

CAMBRIDGE PRIMARY English

Learner's Book



Sally Burt and Debbie Ridgard

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Welcome to the Cambridge Primary English Series, Stage 4.

This Learner's Book will take you through Stage 4 of the Cambridge Primary curriculum. It contains nine units of lessons and activities to develop your reading, writing, speaking and listening skills. This book covers all the skills you need to develop in Stage 4!

Three units focus on fiction, three on non-fiction and three on poetry and plays. Each unit has a theme covering a variety of topics so that there's something for everyone. You'll enjoy texts and extracts from a range of stories, legends, fables, accounts, recounts, biographies, autobiographies, diaries, journals and different types of poems. They have been carefully selected to reflect as many different interests as possible. The texts will teach you about language and allow you to communicate and express yourself in different ways.

Sometimes, your teacher will lead a discussion or explain the activity; sometimes you'll work in small groups or with a talk partner; at other times, you'll work alone. Some activities need you to listen for specific information while other activities ask you to read aloud or perform a role play.

These icons will show you how you're going to work:



have a discussion



do some reading



do some writing



role play, read out loud or do an oral activity



do a spelling activity

The activities are designed to develop your reading, writing, listening and speaking skills and to explore, investigate, understand, use and develop your knowledge of English.

Here are some things to look out for:



Hello! I am here to guide and help you.

Tip

These tips give you handy hints as you work.

Did you know?

These boxes provide interesting information and opportunities for further research.

How did I do?

These boxes help you check your own progress along the way.

Language focus

These boxes will explain specific language rules.

On pages 140 to 145 you'll find interesting and enjoyable spelling rules and activities to practise and expand your knowledge of spelling. You can go there whenever you like to check your own spelling skills or to learn more about common spelling patterns and letter strings.

On pages 146 to 153 you'll find a Toolkit – a set of resources for you to use at any time. These include tools and tips such as an editing checklist, a self-evaluation tool for reading aloud and a list of group work rules.

We hope you enjoy the course and that it helps you feel confident about responding to English, and using English in a variety of ways.

Sally Burt and Debbie Ridgard

Stories come in all shapes and sizes – long, short, funny and sad. In this unit, you'll discuss the stories you enjoy and decide for yourself what makes a good story. You'll develop your skills at choosing books to read, and write an exciting story introduction!

Vocabulary to learn and use:

story, author, fiction, genre, character, plot, setting, introduction, conclusion, resolution, extract, tale

1 What makes a story a story?



AZ

Revise your understanding of 'story talk' by matching each definition below to a word in the vocabulary box.

- The writer of a story, play or poem
author
- A person, animal or fictional being in a story
- The ending of a story
- A passage taken from a story
- A synonym for 'story'
- Stories about events that have not really happened
- The beginning of a story
- The storyline, or sequence of events that makes up a story, play or novel
- The solving of a problem
- The place or places where a story takes place
- A real or imaginary account of an event or series of events, for others to see, hear, read or feel
- The type of story



In a group, discuss some of the first stories you remember hearing. Stories have existed for thousands of years – ever since people could talk. Some stories are written down but others are remembered and told for generations, changing along the way as each teller adds a little to the tale.

Did you know?

Tale, yarn, legend, myth, fable, anecdote, account, narrative and chronicle are all **synonyms** for stories.

synonym *n.* a word or phrase that means the same, or almost the same, as another word or phrase



Did you know?

Have you ever felt a braille storybook? Braille is a written language for the blind. Patterns of raised dots make words and are felt and read with the fingertips.

- 1 What sort of stories were they?
- 2 Were they fact, fiction, or a mix of both?
- 3 Who told you the stories?
- 4 Did you hear them once or more than once?
- 5 Which story did you enjoy most? Why?



Take turns with a talk partner to retell a favourite story.

Describe the setting and main characters.

- 1 Explain what genre it is.
- 2 Summarise the main events. 'Summarise' means don't give too much detail.
- 3 Explain why you enjoy your story.
- 4 Comment on whether you've heard each other's story before, or a different version of it.

Any volunteers?

Who'd like to retell their favourite story to the class?



2 Extend your reading range



Discuss with a talk partner what you like in a story.

- 1 Use the features below to help your discussion.

Characters similar to me or my age	Unusual, quirky characters
Animals that talk or act like people	Imaginary or faraway places
An adventure or exciting events	Humour
Traditional or familiar characters	Real life issues
Unexpected or unlikely events	Happy endings
	Sad or unclear endings

- 2 Look at your independent readers and discuss their features.

