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CAMBRIDGE Primary English

Learner's Book 5

Sally Burt & Debbie Ridgard



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Primary English

Learner's Book 5

Sally Burt & Debbie Ridgard

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Introduction

Welcome to Stage 5 of Cambridge Primary English. Language is your route to a world of knowledge, fun and communication. Language helps you grow and learn, and connects you to every area of life.

We have included exciting fiction texts covering timeless tales and fables from all over the world. We have also included fascinating non-fiction texts that will take you to space and back, and show you how things work.

You will read and produce all kinds of stories, plays, poetry, articles, advertisements, biographies, experiments, film reviews, letters and more, learning to be creative, descriptive, factual and persuasive.

You will do interesting activities in a variety of ways – on your own, in pairs and in groups – to practise reading, writing, speaking and listening for different audiences and in different contexts.

We have included something for everyone:

- Are you good at presenting or interviewing?
- Do you like to research a topic or do you prefer reading fantasy?
- Do you enjoy writing poems or biographies?
- How do you feel about performing?
- Are you better at reading aloud?

This book has all the tools you need to succeed and is full of opportunities for things that interest you and things you enjoy or want to learn to do better. There is also time for reflection, review and feedback so you can understand how to improve.

The book contains a handy toolkit at the end so you can remind yourself of essential language tips and tricks. It also has some spelling practice, showing that spelling can be fun as well as challenging.

We hope you enjoy your journey to language success.



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Page	Unit	Text type	Reading	Writing
10	1 There's a lesson in that	Fiction - Stories from different cultures, including fables, classic literature, stories that have also been developed into a play and/or film	<i>The Ant and the Grasshopper</i> <i>Auntie Anthea and Gentle Geoffrey</i> <i>The Man with the Coconuts</i>	Write a fable fact file Complete your reading log Answer questions on a text Write paragraphs describing Ant's and Grasshopper's personalities Write an opinion paragraph Design a cartoon strip Write dialogue Retell a fable
46	2 Exploring space	Information texts Recounts: biography Letters	A brief history of space timeline A blog entry from the ISS A biography of an astronaut A fact file	Write multi-clause sentences Use adverbials to order events Make notes on a timeline Plan a weekly diary Write a blog Write interview questions Plan and write a biography
77	3 Reflections	Poems by significant poets Classic poetry	'Flint' 'The Sea' Various haiku poems 'Wind'	Practise writing metaphors Write haiku poems
95	4 Telling timeless tales	Fiction - Stories from different cultures, including fables Classic literature Stories that have also been developed into a play and / or film	<i>The Jungle Book</i> blurb <i>The Jungle Book</i> (novel) <i>The Jungle Book</i> (play) <i>Welcome to Olympus</i> <i>The Cat Who Came Indoors</i>	Write a character profile Write a part of a screenplay Complete your reading log Retell a classic tale
134	5 Tell me how	Information texts that also contain explanations	Instructions on <i>Make a crystal star</i> Information on <i>The Giant Crystal Cave</i> Information on how to wear protective gear	Write instructions on how to do or make something Make notes in different ways Write an explanation paragraph Design a leaflet
164	6 A different type of story	Poems by significant poets, including classic poetry Narrative poetry	'The Way Through the Woods' 'Bringing the Rain to Kapiti Plain' 'Once the Wind' 'At the End of a School Day'	Answer questions on a poem Complete your reading log to compare poems Write a narrative poem following a frame

	Speaking/Listening	Language focus	Vocabulary	Cross-curricular links	21st – century skills
	Read aloud and discuss a fable Discuss animal stereotypes Retell a story from another point of view Listen to information on proverbs Give a presentation on a summary of the fable Give a presentation on a different story ending	Modal verbs Narrative and pronouns Possessive pronouns and adjectives Punctuating dialogue	Words to describe features of fables Shades of meaning verbs Words to describe different personalities and stereotypes Proverbs Synonyms for said Literal and figurative language Exploring alliteration Story stage language	History – Ancient Greek storytelling, different sources Science – ants and grasshoppers, making predictions Geography – reference books and maps on Philippines, and coconuts as a crop	Collaboration Active learning
	Listen to an interview Ask open and closed questions Role play an interview Have a discussion	Simple and compound sentences Adverbs and adverbial phrases Biography and autobiography features Adverbial clauses Past tense	Words in context Informal words and colloquial speech Specialised 'space' terms Synonyms Skim and scan viewpoint	History and geography - space exploration, biographies, fact files	Skills for life Creative thinking
	Read aloud with expression	Similes Metaphors Personification	Comparisons Figurative expressions Literal and figurative	Geography – gem stones, the sea, weather History – significant poets	Language awareness
	Make predictions Listen about classic literature Role play a conversation Read a story aloud using storytelling techniques	Standard English Direct and indirect speech Classifying nouns Quantifiers	Literal and figurative language Character-profile vocabulary Old-fashioned language Language describing register Screenplay language Classic-tale features Classifying nouns Spelling patterns for plurals	Geography – books about India, wild animals and the jungle; books about Greece; books about wild animals and the bush in Africa, Zimbabwe History – Ancient Greece; myths and legends from different cultures	Role play Metacognition
	Demonstrate instructions Listen to an interview Listen to a personal account	Style and purpose Simple and compound sentences Connectives Complex sentences	Non-fiction Topic sentence Instructions Explanations Summarise	Science – experiments, salt, crystals Geography – caves	Metacognition Cross-curricular learning
	Perform a poem in a group Describe mood and techniques to compare poems	Develop your poetic language Similes, metaphors and personification recap	Types of rhyme Poetic-technique vocabulary Literal and figurative description Figures of speech	Geography – woodland environment; Africa and African plains, drought Science – animals and plants in poem; hedgehogs	Group work Performance Differentiation

