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A world of stories, poems and facts





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OCEANIA

NEW ZEALAND

SOUTHERN OCEAN

Unit contents

Unit	Theme	Country focus	Reading and comprehension
1	We can all be heroes	Alaska, USA	Fiction How it all began <i>Stormbreaker</i> Fiction The hook <i>White Dolphin</i> Fiction Kara makes the people listen <i>White Dolphin</i> Fiction Going hunting <i>Black Star, Bright Dawn</i> Fiction The Iditarod Great Sled Race <i>Black Star, Bright Dawn</i>
2	Health and sport	Oceans of the world, USA	Non-fiction Biography <i>Wilma Rudolph: Olympic athlete</i> Non-fiction Newspaper article <i>Gold! Gold! Gold!</i> Non-fiction Autobiography <i>Mike Perham: Sailing the Dream</i> Non-fiction Journalistic interview <i>We Salute You!</i>
3	Stormy weather	Italy, Worldwide	Poetry Weather poems <i>Flood</i> Poetry Shape poems <i>The Tornado</i> Poetry Weather poems <i>It's only the storm</i> Playscripts <i>Twelfth Night</i>
REVISE AND CHECK UNITS 1–3			
4	Traditional tales and fables	Ancient Greece	Fiction <i>The Boy Who Cried Wolf</i> Fiction <i>The moral of the story is...</i> Fiction <i>Peter and the Wolf (Part 1)</i> Fiction <i>Peter and the Wolf (Part 2)</i>
5	School days	Ancient Egypt, Worldwide	Non-fiction Ancient Egyptian writers <i>Scribes in Ancient Egypt</i> Non-fiction <i>Persuasive writing</i> Non-fiction <i>The Pros and Cons of Homework</i> Non-fiction <i>Should all primary students wear a school uniform?</i>
6	Let's celebrate!	China, Australia	Poetry Dragon performance <i>Dragon Dance</i> Poetry Creating pictures with words Poetry <i>Celebration</i> Poetry <i>Tree Festival</i>
REVISE AND CHECK UNITS 4–6			
7	Spies and mystery	Africa, UK	Fiction Alex becomes a spy <i>Stormbreaker</i> Fiction Botswana's greatest detective <i>Precious and the Monkeys: Precious Ramotswa's Very First Case</i> Fiction World famous spy <i>Young Bond: Double or Die</i>
8	Conserving our precious planet	Ecuador, Brazil, New Zealand, Egypt's Mediterranean coast	Non-fiction The Galápagos Islands <i>Expedition of a lifetime</i> Non-fiction Information text <i>Conserving rainforests</i> Non-fiction Website report <i>Only 55 Maui's dolphins left in the world</i> Non-fiction Report <i>Bringing the past to life</i>
9	A treasure trove of poems	Egypt's Mediterranean coast, worldwide	Poetry Dialogue poem <i>Herakleion: An Underwater City in the Bay of Abukir off the North Coast of Egypt</i> Poetry Kennings <i>Historian</i> and <i>Who is this?</i>
REVISE AND CHECK UNITS 7–9			
POETRY READING <i>The Adventures of Isabel and Common Cold</i>			

Language, grammar, spelling, vocabulary, phonics	Writing	Speaking and listening
<ul style="list-style-type: none"> • Sentence length and structure • Main and subordinate clauses • Direct speech • Spelling the 'k' and 'j' sounds • Colons and semicolon • Using colons and semicolons 	Fiction Narrative story structure	Organisation of ideas Expression of ideas
<ul style="list-style-type: none"> • Connectives • Spelling connectives • Making new words with prefixes and suffixes • Suffixes • Simple, compound and complex sentences • Modal verbs 	Non-fiction Writing an interview	Expression of ideas
<ul style="list-style-type: none"> • Plural nouns 	Playscripts Writing a playscript	Expressing opinions
<ul style="list-style-type: none"> • Homophones • Homographs • Shades of meaning • Adjectives • Conditional and Modal verbs • Adjectives and adverbs • Active and passive • More conditionals 	Fiction Descriptive writing: Describing a forest Writing a suspense narrative	Spoken presentation Expressing opinions
<ul style="list-style-type: none"> • Active and passive verbs • Persuasive language • Persuasive punctuation • Connectives 	Non-fiction Writing to persuade	Expressing opinions Expression of ideas Speaking to persuade
<ul style="list-style-type: none"> • Adjectives and synonyms • Making new words with prefixes and suffixes • Spellings and descriptions • Commas, dashes and brackets • Difficult words and homophones 	Poetry Writing a celebration poem	Expression and explanation of ideas Language choices Spoken presentation Poetry performance
<ul style="list-style-type: none"> • Specialised vocabulary • Word classes • Word origins • Prefixes and suffixes • Speech marks • Time connectives • Relative clauses • Spelling patterns • Proverbs and idioms • Handling of time 	Fiction Writing an action thriller	Expressing opinions
<ul style="list-style-type: none"> • Prefixes and suffixes • Using commas • Using imperative verbs • Time connectives • Persuasive words • Complex sentences 	Non-fiction Writing a non-chronological report	Organisation of ideas Expressing opinions
<ul style="list-style-type: none"> • Compound words • Word changes over time • Word origins • Revising same sounds but different spelling 	Poetry Writing a spy poem	Expression of ideas Poetry performance Kennings

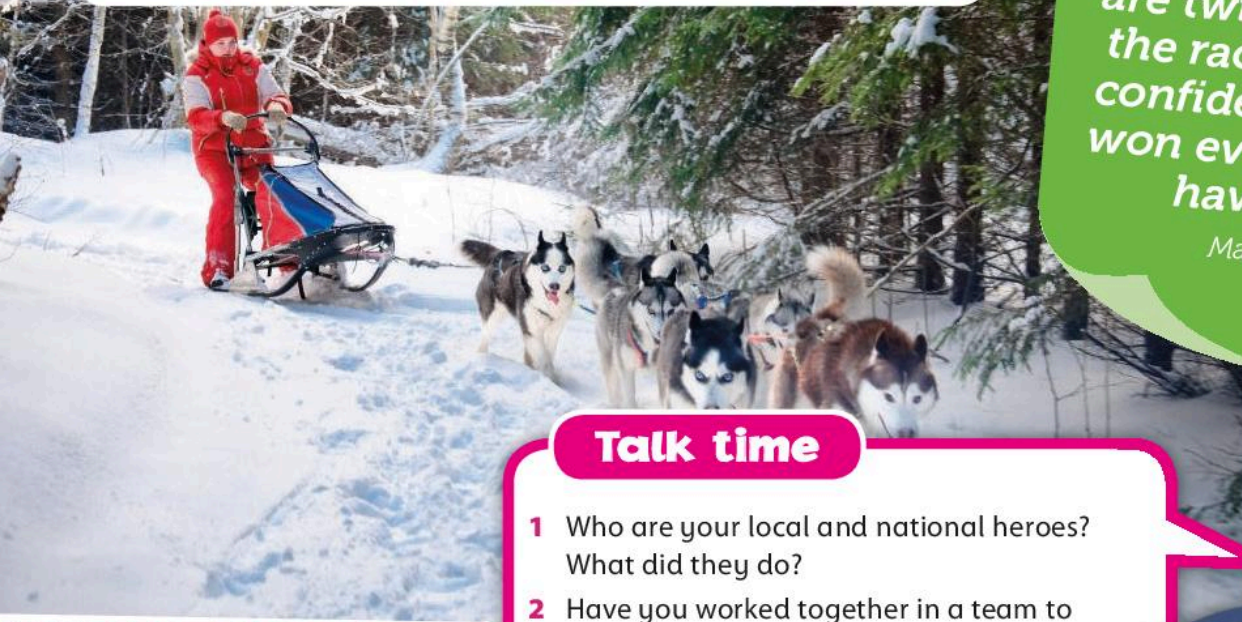
1

We can all be heroes



These children organised a real-life campaign against nuclear power stations. They protested using placards. Many people saw the newspaper picture and understood their message.

The Iditarod is a gruelling long-distance sled dog race held every March. The people driving the dog sleds, known as mushers, travel 1,800 km through harsh landscapes and severe weather conditions. In a blizzard the wind chill can be as low as -90°C . The race is the most popular sporting event in Alaska and successful mushers are national heroes.



If you have no confidence in self you are twice defeated in the race of life. With confidence you have won even before you have started.

Marcus Garvey

Talk time

- 1 Who are your local and national heroes? What did they do?
- 2 Have you worked together in a team to help others?
- 3 List three advantages of working together as a team on a project.



Naammaktsiarit!



naammaktsiarit

Word Cloud

campaign protest
gruelling severe
hero worthy

Glossary

a good cause a project that is worth supporting

A You can be a hero by...

- ▶ taking care of your friends in trouble.
- ▶ helping your family.
- ▶ looking after the environment and getting others to join you.

Think of three more ways to be a hero.

B Find these words on the first page. Use each one in a sentence of your own.

campaign gruelling placards protested severe worthy

C Work in pairs and discuss these questions. Are there any sayings in your language which mean something like the proverbs from Alaska below?

- ▶ If you are going to walk on thin ice, you might as well dance.
- ▶ Unless you're the lead sled dog, the view is pretty much the same.
- ▶ You never really know your friends from your enemies until the ice breaks.
- ▶ May your charity increase as much as your wealth.
- ▶ The caribou feeds the wolf, but it is the wolf who keeps the caribou strong.
- ▶ We borrow the Earth from our children.

Story beginnings

How it all began

When the doorbell rings at three in the morning, it's never good news. Alex Rider was woken by the first **chime**. His eyes flicked open but for a moment he stayed completely still in his bed, lying on his back with his head resting on a pillow.

5 He heard a bedroom door open and a creak of wood as somebody went downstairs. The bell rang a second time and he looked at his alarm clock glowing beside him. 3.02a.m. There was a **rattle** as someone slid the security chain off the front door.

10 He rolled out of bed and walked over to the main window, his bare feet pressing down the carpet pile. The moonlight spilled on to his chest and shoulders. Alex was fourteen, already well-built, with the body of an athlete. His hair, cut short apart from two thick strands hanging over his forehead, was fair.

15 His eyes were brown and serious. For a moment he stood silently, half hidden in the shadow, looking out.

From *Stormbreaker* by Anthony Horowitz

The hook

I rip another page from the book. I tear it out, right out. The paper is tissue thin and edged with gold. It **flutters** in my hand like a tiny bird, desperate to escape. I let it go and watch it fly up into the clear blue sky. I rip out another, and another. The pages **soar** and **tumble** across cow-scattered fields into the **haze** above the silver-blue sea.

5 “Oi Kara!”

I look down. Jake’s pink face is **squinting** up at me against the glare of sun. Ethan’s standing next to him trying to find finger-holds in the granite blocks of the wall. He jumps to pull me off, but I pull my legs up out of reach.

The wall’s too high

10 I’m safe up here.

“Kara-two-planks,” yells Jake. “Teacher’s looking for you.”

I run my finger along the rough leather binding of the book. It’s heavy in my lap. The hard edges dig into my skin. I rip another page and set it free, soaring upwards, skywards.

From *White Dolphin* by Gill Lewis

Comprehension

A Write answers to these questions, using the extract to help you.

- 1 What wakes Alex up in the middle of the night?
- 2 How does Alex know someone is answering the front door?
- 3 What does Kara compare the torn pages of the book to?
- 4 How is the image created in line 2 of the second extract referred to again in the last sentence?
- 5 What nickname does the boy Jake give to Kara?
- 6 Which of the two story openers do you prefer? Why? Use examples from the extracts to explain your answer.

B Write answers to these questions, using the extracts to help you.

- 1 Describe the setting in each extract.
- 2 Describe the characters in each extract.
- 3 How is the information about Alex presented to us by the writer? How is this different from how we are told the information about Kara?

C What can you describe about a character and the plot when you are the narrator of the story? What can’t you describe? What can a narrator describe about a person? Does a narrator describe a character’s feelings or do they only describe the action from a distance?



Word Cloud

chime soar
flutters squinting
haze tumble
rattle

Reefs at risk

Kara saves an injured dolphin, then starts a campaign to protect the nearby reef from **damage** by overfishing. Kara's mother made a film about the reef before she died. The film is shown to the public and Kara finds the **courage** to stand up in front of all the townspeople to say what she believes.

Word Cloud

courage	reef
damage	scallops
flippers	seal
lens	trawler

Kara makes the people listen

"Dougie Evans is right," I say. My voice comes out much louder than I expect. The hall is silent, listening. "Fishing *is* the heart of this town." I look around. This is my one big chance.

"The boat my mum and dad rebuilt together, fished from this
5 harbour a hundred years ago. Back then, she would have come home full of pilchard and herring, so full the fish would have been spilling over her sides into the sea." I swallow hard. The back of my throat is dry, like sawdust. I look around and fix my eye on Dougie Evans. "But she can't do that anymore. We've taken all the fish from our seas.
10 Dougie Evans's **trawlers** have to go further and deeper to find fish, and even then they sometimes come back empty. Now we're dredging our bay for **scallops**, tearing up the **reef**. I wonder, will we still be fishing here at all in another hundred years?" I glance across the hall. There's no sign of Felix, but I remember what he wanted me to say.
15 "You're about to see what we could lose."

I stand there in the silence and look around the hall. I don't know what's meant to happen now. I climb down the steps and sit next to Dad.

The hall lights go out.

20 I hear mum, speaking through the darkness.

The room is silent. The huge screen on the stage is dark at first. A faint greenish glow in the centre of the screen becomes brighter and brighter and we are rising up, towards the sun shining through the surface of the water. A **seal** swims up to the
25 camera, his nose almost touching the **lens**. It's as if he's watching everyone in the hall. His big dog eyes are chocolate brown. He snorts a breath. Silver bubbles spiral upwards and he twists away, flippers pressed together, his grey body sliding through the water. And we're twisting through the water too: down, down, down through shafts of
30 rippling sunlight, past rocks jewelled with pink and green anemones, down past coral mounds and feather-stars and sea-fans.

This must have been the last film mum made here in the bay...

But suddenly, a tearing sound rips through the hall. The image on the screen changes and fills with metal chains and billowing mud and sand. When the mud settles all that's left is a gravelly sea bed, littered with broken sea-fans. The silence in the hall is still and deep.

Mum's voice speaks out one last time.

“Unless we protect our oceans, there will be nothing left but wasteland. We are not farmers of the sea. We never sow, we only reap.”

The lights come on. No one speaks... A ripple of applause starts at the back of the room and rolls forward like a wave. I look across to see some of the fishermen nodding. Others are just staring at the screen, transfixed.

From *White Dolphin* by Gill Lewis

Glossary

anemones sea creatures that look like flowers

coral colourful living creatures which grow into reefs after many years

dredge/dredging to drag something heavy along the bottom of the sea to scoop things up

herring an oily fish about 30cm long

pilchard young herring

sea-fans fan-shaped sea creatures

Comprehension

A Write answers to these questions, using the extract to help you.

- 1 Is Kara nervous standing up and speaking in front of all the townspeople?
- 2 Why are there no fish left?
- 3 What makes a loud noise and damages the sea-bed?
- 4 Are the townspeople impressed by Kara's presentation?
- 5 Which phrases in the text indicate that the sea-bed is being damaged by fishing?

B Write answers to these questions, using the extract to help you.

- 1 What do you think will happen in the future unless changes are made to the present fishing methods?
- 2 What does the phrase in line 39, “We are not farmers of the sea. We never sow, we only reap.” mean in the context of this story?
- 3 What does the writer want the reader to feel about sea damage?

C “You're about to see what we could lose,” said Felix. What is there in your local environment that you could lose?

This reef has been damaged by a fisherman's anchor.



Sentence length in fiction texts

- A** In the extract from *White Dolphin* by Gill Lewis, the writer uses short sentences for dramatic effect. Look at the short sentences underlined below.

The lights come on. No one speaks. A ripple of applause starts at the back of the room and rolls forward like a wave. I look across to see some of the fishermen nodding. Others are just staring at the screen.

- 1 Join all the (short and long) sentences into one huge 'sentence', using 'and' to join each one.
- 2 What is the effect of 'losing' the short sentences?

- B** Look at the extract below. The student has used too many 'ands' in their writing. Rewrite it so that these are taken out and a new sentence started instead. You will find that it is a much better piece of writing, with some very effective short sentences. (Note: A single 'and' should remain in the re-written text.)

It all started when I arrived home and I could see that the front door had been left open, so I felt a bit frightened and I wondered whether someone had broken in, so I opened the door very carefully and I tiptoed in and at first and I couldn't see anything, so I breathed a huge sigh of relief and suddenly, I heard a noise and a scream and I wanted to run for my life, but I knew I had to investigate and slowly, I made my way to the living room and I opened the door very, very gently and I saw my mother with a broken television at her feet and she had bought a new television, brought it in herself and, as it was too heavy, had dropped it and she had been so busy struggling with all of this that she hadn't managed to close the door and there hadn't been a burglar after all!



Top Tips

- ✓ When you use 'and' consider whether you need to start a new sentence instead and get rid of the 'and'.
- ✓ Vary sentence length in your writing, so that there are both long and short sentences.

- C** Write a 10-sentence account of travelling home to your house late at night. Use at least five very short sentences for dramatic effect.

Main and subordinate clauses

A complex sentence consists of a **main clause** and one or more **subordinate** clauses.

A subordinate clause cannot stand alone, and is usually introduced by a **subordinate connective** such as: who, what, that, why, when, which, where, if, although, since, until, as.

Examples: I like you **when you are in a good mood.**

The weather, **which was really sunny**, meant everyone went outside.

A Sometimes the subordinating connective is missed out. Here is a sentence from *White Dolphin* by Gill Lewis:

'I hear mum, speaking through the darkness.'

This could have been written as 'I hear mum, who is speaking through the darkness.'

Rewrite the following sentences, missing out the subordinating connective and making any necessary changes to the verb.

- 1 I saw my friend who was running up the stairs.
- 2 The boy who was waiting in the room expected a phone call.
- 3 The house that stands at the end of the street will soon be sold.

B Sometimes a present participle verb (ending in '-ing') or past participle verb (ending in '-ed') can come at the beginning of a sentence.

Example: *Tired and depressed, I slumped on the sofa.*

- 1 Write five sentences beginning each one with a different participle verb from the list below.

running walking laughing exhausted frightened

C Subordinate clauses can be placed at different points in a sentence.

Example: Although Kara spoke clearly, they didn't listen. They didn't listen although Kara spoke clearly.

Complete these sentences and put the clauses in different positions.

When I have free time I...

She did her homework...

Although I wasn't hungry...

As soon as I got home from school...

Alaskan adventure (Part 1)

In Alaska, it is November and the sea has frozen over. A young Alaskan girl, Bright Dawn, and her father are waiting to go hunting. After waiting for over a week for narrow passages of open water, known as leads, to appear in the ice, Bright Dawn's father can wait no longer. He decides to go hunting on a sled instead of his kayak (a small canoe).

Word Cloud

harnessed
kayak
litter
stubborn
suspicious

Going Hunting

Bartok, my father, decided not to wait for the leads to open. He told me to get the dog sled and harness the dogs. He would hunt without a **kayak**.

"We'll hunt bearded seals on the ice," he said. Bearded seals are heavy. They can weigh six hundred pounds. I **harnessed** our seven dogs to the sled and
5 chose Black Star to lead the team. Bartok did not like him. When Black Star was a year old, my father decided that he would never in this world make a good leader.

"He's **stubborn**," my father said. "You tell him something and he does something else."

10 "He's smart," I said, remembering the winter when we were coming home and, just on the other side of Salmon Creek, Black Star pulled up and wouldn't move. My father took the whip to him and still he wouldn't move. Then my father walked out on the frozen creek and fell through the ice up to his neck. I remembered this time but said nothing about it. "Black Star knows a lot,"
15 I said.

"Of the wrong things," Bartok said. "He's got too much wolf in him. His father came from Baffin Bay and had a lot of wolf blood. They bred him to a Siberian husky. So he's mostly wolf."

I liked Black Star. I had liked him since he was a month old. There were seven
20 in the **litter** and he was the most playful of them all. He bounced around and took nothing from his brothers and sisters, giving two bites back for every one he got.

He was the purest white, with a black star on his forehead and black slashes under big eyes. But of everything, it was his eyes themselves that captured me.

25 They were ice-blue, the colour of the ice that floats down from the Bering Sea on the days when the sun is at its tallest. At first I thought how cold and **suspicious** and wild they were, looking at me from a world I had never seen and would never know.

After a while, I felt that behind this was a shadow of friendship.
 30 That changed and I saw nothing but friendliness.
 Then that changed, too.

Sometimes, when moon shadows were on
 the trail and we were hunting things down
 from the forest, the wild look would come
 35 back again.

Before I harnessed him to the sled, Black
 Star went down the gang line, his bushy
 tail curled over his back. His ears pricked
 forward. I had seen a motion picture one
 40 time at school about a parade in
 Washington. There were soldiers
 standing in a line and a captain walking
 along, stopping to look at each one of
 them. Black Star reminded me of the
 45 captain. He wanted to let them know that
 he was the leader.

From *Black Star, Bright Dawn*
 by Scott O'Dell



Comprehension

A Write answers to these questions, using the extract to help you.

- 1 Why did Bartok decide to hunt by sled?
- 2 Why would a sled be needed to hunt bearded seals?
- 3 Why did Bartok believe that Black Star would never make a good team leader?
- 4 How did Bright Dawn's opinion of Black Star change over time?
- 5 What does Bright Dawn say is Black Star's most remarkable feature?

B Write answers to these questions, using the extract to help you.

- 1 Why did Bright Dawn choose not to remind her father what had happened near Salmon Creek?
- 2 Do you think Black Star can make a good team leader? Why/Why not?
- 3 Why does Black Star remind Bright Dawn of a captain?

C With a partner, write a paragraph describing everything we know about Black Star. Write about what we know about his appearance and his character.

Direct speech

When you use direct speech in your own stories check that the punctuation is correct. Also, remember that for each new speaker the text needs to start on a new line.

Examples: "He's stubborn," my father said. "You tell him something and he does something else."

"He's smart," I said, remembering the winter when we were coming home.

"Of the wrong things," Bartok said.

Sometimes, try to use more precise verbs than 'said'.

Examples: muttered, shouted, argued, sniffed

You could even add adverbs.

Examples: loudly, quietly

Look at the extract about Bright Dawn and Black Star again and replace said with another verb and add an adverb.

Examples: "He's stubborn," my father growled roughly.

- A** Rewrite the extract below, starting new lines for new speakers. Replace "said" with other verbs. Perhaps add some adverbs too.

"I want to go sledding," said Aputi. "I can't stand staying indoors all day." "I thought you had homework to do," said mum. "Oh mum," said Aputi. "I've almost finished it. Can't I just take an hour off." "Yes," said mum. "But only when you've finished your work." "But it'll be dark if I don't go soon!" said Aputi. "Then you'd better hurry up and finish your homework then," said mum.

- B** Rewrite the following dialogue, inserting correct punctuation and starting new lines for new speakers.

Excuse me, said the man. Can you tell me what time it is? He gestured towards his wrist. I seem to have left my watch at home. He laughed. I am becoming very forgetful in my old age! I think it is about 8 o'clock said Anuk laughing. I actually haven't got my watch on, but I do remember seeing the time on the town hall clock. The town hall! said the man. That's just the place I'm looking for. Can you point me in the right direction? Certainly Anuk said.

- C** Write a short conversation which involves two speakers. When you are finished, give your writing to a partner so that they can check that you have used the correct punctuation.

Spelling the 'k' and 'j' sounds

Spelling the 'k' sound

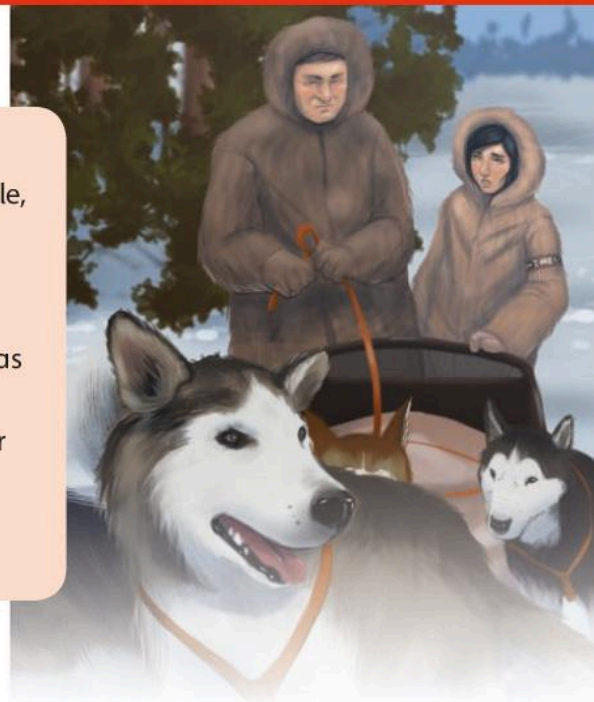
Some sounds are the same, but are formed by different letters. For example, the letters 'ck', 'k', 'ke', 'c' and 'que' at the end of words all make a 'k' sound.

When the 'k' sound comes straight after a short vowel sound we usually spell it 'ck' as in 'sack', 'peck', 'thicket' and 'socket'.

When the 'k' sound comes after another consonant, we usually use the 'k' as in 'basket', 'silk', 'blank' or 'park'.

When the 'k' sound follows a long vowel sound, we usually use 'ke' as in for example 'rake', 'snake', 'poke' or 'spike'.

Some words originally came from the French language and end with a 'k' sound made by 'que'. Examples of this include 'antique' or 'unique'.



A Spelling the 'k' sound.

- 1 a Write five more examples of words with 'ck'. c Write five more examples of words with 'ke'.
- b Write five more examples of words with 'k'. d Write one more example of a word with 'que'.

At the end of a one-syllable word use 'ick'. **Example:** sick

At the end of a word with more than one syllable use 'ic'. **Example:** automatic

Compound words are made from more than one word. **Example:** airsick

B Add the correct 'k' ending to complete the following words.

bar__ atta__ artwor__ kno__ earthqua__ chal__ panca__
mista__ hammo__ stri__ uni__ picni__ comi__ bri__ li__ pinpri__

Spelling the 'j' sound

If the 'j' sound is followed by a vowel ('a', 'e', 'i', 'o' or 'u') then it is usually formed by the letter 'j'. For example 'jam', 'jelly' or 'jockey'.

The letter 'g' can make the soft sound of 'j' when it is followed by an 'e', 'i', or 'y' as in 'gesture', 'ginger' or 'gym'.

If 'j' follows a short vowel sound, we usually use 'dge' as in 'dodge' or 'budget'. This is because the letter 'j' is never doubled in English.

A Spelling the 'j' sound.

- 1 Write three more words that use 'j' to make the 'j' sound.
- 2 Write three more words that use 'g' to make the 'j' sound.
- 3 Write one more word that use 'dge' to make the 'j' sound.

B Add the correct 'j' spelling to complete the following words.

__ist __iant __elly __in__erbread __aguar __aws
__eography ri__e __ar __og __iraffe __eans __unk



Challenge

- Write a sentence using as many words with the 'k' sound as possible.

Alaskan adventure (Part 2)

Bright Dawn takes her father's place in a **gruelling** dogsled race that covers 1600 kilometres. Running with ears laid back and nose in the air Black Star, leader of her dog team, guides them through dangers on the race trail.

The Iditarod Great Sled Race

The country beyond looked wild and forsaken. Scattered trees were **ragged** and bent over by fierce winds. It was very cold. My feet stuck to the [sled] **runners**. They felt as if they belonged to somebody else.

I drove the team faster than I ever had before. At times we were
5 running at fifteen miles an hour. The dogs opened their jaws and **scooped** up snow as they ran...

The trail wound through steep hills and the temperature was now much below zero. My eyelashes gathered frost and began to feel like splinters. I had a hard time seeing and had to depend on Black Star.

10 I was travelling on a **lagoon** formed by the Innoko River, when the trail began to tremble. At once I realized that we were on ice, thin ice, no more than a couple of inches thick. Ahead of us it was **billowing** like waves on the sea.

Black Star saw the billows too and stopped the dogs. If we went
15 on, the whole team, all of us, would go crashing down into the rushing river. We were trapped. Panic **seized** me. Black Star stood with his ears curled back tight against his head. He was trying to decide where to go, to the right or to the left. I was of no help. It was Black Star's decision.

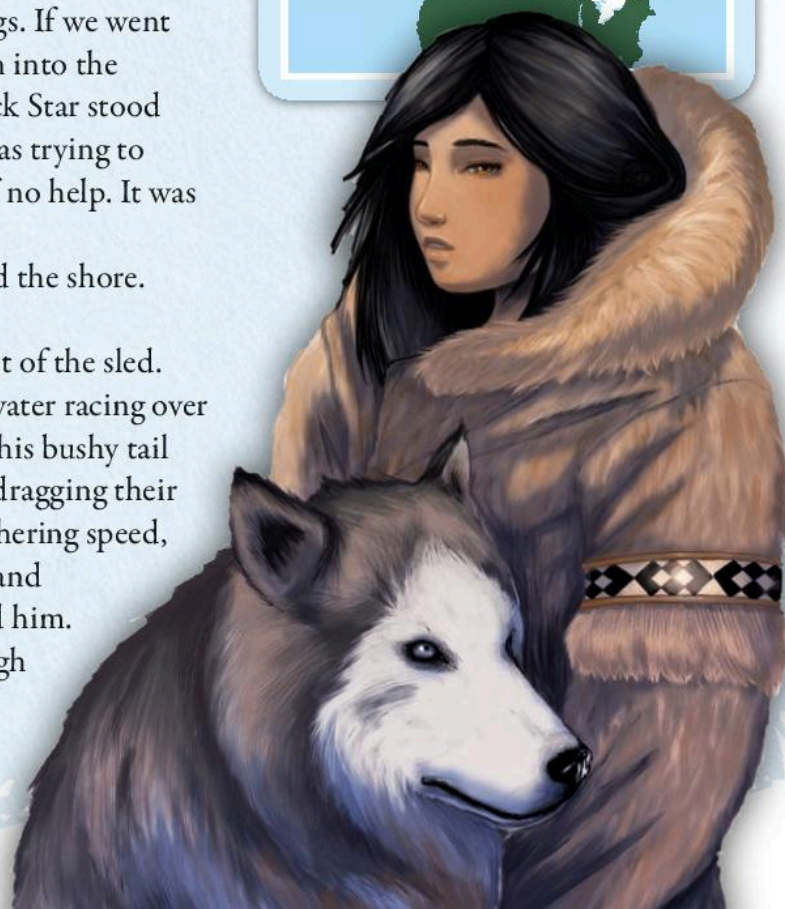
20 At last he turned toward a line of trees that marked the shore. He went slowly and the team followed him.

The ice grew thinner. It creaked beneath the weight of the sled. Through the ice I could see fish swimming and blue water racing over the rocks. Black Star's head was up and his ears alert, his bushy tail
25 curved high over his back. The rest of the team were dragging their tails. Suddenly Black Star pulled up. Then, slowly gathering speed, with the bank only a few yards away, he made a dash and scrambled safely to shore. The next five dogs followed him.

Then the ice broke and the rest of the team fell through
30 into the swirling water. The sled went with them and I went with the sled.

Word Cloud

billowing ragged
dazed runners
gruelling scooped
handlebar seized
lagoon



35 **Dazed** and blinded, I held tight to the sled **handlebar**. The dogs were struggling against the current, their heads up and silent. There was a gray mist among the trees, but I had a glimpse of my leader. He and his five dogs were pulling on the towline. With all my strength I shouted, "Go, Black Star, go!"

From *Black Star, Bright Dawn* by Scott O'Dell

Comprehension

A Write answers to these questions, using the extract to help you.

- 1 What made Bright Dawn first realise she was on thin ice?
- 2 Number these statements 1–3 so that they are in the right order.
 - a Black Star and five dogs make it to the shore.
 - b Bright Dawn and some dogs crash through the ice.
 - c Bright Dawn and the dog team are travelling very fast.
- 3 Find one sentence or phrase which shows that Bright Dawn treats Black Star as the leader.
- 4 When the team is in danger, what is it about Black Star that shows he is more alert than the other dogs?
- 5 Read lines 30–36 again. What evidence is there that Bright Dawn and the dogs will be pulled to safety?

B Write answers to these questions, using the extract to help you.

- 1 Find three phrases which show the race takes place in harsh conditions.
- 2 The writer uses short sentences. What mood does this create?
- 3 Choose six verbs from the extract to show the writer has created a mood of tension and movement.

C With a partner discuss how Black Star and the five dogs who made it on land are going to save Bright Dawn, the sled and the other dogs. With your partner, complete the story writing from Black Star's point of view – as if he were telling the story, with excitement and tension, about the great rescue.

Glossary

Alaska native a general term for the range of different indigenous people of Alaska

forsaken to forsake someone is to abandon them

panic to panic is to be overcome with fear or anxiety and behave wildly

splinter a small sharp piece of wood or glass broken off a larger piece

The person in charge of the dogsled is called a musher or driver.



Colons and semicolon

A **colon** : is a punctuation mark that acts as a sign to the reader that something is coming, such as a list.

Example:

The following students from Grade six have been selected for the school football team: Ali Yavuz, Juan Lopez, JuYoung Kim, Martin Andres and Oleg Hof.

The first word after the colon will only have a capital letter if it is a proper noun.

A Write the sentences out, putting the colons in the correct place.

- 1 I have lived in many cities San Francisco, Rome, Sydney, Dubai, New Delhi and London.
- 2 The plan you have suggested has three advantages it is cheap, it is sensible and it will be popular.
- 3 Roald Dahl is the writer of *Charlie and the Chocolate Factory*, *James and the Giant Peach*, *The BFG* and *The Twits*.

A **semicolon** ; can be used to separate longer phrases in a list. Commas could be used, but using a semicolon makes the sentence clearer.

Example:

Yesterday, I bought the following items: two bunches of large, ripe bananas; six large, fresh bread rolls; two small T-shirts; four juicy peaches; and eight boxes of tea.

B Items on Bright Dawn's sled are shown on page 23. Write a sentence listing the items. Correctly use a colon before the list starts and semicolons **in-between the items**.



Using colons and semicolons

A semicolon can be used instead of **and** or **but** to join two related sentences into one sentence.

Examples:

The boy burst through the door. He glared at me.

The boy burst through the door **and** (he) glared at me.

The boy burst through the door; he glared at me.