- 3 Write two or three sentences in your notebook explaining what you enjoy in a story. Begin like this: *I enjoy ... because ...*

- 4 Exchange sentences with your partner to check for:

- sentences that start with capital letters and end with full stops
- at least one verb in each sentence
- correct spelling.

Tip

Knowing what you like in a story helps you choose books you'll enjoy.



Choose a book for each other from the school or class library.

Try to choose something you think your partner wouldn't normally read.

- 1 Review any information on the cover of the book chosen for you.
- 2 Read the beginning of the book.
- 3 Tell your partner whether you think you'd enjoy it.

Give reasons using the words **genre**, **character** and **setting**.



Why not read the rest of the book?

I challenge you to try something new!



Start a reading log to record all your reading, including non-fiction.

Tip

Keeping a record of everything you read helps you remember what you did and didn't enjoy.

- 1 Fill in details about your independent reader and comment on what you did or didn't enjoy. Use appropriate presentation writing.

Date	Title	Author	Genre	Comment
6th September	The Legend of Spud Murphy	Eoin Colfer		

spud n. potato (informal)

3 Read and present an extract



In groups of four, prepare to read aloud an extract from *The Legend of Spud Murphy*. Discuss these questions about the book's title.

- 1 Do you think 'Spud' is a real name? Give reasons.
- 2 What does it mean if someone is described as a 'legend'?
- 3 Make a list of people you think are modern day legends.
- 4 What and whom do you think the book will be about? Will it be humorous or serious?



Stories are often told in narrative and dialogue. You can improve your expression while reading if you can tell the difference.

- 1 Skim the extract to find out who narrates the story. How can you tell?
- 2 Scan it to establish how many people speak in the extract.

Did you know?

Speech marks show when a character starts and stops talking. Question marks and exclamation marks show the expression.

Language focus

Narrative is when the narrator tells the story.

Dialogue is the words characters say to each other, enclosed by speech marks.

"Don't make us join the library," Marty begged. "It's too dangerous."

A new line is started whenever a different person speaks.

The Legend of Spud Murphy

Marty tried to save us.

"Remember the last educational hobby?

The art classes? I was

5 sick for days."

"That was your own fault," said Mum.

"I only had a drink of water."

"You are not supposed to drink
10 the water that people use to wash their brushes."

Dad was thinking. "What about the library?" he said finally.

"What about it?" I said, trying to sound casual, but my
15 stomach was churning.

"You both could join. Reading. It's perfect. How can you cause trouble reading a book?"

"And it's educational," added Mum.

"Yes, of course, it's educational too," Dad agreed.

20 "How is it educational?" I asked, terrified by the idea.

"I'd much rather be outside riding a horse than inside reading about one."

My mother tousled my hair. "Because, Will, sometimes the only horse you can ride is the one in your head."

25 I had no idea what that meant.

"Don't make us join the library," Marty begged. "It's too dangerous."

"Dangerous? How could a library be dangerous?" Dad asked.

"It's not the library," Marty whispered. "It's the librarian."

30 "Mrs Murphy?" said Mum. "She's a lovely old lady."



The problem with grown-ups is that they only see what's on the outside. But kids know the real truth. People forget to be on their best behaviour around kids, because nobody believes a word we say. Every kid in our town knew about
35 Mrs Murphy. She was one of those people that kids steer clear of.

"She's not a lovely old lady," I said. "She's a total nut."

"Will! That's a terrible thing to say."

"But she is, Mum. She hates kids and she used to be a
40 tracker in the army. Tracking kids from enemy countries."

"Now you're being ridiculous."

"She has a spud gun under her desk," added Marty.

"A gas-powered one that takes an entire potato in the barrel. She shoots kids with it if they make a noise in the library.

45 That's why we call her Spud Murphy."

My mother thought this was all very funny. "A spud gun! You'll say anything to avoid reading a book."

Eoin Colfer



Prepare to read the extract aloud and present your performance.

- 1 Decide who will take each role (Narrator (Will), Mum, Dad, Marty).
- 2 Discuss how to make your reading interesting to listen to.
How will each person speak? Try out some ideas and practise your reading together.
 - Use the punctuation to know when to pause or add expression.
 - Use body language as well as expression.
- 3 Present your reading aloud for another group.



Why do you think reading silently is faster than reading aloud?

4 Check your understanding



Use close reading to answer these questions in your notebook.