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Page	Unit	Text type	Reading	Writing
182	7 Tell it another way	Fiction - Stories from different cultures, including fables Classic literature Stories that have also been developed into a play and/or film	The Salt Prince Settareh synopsis Cinderella in China Cinderella in Kenya Blackberry Blue Blackberry Blue recount	Answer questions on a story Complete your reading log Write a Cinderella synopsis Draw up a table Make notes predicting how a story ends Write a paragraph to compare stories Write a Cinderella tale with your changes
212	8 Share your views	Persuasive texts: letters and reviews giving a personal opinion Information texts with explanations	Beach Clean-Up poster Advertisement for Accommodation in Camps Bay A map and a timetable Film posters and reviews An informal email A formal letter	Design a poster Write film review notes Write an informal text Write a formal letter
243	9 Lights, camera, action ...	A play script, book and film of the same story	Story summary: Aladdin A film script extract: Aladdin A play script extract: Aladdin and the Wonderful lamp A narrative text extract: Aladdin	Write a story summary Rewrite a script extract from a different point of view Write a script with stage directions and production notes
260	Spelling activities			
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Speaking/Listening	Language focus	Vocabulary	Cross-curricular links	21st – century skills
<p>Retell a story in your own words</p> <p>Summarise a fairy or traditional tale</p> <p>Listen to a <i>Cinderella</i> synopsis</p> <p>Present a short, oral report</p> <p>Give a group presentation on how the story ends</p> <p>Listen to how to modernise or adapt a familiar tale</p> <p>Read your tale aloud</p>	<p>Phrases and clauses</p> <p>Two forms of present tense</p> <p>Homophones and homonyms</p>	<p>Fairy/traditional tale features</p> <p>Words to add local colour</p> <p>Story-stages language</p> <p>Synonyms for adjectives</p> <p>Homophones and homonyms</p> <p>Ambiguity</p> <p>Traditional beginnings</p>	<p>Science – salt</p> <p>Geography – books and maps on Iran; books and maps on Kenya and China</p> <p>History – of Iran/Persia, Kenya and China</p> <p>Culture – cultural context of Iran, Kenya and China</p> <p>Geography and culture – of local area</p> <p>Science – plants and fruits including blackberries</p>	<p>Making predictions</p> <p>Collaboration</p> <p>Assessment for learning</p>
<p>Role play a persuasive conversation</p> <p>Give directions</p> <p>Present an oral review</p>	<p>Persuasive texts</p> <p>Adjectives of comparison</p> <p>Style, tone and register</p>	<p>Facts and opinions</p> <p>Persuasive techniques</p> <p>Formal and informal language</p> <p>Register</p>	<p>Geography – holiday destinations, maps</p> <p>Technology – sending emails</p> <p>Environmental awareness</p>	<p>Cross-curricular learning</p> <p>Language awareness</p>
<p>Learn how to write production notes</p> <p>Read aloud with expression</p> <p>Perform a script</p>	<p>Play script and film script features</p>	<p>Story summary</p> <p>Plays and films</p> <p>Genre</p> <p>Version</p> <p>Camera shots and angles</p> <p>Point of view</p>	<p>Geography – Middle Eastern countries and Asia</p> <p>History – ancient cultures</p> <p>Music – to fit the setting and characters</p>	<p>Skills for life</p> <p>Collaboration</p>

How to use this book



In this book you will find lots of different features to help your learning.

What you will learn in the unit.

We are going to ...

- read and discuss a fable, and explore features of fables.



Questions to find out what you know already.

Getting started

- 1 In pairs, make a list of:
 - planets and stars you know about
 - space travellers you know about
 - facts and words about space you remember.
- 2 Share this information with the class.



Fun activities linked to what you are learning.

- 2 Stories usually contain an issue or a complication. In fables, the issue is the lesson learnt by one of the characters.
 - a Discuss the issue in this story.
 - b What did either of the main characters do to resolve the problem?
 - c How does the story teach us the lesson?

Important words to learn.

Key words

folklore: traditional stories and culture of a group of people
moral: something you learn from a story or event about how to behave

Glossary

chirrup: (especially of a bird) short, high-pitched sounds



Key language and grammar rules explained.

Language focus

Standard English is used in formal narrative writing, although standard English rules can be broken in dialogue. In standard English:

- subjects must agree with verbs
- sentences need correct punctuation according to sentence type: statement, question or command
- capital letters are used at the beginning of a sentence, at the start of dialogue and for proper nouns and adjectives
- apostrophes must be correctly placed to show possession for singular and plural nouns or contractions.



How to use this book

Questions to help you think about how you learn.

Can you explain the features of a fable?
How could you make your explanation clearer?

Hints to help you with your reading, writing, speaking and listening skills.

Reading tip

When you don't know what a word means, try these ideas:

- Break the word into syllables and look for a common root word, prefix or suffix.
- Re-read the word in context for extra clues.
- Use a dictionary.
- Add the word to your wordbook.

A good time to pause and find out how your learning is progressing.

How am I doing?

