Reading 5

Comprehension

Louis Fidge

MACMILLAN FOUNDATION SKILLS

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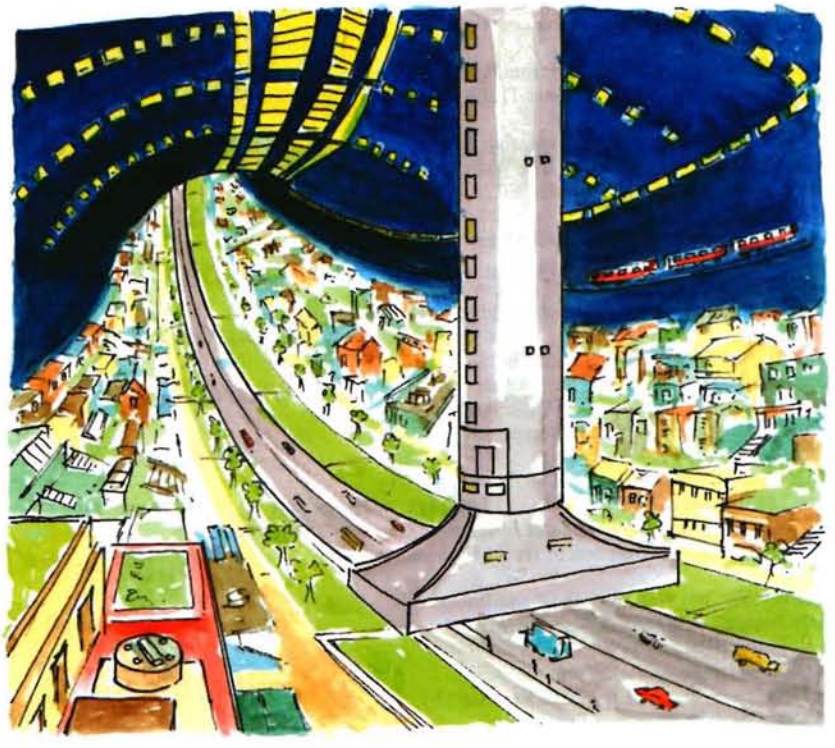
TANITIM AMAÇLIDIR
dil yay
SATILAMAZ



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Contents

		Page
Unit 1	Seeing things differently	6
Unit 2	I want to be an astronaut	8
Unit 3	Esperanto	10
Unit 4	Katie and the dinosaurs	12
Unit 5	The blind boy and the colours	14
Unit 6	Advertisements	16
Unit 7	The miracle	18
Unit 8	Roald Dahl	21
Unit 9	Postcards from Egypt	24
Unit 10	The danger of being stubborn	27
Unit 11	Soraya's blanket	30
Unit 12	Rabbit and Tiger save the world	33
Unit 13	Diana, the people's princess	36
Unit 14	Eating in Morocco	39
Unit 15	Life in space	42
Unit 16	The amazing moving plant	45
Unit 17	The wind	48
Unit 18	Play safely	51
Unit 19	Dinosaur days	54
Unit 20	A night in the jungle	58
Glossary		62

Skills, Scope and Sequence

Unit 1	**Seeing things differently**
Text Type	Traditional story from India
Text Level	Questions (literal/inferential/appreciative)
Sentence Level	Adjectives
Word Level	Digraph *ph*
Unit 2	**I want to be an astronaut**
Text Type	Humorous poem
Text Level	Features of poem/appreciation
Sentence Level	Verb tenses – past/present/future
Word Level	Soft *c* and *g*
Unit 3	**Esperanto**
Text Type	Non-fiction report
Text Level	Questions (literal/inferential/appreciative)
Sentence Level	Nouns (common and proper)
Word Level	Letter patterns *le* and *el*
Unit 4	**Katie and the dinosaurs**
Text Type	Adventure
Text Level	Questions (literal/inferential)
Sentence Level	Subject and predicate
Word Level	Letter patterns *are*, *ore*, *ire* and *ure*
Unit 5	**The blind boy and the colours**
Text Type	Descriptive poem
Text Level	Features of poem
Sentence Level	Similes
Word Level	Rhyming
Unit 6	**Advertisements**
Text Type	Persuasive writing
Text Level	Features of text
Sentence Level	Comparative and superlative adjectives
Word Level	Letter pattern *tion*
Unit 7	**The miracle**
Text Type	Adventure
Text Level	Questions (literal/inferential)
Sentence Level	Verb tenses – past/present/future
Word Level	Compound words
Unit 8	**Roald Dahl**
Text Type	Autobiography
Text Level	Questions (literal/inferential)
Sentence Level	Conjunctions
Word Level	Silent letters
Unit 9	**Postcards from Egypt**
Text Type	Writing postcards
Text Level	Features of presentation and layout/questions
Sentence Level	Prepositions
Word Level	Use of apostrophes in contractions
Unit 10	**The danger of being stubborn**
Text Type	Story with moral issue
Text Level	Cloze procedure
Sentence Level	Speech marks and direct speech
Word Level	Gender words

Unit 11	**Soraya's blanket**
Text Type	Story from a different culture
Text Level	Questions (literal/inferential)
Sentence Level	Subject/verb agreement
Word Level	Anagrams
Unit 12	**Rabbit and Tiger save the world**
Text Type	Playscript (based on traditional story from Puerto Rico)
Text Level	Features of the play/questions
Sentence Level	Pronouns
Word Level	Double consonants within words
Unit 13	**Diana, the people's princess**
Text Type	Autobiography
Text Level	Features of text/questions
Sentence Level	Homophones
Word Level	Adjectives/abstract nouns
Unit 14	**Eating in Morocco**
Text Type	Magazine article/explanation
Text Level	Literal comprehension; Features of text
Sentence Level	Subect/verb/object
Word Level	*al* as a suffix and prefix
Unit 15	**Life in space**
Text Type	Information text
Text Level	True/false
Sentence Level	Adverbs
Word Level	Prefixes and suffixes/opposites
Unit 16	**The amazing moving plant**
Text Type	Sci-fi/fantasy
Text Level	Sequencing
Sentence Level	Playscript into reported speech
Word Level	Letter pattern *ment*
Unit 17	**The wind**
Text Type	Two classic children's poems
Text Level	Features of poems/questions
Sentence Level	General punctuation
Word Level	Palindromes
Unit 18	**Play safely**
Text Type	Information text (explanatory)
Text Level	Features of text; Questions
Sentence Level	Adverbs (opposites)
Word Level	Letter pattern *ch* (sounds like *ck* and *sh*)
Unit 19	**Dinosaur days**
Text Type	Information text (report)
Text Level	Sentence completion
Sentence Level	Adjectives – comparative and superlative
Word Level	Letter patterns *aw* and *au*
Unit 20	**A night in the jungle**
Text Type	Adventure
Text Level	Setting and characterisation
Sentence Level	Singular and plural
Word Level	Letter patterns *able* and *ible*; alphabetical order

Teacher's Notes

Introduction to the series

The texts

Each book in the series introduces pupils to a wide range of text types, including fiction, poetry and non-fiction. The books are carefully graded according to readability and are incremental in difficulty. The books provide a valuable complement to any other resources or series currently being used. The fact that each unit is structured in the same way makes the books accessible and easy to use.

The related activities

The related activities support the development of essential reading skills, at *Text Level*, encouraging pupils to read at different levels including literal, inferential and evaluative comprehension skills. The stimulus passages are also used to help pupils develop skills at *Sentence Level* (grammar and punctuation) and *Word Level* (spelling and vocabulary).

The Skills Scope and Sequence Chart

The *Skills, Scope and Sequence Chart* (on pages 2–3) provides an immediate overview of text types included and skills being developed at *Text, Sentence* and *Word Level*. This chart is very helpful for planning purposes.

Using the books

To gain maximum benefit from the books, it is suggested that they are used systematically, working through each unit one at a time, in the given order. However, the books may also be used flexibly, selecting units as desired to complement other work being done in class.

Tackling the texts

The stimulus texts may be tackled in a variety of ways. They could be used for shared reading. This could take the form of the teacher reading the whole text to the class or inviting different pupils to contribute as appropriate. Certain texts e.g. poems, provide an ideal opportunity for whole class participation. Alternatively the pupils could be asked to read the text silently or read it aloud in pairs or in groups. Whatever approach is used, to make the most of each text it should be discussed to ensure pupils have a good grasp of the literal meaning of the text and any vocabulary they may not have met before. The related *Text Level* activities may initially be done as a class verbally to help pupils reflect on the texts.

Tackling the related activities

The related activities at *Text, Sentence* and *Word Level* may be used systematically or selectively as desired. However they are used, it is suggested that prior to working any activity there is some discussion with the pupils to ensure they understand what is required of them.

Teaching Features
Units of work

There are 20 units of work (of either two, three or four pages in length). Each unit is structured in the same way i.e. a stimulus text, followed by three different levels of activites (*Text, Sentence* and *Word Level*).

Unit number and title

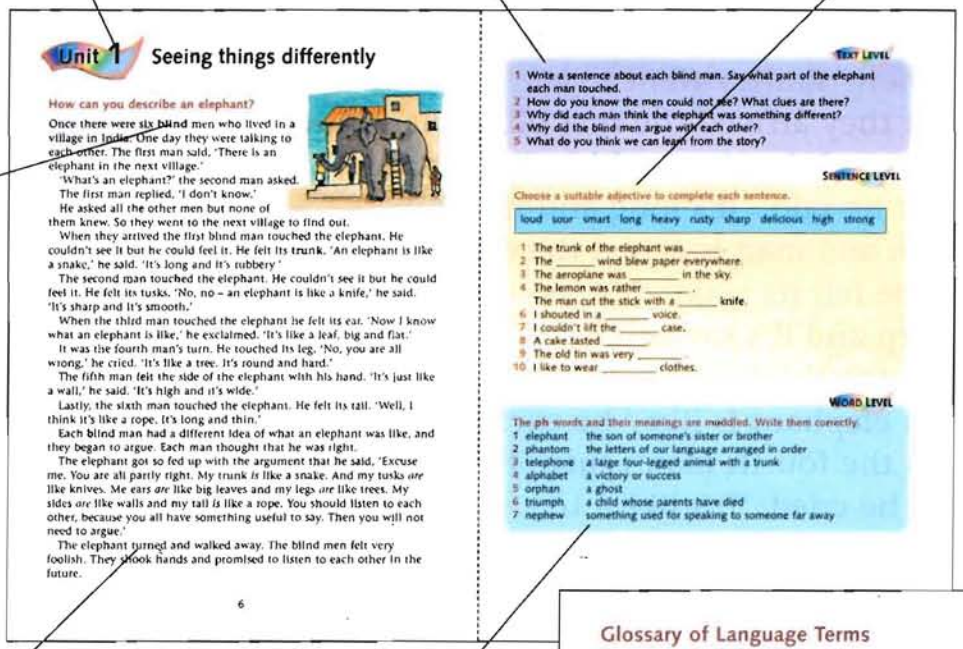
Text Level activities (a range of differentiated comprehension tasks)

Sentence Level activities (Grammar or punctuation tasks)

*Key vocabulary in **bold** type*

Text for reading and discussion

Word Level activities (Spelling and vocabulary tasks)



Unit 1 Seeing things differently

How can you describe an elephant?

Once there were six **blind** men who lived in a village in India. One day they were talking to each other. The first man said, 'There is an elephant in the next village.'

'What's an elephant?' the second man asked.

The first man replied, 'I don't know.'

He asked all the other men but none of them knew. So they went to the next village to find out.

When they arrived the first blind man touched the elephant. He couldn't see it but he could feel it. He felt its trunk. 'An elephant is like a snake,' he said. 'It's long and it's rubbery.'

The second man touched the elephant. He couldn't see it but he could feel it. He felt its tusks. 'No, no – an elephant is like a knife,' he said. 'It's sharp and it's smooth.'

When the third man touched the elephant he felt its ear. 'Now I know what an elephant is like,' he exclaimed. 'It's like a leaf, big and flat.'

It was the fourth man's turn. He touched its leg. 'No, you are all wrong,' he cried. 'It's like a tree. It's round and hard.'

The fifth man felt the side of the elephant with his hand. 'It's just like a wall,' he said. 'It's high and it's wide.'

Lastly, the sixth man touched the elephant. He felt its tail. 'Well, I think it's like a rope. It's long and thin.'

Each blind man had a different idea of what an elephant was like, and they began to argue. Each man thought that he was right.

The elephant got so fed up with the argument that he said, 'Excuse me. You are all partly right. My trunk *is* like a snake. And my tusks *are* like knives. Me ears *are* like big leaves and my legs *are* like trees. My sides *are* like walls and my tail *is* like a rope. You should listen to each other, because you all have something useful to say. Then you will not need to argue.'

The elephant turned and walked away. The blind men felt very foolish. They shook hands and promised to listen to each other in the future.

6

TEXT LEVEL

1 Write a sentence about each blind man. Say what part of the elephant each man touched.
2 How do you know the men could not see? What clues are there?
3 Why did each man think the elephant was something different?
4 Why did the blind men argue with each other?
5 What do you think we can learn from the story?

SENTENCE LEVEL

Choose a suitable adjective to complete each sentence.

loud sour smart long heavy rusty sharp delicious high strong

1 The trunk of the elephant was _____.
2 The _____ wind blew paper everywhere.
3 The aeroplane was _____ in the sky.
4 The lemon was rather _____.
The man cut the stick with a _____ knife.
6 I shouted in a _____ voice.
7 I couldn't lift the _____ case.
8 A cake tasted _____.
9 The old tin was very _____.
10 I like to wear _____ clothes.

WORD LEVEL

The ph words and their meanings are muddled. Write them correctly.

1 elephant — the son of someone's sister or brother
2 phantom — the letters of our language arranged in order
3 telephone — a large four-legged animal with a trunk
4 alphabet — a victory or success
5 orphan — a ghost
6 triumph — a child whose parents have died
7 nephew — something used for speaking to someone far away

Glossary of Language Terms

62

The Glossary

This explains and gives examples of key language terms and concepts covered in the activities. The *Glossary* may be used for teaching purposes or for reference by pupil.

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The elephant turned and walked away. The blind men felt very foolish. They shook hands and promised to listen to each other in the future.

TEXT LEVEL

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2 How do you know the men could not see? What clues are there?
3 Why did each man think the elephant was something different?
4 Why did the blind men argue with each other?
5 What do you think we can learn from the story?

