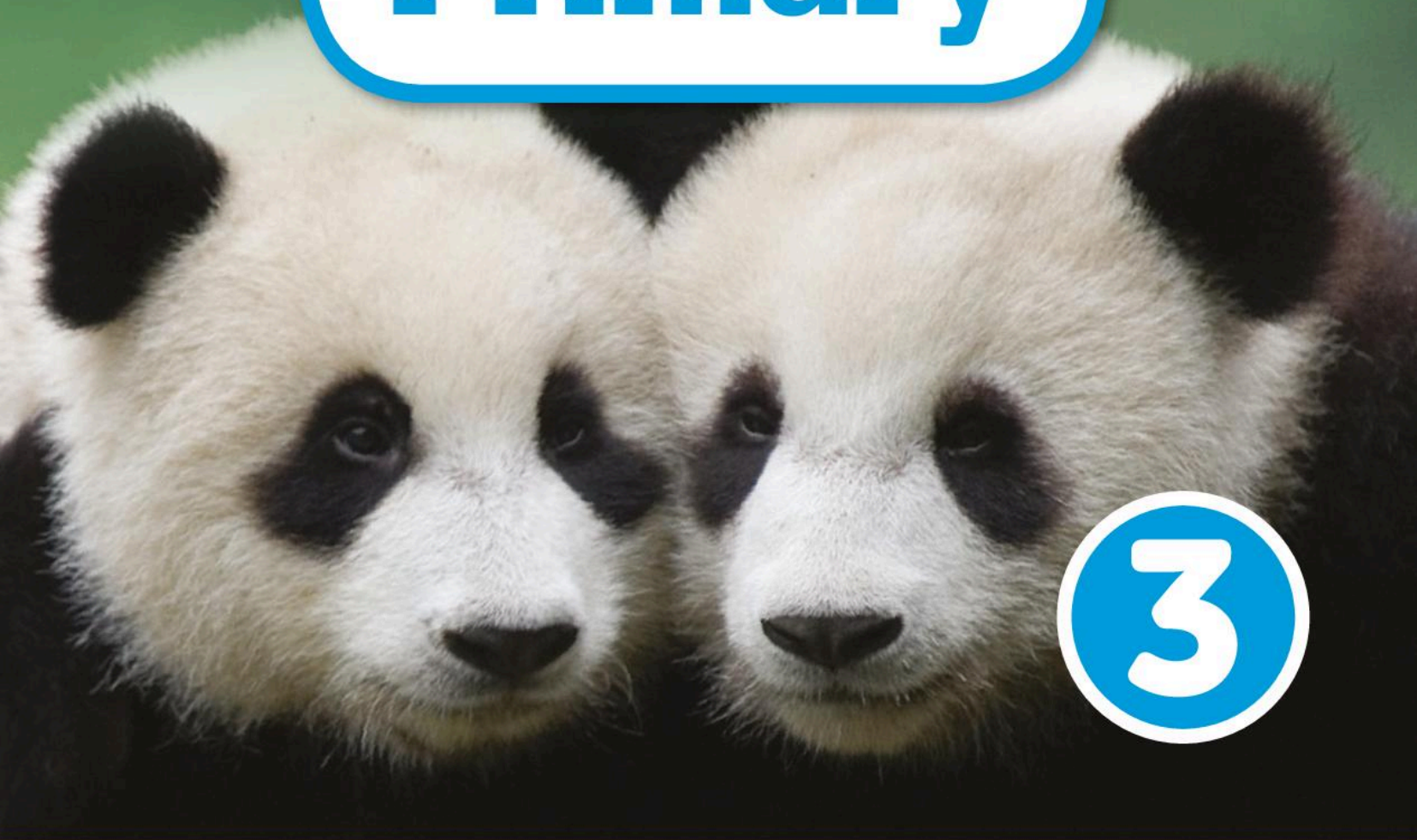




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3

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You can find the audio for the extracts and poems in this book by going to:
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A world of stories, poems and facts





ARCTIC OCEAN

ASIA

AFRICA

Gir Forest

MALAYSIA

BALI

BOTSWANA
Kalahari Desert

INDIAN OCEAN

AUSTRALIA

NEW ZEALAND

SOUTHERN OCEAN

OCEANIA

ANTARCTICA

Unit contents

Unit	Theme	Reading and comprehension
1	Home and school	Fiction Narrative with a familiar setting <i>Abdullah's Butterfly</i>
2	Find out how!	Non-fiction Instructions <i>From Balloon to Mask (How to make a mask), Make a Grass Head</i>
3	Our sensational senses	Poems Poetry about the senses, <i>The Sound Collector, The Young Fox</i>
REVISE AND CHECK UNITS 1–3		
4	Traditional tales	Fiction Traditional narrative <i>A Balinese Folk Tale</i>
5	Keep in touch!	Non-fiction <i>Letter to author from Clarice Bean, Letter from author to Clarice and Betty, Letter from Roald Dahl to his mother</i>
6	Sharing cultures	Playscript A play based on a Maori legend <i>Maui Catches the Sun</i>
REVISE AND CHECK UNITS 4–6		
7	It's a mystery!	Fiction Mystery narrative <i>Stolen Cake and Trick Cake from Precious and the Monkeys</i>
8	Our world	Non-fiction Non-chronological reports, <i>Michael, Desert Meerkats</i>
9	Why do we laugh?	Poem Humorous narrative poem <i>Dad and the Cat and the Tree</i>
REVISE AND CHECK UNITS 7–9		
FICTION READING <i>The Squink</i>		

Language, grammar, spelling, vocabulary, phonics, punctuation	Writing	Speaking and listening
<ul style="list-style-type: none"> Unfamiliar words, definitions Nouns, adjectives and verbs Powerful verbs and adjectives New spellings, syllables and vowels Features of fiction genre 	Fiction Writing a story with a familiar setting	Organisation of ideas Language choices Confident talking in turns
<ul style="list-style-type: none"> New words in context Instructions vocabulary Sentences Imperative verbs Question marks and exclamation marks Tenses, present and past Spelling, adding <i>-ed</i> and <i>-ing</i> to verbs Features of instruction text 	Non-fiction Writing a set of instructions	Expressing opinions Instructions – listening and understanding
<ul style="list-style-type: none"> Unfamiliar words, definitions Senses vocabulary Prefixes, <i>un-</i>, <i>dis-</i>, <i>re-</i>, <i>pre-</i> and <i>de-</i> Features of poetry genre 	Playscript Writing a playscript	Language choices Confident talking in discussion Poetry performance
<ul style="list-style-type: none"> New words in context Synonyms Thesaurus and extension of vocabulary Alternative words for 'said' Speech punctuation Features of traditional tales and legends 	Fiction Rewriting a traditional story	Questions – develop ideas and extend understanding Language choices
<ul style="list-style-type: none"> Unfamiliar words, definitions Letters vocabulary Suffixes, <i>-ful</i>, <i>-less</i>, <i>-ly</i> Singular and plural Apostrophes in contractions Features of letters 	Non-fiction Writing a formal letter	Expressing opinions Organisation of ideas
<ul style="list-style-type: none"> New words in context Irregular verbs, 'to be' Alphabetical ordering Dictionaries Features of playscripts Features of poetry genre 	Poetry Writing a poem	Language choices Poetry performance Listening and confident talking in turns
<ul style="list-style-type: none"> Unfamiliar words, definitions Prefixes, <i>non-</i>, <i>mis-</i>, <i>anti-</i>, <i>co-</i> and <i>ex-</i> Pronouns Singular and plural Agreement of verbs Features of fiction genre 	Fiction Writing an adventure story	Expressing opinions Organisation of ideas
<ul style="list-style-type: none"> New words in context Irregular verbs, 'to have', 'to go' Compound words Compound sentences and connectives Complex sentences and commas Features of non-chronological reports 	Non-fiction Writing a non-chronological report	Expressing opinions Questions – ideas and understanding
<ul style="list-style-type: none"> Unfamiliar words, definitions Dictionary, thesaurus and extension of vocabulary Homonyms Rhyme Features of poetry genre 	Poetry Writing a limerick	Poetry performance Language choices

1

Home and school



“He who asks a question is a fool for a minute; he who does not remains a fool forever.”

Chinese proverb

Talk time

- 1 Look at these pictures. What do you think is happening?
- 2 Where is your home and how do you get to school in the morning? Do you walk, travel by bus or go in a car?



Describing journeys to school

A Read the words in the Word Cloud and match them to the meanings here.

- 1 A person who rides a bicycle.
- 2 A person who is walking along the road.
- 3 A trip from one place to another.

B Rewrite the sentences below, using the words in blue to fill the gaps.

catch bus late

Each morning, the school ____ stops in my village.

I am often ____ and have to run to ____ it!

C Work with a partner and describe your journey to school. How are your journeys similar and how are they different?

Word Cloud

cyclist
journey
pedestrian



Stories with familiar settings

This story is about a boy called Abdullah, who lives in a mountain village in Malaysia. Abdullah catches butterflies and sells them to a local craft shop. He uses the money to buy special porridge for his grandfather.

Abdullah's Morning

Each day, as Abdullah sets off for school he shrugs into the straps of his satchel and snatches up his butterfly net from beside the door. His mother puts in papaya and banana
5 and flat pancakes for his lunch. She smooths his hair and tells him to study hard and listen to the teacher, because she wants him to do better than weave baskets and catch butterflies for the rest of his life.

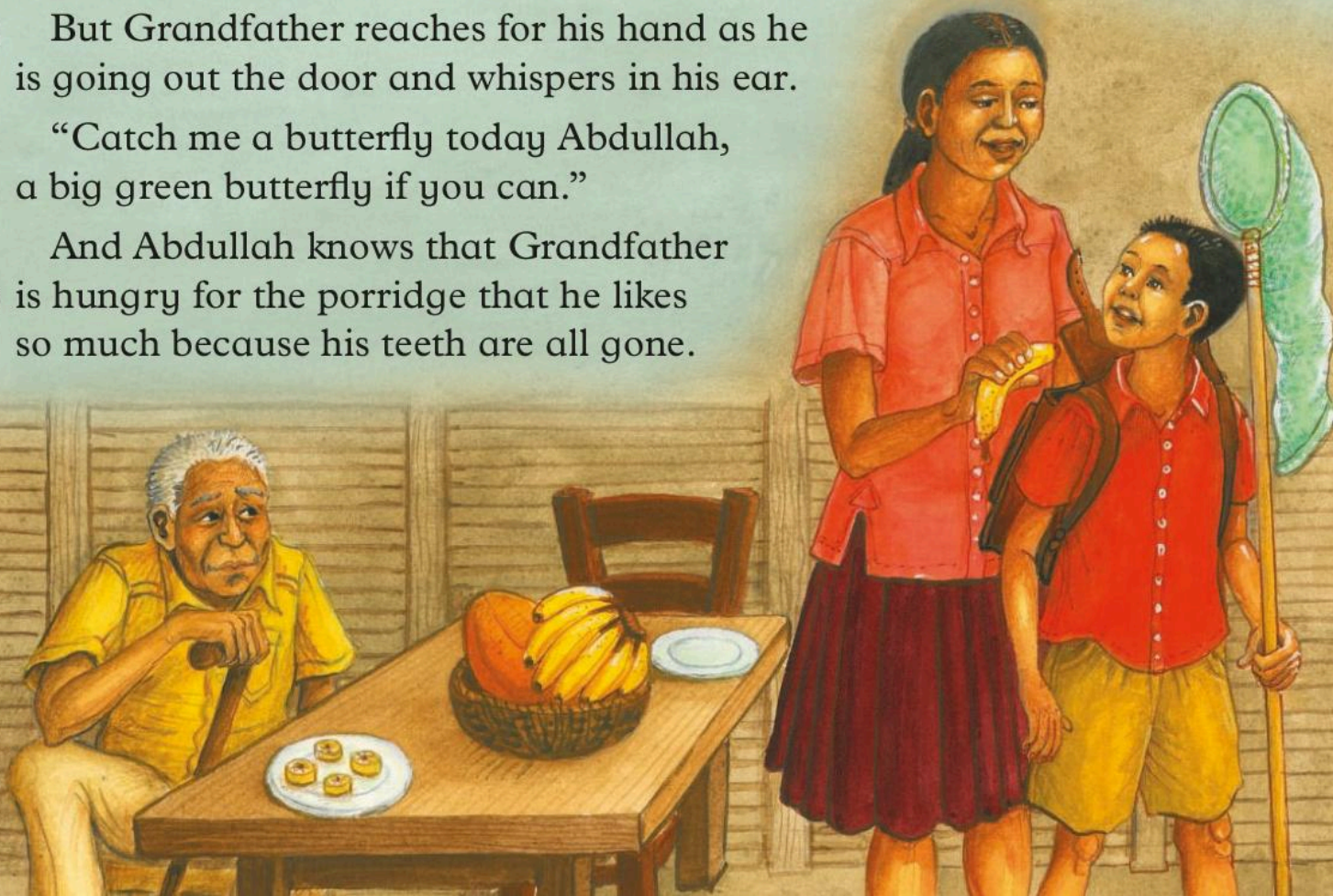
10 But Grandfather reaches for his hand as he is going out the door and whispers in his ear.

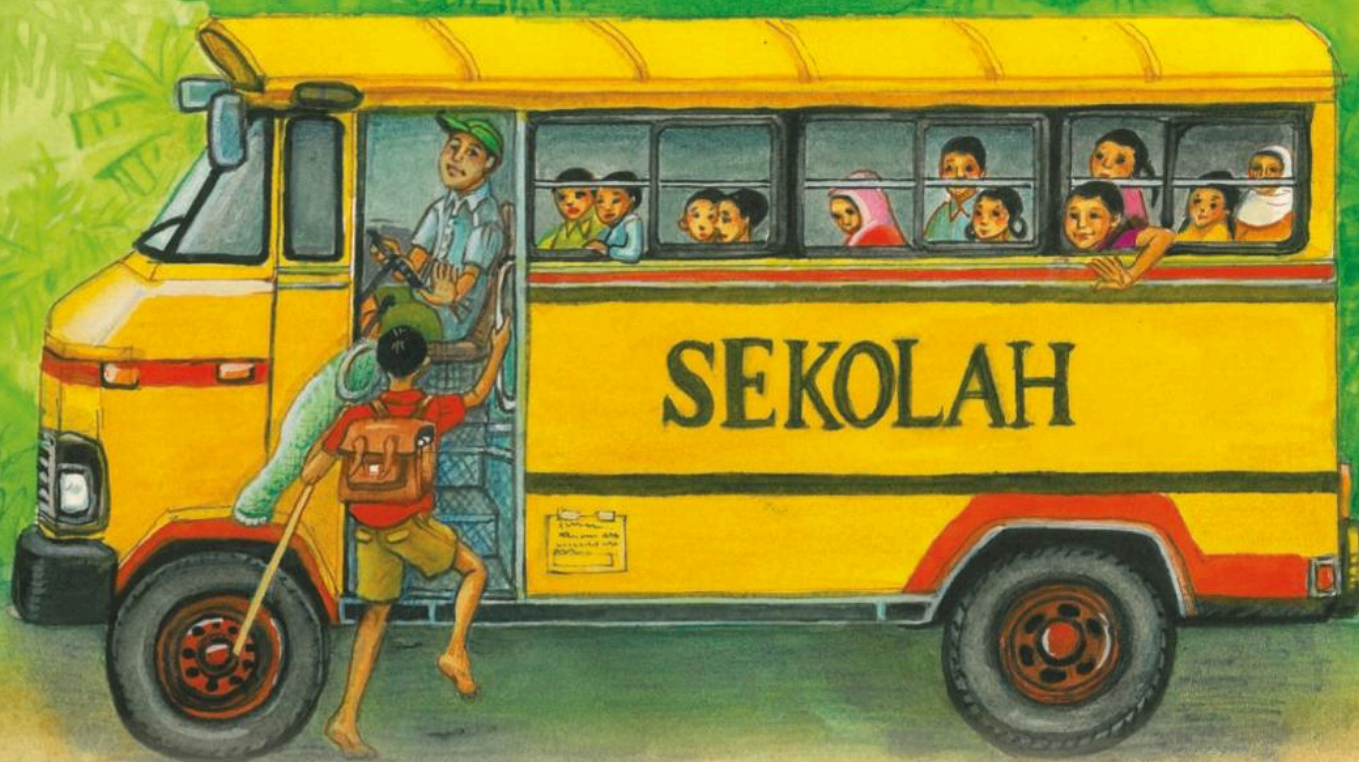
“Catch me a butterfly today Abdullah, a big green butterfly if you can.”

And Abdullah knows that Grandfather
15 is hungry for the porridge that he likes so much because his teeth are all gone.

Word Cloud

rattly
satchel
shrugs
snatches
weave





...Abdullah rode down early to the town as usual, in the rattly old yellow school bus with the tall black writing on its side. SEKOLAH, it says. School.

...As the bus bumped and swerved down the mountain, Abdullah kept watch out of the window, twirling his net gently in his hands, hoping to be lucky enough to see a large, bright butterfly.

...Abdullah studied hard, as his mother told him. He studied maths and English and faraway countries. He wrote carefully in his book and listened to Mr Ginyun, but all the while he kept one eye watching out the window for a butterfly for Grandfather.

From *Abdullah's Butterfly* by Janine M. Fraser and Kim Gamble

Glossary

butterfly

an insect with four brightly coloured wings

porridge

a food made by boiling oatmeal to a thick paste

swerved

turned or changed direction suddenly

Comprehension

A Read the story on pages 10–11 and answer the questions.

- 1 Name two types of fruit that Abdullah's mother gives him for lunch.
- 2 Find two words that are used to describe the school bus.
- 3 What does Abdullah's mother want him to do at school?
- 4 What does Abdullah's grandfather want him to catch and why?

Discussion time

Look at the map on page 13 and find Malaysia.

Now look to see where you live. Work with a partner and talk about how you would get to Malaysia and where you would go on the way.





B What do you think?

Use phrases from the story to help with your answers.

- 1 How would you describe the road that leads down to the town from Abdullah's village?
- 2 Do you think Abdullah is well behaved? Why?
- 3 Why do you think Abdullah's mother tells him to study hard?
- 4 When Grandfather asks Abdullah to catch a butterfly, he whispers. Why do you think this is?

C What about you?

Do you think it is important to work hard at school? Will it help you in the future? Work with a partner and talk about your answer.



Stories with familiar settings (continued)

On his way home from school, Abdullah is looking out of the window of the bus. He sees a beautiful butterfly and decides to get off the bus!

The Butterfly

Abdullah leapt out of his seat. He grabbed up his bag and butterfly net, and stumbled down the aisle.

“Wait,” he said urgently. “Let me off.”...

5 “You sure?” asked the driver. “It’s still a mighty long walk home up the mountain.”

But Abdullah nodded adamantly. He wanted to get off, now.

10 He waved to his friends hanging out the windows and...ran back down the road to where he had seen the butterfly.

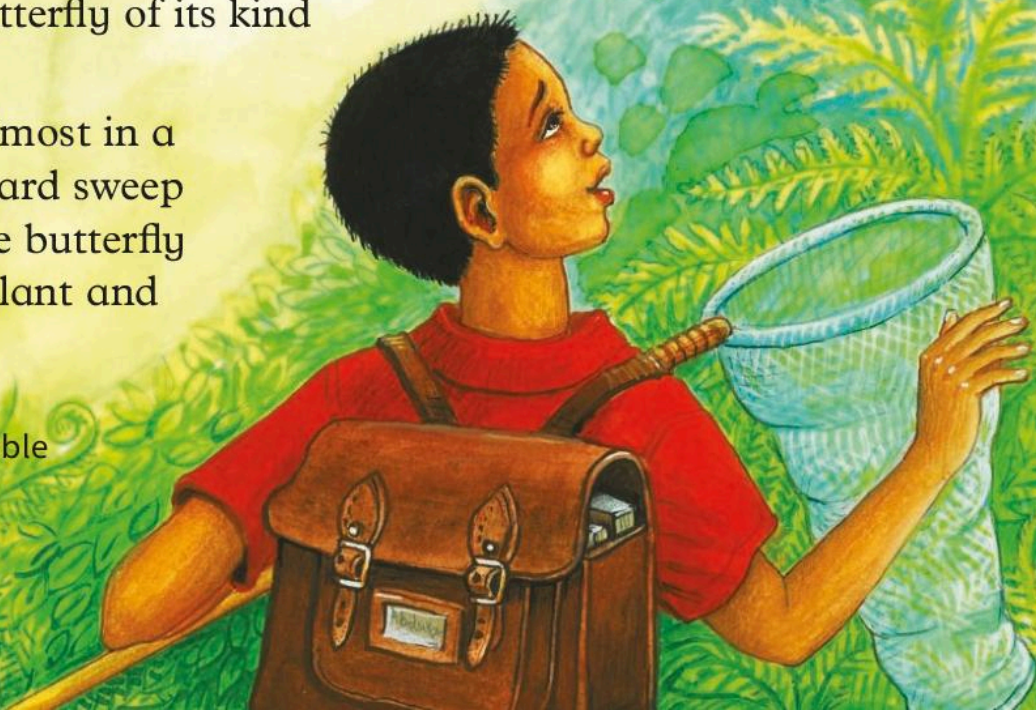
...Like a miracle, it was still there, rocking gently on a fern frond. He held his breath in wonder and excitement, because this was the
15 largest, most perfect butterfly of its kind he had ever seen.

...Abdullah stared, almost in a trance, as, with an upward sweep of its brilliant wings, the butterfly
20 launched itself off the plant and into flight.

From *Abdullah’s Butterfly* by Janine M. Fraser and Kim Gamble

Word Cloud

adamantly
frond
launched
rocking
trance



Comprehension

A Which three sentences below are true?

- 1 The butterfly was very small.
- 2 The butterfly landed on a fern.
- 3 Abdullah was amazed and excited.
- 4 Abdullah wanted to catch the butterfly.

B What do you think?

Use phrases from the story to help with your answers.

- 1 Why do you think Abdullah wanted to get off the bus?
- 2 Find words that describe the butterfly. Can you think of any others?
- 3 How do you think Abdullah felt when the butterfly flew into the air?

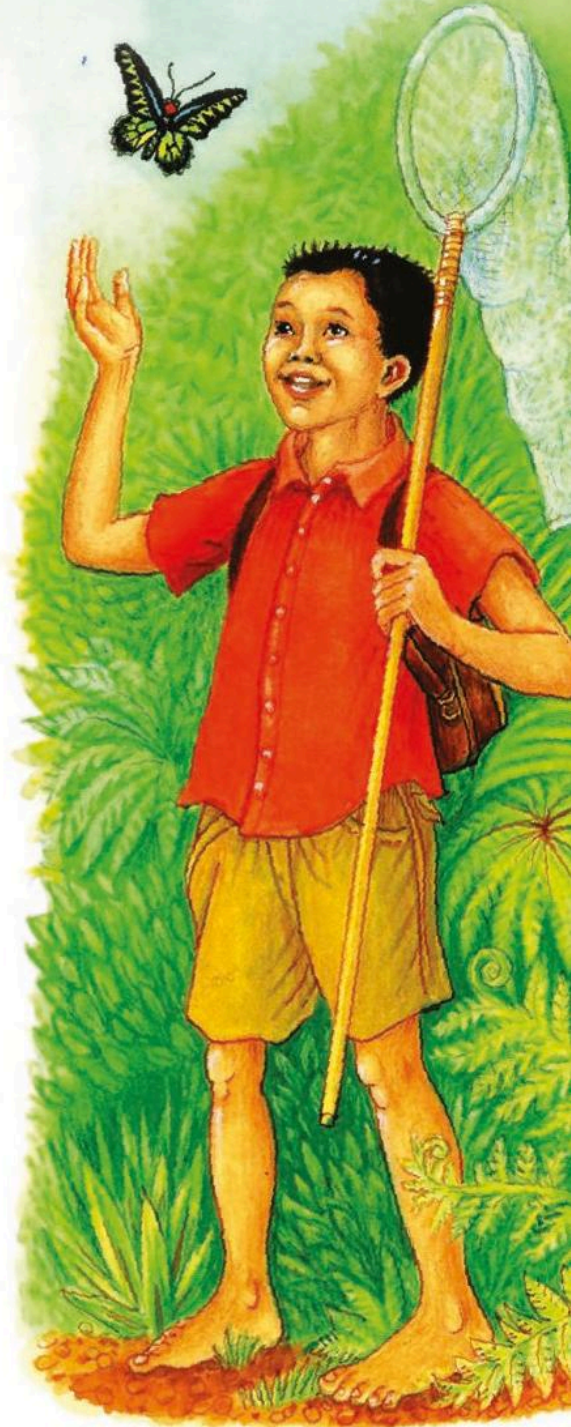
C What about you?

- 1 What do you think Abdullah did next?
- 2 What would you have done if you were Abdullah?



Challenge

→ Think of something exciting you have seen on the way home from school. Write three sentences describing what you saw and how it made you feel.



Nouns and adjectives

A **noun** is a **naming** word. Nouns tell us the names of things, places or people.

Examples: bus, school, friend

An **adjective** is a **describing** word. Adjectives give us more information about nouns.

Examples: old, big, funny

Some nouns are called **proper nouns**. These are the names of particular places or people. Proper nouns start with a **capital letter**.

Examples: Abdullah, Malaysia

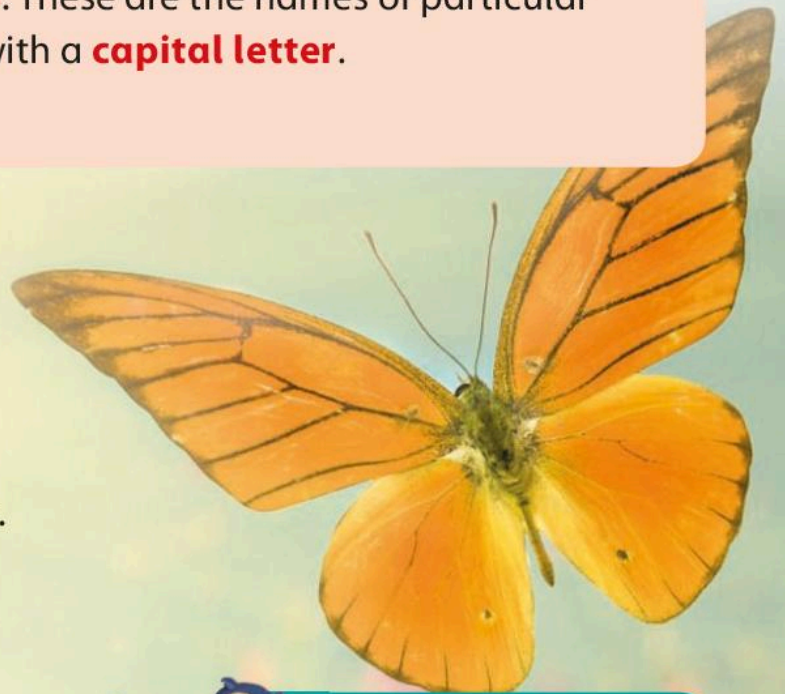
A Copy the sentences below.
Underline the nouns and put
a circle around the adjectives.

- 1 Grandfather eats special porridge.
- 2 The road to school is long and bumpy.
- 3 Abdullah sees a beautiful butterfly.

B Think of a noun to go with the
following adjectives.

- 1 A yellow _____.
- 2 A tall _____.
- 3 A warm _____.

C Write two sentences of your own,
including a proper noun and an
adjective in each sentence.



Challenge

→ Read the story on pages 10–11 and 14 and find two examples of nouns and two examples of adjectives. Write your own sentences using each of the words you find.

Verbs

A **verb** is a **doing** or **action** word. Verbs tell us what is happening or what someone is doing.

Examples:

The dog **chases** the rabbit across the field.

Leyla **kicks** the ball into the goal.

The verb **to be** is a **being** verb. It tells us what people and things **are**.

Examples:

My journey to school **is** long.

You **are** my friend.

A Copy the sentences and underline the verbs.

- 1 Abdullah's mother puts his lunch in his satchel.
- 2 Abdullah listens to his teacher.
- 3 The driver stops the bus.

B Think of a verb to fill the gaps in the following sentences.

- 1 Grandfather _____ hungry.
- 2 Butterflies _____ beautiful insects.
- 3 Abdullah _____ late for the bus.

C Read the story on pages 10–11 and 14 and find an example of an action verb and a being verb. Write two sentences of your own using each of the verbs you find.



Top Tip

As well as telling us what things are, the verb **to be** tells us what things were in the past and what they will be in the future.

Examples: I was, you were, he will be

Powerful verbs and adjectives

Powerful verbs and **adjectives** make stories more interesting. Look at these sentences.

The mouse ate my cake.

The dinosaur came out of the cave.

Compare them with the sentences below.

The **hungry** mouse **gobbled** up my **favourite** cake.

The **hairy** dinosaur **charged** out of the **dark** cave.

Which do you think are more interesting?



Top Tip

A **thesaurus** helps us to choose more interesting words.

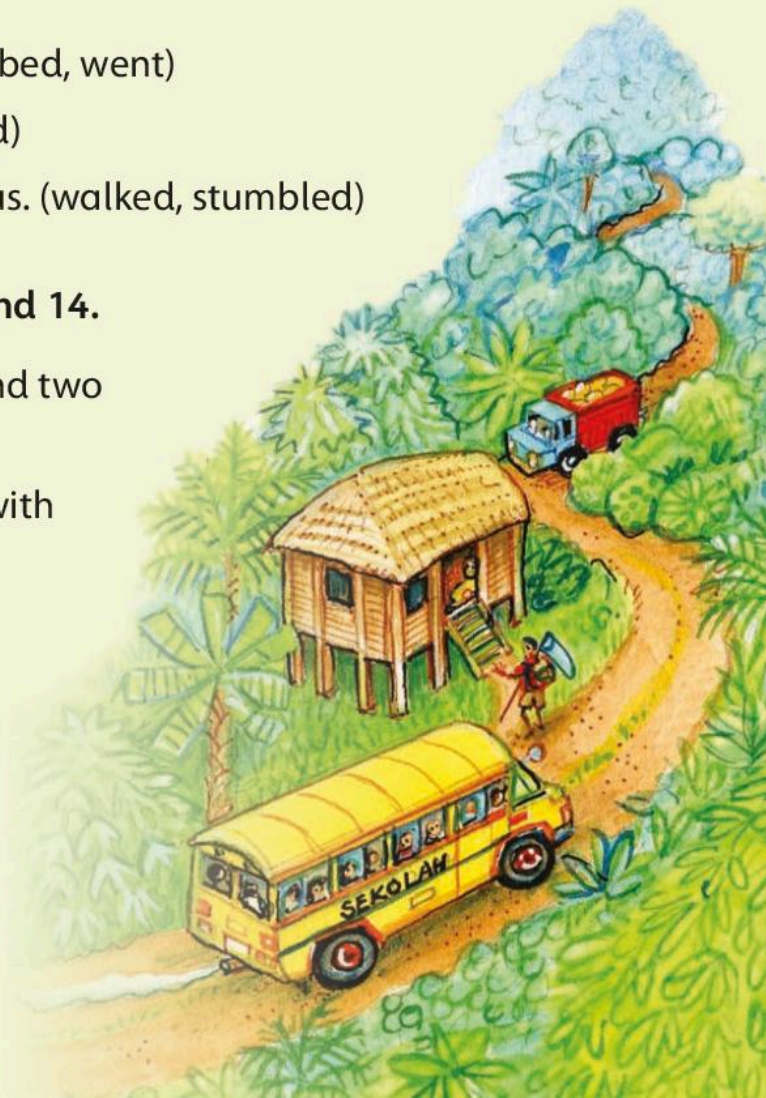
A Copy the following sentences and choose the most interesting verb to fill each gap.

