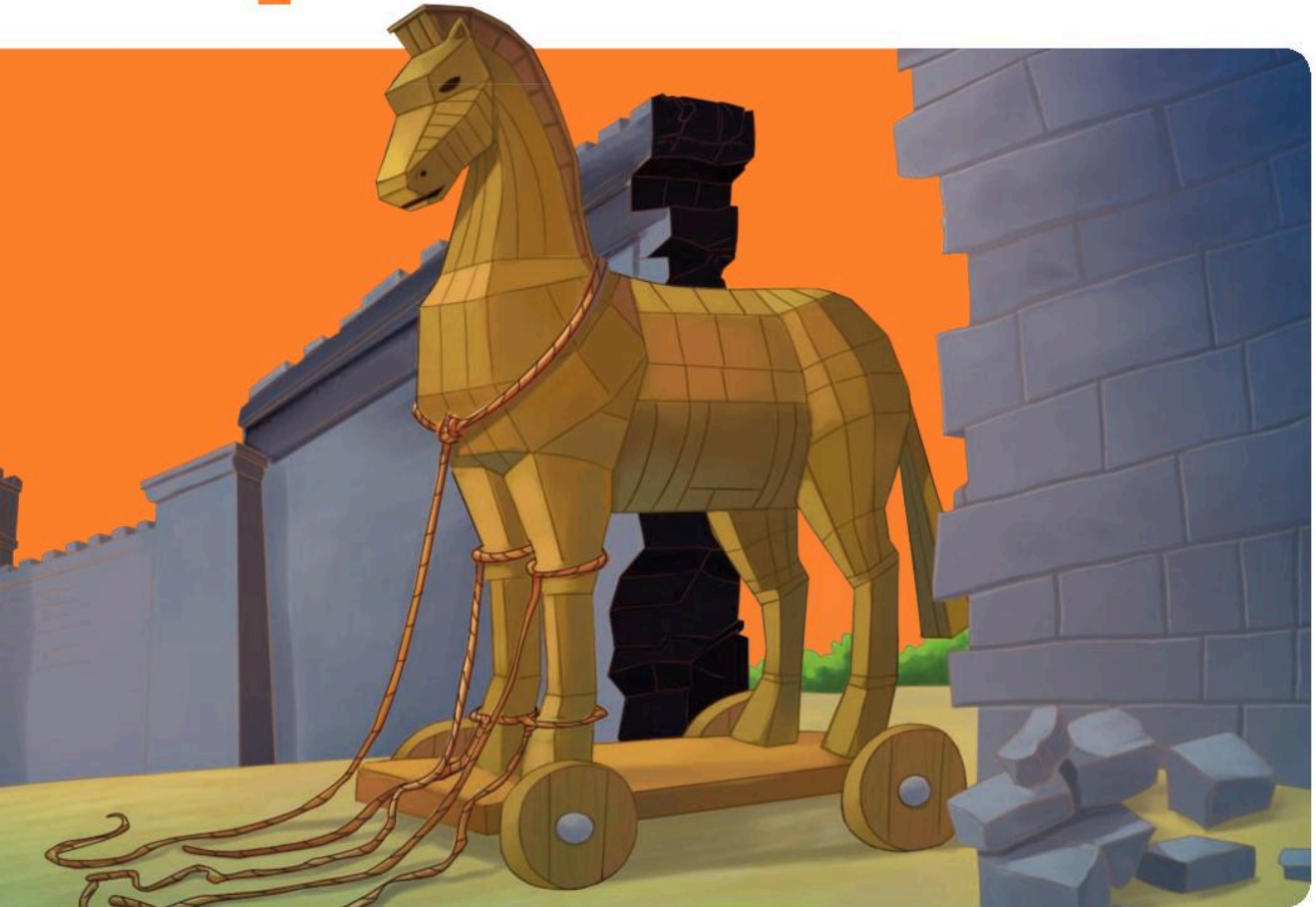




Nelson
English

Pupil Book 6



Wendy Wren and Sarah Lindsay

OXFORD



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Pupil Book 6



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Book 6 Scope and Sequence

Unit	Unit Title	Text	Comprehension Focus	Vocabulary Focus
1	The Fastest Boy in the World	Fiction text: extracts from <i>The Fastest Boy in the World</i> by Elizabeth Laird	Exploring and analysing plot	Prefixes from other languages
2	We Love Cricket!	Information text: 'Facts about Cricket'	Identifying and interpreting key information	Mnemonics
3	Schooldays	Poetry: 'The New Boy' by John Walsh and 'New Girl' by Danielle Sensier	Exploring and understanding the language used in poetry	Words within words
4	What Might Happen in the Future?	Fiction text: extract from <i>The Day of the Triffids</i> by John Wyndham	Exploring and analysing narrative details	Using a thesaurus
5	UFOs	Persuasive text: 'Evidence of UFOs'	Exploring and analysing a persuasive text	Proverbs
6	The Balloon	Poetry: 'The Balloon' by Michael Rosen	Understanding contrast in poetry	How language changes over time
7	Taking to the Skies	Newspaper article: 'Flying Like Birds!'	Identifying and interpreting key information	Similes
8	The Hostile Desert	Fiction text: extract from <i>The English Patient</i> by Michael Ondaatje	Analysing descriptive text	Hyperbole
9	Desert Landscapes	Two non-fiction texts about deserts	Identifying and interpreting key information	Using a thesaurus
10	The Cheshire Cat	Fiction text: extract from <i>Alice's Adventures in Wonderland</i> by Lewis Carroll	Investigating audience and purpose in a fiction text	Homophones and homonyms
11	Cats in the Wild	Information text: 'Wild Cats'	Investigating audience and purpose in a non-fiction text	Metaphors
12	The Wooden Horse	Fiction text: <i>The Wooden Horse</i> , a Greek myth	Analysing and summarising plot	Anagrams
13	Tutankhamun's Gold	Magazine article: 'The Treasures of Tutankhamun'	Exploring the presentation of information in a magazine article	Over-used words
14	The Great Dinosaur Mystery	Balanced argument: 'What Happened to the Dinosaurs?'	Analysing and interpreting a balanced argument	Presenting an argument
15	The Mystery of the <i>Mary Celeste</i>	Fictionalised account of a real-life event: <i>The Mystery of the Mary Celeste</i>	Exploring the presentation of character in a fictionalised account	Idioms
16	The Power of the Sea	Explanation text: 'Cliffs Under Attack'	Analysing and interpreting explanatory writing	Prefixes, suffixes and compound words
17	Book Reviews	Book reviews of two different titles	Analysing and responding to book reviews	Language of the past

	Punctuation Focus	Spelling Focus	Grammar Focus	Writing Focus
	Punctuating sentences	Prefixes	Verb tense	Story endings
	Bullet points	cial and tial word endings	Plural nouns	Presenting information
	Apostrophe of contraction	Hyphens	Irregular past tenses	Personal recount
	Apostrophe of possession	ous word ending	Relative clauses	Science fiction story
	Colons	Prefixes	Single and multi-clause sentences	Writing to persuade
s	Hyphens	ie or ei words	Expanded noun phrases	Contrasting feelings
	Capital letters in headlines	ery , ary and ory word endings	Paragraphs in non-fiction	Newspaper article
	Apostrophe of possession	ant , ent , ance and ence word endings	Subject and object	Autobiography
	Capital letters for subheadings	Tricky words	Adverb clauses	Paragraphing
	Direct speech	Silent letters	Conditional clauses	Writing for a specific purpose and audience
	Capital letters: headings and subheadings	Suffixes	Modal verbs	Writing for a specific purpose and audience
	Semicolons	able , ible , ably and ibly word endings	Active and passive verbs	A reading journal
	Hyphens to avoid ambiguity	ough spelling	Subject and predicate	Magazine article
nt	Punctuation round-up	Tricky words	Active and passive verbs	Writing a balanced argument
	Direct speech: thoughts	Tricky words	Clause round-up	Mystery story
	Commas round-up	Unstressed vowels	Linking sentences and paragraphs	Writing an explanation
	Apostrophes round-up	fer words + suffixes	Subjunctives	Book review

The Fastest Boy in the World

This is the story of Solomon, a young boy who lives in Kidame, Ethiopia.

In my dreams I'm always running, running, running. Sometimes my feet fly over the ground and I'm sure that if I could just go a little bit faster I'd take off and fly like an eagle. Sometimes my legs feel as heavy as tree trunks, but I know that I must go on and reach the finishing line **whatever it costs**.

I've been running almost since I was a **toddler**. As soon as I could toddle, I'd stagger after my father as fast as my little legs would take me when he set out for the markets on our donkey.

"Solomon! Come back!" my mother would shout. I wouldn't listen, so she'd have to run after me, snatch me up and laugh with me all the way home.



Solomon wants to be a runner.

Talking about running, I might as well explain that it was what I wanted to do more than anything else. Be a runner, I mean. Not just a boy who ran to school and back every day. I wanted to run in big races in other countries and bring **glory** to **Ethiopia** and make everyone in Kidame think I was a hero. I wanted to be the fastest runner in the world.

In Ethiopia, even the little kids in country places know about famous Ethiopian runners. They're the best. World championships, **marathons**, the **Olympic Games** – they win medals wherever they go.

One day, Solomon's grandfather takes him to visit Ethiopia's capital city, Addis Ababa. While they are there, his grandfather is taken ill. Solomon has to get the bus back to Kidame – a journey of 37 kilometres – to let his father know what has happened. On the way the bus breaks down, many kilometres from Kidame. People grumble and say it will take hours to get a mechanic to fix it. Solomon cannot wait for hours. He decides to run, although he has never run so far in his life before.

I know things now about running that I didn't know back then. That day, I learned the most important thing of all, and here's what it is. Running isn't all about your legs and arms. They do the work, of course (your legs especially) but what really matters is what's going on inside your head.

You have to get your mind into a place where it's not worrying about tiredness. It's not thinking about the soreness in your feet, or the ache in your legs, or the pain in your lungs.

I didn't know then how to pace myself and I started off much too fast. I sprinted down the road, away from the bus and all the gawping passengers, as if a lion was chasing me. I had to slow down in the end, of course, because I had a stitch in my side, and I was so puffed that I could hardly breathe. It was then that I began to think. Only it wasn't just me inside my head. Grandfather was there too.

"Calm down," I could hear him saying. "You haven't been stung by a bee, and there isn't actually a lion on your tail. Keep to the same pace. Nice and steady."

Extracts from *The Fastest Boy in the World*
by Elizabeth Laird



Glossary

Ethiopia an east African country

marathons long distance races of 42 km

Olympic Games an international sporting competition held every four years

Word Check

Use a dictionary to help you.



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

- | | | |
|--------------|---------------------------|---------------------------|
| 1 toddler | a small child | b adult |
| 2 glory | a shame | b praise |
| 3 especially | a more than anything else | b less than anything else |
| 4 sprinted | a ran slowly | b ran quickly |
| 5 gawping | a staring | b cheering |

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

- | | |
|---------------------|------------------|
| 1 whatever it costs | 2 to pace myself |
|---------------------|------------------|

Comprehension

A Discuss the answers to the following questions.

- 1 When did Solomon start running?
- 2 Where was Solomon's father going on their donkey?
- 3 What did Solomon want to be?
- 4 Where does Solomon visit with his grandfather?
- 5 What happens while they are there?



B Write sentences to answer each question. Explain your reasons.

- 1 Why do you think that 'even the little kids' know about Ethiopian runners?
- 2 Why do you think Solomon says 'what really matters is what's going on inside your head'?
- 3 How does Solomon realise that he 'started off much too fast'?
- 4 Do you think Solomon should have waited for the bus to be repaired or set off running?

C Make notes on how you would finish the story.
Do you think Solomon manages to run all the way home?
Does something happen to stop him?

Vocabulary

Prefixes from other languages

You have learned that many English words, or parts of words, come from other languages. For example:

athlon is the Greek word for 'contest'

Many **prefixes** come from Greek or Latin words for numbers. For example:

The prefix **tri** means 'three'. So a **triathlon** is a contest that has three parts – a swim, a cycle and a run.

The prefix **dec** comes from the Latin word 'decem' which means 'tenth' or 'ten'. So, **decathlon** means 'a contest in ten parts'.

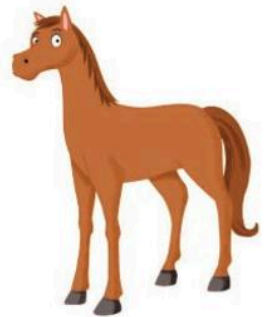
- A** Each word below starts with a prefix that stands for a number.

Copy the definition of each word, filling in the missing number.

Use a dictionary to help you.

Word	Definition
1 triathlon	a sports event with <u>three</u> parts
2 pentathlon	a sports event with _____ parts
3 octagon	a shape with _____ sides and angles
4 hexagon	a shape with _____ sides and angles
5 bicycle	a vehicle with _____ wheels
6 century	_____ years
7 decade	_____ years
8 millennium	_____ years
9 quadruped	an animal with _____ legs
10 triplets	_____ babies born at the same time

The first one is done for you.



- B** Using the information from **Activity A**, make up four words of your own using number prefixes plus a definition. For example:

a hexcycle – a vehicle with six wheels

Punctuation

Punctuating sentences

All **sentences** begin with a **capital letter**.

A **statement** ends with a **full stop**.

I've been running almost since I was a toddler.

A **question** ends with a **question mark**.

Is Solomon a fast runner?

An **exclamation** ends with an **exclamation mark**.

Solomon, come back!

A Copy the sentences. End each one with:
a **full stop** OR a **question mark** OR an **exclamation mark**

- 1 Father went to the market on a donkey
- 2 I'm going to be the fastest runner in the world
- 3 How do you train to be a really fast runner
- 4 I could hardly breathe
- 5 Have you been stung by a bee

B Rewrite these statements as **questions**.

- 1 Solomon is a very good runner.
- 2 Solomon ran to school every day.
- 3 The Ethiopian runners are the best in the world.
- 4 Solomon and his grandfather went to Addis Ababa.
- 5 I know things now that I didn't know then.

C Rewrite these questions as **statements**.

- 1 Does Solomon live in Ethiopia?
- 2 Is Ethiopia in Africa?
- 3 Do you have to forget how tired you are?
- 4 Did the bus break down?
- 5 Did Solomon run all the way home?



Spelling

Prefixes

Remember, **prefixes** are groups of letters that can be added at the beginning of a word. They change the meanings of words.

There is only one rule when adding a **prefix** and that is to just add it! Don't miss out any letters.

Solomon was initially **unsure** what to do when the bus broke down.

un + sure = **un**sure

Sometimes, adding a prefix creates a double letter. For example:

dis + satisfy = **dis**satisfy

In this example, the prefix ends with **s** and the root word begins with **s**, which creates a double **s**. Don't be tempted to leave one out.

A Join each **root word** with the correct **prefix** to create a word with a double letter.

1 mis + similar

2 un + spell

3 over + necessary

4 dis + rule

B Write all the words from the list that include a double letter when the prefix is added.

1 dis + service organise
 trust similar

2 un + invited numbered
 natural named

3 over + reach turn
 ride run

4 im + movable possible
 balance measurable

C Use each word from **Activity A** in a sentence of your own.

Verb tense

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** verb.

present simple Solomon **runs** every day.

present progressive Solomon **is running**.

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

past simple Solomon **ran** to school.

past progressive Solomon **was running** quickly.

present perfect Solomon **has run** a long way.

past perfect Solomon **had run** as fast as he could.

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

future with shall

I **shall run** as fast as Solomon.

future with will

Solomon **will run** all the way home.

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



A Copy the sentences. Underline the **verbs**.

- | | |
|---------------------------|----------------------------------|
| 1 He flies like an eagle. | 2 He reached the finishing line. |
| 3 I am running very fast. | 4 She was running in a marathon. |
| 5 He will win the race. | 6 The bus had stopped. |

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

- | | |
|----------------------------------|--|
| 1 They are watching the race. | 2 The passengers grumbled about the bus. |
| 3 The mechanic took a long time. | 4 Solomon decides to run home. |

C Use these **verbs** in sentences of your own.

- | | | |
|----------------|-----------------|---------------|
| 1 know | 2 is struggling | 3 had trained |
| 4 was shouting | 5 will run | 6 has won |

Story endings

The **ending** of a story is very important. When you plan a story, you must think about how it is going to **end** and what **effect** that ending will have on the reader.

- 1 You are going to write an **ending** for Solomon's story.

The ending you write will depend on how you want your reader to **feel**.

Below are **four** possible endings for the story on **pages 6 to 7**.

Each ending will make the reader **feel differently**.

Choose **one** of these ideas and write an ending for the story.

happiness

Solomon runs all the way home. He tells his father what has happened. They get a bus to Addis Ababa and bring Grandfather home.



sadness

Solomon runs all the way home. He tells his father what has happened. They get a bus to Addis Ababa but Grandfather is too ill to travel and has to stay in hospital.

worried about what might happen

Solomon is running home when he hurts his foot and cannot go on. How will he get home?

surprise

Solomon is running but is getting very tired. The bus has been repaired quickly and picks him up and takes him home.



- 2 Can you think of a **completely different ending** for the story?

Think about how you want your readers to **feel** and write the ending.

Facts about Cricket

The Teams

- Cricket is a sport involving two teams of eleven players in each team.
- Some of the team are batsmen. They are there to score runs by running up and down the pitch.
- Some of the team are bowlers. Their job is to get the other team's batsmen out. This is called 'taking a wicket'.
- One of the team is the wicketkeeper. This player stands behind the batsman's stumps, wearing large gloves, to catch the ball.
- All of the team have to field.

The Matches

- The longest type of international match is called a Test Match. This can take up to five days.
- One Day International matches are shorter. The bowlers have 50 overs in which to get the batsmen out.

The Players

Countries around the world have produced top-class cricketers. Here are some of the best.

Kumar Sangakkara

Born in Sri Lanka on the 27th October 1977, Kumar made his Test debut as a batsman in July 2000 against South Africa. He captained the Sri Lankan team for many years, and played his final Test Match in 2015, against India.

Test Matches	Runs	One Day Matches	Runs	Total Runs
134	12,400	404	14,234	26,634



Younis Khan

Born in Mardan, Pakistan on the 29th November 1977, Younis batted in his first Test Match in 2000 against Sri Lanka. **During his career**, he was captain of the team. He played his last Test Match in 2017 against the West Indies.

Test Matches	Runs	One Day Matches	Runs	Total Runs
118	10,046	265	7,249	17,295

Muttiah Muralitharan

The Sri Lankan **spin bowler** was born on April 17th 1972. He played in his first Test Match in August 1992 against Australia at the age of 20. His final Test appearance was against India in July 2010.

Test Matches	Wickets	One Day Matches	Wickets	Total Wickets
133	800	350	534	1,334

Wasim Akram

Pakistani **fast bowler**, Wasim Akram, was born on 3rd June 1966 in Lahore. He was 19 when he made his Test debut against New Zealand in 1985. His final appearance in a Test Match was in January 2002 against Bangladesh.

Test Matches	Wickets	One Day Matches	Wickets	Total Wickets
104	414	356	502	916

Anil Kumble

Anil was born in Bengaluru, India on the 17th October 1970. His first Test Match was against England in August 1990. He was a spin bowler and **captained his side**. His last Test appearance was in October 2008 against Australia.

Test Matches	Wickets	One Day Matches	Wickets	Total Wickets
132	619	271	337	956



Glossary

runs scores collected when the batsman and his partner run from one end of the pitch to the other

overs six balls bowled by one bowler

spin bowler a bowler who bowls quite slowly but makes the ball spin

fast bowler a bowler who bowls the ball very quickly

Word Check

Use a dictionary to help you.



- A** Find each word in the text on **pages 14 and 15**. Choose the correct meaning.
- | | | |
|-----------------|-------------------------|----------------------------|
| 1 involving | a made up of | b sometimes with |
| 2 international | a from the same country | b from different countries |
| 3 top-class | a the very best | b the very worst |
| 4 debut | a last time | b first time |
| 5 final | a last time | b first time |
- B** Find these phrases in the text. Discuss what they mean.
- | | |
|---------------------|----------------------|
| 1 during his career | 2 captained his side |
|---------------------|----------------------|

Comprehension

- A** Discuss the answers to the following questions.
- Which two cricketers come from:
a Sri Lanka b Pakistan
 - Which two cricketers were born in October?
 - At what age did each of these cricketers play in their first Test Match?
a Wasim Akram b Muttiah Muralitharan
 - In which year did each of these cricketers play in their last Test Match?
a Younis Khan b Anil Kumble
- B** Using the information in the text on **pages 14 and 15**, write answers to the following questions.
- Which cricketer scored the most Test Match runs?
 - Which bowler took the most Test Match wickets?
 - For how many years did Wasim Akram play in Test Matches?
a 17 years b 19 years c 3 years
 - Which two cricketers played in Test Matches for 18 years?
 - Which cricketer played fewer than 110 Test Matches?
- C** Make a list of the different ways in which the information is presented in the text on **pages 14 and 15**.



Vocabulary

Mnemonics

Mnemonics (pronounced 'nemonics') are short phrases or rhymes that help us to remember things.

Some mnemonics can help you to remember how to spell difficult or confusing words.

'Catastrophe' is a difficult word to spell, and this mnemonic helps you to remember the letters and their order.

catastrophe "The **cat** was in **a stop**," **he** said.

A **cat**astrophe is a sudden, disastrous event.



A Copy the mnemonics below.

In each one, underline the **letters** in each word that the mnemonic helps us to **remember**.

Use the mnemonics to learn how to spell the words.

- | | |
|------------------|--|
| 1 island | An island is land surrounded by water. |
| 2 friend | Never end with a friend on Friday. |
| 3 grammar | Without a 'g', grammar can be spelt backwards. |
| 4 bought/brought | Bought means to buy; brought means to bring. |
| 5 chocolate | Sorry you're too late for any chocolate. |
| 6 lightning | Lighten lightning by dropping the 'e'. |
| 7 misspell | Miss Pell can't spell misspell. |



B Create a mnemonic to help you remember each of these tricky words, or six of your own words.

international country appearance
believe interesting separate

Bullet points

Bullet points help readers to find information quickly.

Bullet points make it clear where each item in a list begins.

If the information in the bullet points is in complete sentences, use capital letters and full stops. For example:

- **T**he longest type of match is called a Test Match.
- **O**ne Day International matches are shorter.

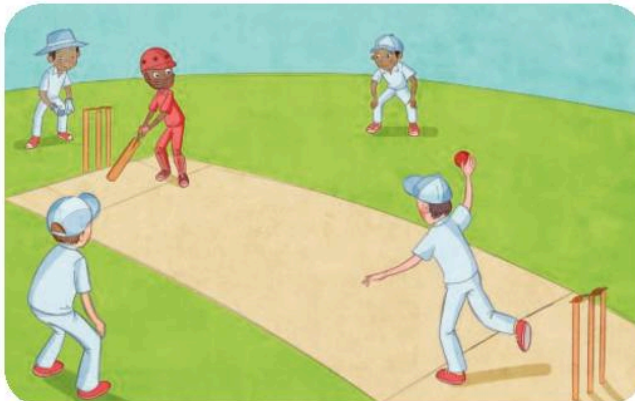
If the information is written in phrases, do not use capital letters or full stops. For example:

Muttiah Muralitharan:

- **b**orn 1972
- **b**egan career 1992
- **e**nded career 2010

A Rewrite the following sentences as **phrases**, with a **heading** and **bullet points**.

- 1 Test matches are international. They can take up to five days. All the players wear white.
- 2 In One Day International matches, each side can bowl up to 50 overs. Each team wears different coloured clothing. The winning team is the one that scores the most runs.
- 3 There are famous cricket grounds all over the world. The Oval Cricket Ground is in England. Eden Garden is in India. The National Stadium is in Pakistan and Sinhalese Sports Club is in Sri Lanka.



