

1 Decision time

In Unit 1, you are going to read part of a **longer story**.

Sometimes in our lives we have to make difficult **decisions**.

Setting



This story takes place in a school.

Characters



Mr Graham is a teacher. Sarah is a student. Wayne is a student.

Plot

1



Mr Graham sends the children out to play.

2



He goes to the staff room.

3



Sarah is hot. She goes back into school to get a drink.

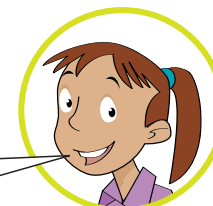
4



In the empty classroom she sees Wayne.

- Why is Wayne in the classroom?
- What do you think he is going to do?
- What will Sarah do?

Read the beginning of the story and find out.



Vocabulary

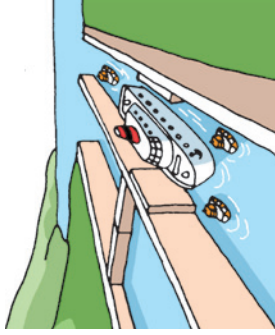
<i>nouns</i>	decisions, shade
<i>verbs</i>	echoed, glanced, pretend, sweating
<i>adjectives</i>	proud

2 The Panama Canal

In Unit 2, you are going to read two **non-fiction** texts.

The **first** text gives us some **information** about the Panama Canal. It gives us a lot of **facts**.

- **what** it is

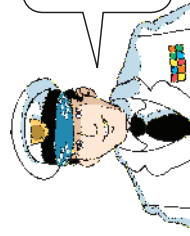


- **where** it is



It is a **canal** for ships.

- **why** it was built



The canal links the Pacific and Atlantic Oceans and makes the journey from one to the other much shorter and easier.

- **when** it was built



- **who** built it



It was opened in 1914.

Ferdinand de Lesseps

The **second** text is a **flow diagram**. It explains how a canal lock works.



A **flow diagram** explains things **one step at a time**. This makes it easy to see how something works.

Step 1

The boat in this picture wants to continue up the canal, where the water level is higher. Number 1 gates open and the boat comes into the **lock**.



Step 2

When the boat is in the lock both sets of gates shut.



Vocabulary

nouns

canal, cargo, ditch, lock, toll, route, ocean, government, journey

verbs

link, blast

3 Journey to the centre of the Earth

In Unit 3, you are going to read part of a **science fiction** story.

Science fiction stories are often about **strange imaginary places** and **creatures**. This famous story is written like a **diary**.

Each **chapter** is about what happens on a **different day**.

Characters



Professor van Hardwigg is an **archaeologist**.



Harry is the professor's nephew. He wrote about their adventures in his diary.



Hans is a guide.

Setting



This part of the story is set on an ocean at the centre of the Earth!

Plot



Professor van Hardwigg discovered a map which showed how to get to the centre of the Earth.



The professor, Harry and Hans discovered an ocean at the centre of the Earth. They made a raft to cross the ocean.



They discovered some rather frightening creatures!



Read all about our adventures in my diary!

Vocabulary

nouns	archaeologist, crater, surface, weapons, armour, scales, razor
verbs	relax, inhabit, doze, plunged
adjectives	eerie, fearful, hideous, ghastly, coiling
adverbs	uneventfully

4 Tourism

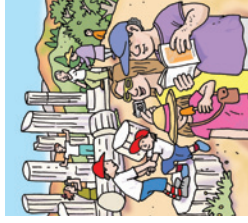
In Unit 4, you are going to read a **discussion** on the good and bad things about tourism.

A discussion text gives you a number of **different points of view** on a subject.



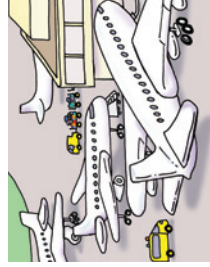
Here are some **advantages** of tourism.

Tourists spend money in the country:



at restaurants in hotels visiting places buying souvenirs

The country improves its services to encourage tourists. It provides:

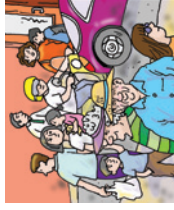


better roads

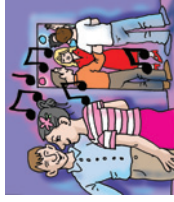
better airports

better telephone systems

Tourists can make a place:



crowded

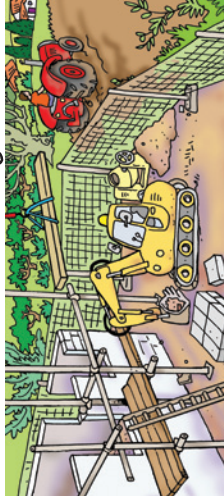


noisy



dirty

Here are some **disadvantages** of tourism.



