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A world of stories, poems and facts



In this book you'll find stories, poems and facts from these countries. Have a look!





Unit contents

Unit	Theme	Reading and comprehension	Writing
1	New friends	Fiction Narrative with a familiar setting <i>The Dreaming Tree</i>	Fiction Planning a story with setting, characters and structure story with beginning, middle and end
2	Party time!	Non-fiction Instructions <i>Party To Do list, Invitation, How to get to my house, How to Make a Pizza, The Great Coin Trick, Dancing Dragon Puppet</i>	Non-fiction Writing instructions
3	Everyday poems	Poems Playtime poems <i>On the Playground, My Football Counting Rhyme, My Mum's Sari, Goodbye Granny, Supermarket</i>	Poetry Writing a poem
4	World stories	Fiction Traditional narratives from around the world <i>How Bear Lost His Tail, The Golden Slipper</i>	Fiction Writing a traditional story
5	How things work	Non-fiction Explanations <i>Exploring Volcanoes, How to Create a 3D World</i>	Non-fiction Writing an explanation
6	Caribbean trip	Poems Poems by significant poets <i>I'd Like to Squeeze, Flying Fish, Classes Under the Trees, Water Everywhere, Crab Dance, Granny Granny Please Comb My Hair</i>	Poetry Writing a poem
7	Mountain bear adventure	Fiction Narrative by significant author <i>The Dancing Bear</i>	Fiction Planning a story with a sequence of events Evaluate and edit story plan
8	Animal world	Non-fiction Non-chronological reports <i>Amazing Leatherback Turtle Facts, Animals in Danger, Red Pandas in Danger, Ngorongoro Crater</i>	Non-fiction Writing report facts
9	Wordplay poems	Poems Poems with language play <i>Over My Toes, Tree Poem, Name That Dragon, Night-lights</i>	Poetry Writing a list poem

Language, grammar, spelling, vocabulary, phonics, punctuation	Speaking and listening
<ul style="list-style-type: none"> Blend sounds Connectives, <i>and, but, because</i> Two-letter phoneme, /ar/ Extending range of interesting words and phrases to describe 	<ul style="list-style-type: none"> Questions – developing ideas and explaining further Recounting experiences Expressing ideas precisely
<ul style="list-style-type: none"> Instructions vocabulary Common suffix, <i>-ly</i> Blend sounds Language of time Sentence punctuation: capital letters and full stops New words in context 	<ul style="list-style-type: none"> Questions – developing ideas and explaining further Expressing ideas precisely Including relevant details Attentive listening
<ul style="list-style-type: none"> Rhyming patterns Long vowel phonemes, /igh/ /ee/ /oa/ /ai/ /oi/ /oo/ New words in context Alliteration Features of poetry genre 	<ul style="list-style-type: none"> Questions – developing ideas and explaining further Expressing ideas precisely Trying out different ways of speaking Speak clearly about likes and dislikes in reading poetry
<ul style="list-style-type: none"> Long vowel phoneme, /ou/ Connectives, <i>because, do</i> Verbs past tense Language of time Compound words Interesting words and phrases to describe people Significant words Respond to question words 	<ul style="list-style-type: none"> Questions – developing ideas and extending understanding Recounting experiences Expressing ideas precisely Extending experiences through role-play Including relevant details Vary talk to hold listener's attention Show attentive listening
<ul style="list-style-type: none"> Long vowel phonemes, /ee/ /ai/ /igh/ Verbs Connectives, <i>so, because, but, when</i> Interesting and significant words and phrases Features of explanation texts Question words and question marks 	<ul style="list-style-type: none"> Questions – developing ideas and extending understanding Recounting experiences Expressing ideas precisely Including relevant details
<ul style="list-style-type: none"> Rhyming words, sounds and rhythm Alliteration Spelling common word ending, <i>-ing</i> Interesting and significant words and phrases Features of poetry genre Adjectives Compound words 	<ul style="list-style-type: none"> Expressing ideas precisely Including relevant details Listening carefully, responding and asking questions of others
<ul style="list-style-type: none"> Common suffix, <i>-ly</i> Simple adverbs Language of time Interesting and significant words and phrases New words in context 	<ul style="list-style-type: none"> Questions – developing ideas and extending understanding Expressing opinions and ideas precisely
<ul style="list-style-type: none"> Features of non-chronological reports Finding factual information from charts and diagrams Verb tenses Significant and technical words Subheadings and paragraphs Syllables Connectives, <i>and, if, because, when</i> Adjectives 	<ul style="list-style-type: none"> Questions – developing ideas and extending understanding Expressing opinions and ideas precisely
<ul style="list-style-type: none"> Digraph, <i>sl</i> Rhyming words Features of poetry genre Adjectives Common spellings of /igh/ phoneme 	<ul style="list-style-type: none"> Reciting poems Expressing opinions precisely

1

New friends



Talk time

What does it feel like to move to a new place?

A Choose words from the box below to describe the two pictures on page 8 and write them in the correct bubble.

sunny wet dry cloudy
dull bright warm cold



B Choose a word from the box to complete each sentence.

homesick fun excited scary
shy lonely happy

1 Making new friends can be _____ .

2 When you move house you can feel _____ .

C Write three words of your own to describe the place where you live.

The Dreaming Tree

Eithne Massey

Roberto and Amanda were on their way home from school. ...

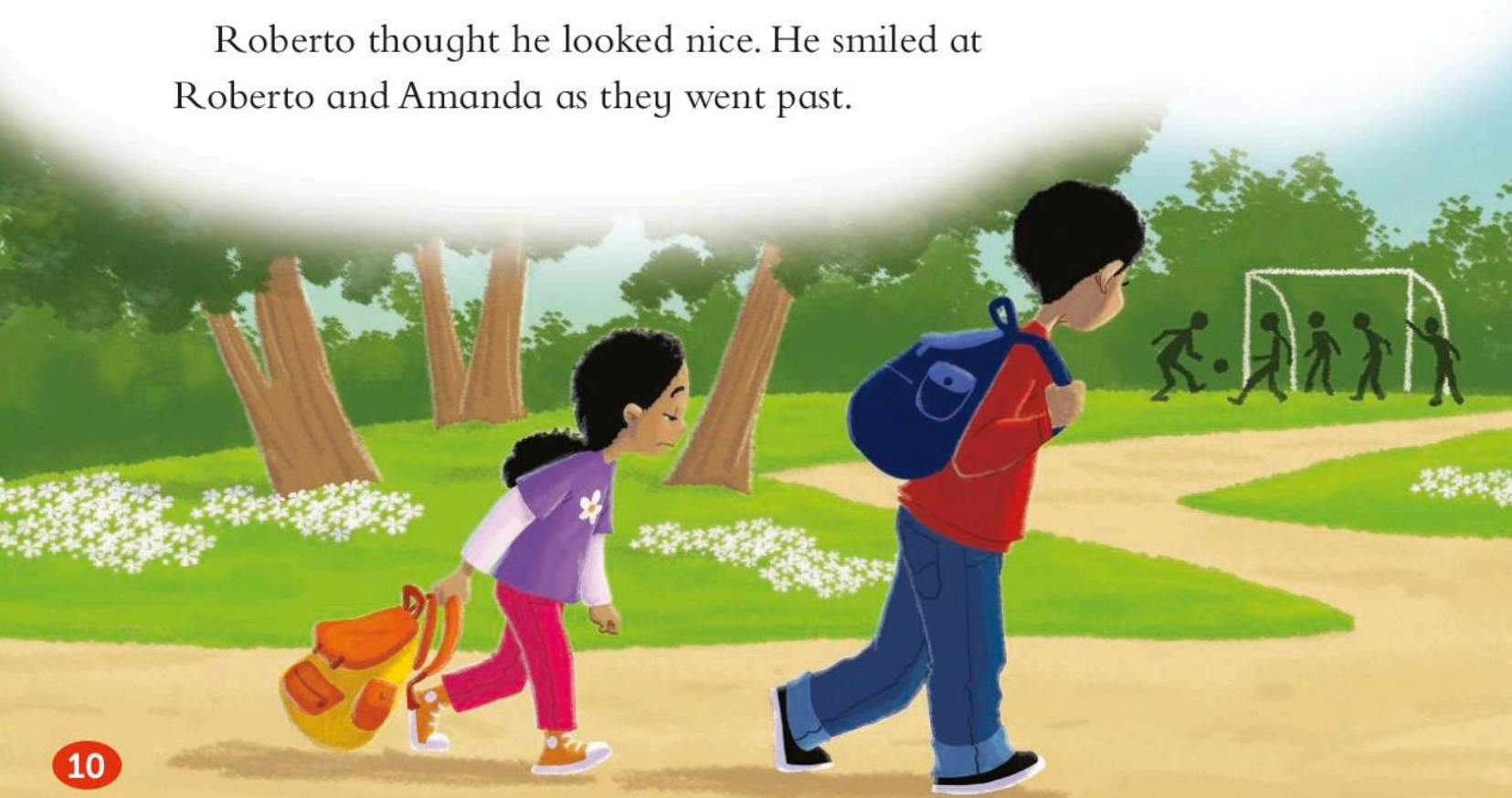
Amanda ... dragged her schoolbag along the ground. She whined.

“You are going too fast,” she said. “I can’t keep up.”

It was true. Roberto was walking as fast as he could. He wanted to get through the park quickly. He did not want to see the boys playing football. They were always there. They never asked him to come and play.

The biggest boy was called Fergus. Fergus was telling the players what team they were on. Today it was the World Cup. Fergus was the captain of the Irish team. He was always the captain. He always got the best players. The goalie, Shane, was his brother. Shane was the same age as Roberto.

Roberto thought he looked nice. He smiled at Roberto and Amanda as they went past.



When they got home their mother was very excited because their grandmother was going to telephone that afternoon.

“You can both talk to Vovó on the telephone,” she said.

Roberto and Amanda had been born in Rio de Janeiro [in Brazil]. Their grandmother still lived there. Roberto missed her a lot.

Vovó came on the phone to Roberto. Even though they often spoke English at home now, Roberto and Amanda always spoke Portuguese to their grandmother. She didn’t speak any English at all.

She said: “So, you have been in Ireland all summer now. How is your new school? Have you made any friends?”

“Not really,” said Roberto.

“But you must,” said Vovó. “Why go all across the world if you don’t make friends? Would you like a friend?”

“Of course I would,” said Roberto.

“Well, I have an idea,” said Vovó. “You remember the story I told you?”

“Which story?” said Roberto. Vovó had told him many, many stories.

“The one about the Dreaming Tree,” said Vovó.

“Tell me again,” said Roberto.

“There once was a boy who found a tree in a forest. There were all sorts of different animals lying in it. ...

“All of the animals were fast asleep. ... None of them woke up when the boy climbed into the tree. He fell fast asleep too. He dreamed that he met a big black jaguar. It was the Jaguar King! The Jaguar King taught him many things. When the boy woke and left the tree he had become very wise. He knew how to get his heart’s desire.”



“What’s a heart’s desire?” asked Roberto.

“It is what you really, really want,” said Vovó. ...

“So, do I have to find a jaguar?” said Roberto. “I don’t think they have them here.”

“No, you have to find a tree,” said Vovó.

He asked his mother if he could go out to the park to play.

“Go ahead,” she said. “But be sure to be back by four o’clock. And come home if it starts to rain.”

Roberto went to the park. ... But he didn’t go to where the boys were still playing football. Instead he thought about his grandmother’s story. He found a big tree ...

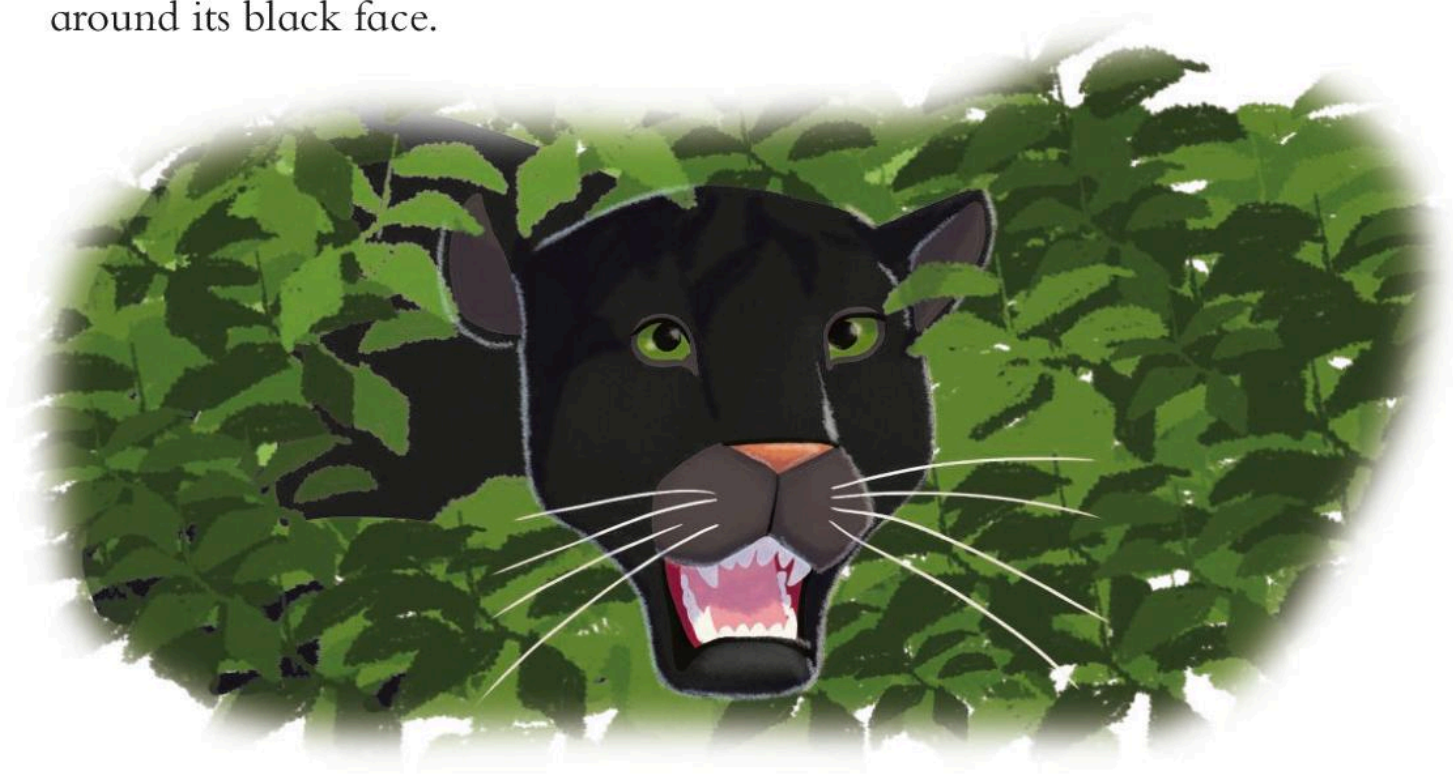
Roberto climbed up into the tree. He felt as if he were a bird in a nest.

The green leaves moved in the sunlight. They went backwards and forwards, backwards and forwards. The green branches swayed in the wind. Rocking him. Backwards and forwards, backwards and forwards.



He could hear water flowing and the sound of the branches moving in the wind and the voices far away. He fell fast asleep. He dreamed about all the animals his grandmother had told him about.

Roberto opened his eyes. A face was peering at him through the leaves. It was a jaguar! The jaguar was huge and black. Roberto looked into its slanted green eyes. They were the same colour as the leaves around its black face.



The jaguar opened its mouth in a huge yawn. Roberto could see its white teeth and pink tongue and dark throat. He could hardly breathe. Then he heard a strange noise. The jaguar was purring loudly. It stretched itself.

“I am Sinaa,” it said. “The Jaguar King. What do you want?”

“I want a friend,” said Roberto. The Jaguar King smiled.

Roberto opened his eyes. Everything was darker. The leaves were a darker green. The sky was a darker blue.

“It must have been a dream,” he thought. “I must have been asleep.”

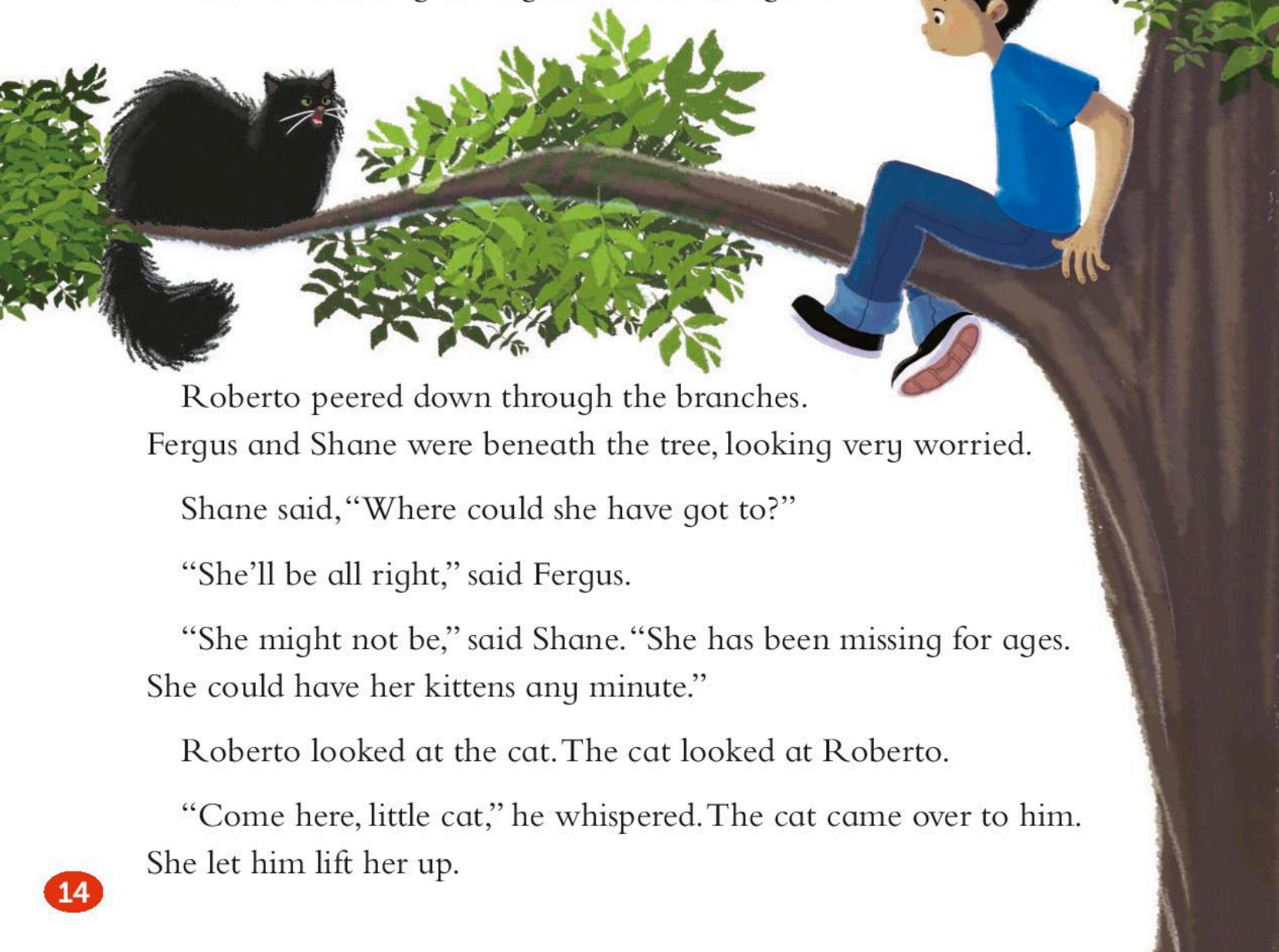
But he could still hear purring. He could still see green eyes looking at him through the leaves. He could see white teeth and a pink tongue. But there was no jaguar there. Just a very large, fat, black cat.

It was curled in the branches of the tree. It was yawning, as if it had just woken up. Then it stretched itself.

Roberto could hear voices calling.

“Snowy, come here Snowy, here Snowy ... good cat.”
It was Fergus.

“Come here, why don’t you?” he called again.



Roberto peered down through the branches. Fergus and Shane were beneath the tree, looking very worried.

Shane said, “Where could she have got to?”

“She’ll be all right,” said Fergus.

“She might not be,” said Shane. “She has been missing for ages. She could have her kittens any minute.”

Roberto looked at the cat. The cat looked at Roberto.

“Come here, little cat,” he whispered. The cat came over to him. She let him lift her up.

He scrambled down the tree. It was hard to keep a grip on the cat. But he made it. The two boys jumped when he appeared out of the leaves. Then they saw the cat.

“Is this your cat?” Roberto asked. But he didn’t need an answer.

Shane had taken the cat in his arms. He was hugging her tightly. Roberto hoped he wouldn’t squeeze the kittens out. Shane and Fergus were smiling at him. Roberto smiled back. ...



The next day, Roberto walked home through the park by himself. ... He went past the place where the boys were playing football.

“Hey, come over here,” said Fergus.

Roberto went over.

“Do you want to be on the Irish team?” asked Fergus. ...

Roberto thought for a minute. Ireland had never made it to the World Cup Final. Not once. Brazil had won the World Cup. Five times. ...

“I usually play striker,” Roberto said. “Is that ok?” Fergus nodded his head.

The sun was shining. Roberto pulled off his jacket. His shirt was green and yellow today. It had five gold stars on it.



Word Cloud

jaguar
slanted
striker

The Dreaming Tree

A Read and respond

Circle the correct answer to each of these questions.

1 Where was Roberto born?

Rio de Janeiro **China** **England**

2 What does Vovó tell Roberto to find?

a tree **his sister** **a football**

B Read and respond

Find clues in the story to show how Roberto feels at the beginning and the end of the story and write them in the boxes.

Beginning



End



What do you think?

1 Why do you think Roberto was walking quickly at the beginning of the story?

2 Why was Shane so worried about Snowy?

3 How do you think Roberto felt when Fergus asked him to be in the Irish team? Give reasons for your answer.

Word detective



A

Choose one of these words to join each pair of sentences.

and but because

- 1 *He wanted to get through the park quickly. He did not want to see the boys playing football.*
He wanted to get through the park quickly _____
he did not want to see the boys playing football.
- 2 *They were always there. They never asked him to come and play.*
They were always there _____ they never asked
him to come and play.
- 3 *He was always the captain. He always got the best players.*
He was always the captain _____ he always got
the best players.
- 4 *Roberto and Amanda always spoke Portuguese to their grandmother. She didn't speak any English at all.*
Roberto and Amanda always spoke Portuguese to their
grandmother _____ she didn't speak any
English at all.

Sentences start with a **capital letter** and end with a **full stop**. Words that join sentences together are called **connectives**.



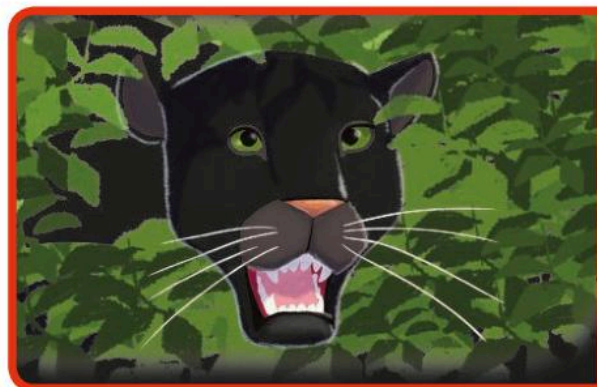
B Find words in the story that have the letter group **ar** and the long **/ar/** vowel sound. Write the words in the correct column.

In some words vowels have short sounds, as in 'apple'. In other words, they have long sounds, as in 'car'. Say the words aloud to check the vowel sound.



ar at the beginning of the word, e.g. art	ar in the middle of the word, e.g. part	ar at the end of the word, e.g. far

C Find three words or phrases in the story that describe the jaguar. Circle the one that you think is the most interesting.



