Reading 6

Comprehension

Louis Fidge

MACMILLAN FOUNDATION SKILLS

Reading 6

Comprehension

Louis Fidge

TANITIM AMAÇLIDIR
dilyay
SATILAMAZ

TANITIM AMAÇLIDIR
dilyay
SATILAMAZ

MACMILLAN FOUNDATION SKILLS

Contents

		Page
Unit 1	Thinking of others	6
Unit 2	The water cycle	8
Unit 3	The 'lost' treasure	10
Unit 4	On top of Africa	12
Unit 5	Theseus and the Minotaur	14
Unit 6	Pollution	16
Unit 7	Water pollution	18
Unit 8	How green are you?	21
Unit 9	How music came to the world	24
Unit 10	William Shakespeare	27
Unit 11	Making the right decision	30
Unit 12	The world with its countries	33
Unit 13	Endangered animals	35
Unit 14	How did I get here?	38
Unit 15	Hot deserts	41
Unit 16	Whale-hunting	44
Unit 17	In charge	47
Unit 18	The history of New York	50
Unit 19	The poachers	53
Unit 20	The Olympic Games	57
Glossary		61

Skills, Scope and Sequence

Unit 1	**Thinking of others**
Text Type	Story with a moral
Text Level	Setting and characterisation
Sentence Level	Abstract nouns
Word Level	Common word endings *ar* and *or*
Unit 2	**The water cycle**
Text Type	Information in form of flow diagram
Text Level	Features of diagram; Literal comprehension
Sentence Level	Prepositions
Word Level	Word ending *our*
Unit 3	**The 'lost' treasure**
Text Type	Information text (report)
Text Level	Questions (literal/inferential/evaluative)
Sentence Level	Verb tenses – present/past/future
Word Level	Common word endings *sure* and *ture*
Unit 4	**On top of Africa**
Text Type	Biographical account
Text Level	Questions (literal/inferential/evaluative)
Sentence Level	Subject/verb/object
Word Level	Spelling strategies for difficult words
Unit 5	**Theseus and the Minotuar**
Text Type	Greek legend
Text Level	Questions (literal/inferential/appreciative/evaluative)
Sentence Level	Compound sentences
Word Level	Synonyms
Unit 6	**Pollution**
Text Type	Poem with a moral in form of a conversation
Text Level	Features of poem; Questions
Sentence Level	Positive and negative sentences
Word Level	Common word ending *tion*
Unit 7	**Water pollution**
Text Type	Non-fiction information text (report)
Text Level	Questions (literal/inferential)
Sentence Level	Pronouns
Word Level	Common word endings *ary*, *ery* and *ory*
Unit 8	**How green are you?**
Text Type	Information text (report/checklist)
Text Level	Questions (literal/inferential)
Sentence Level	Imperative verbs in commands
Word Level	Common word endings *sion* and *ssion*
Unit 9	**How music came to the world**
Text Type	Traditional story (from South America)
Text Level	Questions (literal/inferential/appreciative)
Sentence Level	Conjunctions
Word Level	Study way sound of vowels following *w* is be affected
Unit 10	**William Shakespeare**
Text Type	Autobiography
Text Level	Cloze procedure
Sentence Level	Composing endings to compound sentences
Word Level	Study of words in which *i* sounds like *ee*

Unit 11	**Making the right decision**
Text Type	Play based on English legend
Text Level	Sequencing
Sentence Level	Adjectives; Abstract nouns
Word Level	Homophones
Unit 12	**The world with its countries**
Text Type	Poem with a moral message
Text Level	Features of the poem; Questions
Sentence Level	Possessive pronouns
Word Level	Words with the same letter pattern but different pronunciation
Unit 13	**Endangered animals**
Text Type	Presentation of information in chart-form
Text Level	Literal comprehension; Features of text
Sentence Level	Sentences and phrases
Word Level	Prefixes ex and *mis*
Unit 14	**How did I get here?**
Text Type	Mystery story
Text Level	Questions (literal/inferential)
Sentence Level	Speech marks (direct speech)
Word Level	Common word endings *ance* and *ence*
Unit 15	**Hot deserts**
Text Type	Information text (non-chronolgical report)
Text Level	Features of text; Questions
Sentence Level	Singular and plurals
Word Level	Root words
Unit 16	**Whale-hunting**
Text Type	Information text/poem with a moral issue
Text Level	Questions (literal/inferential/appreciative)
Sentence Level	Using awareness of grammar to complete sentences
Word Level	Common word ending *ise*
Unit 17	**In charge**
Text Type	Adventure
Text Level	Literal, inferential and evaluative comprehension
Sentence Level	Punctuation
Word Level	Spelling rule – *i* before e
Unit 18	**The history of New York**
Text Type	Chronological report
Text Level	Questions (literal/inferential)
Sentence Level	Types of sentences
Word Level	Proverbs
Unit 19	**The poachers**
Text Type	Story raising moral issue
Text Level	Literal, inferential and evaluative comprehension
Sentence Level	Identifying verbs and adverbs
Word Level	Common word endings *ous* and *ious*
Unit 20	**The Olympic Games**
Text Type	Information text (report)
Text Level	Questions (true or false)
Sentence Level	Parts of speech (general)
Word Level	Letter patterns *ci* and *ti* making a *sh* sound

Teacher's Notes
Introduction to the series

The texts

Each book in the series introduces pupils to a wide range of culturally appropriate 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 of the books

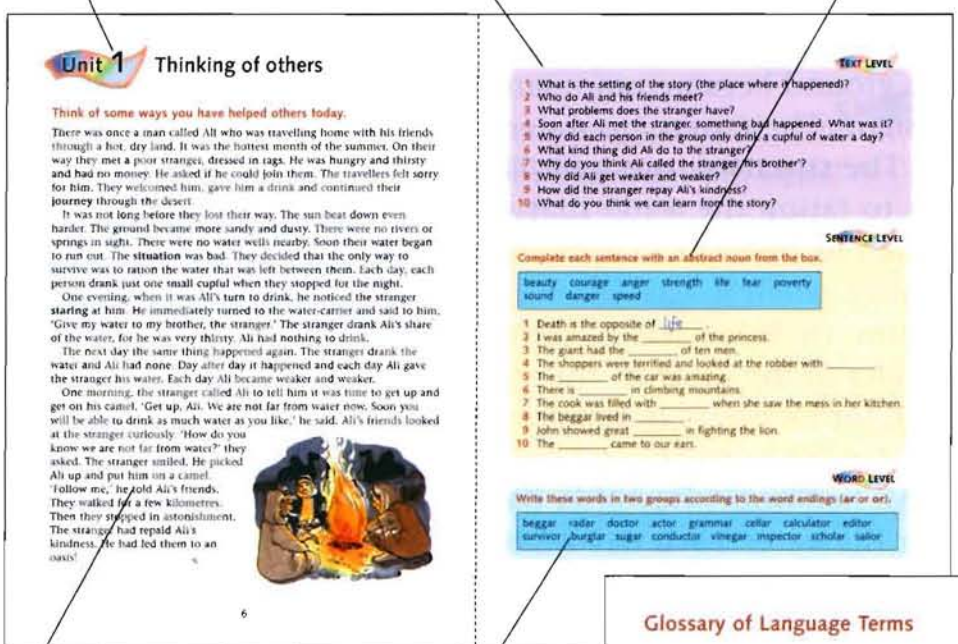
Units of work

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 activities (*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)



Unit 1 Thinking of others

Think of some ways you have helped others today.

There was once a man called Ali who was travelling home with his friends through a hot, dry land. It was the hottest month of the summer. On their way they met a poor stranger, dressed in rags. He was hungry and thirsty and had no money. He asked if he could join them. The travellers felt sorry for him. They welcomed him, gave him a drink and continued their journey through the desert.

It was not long before they lost their way. The sun beat down even harder. The ground became more sandy and dusty. There were no rivers or springs in sight. There were no water wells nearby. Soon their water began to run out. The situation was bad. They decided that the only way to survive was to ration the water that was left between them. Each day, each person drank just one small cupful when they stopped for the night.

One evening, when it was Ali's turn to drink, he noticed the stranger staring at him. He immediately turned to the water-carrier and said to him, 'Give my water to my brother, the stranger.' The stranger drank Ali's share of the water, for he was very thirsty. Ali had nothing to drink.

The next day the same thing happened again. The stranger drank the water and Ali had none. Day after day it happened and each day Ali gave the stranger his water. Each day Ali became weaker and weaker.

One morning, the stranger called Ali to tell him it was time to get up and get on his camel. 'Get up, Ali. We are not far from water now. Soon you will be able to drink as much water as you like,' he said. Ali's friends looked at the stranger curiously. 'How do you know we are not far from water?' they asked. The stranger smiled. He picked Ali up and put him on a camel. 'Follow me,' he told Ali's friends. They walked for a few kilometres. Then they stopped in astonishment. The stranger had repaid Ali's kindness. He had led them to an oasis!

6

TEXT LEVEL

1 What is the setting of the story (the place where it happened)?
2 Who do Ali and his friends meet?
3 What problems does the stranger have?
4 Soon after Ali met the stranger, something bad happened. What was it?
5 Why did each person in the group only drink a cupful of water a day?
6 What kind thing did Ali do to the stranger?
7 Why do you think Ali called the stranger 'his brother'?
8 Why did Ali get weaker and weaker?
9 How did the stranger repay Ali's kindness?
10 What do you think we can learn from the story?

SENTENCE LEVEL

Complete each sentence with an abstract noun from the box.

beauty courage anger strength life fear poverty sound danger speed

1 Death is the opposite of life.
2 I was amazed by the _____ of the princess.
3 The giant had the _____ of ten men.
4 The shoppers were terrified and looked at the robber with _____.
5 The _____ of the car was amazing.
6 There is _____ in climbing mountains.
7 The cook was filled with _____ when she saw the mess in her kitchen.
8 The beggar lived in _____.
9 John showed great _____ in fighting the lion.
10 The _____ came to our ears.

WORD LEVEL

Write these words in two groups according to the word endings (ar or or).

beggar radar doctor actor grammar cellar calculator editor survivor burglar sugar conductor vinegar inspector scholar sailor

Text for reading and discussion

Word Level activities (spelling and vocabulary tasks)

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.

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

Command A **command** is when we tell people to do something.

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

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

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**

Negative Negative means 'no'. For example: 'You must not do that.' is a negative sentence.

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**

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.

Positive **Positive** means 'yes'. For example: 'Turn on the tap.' is a positive sentence.

Predicate A sentence consists of a subject and the rest of the sentence which is called the **predicate**.

61

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.

Unit 1 Thinking of others

Think of some ways you have helped others today.

There was once a man called Ali who was travelling home with his friends through a hot, dry land. It was the hottest month of the summer. On their way they met a poor stranger, dressed in rags. He was hungry and thirsty and had no money. He asked if he could join them. The travellers felt sorry for him. They welcomed him, gave him a drink and continued their **journey** through the desert.

It was not long before they lost their way. The sun beat down even harder. The ground became more sandy and dusty. There were no rivers or springs in sight. There were no water wells nearby. Soon their water began to run out. The **situation** was bad. They decided that the only way to survive was to ration the water that was left between them. Each day, each person drank just one small cupful when they stopped for the night.

One evening, when it was Ali's turn to drink, he noticed the stranger **staring** at him. He immediately turned to the water-carrier and said to him, 'Give my water to my brother, the stranger.' The stranger drank Ali's share of the water, for he was very thirsty. Ali had nothing to drink.

The next day the same thing happened again. The stranger drank the water and Ali had none. Day after day it happened and each day Ali gave the stranger his water. Each day Ali became weaker and weaker.

One morning, the stranger called Ali to tell him it was time to get up and get on his camel. 'Get up, Ali. We are not far from water now. Soon you will be able to drink as much water as you like,' he said. Ali's friends looked at the stranger curiously. 'How do you know we are not far from water?' they asked. The stranger smiled. He picked Ali up and put him on a camel. 'Follow me,' he told Ali's friends. They walked for a few kilometres. Then they stopped in astonishment. The stranger had repaid Ali's kindness. He had led them to an oasis!

TEXT LEVEL

1 What is the setting of the story (the place where it happened)?
2 Who do Ali and his friends meet?
3 What problems does the stranger have?
4 Soon after Ali met the stranger, something bad happened. What was it?
5 Why did each person in the group only drink a cupful of water a day?
6 What kind thing did Ali do to the stranger?
7 Why do you think Ali called the stranger 'his brother'?
8 Why did Ali get weaker and weaker?
9 How did the stranger repay Ali's kindness?
10 What do you think we can learn from the story?

SENTENCE LEVEL

Complete each sentence with an abstract noun from the box.

beauty	courage	anger	strength	life	fear	poverty
sound	danger	speed				

1 Death is the opposite of life .
2 I was amazed by the _____ of the princess.
3 The giant had the _____ of ten men.
4 The shoppers were terrified and looked at the robber with _____ .
5 The _____ of the car was amazing.
6 There is _____ in climbing mountains.
7 The cook was filled with _____ when she saw the mess in her kitchen.
8 The beggar lived in _____ .
9 John showed great _____ in fighting the lion.
10 The _____ came to our ears.

