



Nelson
English

Pupil Book 5



Wendy Wren and Sarah Lindsay

OXFORD



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Book 5 Scope and Sequence

Unit	Unit Title	Text	Comprehension Focus	Vocabulary Focus
1	The Hare and the Tortoise	Fiction text: Aesop's fable 'The Hare and the Tortoise'	Analysing character in a fiction text	Prefixes that make antonyms
2	Swifter, Higher, Stronger	Information text about the Olympic Games: 'Going for Gold!'	Understanding and interpreting information in a non-fiction text	Alphabetical order
3	Wind Poems	Poetry about the wind: 'The Wind is Angry' by Adrienne Brady and 'The Wind' by Stanley Cook	Analysing the features of poetry and giving a personal response	Using hyphens
4	When the Wind Blows	Information text about the Beaufort scale: 'Describing the Wind'	Understanding and interpreting a non-fiction text and information presented in a table	Over-used words: nice
5	Walking on the Moon	Information text about the first men to land on the Moon: 'Moon Landing'	Understanding and ordering information from a non-fiction text	Synonyms
6	Centaurus 1	Play script: extract from <i>Centaurus 1</i>	Analysing a play script	Synonyms for said
7	Looking at the Sky	Information text about planets and stars: 'The Night Sky'	Analysing purpose	Figures of speech
8	Holiday Destination	Travel brochure: 'Visit Sri Lanka'	Analysing a persuasive text	Using a thesaurus
9	The Flight of Icarus	Fiction text: 'The Flight of Icarus', a Greek myth	Analysing plot and using descriptive language	Homophones
10	Birds' Wings	Extracts from non-fiction books about birds	Identifying key words and phrases and making notes	Antonyms
11	Changing Times	Poetry: 'Changing Times' by Eric Slayter	Understanding and analysing the language of poetry	Adverbs in dialogue
12	Growing a City	Information text: 'The City of Dubai'	Identifying key information and making notes	Adverbs
13	Visit Dinosaur World	Advertising poster for a theme park	Analysing a persuasive text	Abbreviations and acronyms
14	The Old Forest	Fiction text: 'The Old Forest' from <i>The Lord of the Rings</i> by J.R.R. Tolkien	Analysing characters' thoughts and feelings	Root words, prefixes and suffixes
15	Rainforests in Danger	Persuasive text: 'Protecting our Rainforests'	Analysing and practising persuasive writing	Using a dictionary
16	Undersea World	Information text: 'Coral reefs'	Identifying key information and making notes	Onomatopoeia
17	Shipwrecked!	Fiction text adapted from <i>Robinson Crusoe</i> by Daniel Defoe	Exploring a first person narrative	Idioms

Punctuation Focus	Spelling Focus	Grammar Focus	Writing Focus
Direct speech	e or no e ?	Verb tenses	Describing characters
Commas in lists	eous, ious, cious and tious word endings	Verbs with prefixes	Biographical sketches
Apostrophes of contraction	ull and ul word endings	Noun and verb agreement	Personification
Commas for extra information	Silent letters	Noun round-up	Chronologically sequenced report
Dashes for extra information	cial and tial word endings	Modal verbs	First person, chronological report
Commas to avoid ambiguity	able, ible, ably and ibly word endings	Interesting adjectives	Writing a play script
Possessive nouns	ir and ire words	Verbs formed from nouns and adjectives	Explanations
Indirect speech	Adding suffixes to fer words	Relative pronouns	Writing to inform and persuade
Split direct speech	ow words	Sequencing adverbs	Writing as a character in the story; writing for purpose and audience
Brackets for extra information	ough words	Possessive pronouns and possessive adjectives	Using sources in research: bibliography
Apostrophe round-up	ant, ent, ance and ence word endings	Plural round-up	Two verse poem using contrast
Commas, dashes and brackets for extra information	ie and ei words	Relative pronouns	Creating a flow diagram
Commas between adjectives	ie and ei words	Expanded noun phrases	Creating an advertisement
Direct speech round-up	ey word endings	Auxiliary verbs	Writing about characters; writing the next part of the story
Punctuating sentences	ar and are words	Relative clauses	Writing for an audience
Commas after adverb clauses	ost and oll words	Homonyms	Notes and report writing
Punctuation round-up	ild and ind words	Improving writing	Writing in the first person

The Hare and the Tortoise

Hare was a **boastful** creature. He was very proud of his **sleek** fur, long ears and strong legs. He **ran like the wind** and no one could beat him. Rabbit had tried but could not beat him. **Badger** had tried but could not beat him. Hare boasted that there was not an animal in the world that could run faster than he could.

Tortoise was a very **modest** creature. He thought he was rather funny-looking with his heavy shell, wrinkled skin and small eyes. He was very slow. He had never raced Hare.

“I have beaten every animal around here,” boasted Hare.

“Well,” said Tortoise, “you have never beaten me. I am unbeaten.”

Hare looked at Tortoise in surprise. It was true, but Hare thought the idea of racing Tortoise was **ridiculous**.

“If I did race against you,” said Hare, “I would win easily.”

“Maybe you would,” said Tortoise, “but until you have raced against me, you can’t boast that you’ve beaten all the animals around here.”

“Right then,” said Hare. “I challenge you to a race.”

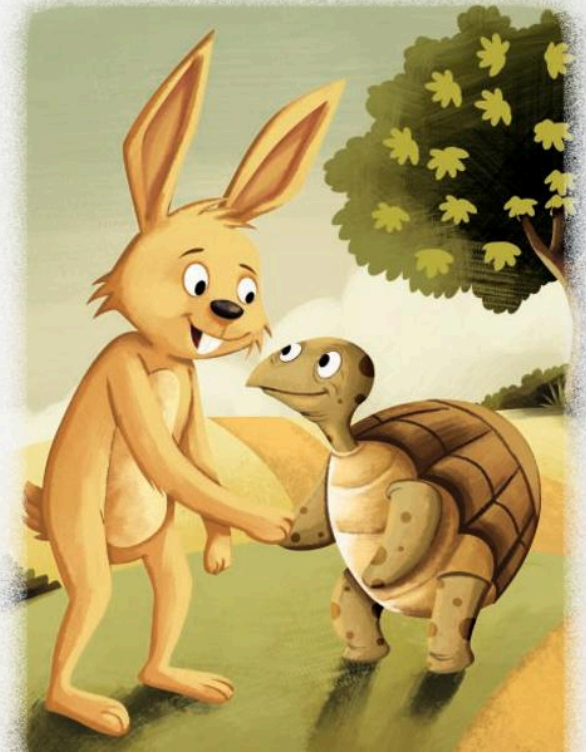
“I accept,” said Tortoise.

The next day, all the creatures came to watch the race. **Owl** was the referee **to ensure fair play**. At the starting line, Hare was **limbering up**, shaking out his legs and taking long, deep breaths. Tortoise was still and quiet, and looked very calm.

“Ready, steady, go!” shouted Owl. Hare ran at a **tremendous** speed and was almost out of sight before Tortoise had taken his first step.

The animals cried, “Come on Tortoise! Run! Run!” Tortoise smiled a little and walked on slowly.

Hare was running very fast. He looked back over his shoulder but Tortoise was nowhere in sight. “I don’t have to run so fast,” Hare



said to himself. "I can take it easy. I think I shall sit down and have a little rest."

Hare stopped running and lay down under the shade of a huge tree. He was a little tired so he closed his eyes. "I shall just have five minutes' rest and then head for the finish line," he thought. Hare closed his eyes. It was very warm and peaceful and soon, Hare had **nodded off**.

Tortoise kept walking slowly on. He didn't look to the right. He didn't look to the left. He looked straight ahead and kept on going. Eventually, he saw Hare asleep under a tree. He didn't stop. He just kept walking on.

Hare suddenly woke up. "I didn't mean to go to sleep," he muttered. "**Not to worry**, I'll still get to the finish line before that slow Tortoise!"

Hare set off towards the finish line. As he ran round the last bend, he could see Tortoise up ahead almost at the finish line!

"He is winning!" Hare cried. He **put on a spurt** and began closing in on Tortoise. Tortoise just kept carefully walking on.

Rabbit cried, "He will win! He will win!" Tortoise had almost reached the finish line. Just a few more steps! Hare ran as fast as he could but it was no use. Tortoise crossed the finish line. He had beaten Hare. All the animals cheered.



Glossary

hare a wild mammal that is similar to a rabbit but bigger

badger a grey mammal with a black and white head. It usually comes out at night.

tortoise a land reptile that moves slowly. It can pull its legs and head into its shell for protection.

owl a bird of prey. It has a large head and eyes, and hunts at night.

Word Check

Use a dictionary to help you.



A Find each word in the story. Choose the correct meaning.

- | | | |
|--------------|----------------------------------|--------------------|
| 1 boastful | a always saying how good you are | b attractive |
| 2 sleek | a shaggy and dull | b smooth and shiny |
| 3 modest | a not talking about yourself | b ugly |
| 4 ridiculous | a really good | b really silly |
| 5 tremendous | a great | b slow |

B Find these phrases in the story. Discuss what they mean.

- | | | |
|---------------------|-----------------------|------------------|
| 1 ran like the wind | 2 to ensure fair play | 3 limbering up |
| 4 nodded off | 5 not to worry | 6 put on a spurt |

Comprehension

A Discuss the answers to these questions.

- 1 Which two characters had failed to beat Hare?
- 2 Why did Tortoise think he was 'funny-looking'?
- 3 How did Hare behave at the start of the race?
- 4 Why did Hare think he had time to 'sit down and have a little rest'?
- 5 What did Tortoise continue to do when he saw Hare asleep under a tree?
- 6 Who won the race?



B Write sentences to answer each question.

- 1 Explain in your own words the difference between someone who is 'boastful' and someone who is 'modest'.
- 2 Why did Hare think 'the idea of racing against Tortoise was ridiculous'?
- 3 Explain in your own words what Owl's job was.
- 4 How do you know the other animals wanted Tortoise to win?
- 5 During the race, how do you know that Hare was confident he was going to win?

C If you could be friends with either Tortoise or Hare, which would you choose? Why?

Vocabulary

Prefixes that make antonyms

The **antonyms** of some words are made by adding a **prefix**.

sufficient → **in**sufficient

possible → **im**possible

honest → **dis**honest

behave → **mis**behave

Remember, **antonyms** are opposites.



Remember, when you add a **prefix**, you just add it! Don't worry if it makes a double letter.

un + necessary = **un**necessary

ir + regular = **ir**regular

A Choose a prefix to make the **antonym** for each word.

1 happy

2 appear

3 tidy

4 trust

5 pack

6 sure

7 capable

8 perfect

B Put three of the antonyms from **Activity A** into sentences of your own to show you understand their meaning.

C Think of eight more words that can have a prefix added to make their **antonym**. Write down each word and its antonym.



Punctuation

Direct speech

Direct speech is when we write the **actual words** that someone has spoken. Sometimes the **spoken words** come **first**.

“I have beaten every animal around here,” boasted Hare.

Sometimes the **name of the speaker** comes **first**.

The animals cried, “Come on Tortoise! Run! Run!”

Sometimes we **split the spoken words** so we have to be very careful about the **punctuation**.

“I didn’t mean to go to sleep,” **he muttered.** “Not to worry, I’ll still get to the finish line before that slow Tortoise!”

In the example above, Hare says **two complete sentences** split by the non-spoken words **he muttered.**

Each spoken sentence has **speech marks** at the **beginning** and the **end**.

We put a **full stop** after **he muttered** before we start the new sentence.

“Well,” **said Tortoise,** “you have never beaten me.”

In the example above, Tortoise has said **one sentence** split by the non-spoken words **said Tortoise.**

Each part of the spoken sentence has **speech marks** at the **beginning** and the **end**.

We put a **comma** after **said Tortoise** before we continue the sentence.

Remember, we show direct speech by using **speech marks** (“ ”) around the spoken words.



A Copy the sentences. Add the missing punctuation.

- 1 I have beaten Rabbit and Badger boasted Hare
- 2 I accept your challenge said Tortoise
- 3 Owl asked Are you both ready
- 4 Hare said I’m ready

B Copy the sentences. Add the missing punctuation.

- 1 I think Hare will win said Badger He’s so fast
- 2 I want Tortoise to win said Rabbit because Hare is always boasting
- 3 Come on said Rabbit Let’s cheer Tortoise at the beginning of the race
- 4 Tortoise is winning cheered Badger and Hare is a long way behind

Spelling

e or no e?

This unit revises a very important spelling rule.

When a **suffix** is added to a word ending in **e**:

- drop the **e** if the suffix begins with a vowel or is a **y**.

take**e** Hare was taking long deep breaths.

noise**e** The animals' cheers were noisy**y**.

- keep the **e** if the suffix begins with a consonant.

care**e** Tortoise just kept carefully walking on.

Always remember there can be exceptions to the rule! For example: **see** becomes **seeing**, and **true** becomes **truly**.



- A** Write a word ending in **ing** to match each picture. The verbs in the box will help you.

ride

smile

write

slide

bake

drive

1



2



3



4



5



6



- B** Write the answers to these word sums.

1 shine + y =

2 educate + ed =

3 peace + ful =

4 improve + ment =

5 dance + er =

6 value + able =

7 polite + ly =

8 use + less =

- C** Add two suffixes from the box to each of these words.

ed

est

ful

less

ment

able

ure

ing

y

er

ly

ness

1 taste

2 organise

3 fine

4 hope

5 place

6 close

7 excite

8 like

Verb tenses

Remember, **verbs** are action or doing words. The **tense** of a verb tells us **when** the action happens.

- If the action happens in the **present**, we use a **present tense**.

present simple

I **challenge** you to a race.

present progressive

He **is winning!**

- If the action happens in the **past**, we use a **past tense**.

past simple

Hare **looked** at Tortoise in surprise.

past progressive

Hare **was limbering** up.

present perfect

I **have beaten** every animal here.

past perfect

Rabbit **had tried** but could not beat him.

- If the action happens in the **future**, we use the **future tense**.

future with will

He **will win!**

future with shall

I **shall sit** down.

We usually use **shall** after **I** and **we**, and **will** after **you, they, he, she** and **it**.



- A** Copy the sentences and underline the **verbs**.

1 Hare was running quickly.

2 Tortoise looks tired.

3 Hare will win.

4 Hare had fallen asleep.

5 Tortoise is walking on.

6 Owl started the race.



- B** Write these sentences in the **present simple tense** and the **past simple tense**.

1 I shall accept your challenge.

2 Tortoise will lose.

3 They will watch the race.

4 I shall try to win.

5 Tortoise was walking slowly.

6 The race is starting.

- C** Write these sentences in the **present perfect tense** and the **past perfect tense**.

1 Hare boasted to everyone.

2 The race finished.

3 Tortoise smiled.

4 Tortoise beat Hare.

5 Hare closed his eyes.

6 Hare lost the race.

Describing characters

When we create **characters** in stories, it is a good idea to let the reader know:

- what the character **looks like**:

Hare: sleek fur, long ears and strong legs

Tortoise: rather funny-looking with his heavy shell, wrinkled skin and small eyes

- what kind of **personality** he/she has:

Hare: Hare was a boastful creature.

Tortoise: Tortoise was a very modest creature.

A character's **personality** is the nature and qualities the character has.



There are three other named characters in 'The Hare and the Tortoise'.



Owl



Badger



Rabbit

- 1 You are going to write a **description** of a character. Choose **one** of the characters.
 - a Think about what your character **looks like**.
 - b Now think about what your character **says** and **does** in the story. What do these things tell you about his/her personality?
 - c Write a description of your character, including what they look like and what sort of personality they have.
- 2
 - a Read your first draft.
 - Correct any spelling, grammar and punctuation mistakes.
 - Can you improve the vocabulary?
 - b Write out your final version.

The pictures will help you.



Going for Gold!

*“The goal of the Olympic Movement is to **contribute to** building a peaceful and better world by educating youth through sport practised without **discrimination** of any kind.”*

International Olympic Committee

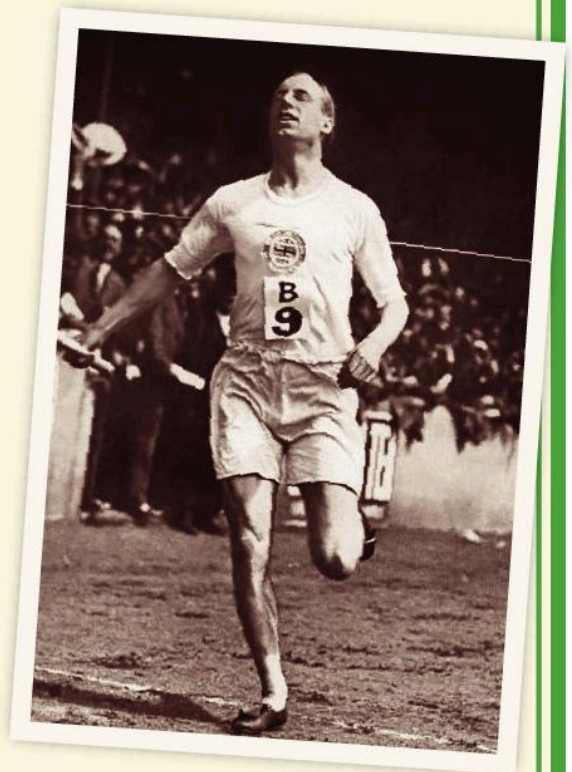
For most sportsmen and sportswomen, winning a medal at the **Olympic Games** is the **pinnacle** of success. Athletes return to their home country to national celebration and **a hero's welcome**. They are the pride of their people and gain international fame.

FAST! – Eric Henry Liddell

Liddell was born on the 16th January 1902. His parents worked in China. He went away to boarding school in England, and in 1920 he went to the University of Edinburgh in Scotland to study Science.

While at university, Eric became an **exceptional** rugby player and runner. He was **conscious** that he did not have enough time to give to both sports and his studies, so he chose running. His aim was to compete at the 1924 Olympic Games in Paris.

He trained hard and was picked for the British Olympic team. He won the gold medal in the 400 metres.



FASTER!! – Jessie Owens

Owens was born in 1913 in Alabama, USA, the youngest of seven children. His family was poor and he had to work at **various** part-time jobs to pay for his education at the Ohio State University.

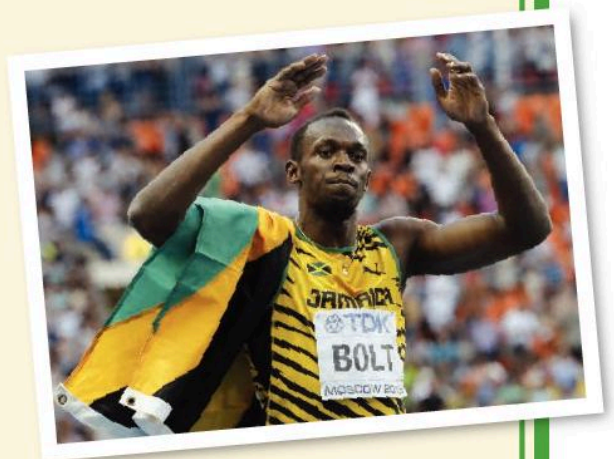
Owens **was ambitious**. He was picked for the USA athletics team and gained four gold medals at the Berlin Olympics in 1936. The medals were for the 100 metres, the long jump, the 200 metres and the 4 x 100 metres **relay race**.

FASTEST!!! – Usain Bolt

After he had outrun all the other sprinters in the 2008 Olympic Games in Beijing, Usain Bolt, the fastest man in the world, became known as 'Lightning Bolt'.

He was born in August 1986, in the small town of Trelawny, Jamaica, where his parents ran a grocery store. He spent much of his childhood playing football and cricket with his brother. He attended Waldensia Primary School and by the age of twelve was the school's fastest runner of the 100 metres.

In 2008, he was a member of the Jamaica Olympic team and competed in the 100 and 200 metres, winning gold medals in both events. At the 2012 Olympics in London, he ran the 100 metres in an Olympic **record time** of 9.63 seconds. He also won gold medals for the 200 metres and the relay race. In the Olympic Games in Rio 2016, he won three gold medals once again.



Glossary

Olympic Games the largest sporting competition in the world, held every four years in different cities

relay race a race between two or more teams. Each member of the team does part of the race and then another member of the team carries on.

Word Check

- A** Find each word in the text. Choose the correct meaning
- | | | |
|------------------|------------------|--------------------|
| 1 discrimination | a fair treatment | b unfair treatment |
| 2 pinnacle | a bottom | b top |
| 3 exceptional | a very good | b very bad |
| 4 conscious | a unaware | b aware |
| 5 various | a all the same | b different |
- B** Find these phrases in the text. Discuss what they mean.
- | | |
|-----------------|--------------------|
| 1 contribute to | 2 a hero's welcome |
| 3 was ambitious | 4 record time |

Use a dictionary to help you.



Comprehension

- A** Write **true** or **false** for each of these statements.
- 1 Eric Liddell was born in 1902.
 - 2 Jessie Owens was born in the small town of Trelawney.
 - 3 Usain Bolt was his school's fastest runner of the 200 metres.
 - 4 Liddell was a very good football player.
 - 5 The 1924 Olympic Games were held in Paris.
- B** Write sentences to answer each question.
- 1 Why do you think 'winning a medal at the Olympic Games is the pinnacle of success' for most sportsmen and sportswomen?
 - 2 Why do you think athletes who gain Olympic medals are given a 'hero's welcome' when they return home?
 - 3 Explain in your own words why Eric Liddell 'chose running'.
 - 4 Which of the gold medals Owens won in Berlin was not for a running race?
 - 5 Do you think 'Lightning Bolt' is a good nickname for Usain Bolt? Why? Why not?
- C** Write sentences to answer each question.
- 1 Which of the three runners from **pages 14 and 15** do you think is the greatest? Why?
 - 2 If you could compete in the Olympic Games for your country, what sport would you choose? Give your reasons.



Vocabulary

Alphabetical order

It is easy to find a word in a dictionary because the words are arranged in **alphabetical order**.

If the words begin with the same letter, you need to look at the second, third or fourth letters in each word.

These words come from the text on **pages 14 and 15**. They are in alphabetical order. They all begin with the letter **s**. The letter in bold shows the letter each word is ordered by.

school **s**econds **s**pent **s**port **s**tate **s**tudies **s**uccess

This example from a dictionary shows words organised by their **fourth** letter.

crossword *n* a puzzle with blank squares in which you put the letters of words worked out from clues

crotchet *n* a musical note with the value of one beat

crouch *v* to lower your body, with your arms and legs bent

crow *n* a large black bird

A Write these groups of words in alphabetical order.