Now choose the two words you think are the most interesting from the box below. Then use them in a sentence of your own about the jaguar.

big enormous scary terrifying
powerful strong nice magnificent



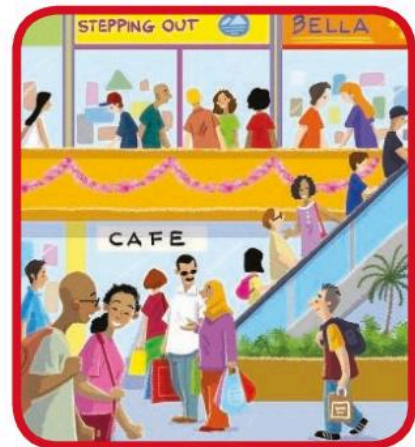
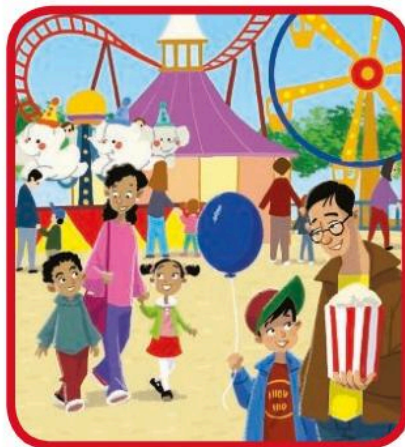
Words that describe something are called **adjectives**.

Get writing

Plan a story set somewhere you know well.

Part 1 Familiar setting

Choose one of these settings for your story.



Describe three things about your setting, such as the things or people you can see there.

Don't forget to use adjectives to describe the things or the people in your setting.



Part 2 Main character



Draw your character

Write notes about what your character is like. (Are they shy, kind, funny, silly, naughty, mean, sensible or something else?)

What does your character like to do? (Do they like to play sports, read, chat on the phone, draw, play computer games or something else?)

What is your character's name?

What is your character's heart's desire?

Part 3 Story plan

Use these questions to help you to plan your story.
Write your plan on separate paper.

Beginning

Where is your character? What is he or she doing?
Do they see something?

Middle

What happens next? Does your character get lost?
Do they meet someone? Do they get given
something? Do they feel frightened or excited?

End

How does your story finish?

When you have finished your plan, read it aloud to check it makes sense. Can it be improved?

Use your plan to tell your story to your partner.



2

Party time!



Talk time

What is your favourite celebration? Explain why.



Party To Do list

- Write invitations
- Make piñata
- Decorate house
- Buy party food
- Make pizzas
- Choose party games
- Practise my party trick

**Word
Cloud**

decorate
piñata

Invitation

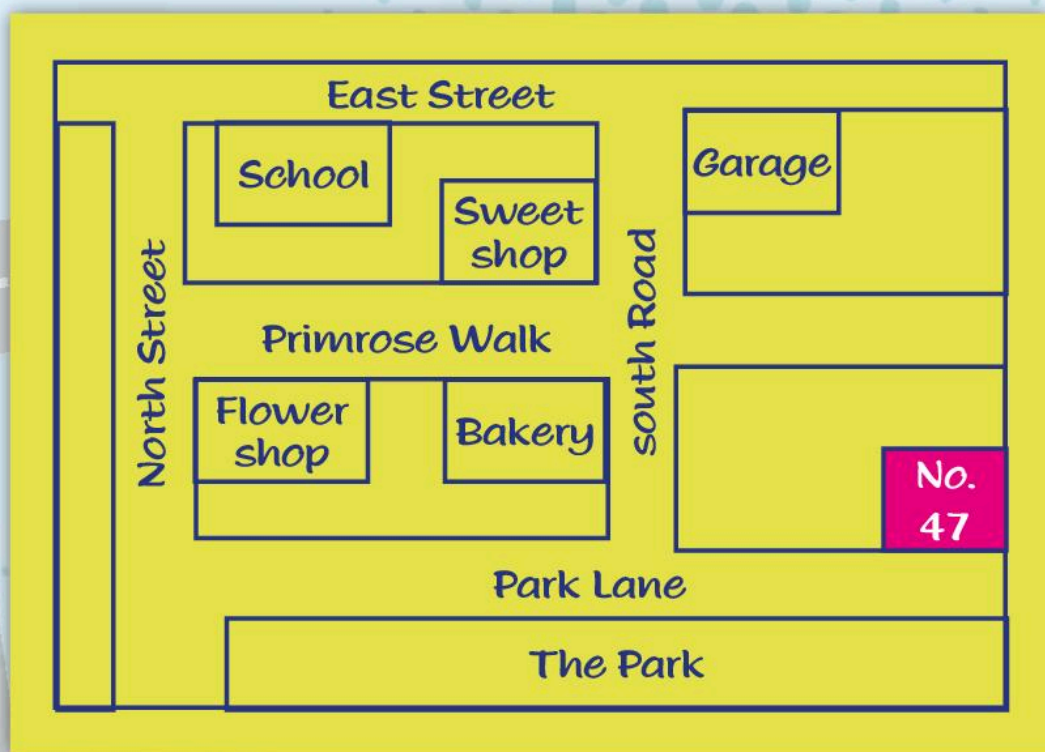
Please come to my party

When: 2pm, Saturday 1st February

Where: 47 Park Lane

Hope you can come!

May



How to get to my house

- 1 Come out of the school and turn right.
- 2 Take the first road on the right, which is called South Road. You will see a garage on the corner.
- 3 Cross over Primrose Walk and keep going straight. You will see a bakery.
- 4 At the end of the road you will come to Park Lane. Turn left.
- 5 Walk down the road for two minutes. You will see number 47 on your left. It's a yellow house.

How to get to my house

A Read and respond

Use the street map on page 26. Start at the school and follow these directions.

Turn left out of the school. Take the first turning on the left.

Carry on to the next corner. Cross over the road. Where are you?

B Read and respond

Your mother wants to buy some bread on the way to the party.

Write directions for getting from the school to the bakery.

C Read and respond

Choose a place on the map. Give your partner directions to get there from the school. Make your directions as clear as possible and use these time words: First, Next, Then.



Did your partner end up at the right place?

How to Make a Pizza

This recipe makes a pizza for four people.

You will need:

- One pizza base
- Tomato paste
- 400g of mozzarella cheese
- 2 fresh tomatoes
- Fresh olives
- 1 red pepper
- A handful of fresh basil leaves



What to do:

- 1 First, ask an adult to pre-heat the oven to 220°Celsius.
- 2 Spread the tomato paste over the pizza base.
- 3 Next, ask an adult to slice the cheese into thin slices. Place them on top of the tomato paste.
- 4 Now ask an adult to slice the tomatoes, olives and red pepper. Place them evenly across the pizza.

- 5 Tear up the fresh basil leaves and sprinkle them over the pizza.
- 6 Finally, ask an adult to place the pizza in the oven. Cook the pizza for 10 minutes, or until the cheese has melted and begun to turn brown.

Careful – the oven is hot. Ask an adult to help you.

- 7 Ask an adult to remove the pizza carefully from the oven, allow it to cool, then serve.

Eat the pizza
hot or cold.

Word Cloud

mozzarella
spread
sprinkle



How to Make a Pizza

A Read and respond

1 How many grams of mozzarella cheese are needed for the pizza?

2 How many people does this recipe feed?

B Read and respond

1 What do you put on the pizza after the tomato paste?

2 How should the pizza be taken out of the oven?

Words ending in
-ly often tell us
how something
is done.



C What do you think?

Why do you think the tomatoes, olives and red pepper need to be placed evenly on the pizza?

Word detective

Instruction words are 'bossy' verbs that tell us what to do.



A

- 1 Find three instruction words or 'bossy' verbs in **How to Make a Pizza**. Write them here.

- 2 Find these three features in **How to Make a Pizza**. Tick them when you have found them.

Numbered points What to do list Headings

- ### B
- Add the letters *-ly* to the words below and use the new words to fill the gaps in the sentences.

thin smooth

- 1 Slice the cheese _____ before putting it on the pizza.
- 2 Spread the tomato paste _____ over the pizza base.

Clear language makes instructions easy to understand.



Dancing Dragon Puppet

You will need:

A piece of A4 sized red card (you will need to cut this in half lengthwise)

A piece of A4 sized green shiny card

Pencil

Scissors

Glue

Sticky tape

Coloured pens and glitter for decoration

Two drinking straws (not bendy ones)



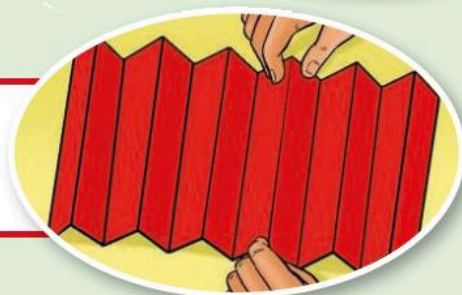
- 1 First, take your long piece of red card and make a small fold in one end.



- 2 Now turn the card over and fold it in the other direction.



- 3 Carry on until you have folded your card into a concertina shape.



4 Next, draw a dragon's head and tail on the green card. Decorate them with coloured pens and glitter.



5 Cut out the dragon's head and tail.



6 Then, glue them to either end of your red concertina.



7 Glue the straws to the back of the head and tail. Add some extra sticky tape to make sure they are secure.



8 Finally, take a straw in each hand and make your dragon dance for Chinese New Year.



Word Cloud

concertina
lengthwise
shiny

Dancing Dragon Puppet

A Read and respond

Cross out the things that you do not need to make a Dancing Dragon Puppet.

green shiny card glue pencil paint straws
black paper scissors sticky tape string

B Read and respond

1 Why do you need a pair of scissors?

2 When do you need to use the sticky tape?

3 What do you use the straws for?

C What do you think?

Why is the card in the middle of the dragon puppet folded into a concertina? What does this mean you can do with the dragon? Discuss your ideas with a partner.



Word detective



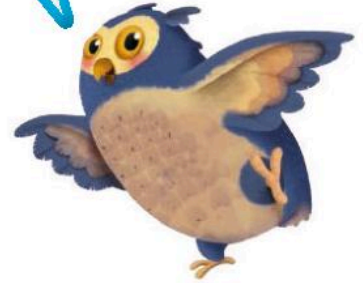
Time words help us follow the order of the steps.

- A** Find these time words in **Dancing Dragon Puppet**.
Tick them when you have found them.

First

Next

Finally



- B** Rewrite the following instructions in the correct order, adding time words, capital letters and full stops.

glue them to either end of your red concertina
cut out the dragon's head and tail
draw a dragon's head and tail on the green card

- 1 _____
- 2 _____
- 3 _____

- C** Find these words in **Dancing Dragon Puppet**. With a partner, talk about what you think they mean.

direction

decoration

secure

Get writing 

Part 1 My pizza

Write instructions for making a pizza.

Don't forget to add a heading and use numbered steps and time words.





Part 2 How to make a Chinese lantern

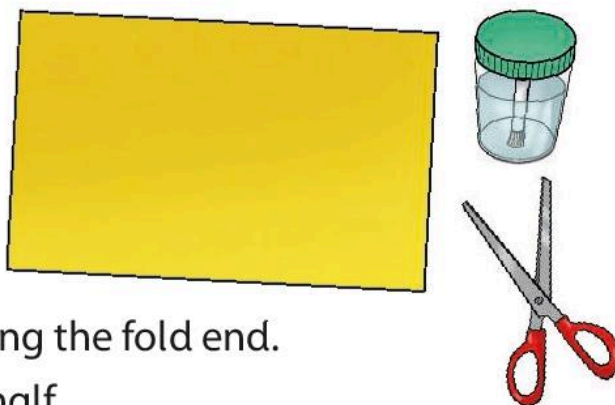
Rewrite the instructions listed below next to the correct picture. Add time words to help readers follow the order of the steps.

You will need

Coloured paper

Scissors

Glue



- ▶ Cut some lines along the fold end.
- ▶ Fold the paper in half.
- ▶ Stick the handle on the inside of the lantern.
- ▶ Cut a strip of paper to make a handle. Put glue on each end.
- ▶ Open out the paper. Glue the short sides together.

What to do

1 _____



2 _____



3 _____



4 _____



5 _____



When you have finished writing your instructions read them aloud to your partner. Have you included time words? Ask your partner if your instructions are clear. Could they be improved?

Make more lanterns and hang them up!



3

Everyday poems

On the Playground



Children bumping
 Children thumping
 Children jumping, jumping, jumping

Children creeping
 Children weeping,
 Children leaping, leaping, leaping



Children crashing
 Children bashing
 Children dashing, dashing, dashing



Children hopping
 Children flopping

(there goes the bell!)

Children... stopping.

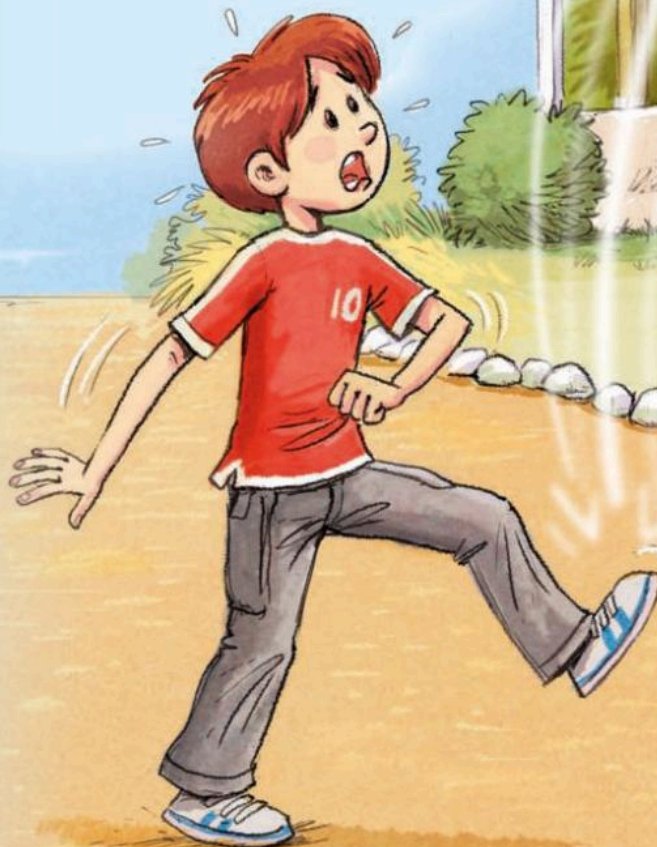
Wes Magee



My Football Counting Rhyme

I kicked my football
Once against the wall
Twice in the bathroom
Three times in the hall
Four times in the kitchen
Five times at the door
Six at my sister
Then seven more
Eight against the gate
Nine against the slide
Ten against the greenhouse
And then I had to hide!

Paul Cookson



**Word
Cloud**
greenhouse

A Read and respond

Re-read **My Football Counting Rhyme**. Tick the box to show whether the sentence is true or false.

	True	False
▶ He kicked the football six times in the kitchen.	<input type="checkbox"/>	<input type="checkbox"/>
▶ The football smashed the greenhouse glass.	<input type="checkbox"/>	<input type="checkbox"/>
▶ He had to hide the football.	<input type="checkbox"/>	<input type="checkbox"/>

B Read and respond

With a partner, read **On the Playground** and **My Football Counting Rhyme** aloud. Then take it in turns to read out your favourite line and say which poem you like best and why.

C What do you think?

With a partner, read the two poems again, this time clapping along with the beat or rhythm of the words as you read. Which do you think has the strongest rhythm?



Word detective



A compound word is made up of two smaller words joined together.



- A** Find the following compound words in **My Football Counting Rhyme**. Then split the words into the two words that make them.

football _____

bathroom _____

greenhouse _____

- B** Long vowel sounds can be spelled out by different letter groups. Underline the different ways the long vowel sound is spelt in each pair of rhyming words below. Then draw a line between the two words. The first one has been done for you.

<u>creeping</u>	toys
wait	bite
sight	<u>leaping</u>
coat	wrote
boot	gate
noise	fruit

- C** Find words in **My Football Counting Rhyme** that rhyme. With your partner, talk about the rhyming pattern.

My Mum's Sari

I love my mother's sari on the washing line
Flapping like a giant flag, which I pretend is mine.

I love its silky softness when it's folded to a square
Which I can roll into a ball and pretend it isn't there.

I love to hold its free bit that swings over Mum's back
And wrap it round my shoulders, like a potato in a sack.

I love the pleats that fall in shape and spread out like a fan
Where my kid brother crouches and says 'catch me if you can'.

I love to wash my dirty hands at the kitchen sink
And wipe them on Mum's sari before she can even blink.

But when she takes her *anchal** and ties it round her waist
I know it's time for battle and a quick escape is best!

Bashabi Fraser

**anchal* is the lower edge of a sari

Word Cloud

crouches pleats
flapping sack

My Mum's Sari

A Read and respond

Write down one thing that the child loves to do with her mum's sari.



B Read and respond

What does 'quick escape' mean in the last line of the poem?

C What do you think?

Find an example of two words in **My Mum's Sari** that are close together and start with the same sound. Write the two words on the lines below. Then discuss with a partner why the poet chose to put these words together.

Poets sometimes put words that start with the same letter or sound close together. This draws attention to the words and the sounds they make.



Goodbye Granny

Goodbye Granny
It's nearly time to fly
goodbye Granny
I am going in the sky.
I have my suitcase
and things.
You have packed
me everything
except the sunshine.
All our good times
are stored
up inside
more than enough
for any plane ride.
Goodbye Granny
things will be all right
goodbye Granny
I won't forget to write.
Goodbye Granny
bye! bye!
bye! bye!

Pauline Stewart



Goodbye Granny

A Read and respond

Find words that start with the same sound that sit next to each other in the poem.

B Read and respond

Does the boy live close to Granny? How do you know?

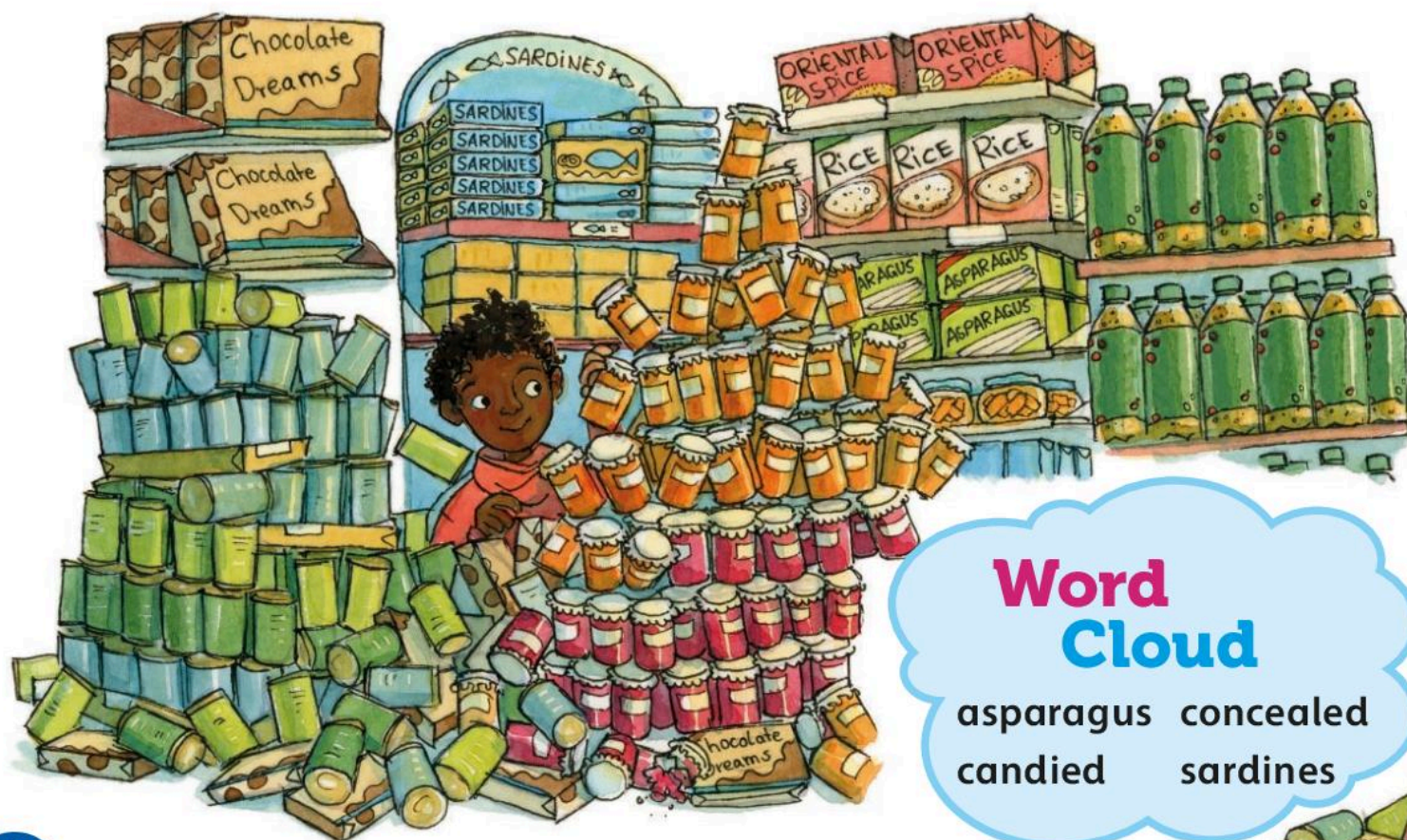
C What do you think?

Where do you think the good times are stored?



Supermarket

I'm
lost
among a
maze of cans
behind a pyramid
of jams, quite near
asparagus and rice,
close to the Oriental spice,
and just before sardines.
I hear my mother calling, "Joe.
Where are you, Joe? Where did you go?"
And I reply in a voice concealed among
the candied orange peel, and packs of Chocolate Dreams.



Word Cloud

asparagus concealed
candied sardines

Supermarket

A Read and respond

With a partner, read the poem aloud, taking it in turns to take on the roles of Joe and his mother. Each time Joe's mother repeats his name, make your voice louder.

Look for the speech marks " " before and after the words that are spoken.



B Read and respond

With your partner, work out what happens to the jam, the cans and the Chocolate Dreams at the end of the poem.

C Read and respond

Find the following types of poems in this unit and write their names. (You can use the same poem more than once.)

Can you find...?

Name of poem

A poem that rhymes

A poem with a strong rhythm

A poem that paints pictures in your mind

A funny poem

Get writing

Using the three-line pattern that is used in **On the Playground**, write a two verse poem about being back in the classroom after playtime. You can use some of the rhyming words below to help you.

snoring**talking****playing****throwing****drawing****walking****saying****sowing****storing****squawking****laying****blowing**

When you have finished your poem, read it aloud to yourself.
Change any lines that don't sound right.

4

World stories



Talk time

What is your favourite story?
Is there someone in your family who tells you stories?

