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# International English

Izabella Hearn  
Myra Murby  
Maira Brown

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# A world of stories, poems and facts









# Unit contents

Unit	Theme	Country focus	Reading and comprehension
1	We can all be heroes	South Africa, New Zealand	<b>Fiction</b> Adventure <i>Kara makes the people listen</i> <b>Non-fiction</b> Website report <i>Only 55 Maui's dolphins left in the world</i> <b>Play</b> <i>Africa United</i>
2	Health and sport	Alaska, USA	<b>Fiction</b> First person narrative <i>The Iditarod Great Sled Race</i> <b>Non-fiction</b> Journalistic interview <i>We Salute You!</i> <b>Poetry</b> <i>Salute</i>
3	World of discovery	Oceans of the world, Egypt's Mediterranean coast	<b>Fiction</b> First person narrative (diary) <i>The Start of a Great Adventure</i> <b>Non-fiction</b> Report <i>Bringing the past to life</i> <b>Poetry</b> <i>Herakleion: An Underwater City in the Bay of Abukir off the North Coast of Egypt</i>
REVISE AND CHECK UNITS 1–3			
4	Ancient civilizations	Ancient Egypt	<b>Fiction</b> Humorous historical fiction <i>The King's Visit</i> <b>Non-fiction</b> Historical recount <i>Scribes in Ancient Egypt</i> <b>Poetry</b> <i>Historian</i>
5	Spies and mystery	USA, worldwide	<b>Fiction</b> Mystery spy narrative <i>Alex becomes a spy</i> <b>Non-fiction</b> Information text <i>Spy gadgets</i> <b>Poetry</b> <i>My Dad's a Secret Agent</i>
6	Extreme Earth	Canada, China, Russia	<b>Fiction</b> Historical narrative <i>Mount Vesuvius erupts</i> <b>Non-fiction</b> Recount <i>Expedition of a lifetime</i> <b>Poetry</b> <i>Flood</i>
REVISE AND CHECK UNITS 4–6			
7	Performance art	Italy, Galápagos Islands, USA	<b>Fiction</b> Classic story <i>The Circus Parade</i> <b>Non-fiction</b> Information text <i>The reinvention of the circus</i> <b>Poetry</b> <i>Dragon Dance</i>
8	Let's celebrate!	USA, Vietnam, Australia, China	<b>Fiction</b> First person narrative <i>A Ridiculous Promise</i> <b>Non-fiction</b> Non-chronological recount <i>Van Prepares for the Festival</i> <b>Poetry</b> <i>Tree Festival</i>
9	Media mayhem	UK, worldwide	<b>Fiction</b> Narrative <i>Adam Explains</i> <b>Non-fiction</b> Advertisements <i>On Sale Now!</i> <b>Poem</b> <i>The Price of Fame; When Sarah Surfs the Internet</i>
10	Learning for life	Kenya, Kazakhstan, Japan	<b>Fiction</b> Science Fiction / fantasy <i>The Mechanical Teacher</i> <b>Non-fiction</b> Non-chronological recount/autobiography <i>Achieng in Kenya; Anton in Kazakhstan; Misaki in Japan</i> <b>Poetry</b> <i>Let No One Steal Your Dreams</i>
REVISE AND CHECK UNITS 7–10			
READING FICTION <i>Pulling Together: An Inuit legend from the Arctic</i>			



Language, grammar, spelling, vocabulary, phonics	Writing	Speaking and listening
<ul style="list-style-type: none"> <li>• Sentence length and structure</li> <li>• Complex sentences</li> <li>• Persuasive words</li> <li>• Suffixes – different endings with same pronunciation, e.g. '-tion', '-cian', '-ssion'</li> </ul>	Fiction Writing a play script	Organization of ideas Expression of ideas Proverbs, sayings, figurative expressions Rehearsing a play script
<ul style="list-style-type: none"> <li>• Connectives</li> <li>• Spelling patterns</li> <li>• Colons/semicolons</li> </ul>	Non-fiction Persuasive writing Writing a speech	Expression of ideas
<ul style="list-style-type: none"> <li>• Spelling patterns</li> <li>• Sentence length and structure</li> <li>• Word classes</li> <li>• Homophones</li> </ul>	Non-fiction Writing a travel journal: Autobiography	Expressing opinions
<ul style="list-style-type: none"> <li>• Speech punctuation</li> <li>• Apostrophes</li> <li>• Word origins</li> <li>• Borrowed words</li> <li>• Word classes</li> <li>• Active and passive verbs</li> </ul>	Fiction Writing an extended narrative	Spoken presentation Kennings
<ul style="list-style-type: none"> <li>• Specialized non-fiction vocabulary</li> <li>• Word classes</li> <li>• Relative clauses</li> <li>• Dashes and brackets</li> <li>• Speech punctuation</li> </ul>	Fiction Writing a character description Writing a story starter	Poetry performance
<ul style="list-style-type: none"> <li>• Language conventions</li> <li>• Grammatical features of different text types</li> <li>• Spelling: consonant choices for 'k'</li> <li>• Prefixes and suffixes</li> <li>• Spellings of unstressed vowels</li> <li>• Choosing appropriate adjectives</li> </ul>	Non-fiction Writing a personal travel recount	Expression and explanation of ideas Language choices
<ul style="list-style-type: none"> <li>• Spelling patterns</li> <li>• Connectives</li> <li>• Prefixes and suffixes</li> <li>• Commas in complex sentences</li> </ul>	Non-fiction Writing a letter, presenting arguments for and against	Organization of ideas Expressing preferences
<ul style="list-style-type: none"> <li>• Proverbs, sayings, figurative expressions</li> <li>• Conventions of standard English</li> <li>• Spelling patterns</li> <li>• Homophones</li> <li>• Connectives</li> </ul>	Non-fiction Writing instructions	Organization of ideas Expressing opinions
<ul style="list-style-type: none"> <li>• Word origins and derivations</li> <li>• Word changes over time</li> <li>• Language conventions</li> <li>• Grammatical features of different text types</li> <li>• Punctuation in persuasive texts: colon/semicolon, parenthetical commas, dashes, brackets</li> </ul>	Non-fiction Writing interview questions	Organization of ideas Poetry performance
<ul style="list-style-type: none"> <li>• Apostrophes</li> <li>• Speech punctuation</li> <li>• Word classes</li> <li>• Active and passive verbs</li> </ul>	Non-fiction Writing an information leaflet	Organization of ideas Asking and answering questions Role play



# 1

Speaking and listening

## We can all be heroes



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

In the film *Africa United*, these children followed their dream and walked 4,800 km to the football World Cup in South Africa from Rwanda. They looked after each other through thick and thin. They were local heroes when they went home to Rwanda.



*Fabrice:* "Do you know how big Africa is? It's impossible."  
*Dudu:* "Impossible is nothing. Anything is possible."

*Africa United*

### Let's Talk

- 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.



# "Gira ubuntu!"



## Learning objective

Express and explain ideas clearly, making meaning explicit.

Explore proverbs, sayings and figurative expressions.

It feels good when we help other people, both friends and people we don't know, even if we only do something small. You could start a campaign at school and work together for a good cause. Your friends and families might support you.

"Ubuntu" is a Bantu word in Rwanda and in South Africa. It means that "I am what I am because of who we all are".

We can't be human by ourselves. We are all connected and united. The children in the *Africa United* story felt "ubuntu" because they stayed together through thick and thin and helped each other. We need to be kind and generous to others. "Gira ubuntu!" means "Be kind to others".

## Word Cloud

campaign  
hero  
protest  
united

Gira ubuntu!



## 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 two pages of this unit. Use each one in a sentence of your own.

**campaign placards protested united**

## C

Are there any words in your language which mean the same as "Gira ubuntu!"? Explain them to the class.

## Glossary

**a good cause** a project that is worth supporting

**through thick and thin** in good times and bad times



## Reefs at risk



### Learning objective

Begin to develop awareness that the context for which the writer is writing and the context in which the reader is reading can impact on how the text is understood.

### Word Cloud

courage	reef
damage	scallops
flippers	seal
lens	trawler

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.



### 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.

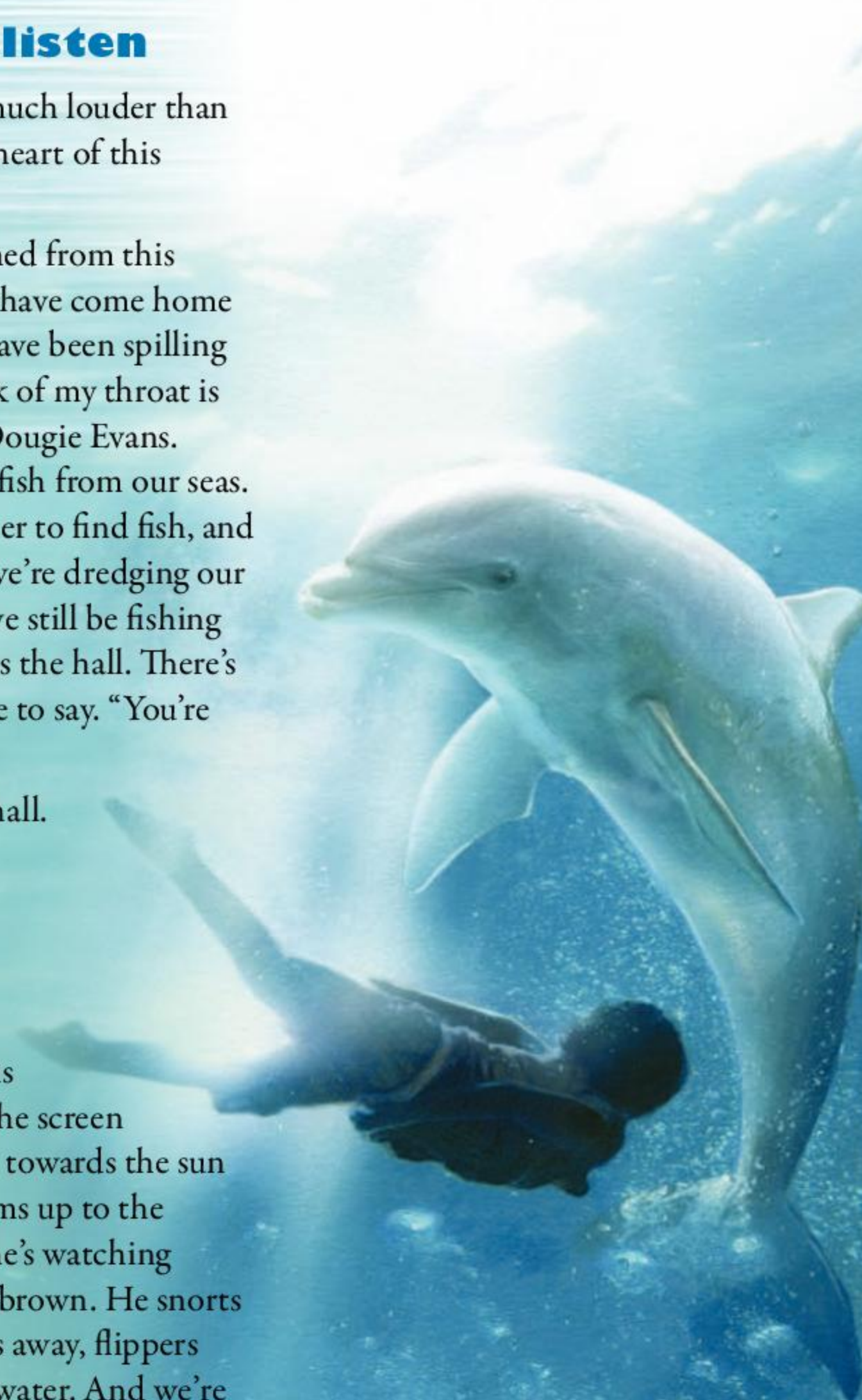
"The boat my mum and dad rebuilt together, fished from this  
5 harbour a hundred years ago. Back then, she would have come home full of pilchard and herring, so full the fish would have been spilling over her sides into the sea." I swallow hard. The back of my throat is dry, like sawdust. I look around 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. "You're  
15 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  
 35 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  
 40 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

Give evidence from the text to support your answers.

- 1 Why are there no fish left?
- 2 What makes the sound and damages the sea-bed?
- 3 Which phrases in the text indicate that the seabed is being damaged by fishing?

### B

What do you think?

- 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

What about you?

"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



### Learning objective

Begin to show awareness of writer's choices of sentence length and structure.

#### A

In the text 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 text 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!

#### 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.

### 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.





# Main and subordinate clauses



## Learning objective

Develop grammatical control of complex sentences, manipulating them for effect.

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 out.



## 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 Start sentences with each of these participle verbs.

**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.

- 1 Complete this sentence and put the clauses in different positions.  
When I have free time I...



# World Wildlife Fund website

## Word Cloud

extinct      habitat  
generation      marine

### Learning objective

Recognize key characteristics of non-fiction text types.

## 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?

A Maui's dolphin



### 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.



# Comprehension



## Learning objective

Help to move group discussion forward, by clarifying and summarising.

### A

Use the text 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?

### B

What do you think?

- 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

What about you?

Which group or people in your country are carrying out good deeds for the protection of the environment? What are they doing?

Bottle-nosed dolphins can die if trapped by fishing nets

## 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

## Discussion time

In a small group, choose and plan a campaign for a real cause. Decide your action steps and then explain your plan to the rest of the class.





## Persuasive words



### Learning objective

Explore definitions, shades of meaning and use of new words in context.

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**





# Suffixes



## Learning objective

Learn words with different endings but the same pronunciation  
e.g -tion, -cian, -ssion.

Words that end in **-tion**, **-cian**, **-ssion** all make the same 'shun' sound in spite of their different spellings. The exercises below help to show which spelling to use.

## A

Using a dictionary, find as many words as you can to add to the different word endings for 'shun' below.

-cian	-sion	-ssion	-tion
dietician	comprehension	discussion	attention
electrician	expansion	session	direction
magician	extension	passion	fiction
-otion	-ution	-ition	-ation
devotion	pollution	completion	demonstration
emotion	revolution	position	education
lotion	institution	repetition	station

## B

Match the right ending to the right rule.

1 -cian	
2 -tion	A used where the base word ends in -ss
	B used where the base word ends in -t
4 -ssion	C used for jobs

## C

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!





# An epic trip



## Learning objective

Develop awareness of context for both the writer and reader of a text.

This is part of the film script from *Africa United*, the fictional story of the Rwandan children who walk 4,800 kilometres to the World Cup in South Africa using a World Cup wall chart as a map. Fabrice was spotted by a football talent scout and is determined to get there. Accompanied by Dudu, who decides to be his manager, and various friends, they make a dangerous journey through seven African countries with joy, laughter and hope, the “ubuntu” that comes from taking on a challenge together.



## Africa United

**BEATRICE:** I've never seen the sea before. *(She stares out at a huge lake in wonder.)*

**DUDU:** Is that America?

**FABRICE:** It's Rwanda.

**FOREMAN GEORGE:** Burundi. This is Lake Tanganyika.

*(DUDU opens up his attaché case. He pulls out his World Cup wall chart, opens it up on the sand.)*

**FABRICE:** Burundi?

**DUDU:** They didn't qualify. They don't even have a team.

*(He puts a thumb on Burundi and stretches his fingers to South Africa. DUDU holds up thumb and index finger. FABRICE slaps his forehead.)*

**FABRICE:** Do you know how big Africa is? It's impossible.

**DUDU:** Impossible is nothing.

*(Holding up thumb and forefinger to prove it).*

Fabby, we can make it to the opening. Let's keep this dream alive and kicking like a donkey.

**FABRICE:** *(FABRICE stares out across the lake towards the north. Then he looks south towards the hills of Burundi on the far side.)*

My mother...

**DUDU:** Eh. The next time she sees you, you'll be in a stadium doing your silky skills in front of Mr and Mrs Obama and an audience of fifty hundred thousand... they'll be as proud as parrots.

**FABRICE:** *(FABRICE pictures it. It's a good picture but it's a picture he doesn't quite believe.)*

I've got exams.

*(Everyone jumps as FABRICE's phone gets a signal...)*

Signal!

*(FABRICE looks at his phone. He scrolls: 'missed call, missed call, missed call', then a text: 'Where are you?')*

**Word Cloud**  
attaché  
tactical  
wines



- DUDU:** Who is it?
- FABRICE:** Mum. What do I say?
- DUDU:** Tell her... you got into the team for the dream and you need to go through more medicals, emotionals and tacticals.
- FABRICE:** (*FABRICE thinks.*) She doesn't even know I went to the trial, Dudu...
- DUDU:** Oh... this is double bubble trouble.
- FABRICE:** (*FABRICE shakes his head. He starts to text: 'All fine. Don't worry.' He sends it and winces at the thought of it. The phone rings.*)  
What do I do?
- DUDU:** Don't speak. She will only tell you that you can't go to the World Cup.
- FABRICE:** (*FABRICE agonises as it RINGS and RINGS...*)  
I have to answer it.
- HELENE (MUM):** Fabrice, what's going on? You went to a football trial?
- FABRICE:** Yes...
- HELENE (MUM):** What are you doing?
- FABRICE:** We're... going... to the World Cup.
- HELENE (MUM):** Don't you sass me, boy. Tell me right now where you are and we will come and get you.
- FABRICE:** No...  
(*FABRICE stands up.*)
- HELENE (MUM):** Fabrice, let me state this very clearly for you. You are not going to the World Cup.

## Rehearsing a play script



### Learning objective

Convey ideas about characters in drama through deliberate speech, gesture and movement.

### Glossary

**directions** the instructions to the actors in a film or play

**play script** the text for actors in a film or play

### A



### Rehearse and act

- 1 Make groups of five. Take the parts of BEATRICE, FOREMAN GEORGE, FABRICE, DUDU and HELENE (MUM).
- 2 Read the play script through. Think about how to manage the directions as actors.
- 3 In your groups, practise reading the script aloud. You might need to add in some extra lines and more directions.





# Write a playscript



## Learning objective

Adapt the conventions of the text type for a particular purpose.

### Storyline 1

An old lady has fallen over on the pavement and is unconscious. A and B go to help her.



### Storyline 2

A child has fallen off her bike and has broken her arm. A and B go to help her.



### Storyline 3

Two bullies have stolen a boy's bag. A and B go to help him.





# An accident

## A

Look back at the extract on pages 18 and 19 and find these examples of features of a play script.

- a The speaker's name, written in the left-hand margin
- b The directions in italics
- 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.

## B

- 1 Write your own playscript and directions, using one of the storylines on page 20.
- 2 Give the characters in the story names.
- 3 As you are writing your play script, put your directions in brackets instead of using italics. **Example storyline 1:**  
 LUCA (*LUCA pulls ENZO by the sleeve.*)  
 Look! That old woman's fallen over. I think she's hurt herself.  
 ENZO (*ENZO looks towards the woman on the pavement.*)  
 She's not moving. I think she's unconscious.
- 4 Choose from some of these phrases below to help you as you write your play script.

### Examples:

#### 1 To describe what's just happened

X has been knocked off her bike / had his bag stolen / fallen over

#### 2 To describe what is happening

The boys are running off / She is lying very still / Her shopping is flying everywhere

#### 3 To describe injuries or danger

I think he's crying / She's unconscious / She's in pain

#### 4 To suggest actions

We must go and get help / ring for an ambulance / talk to him  
 We shouldn't move her / give her anything to drink

## Top Tips

- Read out your dialogue in pairs, to check it sounds natural and the way people really speak.
- Directions tell actors to show exact feelings.
- Directions tell a character when and where to move.
- There are no speech marks in play scripts.



# 2

Speaking and listening

## Health and sport

Sachin Tendulkar batting for India



Saudi women's team



New Zealand player Lydia Ko, aged 15



Fiji playing against Samoa



### Let's Talk

- 1 Name the sports 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?

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

Michael Jordan



# Are you fit and healthy?



## Learning objective

Express and explain ideas, making meaning clear.

## Word Cloud

exercise      physical  
free time      sports day  
fried

# Health Quiz

**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

## 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!

## 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.

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



# Alaskan adventure



## Learning objective

Analyze the success of writing in evoking particular moods.

A young Alaska native girl, 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.

## Word Cloud

billowing    ragged  
dazed       runners  
gruelling    scooped  
handlebar   seized  
lagoon



## 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.





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

Use words and phrases from the text to support your answers.

- Number these statements 1-3 so that they are in the right order.  
Black Star and five dogs make it to the shore.  
Bright Dawn and some dogs crash through the ice.  
Bright Dawn and the dog team are travelling very fast.
- Find one sentence or phrase which shows that Bright Dawn treats Black Star as the leader.
- Read lines 30–36 again. What evidence is there that Bright Dawn and the dogs will be pulled to safety?

### B

Writer's use of language

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

### C

What about you?

With a partner, write a paragraph from the dog Black Star's point of view – as if he were telling the story, with excitement and tension, about the race.

## 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 semicolons



## Learning objective

Identify uses of the colon 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 author 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 the right. Write a sentence listing the items. Correctly use a colon before the list starts and semicolons **in-between the items**.





# Using colons and semicolons



## Learning objective

Practise using colons and semicolons in a range of sentences.

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.

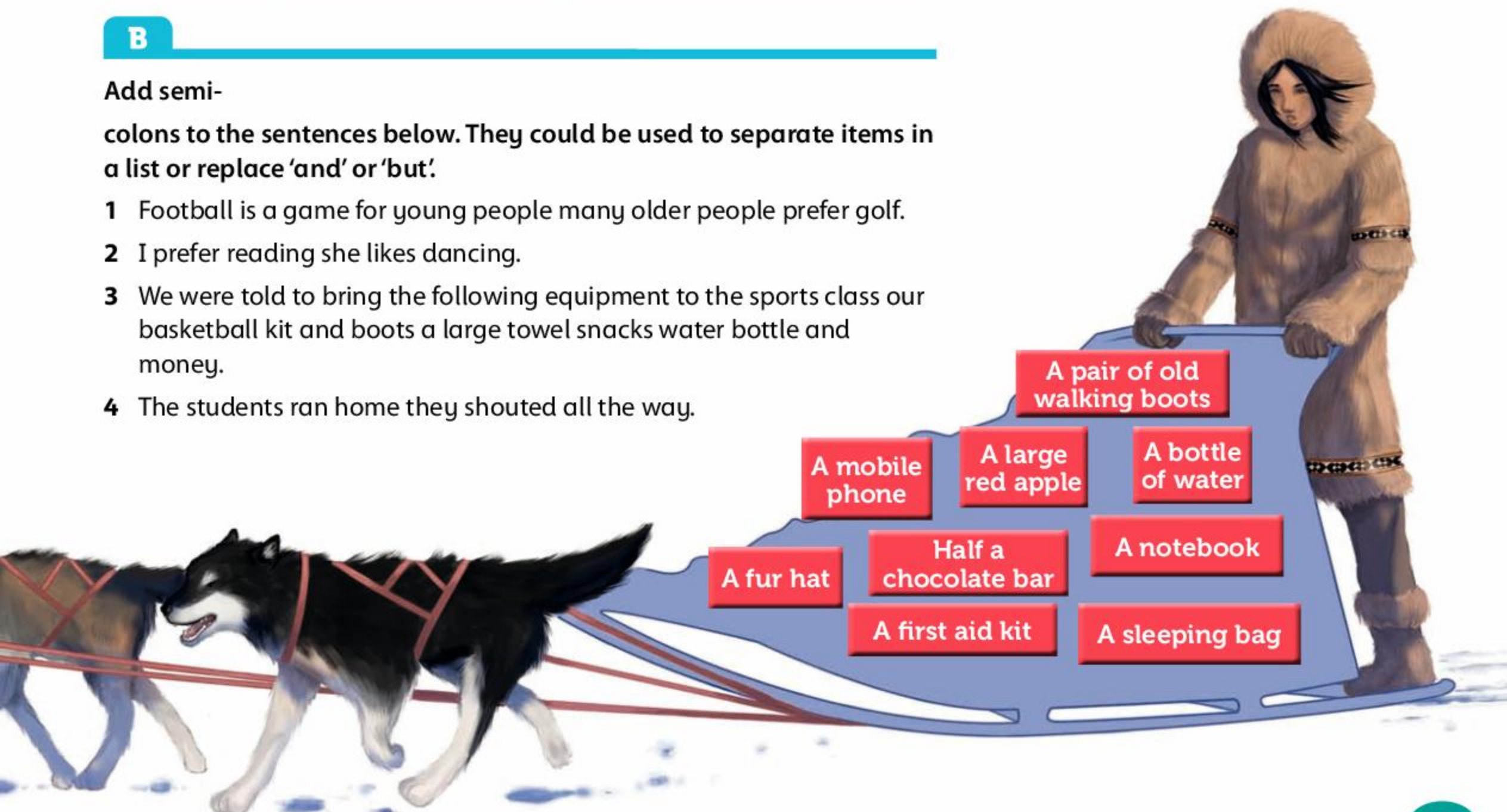
I listened to the gentle patter of rain against the window	he likes tennis
The plates are in the cupboard	I love rain
She loves playing football	the spoons are in the drawer

## B

Add semi-

colons 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.





# Wheelchair athlete



## Learning objective

Recognize key text features of journalistic interviews.

## Word Cloud

backflip  
category  
ramp  
spine  
stunts



## We Salute You!

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 8th 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 wheelchairing 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).





# Comprehension



## Learning objective

Recognize key text features of journalistic interviews.

### A

Explain your answers using words and phrases from the text.

- 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

What do you think?

- 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

What about you?

- 1 Write four more questions you would like to ask Aaron.
- 2 Which sports person would you like to interview?
- 3 Research your favourite sports person and prepare an interview for them which will take place on national TV or radio. Write out your questions using good interview techniques.

## 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

What could be done within your own community to encourage everyone, even those with a physical disability, to get involved in sport?





# Connectives



## Learning objective

Investigate meanings and spellings of connectives.

When you want to explain points to a reader (or persuade them!), it is important to help them follow your ideas. There are different categories of **connective** words and phrases to help you do this.

### Connectives are used to add points.

*Examples:*

Also Furthermore In addition For example Moreover

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

*Examples:*

However On the other hand Yet Although

### Connectives help to put points in order.

*Examples:*

First of all Secondly Next After that Eventually Finally

### Connectives help to explain a point in more detail.

*Examples:*

For example This means that This shows Therefore Similarly



## A

Add another sentence to each of the sentences below using one connective from each of the above categories.

*Example:*

I prefer team sports. **However**, my sister likes individual sports best.

- 1 I prefer team sports.
- 2 Some people think that young people do not do enough sport.
- 3 Swimming increases fitness.
- 4 Sports require skill and team work.





# Spelling connectives



## Learning objective

Continue to learn words, apply patterns and improve accuracy in spelling.

Connectives are very helpful if you want to show a sequence of ideas or actions.

Example: **First**, you need to ensure you want to get fit. **Second**, you need to find out about some suitable exercises. **Next**, you need to tell everyone that you are going to get fit, as that will make you do it. **Finally**, you just need to get going!

## A

- 1 Explain how to play or do a particular sport, using connectives to put the steps in order so that they are easy to understand.
- 2 Highlight or underline the connectives.
- 3 Read your sport instructions to a partner, but say the connectives loudly, so that they are really emphasized.

These strategies will help you remember the spelling of connectives. Break them into chunks or syllables.

*Examples: there/fore; more/over*

Find words within words.

*Examples: however, moreover, therefore*

Highlight tricky bits or letters.

*Examples: although, addition*

## Discussion time

"Everyone should be free to choose how much to exercise and to eat junk food if they want to."

Discuss why you agree or disagree. Use connectives to order your points and ideas.

## B

- 1 Collect more connectives for each of the different categories and write them in your notebook.
- 2 Write down some different strategies for remembering the spellings.



## Modern rhyming poem



### Learning objective

Explore how poets manipulate and play with words and their sounds.

Brian Moses is a famous children's poet who has performed in over two thousand schools. He began writing poems when he realized he would never be a rock star.

### Word Cloud

chasm	salute
endurance	setbacks
gain	unyielding
leap	



### Salute

The chasm is so much wider,  
the fall is so much tougher,  
the challenge so much greater,  
4 the road ahead much rougher.

The training much more exhausting,  
the setbacks much harder to take,  
the path ahead unyielding  
8 the leap more difficult to make.

So much stamina needed,  
so much bravery overcoming pain,  
so much strength, so much endurance,  
12 so fantastic to make each gain.

The widest skies in the world  
would still not limit their dream.  
Everyone, please salute  
16 our Paralympic team.

Brian Moses



Paralympic athlete Oscar Pistorius



# Comprehension

## A

Give evidence from the poem to support answers to A and B.

- 1 The poet has called the poem 'Salute'. Which statement below explains the reason for the poem's title?
  - a To express admiration for the courage and determination of the paralympic team.
  - b To show that the paralympic team normally salute at the end of a sporting event.
  - c To ask the readers to salute at the end of the poem.
- 2 Name three qualities a paralympic athlete needs.
- 3 The paralympic athlete has to put in great effort. Which two words emphasize this throughout the poem?
- 4 Which sentence explains that the athlete will not stop competing?

