

CAMBRIDGE PRIMARY **English**

Activity Book

6

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Enjoy the activities



1 What is a prologue?

Language focus

Many suffixes and prefixes have Latin or Greek origins. Knowing what each one means can help you decode other words that use the same prefix or word root.

A **Pro** has more than one meaning when used as a prefix:

1 for (substitute); 2 for (in favour of); 3 going or putting forward;
4 coming before.

1 Use the context in each sentence to decide which meaning of the prefix is used. Write the corresponding number next to each sentence.

a The school is **promoting** healthy eating this week. _____

b We debated the **pros** and cons of uniform in last week's assembly.

c The doctor carried out a life-saving **procedure** on the baby.

d As soon as I read the **prologue**, I knew I would enjoy this book.

e **Pronouns** stand in for nouns to prevent repetition. _____

2 Choose three words from the box and write a sentence for each to demonstrate that you understand the meaning.

profession prodigy project prolific pronunciation proficient prospect

- a _____
- b _____
- c _____

B **Anti** (also **ant**) meaning against or *opposite* can be an *antonym* for **pro**. Choose the correct word from the box to match each definition. Only use a dictionary to check your answers at the end.

antisocial antifreeze antibody anti-climax
Antarctic antidote antibiotic antiseptic
anticlockwise antithesis

Don't confuse **anti** with
ante – **ante** means *before*:
antechamber, antecedent.



- 1 A substance produced in your blood to fight disease: _____
- 2 The very cold area around the South Pole: _____
- 3 Harmful to society; avoiding spending time with other people: _____
- 4 A disappointing experience, less exciting than expected: _____
- 5 A medicine that prevents harmful bacteria in the body: _____
- 6 A liquid added to water to lower its freezing temperature: _____
- 7 The exact opposite; a contrast between two things: _____
- 8 A chemical used to prevent infection in an injury: _____
- 9 A chemical to limit the effects of poison: _____
- 10 In the opposite direction to the movement of the hands of a clock:

- C** Choose the correct prefix from the box to complete each word.
Then use a dictionary to write the meaning of the prefix next to each completed word.

peri infra octa syn hyper post pre ex over sub

Example: ultra violet extremely

- | | | | |
|-------------------|-------|-------------------|-------|
| 1 _____ cast | _____ | 6 _____ active | _____ |
| 2 _____ structure | _____ | 7 _____ pare | _____ |
| 3 _____ meter | _____ | 8 _____ clude | _____ |
| 4 _____ pone | _____ | 9 _____ merge | _____ |
| 5 _____ gon | _____ | 10 _____ chronise | _____ |

2 Delve into detail

- A** Use the etymological dictionary to answer the questions below.

Etymological dictionary entry
phobia n. An irrational or extreme fear of something. First recorded use in English c.1786 possibly via French *phobie*. Originally the word was extracted from compound words using **phobia** as a suffix in Ancient Greek, stemming from the Greek word *phobos* (φόβος) meaning fear, panic fear or terror.

Language focus

Many of the suffixes and prefixes we use came originally from ancient Greek or Latin words. Knowing what the root word means helps you unlock the meaning of other words containing the root word. Root words can appear as suffixes, prefixes or in the middle of words. Etymological dictionaries give the word's origin as well as its meaning.

- 1 What does *phobia* mean? _____
- 2 What word class is it? _____
- 3 When was it first used in English? _____
- 4 What is the origin of the word? _____
- 5 Use the word *phobia* in a sentence of your own.



B

Circle all the words in the wordsearch containing *phobia*. Use a dictionary to help you.

Search for *phobia* and then find the rest of the word.
There are 12 in all. What does each one mean?

What's your phobia? _____

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

- C** Research three phobias using an etymological dictionary if possible. Find out the meaning of each and write its word origin. Follow the example below.

Example: sidero phobia fear of the stars.

Etymology: Greek sideros (iron; star group).

1 _____ phobia _____.

Etymology: _____

2 _____ phobia _____.

Etymology: _____

3 _____ phobia _____.

Etymology: _____

- D** *Phil* is a word root meaning love in Ancient Greek. Choose the right word to complete these sentences and underline the root in each:

bibliophiles philosopher philanthropists philharmonic philately

- 1 Aristotle is a famous Ancient Greek _____ and scientist.
- 2 _____ is the collection and study of postage stamps.
- 3 _____ make charitable donations to promote human well-being.
- 4 Many librarians are also _____.
- 5 The Vienna _____ Orchestra is a world famous orchestra.

3 Focus on technique

Language focus

Nouns are naming words. There are four types of nouns: **common**, **proper**, **abstract** and **collective** nouns.

A Identify different types of nouns.

1 Under each box write the correct type of noun for the words in *italics*.

The *Orange River* flows
through *South Africa*.

The *river* flowed through
woodlands and *fields*.

Happiness is the opposite of
sorrow; both are *emotions*.

The *colony* of water voles
lives near a *scattering*
of herons.

2 What is special about the way proper nouns are written?

3 What type of noun is the underlined word in each sentence?

a Our address is 24 Main Road, Toorak, Sydney, Australia.

b The road is dangerous when it is wet. _____

4 Explain your answers for **a** and **b** in question 3.

5 Match each noun to its correct collective noun.

herons	colony, huddle
flamingos	flamboyance
penguins	siege, sedge or scattering
hummingbirds	wedge, ballet, lamentation
starlings	charm, glittering, shimmer, tune, bouquet
vultures	rafter, gobble
turkeys	chattering, affliction, murmuration
swans	committee, venue, volt, wake

6 Choose your two favourite collective nouns and use each in a sentence.

a _____

b _____

Language focus

Abstract nouns are things you cannot see, hear, smell, taste or touch. They describe something that is known, learned, thought, understood or felt emotionally.

7 Circle the words in the box that are abstract nouns.

market power school curiosity trust rope liberty wind patriotism
moonlight loyalty science sympathy optimism journey jubilation
earth glee enthusiasm library destiny courage soccer street
ability teacher anger holiday affection

- 8 Choose three abstract nouns that you are not so familiar with. Look them up in the dictionary and use each in a sentence to show that you understand them.

a _____
b _____
c _____

- B** Write down the proper adjective formed from each of these proper nouns.

Language focus

Proper adjectives are formed from proper nouns, so they also take a capital letter: *Morocco* (n) – *Moroccan* (adj).

a Hawaii Hawaiian

e China _____

b Islam _____

f Mexico _____

c Russia _____

g Hungary _____

d Germany _____

h Slovak _____



What is the proper adjective related to the country where you live?



4 Write a short prologue

A Make predictions from a prologue.

Prologue

Long before we arrived, long before any of us arrived, a different people lived here. I feel Them here with me, watching, waiting, wary as the wind rustles through the trees and the river chatters over the lumpy pebbles.

We live close to a crossing; a shallow point in the river. It's not a road exactly but you can tell somehow that it was once a well-trodden path – the easiest way across the river. We use the bridge now, where the cars and trucks crash by never noticing *the old way*. But I spend my time here, in the woods, sitting on the bank or following *the way* deep into the hills.

Sometimes I find things, things that tell me about Them. Sometimes I wonder if They leave them for me to find. A tiny carving of an animal – hard to tell what sort now – but tiny and perfectly carved from bone, I think. A pile of stones in a ring fused by time and weather into the ground. Holes gouged out of rock in a pattern, as if for a game of sorts. A painting on the rocks, faded but there.

Sometimes I know They are watching me, waiting for me to come and They walk with me as I venture further and further from where I know. One day, perhaps I will go too far but I trust they will always lead me home ...

1 Read the prologue and answer the questions.

a What tense is the prologue mostly written in? _____

b Suggest a reason why this tense has been used.

c Why is the first sentence in a different tense? _____

d Scan the prologue to find another example of a different tense. Why is it used?

- e Is the prologue in first or third person narrative? _____
- f Explain how you know. _____
- g Suggest why the author has written some words in italics.
- _____
- h What is the effect of certain personal pronouns being given a capital letter?
- _____
- _____
- i What is the purpose of the ellipsis (...) at the end of the prologue?
- _____
- j Who do you think *They* are? _____
- _____
- 2 What genre of book do you predict this is going to be? Why?
- _____
- 3 Make some predictions about the storyline. Use the questions in the box to help you.

Things to think about:

What sort of person is the main character? Why might the narrator spend so much time alone? Who could *They* be? Are the things the narrator finds clues? To what? What does the last line foreshadow about the plot?

5 Meet the River Singers

A Words with multiple meanings.

1 Complete the word map showing the various meanings of the word *light*.

a

Word class: _____

Of comparatively little physical weight or density.

Antonym: _____

Example: _____

e

Word class: _____

Pale; having only a small amount of colouring.

Antonym: _____

Example: _____

b

Word class: _____

A flame from a match, etc. used to make a fire start burning.

Antonym: none

Example: _____

f

Word class: _____

The brightness that shines from the sun, from fire, or from electrical equipment, allowing you to see things.

Antonym: _____

Example: *the light from the sun is blinding.*

Light

c

Word class: _____

Free from sadness or troubles.

Antonym: _____

Example: _____

g

Word class: _____

A device, usually electronic, which produces light.

Antonym: none

Example: _____

d

Word class: _____

Nimble, agile or sprightly, e.g. of foot or touch.

Antonym: _____

Example: _____

h

Word class: _____

To ignite or illuminate something.

Antonym: _____

Example: _____

2 Replace each example of *bright* with an appropriate synonym.

- a The [*bright*] _____ light from that torch is very reassuring in this tunnel.
- b That student is so [*bright*] _____ that the school has offered her a scholarship.
- c You seem to be in a [*bright*] _____ and breezy mood today.

6 Phrases and sentences

A Word order is important.

1 Rewrite these sentences with correct punctuation and word order.

- a to sunbathe on a little platform sometimes build of twigs and water voles
grass on tufts of weed

- b floor levels flooding their have many burrows to prevent

- c swimmers voles are very water strong; up to 500 metres
swim they on the surface or 15 metres underwater

Compound or
complex sentences
may have more than
one subject and verb.

2 Underline the subject and verb in each of the sentences above.

B Extend sentences using phrases.

1 Extend each of the simple sentences below by adding descriptive phrases.

Example: On her way to the river Alessandra ran through the woods, as fast as possible.

- a _____ the heron spotted its prey _____.

- b _____ the loggers cut down the trees _____.

- c _____ the voles searched _____.

2 Underline the subject and verb in each of your sentences.



7 Review word classes

A Revise your word classes.

1 Complete the mind map using the parts of speech, following the example.

a conjunctions

Connectives that link words, groups of words or sentences.

b _____

Naming words for people, places and things.

c _____

Describe action or a state of being or having something.

nouns

adjectives

verbs

conjunctions

pronouns

adverbs

prepositions

interjections

d _____

Describe nouns to tell you more about them.

e _____

Stand in for nouns to stop repetition.

f _____

Give more information about a verb, adjective, phrase, or other adverb; can act as a connective.

g _____

A word or group of words used before a noun or pronoun to show place, direction, time, etc.

h _____

Exclamations or a sudden expression of your feelings (*Oh no! Wow!*).

2 Make a list of all the prepositions you can think of.

3 Use your list to fill in the missing vowels in the common prepositions below. Add any new ones to your list.

b _ tw _ _ n

_ n fr _ nt _ f

thr _ _ gh

_ cr _ ss

b _ s _ d _

_ nd _ r

_ v _ r

b _ l _ w

n _ xt t _

_ b _ v _

_ _ ts _ d _

b _ y _ nd

8 Review dialogue

A Check your punctuation and reporting words.

1 Fill in the correct punctuation and an interesting alternative to *said*.

a don't forget to bring your soccer ball tomorrow

_____ Javier

b Ava _____ please may I go to the party everyone
will be there

c what on earth have you got there _____ Sebastian

d give me that _____ Nesmah it's mine

2 Complete the other side of the dialogue.

What do you think
Youssef wants?



Youssef	Baba (dad)
Please may I get one, Baba?	
But why not?	
But I've saved my own money.	
I have got enough – I've checked.	
But I need one.	
That's so unfair.	
Everyone has one now.	
OK, Baba. You're right. I can wait till then.	

B Spelling attack.

1 Underline the silent letters in the following words:

gnaw chaos receipt castle guide design fascinate

limb solemn foreign knuckle writhe

2 Write out all the silent letters from question 1: _____

3 Write down one more word containing each silent letter.

9 Voices

A Revise Standard English.

- 1 Write **T** (for true) or **F** (for false) at the end of each statement about Standard English.
 - a Standard English concerns spelling, grammar and vocabulary. ____
 - b The narrative part of novels is usually written in Standard English. ____
 - c Dialogue is always written in Standard English. ____
 - d Official documents are written in Standard English. ____
 - e Letters or emails to your friends are written in Standard English. ____
 - f Reference books and textbooks are not in Standard English. ____
 - g The subject and the verb must agree in Standard English. ____
 - h Contractions are often used in Standard English. ____
 - i In Standard English, idioms and colloquialisms should not be used. ____
 - j Standard English means proper sentences and correct punctuation. ____
- 2 Tick the sentence that is written in Standard English.
 - a Why you looking at that book? ☐
Why are you looking at that book? ☐
 - b I spilt water on my work. ☐
I spilled water on me work. ☐
 - c Martha were over at my house today. ☐
Martha was over at my house today. ☐
 - d You isn't allowed to do that. ☐
You are not allowed to do that. ☐
 - e Me and you make a good team. ☐
You and I make a good team. ☐
 - f The teacher spoke severely to Tom and me. ☐
The teacher spoke severely to Tom and I. ☐

Language focus

Idioms and proverbs are both colloquial language but they are different.

- **Idioms** are groups of words that belong together whose meaning cannot be established from the literal or dictionary meanings of the individual words.
- **Proverbs** are short, wise sayings. The literal meaning is clear but we infer the lesson from the proverb to apply in other contexts.

1 Label each saying as an idiom or a proverb.

- The early bird catches the worm. _____
- A bad workman blames his tools. _____
- My mum is very down to earth. _____
- One good turn deserves another. _____
- He's a wolf in sheep's clothing. _____
- Birds of a feather flock together. _____
- I am going to go for broke in the last race. _____

2 Choose one of the proverbs.

- Explain what it means literally.

- Explain the lesson that can be learned from the wise saying.

- Suggest how you could apply the lesson in your own life.

10 Finding out about flashbacks

A Write a flashback to explain some of the events in the story below.

Zahra and Shahid stared at each other. How had they become separated from the group? They were in a strange city with no real idea of where they were or how to find their group.

“Shahid,” nudged Zahra anxiously. “Shahid! Look at everyone. I don’t think we did get lost – at least not in the way people normally get lost. Look at their clothes, Shahid, and the buildings. Where are all the cars? The roads? The noise? And, look! Look at where we are. We’re still on the temple steps – but they aren’t ruins anymore – they look new ... ”

It all began ...

11 and 12 Create Voice 4 at the museum

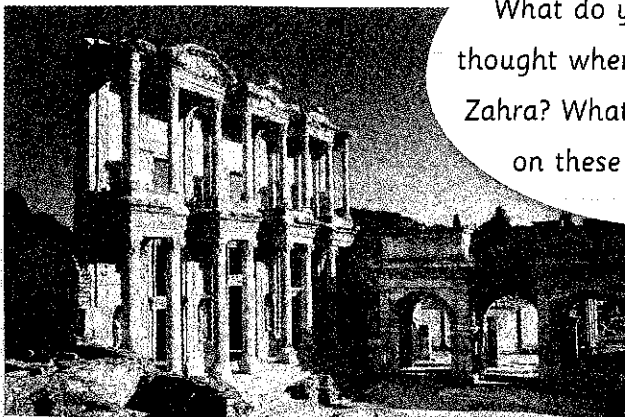
- A** The noun *perspective* has more than one level of meaning. Write sentences to demonstrate both meanings of perspective.

Perspective n. 1 The way you think about something. 2 When things are drawn so that they appear to be a realistic size and in a realistic position.

1 _____

2 _____

- B** Rewrite the extract on page 21 in first person narrative, from Shahid's perspective. Imagine his reaction and what he is thinking.



What do you think the people thought when they saw Shahid and Zahra? What was their perspective on these strange travellers?



2 People in the news

1 Making headlines

A Carry out a survey to find out who in your class reads the news and what they like or dislike about it.

- 1 Plan your survey. Give it a title and include four or five question and answer options.

Example: Do you read the news?

