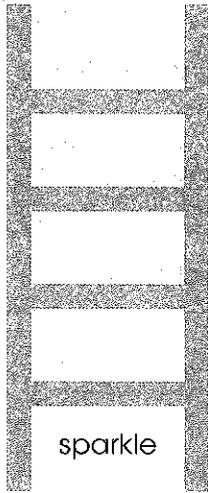
**B** Things that are similar can also be different.

- 1 Find the common element in each of these pairs and then identify what makes them different.
- 2 Come up with your own ideas for things that are similar but different.

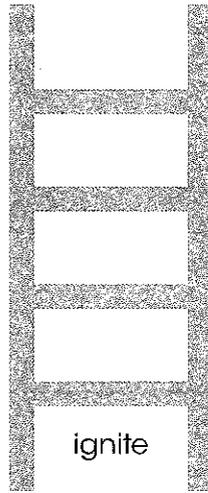
	Similarities	Differences
the sea/a swimming pool	<i>both water</i>	<i>one is large, one is small</i>
a star/a diamond		
hail stones/arrows		
sand/golden sugar		
a leaf/paper		
grass/a carpet		

**C** Use a thesaurus to find synonyms for the word at the bottom of each ladder that match the topic at the top. Write your words to fill the ladder.

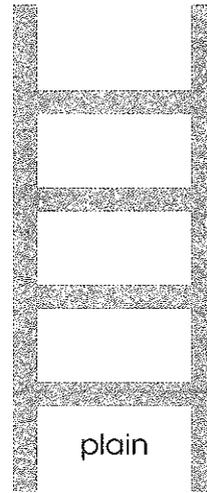
A beautiful gem



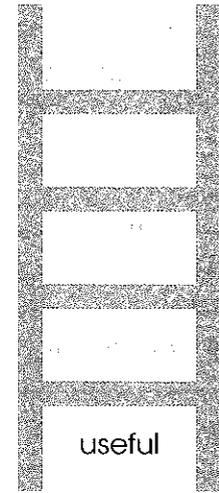
Fire or a flame



A dull stone



A useful object



**D** Sometimes, an antonym is linked with the original word (e.g. *clear/unclear*) but sometimes an antonym is a different word (e.g. *hot/cold*). Find the meanings of these words and match them to their correct antonym.

wealthy

insignificant

meagre

poor

kind

conceited

humble

malicious

special

abundant

### 3 Understand the form of a haiku

**A** A haiku uses literal and figurative language. Match each literal expression with a figurative expression.

She is very wet.

- 1 It is raining heavily.
- 2 The ground is dry.
- 3 The clouds look dark and heavy.
- 4 It began to rain.

The skies opened up.

- The ground is thirsty.
- The clouds are about to burst.
- It is raining cats and dogs.
- She is soaked to the bone.

**B** Write a literal explanation for the following expressions.

- 1 It came as a bolt from the blue.

---

- 2 He is a rough diamond.

---

- 3 We were left high and dry.

---

- 4 On my first day I had to break the ice.

---

- 5 It happens once in a blue moon.

---

Remember, a metaphor compares two things directly by saying one thing **is** another thing.



- C** Change these expressions from similes into metaphors by removing the words *like* or *as* and using *is* or *are*.

**Example:** The sea is like a large dog lapping the shore.

The sea is a large dog lapping the shore.

- 1 The duck is like a cork on the water.  
\_\_\_\_\_
- 2 She was as graceful as a swan on the stage.  
\_\_\_\_\_
- 3 Penguins look like smartly dressed gentlemen.  
\_\_\_\_\_
- 4 The snow was like a blanket covering the land.  
\_\_\_\_\_
- 5 The children were as busy as bees in the park.  
\_\_\_\_\_

- D** Find words with a similar meaning but a different number of syllables. See how many words you can find for each number of syllables.

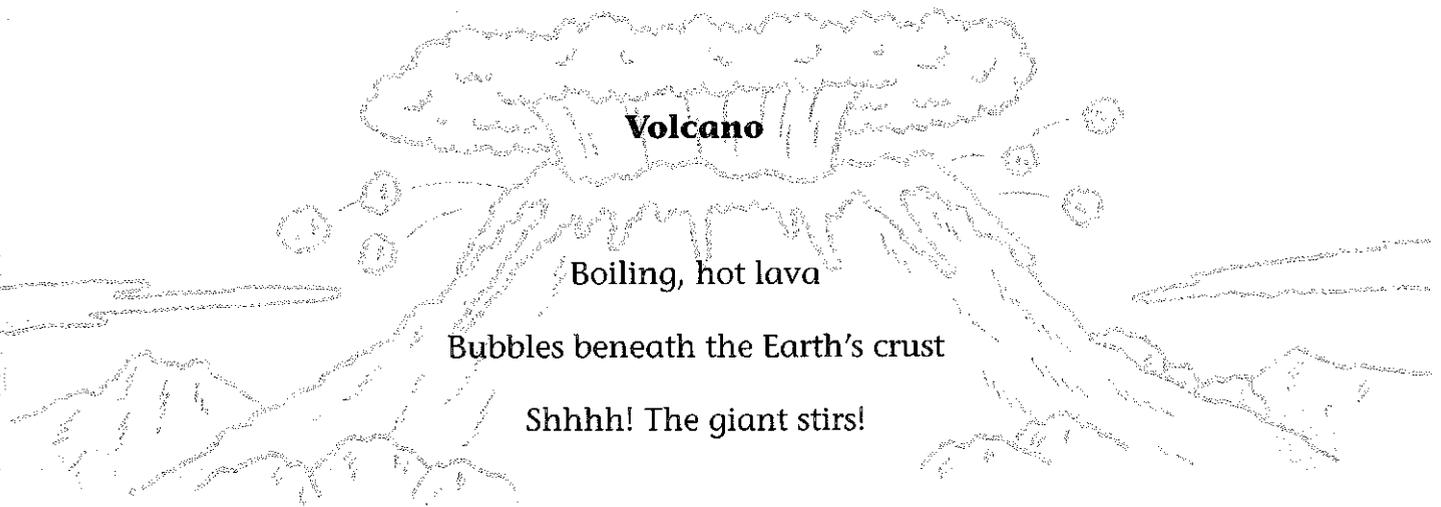
**Tip**

Syllables are the sounds that you get in a word. The easiest way to work out the number of syllables is to clap the sounds as you say the word.

1 syllable	2 syllables	3 syllables	4 syllables	5 syllables
bleak	<i>gloomy</i>	<i>desolate</i>	<i>melancholy</i>	<i>uninteresting</i>
proud				
sad				
same				
rich				

## 4 and 5 Write a haiku

**A** Read the haiku and answer the questions.



- 1 Is the haiku about nature? \_\_\_\_\_
- 2 Do the syllables in each line fit the 5-7-5 syllable pattern? \_\_\_\_\_
- 3 What literal observation or description is there in the first part of the poem?  
\_\_\_\_\_
- 4 What figurative language is used in the second part?  
\_\_\_\_\_
- 5 Explain the 'surprise' or 'contrast' or 'interesting idea' suggested in the last line.  
\_\_\_\_\_

**B** Rewrite the haiku, changing the last line to give the ending a different twist.

### **Volcano**

Boiling, hot lava  
Bubbles beneath the Earth's crust

\_\_\_\_\_

- C** Plan your own haiku poem. Choose something from nature, for example an animal, weather, a natural disaster, a sunset or a view from your window.

Haiku topic: _____	
Describe it literally (e.g. <i>hot lava</i> )	Describe it figuratively

- D** Write a first draft. Share it with someone and get feedback. Edit it.

// // // // // // // // //

**Volcano**

~~Lake Sea~~ Boiling hot

~~A lot of~~ lava

~~Moving Boiling Growing~~ beneath

~~Steaming under~~ the Earth's crust

Shhh! The

~~Sleeping giant wakes!~~ stirs

- E** Use this space to write your haiku poem (or poems) out neatly and illustrate it.

Blank space for writing and illustrating the haiku poem.

## 6 Compare and perform poems

- A** When you compare poems, what questions should you ask yourself?  
List some helpful questions in these speech bubbles.

What is the poem about?

Four empty speech bubbles for writing questions:

- Top-left: A rectangular speech bubble with a tail pointing to the left.
- Top-right: A rectangular speech bubble with a tail pointing to the left.
- Middle-left: A rectangular speech bubble with a tail pointing to the left.
- Middle-right: A rectangular speech bubble with a tail pointing to the right.
- Bottom-left: A long, narrow rectangular speech bubble with a tail pointing to the left.
- Bottom-right: A long, narrow rectangular speech bubble with a tail pointing to the right.

- B** Work on your own to practise reading or performing a poem aloud.

- 1 Choose any rhyme or poem that you enjoy and think of who else would enjoy your poem, e.g. friends or family.
- 2 To help you get a feel for the poem, go through the questions you wrote down in Activity A.
- 3 Practise reading the poem aloud.
- 4 Make a list of five criteria you think are important when performing a poem.

Two horizontal lines for writing criteria:

---

---

- 5 If possible, perform the poem in front of an audience.

When you perform a poem it helps if you know the words off by heart!



# 4 Myths and legends forever

## 1 Test your knowledge of myths and legends

**A** Some nouns have a male and a female version of the same word. Draw a line linking each noun to its partner.

1 duchess prince

2 sultana emperor

3 empress duke

4 countess sultan

5 princess count

**B** Some animals have completely different words for the male and female. Match the pairs of words in the box and write them next to each other.

stallion gander goose mare ram heifer buck ewe  
boar hen bull doe duck cockerel/rooster drake sow

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**C** Write the missing male or female partner for each of these nouns.

- 1 he \_\_\_\_\_ 5 aunt \_\_\_\_\_  
2 niece \_\_\_\_\_ 6 queen \_\_\_\_\_  
3 son \_\_\_\_\_ 7 husband \_\_\_\_\_  
4 brother \_\_\_\_\_ 8 mother \_\_\_\_\_

**D** Check your spellings are correct by using a dictionary.

**E** Many gods and goddesses appear in ancient Greek myths and legends. Each one had a special role. Do your own research to match each god and goddess to his or her role.

1 Hephaistos	war and wisdom
2 Aphrodite	love
3 Artemis	war
4 Apollo	fire, volcanoes, blacksmiths
5 Ares	sun, music, poetry, dance
6 Athena	hunting and the moon

**Tip**

Some words are used for both men and women even if there is also a different female form, like *actor (actress)* and *hero (heroine)*. They have become like these words: *teacher, doctor, dentist, pharmacist*. Can you think of any others?



**F** Research the answers to these questions.

- 1 Which of the gods and goddesses were twin brother and sister?  
\_\_\_\_\_
- 2 Which god/goddess was supposed to have come out of Zeus's head?  
\_\_\_\_\_
- 3 Which of the gods/goddesses were children of Zeus?  
\_\_\_\_\_

- G** Some words have tricky spellings in the plural. Use the spelling rules below to work out the correct plural for each word. Then use your dictionary or the spellcheck on a computer to check.

When a word ends in **o** and comes after a consonant, add **es**.

When a word ends in **o** with a vowel before it, just add **s**.

- |                  |                |
|------------------|----------------|
| 1 potato _____   | 4 tomato _____ |
| 2 scenario _____ | 5 studio _____ |
| 3 mosquito _____ | 6 radio _____  |

## 2 Explore the text

### Language focus

**First person:** when the writer is talking about herself or himself (*I, we*)

**Third person:** when the writer talks about something or someone else (*he, she, it, they*).

- A** Read the sentences and write the correct narrative person on the line.

First person

Third person

- 1 I love reading myths and legends before I go to bed. \_\_\_\_\_
- 2 Zeus is the ruler of the gods on Mount Olympus. \_\_\_\_\_
- 3 Many of the Greek gods also have Latin names. \_\_\_\_\_
- 4 We had to research our favourite legend. \_\_\_\_\_
- 5 I collect myths from all around the world. \_\_\_\_\_
- 6 Lucas and Anoushka volunteered to read to Class One. \_\_\_\_\_



### 3 Direct and reported speech

#### Language focus

**Direct speech** is when you write the exact words someone said, using speech marks at the beginning and end of the spoken words.

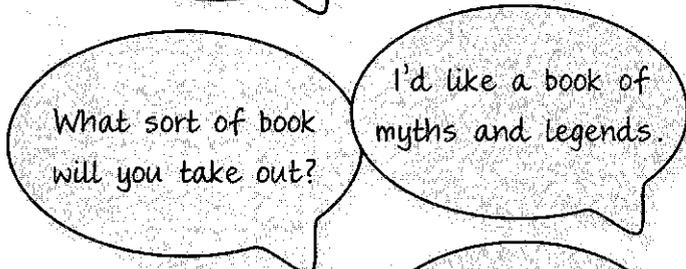
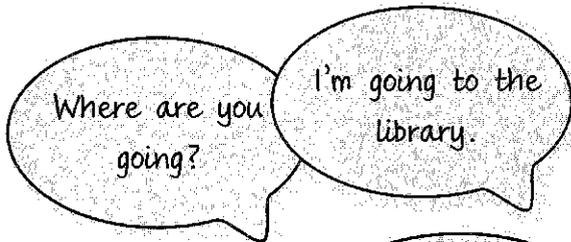
**Reported speech** is when you report what someone said but in your own words, so speech marks are not needed.

**Examples:**

“No-one listens to me,” complained Arthur. (direct speech)

Arthur complained that no-one listens to him. (reported speech)

**A** Write these conversations in direct speech. Invent your own names. Use a range of verbs to show how the words are said.



“Where are you going?” asked Kim.

---

---

---

---

---

---

**B** The school has asked you to interview three people to find out their favourite books. Rewrite what each person said in reported speech.

Mrs Lowe



I always enjoy a good thriller. I like working out who did it!

---



---

Nasrin



I like books about real life - they can help us know how to act in different situations.

---



---

Mr Sevundra



At the end of a hard day's work, I enjoy a book that will make me chuckle.

---



---

**C** Read the sentences and write the actual question asked.

1 I asked my teacher if she enjoys reading myths and legends.

---



---

2 The librarian asked whether I would like to borrow a book.

---



---

3 The teacher asked me how I was feeling.

---



---

We use the word *that* to help us report what others say but not for questions.



**D** Circle the word in each sentence in Activity C that showed a question was being reported.

**E** Write these questions in reported speech using the linking words in the box.

if whether how why when where what

**Example:** "Is this story a myth?" asked Jed. → Jed asked if this story was a myth.

1 "Where did the Olympian gods live?" asked the teacher.