## B

Poet's use of language

- 1 Look again at the first three verses. What do you notice about how each line starts?
- 2 The poet uses rhyme at the end of some lines to emphasize his feelings and create a rhythm. Write down the rhyming word pairs.
- 3 The poet refers to 'our Paralympic team'. Which word class is 'our'?
  - a pronoun
  - b adjective
  - c preposition
- 4 Why has the poet used the word 'our' and not 'the'?

## C

What about you?

Tell a partner about the most challenging situation you have been in. It could be:

- ▶ moving to a new school or country.
- ▶ taking part in a competition or an exam.
- ▶ helping to care for a sick family member.

Listen to each other, and then ask and answer these questions:

- a How did you overcome the difficulties?
- b What advice would you give to someone facing the same challenge?

Tanni Grey Thompson, paralympic athlete



The logo of the first ever paralympic games



# Writing to persuade



## Learning objective

Argue a case in writing, developing points logically and convincingly.

## Top Tip

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.

### 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 and 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:**

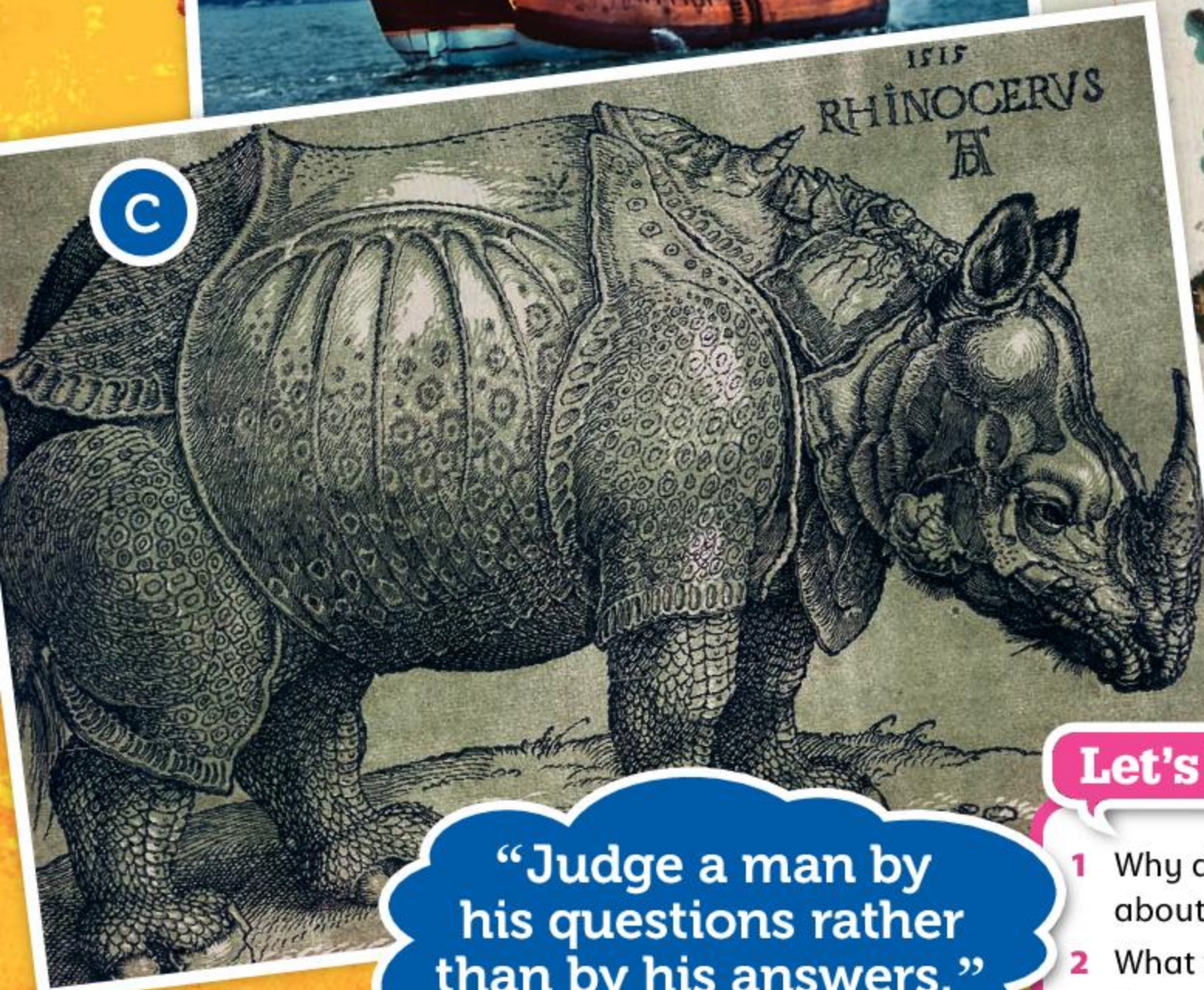
- A clear introduction stating your argument and what you hope to achieve. Build up your argument step by step, in each paragraph
- Have a clear topic sentence for each paragraph, which you then prove using:
  - a** Examples
  - b** Facts and statistics
  - c** A personal anecdote
  - d** Comparing the 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.





# 3

## World of discovery



**“Judge a man by his questions rather than by his answers.”**

Voltaire, 1694–1778

### Let's Talk

- 1 Why do you think it is important to find out about our world and the past?
- 2 What would you like to find out about the world?



# Discovering new things and new places



## Learning objective

Continue to learn words, apply patterns and improve accuracy in spelling.

### A

Match the sentences to the illustrations on these two pages.

Example: 1 = D

- 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 Joseph Banks and his friends sailed with Captain Cook on the *Endeavour* from 1769 to 1771. This replica is the same size and the mast is 9.39 metres high, the height of 24 men.
- 4 This drawing of a rhinoceros was made in 1515. Look carefully. Do you think that the artist had seen a rhinoceros?
- 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 and discover 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
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

## Word Cloud

adventure explore  
 ancestor medicinal  
 archaeologist replica  
 botanist rhinoceros  
 discover scientist  
 expedition willow

### E



### F





# The diary of a stowaway



## Learning objective

Understand aspects of narrative structure, for example the handling of time.

This is from the imaginary journal of a real boy, Nicholas Young, who was a stowaway on the ship *Endeavour*. He helped Joseph Banks on the ship and was given a job by him when they returned home. The 'Gentlemen' are Mr Banks, the scientists and artists. The author used Captain Cook's real journal to help her write this fictional journal.

## Word Cloud

creatures	log
deck	planet
diary	presence
itch	stowaway
journal	voyage



## The Start of a Great Adventure

*Sunday 7th to Friday 19th August 1768 (Plymouth).*

I have managed to keep my presence aboard *Endeavour* secret. The three seamen I paid to get me on bring biscuits and water. It's a good hiding place I've got, in the aft of the Pinnacle, a small boat *Endeavour* carries aboard her. I can look over the edge and see the deck without being noticed. I've chickens for neighbours, and a goat. They cluck and bleat all day and night, in pens on deck. I'm glad of their company and wish I might go near them more often. I've had milk out of the goat. John Ramsay says she's aboard for the Gentlemen and officers, so they might have fresh cream when they please...

*Tuesday 23rd August (Plymouth).* Last night the servant boy came right to my hiding place.

"Lad," he whispered, "are you still alive in there?" I held silent. After a moment he poked his head into the Pinnacle and stared straight at me. When he made out I was well, he smiled. He dropped some hardtack into my hand...

*Tuesday 6th September (Off the coast of Spain).* Mr Parkinson and Mr Buchan, the artists aboard, must be very busy men to draw all the creatures Mr Banks discovers. Now his discoveries are all recorded in Mr Parkinson's and Mr Buchan's pictures...

*Thursday 8th September (Off the coast of Spain).* John Ramsay says, "We are pulling away from Cape Saint Vincent, lad, the last of Europe. And soon you shall come out."

It's difficult deciding what to do first. A wash — what with the fleas and a coat of saltwater on my skin, I itch like mad — or dinner. I think it shall be dinner...



## Glossary

**aboard** on a ship

**hardtack** hard bread, like a biscuit

**journal** a diary kept on a journey

**pinnacle** a small boat, kept on a ship



*Monday 12th September (Isle of Madeira).* John Charlton checked on me. "We're heading from here to Brasil, Nick. Then  
 30 round Cape Horn to King George's Land. We're to observe the Planet Venus whilst we're there. It's very important, this observation, Nick. Captain says it will tell us how far the Earth is from the Sun and help all men who go to sea ever after."

I only wanted a long voyage. I did not know I had stowed away  
 35 on such an important one.

From *Stowaway* by Karen Hesse



A model replica of the *Endeavour* shows the small boat Pinnace on the deck

Courtesy of  
[www.admiraltyshipmodels.co.uk](http://www.admiraltyshipmodels.co.uk)

## Comprehension

### A

Give evidence from the extract to support your answers.

- 1 Which two of the following statements are false?
  - a Nicholas Young is not a real person.
  - b He can't see anything from his hiding place.
  - c Nobody knows he is on the ship.
  - d He will come out of hiding when the ship leaves Spain.
- 2 Who are Nick's neighbours on deck and why are they there?
- 3 What are the scientists going to observe?
- 4 Find three phrases that show the seamen were kind to Nick.

### B

Writer's use of language

- 1 What structure has the author used to make the story easy to follow?
- 2 How many journal entries are there?
- 3 Why are some of the diary entries shorter than others?
- 4 Write down two phrases or sentences which refer to Nick's hiding, and the possibility that he might get out.

### C

What about you?

- 1 How would you feel if you were on such a long voyage on a ship?



Eating area for crew on the ship *Endeavour*



# Simple, compound and complex sentences



## Learning objective

Begin to show awareness of the impact of writers' choices of sentence length and structure.

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 fiction extract, 'The Start of a Great Adventure', many simple sentences have been used. A simple sentence has just one finite verb. A finite verb is a verb that has a subject. **Example:**

**He** (subject) **dropped** (finite verb) somehardtack into my hand.

## A

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

I held silent.

They cluck and bleat all day and night.

John Charlton checked on me.

I only wanted a long voyage.

Last night the servant boy came right to my hiding place.

**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 one compound sentence in the extract, 'The Start of a Great Adventure'.
- 2 Find four subordinate clauses which use each of these connectives.

**So   Whilst   When   Who**

## C

Write six sentences describing what you have done so far today. Use:

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





# Modals



## Learning objective

Revise different word classes.

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 ought...

## 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 three or 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...'



# Egypt's drowned cities



## Learning objective

Analyse how paragraphs and chapters are structured and linked.

## Word Cloud

ancient      jewellery  
diver      statue  
drowned      surface



## 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  
5 Franck Goddio, with a team of Egyptologists, historians, geologists, engineers and computer experts is still working there as there is so much to discover.

### (Think of a title for this paragraph)

10 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 position of  
15 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  
20 then near the sea.

### (Think of a title for this paragraph)

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  
25 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  
30 metres tall and weighs 6000 kilograms.



A long lost statue is brought to the surface.

### (Think of a title for this paragraph)

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  
35 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)

40 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.

## Glossary

**sphinxes** mythological creatures from Ancient Egypt. They had a human head and the body of a lion.



# Comprehension

## A

A large team 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	

## 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.

2 The marine archaeologists

- a have finished work at Herakleion
- b will finish the work soon
- c will be there for many years.

## B

What do you think?

- 1 What do you think is a good subheading for each paragraph? Write down your ideas.
- 2 The title 'Bringing the past to life' is interesting because it is not really possible. The title makes does make the reader want to find out more. Suggest a different title for the text.

## C

What about you?

- 1 Imagine that the underwater cities can now be visited using a special glass deep sea boat. What would you want to see?
- 2 Find out about your nearest archaeological museum. With a partner explain why it would make a good place for a school trip.

Another exciting discovery from the lost city of Heracleion





# Homophones



## Learning objective

Continue to learn words, apply patterns and improve accuracy in spelling.

A homophone is a word which has the same sound, but a different spelling.

**Examples:** 'site' (place) and 'sight' (something seen)  
'weighs' (how heavy) and 'ways' (means)

### A

Using a dictionary to help you, write down the definitions of the following homophone pairs.

- |                 |               |
|-----------------|---------------|
| ▶ allowed/aloud | ▶ meter/metre |
| ▶ pair/pear     | ▶ knew/new    |
| ▶ mail/male     | ▶ piece/peace |
| ▶ manner/manor  | ▶ waste/waist |

### B

Fill in the missing words.

- 1 The perfect leaving gift for the headteacher is good quality \_\_\_\_\_ (stationery/stationary)
- 2 It's the only \_\_\_\_\_ with 60% fruit! (cereal/serial)
- 3 The \_\_\_\_\_ has been appalling. (weather/whether)
- 4 \_\_\_\_\_ go to the cinema tonight. (let's/ lets)
- 5 Drivers should carry a current driving \_\_\_\_\_. (licence/license)

### C

Write a short letter to your mayor or town leader, complaining about the noise and danger made by cars outside your school. Use all of the following words.

**its it's quiet quite to too**  
**past passed allowed aloud**



A pair of pears



# Excellent adjectives!



## Learning objective

Revise different word classes.

Adjectives provide more information about a noun.

*Example:* **long lost** statue of an **ancient Egyptian** king.

## Top Tip

Remember, a list of adjectives needs commas, except the adjective next to the noun.

*Example:* the large, cold, damp bedroom

## A

Find six more adjectives (and their nouns) in the non-fiction extract, 'Bringing the past to life'.

Adjectives can be added before the noun.

*Example:* the bedroom = the cold bedroom = the cold, damp bedroom.

## B

Add two more adjectives before the following nouns. Remember the commas!

- 1 A \_\_\_\_\_ man
- 2 A \_\_\_\_\_ house
- 3 A \_\_\_\_\_ dog
- 4 A \_\_\_\_\_ school
- 5 A \_\_\_\_\_ door

Adjectives can also come after linking verbs, such as: appear; be; become; feel; seem; look; turn.

*Example:* You look **nice**.

## C

Correct the following sentences, so that adjectives are used not adverbs.

- |                        |                           |
|------------------------|---------------------------|
| 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.   |





# A dialogue poem



## Learning objective

Explore how poets manipulate and play with words and their sounds.

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.

## Word Cloud

cataclysm	marshland
deltas	oceanographer
earthquake	tectonic force
geologist	toppled
landslide	waterlogged



## 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.*





22 The temple has a long  
deep  
24 crack:  
proof of tectonic force...

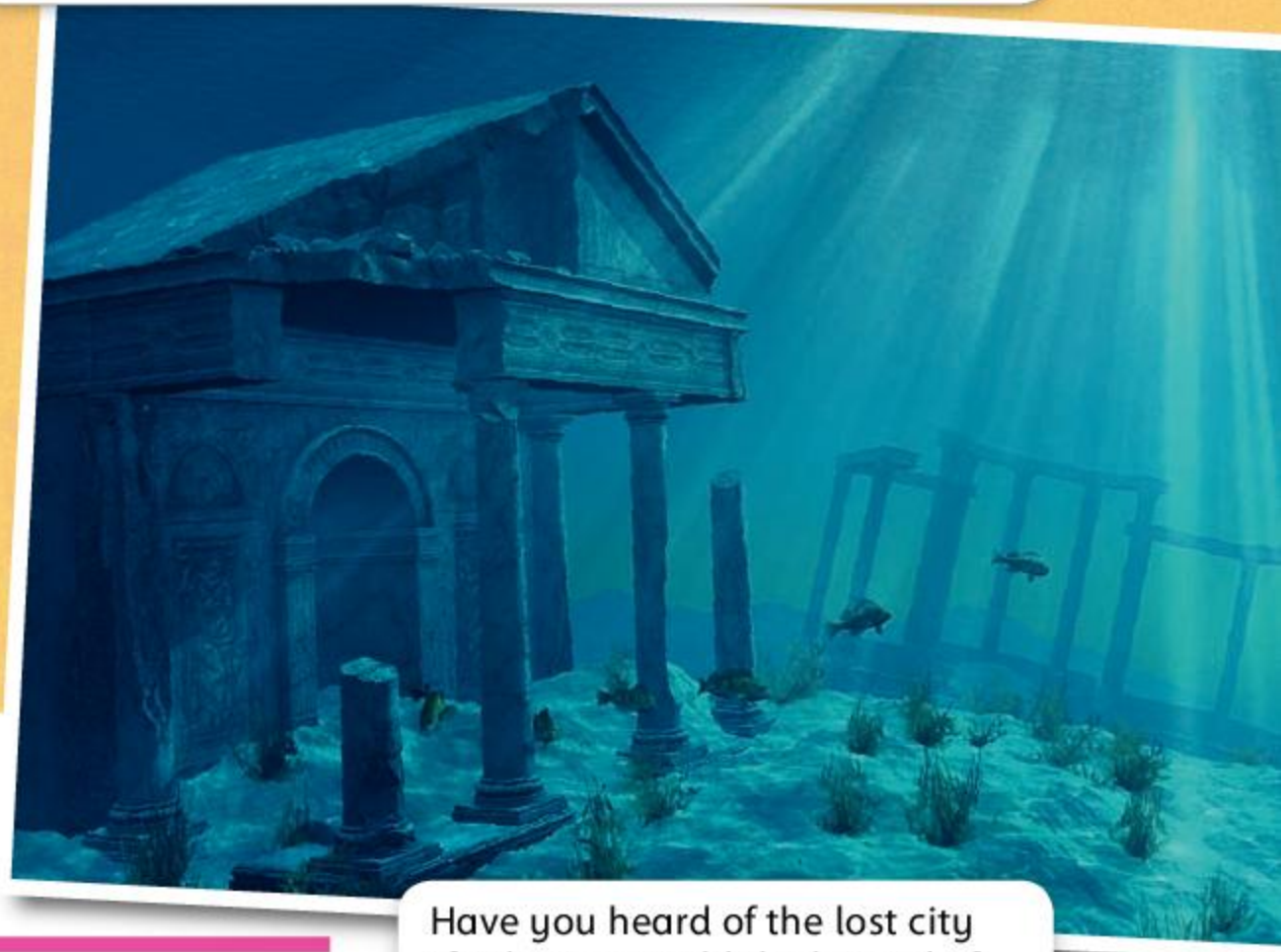
26 *That crack is typical of deltas,  
of large rivers  
28 changing course...*

What happened at Herakleion?  
30 The jury may still be out.  
Asking questions, seeking answers...  
32 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.



Have you heard of the lost city of Atlantis? Could the legend of Atlantis be based on the underwater cities of Egypt?

## Comprehension

### A

- 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.

### B

What do you think?

- 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

What about you?

In pairs, write one four line verse each of a dialogue poem. Choose a topic that you have disagree on such as sports or holidays.

## 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



# Keeping a travel journal



## Learning objective

Develop skills of writing biography and autobiography in role.

The original meaning of a journal is a diary about a journey. Today, it is more often used to mean a magazine. You can make your own travel journal. Use an ordinary notebook and decorate the cover to show where you have been.

Nicholas Young's journal was imaginary, but Joseph Banks wrote a real journal about all the plants and animals that he saw, and artists who travelled with him made drawings.



This illustration of a kangaroo appeared in Joseph Banks' journal

## An imaginary journey

You are going to write a journal of your trip. First you need to plan:

**who** you are going to be. You can be anybody on any kind of ship you like.

**when** the journey takes place

**what** kind of ship you are on

*Examples:* an oil tanker, a sailing ship, a cargo ship

**where** you are going

## Plan your writing

Work out the details of your trip, using the questions below for guidance.

Who are you and how old are you?

Where do you live?

What year is it?

What sort of ship do you want to go on?

What is the reason for the ship's voyage?

Are you a stowaway or not? If not, what are you?

What do you do on the ship?

Who are your friends?

Where is the ship going?

Who else is on the ship?

How does the voyage end?



## Writing frame

Everything has to happen in the correct order. The reader needs to know when things happen.

- 1 Decide if your journey will be long or short. A week? A month?
- 2 Write down the year at the beginning.
- 3 Use your answers to the questions on page 48 to help you write your journal.
- 4 Remember to write the date and place every time you begin a new day. You can also write what happens over several days by writing: 'From Monday 4th April to Wednesday 6th April, Indian Ocean.'
- 5 Your journey can be on a modern ship or an old ship.
- 6 Write your journal by hand, in your best writing. You could also include drawings. When you finish it, write a title at the beginning.

## Model writing

This is the journal of Elisha Broom, daughter of Captain John Broom of the cruise ship *Sea Horizon*

### Whales of the Indian Ocean

#### Monday 4th April to Wednesday 6th April 2012, Red Sea to Indian Ocean

It's very hot and I lie in the shade all day. It's cooler on deck early in the morning or in the evening, but the rest of the time it is 40 degrees. I looked for fish and saw some dolphins today. I'm so bored!

#### Thursday 7th April, Indian Ocean

My dad tells me that we should see blue soon but they travel alone or sometimes in As the largest in the world they can grow to 24 metres Dad said a marine biologist will a talk on board tonight about the and its life... hope it is not boring!

#### Friday 8th April

Not bored now. At dawn we spotted female blue whale and her calf. They came really close to the ship. I could see really clearly. It was amazing!

A blue whale and her calf





# Revise and check 1

## Vocabulary

- 1 Read these sentences. Write words or phrases that mean the same as the underlined words.
  - a Unless urgent action is taken, these amazing creatures could become extinct.
  - b In 2000, the drowned cities were discovered as well as the ancient harbour.
  - c We were travelling now on a lagoon when the trail began to tremble.
- 2 Write a sentence for each phrase.
  - a good cause
  - b lend a hand
  - c a ripple of applause
- 3 Write down four words that mean the same as:
  - a observe
  - b replica
  - c journal
  - d voyage



## Punctuation

- 1 Add a colon, semicolons and a full stop to this sentence.  
This is the shopping list two large fresh tomatoes one packet of noodles  
500 grams of cheese one kilo of oranges a small bag of rice
- 2 Add two adjectives before each of the two nouns. Also add punctuation.
  - a A \_\_\_\_\_ car
  - b A \_\_\_\_\_ baby
- 3 Punctuate this sentence.  
My brother is tall but my father and mother are not.



## Grammar

1 Choose the correct subordinating connectives 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 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 simple, compound or complex after the right one.

- a She ate her meal and then she did her homework.  
 b John Ramsay says she's aboard for the Gentlemen and officers, so they might have fresh cream when they please.  
 c He walked to school.

4 Chose 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 Make these adverbs into adjectives.

**carefully dangerously quickly heavily**



## Spelling

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

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

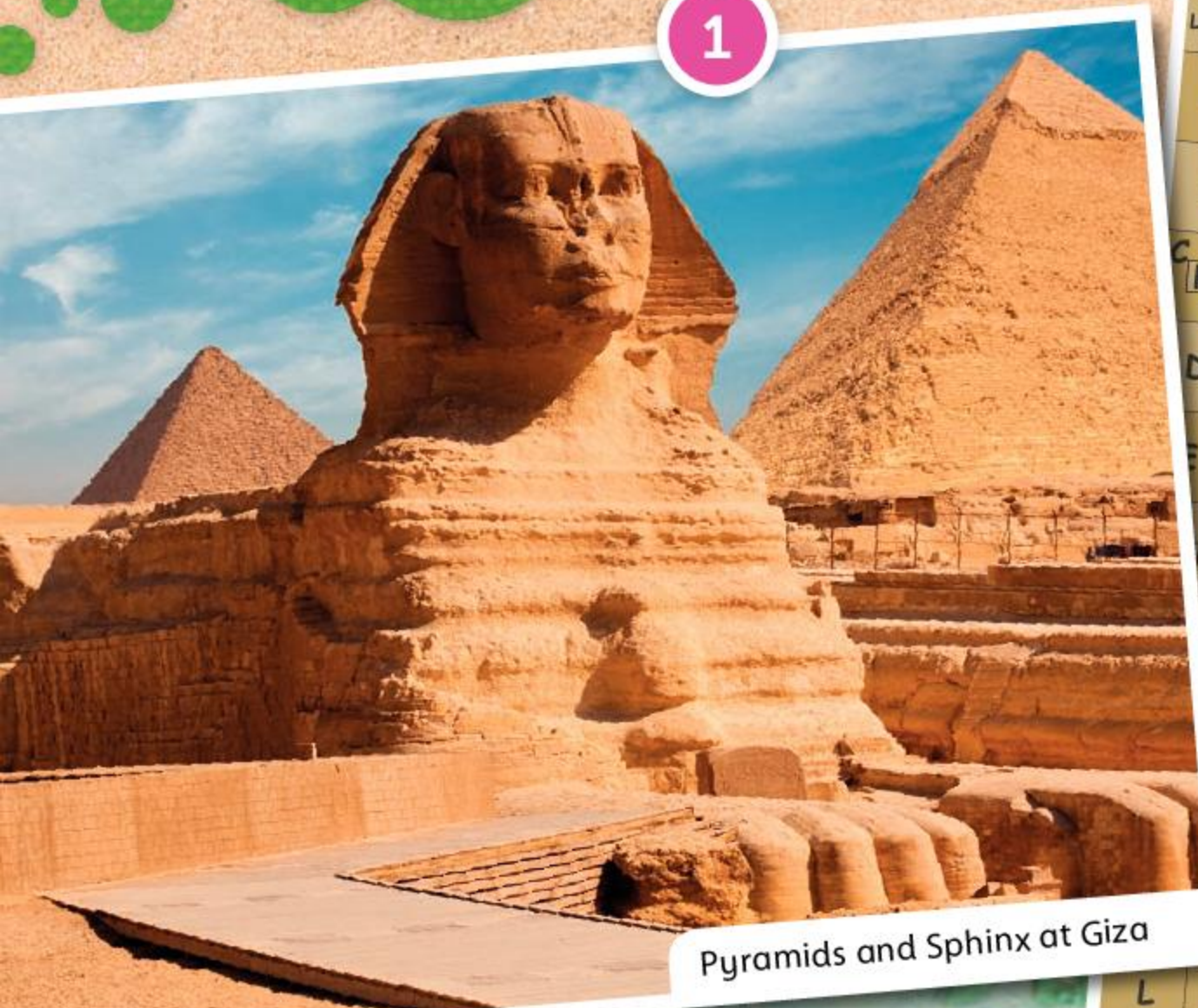
musi \_\_\_\_\_ discu \_\_\_\_\_ direc \_\_\_\_\_ explor \_\_\_\_\_  
 instit \_\_\_\_\_ emo \_\_\_\_\_ pos \_\_\_\_\_ sta \_\_\_\_\_



## 4

## Ancient civilizations

1



Pyramids and Sphinx at Giza

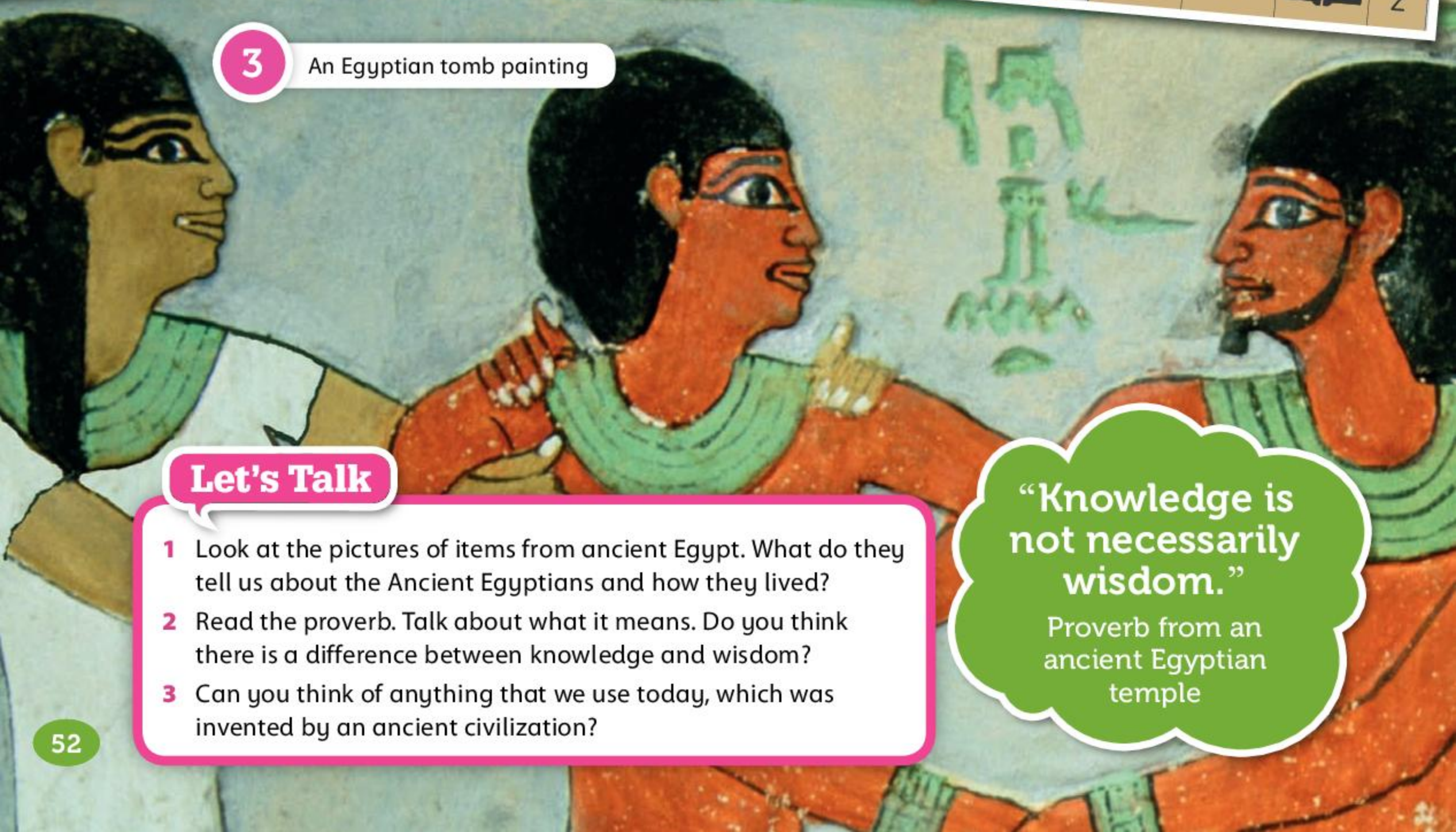
2

Hieroglyphs

LETTER	HIEROGLYPH	DEPICTED	MEANING OF HIEROGLYPH	DEPICTED	HIEROGLYPH	LETTER
A		Egyptian vulture	strong personality	wise	owl	M
B		foot	loves to travel	pure soul	Red Crown, water surface	N
C		basket	lucky	optimist	lasso	O
D		hand	friendly	able to create	wicker seat	P
E		reed leaf	knightly	—	hillside	Q
F		viper	purposeful	talkative	mouth	R
G		jug stand	stable	independent	folded cloth, bolt	S
H		courtyard, flax wick	artful	loves to eat	bread	T
I		two strokes	single-eyed	obstinate	quail chick	U
J		cobra	intelligent	equitable	two reed leaf	W
K		lion	sedate	capricious	bolt	Y
L						Z

3

An Egyptian tomb painting



## Let's Talk

- 1 Look at the pictures of items from ancient Egypt. What do they tell us about the Ancient Egyptians and how they lived?
- 2 Read the proverb. Talk about what it means. Do you think there is a difference between knowledge and wisdom?
- 3 Can you think of anything that we use today, which was invented by an ancient civilization?