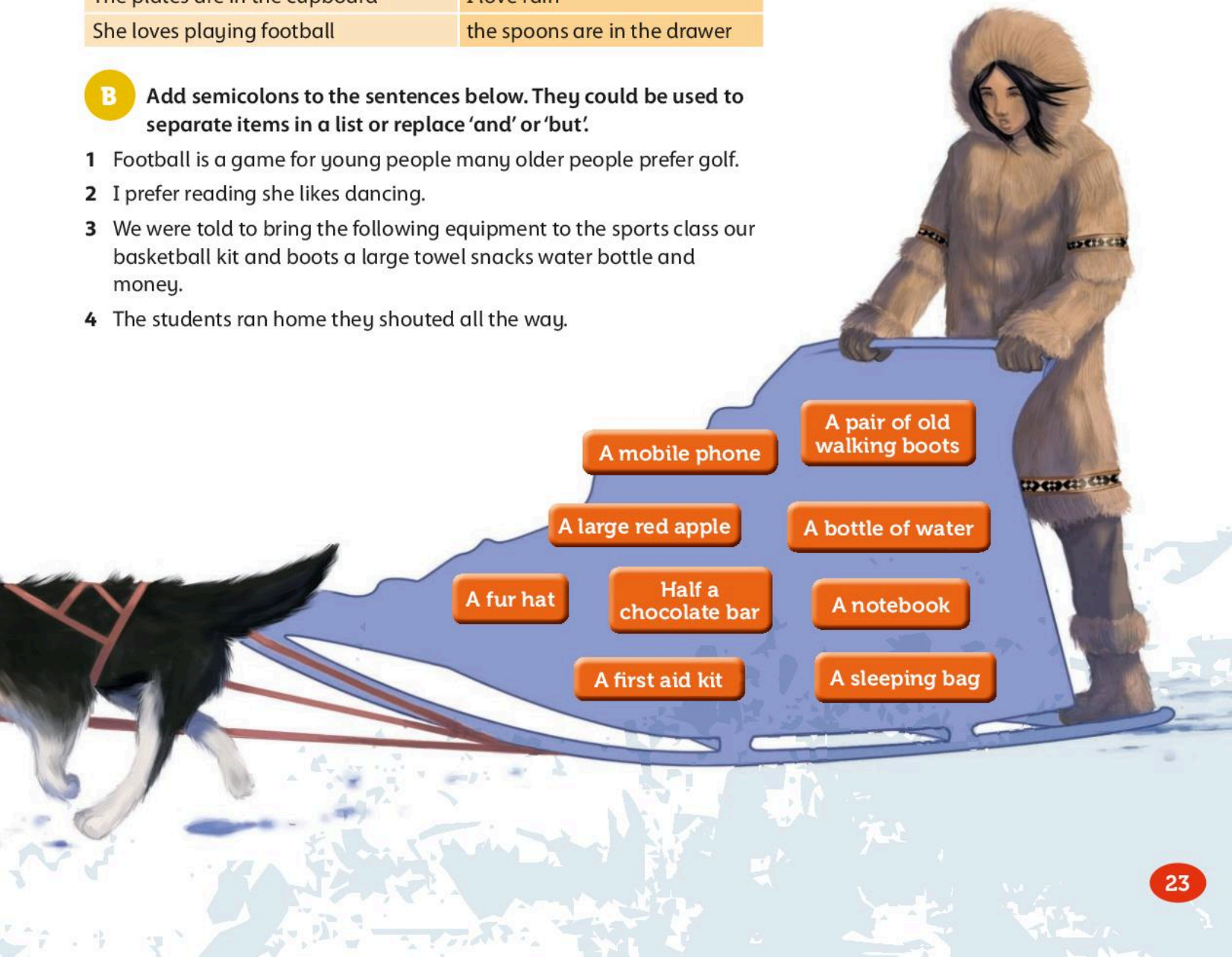
A Match the sentences below using a semicolon to join them up.

Example: Fruit is good for you; burgers are not.

I listened to the gentle patter of rain against the window	he likes tennis
The plates are in the cupboard	I love rain
She loves playing football	the spoons are in the drawer

B Add semicolons to the sentences below. They could be used to separate items in a list or replace 'and' or 'but'.

- 1 Football is a game for young people many older people prefer golf.
- 2 I prefer reading she likes dancing.
- 3 We were told to bring the following equipment to the sports class our basketball kit and boots a large towel snacks water bottle and money.
- 4 The students ran home they shouted all the way.



Narrative story structure

All stories have a similar structure.

- ▶ The **setting** tells us when and where it happened.
- ▶ The **characters** are the people in the story.
- ▶ The **problem** makes us want to read on to find out what happened.
- ▶ The **climax** is the most exciting point when something terrible or wonderful could happen.
- ▶ The **resolution** is how the problem is fixed and explains how the story ends.

Model writing

Read the extract on pages 20–21 again. Next, answer the questions to help you see the structure of the story.

Setting and characters

- 1 Where is the story set?
- 2 Who are the main characters?

Problem

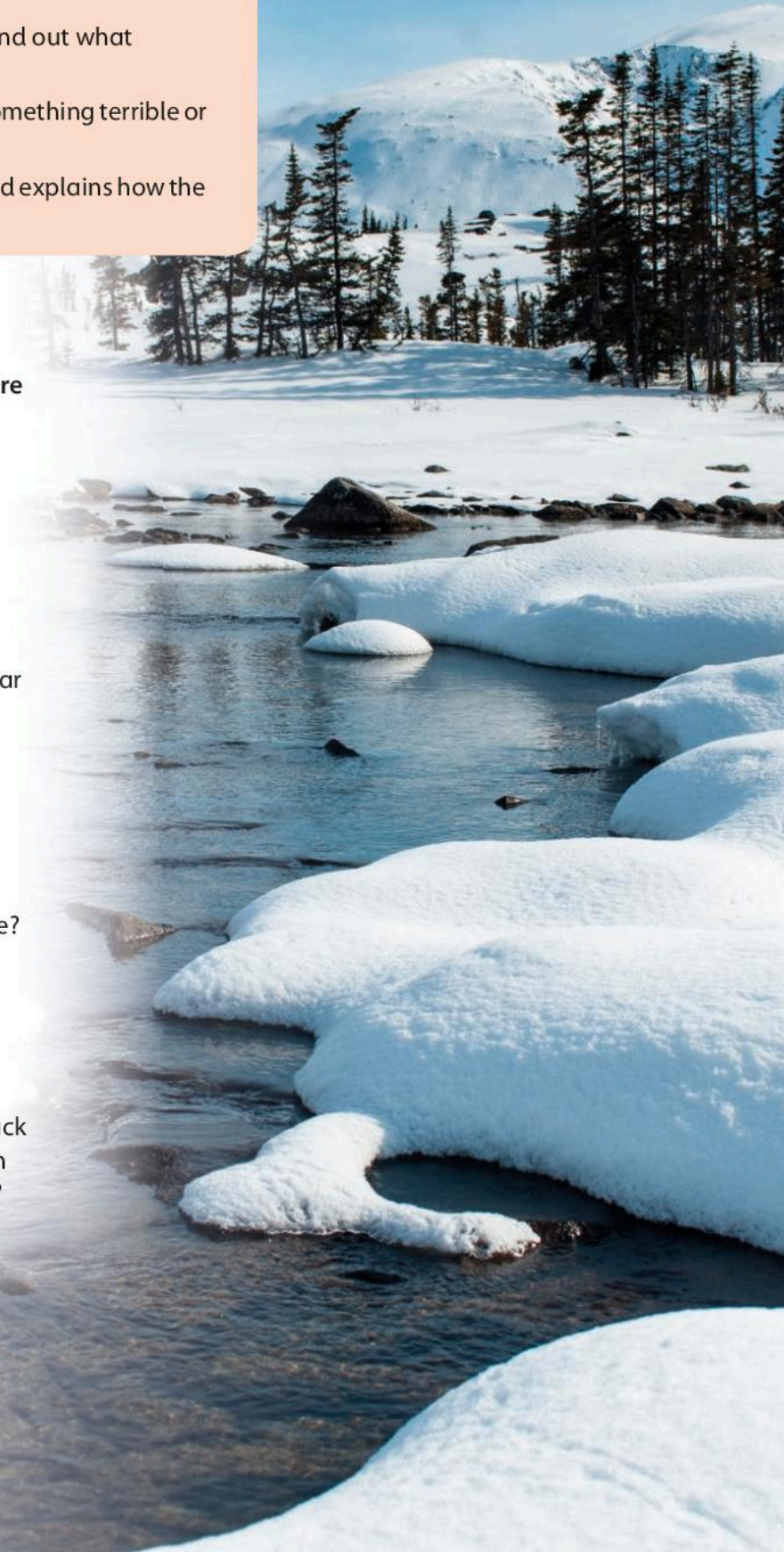
- 3 What is the main problem Bright Dawn faces?
- 4 Why does Bright Dawn have to rely on Black Star to lead the way?
- 5 When did Bright Dawn realise they were in danger?
- 6 Why didn't she go a different route?

Climax

- 7 Who made the decision to go towards the shore?
- 8 Why did Black Star suddenly rush to the bank?
- 9 What happened then?

Resolution

- 10 Look at your writing from page 21. How did Black Star resolve the situation and save Bright Dawn from the freezing water? What happened then?



Writing a narrative story

Example scenarios

- 1 You (+ one other) are on a snowmobile in the Alaskan wilderness when you suddenly meet a polar bear.
- 2 You (+ one other) are in a kayak on a river in the middle of the Amazon jungle when you see the river ahead is about to get very dangerous and rocky.
- 3 You (+ one other) are on a camping trip, deep in the woods when you hear the sound of something very big moving nearby.
- 4 Your own ideas.



Top Tip

- ✓ Each episode could end with a 'cliff-hanger', which makes the reader want to find out what happens next.

Write an escape story

Write a short story called *Escape*. This should be five or six paragraphs long.

- 1 Plan your story first.

Setting	Grab the reader's attention with an exciting opening. Tell the reader where and when it happens. Use powerful adjectives and verbs to set the atmosphere.
Characters	Describe no more than two characters. Are you one of the characters or are you the narrator? Are the characters both human or is one an animal?
Problem	Why are they in danger? Who or what is threatening them? Use some short sentences for suspense.
Climax	What must they escape from? Use similes or metaphors to help the reader imagine the danger.
Resolution	How do they get away? Does the story end happily for everyone?

- 2 Plan the vocabulary you will use. Try to use strong verbs to keep the plot moving and use powerful adjectives.
- 3 Write your story then check and edit it using the table above.

2

Health and sport



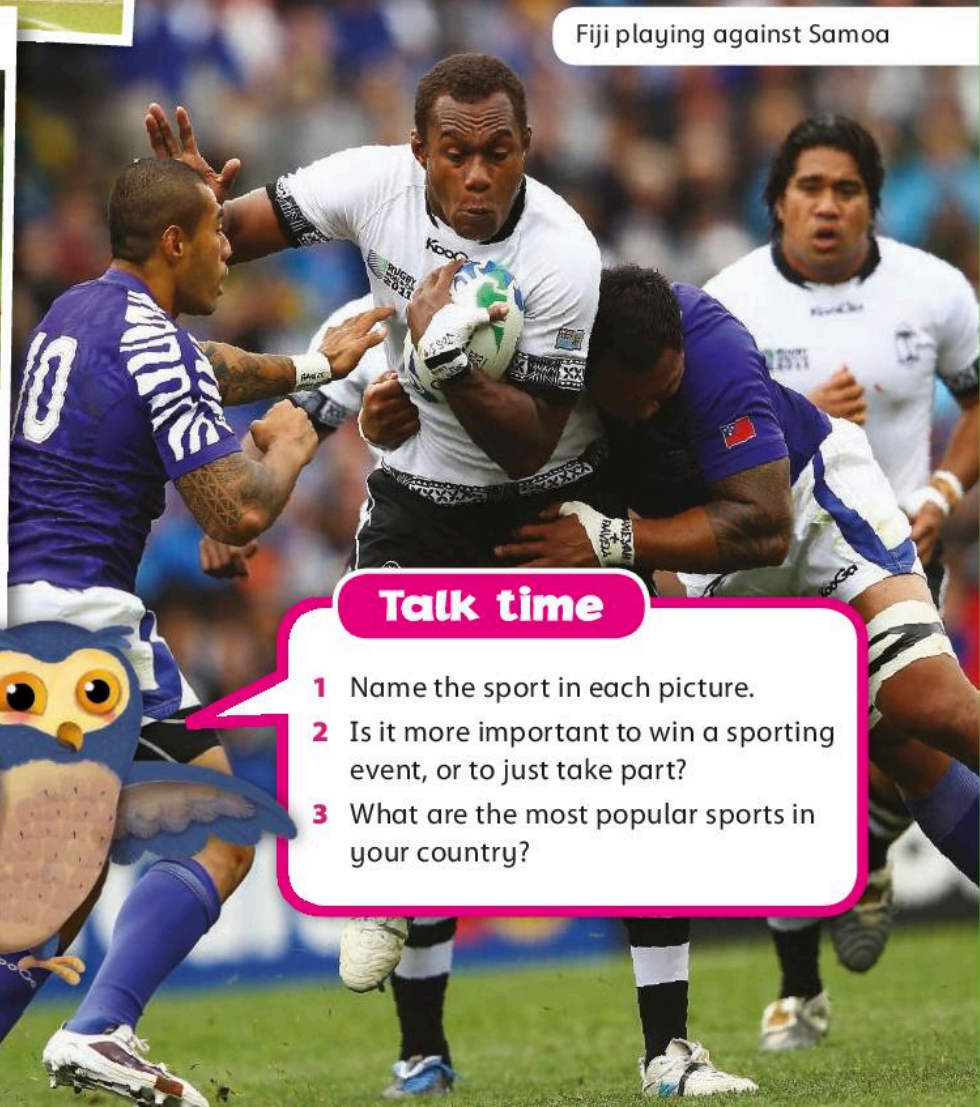
Sachin Tendulkar batting for India



Saudi women's team



New Zealand player Lydia Ko, aged 15



Fiji playing against Samoa

"Obstacles don't have to stop you... don't give up."

Michael Jordan

Talk time

- 1 Name the sport in each picture.
- 2 Is it more important to win a sporting event, or to just take part?
- 3 What are the most popular sports in your country?

Are you fit and healthy?

Health Quiz

Word Cloud

exercise
physical
free time
sports day

1 How often do you have a sports lesson or physical activity in school?

- a) once or twice a week or less
b) more than twice a week c) every day

2 How often do you walk or cycle to school?

- a) never b) sometimes c) most days

3 In your free time, how often do you do physical exercise?

- a) never b) once or twice a week
c) more than twice a week

4 There's a sports day in your school. Do you usually:

- a) not take part b) sign up for your favourite and best event c) sign up for all the events?

5 At lunch do you eat:

- a) chocolate and sweets
b) not very much as you'd rather play outside
c) fresh fruit and vegetables

Challenge

- Tell a partner about a sport or activity you have done over the last week. Don't use the word 'and', not even once. Example: On Monday, I walked two miles to school. Then I sat in lessons till break. At break I played basketball.

Answer Key

C answers = 5 points each B answers = 3 points each

A answers = 1 point each

Over 20 points: Well done! You are really fit!

Over 15 points: You are on the right road! Keep going!

Less than 15 points: Exercise and healthy food are good for you. Try to do more exercise and eat more healthily!

Compare your answers with a friend's and check your score using the answer key.

A biography of Wilma Rudolph: Olympic athlete

Wilma Rudolph won three gold medals at the Olympic Games in Rome in 1960 – the first American woman to achieve such success. Born prematurely in Tennessee, USA in June 1940, Wilma was one of 22 children. As a result of being born early, Wilma was often poorly. Throughout her childhood she had many illnesses. One illness – Polio – was so bad that Wilma had to wear a brace on her leg, and doctors told her mother she was unlikely to walk again. However, with determination and the help of physical therapy she recovered and by age 11 had developed a keen interest in sport – particularly basketball.

It was during her time at high school that Wilma qualified for a place at the Olympic Games in Melbourne. Aged just 16, she became the youngest member of the American Olympic team and went on to secure a bronze medal at the event for the sprint relay. Following high school, she went on to study at Tennessee State University. Here, Wilma met her future coach – Ed Temple – who would help her develop as an athlete and achieve even greater glory on the track.

During the 1960 Rome Olympic Games, Wilma became the first American woman – black or white – to win three Olympic gold medals in one games. Not only did she win the 100m, the 200m and the 4x100m relay she also set new World Record times in each event. Such an achievement secured her worldwide recognition and she was awarded the title of Associated Press Woman Athlete of the Year in both 1960 and 1961.

Retiring from international competition in the early 1960s, Wilma became a teacher and an athletics coach. She married Robert Eldridge in 1963 and the couple went on to have four children.

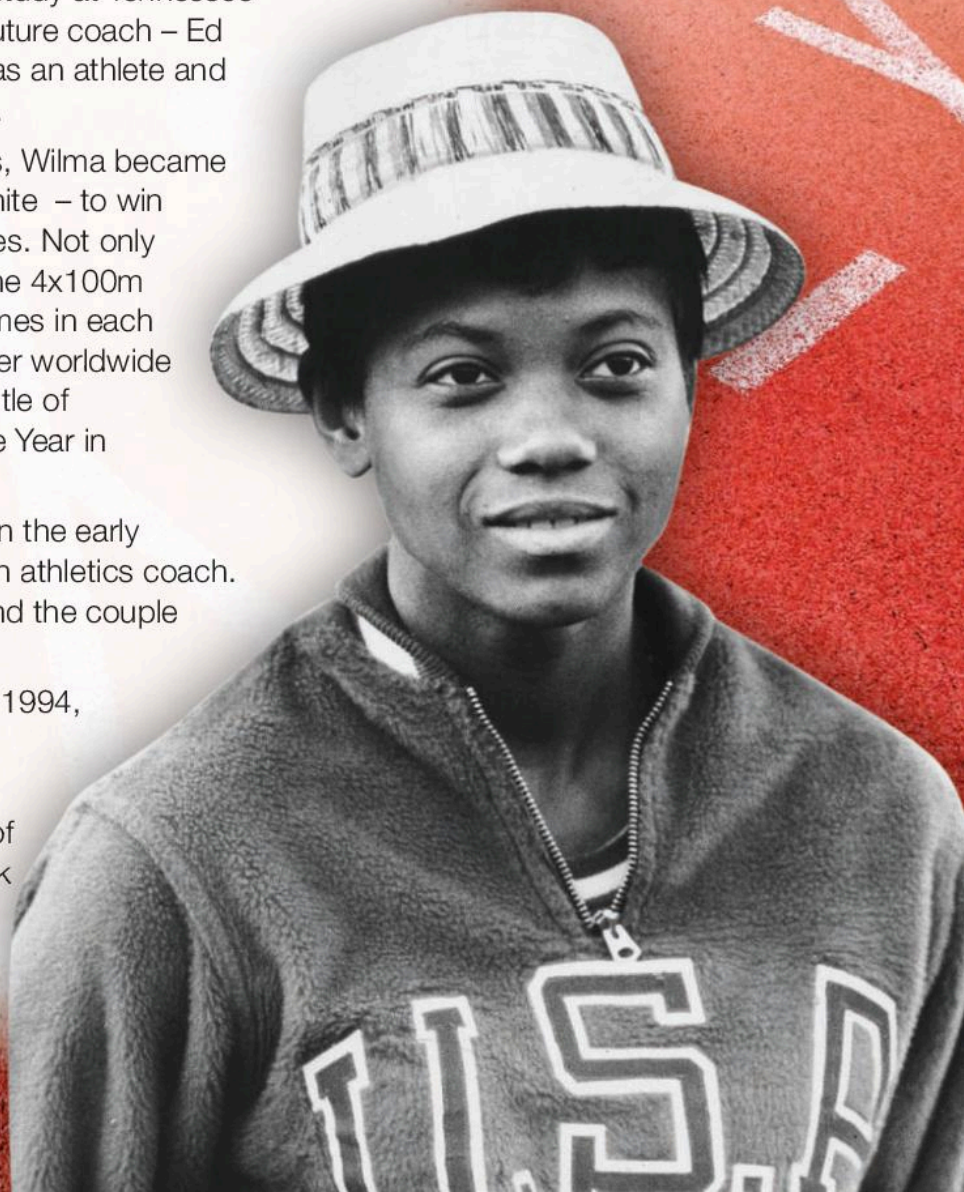
Wilma died of cancer on 12 November 1994, aged just 54.

Her determination on and off the track secured her legacy as both being one of the fastest women on the athletics track and an influential voice for African Americans and **equality**.

**Word
Cloud**
equality

Glossary

premature born too early
brace a metal device giving support



Comprehension

A Write answers to these questions, using the extract to help you.

- 1 What is Wilma Rudolph most famous for?
- 2 Read paragraph 2 again. Why is it surprising that Wilma is such a good runner?
- 3 After Wilma left school, what happened to make her an even better runner?

B Write answers to these questions, using your own knowledge or the extract to help you.

- 1 What is the purpose of a biography?
- 2 In the biography about Wilma, paragraphs are used. What is the purpose of the opening paragraph? What is the purpose of the closing paragraph?
Match the main theme of each of the other paragraphs to one of the following sub-headings:

a rising star retirement from competitions early life international stardom

- 3 Listed below are some of the features of biographies. Find evidence of some of these features in the biography about Wilma.
 - a Important dates are written in chronological order
 - b The past tense is used
 - c Written in the third person
 - d Quotations often used
 - e Time connectives link ideas and paragraphs
 - f Direct and indirect speech can be used
 - g The writer may give their opinion about the person they are writing about

C Research a famous sports person who is living or dead. Write a biography about them.

Make sure you include:

- ▶ When and where they were born
- ▶ Their family, parents, siblings, children, etc.
- ▶ Their childhood
- ▶ The major events in their life – getting married, why they are famous, main sporting events etc.
- ▶ How these events affected them
- ▶ How are they remembered now
- ▶ Any other important information you can find out about them

Discussion time

Sport can be used to build bridges between people, countries and communities. Discuss why you agree or disagree. Use connectives to order your points and ideas.



Connectives

Look at the biography about Wilma Rudolph. Connectives have been used to sequence the events of her life in order. Connectives are very helpful if you want to show a sequence of ideas or actions.

Example: **First** Wilma qualified for the 1956 Summer Olympic Games in Melbourne, Australia where she won a Bronze medal for the sprint relay. **Next**, she qualified for the 1960 Olympics in Rome where she won 3 gold medals. **After that**, she retired from international competition and became a teacher. **Later**, she became an important voice for African Americans and their struggle for equality.

A

- 1 Write instructions for how to play a sport you know well. Use connectives of sequence from the list below so that your writing is clear and easy to understand.

first first of all firstly to begin with secondly then next after that once eventually lastly finally

- 2 Highlight or underline the connectives you have used in your instructions.
- 3 Read your instructions to a partner, but say the connectives loudly so that they are really emphasised.

When you want to explain points to a reader, or persuade them, it is important to help them follow your ideas. Apart from connectives of sequence, there are other categories of connective words and phrases to help you do this.

Connectives are used to **add points**.

Example: Wilma became a female role model. **What is more**, she gave voice to African Americans struggling for equality.

Connectives are used to change a topic or **suggest a different view**.

Example: Many people enjoy track events such as sprinting and long-distance running. **On the other hand**, many people prefer team sports such as football or handball.

Connectives are used to **explain a point in more detail**.

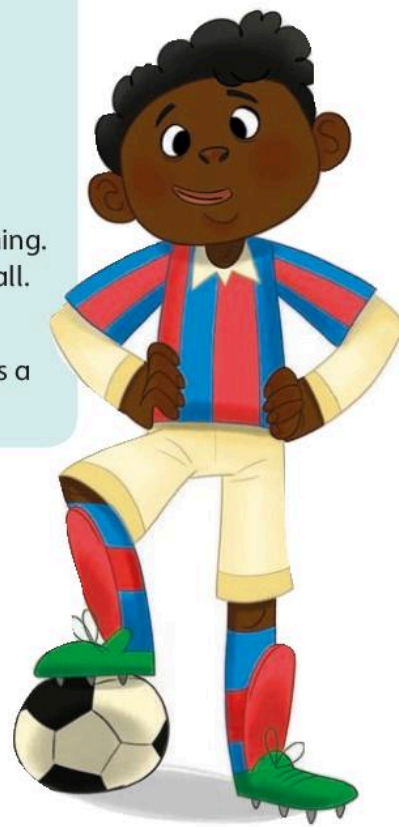
Example: Competing in the Tour de France is one of the most gruelling challenges a sports person can face. **This means that** the cyclists have to be extremely fit.

B

- 1 Say which of the categories the following connectives and phrases belong to.

also however on the other hand yet furthermore in addition what is more although this shows therefore for example this means that similarly moreover

- 2 Choose two connectives from each of the categories and use them to write six more sentences illustrating the different uses of connectives.



Spelling connectives

A

- 1 Look at the biography of Wilma Rudolph on page 28. Make a list of the connectives and connective phrases used in the text.
- 2 Is the purpose of each connective you found used to sequence the events or to add information?
- 3 Complete these sentences to create a paragraph about yourself.

Example: As a toddler, I learnt to walk on two legs.

As a toddler, I...

At 10, I...

When I was 6, I...

Soon, I...

By the age of 8, I...

Moreover, I...

These strategies will help you remember the spelling of connectives.

Break them into chunks or syllables.

Example: there/fore, more/over

Find words within words.

Example: however, moreover, therefore

Highlight tricky bits or letters.

Example: although, addition

B

- 1 Look at the different categories of connectives on page 30. With a partner, collect more connectives for each of the categories and write them in your notebooks.
- 2 Write down some different strategies for remembering spellings.

C

Complete the passage about the benefits of doing exercise using the connectives and connective phrases below.

**last but not least not only that first of all therefore
moreover as well as furthermore**

_____, experts have shown that regular exercise benefits your mind _____ your body. _____ exercise helps people to sleep better. _____, but exercise gives people a real sense of achievement.

_____ people who do exercise burn more calories and have toned bodies. _____, regular exercise helps older people maintain a healthy weight. _____, exercise is thought to keep bones strong.



Newspaper article

Here is an article about Wilma Rudolph from a newspaper in 1960.

Word Cloud

anchoring
assisted
heat
striking
track/field events

GOLD! GOLD! GOLD!

American athlete Wilma Rudolph today secured her place in sporting history winning a third Olympic gold medal in Rome.

Anchoring the triumphant American team in the 4x100m relay and recording a winning time of 44.5 seconds, this latest glory follows the team's world record time of 44.4 seconds in the semi-finals.

Victorious in both the 100m final, in a wind **assisted** time of 11 seconds, and the 200m final, 20-year old Rudolph has also set an Olympic record of 23.2 seconds in the opening **heat** of the 200m. She will be undoubtedly proud of becoming the first American woman in history to win three gold medals at a single Olympic Games.

Record breaking

Standing at 1.8 metres tall, Rudolph's first Olympics medal came at the Melbourne Olympics' **track and field events** where she won bronze in the 4x100m relay.

Prior to the 100m final in Rome there had been doubts about Rudolph's fitness after she stepped in a hole at the practice track and twisted her ankle. In spite of her injury, the **striking** athlete still raced to victory in her semi-final, equalling the world record of 11.3 seconds. Such has been her brilliance at these games that even her 100m final time of 11.0 seconds would have been a world record, but the following wind - recorded at 9.9km/h - meant it was disallowed.

The atmosphere in the stadium was electric as thousands watched the relay event. Tensions were high as the US team were in second place; trailing by nearly 2 metres after a poor baton pass, but Rudolph's determined effort closed the gap and she went on to win by more than two and a half metres, securing glorious gold.

Rudolph's historic achievement has rewarded her with international respect here in Rome and she no doubt will return home a national hero.



Comprehension

A

- 1 When was the world record for the 4x100 metre relay set?
- 2 What was the world record time set by Wilma for the 200 metre race?
- 3 In which race did Wilma win a Bronze medal?

B

- 1 Why is it surprising that Wilma qualified in the 100 metre semi-finals in Rome?
- 2 Why was her record time of 11 seconds not accepted in the final?
- 3 How many metres did Wilma gain in the 4x100 metre relay final in Rome?

C

Look at the **biography of the famous sports person you chose to write about on page 29**. Think about a real or imaginary sporting event that they took part in and achieved excellent results. Use the plan below to write a newspaper article reporting this sports event.

Choose a **Headline** – usually only four or five words. You want to attract the interest of the reader by telling them what the story is about, in a short and interesting way.

Introduction/First paragraph – this sets the scene and will summarise the main points of the article: **who, what, when, where**.

- **Who** is this article about?
- **When** and **where** did the sporting event you are reporting about take place?
- **What** happened?

Use the **past tense** as the event has already taken place.

Main body – this provides more detail about the event, in particular it answers questions **how** and **why**.

- **How** did they win?
- **Why** is it such an important victory?

Quotes – often an article will include a quote (from the subject of the article, eye-witness to the event, expert.) These will be put in speech marks.

Photograph and caption – often an article will have a photograph with a sentence explaining the photograph.

Last paragraph – a short paragraph summarising events and/or predictions about what will happen in the future.

Autobiography

In August 2009, Mike Perham ignored the advice of the head of the Royal Yachting Association and sailed solo around the world. He was only 17 years, 5 months and 11 days old. He therefore became the youngest person to sail solo around the world. His book, *Sailing the Dream*, is his autobiography. It tells the story of his amazing voyage. Here is an extract from the book.

Word Cloud

capable
dry-suit
freak
hurtling
safety harness
scooped
slammed
starboard
wedged
working a treat

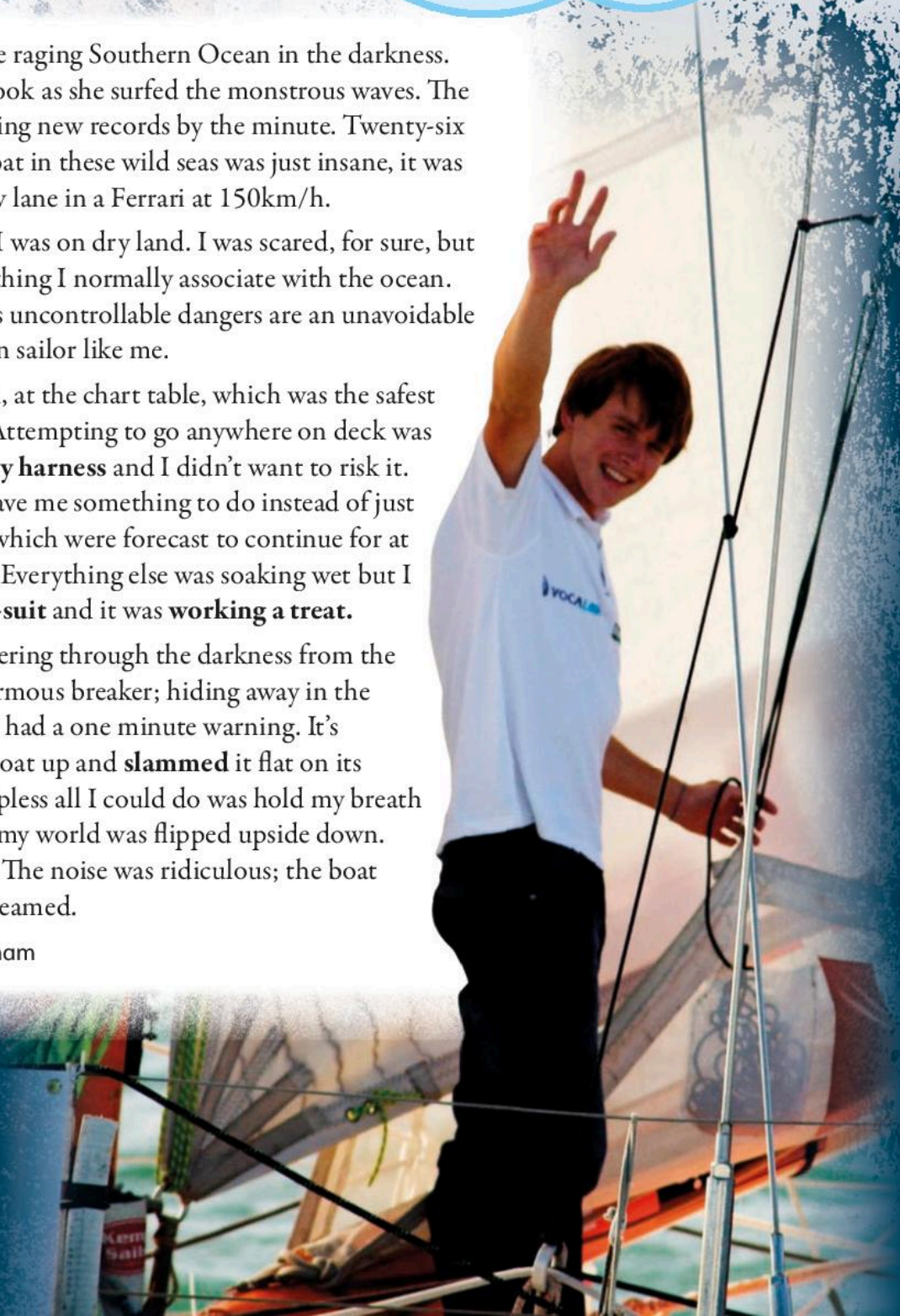
Midnight. The boat flew over the raging Southern Ocean in the darkness. Everything inside rattled and shook as she surfed the monstrous waves. The speed! It was amazing. I was setting new records by the minute. Twenty-six knots on my surfboard sailing boat in these wild seas was just insane, it was
5 like **hurtling** down a wet, narrow lane in a Ferrari at 150km/h.

Not for one moment did I wish I was on dry land. I was scared, for sure, but not panicked. Panic is not something I normally associate with the ocean. It's where I feel most at home. Its uncontrollable dangers are an unavoidable part of the life of a **capable** ocean sailor like me.

10 I **wedged** myself inside the cabin, at the chart table, which was the safest place to be in these conditions. Attempting to go anywhere on deck was just asking too much of my **safety harness** and I didn't want to risk it. I tried to work on the chart; it gave me something to do instead of just worrying about the conditions, which were forecast to continue for at
15 least another twenty four hours. Everything else was soaking wet but I was okay. I had my fabulous **dry-suit** and it was **working a treat**.

The **freak** wave that came thundering through the darkness from the port side must have been an enormous breaker; hiding away in the cabin I didn't see it coming but I had a one minute warning. It's
20 deafening roar! It **scooped** the boat up and **slammed** it flat on its **starboard** side in an instant; helpless all I could do was hold my breath and somersault with the boat as my world was flipped upside down. The fear that hit me was instant. The noise was ridiculous; the boat creaked, groaned, rattled and screamed.

From *Sailing the Dream* by Mike Perham



Comprehension

A

- 1 In the first paragraph find two powerful adjectives which describe how rough the sea was.
- 2 After reading the first paragraph, which word from the list below do you think best describes the writer's mood? Give evidence from the paragraph to support your answer.

terrified excited crazy surprised

- 3 Which one of the following statements do we know is true about the writer before we read the final paragraph?
 - ▶ He enjoys driving fast cars.
 - ▶ He is not aware just how dangerous the ocean can be.
 - ▶ He considers himself an experienced sailor.
- 4 What does the writer do to try and keep himself calm?

B

- 1 How did the writer know that a really huge wave was about to hit the boat?
- 2 What effect does the use of different sentence lengths have in the last paragraph?
- 3 In the final sentence, how does the writer's very careful choice of vocabulary heighten tension even further, and leave the action on a cliffhanger?
- 4 Which is the best description of the extract from *Sailing the Dream*?
 - ▶ It contains mostly facts
 - ▶ It contains mostly opinions
 - ▶ It contains half facts and half opinions

C

- 1 Which features of autobiography are the same as biography and which are different?
- 2 Think of an exciting event in your life. Perhaps it was an exciting sport event you watched or took part in. Perhaps it was something different. Write a personal recount of the events that happened, using three paragraphs. Leave the recount on an exciting cliffhanger.