WORD LEVEL

Write these words in two groups according to the word endings (ar or or).

beggar	radar	doctor	actor	grammar	cellar	calculator	editor
survivor	burglar	sugar	conductor	vinegar	inspector	scholar	sailor

Unit 2 The water cycle

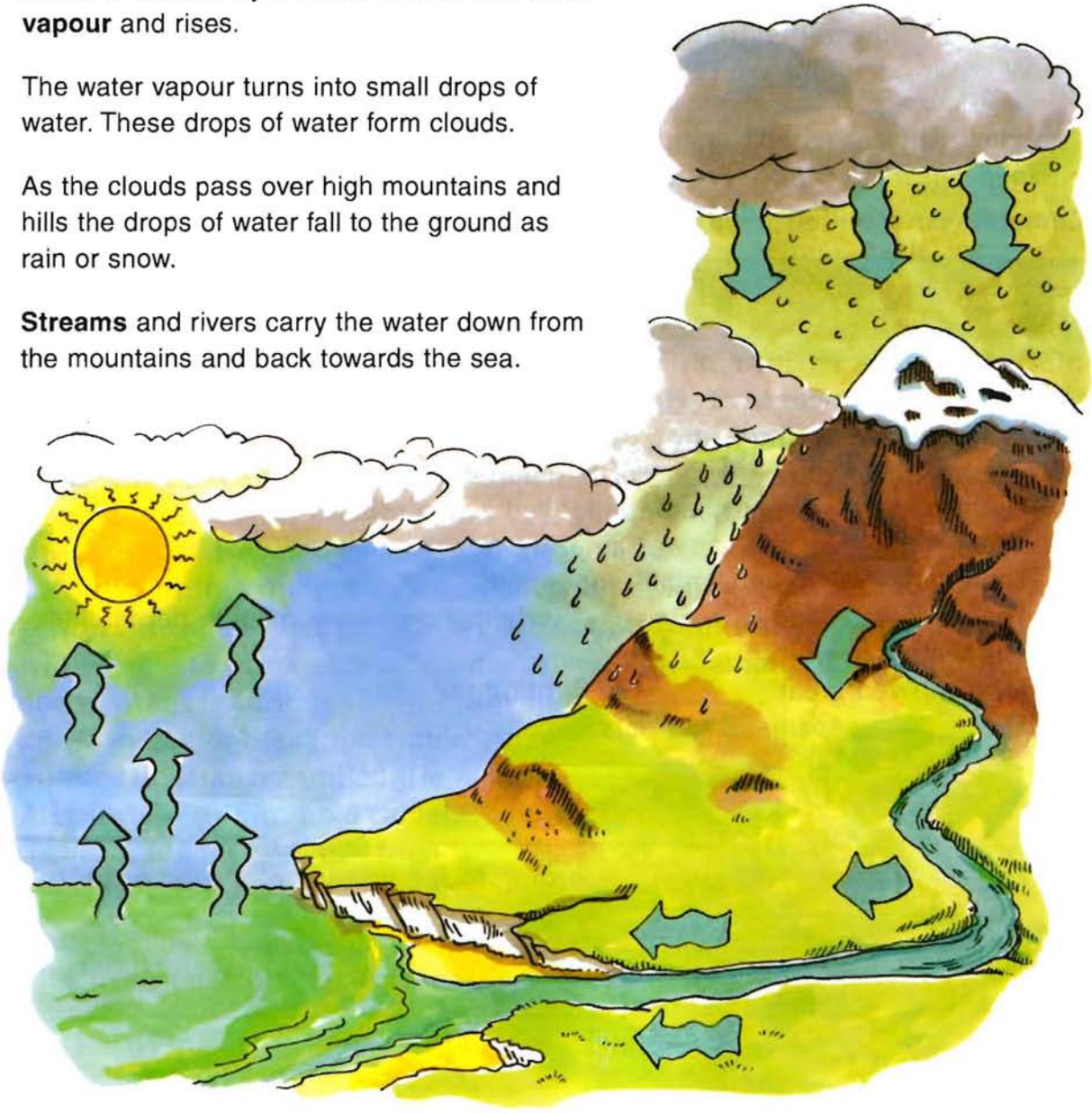
The flow diagram below shows you where water comes from. Why do you think it is called a cycle? Does it have a beginning? Does it have an end?

Water is warmed by the sun. It turns into water **vapour** and rises.

The water vapour turns into small drops of water. These drops of water form clouds.

As the clouds pass over high mountains and hills the drops of water fall to the ground as rain or snow.

Streams and rivers carry the water down from the mountains and back towards the sea.



TEXT LEVEL

1 What does the water in the sea turn into when it is heated by the sun?
2 What does water vapour become in the sky?
3 When the clouds pass over hills or mountains, what do they drop?
4 What carries the water back to the sea?
5 What is the purpose of the arrows in the diagram?
6 Is there a beginning or an ending to the water cycle? Explain your answer.

SENTENCE LEVEL

Choose the best preposition to complete each sentence.

1 The water vapour turns into small drops of water. (across / into)
2 I was accompanied _____ my parents. (with / by)
3 We decorated the school _____ flags. (with / by)
4 At the concert I took part _____ a play. (on / in)
5 Please reply _____ my invitation. (to / at)
6 I was inspired _____ my teacher. (for / by)
7 I kicked the ball _____ the wall. (between / against)
8 At the party I gave my present _____ Tom. (to / for)
9 My friend reminded me _____ my promise. (for / of)
10 Sam was amazed _____ the man's strength. (by / to)

WORD LEVEL

1 **Make these our words.**

a vap _ _ _ b od _ _ _ c fav _ _ _ d vig _ _ _
e harb o u r f glam _ _ _ g col _ _ _ h arm _ _ _
i splend _ _ _ j neighb _ _ _

2 **Write:**

a the shortest word you made
b 5 six-letter **our** words
c 2 seven-letter **our** words
d 2 nine-letter **our** words
e all the words in alphabetical order

Unit 3 The 'lost' treasure

Do you ever dream of becoming rich? What would you do if you had lots of money?

Five hundred years ago **explorers discovered** America. They told stories about **treasure** hidden in the mountains and forests of South America. One of the stories was about a city called El Dorado ('the city of gold') which was somewhere in the mountains of Colombia. The story said that the **local** people painted their king with gold dust once a year. The king then washed off all the gold in a lake. Afterwards his people threw gold and **precious** stones into the lake. When people in Europe heard this story, many of them began to talk about finding this lake, draining all its water and taking away the gold and jewels that had sunk to the bottom.

Most of the west coast of South America was ruled by the Incas, who built magnificent **temples** and **palaces** and filled them with beautiful **ornaments** made out of gold, silver and sparkling jewels. The Spanish king heard about this. He sent one of his generals, Francisco Pizarro, to South America to conquer the Incas and bring all their treasure back to Europe. Pizarro and his army landed in South America in 1532, and soon captured the Incas' emperor, Atahualpa. Pizarro demanded an enormous amount of gold in exchange for the emperor. One of the rooms in the palace was filled with gold to pay for the emperor's release. But Pizarro broke his word and killed Atahualpa.

When their emperor was killed, many Incas fled into the mountains. They took their treasure with them. One of the places they went to was Machu Picchu. This is sometimes called the 'lost city of the Incas' because it was hidden for centuries in thick forest. It was discovered in 1911, but no treasure was found there.

Some people still believe that there are more cities full of gold hidden in the South American jungle. Many explorers have set out to try to find them. Some have never returned. Perhaps many more will continue to look for 'El Dorado' and the treasure of the Incas.

TEXT LEVEL

1 What does 'El Dorado' mean?
2 What story did the people in Europe hear about 'El Dorado'?
3 What were the Incas' temples like?
4 a Who was Francisco Pizzaro? b Why did he go to South America?
c What happened there?
5 What do you think of Pizzaro's actions?
6 Write what you know about the city of Machu Picchu.
7 Do you think it is right for people to go looking for the 'lost' treasure of South America? Give reasons.

SENTENCE LEVEL

Copy and complete this chart.

Present tense	Past tense	Future tense
I explore.	I explored.	I will explore.
You eat.		
He washes.		
She likes.		
It disappears.		
We explain.		
They arrive.		
I fight.		

WORD LEVEL

1 **Write these words in two groups according to the word endings (sure and ture).**

adventure measure insure creature treasure lecture ensure
nature leisure future pleasure mixture

2 **Now rewrite each group of words in alphabetical order.**

3 **Think of five more words ending in ture.**

Unit 4 On top of Africa

Mount Kilimanjaro is the highest mountain in Africa. Marcus was one of a group of climbers who decided to climb it to raise money for charity. This is his account of the final part of the climb.

I wake up after two hours' fitful sleep. I am unable to eat anything. Everyone looks frightened. My head is aching. I feel very dizzy. Outside of the hut it is pitch black. It is just after midnight. Snow is falling. It is freezing.

As we begin, I wish my friend good luck. He stares at me as if he cannot understand me. The hard climb and effects of altitude have made everyone look tired.

The group climbs silently in single file through deep snow. I cannot think straight. The altitude is playing tricks on my mind. I feel terrible. I try to **concentrate**. All I can do is watch my feet and count to ten all the time.

People around me are just standing still as they try to get their breath. I try to encourage them to keep walking. My friend looks at me helplessly. He is nearly **exhausted**. He keeps trying to lie down and go to sleep. If he does, he will freeze to death. I tell him to keep moving. He stumbles on.

I lose all sense of time and distance. When I check my watch I see, with surprise, that I have been walking for three hours already. I feel as if I am fighting every step of the way. All I want to do is turn round and go down – but I must reach the top!

I begin to wonder if I am strong enough. My head is thumping. Each step I take makes me more and more dizzy. I begin to see spots in front of my eyes. My breathing is very **rapid**. Someone tells me we have another hour and a half to go.

I force my body onwards. I begin to lose my sense of balance and have to concentrate really hard, because one slip could be **fatal**. I gasp for breath.

Then I see Gilman's Peak up ahead of me. Someone at the top is telling me to make one last **effort**. I am aware of the sun beginning to rise above the clouds. I scramble up the last few metres – and suddenly I realise I've done it! I'm there! I'm at the top of Africa!

TEXT LEVEL

1 What is the highest mountain in Africa?
2 Why did Marcus climb Mount Kilimanjaro?
3 Describe how Marcus felt when he woke up.
4 What were the weather conditions like?
5 How does Marcus try to concentrate?
6 How do you know that Marcus's friend is exhausted?
7 What do you think Marcus means when he says:
   a 'I feel as if I am fighting every step of the way'?
   b 'One slip could be fatal'?
8 Name some of the effects of altitude that Marcus suffered from.
9 Do you think Marcus is brave or foolish? Give reasons.

SENTENCE LEVEL

1 Think of a suitable object to complete each sentence.

a The man climbed the the mountain.
b Mark threw _____ .
c The old lady opened _____ .
d I like eating _____ .
e My mother cooked _____ .
f Ali won _____ .
g The cook stirred _____ .

2 Underline and mark the subject (S), verb (V) and object (O) in each sentence you have written. Do it like this:

(S) (V) (O)
The man climbed the mountain.

WORD LEVEL

Look at the words in the box and answer the questions.

friend	temperature	favourite	business	piece	believe
recognise	definite	ordinary	vegetable		

Which word has:

1 a **rat** in it? temperature
2 a **pie** in it?
3 **end** at the end?
4 a **lie** in it?
5 a **cog** in it?
6 a **din** it?
7 a **bus** at the beginning?
8 a **table** at the end?
9 a **fin** in it?
10 **our** in the middle?

Unit 5 Theseus and the Minotaur

Theseus had to fight the Minotaur, a horrible monster, on his own. Do you think he succeeds in beating the monster?

King Minos was an **evil** man. He was **protected** by a horrible monster called the Minotaur. It was two metres tall and was half human and half animal. It had a head like a bull with two sharp horns. It had eyes that flashed like fire. From the neck downwards it was human. The Minotaur was terrifying. It only ate human **flesh**.

King Minos kept the Minotaur underground. Each year King Minos fed the Minotaur. He chose seven boys and seven girls and took them from their parents. He sent them underground to the Minotaur. They were never seen again.

Princess Ariadne, the daughter of King Minos, felt sorry for the people. She asked a young warrior called Theseus if he would go into the underground caves to fight the Minotaur. Ariadne told him to take a ball of **wool** with him. She told him to **unwind** the wool on his way through the **caves** and **tunnels**. This would help him find his way back and not get lost.

Theseus was a brave warrior but he was terrified of the Minotaur. In the caves it was completely dark. It was impossible to see well. It smelt terrible. Theseus moved slowly and quietly.

Suddenly there was a terrible roar. Theseus knew that the Minotaur was bigger and stronger than him, so he decided to trick it. Theseus kept close to the wall. The Minotaur thundered past him. It came so close that Theseus could feel its hot **breath**.

As soon as it passed, Theseus attacked the Minotaur with his sword. The monster fell down. It bellowed with anger but it was too late. The Minotaur died with a loud groan. Theseus had won. He had killed the Minotaur.

Slowly Theseus followed the trail of wool he had left. After a while he saw light ahead and came out of the caves safely. Crowds of **cheering** people greeted him. Theseus, the brave warrior, was a **hero**. The Minotaur was dead. All the children could sleep safely in their beds again.

(an old Greek legend)

TEXT LEVEL

1 What is the name of **a** the monster? **b** the hero of the story?
2 Write a description of the Minotaur – what it looked like, what it ate and where it lived.
3 Name some of the problems Theseus faced.
4 How do you think Theseus felt when he went down to find the Minotaur?
5 Describe how Theseus managed to defeat the Minotaur.
6 What do you think of Theseus? Give reasons.
7 'This story is about good triumphing over evil.' Do you agree with this statement? Give reasons.
8 The story is a Greek legend. What do you think 'legend' means?