**"Knowledge is not necessarily wisdom."**

Proverb from an ancient Egyptian temple



# Ancient Egypt



## Learning objective

Prepare, practise and improve a spoken presentation or performance.

## Word Cloud

carving  
chamber  
chisel  
plaits  
temples  
tombs

### A

Read the paragraphs about the numbered pictures opposite.

- 1 The pyramids of Egypt were built over a period of 200,000 years, right up until 600 BCE. For a long time, no one was quite sure of their purpose. In fact, they were built to honour the pharaohs – rulers of Lower Egypt.
- 2 Ancient Egyptian writing used more than 700 hieroglyphs. Each hieroglyph was a sign or picture. Many of the pictures were common objects like a beetle or snake.
- 3 Ancient Egyptian temples and tombs were painted with scenes showing Egyptians in traditional dress. Many wore wigs of long hair, and some of the men had beards, which were usually twisted into plaits.

### B

You have been asked to give a two minute presentation to the rest of the class on what you know about ancient Egypt.

- You can use four pictures.  
*Example:* a picture of a pyramid at Giza
- Make notes for your talk, planning what you will say for each picture. The first has been done for you.  
*Example:* Explain that this is a pyramid; how they were built up to 6000 BCE to honour the pharaohs.

### C

Plan how you will hold your audience's attention.

- 1 Underline the words you will emphasize.
- 2 Note where you will give time for the audience to look at a picture.
- 3 Practise your talk until you are confident enough to do it in front of the class.

King Tutankhamun – the most famous of the pharaohs





# Building the pyramid



## Learning objective

Consider how characters and settings are presented.



King Amenemhat has been taken to see how the building of his pyramid is progressing. However, Antef, the bully in charge, has been killed and the workers do not want the King to find out. The person the King thinks is Antef is really a young girl in disguise...

## Word Cloud

humbly      rabble  
hymn      reed

## The King's Visit

King Amenemhat was carried in a shaded chair. When he reached the pyramid he opened the curtain and looked out. His face was as calm as the carved lions in the temple, but inside he was excited.

He watched the Boat Gang heaving on the ropes and singing a hymn.

5 A hymn about their glorious King Amenemhat. His Majesty was pleased.

Walking alongside the Boat Gang was a little man with a perfumed wig and a plaited beard. Between the lines of the hymn the King could hear the little man shouting. It was not very pleasant.

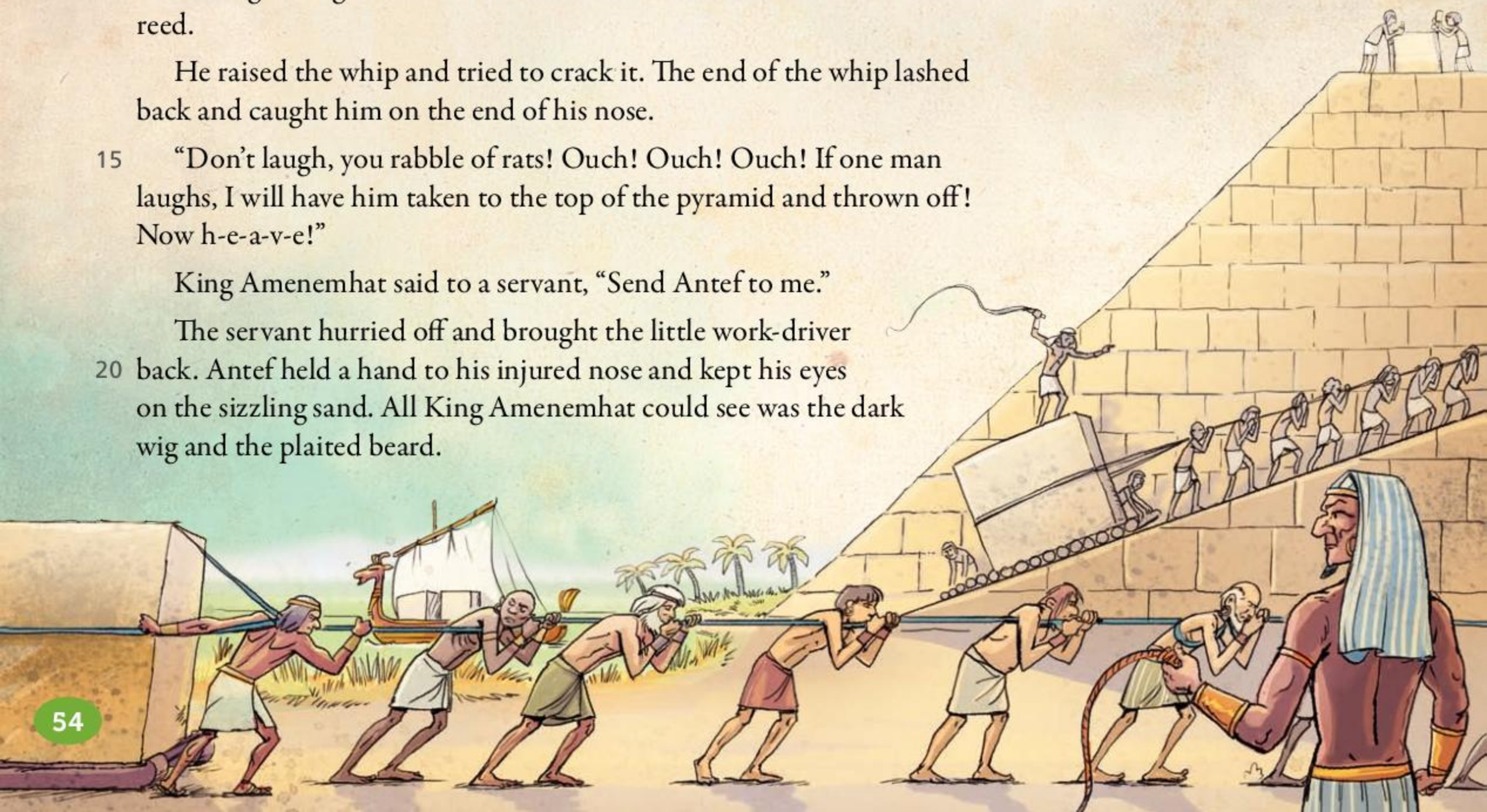
10 “You are the biggest bunch of brainless beetles on this pyramid and all you can do is sing. You can’t move one little stone and you think it’s something to sing about?” he shouted in his voice that was thin as a Nile reed.

He raised the whip and tried to crack it. The end of the whip lashed back and caught him on the end of his nose.

15 “Don’t laugh, you rabble of rats! Ouch! Ouch! Ouch! If one man laughs, I will have him taken to the top of the pyramid and thrown off! Now h-e-a-v-e!”

King Amenemhat said to a servant, “Send Antef to me.”

20 The servant hurried off and brought the little work-driver back. Antef held a hand to his injured nose and kept his eyes on the sizzling sand. All King Amenemhat could see was the dark wig and the plaited beard.





“Is the work going well, Antef?” the King asked. “You shout at them a lot!”

25 “Ah, but only because we all love you so much, we want to do better than our best for you,” Antef said humbly.

“Better than your best. Is that the best you can do?”

“It’s better.” Antef muttered, “May I get back to work now, Your Majesty? They will be dropping that stone in place soon and I need  
30 to be there – we don’t want any more accidents.”

“Any more?” the King said. “Have there been any others?”

“No, your Majesty,” Antef said, a little confused. “Just the odd crushed beetle. Nothing to worry about.”...

The King leaned forward and peered at the work-driver. “Are you  
35 all right, Antef?”

“Sorry, Your Majesty,” he sniffled. “It was my favourite beetle.”

From *The Plot on the Pyramid* by Terry Deary



## Comprehension



### Learning objective

Analyse the success of writing in evoking particular moods, e.g. suspense.

#### A

Give evidence from the text to support your answers.

- 1 The extract in line three says of the King, ‘...but inside he was excited.’ Why was the King excited?
- 2 The extract also says, ‘His Majesty was pleased.’ Why was he pleased?
- 3 The young girl disguised as Antef does various things to stop her face being seen. Find one example in the extract.

#### B

What do you think?

- 1 Find one example of alliteration used by the young girl pretending to be Antef, and then explain why you think she has used it.
- 2 Why do you think a reader would want to read on? What would they want to find out?

#### C

What about you?

What do you think Antef should do next?

### Glossary

**heave** to lift or move something heavy

**muttered** spoken in a low voice

**peered** looked at something closely or with difficulty

**sniffled** breathing in through the nose when crying or during a cold



## Direct speech



### Learning objective

Punctuate speech and use apostrophes accurately.

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.

**Example:** The King leaned forward and peered at the work-driver. "Are you all right, Antef?"

"Sorry, Your Majesty," he sniffled. "It was my favourite beetle."

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

**Examples:** sniffled, muttered, shouted

You could even add adverbs.

**Examples:** loudly, quietly

### A

Rewrite the text below, starting new lines for new speakers. Replace 'said' with other verbs. Perhaps add some adverbs too.

'I want to go swimming," said Soo Young. "I can't stand staying indoors all day." "I thought you had homework to do," said Mum. "Oh Mum," said Soo Young. "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 the pool will be closed if I don't go soon!" said Soo Young. "Then you'd better get going," 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 the time 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's about 8 o'clock, said Imran 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, Imran said.

### Top Tip

**Remember:** Put punctuation, such as commas, inside the speech marks:

"I'll go now," he said.

NOT

"I'll go now", he said.

### C

- 1 Write a short conversation which involves two speakers, but forget to take a new line when you should, and use 'said' throughout.
- 2 Give this to a partner to write out correctly.



# The origins of words



## Learning objective

Explore word origins and the use of words from other languages.

The English language that we use today has many different origins. Words have come from different countries, with many words formed around Greek or Latin roots.

**Example:** 'hieros' means holy, and 'glyph' means carving, so that's how we get the word 'hieroglyphic.'

## A

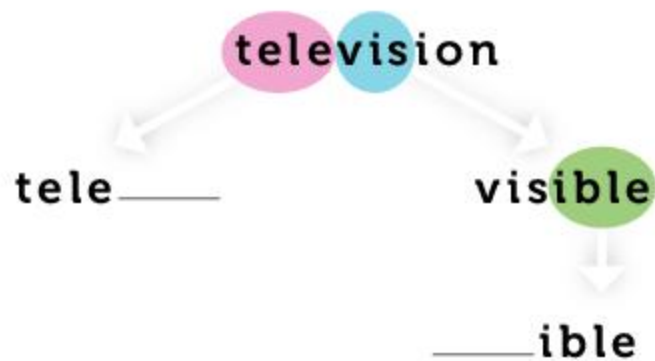
Find the Latin or Greek root word in each of the words below. Use the table of meanings to help you.

**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.
- 2 Find the the six countries on the map.

Indian/Hindi:	pyjamas, shampoo, bungalow
Mexican:	chocolate
Greek:	theatre, orchestra, chorus
Italian:	piano, umbrella
Turkish:	coffee, yoghurt
Iranian:	sofa, caravan

## Challenge

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





# Ancient Egyptian authors



## Learning objective

Recognize key characteristics of a non-fiction historical text.

## Word Cloud

architecture    papyrus  
discipline    reed  
engineering    tablets



## 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

- 5 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?

- 10 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
- 15 someone who reads or writes, but someone who draws and creates.

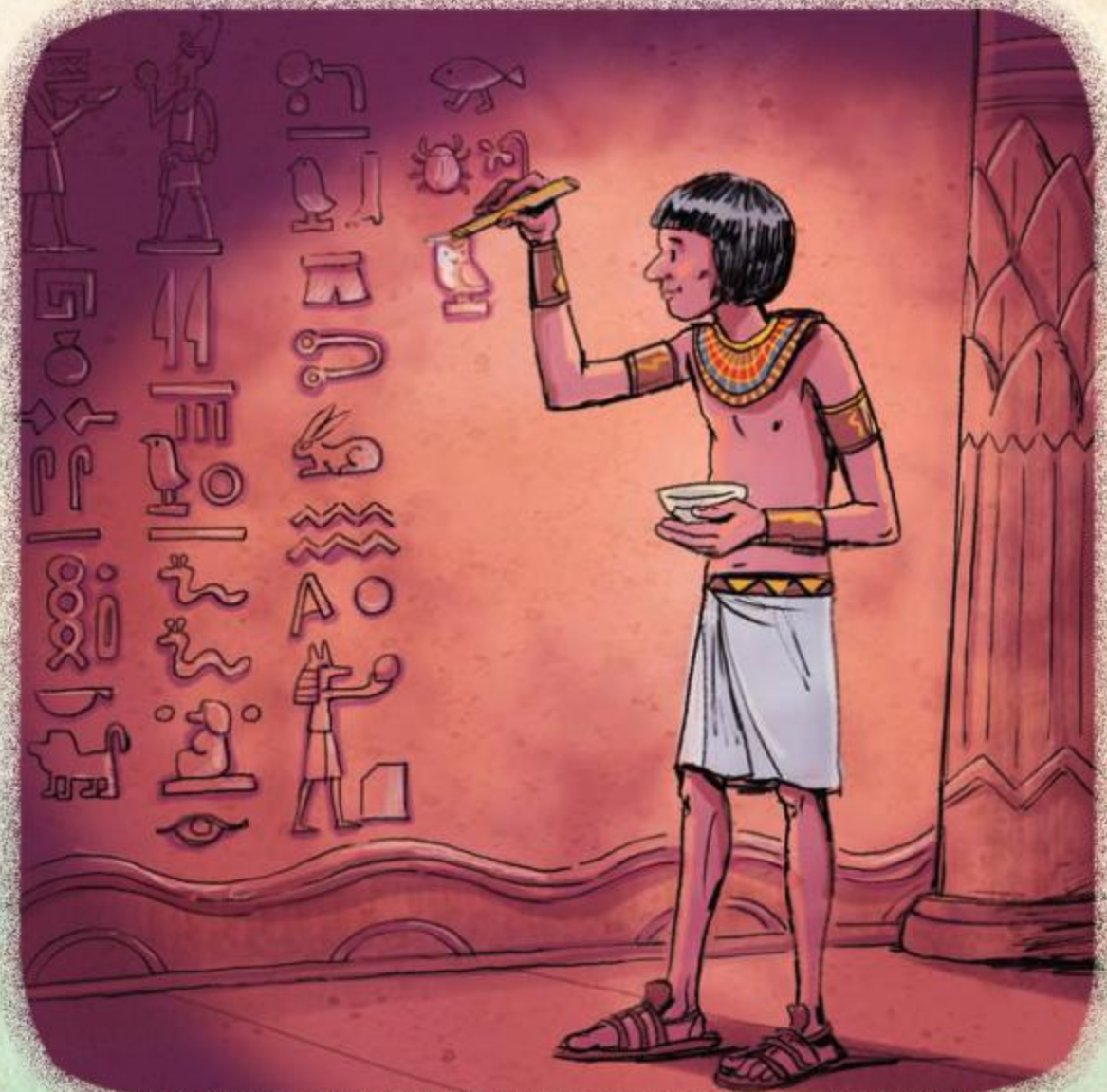
### How long did it take to train a scribe?

Young children started at Scribe School at the age of five. First they had to study how to read and write hieroglyphs. This

- 20 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.
- 25 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
- 30 for students to complete their studies; then they were ready to go out to work.



A scribe's instruments





### What tools and materials did scribes use?

35 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?

40 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.

## Comprehension

### A

Explain your answers using words and phrases from the text.

- 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

What do you think?

To help readers follow a non-fiction text, 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

What about you?

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

## 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

## 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?



# Word classes



## Learning objective

Revise different word classes.

The verb is the most important word in a sentence. It tells us what happens. Verbs are either finite or non-finite. Finite verbs have subjects, non-finite forms do not. Using non-finite forms can give your writing added interest.

One non-finite form is the **infinitive**. It is usually two words, but is sometimes contracted to one.

*Example:* Mary longed **to go** abroad. I helped her **(to) pack**.



## A

Make up sentences using each of the following infinitive verbs.

**to sneeze to jump to go to hit to run to sit**

Another non-finite verb form is the **present participle** – that is, verbs which end in **-ing**.

*Example:* He stormed out of the room, **slamming** the door behind him.

**Walking** up the garden path, he noticed how everything was in bloom.

## B

1 Use the following present participle verbs in the **middle** of a sentence.

**running shouting hitting sobbing smashing stumbling**

2 Use the same present participle verbs at the **beginning** of a sentence.

## C

Here is a table with some past participle verbs

Verb	Past participle
To beat	beaten
<b>To eat</b>	<b>eaten</b>
<b>To fall</b>	<b>fallen</b>
<b>To give</b>	<b>given</b>

Use each of the past participle verbs above in a sentence.

## Challenge

Try writing some sentences that start with a present participle.



# Active and passive



## Learning objective

Explore the use of active and passive verbs within a sentence.

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.



# Kennings



## Learning objective

Explore how poets manipulate and play with words and their sounds.

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

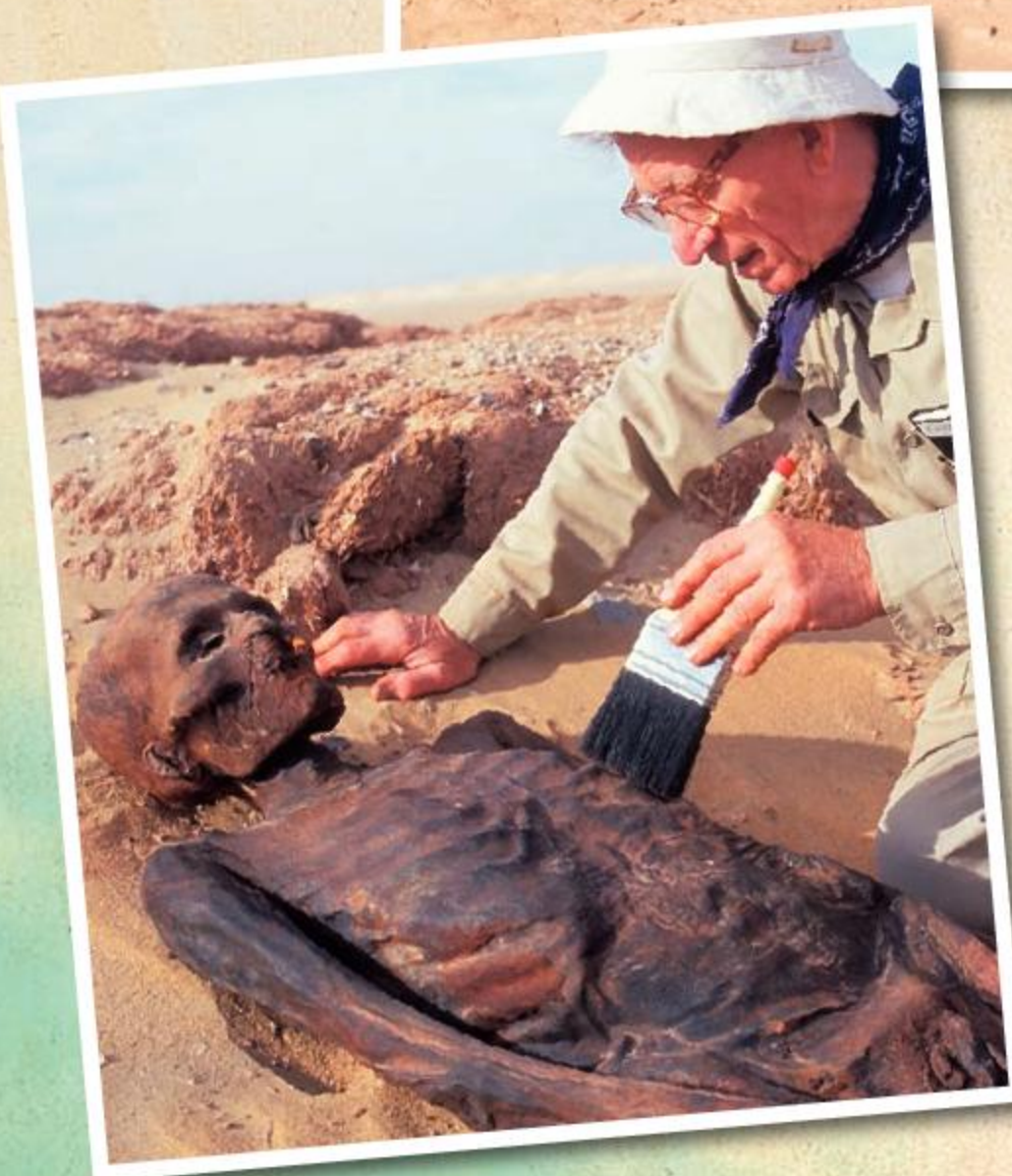
hunter  
keeper  
teller  
villain



## 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

An archaeologists at a dig



## Who is this?



- Stripey-starer
- Eyeline-wearer
- Hook-holder
- Snake-bearer
- 5 Beard-plaiter
- Necklace-prisoner
- Gold-giver
- Gold-taker
- Eleanor Watts

CLUE: THERE IS A PICTURE OF HIM  
IN THIS UNIT.



# Comprehension

## A

### Poet's use of language

- 1 In the poem *Historian*, find joined-up words that could mean:
  - a a historian who likes a person from history
  - b a historian who dislikes a person from history
- 2 Explain why the poet calls a historian:
  - a time-detective
  - b rune-reader
- 3 Kennings often use alliteration, as in **s**tone-**s**aver. Find one more example of alliteration in *Historian*.

## B

### What do you think?

- 1 Who do you think the poem *Who is this?* on page 62 is about? If you can't guess, look at the pictures on page 53. Do you know now? How?
- 2 Why do you think the king is called a 'necklace-prisoner'?
- 3 Who do you think the king gives gold to and takes gold from?
- 4 Who is the person in the poem below? How do you know?

## C

### What about you?

- 1 Make up your own kenning about a present occupation, such as a teacher, doctor or nurse. Use new joined-up words and try to use alliteration.
- 2 Read your kenning aloud. Ask your class to guess who your kenning describes.



### 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

## 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





# Narrative story structure



## Learning objective

Understand aspects of narrative 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 story on pages 54–55 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 Why don't the men want the King to know what happened to Antef?
- 4 How does the young girl disguise herself as Antef, the work-driver?
- 5 Why does she look down as the King speaks to her?

### Climax

- 6 The girl makes a mistake when she speaks to the King. What does she say?

### Resolution

- 7 How does the girl resolve the problem?
- 8 There is a bigger problem to resolve. What do you think happens in the end?



# Writing a narrative story



## Learning objective

Plan plot, characters and structure effectively in writing a narrative story.

## Write an escape story

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

1 Plan your story first.

<b>Setting</b>	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.
<b>Characters</b>	Describe no more than two characters. What do they look like? How do they speak?
<b>Problem</b>	Why are they in danger? Who or what is threatening them? Use some short sentences for suspense.
<b>Climax</b>	What must they escape from? Use similes or metaphors to help the reader imagine the danger.
<b>Resolution</b>	How do they get away? Does the story end happily for everyone?

## Top Tip

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

- 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.





# 5

Speaking and listening

## Spies and mystery

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



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



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

Harriet the Spy

### Let's Talk

- 1 A spy wears a disguise so they are not recognized. If you were a spy, what could 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?



# Spy words uncovered



## Learning objective

Explore definitions and use new words in context.

### A

Here are some new words found in spy books and films. Match the words with the correct definition.

Example: Spymaster = 7

**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 a \_\_\_\_\_ 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 rumyurs yf x dyublz xgznt.**



# Mystery and suspense



## Learning objective

Comment on the writer's use of language, demonstrating awareness of its impact on the reader.

## Word Cloud

agent                      preposterous  
assignment              resourceful  
blackmailing              snoop  
enterprise

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...



## 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  
10 in any danger. After all, 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  
15 serve your country."

"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  
20 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?"

"We don't believe he'd be as resourceful as you,"  
25 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  
30 future,” he continued. “Ian Rider has of course left the house and all his  
money to you. 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.”

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

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 15 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

Writer’s use of language

- 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

What about you?

- 1 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



## Learning objective

Revise different word classes.

### A

Read the extract from *Stormbreaker* on pages 68–69.

- 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	<b>time, uncle, danger</b>
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
- ▶ co-ordinating conjunction
- ▶ subordinating connective

### B

Write 10 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, co-ordinating conjunctions and subordinating connectives.

### C

Rewrite the 10 sentences so that you have more:

- ▶ adjectives
- ▶ adverbs

## Challenge

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





# Relative clauses



## Learning objective

Distinguish the main clauses and other clauses in a complex sentence.

A relative clause tells us which particular person or thing the writer means. We use **who** when we are talking about people.

*Example:* A school teacher is someone who teaches students.

### 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.





# All about spy gadgets



## Learning objective

Analyse how paragraphs and chapters are structured and linked.

## Word Cloud

compass ingenious  
constructing sprinkled  
devices



## Spy gadgets

All spies use clever devices called gadgets. In the James Bond movies the character 'Q' designs all the spy gadgets. He is based on a real man, Charles Fraser-Smith, who created some of the most amazing gadgets during World War II.

### The past

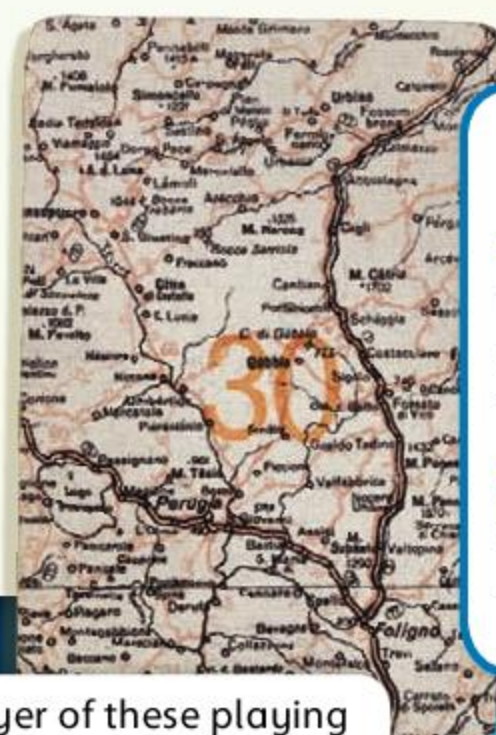
During the war, Fraser-Smith thought up ingenious solutions to difficult problems. As a small compass sewn into clothes could be detected, he decided to put magnetized needles inside matchsticks. The match could be dropped in a pool of water and point north, acting exactly like a compass.

### The future

Gadgets and devices have become more important in spying. How we spy will change in future as human agents can be easily seen and caught, but machines and gadgets can be made to destroy themselves if discovered. It also helps that gadgets are very tiny. Nanotechnology is the science of constructing microscopic machines, called 'nanobots' (tiny robots). These could be sprinkled like dust over electronic equipment and into rooms to send back information.



A submarine disguised as a crocodile



When wet, the top layer of these playing cards can be peeled back to show a map.