- 1 What does Mum want the boys to do?
- 2 What happened to the family's last educational hobby?
- 3 Why is Will's stomach churning?
- 4 Who is Spud Murphy?
- 5 Summarise Mum's and Will's descriptions of Spud Murphy. Which is more likely to be accurate?
- 6 How would you react if you were told to join your library?

How did I do?

- Did I answer all the questions?
- Did I use evidence from the text in my answers?
- Did I express my ideas clearly?
- Did I write my answers as full sentences?



Complete your reading log for the extract from *The Legend of Spud Murphy*. Write a comment about whether you would enjoy reading the rest of the book.

5 Work with verb tenses

Language focus

Verbs tell you what someone or something **does, is, or has**. Verb **tenses** are different forms of the verb that show **when** it takes place: whether it has already happened, is happening now or will happen in the future.

He drank a glass of water earlier. (past tense)

She drinks a glass of water every morning. (present tense)

They will drink a glass of water later. (future tense)





Stories are usually in the past tense because they describe events that have already taken place. It's important to keep the tense consistent so the reader doesn't get confused.

1 Say each sentence aloud using the correct tense of the verb to tell to help you.

- a** Marty tries to save us and (*tell*) Mum about the last educational hobby.
- b** Marty tried to save us and (*tell*) Mum about the last educational hobby.

2 Replace *tell* in each sentence with the correct tense of the verbs *remind*, *inform* and *alert*.



AZ Change regular verbs into the past tense by adding the suffix **ed** to the root word.

You look at the book. You looked at the book.

1 Write the paragraph below in the past tense in your notebook, choosing suitable verbs from the box.

visualise glare sigh close change churn

Will's stomach (*verb*) as he (*verb*) Mrs Murphy in his mind.
Her image (*verb*) at him, spud gun at the ready. He (*verb*)
his eyes and (*verb*) deeply. Mum never (*verb*) her mind.



How do the different verbs change the effect of the sentence?

2 Some verbs change the root word when the suffix is added to form the past tense. Select the correct past tense form of each verb in the sentences below and write the completed sentences in your notebook.

- a** Will (*love*) reading so when he (*arrive*) at the library, he (*hope*) Spud Murphy had (*decide*) to take the day off.
- b** Will (*try*) to explain that all the children were (*worry*) about Spud Murphy. Once she (*spy*) you, you were in trouble!

Tip

If the verb ends in **e**, just add **d**.

If the verb ends in **y**, the **y** changes to **i** before adding **ed**.

Verbs that don't follow a rule for forming the past tense are called **irregular** verbs.

3 Match each present tense verb to its irregular past tense partner.

Present tense	Past tense
read	thought
say	read
think	was
find	found
is	had
have	said

4 Use three of these verbs in sentences of your own, as if you were adding to the extract.



With a talk partner, explore the verb tenses in the *Spud Murphy* extract.

- 1 Read some of the dialogue to each other. Is it in the present or past tense? How can you tell?
- 2 What tense is the narrative text?
- 3 What does this tell you about using verb tenses in stories?

Any volunteers?

Who'd like to share their ideas with the class?



Some verbs such as *said*, *asked* and *replied* are used so often they become boring. Use descriptive or expressive verbs to make a story more engaging to read.

- 1 Investigate the effect of different verbs.
In a small group read the sentence in the box below aloud and try out different verbs in place of *begged*.
- 2 Discuss how different verbs change the effect of what Marty says.
- 3 Which of the verbs fit Marty's and Will's mood in the extract?

Did you know?

Verbs that tell us how the person is feeling when they speak create an effect called **mood**.

said gasped cried whispered sobbed pleaded
laughed wailed implored muttered chuckled

"Don't make us join the library," Marty begged.



6 Explore beginnings

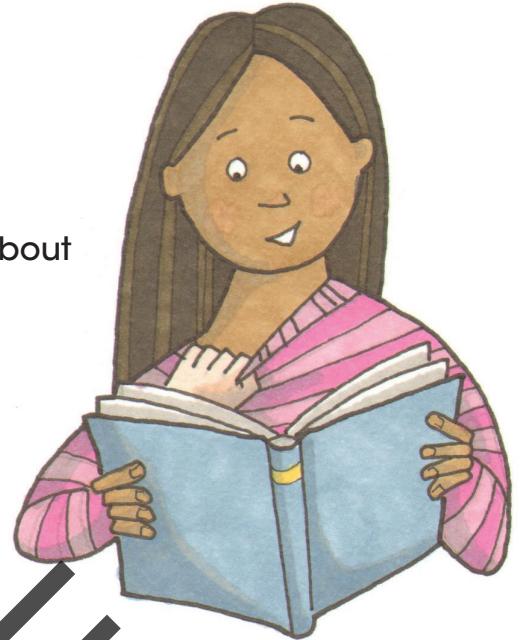
A



The beginning of a story should grab your attention. It should provide enough information about the plot, characters or setting to get you hooked and make you want to read on.