Did you include your activities, thoughts, feelings and opinions in your blog?
Did you listen to the feedback and use it to improve your work?

This is what you have learnt in the unit.

Look what I can do!

- ☐ I can identify similes, metaphors and personification in poems.
- ☐ I can identify key features of a haiku.
- ☐ I can use different words for effect.
- ☐ I can plan, write and edit a haiku poem.
- ☐ I can analyse a poem's language and structure.
- ☐ I can practise and perform a poem as a choral reading.

Questions that cover what you have learnt in the unit. If you can answer these, you are ready to move on to the next unit.

Check your progress

- 1 Decide if the following statements are facts or opinions.
 - a Astronauts must be very brave to live in space.
 - b Astronauts can live in space for five months.
- 2 Write two simple sentences from this compound sentence:
The astronauts trained so they were ready for the mission.
- 3 Join these simple sentences to make a compound sentence:

A project for you to carry out, using what you have learnt. You might make something or solve a problem.

Project

- **Solo project:** research a fable from your own culture or region. Write a summary of the fable, outlining the lesson. Explain how the lesson could apply to our own lives. Give an example.
- **Paired project:** research a fable to role play and present to the class. Adapt the fable where necessary and present with expression and body language to bring it to life.
- **Group project:** research the Philippines, the context for *The Man with the Coconuts*. Find out about the location, size and population; its geographical features, plants and animals; the food, culture, music, language; and things to see and visit. Plan a multimedia presentation on cards, on-screen or as a brochure, or use a mixture of these methods. Include illustrations and photographs, as well as writing. Consider using appropriate props, music or costumes to make your presentation authentic. Assign a role to everyone and present your work as creatively as possible.

Glossary

culture: the habits, traditions and beliefs of a country, society, or group of people



1

There's a lesson in that

> 1.1 Read a story by Aesop

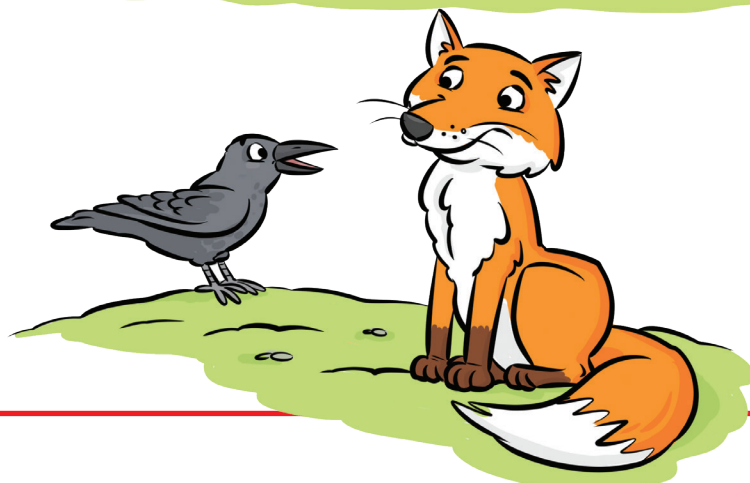
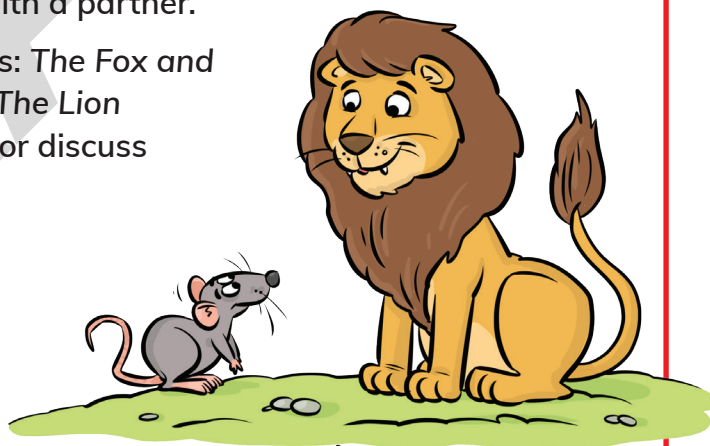
We are going to ...

- read and discuss a fable, and explore features of fables.