SENTENCE LEVEL

Match the beginning and ending of each sentence. Underline the verbs in each sentence you make.

1 Theseus went into the cave	because it had a hole in it.
2 The children found a key	who took photographs of animals.
3 The old boat sank	and killed the Minotaur.
4 I love monkeys	when the keeper opened its cage.
5 The lion escaped	and lived happily ever after.
6 The man married the woman	that was very interesting.
7 The man was a photographer	because they are so funny.
8 Last night I read a book	which opened the door.

WORD LEVEL

1 Match the pairs of synonyms from Set A and Set B.
Do it like this: go – depart

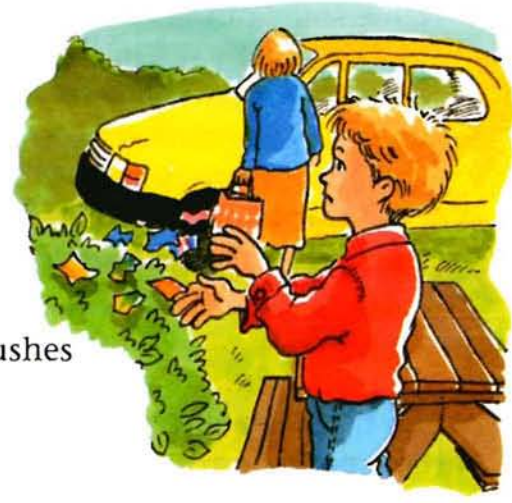
Set A	go	new	wander	aid	broad	start	feeble	slim
Set B	modern	wide	depart	begin	thin	weak	help	roam

2 Copy these sets of words. Underline the odd word out in each set.

a	brave	fearless	attractive	courageous
b	snap	tell	inform	notify
c	rough	harsh	alarm	uneven
d	old	ancient	valuable	antique

Unit 6 Pollution

What is pollution?



'Mummy, oh Mummy, what's this **pollution**
That everyone's talking about?'
'Pollution's the mess that the country is in,
It's something we can do without.
Factories let their filthy **fumes** in the air,
And the beaches are all covered with tar,
Now throw all those sweet papers into the bushes
Before we get back in the car.'

'Mummy, oh Mummy, who makes the pollution,
And why don't they stop if it's bad?'
'Because people like that don't think of others,
They don't think at all, I might add.
When they spray the crops it **poisons** the flowers,
And **destroys** the birds and the bees.
Now there's a good place we could dump that old chair
Right out of sight in the trees.'

'Mummy, oh Mummy, what's going to happen
If all the pollution goes on?'
'Well, the world will end up like a rubbish tip,
And all its treasures will be gone.
The **fields** will be covered with plastic and tins,
The streams will be covered with foam,
Now throw those two bottles over the hedge,
Then we won't have to take them home.'

TEXT LEVEL

1 a What is the poem about?
  b How many verses are there in the poem?
  c How many lines are there in each verse?
2 The poem is like a conversation. Which two people are having the conversation?
3 In the poem:
  a What let out 'their filthy fumes'?
  b What are the beaches all covered with?
  c What happens when they spray the crops?
4 How does the mother answer the question: 'What's going to happen if all the pollution goes on?'
5 The mother says she is against pollution. What clues are there in the poem that she is causing pollution herself? Find some evidence.
6 What do you think of pollution? Give reasons.

SENTENCE LEVEL

1 Copy the sentences. Say if each sentence is positive (P) or negative (N).

a I never eat cakes. (N)
b I am fond of apples.
c I did not do my homework.
d I can't spell.
e My writing is always neat.
f These questions are easy.
g It is not far to America.
h Swimming is not allowed in this river.

2 Now rewrite each sentence. Give it the opposite meaning, like this:

a I always eat cakes.

WORD LEVEL

1 Make these verbs into nouns ending in tion.

a pollute – pollution
b invent
c act
d create
e protect
f decorate
g attract
h obstruct
i educate
j direct

2 Write the verb which comes from each of these tion nouns.

a generation – generate
b correction
c obstruction
d reaction
e congratulation
f invitation
g exploration
h starvation

3 Think of five other words that end in tion.

Unit 7 Water pollution

Dirty water can be dangerous to drink and can make people ill. It can damage the environment and animals and fish. What do you think causes water pollution?

Rubbish

People often throw rubbish into rivers. This makes the river look horrible and affects the lives of birds and fish.

Sewage

We all need to get rid of waste materials from our bodies. Sewage is human and animal **waste**. In many places untreated sewage goes straight into rivers, lakes or seas. Too much sewage kills fish and other water life. It can make the water unsafe for drinking, washing or swimming.

Farm chemicals

Farmers use chemicals to kill insect pests and weeds. These chemicals are poisonous to animals and humans too. If the chemicals get into the water, they make it unsafe. Farmers also use fertilisers to make their crops grow better. The fertilisers get washed into rivers, streams and lakes. They can cause water plants to grow too quickly. The plants then block out the sunlight. The **oxygen** in the water is used up too quickly, and the animals that live in the water die.

Oil

Oil is an important source of energy but it can also cause pollution. If it is spilt while lorries or ships are transporting it, plants and animals die. For example, birds get covered in oil and they are unable to fly, and their feathers no longer protect them from the cold.

Factory waste

Factories often pump waste liquid into sewers and rivers. This may contain dangerous chemicals, which could harm plants, animals, fish and humans. Some factories filter or clean the waste before it goes into sewers or rivers. This helps to keep the environment cleaner.

Heat

Even heat can be a type of pollution. Power stations, oil refineries and factories often use large amounts of water. Water cools the steam which drives machinery. This process makes the water warmer. The warmer water then returns to the rivers or sea. Warmer water makes water plants grow too quickly and use up all the oxygen in the water.

Acid rain

Smoke and gases from factories and cars mix with water vapour in the air and cause pollution. When the water vapour falls to the ground as rain, the chemicals in the smoke and fumes are mixed in with the rain. This is called acid rain. It can kill trees and plants, fish and animals.

David Hunt, *The Stream*, Living Earth Series (Macmillan, 1996).

TEXT LEVEL

1 Why do you think people throw rubbish into rivers and streams?
2 What is 'sewage'?
3 a In what ways are chemicals and fertilisers good?
   b In what ways are they bad?
4 Give an example of the way an oil spill might affect birds.
5 Why is it important that factories filter liquid waste before it is pumped into rivers?
6 Explain what happens to water that is used to cool the steam that drives machinery in factories, power stations and oil refineries.
7 a What is acid rain?
   b What bad effects does it have on the environment?

SENTENCE LEVEL

Copy the sentences. Say who or what the underlined pronoun refers to.

1 When chemicals get into water, they make it unsafe. (the water)
2 The children cried when they were lost.
3 Shireen's mother asked her to help with the washing.
4 The king said he wanted to speak to the prince.
5 'Sam and I like our books,' Tom said.
6 'Can you help?' Miss Lane asked May.
7 The lion growled when it came from behind the bush.
8 The hyenas drank noisily when they stopped at the stream.
9 The doctor told Tom he had a bad cold.
10 'May we come?' Mark and Mary asked.

WORD LEVEL

Choose ary, ery or ory to complete each word. Use a dictionary to help you.

1 fact o r y	2 ordin _ _ _	3 mem _ _ _
4 cook _ _ _	5 machin _ _ _	6 st _ _ _
7 bound _ _ _	8 robb _ _ _	9 necess _ _ _
10 nurs _ _ _	11 diction _ _ _	12 vict _ _ _
13 secret _ _ _	14 myst _ _ _	15 brav _ _ _

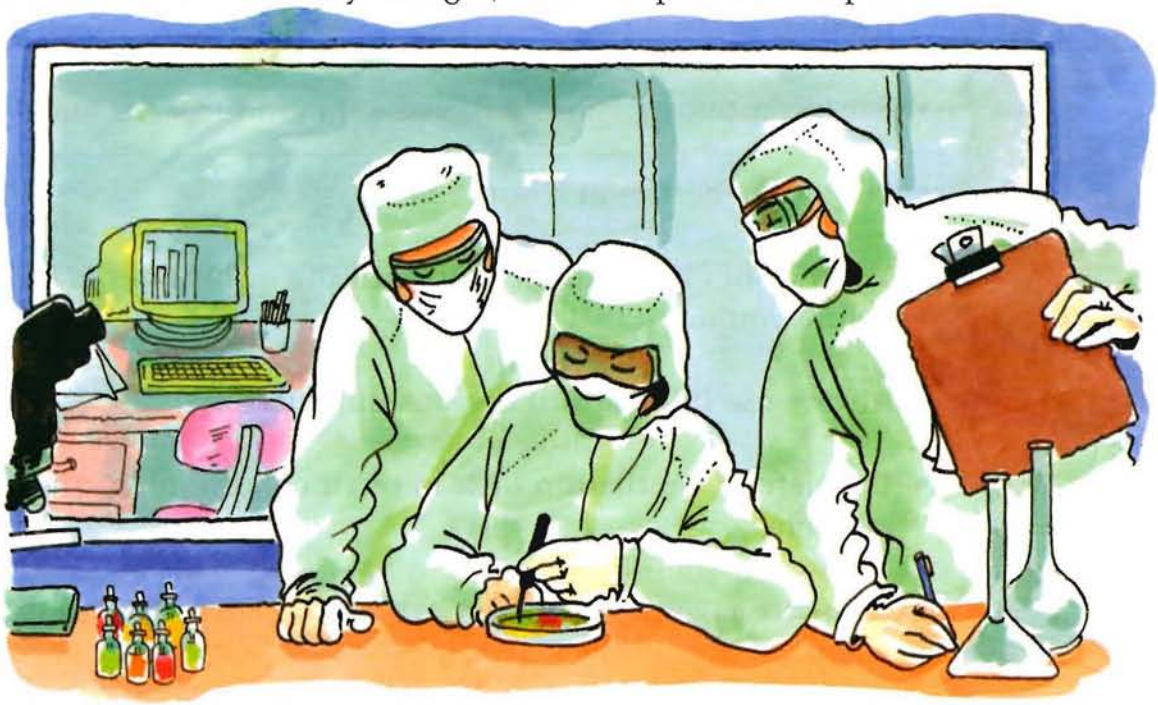
Unit 8 How green are you?

What do you think the title means?

When scientists talk about the greenhouse effect, climate change and the ozone layer we can easily become frightened about the future of our **planet**. We seem so helpless and the problems seem so huge. We all accept that we have a responsibility to save the world's resources. We realise that we need to live a greener lifestyle. But how can we do it?

According to the Economic and Social Research Council (ESRC), which published a **report** in 1997, great **progress** can be made with very little effort. It suggests that major changes can be made simply by avoiding bad habits. Once we pinpoint these bad habits, we can see the sense in changing them.

One plan in Britain, called Action At Home, encourages people to make small changes to their lifestyle. It offers **advice** on saving **energy**, water and waste. It gives positive, **practical** and simple tips. Thousands of people have joined the action plan. Waste has been cut by a third, and the use of water has been **reduced** by sixteen per cent. Five per cent **savings** have been made on electricity and gas, and four per cent on petrol.



How to become more environmentally-friendly

- Don't leave the tap running when you brush your teeth.
- Turn off the television at the set. Don't use a remote control.
- Have a shower instead of a bath.
- Make a shopping list. Don't just go and buy whatever you happen to see.
- Avoid things with lots of **packaging**.
- Try not to buy things that are disposable, such as razors.
- Save cardboard and vegetable waste. Set up a compost heap in the garden.
- Walk or cycle more. (71% of road trips are shorter than 5 kilometres.)
- Use more natural light. Switch off lights that are not needed.
- Eat less meat.
- Put empty bottles in a bottle bank.
- Wash dishes by hand, or wait until the dishwasher is full before you use it.
- Always use full loads in the washing machine.
- Use natural ventilation instead of air conditioning where possible.
- Eat more organic vegetables (which don't use chemicals when grown).

TEXT LEVEL

1 What does ESRC stand for?
2 What does the report suggest?
3 What does the Action at Home plan encourage people to do?
4 Give some facts showing how successful the Action At Home plan has been.
5 Write the tips from the list that are about saving water.
6 What are 'organic' vegetables?
7 How many road trips are shorter than 5 kilometres?
8 List five suggestions you could follow.
9 Think of some other tips you could add to the list.

SENTENCE LEVEL

Choose the best verb to complete each command.

light	draw	make	kick	stop	wash	climb	drive	turn	bang

1 _____ off the TV set.
2 _____ a shopping list.
3 _____ dishes by hand.
4 _____ a straight line.
5 _____ the ball.
6 _____ the tree.
7 _____ the fire.
8 _____ the drum.
9 _____ the car.
10 _____ talking!

WORD LEVEL

1 Write the word from the box that comes from each of the verbs below.

television	provision	confusion	decision	inclusion	revision
invasion	explosion	division	conclusion		

a provide – provision
b televise
c invade
d divide
e confuse
f revise
g conclude
h include
i decide
j explode

2 Copy and complete these words with ssion.

a discu _ _ _ _ _
b admi _ _ _ _ _
c permi _ _ _ _ _
d profe _ _ _ _ _
e expre _ _ _ _ _
f posse _ _ _ _ _

3 Make up some sentences of your own. Include the words you made in Exercise 2 in them to show you know how to use them correctly.

Unit 9 How music came to the world

What sort of music do you like? What would life be like if there was no music?