Spelling

cial and tial word endings

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

Kumar Sangakarra was a **special** batsman and he has been **influential** to many cricketers over the years.

Two rules worth remembering are:

- **cial** usually comes after a vowel letter: **special**
- **tial** usually comes after a consonant letter: **influential**

- A** Copy the words, adding the correct **cial** or **tial** ending.

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



- 1 par_____ 2 residen_____
- 3 so_____ 4 artifi_____
- 5 essen_____ 6 confiden_____
- 7 poten_____ 8 superfi_____

- B** Match the clues with the words from the word box.

special influential initial
confidential official financial

- 1 when information is private
- 2 relating to money
- 3 when something is different or better than others
- 4 something approved by those in authority
- 5 when someone has influence
- 6 the first letter of a name



- C** Look carefully at the word box in **Activity B**. Which two words don't follow the rules? Write these words in sentences of your own.

Always remember there can be exceptions to the rules!



Plural nouns

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

Noun	Singular	Plural
For most nouns, add an s .	team	teams
For nouns ending in s, ch, sh and x , add es .	match	matches
For nouns ending in f and fe , change the f or fe to v and add es .	life	lives
For nouns ending in a consonant + y , take off the y and add ies .	country	countries
For nouns ending in a vowel + y , just add s .	day	days
For some nouns ending in o , add es .	potato	potatoes
For musical nouns ending in o , add s .	cello	cellos
For nouns ending in oo , add s .	kangaroo	kangaroos
Some nouns are different in the plural form.	batsman	batsmen

A Make each singular noun into a **plural noun**.

- | | | |
|-------------|-----------|----------|
| 1 cricketer | 2 journey | 3 curry |
| 4 bush | 5 fox | 6 torch |
| 7 igloo | 8 shelf | 9 piano |
| 10 volcano | 11 tooth | 12 goose |

Use a dictionary to help you.



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

- The batsmen _____ doing well.
- Anil Kumble _____ a bowler.
- We _____ playing a cricket match today.

C Copy and complete the sentences with your own words. Use **have** or **has**.

- The batsmen _____.
- Kumar Sangakkara _____.
- Twenty overs _____.



Presenting information

When writing a **non-fiction text**, there are many ways to lay out the text.

Main heading: This tells the reader what the piece of writing is about: **Facts about Cricket**

Sub-headings: These divide the writing into different aspects of the topic: **The Matches**

Bullet points: These can be used for a list of important points.

Charts: Charts can be used to provide a lot of information in a way that is easy to read and understand.

The important words in a heading usually have **capital letters**.



Test Matches	Wickets	One Day Matches	Wickets	Total Wickets
104	414	356	502	916

1 You are going to write a short **biographical sketch** about cricketer Ricky Ponting.

a Research Ricky Ponting's life for your biographical sketch. Find out:

- where and when he was born
- if he was a batsman, bowler, or a wicket keeper
- the age at which he played his first and last Test Match
- the country against which he played his first and last Test Match

b Now write your biographical sketch about Ricky Ponting.

2 Now you are going to add an **information chart** to your biographical sketch.

a Read the following information.

- Ricky Ponting played 163 Test matches and 375 International One Day matches.
- He scored 13,278 Test runs and 13,704 One Day runs.

b Put the information above into an information chart.

Remember to include a **main heading**, **subheadings** and **bullet points**.



The New Boy

The door swung inward. I stood and breathed
The new-school **atmosphere**:
The smell of polish and **disinfectant**,
And the flavour of my own fear.

I followed into the cloakroom; the walls
Rang to the **shattering** noise
Of boys who **barged** and boys who banged;
Boys and still more boys!

A boot flew by. Its angry owner
Pursued with force and yell;
Somewhere a man **snapped** orders; somewhere
There **clanged** a warning bell.

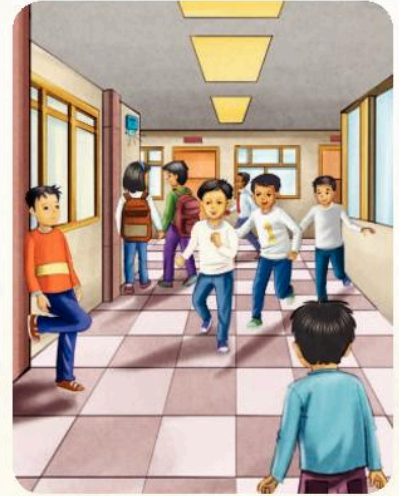
And there I hung with my new schoolmates;
They pushing and shoving me; I
Unknown, unwanted, **pinned to the wall**;
On the verge of ready-to-cry.

Then, from the doorway, a boy called out:
“Hey, you over there! You’re new!
Don’t just stand there **propping the wall up**!
I’ll look after you!”

I turned; **timidly** raised my eyes;
He stood and grinned meanwhile;
And **my fear died**, and my lips answered
Smile for his smile.

He showed me the basins, the rows of pegs;
He hung my cap at the end;
He led me away to my new classroom . . .
And now that boy’s my friend.

John Walsh



Glossary

atmosphere the feeling about a place or situation

disinfectant a liquid that removes germs

New Girl

Have you seen the new girl?

first-day-at-our-school girl

not-sure-what-to-do girl

no-partner-in-the-queue girl

mouth-stuck-down-like-glue girl

looking-a-little-blue girl

needs-a-friend-or-two girl

So what are you going to do girl?

Danielle Sensier



Glossary

blue unhappy

Word Check

A Find each word in the poem 'The New Boy'. Choose the correct meaning.

- | | | |
|--------------|---------------------|------------------|
| 1 shattering | a quiet | b loud |
| 2 barged | a shouted | b pushed |
| 3 pursued | a chased | b screamed |
| 4 snapped | a said crossly | b said nicely |
| 5 clanged | a rang quietly | b rang loudly |
| 6 timidly | a feeling confident | b feeling unsure |

B Find these phrases in the poem 'The New Boy'. Discuss what they mean.

- | | |
|------------------------|-------------------|
| 1 pinned to the wall | 2 on the verge of |
| 3 propping the wall up | 4 my fear died |

Use a dictionary to help you.



Comprehension

A Discuss the answers to the questions below.

'The New Boy'

- 1 Where is the poet when he sees 'boys and still more boys'?
- 2 Where was the poet standing?
- 3 Who called out to him?

B Write sentences to answer each question.

'The New Boy'

- 1 Who do you think the man who 'snapped orders' was?
- 2 What do you think the 'warning bell' was?
- 3 Why do you think the poet uses the verbs 'barged, banged, pushing' and 'shoving'?



'New Girl'

4 Choose the correct meaning.

- | | | | |
|--------------------------------|----------------------|----|------------------------------|
| a 'not-sure-what-to-do' | is feeling confident | OR | is feeling unsure of herself |
| b 'no-partner-in-the-queue' | has a friend | OR | is alone |
| c 'mouth-stuck-down-like-glue' | is silent | OR | is talkative |
| d 'looking-a-little-blue' | is happy | OR | is unhappy |
| e 'needs-a-friend-or-two' | needs someone | OR | doesn't need anyone |

C Explain in your own words.

'The New Boy'

- 1 Why was the boy on 'the verge of ready to cry' at the beginning of the poem. Why had his 'fear died' by the end of the poem?

'New Girl'

- 2 Why does the poet ask 'So what are you going to do'? Explain how you would make the new girl welcome.

Vocabulary

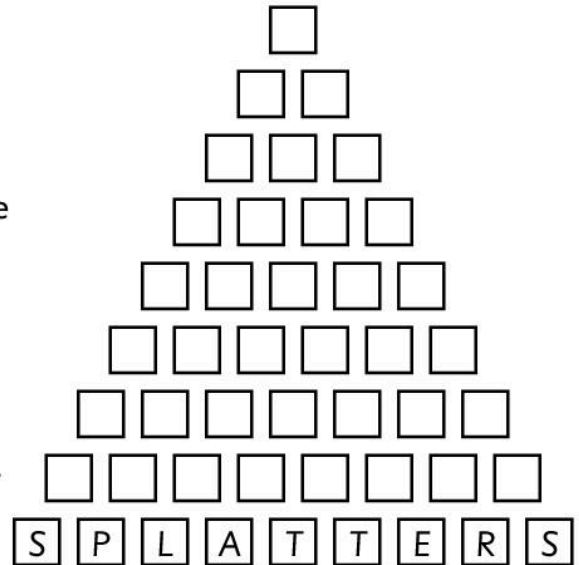
Words within words

Remember, it makes spelling easier if you can find smaller words within a longer word. This can help you to remember more difficult words.

disinfectant contains the words: **I, is, in, infect, ant.**

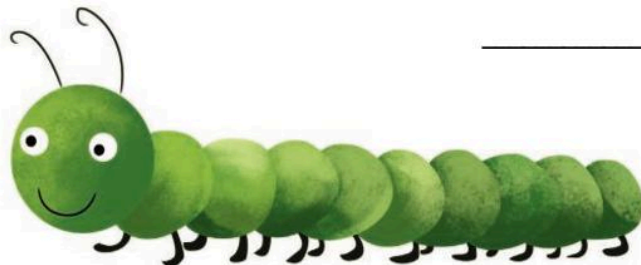
- A** The word 'splatters' can be changed into eight other common words by removing one letter at a time. Copy and complete the word pyramid. You are not allowed to use a letter once you have taken it out!

- B** Find and write down all the words you can find hidden in 'therein'. You should be able to find at least eight! You don't have to rearrange the letters.



- C** Use a dictionary to help you identify the words below. All the words begin with 'cat'. The first one has been done to help you.

- | | |
|---|---------------------------------------|
| 1 to sort into groups | <u> categorise </u> |
| 2 fashion models walk along this | _____ |
| 3 type of fish | _____ |
| 4 list of things for sale | _____ |
| 5 to grab a moving object, like a ball | _____ |
| 6 this will turn into a butterfly or a moth | _____ |
| 7 food prepared for an event | _____ |
| 8 disaster | _____ |



Punctuation

Apostrophes of contraction

Contraction means to get smaller.



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

Contractions are often used with **pronouns**.

I'll look after you!

I'll = **I shall/I will**

Contractions can be used with **nouns**.

And now that **boy's** my friend.

boy's = **boy is**

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

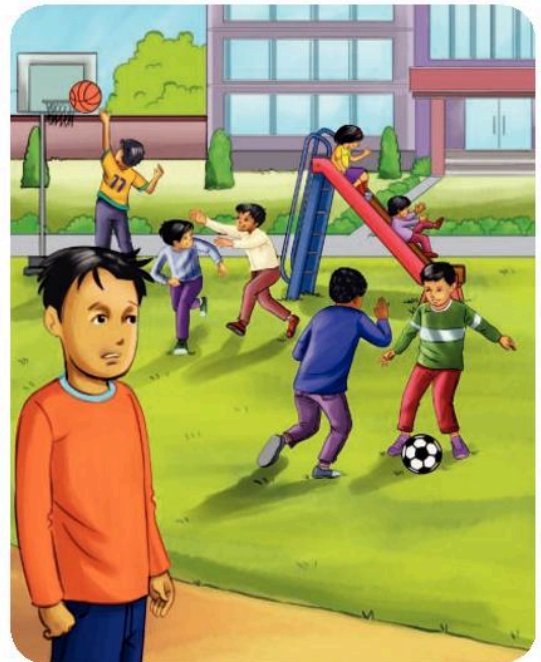
- 1 I am 2 she is 3 you are
4 we have 5 they will 6 Dan is

B Write the **contraction** in each sentence and write the words it replaces.

- 1 There's a new boy in our school.
- 2 He's moved into our village.
- 3 I've seen him in the park.
- 4 The boy's on his own.
- 5 Let's go and talk to him.

C Copy the sentences. Replace the underlined words with a contraction.

- 1 The teacher is ringing the bell.
- 2 The lesson has started.
- 3 This book is very interesting.
- 4 Dan has lost his boots!
- 5 The new boy is looking happier.



Spelling

Hyphens

Hyphens are 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

There are some exceptions. For example the prefix **non** is often hyphenated.

non-stop

Sometimes the use of a hyphen is a matter of preference.

- A** Add a **prefix** to each of these words. Some will need a hyphen and some won't. If you are unsure, check the words in a dictionary.

1 re + enter

2 dis + allowed

3 non + fiction

4 co + operate

5 un + kind

6 re + amend

7 il + legible

8 ir + replaceable

- B** Copy and complete each sentence, adding a word from **Activity A**.

1 I prefer reading _____ books.

2 The teacher asked the group to _____ while working on their project.

3 We wanted to _____ the cricket ground after going out to buy some food.

4 I had to _____ my answer after checking it a second time.

5 The teacher complained that my writing was _____.

- C** Write your own sentence using each of these **hyphenated words**.

1 re-explain

2 re-explore

3 re-estimate



Irregular past tenses

Regular verbs make their **past tenses** like this.

Verb	Past simple	Past progressive	Present perfect	Past perfect
to follow	followed	was/were following	has/have followed	had followed

Irregular verbs do not follow the rules. You just have to learn them!

Verb	Past simple	Past progressive	Present perfect	Past perfect
to stand	stood	was/were standing	has/have stood	had stood
to show	showed	was/were showing	has/have shown	had shown

A Which two words make up the **present perfect tense** in each sentence?

- 1 Anil has thrown the ball!
- 2 I have seen the other boys in the cloakroom.
- 3 We have taken our books out.
- 4 He has got a new friend.
- 5 The lesson has begun.

B Which two words make up the **past perfect tense** in each sentence?

- 1 I had chosen a partner in the queue.
- 2 He had written a long story.
- 3 She had forgotten her pencil case.
- 4 They had hidden from their friends.
- 5 We had run to school.

C Write the **present perfect** and **past perfect tenses** of these verbs.

- | | | |
|------------|-----------|------------|
| 1 to swing | 2 to ring | 3 to fly |
| 4 to sing | 5 to rise | 6 to speak |



Use a dictionary to help you.



Personal recount

We can **record** the things that happen to us in different ways.

When we want to tell other people about things that happen, we could text, email or write a letter.

In the poem 'The New Boy' the poet wrote about his first day at a new school. He wrote about his thoughts and feelings as well as what happened.

He could have written in a **diary**. A diary is usually just for the person writing it. Because diaries are private, the writer can say exactly how he or she feels about things.

- 1 You are going to imagine you are the boy in the poem 'The New Boy'.

Instead of writing a poem, you are going to write what happened in a **diary**.

This is how the **first verse** of the poem might look as a diary entry.

On the first day at my new school, I went to the **cloakroom**. The **door swung** open. I **stood** and **breathed** deeply. I was feeling very nervous. I could feel that **new school atmosphere** and **smell polish** and **disinfectant**. I was so frightened, I could almost **smell** my own **fear**!

The bold words are details from the poem.



- a Read the 'The New Boy' again carefully on **page 22**.
- b Use the details in the poem to write a **diary entry** for **each verse**. Add any details that you think the poet might have included if he was writing in a diary.



What Might Happen in the Future?

This is an extract from John Wyndham's *The Day of the Triffids*. The story is about strange plants called triffids which begin to grow on Earth. At first, people do not realise just what they have growing in their gardens. Later in the story, the plants become threatening and begin to attack humans.

My introduction to a triffid came early. It so happened that we had one of the first in the **locality** growing in our own garden. The plant was quite well developed before any of us bothered to notice it, for it had taken root along with a number of other **casuals** behind the bit of hedge that **screened** the rubbish heap. It wasn't doing any harm there, and it wasn't in anyone's way. So when we did notice it later on we'd just take a look at it now and then to see how it was getting along, and **let it be** ...

Nobody, as far as I know, felt any **misgivings** or alarm about them then. I imagine that most people thought of them – when they thought of them at all – in much the same way that my father did.

I have a picture in my memory of him examining ours and **puzzling over it** at a time when it must have been about a year old ... My father leant over, **peering** at it through his horn-rimmed glasses, fingering its stalk, and blowing gently through his gingery moustache as was his habit when **thoughtful**. He inspected the straight stem, and the woody **bole** from which it sprang ... He smoothed the short sprays of leathery green leaves between his finger and thumb as if their **texture** might tell him something. Then he peered into the **curious, funnel-like** formation at the top of the stem ... I remember the first time he lifted me up to look within. It looked not unlike the



new, close-rolled **frond** of a fern, **emerging** a couple of inches from a sticky mess in the base of the cup. I did not touch it, but I knew the stuff must be sticky because there were flies and other small insects struggling in it ... And so the one in our garden continued its growth peacefully, as did thousands like it in **neglected** spots all over the world.

It was some little time later that the first one picked up its roots, and walked.

Extract from *The Day of the Triffids*
by John Wyndham

Glossary

- casuals** wild plants
misgivings worries
bole thicker part of the stem
funnel-like shaped like a funnel – narrow at the bottom, wider at the top
frond leaf



Word Check

Use a dictionary to help you.



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

- | | | |
|--------------|---------------------------|---------------------------|
| 1 locality | a area | b garden |
| 2 screened | a grew on | b hid |
| 3 peering | a blinking | b staring |
| 4 thoughtful | a interested | b bored |
| 5 texture | a the way something looks | b the way something feels |
| 6 curious | a strange | b ordinary |
| 7 emerging | a hiding | b growing |
| 8 neglected | a cared for | b uncared for |

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

- | | |
|-------------|--------------------|
| 1 let it be | 2 puzzling over it |
|-------------|--------------------|

Comprehension

A Discuss the answers to these questions.

- 1 Where did the narrator notice the first triffid in his garden?
- 2 What parts of the plant did the narrator's father 'inspect'?
- 3 How did the narrator know that the base of the cup was 'sticky'?
- 4 What surprising thing did the triffid do?



B Write sentences to answer each question.

- 1 Why do you think people were not worried when triffids first began growing in their gardens?
- 2 Why do you think the narrator's father examined the triffid so closely?
- 3 Why do you think the narrator's father lifted him up to have a look inside?
- 4 How does the writer want you to feel about the triffids:
 - a before you have read the last sentence?
 - b when you have read the last sentence?
- 5 How do you think people felt when they saw the triffids walking?

C Make brief notes about what you think might happen next in the story.

Vocabulary

Using a thesaurus

A **thesaurus** provides a selection of synonyms for the word you have looked up. **Synonyms** are words that have the same or very similar meanings. When you are writing, a thesaurus can help you to find the best words to express what you want to say.

For example, the entry for **strange** in a thesaurus could look like this:

strange odd, unfamiliar, weird, crazy, peculiar, unusual, curious

The extract on **pages 30 and 31** gives a detailed description of an alien life form. A thesaurus is very useful for finding exactly the right words for descriptive writing like this. It can also help you to avoid repeating the same few words.

- A** Look at this imaginary creature from space and make a list of words and phrases that you could use to describe it. Use a thesaurus to help you.



- B** Imagine your own alien from space. It can be as strange as you like!
Now write a detailed description, so that the reader can picture what it looks like. Use a thesaurus to help you.

Punctuation

Apostrophe of possession

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

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

It was not in **anyone's** way.

anyone's = belonging to anyone

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

the **leaves'** texture

leaves' = belonging to the leaves

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

most **people's** thoughts

people's = belonging to the people

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

- | | |
|-----------------------|----------------------|
| 1 the triffids stem | 2 the gardens fence |
| 3 those plants fronds | 4 my fathers glasses |
| 5 the fingers nails | 6 the insects wings |

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



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

- | | |
|--------------------------------|------------------------------|
| 1 the thickness of the stalk | <u>the stalk's thickness</u> |
| 2 the frame of the picture | 3 the fathers of the boys |
| 4 the lids of the rubbish bins | 5 the fingers of the glove |

The first one has been done for you.



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

Spelling

ous word endings

Words that end in **ous** can be tricky to spell. Many words you simply need to learn. However, the following rules will help with some words:

- If there is an **ee** sound, it is usually spelt as **ious**.
cur**ious**
- When adding the suffix **ous** or **ious** to words ending with **our**, first drop the **u** in the word to which the suffix is added.
humo**ur** humor**ous**
- When adding the suffix **ous** to words ending in **e**, drop the **e**.
fame**e** fam**ous**
- But if the word ends in **ge**, you keep the **e**.
advanta**ge** advanta**geous**
- When adding the **ious** suffix, if the root word ends in **ce**, there is usually a **c** before the **ious**.
grace**ce** gra**ci**ous
- If there is a word in the same word family that ends in **tion** then there is usually a **t** before the **ious**.
ambition ambi**ti**ous

A Copy each of the following words and underline the letter you must drop when adding the **ous** word ending.

- 1 vigour 2 labour
3 glamour 4 rigour

B Add **ous** or **ious** to each of the words you created in **Activity A**. The first has been done to help you.

1 vigour vigour + ous = vigorous

C Add the correct **ous** ending to complete each of these words. Check your answers in a dictionary.

- 1 anx_____ 2 nutri_____ 3 marvell_____
- 4 myster_____ 5 suspi_____ 6 ridicul_____
- 7 cau_____ 8 gorg_____ 9 fur_____

Grammar

Relative clauses

A **main clause** makes sense on its own.



To make sentences more interesting, we can use **relative clauses**. A relative clause:

- tells us more about the **noun** or **pronoun** in the **main clause**
- begins with a **relative pronoun** (**who**, **which**, **that**, **whose**).

For example:

The story is about strange plants called triffids **which** begin to grow on Earth.

Main clause: The story is about strange plants called triffids.

Relative clause: **which begin to grow on Earth.**

The plant, **whose** appearance was strange, grew near the rubbish heap.

Main clause: The plant grew near the rubbish heap.

Relative clause: **whose appearance was strange.**

Remember we use **who** for people and **which** or **that** for animals and things. We use **whose** to show possession.

A Copy the sentences. Underline the **relative clause** in each sentence.

- 1 Have you seen the triffid that is growing near the rubbish heap?
- 2 My father was the only one who had inspected a triffid.
- 3 I looked inside the cup which was full of a sticky mess.
- 4 The triffid, which had started to walk, came towards the house.
- 5 My father, who was interested in these strange plants, was not very surprised.

B Copy and complete each sentence by adding a **relative clause** to make it more interesting.

- 1 I have seen the triffid _____.
- 2 My father felt the leaves _____.
- 3 I watched the insects _____.
- 4 The reporter, _____, wrote about the triffids.

C Copy and complete each sentence using **whose** or **who**.

- 1 The people _____ have not seen a triffid are not frightened.
- 2 The triffids, _____ behaviour was unexpected, have appeared everywhere.

Writing

Science fiction story

Stories that are set in the future are called **science fiction**. Sometimes, science fiction can predict things that actually happen and become science fact!

For example, H.G. Wells wrote a science fiction story called *The First Men in the Moon* many years before humans actually landed on the moon. Fortunately for us, the science fiction story *The Day of the Triffids* has not come true!



- 1 You are going to write a **science fiction story** of your own.
You need to think about:

a the setting

Think about whether your story will be set:

- on Earth – choose somewhere you are familiar with and can describe clearly.
- on another planet – you can let your imagination take over and describe a really weird and wonderful place!

b characters

You will probably need to include:

- one or more alien creatures. You need to describe them very carefully so that your readers can imagine what they look like. They don't have to look like us. The aliens in *The Day of the Triffids* looked like plants.
- one or more human characters who meet the aliens.

c plot

You must think very carefully about what is going to happen in your story. This will depend on your characters and the setting.