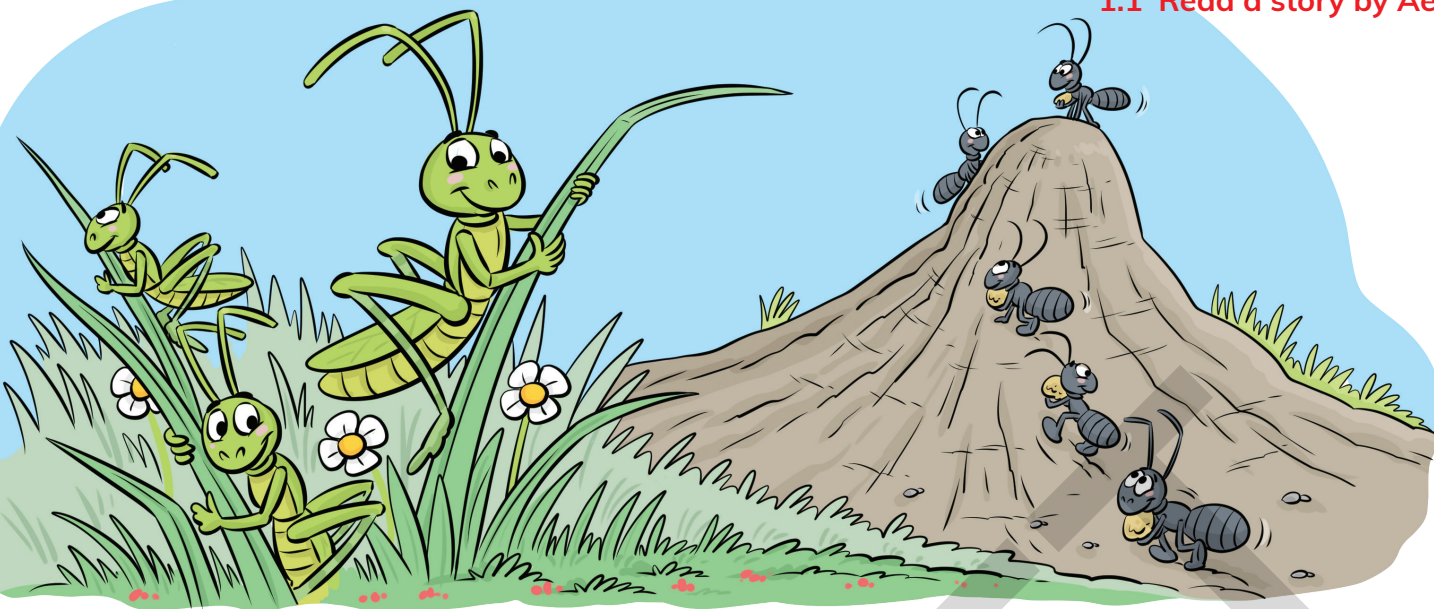


Getting started

- 1 What is a fable? Is it fiction or non-fiction?
- 2 Discuss what makes the story a fable with a partner.
- 3 Do you know any of these famous fables: *The Fox and the Crow*, *The Tortoise and the Hare* or *The Lion and the Mouse*? Tell them to each other or discuss what they may be about.



1.1 Read a story by Aesop



1 The Ant and the Grasshopper is one of Aesop's most famous fables.

- a Skim read the story silently to get the main idea.
- b Read the story aloud in your group, one paragraph each.
 - Do you understand all the words in your paragraph?
 - Use expression as you read, so you make the meaning clear.

Aesop lived in Greece in the 6th century BCE. No-one's really sure where he came from, but 'Aesop' comes from the Greek word 'Aethiop', which means Ethiopia, so that may be a clue.



Reading tip

When you don't know what a word means, try these ideas:

- Break the word into syllables and look for a common root word, prefix or suffix.
- Re-read the word in context for extra clues.
- Use a dictionary.
- Add the word to your wordbook.

1 There's a lesson in that



The Ant and the Grasshopper

One fine summer's day, deep in a meadow, a grasshopper was bouncing about, chirruping and singing without a care in the world. An ant bustled by, weighed down by the enormous ear of corn she was lugging to her nest. Time and time again, the grasshopper watched the ant scurry back and forth gathering food – insects, flies, grains of wheat – anything she could find, never once stopping to admire the glorious day or relax in the rays.

The grasshopper found this difficult to **fathom** and teased her as she busied by saying, "Take it easy there, Ant! Why are you working so hard? The day is long! Food is plentiful. Come and rest awhile and listen to my latest melody."

"As it happens, Grasshopper, I am storing up food for winter and you should be doing the same. Summer won't last forever, you know!" snapped the ant shaking her head and rolling her eyes as she continued on her industrious way, if anything toiling just a little harder. Grasshopper **guffawed** at the idea of working on such a day and hopped happily off into the sunset, singing and jigging all the way.

And summer *didn't* last. It never does. Winter came, bringing barren **fare** and frosty fields. Grasshopper's song stuck in his throat as he shivered without shelter or **sustenance**, gazing **wistfully** at the ants as they munched **liberally** from their stores of food, shaking their heads at him and offering him nothing.

"How foolish I have been!" he wailed, for only then did Grasshopper understand that he should have made provision for winter as Ant had said.



Glossary

fathom: to understand something by thinking about it hard

guffawed: laughed loudly, especially mocking someone or something

fare: food and drink

sustenance: food

wistfully: slightly sad because you are thinking about something you cannot have

liberally: in large amounts

1.1 Read a story by Aesop

2 Discuss the story in a group.

- a Summarise the main idea of the story in two or three sentences.
- b Who are the main characters? How are they different in what they say and do?
- c One character learnt something important. What was it?
- d Which character do you think behaved the best? Use examples to explain your view.
- e Who would you rather be friends with – Ant or Grasshopper?
- f Fables are found in many cultures and **folklore** traditions. What have you learnt about fables from the story? Write a Fable Fact File in your notebook.

Use these words to help you:



Key words

folklore: traditional stories and culture of a group of people

moral: something you learn from a story or event about how to behave

FABLE FACT FILE

- Fables are ...
- Usually, the characters ...
- The main point ...
- We can ...

- g Discuss other stories you think might be fables.
- h Complete your reading log for *The Ant and the Grasshopper*.
Is a story a good way of teaching this lesson? Explain your opinion.

Can you explain the features of a fable?
How could you make your explanation clearer?

1 There's a lesson in that



> 1.2 Check your understanding

We are going to ...