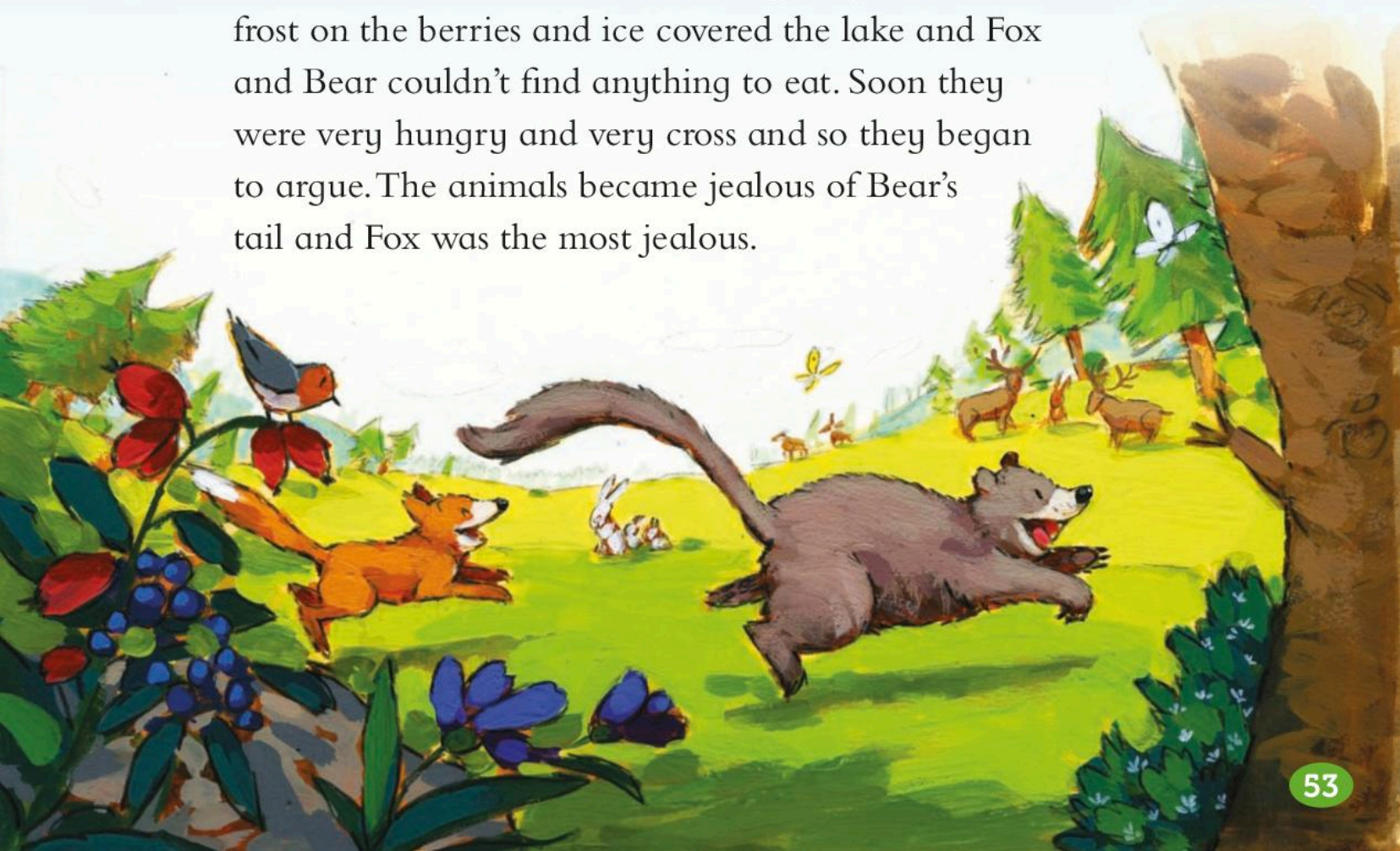


How Bear Lost His Tail

A tale from North America retold by Sarah Snashall

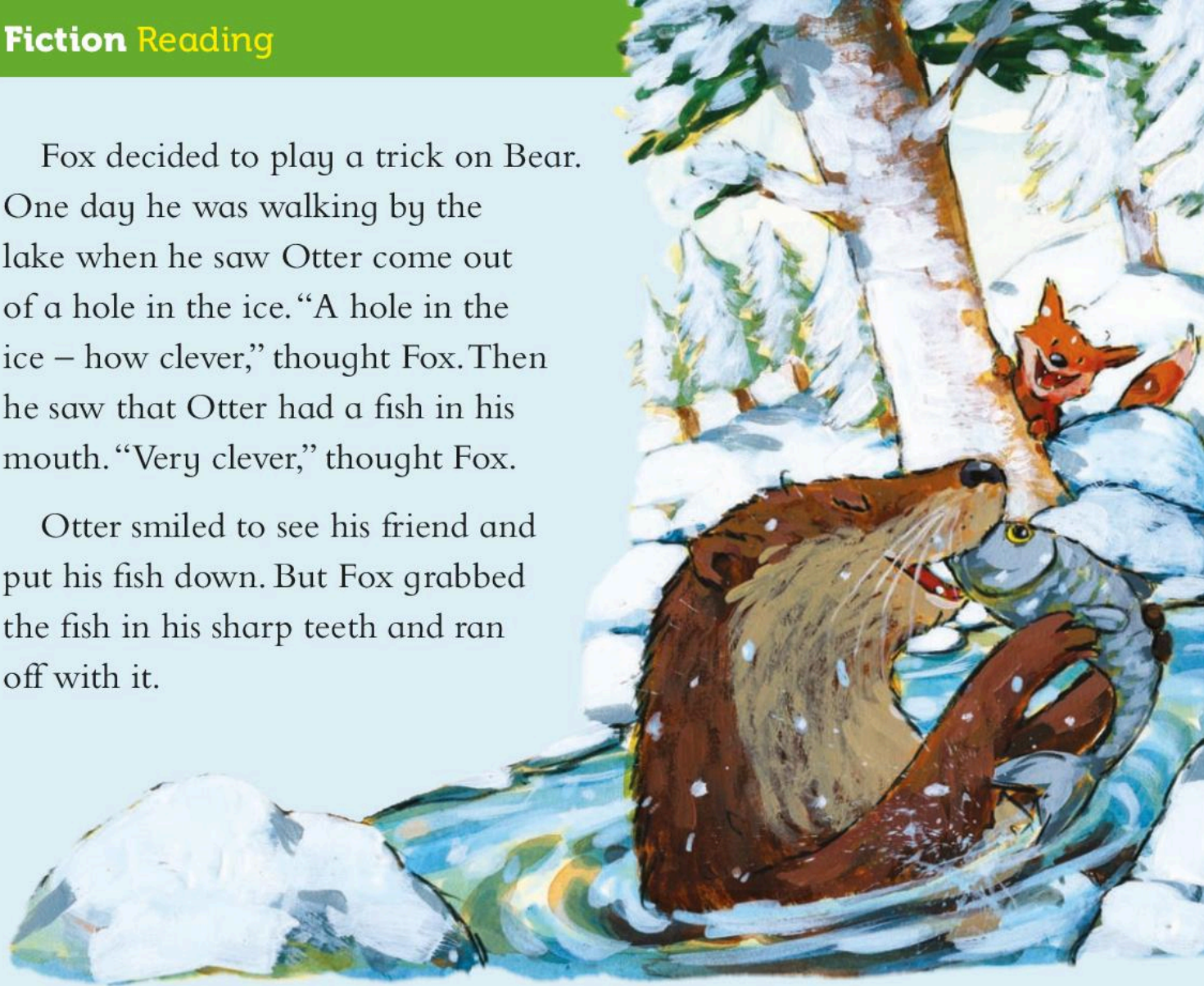
In the first days, when the world was new, Fox and Bear were the best of friends. Bear had the longest, fluffiest tail you could imagine. He would swish it this way and that and all the animals loved Bear and his tail. The animals spent their days playing together. The forest was warm and there was lots of food to eat.

But then the first winter came and with it came the first trouble. Snow covered everything. There was frost on the berries and ice covered the lake and Fox and Bear couldn't find anything to eat. Soon they were very hungry and very cross and so they began to argue. The animals became jealous of Bear's tail and Fox was the most jealous.



Fox decided to play a trick on Bear. One day he was walking by the lake when he saw Otter come out of a hole in the ice. “A hole in the ice – how clever,” thought Fox. Then he saw that Otter had a fish in his mouth. “Very clever,” thought Fox.

Otter smiled to see his friend and put his fish down. But Fox grabbed the fish in his sharp teeth and ran off with it.



Never had a fish tasted so good. He had nearly finished it when who should come along but Bear.

“Hello, Bear,” said Fox. “You’ve just missed lunch.”

“How did you catch a fish?”

“It was easy. I’ll show you,” said Fox, with his nicest smile. “I made a hole in the ice and put my tail in. The fish nibbled on my tail and I pulled out my tail, fish and all. Your tail is so long you’ll catch even more fish than I did.”

Fox made a hole in the ice and helped Bear to put his tail into the freezing water.

“Now stay there and don’t move a hair. I’ll hide behind this tree and tell you when your tail is covered in fish and then we’ll have a feast!” said Fox. But he didn’t hide behind the tree – he went back home and laughed and laughed.

Bear sat as still as he could, dreaming of the fish he was going to catch. Soon his tail started to tingle but he waited for Fox to call him. His tail tingled more and Bear imagined it covered in juicy fish. At last Bear could stand it no longer and leapt up. But, oh, his tail had frozen in the water and snapped off completely. Bear looked at his tail with horror.

“Fox!” he cried. He looked behind the tree. When he saw that Fox was not there he knew that it had been a trick. He roared with anger and ran off to find Fox. But he was nowhere to be seen.

Since that day, Bear has trusted no one. He keeps to himself, grumpy and sad.



Word Cloud

argue	nibbled
fluffiest	swish
horror	tingle
jealous	

How Bear Lost His Tail

A Read and respond

1 When is the story set?

Now Long ago Not long ago

2 Which animal did Fox see with a fish in its mouth?

B Read and respond

Draw a line from each character to the word that best describes their personality.

kind

trusting

mean

silly

Fox



Bear



C Read and respond

Use the story map to tell your version of the story to a friend. Include some words spoken by the different characters, using different voices for each character.



3
Fox grabbed the fish and ran off with it.

4
Fox lied to Bear about how he caught the fish.

5
Bear put his tail in the icy water.



7
Bear was angry and went off to find Fox.

Word detective

A Read the following words from **How Bear Lost His Tail** and then circle those that have the long /ou/ vowel sound.

you would thought out
trouble mouth jealous

The letter group 'ou' can be pronounced in different ways. Say the words aloud to hear the different sounds.



B The long /ou/ vowel sound can also be spelled with the letter group 'ow'. Find the words in the story that have the 'ow' letter group and then circle those with the long /ou/ vowel sound.

C Think of two other words that have the long /ou/ vowel sound and then use them in two sentences of your own.

Word detective

Most stories are written in the **past tense**.
Verbs in the past tense often end in *-ed*. When a verb ends in *e*, we drop the *e* before adding *-ed*.



A Find the right verbs from the story to complete these sentences.

- 1 Snow _____ everything.
- 2 Fox _____ to play a trick on Bear.

B Rewrite the following sentences, changing the verbs into the past tense.

- 1 The animals play together in the forest.

- 2 Fox walks by the lake.

C Choose one of the following verbs and then use it in the past tense in a sentence of your own.

taste roar laugh nibble

The Golden Slipper

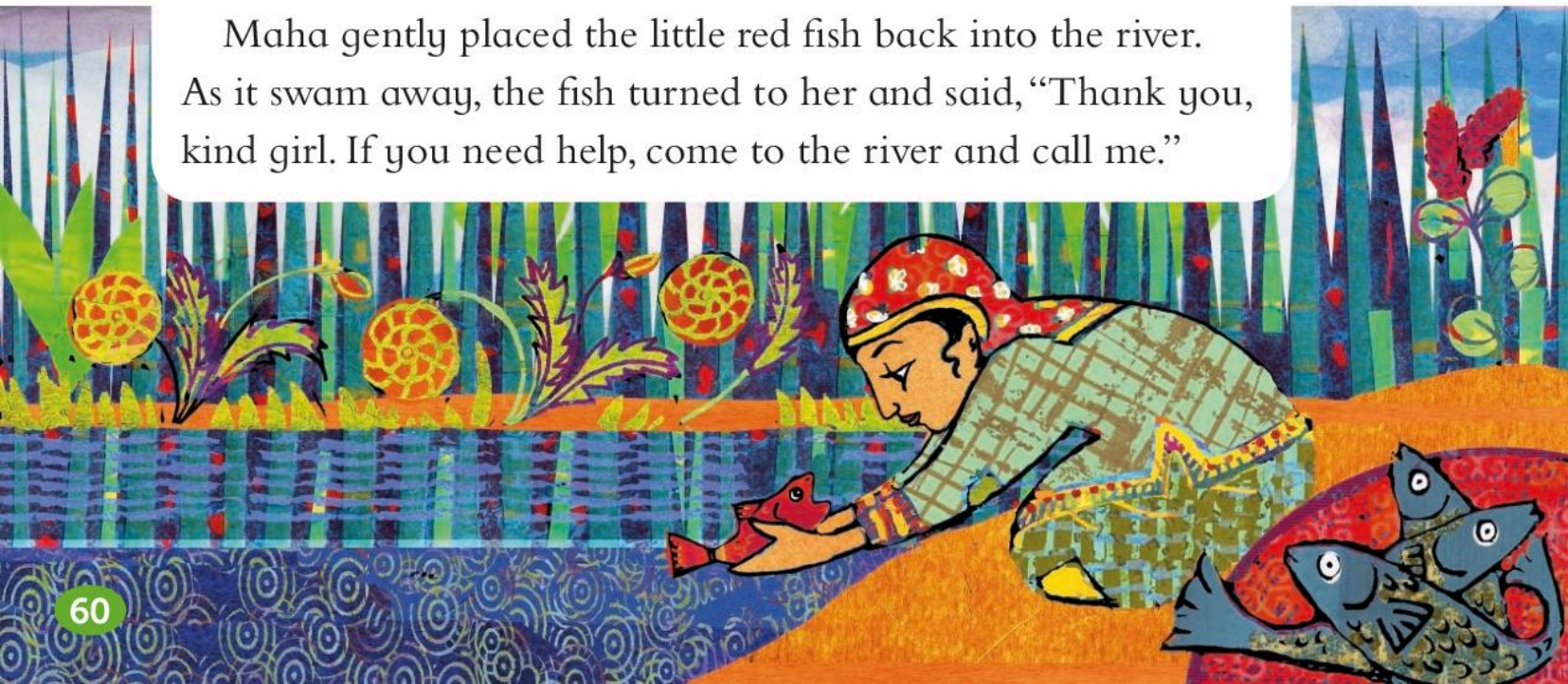
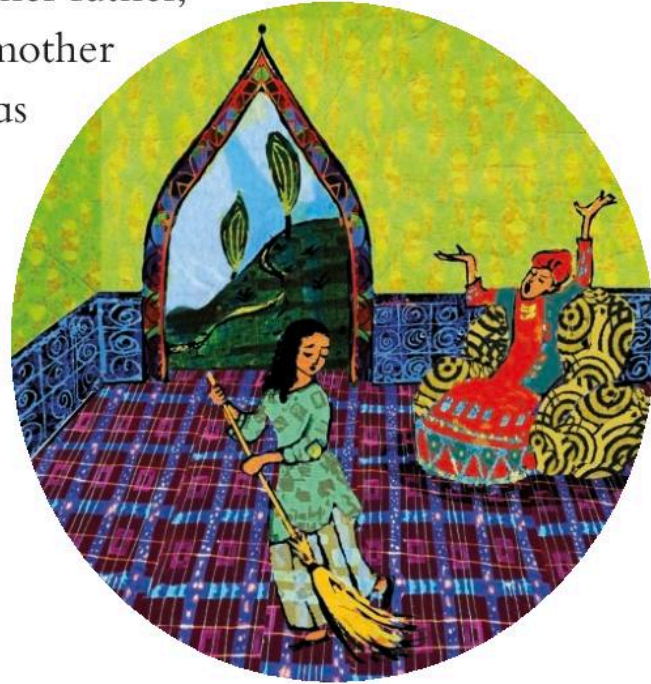
A tale from Iraq retold by Sarah Snashall

Once upon a time in Iraq lived a girl called Maha. When she was young, her mother died and her father, a kind fisherman, took a new wife – a stepmother for Maha. Her name was Hutun and she was jealous of Maha. From sunrise to sunset, Hutun made Maha wash, sweep, cook and mend whilst she and her daughter slept, ate and shouted.

One day, Maha was carrying a basket of fish home when she heard a frightened cry coming from the basket. “Please throw me back into the river. Let me live!” said the voice.

Maha gasped and carefully put down the basket. There amongst the fat grey fish was a little red fish, gasping for breath.

Maha gently placed the little red fish back into the river. As it swam away, the fish turned to her and said, “Thank you, kind girl. If you need help, come to the river and call me.”



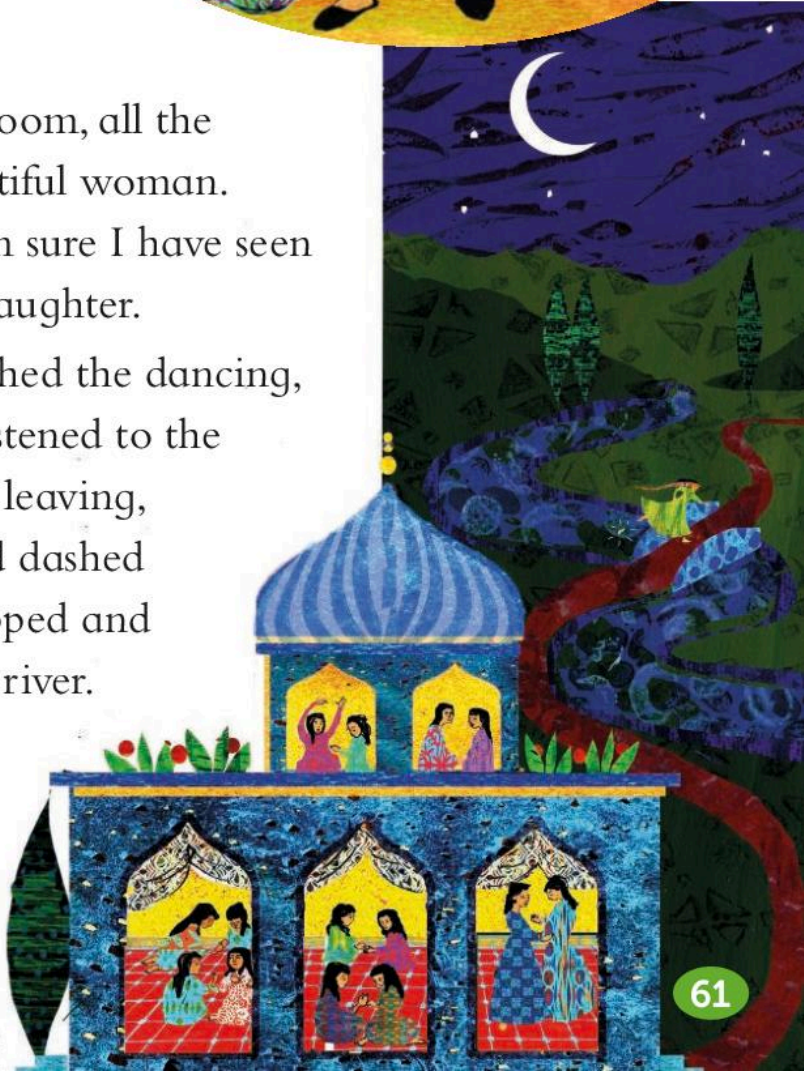
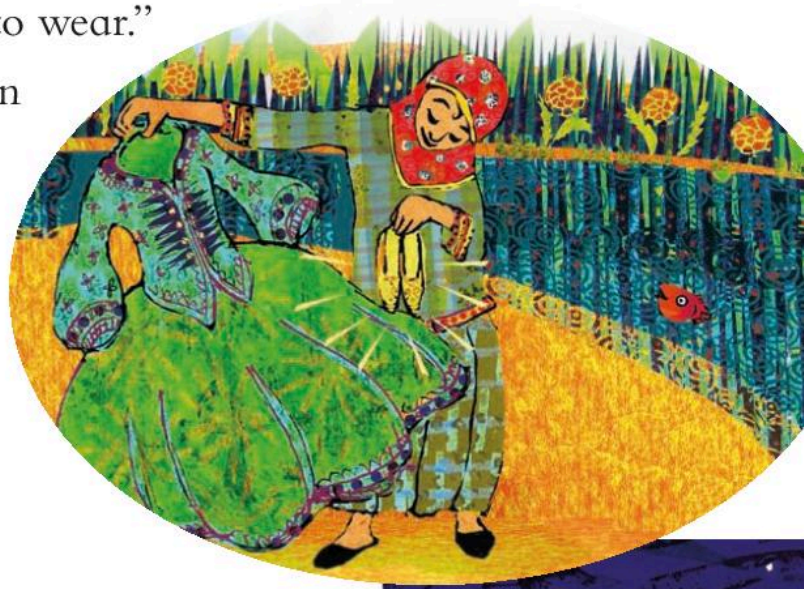
Weeks passed by. Maha often crept to the riverbank and told the little red fish her sorrows. The little red fish's wisdom and friendship gave her strength. One day she said, "Oh little red fish, all the ladies in the town have gone to the merchant's daughter's henna party. I so want to go but I am not beautiful enough and I have nothing to wear."

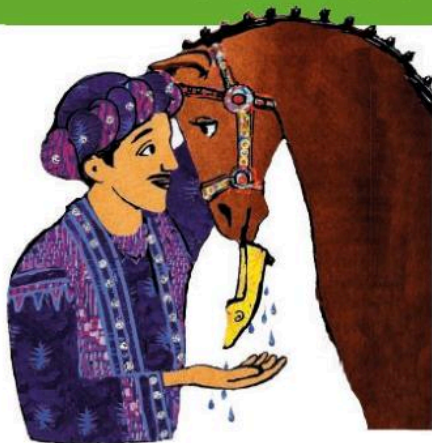
At once the little red fish dived down and returned with a bag which it threw onto the riverbank. "Your beauty is your kind heart. Here are clothes to match it."

In the bag, Maha found a green dress of the smoothest silk and a pair of golden slippers. She washed and changed and ran to the party.

As Maha entered the henna party room, all the women turned to stare at such a beautiful woman. No one knew who she really was. "I'm sure I have seen her before," Hutun whispered to her daughter.

Maha, feeling happy for once, watched the dancing, ate delicious dates and baklava and listened to the chatter. When she saw her stepmother leaving, Maha quickly thanked the hostess and dashed to get home first. In her hurry, she tripped and one of her golden slippers fell into the river. She got home just in time to change her clothes.





All night, the lost slipper bobbed along the river, then stopped near the royal palace. At daybreak the prince's horse nibbled at it as he took a drink. When the prince took the delicate, tiny slipper in his hands, the beauty of it filled his heart. He rushed home and begged his mother to help him find its owner.

From the richest mansion to the shabbiest shack, the queen searched throughout the town for the owner of the golden slipper. Finally she arrived at Maha's house. Hutun forced Maha to hide behind the kitchen door as she tried to squeeze her daughter's foot into the tiny golden slipper. Suddenly, the queen spied Maha hiding and asked her to try on the slipper. It fitted perfectly and Maha showed everyone the other golden slipper.



“Will you be my son's bride?” the queen asked Maha.

The prince loved Maha from the moment he met her and soon they were married and lived happily ever after.

Word Cloud

baklava shabbiest
henna silk
hostess wisdom
mansion

The Golden Slipper

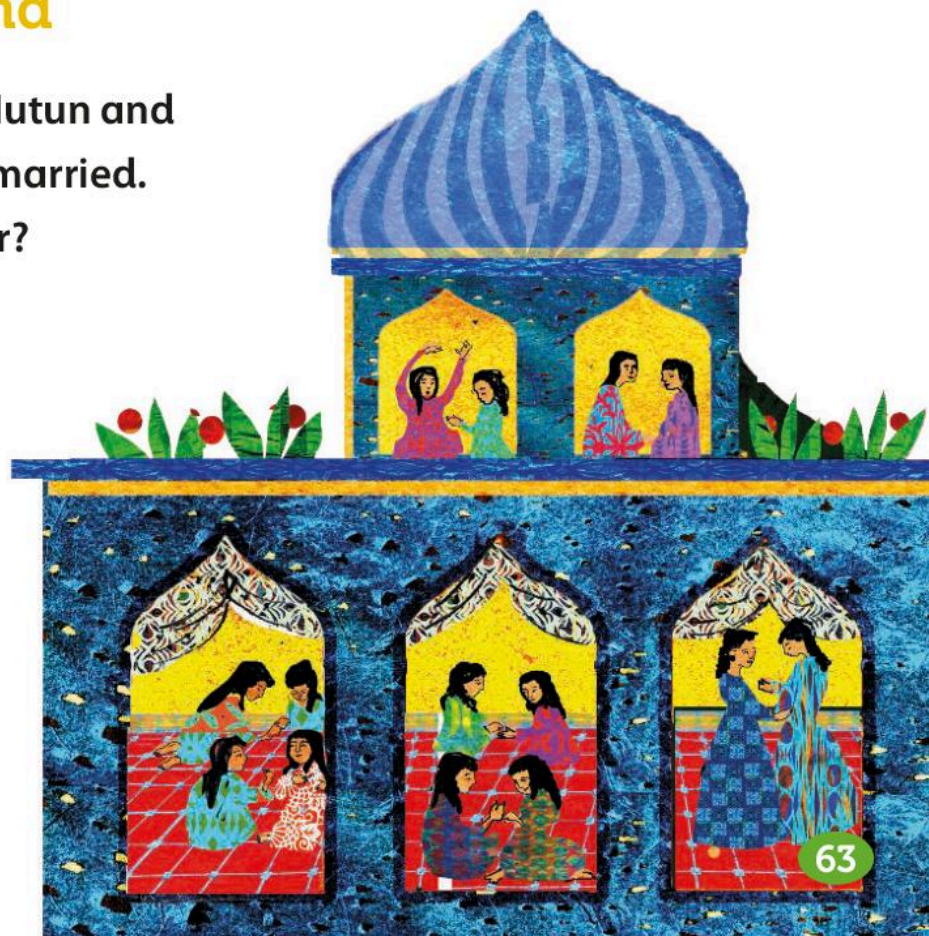
A Read and respond

Find four phrases that tell you this story is set in a different time and place from your own.