- 1 The bus _____ up the mountain. (climbed, went)
- 2 Abdullah _____ his bag. (took, grabbed)
- 3 Abdullah _____ down the aisle of the bus. (walked, stumbled)

B Look at the story on pages 10–11 and 14.

- 1 Find two examples of interesting verbs and two examples of interesting adjectives.
- 2 Find two nouns that you could describe with an interesting adjective.

C Use a thesaurus to find interesting adjectives and verbs to describe a butterfly or other insect you have seen. Write two sentences using the most interesting words you find.



New spellings

When learning new spellings, it helps to break the word into **syllables** or chunks of sound.

Example: but-ter-fly

When words are spelt with **two vowels together**, the vowels usually make one sound rather than two.

Examples: read, snail, sound

A Here are some of the new words you have learnt in this unit.

journey satchel floating
porridge weave

- 1 Read, say and listen to the words.
- 2 Write the words down, breaking them into syllables. Which word has only one syllable?
- 3 Write a sentence using each of the new words.

B Look at the new words in A above.

- 1 Find the vowels in each word.
- 2 Do any of the words have two vowels together? What sound do the vowels make?

C Re-read the story on page 14. Can you find a word with four syllables? Write it down, breaking it into syllables. Then read the word aloud, clapping each syllable as you read.



Top Tip

Words in English are made up of vowels and consonants.

Vowels: a, e, i, o, u

Consonants: The rest of the alphabet



Challenge

→ Re-read the story on pages 10–11 and 14. Find two more examples of words that are spelt with two vowels together. Write a sentence using each of the words.

Writing a story with a familiar setting

Model writing

The House That Was Sad

One day, for the want of anything better to do, seven-year-old Dolores Li decided to explore the old house at the other end of the village. No one had lived there for years.

She walked past the sign that said ‘Keep Out’ (Dolores could be rather a disobedient little girl), through the gate and – rather nervously it must be said – made her way towards

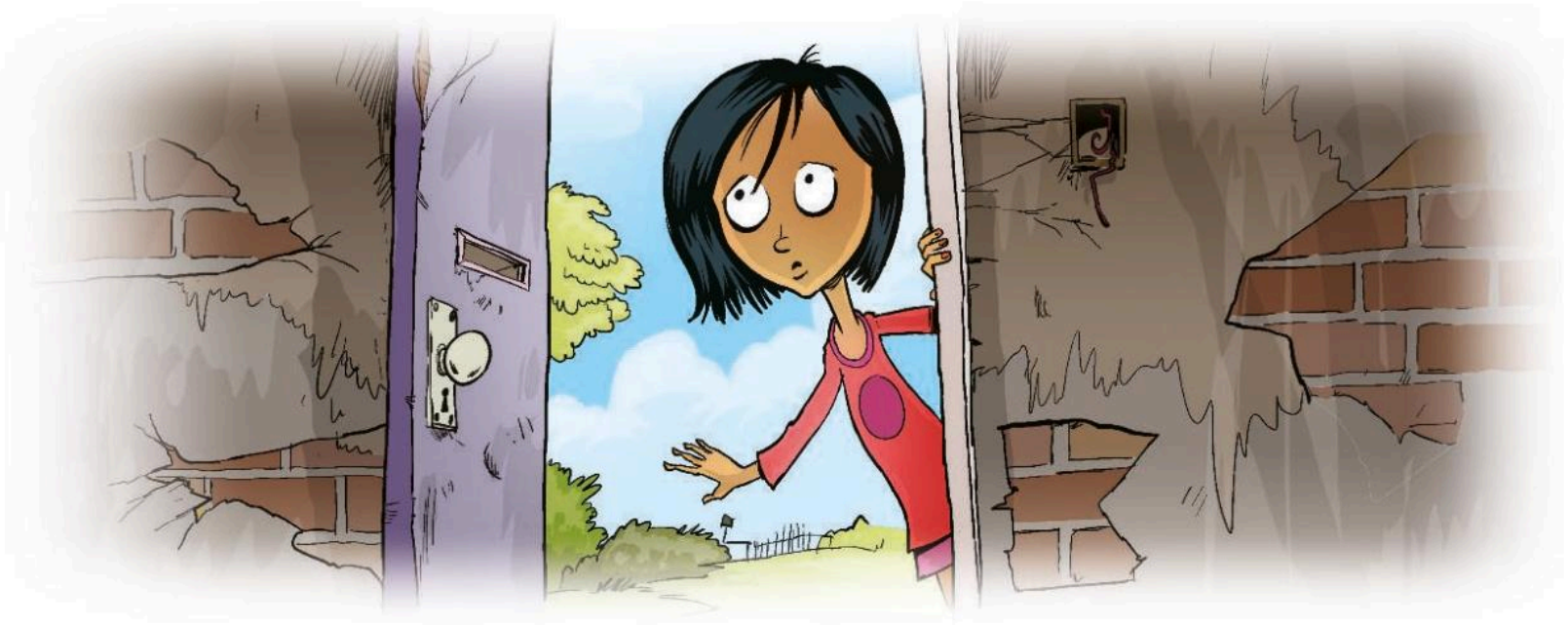
the old house. What a sad house, she thought. Its windows were broken and the walls were crumbling – and the roof was full of holes. Even the front door flapped back and forth. It sounded just like someone angrily banging a spoon on a table, thought Dolores.

Boldly, she shouted, “Is there anyone there?”

You can imagine her great surprise when a voice replied, “Yes. Do come in.”



Guided writing



Notice how the story 'The House That Was Sad' uses the following features:

Paragraphs

The writer uses a new paragraph when there is a change of place, time or speaker.

Paragraph 1 – sets the scene and introduces the main character.

Paragraph 2 – there is a new place.

Paragraph 3 – someone new speaks.

Paragraph 4 – someone new speaks.

Character

The reader finds out a lot about the main character.

Name – Dolores

Age – seven years old

Personality – bored, disobedient, bold, but sometimes nervous.

Setting

The reader finds out where the story is taking place and some interesting details about the old house, the weather and the noises.

An old house at the other side of the village.

No one has lived in the house for years.

Broken windows, crumbling walls, roof with holes, broken front door banging like a spoon on a table.

Writing a story with a familiar setting

Your writing

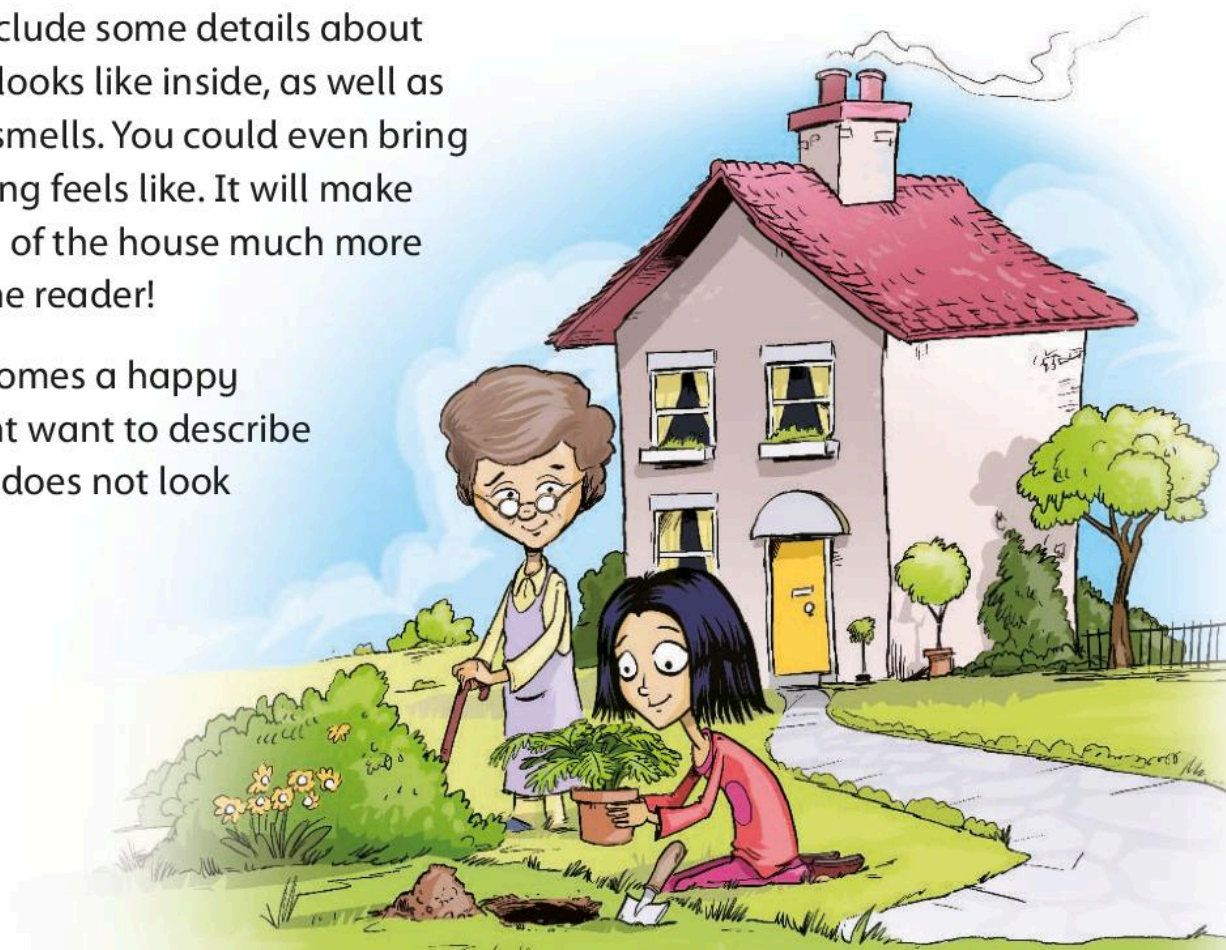
Finish the story 'The House That Was Sad' with a happy ending. Write a paragraph plan to help you plan your story. In the plan, write a sentence that sums up what is going to happen in each paragraph.

Remember to use a new paragraph when you change any of the following:

Time	<i>Ten minutes later...</i>
Place	<i>They walked into the kitchen.</i>
Character	<i>The old lady tiptoed into the room.</i>
Action	<i>Suddenly, a door burst open.</i>
Speaker	<i>The old man declared, "I want laughter back in this house!"</i>

Remember to include some details about what the house looks like inside, as well as any noises and smells. You could even bring in what something feels like. It will make your description of the house much more interesting for the reader!

If the house becomes a happy house, you might want to describe the outside so it does not look sad anymore!



Story checklist

When you are writing your story, fill in a chart like the one below, which lists the skills you need to show. Check and edit your work as you go along and put ticks in the boxes.

	Yes	No	Sometimes
The story has a happy ending			
New paragraphs are used when there is a change of time, place, action or speaker	✓		
Strong adjectives give information about the characters	✓		
Characters are shown through what they look like, do and say			
The senses are used to describe the house	✓		
Strong verbs are used, e.g cried, kicked			
Spelling is correct	✓		



Top Tip

You might want to ask a friend to help you complete your checklist. Ask your partner if they can think of ways for you to improve your story.

2

Find out how!

"Do as I say,
not as I do."
Anon



Talk time

- 1 What is the purpose of the signs in these pictures? Are they warnings or instructions or both?
- 2 Some warning signs use words and others use pictures. Do you think words or pictures are more effective on signs? Why?



Instruction words

A Look at the words in the Word Cloud and match them to the meanings here.

- 1 Being safe and protected.
- 2 Something that tells you what to do.
- 3 Words that tell you to be careful of something.

B Rewrite the following flight safety instructions, putting them in the right order.

- 1 Unfasten your seatbelt after landing.
- 2 Fasten your seatbelt ready for take-off.
- 3 After take-off, keep your seatbelt fastened until you see the 'unfasten seatbelt' sign.

C Have you ever used a seatbelt? Was it on a plane, or was it in a car or on a bus? Work with a partner and think of three reasons why it is important to be safe and follow safety signs and rules.

Word Cloud

instruction
safety
warning



Instructions

The instructions below explain how to make a mask using a balloon and tissue paper.

From Balloon to Mask

Materials

Small cardboard box	Pin
Balloon pump	Modelling clay
Coloured tissue paper	Sticky tape
Balloon	Scissors
Glue mixture	Paintbrush

Word Cloud

cardboard
glue
modelling clay
scissors
shiny
stable



- 1** Blow up a balloon and place it in a shoebox to keep it stable. The balloon will form the basic shape of your mask.



Make sure the balloon is about the size of your own head.

- 2** Use modelling clay to make the eyebrows, nose, mouth and chin. Attach these shapes to the balloon with sticky tape.



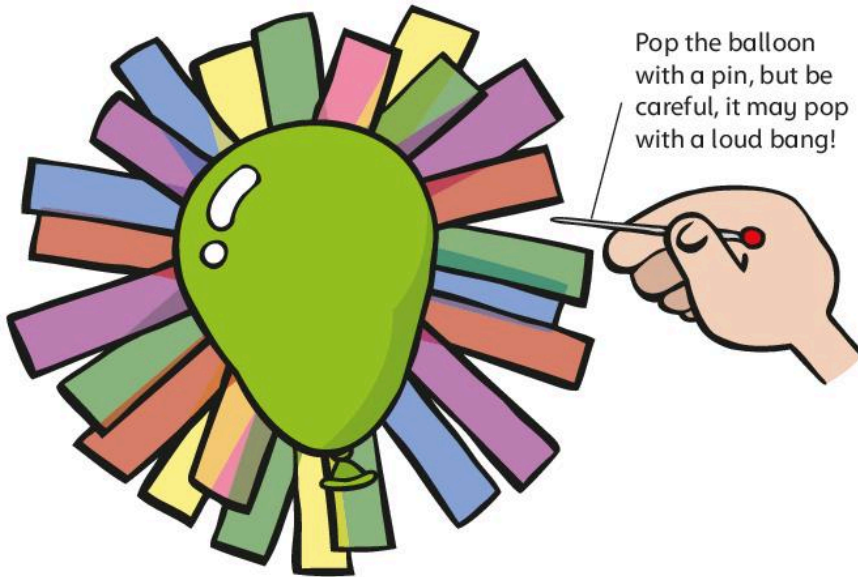
- 3** Cut long strips of differently coloured tissue paper and stick them over the whole face area using the glue mixture.



- 4** Build up the balloon with lots of layers of tissue paper. Leave to dry overnight and the tissue paper will turn hard and shiny.

Fabulous faces

Remove the balloon and modelling clay from your mask. Now you have your very own multi-coloured tissue-paper mask to display on your wall!



Glossary

create

to produce or make something

layer

a single thickness of a material

tissue paper

very thin paper which you can almost see through

Stripy mask

Why not cut out holes in the eyes and mouth so you can wear the mask? Your friends won't recognise you with it on!



Comprehension

A Read the instructions on pages 26–27 and answer the questions.

- 1 What kind of box will help to keep the balloon stable?
- 2 What is the modelling clay used for?
- 3 In which step is the sticky tape used?
- 4 How can the tissue paper be used to give a stripy effect?

Discussion time

If you buy a new game, do you read the instructions? In groups, take turns to talk about whether you read instructions or try to do things for yourself. Give reasons for your answers.



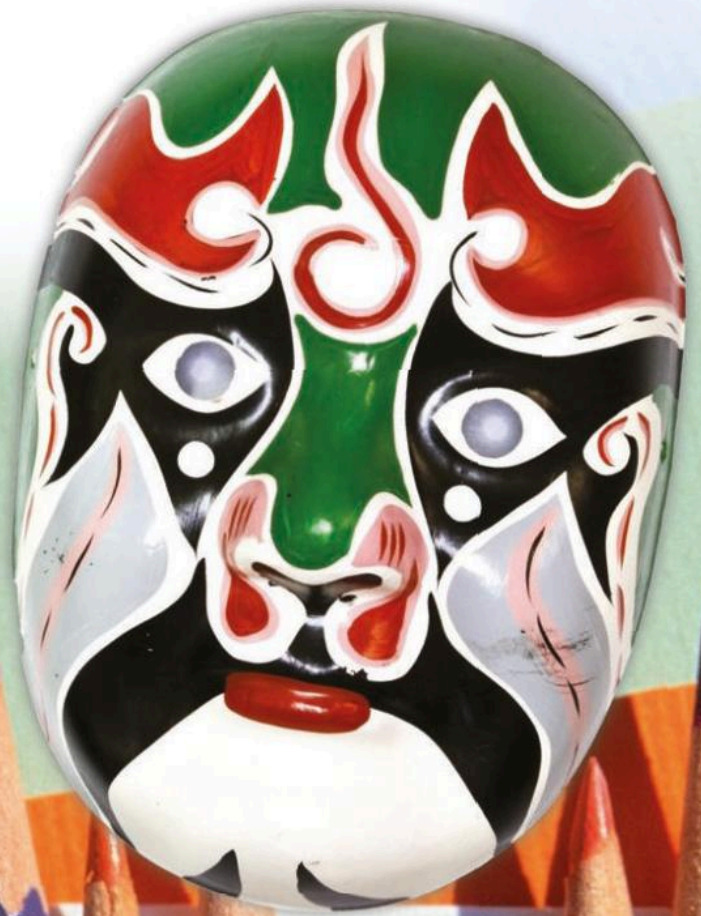
B What do you think?

Use phrases from the instructions to help with your answers.

- 1 Find six verbs used in the instructions that tell readers what to do.
- 2 How do the instructions show which step to carry out next?
- 3 Do you think the diagrams are helpful? Give reasons for your answer.
- 4 Are the instructions fiction or non-fiction? How do you know?

C What about you?

What sort of mask would you like to make?
What materials would you need to make it?
Discuss your ideas with a partner.



Instructions (continued)

Read the following instructions for how to make a grass head, using a pair of tights, some garden compost and grass seed.

Make a Grass Head

You will need:

Pair of clean, thin tights
Compost
2-3 teaspoons of grass seed
Elastic band
Items for decorating the head, such as
stick-on eyes and pipe cleaners
Small pot

- 1 First, cut a piece from the foot end of the tights, about 20 cm (8 inches) long.
- 2 Next, put a little compost into the toe end and sprinkle in the grass seed.
- 3 Then, fill the foot with compost to make a ball about the size of a tennis ball.
- 4 Tie a knot at the open end to stop the compost coming out.
- 5 Draw a little compost out at the 'front' of the head and tie an elastic band round to make a nose.
- 6 Finally, decorate your grass head, for example with stick-on eyes and glasses made from pipe cleaners.

To make the grass grow, pour some water into a small pot. Rest the head on the pot with the tied end hanging in the water. The water will slowly soak through to the grass seed. The grass will start growing after about a week. Add more water to the pot at least every two days.

Word Cloud

compost
decorate
elastic band
pipe cleaners
tights



Comprehension

A Which three sentences are true?

- 1 A grass head is made from tights, compost and grass seeds.
- 2 You do not need to add water.
- 3 The grass will grow after about a week.
- 4 You can add eyes and glasses to the grass head.

B What do you think?

- 1 Find three words that the writer uses to show the start of a new stage.
- 2 What is the elastic band used for?
- 3 Why is it important to water the grass head?

C What about you?

With a partner, take it in turns to give instructions for how to draw a grass head. Listen carefully to your partner's instructions, then draw the grass head. Did you remember all of the steps?



Challenge

→ How would you decorate your grass head? Write some step-by-step instructions for how to add the decorations.



Sentences

Look at the following two groups of words:

I **made** a mask at school today.
mask at school today

The first group of words is a **sentence**. It contains a **verb** ('made') and **makes sense on its own**. The second group of words does not make sense on its own and does not contain a verb. It is not a sentence.



Top Tip

Sentences begin with a **capital letter** and end with a **full stop**.

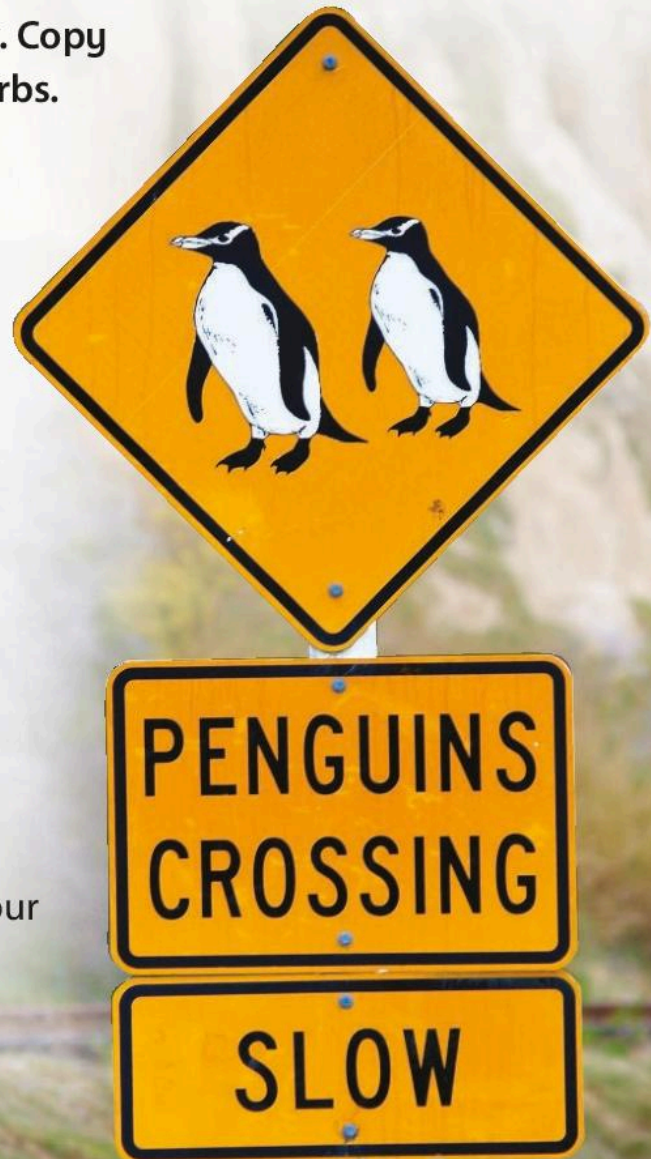
A Look at the three groups of words below. Copy only the sentences and underline the verbs.

- 1 Johan followed the instructions.
- 2 ready for take off
- 3 Fasten your seatbelts.

B Rewrite the following words in the right order to make sentences. Remember to use capital letters and full stops.

- 1 the cake in leave for the oven 40 minutes
- 2 ingredients the of all recipe the listed

C Look at the road sign on this page. Write a sentence explaining what you think the sign means. Remember to use a capital letter and a full stop. Then read your sentence aloud to check it makes sense.



Questions and commands

Some sentences are **questions**. Questions often begin with question words such as **what, when, where, who** and **why**. Questions always end with a question mark (?).

Example: What time is it?

Commands start with an **imperative** or 'bossy' **verb**. We use these verbs to tell someone to do something. Commands sometimes end with an exclamation mark (!).

Example: Look both ways!

A Complete the sentences, using an imperative or 'bossy' verb from below.

jump run kick

- 1 _____ over the fence!
- 2 _____ the ball into the goal!
- 3 _____ for the bus!

B Add capital letters and the correct punctuation marks to the sentences below.

- 1 where are you going
- 2 it is so windy today
- 3 stop that at once

C Write five questions of your own starting with the question words 'what', 'where', 'when', 'who' and 'why'. Remember to use the correct punctuation.



Top Tip

Exclamation marks are used at the end of sentences to show surprise, excitement or force. **Example:** I don't believe it!



Tenses

We use different **tenses** to say **when** something happens.

We use a verb in the **present tense** to tell us about things that are happening **now**.

Examples:

The horse **jumps** over the fence.

The horse **is jumping** over the fence.

We use a verb in the **past tense** to tell us about things that happened **in the past**. Verbs in the past tense often end with **ed**.

Example: The horse **jumped** over the fence.



Top Tip

When we use a present tense with 'he', 'she', 'it' or the name of a person or thing, we usually add an 's' to the verb.

Examples:

She plays basketball every Saturday.

Harshil eats the apple.

A Find the verbs in the following sentences. Write down whether the verbs are in the present or past tense.

- 1 The penguins dived into the sea.
- 2 Ahmed is cleaning his teeth.
- 3 Rahini and Anna listened to the music.

B Rewrite the sentences, changing the verbs to the past tense.

- 1 The parrot lands on the branch of the tree.
- 2 The referee picks up the ball.
- 3 Aisha waits for the bus to arrive.

C Write two sentences of your own, one about something that is happening now and the other about something that happened in the past.



Adding -ed and -ing to verbs

We can often add **-ed** or **-ing** to verbs without changing the rest of the spelling.

Examples: shout, shout**ed**, shout**ing**

When a verb ends in **e**, we drop the **e** before adding **-ed** or **-ing**.

Examples: dance**e**, dance**d**, dance**ing**

When a verb ends in a short vowel followed by a consonant, we **double** the consonant before adding **-ed** or **-ing**.

Examples: slip, slip**ped**, slip**ping**



Top Tip

Short vowels have a short, snappy sound. Saying the words out loud will help you to know whether the vowel is short. **Examples:** drop, skip, grab

A Add **-ing** or **-ed** to the verbs below and use them to fill the gaps.

rest wash eat

- 1 My uncle _____ his car last Sunday.
- 2 Amy is _____ a piece of fruit.
- 3 The lion is _____ in the sun.

B Find the misspelled words in the sentences below and rewrite the words with the correct spellings.

- 1 Amy is bakeing a cake.
- 2 The car stoped so the children could cross the road.
- 3 The fish are swiming in the sea.

C Read the instructions on page 30 and find two examples of verbs that end with the letter e. Then use the verbs in the past tense in two sentences of your own.



Writing instructions

Model writing

What you will need:

Toothbrush
Tube of toothpaste
Glass
Water
Towel

How to Clean Your Teeth

1

Get ready...

First, pick up your toothbrush and hold it firmly in one hand. Take the tube of toothpaste in your other hand. Remove the top and squeeze a small amount of toothpaste onto the brush. Put the top back on the toothpaste tube.



2



Get brushing...

Next, brush all your teeth for two minutes.

3

Get sorted...

Then, fill a glass half full with water, and use this to rinse your mouth. Spit the water from your mouth into the sink. Turn on the tap so that the 'toothpaste water' is rinsed away and wash your toothbrush under the tap.



4



Finally...

Dry your mouth with a towel. Your teeth should now be clean!

Guided writing

Instructions explain how to make something or how to do something. Notice how the instructions 'How to Clean Your Teeth' use the following features:

- A title that states clearly the goal of the instructions.
- A list of things you will need.
- A clearly numbered list of steps, with each step set out on a new line.
- Imperative (bossy) verbs near the beginning of each instruction.
- Words such as 'First', 'Next', 'Then' and 'Finally' at the start of each new step. Short, clear sentences.
- Diagrams to help make the instructions clear.
- A summing up of what should have been achieved, such as 'Your teeth should now be clean.'



Top Tip

Instructions often include words such as 'First', 'Next', 'Then' and 'Finally' at the start of each new stage. These words help the reader know a new stage has started.

Writing instructions

Your writing

Write your own set of instructions. These could be on how to do one of the following:

- Sweep a floor
- Get from school to home
- Make a cup of tea
- Operate a computer game
- Make some Mexican tortillas
- Play a game
- Make a model aeroplane
- Do a handstand or cartwheel
- Hold a successful birthday party

Whatever you choose, remember to:

- Have a clear aim. What is it someone will be able to do at the end if they follow the instructions?
- Include numbered steps.
- Include some words such as 'First', 'Next' and 'Then' to connect the steps.
- Use some diagrams to help make the instructions clear.



Instructions checklist

Fill in a checklist of what you think you need in order to write a successful set of instructions. It should look something like this.



	Yes	No	Sometimes
Include a title stating the aim of the instructions	✓		
Provide a list of things you will need	✓		
Number each step and put each new step on a new line	✓		
Include words such as 'First', 'Then', 'Next' and 'Finally' to connect the steps.			
Use imperative verbs near the beginning of each step			
Use short, clear sentences	✓		
Include diagrams			
Sum up what should have been achieved			
Spelling is correct	✓		



3

Our sensational senses



“Children, like animals, use all their senses to discover the world.”
Eudora Welty

Talk time

- 1 What words would you use to describe what the girl in this picture can see, feel and smell?
- 2 We have five senses: sight, hearing, taste, touch and smell. Which is your favourite sense?



Senses words

A Look at the words in the Word Cloud and match them to the meanings here.

- 1 A smell that you sense with your nose.
- 2 A sound that you hear with your ears.
- 3 A taste that you sense in your mouth.

B Copy out this table and put the words below into the right column. Some of the words might fit in more than one column.

wet red delicious crunchy purple
loud cold sweet tasty fruity

See	Hear	Taste	Touch	Smell
yellow	quiet	salty	soft	scented

C Work with a partner and take it in turns to talk about your favourite food. Think of words to describe how the food looks, tastes, smells, feels and sounds when you eat it.

Word Cloud

flavour
noise
scent



Poems about the senses

This poem by Roger McGough is about a mysterious man who steals sounds.

The Sound Collector

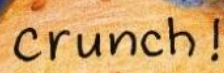
A stranger called this morning
Dressed all in black and grey
Put every sound into a bag
And carried them away

- 5 The whistling of the kettle
- The turning of the lock
- The purring of the kitten
- The ticking of the clock

- The popping of the toaster
- 10 The crunching of the flakes
- When you spread the marmalade
- The scraping noise it makes

Word Cloud

drain
grill
scraping
swishing
whistling



Glossary

marmalade

a sweet spread
usually made from
oranges, which
people eat on toast

stranger

somebody you do
not know

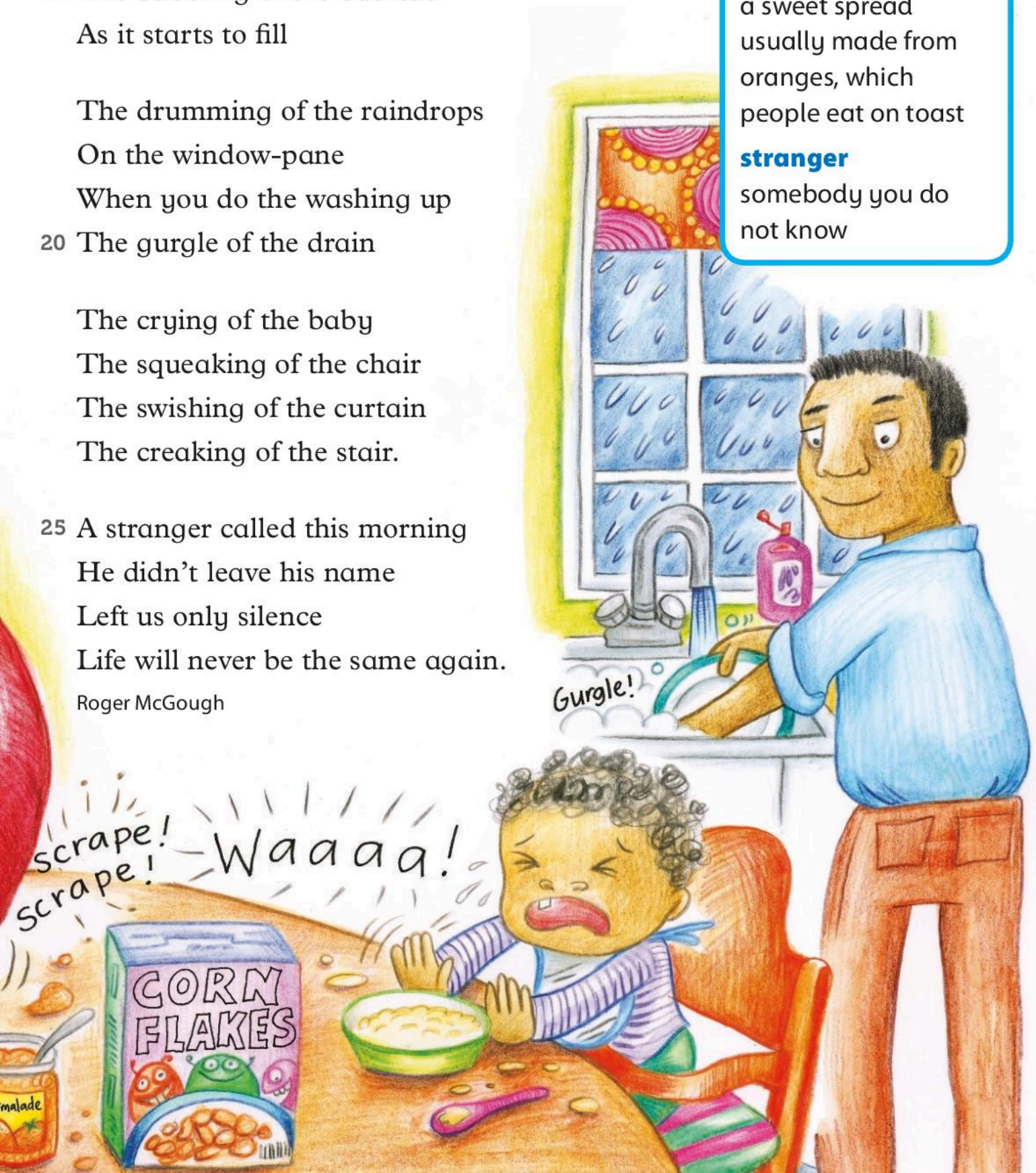
The hissing of the frying pan
The ticking of the grill
15 The bubbling of the bathtub
As it starts to fill

The drumming of the raindrops
On the window-pane
When you do the washing up
20 The gurgle of the drain

The crying of the baby
The squeaking of the chair
The swishing of the curtain
The creaking of the stair.