Yes ☐

No ☐

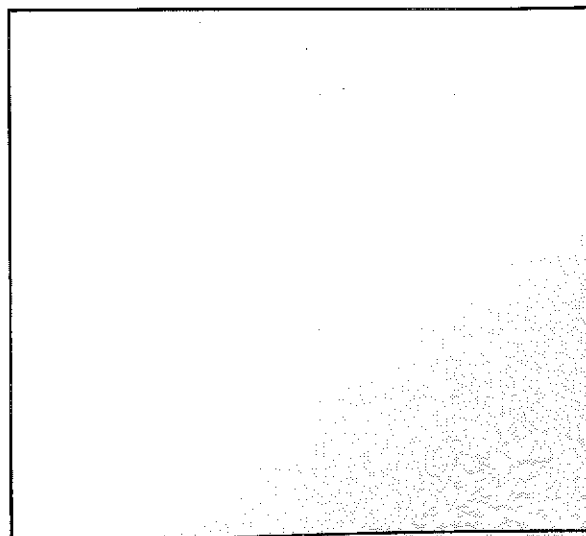
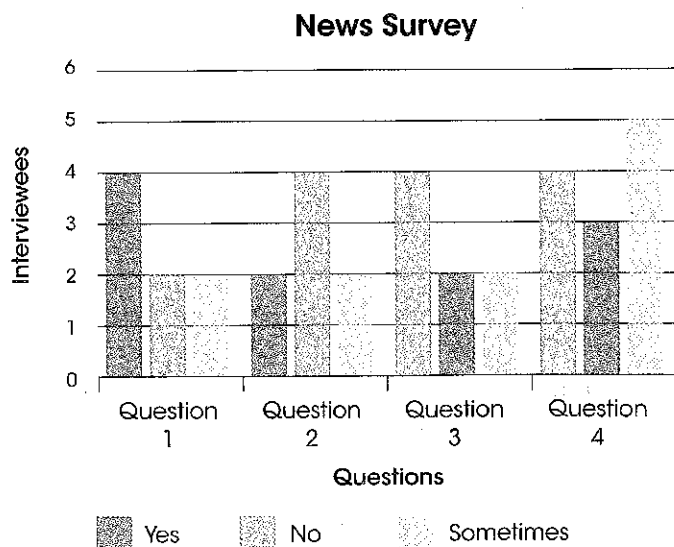
Sometimes ☐

	Question	Response options
1		
2		
3		
4		
5		

- 2 Present your answers on a graph or pie chart.

Example:

My graph/pie chart



B

Make a news headline collage. Go through newspapers or ask an adult to help you search online children's news sites to look for interesting headlines.

- 1 Choose how you will work. You can work on your own, with a partner or in a group.
- 2 Choose a size. Your poster could be small to fit into your notebook, or large poster size to be displayed in the classroom.
- 3 Choose headlines that show examples of different punctuation and language techniques including figurative and literal.
- 4 Arrange the headlines in a creative way to make your poster appealing.

C

Practise your punctuation skills. Use meaningful punctuation to complete these headlines.

- 1 a new season a new team

- 2 panic as lights go out

- 3 100% vote yes

- 4 rain rain go away

- 5 thyme to eat

Make them look more
like headlines!



2 Read and make meaning

- A** When you read a newspaper, you can skim the headlines for clues and work out the gist of the reports. Say what you think each of the headlines in Activity C on page 24 is about.

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

- B** People sometimes use different words to mean the same things, for example *dinner* for one person might be *supper* or *tea* for another.

- 1 List different words used for the following:

a pupil	
b sunglasses	
c fast food	
d thief	
e apartment	

- 2 Some words have different UK and US spellings. Fill in the missing words and find other examples that demonstrate the differences.

UK	US	Other examples
litre	liter	metre/meter, centre/center
	color	
recognise		
	traveler	
licence		
dialogue		

- C** Find a news report in your local paper or school magazine and summarise it by creating a short headline for each paragraph.

Paragraph 1: _____

Paragraph 2: _____

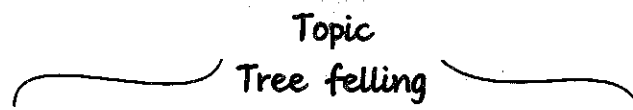
Paragraph 3: _____

Paragraph 4: _____

Paragraph 5: _____

- D** There is never just one side to a story! Come up with some interesting discussion topics and write points for and against each one.

Example:



No tree deserves to be cut down.

Trees that are dying or obstructive
should be removed.

topic	
for	
against	

topic	
for	
against	

3 Go deeper

A Match the textual features from the word box with the text types in the table.

Emotive language First person narrative Second person narrative
Third person narrative Begins with a lead Impersonal style Personal style

Key words	
1 news report	
2 autobiography	
3 persuasive speech	
4 biography	
5 timeline	

B Proverbs can summarise the lessons learned in a story or an event.

1 Complete each proverb correctly.

- The last straw breaks the camel's _____.
- A friend in need is a friend _____.
- As you make your bed so you must _____.
- He laughs best that laughs _____.
- If the cap fits, _____.
- The early bird catches _____.
- Sink or _____.
- Where there's a will there's a _____.

2 Explain what each proverb means.

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

4 Make a point

A Work with a partner. Read through a news article and analyse the information.

1 Answer the question words using information from the lead paragraph.

Who? _____

What? _____

Where? _____

When? _____

Why? and How? (you may have to look beyond the lead paragraph.)

2 Now use your own words to summarise the main events into one sentence.

B

Use the inverted pyramid structure to plan a news report about an event that happened recently at school. Fill in the most essential information using key words to make notes about the story details.

Headline Sums up the story in a few words. Gets the reader's attention

with powerful language and punctuation.

Lead Provides the reader with the most important details in a sentence or two.

Answers the questions: *Who? What? When? Where? (Why? How?)*

Less important Usually answers the question 'why?' and 'how?' in more detail.

This information is helpful but not essential.

Least important This section provides the reader with background information,

opinions, predictions and points of interest. This information is not essential, however,

it may be the longest section of the report!

C Make up words using the **wh** or **wr** blend.

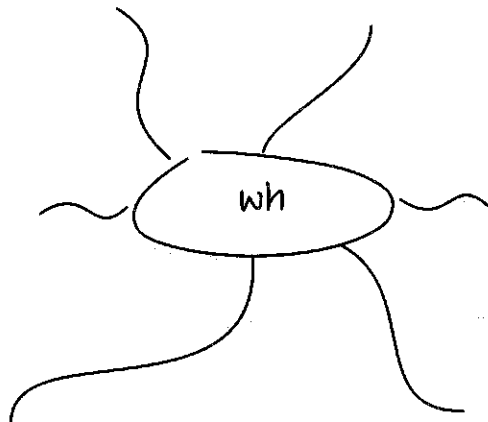
1 Create as many words as you can by adding them to the correct box.

ite ist ere y eel ale eck isk istles ack isper ap ong inkle

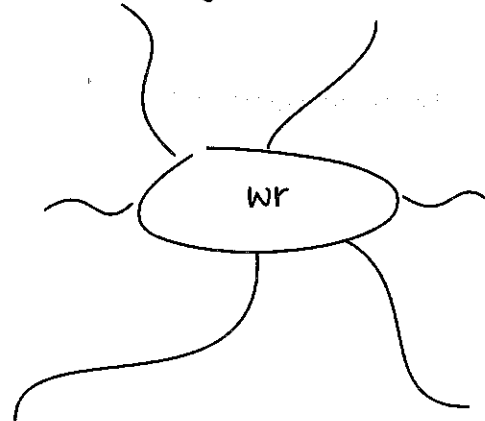
wh	wr
<p>where</p>	

2 Use the words in the table to create compound words.

waterwheel



handwriting



5 Facts and opinion

A A news report generally includes both facts and opinions. Can you tell the difference between a fact and an opinion?

1 Decide which of the following statements are fact and which are opinion. Next to each statement write F (for fact) or O (for opinion); if you think a statement is both, write B (for both).

a Punishment is bad. ____

b There are 24 hours in a day. ____

c Police help to keep peace and order. ____

d The sun rises around 6 a.m. and sets by 5.45 p.m. ____

e Crime is on the rise. ____

2 Choose two topics, for example *homework*, *crime*, *recycling*. Write three sentences for each – a fact, an opinion and one that could be both.

Remember, statements may contain some facts but also some opinion.



Topic:
Fact:
Opinion:
Both:

Topic:
Fact:
Opinion:
Both:

B The words you choose have a particular impact. Words can change the tone of a sentence. Circle a word in the brackets to give each sentence:

- 1 a more serious tone (circle the word in red).
- 2 a less serious tone (circle the word in blue).
 - a He was feeling (*sick/unwell*).
 - b She told a (*fib/lie*).
 - c Their behaviour was (*ill-judged/unacceptable*).
 - d The driver (*crashed/bumped*) the car.
 - e The cook (*overdid/burnt*) the meat.
 - f The child was (*naughty/mischievous*).
 - g The holiday ended (*on a bad note/in disaster*).
 - h If you do not study, you might (*fail/not meet the requirements*).

6 Read an autobiography

A Which of the following features describe a biography and which describe an autobiography? Write A (for autobiography), B (for biography) or Both next to each one.

A written account of another person's life.		Describes the context, e.g. time period, peers, culture, world view, historical setting.	
Uses first person narrative with pronouns <i>I, me, we</i> .		A personal account (includes memoirs and journals).	
Uses third person narrative with pronouns <i>he, she, they</i> .		The 'voice' is not the voice of the subject.	
The style is subjective: events are told from the subject's point of view.		The 'voice' is the voice of the subject.	
The style is objective: the writer expresses points of view based on other sources.		A written account of a person's life, written by that person.	

B

Pronouns take the place of a noun. They perform a similar function to the noun in a sentence. The pronoun sometimes changes depending on how it is used in a sentence, for example *He enjoys being with his friends. His friends enjoy being with him.*

1 Complete each sentence by filling in the correct pronoun.

- a They completed the test.
The test was completed by _____.
- b He returned the library book.
The library book was returned by _____.
- c The teacher likes helping her.
_____ likes to help her teacher.
- d Everyone applauded the choir.
The choir was applauded by _____.
- e The book is mine.
The book belongs to _____.

2 Complete each sentence by filling in the correct reflexive pronoun from the list provided, for example *I will write the book myself.*

myself ourselves yourself himself herself themselves itself

- a She will drive _____ to school.
- b They saw _____ on television.
- c You can work it out _____.
- d It switched _____ on!
- e We can do it _____.

C The prefixes **auto** and **bio** are used in words like *autobiography* and *biography*.

- 1 Explain the meaning of these prefixes. (You can look them up in a dictionary.)

a **auto** _____

b **bio** _____

- 2 Work out the meaning of the following words without using a dictionary and write a sentence to show how the word can be used.

You can use a dictionary
to check your answers.



a automobile

b biology

c autopilot

d biodegradable

e autograph

7 Another life

- A** Jamila Gavin is a well-known children's author. Do some independent research and find out more about her. Make notes using the following headings:



<p>Important dates:</p>	<p>Gavin's achievements e.g. books she's written:</p>	<p>Some personal information about Gavin:</p>
-------------------------	---	---

- B** The context of a writer is often different to that of the reader. Compare your life to Jamila Gavin's life (or choose another author) with a simple timeline to show different or similar life experiences.

Remember to mark important events on the line using labels and key words.



My life:



A writer's life:





Do some independent research to find out about other autobiographies.

1 Write a short review in one or two sentences for each of the following books.

a *Under the Royal Palms: a childhood in Cuba* by Alma Flor Ada

b *Mao's Last Dancer* by Li Cunxin

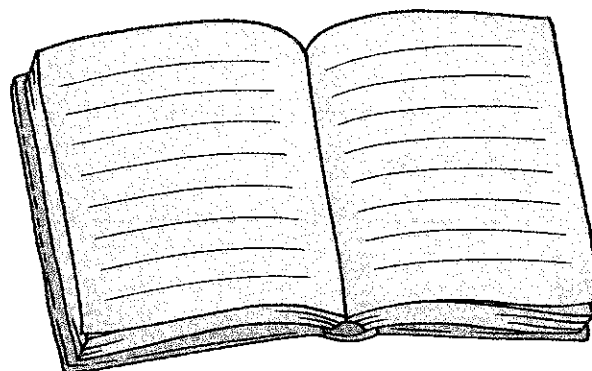
c *My life with the Chimpanzees* by Jane Goodall

d *Chinese Cinderella* by Adeline Yen Mah

e *Boy: Tales of Childhood* by Roald Dahl

f *The Story of My Life* by Helen Keller

2 Research and list other autobiographies that sound interesting to you.



8 Make a start

- A** Plan your autobiography. Use your timeline to help you decide where your autobiography will begin and which events you would like to include. Because you are still young, part of your autobiography can include plans for the future. You must also decide what title to give your autobiography. Use this space to write your first draft, then show your editing.

Title: _____

Introduction:

Important events in my life:

My aims and plans for my future:

9 Others in the news

A A biography is an account of a person's life written by another person. An obituary is a type of biography. It is a past account of someone written as a tribute when the person dies.

Plan an obituary of Amelia Earhart using the information on the timeline and the biography features covered in Session 6.

Amelia Earhart

1897 (24 July): Born in a small town in Kansas, US.

1921: Learned to fly and bought her first plane, a bright, yellow biplane named *The Canary*.

1922: Achieved the world altitude record for women pilots,
14 000 ft (4 267 m).

1928: First woman to cross the Atlantic Ocean as part of a crew of three.

1928: Published her first book, *20 Hrs 40 Min*, about her flight across the Atlantic Ocean.

1932: First woman to fly solo across the Atlantic Ocean.

1932: First person to cross the Atlantic Ocean twice.

1937 (2 July): Went missing in a plane over the Pacific Ocean.

↓ 1939 (5 January): Declared dead.

[illegible]

B

Every sentence needs a verb to be a complete sentence. The verb is the action word or the verb *to be*. The verb *to be* is also known as the **linking verb** because it links two nouns (or pronouns), or a noun and an adjective. The linking verbs take on various forms:

is am are was were shall be will be

- 1 Underline the linking verb and state its function (what it links) in each sentence.

Example: She is a pilot. (pronoun + noun)

The pilots are confident. (noun + adjective)

a The plane was full.

_____ + _____

b My cousin is a pilot.

_____ + _____

c They were happy to fly together.

_____ + _____

d He was a pilot with lots of experience.

_____ + _____

e He shall be her co-pilot.

_____ + _____

- 2 Make up four sentences showing the linking verb connecting a noun (or pronoun) and a noun. Then write four sentences showing the linking verb connecting a noun (or pronoun) and an adjective.

noun/pronoun + noun

a _____

b _____

c _____

d _____

noun/pronoun + adjective

- a _____
- b _____
- c _____
- d _____

C You can use connectives to express an opinion.

but although however since while yet if or because

1 Complete the following sentences to express your opinion about an event that has been reported in your local newspaper or magazine.

- a I think _____ because _____
- b While some say _____ I believe _____
- c I don't like _____ however _____
- d Some people believe _____ but _____
- e Although _____ I still feel _____



10 and 11 Making the news

A Write a news report about a historical event. You can work on your own, with a partner or in groups.

- 1 Do independent research about an event in history.
- 2 Make notes of the names, the facts and the details that you need to know in order to write the report. Use the inverted pyramid and write key words only.

You can link this up with one of your other learning areas and research an event you've covered in social studies or history.

Headline

Lead

Less important

Least important

- B** Write the news report as if the event happened recently. Use the following criteria to guide your writing. Tick each one off as you complete it.

Why not present it to look like the front page of a newspaper! You will need a piece of poster paper so you can display it in class.

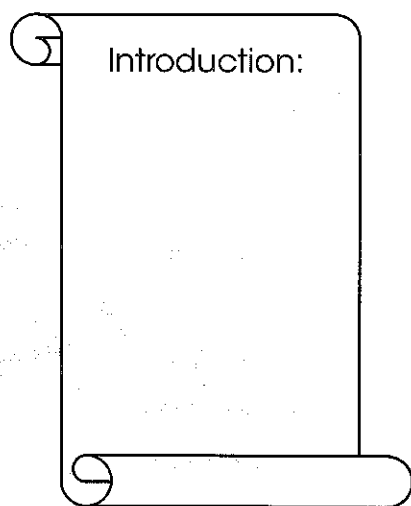


The report has an attention-grabbing headline.	
The lead answers all the question words.	
The report includes mainly fact and some opinion.	
The report is written mainly in the past tense.	
The report includes a few quotes, correctly punctuated.	
The style and tone of the report is formal and impersonal.	
The language used is correct.	
The report is edited and has been proofread.	

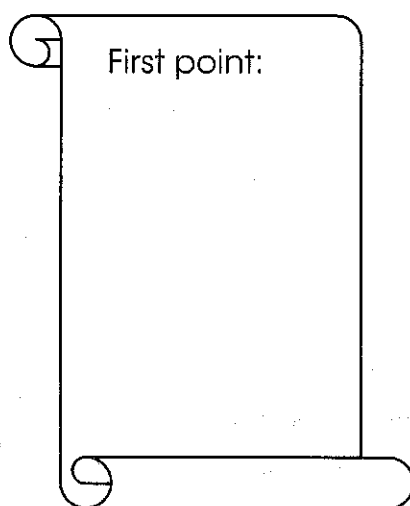
12 Give a presentation

A Try an impromptu speech! Presenting an impromptu speech is a great way to build your speaking skills and your confidence. 'Impromptu' means 'unrehearsed'. You can do this on your own or with a friend.

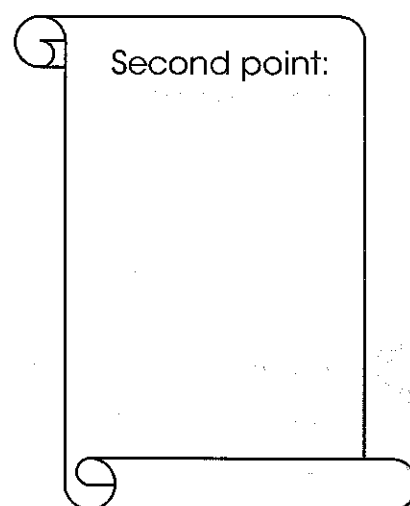
- 1 Pick a topic. It can be anything, for example an object, a colour or an animal.
- 2 Give yourself one minute to plan a one-minute speech using the following structure.
- 3 Stand up and give your one-minute speech without any long pauses or hesitations. Don't forget to include humour – it always helps to break the ice!