Making new words with prefixes and suffixes

A prefix is a group of letters added to the beginning of a word to change the meaning. **Example:** 'pre-' means 'before'. So 'pre-' + 'historic' means 'before history'. Find another example of the prefix pre- being used in the biography of Wilma Rudolph on page 28. Explain what the word means.

- A** Some of the words in the extract from Mike Perham's book *Sailing the Dream* contain prefixes. Find words in the extract that use these prefixes.

Prefix	Meaning
in	not
un	not
fore	in front of

A suffix is a group of letters added to the end of a word to change the meaning. **Example:** '-less' means 'without'. So 'wire' + '-less' means 'without wires'.

- B** Which three of the words below can have *-less* added to the end of them? Use a dictionary to help you.

hope breed fact sleep harm

- C** List three words that end with each of these suffixes.

- ▶ -able/-ible – able or fit to do something
- ▶ -less - without



Challenge

- What do the prefixes 'circum-' and 'contra-' mean? Find words that begin with these prefixes.

More suffixes

Words that end in **-tion**, **-cian**, **-ssion** all make the same 'shun' sound in spite of their different spellings.

We use **-cian** to describe a person who works in/with (base word)

Example: dietician (diet)

We use **-tion** when the base word ends with -t.

Example: Education (educate)

We use **-ssion** when the base word ends with -ss.

Example: progression (progress)

The exercises below will help show which endings to use.



Challenge

→ Write a short humorous poem where you use the 'shun' sound at the end of each line.

Example:

I receive my education

In this institution...

The poem can be about

anything. The main

objective is to use as many

'shun' words as you can!

A Complete these words ending with the 'shun' sound with one of the following endings. If you are not sure, use a dictionary to help you.

-cian -ssion -sion -tion -otion -ution -ition -ation

repet_____ direc_____ exten_____ magi_____

dev_____ revol_____ pa_____ educa_____

B Here are the definitions of some words which end with the 'shun' sound. What are the words which are being described?

- 1 A person who operates and repairs electrical things. _____
- 2 The place where you catch a bus or a train. _____
- 3 Joy, happiness, fear, love, hate are all examples of this. _____
- 4 Another word for an informal debate. _____

-ance or **-ence**

An adjective ending in -ant can change to make a noun ending in **-ance**

Examples: brilliant – brilliance tolerant – tolerance

An adjective ending in -ent can change to make a noun ending in **-ence**

Examples: different – difference magnificent – magnificence

C

1 Form the correct noun from the adjectives.

radiant _____ obedient _____ absent _____ significant _____

dominant _____ silent _____ elegant _____ present _____

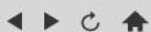
2 Form the correct adjective from the following nouns.

excellence _____ adolescence _____ fragrance _____ defiance _____

instance _____ convenience _____ violence _____ confidence _____



Wheelchair athlete



We Salute You!

Word Cloud

backflip spine
category stunts
ramp

Aaron Fotheringham, known as 'Wheelz', is a pioneer in the sport of wheelchair motocross (WCMX). He is a wheelchair athlete. Aaron performs tricks and **stunts** in his wheelchair all over the world. At the age of 14, he successfully performed the first ever **backflip** in a wheelchair. Born on 8 November 1991 in Las Vegas, Nevada, USA, he has been a wheelchair user since the age of eight. Aaron has a birth defect called Spina Bifida which affects the **spine** and central nervous system.

What is wheelchair motocross?

WCMX is a term that I thought up for extreme wheelchairs in skateparks. It's adapting existing skateboard and BMX (bike) moves for a wheelchair and making up new moves only a wheelchair can do.

How and when did you start this extreme sport?

My older brother, Brian, used to BMX and so he inspired me to start riding in skateparks. That was back in 2000.

How does it make you feel?

It makes me feel like I'm alive and not just playing video games.

What do you find hardest?

Coming up with new tricks is the hardest thing I've found. And then after you come up with the trick, you actually have to land it!

How much time do you spend practising during each session?

It depends on the weather, but it can range from 2–8 hours.

What is your favourite trick?

The handplant. This is where you go up the quarter pipe (a curved, sloped ramp) and stall (balance) on one hand.

How did you feel when you did your first record breaking backflip?

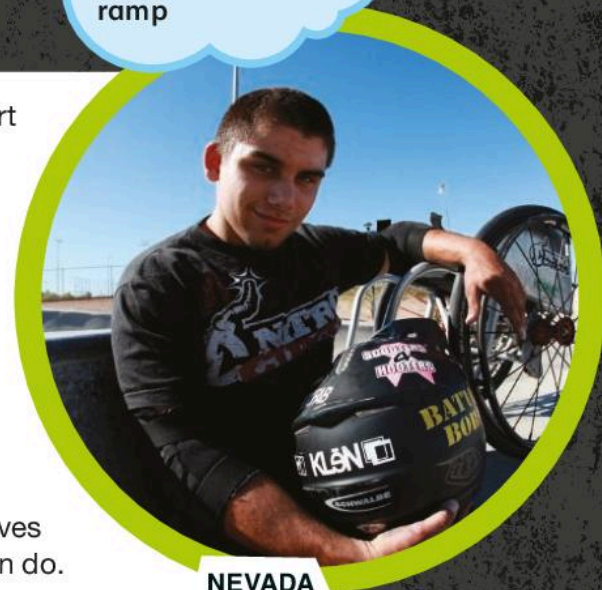
I was speechless! It was amazing. After all my hard work, I got my reward.

Are there any tricks that you haven't been able to do yet?

It's not that I'm not able, it's just that I can't find a big enough **ramp** to be able to do them on!

Where would you like to see your sport go in the future?

I want to see it as a **category** in X Games (X Games is an extreme sports competition that is held every year in summer and winter).



NEVADA



Las Vegas

Comprehension

A Explain your answers using words and phrases from the extract.

- 1 Why does Aaron use a wheelchair?
- 2 How do you know that Aaron is a very determined person?
- 3 How old is Aaron now?

B Write answers to these questions, using your own knowledge or the extract to help you.

- 1 Interviewers need to use the right type of question words. Write down three from the text and add three more that start with 'wh'.
- 2 Why does the interviewer sometimes ask 'fact' questions and sometimes 'feeling' questions?
- 3 Which type of questions help the reader to understand the sport?
- 4 Why does the interviewer put the question about the future at the end?

C

- 1 Write four more questions you would like to ask Aaron.
- 2 Which sports person would you like to interview?
- 3 Think of some questions you would like to ask your chosen sports person.

Glossary

central nervous system the system, consisting of the brain, spinal cord, and nerves, which sends electrical messages from one part of the body to another

pioneer one of the first people to go to a place or do something new

skateparks places where people can skate

Discussion time

You have read texts about three great sports people in this unit (Wilma Rudolph, Mike Perham and Aaron Fotheringham). Which of the three impressed you the most? Use information from the extracts to explain your answers.



Simple, compound and complex sentences

Writers choose different types of sentences depending on what it is they want to write. Long complex sentences will link up information and ideas. In a compound or simple sentence the information will be more direct and to the point.

In the article 'We Salute You!' only a couple of simple sentences have been used. **Example:** He is a wheelchair athlete.

A Pick out the finite verbs in each of these simple sentences.

- ▶ Aaron holds the record.
- ▶ My brother inspired me.
- ▶ I was speechless.
- ▶ He successfully performed a back flip.

Compound sentences are two simple sentences joined by 'and', 'but' or 'or'. This means that both clauses should have **two finite verbs**.

Complex sentences are required when the writer needs to explain and link ideas.

B

- 1 Find two examples of compound sentences in the article *We Salute You*.
- 2 Find two examples of complex sentences in the article *We Salute You*.

C Write six sentences describing your favourite sporting activity.

- 1 Write two simple sentences.
- 2 Write two compound sentences.
- 3 Write two complex sentences.



Modal verbs

Often verbs are 'helped' by 'auxiliary' verbs.

Example: I **have** done my homework.

An important group of auxiliary verbs are called **modals**.

These include:

can/could will/would shall/should may/might
must/ought

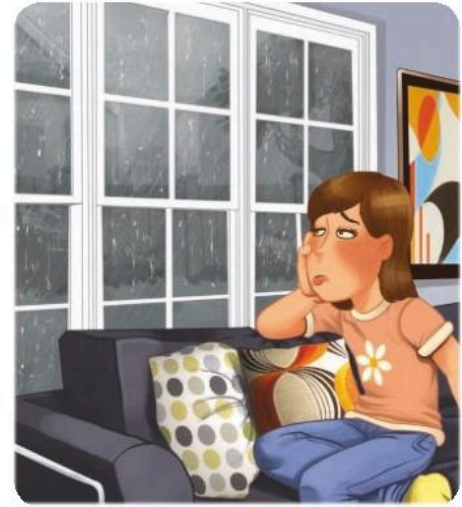
They are used to indicate how sure the writer is that something happened, is happening or will happen.

Examples:

It is raining, so it **must** be very wet outside.

I don't know where Nick is. He **may** have missed the boat.

I like adventure. I **might** travel the world in future.



A Complete these sentences.

- 1 If I win a lot of money, I can...
- 2 If I was able to win a lot of money, I could...
- 3 If I was able to win a lot of money, I would...
- 4 If I was able to win a lot of money, I should...
- 5 If I win a lot of money, I must...

B Insert the missing modals in these sentences.

must may should could can

- 1 She _____ speak French and English.
- 2 I _____ go on holiday if I save enough money.
- 3 The school rules say that students _____ do their homework.
- 4 I really think that you _____ stop eating so much.
- 5 _____ I go to the film tonight?

C Write four sentences which make excuses for not doing some housework. At least four modals should be used. You could start, 'I should have done it, but...'

Writing an interview

Journalists prepare their questions carefully to help them get the answers they want. If the interviewee feels relaxed, they'll say more.

Journalistic writing is different from other types of writing in these ways:

- ▶ It has a different level of formality.
- ▶ It includes the use of personal language, slang and idiom, because the interview is spoken.
- ▶ It has a question and answer pattern, with many of the answers longer than the questions.
- ▶ The writing is precise even when the spoken interview may not have been. You don't read lots and lots of 'erms...well... um...' or repetition in written interviews.

Examples

Look at these two sets of questions and answers from an interview.

Question: Do you enjoy writing?

Answer: Yeah, I do.

Question: Explain what message you are trying to give your readers in your new book.

Answer: Hopefully they'll see that anything is possible—whether you want to be a doctor or a lawyer or a dancer or whatever you want to do. As long as you stay focused, never say never, and always focus on your dreams, then anything is possible. That's what I want them to see—that everybody dreams and dreams do come true.

- a How are the two answers different? Why do you think that is?
- b Which question do you think is better? Why?
- c How long do you think an interview would take if the questions were all like the first one? Would there be much to write about?



Glossary

focused have very clear aims

grounded have to stay at home; not allowed out

interviewee the person being interviewed

The first question only needs a short answer. It's a **closed question**. The second question encourages the interviewee to say much more. It's an **open question**.

- 1 Look at these questions and say if you think they will encourage a short or a long answer.
 - a Where did you grow up?
 - b Tell me about your family.
 - c Who taught you to play the guitar?
 - d You are going on a world tour this year. Can you tell us more about it?

Short closed questions often begin with who, what, why, when, how.

Open questions might begin with:

Tell me all about/more about...

Can you explain how...

What were your reasons for...

- 2 Look at pictures A and B. For each picture, write two questions that will get short answers and two questions that will get longer answers.

Example: Where were you born? (short answer)

Example: Explain how you started playing football/acting. (long answer)

Your writing

Imagine that you work for a newspaper and you are very excited because you are going to interview a sports personality you really admire. Think of a name for your newspaper.

- 1 Write down the name of the newspaper.
- 2 Create a headline for the interview, for example, 'Maria Angelo talks to Lionel Messi'.
- 3 Write a fact file about your interviewee: age, gender, background, biography, achievements, best of times, worst of times, etc. These should just be bullet points.
- 4 Draft two short answer questions to start, then four long answer questions. Leave plenty of space for your answers.
- 5 Ask another student to be your interviewee. They could read through the 'fact file' so they know how to answer the questions. Write up their answers.
- 6 Work with a friend and interview each other, using your plans.



Challenge

- Interview one of your grandparents, or the oldest person whom you know, for your history class. Find out as much as possible about his or her life.

3

Stormy weather



**“Should you shield
the canyons from
the windstorms you
would never see the
true beauty of their
carvings.”**

Elizabeth Kubler-Ross



Talk time

Look at the examples of stormy weather in the pictures.

- 1 What weather events do the first two pictures show?
- 2 What is about to happen to the town in the large photo?
- 3 What extreme weather or events have happened in your country? Explain them to a partner.



Extreme events

Figurative language is often used by poets to compare two things in an interesting way.

A **simile** compares two things which share something in common,

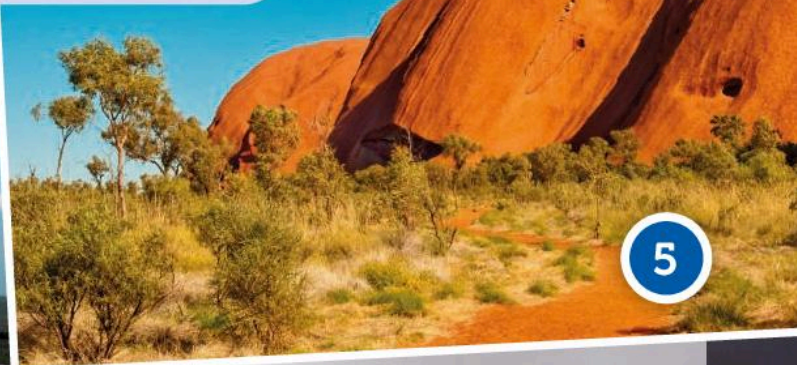
A **metaphor** describes something as if it is something else.

Personification gives a human feature of quality to something non-human.

Poets use **alliteration** to create a mood or rhythm by repeating letters in words near each other.

Word Cloud

drought	lightning
flood	monsoon
gale	tornado
hurricane	tsunami



A

1 Match the pictures on pages 44 and 45 to the right captions.

a desert b tornado c monsoon
d sandstorm e lightning

2 Work in pairs. Student A choose two terms from the Word Cloud and explain them to your partner (Student B).

Student B listen to Student A's two explanations carefully.

Give feedback saying which information was clear, which information was confusing and which information was not useful/needed.

Reverse roles. Student B choose two different terms from the Word Cloud. Student A listen and give feedback.

3 Using the feedback from your partner to guide you, write a definition of the two terms you chose from the Word Cloud. Use clear, precise language and write your definition in no more than 30 words.

B Look at the poem *Gathering Storm*.

In pairs discuss the following questions.

- 1 Work in pairs. In your own words, take it in turns to describe what is happening in the poem, line by line.
- 2 'Behind an angry cloud.' What figurative technique has been used here? Alliteration, simile, onomatopoeia, personification, rhyme?
- 3 Find more examples where the same technique has been used in the poem.

C Explain what the poet means with the line 'As the day changed its face.'

Gathering storm

The bright sunlight disappeared
Behind an angry cloud.
The birdsong faltered.
Caught in gusts of wind
Leaves shivered, branches groaned.
The scudding sky loured.
I shuddered
As the day changed its face.
John Foster

Glossary

lour to look angry, sullen, or sulky

scud to move fast in a straight line as if driven by wind

Weather poems

Flood

The rain fell all night, beating on roofs
 2 as dark and hunched as hills,
 cascading uncontained into the street
 4 in wind-curved waterfalls.

All night the rain fell, kept falling.
 6 This morning, the street's a river:
 cars founder and sink, while buses
 8 crawl laden as ocean liners,

raise bow-waves so swollen they break
 10 booming across the pavement
 where tossed at the tide's rising mark
 12 seaweed tangles to litter;

and under the hedges and gates
 14 fish shoal in the gleaming shallows,
 and further out, through the channel
 16 marked by wave-slapped traffic-lights,

dolphins leap lampposts, and whales
 18 surge and sound in the deep roads.

Dave Calder

Word
Cloud

cascading surge
 founder swollen
 hunched uncontained
 laden

Comprehension

A

- 1 Use words and phrases from the poem to support your answer. Which statement is true?
 - a The poem is about life under the sea.
 - b The poem describes the land after there has been a flood.
 - c The poem gives a warning about the damage caused by the sea.
- 2 Find a quote which shows what the poet says has happened to the cars.

B

- 1 What does the poet compare the following objects to?
 - a the roofs of the houses
 - b the street
 - c the buses
- 2 In the first verse find an example of each figurative language technique a–d.
 - a personification
 - b simile
 - c metaphor
 - d alliteration

Can you find another example of each technique in the other verses of the poem?

C

- 1 Which adjectives describing sound does the poet use? What effect does this have?
- 2 How does the mood of the poem change at the end of the poem from the beginning? How does the poet achieve this change in mood?



Shape poems

The Tornado

Swirling, twirling round and round,
 2 sucking up the earth and ground.

Wind so strong and sky so black,

4 it will destroy all in its track.

Danger, danger, please beware,

6 because tornadoes

do not care.

Anonymous

Comprehension

A Use words and phrases from the poem to support your answers.

- 1 Which words at the ends of lines rhyme?
- 2 Which words within the same line rhyme?
- 3 Which words are repeated in the same line and why?

B

- 1 List the four verbs that describe what a tornado does.
- 2 How does the shape of the poem help you understand it and experience the language?

C Write a shape poem of your own. Choose one of these topics from the unit.

flood wave volcano tornado

- 1 First draw the outline of your shape poem.
- 2 Find some ideas below to help you.
 - a *hurling* hot rocks at the sky in *noisy anger* // *dirtying the land*, covering fields with dust // pouring hot lava from *the corners of its mouth* ...
 - b *racing silently* across the ocean, // *feeling* the seabed scraping along its *belly* // *rising* to greet the *tree-lined shore* ...
 - c *circling* the *centre* of the *city*, // *bending trees*

Weather poems

It's only the storm

- 'What's that creature that rattles the roof?'
- 2 'Hush, it's only the storm.'
- 'What's blowing the tiles and the branches off?'
- 4 'Hush, it's only the storm.'
- 'What's riding the sky like a wild white horse,
6 Flashing its teeth and stamping its hooves?'
- 'Hush, my dear, it's only the storm,
7 Racing the darkness till it catches the dawn.
Hush, my dear, it's only the storm,
10 When you wake in the morning, it will be gone.'

David Greygoose

Comprehension

A Use words and phrases from the poem to support your answers.

- 1 What is happening in the poem?
- 2 Is it night time or day time?
- 3 Who are the two people talking in the poem?

B Write answers to these questions, using the poem to help you.

- 1 Why is the line 'hush, it's only the storm' repeated? Why does that line then change to 'Hush, **my dear**, it is only the storm.'
- 2 How does the poet build up the feeling of the child's hysteria in the poem?
- 3 In the poem find examples of: alliteration, a metaphor, a simile and a rhyme.

C Write some more verses to the poem by asking questions about the storm using figurative language.

Example: What's pummelling the windows and slamming the doors?

Hush, it's only the storm.

What's raging through the sky like a stampeding bull?

Hush, it's only the storm.

Write another poem titled *Hush, It's only the rain*. Use figurative language to describe the images created by the noise of heavy rain.



Revising plural nouns

Find four plural nouns in the poem *It's only the storm*. Look at the rules for forming plural nouns below. Decide which rule applies to each of the plural nouns you found in the poem.

Forming plurals

To form the plural of most nouns simply add 's'.

Examples: table/tables tree/trees cat/cats

If the noun ends with 's', 'sh', 'ch', 'x' or 'z' add 'es'.

Examples: Bus/buses bush/bushes branch/branches box/boxes buzz/buzzes

If the noun ends with a consonant and 'o' add 's' or 'es' (there are no rules for which one, you have to learn them).

Examples: hero/heroes zero/zeros

If the noun ends with a vowel and 'o' add 's'.

Examples: patio/patios

If the noun ends with a consonant and 'y' change the 'y' to an 'i' and add 'es'.

Examples: story/stories

If the noun ends with a vowel and 'y' just add 's'.

Examples: journey/ journeys monkey/ monkeys

If the noun ends with 'f' or 'fe' either remove f and add 'ves' or simply add 's' (there is no rule for which, you simply have to learn them).

Examples: roof/roofs wolf /wolves

There are exceptions to the rules. Some nouns change vowels or consonants.

Examples: man/men mouse/mice

Some nouns don't change at all!

Examples: sheep/sheep salmon/salmon

A Write the plural forms for the following nouns.

cat	brush	fox	locket	crash	window
donkey	ratio	tomato	dress	bag	basket
cross	volcano	cliff	tax	tornado	church
door	glass				

B Write the plural forms for the following nouns.

hoof fish woman louse child dwarf penny butter calf food deer

Twelfth Night

Here are some of the characters from William Shakespeare's play *Twelfth Night*.

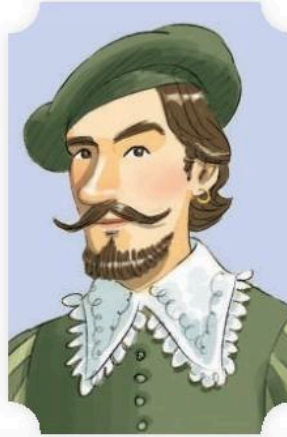
Viola, a young noblewoman



Cesario (Viola, dressed as a man)



Duke Orsino, ruler of Illyria



Word Cloud

desolate mourning
indifferent raging
languishes

Lady Olivia



Sir Toby Belch, Olivia's uncle



Sebastian, Viola's twin brother



Sir Andrew Aguecheek, friend of Olivia's uncle



Synopsis

Off the coast of Illyria, there is a terrible storm **raging** which has caused a passing ship to hit rocks and sink. Inside his great palace, nobleman Orsino **languishes** all day, sighing and thinking of Lady Olivia, who he is madly in love with. Alas, she will not listen to any words of love from him because she is **mourning** her dead brother. Meanwhile, a young, aristocratic woman named Viola is swept from the sunken ship to the shore of Illyria. Finding herself **desolate** in a strange land and believing that her twin brother, Sebastian, must have drowned when the boat sunk, she considers what she must do to survive and realises she needs to work. To make this easier, she decides to disguise herself as a man. She changes her name to Cesario, and goes to work in the household of Duke Orsino.

Duke Orsino makes Viola (disguised as Cesario) his page, and Viola finds herself falling in love with Orsino - a difficult love to pursue because Orsino believes her to be a man. Orsino is in love with Olivia, and sends Cesario to deliver his messages of love. Olivia, **indifferent** to Orsino's messages, falls in love with the beautiful young messenger: Cesario. So the love triangle is now complete: Viola loves Orsino, Orsino loves Olivia, and Olivia loves Cesario, and no one is happy!



Comprehension

A Write answers to these questions, using the extract to help you.

- 1 Why is Viola in Illyria?
- 2 Who is Cesario?
- 3 What is making Duke Orsino unhappy?

B Use a dictionary. Find a word from the text that is a synonym of the words listed below.

- 1 distant, uninvolved, uninterested, aloof, _____
- 2 mopes, pines, suffers, broods, _____
- 3 lonely, abandoned, isolated, deserted, _____
- 4 grieving, crying, lamenting, sorrowing, _____
- 5 enraged, furious, angry, turbulent, _____

Write sentences using one word from each of the lists.

C

What do you think will happen next? How do you see the other characters coming into the story? How is the problem of the love triangle resolved? Write a plan describing how the story ends so that all the main characters are happy.

Twelfth Night

Word Cloud

duel
rowdy
siblings

The other members of Olivia's household include her **rowdy** uncle, Sir Toby and his foolish friend, Sir Andrew Aguecheek. Sebastian arrives in Illyria, believing his sister Viola to be dead. Realising that Olivia has fallen in love with Cesario, Sir Andrew challenges Cesario to a **duel**. Cesario, being in reality a woman, does not know how to duel so runs away. Sebastian looks just like Cesario (his sister in disguise), so Sir Andrew and Sir Toby start fighting with Sebastian instead, thinking that he is Cesario. Olivia comes in amid all the confusion. She sees Sebastian and thinks that he is her beloved Cesario, so asks him to marry her. Sebastian is confused because he has never seen her before but she is wealthy and very beautiful, so he agrees to marry her.



Viola (still dressed up as Cesario) and Orsino arrive at Olivia's house, where Olivia welcomes Cesario as her new husband, thinking him to be Sebastian. Duke Orsino thinks that Cesario has betrayed him and is furious. At this exact moment, Sir Andrew arrives accusing Cesario of wounding him in the duel. Viola, confused, denies marrying Olivia or duelling with Sir Andrew. Finally, Sebastian himself arrives, and all is revealed. The **siblings** are overjoyed to be reunited, and when Orsino realises that Viola is actually a woman, he asks her to marry him. Everyone is now happy!



Comprehension

A

1 Number these statements 1–5 so that they are in the right order.

Olivia falls in love with Cesario

Sebastian marries Olivia

Viola dresses up as Cesario

Orsino falls in love with Viola

Viola is washed ashore in Illyria

2 Why does Sir Andrew fight with Sebastian?

3 Why does Sebastian look so like Cesario?

B

Read the playscript. Add your own dialogue to bring the play to its conclusion when all is revealed.

Scene V: The garden at Olivia's house

OLIVIA is sighing with a smile on her face, thinking of CESARIO.

Enter CESARIO with ORSINO.

OLIVIA: Welcome my dearest, darling husband. Come and be with me.

ORSINO: *(looking outraged)* Husband! husband! You dirty double-crossing cheat. All the time I thought you were telling Olivia how much I loved her, but actually you were telling her how much you loved her. How dare you! I thought we were friends!

CESARIO: *(looking desperate)* NO! NO! It's not true. I don't love HER! We are not married – I would NEVER marry her.

OLIVIA: *(looking perplexed)* My dearest darling husband. Why do you deny that we are married – do not be frightened of him!

CESARIO: _____

Enter SIR ANDREW holding his head which is bleeding slightly.

SIR ANDREW: _____

OLIVIA: _____

CESARIO: _____

Enter SEBASTIAN

Glossary

directions the instructions to the actors in a film or play

playscript the text for actors in a film or play

A misunderstanding



One day, a boy (A) is with his family visiting a city he has never been before. The family have come to visit A's aunt who he has never met. Shortly after they arrive, A is alone looking through a shop window when a woman comes out the shop, grabs A and drags A off home with her. A is very confused, but because the woman is so insistent, A thinks it must be his aunt. But what A doesn't know is that he has an identical twin, B. They were separated at birth and adopted by different parents but amazingly given the same first names. The woman is B's adopted mother and believes A is her child. She takes A home with her where all the relatives have gathered for a surprise birthday party for B. The mother had taken B shopping while all the preparations were made. Now she arrives home with A, who she thinks is B and the party starts. A is extremely confused and can't understand how everybody knows him.



Writing a playscript

Guided writing

Look at the extract on page 53 and find these examples of features of a playscript.

- a The speaker's name, written in the left-hand margin.
- b The directions in italic.
- c Present tense in the directions.
- d Character names in the directions, written in capital letters.
- e Directions are written in sentences so need capital letters and full stops.

Your writing

- 1 Write your own playscript and directions, using the storyline on page 54. Give the characters in the story names. (Remember A and B have the same name.)

Set your play at the house of B. A has been in the house for about half an hour, getting more and more confused as all the unknown relatives of B act as if they know him very well but he doesn't have a clue who anyone is. He could ask a relative where his mother is. The relative would think A meant B's mother and could tell A that his mother is upstairs or in the kitchen. At the end of your playscript B walks in. A and B look at each other and can't believe what they are seeing. What do they say to each other?

- 2 As you are writing your playscript, put your directions in brackets instead of using italics, as shown below.

LUCA: (Luca pulls Marek by the sleeve)

Did you get the signed football kit you wanted?

MAREK: (Looking very confused)

Err, football kit? What are you talking about? Why would I want a football kit?

LUCA: (Obviously thinking MAREK is joking with him)

Yes, what would YOU want with a football kit cause obviously you HATE football? It's not that you talk about nothing else all day long!

MAREK: (Looking even more confused)

Emm, I don't hate football.

LUCA: (Beginning to get irritated)

I know you don't stupid. What's the matter with you? Stop being such an idiot.

Performance

Perform your playscripts.

- 1 Organise a performance of your playscript for the rest of the class.

Revise and check 1

Vocabulary

1 Read these sentences. Write words or phrases that mean the same as the underlined words.

- a The Tour de France is a gruelling cycle race which lasts three weeks.
- b The mushers have to endure temperatures well below zero.
- c As the train arrived on the platform, the crowd of people surged forwards.

2 Write a sentence for each of the following phrases.

- a good cause
- b lend a hand
- c a ripple of applause

3 Write down four words that mean the same as:

- a seize
- b rattle
- c weep
- d hurtle



Punctuation

1 Add a colon, semicolons and a full stop to this sentence.

This is the shopping list two fresh tomatoes one packet of noodles 500 grams of cheese one kilo of oranges a small bag of rice

2 Add the correct punctuation to these sentences.

- a Its impossible for her to open the rusty metal gate of the neighbours large overgrown back garden because the rickety old key has rusted into its lock.
- b My brother is tall but my father and mother are not.

Grammar

1 Choose the correct subordinating connective to complete these sentences.

which what since where that why who when

a The house _____ my friend lives has a blue door _____ will be painted red tomorrow.

b I haven't seen her _____ last week _____ she fell off the wall after school.

2 Make up three sentences placing the clause "when I am hungry" in a different place in each sentence.

3 Write out the sentences below. Then write whether they are simple, compound or complex after each one.

a She ate her meal and then she did her homework. _____

b Maria says the delivery man has been, so we can have cream with our coffee.

c He walked to school with his heavy bag over his shoulder. _____

4 Choose two modals from the list below to add to this complex sentence.

should will can must

You _____ do your homework, so that you _____ watch your favourite programme later.

5 Add the correct prefix to these words to make another word with the opposite meaning in- or un-.

**important efficient acceptable addressed believable correct
explainable fasten sensitive do tolerate discreet disposable**



Spelling

1 Complete these words with the correct 'shun' ending.

-cian -sion -ssion -tion -otion -ution -ition -ation

musi_____ discu_____ direc_____ explor_____

instit_____ em_____ pos_____ cohe_____

2 Make the following singular nouns plural.

church fox mouse man fly watch

sock knife desk fish baby

4

Traditional tales and fables

"Don't put all your eggs in one basket"



Talk time

- 1 The pictures on these pages are illustrations from traditional stories from around the world. Are any familiar to you? Do you know the stories?
- 2 What are the most popular stories in your country?
- 3 Choose one of the illustrations and tell a partner what you think the story could be about.



A Match the story extracts (a–g) to the illustrations (1–7) on pages 58 and 59.

- a “Wolf! Wolf! The Wolf is chasing the sheep!” cried out the boy.
- b Then a thought came to him, and he took a pebble and dropped it into the **pitcher**.
- c Mr Dongguo took pity on the creature and offered to hide him in one of the bags strapped to his donkey.
- d Two powers, Elephant and Rain, had a **dispute**. Elephant said, “If you say that you nourish me, in what way is it that you do so?”
- e Unable to free himself, he filled the forest with his angry roaring. The mouse knew the voice and quickly found the lion struggling in the net.
- f As the girl makes her way through the forest, the wolf approaches her and asks her where she is going.
- g The raven felt **flattered** by the fox’s compliments and opened his beak very wide to let out a **shrill**, croaking sound. At the same time, the cheese fell out and landed in front of the fox.

B These are the opening and closing lines of the story about the mouse and lion.

Beginning: One day a lion caught a mouse between its claws. ‘Please,’ said the mouse, ‘let me go and I’ll come back and help you some day.’ The lion laughed and laughed. ‘You are so tiny. How could you possibly help me, the mighty lion?’

Ending: The lion turned to the mouse and said ‘My dear friend. I was so wrong to ridicule you for being small. You truly did help me.’

- 1 With a partner, decide the events that take place between the opening and closing lines of the story. Your ideas should clearly show why the two animals become friends by the end of the story and why the lion changes his opinion about the mouse’s size.

Once you have decided your story, write a rough draft. Your story should have four or five short paragraphs.
- 2 Find another pair and swap stories. Give each other feedback. Does the story develop logically? Is it clear why the lion changes his mind about the mouse? Can you suggest any ways to improve the story?
- 3 Can you think of a suitable moral for your story?

A moral is a message or a lesson learnt from a story.

- 4 Share your story with the class. Does everyone agree with the moral you have chosen for your story?

Word Cloud

dispute
flatter
pitcher
shrill

5

6

7

The Boy Who Cried Wolf

There was once a shepherd boy who sat in the heat of the morning sun on the hillside, watching over the village sheep. He was so bored. One hour slowly crept to the next. To amuse himself, he suddenly had an idea. He took a deep breath and **bellowed** “Wolf! Wolf! The wolf is chasing
 5 the sheep!” The villagers immediately came **scrambling** up the hill as fast as they could to help the boy drive the wolf away. However, when they arrived at the top of the hill, there was no wolf. The boy laughed to see the sight of their cross faces, red as ripe tomatoes. “Don’t cry ‘wolf’ when there is no wolf”, said the villagers, “It’s a waste of our time.” They
 10 went back down the hill, grumbling as they walked.

Later that morning, the boy was still bored. Although he knew it was wrong, he again shouted out aloud, “Wolf! Wolf! The wolf is chasing the sheep!” To his wicked delight, he watched the villagers again tear up the hill to help him drive the wolf away. When the villagers saw no wolf
 15 they were very cross and said sternly, “Don’t cry ‘wolf’ when there is no wolf!” But the boy grinned and the villagers went back down the hill, grumbling even more.

That afternoon, the shepherd saw a real wolf **prowling** close to the sheep. Alarmed, he leaped to his feet and **wailed** as loudly as he
 20 could, “Wolf! Wolf!” But the villagers thought he was fooling them again, and so they stayed where they were.

That evening, when the sun had gone down, the villagers wondered why the shepherd boy hadn’t returned with the sheep. They strolled up the hill together to find him, and found him
 25 weeping.

“There really was a wolf! The flock has scattered everywhere!” he said to them. “I shouted, ‘Wolf!’ but you didn’t come. You allowed the wolf to attack the sheep! Why didn’t you come?” he sobbed.”

30 As they all strode back to the village, an older man **consoled** the boy. “We’ll help you look for the sheep tomorrow but learn your lesson: a liar cannot be trusted, even when he is telling the truth!”

Word Cloud

bellow scramble
 console wail
 prowl



Comprehension

A Give evidence from the extract to support your answers.

- 1 Why did the boy call to the rest of the villagers one morning?
- 2 In the extract, it is written that the villagers had faces “as red as ripe tomatoes”. This is an example of figurative language. Is the technique used here a simile, alliteration or a metaphor? Suggest two reasons why the villager’s faces are so red.
- 3 Why did the villagers not come when the boy asked for help in the afternoon?
- 4 What is the moral point of this story? For what reason was it written?