25 A stranger called this morning
He didn't leave his name
Left us only silence
Life will never be the same again.

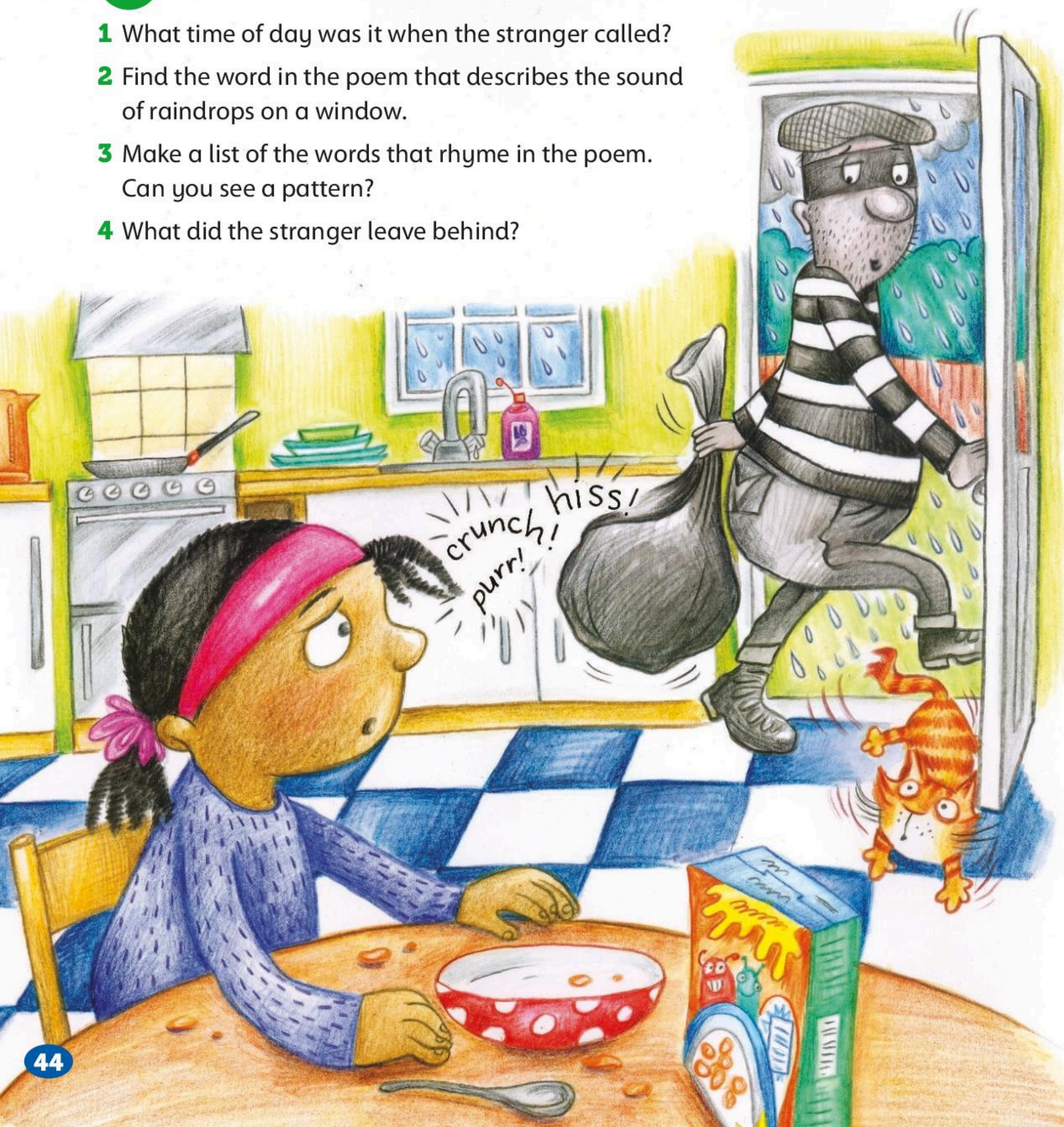
Roger McGough



Comprehension

A Read the poem on pages 42–43 and answer the questions.

- 1 What time of day was it when the stranger called?
- 2 Find the word in the poem that describes the sound of raindrops on a window.
- 3 Make a list of the words that rhyme in the poem. Can you see a pattern?
- 4 What did the stranger leave behind?



B What do you think?

Use phrases from the poem to help with your answer.

- 1 Which sounds in the poem do you like the most? Are there any you dislike?
- 2 Which words in the poem are the most effective?
- 3 Can you think of any other sounds the sound collector could have taken?
- 4 At the end of the poem, why does the poet say life will never be the same?

C What about you?

How would you feel if the world became silent? Which sounds would you miss the most? Are there any sounds you would not miss?



Discussion time

Imagine the sound collector had come to your school. Think of four words to describe the sounds he might have taken. In a group, compare your words.



Challenge

→ Write another verse for the poem 'The Sound Collector'. Then read your verse aloud with as much expression as you can, using different sounds for different voices.

Poems about the senses (continued)

This poem by John Foster is about a young fox that uses its senses to find out if it is safe to leave its home.

Word Cloud

creeps
danger
peer
sniffs

The Young Fox

At night, the young fox pokes its head
Out of its den beneath the shed.

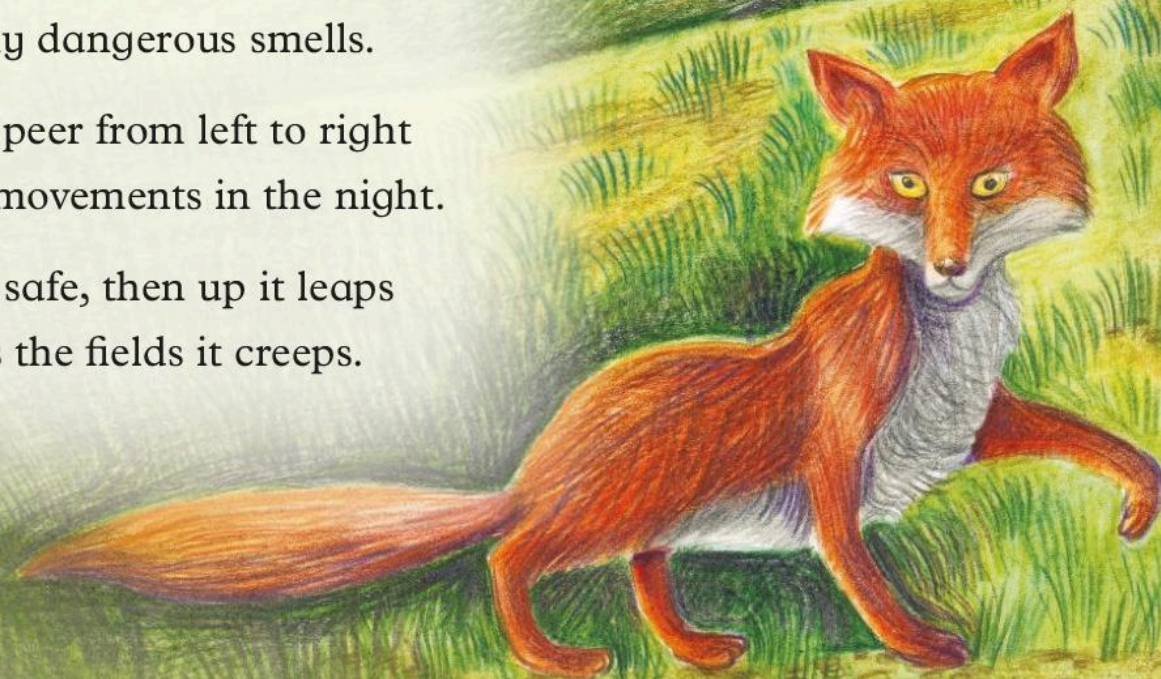
It listens with its pointed ears
To hear if there is danger near.

5 Its sharp nose sniffs the air and tells
If there are any dangerous smells.

Its sharp eyes peer from left to right
Watching for movements in the night.

If it senses it's safe, then up it leaps
10 And off across the fields it creeps.

John Foster



Comprehension

A Which three sentences below are true?

- 1 The fox listens for sounds of danger.
- 2 The fox has a good sense of smell.
- 3 The fox lives in a shed.
- 4 If it is safe, the fox creeps across the fields.

B What do you think?

Use phrases from the poem to help with your answer.

- 1 Which three senses does the fox use to check for danger?
- 2 Do you think the fox has good hearing? Why?
- 3 Why do you think the poet chose the word 'creeps' in the last verse?
- 4 Which words in the poem do you think are most effective? Give reasons for your answer.

C What about you?

With a partner, take turns reading the verses from **The Young Fox** aloud. Then close your books and try to repeat the verses from memory.



Challenge

→ Make a list of all the words that rhyme in the poem 'The Young Fox'. Then think of one other word that rhymes with each of the words.



Prefixes



Top Tip

Prefixes are always placed before a **root word** to make a new word with a different meaning.

Example:

Root word – happy

un + happy =
unhappy

A **prefix** is a group of letters that can be added to the beginning of a word to change its meaning.

Two common prefixes are **un-** and **dis-**. Both of these prefixes mean **not**.

Examples:

dis + like = dislike (not like)

un + happy = unhappy (not happy)

A Add the prefix *un-* or *dis-* to the following words to make new words with the opposite meaning.

trust kind safe lucky appear allow

B Add the prefix *un-* or *dis-* to the words below and use the new words to fill the gaps.

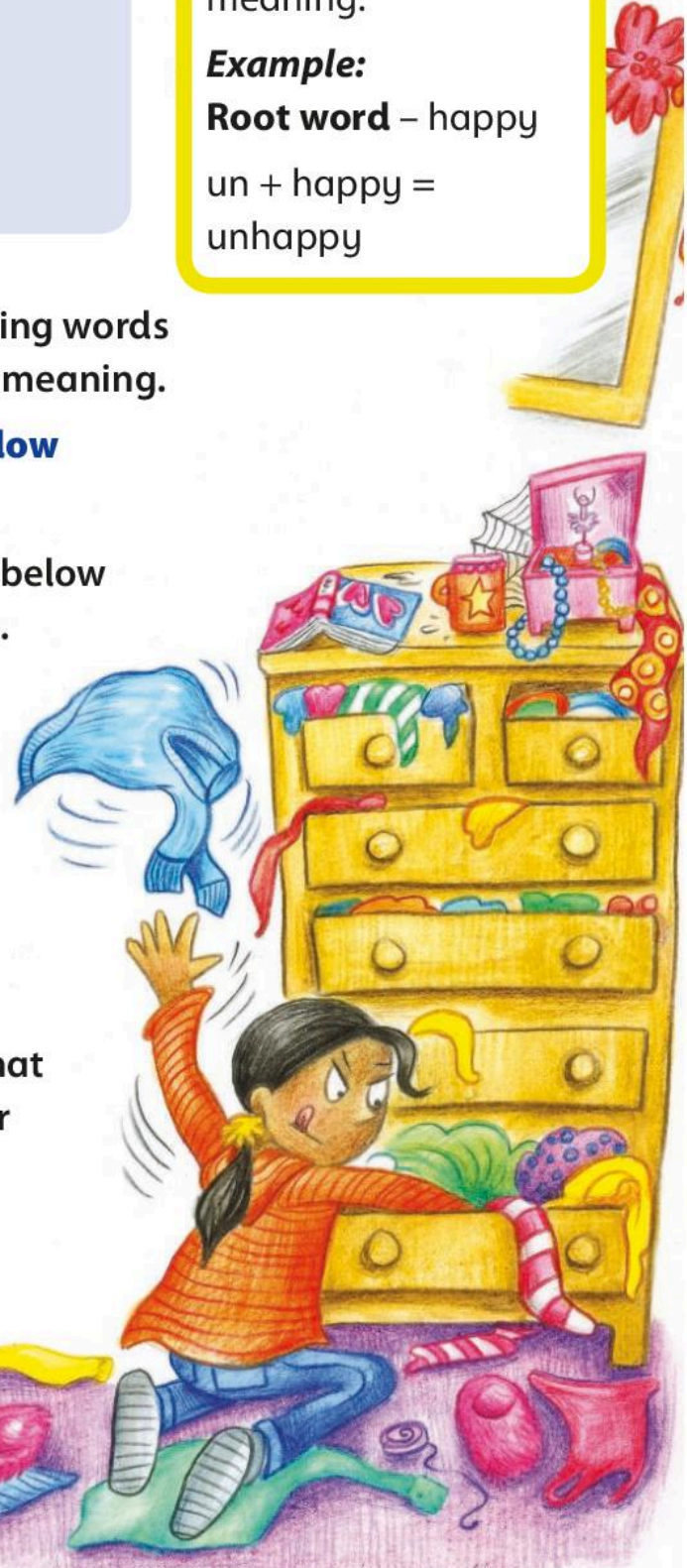
like tidy comfortable

1 Ahmed thought his new shoes were very _____.

2 Kofi and Tom both _____ bananas.

3 Mary's bedroom is always _____.

C Use a dictionary to find a new word that begins with the prefix *un-* and another that begins with *dis-*. Then write two sentences using the words you find.



More prefixes

A The prefix *re-* means 'again'. Rewrite the following sentences, adding the prefix *re-* to the verbs.

- 1 The family visited their favourite beach.
- 2 Kofi filled his glass with water.
- 3 The football team arranged the game.

B The prefix *pre-* means 'before' and the prefix *de-* means 'remove' or 'make opposite'.

- 1 Add the prefix *pre-* or *de-* to the following words to make a new word.

historic frost view code

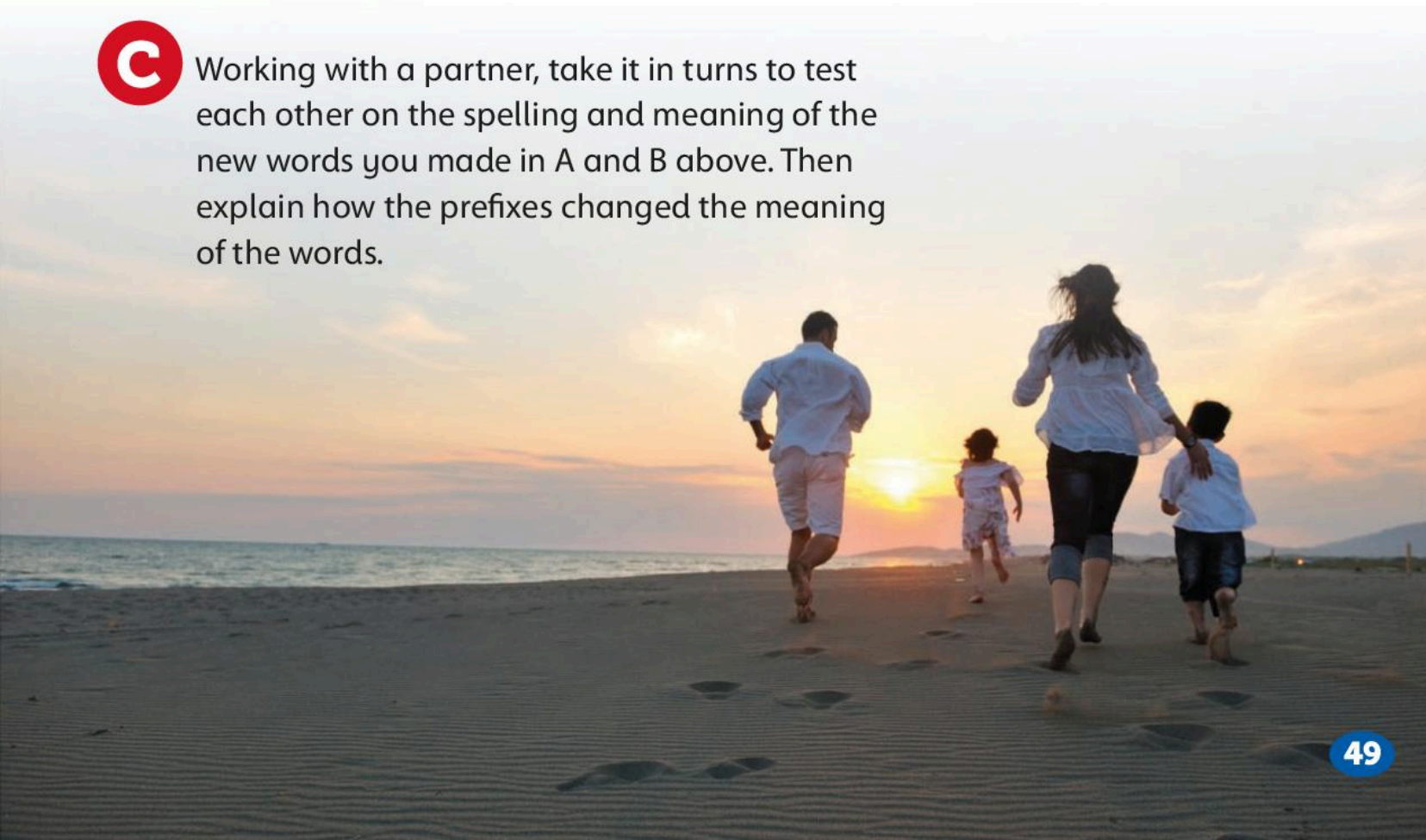
- 2 Choose two of the new words you made in 1 and use them in two sentences of your own.

C Working with a partner, take it in turns to test each other on the spelling and meaning of the new words you made in A and B above. Then explain how the prefixes changed the meaning of the words.



Top Tip

Knowing about **prefixes** and **root words** is useful for spelling. Prefixes form separate syllables, so they help you break down words into smaller parts.



Writing a playscript

Model writing

Read the conversation below. In the first two paragraphs, the words that are spoken are in blue. Notice that there are speech marks (“ ”) around the words. The words in orange describe *how* the words are spoken and the actions of the characters. We show what we are thinking by how we talk, the expressions on our faces and how we move. The names of the characters are in green.

Lost Shoes

“I can’t find my shoes!” wailed seven-year-old George Green, desperately searching under his bed. “I’ve looked everywhere!”

“They must be somewhere, George. You would have taken them off last night before you went to bed,” said George’s dad, scratching his head. “Let’s search the room together. Are you ready? On top of the bed?”

“No,” said George.

“Under your desk?”

“No,” said George.

“Behind your computer?”

“No,” said George.

“Then,” Dad declared, “you are just going to have to go to the birthday party with no shoes on. Let’s go. You don’t want to be late. Mum’s waiting downstairs to take you.”

“Perhaps no one will notice,” George muttered, as he glanced down at his bright green socks. He sighed, “What shall I do?”



Guided writing

Change the conversation on page 50 into a playscript. Use the following features in your playscript.

Characters

In playscripts, the speaker (highlighted in green in the text on page 50) is written in bold on the left-hand side of the page.

Dialogue

The words inside the speech marks on page 50 (highlighted in blue) are the words the characters say. There is no need to use speech marks in a playscript.

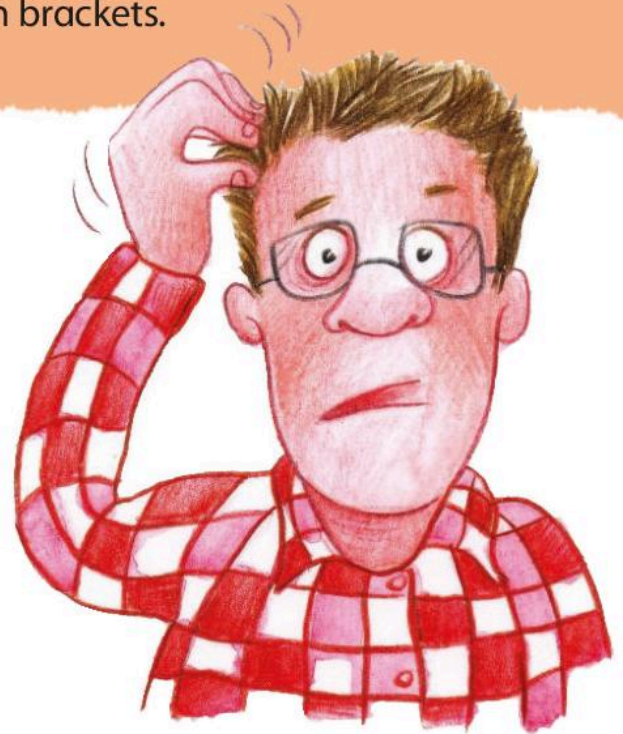
The opening is done for you:

George (*desperately searching under the bed*)
I can't find my shoes! I've looked everywhere!

Dad (*scratching his head*) They must be somewhere, George.

Stage directions

Words such as 'scratching his head' on page 50 (highlighted in orange) can be used as instructions for the actors. Stage directions tell the actors what to do on stage and how to say their words. Put the stage directions in brackets.



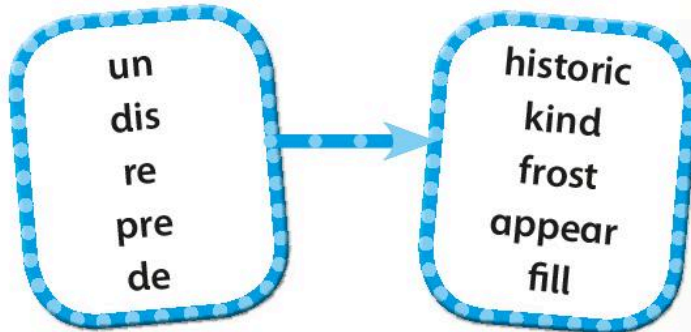
Your writing

Add your own ending to the playscript. Does George find his shoes or go to the party with no shoes? Or does he wear his slippers or someone else's shoes? You decide. You might have to introduce new characters, such as George's mum and sister.

Revise and check **3**

Vocabulary

- Choose the correct word to complete the sentences.
 - A tiny kitten was _____ softly on the sofa. (purring, swishing)
 - The driver noticed the _____ and stopped the car just in time. (butterfly, pedestrian)
 - There was a _____ sign by the side of the road. (warning, scraping)
- Match the prefixes to the root words and write a sentence for each of the new words.



Punctuation

- Rewrite the text below with the correct punctuation (capital letters, full stops, question marks and exclamation marks).
 dolores crept up to the old house she heard a whistling noise near the door it was the strangest sound she had ever heard what was it what should she do



Grammar

- 1 Copy the following sentences. Underline the nouns, circle the verbs and tick the adjectives.
- The artist created a beautiful sculpture.
 - The noisy school children shrieked all afternoon.
 - Robbie is washing the sticky pots.

Spelling

- 1 Copy the table below and put the following words in the right columns.
cyclist delicious flavour butterfly porridge marmalade

Three syllable words	Two syllable words
dangerous	journey

- 2 Copy the sentences below and complete the words with two vowels that make a single sound.

ea ai ou

- A sn__l crept onto the plant.
- It didn't make a s__nd.
- The spider started to w__ve a web.



4

Traditional tales

**“We do
everything as
well as we can.”**
Traditional Balinese
saying


Talk time

- 1 Look at these pictures of children from Bali, Indonesia. What do you think is happening in the pictures? Would you like to take part in a traditional performance?
- 2 Think of three traditions in your country.

Traditional words

A Look at the words in the Word Cloud and match them to the meanings here.

- 1 A very old story that has been told for many years.
- 2 A big celebration.
- 3 An idea or custom that is passed down from one generation to another.

B Copy the following sentences and use the words below to fill the gaps.

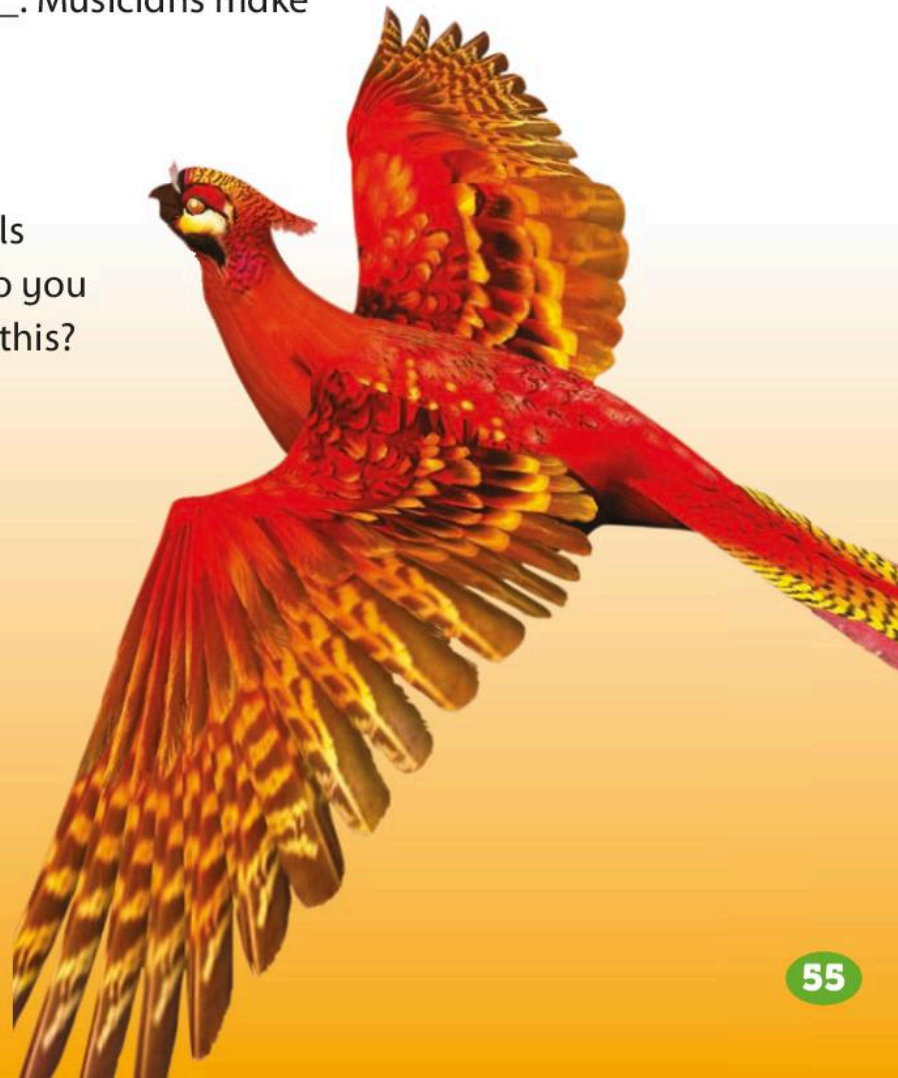
tales instruments ceremonies

Bali has many _____ and legends. Dancers often act out the stories in special _____. Musicians make music with traditional _____.

C Traditional tales and legends often involve imaginary animals and animals that can speak. Do you know any traditional tales like this? Tell a partner the story.

Word Cloud

festival
legend
tradition



Traditional tales

This story comes from the island of Bali, Indonesia. It is about Bawang. Her name means 'red onion'. She is very sweet-tempered, and red onions are sweet, so that is how she got her name.

A Balinese Folk Tale

Every wash-day Bawang went down to the river with a basket of clothes. One day, as usual, she bathed herself in the fast-flowing water, then reached for a sarong to wash. But
5 the basket had disappeared!

“Oh no!” gasped poor Bawang. “Mother will be so cross if I have lost all our clothes.”

Bawang realised she must have placed the basket too near the water’s edge and that it had
10 tipped in, so she ran downstream as fast as her feet would carry her, to see if she could find it.

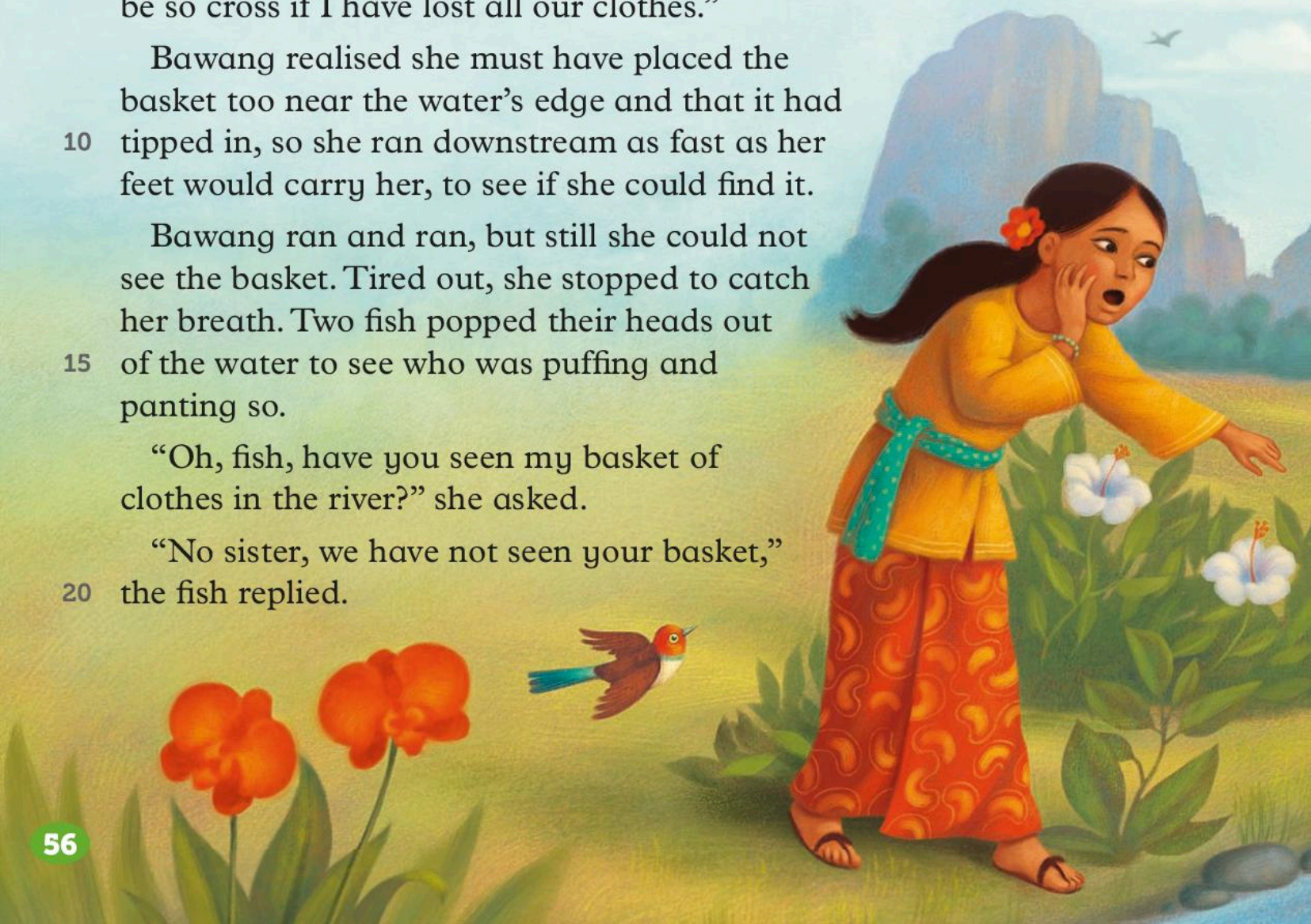
Bawang ran and ran, but still she could not see the basket. Tired out, she stopped to catch her breath. Two fish popped their heads out
15 of the water to see who was puffing and panting so.