B Read and respond

With a partner, pretend to be Hutun and her daughter after Maha gets married. What do they say to each other?

Do you think Hutun and her daughter are happy for Maha?



What do you think?

Answer these questions. Write your answers in clear sentences, remembering to use capital letters and full stops.

1 Why was the stepmother mean to Maha?

2 Why did the red fish want to help Maha?

3 Why do you think Hutun told Maha to hide when the queen arrived?



Word detective

- A** Find these compound words in the **The Golden Slipper**.
Split each word into the two smaller words that make it.

daybreak _____

riverbank _____

- B** Find four time words or phrases
in **The Golden Slipper**.

In stories, time words tell readers
when something happened and
help the story to move along.



- C** Replace the word 'and' in these sentences with a
connective from the box.

because **so**

- Maha was kind to the fish **[and]** _____ the fish helped her.
- The queen went to Maha's house **[and]** _____ she wanted to find the owner of the slipper.

Word detective

Find at least three of each of these types of words and phrases in **How Bear Lost His Tail** and **The Golden Slipper**.

Time words and phrases

Interesting words for 'said'

Interesting words for movement

Get writing

Write the next part to the story **How Bear Lost His Tail** in which kind Otter teaches Bear to catch fish.

Part 1

Look at this snowy scene. Imagine you are there. Use the words to help you write a description of the scene.

How would you start your story? Try to choose interesting words and phrases.



Part 2

What are Otter and Bear like? Write some words and phrases to describe them in the boxes. Use the pictures and story to help you.



Three horizontal lines for writing descriptions of the otter.



Three horizontal lines for writing descriptions of the bear.

Part 3

Plan each stage of your story. Write the words and phrases you are going to use next to each picture on page 69. Try to use interesting words and include some words that one of the characters might say. Use a separate piece of paper if you want to write more.

Before you start writing, discuss your ideas with your partner. Can your story be improved?



Title of story: _____







5

How things work



Talk time

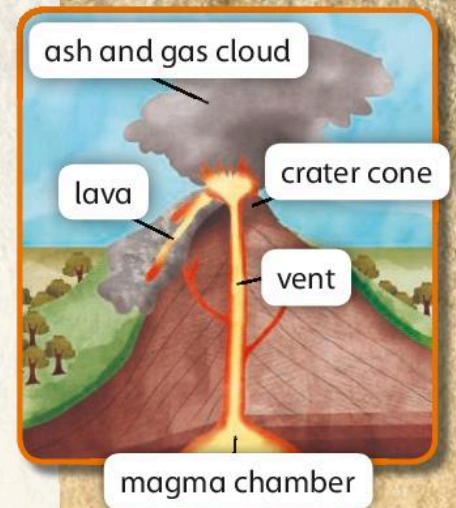
What was the last explanation you gave?



Exploring Volcanoes

A volcano is a mountain with an opening at the top where hot air, ash, gases and lava come up from deep within the earth.

When a volcano is erupting, it is called an active volcano. Up to 70 volcanoes around the world erupt each year. It is dangerous to be near an active volcano, yet there are people who live very close to them.



World's most dangerous volcanoes

Name	Country	Interesting fact
Vesuvius	Italy	Erupted in 79 CE. Ash covered nearby towns, including Pompeii.
Merapi	Indonesia	Smoke comes out of this volcano at least 300 days a year.
Sakurajima	Japan	Many tourists go to see the lava flows on this mountain.
Galeras	Columbia	Nine people were killed at the top of this volcano when it erupted suddenly in 1993.



About 3 million people live near Mount Vesuvius in Naples, Italy.

Inside an active volcano, the air is hot and full of toxic gases. It is not safe for people to go in or near one. So how can people study and explore volcanoes if they can't go inside them?

Dante II

Dante II is a robot which is used to explore the inside of a volcano. People safely remain outside while they direct the robot where to go and what to do inside the volcano.

Dante II moves around and records information. This information is sent back to the control room. Inside the control room a computer uses the information to work out how hot the gases are inside the volcano. This information can help people to work out how soon the volcano may erupt. Dante II can also collect rock samples.



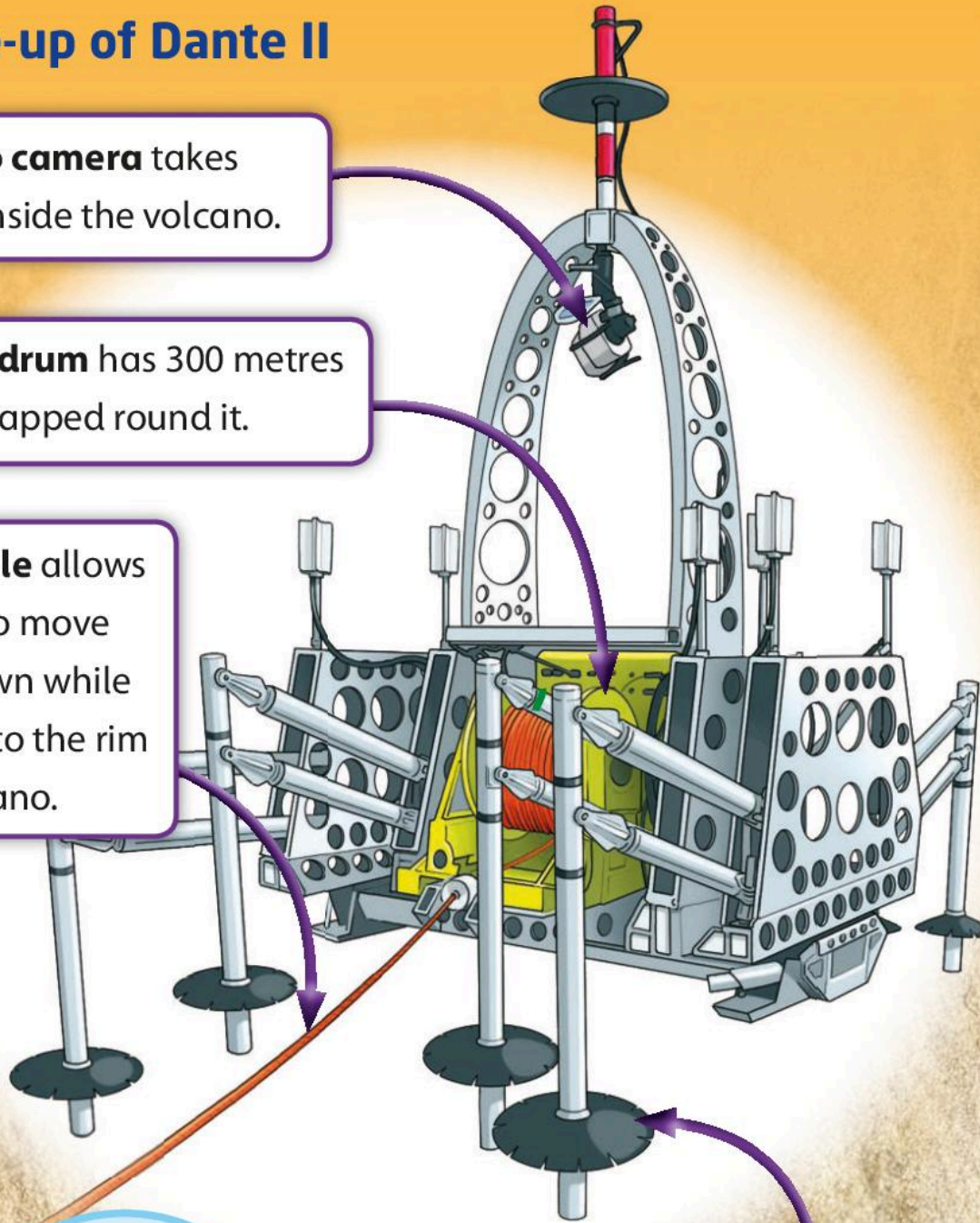
Scientists prepare Dante II to explore Mount Spurr in Alaska.

A close-up of Dante II

The **video camera** takes pictures inside the volcano.

The **winch drum** has 300 metres of cable wrapped round it.

A **long cable** allows the robot to move up and down while being tied to the rim of the volcano.



It has **eight legs** which have been built for walking and climbing over rocky ground.

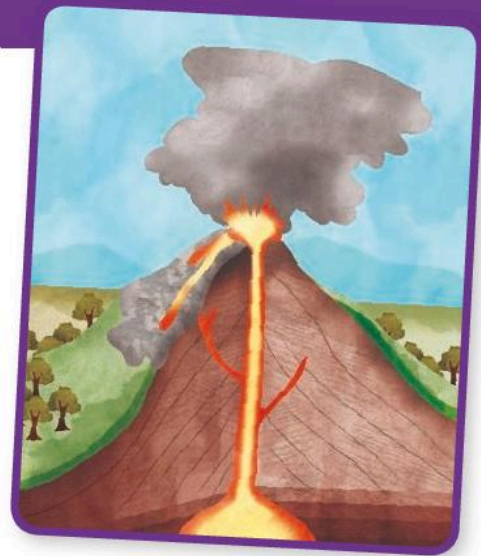
Word Cloud

CE
control room
erupt
lava
rock samples
toxic
winch drum

Exploring Volcanoes

A Read and respond

Answer these questions.



1 What is a volcano?

2 Why do scientists use a robot to explore inside a volcano?

3 What happens in the control room?

4 What makes Dante II good for exploring volcanoes?
Give one example.

B Read and respond

Draw a line from the information to the section you find it in.

Information

General information about volcanoes

Dangerous volcanoes around the world

The parts of Dante II

Information about the people who live near Mount Vesuvius

Section

Chart (page 71)

A close-up of Dante II diagram (page 73)

Introduction (page 71)

Caption to photo (page 71)

C Read and respond

Re-read the section of text on Dante II on page 72. Write notes on the information in this section, including some key words and phrases from the text.

Word detective

Remember, a **connective** is a word that joins two parts of a sentence together.

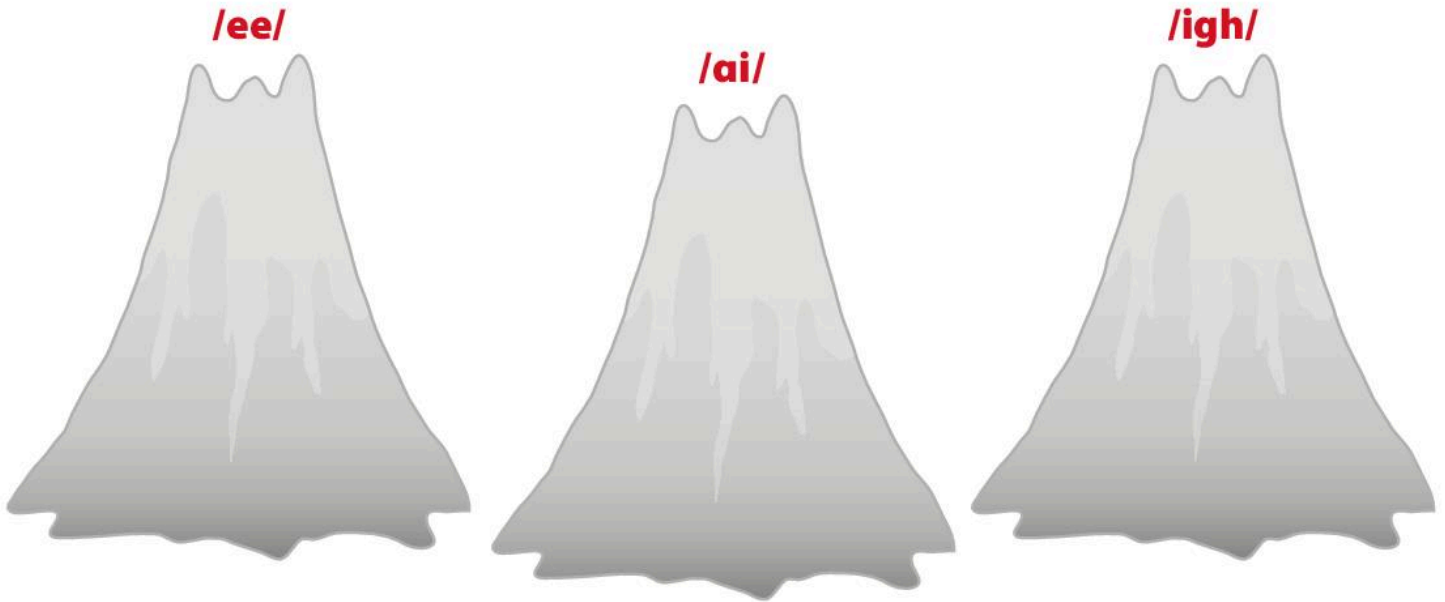


A Choose the best connective to replace 'and' in each sentence.

so because but when

- 1 Active volcanoes are dangerous **[and]** _____ some people live close to them.
- 2 It is not safe to go inside an active volcano **[and]** _____ the air is full of toxic gases.
- 3 Dante II has eight legs **[and]** _____ it can climb and walk over rocky ground.
- 4 The robot records information **[and]** _____ it is inside the volcano.

- B** Find two words from the text on pages 71–73 for each of these long vowel sounds and write the words in the correct volcano.



- C** Explanation text is often written in the present tense. Rewrite the following sentences changing the verb into the present tense.

1 Dante II explored the volcano.

2 The robot collected rock samples.

3 The scientists remained in the control room.

How to Create a 3D World

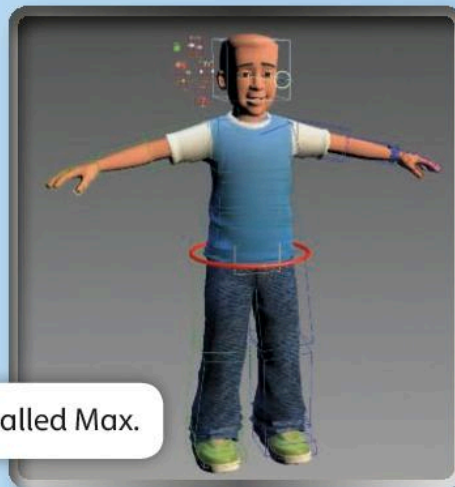
Jon Stuart lives and works in Brighton, in England. Jon creates amazing illustrations for the series *Project X*, but he doesn't use paints and paper. He uses the latest computer technology to create a virtual world that you feel you could almost walk into.



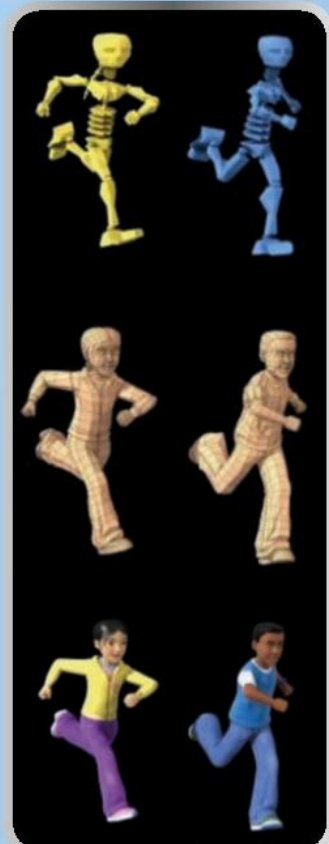
1 First, Jon uses the computer to create a skeleton for one of the characters. The skeleton is then covered in skin and clothes. When Jon moves the skeleton, the skin and clothes move with it.



Because the character has a skeleton, it can move like a real person. Jon moves the skeleton into a pose to show the character sitting, pointing, looking startled, and so on. He can spin the character round to look at it from every angle and then choose the angle that suits the story.



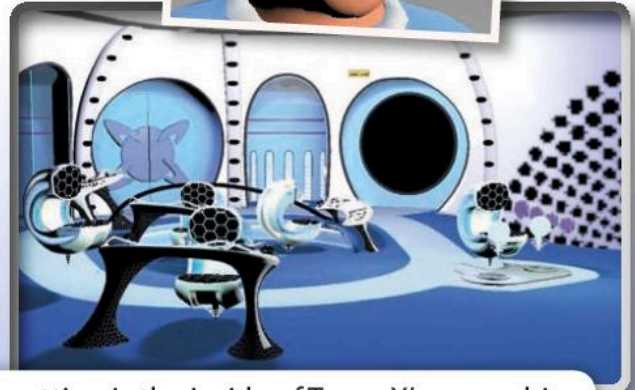
This character is called Max.



2 Jon zooms in on the face and creates Max's expression. He can move the jaw and eyebrows to create the look he wants – for example, cheeky, upset, happy or confused.

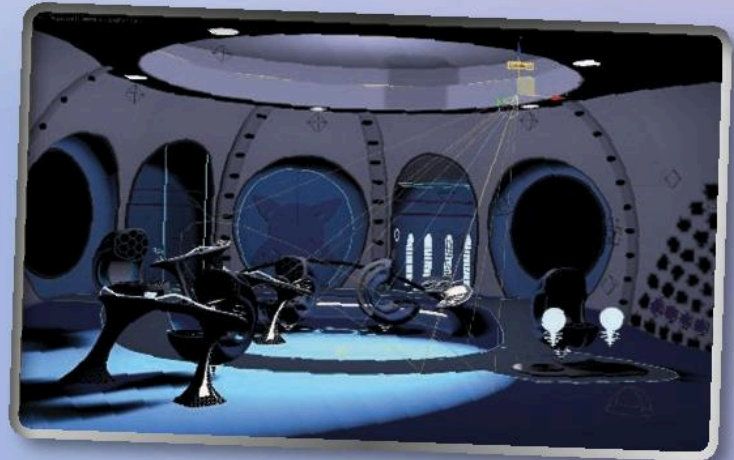


3 It's time to put the character into a setting. Jon has created each of the settings in the book. Each scene has been created like a virtual film set on the computer. Jon can move around the set and choose which angle he would like to see it from.



This setting is the inside of Team X's spaceship.

Like a movie set, each setting has different lights that can be turned up or down and angled. The lights can throw shadows and add atmosphere to the scene.



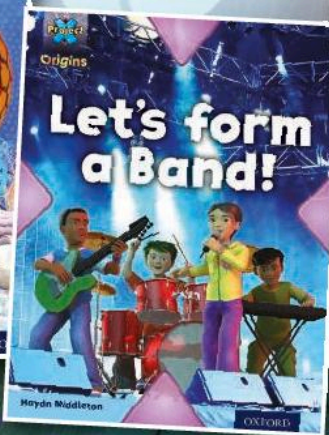
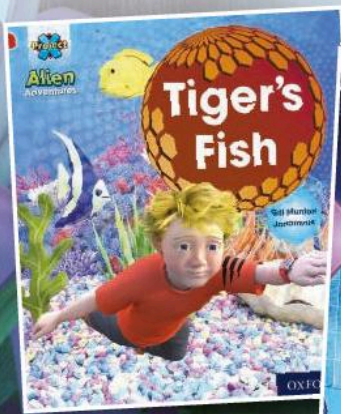
4 Jon places the characters, gadgets and robots in the setting and the scene is set. For a final touch, Jon moves the eyes of the characters to show where they are looking.



5 When Jon is happy with what he sees on the computer he asks the computer to select that scene and turn it into an illustration that will go into a school reading book. The books are in a series called *Project X*.



Max in a scene from the *Alien Adventures* books.



Max, Cat, Ant and Tiger in *Alien Adventures*.

Word Cloud

angle	scene
atmosphere	startled
expression	virtual world

How to Create a 3D World

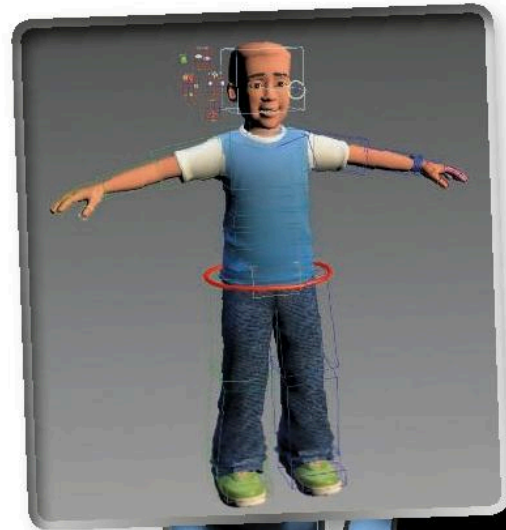
A Read and respond

Number these actions to show the order in which Jon does them.

Jon creates the character's expression.

Jon puts skin and clothes on the skeleton.

Jon creates the skeleton for the character.



B Read and respond

Find one phrase that makes the explanation sound interesting for the reader.

C What do you think?

Re-read sections 1, 2 and 3 on pages 78–79. Write notes below to explain what each paragraph is about. The first one has been done for you.

1 Creating a skeleton

2

3

Word detective

A Tick each of these features of explanation texts when you find it in **How to Create a 3D World**.

Present tense Illustration

Time words Technical words

B Explanations often use technical words. Find these technical words in **How to Create a 3D World**.

With a partner, look up the words in a dictionary and talk about what they mean.

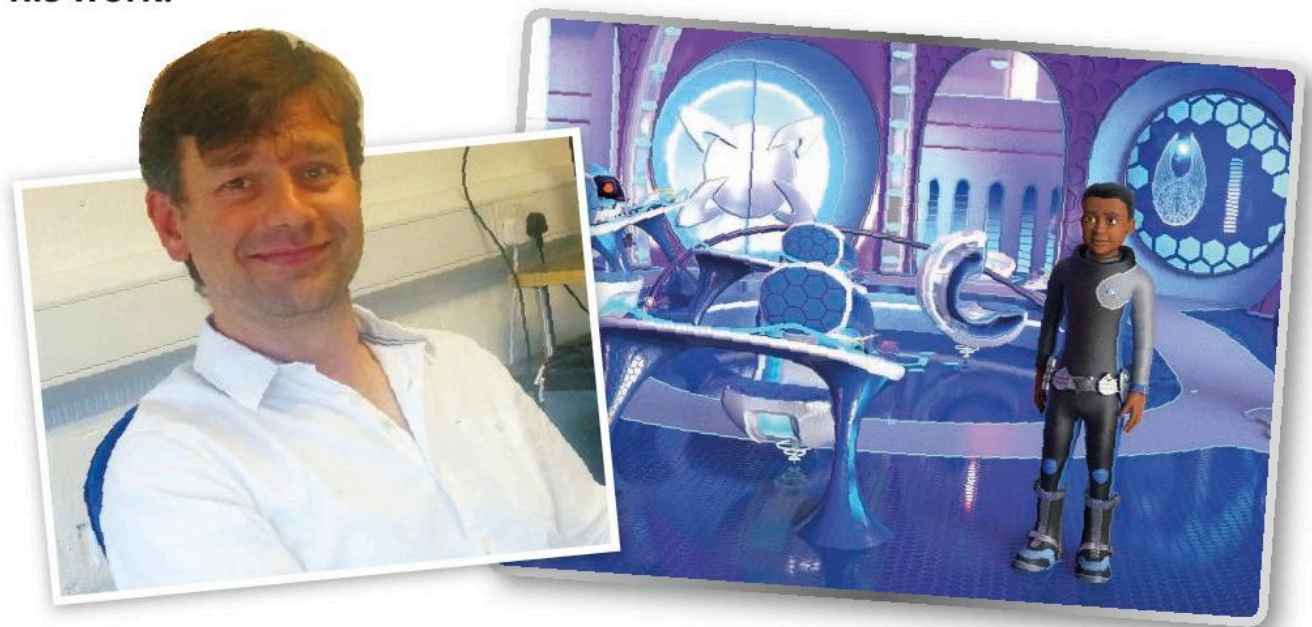


To find a word in a dictionary, look at the first letter of the word. A dictionary lists words in alphabetical order.





Imagine you are going to interview Jon Stuart about his work.



What questions would you like to ask him?

What _____

When _____

How _____

Where _____

Who _____

Remember to use a question mark after each question.