B

A homophone is a word which has the same sound but it is spelt differently and has a different meaning.

Examples:

pair (two of something, such as a pair of socks) and **pear** (a fruit)

weighs (how heavy something is) and **ways** (means to go/do something)

- 1 In the story *The Boy Who Cried Wolf* there are two pairs of homophonic words. Find them and write the different definition next to each of them.
- 2 In the text, find a homophone for the following words. Use a dictionary to find out the different meanings of the words.

son board moor thyme new won

two read site waist wandered

A homograph is a word that is spelt the same, sounds the same but has a different meaning.

Example:

row (row your boat across the river) and **row** (a row of chairs in a line)

- 3 Find each of the words below in the text. Write the definition of the word from the text and write one more definition of the same word.

back cross saw even drive

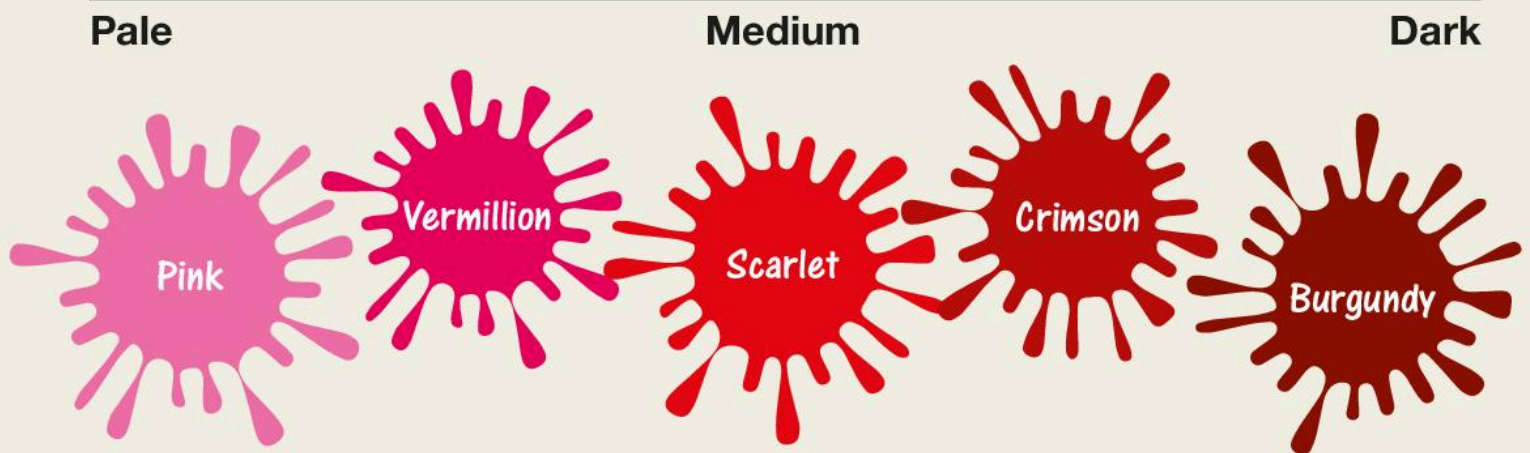
C Do you have similar stories that have a moral ending like *The Boy Who Cried Wolf* in your country? Do you enjoy such stories? How could you put the story in a modern setting with modern characters so that the moral remains the same but it becomes more relevant for people today?

Shades of meaning

Look at the colour chart. All the colours are different shades of red. Some are light, pale shades, some are strong, dark shades, some are orangeier, and some are more bluish, but they are all shades of red. Words can act in a similar way. A number of words can have the same general meaning but some have lighter shades of meaning and some stronger.

For example, disgruntled, cross and furious all mean angry but furious has a stronger shade of meaning than cross. Someone who is furious is a lot angrier than someone who is cross. On the other hand, disgruntled has a lighter shade of meaning than cross. Someone who is disgruntled is only a little bit cross.

Sometimes, the words we choose can show a positive or negative attitude towards what you are describing. For example, if you choose to describe someone as slender or slim this shows a positive attitude. If however, you choose to describe someone as skinny or scrawny this shows a more negative attitude and suggests the person is too thin.



A

- 1 In the text *A Boy Who Cried Wolf*, find and list all the different words used to describe movement.

Examples: crept, tear

Put the words on the line depending on whether they are describing quick or slow movements. For example:



The moral of the story is...

THE ANT AND THE DOVE

An ant went to the bank of a river to quench its thirst, but fell in and was carried away by the rush of the water. It was on the point of drowning. A dove sitting on a tree overhanging the water **plucked** a leaf and let it fall into the stream close
5 to her. The ant climbed onto it and floated to the bank safely. Shortly afterwards, a bird catcher came and stood under the tree, and laid his lime-twigs for the dove, which sat in the branches. The ant, seeing what he wanted to do, stung the bird catcher on the foot. In pain the bird catcher threw down
10 the twigs, and the noise made the dove fly away.

**The Crow and the Pitcher**

A crow, half-dead with thirst, came upon a pitcher which had once been full of water; but when the crow put its beak into the mouth of the pitcher he found that only very little water was left in it, and that he could not
5 reach far enough down to get at it. He tried, and he tried, but at last had to give up in despair. Then a thought came to him, and he took a pebble and dropped it into the pitcher. Then he took another pebble and dropped it into the pitcher. Then he took another pebble and
10 another and another and another and so on dropping them all into the pitcher. At last, he saw the water mount up near him, and after **casting** in a few more pebbles he was able to **quench** his thirst and save his life.

Word Cloud

casting quench
mock ridicule
pluck toil
plumage

The Ant and the Grasshopper

In a field one summer's day a grasshopper was hopping about, chirping and singing to its heart's content. An ant passed by, bearing along with great effort an ear of corn he was taking to the
5 nest.

"Why not come and chat with me," said the grasshopper, "instead of working so hard?"

"I am helping to lay up food for the winter," said the ant, "and recommend you to do the same."

10 "Why bother about winter?" said the grasshopper; we have got plenty of food at present." But the ant went on its way and continued its **toil**. When the winter came the grasshopper had no food and found itself dying of hunger, while every day
15 the ants eat corn and grain from the stores they had collected in the summer.

THE PEACOCK AND THE CRANE

A peacock spreading its gorgeous tail **mocked** a crane that passed by, **ridiculing** the colourless hue of its **plumage** and saying,
5 "I am dressed like a king, in gold and purple and all the colours of the rainbow; while you have not a bit of colour on your wings."

"True," replied the crane; "but I soar to the heights of heaven and lift up my voice to the stars, while you walk below, like a cock,
10 among the birds of the dunghill."

A

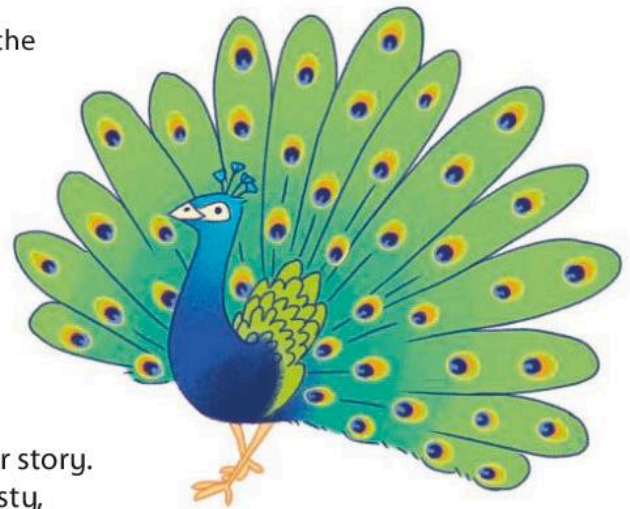
- 1 How did the dove save the ant's life?
- 2 What did the crow do to save its own life?
- 3 In what ways were the grasshopper and the peacock similar in character?
- 4 What do these short stories all have in common?
- 5 These stories are fables. Using these and other fables that you know, make a list of the typical features of a fable.

B

- 1 Match the short story (1–4) to the moral it is portraying (a–d).

1 The ant and dove	a If you help someone when you can, they might help you when they can.
2 The crow and pitcher	b It is best to prepare for the days of necessity.
3 The ant and the grasshopper	c Fine feathers don't make fine birds.
4 The peacock and the crane	d Little by little does the trick.
- 2 The morals of the stories can be written as proverbs. Match one of the proverbs below to each of the morals (a–d) above.
 - ▶ You can't judge a book by its cover.
 - ▶ One good turn deserves another.
 - ▶ Patience is a virtue/Good things come to those who wait.
 - ▶ Make hay while the sun shines.

Do you have proverbs with a similar meaning in your country?



C

Write a fable

- 1 Choose the moral or proverb that you want to portray in your story. Popular themes in morals include patience, hard work, modesty, perseverance, generosity and teamwork.
- 2 Choose one or two characters for your story. Remember that if you choose animals, they are often associated with certain characteristics. **Example:** An ant is usually portrayed as being a hard worker.
- 3 Choose a modern setting to base your story in so that your moral is relevant for today's audience.
- 4 Think about:
 - ▶ the opening (introducing setting and main character/s)
 - ▶ the event (the action)
 - ▶ the problem (what happens that causes the dilemma)
 - ▶ the ending (how are things resolved and the moral of the story revealed)

Once you have written your fable use the list of features you created in A as success criteria.

Peter and the Wolf (Part 1)

Early one morning while his grandfather still lay sleeping, Peter sneaked quietly into the back garden, unlocked the huge wooden gate and slipped into the plush, green meadow that grew unkempt behind his grandfather's old cottage. On a branch of a big tree sat a little bird, Peter's friend. "All is quiet" **chirped** the bird happily. Just then a duck came

5 **waddling** round from the garden. She was pleased that the gate was left open and decided to take a nice, cool bathe in the deep pond in the meadow. Seeing the duck, the little bird flew down to the grass, settled next to her and shrugged his shoulders. "What kind of bird are you if you can't fly?" he **mocked**. To this the duck replied "What kind of bird are you if you can't swim?" and dived into the pond. They **squabbled** and squabbled, the duck

10 swimming **haughtily** in the pond and the little bird hopping **excitedly** along the shore.

Suddenly, something caught Peter's attention. He noticed a cat crawling through the grass. The cat thought to itself; "That little bird is busy arguing. I'll just grab him while he's preoccupied." **Stealthily**, the cat crept towards him on her velvet paws.

"Look out!" screamed Peter and in a **flurry**, the bird immediately flew up into the tree,

15 while the duck quacked angrily at the cat... from the middle of the pond. The cat licked its paw **indifferently** then walked **nonchalantly** around the tree, calculating to itself, "Is it worth climbing up so high? By the time I get there the bird will have flown away."

Just then grandfather came out. He was in a furious rage because Peter had gone into the meadow despite being told over and over again never to leave the back garden. "It's a

20 dangerous place. If a wolf should come out of the forest, then what would you do?" But Peter paid no attention to his grandfather's angry words. Boys like him are not afraid of wolves! However, his grandfather grabbed Peter roughly by the hand, pulled him back home and locked the gate.



Comprehension

A

- Match one of the highlighted words in the extract with each of the definitions below. Use a dictionary to help you.
 - a sudden commotion or confusion of activity
 - to tease or ridicule something
 - to move secretly trying not to be noticed
 - to walk with short steps, swaying or rocking from one side to the other
 - to make a short, sharp sound
 - to act without any interest or care
 - to do an action showing self pride or arrogance
 - to act coolly, in an unconcerned, casual manner
 - to take part in a silly, unimportant argument
 - to show a lot of emotion or agitation
- In the extract, why is an ellipsis used after the information about the duck quacking angrily at the cat? What does this tell us about the duck?
- "Boys like him are not afraid of wolves." What does this tell us about the character of Peter?



Challenge

→ Write your own sentences using the words in bold in the extract.

B

- Complete the table using the words and phrases connected with the setting or characters from the extract.

Questions to think about	Useful phrases
Setting	<i>Back garden, huge wooden gate, plush, green meadow, unkempt behind grandfather's old cottage, a big tree</i>
Peter	<i>Sneaked, slipped</i>
Bird	<i>Little, chirped, happily</i>
Duck	
Cat	
Grandfather	

- Use the information in the table to write a paragraph about the setting of *Peter and the Wolf* and a paragraph about each of the characters. Use the information that has been given and add your own ideas so that you build up a detailed image of each of the characters. Consider how they look, speak and move, what their personality is like and how they react to each other.
- Share your ideas with a partner. Suggest any improvements you think could help your partner and revise your own ideas based on their feedback.

Peter and the Wolf (Part 2)

No sooner had Peter gone, than a big grey wolf DID come out of the forest.

In a twinkling, the cat **scarpered** up the tree. The frantic duck quacked, and in her panic, jumped out of the pond. She ran and ran as fast as she could. But no matter how hard she tried to run, she couldn't escape the wolf. He was getting
5 nearer, nearer, catching up with her.

Then he got her. And with one gulp, he swallowed her.

And now, this is how things stood: the cat was sitting on one branch, the bird on another . . . not too close to the cat! And the large, hungry wolf walked **menacingly** around and around the tree, looking up at them all the while with savage, greedy eyes.

10 In the meantime, Peter, without the slightest fear, stood behind the closed gate watching all that was going on. He ran home, got a strong rope, and climbed up the high stone wall. One of the branches of the tree, around which the wolf was walking, stretched out over the wall. Grabbing hold of the branch, Peter carefully lowered himself on to the tree. He then edged along the branch until he reached
15 the bird. Peter whispered to the bird: "Fly down and circle over the wolf's head. Only take care that he doesn't catch you."

The little bird flew down so close to the wolf that he almost touched the wolf's head with his wings. The wolf snapped and lashed out furiously at the bird, from this side and that. How the bird agitated the wolf! How the wolf so desperately
20 wanted to catch him! But the bird was clever, and the wolf simply couldn't do anything about it. Snap, snap, snap. If only he could get hold of the bird . . . but the little bird was simply too quick.

Meanwhile, unbothered by the **commotion** below, Peter carefully made a **lasso** and steadily lowered it down. The wolf was not aware of the rope because he
25 was still striking out this way and that at the bird. Peter slowly positioned the lasso in place and waited for the right moment.

Suddenly he grabbed the wolf's tail and pulled the rope tight with all his might. Feeling himself caught, the wolf began to twist violently, in a **frenzy** to get loose. But Peter tied the
30 other end of rope to the tree, and the wolf's jumping and twisting only made the rope around his tail tighter.

Word Cloud

commotion
frenzy
lasso
menacing
scarper



Just then, the hunters came out of the woods, following the wolf's trail and shooting as they went. But Peter, sitting in the tree, called down: "Don't shoot! Bird and I have already caught the wolf. Now help us take him to the zoo."

- 35 Now, imagine the triumphant procession: Peter at the head; after him the hunters leading the wolf; and winding up the procession, grandfather and the cat. Grandfather shook his head discontentedly: "Well, and if Peter hadn't caught the wolf? What then?" Above them flew Birdie chirping merrily. "My, what brave fellows we are, Peter and I! Look what we have caught!" And if one would listen very carefully, he could hear the duck quacking inside the wolf; because the wolf in his hurry, had swallowed her alive.

Comprehension

A Write answers to these questions, using the extract to help you.

- 1 Why is 'DID' capitalised (line 1)? How does this relate to the first extract and Peter's grandfather?
- 2 Why did the duck leave the safety of the pond?
- 3 How does the writer build up excitement when the wolf is chasing the duck?
- 4 Do you think Peter behaved bravely or do you think what Peter did was dangerous and silly?

B Write answers to these questions, using your own knowledge or the extract to help you.

- 1 Why does the writer choose to use two short sentences as a very short paragraph when describing the fate of the duck?
- 2 What effect does the use of the ellipsis have on our understanding of the relationship between the cat and the bird?
- 3 How does the writer's choice of words make it easy for the reader to imagine the sense of danger and threat created by the wolf's presence?
- 4 How does the writer build up tension in the scene where the bird is distracting the wolf while Peter is lowering the lasso?
- 5 If you listened very carefully as the procession to the zoo went past, what might you have heard?

C

- 1 Do you think Peter was right to stop the hunters killing the wolf and to take it to the zoo instead?
- 2 Do you think that the wolf arrives safely at the zoo or do you think that something happens on the way to the zoo? How would you finish the story?
- 3 In groups discuss how each of the main characters (Peter, the bird, grandfather, the wolf) feel as they walk in the procession to the zoo.

Conditionals and modal verbs

In the extracts you have read from *Peter and the Wolf* the grandfather says "If a wolf should come out of the forest, then what would you do?" This is a conditional sentence. A conditional sentence is one in which one thing depends on another. They are used to make predictions or to explore possibilities. They are concerned with things that will, might, should or could happen.

Conditional sentences often contain the connective **if** but sometimes **when, as long as, providing** or **unless**.

Examples:

If you want to come with me, you'll have to get your shoes on quickly. We'll wait, providing you're ready in five minutes.



A Complete these conditional sentences.

- a As long as it is not too hot, _____.
- b Providing everyone gets here on time, _____.
- c If you missed lunch, _____.
- d When the time is right, _____.
- e _____, my dad will drive us there.
- f _____, I'll have a party.

There are some verbs which are often used in **conditional sentences**. These verbs are called **modal verbs**. They are used with other verbs, not on their own. They include **should, shall, would, will, might, may, could, can, ought to** and **must**.

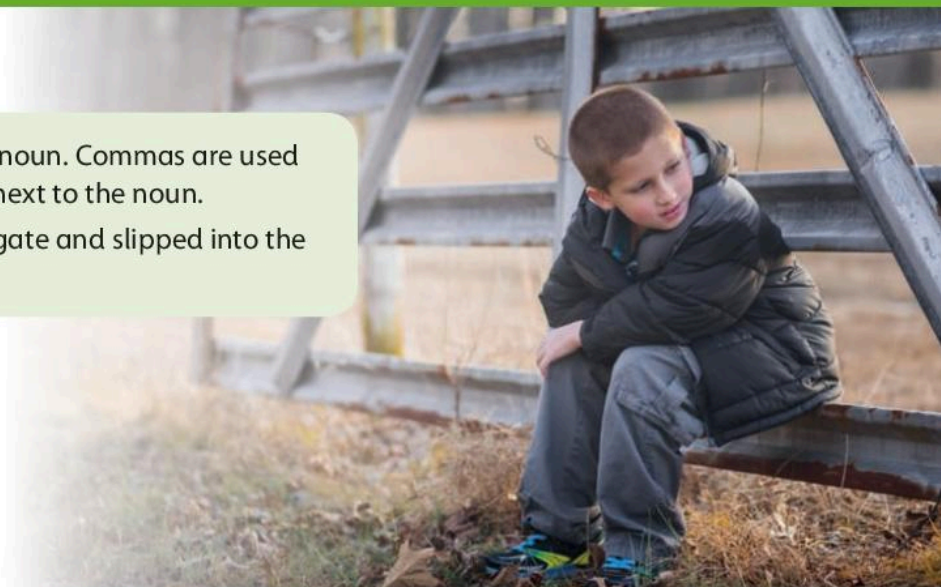
B Complete these sentences with a suitable ending.

- a If the fire alarm goes off, you must _____.
- b When the holidays start, we might _____.
- c If you don't feel well, you should _____.
- d When it is so cold, you ought to _____.
- e As long as you're not busy, we can _____.
- f When it gets really cold, it might _____.

Adjectives and adverbs

Adjectives provide more information about a noun. Commas are used to separate the adjectives except for the one next to the noun.

Example: Peter unlocked the **huge, wooden** gate and slipped into the **lush, green** meadow.



A

- 1 Find six more adjectives (and their nouns) in the extracts from *Peter and the Wolf*.
- 2 Add two more adjectives before the following nouns. Remember the commas!

- | | |
|-----------------|------------------|
| 1 A _____ man | 4 A _____ school |
| 2 A _____ house | 5 A _____ door |
| 3 A _____ dog | |

B

An adverb provides more information about a verb. It tells us how, when, where, why or under what conditions something happens or happened.

Example: Early one morning, Peter sneaked **quietly** into the meadow.

Sometimes more than one word does the job of an adverb. This is called an adverbial phrase.

Example: **With one gulp**, he swallowed her.

- 1 Find six more adverbs (and their verbs) in the extracts from *Peter and the Wolf*.
- 2 Add an adverb before or after the following verbs.

- 1 He spoke _____ on the topic of homework.
- 2 She crept _____ down the stairs so not to wake anyone.
- 3 _____, he went back home.
- 4 The cat crept _____ up to the little bird.

C

Correct the following sentences, replacing the adverbs with adjectives.

- | | |
|------------------------|---------------------------|
| 1 Maria seemed sadly. | 4 The train is slowly. |
| 2 John felt happily. | 5 The sea turned roughly. |
| 3 The milk went badly. | 6 The cake tastes well. |

Active and passive

When the verb is **active** in a sentence, it is the subject performing the action, and the object of the sentence is the receiver of that action.

Example: The mouse frightened the elephant.

When the verb is **passive**, the sentence is turned around so that the object becomes the subject.

Example: The elephant was frightened by the mouse.



- A** Change these sentences in the active voice to the passive. The first one has been done for you.

The queen ate the jam tarts. → The jam tarts were eaten by the queen.

- 1 Mrs Smith has made a cake.
- 2 The birds had eaten all the plants.
- 3 Everybody here loathes cruelty to animals.
- 4 We all enjoyed the 'Superman' film.
- 5 The children cooked dinner.

- B** Change the passive voice into the active in these sentences.

- 1 Her answer was given in a low voice.
- 2 The strike has been called off by the workmen.
- 3 All his pocket money has been spent.
- 4 The telephone was answered by the maid.
- 5 The lock had been forced by an intruder.

- C** Which sentence in each pair has its verb in the active voice?

- 1 The dog had bitten the cat again.
The cat has been bitten again by the dog.
- 2 Smoked fish is not liked by everyone.
Not everyone likes smoked fish.
- 3 The grass should be cut this weekend.
I should cut the grass this weekend.

More conditionals

We use the present tense if the action that is being described is likely to or could happen.

Example: When the new school year begins, I will have a different class teacher.

We use the past tense if the action that is being described is unlikely to or can't happen.

Example: If I could fly, I would fly to the moon.

Sometimes the choice we make, depends on whether we believe what we are describing could or couldn't happen.

Examples:

If I pass my exam first time, I'll have a party. (I believe I'm going to)

If I passed my exam first time, I'd be very surprised. (I don't think I will)



A Complete these sentences deciding whether they should be in the present or the past.

- If it snows/snowed tomorrow, I will/would build a snowman.
- If we can/could, we will/would go on holiday in another country this summer.
- I will/would build myself a palace, if I make/made a lot of money.
- I will/would be so happy, if my favourite football team wins/won the World Cup.
- I will/would visit Big Ben, if I go/went to London.

B Complete these sentences in the past using a *would* clause.

- If I ever met my favourite film star, _____
- If I could fly, _____
- If I ruled the world, _____
- If my family moved to the moon, _____
- If animals could talk, _____

C Write five conditional sentences using both the past and present to give information about yourself and what you want to happen in the future.

Example:

If I do well at school, I will study in another country.



Challenge

→ We use **if only** to talk about regrets – things that we would like to change either about the past or the present.

Write two sentences using *if only* about things you would like to change.

Write three sentences using *if only* to say what you really want or don't want to happen.

Descriptive writing

Describing a forest

The entrance to the forest path was like a sort of arch leading into a gloomy tunnel made by two great trees that leant together, too old and strangled with ivy to bear more than a few blackened leaves. The path itself was narrow and wound in and out among the trunks. Soon the light at the gate was like a little bright hole far behind, and the quiet was so deep that their feet seemed to thump along while all the trees leaned over them and listened. As their eyes became used to the dimness they could see a little way to either side in a sort of darkened green glimmer. Occasionally a slender beam of sun that had the luck to slip in through some opening in the leaves far above, and still more luck in not being caught in the tangled boughs and matted twigs beneath, stabbed down thin and bright before them. But this was seldom, and it soon ceased altogether...There was no movement of air down under the forest-roof, and it was everlastingly still and dark and stuffy.



A

- 1 Why are there so few leaves on the two trees that create the archway into the forest?
- 2 What was the only sound that they could hear?
- 3 Find six adjectives describing what it was like to be in the forest.
- 4 How does the writer build up a sense of the denseness of the forest?
- 5 Why is the word 'stabbed' used to describe the sunlight?

B

Imagine you are deep in a thick forest as dusk is approaching.

- 1 What things in the forest might you see, hear, smell or touch?

Figurative language

- 1 Think of some similes to describe the forest.
Example: The branches stretched out towards me like twisted, gnarled fingers.
- 2 Think of some metaphors to describe the forest.
Example: The trees were statues standing utterly still.
- 3 Think of some onomatopoeic words you could use.
Examples: Crunch, crackle
- 4 Think of some examples of alliteration to describe the forest.
Examples: The mushy, mossy mattress of the forest floor.
- 5 Can you think of a way of using personification in your description?

C

Write a paragraph describing a forest. Use powerful, descriptive words to help the reader imagine what you can see, hear, smell and touch.

Writing a suspense narrative

Write a new story about *Peter and the wolf*.

Peter decides not to take the wolf to the zoo but lets it return to the wood instead. Now Peter is going to have another adventure in the wood but this time he gets into trouble.

Write a story called *A Close Shave*. Write at least five paragraphs using the narrative structure below. Use the paragraphs you wrote describing the characters on page 67 and the description of the forest from page 74 to help you.

Glossary

close shave have a narrow escape

- Setting:** Grab the reader's attention by writing an exciting and detailed description of the wood.
Use powerful adjectives and verbs as well as some figurative language.
Don't forget to describe what you can see, hear, smell and feel.
- Characters:** Peter, the wolf.
Birdie? Cat? Peter's Grandfather? The hunters? A new character?
- Problem:** What trouble will Peter get into?
What danger does he face?
Does it involve another person, an animal or maybe part of the forest like a hidden pit?
Is the wolf involved?
- Climax:** What is the close shave?
What is the danger he is in? Is it caused by the wolf?
Use similes and metaphors to describe the danger and short sentences to build up the tension.
- Resolution:** How does he escape/get free?
Is the wolf the cause of the problem or does the wolf, grateful for Peter letting him go free, come to Peter's rescue and save him from danger? Does it end happily for everyone?

5

School days

"Aim for success, not perfection. Never give up your right to be wrong, because then you will lose the ability to learn new things and move forward with your life."

David M. Burns



Talk time

The Tree of Knowledge is an old metaphor.

- 1 Why do you think knowledge is shown as a tree?
- 2 Look at the pictures. Which clues show you that the children are on their way to, or at, school?
- 3 Think of a caption (a word, phrase or sentence) for each of the three pictures on this page.



Eager to learn

A What makes a good education? Which subjects do you believe are crucial to learn at school to achieve a good education? With a partner, decide which are the most important for you.

- ▶ your mother tongue
- ▶ a foreign language
- ▶ literature
- ▶ mathematics
- ▶ the sciences
- ▶ music
- ▶ drama
- ▶ arts and crafts
- ▶ cooking
- ▶ individual sports
- ▶ team sports
- ▶ humanities (history/geography/religious education)
- ▶ gardening
- ▶ ICT

Share your ideas with the class.

B Imagine you are in a hot air balloon which is losing height rapidly and will soon crash because it is too heavy. To keep the balloon in the sky, you have to get rid of half the passengers. You are all teachers from the same school and all teach different subjects.

When you know which subject you teach, consider why your subject is more important than all the others. Your aim is to persuade the other teachers in the balloon that your subject is one of the most crucial in the school and therefore you should not be removed from the balloon.

Make a list of all the key points you want to use in your favour. Think of the arguments your fellow teachers might make about the importance of their own subjects and think of counter arguments you can make.

C Hold your debate. Remember to be polite and respectful to others when giving opposing views.

Who was able to persuade the other teachers that his/her subject was the/one of the most important? How did they manage to persuade everybody? Were you convinced by your own ideas about how important a subject? Or were you more convinced by another teacher in the balloon?



Ancient Egyptian writers

Scribes in Ancient Egypt

How do we know so much about Ancient Egypt?

Unlike some ancient civilizations, Egypt had a writing system. Without these written records, we would know far less about ancient Egypt today. We can read about important historical events, like the lives and deaths of pharaohs. There are also details of everyday life, like legal contracts, tax records, family trees, medical treatments, plans, and lists for building the pyramids, stores of food and work tools.

Who were the scribes?

The scribes who compiled these written records were members of a specialist profession and many were the children of scribes. Nearly all were boys. Scribes had a privileged position in society: they did not pay taxes or work in the fields or do military service. In fact, the Egyptian word for 'sesh' or scribe doesn't simply mean someone who reads or writes, but someone who draws and creates.

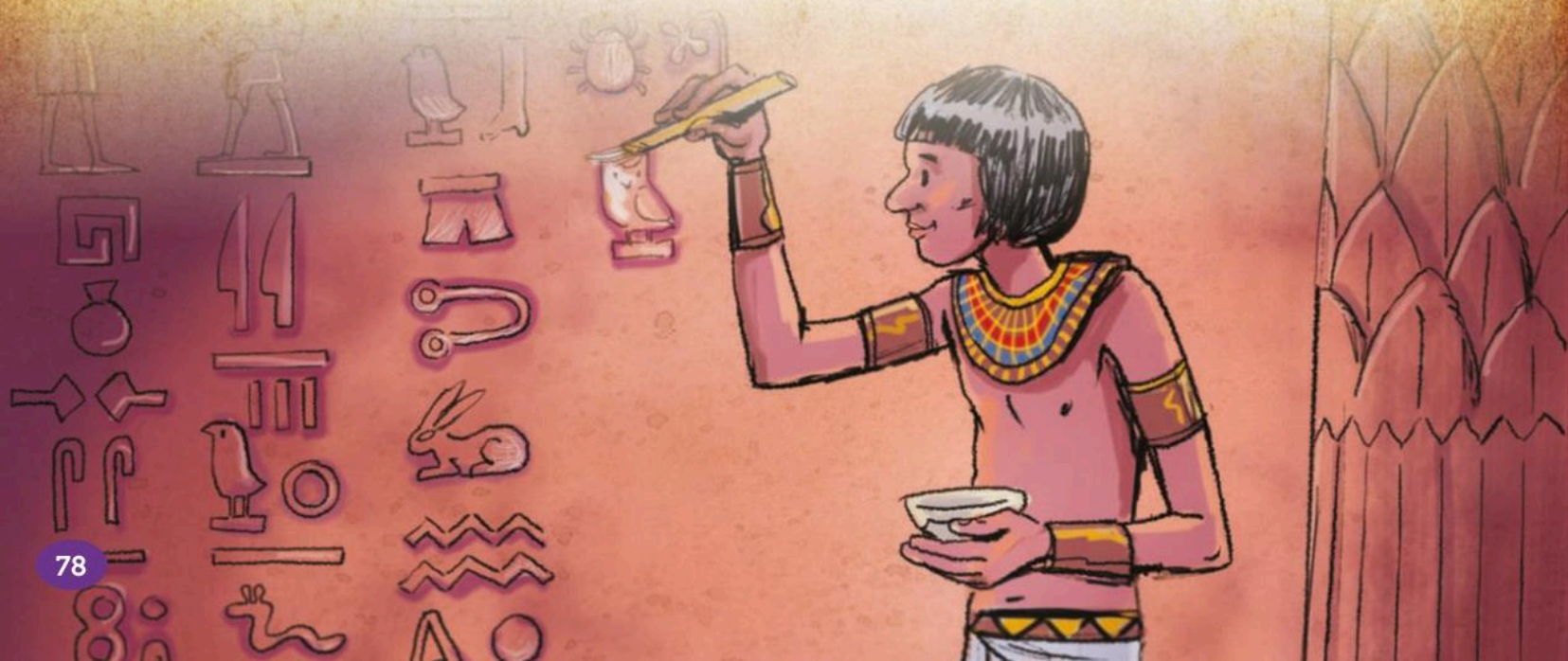
How long did it take to train a scribe?

Young children started at Scribe School at the age of five. First they had to study how to read and write hieroglyphs. This meant learning more than 700 of these picture symbols by heart. They also studied maths, law, history and geography, and the ablest ones were taught engineering and architecture too. Discipline was strict, and school teachers made their pupils work hard. Lazy boys were beaten, or expelled. In fact, the Egyptian word for 'teach' ('seba') also means 'beat'. It took about 10–12 years for students to complete their studies; then they were ready to go out to work.

Word Cloud

architecture papyrus
discipline reed
engineering tablets

A scribe's instruments



25 What tools and materials did scribes use?

Pictures often show scribes with the tools of their trade: a roll of papyrus writing material, reed pens and brushes and jars of black and red ink. Because papyrus was valuable, student scribes practised writing hieroglyphs on fragments of clay tablets. Both black and red ink were used: red was used for headings and titles, and to correct mistakes – a practice that continues today.

What jobs did qualified scribes do?

Scribes played an important part in the administration of the kingdoms and were highly respected. In addition, people couldn't read or write so a large percentage of the population used scribes to write letters for them, and also to read aloud any letters that they received.

Glossary

administration controlling or managing something

discipline teaching people to control themselves and follow rules

expelled sent away from a school

family trees diagrams that show all the people in a family

privileged having something special that only a few people have

tax records details of money that has been paid to the government

tools of their trade work tools needed for their particular job

Comprehension

A Write answers to these questions, using the extract to help you.

- 1 Give two reasons why writing was important to Egyptian society.
- 2 Find one piece of evidence in the extract that shows that scribes were highly valued.
- 3 In three to four sentences, describe a typical day at Scribe School. Begin like this:

An important part of the day's lesson was...

B

To help readers follow a non-fiction extract, writers often:

- ▶ use subheadings so that the reader knows what each paragraph is about
- ▶ make a big, general point, then give examples
- ▶ explain new vocabulary.

Do you think the extract writer has used these methods well? Find an example of each.

C Which three facts in the extract did you find the most interesting, and why?



Challenge

→ What is papyrus made from? Research the answer on the Internet.

Discussion time

All the children at Scribe School had to study maths, law, history, and geography, as well as writing.

Which of these subject do you think are the most important to learn today, and why?

Active and passive verbs

Verbs can also be in the active and passive voice. If the subject of the verb is doing the action of the verb it is in the **active** voice.

Example: Everyone **bowed to** the teacher.

If the subject of the verb is receiving the action of the verb, the verb is in the **passive** voice.

Example: The teacher **was bowed to** by everyone.

A Change these sentences to the passive voice.

- 1 The Headteacher has written an important letter.
- 2 Heavy rain flattened every plant.
- 3 The school chef makes delicious cakes.
- 4 The boys had cleaned all the classrooms.
- 5 Everyone at the school loves holidays.

B Rewrite these sentences in the active voice.

- 1 The bag was found on the bus by Anton.
- 2 Bags must be left on the hooks by students.
- 3 Carlos was beaten by Achieng in the tennis match.
- 4 The front of the school was hidden by trees.
- 5 School dinners must be eaten slowly by students.