SENTENCE LEVEL

Choose a suitable adjective to complete each sentence.

loud	sour	smart	long	heavy	rusty	sharp	delicious	high	strong

1 The trunk of the elephant was _____ .
2 The _____ wind blew paper everywhere.
3 The aeroplane was _____ in the sky.
4 The lemon was rather _____ .
5 The man cut the stick with a _____ knife.
6 I shouted in a _____ voice.
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8 A cake tasted _____.
9 The old tin was very _____ .
10 I like to wear _____ clothes.

WORD LEVEL

The ph words and their meanings are muddled. Write them correctly.

1	elephant	the son of someone's sister or brother
2	phantom	the letters of our language arranged in order
3	telephone	a large four-legged animal with a trunk
4	alphabet	a victory or success
5	orphan	a ghost
6	triumph	a child whose parents have died
7	nephew	something used for speaking to someone far away

Unit 2 I want to be an astronaut

What do you want to be when you are grown up?

I want to be an **astronaut**
And **shoot off** into space;
I want to **float** like a silver bird
Above the **human race**.

I want to ride a rocket,
Computerised (with lights);
I want to go beyond the stars
I've seen on winter nights.

I want the Earth to watch me
On their TV **screens**;
I want them all to see me go
Amongst fantastic scenes.

I want to be an astronaut
And go to Saturn soon;
I want to step onto Mars
And the dark side of the Moon.

I want to spend my holidays
In a rocket that I'll fly;
I want to be an astronaut
Who waves our world goodbye.

I want to see the other worlds
And boys that aren't like me;
I want to see the strangest lands
And still be home for tea.

Peter Thabit Jones

TEXT LEVEL

1 a What is the title of the poem? b Who wrote it?
c How many verses does it have?
2 Write the word that rhymes with: a space b lights c screens
d soon e fly f me
3 Name three places the writer wants to visit.
4 Is the writer a boy or girl? What clues are there?
5 'The poem is about a boy's dreams.' Do you think this is true? Why?
6 Write something you liked (or disliked) about the poem.
7 Write a few sentences about something fantastic you would like to do.

SENTENCE LEVEL

Copy and complete this chart.

Present tense	Past tense	Future tense
1 I wave.	I waved.	I will wave.
2 I float.		
3 I hug.		
4 I skip.		
5 I dance.		
6 I smile.		
7 I hurry.		
8 I carry.		
9 I write.		
10 I see.		

WORD LEVEL

1 Choose either a c or g to complete each word.

a spa__e b lar__e c fen__e d villa__e e __em
f __inger g __entury h bi__ycle i __ity j ori__inal

2 Sort these words into two sets – 'soft' c and 'soft' g sounds.
Write the words in each set in alphabetical order.

cinema angel rigid difference fancy energy juicy strange gentle prince

Unit 3 Esperanto

Can you speak Japanese? Can you speak Russian? Throughout the world there are thousands of different languages. Wouldn't life be a lot easier if there were just one language which we all spoke?

For many years people have been trying to create a simple universal language that would serve all over the world as a **common** means of communication. In the last three hundred years, more than seven hundred such languages have been suggested. The most successful and the most popular of these is a language called Esperanto.

It was invented by Ludwig Zamenhof, who lived in Poland. When he was growing up he saw that people from different **backgrounds** who lived in Poland had lots of difficulties communicating with each other. This often led to disagreements. Ludwig felt that a common language would help them understand each other better and agree with each other. So he began working on a common international language. He started his work while he was still at school!

In 1887, he published some information about his new language. He did not use his real name. He used the name Dr Esperanto (which means 'one who hopes'). Soon people from all over the world became interested in his language, called 'Esperanto'.

Today, Esperanto is spoken by about eight million people throughout the world. Many governments and international organisations recognise it in many ways. Esperanto is often used on radio broadcasts from official government stations.

TEXT LEVEL

1 What have people been trying to create for many years?
2 Who invented Esperanto?
3 Why did Ludwig Zamenhof feel a common language was necessary?
4 What does 'Esperanto' mean?
5 How many people speak Esperanto today?
6 What does the word 'universal' mean?
7 Why do you think people all over the world speak different languages?
8 Do you think Esperanto is a good idea? Explain your reasons.

SENTENCE LEVEL

1 Copy each definition. Choose the correct common noun for each.

hospital	handkerchief	doctor	shop	pencil	tailor

a someone who looks after us when we are ill
b someone who makes clothes
c a place where you buy things
d a place where you go when you are ill
e something you write with
f something you blow your nose with

2 Copy this list of nouns. After each say if it is a common noun (CN) or proper noun (PN).

a Ludwig (PN) b boy (CN) c rock (__) d Mount Kilimanjaro (__)
e crack (__) f Poland (__) g Mecca (__) h Europe (__)
i snake (__) j River Nile (__) k foot (__) l telephone (__)

WORD LEVEL

1 Choose le or el to complete each word. Use a dictionary if necessary.

a The spellings were simp__ . b I posted the parc__ .
c A circ__ is round. d A cand__ gives light.
e They trav__ to work by car. f You sew with a need__ .

2 Choose le or el for each gap.

a little b feeb__ c pan__ d tunn__ e drizz__
f lev__ g tow__ h padd__ i wrigg__ j lab__
k trav__ l unc__ m sing__ n vow__ o spark__
p quarr__ q triang__ r mod__ s kett__ t canc__

Unit 4 Katie and the dinosaurs

What would you do if you came face to face with a dinosaur?

'Come and look, Grandma, come and see the dinosaurs!' said Katie.

Katie loved the Natural History Museum, and she wanted to show her Grandma everything.

'They're just a **load** of old bones,' said Grandma.

'Well, you're really old,' said Katie. 'There must have been dinosaurs alive when you were little.'

'I'm not that old!' **snorted** Grandma, looking for somewhere to sit down. 'Why don't you go and have a look at your horrible dinosaurs while I have **forty winks**,' she said.

'They're not horrible,' **sniffed** Katie. 'But I do wish they weren't just skeletons.' And she skipped off on her own, taking her picnic lunch with her.

Katie saw **spiky** dinosaurs, fishy dinosaurs, flying dinosaurs, **horned** dinosaurs, long dinosaurs ...

She closed her eyes and tried to imagine they were alive. She thought they must have been very frightening with their sharp teeth and claws.

Next to one of the dinosaurs was a **corridor**. Katie **set off down** it to make sure she hadn't missed anything worth seeing.

The corridor was long and dark, and there was no one in sight. Katie began to feel scared. She looked for a 'Way Out' sign, but there didn't seem to be one. She was lost.

'Now what do I do?' said Katie crossly.

She came to a big door with a notice on it that said: NO ENTRY

'I'll just take a quick look,' said Katie and she opened the door and stepped through ...

From *Katie and the Dinosaurs* by James Mayhew

TEXT LEVEL

1 What sort of museum did Katie visit?
2 Who did Katie go with?
3 What sort of dinosaurs did Katie see?
4 Why did Katie begin to feel scared in the corridor?
5 a What did the notice on the door say?
  b Why do you think the notice was written in capital letters?
6 Do you think Katie was sensible to open the door? Give a reason.
7 What do you think Katie saw when she opened the door?
8 What do you think the following things mean:
  a 'They're just a load of old bones.'
  b 'forty winks'?

SENTENCE LEVEL

Match the beginning of each sentence with a suitable ending.

1 Katie and her grandmother	roared fiercely.
2 Katie	worked in a hospital.
3 The lion	visited the Natural History Museum.
4 Bakers	chased the thief.
5 Some fishing boats	flew into the sky.
6 The doctor	went down a long, dark corridor.
7 The big black bird	were on the lake.
8 The angry teacher	were walking in the desert.
9 Some camels	told the children to be quiet.
10 The police officer	bake bread.

WORD LEVEL

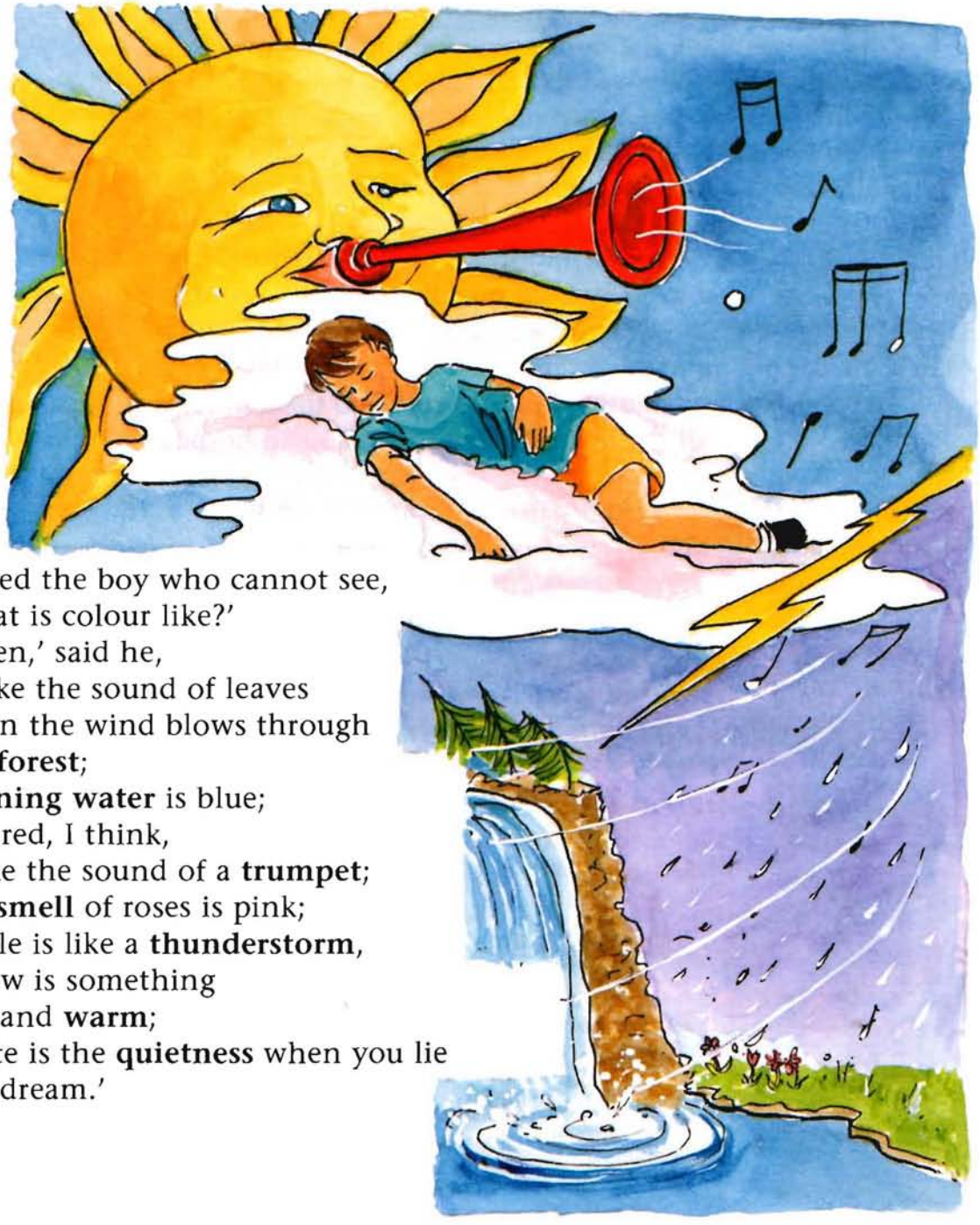
1 Make words with are and ore.
a scare, score b sh____, sh____ c st____, st____
d b____, b____ e sn____, sn____

2 Now make up some sentences to show you know the difference in meaning between the pairs of words you wrote in 1 above. Do it like this:
Dinosaurs scare me. I try to score goals when I play football.

3 Choose either ire or ure to finish each word.
a f___ b c___ c h___ d w___ e p___ f s___

Unit 5 The blind boy and the colours

Can blind people see colours?



I asked the boy who cannot see,
'What is colour like?'
'Green,' said he,
'Is like the sound of leaves
When the wind blows through
The **forest**;
Running water is blue;
And red, I think,
Is like the sound of a **trumpet**;
The **smell** of roses is pink;
Purple is like a **thunderstorm**,
Yellow is something
Soft and **warm**;
White is the **quietness** when you lie
And dream.'

TEXT LEVEL

1 Who is the poem about?
2 What does the boy say the following colours are like:
a green b blue c red d purple e yellow
3 What colour does he say dreams are?
4 What did you think of the poem? Say something you liked (or did not like) about it.
5 How do you think the blind boy might describe the colour: a orange b black
6 What would the world be like if there were no colours?

SENTENCE LEVEL

Choose the best adjective to complete each simile.

flat	hard	golden	dry	cool	graceful	smooth	light
playful	clear	sweet	red				

1 as golden as the sun
2 as _____ as honey
3 as _____ as silk
4 as _____ as blood
5 as _____ as a kitten
6 as _____ as a feather
7 as _____ as a swan
8 as _____ as a pancake
9 as _____ as dust
10 as _____ as a cucumber
11 as _____ as crystal
12 as _____ as iron

WORD LEVEL

Underline the word in each set that does not rhyme.

1	most	ghost	lost	post
2	cough	enough	tough	rough
3	mice	nice	twice	police
4	hive	give	five	arrive
5	bead	dead	head	thread
6	know	now	grow	blow
7	hear	dear	bear	fear
8	four	hour	sour	flour
9	root	shoot	foot	boot
10	rose	pose	nose	lose

Unit 6 Advertisements

Advertisers try to persuade us to buy things. Here is an advertisement for a new chocolate bar. Would you buy one? Why?

TEXT LEVEL

1 What is the purpose of advertisements?
2 What is the name of the product this advertisement is advertising?
3 Who do you think the advertisement is aimed at – children or adults? Why?
4 List some of the adjectives used to describe the chocolate bar.
5 a Write what the pop star says.
  b How does this make you feel?
6 Why do you think a pop star is used to promote the product?
7 Why do you think some things are written completely in capital letters?
8 Does this advertisement make you want to buy a Fudgemallow Delight? Why?

SENTENCE LEVEL

Copy the sentences and fill in the correct form of each adjective.

1 Your apple is sweeter (sweet) than mine, but Simon's apple is the sweetest (sweet).
2 Your skin is smooth but my skin is _____ (smooth) than yours.
3 This is the _____ (busy) day of my life.
4 Sheep are noisy but cows are _____ (noisy). Chickens are the _____ (noisy) animals of all.
5 That cake was the _____ (tasty) cake I have ever eaten.
6 I thought my writing was good but yours is even _____(good).
7 My father is the _____ (wise) man I know.
8 My friend can run _____ (fast) than me.
9 Charles is the _____ (bad) speller in the class.
10 Mr Hussein was _____ (tall) than his wife.