“Oh, fish, have you seen my basket of clothes in the river?” she asked.

“No sister, we have not seen your basket,”
20 the fish replied.

Word Cloud

downstream
gaped
panting
puffing



Glossary

catch your breath

to stop and rest when you are short of breath

regret

to be sorry

sarong

a piece of cloth worn by people in Bali

sunning

sitting in the sun

Bawang ran on, tears running down her cheeks. She saw some frogs sitting on the river bank.

25 “Oh frogs,” sobbed Bawang, “have you seen my basket of clothes float by?”

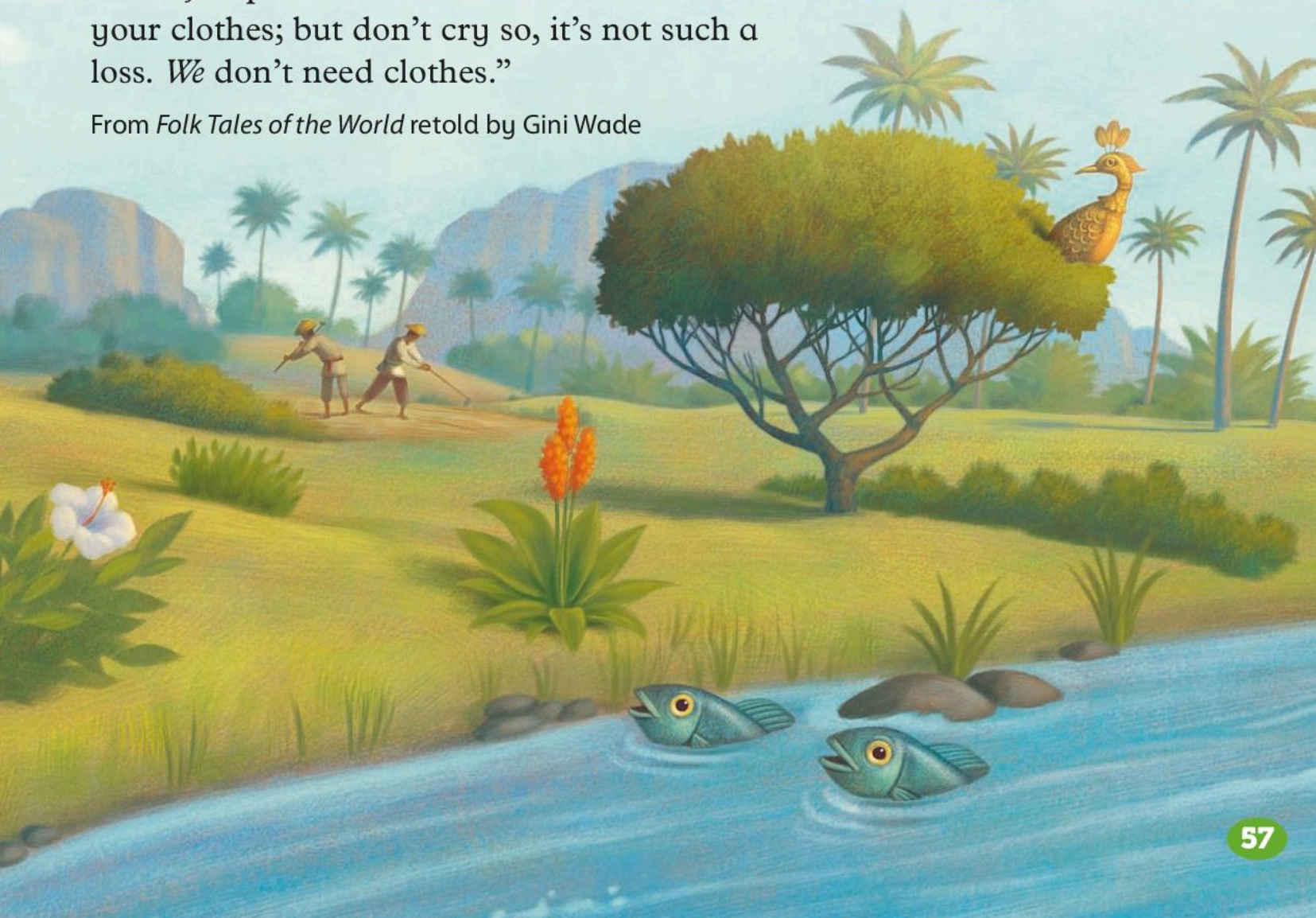
“We regret, sister, that we have seen no basket of clothes,” croaked the frogs.

Bawang ran on further until she saw some crabs sunning themselves by the water.

30 “Oh, good crabs, please, you must have seen my basket of clothes passing by on the river?”

“No,” replied the crabs. “We have not seen your clothes; but don’t cry so, it’s not such a loss. *We* don’t need clothes.”

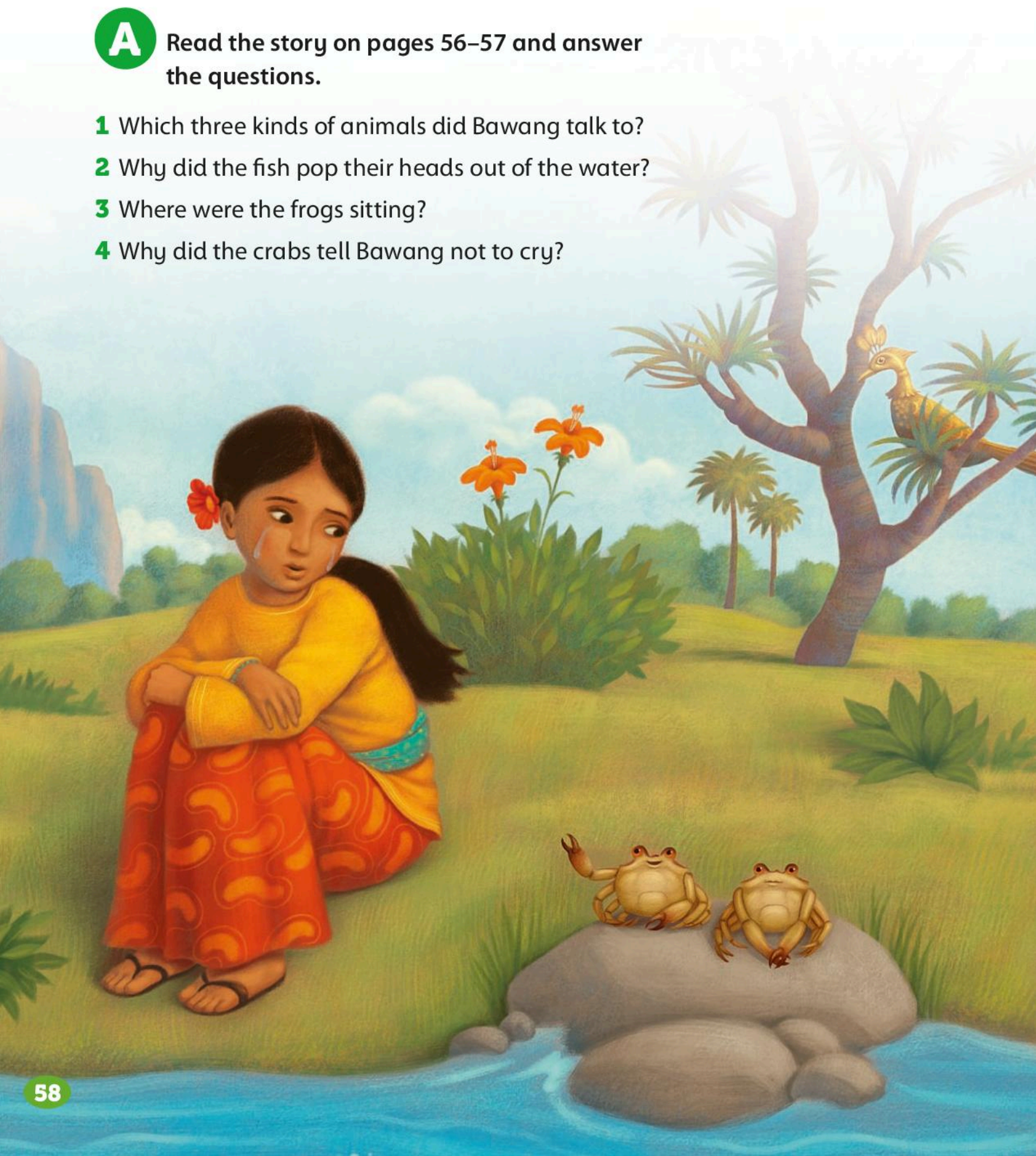
From *Folk Tales of the World* retold by Gini Wade



Comprehension

A Read the story on pages 56–57 and answer the questions.

- 1 Which three kinds of animals did Bawang talk to?
- 2 Why did the fish pop their heads out of the water?
- 3 Where were the frogs sitting?
- 4 Why did the crabs tell Bawang not to cry?



B What do you think?

Use phrases from the story to help with your answer.

- 1 Why do you think Bawang was so unhappy when she saw that the basket had gone?
- 2 Find three strong verbs in the story that the author has used instead of 'said'.
- 3 Find the phrase that describes how quickly Bawang ran along the river bank. Do you think this phrase is effective? Why?
- 4 Write two sentences to describe what we know about Bawang's character.

C What about you?

How would you feel if you were Bawang?
What would you do?

Discussion time

Stories can sometimes make us form pictures in our minds. Work with a partner and describe the pictures this story makes you think of.



Traditional tales (continued)

A Golden Bird

But Bawang could not stop crying. In fact, she sat on the bank and cried all the more. She saw a great golden bird sitting in the tree above her and she sang to him:

- 5 “Golden bird, golden bird,
I am so miserable I no longer wish to live,
Come peck me till I die.”

- The bird was called Tjilalongan and he was not an ordinary bird. He flew down
10 and pecked Bawang’s head, but instead of blood, gold flowers appeared in her hair. Then he pecked her body and her sarong turned to gold. Bawang was amazed and overjoyed. She jumped
15 up and cried,

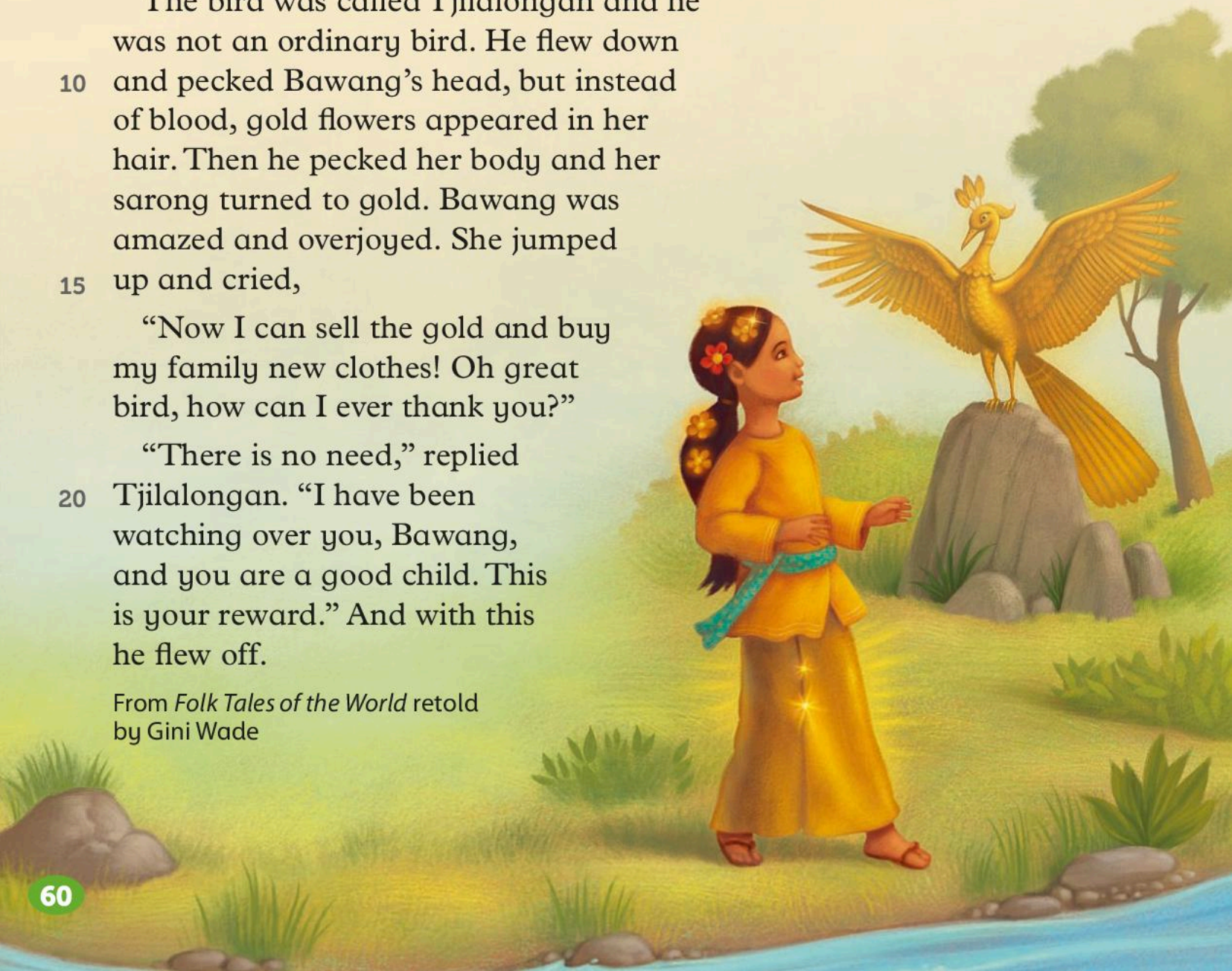
“Now I can sell the gold and buy my family new clothes! Oh great bird, how can I ever thank you?”

- 20 “There is no need,” replied Tjilalongan. “I have been watching over you, Bawang, and you are a good child. This is your reward.” And with this he flew off.

From *Folk Tales of the World* retold by Gini Wade

Word Cloud

overjoyed
pecked
reward



Comprehension

A Which three sentences below are true?

- 1 Bawang sang to Tjilalongan.
- 2 Tjilalongan was an ordinary bird.
- 3 Bawang's sarong turned to gold.
- 4 Gold flowers appeared in Bawang's hair.

B What do you think?

Use phrases from the story to help you.

- 1 Why do you think the bird gave Bawang a reward?
- 2 What did the bird do to help Bawang?
- 3 Why was Bawang so happy when her sarong turned to gold?
- 4 Did Bawang want anything for herself? Explain your answer.

C What about you?

Bawang felt very upset when she lost the basket of clothes. Have you ever lost something? Did you find it? Talk with a partner about how it made you feel.



Challenge

→ This is not the end of the folk tale. What do you think happens next? Make up your own ending for the story.

Synonyms

A **synonym** is a word that has the same meaning or nearly the same meaning as another word. Synonyms can be **nouns**, **adjectives** or **verbs**.

Examples:

noise, sound scared, afraid laugh, giggle



Top Tip

If you want to find a synonym for a word, look in a **thesaurus**. You will also find other words with similar meanings. You can use the words to make your writing more interesting.

A Copy the following words and choose the correct synonym from the words in brackets.

- 1 honest (trust, truthful, believe)
- 2 teach (instruct, lesson, tutor)
- 3 mistake (wrong, error, false)

B Rewrite the following sentences, replacing the words in bold with a synonym below.

assist **angry** **overjoyed**

- 1 Bawang thought her mother would be **cross**.
- 2 The frogs could not **help** Bawang.
- 3 Bawang was **happy** when her sarong turned to gold.

C Look in a thesaurus to find synonyms for the adjectives 'good', 'bad', 'big' and 'little'. Check the spelling and meaning of the synonyms in a dictionary. Then write a sentence using each of the new words you find.



Challenge

→ With a partner, write a sentence using the word 'nice'. You can use the word more than once. Then take turns reading out the sentence using more interesting words for 'nice'.

More interesting words for 'said'

When text includes dialogue, or words spoken by a person, we often use the verb **said**.

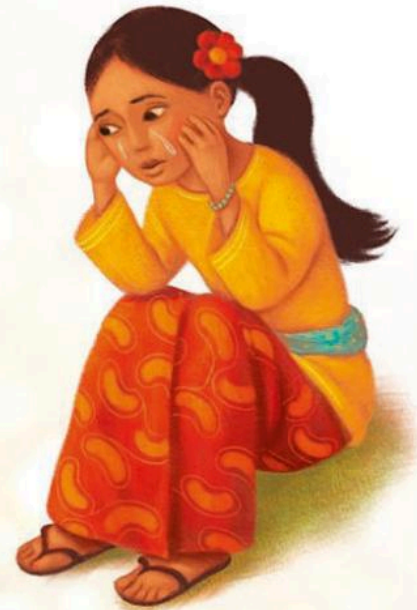
Example:

"My basket has disappeared!" **said** Bawang.

We can make our writing more interesting by choosing another word instead of 'said'.

Example:

"My basket has disappeared!" **sobbed** Bawang.



- A** In the following sentences, change the word 'said' to one of the more interesting verbs below.

whispered screamed laughed

- 1 "That puppy is so funny," Fatima said.
- 2 "Don't wake the baby!" Lucas said.
- 3 "Oh no, I hate insects!" said Rahini.

- B** Look at the verbs below and write a sentence using each of the words.

announced asked explained roared shouted

- C** Rewrite the following sentences, replacing the word 'said' with more interesting words of your own.

- 1 "Where are my socks?" said Malik.
- 2 "I can't hear you!" said Lena.
- 3 "I am not feeling well," said Ben.



Top Tip

Read the sentences in exercise A out loud. Notice how the word we choose changes the way we say the sentence.

Speech marks

When we write down the words that someone speaks in a text, we put **speech marks** (" ") before and after the words that are spoken.

Example: Bawang asked, "Have you seen my basket?"

A Copy the following sentences and add in the missing speech marks.

- 1 Have you seen my school bag? asked Peter.
- 2 Throw the ball to me! shouted Rahim.
- 3 The waiter said, Here is your orange juice.

B Imagine a scene in a restaurant. Copy out the sentences below, filling in the words that each person might say.

- 1 The waiter asked, " _____ ?"
- 2 Ahmed replied, " _____ ."

C Add two more sentences of your own to the conversation in the restaurant. Give the third person in the scene a name and include some words that she says.



Top Tip

We use a capital letter for the first word of each sentence that is spoken. A new line is used when a new person speaks.



Speech punctuation

When we use **speech marks**, we put a **full stop** or a **comma** just before the closing speech mark.

Examples:

Leyla said, "I am going to the aquarium on Sunday to see the fish."
"My Mum said she would take me," Leyla explained.

Some sentences need a **question mark** or an **exclamation mark** at the end.

Examples:

"Will you come with me?" Leyla asked.
Jane replied, "I would love to!"

A Copy the sentences below, adding a comma or full stop before the closing speech mark.

- 1 "We will pick you up at 11 o'clock_" explained Leyla.
- 2 Jane answered, "I will make sure I am ready_"
- 3 "We will be back by 4 o'clock_" added Leyla.

B Rewrite these sentences, adding in the missing speech punctuation.

- 1 Jane asked Can I go with Leyla to the aquarium
- 2 Yes, of course exclaimed Mum.
- 3 I cannot wait to go said Leyla.

C Imagine a scene during Leyla and Jane's visit to the aquarium. Think of some things they might say to each other and then write two sentences of their conversation.

Rewriting a traditional tale

Model writing

Traditional stories are often stories written a long time ago. Read through this modernised beginning to the traditional tale 'Goldilocks and the Three Bears.'

Goldilocks and the Three Bears

It was the usual hectic Monday morning for the Bear family at number 5 Foxhole Avenue.

"Dad, I can't find my school bag!" shrieked John Bear. John was 5 years old and had just started at the local school. He was a rather forgetful young bear.

"It's by the television, where you left it last night," Dad shouted back, while trying to put on his coat. "Come on, Mum and I are going to be late for work if you don't get a move on. We don't even have enough time to eat our porridge!"

With that, they all bundled out of the house, into the car and sped off – forgetting to lock the door behind them...

Glossary

bundled out

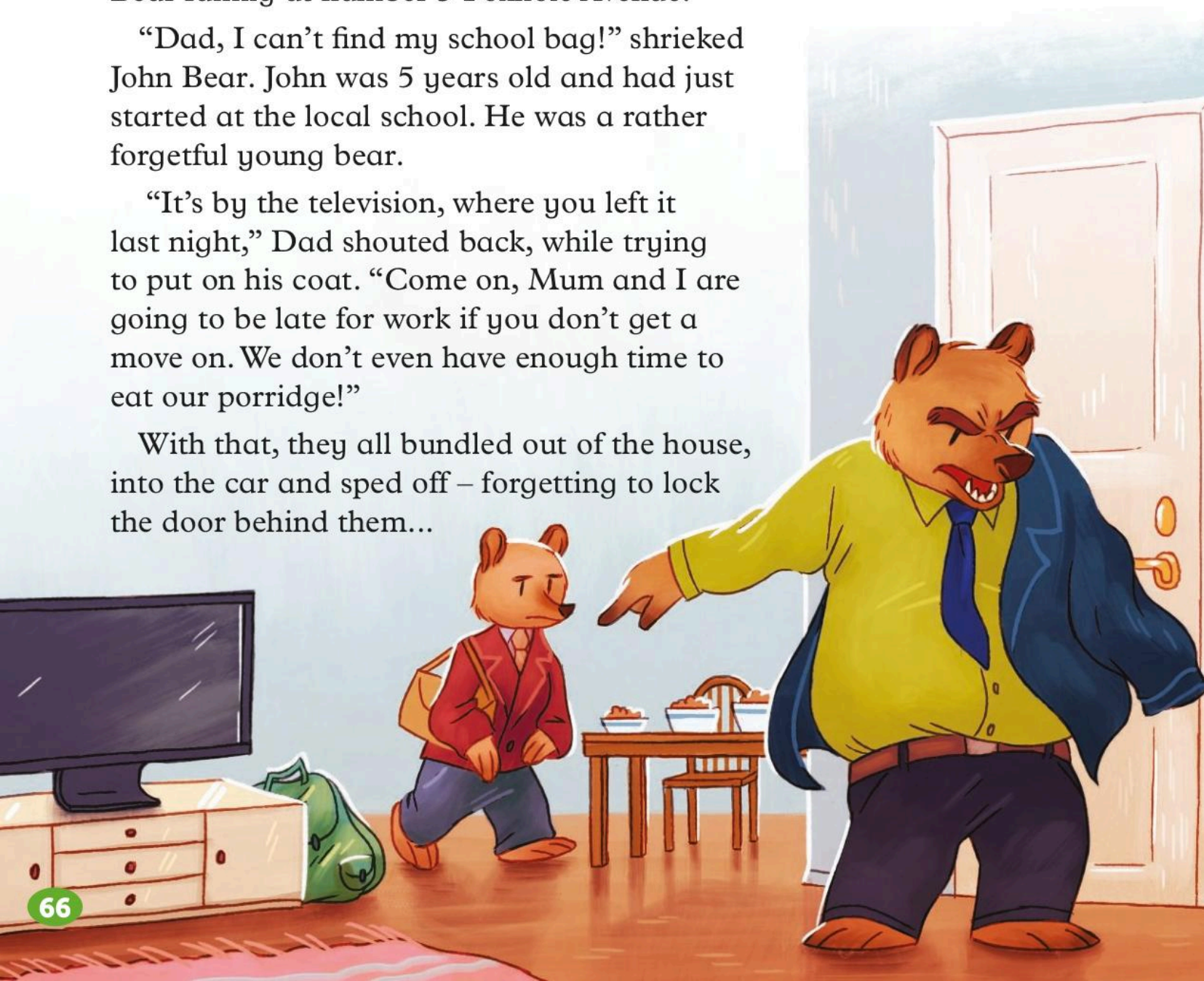
went quickly together

get a move on

hurry

hectic

busy



Guided writing

In the traditional story of 'Goldilocks and the Three Bears', Goldilocks gets lost in a forest. She finds a house and walks in. She tastes three bowls of porridge and sits in three chairs. Finally, she falls asleep in one of three beds. It is then that the three bears return...

Notice how the modernised opening of the story, on page 66, includes some features of the original story. Other features have changed.

Feature	Traditional story	Modernised version
Opening	<i>'Once upon a time', 'Long, long ago' or 'One day'</i>	<i>'It was the usual hectic Monday morning...'</i>
Characters	<i>Three bears</i>	<i>John Bear goes to school and Mum and Dad have jobs.</i>
Setting	<i>A house in a forest</i>	<i>A house in a street</i>
Plot	<i>Three bears go for a walk in the forest while their porridge cools down. They leave the door unlocked.</i>	<i>The bears leave the house in a rush, leaving the door unlocked.</i>



Top Tip

Traditional tales often include animal characters that can talk. The number three is also important.

Rewriting a traditional tale

Your writing

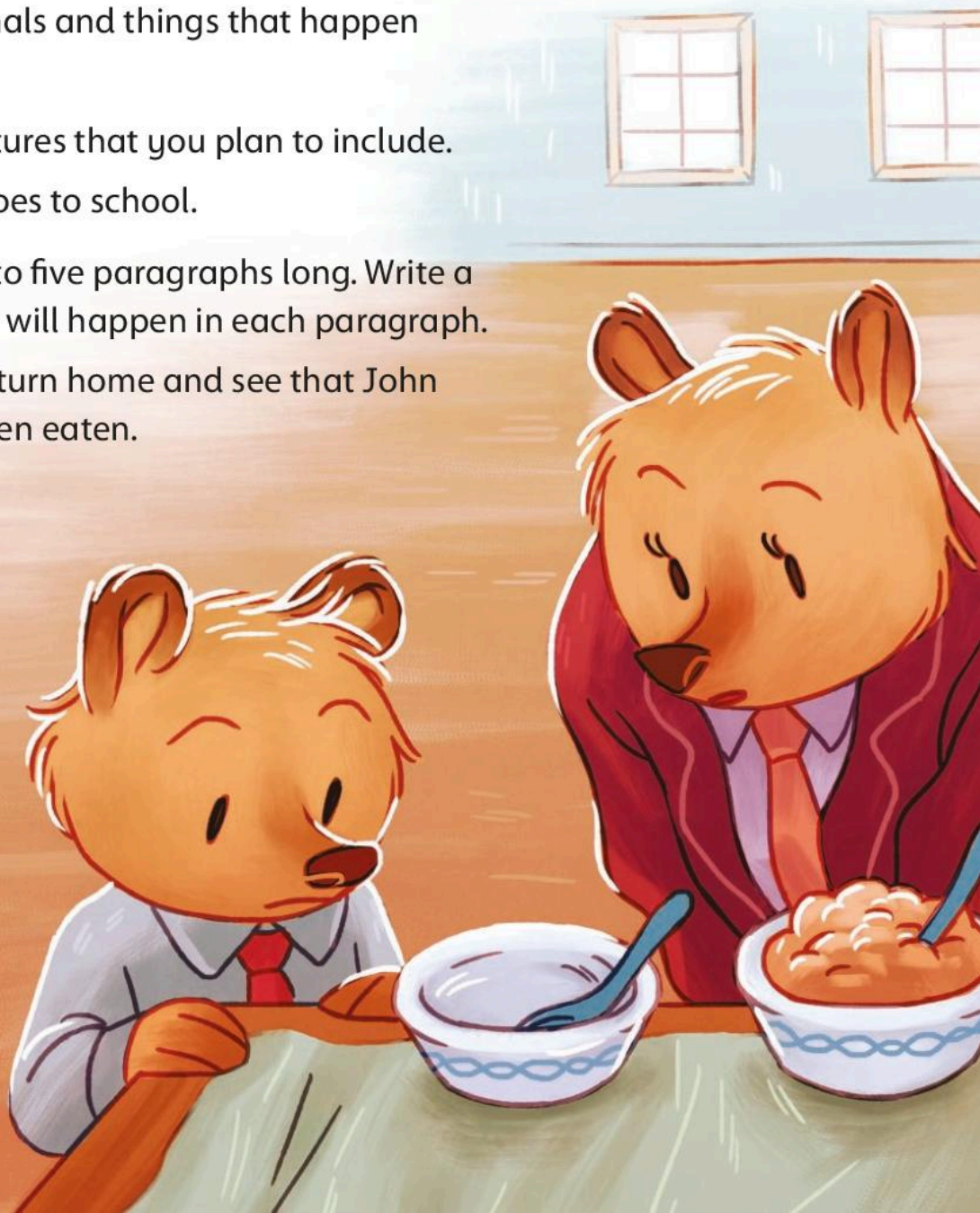
Write your own updated version of a traditional tale. You can either choose your own tale to update, or continue with the modernised version of the 'Goldilocks and the Three Bears' story. Whichever you choose, start by making a plan.



Top Tip

Remember to start a new paragraph when there is a change of time, place, speaker or action.

- 1 List some of the typical features of traditional stories that you plan to include.
Example: talking animals and things that happen in threes.
- 2 List some modern features that you plan to include.
Example: John Bear goes to school.
- 3 Make your story four to five paragraphs long. Write a sentence saying what will happen in each paragraph.
Example: The bears return home and see that John Bear's porridge has been eaten.
- 4 Include some speech or dialogue.
Example: "We don't even have enough time to eat our porridge!"



Traditional story checklist

Fill in a chart like the one below to help you write a good story!
Check your work as you go along and put ticks on your chart.

	Yes	No	Sometimes
Includes modern features	✓		
Dialogue is used to move the story along			
A new paragraph starts when there is a change in time, speaker and action	✓		
Speech punctuation is used correctly	✓		
Interesting words are used instead of 'said'			
Spelling is correct			



5

Keep in touch!



“Never write a letter while you are angry.”
Old Chinese proverb

Talk time

- 1 Look at this picture. What do you think is happening? Why do you think this boy looks happy?
- 2 Have you ever written a letter or an email? Why did you write it?



Using words

A Look at the words in the Word Cloud and match them to the meanings here.

- 1 A place where you buy stamps or post a letter.
- 2 Letters and other mail items that are sent in a plane.
- 3 The details of where someone lives.

B Copy the sentences below. Use the correct words to fill the gaps.

stamp envelope handwriting pen

It is fun to get a letter in the post. I open the _____ and tear off the _____. I keep it for my collection. My grandmother always uses _____ and ink when she writes to me. Sometimes it is hard to read her _____!