Discuss in a small group.

- 1 Re-read the first sentence of the *Spud Murphy* extract and discuss how it grabs attention.
- 2 Predict the main characters and the main setting.
- 3 Decide if Spud Murphy will be more like the description given by Marty or his mother.
- 4 Explain whether the extract makes you want to read the rest of the story.
- 5 Summarise your group's ideas in a few sentences to share with the class.



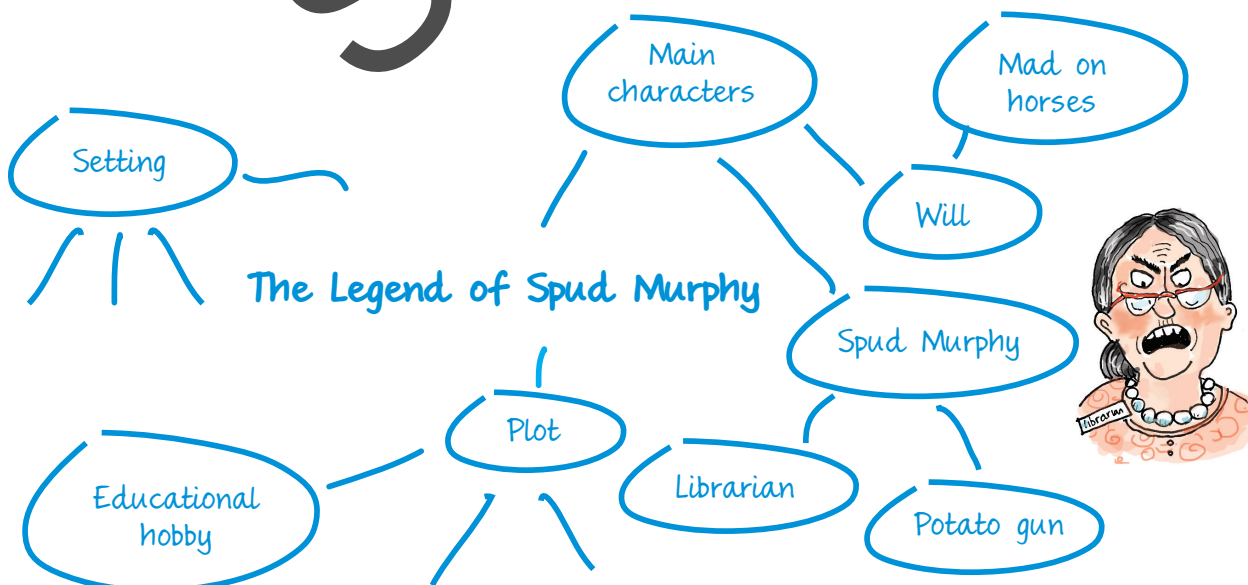
Tip

Your key words can be nouns, adjectives, verbs or adverbs. Choose interesting key words that really remind you of the story details.

B



Create a story map similar to the one below. Write key words to describe what you discovered about the main characters, setting and plot.



7 Focus on character and setting



Read the extract from a fantasy story. With a talk partner, scan for some details.

- 1 Who is the main character?
- 2 What is the setting?

Where the Mountain Meets the Moon

Chapter 1

Far away from here, following the Jade River, there was once a black mountain that cut into the sky like a jagged piece of rough metal. The villagers called it Fruitless Mountain because nothing grew on it and birds and animals did not rest there.

Crowded in the corner of where Fruitless Mountain and the Jade River met was a village that was a shade of faded brown. This was because the land around the village was hard and poor. To coax rice out of the stubborn land, the fields had to be flooded with water. The villagers had to tramp in the mud, bending and stooping and planting day after day. Working in the mud so much made it spread everywhere and the hot sun dried it onto their clothes and hair and homes. Over time, everything in the village had become the dull color of dried mud.

One of the houses in this village was so small that its wood boards, held together by the roof, made one think of a bunch of matches tied with a piece of twine. Inside, there was barely enough room for three people to sit around the table – which was lucky because only three people lived there. One of them was a young girl called Minli.

Minli was not brown and dull like the rest of the village. She had glossy black hair with pink cheeks, shining eyes always eager for adventure, and a fast smile that flashed from her face. When people saw her lively and impulsive spirit, they thought her name, which meant *quick thinking*, suited her well. “Too well,” her mother sighed, as Minli had a habit of quick acting as well.