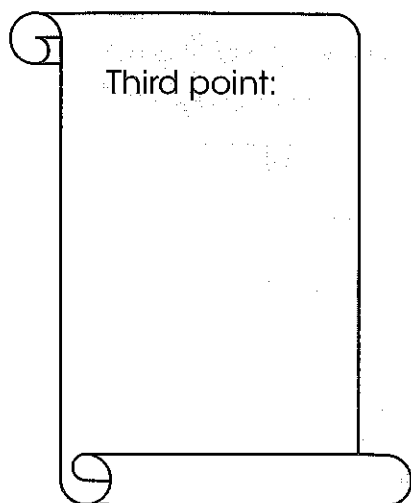
Introduction:



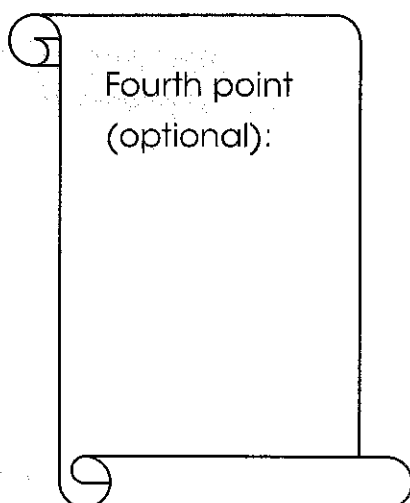
First point:



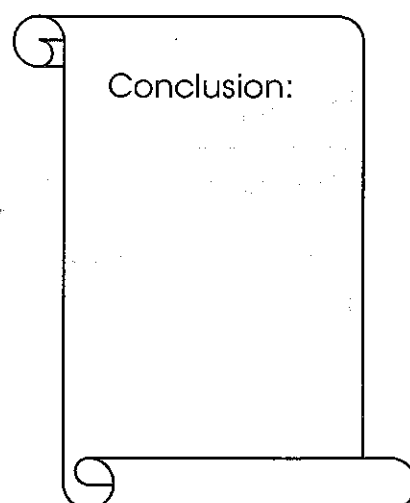
Second point:



Third point:



Fourth point
(optional):



Conclusion:

3 Poems – old and new

1 The River

Language focus

Mood is the feeling or atmosphere a poem creates. Poets create mood through the use of imagery, figurative language, rhyme and rhythm. If the mood changes in a poem it is signalled by a change in the way the words are used, for example long drawn out sounds could be followed by short, hard sounds.

A Use words to describe mood.

1 Group the adjectives under the mood you think they belong to.

happy regretful exultant tranquil elated ridiculous
enthusiastic wistful sunny daft composed hare-brained
passive crazy relaxed foolish mournful hopeful sad mad
solemn melancholy quiet despondent serene positive calm
light-hearted gloomy placid jubilant cool

optimism	silliness	sadness	peace

2 Read the stanza.

Over the winter glaciers
I see the summer glow,
And through the wild-piled snowdrift
The warm rosebuds below.

by Ralph Waldo Emerson

A glacier is a large mass of
ice that moves very slowly,
down a slope or valley.



a What is the poem about? _____

b Explain if it is winter or summer: _____

c How does the poem make you feel? Choose a word to describe its mood.
jolly, bleak, optimistic, expectant, dismal, cheery, angry, mysterious

d Explain why you chose your word. _____

e Are the sounds of the words sharp and hard, long and soft or changing?

3 Explain how these word sounds support your choice of mood. _____

B Describe the poem's structure.

1 Describe the form and structure of the poem using these words:

stanzas, lines, rhythm and syllables, rhyming pattern.

- 2 Find the rhyming words in line 3. _____
- 3 What is unusual about their position? _____

2 The Brook

Language focus

Homographs are words that are spelled the same but mean different things, have different origins and are often pronounced differently. They can even be different word classes.

A Homographs and word classes.

- 1 Write down two meanings for each homograph and its word class.

a natural, fast movement of air (n.) wind to turn or cause something to turn (v.)

- | | | |
|---------|----------|-------|
| a _____ | minute | _____ |
| b _____ | fine | _____ |
| c _____ | entrance | _____ |
| d _____ | buffet | _____ |

- 2 Write pairs of sentences for each homograph demonstrating the different meanings.

- | | |
|---------|-------|
| a _____ | _____ |
| b _____ | _____ |
| c _____ | _____ |
| d _____ | _____ |

Language focus

The suffix **ment** is a common suffix for nouns. Sometimes adding **ment** to a verb forms the related noun: *achieve* – *achievement*.

- B** 1 Underline any verbs that form the word root in this list.

disappointment	experiment	instrument
measurement	amazement	argument
implement	environment	advertisement

- 2 Write down words from question 1 that contain these smaller words.

a maze _____ b point _____

c sure _____ d strum _____

- 3 Create your own nouns by adding the suffix **ment** to these verbs.

a enjoy _____ d entertain _____

b employ _____ e govern _____

c arrange _____ f astonish _____

3 Look deeper

- A** 1 Read the traditional nursery rhyme *Jack and Jill*.

Jack and Jill went up the hill
To fetch a pail of water;
Jack fell down and broke his crown,
And Jill came tumbling after.

- a The nursery rhyme has a strong rhythm. Describe the pattern of beats using **DUM** for stressed syllables and *de* for unstressed syllables. The first line has been started.
- b Write in the number of syllables at the end of each line.

DUM de DUM

2 What feeling does this rhythm give you? What is the mood of the rhyme?

Language focus

Poets use rhyming words in several different ways.

- Rhymes at the end of lines are called **end rhymes**.
- Rhymes in the middle of a line are called **internal rhymes**.
- Words that almost rhyme are called **half rhymes**.

- 3 Describe how each rhyming pattern is used (if at all) in the nursery rhyme.

Give examples.

- a Half rhymes: _____
- b Internal rhymes: _____
- c End rhymes: _____

Language focus

Word sounds are very important for creating mood in poems. Poets use **alliteration** and **onomatopoeia** to create special sound effects.

B**Alliteration and onomatopoeia.**

1 Complete these poem notes.

a Write the correct word on top of each definition.

b Draw lines joining the examples to the correct poem note.

(Hint: They might belong to both notes.)

2 It HUSHES
It hushes
The loudness in the road.
It flitter-twitters,
And laughs away from me.

3 How many cookies could a good
cook cook if a good cook could
cook cookies? A good cook could
cook as much cookies as a good
cook who could cook cookies.

Poem notes

Using words that include sounds
that are similar to the noises the
words refer to.

1 Cunningly creeping,
a spectral stalker.

Poem notes

Using words, especially in poetry, of
the same sound or sounds – usually
consonants, at the beginning of
several words that are close together.

4 Over the cobbles he clattered and clashed in the dark inn-yard.
He tapped with his whip on the shutters, but all was locked and barred;
Flot flot, flot flot! Had they heard it?
The horse-hooves, ringing clear;
Flot flot, flot flot, in the distance! Were they deaf that they did not hear?

4 Comparing poems

A Revise personification.

1 Choose the correct word from the box to fill each gap.

non human verb noticed moon shyly image narrator person

Personification means using _____¹ qualities or actions to describe a _____²-living object. The word *personification* is a clue because it contains the word _____³. Personify is a _____⁴ meaning to describe something as if it were a person. So, rather than saying: *The moon is a crescent shape tonight*, say: *The _____⁵ is just peeping out tonight*. Using a human word to describe an object makes a poetic _____⁶ more vivid. It can also tell you how the _____⁷ of the poem feels about the object. For example, *The moon _____⁸ watched me*, shows sympathy with the moon; whereas, *The moon barely _____⁹ me* does not show sympathy.

5 The Cataract of Lodore

A Research a famous waterfall.

1 It can be in your region or anywhere else in the world. Choose your own waterfall or research one of the suggestions in the box.

a Decide what to research:

- country/countries it is in
- height
- width
- average flow of water per second
- meaning of its name
- any legends or stories associated with it.

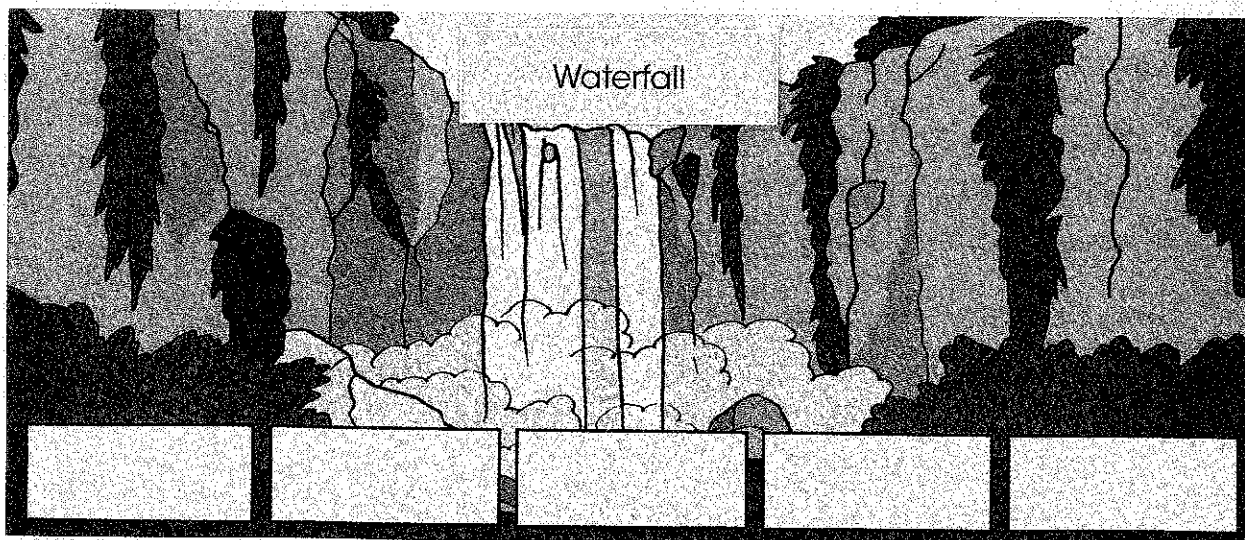
Iguazu Falls (Iguassu Falls)
Victoria Falls (Mosi-oa-Tunya)
Niagara Falls
Plitvice Waterfalls
Angel Falls (Salto Ángel)
Kaieteur Falls
Dettifoss

- b Write up your research. Use headings to organise your paragraphs and information.

B Create a word waterfall.

- 1 Brainstorm adjectives to describe a waterfall, your research may help you.
- 2 Choose your five best adjectives and fill them in below. Use a thesaurus to find interesting synonyms for each one and add them to the word waterfall.

Waterfall adjectives:



smashing _____

6 Plan a performance

A Notice the detail.

1 Read the extract below from Robert Southey's *The Cataract of Lodore*.

a Which word shows that this is where the cataract begins?

b Where does it arrive at by the end of the extract?

2 What is the mood of the poem? Give examples to explain.

3 Make notes on the poem (underlining, colours, notes) pointing out poetic techniques the author has used, for example: rhyme (internal, half, end) and rhyming patterns, rhythm, alliteration, onomatopoeia, invented words, repetition, sentences.

... from its sources which well
In the **tarn** on the fell;
From its fountains
In the mountains,
Its rills and its gills;
Through moss and through brake,
It runs and it creeps
For a while, till it sleeps
In its own little lake.
And thence at departing,
Awakening and starting,
It runs through the reeds,
And away it proceeds,

AABB end rhyme.

Through meadow and **glade**,
In sun and in shade,
And through the wood-shelter,
Among **crag**s in its flurry,
Helter-skelter,
Hurry-scurry.
Here it comes sparkling,
And there it lies darkling;
Now smoking and frothing
Its tumult and wrath in,
Till, in this rapid race
On which it is bent,
It reaches the place
Of its steep descent.

tarn – a small mountain lake

glade – a small area of grass without trees in a wood

crag – high, rough rock sticking out from the land

4 Time passing

1 Looking into the future

Language focus

English contains words from many languages. Some of these words keep their original spelling and pronunciation; others keep the spelling but change how the word is pronounced.



A Explore word origins and spelling.

- 1 Read the words in the box. They are all words that English borrows from French.

Did you know that up to 30 per cent of English words originate from French?

buffet couplet sorbet ballet basket banquet bouquet cornet
crochet sachet closet duvet croquet carpet coronet

- a Identify the common word endings. _____
- b Say each word to yourself and then write each one on the correct notice board.

NOTICE BOARD

et sounds the same as **ey**, as in *they*.

croquet

NOTICE BOARD

et sounds the same as **it**, as in *edit*.

- 2 Try to find more words ending in **et** to add to your notice boards.
- 3 Choose five of these borrowed words on your lists and use them in sentences.

- a _____
- b _____
- c _____
- d _____
- e _____

Language focus

Many words that are used in music have Italian origins. We call this **jargon** or technical language because it is specific to a particular activity or job.

Some of these words may have other meanings and uses too – like *solo*.



- B** 1 Match each musical word up to its meaning.

a soprano	a musical play in which most of the words are sung
b orchestra	the lowest female voice or the highest male voice
c solo	the highest type of female singing voice
d piano	a musical term for time (the timing or beat of the music)
e opera	a large group of musicians playing many different instruments together and led by a conductor
f alto	a musical instrument with keys and strings
g allegro	a single performer
h tempo	lively, at a brisk pace

- 2 Which letters do these words end in? _____
- 3 English has also borrowed lots of French and Italian words that relate to food and cooking. Add as many words as you can to the recipe below.

(You can check the word origins using an etymological dictionary.)

Lots of words ending in **o**, **a** and **i** have Italian origins. Can you think of any others?



Food and cookery word-origin recipe

pizza
spaghetti
café

Language focus

An ellipsis can be used in several ways:

1 to let the reader imagine missing details, **2** to show that something has been omitted or **3** to help build suspense.

C Practise your ellipsis.

- 1 At the end of each example, write the number to show the way the ellipsis is being used.
- a I remember the last time Auntie came to visit ... ____
- b Prisha tapped Ishaan, putting her finger to her lips. Both listened ... ____

c Unicef's rights of the human child convention begins,

"Everyone under ..." _____

- 2 Write in your notebook an attention-grabbing story starter paragraph, ending with an ellipsis to build suspense. Use the starter below or choose your own.

As long as anyone could remember, the house on the hill had been empty.

2 Put yourself in their shoes

Language focus

Commas have several purposes. They separate list items, they separate elements of a sentence to make sense of it, and they can be used in a similar way to brackets (parentheses).

A Commas separate list items.

- 1 If you were visiting a remote area with no electricity for a week and you had to pack everything in a backpack, what would you take?

a First, brainstorm everything you think you might need. Use key words.

Brainstorm of what I might need on my wilderness trip:

- b Prioritise what you would take in order of importance. Write three separate lists, using commas to separate your list items.

Be sure that you could take everything in one backpack – remember you have to carry it!



Essential items: _____

Useful but inessential items: _____

Luxuries (nice to have): _____

Language focus

Nouns that end in **ance** can form adjectives ending in **ant**. Nouns that end in **ence** can form adjectives ending in **ent**.

B Word endings with similar spellings.

- 1 Write the related adjective for each noun.

- | | |
|----------------|--------------|
| a elegance | g tolerance |
| b absence | h confidence |
| c importance | i ignorance |
| d adolescence | j presence |
| e magnificence | k brilliance |
| f significance | l dependence |

- 2 Predict how these nouns will be spelled with the suffixes **ancy** and **ency**.

Language focus

Some nouns related to **ant** and **ent** words take the endings **ency** or **ancy** if they refer to a quality or a state of being, e.g. *infant* – *infancy*: the state of being an infant.

a accountant _____

b consistent _____

c truant _____

d tenant _____

e fluent _____

f frequent _____

g efficient _____

h buoyant _____

i transparent _____

j lenient _____

Why not write these words into your learning journal using the LOOK → COVER → WRITE → CHECK method to fix the spellings in your head.



3 Useful punctuation

Language focus

Pairs of brackets (or commas or dashes) enclose a word or words to separate them from the main sentence. The bracketed words could be an explanation, additional information, or an aside or afterthought. The remaining words must make sense without the words in brackets.

A Brackets can be useful.

1 Put brackets into these sentences to separate a group of words from the main sentence.

- a I take part in several sports basketball, sailing and golf that require lots of practice.

b The learners who are only in Year 6 have set up their own business.

c The Dead Sea in fact a **hypersaline** lake is one of the world's saltiest bodies of water.

hypersaline adj.
extremely salty

d Homework although I hate doing it helps me be an independent learner.

e My holiday in Greece my best holiday ever was almost three years ago.

2 Rewrite this email to a friend using brackets to add additional information or asides to make the email more personal and informal.

It's the holidays (*finally*)! We're going to stay with our cousins on the coast. I am hoping to go snorkeling if the weather's good enough. I can't believe we won't be back at school for six whole weeks. Dad says the holidays are too long and that I should do some work in them! See you next term.

Language focus

Hyphens are linking marks used between two words. We use hyphens to form some compound words, names, job-titles and numbers.

In formal writing, don't use brackets unless you have to. Too many brackets looks like you didn't plan before you started writing.