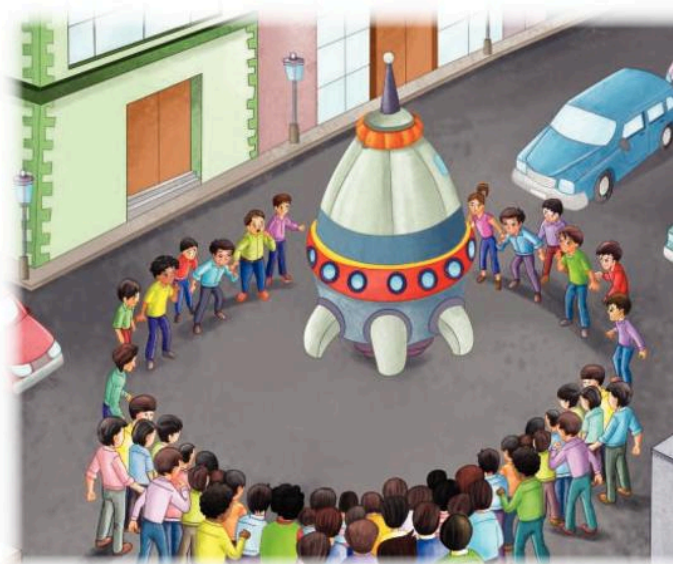
If your story is set on Earth:

- why have the aliens come to Earth?
- how do they move around and breathe?
- how do the people on Earth feel about the aliens?
- how do the aliens communicate?

If your story is set on another planet:

- why have humans gone to this other planet?
- are they astronauts, scientists, or adventurers?
- how do the inhabitants of the planet feel about the humans?

Now plan and write your science fiction story.



Some people believe that unidentified flying objects (or UFOs) exist, while other people think that these 'unidentified' objects can be easily explained. In this article, the writer provides a perspective on this topic.

Evidence of UFOs

Unidentified flying objects (UFOs) exist. People have seen things in the sky and they cannot explain them. UFOs have been seen, photographed and filmed by astronauts, airline pilots, police officers, **astronomers**, and farmers. Unfortunately, people are usually on their own when they see a UFO, so there is nobody to **back up their story**.

In 1947, the term 'flying saucer' was introduced to describe these mysterious objects. But the mystery remains. What are they and where do they come from?

Many different theories have been put forward to explain the worldwide sightings of discs, egg shapes, **spheres** and other **oddly** shaped objects in the sky. They have been explained as: unusual cloud formations, fireballs, meteorites, weather balloons, **optical illusions** or **fabrications**. Some of these strange sightings have been explained in this way, but not every one. We should accept that people have seen something. But what?

People who study UFO sightings (ufologists) are **convinced** that the

The first flying saucer

The flying saucer story began on 24th June 1947. A pilot, Kenneth Arnold, was searching for a missing transport plane. He saw nine disc-shaped objects flying over Mount Rainer in the USA. He described the objects as 'flying like a saucer would if you **skimmed** it across water'. Newspapers picked up the story and labelled the objects as 'flying saucers'.



Earth is being watched by beings from other planets. If this is the case, why are they watching us and what do they want? Ufologists believe it is **only a matter of time** before these **extra-terrestrials** **make contact with us**. Until then, many people will continue to look for a **simpler** explanation for the strange objects in the sky.

Glossary

- astronomers** people who study the stars and the planets
optical illusions things that look very different from what they actually are
fabrications inventions or exaggerations
extra-terrestrials beings from outer space
antennae aerials for receiving signals

Astronauts sight UFOs!

It is not only people on Earth or in planes who have seen UFOs. Since the 1960s, many astronauts have reported seeing UFOs. United States astronaut, James McDivitt, claimed that he saw a UFO in June 1965. While in **orbit**, about 145km above the Earth, McDivitt, saw a cylindrical object with arms sticking out of it, which he took to be another spacecraft with **antennae**. He and his fellow astronaut, Ed White, were preparing to **take evasive action** when the UFOs disappeared from view.

Word Check

Use a dictionary to help you.



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

- | | | |
|-------------|-----------------------------|--------------------------------|
| 1 spheres | a round objects | b planets |
| 2 oddly | a dangerously | b strangely |
| 3 convinced | a unsure | b sure |
| 4 simpler | a more ordinary | b more extraordinary |
| 5 skimmed | a moved over the surface | b dropped |
| 6 orbit | a movement around something | b movement away from something |

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

- | | |
|------------------------|-------------------------|
| 1 back up their story | 2 only a matter of time |
| 3 make contact with us | 4 take evasive action |

Comprehension

A Discuss the answers to the following questions.

- 1 When was the term 'flying saucer' first used?
- 2 What are people who study UFOs called?
- 3 List three sorts of people who have claimed to see UFOs.
- 4 List three possible explanations for what these people have seen.

B Write sentences to answer each question. Explain your reasons.

- 1 Why do you think people want a simpler explanation for objects seen in the sky?
- 2 Do you think UFOs come from other planets?
- 3 Why do you think McDivitt's story is more likely to be believed than Arnold's?
- 4 Do you think that the person who wrote the article believes in UFOs? Give evidence from the text.

C Carefully read the article on **pages 38 and 39** again.

Write two to three sentences to explain whether the article convinces you that UFOs exist or not.



Vocabulary

Proverbs

A **proverb** is a wise saying that contains a general truth. Many are centuries old. Most countries have their own proverbs, and some are very similar from country to country.

For example:

Great minds think alike.

This proverb would be said by people who agree with each other, believing that they are smart and if they agree they must be right. (But, of course, they could both be wrong!)

- A** Using your own words, write the meaning of each of these **proverbs**.
- 1 A picture is worth a thousand words.
 - 2 A fool and his money are soon parted.
 - 3 Two wrongs don't make a right.
- B** Use each proverb from **Activity A** in a sentence or short piece of dialogue.
- C** Match the beginning of each **proverb** below with the correct ending from the box. Write out each proverb in full.

- 1 Empty vessels
- 2 More haste
- 3 While the cat's away
- 4 Two heads
- 5 Birds of a feather
- 6 There's no smoke

- without fire.
are better than one.
the mice will play.
less speed.
make the most sound.
flock together.



Colons

A **colon** is used to introduce a **list** in a sentence.

They have been explained as: **unusual cloud formations, fireballs, meteorites, weather balloons, optical illusions or fabrications.**

A colon can also be used to introduce a **result**.

The astronaut made a decision: **he would tell the world what he saw.**

A colon can be used **between two statements** where the second statement helps to explain the first.

Some people believe in UFOs: **they are called ufologists.**

A For each sentence, say why a **colon** has been used. Does it introduce a **list** or a **result**, or **explain a statement**?

- 1 The ufologists were excited: something had been seen in the sky.
- 2 The results of the survey were in: one in ten people said they believed in UFOs.
- 3 Many people claim to have seen UFOs: astronauts, pilots, astronomers and farmers.

B Copy these sentences. Add the missing **colons** to each sentence.

- 1 A UFO landed people ran away.
- 2 Many ufologists believe UFOs are on a mission they are exploring other planets.
- 3 There were lights in the sky it was a plane coming in to land.
- 4 Strange things can be seen in the sky cloud formations, meteorites, weather balloons.



C Write sentences about these topics. Include a **colon** in each sentence.

- 1 a list of what you did in school on one day last week
- 2 the reason your friend could not visit you on the weekend
- 3 a school cricket match and who won

Spelling

Prefixes

Having a knowledge of **prefixes** can help with your spelling, and can provide a clue about word meanings.

For example:

He and his fellow astronaut, Ed White, were preparing to take evasive action when the UFOs **disappeared** from view.

The prefix **dis** usually means 'away' or 'not'.

Disappeared means the opposite of **appeared** – to vanish.

The table shown here provides some common prefixes, and their meanings.

Remember, **prefixes** are groups of letters that can be added at the beginning of a word. They change the meanings of words.



Prefix	Meaning
a	on/at
anti	opposite, against
con	together
de	down, away
fore	front, in front, beforehand
inter	between
pre	before
re	again
sub	under

- A** Write the meaning of each word in the list. Use the information in the table above to help you. Then check your definitions in a dictionary.
- 1 forewarn 2 renew 3 anticlockwise
4 converge 5 aboard 6 submerge
7 demystify 8 international 9 prearrange
- B** Write another word with the same prefix as each of the words in **Activity A**.
- C** Copy the words below. Underline the prefix of each word. Use a dictionary to find the meanings of the words. Then write what you think each prefix means.
- 1 aeroplane aerobatics aerosol
2 microscope microchip microsecond
3 multi-media multicolour multicultural



Single and multi-clause sentences

A **sentence** can sometimes be made up of **one main clause**.

This is called a **simple sentence**.

Unidentified flying objects exist.

A sentence can be made up of **two or more main clauses** joined by conjunctions (for example: **and, but, or**).

These are called **multi-clause sentences** or **compound sentences**.

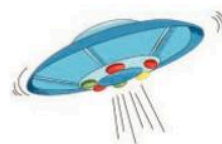
People have seen things in the sky **and** they cannot explain them.

main clause 1: People have seen things in the sky.

main clause 2: They cannot explain them.

- A** Copy these **multi-clause** sentences.
Underline the **two main clauses** in each sentence.
Circle the **conjunction**.

- 1 The ufologist had his camera but he forgot to take a photograph.
- 2 UFOs have been seen in the sky and people have photographed them.
- 3 Was that a UFO or was it a meteorite?



- B** For each question, use a **conjunction** to make the two separate sentences into **one multi-clause sentence**.

- 1 There are clouds in the sky. It isn't raining.
- 2 I saw something strange. I don't know what it was.
- 3 Kenneth Arnold was a pilot. He saw a UFO.
- 4 He might have seen a UFO. He might have seen a weather balloon.

You can use **and, but, or**.



- C** Copy and complete these simple sentences by adding a **conjunction** and a **main clause** of your own.

- 1 The flying saucer landed _____.
- 2 The meteorite came close to Earth _____.
- 3 The photograph was quite blurred _____.
- 4 That could be a strange cloud formation _____.

Writing to persuade

When you are trying to persuade your reader, you need to include evidence that supports your opinion.

You also need to provide evidence that supports the opposite view but then include information that proves this evidence is wrong.

The writer of the extract about UFOs on **pages 38 and 39** obviously believes that UFOs exist and tries to **persuade** the reader to agree by:

- listing the various sorts of people who have seen UFOs
- listing the other things that UFOs could be, but pointing out that not all UFO sightings can be explained in those ways
- using evidence from pilots and astronauts.

1 You are going to write a report that supports one side of an argument.

Choose **one** of the following questions:

- Is there life on other planets?
- Should students have to wear a school uniform?
- Are video games bad for children?



a Decide which side of the argument you are on:

- There is life on other planets.
- Students should have to wear a uniform.
- Video games are bad for children.

OR

- Life does not exist on other planets.
- Students should not have to wear a uniform.
- Video games are good for children.

b Write a report which:

- supports your side of the argument
- includes the opposite point of view so you can prove this to be wrong.

Think about the sort of things somebody with the **opposite point of view** might say, and try to find ways of arguing against their points.



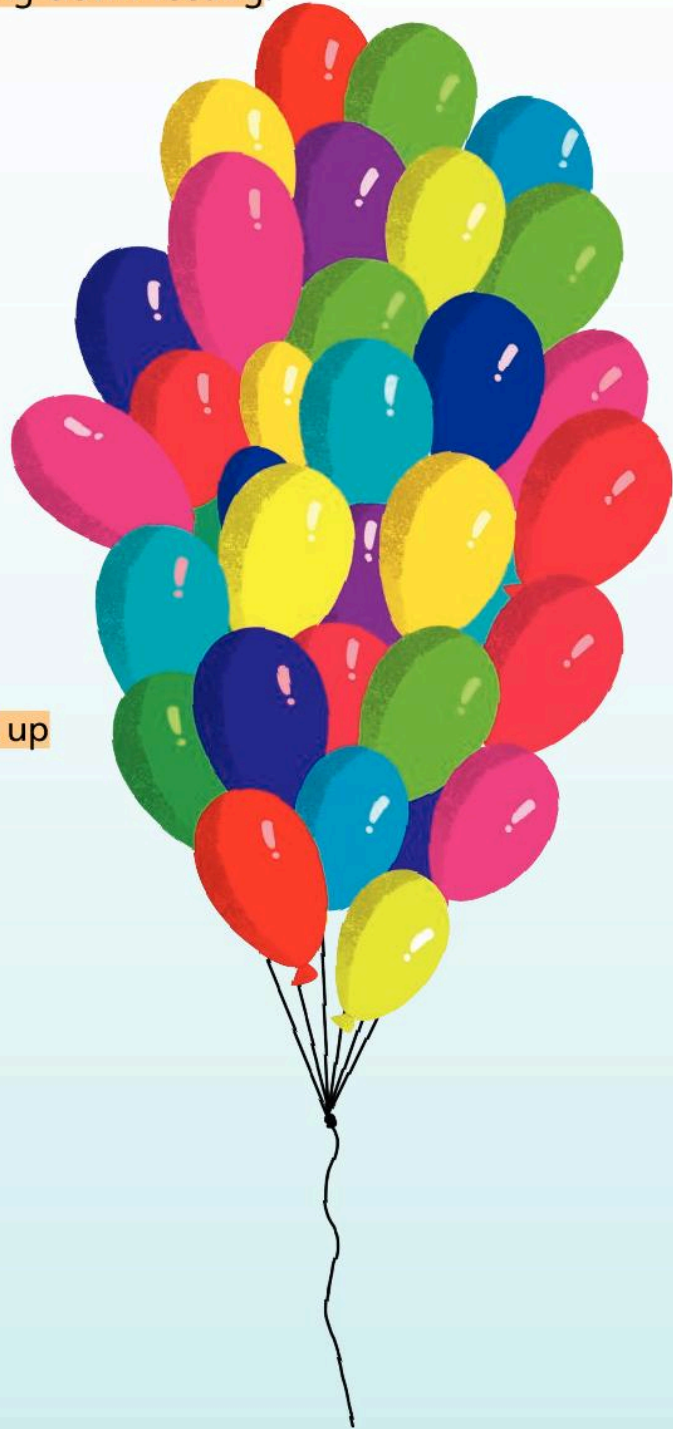
The Balloon

They've invented a balloon that stays on the ceiling.
They've invented a balloon that stays on the ceiling.

Nevermore will I have that morning **bring-down feeling**:
waking up and seeing
balloons I bought the day before
lying on the floor.
No feeling bad.
No feeling sad.
Now it stays
for days and days
and nights and nights
hanging out by my bedroom light.

Nevermore will we laugh
at the balloon that couldn't last
and floated in mid-air
halfway between the ceiling and floor,
the balloon that **couldn't make its mind up**
whether to sink or **soar**.

Now we have:
Mr Perfecto,
Numero Uno,
The Clever-Dick
with its one stay-in-the-air trick,
never dropping,
never stopping topping,
never **fated**
to be **deflated**,
forever over our heads
and over our beds,
scarcely budging
gently **nudging**



unbearably slow
the guest who won't go.

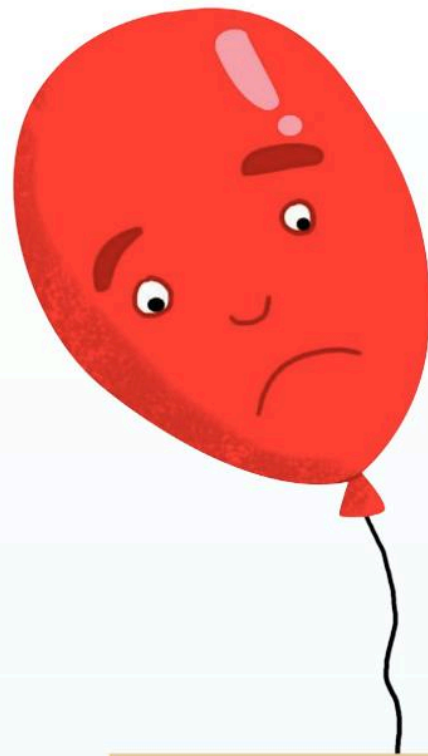
It's not a balloon. That's a lie.
It's a spy.

So I say:
Bring back the bring-down
the balloon going to ground;
the balloon that wrinkles
and crinkles;
the balloon that would often
soften.

I don't want to live with:
the horror
of the balloon that'll be up there tomorrow;
the plastic freak
up there next week;
the fear
it'll be up there next year.

I want to keep my appointment
with disappointment.

Michael Rosen



Glossary

nevermore never again

Mr Perfecto Mr Perfect

Numero Uno Spanish for
'number one'

Clever Dick someone who
thinks they are very clever
and likes to show off

tomorrer slang for tomorrow

Word Check

Use a dictionary
to help you.



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

- | | | |
|------------|----------------|---------------------|
| 1 soar | a tumble | b fly up in the air |
| 2 fated | a meant to be | b likely |
| 3 deflated | a empty of air | b full of air |
| 4 nudging | a floating | b pushing |

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

- | | |
|-----------------------------|--------------------|
| 1 bring-down feeling | 2 hanging out |
| 3 couldn't make its mind up | 4 scarcely budging |
| 5 wrinkles and crinkles | 6 plastic freak |

Comprehension

- A** Discuss the answers to the following questions.
- 1 What have 'they' invented?
 - 2 Where does the poet usually find the balloons 'he bought the day before'?
 - 3 How does the poet feel when he sees the balloons on the floor?
 - 4 Most balloons end up on the floor. This balloon is up near the ceiling. Where is the balloon that couldn't make up its mind?
- B** Write sentences to answer each question.
- 1 Why do you think the poet calls the balloon that stays near the ceiling 'Mr Perfecto' and 'Numero Uno'?
 - 2 What phrases does the poet use to show how long the balloon lasts?
 - 3 Why do you think the poet calls the balloon 'the guest who won't go'?
- C** How do you know that the poet:
- 1 is pleased with the balloon that stays near the ceiling at the beginning of the poem?
 - 2 is getting annoyed with the balloon by the end of the poem?



Vocabulary

How language changes over time

The English language **changes** over time, as new words are created and old words go out of use. Some words have been used for a very long time but the meaning has changed over many years.

For example, **without** used to mean **outside**, but now it usually means **not having**.

Other words have developed an extra, new meaning more recently, but still keep their original meaning, too.

For example, **gym** used to be an abbreviation for **gymnastics** but now we usually use it to refer to a **sports centre** with equipment for getting fit.

New technologies add new words to our language. Many of the words already have other meanings.

For example, **surfing** is a water sport, where people ride the waves on a board. However, now the word **surfing** also means to 'browse' the Internet, skipping from page to page.

- A** Copy this table and write the more modern meaning of each word.

Word	Old meaning	Modern meaning
1 fantastic	existing only in the imagination	
2 nice	silly	
3 buggy	horse-drawn carriage	
4 keen	sharp	
5 quick	alive	
6 awful	filled with wonder	

- B** Research and write down the new meaning of each of these words, which are used in computing and by people using the Internet.

- | | | |
|---------|----------|----------|
| 1 hack | 2 bug | 3 crash |
| 4 mouse | 5 post | 6 print |
| 7 save | 8 tablet | 9 scroll |



Hyphens

A **hyphen** is a small dash used to link words.

Hyphens are often, but not always, used in compound nouns, compound verbs, compound adjectives, numbers and fractions.

- **compound nouns:**

one word	bedroom
two words	window pane
hyphenated	mid-air
- **compound verbs:**

one word	proofread
hyphenated	ice-skate
- **compound adjectives:** hyphenated **stay-in-the-air**
- **numbers:** hyphenated **thirty-three**
- **fractions:** hyphenated **one-half**

People don't always agree whether a hyphen should be used or not. It's a good idea to check in a dictionary and always use hyphens consistently in your own work.

A For each of these **compound nouns**, say if it should be written as one word, two words or hyphenated.

Use a dictionary to help you.



- | | | |
|---------------|--------------------|----------------|
| 1 tooth paste | 2 swimming pool | 3 x ray |
| 4 rain fall | 5 space ship | 6 car park |
| 7 passer by | 8 foot ball | 9 air port |
| 10 hair cut | 11 runner up | 12 sea weed |
| 13 team mate | 14 washing machine | 15 post office |

B Write these numbers and fractions in words.

- | | | | |
|------------------|------|------------------|------|
| 1 $\frac{2}{5}$ | 2 44 | 3 $\frac{7}{8}$ | 4 97 |
| 5 $\frac{1}{10}$ | 6 72 | 7 $\frac{3}{16}$ | 8 58 |

C Use these **compound adjectives** in sentences of your own.

- | | |
|--------------|------------------|
| 1 sugar-free | 2 quick-thinking |
| 3 well-known | 4 open-air |

Spelling

Beware! There are many exceptions to this rule.



ie or ei 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**

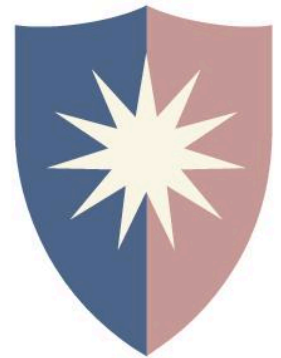
For example:

rel**ie**ve rece**ie**ve le**is**ure

The two letters **ie** and **ei** usually form a single sound but there are other words where the two letters are pronounced separately, as in **reimbursed**.

- A** Copy the table below. Write each word from the box under the correct heading.

their	deceive	neither	receipt	eight
field	sovereign	believe	conceit	wield
brief	weight	rein	chief	reindeer
shield	vein	leisure	achieve	heir
relief	freight	forfeit	piece	retrieve



'ei' because the sound isn't 'ee':	'ei' because it follows 'c':	'ie' because the sound is 'ee':

- B** Think of two words of your own for each spelling pattern in the table in **Activity A**. Add these words under the correct heading.

If you are stuck, think of some words from the same **word families** as those in **Activity A**.



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.

It was fun to get **a new red balloon**.

A noun phrase can include:

- a definite article: **the** ceiling
- an indefinite article: **a** balloon; **an** orange
- a demonstrative adjective:
 - singular **this** feeling; **that** trick
 - plural **those** guests; **these** spies
- an adjective: the **wrinkled** clothes
- a possessive adjective: **my** appointment; **his** bedroom
- words that say **how much** or **how many**: **some** nights; **a lot of** children

Words that begin noun phrases are called **determiners**.



A What are the **noun phrases** in each sentence?

- 1 I have a big, red balloon.
- 2 This dirty floor needs sweeping.
- 3 There are a lot of guests in the popular hotel.
- 4 That small bedroom is mine.

Some sentences have more than one **noun phrase**.



B Make each noun into a **noun phrase** by adding the part of speech shown in brackets.

- 1 _____ poem [definite article]
- 2 _____ trick [indefinite article + adjective]
- 3 _____ night [demonstrative adjective]

C Rewrite each sentence, replacing the definite or indefinite article in the noun phrase with a **possessive adjective**.

- 1 We have bought a balloon.
- 2 Dad is painting the ceiling.
- 3 They have a guest arriving.
- 4 I must make the bed.



Contrasting feelings

In the poem 'The Balloon' on **pages 46 and 47**, the poet is at first really pleased with the balloon that 'stays on the ceiling'.

'Nevermore will I have that morning bring-down feeling
waking up and seeing
balloons I bought the day before
lying on the floor'

As the poem goes on, his feelings change:

'I don't want to live with:
the horror
of the balloon that'll be up there tomorrow'

1 You are going to write an account about a situation where you:

- are **very pleased or excited** at the beginning
- feel **very differently** as the situation goes on.



- a** Choose a situation that you have experienced.
You can use one of these or think of your own idea.

a shopping trip

a school trip

attending a sports event

- b** Decide how you feel before the situation.
You might be really looking forward to it, or you might be dreading it!
- c** What happens to change how you are feeling about the situation?

2 Plan your account:

- Use the first paragraph to set the scene – what is the situation you are writing about?
- Use the second paragraph to explain how you are feeling.
- Use the third paragraph to explain what happens.
- Use the fourth paragraph to explain how your feelings change.

3 Now use your plan to write your account.

DAILY NEWS**18th December 1903**

FLYING LIKE BIRDS!