Tezca looked around. The Earth was full of colour and movement. But he was sad because his ears could hear only silence. Tezca cried out in a mighty voice, 'Come, O Wind, come!'

Then the Wind flew to the feet of Tezca and waited for his **command**.

Tezca looked down at the Wind and said, 'The Earth is full of silence. Life should be full of music. Fly to the House of the Sun where there are flute players and sweet singers. Go and bring the finest musicians so that they can fill the Earth with joy.'

The Wind flew up to the roof of the world. When the Sun saw the Wind approaching he called to his musicians, 'Stop your music! When he calls, do not answer him.'

When the Wind arrived, he shouted, 'Come, O musicians, come!' But none of them replied.

The Wind raised his voice and called even louder – but the musicians remained silent. Then the musicians joined hands. They began to circle round the Sun. They went faster and faster until they created a hot wind that burnt the wings of the Wind and sent him racing back to Earth.

When he reached Earth, the Wind told Tezca what had happened. Tezca was filled with anger. '**Selfish** Sun!' he cried. 'You are so selfish you won't share your joy with others! I'll teach you a lesson!'

He called all the angry black clouds from all over the world. The Wind flew across the world with his **army** of black clouds. Darkness followed wherever they went. Tezca let out a great roar that shook the Earth and pointed the Wind and clouds towards the Sun.

The Wind and clouds **attacked** the Sun.

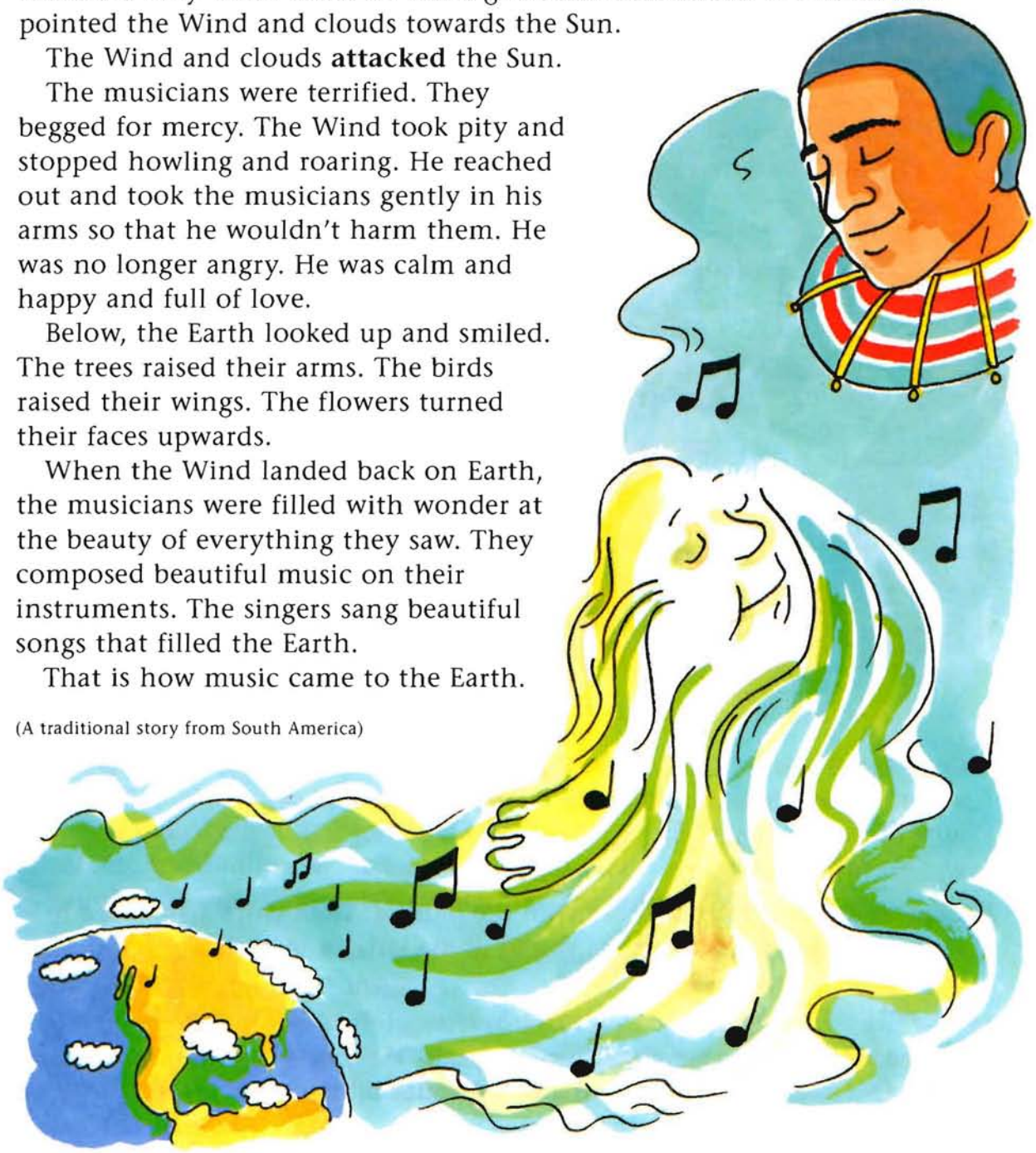
The musicians were terrified. They begged for mercy. The Wind took pity and stopped howling and roaring. He reached out and took the musicians gently in his arms so that he wouldn't harm them. He was no longer angry. He was calm and happy and full of love.

Below, the Earth looked up and smiled. The trees raised their arms. The birds raised their wings. The flowers turned their faces upwards.

When the Wind landed back on Earth, the musicians were filled with wonder at the beauty of everything they saw. They composed beautiful music on their instruments. The singers sang beautiful songs that filled the Earth.

That is how music came to the Earth.

(A traditional story from South America)



TEXT LEVEL

1 Where does the story come from?
2 Who was sad because he could only hear silence?
3 Where were all the musicians and singers at that time?
4 Why do you think the Sun told the musicians not to answer the Wind?
5 How did the Wind get burned?
6 What did Tezca do when the Wind told him about the Sun?
7 Why do you think the musicians begged for mercy?
8 Explain why you think music is important.

SENTENCE LEVEL

Choose the best conjunction to join the pairs of sentences.

1 Tezca was sad because there was no music on Earth. (but / because)
2 The baby stirred _____ she did not wake up. (so / but)
3 I hurt my leg _____ I fell off the wall. (when / if)
4 We will go out _____ it stops raining. (if / and)
5 I ran fast _____ I would not be late for school. (when / so)
6 The police questioned the man _____ they caught him. (after / before)
7 I hummed to myself _____ I walked along. (although / as)
8 My teacher was pleased _____ I got my spellings right. (when / but)
9 The boy went to bed _____ it was past midnight. (as / until)
10 I waited to cross _____ the road was clear. (since / until)

WORD LEVEL

1 Copy these words. Choose ar or or to complete each word. Notice way the ar and or are pronounced in the words you have made.

w___ld rew___d sw___m w___th w___k
w___e w___m w___d w___n

2 Copy and complete each word with the letter a. Then write a sentence to say what you notice about the sound of the letter a in each word.

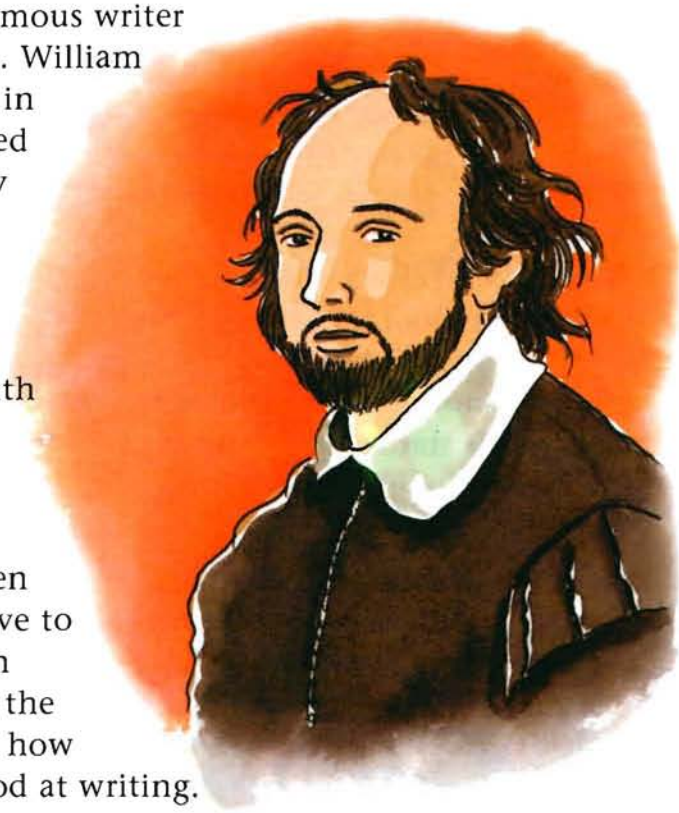
w__nt w__s w __sh w__nder w__sp
w__llet w__tch sw__n sw__mp sw__llow

3 Copy these words. Underline the o in each. Then write a sentence and say what you notice about the sound of the letter o in each.

wobble wonderful woman womb

Unit 10 William Shakespeare

Have you ever heard of William Shakespeare? What do you know about him?



William Shakespeare is the most famous writer in the world. He wrote many plays. William Shakespeare was born in Stratford, in England, in 1564, over four hundred years ago. He came from a **wealthy** family but when he was fifteen, William's father lost all his money. William was not able to stay on at school so he left and got a job. At eighteen he met and fell in love with Anne Hathaway. They got married and soon started a family of their own.

At that time, **theatres** began to open in London. William decided to move to London and soon found work as an **actor**. Actors often helped to write the plays as well as act them. That was how William discovered that he was good at writing.

At that time, England was a powerful country with a powerful navy. Explorers sailed round the world and brought back stories of adventures and new discoveries. This gave William lots of ideas for his plays. Queen Elizabeth loved music, poetry and plays. In fact, she liked William's plays so much that she asked him to write one specially for her.

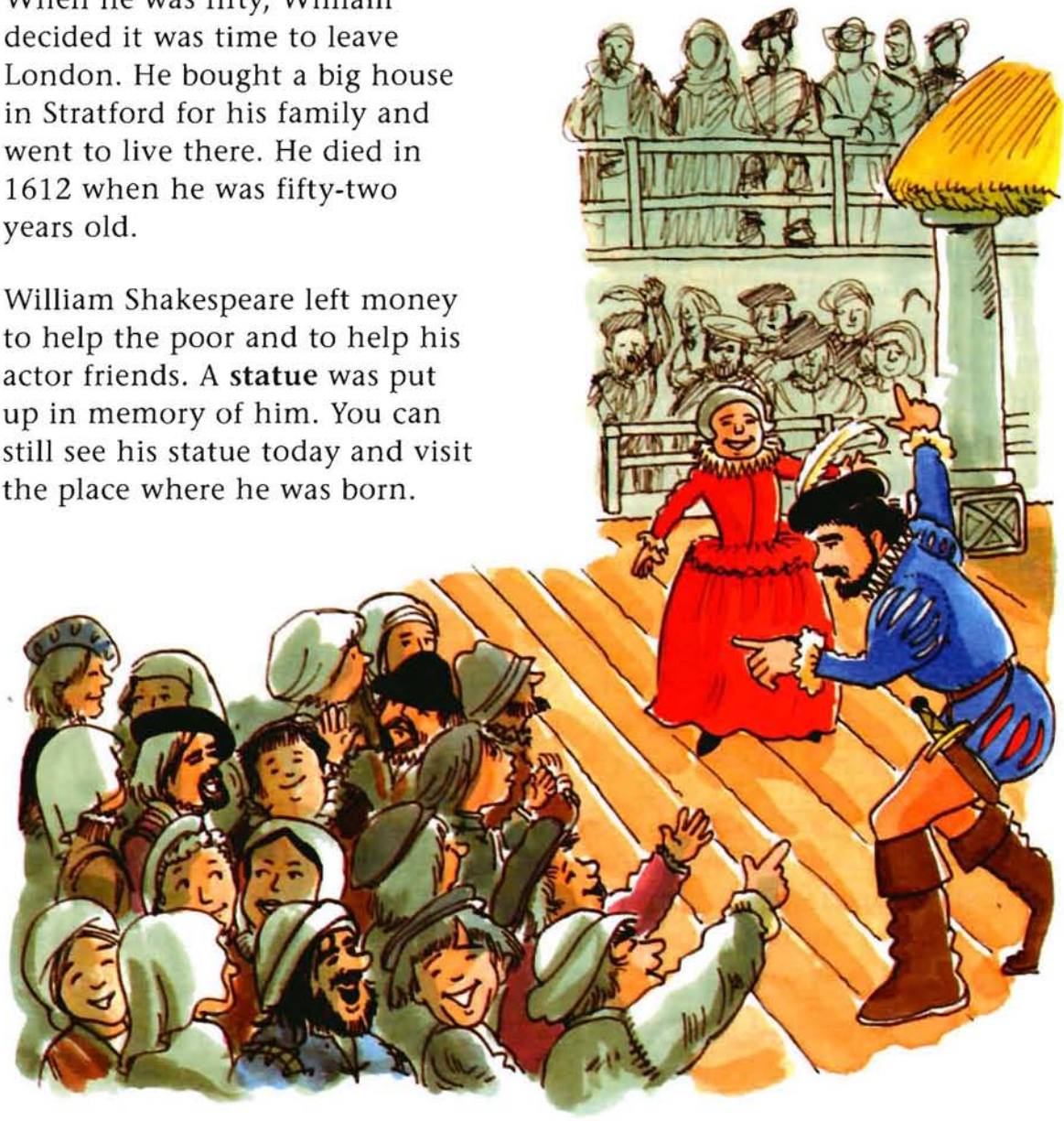
In those days the **stage** was in the middle and the **audience** stood all round it. If people didn't like the play, they threw things like **rotten** tomatoes at the actors! Luckily the **crowds** loved William's plays. His plays were very exciting. They made people think about the right and wrong ways to behave. He wrote about important things like good and evil, love and hate.