B Hyphens are easily confused with dashes.

1 Write each of these cardinal numbers in words.

Example: 23 - *twenty-three*

- | | |
|------------|------------|
| a 66 _____ | e 48 _____ |
| b 37 _____ | f 84 _____ |
| c 21 _____ | g 92 _____ |
| d 73 _____ | h 55 _____ |

2 Write each of these ordinal numbers in words.

Example: 28th - *twenty-eighth*

- | | |
|------------|------------|
| a 88 _____ | d 27 _____ |
| b 49 _____ | e 22 _____ |
| c 53 _____ | f 60 _____ |

3 Write each of these fractions in words.

Example: $\frac{2}{3}$ - *two-thirds*

- | | |
|-----------------------|-----------------------|
| a $\frac{3}{4}$ _____ | d $\frac{5}{6}$ _____ |
| b $\frac{1}{5}$ _____ | e $\frac{4}{7}$ _____ |
| c $\frac{7}{8}$ _____ | f $\frac{2}{9}$ _____ |

4 Choose the best option from the word box to fill the spaces.

free-range Ban Ki-moon light-hearted nine-hole mouth-watering

- a _____ was the eighth secretary-general of the United Nations.
- b She hummed a _____ tune as she walked to school.
- c I played crazy golf on a _____ course near the waterfront.
- d My mum packed a _____ sandwich for my lunchbox.
- e I prefer to eat _____ eggs.

4 Begin planning a longer story

A Chapter summaries.

1 Read summaries of the seven chapters in *The Green Book* by Jill Paton Walsh.

a What tense are they written in? _____

b Give some examples of verbs in this tense. _____

c What is the effect of using this tense? _____

2 Order the chapters by writing the correct chapter number at the top of each.

Chapter _____

After four years, their spaceship arrives and touches down. The voyagers explore the strange landscape, test the water, breathe the air, and find out if they can eat the plants and grow their seeds. The plants are like glass, sharp and shiny like jewels and easily broken. But the lake is more inviting. Pattie, as the youngest traveller, names the planet *Shine*.

Chapter _____

Early on, the children go for a picnic in Boulder Valley but while they are there, the boulders crack open and gigantic moth-people fly out terrifying everyone. Pattie offers a pot of the candy in friendship to the moth people who turn out to be friendly. The voyagers' wheat crop grows but is brittle, with glassy, hexagonal seeds. People begin to worry once more about how to survive.

Chapter _____

Everyone is overjoyed when the children are fine; they realise they will be able to live on the strange, glassy wheat crop. Father turns the old moth wings into thread to make clothes. Slowly, the people realise they have a future after all. Joe finds Pattie's green book which is now full of writing. Father reads it out to everybody – it is the story of the people of *Shine*.

Chapter _____

Life on the new planet is difficult and boring with little to do but wait to see if the crops will grow. The crops are not a success and everyone worries about food stores running out, especially when the rabbits die too. Things look up when the children discover trees oozing a sweet gooey and edible candy.

Chapter _____

Father, Joe, Sarah and Pattie pack for their four year journey to escape the Disaster on Earth and begin their new life on a distant planet. Once on board, the children shared their books but they laughed at Pattie's choice of a blank, green notebook. The children begin to worry about whether the new planet will be able to sustain life.

Chapter _____

Only the children have time to play and explore while adults build the village and plough the land to plant seeds. Pattie and Jason find a valley full of huge, perfectly round boulders. When the people try to cook and eat the bright green jellyfish, they turn out to be a good fuel to burn for light. Father decides to make practical gadgets to help the colony survive.

Chapter _____

Pattie sees the moth people gather together for a strange dance before flying off over the lake. The next day only a few moth people make it back swollen, heavy and dying as they crawl into Boulder Valley. Father explains that these moths will be the next generation once they hatch. Sarah grinds up the hard beads of wheat into a powder and makes bread to share with her sister and brother. Father worries that they will die as if they've eaten glass.

- B** Think of a suitable title for each chapter and draw up a contents page using the space below. Estimate the page numbers based on your experience of book length. Illustrate the Contents page to reflect the storyline.

The Green Book

Contents

Chapter 1:

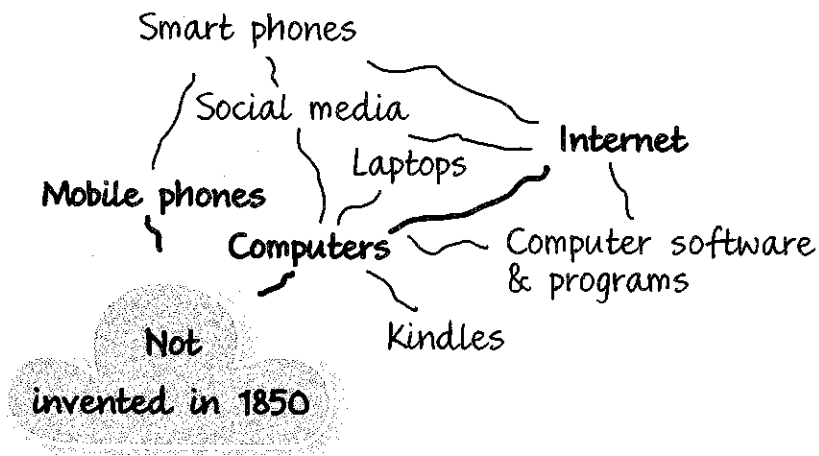
5 Going back and looking into the future

A Research everyday things we might take for granted that were not invented when Jules Verne, the science-fiction writer, was writing in around 1850.

- 1 Make notes on a mind map using key words – like the example below.
- 2 Use colours and lines to show connections to make your notes more memorable.

B Use your own words.

- 1 Skim the paragraph from Jules Verne's *Journey to the Interior of the Earth* and summarise the main idea in one sentence.



On their journey to the interior of the Earth, Axel and his uncle, Professor Leidenbrock, encounter a gigantic, subterranean sea. Axel realises the light cannot be coming from the sun.

aurora borealis n. a natural light display in the sky caused by charged particles colliding with atoms in the atmosphere

If my eyes were able to range afar over this great sea, it was because a peculiar light brought to view every detail of it. It was not the light of the sun, with his dazzling shafts of brightness and the splendour of his rays; nor was it the pale and uncertain shimmer of the moonbeams, the dim reflection of a nobler body of light. No; the illuminating power of this light, its trembling diffusiveness, its bright, clear whiteness, and its low temperature, showed that it must be of electric origin. It was like an **aurora borealis**, a continuous *cosmical* phenomenon, filling a cavern of sufficient extent to contain an ocean.

2 Read the questions below and then scan the paragraph to answer them.

a What word does Axel use to describe the quality of light? _____

b *Cosmical* is old-fashioned. What form would you use today? _____

c *Subterranean* originates from Latin.

Use the diagram to explain how the word is formed in English.

Origin

LATIN

sub -
below

LATIN

terra
earth

LATIN

subterraneus

**ENGLISH
SUFFIX**

-an

→ **subterranean**
first recorded use
in English early
17th century

d What more common synonym could you use in place of *subterranean*?

3 Rewrite this extract in your own words. You don't have to change it word for word. Read it, understand it and then write just the main idea in your own words.

It was not the light of the sun, with his dazzling shafts of brightness and the splendour of his rays; nor was it the pale and uncertain shimmer of the moonbeams, the dim reflection of a nobler body of light.

4 Explain where the light is coming from if it cannot be coming from the sun.

6 Working with voices and moods

A Match active to passive.

- 1 Circle the correct heading for each column.
- 2 Match the active form to the passive form of each sentence.

Active / Passive		Active / Passive	
a	Axel picked up a fossil.	1	The others were told a story by Axel.
b	Axel carried the lantern in his hand.	2	The direction was checked on the compass by Axel.
c	Axel told a story to the others.	3	A fossil was picked up by Axel.
d	Axel checked the direction on the compass.	4	The bright, peculiar light was stared at hard by Axel.
e	The professor told Axel to point towards north.	5	The lantern was carried by Axel in his hand.
f	Axel stared hard at the bright, peculiar light.	6	Axel was told to point towards north by the professor.

Tip

To make a sentence passive, search for the subject and make it do the action, for example:

The cars were designed by Motor Cars Ltd. → Motor Cars Ltd designed the cars.

- 3 Make each of these an active voice sentence.

a The food is always prepared by the family.

b The ball was given to the best player by the coach.

c The street will be decorated for the festival by the children.

- d Several science-fiction novels were written by Jules Verne.

- e The can of tomatoes was opened by the chef.

7 Working with chapters, paragraphs and connectives

A Connectives have various purposes in linking parts of a sentence, for example: **sequencing, comparing, adding, contrasting or cause and effect.**

- 1 Underline the connective in each sentence and write its purpose at the end.

Example: Amélie was excited because it was her birthday. *cause and effect*

- a He ate breakfast before he went to school. _____

- b We couldn't decide what to do so we went to bed. _____

- c I didn't understand my homework although I tried my hardest.

- d Misha packed carefully so that everything would fit in her bag.

- e The learners left the class as soon as the bell rang. _____

- 2 Complete these sentences and underline the connective.

- a The exam was hard but _____

- b Although it was hot, _____

- c Jamal finished before _____

8 Write paragraphs describing fictional surroundings

- A** Rewrite the passage below using an old-fashioned style – like Jules Verne.

These are really odd flowers.
Their smell is so strong that I smelt
the flowers long before I could see
them. The colours are so bright –
too bright – and yet I can't look
away from them.

Imagine you are speaking in an
old-fashioned way, and use a thesaurus
to find more unusual words.
Writers often used lots of extra words
in the old days!



Old-fashioned word bank

incongruous, idiosyncratic, uncommon, out of the usual way, bouquet, aroma,
overwhelming, exotic, arresting, prodigious, awe-inspiring, potent, overwhelming,
pungent, became aware of, sensed, nasal awareness, some considerable time,
in advance, afore, prior to, vision, hues, shades, tints, vivid, intense, dazzling,
hypnotised, remove my gaze, direct my contemplation, elsewhere

9 Going back in time

- A** Complete the passage by filling in the spaces with suitable time connectives.

first and so
as soon as next but
now or in addition

What a strange day I have had _____¹ that I look back on it.

_____² I woke up, I knew something was up. _____³,

there were no complaints _____⁴ moans from my sisters.

_____⁵, the bathroom was empty _____⁶ I dashed in

_____⁷ bolted the door. _____⁸, I stepped into the shower

_____⁹ this was no shower I had ever seen before ...

10 Spelling, punctuation and structure challenge

A The prefix **chrono** means *time* in ancient Greek.

- 1 Make a note of words you find in the dictionary beginning with the prefix **chrono**.
- 2 How are the words you found related in meaning?

Chrono



- 3 Choose two words to use in sentences to demonstrate their meaning.

a

b

11 Finish your story

A Check for missing punctuation.

- 1 Insert the missing punctuation in the passage below.

Where is your brother snapped Mum Hes never here when we need him
Help screeched a terrified voice
Thats Harry exclaimed Jem Id know my brothers voice anywhere Whats
that noise

12 Take part in a Readaloudathon!

Language focus

When you review your work, always check it for flow. Too many short, simple sentences can sound stilted. Check if any of your sentences could join up and whether you have used unnecessary words. For example:

The tired family clambered into the car. Exhausted, they all breathed a sigh of relief.

The exhausted family clambered into the car and breathed a huge sigh of relief.

A Combine each pair of sentences to form a shorter sentence with the same sense.

a The dinosaur was enormous. The gigantic creature grabbed at Lucy.

b Jem and Harry raced back. They ran as fast as they could.

c Travelling in time is exciting. Not everyone would enjoy time travel though.

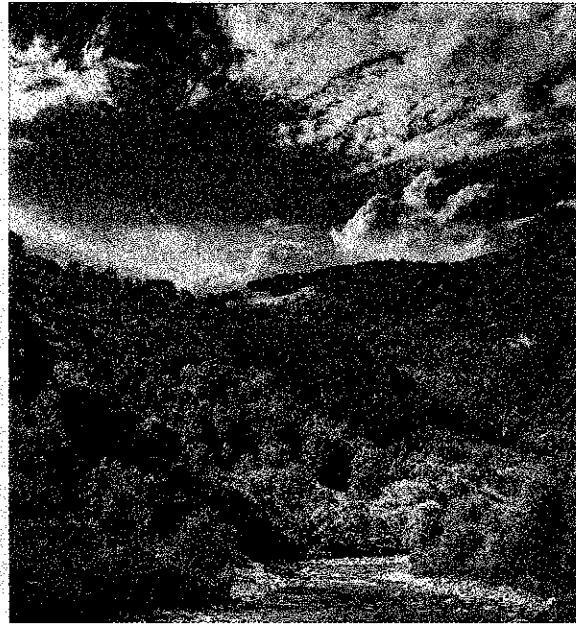
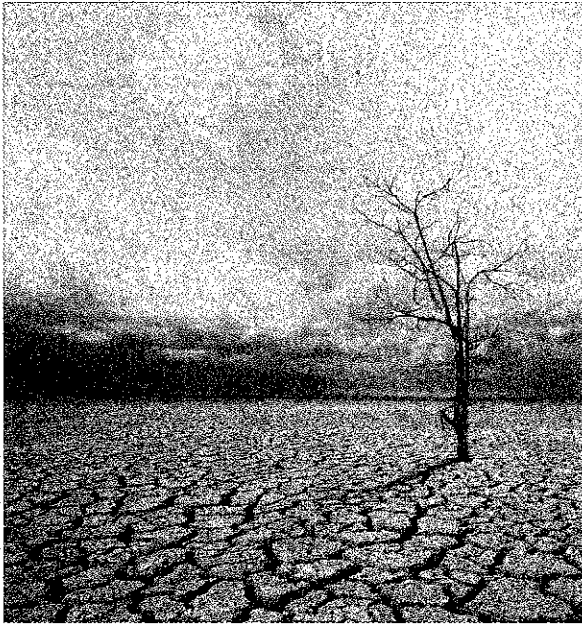
d Lucy was thrilled to see the dinosaur. She was also scared.

e The amazed family gripped on to Chitty. Chitty whizzed them into a new adventure.

5 Poles apart

1 Describe and compare

- A** Compare these two pictures. Describe the similarities and differences.
Example: Both are land, one is dry and one is lush.



- B** Use adjectives of comparison to compare these two places.
Complete the table on page 70 by filling in the degrees of comparison.

Tip

Sometimes you add **er** or **est** to the word but sometimes you use *more* and *most*. Use a dictionary to check your answers!

Positive degree (describes one thing)	Comparative degree (compares two things)	Superlative degree (compares many things)
dry	drier	driest
beautiful	more beautiful	most beautiful
fertile		
cracked		
green		
barren		
flat		

C Choose connectives from the word box to complete the sentences.

but although yet since however while on the other hand whereas

Example: One area is dry whereas the other is green and lush.

- 1 Picture A is very flat _____ picture B is not.
- 2 _____ B looks good for a holiday, A looks like a great adventure.
- 3 Picture A looks harsh _____ picture B looks pleasant and relaxing.
- 4 Picture B is full of life _____ picture A looks dead.
- 5 I would prefer to visit picture B _____ picture A might also be fun.

D Some common expressions are used to describe people, situations, places, or to compare them.

1 Explain the meaning of these expressions in your own words:

a They are poles apart.

b They are like peas in a pod.

c A chip off the old block.

d Much of a muchness.

e It is as broad as it is long.

2 Similes are useful when describing a place, for example *The ground is as dry as a bone*. Think of other similes you could use to describe these two places.

Picture A

The ground is as hard as nails.

Picture B

The ground is as soft as a carpet.

2 Summarise and write paragraphs

- A** Making notes is a useful skill. To make notes you should identify key words.

Key words are important words that highlight the main points in a text.



- 1 Underline the key words in each sentence.

Example: Some places on Earth are dry, some are wet, some are cold and some are hot.

- a The Antarctic is a cold and dangerous place.
- b A desert is an area that is waterless with no vegetation.
- c The only land animals found in the Antarctic are penguins.
- d If you are planning a holiday to the Arctic you should take warm clothes.
- e The Arctic has permanent residents who live and work in the region.

- 2 Use these key words to make up your own sentences.

Example: desert regions, waterless, dry, no vegetation

Desert regions are waterless and dry with no vegetation.

- a Antarctic, extremely harsh, no permanent residence

- b Antarctic, continent, land, ice, snow

- c Antarctic, South Pole, Arctic, North Pole

- d Penguins, endangered, less fish, human activity

- e Human activity, food sources, destroy

- 3 Using your sentences, write a short paragraph about the Antarctic. Include a topic sentence. Use connectives to join sentences and make it flow.



A topic sentence introduces the paragraph. It is the key sentence!

B Work out the meanings of words.

- 1 Change the meanings of the following words to be the opposite (or negative). Add one of the following prefixes to the words below.

de dis un in anti
counter mis

Check your answers
in a dictionary.



- | | |
|-------------------|---------------------|
| a appear _____ | f file _____ |
| b crease _____ | g communicate _____ |
| c fortunate _____ | h infect _____ |
| d argument _____ | i clockwise _____ |
| e correct _____ | j place _____ |

2 Use the words you've created to complete these sentences.

- a If you lose something, you _____ it.
- b In a debate, participants have a chance to present
a _____.
- c If something is wrong it is _____.
- d To say something that is confusing to others is to _____.
- e If your team loses a game it is _____.