- | | | | | |
|---|---------|----------|---------|-----------|
| 1 | victory | vet | villa | value |
| 2 | sequin | sensible | session | secretary |
| 3 | police | pony | pollute | poor |
| 4 | drip | drill | drive | drift |
| 5 | mind | milk | migrate | mile |
| 6 | ignite | insist | ignore | inspect |



B 1 Choose six of your own words. Each word must begin with the same two letters.

For example: hedge, heel.

2 Write the words you have chosen in alphabetical order.

C Look in a dictionary and find four words that start with the same letter and are ordered alphabetically by their fourth letter.

Punctuation

Commas in lists

When we write **a list** in a sentence we use **commas**. We join the **last two things** in the list with the conjunctions **and**, **but** or **or**.

He won gold medals for the 100 metres, the long jump, the 200 metres **and** the 4 x 100 metres relay race.

A Copy the sentences. Add the missing **commas**.

- 1 Eric Liddell was good at running rugby and his studies.
- 2 I have read about Eric Liddell Jessie Owens and Usain Bolt.
- 3 The Olympic Games were held in Paris in 1924 Berlin in 1936 London in 2012 and Rio in 2016.



B Use the words in each box to write a **sentence with a list**.

- 1 Begin your sentence like this: Jessie Owens won

100 metres 200 metres long jump

- 2 Begin your sentence like this: Usain Bolt liked

football cricket running

C Write **sentences with lists** of your own.

- 1 Write a sentence about three things you are good at.
- 2 Write a sentence about four things you like to eat.
- 3 Write a sentence about four sports – three you would like to try and one you would not.

Don't forget the **commas!**



Spelling

eous, ious, cious and tious word endings

Words that end in **ous** can be tricky to spell. Remembering these rules will help.

- If the root word ends in **e**, we usually drop the **e** before adding **ous**.
fame **e** famous
- If the root word ends in **ge**, we usually keep the **e**.
courage **ge** courage**eous**
- If there is an **i** sound (as in bit), it is usually spelt as **ious**.
vari**i**ous
- When adding the **ious** suffix, if the root word ends in **ce**, there is usually a **c** before the **ious**.
grace **ce** grac**i**ous
- If there is a family word that ends in **tion**, there is usually a **t** before the **ious**.
ambition **tion** ambit**i**ous

A Write the root word that each **ous** word is made from.

- | | | |
|---------------|--------------|--------------|
| 1 adventurous | 2 cautious | 3 mysterious |
| 4 nervous | 5 courageous | 6 spacious |
| 7 nutritious | 8 luxurious | 9 various |

Not all words ending in **ous** have an obvious root word.



B Write a definition for four of the **ous** words in **Activity A**.

C Copy each word, adding **ious**, **eous**, **cious** or **tious** to complete it.

- | | |
|---------------|---------------|
| 1 pre_____ | 2 ser_____ |
| 3 outrag_____ | 4 ficti_____ |
| 5 obv_____ | 6 victor_____ |
| 7 vi_____ | 8 deli_____ |
| 9 glor_____ | |



Verbs with prefixes

Letters added to the front of a word are called a **prefix**.

After he had **outrun** all the other sprinters, Usain, the fastest man in the world, became known as 'Lightning Bolt'.

out (prefix) + **run** (verb) = **to outrun** (to run faster than)

Prefixes can be added to verbs to change their meaning.

Prefix	Meaning	Example
dis	not/opposite	to dis obey
mis	wrongly/badly	to mis behave
over	too much	to over load
re	again/back	to re write
co	together	to co operate
out	more/better	to out run
under	not enough	to under charge

A Copy the verbs. Underline the **prefix**.

- 1 outdo 2 mistrust 3 dislike 4 retrain
 5 overwork 6 coexist 7 underpay 8 outshine

B Choose the correct **prefix** from the box to solve each clue.

dis over out re mis

- 1 If you run faster than someone else, you _____ them. _____run
 2 If you lose something, you _____ it. _____place
 3 If you pay too much for something, you _____. _____pay
 4 If you build something again you _____ it. _____build
 5 If you do not think the same as someone, you _____ with them. _____agree

C Use these verbs in sentences of your own.

- 1 restart 2 overheat 3 disappear

Biographical sketches

A **biography** is the story of a person's life written by **someone else**. It is written in the **third person**.

When a story is written in the **third person**, the author describes what another person has done, using pronouns such as **he** or **she** rather than **I**.

A biography can be a whole book about a person's life or a short text about the main things they did. These short texts are called **biographical sketches**.

You have read three biographical sketches about three great runners:



Eric Liddell



Jessie Owens



Usain Bolt

1 You are going to write a **biographical sketch** about an athlete.

a Choose **one** of these athletes to research.

David Rudisha Simone Biles Katinka Hosszu Laura Trott Kaori Icho

b Find out and make notes about:

- what country they are from
- their date of birth
- their sport
- which Olympic Games they have competed in
- medals won

You may find other interesting facts about your athlete that you could include.

c Using the information you have researched, write a **biographical sketch** of your chosen athlete.

2 a Read your first draft.

- Correct any spelling, grammar and punctuation mistakes.
- Can you improve the vocabulary?

b Write out your final version.

The Wind is Angry

The wind is angry –
 He's been in a **rage** all night,
 Stamping his feet, **bellowing**
 And finally **breaking out**.
 In morning light he gallops,
At full tilt, round the house,
 Charging at the walls,
 Pulling at the **thatch**
 And beating with clenched fists
 Against the windows.
 Even now, he's thrusting
 Icy fingers through **crevices**
 And under doors.

The house is tired
 And slightly bored.
 She watches with **listless** eyes,
 Sighs, settles on her **haunches**
 And **entrenches** herself still more.

Adrienne Brady

Glossary

thatch straw that makes a roof
haunches upper parts of a
 person's or animal's legs



Word Check

Use a dictionary
to help you.



A Find each word in the poem. Choose the correct meaning.

- | | | | | | |
|---|------------|---|-----------------|---|------------------|
| 1 | rage | a | extremely angry | b | slightly annoyed |
| 2 | bellowing | a | whispering | b | shouting |
| 3 | crevices | a | keyholes | b | narrow cracks |
| 4 | listless | a | uninterested | b | eager |
| 5 | entrenches | a | settles | b | enjoys |

B Find these phrases in the poem. Discuss what they mean.

- | | | | |
|---|--------------|---|--------------|
| 1 | breaking out | 2 | at full tilt |
|---|--------------|---|--------------|

The Wind

The wind is a wolf
That sniffs at doors
And rattles windows
With his paws.

Hidden in the night,
He rushes round
The locked-up house
Making angry sounds.

He leaps on the roof
And tries to drive
Away the house
And everything inside.

Tired next morning,
The wind's still there
Snatching pieces of paper
And ruffling your hair.

He quietens down and in the end
You hardly notice him go
Whispering down the road
To find another place to blow.

Stanley Cook



Word Check

Use a dictionary
to help you.



A Find each word in the poem. Choose the correct meaning

- | | | |
|-------------|--------------|------------------|
| 1 rattles | a shakes | b cleans |
| 2 paws | a feet | b nose |
| 3 snatching | a dropping | b taking quickly |
| 4 ruffling | a messing up | b combing |

B Find these phrases in the poem. Discuss what they mean.

- | | |
|----------------------|-----------------|
| 1 The wind is a wolf | 2 quietens down |
|----------------------|-----------------|

Comprehension

A Discuss the answers to these questions.

The Wind is Angry

- 1 What does the wind do in the night?
- 2 What does the wind do in the morning?
- 3 What does the house do when it is windy?

The Wind

- 1 What does the wind do in the night?
- 2 What does the wind do in the morning?
- 3 Where does the wind go?

B Write sentences to answer each question.

The Wind is Angry

- 1 How do you know that 'the wind is angry'?
- 2 What words and phrases does the poet use that makes the wind seem human?
- 3 Explain why you like or dislike this poem.

The Wind

- 1 What words and phrases does the poet use that makes the wind seem like 'a wolf'?
- 2 Explain why you like or dislike this poem.

C Which poem do you think gives the best description of the wind? Explain your reasons.



Vocabulary

Using hyphens

Hyphens (-) are sometimes used to make **compound words**. Most of these are adjectives.

The **locked-up** house

Hyphens are also sometimes used to **join a prefix to a root word**, especially if the prefix ends in a vowel and the root word begins with one.

co-own

A Write the word from the box that matches each of these definitions.

re-enter

co-pilot

co-own

quick-thinking

non-fiction

re-examine

non-stop

bad-tempered

- 1 a second person who operates an airplane
- 2 go into a place again
- 3 writing that is about real things
- 4 to own something jointly
- 5 look closely at something again
- 6 without pausing
- 7 able to use your mind quickly
- 8 easily annoyed



B Choose four of the words from the box in **Activity A** and use them in sentences of your own.

C List three hyphenated words for each prefix in the box below.

re

co

non

Use a dictionary to help you.



Punctuation

Apostrophes of contraction

Remember, **apostrophes** (') are used in **contractions** in place of a letter or letters that have been left out.

He's been in a rage all night
he's = he **has**

The **wind's** still there
wind's = wind **is**

Contraction means to get smaller.



A Rewrite these pairs of words using an **apostrophe**.

- | | | |
|------------|--------------|------------|
| 1 I am | 2 you are | 3 he is |
| 4 she is | 5 it is | 6 we are |
| 7 they are | 8 I have | 9 you have |
| 10 he has | 11 she has | 12 it has |
| 13 we have | 14 they have | |

B Rewrite these pairs of words using an **apostrophe**.

- | | | |
|------------|------------|-------------|
| 1 is not | 2 have not | 3 are not |
| 4 has not | 5 does not | 6 must not |
| 7 were not | 8 was not | 9 could not |

C Write the **contraction** in each sentence. Then write the **words** it replaces.

- 1 "The wind's getting stronger!" said Maria. wind's = wind is
- 2 "I'll close the window," said Seth.
- 3 "Don't forget to close the door, too!" said Maria.
- 4 "It's blowing very hard!" said Seth.
- 5 "I hope it won't bring down that old tree!" said Maria.

The first one has been done for you.



Spelling

ull and ul word endings

It is important to notice the sound **ull** and **ul** words make.

In morning light he gallops,
At **full** tilt, round the house

Most **ul** and **ully** words are linked to the suffixes **ful** and **fully**.

use**ful** use**fully**

A Write an **ull** or **ul** word to match each picture.

gull pull handful full colourful helpful

1



2



3



4



5



6



B The suffix **ful** can be added to some words to make adjectives.
Make these words adjectives.

1 care 2 dread 3 hope 4 thought 5 forget 6 sorrow

Words ending in **ful** often have the **ly** suffix added to them to make an adverb.

care**ful** care**fully**

C Change these words into adverbs by adding **ly**.

1 helpful 2 graceful 3 useful
4 thoughtful 5 wonderful 6 beautiful
7 faithful 8 dutiful 9 skillful

Noun and verb agreement

Nouns and **verbs** can be **singular** or **plural**.

When we use a **singular noun** or a **singular pronoun**, we must use a **singular verb**.

singular verb
↓
She watches with listless eyes.
↑
singular pronoun

Remember, a **pronoun** stands in place of a noun.



When we use a **plural noun** or a **plural pronoun**, we must use a **plural verb**.

plural verb
↓
They watch with listless eyes.
↑
plural pronoun

We use **is/was** with **singular nouns** and **singular pronouns**.

The wind **is** angry.
It **was** angry.

We use **are/were** with **plural nouns** and **plural pronouns**.

For example:

Pieces of paper **are** snatched by the wind.
They **were** snatched by the wind.



- A** Copy the sentences. Change the **nouns/pronouns** from **singular** to **plural**. Change the **verbs** to match.
- | | |
|-----------------------|-----------------------------------|
| 1 The window rattles. | 2 He gallops around. |
| 3 The house is tired. | 4 The piece of paper blows about. |
- B** Copy the sentences. Choose the correct **verb** to finish each one.
- | | |
|--------------------------------------|-------------------------------------|
| 1 The wind stamp/stamps his feet. | 2 The wolves sniff/sniffs at doors. |
| 3 The wind ruffle/ruffles your hair. | 4 The wind snatch/snatches paper. |
- C** Use each of these nouns in a sentence followed by **was** or **were**.
- | | | |
|-----------|----------|--------|
| 1 house | 2 walls | 3 door |
| 4 fingers | 5 sounds | 6 roof |

Writing

Personification

In the poem 'The Wind is Angry' on **page 22**, the wind **bellows** and has **feet, fists** and **fingers**. The poet makes the wind seem human.

In the poem 'The Wind' on **page 23**, the wind has **paws**. It **sniffs, leaps** and **makes angry sounds**. The poet describes the wind as a wolf.

When writers give human/animal qualities to non-living things, it is called **personification**.

1 Read and discuss the **personification** in each sentence.

- The stars winked in the sky.
- The sun smiled on the garden.
- The fog crept over the hills.

2 Here are four **non-living things**.



river



flames



sun



sea

Here are some verbs we usually use with **humans**.

beam	chatter	race	whisper
dance	roar	smile	glide

a Choose the **best verbs** to go with each non-living thing to make it seem human.

b Now finish this poem.

I heard the river _____ and _____.

I saw the flames _____ and _____.

I felt the sun _____ and _____.

I heard the sea _____ and _____.

When the Wind Blows

Describing the Wind

When the air moves about, we say that the wind is blowing. Sometimes the air moves slowly and we get a gentle breeze. Sometimes it moves very quickly and storms with strong winds occur.

It is interesting that **tropical storms** with very strong winds have different names in different parts of the world.

Name of tropical storm	Location
cyclone	south Pacific Ocean
hurricane	Atlantic Ocean and eastern Pacific Ocean
typhoon	western Pacific Ocean and the Philippine Islands

It is particularly important for sailors to have **accurate information** about the strength of the wind. Sir Francis Beaufort (1774–1857), a British **naval officer**, collected information about the wind. He looked at, and **categorised** different wind speeds. He was particularly interested in how different wind speeds affected ships on the great oceans of the world.

In 1805, Beaufort put the information in a chart that became known as *the Beaufort scale*. He designed it to show what could be seen at sea when the wind was blowing at different speeds. It has since been **adapted** to show the effects of the wind on land, and it is still used today.



The Beaufort scale			
Force	Type of wind	What you can see	Speed
0	calm	smoke rises straight up	below 1 kph
1	light air moving	smoke shows wind direction	1–5 kph
2	light breeze	leaves rustle weather-vanes move	6–11 kph
3	gentle breeze	twigs move flags flap	12–19 kph
4	moderate breeze	dust and paper blow around small branches move	20–29 kph
5	fresh breeze	small trees sway	30–39 kph
6	strong breeze	large branches move umbrellas are difficult to use	40–49 kph
7	near gale	whole trees bend over difficult to stand up	50–61 kph
8	gale	twigs break off trees	62–74 kph
9	strong gale	chimney pots and roof tiles blow down	75–88 kph
10	storm	trees are uprooted	89–102 kph
11	violent storm	general destruction	103–117 kph
12	hurricane	coasts are flooded devastation	over 117 kph

Glossary

tropical storm storm which occurs in the tropics (between the Tropic of Capricorn and the Tropic of Cancer)

naval officer someone who is in charge of other people on ships

kph kilometres per hour

weather-vane object fixed to a building to show the direction of the wind

chimney pot a chimney takes smoke from a fire up through the roof of a building. A chimney pot is the top of the chimney that can be seen on the roof.

Word Check

Use a dictionary to help you.



A Find each word in the text. Choose the correct meaning.

- | | | |
|---------------|--------------------------|------------------------|
| 1 categorised | a guessed | b grouped |
| 2 adapted | a changed | b used |
| 3 uprooted | a torn up by the roots | b cut off at the roots |
| 4 devastation | a a little bit of damage | b a lot of damage |

B Find these phrases in the text. Discuss what they mean.

- 1 accurate information 2 general destruction

Comprehension

A 1 What is the name given to a tropical storm in each location?

- a the Atlantic
- b the Philippines
- c the south Pacific

2 What did Sir Francis Beaufort create?

3 How was it adapted?

4 If there is a 'strong breeze':

- a what can you see?
- b what is difficult to use?

5 How fast is the wind travelling in a hurricane?



Sir Francis Beaufort

B Write sentences to answer each question.

1 Why do you think Sir Francis Beaufort was interested in the wind?

2 Why do you think it is important for people to have 'accurate information' about the strength of the wind?

3 As well as sailors, can you think of other jobs where it is important to know about the strength of the wind?

C Using the Beaufort scale on **page 31**, write a few sentences to describe the wind and what it does at each point on the scale listed below.

Include **all** the information the chart gives you. Begin your sentences with the following:

1 The wind was blowing at Force 3.

2 The wind strengthened to Force 6.

3 At its strongest, the wind was at Force 12.

Vocabulary

Over-used words: nice

Remember, **nice** is a very over-used word and you can usually find a better word to use instead.

The weather is **nice** today.

The weather is **beautiful** today.

The weather is **glorious** today.

Sometimes it is better to simply leave out the word 'nice'.



- A** Copy the paragraph below, replacing each **nice** with another word. You can choose words from the box below, or think of some of your own:

It was a nice day. It was nice to see the sun shining. I put on my nice new trainers. My nice Uncle Clive phoned up and invited us for a nice barbecue. He said he had made some nice kebabs. I was excited about going to Uncle Clive's nice house, seeing my nice cousin Lisa and playing in her nice garden.



brilliant	sunny	smart	fantastic	new
friendly	kind	warm	good	colourful
favourite	fashionable	beautiful	tasty	lovely

- B** Copy each phrase below, replacing **nice** with a better word.

- | | |
|---------------|----------------|
| 1 nice letter | 2 nice holiday |
| 3 nice jacket | 4 nice swim |
| 5 nice meal | 6 nice bike |

- C** Use each answer from **Activity B** in a sentence of your own.

Punctuation

Commas for extra information

Sometimes we want to put **extra information** in a **sentence**. When the extra information can be taken away and the sentence still **makes sense**, we can use **commas**.

Sir Francis Beaufort, **a naval officer**, collected information about the wind.

Sentence: Sir Francis Beaufort collected information about the wind.

Extra information: a naval officer

- A** Say what **extra information** has been added to each sentence.
- 1 Hurricanes, a type of tropical storm, occur in the Atlantic Ocean.
 - 2 The Beaufort scale, created by Sir Francis Beaufort, is very useful.
 - 3 A Force 7 wind, a near gale, travels at 50–61 kph.
 - 4 In a light breeze, Force 2, leaves rustle.
 - 5 The Beaufort scale, adapted for use on land, is still used today.
- B** Copy each sentence. Add **commas** to separate the extra information from the main sentence.
- 1 In a storm a Force 10 trees are uprooted.
 - 2 Weather vanes fixed to buildings show the direction of the wind.
 - 3 A chimney pot on top of a roof takes the smoke from a fire out of a room.
- C** Make each pair of sentences into one sentence using commas.
- 1 The Atlantic Ocean lies between America in the west and Europe and Africa in the east.
Hurricanes occur in the Atlantic Ocean.
The Atlantic Ocean, where hurricanes occur, lies between America in the west and Europe and Africa in the east.
 - 2 Tropical storms occur in the Pacific Ocean.
These are called cyclones.
 - 3 Tropical storms around the Philippine Islands are called typhoons.
The Philippine Islands are in the Pacific Ocean.

The first one is done for you.



Spelling

Silent letters

Some English words include **silent letters**. This is because, over hundreds of years, the way the words are pronounced has gradually changed, but the spellings haven't!

Sir Francis Beaufort **designed** the Beaufort scale.

Silent letters often have another particular letter next to them.

kn ock	an n often follows a silent k
wr ite	an r often follows a silent w
cl im b	an m often comes before a silent b
cast l e	an s often comes before a silent t

A Copy these words and circle the silent letter in each one.

- | | | | |
|------------|----------|-------------|-----------|
| 1 wrench | 2 wrap | 3 climb | 4 knees |
| 5 thumb | 6 listen | 7 knot | 8 knew |
| 9 written | 10 doubt | 11 bustling | 12 fasten |
| 13 glisten | 14 lamb | 15 knit | 16 wrong |

B Copy the table. Sort the words you have written in **Activity A**, according to their silent letter.

Silent b	Silent w	Silent t	Silent k



C Look carefully at the words you have written in the table in **Activity B**.

Answer these questions.

- 1 Which letter usually comes after a silent **w**?
- 2 Which letter usually comes after a silent **k**?
- 3 Which letters can come before or after a silent **b**?
- 4 Which letter usually comes before a silent **t**?

Remember, **silent letters** often have a particular letter next to them.



Grammar

Noun round-up

There are different types of **nouns**. Most nouns are the names of things you can see and touch.

- A **common noun** begins with a **small letter**:
sailor
- A **proper noun** begins with a **capital letter**:
Francis **B**eaufort
- A **collective noun** is the name of a **group of things**:
a **f**leet of ships
- A **compound noun** is made up of two words:
weather-**v**ane **t**ablecloth
- An **abstract noun** is the name of a **quality**,
a **f**eeling, an **i**dea or **t**ime:
kindness **f**ear **f**riendship **e**vening

Nouns are naming words.



Abstract nouns are the names of things you **cannot** see and touch.



A Copy the sentences. Underline the **collective noun** in each sentence.

- 1 Have you eaten that bunch of grapes?
- 2 Look at the flock of birds!
- 3 The herd of goats came down the hill.
- 4 The pack of wolves was hungry.



B Write two **compound nouns** that can be made with these nouns. The first one is done for you.

- 1 sea seaside, seafood
- 2 wind 3 sun 4 rain

Use a dictionary to help you.



C Copy the sentences. Underline the **abstract noun** in each sentence.

- 1 The chart gives information.
- 2 It tells us about the strength of the wind.
- 3 We sat by the sea and enjoyed the freshness of the air.
- 4 The gentleness of the breeze was very pleasant.

Reports

When you write a report you need **facts** and **accurate information**.

The Beaufort scale contains the information needed to write the following factual report on the weather for 26th October at 4pm.

At 4pm on the 26th October, the weather was bright and sunny. There was a moderate breeze blowing at Force 4. The strength of the wind was between 20 and 29 kph. The wind moved small branches and blew dust and paper along the street.

This report contains:

the date:	26 th October
the time:	4pm
the general weather conditions:	bright and sunny
the strength of the wind:	Force 4 – moderate breeze
the speed of the wind:	20–29 kph
the effects of the wind:	small branches moving, paper and dust blown along the street

- 1 You are going to write a factual report on the weather.
 - a Look at the pictures below. They show the effects of the wind at different times on one day, the 17th May.
 - b Make notes on what is happening in the pictures.



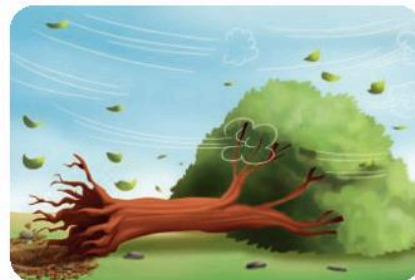
7 a.m.