C Do you like emails or letters best? Work with a partner and talk about what is the same and what is different about sending a letter and an email.

Word Cloud

address
air mail
post office

Letters

The letters on this page and page 73 come from a book about a girl whose full name is Clarice Bean Tuesday. In the story, Clarice and her friend Betty write to the author of their favourite books.

Letter to Patricia Maplin Stacey

Dear Patricia F Maplin Stacey,

We are avidish readers of the Ruby Redfort series and we have read all of them at least once. What we would like to know is when is the next Ruby Redfort book coming out and what will it be called?

Also, on page a hundred and 6, chapter eight of Run for it Ruby why did the arch villain Hogtrotter not double-check that he had locked the cellar door?

And also, on page 33 you said Ruby was wearing her glasses and then later on you say she couldn't see well because she didn't have her reading glasses.

Eagerly awaiting your reply.

Betty P Moody and Clarice Bean Tuesday.

p.s. We think you should write a bit faster.

From *Utterly Me, Clarice Bean* by Lauren Child

Glossary

arch villain

a bad person or chief criminal

avidish

quite keen
(-ish = quite)

double-check

to check twice

fan club

a club for people who admire the same person, like an author or a pop star



Letter to Clarice and Betty

Dear Betty and Clarace,

Thank you for your kind enquiry. In answer to your question, the next Ruby book will be published this autumn.

The title is yet to be announced.

Patricia F Maplin Stacey hopes you continue to enjoy her books and wishes you happy reading!

Yours truly,

Patricia F Maplin Stacey

Creator of the Ruby Redfort Collection.

(Details of the fan club are listed on the Ruby Redfort website.)

Word Cloud

creator
enquiry
published
truly

From *Utterly Me, Clarice Bean* by Lauren Child



Traditional words

A Read the letters on pages 72 and 73 and answer the questions.

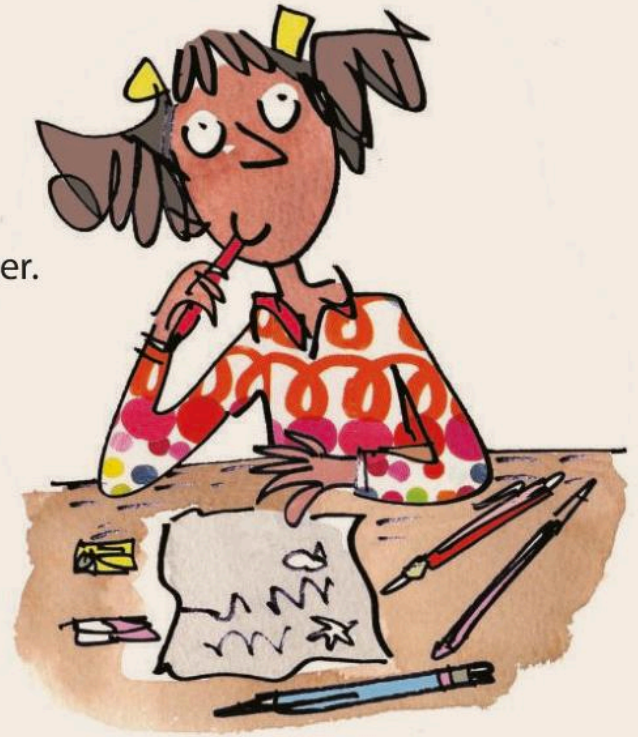
- 1 What is the name of the villain in the book *Run for it Ruby*?
- 2 What word do Clarice and Betty use to address the author at the beginning of the letter?
- 3 In which paragraph do Clarice and Betty explain the main purpose of their letter?
- 4 What two questions do Clarice and Betty ask the author about her next book?



B What do you think?

Use phrases from the letters to help with your answers.

- 1 How do we know that Clarice and Betty want to read more books about Ruby Redfort?
- 2 Do you think the author wrote the reply to Clarice and Betty herself? Why?
- 3 Do you think the author's reply answers all of Clarice and Betty's questions? Explain your answer.
- 4 Can you find a spelling mistake in the author's reply?



C What about you?

Who would you like to write a fan letter to? Think of three questions you would like to ask and then discuss your ideas in your group.



Discussion time

Talk about the different ways of ending a letter, such as 'Yours sincerely', 'Yours faithfully', 'With love from', and 'Best wishes'. Write them on the board and discuss when you would use them.

Letters (continued)

The letter below was written by Roald Dahl to his mother. He wrote it when he was a young boy and living away from home at boarding school. Roald Dahl grew up to become a successful author.

Word Cloud

boarding school
masters
springs
stamp album

23rd Sept

Dear Mama

I am having a lovely time here. We play football every day here. The beds have no springs. Will you send my stamp album, and quite a lot of swaps. The masters are very nice. I've got all my clothes now, and a belt, and, tie, and a school Jersey.

Love from

Boy



Comprehension

A Which three sentences below are true?

- 1 Roald Dahl's mother calls him 'Boy'.
- 2 The beds in the school are comfortable.
- 3 Roald thinks the teachers at his school are nice.
- 4 Roald collects stamps.

B What do you think?

Use phrases from the letter to help with your answer.

- 1 Give one reason why Roald is writing to his mother.
- 2 Find two sentences in the letter that show that Roald likes his school.
- 3 Roald asks his mother to send him some 'swaps'. What do you think these are and what will he do with them?
- 4 Do you think there is anything that Roald does not like about his school? Explain your answer.

C What about you?

With a partner, discuss how you would describe your school in a letter to a friend or family member.



Challenge

→ Think of a place that you have visited that you liked. Describe what you liked about it in a letter to a friend. Was there anything you didn't like about it?



Suffixes

A **suffix** is a group of letters that can be added to the end of a word. Adding a suffix changes the meaning of the word.

The suffix **-ful** means 'full of something'.

Example: power + **ful** = powerful (full of power)

The suffix **-less** means 'without something'.

Example: taste + less = tasteless (without taste)

A Add the suffix **-ful** to the following words. How does the suffix change the meaning?

hope pain thank harm

B Copy the sentences below and add the suffixes **-ful** or **-less** to complete the gaps.

- 1 Oh no, I have broken the glass. How care_____ of me!
- 2 That's a wonder_____ birthday cake!
- 3 My pen is broken so it is use_____!
- 4 My kite is very colour_____.

C Write a sentence using each of the words you made in A.



Top Tip

When the suffixes **-ful** and **-less** are added to nouns they change the nouns into adjectives.



Suffixes



Top Tip

When a word ends in **y**, change the **y** to **i** and then add **-ly**.

Example: busy + ly = busily (bus-i-ly)

The suffix **-ly** is often added to words to make words that describe **how** or **in what way** something is done. These words are called **adverbs**.

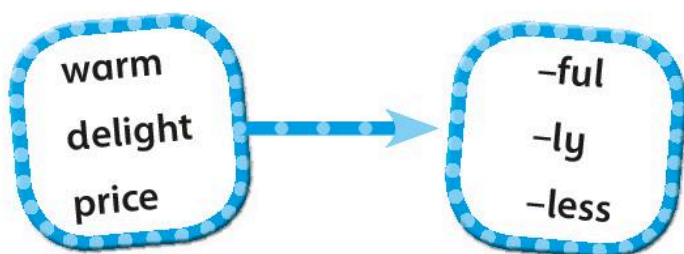
Example: slow + ly = slowly (done in a slow way)

A Rewrite the sentences below. Use the following words to fill the gaps, adding the suffix **-ly**.

safe quick happy

- 1 After a long journey, they were glad to get home _____.
- 2 The children were playing _____ on the beach.
- 3 The monkey _____ climbed to the top of the tree to pick a banana.

B Match the words to the correct suffix and write a sentence using each word.



C Complete the following sentences with adverbs of your own to describe how each action was done.

- 1 I washed my hands _____.
- 2 I sang _____.
- 3 I brushed my hair _____.



Singular and plural

We can write nouns in the **singular** or the **plural**. Singular means there is **just one**. Plural means there are **more than one**.

Many singular nouns are made into plural nouns by adding an **s**.

Example: apple → apples

We add **es** to singular nouns that end in **ch, sh, ss** or **x**.

Example: fox → foxes

A Change the following nouns into plural nouns by adding *s* or *es*.

pencil **rabbit** **book**
glass **watch** **dish**

B Rewrite the sentences below. Fill the gaps using plurals of the following words.

flower **dog** **beach**

- 1 We visited two _____ on our holiday.
- 2 The _____ were barking loudly.
- 3 The field was full of pretty _____.

C Look at the letters on pages 72 and 73. Find two singular nouns and two plural nouns. Then use each of the nouns in four sentences of your own.



Top Tip

When you use a plural noun with a verb, the verb must be plural, too.

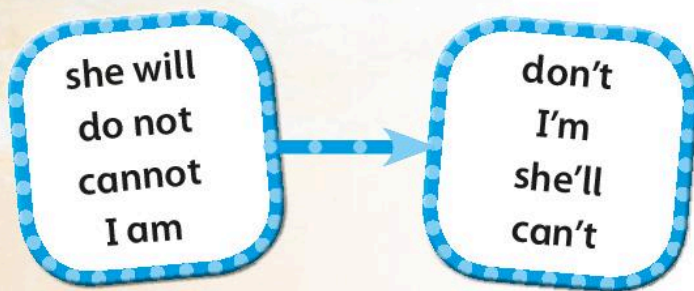
Apostrophes

When we are speaking or writing, we often join two words together to make a shorter word. We make the word shorter by leaving out one or more letters from the original words.

When we write the shorter word down, we use an **apostrophe** (') in place of the missing letters.

Example: **that is** becomes **that's** (the letter **i** has been left out)

A Match the following contractions with the right words.



Top Tip

When we join two words together to make a new word, the shorter word is called a **contraction**.

B Rewrite the sentences below, adding the apostrophes in the correct places to the words in bold.

- 1 Ruby **wasnt** wearing her reading glasses.
- 2 Betty and Clarice said **theyd** read all of the Ruby Redfort books.
- 3 Clarice **didnt** think the author had answered all her questions.

C Look at the letters on pages 72 and 76 and find three examples of contractions. Then use the words in three sentences of your own.

Writing a formal letter

Model writing

Read the formal letter below from Maria to her head teacher.

Class 3
Hill View School
School Road
Pine Valley

14 June 2015

Dear Mr Lopez,

I am writing to ask if Class 3 can have a party on the last day of term. Our test scores were the best the school has ever had, and we think we deserve a reward for being such good students!

We would like it if the party could be after morning lessons. Everything has been organised.

- All the tables and chairs will be cleared away.
- Every student will bring in one food/drink item, such as fruit or orange juice.
- There will be dancing and games. We will organise the music, too.

We look forward to hearing from you, sir.

Yours sincerely,

Maria

Guided writing

Notice how the sender of the letter does the following:

- Writes their address and the date at the top right-hand side of the page.
- Begins the letter 'Dear Mr Lopez'. This is the 'salutation'.
- Misses a line before the first paragraph.
- In the first paragraph, explains the purpose of the letter.
- Uses bullet points in the second paragraph to help make the arrangements clear.
- In the third paragraph, asks for a reply.
- Ends the letter with 'Yours sincerely' and writes their own name on a new line.

Glossary

bullet point

an item or idea presented in a list after a symbol such as a small circle

formal

official or businesslike



Top Tip

In a formal letter, when you know the name of the person you are writing to, you would sign off 'Yours sincerely'. If you don't know the name you would end the letter 'Yours faithfully'.

Writing a formal letter

Your writing

Imagine you are the head teacher. Write a letter in reply to Maria.

- 1 Write 'Dear Maria' in the first line.
- 2 In paragraph 1, state the purpose of your letter. Explain that Class 3 have been well behaved and deserve a party.
- 3 In paragraph 2, say you want Maria and the class to think about some possible problems with:
 - moving the tables and chairs (who will help move heavy tables?)
 - the party food
 - games, activities and music.
- 4 In paragraph 3, ask Maria to write back and let you know how Class 3 are going to make sure everything is organised properly.
- 5 Sign off the letter 'Yours sincerely'.
- 6 Write 'Mr Lopez' on the last line.



Formal letter checklist

To help you write your letter, use a checklist like the one below. Then ask another student to double-check.

	Checked by me	Checked by another student
Start the letter with a greeting (or 'salutation') such as 'Dear Maria'		✓
Miss a line before starting the first paragraph	✓	
In paragraph 1, explain the purpose of the letter and agree that the class deserves a party		
In paragraph 2, ask Maria to think about the possible problems		
In paragraph 3, ask Maria to let you know how the problems will be managed	✓	
End the letter with 'Yours sincerely'		
On a new line write 'Mr Lopez'		
Choose good vocabulary		
Use capital letters and full stops correctly		
Use correct spelling		



6

Sharing cultures

Talk time

- 1 Look at this picture of Maori people from New Zealand. What do you think is happening?
- 2 Maori people touch noses to greet each other. How do people in your country greet each other?

“Aim for the highest cloud, so that if you miss it, you will hit a lofty mountain.”

Maori proverb

Students greet each other with a 'hongi' at a school in New Zealand.

A Look at the words in the Word Cloud and match them to the meanings here.

- 1 The first people to settle in New Zealand.
- 2 The way of life of a group of people, including their language, customs, art and music.
- 3 To meet or welcome.

B Copy the sentences and use the words below to fill the gaps.

paint carving ceremonies
visitors dances

The Maori hold special _____ to welcome _____ to their country. They often perform _____ and sometimes _____ their faces. Arts such as weaving and _____ are also important in Maori culture.

C The Maori people often perform dances to welcome visitors to their country. Work with a partner and discuss how being greeted in this way would make you feel. Explain your answer.

Word Cloud

culture
greet
Maori



Playscripts from different cultures

This playscript comes from a musical play based on a well-known Maori legend. According to the legend, the days were once too short. People could not finish their daily tasks and children had very little time to play.

Word Cloud

authority
hunting
mistakes
rush

Mai Catches the Sun

Child 1 (*practising stick games*) Oh, it's happened again! The sun's gone down and we can't see what we are doing!

Child 2 I keep dropping my sticks! We can't practise in the dark!...

Woman 1 (*weaving*) It's always the same. Rush, rush, rush to get anything done before the sun goes down!

Woman 2 (*weaving*) We can't keep up with our work. I'm only half way through weaving this mat (*holding up unfinished mat*) and now I can't see to finish it. I keep making mistakes!...



Glossary

elder

an important older person in a community

signal

to give advance information about something

stage

the area where actors perform

- Woman 3** We'll have to eat in darkness again!
- 15 **Woman 4** That's right. We can't even see our food!...
- Child 3** *(to friend)* At least I can leave my vegetables and my mum won't know!...
- 20 **Woman 3** *(standing up, moving off stage)* Come on everyone. Let's go.
- (Bring the lights down to signal the end of the day.)*
(Bring the lights back up to signal a new day.)
- Man 1** What can we do? Something must
25 be done to make our days longer. We cannot live like this...
- Village elder** *(stepping forward and speaking with authority)* Perhaps Maui can help us. Where is he?
- 30 **Man 2** He's in the forest hunting. I'll go and find him. *(He exits.)*

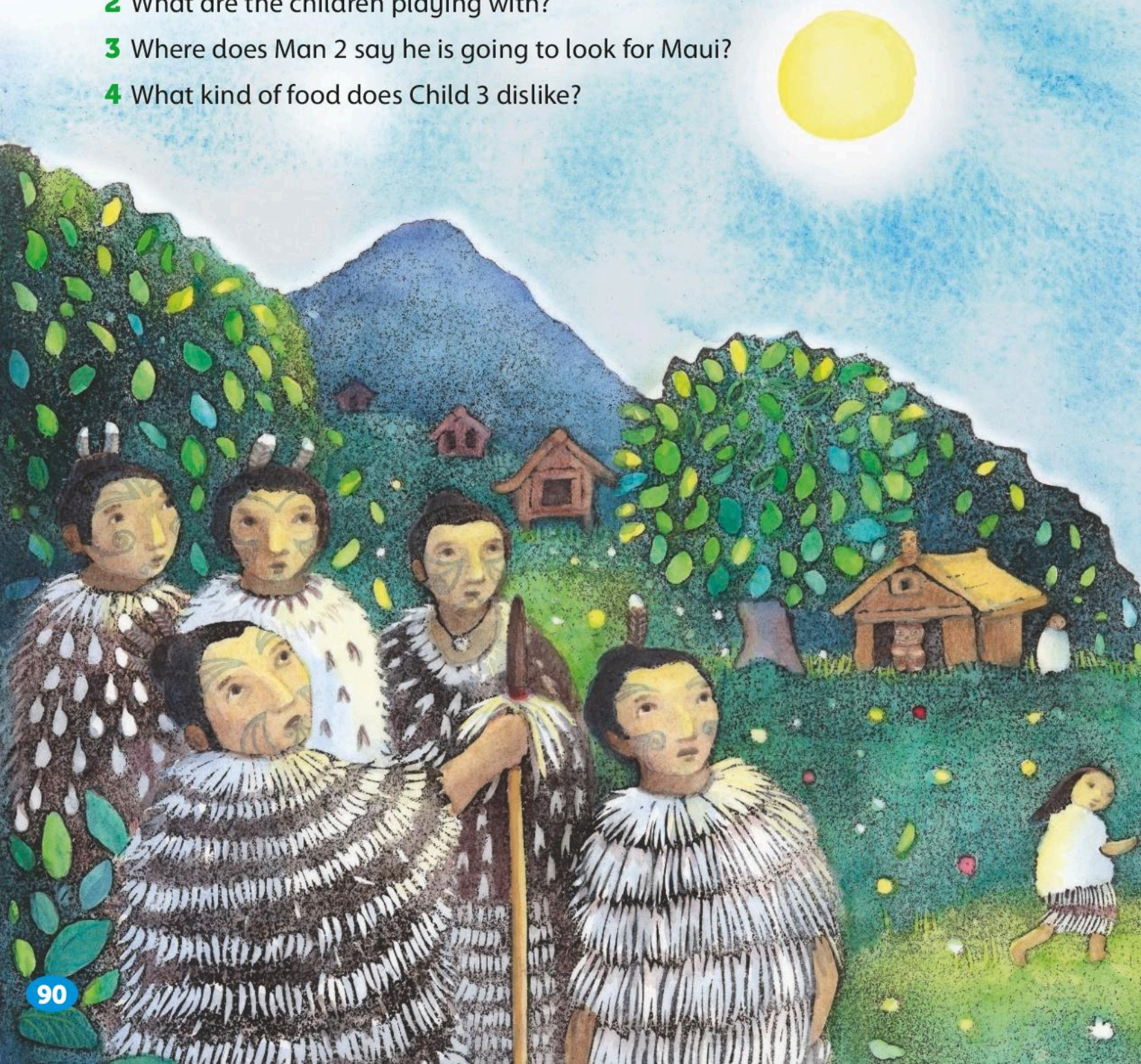
From *Maui Catches the Sun* by Janet Grierson



Comprehension

A Read the playscript on pages 88–89 and answer the questions.

- 1 What are the characters in the play complaining about? Find a sentence that tells you.
- 2 What are the children playing with?
- 3 Where does Man 2 say he is going to look for Maui?
- 4 What kind of food does Child 3 dislike?



B What do you think?

Use phrases from the playscript to help with your answers.

- 1 Why does Woman 2 keep making mistakes in her weaving?
- 2 How does the actor playing Woman 3 know when to leave the stage?
- 3 How are the theatre lights used to show the end of the day?
- 4 The village elder speaks 'with authority'. What do you think this means?

C What about you?

Have you ever acted in a play, or would you like to?

Talk about your answer with a partner.

Discussion time

Do you think it is important to learn about stories and customs from other cultures? Explain your answer to a partner.



Playscripts from different cultures (continued)

Maui Catches the Sun

Village elder *(slowly and thoughtfully)* If anyone can come up with an idea, Maui can. He has achieved many great things that have seemed impossible.

5

(Maui enters.)

Village elder *(calling Maui over to him)* Ah, Maui. Can you help us?... What can we do to lengthen our days? They are too short and the nights are too long. It's so frustrating for all of us.

10

Maui You are right. It's frustrating for me too. Just last night I was out fishing in the canoe. I had a big bite, I started to haul it in and it was a whopper! *(He shows exaggerated size with arm movements.)* I was just taking it off the hook when the sun went down...

15

20

Narrator Maui called his brothers together and told them of his plan. They would travel to the edge of the world to catch the sun in a snare made from flax ropes.

25

From *Maui Catches the Sun*
by Janet Grierson

Word Cloud

achieved haul
canoe snare
exaggerated whopper
frustrating



Comprehension

A Which three sentences below are true?

- 1 The village elder thinks Maui is wise.
- 2 Maui wishes the days were longer.
- 3 Maui was fishing from the shore.
- 4 Maui decides to travel to the edge of the world.

B What do you think?

Use words or phrases from the story to help.

- 1 Why does the village elder think that Maui will be able to help?
- 2 Maui says he had 'a big bite' when he was fishing. What do you think this means?
- 3 Do you think the fish that Maui nearly caught was as big as he showed with his arms? Explain your answer.

C What about you?

How do you think the legend ends? Do you think Maui and his brothers managed to make the days longer? Discuss your answer with a partner.

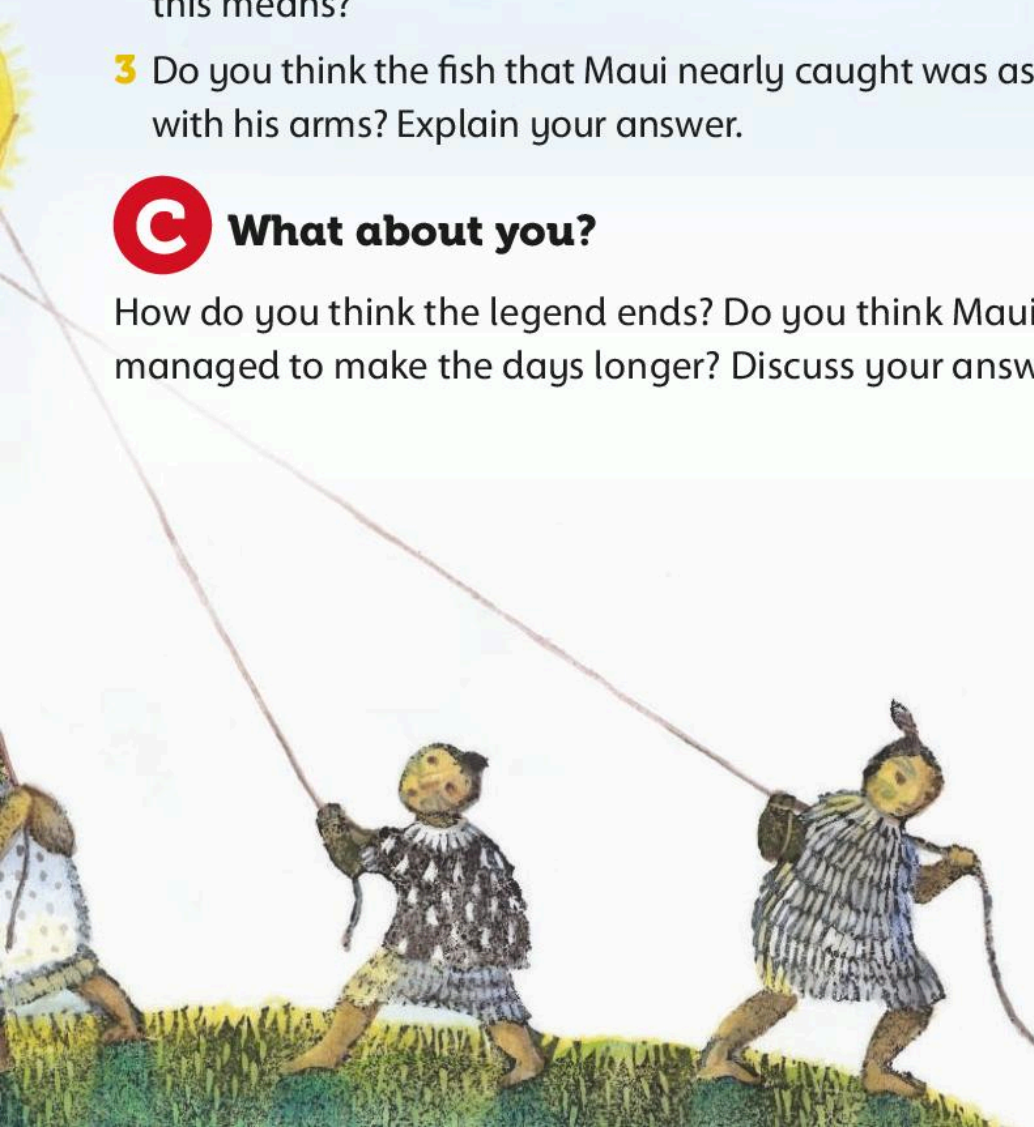
Glossary

flax

a plant from which linen is made

narrator

a person who comments on the action of a play



Irregular verbs

Some verbs are **irregular**. This means they do not follow the usual pattern when we use them in different tenses. One of the most common irregular verbs is the verb **to be**.

Present tense	Past tense
I am	I was
You are	You were
He is	He was
She is	She was
We are	We were
They are	They were



Top Tip

Remember:
A verb in the **present tense** tells us what is happening **now**.
Verbs in the **past tense** tell us what happened in the **past**. Many verbs in the past tense end with **-ed**.

A Rewrite the following sentences, choosing the correct verb to fill the gaps.

- 1 The village elder _____ an important man. (are, is, were)
- 2 Maui _____ in the forest. (am, was, were)
- 3 Maori carvings _____ often made from wood. (are, was, is)

B Rewrite the following sentences in the past tense.

- 1 I am on my way to see a play.
- 2 The actors are ready to begin.
- 3 The play is based on a Maori legend.

C Read the playscript on page 92 and find four examples of past tense verbs that do not end in **-ed**. Then use the verbs in four sentences of your own.

Alphabetical ordering

A dictionary lists words in **alphabetical order**. Words beginning with **a** come first, followed by words beginning with **b**. Words beginning with **z** come last.

Many words start with the letter **a**, so we also need to look at the second letter.

Example:

agree comes before **arrive** in a dictionary because **g** comes before **r** in the alphabet.



A Rewrite the words in alphabetical order.

- 1 tiger lion monkey zebra fish
- 2 yellow blue orange green pink
- 3 apple melon banana lemon peach

B Look at these groups of words. For each group, write the word that would come first in a dictionary.

- 1 friend feel fish football
- 2 alligator adventure animal art
- 3 plant pencil paint present

C Look up these words in a dictionary. Which comes first and why?

tonight today tomorrow

Writing a poem

Model writing

In the playscript on pages 88–89 and 92, the Maori people want the sun to shine for longer each day. This poem describes what happens when the wind does not blow strongly enough.

Dear Mr Wind

Dear Mr Wind,
Could you please blow much harder
As we cannot
Sail our boats,
Dry our clothes,
Fly our kites!

Dear Mr Wind,
Could you please blow much harder
As we have
No breeze cooling us gently on a hot day
No waves crashing hard on the beach
No aeroplanes flying high in the sky!

Dear Mr Wind,
Please BLOW and BLOW
and BLOW and BLOW!

Moira Brown



Your writing

Write a poem that asks the sun to shine for longer. Use the same number of verses as the 'Dear Mr Wind' poem. The first four lines of the first two verses have been done for you.

Look at the notebook below and use the following ideas to help you write your poem:

- Write two more lines for the first verse shown below. Start each line with a verb.
- Then write two more lines for the second verse. Start each line with the word 'No'.
- Put an exclamation mark at the end of each verse.

How should you write verse 3?



Top Tip

When you have written your poem read it aloud to a partner. Can your partner suggest any way that you can improve it?

Dear Mr Sun,
 Could you please shine for much longer
 As we cannot
 Grow our vegetables,

.....

Dear Mr Sun,
 Could you please shine for much longer
 As we have
 No gentle warmth heating our cold land

.....



Revise and check 3

Vocabulary

1 Copy the sentences below. Replace the words in bold with a word with a similar meaning from the following list.

noise giggle large honest teacher little

- a The **instructor** told the children not to **laugh**.
- b The **big** drum made a very loud **sound**.
- c My **small** brother was always **truthful**.

Punctuation

1 Rewrite the following sentences, adding the missing punctuation (capital letters, speech marks, commas, full-stops, exclamation marks and question marks).

- a you need to put a stamp on that letter the man told her
- b are you sure you have the right address she enquired
- c the boy chased the van shouting stop I have an important letter
- d oh no we've missed the post yelled the boy

2 Copy these sentences, writing the words in bold in full.

- a **They're** going to the aquarium on Sunday.
- b They **couldn't** wait to see their friends.
- c **We'll** pick you up at 4 o'clock.



Grammar

- 1 Rewrite the sentences with the correct verbs.
- I ___ getting ready to meet my friends. (is, am)
 - Ravi ___ my favourite cousin. (are, is)
 - There ___ a basket of clothes by the river. (was, were)

Spelling

- 1 Copy the table below and complete with singular or plural nouns.

Singular	Plural
beach	
	glasses
	fields
watch	
box	
	dishes

- 2 Write these words in alphabetical order.

care warm pain slow price colour power

- 3 Add the suffix *-ly* to the following words, using the correct spelling.

happy quiet easy loud



7

It's a mystery!

"Most people – and that includes you and me – know that things that belong to other people belong to other people."

Alexander McCall Smith

Talk time

- 1 What do you think is happening in this picture?
- 2 Do you think adventure and mystery stories are more exciting than other kinds of stories?



Mysterious words

A Read the words in the Word Cloud and match them to the meanings below.

- 1 Something that nobody understands.
- 2 An unusual and exciting experience.
- 3 A person who tries to solve a crime.

B Copy the sentences below and use the correct words to fill the gaps.

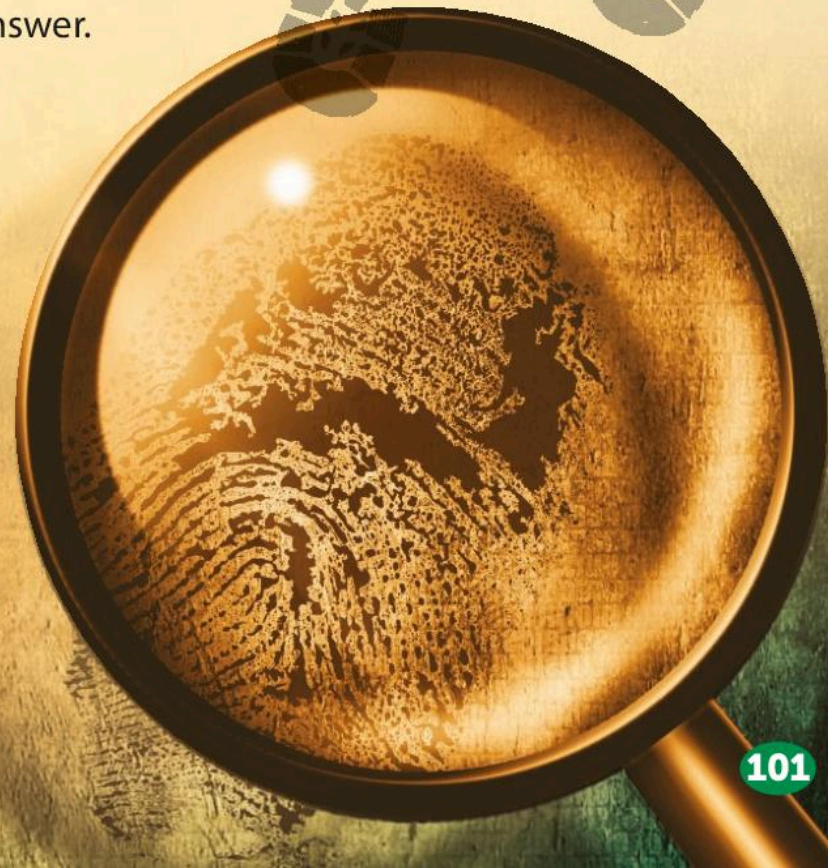
fingerprints magnifying footprints

The burglar left muddy _____ on the floor and _____ on the wall. The detective used a _____ glass to look for clues.