William always worked very hard. He and his friends built their own theatre, called 'The Globe' in London. He soon became rich and famous.

William Shakespeare wrote **poems** as well as plays. Most of his poems were about love. Some of them were very long. Altogether he wrote 154 poems.

When he was fifty, William decided it was time to leave London. He bought a big house in Stratford for his family and went to live there. He died in 1612 when he was fifty-two years old.

William Shakespeare left money to help the poor and to help his actor friends. A **statue** was put up in memory of him. You can still see his statue today and visit the place where he was born.



TEXT LEVEL

Copy this passage. Think of sensible words to fill the gaps.

William Shakespeare wrote many (1)_____. He was born in (2)_____ in 1564. William got married when he was (3)_____. William (4)_____ to London and (5)_____ as an actor. Queen (6)_____ asked him to write a play specially for her. Shakespeare's plays were about things like good and (7)_____, love and (8)_____. William and his friends (9)_____ their own theatre, called 'The Globe' in London. He soon became (10)_____ and famous. William wrote (11)_____ poems as well as plays. When he was fifty, William left (12)_____ and moved back to Stratford with his family. He (13)_____ in 1612 when he was fifty two years old.

SENTENCE LEVEL

Think of a good way to end each sentence.

1 William Shakespeare moved to London and became an actor .
2 The cat chased the mouse when _____ .
3 I stayed indoors while _____ .
4 I visit my grandfather whenever _____ .
5 I stopped blowing up the balloon in case _____ .
6 I do my homework in the evening because _____ .
7 Sam looked for his money where _____ .
8 I go to school because _____ .
9 I know a man who _____ .
10 I will keep looking for my book until _____ .

WORD LEVEL

1 Copy these words. Underline the i in each word that sounds like ee.

a audience b radio c opinion d obedient e memorial
f aerial g companion h convenient i brilliant j experience

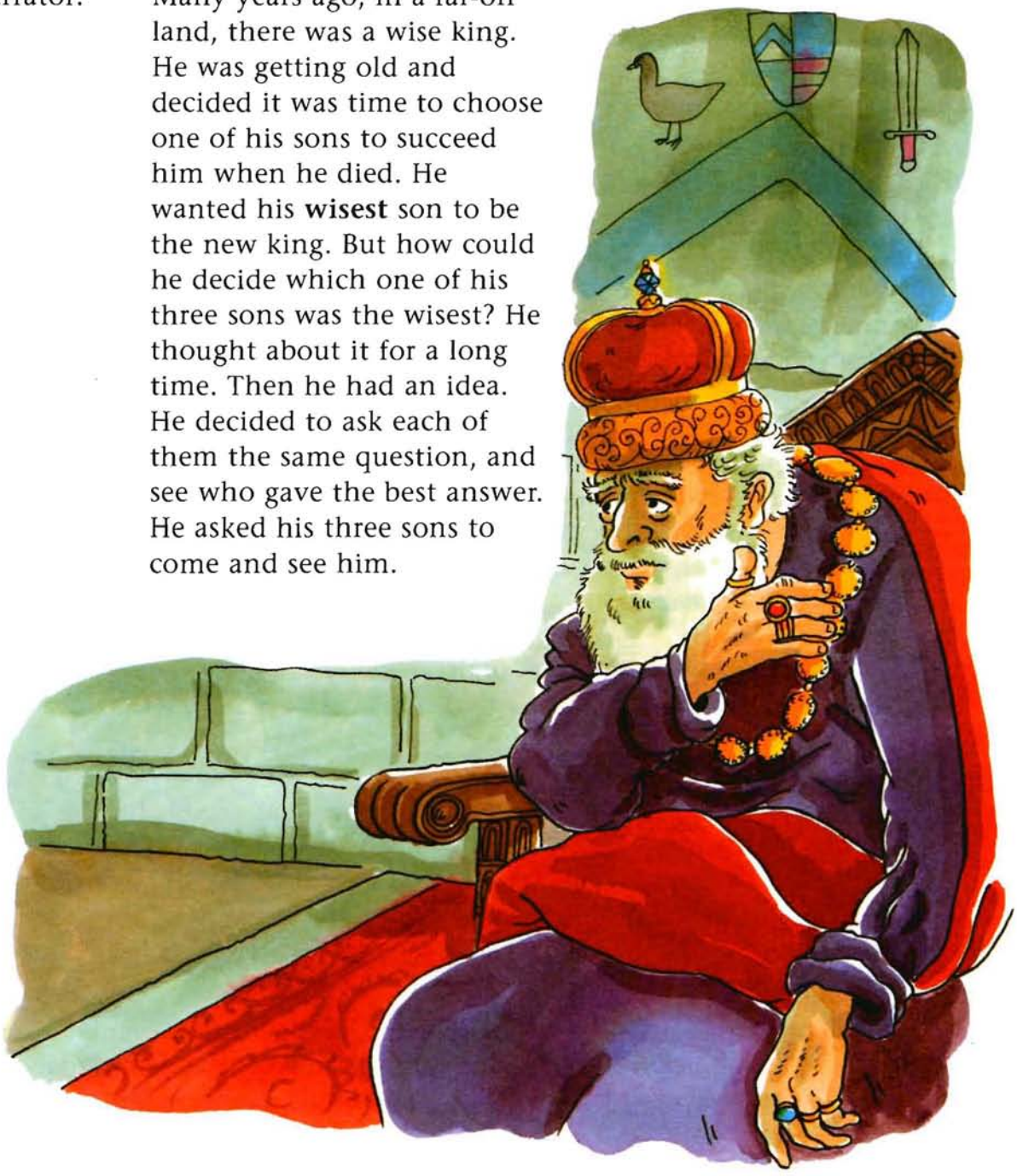
2 Write the word above that means:

a willing to do what you are told b something you listen to
c a friend d a group of people watching a performance
e handy or easy to use f to remind people of a person or event
g something you believe h used to receive radio or television signals
i very bright or clever j knowledge gained from events in life

Unit 11 Making the right decision

Read this story and discuss how you think it ends.

Narrator: Many years ago, in a far-off land, there was a wise king. He was getting old and decided it was time to choose one of his sons to succeed him when he died. He wanted his **wisest** son to be the new king. But how could he decide which one of his three sons was the wisest? He thought about it for a long time. Then he had an idea. He decided to ask each of them the same question, and see who gave the best answer. He asked his three sons to come and see him.



King: I am not getting any younger. One day, when I die, one of you will become king. I want to choose the wisest of you as my **successor**, so I am going to ask each of you the same question. Think carefully before you answer.

Narrator: The king turned to his eldest son.

King: If you could be any bird in the world, which bird would you choose be?

Narrator: The eldest son thought for a short while. Then he replied.

Eldest son: I would be a hawk. It is a fierce hunting bird. It is and strong. A king needs to be like this, too.

Narrator: The king nodded his head. His face did not show what he was thinking. Then he turned to his middle son.

King: If *you* could be any bird in the world, which bird would you choose to be?

Narrator: The middle son thought for a short while. Then he replied.

Middle son: I would be a peacock. It is a beautiful bird with fine feathers. Everybody would **admire** me. A king has to be admired.

Narrator: The king nodded his head. His face did not show what he was thinking. Then he turned to his youngest son.

King: If *you* could be any bird in the world, which bird would you choose to be?

Narrator: The youngest son did not answer straight away. He thought about what his other two brothers had said. Then he replied.

Youngest son: I would be a sparrow. I would fly around with the others and be friendly.

Narrator: His two older brothers looked at each other in amazement, and then burst out laughing. The king looked at all them and signalled them to be quiet. He thought deeply for several minutes. Then he began to speak:

King: For my successor I choose ....

TEXT LEVEL

1 Who are the main characters in this story?
2 Why did the king decide it was time to choose one of his sons as his successor?
3 Why did the king decide to ask each son the same question?
4 What was the eldest son's reply?
5 What was the middle son's reply?
6 What was the youngest son's reply?
7 What did his two brothers think of the youngest brother's reply? How can you tell?
8 Is it possible to tell what the king thought of each reply? How do you know?
9 Who do you think the king chose? Give your reasons.

SENTENCE LEVEL

Match each adjective in Set A with the abstract noun that can be formed from it, in Set B. Do it like this: wise – wisdom

Set A	wise happy deep high wide strong honest empty poor ugly
Set B	honesty strength depth poverty happiness ugliness wisdom emptiness width height

WORD LEVEL

Choose the correct words from the brackets to complete the sentences.

1 The king had three sons . (sons / suns)
2 The man was not sure _____ his wife was alive. (weather / whether)
3 I sailed on _____ the ship. (board / bored)
4 I could not _____ the loneliness. (bare / bear)
5 I gathered some _____ for a fire. (wood / would)
6 I swam to the _____ . (shore / sure)
7 The _____ took off from the airport. (plain / plane)
8 We had to _____ out our wet clothes. (ring / wring)
9 We should always avoid _____ . (waste / waist)
10 I made a _____ for the boat. (sale / sail)

Unit 12 The world with its countries

Our world is a wonderful place. This poem reminds us that we all have a responsibility to look after it.

The world with its countries,
Mountains and seas,
People and creatures
Flowers and trees,
The fish in the waters,
The birds in the air
Are calling to ask us
All to take care.

These are our **treasures**,
A gift from above,
We should say thank you
With a care that shows love
For the blue of the ocean,
The clearness of air,
The wonders of forests
And the valleys so fair.

The song of the skylark,
The warmth of the sun,
The **rushing** of clear streams
And new life begun
Are gifts we should **cherish**
So join in the call
To strive to **preserve** them
For the future of all.

©John Cotton, from *Poetry*
(Scholastic Books, 1992)

TEXT LEVEL

1 **a** What is the title of the poem? **b** Who wrote it? **c** How many verses does it have? **d** How many lines are there in each verse?
2 Find a word in the poem that rhymes with **a** seas **b** air **c** above **d** sun
3 What is the main point of the poem?
4 List the things in the first verse that are 'calling out to us all to take care'.
5 Why do you think the poet calls the world 'a gift from above'?
6 What do you think the following words mean: **a** treasures **b** cherish **c** strive **d** preserve?
7 The poem is meant to make us think. What can we learn from the poem?

SENTENCE LEVEL

Copy the sentences. Underline the possessive pronouns in them.

1 They are <u>our</u> treasures.
2 This is my coat.
3 'Is that your bag?' Ben asked.
4 The girl lost her temper.
5 I asked the man if the money was his.
6 The animal ran from its hiding place.
7 We ate our picnic under the tree.
8 Hassan and Yussuf picked up the ball with their name on it.
9 'You cannot have those books. They are ours,' Tom and Sam said.
10 'The picture is theirs,' said Amir, pointing to his friends.

WORD LEVEL

Write the pairs of words that have the same letter pattern but are pronounced differently. Do it like this: a<u>live</u> – <u>give</u>.

Set A	alive dead here would to most put bone was pull come want
Set B	has go home give dull plant cost shoulder gone there bead cut

Unit 13 Endangered animals

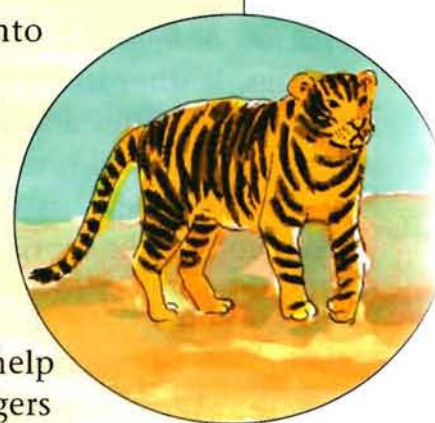
Sometimes information is much clearer if it is presented in the form of a chart. How easy is this chart to read?

Chimpanzee

Found: West Africa

Poached or hunted for: **pet trade, tourist trade, medical research**

Facts: One in ten die before they reach their **destination**. There are probably only 50,000 left in the wild.

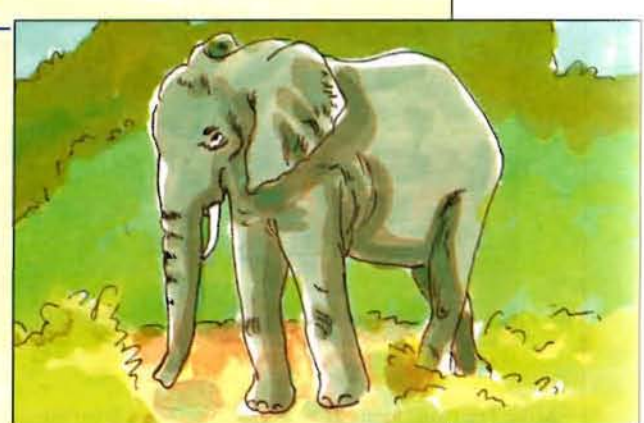


Tiger

Found: India, South and Eastern Asia, Siberia

Poached or hunted for: skin and bones to be made into coats, rugs, medicines (especially in China)

Facts: Out of eight types of tiger, two (the Caspian and Balinese) are already extinct. The others (including the Indian and Siberian) are found only in small numbers. Sixty years ago there were more than 100,000 tigers. By 1970 there were only 4,500. In the 1970s India and neighbouring countries started Project Tiger to help save the tiger. It has been very successful, but tigers are still threatened by poachers.