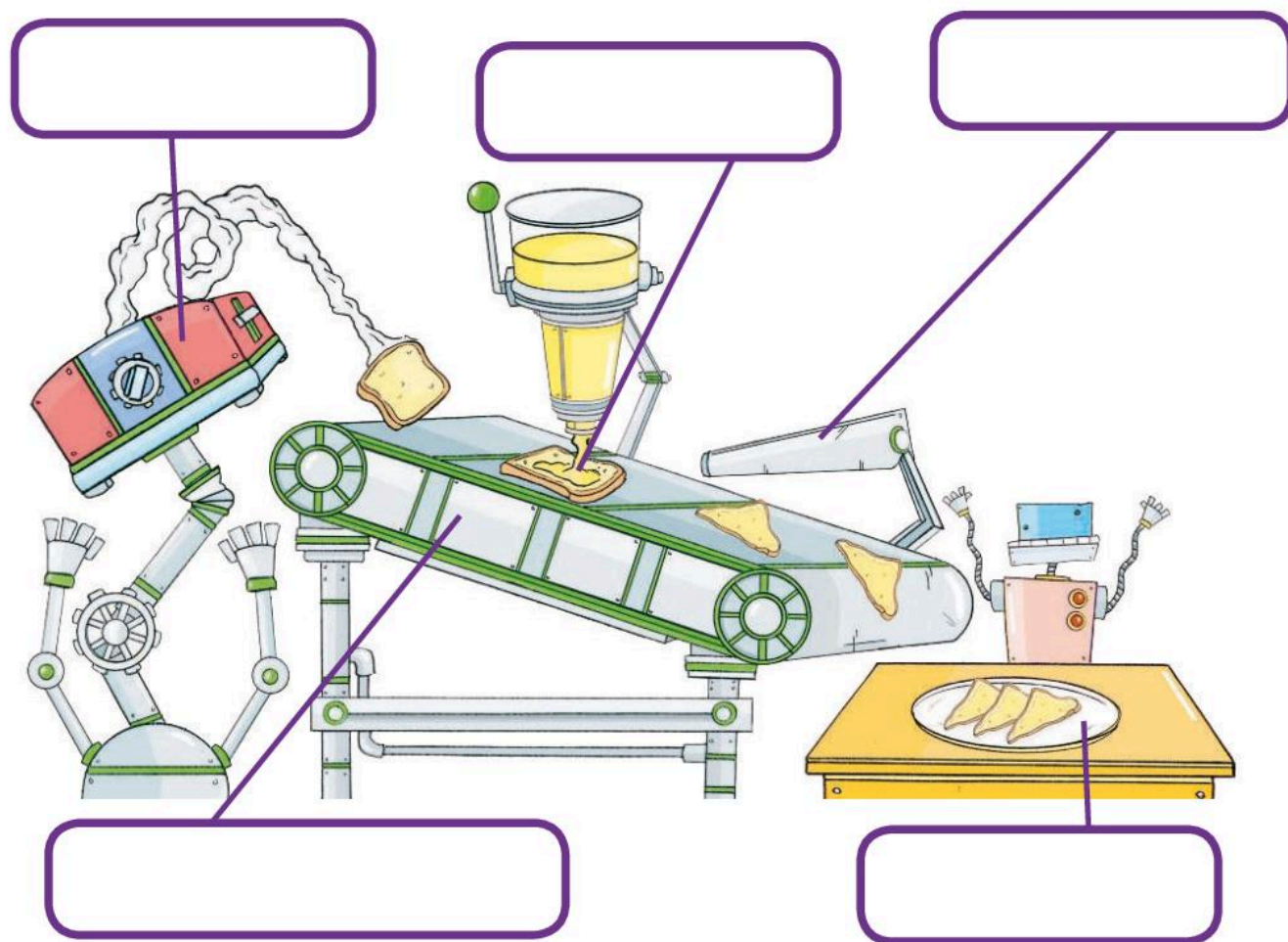
Get writing

How a toast-making machine works

Part 1

Look again at the labels on the diagram of a volcano on page 71. Then use the following words to label this diagram of a toast-making machine.

chopper toaster butter plate conveyor belt



Part 2

How does the machine work? Write your explanation here.

First, the bread is toasted and pops out _____

Next, _____

Then, _____

Finally, _____

When you have finished writing, read your explanation to your partner. Does it make sense? Have you used present tense verbs and some technical words?



6

Caribbean trip

I'd Like to Squeeze

I'd like to squeeze this round world
 into a new shape
 I'd like to squeeze this round world
 like a tube of toothpaste
 I'd like to squeeze this round world
 fair and square
 I'd like to squeeze it and squeeze it
 till everybody had an equal share

John Agard



**Word
 Cloud**

equal share

The background of the page is a vibrant, light blue sky with soft, white clouds. Several flying fish are depicted in various colors: orange, purple, green, and blue. They are shown in mid-flight, with their wings spread wide, creating a sense of movement and grace. The fish are scattered across the page, some near the top and some near the bottom. The overall atmosphere is bright and cheerful.

Flying Fish

Flying fish
flying fish
what is your wish?

In water
you swim
yet like to skim
through wind

Flying fish
flying fish
make up your mind

Are you a bird
inside a fish
or just a fish
dreaming of wings?

John Agard

**Word
Cloud**
skim

Read the poems **I'd Like to Squeeze** and **Flying Fish** on pages 86 and 87.

A Read and respond

- 1 In the poem 'I'd Like to Squeeze', which line is repeated?

- 2 In the poem 'Flying Fish', how does the fish move in the water?

B Read and respond

- 1 In 'Flying Fish', why does the poet ask the fish if it is a bird inside a fish?

- 2 In 'I'd Like to Squeeze', what does the poet want everybody in the world to have?

C What do you think?

With a partner, discuss which of the two poems you like most. Explain to your partner why you like it.



Word detective

- A** Find one pair of rhyming words in each of the poems on pages 86 and 87.

- B** Underline the two words in each of the following lines that start with the same sound.

what is your wish?

like a tube of toothpaste

Say the lines aloud and listen for the sound that is repeated.



- C** Show how the words below can be split up into syllables. The first one has been done for you.

fly|ing

toothpaste

everybody

equal

dreaming

water

Classes Under the Trees

My teacher, Mrs Zettie, says,
'Children, we can't breathe in here.
Come on! We're going
under the breadfruit tree!'

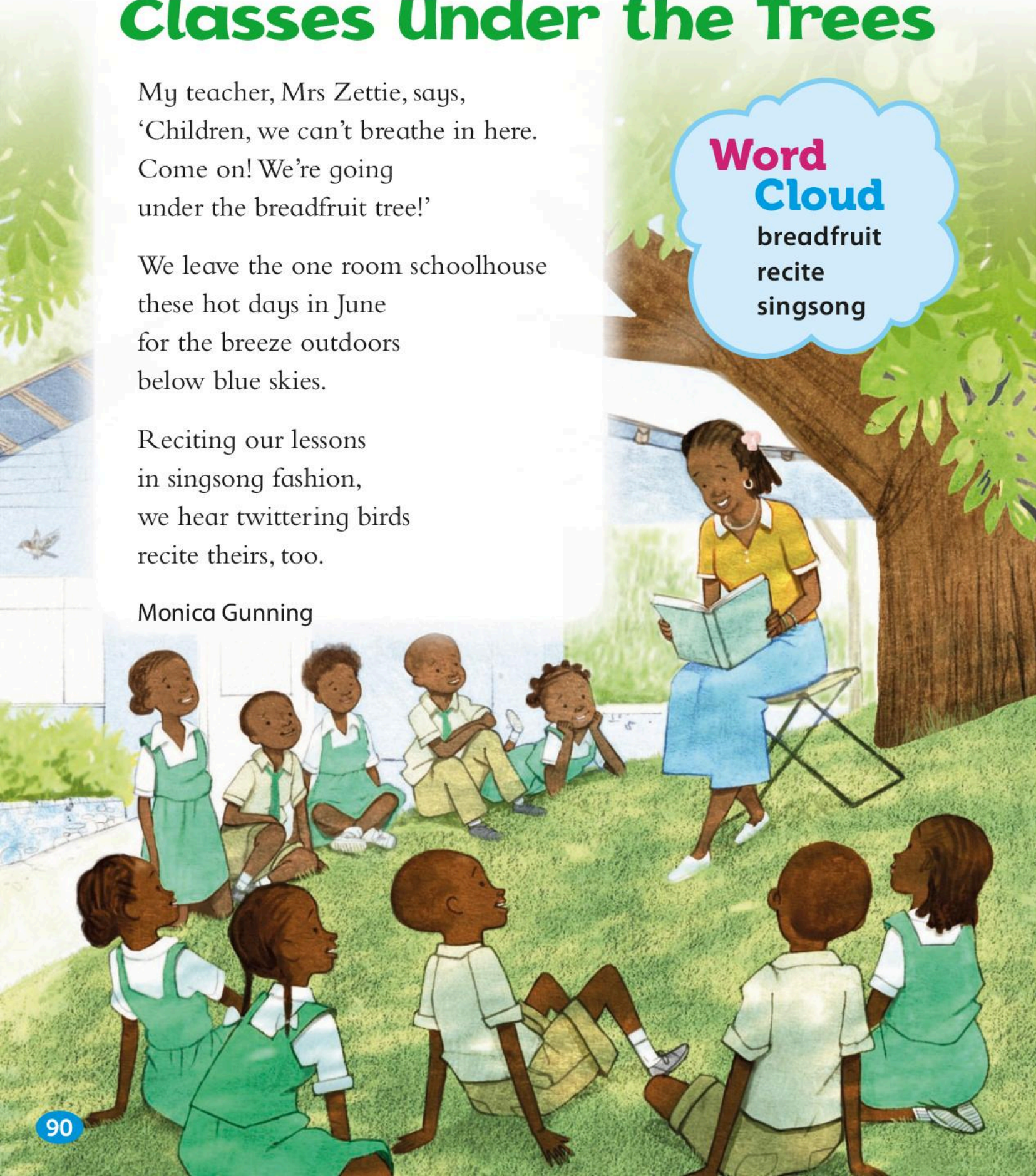
We leave the one room schoolhouse
these hot days in June
for the breeze outdoors
below blue skies.

Reciting our lessons
in singsong fashion,
we hear twittering birds
recite theirs, too.

Monica Gunning

Word Cloud

breadfruit
recite
singsong



Water Everywhere

There's water on the ceiling,
And water on the wall,
There's water in the bedroom,
And water in the hall,
There's water on the landing,
And water on the stair,
Whenever Daddy takes a bath
There's water everywhere.

Valerie Bloom

**Word
Cloud**
landing



Read the poems **Classes Under the Trees** and **Water Everywhere** on pages 90 and 91.

A Read and respond

- 1 In the poem 'Classes Under the Trees', what can the children hear as they recite their lessons?



-
- 2 In the poem 'Water Everywhere', how many times is the phrase 'There's water' repeated?

B Read and respond

- 1 In 'Classes Under the Trees', why does the class go outside?

-
- 2 In the poem 'Water Everywhere', where is the water coming from?

C What do you think?

With your partner, discuss how you think the children feel about having their lessons outside in 'Classes Under the Trees'.



Word detective

- A** Find two interesting adjectives in the poem 'Classes Under the Trees'.

Remember – an **adjective** describes a person, a place or a thing.



- B** Find two compound words from each of the poems on pages 90 and 91. Write the two words that make up each of the four words.

1	<hr/>	<hr/>
2	<hr/>	<hr/>
3	<hr/>	<hr/>
4	<hr/>	<hr/>

- C** With a partner, take it in turns to read the poems aloud, clapping out the rhythm as you read. Which of the two poems you think has a stronger rhyming pattern and rhythm? Discuss your ideas with your partner.

Crab Dance

Play moonlight
and the red crabs dance
their scuttle-foot dance
on the mud-packed beach

Play moonlight
and the red crabs dance
their side-ways dance
to the soft-sea beat

Play moonlight
and the red crabs dance
their bulb-eye dance
their last crab dance.

Grace Nichols



Word Cloud

bulb-eye
scuttle-foot

Granny Granny Please Comb My Hair

Granny Granny please comb my hair
you always take your time
you always take such care

You put me to sit on a cushion between your knees
you rub a little coconut oil
parting gentle as a breeze

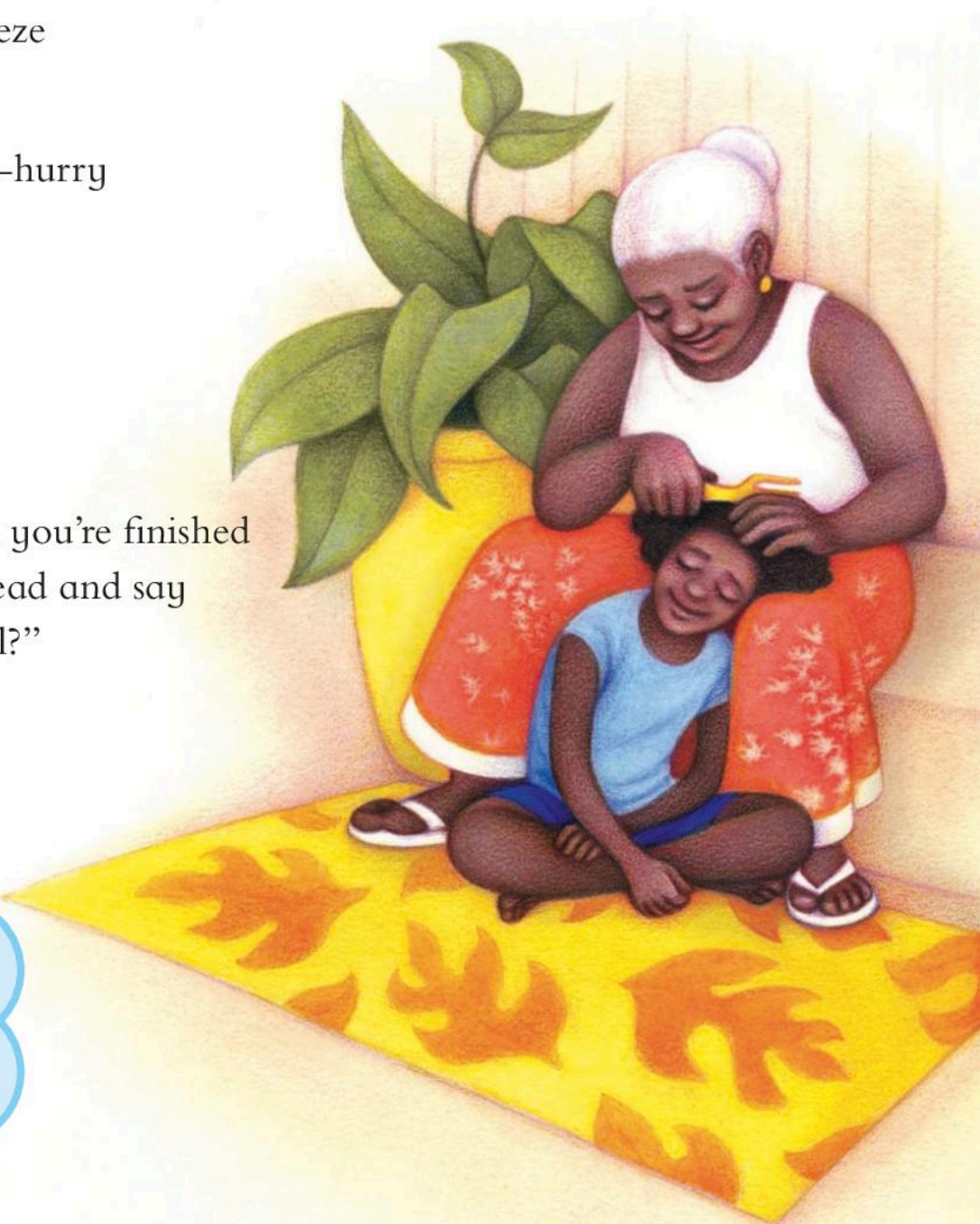
Mummy Mummy
she's always in a hurry-hurry
rush
she pulls my hair
sometimes she tugs

But Granny
you have all the time
in the world and when you're finished
you always turn my head and say
"Now who's a nice girl?"

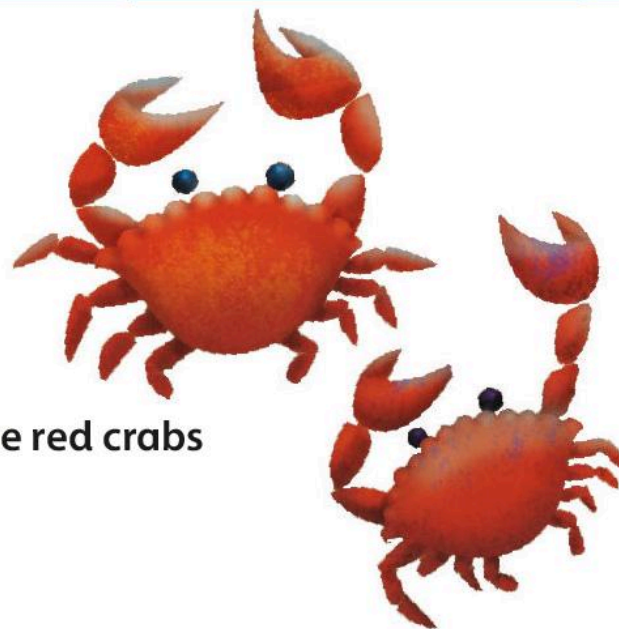
Grace Nichols

Word Cloud

breeze
parting
tugs



Read the poems **Crab Dance** and **Granny Granny Please Comb My Hair** on pages 94 and 95.



A Read and respond

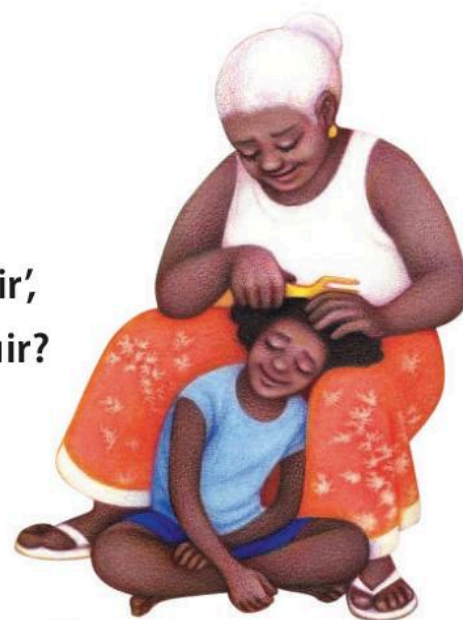
1 In the poem 'Crab Dance', where do the red crabs go to dance?

2 In the poem 'Granny Granny Please Comb My Hair', find two verbs that describe how Mummy combs the girl's hair.

B Read and respond

1 With your partner, discuss what you think the phrase 'soft-sea beat' in 'Crab Dance' means.

2 In the poem 'Granny Granny Please Comb My Hair', how does the girl feel when Granny combs her hair? Discuss your ideas with your partner.



C What do you think?

With your partner, discuss which of the two poems you like most. Explain to your partner what you like most about it.

Get writing

Write a poem about fish swimming in the moonlight.

Use these words – or your own – to complete the verse.

silvery



sparkling



glistening



darting



Play moonlight

and the _____ dance

their _____ dance

in the _____ sea.

Now write a second verse about children dancing on the beach.

Play sunlight

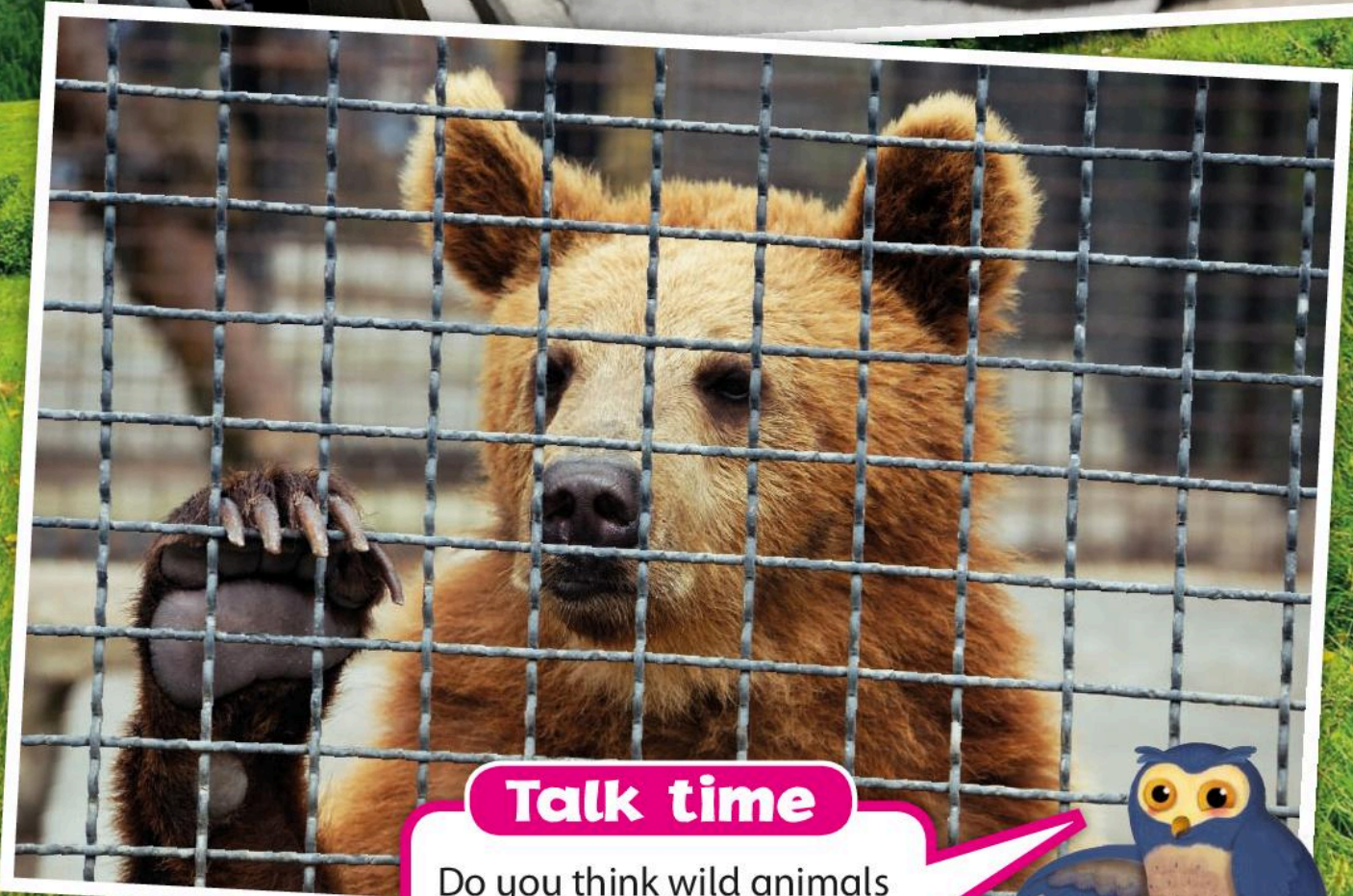
and the _____ dance

their _____ dance

on the _____ sand.

7

Mountain bear adventure



Talk time

Do you think wild animals should be kept in zoos?



- A** With a partner, find the words on the left in a dictionary. Then draw lines to match the words to their meanings.

mountain

a place where wild animals are kept for people to see

adventure

a large, steep hill

zoo

an exciting experience

B

- 1** Write a word or phrase describing each of the animals on page 98.

Bear _____

Snake _____

- 2** Which other animals can be found in zoos? Write two or three here.

- C** Have you read any animal stories? Working with a partner, take it in turns to explain what happens in the story.

Remember to ask questions and listen carefully as your partner tells you their story.



The Dancing Bear

Michael Morpurgo

Roxanne lived with her grandfather in a mountain village. One day, when she was seven years old, Roxanne found and adopted a wild bear cub. Her school teacher remembers the day it happened – it changed all their lives.