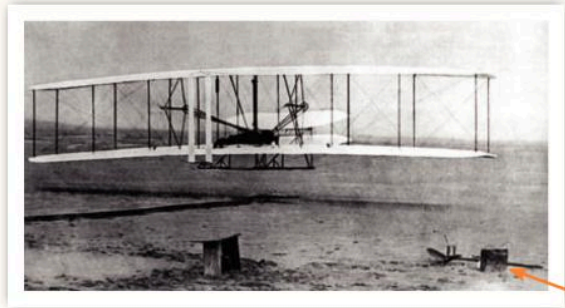
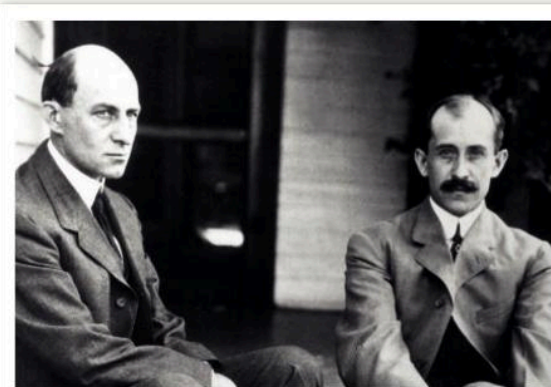
Reporter: Dan Clarke

On the morning of the 17th December 1903, our lives changed forever. Two brothers, Wilbur and Orville Wright became the first men to fly like birds in the skies above Kitty Hawk beach in **North Carolina, USA**.

At 10.35 am, Orville Wright got into *Flyer I*. The weather, he told me, was perfect, with a **consistent** wind blowing from the north. The plane reached a height of 6 metres and travelled a distance of 36.5 metres. The flight lasted 12 seconds.

The brothers made three more flights that morning, **taking it in turns** to take to the sky. Wilbur piloted the fourth and most successful flight, travelling 260 metres and lasting for 59 seconds.

On completing the fourth flight, Orville Wright **declared**, "We have made four successful flights this morning, all against a 34 kilometres an hour wind. Our average speed through the air was 50 kilometres an hour. Our longest time in the air was 59 seconds. It is a success!"



The Wright brothers began **experimenting** with flight back in 1896 in their bicycle shop in Dayton, **Ohio**. By last year, they had made 700 successful flights above the Kitty Hawk beach in **gliders**.

They **selected** the beach at Kitty Hawk because the **constant** wind helped to lift the gliders, and yesterday, this worked for *Flyer I*.

Like the gliders, the plane was designed and built by the brothers. It is made from wood, **fabric** and wire but, unlike the gliders, it has an engine. This, too, was designed and built by the brothers because they could not find an engine that was light enough, and powerful enough, **to do the job**.

A group of **spectators** witnessed **the historic flight**. One said, "I was right in front of it and it was one of the grandest sights, if not *the* grandest sight of my life!"

So what next? This reporter is **convinced** that the Wright brothers will go on to build bigger and better planes. Maybe, just maybe, we will fly across the land for up to an hour – or even longer! What a story that would make!

The **name of the newspaper** comes at the top of the front page. It is big and bold.

The **date** comes at the top of the first page to show that this is the news on that day.

The headline is very important. If people find the headline interesting or amusing, they will want to read the report.

In a newspaper, the name of the reporter often appears at the beginning of the story. This is called a **by-line**.

A newspaper report is more interesting if it includes **illustrations** such as photographs. Sometimes the illustration shows the people in the report. Sometimes it shows what has happened.

A newspaper report should include:

- the facts – what actually happened
- opinion – the way you write your report will show the reader what you think of what has happened
- eyewitness accounts – it is always useful to include a comment from someone who actually witnessed what happened.

Glossary

North Carolina a state in the United States of America

Ohio a state in the United States of America

gliders planes designed to fly without engines

fabric material

Word Check

Use a dictionary to help you.



A Find each word in the newspaper report. Choose the correct meaning.

- | | | |
|--------------|-------------------|--------------------|
| 1 consistent | a always the same | b always different |
| 2 declared | a stated | b argued |
| 3 selected | a liked | b chose |
| 4 constant | a all the time | b some of the time |
| 5 spectators | a passers-by | b watchers |
| 6 convinced | a sure | b unsure |

B Find these phrases in the newspaper report. Discuss what they mean.

- | | |
|----------------------|-----------------------|
| 1 taking it in turns | 2 experimenting with |
| 3 to do the job | 4 the historic flight |

Comprehension

A Discuss the answers to the following questions.

- 1 What was the date of the first flight?
- 2 Where did the first flight take place?
- 3 Who were the first men to fly in a plane?
- 4 According to the article, who made the first flight?
- 5 According to the article, who made the longest flight?

B Write sentences to answer each question.

- 1 Why do you think the brothers needed a 'consistent wind' for their flight?
- 2 How do you know that Orville was pleased with what had happened?
- 3 Why do you think the engine had to be 'light'?
- 4 Explain in your own words what the spectator thought about what he had seen.
- 5 What does the reporter think about what the Wright brothers had done?

C 1 Give an example from the newspaper article of:

- | | |
|----------|--------------|
| a a fact | b an opinion |
|----------|--------------|
- 2 Make brief notes on what the article is about.

Vocabulary

Similes

Figures of speech, such as **similes**, **metaphors** and **idioms**, are often used in fiction and non-fiction writing to make it more interesting.

Remember, a **simile** is a way of describing something by comparing it to something else. Similes almost always include the words 'as' or 'like'.

For example:

Wilbur and Orville Wright became the first men to fly **like** birds.

We will fly **as** high **as** the birds.

You can use similes in your writing to create striking pictures with words.

A Discuss which of the following sentences include a **simile**.

- 1 One day, we will fly as high as the moon.
- 2 The brothers were over the moon at having succeeded.
- 3 Orville and Wilbur were rulers of the sky!
- 4 The engine was as light as a feather.



B Similes are useful, but some common similes have been used so much that they are not very creative.

Think of a new way of completing each of these overused similes. You could use a word or a phrase.

- | | |
|--------------------------|----------------------|
| 1 as cunning as a fox | as cunning as _____ |
| 2 as fresh as a daisy | as fresh as _____ |
| 3 as slippery as an eel | as slippery as _____ |
| 4 as clear as glass | as clear as _____ |
| 5 as tough as old boots | as tough as _____ |
| 6 as pretty as a picture | as pretty as _____ |

C Choose three of the similes you wrote for **Activity B** and use each one in an interesting sentence of your own.

Punctuation

Capital letters in headlines

Headlines in newspapers are designed to attract the reader's attention and to give an idea of the content of the report.

Using **capital letters** helps to grab the reader's attention.

FLYING LIKE BIRDS!

Sometimes headline writers use **alliteration** – a series of words that begin with the same letter or sound.

FAME FOR FIRST FLYERS

- A** Which of these headlines uses **alliteration**?

BOY BEATS BUS!

UFOs SIGHTED

SAM SCORES CENTURY

- B** Write three of your own headlines that could have been used by newspapers reporting the Wright brother's first flight.

Include a headline using alliteration.

- C** Look at some newspapers or online news websites.

Copy three headlines that grab your attention.

Under each one write why you think it is a good headline.



Spelling

ery, ary and ory word endings

Of the **ry** endings, there are only a few words that use **ory**.

What a **story** that would make!

The **ary** and **ery** endings are used most frequently.

Here are some hints on when to use the **ary** or **ery** endings.

- Adjectives or nouns referring to people that end with **ry** are usually spelt with an **ary** ending.

adjective: imagin**ary**

'person' noun: secret**ary**

- Most nouns ending with **ry** are spelt with an **ery** ending.

machin**ery**

- Some adjectives end in **ery** if their root word ends with **e** or **er**.

thunder thund**ery**

But, as with all spelling rules, there are exceptions!

adjective: slipp**ery**

noun: libr**ary**

A Use each **root word** below to make a word that ends with **ry**.

1 flatter

2 powder

3 water

4 baker

5 brave

6 scene

7 discover

8 deliver

9 recover

B Complete each word by adding **ory**, **ary** or **ery**.

1 volunt_____

7 compliment_____

2 nurs_____

8 prim_____

3 necess_____

9 revolution_____

4 ordin_____

10 mem_____

5 hist_____

11 batt_____

6 myst_____

12 fact_____



C Write three of the words you have written in **Activity B** into one sentence. It can be an amusing sentence!

Paragraphs in non-fiction

A **paragraph** is a group of sentences about **one main idea**. Using paragraphs in non-fiction writing makes it easier for readers to follow.

We begin a new paragraph when we write about a different aspect of a topic. We often show that a new paragraph has started by starting a new line or indenting the first line.

In 'Taking to the Skies', there are eight paragraphs. The writer has written about eight different aspects of the topic.

paragraph 1: what happened on 17th December 1903

paragraph 2: details of the first flight

paragraph 3: details of the longest flight

paragraph 4: Orville Wright's opinion

paragraph 5: background on the Wright brothers

paragraph 6: information on *Flyer I*

paragraph 7: eyewitness account

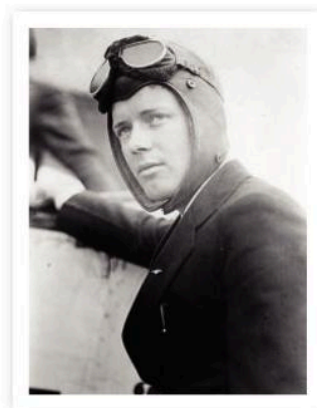
paragraph 8: the reporter's opinion



A Here is some information about the American pilot Charles Lindbergh. The information is in the form of **notes**.

1 Read the notes carefully.

- born 4th February 1902 – Detroit, USA
– on a farm
- father: Charles August Lindbergh
- mother: Evangeline Lindbergh
- at 18 went to university – left to become pilot
– joined Army Air Services – learned to fly –
hired to fly mail from St Louis to Chicago
- prize of \$25,000 offered – fly non-stop from New York to Paris –
Lindbergh won – 20–21st May 1927 – took 20 hours 21 minutes



2 Use these notes to write **three paragraphs** about Charles Lindbergh.

Newspaper article

When you are writing a newspaper article you need to include:

- the name of the newspaper
- the headline
- the reporter's name
- illustrations.
- facts
- reporter's opinion
- eyewitness accounts

- 1 You are going to write a newspaper article about **one** of the following topics:



Amy Johnson
First female pilot to fly alone from Britain to Australia in 1930.



Yuri Gagarin
First man in space in 1961.



Neil Armstrong
First man to walk on the Moon.

- a Research your chosen topic so you know the **facts**.
 - b Think of a **name** for your newspaper. Decide how you will write it – in capitals, colour, using a different font?
 - c Choose a **headline** for your report. Make it attention-grabbing! Use alliteration if you can.
 - d Include the **reporter's name**. Use your own name or make one up.
 - e Decide what you will use to **illustrate** your article. You could use a photograph, a drawing or a diagram.
 - f Include an **eyewitness** quote from somebody who was there. (You can make this up.)
 - g End your article by giving your **opinion** about what happened. Did you think it was amazing, dangerous, or ridiculous?
- 2 Make your final version look like the front page of a newspaper.

The Hostile Desert

Deserts can be hostile and dangerous places, especially for those who are unfamiliar with them. Here the narrator is writing to a friend. He is describing his journey across the Sahara Desert.

We camped the first night twenty miles south. The next morning we woke and came out of our tents at five. Too cold to sleep ... Above us were the last stars. There would be no sunrise for another two hours. We passed round hot glasses of tea. The camels were being fed, half asleep, chewing the **dates** along with date stones. We ate breakfast and then drank three more glasses of tea.

Hours later we were in the sandstorm that hit us out of a clear morning, coming from nowhere. The breeze that had been **refreshing** had **gradually strengthened**. Eventually we looked down, and the surface of the desert was changed. Pass me the book ... here. This is **Hassanein Bey's** wonderful account of such storms:

*It is as though the surface were **underlaid** with steam-pipes, with thousands of **orifices** through which tiny jets of steam are puffing out. The sand leaps in little spurts and whirls. Inch by inch the disturbance rises as the wind increases its force. It seems as though the whole surface of the desert were rising in obedience to some **upthrusting** force beneath. Larger pebbles strike against the shins, the knees, the thighs. The sand-grains climb the body till it strikes the face and goes over the head. The sky is shut out, all but the nearest objects **fade from view**, **the universe is filled**.*

We had to keep moving. If you pause sand builds up as it would around anything **stationary**, and locks you in. You are lost forever. A sandstorm can last five hours. Even when we were in trucks in later years we would have to keep driving with no **vision**.

The worst terrors came at night. Once, north of Kifra, we were hit by a storm in the darkness. Three a.m. The gale swept the tents from their **moorings** and we rolled with them, taking in sand like a sinking boat takes in water, weighed down, **suffocating**, till we were cut free by a camel driver.

We travelled through three storms during nine days. We missed small desert towns where we expected to **locate** more supplies. The horse vanished. Three camels died. For the last two days there was no food, only tea ... After the third night we gave up talking. All that mattered was the fire and the **minimal** brown liquid.

Only by luck did we **stumble on** the desert town of El Taj.

From *The English Patient*
by Michael Ondaatje



Glossary

dates sweet brown fruits with a single stone

Hassanein Bey famous explorer and writer

underlaid built with something underneath it

orifices openings

upthrusting pushing upwards

moorings pegs that hold the tents in place

Word Check

Use a dictionary to help you.



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

- | | | |
|---------------|--------------------------|-------------------------------|
| 1 refreshing | a making them feel tired | b making them feel less tired |
| 2 stationary | a not moving | b moving |
| 3 vision | a sight | b map |
| 4 suffocating | a unable to breathe | b breathing |
| 5 locate | a grow | b find |
| 6 minimal | a small amount of | b large amount of |

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

- | | |
|--------------------------|------------------|
| 1 gradually strengthened | 2 fade from view |
| 3 the universe is filled | 4 stumble on |

Comprehension

A Copy and complete each sentence, using one or more words from the extract on **pages 62 and 63**.

- 1 The writer was travelling across the _____ Desert.
- 2 They travelled a distance of _____ _____ on the first day.
- 3 _____ was their main drink throughout the journey.
- 4 It is important to keep _____ in a sandstorm.
- 5 They travelled through _____ sandstorms in _____ days.

B Write sentences to answer each question.

- 1 How do you know that this was not the last time the narrator travelled across a desert?
- 2 In what way is a sandstorm at night worse than one during the day?
- 3 What similarity does the narrator suggest between being in a sandstorm and being at sea?
- 4 Why do you think 'all that mattered was the fire and the minimal brown liquid'?
- 5 Why did they miss 'small desert towns'?

C Carefully read Hassanein Bey's account of what it is like being in a sandstorm on **pages 62 and 63**.

Write a few sentences to explain whether you think his description is a good one, giving your reasons.



Vocabulary

Hyperbole

Hyperbole means exaggeration. For example, it would be hyperbole to say:

I was so thirsty **I could have drunk the river dry.**

It can be fun to use hyperbole occasionally but you should avoid overusing it in your writing.

Hyperbole can be used in similes, metaphors and idioms.



- A** Rewrite these statements so that they are less exaggerated.
- 1 The sun is scorching today.
 - 2 I haven't seen you in ages.
 - 3 It was so cold, I thought I would turn to ice.
 - 4 I didn't close my eyes all night.



- B** Copy the **hyperboles** below, and match each one with a less exaggerated phrase from the box.

is very small felt tired went very fast
have lots to do were expensive is very light

- 1 I couldn't keep my eyes open.
- 2 It went faster than the speed of light.
- 3 The tickets cost a fortune.
- 4 My new bike is as light as a feather.
- 5 She's as small as a mouse.
- 6 I have a million things to do.

Apostrophe of possession

Remember, **possessive nouns** tell you who or what **owns** something.

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

Hassanein Bey's wonderful account = the wonderful account belonging to Hassanein Bey

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

the camels' breakfast = the breakfast belonging to the camels

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

the people's journey = the journey belonging to the people

A Write each **singular possessive noun** with an **apostrophe**.

- 1 the tent belonging to the writer
- 2 the strength belonging to the sandstorm
- 3 the coolness belonging to the breeze
- 4 the sails belonging to the boat
- 5 the ferocity belonging to the gale

B Write each **plural possessive noun** with an **apostrophe**.

- 1 the camp belonging to the travellers
- 2 the wheels belonging to the trucks
- 3 the glasses belonging to the men
- 4 the saddles belonging to the horses
- 5 the hooves belonging to the camels



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

- 1 the desert's surface
- 2 the stars' light
- 3 the fire's heat

Spelling

ant, ent, ance and **ence** word endings

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

obedi**ent**

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

It seems as though the whole surface of the desert were rising in **obedience** to some upthrusting force beneath.

Abstract nouns name things that we cannot see or touch.



A Add **ant** or **ent** to each of these words.

1 evid_____

2 import_____

3 relev_____

4 obedi_____

5 suffici_____

6 ignor_____

7 sil_____

8 dist_____

9 abs_____

B Copy these sentences, filling the gap with a word you have made from **Activity A**.

1 It is _____ to keep walking through a desert sandstorm.

2 I was _____ of the danger of sleeping through a sandstorm.

3 We hadn't packed _____ food for the journey.

4 We fell _____ as we became tired and hungry.

5 The nearest town was _____ and difficult to locate.

Check any spellings you are unsure of in a dictionary.



C Write the abstract noun associated with each of these adjectives.

1 distant

2 abundant

3 different

4 convenient

5 absent

6 elegant



Subject and object

Simple sentences have a **subject**, a **verb** and an **object**.

Subjects and **objects** can be nouns or pronouns.

We passed round **hot glasses of tea**.

↑ ↑

subject **object**

Pronouns are words that can take the place of nouns.



The **subject** tells you who or what performs the **verb**.

We are passing round the tea.

The **object** tells you who or what is having something done to it.

The **hot glasses of tea** are being passed round.

A Find the **subject** in each sentence.

- 1 The travellers drank the tea.
- 2 Hassanein Bey wrote a book.
- 3 The camels ate dates.
- 4 The wind blew the sand about.
- 5 The storm destroyed the tents.

B Find the **object** in each sentence.

- 1 We came out of our tents.
- 2 The drivers looked after the camels.
- 3 Large pebbles struck the weary travellers.
- 4 The sandstorm hit the camp.
- 5 We had eaten all the food.

C Copy and finish each sentence by adding an **object** of your choice to each one.

- 1 The travellers put up _____.
- 2 The camels had _____.
- 3 The drivers drank _____.
- 4 Hassanein Bey wrote about _____.
- 5 The sand blew around _____.



Autobiography

An **autobiography** is someone's written account of his/her experiences. An autobiography is written in the first person.

In the extract on **pages 62 and 63**, the writer has imagined a journey across the Sahara Desert. He has written this account using an autobiographical style.

You are going to write an **autobiographical account** of a journey, real or imagined. Choose **one** of the activities.

1 Write an account of a real journey.

a Make notes about a real journey you have been on.

This could be:

- your journey to school
- a visit to a friend or relative
- travelling to live in a new area
- a school trip.

b Use your notes to write an autobiographical account of your journey. Tell the reader:

- what the journey was like
- how you felt on the journey.

Remember, you need to write in the first person using **I** or **We**.



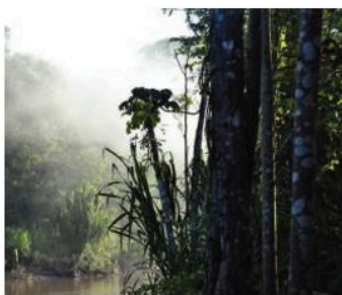
2 Write an account of an imaginary journey.

a Imagine that you are a traveller in an exotic place.

This could be:



the Himalayas



the Amazon Rainforest



the Antarctic

Or you may have your own ideas!

b Use reference books or the Internet to research the place you have chosen. Make notes on the landscape and other details such as the weather and wildlife.

c Use your notes to write an account of your journey. Write in an autobiographical style so the reader can imagine exactly what it was like and how you felt.

Desert Landscapes

Read the information about desert landscapes taken from two different books.

Deserts of the World

A desert is any area of the world that has less than 250mm of rainfall **annually**. This means deserts can be found in hot and cold **regions** of the world.

Subtropical deserts

These deserts are found in hot regions of the world.

The Sahara is the largest **subtropical** desert in the world. It covers most of north-eastern Africa. It can take up to a week to cross it by truck, and more than 40 days on foot.

Coastal deserts

These deserts are found near coasts. They are not as hot as subtropical deserts but **conditions** are still very harsh.

The Atacama desert is a coastal desert found in South America. It is the third driest desert on Earth.

Polar deserts

Like all other deserts, polar deserts have a rainfall of less than 250mm per year, but temperatures during the warmest months of the year are less than 10°C.

There are only two polar deserts on Earth today – the Arctic and the Antarctic.

Glossary

annually each year

regions areas

subtropical found in between the tropics – an area surrounding the equator



Desert Rock Formations

A rock **formation** in desert regions can begin life as a **plateau** and end life as a **pinnacle**!

A plateau is a **large expanse** of land which is raised above its **surroundings**. It has a flat top and at least one steep side.



Plateaus become smaller when areas of weak rock are **eroded** by wind and water. Some of the weak rock falls away and a mesa is formed.

A mesa is smaller than a plateau. It has a flat top and steep sides. The word *mesa* comes from Spanish meaning table.



Further erosion causes the mesa to **shrink** and a butte is formed.

A butte is smaller than a mesa. It is a tall, flat-topped, steep-sided tower of rock.



A butte is eroded in the same way as a plateau and a mesa. What **remains** is called a pinnacle. A pinnacle is like a finger of rock **sticking up** from the desert floor. A pinnacle is taller than it is wide.



Glossary

formation rock that is formed in a certain way

plateau land which is raised above the land around it

pinnacle pointed piece of rock that is higher than the rock around it

Word Check

Use a dictionary to help you.



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

- | | | |
|----------------|-------------------|--------------------|
| 1 conditions | a environment | b sunshine |
| 2 harsh | a comfortable | b difficult |
| 3 surroundings | a places far away | b places very near |
| 4 eroded | a worn away | b built up |
| 5 shrink | a grow larger | b grow smaller |
| 6 remains | a what has gone | b what is left |

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

- 1 large expanse 2 sticking up from

Comprehension

A Discuss the answers to the following questions.

- 1 Where is the Sahara desert?
- 2 What type of desert is the Atacama desert?
- 3 What is the temperature in polar deserts during the warmest months of the year?
- 4 Is a plateau higher or lower than its surroundings?
- 5 What does the word 'mesa' mean?
- 6 Is a mesa wider or narrower than a plateau?
- 7 Which is wider, a butte or a pinnacle?

B Look carefully at the pictures on **page 71**. Write sentences to answer each question and explain your reasons.

- 1 Mesa is the Spanish word for 'table'.
Do you think this is a good description of a mesa?
- 2 The butte is described as a 'tower of rock'.
Do you think this is a good description of a butte?
- 3 The pinnacle is described as a 'finger of rock'.
Do you think this is a good description of a pinnacle?

C Quickly skim the information from the two extracts and make **notes** on:

- 1 the different types of deserts
- 2 the differences between the rock formations.

Vocabulary

Using a thesaurus

Remember, a **thesaurus** contains lists of words and their **synonyms** and any **antonyms**.

A thesaurus can help you to choose the best words to use when you want to describe something or express your feelings.

adult (child) man, woman, grown-up, lady, gentleman,
person *adulthood*

antonym

synonym

word from the same word family

- A** Use a thesaurus to list the **synonyms** of each word below. If it has one, write the word's **antonym** in brackets.

- 1 hot 2 large 3 angry
4 alarm 5 small 6 prevent

- B** Write two sentences of your own about a desert. In each sentence, use one of the synonyms you wrote down in **Activity A**.

- C** Use a thesaurus to make a list of words that you might use to describe each situation below. Underline the words you might choose if you were writing about an unpleasant experience.

- 1 a meal 2 being alone 3 a surprise 4 a journey

Remember, **synonyms** have similar meanings and **antonyms** mean the opposite.



Capital letters for subheadings

Subheadings divide a piece of writing into different **aspects** of a topic.

Subheadings should begin with a capital letter.

Polar deserts

Some writers use capital letters for each main word in a subheading.