C Plan a short non-chronological report about a place (e.g. your school), describing it to someone who would like to know what it has to offer. Your report must be factual, objective and supply the reader with all the necessary information. Use key words only to plan what you would put in your report.

**Paragraph with
topic sentence**

Introduction

**Paragraph with
topic sentence**

Topic:

**Paragraph with
topic sentence**

Conclusion

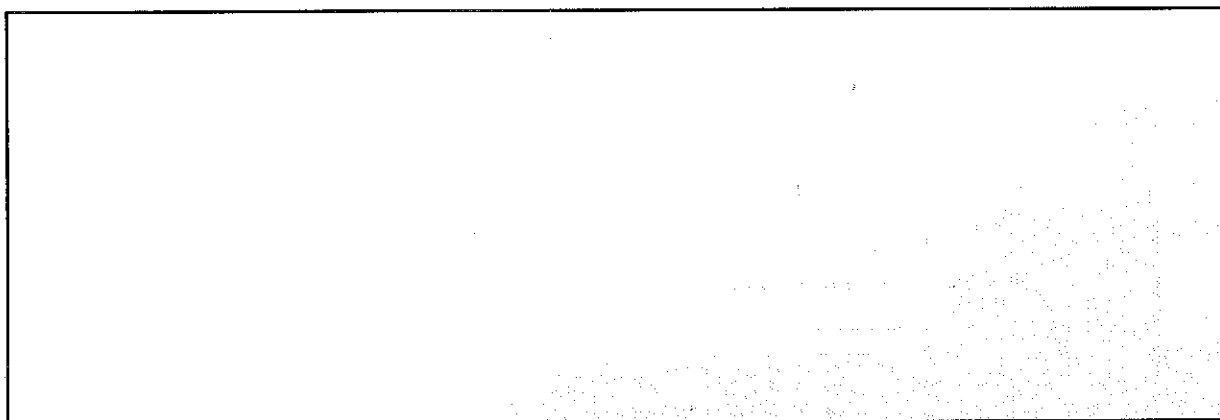
3 Analyse a news report

A Read and understand a news report.

1 Explain the purpose of a lead in a news report.

2 What questions are usually answered in the lead?

3 A reporter uses the inverted pyramid structure to guide the writing of a report. Explain what this is, using a diagram to illustrate your point.



4 Decide which of the following criteria are important in a news report. Go through a news report and analyse it according to the criteria you choose.

The report has an attention-grabbing headline.	
The report has a lead which answers all the question words.	
The report includes mainly facts, some opinions and some quotes.	
The report is written mainly in the past tense about a past event.	
The report is correctly punctuated.	
The style and tone of the report is formal and impersonal.	
The language used is correct, Standard English.	

- B** Analyse any news report according to purpose, audience, language and format. Use the questions to help you but don't let them limit you!

Find a news report that interests you but make sure it's appropriate!



Purpose	Why was it written?	
Audience	For whom was it written?	
Language	What is the style like? (<i>formal, informal, informative, factual, persuasive, long or short sentences, key words?</i>)	
Format	What does it look like? (<i>colourful, a set format, headings, paragraphs, bullets, pictures, graphs?</i>)	

- C** Correct punctuation is important in a report. Commas are used to introduce a quote. Fill in the missing comma and speech marks in these sentences.

Example:

She announced The results of the research are accurate and final.

She announced, "The results of the research are accurate and final."

- 1 He declared The game is over.
- 2 The crowd roared with excitement Play on.
- 3 The reporter asked When can we see the results?
- 4 She yelled I've won!
- 5 They cheered them on with You can do it!

4 Have a discussion

- A** Working together means cooperating and taking turns to listen and speak. Decide what is important to remember when having a discussion in groups (or in class) and make up a set of rules for how to behave.

Rules for having a group or class discussion

- B** In a discussion, it is important to be clear and say if you agree or disagree. It is also important to see both sides of an argument. For each statement state why you agree or disagree giving points for both sides of the argument.

Topic	I agree	I disagree
Polar bears should be kept in zoos.	They are endangered and we need to protect them from becoming extinct.	They need to be in their natural environment, wild animals don't belong in cages.
The legal age to drive a car is too high.		
Schools with computers don't need teachers.		
Human activity is causing climate change.		



We use the **if** clause to express the possibility of something happening in the future, for example: The match will resume if it stops raining.

- 1 Explain the difference between a phrase and clause.

- 2 Decide if the following statements are true (T) or false (F).

- a If clauses are also called conditional clauses. _____
- b Conditional clauses are subordinate clauses. _____
- c Conditional clauses express the possibility of something happening in the future. _____
- d A conditional clause can go before or after the main clause in a sentence. _____
- e A comma is sometimes used to separate the conditional clause from the main clause. _____

- 3 Change the position of the conditional clause in each sentence and rewrite each one.

Example: The match will resume **if** it stops raining.

If it stops raining, the match will resume.

- a Unless it rains, you can go out to play.

- b It will be cold when it snows.

- c You can go outside as long as you take an umbrella.

- d Provided you are well, we can go on holiday.

- e They will be warm, providing they all take their jackets.



A comma can be used after the conditional clause when it begins a sentence.

5 Keep it formal

A Different texts require different levels of formality. What level of formality do you think is required in a report? Circle the correct word to complete each sentence.

- 1 A report uses (*Standard* / *unconventional*) English.
- 2 Avoid (*formal* / *informal*) language.
- 3 The style of a report should be (*personal* / *impersonal*).
- 4 Avoid the use of (*first* / *third*) person pronouns.
- 5 Colloquial expressions and contractions (*must* / *must not*) appear in a report.

B Complete this table showing how these contractions should be written in a report. Remember that the apostrophe is there to remind us that some letters in these words have been left out.

I'm = I am	I've =	I'd =	I'll =
we're =	we've =	we'd =	we'll =
they're =	they've =	they'd =	they'll =
haven't =	mustn't =	couldn't =	wouldn't =
can't =	won't =	don't =	
would've	should've		

Can you notice a pattern in this table? Which words are exceptions to the pattern?



- C** Start your own texting dictionary. Write down some of the lingo you use to communicate to your friends, then explain what it means. Categorise each symbol as Standard English or not. You can continue this dictionary in your notebook.

Symbol/texting talk	Description	Standard English or not?

6 The passive voice

- A** The passive voice is used in report writing to sound formal and impersonal. For example: At the meeting, the chairman delivered a speech. → At the meeting, a speech was delivered by the chairman.

Identify the action and the **agent** (the doer of the action). Sometimes, the agent is hidden, e.g. *At the meeting a speech was delivered.*



- 1 Next to each sentence write *agent* if you can tell who did the action, and write *hidden* if the agent is not mentioned.
- 2 Rewrite the sentences so that each one has an agent.

Example: The problem must be solved. (hidden)

The problem must be solved by the teachers.

- a The homework on pollution must be completed.

- b A survey must be conducted.

c A plan will be implemented.

d Litter was picked up.

e A report must be written.

7 Read and assess a balanced report

A Read this report and answer the questions that follow.

Is it time to ban cars from city centres?

Air pollution is a serious issue and it affects us all directly. Action may be needed to reduce air pollution created by the traffic on our roads.

Over the past few decades a significant increase in the number of cars on the road has resulted in more carbon dioxide emissions. Scientists are warning that high levels of CO₂ in the atmosphere cause the earth to heat up. **As a result**, we are experiencing more extreme weather patterns. **In addition**, air pollution in cities causes health problems like asthma. A ban on cars in city centres would **therefore** reduce air pollution and also improve traffic jams and health issues.

On the other hand, such a ban could create other problems. In some cities, public transport is expensive, unreliable or non-existent. **In addition**, public transport systems would need to be upgraded to cope with greater demand; this requires time and money. **Furthermore**, personal choice is an issue. **For example**, some people enjoy using public transport **but** others feel safer in their cars than on a bus or a train. **Hence**, they may object to being forced to use another mode of transport.

While there is clearly an urgent need to reduce air pollution, we could achieve this in a number of ways. **Rather than** banning cars in cities, people could be made aware of the issues and be encouraged to use less fuel and make use of public transport where possible.

- 1 What is the topic of this report?

- 2 How many sides are there to the issue in the report? Could there be more?

- 3 What do the following words mean? Use a dictionary if necessary.
 - a ban: _____
 - b significant: _____
 - c emissions: _____
 - d mode: _____
- 4 Who do you think this report is written for and what is its purpose?

- 5 Do you feel this report is relevant? Is it something you need to know about?

- 6 What is your response? What do you think you can do about it?

- 7 Read this list of features and tick the ones you can find in this report:
 - ☐ a heading
 - ☐ paragraphs with topic sentences
 - ☐ an introduction stating both sides of the issue
 - ☐ a conclusion summarising both points and giving recommendations
 - ☐ points for and against
 - ☐ each view is supported with reasons or evidence
 - ☐ formal, fair, impersonal, unbiased style
 - ☐ linking words to make it flow.
- 8 Label the report with some of the features mentioned in this list.

B Extend your vocabulary. Use a dictionary to find the meaning of these words, then use each word in a sentence to show you understand the meaning.

1 objective:

2 biased:

3 fair:

8 Language techniques

A When you present two sides of an argument, you can use connectives to combine or connect your points for greater effect or clarity.

1 Add to this list of connectives.

however, therefore, for example, despite, although, in addition, similarly

2 Make-up some fun mnemonics to help you remember how to spell some of these connectives.

Example: since = Sam is not cross ever.

A **mnemonic** is when you make a sentence or rhyme using each letter in a word.



B

In a conditional sentence, these conditional verbs imply possibility:

can could will would shall should may might must ought

They have no tense of their own and always go together with another verb.

1 Circle the correct verb to accompany the conditional verb to complete each sentence.

Example: If you disagree with me, I might (~~changed~~/change/
will change) your mind.

- a If the sun shines, we can (~~drove~~/~~drive~~/~~will drive~~) to the river.
- b If we get there early, we could (~~at~~/~~eat~~/~~will eat~~) our lunch.
- c If we all stick together, we should (~~made~~/~~make~~/~~will make~~) it back safely.
- d If you look carefully, you might (~~found~~/~~find~~/~~will find~~) your coins.
- e If everyone cleaned up we would all (~~enjoyed~~/~~enjoy~~/~~will enjoy~~) a neater classroom.

2 Complete these conditional sentences using your own words.

- a We should get there on time if _____
- b I might be able to help if _____
- c He may meet us there if _____
- d You ought to stay here if _____
- e It would be a perfect day if _____

9 Write a balanced report

A To write a balanced report, you need an issue that you feel strongly about, but that has more than one side to it.

1 Come up with a list of topics you think would work well for a balanced report.

Homework School lunches


2 Choose one of these topics and plan your report. Once you have filled in the plan, you will know if this topic is worth working on. If not, you can change your topic.

Who is my audience and what do they want to know?	
What is my view?	
What other views are there?	
Do I need to do some research?	
Are there facts and statistics to back up both viewpoints?	

- 3 Use key words to plan what you would like to say in each section of the report.

Introduction: (Many people believe that ... while some think ...)		
Viewpoint 1 (Firstly, Finally, As a result ...)	Viewpoint 2 (Despite, However, Therefore ...)	Viewpoint 3 (Optional) (Similarly ... Although ...)
Closing statement (So it is clear that on the one hand ... While on the other hand ...)		

- 4 Go through the checklist in Session 7 to make sure you have considered all the features required.



10 A biased view



Extend your vocabulary.

- 1 Use a dictionary to find the meaning of these words. Then write a sentence using each word to show you understand the meaning.

a biased: _____

b subjective: _____

c emotive: _____

d persuasive: _____

e sensational: _____

- 2 Use a thesaurus to find two synonyms for each word and arrange them from least intense to most intense.

Example: Pollution is a (general/worldwide) problem.

1 serious _____

2 ruin _____

3 dirt _____

4 endure _____

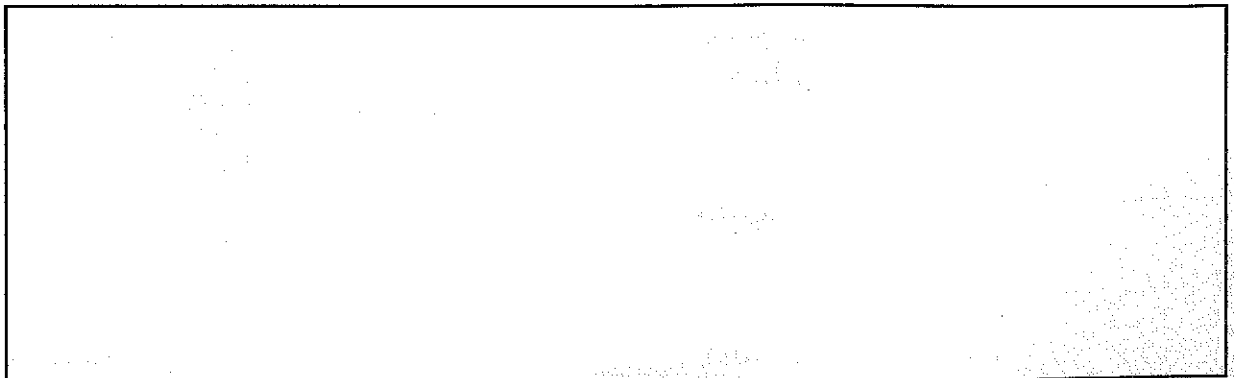
5 remove _____

11 Argue a case

- A** Choose a topic from the ones you came up with in Session 9 and make a case in writing for one side of the argument. Use emotive language and include facts to support your argument.

12 Have a class debate

- A** Write guidelines on how and where to conduct a debate. Use a diagram to show how the room could be arranged.



6 Words at play

1 Poetic licence

A Poems that use poetic licence.

1 In your own words, explain the meaning of the term *poetic licence*.

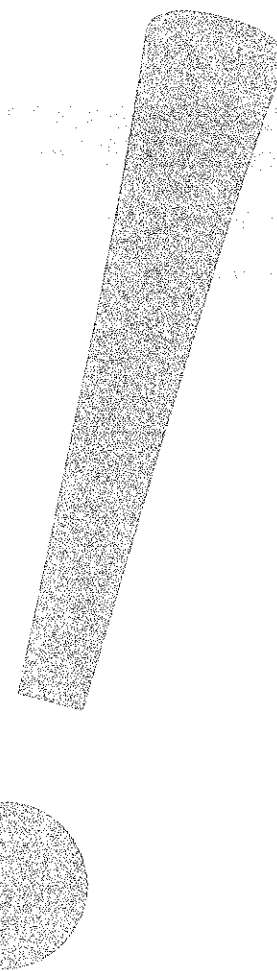
2 Read the poem *One Day* and then answer the questions.

One Day

One day
i'm going to
pick up
all the commas
and semi-colons
and fullstops
i've ever used
roll them up
with all
the brackets
and hyphens
and colons

and all the
question marks
and inverted commas
and apostrophes

and throw
them all out again
as one
big
exclamation mark



by Tyrone August

a What punctuation marks are mentioned in the poem?

b Does the poem use any punctuation marks? Why?

c Describe the mood of 'the voice' (the speaker).

d What is the poem's message?

e Do you like the poem? Do you think it is effective?

B Poems do not always describe the thoughts and feelings of the poet.

1 In your own words, explain the meaning of the term *voice* as used in poetry.

2 In the poem *One Day*, who do you think the voice is?

- 3 Do some independent reading and look out for other poems where the voice is an object, or an animal, or a narrator, or the writer! Write the name of the poem and who you think the voice could be.

Name of the poem	Writer	Voice
One Day	Tyrone August	The Writer

C Poetic licence is used for effect. Imagine if writers did not have the freedom to express themselves and use poetic licence!

- 1 Rewrite the poem *One Day*, using correct punctuation and complete sentences.

- 2 Compare both texts (A and C). Which one is easier to read? Which one is more effective?

- D** Make your own lists of words with silent letters according to the categories. The first row has been started for you.

Silent w	Silent h	Silent g	Silent k
write	white	sign	know

2 Compare poems

- A** Do some independent research.

- 1 Find two other poems that make use of poetic licence. Write out each poem.
- 2 Use labels to explain the purpose and the effect of the poetic licence.

- B** Put each poem into context: name the writer and describe when and where he/she was born. If possible, write a few lines about the poet.

3 Do sounds and letters always agree?

- A** Read the poem on the next page.

- 1 Which words do you find difficult to say?

- 2 Which words look similar but do not sound similar?

How do you spell English?

I take it you already know
Of tough and bough and cough and dough.
Others may stumble but not you,
On hiccough, though, lough and through.
Well done! And now you wish, perhaps,
To learn of less familiar traps?

Beware of heard, a dreadful word
That looks like beard and sounds like bird,
And dead – it's said like bed, not bead.
For goodness's sake, don't call it deed!
Watch out for meat and great and threat:
They rhyme with suite and straight and debt.

A moth is not a moth in mother,
Nor both in bother, broth in brother,
And here is not a match for there,
Nor dear and fear for bear and pear,
And then there's dose and rose and lose –
Just look them up – and goose and choose,
And cork and work and card and ward,
And font and front and word and sword,
And do and go and thwart and cart.
Come, come, I've hardly made a start.

A dreadful language? Man alive,
I'd mastered it when I was five.

Writer unknown

B Think about the structure of the poem.