C Would you be a good detective? With a partner, think of three clues that would help you solve a crime. Explain your answer.

Word Cloud

adventure
detective
mystery



Adventure and mystery stories

This story takes place in Botswana, Africa. It is about a young girl named Precious Ramotswe, who wants to be a detective. Precious and her friend Tapiwa are walking home from school. Tapiwa tells Precious about a mystery at school.

Stolen Cake

“There must be a thief at school,” said Tapiwa, looking over her shoulder in case anybody heard what she had to say.

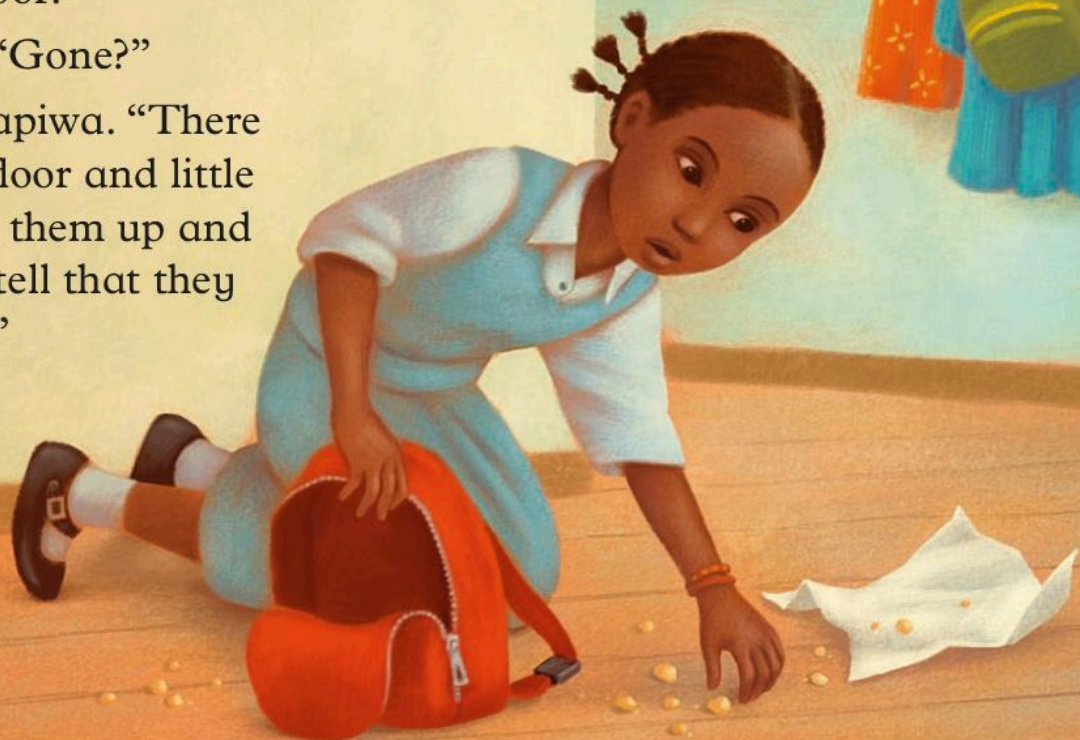
“I brought a piece of cake to school with me
5 this morning. I left it in my bag in the corridor outside the classroom.” She paused before she went on. “I was really looking forward to eating it at break-time.”

...“Somebody took my cake,” Tapiwa
10 complained. “I had wrapped it in a small piece of paper. Well, it was gone, and I found the paper lying on the floor.”

Precious frowned. “Gone?”

“Eaten up,” said Tapiwa. “There
15 were crumbs on the floor and little bits of icing. I picked them up and tasted them. I could tell that they came from my cake.”

**Word
Cloud**
crumbs
stolen
thief



“Did you tell the teacher?” asked Precious.

20 Her friend sighed. “Yes,” she said. “But I don’t think she believed me. She said, ‘Are you sure you didn’t forget that you ate it?’ She said that this sometimes happened. People ate a piece of cake and then forgot that they had
25 done so.”

Precious gazed at Tapiwa. Was she the sort of person to eat a piece of cake and then forget all about it? She did not think so.

30 “It was stolen,” said Tapiwa. “That’s what happened. There’s a thief in the school. Who do you think it is?”

35 “I don’t know,” said Precious. She found it hard to imagine any member of their class doing something like that. Everybody seemed so honest.

From Precious and the Monkeys: Precious Ramotswe’s Very First Case by Alexander McCall Smith

Glossary

honest

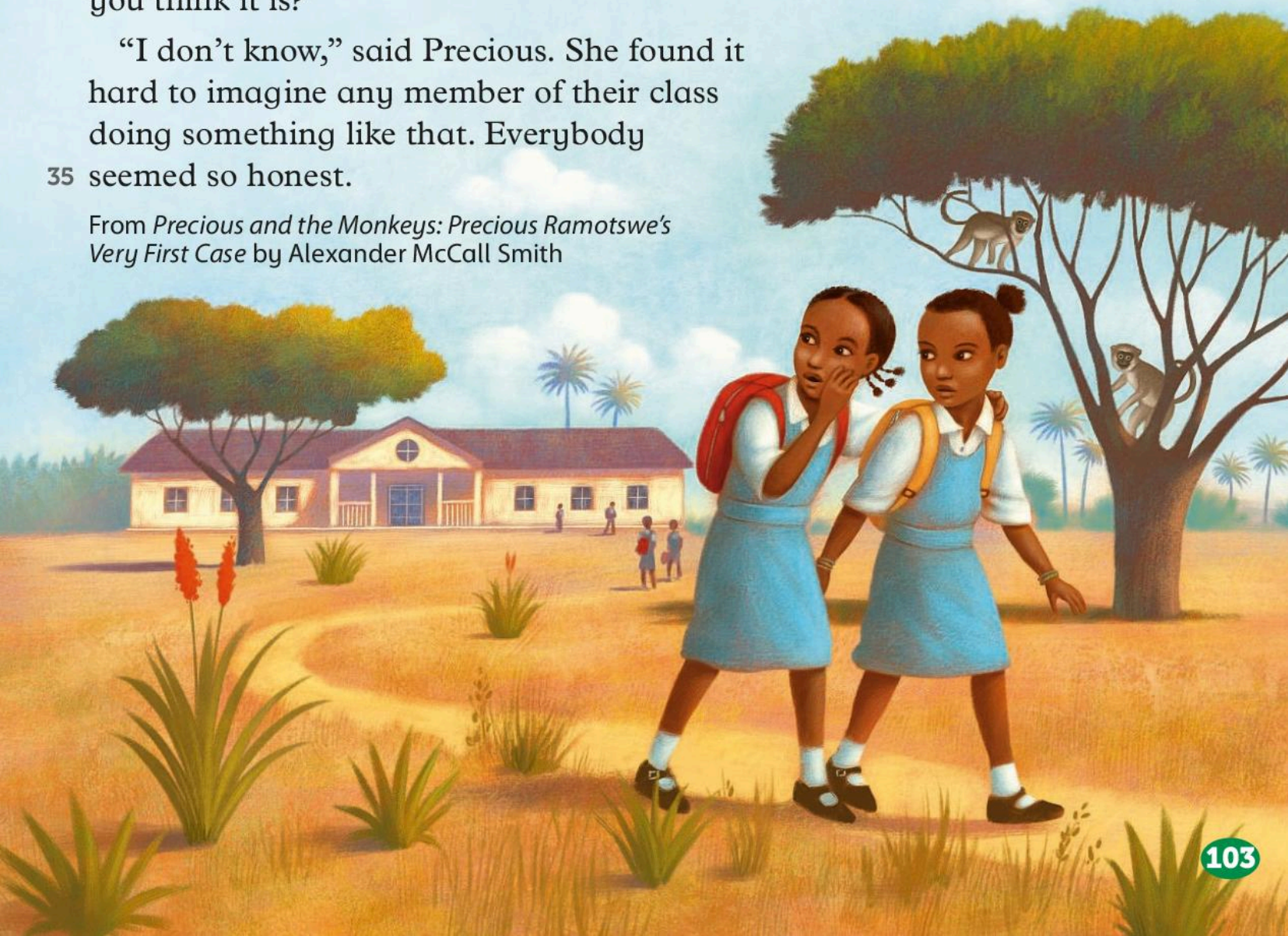
truthful

icing

a sweet covering on cakes

sighed

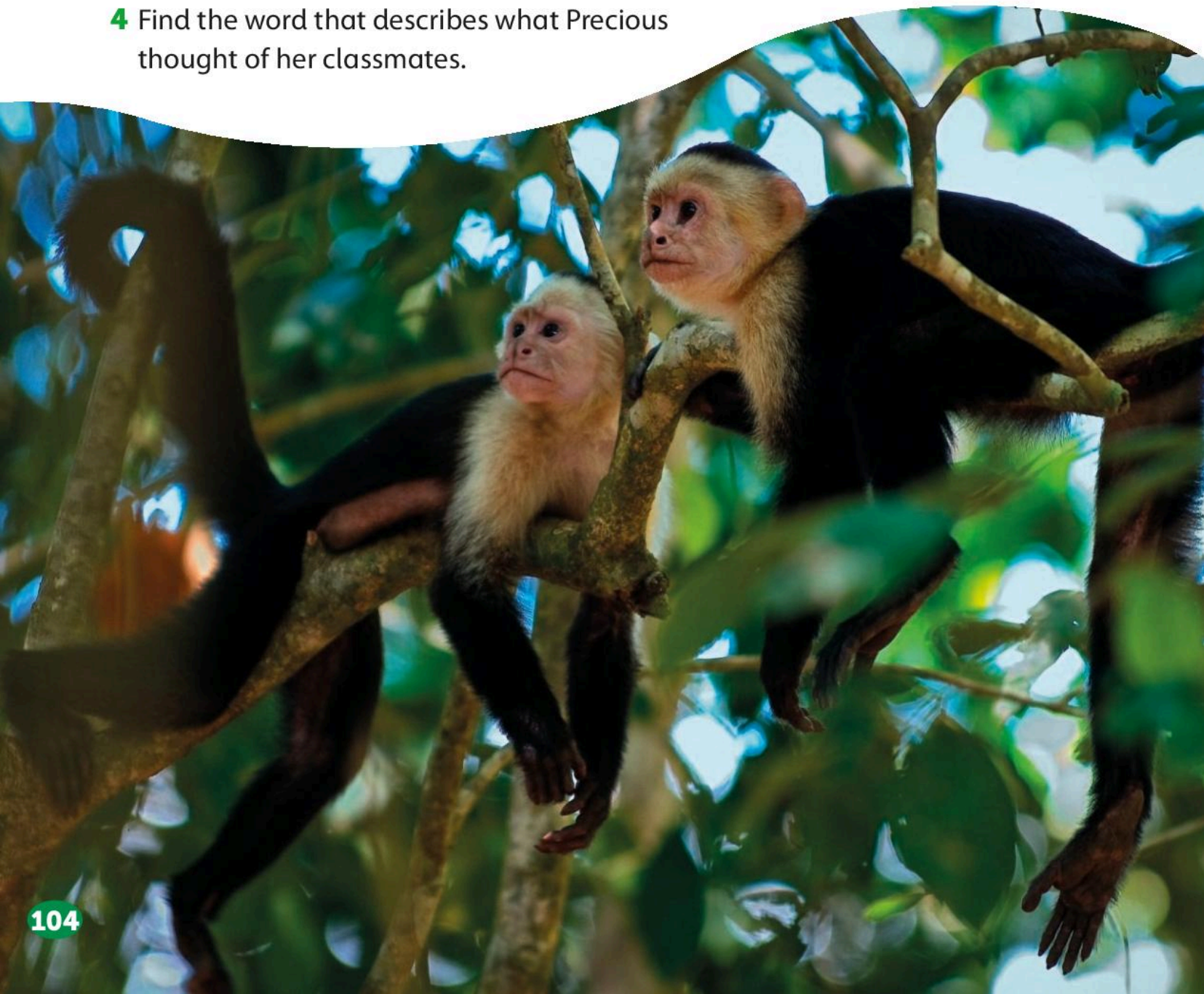
breathed out heavily to express sadness



Comprehension

A Read the story on pages 102–103 and answer the questions.

- 1 Find the phrase in the story that tells us where Tapiwa left her cake.
- 2 What three clues did Tapiwa find on the floor?
- 3 What did the teacher think had happened to Tapiwa's cake?
- 4 Find the word that describes what Precious thought of her classmates.



B What do you think?

Use phrases from the story to help with your answers.

- 1 How do you think Tapiwa felt when her teacher did not believe her?
- 2 Does Precious think that Tapiwa has a good memory? Explain your answer.
- 3 Find three strong verbs in the story. (Remember, you looked at strong verbs in Unit 1, page 18.) Why do you think the author chose to use these verbs?

C What about you?

How would you feel if somebody stole your snack at school? What would you do?

Discussion time

Do you think Tapiwa would have forgotten if she had eaten the cake herself? Was the teacher right not to believe her? What do you think the teacher should have said? Take turns to discuss your answers with the class.



Adventure and mystery stories (continued)

When Tapiwa's cake goes missing, Precious decides to find the thief. She bakes a cake and leaves it next to some glue on a shelf outside the classroom.

Trick Cake

It happened suddenly. One moment everything was quiet, and the next there came a great squealing sound from outside. The squealing became louder and was soon a sort
 5 of howling sound, rather like the siren of a fire engine.

...“What on earth is going on?” asked the teacher. “Open the door, Sepo, and see what’s happening.”

10 ...What was happening was that two monkeys were dancing up and down alongside the shelf, their hands stuck firmly in the mixture of glue and cake. Struggle as they might to free themselves...they were thoroughly and
 15 completely stuck to the cake.

“See,” shouted Precious in triumph.

“There are the thieves, Mma. See there!”

From *Precious and the Monkeys: Precious Ramotswe's Very First Case* by Alexander McCall Smith

Word Cloud

howling
squealing
struggle

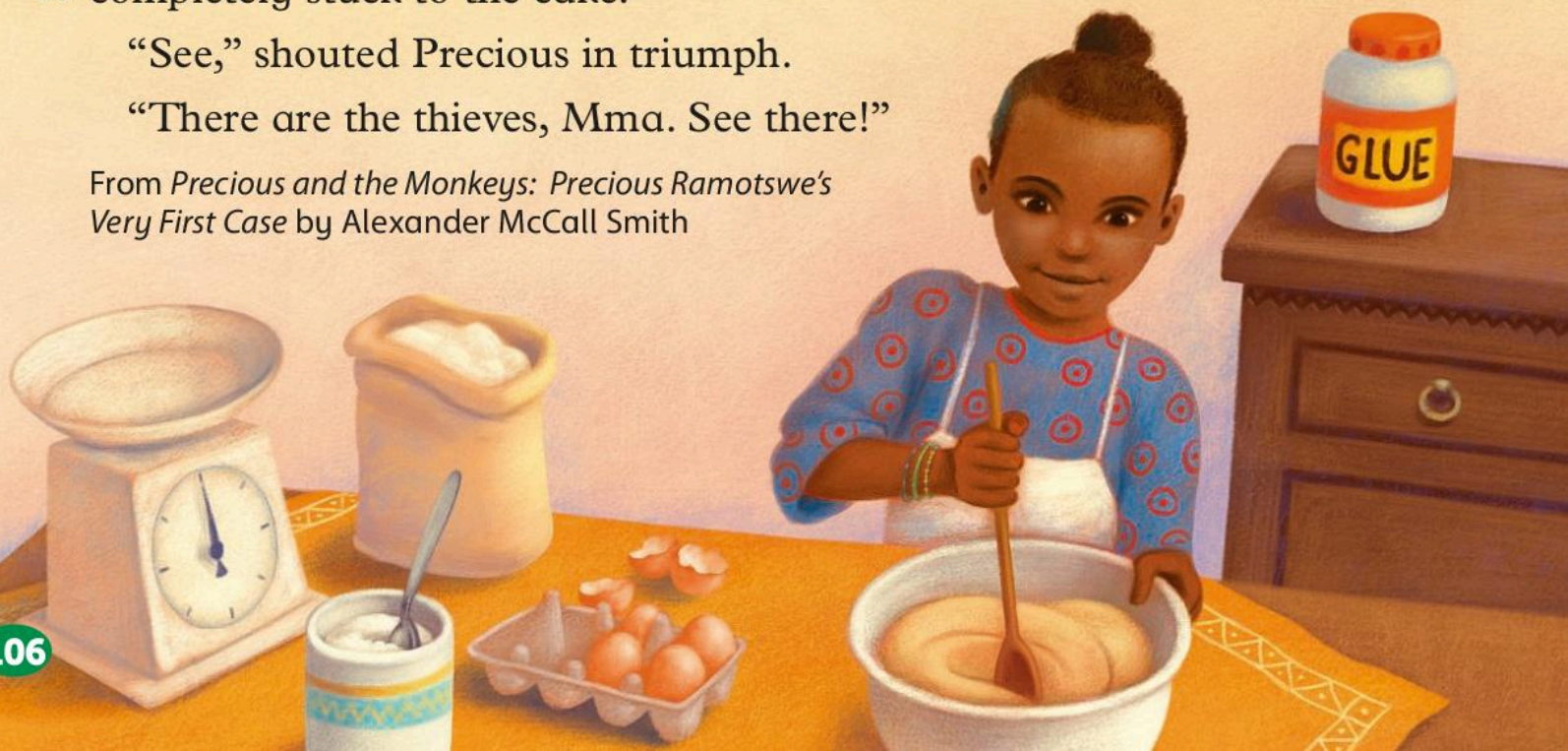
Glossary

Mma

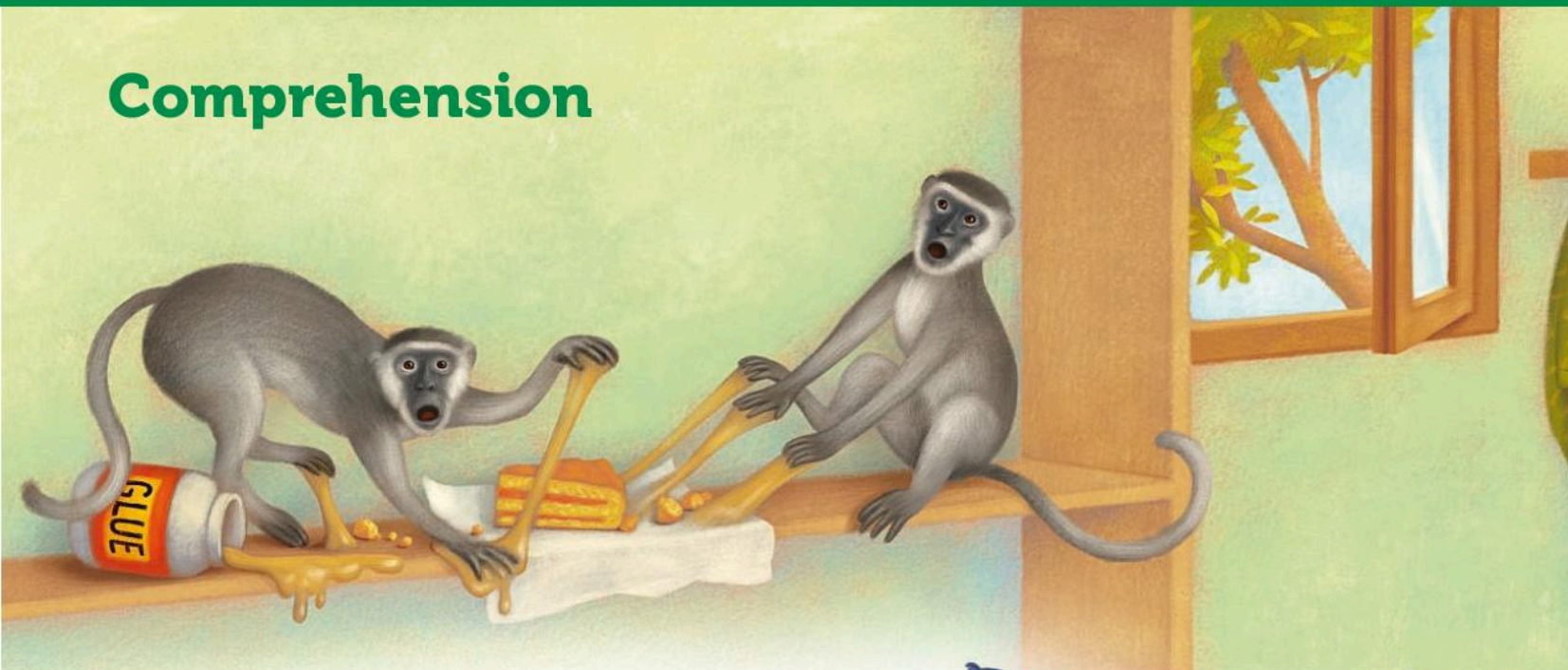
a word used in Botswana to show respect to an older lady or your teacher

siren

a loud warning sound



Comprehension



A Which three sentences below are true?

- 1 The monkeys' hands were stuck to the glue.
- 2 The monkeys escaped with the trick cake.
- 3 Precious tricked the monkeys.
- 4 Precious solved the mystery.

B What do you think?

Use phrases from the story to help with your answers.

- 1 Why did Precious put glue on the shelf?
- 2 Why did the monkeys start to squeal?
- 3 What does the author say the monkeys sounded like?
- 4 Was Precious pleased that her idea worked?
Explain your answer.

C What about you?

Do you think Precious was right to do what she did?
Give reasons for your answer.



Challenge

→ Do you think Precious will grow up to be a good detective? Work with a partner and describe what you know about her character.

Prefixes, non- and mis-

A **prefix** is a group of letters added to the beginning of a word. When you add a prefix to a word, you change the meaning of the word.

A The prefix *non-* means 'not' or 'opposite of'. Rewrite the following sentences, adding the prefix *non-* to fill the gaps.

- 1 The detective thought what the burglar said was _____ sense.
- 2 The author wrote _____-fiction books.
- 3 We booked a _____-stop flight from London to Cairo.

B The prefix *mis-* means 'wrong' or 'false'.

1 Rewrite the following words, adding the prefix *mis-*.

behave judge take lead

- 2 How does the prefix change the meaning of the words?
- 3 Write a sentence using each of the words you made in 1.

C Add the prefix *mis-* or *non-* to the following words and then use the words in four sentences of your own.

stick heard print existent



Top Tip

When we add a **prefix** to a word, we sometimes need to add a **hyphen (-)** between the **prefix** and **root word**.

Example: non- + stick = non-stick



Challenge

→ Use a dictionary to find as many words as you can that begin with the prefixes *mis-* and *non-*. Read the definitions and then use four of the words you find in four sentences of your own.

Prefixes, anti-, co- and ex-

Prefix	Meaning	Example
anti-	against	antifreeze
co-	joint, together	coordinate
ex-	out of, away from	export

A Match the following words to the meanings below.

exterior **anticlockwise** **coexist**

- 1 In the opposite direction to the way the hands of a clock move round.
- 2 The outside of something.
- 3 To live together or at the same time.

B Copy the following sentences and fill the gaps with the words below, adding the prefix *anti-*, *co-* or *ex-*.

- 1 "A monkey has eaten my cake!" ___claimed Tapiwa.
- 2 The detective ___operated with the policeman.
- 3 The nurse gave the patient an ___biotic to make him feel better.

C With a partner, discuss the meaning of the words you made in B. Then look the words up in a dictionary to check their meanings.



Challenge

→ Look up the meaning of the words 'explode', 'antidote' and 'coincidence' in a dictionary. Then make up three sentences of your own, using each of the words.

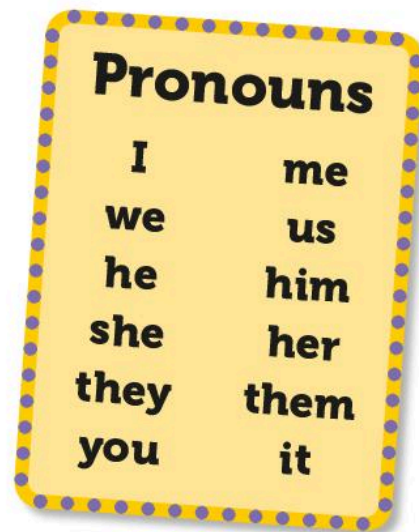
Pronouns

A **pronoun** is a word that we use instead of a noun.

Examples:

Precious made the cake and **she** put **it** on the shelf.

We use the pronoun **she** instead of the name 'Precious' and the pronoun **it** instead of 'the cake'.



A Copy the following sentences and replace the words in bold with pronouns.

- 1 Precious made a trick cake and used **the trick cake** to solve the mystery.
- 2 Precious asked Tapiwa if **Tapiwa** had spoken to the teacher.
- 3 When Tapiwa saw crumbs on the floor, she tasted **the crumbs**.

B Copy the sentences and fill the gaps with one of the pronouns below.

we I you they

- 1 "Did _____ eat the cake yourself?" asked the teacher.
- 2 "_____ both want to find out what happened," Precious said to Tapiwa.
- 3 "_____ am pleased that my plan worked," said Precious.
- 4 The monkeys were struggling to free themselves but _____ were stuck.

C Choose two of the following pronouns and use them in sentences of your own.

he me us him her



More pronouns

Some pronouns are singular and some pronouns are plural.

Singular pronouns: I, he, she, me, him, her, it, you

Plural pronouns: we, they, them, us, you

When we use a singular pronoun with a verb, we use a singular verb. When we use a plural pronoun with a verb, we use a plural verb.

Examples:

I was at school.

We were at home.

A Rewrite the following sentences, changing the pronouns in bold from singular to plural.

- 1 The detective showed **me** the muddy footprints.
- 2 **I** used a magnifying glass to look at the clues.
- 3 **She** hoped **he** could solve the mystery.

B Copy the following sentences and choose the correct verb to fill the gaps.

- 1 They _____ surprised to hear the monkeys squealing. (were, was)
- 2 She _____ to put glue on the shelf. (decides, decide)
- 3 He _____ the classroom door. (open, opens)

C Put the singular verbs below into the plural and then use them with plural pronouns in three sentences of your own.

looks eats finds



Writing an adventure story

Model writing

Read the story below about Stefania and Ivan's adventure in a forest.

The Adventure in the Forest

"It's your fault!" shouted Ivan, his small, round face red and angry.

"No," retorted Stefania, stamping her feet, "it's yours. You asked mother if we could play in the forest, and now we're lost and..." Her voice quivered, "no one is ever going to find us!"

Fearfully, they both looked around. The hundreds and hundreds of tall trees blocked out the light from the sky so that there was not a path to be seen, anywhere.

"What was that?" whispered Stefania.

"What?"

"That noise. Can't you hear it?"

"No, don't be silly..."

But at that point Ivan stopped. There was a noise. And it was the loudest noise he had ever heard. A roar, in fact – and whoever (or whatever) was making it, it seemed to be coming towards them. ROAR...!

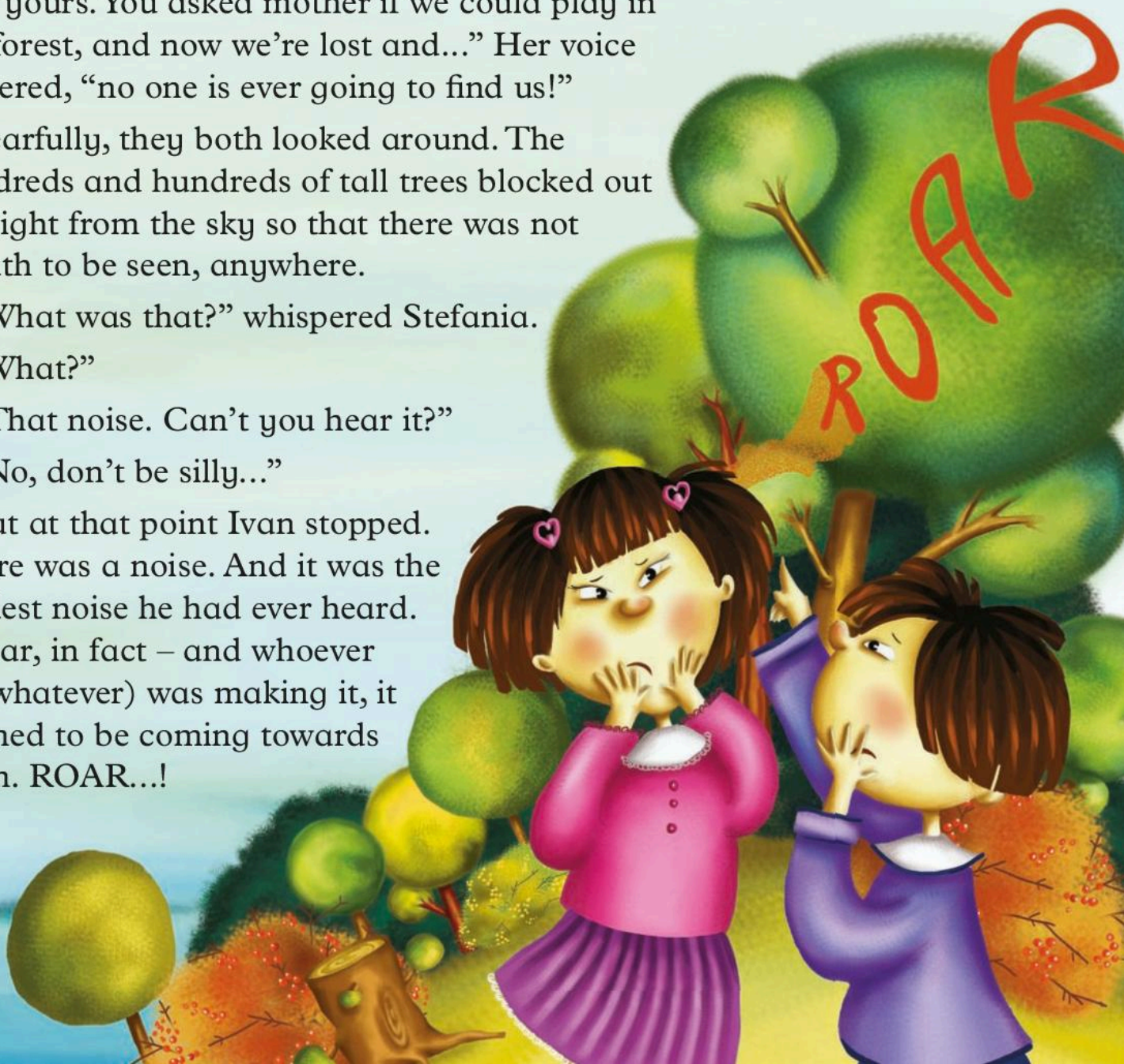
Glossary

quivered

trembled

retorted

replied



Guided writing

Notice that the story includes:

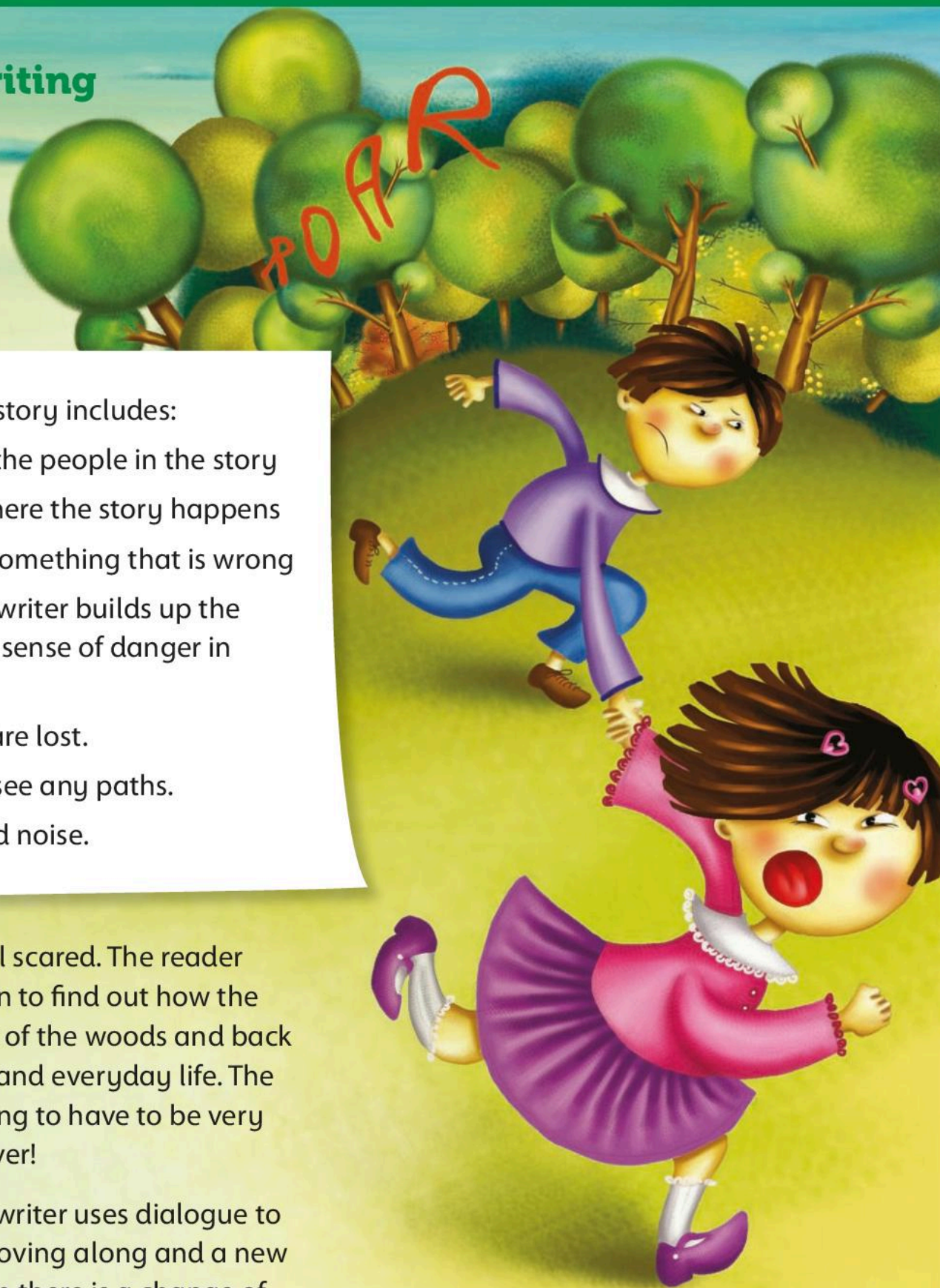
- Characters – the people in the story
- A setting – where the story happens
- A problem – something that is wrong

Notice how the writer builds up the excitement and sense of danger in three stages:

- The children are lost.
- They cannot see any paths.
- There is a loud noise.