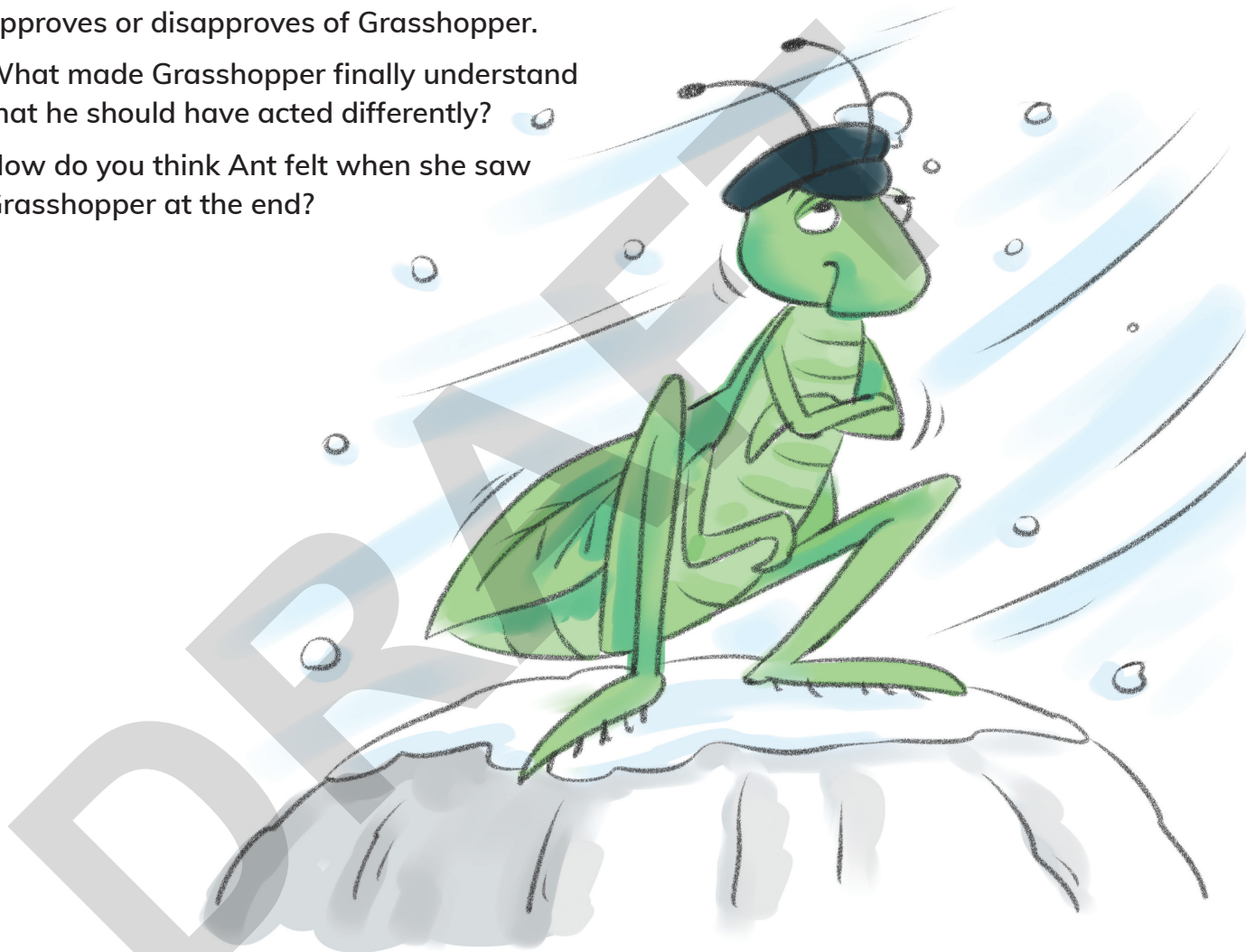
- explore descriptive verbs and **modal verbs**

Getting started

- 1 Work with a partner and complete a sentence using the verb *must*.
You must ...
- 2 Now replace *must* with *may*. Which sentence gives permission, and which one obliges you to do something?
- 3 Do the same with *could* and *should*. Explain the difference in the effect.

1.2 Check your understanding

- 1 Discuss the questions with a partner and then write your answers neatly in your notebook. Use examples from the text.
 - a Why did Grasshopper tease Ant?
 - b Why did Ant say “Summer won’t last forever”?
 - c Give an example of Ant’s actions to show she approves or disapproves of Grasshopper.
 - d What made Grasshopper finally understand that he should have acted differently?
 - e How do you think Ant felt when she saw Grasshopper at the end?