C Finish the text by writing the passive form of the verb, given in brackets. The first one has been done for you.

Schools (find) *are found* all over the world.

- 1 Students (take) to school by their parents or carers.
- 2 The new school (open) by a famous writer.
- 3 A school newsletter (sent) to all students.
- 4 The school (close) since yesterday.



Language to persuade

A In this activity, you are going to have an informal, group debate. The aim is to get the others to agree with you. You will work in a group of five. There will be two speakers (one agreeing with the statement, one disagreeing with the statement), two audience members and one chair who will lead the discussion.

Look at the statements below. In your group, think of ideas **for** and **against** each one. For each of your ideas for or against, think of a possible counter argument too.



- Children under 8 should only go to school for 4 hours a day.
- There should be at least one school trip every term.
- Every school child should be taught in school how to play at least one musical instrument.
- School holidays should be longer.
- Young people should be banned from playing any screen games during the school day evenings.
- There should be more time dedicated to doing sport during school time.
- Every school child should have access to an excellent library.

B The debate

- When you have enough ideas, start you debate. The student agreeing with the statement should start.

Example:

Student A I believe that children under the age of 8 should only go to school for four hours a day because children of this age don't want to be sat down reading and writing they want to be running around, playing imaginary games and playing with their friends and I think it is important for a child to have time to play as well as work.

Chair So you think it is important for a child under 8 to have time to play with their friends as well as sitting in a classroom working. Student B what do you think about that?

Student B Well, I think it is important too, but there is plenty of time to play with friends in the evening after a child has been at school all day. If children only go to school for four hours, and if both of their parents work, then the parents are going to need to find extra childcare.

Audience member How long does the speaker think a child should be at school every day?

When you have finished debating one statement, the audience members vote on whether they agree or disagree with the statement.

- Swap roles and debate the next statement. Keep on going, until you have discussed all the statements.



Persuasive writing

Word Cloud

best interests at heart
diminishes
excluded
extra-curricular activities

Dear Headteacher,

As a mum of four school-age children, I feel I must respond to your comment in this week's school newsletter concerning the issue of homework and the fact that some
5 students are not completing homework tasks set by their class teachers. I appreciate that you have our children's **best interests at heart**; however I disagree with the school policy on this subject.

Firstly, for young children there is little or no scientific research which supports the inclusion of homework in their **extra-curricular activities**. In fact,
10 in many studies the relationship between homework and learning is found to be negative.

Moreover, I feel that homework creates too much stress in our family life. My children come home after a long and tiring day at school and are then expected to spend further time on homework which causes them much anxiety. It also
15 creates family tension. Do you know how difficult it is to get a tired child to complete an hour maths assignment after they have been at school all day then competed in a football tournament?

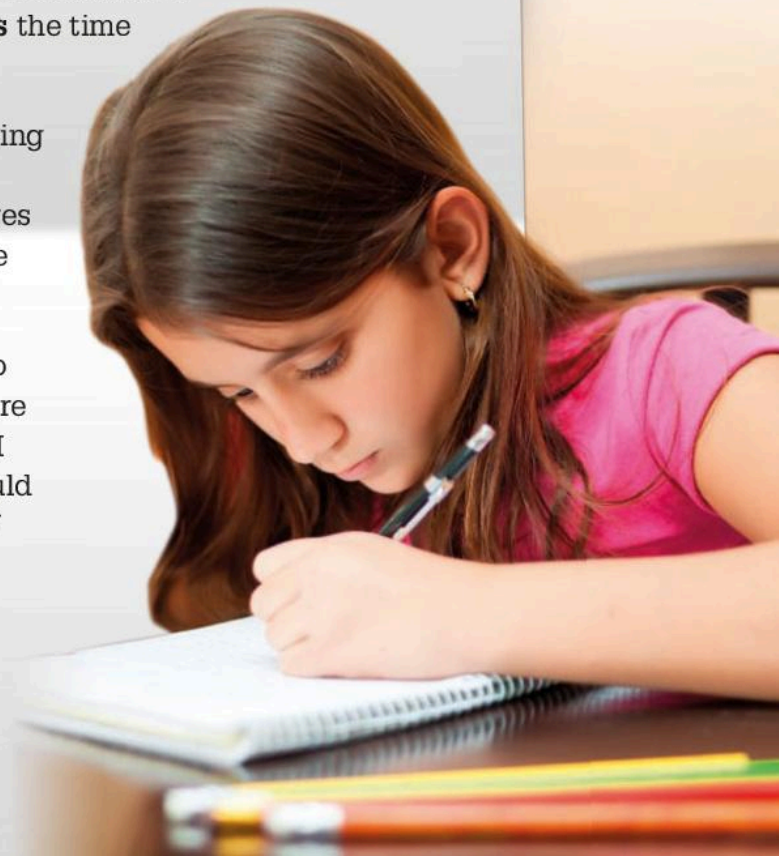
As you can surely imagine, with four children, I have a busy schedule as they have a wide range of interests. As well as football, they are involved in music
20 lessons, other sports, charity events, and much more. Activities, as I am sure you will agree, that are important in the formation of fully rounded adults. Well, homework **diminishes** the time my children have for these activities.

Finally, I believe it is important children enjoy being children, by playing with friends, having free
25 reading time, contributing in our home with chores and cooking, and so on. I believe these things are more important than homework activities.

For all of the reasons I have stated I would like to ask for my children to be **excluded** from any future
30 homework. Thank you for reading my letter and I hope that you will understand my position. I would be happy to discuss this issue further with you if you have any concerns.

Yours sincerely

Mina Efron



Comprehension

A Write answers to these questions, using the extract to help you.

- 1 What do we know about the person who wrote this letter?
- 2 What is the purpose of this letter?
- 3 Where do you find the information giving the purpose for writing?
- 4 What tense is the letter written in?
- 5 What is the purpose of the final paragraph?

B

- 1 Find an example of each of the following in the letter:
 - a connectives linking the paragraphs
 - b connectives linking ideas within a paragraph
 - c emotive words or phrases appealing to the reader
 - d a use of a question to the reader
- 2 Each of paragraphs 2 – 5 makes a point in the writer's argument. What is the main point of each of the paragraphs?
- 3 Make a plan of the structure used in this letter.

C Do you think homework should be banned or do you think homework is a necessary part of the education system?

For all the arguments against homework that you have listed in B think of a counter argument in favour of homework.

Persuasive language

Read the language and grammar techniques that are used for persuasive purposes.

- ▶ use of **personal pronouns**, so the reader thinks the advert is directly addressed to them. *Example:* We will do all the hard work for you!
- ▶ **short sentences** for impact. *Example:* It's so easy.
- ▶ use of '**and**' and '**but**' to make points seem straightforward and honest. *Example:* And, what's more...
- ▶ **apostrophes for omission**, creating a conversational tone. *Example:* You couldn't ask for better.
- ▶ **adverbs** for emphasis. *Examples:* simply, naturally, only, just
- ▶ **adjectives** to describe the selling point of the product. *Example:* stupendous, brilliant, best, cheapest
- ▶ **rhetorical questions**. *Example:* Unhappy with your broadband provider?
- ▶ **connectives** that are used to prove something is correct. *Examples:* in fact, of course
- ▶ **alliteration**, so that attention is drawn to words. *Example:* better broadband
- ▶ **modal verbs**, such as 'will', 'can' and 'could', emphasising what will be achieved. *Example:* We will change your life!

A

- 1 Find one example of each of the features listed above in the advertisement for broadband Internet connection.
- 2 Can you find other techniques used to persuade?

B

Advertisements also use layout and presentation to help persuade. Copy out the advertisement, changing the font and layout to make it more persuasive.

C

Make up an advertisement for a new brand of trainers or a computer game. Use a range of language and layout techniques!



Want to cut your broadband bills, but can't find the time because you're too busy?

- Well, just leave it to us and we will find the best deal for you. It's as easy as that!
- Simply call us free on 0800 212 212

What difference can we make?

- Top experts brought in to search the best deals for your area
- Fantastic reduction in costs

P.S. And if you don't have time today, just do it tomorrow. We will still be there. Of course, we will. Because we care...

Persuasive punctuation

Persuasive texts, such as advertisements, use a wide range of punctuation – often to make the text seem like a speaking voice.

Examples: You know it makes sense! Want to try a different kind of computer game?

A Match the examples below with the correct punctuation mark.

Worried about your spots?	exclamation mark
We think (and we know we're right) that you will notice a difference.	semicolon
No more bills!	question mark
No more unhappy wash days; no more dirty shirts.	parenthetic commas
Our service, which is second to none, will change your life forever.	brackets

Advertisements sometimes use ellipses, which are three dots (no more), and look like this: ...

An ellipsis is used to show that words (or one word) have been intentionally left out.

Example: Just think about it...

B Add all the punctuation to this text advertising an amusement park ride. Try to include an example of all of the persuasive punctuation looked at above.

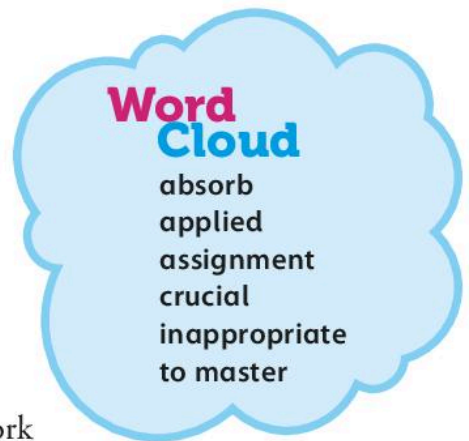
Are you ready for the ride of a lifetime Then climb on board You'll experience sensations you have never experienced before and I mean never You'll climb higher than you have ever been before or ever imagined possible Once at the very top of the world you'll hover just for a second just time to anticipate what is going to come next Then vroom you'll be plunging straight down breaking the speed barrier faster than the speed of light so fast it will literally take your breath away. Are you ready for the ride of a life time Then what are you waiting for Come on board

C Look at the advertisement you created for C, on page 84. Add a range of punctuation so that you get the effect of a speaking voice.



The Pros and Cons of Homework

Homework plays an important role in most educational systems, but does it really improve students? Writer Alfie Kohn says "Homework is all pain and no gain." In his book *The Homework Myth*, Kohn points out that no study has ever found evidence to suggest that homework improves academic achievement in primary school. So why is homework given regularly?

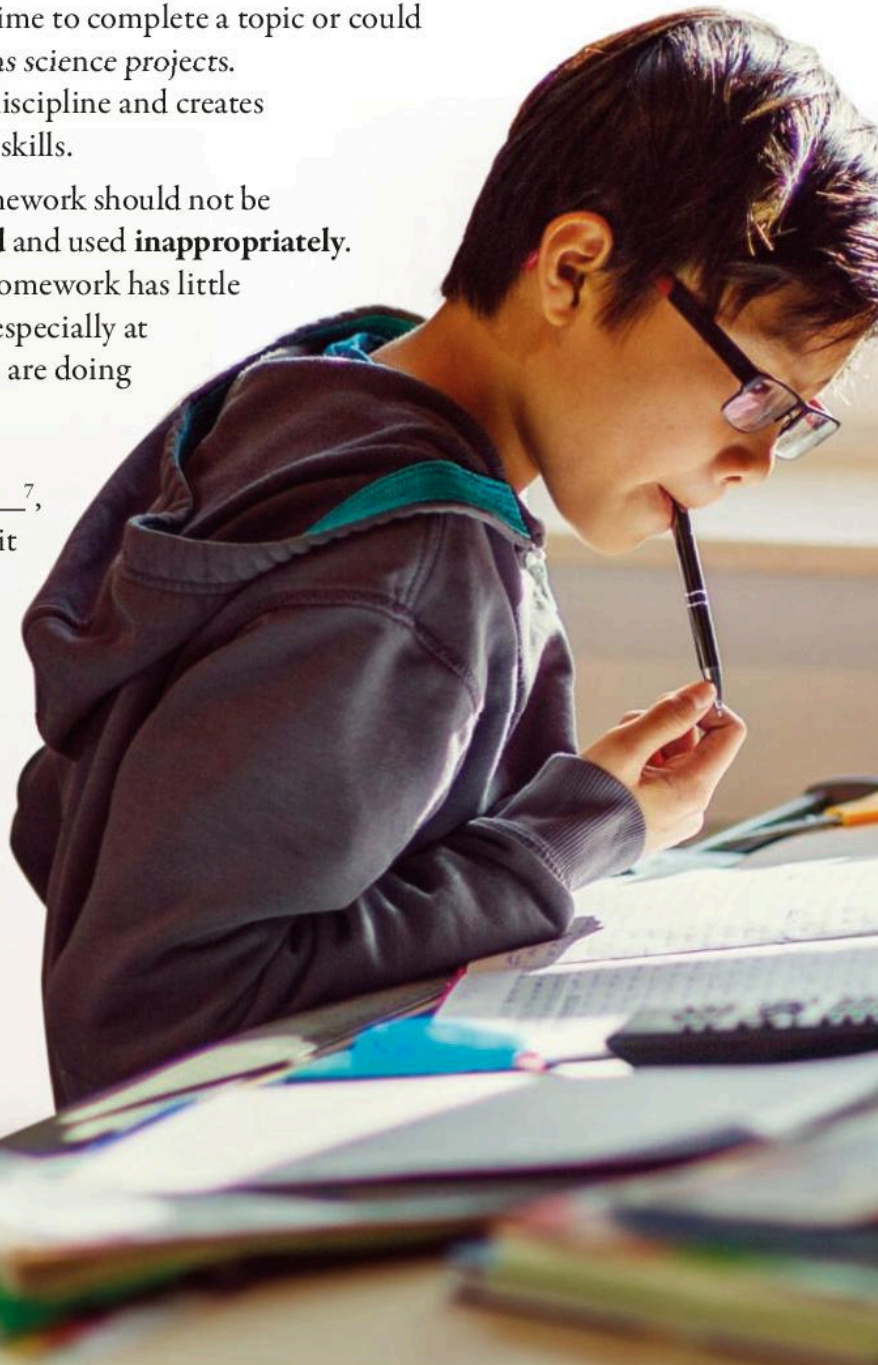


Many teachers believe that homework is **crucial** if a student is to **absorb** all of the material required **to master** a subject. Homework provides important practice for the skills taught in class. _____¹, homework involving simple maths questions, spelling and vocabulary lists can help students
5 build the foundation for further classroom learning. Reading **assignments** are especially important at early ages. _____², homework can be necessary when there is not enough classroom time to complete a topic or could be used to produce extended assignments such as science projects. _____³, homework encourages self-discipline and creates
10 independence both of which are important life-skills.

_____⁴, some people believe that homework should not be necessary. They think that it is often over **applied** and used **inappropriately**. _____⁵, many studies indicate that homework has little positive effect on the performance of students, especially at
15 the earlier grades. _____⁶, if students are doing homework every night, they will have less time to explore their talents and develop other areas of interest such as music and sports. _____⁷, homework can stress students to the point that it
20 has a negative effect on their performance. _____⁸, kids need time just to relax and enjoy themselves. Holidays should be a break from work. Kids need time off too!

I have shown that there are strong arguments
25 for both points of view. However, my own opinion is that homework does have an important role to play in education but should only be given when necessary and that the time spent on homework should be limited to
30 two hours a week for primary age children.

Source: Adapted from <http://www.alfiekohn.org/homework-improve-learning/>



A Write answers to these questions, using the extract to help you.

- 1 Why does writer Alfie Kohn not agree with giving children homework?
- 2 What are the main points made in the argument for giving homework?
- 3 What are the main points made in the argument against giving homework?
- 4 What is the purpose of the first and last paragraphs?

B Complete the text by adding an appropriate connective word or phrase from the list below.

Moreover Finally What is more Also

Lastly In addition On the other hand In addition to this

C In this activity, you will have an informal debate in groups of four. Two will argue for having homework and two will argue against having homework. The object is to get the other pair to agree with your point of view.

In pairs, use the ideas from page 86 as a starting point and add more of your own. Make sure that you think of ideas to support your position in the debate but also against, in order to prepare a defence or counter argument in the debate. When you have thought of enough ideas, you can begin. Take it in turns to speak. Make sure that you are courteous to the other pair of students when disagreeing.

Examples:

We understand your point of view but we think that...

You are making a good point however, we believe that...

When you have finished your discussion, join up with another pair. Do they have any different ideas? Did you manage to convince them to agree with your argument?

Connectives

A connective is a word or phrase that links clauses or sentences.
Connectives can be:

Conjunctions Example: but

Subordinating connectives Example: although

Connecting adverb Example: however, finally

Connectives can be used too connect clauses within a sentence or to join up separate clauses.

A Complete the paragraph with the missing connectives listed below.

just but however then at first as

_____, I thought I would be able to complete the homework really quickly. _____, when I reread it, I realised how hard it was. _____ at that moment, my phone went off. It was my best friend who said that _____ it was a pleasant evening everyone was meeting up in 15 minutes to play a match. _____ he said he'd collect me in 10 minutes _____ I knew my father wouldn't let me go out before finishing my homework.

Use '**and**' and '**then**' to show the order of events.

He stood on his hands and then balanced a chair on his feet.

Use '**but**' and '**although**' to show contrast. Use '**However**' at the start of a sentence.

Although he had broken his finger, he continued his circus act.

B Complete the paragraph using some of the connectives listed below.

**although and as as soon as but
however just as because then until**

_____ I ended the phone call, I regretted saying I couldn't go.
_____, what else could I do? _____
I really wanted to see my friends, I knew I had to do my homework _____ it was due in the next day. _____ I was about to sit down and start working, my phone went off again.
It was my friend again. He said that they said that they would wait _____ I had finished _____ I'd better get a move on!

Connectives

In writing, **connectives** are very important in helping the reader to follow points and ideas.

A Complete the sentences below with one of the following words.

although before however when since while during

- a** _____ he was a good sportsman, Juan was not good at basketball.
- b** _____ he has had a new teacher, he has quickly improved.
- c** _____ her time at junior school, she played in many tennis matches.
- d** _____ leaving Hong Kong, Anya had not celebrated Chinese New Year.

B

- 1** It is important that the right type of connective is used. Choose five connectives from below and insert them in the right spaces in the paragraph.

However Firstly On the other hand Secondly Also Similarly In the same way Next Finally Lastly If

_____, I would like to make the point that on average students in this school get between 3 and 4 hours homework every night and this is too much. I understand that _____ there was no homework at all, students would not be able to complete the whole syllabus. _____, when a student has too much homework, he or she has no time for other hobbies. _____, he or she does not have time to do a sport. _____, I believe a compromise should be made where students have some homework but are also left with enough time to do other things.

- 2** Read through your text to check it makes sense.

C Write a paragraph arguing why it is so important for students to do a sport in their free time. Use as many connectives as you can from the exercise in B to help you link and connect your points.

Should all primary students wear a school uniform?

In the last few years, more and more primary schools have made school uniforms **compulsory**. Many parents are happy with this decision but others of us believe that their children should be allowed to choose what clothes they wear.

- 5 Some educational experts argue that students feel more competent when they wear a school uniform and this improves their academic performance. They believe that wearing a uniform improves student's behaviour and **discipline** amongst the students and helps to prevent gangs forming. However, some people believe uniforms **violate** the student's right to freedom of expression. Far from **suppressing** individuality, shouldn't we be positively encouraging it?
- 10 Another popular argument for wearing a uniform is that it prevents students feeling **pressurised by their peers** into purchasing the latest and most expensive fashions. Therefore, it **diminishes** economic and social barriers between students and also allows schools to dictate the same dress code for everybody. However, it could just as easily be argued that purchasing a uniform is yet another financial burden for families, especially as
- 15 shops often tend to overprice uniforms which are generally made from inferior quality materials. So, a uniform, it could be argued, is just one more additional cost.

Teachers like to point out the security benefits of uniform. If everybody is wearing the same school clothes then intruders will easily be identified. Teachers also believe that a uniform increases the students' sense of belonging and the overall sense of school pride. But a student

20 in a uniform is an easy target as they are easily identified with one school and could therefore become victim to the bullies from other schools. Also, there is the comfort factor. Many students really do not like wearing uniforms. For example, some girls do not want to be forced to wear dresses or skirts. And for larger sized students, believe me, uniforms can be very unflattering!

- 25 A well-accepted argument for uniform is that it makes parents' lives easier as there is no debate in the morning about what a student is going to wear. However, equally we could argue that a uniform restricts what our children can wear and therefore we need to be
- 30 well-organised enough to have the uniforms laundered and ready for wearing.

In conclusion, as we can see there are many reasons both for and against wearing school uniform. In my personal opinion children of primary age should be allowed to

35 choose what they wear, but the most important thing is for the clothes to be practical and that all students feel comfortable in what they are wearing.

Word Cloud

compulsory peer pressure
diminish suppress
discipline violate



Comprehension

A Discuss the text type.

- 1 How are the features of this text similar or the same as the text on page 86? How are they different?
- 2 Is this a balanced argument or a biased argument? Find evidence from the text to support your answer.
- 3 Summarise this text. Write the main points of each of the six paragraphs. Write in sentences and choose connectives to order your points clearly. How many words have you used?
- 4 Share your summary with a partner. Did you include the same information? Can you reduce the number of words you have used and still include all the main points?

B Do you wear school uniform at your school? Do you think a uniform is a good or bad idea?

In what professions do people wear uniforms? What is the purpose of wearing a uniform in these jobs? Is it always the same reason?

Which organisation of persuasive text do you prefer? Explain why.

C Using the list of main points you made in A, write your own text answering the question, 'should all primary students wear a school uniform?' Write a balanced argument.



Writing to persuade



Top Tips

- ✓ Persuasive writing has:
 - Short sentences
 - Rhetorical questions
 - Sets of three words or phrases
 - Emotive words

You are a member of the student council. You have been asked to write a speech to present to the school Principal requesting more time for sport at your school.

Your aim is to persuade the Principal to accept and agree with your point of view.

Getting the right start

The first paragraph of an argument should tell the Principal what your argument is about and what you hope to achieve. This makes it very clear to them at the beginning exactly what they can expect! Read these two introductory paragraphs below. Which paragraph gets the argument off to the best start?

STUDENT A

Good morning, Principal. My name is Jacintha Dolores, and I am here today to try to persuade you to let us have more time in school for sporting activities. At present, we only have one hour a week. We think it should be increased to at least two hours a week. Here are the reasons for our request.

Correct formal address, 'Good morning, Principal. My name is...'
Says WHY they are writing, summing up what the argument is. Does not go on to the reasons yet.
Gives a clear link to the next paragraph, 'Here are the reasons for'.

STUDENT B

Hi! We're getting fed up not having sport. Everyone wants more because sport keeps you fit and healthy and it also gives you other qualities like determination. So why can't we have more time? I want to hear back from you.

Informal address, 'Hi!'
Does not sum up what the argument is or why they are writing.
No link to the next paragraph.
Whole argument covered in one paragraph!

Developing your argument

It is important that each paragraph covers only one point. Usually, you state what the paragraph is going to be about through a topic sentence.

Example:

Firstly, more sport will mean that children will be fitter and healthier.

Then you go on to prove it. You can prove your topic sentence by giving:

- a Examples
- b Facts and statistics
- c A personal anecdote (a personal 'story' of someone you know or have heard about)
- d Finishing it with a sentence that contrasts how things are now and how they could be in the future.

Find examples of **a, b, c,** and **d** in the second paragraph written by Student A.

First, more time given to sport will mean that children will be fitter and healthier. At present, they have one hour of sport a week. That is simply not enough. Government research shows that if children have the minimum exercise of two hours a week, their fitness rates will go up by 40%. Surely you want this for the children in your school? I have a close friend who is overweight and unfit, and actually begged the Head of Physical education for more time on sport because he desperately wants to become fitter. The choice is yours, sir. Fitter, healthier, happier children who enjoy two hours of sport a week – or unhealthy unfit children who have barely enough time to enjoy one sporting slot over a whole week.

It is important that all your ideas within each paragraph flow easily and clearly so that your audience fully understands the points you are making.

Have another look at the second paragraph written by Student A. How have the ideas in one sentence been linked to the next?

Summing up

A good conclusion will refer back to the beginning and sum up the argument:

I trust I have made a convincing argument for having two hours a week of sport in the school rather than one hour. The children in this school will be fitter, healthier, happier, and, most importantly, more ready and willing to learn. Thank you for your time and attention.

Write your own speech to your Principal, arguing for more time for sports activities. Use as many of the following techniques as you can:

- ▶ A clear introduction stating your argument and what you hope to achieve. Build up your argument step by step, in each paragraph.
- ▶ Have a clear topic sentence for each paragraph, which you then prove using:
 - a Examples
 - b Facts and statistics
 - c A personal anecdote
 - d Comparing the present to the future
- ▶ Some persuasive techniques, such as short sentences, rhetorical question, sets of three words and phrases, emotive vocabulary
- ▶ A conclusion which refers back to the beginning paragraph and sums up the argument

Practice your speech in groups of four.



6

Let's celebrate!

1

2

3

4

"Celebration is a kind of food we all need in our lives, and each individual brings a special recipe or offering, so that together we will make a great feast."

Corita Kent and Jan Steward

Talk time

- 1 Celebrations and festivals often include: special food, music, lights, singing and dancing, different clothes, fireworks, and crowds. Find these in the pictures above.
- 2 Which of the celebrations in the pictures would you like to be involved in?
- 3 Give three reasons why people have celebrations.
- 4 What festivals do you have in your country?



The world loves to celebrate

A Match illustrations (1–4) with the sentences (a–d).

- a They celebrated the harvest with a musical performance.
- b The decoration on the first float in the parade was spectacular.
- c The family commemorated the day with a birthday cake.
- d They celebrated New Year's Day with a firework display.

B Solve the word puzzles.

- 1 A f_ _ _ _ is a delicious meal with lots of different food that lasts for days.
- 2 Match the words to the correct word class description.

celebrate	decorate	noun
celebrated	decorated	verb
celebration	decoration	past participle verb

- 3 Unscramble the words and match them to their definition.

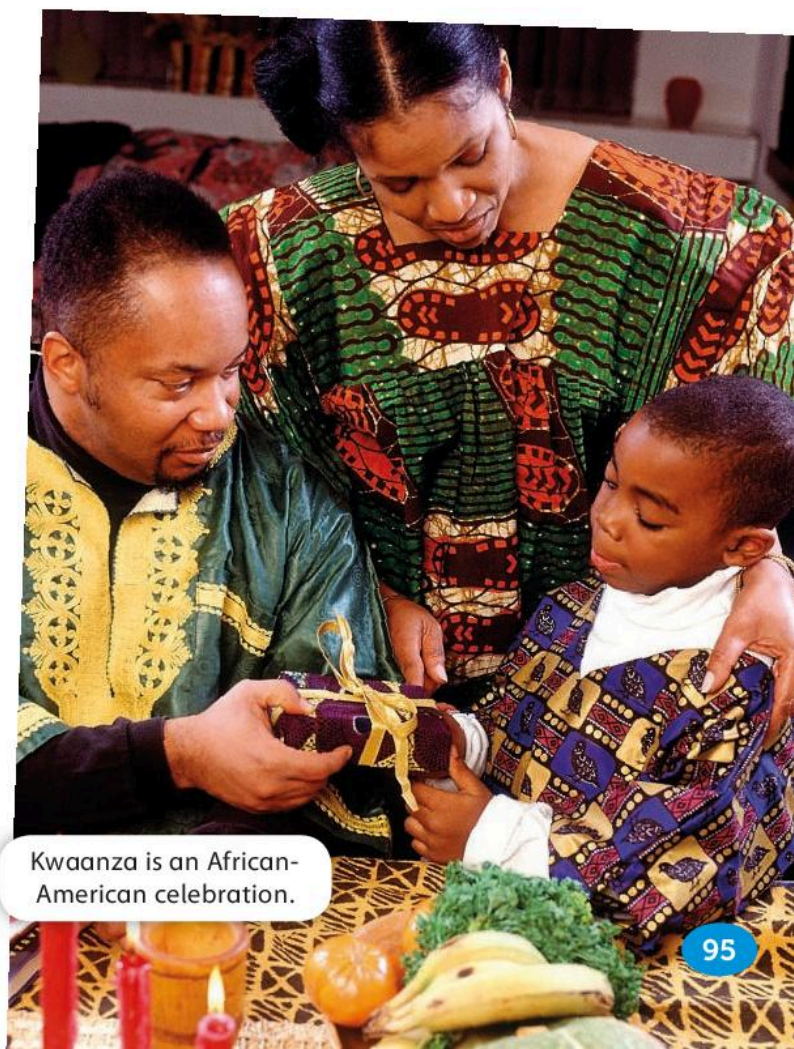
skorwerif	A celebration or party held at the same time each year
narcilav	Loud colourful explosions
varsinneray	A large, lively parade which moves through a town or city

C Prepare a talk about your favourite festival or celebration and present it to the class. Use the points below to help you.

- ▶ Name the celebration in your introduction.
- ▶ List its celebratory features, such as rest from work, chance for families to meet.
- ▶ Give details of the celebration, including the dates and places.
- ▶ Finish with sentences on why a visitor might want to observe this celebration and why it is your favourite.

Word Cloud

anniversary feast
carnival fireworks
commemorate float
confectionary harvest
custom parade
decoration



Kwanzaa is an African-American celebration.

Dragon performance

During Chinese New Year celebrations, performers take on the costume of a dragon or lion and dance through the streets.

Dragon Dance

- A Chinese dragon's in the street
And dancing on its Chinese feet
With fearsome head and golden scale
And twisting its ferocious tail.
5 Its bulging eyes are blazing red
While smoke is puffing from its head
And well you nervously might ask
What lies behind that fearful mask.
It twists and twirls across the road
10 While BANG the cracker strings explode.
Don't yell or run or shout or squeal
Or make a Chinese dragon's meal
For, where its heated breath is fired
They say it likes to be admired.
15 With slippered joy and prancing shoe
Why, you can join the dragon too.
There's fun with beating gongs and din
When dragons dance the New Year in.

Max Fatchen



Comprehension

A Give evidence from the poem to support your answers.

- 1 What performance is the poet describing?
- 2 What time of year does this performance take place?
- 3 Why would the reader be nervous in line 7?

B Write answers to these questions, using the poem to help you.

- 1 The poet uses powerful adjectives to describe the dragon:
 - ▶ fearsome
 - ▶ golden
 - ▶ ferocious
 - ▶ bulging eyes are blazing red
 Suggest adjective synonyms for these four phrases.
- 2 What effect do the rhyming verses have on the rhythm of the poem?
- 3 Why does the poet make the verses rhyme and have this rhythm?
- 4 Which theme do you think is the most important within the poem?
 - a excitement
 - b fear
 - c celebration

C

- 1 Do you like the poem? Give examples from the poem to explain your feelings about it.
- 2 Would you like to take part in a dragon dance? Explain why or why not.

Word Cloud

bulging puffing
din scale
prancing



Making new words with prefixes and suffixes

A suffix is a group of letters added to the end of a word to change the meaning. Look again at the poem *Dragon Dance*. The dragon is described as fearsome and fearful. –some is a suffix meaning having the condition or quality of (fear). –ful is a suffix meaning known for (fear). You can also add the suffix –less to the word fear to create a new word meaning ‘without fear’.

A Which three of the words below can have -less added to the end of them?

Use a dictionary to help you.

harm home life fierce pain

B List three words that end with each of these suffixes.

- ▶ -er/-or – someone who does something
- ▶ -logy – study of
- ▶ -ness – quality/state

C

A prefix is a group of letters added to the beginning of a word to change the meaning. **Example:** ‘pre–’ means ‘before’. So ‘pre–’ + ‘historic’ means ‘before history’.

List three words that start with each of these prefixes.

un – meaning ‘not’

inter – meaning ‘between, involving two or more’

bi – meaning ‘two, double’

Spellings and descriptions

Sometimes words have unstressed vowels in them. These are vowels (a, e, i, o, u) that are not easy to hear in words. As a result, they are often missed out in spellings. Look at the poem *Dragon Dance*. The dragon's tail is described as 'ferocious'. The letter i is unstressed.

A All these words have unstressed vowels.

business **offering** **familiar** **different** **easyily** **familly**
Wedneseday **interest** **frighteneng** **separete** **generous**
marvellous **miserable** **generally**

- 1 Say the words aloud several times, stressing the underlined vowel.
- 2 Write the words with the underlined vowels enlarged or highlighted. This will help you to remember the vowel.
- 3 Write sentences using each of these words, spelling them correctly.

B Choose the correct spelling of the words in brackets to complete the sentences.

- 1 Ali was a (misceivos/mischievos/ mischevos) little boy who loved to (embarrass/embarris/embarres) his older sister.
- 2 His (conscious/conscience/conshous) told him it wasn't accepoible/exceptoable/acceptoable) to take a (forth/fourh/fouth) cake.
- 3 It isn't (necesoary/neecessoary/necessoary) to take the books back to the (library/liboary/libury) (imediately/immeditately/immediately.)

C Write your own sentences using the following difficult-to-spell words.

- ▶ occasionally
- ▶ neighbour
- ▶ noticeable
- ▶ jewellery
- ▶ independent

Creating pictures with words

- I pray to the sunbeam from the window –
 It is pale, thin, straight.
 Since morning I have been silent,
 And my heart – is split.
- 5 The copper on my washstand
 Has turned green,
 But the sunbeam plays on it
 So charmingly.
 How innocent it is, and simple,
- 10 In the evening calm,
 But to me in this deserted temple
 It's like a golden celebration,
 And a consolation

Anna Akhmatova



Comprehension

A Use words and phrases from the poem to support your answers.

- 1 What clue is there in the poem that shows it was written a long time ago?
- 2 At what time of day is the poem set?
- 3 What is described as both a celebration, and a comfort to the writer?

B Write answers to these questions, using the extract to help you.

- 1 What sort of mood is the writer in? Why?
- 2 What effect does the writer create by making the third and last verses longer than the first and second?
- 3 The way the writer describes the sunlight is completely different at the end of the poem than at the beginning. Why do you think this is?

C

- 1 How has the writer created a feeling of poverty or neglect?
- 2 How does the poem make you feel? Have you ever marvelled at something as simple as a beam of light?