## Glossary

**magnetized** turned into a magnet (a piece of metal that attracts iron and steel towards it)

**microscopic** not visible with the human eye; only seen through a microscope



# Comprehension

## A

Give evidence from the extract to support your answers to A and B.

- 1 What is the purpose of the first paragraph?
- 2 Why has the author divided up the text this way?
- 3 What else on these two pages gives us information?

## B

What do you think?

- 1 Which gadget do you think is the most useful?
- 2 In what way do you think gadgets will be very different in future?

## C

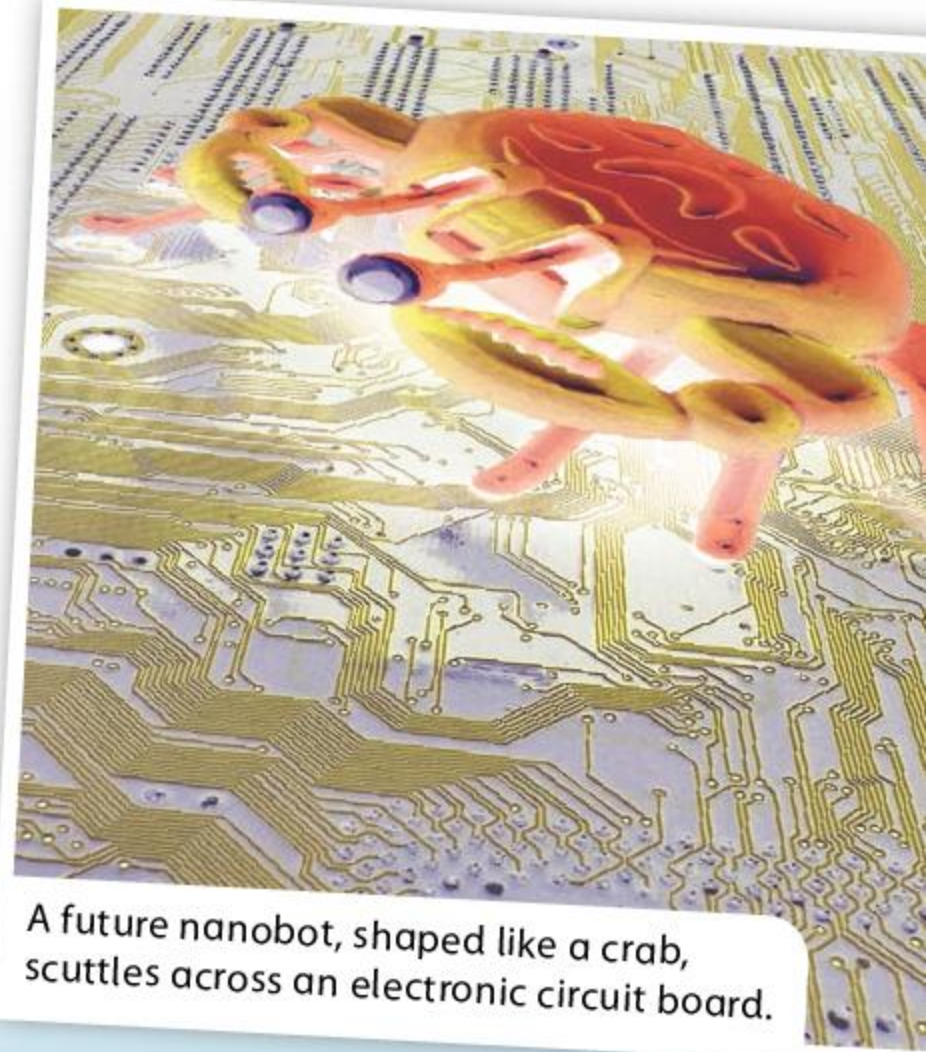
What about you?

- 1 Imagine you have been asked to explain to a younger student what spying is. Write down what you would say to them.
- 2 Invent a new gadget for a spy. Prepare a speech and presentation to explain it to the class.

This dragonfly micro aerial vehicle (MAV) is tiny and weighs less than a quarter of a gram. Future MAVs may be able to hover or fly unnoticed, spying on people or photographing documents.

### Discussion time

Discuss whether there is such a thing as 'good' spying and 'bad' spying. Can you explain the difference?



A future nanobot, shaped like a crab, scuttles across an electronic circuit board.





# Making writing clear



## Learning objective

Understand and use dashes and brackets.

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

### Examples:

**Commas:** Juni Cortez, a secret agent, wears high-tech glasses.

**Dashes:** Juni Cortez – a secret agent – wears high-tech glasses.

**Brackets:** Juni Cortez (a secret agent) wears high-tech glasses.

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.

- 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 emphasize information.
- Use brackets to separate information in a hidden way>



# Speech marks



## Learning objective

Punctuate speech correctly.

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?



# Spy poem



## Learning objective

Explore how the poet manipulates and plays with words and their sounds.

## Word Cloud

elementary    uncovering  
locate        unrivalled  
stealthy



## 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



## 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 when 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?



The Pinkerton National Detective agency was founded in the USA in 1850. This is the original logo.



# Poetry performance



## Learning objective

Prepare, practise and improve a spoken performance.

### A

In groups read the poem on page 76 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

Prepare and practise in your group.

- 1 As a group write an extra verse. This could still be about the keys. Remember to include: 4 lines; lines of the same length; alternate lines that rhyme; simile or alliteration, and a funny last line. Read the whole poem aloud to the class.

### C

As a class listen to all the groups present their reading of the poem. Discuss the new verses written by the groups and give them feedback about their choice of language and their presentation of the poem.

## Glossary

**bloodhound** a dog who uses his nose to follow a scent

**gumshoe** slang word meaning 'investigator'

**sleuth** another term for a detective





# Heroes and villains



## Learning objectives

Use the mystery genre as a model for writing.

Develop some imaginative detail through careful use of vocabulary and style.

## You are the hero/heroine

Write a description of yourself as the hero or heroine. You are going to be quite ordinary in comparison to the villain. You will need to write about yourself in the third person.

Example:

Name:

Description:

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.





# Story starters

## Getting started

Now you have a hero or heroine, let's begin the story.

*Stormbreaker* begins like this:

"When the doorbell rings at three in the morning it is never good news."

Here are four examples of story openings. Choose the one you like best.

- |  |   |
|--|---|
| 1 She could see the curtains move in the moonlight. Was that something moving outside? | 2 He heard the soft squeal of a car's tyres behind him and walked faster. The car went faster too...  |
| 3 Good evening, sir, we are arresting you on suspicion of...                           | 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 realized who he was... |

Now write your one beginning to a suspense story. You've got a villain and yourself as the secret hero or heroine. You should end your writing at the most exciting bit, with readers wondering, 'What is going to happen next?'

## 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 words such as: later, after some time, soon.





## 6

Speaking and listening

# Extreme Earth

Volcanic lava cooled and hardened



Satellite picture of a tornado



## Let's Talk

Look at the examples of Extreme Earth in the pictures.

- 1 What has happened in the volcanic photo?
- 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.

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

Elizabeth Kubler-Ross



# Extreme events



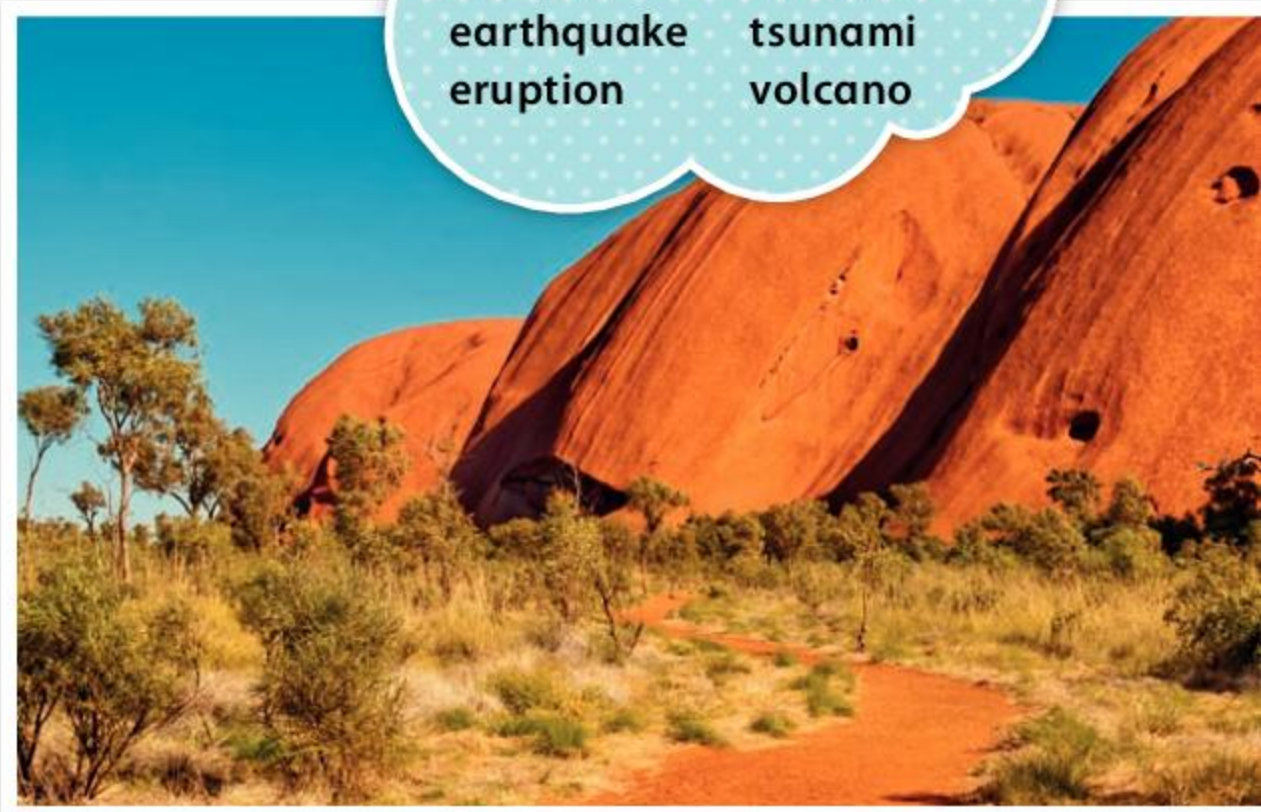
## Learning objective

Express and explain ideas clearly.

Explore definitions and use new words in context.

## Word Cloud

arctic	flood
avalanche	hurricane
desert	lava
drought	tornado
earthquake	tsunami
eruption	volcano



### A

1 Match the pictures to the right caption.

**a** desert      **b** tornado      **c** volcano

2 Which of the Word Cloud words describe extreme environments and which describe extreme weather events?

3 Choose two terms from the Word Cloud and explain them to a partner in your own words using:

- ▶ only 30 words
- ▶ clear, precise language

**Example:** Earthquakes are the result of the shaking, rolling and sudden shocks that occur in the Earth's surface.

### B

This explanation of how a volcano erupts has been mixed up. Put the sentences in the right order 1–5.

- a** The Earth's crust is made up of huge slabs called plates, which fit together like a jigsaw puzzle. These plates sometimes move.
- b** Below the Earth's crust is a substance called magma, which is made of rocks and gases.
- c** When the plates collide, magma is squeezed up between the plates.
- d** When magma erupts through the earth's surface it is called lava.
- e** Volcanoes are like giant safety valves that release the pressure that builds up inside the Earth.





# Volcano story



## Learning objective

Consider writer's use of language and how characters and settings are presented.

## Word Cloud

bronze      shattering  
deafening      stench  
plucking      striding

This story is set over a thousand years ago in the town of Herculaneum in Italy, just as the volcano, Vesuvius, erupts. Petronia, the main character, is a servant girl and Lavinia is her mistress.



## Mount Vesuvius erupts

At that moment, the ground seemed to heave below her feet. Then the most deafening sound Petronia had ever heard shook the house. It seemed to come from the very bowels of the earth.

From the kitchen she could hear screams and the sound of shattering dishes. The mistress rushed into the dining room followed by two maids who had been doing her hair. She was wearing only her sleeveless undertunic. Strands of hair hung down from a half-secured bun, and a streak of red hair dye trickled down her cheek. Her eyes were wide with fear.

"In Juno's name, what is it? What is happening?" she cried.

The master emerged from the garden, his face a mask.

"We must go back to Rome," he announced. "I should have listened to the others at the baths. Many of them have left already. Gather everyone together. We will leave immediately. Slave, bring the horses!" he called, striding out of the room.

Lavinia's face was white and pinched.

"Petronia, fetch all the valuables," she ordered. "Put everything here, on the table. The silver and gold, the statues of Isis, everything you can carry. Cook, find some bags, Lena, get the baby, and... my jewel case. It's in my bedroom. Quickly!" she screamed.

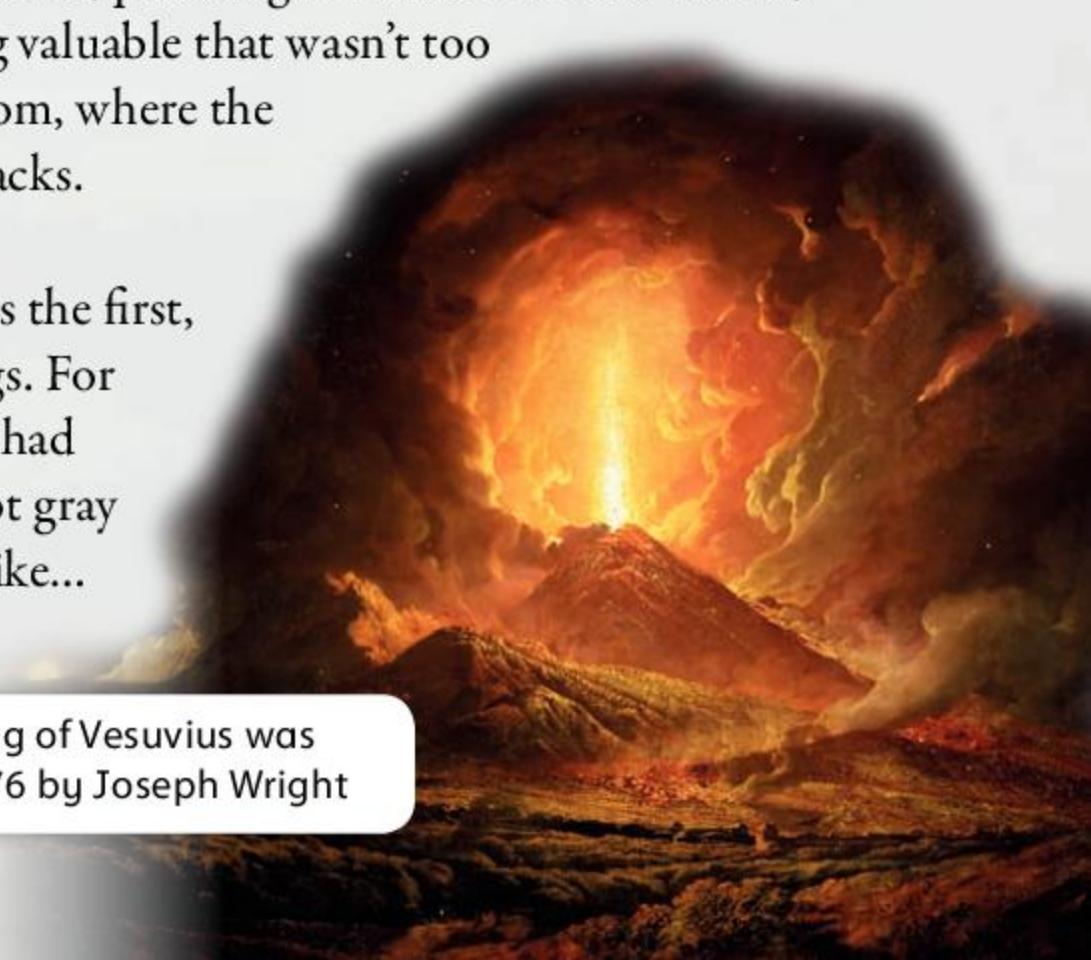
Petronia began running around the house with the others, plucking statues from their stands, bronze lamps and dishes from the side table — anything valuable that wasn't too heavy to carry. Everything was brought to the dining room, where the mistress shoved as much as she could into large coarse sacks.

A second cracking sound shook the house, not as loud as the first, but longer. A strange stench filled the air, like rotten eggs. For the first time, Petronia noticed that the bright sunshine had disappeared, and the sky had turned an odd shade — not gray like storm clouds, or black like night, but dirty brown, like...

Like death, she thought.

From *The Secrets of Vesuvius* by Sara Bisel

This painting of Vesuvius was made in 1776 by Joseph Wright





# Comprehension

## A

Give evidence from the extract to support your answers.

- Find two phrases or sentences in the extract that show the volcano was erupting. **Example:** 'The ground seemed to heave below her feet.'
- Which two sentences sum up the action the master wants to take to escape the volcano?
  - "We must go back to Rome."
  - "I should have listened to the others at the baths."
  - "Many of them have left already."
  - "Gather everyone together."
  - "We will leave immediately."
- Petronia grabbed some items for her mistress. Which two reasons explain what she decided to take?
  - They were light.
  - They were large.
  - They were in the dining room.
  - They were valuable.
- What evidence from the text suggests that the family might not make it to Rome?

## B

Writer's presentation of character

- Why did Lavinia's face look white and pinched?
- Although the master is afraid of what might happen, he still stays very much in control over how he speaks, what he says, who he gives orders to and how he moves. Find evidence of this in the extract.

The first one has been done for you.

How he speaks	'He announced.'
What he says	
Who he gives orders to	
How he moves	

## C

What about you?

Imagine you have to report the event for television news. You need to decide on:

- ▶ The headline
- ▶ Three or four main facts/events
- ▶ Interview comments from the Master, Lavinia and Petronia
- ▶ How to end the report

## Glossary

**bowels of the earth** deep under the ground

**bun** hair fastened in a small round shape at the back of someone's head

**coarse** if a material is coarse, it has a rough surface or texture

**emerged** came out from a place

**plucking** removing something by pulling it quickly

**trickle** to move slowly like a thin stream of water



# Different language for different texts



## Learning objective

Revise language conventions and grammatical features of different types of texts.

Depending on the type of text, writers use language, grammar and punctuation in different ways. For example, a formal report doesn't use questions or exclamation marks, but a story does. This is because they help show the characters' feelings.

**Example:** "It's in my bedroom. Quickly!" she screamed.  
"In Juno's name, what is it? What is happening?" she cried.



## A

In this extract the characters are experiencing extreme emotions. Replace the punctuation with new question marks, exclamation marks and ellipses to help convey the emotions.

"Oh no, what's happening," cried Ahmed. "Why are all those rocks falling from the mountain. Oh no. It's a landslide. We're trapped. We're trapped. We can't get out."  
"Keep calm," Fatima ordered.

## B

Writers add actions and details about how characters speak.

**Examples:**

Ahmed lifted his head slowly, and sighed. "Which way do you think we should go?" he asked, his voice thick with weariness and exhaustion. Gripping his hand even tighter, she shouted, "I know I'm right ! Let's go!"

## C

Add movement, gestures and details of how the characters are speaking to this dialogue.

"I'm frightened! I don't want to go."

"If we don't go, we'll never get out of here."

"I don't care. I don't want to go!"

"Come on. Follow me."



# Same sounds but different spelling



## Learning objective

Confirm correct choices when representing consonants  
ck / k / ke / que.

Some sounds seem the same, but different letters can be used to make the same sound. For example, the letters **'ck'**, **'k'**, **'ke'** and **'que'** at the ends of words **all** make a **'k'** sound.

## A

Here are some words from the extract, 'Mount Vesuvius Erupts', which end in a 'k' sound. Sort them into different groups based on the spelling at the end of each word.

**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**

At the end of a word, the letters **'l'**, **'r'**, **'n'** and **'c'** are generally followed by **'k'**. Some of these words can be found in A and B above.

How to choose **'-ick'** or **'-ic'** at the end of words:

Words with one syllable generally end in **-ick**.

**Example:** 'trick'

Words with more than one syllable generally end in **-ic**.

**Example:** 'electric'

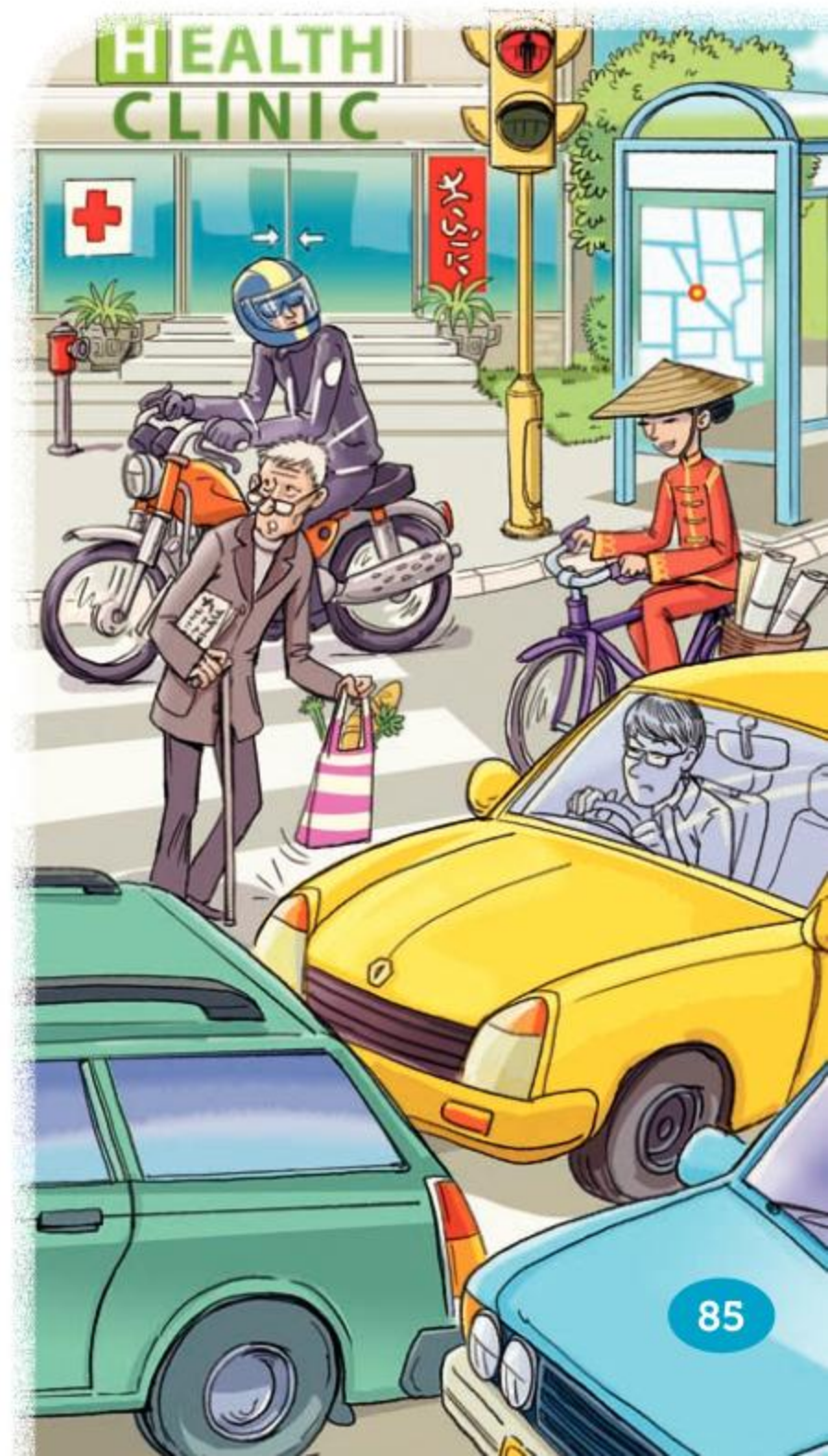
## C

Correct the incorrect spellings below. There are six errors.

As he walked out of the health clinike, the old gentleman suffered a moment of panick at the terrificke amount of traffick passing in front of him. "No", he thought. "I mustn't get too dramatique about it. Nothing horrifik is going to happen." Boldly, he stepped off the pavement...

## Challenge

Keep a list of words that end in a 'k' sound. Sort them into different spelling columns to help you remember them.





# The Galápagos Islands



## Learning objective

Distinguish between fact and opinion in a recount.

## Word Cloud

aerodynamic species  
breeding unique  
conservation

## Expedition of a lifetime

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.

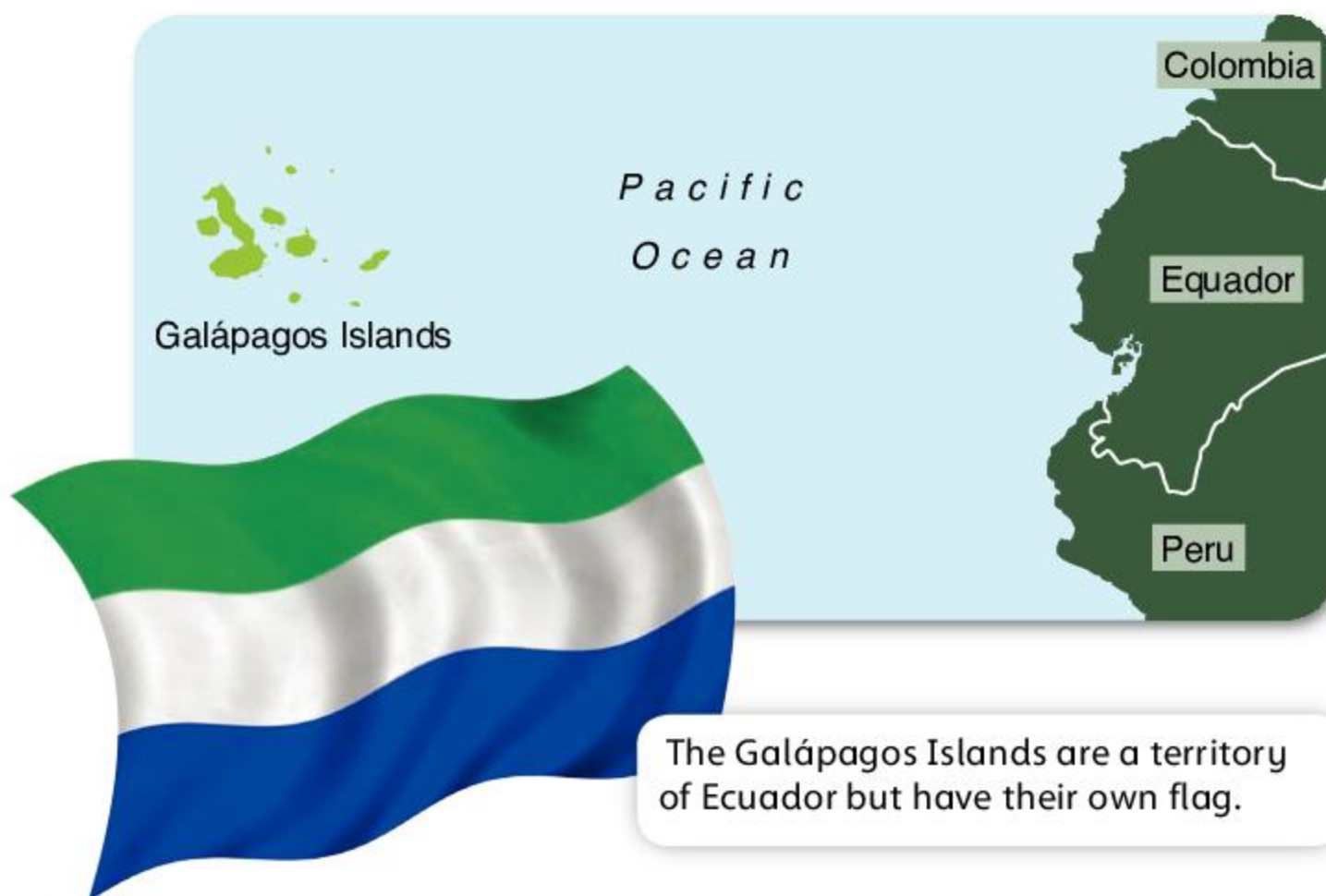


# Comprehension



## Learning objective

Distinguish between narrative, fact and opinion in a recount.



## 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 What did the author do to win a trip to the Galápagos Islands?
- 2 Find three facts in the extract.
- 3 Find three opinions in the extract.

### B

What do you think?

- 1 How did the author feel when he received the phone call?
- 2 How did the author feel about the idea of visiting the Galápagos Islands?
- 3 What were the author's impressions of the following: the giant tortoise, the marine iguana, the waved albatross?

### C

What about you?

Which places have you visited within/outside your own country to see wildlife?

## 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 chose and why?



# Making new words with prefixes and suffixes



## Learning objective

Know how to transform meaning 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'.

## A

Some of the words in the non-fiction extract about the Galápagos Islands contain prefixes. Find words in the extract that use these prefixes.

Prefix	Meaning
con-	with, together
bi-	two, double
inter-	between, involving two or more

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'.

## Challenge

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

## B

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

**hope breed fact sleep harm**  
**home life fierce pain**

## C

List three words that end with each of these suffixes.