WORD LEVEL

1 Write the verb which comes from each noun.

a creation – create
b protection
c education
d action
e collection
f generation
g direction
h inspection
i decoration
j congratulations

2 Make these verbs into nouns ending in tion.

a organise
b prepare
c reserve
d imagine
e examine

Unit 7 The miracle

Have you ever won a competition?

Charlie entered the shop and laid the damp fifty pence on the counter.

'One Wonka's Whipple-Scrumptious Fudgemallow Delight,' he said, remembering how much he had loved the one he had on his birthday.

The man behind the counter looked fat and well fed. He had big fat lips and a very fat neck. The fat around his neck **bulged** out all around the top of his collar like a rubber ring. He turned and reached behind him for the chocolate bar, then he turned back again and handed it to Charlie. Charlie grabbed it and quickly tore off the wrapper and took an enormous bite. Then he took another ... and another ... an oh, the joy of being able to **cram** large pieces of something sweet and solid into one's mouth!

'You look like you wanted that one, sonny,' the shopkeeper said pleasantly.

Charlie nodded, his mouth bulging with chocolate.

The shopkeeper put Charlie's change on the counter. 'Take it easy,' he said. 'It'll give you tummy-ache if you swallow it like that without chewing.'

Charlie went on **wolfing** the chocolate. He couldn't stop. And in less than half a minute, the whole thing had disappeared down his throat. He was quite out of breath, but he felt marvelously, extraordinarily

happy. He reached out to take the change. Then he paused. His eyes were just above the level of the counter. They were staring at the silver coins lying there. The coins were all five-penny pieces. There were just nine of them altogether. Surely it wouldn't matter if he spent just one more ...

'I think,' he said quietly, 'I think ... I'll have just one more of those chocolate bars. The same kind as before, please.'

'Why not?' the fat shopkeeper said, reaching behind him again and taking another Whipple-Scrumptious Fudgemallow Delight from the shelf. He laid it on the counter.

Charlie picked it up and tore off the wrapper ... and *suddenly* ... from underneath the wrapper ... there came the brilliant flash of gold.

Charlie's heart stood still.

'It's a Golden Ticket!' screamed the shopkeeper, leaping about a foot in the air. 'You've got a Golden Ticket! You've found the last Golden Ticket! Hey, would you believe it! Come and look at this, everybody! The kid's found Wonka's last Golden Ticket! There it is! Right there in his hands!'

From *Charlie and the Chocolate Factory* by Roald Dahl

TEXT LEVEL

1 Who are the two main characters in the passage?
2 What is the setting (where does the story take place)?
3 What is the name of the author of the story?
4 Describe the way the shopkeeper looked.
5 What is a 'Wonka's Whipple-Scrumptious Fudgemallow Delight'?
6 Why did Charlie grab the chocolate bar and tear off the wrapper?
7 Why did the shopkeeper tell Charlie to take it easy?
8 How much did each chocolate bar cost?
9 What was special about the second bar of chocolate?
10 What was the 'miracle' in the story?

SENTENCE LEVEL

1 Write each sentence again. Change the underlined verb into the past tense.

a Charlie <u>keeps</u> calm. Charlie <u>kept</u> calm.
b I <u>buy</u> some chocolate. c I <u>laugh</u> at your jokes. d I <u>see</u> an accident.
e The man <u>eats</u> the bread. f The boy <u>jumps</u> with joy.

2 Write each sentence again. Change the underlined verb into the future tense.

a I <u>caught</u> a cold. <u>I will catch a cold.</u>
b I <u>won</u> a competition. c I <u>stopped</u> for a while.
d We <u>left</u> our books at school. e The wind <u>blew</u>. f Charlie <u>fell</u> off his bike.

WORD LEVEL

1 Make some compound words like the example.

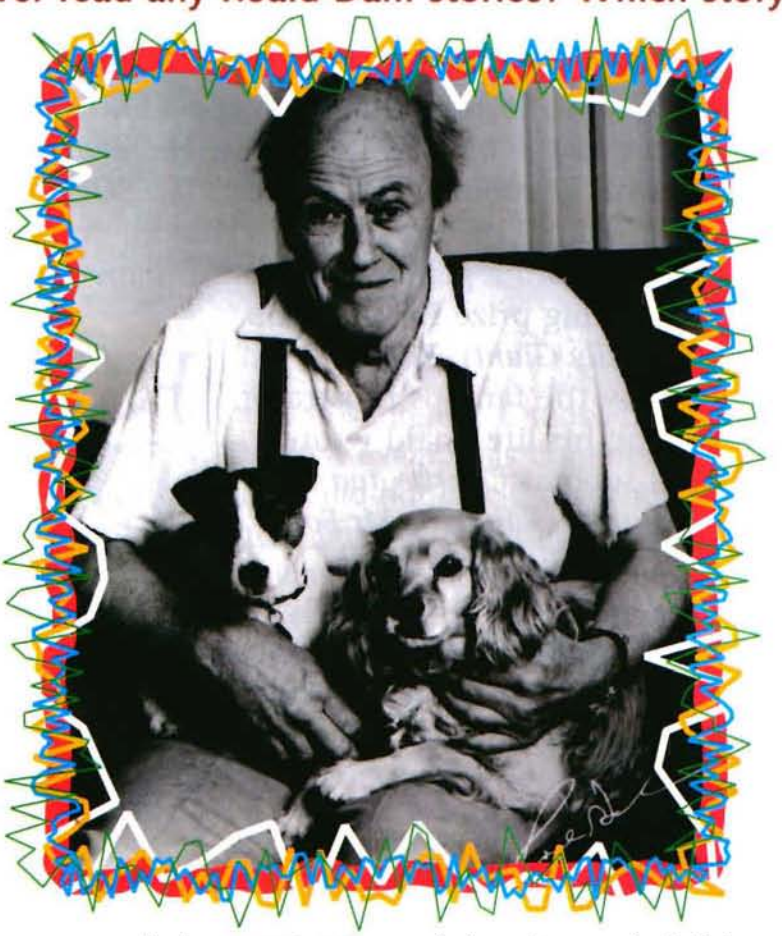
a birth + day = <u>birthday</u> b shop + keeper = _____
c heart + beat = _____ d sea + side = _____
e farm + yard = _____ f hand + writing = _____
g time + table = _____ i dish + cloth = _____
j tooth + brush = _____ k hand + bag = _____

2 Match words in Set A with words in Set B to make compound words.

Set A	break	cup	butter	rain	eye	post
Set B	head	sight	fast	card	fly	bow

Unit 8 Roald Dahl

Have you ever read any Roald Dahl stories? Which story is your favourite?



Roald Dahl was one of the most successful writers of children's books who ever lived. He sold millions of books all over the world. He is so famous there is even a Roald Dahl Museum you can visit. Many of his books have been made into films and videos.

Roald Dahl was born in 1916 in Wales. His father was rich but he died when Roald was very young. Roald's mother brought him up. He hated school and left as soon as he could. Roald went to Africa to **seek his fortune**, and he spent two years working for an oil company.

In 1939 Roald joined the Air Force as a pilot, but he had a bad crash in the desert. His injuries made him **limp** for the rest of his life. After this Roald went to America where he wrote a story about his adventures as a pilot. It was so good it was published in a magazine.

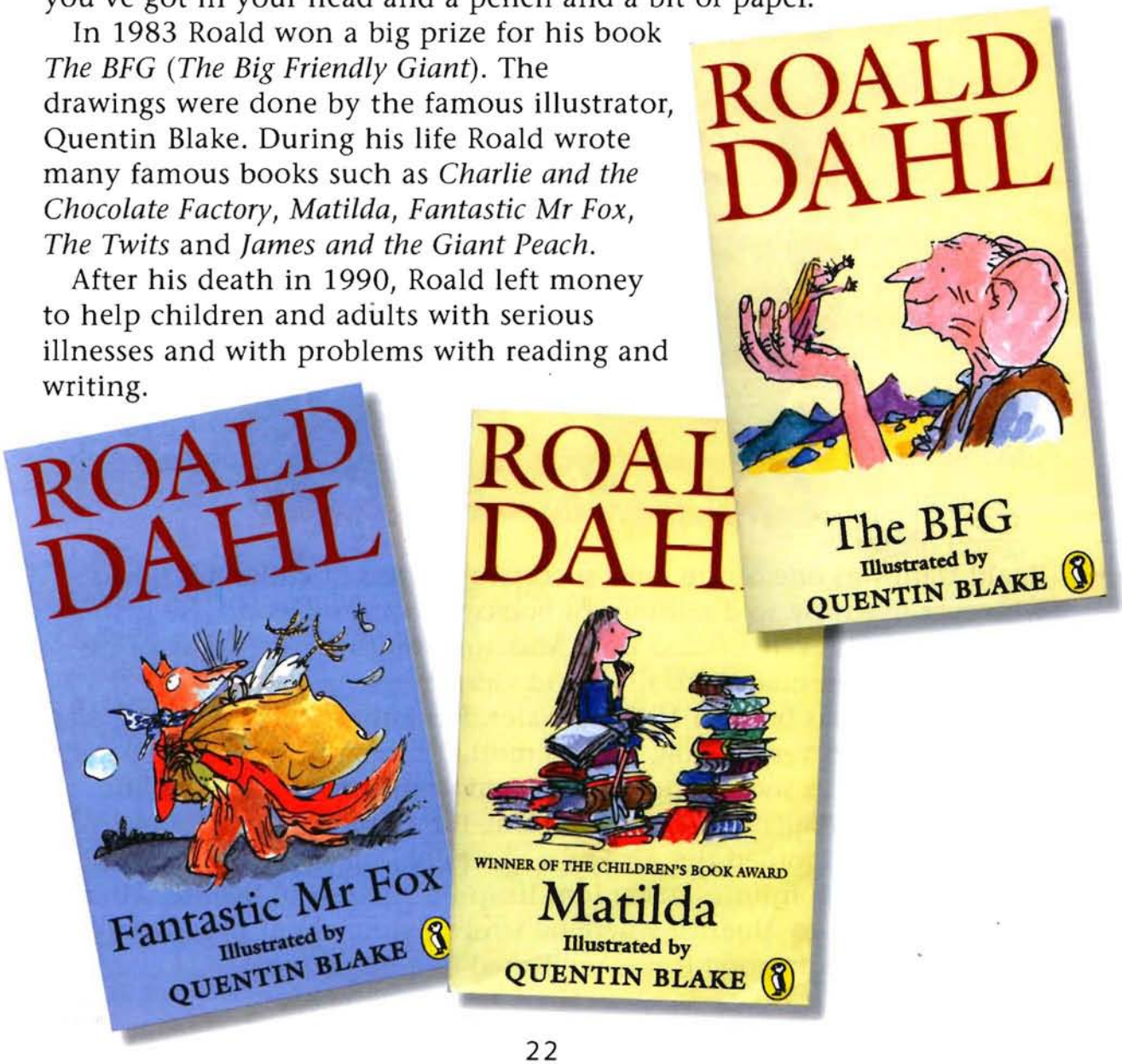
Roald met and married an American film star called Patricia Neal. They bought a house in England and had five children.

Between 1960 and 1965 three terrible things happened. Theo, one of his children, was hit by a taxi in New York and was badly hurt. Luckily he recovered. However, Olivia, one of Roald's daughters, died of a rare illness. Soon after this, his wife also had a serious illness. It took her two years to get completely better.

Gradually Roald became more and more successful. He always did his writing in an old shed at the back of his house. He always sat in the same old armchair with a wooden board on his lap. 'One of the nice things about being a writer,' he once said, 'is that all you need is what you've got in your head and a pencil and a bit of paper.'

In 1983 Roald won a big prize for his book *The BFG* (*The Big Friendly Giant*). The drawings were done by the famous illustrator, Quentin Blake. During his life Roald wrote many famous books such as *Charlie and the Chocolate Factory*, *Matilda*, *Fantastic Mr Fox*, *The Twits* and *James and the Giant Peach*.

After his death in 1990, Roald left money to help children and adults with serious illnesses and with problems with reading and writing.



TEXT LEVEL

1 Why is Roald Dahl famous?
2 Is it true that Roald Dahl loved school?
3 What sort of job did Roald Dahl do in Africa?
4 Why did Roald Dahl always limp?
5 Name three terrible things that happened during 1960 and 1965.
6 Roald Dahl always did his writing in the same place. Where was this?
7 Write the names of three famous stories by Roald Dahl.
8 Why do you think Roald Dahl started writing for children?
9 How can you find the names of some other books Roald Dahl wrote?
10 If you wanted to find out more about Roald Dahl, where would you look?

SENTENCE LEVEL

Write each pair of sentences as one sentence. Choose the best conjunction to join each pair of sentences. The first example is done for you.

1 Roald Dahl went to school. He did not like it. (and/but)
Roald Dahl went to school but he did not like it.
2 Roald Dahl wrote a story. It was published in a magazine. (and/but)
3 The man took off his coat. It was too hot. (because/after)
4 The girl broke her leg. She fell off her bike. (when/if)
5 We will go out. It stops raining. (or/if)
6 I picked up the bucket. I filled it with water. (and/but)
7 I got my spellings right. I got all my sums wrong. (because/but)

WORD LEVEL

1 Choose a 'silent' k or w to complete each word.

a writer b __rist c __not d __nife e __restle
g __reck h __rap i __nit j __now k __rong

2 Copy these words. Underline the 'silent' b, g or l in each.

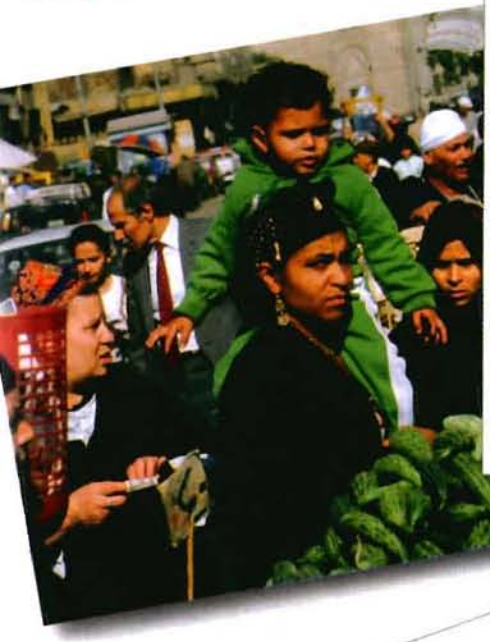
a comb b talk c calf d gnat e gnaw
f calm g thumb h lamb i chalk j crumb

3 Use some of the words from Exercise 2 to complete these sentences.

a You use a _____ to keep your hair tidy.
b A _____ is a baby cow.
c A _____ is a baby sheep.
d _____ is another word for speak.
e Dogs _____ bones.