Ma sighed a great deal, an impatient noise usually accompanied with a frown at their rough clothes, rundown house, or meager food. Minli could not remember a time when Ma did not sigh; it often made Minli wish she had been called a name that meant *gold* or *fortune* instead. Because Minli and her parents, like the village and the land around them, were very poor. They were barely able to harvest enough rice to feed themselves, and the only money in the house was two old copper coins that sat in a blue rice bowl with a white rabbit painted on it. The coins and the bowl belonged to Minli; they had been given to her when she was a baby, and she had had them for as long as she could remember.

3

What kept Minli from becoming dull and brown like the rest of the village were the stories her father told her every night at dinner. She glowed with such wonder and excitement that even Ma would smile, though she would shake her head at the same time. Ba seemed to drop his gray and work weariness – his black eyes sparkled like raindrops in the sun when he began a story.

4

“Ba, tell me the story about Fruitless Mountain again,” Minli would say as her mother spooned their plain rice into bowls. “Tell me again why nothing grows on it.”

“Ah,” Minli’s father said, “you’ve heard this so many times. You know.”

“Tell me again, Ba,” Minli begged. “Please.”

“Okay,” he said, and as he set down his chopsticks his smile twinkled in a way that Minli loved.

Grace Lin

Key to paragraphs:

- 1 setting
- 2 main character
- 3 character and plot details
- 4 more character details

color *n.* American spelling of *colour*

gray *n. a.* American spelling of *grey*

meager *a.* American spelling of *meagre*; (of amounts) very small or not enough



Paragraphs organise the ideas in a text. Writers start a new paragraph for a different action, time, place, thought or speaker.

Tip

The first words in a paragraph often contain a clue to the main idea.

- 1 Order the main ideas of the paragraphs in the extract.
 - Minli's home and family are introduced.
 - Minli asks her father to tell her a story (more than one paragraph).
 - The setting for the village is described.
 - Fruitless Mountain is introduced.
 - Why Minli is different is explained.
 - Clues about the plot are given.
- 2 Discuss why the author started each new paragraph.



Explore powerful, descriptive verbs.

- 1 Scan the extract for the underlined verbs. List them in alphabetical order.
- 2 Try to work out the meaning of each verb by reading it **in context**.
- 3 Match each word in your list to the word closest in meaning from the box below.

Reading a word **in context** means reading the words and sentences around it. It can help you understand new words without using a dictionary. You can still use your dictionary to check afterwards!

caught the light sharply outlined against walk heavily
had a warm healthy appearance persuade came readily



- 4 Use a thesaurus to find other descriptive verbs that could be used. Add them to your words to build mini word banks.
- 5 Choose one new verb to replace each of the underlined verbs in the extract. Make sure it fits the context.
- 6 With a talk partner, read the extract using your new verbs. What is the effect?

Did you know?

Thesaurus comes from the ancient Greek and Latin words meaning 'treasure' – a treasure chest of words to choose from to make your writing more descriptive and precise.

8 Creating mind pictures from detail



Re-read the extract with a talk partner.

- 1 Make two lists, noting down key words and phrases from the extract that tell you:

Setting

- the village's location
- its 'colour'
- the climate
- the villagers' problem

Character

- what Minli's name means
- how she's different from other villagers
- what makes her different.

- 2 What name would you give to Minli's village? Give reasons.
- 3 Discuss how the setting is similar to or different from the area where you live.
- 4 Draw your impression of the village and write two or three sentences explaining whether you would like to live there and why.

9 Find out more about the story



Explore how book covers provide visual clues about a story.

- 1 In pairs, study three possible covers for *Where the Mountain Meets the Moon*.
 - a Describe what you see on each cover.
 - b What do the covers tell you about Minli and her surroundings?
 - c Think of some descriptive nouns and adjectives to match each cover.
- 2 Which cover best fits your impression of the story so far?



Which one would make you want to read the story?





Find out more about a story by reading a book description.

- 1 What new information does the book description give you about the plot? Make a list of new information. Use key words only.