11 a.m.



3 p.m.



7 p.m.

- 2 Use your notes from **Activity 1** and information from the Beaufort scale on **page 31**. Write a factual report on the wind conditions throughout the day.

The report should contain four paragraphs, one for each picture.

Moon Landing

Speaking in the early 1960s, the president of the USA, John F. Kennedy, said that he wanted the Americans to land an astronaut on the Moon before the end of the **decade**.

In the next few years, many astronauts went up in a spacecraft, but none actually landed on the Moon.

In 1969, three astronauts – Neil Armstrong, Buzz Aldrin and Michael Collins – were launched into space on the *Apollo 11* spacecraft. Its **mission** was to land two of the astronauts on the surface of the Moon. It successfully completed the mission, but not without some problems along the way.



Neil Armstrong (left), Michael Collins (centre), Buzz Aldrin (right)



Apollo 11

The first problem the astronauts faced came just as Neil Armstrong and Buzz Aldrin were travelling down to the Moon's surface in the **Lunar Module**, the *Eagle*. The **guidance computer** was not working properly. **Any second** it could stop working and there would be nothing the two astronauts could do to save the mission. Emergencies were **nothing new** to the two experienced men aboard the *Eagle*, but they hadn't practised for this one as no one believed it could happen! The support team back on Earth waited **heart-in-mouth**.



The *Eagle*



Buzz Aldrin walking on the Moon
(photographed by Neil Armstrong)

Neil Armstrong had only one choice. He would have to fly the *Eagle* **manually**. With time and fuel running out, Armstrong finally thought he saw the landing site but this was the next problem! The *Eagle* had **overshot** the chosen landing site by 6 kilometres. They were heading for a football-field-size crater, filled with enormous rocks.

Armstrong **accelerated** away from the crater at 88 kilometres per hour. The support team were puzzled by this highly **unexpected manoeuvre**. Mission Director, George Hage said to himself, “Get it down, Neil. Get it down.”

The seconds ticked away.

With less than 20 seconds left to land safely, Aldrin’s voice was heard, “Contact!”

“**Tranquility Base** here, the *Eagle* has landed,” announced Armstrong. These special words were heard by 600 million people back on Earth.

About six and a half hours later, the *Eagle*’s door was opened and Armstrong climbed out. He wore a **moonsuit**, carried a backpack weighing 49 kilograms and had enough oxygen for four hours. Heading down the ladder, he uncovered a TV camera on the side of the *Eagle*, so the world could **witness** his first step. As his feet touched the Moon’s surface, he said, “That’s one small step for a man, one giant leap for mankind.” It was 3.56 a.m. on 20th July 1969. John F. Kennedy’s dream had come true.

Glossary

Lunar Module a small spacecraft called the *Eagle* that detached from *Apollo 11* to land on the Moon’s surface

guidance computer the machine to guide the *Eagle* to the surface of the Moon

Tranquility Base the name given to the site where the *Eagle* landed

moonsuit special clothing worn by an astronaut to be safe on the Moon

Word Check

A Find each word in the text. Choose the correct meaning.

- | | | |
|---------------|---------------------------------|-----------------|
| 1 decade | a a year | b ten years |
| 2 mission | a something to be done | b hope |
| 3 manually | a with the help of the computer | b by hand |
| 4 overshoot | a went too far | b did not reach |
| 5 accelerated | a speeded up | b slowed down |
| 6 witness | a hear about | b see |

B Find these phrases in the text. Discuss what they mean.

- | | |
|------------------|------------------------|
| 1 any second | 2 nothing new |
| 3 heart-in-mouth | 4 unexpected manoeuvre |

Use a dictionary to help you.



Comprehension

A Discuss the answers to these questions.

- 1 What was the name of the Lunar Module?
- 2 Who was in the Lunar Module with Neil Armstrong?
- 3 What was the name of the site where the Lunar Module landed?
- 4 How much did Armstrong's backpack weigh?
- 5 What was the time and date of Armstrong's first steps on the Moon?

B Write sentences to answer each question.

- 1 Why do you think the astronauts needed a guidance computer?
- 2 Why do you think it would be dangerous to land in a crater 'filled with enormous rocks'?
- 3 How do you know that the support team was worried?
- 4 Why do you think Armstrong had to carry oxygen when he was on the Moon?
- 5 How would you have felt if you were Buzz Aldrin, the second person to walk on the Moon?

C These are the notes the writer made about the Moon landing. Write them in the correct order.

- only 20 seconds left to land
- 600 million people heard "The Eagle has landed."
- very little fuel left
- heading for crater with enormous rocks
- guidance computer not working properly



Vocabulary

Synonyms

Remember, **synonyms** are words or phrases that have similar meanings. However, there are usually slight differences in meaning between synonyms. You need to select the word that has the most accurate meaning for whatever you are writing.

A Write as many **synonyms** as you can think of for each word in green.

- 1 The first **problem** the lunar explorers faced ...
- 2 ... the **vital** guidance computer
- 3 That's one **small** step for a man ...
- 4 ... under the **mounting** pressure ...
- 5 **Heading** down the ladder ...



We can often rank a set of synonyms in order, from 'least' to 'most'. For example, these words are synonyms that show varying levels of happiness:

pleased **excited** **thrilled**
delighted **overjoyed** **ecstatic**

B Use a thesaurus to find as many synonyms as possible for each word below.

Write out the synonyms for each word in order from **least** to **most**.

- 1 *big*
- 2 *wet*
- 3 *cold*
- 4 *fast*

The meanings of synonyms can be very close, so it's sometimes a matter of opinion which word is 'least' and which is 'most'.



C Write a sentence using the **most** word in each set of words from **Activity B**.

Punctuation

Dashes for extra information

Sometimes we want to put **extra information** in a sentence.

When the extra information can be taken away and the sentence still **makes sense**, we can use **dashes** (-).

In 1969, three astronauts – **Neil Armstrong, Buzz Aldrin and Michael Collins** – were launched into space on the *Apollo 11* spacecraft.

Sentence: In 1969, three astronauts were launched into space on the *Apollo 11* spacecraft.

Extra information: Neil Armstrong, Buzz Aldrin and Michael Collins

A Say what **extra information** has been added to each sentence.

- 1 The President of the USA – John F. Kennedy – wanted to land an astronaut on the Moon.
- 2 The spacecraft – *Apollo 11* – went to the Moon.
- 3 The Lunar Module – called the *Eagle* – took Armstrong and Aldrin to the surface.
- 4 The mission – not without its problems – was a great success.

B Copy each sentence. Add **dashes** to separate the extra information from the main sentence.

- 1 With little time left less than 20 seconds the *Eagle* landed on the Moon.
- 2 The first problem the guidance computer not working properly came as they were travelling down to the Moon's surface.
- 3 The event Armstrong's first steps on the Moon was watched by the world.

C Rewrite each sentence, adding **extra information** in a suitable place. Look back at the text on **pages 38 and 39** to find the information.

- 1 Two astronauts walked on the surface of the Moon in 1969.

Two astronauts – Neil Armstrong and Buzz Aldrin – walked on the surface of the Moon in 1969.

- 2 One astronaut was left on *Apollo 11*.
- 3 The dream of the President of the USA had come true.

The first one is done for you.



Spelling

cial and tial word endings

Words with **cial** and **tial** letter patterns can be tricky to spell.

There were many **potential** problems when landing the *Eagle*.

The **special** words Armstrong spoke were heard by 600 million people back on Earth.

Two rules worth remembering are:

- **cial** usually comes after a vowel letter
- **tial** usually comes after a consonant letter.

If you're not sure what a word means, remember to look it up in a dictionary.



A Copy the sentences, filling the gaps with a word from the word box.

special essential potential confidential crucial social

- 1 It was _____ the astronauts concentrated throughout the mission.
- 2 There were many _____ problems with the mission.
- 3 It was _____ Armstrong and Aldrin didn't panic as they landed the *Eagle* on the Moon's surface.
- 4 The space expedition to the Moon was a very _____ moment in space travel.



B Two of the words in the word box weren't used in **Activity A**. Use each of these words in your own sentences.

C Look carefully at each of these words. What letter comes before the **cial** or **tial**? Write **vowel** or **consonant**.

- | | |
|-------------|----------------|
| 1 special | 2 residential |
| 3 essential | 4 beneficial |
| 5 potential | 6 confidential |
| 7 crucial | 8 official |

Grammar

Modal verbs

Sometimes **verbs** are made up of more than one word. These verbs are made up of a **helper verb** and a **main verb**.

They hadn't practised for this one as no one believed it **could happen**.

helper verb main verb

These helper verbs are called **modal verbs**. This group of modal verbs is very useful:

may **might** **could** **can** **must** **would** **should**

He **can** fly. (is able to)

He **may** fly. (has permission to)

He **might** fly. (it is possible)

He **must** fly. (has to)

He **could** fly. (is able to)

He **would** fly. (if it is possible)

He **should** fly. (ought to)

A What is the **modal verb** in each sentence?

- 1 I might read that book about space travel.
- 2 I think you would like it.
- 3 I can borrow it from the library.
- 4 You must get there before it closes.
- 5 I may go on my way home from school.
- 6 It would only take ten minutes.
- 7 You should let your Mum know.



B Copy and complete the sentences with **can** or **might**.

- 1 If you go to the library, you _____ be able to find a book about Neil Armstrong.
- 2 _____ you take this book back to the library for me?
- 3 How _____ astronauts breathe in space?

C Write sentences using these pairs of verbs.

- 1 could fly 2 must put on 3 might crash

First person reports

When you write in the **first person**, you write about yourself, using the pronouns **I** and **we**.



When you write a **report**

about something that has **happened to you**, you should:

- write in the **first person**
- use the **first paragraph** to say what you are going to write about
- present the **events in the order** in which they happened
- use a **formal style** ('Emergencies were nothing new ...') rather than a chatty style that you might use to a friend ('Things were always going wrong!')
- use words and phrases to show the **passing of time**.
The seconds ticked away ... About six and a half hours later ...

1 Imagine you were Neil Armstrong on the day he walked on the Moon. Mission Control has asked you to write a report about the things that happened from the moment you set foot on the Moon to when you returned to the *Eagle*.

a Think about your **first paragraph**.

- Explain who you are and what you are doing.
- Include these important names, the date and time.

Neil Armstrong
the *Eagle*
20th July 1968

Buzz Aldrin
Tranquility Base
3.56 am

Apollo 11

b Make **notes** on events that might have taken place. For example:

walking on the Moon
speaking to Mission Control
anything unusual or exciting

collecting rock samples
planting the flag
returning to the *Eagle*

2 Write your **report**. Remember:

- Your first paragraph should make it clear to the reader what the report is about.
- Write about the events in the order in which they happened.
- Use a new paragraph for each event.
- Think about the purpose of your report and the audience – who are you writing for?

Centaurus 1

This is an extract from a science fiction play called *Centaurus 1* by Jack Richards and James Feldman. The play is set in the future.

Narrator: In the year 2100, the spaceship *Centaurus 1*, with its crew of 100 people, left Earth. It was heading for a distant planet called Scorpius Proxima. Problems on Earth had grown so great that many people began to believe that humans would not **survive**. *Centaurus 1* is provided with all things needed to educate, feed and entertain the crew.

It is now the year 2492. The present generation – the 17th – has no contact with Earth and no real understanding of the purpose of the **mission**. The spaceship has become their world. The nearer they get to their **destination**, the more **unbearable** becomes the thought of leaving their **secure** and **familiar** spaceship for an alien world.

Characters:

Grant Carter: crew member

Michelle Carter: crew member

Don Chan: crew member

Margaret Chan: crew member

Peter Bibikov: second in command

Captain John Fermi: the person in charge of the spaceship

Scene 1: October 2492. The crew is having a serious conversation.

Grant: [loudly] I've said it again and again. We must go back **before it is too late**.

Michelle: We'll never turn back as long as Captain Fermi is in command.

Don: I agree. He is impossible to **reason with**.

Grant: Then we'll not try to reason with him. We'll use force to take the spaceship from him. [The others look shocked.] Don't you know that tomorrow we reach PNR?

Margaret: What do you mean, PNR?

Grant: You've been aboard this spaceship all these years and you haven't heard of PNR – the point of no return? Tomorrow at 14:00 hours, we reach that point in our journey from which there can be no turning back. At that time, the **gravity** on Scorpius Proxima will start to pull us towards the planet. After that, we can never leave.



Margaret: But isn't that our mission? Landing on Scorpius Proxima?

Don: It was our **ancestors'** mission, but why should it be ours?

Michelle: Look, Grant, we are supposed to complete this mission.

Margaret: We are supposed to find this new world.

Grant: But how do we know that this is a new world that we can live on? We are comfortable and safe aboard this spaceship, and we enjoy a good life. Would you give this up for the unknown?

Captain Fermi: *[voice over the **intercom**]* Attention! Attention! Everyone report to the main lounge immediately.

Scene 2: The main lounge on board Centaurus 1. All the crew are seated. On the speaker's platform are Captain Fermi and his second in command, Peter Bibikov.

Peter Bibikov: Good afternoon ladies and gentlemen. When Captain Fermi took command of *Centaurus 1*, he was instructed to open this sealed box the day before PNR.

[There is a low muttering from the audience.]

Captain Fermi: *[holding up his hand for silence]* I am opening the box now. As you can see, it holds nothing but a CD. You understand that this box was sealed the day *Centaurus 1* left Earth. No one has heard it since then. We will listen together.

[The captain places the CD in the machine. The crew leans forward to listen.]

Voice from CD: To the crew of *Centaurus 1*, I have an important message...

Glossary

narrator a person who is telling a story

mission an important job that someone is sent to do

gravity the force that pulls things towards it

intercom a device that someone speaks into to make announcements

Word Check

Use a dictionary to help you.



A Find each word in the play. Choose the correct meaning.

- | | | |
|---------------|-------------------------------|---------------------------|
| 1 survive | a be happy | b keep going |
| 2 destination | a where they came from | b where they are going to |
| 3 unbearable | a easy | b difficult |
| 4 secure | a safe | b unsafe |
| 5 familiar | a strange | b known |
| 6 ancestors | a people who have gone before | b people who come after |

B Find these phrases in the play. Discuss what they mean.

- 1 an alien world 2 before it is too late 3 reason with

Comprehension

A Discuss the answers to these questions.

- 1 What is *Centaurus 1*?
- 2 What is Scorpius Proxima?
- 3 When did *Centaurus 1* leave Earth?
- 4 What year is it at the beginning of the play?
- 5 Who is the Captain?
- 6 What is PNR?

B Write sentences to answer each question.

- 1 How do you know that the Captain wants to complete the mission?
- 2 Explain in your own words what Don means when he says 'It was our ancestors' mission, but why should it be ours?'
- 3 Why does Grant think they should:
 - a go back?
 - b stay aboard the ship?
- 4 How do you know that the Captain always obeys orders?
- 5 If you were aboard *Centaurus 1*, would you agree with Don and Grant, or Margaret and Michelle? Explain your reasons.

C The message on the CD was recorded when *Centaurus 1* left Earth. What do you think the message is about?



Vocabulary

Synonyms are words or phrases that have similar meanings.



Synonyms for said

When we write **direct speech**, it can be very boring to use the word **said** all of the time. There are lots of other words you could use.

Choosing words carefully can add to the quality of your writing. Here is a list of some of the many words that are **synonyms** for **said**:

warned	stated	asked	answered	shouted
objected	enquired	laughed	observed	announced
cried	growled	remarked	urged	replied
interrupted	roared	grumbled	mumbled	complained
muttered	commented	whispered	explained	commanded
exclaimed	continued	pleaded	called	agreed
insisted	ordered	instructed		

A Copy each sentence, choosing the best word from the box above to replace **said**:

- 1 “We must go back before it’s too late,” said Grant.
- 2 “We’ll never turn back as long as Captain Fermi is in command,” said Michelle.
- 3 “Yes, he’s impossible to reason with,” said Don.
- 4 “What do you mean, PNR?” said Margaret.
- 5 “Tomorrow at 14:00 hours we reach the point in our journey from which there can be no turning back,” said Grant.
- 6 “It was our ancestors’ mission, but why should it be ours?” said Don.
- 7 “Look, Grant, we are supposed to complete this mission,” said Michelle.
- 8 “Everyone report to the main lounge immediately,” said Captain Fermi.
- 9 “As you can see, it holds nothing but a CD,” said the Captain.



B Make up **three** sentences that might have been spoken by members of the crew. Don’t use **said** or any of the **synonyms** for said that you’ve used in **Activity A**.

Punctuation

Commas to avoid ambiguity

Commas are very useful for making the meaning of what you write **clear**.

Ambiguity is when a sentence could mean two very different things.



Using **commas** wrongly, or missing them out altogether, can make it very difficult for a reader to know exactly what you mean.

Grant is telling Don that the Captain is impossible to reason with.
Which sentence is correct?

- a "Don the Captain is impossible to reason with!"
- b "Don, the Captain is impossible to reason with!"

Sentence **a** could mean that Don is the captain.
In sentence **b**, it is clear that Grant is speaking to Don about the captain.

A Which sentence is correct below? Is it **a** or **b**?

- 1 Michelle is asking Margaret if they can eat.
 - a May we eat, Margaret?
 - b May we eat Margaret?
- 2 Grant thinks the Captain is wrong.
 - a Grant, thinks the Captain, is wrong.
 - b Grant thinks the Captain is wrong.

B Explain what each sentence means.

- 1 **a** Margaret, thought Grant, was acting oddly.
b Margaret thought Grant was acting oddly.
- 2 **a** Grant loves painting, his cat and his family.
b Grant loves painting his cat and his family.
- 3 **a** Most of the time, travellers aboard *Centaurus 1* were happy.
b Most of the time travellers aboard *Centaurus 1* were happy.



C Copy each sentence. Add **commas** to change the meaning.

- 1 Mary thought Don was not sure.
- 2 Margaret arranges flowers and leaves.
- 3 Some of the crew realised the captain wanted to return.

Spelling

able, ible, ably, ibly word endings

It can be tricky to know when to use **able** (or **ably**) and when to use **ible** (or **ibly**).

He is imposs**ible** to reason with.

We are comfort**able** and safe aboard this spaceship.

It is worth remembering that many more words end in **able** compared to **ible**!

- A** Copy the sentences and add the missing **able**, **ably** and **ible** words from the box.

understandably impossible sensible comfortable unbearable

- 1 The thought of leaving the spaceship was _____ to some of the crew.
- 2 They felt Captain Fermi was _____ to reason with.
- 3 Grant felt they were _____ and safe on board the spaceship.
- 4 They wondered if it was _____ to still go to Scorpius Proxima.

When the suffixes **able** (or **ably**) and **ible** (or **ibly**) are added to a root word ending in a single **e**, the **e** is usually dropped. For example:

value + able = **valuable**

- B** Complete these word sums.

- | | |
|-----------------------|------------------------|
| 1 response + ible = ? | 2 sense + ibly = ? |
| 3 cure + able = ? | 4 desire + able = ? |
| 5 love + able = ? | 6 recognise + ably = ? |
| 7 use + able = ? | 8 advise + able = ? |
| 9 force + ibly = ? | 10 believe + ably = ? |

Another clue is if the **antonym** of the word has a **prefix**.

Usually if the prefix is **un**, it is an **able** word.

unbelievable

Usually if the prefix is **in**, **il** or **ir**, it is an **ible** word.

invisible

C Add the correct **able** or **ible** suffix to each of these words.

- | | | |
|----------------|-----------------|------------------|
| 1 unclean_____ | 2 incred_____ | 3 unreason_____ |
| 4 unsuit_____ | 5 unwork_____ | 6 irrespons_____ |
| 7 unmend_____ | 8 irresist_____ | 9 illeg_____ |

Grammar

Interesting adjectives

We always need to read through what we write to see if we can **improve** it. It is easy to use very boring **adjectives**. For example

It was **nice** on board *Centaurus 1*.

Using a **synonym** instead of a boring adjective makes our writing more interesting.

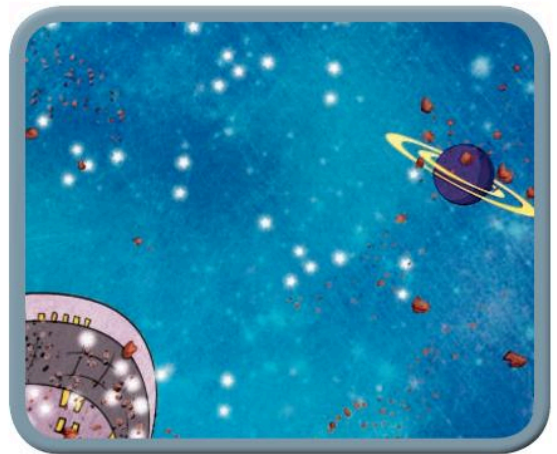
It was **familiar/secure/comfortable/safe** on *Centaurus 1*.

A These are **boring adjectives**. Can you think of really **two interesting adjectives** you could use instead?

- | | | | |
|---------|--------|----------|----------|
| 1 fast | 2 slow | 3 cross | 4 pretty |
| 5 small | 6 big | 7 cold | 8 hot |
| 9 easy | 10 bad | 11 happy | 12 sad |

B Copy the sentences. Use a more **interesting adjective** for **nice** in each one.

- 1 The crew were on a nice mission.
- 2 They hoped the planet would be nice.
- 3 Peter Bibikov was a nice man.
- 4 The voice on the CD was nice.
- 5 They heard a nice message.



C These are more **interesting adjectives** for **little**. Use each adjective in a sentence of your own.

- | | |
|----------|-------------|
| 1 tiny | 2 miniscule |
| 3 minute | 4 miniature |

Use a dictionary to help you.



Play scripts

A **play**, like a story, needs:

- a plot
- characters
- settings

In a **play script**, the playwright:

- writes a description of the **setting** for each scene.

Scene 1: October 2492. The crew is having a serious conversation.

- writes the **name** of the characters and the **words** they says.

Michelle: We'll never turn back as long as Captain Fermi is in command.

- uses **stage directions** to tell the actors what to do and how to say their lines.

Grant: [*loudly*] I've said it again and again. We must go back before it is too late.

- 1 You are going to write **the next scene** of the play *Centaurus 1*. Remind yourself of what has happened so far. The previous scene ended like this:

[*The captain places the CD in the machine.
The crew leans forward to listen.*]

Voice from CD: To the crew of *Centaurus 1*,
I have an important message...

- 2 For the **next scene** you have to decide:

- what the message said
- what each member of the crew thinks about the message
- what the crew say after hearing the message
- what they decide to do next – should they turn back or go on?

- 3 Write your **new scene**.