The children feel scared. The reader wants to read on to find out how the children get out of the woods and back to their mother and everyday life. The children are going to have to be very brave – and clever!

Notice that the writer uses dialogue to keep the plot moving along and a new paragraph when there is a change of speaker or subject.



Writing an adventure story

Your writing

Now finish the adventure story about Stefania and Ivan. Remember to keep the story exciting to make your readers want to read more. Here are some ideas to help you:

Characters	<i>Describe how your characters react to what happens to them. Use adjectives to describe what they look like and what kind of personalities they have. It is also important to make sure the reader knows how the characters are feeling.</i>
Setting	<i>When you describe the setting, remember to use all the senses – what can your characters see, hear, smell, taste and see? Is the setting safe or is it dangerous?</i>
Dialogue	<i>Instead of just describing what is happening, use conversation between your characters to keep the story moving along.</i>



Writing plan

Use this paragraph plan to help you finish the story. You can use the ideas here, or your own.

<p>1 Stefania and Ivan discover what made the roaring noise</p>	<p><i>What made the roaring noise in the forest? Was it a fierce animal or a monster? Or was it something else? You decide.</i></p>
<p>2 Stefania and Ivan escape</p>	<p><i>How did Stefania and Ivan escape from the forest and find their way back home?</i></p>
<p>3 Stefania and Ivan arrive home safely</p>	<p><i>What happened when they arrived at home? How did Stefania and Ivan feel?</i></p>

Glossary

personality

the qualities that make up a person's character

react

to behave in a particular way when something happens



Top Tip

When you are writing your story, remember to use **powerful adjectives**, **action verbs** and **more interesting words for 'said'** to make your writing exciting. Adjectives such as 'fierce', 'terrifying' and 'brave', and verbs such as 'hurried', 'grabbed', 'screamed' and 'whispered' will make your story come to life.

8

Our world

A friend who
is far away is
sometimes much
nearer than one
who is at hand.

Kahlil Gibran

Talk time

- 1 The boy in this picture lives in the Arctic region of northern Alaska. What do you think it is like to live there? How do you know this from looking at the picture?
- 2 Would you like to live there? How is it different from your country?



A Look at the words in the Word Cloud and match them to the meanings here.

- 1 Very far away and isolated.
- 2 Very cold.
- 3 The regions around the North Pole.

B Read about Michael, who is describing where he lives. Copy the sentences and use the words to fill the gaps.

warm neighbours summers region

I live on a farm in a remote _____ of Australia.

We live hundreds of kilometres from our nearest _____ . It is _____ all year round here and the _____ are hot and dry.

C Find out more about Alaska and Australia on the Internet. Work with a partner and talk about how the countries are similar to your own country and how they are different.



Non-chronological reports

Here is some more information about Michael.
It is not a story (fiction). It is true (non-fiction).

Michael

A sheep and cattle station in the South Australian outback is home to Michael, his sister and their parents. Because he lives so far from a school, Michael does his
5 schoolwork alone and talks to his teacher over a two-way radio.

Animals

As well as cattle and sheep, there are other animals on the station. The family keep
10 *chooks* (chickens) for their eggs and ducks for their meat. There are dogs and also horses used for *mustering* (rounding up) the cattle.

Australia

Australia's population is small in relation to its size. Some farming families live hundreds of kilometres from their neighbours.



Word Cloud

ranch
sheared
two-way radio
windmills

"I help feed and water the dogs, chooks, ducks, horses and cattle. When I grow up I would like my own cattle station so I could be like Dad."



Outdoors

Michael spends a lot of time outdoors. He loves
 15 taking the dogs for a run and riding his bike
 around the station. Twice a year he goes to
 camp where he meets other children his age.

Sheep

There are 1,200 sheep and 550 cattle on the
 20 ranch. Once a year, the sheep are sheared for
 their wool. Even Michael and Rebecca [his
 sister] get involved, although most of the work
 is done by hired sheep hands.

"The best thing about living in the outback are the windmills, the open spaces and sunsets. The worst thing is not being able to see my friends."

Toys and games

25 Michael plays on his own with his toys – trucks,
 tractors and a motorbike. He loves reading
Outback Magazine, and he also watches
 television and plays games on his computer.

From *A Life Like Mine: How children live around the world*, Dorling Kindersley

Glossary

outback

a remote region of Australia

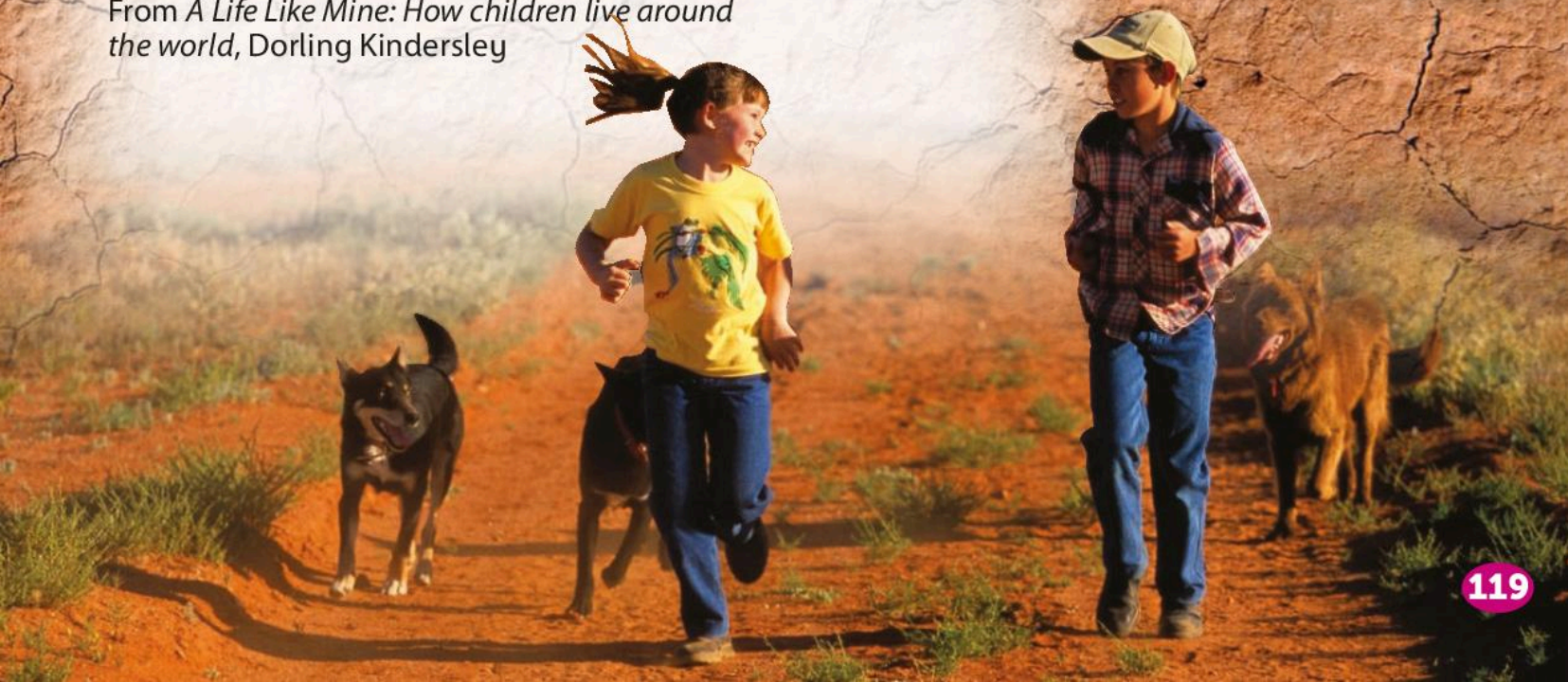
sheep and cattle station

a large farm that raises sheep and cattle

sheep hands

farm workers who look after sheep

"I talk to my friend, Naish, on the school radio after lessons. He lives on Bulgunnia Station, 630 km (390 miles) from here."



Comprehension

A Read the text on pages 118–119 and answer the questions.

- 1** Name four kinds of animals that are raised on the farm.
- 2** Where does Michael do his schoolwork?
- 3** What three things does Michael like most about living in the outback?
- 4** What are the horses used for on the farm?



B What do you think?

Use phrases from the text to help with your answers.

- 1 Why do you think it is difficult for Michael to see his friends?
- 2 Find four subheadings in the text. Why do you think these are included?
- 3 Do you think Michael is helpful on the farm? Explain your answer.
- 4 Find the three examples of quotes (words spoken by Michael). How do these help you understand more about Michael's life?

Discussion time

Discuss with a friend three reasons why you think it is important for children who live on farms in the outback to meet at camp twice a year.



C What about you?

How would you feel if you lived on a remote farm and had to do your schoolwork at home? Discuss your answer with a partner.



Non-chronological reports (continued)

Desert Meerkats

Meerkats are desert animals that live in groups called gangs. Meerkats dig underground burrows. The burrows are safe places where they give birth to their young. They sleep in
 5 their burrows at night. In the daytime they leave their burrows and set off in search of food. When meerkats are in danger, they run to their burrows to keep safe.

Meerkats eat worms, grasshoppers, lizards,
 10 snakes, scorpions, eggs and fruit. Most of all they love grubs!

When it's really hot, they have a nap. One meerkat stays awake and looks out for danger.

From *Going Underground* (Project X) by John Malam

Word Cloud

burrows
grubs
underground

Africa

Meerkats live in the Kalahari Desert, which is in Africa.



Comprehension



Challenge

→ The Kalahari Desert is home to many kinds of animals, including giraffes and lions. Find out about other animals that live in the Kalahari Desert. You can use a book or the Internet.

A Which two sentences below are false?

- 1 Meerkats look for food at night.
- 2 This text is non-fiction.
- 3 Meerkats only eat plants.
- 4 Meerkats like to eat grubs.

B What do you think?

Use phrases from the text to help with your answers.

- 1 Why do you think meerkats build underground burrows?
- 2 The report about meerkats is separated into three paragraphs. Think of two subheadings, one for the second paragraph and one for the third paragraph.
- 3 Why does one meerkat stay awake when the others have a sleep during the day?

C What about you?

Use a book or the Internet to find out more about meerkats and the places where they live. Then write three sentences explaining why you think meerkats are interesting animals.



Irregular verbs

Verbs in the **past tense** often end with the letters **ed**. Some verbs are **irregular**. This means they do not follow the usual pattern.

Two common irregular verbs are **to have** and **to go**. In the past tense, 'have' and 'has' changes to **had** and 'go' and 'goes' changes to **went**.

Examples:

Present tense: I **have** fun when I **go** to camp.

She **has** fun when she **goes** to camp.

Past tense: I **had** fun when I **went** to camp.

She **had** fun when she **went** to camp.



A Copy these sentences. Underline the verbs and write whether they are in the present or past tense.

- 1 Australia has a small population for its size.
- 2 Michael had a friend called Naish.
- 3 The children went to camp twice a year.

B Reports are usually written in the present tense. Rewrite these sentences in the present tense.

- 1 The giraffe had a very long neck.
- 2 At the end of the day, the meerkats went into their burrows.
- 3 The lioness had two young cubs.

C Finish the sentences below with ideas of your own, using the past tense of 'to have' or 'to go'.

- 1 Michael and his sister
- 2 The meerkat

Compound words

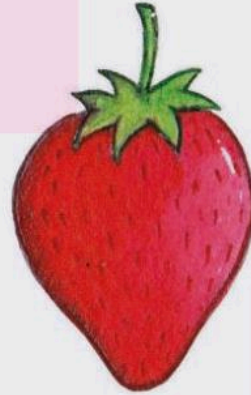
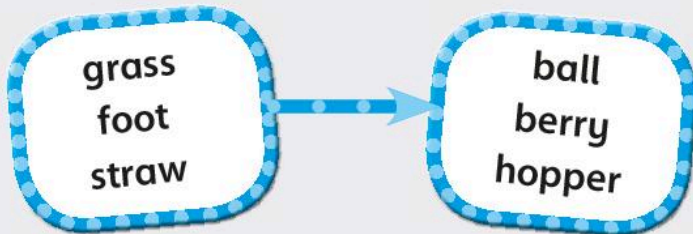
Compound words are made when two words are joined together to form a new word.

Examples:

bed + **room** = bedroom

lady + **bird** = ladybird

A Match the words on the left with words on the right to make compound words.



B Copy these sentences and use the words below to make compound words to fill the gaps.

hedge **birth** **bow**

- 1 Sunita made a cake for the ____ day party.
- 2 The ____ hog is covered in spines.
- 3 We saw a beautiful rain ____ in the sky this morning.

C Write a sentence for each of the compound words you made in A. Read your sentences aloud and check you have used capital letters and full stops.



Challenge

→ Re-read the reports on pages 118–119 and 122 and find four examples of compound words. Write a sentence for each word you find.

Clauses and connectives

Sentences are made up of one or more parts called **clauses**. A **simple** sentence is just one clause that makes sense on its own.

Examples: Meerkats sleep in burrows. They look for food during the day.

Some sentences are made up of two simple clauses joined together. These are called **compound** sentences.

Example: Meerkats sleep in burrows and they look for food during the day.

We join clauses together in a sentence using **connectives**.

Examples: **and, but, so**

A Copy these compound sentences, adding a connective to fill the gaps.

- 1 Meerkats love to eat insects ____ they also eat lizards and snakes.
- 2 It was very hot ____ the meerkats had a nap.

B Join the sentences together with a connective to make a compound sentence.

- 1 Michael has a two-way radio. He uses it to talk to his friends.
- 2 Michael lives a long way from school. He does his schoolwork at home.

C Complete the following compound sentences by adding a second clause of your own.

- 1 Michael loves to play games on his computer and
- 2 The meerkat was in danger so



Top Tip

A **clause** is a group of words that includes a **verb**. If a group of words does not contain a verb, it is called a **phrase**.

Clauses and commas

Some sentences include clauses that would not make sense on their own. These are called **complex sentences**.

Example: **Although I left early**, I was late for school.

The clause 'Although I left early' does not make sense on its own. It is called a **subordinate clause**.

When a subordinate clause comes first in a sentence, it is followed by a **comma** (,) to separate it from the rest of the sentence.

A Copy these sentences and underline the subordinate clauses.

- 1 When I got home from school, I was hungry.
- 2 After I had eaten my breakfast, I cleaned my teeth.

B Copy these sentences, adding a comma in the correct place.

- 1 Before I left the house I picked up my school bag.
- 2 While it is in its burrow the meerkat is safe.

C Find the commas in the text on page 122. Now read the text aloud to a partner. Try to read fluently, pausing briefly after the commas.



Top Tip

Commas are also used between different items in a list.

Example: Meerkats eat insects, lizards, worms and eggs.



Writing a non-chronological report

Model writing

Lions

How big are lions?

Lions are the second largest cat species in the world. The average male lion weighs around 180 kg (400 lb) while the average female lion weighs around 130 kg (290 lb).

Where do lions live?

Lions mostly live in the grasslands, savanna and open woodlands of Africa, but they also live in the Gir Forest in India.

Do lions live on their own?

No, lions live in groups called prides. Sometimes, a pride can contain as many as 40 lions, but they can also have as few as three!

What do lions eat?

Lions are carnivorous animals, which means they eat meat. The animals they eat include deer, zebras, giraffes and hippos. Believe it or not, the female lions are the hunters. However, it is the male who will eat first, then the females and the cubs last.

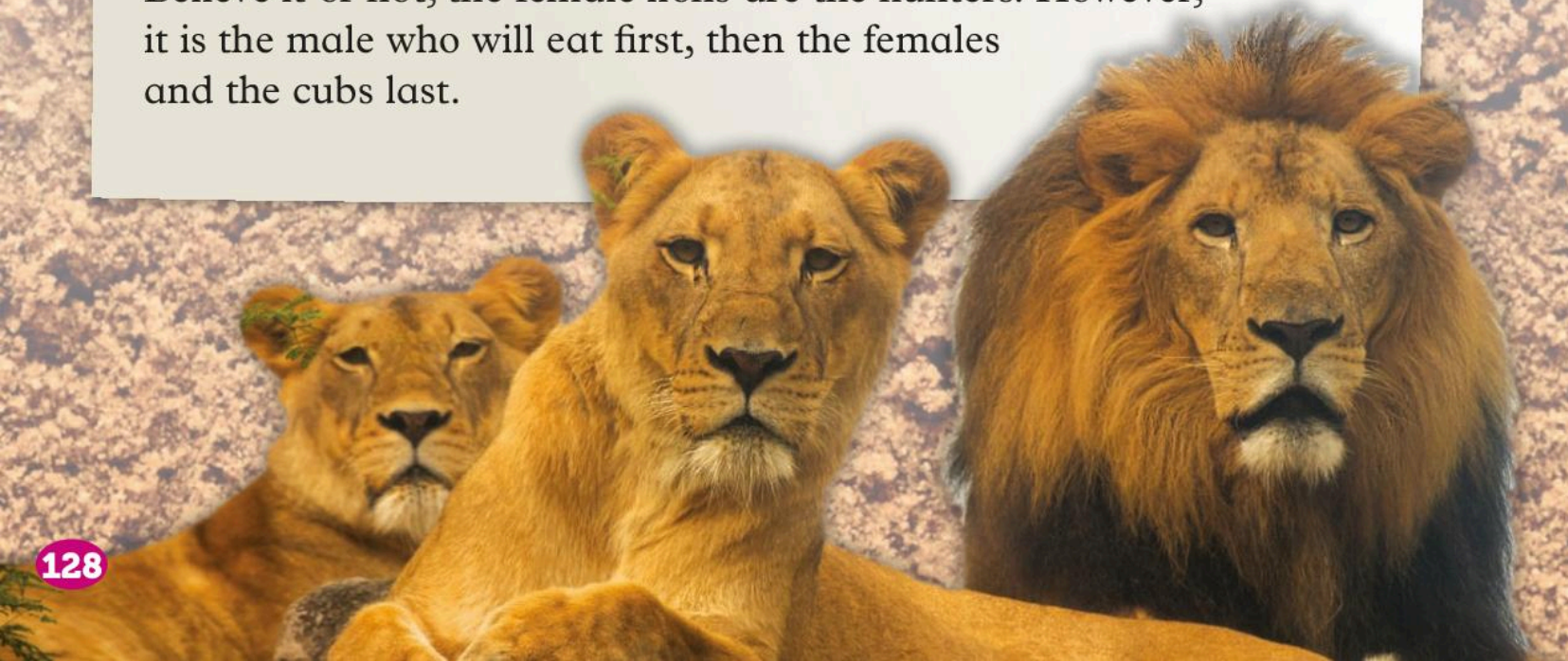
Glossary

cub

a young lion

savanna

a grassy plain in a hot country with few trees



Guided writing

A report has to make information clear so readers can understand it. Notice examples of the following features in the report about lions.

Feature	Example
Subheadings are questions and make it clear what the paragraph is about	<i>Where do lions live?</i>
Explanations of new words	<i>Lions are carnivorous animals, which means they eat meat.</i>
Paragraphs begin with a topic sentence, telling us what the paragraph is about	<i>Lions mostly live in the grasslands...</i>
Use of the present tense	<i>The average male weighs...</i>
Varied sentence openings to link ideas	<i>However, it is the male...</i>
Connectives are used to link clauses	<i>...but they can also have as few as three!</i>



Top Tip

Using words such as 'However' and 'Sometimes' at the beginning of sentences helps to link ideas together. Varying your sentence openings, with time words and phrases such as 'In the morning' and 'As soon as', will also make your writing more interesting.



Writing a non-chronological report

Your writing

Write a factual report on an animal of your choice. You will probably need to do some research first, perhaps on the Internet or by looking in a book.

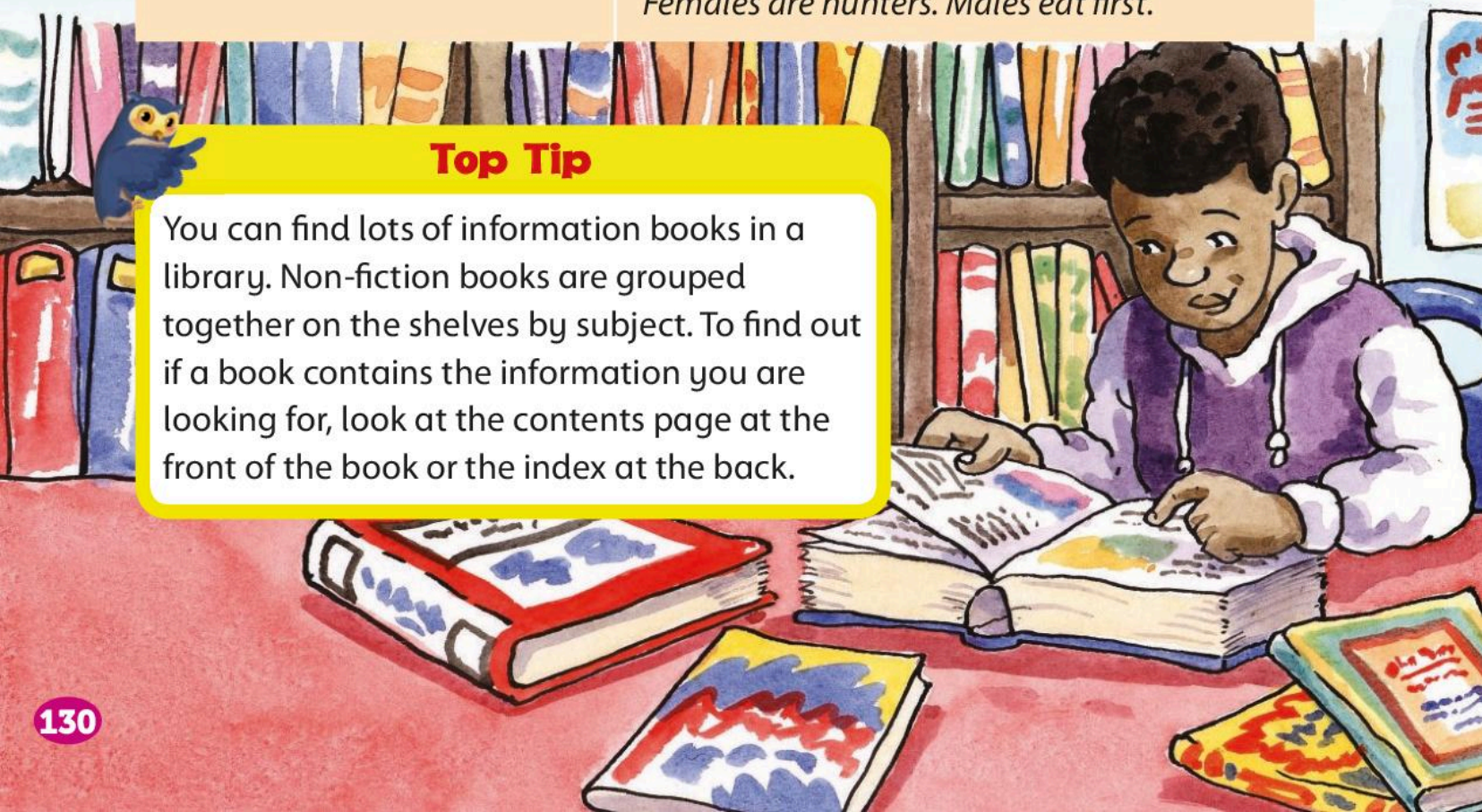
Once you have done your research, start to plan your report. Make your report four or five paragraphs long. Decide on the subheadings for each paragraph and list the key facts you plan to include under each subheading.

Plan your writing using a chart like this:

How big are lions?	<i>Second largest type of cat. Details of the weight of a male and female.</i>
Where do lions live?	<i>Details of where they live in Africa and India.</i>
Do lions live on their own?	<i>Live in prides. Size of prides.</i>
What do lions eat?	<i>Carnivores. Examples of what they eat. Females are hunters. Males eat first.</i>

Top Tip

You can find lots of information books in a library. Non-fiction books are grouped together on the shelves by subject. To find out if a book contains the information you are looking for, look at the contents page at the front of the book or the index at the back.



Report checklist

Fill in a chart like the one below to help you write a good report!
Check your work as you go along and put ticks on your chart.

	Yes	No	Sometimes
Report has a title	✓		
Each paragraph has a subheading, making it clear what the paragraph is about	✓		
First sentence of each paragraph is a topic sentence, which introduces the main subject of the paragraph			
Present tense is used			
Difficult new words are explained	✓		
Connectives are used to link clauses			
Varied sentence openings are used	✓		



9

Why do we laugh?



**“The most wasted
of all days is
one without
laughter.”**

E. E. Cummings

Talk time

- 1 Look at these three pictures. Do you think they are funny? Why?
- 2 What makes *you* laugh? Do you tell jokes or play tricks on people?



Funny words

A Look at the words in the Word Cloud and match them to the meanings here.

- 1 A noise which we make when we think something is funny.
- 2 Another word for funny.
- 3 A short, funny poem with five lines.
- 4 A short, funny story.

B Read aloud the following limerick. Copy the lines below and use the following words to fill the gaps.

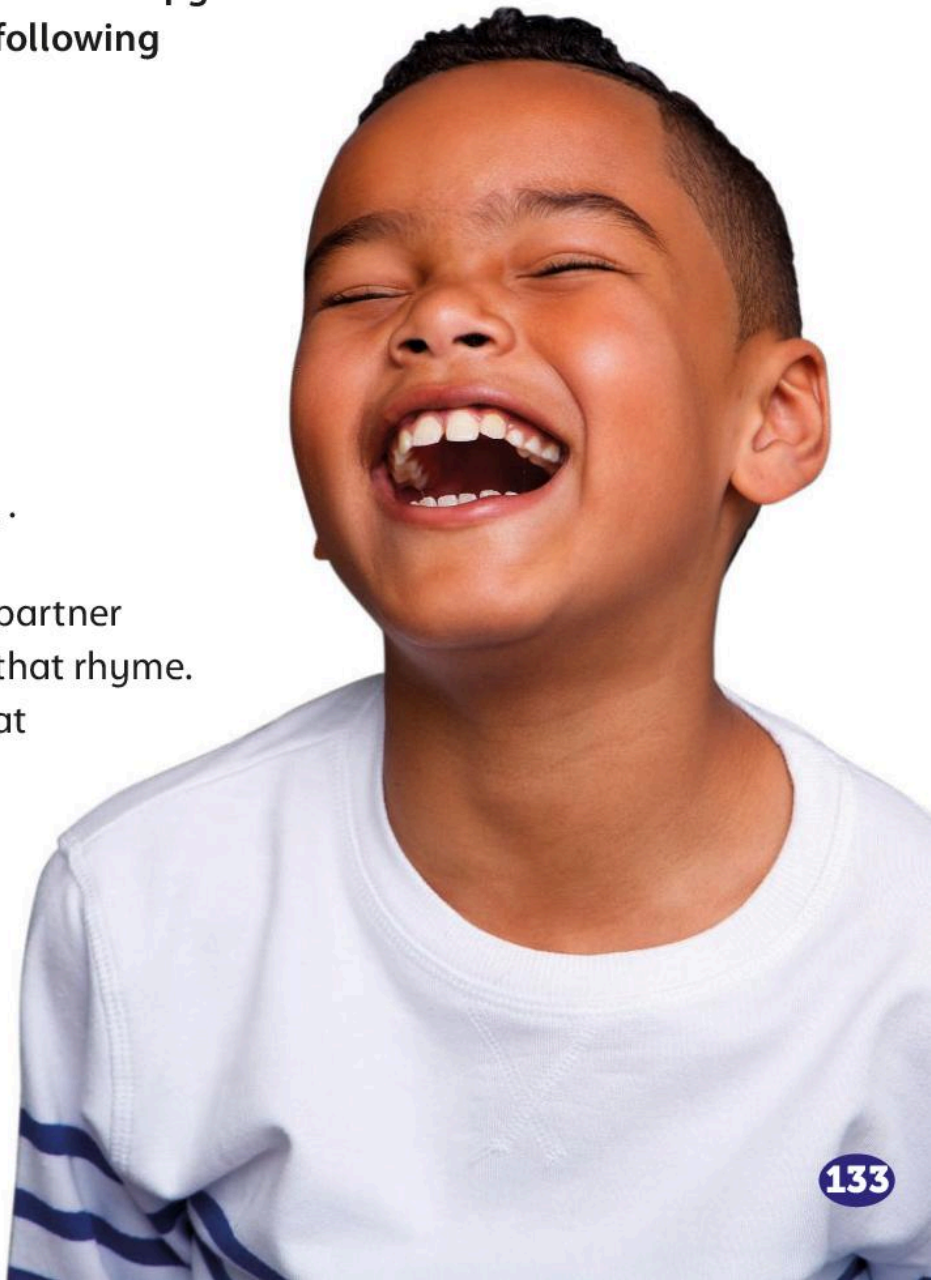
fat day cat sat hay

There once was a pony so _____
 He couldn't stand up so he _____
 He tried walking one _____
 Fell down flat in the _____
 And he nearly squashed the _____.