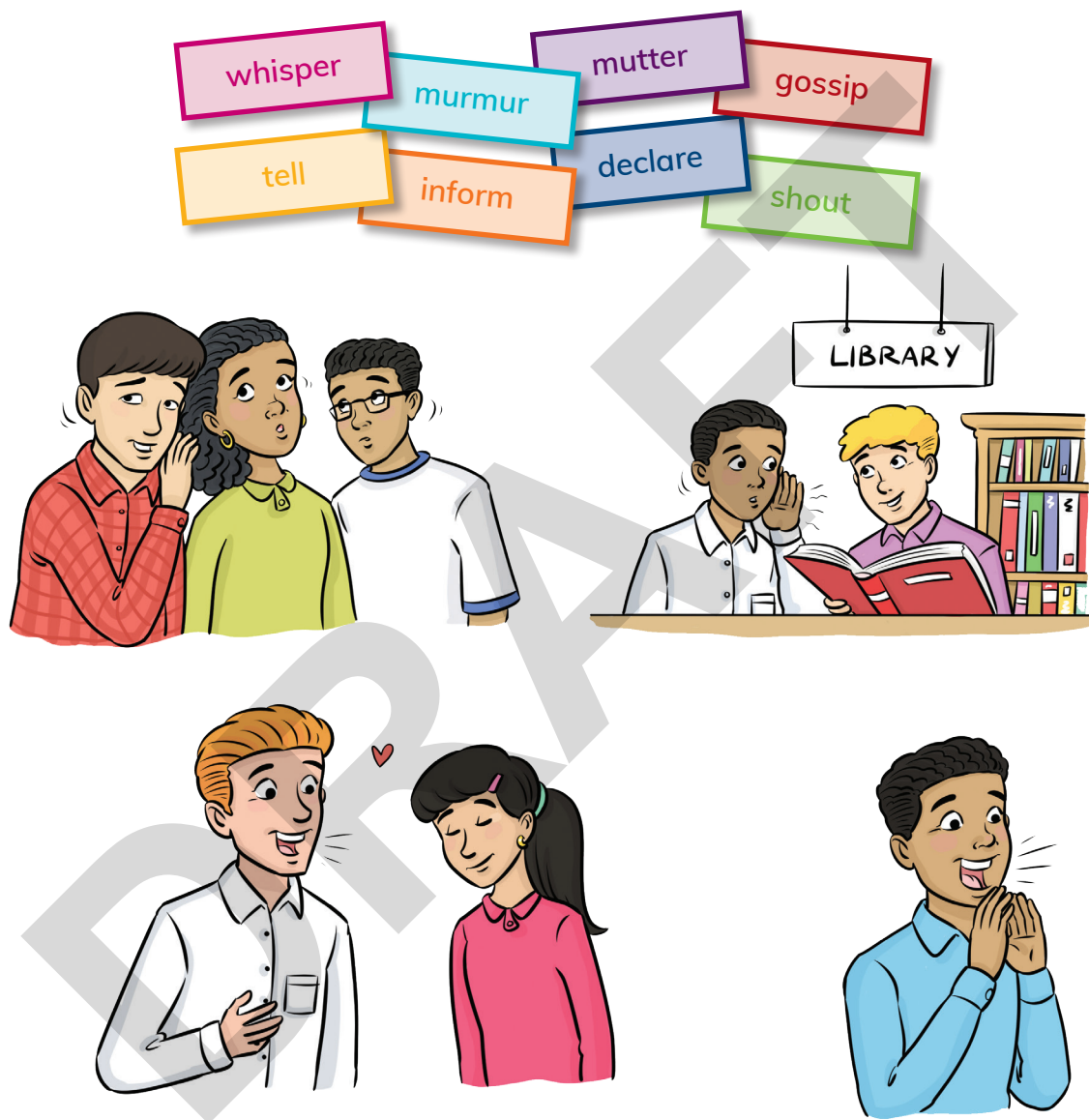
Key word

Modal verb: a verb that expresses possibility, ability, permission or obligation by changing other verbs in a sentence

1 There's a lesson in that

2 Verbs can tell you about characters through how they act and move.

- a What different kinds of speaking do these words describe?
Explain the different shades of meaning and use them in role plays with a partner. Use a dictionary if you need to.



- b Choose a verb from the story that shows Ant's mood when Grasshopper teases her.
- c Write down verbs from the story to describe how Ant moves.
What do they show about her personality?
- d Fathom has more than one meaning in the dictionary. Use the context to decide which meaning is correct in the story.

1.2 Check your understanding



Fathom

- n. a unit of measurement (equal to six feet) for water depth
- v. to measure the depth of water with a sounding line
- v. to understand something by thinking hard about it

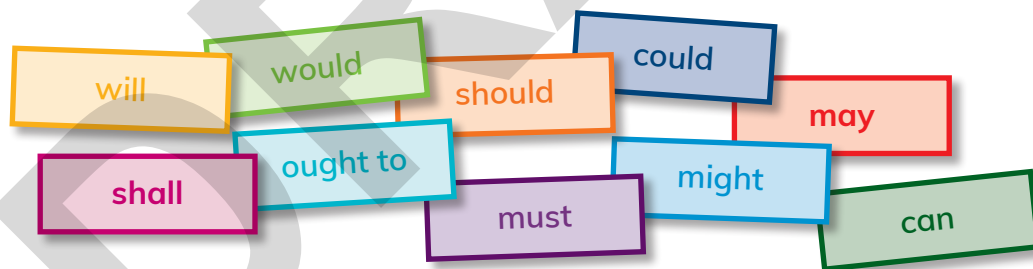
e What tense is the narrative part of the story? Give three examples.

f What tense is the dialogue mainly in? Give three examples.

3 Work with modal verbs.
Read the Language focus box.

Language focus

Modal verbs express possibility, ability, permission or obligation by changing other verbs in a sentence. Common modal verbs are shown here



Modal verbs are followed by the base verb they change.

I can dream; you ought to eat; she should smile.

Modals can express degrees of possibility – how likely something is to happen:

It could be hot tomorrow.

It might be hot tomorrow.

It will be hot tomorrow.

I may do my homework.

I should do my homework.

I must do my homework.