The Night Sky

At night, you can see the stars twinkling in the **vast expanse** of outer space. There are billions of stars in the **universe**, and some of these may have **planets** like the Earth **orbiting** around them. No one knows exactly how many stars, planets and **satellites** the universe contains.

Our solar system

Our Sun lies at the centre of our **solar system**. It is **vital** to life on Earth. Without its heat and light, nothing could survive on our planet. In the larger world of the universe, however, the Sun is just one of millions and millions of stars. It is a fiery ball of hydrogen gas that produces huge amounts of energy, which leave the Sun as heat and light. The temperature at the Sun's centre is an amazing 15 million degrees Celsius.



The difference between stars and planets

Our Sun is a glowing ball of gas that produces heat and light. Planets do not give off heat and light. You can only see the planets and their moons because they **reflect** the Sun's light.

The vast universe

The stars are so far away that **a special unit**, called a light year, is used to measure the distances between them and the rest of the universe. A light year is the distance that light travels in a year – 9.5 million million kilometres.

Our solar system lies in a **galaxy** called The Milky Way, which measures about 100,000 light years from side to side. (Compare this with the eight and a half minutes it takes for light to reach Earth from our Sun!) There are perhaps one hundred thousand million stars in our galaxy, our Sun being only one, and there are thousands of millions of galaxies in the universe.



Glossary

universe all existing things – the Earth and all space beyond it

planets large round objects that move around a sun; the Earth is a planet

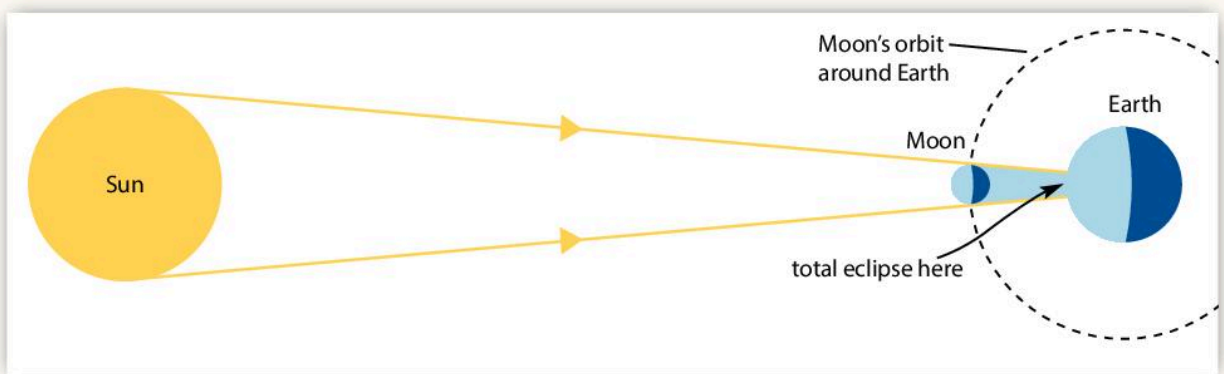
satellites objects such as our Moon, that move around a planet

solar system a sun and its system of planets and moons

galaxy an enormous group of stars

A Solar Eclipse

A solar eclipse is when the Moon passes between the Sun and the Earth. The light from the Sun is fully or **partially** blocked and the sky darkens, even in the middle of the day. A solar eclipse is an amazing sight, but the first thing people should remember is not to look straight at it without special glasses.



This diagram shows a solar eclipse.

Word Check

Use a dictionary to help you.



A Find each word in the text. Choose the correct meaning.

- | | | |
|-------------|-----------------|------------------|
| 1 orbiting | a moving around | b moving along |
| 2 vital | a needed | b not needed |
| 3 reflect | a send back | b take in |
| 4 partially | a completely | b not completely |

B Find these phrases in the text. Discuss what they mean.

- | | |
|----------------|------------------|
| 1 vast expanse | 2 a special unit |
|----------------|------------------|

Comprehension

A Discuss the answers to these questions.

- 1 What is at the centre of our solar system?
- 2 What is the temperature at the centre of our Sun?
- 3 Is our Sun a star or a planet?
- 4 What is the Milky Way?
- 5 Which is largest: a solar system, a galaxy or the universe?
- 6 In a solar eclipse, what passes between the Earth and the Sun?
- 7 How do we know when a solar eclipse is happening?
- 8 What should you wear if you are going to watch a solar eclipse?



B Write sentences to answer each question.

- 1 Is the purpose of the text 'The Night Sky' on **page 54** to give information or to explain how something happens?
- 2 Is the purpose of 'A Solar Eclipse' on **page 55** to give information or explain how something happens?
- 3 How is 'The Night Sky' on **page 54** illustrated?
- 4 How is 'A Solar Eclipse' on **page 55** illustrated?
- 5 Why do you think these types of illustrations have been used?

C Look again at 'A Solar Eclipse'. Do you think the diagram clearly explains what is happening? Why? Why not?

Vocabulary

Figures of speech

An **idiom** is a short phrase that usually means something quite different from what you might expect. For example:

put your foot in it means *to say or do the wrong thing*

Idioms, similes and metaphors are all called **figures of speech**. They are ways of describing feelings, thoughts or actions in a vivid way.

A Explain the meaning of each of these **idioms**.

- | | |
|-----------------------------------|-----------------------------|
| 1 he was over the moon | 2 she has stars in her eyes |
| 3 every cloud has a silver lining | 4 the sky is the limit |
| 5 it never rains but it pours | 6 it was a piece of cake |

B Choose three of the idioms from **Activity A**, and use each one in a sentence of your own.

Similes and **metaphors** are ways of describing things by comparing them to other things.

A **simile** is when something is described **as** or **like** something else.

The stars gleamed **like diamonds in the sky**.

The stars gleamed **as brightly as diamonds**.

A **metaphor** is when something is described as if it is something else.

The stars **were diamonds in the sky**.

C Write whether each of these sentences is a **metaphor** or a **simile**.

- 1 The air felt as cold as ice.
- 2 The runner was as fast as lightning.
- 3 My grandmother has a heart of gold.
- 4 We swam as quickly as dolphins.
- 5 A ribbon of moonlight reflected on the wet road.
- 6 The sweet tasted as sour as a lemon.



Punctuation

Possessive nouns

Possessive nouns tell you who or what **owns** something.

Singular possessive nouns have an **apostrophe** and an **s** at the end.

The temperature at the **Sun's** centre is a staggering 15 million degrees Celsius.

Sun's centre = the centre of the Sun

Plural possessive nouns that end in **s** have an **apostrophe** at the end.

The **stars'** centres are different temperatures.

stars' centres = the centres of the stars

Plural possessive nouns that do not end in **s**, have an **apostrophe** and an **s** at the end.

The **people's** glasses are specially designed to watch the eclipse.

the **people's** glasses = the glasses belonging to the people

A Copy the phrases. Add an **apostrophe** to each owner.

1 the skys beauty

2 Earths Moon

3 the glasses lenses

4 the Suns energy

5 the galaxies planets

6 the universes size

Be careful! Some of the owners are **plural**.



B Change the phrases by using a **possessive noun**

1 the light of the star

the star's light

2 the heat of our Sun

3 the orbits of the satellites

4 the eclipse of the Sun

5 the moons of the planets

The first one is done for you.



C Use two of the **possessive nouns** you have formed in **Activity B** in sentences of your own.

Spelling

ir and ire words

It is important to notice the distinctive sounds **ir** and **ire** words make.

The Sun is like a huge ball of **fire**.

A solar eclipse is an amazing sight but the **first** thing to remember is not to look straight at it.

A Write an **ir** or **ire** word to match each picture.

stir retire first birthday fire tired skirt perspire wire

1



2



3



4



5



6



B Say aloud the words you have written in **Activity A**. Copy the table and write the words in the correct column.

Words sounding ir as in 'sir'	Words sounding ire as in 'hire'

C Add two more words to each column of your table.

Grammar

Forming verbs from nouns and adjectives

Some **verbs** are formed from nouns and adjectives by adding **suffixes**. Here are some common suffixes:

ate **en** **ify** **ise**

Noun	Verb
education	educ ate
strength	strengthen en
beauty	beaut ify
energy	energ ise

Adjective	Verb
sharp	sharpen en
simple	simpl ify
equal	equal ise

A Find the **verb** in each sentence. Say whether it is formed from a **noun** or an **adjective**.

- 1 A programme on the planets was televised last night.
- 2 The Sun brightened the cloudy sky.
- 3 The fruit ripened in the warm sunshine.
- 4 They are advertising trips to the Mars!

B Copy the sentences. Use the **nouns** in the box to make **verbs** to complete each sentence.

fright captive apology

- 1 I _____ for breaking your glasses.
- 2 He was _____ when he saw the solar eclipse.
- 3 I was _____ by the night sky.

C Copy the sentences. Use the **adjectives** in the box to make **verbs** to complete each sentence.

short weak intense

- 1 The heat _____ as you get closer to the Sun.
- 2 In some parts of the world, the days _____ in the winter.
- 3 The Sun's light and heat will _____ as it grows older.



Use a dictionary to help you.



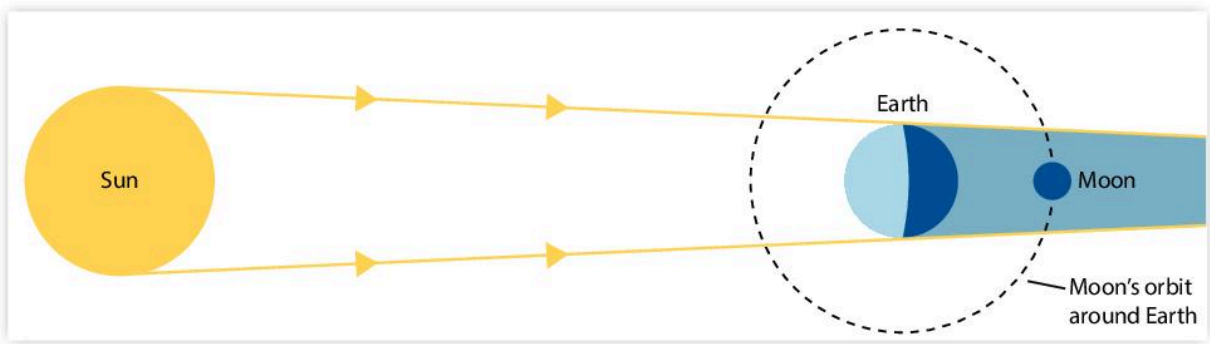
Writing

Explanations

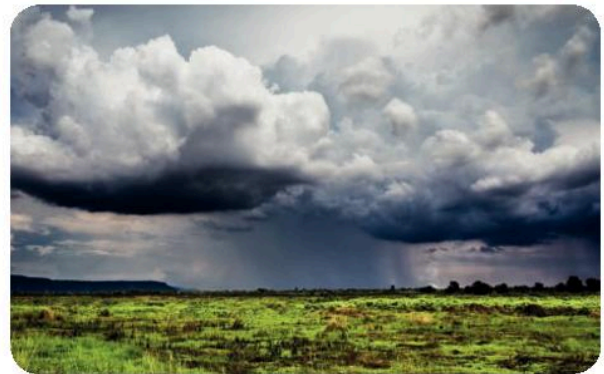
Explanations explain **how** things happen.

The **diagram** of the solar eclipse on **page 55** explains how a solar eclipse happens.

- 1 This **diagram** shows an eclipse of the Moon.
 - a Look carefully at the diagram to see what happens.
 - b Write an **explanation** of what happens during an eclipse of the Moon.



- 2 Choose one of the following:



- how a seed grows into a flower
- how rain clouds are formed

Using text and diagrams, write an **explanation**.
You may need to do some **research**.

Holiday Destination

Some people live in places that other people want to visit on holiday. This is an extract from a travel brochure, which gives information about holidays in Sri Lanka.

Visit Sri Lanka

Sri Lanka is a beautiful island in the Indian Ocean. It has rainforests and **plains**, highlands and sandy beaches, rivers and waterfalls. Its wildlife is spectacular.

Capital: Colombo

Population: over 20 million

Size: 66,000 square kilometres

Currency: Sri Lankan rupee



A holiday on the beautiful island of Sri Lanka offers something for everyone. If you enjoy an active holiday, then this **destination** has plenty to offer, from **treks** in the forests and highlands, to sailing out to sea to watch blue whales. If that's too **energetic** for you, then just relax in the warmth of the Sri Lankan sun and enjoy the beautiful surroundings. Some visitors to the island say it is one of the most beautiful places on Earth.

What to see

Sigiriya, or Lion Rock, is a must-see. The ruins of a city, built by King Kashyapa (477–495), stand on the **summit** of a **granite** rock 200 metres high.

The ancient city of Anuradhapura was Sri Lanka's capital for 1,300 years. It is thought to have been attacked and **abandoned** in 993 CE. Its palaces, **shrouded by** dense jungle for so many years, are now **accessible**.

The Bambarakanda Falls is the highest waterfall in Sri Lanka, with a 263-metre drop.



What to do

Take a safari in Yala National Park. The park covers 1,260 square kilometres and is the place to see the big four of Sri Lankan wildlife – elephant, sloth bear, leopard and wild buffalo.

Travel by train through Sri Lanka's **heartland** from Colombo to Jaffna.

Take a seaplane from Lake Koggala, near Galle, up to the tea plantations.

Visit the Kalpitiya Peninsula on the northwest of the island to see dolphins and blue whales.



Where to relax

If you prefer to relax, then **check out** Sri Lanka's beautiful beaches. There are many kilometres of golden sands for people who just want to lay back and enjoy the views.

Glossary

plains large areas of flat country without trees

rupee the money used in Sri Lanka

destination the place you are going to

granite a type of very hard rock

Word Check

Use a dictionary to help you.



- A** Find each word in the brochure. Choose the correct meaning.
- | | | |
|--------------|------------------|--------------------|
| 1 treks | a short walks | b long walks |
| 2 energetic | a active | b lazy |
| 3 summit | a base | b top |
| 4 abandoned | a left | b taken over |
| 5 accessible | a can be reached | b can't be reached |
| 6 heartland | a centre | b edge |
- B** Find these phrases in the brochure. Discuss what they mean.
- | | |
|---------------|-------------|
| 1 shrouded by | 2 check out |
|---------------|-------------|

Comprehension

- A** Discuss the answers to these questions.
- 1 What is the brochure about?
 - 2 Give an example of the scenery you could see in Sri Lanka.
 - 3 What could you do if you wanted to:
a be energetic? b relax?
 - 4 What did King Kashyapa build?
 - 5 How high are the Bambarakanda Falls?
 - 6 What can you see in Yala National Park?
- B** Write sentences to answer each question.
- 1 Why were the palaces of Anuradhapura shrouded in jungle for many years?
 - 2 Why do you think Sigiriya is 'a must-see'?
 - 3 How do you know that Sri Lanka grows tea?
 - 4 In what different ways is the information in the brochure presented?
- C**
- 1 Find an example in the brochure of:
a a fact b an opinion
 - 2 Make a list of words and phrases the writer uses to **persuade** the reader to visit Sri Lanka.

Vocabulary

Using a thesaurus

Remember, a **thesaurus** is a book that gives the synonyms and the antonyms of a word (if it has any). It may also list other words from the same word family. For example:

interesting **fascinating, intriguing, remarkable**

The words in a thesaurus are listed alphabetically.

Remember, **synonyms** are words or phrases that have similar meanings. **Antonyms** are words that mean the opposite.



A Look up the following words in a thesaurus. Write down all the **synonyms** for each word.

- | | | | | | |
|---|---------|---|-----------|---|------------|
| 1 | welcome | 2 | relax | 3 | attractive |
| 4 | rare | 5 | expensive | 6 | energetic |

B Choose one **synonym** for each word from **Activity A** and use it in a sentence of your own about Sri Lanka.

C Use a thesaurus to help you make a list of as many words as possible that you might use to describe each of these features in Sri Lanka.

- | | | | | | |
|---|----------|---|--------------|---|-----------------|
| 1 | the sea | 2 | the beaches | 3 | the rainforests |
| 4 | the food | 5 | the wildlife | 6 | the weather |



Punctuation

Indirect speech

Direct speech is when we write the **actual words** that someone has spoken.

“Sri Lanka is one of the most beautiful places on Earth,” said a visitor.

Indirect speech is when we write **about** what someone has said.

- We **don't** use the exact words.
- We **don't** use speech marks.

For example:

Some visitors to the island say it is one of the most beautiful places on Earth.

A Which of these is **direct speech**? Which is **indirect speech**?

- 1 “Sri Lanka is a beautiful island in the Indian Ocean,” she said.
- 2 He said that you could see blue whales.
- 3 They asked if the Bambarakanda Falls are the highest in Sri Lanka.
- 4 “You must go to Yala National Park,” she said.
- 5 He said he relaxed on the beach.

B Write each of these sentences using **direct speech**.

- 1 He said that he had visited a tea plantation.
- 2 She said that she had trekked in the forest.
- 3 A visitor said that it was the best holiday ever.
- 4 A sailor said that he spotted a blue whale.
- 5 The traveller said that she went by train from Colombo to Jaffna.



C Write each of these sentences using **indirect speech**.

- 1 “Have you been to Sigiriya?” she asked.
She asked if I had been to Sigiriya.

The first one is done for you.



- 2 “I have visited the ancient city of Anuradhapura,” she said.
- 3 “Have you visited Sri Lanka before?” he asked.
- 4 “Did you know Lion Rock is 200 metres high?” he asked.
- 5 “I want to go out in a seaplane,” she said.

Spelling

fer words + suffixes

There are a few words that end in **fer**.

When you add a **suffix** that begins with a **vowel** to a **fer** word, you need to **double** the **r** at the end of the word, if the **fer** is stressed.

refer + **ing** = **referring**

refer + **ence** = **reference**

A Write a definition for each of these words.

1 refer 2 defer 3 transfer

You can use a dictionary to help you, but use your own words..



B Complete these word sums.

1 defer + ing = _____

2 transfer + ed = _____

3 refer + al = _____

4 defer + ed = _____

5 transfer + ence = _____

6 defer + al = _____

7 refer + ing = _____

8 refer + ence = _____

C Use a word in the word box to complete each of these sentences.

preference reference transferred deferring

1 I have _____ the food from the bag to the cupboard.

2 The teacher gave us more information for _____.

3 I am _____ that decision until later.

4 My _____ is to read factual books rather than stories.



Relative pronouns

Conjunctions are joining words.



Relative pronouns are special because they do two jobs.

- 1 They take the place of nouns.
- 2 They act like **conjunctions**, and they are related to the noun that comes before them in a sentence.

Here are some common **relative pronouns**:

who which that

Who is used for people.

There are kilometres of golden sands. People just want to relax.

There are kilometres of golden sands for people **who** just want to relax.

Which and **that** are used for animals and things.

This is a travel brochure. It gives information about Sri Lanka.

This is a travel brochure **which/that** gives information about Sri Lanka.

A Add the relative pronoun **who** or **which** to complete each sentence.

- 1 That is the seaplane _____ flies to the tea plantations.
- 2 This postcard is from my friend _____ is in Sri Lanka.
- 3 I want to see the elephants _____ live in Yala National Park.
- 4 I have visited the falls _____ are the highest on the island.
- 5 Those are the people _____ I met on holiday.

B Copy and join each pair of sentences with **who**, **which** or **that**.

The first one is done for you.



- 1 I have a book on Sri Lanka. The book is very interesting.

I have a book on Sri Lanka which/that is very interesting.

- 2 I have two friends. My two friends live in Sri Lanka.
- 3 I saw dolphins. The dolphins came near to the boat.
- 4 I met a plantation owner. She told me about growing tea.

C Use these phrases in sentences of your own.

- 1 that amazed me
- 2 who was very kind

Writing to inform and persuade

People who write holiday **brochures** are doing two things:

- 1 They are giving you **information**.
- 2 They are trying to **persuade** you to visit the place in the brochure.

Information

This is the part of the **brochure** that tells you about places of interest and things you can do. For example:

It has rainforests and plains, highlands and sandy beaches, rivers and waterfalls.

Persuasion

This is when the writer uses exciting and interesting words and phrases, and chooses illustrations to make you think this is a place you must visit. For example:

... one of the most beautiful places on Earth.

- 1 You are going to create a brochure about a place you would like to visit or have visited.

- a Research **information** about the place. Think about what people can **see** and **do** if they visit.

You could also include an information box like the one on **page 62**.

- b When you have the information you need, think about the words and phrases you will use to **persuade** people to visit.

You would not write ...

It's a nice place.

You may write ...

It's an exciting, amazing place.

You would not write ...

It has some old buildings.

You may write ...

It has ancient, fascinating buildings.

- c Think about how you will **illustrate** your brochure.



The Flight of Icarus

This myth from Ancient Greece tells the story of Daedalus, a great engineer and inventor, and his son Icarus, who were held captive by the King of Crete.

The King gave Daedalus a workshop in a high tower, but even this was **not sufficient** to make the **inventor content** to remain in Crete, an island in the Mediterranean Sea. Daedalus felt trapped. He wanted the freedom to leave the island and journey to his own country. Realising this, the King ordered that all the ships should be searched before leaving port to check that Daedalus and Icarus had not hidden themselves on board. But the two were **determined** to leave and, if they could not escape by sea, they would find another way.



Meanwhile, through the window, Daedalus watched the birds and an idea suddenly came to him. He would build himself and Icarus sets of wings!

Firstly, Daedalus said to Icarus, "Collect all the feathers you can find." Soon the workshop was full of thousands of them.

Next, Daedalus made a wooden frame shaped like the wing of a bird. After that, he poured melted wax onto the frame, and into the wax he pressed the feathers. Then he let the wax cool and **become solid** again.

To his **delight**, when he attached the wings to his shoulders, he could feel the wind trying to lift him into the air! Immediately, he set to work to make a pair of wings for Icarus. Daedalus thought his plan would work. He and his son could jump from the tower and fly across the sea.

Eventually, the wings were made and they were ready to leave.

Daedalus gave his son some advice. “If you fly too low,” he said, “the spray from the waves will make your wings wet and heavy. If you fly too high, the heat from the sun will melt the wax that holds the feathers together. Stay near me and you will be safe.”

Finally, they were ready. With a feeling of great excitement, they climbed on to the window ledge. Daedalus smiled at his son, then jumped. At first, the wings did not seem to be lifting him. **Desperately** he flapped his wings and then, slowly at first, he was carried up into the sky. He glanced over his shoulder to see Icarus close behind.

What a **thrill** young Icarus felt, to be flying like a bird. With delight, he **soared** higher and higher, up towards the clouds. Daedalus suddenly realised that Icarus was too excited to remember his warning. Up, up soared the boy, through the clouds – and then above them.