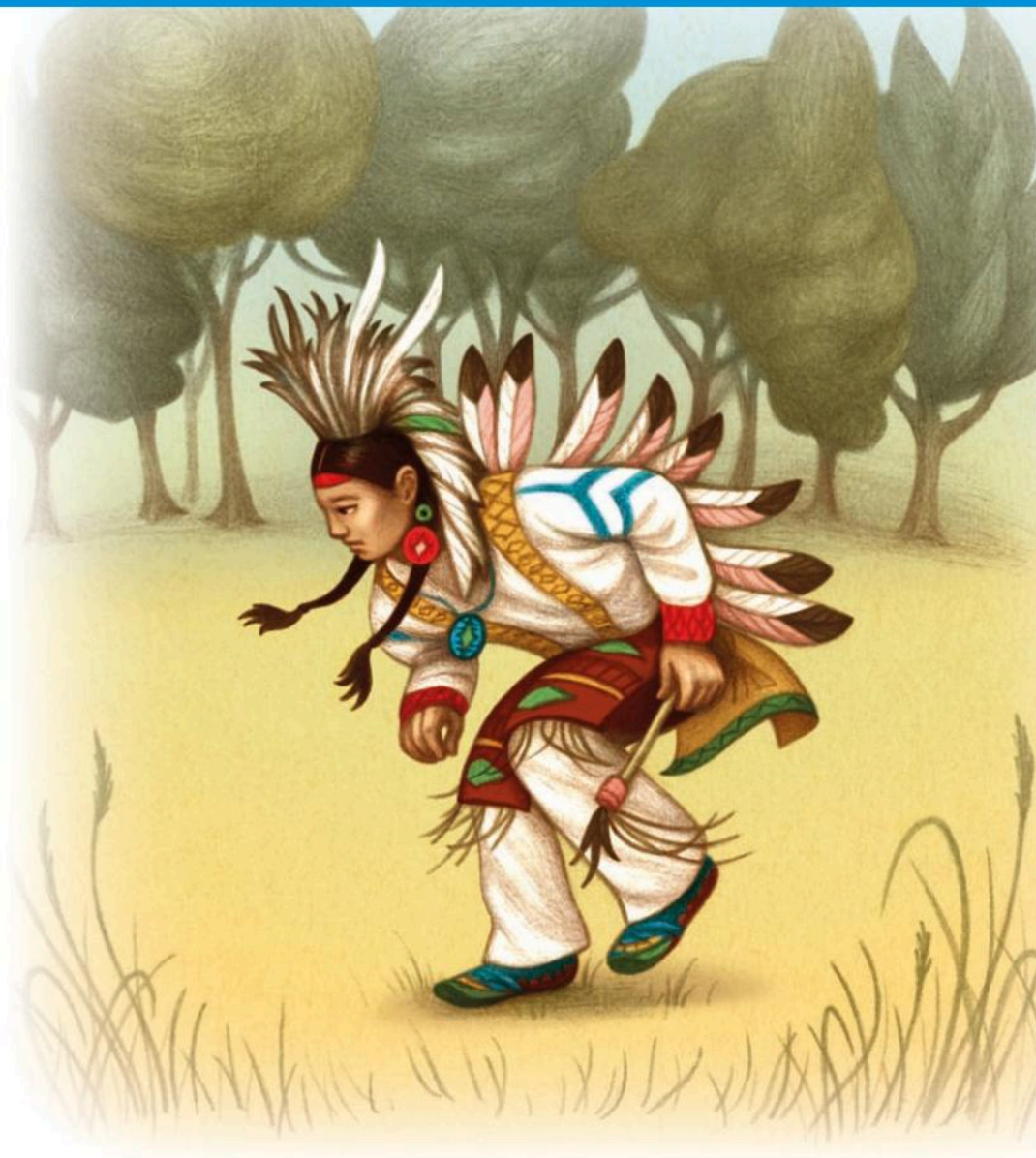
Glossary

consolation a comfort, support

washstand a piece of furniture holding a basin used for washing hands and face

Celebration

- I shall dance tonight
 When the dusk comes crawling
 There will be dancing
 and feasting.
- 5 I shall dance with the others
 in circles,
 in leaps,
 in stomps.
- Laughter and talk
 10 Will weave into night,
 Among the fires
 Of my people.
 Games will be played
 And I shall be
 15 a part of it.
 Alonzo Lopez



Comprehension

A Use words and phrases from the poem to support your answer

- 1 What hints are there in the poem that the writer is a native, North American?
- 2 What effect does the writer create when he writes “in circles, in leaps, in stomps” on separate lines?
- 3 How else does the writer create this effect?
- 4 The writer uses figurative language. What image does the writer create when he writes:
 - ▶ “the dusk comes crawling”?
 - ▶ “laughter and talk will weave into night”?

B What do you think?

How is the tone of this poem different to the poem on page 100?
 Which poem do you prefer? Why?

Making writing clear

Writers use punctuation to separate words, phrases or clauses to make the meaning clearer for the reader.

Examples:

Commas: The dragon, a symbol of good luck and long life, plays an important role in Chinese New Year Celebrations.

Dashes: The dragon - a symbol of good luck and long life - plays an important role in Chinese New Year Celebrations.

Brackets: The dragon (a symbol of good luck and long life) plays an important role in Chinese New Year Celebrations.

Commas separate the phrase or clause from the rest of the sentence, dashes emphasise it and brackets decrease its importance. Brackets give extra information without breaking the flow of the sentence.



A Write the sentences below twice. First, use dashes to separate the underlined phrase. Second, use brackets to separate it.

- 1 Alex took a coin all he had in his pocket and passed it to his friend.
- 2 Complete the form in ink not pencil and give it to the teacher.
- 3 The spy moved very suddenly towards me.

B Place the extra information given in brackets at a suitable point in the sentence. Use either brackets, commas or dashes to separate the word, phrase or clause you have added.

- 1 Charles Dickens is a famous writer. (1812-1870)
- 2 For this recipe you need 2 kilograms of flour. (finest)
- 3 I need to borrow five hundred dollars from the bank. (\$500)
- 4 She finally answered that she didn't understand the question. (after taking five minutes to think about it)



Top Tips

- ✓ Use commas to separate information in a straightforward way.
- ✓ Use dashes to separate and emphasise information.
- ✓ Use brackets to separate information in a hidden way.

Difficult words and homophones

To ensure that your spelling is of a high standard, you will need to continue to use strategies to help you remember words.

A Choose ten words from the Tricky Spellings list that you find difficult to spell. Use these strategies to help you remember them.

- ▶ Look, say, cover, write, check: *look* at the word; *say* it, exaggerating any difficult letters; *cover* it; *write* it; then *check* it.
- ▶ Write the word out over and over again, highlighting or making bigger the letters that are difficult to remember.
- ▶ Break it into affixes (prefix, root word, suffix).
Example: un-fortunate-ly
- ▶ Break it into syllables. *Example:* re-mem-ber
- ▶ Break it into phonemes. *Example:* di-a-ry
- ▶ Find a word within a word. *Example:* fav-OUR-ite

B

Homophones are words that sound the same. They can be difficult to spell. You need to use strategies to help you learn them.

Words	Strategies
passed/past	'I passed her by': 'passed' is a verb, so is important in a sentence, and longer than 'past', which comes after the verb, such as: 'I walked past the man'.
practice/practise	'practice' is a noun: 'I go for a drum practice'; 'practise' is a verb: 'I am going to practise my drumming'. They should go in different places in a sentence.

Develop strategies for remembering the following pairs.

board/bored **currant/current** **desert/dessert**
hoarse/horse **principle/principal** **stationery/stationary**

Tricky Spellings

accommodation	disappoint
actually	embarrass
argument	happened
beautiful	height
beginning	necessary
believe	queue
caught	remember
definite	shoulder
disappear	strength

Celebrating nature

The Boab tree of North-West Australia is a relative of the Baobab trees of Africa. These trees have huge trunks and often have hollows, like huge caverns, inside them.

The week-long Boab Festival starts at the end of July each year in Western Australia.

Tree Festival

On the landscapes of Australia
the weirdest shapes appear,
so many freaks of nature
that only flourish here.

5 There's one found in the north-west,
no odder sight you'll see:
a relic of the Dreamtime
is the mighty Boab tree.

Out near the Fitroy River
10 a grim old tale they tell,
how one great hollow Boab
became a prison cell.

But now, when wattle's blooming,
each year the people throng
15 to join the Boab Festival,
for sport and dance and song,

And some will hold their picnics
near a tribe's Corroboree –
it's like a kind of tribute
20 to the mighty Boab tree.

David Bateson

Word Cloud

caverns relic
flourish tribute
freaks

Model writing

The Boab tree is now a tourist attraction and a week-long 'Tree Festival' is held there when its flower, called the wattle, blooms. The tree is next to an Aboriginal site where meetings, ceremonies, dance and songs were performed. This is a kind of religious theatre space, called the Corroboree. Aboriginal people are indigenous to Australia, and lived there long before the British arrived in the 18th century, this means that the festival is not only a celebration of nature but also history and culture.

Your writing

Write your own poem.

Write a poem, like Tree Festival, about a place near where you live (such as a park, forest, desert, river, lake or sea, or mountain) that you think would be a good place to hold a new festival or celebration.

Consider the following questions:

- ▶ Where will it be?
- ▶ What will it be celebrating?
- ▶ What time of year?
- ▶ How many people will attend?



Writing frame

Setting	What picture will your poem create in the minds of your audience?
Use your senses	Consider what you might see, hear or smell in your poem – how will you convey this to your audience?
Details and objects	How you describe objects in your poem is important, use detail to create a vivid image.
Language	Use words you like, and consider how they sound. Think about synonyms and figurative language. How will these build and enhance your poem? Have fun with words!
Style	There are many different forms and types of poems – narrative, sonnet, kenning, shape etc. Choose your own form.

Presentation and performance

Read your poem and check for any errors in spelling and punctuation.

Presentation

When you have your final version of the poem, prepare a version that can be displayed in class. You can handwrite it or use IT. It's important that the presentation is clear and you have checked for any errors.

Performance

Read your poem out loud. Think about how your poem will be read and performed to an audience. Consider how the punctuation and figurative language you have used will be effective in a performance.

Rehearse your poem, and perform it for the class.

Revise and check 2

Vocabulary

- 1 Write the correct word from the Word Cloud for the following definitions.**
- a to shout very loudly
 - b to suddenly leave with great haste
 - c to be able to do something well
 - d to grow or develop in a healthy or vigorous way
 - e to show sympathy or kindness to someone who is sad
 - f another word for essential
 - g a lot of noise
 - h to look threatening or dangerous
 - i to lessen or lower
- 2 Write the root and meaning of these words.**
biannual priceless international
- 3 Complete these sentences choosing the correct word to fill the gaps.**
bored/ board wail/ whale waist/ waste
wondering/ wandering bear/ bare
- a There is nothing to do here – I am so _____.
 - b The trousers were too tight to do up around his _____.
 - c The Blue _____ is the largest mammal on earth.
 - d I was _____ what time you'd get here!
 - e He was _____ deep in the wood when he came across a huge _____.
- 4 Choose the correct connective to complete these sentences.**
- a I like coffee but/so I don't like tea.
 - b Mary was good in every subject yet/so she found maths very difficult.
 - c A lot of children like to play ball games in their spare time.
 Furthermore/On the other hand some children prefer to sit quietly and read a book.
 - d It was an extremely challenging project. However/Moreover he managed to complete it very successfully.
 - e It had been a hard day at school. However/Moreover he had had to get up earlier than usual to catch the first bus so/but he fell asleep straight after dinner.

Word Cloud

bellow flourish
 console menacing
 crucial scarper
 diminish to master
 din

Punctuation

- 1 Write out the sentence below twice, once using dashes, once using brackets.

The Lion, known as the king of the jungle, was rescued by a little mouse!

Grammar

- 1 Change these sentences from passive to active.
- The dinner was cooked by my grandmother
 - The visitors were frightened by the howling wolves
 - My mother was terrified by the storm.
- 2 Make adjectives from these verbs.
sleep explode please talk
- 3 Make adverbs from these adjectives.
shocking decorated angry final
- 4 Complete these conditional sentences with an appropriate ending.
- I will go to school until _____
 - If I had three wishes, I'd _____
 - As soon as I'm old enough, I _____
 - If I go away on holiday, _____
 - If only _____

Spelling

- 1 Give two examples for each prefix.
dis- im- il- un- re-
- 2 Write a word for each ending.
-able -ible -sion -cian -tion -less -ness
- 3 Add prefixes to the words in brackets to change the meaning.
Our neighbour is very (kind). He keeps our ball when it goes into his garden. It is (possible) to get it back. He is very (helpful) and (patient)
- 4 Spell these words correctly.
ferosous generally frightening marvallous familiar

7

Spies and mystery

Talk time

- 1 A spy wears a disguise so they are not recognised. If you were a spy, what would you change about how you look, move and speak so that no one knew it was you?
- 2 What genre do you think the Alex Rider spy books belong to?

Alex Rider, a teenage spy and hero of many adventures, such as in the film, *Stormbreaker*.

“Life is a struggle and a good spy goes in there and fights.”

Harriet the Spy

The *Spy Kids* movies are popular all over the world.

Spy words uncovered

A Here are some words found in spy books and films. Match the words below with the correct definition 1–7.

Example: 7 spymaster

bug **code** **intelligence** **secret agent**
spymaster **surveillance** **alias**

Definitions

- 1 Useful information
- 2 A hidden microphone which records conversation
- 3 Watching someone over a period of time
- 4 Another term for a spy
- 5 A false name and identity
- 6 Letters and numbers used to send hidden messages
- 7 A person who controls several spies



Many spy stories from books have been made into films like *Alex Rider: Stormbreaker*

B Fill in the blanks with some of the words and phrases above.

I am a _____ and my _____ is _____ [you decide what your 'spy name' is]. I like to hide an electronic _____ to record what people are saying. When I need to send a message I use _____. I pretend that I am a travel agent which means that I can carry out _____ and nobody is suspicious.

C Crack the code by working out the code letters and rewrite the sentence.

Dxngzr! Thzrz xrz rummyrs yf x dyublz xgznt.

Mystery and suspense

Alex Rider's uncle was mysteriously killed. Alex discovers he was a spy and is asked to continue his uncle's mission to stop the villain, Herod Sayle at Sayle **Enterprises**, giving free but dangerous 'Stormbreaker' computers to all schools. But Alex doesn't want to be a spy...

Word Cloud

assignment preposterous
blackmailing resourceful
enterprise snoop

Alex becomes a spy

"Who are you?" Alex asked. "What do you want with me?"

"My name is Blunt, I am Chief Executive of the Special Operations Division of MI6. Mrs Jones here is our Head of Special Operations. She gave your uncle his last **assignment**," he replied...

- 5 "What we're suggesting is that you come and work for us," Mrs Jones said. "We have enough time to give you some basic training – not that you'll need it, probably. You'll be able to meet Herod Sayle, keep an eye on him, and tell us what you think. Perhaps you'll also find out what it was that your uncle discovered and why he had to die. You shouldn't be in any danger. After all,
- 10 who would suspect a fourteen-year-old boy of being a spy?"

"All we're asking you to do is to report back to us," Blunt said. "That's all we want. Two weeks of your time. A chance to make sure these computers are everything they're cracked up to be. A chance to serve your country."

"No," Alex said.

- 15 "I'm sorry?"

"It's a dumb idea. I don't want to be a spy. I want to be a footballer. Anyway, I have a life of my own!" He found it difficult to choose the right words. The whole thing was so **preposterous** he almost wanted to laugh. "Why don't you ask this Felix Lester to **snoop** around for you?"

- 20 "We don't believe he'd be as **resourceful** as you," Blunt said.



“He’s probably better at computer games.” Alex shook his head. “I’m sorry. I’m just not interested. I don’t want to get involved.”

“That’s a pity,” Blunt said. “Then we’d better move on to discuss your future,” he continued. “Ian Rider has of course left the house and all his money to you.

25 However, he left it in trust until you are twenty-one. And we control that trust. You’ll be sent to an institution.”

“You’re **blackmailing** me!” Alex exclaimed.

“Not at all.”

“But if I agree to do what you ask...?”

30 Blunt glanced at Mrs Jones. “Help us and we’ll help you,” she said.

From *Stormbreaker* by Anthony Horowitz

Comprehension

A Use words and phrases from both the extract and graphic novel page to explain your answers.

- 1 What do Blunt and Mrs Jones want Alex to do?
- 2 Look at lines 13 to 20. Which personal pronoun is repeated in these sentences, and why?
- 3 Blunt uses different methods to persuade Alex to become a spy. Find evidence from the text to match the three methods below.
 - a Blunt appeals to his loyalty to his country.
 - b Blunt flatters Alex.
 - c Blunt blackmails him.

B Write answers to these questions, using the extract and the graphic novel to help you.

- 1 Find **three** differences between the language in the text extract and the language in the graphic novel on this page.
- 2 What effect does the graphic novel language have on the reader?

C Divide the story extract into six boxes to turn it into a graphic novel. Use the line numbers to help you work out how the extract should be divided. You will be telling the same story– but this time through drawing and using speech bubbles for dialogue.



This page from the graphic novel of *Stormbreaker* is also about Alex becoming a spy.

Word classes

A Read the extract from *Stormbreaker* on pages 110–111.

1 From the extract, find **three** examples of each word class and complete the table. The first one is an example to help you.

Word class	Example	Three more examples from the extract
Common noun	boy	time, uncle, danger
Proper noun	Mrs Jones	
Verb (including a verb phrase)	are suggesting	
Adjective	enough time	
Personal pronoun	you	
Preposition	to	

2 From the *Stormbreaker* extract, find one example of each of these word classes:

- ▶ adverb
- ▶ coordinating conjunction
- ▶ subordinating connective

B Write ten sentences on what you did last weekend. When you have finished, underline examples of the following: common nouns, proper nouns, adjectives, verbs/verb phrases, adverbs, personal pronouns, prepositions, coordinating conjunctions and subordinating connectives.

C Rewrite the ten sentences so that you have more:

- ▶ adjectives
- ▶ adverbs



Challenge

→ Start some of your sentences from Exercise C with an adverb and a subordinating connective.



The origins of words

The English language that we use today has many different origins. Words have come from different countries. For example the word **spy** comes from the 13th century old French word **espier** which means 'one who spies on another'.



Challenge

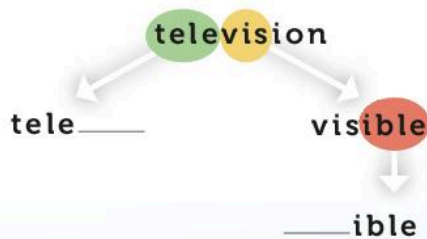
→ Using an etymological dictionary, find out where these words came from: hurricane, cafe, alphabet, algebra, ketchup.

A Many words are formed around Greek or Latin roots. Find the Latin or Greek word in each of the words below. Use the table of meanings to help you.

chilli con carne sensitive vitamin carnivorous annual anniversary vitality sensible

Greek or Latin root	Meaning
ann	year
carn	meat
sens	feel, be aware
vit	life

B The same roots, prefixes and suffixes are used in lots of words. Think of two words to add to this word web using the same prefix tele- and the suffix -ible.



C Throughout history, the English language has borrowed many words from other languages through travel, exploration, or even war.

1 Read the words that come from each of these countries in the table below.

Urdu/Hindi (India):	pyjamas, shampoo, bungalow
Mexican (Mexico):	chocolate
Greek (Greece):	theatre, orchestra, chorus
Italian (Italy):	piano, umbrella
Turkish (Turkey):	coffee, yoghurt
Iranian (Iran):	sofa, caravan

2 Find the the six countries on the map.



Speech marks

The extract from *Stormbreaker* makes clear how direct speech should be laid out and punctuated.

"No," Alex said.

"I'm sorry?"

"It's a dumb idea. I don't want to be a spy. I want to be a footballer. Anyway, I have a life of my own!" He found it difficult to choose the right words... "Why don't you ask this Felix Lester to snoop around for you?"

"We don't believe he'd be as resourceful as you," Blunt said.

A Using this extract as your model, write out the rules for:

- ▶ using speech marks when someone is speaking
- ▶ where commas should be placed when speech marks are used
- ▶ when someone speaking asks a question
- ▶ when someone speaking makes an exclamation
- ▶ what to do when someone new speaks
- ▶ what to do when the speech is 'interrupted' by a reporting clause.

B Correct the errors in the written conversation below and set out the dialogue properly.

Are you coming out tonight? Alexa asked.
 No, I can't replied Sabrina. I have spy training.
 Do you want to come and watch the training session? No thanks, Alexa replied, feeling really disappointed. She had wanted Sabrina to come out with her tonight. It was her birthday after all.
 Alexa folded her arms and looked at her friend sadly. Oh, come on Alexa, don't be cross replied Sabrina. Let's go out afterwards. How about it?



Time connectives



A A narrative in sequence

These pictures tell a story but they are all jumbled up. Work with a partner and put the pictures (a–j) back into the correct order. Decide what is happening in – each of the pictures and decide what the story is about.

B Role-play

When you are happy with the structure of your story, you are going to retell it as if you were the boy in the story describing the events to your friend from another village. Decide which one of you will take on the role of the boy and which one will be the friend. Remember to vary the expression and tone of your voice to add interest and excitement to your story. Use exaggerated gestures as you speak, to add extra drama! Don't forget to pause regularly to allow your friend to ask questions about the events, your feelings and the lion.

C Writing dialogue

Write the story as a recount in dialogue form. The dialogue is between the boy in the pictures who is recounting the story and his friend, who is listening to the story and asking questions about the events and the boy's feelings as he encountered the lion. You should have at least ten short paragraphs, one for every picture. Use a time connective from list below to begin each new paragraph.

at this point at this moment firstly in the end after a while
at once while finally next then while afterwards

Botswana's greatest detective

A father, Obed, is telling his daughter, Precious, the story of when he came face to face with a lion. The story takes place in a small village in north Botswana, where Obed had gone to visit his cousins. One night, he is asleep in the hut with his cousins when he hears a noise. Obed is unaware of the fact that someone has not fastened the gate to the village properly. He goes outside to find out what the noise is and realises that a lion is standing right outside the hut.

Word Cloud
inquisitive
snuffling
tossed

"I looked up at the night sky and thought, I'll never see the sun again. But the next thing I said to myself was 'No, I must do something. I must not let this lion eat me!'"

"I made up my mind and ran - not back to the hut, but to the nearest grain bin. I pushed the cover back and jumped in, bringing the lid down on top of my head. I was safe!"

5 Precious breathed a sigh of relief. But she knew that there was more to come.

"There was very little grain left in that bin," Obed went on.

"There were just a few husks and dusty bits. So there was plenty of room for me to crouch down..."

10 "The lion had been a bit surprised when I jumped into the bin, and now I could hear him outside, scratching and **snuffling** at the lid. I knew that it would only be a matter of time before he pushed the lid off with one of his great paws, and I knew that I had to do something. But what could I do?"

Precious knew the answer. "You could take some of the dusty bits and pieces from the bottom of the bin and..."

15 Obed laughed. "Exactly. And that's what I did. I took a handful of those dusty husks and then, pushing up the lid a tiny bit, I tossed them straight into the face of the inquisitive lion..."

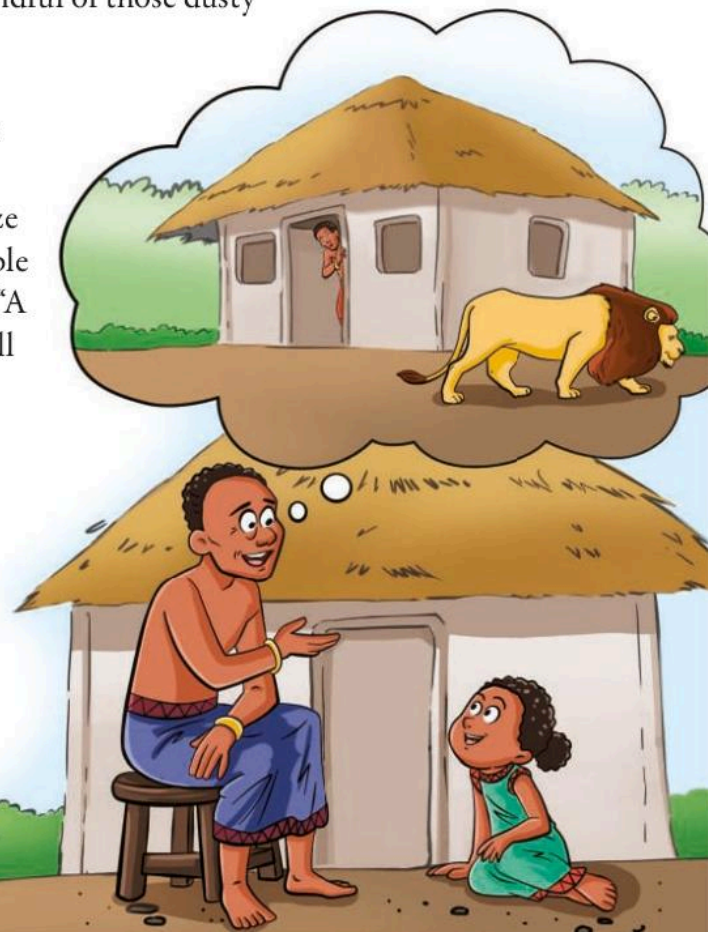
Obed smiled. "He was very surprised. He breathed in then gave the loudest, most powerful sneeze that has ever been
20 sneezed in Botswana, or possibly in all Africa... It was a sneeze that was heard by everybody in the village. In every hut, people awoke, rubbed their eyes, and rose from their sleeping mats. "A great lion has sneezed," they said to one another. "We must all hit pots and pans as hard as we can. That will frighten him
25 away." "And that's what happened..."

"I am glad you were not eaten by that lion" said Precious.

"And so am I," said Obed.

"Because if the lion had eaten you, I would never have been born,"

30 "And if you had never been born, then I would never have been able to get to know the brightest and nicest girl in all Botswana," said her father.



Precious thought for a moment. 'So it would have been a bad thing for both of us,' she said at last.

35 "Yes," said Obed. "And maybe a bad thing for the lion too."

"Oh, why was that?"

"Because I might have given him indigestion," said Obed.

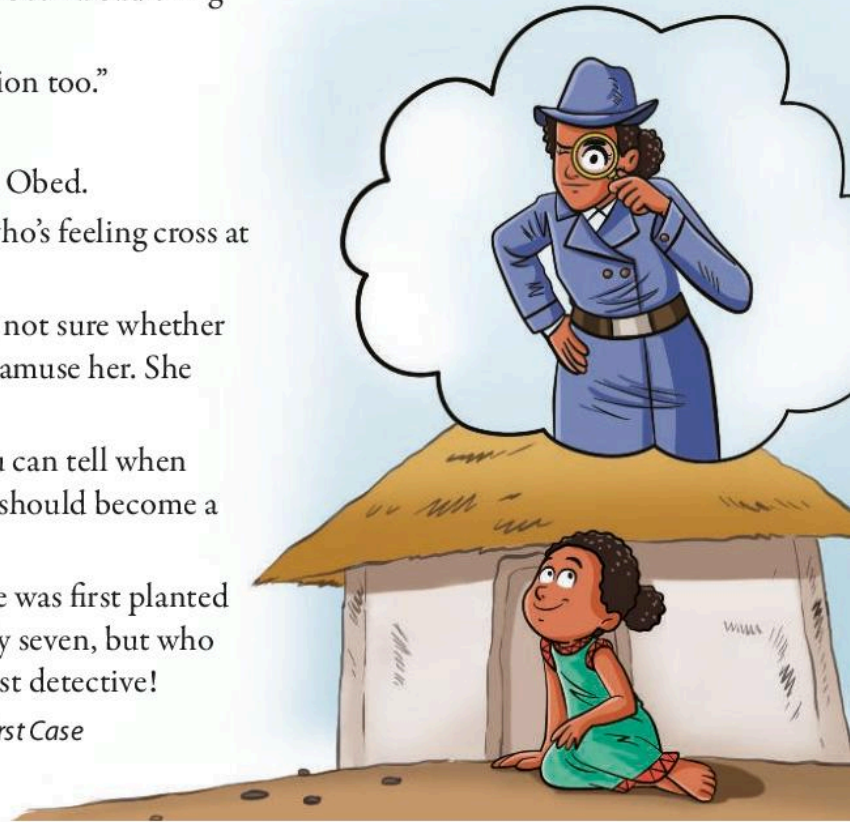
"It's a well-known fact that if a lion eats a person who's feeling cross at the time, he gets indigestion."

40 Precious looked at her father suspiciously. She was not sure whether this was true, or whether he was just making it up to amuse her. She decided it was not true and told him so.

45 He smiled and looked at her in a curious way. "You can tell when people are making things up, can't you? Perhaps you should become a detective one day." He said.

And that was how the idea of becoming a detective was first planted in the mind of Precious Ramotswa, who was still only seven, but who was about to embark on a career as Botswana's greatest detective!

From *Precious and the Monkeys: Precious Ramotswa's Very First Case*
by Alexander McCall Smith



Comprehension

A Use word and phrases from the extract to support your answer.

- 1 What was Obed's first thought when he saw the lion?
- 2 Why didn't the lion attack Obed when he made a run for the grain bins?
- 3 What made the lion sneeze?
- 4 Has Precious heard this story before? How do you know?

B Write answers to these questions, using the extract to help you.

- 1 Why do you think Obed runs to the grain bins instead of back in the hut?
- 2 When the father tells the story, does he describe the events that happen in the order they actually happen or in a different order?
- 3 Rewrite the story in three sentences starting with Obed throwing grain into the lion's face. Go back in time to explain events why Obed is in the grain bin.

C Use words and phrases from the extract to support your answer.

- 1 Which of the adjectives below would you choose to describe Obed? Use a dictionary to look up any words you don't know.

**brave stupid panicky loving gruff fainthearted
amusing caring resourceful determined anxious quick-witted**

- 2 Are there any other adjectives you can think of to describe Obed's character?

Glossary

grain bin a large pot with a lid used for storing maize, made from pressed mud and baked hard in the sun

husk is the dry covering of grain such as corn or maize

Relative clauses

A relative clause tells us which particular person or thing the writer means. We use **who** when we are talking about people.

Example: And that was how the idea of becoming a detective was first planted in the mind of Precious Ramotswe, **who** was still only seven, but **who** was about to embark on a career as Botswana's greatest detective!

We use **that/which** for an object or a thing. **Examples:**
Is that the book **which** you are reading at school?
Where is the pen **that** I gave you?

A Insert **who**, **which** or **that** into these sentences.

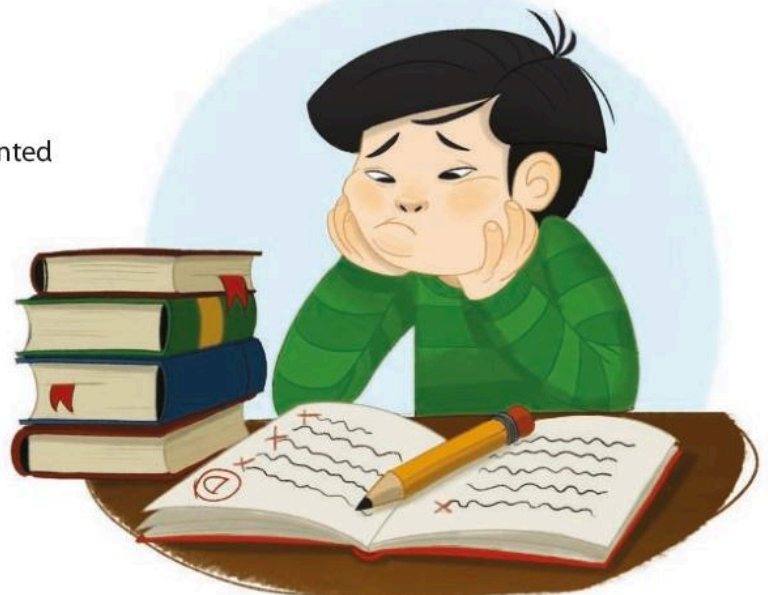
- 1 What is the best book _____ you have ever read?
- 2 The students _____ we met last night were very funny.
- 3 The girl _____ I wanted to see was not there.
- 4 The coat _____ Marcia borrowed has been lost.
- 5 What happened to the purse _____ was on the chair?

B From each of these two sentences make one sentence with a relative clause. Use **who**, **that**, or **which**. You will need to start the new sentence with 'The'.

- 1 A spy was injured in the helicopter crash. He is now in hospital.
- 2 A train goes to the airport. It leaves once every hour.
- 3 An apartment was completely submerged by the flood. It is no longer there.
- 4 A secret agent complained to her boss. She was very rude.

C Correct these sentences.

- 1 I don't like horror films who are too frightening.
- 2 The student which didn't like studying was disappointed with his grades.
- 3 The accident what happened was all my fault.
- 4 The book is about a spy girl which goes on amazing adventures.



Spelling patterns

The extract about *Precious, Obed and the lion* (pages 116–117) has words with 'ou' that have different sounds. Say these words aloud:

cousins outside thought would crouch should

- A** Say these words aloud, then sort them into the correct groups, according to the 'ou' sound.

about bought could colourful shoulder tough

'or' sound	'ow' sound	'o' sound	'uh' sound
your	shout	boulder	double

B

Words with 'au' can have different sounds.

- 1 Which three words with 'au' letters do not have the same sound as the other words?

**applause aunt because caught cause
daughter draught fault laugh laundry
naughty pause saucepan**

- 2 Write three sentences, using as many words as you can from the list in each sentence.



Top Tip

- ✓ Writing rhyming verse can help you to remember how words with similar spellings can have different sounds.



World famous spy

It is a freezing December day. Despite this, 15 year old James Bond is sitting in the passenger seat of his open-topped car, speeding along a country road to Cambridge. His friend Perry Mandeville is driving.

Young Bond

Glossary

Cambridge a well-known university city in England

Eton an expensive fee-paying school

James was filled with a burning excitement. He needed the thrill of danger. It was only on an adventure like this that he came alive. His day-to-day life at school felt grey and dull, but now the boredom had lifted and all his senses were heightened. That didn't mean he could be
 5 careless, however. The goggles, hats and scarves were as much worn as disguises as to shield the two boys from the cutting wind. They were speeding away from Eton towards Cambridge having left a pack of lies behind them. A pack of lies that could soon be snapping at their heels if they didn't watch out.

James thought back to when this had begun. It had been the end of the summer
 10 holidays, a few days before James was due to return to Eton. He had been helping out at the Duck Inn in Pett Bottom, the village where he lived with his Aunt Charmian... He was rolling an empty barrel across the ground when he looked up from his work and saw a black car driving through the fields. He straightened up and followed its progress. There was a chill in the air and he shivered.

15 The summer was nearly over.

The car slowed ... and stopped. The window was wound down. James recognised the familiar face of his classical tutor, Mr Merriot, the man responsible for his education at Eton. With him was Claude Elliot, the new Head Master. They both looked rather serious.

20 "Climb aboard," said Merriot, and he tried to force a friendly smile on his face, unlit pipe wobbling between his teeth.

James got in.

"Do you know why we are here, James?" Asked Merriot kindly.

James nodded "I've been expecting a visit since I talked to you at Dover, sir."

25 Earlier in the summer holidays James had gone on a school trip to Sardinia with two masters, one of whom turned out to be a criminal. Both masters had been killed and James himself had nearly lost his life. When he came home, James had been met by Mr Merriot straight off the boat, and had told him everything that had happened. At the time, Merriot had asked James not to breathe a word about it to anyone else. Now it
 30 looked like the headmaster had come to make sure that the secrets would remain buried.

James sat in the back of the car between the two men feeling hot and stuffy.

"We have been talking about what happened in Sardinia," said the Head, a tall man with round, wire-framed spectacles whose hair was receding at the temples, leaving only

a thin strip down the centre of his high forehead. “And we think it is best if you never speak about these things”, he went on, “not at home, not at school, not anywhere. We would prefer it not to get out that one of our masters was a bad sort. And James?”