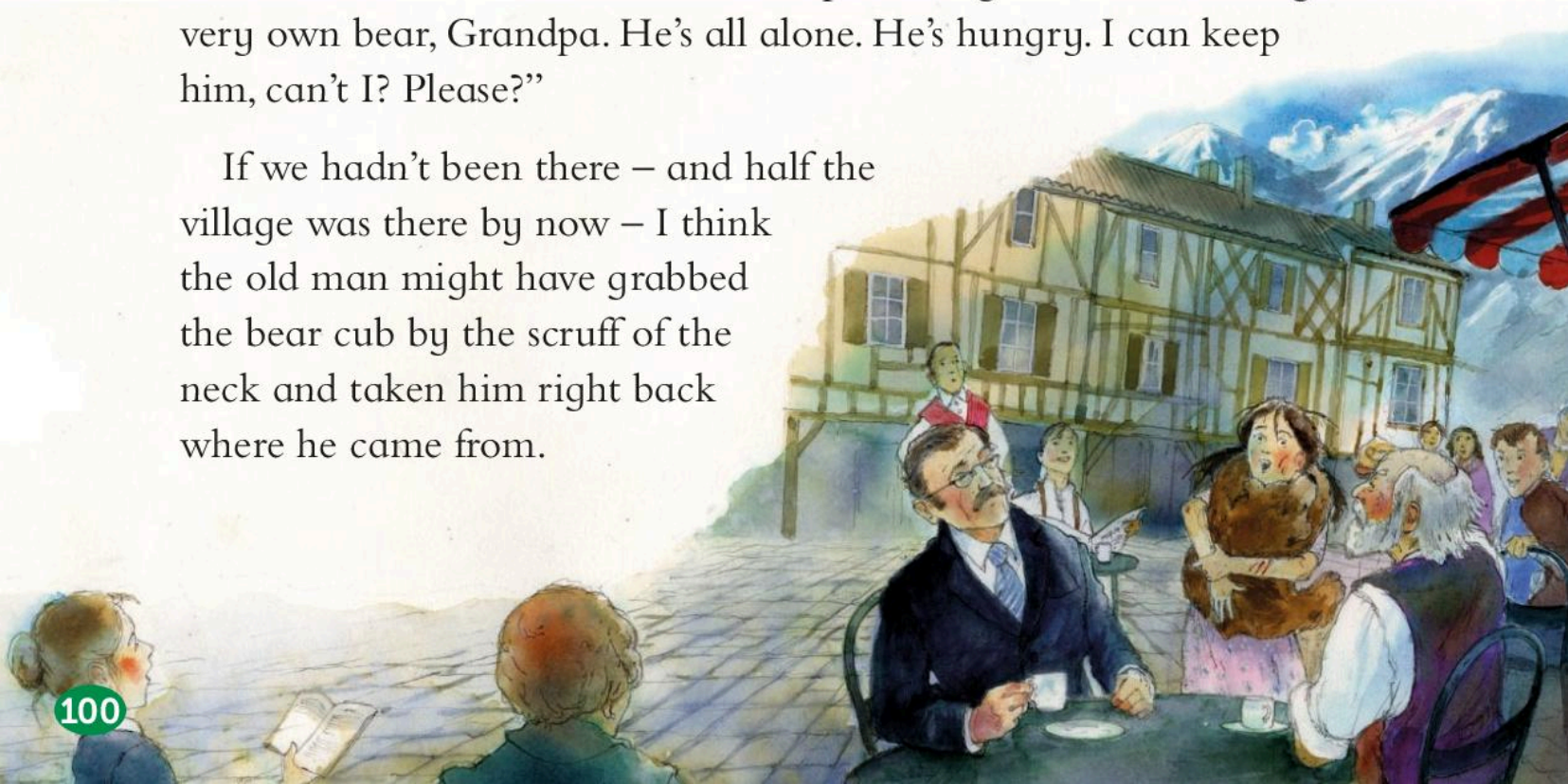
It was a Sunday morning in April. We were in the café before lunch. The old man was going on about Roxanne again, and how she ate him out of house and home ...

“Gone off again, she has,” he grumbled. “... Nothing but trouble, that girl.”

Just then ... Roxanne was staggering towards us, clutching a bear cub in her arms, with its arms wrapped around her neck. ... She was laughing and breathless with joy.

“Bruno!” she said. “He’s called Bruno. I was down by the stream. I was just throwing sticks and I felt something stroking my neck. I turned round and there he was. He patted my shoulder. He’s my very own bear, Grandpa. He’s all alone. He’s hungry. I can keep him, can’t I? Please?”

If we hadn’t been there – and half the village was there by now – I think the old man might have grabbed the bear cub by the scruff of the neck and taken him right back where he came from.



“Look at him,” he said. “He’s half starved. He’s going to die anyway. And besides, bears are for killing, not keeping. You know how many sheep we lose every year to bears? Dozens, I’m telling you, dozens.”

Some people were beginning to agree with him. I looked at Roxanne and saw she was looking up at me. Her eyes were filled with tears.

“Maybe” ... – I was talking directly to the old man now – “just suppose you made ‘bear’ labels for your honey jars – you could call it ‘Bruno’s Honey’. Everyone would hear about it. They’d come from miles around, have a little look at the bear and then buy your honey. You’d make a fortune, I’m sure of it.”

I’d said the right thing. Roxanne’s grandfather had his beehives all over the mountainside, and everyone knew that he couldn’t sell even half the honey he collected. He nodded slowly as the sense of it dawned on him. “All right,” he said. “We’ll try it. Just for a while, mind.” ...

The cage was built in the village square and Bruno moved in. Roxanne looked after him as she had promised. ...



Then someone wrote an article about Bruno in a local newspaper and there was a piece on the radio. People flocked to the village to see the bear, and the old man's honey sold out in a few weeks. ...

Roxanne's grandfather was raking in the money.

Roxanne took no notice of any of this. So long as Bruno was happy, she was too. She lived for the moment after school each day when she would let him out of his cage and they would run together across the fields.

Often I saw them sitting together on a hillside. She'd be talking to him or singing to him, and when she sang now, she shamed even the skylarks to silence. Roxanne sang as I hope the angels sing.



Word Cloud

dozens
raking in the money
scruff of the neck
shamed
skylarks

Years went by and Roxanne and Bruno grew up. One day, a film crew came to the village to make a pop video for a pop star called Niki. The director wanted Bruno to dance for the video. Roxanne refused to make Bruno dance. The first days of filming didn't go well.

The Director blamed everyone: the cameraman, the sound man, the weather – even, at one point, Niki. By late afternoon he was talking of abandoning the whole project, packing up and going home.

... We all went home thoroughly fed up and dreading doing it all again the next day.

After supper, I was just going out for my evening stroll when I heard someone singing. It could only be Roxanne. No one sang like she did. She often sang to Bruno in the evenings before she said goodnight to him. The sound of her singing drew me down towards the village square. Roxanne was sitting in the cage with Bruno standing beside her, and she was singing Niki's song. I looked across the square. Niki was listening outside the café, the Director behind him. The entire film crew was there too. Roxanne saw none of them. As I watched, Bruno began to sway from side to side. Then Roxanne was on her feet and dancing too.



When it was over, Niki started to clap loudly, and then everyone did. ...

“That girl’s magic!” exclaimed the Director as he hurried past me. “Pure magic.” He liked that word.

“Did you see? He was dancing!” said Niki. “The bear, he was dancing!” Niki grasped the Director’s arm and they stopped close by me. “I have an idea,” he whispered. ...

“Her and you together,” said the Director.

...

“Go on, you go and ask her; and don’t take no for an answer. ...

I stood and watched from the shadows as Niki walked over to the cage. Roxanne was just closing the door behind her. She turned and saw him. “You startled me,” she said.

“With a voice like that,” said Niki, “you shouldn’t be stuck away up here.”

“What do you mean?”

He reached out and took her hands in his. “I want to ask you a favour,” he said, his voice silky soft. “I want you to sing with me – you know, in the video.”

“Me?” said Roxanne.

“When you sing,” Niki went on, “everyone listens. When you sing the bear dances. I must have a dancing bear, and he only dances for you, doesn’t he? I need you to sing with me, Roxanne. I need you.”



“I don’t know,” she said shaking her head.

“It’s easy,” Niki went on. “You sing it like you did just now, but with me.” He lifted her chin so that she could look him in the eyes. “You could be a star, Roxanne. You could be big, the biggest. Look what it’s done for me. Everyone knows me. I’ve got houses all over the world: Paris, California, south of France. I’ve got four cars. I’ve got a plane. I can have anything I want. I can go anywhere I please. You could be the same. You could leave all this behind.”

“No,” she said turning away from him. “I can’t leave Bruno; I won’t.”

Word Cloud

abandoning
blamed
grasped

The Dancing Bear

A Read and respond

Answer these questions.

1 Where is the story set?

2 Who is telling the story?

3 How does Roxanne's grandfather make money from the bear?

4 What does Roxanne do after school each day with Bruno?



B Read and respond

Do you think Bruno is happy living in the cage? Write your ideas here.

C What do you think?

How do you think the story will end? Will Roxanne go with Niki to become a pop star? What will happen to Bruno? Write your ideas here.



Word detective

A

- 1 Words that have **-ful** at the end mean 'full of something'. Add the letters **-ful** to the following words.

care joy beauty

- 2 Words ending in **-ly** tell you how something is done. They are called **adverbs**. Turn these words into adverbs by adding **-ly**.

glad terrible hungry

Remember these rules when adding **-ful** and **-ly**:

When a word ends in 'y' change the 'y' to an 'i' before adding **-ful** or **-ly** (plentiful, easily).

When adding **-ly**, if a word ends in 'le' (e.g. gentle), drop the 'e' and add 'y' (gently).

B

- 1 Find two time words or phrases in the story.

- 2 Add a time word or adverb to the start of these sentences. You can choose from the words below or think of your own.

Time words and adverbs are often added to the start of sentences to make sentences more interesting.

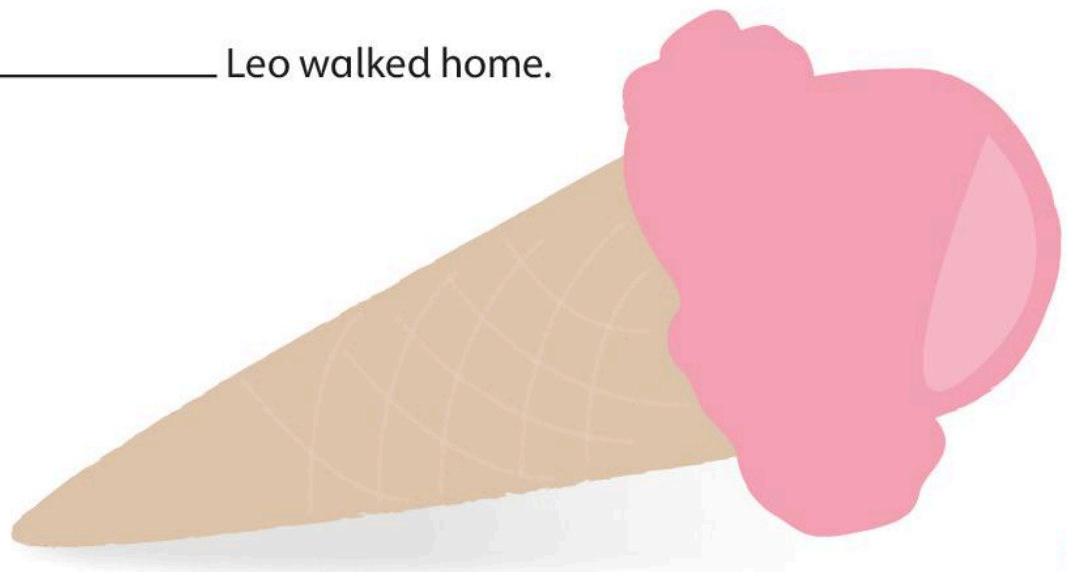


Kindly Yesterday Before dark After school
Usually Sometimes Later Cheerfully

_____ Leo went to his grandmother's house for supper.

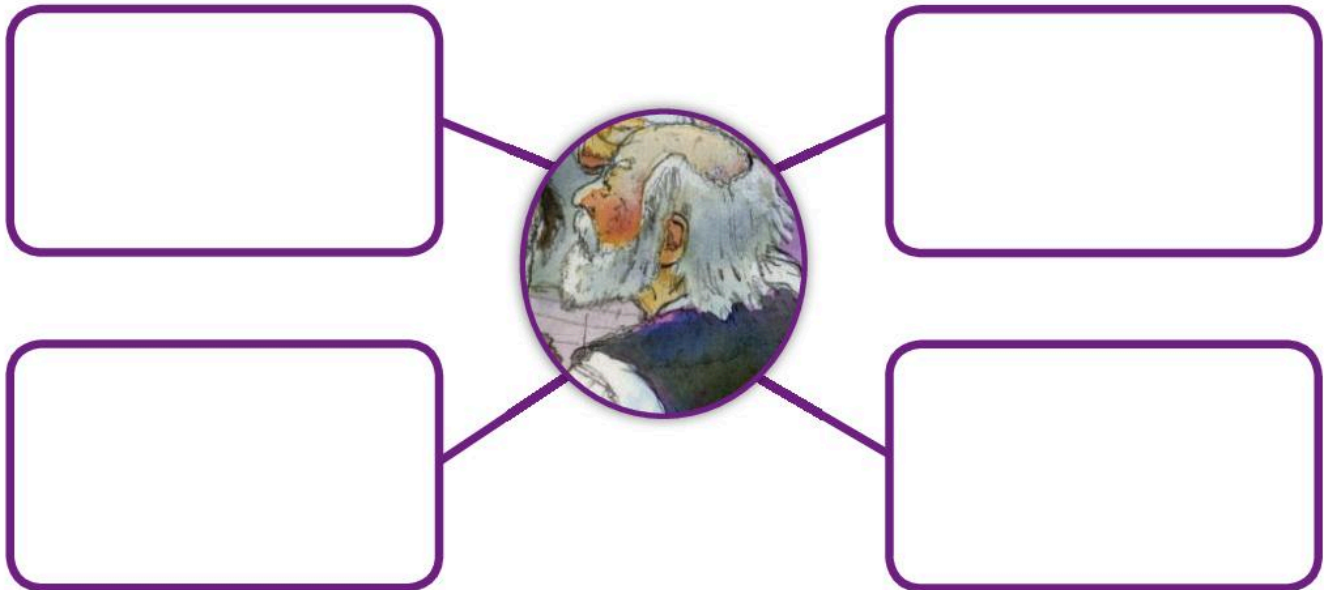
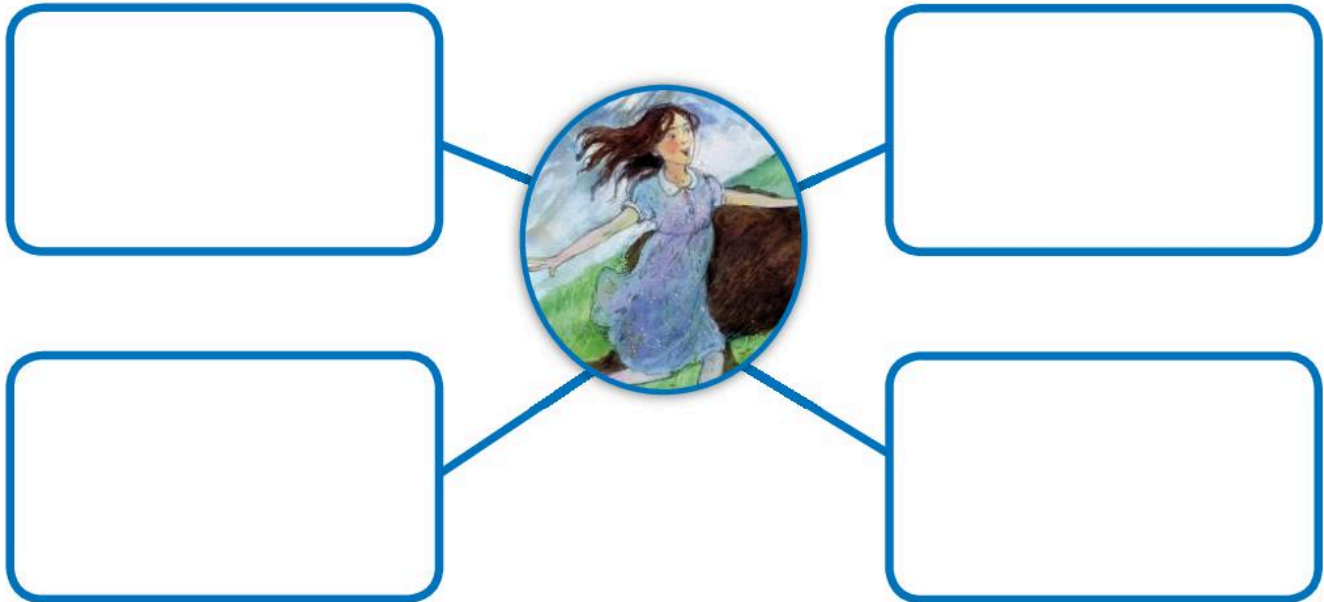
_____ she treated him to an ice cream.

_____ Leo walked home.



C Write the following words and phrases next to the pictures of Roxanne or her grandfather. Add some interesting descriptions of your own.

kind to Bruno **grumbling**
pure magic **interested in money**
fantastic singer **mean**



Get writing**Part 1**

Think about a story in which a boy or a girl finds a wild animal and keeps it as a pet.

Where is your story set?

What is your character called?

What type of animal does your character find?

Where does he or she find the animal?

Where does he or she keep the animal?

What do his or her parents or carers say?

Part 2

Use the questions below to help you plan your story. Use a separate piece of paper if you need more space.

Beginning

Start your story off: say who your character is and where they find the animal. How does your character get the animal home? Include some words that will be spoken by your character.

Middle

What happens next? Describe where the character hides the animal. Include some words that your character's parents or carers say. Say what the character and animal do together.

End

How will your story end? Perhaps the animal scares away a bully or a robber. Will the character take the animal back to the place where it was found or to a zoo, or will they keep it?

When you have finished your plan, discuss it with a partner. Does it have a good beginning, middle and ending?



Now write your story on a separate piece of paper. When you have finished, read it aloud. Does it include some interesting words and phrases? Have you used some time words or adverbs at the beginning of sentences?

8

Animal world



Ivory-billed woodpecker



Western lowland gorilla



North Atlantic right whales

Talk time

If you could save only one of these animals from extinction, which one would it be? Explain why.



A Choose the correct animal name to complete each sentence.

Ivory-billed woodpeckers Western lowland gorillas
 North Atlantic right whales

1 _____ are very rare whales.

2 _____ have a long, pointed beak.

3 _____ live in rainforests in Africa.

B Look up the words on the left in a dictionary. Then draw lines to match each word to its meaning.

habitat	to look after
poach	the natural home of an animal or plant
protect	to hunt or catch animals illegally

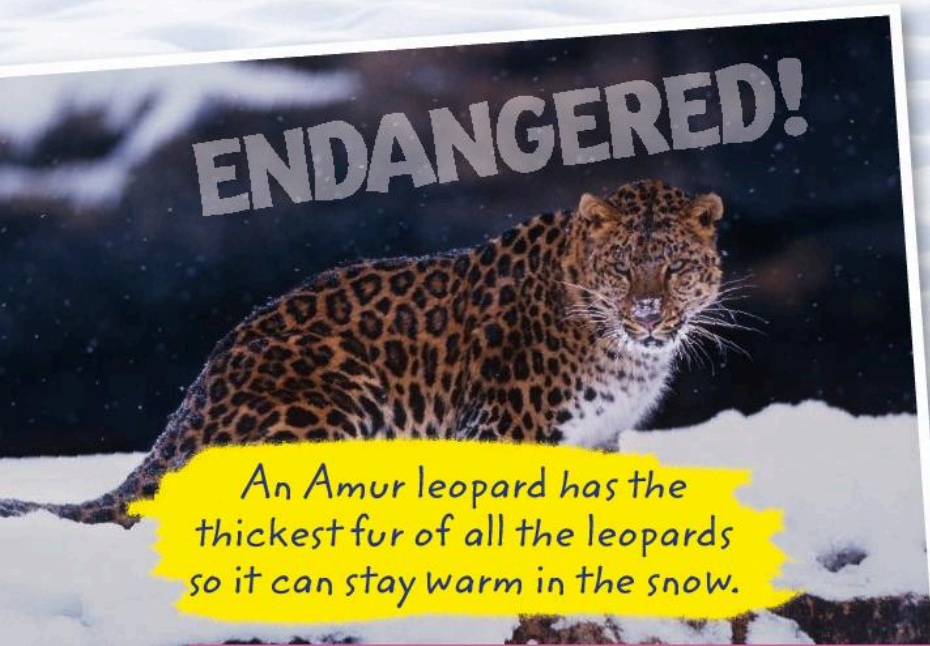
C What is your favourite animal? Talk to a partner about why you like this animal. Discuss why animals are important to us.

Remember to ask your partner questions and listen carefully to their opinions.



Animals in Danger

Many of the world's animals are under threat of extinction. Let's look at two animals that people are trying to save.



Amur leopard

Most leopards live in Africa but the Amur leopard lives in the snowy forests in Russia and China. They like to live alone and they travel a long way to find food. Their favourite food is wild boar.

What is the problem?

- The forests where they live are being cut down.
- Hunters are killing them for their fur.
- The food that they like to eat is becoming hard to find.

How many are left?

- About 65 animals

Where do they live?

- Russian Far East and China

How are they being helped?

- In one area 20,000 Korean pine trees have been planted. Wild boar love to eat pine nuts and Amur leopards like to eat wild boar.
- In another area, a new national park has been created, called 'Land of the Leopard National Park'.

Javan rhino

Of the five species of rhino in the world, the Javan rhino is the most threatened. It lives in the tropical rainforests in Java and has one horn which is about 30 centimetres long.

What is the problem?	<ul style="list-style-type: none"> • Hunters kill the rhinos for sport. • Hunters kill the rhinos for their horns.
How many are left?	<ul style="list-style-type: none"> • About 50 animals
Where do they live?	<ul style="list-style-type: none"> • Java, Indonesia
How are they being helped?	<ul style="list-style-type: none"> • They live in a protected national park. Workers help to make this park as good as it can be for rhinos. • Some rhinos will be moved to a new park on a new island to create a new population of rhino there.



Word Cloud

armour threatened
 endangered tropical
 extinction wild boar
 national park

Animals in Danger

A Read and respond

Draw a line to show where each bit of information appears.

Information

'Amur leopard' (words in red)

'The Javan rhino has skin that looks like armour.'

'Hunters kill the rhino for sport.'

Where it is found

Caption

Chart

Subheading

B Read and respond

Tick the sentence that is true for both the Amur leopard and the Javan rhino. Use the charts on pages 116 and 117 to help you.

They are killed by hunters.

They live in snowy mountains.

C What do you think?

Using the information in the charts, think of a quiz question to ask your partner about the Amur leopard or the Javan rhino.

Write your question below. Then take it in turns to ask your questions.



Word detective



Reports about living things are written in the present tense.



A Write the missing present tense verb in these sentences. Look back at pages 116 and 117 to help you.

- 1 The Amur leopard _____ in the snowy forests in Russia.
- 2 They _____ a long way to find food.
- 3 The Javan rhino _____ the most threatened species of rhino in the world.

B Show how each word below can be split up into syllables. The first one has been done for you.

thickest

tropical

hunters

extinction

C Find a compound word in the **Animals in Danger** report text on pages 116–117 and then use it in a sentence of your own.

Red Pandas in Danger

Chilly home

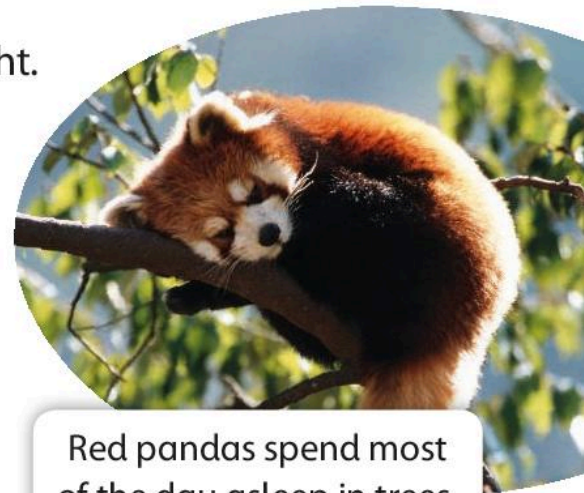
Red pandas live in cold bamboo forests in the Himalayas, the highest mountains in the world. They mainly feed on the shoots and leaves of bamboo plants, but they sometimes eat birds and insects.

Hidden pandas

Red pandas can be hard to find because they are shy and secretive animals that mostly feed at night.

Threatened!

Conservationists believe there are only about 10,000 red pandas left in the wild. Over the last 20 years, half of the forests where they live have been chopped down. This means red pandas have less food to eat.



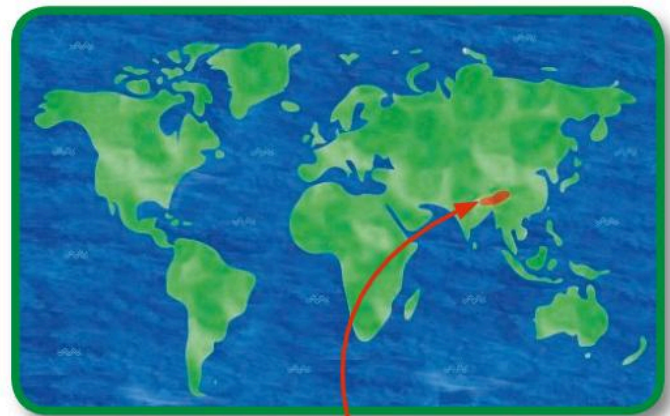
Red pandas spend most of the day asleep in trees.