---

2 "Why did Medusa turn people to stone?" Anwar asked.

---

3 Jasper asked, "Is Hercules one of the gods?"

---

#### 4 Test your knowledge

**A** Decide whether these words are spoken calmly or exclaimed. Add an exclamation mark or a full stop.

1 The cat eventually came indoors

2 Help

3 Be careful

4 That's mine

5 The cat is the cleverest animal

**B** Add exclamation marks, full stops and capital letters where needed in these sentences.

1 wait it's very hot

2 help call the ambulance

3 wow that is the best present ever

4 aaaagh it's a bug on my food

5 oh no I've lost my school bag



When we **classify** things, we sort or label them according to their characteristics. Complete this classification tree for identifying dragons. The first level has been filled in you. Use the ideas in the boxes or your own ideas.

Can it breathe fire?

Does it have four legs?

Does it have wings?

Crocodile

Is it a mammal?

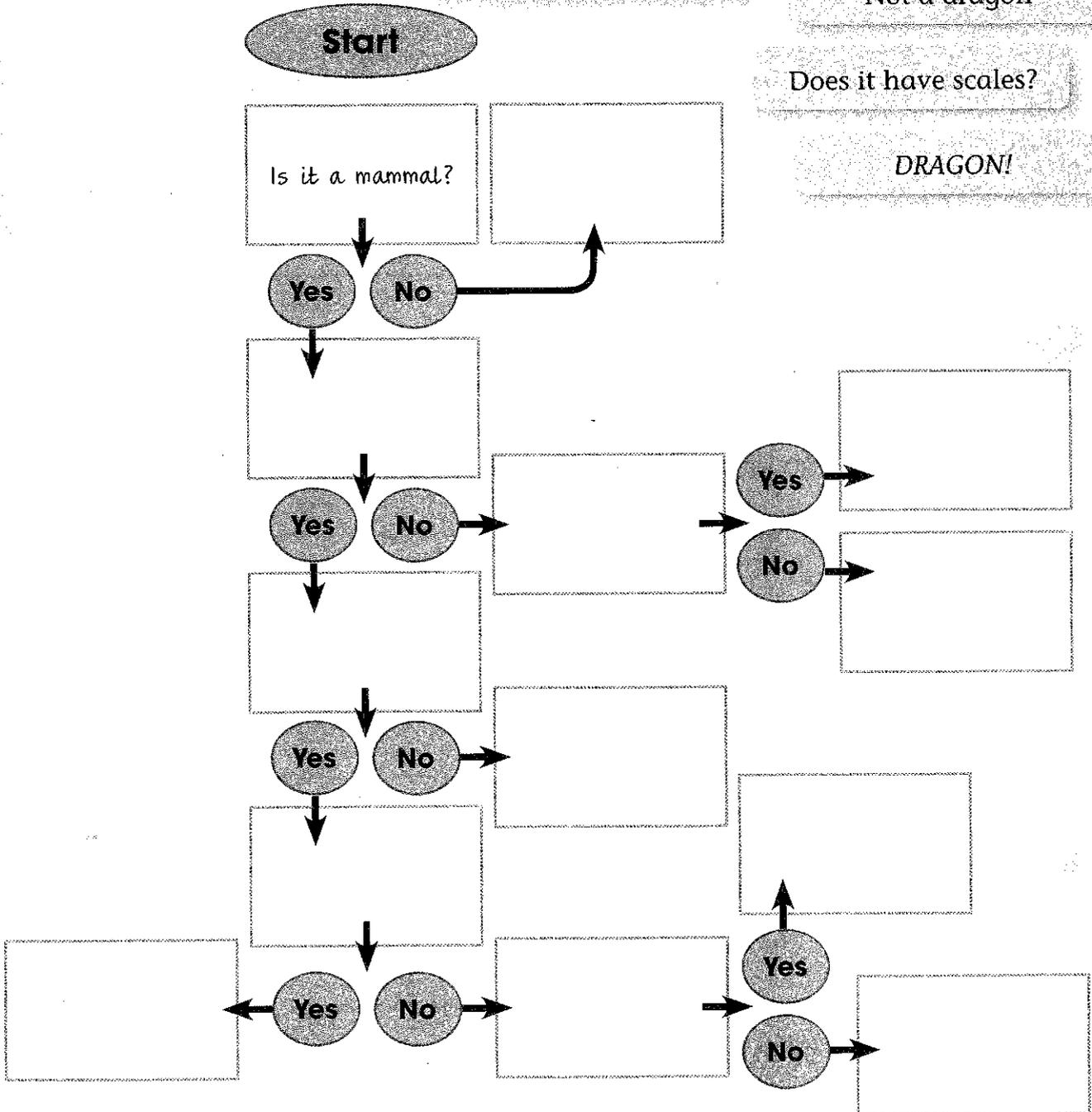
Does it have six legs?

Not a dragon

Does it have scales?

DRAGON!

Insect



## 5 Work with words

- A** You can often spot short words inside longer words. Remembering the short word can help you remember how to spell the longer word. Underline the short words that you find inside these words.

1 great    2 tense    3 ghost    4 swish    5 shape    6 elephant

- B** How many words can you think of that contain these small words?

ate	cat	hat	lot
plate			

- C** Breaking words up into syllables can help you spell longer words. Break up each of these words into its syllable sum and sound out each syllable separately.

**Example:** explanation ex + pla + na + tion = 4 syllables

- 1 mythical \_\_\_\_\_
- 2 phenomenon \_\_\_\_\_
- 3 legendary \_\_\_\_\_
- 4 natural \_\_\_\_\_
- 5 favourite \_\_\_\_\_

- D** Knowing which groups of letters make the sound at the end of words can help you choose the right spelling. Find a way to fix each one in your head. Add **or** or **er** to end these words. Check in the dictionary to see if you are right.

writ \_\_\_\_\_ sail \_\_\_\_\_ act \_\_\_\_\_ visit \_\_\_\_\_

auth \_\_\_\_\_ think \_\_\_\_\_ bak \_\_\_\_\_ butch \_\_\_\_\_

doct \_\_\_\_\_ manag \_\_\_\_\_ edit \_\_\_\_\_ profess \_\_\_\_\_

**E** Add **tion** or **sion** to end these words. Check your answers in a dictionary.

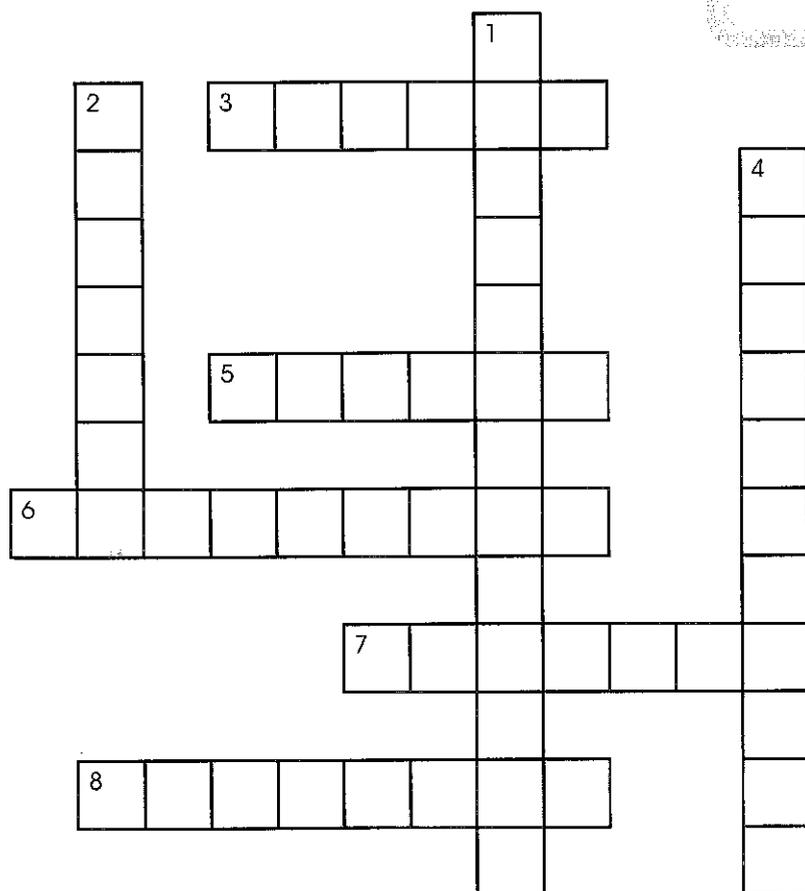
deci \_\_\_\_\_ ac \_\_\_\_\_  
 instruc \_\_\_\_\_ permis \_\_\_\_\_  
 televi \_\_\_\_\_ sta \_\_\_\_\_  
 addi \_\_\_\_\_ conclu \_\_\_\_\_ introduc \_\_\_\_\_  
 ver \_\_\_\_\_ solu \_\_\_\_\_ reac \_\_\_\_\_

Both these letter groups make the **shun** sound at the end of words. Can you think of any other groups of letters that make the same sound at the end of words?



## 6 Who is a hero?

**A** Synonyms are words with a similar meaning. Antonyms are opposites. Complete the crossword creating antonyms using prefixes.



## Tip

Sometimes antonyms are a completely different word but some are formed by adding a suffix or prefix to the original word (e.g. *happy* – *unhappy*.)

### Across

- 3 goodie
- 5 kind
- 6 helpful
- 7 fearless
- 8 brave

### Down

- 1 honourable
- 2 hero
- 4 thoughtful

## 7 Meet a hero of old

**A** Who was Mulan? Do your own research on Mulan, a legendary Chinese hero.

1 Explain why the story of Mulan is called a legend.

---

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2 Summarise the original legend in your own words.

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3 Do some research into the animated Disney movie of Mulan. How is it similar to and different from the legend?

*It is similar because*

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*It is different because*

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**B** Boudicca, the legendary queen of the Iceni people in Britain, led a rebellion against the Roman conquerors in 61 CE. Read the description of her and answer the questions.

She was huge of frame, terrifying of aspect and with a harsh voice. A great mass of bright red hair fell to her knees: she wore a twisted golden torc and a tunic of many colours over which was a thick mantle fastened by a brooch. Now she grasped a spear to strike fear into all who watched her ...

*Dio Cassius*

*(a Roman historian, writing about 100 years after Boudicca's death)*

**torc** n. rigid circular necklace that is open-ended at the front

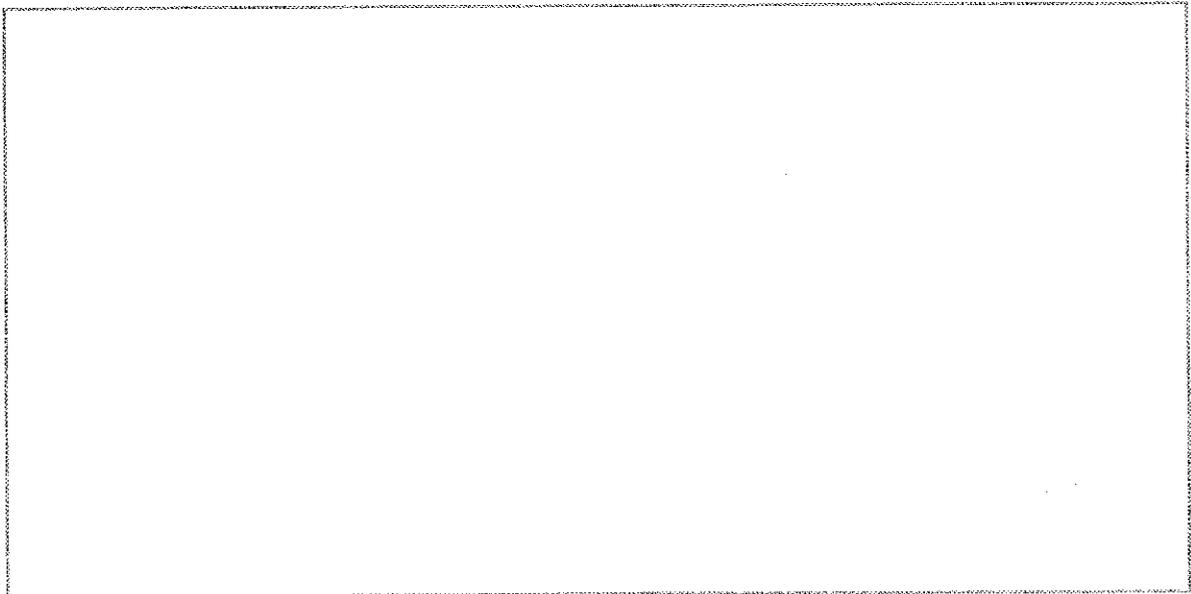
- 1 The description of Boudicca is written in the **past/present/future** tense. (Circle one.)
- 2 The description is written in **first/third** person narrative. (Circle one.)
- 3 Circle ten adjectives in the description.
- 4 Write an antonym for as many of your circled adjectives as you can.

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- 5 Draw Boudicca from the description.



**C** Proper adjectives are formed from proper nouns.

## Language focus

A proper noun names a specific person, place or thing and always takes a capital letter.

**Examples:** *Laetitia, Bucharest, Australia.*

Proper adjectives have a proper noun as their root; they also take a capital letter.

**Example:** Italy → *Italian*

1 Match each proper adjective with its root noun.

Norway	Egyptian
Sweden	Jamaican
Denmark	Norwegian
America	English
Rome	Iranian
England	Indian
France	Swedish
India	American
Jamaica	Chinese
China	Turkish
Japan	Roman
Turkey	Danish
Egypt	French
Iran	Japanese

2 *Swede* has more than one meaning. Use your dictionary to find both meanings.

Swede \_\_\_\_\_

swede \_\_\_\_\_

3 Explain why one of them always has a capital letter. \_\_\_\_\_

\_\_\_\_\_

## 8 Develop your language skills

**A** The **subject** of the sentence is *who* or *what* the sentence is about. The subject can be singular (one) or plural (many). After each subject, write **S** if it is singular or **P** if it is plural.

- 1 Heroes  in legends usually succeed in their challenges.
- 2 The king  was sitting in his chair muttering to himself.
- 3 The warriors  paid homage to the king.
- 4 Sheep  are paid in tribute to the monster.

**B** In Standard English, the verb must always agree with its subject. Circle the correct verb for each sentence.

- 1 Beowulf (*was/were*) telling Hrothgar about his past exploits.
- 2 Who (*is/are*) the Geats and why (*is/are*) Beowulf so famous?
- 3 Grendel and his mother (*is/are*) both monsters.
- 4 The Danes (*is/are*) a proud nation.