Farmers sell their land to make room for more hotels. Small harbours are taken over by tourist boats.



Can you think of any more good and bad things about tourism? Read the **discussion** about tourism in the unit and find out more.

Vocabulary

nouns

tourist, culture, souvenirs, gifts, services, benefits, employment, sewage, habitat

verbs

dump, graze, destroy

adjectives

local

5 Escape from the Castle of Doom

In Unit 5, you are going to read part of a **fantasy adventure story**.

A **fantasy** is a story that shows lots of **imagination** and is very **different from real life**.

Characters



I'm **Princess Petronella**. The Duke of Doom has captured me and keeps me in the Castle of Doom.



I'm **Braveheart**.
I'm a knight.

I'm **Sterling**. I'm a warrior.



My name is **Midge**.
I am very short. I am
incredibly strong!



My name's **Sapphire**.
Princess Petronella is my best friend.

Setting

Castle of Doom
It is at the top of a
high, rocky mountain.



Plot



Braveheart and his friends try to rescue Princess Petronella from the Castle of Doom. Will they succeed? Read the story and find out!

Vocabulary

nouns	companions, warrior, knight, patrol, dungeon, courtyard, guardroom, statues, gag
verbs	captured, rescue, froze, beckoned
adjectives	trusted
adverb	cautiously, incredibly

6 Writing letters

In Unit 6, you are going to read two different letters.

Cara wrote her **first letter** to the editor of the local newspaper. It is a **letter of complaint**. She does not like the pollution in the centre of her town.



Why do you think I wrote my letter to the local newspaper?



Cara wrote her letter in **paragraphs** so that it is easy to read.

- First she said some things about her town that she liked.
- Then she complained about the pollution in her town. She said what she did not like about it.
- Last of all, she asked why the local council were not keeping the town clean.



What do you think I said about the pollution?

Cara's **second letter** was very different.

I wrote to my friend, Anna. It is friendlier than my first letter!
I put my **address** at the **top**.
I wrote this letter in **paragraphs**, too.



17 Grant Road
Luton
Bedfordshire

Dear Anna,
How are you? I hope you like your new house. What's your new school like? Is it as good as ours? Have you made some good new friends? I still miss you very much.
Last month, Mum and Dad took me ice skating. I kept falling over at the beginning but soon got better at it!

- What do you think Cara said in the rest of her letter?
- Do you like the way Cara ended her letter?

Do write soon and let me know how you are. I hope you enjoy the book.
Love
Cara

Vocabulary

nouns

complaint, disgrace, germs, disease, council

adjectives

historic, ashamed, unhygienic

7 The TV Game Show

In Unit 7, you are going to read **Scene 1** of a **play**.

Scene 1 takes place in a TV **studio**.
A **game show** is being filmed.
It is called 'Your Golden Chance.'



My name is Anna.
I'm eleven years old.
I am trying to win a holiday.



My name is Larry.
I'm the presenter of the show.
You can win a great holiday or
a horrid holiday.

- Where do you think Anna would like to go?
- What sort of holiday would *you* like to win?

Here is the beginning of Scene 1.

This **opening paragraph** tells you:

- 1 **where the scene is set**
- 2 **who is in it**
- 3 **what is happening.**

Scene 1 In the TV studio

Anna is a girl of 11 years of age, and is in a TV studio. She is with a TV presenter, Larry, who is holding a microphone. On the table is a big gold box, labelled 'Your Golden Chance'. A cameraman is filming them. A studio audience is watching the show.

Larry *[looks towards camera and smiles at Anna]* Well done, Anna. You've won over three thousand pounds in prize money. How do you feel about that?

Audience *[applaud and cheer]*

Anna Wow! That's great!

These are the names of the **characters**.
They show the actor when to speak.

These are the **stage directions**. They tell the actors what to do.

Vocabulary

nouns	audience, expenses, pause, fanfare, folks, chance, disappointment
verbs	congratulate, applaud, cheer, remind, stir
adjectives	horrid, apprehensive, fortunate
adverbs	anxiously

8 The hidden persuaders

In Unit 8, you are going to see an **advertisement**.

- What is your favourite advertisement?
- What does it try to persuade you to do?
- What do you like about it?



includes
some
facts

clear title



uses
interesting
words

finishes
with a
catchy
jingle

Vocabulary

nouns

verbs

adjectives

agency, company, bargain, jingle
persuade, design, aim at, impress, emphasise
advertising, brilliant, wild

9 Reading Poetry

In Unit 9, you are going to read two poems.

The **first poem** is about a space monster.