What will the future bring?

Conservationists are asking the villagers who live near the red pandas not to cut down the forests. Other people are replanting new bamboo plants. Together they are trying to bring back a big area of bamboo forest.

Word Cloud

bamboo
conservationists

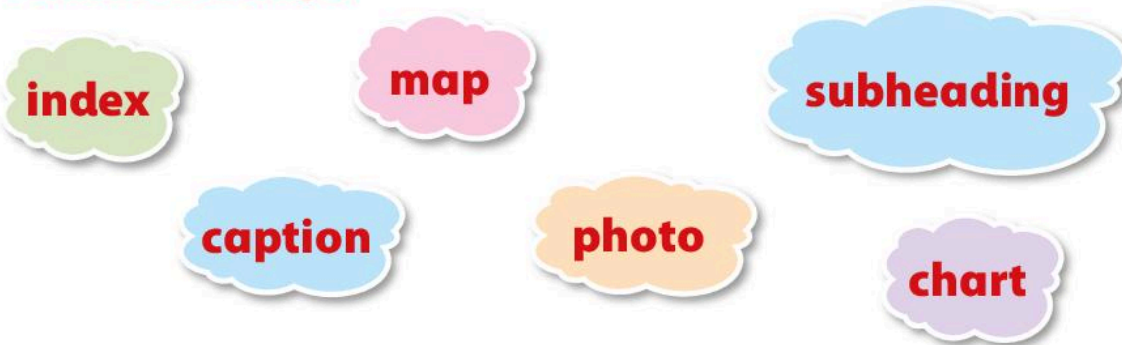


The Himalaya mountains – where red pandas live.

Red Pandas in Danger

A Read and respond

Circle all the non-fiction features you can find in **Red Pandas in Danger**.



B Read and respond

Match the notes with the correct subheading.

Notes

Live near highest mountains

Shy and hard to find

People replanting bamboo forests

Subheading

What will the future bring?

Chilly home

Hidden pandas

C Write some notes of your own about the information in the 'Threatened!' section of **Red Pandas in Danger**. Try to include some key words or phrases from the paragraph.

NGORONGORO CRATER

The Ngorongoro Crater, a huge grassy plain in Africa, is home to 25,000 animals. It was formed when an enormous volcano erupted over 2 million years ago. All that is left of the volcano is the rim around the outside.

Visiting the crater

Many people visit the Ngorongoro Crater to see the animals that live there. They stay in campsites or hotels called lodges.

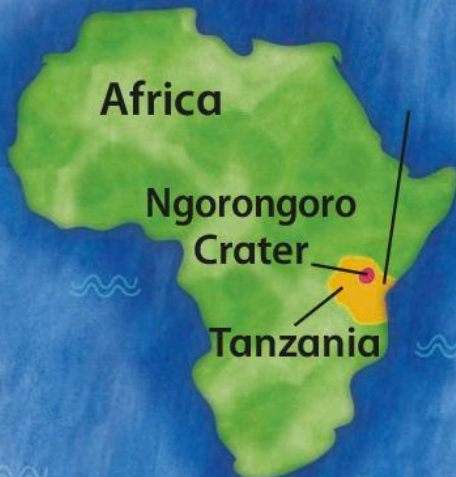
The Ngorongoro Crater

Word Cloud

campsites plain
crater rim
erupted

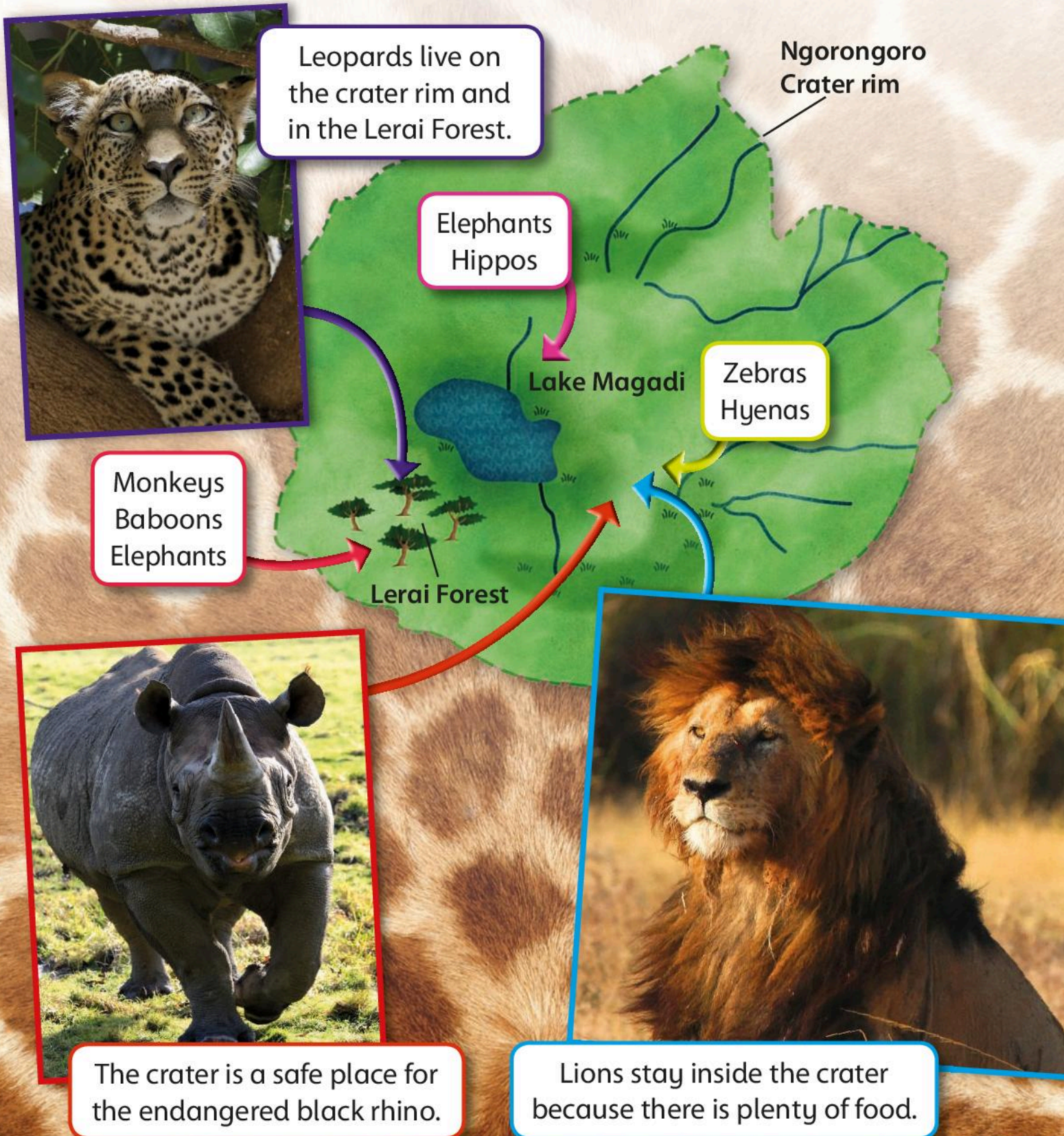
The Ngorongoro crater is in Tanzania, Africa.

Tourists watch a black rhino in the crater.



Animals in the crater

Most kinds of African animal can be found living in the crater.





Flamingos live on the lake close to the middle of the crater. Zebras stay close to other animals to keep safe.

Living in the crater

The Maasai people live near the Ngorongoro Crater and take their cows, donkeys, sheep and goats into the crater to give them grass and water.



Ngorongoro Crater

A Read and respond

Find the Lerai Forest on the map. Write the names of two animals you would find there.

B Read and respond

Which two sentences below are true?

- | | True | False |
|--------------------------------------------------------------------------|--------------------------|--------------------------|
| 1 People visit the Ngorongoro Crater to see the animals that live there. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 The crater is a dangerous place for the endangered black rhino. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Elephants and hippos can be found near Lake Magadi. | <input type="checkbox"/> | <input type="checkbox"/> |

C What do you think?

- 1 What is the purpose of the Ngorongoro Crater text? Share your ideas with a partner.
- 2 Would you like to visit the Ngorongoro Crater? With a partner, explain why it is a special place and which animals you would like to see most.

Word detective

A Replace the word 'and' in the following sentences with a better connective from the box below. Use each word once.

but if because when

- 1** Lions stay inside the crater **[and]** _____ there is plenty of food.
- 2** The black rhino is endangered **[and]** _____ the Ngorongoro Crater is a safe place for it to live.
- 3** Zebras feel safe **[and]** _____ they are close to other animals.
- 4** The tourists are happy **[and]** _____ they can see lots of animals.



B Add *un-* or *dis-* to the beginning of the following words to make words with the opposite meaning.

Letters added to the beginning of words are called 'prefixes'. The prefixes 'un-' and 'dis-' mean 'not'.

safe appear do believe



C Replace the adjective in each sentence with an interesting one of your own.

- 1 The Ngorongoro Crater is **[a huge]** _____ grassy plain in Africa.
- 2 It was formed when **[an enormous]** _____ volcano erupted over 2 million years ago.

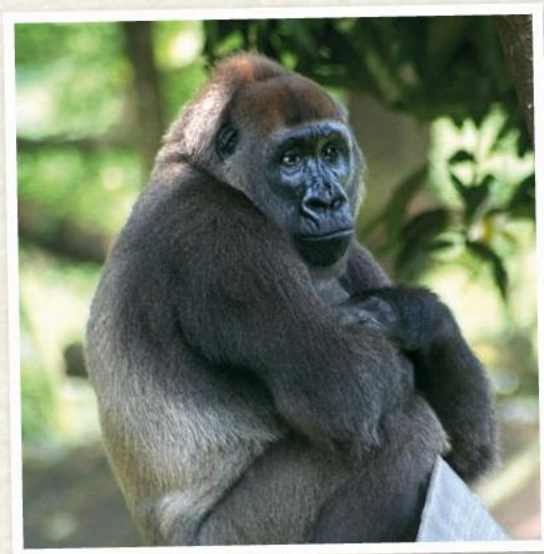


Get writing 

Part 1

Write a suitable heading for the text below and add a caption next to the picture.

The Cross River gorilla is the most endangered gorilla. The gorillas are hunted for their meat. There are only about 200–300 Cross River gorillas left living in the forests in Nigeria and Cameroon in Africa. These forests are being cut down. This means the gorillas get trapped in small sections of forest.



Forest corridors are being created to link the small forests together. National parks protect the Cross River gorilla.

Part 2

Put the facts about the Cross River gorilla from **Part 1** into the chart.

Look at the charts on pages 116 and 117 to help you.



Cross River gorilla facts	
What is the problem?	•
How many are left?	•
Where do they live?	•
How are they being helped?	• •

9

Wordplay poems

Over My Toes

Over my toes
goes
the soft sea wash
see the sea wash
the soft sand slip
see the sea slip
the soft sand slide
see the sea slide
the soft sand slap
see the sea slap
the soft sand wash
over my toes.

Michael Rosen

**Word
Cloud**

slap
slide
wash over

Over My Toes

A Read and respond

1 Which line is repeated in the poem?

2 What else, apart from the sea, washes over the poet's toes?

3 Which adjective is used to describe the sea and the sand?

B Read and respond

Imagine you are the child in the poem. What do you see, feel and hear?

C Read and respond

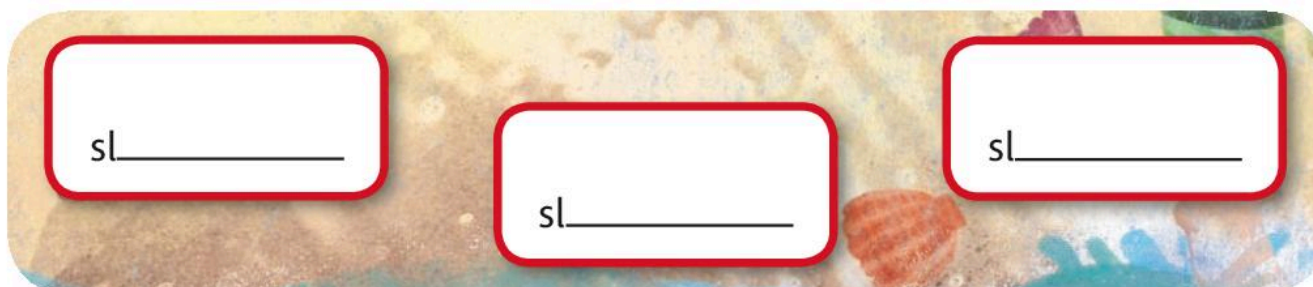
With a partner, take turns to read the poem aloud. Try to read with expression and listen to the sound and rhythm of the poem.

Use your arms to show the sea washing over your toes and back again in every pair of lines.



Word detective

A Find words in **Over My Toes** that start with **sl**.



B Circle the three words below that rhyme with 'goes'.

hose glows owls nose cows growls

C Complete these sentences with **see** or **sea**.

1 We went out to _____ in our boat.

2 We could _____ Granny waiting for us.

Now write your own sentence using **see** or **sea**.

Tree Poem

the
leaves
have
all left
but
the
tree
will be
all
right

John Hegley

Name That Dragon

Dragons have the OLDEST names,
Dark as danger, fierce as flames.

Golden-fang or Spiny-tail,
Fury, Roary, Rattle-scale,

Sky-lord, Grabber, Princess-catcher,
Shadow-lady, Hero-snatcher,

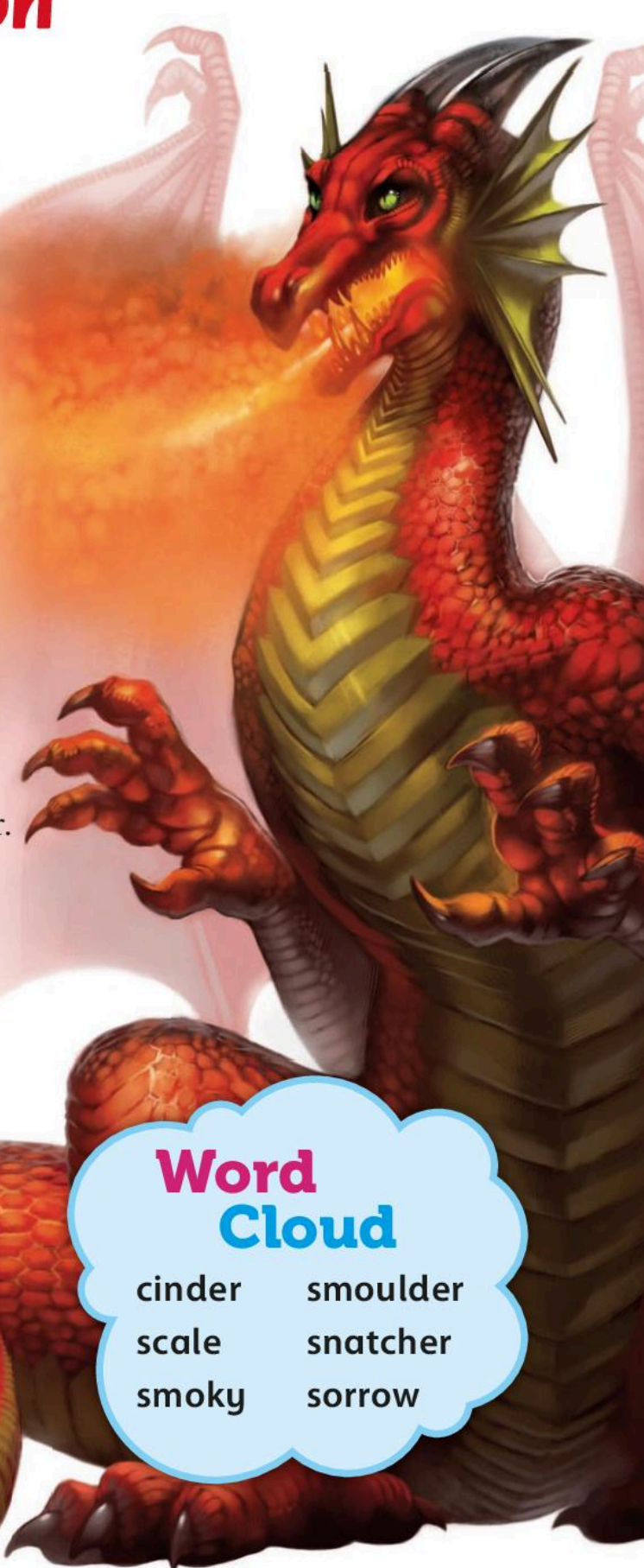
Thunder-tooth or Smoky-jaw,
Smoulder, Scorch or Cinder-claw,

Leather-wing or Sorrow-maker,
Cavern-king or Treasure-taker,

Battle-queen or Mighty-biter,
Sword-snap, Bone-crunch, Fiery-fighter.

Dragon names are secret things,
Wild as weather, swift as stings.

Clare Bevan



Word Cloud

cinder	smoulder
scale	snatcher
smoky	sorrow

Tree Poem and Name That Dragon

A Read and respond

1 In the poem **Tree Poem**, what has happened to the leaves of the tree?

2 In **Name That Dragon**, which name describes a dragon's tail?

B Read and respond

1 **Tree Poem** is an example of a 'shape poem'. What shape do you think it has?

2 **Name That Dragon** is an example of a 'list poem'. What does the poem list?

C What do you think?

Which of the two poems do you like most? With a partner, discuss why you like it.

Listen carefully to your partner's opinion and ask questions about their choice.



Word detective

A In **Name That Dragon**, find the words that rhyme with these words.

catcher _____

stings _____

taker _____

jaw _____

B Find an adjective from **Name That Dragon** to describe these parts of the dragon.

_____ jaw

_____ fang

_____ wing

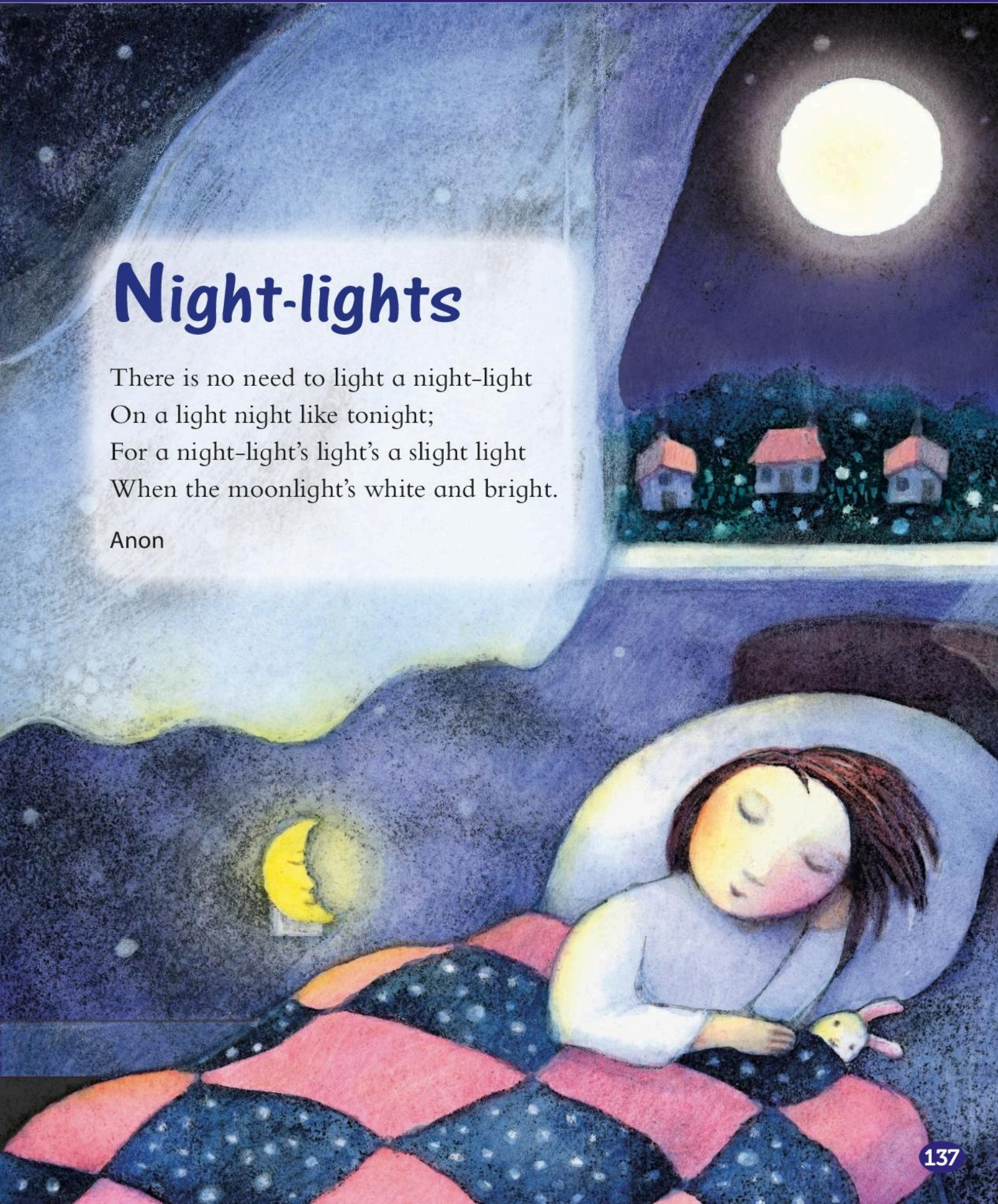
C Think of three words or phrases that you could use in a list poem about a tree.



Night-lights

There is no need to light a night-light
On a light night like tonight;
For a night-light's light's a slight light
When the moonlight's white and bright.

Anon



Night-lights

A Read and respond

Tick the box to show if each sentence is true or false.

	True	False
It is a dark night.	<input type="checkbox"/>	<input type="checkbox"/>
The night-light makes a bright light.	<input type="checkbox"/>	<input type="checkbox"/>
The moon is bright and white.	<input type="checkbox"/>	<input type="checkbox"/>

B Read and respond

1 Which light does the poet think is brighter – the night-light or the moonlight?

2 Why isn't the night-light needed?



C Read and respond

With a partner, take it in turns to read the poem aloud. First read it slowly and then more quickly. Finally, read it together as fast as you can.

Word detective

Remember, the long **/igh/** sound can be spelt in different ways: **igh** in high, **y** in cry, **ie** in pie, **i** in find, **i-e** in ice.



A Find the words in the poem that have the long **/igh/** sound.

l_____ n_____

t_____ s_____

m_____ w_____

b_____

B Now add the correct letters to make other words with the **/igh/** sound.

fl____ k____nd cr____ d pr____ z____

C Write a sentence using two words with the **/igh/** sound.

Get writing 

Part 1

Look back at the list poem on page 134. Then use these words to write your own list poem about a dragon. Combine one word from each list to create each name.

**cave fire hero
cloud treasure**

**fighter hoarder dweller
breather toucher**



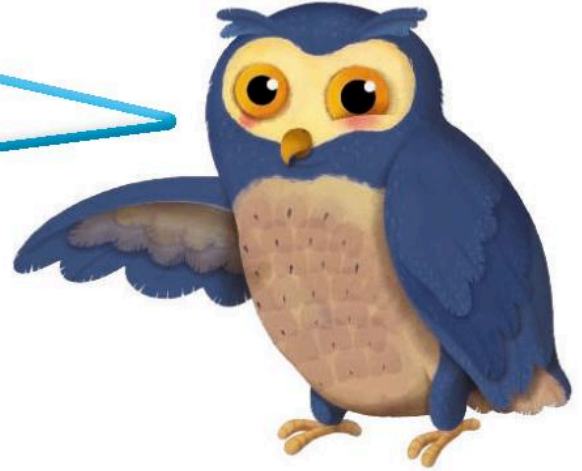
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Part 2

Now with your partner, think of something you would like to write a list poem about. It might be an animal, your favourite food, even your best friend!

Your words don't have to be made up of two words like the dragon poem. It can be as simple as this:

Brown
Smooth
Cool
Sweet
Chocolate icecream



Raju's Ride

Story by Pratima Mitchell

Pictures by Stephen Waterhouse

Raju and his baby sister were like the filling in a sandwich. Their parents took them to work with them every morning on a scooter.

When they got to their mango tree, Raju's mother and father got ready for the day's work and Raju went to school. The baby played on the blanket.