1 How many stanzas does the poem have? Are they all the same length?

2 Identify the rhyme scheme of each stanza.

3 Match the correct explanation to each term and give an example.

full rhyme half rhyme end rhyme internal rhyme

Explanation	Type of rhyme	Example from the poem
a word, half way through a line, that rhymes with the end word of the same line		
rhyming that words occur at the end of the lines		
when words have similar but not identical sound e.g. <i>tutor/or</i>		
when words have identical sounds e.g. <i>blue/true</i>		

4 Made-up words and nonsense

A Made-up words have meaning when placed in context.

- 1 Identify which two words have been put together to form the following words. Use each word in a sentence.

a skort: _____

b motel: _____

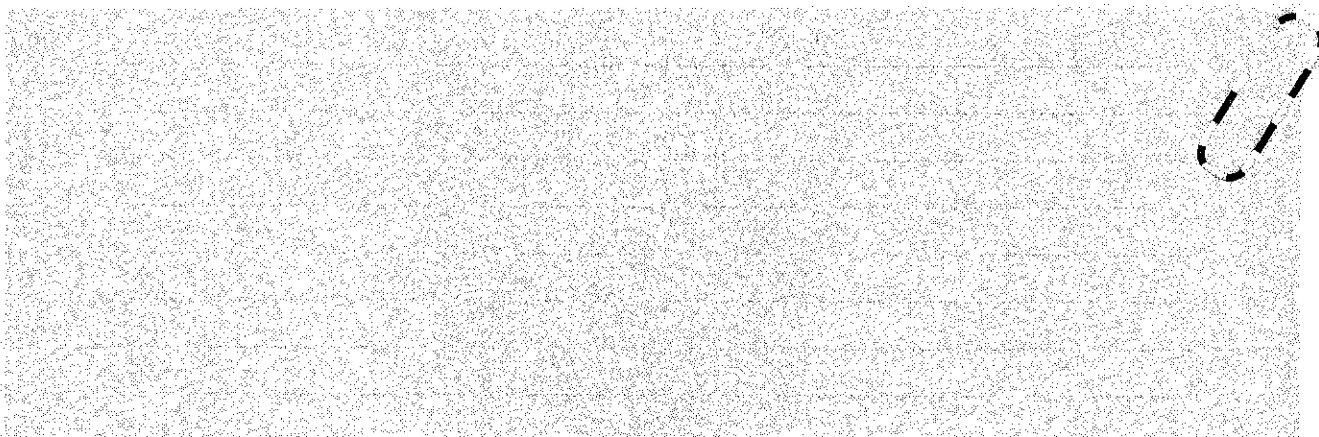
c edutainment: _____

d emoticon: _____

e blog: _____

- 2 In your own words, explain what a **portmanteau** word is.

- 3 Keep a list of **other** portmanteau words that you come across. You could even make up some of your own.



B Explain the rule for making contractions and give some examples.

C Compounds are a type of made-up word.

1 What is a compound word and how is it different from a contraction?

2 Make up compounds by putting any of the following words together in the correct order. Use a dictionary to check your answers.

fire fly wind time water up light house summer star
boat sun flower works can not wheel side life mill

e.g. starlight

5 Have fun with words

A Use the poem in Session 1, *One Day*, and rewrite it in your notebook in a different shape. Be creative. The words and lines can go in different directions!

You could write the whole poem in the shape of an exclamation mark!



6 Laugh with limericks

A Sometimes a writer must abandon formality and use some humour and nonsense!

- 1 Here is an example of a limerick by the famous writer Edward Lear. Read and enjoy it.

There was an Old Man with a beard
Who said, "It is just as I feared!
Two Owls and a Hen,
Four Larks and a Wren,
Have all built their nests in my beard!"

By Edward Lear

Limerick is also a
city in Ireland!



- 2 Do you know that May the 12th is Limerick Day? It marks the birthday of Edward Lear (1812-1888) who published his *Book of Nonsense* in 1846. If you were to celebrate Limerick Day at your school, make a list of ideas for things you could do!

Ideas for Limerick Day on the 12th May!

Write your own limericks and read them to each other.

B

Write a guide: *Steps to write a limerick for beginners*. Include all the important features.

C

Have some fun writing your own limericks! Do your planning here and then write them onto poster paper, illustrate and display them!

7 A different medium

1 All the world's a stage

A Identify the homophones.

Language focus

Homophones are words that sound the same as other words but are spelled differently and have different meanings.

- 1 In the passage below ten incorrect homophones are underlined. Underneath, write the correct homophone to make sense of the passage. The first one has been done for you.

Shakespeare was a famous poet as well as a playwrite. We no he rote 154 sonnets. A sonnet is a poem of 14 lines with a special rhyme scheme. Their are several types of sonnets but Shakespeare always followed the rhyming pattern ABABCDCEFEFGG. Each group of for lines is called a quatrain and the final too lines are called a rhyming couplet – can you sea why? Each line has ten syllables – five pears of syllables (witch are called feat) giving the rhythm deDUM-deDUM-deDUM-deDUM-deDUM

Incorrect	Correct	Incorrect	Correct
a playwrite	<i>playwright</i>	f	
b		g	
c		h	
d		i	
e		j	

Language focus

Collective nouns name groups of things like people, objects or animals. Although the group is made up of more than one thing, the collective noun usually takes a singular verb: Shakespeare's troupe of actors **was** one of the most famous in the world.

B Circle the correct verb form to match the collective noun.

Example: My anthology of poems (are/is) one of my family's favourite books.

- 1 A flock of birds (have/has) just taken off to migrate.
- 2 I hope the audience (enjoy/enjoys) the show.
- 3 A shoal of fish (were/was) darting through the water.
- 4 A group of islands (are/is) called an archipelago.
- 5 At sunset, the same pride of lions always (appear/appears) at the waterhole.

C Read the extract below.

- 1 Rewrite it as a play script with stage directions.
- 2 Invent and write in Polonius's reply to Lucius's final comment.

One of the soldiers in Brutus's army, Polonius by name, sighed deeply with his head in his hands back at the camp.

"How now, good friend, how do you fare?" asked his companion.

"I cannot think how I will go on. Did you not, good Lucius, smell that meaty aroma as we passed the village? I vow my stomach has not had the like of that for many months!" groaned Polonius.

"Well said. 'Tis true we are on short rations but be of good cheer! We are nearing the end. We'll be home afore the month is out," predicted Lucius, wandering off towards the tents.

Act IV, Scene IV:
The soldiers are ...

_____ :

_____ :

_____ :

_____ :

_____ :

_____ :

_____ :

_____ :

_____ :

_____ :

_____ :

_____ :

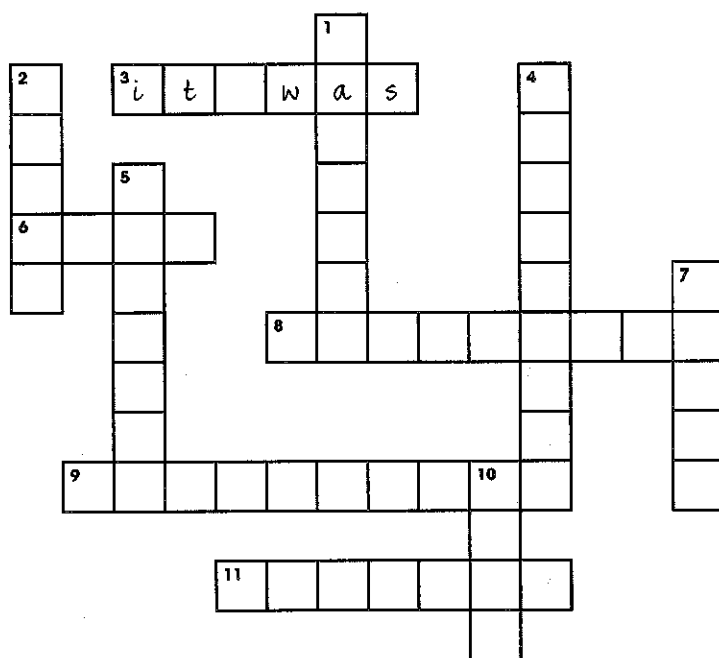
2 What has changed?

Language focus

Language changes. We don't necessarily use the same words now that people used in Shakespeare's time but our knowledge of language and word origins can often help us understand unfamiliar language.

A

- a Each crossword clue is an old-fashioned contraction. Write the full word into the correct crossword space.



Don't forget to include a space between words.



Across

- 3 'twas
6 e'er
8 tisn't
11 crush'd

Down

- 1 mayn't
2 ne'er
4 shan't
5 'twixt
7 'tis
10 o'er

Language focus

Shakespeare is supposed to have added over 2000 words and phrases to the English language. Some are still in use today like *fashionable*, *cold-blooded*, *new-fangled*, *scuffle* and *swagger*. However, some words common in Shakespeare's day are no longer in common use, for example, *thou* is an old-fashioned form of *you* and *art* is an older form of *are* – *How art thou today?*

B

Try your hand at writing in Shakespearean language.

1 Use your prior knowledge and experience to complete the column-headings to identify the word class for the words in each column.

2 Shakespeare's plays are full of arguments and banter between characters. Have fun inventing your own Shakespearean expressions.

- Choose one word from each column and begin each expression with *Thou*.
- Practise saying each expression aloud with appropriate feeling and tone.

Aim for some alliteration!



Example: *Thou mewling, motley-minded miscreant!*

fawning	boil-brained	dewberry
loggerheaded	rough-hewn	gudgeon
mewling	idle-headed	clotpole
saucy	spleeny	measle
churlish	motley-minded	barnacle
craven	clay-brained	miscreant
mammering	clapper-clawed	giglet
spleeny	dismal-dreaming	fustilarian
pribbling	hasty-witted	minnow
dissembling	knotty-pated	baggage
droning	onion-eyed	mammet

- a *Thou* _____ !
- b *Thou* _____ !
- c *Thou* _____ !
- d *Thou* _____ !
- e *Thou* _____ !

3 Why do you think each expression has an exclamation mark at the end?

4 Re-read the words in the middle column.

a Explain why they all have a hyphen.

b Write down at least five modern words created in the same way.

3 Using language

Language focus

A semi-colon is stronger than a comma, less strong than a full stop. It can be used to join two closely related clauses – with or without a connective.

A semicolon is not followed by a capital letter like a full stop, for example:

Ashraf enjoys reading Shakespeare's language; Carlotta prefers modern writing.
It looks like a perfect day for a picnic; however, you should still take an umbrella.

A Use a semi-colon.

1 Read each sentence carefully and decide where to place the semicolon.

Example: Abdul likes to play chess; Idris prefers to read.

- a The hall was silent only the distant whispering behind scenes could be heard.
- b The play was a great success all the actors remembered their lines perfectly.
- c In summer it is warm and dry in winter it is cold and wet.
- d The athletes were exhausted it was a long, gruelling race.
- e Lindiwe's mother is a lawyer my mother is a doctor.

- 2 If list items already contain commas, semicolons can be used instead to separate the items. Add the commas and semicolons to this list.

The winners of the local art competition were Jo Ackerman

Rusternberg Junior School Vuyiswa Doo Bergvliet Primary School

Willem van Biljon Greenway Junior School and Rose Makwenda

Timour Hall Primary School.

Language focus

Colons introduce things: a speaker, a list, an idea, an explanation, etc. They can also add emphasis by marking off part of a sentence.

- B** Add colons into the sentences below.

Example: *Wiremu announced: "I want to be a rugby player like my dad."*

- 1 This is what will be in your geography test continents, oceans, seas, the equator, the tropics of Capricorn and Cancer, and capital cities.
- 2 I can't believe where we are going on holiday Hawaii!
- 3 The principal said "Please sit down."
- 4 Ingredients tomatoes, lettuce leaves, cucumber, radishes and spring onions.
- 5 **Mother** Remember not to open the window in this storm.

Shion I wish I could open the window just a little bit ...

4 Shakespeare alive

- A** Label each piece of text on the cartoon as *narrative*, *thoughts*, *dialogue*, *sound effects* or *other* (explain).

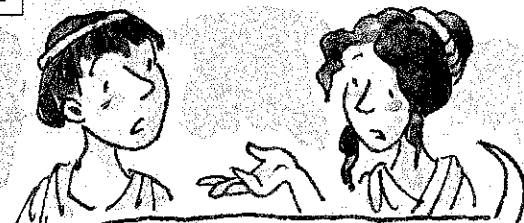
narrative Last year ...

1 I wish I could open this box.
I know I got it from the junk
dealer but I was so drawn
to it ...



A year later, Artticus is still puzzling
over his box. He never lets it out of
his sight.

2



Oh! Atticus I wish you'd
let me try.

But I've tried everything.



CRASH!!

3

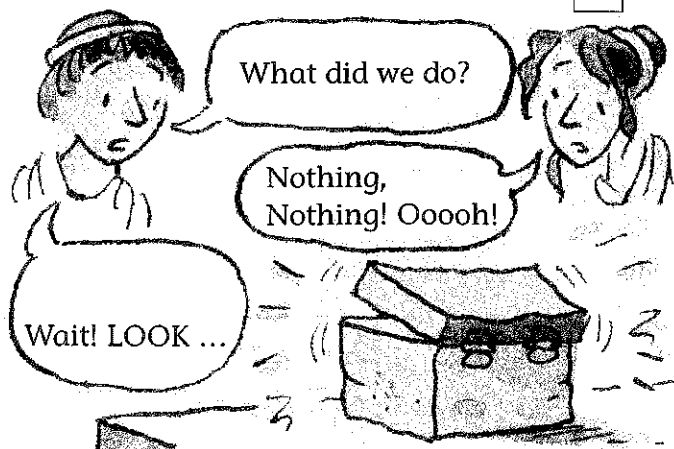
4



SQUEAKKK!

BANG!!!!

5



What did we do?

Nothing,
Nothing! Ooooh!

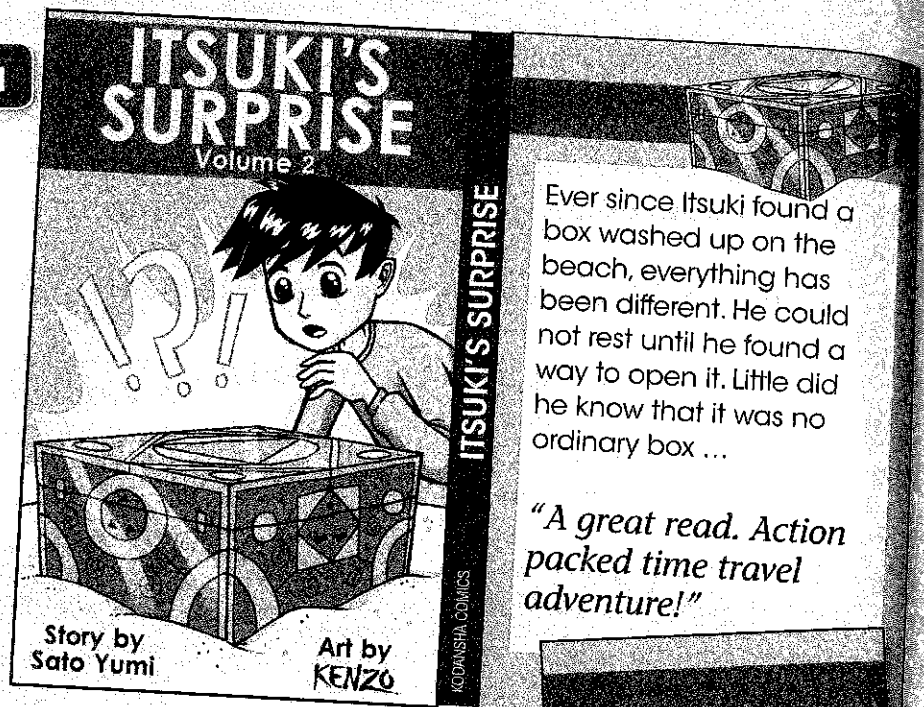
Wait! LOOK ...

Read next week's instalments to find out what Artticus has seen.

5 Introducing manga

A Notice the detail.

- 1 Study the book cover and excerpt carefully.



- 2 List the features you notice on the cover and excerpt and explain what each is for.

Example: Blurb on the back cover - to give an idea of the plot and characters.

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

j _____
k _____
l _____

6 Shion

A Analyse the book cover and contents page.

- 1 Write a short paragraph explaining the genre of the book and its special features using the extract on page 110, *Itsuki's Surprise*.