- ▶ -able/-ible – able or fit to do something
- ▶ -er/-or – someone who does something
- ▶ -less – without
- ▶ -logy – study of
- ▶ -ness – quality/state



Marine biology is the study of underwater life.



# Spellings and descriptions



## Learning objectives

Further investigate spelling rules and exceptions, including representing unstressed vowels.

Explore definitions and shades of meaning and use new words in context.

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.

## A

All these words have unstressed vowels.

**business offering familiar different easily family**  
**Wednesday interest frightening separate 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.

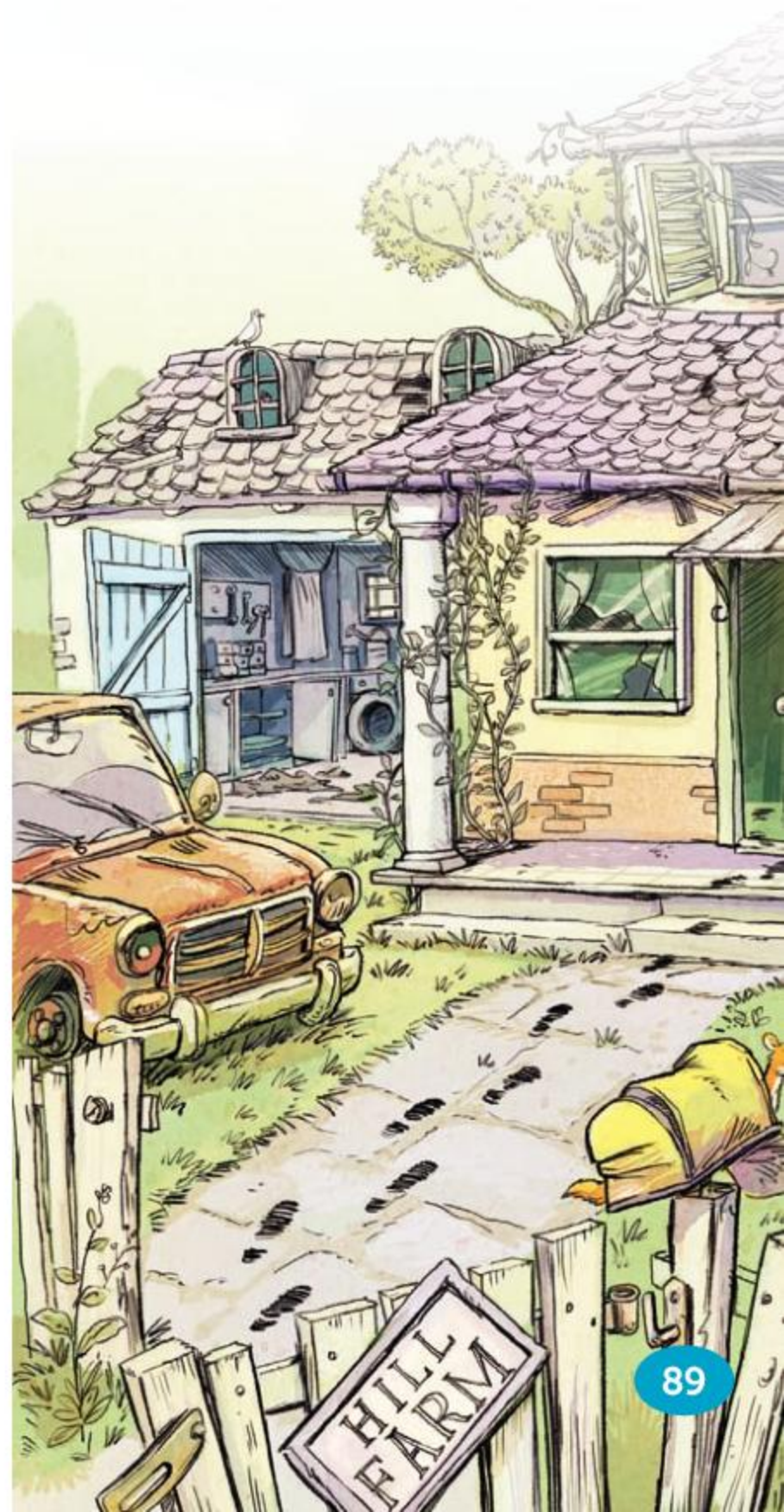
## B

To describe extreme settings, it is important to pick adjectives carefully and to think about their meanings. Read the description of the inside of a dirty house. Choose one adjective from each pair.

No one had lived in the farmhouse for years. There was a pile of (1) dusty/filthy clothes on the floor in the corner of the kitchen, and a pair of (2) muddy/untidy boots still stood next to the back door that led out into the farmyard. The kitchen was the (3) untidiest/muddiest room I'd ever seen. How had the farmer managed to find things? Magazines were piled in heaps on the table, with packets of cereal and a box of hand tools. Books lay on (4) dusty/filthy shelves and the floor was a (5) grimy/dirty brown colour. A little light came through the (6) grimy/muddy windows, which were covered on the outside with climbing plants.

## C

Describe a dirty, neglected place that you know. It could be an old house or apartment building, or a garden. Use words and phrases from B.





# Weather poems



## Learning objective

Read and interpret poems in which meanings are implied or multi-layered.

## Word Cloud

cascading surge  
founder swollen  
hunched uncontained  
laden



## 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.

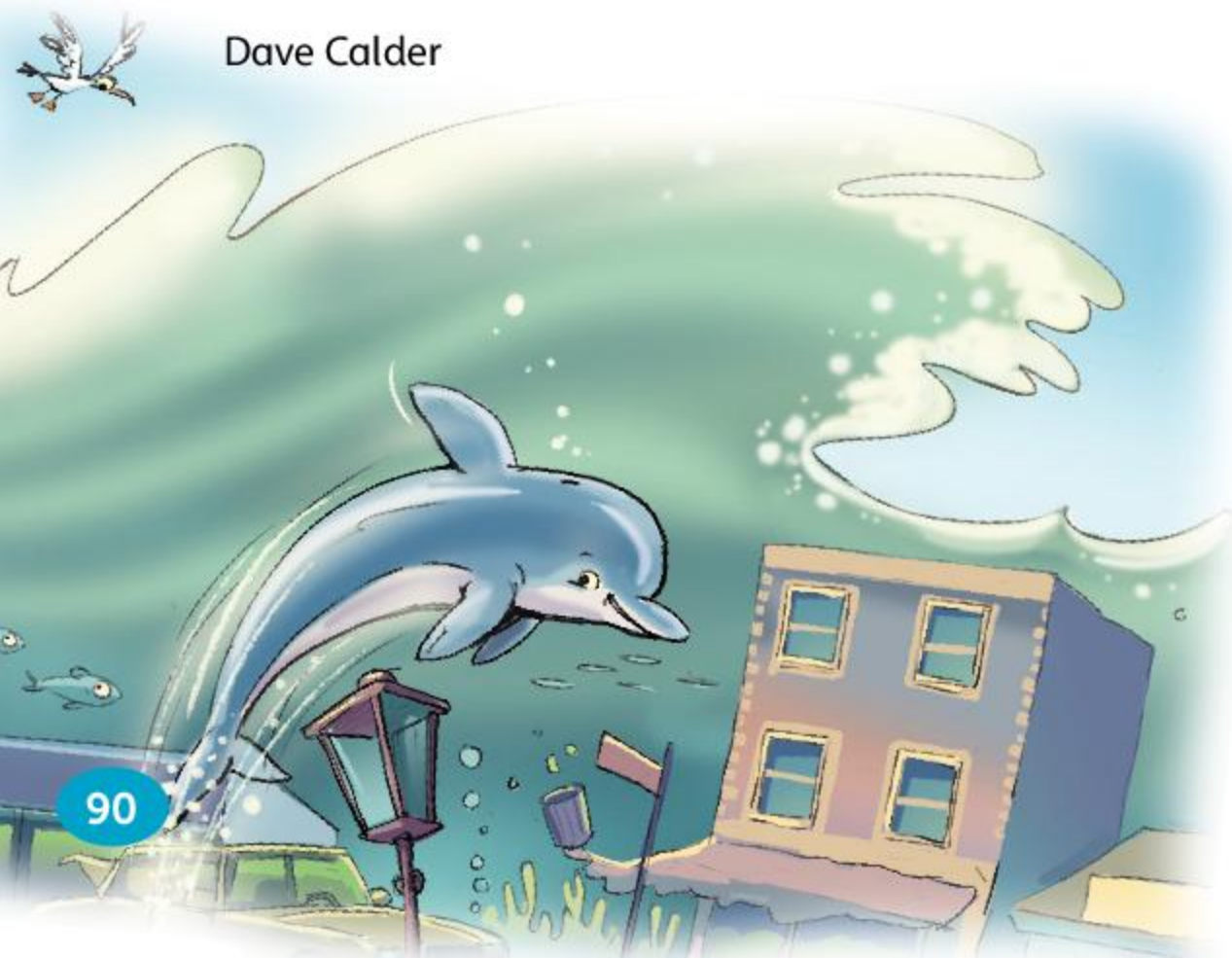
All night the rain fell, kept falling.  
6 This morning, the street's a river:  
cars founder and sink, while buses  
8 crawl laden as ocean liners,

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



## Comprehension

### A

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

- Which statement is true?
  - The poem is about life under the sea.
  - The poem describes the land after there has been a flood.
  - The poem gives a warning about the damage caused by the sea.
- Find two quotations which show what the poet thinks has happened to vehicles.

### B

Poet's use of language

- The poem has lots of verbs in their **-ing** present participle and **-ed** past participle forms. Make a list of these.  
*Example: -ing* beating, *-ed* hunched
- In this poem, sea and land become mixed up in the flood: 'bow-waves ... break ... across the pavement'. List the **land-words** and **sea-words** in verses 3–5.  
*Example: Land-words:* pavement, litter  
*Sea-words:* bow-waves, tide's, seaweed

### C

What about you?

What did you like about the poem and what did you find hard to understand? Use examples to answer.



# Shape poems



## Learning objective

Consider how settings are presented in 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

Answer the questions using words from 'The Tornado'.

- 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*



# Writing a personal travel recount



## Learning objective

Combine narrative, facts and opinions into a recount.

Website pages and blogs provide **factual information**, personal **opinion** as well as **narrate** what the **writer** experienced.

The travel recount 'Expedition of a lifetime' on page 86 combines these three elements.

## Model writing

- 1 Read the example paragraph in the box. The notes at the side show how the writer combines narrative, fact and opinion.

### Fighting sea lions

A little further along the beach we came across a colony of sea lions, some of my favourite creatures on the island. Females gather in colonies of about 30, dominated by one bull who will aggressively defend his territory and females against other competing bulls. We saw two bull sea lions fighting. It was very noisy and bloody. We kept a safe distance, not surprisingly.

**Sub-heading:** Tell the reader what to expect.

**Narrative progress:** Say what happened next, and where.

**Opinion:** Adds an opinion in the middle of a sentence, or in a separate sentence.

**Facts:** Presents facts, usually in a present tense.

## Yosemite National Park

### Facts and opinions

- 1 Read the sentences a–h about Yosemite to get a general understanding.
- 2 Sort the sentences into narrative progress, opinion and facts.
  - a Apparently, the weather in Yosemite can change without warning, due to the mountainous terrain.
  - b Walking further into the forest, we came to one of the three separate groves of giant sequoia trees in Yosemite.
  - c We learnt that sequoia trees are the largest living things on the planet.
  - d We ate our lunch in the shade of these mighty giants, as the midday sun was really hot.
  - e The wildlife population includes black bears, cougars (a species of big cat) and coyotes, large wolf-like dogs that hunt in pairs.
  - f Unsurprisingly, we didn't see any cougars as they are nocturnal.
  - g At last, we arrived, after a long steep trek, and took our first glimpse of Yosemite Falls.
  - h The views from the cliff top are spectacular and I've got some photos to prove it.



# Wildlife park: Factfile

## Writing frame

Write a short paragraph, combining narrative, fact and opinion about a visit to a wildlife park. Use the Factfile and useful phrases from the boxes.

## Factfile

**Situated:**... (you decide where)

**Founded:** 1972

**Area:** covers an area of 57 hectares

**Number of animals:** more than 1200

**Number of exotic and endangered species:** 180

**Species include:** 93 species of mammal, including snow leopards, cheetahs, tigers

44 species of bird, including penguins, ostriches, flamingos

98 species of reptile, including chameleons, crocodiles



WILDLIFE  
PARK

## OPINION

- I had never seen anything so beautiful in nature before.
- While being able to do... was wonderful, what I really loved was...
- Just being able to do... was one of the most beautiful experiences of my life.
- We saw the elephants from close up, which was a beautiful sight.
- It was fun to see the penguins catch the fish in their mouths.

## NARRATIVE PHRASES

- It wasn't until we arrived at the park that I realized how huge it was.
- Approaching, I got my first glimpse of the giraffes.
- The first animal we saw was...
- After lunch, we were taken to...
- Continuing on the trail, we saw many...
- As the sun began to set, we headed back to the coach.
- Soon it was getting dark and we had to leave.

## Your writing

Write a recount about a visit which you made in your country to a zoo, a wildlife park or a national park.

- 1 Find out information from a website and note some facts and figures. Note information about, for example, the geography, the animals and habitats.
- 2 Write a recount about your visit, saying:
  - where you went (narrative)
  - what you learnt (facts)
  - what you did (narrative)
  - what you thought (opinion)



# Revise and check 2

## Vocabulary

1 Write the correct word for the following definitions.

- a a ruler in ancient Egypt
- b a small picture that represents a word in Egyptian writing
- c information obtained by a spy
- d to demand money as payment for not telling a secret
- e a person who writes for people who can't write
- f a tiny robot
- g an instrument used to look at very small things

2 Write the root and meaning of these words.

**valuable** **solution** **disappearance**

3 Complete the sentences with the correct idiom.

to show his hand    to keep an eye on him

- a When he was talking to the suspected spy he did not want \_\_\_\_\_
- b She looked very suspicious so he decided \_\_\_\_\_

4 Choose the correct word.

**typhoons** **lava** **tsunami** **volcano** **hurricanes**  
**floods** **earthquake** **tornadoes** **twisters**

When the ground shakes it is an (a) and if it happens in the sea it makes a big wave called a (b) which (c) the land. An erupting mountain is a (d) and hot (e) pours down the mountain. Tropical rainstorms with very strong winds are called (f) or (g). Tall spirals of wind that suck everything up are called (h) or (i).





## Punctuation

### 1 Put in the correct punctuation in the dialogue below.

I feel sick said Jenna. It's your own fault cried her brother. You ate twelve chocolate brownies, you greedy girl. But you ate ten yourself said Jenna. I saw you.

### 2 Write out the sentence below twice, once using dashes, once using brackets.

James Bond the fictional spy is the hero in many books and films.

## Grammar

### 1 Change these sentences from passive to active.

- a The dinner was cooked by my grandmother.
- b The visitors were frightened by the howling wolves.
- c My mother was terrified by the storm.

### 2 Make two sentences from each word, once as a noun and once as a verb.

**permit spell**

### 3 Make adjectives from these verbs.

**sleep explode please talk**

## Spelling

### 1 Give two examples for each prefix.

**dis- im- il- un- re-**

### 2 Write a word for each ending.

**-able -ible -or -er -ck -k -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.

**imprefect dissappointed unnhappy**



# 7

Speaking and listening

## Performance art

2

1



3



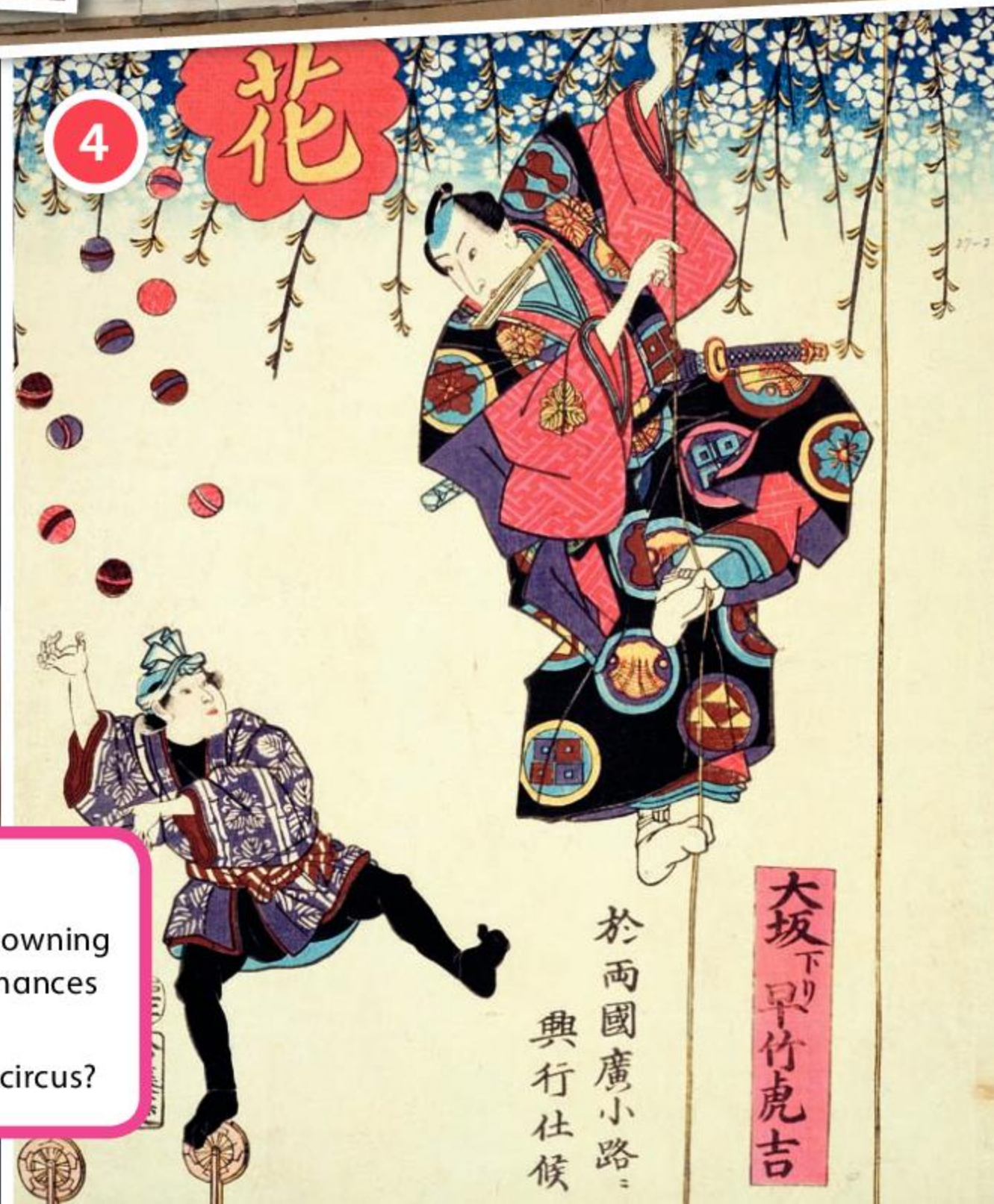
“A day without laughter is a wasted day.”

Charlie Chaplin

### Let's Talk

- 1 The pictures on these two pages show performance arts – theatre, music, dance, clowning and acrobatics. Tell a partner about performances you have either watched or taken part in.
- 2 Which pictures on these page could be of a circus?

4





# The circus



## Learning objective

Structure talk to aid a listener's understanding and engagement.

### A

Match the captions to the photographs on these two pages.

- a African drummers and dancers performing on stage
- b A clown paints his face before a performance
- c In this old-fashioned trick, an acrobat flies out of a cannon
- d A woodblock advertisement for a Japanese circus in 1845
- e Zimbabwean actors in a Shakespeare play at London's Globe Theatre

### Word origins

The word 'circus' was used from the 14th century, but it came from the Greek word *kirkos* meaning a 'circle' or 'ring'.

### B

Match the words in the Word Cloud to these definitions. Then use each word in a sentence of your own.

- 1 a show
- 2 a series of acts performed by acrobats, jugglers, clowns or animals
- 3 people who watch or listen to a performance
- 4 a performer who makes people laugh
- 5 tall sticks on which people walk so that they look taller
- 6 clapping from the audience
- 7 the circular space where circus performers do their acts
- 8 people who do tricks with their bodies

#### 494 BCE to 117 CE

Roman circuses built for horse races, jugglers and acrobats

#### 200 CE to 1800 CE

Jugglers and clowns performed in the street, but there was no special place for a circus

#### 1919

In Russia, Lenin called circus 'the people's art form'

#### 221 BCE to 220 CE

Chinese acrobatic performances developed

#### 1882

Philip Astley established eight permanent circuses in Europe

#### 2012

Contemporary circus Cirque du Soleil has workers, from 50 nationalities

## Word Cloud

acrobats clown  
applause performance  
audience ring  
circus stilts



## Challenge

Research the history of circuses in books or on the Internet. Using your findings and the timeline below, plan a talk in chronological order (with the oldest circuses first). When you have planned it, give a talk to the class about the history of circuses.



## Classic fiction



This text is from a famous classic written in 1938. Peter and Santa have run away to find their Uncle Gus, who works for Cobb's Circus. This is the first time they watch the show. Their friend Alexsis, a Russian acrobat, is with them.

### Word Cloud

fantastic    sprinkled  
immense    striding  
magnificent    velvet

## The Circus Parade

The parade went by. There were clowns in all imaginable garments. Gus was dressed as a sailor and was striding along on immense stilts. There were horses. They wore colourful harnesses. The ponies pulled a little coach with a girl standing up in it dressed as a butterfly. The  
5 six elephants were magnificent with golden cloths on their backs. They held each other by the tail. On the front one, dressed all in gold, sat a man whom the children guessed must be Kundra. There were groups of people wearing fantastic clothes. When they had gone, it was quite odd to see the ring was still sprinkled with  
10 sawdust. It would not have been surprising to see that it had turned to gold...

"This is Paula," Alexsis whispered.

Paula had the same red hair as Alexsis. She was wearing a jade-green velvet tunic and cap. She was standing on the backs of  
15 two of the greys. One foot on each. She rode round the ring. Then, just as she passed the entrance, in bounded a third grey. He passed under her legs and as he went she caught a silk rein looped on his back, and drove him before her. Round the three horses went until they were again past the entrance; then a fourth grey cantered in,  
20 passed under her legs and was again caught and driven in front of her. Santa was terrified.

"Oh, goodness, won't she fall off?"

Alexsis laughed. "No. She have rode this since she is little."

"How many horses is she going to drive in the end?"  
25 asked Peter.

"Seven," Alexsis explained. "Then there are the two she stand on. That makes nine."

The children began to count. Five. Six. They were terribly afraid she would miss  
30 the ribbon on the seventh. But no, she caught it, and drove her team out amidst roars of applause.

From *Circus Shoes* by Noel Streatfeild





# Comprehension



## Learning objective

Comment on writer's use of language, demonstrating awareness of its impact on the reader.

### A

Copy and complete the table in note form.

People or animals	What they are wearing	What they are doing
Gus	Dressed as a sailor	
Girl in coach		
		Holding each other by the tail
Kundra		
	Dressed in a green tunic	

The author helps the reader to imagine the circus by using powerful verbs and exciting adjectives.

- 1 Which two verbs in the Word Cloud tell us about movement?
- 2 Which three adjectives make the circus sound large and exciting?
- 3 Find three words in the text that make the circus seem brightly coloured.

### B

#### Writer's use of language

- 1 Read the second part of the text, beginning at line 22. Find one example of each of a–d.
  - a The author uses some very short sentences.
  - b The author shows us that Alexsis doesn't use English correctly.
  - c One horse comes in at a time, so Paula's task seems extra difficult.
  - d The children feel worried.

### C

#### What about you?

If you were Santa or Peter, which circus performer would you like to be your friend? Why?

## Glossary

**coach** a carriage pulled by horses

**rein** a strap used by a rider to guide a horse

**sawdust** powder that comes from wood when it is cut with a saw





# Spelling patterns



## Learning objective

Continue to learn words, apply patterns and improve accuracy in spelling.

The extract 'The Circus Parade' has words with 'ou' that have different sounds. Say these words aloud:

**groups would round fourth colourful**

## Top Tip

Writing rhyming verse can help you to remember how words with similar spellings can have different sounds.

### A

- Say these words aloud, then sort them into the correct groups, according to the 'ou' sound.

**about bought boulder could colourful**  
**shoulder shout tough your**

'or' sound	'ow' sound	'o' sound	'uh' sound
your	shout	boulder	double

The extract 'The Circus Parade' also has one word with 'au' – 'Paula'. Words with 'au' can have different sounds.

### B

- Which four 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**

- Write three sentences, using as many words as you can from the list in each sentence.





# Connectives



## Learning objective

Use a wider range of connectives to clarify relationships between ideas.

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 to connect clauses within a sentence or to join up separate sentences.

## A

Complete the paragraph below with the missing connectives so that there is a build-up of tension.

**just but however then at first as**

\_\_\_\_\_ I inched forward, it became darker. Much darker. Too dark to see clearly. \_\_\_\_\_, I thought that if I moved slowly I could make it to the door. \_\_\_\_\_ I saw it. \_\_\_\_\_ I thought it was the sound of my own movements. \_\_\_\_\_ then it moved.

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 beginning of the children's story 'Little Red Riding Hood' using some of the connectives.

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

One morning, Little Red Riding Hood was told by her mother to take a basket of food to her sick grandmother. (1) \_\_\_\_\_ she was leaving, her mother called out, "Don't go into the woods, (2) \_\_\_\_\_ the wolf will eat you!" (3) \_\_\_\_\_, Little Red Riding Hood was not afraid of wolves, that is, not (4) \_\_\_\_\_ she saw this one. (5) \_\_\_\_\_ she knew the way to Granny's house, Little Red Riding Hood went off the path...





# Reading for information



## Learning objective

Recognize the key characteristics of an information text.

## Word Cloud

evolved revolution  
jewellery tightrope  
mime touring  
reinvented



## The Reinvention of the Circus

Acrobats have performed in many countries for centuries, but in the past forty years the circus has been reinvented. Many new kinds of circus have evolved.

The Cirque du Soleil is French for Circus of the Sun and was founded in Canada during the 1980s. There have been 19 shows in over 270 cities on every continent except Antarctica. New shows are always being developed. Each theme-based story is told through live music, acrobats, jugglers, tightrope walkers, dancers, fire-eaters and mime. Lighting and music make it very exciting. Saltimbanco, the oldest touring show, is a celebration of life to cheer us up. The costumes are all in vivid primary colours.

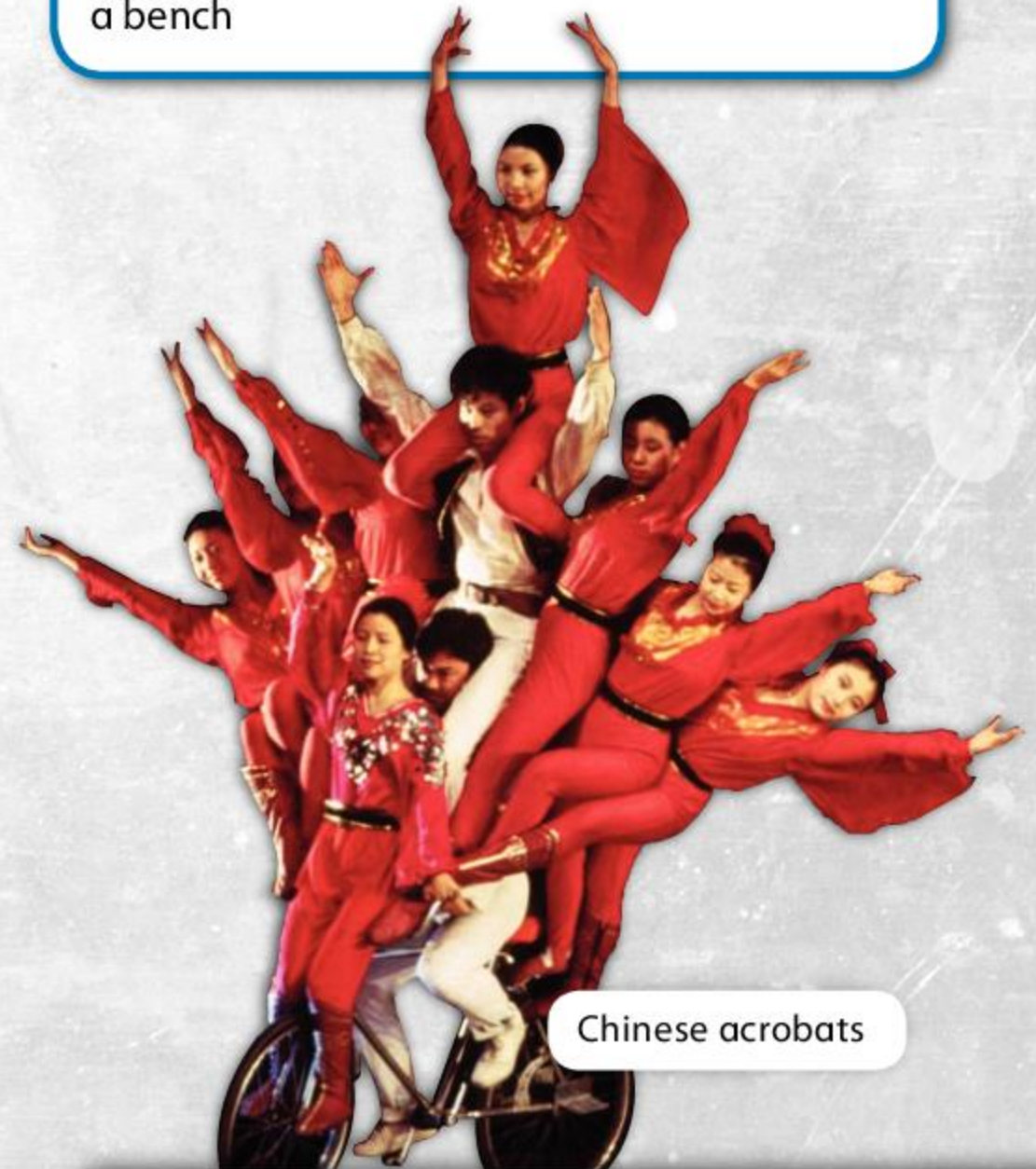
The modern Chinese circus began in the 1990s. The Chinese State Circus, said to be the world's greatest acrobatic circus, has toured in a hundred countries. It is an example of a traditional performance art that can trace its history back to two thousand years ago, when an acrobatic display was called "the show of a hundred tricks". A recent show featured jugglers, plate-spinners, a band of musicians and ten acrobats on a single bicycle.