The writer of 'Deserts of the World' could have written the subheading like this:

Polar Deserts

Either way is correct, but once you have decided on a style, you should use the same style throughout your writing.

A Write these **subheadings** in two ways.

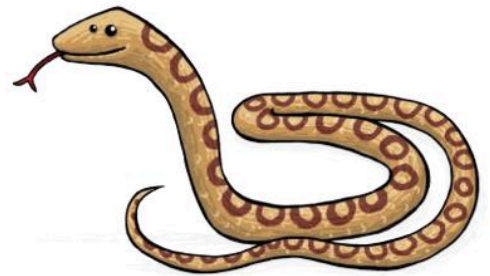
- 1 how mesas are formed
- 2 mesas, buttes and pinnacles
- 3 the atacama desert
- 4 travelling across the sahara

If there is a **proper noun** in the subheading, use a **capital letter**.



B The following subheadings contain errors. Rewrite each using capital letters correctly.

- 1 desert Wildlife
- 2 The Deserts of North america
- 3 Desert survival Tips



C Imagine you are going to write an information text on your family. Make a list of three subheadings that you could use. Remember to use the same style for all subheadings.

Spelling

Tricky words

Some words are useful to know but can be tricky to learn because the letter patterns make different sounds to those expected. This section focuses on tricky words with **double letters**.

Deserts have less than 250mm of rainfall **annually**.

Separating the words into **syllables** can help you to spell them correctly.

an/nu/a/ly

- A** Separate each of these words into their syllables. The first one has been done to help you.

1 according = ac/cord/ing

2 marvellous

3 communicate

4 immediately

5 recommend

6 opportunity

7 interrupt

Remember, **syllables** are the sounds that make up a word.



- B** Copy and add the missing double letters in each of these words.

1 exa__erate

2 nece__ary

3 o__ortunity

4 reco__end

5 exce__ent

6 marve__ous

7 co__unity

8 progra__e

9 a__ached

10 co__unicate

11 i__ediately

12 inte__upt



- C** Write a word from **Activity B** that is in the same word family as each of these words.

1 excellence

2 marvel

3 recommendation

4 attachment

5 programming

6 opportune

Adverb clauses

An **adverb** tells us more about **how**, **when** or **where** the action of a verb takes place.

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.

An adverb clause:

- has a **subject**
- has a **verb**
- begins with a **conjunction**
- answers the questions **why**, **when** or **how**.

For example:

Plateaus become smaller **when areas of weak rock are eroded by wind and water**.

Sometimes, an **adverb clause** can come at the beginning of a sentence. If so, we put a **comma** after the adverb clause before the rest of the sentence.

When areas of weak rock are eroded by wind and water, plateaus become smaller.

Adverb clauses are subordinate clauses. Subordinate means 'less important'.



A Copy the sentences. Underline the **adverb clause** in each one.

- 1 People live in desert regions *although conditions are difficult*.
- 2 The Atacama is the driest desert on Earth *because almost no rain falls*.
- 3 A butte is formed *after a mesa has been eroded by wind and water*.

B Rewrite the sentences in **Activity A** so that the adverb clause comes at the beginning.

C Use each **adverb clause** in a sentence of your own. Put the adverb clause at the beginning of each sentence.

- 1 *when you travel on foot*
- 2 *after the weak rock has been eroded*

Remember the **comma!**



Paragraphing

Paragraphing divides a piece of writing into different aspects of the topic.

Headings and **subheadings** help the reader to find the different information.

- 1 You are going to write an **information text** about one of the deserts you have read about.

You will need to:

a Research

Look for interesting facts in reference books, encyclopaedias and on the Internet.

b Make notes

You could make notes from the information texts in this unit and other sources you have looked at.

c List sources

Keep a list of the sources you have used for your bibliography.

d Sort

Look at your notes. Sort them into groups so that each group will be a different paragraph in your finished piece of work.

e Plan

Having sorted out the information into groups, you need to decide on the order in which to present the information.

f Write a first draft

Use your notes to write your first draft. Include your bibliography at the end.

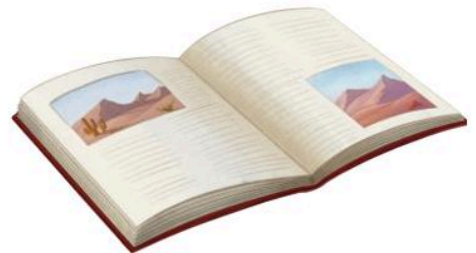
g Check and improve

Carefully read through your first draft to:

- correct any grammar, spelling or punctuation mistakes
- make sure that all the information about the same aspect of the topic is grouped together in the same paragraph
- decide if the work can be improved, for example, by better choices of vocabulary or reordering sentences.

h Write a final copy

Write out the final copy of your work, remembering to include your corrections and improvements.



The Cheshire Cat

This is an extract from *Alice's Adventures in Wonderland* by Lewis Carroll. Alice is sitting by the river with her sister when she sees a white rabbit. She follows the white rabbit down a hole into an imaginary place called Wonderland. There, Alice meets the Cheshire Cat, which is just one of many strange adventures she has.

The Cat only **grinned** when it saw Alice. It looked **good-natured**, but it had very long claws and a great many teeth, so she felt it should be **treated with respect**.

“Cheshire Puss,” she began, rather **timidly**, as she did not know whether it would like the name. However, it only grinned a little wider. “It seems pleased so far,” thought Alice, and she went on. “Would you like to tell me, please, which way I should go from here?”

“That depends a good deal on where you want to get to,” said the Cat.

“I don't much care where,” said Alice.

“Then it doesn't matter which way you go,” said the Cat.

“Well, I want to get *somewhere*,” Alice added as an explanation.

“Oh, you're sure to do that,” answered the Cat, “if you only walk for long enough.”

Alice felt that this **could not be denied**, so she tried another question. “What sort of people live around here?”

“In *that* direction,” the Cat said, waving its paw around, “lives a **Hatter**, and in *that* direction,” waving the other paw, “lives a **March Hare**. Visit either you like; they're both **mad**.”

“But I don't want to visit mad people,” Alice **remarked**.

“Oh, you can't avoid that,” said the Cat. “We're all mad here. I'm mad. You're mad.”

“How do you know I'm mad?” said Alice.



“You must be,” said the Cat, “or you wouldn’t have come here.”

Alice didn’t think that proved it at all. However, she went on, “And how do you know that you’re mad?”

“To begin with,” said the Cat, “a dog’s not mad. You agree with that?”

“I suppose so,” said Alice.

“Well then,” the Cat went on, “you see a dog growls when it’s angry, and wags its tail when it’s pleased. Now *I growl* when I’m pleased, and wag my tail when I’m angry. Therefore I’m mad.”

“I call it purring, not growling,” said Alice.

“Call it what you like,” said the Cat. “Are you going to play **croquet** with **the Queen** today?”

Alice replied, “I would like to very much but I haven’t been invited yet.”

“You’ll see me there,” said the Cat, and **vanished**.

Adapted from *Alice’s Adventures in Wonderland* by Lewis Carroll

Glossary

Hatter a person who makes and sells hats

March Hare an animal that looks like a large rabbit

croquet a game played on short grass with wooden balls and hoops

the Queen the Queen of Hearts – a character in the story

Word Check

Use a dictionary to help you.



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

- | | | |
|----------------|--------------------|--------------------|
| 1 grinned | a smiled | b frowned |
| 2 good-natured | a unkind | b kind |
| 3 timidly | a nervously | b loudly |
| 4 mad | a acting normally | b acting strangely |
| 5 remarked | a gave her opinion | b agreed |
| 6 vanished | a laughed | b disappeared |

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

- | | |
|------------------------|-----------------------|
| 1 treated with respect | 2 could not be denied |
|------------------------|-----------------------|

Comprehension

A Discuss the answers to the following questions.

- 1 How is the Cheshire Cat described?
- 2 What did Alice want to know?
- 3 Who would Alice meet if she followed either of the two directions the Cheshire Cat pointed to?
- 4 What does the Cheshire Cat do when he is angry?
- 5 Where will Alice see the Cheshire Cat again?

B Write sentences to answer each question.

- 1 Why do you think Alice says she 'doesn't much care' where she goes?
- 2 Why does the Cheshire Cat say Alice cannot avoid 'mad' people?
- 3 What sort of character do you think Alice is?
- 4 What sort of character do you think the Cheshire Cat is?

C Discuss the answers to the following questions.

- 1 What type of writing is the extract on **pages 78 and 79**?
- 2 For what purpose do you think it was written?
- 3 For what audience do you think it was written?
- 4 Is the extract based on what the writer has seen and experienced or his imagination?



Vocabulary

Homophones and homonyms

Homophones are words that sound the same, but are spelt differently and have different meanings. For example:

bored and **board**

The Cat was feeling **bored**.

The name of the place was written on the **board**.

Homonyms are words that sound the same and are spelt the same, but which have different meanings. For example:

wave

to **wave** your hand

a **wave** on a beach made by the sea

A Look carefully at the story extract on **pages 78 and 79**. List as many words with homophones as you can find. You should find more than ten!

B Write a list of five **homonyms** of your choice.

A **pun** is a humorous play on words often based on two possible meanings. Many puns involve homophones or homonyms.

Customer: What is today's soup?

Waiter: It's **bean** soup.

Customer: I don't care what it has **been**. What is it today?

Here the homonym **bean** could be used to mean **been**.

C Can you explain these puns? Write the homophone or homonym in each sentence.

- 1 Headline on a sports page: 'Marathon Runner's Great Feat'.
- 2 "You can't beat eggs," said the chef.
- 3 Second-hand coat for sale – only slightly worn.
- 4 Question: What's a librarian's favourite colour?
Answer: Read.



Punctuation

Direct speech

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

Sometimes the spoken words come first.

"I don't much care where," said Alice.

Sometimes the name of the speaker comes first.

Alice replied, "I should like it very much"

Sometimes we split the spoken words, and the speaker's name goes in the middle.

Example 1: "Oh, you can't help that," **said the Cat.** "We're all mad here."

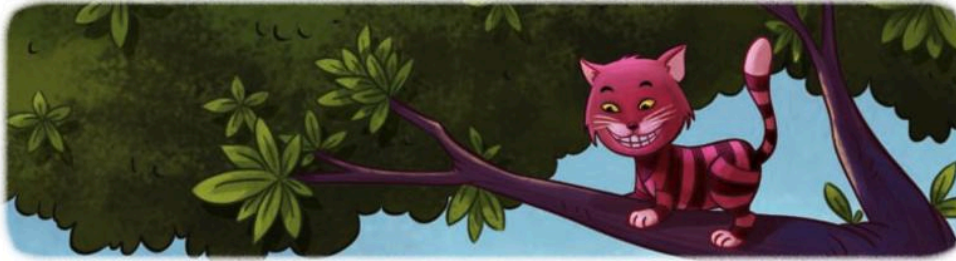
The Cat says two complete sentences which are split by the non-spoken words **said the Cat**. Each spoken sentence has speech marks at the beginning and the end.

Example 2: "You must be," **said the Cat,** "or you wouldn't have come here."

The Cat says one sentence which is split by the non-spoken words **said the Cat**. Each part of the spoken sentence has speech marks at the beginning and the end. We put a **comma** after **said the Cat** before we continue the sentence.

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

- 1 Why are you sitting in that tree asked Alice.
- 2 The Cheshire Cat replied I like it up here.
- 3 I don't play croquet said the Cat I just watch.
- 4 Is the Queen good at croquet asked Alice
Does she always win?



B When Alice gets back to the riverbank, she tells her sister about meeting the Cheshire Cat. Write their **conversation**.

Spelling

Silent letters

There are **silent letters** in some English words. Over hundreds of years, the way the words are pronounced has gradually changed, though the spellings haven't! For example:

"Oh, you're sure to do that," **answ**ered the Cat, "if you only walk for long enough."

A Copy the words in the box that have **silent letters**. Circle the silent letters in the words you have copied.

Be careful, some words have more than one silent letter!



knock	wind	thumb
wrist	answer	design
stronger	agreement	column
whole	castle	number
crumb	under	scissors
yolk	Wednesday	identity

One way to help you remember how to spell words with **silent letters** is to practise saying the words quietly to yourself. Split the word into syllables and sound out the silent letter.

So **Wednesday** would be **Wed** / nes / day.

B Copy the words below and split each word into syllables. Underline the silent letter.

- | | | |
|-----------|------------|-----------|
| 1 listen | 2 echo | 3 descend |
| 4 fasten | 5 kneeling | 6 soften |
| 7 plumber | 8 signpost | 9 calmer |

C Write three sentences. Each sentence must have at least three words with silent letters.



Grammar

Conditional clauses

We use **conditional clauses** in sentences when one thing depends on another.

You're sure to get somewhere **if you only walk for long enough**.

Getting somewhere **depends on** walking for long enough.

The conditional clause can come at the beginning of the sentence.

If you only walk for long enough, you're sure to get somewhere.

A conditional clause begins with a **conjunction**.

These conjunctions can be used to begin conditional clauses.

When the conditional clause **begins** the sentence, we put a **comma** after it.



- | | | |
|----------------|--------------------------|-----------------------|
| if | unless | provided |
| if only | on condition that | providing that |
| only if | as long as | assuming that |

A Find the **conditional clause** in each sentence.

- 1 Alice will see the Cheshire Cat again if she goes to the croquet match.
- 2 The Queen will be in a good mood provided she wins at croquet.
- 3 Alice will not go to the croquet match unless the Queen invites her.
- 4 Alice's sister will believe her only if she sees the Cheshire Cat herself.

B Copy and complete each sentence adding a **conditional clause** of your own.

Use a different **conjunction** for each one.



- 1 Alice will meet the Queen _____.
- 2 Alice can get back to Wonderland _____.
- 3 The Cheshire Cat will go to the croquet match _____.

C Rewrite these sentences with the **conditional clause** at the **beginning**.

The first one is done for you.



- 1 I think I would be frightened if I fell down a rabbit hole!

If I fell down a rabbit hole, I think I would be frightened!

- 2 The croquet match will go ahead providing that it doesn't rain.
- 3 The Cheshire Cat will be there assuming that he was telling the truth.

Writing

Purpose and audience

Before you begin a piece of writing you need to know:

- the **purpose** of the writing
Is it to entertain, describe, persuade, inform?
- the **audience** for the writing
Is it for your teacher, a younger person, someone you do not know?

Each piece of writing can have a different **purpose** and **audience** so you may need to write in a different **style**.

You are going to create two short pieces of writing about a cat in **different styles**.

1 Narrative writing

This style of writing is for telling **a story**.

Choose whether your story about a cat will be:

- a mystery story
- an adventure story
- a science fiction story
- a story for young children.

For narrative writing you need to:

- plan the plot – beginning, middle and end
- plan the characters – how many? Who they are?
- plan the setting – where the story takes place
- decide whether to include dialogue.



2 Descriptive writing

This style of writing is for describing something in detail. It is normally factual.

Decide whether to describe:

- a pet cat
- a tiger cub

For descriptive writing you need to:

- use adjectives
- use adverbs
- include details.



For each piece of writing you must:

- write the first draft
- proofread your draft to correct punctuation, spelling and grammar mistakes
- improve your writing with better vocabulary and more interesting sentences
- write your final copy.

Wild Cats

In some countries, people keep **domestic** cats as pets. These small creatures are relatives of much bigger cats that live in the wild.

The Jaguar

This wild cat is found in Central and South America, as well as the southern part of the United States of America. Jaguars can vary in colour from yellow with dark **rosette-shaped** spots, to all black. They can grow to 2.5m in length. Jaguars live in forests and on **scrubland**. They can swim very well. They hunt small wild animals and will sometimes attack **livestock**.



The Wildcat

The wildcat is found in Europe and West Africa. It can grow to around 75cm long. It has a bushy, rounded tail and a thick, striped coat. It can be found in **dense** woodland.



The Puma

This cat is also known as the cougar, mountain lion or catamount. It can be found in North and South America. It is reddish-brown in colour and can grow up to 2.3m in length. It has a **slender, muscular** body. Its main food is deer but it will hunt other animals too.



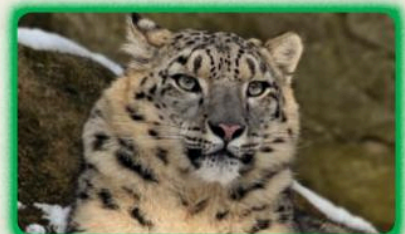
The Leopard

The leopard can be found in Africa and Asia. It has a yellowish coat, spotted with black rosettes. It **preys on** monkeys, wild dogs and **antelopes**.



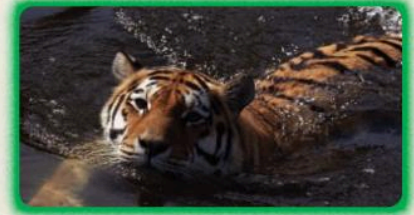
The Snow Leopard

The snow leopard is also known as the ounce. It **inhabits** the mountains of central Asia. It has a thick, ash-grey coat marked with dark rosettes and can grow up to about 2m in length. It hunts mountain goats, sheep and rodents.



The Tiger

The tiger can be found in central and southern Asia. It has an orange coat with black stripes. It is a good swimmer and has **keen eyesight**. It hunts at night, mainly for antelope.



The Cheetah

Cheetahs are found in Africa and south-western Asia. They are also known as hunting leopards. They have yellowish-brown coat with black spots. They can grow to 2m in length (including the tail). Cheetahs are the fastest **mammal** on Earth, reaching speeds of up to 112kph.



The Lion

The lion is known as the *king of beasts*. It is found mainly in Africa and parts of Asia. It has a sandy-coloured coat and can grow to 2.8m in length. Lions live in grasslands and are skilful hunters. They feed on zebras, giraffes and even buffalo.



Glossary

rosette-shaped circular with wavy edges

scrubland an area of land covered with grass and small bushes

antelopes deer-like mammals

mammal animal that is warm-blooded, has hair or fur and feeds its young on milk

Word Check

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

- | | | |
|-------------|--------------------------|-----------------------|
| 1 domestic | a wild | b tame |
| 2 livestock | a animals kept on a farm | b animals in the wild |
| 3 dense | a thin | b thick |
| 4 slender | a fat | b thin |
| 5 muscular | a strong | b bony |
| 6 inhabits | a lives in | b travels through |

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

- | | |
|------------|-----------------|
| 1 preys on | 2 keen eyesight |
|------------|-----------------|

Use a dictionary to help you.



Comprehension

A Discuss the answers to the following questions.

- 1 What is the snow leopard also known as?
- 2 Where in the world are wildcats found?
- 3 Which is the fastest mammal on Earth?
- 4 Which two members of the cat family can swim well?
- 5 When does the tiger hunt?
- 6 What is the puma also known as?
- 7 In what type of landscape can the lion be found?

B Write sentences to answer each question.

- 1 Why do you think the tiger needs good eyesight?
- 2 Why do you think being able to run very fast gives the cheetah an advantage?
- 3 Look carefully at the photograph of the lion on this page. Why do you think it has a sandy-coloured coat?

C Write sentences to answer each question.

- 1 What type of writing is 'Wild Cats?'
- 2 For what purpose do you think it was written?
- 3 For what audience do you think it was written?
- 4 Has the writer based the text on real-life facts or imaginary events?



Vocabulary

Metaphors

Figures of speech, such as **metaphors**, **similes** and **idioms** can be used in your writing to create striking pictures with words.

A **metaphor** is a way of describing something by comparing it to something else without using the words 'like' or 'as'.

My friend Julia **is a brave lion**.

You can use metaphors in your writing.

A In the **metaphors** below, say which two things are being compared.

- 1 The jewel was a shining star.
- 2 The runner was a cheetah on the track.
- 3 My father has the eyesight of an owl.
- 4 I fell asleep on the sand, a soft pillow.
- 5 Helena is a dolphin in the water.

B Rewrite the following sentences, changing the **simile** into a **metaphor**.

- 1 The boat is as big as an elephant.
- 2 My neighbour's cat is as fierce as a tiger.
- 3 The tree in my garden is as tall as a giraffe.
- 4 The kitchen lamp is as bright as the sun.
- 5 The new boy at school is as quiet as a mouse.

C Write two sentences about the following things. Include a metaphor of your own in each one.

- 1 a slow train
- 2 a pile of books

When using **metaphors**, we sometimes compare people to animals or things.



Capital letters: headings and subheadings

The **main heading** of a piece of writing tells the reader what it is about. Main headings are usually written in larger letters than subheadings.

Subheadings divide a piece of writing into different aspects of the topic.

Some writers use **capital letters** for each main word in a main heading or subheading.

Wild **C**ats

The **J**aguar

Sometimes, only the first word in a main heading or subheading has a capital letter.

Wild cats

The jaguar

It is important to choose a style and use the same one throughout your writing.

- A** Write these **subheadings** in two ways.

- 1 when tigers hunt
- 2 jaguar habitats
- 3 the fastest mammal on earth
- 4 big cats

If there is a **proper noun** in the subheading, use a capital letter.



- B** Write these **main headings** in two ways.

- 1 the big cats of africa
- 2 cats and their habitats
- 3 the king of beasts
- 4 what are panthers?

- C** If you were going to write an information text on your favourite sport:

- 1 What main heading would you use?
- 2 What subheadings would you use?



Spelling

Suffixes

There are some important rules to remember when we add **suffixes** to **root words**.

When a word ends in **e**, drop the **e** if the suffix begins with a vowel.

relate**e** + **i**ve = relat**i**ve

When a word ends in **e**, keep the **e** if the suffix begins with a consonant.

approximate**e** + **l**y = approximat**e**ly

Some exceptions to the rule include:

tru**e** = tru**l**y

argu**e** = argu**u**ment

du**e** = du**l**y

A Add the **suffix** to each word below and write the new word that is formed.

1 base + ment

2 care + less

3 state + ment

4 combine + ation

5 safe + ty

6 relate + ion

7 package + ing

8 imagine + ation

9 share + ing

10 place + ed

To add a suffix to a word that ends in **y** (where the **y** sounds like **ee** in 'bee'), change the **y** to an **i** and add the suffix.

happy + ness = happ**i**ness

B Add one suffix **ness**, **ment** or **ly** to each word. Make sure each answer is a real word.

1 funny

2 merry

3 heavy

4 ready

5 naughty

6 silly

7 pretty

8 nasty

9 gloomy

Remember, you can add more than one suffix to some words.



C Choose three of the words you have made in **Activity B** and use them in three sentences of your own.

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**. For example:

They **can grow** to 2m in length.

Helper verbs are called **modal verbs**.

This group of helper verbs is very useful.

may might could can must would should

Modal verbs help us to change the meaning of the main verb.

For example:

She can read the book about cats.	(is able to)
She may read the book about cats.	(has permission to)
She might read the book about cats.	(it is possible)
She must read the book about cats.	(has to)
She could read the book about cats.	(is able to)
She would read the book about cats.	(if it is possible)
She should read the book about cats.	(ought to)

A Find the **modal verb** in each sentence.

- 1 A jaguar might attack livestock.
- 2 Tigers can swim very well.
- 3 Lions may hide in grasslands.
- 4 A lion would attack a buffalo.
- 5 People should protect the environment.



B Copy and complete the sentences with **could**, **should** or **would**. Use each word only once.

- 1 I _____ read the book about cats if I wanted to.
- 2 I _____ read the book about cats for my homework.
- 3 I _____ read the book about cats if I could find it!

C Write sentences in your exercise book using these verbs.

- 1 might grow
- 2 should swim
- 3 could eat

Purpose and audience

Before you begin a piece of writing you need to know:

- the **purpose**: is it to entertain, describe, persuade, inform?
- the **audience**: is it for your teacher, a younger person, someone you do not know?

Each piece of writing can have a different **purpose** and **audience** so you may need to write in a different **style**.

You are going to create two short pieces of writing about a wild cat of your choice in **different styles**.