Unit 9 Postcards from Egypt

When do people send postcards?
Why do they send them?



Dear Rod,

In Cairo we buy food from street stalls. Dad pays with Egyptian money. Dad likes falafel. They're made with beans fried with spices and shaped into little balls.

Love,
Walter

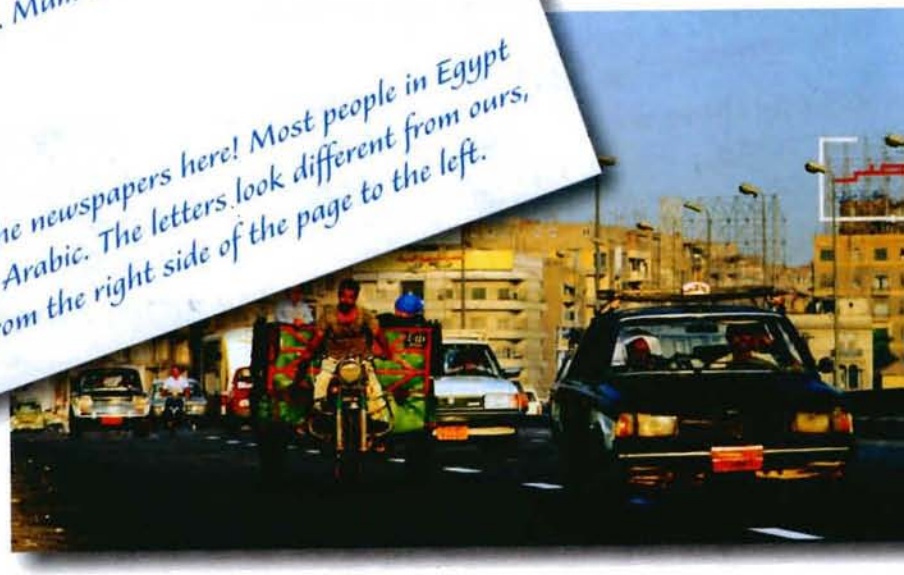
P.S. We got some fresh figs and mangoes from the market. I love mangoes. They are big and sweet and juicy.

Dear Mandy,

We're staying in Cairo. It's the biggest city in Egypt. We went to a market called a souk. Mum bought some gold and silver jewellery.

Love,
Stephen

P.S. We can't read the newspapers here! Most people in Egypt speak and write in Arabic. The letters look different from ours, and people read from the right side of the page to the left.

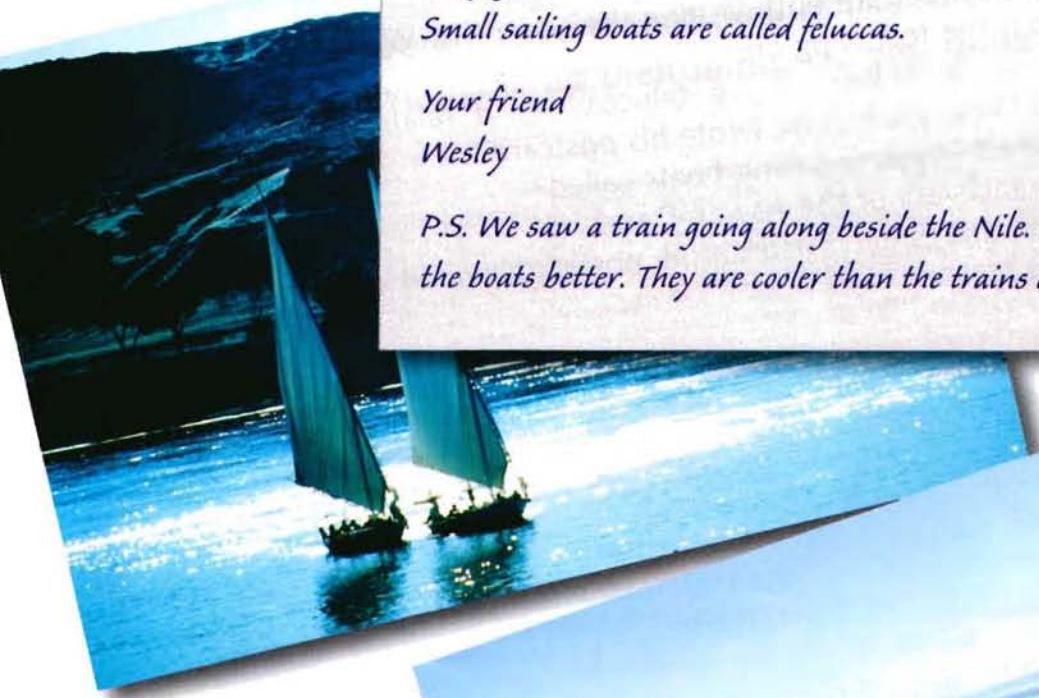


Dear Leroy,

We're on a big boat. It is travelling down the River Nile. Boats carry goods on the river as well. We saw a boat carrying cotton. Small sailing boats are called feluccas.

Your friend
Wesley

P.S. We saw a train going along beside the Nile. Mum and I like the boats better. They are cooler than the trains and buses.



Dear Bob,

Not everything in Egypt is old! We came to see the Aswan Dam. People built it across the Nile to hold the river back. There's a big lake on the other side of the dam.

Love,
Bruce

P.S. My uncle says that the water in the dam is used to make electricity. The Aswan dam is nearly four kilometres across – that's more than two miles.

From *Postcards from Egypt* by Helen Arnold

TEXT LEVEL

1 Who wrote a postcard to **a** Mandy? **b** Rod? **c** Leroy? **d** Bob?
2 Where are all the postcards from?
3 Stephen and Walter are both visiting the same city. What is its name?
4 Explain what the following are:
a a souk **b** Arabic **c** felucca **d** falafel **e** mangoes
5 Where was Wesley when he wrote his postcard?
6 What are small Egyptian sailing boats called?
7 Write some facts about the Aswan Dam.
8 Which of the things described on the postcards would you most like to do or see? Give reasons.

SENTENCE LEVEL

Choose the best preposition for each sentence.

1 We are staying _____ Cairo. (on/in)
2 We buy food _____ street stalls. (from/to)
3 The bridge went _____ the river. (across/under)
4 We stared _____ the accident. (at/by)
5 The children walked _____ the forest. (through/over)
6 Thousands of homes were destroyed _____ the earthquake. (until/during)
7 They dived _____ the water. (into/onto)
8 Don't play about _____ electricity. (among/with)
9 I was amazed _____ the footballer's skill. (by/to)
10 The thief climbed _____ the fence. (over/of)

WORD LEVEL

1 Write the longer form of each contraction.

a it's – it is **b** they're **c** I've **d** he's **e** she'll
f couldn't **g** can't **h** isn't **i** we're **j** wasn't

2 Write each sentence again and use contractions where possible.

a We are staying in Cairo. We're staying in Cairo.
b It is very hot.
c They are made with beans.
d I would love a mango.
e That is not fair.
f I am just coming.
g I cannot speak Arabic.

Unit 10 The danger of being stubborn

If someone is stubborn it means that they refuse to change their ideas once they have made up their mind. Do you think this is a good or bad thing?

Max and his wife Mary went to bed one night, and left the front door open.

'Get up and close the door,' Max said to his wife.

'No, you go and close it,' said Mary to Max.

'I can't do that,' said Max. 'I said you must close it, and I **never go back on my word**.'

'But I never go back on my word, either,' said Mary.

They agreed that the first person to speak should close the door. They lay in silence. The wind howled through the house. They shivered in the cold but neither of them spoke.

A robber saw the open door and entered the house. He took all the **copper** saucepans and the silver candlesticks. Mary did not say a word. He took all the books and the clock. Max did not say a word, either.

The robber lit a fire and cooked a big meal. Then he took the table and the chairs; the stove and the carpets. He took the bookcases and the curtains; the wallpaper and the window frames. Max and Mary remained silent.

The robber left, but did not close the door.

The next morning, Mary went out early to find food. Max sat on the floor. A travelling barber saw the door open and walked in.

'Do you need a haircut?' he asked.

Max said nothing so the barber cut his hair.

'Well, how do you like it?' he said when he had finished. Max did not answer, so the barber cut off some more.

'You know, it might be better to shave it all off completely,' the barber said. Max did not want his head shaved, but he was not going to speak. The barber shaved his head.

'Now,' said the barber, 'you must pay me.'

Max had no money so he said nothing.

'What! You won't pay me?' shouted the barber. He went to the fireplace, gathered some **soot** and **smeared** it all over Max's face. Still, Max did not say a word. The barber stormed out of the house, leaving the door open.

Some time later, Mary returned. She saw her husband sitting on the floor, with a bald head and a sooty face, and screamed.

'My poor Max! What's happened?'

Max stood up, triumphant. 'You spoke first!' he said. 'Now go and close the door.'

TEXT LEVEL

Copy this and fill in the gaps with sensible words.

One night Max and his wife (1)_____to bed, and left the front (2)_____ open. They (3)_____ that the first person to speak should close the door. A (4)_____ saw the open door and entered the house. He (5)_____ lots of things from the house. Max and Mary stayed (6)_____ all the time. When the robber left he did not (7)_____ the door. The next morning, Mary went out to get some (8)_____. A (9)_____ saw the door open and walked in. He cut off all Max's (10)_____. When Max did not pay him, the barber became (11)_____. He put some (12)_____ all over Max's face. When Mary returned she saw her (13)_____ and screamed. Max told his wife to close the door because she spoke first!

SENTENCE LEVEL

What did each person say? Copy and complete each sentence.

Pass me the ball. Open your mouth wide. I fly in rockets.
My flowers are lovely. My job is teaching. Do you like my picture?
How do you like your hair cut? It is dangerous to play with fire.

1 The dentist said, 'Open your mouth wide.'
2 The teacher said, '_____'
3 The fire-fighter said, '_____'
4 The artist asked, '_____'
5 The gardener said, '_____'
6 The astronaut said, '_____'
7 The footballer said, '_____'
8 The hairdresser asked, '_____'

WORD LEVEL

1 Choose the correct feminine noun to go with each masculine noun.

mother	tigress	wife	aunt	cow	girl	lioness	sister	woman	hen

a husband – wife
b man
c father
d brother
e uncle
f lion
g tiger
h bull
i cockerel
j boy

2 Copy the nouns below. After each say if it is masculine (M), feminine (F) or common (C).

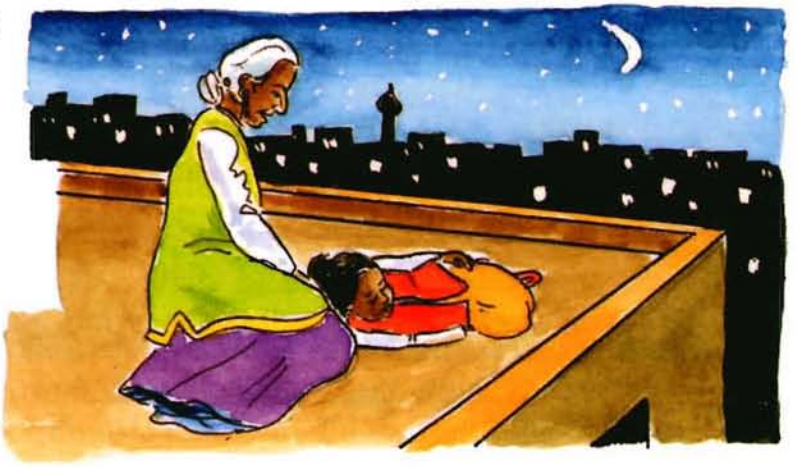
a niece (F)
b husband
c child
d nephew
e teacher
f doctor
g nurse
h friend
i bride
j traveller

Unit 11 Soraya's blanket

What would you miss most if you went to live in another country?

Soraya lived in a village called Darwaza in India. Most of the time it was hot and sunny. The hot weather meant that Soraya could sleep on the roof of her flat-topped house. She loved the cool air and the bright stars of those nights.

Grandmother sang Soraya to sleep or told her the stories that she was told as a child. Soraya loved her grandmother and spent all her time with her except when she was at school.



One day, Soraya realised things were about to change. Her dad explained that he had heard from Uncle Ashraf and Auntie Shaheen in Britain. Their business was doing well and they needed help to run it. It was an exciting idea and Soraya's mum and dad were looking forward to joining the family business.

Soraya felt mixed up. She was excited to think of a new country and glad that she would see her cousins again. She was sad, too, because she knew she would be leaving her family and friends behind in the village. Tears filled her eyes as she hugged and kissed Grandmother 'Goodbye'.

As the plane landed, Soraya's head filled with new sights and sounds. Her cousins were at the airport to meet her and show her round her new town. The sadness left her.

She began to go to school with her cousins. It was hard at first to make sense of it all but Soraya liked it there. Oh, but it was so cold! She dreamed about the warm nights sitting next to Grandmother under the stars.

A few weeks after they arrived, Soraya's mum and dad wrote to Grandmother to tell her about their new home. Soraya wrote something too. She wrote, 'I love and miss you, Naanee, especially at bedtime.'

Weeks passed. Then one day the postman handed Soraya a parcel with her name on it. The postmark and stamps told her it was from India. She opened it as fast as she could. Inside she found a beautiful, brightly-coloured woollen blanket. As she wrapped it around herself she found a note pinned to it. The note said, 'My Soraya, I have made this for you. Put it on your bed and think of me every night. In the blanket is my love for you. It will always keep you warm. Naanee.' Night times seemed to get warmer for Soraya from that day.

From *The Junior Assembly Book* by Doreen Vause

TANITIM AMAÇLIDIR
dilyay
SATILMAZ

TEXT LEVEL

1 Where did Soraya live in India?
2 Why did Soraya love sleeping on the roof of her house?
3 Why did Soraya's parents decide to move to Britain?
4 Why was Soraya happy and sad to leave Darwaza?
5 How do you think Soraya felt when she first landed in Britain? Give your reasons.
6 Why do you think 'it was hard to make sense' of school in Britain when Soraya first went there?
7 What was the difference between the weather in India and the weather in Britain?
8 Why did Soraya miss her grandmother most at night?
9 Do you think Soraya was pleased with her present? Why?
10 Who would you miss most if you went to live in a different country? Why?