Russian circuses have always told stories with dance. Their 2012 touring show was called The Twelve Chairs. Set in Russia in 1927, it was about a young man whose grandmother revealed on her deathbed that her jewellery was hidden in one of twelve dining chairs. During the Russian revolution, the chairs were taken away. Of course, the chair was found at the end, but not before a wonderful performance with music, dance, acrobats and tightrope walkers.

We do not know how circuses will develop in the future. Probably they will use more complicated technology with special lighting and sound effects. But some things will not change. People have always enjoyed doing tricks with their bodies – and they always will.

## Glossary

**saltimbanco** street acrobat or entertainer; it comes from the Italian *saltare* (jump) *in banco* (bench), which means to jump on a bench



Chinese acrobats



Cirque du Soleil



# Comprehension



## Learning objective

Analyse how paragraphs are structured and linked.

### A

Copy and complete the table.

- In the text 'The Reinvention of the Circus', three different circuses are described. Write *yes*, *no* or *don't know* in each column to complete the table with the features of each circus.
- Add three more columns for *tightrope walkers*, *plate-spinners* and *jugglers*.

	acrobats	dancers	fire-eaters	musicians	story-based
Cirque du Soleil					
Chinese State Circus					
Moscow State Circus					

### B

Complete the sentences with the words below.

**topic paragraph information conclusion**

- A \_\_\_\_\_ is a group of sentences that are all about the same subject.
- In an \_\_\_\_\_ text, like 'The Reinvention of the Circus', a new paragraph is shown by leaving out a line.
- The \_\_\_\_\_ sentence in each paragraph tells the reader what the paragraph is about.
- The final paragraph ties up the text in a \_\_\_\_\_.

### C

Invent a subheading for each paragraph of the extract text.

## Discussion time

Imagine you have to organize a new kind of circus which is made up of modern day acts, such as mountain bike stunts. In a group, decide on which acts you would like to include and why they should be included. Present your ideas to the rest of the class.



Acrobats from The Moscow State Circus



# Prefixes and suffixes



## Learning objective

Know how to transform meaning with 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 on the left with their meanings.

- |                         |                              |
|-------------------------|------------------------------|
| 1 <b>under</b> estimate | <b>a</b> again               |
| 2 <b>over</b> sleep     | <b>b</b> in the opposite way |
| 3 <b>re</b> tell        | <b>c</b> too little          |
| 4 <b>un</b> wind        | <b>d</b> too much            |

## B

Complete the sentences using suitable words with the prefixes in **A** and these root forms.

- I think the waiter has under \_\_\_\_\_ 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 re \_\_\_\_\_ the match.
- There's no need to re \_\_\_\_\_ and get angry. I was only joking.

## C

Create suitable words for the sentences below by adding a prefix and suffix to a root word.

### 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



## Learning objective

Develop increasing accuracy in using punctuation effectively to mark out the meaning in complex sentences.

- 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?

- If you want to learn to ride a horse I'll pay for some riding lessons.
- Aunt Lucy phoned you but didn't leave a message.
- I had fish soup a steak and chips and Kate had spaghetti a salad and an ice cream.
- 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.

- I looked through my binoculars and saw a very large cat that looked like a lion.
- We are staying at the Grand Hotel which has a heated swimming pool.



# Dragon performance



## Learning objective

Analyse the success of writing in evoking particular moods.

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



## Learning objective

Discuss and express preferences in terms of language, style and theme.

## Word Cloud

bulging      puffing  
din          scale  
prancing

### 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

Poet's use of language

- 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

What about you?

- 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.





# For or against?



## Learning objective

Argue a case in writing, developing points logically and convincingly.

When we write an argument, we have to:

- ▶ decide whether we are **for** or **against** an idea
- ▶ present **opinions** clearly and in a **logical order**
- ▶ give **evidence** or tell a true story to support our point of view
- ▶ **persuade** the reader to accept our view.

## Model writing

Read these two letters to a newspaper. Which letter is for allowing animals to perform in a circus? Which letter is against? Use the phrases in blue from the first letter to help you complete the second letter.

### LETTER 1

I am writing to express my outrage that animals were performing at the circus in West Park. In my view, animals should not be allowed to perform in circuses.

Wild animals like elephants, monkeys and tigers should live in their natural habitat, which is the jungle. It was clear that the performing animals were unhappy. **For example**, the monkey seemed to be crying while it was rolling a hoop across the ring. **In my opinion**, we should set circus animals free.

Secondly, the trainers are beating the animals to make them do tricks. I know this fact because there was an elephant with a wound on its side while it was dancing. Its rider was hitting it with a stick in the very same place. **In addition**, the Animal Protection Society claims that three quarters of circus animals are cruelly treated.

**In conclusion**, if any readers are thinking of buying tickets for the circus next week, I urge them to think again. If you want to see wild animals, go to a wildlife park, not to a circus.

Yours faithfully,

J Gomez

In my view, circus animals are unhappy.



I disagree. circus animals enjoy performing.





## LETTER 2

\_\_\_\_\_ support for allowing animals to perform in circuses. \_\_\_\_\_, animals love to please people and enjoy doing tricks.

Many of these animals were not born in the jungle but reared by loving trainers. They would not know how to survive in the jungle – they would probably get eaten by other animals. \_\_\_\_\_, some animals would not be alive if they were not in the circus. \_\_\_\_\_, tigers are endangered because their jungle habitats are being cut down.

\_\_\_\_\_, there is no harm in keeping circus animals so long as their owners look after them properly.

Kiran Grover

### Writing frame

Should children be television stars? Below is a list of arguments for and against. Which are phrases for and which are against?

Child stars grow up too fast.

Child stars can earn a lot of money.

They miss school, so get bad exam results.

They often become stars in later life.

They can become big-headed and greedy.

They meet a lot of interesting people.

### Your writing

Write a letter to a newspaper arguing **for** or **against** allowing children to perform on TV and become television stars.

In each paragraph, state your point of view in the first sentence and then support it with an example, story or evidence. Follow this plan, using some of the given phrases.

<b>Introduction</b>	I am writing to ... In my view, ... In my opinion, ... Here are my reasons:	
<b>First point</b>	Firstly, ... To begin with, ...	For example, I know this because ...
<b>Further points</b>	Secondly, ... Thirdly, ...	In addition, ... Moreover, ... What is more, ...
<b>Conclusion</b>	In conclusion, ... Finally, ...	
<b>Signing off</b>	Yours faithfully, ...	

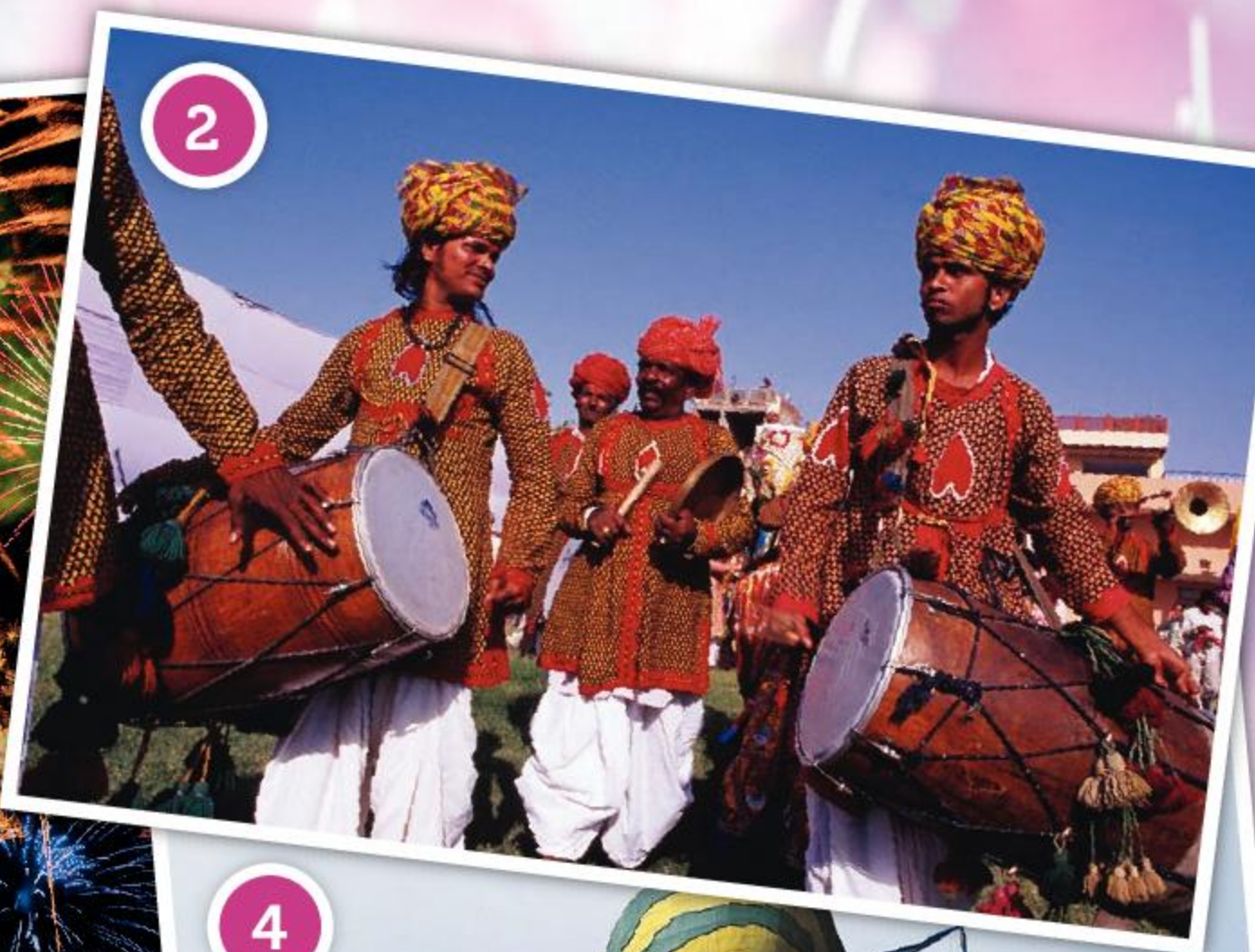


Miley Cyrus became the TV singer and star, Hannah Montana when she was 11 years old.



## 8

## Let's celebrate!



## Let's Talk

- 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?

**“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



# The world loves to celebrate



## Learning objective

Structure talk to aid a listener's understanding and engagement.

### A

Match the illustrations on the opposite page with the sentences below.

- 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 the a birthday cake.
- D They celebrated New Year's Day with a firework display.

### B

Solve the word puzzles below.

- 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

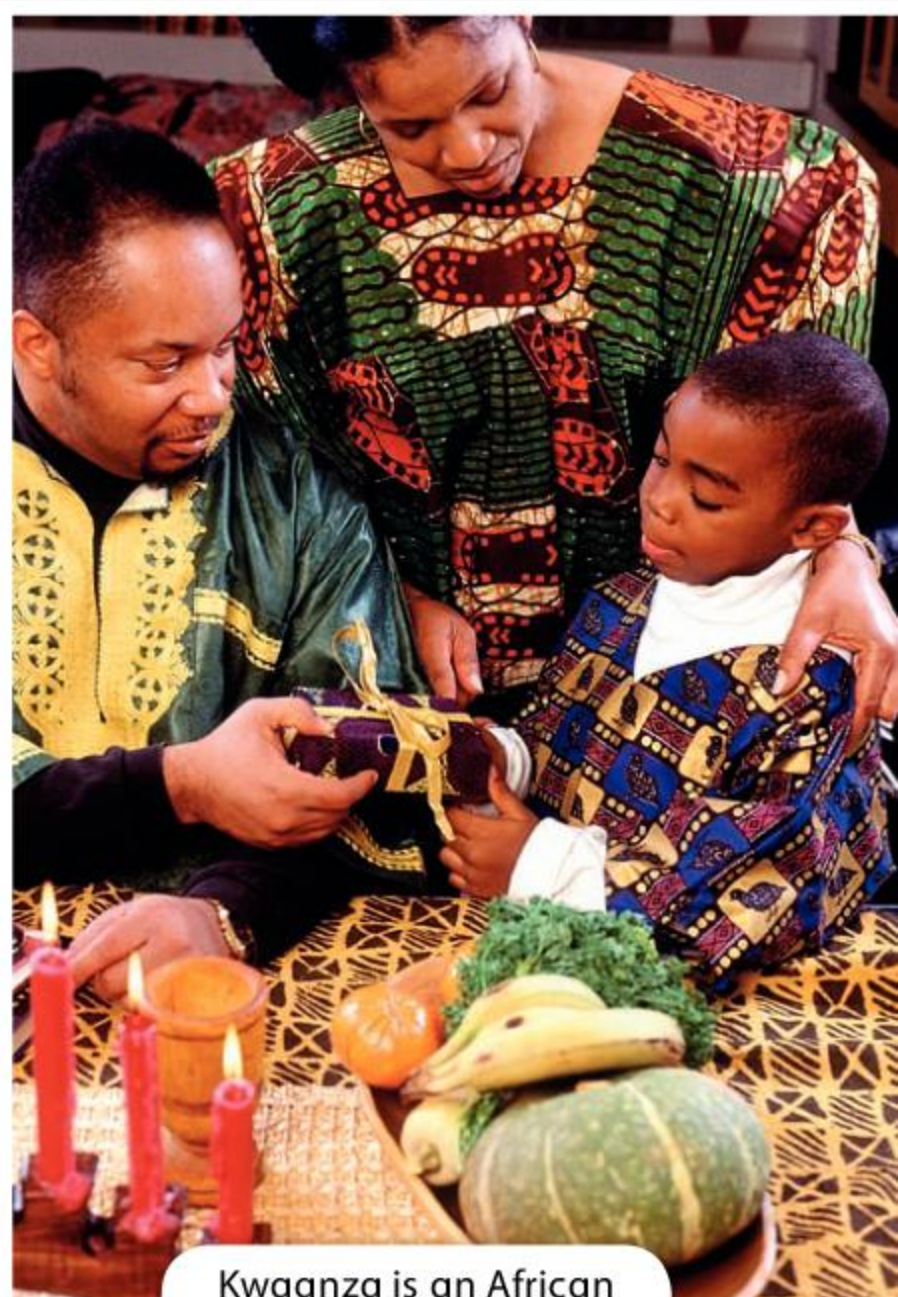
### C

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.
- Next 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



Kwaanza is an African American celebration.



# Preparing for Chinese New Year



## Learning objective

Consider how the author manipulates the reaction of the reader and how characters and settings are presented.

## Word Cloud

boast nudged  
flipped smirk  
meanest

This extract comes from a story about an eight-year-old boy – Artie – growing up in Chinatown, in San Francisco. His family have gathered together for a celebration.



## A Ridiculous Promise

Our parties weren't much fun for me. I was the youngest and the smallest. So I was never smart enough or strong enough to win any game. That was frustrating. And then my older brother, Harry, and my cousins always rubbed it in. That made me feel even worse. The meanest cousin was Petey...

5 Petey needled me every chance he got.

*After Artie loses a game of Monopoly to Petey all the cousins start discussing fireworks...*

Petey dismissed me with a wave of his hand. "What would you know about firecrackers, shrimp? All you do is watch with Granny."

10 "I'll show you," I said. "This year, I'll have my own firecrackers."

I was so mad that I didn't stop to think. "I'll have so many, I'll... give them away..."

"When you're twenty?" Petey asked.

Harry nudged me, "Don't let Petey egg you on like this."

I should have listened to Harry's warnings. All I could see was Petey's  
15 smirk though.

"This Chinese New Year's," I said.

I didn't know when that was. The American year was based on the sun. The Chinese year was based on the moon. They didn't match. I went to the calendar in the kitchen. Mom was making tea.

20 "When is Chinese New Year's?" I asked her. I flipped through the pages. I didn't see it in there. I was disappointed.

"You won't find it in an American calendar," Mom explained.

She checked a small Chinese calendar that Granny had given her.

25 "It's February third." She added, "It'll be the Year of the Horse."

Things got worse when we went to school. Petey told everyone about my boast. If I didn't give firecrackers to my family, all my friends would know.





# Comprehension

## A

Use words and phrases from the extract to support your answers.

- Which two statements about Artie are false?
  - He enjoys family celebrations.
  - He is old enough to attend school.
  - He knows a lot about the Chinese New Year.
  - He wants to prove himself to his cousins.
- As a Chinese boy growing up in America, Artie is in between two different cultures. What is the main difference between the American and Chinese calendars?
- Find a quotation in the extract that shows Harry tries to help Artie.

## B

Writer's use of language

- Throughout the extract, the writer conveys the range and strength of Artie's feelings. Find a word or phrase in the text which shows that he is:
  - annoyed
  - furious
  - upset
- Do you feel sorry for Artie? Explain your answer and use phrases from the extract to support your reason.

## C

Look at the words below. Match the New Year greeting with the correct language. You can look the phrases up on the Internet.

"Gung Hay Fat Choy"	Hawaiian
Chinese	"Hauoli Makahiki Hou"
"Gutes Neues Jahr"	Polish
Tagalog (Philippines)	"Bonne Année"
German	"Maligayang Bagong Taon"
"Yeni Yiliniz Kutlu Olsun"	French
Turkish	"Szczęśliwego nowego"



The Chinese calendar

## Glossary

### Chinese calendar

a calendar based on the cycles of the moon

**firecrackers** fireworks that make a loud explosive noise. They are often part of Chinese New Year celebrations

**needled** deliberately and continuously annoyed

**shrimp** a small shellfish, but sometimes used as an insult to mean 'little'



# Proverbs and idioms



## Learning objective

Explore proverbs, sayings and figurative expressions.

The extract 'A Ridiculous Promise' contains some popular sayings and figurative expressions. The writer has used them to make the story seem more realistic.

### A

- Find these expressions in the text and rewrite them in formal English. Your 'translations' should make sense within the sentence.

*rubbed it in*

*what would you know about firecrackers*

*shrimp*

*don't let him egg you on like this*

- English expressions or idioms are used when people are speaking informally to one another. Match the idiom to the correct phrase.

<b>off the top of your head</b>	to be honest about your opinion
<b>on the tip of your tongue</b>	get to the point
<b>speak your mind</b>	from the very beginning
<b>from scratch</b>	say something without thinking about it beforehand
<b>cut a long story short</b>	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.

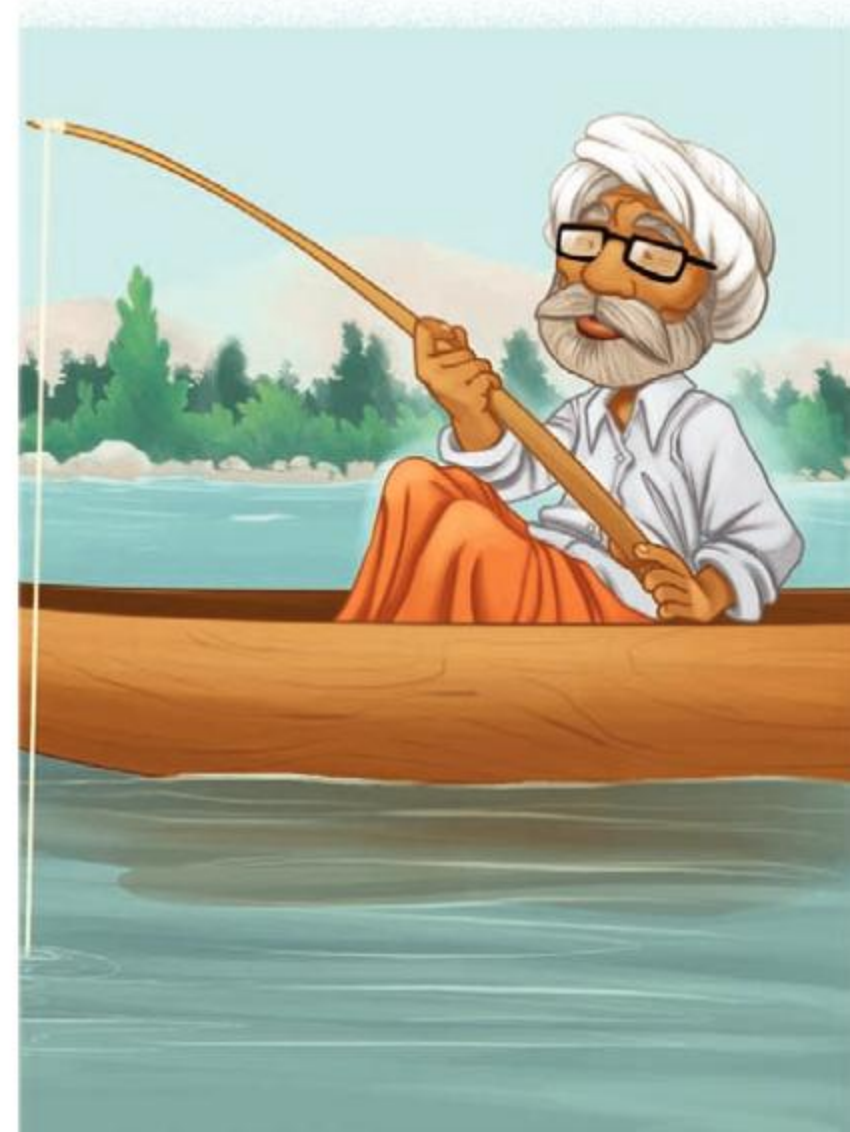
**India:** Give a man a fish and you feed him for a day; teach a man to fish and you feed him for a lifetime. (Give people skills and education so that they can be independent.)

**Finland:** Even a small star shines in the darkness. (Everything has its worth.)

**Egypt:** A beautiful thing is never perfect. (Something can still be beautiful and not perfect.)

## Challenge

Find out about three proverbs commonly used in your own culture. You could ask your family and friends for examples.





# Formal and informal language



## Learning objective

Understand the conventions of standard English usage in different forms of writing.

**Standard English** is the form of English used in writing and in formal speaking situations. **Non-standard English** is often used in more informal, spoken situations – between friends or family. It uses different grammar and contains idiomatic phrases.

### A

Read the extract from *Tom Sawyer* by Mark Twain, set in the American South. Tom has been told to whitewash (paint) his aunt's garden fence.

Replace the blue text with standard English.

'Say, Tom, let ME whitewash a little.'

Tom considered, was about to consent; but he altered his mind:

"No – no – I reckon it would hardly do, Ben. You see, Aunt Polly's awful particular about this fence – right here on the street, you know – it's got to be done very careful; I reckon there ain't one boy in a thousand, maybe two thousand, that can do it the way it's gotta be done."

### B

1 Complete the table with the standard English phrases.

Common 'errors'	Non-standard English	Standard English
Double negatives	I don't want no ice cream.	
Mix-up with irregular verbs	I swimmied across the sea.	
Incorrect use of pronouns	Pass them sweets.	
Mix-up between 'well' and 'good'	The boy played good.	
Forgetting to add -ly to adverbs	He spoke loud.	
Slang vocabulary and shortened words	Yeah, ain't, guys, cool, reckon, 'cos	

2 Change the non-standard English in blue to standard English.

Hey, guys! I'm cool. Yeah, I reckon our party is gonna be the best 'cos we got loads of real good food.





# Trung Thu, a Vietnamese festival



## Learning objective

Compare the language, style and impact of a range of non-fiction writing.



## Van Prepares for the Festival

Originally, Trung Thu came about as a way for parents to make up for lost time with their children after the harvest season.

### How people enjoy Trung Thu

Van is twelve years old and lives in Vietnam. Each year she joins  
5 hordes of other children who go out into the streets with glowing lanterns to enjoy Trung.

This mid-autumn festival celebrates the beauty of the moon, which is brighter and whiter than at any other time of year. The festival involves a family gathering where parents spoil their children  
10 with treats and tasty moon cakes.

### Trung Thu masks

Van and her friends enjoy wearing masks on Trung Thu. In the past children made their own masks, but today they buy them. Colourful masks are dotted around the shops on Hang  
15 Ma Street, which sell a wonderful variety of plastic and papier-mâché masks.

### Moon cakes

On nearly every street corner, there are stalls selling fish and flower-shaped moon cakes. Moon cakes are a traditional part  
20 of the Trung Thu festivities and come in two varieties. Bánh Deo is unbaked, white and sticky, and Bánh Nuong is brown and baked. Moon cakes contain unusual fillings, such as sugar with meat or eggs.

from *Celebration! Celebration! (Children Just Like Me)* by Anabel Kindersley

## Word Cloud

dotted  
hordes  
stalls  
treats  
unbaked

On Trung Thu, the moon looks like a yellow ball, full and beautiful. My mother buys me moon cakes and I arrange them on a tray with some fruit. We eat them on the terrace. Then I put a candle inside my star lantern, light it and go outside to meet my friends and follow the procession through the streets.





# Comprehension

## A

Read the passage about Trung Thu and choose the correct answers.

- 1 Trung Thu is a mid-autumn festival celebrating
  - a growing-up      b the moon      c birthdays
- 2 The children go out into the streets with
  - a lanterns      b firecrackers      c kites
- 3 During this festival the parents spoil their children with
  - a new clothes      b tasty treats      c books and paints
- 4 Moon cakes contain unusual fillings such as
  - a fish with chocolate      b potato and fruit      c meat and sugar
- 5 The stalls in the street sell
  - a colourful masks      b olive oil      c recipe books



## B

What do you think?

- 1 Why have the subheadings been used? Choose one answer.
  - a To tell the reader what each paragraph is about
  - b To help the reader understand the text
  - c To make the text more interesting
  - d To give the main ideas
- 2 'Van Prepares for the Festival' is a non-fiction text, so its purpose is to give facts and information. Write down six facts you have found out from the extract.
- 3 If non-fiction texts were all facts, they could be uninteresting for readers. What two personal features has the writer included to make the text more appealing to the reader?

## C

Summarise the Trung Thu festival in 100 words for a book on celebrations around the world. Include personal opinions as well as facts.

## Glossary

**moon cakes** small cakes traditionally eaten during the mid-autumn festivities in various parts of Asia

**papier-mâché** paper mixed with glue or flour and water; used for making ornaments

**spoil** to give a child everything they ask for in a way that has a bad effect on their behaviour

## Discussion time

"Old, traditional festivals are out of date." Do you agree or disagree with this statement?

Find out more about some traditional festivals and use your research as evidence to support your opinion.



# Connectives



## Learning objective

Use connectives to structure an argument or discussion.

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 \_\_\_\_\_ she moved to 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 celebrations make people feel happier. \_\_\_\_\_ there were no celebrations, the world would be a very dull place. \_\_\_\_\_, if there were too many celebrations, no work would get done! \_\_\_\_\_ if celebrations last too long, they can get in the way of daily life. \_\_\_\_\_ I would like to make a plea that we do not lose our celebrations across the world. They are very important!

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

### C

Write a paragraph arguing why a particular celebration in your culture is important. Use as many connectives as you can from the exercise above to help you link and connect your points.





# Difficult words and homophones



## Learning objective

Continue to learn words, apply patterns and improve accuracy in spelling.

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 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 and are difficult to spell. You need to use strategies to help you learn them.

Words	Strategies
cloth/clothe	They sound different: 'cloth' sounds like it spells, whereas 'clothe' has an 'e' on the end, making the 'o' sound different, like 'oh!'
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.

Work out strategies for remembering the following pairs.

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

## Tricky Spelling

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



## Celebrating nature



### Learning objective

Comment on the writer's use of language, demonstrating awareness of its impact on the reader.

### Word Cloud

caverns  
flourish  
freaks  
relic  
tribute

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.

There's one found in the north-west,

5 no odder sight you'll see:  
a relic of the Dreamtime  
is the mighty Boab tree.