It is divided into five **verses**.

It has a **chorus** between each verse.

A **chorus** is when the same words are repeated several times.



Here are the chorus and the first verse.

The space monster

Chorus *Spin a coin, spin a coin, all fall down;
A strange space monster's landed in town.*

Verse 1 It breathes out fire and belches smoke.
 Its thick, black breath will make you choke.

- Do you think it's going to be a friendly monster?
- How many **lines** are there in each a) chorus? b) verse?
- Do the lines **rhyme** in the chorus and verse above?

The **second poem** is a **rap poem**.

The poem must be read with a good **rhythm** and **beat**.



Practise the first verse together – then read the whole poem in your book.

The Most Important Rap

I am an astronaut
I circle the stars
I walk on the moon
I travel to Mars
I am brave and tall
There is nothing I fear
And I am the most important person here.



Vocabulary

nouns

chorus, planet, stamp, rhythm, beat

verbs

belches, whines, paralyses

adjectives

evil, invisible

10 Anwar and Ashraf

In Unit 10, you are going to read a **short play**. It teaches us that it is a good idea to be generous and share what we have.

The **narrator** tells us what is happening.

These are the **characters** in the play.



Anwar



Ashraf



the stranger

The **setting** of the play is a deserted Indian market in a village. It is dusk.

The **plot** is about two tired, hungry men who find a loaf of bread.

Anwar: *(pulling Ashraf's sleeve)* Am I seeing things?
Is that a lovely, fresh loaf of bread?

Ashraf: *(excitedly)* Yes, it is. I wonder why it's there.

Anwar: Someone must have left it there for poor,
hungry travellers like us.

What do you think Anwar and Ashraf do with the bread?



Vocabulary

nouns	travellers, conversation, insult
adjectives	fantastic, ridiculous, selfish
verbs	overhearing, divide
adverbs	exactly, extremely

11 Tigers

In Unit 11, you are going to read some **facts** about tigers.

- The facts are organised under **subheadings**.

Looking at tigers Where tigers live Hunting for food

- Under each subheading the facts are written in **paragraphs**.

Looking at tigers

A tiger is a fierce, strong cat that hunts in forests and jungles. Tigers are the biggest cats in the world. A male tiger may be longer than a car and weighs more than two adult men. A tiger's tail is over 0.6 metres long.

Female tigers are smaller than males ...

When we start writing a new paragraph we can **leave a space and begin a new line**.

The **first paragraph** is about male tigers.

The **second paragraph** is about female tigers.

- The writer also uses:
photographs so the reader can see the tigers.



captions which explain the photographs.

Tigers are the only big cats that are striped all over.

- Factual writing** like this is usually in the **present tense**.

Female tigers **are** smaller than males.

Vocabulary

nouns

swamps, territory, peacocks

adjectives

endangered, rare, common

verbs

protect, die out, pounces

12 Black Beauty

In Unit 12, you are going to read part of a much longer **story**. The story was written a long time ago when people travelled by horse and carriage.

Characters



Black Beauty is a horse. He is the **narrator** of the story.



Ginger is Black Beauty's friend.



James is the driver.



The stable lad.

Plot



Black Beauty, Ginger and the other horses are sleeping in the stable.

The stable catches fire. What will happen to the horses?

1st person narrative

The story is told by Black Beauty. He was in the stable when it caught fire. We read about what happened from his **point of view**. He uses the **1st person pronouns** **I** and **we**.

He tells the reader:

- what he **saw** 'The air was thick with smoke.'
- what he **heard** 'I could hear Ginger coughing.'
- what he **felt** He felt 'very uncomfortable' and 'very nervous'.

Vocabulary

nouns

adjectives

verbs

adverbs

stable lad, yard, bridle

uncomfortable, nervous, dreadful

sensed, trusted, darted

gently, quietly, lightly

13 Grace Darling

In Unit 13, you are going to read about a daring rescue. It is part of the **biography** of Grace Darling.

A **biography** is the story of a person's life (or part of their life) that is written by another person.

The biography **tells us** what happens:



Grace Darling lived in a lighthouse.



A ship sank near the lighthouse.



Grace and her father rowed out to the rocks. Did they rescue the people?

The **biography** tells us how people **felt** as well as what they did.

The captain was **relieved** when he saw the light.

Grace was **horrified** when she saw the people on the rocks.

The people were **terrified**.



Vocabulary

<i>nouns</i>	lighthouse, dawn, seals
<i>adjectives</i>	ferocious, terrible, faint, relieved
<i>verbs</i>	drift, pleaded, swept
<i>adverbs</i>	slightly, forcefully, selflessly

14 Stig of the dump

In Unit 14, you are going to read part of a **longer story**.