African elephant

Found: Central and Southern Africa

Poached or hunted for: ivory tusks to be made into ornaments and jewellery

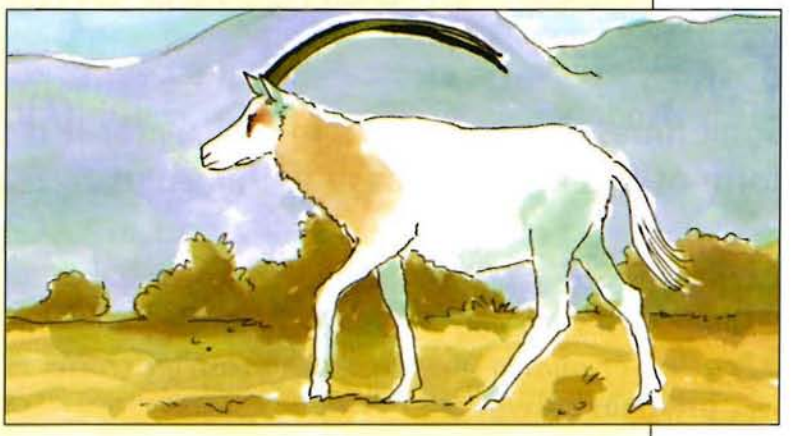
Facts: More than one million have been killed since 1980. There are now fewer than 600,000 left.

Arabian oryx

Found: Middle East

Poached or hunted for: sport

Facts: This animal was extinct in the wild by the 1970s. In the 1980s animals that had been **bred** in zoos were released into the wild. Now there are a few small **herds** closely **guarded** by local people.



Alligators and crocodiles

Found: Central America, Central and Southern Africa, Southern Asia

Poached or hunted for: skin, glands which are used for shoes, bags, leather items, **perfume**

Facts: Crocodiles and alligators do not breed until they are eight or ten years old, so it takes a long time for them to build up their numbers. In 1974 there were only about 80 gharials (a crocodile-like reptile from Asia). With protection, their numbers are slowly increasing.

Mike Poulton, from *The Poachers* by Terry Jennings. Living Earth Series (Macmillan, 1996).

TEXT LEVEL

1 What do you think the word 'endangered' means in the title?
2 How many animals are included in the chart?
3 The information on each animal is divided into the same three sections each time.
   a Name these sections.
   b Say how this helps.
4 Which of the animals mentioned may be found in Africa?
5 Which animal is hunted just for sport?
6 What are crocodiles and alligators poached or hunted for?
7 What is the purpose of Project Tiger?
8 Do you think the animals included in the chart should be protected? Why?

SENTENCE LEVEL

Copy these. Write if each is a sentence (S) or a phrase (P).

1 in small numbers __P__
2 The tiger roared.
3 twice as long
4 shoes, bags and perfume
5 The elephant was strong.
6 The crocodile snapped its jaws.
7 The chimpanzee ate a banana.
8 with a big bang
9 The alligator swam to the shore.
10 cold and wet

WORD LEVEL

1 Choose the prefix ex or mis to complete each word.

a __ex__tinct b __change c __behave d __understand e __plode
f __spell g __use h __tinguish i __port j __print

2 Write which of the words you made above have the following meanings:

a to behave badly __misbehave__
b to blow up
c to use something badly
d to send goods out of the country
e no longer existing
f to put out
g to make a printing error
h not to understand something correctly
i to make a spelling mistake
j to give one thing in return for another

Unit 14 How did I get here?

What problems would you have if you lost your **memory**?

My head was throbbing. I felt awful. I looked around, but I didn't know where I was. I was sitting under an old tree. Everything looked strange. I closed my eyes. I couldn't remember anything. In fact, I couldn't even remember my name! I tried to think, but my mind was in a whirl. Everything was a jumble. Who was I? Where was I? Suddenly I realised someone was speaking to me.

'Are you all right?' the voice was saying.

I forced my eyes open and looked up. It was getting dark and difficult to see, but I could just see the **outline** of the girl who stood before me. I couldn't see anyone else.

'Are you all right?' the girl asked again. 'You don't look too well.'

My head span. I tried to pull myself together. I took a deep breath and sat up straight. I ached all over. 'What happened to me?' I asked.

'I don't know,' the girl replied. 'I saw you sit down by the tree. You've been here about five minutes.'

I tried to think, but nothing came. 'Where am I?' I asked. The girl told me the name of her village, but it meant nothing to me.

'You came that way,' the girl said, pointing into the distance.

I followed her pointing finger and saw some trees in the **distance**. 'What's over there?' I asked.

The girl looked puzzled and **shrugged**. 'It's just open country. There's nothing out there for miles.'

The girl saw the bewilderment on my face and stared at me. I must have looked odd. My clothes were torn and dirty. My hair looked dishevelled and wild.

'She thinks I'm crazy,' I thought to myself. I groaned and tried to move. The girl took a step backwards. She was not sure what I was going to do.

'Were you attacked?' she asked. 'Did someone rob you?'

I patted the pocket of my jeans where I kept my wallet. It was still there. Hurriedly I took it out and opened it. Inside there was some money and a few papers – but no clues to my identity. In another pocket I found a key. I had no idea where it came from or what it opened. 'I don't think so,' I said. 'I still have my wallet.'

'Shall I get the police?' the girl asked hesitantly. She wanted to help, but was obviously worried by my appearance.

I thought for a moment. What could I tell the police? I didn't know who I was, where I lived or where I was from. I didn't know how I had got there or what had happened to me. How could they help? All I wanted was to be left alone to think.

'Thanks – but there's no need to do that. I'll be all right. I'll just sit here for a while and then I'll go,' I replied.

The girl looked at me rather suspiciously. After a while she shrugged again. 'If you're sure there's nothing I can do and that you'll be all right, I'll get home. My parents will wonder where I am,' she added.

'Thanks for your kindness,' I **mumbled**. She turned and walked off into the darkness. She knew who *she* was. She knew where she was going. I had some serious thinking to do. If only I didn't feel so strange. If only my head didn't ache so much. If only I knew *WHO I WAS*!

TEXT LEVEL

1 Where did the writer find himself when he looked around?
2 Who spoke to him?
3 How long had the writer been under the tree?
4 What surrounded the girl's village for miles?
5 Describe how the writer looked to the girl.
6 Why didn't the writer want the girl to call the police?
7 a Do you think the girl told her parents when she got home?
  b Do you think they believed her?
  c What do you think they did?

SENTENCE LEVEL

Copy this conversation and put in the missing speech marks.

1 Are you all right? the girl asked. You don't look too well.
2 What happened to me? I replied.
3 I don't know, the girl answered. I saw you sit down five minutes ago.
4 Where am I? I mumbled.
5 The girl replied, You are in my village. It is a long way from anywhere.
6 I shook my head and said, I can't remember anything at all.
7 The girl asked, Were you attacked?
8 I don't think so, I answered.
9 Why are your clothes so torn, then? she asked.
10 I shrugged my shoulders and said, I'm sorry, but I just don't know.

WORD LEVEL

1 Choose ance or ence to complete each word. Use a dictionary to check.

a appear<u>ance</u> b def_ _ _ _ c differ_ _ _ _ d perform_ _ _ _
e nuis_ _ _ f refer_ _ _ g off_ _ _ h insur_ _ _
i attend_ _ _ _ j sil_ _ _ k confid_ _ _ l acquaint_ _ _ _

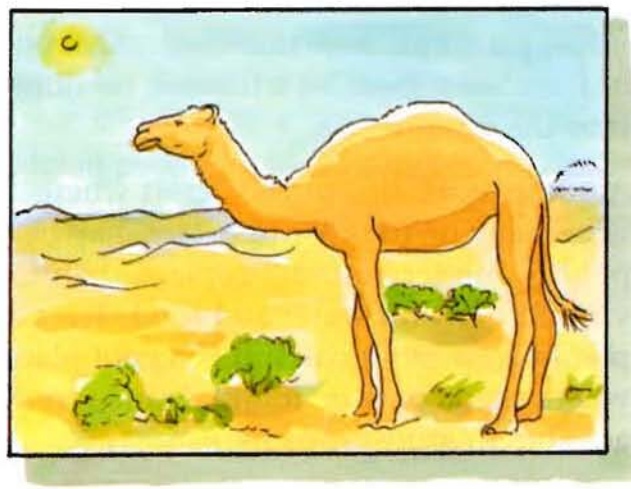
2 Write the ance nouns that come from these adjectives:

a distant – <u>distance</u> b important c ignorant
d fragrant e elegant f defiant

Unit 15 Hot deserts

What do you know about **deserts**?

What are deserts like?



Deserts can be hot, dry places. Rain may not fall there for months or years. Some deserts are sandy and stony. Hills of sand are called sand dunes. Some deserts are flat. Some are mountainous.

Temperatures in the desert can **vary** enormously. During the daytime, the temperature may reach 40 degrees Celsius in the **shade**. At night deserts can become very cold. In winter there may even be a frost in the early morning.

Deserts can also be very windy places. Strong winds blow up thick dust or sand storms. Sometimes these last for days. The wind can change the shape of the deserts. It moves sand around from place to place. It blows sand and stones against the rocks and wears them away into strange shapes.

Living in the desert

The camel is sometimes called 'the ship of the desert'. It **stores** food in its **hump** and can go for days without a drink. It has large feet which stop it from **sinking** into the soft sand. Its long eyelashes keep out the sand during a sandstorm. In the desert some animals live underground where they can keep cool.

A few plants grow in the desert. They store water in their stems or leaves, or have long roots which reach far down into the ground.

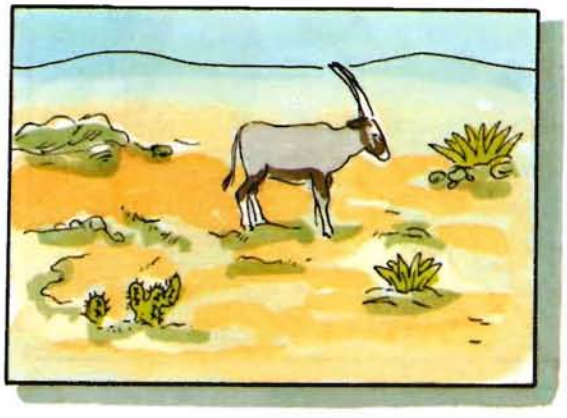
An oasis is an area of the desert where water may be found. The water may be in pools or underground. People and animals visit an oasis for water and food. Trees and plants grow at an oasis. It is a cool place where shade may be found. Some farmers are able to grow **crops** here.

The Arabian Desert

The Arabian Desert lies between the Red Sea and the Arabian Gulf. In some parts of the desert it is too hot for people to live.

The sand gazelle lives in the Arabian Desert. It eats the leaves of desert plants for food and water. It is a hard life to **survive**.

Nomads are people who live in tents. They move their sheep and goats around the desert to find food and water. Many years ago, most of the Bedouin people were nomads. Today, most Bedouin live and work in towns near the **coast**. Some Bedouin still keep animals in the desert but use trucks, not camels, to move about. Oil was discovered under parts of the desert and in the Arabian Gulf. This oil has made some countries in the area very rich. Much of the money has been spent on building fine towns and cities for people to live and work in, with lovely parks and lakes.



TEXT LEVEL

1 a What is the text all about? b Is it a fiction or non-fiction text?
2 a How many sections is the text divdied into?
b What is the heading of each section?
c How do these headings help us?
3 Write five facts you find interesting in the first section.
4 Explain why a camel has large feet and long eyelashes.
5 Why do you think there are few plants in a desert?
6 What is an oasis?
7 a How has the lifestyle of many Bedouin people changed?
b Why do you think this is?
8 Why do you think people sometimes call oil 'black gold'?

SENTENCE LEVEL

1 Write the plural of these nouns:

a dune – dunes b brush c shelf d hero
e watch f factory g tomato h valley
i woman j child

2 Write the singular of these nouns:

a loaves – loaf b babies c brothers d sheep
e volcanoes f cities g dishes h lorries
i knives j geese

WORD LEVEL

Copy these sets of words. Underline the common root word in each set.

1	knowing	unknown	knowledge
2	holiday	daylight	Wednesday
3	pressing	depress	pressure
4	marked	marking	remarkable
5	invent	advent	prevent
6	disagree	agreeable	agreement
7	photograph	telegraph	autograph
8	discover	recovering	uncovered
9	clearly	clearance	unclear
10	washer	washing	washable

Unit 16 Whale-hunting

Do you think that hunting whales is cruel? Discuss your ideas.

People have hunted whales for **centuries**. Long ago, people hunted whales for their oil. Over the years different uses have been found for nearly every part of the whale. From whales we get products such as oil, meat, perfume, lipstick, shoe polish and even strings for tennis rackets!

In the nineteenth century, huge ships were built for hunting whales. The whales were caught and cut up on board. Today, **modern** ships use **equipment** such as radar to help them **locate** whales. Helicopters are also used to find where there are whales in the sea. Powerful harpoons, like spears, are used to kill the whales.