C Read the limerick in B with a partner and make a list of the words that rhyme. Think of three more words that rhyme with 'cat' and 'day'.

Word Cloud

amusing
 joke
 laugh
 limerick



Poetry

This poem by Kit Wright is a narrative poem – a poem that tells a story.

Dad and the Cat and the Tree

This morning a cat got
Stuck in our tree.
Dad said, “Right, just
Leave it to me.”

5 The tree was wobbly,
The tree was tall.
Mum said, “For goodness’
Sake don’t fall!”

“Fall?” scoffed Dad,
10 “A climber like me?
Child’s play, this is!
You wait and see.”

He got out the ladder
From the garden shed.
15 It slipped. He landed
In the flower bed.

Word Cloud

climber
ladder
slipped
wobbly



“Never mind,” said Dad,
 Brushing the dirt
 Off his hair and his face
 20 And his trousers and shirt,

“We’ll try Plan B. Stand
 Out of the way!”
 Mum said, “Don’t fall
 Again, OK?”

25 “Fall again?” said Dad.
 “Funny joke!”
 Then he swung himself up
 On a branch. It broke.

Dad landed *wallop*
 30 Back on the deck.
 Mum said, “Stop it,
 You’ll break your neck!”

“Rubbish!” said Dad.
 “Now we’ll try Plan C.
 35 Easy as winking
 To a climber like me!”
 (continues on page 138)

Glossary

child’s play

easy

never mind

don’t pay any
 attention

on the deck

on the ground

Plan B

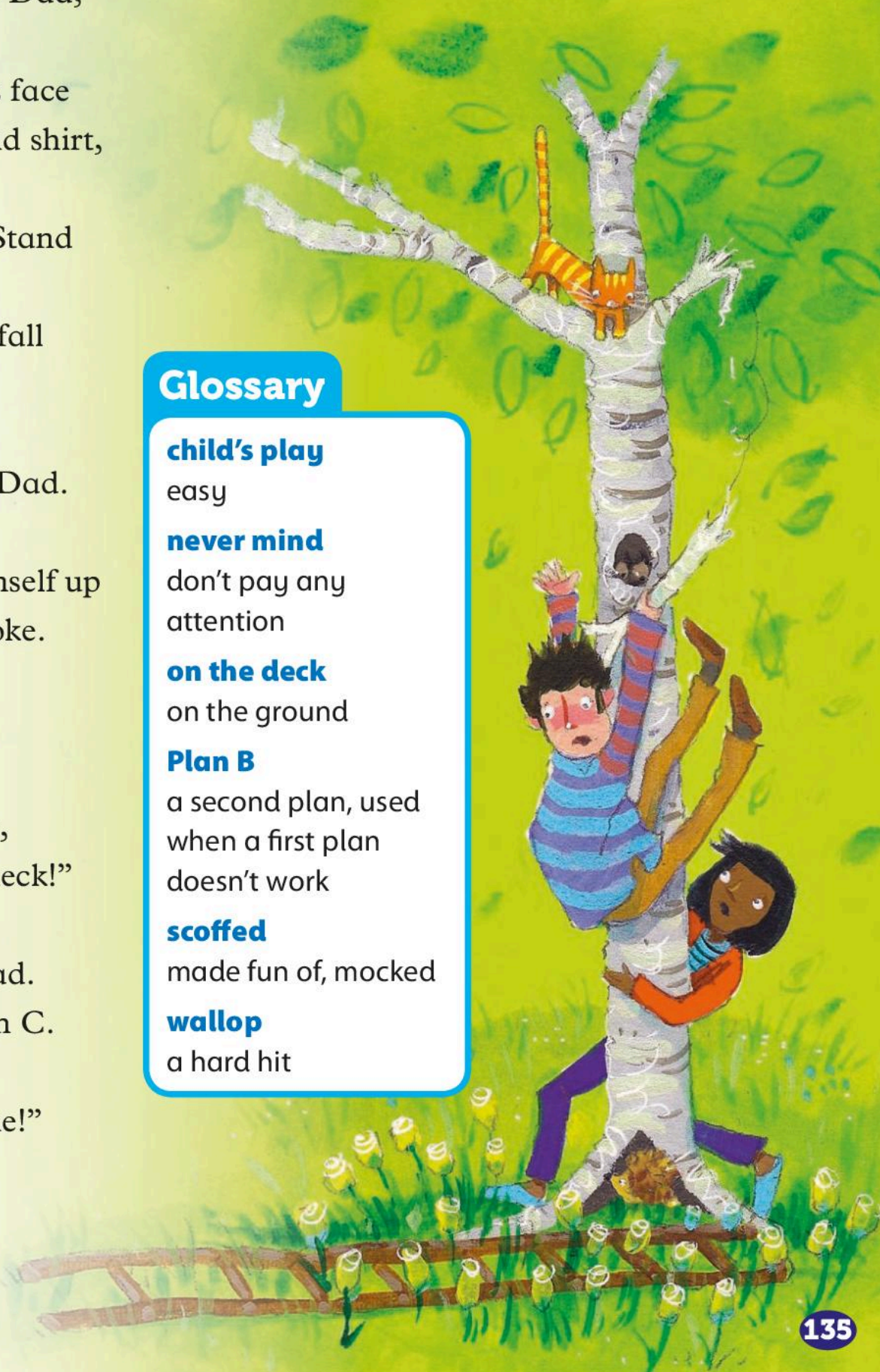
a second plan, used
 when a first plan
 doesn’t work

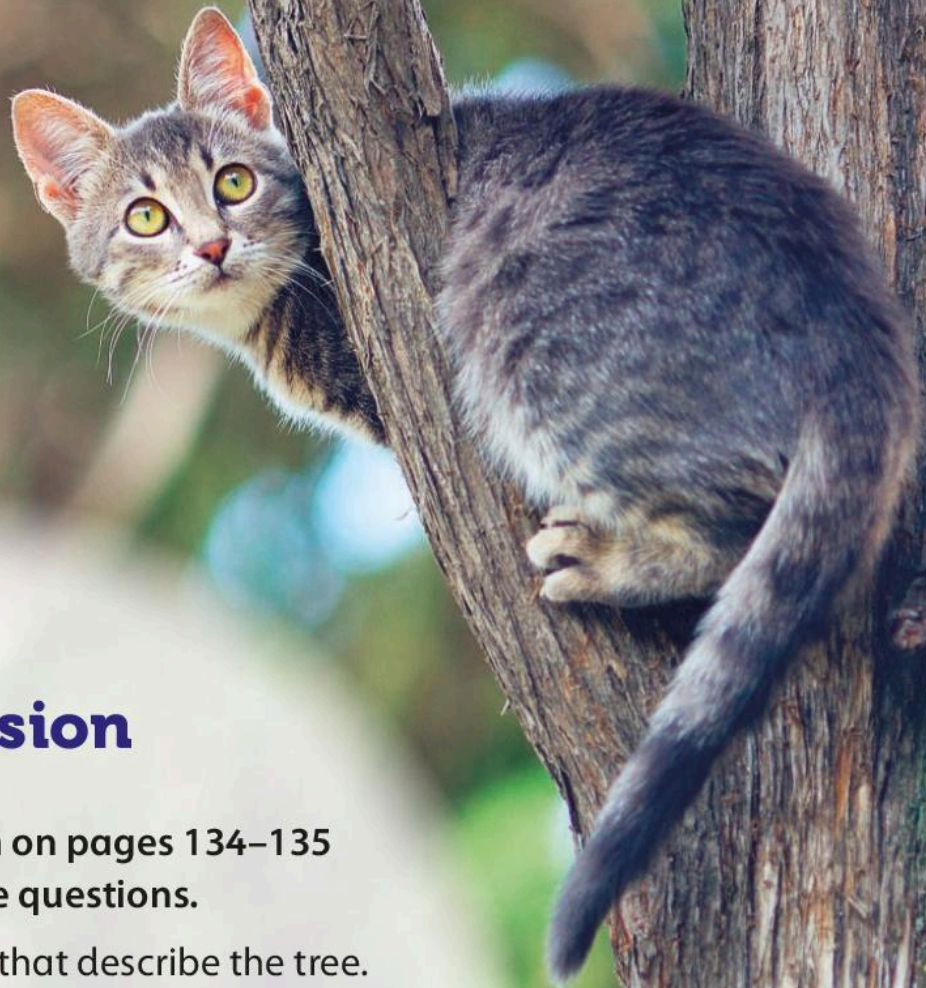
scoffed

made fun of, mocked

wallop

a hard hit





Comprehension

A Read the poem on pages 134–135 and answer the questions.

- 1 Find two adjectives that describe the tree.
- 2 What two expressions does the poet use to tell us that Dad thought climbing the tree was easy?
- 3 How do we know that Dad had more than one plan?
- 4 Which two sentences in the poem tell us where Dad landed?

B What do you think?

Use phrases from the poem to help with your answers.

- 1 Why do you think the poet sometimes uses exclamation marks in the poem?
- 2 What do you think Mum thinks about Dad climbing the tree?
- 3 Which verbs and adjectives do you think are most effective in the poem so far? Explain why you like them.
- 4 Which words and phrases in the poem do you find most funny?



C What about you?

Write three sentences describing something funny that has happened to you. Then tell your funny story to a friend. Can you make them laugh?



Discussion time

Do you think this poem is funny? Why? With your class, make a list of the kinds of things that can make a poem funny.

Poetry (continued)

Dad and the Cat and the Tree (Part 2)

Then he climbed up high
 On the garden wall.
 Guess what?
 He *didn't* fall!

5 He gave a great leap
 And he landed flat
 In the crook of the tree-trunk –
 Right on the cat!

The cat gave a yell
 10 And sprang to the ground,
 Pleased as punch to be
 Safe and sound.

So it's smiling and smirking,
 Smug as can be,
 15 But poor old Dad's
 Still

Stuck
 Up
 The
 20 Tree!

Kit Wright

Word Cloud
 smirking
 smug

Glossary

crook
 where a branch meets a tree trunk

pleased as punch
 very pleased

safe and sound
 free from danger or harm



Comprehension

A Which three sentences below are true?

- 1 Dad climbed onto the garden wall.
- 2 Dad rescued the cat.
- 3 The cat landed safely on the ground.
- 4 Dad got stuck in the tree.

B What do you think?

Use phrases from the poem to help with your answers.

- 1 Which verse in the poem do you find most funny? Give reasons for your answer.
- 2 What phrases tell us how the cat feels at the end of the poem?
- 3 Towards the end of the poem, the poet describes the cat as 'smiling', 'smirking' and 'smug'. Why do you think he chose those words?
- 4 What does the poet do to make the ending seem more dramatic?

C What about you?

With a partner, read the poem aloud. Take turns to read the words spoken by Mum and Dad and use as much expression as you can.



Challenge

→ Re-read the poem on pages 134–135 and 138. Choose your favourite two verses from the poem and practise reading them aloud. Then close your book and recite the verses from memory.



Using a dictionary and thesaurus

A **dictionary** is a list of words arranged in alphabetical order. If you look up a word in a dictionary, you will be able to find out what it means. This is the word's **definition**. Most dictionaries will also tell you what kind of word it is, such as noun, adjective or verb.

If you look up a word in a **thesaurus**, you will find a list of other words with similar meanings.

A Look up the words in bold in a dictionary. Write out the meaning and say whether the word is a noun, adjective or verb.

- 1 The tree was **wobbly**.
- 2 The **ladder** slipped.
- 3 The cat **smirked**.

B Use a thesaurus to find two words that you could use instead of the words in bold.

- 1 The cat felt **happy** to be safe.
- 2 We read the poem and it made us **laugh**.
- 3 We thought it was **funny** when Dad got stuck in the tree.

C With a partner, look up the words you found in B in a dictionary. Then test each other on the spelling and meaning of the words.



Top Tip

Using a **thesaurus** can help you avoid repeating the same word (such as 'said') over and over again in your writing. This will make your writing more interesting.



Homonyms

A **homonym** is a word that sounds the same as another word and often has the same spelling, but with a different meaning.

Examples:

This dog has a loud **bark**!

The tree trunk is covered in **bark**.



Top Tip

Homonyms are often used in jokes to make a 'play on words'.

In the following joke, there is a play on the word 'bark'.

Why did the cat jump down from the tree?

Because it saw the tree bark.

A Match the homonyms below to their meanings.

watch train wave

- 1 The high, moving part of water in the sea /To move your hand to say hello or goodbye.
- 2 A small clock worn on the wrist/To look at something carefully.
- 3 To practise hard for something/Railway carriages pulled by an engine.

B Copy the following sentences and put a circle around the homonyms.

- 1 The boy found his blue top in the top drawer.
- 2 The post box was next to the fence post.
- 3 The ruler used a ruler to draw straight lines.

C Some homonyms sound the same, but have different spellings. Write a homonym to match these words. You can use a dictionary to help you.

too flower sow



Writing a limerick

Model writing

Read aloud the limerick below.

Limerick

There was an Old Man with a beard,
Who said, "It is just as I feared!
Two Owls and A Hen,
Four Larks and a Wren,
Have all built their nests in my beard!"

Edward Lear

Glossary

lark

a small songbird

wren

a small, brown bird

Guided writing

Notice the words that rhyme in the limerick. Can you see a pattern?

When you write a limerick, remember the following rules.

- Limericks have five lines.
- Lines 1, 2, and 5 rhyme with each other. Line 4 rhymes with line 3. This is called an AABBA rhyming pattern.
- Lines 1, 2 and 5 have seven to ten syllables.
- Lines 3 and 4 have five to seven syllables.



Your writing

Use the ideas below to help you write your own limerick.



Top Tip

When writing a limerick, it helps to say the words out loud and tap out the rhythm.

	Example
1 Choose the name of a boy or girl and use it at the end of the first line.	<i>There was a young boy named Guy</i>
2 Make a list of words that rhyme with the name.	<i>shy, pie, why, try, fly, sky, cry, spy</i>
3 Write line 2, using one of the rhyming words from the list.	<i>Who ate such a very big pie</i>
4 Write lines 3 and 4 to continue the story.	<i>It made him explode All over the road</i>
5 Write the last line to complete the story – end with another rhyming word from your list.	<i>And even into the sky!</i>

When you have finished your limerick, practise reading it aloud. Then try to learn it and recite it to a partner from memory. Use your hands and face as you read to make it even more funny. Then ask your partner to check it:

- Does the poem have five lines?
- Does it have an AABBA rhyming pattern?
- How many syllables does each line have?
- Is it funny?

Revise and check 3

Vocabulary

1 Copy the sentences below, filling the gaps with the correct word.

- a The Arctic is a _____ place. (remote, amusing)
- b The ladder was _____. (smug, wobbly)
- c Precious wanted to solve the _____. (adventure, mystery)

2 Write two sentences for each of the following homonyms.

Use a different meaning of the word in each sentence.

bark wave ruler

3 Choose one word from the top row and one word from the bottom row to make four compound words. (Remember, compound words are made when two words are joined together to make a new word.)

**tooth lady rain sun
flower bow bird brush**



Punctuation

1 Copy the following sentences, adding commas in the correct places.

- a Lions eat zebras giraffes hippos and deer.
- b After he had found the muddy footprints the detective solved the crime.
- c Once it had landed safely on the ground the cat felt smug.
- d Because he lives a long way from school Michael does his schoolwork at home.



Grammar

1 Copy these sentences, filling the gaps with the correct pronouns.

- a Karl's dad said he would take _____ to play basketball. (him, he)
- b Karl asked _____ and Rahim if we wanted to go, too. (me, I)
- c Karl said _____ would pick us up at 3 o'clock. (they, them)
- d After the game, Karl's dad took _____ home. (we, us)

2 Rewrite the following sentences, underlining the subordinate clause.

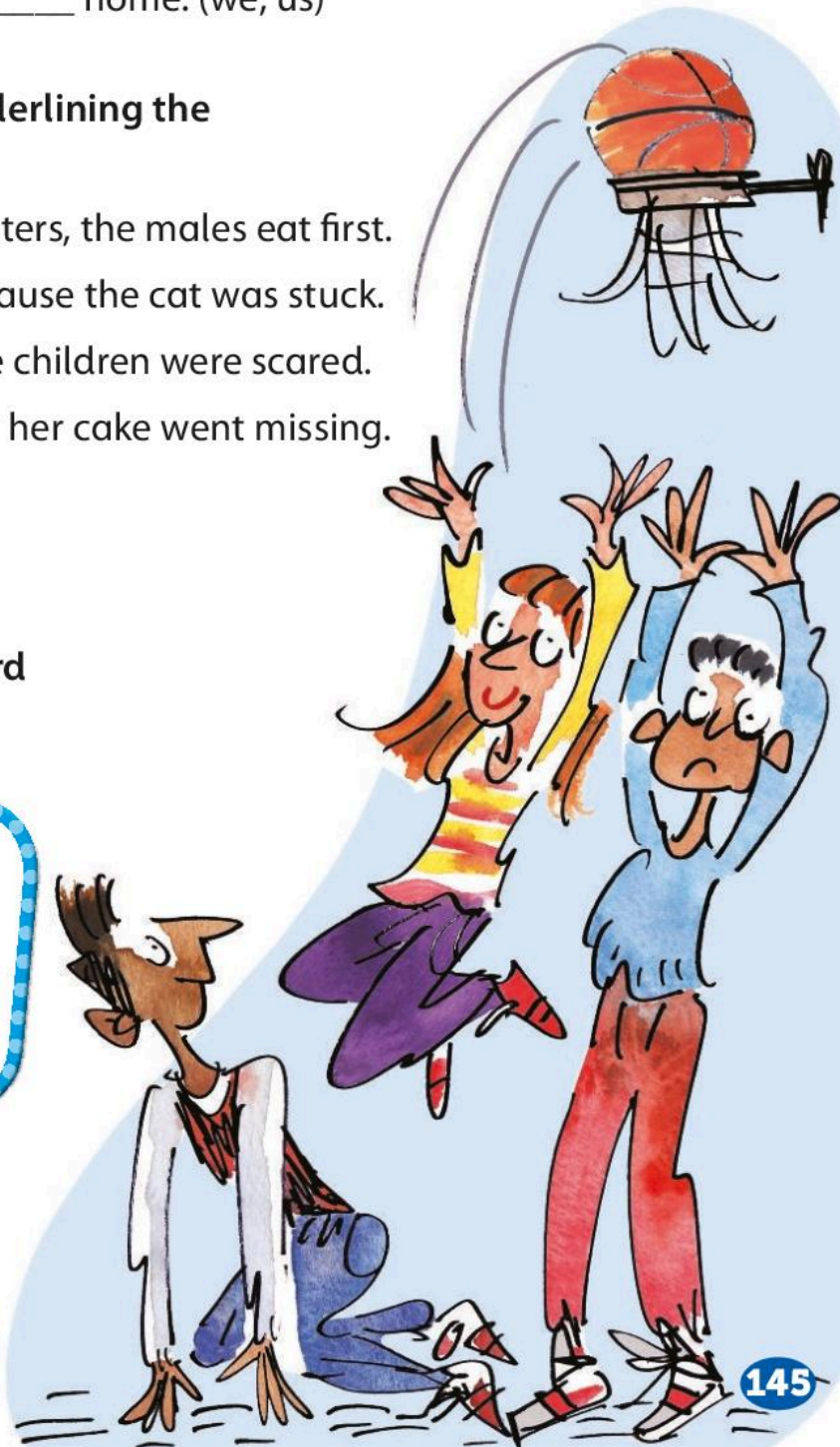
- a Although female lions are the hunters, the males eat first.
- b Dad decided to climb the tree because the cat was stuck.
- c When they heard a loud noise, the children were scared.
- d Tapiwa talked to her teacher after her cake went missing.

Spelling

1 Match the prefixes to the correct word and write a sentence for each word.

mis
non-
anti
co
ex

clockwise
behave
operate
stop
claim



The Squink

Chapter 1

It was Monday morning. The children in Miss Baxter's class were reading their books.

'Stop reading now and look at me,' said Miss Baxter.

Shahnaz didn't want to stop reading. She was reading a story about a pet mouse that got lost in a supermarket. It was a funny story that made her laugh.

'We're having a craft fair next week,' said Miss Baxter.

'What's a craft fair?' asked Barry Kent.

'We are all going to make things and sell them in school,' said Miss Baxter.

'Everyone is going to start making things today – except Mrs Moon's class. They're too little.'





At dinner time Shahnaz and her best friend Mandy talked about what they could make.

‘I want to make a wooden car, like the one I made for the wheels topic,’ said Mandy.

‘Why don’t you knit something?’ said Mrs Kelly, their favourite dinner lady. ‘I love knitting. Can you knit?’

‘Yes, a bit,’ said Shahnaz. ‘I’ve knitted three scarves for my sister’s teddy bear but she has lost them.’

That afternoon Miss Baxter got out bits of material. There were spotted bits, striped bits, pink and purple bits. There was even a bit with silver stars on. Barry Kent said he'd make a magician puppet with that bit.

Next, Miss Baxter got out the box with pieces of wood. She put out tools and glue. Last of all she pulled out a plastic tray with knitting needles and odd balls of wool, all different sizes and colours.

'I'll put these things out on the tables. You can choose which table you want to go to. Don't all go at once!'



Most children wanted to use wood or material.
They didn't want to knit.

'It's hard to knit things,' said Barry Kent.

But Shahnaz wanted to knit. She wanted to
knit a mouse like the one in her story book.

She found a ball of bright pink wool.

'You can't have a pink mouse,' said Mandy.



Chapter 2

‘Mice can be any colour in a story,’ said Shahnaz.

Slowly she made ten stitches on her knitting needles. Then she stopped and looked at the picture of the mouse in her book. The mouse in the picture had a round head.



Shahnaz could only knit squares, so her pink mouse had a square head. She made the ears out of felt. They were long and thin. Then she made a face for the mouse out of buttons.

It looked all right when she sewed it together. But when she tried to knit the body it went all wrong. Shahnaz went to Miss Baxter for help.

‘I think you’d better start the body again, Shahnaz,’ said Miss Baxter.



Shahnaz started again but the stitches got tangled.

‘It’s all wrong,’ said Shahnaz.

‘You could just knit a head popping out of a hole,’ said Mandy.

‘How do you knit a hole?’ said Shahnaz.

‘I could knit a little sleeping bag for the mouse. I know how to knit a scarf. I can knit a scarf and fold it in half. Then it will be a little sleeping bag.’

She got some bright yellow wool from the plastic tray.

Miss Baxter was very busy trying to help all the children.

‘Read a book if you’re waiting for help,’ she told everyone.

‘Put your work on the craft table when you’ve finished.’

At half past three the craft table was full. Barry had finished his puppet. He had made a magic wand for it. Mandy had painted her car. It was red with yellow wheels. There were rag dolls, paper flowers and windmills.

There was a square, pink mouse popping out of a yellow sleeping bag. And there was a lot of mess on the floor and the tables.

‘I want every bit off this floor before we go home,’ said Miss Baxter.



‘What’s that?’ asked Barry Kent, pointing to the mouse.

‘It’s a mouse,’ said Shahnaz.

‘How can it be a mouse?’ said Barry. ‘It’s square and pink. What kind of animal is square and pink?’



Shahnaz looked at Barry Kent and said, ‘Well then, it must be a squink.’

‘*It’s a squink, squink, squink, Square and pink, pink, pink,*’ sang Barry Kent, wiggling around.

Everyone laughed. They wanted to have a look at the squink.

In the morning, Miss Baxter set the things out on the craft table and said, ‘Right, I’d like you to make labels for your work. Mrs Moon is going to bring her class in to see what you have made.’

Shahnaz liked Mrs Moon. She was always kind and never told you off. Shahnaz wanted to write her label neatly so Mrs Moon could read it.

‘I’m not sure how to spell “squink”,’ she said.

‘It’s not in the word book.’

‘I know,’ said Mandy. ‘Get “square” and “pink” and cross out the bits you don’t need.’



Chapter 3

Mrs Moon came in with the little ones. They looked a bit scared at first.

‘Come in,’ said Miss Baxter. ‘You can stand round the table and look at the things we’ve made.’

‘You can buy them at the craft fair next week,’ said Mrs Moon.

The little ones crowded around the table.





‘What’s that?’ said a small boy in a red jumper.

He was pointing to the squink.

‘It’s a – er – it’s a squink,’ said Mrs Moon, reading the label.

‘What’s a squink, Miss Baxter?’

‘It’s a new kind of animal,’ answered Miss Baxter.

‘Shahnaz invented it.’

‘I want one,’ said the boy in the red jumper.

‘I want one,’ said a tiny girl in blue tights.

‘We want one! We want one!’ they all started to yell.

‘Children, children,’ said Mrs Moon in her kind voice.

‘There’s only one squink and there are twenty-six of you.’

The bell went for dinner time and Mrs Moon took the little ones back to class.

‘Peace and quiet at last,’ said Barry Kent.

‘Well, I don’t think you can knit twenty-six squinks for next week, Shahnaz,’ said Miss Baxter.

‘Twenty-five,’ Barry Kent said. ‘We’ve already got one.’

Miss Baxter wasn’t listening. She was thinking.

Mrs Kelly, the dinner lady, put her head round the door.

‘Time to wash your hands,’ she said.

She smiled at Shahnaz. ‘Did you knit something yesterday, Shahnaz?’

‘Can you knit, Mrs Kelly?’ asked Miss Baxter.

‘Mrs Kelly is very good at knitting,’ said Shahnaz.

‘Can I have a word with you later, Mrs Kelly?’ said Miss Baxter.



When the children arrived in class the next morning Mrs Kelly was sitting by Miss Baxter's table. She had two big bags full of pink and yellow wool.

'Mrs Kelly is really good at knitting,' said Miss Baxter.

'She's going to help us to make lots of squinks. You can all make one.'



'Not me,' said Barry Kent. 'I can't knit.'

'I'll show you,' said Shahnaz. 'Come and sit with me and Mandy.'

'Shahnaz will show you how to knit, Barry,' said Miss Baxter.

'We are going to have a special squink stall at the craft fair.'



In the end, Barry Kent knitted three yellow sleeping bags.

‘That’s good,’ said Shahnaz. ‘But where are the squinks?’

‘I’m tired now,’ said Barry. ‘It’s hard work, knitting squinks.’

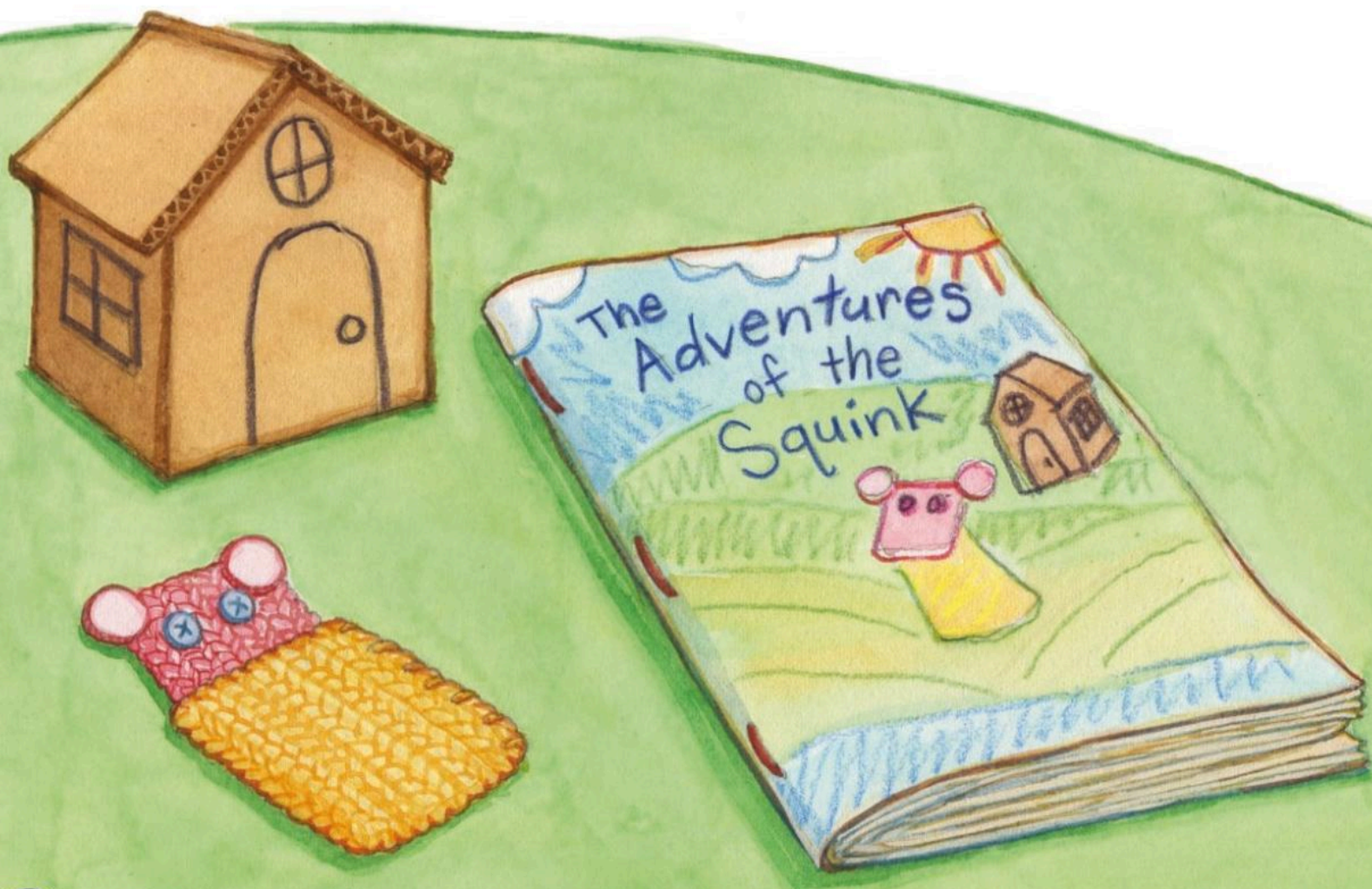
‘Come on, now,’ Miss Baxter said. ‘Or we’ll never have them ready in time.’

The day of the craft fair came. Shahnaz and Mandy were in charge of the squink stall. They sold out in half an hour.

Every child in Mrs Moon's class bought a squink.

They made little houses for them in the classroom. They made a big book called 'The Adventures of the Squink'. They drew pictures of their squinks. They take their squinks everywhere with them.

They even take them to the supermarket.



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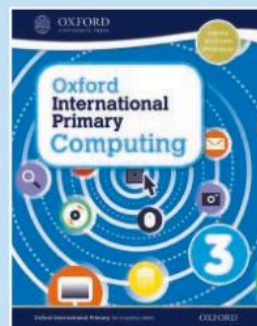
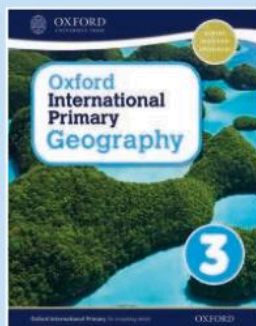
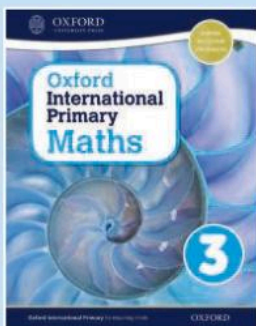
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