The screenshot shows a web browser window with the address bar displaying 'www.findabookyoulike.com'. The page has a green navigation bar with links: Home | Books | Reviews | New releases | Best of 2013. The main content area is titled 'Book description' and contains the following text:

Nothing grows or lives on the Fruitless Mountain, making life hard for the local villagers. Unlike her neighbours, Minli is undaunted by the daily toil and drudgery of life squelching through mud to eke out a living. Inspired by her father's stories of the Jade Dragon and the Old Man in the Moon, who knows the answers to all of life's questions, Minli determines to change her family's fortune. But fortunes are not so easily changed – at least not in the way that Minli imagines. Armed with chopsticks, rice bowl and instructions from a recently purchased goldfish, Minli follows her faith that her father's stories are more than fantasy – sure that the Man in the Moon, if she can find his home on the Never Ending Mountain, will come to her aid. With her new friend, the tearful, non-flying red dragon, Minli encounters fantasy beyond her father's tales, but when she finally reaches her destination, how will she know which question to ask?

.....



In your notebook, jot down answers to the following questions.

- 1 Which words in the title tell you that *Where the Mountain Meets the Moon* is a fantasy story?
- 2 What details in the book description also show it is fantasy?
- 3 Which of these plots might be the story's main idea? Be ready to explain your ideas to the class.
 - Saving the village by finding a way to make things grow on Fruitless Mountain again.
 - Getting lost in a fantasy world on the moon.



Complete your reading log for *Where the Mountain meets the Moon*. Say whether you would enjoy reading the rest of the story.

10 Practise using punctuation to read for meaning



Read the four sentences a-d below aloud with a talk partner.

- 1 Discuss the differences in meaning.
 - a Don't stop!
 - b Don't, stop!
 - c I like cooking my friends and chocolate.
 - d I like cooking, my friends and chocolate.
- 2 The punctuation has gone missing from this paragraph! Can you make sense of it as you read it aloud?

Tip

Commas show you where to pause when you read. They help you understand sentences properly.

minli loves her father's tales she is fascinated by the way his eyes light up and his body seems straighter and younger she never tires of hearing about the man in the moon the never ending mountain the bad tiger magistrate and places like the dragons gate or the village of the moon rain but most of all minli longs for home



Practise reading the book description aloud.

- Read the book description in your head first, then softly out loud.
 - Take note of the punctuation to make the meaning clear.
- 1 With a talk partner, read out one paragraph each and give each other feedback.
 - Did you both manage all the pauses correctly?
 - Could you follow it easily? Did it make sense?
 - 2 Practise reading the extract from *Where the Mountain Meets the Moon* to yourself, paying particular attention to the commas and other punctuation.

Any volunteers?

Who'd like to read the book description aloud, showing they can read the punctuation as well as the words?



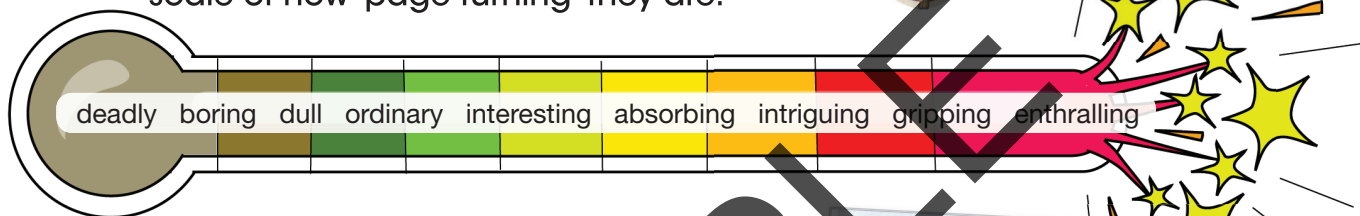
11 Write a story starter competition entry



Read these fantasy story starters in a group.

- 1 Add a sentence to continue one of these story starters.
 - a Jed stepped cautiously through the doorway in the middle of the field.
 - b "Everybody, take cover!" barked the tree in the corner of the playground.

- c "Where am I?" panicked Fatima, gaping at the unfamiliar room, filled with teeny-tiny furniture.
- 2 As a group, come up with another attention-grabbing story starter.
- 3 Exchange your new story starter with another group and continue each other's story starters sentence by sentence in your group.
- 4 Rate the story starters on this scale of how 'page-turning' they are.



B Enter the competition.

- 1 Design and fill in an entry form for the story starter competition. It is for Fantasy Fiction Publishers so your ideas should include something unlikely in real life. Follow the *Advice to entrants* to help you.
- 2 Come up with a list of ideas first and then try them out on a talk partner.
- 3 Finish your design and fill in your entry form.



Advice to entrants

People write well about what they know.

- 1 Choose somewhere you know for the setting and then add some unusual detail.
- 2 Think of a real person or a character you know well. Describe them and then change something about them – add a characteristic, change their age or family background.
- 3 Write a ripper of a first sentence! Make sure it contains something impossible or unlikely to be true. Be as fantastically creative as you can!