Some types of whales are in danger of becoming extinct. It may come as a surprise to learn that from 1910 – 1967 about 300,000 blue whales, the world's largest creatures, were killed. Many people became so **concerned** that they set up the International Whaling Commission in 1947 to help **protect** whales. The idea was to stop so many whales being killed. The Commission meets every year, but still some countries refuse to stop killing whales. Soon it may be too late.

The Song of the Whale

Heaving mountain in the sea,
Whale, I hear you
Grieving.
Great whale, crying for your life,
Crying for your kind, I knew
How we would use
Your dying.
Lipstick for our painted faces,
Polish for our shoes.
Tumbling mountain in the sea,
Whale, I heard you
Calling.
Bird-high notes, **keening**, **soaring**:
At their edge a tiny drum
Like a heartbeat.
We would make you
Dumb.
In the forest of the sea,
Whale, I heard you
Singing,
Singing to your kind.
We'll never let you be.
Instead of life we choose
Lipstick for our painted faces,
Polish for our shoes.

©Kit Wright, from *Hot Dog and Other Poems*, Kestrel 1981.

TEXT LEVEL

1 There are different points of view on the hunting of whales. Read the first passage. Write some reasons in favour of and against whale-hunting.
2 a In what way are the text and the poem the same?
  b In what way are they different?
3 Which did you prefer – the text or the poem? Give reasons.
4 How successful are both pieces of writing in making you think? Explain your answer.

SENTENCE LEVEL

Complete each sentence by writing the correct form of each word in brackets.

1 The text about whales was very interesting . (interest)
2 Mrs Moore was _____ by the shark. (terrify)
3 Joe and John were very _____ children. (annoy)
4 Mr Peters was not _____ by the behaviour of some children. (amuse)
5 The poem was not _____ . (bore)
6 After lunch I felt very _____ . (satisfy)
7 The cheetah was _____ by the loud noise. (worry)
8 The smell was _____ . (disgust)
9 The forest was an _____ place. (amaze)
10 I was _____ when it was time to go. (disappoint)

WORD LEVEL

These ise words and their meanings are mixed up. Write them out correctly.

1	surprise	to say you are sorry
2	disguise	to come to understand something
3	advertise	to do something active
4	realise	to make something known and try to sell it
5	apologise	to change appearance by wearing different clothes
6	exercise	to give someone support and encouragement
7	despise	to look after the organisation of something
8	sympathise	to hate someone
9	improvise	to cause a feeling of astonishment
10	supervise	to make do with whatever is available

Unit 17 In charge

Willis and Tonya see their brother Jack in danger of drowning. What can they do? Tonya amazes Willis by suggesting sheep!

Willis knew there was no point in trying to argue with his older brother Jack.

Their mother had packed some sandwiches and a large plastic bottle full of lemonade, and allowed them to go **wandering** along the coast.

Jack was in charge, Mother had said. There was only one problem with that, Willis thought. Just because Jack was fifteen, two years older than him, their mother seemed to think Jack had more sense. He certainly wasn't acting that way now. Even Tonya would not be so silly, and she was only eight.

'It isn't far,' Jack said. 'I can do it easily.'

They looked at the small **island** just off the beach. Jack was talking about swimming right round the island.

'But it's a lot rougher once you get out of the **bay** and round to the side of the island,' Willis protested. 'And what happens when you're on the far side and we can't see you? You know there are currents all along this coast.'

'Look, who's in charge here?' Jack said. He was beginning to sound angry.

'*You* are,' said Willis, 'Of course.'

'Right. Now you and Tonya stay here while I swim round this island. It should only take a short while.'

They watched as Jack waded into the water and set off.

'I'm hungry,' Tonya said.

'Here,' said Willis. He opened the box of sandwiches. 'Do you want cheese or tuna?'

Willis opened the lemonade, filled two plastic cups and passed one to Tonya.

After a while, Tonya said, 'We'd better leave some sandwiches for Jack. He might be hungry when he gets back.'

Willis looked at the box. They had eaten most of them. 'He's been gone a long time,' he said. 'Let's try and see if he's got round the other side yet.'

They walked down to the other side of the bay.

'Look!' Tonya screamed as she pointed. Jack was there – hanging on to a rock, halfway out of the water.

Jack must have heard Tonya for he lifted his head and shouted, 'Help! Help!'

'We've got to do something,' said Willis. 'But what? It looks as if the tide is rising, and we don't know how long Jack can hold on ... if only we had a **rope**.'

'The sheep!' said Tonya, jumping up and down.

'What are you talking about?' said Willis crossly.

'The sheep,' Tonya insisted, turning round and waving up at the low **cliff** behind the bay. 'The sheep we saw when we were coming here. They were tied up with rope!'

'You're right. Wait – you stay here so he doesn't think we've just gone and left him, and I'll go and see what I can do.'

Willis got up the cliff as fast as he could. The sheep were there, lots of them. He checked the first one he came to. The rope was short. It didn't look as if it would hold any weight at all. Some of the sheep weren't tied, but just left to wander. But one sheep had a good length of bright orange nylon rope around its neck. That should be strong. He'd need several pieces like that.

'Give me the **laces** out of your sneakers,' Willis said to Tonya as he hurried to tie the pieces of rope together. He had a good length of rope now. He tied a piece of rock onto the end of the rope with one shoe-lace and tied the plastic bottle to the other end of the rope with the other shoe-lace.

Willis swung the end of the rope above his head and let it go. The bottle fell short – but it was a lot nearer to Jack than the beach was.

'Jack! Grab the bottle!' Willis saw Jack let go of the rock and slip into the water. Yes, he was swimming ... three, four, five strokes and he was near the bottle. Willis gently pulled on the rope. He could feel his brother's weight on the end of it.

Together Tonya and Willis pulled the rope. Willis hoped the **knots** would hold, while they pulled Jack in, until he was close enough to the shore to struggle to his feet.

Jack was bruised and bleeding from where the sea had knocked him on to the rocks. He hugged his brother and sister. Willis smiled with **relief**. His brother was safe.

'We'd better give the sheep their ropes back now,' said Tonya.

John Gilmore, from *New Caribbean Junior Reader, Book 5* (Ginn, 1994).

TEXT LEVEL

1 Why does Jack think it will be easy for him to swim around the island?
2 Willis pointed out some of the dangers of doing this. What were they?
3 What makes Willis realise Jack has been gone for a long time?
4 Why does Tonya remind Willis of the sheep?
5 How did the laces from Tonya's sneakers come in useful?
6 What was the reason for tying the piece of rock and the plastic bottle to one end of the rope?
7 What do you think Jack learnt from his adventure?
8 Do you think it was safe for their mother to allow the children to go off on their own for the day? Give reasons.

SENTENCE LEVEL

Rewrite these sentences and punctuate them correctly.

1 There were some sheep lots of them
2 I absolutely HATE football
3 Have you see Jack my brother
4 You shouldnt have done it Willis said
5 Jacks Mum said You have been very stupid
6 Be careful or youll get swept away the man warned the children
7 The teachers staff room was empty
8 When Im 18 Ill get a job Tonya said

WORD LEVEL

1 Copy and remember this spelling rule:
Always put i before e (when it makes the sound ee) except after c.

2 Follow the rule and complete each word with either ie or ei.

a p _ _ ce b th_ _ f c rec_ _ ve d dec_ _ t e bel_ _ ve
f c _ _ ling g rec _ _ pt h f _ _ rce i misch_ _ f j conc_ _ t

3 Write the words in two sets – ie and ei words.

4 Does the rule always work? Check these words in a dictionary. Choose ie or ei to finish them.

a w _ _ rd b s _ _ ze c prot_ _ n

Unit 18 The history of New York

Where is New York? Do you know anything about its history?

Introduction

New York is the biggest city in the United States of America. More than eight million people live and work in New York. Another ten million people live very near to the city and travel to work there every day. New York is one of the most important cities in the world. It is a centre for **business**. It is also a centre for music and art. New York has many famous buildings and places of interest. But New York is also exciting and important because of its people. They come from many different countries of the world. Let us look at this unusual city.

The Indians and the Dutch

The first people in New York were the native Americans. They lived on Manhattan Island at the mouth of a river. The island had a beautiful **harbour**. The native Americans killed animals and then sold their fur.

One day, in 1609, a ship came into the harbour. It was a Dutch ship and its captain was Henry Hudson. He met the native Americans and they sold him some fur.

Hudson returned to the Netherlands. He described the harbour and he showed the fur. After that, many Dutch ships went to Manhattan island to buy fur.

In 1626, one of the Dutch leaders bought Manhattan Island from the native Americans. He gave them about twenty four dollars.

New Amsterdam and New York

Some Dutch people stayed on Manhattan Island and built small houses near the harbour. They called their little town New Amsterdam after the town of the same name in Holland. Other Europeans bought land from the Dutch and built houses there, too. In 1643, about five hundred people lived in New Amsterdam. They spoke eighteen different languages. Most of them traded with the native Americans.

At that time the English had land on Manhattan Island but they also wanted to **control** the town and the harbour as well. One day, in 1664, an English ship sailed into the harbour, ready to fight the Dutch. The Dutch handed over the little town to the English. The English changed the name of the town from New Amsterdam to New York.

Independence

In 1775, the English needed money. Many ships sailed from England to North America. Some carried glass. Others carried paper and tea. The English made the people in America, including those in New York, pay a tax on these things. This made them very angry. 'Why must we pay taxes to the **government** in England?' they asked. The people were so angry that they started a war against the English. They wanted to become free of the English.

The War of Independence began in 1776. The Americans had a great leader – George Washington. He became General Washington. Later, he became the first president of the United States of America. The Americans finally beat the English in 1783.

The Immigrants

After the War of Independence in 1776, people came to America from all parts of the world. They wanted to live in the new country. They came by ship to New York. Some ships carried more than a thousand immigrants. At first most of the people who lived in New York were from England and Scotland. Soon many new immigrants came from Germany, Ireland and Italy. Many Jewish people came, too. By 1890, New York had more immigrants than any other city in the world. In one year – 1907 – 1,285,349 people arrived in New York. Some of the immigrants went to other parts of the United States. But most of them stayed in New York. There were many problems. The immigrants in New York had no money and did not speak English. But usually immigrants from the same country lived close together. They helped each other. These new Americans worked very hard. Today New York has an interesting mix of people and customs.

TEXT LEVEL

1 Name the five sections that the text is divided into.
2 Write five facts you can discover about present-day New York from the Introduction.
3 New York stands on the Hudson River. Who do you think this is named after?
4 What was the name of the island on which the native Americans lived?
5 Why do you think the Dutch called the town they built New Amsterdam?
6 On what date did the Dutch hand the town over to the English?
7 What did the settlers like to buy from the native Americans?
8 What caused the war against England in 1776?
9 Who became a great leader and the first president of America?
10 After the war many immigrants went to America. Explain what an immigrant is.

SENTENCE LEVEL

Copy each sentence. After each sentence say if it is a statement (S), a command (C), a question (Q) or an exclamation (E).

1 New York is in America. S
2 Do you know anything about France?
3 Go and read that book.
4 What a lovely surprise!
5 Where is Kuwait?
6 It's not fair!
7 Come with me.
8 The War of Independence was in 1776.

WORD LEVEL

Choose the best word to complete each proverb.

absence	clean	job	another	noise	never	chickens	alike

1 Empty vessels (containers) make most _____.
2 _____ makes the heart grow fonder.
3 When a _____ is worth doing, it's worth doing well.
4 Don't count your _____ before they are hatched.
5 New brooms sweep _____.
6 One good turn deserves _____.
7 Great minds think _____.
8 Better late than _____.

Unit 19 The poachers

By the light of the moon three dark shadowy figures were crossing the river on a raft. They did not want to be seen. Who were they? Where were they going?

A great river formed the **border** between two countries. By the light of the moon three men were crossing the dark water on a small raft. The river was wide but the current was not strong. The river **bank** was thick with trees. No one had seen the men arrive and make camp a few days earlier. A river patrol boat that passed each afternoon had not seen them nor had the ranger's plane that flew along the border. For three days the men had camped and slept in the thick woodland. This was the third time they had made a night crossing on the river.

All three men were wearing camouflage clothing. Two of them paddled the raft while their leader studied the bank they were heading for with powerful binoculars. These had lenses that made it possible for him to see in the dark. There were three hunting rifles, boxes of cartridges, an axe and some rubber torches wrapped in plastic on the deck of the raft.

The three men landed the raft down-river from a crescent-shaped bay. Up river, in the muddy water, five or six elephants were drinking and bathing. The men stepped ashore carrying the rifles and lay down to wait behind a bush. Two were boys rather than men. When the elephants moved off, after about half an hour, the leader kept on watching the bay. A few smaller animals came down to drink. Another hour went by before he saw what he wanted.

'Here they come!' he whispered to the boys. 'Pass me my rifle, Ochola.' One of the boys handed the leader his gun. The boy seemed very **nervous**. A female black rhino came down to the river bank pushing her calf ahead of her towards the water. The leader began to **crawl** towards the two animals. The boys followed him.

The rhinos finished drinking and moved back to the open grassland. Some time later, the big female sensed danger. She stopped eating and **sniffed** the air. The only sound came from her calf, eating the grass. But something seemed not quite right. The mother animal snorted and moved off, pushing the **calf** ahead of her. They pushed their way through some thick thorn bushes. There was good grass on the other side.