1 Informative writing

This style of writing is to inform the reader. It is normally factual.

- Choose which wild cat you want to write about.
- Choose whether you will write:
 - a report
 - a magazine article
 - a fact file
 - an annotated diagram.
- Decide who your audience is.
- Research the wild cat you have chosen and make notes.
 - how big it is?
 - what does it eat?
 - where does it live?
- Make a bibliography listing all the sources you have used.



2 Personal writing

This style of writing puts forward your thoughts and opinions.

- Decide what you are going to write about. You can use your imagination.
- Choose whether you will write:
 - a diary extract
 - a letter.
- Decide who your audience is.
- For personal writing, you will need to:
 - include facts
 - give your opinions supported by reasons.
 - express your thoughts and feelings

Remember to write a first **draft**, **check** it and correct punctuation, spelling and grammar mistakes. Then write your **final** copy.



The Wooden Horse

There are many tales about the Ancient Greeks which tell of the actions of brave heroes, battles won and lost, and great adventures. One of the most famous stories is *The Wooden Horse*. The Greeks wanted to capture the great city of Troy. For ten years, they camped around the city walls but they could not get in. Then one day, they left!

For ten long years, the **Trojans** had looked over their city walls and had seen the Greeks. By day, they could see their tents. They could see men marching; feeding their horses; mending their ships. By night, their campfires flickered in the darkness.

One morning, everything was different. The Trojans looked over their walls **expecting** to see the huge Greek camp but the tents had gone. The ships had gone. The Greeks had gone!

The **look-outs** hurried to tell King Priam the news. "Is it possible?" questioned the king. "The Greeks have gone?" He rushed to the **battlements** to see for himself. It was true. The camp was **deserted** by the Greeks. **All that remained** were piles of ash from the campfires.

Well, not quite all! In the middle of the deserted camp was a huge wooden horse. It was enormous, at least five or six times the height of a man.

"What's that?" cried the King.

"It's a gift," cried Queen Hecuba. "The Greeks **have given up**. They have realised they will never break through the great walls of Troy. They have gone home and left us this **magnificent** horse as a **peace offering**."

By this time, all the **citizens** of Troy had heard the news and were **crowding** on the battlements to see if it was true.

"Let us take the horse into the city," cried one man, "and it will be **a reminder** of the day the Greeks went home!"

"No!" said another. "I do not trust the Greeks. This is a trick. We should send men out to destroy it."



King Priam spoke quietly to Queen Hecuba. The crowd fell silent as the king and queen discussed what should be done. At last, King Priam spoke. "We will take the horse into the city," he said. "Open the gates and drag it inside."

Ropes were tied around the huge horse and slowly it was dragged from the Greek camp up to the city walls. Once it had reached the walls, the people saw that it was too big to fit through the gates. Priam ordered that the walls on either side of the gates should be knocked down. Soon, the opening was wide enough and the horse was brought inside the city.

That night, the Trojans had a great celebration. After ten long years, the Greeks had gone and they were safe. **Gradually**, the celebrations ended and the city grew quiet as people went to their beds feeling happy and **secure**.

In the silence of the city and the darkness of the night, only one sound could be heard. It was the sound of low voices coming from inside the Wooden Horse.

Glossary

Trojans the people who lived in Troy

look-outs guards on the walls of the city

battlements the tops of the city walls

crowding forming a crowd

Word Check

Use a dictionary to help you.



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

- | | | | | | |
|---|-------------|---|--|---|------------------------------------|
| 1 | expecting | a | thinking that something will probably happen | b | knowing that something will happen |
| 2 | deserted | a | left empty | b | destroyed |
| 3 | magnificent | a | amazing | b | frightening |
| 4 | citizens | a | people who visit a place | b | people who live in a place |
| 5 | gradually | a | slowly | b | quickly |
| 6 | secure | a | in danger | b | safe |

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

- | | | | |
|---|-------------------|---|---------------|
| 1 | all that remained | 2 | have given up |
| 3 | peace offering | 4 | a reminder |

Comprehension

A Discuss the answers to the following questions.

- When the Trojans looked over their city walls, what could they usually see:
 - by day?
 - by night?
- 'One morning, everything was different.' What was different?
- What was in the middle of the Greek camp?
- What did Queen Hecuba think it was?
- Why did some people want to destroy it?
- Why did other people want to take it into the city?



B Write sentences to answer each question.

- How do you think the Trojan people felt when they first saw that the Greeks had gone?
- Explain how the Trojans got the Wooden Horse into the city.

- 3 Why do you think the Trojans 'had a great celebration'?
 - 4 Do you agree with the people who wanted to:
 - a destroy the Wooden Horse?
 - b take the Wooden Horse into the city?
 Explain your reasons.
 - 5 What do you think happens in the next part of the story?
- C** Summarise the story by listing the main points of the plot.

Vocabulary

Anagrams

Anagrams are made by rearranging the letters of a word or phrase to make a new word or phrase. For example:

horse – shore

the eyes – they see

- A** Solve the following **anagrams** by rearranging the letters of each word to match the clue.

- 1 wrote the tall part of a castle
- 2 impels something that is easy
- 3 ports active games
- 4 earn antonym of 'far'
- 5 tell it antonym of 'big'
- 6 shore an animal with four legs
- 7 softer a large wooded area
- 8 earth an important organ in the body



- B** Make up some **anagrams** of your own using words from the story on **pages 94 and 95**.

- C** Think of a simple clue for each **anagram** and then ask a friend to solve them.

Semicolons

In a sentence, a **semicolon** is used to separate two or more statements that are related to each other.

The sentence would still make sense if we used a **conjunction**.

By day they could see the tents; by night they could see the campfires.

By day they could see the tents **and** by night they could see the campfires.

A semicolon can also be used instead of a comma in a list where the items are more than one word.

They could see men marching; feeding their horses; mending their ships.

A Say why the **semicolon** has been used in these sentences. Are the sentences related statements or part of a list?

- 1 During the day the camp was busy; at night it was deserted.
- 2 The look-outs walked along the walls; watched the Greek camp; reported what they saw to the king.
- 3 Should they bring the horse into the city; should they destroy it?

B Copy and punctuate these sentences using **colons** and **semi-colons** where appropriate.

- 1 One day the Greeks were there the next day they were gone.
- 2 King Priam thought about what they should do bring the horse into the city leave it in the camp throw it into the sea.
- 3 The city was silent the Trojans has gone to bed.
- 4 The Greeks might have left the horse as a peace offering as a trick as a joke.
- 5 The opening was wide enough the horse was dragged into the city.

Remember a **colon** (:) is used to introduce a list.



C Using a **colon** and **semicolons**, write sentences about:

- 1 a downpour of rain and flooded roads
- 2 a list of what you do before you go to school

Spelling

able, ible, ably and ibly word endings

Many words have the suffix **able** or **ible**.

“Is it possible?” questioned the king, “Have the Greeks really left?”

The wall around Troy is unbreakable!

Remember, there is no easy way to decide when to use **able** (or **ably**) and when to use **ible** (or **ibly**) but:

- more words end in **able** than **ible**
- if the antonym of the word is made by adding the prefix **un**, it is probably an **able** word.

unavailable

- if the antonym of the word is made by adding the prefix **il**, **in** or **ir**, it is probably an **ible** word.

invisible

Remember, when the suffixes **able** (**ably**) or **ible** (**ibly**) are added to a root word ending in a single **e**, the **e** is usually dropped.

value + able = valuable

A Copy each word and complete it by adding **able** or **ible**.

1 irresist_____

2 unsuit_____

3 incred_____

4 inflex_____

5 unrecognis_____

6 unbeliev_____

B Complete each word by adding **ably** or **ibly**.

It will help if you work out the antonym of each word first.

1 respons_____

2 afford_____

3 bear_____

4 access_____

5 reli_____

6 poss_____

C Write down the words from the box that do **not** follow the guidelines about antonyms above. What do you notice about your answer?

inedible

intolerable

insensible

inhospitable

unreasonable

inseparable

indescribable

unfashionable

unbreakable

Active and passive verbs

When the **subject** of the sentence **does the action** of the verb, the verb is called an **active verb**.

The Greeks **deserted** the camp.
 ↑ ↑ ↑
subject **verb** **object**

In this sentence, **deserted** is an **active verb**.

When the **subject** of a sentence has **the action done to it**, the verb is called a **passive verb**.

The camp **was deserted** by the Greeks.
 ↑ ↑ ↑
subject **verb** **agent**

In this sentence, the verb, **was deserted** is a **passive verb**. The **agent** is the person or thing doing the action.

Sometimes in a passive sentence, the agent is not included.

Ropes **were tied** around the huge horse.

A Say which of these sentences has an **active** verb and which has a **passive** verb.

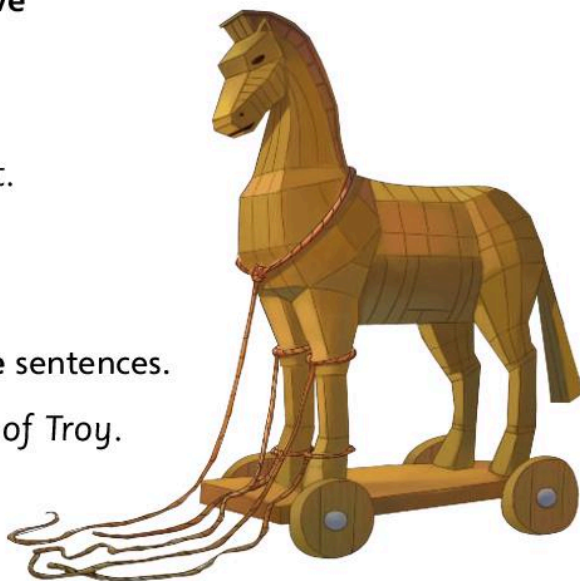
- 1 The horse was built by the Greeks.
- 2 The Greeks lit their campfires at night.
- 3 The Trojans dragged the horse into the city.

B Change these **passive** sentences to **active** sentences.

- 1 The news was heard by the citizens of Troy.
- 2 Piles of ash were left by the Greeks.
- 3 An order was given by King Priam.

C These sentences have a **passive verb** but **no agent**. Copy each sentence and add a suitable agent.

- 1 The ships were mended.
- 2 The walls were knocked down.
- 3 A celebration was organised.



A reading journal

A **reading journal** is an excellent way to keep a record of the books and stories you have read. You should record:

- the title of the book or story
- the author
- the date you read it
- a brief summary of the book
- your opinion of the book or story, with reasons.

Keep a record of all the books and stories you have read, not just the ones you enjoyed. If you did not enjoy something you have read, make a note of your reasons.

1 Look at this reading journal entry for *The Wooden Horse*.

Book title: The Wooden Horse

Author: Sami Hall

Date read: April 2017

Book summary: The Greeks have been camping outside the walls of Troy for ten years. They want to capture the city. One day, the Trojans see that the Greek camp is deserted. All that is left is a huge wooden horse. King Priam orders it to be taken into the city. The walls either side of the gate have to be knocked down to get the horse through. That night, the Trojans have a great celebration then go to bed feeling happy and safe. The city is silent except for voices coming from inside of the horse.

My opinion: I thought this was an exciting story. I was sure the Greeks had not just given up and sailed away but I did not guess they were hiding in the horse.

2 You are going to begin your own **reading journal**.

- a Choose a book you have read recently.
- b Make a note of the title, author and the date you read it.
- c Think about the main points of the book and write a short summary. It doesn't have to be very long. It is just to remind you of the book.
- d Write your opinion about the book. Say whether you enjoyed or did not enjoy it. Give reasons for your opinion.

Your book can be fiction or non-fiction.



Tutankhamun's Gold

Magazines often include feature articles. These articles can be about a particular person or event that might interest the readers. This feature article is about the discovery of King Tutankhamun's tomb.

The Treasures of Tutankhamun

Ancient Egypt

From around 3100 BCE, for 3,000 years, Egypt had rulers known as pharaohs. Tutankhamun is thought to have ruled Egypt in the 14th century BCE. He was only a boy when he began his rule and he died at the age of 18 in 1323 BCE. Although we know little about him, he is probably one of the most famous pharaohs. This is thanks to the discovery of his tomb by the archaeologist Howard Carter.



Howard Carter was growing **desperate**. For nearly twenty years he had searched for the **tomb** of the Ancient Egyptian pharaoh, Tutankhamun. He was **absolutely convinced** that the tomb was in the **Valley of the Kings**. He was also convinced that Tutankhamun's tomb had never been robbed, though other tombs had been broken into.

But all Carter had found – 15 years before – were jars of clothing with the king's name. Since then, Carter had explored nearly the whole of the valley floor and found no other **trace** of the pharaoh.

Lord Carnarvon had given Carter a lot of money to pay for the search for the tomb, but Carter had found nothing. At their last meeting, Lord Carnarvon said he could no longer afford to help him. Carter **pleaded** with him to have one more try. He showed Lord Carnarvon a map of the valley where there was a small area that he had not explored. Lord Carnarvon agreed.

Work began to **excavate** the small area Carter had pointed out on the map. But there was more disappointment. For three days they continued the search but found nothing.

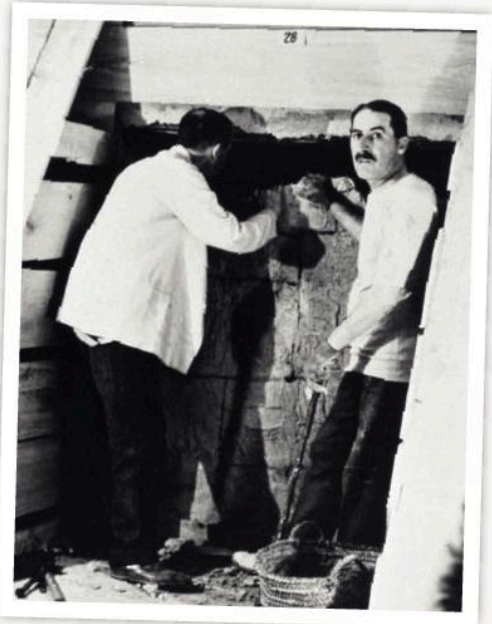
Then one day, everything changed. Carter was making his way to the site when his **foreman** Ali ran over. "We have uncovered a step cut into the ground," he said.

Within two days they had cleared a steep staircase that led down to a sealed door. Carter immediately sent a **telegram** to Lord Carnarvon:

AT LAST HAVE MADE WONDERFUL
DISCOVERY IN VALLEY. A MAGNIFICENT TOMB
WITH SEALS **INTACT**. RE-COVERED SAME FOR
YOUR ARRIVAL. CONGRATULATIONS.

When Lord Carnarvon arrived, they made a small hole in the sealed door and Carter looked through. He wrote in his diary about his first sight of the inside of the tomb.

At first I could see nothing, the hot air escaping from the chamber causing the candle flame to flicker, but presently, as my eyes **grew accustomed to** the light, details of the room within emerged slowly from the mist; strange animals, statues, and gold – everywhere the glint of gold. For the moment – an eternity it must have seemed to the others standing by – I was **struck dumb with amazement**, and when Lord Carnarvon, **unable to stand the suspense any longer**, inquired **anxiously**, "Can you see anything?" it was all I could do to get out the words, "Yes – wonderful things."



Glossary

tomb a burial place

Valley of the Kings

a valley near the River Nile where many pharaohs were buried

Lord Carnarvon an

English lord who was very interested in archaeology

foreman the person in charge of a group of workers

telegram a way of sending a message used in the past

Word Check

Use a dictionary to help you.



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

- | | | |
|-------------|----------------------|---------------------|
| 1 desperate | a content | b upset and worried |
| 2 trace | a sign | b jars |
| 3 pleaded | a asked | b begged |
| 4 excavate | a uncover by digging | b build |
| 5 intact | a not damaged | b broken |
| 6 anxiously | a nervously | b calmly |

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

- | | |
|------------------------------|---|
| 1 absolutely convinced | 2 grew accustomed to |
| 3 struck dumb with amazement | 4 unable to stand the suspense any longer |

Comprehension

A Discuss the answers to the following questions.

- 1 Who was paying for Howard Carter to search for the tomb of Tutankhamun?
- 2 Where did Carter think the tomb was?
- 3 What had Carter found with Tutankhamun's name on?
- 4 What did Carter show Lord Carnarvon on the map?
- 5 How did Carter learn that something had been discovered?



B Write sentences to answer each question.

- 1 Why do you think it was so important to Carter that the seals were 'intact'?
- 2 While Carter was looking through the hole into the tomb, why do you think this seemed like 'an eternity' for the others?
- 3 Why do you think Lord Carnarvon inquired 'anxiously' whether Carter could see anything?
- 4 Write in your own words how you think Carter felt when he first looked inside the tomb.

C Make a list of the different ways in which the writer has presented the information.

Vocabulary

Over-used words

It is important to check and revise your writing to see if you can improve it.

One way to improve your writing is to avoid **over-used words** and replace them with more interesting and descriptive words.

Howard Carter **said** that he had made a **good** discovery.

'Said' and 'good' are two over-used words, and there are usually better words to use instead.

Howard Carter **announced** that he had made an **intriguing** discovery.

- A** Rewrite these sentences and improve them by replacing the underlined words with more interesting words. You may need to change one or two other words as well.

- 1 Carter asked for more time to look for the tomb.
- 2 Lord Carnarvon was a nice man, and he said that Carter could have one more go.
- 3 He had already spent a lot of money, hoping to make a big discovery.
- 4 "Carter has got a lot of determination," Lord Carnarvon said to a friend.
- 5 "I'm sure he'll soon get you a big reward," said the friend.

- B** Look again at your answers to **Activity A**. Think about any other improvements you could make to the sentences. Rewrite the sentences with your improvements.

- C** Each of the words below can be over-used. Write a list of five alternative words or phrases you can use for each of them.

- 1 nice 2 got 3 said

Punctuation

Hyphens to avoid ambiguity

A **hyphen** is a small dash used to link words. For example:

compound nouns:	mid-air
compound verbs:	double-click
compound adjectives:	fierce-looking
numbers:	thirty-three
fractions:	one-half

Always check
in a dictionary!



Hyphens are also used to make the meaning clear.

Carter **re-covered** the seals of the tomb.

This means he covered them up again.

Carter **recovered** from his illness.

This means he got better.

A Read each of these phrases and discuss what they mean.

- | | | |
|---|-----------------------|--------------------|
| 1 | reserve a table | re-serve a table |
| 2 | resign in a letter | re-sign a letter |
| 3 | resent what they said | re-sent the letter |

B Read these headlines. Each one is missing a **hyphen**.
What does each mean without the hyphen?

ANCIENT TREASURE HUNTER WINS AWARD

**FAMOUS CAR COLLECTOR SELLS ENTIRE
COLLECTION**

C Copy the headlines from **Activity B**. Add a hyphen to change the meaning.

Spelling

ough spellings

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

He was also convinced that Tutankhamun's tomb had never been robbed, **though** other tombs had been broken into.

Many **ough** words sound the same as another word but have a different spelling and meaning. This makes them a homophone.

- A** Choose two **ough** words from the box that rhyme with each of the words. The first has been done to help you.

- 1 cow bough, plough
2 off 3 blow
4 port 5 fluff

fought cough trough rough plough
though dough bought bough tough

- B** Copy this short passage, choosing the correct underlined words to complete it.

Howard Carter and his workmen worked long hours, scraping away at the ruff/rough ground. They fort/fought their way through/threw the frustration of not finding anything.

- C** Write a sentence using each pair of homophones below.

- 1 dough doe
2 fort fought
3 threw through



Subject and predicate

A **sentence** is made up of two parts.

The **subject** is the person or thing that the sentence is about.

The **predicate** is the rest of the sentence. For example:

subject	predicate
Howard Carter	was growing desperate.
The tomb	was in the Valley of the Kings.

To find the subject of a sentence, first find the verb.

The foreman **uncovered** a step.

Ask who or what 'uncovered' in the sentence = the foreman

The subject is **the foreman**.

We can make sentences more interesting by adding to:

- the subject the **very experienced** foreman
- the predicate uncovered a **mysterious** step

A Find the **subject** of each sentence.

- 1 Howard Carter kept a diary.
- 2 Tutankhamun ruled Egypt.
- 3 They discovered a magnificent tomb.
- 4 Robbers had broken into the tomb.

B Find the **predicate** in each sentence.

- 1 Lord Carnarvon was a keen archaeologist.
- 2 Howard Carter showed Lord Carnarvon a map of the valley.
- 3 He sent a telegram to Lord Carnarvon.
- 4 Lord Carnarvon arrived in Egypt.

C Copy and complete each sentence by adding an interesting **subject** to each **predicate**.

- 1 _____ was full of golden things.
- 2 _____ found a steep staircase.
- 3 _____ visited the Valley of the Kings.
- 4 _____ reported the amazing discovery.

Magazine article

Magazine articles have two purposes:

- to **inform** the reader
- to **interest** the reader

The writer of a magazine article has to go through these stages to produce a finished article:

- 1 researching
- 2 making notes
- 3 ordering notes into paragraphs
- 4 writing a first draft
- 5 proofreading for mistakes
- 6 revising to improve the writing
- 7 writing a final draft

Capturing the reader's interest has a lot to do with how the information looks on the page. This is called the **layout**.

You can make the article look more interesting by:

- having an eye-catching title
- using illustrations
- breaking up the text with headings, boxes or different coloured backgrounds.

A complete page of text doesn't look very interesting.



You are going to write a **feature article** for a magazine.

1 Look again at the article, 'The Treasures of Tutankhamun's Tomb' on **pages 102 and 103**.

a Make notes on how you think the following things help to **inform** the reader:

- the map
- the boxed text
- the pictures

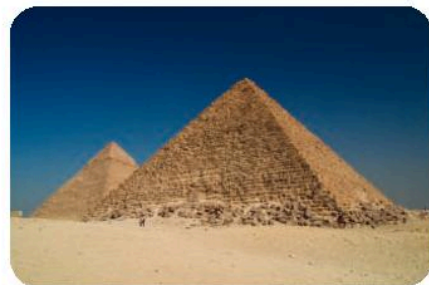
b Make notes on how the writer has made the article **look interesting**.

2 Write your own magazine article.

a Look carefully at the photographs on this page.

b Choose one as a topic for a feature article for a magazine.

c Remember to follow the stages for writing an article, and to make the article interesting for your readers.



The Great Pyramid of Giza



The Great Wall of China

What Happened to the Dinosaurs?

Dinosaurs first walked the Earth over 200 million years ago. The word 'dinosaur', first used by **zoologist** Richard Owen in 1842, comes from the Greek word meaning 'terrible lizard'. The dinosaurs were reptiles and there were many different types. Some were enormous; some were tiny. Some lived in oceans; some could fly; but most lived on land. The dinosaurs were a successful species that **dominated** the Earth for over 150 million years.

Scientists have always been fascinated by dinosaurs, and one of the most important questions scientists have is what happened to them. About 65 million years ago, the dinosaurs suddenly disappeared from the Earth forever. Over the years, scientists have suggested different theories to explain why this happened.

Destruction of dinosaur eggs

One of the earliest theories suggested to explain the disappearance of the dinosaurs is that dinosaur eggs were eaten by smaller animals before they could hatch. This theory is very difficult to prove. Most creatures will defend their young even if it means being killed themselves. It seems **highly unlikely** that all the different types of dinosaur should have had this problem at the same time.

Deadly x-rays

Another theory is that a nearby exploding star showered the Earth with deadly **radioactive x-rays**. This is **an interesting notion**. However, there is no trace of radioactivity in the rocks that contain **fossilised** dinosaur remains. The radioactivity may have **gradually dispersed** over millions of years but there is no way to prove this theory.

Gradual climate change

The Earth's climate is always changing, making some areas hotter and others cooler. Some scientists have suggested that, 65 million years ago, ice from the polar regions may have spread and destroyed dinosaur **habitats**.

Alternatively, the temperature could have heated up causing the ice to melt. This would have resulted in sea levels rising and dinosaur habitats being destroyed by flooding.