### Language focus

When a sentence has *either/or* or *neither/nor*, the verb agrees with the closest subject.

**Examples:**

Either the teacher or the pupils are right.

Either the pupils or the teacher is right.

**C** Circle the correct verb in these sentences.

- 1 Neither the warriors nor Beowulf (*was/were*) afraid.
- 2 Either the king or his servants (*was/were*) ready to welcome Beowulf.

## 9 Developing a viewpoint

- A** In this extract, Beowulf is portrayed as a traditional warrior hero of his day. But what if the author had wanted us to think of Beowulf differently?

The king trembled. Never had he seen a warrior so tall, so strong.

The stranger approached and fell onto one knee. He was dressed in a blue cloak over a silvery mail-shirt. In one hand he carried a richly decorated shield, in the other a spear. His helmet masked his face but it could not hide the fair hair that tumbled down onto his shoulders nor the bright blue eyes that shone despite the shadows.

“Your majesty!” the figure said.

*Retold by Anthony Horowitz*

Read the description of Beowulf and suggest changes that would give a different impression to the reader.

- 1 How could you change Beowulf's appearance to suggest a different sort of person?

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- 2 What if Beowulf was a woman? How would she look and act?

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- 3 Would your new character fit with the legend of a warrior who fights monsters? What would your character do instead?

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- 4 Draw your alternative Beowulf character. Add descriptive words and phrases around your picture.

Imagine a new Beowulf character – cowardly, arrogant, modern, hi-tech, peace-loving or something else. How would you describe them – what they do or say, what they look like and how people react to them.



## 10 Build a short screenplay

### Language focus

Film scripts often have very few directions on how to speak and act.

The actors add notes when they start working through the script with a director.

**How to speak:** tone, expression, pace, volume

**How to act:** body language, gestures, expression, position, movement, action with other characters

- A** Read the beginning of a script for an adventure story and add your own production notes on how you would to act the conversation – imagine being the director.

**Ravi:** *(playful – teasing her)* Come on, Leela. You can't chicken out now.

**Leela:** Sssh! Don't speak so loudly – what if someone hears us?

**Ravi:** Ha! There's no-one around here ... Wait. What was that? Was that you, Leela?

**Leela:** No – I thought that was you. Are you still so sure there's no-one else around?

- B** Practise performing your script as a solo performer. Remember to speak and act differently for each character. Add words, expressions or speeches if it helps the flow.

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## 11 and 12 Write your own myth or legend to tell

**A** Myths and legends often start in a traditional way to show they are set in a distant time or place.

Brainstorm five more ways to begin a myth or a legend. You can include some you already know, but invent at least two of your own.

- 1 Long, long ago, before history books were written ...
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

**B** Myths and legends often have dramatic moments. Writers can use text features to help the storyteller tell the story in a lively, exciting way. Use some of the ideas provided to liven up telling this short legend.

- Repetition of words, phrases or sentences
- Capitalised words
- Exclamations and exclamation marks
- Invented words and onomatopoeia



Robert the Bruce, king of Scotland, had just lost another battle against the English. He was hiding out in a cave wondering what to do next when he noticed a spider spinning her web. Six times the spider tried to reach the other side and failed each time. Would she try again?

Once more, the spider made ready and the seventh time she succeeded. Robert leapt up shouting, "If the spider can try again and again, so can I."

Add repetition: Make ready, leap, FLUNK! X3

## 5 Tell me how ...

### 1 Share your knowledge about salt

**A** Remind yourself about the story of the importance of edible salt.

Once upon a time in a kingdom far away there lived a king and his three daughters. One day, eager to know who loved him the most, the king asked them, "How much do you love me?"

The eldest replied, "I love you more than gold!" The king was delighted.

The second daughter replied, "I love you more than diamonds!"

The king was elated.

The youngest replied, "I love you more than salt!" The king was furious. More than salt? How dare she compare her love with something of such low value? In his rage, he banished her from the kingdom. She left, taking with her all the salt in the land.

Soon afterwards, the king's appetite began to wane, for the food no longer tasted good. Without nourishment, he became weak and ill, but nothing could tempt him to eat. He could no longer take pleasure in either his food or his life. As he lay dying, his youngest daughter returned, bringing a dish of warm, salty broth. With the first delicious taste, the king felt his strength and his relish for life begin to return. He realised at last that his youngest daughter loved him most of all, for when she had said she loved him more than salt, she meant she loved him more than that which sustains life, and more than the joy of life itself. And that is a great love indeed.

*Adapted from More Than Salt (A Fairy Tale)  
by Kyddryn and rewritten by Debbie Ridgard*

1 Which fact about salt is **incorrect**? Underline it.

- Sodium chloride is table salt.
- Our bodies need salt to stay healthy.
- All salt is edible.
- Salt is used to preserve food.
- Too much salt is bad for you.

2 Which of the above facts is the story based on? \_\_\_\_\_

3 For fun, why not use some time at break or after school to act out this story, adding your own words and characterisation!

**B** Use the information below to help you write your own short story explaining how salt was first discovered or how it was created. Give your story a title and begin with *Once upon a time ...*

Salt is a mineral. It occurs naturally in seawater, in rocks underground and on the sites of ancient seas that dried up long ago, leaving salt crystals behind.

Rock salt can be extracted by blasting with dynamite or by using hydraulic mining. This involves pumping water underground so that salt in the rocks dissolves in the water. The salty water is pumped to the surface and the water is evaporated to leave behind the salt.

Sea salt is obtained by evaporating seawater to leave behind salt crystals.

*Once upon a time ...*

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**C** Match these expressions about salt to the context in which they might be used.

salt of the earth

1 Your comment made her feel worse than before.

rub salt in  
a wound

2 She is a valuable member of our group.

3 He is such a helpful, kind person.

be worth  
one's salt

4 We have a lot of work to do.

go back to the  
salt mines

**D** Read some more salt expressions in the shaded blocks below and match them to the following meanings. If possible, do some research to find out where these expressions originate from.

1 Not to take something too seriously or literally.

---

2 To know everything about something.

---

3 To be a guest who overstays his/her welcome.

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4 To be common or 'lowly'.

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Take something with  
a pinch of salt

Be beneath  
the salt

Eat someone's salt

Have something hung  
up and salted

## 2 Learn about style

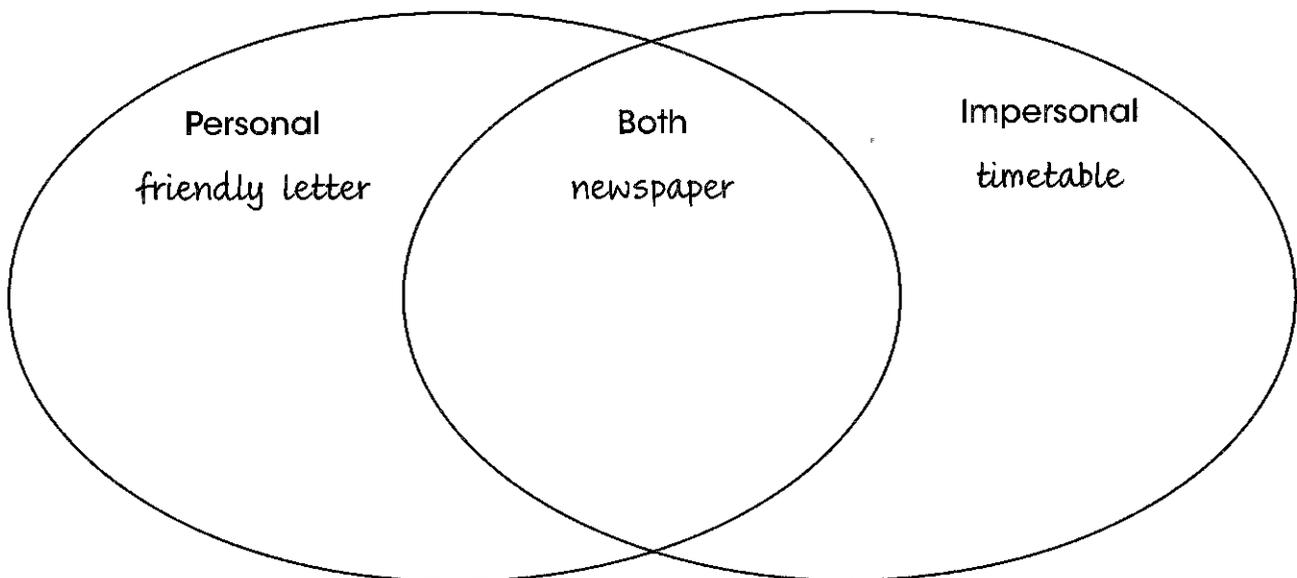
- A** Some texts have a personal style and some have an impersonal style. Sort out this list of features into each style.

Uses informal language  
Uses colloquial language  
Can include dialogue  
Uses specialised vocabulary  
Avoids figurative language, slang or contractions  
Uses second and third person pronouns

Sounds friendly and relaxed  
Uses first person pronouns  
Uses formal language

A personal style	An impersonal style

- B** Do a quick survey. Look through various texts in your classroom and at home and decide what style they are written in. Fill in the Venn diagram to show which style of writing is used in which text types.



- C** Replace the word *salt* (noun) in each sentence with a third person pronoun. What do you notice in each one?

**Example:** Salt is a mineral. → *It is a mineral.*

1 Salt is obtained through evaporation or mining.

---

2 Salt is useful for various purposes.

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3 Long ago, salt was extremely valuable.

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4 Today, table salt is easily available and inexpensive.

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### Tip

To find the subject, ask **who** or **what** does the action.

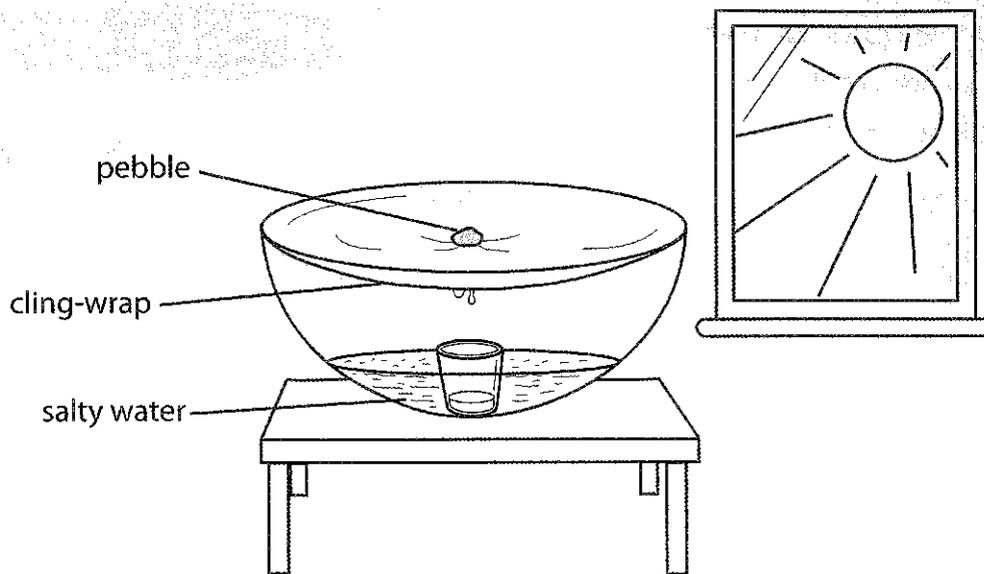
### 3 Follow instructions

- A** Number these steps in the correct order to show how salt can be removed from water.

- Cover the bowl with cling-wrap, not too tightly.
- Leave it in the sunshine for a few hours.
- Wait to see what happens.
- Place the pebble on the cling-wrap so that it dips towards the drinking glass.
- Stand a drinking glass in the centre of the bowl.
- Mix salt and water in a large bowl.

Use the diagram on page 68 to help you work out the order of the steps.





**B** Write a list of things you will need for this experiment.

You will need:

**C** What do you think will happen in this experiment? Predict and explain the process and the outcome.

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**D** Use correct prepositions to answer these questions with full sentences.

**Example:** Where is the bowl? The bowl is on the table.

- 1 Where is the glass standing? \_\_\_\_\_
- 2 Where is the water? \_\_\_\_\_
- 3 Where is the plastic? \_\_\_\_\_
- 4 Where is the pebble? \_\_\_\_\_

## 4 Be clear and precise

- A** Select the correct command verbs to complete these instructions.

Leave   Cut   Mix   Add  
Fill   Tie   Place   Wait

### How to grow salt crystals

**You will need:** a jar, table salt, a spoon, string, scissors, two toothpicks

**Method:**

- \_\_\_\_\_ the jar with water.
- \_\_\_\_\_ about half a cup of salt to the water.
- \_\_\_\_\_ the solution together with a spoon.
- \_\_\_\_\_ a piece of string with scissors.
- \_\_\_\_\_ each end of the string to a toothpick.
- \_\_\_\_\_ the string over the top of the jar so that the string dangles into the middle of the solution and the toothpicks hang over the edge.
- \_\_\_\_\_ the experiment.
- \_\_\_\_\_ for salt crystals to form along the string.

- B** What item is missing from the list of things needed? \_\_\_\_\_

- C** Draw simple diagrams to illustrate each step.


**D** Draw a simple picture to illustrate the meaning of each preposition and its opposite.



behind \_\_\_\_\_



over \_\_\_\_\_



below \_\_\_\_\_



up \_\_\_\_\_



off \_\_\_\_\_

**E** Use the list of common prepositions to make up your own sentences. Join the words with a line then write three sentences out neatly.

**Subject + verb**

She lives  
I'm looking  
The book is  
The dish is  
She is used  
We left  
Please get  
I live

**Preposition**

on  
in  
for  
under  
to  
before  
off  
near

**Object**

you.  
the table.  
hard work.  
before lunch.  
France.  
the other book.  
the shops.  
the chair.

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## 5 Write instructions

- A** Rewrite the following as a set of numbered instructions. Begin each step with the command verb provided.

Some ancient methods of making salt are still used today. To make salt in the desert, water is poured into large holes to dissolve the salt in the soil. As the water evaporates, a thin crust of salt crystals forms. The crust is broken over and over again so that more water can evaporate. The remaining water becomes thick, salty brine and is packed into large, palm-trunk moulds or pressed into flat cakes. These are dried in the sun. Salt cakes are then wrapped in palm-fibre mats and loaded onto camels for distribution to other areas. The good quality salt is used to preserve and flavour food while poor quality salt is fed to animals.