SENTENCE LEVEL

Choose the correct form of the verb to agree with the subject.

1 Soraya _____ happy in India. (was/were)
2 The girls _____ reading their books. (was/were)
3 I _____ it properly. (do/does)
4 They _____ to the shops. (go/goes)
5 They _____ every Thursday. (come/comes)
6 'You all _____ very hard at maths,' the teacher told the children. (try/tries)
7 The cat _____ milk. (like/likes)
8 My grandmother _____ in England. (live/lives)
9 I _____ it. (did/done)
10 _____ you late for school? (was/were)

WORD LEVEL

Match each word with its anagram.

cares	leap	robe	amble	state	enlarge
claps	rats	meat	panel	disease	bleat

1 plane – panel 2 star 3 blame 4 table
5 scare 6 scalp 7 seaside 8 general
9 pale 10 bore 11 taste 12 tame

Unit 12 Rabbit and Tiger save the world

Tiger wanted to eat Rabbit more than anything else in the world! Do you think Tiger will catch Rabbit in the story?

Narrator: Tiger was huge! Tiger was fierce! Tiger had sharp claws.Tiger had sharp teeth. Tiger had beautiful orange and black striped skin. But Tiger was not very clever. On the other hand, Rabbit was small. Rabbit had long ears. Rabbit had a funny white tail but he had a quick brain and long, strong legs. One day Rabbit was sitting in the sun. Tiger crept up behind him.

Tiger: Now I've got you!

Rabbit: Help! Help!

Narrator: Rabbit jumped out of the way just in time and ran through the jungle, across the fields and into a deep, rocky valley. Tiger chased after him.

Rabbit: Oh no! There's no way out. I'm trapped!

Narrator: Rabbit thought quickly. He threw himself against a huge rock with his arms outstretched. He waited for Tiger to catch up.

Tiger: You can't escape this time! I can almost taste the rabbit **stew**!

Rabbit: You may eat me if you like, but first you will have to help me.

Tiger: And why is that?

Rabbit: Well, this rock holds up the whole world. I saw it start to roll away. Fortunately I was here to stop it. But if I move away from here, it will start rolling again – and take the whole world with it.

Tiger: Oh dear! How terrible!

Rabbit: Why don't you hold it up for me, and let me run and get some help?

Tiger: What a good idea! We don't want the world to roll away!

Narrator: So Rabbit ran off. But he didn't run for help. He ran straight home, laughing all the way. Poor Tiger was outwitted once again!

(A story from Puerto Rico)

TEXT LEVEL

1 a How can you tell this is a play?
  b How does each person know when to speak? c What is a 'narrator'?
2 Were Tiger and Rabbit friends? How do you know?
3 Describe: a Tiger b Rabbit
4 Where does the play take place?
5 Where did Rabbit get trapped?
6 Explain how Rabbit tricked Tiger.
7 What do you think 'outwitted' means?
8 What part of the world does the story come from?

SENTENCE LEVEL

Think of a suitable pronoun to complete each sentence.

1 Rabbit tricked Tiger. Rabbit was too clever for him .
2 The girl ate an apple because ____ was hungry.
3 The crocodile snapped its jaws and caught a fish in _____ .
4 'What a clever boy _____ am,' said Ali.
5 'Can _____ come out to play?' the girl asked the boy.
6 The boy was angry because the girl called _____ names.
7 The man joined the lady and walked along with _____ .
8 When we shouted at the birds _____ flew away.
9 'Is this ____ book?' the teacher asked the girl.
10 The lady lost _____ purse.

WORD LEVEL

1 Think of an appropriate double consonant to complete each of these words.

a rabbit b va__ey c fo__ow d pa__age e bu__on
f ca__age g a__oy h su__ess i sto__er j o__end
k su__est l sa__le m pu__ing

2 Write each word again and break it down into syllables.
Do it like this: rab/bit

Unit 13 Diana, the people's princess

Have you ever heard of Diana, the people's princess? What do you know about her?

Early life

Diana Spencer was born in 1961. She lived in a big country house. Her family was very rich and knew Queen Elizabeth and other members of the British royal family. Diana always loved children. When she left school, she got a job in a kindergarten. She helped to look after young children.

Prince Charles

One day Diana met Prince Charles, the Queen's eldest son. They fell in love and when she was 19 years old, the prince asked Diana to marry him. The wedding took place in London in 1981. People came from all over the world. London was **crowded**. Millions of people watched the wedding on television. Some people said Diana was like a princess from a fairytale. As Charles was called the Prince of Wales, Diana became the Princess of Wales.

Having a family

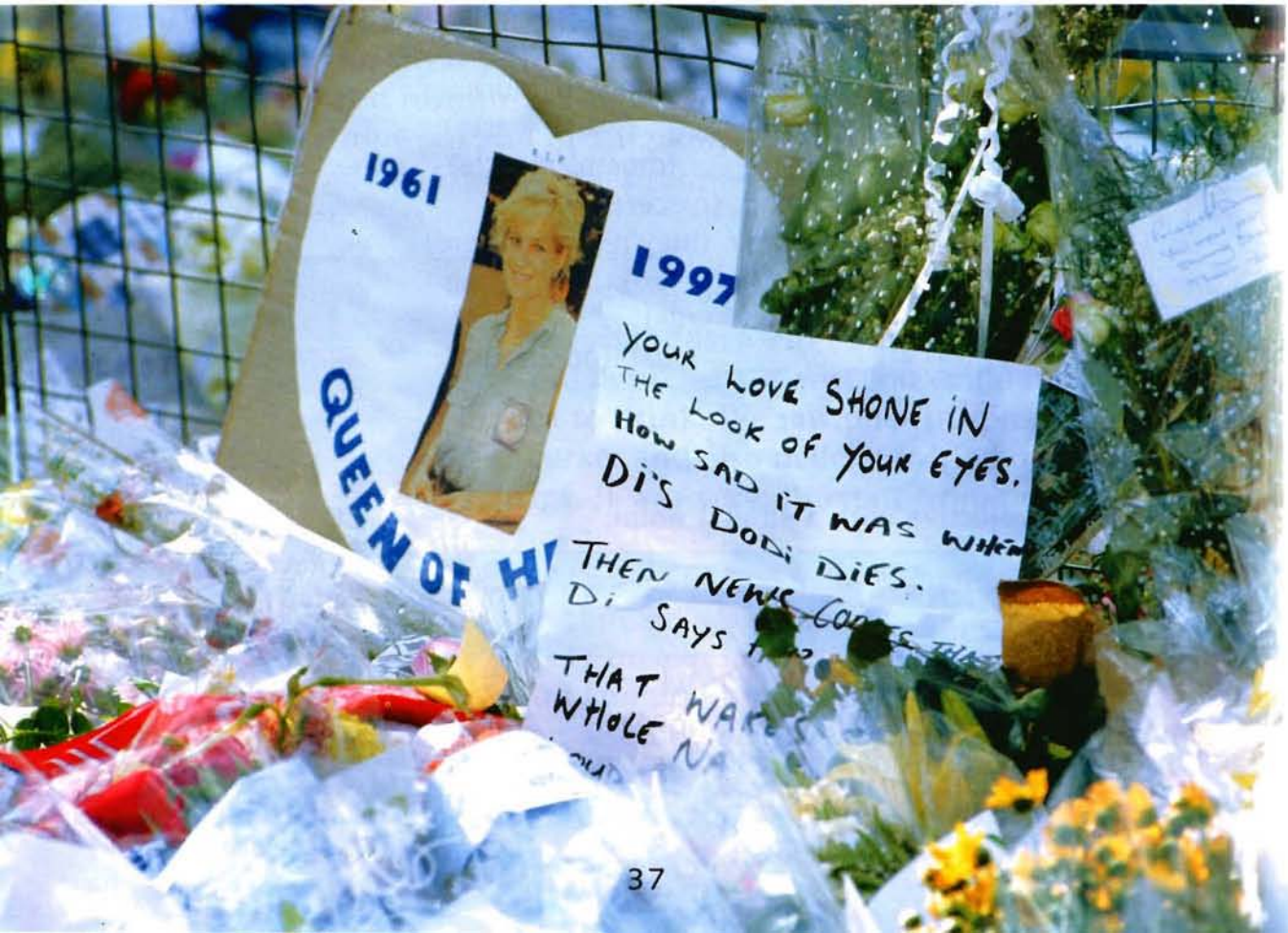
In 1982 Diana had a baby son. She called him William. Two years later, in 1984, she had a second son called Harry. One day her eldest son, William, will become king.

Helping people

Diana loved meeting and being with people. She was always friendly and kind to everyone. Wherever she went crowds of people gathered to see her. People said that Diana was just like an ordinary person.
Diana was very good at raising money for people in need. She helped all sorts of people – the old, the blind and the sick. She loved helping children. Diana worked very hard and travelled thousands of miles to help people. She visited hospitals in many different countries. She said that she wanted to be 'a princess for the world.'

Her death

In Paris, on 31 August 1997, the car Diana was travelling in crashed. Diana was killed in the accident. She was only 36 years old. When Diana died, even people who had never met her were sad. The whole world was shocked at her death. Thousands of people put flowers outside her home. She was such a popular and well-loved person that more than a million people went to her funeral. Diana is buried on a small island at her home in England where she lived as a child.



TEXT LEVEL

1 What was Princess Diana's name before she became a princess?
2 Why do you think she got a job in a kindergarten?
3 When did Diana and Prince Charles get married?
4 Why do you think people said Diana was like a princess from a fairytale?
5 Which of the Princess' two sons will become king, one day?
6 Why do you think ordinary people loved Princess Diana so much?
7 Name some of the sorts of people Diana helped.
8 What do you think it means when it says Diana wanted to be 'a princess for the world'?
9 a How old was Diana when she died?
  b How was she killed?
10 a How many sections is the text divided into?
  b What is the title of each section?

SENTENCE LEVEL

Choose the correct word to complete each sentence.

1 The _____ world was shocked at Diana's death. (hole/whole)
2 The _____ took off from the runway. (plane/plain)
3 You need _____ to make cakes. (flower/flour)
4 You should always avoid _____ . (waist/waste)
5 The athlete strained a _____ . (mussel/muscle)
6 Give me a _____ of bread. (piece/peace)
7 The children lost _____ way. (they're/their/there)
8 Don't eat _____ much. (to/two/too)
9 The dog wagged _____ tail. (it's/its)
10 We waited an _____ for _____ meal. (our/hour)

WORD LEVEL

Match each adjective with a similar noun.

darkness	beauty	wisdom	amazement	width	quietness
pleasure	strength	sickness	ugliness	love	height

1 beautiful – beauty
2 wise
3 amazing
4 quiet
5 dark
6 sick
7 lovely
8 high
9 strong
10 ugly
11 wide
12 pleasing

Unit 14 Eating in Morocco

Have you ever visited a different country? How did people dress? What language did they speak? What sort of things did they eat?

My name is Mariam. I come from Iran. A little while ago, my brother Hassan and I went to stay with friends, in Morocco in North Africa, near the Mediterranean Sea. We stayed in the town of Fez with the Ben Moussa family. Mr Ben Moussa's first name is Mohammed, Mrs Ben Moussa is called Fatima, and their children are a boy called Samir and a girl called Amina. Most people in Morocco are Muslim, so these are Muslim names.

Fez is famous for its crafts. One of our favourite places was the market. Here we saw people making silver jewellery, blue painted pottery and furniture. There were other people **dying** wool and mixing **kohl** so that ladies could paint dark lines round the edges of their eyes.

Hassan and I both liked the food market best. There were stalls selling honey cakes and almonds, a kind of nut. Other stalls sold lamb kebabs and you could buy mint tea to drink. We saw piles of spices in the market and also delicious dried **dates** and **figs**. It was very different from our home town.

Mrs Ben Moussa is a good cook. Here is an example of what we had to eat:

For breakfast we usually had bread, butter and jam and hot milky coffee or tea. You can also buy *beignets* from a baker or market stall. They are made from flour, water and

sugar. This is mixed together, made into balls and fried in very hot oil. Then the *beignets* are dipped in sugar.

Lunchtime in Morocco is a two-hour break. After lunch, people have a rest before going back to work. For lunch we normally had a stew of meat and vegetables, such as turnips and carrots. It was always cooked in a **tagine**. This is a dish with a big pointed lid which looks like a hat.

People eat their evening meal late in Morocco. So when children come home from school, they usually have some milky coffee and some bread and jam to keep them going.

Dinner is served at nine o'clock in the evening. It begins with soup, followed by a meat stew. There is also a big round loaf of traditional bread to eat. Everybody drinks mint tea afterwards. It is delicious and helps you to digest your food.

On special occasions, people cook *pastilla*. It looks like a cake made of layers of thin, flaky pastry. But between each layer there is minced meat, sugar, almonds and spices. It tastes very good.

Here is a recipe for Mrs Ben Moussa's meat which we loved:

What you need:

1 kilo of meat (lamb is best)
1 finely chopped onion
5 chopped cloves of garlic
the juice of three lemons
2 chopped chillies
a pinch of black pepper
some salt
2 tablespoons of oil
2 cups of water

What you do:

Cut the meat into cubes.
Mix the onion, garlic, lemon juice, chillies, pepper and salt together.
Rub the mixture on the meat and leave it for an hour.
Then put the meat and water in a tagine and cover with a lid.
Put it into the oven for about two hours.
Serve it with rice or **plantain**.

TEXT LEVEL

1 **a** Who went to Morocco? **b** What town did they go to?
2 List some of the things Hassan and Mariam saw being made in the market.
3 Describe what *beignets* are and how they are made.
4 Explain what a *tagine* is.
5 Describe a typical Moroccan evening meal.
6 What does *pastilla* consist of?
7 **a** What is the recipe for? **b** It is written in two sections. What are these? **c** Why do you think it is important to have the 'What you need' section first?
8 Describe some of the ways in which the daily meals in Morocco are different from those you have.

SENTENCE LEVEL

Underline and mark the subject (S), verb (V) and object (O) in each sentence.

S V O

1 The lady cooked some kebabs.
2 The girl filled the water container.
3 The man carried a heavy case.
4 The lion attacked the zebra.
5 The children visited the market.
6 The beautiful princess kissed the handsome prince.
7 The old man sat on the chair.
8 I love food.
9 The girl won the race.
10 The shopkeeper sells carpets.