New theories

In the 1970s, scientists discovered a 180km wide **crater** near the coastal town of Chicxulub Puerto in Mexico, which suggests that an **asteroid** may have struck the Earth just at the time when the dinosaurs disappeared.

The **impact** of the asteroid would have had a **devastating effect**. Mountains would have formed in minutes and huge **tsunamis** would have spread over a wide area. Added to the impact of the asteroid, high levels of volcanic activity had started 250,000 years before the crater was formed and continued for 500,000 years afterwards, in the area that is now India.

As a result of these events, thick clouds of dust and **debris** would have blocked out the light and life-giving warmth of the sun for a long time. Scientists have calculated that the Earth could have remained in cold darkness for up to two years.

Fossilised remains show that, at this time, four out of every five plant and animal species became **extinct**. So, it now appears that dinosaurs were one of many species that died out as a result of one devastating impact combined with hundreds of thousands of years of volcanic activity.

Glossary

zoologist a scientist who studies animals

radioactive x-rays rays of harmful energy

crater a large hole in the ground

asteroid a large rocky object in space

tsunamis long high waves caused by undersea earthquakes



Word Check

Use a dictionary to help you.



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

- | | | |
|--------------|------------------------------|------------------------------|
| 1 dominated | a ruled | b damaged |
| 2 fossilised | a preserved | b destroyed |
| 3 habitats | a food | b homes |
| 4 impact | a one object hitting another | b one object missing another |
| 5 debris | a broken pieces of something | b clouds |
| 6 extinct | a died out completely | b moved to another place |

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

- | | |
|-----------------------|-------------------------|
| 1 highly unlikely | 2 an interesting notion |
| 3 gradually dispersed | 4 a devastating effect |

Comprehension

A Discuss the answers to the following questions.

- 1 What does the word 'dinosaur' mean?
- 2 How long ago did the dinosaurs die out?
- 3 What were the two possible effects of gradual climate change on the dinosaurs' habitats?
- 4 Where was the 180km wide crater discovered?
- 5 What two effects did the impact of the asteroid have on the Earth?

B Write sentences to answer each question.

Explain in your own words:

- 1 why animals eating dinosaur eggs is unlikely to be the cause of the dinosaurs dying out
- 2 why the theory of deadly radioactive x-rays is impossible to prove
- 3 why the results of the asteroid hitting Earth and the volcanic activity could have caused the dinosaurs to die out.

C Of the theories about why the dinosaurs died out, which do you think is most likely to be true?

Give reasons for your choice and explain why you are less sure about the other theories.

Vocabulary

Presenting an argument

When **presenting an argument** to persuade the reader, some words and phrases that can be very useful. For example:

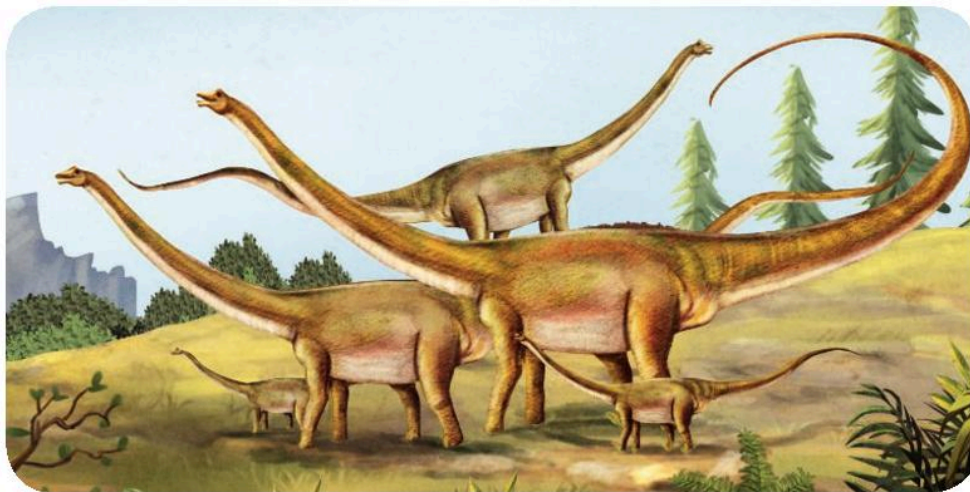
I firmly believe ...

In my opinion ...

That is no reason ...

- A** Write a paragraph giving **your opinion** about how dinosaurs became extinct.
Use some of the words and phrases from the box below to help you.

I believe	in my opinion	whereas	besides
although	nonetheless	thus	despite
in conclusion	on the other hand	in spite of	



- B** Write a paragraph giving your opinion about whether it is a good or bad idea to wear a school uniform.
Use all the words from the box below in your paragraph.

consequently	contention
furthermore	inevitable

Use a dictionary to look up any words you don't know.



Punctuation

Punctuation round-up

These are some of 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** the following sentences.

- 1 Where did the dinosaurs go
- 2 Can you believe that dinosaurs dominated the Earth for over 150 million years
- 3 The word dinosaur means 'terrible lizard'

B Copy and **punctuate** the following sentences.

- 1 Theories include the destruction of dinosaur eggs deadly x-rays and climate change
- 2 The Earths climate is always changing
- 3 Scientists dont really know why the dinosaurs died out
- 4 Did animals eat the dinosaurs eggs

C Copy and **punctuate** the following sentences.

- 1 Dinosaur meaning 'terrible lizard' was first used by Robert Owen
- 2 The climate could have changed getting hotter or colder which might explain why the dinosaurs died out
- 3 Volcanic activity dust and debris blotted out the Sun



Spelling

Tricky words

Some words are useful to know but can be tricky to learn because the letters or letter patterns make different sounds to those expected.

This section focuses on tricky words with:

- **soft c** as in **city**
- **soft g** as in **giant**
- **unstressed letters** as in the **e** sound in the word **temperature**

A Decide if each word in the box has a **soft c**, **soft g** or an **unstressed letter**. Copy the table and put each word under the correct heading.

uncertain

muscle

vehicle

criticise

chocolates

environment

certificate

vegetables

temperature

luggage

bargain

desperate

language

energy

history

Soft c	Soft g	Unstressed letter

B Copy and complete these sentences with a word from the box in **Activity A**.

- 1 The scientist was _____ to find out why dinosaurs became extinct.
- 2 Did the asteroid damage the _____ when it hit Earth?
- 3 Did the _____ on Earth become too cold for the dinosaurs to exist?
- 4 Scientists are _____ about how the impact of the asteroid affected the weather.



Active and passive verbs

When the **subject** of the sentence does the **action** of the verb, the verb is called an **active verb**.

Smaller animals **ate** dinosaur eggs.
↑ ↑ ↑
subject verb object

In this sentence, **ate** is an active verb.

When the **subject** of a sentence has the **action done to it**, the verb is called a **passive verb**.

Dinosaur eggs **were eaten** by smaller animals.
↑ ↑ ↑
subject verb agent

In this sentence, **were eaten** is a passive verb.

The **agent** is the person or thing doing the action.

Sometimes in a passive sentence, the agent is not included.

Some dinosaurs, along with other species **were fossilised**.

A Find the verb in each sentence.
 Say whether it is an **active** or **passive** verb.

- 1 Richard Owen first used the term dinosaur.
- 2 Young animals are defended by their parents.
- 3 The Earth was showered by deadly x-rays.

B Rewrite each sentence, changing the verb from **active** to **passive**.

- 1 Scientists discovered dinosaur bones.
Dinosaur bones were discovered by scientists.
- 2 They found a crater in Mexico.
- 3 Dust and debris from volcanoes blotted out the Sun.

The first one is done for you.



C Rewrite each sentence, changing the verb from **passive** to **active**.

- 1 Dinosaurs were studied by Richard Owen.
Richard Owen studied dinosaurs.
- 2 The Earth was hit by an asteroid.
- 3 Ice was melted by the higher temperatures.

The first one is done for you.



A balanced argument

Some non-fiction texts present an argument – a case for or against something. This sort of writing includes facts and opinions.

A **balanced argument** gives arguments both **for** and **against** an issue and then comes to a conclusion.

In 'What Happened to the Dinosaurs?', the writer looks at all the possible **theories** about why the dinosaurs died out, then comes to a **conclusion** about which theory is the most likely.

- 1 You are going to create a table to include the different theories about why the dinosaurs disappeared.
 - a Carefully reread 'What Happened to the Dinosaurs?' on pages **110 and 111**.
 - b Draw a table like the one below.

Theory	True or false?

- c Under the heading 'Theory', make brief notes on all the possible reasons why the dinosaurs died out.
 - d Under the heading 'True or false?', make notes on why each theory is likely to be true or false.

- 2 You are going to write a balanced argument on a different topic.
 - a Read the following question:
Should children be allowed to watch whatever they like on television?
 - b Make notes on both sides of the argument.
 - c Ask other people what they think.
They may have reasons for and against that you haven't thought of.
 - d Use your notes to write a balanced argument which includes:
 - an introductory paragraph to explain what you are writing about
 - a paragraph for each opinion or idea with an explanation of why you think the opinion or idea is right or wrong
 - a paragraph at the end, giving your conclusion.

The Mystery of the *Mary Celeste*

Some stories are based on events that really happened. Writers use some basic facts, but may change some details and add others of their own to make the story more exciting. This mysterious event really happened, but the writer has used her imagination for parts of the story that she couldn't possibly know.

On 5th December 1872, Captain David Morehouse was sailing his merchant ship, the *Dei Gratia*, across the Atlantic Ocean from New York to Gibraltar. There was a strong wind and the Captain was hoping for a quick and easy voyage.

"Captain," said the **first mate**, Oliver Deveau, "there's a ship ahead. It just seems to be **drifting**." The Captain looked. "I recognise that ship," he said. "It's the *Mary Celeste*. It left New York on 7th November and should be in Italy by now. Change course and let's see if we can offer **assistance**."

"Aye, aye, Captain," said the first mate.

They sailed nearer the drifting ship. The first mate called out when they reached **hailing distance**. There was no reply and they could see no one on **deck**.

"Deveau," **summoned** the Captain, "take the small boat and five men. Board the *Mary Celeste* and find out if anyone is injured or sick, and needs our help."

The small boat was lowered into the sea and the boarding party rowed the short distance to the drifting ship.

Once aboard, it was **eerily** silent. Deveau and his men searched the ship. Charts and maps littered the floor. They searched the cabins, finding the crew's belongings still there. They searched the stores, finding plenty of food and fresh water. The only thing that was missing – besides the people who should have been on board – was the lifeboat.

The boarding party returned and Deveau reported to the Captain what they had found.

"**It makes no sense**," Captain Morehouse said. "They would not have abandoned ship unless something was terribly wrong! Is the ship sea-worthy? Does it look like it will sink?"

"There's some water in the **the hold**," replied Deveau, "but no

more than you'd expect. I couldn't see any reason why the ship would have to be **abandoned**. Do you know the captain, sir?"

"Yes, yes," replied Morehouse, **deep in thought**. "I know Captain Benjamin Spooner Briggs who is a very experienced sailor. He had a crew of seven. He had his wife, Sarah, and daughter, Sophia, with him." Morehouse paced up and down the deck. "You say the lifeboat is missing?"

"Aye, sir," said Deveau, "but if they got into that lifeboat they took nothing with them,"

"It makes no sense!" repeated Morehouse. "The last thing an experienced sailor would do would be to abandon ship in open sea with no sight of land. There must be some explanation." He fell silent, trying to work out what had happened.

"What shall we do now, sir?" asked Deveau.

"We'll put a small crew on board the *Mary Celeste* to sail her back to port. It's the only thing we can do."

Deveau went to organise the crew, leaving the Captain with his thoughts. He stared out at the wide, empty sea. "Seven crew, an experienced Captain, his wife and two-year-old daughter," Morehouse thought. "What could have happened to make them leave the safety of the ship and risk their lives in a small lifeboat in this vast, empty sea?"



Glossary

- first mate** the officer second in command to the captain
- hailing distance** near enough so that shouts could be heard
- deck** the floor on a ship
- the hold** the part of a ship below the deck

Word Check

Use a dictionary to help you.



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

- | | | |
|--------------|-----------------|---------------------|
| 1 drifting | a being steered | b not being steered |
| 2 assistance | a food | b help |
| 3 summoned | a called | b whispered |
| 4 eerily | a pleasantly | b strangely |
| 5 abandoned | a repaired | b left |

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

- | | |
|---------------------|-------------------|
| 1 it makes no sense | 2 deep in thought |
|---------------------|-------------------|

Comprehension

A Discuss the answers to the following questions.

- 1 Across which ocean was Captain Morehouse sailing when the *Mary Celeste* was sighted?
- 2 What did the first mate notice about the *Mary Celeste*?
- 3 What did the boarding party find in the stores?
- 4 Who should have been aboard the *Mary Celeste*?
- 5 What was missing besides the people?



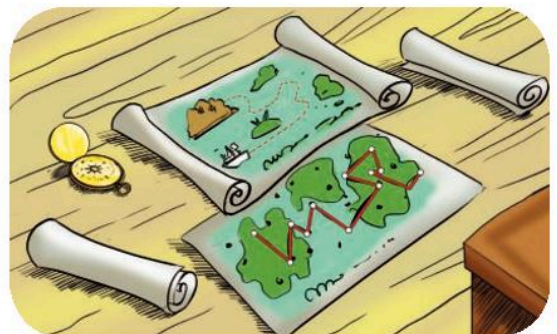
B Write sentences to answer each question.

- 1 What sort of person do you think Captain Morehouse was?
Give reasons for your opinion.
- 2 What sort of person do you think Deveau was?
Give reasons for your opinion.
- 3 What do you think could have happened to the *Mary Celeste*?

C The writer researched the known facts of the mystery. She then added more details to the story from her imagination.

In your opinion:

- what details in the story are facts?
- what details in the story come from the writer's imagination?



Vocabulary

Idioms

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

The explanation about what happened to the *Mary Celeste* **did not add up**.

In this sentence, the idiom 'did not add up' means that the explanation did not make sense.

A Match each **idiom** with its correct meaning from the box.

- 1 to be in the same boat
- 2 at the drop of a hat
- 3 to have green fingers
- 4 to cut corners
- 5 to be over the moon

- to be delighted
- to be good at growing plants
- to do something immediately
- to be in a similar situation
- to do something badly to save time



B Use the five **idioms** in **Activity A** in sentences of your own.

C Read each **idiom** below. Can you work out what each one might mean?

- 1 We missed the boat.
- 2 Don't judge a book by its cover.
- 3 I'll cut a long story short.
- 4 Your guess is as good as mine.
- 5 Make sure you leave no stone unturned.

Punctuation

Direct speech: thoughts

When a character speaks, we use **speech marks** to show the spoken words.

“Aye, aye, Captain,” said the first mate.

We can also use speech marks when we write what a character is thinking.

Some writers do not use speech marks for showing a character’s thoughts. However, using speech marks makes it much easier to read.

“Seven crew, an experienced Captain, his wife and two-year-old daughter,” Morehouse thought.

This is when a character is talking inside his or her head.



A Find the **characters’ thoughts** in these sentences.

- 1 “We should have a quick, easy voyage,” thought the Captain.
- 2 Deveau thought, “That ship looks like it’s drifting.”
- 3 “I hope no one is sick or injured,” thought the Captain.
- 4 “It’s too quiet,” thought Deveau.
- 5 “I wonder,” thought the Captain, “if we will ever know.”

B Copy and **punctuate** these sentences.

- 1 There’s a strong wind blowing which is good he thought
- 2 I must tell the Captain about that ship thought Deveau
- 3 The Captain thought I’m sure I recognise that ship
- 4 We’d better change course and find out what’s happened thought the Captain
- 5 I wonder what’s taking them so long he thought

C Rewrite these sentences as Deveau’s **thoughts** with **speech marks**.

- 1 I can’t see anyone on board the ship.
- 2 Who threw all the charts and maps about?
- 3 There is plenty of food and fresh water.
- 4 Where is the lifeboat?
- 5 I should check the hold.

You could use **thought** for a statement and **wondered** for a question.



Spelling

Tricky words

Some words are useful to know but can be tricky to learn because the letters or letter patterns make different sounds to those expected.

This section focuses on tricky words with **suffixes**.

There must be some **explanation**.

- A** Copy the table. Sort the words in the word box under the correct heading according to their suffixes.

ly	ous	ment	ion	ed	ive

competition
determined
especially
government
profession

secretive
disastrous
explanation
immediately
pronunciation

conscious
environment
frequently
mischievous
sincerely

- B** Match each word to the correct definition.

- 1 immediately
- 2 government
- 3 frequently
- 4 competition
- 5 conscious

a group of people who run a country

a contest

straight away

aware of what is happening around you

often

Check any words you are unsure of in a dictionary.



- C** Write a sentence using each of the following words.

- 1 explanation
- 2 immediately
- 3 frequently



Clause round-up

These are the **clauses** that have been covered so far:

- **a main clause:** a simple sentence that makes sense on its own
- **an adverb clause:**
 - begins with a conjunction
 - tells us more about the verb in the main clause
 - does not make sense on its own
- **a relative clause:**
 - begins with **who, which** or **that**
 - tells us more about the subject in the main clause
 - does not make sense on its own
- **a conditional clause:**
 - begins with a conjunction
 - tells us why one action depends on another
 - does not make sense on its own

- A** Say whether each sentence contains an **adverb clause**, a **relative clause** or a **conditional clause**.
- 1 They checked the ship's hold before they came back.
 - 2 Is this the ship that left New York before us?
 - 3 They would only leave the ship if there was no other choice.

- B** Copy and complete these sentences using **relative clauses**.

- 1 Is that the captain _____?
- 2 We've seen the ship _____.
- 3 I wonder if that's the sailor _____.

- C** Copy and complete each sentence in two ways.
First use an **adverb clause**.
Then use a **conditional clause**.

- 1 I will do my homework on the Mary Celeste _____.
- 2 The Captain will write a report about what happened _____.
- 3 The crew would have to sail the ship _____.

Mystery story

When writing a **mystery story**, the main aim is to keep your readers guessing about what might have happened or what might be about to happen. You should keep some surprises for the very end.

Sometimes the mystery is not solved and readers have to use their imaginations.

Writers of mystery stories create suspense by:

- building up the story slowly. They don't give readers all the facts at the beginning of the story
- including ordinary events to contrast with mysterious events.

You are going to write your own ending to solve the mystery of the *Mary Celeste*.

- When Captain Morehouse got back to England with the *Mary Celeste*, an inquiry was opened to find out what had happened to Captain Briggs, his wife and child, and his crew.
- The inquiry listened to the evidence and decided what was the most likely reason for the *Mary Celeste* to have been abandoned.
- How will you end the story? Use your imagination!

Does one of the missing crew members return with an explanation?

Did someone from a passing ship see what happened?

1 Create a plan for your story ending. Answer these questions:

- Where did the inquiry take place?
- What evidence did Captain Morehouse give?
- What evidence did Deveau give?
- Did anyone else come forwards with more information?
- What will your surprise ending be?

2 Write your first draft and proofread it carefully. Are there any improvements you could make?

3 Think of an exciting title for your story and write your final version.



Cliffs Under Attack

Where the land and the sea meet, we often find cliffs. Cliffs, like all the land under our feet, may be made up of hard, tough rocks such as **granite**, or softer rocks such as **limestone**. Some cliffs are made from a mixture of rock types.

As the bottom of a cliff is **pounded** by waves, it is **gradually** worn away. Water is forced into cracks in the cliffs **at wave height**. The cracks widen, and eventually the rock breaks into pieces and falls into the water. The pieces are **churned** about in the waves and rub up against each other. They break down into smaller rocks and eventually into sand.

If you examine the sand on a beach, you may find it is similar in colour to the nearby cliffs. If the cliffs are yellow **sandstone**, the sand on the beach will be yellow. If the cliffs are made from limestone, the sand will be white; and if the cliffs are made from **volcanic lava rock** the beach may be black!

As the sea **erodes** the cliffs, different **rock formations** appear. The **process** often begins with a cave and ends with a sea stump.

Caves

Firstly, waves gradually wear away cliffs. This affects cliffs made of even the hardest rock, as the water enters where the rock is slightly weaker. Over time, a cave may be formed.

Arches

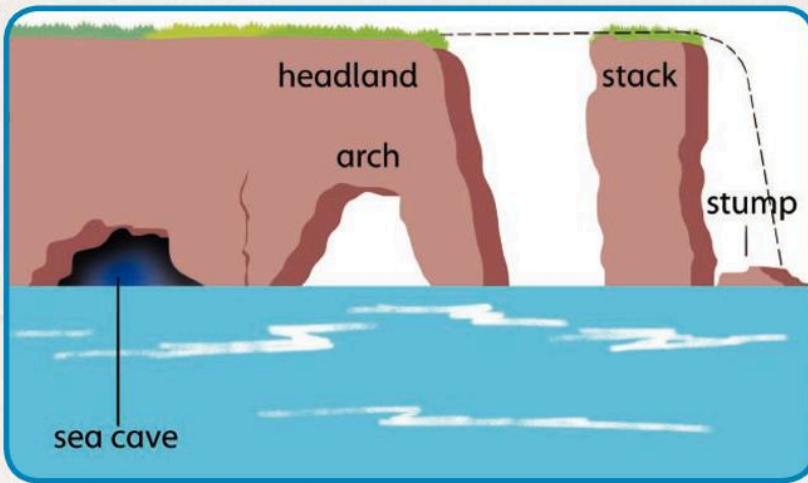
As the sea pounds into the cave, it continues to wear away the rock at the back of the cave. If the cave is formed in a **headland**, the sea may eventually break through to the other side. **As a consequence**, an arch is formed.

Sea stacks

For **much of the time**, the sea will flow through the arch. In high seas and strong winds, the sea can reach the roof of the arch and continue to erode it. Eventually, the top of the arch may **collapse**. This leaves the headland on one side and a tall column of rock on the other. This is called a sea stack.

Stumps

The waves continue to pound the base of the sea stack. The stack is weakened and eventually collapses. As a result a stump is formed.



Glossary

granite a very hard rock that is grey, black or pink in colour

limestone a type of white or grey rock that is formed from the skeletons and shells of sea creatures

sandstone a type of rock that can be red, yellow, grey or brown

volcanic lava rock a type of rock formed from lava from a volcano

headland a narrow piece of land that sticks out into the sea

Word Check

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

- | | | |
|-------------|-----------------------|--------------------------------|
| 1 pounded | a hit hard | b hit gently |
| 2 gradually | a quickly | b slowly |
| 3 churned | a forgotten | b moved |
| 4 erodes | a wears away | b wets |
| 5 process | a one thing happening | b a series of things happening |
| 6 collapse | a fall down | b become stronger |

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

- | | |
|--------------------|--------------------|
| 1 at wave height | 2 rock formations |
| 3 as a consequence | 4 much of the time |

Use a dictionary to help you.



Comprehension

A Discuss the answers to the following questions.