- 1 Pour \_\_\_\_\_
- 2 Wait for \_\_\_\_\_
- 3 Break \_\_\_\_\_
- 4 Pack \_\_\_\_\_
- 5 Dry \_\_\_\_\_
- 6 Wrap \_\_\_\_\_
- 7 Load \_\_\_\_\_
- 8 Use \_\_\_\_\_

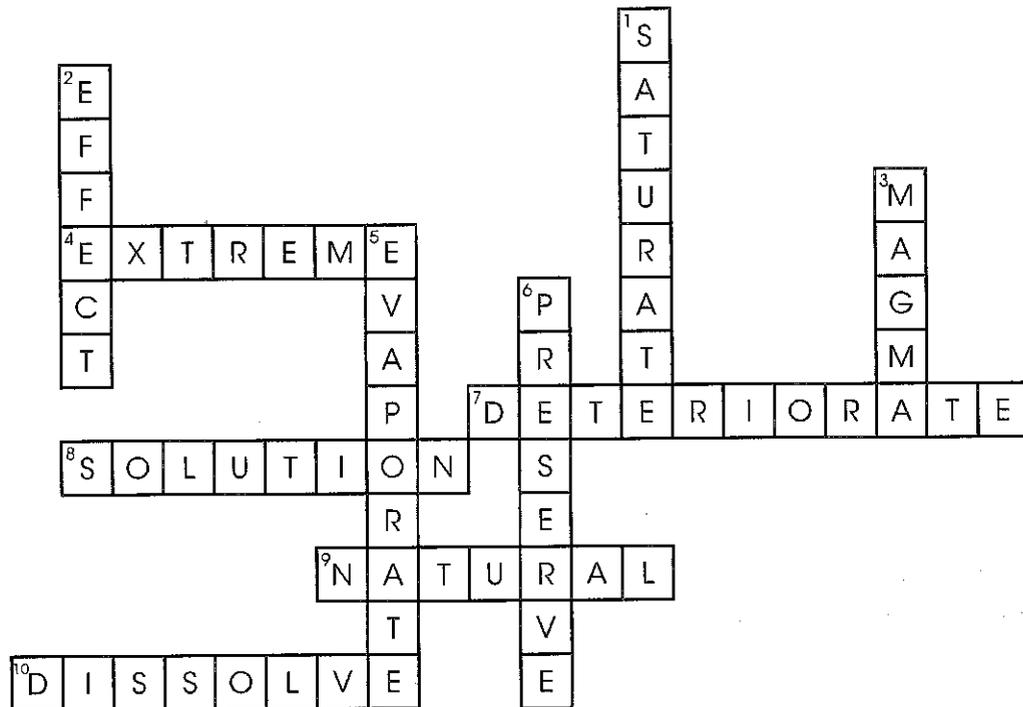
- B** Stalactites and stalagmites are long, cone-like structures which form in caves. They hang from the ceiling and grow from the floor. They are made from minerals dissolved in dripping rainwater.

Write instructions to grow your own stalactites and stalagmites at home, using the list of things needed and the diagram on page 72 to help you.



## 6 and 7 Find out more

**A** Test your understanding of some of the specialised vocabulary used in this unit. Instead of finding the answers to this crossword, write your own clues! Your clues must be simple, clear and accurate.



### Clues across

4 \_\_\_\_\_

7 \_\_\_\_\_

8 \_\_\_\_\_

9 \_\_\_\_\_

10 \_\_\_\_\_

### Clues down

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

**B** Sort out the jumbled letters to make words that complete these similes.

ered hhig kard arhd eralc oth eped peru

**Example:** As dear as salt

- 1 As \_\_\_\_\_ as a rock.
- 2 As \_\_\_\_\_ as lava.
- 3 As \_\_\_\_\_ as a mine.
- 4 As \_\_\_\_\_ as a mountain.
- 5 As \_\_\_\_\_ as a cave.
- 6 As \_\_\_\_\_ as crystal.
- 7 As \_\_\_\_\_ as water.

## 8 Make notes

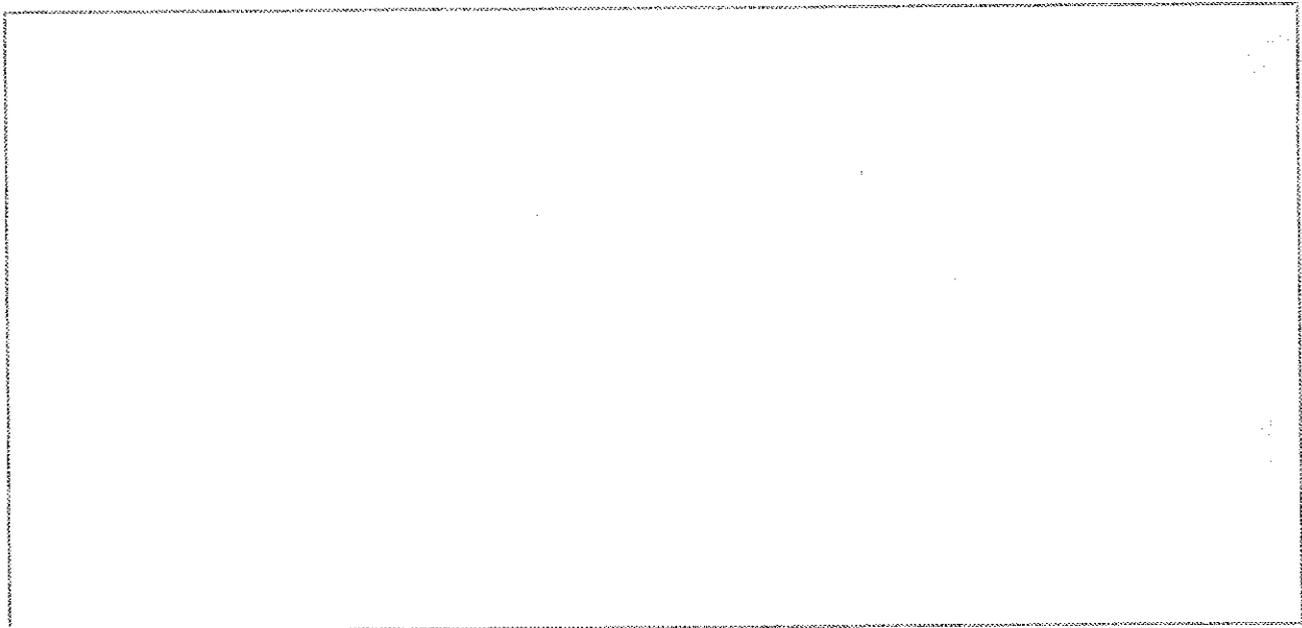
**A** Draw simple line diagrams to illustrate the following.

Spider diagram	Circular flow diagram	Linear flow diagram
Pyramid	Inverted pyramid	Venn diagram

- B** Read the information and make notes. The sequence is important so use a suitable flow diagram from Activity A to write down your key words.

**How do stalagmites and stalactites form?**

Rainwater falls onto the ground and seeps through cracks in limestone rock. Minerals in the limestone, including calcite, dissolve into the rainwater. When the rainwater drips through a cave, it leaves some of this calcite on the ceiling and some on the floor. Gradually the calcite builds up into long cone-shaped structures hanging from the ceiling (stalactites) and growing from the floor (stalagmites). Sometimes they meet and form a column. This process happens very slowly. Stalactites and stalagmites grow 10-15 mm in a hundred years.



- C** Now use your notes to explain the process in your own words. Write a short paragraph of no more than 50 words.

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- D** Draw a simple diagram of a cave and label the stalagmites and stalactites to support your explanation in Activity C.

## 9 Use connectives

- A** The most common connective used to join sentences is *and*. Find examples from the text on page 75 or write your own sentences using the connective *and*.

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- B** Other connectives show cause and effect. Make up five new sentences from the ones below. Use the connectives provided to join them in sensible ways.

Change the word order of the sentences and use different connectives to make up different sentences.

Rainwater passes through limestone.

The water becomes rich in minerals.

Mineral-rich water drips through a cave.

because  
therefore  
consequently  
so  
if

Calcite builds up on the ceiling and the floor.

Cone-like structures form and grow.

They may meet and form a column.



**Example:** Rainwater passes through limestone so the water becomes rich in minerals.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

## 10 Working with complex sentences

**A** Complex sentences are often used in explanations to link ideas together.

Circle the connective and underline the main clause in each sentence.

**Example:** Caves can be interesting places (if) you don't get lost.

- 1 Ancient crystals formed in the cave because it was full of hot, mineral-rich water.
- 2 You must be careful since you can easily get lost in a cave.
- 3 The giant crystals are dangerous although they are very beautiful.
- 4 You will not survive in the cave unless you wear a protective suit.
- 5 Stalactites may form on the ceiling of a cave if the rock is made of limestone.
- 6 Stalagmites grow from the floor where water drips into the cave.
- 7 Stalactites can break off if they grow too big.
- 8 Stalagmites and stalactites can form a column when they meet.

- B** Change the order of the clauses so that each sentence begins with the connective followed by the dependent clause.

**Example:** If you don't get lost, caves can be interesting places.

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

7 \_\_\_\_\_

8 \_\_\_\_\_

**11 and 12 Write an explanation text**

- A** Come up with a list of topics that you would like to know more about, for example:

How is paper made?

How does a TV work?

What causes a tornado to spin?

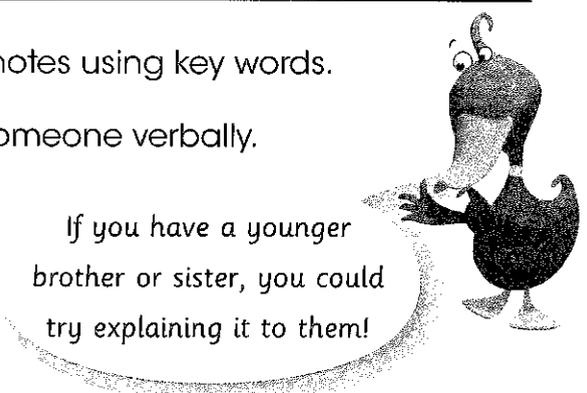
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- 1 Choose one topic and research it. Make notes using key words.
- 2 Use your notes to explain the process to someone verbally.



**B** Now write a paragraph of ten lines to explain the process in your own words.

Remember to include the following language techniques:

- use technical terms
- use connectives of time, cause and effect
- keep the style impersonal
- include a labelled diagram.

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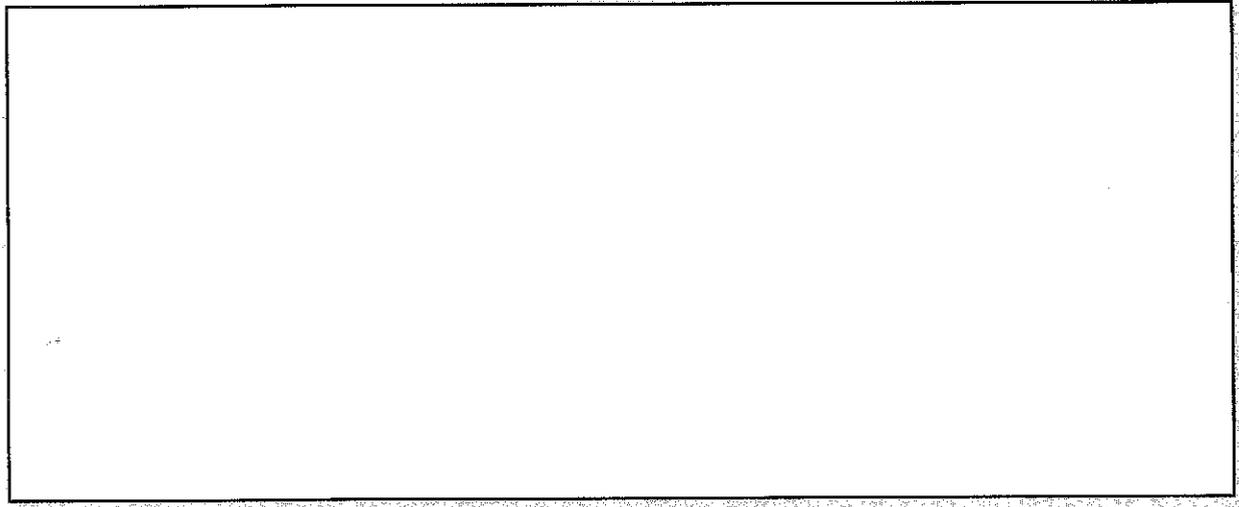
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**C** If you were to turn your explanation text into a talk, what features would be important? Make a list of important features of a talk, including the structure and also the presentation. Display this as a poster or flyer.



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## 2 Develop your poetic language

**A** An ellipsis (...) can be used:

- to build suspense
- to show an interruption
- to show where words have been left out of a quotation.

Find the ellipsis in *The Way Through the Woods* and explain its purpose in that context.

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**B** In the following dialogues, suggest what each person might have been intending to say when they were interrupted.

**Example:**

"Let's go to the park and ..." have a picnic.

"Remember what happened last time we did that!"

1 "Please may I ..." \_\_\_\_\_

"No, you may not. Eating too many sweets is bad for you."

2 "Please can you help me ..." \_\_\_\_\_

"Why do I always have to help at supper time?"

3 "How do you know that ..." \_\_\_\_\_

"Because I know everything, that's why!"

- C** Write an exciting ending to these sentence starters.



You can use an ellipsis in stories as well as in poems. It lets the reader imagine what has been left out at the end of a chapter or a story. The unfinished ending ...

- 1 Eli and Nasreen carefully opened the lid ...

---

- 2 Jono thought he heard the ominous sound of a car approaching when ...

---

- 3 As Novak shrank back out of view, he felt something ...

---

- D** Underline the rhyming words in this tongue twister.

There's no need to light a night-light  
On a light night like tonight;  
For a night light's just a slight light  
On a light night like tonight.

- E** Tick the correct boxes.