“Yes, sir.”

“From now on you must live a quiet life. Will you promise me that you will stay out of danger?”

“Yes, sir...”

40 James laughed when he remembered that day. He stayed out of danger alright...He had managed to be a model, if unenthusiastic, pupil all the time, and the effort had nearly killed him.

And now, at last, he was cut loose. Now he was doing what he loved best. He was facing danger.

From *Young Bond: Double or Die* by Charlie Higson

Comprehension

A Give evidence from the extract to support your answer.

- 1 Where are James and Perry driving to?
- 2 Give two reasons why James and Perry are wearing hats and scarves.
- 3 Was he surprised to see his visitors? Find and write down a phrase or a sentence from the story that supports your answer.
- 4 How was the way James felt sitting inside the black car a contrast to how he felt when he first saw the black car coming towards him?
- 5 What did James do at the beginning of the holiday?

B Write answers to these questions, using the extract to help you.

- 1 Look at this sentence from the text.
“A pack of lies that could soon be snapping at their heels if they didn’t watch out.”
 ‘A pack of lies’ is an idiom. What does it mean?
 Explain what image the writer is creating with the underlined phrase and why he has used it?
- 2 “The summer was nearly over.” Why has the writer written a short, one sentence paragraph here?

C What similarities and differences are there between Alex Rider and the young James Bond? Are there any similarities between James and Precious? What are they?

Proverbs and idioms

The extract from *Young Bond: Double or Die* contains some popular sayings and figurative expressions. **Example:** 'a pack of lies' and 'he was cut loose'. These are called idioms. An idiom is an expression where the meaning is often difficult to predict from the words used. **Example:** 'having a chip on ones' shoulder' means being upset about something that happened in the past.



Challenge

→ Find out about three proverbs commonly used in your own culture. You could ask your family and friends for examples.

A

- 1 Complete these popular idioms with a word from the list below. Can you guess which words to choose from the meaning of the idioms?

hat worlds tree ball thoughts potato

A hot _____ . (a current, much talked about topic causing disagreement)

At a drop of a _____ . (straight away, immediately)

A penny for your _____ . (a way of asking what are you thinking)

The _____ is in your court. (it is up to you to make the next decision)

Barking up the wrong _____ . (looking in the wrong place/accusing the wrong person)

Best of both _____ . (all the advantages)

- 2 English expressions or idioms are used when people are speaking informally to one another. Match the idiom (a–e) to the correct phrase (1–5).

a off the top of your head	1 to be honest about your opinion
b on the tip of your tongue	2 get to the point
c speak your mind	3 from the very beginning
d from scratch	4 say something without thinking about it beforehand
e cut a long story short	5 you know the word, but cannot quite remember it for a minute

A **proverb** is an expression that gives wise advice.

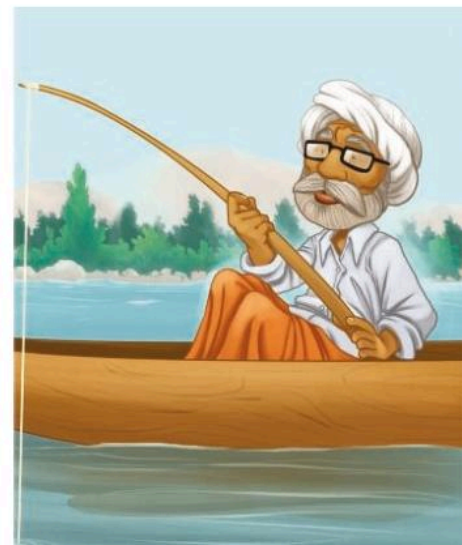
Example: 'All that glitters is not gold' means things aren't as valuable as they might seem.

- B** Read the three proverbs from different countries. Choose one that you like. Write it out and draw an illustration to show what it means.

Egypt: A beautiful thing is never perfect. (Something can still be beautiful and not perfect.)

India: Give a man a fish and you feed him for a day; teach a man to fish and you feed him for a lifetime. (Give people skills and education so that they can be independent.)

Finland: Even a small star shines in the darkness. (Everything has its worth.)



Handling of time

In a narrative, events can be described in chronological order: that is, the order in which they happen. However, they can also be told out of the sequence in which they happened. This can add mystery and excitement to a story. For example, a story might begin: He lay motionless, under the bed, not daring to breathe as he watched her footsteps come closer and closer to where he lay hidden and then completely stop right next to him. The reader would be hooked and want to know more. The writer would then go back in time to explain why he was hiding under the bed and who was looking for him.



A Look at this picture of Obed hiding in the grain pot. Retell the story as if you are Obed telling your friend what happened the night you came face to face with a lion. This time however, start the story at the point when you are hiding in the grain pot. Describe the events that happened before you hid in the pot to explain to your friend why you are there, then carry on with the story to explain how it ended.

B Write a paragraph about what you did this morning using time connectives from the box to show the sequence of your actions.

after a while afterwards at once at this moment at this point before that
 finally first (second, third, etc...) here in the end lastly later on meanwhile
 next next time now on another occasion previously since soon
 straightaway then until then when whenever while

C Read the extract *Young Bond: Double or Die* on pages 120–121 again.

Put the following events (a–j) on the time line in chronological order (1–10).

- | | |
|--|--|
| a James telling a lot of lies (to people) in Eton | f James having a talk with two visitors |
| b James driving to Cambridge | g James telling what happened in Sardinia |
| c James working at an Inn | h James travelling to Sardinia |
| d James having visitors in a black car | i James nearly getting killed |
| e James being met off a boat | j James being a model student |

Summer holidays



Writing an action thriller

You are going to write your own action thriller.

You are the hero/heroine.

Write a description of yourself as the hero or heroine.

Example:

Name:	Description:
Bobby Carr	He/she has a large mop of untidy hair and a small, inquisitive nose. The hair looked as if it hadn't been combed in a long, long time. It reminded people who saw him/her of an old bird's nest.

An interesting setting

Choose somewhere that you are familiar with to base your settings on – that way you can be more realistic in the descriptive detail you give. It might be your own room or another room in your house. It could be a friend's or relative's house. It could be a classroom or library in your school or even the school playground. Don't just describe what you can see, use your other senses too and describe what you can hear, smell, feel and even taste.

Example: He lay motionless, under the bed, not daring to breathe as he heard her footsteps come closer and closer to where he lay hidden. He could feel the rough, uncarpeted floorboards beneath him and smell the musty scent of his old, abandoned trainers. The floor creaked as her footsteps moved slowly towards him. He heard the sound of her inhaling then suddenly a bitter taste of bile came into his mouth as the sense of fear overwhelmed him.

A mystery to solve

What is the mystery? An ordinary mystery like something going missing or being stolen from your room or a more unusual mystery like something strange turning up in the playground, a friend disappearing or a teacher behaving suspiciously.

A villain

Who is the villain? What does he/she look like? How does he/she speak? What are his/her mannerisms? Is there anything distinctive about their character or physical appearance? You could think of your favourite villain in a film you have seen or in a book you have read and base your villain on them.

Building up tension

Do you get into trouble? Were you found out? Did you fail and get caught in the middle of doing something? Is a villain hot on your trail? Does the mystery event happen again? For example, does another friend disappear? Does another strange thing turn up in your bedroom?

Using cliffhangers

Try to end your paragraphs on cliffhangers. For example, you might be all alone in a very dangerous place, come face to face with the villain, be trapped somewhere, or about to be hurt by someone or something.

Resolving the mystery

How does it all end? Do you save the day, save someone, save the world, solve the mystery that no one else could, reveal something surprising that nobody else knew that solves the mystery? Did you become the hero/heroine of the day?

Story starters

Getting started

Now you are ready to start. So let's begin.

Stormbreaker begins like this:

"When the doorbell rings at three in the morning it is never good news."

Young Bond: Double or Die begins:

"The pistol was a six-shot revolver with a short, stubby barrel. Not very accurate at long range, but deadly enough close up. What made it more deadly was its grip, which doubled up as a knuckleduster. The fingers of the man holding it were curled through big brass rings. One punch would shatter a man's jaw."

Here are four examples of story openings. Choose the one you like best.

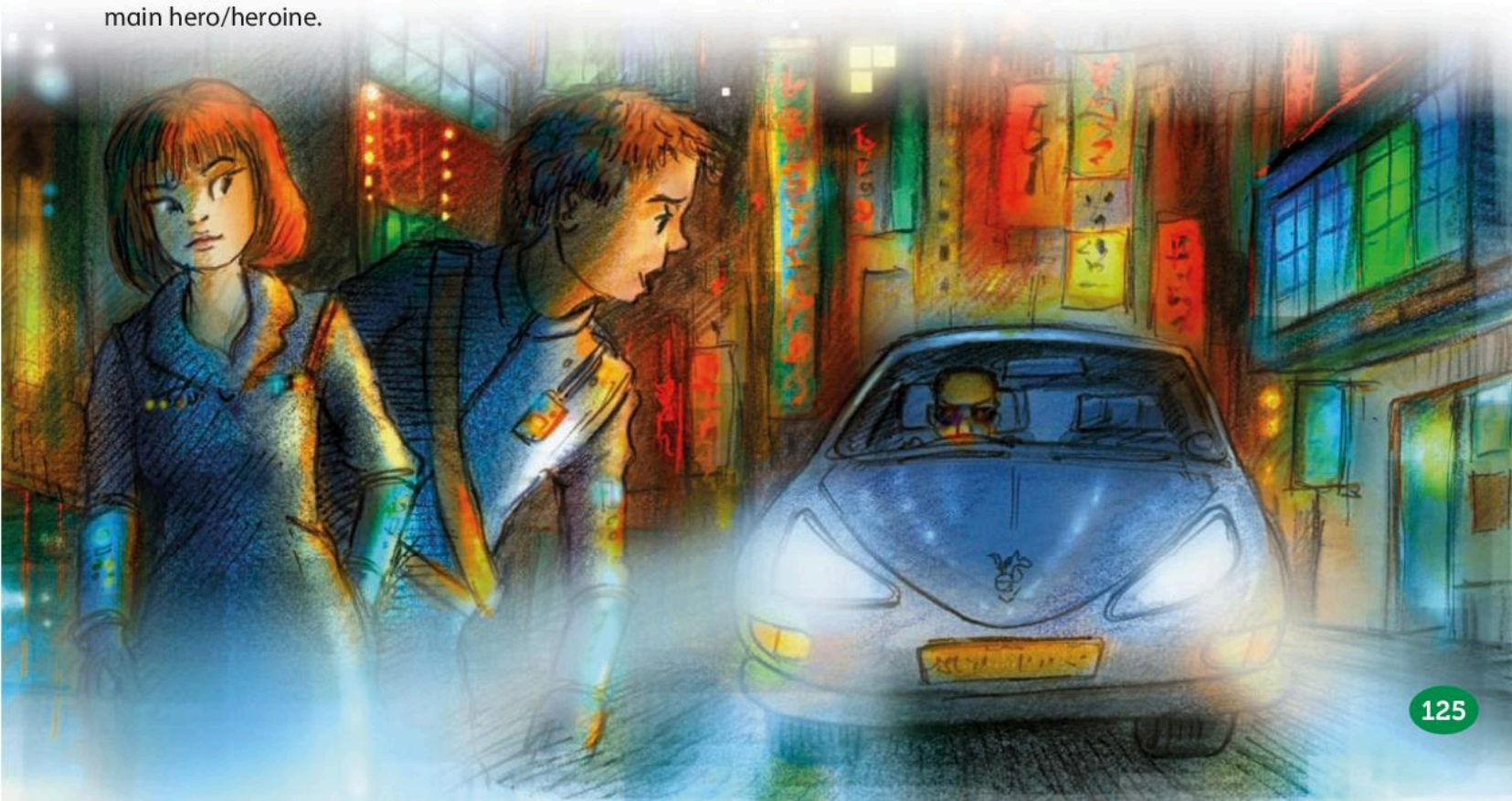
- | | |
|--|---|
| <p>1 She lay motionless under the bed, not daring to breathe as she watched the footsteps come closer and closer to where she lay hidden.</p> | <p>2 He heard the soft squeal of a car's tyres behind him and walked faster. Were they onto him already?</p> |
| <p>3 He heard the key turn in the lock and realised he was trapped.</p> | <p>4 Lucy got into the car without thinking. It was kind of them to send a car to collect her. She turned to thank the driver when suddenly she realised who he was...</p> |



Top Tips

- ✓ Use rich verbs like snarl, growl, whisper, shout, bellow.
- ✓ Let your characters speak. Pretend in your head that you're talking: 'Look out! He's behind you!'
- ✓ Use some great adjectives: 'He looked like a wrinkled toad.'
- ✓ Make your story move by using time connectives such as: later, after some time, soon etc.

Now use your notes to write your own action thriller with you as the main hero/heroine.



8

Conserving our precious planet



“Judge a man by his questions rather than by his answers.”
Voltaire, 1694–1778

Talk time

- 1 Why do you think it is important to find out about our world?
- 2 Why do you think it is important to protect our planet and the environment for future generations?



Discovering and protecting our precious world

A Match the sentences to the illustrations on these two pages.

Example: 1 = E

- 1 Hippocrates was an ancient Greek doctor who discovered that the bark and leaves of the willow tree cure headaches and fevers.
- 2 Artists who travelled with Joseph Banks, the botanist, drew pictures of plants like this breadfruit.
- 3 Many modern medicines are produced from plants found in tropical rainforests.
- 4 With only about 55 Maui's dolphins left in the wild, they are top of the list of critically endangered animals.
- 5 This drawing shows that Mexicans collected medicinal plants.
- 6 Archaeologists are making exciting discoveries about a lost underwater city in Egypt.

B These people all like to study, discover or protect things. Talk about them together and match the words and explanations. Which one would you like to be?

archaeologist	studies the history and archaeology of Egypt
conservationist	studies the protection and preservation of the environment and wildlife
marine archaeologist	studies plants
zoologist	studies rocks
botanist	studies human evidence discovered underwater
geologist	studies animals and birds
Egyptologist	studies ancient history by examining what people leave behind them under the ground
palaeontologist	studies fossils of animals and plants



The Galápagos Islands

Expedition of a lifetime

Word Cloud

aerodynamic species
breeding unique
conservation



I couldn't believe my ears when I got the phone call to say that I was on my way to the Galápagos Islands! I won the trip by entering a photo competition in a wildlife magazine. And now I was about to get the opportunity to do it all again.

Three months later we were descending over the Galápagos Islands towards Baltra Seymour Airport. What a beautiful sight! The islands lie about 1,000 kilometres off the coast of Ecuador, in the Eastern Pacific Ocean. There are about 13 large islands and six smaller ones, with a population of approximately 25,000. The islands are exceptional in the world. Because of their isolation, **unique species** developed without any human interference over thousands of years.

Protected species

Our first stop was the Charles Darwin Research Station to see the giant tortoises and to hear about the island's **conservation** programmes. The tortoises live a leisurely life, and so would you if you weighed 250 kilograms. They eat leaves, grass and cactus, and sleep for up to 16 hours a day. They commonly live to over a hundred years, and the record is 152 years. When Darwin visited in 1835, there were 15 species of tortoise, but now there are only 11 left.

Vegetarian monsters

In the afternoon, we walked down to the beach in search of marine iguanas. Here's a photo of one

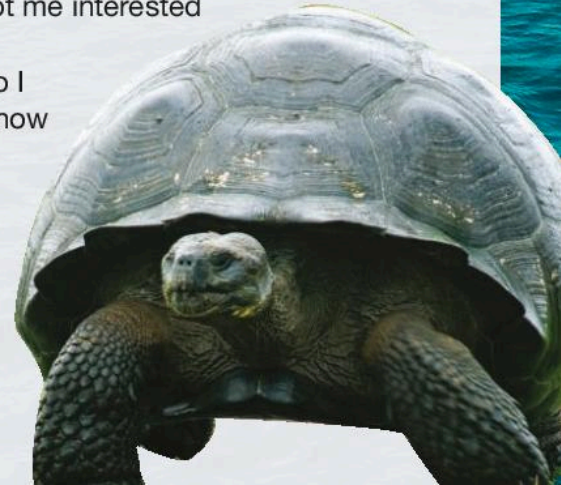
that I took. It looks incredibly fierce and prehistoric but in fact they are harmless and live off seaweed. When they come onto dry land, they line up with their heads facing into the wind and sneeze to get rid of the salt that they have taken in.

A mate for life

On our last day, we visited a protected **breeding** site for the waved albatross on the island of Española. Our ranger told us some fascinating facts about the only tropical albatross in the world. They have a huge wingspan of over two metres and mate for life. The scruffy, downy chicks – we saw some, through binoculars – grow into sleek, **aerodynamic** adults. When they leave the nest, they spend the next six years at sea off the coast of Peru, returning eventually to the islands to breed.

A life-changing experience

We left after an amazing ten days on the islands. Not only was it the most amazing expedition of my life, but it got me interested in conservation programmes, so I think that from now on my life will take a different course.



Comprehension



Glossary

aerodynamic designed to move well through the air

downy covered in very soft feathers

interference unwanted change or damage

leisurely without hurry

prehistoric from the time in history before events were written down

scruffy untidy and dirty

sleek smooth and shiny

A Explain your answers using words and phrases from the extract.

- 1 Why are the animals on the Galapagos Islands so individual?
- 2 What reason does the writer give for the tortoise being so slow?
- 3 Why do the Iguanas need to face their heads to the wind?
- 4 What is unique about the albatrosses on the island?

B Write answers to these questions, using the extract to help you.

- 1 How did the writer feel when he received the phone call?
- 2 How did the writer feel about the idea of visiting the Galápagos Islands?
- 3 What were the writer's impressions of the following: the giant tortoise, the marine iguana, the waved albatross?

C Use information from the extract to support your answers.

- 1 Why do you think the writer's experience on the islands led them to becoming interested in conservation?
- 2 Do you think it is important to save the animals on the islands from extinction?
- 3 Should tourists be allowed to visit the islands?

Discussion time

Your local community has asked students in the area to recommend an animal in the locality that the community can help to protect. Which animal would you choose and why?

Prefixes and suffixes

Remember: A **prefix** is a group of letters added to the beginning of a word to change the meaning. *Example:* 're-' means 'again'. So 're-' + 'invent' means 'invent again'.

Remember: A **suffix** is a group of letters added to the end of a word to change the meaning. *Example:* '-wise' means 'in a certain direction'. So 'clock' + '-wise' means 'in the direction of the hands on a clock'.

A Match the prefixes (1–4) with their meanings (a–d).

1 under estimate	a again
2 over sleep	b in the opposite way
3 re tell	c too little
4 un wind	d too much

B Complete the sentences using suitable words with the prefixes in A and these root forms.

- I think the waiter has _____ charged us. He's forgotten to add the ice creams to our bill.
- The result was a 3–3 draw, so the teams will have to _____ play the match.
- There's no need to _____ react and get angry. I was only joking.

C Complete the sentences below by adding a prefix and suffix to a root word in the correct form.

Prefixes and suffixes
un ing re able ment over

Root words
imagine develop eat

- _____ is unhealthy and makes one fat.
- Many houses needed _____ after the destruction caused by the hurricane.
- Nobody tidied up after the picnic. The mess was _____.



Using commas

- ▶ Complex sentences are made up of one **important clause** (main clause) and a **less important clause** (subordinate clause). Every clause contains a verb.
- ▶ You can join clauses together with '**or**', '**and**' or '**but**'. Use commas unless the sentences are very short.

Examples: You could go to the library and borrow a guide book about Turkey, or you could do an Internet search.

She entered the room and sat down.

- ▶ Subordinate clauses begin with words like 'if', 'when', 'as'.
- When less important clauses come first, they are usually followed by commas. When main clauses come first, they are not followed by commas.

Examples: If you get the chance when you're in the capital, go and see the circus.
Don't phone me when you arrive as I'll be asleep.



A Read the sentences below and decide whether or not a comma is needed. Where would you put it?

- 1 If you want to learn to ride a horse I'll pay for some riding lessons.
- 2 Aunt Lucy phoned you but didn't leave a message.
- 3 I had fish soup a steak and chips and Kate had spaghetti a salad and an ice cream.
- 4 The keeper asked what we were doing and I said that we were looking for the elephant house.

Relative clauses are introduced by words like '**who**', '**which**', '**that**'.

Non-identifying relative clauses do not identify people or things; they simply give us more information. Commas must be used in these clauses.

I saw two police officers, who were wearing bright yellow jackets.

B Read the sentences and decide how many commas should be added and where they should go.

- 1 I looked through my binoculars and saw a very large cat that looked like a lion.
- 2 We are staying at the Grand Hotel which has a heated swimming pool.
- 3 In the morning we are going to fly to Frankfurt a large city in Germany where my aunt who was born like me in Pakistan lives.
- 4 Red hot chilli peppers which is also the name of a popular rock group are the key ingredient to a good curry my favourite food and originated not from Asia but in the Americas.

Conserving rainforests

Why are rainforests important?

Tropical rainforests took between 60 and 100 million years to **evolve** and are believed to be the oldest and most complex land-based **ecosystem** on earth, containing over 30 million species of plants and animals. That's half of the Earth's wildlife and at least two-thirds of its
 5 plant species! - and there are many more thousands of rainforest plants and animals species still waiting to be discovered!

They regulate our climate

Rainforests store water like a huge sponge. In fact, it is believed that the Amazonian forests alone store over half of the Earth's rainwater! Rainforest trees draw water from
 10 the forest floor and release it back in to the atmosphere in the form of swirling mists and clouds. Without rainforests continually **recycling** huge quantities of water, feeding the rivers, lakes and **irrigation** systems, **droughts** would become more common, potentially leading to widespread
 15 **famine** and disease.

They cleanse our atmosphere

Did you know that we also depend on trees to cleanse our atmosphere? They absorb the carbon dioxide that we **exhale**, and provide the oxygen we need to breathe. In fact, more than 20% of the world's oxygen is produced
 20 by the Amazon. That is why this area of immense natural beauty is sometimes referred to as 'the lungs of the earth'.

They help to prevent soil erosion

Tree roots bind the soil together, while the canopy protects the soil from heavy rains. If trees are removed from the forest, the protection for the soil provided by the tree roots and the forest canopy is also removed. As a result, the unprotected
 25 soil is then simply washed away in heavy rains, causing blockages and floods in lowland rivers, while leaving upland rivers dry.

They are the pharmacy of the world

It will astonish you to know that more than 25% of our modern medicines originate from tropical forest plants. Even so, only an estimated 5-25% of all plant species have been found. 1,300 of the known 2000 cancer-fighting plants come from the rain forests. So imagine the possibilities if we could experiment with the rest of the plants that are yet to be discovered. Rainforests could hold the cure to many diseases.

For all these reasons, large areas of healthy rainforest are essential to the life on our planet and it is vital that we conserve and **nurture** them for future generations.

Word Cloud

drought famine
 ecosystem irrigation
 erosion nurture
 evolve recycling
 exhale



Comprehension

A Give evidence from the extract to support your answers.

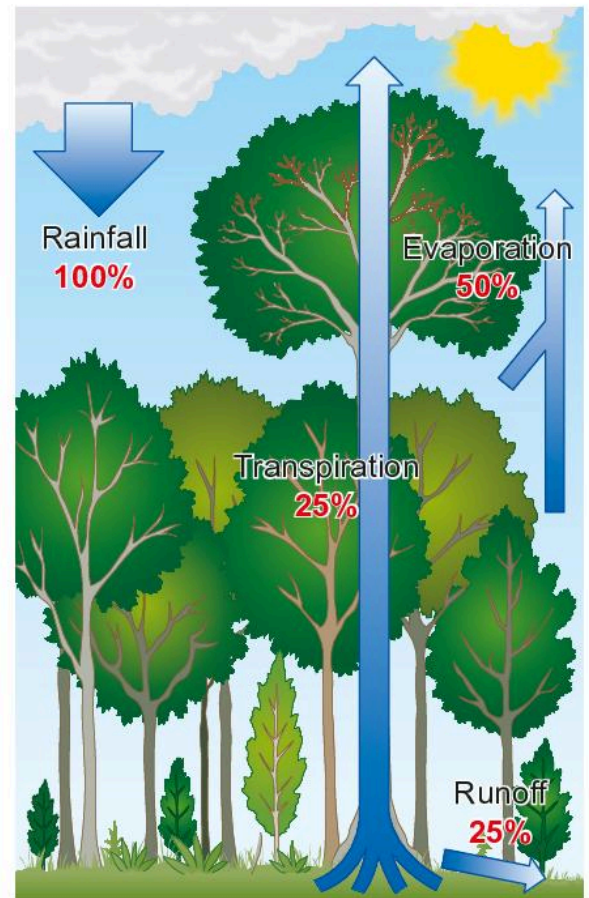
- 1 How many of the world's plants and animals live in the rainforest?
- 2 How does the rainforest affect the air we breathe?
- 3 Explain in your own words two ways that a tree in the rainforest protects the soil beneath it?
- 4 What happens to the soil when large areas of trees are removed?
- 5 What percentage of rainforest plants has been discovered?

B

- 1 What is the purpose of the following features?
 - a the text
 - b the first and last paragraphs
 - c the subheadings
- 2 How would you describe the text?
 - a mostly facts
 - b mostly opinions
 - c a mixture of facts and opinions
- 3 Find an example of:
 - a one fact
 - b one opinion
 - c a question embedded in the text. Why is it there?
 - d an example of a passive verb. Why has it been used?
 - e a conditional sentence. Why has it been used?
 - f a complex sentence. Underline the subordinate clause. What is the purpose of the subordinate clause?
- 4 Summarise the second paragraph in less than 30 words.

C Use the extract on page 132 to support your answers.

- ▶ Do you think we will manage to save the rainforests?
- ▶ Are there still new plant and animal species to discover?
- ▶ In the future, could the rainforest give us the cure to some of our more serious illnesses?



Using imperative verbs

We use an imperative verb at the beginning of a sentence to: write a command. **Example:** **shut** the gate, **keep off** the grass
write an instruction. **Example:** **chop** the onion finely

Starting the sentence with the imperative verb makes the command or instructions very clear. A list of instructions (such as a recipe) describes how something is done step by step.

A Look at the instructions for making a mini rainforest.

Complete the sentences using an imperative verb from the list below.

spray screw plant put add place dampen watch

- 1 _____ the gravel and charcoal in the bottom of the glass jar.
- 2 Now _____ the potting soil (or compost) in a layer of at least 4cm on top of the gravel and charcoal.
- 3 _____ the soil slightly.
- 4 _____ the plants in the jar carefully, so not to damage them.
- 5 _____ water inside the jar with a spray bottle.
- 6 _____ on the lid. If you would like to, you can put clear tape around the edges to seal it.
- 7 _____ your glass jar in a warm, well-lit spot.
- 8 _____ what happens—keep a notebook.

B Complete the instructions above by adding the list of materials needed to make the rainforest under the heading: **You will need.**

C Think of suitable imperative verbs to complete these instructions to make a tropical fruit smoothie: Here's a few ideas to help you: peel, chop, squeeze.

Ingredients: a pineapple, ½ banana, an orange, coconut milk, a lime, vanilla yogurt, ice cubes.

First, _____ the pineapple and _____ into small chunks. _____ in a blender. Next, _____ the orange and the lime, then _____ their juice into the blender with the pineapple. _____ all the remaining ingredients. _____ the mixture until smooth. _____ immediately and enjoy!



More imperatives and time connectives

A Match the missing imperative verb (1–8) to the correct command or instruction (a–h).

- | | |
|---------|--------------------------------------|
| 1 stick | a off the grass. |
| 2 melt | b the butter and pour into the dish. |
| 3 fold | c at your own risk. |
| 4 drive | d carefully. |
| 5 keep | e along the dotted line. |
| 6 enter | f the shapes on with glue. |

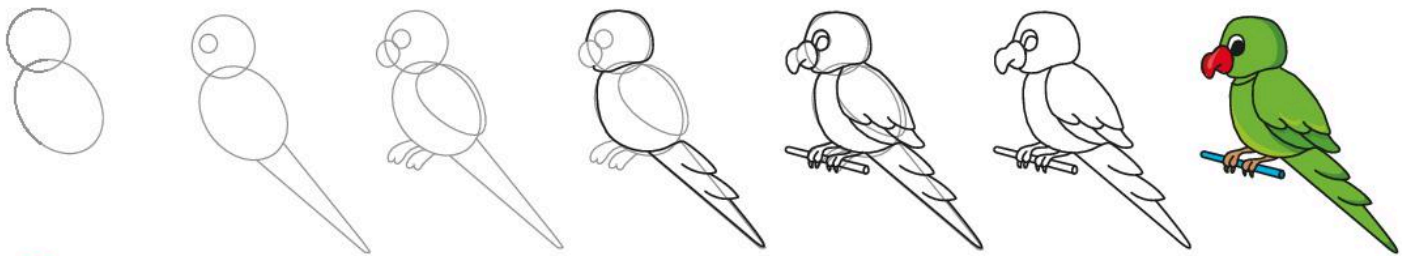
Some lists of instructions are sequenced by numbers others use connectives before the imperative verb. These include: first, then, next, after that, meanwhile, as, before, while, afterwards, finally.

B Use the pictures below to write a list of instructions to draw a rainforest parrot.

Use a different time connective to introduce the instructions for each new diagram.

Example: First draw a circle for the head of the parrot and an oval just below it for the body.

When you have finished writing your instructions add a suitable heading and a list of the materials you will need.



C Use a sequence connective from the box to complete the following events so that it is clear in which order they come. Use each connective only once.

before as soon as after that next once when while later first

A typical morning at school

- _____, I go to my form room.
- _____, I find a classroom story book to read quietly _____ we wait for the teacher.
- _____ the teacher comes in the room, we stand up and say 'good morning'.
- _____ my teacher has taken the register, we make our way to the big hall for assembly.
- _____, we go back to the classroom for our first lesson – maths.
- _____ the bell goes at 10.15, we are allowed outside for break.
- Twenty minutes _____, we are back in the classroom ready for our literacy lesson.
- _____ we leave for lunch, we put away our books and push our chairs under the table.



Challenge

→ Choose a topic related to the rainforest. It could be a question for an explanation text.

Example: How do rainforests create water?

→ Research your chosen topic on the Internet and make notes.

→ Make sure that your notes are relevant and clear.

→ Take time to organise your notes.

→ Write an explanation to answer how, why or what.

World Wildlife Fund website

Word Cloud

extinct habitat
generation marine

Only 55 Maui's dolphins left in the world

Posted 13 March 2012

The World Wildlife Fund is urging people to support their campaign to protect Hector's and Maui's dolphins from extinction. Hector's dolphins are endangered, with about 7,000 remaining, while Maui's dolphins are critically endangered, with only about 55 individuals left. Hector's and Maui's dolphins live round the shores of New Zealand and are among the rarest marine dolphins in the world, but unless urgent action is taken, these amazing creatures could become **extinct** within a **generation**. But there is hope. By taking the necessary action and removing all human threats, New Zealand can give the dolphins their best chance of survival.



Stop their extinction

The biggest threat to Hector's and Maui's dolphins is from commercial and recreational fishing. The dolphins are unable to detect set nets - fixed nets that are held on or off shore with anchors - and, if they become entangled, they drown in minutes. They are also accidentally caught by commercial fishing vessels. Add to this the disturbance to their natural **habitat** from tourism, polluted water, coastal development and boat traffic, and survival for one of the world's rarest **marine** dolphins is a daily battle.

Supporting research studies

Scientists have been studying Maui's dolphins for over 20 years, but some questions remain unanswered. For example, where do they live during the winter months? And how many of these tiny mammals are left?

Involving schools

Young New Zealanders have become fully involved in the WWF campaign, for example, sending e-cards to ask for full protection for the dolphins. Students of Te Huruhi Primary School produced a short film with WWF-New Zealand Take Action for Maui's, showing how involved they are in the conservation project.

Working with Government

- WWF-New Zealand has asked the Government to:
- regulate fishing to protect Maui's and Hector's dolphins
 - produce an action plan that will lead to increased dolphin numbers
 - support scientific research.

If everybody supports the WWF campaign, including the Government and the fishing industry, these rare dolphins can be saved for future generations.

Glossary

extinction no longer existing, died out, ended, finished.

Source: www.wwf.org.nz

Comprehension

A Use the extract to help you answer the questions.

- 1 What is the purpose of the campaign?
- 2 What are the different threats to the dolphins?
- 3 Why has the writer used a sentence beginning with 'if' in the final phrase?
- 4 List three features of non-chronological information reports that this text illustrates.

B

- 1 As well as getting a petition together, what other actions could WWF take to save the dolphins?
- 2 Which phrases in the text indicate that the writer is confident of success?

C

- 1 Using the information in the second paragraph suggest five measures the government could take to help the dolphin's future.
- 2 Find three examples where persuasive language has been used to convince the reader to make a donation.

Glossary

anchor a heavy metal weight that you drop into the water from a boat to stop the boat moving away

commercial connected with buying and selling things

detect to notice something that is difficult to see

entangled to become caught in a rope, net, etc.

recreational for relaxation and enjoyment

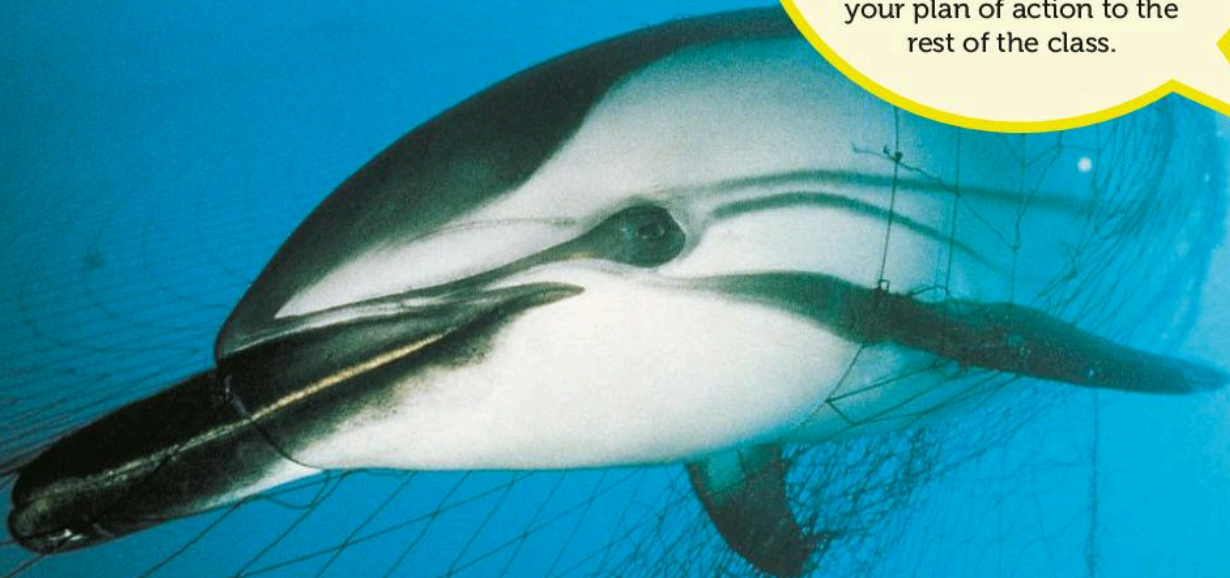
vessels boats

WWF (World Wildlife Fund) the world's leading independent conservation organization

Bottle-nosed dolphins can die if trapped by fishing nets

Discussion time

In a small group, choose and plan a campaign for a real cause. Decide your action steps and then explain why this is such a good cause and your plan of action to the rest of the class.