Out near the Fitroy River  
a grim old tale they tell,

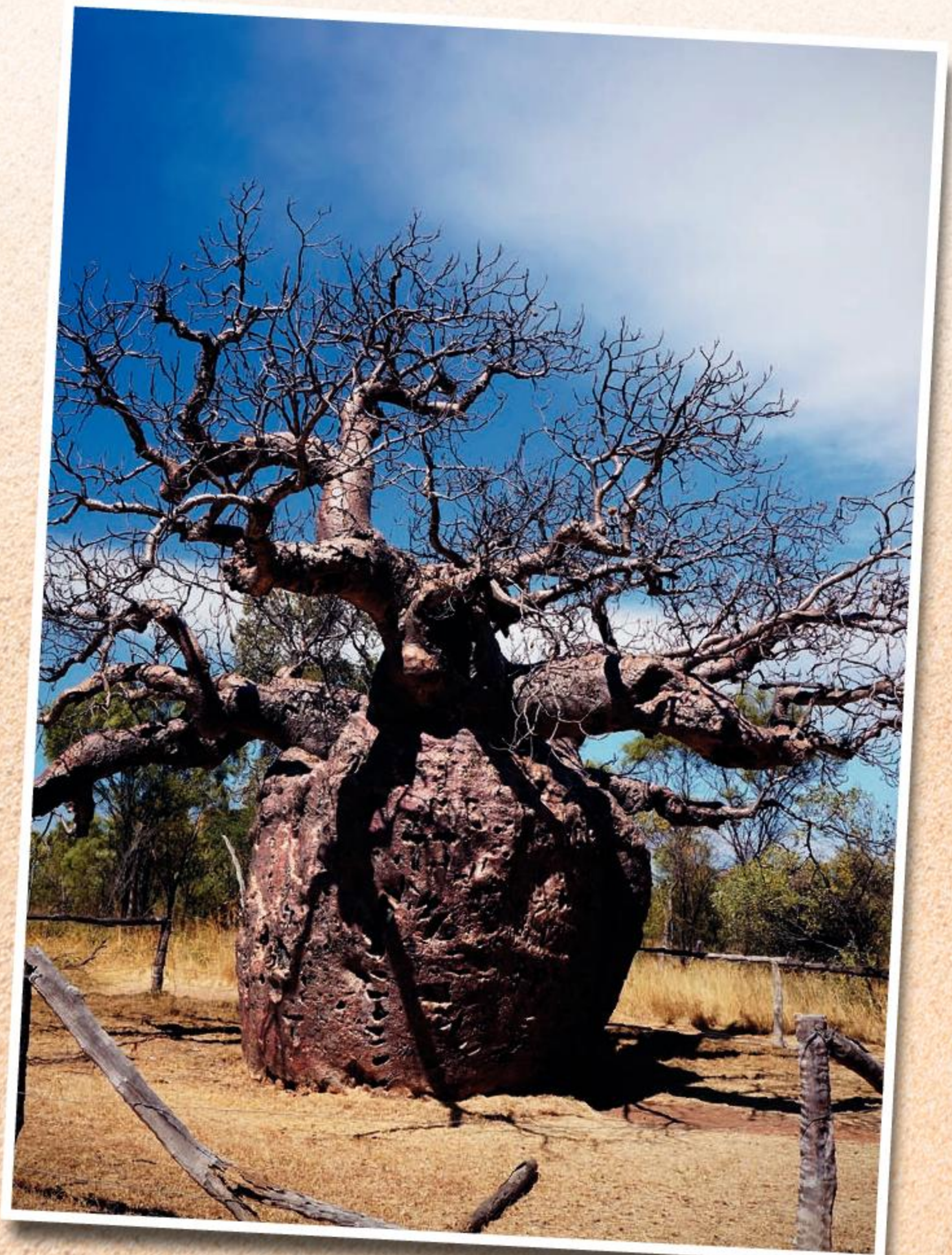
10 how one great hollow Boab  
became a prison cell.

But now, when wattle's blooming,  
each year the people throng  
to join the Boab Festival,

15 for sport and dance and song,

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

David Bateson





# Comprehension

## A

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

- 1 The Boab tree is now used for celebrations, but the poet suggests that it had an ugly past. Find three phrases which show this.
- 2 Find four words or phrases in the poem that are to do with celebration.
- 3 Find a word in the poem that tells us that large crowds gather at the Festival.
- 4 The poet refers to 'a grim old tale they tell' but doesn't tell the reader what this is. What do you think could have happened?

## B

What do you think?

- 1 Why do you think the poet uses the word 'mighty' to describe the tree?
- 2 The poem starts off in a depressing way, then changes to be more cheerful and celebratory. Which two words signal this change?

## C

What about you?

Which natural place near where you live (such as a park, forest, desert, river, lake or sea, or mountain) would be a good place to hold a new festival, and why?

## Glossary

**Corroboree** a dance held by Aboriginal Australians at times of festivity or at times of war

**the Dreamtime** the set of beliefs of Aboriginal Australians

**wattle** an Australian tree with a bright yellow flower



The golden wattle is the national flower of Australia.



# Writing instructions



## Learning objective

Adapt the conventions of the text type for a particular purpose.

Instructions and explanations are closely related. An instruction describes how something is done, step by step. An explanation explains how something works – the underlying processes involved. Both answer the questions 'How?' and 'Why?' but very differently because they have different purposes.

## Model writing

Look at the instructions for making a lantern. Note the key features.

**A Purpose** Make sure this is clear.

### Making lanterns for a festival

**B Material** needed usually appears as a list of items

You will need:

- Balloons
- Empty bowls
- Tissue paper (white and bright colours)
- Glue
- Wool
- Battery-operated tea lights

**C Method:** arranged in chronological order and often numbered

**D Adverbs** used

**E Commands** used and most sentences start with a verb

**F** Ends with a conclusion or suggested use of the product

**1** Place the blown-up balloon in an empty bowl. Use the glue to paste the white tissue over the bottom part of the blown-up balloons.

Again leave to dry in a cool place.

**4** Cut the balloons out as in the picture below.

**5** Punch four holes along the edge. String the wool through the holes and attach to sticks for carrying.

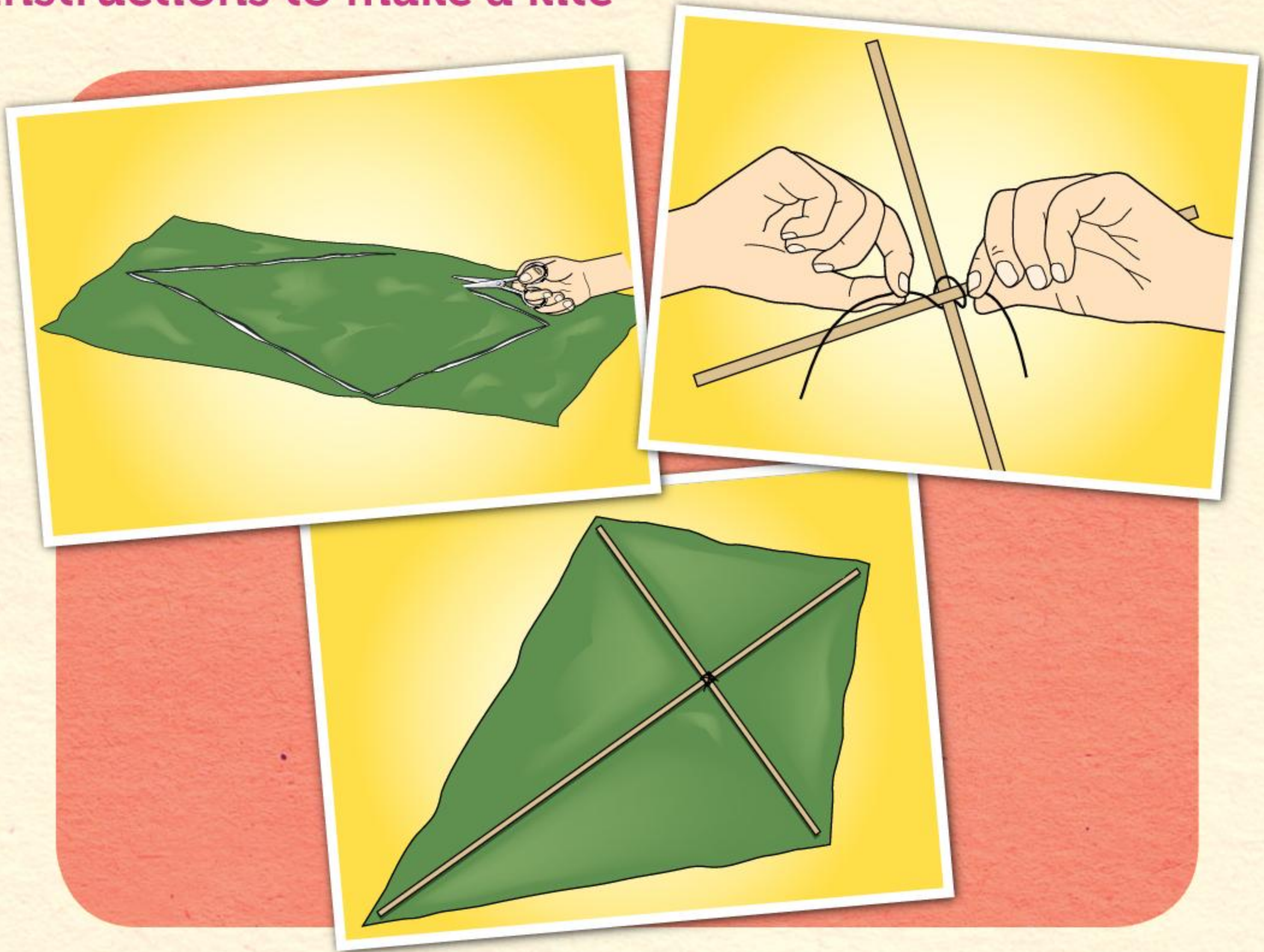
**6** **Carefully** insert a small battery-operated tea light in each balloon.

Use as decorations for parties or festivals.





# Instructions to make a kite



## Write your own instructions for making a kite

- 1 Put the numbers of the pictures in the right order to make clear instructions for making a kite.
- 2 Write the instructions for making a kite following the model on page 122. The list of materials has already been done for you.

You will need:

- ▶ A large plastic rubbish bag (about 50 litres capacity)
- ▶ Two wooden dowels or straight sticks, one 60 centimetres long, the other 20–50 centimetres long.
- ▶ Scissors
- ▶ String or fishing line
- ▶ Ruler
- ▶ Clear sticky packing tape
- ▶ Ribbon and permanent markers for additional decoration

## Challenge

Choose a recipe, a decoration or a costume for a festival. Write either an explanation or an instruction to say how it is made.



# 9

# Media mayhem

Speaking and listening



**"The things most people want to know about are usually none of their business."**

George Bernard Shaw

## Let's Talk

- 1 Where do you get news and information? Use the photos on this page for some ideas.
- 2 Do you think we get too much news? Why?



# Information overload



## Learning objective

Structure talk to aid a listener's understanding and engagement.

### A

- 1 How many different ways do you or your family get news or information?
- 2 How do you think you'll get news in the future? Can you think of a new way?

### B

Read the notes below and prepare to give a short talk to the class about information overload.

- 1 Today we live in a multi-media world. The term, media, used to mean TV, radio, newspapers and magazines. But now we can get our news, information and entertainment in all sorts of ways, such as through smart phones with apps.
- 2 People can also keep in touch through social media websites.
- 3 Television news is updated as it happens, twenty-four hours a day, seven days a week. We can read newspapers on paper, on the Internet, or on phones or tablet computers.
- 4 We learn about world events as they happen because people send images from their phones.
- 5 Famous people are pursued by paparazzi – photographers – who sell pictures and information to the media.
- 6 Although it is exciting, there is a danger that we can suffer from information overload.
- 7 We cannot always be sure that what we see or hear is true. It may be the opinion of the person who is writing or taking the photograph.

### C

- 1 Many children now communicate through mobile phones. What are the advantages and disadvantages of these?
- 2 Outside school, where do you get most of your information from – family, friends, television, newspapers or magazines?

## Word Cloud

blog  
communication  
media  
overload  
privacy

## Glossary

**apps** software applications which can be downloaded onto multi-media devices

**multi-media** the use of sound, text and film as well as the printed word

**paparazzi** an Italian word for photographers who chase after celebrities

**social media** a collective term for communication by text, instant messaging, blogs and email

Paparazzi





# Skate School on television



## Learning objective

Look for implicit meanings, and make plausible inferences based on more than one point in the text.



The children at Skate School, a sports boarding school, are training for the World Skating Championships. Then they are told that they are going to be filmed for a reality TV show, *Skate School*.

## Word Cloud

advertise	guidelines
capture	propelled
cropped	reassured
discreet	restricted
distracting	rink
glitziest	

## Adam Explains

“Students, teachers, staff...” said Madame. “In a few months, we are *all* going to be starring in a weekly reality TV show.” The coaching director heaved a sigh. It was clear that this wasn’t something that she was too thrilled about.

5 “But the film crew has agreed to stay within strict guidelines.” Instead of following you around like the *paparazzi*, I’ve been assured that filming will be from a polite distance in the style of...what was it you said, Adam?”

“A fly-on-the-wall documentary,” said Adam. “That way, we’ll  
10 capture a real sense of the wonder of figure-skating!”

“They won’t be allowed into the bedrooms, will they?” asked Anushka, a popular pair skater, who was partnered with Edward and had won silver at Perfect Pairs.

“Certainly not,” snapped Madame. “The film crew is  
15 restricted to three main areas: the rink, the canteen and the common room. Anywhere else is strictly forbidden.”

“And what if I fall over on the ice?” asked Pippa, a petite girl with cropped blonde hair and brown eyes. “I don’t want to look an idiot on national television.”

20 “We’ll only screen it if it’s a really spectacular wipe-out,” promised Adam, as if that was something to be proud of. “And we’ll show your best jumps too!”

Pippa didn’t look reassured.

“Surely we’re not here to advertise figure-skating?”  
25 said a frowning Dylan. “Aren’t we here to skate for Team GB? And isn’t it going to be distracting having video cameras following our every move? What if our training suffers?”





“Calm down,” said Adam, getting to his feet again. “We’re going to create so much buzz and excitement about figure-skating that you’ll be propelled into the big league. You’ll be stars. Megastars. Everyone will want to be you. How *totally awesome* is that?” He smiled broadly, his Hollywood-white teeth easily the glitziest things in the canteen. “That’s our job... to record everyday life at the world’s coolest boarding school. We’ll be so discreet, you won’t even know we’re here.”

From *Skate School* by Kay Woodward

## Comprehension

### A

Explain your answers using words and phrases from the text.

- 1 Read the statements about the story. Which three are false?
  - a Madame is thrilled to be in a reality TV show.
  - b The film crew cannot film wherever they like.
  - c Dylan is happy about being filmed.
  - d Pippa does not want to look stupid on TV.
  - e Adam cares about Skate School and only wants to show the best.

### B

What do you think?

- 1 Think of three reasons why filming Skate School might be a bad idea.
- 2 What do you think the TV crew might say in response to each of your three concerns?
- 3 What do you think about Adam when he says to Pippa, “We’ll only screen it if it’s a really spectacular wipe-out”? Do you think he is sincere? Why or why not?

### C

What about you?

- 1 Would you have let Adam film you if you went to Skate School? Give reasons for your answer.
- 2 Choose one of the students in the extract, and write their diary or blog entry on the day they hear the news of the reality TV show.

## Glossary

**common room** room in school or college where everybody can meet

**figure-skating** skating technical patterns on ice

**fly-on-the-wall** imagining watching somebody without them knowing that you are there

**petite** French for ‘very small’

**reality TV** a show where ordinary people take part

**the big league** an important person or team (a phrase used in football)

**wipe-out** a surfing term, used when a big wave knocks you off your surfboard

## Challenge

Imagine a fly-on-the-wall documentary was made of your school.

Think of three things they could do to make your school look good on the show.

Think of three things the film-makers could do to make your school look bad on the show.



# Words, old and new



## Learning objective

Explore word origins and derivations and the use of words from other languages.

The fiction extract 'Adam Explains' is from a modern text and set in England, yet much of the language used is based on older words from other countries!

**Example:** 'advertise' comes from the 15th century French word *avertissement*.

## 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)
spectacular	From the Greek <i>idiwtes</i>
filming	From the Old English, <i>filmen</i> (a thin skin)
paparazzi	From the French <i>petit</i> (little)

## 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 wifi jeggings**





# A changing language



## Learning objective

Understand changes over time in words and expressions and their use.

Not only are new words being added to the dictionary, but they can change their meaning.

**Example:** 'silly' once meant 'happy'!

Changes in language over time like this are due to the arrival of other languages. Sometimes slang words become accepted as normal, too.

## A

You will need to 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 completely 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	<b>pulsar</b>
situation	comedy	
	drama	docudrama
	magazine	fanzine
camera		camcorder

## C

Words can also extend their meaning, by simply adding another meaning! Using a dictionary find out the different definitions of:

**spam virus cell green garage**





# Investigate adverts



## Learning objective

Recognise key characteristics of a range of non-fiction text types.

## Word Cloud

advertisements product  
buyers puzzles  
festival teen  
persuasion

## On Sale Now!

Advertisements in magazines, on television, through the post or on hoardings use the language of persuasion and bright colourful images to attract attention from buyers.

### 5 Fabulous fashion

Nearly everyone wants to be fashionable and pages like this, in teen magazines, are aimed at getting young girls to buy all the 'latest fashions'. Well-known celebrities and models show off the clothes. This article uses captions such as 'so cool' and 'rocks the festival look' to show that they are up-to-the-minute and you can be, too.

15 These adverts have been written to appeal to girls, while the adverts for boys are more likely to be for the latest console or computer game.





## Exciting games

This page from the Internet makes the  
 20 game sound fun and exciting. It describes  
 a game in which the characters have to  
 use their amazing abilities. The players  
 meet on a blue and green planet  
 scattered with individual plots. There are  
 25 places to explore, items to collect and  
 puzzles to solve. The game can be  
 shared with other players around  
 the world.



## Comprehension



### Learning objective

Compare the language, style and impact of a range of non-fiction writing.

### A

Give evidence from the pictures to support answers to A and B.

- 1 Looking at the page from the girls' magazine, name two things about the layout that you think works well and two that don't. The layout will include the images used, their size, the number of them and where they are positioned.
- 2 Find four adjectives about Little Big Planet that help to make the game sound exciting. *Example*: brilliant

### B

What do you think?

- 1 Does the look of the 'Star Style' page appeal to you? Why or why not?
- 2 Do the words, colours, images and layout of the page used in *Little Big Planet* convince you that it is a good game?

### C

How about you?

What advertisements have persuaded you – or your family – to buy something? Was the product as good as the advertisement said it was?

## Glossary

**hoardings** advertising boards in public places

**up-to-the-minute** the latest thing

## Discussion time

"Young people shouldn't be persuaded by adverts to buy computer and mobile phone games. They are addictive and expensive".

Explain why you agree or disagree with this opinion.



# Persuasive language



## Learning objective

Revise language conventions and grammatical features of different types of texts.

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



## Learning objective

Identify uses of the colon, semicolon, parenthetic commas, dashes and brackets.

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 3 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 an ellipsis to the end of the following sentences, and note the effect.

- With free entry for kids, it's the perfect time to try it out.
- Visit your local store today.

## C

Look at the advertisement you created for C, on page 132. Add a range of punctuation so that you get the effect of a speaking voice.





# Ups and downs



## Learning objective

Read and interpret poems in which meanings are implied or multi-layered.

## Word Cloud

chanting transfer  
half time villain  
playground scored

John Foster started to make up poems for his children to stop them from getting bored on long car journeys.



## The Price of Fame

It's not easy being famous.

Last week I was a hero.

In injury time

my namesake scored the winner

5 with a glancing header.

Everyone ran round the playground  
chanting my name.

Today I'm a villain.

10 Last night I missed an open goal.

Then, just after half time,

I was sent off for a professional foul.

We lost two-nil.

Everyone's blaming me and calling me names.

If it goes on like this,

I'm going to ask Sir for a transfer.

John Foster



## Comprehension

A

Give evidence from the text to support your answers.

- 1 Which line tells us how the player was treated as a hero? Which as a villain?
- 2 Which line within the poem tells us what this poem is really about?
- 3 The title of the poem is 'The Price of Fame'. What alternative title would also give the reader an idea of what the poem is about?

## Glossary

**foul** when you have played unfairly during football

**injury time** extra time at the end of a football match

**namesake** somebody with the same name as you

**nil** means no score

**Sir** formal way of greeting a teacher or sports coach



# Practise your poetry



## Learning objective

Vary vocabulary, expression and tone of voice to engage the listener and suit the audience, purpose and context.

Kenn Nesbitt is an American writer of humorous children's poetry.

## Word Cloud

bands  
surfs  
trailers  
whines



## When Sarah Surfs the Internet

When Sarah surfs the Internet  
She starts by checking mail.  
She answers all her messages  
from friends in great detail.

- 5 She plays a game or maybe two,  
and watches a cartoon,  
then chats with kids in places  
Like Rwanda and Rangoon.
- She reads about her favourite bands.
- 10 She buys an MP3.  
She downloads movie trailers  
And she looks for stuff for free.
- She reads about celebrities  
and dreams of wealth and fame,
- 15 then watches music videos  
and plays another game.

If you should say, "Your time is up.  
I need to use the net."

- 20 She always whines, "I haven't got  
my homework finished yet."

Kenn Nesbitt



## A

- 1 Write three comprehension questions for your class about the poem.
- 2 Read the poem aloud together as a class. Decide together how to make a performance reading of the poem, taking turns to read lines in loud or soft voices. Use gestures to act it out.



# Writing an interview



## Learning objective

Use the styles and conventions of journalism to write reports.

### First News interviews Justin Bieber on Monday 11 April 2011

*First News* is a children's newspaper which is published on paper and online. In an interview with singer Justin Bieber, the questions a journalist asked made him happy to talk.

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:

- ▶ the 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 the interview.

**Question:** Do you still get grounded by your mum?

**Answer:** Yeah, I do.

**Question:** What is it you think that fans will take from your new film?

**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 this is a dream 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**.

- 2 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...

- 3 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 writing stories/playing football. (long answer)

## Your writing

Imagine that you work for a newspaper and you are very excited because you are going to interview somebody you like. 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 Joseph Miguel'.
- 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.
- 5 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.



10

# Learning for life



## Let's Talk

**The Tree of Knowledge is an old metaphor.**

- 1 Why do you think knowledge is shown as a tree?
- 2 Which picture do you like best? Why?
- 3 Which picture puzzles you most? What do you think it means?

**“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



## Eager to learn



### Learning objective

Pay close attention in discussion to what others say, asking and answering questions to introduce new ideas.

### Word Cloud

atmosphere knowledge  
clues education  
discipline strict  
examinations

#### A

- 1 Look at the two pictures on this page. With a partner, find two clues in each one that shows the children are in, or on their way to, school?
- 2 With your partner, agree on a caption – a word, phrase or sentence for each of the five photos on these pages.

#### B

You need to prepare a talk about your school to explain to a group of visitors from other countries how education in your country works.

- 1 Make a list of what to include, for example: school starting and finishing age, school uniforms, school transport, books, computers and examinations.
- 2 Explain to a partner why you have chosen those items in question 1.
- 3 Present your ideas to another pair of students and answer their questions about your plan.

#### C

### What do you think?

What makes a good school? With your partner decide what is most important to you.

- tests and exam preparation
- discipline
- good manners
- cooperation with the wider community
- caring atmosphere
- sports facilities
- kind teachers
- strict teachers
- fun clubs and extra activities
- music department
- good examination results





# Science fiction



## Learning objective

Understand aspects of narrative structure such as the handling of time.

## Word Cloud

attic      pat  
blank out      punch code  
dials      scornful  
geared      sector  
loftily

It is the year 2155. Tommy, a boy of thirteen, has found an old book. He shows it to his friend Margie.



## The Mechanical Teacher

She said, "Where did you find it?"

"In my house." He pointed without looking, because he was busy reading. "In the attic."

"What's it about?"

5 "School."

Margie was scornful. "School? What's there to write about school? I hate school."

Margie always hated school, but now she hated it more than ever. The mechanical teacher had been giving her test after test in  
10 geography, and she had been doing worse and worse until her mother had shaken her head sorrowfully and sent for the County Inspector. He was a round little man with a red face and a whole box of tools with dials and wires. He smiled at Margie and gave her an apple, then took the teacher apart. Margie had hoped he wouldn't know how to  
15 put it together again, but he knew how all right, and, after an hour or so, there it was again, large and black and ugly, with a big screen on which all the lessons were shown and the questions were asked. That wasn't so bad. The part Margie hated most was the slot where she had to put homework and test papers. She always had to write them out  
20 in a punch code they made her learn when she was six years old, and the mechanical teacher calculated the mark in no time.

The Inspector had smiled after he was finished and patted Margie's head. He said to her mother, "It's not the little girl's fault, Mrs. Jones. I think the geography sector was geared a little too  
25 quick. Those things happen sometimes. I've slowed it up to an average ten-year level. Actually, the overall pattern of her progress is quite satisfactory." And he patted Margie's head again.

Margie was disappointed. She had been hoping they would take the teacher away altogether. They had once taken Tommy's  
30 teacher away for nearly a month because the history sector had blanked out completely.





So she said to Tommy, "Why would anyone write about school?"

Tommy looked at her with very superior eyes. "Because it's not our kind of school, stupid. This is the old kind of school that they had 35 hundreds and hundreds of years ago." He added loftily, pronouncing the word carefully, "*Centuries* ago."

From *Earth is Room Enough*, by Isaac Asimov

### Glossary

**inspector** a person who checks on a school and teachers

**overall pattern** the general way in which something is done

## Comprehension

### A

Explain your answers using words and phrases from the text.

- 1 Which phrase clearly shows Margie's feelings about school?
- 2 How do we know that Margie had to do more than one geography test?
- 3 Why did Margie's mum request that the County Inspector came?
- 4 Which phrase on line 21 tells the reader that the mechanical teacher worked out pupils' answers quickly?

### B

What do you think?

- 1 Tommy is reading a book about school in the past. What clue is the reader given that books are hard to get hold of?
- 2 The extract starts in one period of time, then goes back to the past, then back to the original period of time. Find and copy a sentence which shows that the time has switched to the past.
- 3 Why might Margie not like the Inspector patting her head?
- 4 There are no human teachers, so how do mechanical teachers get their knowledge?
- 5 Tom and Margie seem quite different from each other. List three of these differences in a table like the one below.

Tommy	Margie

### C

What about you?

- 1 What do you think is good or bad about a mechanical or digital teacher?
- 2 If you could program a mechanical teacher, what subjects would you put into it?





# Apostrophes



## Learning objective

Use apostrophes accurately for omission and possession.

Apostrophes are used in two ways.

- ▶ To show that letters have been missed out of a word (apostrophes for omission)

*Example:* it's = it is

- ▶ To show that something belongs to something else (apostrophes for possession)

*Example:* The pen belonging to the man = the man's pen

### A

- 1 From the extract on pages 140–1, find five examples of the apostrophe used to show letters have been missed out. (apostrophe for omission)
- 2 From the extract, find two examples of the apostrophe being used to show that something belongs to something else. (apostrophe for possession)

### B

Decide if apostrophes in these sentences are used correctly, and if not write them correctly.

- 1 Rodriguez's mother's Australian.
- 2 It's not the little girl's fault.
- 3 The mechanical teacher has lost it's data.
- 4 The trees leaves have fallen to the ground.
- 5 Tommys teachers pen was on the table.
- 6 The boys' father is looking for him.
- 7 Next weeks' school council meeting has been cancelled.
- 8 Thats not mine. That's Tommy's.
- 9 Margie said that everything has to go in its place.

### C

Insert the missing apostrophes in the sentences below.

The boys rucksacks were found by the dogs bed. Marias mother also discovered all the ladies handbags by the dogs bed. Why? Whats going on? Whos to blame? Its a mystery. Theres no doubt about it.

## Top Tip

If there is more than one owner and an -s is added, the apostrophe comes after the -s... *Example:* the shoes belonging to several boys = the boys' shoes.





## Direct speech



### Learning objective

Punctuate speech accurately.

#### A

Use the sentences of dialogue below as a model. Explain the rules for how speech and dialogue should be punctuated and set out. There should be four rules.

She said, "Where did you find it?"

"In my house." He pointed without looking, because he was busy reading. "In the attic."

"What's it about?" *A new line is used to show a new speaker*

"School."

Margie was scornful. "School? What's there to write about school? I hate school."

#### B

Below is another extract from *Earth is Room Enough*, by Isaac Asimov. Write out the lines and add in missing punctuation and some reporting clauses, such as 'he said' and 'she shouted'.

She read the book over his shoulder for a while, then said, "Anyway, they had a teacher

"Sure they had a teacher, but it wasn't a *regular* teacher. It was a man

A man? How could a man be a teacher?"

"Well, he just told the boys and girls things and gave them homework and asked them questions

"A man isn't smart enough"

"Sure he is My father knows as much as my teacher."