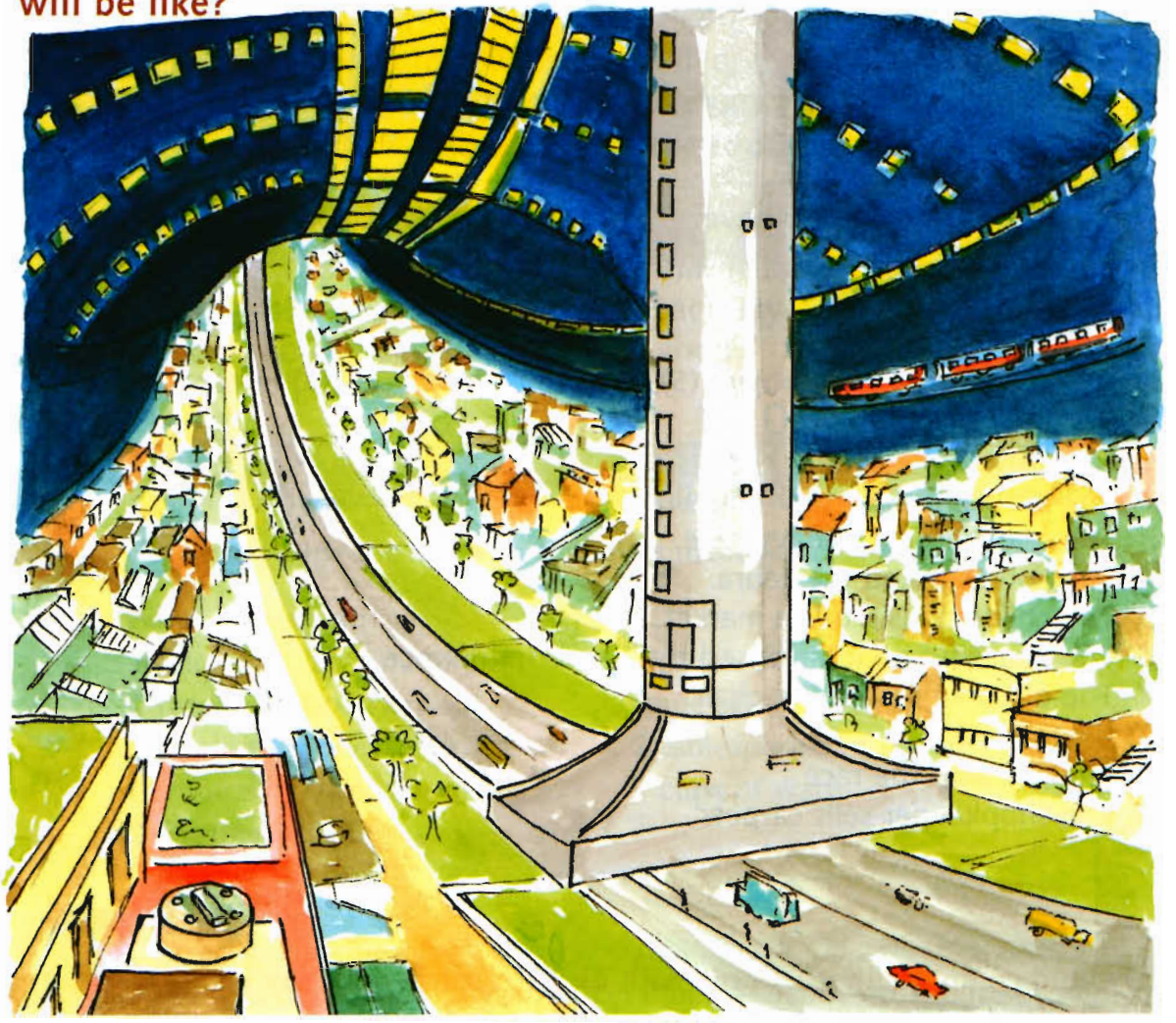
WORD LEVEL

Copy and complete these words with al. After each word say if the al is a prefix (P) or a suffix (S).

1	al most	(P)	2	tradition___	(___)	3	magic___	(___)
4	person___	(___)	5	___ways	(___)	6	___ready	(___)
7	___so	(___)	8	coast___	(___)	9	mechanic___	(___)
10	accident___	(___)	11	tot___	(___)	12	comic___	(___)
13	___though	(___)	14	season___	(___)	15	tropic___	(___)

Unit 15 Life in space

We have sent people to the Moon in spaceships. In the future people could be living in space. What do you think space cities will be like?



Buildings

The picture shows where people would live. It doesn't look very different from modern small towns on Earth, and this is deliberate. Science-fiction films show people living in tall glass towers or living underground, but people won't want these. Throughout history, people have tried to put up buildings like the ones they know; space travellers will do the same.

The need for gravity

Gravity makes normal life possible. Nobody would want to live for a long time in a space city where everything – people and equipment – floated **weightlessly** around. With gravity, life in space can be like life on Earth. We can have farms and factories and houses and meeting places. A space city with gravity would be a better place to live than the Moon or the planets where there is very little gravity.

Using sunlight

The Moon is not a good place to live on. All places on the moon have 14 days of sunlight followed by 14 days of night, which makes farming impossible. The energy from the sun cannot be used very well either. In a space city, which would always have sunlight, the length of each day could be controlled. A gigantic mirror about two kilometres in diameter would float above the city. It would **reflect** sunlight to smaller mirrors that would direct it into the city. **Shutters** could be used to control when sunlight was let in. There would be sunlight all day, so crops would grow faster than on Earth. The shutters would be closed to create night-time.

Planning for a population of 10,000

The population of the city could be fixed at about 10,000 people. Farmers would be able to plan accurately how much food would be needed for this number of people. About 44 square metres of vegetable plants would be needed for each person, and just over five square metres of grassland.

Plans for a space city

The picture shows where the people could live. The city is like a huge wheel, a tube more than 150 metres in **diameter**, and bent into a ring which measures two kilometres across. The wheel spins gently every minute and so the people in space feel the pull of **gravity** just like we do on Earth.

TEXT LEVEL

Say if each sentence is true or false.

1 The picture shows how a city on Earth will look.
2 The city is in the shape of a huge square.
3 It measures two kilometres across.
4 The wheel spins once a minute.
5 This spinning of the wheel produces a feeling of weightlessness.
6 The Moon is a good place to live on.
7 Gravity makes normal life in space possible.
8 In the city it will be impossible to control the length of each day.
9 Farming will be possible in the city.
10 The population of the city will be around 100,000 people.

SENTENCE LEVEL

Identify the verb (V) and adverb (Adv) in each sentence.

V Adv
1 The wheel spins gently in space.
2 My uncle laughed loudly.
3 The old man walked slowly.
4 The elephant trumpeted anxiously.
5 We finished our sums easliy.
6 I smiled sweetly at my aunt.
7 The footballer passed the ball cleverly.
8 Suddenly it began to rain.
9 Angrily I kicked the ball away.
10 The girl hurriedly left the room.

WORD LEVEL

1 Write the opposite of these words by adding either the prefix im or in.

a im possible b __visible c __considerate d __mature
e __accurate f __curable g __perfect h __patient

2 Write the opposite of each of these words by changing the suffix ful to less.

a hopeful – hopeless b painful c useful
d powerful e helpful f cheerful g harmful
h colourful

Unit 16 The amazing moving plant

Whilst exploring the planet Venus a group of scientists discover water – and a plant that glows fiery red and can move! The problem is that it is moving towards them at quite a speed!

'We can't go any further,' said Jerry Garfield.

He stopped the engines of the **scout** car. They were not far from the South Pole on the planet of Venus. In front of them, there was a high **cliff**. The car could not climb the rocky cliff.

'We'll have to go back,' Jerry said to the others.

The other two men were scientists. They wanted to explore the South Pole of Venus. They did not want to go back. Hutchins looked carefully at the cliff through his **binoculars**.

'Look!' he said. 'Do you see that?'

Coleman looked through the binoculars.

'At one time, water has run down that cliff,' said Hutchins. 'We're looking at a dried-up waterfall! I was right. There are rivers on Venus.' He was very excited.

'How can there be any rivers?' asked Jerry. 'There's no water on Venus. It's too hot on this planet for rain to fall. There's no water here at all.'

'Up on the cliff, near the South Pole, it will be cold enough for rain to fall. We must get up there. If there is water, perhaps there will be something living in it.'

'But we can't get up there in the car,' said Jerry.

'We'll have to leave the car and climb the cliff,' said Hutchins.

Coleman stayed behind and Hutchins and Jerry set off for the cliffs. It was hard work. The temperature outside was two hundred and thirty degrees. They had to wear their refrigerated spacesuits, and they had to carry scientific equipment.

As they climbed, the green light of Venus shone around them. At the top of the cliff, the ground became flat. They could see the marks of dried-up rivers. They walked on and on. Jerry began to feel afraid, but Hutchins was excited. He stopped to collect pieces of rock.

'It's getting colder,' Hutchins said. 'My instruments tell me that there must be oxygen in the atmosphere.'

'What does that mean?' asked Jerry.

'That means there are plants here,' explained Hutchins. 'Plants make oxygen. That means that there is life on Venus. It is not a dead planet.'

They went on. Jerry felt more and more unhappy. He did not like the place at all. The green light made the place strange and frightening.

Suddenly Hutchins stopped.

'What's the matter?' asked Jerry.

'Look at that rock,' said Hutchins. 'It's growing. It's growing bigger and it's moving.'

Jerry looked at the rock. The dark shape moved. It was coming towards them. Hutchins watched through the binoculars. The rock crept closer and closer. When it was about a hundred yards away from them, Jerry spoke.

'What is it?' he asked. 'It's a plant of some kind,' said Hutchins.

'But it's moving! Plants can't move!'

'Yes, they can,' said Hutchins. 'There are plants on Earth that move. But very slowly. This one certainly moves fast!'

The plant was like a thick, black, soft carpet. It moved silently towards them. Then about ten feet away from them, it stopped. Hutchins stepped forward. The plant moved back.

'It can feel the heat from our spacesuits,' said Hutchins. He took out his torch. 'Does it feel light, too?'

When he switched on the torch, both men cried out in astonishment. In the green light of Venus the plant looked black. In the white light of the torch, the plant was fiery red and gold. It was like a beautiful carpet.

Hutchins wanted to examine the plant more closely ...

(from 'Before Eden', from *Tales of Ten Worlds*

TEXT LEVEL

Rewrite these sentences in order to tell the story.

- Hutchins told Jerry that this meant there was oxygen – and life – on Venus.
- Coleman stayed behind in the car.
- When they looked at the plant in torchlight it was fiery red and gold.
- Hutchins saw from his instruments that it was getting colder.
- Hutchins stopped when he saw a plant growing bigger.
- The plant began moving towards them.
- Jerry and Hutchins climbed the cliff.
- The plant stopped about ten feet away from them.
- When they got to the clifftop they could see the marks of dried-up rivers.

SENTENCE LEVEL

Rewrite this conversation in reported speech. (The first one is done for you.)

Jerry: What's the matter?
Jerry asked what the matter was.
Hutchins: Look at that rock. It's growing!
Jerry: I can't believe it!
Hutchins: It's moving! It's coming towards us!
Jerry: What is it?
Hutchins: It's a plant of some kind.
Jerry: But plants can't move!
Hutchins: This plant certainly moves fast!
Jerry: I don't like it.
Hutchins: The plant has got hold of me!

WORD LEVEL

1 Work out these syllable sums.

a move + ment = movement
b pun + ish + ment =
c am + use + ment =
d in + volve + ment =
e a + gree + ment =
f im + prove + ment =
g man + age + ment =
h ar + gu + ment =

2 Each of these words ending with the suffix ment is spelt incorrectly. Spell each word correctly.

a arguement
b enviroment
c goverment
d exitment
e advertisment
f develoment

Unit 17 The wind

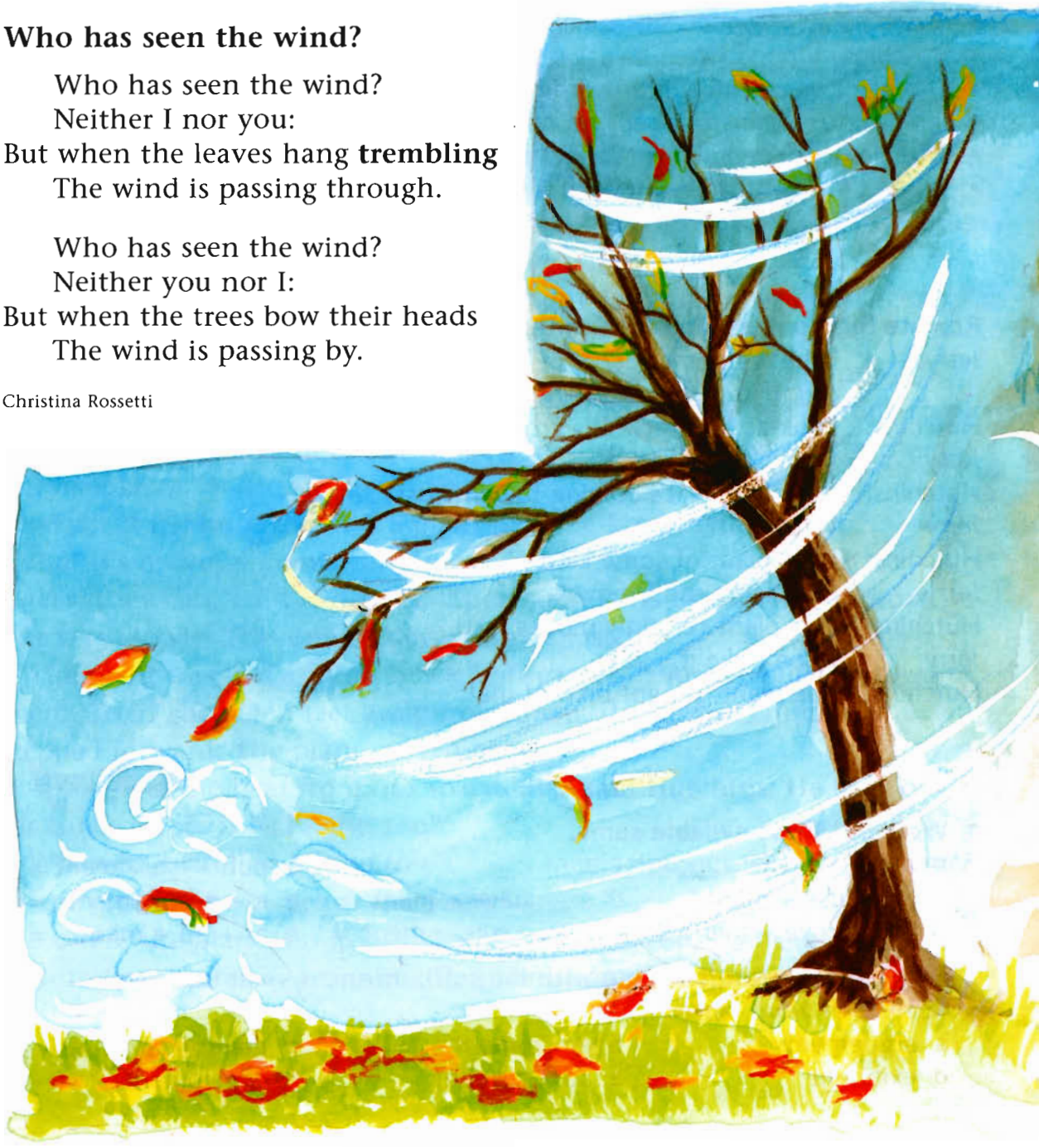
What do you like about the wind? What do you dislike about it?