12 Write a story introduction



Fantasy Fiction Publishers liked the sound of your idea and want to see a draft with more detail.

From: Fantasy Fiction Publishers
To: Entrant
Subject: Fantasy Story Starter Competition

Hi Fantastic Entrant,
We really enjoyed your fanciful story starter! Please send us three or four more paragraphs.
a Write it in the past tense (unless you are writing dialogue).
b Keep us captivated!
The Fantasy Fiction Publishers

How are all these words linked?

Can you think of any others?
fantasy, fantastic, fanciful, fantasise, fantasist, Fantasia, fancily



Tip

Use the entry form to help add more detail to your sensational story starter.

- 1 In your notebook, jot down three to four paragraphs as an introduction to your story.

Tip

You won't have to write the rest of the story, so write whatever you like in the introduction! Why not use a mind map for your notes?

- 2 Swap your notes with a talk partner.
- 3 Give each other feedback on your ideas.
 - a Does something unusual or unexpected happen?
 - b Do you want to know what happens next?
- 4 Give each other ideas on how to improve your introduction.
- 5 Revise your draft with the new ideas.
- 6 Think of a creative way to illustrate and present your introduction to make it stand out to the publisher.



Celebrate your success.

- 1 Practise presenting your introduction for the festival.
- 2 Enjoy listening to each other's introductions.
- 3 Have fun telling each other what you think could happen next after each introduction.

You've all been invited to the Fantasy Fiction story-telling festival.



2

Going deep

The sea is a great topic to explore if you like finding out about fascinating forms of life and amazing facts. In this unit you'll learn how to find the information you want from different types of texts. You'll practise organising your information so it makes sense and looks good, and you'll use your knowledge and skills to complete a project about your favourite sea creature.

Vocabulary to learn and use:

jellyfish, shellfish, fishing-rod, fisherman, seagoing, seafood, seaman, seahorse, octopus, tentacles, starfish, unique, barnacles

1 Talk about the sea

A



What comes to mind when you think of 'the sea'? Have a discussion.

- 1 Take turns to say what you think the sea is like.
Use your own words.
Listen to how others describe the sea. Do you agree with them?
- 2 Share interesting facts that you know about the sea.
- 3 Here are some 'fishy facts' to add to your 'sea of knowledge'.
Discuss how these facts are presented in an interesting way.
Do the headings get your attention? How?

The 'sea of knowledge' is not a real sea. It's a figurative expression!



Flying fish?

Flying fish can leap out of the water and glide through the air using large fins like wings.



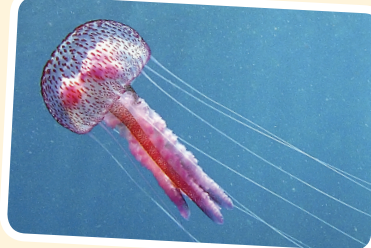
Best daddy?

The female seahorse lays her eggs in the male's pouch. He carries the eggs until they hatch – giving birth to the babies!



Who needs a dentist?

The ragged-tooth shark loses and replaces thousands of teeth in a lifetime.



Jellyfish for dessert?

The floating jelly-like body is harmless but watch out for the stinging tentacles below! Some jellyfish are lethal!



B Design your own Collector's Cards. Make up your own questions and fishy facts.

1 List some questions that you could use as interesting headings.

Do fish go to school?

Are there stars in the sea?

Is a seal a fish?

2 Discuss your questions to find out if anyone has any answers. Make notes.

Tip

Do some independent research to find out the answers to your questions.



C Riddles are an ancient form of entertainment. Listen to some and discuss possible solutions.

Alive without breath,
As cold as death;
Never thirsty, ever drinking,
All in mail, never clinking.

The Moon is my father,
The Sea is my mother;
I have a million brothers,
I die when I reach land.

Any volunteers?

Who can guess the answers?
They are hidden on the next page.



2 Dictionary work



Identify the features of a dictionary.

Where do you begin to look for information?

A dictionary is a good place to start.

- 1 Work with your talk partner; take turns to explain how a dictionary is organised.
- 2 Some words have more than one meaning. Which definitions will help you add information to your Collector's Cards?

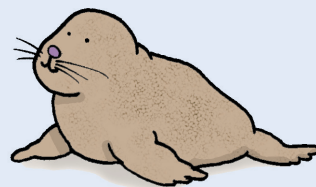
Did you know?