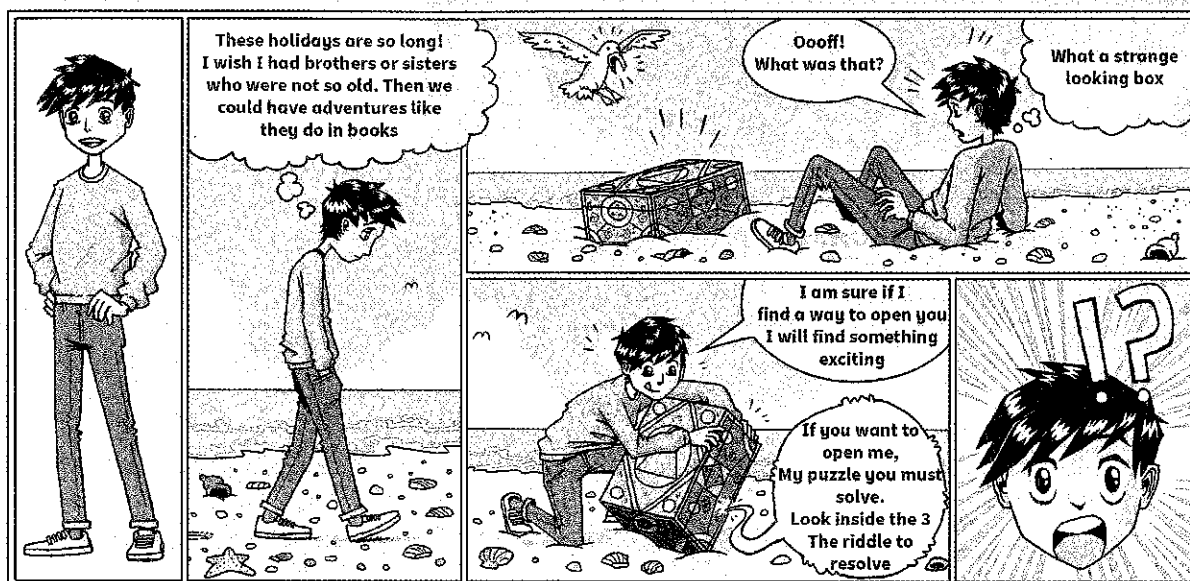
Remember to start with a topic sentence and to use evidence from the extracts.



7 Standard format

A Rewrite the cartoon below in standard narrative format.

- 1 Use all the information to develop the narrative content in your own words.
- 2 Punctuate any dialogue correctly.



8 Medium makes a difference

A Choose a book you have read or know well. Complete the form to help decide whether you would enjoy it more, or less, in graphic novel or comic book format.

My chosen book:

Author:

Publisher:

Genre:

Features of book: (*chapters, illustrations, prologue flashback, etc.*)

Plot summary:

Main characters:

What would work well in graphic novel format:

What would be difficult in graphic novel format:

Which one I prefer to read and why:

B Word work.

1 Match each word to its correct definition or definitions.

novelist

n. Someone who is beginning to learn how to do something

n. The quality of being new or unusual.

novel

adj. New or different from anything else

n. A book that tells a story about imaginary people and events

novelty

novice

n. Someone who writes novels

n. An object, event, or experience that is new or unusual

- 2 What is the common word root? _____
- 3 What do you think it means? _____
- 4 Look up the word novella in the dictionary.
 - a Definition: _____
 - b How does it belong with this word family?:

- 5 Use each word with more than one definition in sentences to demonstrate the different ways of using it.
 - a _____
 - b _____
 - c _____
 - d _____

9 A multimedia novel

A Using precise words.

Language focus

Powerful or precise verbs often achieve the same effect as an ordinary verb made more interesting by an adverb, e.g. *said loudly* → *shouted*.

- 1 Choose a powerful verb to replace the underlined words.

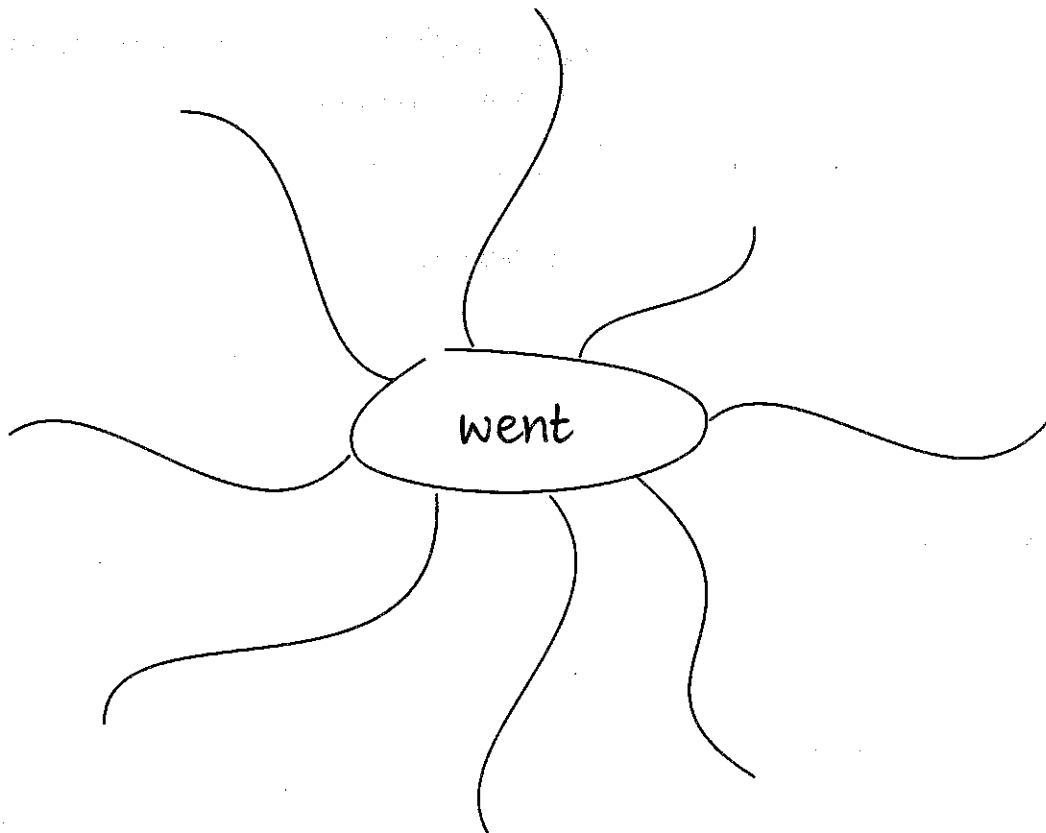
Example: Miriam walked slowly down the path. dawdled

- a Annika dropped a glass and it broke completely. _____
- b The teacher looked quickly at the homework tasks. _____
- c Hendrik carefully hid the box under his bed. _____

- d Marcia looked crossly at her brother. _____
- e The cat walked unevenly across the town square. _____
- 2 Make a word web of ten more vivid verbs to replace *went*.



Went is the past tense form of the verb *go* – make sure your verbs are also in the past tense.



10 Language matters

Language focus

Formal style is often known as Standard English. In a story, the narrative is usually written in formal or Standard English. Dialogue may contain more colloquial or informal language.

Features of formal English

- No contractions
- Subject and verb agree
- No slang, idiomatic or colloquial expressions
- Complete sentences
- Consistent tenses
- Correct grammar, spelling, punctuation and vocabulary.

A Write in formal English.

- 1 Say whether each sentence below is written in formal (F) or informal (I) style.

Example: Hiya, Jodie. Do anything good over the w/e? I

- a I'm afraid you aren't ready to take your music exam yet. _____
- b Please read all the information before filling out the form. _____
- c The doctor's surgery is the first on the left, Mrs Ndeya. _____
- d The choir were selected to represent the school overseas. _____
- e It has been chucking it down all day. _____

2. Rewrite the passage below in formal English.

The squirrels was gathered around crying they eyes out. "Look what has happen to my bruvver," "He ain't there no more." Said another young 'un who couldn't tear his eyes away from the vacuum cleaner that had suck up the squirrel. They weren't to no but sumthing even more amazing have happened. Squirrel wasn't just alived - he has become 'Super Squirrel'!!!!!!!!!!!!



Don't forget to write in neat, joined-up handwriting!

11 Plan an episode

A Fill in this planning tool for the first chapter of a multi-media adventure story.

	Ideas for the chapter paragraphs	Multi-media features to include
Introduction set scene & grab attention		Cartoon sequence to set scene
Build up to problem/ complication		Illustrations
Problem or complication climax		
Resolution – lead in to next chapter		Ellipsis

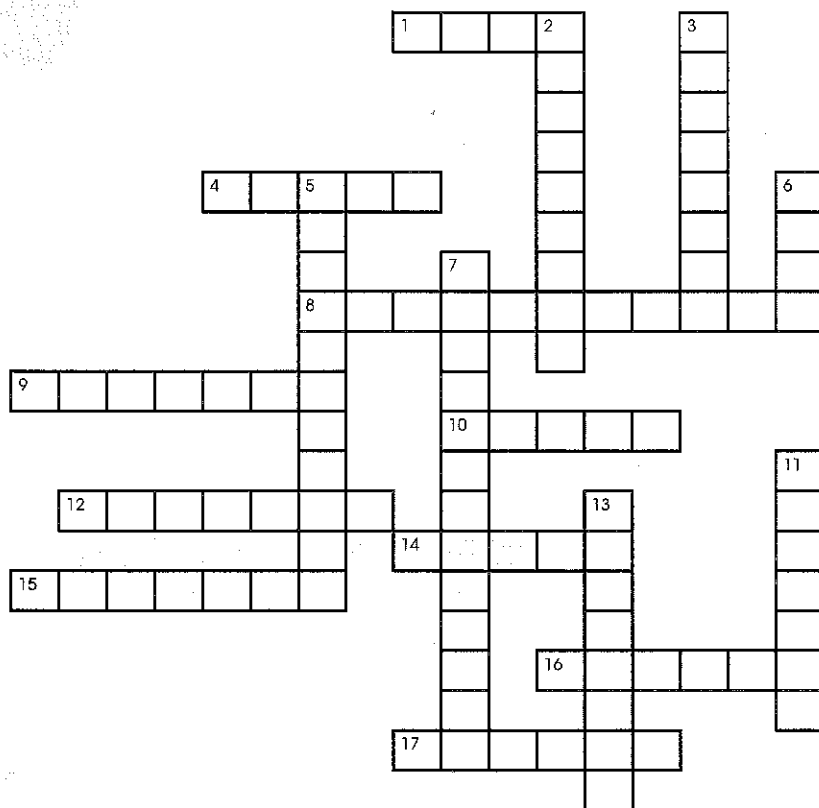
12 Write and display a final copy

A Write a cartoon sequence to begin your chapter. Include narrative and dialogue.

8 Make it happen

1 Weighing up waste

A Revise some recycling terminology by completing this crossword.



Across

- 1 a place where rubbish is taken and left
- 4 household rubbish (a term used in the USA)
- 8 your surroundings
- 9 a large container for rubbish
- 10 our world
- 12 a synthetic material
- 14 left-over material; not used to the full
- 15 convert waste to reusable material
- 16 an elastic material, made from plant sap
- 17 use less; make smaller

Down

- 2 Dirt or toxins in the environment
- 3 to save or preserve something
- 5 a different option or different way of doing something
- 6 separate according to types
- 7 can decompose naturally
- 11 throw away carelessly; drop
- 13 a supply of something useful

- B** Think about the things you throw away. Record your ideas and thoughts in a mind map, with the following sub-headings: glass, plastic, paper, metal or e-waste!



e-waste includes any old electronic equipment.



- C** Prefixes are small parts of words but they make a big difference to the meaning. A prefix refers to one or more letters added at the beginning of a word to change its meaning. Prefixes generally come from Latin or Greek and each one has a meaning of its own, for example **re** in **recycle** means *again* or *back*.

Some prefixes have more than one meaning!



- 1 Find out which prefixes mean the following and give an example of each one.

Example: below _____ sub, e.g. submarine, subterranean

a one _____

b many _____

c between _____

d two _____

e three _____

f far away _____

g after _____

- 2 Negative prefixes give the opposite meaning to a word, for example *clear* – *unclear*. Choose and write the correct prefix for these words.

- | | | | |
|------------------------------|----------|-----------|------------|
| a dis or mis : | please | take | understand |
| b non or un : | grateful | toxic | clean |
| c un or in : | reliable | important | expensive |
| d im or il : | patient | legal | possible |
| e dis or de : | use | compose | part |

- 3 Sometimes there is a hyphen between the prefix and the root word, for example: *non-negotiable*, *re-strain*. Add the prefix 're' to these words, using a hyphen:

- | | |
|-----------------|---------------|
| a create _____ | d cover _____ |
| b collect _____ | e count _____ |
| c fuse _____ | f sort _____ |

Can you explain why these words have a hyphen? Here's a clue – does the word mean the same thing if you take the hyphen away?



2 Read a magazine article

A Paragraphs have purpose.

- 1 Explain the purpose of a paragraph by completing these sentences:

- a A paragraph is a _____.
- b Paragraphs _____ a text into manageable parts.
- c In an information text, a paragraph deals with _____.
- d A topic sentence helps to _____.
- e _____ help to link paragraphs and make the text flow.

- 2 Read the following topic sentences and describe the main idea of the paragraph:

- a A prefix is a group of letters which can be added to the front of other words.

- b Rules are often seen as dull and boring but imagine a language without them!

- c Some words are spelled according to the US spelling and some are spelled according to the UK spelling.

- d Grammar and spelling have rules but there are always exceptions.

- e If you want to improve your spelling it is important to possess a good dictionary and to use it when you are in doubt!

B Word play is often humorous and is used to make jokes.

- 1 Identify the word play and explain the double meaning.

a Writing with a broken pencil is pointless!

b My maths teacher has lots of problems.

c My maths teacher is irrational!

d The student on crutches gave a lame excuse for being late.

e The surprise victory left the cricket captain stumped.

A pun is when a word or words have a double meaning.



- 2 Make-up some of your own humorous sentences using puns. (Hint: think of words with two meanings.)

a _____

b _____

c _____

d _____

e _____

3 Compare texts

A

Read the first part of a magazine article and analyse it using the table below.

THE SOLE OF THE MATTER

Bethlehem Alemu, founder and managing director of soleRebels Footwear, is making a difference by creating jobs and hope out of old car tyres!

In 2004, Bethlehem Tilahun Alemu left her ordinary accountancy job and started making shoes! Today, her company, soleRebels, is Africa's largest footwear brand, with her shoes selling in over 50 countries worldwide.

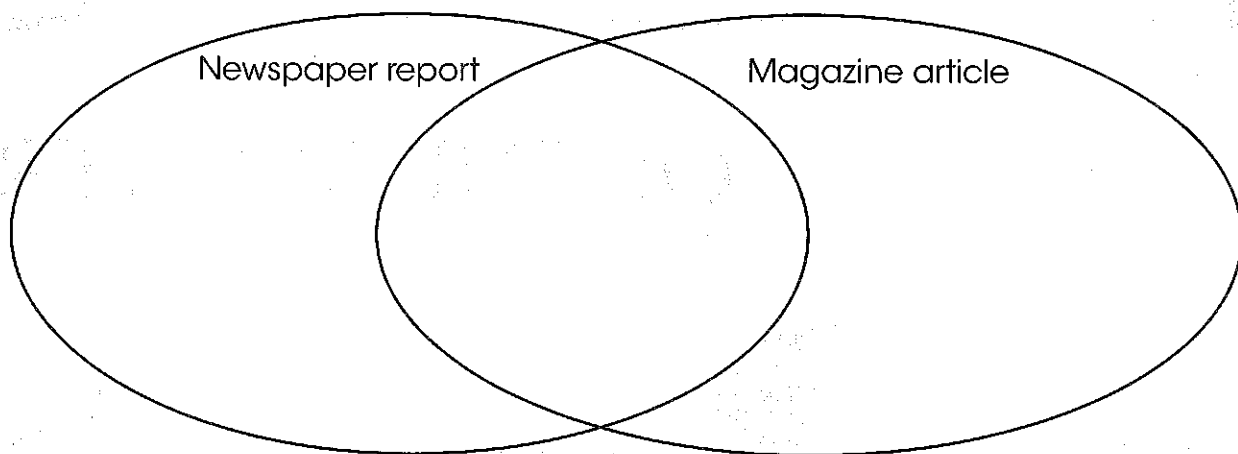
Alemu is one of Africa's most celebrated businesswomen. She has featured on the front cover of many

magazines and was selected as a 'Young Global Leader' by the World Economic Forum 2011. She has even won the award for 'Most Outstanding Businesswoman' at the annual African Business Awards.

You may be wondering about the secret to her success. Well, it's no secret! Her enthusiasm is contagious as she describes how her success is based on creating jobs by making use of local skills, natural resources and business opportunities.

Purpose	Why was this text written?	
Audience	Who was it written for?	
Language	What is the style like?	
Format	What does it look like? The layout?	

- B** How does this type of magazine article compare to a news report? What's similar and what's different? Use a Venn diagram to record key words only.



- C** A magazine article will often speak directly to the reader, using the second person, for example *You will notice that ... You may be wondering why ... What would you do if ...?*

1 What effect does this have?

2 Write these sentences using the second person pronoun, *you*.

Example: *Did they enjoy the article? Did you enjoy the article?*

a What can they do about it?

b Are they planning to get involved?

c Everyone should find out more about the subject of recycling.

d People might like to know what they can do to help.

e If we are interested, we should find out more.

- D** Biographical writing is used in magazines, newspapers, journals and books. A biography can be used to record the life of a historical figure, describe a member of the family or a character from a book.

Think of interesting ways to present information from a biography, for example:

- create a type of CV or reference
- use old photo frames to frame information
- design a book review featuring a character
- _____
- _____

As a homework project, carry out independent research and write a short biography in an interesting and unusual format, for display in the classroom.



- E** Decide which features are specific to a biography. Add a comment to explain your choice or give an example where possible.

Possible features	Tick or cross and comment
A historical account of another person's life.	
Uses third-person narrative with pronouns he, she, they.	
The voice is the voice of the writer, not the voice of the subject.	
Details are researched and presented from the writer's point of view.	
Describes the context, e.g. time period, peers, culture, world view, historical setting.	
Sections or paragraphs describe different parts of the person's life.	