Raju went off to school with his bag on his back and a coin in his pocket. At break time he bought peanuts for himself and his friends.



All day long people brought their ironing to the mango tree. They brought sheets and shirts and saris. Raju's mother and father took turns to iron clothes all day long. The iron was very heavy. It made their backs very tired.

Parrots and squirrels and crows and doves loved the mango tree. They squawked and quarrelled. Sometimes they made a mess on the clothes. When Raju came back from school, he banged a drum to keep away the birds.



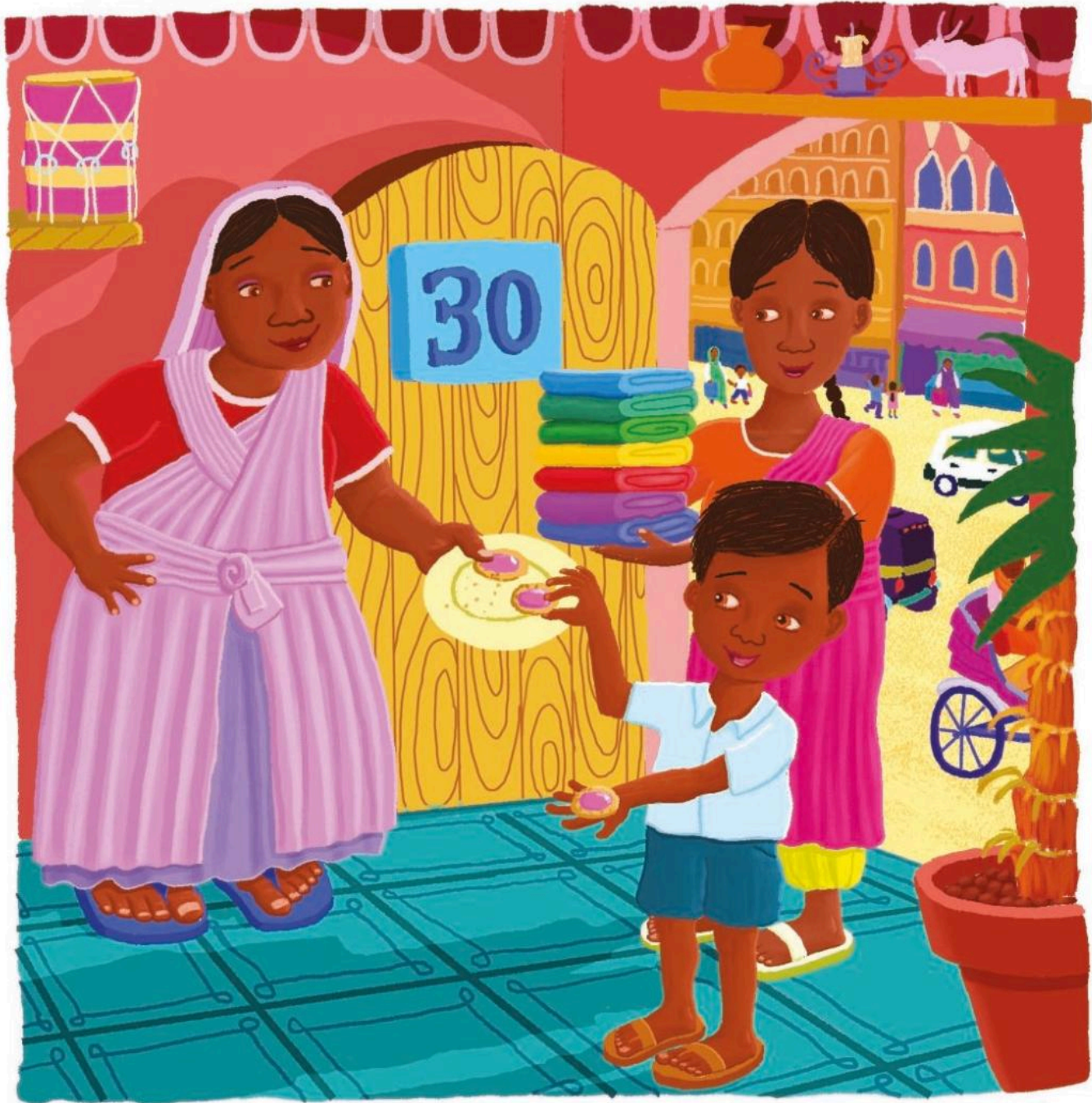
The children who lived in the big houses on the street didn't let Raju play with them.

“Go away!” You're too young for our gang! Go and play with your baby sister!” they said.



Raju's mother said, “never mind them Raju. You'll get big soon enough. Let's take the ironing back to Mrs Sen at Number 30.”

They left the baby with Raju's father and walked to Number 30.



“Hello Raju,” said Mrs Sen. “Done your homework? Here’s a little treat for you.”

She gave him three biscuits with pink icing on top. Raju smiled and said thank you.

When they got back to the mango tree, the monkey man was waiting in the shade.

“Look, Raju, look!” Here are the lovely princess and the handsome prince!” he said.

The monkeys danced for Raju.

“They need a reward! What will you give them?”





Raju gave the boy monkey one biscuit. He gave the girl monkey another biscuit. Raju's sister started to cry, so he gave her the third pink biscuit.

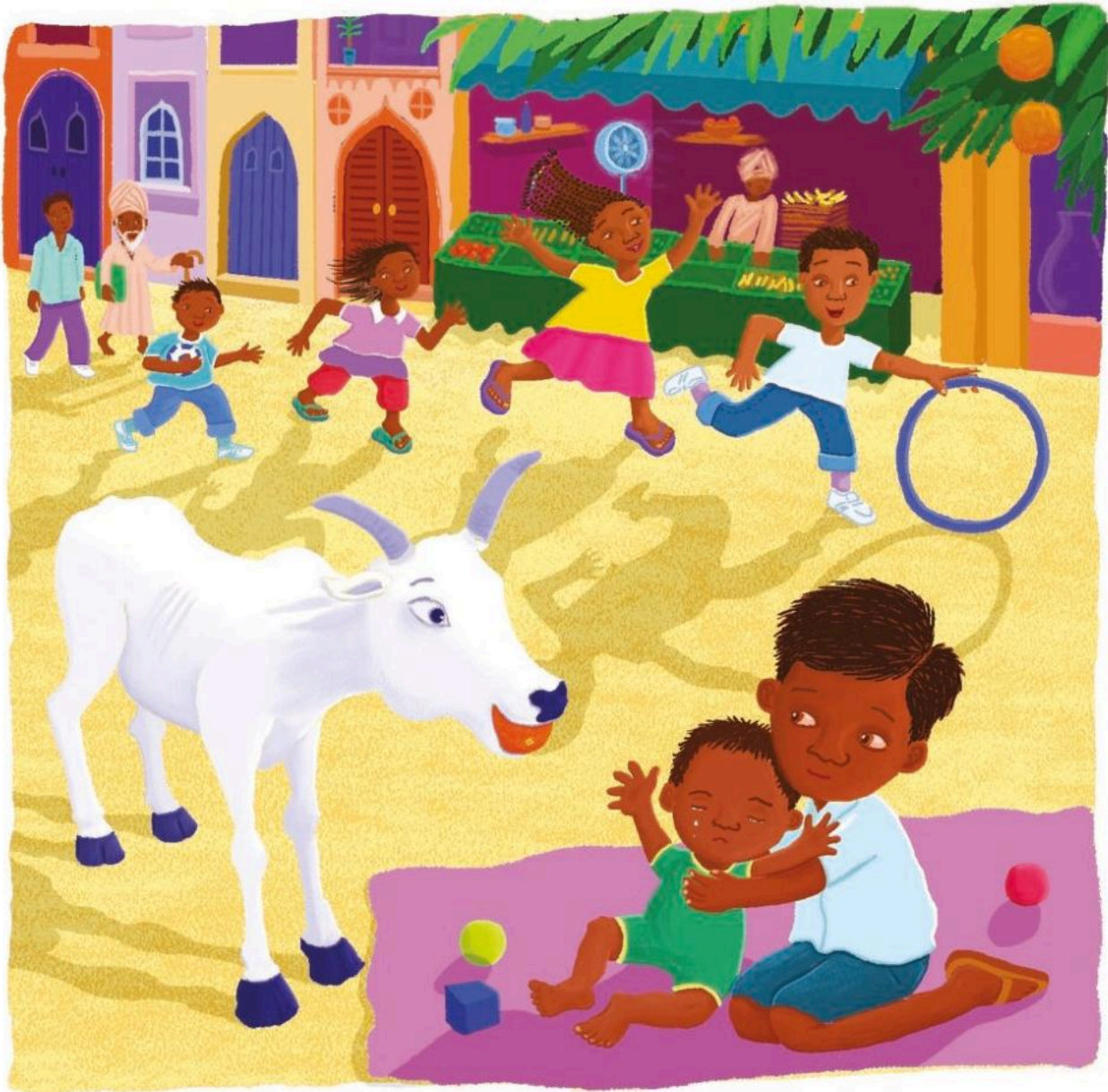
The big children were playing football in the street. They shouted. "No, you can't play with us. You're too young for our gang. Go and play with your baby sister!"

“Wait till I finish these shirts Raju,” his mother said.
“Then we’ll go to Number Five. Maybe the lady will have
a treat for you.”

Raju went with his mother to Number Five. The lady at
Number Five gave him an orange. Raju put it down on
the baby’s blanket.



A cow came looking for something to eat. She saw the orange. But, before he could shoo her away, Raju's orange had gone into the cow's tummy.



The big children ran past rolling a hoop. Raju tried to run with them.

“No, you can’t play with us. You’re too young for our gang. Play with your baby sister!” they said.



“Don’t worry about them Raju,” said his father.
“Come, let’s take these trousers back to Mr Nath.”

Mr Nath gave Raju three sweets – red, yellow and green.

Raju left his sweets on the blanket next to the baby. All of a sudden, three fat doves flapped down from the mango tree. They each picked up a sweet and flew off. Raju threw sticks at the birds, but it was too late.



The big children were playing horses and carts. They galloped past Raju.

They cried, “You’re too young for our gang! Play with your baby sister.”

Raju's mother said, "Never mind Raju. Only one sheet left for Mrs Gupta. Let's take her back her ironing."

Mrs Gupta was having a tea party. She put a crisp, golden samosa in a paper bag for Raju.



On their way back to the mango tree, they stopped to say hello to Uncle Amir.

“What have you got there Raju?” asked Uncle Amir.
“Yum-yum! I am so hungry.”

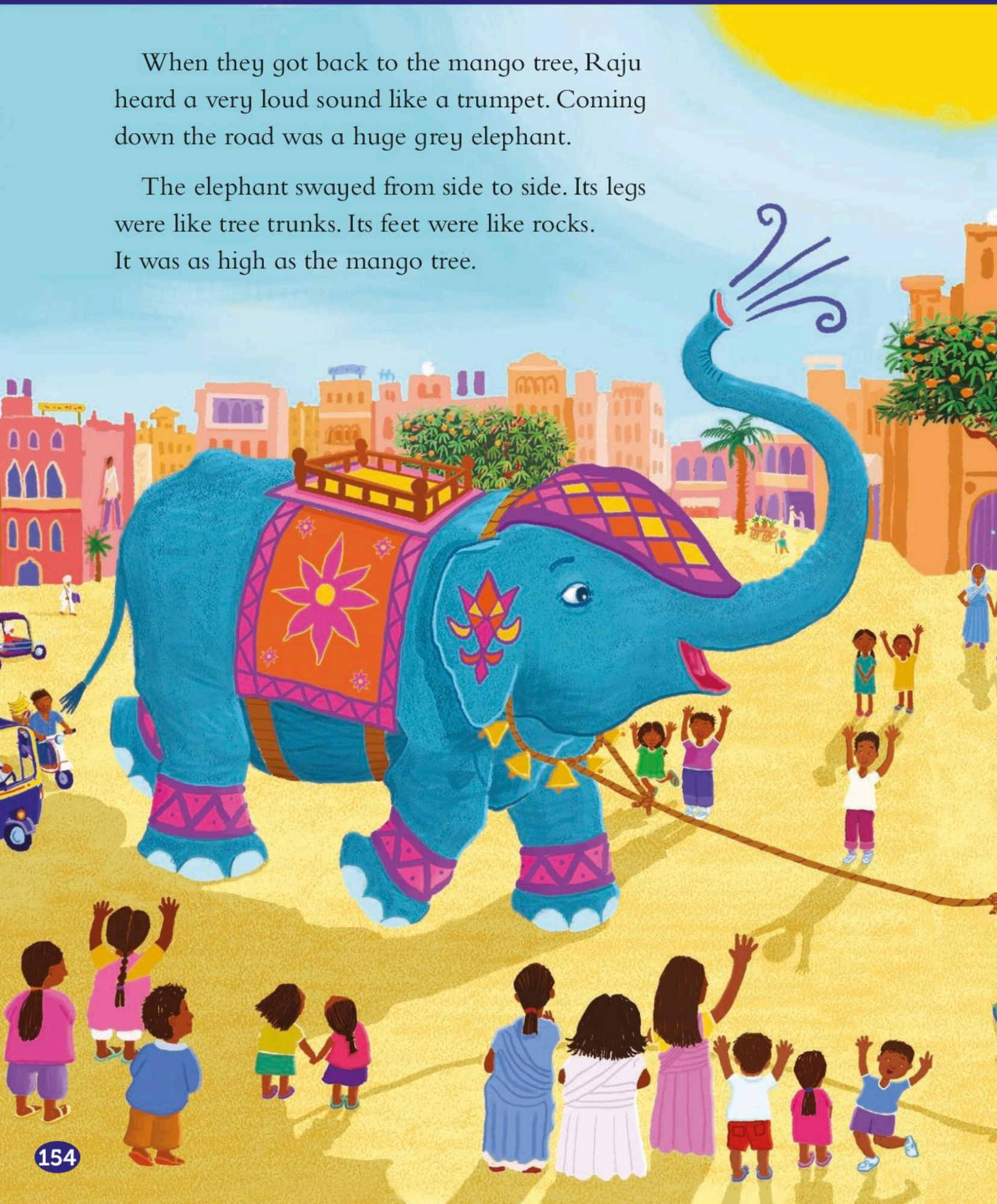
Raju felt he had to give Uncle Amir a present. He gave him the crisp, golden samosa.

“Here’s a present for you, Raju,” Uncle Amir said, giving him a paper flag.



When they got back to the mango tree, Raju heard a very loud sound like a trumpet. Coming down the road was a huge grey elephant.

The elephant swayed from side to side. Its legs were like tree trunks. Its feet were like rocks. It was as high as the mango tree.





The elephant stopped under the mango tree.
Down came its trunk and picked up the red
flag. He held it up in the air. Everyone clapped.





“That’s not fair!” shouted Raju. “First I had three pink biscuits. Then I had an orange. Then I had three sweets. Then I had a samosa and then I had a flag. Now I haven’t got anything!”

He felt like crying.

“Would you like a ride on my elephant?” asked the elephant keeper.

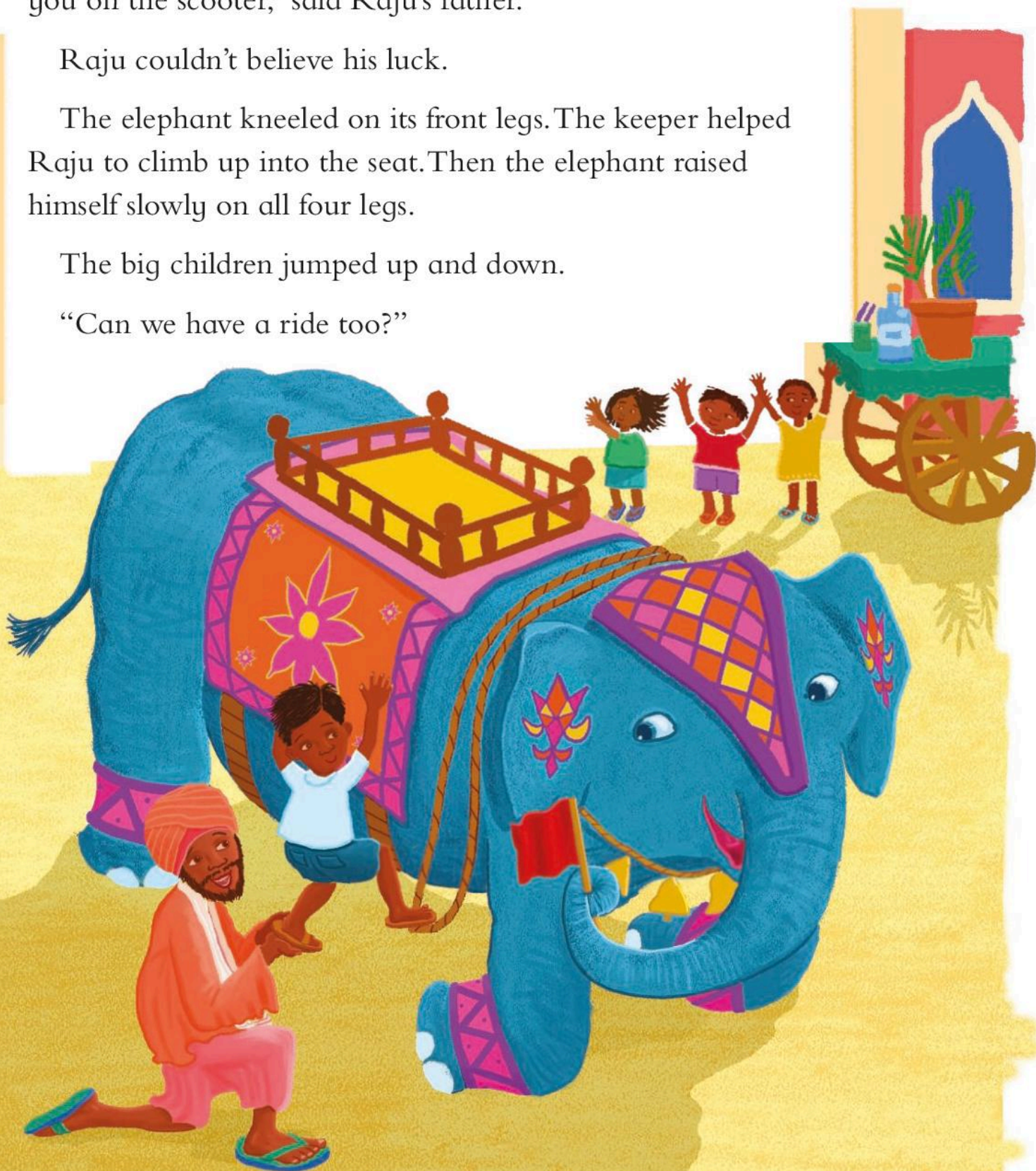
“You take Raju home on your elephant and we’ll follow you on the scooter,” said Raju’s father.

Raju couldn’t believe his luck.

The elephant kneeled on its front legs. The keeper helped Raju to climb up into the seat. Then the elephant raised himself slowly on all four legs.

The big children jumped up and down.

“Can we have a ride too?”



“No you’re too big for my elephant,” said the keeper.
“This is Raju’s special treat.”

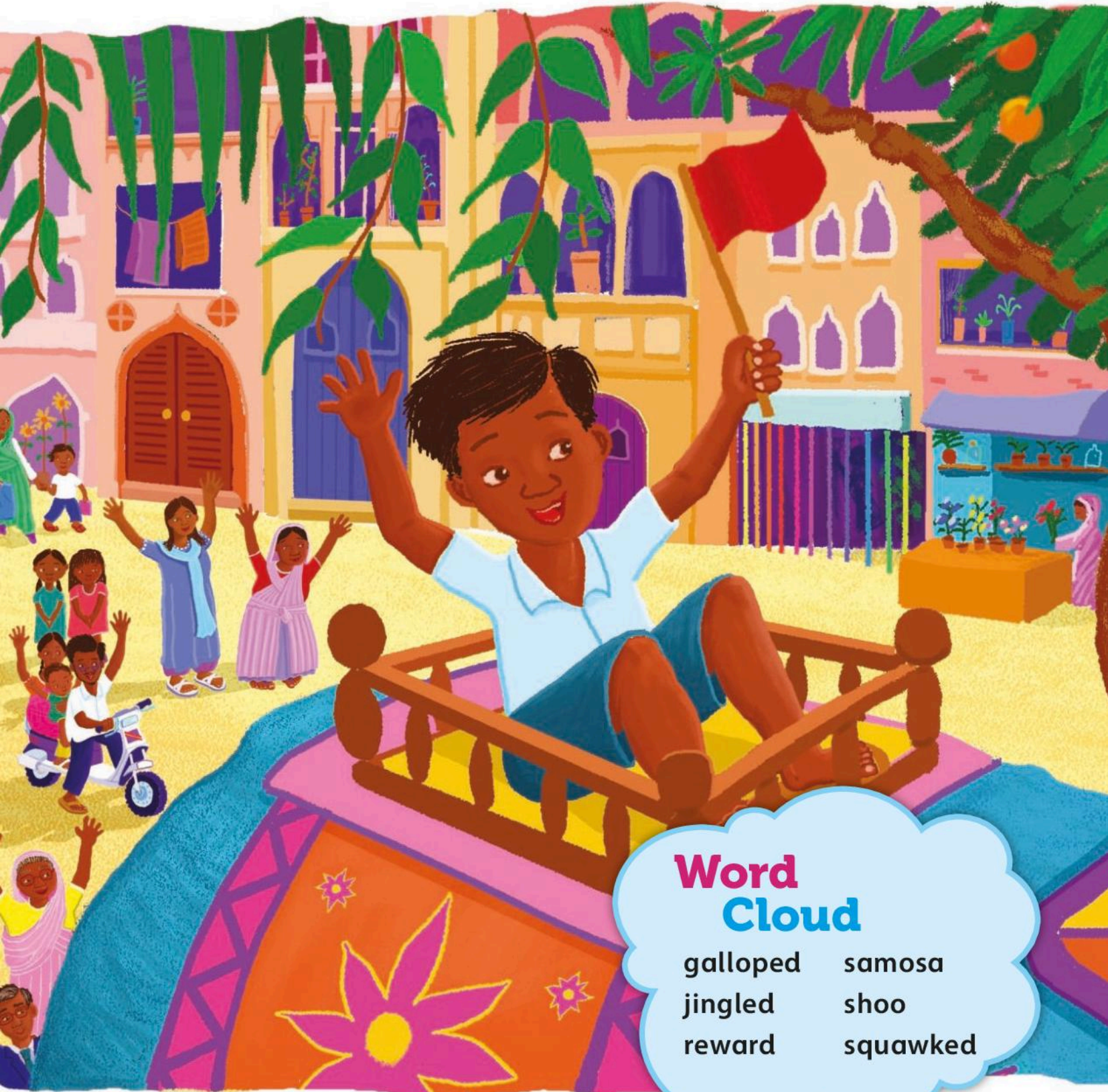
“Raju, Raju!” “You’re like a king!” cried the children.

They ran along beside the elephant.

Raju’s mother and father and baby sister got on the scooter and followed behind. The bells on the elephant’s neck jingled. Cars had to stop. Bikes had to get out of the way.



Raju waved at everyone. He touched the leaves on the trees. He felt like the most important person in the world.



Word Cloud

galloped	samosa
jingled	shoo
reward	squawked

Oxford English for Cambridge Primary

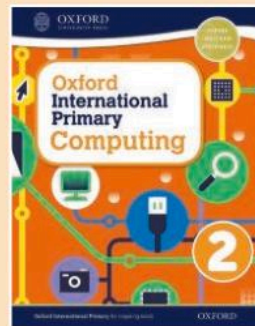
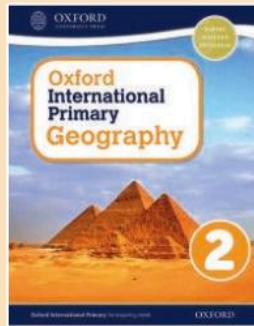
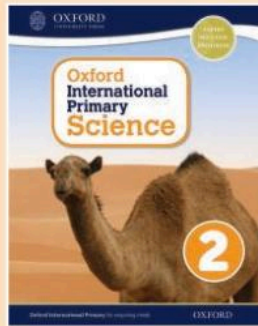
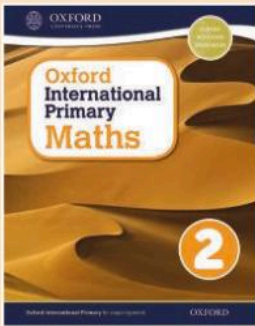
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