This tongue twister contains:

end rhymes

internal rhymes

half rhymes

alliteration

**F** Complete this sentence using a simile.

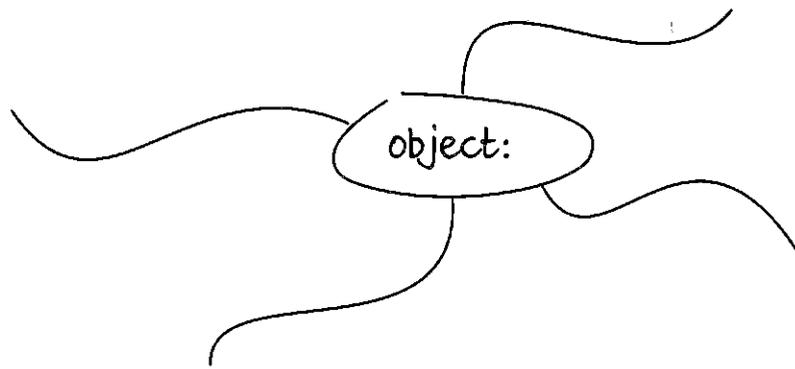
The night-light flickered like \_\_\_\_\_

Complete this sentence using a metaphor.

The night-light was \_\_\_\_\_

**G** Write a vivid description of an ordinary, everyday object.

- 1 Plan your description using a dictionary and a thesaurus to help you build a word map.
- 2 Make your description sound interesting using detail, and descriptive words and phrases but no figurative language.



Description of:

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### 3 Something lost

**A** Re-read the poem.

**B** Use your imagination to invent the story behind the poem. You could use your notes from working with the *Learner's Book* on page 93.

#### The Shell

The prettiest shell that you ever did see  
I found as I played on the beach.  
I laughed and I clapped my hands with glee  
As it washed up within my reach.

At night when I lie in bed, my dear,  
And long for the sound of the sea,  
My shell I hold up to my ear.  
Its music is thrilling to me.

*Vilma Dubé*

Who is telling the poem?	Who is listening?	What is the story?

**C** Write out a summary of the poem in a paragraph.

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**D** Change the narrative voice by rewriting the poem in third-person narrative.

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## 4 Read with understanding

**A** Many things create the mood of a poem – shape, patterns of sound, images, figurative language and word choice.

Moods can be positive or negative. Separate these mood descriptions into two lists.

hopeful gloomy joyous sorrowful angry peaceful playful tense

**Mood** is the feeling created by the poem.



Positive	Negative

**B** Next to each scenario, describe the mood you think it evokes.

- 1 Rain pounding at a window-pane \_\_\_\_\_
- 2 Fireworks bursting in the sky \_\_\_\_\_
- 3 Friends playing on the beach \_\_\_\_\_
- 4 Children coming out of school \_\_\_\_\_

**C** Invent a scenario to express these moods:

- 1 excited  
\_\_\_\_\_
- 2 frantic  
\_\_\_\_\_

## 5 Not lost but found

**A** Think of a happy occasion you have experienced.

- 1
  - What did you see? \_\_\_\_\_
  - What did you hear? \_\_\_\_\_
  - What did you smell? \_\_\_\_\_
  - What did you taste? \_\_\_\_\_
  - What did you touch? \_\_\_\_\_
  
- 2 Which of those sense memories is the strongest? Write a sentence to describe it.  
\_\_\_\_\_
  
- 3 Revise your sentence using imagery, descriptive words or figurative language.  
\_\_\_\_\_

**B** Think of an occasion when you might walk in these ways.

- 1
  - purposefully: \_\_\_\_\_
  - warily: \_\_\_\_\_
  - leisurely: \_\_\_\_\_
  - rapidly: \_\_\_\_\_
  
- 2 Write two synonyms for each adverb and one antonym.

	<i>purposefully</i>	<i>warily</i>	<i>leisurely</i>	<i>rapidly</i>
synonym				
synonym				
antonym				

**C** Personification is when a non-living object is given human characteristics.

- 1 • Make a list of five objects in your classroom.
  - Make a list of five actions that people do. Choose interesting verbs.
  - Match each object to an action and write a personification image.

Classroom objects	Human actions	Personification idea
desk		
	yawn	The desk yawned

- 2 Extend each image and use them to write a one-stanza poem about your classroom.

The bell sang to signal the start of the school day  
The desks yawned and coughed up books and pencils ...

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## 6 Use a frame to write a poem

- A** A sentence has a subject and at least one verb. It starts with a capital letter and it must make sense on its own. Sentences can be short, medium or long. Follow the steps to extend this sentence:

The bell rang.

Add an adjective.	old-fashioned
Add an adverb.	
Add a simile.	
Add a descriptive phrase at the start.	
Create a complex sentence: choose a connective.	
Add a clause after the connective.	
What else can you add or improve?	

- B** Write out your final sentence.

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# 7 A box of delights

## 1 Fairy tales forever

**A** Read this synopsis of *Cinderella*. Write down two events from the story that could happen in real life, two events that would be unlikely to happen in real life and two impossible events.

In a distant kingdom, Cinderella lives happily until her mother dies. Her new stepmother and two stepsisters take every opportunity to be cruel to Cinderella, and when her father dies, they banish her to the kitchen to act as their servant. One day, the King invites all unmarried girls to a ball at the palace, for his son, the Prince, to choose a bride. Cinderella cannot go as she has only her ragged clothes to wear. Suddenly, her fairy godmother appears and magically changes a pumpkin into a coach, mice into horses and Cinderella's rags into a beautiful gown and shoes, but she warns Cinderella to return home before the stroke of midnight. Cinderella dances all night with the Prince. As she hears the clock strike midnight, she flees, leaving behind one tiny glass slipper. The prince searches everywhere for the owner of the slipper. Cinderella's stepmother and stepsisters try in vain to squeeze their feet into the shoe, but it fits Cinderella perfectly. She and the Prince marry and live happily ever after.

Likely events: Cinderella lives happily until her mother dies.

Unlikely events: \_\_\_\_\_

Impossible events: \_\_\_\_\_

**B** Circle the type of 'fairy tale transformation' that best describes the events in this story.

proud to humble

rags to riches

greedy to generous

**C** 1 What tense is the synopsis written in?

past tense

present tense

future tense

2 Give a reason why it is written in this tense. \_\_\_\_\_

\_\_\_\_\_

3 Explain where and when the story takes place. \_\_\_\_\_

\_\_\_\_\_

4 What evidence in the story tells you this? \_\_\_\_\_

\_\_\_\_\_

5 Write down two alternative ways to begin the story in a similar way.

\_\_\_\_\_

\_\_\_\_\_

6 Rewrite the final sentence so that it says the opposite.

\_\_\_\_\_

7 Name two enchanted objects in the story.

a \_\_\_\_\_ b \_\_\_\_\_

8 Name one other traditional fairy-tale feature in the Cinderella story.

\_\_\_\_\_

## 2 Compare and contrast

- A** The tense of a story can change its effect.  
Rewrite the story of Chinye in the future tense by changing each underlined verb into the future tense.

Chinye's cruel stepmother <sup>will send</sup> sends her into the forest at night to fetch water but instead of attacking her, the animals keep her safe. On her return, Chinye meets an old woman who asks her to sweep her hut. She tells Chinye to take the tiniest, quietest gourd from the floor and break it open at home. Chinye does as she is told, but when she breaks the gourd, treasure spills out. Her greedy stepsister dashes off to find the old woman's hut but instead of sweeping the floor and taking the tiniest gourd, she grabs the largest and scurries home to split it open. Instead of treasure, a swarm of vicious wasps bursts out forcing the stepmother and sister to flee. Chinye is alone, but instead of spending her wealth on herself, she invites the village women to share it and build a thriving community.

- B** 1 Choose an antonym for each adjective to change the effect of these phrases.

a cruel stepmother \_\_\_\_\_

b old woman \_\_\_\_\_

c greedy stepsister \_\_\_\_\_

- 2 Find three superlative adjectives in the story and write a synonym and an antonym for each.

**Example:** heaviest → synonym: weightiest → antonym: lightest

a \_\_\_\_\_

b \_\_\_\_\_

c \_\_\_\_\_

3 Choose three of your own adjectives to describe Chinye and her stepmother.

a Chinye: \_\_\_\_\_

b stepmother: \_\_\_\_\_

### 3 Verb tenses

**A** There are different types of past, present and future tenses.

#### Language focus

To form the longer tenses, a helping or **auxiliary** verb joins the **-ing** form (present participle) of the verb. The helping verb is often the verb *to be*: *am, is, are, was, were or will be*.

Circle the helping verb in each sentence.

**Example:** John (is) singing his favourite song.

- 1 I am writing my own fairy tale.
- 2 Mrs Lafayette is taking her class to the library.
- 3 Monique and Johan are working together on their project.
- 4 Mr Manuel told us that we are going on an outing next week.
- 5 "Why are you talking so loudly?" asked Gwen.

#### Language focus

To form the past or future form of the longer tenses, you have to change the tense of the helping verb. The **ing** part of the verb stays the same.

*I was coming* → *I am coming* → *I will be coming*.

**B** Write the correct verb tense for each underlined verb: **past, present** or **future**.

**Example:** The cat is licking its fur. present

- 1 Arsène and Laetitia will be performing their poem next. \_\_\_\_\_
- 2 The rubbish truck was collecting the rubbish before school. \_\_\_\_\_
- 3 What time will you be fetching me this afternoon? \_\_\_\_\_
- 4 I was hoping to make the soccer team this year. \_\_\_\_\_
- 5 I am walking as fast as I can! \_\_\_\_\_

**C** Rewrite each underlined verb using the longer tenses.

**Example:** I will sing → \_\_\_\_\_ *I will be singing*

- 1 I shopped at the mall yesterday. \_\_\_\_\_
- 2 Duncan will send us a postcard. \_\_\_\_\_
- 3 Saleem went to school early. \_\_\_\_\_
- 4 The horse will start to gallop now. \_\_\_\_\_

## 4 and 5 Write a synopsis

**A** Stories are usually written in first or third person narrative.

### Language focus

**Reminder:** first person is when a character tells the story and so you hear it from their point of view. Third person is when an outsider tells the story. Pronouns can give clues about whether the narrative part of the story is in first or third person.

Circle the pronouns that give clues that a story is in **first** person narrative.

he I us me them she they we him her our

**B** Read the nursery rhyme and tick the correct box.

Little Miss Muffet sat on her **tuffet**  
Eating her curds and whey.  
Along came a spider who sat down beside her  
And frightened Miss Muffet away.

**Did you know?** Curds and whey are by-products of cheese making – a bit like cottage cheese.



First person

**tuffet** *n.* a low seat or a stool to rest the feet of a seated person

Third person

**C** Write a short account of your weekend in **first person** narrative.

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**D** Rewrite your account in **third person** narrative.

Imagine you are an outsider watching and describing what you are doing.



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## Language focus

If you only use simple sentences in your writing, it can sound stilted. Using a mixture of simple, compound and complex sentences makes your writing flow more smoothly. Verbs can be used as linking words and commas help separate the different parts of the sentence.

- E** Read the first example. Then underline the verb used as a linking word in the second sentence.

Jackson waited by the window. Jackson saw the postman arrive.

Waiting by the window, Jackson saw the postman arrive.

- F** Combine the simple sentences below in the same way as in Activity E.

1 The dog was running fast. The dog overshot the ball.

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2 The boy waved his arms frantically. He shouted for help.

---

3 Cinderella wished she could go to the ball. She sat by the fire.

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- G** Use the connectives and simple sentences in the box to create three different complex sentences.

I woke up early. It was my birthday. I was excited.  
Everyone was nice to me. as because when

**Example:** When it was my birthday, everyone was nice to me.

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_



Remember, the linking word and clause can be before or after the main clause.

**H** More than two simple sentences can be combined into one complex sentence.

## Language focus

If verbs and connectives are used as linking words, commas often separate different parts of the sentences.

Abraham did his homework. He cycled to the sports club. He played soccer.

Having done his homework, Abraham cycled to the sports club and played soccer.

Combine each group of simple sentences into one complex sentence. Use all the information from the sentences rather than all the words.

1 Aaron felt braver than usual. He climbed the steep cliff. He did not fall.

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2 The donkey felt peckish. He found a bag of old straw. He ate the lot.

---

3 She was walking around the maze. She lost track of time. She got lost.

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**I** Choose an appropriate connective to join these sentences.

while when since although but before after because until where

**Example:** I wanted to go abseiling. I was quite nervous.

*I wanted to go abseiling **although** I was quite nervous.*

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1 The girls were eating sandwiches. We saw them in the park.

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2 It looked like our goldfish. I could not be sure.

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3 I did my homework. I went to the cinema.

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## 6 The Iron Man

**A** Label the stages of a story in order from 1 to 5.

Climax or major event

Introduction: setting and main characters

Conclusion: loose ends are tied up or a reflection

Events leading to resolution of problem

Build up to problem, issue, dilemma or conflict

**B** Sequence the story of *Goldilocks and the Three Bears* by numbering the story stages using the numbers you wrote above.

a The bears crept nervously upstairs and found Goldilocks fast asleep in Baby Bear's bed. She awoke with a start to find them all staring at her. She was so frightened that she ran away and never returned.

b From that day on, Goldilocks never went into a strange house and the bears never left their front door unlocked!

c Goldilocks immediately tucked into porridge she found set out on the table. Father Bear's porridge was too salty; Mother Bear's was too sweet; but Baby Bear's was exactly right, so she ate it all. Next, Goldilocks wanted to sit down. Father Bear's chair was too hard; Mother Bear's was too soft; but Baby Bear's was just right, so she sat down, breaking his chair. Goldilocks felt tired now, so she went upstairs to sleep. Father Bear's bed was too lumpy; Mother Bear's was too bouncy; but Baby Bear's was just right, so she fell fast asleep.

d Once upon a time, a family of bears lived together in a house in the woods. One morning, while waiting for their porridge to cool down, the bears decided to go for a walk. Meanwhile, Goldilocks chanced upon their little house. She knocked on the door and when no-one answered, she went inside.

e Shortly after, the bears came home. Baby Bear, noticing his porridge had been eaten and his chair broken, wailed, "Who's been eating my porridge and sitting on my chair?"

**C** Tick the box for the correct answer.

1 Who is the main character in the story of *Goldilocks and the Three Bears*?

Baby Bear     Mother Bear     Goldilocks     Father Bear

2 Tick the adjective you think best describes Goldilocks.

careless     nosy     bossy     kind     crazy

3 Explain why you chose this adjective using evidence from the text.

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## 7 The Coming of the Iron Man

**A** Writers control how we react to characters in their stories by describing what they look like, what they say and what they do. Write two sentences describing a stranger who arrives at your house. Make the stranger seem friendly.