“Icarus, my son, come back!” **pleaded** Daedalus. “The sun will melt the wax!” Icarus was now too far away to hear the cries of his father.

Suddenly, Icarus remembered, but it was too late! He could see the feathers beginning to come away from the wooden frame – first a few, then more and more. He began **to lose height**. Faster and faster he fell towards the sea. Feathers scattered around him as he plunged down, past his desperate, helpless father, into the sea.

Daedalus pulled the boy’s body from the water and flew back to land. **Weeping bitterly**, he buried him.

Sometime later, Daedalus went to the edge of the sea and threw his wings into the water. He would never fly again.



Glossary

inventor someone who makes new things

thrill a sudden feeling of excitement

soared to rise or fly high in the air

Word Check

Use a dictionary to help you.



A Find each word in the story. Choose the correct meaning.

- | | | |
|---------------|-------------------|---------------|
| 1 content | a happy | b unhappy |
| 2 determined | a unwilling | b keen |
| 3 delight | a great sadness | b great joy |
| 4 eventually | a after some time | b immediately |
| 5 desperately | a calmly | b urgently |
| 6 pleaded | a whispered | b begged |

B Find these phrases in the story. Discuss what they mean.

- | | |
|------------------|--------------------|
| 1 not sufficient | 2 become solid |
| 3 to lose height | 4 weeping bitterly |



Comprehension

A Copy the sentences and fill in the missing words.

- 1 Daedalus was a great _____ and _____.
- 2 Daedalus and Icarus were being held captive by the King of _____.
- 3 Daedalus made _____ so they could escape.
- 4 Daedalus told Icarus not to fly too _____ or too _____.
- 5 Icarus became too _____ to remember his father's advice.
- 6 The sun melted the _____ in Icarus's wings

B Write a sentence to answer each question.

- 1 Why do you think Daedalus wanted to return home?
- 2 What do you think of Daedalus's idea to make wings and fly to freedom?
- 3 Why do you think Daedalus would 'never fly again'?
- 4 Write a sentence about what happens in each important part of the story: the beginning, the middle and the end.

C Imagine that you could fly like a bird. Write **words** and **phrases** that you could use to describe what you thought and how you felt as you were flying.

Vocabulary

Homophones

Remember, **homophones** are words that sound the same, but are spelt differently and have a different meaning. For example:

Daedalus could **see** Icarus falling into the **sea**, and realised that his **son** had flown too near the **sun**.



A Write a homophone for each word.

- | | | |
|-----------|-----------|---------|
| 1 allowed | 2 fair | 3 hare |
| 4 heard | 5 hour | 6 no |
| 7 plain | 8 farther | 9 scene |

You can use a dictionary to help you.



B Choose three pairs of homophones from **Activity A**. Use each pair of words in a sentence of your own.

C Choose the correct homophones from the box to answer these clues.

The first one is done for you.



route	bored	eight	weak
thyme	flour	root	flower
week	board	new	right
time	knew	write	ate

- | | |
|----------------------------------|----------------------------|
| 1 a past tense of eat <u>ate</u> | b a number <u>eight</u> |
| 2 a you use a watch to tell this | b a herb |
| 3 a uninterested | b a flat piece of wood |
| 4 a just made | b understood |
| 5 a not strong | b seven days |
| 6 a part of a plant below ground | b the way you travel |
| 7 a used to make bread | b grows in the garden |
| 8 a correct | b you use a pen to do this |

Split direct speech

Direct speech is when we write the actual words someone has spoken.

Daedalus said to Icarus, **“Collect all the feathers you can find.”**

Sometimes we **split the spoken words**, so we have to be very careful about the **punctuation**.

- 1 “Icarus, my son, come back!” **pleaded Daedalus.** “The sun will melt the wax!”
 - Daedalus says **two complete sentences** split by the non-spoken words **pleaded Daedalus.**
 - We put a **full stop** after **pleaded Daedalus** before we begin a new sentence.
- 2 “If you fly too low,” **he said,** “the spray from the waves will make your wings wet and heavy.”
 - Daedalus has said **one sentence** split by the non-spoken words **he said.**
 - Each part of the spoken sentence has **speech marks** at the **beginning** and the **end.**
 - We put a **comma** after **he said** before we continue the sentence.

- A** Copy the conversation below, adding **speech marks** and other missing **punctuation**.

Icarus, I need you to find lots of feathers
said Daedalus Where am I going to find
feathers asked Icarus It won't be easy explained
his father and you will need to search in many
different places I could start on the beaches
exclaimed Icarus There are lots of sea birds
that nest there and I am sure I have seen some
feathers on the sand That's an excellent idea said
his father You are a clever boy Gradually
he added you will gather enough.

- B** Icarus comes back with the feathers. Write a few more sentences to continue the conversation.

Remember to begin a **new paragraph** when a different character speaks.



Spelling

ow words

The **ow** letter pattern can make different sounds.

It is worth remembering that most words ending in the **ow** letter pattern have the **long o sound**, as in **go**.

Daedalus saw the birds outside the **window** and it gave him an idea.

A Write a word to match each picture.

1



2



3



4



5



6



B Write an **ow** word that rhymes with each pair of words.

1 fellow, bellow

2 arrow, barrow

3 billow, willow

C Copy the table. Sort the words from the word box into the correct columns. Add two more words to each column.

ow words that sound like ow in now	ow words that sound like ow in pillow

growl

known

prowl

show

growth

scowl

town

brown

slow

throw

blown

crown

down

shown

frown

thrown

Sequencing adverbs

Adverbs that tell us **the order in which things are done** are very useful for writing stories.

Writing would be very repetitive if we only used **and then**.

At school today we had to finish our sums **and then** we had a spelling test. Our teacher read us a story about Daedalus and Icarus **and then** we wrote a play about it **and then** we acted it out.

There are more interesting words and phrases to show the sequence of events. These are called **sequence adverbs**.

At school today we had to finish our sums. **When everyone had finished**, we had a spelling test. **Before break**, our teacher read us a story about Daedalus and Icarus and **afterwards** we wrote a play about it. **Finally** we acted it out.

A Say the **sequence adverb** in each sentence.

- 1 Firstly, Daedalus sent Icarus to collect all the feathers he could find.
- 2 Soon the workshop was full of thousands of feathers.
- 3 Next, Daedalus made a wooden frame shaped like the wing of a bird.
- 4 Afterwards, he poured melted wax onto the frame, and into the wax he pressed the feathers.
- 5 Then he let the wax cool and become solid again.
- 6 Eventually, the wings were made and they were ready to leave.

B Copy and complete the sentences with words from the box.

when before at first after

- 1 Icarus had collected the feathers _____ Daedalus could make the wings.
- 2 _____ the wax had melted, Daedalus pressed the feathers into it.
- 3 _____ the wings were ready, Daedalus gave his son some advice.
- 4 _____, the wings did not seem to be lifting Deadelus up.

Characters' thoughts and feelings

When we read a story, we want to know what characters **do**. We also want to know what characters **think** and **feel**.

Daedalus

What he did: Daedalus watched the birds.

How he felt: Daedalus felt trapped.

What he thought: Daedalus thought his plan would work.

1 What did Icarus think and feel?

- Imagine you are Icarus and it is the night before you are going to escape.
- The wings your father has made for you are leaning against the wall in your bedroom.
- It is almost dawn but you have not slept.

Write about your **thoughts** and **feelings** as you lie in bed watching the sunrise.

2 You are going to rewrite the story of Daedalus and Icarus as a picture book for younger children.

- Read *The Flight of Icarus* again.
- Rewrite the story for a younger child.
- Use pictures and simple captions only.

Begin like this:

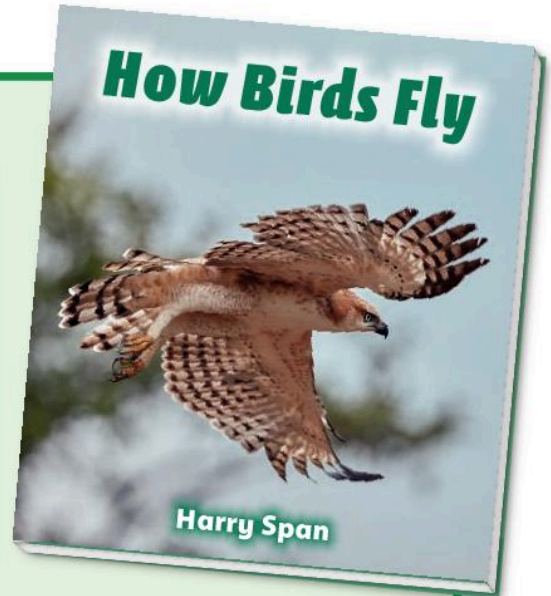
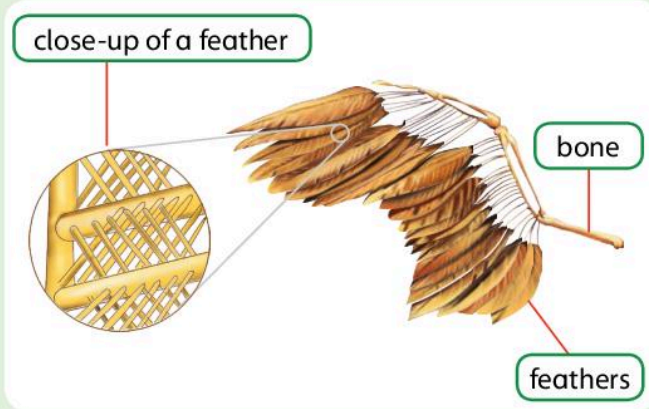


Daedalus is looking at the birds.



Here are three extracts from three different books about birds.

From *How Birds Fly*

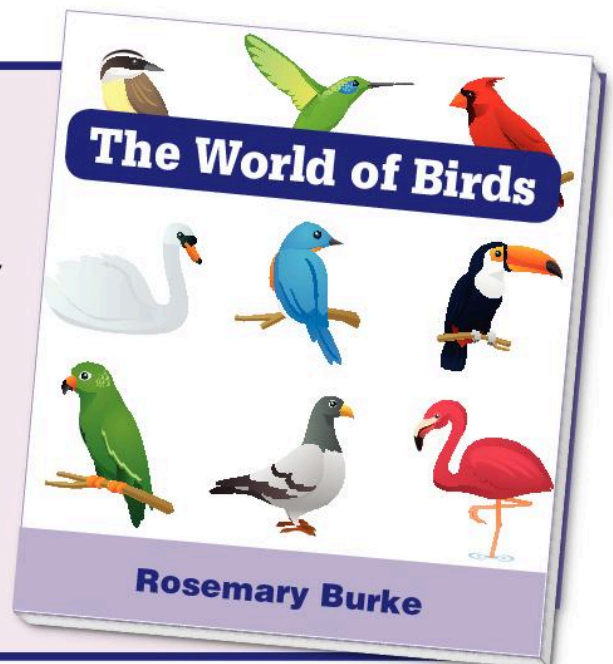


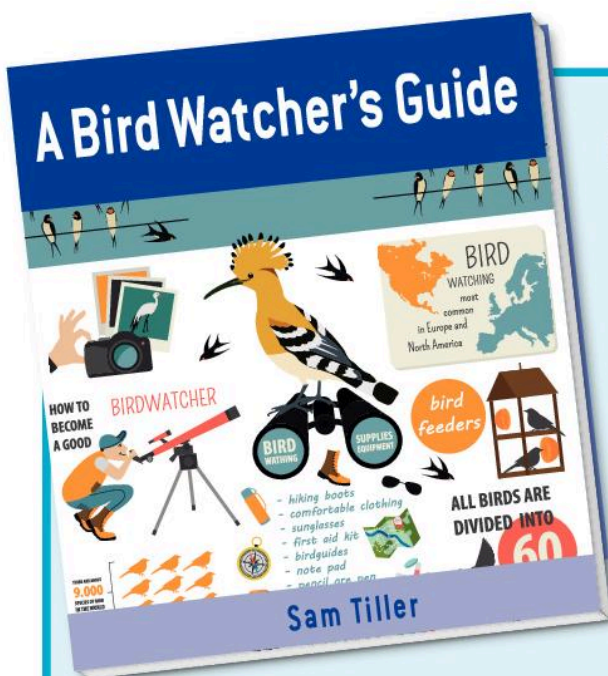
A bird's wing is a very complicated arm made up of bones covered with a layer of feathers. The basic structure of all birds' wings is the same. The shape and size **varies**, depending on the way each type of bird lives, feeds and flies. The wings need to be strong enough to support the bird's weight in flight. The feathers have to be **self-smoothing** and tough enough to cope with knocks and bumps. They have to be **renewable** so that if one is lost it can be replaced.

From *The World of Birds*

The bodies of birds are specially **built** to be **of minimum weight**. "They have a skull that is the lightest of all creatures; their bones are hollow yet strong; and they have no teeth or heavy jaws."¹ However, they have a large, immensely strong heart and very powerful chest muscles that **account for** half their total body weight.

¹ *The Anatomy of Birds* by J. Wong

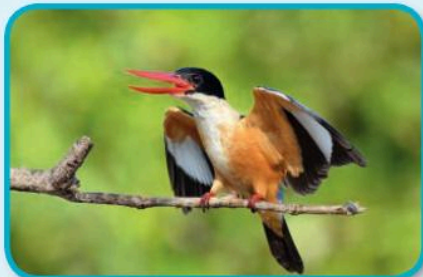




From *A Bird Watcher's Guide*

How a bird flies, and the shape and size of its wings, can help you to identify it. Some birds fly quite slowly, whereas others have to fly very quickly, like the **peregrine falcon**. This bird can reach speeds of nearly 300 kilometres per hour as it **pursues its prey**. (That's about the speed of the fastest express train!)

Long wings are best for **gliding**. Most gulls have long, narrow wings and can glide for hundreds of kilometres. This **albatross** glides so well, it can even sleep while flying.



Short wings allow a bird to twist and turn quickly. Woodland and garden birds, like sparrows, starlings and this kingfisher, have short wings because they need to **rapidly** change direction as they fly among the boughs of trees.

This eagle, like many other **birds of prey**, has broad, large wings for soaring high above the ground. It makes use of thermals (currents of warm air) to lift it high into the sky and then it **scans** the ground below for its prey.



Glossary

peregrine falcon the world's fastest bird of prey

albatross a large seabird with a wingspan of over 3 metres

birds of prey birds that hunt animals for food

Word Check

Use a dictionary to help you.



A Find each word in the extracts. Choose the correct meaning.

- | | | |
|-------------|--------------------------|----------------------|
| 1 varies | a is different | b is the same |
| 2 renewable | a not able to grow again | b able to grow again |
| 3 built | a patterned | b structured |
| 4 gliding | a moving smoothly | b moving jerkily |
| 5 rapidly | a quickly | b slowly |
| 6 scans | a ignores | b looks at |

B Find these phrases in the extracts. Discuss what they mean.

- | | |
|------------------|---------------------|
| 1 self-smoothing | 2 of minimum weight |
| 3 account for | 4 pursues its prey |

Comprehension

A Discuss the answers to these questions.

- 1 Which book gives information about the structure of birds' bodies?
- 2 Which book gives information about different types of birds' wings?
- 3 Which book gives information about birds' feathers?
- 4 Give an example of a bird that:
a flies very fast b glides c twist and turns

B Write sentences to answer each question.

- 1 Why do birds' wings have to be 'strong'?
- 2 Why do birds' feathers have to be 'renewable'?
- 3 Why do you think a bird's body has to be 'of minimum weight'?
- 4 What unusual thing can the albatross do?
- 5 If you could be a bird, what type of bird would you be? Explain your reasons.



Peregrine falcon

C Re-read the extract from *A Bird Watcher's Guide* on page 79. Make notes on the information in each paragraph. Include important words and phrases.

Vocabulary

Antonyms

Remember, **antonyms** are words that mean the opposite. For example:

fast/slow **maximum/minimum** **broad/narrow**

A Write an **antonym** for each of these words:

- | | |
|------------|--------------|
| 1 high | 2 loose |
| 3 straight | 4 up |
| 5 wide | 6 efficient |
| 7 cover | 8 disapprove |

Some words do not have an antonym. For example:

bird **glide**

B Copy this table. Write each word from the box under the correct heading and then write at least one antonym for each word that has an antonym.

Has an antonym	Doesn't have an antonym

many	wing	copy	long	most	kilometres
branches	over	eagle	sky	high	hover
down	rough	feather	sure	strong	fall

C Look at your table from **Activity B**. Write some sentences about what you notice.

What types of words can have opposites?



Punctuation

Brackets for extra information

Sometimes we want to put **extra information** into a **sentence**. When the extra information can be taken away and the sentence still **makes sense**, we can use **brackets**.

It makes use of thermals (**currents of warm air**) to lift it high in the sky.

Sentence: It makes use of thermals to lift it high in the sky.

Extra information: (currents of warm air)

We can take out the information in the brackets and the sentence still **makes sense**.

A Say what **extra information** has been added to each sentence.

- 1 A bird's wing (made up of bones and feathers) is a complicated arm.
- 2 The body of a bird (with strong but hollow bones) is of minimum weight.
- 3 How a bird flies (and the shape and size of its wings) can help you identify it.
- 4 The peregrine falcon flies very fast (about the speed of an express train) as it pursues its prey.

B Copy each sentence. Add **brackets** to separate the extra information from the main sentence.

- 1 Most gulls have wings long and narrow that are best for gliding.
- 2 Woodland and garden birds sparrows, starlings and kingfishers have short wings.
- 3 The eagle's wings broad and long are good for soaring above the ground.

C Add the **extra information** to each sentence.

The first one is done for you.



- 1 Sentence: *The feathers have to be tough and renewable.*
Extra information: *to cope with knocks and bumps*
The feathers have to be tough (to cope with knocks and bumps) and renewable.

- 2 Sentence: *The albatross can sleep while gliding.*
Extra information: *an amazing bird*
- 3 Sentence: *The eagle makes use of currents of warm air to lift it.*
Extra information: *thermals*

Spelling

ough words

The letter pattern **ough** can be a tricky one to use as it makes a number of different sounds.

The feathers have to be **tough enough** to cope with knocks and bumps.

Some birds have short wings to help them fly among the **boughs** of trees.



- A** Match each clue with a word in the box.

cough	plough	dough
nought	trough	thought

- This can happen if you are unwell.
- The number before the number one.
- Farmers do this to their fields.
- Animals drink from this.
- Something that comes to mind.
- This is used to make bread.

- B** Match a word in **Box 1** with a word that rhymes in **Box 2**.

Box 1
rough
cough
dough
bought
bough

Box 2
plough
though
tough
trough
thought

- C** Write a definition for each of these **ough** words.

- bought and brought
- thorough and through

Possessive pronouns and possessive adjectives

Some **pronouns** show ownership or **possession**. They are called **possessive pronouns**.

This bird book is **mine**. That bird book is **yours**.
 ↙ ↘
possessive pronoun

These are **possessive pronouns**:

mine **yours** **his** **hers** **ours** **theirs**

Possessive adjectives come before a noun and tell us who possesses (owns) it.

This is **my** bird book. This is **your** bird book.
 ↙ ↘
possessive adjective

These are **possessive adjectives**:

my **your** **his** **her** **its** **our** **their**

A Copy the sentences and underline the **possessive pronoun**.

- 1 Is that bird book yours?
- 2 This book is hers.
- 3 This bird book is mine.
- 4 Those bird books are theirs.

B Copy and complete each sentence with a **possessive pronoun**.

- 1 Here is my bird picture.
This bird picture is mine.
- 2 Is this your picture?
 Is this picture _____?
- 3 That is his bird picture.
 That bird picture is _____.

The first one is done for you.



C Use these **possessive pronouns** in sentences of your own.

- 1 mine
- 2 his
- 3 theirs

Bibliography

A **source** is where we get our information from. It might be a book, a magazine or a website. It is very important to say where you got your information from.

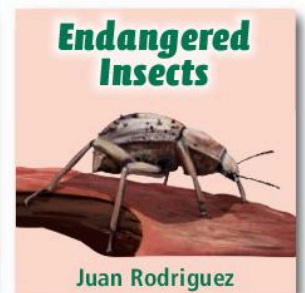
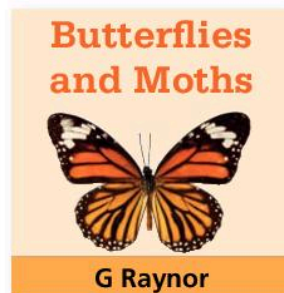
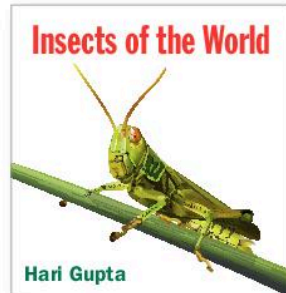
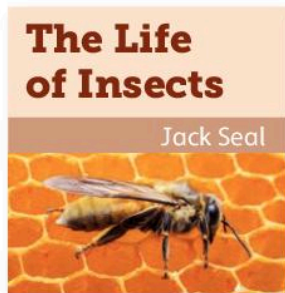
- When you are researching a subject, keep a list of the books, magazines and websites that you have used.
- At the end of your final draft, include a list of the **sources**. This is called a **bibliography**. Write your bibliography in **alphabetical order**, using the authors' surnames.

Burke, Rosemary *The World of Birds*

Span, Harry *How Birds Fly*

Tiller, Sam *A Bird Watcher's Guide*

- 1 Here are some books that have been used to write a report on unusual insects. Write a **bibliography** to go with the report.



- 2 Choose an animal to research. Here are some suggestions.



tiger



bee



kangaroo



tortoise

- Write **notes** on what you already know about the animal.
- Use your school library and the Internet to find out more **information**.
- Keep a list of the **books and websites you use** including the title and the name of the author (if you have it).
- Use your **notes** to write a short **report** on the animal you have researched.
- Write a **bibliography** at the end of your report.

Many things are changing
Today in **London Town**
New buildings going up
Old ones **coming down**
Just like London people
Houses grow too old
And can no longer do their job
To keep out damp and cold
Many are **old-fashioned**
And were built long ago
For people in **a different age**
Who did not hurry so
People's ways are changing
Like the things we use
Telephones for speaking
Television news
Just try to imagine
How things used to be
Different songs to listen to
Different things to see
Everyone used horses
Or else **their own two feet**
Everything moved slowly
Like the **policeman on the beat**



No motorcars to take them
Quickly on their way
No discos or videos
Like there are today
No **package holidays**
And no aeroplanes
No electric railways
And only **puffer trains**
People used to **manage**
It didn't matter how
But when you **come to think of it**
Aren't you glad it's NOW.

Eric Slayter

Glossary

London Town the capital of England

package holidays holidays where everything is arranged for you and included in the price

puffer trains trains that were powered by steam from burning coal

Word Check

Use a dictionary to help you.