"He cant A man can't know as much as a teacher.

#### C

In comics, the words in the speech bubble are the words actually spoken. Make up two speech frames for a comic strip about *The Mechanical Teacher*.





# Remembering first days at school



## Learning objective

Explore autobiography and first person narration.



### Achieng in Kenya



Jambo!

I am a girl from the Luo tribe in Kenya. My name, Achieng, means 'sun', because

5 I was born at midday. On my first day at school, everyone was busy with chores. The girls swept the floor while the boys cut the grass with pangas or long knives. We sat on a straw mat for lessons. For lunch, we ate mandazi (fried bread) and then played football. We used termite nests for the goalposts. This year, I'm going to learn to read and write Kiswahili, also arithmetic and health.

**Facts** Kenyan children go to school six days a week from January till November. Books and paper are scarce in the rural areas.



### Anton in Kazakhstan



Salam Aleikum!

I am Anton and I send you greetings from Almaty, Kazakhstan. September 1st

5 was my first day of school. How excited I was. My father presented me with a bag of candles, pencils and sweets in honour of this important day. On our way to school, which was called 'Number 115', my mother gave me a coin to buy a bouquet of flowers from the bazaar for the teacher. I started to learn to read and write Kazakh and Russian.

**Facts** On the first day of school, each child brings flowers for the teacher. A new child is chosen to be carried around the room and introduced to the others.



### Misaki in Japan



Konichiwa!

I am Misaki from Japan and I remember my first day of school. I was both afraid and excited.

5 I wondered if my classmates would like me and if the homework would be too hard. As first graders, we learnt Japanese, arithmetic, sewing, music and art. Before going into my classroom, I took off my shoes and put on a pair of slippers. Everyone bowed to the teacher. She showed us how to make an origami bird by folding paper.

**Facts** Children study Japanese characters, or word pictures, called kanji. They learn more than 1,000 kanji while they are in primary school.



from *It's Back to School We Go!*  
by Ellen Jackson

## Glossary

**Jambo** hello in Kiswahili, a language of Kenya

**Konichiwa** hello in Japanese

**mandazi** a type of fried dough commonly eaten in Kenya

**origami** the Japanese art of folding paper to make attractive shapes

**Salam Aleikum** hello in Kazakhstan and other Muslim countries



# Comprehension



## Learning objective

Explore autobiography and first person narration.

### A

Give evidence from the text to support your answers.

- 1 What phrases in the letters from Japan and Kazakhstan show that students honoured their teachers?
- 2 Which phrase from Misaki showed she had mixed feelings about her first day in school?

### B

What do you think?

- 1 Give three possible reasons to explain why books and paper are scarce in some primary schools.
- 2 Copy the table below. Complete it with examples from the children's letters for each autobiography feature.

Autobiography features	Evidence from letters
Personal pronouns	
Personal details	
Setting the scene, location, time of year	
Event description	
Personal feelings	

### C

What about you?

- 1 Write two experiences from each school which are different from your own first day at school, and one that is the same.
- 2 Using your table of autobiography features to help you, write a short paragraph about your first day at school. Remember to explain any words which are specific to your country. Add two facts to go with your paragraph.

## Word Cloud

arithmetic    scarce  
bouquet      slippers  
chores        termite  
panga

## Challenge

Reflect on how you have changed as a learner since your first day at school.

## Discussion time

In some countries students take turns to help prepare school meals and clean the school rooms and grounds. Is this a good or bad idea? Explain your opinion with examples.



# Verbs



## Learning objective

Revise different word classes.

Verbs are an essential word class. Without a verb, a sentence is not possible. Even one word can be a sentence, if that word is a verb.

**Example:** Stop!

### A

Verbs express actions. Pick out the verbs in these sentences.

- 1 Each child brings flowers for the teacher.
- 2 The girls swept the floor while the boys cut the grass with pangas or long knives.
- 3 I took off my shoes and put on a pair of slippers. Everyone bowed to the teacher.

Verbs also express states, often called 'being' words or 'stative' verbs.

**Example:** The child **is** ill with fever.

### B

Pick out the verbs in these sentences. Then find six more stative verbs in the non-fiction extract.

- 1 Your classmate seems very nice.
- 2 We were all there on time.
- 3 The loss of the school rucksack was my fault.
- 4 Anton became quite excited about the first day at school.

A finite verb has a subject and can express tense

**Example:** She **walked** to school.

A non finite verb, called an infinitive or participle, doesn't show a distinction in tense and needs a phrase or clause.

**Example:** Before **going** into my classroom, I took off my shoes and put on a pair of slippers.

### C

Complete the following sentences, both of which use a non finite verb.

- 1 While running to school, she...
- 2 While travelling to school, she...

## Top Tips

- **Stative** verbs describe states or conditions which **continue over a period of time**.

**Example:** I've always liked arithmetic.

and NOT

I've always been liking arithmetic.

- **Dynamic** or **action** verbs describe things that happen **within a limited time**, things which have a definite beginning and end. **Come, bring, buy, get, learn, listen** and **watch** are all examples of dynamic verbs.

**Example:** I shall be **bringing** Anton with me when I visit you on Friday, if that's all right.





# Active and passive verbs



## Learning objective

Explore use of active and passive verbs within a sentence.

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 author.
- 3 A school newsletter (sent) to all students.
- 4 The school (close) since yesterday.





# Dream big!



## Learning objective

Articulate personal responses to reading, with close reference to the text.



Paul Cookson wrote this poem for 11-year-olds about to leave primary (elementary) school and go on to secondary (high) school.

## Let No-one Steal Your Dreams

Let no-one steal your dreams

Let no-one tear apart

That burning of ambition

4 That fires the drive inside your heart.

Let no-one steal your dreams

Let no-one tell you that you can't

Let no-one hold you back

8 Let no-one tell you that you won't.

Set your sights and keep them fixed

Set your sights on high

Let no-one steal your dreams

12 Your only limit is the sky.

Let no-one steal your dreams

Follow your heart

Follow your soul

For only when you follow them

17 Will you feel truly whole.

Set your sights and keep them fixed

Set your sights on high

Let no-one steal your dreams

21 Your only limit is the sky.

Paul Cookson

## Word Cloud

ambition  
dreams  
sights  
steal  
soul  
tear



## Comprehension

### A

Use words and phrases from the poem to explain your answers.

- 1 Rewrite the meaning of the first verse into four sentences of your own words.
- 2 What does 'set your sights on' mean?
- 3 Which five things in the poem must you not let people do to you?

### B

Poet's use of language

- 1 Which two words does the poet use in verse 1 to describe heat?
- 2 Which two phrases does the poet use in verse 3 to indicate 'there's no upper limit'?

### C

What about you?

How did the poem make you feel? Give phrases from the poem as part of your explanation.



# Language to persuade



## Learning objective

Use spoken language well to persuade or make a case.

### A

In this activity, you will have informal discussions, first in pairs, then in groups of three. The object is to get others to agree with you.

Look at the table below to see all the arguments against a particular activity. Think of ways to persuade your partner to take up the activity despite their arguments.

Do a cross-country hike	Take part in a school play	Join a sports team
I might get lost / cold / tired / wet... I don't like walking.	I'm bound to forget my lines / where to move... I wouldn't look right for the part. Others could do it better.	I'm not fast / tall... enough. I'd let my team-mates down. Others are better than me.



### B

## Role play

- 1 Work in pairs. The 'Player' chooses an activity which she or he feels negative about. The 'Selector' persuades the 'Player' that she or he can do it very well.
- 2 Change roles. Talk about a different activity.
- 3 Work on a three-way role-play, with a Selector, a Player and the Supporter, who offers help and gives encouragement.

### Example:

**Selector:** I hope you'll take part in my end-of-term production.

**Player:** I'm not sure. I've never done any acting.

**Support:** Why not? You'd be great! Besides, you're good at making us laugh.



# Writing a handbook



## Learning objective

Select appropriate non-fiction style and form to suit specific purposes.

## Guided writing

You have been asked by your Headteacher to write part of a student handbook which is given to new students coming to the school. You need to write key facts about the school, but also some helpful advice, such as how to make friends or what school rules are especially important.

Copy the paragraph boxes below and their subheadings, then make notes inside each. Some ideas have been given to help you.

### Paragraph 1 Some key facts about the school

- name of school
- name of Headteacher
- subjects studied
- some information about the actual school building e.g. two floors, gymnasium, science laboratories
- number of pupils
- teachers' names and year groups
- facilities like sport, creative arts
- school uniform
- some key achievements/awards
- you could include a map drawing of inside the school.

### Paragraph 2 The school day

- what time the school starts
- morning assembly -or whole school meeting
- how pupils are registered
- break and lunch times - with tips on how to get there on time/ get a place in the queue.
- what snacks or meals you recommend
- lesson finishing time
- times for after school clubs

### Paragraph 3 Lessons and Learning

- a learning experience you have had which you will never forget or a favourite teacher or subject you enjoyed.
- extracurricular activities available and annual competitions
- advice on homework and preparing for tests.
- advice on how to be organized and reflective about your own learning to do their best.

### Paragraph 4 Final advice and suggestions

- behaviour rules new pupils must follow
- what to do if you feel lost, lonely, sick or have a problem
- how to encourage parents / carers to be involved with your school



## Your writing

- 1 Now write the four-paragraph leaflet properly, using the sub-headings and notes above. Remember to write in the first person, using your own voice (I...). Use personal pronouns (you...) so that new students feel they are being spoken to directly by an older friend.

## Edit your writing

- 2 After you have finished, check your writing. Use the essential and desirable success criteria below. Ask another student to read your leaflet and suggest corrections or improvements.

Essential writing success criteria	Check
Paragraphs should contain what is in the headings only, and not include something else which should be in another paragraph.	
Personal pronouns should be used to give the effect of a voice speaking directly to the new pupils.	
Opinions, where they can be helpful, have been added to the facts.	
Have connectives been used to link ideas for the reader? <i>Example:</i> Firstly, I would like to tell you... Adding to that...What's more...	
Have capital letters, full stops and commas been used correctly?	

Desirable success criteria	Check
Vary sentence lengths, with some short sentences for key facts.	
Vary the beginnings to sentences: <ul style="list-style-type: none"> <li>• Firstly, ____ (using an adverb)</li> <li>• At the back of the school, there is ____ (prepositional phrase)</li> <li>• Although ____ (using a connective)</li> <li>• Running in corridors will get you into trouble. (using a present participle)</li> </ul>	





# Revise and check 3

## Vocabulary

- Write down the names of three kinds of circus acts.
- 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 down four words which end in a "k" sound.



# Pulling together



Oki was the finest young hunter of his people. He could run like the wind and carry great loads on his back. He could pull fish from the coldest sea, and there was no one who could paddle a kayak

5 with such speed and skill.

Oki's older sister was called Anuat. She was restless and adventurous. She liked running out along the shore, hunting small birds and taking them home to eat.

10 "I want to see life!" she used to say to Oki. "It's so dull here at home. I want to meet other people and go to far off places."

Oki's little sister was called Puja. She liked being at home and helping her mother. They would cut up the meat which Oki brought home, cook it and sew clothes  
15 from the animal skins.

One winter's day, when the sea was quite frozen over, Oki and the older sister, Anuat, went off over the ice towards some distant islands.

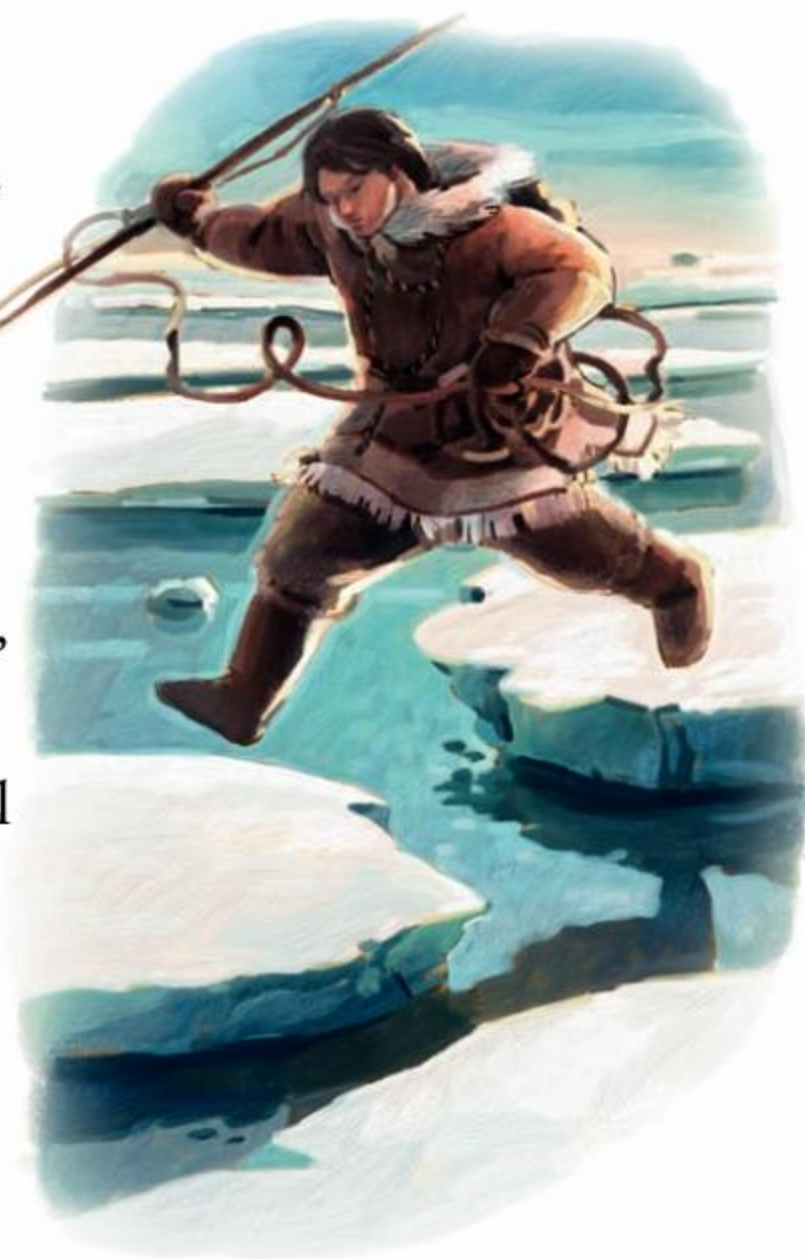
20 "A fox! Look there! I'll catch him if I can!" shouted Oki, and he raced away, as fast as a wind-blown bird.

The fox was fast, and the chase went on for many miles, but at last Oki captured his prey. Pleased with himself, he trudged back to the place where he had left his sister.

25 She wasn't there. He looked out over the frozen white world and called as loudly as he could.

No one answered.

Then Oki saw marks in the snow. There were long double stripes made by a sledge's runners, and between







30 them were the prints of reindeer hooves. All around, the snow had been churned up, as if there had been a struggle.

“What can this mean?” he puzzled. “Has my sister been kidnapped? Why are there prints of reindeer hooves between the marks of the sledge runners?”

35 Baffled, Oki went home, hoping to find his sister already there. But she hadn’t returned. For days and days the family waited and hoped, but Anuat never came back.

Weeks passed, then months. No one talked about Anuat any more, but she was in Oki’s mind all the time.

“I must find her. I must!” he said to himself.

40 Spring was coming now and the warm weather was melting the ice between the islands. Oki gazed out across



the vast stretches of icy water. "If Anuat is still alive, she must be far away," he thought sadly.

But Oki was determined to find his sister. He thought  
45 long and hard.

"When the sea freezes again, I will set out. But how can I avoid hunger and exhaustion? If only I could move more quickly over the ice."

Oki thought back to the reindeer prints between the  
50 sledge marks. The seed of an idea planted itself in his mind. Was it possible? There was only one way to find out ...

The next time that Oki went hunting, he took with him a sledge and some strong cords.

"Where are you going?" little Puja asked him. "What are  
55 those cords for?"

"You'll see," said Oki, and off he ran, pulling the sledge after him.

It was days before he came home. From inside their snow house, Puja heard a strange noise. She ran outside to look  
60 and screamed with fright.

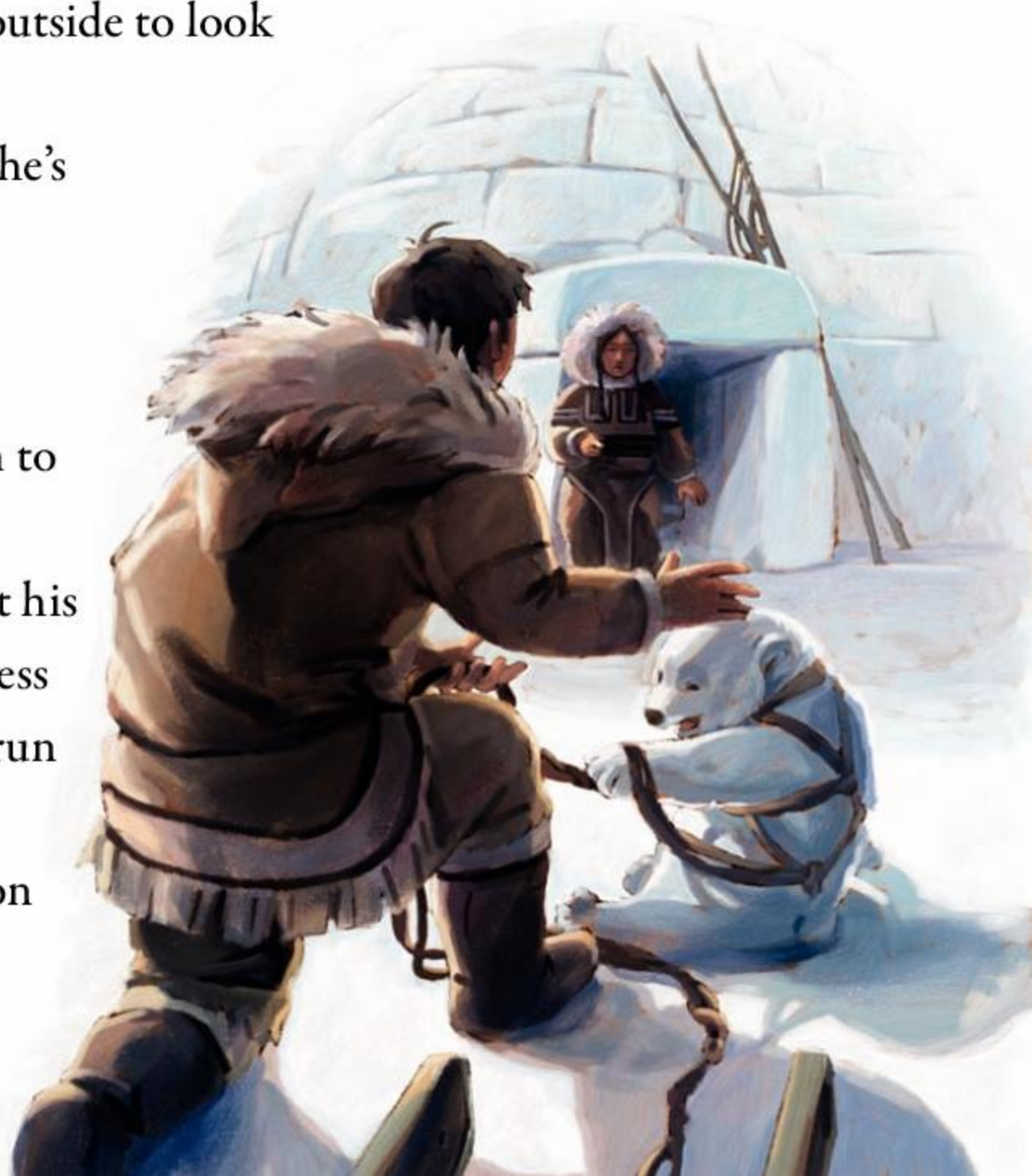
"Father, Mother! Oki's come home, and he's brought a monster with him!"

Her parents ran to look.

"This isn't a monster," laughed Oki.

65 "It's a baby bear, and I'm going to train him to pull my sledge."

Oki's father shook his head and smiled at his son's folly. Oki didn't care. He made a harness for the little white bear and taught him to run  
70 ahead of the sledge pulling it along behind him. But the bear cub tired quickly and soon lost interest. So off Oki went again.





A few days later, he came back. This time, unearthly howls brought Puja running out to look. She screamed  
75 even louder than before.

“Look at its teeth, and its great round eyes, and its horrid bushy tail!”

“It’s nothing to be scared of!” scolded Oki. “What a baby you are! It’s only a wolf cub. Now let’s see what he  
80 can do.”

Oki harnessed the bear cub and the wolf cub together, and tried to make them pull the sledge. But they fought each other, biting and scratching. They refused to make the sledge run at all.

85 Oki didn’t give up. He made a special harness so that the two young animals couldn’t reach each other. He petted them, and gave them good food, and at last he made them run together. But the wolf ran fast, and the bear ran slowly. The sledge went round in circles!

90 Oki tried again. He caught another wolf cub, and this time he trained all three to run together, with the bear in the middle. Now it was going well! Oki could ride on his sledge far and fast, and carry heavy loads, too.

\* \* \*





Winter came again. The sea was once more frozen  
95 into a vast sheet of ice. The sun hung low in the sky, and  
night fell almost before it was day. Oki made a new sledge,  
stronger and faster than his old one.

“I’m going to look for my sister,” he told his parents. “I  
won’t rest till I’ve found her.”

100 His father and mother were worried.

“We’ve lost one of our children,” they said. “How could  
we bear to lose another? Stay at home, son. Forget your  
sister. She is lost to us forever.”

But Oki was determined. “I have my animals now  
105 to help me,” he said. “We can cover miles and miles in  
one day.”

He set off, racing fast to the place where he had last seen  
his sister, out on the ice that covered the sea.

Soon, the bear was tired and slowed the others down, so  
110 Oki unhitched him and carried him on the sledge.





Now, with the wolves alone, the sledge shot forwards, swishing across the ice faster than any person could run. On and on went the wolves, while Oki cracked his whip over their willing backs and shouted cries  
115 of encouragement.

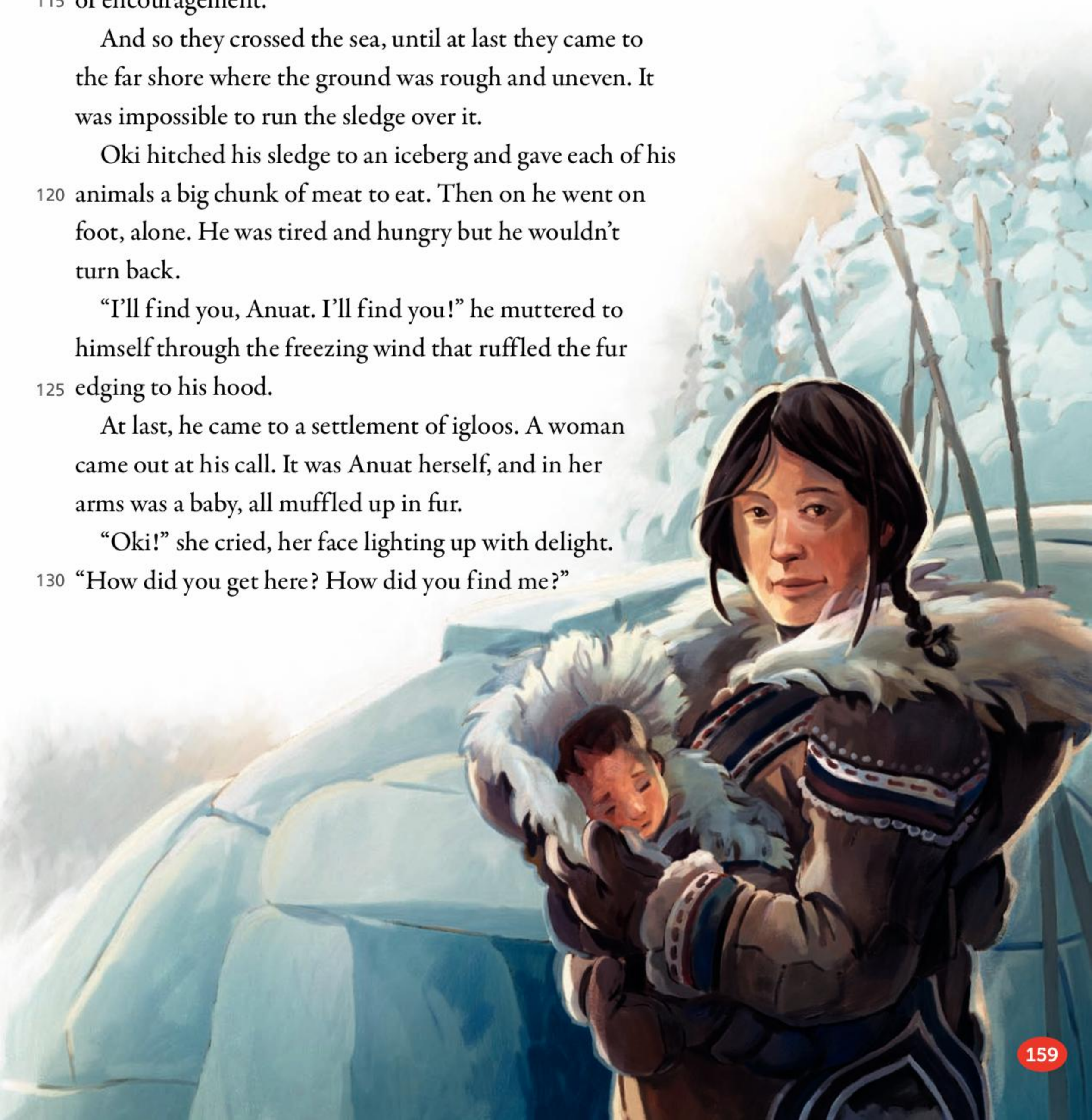
And so they crossed the sea, until at last they came to the far shore where the ground was rough and uneven. It was impossible to run the sledge over it.

Oki hitched his sledge to an iceberg and gave each of his  
120 animals a big chunk of meat to eat. Then on he went on foot, alone. He was tired and hungry but he wouldn't turn back.

"I'll find you, Anuat. I'll find you!" he muttered to himself through the freezing wind that ruffled the fur  
125 edging to his hood.

At last, he came to a settlement of igloos. A woman came out at his call. It was Anuat herself, and in her arms was a baby, all muffled up in fur.

"Oki!" she cried, her face lighting up with delight.  
130 "How did you get here? How did you find me?"





He followed her into her igloo, and the brother and sister talked long into the night.

“That day,” Anuat said, “when you ran off after the fox, some strangers came past. They snatched me up  
135 and carried me away on their sledge. It was pulled by a reindeer, so we were soon far beyond anywhere I had been before. I fought and struggled, but they wouldn’t let me go.

“Eventually we reached this land and I was forced to  
140 stay. But then I met a good kind man here. We fell in love and married. Look, we have a baby now! There was only one thing that was making me unhappy, and that was the thought of my family, worried and wondering where I was.

“Now you have come all this way to find me! But how  
145 did you do it, Oki? How did you come so far across the sea ice, on your own?”

“I’ll show you in the morning, if you’ll come down to the edge of the sea ice with me,” said Oki, yawning.

“But now, dear sister, I want something to eat. In fact, I  
150 want a feast! So let me see what’s in that pot bubbling so hard on the fire. I could eat a whole seal all by myself!”

And from that day to this, people have used the descendants of wolves to pull their sledges across the frozen Arctic landscapes.

*Elizabeth Laird*





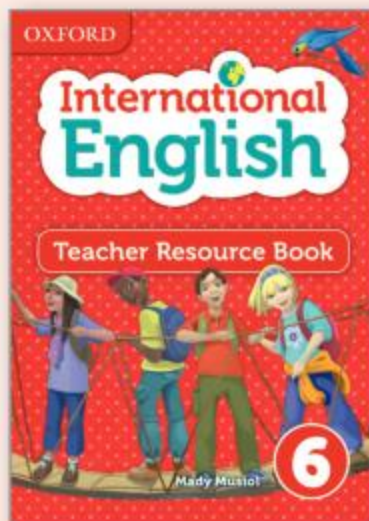
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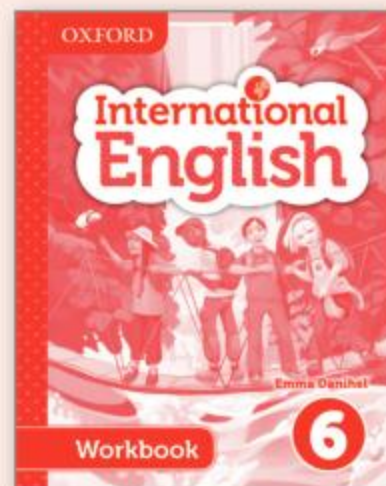
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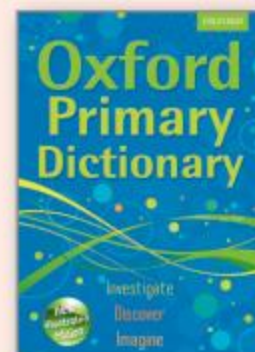
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