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**B** Now write two more sentences adding to your description to make the stranger seem less friendly, even menacing.

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**C** Write your first exchange of words with the stranger. Choose whether the dialogue will make the stranger seem friendly again or still menacing.

You: \_\_\_\_\_

Stranger: \_\_\_\_\_

## 8 Variety adds power to writing

### Language focus

Noun phrases are groups of words that go together, contain a noun and add more information to the noun.

boy → noun

the young boy → noun phrase

Adding descriptive words both before and after the noun expands the noun phrase.

the young boy with the curliest hair ever → expanded noun phrase

**A** Phrases can be added to simple sentences to make them more interesting.

- 1 Expand these nouns into noun phrases by adding words both before and after the noun.

	Noun	Expanded noun phrase
_____	princess	_____
_____	chair	_____
_____	farmer	_____
_____	elephant	_____
_____	stepmother	_____
_____	tree	_____

- 2 Write three sentences using at least three of your expanded noun phrases.

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**B** Adverbial and adjectival phrases are groups of words that work together to do the job of adverbs and adjectives. They add information to verbs and nouns.

Is each underlined phrase doing the job of an adjective or an adverb?

**Example:** I handed in my book in the morning. adjective / adverb

1 The book with the torn cover belongs to me. adjective / adverb

2 I finished my homework before the bell. adjective / adverb

3 The shop with the neon lights is open late. adjective / adverb

4 In the distance I could see a car coming. adjective / adverb

**C** A noun clause is a group of words that work together, contains a noun and adds more information to that noun, but also contains a verb, like other clauses.

1 Circle the noun and the verb in this underlined noun clause.

The warty frog that everyone despised turned into a handsome prince.

2 Invent your own noun clause to complete the sentence below.

\_\_\_\_\_ gave me extra energy today.

**D** Clauses add **extra information** into sentences. Add the extra information from the sentence in italics into the middle of the main sentence.

**Example:** Mrs Appleby took the assembly. *She was the deputy principal.*

Mrs Appleby, who was the deputy principal, took the assembly.

1 The cat was called Tigger. *The cat had bold stripes.*

The cat, \_\_\_\_\_, was called Tigger.

2 The learner asked her friend for help. *She was stuck.*

The girl, \_\_\_\_\_, asked her friend for help.

3 The teacher let the class off with a warning. *She was in a good mood.*

The teacher, \_\_\_\_\_, let the class off with a warning.

## 9 Traditional tales

- A** Cleverness is a trait that is greatly admired in many traditional tales. *Cleverness* is an abstract noun.

### Language focus

**Abstract nouns** are things that we know exist and we know exactly what they are, but we cannot hold them, box them or experience them with our senses, for example: *love, fear, cleverness, freedom, embarrassment* and *gratitude*.

- 1 Circle the abstract nouns in the box.

happiness forest friendship enthusiasm apple generosity cushion  
loyalty house forgiveness face stupidity excitement calculator honesty  
fire disappointment astonishment road envy

- B** Many abstract nouns have adjectives that are associated with them.  
Fill in the adjective related to each abstract noun.

**Example:** sympathy – sympathetic

- 1 grace \_\_\_\_\_ 4 wisdom \_\_\_\_\_  
2 beauty \_\_\_\_\_ 5 bravery \_\_\_\_\_  
3 luck \_\_\_\_\_ 6 joy \_\_\_\_\_

- C** Many abstract nouns are formed by adding a suffix to another word.  
Write down the suffix that has been added to form the abstract nouns below.

- 1 kind → kindness \_\_\_\_\_  
2 sad → sadness \_\_\_\_\_  
3 disappoint → disappointment \_\_\_\_\_  
4 agree → agreement \_\_\_\_\_  
5 certain → certainty \_\_\_\_\_  
6 jealous → jealousy \_\_\_\_\_

## 10 Pronouns and prepositions

**A** Some words can be prepositions or adverbs, depending on the context.

in out on by underneath outside inside through

### Language focus

- **Prepositions** always come **before** a noun or pronoun to show its relationship to another word or part of the sentence.

*The king put his crown in the cupboard/ on the table/ by the bed.*

- **Adverbs** of place show where something happens and they are usually placed **after** the main verb or **after** the object noun.

*Please come in.*

Decide whether each underlined word is an adverb or a preposition.

**Example:** I put my clothes on when I get dressed. adverb

- 1 Please put the plates on the table. \_\_\_\_\_
- 2 The traffic officer waved us through immediately. \_\_\_\_\_
- 3 Book your seats through me if you need additional space. \_\_\_\_\_
- 4 He put it by the window. \_\_\_\_\_
- 5 A car drives by at 6 o'clock every morning. \_\_\_\_\_

**B** Write your own sentence pairs using each word as an adverb and a preposition.

- 1 outside (*adverb*) \_\_\_\_\_
- 2 outside (*preposition*) \_\_\_\_\_
- 3 inside (*adverb*) \_\_\_\_\_
- 4 inside (*preposition*) \_\_\_\_\_

**C** Prepositions are very small words but very important ones. They can completely change the sense of a sentence.

Rewrite these sentences using the correct preposition.

1 The bird flew high past the sky.

\_\_\_\_\_

2 Ashok went in school.

\_\_\_\_\_

3 Maxwell climbed through the hill.

\_\_\_\_\_

4 The car drove against the road.

\_\_\_\_\_

5 The twins grinned by each other.

\_\_\_\_\_

6 Greta sat under her chair.

\_\_\_\_\_

## 11 and 12 Your own tale

**A** Think about a traditional story you know well. Use this flowchart planner to break down the story into its core elements. Use key words and phrases.

Title: \_\_\_\_\_

Who is the main character? What is he/she/it like?

A wish is granted/an unlikely event happens:



What happens next:

The climax or turning point:

What happens next:

Finally ...

**B** Whenever you edit your writing, look out for tricky homophones – words that sound the same but are spelled differently and mean different things.

Cross out each incorrect word and write the correct homophone above it.

*reigned*  
The King ~~rained~~ for many years but ~~won~~ day he summoned his sun,  
the prince. “My son,” he said, “ewe should get married. I am old now  
and wood like too sea my grandchildren.” The prince immediately  
wished he was a pour man and not a prince.

“I have herd you’re wish,” said a voice. “Be shore that this is what  
you really wish four ...”

# 8 Share your views

## 1 Analyse a poster

**A** Which of these posters do you prefer? Why?

Poster A

**Join the library and let your dreams come alive!** 

- ★ Simply complete and return the form.
- ★ Kids under 13 join for **FREE** and receive a gift when they collect their cards.

*You'll love our jam-packed shelves, kiddies' corner, wall displays and study areas.*

**Times: Mon-Fri 9 a.m.-8 p.m., Sat 9 a.m.-5 p.m.**

**Reading gives you dreams!**

Poster B

### How to join the local library

Collect, complete and return the forms.  
You will receive a total of five library cards.  
Discounts available for pensioners.

**Rules**

No eating, no drinking,  
no cell phones, no loud talking.

**Times**

Mon-Fri 9 a.m.-8 p.m., Sat 9 a.m.-5 p.m.

**B** Match these poster features with the correct explanation of their purpose. Write the letters next to the numbers below

1	eye-catching design	a	to give the main message of the poster at a glance
2	large font	b	to convince the reader to think or do something
3	a key heading	c	to provide details, e.g. dates and times of an event
4	catchy slogan	d	to look interesting and grab the reader's attention
5	persuasive language	e	to help readers remember the message
6	factual information	f	to ensure the print is clear and can be read easily from a distance

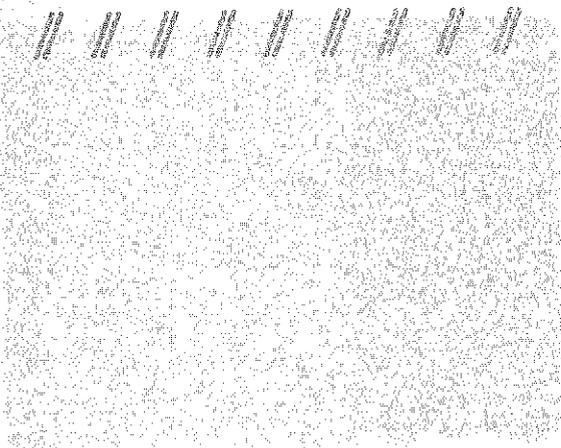
1  2  3  4  5  6

**C** Tick the boxes to show which statements apply to the posters on the previous page.

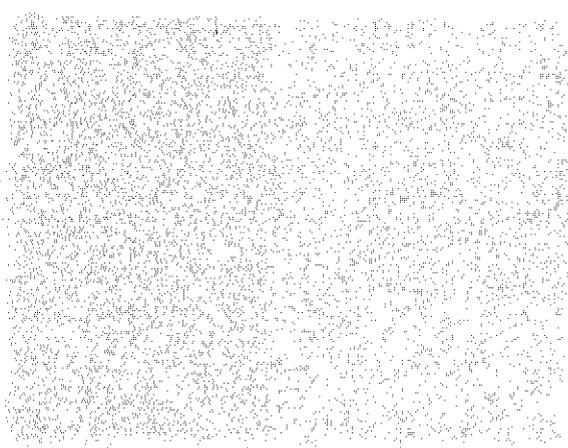
	A	B	Neither
It is mainly informative.			
It is informative and persuasive.			
It contains some facts and some opinions.			
It promotes reading.			
It is aimed only at children and pensioners.			

**D** Use key words to summarise the most important details from both posters.

**A**



**B**



**E** When you choose a synonym, always check that the word fits the context. Circle the **least** suitable word in each of these sentences. Use a dictionary to check the meanings before you decide.

- 1 I won a prize at a school festival/event/carnival/incident.
- 2 On the day there was much fun/joy/diversion/cheer.
- 3 The puppet show was funny/comical/absurd/entertaining.
- 4 The food was divine/excellent/holy/perfect.
- 5 Everything was reasonably/fairly/soundly/well priced.

## 2 Sound persuasive

- A** In days gone by, people relied on the 'town crier' to hear about important news. Do some research and find out who or what a town crier was. Why do we not see them around any more?

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- B** Rewrite this announcement leaving out any persuasive language.

Hear ye, hear ye, gather around and pay attention, everyone! On Friday afternoon the Year 5 group will be holding their long-awaited, much anticipated annual market day. This year, just for you, we have included some extra special, never-before-seen, out-of-this-world food and games stalls. This market day promises to be bigger and better than the rest! Be there from 3-7 p.m. and bring all your pocket money to spend!

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Remove unnecessary adjectives, adverbs and opinion.



- C** Imagine a conversation in which you invite someone to a party. Write what you would say to persuade the other person to come.

*I'd like to invite you to my party  
on Saturday at the ice rink.*

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### 3 Compare posters

**A** Compare the two posters on page 106 using this table.

	Purpose To inform, persuade or both?	Style Language – formal or informal?	Audience Who is it aimed at?	Layout/ organisation Any specific structure?	Impact Which is more effective? Why?
Poster A					
Poster B					

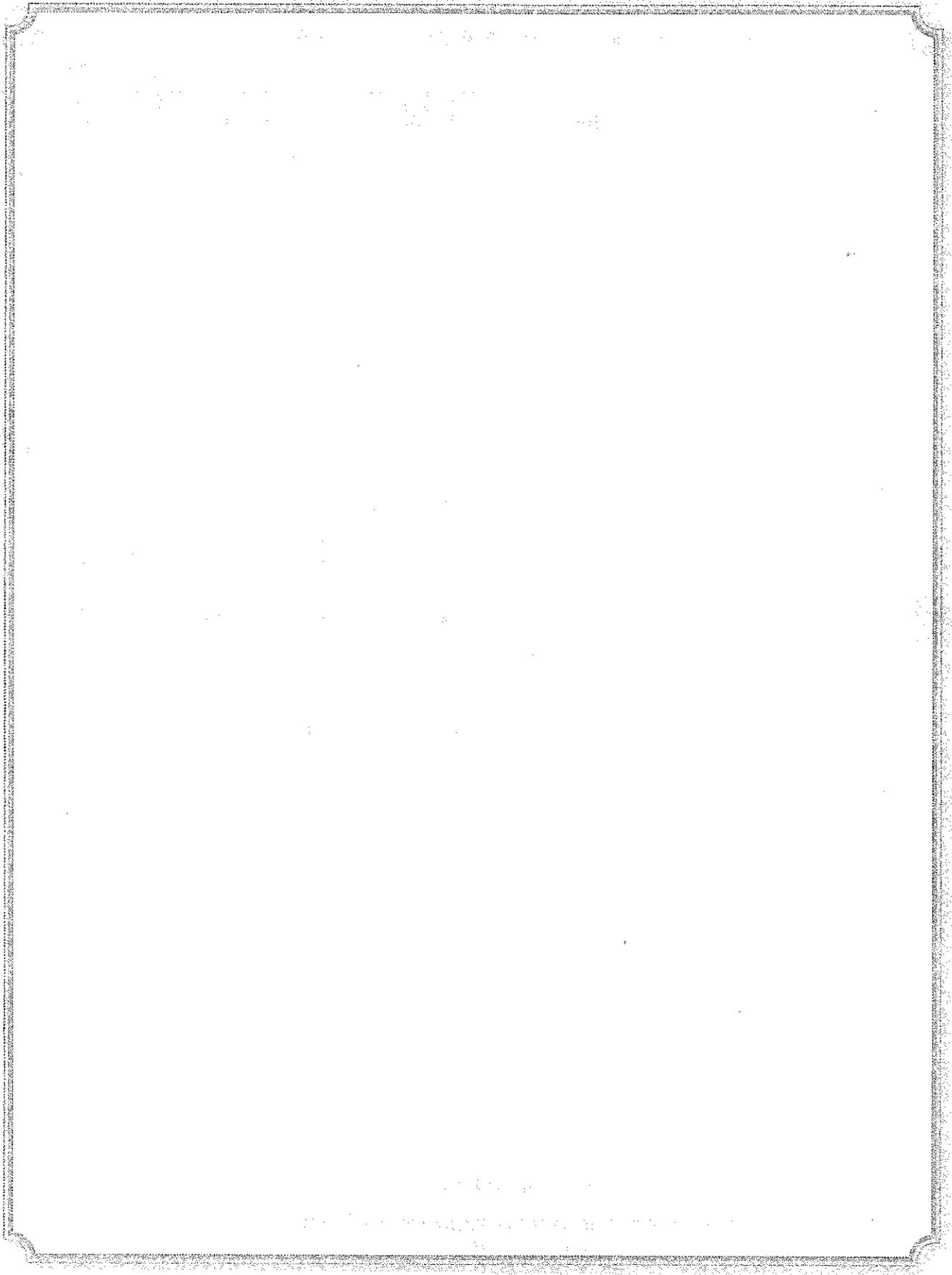
**B** Use the features table below to **plan** a poster for one of the following purposes:

- to advertise your school concert
- to promote the school rules
- to stop people littering
- to encourage people to borrow library books.