- A** Find each word in the poem. Choose the correct meaning.
- | | | |
|-----------------|-----------------|-------------------|
| 1 old-fashioned | a from the past | b from the future |
| 2 manage | a do fine | b have difficulty |
- B** Find these phrases in the poem. Discuss what they mean.
- | | |
|-------------------------|-----------------------|
| 1 coming down | 2 a different age |
| 3 people's ways | 4 their own two feet |
| 5 policeman on the beat | 6 come to think of it |

Comprehension

A Discuss the answers to these questions.

- 1 Who were the houses in London built for, according to the poet?
- 2 Give two examples of new things that people have now that they didn't have before.
- 3 In what ways does the poet say people travelled long ago?
- 4 In what ways does the poet say people travel now?

B Write sentences to answer each question.

- 1 In what way does the poet compare London people and houses?
- 2 What does the poet mean when he says people 'did not hurry so'?
- 3 The poet asks 'Aren't you glad it's NOW?' Would you have liked to live long ago? Why? Why not?
- 4 If you had a choice, would you like to live in the countryside or in a big city? Explain your reasons.

C Make a list of words and phrases that would make sense in each of the gaps in the paragraph below.

Towns and cities have changed ___(1)___ in the last 100 years. It is now ___(2)___ easier for people to ___(3)___ to work using ___(4)___ which means they can ___(5)___ further away. Also, travel by ___(6)___ has meant that some people can take holidays in ___(7)___ places. Some forms of entertainment that are popular today, such as ___(8)___, weren't even invented in the 1800s.



Vocabulary

Adverbs in dialogue

Remember, **adverbs** tell us more about verbs. They usually tell us **how**, **when** or **where** actions happen.

Adverbs are helpful in dialogue (speech) because they give information about how words are spoken. For example:

“Are we nearly there?” **asked** the boy **wearily**.

↑
verb

↑
adverb

The adverb **wearily** tells us more about the verb **asked**.

Remember, when you write conversations using **direct speech**, it is called **dialogue**.



- A** Choose an **adverb** from the box, or think of one of your own, to complete each sentence.

excitedly

quietly

anxiously

cheerfully

- 1 “Keep close to me or you’ll get lost,” Mum said _____.
- 2 “Want to buy tickets to the museum?” asked the man _____.
- 3 “I can’t wait to go on the open-top bus tour!” my sister said _____.
- 4 “Can we visit the Science Museum?” I whispered to Mum _____.



- B** Make a list of six **adverbs** ending in **ly** that you might use in dialogue.
- C** Imagine you visited a big city with your family. Write four **dialogue sentences** about the visit, each including an adverb. For example:

“I want to see the science museum,” Jamila said excitedly.

Punctuation

Apostrophe round-up

If something **contracts** it gets smaller.



There are two uses of the **apostrophe** (').

- 1 An **apostrophe of contraction** can be used to show that a letter or letters are missed out of a word. For example:
It **didn't** matter how (did not)
- 2 An **apostrophe of possession** can show when someone or something owns something. For example:
People's ways are changing (the ways belonging to the people)

A Find the word with the **apostrophe** in each sentence. Say whether the apostrophe is used for **contraction** or **possession**.

- 1 London's buildings are changing.
- 2 Everyone's in a hurry.
- 3 People's ways of travelling have changed.
- 4 Puffer trains aren't used anymore.



B Write the **contractions** for each group of words.

- | | | | |
|-------------|-------------|---------------|-----------|
| 1 is not | 2 he is | 3 I am | 4 she has |
| 5 would not | 6 they have | 7 will not | 8 let us |
| 9 we have | 10 you are | 11 should not | 12 do not |

C Rewrite the phrases below using a **possessive noun**.

- 1 the words belonging to the song
- 2 the hooves belonging to the horses
- 3 the beat belonging to the policeman
- 4 the noise belonging to the car
- 5 the wings belonging to the aeroplane
- 6 the holiday belonging to the people

Look for the **owner** or **owners**.



Spelling

ant, ent, ance, ence word endings

Many **adjectives** end with **ent** or **ant**.

different dist**ant**

These words can be made into **abstract nouns** by changing **ent** endings to **ence**, and **ant** endings to **ance**.

differ**ence** dist**ance**

A Copy and complete this table.

Adjectives	Nouns
	obedience
confident	
	convenience
intelligent	
	importance
evident	
	independence
absent	
	abundance
innocent	
	arrogance
resistant	

- B** 1 Choose two **nouns** from **Activity A** and use them in sentences of your own.
- 2 Choose two **adjectives** from **Activity A** and use them in sentences of your own.

- C** Choose two **adjectives** from **Activity A** that can be made into **adverbs** by adding **ly**. Make them into adverbs and use them in sentences of your own.

You can use a dictionary to help you.



Plural round-up

Singular nouns are made **plural** in different ways.

Noun	Singular	Plural
For most nouns, add an s	building	buildings
For nouns ending in s, ch, sh and x , add es	bus	buses
For nouns ending in f and fe , change the f or fe to v and add es .	life	lives
For nouns ending in consonant + y , take off the y and add ies	family	families
For nouns ending in vowel + y , just add s	boy	boys
For some nouns ending in o , add es For musical nouns ending in o , add s For nouns ending in oo , add s	potato cello kangaroo	potatoes cellos kangaroos
Some nouns are different in the plural form	police man foot	police men feet
Some nouns are always in the plural form	clothes	clothes

A Make these **singular** nouns **plural**.

- | | | | |
|---------|----------|-----------|-------------|
| 1 town | 2 box | 3 toy | 4 butterfly |
| 5 torch | 6 leaf | 7 volcano | 8 building |
| 9 child | 10 piano | 11 story | 12 mango |

B Copy and complete the sentences with **is** or **are**.

- The families _____ visiting London.
- That car horn _____ very loud!
- The tourists _____ in the city.
- Our television _____ broken.

C Copy and complete the sentences with your own words. Use **was** or **were**.

- The children _____.
- The lorry _____.
- All the buses _____.
- That shelf _____.

Using contrast

Writers often show how they feel about their subjects by **contrasting** things. They **compare** them and show the ways in which they are **different**.

In the poem 'Changing Times' on **pages 86 and 87**, the poet contrasts the city of London:

- as it used to be
- as it is in modern times.

The writer thinks life in modern times is better.

1 You are going to write a **poem** with **two verses**.

- Think about a huge park that has swings, slides, a paddling pool and roundabouts.
- Imagine you visit the park during the day and at night.

a Write the **first verse** of the poem about the park during the day.

- The park is very crowded.
- Lots of children are playing and having fun.

You could begin like this:

*We went to the park on a hot summer's day
To meet our friends and play and play.*

b Write the **second verse** of the poem about the park at night.

- You and your parents are taking a shortcut through the park to meet friends.
- All the visitors have gone home, so the park is deserted.

You could begin like this:

*We were meeting friends so walked through the park
It was silent, deserted and strange in the dark.*



Make sure your reader knows whether you **prefer** the park during the day or at night by the words you use.



The City of Dubai

Cities do not just appear overnight. From an early settlement to a huge megacity, it can take hundreds, sometimes thousands, of years. There are, however, **exceptions** and one such city is Dubai, which is on the south-east coast of the **Arabian Gulf**.

Less than 200 years ago, Dubai was a small settlement at the **mouth of a creek** on the edge of the desert. Today, it is the capital city of the United Arab Emirates (UAE), with a population of over two and a half million people.

In 1833, 800 members of the Bani Yas tribe – led by the Maktoum family – settled at the mouth of a creek on the coast of the Arabian Gulf. The creek provided a natural harbour and the settlement soon became a centre for fishing, pearl diving and **sea trade**.

In the early 20th century, Dubai was a successful port. The **souk** on one side of the creek had 350 shops, as well as **numerous** visitors and traders. By 1930, a little over a hundred years since the first settlers, the population was 20,000.

It seemed that Dubai would keep expanding but, in the 1950s, a huge problem arose. The creek **began silting up**. Ships could not easily get into the harbour and trade was threatened. The leader, Sheikh Rashid bin Saeed Al Maktoum, ordered that the creek should be dredged, a process to remove the silt. This was a difficult task but a successful solution to the problem, making Dubai the major trading port in the area.



Dubai's **rapid expansion** was helped by the discovery of oil in 1966. The money from oil sales was spent on improving **infrastructure**. Schools, hospitals and roads were built. The airport and its runways were expanded so that any **international** aircraft could land there. The



world's largest man-made harbour (at Jebel Ali) was created.

By the 1980s and 1990s, Dubai's aim was to become a major tourist centre. **Luxurious** hotels were built, such as the Burj Al Arab. The city held major sporting events in tennis, golf, horse racing and rugby.

In 2010, the Burj Khalifa was completed. It is the tallest man-made structure on Earth with 163 storeys rising almost 830 metres into the sky. It gives spectacular views over the city and out across the desert.

So, from its **humble beginnings** on the edge of the creek and surrounded by desert, Dubai has grown to become the city we see today.

Glossary

Arabian Gulf a large area of sea, almost surrounded by land, in the Middle East

mouth of a creek the end of a narrow stream where it meets the sea

souk a market

infrastructure the basic things a place needs, such as buildings, roads and bridges

Word Check

A Find each word in the text. Choose the correct meaning.

- | | | |
|-----------------|-------------------------------|--------------------------------------|
| 1 exceptions | a things that follow the rule | b things that do not follow the rule |
| 2 numerous | a many | b few |
| 3 international | a from one country | b from around the world |
| 4 luxurious | a cheap and uncomfortable | b expensive and comfortable |

B Find these phrases in the text. Discuss what they mean.

- | | |
|-------------------|---------------------|
| 1 sea trade | 2 began silting up |
| 3 rapid expansion | 4 humble beginnings |

Use a dictionary to help you.



Comprehension

A Copy the sentences. Fill in the missing words in each sentence.

- 1 Dubai is on the south-east _____ of the Arabian Gulf.
- 2 The creek provided a natural _____.
- 3 The _____ had 350 shops.
- 4 When the creek began _____ _____, ships could not easily get into the harbour.
- 5 The Burj Al Arab is a _____ hotel.

B Write a sentence to answer each question.

- 1 Why do you think the Bani Yas tribe settled at the mouth of a creek?
- 2 Why do you think the creek silting up would threaten trade?
- 3 Why do you think discovering oil helped Dubai's 'rapid expansion'?
- 4 Why do you think Dubai wanted to become 'a major tourist centre'?



C Make notes on what each paragraph is about. Include dates in your notes.

Vocabulary

Adverbs

Remember, **adverbs** can tell us how words are spoken. They add detail and variety to your writing.

“Let me help you,” she said **kindly**.

A Make an **adverb** from each word.

- | | | |
|----------|------------|------------|
| 1 quick | 2 kind | 3 positive |
| 4 polite | 5 happy | 6 urgent |
| 7 slow | 8 cheerful | 9 grumpy |

Most **adverbs** end with **ly**. You may need to change the word slightly when you add a suffix.



B Copy this piece of dialogue, filling each gap with an **adverb**.

“Please could you help me?” the tourist asked _____.

“Yes, of course, what would you like to know?” enquired the newspaper seller _____.

“I would like to go to the Burj Khalifa, but I think I am lost,” said the tourist _____.

“It’s just over there. Can you see that tall building? That’s the Burj Khalifa,” explained the newspaper seller _____.

“Thank you so much! How could I have missed it!” exclaimed the tourist _____.

C To continue the dialogue in **Activity B**, write two more things each person said. Use an adverb in each piece of dialogue.



Punctuation

Commas, dashes and brackets for extra information

Sometimes we want to put **extra information** in a sentence.

When the extra information can be taken away and the sentence still **makes sense**, we can use any of these **punctuation marks**.

- **commas**

By 1930, **a little over a hundred years since the first settlers**, the population was 20,000.

- **dashes**

In 1833, 800 members of the Bani Yas tribe – **led by the Maktoum family** – settled at the mouth of a creek on the coast of the Arabian Gulf.

- **brackets**

The world's largest man-made harbour **(at Jebel Ali)** was created.

In each example, we can take out the words that come between the **commas, brackets and dashes** and the sentence still **makes sense**.

A Say what the **extra information** is in each sentence.

- 1 It can take hundreds, sometimes thousands, of years for a city to grow.
- 2 The souk – visited by numerous traders – had 350 shops.
- 3 The creek began silting up (ships could not get into the harbour) and trade was threatened.

B Copy each sentence. Choose **commas, dashes** or **brackets** to separate the extra information from the main sentence.

- 1 Dubai by the mouth of a creek started as a small settlement.
- 2 The infrastructure including schools, hospitals and roads was improved.
- 3 The Burj Khalifa completed in 2010 is the tallest man-made structure on Earth.

C Make each pair of sentences into one sentence using **commas, dashes** or **brackets**.

- 1 **a** A luxurious hotel was built.
b The Burj Al Arab was built.
- 2 **a** Sporting events were held.
b Tennis, golf and horse racing events were held.



Spelling

ie and ei words

It can be tricky to remember whether a word is spelt using **ie** or **ei**. However, there are more **ie** words than **ei** words.

The Burj Khalifa gives spectacular **views** over the city and out across the desert.

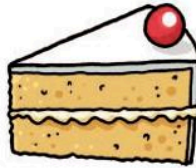
A Write an **ie** word from the box to match each picture.

field shield believe relieved shriek
piece fierce handkerchief achieved siege

1



2



3



4



B Write four words from the word box in **Activity A** into sentences.

This rule can help you to remember when to use **ie** or **ei**.

i comes before **e** (when the sound is **ee**) except after **c** or when the sound is not **ee**

For example:

rel**ie**ve rec**ei**ve le**is**ure

However, there are exceptions to this rule!

C Add **ie** or **ei** to make a word.

- 1 bel__ve 2 f__ld 3 fr__ght
4 rel__f 5 __ght 6 w__ght
7 rec__ve 8 p__ce 9 c__ling

Check the words you have written in **Activity C** in a dictionary.



Relative pronouns

A **pronoun** takes the place of a **noun**. For example:

The **creek** silted up. **It** silted up.

These pronouns are called **relative pronouns**.

who **which** **that**

Relative pronouns are related to the noun that comes before them in a sentence.

It was the leader Sheikh Rashid bin Saeed Al Maktoum **who** ordered that the creek should be dredged.

One exception is Dubai, **which** is on the south-east coast of the Arabian Gulf.

Who is used for people.

Which and **that** are used for animals and things.

A Copy the sentences. Use the relative pronoun **who** or **which** to complete each one.

- 1 Dubai is a city _____ is located on the Arabian Gulf.
- 2 It is the capital of the UAE _____ stands for United Arab Emirates.
- 3 The creek was dredged on the orders of Sheikh Rashid _____ was the leader at the time.
- 4 The sporting events are a great attraction for visitors _____ travel to Dubai.

B Copy and join each pair of sentences with **who**, **which** or **that**.

The first one is done for you.



- 1 I have a book about Dubai. The book is very interesting.
I have a book about Dubai which is very interesting.
- 2 Visitors and traders came to the souk. The souk was on one side of the creek.
- 3 On one side of the creek there was a market. The market had 350 shops.
- 4 The city holds major sporting events. These attract many visitors.

C Use these phrases in sentences of your own.

- 1 that surprised me 2 who worked in the souk

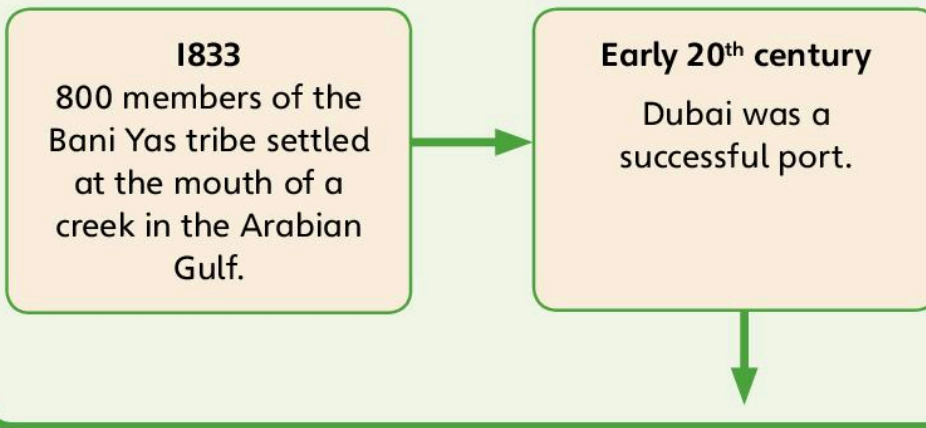
Writing

Flow diagram – key dates and events

The information about Dubai on **pages 94 and 95** is presented in sentences and paragraphs.

We can put some of this information in a **flow diagram**.

Flow diagrams show the order in which things happen.



1 You are going to make a **flow diagram** showing how the city of Dubai developed.

- Read the text 'The City of Dubai' again on **pages 94 and 95**.
- Write a list of the key dates.
- Next to each date make brief notes about what happened.
- Use the dates and the notes to draw your flow diagram.



Visit Dinosaur World

Advertisements surround us in our daily lives – on the television, on posters, in newspapers and magazines, and on the Internet. Everywhere, we are faced with words and pictures trying to persuade us that we really need to buy certain things, visit certain places or learn new skills to improve our lives. This is an advertisement for a dinosaur theme park.

Dinosaur World **Spend a Day with Dinosaurs**

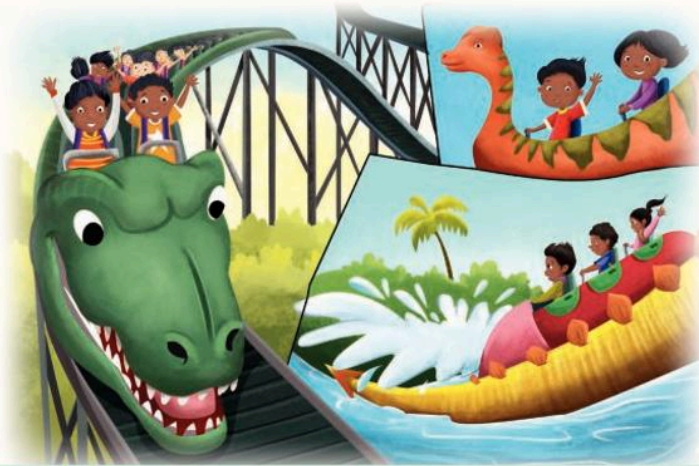
New Theme
Park Now
Open

A fantastic day out for all the family.

It's the dinosaur **experience** you'll never forget!

See the biggest, scariest dinosaur ride in the world!

Learn about these huge creatures that **roamed the Earth** many millions of years ago.



Open from 9 a.m. until sunset Tuesday to Sunday

Special introductory offer: Family ticket half price.

Access to all the rides for two adults and up to four children.

Take the third exit off the Sunshine Highway and follow the signs.

Come inside the dinosaurs' lair **You'll never have a scarier scare!**

Visit our web page to buy your tickets online.

Be one of the first 50 to buy a ticket and **receive** a 10% **discount** when you come again.

When deciding on the 'theme' for the park, the owners knew how popular dinosaurs would be with young children.

They also knew that if the children who came to the theme park learned something, it would be popular with parents, too.



Glossary

lair a place where a wild animal lives
discount a reduction in the usual price

Word Check

Use a dictionary to help you.



A Find each word in the advertisement. Choose the correct meaning.

- | | | |
|--------------|--------------------------------|-------------------------|
| 1 experience | a something that you do not do | b something that you do |
| 2 receive | a do not get | b get |

B Find these phrases in the advertisement. Discuss what they mean.

- | | |
|--------------------|------------------------------|
| 1 roamed the Earth | 2 special introductory offer |
|--------------------|------------------------------|

Comprehension

A Discuss the answers to these questions.

- 1 What is the poster on **page 103** advertising?
- 2 What times and days is the theme park open?
- 3 What is the 'special introductory offer'?
- 4 Which exit off the Sunshine Highway would you take to get to Dinosaur World?
- 5 What do you get if you are one of the first 50 to buy a ticket?



B Write sentences to answer each question.

- 1 Who do you think the advertisement is aimed at?
- 2 Why do you think the theme park is closed every Monday?
- 3 Why do you think the advertiser has used a rhyme in the advert?
- 4 Does the advertising poster make you want to visit Dinosaur World? Why? Why not?

C Make a list of **words** and **phrases** in the advertisement that are used to persuade you to visit Dinosaur World.

Vocabulary

Abbreviations and acronyms

We often use shortened forms of words. These are called **abbreviations**.

telephone → **phone** **December** → **Dec**

Sometimes, the original word or words gradually go out of use until we only use the shortened version. For example:

omnibus → **bus**

We often abbreviate people's names. For example:

Matthew → **Matt** **Rajiv** → **Raj**

A Write an abbreviation for each word.

- | | | |
|-------------------|---------------|--------------|
| 1 application | 2 examination | 3 adjective |
| 4 electronic mail | 5 aeroplane | 6 petroleum |
| 7 bicycle | 8 television | 9 photograph |

Some groups of words, especially the names of organisations, can be shortened by using just the first letter or few letters of each of the main words. This is called an **acronym**.

UN is an acronym for **United Nations**.

Sometimes, the letters in an acronym make another word.

OXFAM is an acronym for the **OXford Committee for FAMine Relief**.

B Use a dictionary, reference books or the Internet to find out what these acronyms stand for:

- | | | | |
|--------|-----------|--------|----------|
| 1 USA | 2 p.m. | 3 EU | 4 UNESCO |
| 5 NASA | 6 ETA | 7 NATO | 8 www |
| 9 PS | 10 CD-ROM | 11 PC | 12 CEO |

Some of them are acronyms for more than one thing!



Commas between adjectives

When we use two or more **adjectives** together, we may need to use a **comma**.

See the **biggest, scariest** dinosaur ride in the world!

We use commas if:

- the adjectives can be put in a **different order** and the sentence still **makes sense**.

See the **scariest, biggest** dinosaur ride in the world!

- we can put **and** between the adjectives and the sentence still **makes sense**.

See the **biggest and scariest** dinosaur ride in the world!

A Say the **adjectives** in each sentence.

- 1 Dinosaur World is an exciting, fun place to visit.
- 2 The advertisement was large and colourful.
- 3 That scary, thrilling ride is my favourite.
- 4 The theme park is popular and cheap.
- 5 I had a fantastic, tiring day at Dinosaur World.

B Copy the sentences. Add the missing **commas**.

- 1 Have you seen that enormous scary dinosaur?
- 2 The huge fierce creatures lived a long time ago.
- 3 Do you like fast frightening rides?
- 4 The happy smiling children liked the rides.
- 5 Have an educational enjoyable day out.



C Use each **pair of adjectives** in sentences of your own.