Books are mostly categorised in two main groups:

Fiction: writing that is about unreal people, places, animals or events.

Non-fiction: writing that is factual and informative.

- A **school** 1. *n.* a place where education is given 2. *n.* a group of people 3. *n.* a part of a university 4. *n.* a shoal of fish
- B **seal** 1. *n.* a device for stamping a wax design 2. *n.* a sign of approval 3. *v.* to close something up 4. *v.* to settle the fate of something 5. *n.* an amphibious mammal
- C **star** 1. *n.* a heavenly body 2. *n.* something with points looking like a star 3. *n.* a famous actor 4. *v.* to appear or act in a show 5. *n.* an asterisk
- D **mail** 1. *n.* letters and parcels sent in the post 2. *v.* to send a letter by post 3. *n.* protective armour made from interlocking pieces or shell or scales of an animal



Riddle answers: fish, waves



B AZ Practise alphabetical order.

1 Rewrite these lists of words in alphabetical order:

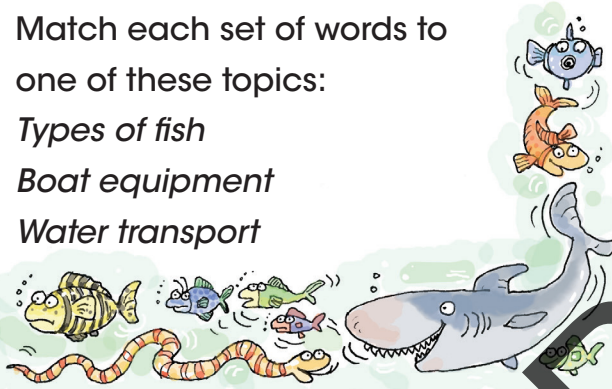
- a ship, tanker, liner, hovercraft, ferry, canoe, boat, motorboat
- b rope, compass, deck, flag, mast, ore, rudder, anchor
- c pilchard, herring, trout, swordfish, hake, eel, sardine, sole

2 Match each set of words to one of these topics:

Types of fish

Boat equipment

Water transport



Language focus

When you put words that begin with the same letter or letters into alphabetical order, you need to look at the next letter to know the order.


seal seam seat

These words have the same first three letters so you need to look at the fourth letter to know the correct order. **L** comes before **M**, and **M** comes before **T**.

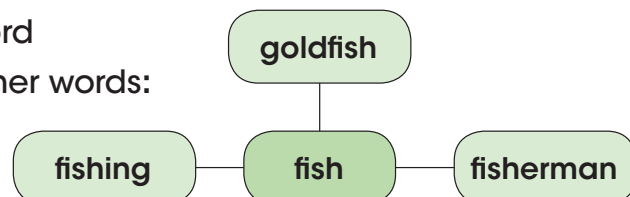
How did I do?

- Can I say the alphabet from A to Z?
- Can I arrange words into alphabetical order?
- Can I use a dictionary to look up words and definitions?

3 Identify root words

A  AZ A dictionary lists words and their meanings. Some words have similar meanings because they have the same **root words**.

A root word is a basic form of a word that may be added to, to make other words:



1 Use a spider diagram to show the root word of group **a**, and group **b**.

a seafood undersea seaman overseas

b fishing jellyfish fishing-rod starfish

2 How many other examples of root words can you think of?



Not all words with the same letters are connected. Some may look like they have the same root word but they have no link in meaning.

1 In the following lists, identify the common root word that connects *most* of the words.

- a sailing, sailor, saint, sailplane
- b shellfish, shelf, shells, shelling
- c starlight, starry, stardust, start
- d quicksand, sandal, sandy, sandbank

2 Which is the 'odd one out'? In each list identify the word that is not linked to the others. Use a dictionary to find the meaning.



4 Ordering information

A reference book provides information on a topic. The contents page and index have lists that tell you what is in a book and where to find it.



Look at the layout of some magazines and information books.

1 With your talk partner discuss each layout.

- a Does it have a contents page or an index or both?
- b Where in the book are they positioned?
- c What information does each page provide? Why is it useful?
- d Identify similarities and differences between a contents page and an index.
- e How are the other pages organised?
- f Do these pages use sentences or headings?

2 Look at the contents page opposite and use it to answer the following questions.

- a How many **chapters** are there in the book?
- b What is the book about? Make up a title.
- c Where can you find out about sea mammals and birds?
- d Where do you think you can find information on pollution?
- e What's on pages 42 to 46?

Tip

Most books are divided into chapters. A chapter is a section of a book.