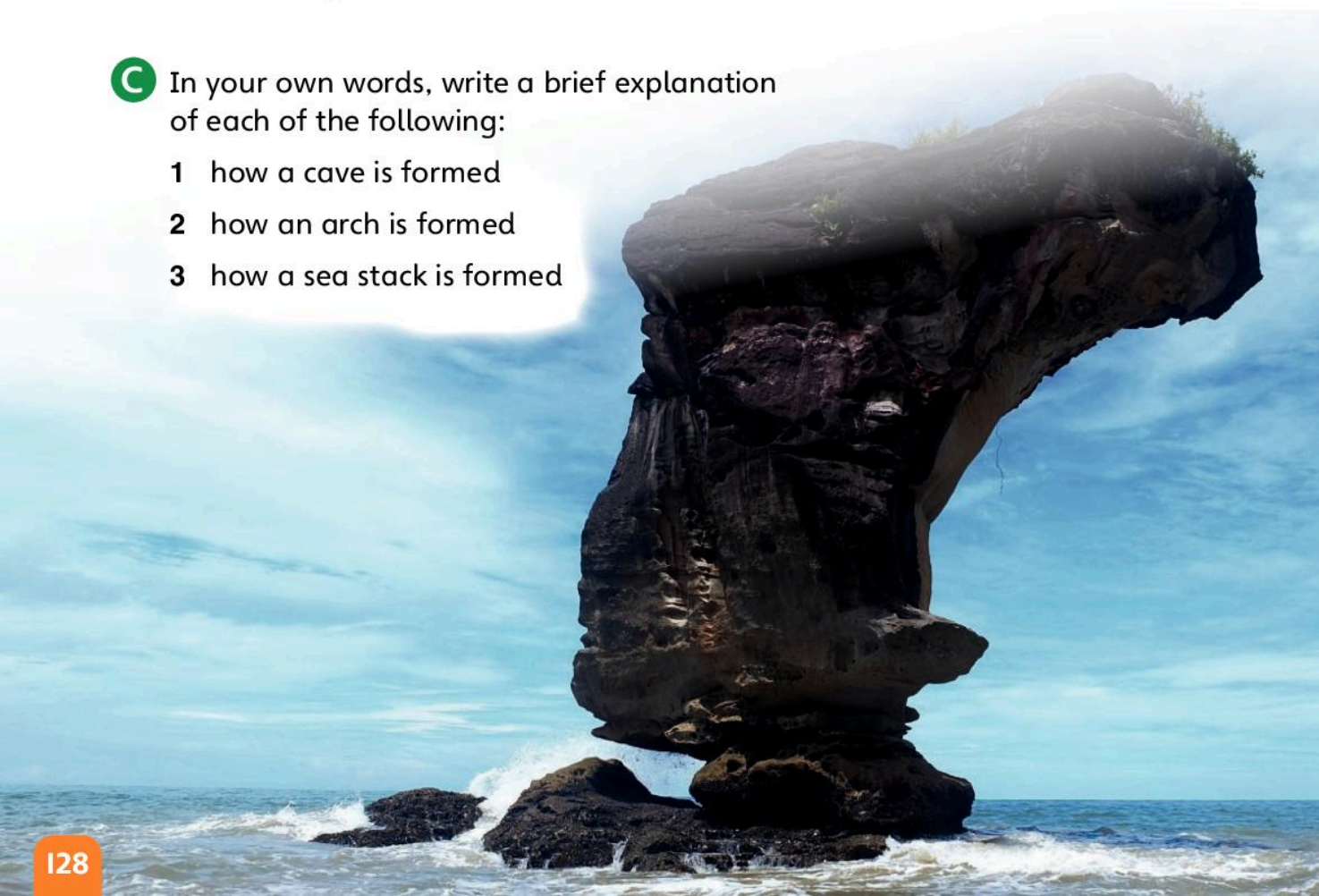
- 1 Give an example of a hard rock.
- 2 Give an example of a soft rock.
- 3 How is sand formed?
- 4 What colour is a beach made from volcanic lava rock?
- 5 How can waves affect cliffs?

B Write sentences to answer each question.

- 1 Why do you think the writer has chosen the title 'Cliffs Under Attack', for the piece of writing on **pages 126 and 127**?
- 2 Why do you think the colour of the cliffs and the sand in one place is likely to be the same?
- 3 Why do you think the rock is worn away faster in stormy seas?
- 4 What do you think is the purpose of the piece of writing?
- 5 Who do you think it is written for?

C In your own words, write a brief explanation of each of the following:

- 1 how a cave is formed
- 2 how an arch is formed
- 3 how a sea stack is formed



Vocabulary

Prefixes, suffixes and compound words

Remember, words are often made from **roots**, **prefixes** and **suffixes**. Knowing the meanings of common roots, prefixes and suffixes can help you work out what words mean.

prefix	root	word
sub meaning 'under' or 'below'	marine meaning 'from the sea'	submarine meaning 'a vehicle that travels under the sea'

Use a dictionary to look up any words you do not know.



- A** Which words have a **prefix** in the box below? Write the words and underline the prefix in each word.

anticlockwise	supervision	mixture	misunderstand
process	interaction	eventually	prehistoric
grateful	bravery	disconnect	weakness
gradually	similar	unfortunate	favourite

- B** Which words have a **suffix** in the box below? Write the words and underline the suffix in each word.

gradually	unsure	imperfect	truthful
eventually	achievement	often	nearby
consequence	happiness	process	rapidly
agreement	careless	library	separate

A **compound word** is a word made by joining two other words.

sea + weed = **seaweed** foot + ball = **football**

- C** Look at 'Cliffs Under Attack' on **pages 126 and 127**. How many compound words can you find?

Commas round-up

We use **commas** in a variety of ways:

- **in a list**
I can see a cave, **an arch and** a sea stack.
- **in direct speech to separate the spoken and non-spoken words.**
“Look at the amazing sea stack,” she said.
- **for extra information**
A sea stack, **pounded by the sea,** can become a stump.
- **with an adverb clause**
Although the sea erodes weaker rock, **harder rock** remains.
- **between adjectives**
Have you seen the unusual, **black sand**?

A Copy the sentences, adding the missing **commas**.

- 1 The rocks are black grey white and pink.
- 2 He said “I have never been in a sea cave before.”
- 3 I have seen a cave an arch a sea stack but not a stump.

B Copy the sentences, adding the missing **commas**.

- 1 A stump once a sea stack can disappear under the waves.
- 2 The tall black cliffs were pounded by the sea.
- 3 The sea wild and strong smashed against the rocks.
- 4 After the roof of an arch collapses a sea stack is left.

C Follow these instructions to write different types of sentences.

- 1 Write a direct speech sentence about a sea cave.
- 2 Write a descriptive sentence using the adjectives ‘tall’ and ‘thin’.

Remember your
commas!



- 3 Write a list in a sentence about food you like to eat.
- 4 Write a sentence beginning with an adverb clause about what you do after school.

Spelling

Unstressed vowels

Unstressed vowels are vowels which we either do not sound, or do not sound clearly, as we speak.

Unstressed vowels can be challenging to spell because it is easy to forget them and miss them out.

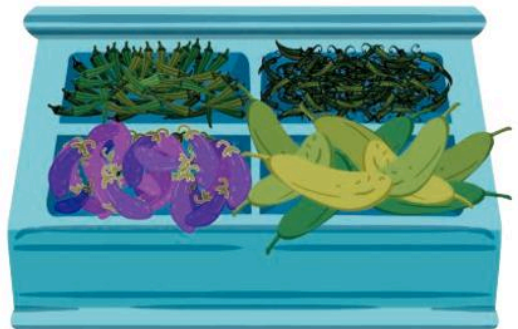
For example, the first **e** in **different** is an unstressed vowel.

A Copy these words. Circle the **unstressed vowels**.

- | | | |
|-------------|--------------|-------------|
| 1 chocolate | 2 difference | 3 valuable |
| 4 traveller | 5 usually | 6 desperate |
| 7 factory | 8 business | 9 history |

B Write the correct spellings of these words, adding the **unstressed vowels**.

- | | |
|--------------|--------------|
| 1 vegetables | 2 evry |
| 3 intresting | 4 temprature |
| 5 dictionry | 6 seprate |



C Write down six more words that have **unstressed vowels**.

Hint 1: there are some in the text on **pages 126 and 127**.

Hint 2: think of the names of the days and months.

Hint 3: think of words from the same word family as those in **Activity A** and **Activity B**.

Linking sentences and paragraphs

Adverbs and **adverb phrases** are useful for linking ideas between sentences and **paragraphs**.

similarity – to show one thing is similar to another

The sea breaks down the rock into smaller rocks. **Similarly**, the small rocks are broken down to form sand.

result – to show one thing causes another

The sea may wear away the back of a cave. **Consequently**, an arch is formed.

contrast – to show one thing is different to another

The weaker rock is worn away. **However**, harder rock remains.

sequence – to show the order in which things happen

The bottom of a cliff is pounded by waves. **Firstly**, water gets into the cracks.

A Find the **adverbs** and **adverb phrases** in these sentences.

- 1 Likewise, a sea stack is worn away to form a stump.
- 2 As a consequence, a cave is formed.
- 3 In the beginning, cliffs are eroded by the sea.

B Copy and complete these pairs of sentences with an **adverb** or **adverb phrase**.

- 1 Volcanic lava cliffs are black. _____, the sand on nearby beaches is black.
- 2 The top of the arch may collapse. _____, a sea stack is formed.
- 3 Weaker rock is easily worn away. _____, hard rock does not erode so easily.

C Use these **adverbs** and **adverb phrases** in sentences of your own.

- 1 finally
- 2 later that week
- 3 on the other hand



Explanation

'Cliffs Under Attack' is an **explanation text** which shows how something happens.

Explanations are often written in the **present tense**.

They are structured using clear paragraphs, sometimes with subheadings.

Writers use adverbs and adverb phrases to sequence the information.

This is the structure of 'Cliffs Under Attack':

Paragraph 1: introduces the subject to let readers know what the explanation is about

Paragraph 2: explains how cliffs are worn away

Paragraph 3: explains why sand is different colours

Paragraph 4: introduces rock formations

Paragraph 5: explains how caves are formed

Paragraph 6: explains how arches are formed

Paragraph 7: explains how stacks are formed

Paragraph 8: explains how stumps are formed

1 You are going to write an explanation of how something happens.

a Choose one of the following:

- How are waterfalls formed?
- What are river terraces and how are they made?

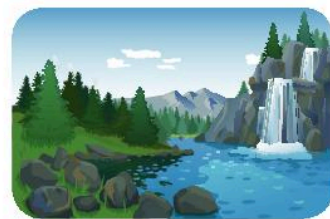
b Research your chosen topic and make notes.

c Keep a list of your sources for the bibliography.

d Order your notes so you have:

- an introductory paragraph to let readers know what is being explained.
- paragraphs that take the reader through your explanation step by step.

e Include illustrations.



2 Write your first draft.

a Proofread it for spelling, grammar and punctuation mistakes.

b Improve it with better vocabulary and more interesting sentences.

3 Now write your final version.

Many people have favourite authors. As soon as their favourite author writes a new book, people buy it or borrow it from a library. Sometimes, people want to find a different author or try a different type of book. To do this, they can look at book reviews.

A book review gives a reviewer's opinion of the book and usually a brief outline of the story or what the book is about. Book reviews can be found in newspapers, magazines, and on the Internet.

NELSON BOOK REVIEWS

Title: *Alice's Adventures in Wonderland*

Author: Lewis Carroll

Publisher: Oxford University Press

On a sunny day, a little girl named Alice is sitting on the riverbank with her sister, who is reading. Alice isn't interested in the book, as it has no pictures.

She begins to feel sleepy when something **extraordinary** happens. A White Rabbit, dressed in a waistcoat, carrying a pocket watch and mumbling, "I'm late!" rushes by. Alice jumps up and follows, falls down a rabbit hole into Wonderland and so her adventures begin.

Wonderland has a strange **cast of characters**. Alice meets the Cheshire Cat who has the ability to disappear **at will**; then she has tea with the Hatter and the March Hare; finally she plays **croquet** with the Queen of Hearts. She **shrinks** and grows **as the need arises**, and wanders from one strange situation to the next.

I **recommend** that everyone read this book, **children and adults alike**. It is a fantasy **novel** everyone will enjoy. It is funny but, behind the humour, lies the worrying question, will Alice get home?



Glossary

publisher the company that prints and sells the book

at will whenever he wants

croquet a game played on short grass, with wooden balls and hoops

novel a story that fills a whole book

Book Corner

Sporting Heroes by Viv Collins

Published by Trent Books

Viv Collins has put together a book about his **personal sporting heroes**. The book's sports range from those that are well-known, like cricket, football and athletics, to those which are **less familiar**, like **curling** and **biathlon**. Each page covers a different sportsman or woman and gives brief biographical details followed by lots of **statistics**.

The book is well researched and ranges so widely it would be difficult for any sport lover not to find something that interests them.

What is lacking, for me, are details of the person's life other than birth date and place, and the age they began their sport. I would have preferred to know more about them. How did they get

interested in the sport? What **motivated** them to **dedicate** their life to **arduous** training? What were the **highs and lows** along the way?

If your interest is statistics, then this is the book for you. If, however, you want to know more about the people behind the medals, I'd avoid it if I were you.

Glossary

curling a sport where large, round stones are slid across ice towards a target

biathlon a contest with two sports, either running and target shooting or running and cycling

statistics facts and figures

Word Check

Use a dictionary to help you.



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

- | | | |
|-----------------|------------------------|------------------------------|
| 1 extraordinary | a normal | b strange |
| 2 shrinks | a gets smaller | b gets bigger |
| 3 recommend | a suggest | b do not suggest |
| 4 motivated | a made them want to | b paid them |
| 5 dedicate | a spend all their time | b spend a little bit of time |
| 6 arduous | a really easy | b really hard |

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

- | | |
|-----------------------------|----------------------------|
| 1 cast of characters | 2 as the need arises |
| 3 children and adults alike | 4 personal sporting heroes |
| 5 less familiar | 6 highs and lows |

Comprehension

A Look at the book reviews on **pages 134 and 135**. Discuss the answers to the following questions.

- 1 Who is the author of *Alice's Adventures in Wonderland*?
- 2 How does Alice get into Wonderland?
- 3 Name three characters that she meets there.
- 4 Give an example of a well-known sport that the author of *Sporting Heroes* included in his book.
- 5 Give an example of a less well-known sport that the author included in his book.
- 6 Who would like this book, according to the reviewer?

B Write sentences to answer each question.

- 1 Why do you think the book reviewer of *Alice's Adventures in Wonderland*:
 - a summarises the beginning of the story?
 - b includes details about the characters, such as one character's ability to disappear or the main character's ability to shrink and grow?
 - c does not tell the reader what happens at the end of the story?
- 2 In your own words, explain the reviewer's opinion of the book.
- 3 Explain in your own words why any sports lover would find something interesting in *Sporting Heroes*?
- 4 What does the reviewer think is lacking?
- 5 In your own words, explain the reviewer's opinion of the book.

C Based on the reviews, which of these two books would you prefer to read? Why?



Vocabulary

Language of the past

Some books written long ago use **old-fashioned language**. The language used in *Robinson Crusoe* by Daniel Defoe, for example, may sound a little strange to us today. This is because this book was written in 1719 and the English language sounded very different many years ago. For example:

... though I swam well, I could not deliver myself from the waves so as to draw breath...

In English, words change gradually over time. For example, today we say **book** and **certain** but, 300 years ago, these words were spelt **booke** and **sarten**.

- A** Match each old-fashioned English word or phrase with the correct word from the box.

surrounded	you shall	over there	worked
wherever	no	saw	yourself

- | | | | |
|--------------|-------------|---------|------------|
| 1 thyself | 2 yonder | 3 nay | 4 whither |
| 5 thou shalt | 6 environed | 7 spied | 8 laboured |

- B** Rewrite these sentences from *Robinson Crusoe* as if they had been written using today's language.

- 1 We let the storm carry us whither the fury of the winds directed.
- 2 "Look, yonder lies a dreadful monster."
- 3 I brought my boat close to the shore, in a little cove that I had spied.
- 4 I laboured hard in the heavy rain for many days, nay, sometimes weeks together.

- C** Can you write these sentences in the style of Daniel Defoe?

- 1 I saw a ship surrounded by open water.
- 2 I worked for three days, no, four days to build a shelter.
- 3 I went wherever I pleased during the day.
- 4 I looked across the beach and saw a cave over there.

Apostrophes 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.

Alice **isn't** interested in the book. (is not)
 "I**m** late!" (I am)

- 2 An **apostrophe of possession** can show when someone or something owns something.

details of the **person's** life (the life belonging to the person)
 the **books'** covers (the covers belonging to the books)

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

- 1 This book's very good.
- 2 Alice's adventures are strange.
- 3 The White Rabbit's waistcoat is very colourful.
- 4 I've read *Sporting Heroes*.
- 5 An athlete's training is very hard.



- B** Write the **contractions**.

- | | | | |
|-------------|------------|----------|------------|
| 1 I will | 2 will not | 3 cannot | 4 we have |
| 5 could not | 6 I am | 7 he has | 8 you have |

- C** Write the **possessive nouns**.

- 1 the story belonging to the children
- 2 the smile belonging to the Cat
- 3 the watch belonging to the White Rabbit
- 4 the sister belonging to Alice
- 5 the newspapers belonging to the adults
- 6 the bat belonging to the player

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



Spelling

fer words + suffixes

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

I would have **preferred** to know more about them.

prefer + ing = **preferring**

prefer + ence = **preference**

A Copy and match each verb with its correct definition.

- | | |
|------------|---|
| 1 defer | to move something from one place to another |
| 2 transfer | to make reference to something |
| 3 prefer | to discuss together |
| 4 refer | to decide something is true using de |
| 5 infer | to put off to a later date |
| 6 confer | to like one thing more than another |



B Add as many suffixes as you can to each of these root words. The first one is done for you.

- | | | |
|----------|--|---------|
| 1 confer | <u>conferring, conferred, conference</u> | |
| 2 defer | 3 infer | 4 refer |

Use a dictionary to check your answers.



C Use the words from **Activity B** in four sentences of your own.

Subjunctives

The verb family name is the **infinitive**.



The **subjunctive** is a verb form that is only used in formal speech and writing. The **subjunctive form** of the verb is the same as the verb family name without the word 'to'.

verb family name subjunctive

to read	read
to look	look

that + subjunctive is often used with these:

- verbs: ask command demand insist
 propose recommend request suggest
- expressions: it is desirable it is essential it is important
 it is necessary it is a good idea it is a bad idea

The subjunctive form is **always the same**. It does not matter whether the sentence is in a present tense or a past tense.

Present tense: I **recommend** that everyone **read** this book.

Past tense: I **recommended** that everyone **read** this book.

A Read each pair of sentences. Which one uses the **subjunctive**?

- | | |
|--------------------------------------|--|
| 1 a Tell me the truth. | b I demand that you tell me the truth. |
| 2 a I suggest that we work together. | b Shall we work together? |
| 3 a You should read this review. | b I insist that you read this review. |

B Rewrite these sentences using the **subjunctive** form of the verb.

- It is necessary to read book reviews.
It is necessary that _____.
- She asked me to pick up the book from the library.
She asked that _____.
- It is essential to have your own opinion about the book.
It is essential that _____.

C Use these phrases in sentences of your own.

- He insists that
- She recommends that
- It is necessary that

Book review

A **book review** is written by someone who has read a book and wants to share his/her **opinion** about it.

Book reviews can be found in magazines, newspapers and on the Internet.

You are going to write **two book reviews** about:

- a fiction book
- a non-fiction book

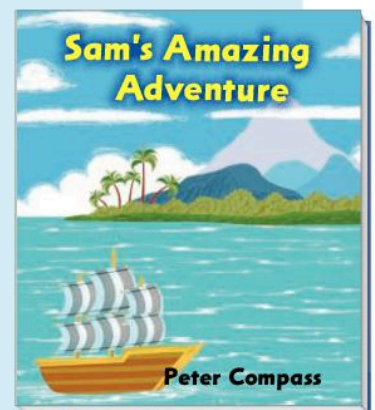
Your reviews must include:

- the title of the book
- the author
- the publisher
- a brief summary of the book
- your opinion, giving reasons.

1 Fiction

When reviewing a fiction book you can write about:

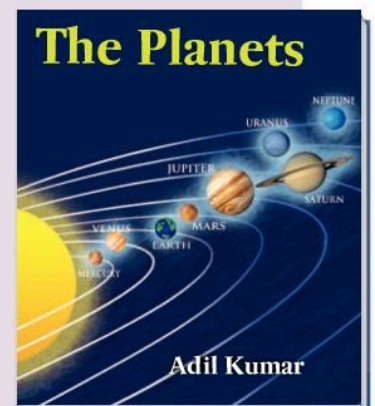
- the plot – don't give away the ending or too much of the story
- the characters – are they interesting and believable?
- the setting – is the book set in your country, another country or in space?
- how the book made you feel – was it funny, exciting or sad?
- your opinion – say what you liked or disliked about the book



2 Non-fiction

When reviewing a non-fiction book you can write about:

- the subject – what is the book about?
- the author's knowledge – do you think the author has researched the subject well?
- the illustrations – does the book include photos, maps or diagrams?
- how the information is organised – is it organised in a helpful way?
- your opinion – say what you liked or disliked about the book



Check-up

Vocabulary

- 1 Write an example of a **simile**.
- 2 Copy each sentence and say whether it is a **proverb** or a **hyperbole**.
 - a A picture is worth a thousand words.
 - b I have a mountain of books to read.
- 3 Write a **homophone** for each of these words.
 - a whether
 - b brake
 - c aloud
 - d peace
 - e threw
- 4 Solve this **anagram**. Use the clue provided.

reteach – the one who guides you in lessons
- 5 Write a **mnemonic** for the word 'definite'.
- 6 List five **synonyms** for 'said'.
- 7 Write a phrase you would use if **presenting an argument** to persuade your reader to see your point of view.
- 8 Write the modern version of each of these words.
 - a thou shalt
 - b nay
 - c spied
 - d thyself
- 9 Write a word that has two completely different meanings and write a **definition** of each meaning.

Punctuation

- 1 Copy these sentences and add the missing **apostrophes**.
 - a The athletes score was very good.
 - b I dont think Id like to visit the Moon!
 - c The winds really strong today.
 - d Both astronauts stories about flying saucers are unbelievable!
 - e Im reading a childrens story about a cat.

- 2 Copy and punctuate these **direct speech** sentences.
- a Why do you think the Greeks left the Wooden Horse asked Tom
 - b When they found Tutankhamun's tomb said the foreman the seals were intact
 - c I believe in UFOs said the scientist Many people have seen them
 - d Orville Wright said This has been a great success

Spelling

- 1 Copy these words and circle the **silent letter** in each one.
- a knowing b column c writer d answer
- 2 Complete these word sums.
- a afford + able = b response + ibly =
 - c rely + able = d believe + ably =
- 3 Write two words that end in **fer**. Then add the **ing** suffix to each one.
- 4 Write an **ough** word that rhymes with each of these words.
- a how b port c sew d fluff
- 5 Choose the correct ending **tial** or **cial** to complete each word.
- a artifi_____ b superfi_____
 - c poten_____ d residen_____
- 6 Correct the spellings of the words that are spelt incorrectly.
- | | | | |
|--------|---------|---------|---------|
| piece | breif | neither | liesure |
| wieght | acheive | their | chief |
- 7 Write a word with each of these word endings.
- a ory b ery c ary
- 8 Write three words that use a **hyphen** to add the **prefix**.
- 9 Add a **prefix** to each of these words.
- a caution b similar c operate d cycle

Grammar

- Copy the sentences and underline the **verb** in each sentence.
 - The Wooden Horse was standing in the middle of the camp.
 - I have read a really good book.
 - I love cricket!
 - We shall buy some balloons today.
 - He went to school early today.
 - Carter had found Tutankhamun's tomb.
 - The waves are attacking the cliff.
- Copy and complete each sentence by adding an **adverb clause** of your choice.
 - People are swimming _____.
 - I will write a story _____.
 - _____, I want to see a movie.
- Copy and complete each sentence by adding a **relative clause** of your choice.
 - That is the astronaut _____.
 - I like the story _____.
 - Are those the people _____?
- Copy and complete each sentence by adding a **conditional clause** of your choice.
 - I will buy some balloons _____.
 - We will go to the cricket match _____.
 - You can watch that TV programme _____.
- Write the **plural** of these nouns.

a race	b cliff	c story
d volcano	e bush	f loaf
g box	h boy	i tooth
- Expand each noun to create an interesting **noun phrase** of your choice.

a plant	b plane	c desert
d cats	e city	f review



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web www.oxfordprimary.com
email primary.enquiries@oup.com
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fax +44 (0) 1865 313472

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