Purpose	Style	Audience	Layout/ organisation	Impact

Look at your plan and ask yourself the following questions. Will your poster have impact? Will it get your message across successfully? Make changes to improve it.

Once you have edited your plan, create your poster.



- C** Sometimes the letters **gh** make an **f** sound and sometimes they are silent. Group these words according to the sound they make. Then write a definition of five of them in your own words.

neighbour cough rough bough frough  
sleigh caught draught laughter ought

f sound	silent

Definitions:

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

- D** Form new words from the words given in the table. Don't use the same word twice on any line.

Verb	Noun	Adjective	Adverb
	effectiveness		
imagine			
		successful	
			actively
styled			

## 4 and 5 Giving information

- A** Prepositions help to give directions. Circle your choice of prepositions to complete the story. There are different options for you to choose. Your story may differ slightly depending on which prepositions you choose.

Watch out – some of the preposition options are incorrect!



Yesterday (*before/after/around/during/in front of*) lunchtime, I took a ride (*in/on top of/at the back of /with*) the mountain bus. We went (*into/over/through/across*) a river and (*around/behind/into/through*) a forest. The winding road headed (*over/under/towards/behind*) a bridge and (*up/down/into/around*) the mountain. We sat (*by/on/near/in*) the lake eating our snacks (*until/before/when/after*) a storm came up. We packed up quickly and returned home (*before/after/in/at*) (the) dark.

- B** Fill in the correct preposition to complete these figurative expressions.

on through from as far as in about behind at

- 1 to be \_\_\_\_\_ cloud nine
- 2 to be \_\_\_\_\_ a tight spot
- 3 to beat \_\_\_\_\_ the bush
- 4 to arrive \_\_\_\_\_ the eleventh hour
- 5 to keep on going \_\_\_\_\_ thick and thin
- 6 to go \_\_\_\_\_ the scenes
- 7 to start \_\_\_\_\_ scratch
- 8 \_\_\_\_\_ the east is from the west



Think about the layout of your classroom and answer these questions using prepositions in your answers.

- 1 Where is the teacher's desk? \_\_\_\_\_
- 2 Where is the board? \_\_\_\_\_
- 3 Where is the bin? \_\_\_\_\_
- 4 Where is your desk? \_\_\_\_\_
- 5 Where is the door? \_\_\_\_\_



Write directions for how to get from your classroom to different parts of the school. Your directions must be sequenced correctly. Use command verbs at the beginning of sentences and use the right prepositions.

- 1 From your classroom to \_\_\_\_\_

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- 2 From your classroom to \_\_\_\_\_

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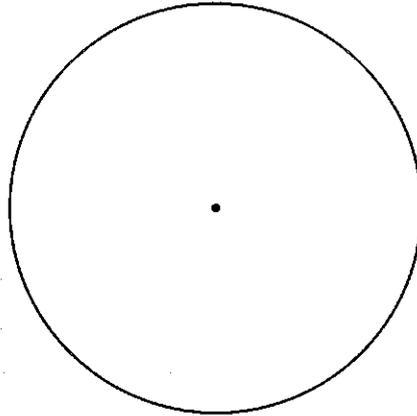


Be careful! You could end up in the principal's office by mistake!

## 6 Talk about films

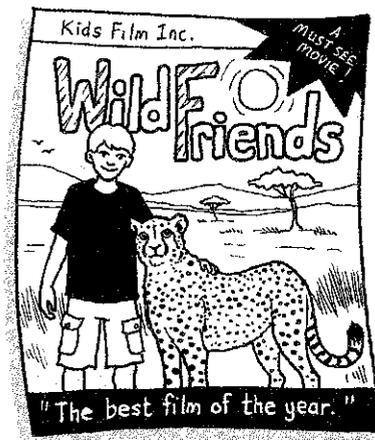
- A** Draw a pie chart to show five genres of films. Make the segments different sizes to show which genres you enjoy the most and least. Use a key to colour code it. Add some examples of films you have seen in each genre.

**Key**

- B** From the information and visuals on this film poster, what can you tell about the film?

- 1 Identify the genre.
- 2 Who are the main characters?
- 3 Where is the story set?
- 4 Was the film successful? How can you tell?
- 5 What age group is it for?
- 6 Would you like to see it?



- C** Many films are based on stories in books. Choose a book that you have enjoyed. Design your own film poster with some of the features below and then label them.

an eye-catching design

a link to the original novel

facts

large font

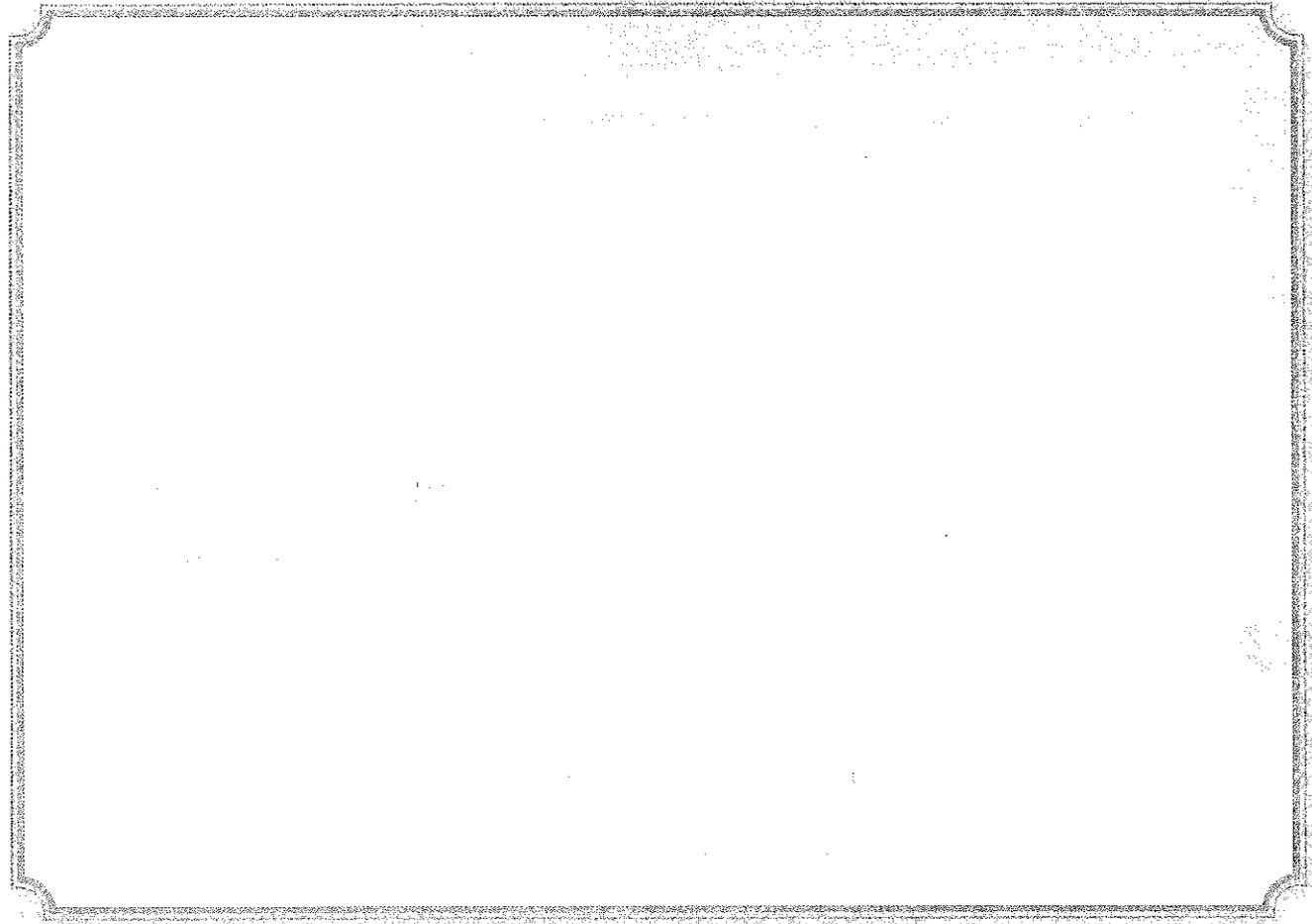
powerful words

key title

quotes

famous names

catchy slogan



**D** Sort these words according to whether they have a soft **g** sound, a hard **g** sound or a silent **g** sound.

get pigeon sign gift genius giant reign give register campaign  
Egypt gym design stingy girl gnome ginger begin

Soft g	Hard g	Silent g

## 7 and 8 Analyse film reviews

**A** Tick the features likely to be found in a film review.

- |                                                           |                                                       |
|-----------------------------------------------------------|-------------------------------------------------------|
| <input type="checkbox"/> a title                          | <input type="checkbox"/> the basic story plot         |
| <input type="checkbox"/> the names of the main characters | <input type="checkbox"/> the genre                    |
| <input type="checkbox"/> facts about the film             | <input type="checkbox"/> an age restriction           |
| <input type="checkbox"/> a rating                         | <input type="checkbox"/> personal opinions            |
| <input type="checkbox"/> personal style                   | <input type="checkbox"/> powerful adjectives/adverbs  |
|                                                           | <input type="checkbox"/> use of first person pronouns |

**B** Change the following statements from negative statements to positive statements by removing the word *not*.

**Example:** I think you might not enjoy that film.

I think you might enjoy that film.

1 I did not enjoy the film.

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2 The actors were not convincing.

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3 I have not been impressed with the sequels.

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4 I cannot recommend the film.

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5 I certainly will not see it again.

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**C** In a review, the writer uses strong adjectives to make a point. Replace the word *good* with strong adjectives in these sentences.

A thesaurus will give you synonyms for *good* but you must be sure to pick one that fits the context of the sentence.



1 I think he is a good actor.

\_\_\_\_\_

2 The film has a good plot.

\_\_\_\_\_

3 The sound effects were good.

\_\_\_\_\_

4 This good story is adapted from the book.

\_\_\_\_\_

5 The acting in the film was good.

\_\_\_\_\_

**D** Choose an adverb of degree from the word bank to describe the verb or adjective in each sentence. Try to make it sound as positive as possible.

definitely extremely nearly almost so rather  
very quite just too a lot highly really

1 We \_\_\_\_\_ enjoyed the film.

2 I was \_\_\_\_\_ impressed with the special effects.

3 Everyone laughed \_\_\_\_\_ at the end.

4 I can \_\_\_\_\_ recommend this film.

5 The plot is \_\_\_\_\_ easy to follow.

6 I thought the plot was \_\_\_\_\_ advanced for young viewers.

7 We \_\_\_\_\_ want to see it again.

## 9 and 10 How to present an oral review

- A** Write a short film review based on the notes below and the film poster on page 114.

### Notes

Loved the film! Set in Kenya. Based on a true story. A family takes care of an orphaned cheetah cub. The boy and cub become inseparable. Many challenges. I laughed and cried. From the book 'How it was with Doods'. Great family film!

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- B** How do you rate a film? Create your own rating out of five, for example 5/5 or ★★★★★.

Have fun making up different types of ratings and scales using jargon (computer jargon or sports jargon) or pictures.

Lowest					Highest
Delete	Store	Flag	Repeat	Save	
					

- C** Write your own notes about a film you have enjoyed and would like to recommend. Research the factual details and then give your opinion and rating.

Title:	Writer:	Time:
Genre:	Director:	Age restriction:
Characters/plot	My opinion:	Rating:

- D** Express your point of view about these topics. Be persuasive! For each topic, write two good points to support the argument.

Age restrictions on films are necessary. ● ●	Age restrictions on films are not necessary. ● ●
Films can have a positive influence on children. ● ●	Films can have a negative influence on children. ● ●
Films are better than books. ● ●	Books are better than films. ● ●

## 11 and 12 Informal or formal

**A** Change these contractions into full words.

1 I'm \_\_\_\_\_

7 I'd \_\_\_\_\_

2 you're \_\_\_\_\_

8 you've \_\_\_\_\_

3 we'd \_\_\_\_\_

9 we'll \_\_\_\_\_

4 they're \_\_\_\_\_

10 they've \_\_\_\_\_

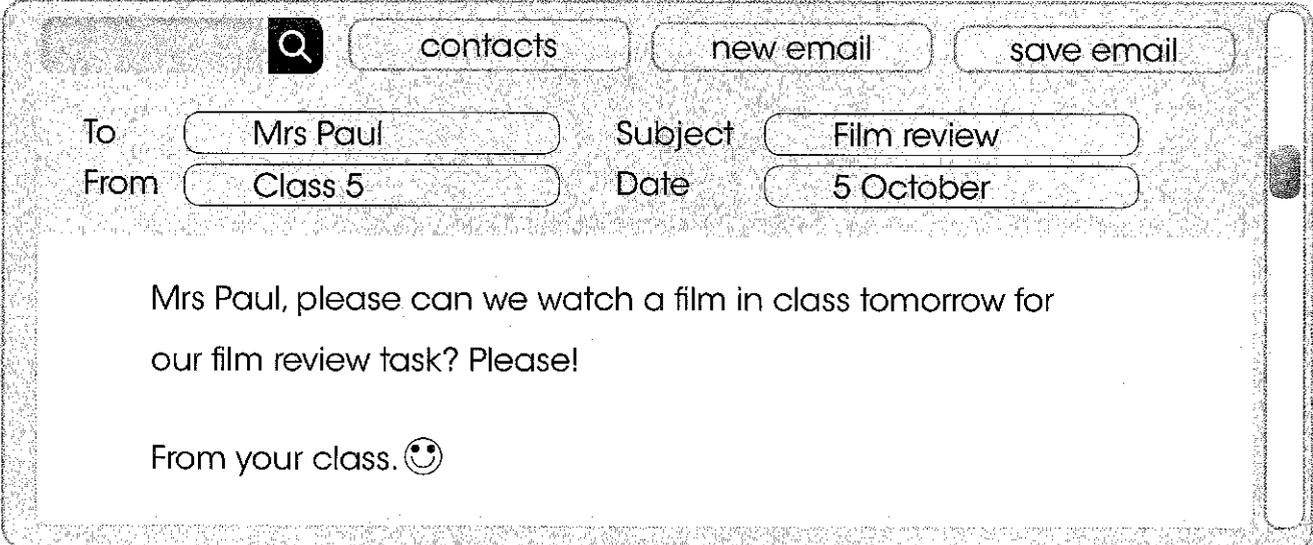
5 can't \_\_\_\_\_

11 won't \_\_\_\_\_

6 haven't \_\_\_\_\_

12 mustn't \_\_\_\_\_

**B** Change the following email into a formal letter and rewrite it in the correct format.



To  Subject   
From  Date

Mrs Paul, please can we watch a film in class tomorrow for our film review task? Please!