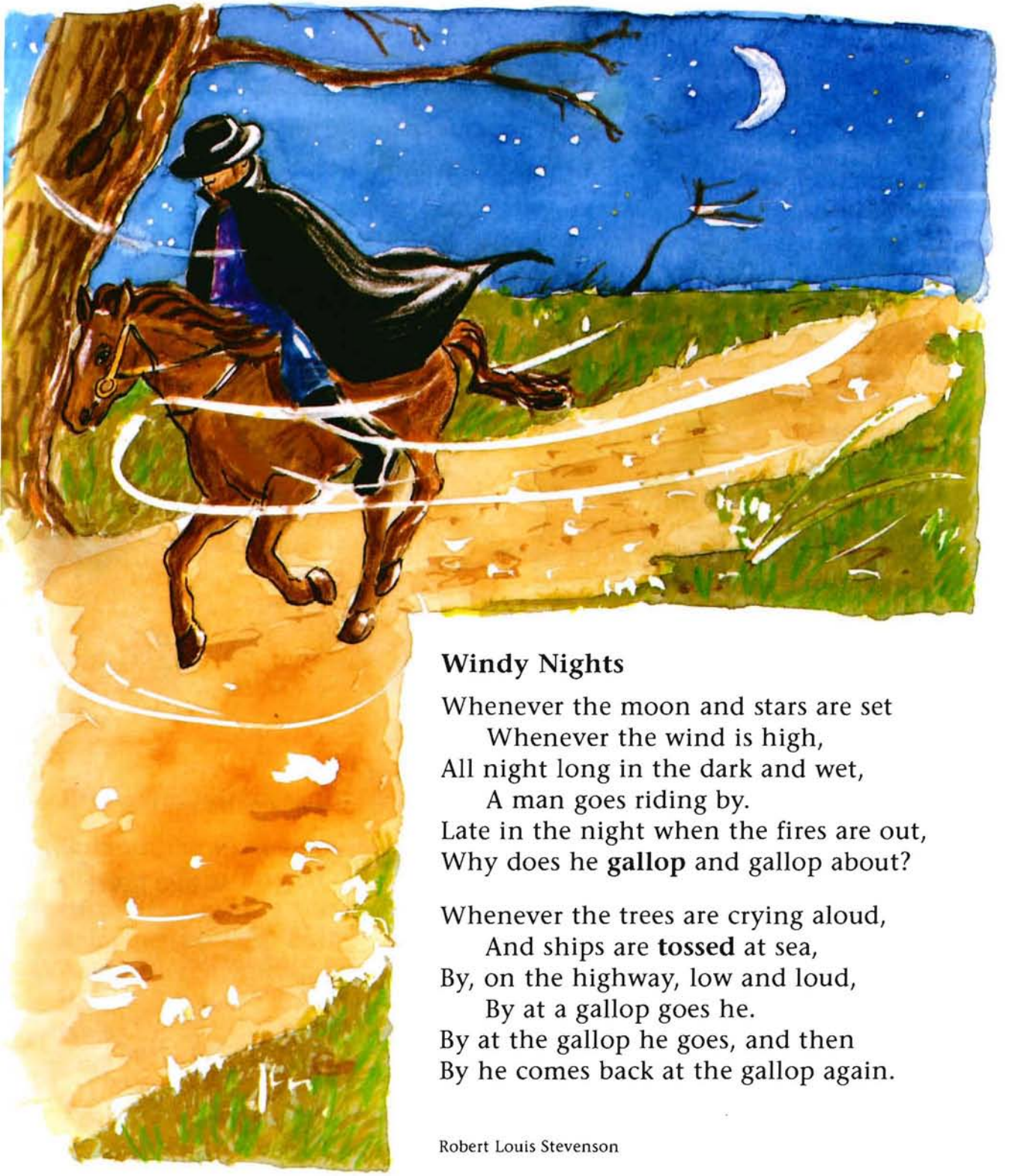
Who has seen the wind?

Who has seen the wind?
Neither I nor you:
But when the leaves hang **trembling**
The wind is passing through.

Who has seen the wind?
Neither you nor I:
But when the trees bow their heads
The wind is passing by.

Christina Rossetti





Windy Nights

Whenever the moon and stars are set
    Whenever the wind is high,
All night long in the dark and wet,
    A man goes riding by.
Late in the night when the fires are out,
Why does he **gallop** and gallop about?

Whenever the trees are crying aloud,
    And ships are **tossed** at sea,
By, on the highway, low and loud,
    By at a gallop goes he.
By at the gallop he goes, and then
By he comes back at the gallop again.

Robert Louis Stevenson

TEXT LEVEL

1 Both poems are about the same thing. What is it?
2 a What is the title of the first poem? b Who wrote it?
3 a What is the title of the second poem? b Who wrote it?
4 In the first poem: a how many verses are there?
b How many lines are there in each verse?
5 In the second poem: a how many verses are there?
b How many lines are there in each verse?
6 What signs are there in the first poem that the wind is blowing?
7 In the second poem, what do you think the following mean:
a 'Whenever the wind is high'?
b 'Whenever the trees are crying aloud'?
8 Which poem did you like best? Why?

SENTENCE LEVEL

1 Punctuate each sentence correctly.

a christina rossetti wrote poems
b do you know anything about poetry
c go and have a wash
d what a lovely surprise
e where is paris
f its not fair
g hes going out
h stop talking simon

2 After each sentence you have written, say if it is:
a statement (S); a question (Q); a command (C); an exclamation (E).

WORD LEVEL

Palindromes are words that are the same whether spelt forwards or backwards e.g. noon. Some of the following words are palindromes and some aren't. Copy the list and underline the palindromes.

1 moon	2 madam	3 ship	4 noon	5 wind
6 peep	7 rotor	8 radar	9 loud	10 deed
11 gallop	12 solos	13 civic	14 level	15 tossed

Unit 18 Play safely

We all enjoy relaxing. It is healthy to get in the fresh air and enjoy yourselves – but be careful because there are dangers to consider! What dangers can you think of?

Road safety

ROAD SAFETY RULES TO REMEMBER

- Choose a place to cross.
- Do not cross between parked cars.
- Look and listen until it is safe to cross.
- Walk straight across the road.
- Keep looking and listening.
- Do not run.

Broken glass and rubbish

Rubbish dumps are not good places to play. Broken glass and rusty tins can give you bad cuts. Some people even **dump** poisonous chemicals on rubbish tips. These could kill you. Never try to eat or drink anything you find. It could harm you.

Fire

Fires can help us but they are also dangerous. If you play with them they can harm you. Don't **fool around** with fire. It can soon get out of hand. If you play near a fire you could get burnt. Never play with matches, or set fire to rubbish.

Electricity

Like fire, electricity helps us but if you play about with it you could hurt yourself. The problem is that you can't see electricity. You do not even have to touch anything to be in danger. Electricity can jump through the air, like a flash of lightning.

Water

We need water to live. We drink it and wash in it. It is fun to play in – but it can be dangerous, so take care! If you cannot swim, don't play near water. In ponds and lakes water can be very deep. In rivers and the sea, the force of water can be very strong, and may even be dangerous for good swimmers. Sometimes you cannot see what is in the water. Some people dump rubbish and broken glass in it. Sometimes chemicals or **sewage** are dumped in rivers. These can make you ill. Sometimes the wildlife in water is dangerous too!

TEXT LEVEL

1 What are the rules for crossing a road safely?
2 List some things you might find on rubbish dumps.
3 How can fire: **a** harm us? **b** help us?
4 Is it true that electricity is invisible? Why?
5 Give two reasons why playing in water could be dangerous.
6 What do you think is the main point of the text in section three?
7 It is divided into five sections. **a** Name what these are.
b How can you tell when a new section begins?
8 How do the pictures in the text help you?

SENTENCE LEVEL

Replace each underlined adverb with an adverb meaning the opposite.

1 The boy worked very slowly. The boy worked very quickly.
2 The girl spoke very politely.
3 The children spoke quietly.
4 I placed my clothes neatly on the chair.
5 I gave up my seat willingly.
6 The boys behaved sensibly.
7 The baby slept soundly.
8 Ronald played the game fairly.
9 I waited patiently for my friend to come.
10 We often go shopping.

WORD LEVEL

1 Underline the ch in each word. Say if it makes a ck or sh sound.

a chemical (ck) **b** echo (__) **c** machine (__) **d** chef (__)
e parachute (__) **f** stomach (__) **g** ache (__) **h** character (__)
i choir (__) **j** school (__)

2 Copy these words carefully. Underline the letter or letters you think are most likely to be missed out in each word.

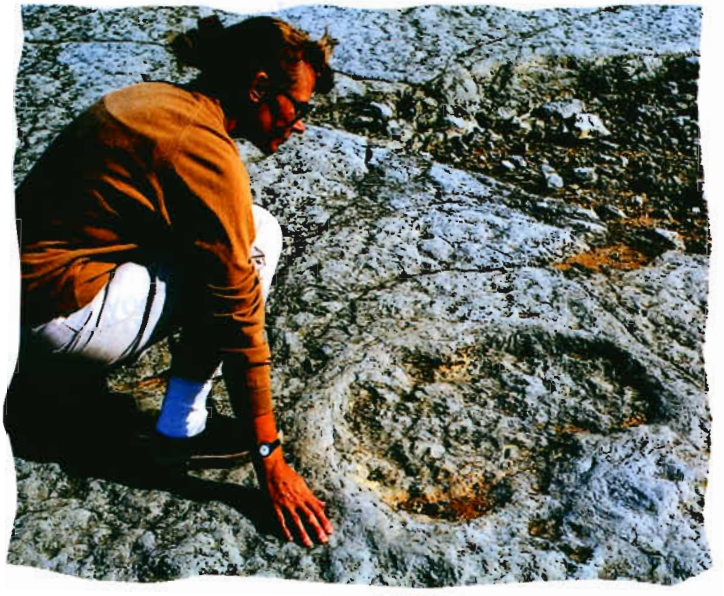
a poisonous **b** vegetable **c** dangerous
e interest **f** valuable **g** different
h business **i** environment **k** separate

Unit 19 Dinosaur days

How many types of dinosaurs can you name?

How do we know about dinosaurs?

Scientists learn about dinosaurs by studying their bones. These bones have been buried for millions of years and they have turned to stone. They are called **fossils** and they tell us what the world was like millions of years ago. Scientists are like detectives. They look for **clues** and slowly put together the **evidence**. The first dinosaur bones were discovered in 1818.



When did dinosaurs live?

Dinosaurs lived millions of years ago. There are no dinosaurs alive today. No-one has ever seen a live dinosaur. When dinosaurs were alive, the earth was a very different place. The weather was much warmer and the land was covered with forests. There were no animals, such as cows or horses, like the ones we know today. There were no houses, no cars and there was no television.

What were dinosaurs like?

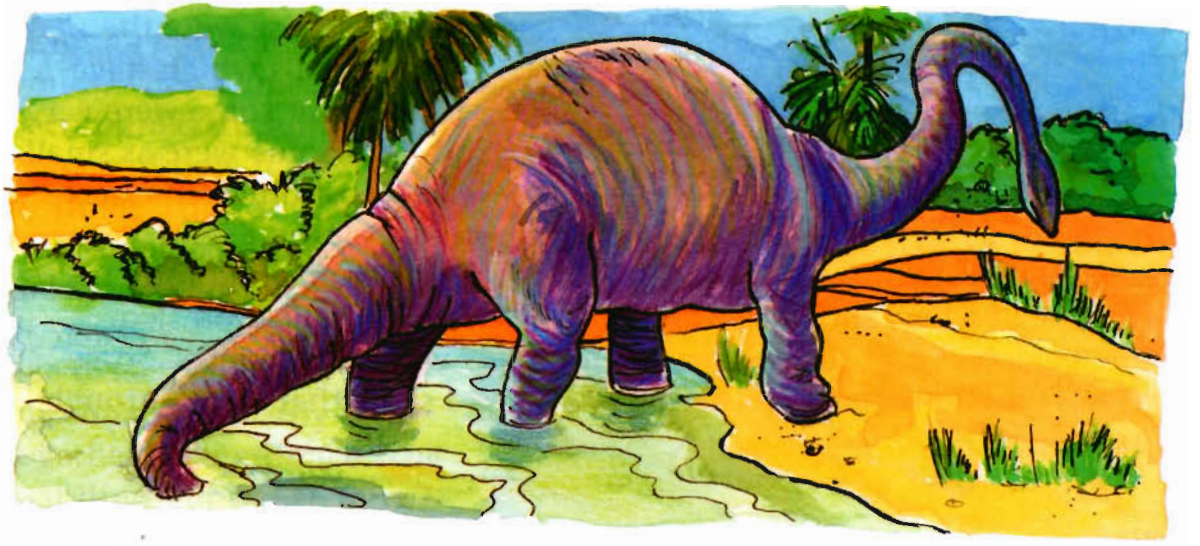
There were thousands of different sorts of dinosaurs. They came in all shapes and sizes. Some people think all dinosaurs were huge creatures. This is not true. Of course there were some enormous dinosaurs. These were the biggest animals which have ever lived. But some were very small, too. Some were as small as cats. Most dinosaurs were not very clever. Even the biggest dinosaurs only had small brains. Some dinosaurs had long necks with heavy bodies, and walked on all fours. Others walked on two strong back legs and had two short front legs with sharp **claws**. Some dinosaurs had long tails and horns. Many had skins that were as tough as **armour**.

What type of animals were dinosaurs?