Persuasive words

Writers use vocabulary that makes their meaning clear. In 'Maui's Dolphins', the writer chooses words and phrases to convince the reader that the Maui dolphins must be saved as soon as possible.



Top Tip

- ✓ Before you start a piece of persuasive writing, collect some emotive words that you can use to convince your reader.

A Find words in the extract which mean the same as:

Word from the extract	Dictionary definition
en_____	in danger of becoming extinct
_____al	continuing to live in or after a difficult time
th_____	a person or thing that may damage or hurt somebody or something
pro_____n	safety or care for an animal in danger

B In the website report on Maui's dolphins, the writer uses emotive language – words which can have an emotional or dramatic effect on the reader.

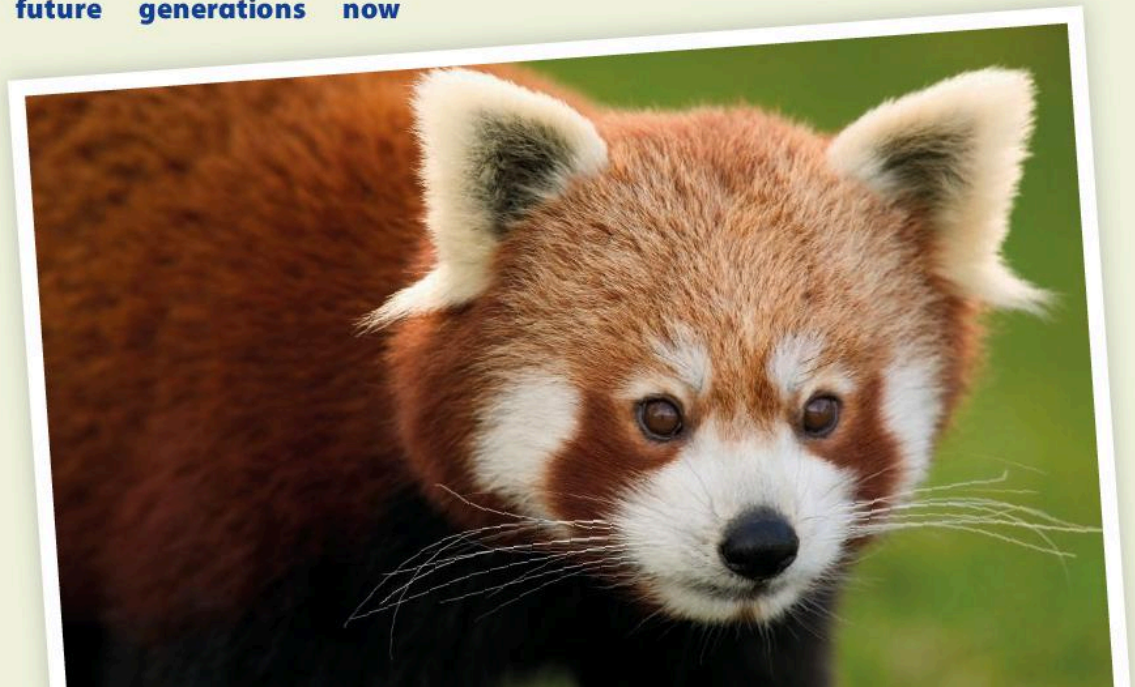
Find emotive or dramatic words and phrases in the sentences below:

- ▶ ...among the rarest marine dolphins in the world, but unless urgent action is taken, these amazing creatures could become extinct within a generation.
- ▶ But there is hope.
- ▶ ...if they become entangled, they drown in minutes.
- ▶ ...survival for one of the world's rarest marine dolphins is a daily battle.

C You have been asked to write a paragraph for the local newspaper on an animal that is soon going to be extinct. You must convince readers that something needs to be done.

Use the following words:

rarest battle extinct survival urgency action best hope difference future generations now



Complex sentences

Remember! A complex sentence consists of a main clause and one or more subordinate clauses.

Example:

English is a popular subject

it is difficult to learn

English is a popular subject, **although** it is difficult to learn.

OR

Although English is difficult to learn, it is a popular subject.

- A** Use a subordinate connective from the list below to join each pair of clauses into a complex sentence. Decide if a comma is necessary and underline the subordinate clause. Try to vary where you use the connective (beginning or middle) and remember to add full stops and capital letters where needed.

**while because although where until if though when
since before after as whenever**

- 1 it was a bad idea
we still went swimming before school
- 2 flying lessons will be stopped
too many children are scared of heights
- 3 we knew something was wrong
he didn't come to school
- 4 there are changes in the attitude of students
ballgames will be forbidden
- 5 Aida was eating her dinner
watching her favourite programme on T.V.
- 6 Ali and Saleem went to the cinema
they had been given their pocket money
- 7 the children's parents didn't want to leave the house
the babysitter arrived

- B** Use subordinate connectives and commas to complete the text.

Maui's dolphins _____ are the smallest _____ the rarest dolphins in the world are only found off the coast of New Zealand's North Island. Recent studies show that _____ the dolphins are protected numbers are still declining. Maui and Hector's dolphins look identical _____ they are genetically different. Maui and Hector's dolphins look different to other dolphins _____ they have rounded black dorsal fins _____ other dolphins usually have a sickle-shaped fin. Maui's dolphins live up to 20 years _____ is a relatively short lifespan for a dolphin.

Egypt's drowned cities

Bringing the past to life

In 2000, the **drowned** cities of Herakleion and Canopus were discovered as well as the **ancient** harbour of Alexandria close to Egypt's Mediterranean coasts. Marine archaeologist Franck Goddio, with a team of Egyptologists, historians, geologists, engineers and computer experts
5 is still working there as there is so much to discover.

(Think of a title for this paragraph)

Marine archaeologists think that the towns existed 2500 years ago. They have found **statues**, sphinxes, pottery, **jewellery** and coins, less than 10 metres below sea-level. They also found a large stone which shows the
10 position of the towns. Herakleion and Canopus were important business and holy place centres even before the foundation of Alexandria, which is now on the Egyptian coast. Herakleion and Canopus were built on sandy, marshy ground which was then near the sea.

(Think of a title for this paragraph)

15 Each dive is planned carefully. The **divers** know their way round the sunken cities like their home towns. Computers are used to make maps of the streets and buildings as more is discovered. The marine archaeologists have even been able to find tiny treasures hidden in sand and mud. The biggest Egyptian statue ever found had slept underwater for over 2000 years and is over five metres tall and weighs 6000 kilograms.

(Think of a title for this paragraph)

20 Scientists think that the city was sent to the bottom of the sea after an earthquake and tsunami more than a thousand years ago. Geologists know that there were many earthquakes in the Mediterranean and North Africa at that time. The old coast must have dropped about seven metres.

(Think of a title for this paragraph)

25 Most discoveries are being mapped and left under the sea. But some special discoveries are on show to the public in a national museum. It will take many years to finish the work on this site as it is so big.

Word Cloud

ancient jewellery
diver statue
drowned surface

Glossary

sphinxes mythological creatures from Ancient Egypt. They had a human head and the body of a lion.



A long lost statue is brought to the **surface**.

Comprehension

A Large teams of experts are needed to investigate the drowned cities of Egypt. Use phrases from the text to complete the table below.

1 Expert	One piece of evidence from the text that shows what they do or have found
Marine archaeologist	
Computer expert	
Scientist	
Diver	

- 2 The marine archaeologists
- have finished work at Herakleion
 - will finish the work soon
 - will be there for many years.

B

- What do you think is a good subheading for each paragraph? Write down your ideas.
- The title 'Bringing the past to life' is interesting because it is not really possible. The title makes the reader want to find out more. Suggest a different title for the text.

C

- Imagine that the underwater cities can now be visited using a special glass deep-sea boat. What would you want to see?
- Find out about your nearest archaeological museum. With a partner explain why it would make a good place for a school trip.

Discussion time

Which four everyday items would give a future archaeologists the best information on how we live today for example; computer, book, car, aeroplane. In a group give reasons for each of your choices.

Another exciting discovery from the lost city of Herakleion



Writing a non-chronological report

Read these four extracts about the effect of overfishing and the damage it has done to our oceans. The information in extracts is very similar but the style of writing is very different.

1 Our modern view of nature as a commodity is having a disastrous effect on our environment. Many people believe that there is an endless source of fish, and that we should always be able to buy fish from our supermarket shelf. But overfishing is a real and serious issue, and is evidence that the world's resources are not endless.

2 We all know that, as well as being really tasty, fish is healthy. We also know that fish comes from the sea and there is plenty more where it came from, right? Sadly, this is no longer the case: until recently, our seas were full of fish but the number of fish is getting smaller. We don't often see what happens in the ocean, so it's easy to forget or ignore that overfishing is a problem – we just want to enjoy our fish! What's the problem then? Well the bad news is that a recent study has said unless we act quickly, there will be no fish in the sea by 2048! That means that there may come a time in your lifetime when there will be no fish for dinner! The good news is that we can do something about it: the crisis can be averted if we all play our part.

3 When fish is removed from the ocean at a rate that is higher than the species of fish is able to reproduce, this is known as overfishing. Overfishing is a relatively modern phenomenon, and results from changes in the way we live. The first example of overfishing dates back to the 1800s when whale blubber was used to power lamp oils, which had a significant impact on the number of whales in existence. In the 1900s, sardines, herring and Atlantic cod became popular to eat, and nearly became extinct as a result of overconsumption. Today, we are seeing overfishing on a global scale, and this is having very serious repercussions on the food chain.

4 Since the beginning of time, fish has formed a vital part of people's livelihood and it once seemed that the ocean had an unlimited supply of fish. But it has become clear recently that some fish are becoming extinct, because of overfishing and pollution. Overfishing happens when we catch more fish from the sea than can be replaced from new fish being born. The number of fish in the sea can also be affected by pollution, such as rubbish, oil and chemicals which end up in our waters.

A Look at each extract and answer the following questions.

Is the language formal or informal? How formal or informal is it?

Who is the target audience – who has the extract been written for – adults? Teenagers?

Young people your age?

Where might you read such a report? A newspaper? A magazine? A book? On the Internet?

Writing for a specific audience

Give evidence from the extracts to support your answers.

- 1 What are the typical features of formal and informal writing? Use the extracts to make a list of the features for both formal and informal writing.
- 2 Look at the reports, *Only 55 Maui's dolphins left in the world* on page 136 and *Bringing the past to life* on page 140. Is the language used formal or informal? Who is the target audience? Both the reports are non-chronological reports. Using the two texts to help you, make a list of the typical features of a non-chronological report.

Planning your report

You are going to write your own report. First you need to do some research. Choose a topic which is connected to what you have been studying in another subject in school. It might, for example, be connected to a topic you have been studying in science or in geography. Once you have chosen your topic, you can begin. First, make notes under these two headings: What do I know already? What do I want to know? Use these notes to help you target specific information for your report. Remember, you are making notes so you do not need to write proper sentences, just the key words.

Making presentations in groups

Once you have completed your planning, you will take it in turns to make a brief presentation, summarising the information you have found to your group.

When it is your turn to make your presentation, make sure that you speak confidently and vary your expression and tone to make your talk more interesting.

When you are listening to other members of the group giving their presentations, listen carefully to the information so that you can ask questions and give feedback at the end of the talk.

Give each other feedback. Was the style of language formal enough? Was the information well-organised and clear? Did the speaker vary their tone and expression?

Writing your report

Use the list of the typical report features that you created from the reports 'Bringing the past to life' on page 140 and 'Only 55 Maui's dolphins left in the world' page 136 as success criteria to help you write your own report from the notes you have made. Make sure that you have a clear target audience in mind and that your language is appropriate. Organise your ideas into paragraphs with sub-headings.

Once you have finished your report, check your work against the list of success criteria again to make sure you have used the key features of report writing. Does your text make sense and are your ideas presented in a logical order?

Check that the vocabulary and sentence structures you have used are appropriate for your target audience. Correct any mistakes with punctuation or spelling.

Once you have finished editing your work, write out your final copy in best hand writing and illustrate your report.

9

A treasure trove of poems

A Smooth, scaly body
slivers silently unseen
through the tall grasses.

B Isabel met an enormous bear,
Isabel, Isabel, didn't care;
The bear was hungry, the bear was ravenous,
The bear's big mouth was cruel and cavernous.
The bear said, Isabel, glad to meet you,
How do, Isabel, now I'll eat you!
Isabel, Isabel, didn't worry.
Isabel didn't scream or scurry.
She washed her hands and she straightened her hair up,
Then Isabel quietly ate the bear up.

From 'Adventures of Isabel' by Ogden Nash

C There was a young lady named Bright
who travelled much faster than light.
She set out one day
in a relative way,
and came back the previous night.

'Relativity' by Arthur Buller

"Poetry is
language at its
most distilled
and most
powerful."

Rita Dove

D

"Raindrop"

A
drop
of rain is
like a sudden
knock at the door.
Unexpected, yet often
welcomed with a smile. It
can brighten your day or ruin
your plans. It can make you laugh
or make you sad. Whether the raindrop
is moving fast or slow, or is big or small,
it always gets everyone's attention. A rain-
drop contains many secrets. It is a bubble of
anticipation and surprise. It cleanses the earth,
it feeds the flowers, and fills the holes. The
raindrop is never silent. It bangs on the
roof, spatters on the window, or
splashes into a puddle.

A raindrop.

Anonymous

Talk time

- 1 Is poetry an important or useful form of art?
- 2 Which is your favourite poem on these two pages?
- 3 What do you like about it?



Different forms of poetry

A Match the poems A–F with the definitions 1–6 below.

- 1 A poem that is often silly or senseless, written in five lines with an AABBA rhyme scheme. It often tells a short, humorous story.
- 2 A poem which is renowned for its small size as well as the precise punctuation and syllables. It is composed of 3 lines, each a phrase. The first line typically has 5 syllables, the second line has 7 and the third and last line repeats another 5.
- 3 A poem that describes an object and is shaped in the form of the object it is describing.
- 4 A poem made up of two-word phrases describing someone or something and often using metaphorical language.
- 5 A poem that is specifically composed to be read out loud.
- 6 A poem that is a conversation between two characters with each character expressing a different point of view.

B

- 1 The poems A and E both describe a different animal. Can you guess what type of animal each is describing?

Here are some more two-word phrases. Each one is describing a different animal. Can you guess which animal they are describing?

▶ Tummy slider ▶ Head twister ▶ Tree swinger

- 2 Why is Father William no longer worried about doing headstands?
- 3 Which word in poem B means 'very hungry'?
- 4 Read the raindrop poem and write two ways a raindrop has a positive effect on the earth?

In pairs, choose one the poems to perform together. Decide how to make your performance of the poem interesting – perhaps by changing your expression and tone of voice and adding gestures or movement.

Word Cloud

anticipation
cavernous
incessant
scurry
spatter
speckled

E

Wrinkly stomper
Colossal mover
Trunk swinger
Trumpet blower
Water sprayer
Tusk bearer
Ear flapper
Beady eye

F

“You are old, Father William,” the young man said,
“And your hair has become very white;
And yet you incessantly stand on your head –
Do you think, at your age, it is right?”
“In my youth,” Father William replied to his son,
“I feared it might injure the brain;
But, now that I’m perfectly sure I have none,
Why, I do it again and again.”

From *Alice's Adventures in Wonderland*, Lewis Carroll

A dialogue poem

Bobbi Katz was born in New York State, USA. She trained as an art historian and is also a well-known poet. This poem is a dialogue between a geologist and an oceanographer. They are discussing what happened to an underwater city.

Herakleion: An Underwater City in the Bay of Abukir off the North Coast of Egypt

Dr Nur, Geologist

- 2 Did some cataclysm happen?
Or did the city slowly sink?
4 Did an underwater landslide
cause an earthquake,
6 as I think?

Dr Stanley, Oceanographer

- 8 *Herakleion stood on marshland,
waterlogged and almost mud.*
10 *While I don't rule out an earthquake,
I think there was a flood.*
12 We know an earthquake
toppled Troy.
14 One toppled Jericho.
Perhaps there's a still-hidden fault
16 Just where, we still don't know.

- If there had been an earthquake,
18 It would seem to me
there would be a record,
20 but there's none that we can see.*

- The temple has a long
22 deep
crack:
24 proof of tectonic force...

Word Cloud

cataclysm	marshland
deltas	oceanographer
earthquake	tectonic force
geologist	toppled
landslide	waterlogged



*That crack is typical of deltas,
26 of large rivers
changing course...*

28 What happened at Herakleion?

The jury may still be out.

30 Asking questions, seeking answers...

That's what exploring's all about!

Bobbi Katz

Look at the pattern of this poem.

- 1 It has a dialogue, with alternate verses. It is like a conversation. Each person gives their opinion.
- 2 There is a third person, a narrator, who speaks the last verse.

Comprehension

A Write answers to these questions, using the extract to help you.

- 1 Which of the two speakers argues that the underwater city was caused by an earthquake?
- 2 Which of the two speakers argues that the underwater city was caused by a flood?
- 3 Rewrite the poem so that the dialogue between the two doctors has all the appropriate dialogue punctuation. Add reporting verbs such as 'suggested' and 'replied' to say who said what.

B Write answers to these questions, using the extract to help you.

- 1 What sentence type has been repeated in the first verse?
a statement b imperative c exclamatory d interrogative
- 2 Which lines rhyme in verses 1, 2, 3 and 7?
- 3 Read verses 5 and 6 again. Which one word are the speakers arguing about?
- 4 Which line sums up what the whole poem is about?
a Asking questions, seeking answers.
b Did some cataclysm happen?
c I think there was a flood.

C In pairs, write one four line verse each of a dialogue poem. Choose a topic that you disagree on such as sports or holidays.

Have you heard of the lost city of Atlantis? Could the legend of Atlantis be based on the underwater cities of Egypt?

Glossary

fault crack in the earth. Fault lines lie between the Earth's tectonic plates.

Jericho, Troy famous ancient cities. Jericho still exists.

tectonic from geology, it means 'connected to the Earth's surface'. The Earth's surface is covered by moving tectonic plates. When they collide, earthquakes result.

the jury may still be out people may not have reached a conclusion yet

Compound words

A compound word is created when two or more words are combined to create a new word.

Example: foot + ball = football

Compound words can be written:

as **one word** such as newspaper, online, teapot

as **two hyphenated words** such as one-third, eighty-six, daughter-in-law

as **two words** such as phone call, ice cream, post office.



A

- 1 Find all the compound words in the dialogue poem on page 146.
- 2 Write the meanings of the words you have found. Use a dictionary for words you do not know.

B

Add one word from the list below to each of the words to make new compound words.

fire book out light air door sand sea water

Example: sand

_____ man	_____ paper	_____ castle	_____ bag
sandman	sandpaper	sandcastle	sandbag

- | | | | |
|-----------------|--------------|-------------|-------------|
| 1 _____ plane | _____ port | _____ bag | _____ line |
| 2 _____ token | _____ worm | _____ shelf | _____ case |
| 3 _____ fighter | _____ proof | _____ place | _____ fly |
| 4 _____ weight | _____ headed | _____ house | _____ bulb |
| 5 _____ way | _____ stop | _____ mat | _____ knob |
| 6 _____ food | _____ bed | _____ floor | _____ shore |
| 7 _____ proof | _____ colour | _____ melon | _____ fall |
| 8 _____ let | _____ number | _____ door | _____ law |

C

Write a list of all the different types of fly.

Example: firefly

Revising same sounds but different spelling

Look again at the first verse of the dialogue poem on page 146. The words 'sink', 'earthquake' and 'think' end with a 'k' sound. Some sounds are the same, but different letters have been used to make them. For example 'ck', 'k', 'ke' or 'que' at the end of words all make a 'k' sound.



Challenge

→ Keep a list of words that end in a 'k' sound. Sort them into different spelling columns to help you remember them.

A Here are some words which end in a 'k' sound. Sort them into different groups based on the spelling at the end of each sound.

**crack earthquake streak quick take mask shook
pluck black shook sack**

B Here are more words that end in a 'k' sound. Add them to the lists you created in A. You will have to create one more column.

**shake sick unique walk smirk antique stick thank
lack junk hook track sleek stark shriek beak stroke
quake rock spike block trunk tweak park wreck**

The 'ch' sound can be written -ch or -tch

- ▶ If the final 'ch' sound comes after a consonant, the ending is -ch. *Example:* church, brunch, switch, stretch and couch.
- ▶ If the final 'ch' sound follows a one-letter vowel, it is usually written -itch. *Example:* catch, clutch, itch and stretch.
- ▶ There are exceptions to this rule. The most common exceptions to this rule include: attach, much, which, rich and such
- ▶ If the final 'ch' sound comes after a two-letter vowel, the ending should be spelt -ch. *Example:* beach, speech, poach and ouch.

C Write the correct ending (-ch or -tch) to the following words.

scra_____ tea_____ swi_____ pea_____ ma_____
pou_____ lun_____ pa_____ sti_____ bun_____



Kennings

This poem is a kenning. The lines are made up of two words joined together with a hyphen, making a new word. The *Historian* poem uses these new words to describe the different ways of being a *historian* (someone who studies the past).

Word Cloud
 hunter
 keeper
 teller
 villain

Historian

Time-detective

Bone-collector

Stone-saver

Rune-reader

5 Parchment-keeper

Villain-hounder

Hero-maker

Grave-digger

Fact-hunter

10 Story-searcher

Truth-seeker

Year-counter

Age-teller

Past-banker

John Kitching



Who is this?

Stripey-starer

Eyeline-wearer

Hook-holder

Snake-bearer

5 Beard-plaiter

Necklace-prisoner

Gold-giver

Gold-taker

Eleanor Watts

Comprehension

A Write answers to these questions, using the poem to help you.

- In the poem *Historian*, find joined-up words that could mean:
 - a historian who likes a person from history
 - a historian who dislikes a person from history
- Explain why the poet calls a historian:
 - time-detective
 - rune-reader
- kennings often use alliteration, as in **stone-saver**. Find one more example of alliteration in *Historian*.

B Write answers to these questions, using the poem to help you.

- Who do you think the poem *Who is this?* on page 150 is about?
- Why do you think the king is called a 'necklace-prisoner'?
- Who do you think the king gives gold to and takes gold from?
- Who is the person in the poem below? How do you know?

C

- Write your own short kenning of 4 or 5 lines about a present occupation, such as a teacher, doctor or nurse. Use new joined-up words and try to use alliteration.
- Read your kenning aloud. Ask your class to guess who your kenning describes.

Glossary

hounder hunter

parchment an old-fashioned writing paper, sometimes made from goat-skin

rune a letter of the alphabet used in the past by people in northern Europe

Who is this?

- Nightmare-wiper
- Morning-waker
- Sock-finder
- Lunchbox-maker
- 5 Hair-comber
- Quarrel-queller
- School-runner
- Story-teller
- Problem-solver
- 10 Love-giver
- Wise-worrier
- Life-giver
- Eleanor Watts



Words, old and new

Many common, English words were originally adapted from other languages. They have become so common in English, people don't even realise they were adapted from other languages. For example, look back at the poem *Historian* on page 150. The word *history* was adapted from the old French word 'estoire'. The word *villain* also came from an old French word 'vilain'. Whereas the word *hero* came from the Latin word 'heros'.

A Match up the words from the text with the correct derivation.

petite	From the Latin <i>spectaculum</i> (a show, spectacle) and <i>spectare</i> (to view, watch)
idiot	From the Italian <i>pappataci</i> (a small mosquito)
filming	From the Old English, <i>filmen</i> (a thin skin)
paparazzi	From the French <i>petit</i> (little)
spectacular	From the Greek <i>idiwtes</i>

B Find out which country the following words derive from. To help you, use an etymological dictionary – you can find one on the Internet.

**iceberg average guitar sofa bangle luck ketchup
umbrella bamboo hamster orchestra wrong**

C Words are added to the English language all the time. These words have been recently added to the *Oxford English Dictionary*. Write out their definitions.

texting blog hoody wannabe Wi-Fi jeggings

A changing language

Not only are new words being added to the dictionary, but they can change meaning too. Most of the common, English words spoken everyday have been used for centuries. However, over the centuries their meaning has changed. **Example:** 'to grin' once meant 'to scowl'! The word 'explore' was originally a hunters term meaning 'set up a loud cry'. It originated from the Latin words 'ex' meaning out and 'plorare' meaning to cry. The word 'villain' used in the poem *Historian* to mean a wicked, guilty person originally meant 'farm labourer'.

A Use a dictionary to help you answer these questions.

- 1 What word beginning with 'pre' originally meant 'crafty' or 'sly'?
- 2 The original meaning of the word 'brave' was the opposite to what it is now. What was it?
- 3 Who would have been called 'girls' in the past?
- 4 What is the connection between the words 'knight' and 'boy'?
- 5 Originally, the word 'awful' meant 'full of awe', and was used to describe something wonderful, delightful or amazing. What does it mean now?

Some new words are formed by blending – that is, by merging the sounds and meanings of two or more other words or word parts.

Example: glimmer = gleam and shimmer.

B Complete the following table of blend formations. The first has been done for you.

pulse	quasar	pulsar
situation	comedy	
	drama	docudrama
	magazine	fanzine
camera		camcorder

C Words can also extend their meaning by simply adding another meaning! Use a dictionary to find out the different definitions of the following words.

spam virus cell green garage

Performing and writing a spy poem

My Dad's a Secret Agent

- My dad's a secret agent.
 He's an undercover spy.
 He's the world's best detective.
 4 He's the perfect private eye.
- He's a Pinkerton, a gumshoe,
 He's a snoop and he's a sleuth.
 He's unrivalled at detecting
 8 and uncovering the truth.
- He's got eyesight like an eagle.
 He's got hearing like a bat.
 He can out-smell any bloodhound.
 12 He's as stealthy as a cat.
- He can locate nearly anything
 with elementary ease.
 But no matter how he looks and looks
 16 my dad can't find his keys!

Kenn Nesbitt

Word Cloud

elementary
 locate
 stealthy
 uncovering
 unrivalled



The Pinkerton National Detective Agency was founded in the USA in 1850. This is the original logo.

Comprehension

A Give evidence from the poem to support your answers.

- 1 Find three other words in the poem that mean the same as 'spy'.
- 2 Find three examples where you think the poet is exaggerating the abilities of his dad.
- 3 Why has the poet decided to leave the fact that his dad cannot find his keys until the last line?

B Poet's use of language

- 1 The poet has not used two of the techniques below, which ones are they?
a alliteration **b** simile **c** lines of different lengths
d every line rhymes **e** words repeated
- 2 Find an example in the poem to illustrate two of the techniques the poet did use.
- 3 Why has the poet used an exclamation mark at the end?

Poetry performance and writing workshop

A In groups read the poem on page 154 together.

- 1 Practise reading it aloud together in rhythm.
- 2 Now, each person read a line aloud in turn.
- 3 All together, read the first verse aloud quietly, then get louder towards the end of the poem.

B Remain working in your group. Using the vocabulary from *My Dad's a Secret Agent* to help you, and your own ideas, write a kenning about what it is like being a spy. Make your kenning between 10 and 15 lines long. Once you are all satisfied with your final version, practise reading your poem in your group. Decide how you are going to present your poem to the class. Are you going to say separate lines or recite the poem together as a group? Are you going to use movement or gestures as you recite the lines? Are you going to alternate the tone and the volume of your voices? As a class, listen to all the groups present their reading of their poem. Give feedback about the choice of language and the presentation of the new poems.

Glossary

bloodhound a dog who uses his nose to follow a scent

gumshoe slang word meaning 'investigator'

sleuth another term for a detective



Revise and check 3

Vocabulary

- Write down the names of six different kinds of poem.
- Which part of speech - 'noun', 'verb', or 'past participle' - is each of the following?
celebrate preparation decoration greeting introduce presented
- Write out the sentences below adding the correct idiom from the list.
to cut a long story short from scratch speaking my mind tip of my tongue
 - I made the cake _____.
 - _____ I broke my leg falling on the ice.
 - Sometimes I get into trouble for _____ without thinking.
 - I can't remember her name but it's on the _____.

Punctuation

- Write out the sentences inserting the missing apostrophes.
 - Its not my fault!
 - The childrens party was last week.
 - Next weeks skating lesson is on Tuesday.
 - Thats not mine. Its Sorayas.
- Punctuate the dialogue below. Start each speech on a new line.
Hello Achieng. Hello Jacob. Did you have a good holiday? Great thanks, we went to Mombasa to see my auntie. Did you stay there for the whole holiday? No, I had to help my mother in our shop in Nairobi for four weeks.
- Write out these sentences using the correct punctuation from the list.
commas brackets colon
 - The Vietnamese festival Trung Thu is celebrated in autumn.
 - Here is an example path sounds like bath
 - The petite very small skater whirled around the rink.



Grammar

1 Add the correct connectives to the sentences.

while as soon as before after

- a _____ going to bed, she had a glass of water.
- b _____ dinner Kim played computer games.
- c _____ driving to school, we saw my friend Bo.
- d _____ we get home, I'll feed the dog.

2 Write out the passive form of these sentences.

- a The students (take) to the party by their parents.
- b The new gym (opened) by a famous footballer.

3 Write two sentences for each of these present participles. In one sentence put it in the middle, in the other put it at the beginning.

- a running
- b crying
- c shouting

Spelling

1 Write a sentence for each pair of homophones.

- a their there
- b meat meet
- c knows nose
- d flower flour

2 Write the meaning of each prefix below, then write one word which uses it.

micro- auto- trans- sub- im- dis- super- tele-

3 Write four words with four different 'k' sound endings.

Adventures of Isabel

Isabel met an enormous bear,
Isabel, Isabel, didn't care;
The bear was hungry, the bear was ravenous,
The bear's big mouth was cruel and cavernous.



5 The bear said, Isabel, glad to meet you,
How do, Isabel, now I'll eat you!
Isabel, Isabel, didn't worry.
Isabel didn't scream or scurry.
She washed her hands and she straightened her hair up,

10 Then Isabel quietly ate the bear up.
Once in a night as black as pitch
Isabel met a wicked old witch.
The witch's face was cross and wrinkled,
The witch's gums with teeth were sprinkled.



15 Ho, ho, Isabel! The old witch crowed,
I'll turn you into an ugly toad!
Isabel, Isabel, didn't worry,
Isabel didn't scream or scurry,
She showed no rage and she showed no rancour,

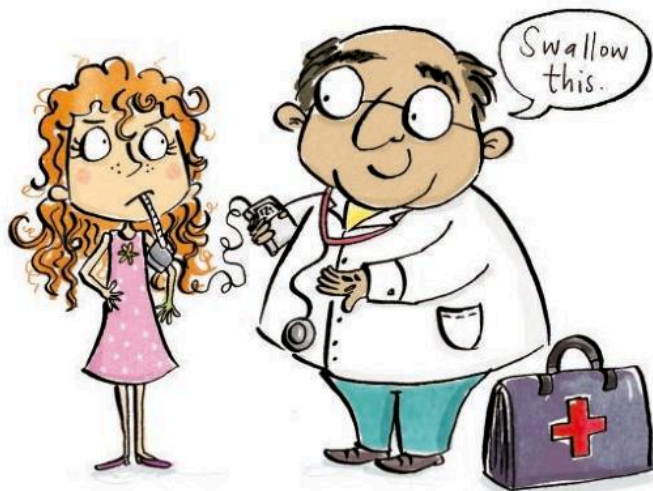
20 But she turned the witch into milk and drank her.
Isabel met a hideous giant,
Isabel continued self reliant.
The giant was hairy, the giant was horrid,
He had one eye in the middle of his forehead.



25 Good morning, Isabel, the giant said,
I'll grind your bones to make my bread.
Isabel, Isabel, didn't worry,
Isabel didn't scream or scurry.
She nibbled the zwieback that she always fed off,
30 And when it was gone, she cut the giant's head off.

Isabel met a troublesome doctor,
 He punched and he poked till he really shocked her.
 The doctor's talk was of coughs and chills
 And the doctor's satchel bulged with pills.
 35 The doctor said unto Isabel,
 Swallow this, it will make you well.
 Isabel, Isabel, didn't worry,
 Isabel didn't scream or scurry.
 She took those pills from the pill concocter,
 40 And Isabel calmly cured the doctor.

Ogden Nash



Common Cold

Go hang yourself, you old M.D.!
 You shall not sneer at me.
 Pick up your hat and stethoscope,
 Go wash your mouth with laundry soap;
 5 I contemplate a joy exquisite
 I'm not paying you for your visit.
 I did not call you to be told
 My malady is a common cold.

By pounding brow and swollen lip;
 10 By fever's hot and scaly grip;
 By those two red redundant eyes
 That weep like woeful April skies;
 By racking snuffle, snort, and sniff;
 By handkerchief after handkerchief;
 15 This cold you wave away as naught
 Is the damnedest cold man ever caught!



Give ear, you scientific fossil!
Here is the genuine Cold Colossal;
The Cold of which researchers dream,
20 The Perfect Cold, the Cold Supreme.
This honoured system humbly holds
The Super-cold to end all colds;
The Cold Crusading for Democracy;
The Führer of the Streptococracy.

25 Bacilli swarm within my portals
Such as were ne'er conceived by mortals,
But bred by scientists wise and hoary
In some Olympic laboratory;
Bacteria as large as mice,
30 With feet of fire and heads of ice
Who never interrupt for slumber
Their stamping elephantine rumba.

A common cold, gadzooks, forsooth!
Ah, yes. And Lincoln was jostled by Booth;

35 Don Juan was a budding gallant,
And Shakespeare's plays show signs of talent;
The Arctic winter is fairly coolish,
And your diagnosis is fairly foolish.
Oh what a derision history holds
40 For the man who belittled the Cold of Colds!

Ogden Nash



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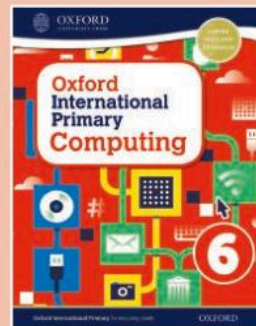
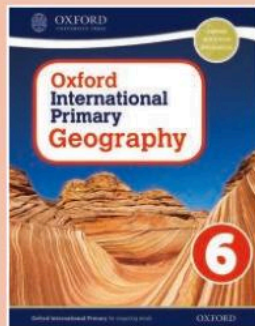
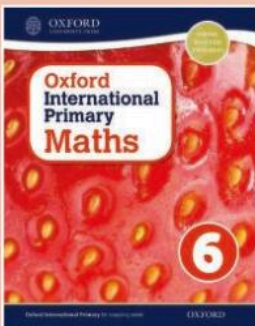
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