1 There's a lesson in that

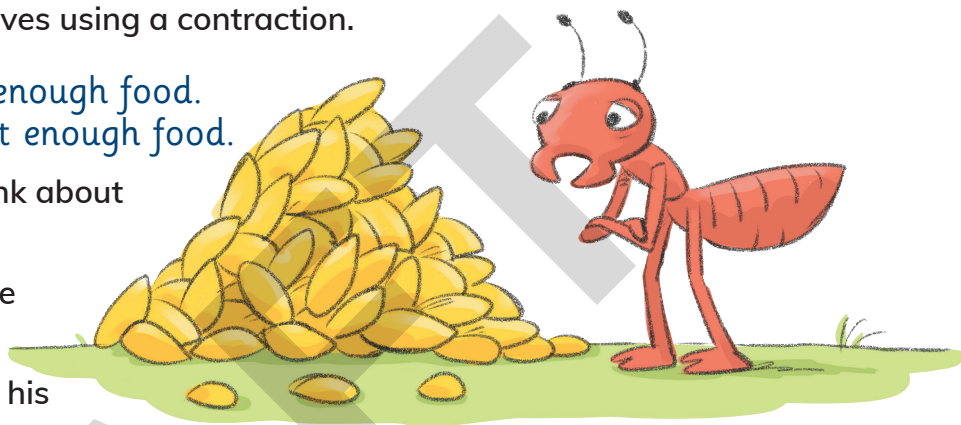
- a Identify the modal verb and explain the difference between these sentences in terms of how likely they are to happen.
- The grasshopper might collect food for the winter.
 - The grasshopper will collect food for the winter.
- b Modal verbs can be negative. Identify the modal verbs then turn these sentences into negatives using a contraction.

Example: Ant will collect enough food.
Ant won't collect enough food.

- Grasshopper should think about the winter.
- Grasshopper ought to be more responsible.
- Grasshopper can spend his time relaxing.
- Ant must be kind to Grasshopper.

- c Choose a suitable modal verb to complete these sentences.

- He chirrups beautifully.
He _____ practise a lot.
- It was so dark in the anthill that Ant _____ see the doorway.
- Ant is a talented food collector.
She _____ even carry food balanced on her back.
- If she collects enough food, she _____ just have enough to last the winter.
- Grasshopper isn't convinced by hard work.
He _____ see the point of working in summer.



Glossary

chirrups: (especially of a bird) short, high-pitched sounds

> 1.3 Story features

We are going to ...

- explore animal stereotypes, discuss story structure and develop ideas about characters.

Getting started

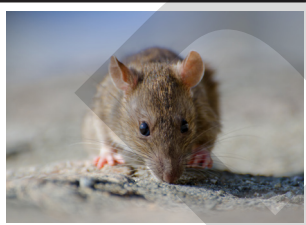







- 1 **Anthropomorphism** means giving human characteristics to animals in stories or pictures. *Anthropos* means *man* or *human* in Ancient Greek and *morph* means *shape* or *form*. Can you see how this word came about?
- 2 Discuss how you think Ant and Grasshopper have been given human characteristics.

- 1 Animal characters in fables often have particular human characteristics that we associate with each animal. These are known as **stereotypes**.
 - a Discuss with a partner the characteristics often associated with these animals in stories and films.

Key words

anthropomorphism: giving human characteristics to animals in stories or pictures

stereotype: the typical characteristics associated with a type of person or character

			
rat	bull	hare	dolphin
			
monkey	sheep	bee	tortoise

1 There's a lesson in that

- b** How does Ant act like a person? Make a list.
- c** How does Grasshopper act like a person? Make a list.
- d** Read these fact files about real ants and grasshoppers.
 - Which is which?
 - Do the facts match Ant's and Grasshopper's personalities? Give your opinion.



A	B
<ul style="list-style-type: none"> • Live almost anywhere except extremely cold places • Live by themselves • Mostly eat grasses, leaves and cereal crops (herbivore) • Don't usually survive the winter 	<ul style="list-style-type: none"> • Live almost anywhere • Live in colonies • Will eat most things especially insects, meat, fats and sugary foods (omnivore) • Can live from a few months to a few years

- e** Write two short paragraphs describing the personalities of Ant and Grasshopper, using examples from the text of how they speak and act.

Include your idea of what each character thinks of the other based on how they act and their personalities.

- 2** Stories usually contain an issue or a complication.
In fables, the issue is the lesson learnt by one of the characters.

- a** Discuss the issue in this story.
- b** What did either of the main characters do to resolve the problem?
- c** How does the story teach us the lesson?

1.3 Story features

- 3 Ant and Grasshopper approach life differently.
- Make notes about how each character approaches life.
 - Summarise your ideas to your partner and discuss whether you agree.
 - Sort these adjectives into two lists to describe Ant and Grasshopper.



- Role play a conversation in which Grasshopper asks Ant for help at the end of the story.
 - What will Grasshopper say?
 - How will Ant react?
 - What could Grasshopper offer Ant in exchange for food?
- Write a short paragraph explaining what you would say and do if Grasshopper asked you for help. Give reasons.

Glossary

prudent: careful and avoiding risks

worthy: deserving respect, admiration, or support

Speaking tip

Imagine how the characters would speak as well as what they might say.



1 There's a lesson in that

How are we doing?

- Exchange your paragraph with a partner.
- Do you agree with your partner's view?
- Have clear reasons been given?

What do you prefer to write with?
A pen, a pencil or a computer?



> 1.4 What about my point of view?

We are going to ...

- explore narrative voice, tell a story from another point of view and work with pronouns.

Getting started

How could you make this flow better?