The calf began to eat at once, but the mother remained alert, sniffing the cool night air for the smells of danger. She could hear nothing that alarmed her. She relaxed a little and started to feed. The animals did not know that the three poachers were now only a few paces away from them.

Then everything went wrong. First, from quite nearby, there was a human cry of pain. The rhino gave a snort of alarm which sent her calf **charging** off into the darkness. The mother lowered her massive horns, and charged towards the place where the cry had come from. Then two loud bangs shattered the silence. A bullet smashed into the rhino's chest. A second bullet went into her side just behind her right foreleg. She fell over, dead, but still moving forward.

Then there was the sound of an angry human voice shouting, 'Get the calf, Ochola! Get the calf, you fools! Which of you yelled out like that?'

'I couldn't help it. I trod on a **thorn**!' Ochola shouted back.

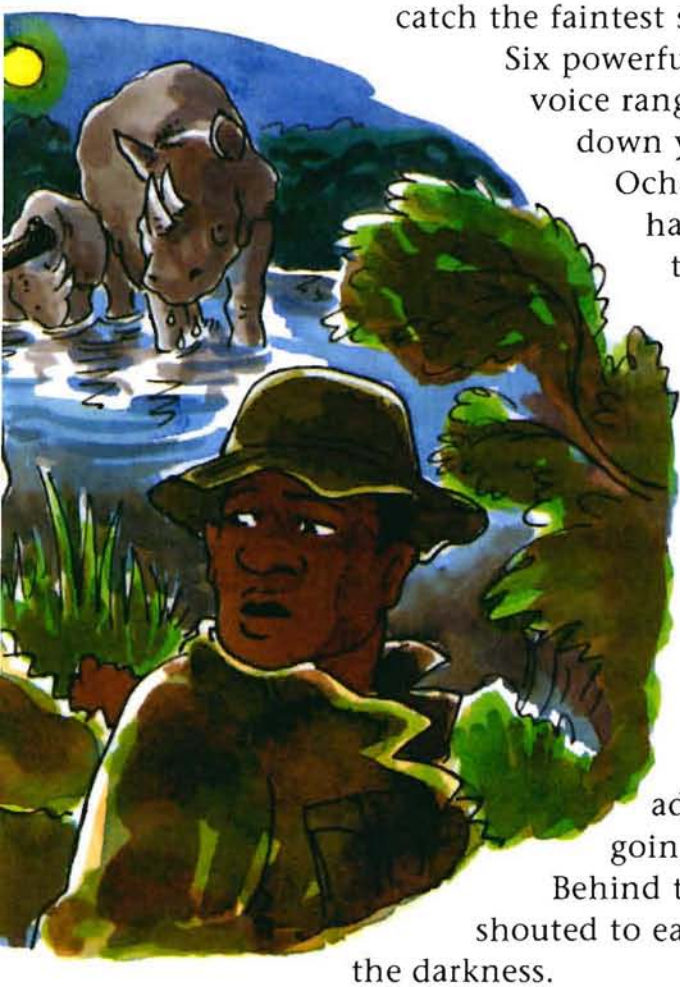
'Clumsy young fool! Get the calf!'

Ochola went after the calf. By the light of their torches, the leader and Akim, the other boy, began to cut off the rhino's horn with the axe. The calf did not go far. It was frightened by the men's voices and the sounds of the gun. Eventually it would return to its mother. Rhino calves hate to be separated from their mothers. The men would shoot the calf when Ochola found it.

In a few minutes the horn had been cut from the mother rhino. It was placed in a leather hunting bag. 'It's a beauty!' whispered the leader. 'That makes five good horns in three nights. Excellent work! Now where's that fool Ochola gone?' He put down his torch and began to search the bushes with his special binoculars.

Ochola followed the calf's tracks until he thought he heard a snort up ahead of him. He put his torch in his pocket and gripped his rifle. Then he began to move forward, one step at a time. He eased off the safety catch

and placed his forefinger gently on the trigger, straining to catch the faintest sound. Then he froze.



Six powerful lights cut through the darkness. A voice rang out through a loud-hailer, 'Throw down your rifle and put up your hands!'

Ochola threw down his rifle and put his hands in the air. He had walked into a trap set by the game warden and his men.

The leader started to run towards the river clutching the bag with the precious horn to his chest. Akim, the other boy, threw down his gun and ran after him. Lights were following them and the voice from the loud-hailer was ordering them to stop. 'Run!' yelled the leader. 'They can't follow us across the border. They can't break the law!'

The fleeing poachers had an advantage. They knew where they were going and knew the path to the river. Behind them the game warden and his men shouted to each other as they stumbled through the darkness.

'Come on!' shouted the leader, gasping to catch his breath. 'Once we're across the river we're safe. Look! There's the raft!' He laughed out loud as they paddled the raft quickly away into the darkness. 'We're safe!' he shouted. 'They can't arrest us now!'

They had almost reached the middle of the river when the spotlight from the patrol launch shone down on them. They had been paddling straight into the arms of the waiting rangers. Rifles pointed at them from the deck.

'Come aboard,' ordered a senior ranger, 'or I'll sink you.'

'It looks as if we're sunk already,' snarled the leader, putting up his hands.

Terry Jennings, *The Poachers*. Living Earth Series (Macmillan, 1996).

TEXT LEVEL

1 a Why did the men cross the river at night-time?
  b Why did they wear camouflage clothing?
  c What was special about the binoculars?
2 Why did Ochola cry out in pain?
3 a What did the rhino calf do? b What did the mother rhino do?
  c Why did the poachers shoot her?
4 How many rhino horns had the poachers got in three nights?
5 Who went searching for the rhino calf?
6 Describe the trap that had been set for the poachers.
7 Did you enjoy the story? How well has the author built up a feeling of excitement? Say something you liked about the author's style of writing.

SENTENCE LEVEL

Copy the sentences. Underline any verbs. Cross out any adverbs.

1 The men rowed the boat quietly across the river.
2 The rhino snorted angrily and charged at the men.
3 Suddenly the eagle swooped out of the sky.
4 Ochola carefully opened his bag and took out his torch.
5 Akim quickly jumped into the boat.
6 Noisily the girls cheered the winner as she ran by them.
7 The man forcefully hurled the javelin towards the target.
8 Slowly the snake curled around the branch.

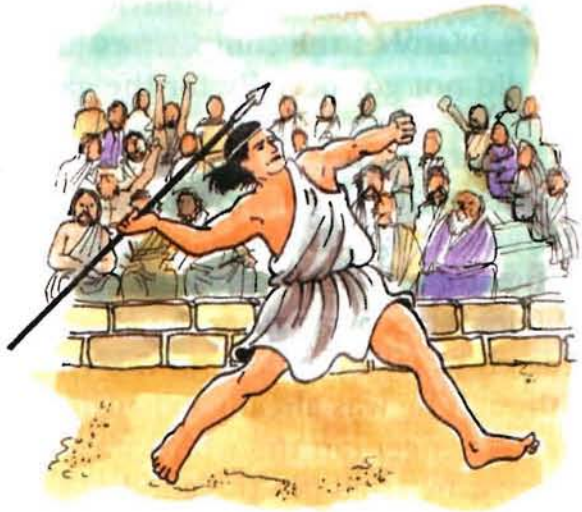
WORD LEVEL

1 **Add ous to make these adjectives:**
  a danger o u s b nerv_ _ _ c fam_ _ _ d joy_ _ _
  e disastr_ _ _
2 **Which ous adjective comes from each of these nouns?**
  a nerve b disaster c joy d danger e fame
3 **Add ious to make these adjectives:**
  a fur_ _ _ _ b myster_ _ _ _ c env_ _ _ _ d victor_ _ _ _
4 **Which ious adjective comes from each of these nouns?**
  a envy b glory c fury d victory e mystery

Unit 20 The Olympic Games

Do you know when and where the next Olympic Games will be held? Do you know how the Olympic Games began?

ANCIENT



The beginning

Three thousand years ago people came from all over Greece to attend a special **festival** at Olympia. There were **celebrations** and races. As time passed, the races grew bigger and more **events** were included, such as wrestling, discus and javelin throwing, and chariot racing. These events were only for men.

A time of peace

The games were held every four years, like they are today. During the games any Greek cities who were at war with each other agreed to stop fighting. As soon as the games finished, they began fighting again!

Parades

At the beginning of the games, **athletes** took part in a **parade** on the way to the sports stadium. Thousands of people lined the streets to cheer them. A trumpet was used to start each event.

Winner takes all

Only the winner of each event won a prize. Athletes in second and third place got nothing. The winner was awarded a wreath made of laurel leaves to wear round his head.

The modern Olympics

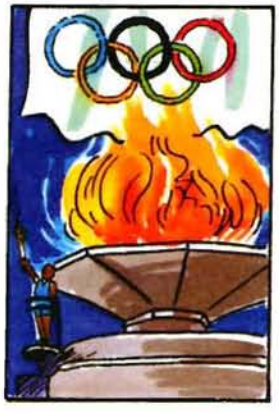
The modern Olympics are held every four years and are open to every country of the world. Baron Pierre de Coubertin first had the idea for the modern Olympic Games. He held a planning meeting in Paris in 1894 and two years later, in 1896, the first modern Olympic Games were held in Athens. This city was chosen because Greece was the original home of the Olympics. Only twelve countries attended, and took part in the different sports. Many of the competitors just happened to be in Greece at the time and did not go specially for the games!

The marathon

The history of the marathon race is very interesting. Many years ago the Greeks of Athens won a great battle at a place called Marathon, which was about 42 kilometres away from the city. A messenger was ordered to take the news of the victory to the city. Although he was already exhausted from the battle, the messenger ran the whole way. As he arrived in the city, he cried out the good news – and then fell down dead! Today marathon runners must still run 42 kilometres from start to finish.

The flag

The Olympic Flag shows five rings linked together. The rings stand for the five continents – Europe, Asia, Africa, America and Australasia. Each ring is a different colour. They are **linked** together to show that people from all five continents are joined together in peaceful and friendly competition.



The flame

At every opening ceremony, an athlete runs into the **stadium** carrying the Olympic Flame. The flame is lit at Olympia in Greece and is then carried to wherever the Games are being held. Special torches are used to keep the flame alight. The torch is used to light a big Olympic Flame which is then kept alight all through the Games. It is a great honour to be chosen to carry the Olympic Flame into the stadium and to light the Olympic Flame there.

THE PARALYMPIC GAMES

What are they?

The Paralympic Games are like the Olympic Games except that they are for people with disabilities. They, too, take place every four years. The Paralympic Games started as a small event and got bigger and bigger.

When did they begin?

The first Games were held in 1948 when patients from a hospital in England, competed with other patients from other hospitals. Most of the competitors were in wheelchairs.

The Games get bigger

In 1976 the Games were enlarged to include blind people and people without arms and legs, but it wasn't until 1988 that the Games became really international. For the first time the Games were televised and seen all over the world.

The Games today

Today, over 3,500 atheletes from 100 countries take part in the Paralympic Games. Events include archery, basketball, athletics, swimming and 'goalball' – a version of football played by blind people.

TEXT LEVEL

Say if these statements are true or false.

1 Three thousand years ago a big festival was held at Olympia.
2 The first three people in each race received prizes.
3 The first modern Olympics were held in 1896.
4 The rings on the modern Olympic flag represent Europe, Asia, Africa, America and Australia.
5 The Olympic Flame begins its journey at Olympia in Greece.
6 The Paralympic Games are for people with disabilities.
7 The first Paralympic Games were held in 1948.
8 'Goalball' is a version of hockey played by blind people.

SENTENCE LEVEL

Identify the part of speech of each underlined word.

1 The flag has five rings on it. (noun or verb?)
2 The athlete won the race. (noun or verb?)
3 When the man arrived he was very tired. (adverb or pronoun?)
4 The crowd watched an exciting race. (adjective or adverb?)
5 The crowd cheered loudly. (adjective or adverb?)
6 The girl jumped over the wall. (preposition or pronoun?)
7 I can run and jump. (conjunction or pronoun?)
8 Athens is the capital of Greece. (noun or adverb?)
9 The girl smiled as she crossed the finishing line. (noun or pronoun?)
10 Beside the house stood a large tree. (adverb or preposition?)

WORD LEVEL

1 In these words the ci and ti make a sh sound. Write the words in two sets – ci and ti words.

special	initial	precious	musician	influential	confidential
patient	partial	artificial	politician		

2 Which of the words mean:

a not natural but man-made? b having influence?
c very valuable? d involving only part of something?
e someone concerned with politics? f someone concerned with music?
g someone who is prepared to wait? h something very private?

Glossary of Language Terms

Adjective An **adjective** is a describing words. 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.

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

Command A **command** is when we tell people to do something.

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

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

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**

Negative Negative means 'no'. For example: 'You must not do that.' is a negative sentence.

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**

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.

Positive **Positive** means 'yes'. For example: 'Turn on the tap.' is a positive sentence.

Predicate A sentence consists of a subject and the rest of the sentence which is called the **predicate**.

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.
A pronoun may be **personal**.
For example: When the girl walked in the rain **she** got wet.
A pronoun may be **possessive**.
For example: The girl got **her** hair wet.
A pronoun may be **relative**.
For example: The girl, **who** was walking in the rain, 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 liken one thing to 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.'**

Statement A **statement** is a sentence that states a fact.

Suffix A **suffix** is a group of letters we add to the end of a word to change its meaning. For example:
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.

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**.

dilyay