- 1 beautiful sunny
- 2 large fierce
- 3 small blue

Remember your **commas**.



Spelling

ei and ie words

It can be tricky to remember whether a word is spelt using **ie** or **ei**.

This rule can help:

i comes before **e** (when the sound is **ee**) except after **c**
or when the sound is not **ee**

For example:

rel**ie**ve rece**ie**ve le**is**ure

Be one of the first 50 to buy a ticket and rece**ie**ve a 10% discount when you come again.

Beware. There are many exceptions to this rule!



- A** Copy the sentences and add the missing **ie** or **ei** words from the box.

piece	eightieth	received	field
believe	reins	relief	reign

- 1 A _____ of a dinosaur's tooth was discovered in the rock.
- 2 It was a _____ when we finally got off the bus.
- 3 The queen had a long _____.
- 4 It is my Grandma's _____ birthday today.
- 5 The rider dropped the horse's _____ as it bolted.
- 6 The band _____ a huge round of applause.
- 7 I _____ Usain Bolt is the best runner ever.
- 8 The _____ flooded when the river burst its banks.

- B** Each of these words has a homophone that uses the **ie** or **ei** spelling pattern. Write the homophone. **Rain** has two homophones!

- | | | |
|--------|--------|--------|
| 1 wait | 2 rain | 3 way |
| 4 vain | 5 ate | 6 blew |

Remember, a **homophone** is a word that sounds the same as another word but is spelt differently.



- C** Write definitions for **rain** and its two homophones.

Expanded noun phrases

A **noun** is a person, place or thing.

A **phrase** is a group of words that does not make sense on its own.

A **noun phrase** includes a **noun** and **other words** linked to it.

A **noun phrase** can include:

- a definite article **the** Internet
- an indefinite article **a** ride
- a demonstrative adjective:
 - singular **this** park
 - plural **those** tickets
- adjectives the **biggest, scariest** dinosaur ride

Words that begin noun phrases are called **determiners**.



Words that say **how much/how many** can be used to begin a noun phrase.

- some** people **a lot of** posters

A What are the **noun phrases** in each sentence?

Some of the sentences include more than one noun phrase.

- | | |
|--|---------------------------------------|
| 1 The big dinosaur frightened me. | 2 Some rides were not working. |
| 3 This colourful web page is interesting. | 4 A lot of children came to the park. |
| 5 There is a big advertisement for the park. | 6 These huge dinosaurs are amazing! |

B Make each noun into a **noun phrase** by adding the parts of speech indicated.

- 1 definite article + adjective + dinosaur
the huge dinosaur
- 2 indefinite article + adjective + ride
- 3 how many + adjective + children
- 4 demonstrative adjective + adjective + advertisement

The first one is done for you.



C Use **two** of the **noun phrases** you have written in **Activity B** in sentences of your own.

Advertisements: a poster

Advertisements have to be attractive and eye-catching so you will take notice of them. People who design advertisements have to think about the following things.

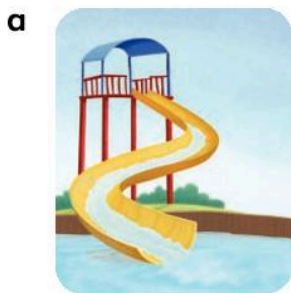
What the advertisement looks like

- **colour:** They may use bright colours, black and white, colours that go together or contrasting colours.
- **layout:** This needs to be clear and easy to read, but also eye-catching and interesting. The name of what is being advertised (the title) must be very noticeable.
- **illustration:** This could be drawings, photographs or diagrams.

What the advertisement says

- **persuasive language:** The advertisement needs to persuade people. The language used should say good things about what is being advertised.
- **information:** The advert needs to give information about what is being advertised.

1 You are going to design your own **poster** to **advertise** something new. Choose what you would like to focus on.



a new water park with swimming pools, water slides, and a wave machine



a new magazine about a sport or hobby



a new healthy fruit drink

2 Think about:

- an interesting name for your place or product
- who your advertisement is aimed at
- how you will make people notice it
- words and phrases you will use to persuade people to visit or buy.

The Old Forest

In this extract from *The Lord of the Rings* by J.R.R. Tolkien, Frodo, Pippin and Merry are on a long, dangerous journey. In this part of the story, they are entering the Old Forest – a dark and mysterious place.

Looking back they could see the dark line of the hedge through the stems of trees that were already **thick about them**. Looking ahead they could see only tree-trunks of **innumerable** sizes and shapes: straight or bent, twisted, leaning, **squat** or slender, smooth or **gnarled** and branched; and all the stems were green or grey with moss and slimy, shaggy growths.

Merry alone seemed fairly cheerful. “You had better lead on and find that path,” Frodo said to him. “Don’t let us lose one another, or forget which way the hedge lies!”

They picked a way among the trees, and their ponies plodded along, carefully avoiding the many **writhing and interlacing roots**. There was no **undergrowth**. The ground was rising steadily, and as they went forward, it seemed that the trees became taller, darker and thicker. There was no sound, except an **occasional** drip of moisture falling through the still leaves. For the moment there was no whispering or movement among the branches; but they all got an uncomfortable feeling that they were being watched with disapproval ... The feeling



steadily grew, until they found themselves looking up quickly, or glancing back over their shoulders, as if they expected a sudden blow.

There was not as yet any sign of the path, and the trees seemed **constantly** to bar their way. Pippin suddenly felt that he **could not bear it any longer**, and without warning let out a shout. "Oi! Oi!" he cried. "I am not going to do anything. Just let me pass through, will you!"

The others halted, **startled**; but the cry fell as if muffled by a heavy curtain. There was no echo or answer though the wood seemed to become more crowded and **watchful** than before.

"I should not shout, if I were you," said Merry. "It **does more harm than good**."

Frodo began to wonder if it were possible to find a way through, and if he had been right to make the others come into this **abominable** wood. Merry was looking from side to side, and seemed already uncertain which way to go. Pippin noticed it. "It has not taken you long to lose us," he said. But at that moment, Merry gave a whistle of relief and pointed ahead.

Glossary

squat short and wide

gnarled twisted and rough

undergrowth small, thick plants and bushes that grow close to the ground

Word Check

Use a dictionary to help you.



A Find each word in the story. Choose the correct meaning.

- | | | |
|---------------|-----------------------------|---------------------------------|
| 1 innumerable | a able to be counted | b too many to be counted |
| 2 occasional | a very often | b not very often |
| 3 constantly | a some of the time | b all of the time |
| 4 startled | a surprised | b angry |
| 5 watchful | a paying attention | b paying no attention |
| 6 abominable | a lovely | b awful |

B Find these phrases in the extract. Discuss what they mean.

- | | |
|--------------------------------|----------------------------------|
| 1 thick about them | 2 writhing and interlacing roots |
| 3 could not bear it any longer | 4 does more harm than good |

Comprehension

A Discuss the answers to these questions.

- 1 How were Frodo and his friends travelling through the forest?
- 2 Which one of the three seemed 'fairly cheerful'?
- 3 What was the only sound to be heard?
- 4 What feeling did the characters have as they went through the forest?
- 5 Who shouted out?

B Write sentences to answer each question.

- 1 Do you think the characters enjoyed travelling through the forest?
- 2 Explain what the writer means when he says that Pippin's cry 'fell as if muffled by a heavy curtain'.
- 3 What do you think it was that Pippin could 'bear no longer'?
- 4 Why do you think the writer calls it an 'abominable wood'?
- 5 How does the description of the forest make you feel?
- 6 What do you think Merry saw to make him give 'a whistle of relief'?

C We can tell how Frodo, Merry and Pippin are reacting to being in the forest by what they say, think and do.

Write a few sentences about each character, describing what he says, thinks and does and what this tells you about him.



Vocabulary

Root words, prefixes and suffixes

Remember, a **root word** is a basic word to which **prefixes** and **suffixes** can be added to make other words from the same word family. For example:

... but they all got an **uncomfortable** feeling that they were being watched with disapproval.

Root word: comfort

comfort **un**comfortable **dis**comfort comfort**ed**
comfort**able** comfort**ing** comfort**ably**

A 1 Copy each word below and underline its root word.

a avoiding

b dangerous

c occasional

d disapproved

2 Write two more words from the same word family as each word in **question 1**.

Useful prefixes

un dis
de re
mis in

Useful suffixes

ly ful ed
ing est er
al ment ness

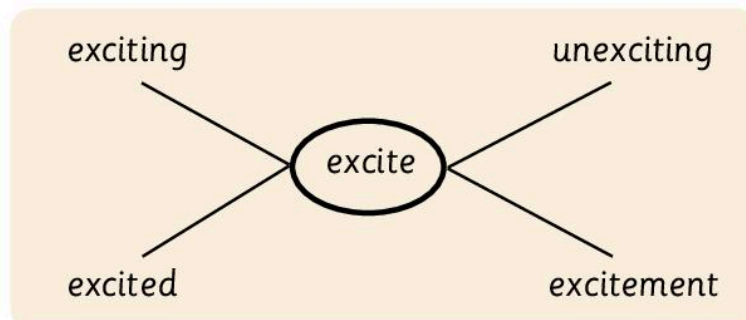
B Write three sentences, each using a different word that has the root word 'arrange'.

C Draw a word web for each root word below, adding all the words you can think of from the same family.

The first one is done for you.



1 excite



2 help

3 agree

4 understand

Direct speech round-up

Direct speech is when we write the **actual words** someone has spoken. The **spoken words** go inside **speech marks**.

“I should not shout if I were you,” said Merry.

Sometimes we put the **name of the speaker** first.

Pippin asked, “Where is the path?”

Sometimes we **split the spoken words** with the name of the speaker.

“You had better lead on and find that path,” **Frodo said to him.**

“Don’t let us lose one another, or forget which way the hedge lies!”

A Say the **spoken words** in these sentences.

- 1 “Where is the hedge?” asked Frodo.
- 2 “You seem cheerful,” said Pippin.
- 3 Merry said, “I can’t see any sign of the path.”
- 4 “I’m not going to do anything,” cried Pippin, “so just let me pass.”
- 5 “I can see the path!” cried Merry. “We will soon be out of the forest.”



B Copy these sentences. Add the missing **punctuation**.

- 1 We must travel through the forest said Frodo
- 2 It will be difficult getting through those trees said Pippin
- 3 Merry said Lead on and find the path
- 4 Pippin said I think we are being watched

C Copy these sentences. Add the missing **punctuation**.

- 1 We mustn’t lose one another said Frodo or forget where the hedge is
- 2 We’re lost cried Pippin We’re really lost
- 3 We will find the path said Frodo so don’t worry
- 4 There’s no sign of the path said Merry I think we may be lost

Spelling

ey word endings

Words that end in **ey** can be tricky to spell.

Frodo, Pippin, Sam and Merry are on a long, dangerous **journey**.

A Find a word in the box to match each clue.

honey money jockey turkey donkey

- 1 I ride horses in a race.
- 2 I am used to buy things.
- 3 I look like a small horse with long ears.
- 4 I am made by bees.
- 5 I am a type of bird.



B Write your own clues for these words.

- | | |
|-----------|-----------|
| 1 monkey | 2 alley |
| 3 chimney | 4 journey |
| 5 valley | 6 trolley |

Usually, when we add **s** to most words ending in **y** we change the **y** to an **i** and add **es**.

baby + **s** = **babies**

However, if the word ends in a **single vowel + y** we simply add **s**.

monkey + **s** = **monkeys**

C Make each of these words **plural**.

- | | |
|-----------|-----------|
| 1 chimney | 2 donkey |
| 3 battery | 4 valley |
| 5 jockey | 6 lady |
| 7 country | 8 trolley |

The vowel letters are
a, e, i, o and **u**.



Auxiliary verbs

Sometimes **verbs** are made up of more than one word. The verbs **to be** and **to have** are often used with other verbs to make different **tenses**. We call these verbs **auxiliary verbs**.

- Verb **to be**:

The ground **is** rising steadily.

The ground **was** rising steadily.

They **are** entering the Old Forest.

They **were** entering the Old Forest.

- Verb **to have**:

It **has** not taken you long to lose us.

It **had** not taken you long to lose us.

They **have** entered the Old Forest.

They **had** entered the Old Forest.

The word **auxiliary** means helper.



A What is the **auxiliary verb** in each sentence?

- 1 Frodo, Pippin and Merry were travelling through the Old Forest.
- 2 Moisture was dripping from the trees.
- 3 No one has travelled through the forest for many years.
- 4 Pippin had cried out.
- 5 It had been a difficult journey.

B Copy and complete the sentences with **have** or **has**.

- 1 We _____ never been through a forest.
- 2 That tree _____ fallen over.
- 3 They _____ travelled for some time.



C Copy and complete the sentences with **was** or **were**.

- 1 Pippin _____ feeling uneasy.
- 2 The ponies _____ avoiding the roots.
- 3 Frodo _____ wondering if they would find a way through.

Characters

A writer tells readers about the **characters** in a story by:

- **describing** them directly
- showing what each character **does, thinks** and **says**
- showing the **relationship** that a character has with other characters.

1 At the end of the extract on **pages 110 and 111** the writer describes how: 'Merry gave a whistle of relief and pointed ahead'.

You are going to write what happens next in the story.

a Read 'The Old Forest' on **pages 110 and 111** again.

b Imagine that Frodo, Pippin and Merry have now found a way out of the forest. Think about how the three characters react.

- What do they say to each other?
- What do they do?
- How do they feel?



2 Write the next part of the story to show that the three characters are relieved to have got out of the forest.

a Write your first draft.

b Check what you have written.

- Correct any spelling, grammar and punctuation mistakes.
- Can you improve the vocabulary?

c Write your final copy.

Protecting our Rainforests

The population of the world's rainforests is rising, but the rainforests themselves are **shrinking!**

During the 20th century, huge areas of **rainforest** were cut down, while more and more people in countries like **Brazil** and **Indonesia** moved into rainforest areas in search of land. These people moved from cities which had become overcrowded. Trees were cut down by farmers who wanted to grow crops.

Unfortunately, once rainforest trees have been cut down and the undergrowth cleared, soil is very easily washed away into rivers by heavy rain. The soil that remains quickly loses its **goodness** and cannot produce crops. The farmers soon have to move on and clear new areas of forest to farm.

As well as individual farmers, large companies have also moved into the rainforests to **exploit** their rich resources. **Vast stretches** of forest have been **felled** by logging companies which export the valuable timber around the world. Mining companies have also destroyed enormous areas of rainforest by digging large mines.



The loss of so much of the world's rainforest is a serious problem. Scientists have warned that the destruction of the rainforests is harming the Earth and should be stopped. But why? The Earth's atmosphere is **polluted** by chemicals produced by industry and cars. Rainforest plants help to remove many of these dangerous gases from the atmosphere, as well as producing much of the oxygen that we breathe. Rainforests have been described as **the lungs of the planet**. They are **essential** to our survival. As well as keeping the air clean, people have become aware that different parts of rainforest plants can be used to produce valuable medicines and **may be the key** to finding cures for serious diseases.

Some people think that the rainforest should not be used. This is easy to say if you are not one of those people who depend on the rainforest for income and food. Many people have no other choice.

So what is the **solution**? We have to learn to use the rainforests' many resources in a way that will not destroy them forever. Governments can pass laws to protect their forests. Instead of destroying vast areas, companies can create jobs elsewhere, so that fewer people have to live and work in the rainforests. Timber companies can ensure they plant new trees to replace those they

cut down. New ways of farming in rainforests are being developed in Brazil. Farmers are encouraged to plant thin strips of land with crops. Between each strip the rainforest is left standing. This helps to prevent the soil from being washed away and produces better crops.

More than half the plants and animals that live in the world's rainforests do not exist anywhere else in the world. It is our responsibility to ensure that these forests are used wisely and **preserved for future generations**.



Glossary

rainforest a thick forest in a tropical area of the world

Brazil a large country in South America

Indonesia a southeastern Asian country made up of thousands of volcanic islands

goodness the part of the soil that feeds plants and helps them to grow

Word Check

Use a dictionary to help you.



A Find each word in the text. Choose the correct meaning.

- | | | |
|-------------|------------------|-----------------------------|
| 1 shrinking | a growing bigger | b growing smaller |
| 2 exploit | a use | b destroy |
| 3 felled | a cut down | b planted |
| 4 polluted | a made clean | b made dirty |
| 5 essential | a necessary | b unnecessary |
| 6 solution | a the problem | b the answer to the problem |

B Find these phrases in the text. Discuss what they mean.

- | | |
|------------------|------------------------------------|
| 1 vast stretches | 2 the lungs of the planet |
| 3 may be the key | 4 preserved for future generations |

Comprehension

A Write **true** or **false** for each of these statements.

- 1 The population of the world's rainforests is getting smaller.
- 2 Rainforest is sometimes cleared so that local people can grow crops.
- 3 Mining and logging companies have destroyed vast stretches of forest.
- 4 Rainforests put dangerous gases into the atmosphere.
- 5 Brazil is developing new ways of farming in rainforests.

B Make **notes** on what you would say in these situations:

- 1 Imagine you visit a farmer in a rainforest area. What would you say to persuade the farmer not to chop down any more trees?
- 2 What could people around the world do to help protect the rainforests?

C How **persuasive** do you find the text? Does it persuade you that:

- the rainforests should be protected?
- local people have a right to use the land?
- people from other countries have the right to use timber and clear the ground for mining?

Give reasons for your answers.



Vocabulary

Using a dictionary

Dictionaries contain lots of information about each word including:

- its definition
- what word class (part of speech) it is
- its origin, in some cases
- related words or phrases, if any

Sometimes the word class is shown with an abbreviation. For example:

n = noun

v = verb

adj = adjective

adv = adverb

The words in a dictionary are in **alphabetical order** but, to make it easier to find a word, there are **guide words** at the top of each page.

junk

junk (1) *n* valueless rubbish

junk (2) *n* a Chinese sailing ship

jurisdiction *n* authority, legal power

juror *n* a member of a jury

jury *n* a group of people who decide in a court of law whether an accused person is guilty or not (*plural juries*)

just (1) *adj* fair, right, as *a just decision*

just (2) *adv* 1. barely, as *he has just left* 2. exactly, as *the money is just right*

just now at present

just then a moment ago

juvenile

justice *n* fairness

to do justice to oneself to do one's best

justify *v* to defend, to say why something that has been done was right, as *Tom justified his absence from the meeting* (**justifying, justified**); **justifiable** *adj* shown to be right; **justification** *n* defence, as *there is no justification for what you have done*

jut *v* to stick out (**jutting, jutting**)

juvenile *adj* 1. young. 2. suitable for young people, as *juvenile books*;

juvenile *n* a young person

A Look at the dictionary extract above and answer the questions.

1 Write the correct spelling of each word below.

a juresdiction

b justise

c juvenile

2 Which word follows **jut**?

3 What word class is **jury**?

4 What is a **juror**?

5 What does **to do justice to oneself** mean?

6 What are the two quite different meanings of **junk**?

7 Which word can be both an adjective and a noun?

Punctuation

Punctuating sentences

All **sentences** begin with a **capital letter**.

A **statement** ends with a **full stop**.

The farmers soon have to move on.

A **question** ends with a **question mark**.

So what is the solution?

An **exclamation** ends with an **exclamation mark**.

The population of the world's rainforests is rising, but the rainforests themselves are shrinking!

A Copy the sentences. End each one with a **full stop**, a **question mark** or an **exclamation mark**.

- 1 What are mining companies doing in rainforests
- 2 Enormous areas of rainforest are being destroyed
- 3 Rainforests are the lungs of the planet
- 4 Should people farm in rainforests
- 5 We must take our responsibility seriously

B Rewrite these statements as **questions**.

- 1 Rainforests are being destroyed.
- 2 The soil loses its goodness.
- 3 Rainforest plants produce valuable medicines.

C Rewrite these questions as **statements**.

- 1 Have governments passed laws to protect the rainforests?
- 2 Are new ways of farming being developed?
- 3 Is it our responsibility to save the rainforests?



Spelling

ar and are words

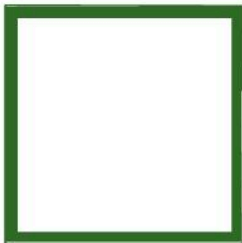
It is important to notice the distinctive sounds **ar** and **are** words make. For example:

... people have become aw**are** that different **parts** of rainforest plants can be used to produce valuable medicines ...

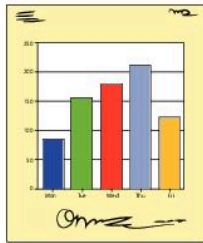
A Write an **ar** or **are** word from the box to match each picture.

jar square cart chart share hare

1



2



3



4



5



6



B Say aloud the words you have written in **Activity A**. Copy the table and write the words into it. Add three words of your own to each column.

ar words that sound like ar in car	are words that sound like are in care

C Add a **suffix** to each of these words.

- | | |
|---------|-----------|
| 1 smart | 2 harsh |
| 3 bark | 4 care |
| 5 harm | 6 march |
| 7 start | 8 careful |
| 9 park | 10 charm |

er, ly, ing and **ful** are all suffixes.



Relative clauses

To make sentences more interesting, we can use **relative clauses**.

A **relative clause**:

- begins with a **relative pronoun**: **who, which** or **that**
- tells us more about the **noun** or **pronoun** in the **main clause**.

A **main clause** makes sense on its own.



Trees were cut down by farmers **who wanted to grow crops**

↑
main clause

↑
relative clause

These people moved from cities **which had become overcrowded**.

↑
main clause

↑
relative clause

Who is used for people.

Which and **that** are used for animals and things.

- A** Copy the sentences. Underline the **relative clause** in each sentence.
- 1 I read about the rainforests which are being destroyed.
 - 2 There are farmers who are cutting down trees in the rainforest.
 - 3 I know people who do not care about the rainforests.
 - 4 There are lots of medicines that come from rainforest plants.
 - 5 There are people in Brazil who are developing new ways of farming.
- B** Copy and complete each sentence with **who, which** or **that**.
- 1 There are companies _____ have felled large areas of rainforest.
 - 2 Warnings come from scientists _____ believe we are harming the planet.
 - 3 It is difficult for people _____ depend on the rainforest for food and income.
- C** Copy and complete each sentence by adding a **relative clause** to make it more interesting.
- 1 They found some plants _____.
 - 2 I have visited a rainforest _____.
 - 3 I have met a farmer _____.

Writing for an audience

The information text on **pages 118 and 119** is quite long and needs reading carefully.

You would have to present the information in a different way for a **younger audience**.