From your class. 😊

---

---

---

---

---

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# 9 Let's perform

## 1 and 2 Poems to perform

- A** Say the first line of the poem *The Jumblies* aloud, emphasising different words each time. Notice how the tone and meaning changes each time.

- 1 **They** went to sea in a Sieve, they did  
They **went to** sea in a Sieve, they did  
They went to **sea** in a Sieve, they did  
They went to sea **in a Sieve**, they did  
They went to sea in a Sieve, **they did**

- 2 Write out the third line of the poem and highlight different words each time to show the different ways you could say it.

In spite of all their friends could say

---

---

---

---

---

Play on your own  
or with a friend.

- B** Play the memory game.

- 1 Stare at the words in the word box for 30 seconds and then cover it up.  
No peeping once the word box is hidden!

green yellow gold silver pink purple blue orange bold violet



2 Now answer the questions without looking back at the word box.

- a How many words did you see? \_\_\_\_\_
- b Which words rhyme? \_\_\_\_\_
- c Which word is the odd one out? \_\_\_\_\_
- d Which primary colour is missing? \_\_\_\_\_
- e Which word is spelt incorrectly? \_\_\_\_\_

3 When you have completed the questions, uncover the word box and check your answers. Which questions did you get right?

\_\_\_\_\_

**C** What is the spelling rule for words containing the letters **ie**?

\_\_\_\_\_

**D** Fill in the missing letters in each word with **ei** or **ie** using the rule.

Use a dictionary to check your answers.



- 1 Paint the c \_\_\_\_ ling.
- 2 I have rec \_\_\_\_ ved a gift.
- 3 She dec \_\_\_\_ ved me.
- 4 Don't get into misch \_\_\_\_ f.
- 5 She is my n \_\_\_\_ ce.
- 6 Please bel \_\_\_\_ ve me.
- 7 I'll have a tiny p \_\_\_\_ ce.
- 8 I heard a loud shr \_\_\_\_ k.
- 9 Here's a written rec \_\_\_\_ pt.
- 10 She ach \_\_\_\_ ved an excellent score.
- 11 I felt sudden rel \_\_\_\_ f.
- 12 The th \_\_\_\_ f escaped.

**E** There are exceptions to the rule where the **ei** does not follow after **c** to make the **ee** sound. Work out these words using the clues in the brackets. Fill in the letters.

- 1 w \_\_\_\_\_ d (odd)
- 2 c \_\_\_\_\_ e (found in coffee)
- 3 s \_\_\_\_\_ e (snatch)
- 4 c \_\_\_\_\_ t (fake)

### 3 Stories to adapt

- A** Folklore, fables and traditional tales often have a simple plot with a lot of repetition. Read the beginning of a traditional tale.

#### **The Enormous Turnip**

The old farmer's wife planted some turnip seeds. They grew lovely and big but one turnip continued growing. It became enormous!

"I want that turnip for dinner" said the old woman. She pulled and she pulled but she couldn't pull it up. So she called the old farmer. They pulled and they pulled but they couldn't pull it up. So they called the young farm hand. They pulled and they pulled but they couldn't pull it up.

- 1 What is the repetition in each story? Which sentence is repeated?  
\_\_\_\_\_
- 2 Suggest five other characters that you could add to this story.  
\_\_\_\_\_  
\_\_\_\_\_
- 3 If you could, how would you change the main character and the setting so that the story has a different tone?  
\_\_\_\_\_
- 4 Predict how the story ends.  
\_\_\_\_\_
- 5 Describe the plot of this story using a simple flow diagram.

Write one sentence each for the introduction, the action, the climax and the conclusion.



- B** What would you need to perform this story? Make a list of the characters and props you would need.

Characters	Props

- C** Following these rules, combine the words ending in **e** and suffixes below to create correctly spelled words. Use a dictionary to check your answers.

<ul style="list-style-type: none"> <li>● Drop the <b>e</b> when the suffix begins with a vowel.</li> </ul>	e.g. <i>shine</i> → <i>shining</i>
<ul style="list-style-type: none"> <li>● Count the letter <b>y</b> as a vowel when it is used as a suffix.</li> </ul>	e.g. <i>ease</i> → <i>easy</i>
<ul style="list-style-type: none"> <li>● If the word ends in <b>ie</b>, the <b>ie</b> changes to <b>y</b> before adding <b>ing</b>.</li> </ul>	e.g. <i>untie</i> → <i>untying</i>
<ul style="list-style-type: none"> <li>● Keep the final <b>e</b> if it is needed to keep a soft <b>c</b> or soft <b>g</b> sound or if the word ends in <b>ee</b>.</li> </ul>	e.g. <i>courage</i> → <i>courageous</i> e.g. <i>flee</i> → <i>fleeing</i>

1 slime (y) \_\_\_\_\_

8 use (ing) \_\_\_\_\_

2 live (ing) \_\_\_\_\_

9 agree (able) \_\_\_\_\_

3 notice (able) \_\_\_\_\_

10 create (ive) \_\_\_\_\_

4 ride (ing) \_\_\_\_\_

11 stone (y) \_\_\_\_\_

5 drive (ing) \_\_\_\_\_

12 practice (ally) \_\_\_\_\_

6 enthuse (iasm) \_\_\_\_\_

13 age (less) \_\_\_\_\_

7 lie (ing) \_\_\_\_\_

14 tie (ing) \_\_\_\_\_

- D** Look at how these words are written. Then make up a spelling rule for what happens when you add a suffix to a word ending in *y*.

*happy* → *happiness*    *rely* → *reliable*    *envy* → *envious*

---

## 4 Creating characters

- A** Adjectives describe characters in a story or a play. Choose an appropriate adjective from the box to describe each character.

arrogant, humble, lazy, industrious, wise, foolish, sociable, shy, cruel, kind

- 1 An old person with lots of experience who gives good advice. \_\_\_\_\_
- 2 A person who makes friends easily and loves to play. \_\_\_\_\_
- 3 A person who does good deeds to help others. \_\_\_\_\_
- 4 A teacher who works hard. \_\_\_\_\_
- 5 A princess who does not boast about her wealth. \_\_\_\_\_

- B** Complete the adjectives of comparison.

Remember to add **er** or **est** if the adjective changes and to use *more* and *most* if the adjective stays the same.



Adjective	Comparative adjective (compares two)	Superlative adjective (compares more than two)
1 lazy	<i>lazier</i>	
2 wise		
3 arrogant		
4 kind		
5 cruel		
6 helpful		

- C** Re-order these adjectives to show the degrees of intensity from the least to the most.

1 small, minute, tiny, little

small, little, ...

2 stubborn, obstinate, persistent, wilful

\_\_\_\_\_

3 strict, controlling, stern, firm

\_\_\_\_\_

4 patient, tolerant, serene, composed

\_\_\_\_\_

5 curious, prying, inquisitive, searching

\_\_\_\_\_

## 5 How to write a play script

- A** Stage directions are written in the present tense because the action will always be the same, whenever the play is put on. Change these sentences into the present tense by identifying and changing the verbs.

**Example:** The actors mingled and chatted together in the middle of the stage.

→ The actors mingle and chat together in the middle of the stage.

1 The Emperor entered the stage and cast his eyes over the audience.

\_\_\_\_\_

2 All the characters disappeared into the wings as the royal party arrived.

\_\_\_\_\_

3 He muttered something under his breath and rolled his eyes.

\_\_\_\_\_

4 A messenger entered from the back of the theatre and ran up the aisle.

---

5 He knelt before the Emperor, out of breath, excited to give him the news.

---

**B** A script is direct speech without the linking narrative.

Change these sentences from narrative form to script form, adding simple stage directions in brackets.

**Example:** "I'm so cold," moaned Sue, clutching her arms.

Sue: (clutching her arms) I'm so cold.

1 Grinning cheerfully, Charlie replied, "I'd love to join you."

---

2 "Shhhh! Be quiet!" warned Nakat, whispering into her ear.

---

3 "I don't know what you mean," Georgia replied, looking nervous.

---

4 "It was me," confessed Cindy, dropping her head in shame.

---

5 Amir stared at her wide-eyed and remarked, "You?"

---

**C** Underline the silent vowel in each polysyllabic word.

polysyllabic *adj.* with more than one syllable

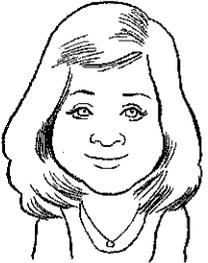
January	February	chocolate	temperature
business	listening	different	separate
camera	mystery	jewellery	valuable

## 6 How to perform a play

**A** A play relies on the expression and body language of the actors to tell the story. As an actor, you should practise using expression correctly.

Look at the expressions on these faces and choose an appropriate word to describe the emotion. Complete each sentence.

peaceful jealous delighted embarrassed angry nervous surprised  
 very sad sick tired worried scared enthusiastic shy nervous sorrowful

<p>1 He is feeling</p> <p>_____</p> 	<p>2 She is feeling</p> <p>_____</p> 	<p>3 He is feeling</p> <p>_____</p> 	<p>4 She is feeling</p> <p>_____</p> 
<p>5 She is feeling</p> <p>_____</p> 	<p>6 He is feeling</p> <p>_____</p> 	<p>7 He is feeling</p> <p>_____</p> 	<p>8 She is feeling</p> <p>_____</p> 

**B** Practise making the expressions in the table. Use a mirror to look at yourself!

- C** The following criteria are important when you perform in front of an audience. Number them in the order of importance in your opinion (1 = least important, 5 = most important).

- To work well with other members of the group.
- To memorise the words.
- To be aware of the audience and face them when speaking.
- To speak, dress and behave just like the character.
- To use expressions to show how the character feels.

- D** What similarities and differences are there between a play and a film? Make notes to compare them.

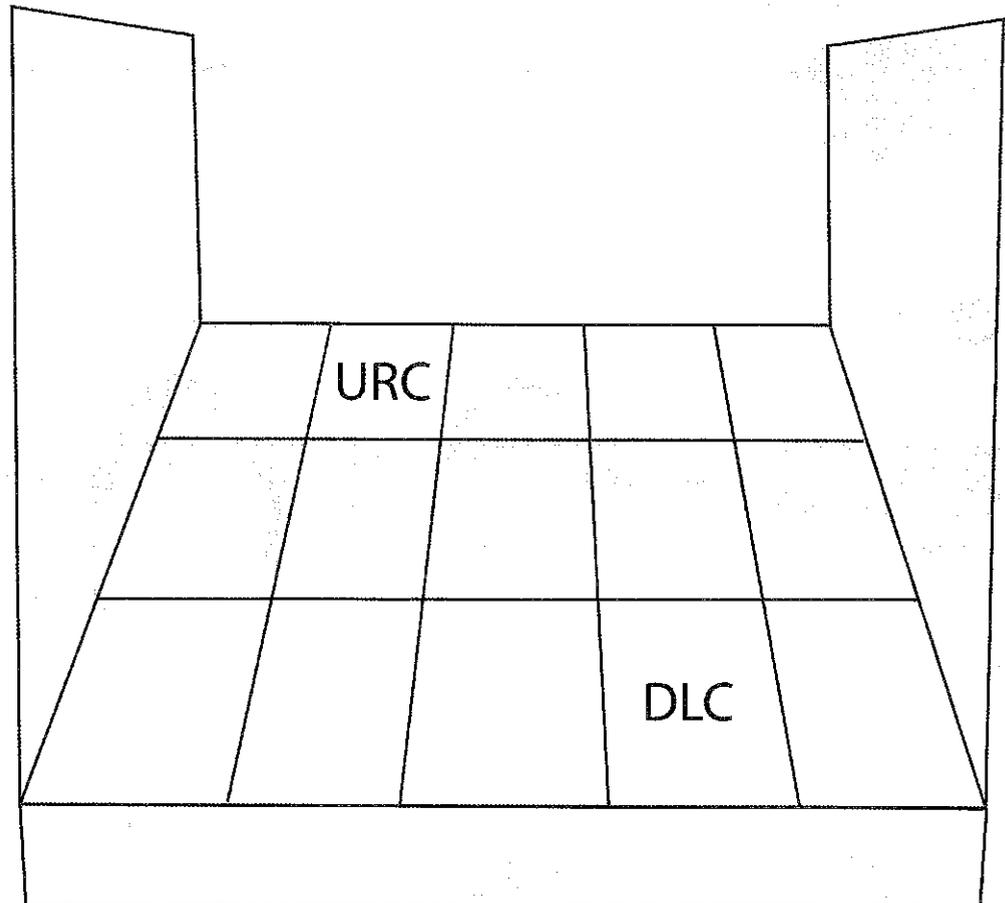
Similarities	Differences
Both have characters, a setting and a plot.	A play is a live performance, a film is a recorded performance.

- E** The word *practise* (with an s) is a verb, e.g. *I like to practise in front of a mirror.*  
The word *practice* (with a c) is a noun, e.g. *I attended play practice.*  
Fill in the correct word and circle whether it is a *noun* or verb in each sentence.

- 1 I must get to the \_\_\_\_\_ today. (*noun/verb*)
- 2 I hope we get to \_\_\_\_\_ our parts today. (*noun/verb*)
- 3 If you \_\_\_\_\_, you will improve. (*noun/verb*)
- 4 I'd like to \_\_\_\_\_ with you. (*noun/verb*)
- 5 Please join me for a \_\_\_\_\_ this afternoon. (*noun/verb*)
- 6 You must put those tips into \_\_\_\_\_. (*noun/verb*)

- F** When you act on a stage, there are various places where you can stand, exit, enter or move. A director must be able to tell actors where to go, using specific stage directions. Use the key to complete the labels showing the different positions on the stage.

C=centre  
U=up  
D=down  
L=left  
R=right









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Good  
Luck!