4 Revise punctuation

A

- 1 List some of the different ways we use speech marks.

- 2 Decide where the speech marks should go in these sentences and fill them in.

a The class all voted yes to going home early.

b She replied, I'd love some more.

c This ice cream is seriously delicious.

d He received the title of Best Young Recycler of the year.

e Have you read the book *Boy*, by Roald Dahl?

B

- 1 Decide if the following statements about commas are true (T) or false (F).

The purpose of a comma is to:

a separate nouns or adjectives in a list.

b separate connectives from the other words in a sentence.

c provide additional information.

d separate phrases or clauses in a sentence.

- 2 Decide where the comma should go in these sentences. Use a coloured pen to fill them in.

- a The teacher wants Inam Neo Bekkie Jo and Di to present their speeches next week.
- b To fill in the form you should print neatly using a black pen without making any mistakes.
- c You can have extra time to finish however it must be done by tomorrow.
- d The book was exciting interesting fun and easy to read.
- e I'd also like to see the film maybe we should go to see it together.

5 Follow instructions

A Revise features of instructional text.

- 1 How can you recognise a set of instructions? List some of the common features.

- 2 Not all instructions are important to everyone! Order these instructions from most important (1) to least important (5) according to *you*.

How to prepare a cup of tea. ☐

How to make your bed. ☐

How to drive a car. ☐

How to boil an egg. ☐

How to use the television. ☐

- 3 Change the sentences from the previous activity to be in the command form. Begin each sentence with a command verb.

a Prepare a cup of tea.

B The **if** clause helps to clarify and add detail to an instruction, for example: If you follow these instructions, you will know what to do.

Remember that when the *if* clause starts the sentence, you can use a comma to separate it from the main clause.



The *if* clause goes with the main clause. They can also move around in the sentence, for example: You will know what to do if you follow these instructions.

Swap the *if* clause around so that it changes position in the sentence.

a If you boil water, ask an adult to help you.

b If you want to watch TV, you will need the remote.

c You can drive a car, if you have a licence.

d You must learn to boil an egg, if you want breakfast.

e If you don't make your bed, your room will be a mess.

6 Use the command form

A You can use the command verb to give instructions.

1 Underline the command verbs in this set of instructions.

How to make Paper Mache pulp

What you need: old newspaper, water, flour, large bowl

What to do:

- 1 Tear up old newspaper into small pieces.
- 2 Put the pieces into a large bowl.
- 3 Add enough warm water to cover the paper completely.
- 4 Leave it to soak for a few hours until it is soft.
- 5 Mix it up with your hands until smooth.
- 6 Squeeze out the excess water.
- 7 Add flour to make a gluey paste.
- 8 Store it in an air-tight container.

2 Make compound sentences. Use the connectives *then* or *and* to join instructions together, so there are only four steps to make the paper mache.

B The following instructions do not begin with a command verb. They begin with a connective, but still contain a command verb.

- 1 Underline the command verb.
- 2 Make complex sentences by completing each sentence with a subordinate clause from the box.

Subordinate clauses

by adding flour to moisten it in the fridge
until you need it using your hands
into a smooth paste instead of warm water

- a Once the paper has soaked for a few hours, mash it up _____.
- b If you would rather not get your hands dirty, use a blender to mix the pulp _____.
- c If you don't want to wait too long, use boiling water _____.
- d If it's necessary, add more water _____.
- e When the pulp is smooth, make a gluey paste _____.
- f In order to make it last, store it in an air-tight container _____.

C Practise reading the above sentences aloud with expression. Take notice of where the pause and emphasis is in each sentence. Use the punctuation marks to guide you.

7 Create your own design

A Carry out some independent research.

- 1 Find out how to make and build things with waste material. Research the following and suggest types of waste materials you could use for the following:
 - a A model house (or doll's house)

b A toy car or bicycle

c A stationery holder/divider

d A door stop or book ends

2 What other things can you make with common waste materials?

B Choose one of the ideas above, or think of your own recycling topic, and write a set of instructions to make something with waste materials.

Topic:		
List of materials:		Picture of final product:
		Begin each step with a command verb.
Step 1:	Step 2:	Step 3:
Step 4:	Step 5:	Step 6:



8 Read a non-chronological report

A Read parts of a non-chronological report and help to sort it out.

Some items can't be recycled so it is important to find out how to dispose of them properly, e.g. some oil-based liquid cleaners; allow these liquids to solidify before throwing them out, or give some to a friend to use.

☐

Recycling is about looking ahead. If future generations are to have a clean world to live in, free from environmental issues, recycling needs to happen today!

☐

These days, people produce so much non-biodegradable waste, it is very difficult to find places to store it. Landfill sites (or dumps) take up large areas of land causing pollution. Recycling is a way of dealing with this problem.

☐

Recycling has become a buzzword for today's generation. However, not everyone is aware of what it means or what they can do.

☐

Consumers should always check to see if a product is recycled or if it can be recycled by looking for the 'recycling loop' – the recycling symbol. It reminds us of the three Rs in the recycling process – Reduce, Reuse, Recycle.

☐

Recycling means collecting discarded waste and using it to create a different product. Old items can be recycled in different ways, e.g. old tyres can be re-used as road barriers or swings for children.

☐

How much do you know about recycling?

☐

- 1 Number each section according to how you think it should be ordered.
- 2 Read the criteria and tick the ones that describe this type of report.

- ☐ The information is factual and correct.
- ☐ The information has a title, an opening and a concluding paragraph.
- ☐ The information is divided up into relevant sections.
- ☐ The sections can be placed in any order and it still makes sense.
- ☐ The information includes specialised vocabulary.
- ☐ The language is formal and impersonal.

- 3 Write a short paragraph explaining, in your own words, the purpose and features of a non-chronological report.

B Carry out independent research to find out more about the recycling symbol. Make notes under the following headings and use your notes to write a summary.

- What does the recycling symbol look like?
- What is it called?
- Where did the name and symbol come from?
- What does it stand for?

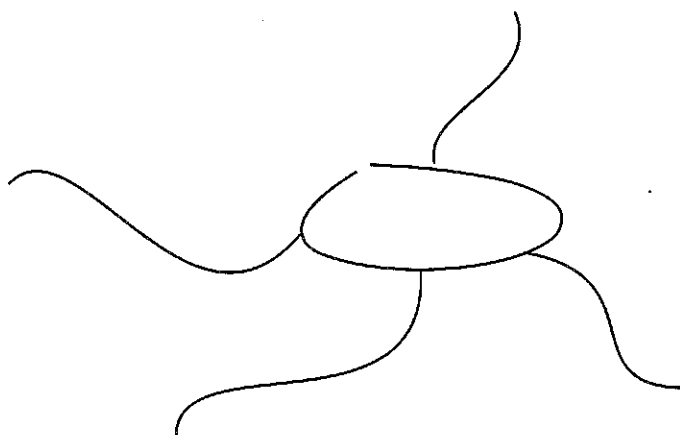
9 Summarise the report

A A summary is a way of condensing a lot of information to help you remember what it is all about. Choose a topic in one of your other learning areas (possibly something you need to study for a test) and summarise it according to these three steps.

- 1 Read through the information. Identify the headings and sections used to organise the information.



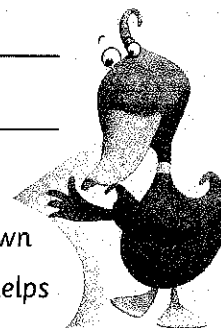
- 2 Draw a mind map with the topic in the centre. Use headings and key words to make notes.



- 3 Use the key words to write your own short notes on each section.

Twelve horizontal lines for writing notes, arranged in two groups of six.

It's important to use your own words because that is what helps you to remember!



10 and 11 Write a non-chronological report



- A** Have a go at designing an assessment sheet for a non-chronological report. Use any points from Session 8 that helped you analyse the report. Show different levels of achievement and use your own rating system. You will need to use this assessment sheet to assess your own work and that of your peers!

You can use this blank table to write the success criteria and the ratings.

Success criteria	Rating		

- B** Use the information you have gathered about recycling to plan and write your own non-chronological report. Your report should be interesting to your peers and your family. It should provide them with information on recycling at home or at school.

- 1 Plan your report. Think about your headings and the different sections you want to include. Use key words to write down your ideas.

Who should recycle and why?

What should we recycle?

Ways to go about recycling at school and at home.

What is recycling?

What cannot be recycled?

2 Write your first draft here and show your editing (use an editing checklist).

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has some minor texture and slight discoloration at the edges, suggesting it might be a scan of a physical document. There is no handwriting or printed text on the page.

12 Create a group magazine

A When it comes to group work, it can only be successful if everyone pulls together!

1 Complete these expressions. Each one has a message about group work.

- a Many _____ make light work.
- b We need all hands on _____.
- c Too many _____ spoil the broth.
- d There is strength in _____.
- e It takes a _____ to raise a child.

2 Make a list of advantages and disadvantages for working in groups.

Advantages	Disadvantages

3 Write guidelines for how to make group work successful.

Successful group work guidelines

B

When it comes to editing your own work, a dictionary (or spell check) is an important tool. If you are in any doubt about how to spell a word, look it up. How are your dictionary skills?

- 1 Fill in the missing letters. Use a dictionary to check your answers and write the definition for each word.

a w _ _ _ pon _ _ _

b sev _ _ _ e _ _ _

c leop _ _ _ d _ _ _

d f _ _ _ ce _ _ _

e cam _ _ _ f _ _ _ g _ _ _

- 2 Identify the spelling error in these words and write corrections on the line.

Tip

Not all the words are incorrect!

polution litfre rubbish campain degradible toxens

- 3 Find other words in the word 'biodegradable'. You should only use the letters you have available and only use them once per new word.

Example: ear

9 Snapshot

1 Fruit in a Bowl

A Poems often expose us to new and interesting vocabulary. The poem *Fruit in a Bowl* by A.J. Seymour describes fruit that you may not have seen or tasted before.

- Find all the exotic fruits listed in the box in the wordsearch. They may be horizontal or diagonal!

banana breadfruit cantaloupe cherimoya coconut durian
granadilla grapefruit guava berries jabuticaba jackfruit
kiwi kumquat litchi mangosteen marula mulberry pawpaw
pineapple pomegranate rambutan sapodilla

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

- 2 Research some of these fruits and describe them. Find out what country they're from.



Use interesting adjectives to describe these fruits.

Fruit	Description of the fruit	Where it's found

- 3 Choose a fruit that you enjoy. Describe this fruit literally (using adjectives and verbs) and then figuratively (using images).

A literal description of how the fruit looks, smells, feels, tastes:

A figurative expression of the things it reminds you of, e.g. 'it is like ...':

Fun images of what it might be doing, e.g. dressing up, blushing:

Why not play a memory game? You will need at least one other person. Someone begins by saying: *I went to the market and bought ...* (then gives the name of a fruit). The next person repeats *I went to the market and bought ...* stating the fruit the first person bought and another of their own. Continue by each listing the previous fruits and adding another. When someone cannot remember the list, or repeats it in the wrong order, they are out of the game!



B Poetry is personal. It relates to things the writer feels or has experienced.

Do you have a story or memory about fruit? An experience you enjoyed or something you once saw? Describe it. Give as much detail as possible about this memory.

C The poem by A. J. Seymour begins:

Fruit in a Bowl

Full goldenapples with veined skins so fine
That just a look might burst them –

1 This is a very detailed observation. What does the narrator notice? Does he like it or not like it?

2 What do you think the rest of the poem describes?

3 Could the fruit be reminding him of something else? What?

Have you ever noticed
fruit in such detail?



D Reading poetry is different from reading a story or a book. Poems have their own style. Each poem has its own special feeling and meaning.

List a few tips that will help someone read a poem. Mention things they should notice and look out for when reading a poem to help enjoy it and understand the deeper meaning. For example: *Look up difficult words and understand them in context.*

How to read a poem for meaning

2 Poetic form and features

A Poems come in many forms. Some poems have a set form while other poems have no form at all.

1 Match the correct features to these different types of poems.

Types of poems	features
sonnet	stanza
haiku	rhythm/meter
shape/concrete	rhyme
limerick	no form
acrostic	shape
couplet	repetition
cinquian	set number of lines
free verse	syllabification

You might need to do independent research to find out the special features of some of these poem forms. You should be able to match more than one feature to these types of poems.



2 Write your own definition for each of the following poetic devices used in poems:

a simile

b metaphor

c personification

d alliteration

e onomatopoeia

f assonance

3 Which types of poems do you enjoy? Why do you enjoy them?

B

Poems use words to create mind pictures. Another part of *Fruit in a Bowl* by A.J. Seymour reads:

And great plumped mangoes, sweetness to the seed.
Huge cut **pawpaws** bearing dark-seedling cargoes.

1 Explain the effect of these words and the image they convey:

a *great plumped mangoes*

b *bearing dark-seedling cargoes*

2 Come up with your own ideas for images you could use in a poem like this one. Choose a fruit and think of ways to describe it – outside and inside.



I like the invented word *plumped*! Maybe you can invent some words too!

C Prefixes give clues about meanings of words.

1 What do the prefixes **en** and **em** mean? _____

2 Add the correct prefix, **en** or **em**, to the beginning of these words.

a _____ bellish

f _____ courage

b _____ rage

g _____ able

c _____ power

h _____ brace

d _____ trust

i _____ close

e _____ rich

j _____ force

3 There for a moment

A Facts are useful to a writer, but a poem full of facts would probably **not** make a creative or interesting poem. Finding facts can help you write creatively.

1 Find a picture or draw an animal that appeals to you. The picture should be a snapshot of the animal, capturing a special moment, for example: a whale surfacing.

Maybe you could
use a photograph of
an animal that you
took on holiday.



- 2 Carry out independent research to find ten facts about your chosen animal.

Example: Humpback whales are very acrobatic and can twirl around while surfacing.

- 3 Use each fact to write something descriptive, even figurative about the animal.

Example: A surfacing whale is an acrobat twirling in the air.
(metaphor)

4 Features for effect

A How do you begin to write a poem? A good place to start is to know the answers to some important questions.

- 1 Write out five questions that will help you to plan your own poem, for example: *What tense is the poem in?*

Use these key words to formulate your questions:
*pronouns, voice; literal or figurative, poetic devices;
style, mood, punctuation, length of lines.*



Question 1 _____

Question 2 _____

Question 3 _____

Question 4 _____

Question 5 _____

- 2 Explain the following poetic terms in your own words:

a a line: _____

b a line break: _____

c an end-stopped line: _____

d enjambment: _____

e a dropped line: _____

5 A jewel

- A** Read an extract of the poem *How to Cut a Pomegranate* by Imtiaz Dharker.

Just slit the upper skin across four quarters.
This is a magic fruit,
so when you split it open, be prepared
for the jewels of the world to tumble out,
more precious than garnets,
more lustrous than rubies,
lit as if from inside.

- 1 Use your questions from Session 4 Activity A to analyse this extract of the poem. For example:

What tense is the poem in? It is written in the present tense.

- a _____
- b _____
- c _____
- d _____
- e _____

- 2 Make-up your own sentences using these words from the poem.

- a More _____ than _____.
- b More _____ than _____.
- c More _____ than _____.

6 Try 'encapsulating' a snapshot

A Narrative poetry tells a story. Use the animal facts you researched and your own imagination to describe the 'story' of your animal picture.

- 1 A writing frame is useful; it helps you to plan. Use this writing frame to plan your narrative poem, without rhythm or rhyme and without a set structure.
- 2 Begin your poem with the first lines from another poem, *Impala* by Ted Townsend.

Imagine, for a moment,
As you lift your eyes

Title: _____

Imagine, for a moment,
As you lift your eyes

1. The first part of the document is a letter from the President of the United States to the Congress, dated January 1, 1801.

2. The second part is a report from the Secretary of the Treasury, dated January 1, 1801.

3. The third part is a report from the Secretary of the Navy, dated January 1, 1801.

4. The fourth part is a report from the Secretary of the War, dated January 1, 1801.

5. The fifth part is a report from the Secretary of the Interior, dated January 1, 1801.

6. The sixth part is a report from the Secretary of the State, dated January 1, 1801.

7. The seventh part is a report from the Secretary of the War, dated January 1, 1801.

8. The eighth part is a report from the Secretary of the Navy, dated January 1, 1801.

9. The ninth part is a report from the Secretary of the Treasury, dated January 1, 1801.

10. The tenth part is a report from the Secretary of the Interior, dated January 1, 1801.

11. The eleventh part is a report from the Secretary of the State, dated January 1, 1801.

12. The twelfth part is a report from the Secretary of the War, dated January 1, 1801.

13. The thirteenth part is a report from the Secretary of the Navy, dated January 1, 1801.

14. The fourteenth part is a report from the Secretary of the Treasury, dated January 1, 1801.

15. The fifteenth part is a report from the Secretary of the Interior, dated January 1, 1801.

16. The sixteenth part is a report from the Secretary of the State, dated January 1, 1801.

17. The seventeenth part is a report from the Secretary of the War, dated January 1, 1801.

18. The eighteenth part is a report from the Secretary of the Navy, dated January 1, 1801.

19. The nineteenth part is a report from the Secretary of the Treasury, dated January 1, 1801.

20. The twentieth part is a report from the Secretary of the Interior, dated January 1, 1801.

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

Good
Luck!