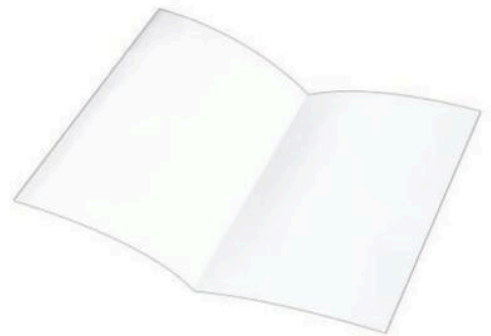
This could be done as a **leaflet** with **simple drawings** and **short captions**.

The leaflet would have to be **attractive** so that young people would want to read it.

1 You are going to plan and make a **leaflet** to persuade young people that the rainforests must be protected.

a Fold an A4 piece of paper in half. The front of the leaflet should let people know what it is about. You need:

- an eye-catching title
- a drawing of a rainforest.



b Include information about why the rainforests are at risk.

- Read the text about rainforests on **pages 118 and 119** again.
- Make notes about how and why the rainforest are being destroyed.
- Open your leaflet and, on the left-hand side, draw small pictures and add captions to show how and why the rainforests are being destroyed.

c Include information about why the rainforests should be protected.

- Read the text about rainforests on **pages 118 and 119** again.
- Make notes about why the rainforest should be protected.
- On the right-hand side of your leaflet, draw small pictures and add captions to show why the rainforest should be protected.



Coral Reefs

The oceans of the world are full of the most incredible creatures. Plants, rocks and corals form **weird and wonderful** landscapes. Perhaps some of the most amazing landscapes are coral reefs.

The Great Barrier Reef

The Great Barrier Reef is a chain of 3,000 individual coral reefs off the coast of Queensland in northeastern Australia. It stretches for 2,300 kilometres.

The word 'reef' comes from an old word, 'rif', meaning an undersea danger to ships. Sailors, sailing over the coral reef to get to shore, were

very aware that the sharp corals could tear the bottom of their boats. In time, the word 'rif' changed to 'reef'.

Corals and plants called algae are some of the world's most incredible living things. These **miniscule** creatures build reefs which can survive even the huge waves caused by tropical storms and **tsunamis**.

Corals **combine** their strength with beauty in their colourful branching shapes.



It is interesting to visit coral reefs, but never **venture** to a reef without an adult. Never go snorkelling without a **qualified guide**. Waves can be dangerous and coral is sharp. Remember, too, that the reef is alive, and some animals protect themselves by being poisonous.

What are corals?

Corals are **composed** of tiny animals called **polyps**. They belong to the same family as jellyfish. The polyps live in a limestone skeleton. Each polyp has a ring of **tentacles** around its mouth to catch food.

There are two basic types of coral – hard corals and soft corals. Hard corals produce a limestone skeleton which forms the reef. Soft corals look much the same but they do not have a solid limestone skeleton.

Reefs are easily damaged. When visiting a reef, be careful not to touch the corals. Don't get too close – you could easily damage the reef by accident. Never collect samples from a reef. In many places it is against the law.

How are reefs formed?

Coral reefs form when corals and algae find the right living conditions to **thrive** – warm, clear water and light.

They are made from limestone, formed from skeletons of millions of tiny sea animals and plants. Each **new generation** fastens itself to the remains of the **previous generations'** skeletons. The skeleton of the coral is both an anchor when the polyp is waving about in the water, and a hiding place into which it can **retreat** when threatened. Because corals live in **colonies**, young corals build their homes on old skeletons and, in this way, huge reefs of limestone are formed.

Glossary

tsunamis huge sea waves caused by an earthquake

polyps soft-bodied parts of corals

tentacles long flexible feelers that can grip things

colonies groups of things living together

Word Check

Use a dictionary to help you.



A Find each word in the text. Choose the correct meaning.

- | | | |
|-------------|---------------|----------------|
| 1 miniscule | a very big | b very small |
| 2 combine | a separate | b put together |
| 3 venture | a go | b photograph |
| 4 composed | a food | b made |
| 5 thrive | a grow | b die |
| 6 retreat | a go forwards | b go backwards |

B Find these phrases in the text. Discuss what they mean.

- | | |
|-----------------------|------------------------|
| 1 weird and wonderful | 2 qualified guide |
| 3 new generation | 4 previous generations |

Comprehension

A Discuss the answers to these questions.

- 1 Where is the Great Barrier Reef?
- 2 What can sharp corals do to the bottom of boats?
- 3 Who should be with you when you:
a go to a coral reef? b go snorkelling?
- 4 How do some animals protect themselves?

B Answer these questions by using **exact words** from the text.

- 1 What are corals made from?
- 2 What can reefs survive?
- 3 What are the two types of coral?
- 4 What conditions do coral reefs need to thrive?
- 5 Where do young corals build their homes?

C Read the text 'Coral Reefs' again. Make **notes** on the advice given about visiting a coral reef and what you should and shouldn't do.



Vocabulary

Onomatopoeia

Onomatopoeic words sound similar to the sound they are describing. For example:

pop splash crackle

- A** Sort the onomatopoeic words from the box into two lists, under the headings **Sounds of the sea** and **Sounds of the wind**.

You might choose to put some words in both lists.



whistle rustling hum shriek rumble
drip thump crash roar splashing

- B** Add two words of your own to each list you wrote in **Activity A**.
- C** Think of two onomatopoeic words that describe the noise made by each of the following things. You could make up some words of your own.

- 1 a baby
- 2 walking through thick mud
- 3 a huge colony of birds



Punctuation

Commas after adverb clauses

Remember, an **adverb clause** begins with a **conjunction** such as **because, when, although** or **if**.



An **adverb** tells us more about a **verb**.

To make sentences more interesting, we can use **adverb clauses**.

An **adverb clause** works just like an **adverb**. It tells us more about the **verb**. For example:

Huge reefs are formed **because corals build their homes on old skeletons**.

Sometimes, an **adverb clause** can come **at the beginning of a sentence**. We put a **comma** after the **adverb clause** and before the rest of the sentence.

Because corals build their homes on old skeletons, huge reefs are formed.

A Copy the sentences. Underline the **adverb clause** in each one.

- 1 Although it is called the Great Barrier Reef, it is a chain of 3,000 individual coral reefs.
- 2 Because they are so strong, coral reefs can survive huge waves.
- 3 If you go snorkelling, make sure you have a guide with you.

B Rewrite the sentences in **Activity A** so that the **adverb clause comes at the end**.

C Rewrite these sentences so the **adverb clause** comes at the **beginning**. The first one is done for you.

- 1 You must be careful when swimming close to coral reefs because they can be damaged.

Because they can be damaged, you must be careful when swimming close to coral reefs.

- 2 The polyps have tentacles so they can catch food.
- 3 There has to be warm, clear water and light, before coral reefs can form.
- 4 Be careful not to touch the corals when you are visiting a reef.

Remember the **comma**.



Spelling

ost and oll words

Many words with a single **o** have a short vowel sound, as in **got**.

Words with the letter pattern **oll** and many words with the letter pattern **ost** have a long vowel sound.

Perhaps one of the **most** amazing sea landscapes is the coral reef.

You would never know they are there as the waves **roll** over them.

The letter patterns **oll**, **oal** and **ole** often make the same sound.

The reef was filled with a beautiful **shoal** of fish.

A small **hole** in the coral makes a good hiding place for sea creatures.

A Write an **ost** or **oll** word from the word box to match each picture.

post

most

almost

roll

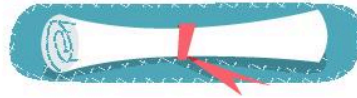
stroll

scroll

1



2



3



4



B Two words in the box in **Activity A** were not shown in a picture. Write each of these words in a sentence.

C Write one word ending in **ost** that rhyme with each of these words. What do you notice about the **o** sound?

1 cost

2 most

Homonyms

Homonyms can be words that are **different parts of speech** but:

- they **sound** the same
- they are **spelled** the same.

Corals and **plants** called algae, are some of the world's most incredible living things.

plants = noun

He **plants** rice every year.

plants = verb

The **leaves** on the tree can be green or red.

leaves = noun

She always says goodbye before she **leaves**.

leaves = verb

A Say if the bold word in each sentence is a **noun** or a **verb**.

- a** Corals **form** in warm, clear water.

b You need to fill in this **form**.
- a** We **sail** when there is a strong breeze.

b We put up the **sail** very quickly.
- a** They mended the **tear** in the boat.

b Don't **tear** your shorts on the sharp corals.

The first one is done for you.



B Solve the pairs of clues with a **homonym**.

- | | |
|-------------------------------------|--|
| 1 a level and even | b rooms for living in <u>flat</u> |
| 2 a lots of unmoving traffic | b something sweet and fruity |
| 3 a the opposite of left | b correct |
| 4 a not heavy | b you switch this on when it's dark |
| 5 a a water bird | b move suddenly to avoid being hit |



C Write two sentences for each **homonym** in **Activity B** to show you understand the **different meanings**.

Making notes

Remember, when you make **notes** you should write down the important **words** and **phrases**.

If you find information from other books or on the Internet, remember to include a **bibliography** listing your sources.

- 1 You are going to write a short **report** on coral reefs.
 - a Carefully read the information on **pages 126 and 127** again.
 - b Make notes about coral reefs for your report. You could add information from other sources if you wish. Include information on:
 - their colour
 - their size
 - their shape
 - their location
 - the conditions they need to grow.
 - c Use your notes to write the first draft of your report.
 - d Check your report for grammar, spelling and punctuation mistakes.
 - e Write your final copy.
- 2 You are going to write a short **explanation** of how coral reefs are formed.
 - a Carefully read the information on **pages 126 and 127** again.
 - b Make notes from the part of the text that explains how coral reefs are formed.
 - c Use your notes to write the first draft of your explanation.
 - d Check your explanation for grammar, spelling and punctuation mistakes.
 - e Write your final copy.



Shipwrecked!

Robinson Crusoe, written by Daniel Defoe, was first published in 1719. It is the story of a young man who goes to sea and is shipwrecked. This extract is about his time in the water and how he reached the shore of an island.

Nothing can describe my **confusion** when I sunk into the water. Although I swam very well, I found it difficult to get my head above water to breathe. A huge wave carried me forward and as it **retreated**, I found myself on dry land.

As I lay there, I could still taste the salty water I had swallowed. Before I could get up, another huge wave crashed over me. The water carried me further up the shore. I held my breath and began to swim forward.

Suddenly, I felt myself rising up. My head and hands shot out above the surface of the water and I took a deep breath.

But the waves were **not finished with me yet**. Again I was covered with water and carried forward, but not for so long this time. I felt ground beneath my feet. I stood still for a few moments to recover my breath and then **took to my heels** and, with what strength I had left, made for the shore.

I could not, however, run faster than the next wave which came after me. I was lifted up by the sea again, and this time the wave carried me at great speed towards a piece of rock.



The rock that nearly injured me was to be my **salvation**. I held on to it as the next wave crashed over me. When the wave retreated, I ran for the shore.

Nearer the shore, the next wave went over me but did not swallow me up. I ran again and this time, reached the bottom of the cliffs. With my remaining strength, I **clambered** up the cliffs and collapsed on the grass at the top.

At last, I was free from danger and out of the reach of the wild waves.

Adapted from *Robinson Crusoe* by Daniel Defoe



Word Check

Use a dictionary to help you.



A Find each word in the extract. Choose the correct meaning.

- | | | |
|-------------|---------------------------|---------------------------|
| 1 confusion | a muddled thinking | b clear thinking |
| 2 retreated | a went forward | b went back |
| 3 salvation | a greatest danger | b the thing that saved me |
| 4 clambered | a climbed with difficulty | b climbed with ease |

B Find these phrases in the extract.. Discuss what they mean.

- | | |
|----------------------------|--------------------|
| 1 not finished with me yet | 2 took to my heels |
|----------------------------|--------------------|

Comprehension

A Write **true** or **false** for each of these statements.

- 1 Robinson Crusoe could not swim.
- 2 He did not swallow any water.
- 3 The waves carried him towards a rock.
- 4 He clutched the rock to avoid being carried out to sea.
- 5 The waves nearer the shore were bigger than those farther out.
- 6 He did not make it to land.

B Write **sentences** to answer each question.

- 1 Why do you think Robinson Crusoe found it difficult to get his 'head above water'?
- 2 What do you think the writer means when he says 'But the waves were not finished with me yet'?
- 3 Explain in your own words why the rock was his 'salvation'.
- 4 How do you think he felt when 'he was free from danger and out of reach of the wild waves'?



- C**
- 1 Who is telling the story?
 - 2 Write a summary in the **third person** of what happened to Robinson Crusoe in the extract.

Vocabulary

Idioms

Idioms are short phrases that usually mean something different from what you might expect. For example:

Nearer the shore, the next wave went over me but did not **swallow me up**.

In this case, the idiom 'swallow me up' means *surround me, engulf me or submerge me*.

A Copy both lists below and draw a line to match each **idiom** to its meaning.

- | | |
|----------------------------------|---------------------------|
| 1 over the moon | wise for his or her age |
| 2 call it a day | cause great amusement |
| 3 bring the house down | delighted |
| 4 an old head on young shoulders | stop working on something |

B Copy and complete each of these **idioms** using words from the word box.

moon cake forward head trumpet glasses

- 1 hit the nail on the _____.
- 2 put your best foot _____.
- 3 once in a blue _____.
- 4 blow your own _____.
- 5 see things through rose-coloured _____.
- 6 it was a piece of _____.

C Write a few words explaining what you think each idiom in **Activity B** means.



Punctuation

Punctuation round-up

These are the **punctuation marks** that have been covered so far.

- full stop (.) at the end of a statement
- question mark (?) at the end of a question
- exclamation mark (!) at the end of an exclamation
- apostrophe (') shows where a letter or letters have been left out
shows who owns something
- comma (,) separates items in a list
makes big numbers easier to read
after adverb clauses
before and after extra information
- dash (-) and brackets () before and after extra information
- speech marks (“ ”) in direct speech to show which words are spoken

A Copy and **punctuate** these sentences.

- 1 Robinson Crusoe was shipwrecked
- 2 What happened to the ship
- 3 It was terrifying
- 4 He was tired wet and frightened

B Copy and **punctuate** these sentences.

- 1 Hed swallowed a lot of water
- 2 The rocks edges were sharp
- 3 He couldnt get to the shore
- 4 Its a very exciting story

C Copy and **punctuate** these sentences.

- 1 Robinson Crusoe written in 1719 is by Daniel Defoe
- 2 Have you read Robinson Crusoe he asked
- 3 Ive read a few chapters she said but Ive not finished it yet
- 4 You should finish it he replied Its very good



Spelling

ild and ind words

Words that have the spelling pattern **ild** and **ind** often have a long vowel sound. For example:

Nothing can describe the confused state of my **mind** when I sunk into the water ... At last, I was free from danger and out of the reach of the **wild** waves.

A Copy and complete these sentences with a word from the word box.

kind	unwind	child	behind
mild	remind	find	wild

- 1 Sam's mum had to _____ him to finish his homework.
- 2 Deon loved looking at the _____ flowers.
- 3 Mahmoud and Kai couldn't _____ their way back.
- 4 Meena hid _____ the door.
- 5 It was really _____ of you to help me.

B Copy and complete the words by adding **ild** or **ind** in the gaps.

- | | | |
|-------------|------------|------------|
| 1 beh_____ | 2 unk_____ | 3 k_____er |
| 4 w_____est | 5 f_____ | 6 unw_____ |
| 7 ch_____ | 8 m_____ly | 9 rem_____ |



C Write the word in each group that has a different **i** sound.

- | | | | |
|------------|--------|--------|------------|
| 1 child | mild | build | wild |
| 2 remind | find | rind | individual |
| 3 kind | behind | indeed | mind |
| 4 children | kinder | wilder | reminder |

Improving writing

We need to look very carefully at what we write to see if we can **improve** it. Read this paragraph.

I went down to the sea early that morning. I looked at the water. I noticed a boat coming towards the shore. I watched as it came closer and closer. I could see someone on the boat.

We can improve this paragraph by:

- changing the order of words to avoid starting every sentence with the word **I**

Early that morning, I went down to the sea. I looked at the water. I noticed a boat coming towards the shore. **As I watched**, it came closer and closer. I could see someone on the boat.

- using conjunctions to make shorter sentences into longer and more interesting sentences.

Early that morning, I went down to the sea. I looked at the ships **and** noticed a boat coming towards the shore. As I watched, it came closer and closer **until** I could see someone on the boat.

- A** Copy and improve this paragraph by **changing the order of the words**.

I like to watch the waves when I go to the seaside. I enjoy swimming although I'm not very good at it. I always feel tired after I swim!

- B** Copy and improve this paragraph by **using conjunctions**.

I saw a spider in the bath. I called my Mum. I asked her to catch the spider. I said she should put it outside.

- C** Rewrite this paragraph, improving it by **changing the order of the words** and **using conjunctions**.

I went swimming yesterday. I had been given goggles for my birthday. I wanted to try them out. I knew that the swimming pool opened at 10 o'clock. I was the first one there. I had a great swim. I really enjoyed myself.

Writing in the first person

An **autobiography** is the **facts** of a person's life written by himself or herself.

Autobiographies are written in the **first person** and they are **non-fiction** because they tell the truth about real-life events.

When an author writes a **story** in the **first person**, they are writing as if they are a character in that story. They are writing as if the story happened to them.

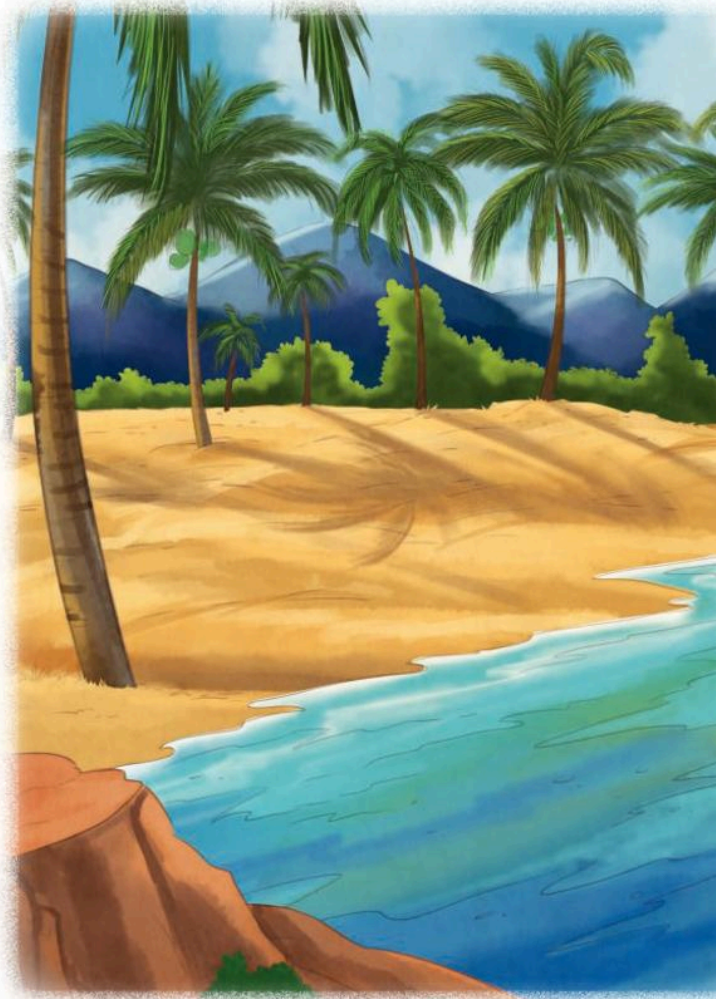
Daniel Defoe tells the story of *Robinson Crusoe* in the **first person** – as if he is Robinson Crusoe and the events of the story are happening to him.

I lay there, **I** could still taste the salty water **I** had swallowed.

- 1 Imagine you are in the same situation as Robinson Crusoe. You have been washed up on a desert island.

Write about what the island is like and what you do. Remember:

- write in the first person
- describe what you see
- describe what you hear
- describe how you feel
- describe what you do
- think of interesting ways to begin your sentences – don't start every sentence with I.



Vocabulary

- Write these words in **alphabetical order**.
gentle gem geography generous
- Write two words that begin with the prefix **re**.
- Write whether each sentence is a **metaphor**, **simile** or **idiom**.
 - The sand felt as hot as fire beneath my feet.
 - Our school football team is second to none.
 - A ribbon of moonlight shone through the trees.
- Make a list of five **synonyms** for **nice** that you might find in a thesaurus.
- Write a **homophone** for each of these words.
a write **b** herd **c** guessed **d** past **e** serial
- Write three **onomatopoeic** words you would associate with fireworks.
- Write two **adverbs** you could use to finish this sentence.
“Quick, we need to hurry!” called Tom _____.

Punctuation

- Copy the sentences and underline the **extra information** in each one.
 - The fastest man in the world – Usain Bolt – comes from Jamaica.
 - Our Sun (a huge, fiery ball of gas) is a star.
 - Sri Lanka, an island in the Indian Ocean, is an exciting country to visit.
- Copy the sentences and put **commas**, **dashes** or **hyphens** around the extra information in each sentence.
 - Daedalus Icarus’s father made wings from feathers and wax.
 - London the capital of England has changed a lot over the years.
 - Dinosaurs huge reptiles lived millions of years ago.

Spelling

- Copy the words and complete them using **ie** or **ei**.
a rec__pt b l__sure c fr__ght
d w__gh e rel__f f rel__ve
- Write two nouns that end in **ey**. Then write the plural of each of the words you have written.
- Write four **ough** words.
- Choose **ance** or **ence** to complete each word.
a arrog____ b obedi____ c innoc____ d guid____
- Write a word using each of these suffixes.
a able b ial c ible d ous
- Complete these word sums.
a close + ness = _____ b care + ful = _____
c excite + ing = _____ d like + able = _____
- Write two **ull** words and two **ul** words.
- Copy these words and circle the **silent letters**.
a thumb b island c doubt d knees
- Add **ed** to each of these words.
a refer b defer c prefer d transfer

Grammar

- Copy these sentences and underline the **relative clause** in each one.
a This is the dinosaur that is in the movie.
b I know the man who runs the dinosaur theme park.
c Robinson Crusoe is a character who was shipwrecked.
- Copy and complete each sentence with a **relative clause**.
a I read about a tortoise _____.
b The Beaufort scale is a chart _____.
c Eric Liddell was an athlete _____.

3 Make each of these nouns and adjectives into **verbs**.

a education to _____

b note to _____

c television to _____

d simple to _____

e dark to _____

f apology to _____

4 Use these **verbs** in sentences of your own.

a sharpen

b advertise

c illustrate

5 Copy these sentences and underline the **modal verb** in each one.

a *I must read that book about the Moon landings.*

b *They should follow the path in the forest.*

c *We can save the rainforests.*

6 Use these phrases, which include **modal verbs**, in sentences of your own.

a may travel

b could draw

c might read



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