Characters

At this point in the story, there is only one **character**.

A young boy called Barney.



Setting

This part of the story takes place in a chalk pit. The writer uses lots of describing words to help you build up a picture of the setting in your mind.



'huge hole'

'strings of ivy'

'crumbly, brown earth'

'strange bits of wreckage'

'trees hung over the edge'

Plot

This is the beginning of Barney's adventure.

He goes to the chalk pit, looks over the edge and falls in!

He falls through the roof of a shelter.

Whose shelter is it?

Who lives in the chalk pit?



Vocabulary

<i>nouns</i>	flint, wreckage, clump, shelter
<i>adjectives</i>	rickety, crumbly, funny
<i>verbs</i>	peered, looped
<i>adverbs</i>	desperately, beneath

15 Where does our rubbish go?

In Unit 15, you are going to read **information** about how rubbish is collected.

The information is written in two ways.

A flow diagram

- shows each step of what happens to the rubbish
- is written in the order which it happens
- has drawings to help you understand what is happening

Most people have bins in their houses which keep filling up with rubbish. Different sorts of rubbish is thrown away in different rooms in the house.



When our bins are full, we empty them into a **dustbin** outside.



List of advantages and disadvantages

There are good things and bad things about how we get rid of our rubbish. Here are some of them.

Advantages

We have to put our rubbish somewhere. **Landfill sites** are **relatively** cheap. They are easy to use.

Disadvantages

When rubbish **rots**, it makes a gas which can be bad for the environment.

Vocabulary

<i>nouns</i>	dustbin, landfill site, soil
<i>verbs</i>	crushed, rots
<i>adverbs</i>	relatively, regularly

16 The One That Got Away

In Unit 16, you are going to read a **short story** called 'The One That Got Away'.

The **author** is Jan Marks.

Characters

The characters are the teacher and students in Class Four.

Mrs Cooper is the teacher.



Malcolm is the **main** character.



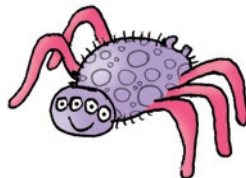
Setting

Most of the story takes place in the classroom.

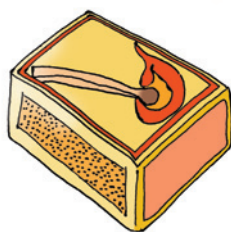
Plot

Mrs Cooper tells Class Four that they must bring in something interesting to talk about.

All Malcolm's friends have something interesting to talk about.



Malcolm doesn't know what to bring in.
Then he has a great idea!



Can you guess what Malcolm brought to school in a matchbox?

Here's a clue: the teacher and the students were frightened!

Vocabulary

<i>nouns</i>	assembly, creepy-crawlies, contribution
<i>adjectives</i>	rare, boring, glossy, frilly
<i>verbs</i>	eavesdropping, intended, kicked off
<i>adverbs</i>	carefully, definitely, rapidly

17 Interview with John Little

In Unit 17, you are going to read an **interview**.

In an interview:

- one person asks the questions **the interviewer**
- one person answers the questions **the interviewee**

In this unit John Little is the **interviewee**.

John Little is being interviewed because he is a children's author. He wrote 'Escape from the Castle of Doom' in unit 5.



The interviewer asks some interesting **questions** about John's memories of school. John Little gives quite long, interesting **answers**. He answers the questions **fully**.



Where did you go to school?



I went to school in Folkestone, Kent, in England. My first school was Mundella Primary School. When I was eleven, I went to the Harvey Grammar School. (This school was named after William Harvey. He was a famous scientist.)



What other questions do you think the interviewer asked John about his memories of school?

Vocabulary

<i>nouns</i>	memory, advice
<i>adjectives</i>	famous, jealous
<i>verbs</i>	fascinated, decided

18 Memories of school

In Unit 18, you are going to read **some poems about school**.

The first poem is an **acrostic**.
The first letter of each line spells a word.

Getting it right!

Students sitting at their desks

Chatting and writing

Hands up, answering questions



What do you think
the word might be?

The second poem is a **list poem**.

Is the poet remembering what she
saw or what she heard?

What I remember?

Bells ringing
Feet shuffling
Chairs scraping
Teachers talking
Students listening

The third poem is a **rhyming poem**.

Look at the title. What do you think
the poet remembers about school?

Left out!

Standing in the schoolyard
Waiting for the game,
I don't know why I bother,
It always ends the same.

The fourth poem is a **haiku**.

First day of school

What will it be like?



What can you remember about haikus?

Vocabulary

<i>nouns</i>	schoolyard
<i>verbs</i>	picks
<i>adjectives</i>	eager