Dinosaurs were reptiles. The word 'dinosaur' actually means 'terrible lizard'. There are reptiles living today, such as snakes and crocodiles. Dinosaurs, like all reptiles, had **scales** on their bodies. They did not have fur or feathers. They laid eggs and breathed with **lungs**.

What did dinosaurs eat?

Some dinosaurs ate only plants. They were often heavy, slow-moving creatures. Many of them spent a lot of time in water because the water helped to hold them up. It also prevented their enemies from attacking them. Other dinosaurs were meat-eaters. They hunted for their food. These dinosaurs were fierce fighters with sharp claws and teeth for catching, holding and tearing food.



Why did the dinosaurs die out?

Some scientists believe that the climate gradually changed. They believe that the weather changed from warm to cold. Many of the plants that the dinosaurs needed disappeared. Some scientists believe that dinosaurs were not able to **adapt** to changes in the environment. They did not like the cold weather and they could not find enough to eat, so they died.

TEXT LEVEL

Choose the best words to complete the sentences.

1 Scientists learn about dinosaurs by studying _____ . (fossils/stones)
2 The first dinosaur bones were discovered in _____ . (1818/1819)
3 No-one has ever seen a _____ dinsoaur. (live/dead)
4 Most dinosaurs were not very _____ . (fast/intelligent)
5 Even big dinosaurs only had small _____ . (feet/brains)
6 Dinosaurs were _____ . (mammals/reptiles)

SENTENCE LEVEL

Copy the chart. Fill in the comparative and superlative form of each.

adjective	comparative form	superlative form
1 strong	stronger	stronger
2 wide		
3 quiet		
4 large		
5 small		
6 bright		
7 thin		
8 hot		
9 busy		
10 lucky		

WORD LEVEL

1 Complete these words with either aw or au. Use a dictionary if necessary.

a dinos__r b d___n c dr___ d cl___ e p___se
e ___thor f cr___l g ___tumn h y___n i n___ghty
j str___ k ___ful l s ___cer m l ___ndry n j___

2 Copy and complete this chart:

aw words	au words
claw	dinosaur

Unit 20 A night in the jungle

Do some noises in the night scare you? What noises would you hear if you spent a night in the jungle?

We moved on into the jungle. Old Mali went in front carrying his **axe** and I followed close behind him. The path was covered over with branches and bushes. I had no idea where I was.

We stopped for the night about an hour before it began to get dark. We put our bags on the ground in a small **clearing**.

Old Mali lit a fire. When it was alight he showed me how to make a bed with **moss**. It was soft and comfortable.

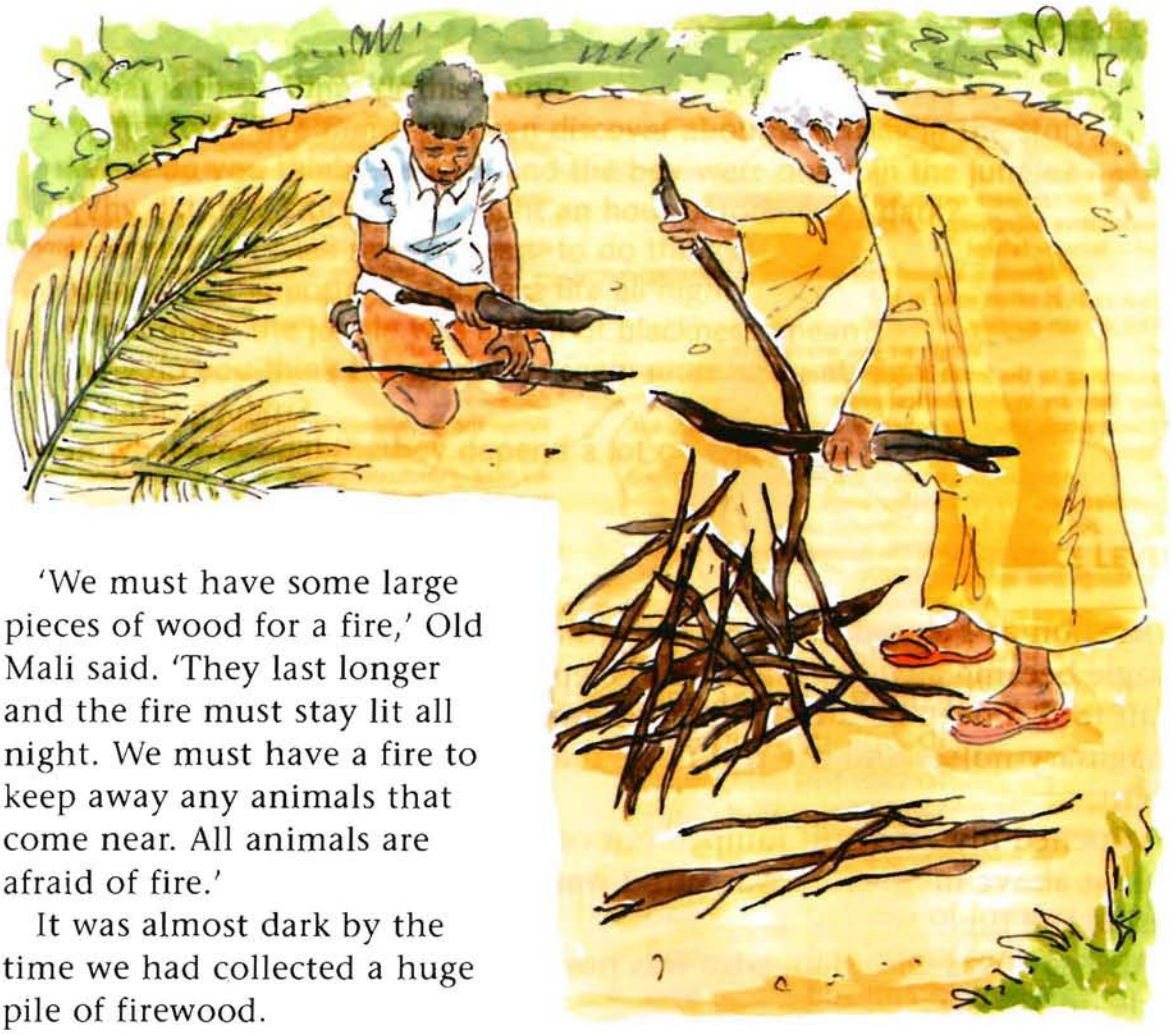
'Mali,' I said. 'This bed is more comfortable than my bed at home.'

Old Mali just laughed quietly in reply.

'But how did you learn to make such a bed, Mali?' I asked.

'I learned to make beds like that,' Mali replied, 'by watching and listening to others. That is the real way to learn anything.'

'Will you let me watch you always?' I asked Old Mali. 'I want to learn all the things you know about the jungle.'



'We must have some large pieces of wood for a fire,' Old Mali said. 'They last longer and the fire must stay lit all night. We must have a fire to keep away any animals that come near. All animals are afraid of fire.'

It was almost dark by the time we had collected a huge pile of firewood.

When we had finished our supper, Old Mali got onto his bed and lay down. It was now completely dark. In the firelight Old Mali seemed to be fast asleep on his bed. I suddenly felt alone and afraid.

All day in the jungle, while we had been walking, I had heard noises of animals. Now they seemed to be much nearer. The jungle was now a wall of blackness in the light of the fire.

I felt frightened and suddenly my mouth went dry. I wanted to scream. I felt my mouth opening wide, ready to scream as loud as possible.

But I did not scream. I saw Old Mali's face in the firelight. This made me feel **ashamed**. I held my teeth tightly together to stop myself from screaming. I lay down on my comfortable bed and closed my eyes.

As soon as I closed my eyes, I heard a thousand noises. The whole jungle became alive with animals creeping all around me. Suddenly Old Mali took a deep breath and made a noise. I was hearing so many imaginary noises and the real noise made by Old Mali gave me a terrible fright.

I opened my eyes and jumped out of bed. I pulled my *kukri* out and held it above my head. I was sure I was going to see a wild animal beside the fire.

All I saw was Old Mali, who was now lying on his side with his eyes wide open.

'Hello, what is this, then?' he asked, when he saw me on my feet beside the fire with my *kukri* in my hand.

'Oh, Mali,' I whispered thankfully, 'you are awake now!'

'Yes,' replied Old Mali, 'I must have fallen asleep for a few moments. And what are you doing with your knife out?'

'You made a noise in your sleep,' I replied. 'I did not know what the noise was and I jumped out of bed to find out.'

'Well, you can put your knife away now,' said Old Mali quietly and calmly. 'It is time to go to sleep. You have a long day ahead of you tomorrow.'

Old Mali's quiet calm voice made me feel better. I got back into bed and lay down. I closed my eyes and, knowing Old Mali was watching, I soon fell fast asleep.

From *Old Mali and the Boy* by D R Sherman

TEXT LEVEL

1 What is the setting for this story?
2 Write down five things you can discover about Old Mali in the story.
3 What do you think Old Mali and the boy were doing in the jungle?
4 Why did they stop for the night an hour before it got dark?
5 How did Old Mali say you learn to do things?
6 Why was it important to have a fire all night?
7 What does 'the jungle was a wall of blackness' mean?
8 Why do you think things always seem more scary at night?
9 What is a *kukri*?
10 In what ways did the boy depend a lot on Old Mali?

SENTENCE LEVEL

1 Copy and fill in **the plural** of these nouns:

a one bag but lots of bags
b one bed but lots of _____
c one fire but lots of _____
d one animal but lots of _____
e one branch but lots of _____
f one bush but lots of _____
g one fox but lots of _____
h one glass but lots of _____
i one knife but lots of _____
j one shelf but lots of _____

2 Copy and fill in **the singular** of these nouns:

a one baby but lots of babies
b one _____ but lots of lorries
c one _____ but lots of potatoes
d one _____ but lots of volcanoes
e one _____ but lots of loaves
f one _____ but lots of thieves
g one _____ but lots of teeth
h one _____ but lots of men
i one _____ but lots of children
j one _____ but lots of deer

WORD LEVEL

1 Choose **able** or **ible** to complete these words.

a comfort_____
b sens_____
c remark_____
d reason_____
e miser_____
f terr_____
g invis_____
h fashion_____
i respons_____
j poss_____
k valu_____
l flex_____
m horr_____
n revers_____
o notice_____

2 Write the **able** words you made in alphabetical order.

3 Write the **ible** words you made in alphabetical order.

Glossary of Language Terms

Adjective An **adjective** is a describing word. It gives more meaning to a noun.
A **fierce** lion.
When we compare nouns we use **comparative** or **superlative** adjectives. For example:
fat – **fatter** – **fattest**

Adverb An **adverb** is a word that gives more meaning to a verb. It often ends in **ly**.
The girl ran **quickly**.

Alphabetical order When we put words in order according to the letter or letters they begin with, we say they are in **alphabetical order**.
These words are in alphabetical order: apple, bug, cat, desk

Anagram An **anagram** is when the letters of a word are jumbled up to make another word: star – rats

Author An author is someone who writes books.

Characters **Characters** are the names of people, animals or things that appear in stories.

Compound word A **compound word** is when we join two small words together to make a longer word.
sun + shine = **sunshine**

Conjunction A **conjunction** is a joining word.
Conjunctions are often used to join two sentences together.
I went home **and** I watched television.

Consonant Our alphabet is divided up into vowels and **consonants**. The vowels are **a**, **e**, **i**, **o** and **u**. All the other letters are consonants.

Contraction A **contraction** is when two words are made into one word, by leaving some letters out.
don't = do not

Gender A noun may be **masculine** (male) e.g. lion, **feminine** (female) e.g. lioness, **common** (it could be male or female) e.g. child

Homophone **Homophones** are words that sound the same but have a different meaning.
I have a **pain** in my stomach. I broke the **pane** of glass.

Letter pattern A **letter pattern** is a group of letters which occur often in words.
Remembering letter patterns helps us with spelling.
park, **bark**, **mark**

Noun A **noun** is a naming word. It can be the name of a person, place or thing. These type of nouns are called **common** nouns:
a boy, a river, a pencil
A **proper noun** is the name given to a special person, place or thing. Proper nouns always begin with a capital letter: Ali; Kuwait; Hilton Hotel
A **collective noun** is the name of a group of something. For example, a flock of sheep.
An **abstract noun** is the name of a feeling or idea. For example, love, jealousy, anger.
A noun may be **singular** (just one e.g. a book) or **plural** (more than one e.g. some books).

Object Some sentences have a subject and an **object**.
For example, The girl threw **the ball**.

Opposite **Opposites** are words whose meanings are as different as possible from each other.
big **small**

Palindrome A **palindrome** is a word that is the same whether spelt backwards or forwards e.g. noon.

Paragraph A **paragraph** is a group of sentences that deals with one main idea or topic.

Poem A **poem** is a piece of writing that is imaginative. It is written in lines. The lines may or may not rhyme.

Poet A **poet** is someone who writes poems.

Prefix A **prefix** is a group of letters we add to the beginning of a word to change its meaning.
happy **un**happy

Pronoun A **pronoun** is a word we use in place of a noun.
When the girl walked in the rain **she** got wet.

Punctuation **Punctuation** helps us make sense of what we read. Punctuation marks make writing easier for us to understand. These are all punctuation marks:

Full stops	.
Commas	,
Question marks	?
Exclamation marks	!
Speech marks	' '

Rhyme A **rhyme** occurs when two words have an ending that sound the same.
The **frog** sat on the **log**.

Setting A **setting** is where a story takes place.

Simile A **simile** is when **we** say one thing is like another. For example: The child's skin was **as smooth as silk**.

Speech marks When we write down what someone says,
we put it inside **speech marks**.
This is called **direct speech**.
The lady said, 'I'm hungry.'

Suffix A **suffix** is a group of letters we add to the end of a word, to change its meaning.
Spider spider**s** cook cook**ing**

Syllable Longer words may be broken into smaller parts, called **syllables**.
cat has one syllable
catching has two syllables

Synonym **Synonyms** are words with the same, or similar, meanings.
A **sad, unhappy** child.

Title A **title** is the name we give a book or something we have made or written.

Verb A **verb** is a doing or being word.
The lion **was** huge. It **roared** loudly.

Verb tenses **Verbs** may be written in different **tenses**.
The tense of a verb
changes according to the time of the action. For example:
Now I **am riding** a bicycle. (**present tense**)
Yesterday I **rode** a bicycle. (**past tense**)
Tomorrow I **will ride** a bicycle. (**future tense**)

Verse A poem is often divided into parts, or **verses**.

Vowels There are five **vowels** in the alphabet – **a**, **e**, **i**, **o** and **u**. Most words contain at least one vowel. (See also **consonants**.)