Example: *Ant collected Ant's food to have for Ant's supper. Ant decided Ant had the right ingredients for Ant's favourite food.*

- 1 The narrator of a story can either be a character (first person) or someone looking in from outside (third person).

Example: *The duck said that the duck gave the duck's mum a present.
The duck said that she gave her mum a present.*

Writing tip

Pronouns stand in for people or objects to avoid repetition.

- a Who tells the story of *The Ant and the Grasshopper*?
- b What evidence tells you this – the narrative or the dialogue? Why?

1.4 What about my point of view?

Language focus

Third-person narrative: an outsider tells the story but is not part of it.



Imran went to school early so that he could hand in his newspapers for recycling.

Common pronouns: *he, she, it, they, him, her, them, his, hers, theirs*

First-person narrative: a character tells the story as well as being in it.

I go to school early so that I can hand in my newspapers for recycling.



Common pronouns: *I, we, me, us, mine, ours*

- c Which words show whether these sentences are in first or third person?
- Grasshopper said he hoped winter would not come.
 - I am worried that Grasshopper will have no food.
 - She works so hard and never has time for play.
 - We share all the food we collected to see us through winter.
 - The ants know they need to store food to survive.



2 Use possessive pronouns and adjectives.

Language focus

Possessive pronouns and **possessive adjectives** do different jobs.

Possessive adjectives appear with the noun they modify.

Possessive pronouns take the place of a noun.

That's my book, not your book. → *That book is mine, not yours.*

possessive adjective

possessive pronoun



1 There's a lesson in that

Personal pronouns	Possessive adjectives	Possessive pronouns
I	my	mine
you	your	yours
he	his	his
she	her	hers
it	its	—
we	our	ours
they	their	theirs

a Choose the correct word for these sentences.

- Mimi strapped (*her / hers*) satchel on (*her / hers*) back.
- We paid for the tickets, so they are (*our / ours*).
- (*Your / Yours*) voice is the loudest in the class.
- Both teams thought the trophy should be (*their / theirs*).
- Please give back (*my / mine*) jacket.

b Replace the personal pronoun (*I, you, he/she/it, we, they*) with the correct possessive adjective or pronoun.

- Winter made (*it*) presence felt.
- We are collecting food for (*we*) stores.
- All the food I have collected should be (*I*).
- They gave me (*they*) word.
- All that I have is (*you*).

3 Not everyone sees things the same way. How might the story change if Ant or Grasshopper was telling it?

One fine summer's day, deep in a meadow, I was bouncing about, chirruping and singing without a care in the world ...

One fine summer's day, deep in a meadow, I noticed a grasshopper bouncing about, chirruping and singing without a care in the world ...

1.5 Proverbs tell a tale

- a Decide with a partner who will tell the story from Ant's and Grasshopper's points of view.
- b Re-read the story and decide what to change to make your character the narrator. You can also change some story details.
- c What does Ant really think about Grasshopper?
- d What does Grasshopper really think about Ant?
- e Make notes of your changes.
- f Tell each other the story from your character's point of view.

Speaking tip

Bring out your character's personality by using informal expressions and words that show what they are thinking.

> 1.5 Proverbs tell a tale

We are going to ...

- explore proverbs, **literal** and **figurative** language, and design a cartoon strip.

Getting started



Listen to the information telling you about proverbs and then discuss the following questions.

- 1 What is a proverb?
- 2 How do we learn from a proverb?
- 3 How is a proverb like a fable?
- 4 What lesson do the four proverbs teach?
Discuss how they might be relevant to your life.

Key words

literal: precise; meaning exactly what is said, not exaggerated

figurative: not exact; using imaginative or exaggerated description

1 There's a lesson in that

1 Stories can help us to learn tricky lessons about life; we remember the story, so we remember the lesson.

a In a small group, read the following proverbs and explain to each other what they mean.

- Never put off until tomorrow what you can do today.
- All that glitters is not gold.
- Beauty is in the eye of the beholder.

b *Make hay while the sun shines* is a figurative expression. Use the cartoon strip to help you discuss what it means literally and then work out the lesson that it teaches.

Reading tip

A dictionary gives you the literal meaning of a word. Figurative descriptions use images to express meaning. We **infer** the meaning from the images.

Key word

infer: work out using prior knowledge



c Which of the proverbs at the beginning of this activity has the same meaning as *Make hay while the sun shines*?

1.5 Proverbs tell a tale

2 Explain the apostrophe.

- a Write two uses for the apostrophe, giving an example of each.
- b Explain the purpose of the two apostrophes in the cartoon strip.
- c Explain the reason for the apostrophe in these examples from *The Ant and the Grasshopper*.
 - One fine summer's day ...
 - Summer won't last forever ...
 - And summer didn't last ...
 - The grasshopper's song stuck in his throat ...
- d Write two sentences using apostrophes accurately for each of the purposes you identified.



3 Design a cartoon strip to illustrate a proverb.

- a Choose one of the proverbs from Activity 1. Tell each other an idea for a scenario that could teach the lesson in the proverb.
- b Plan a cartoon strip of your scenario. Sketch the scene and write dialogue in the speech bubbles.
- c Add any necessary narrative text. Keep it brief.
- d Complete the cartoon strip and share it with the class.

1 There's a lesson in that

> 1.6 A twist in the traditional tale

We are going to ...

- explore a modern version of a fable, make notes of the main points and present a summary of the story.

Getting started

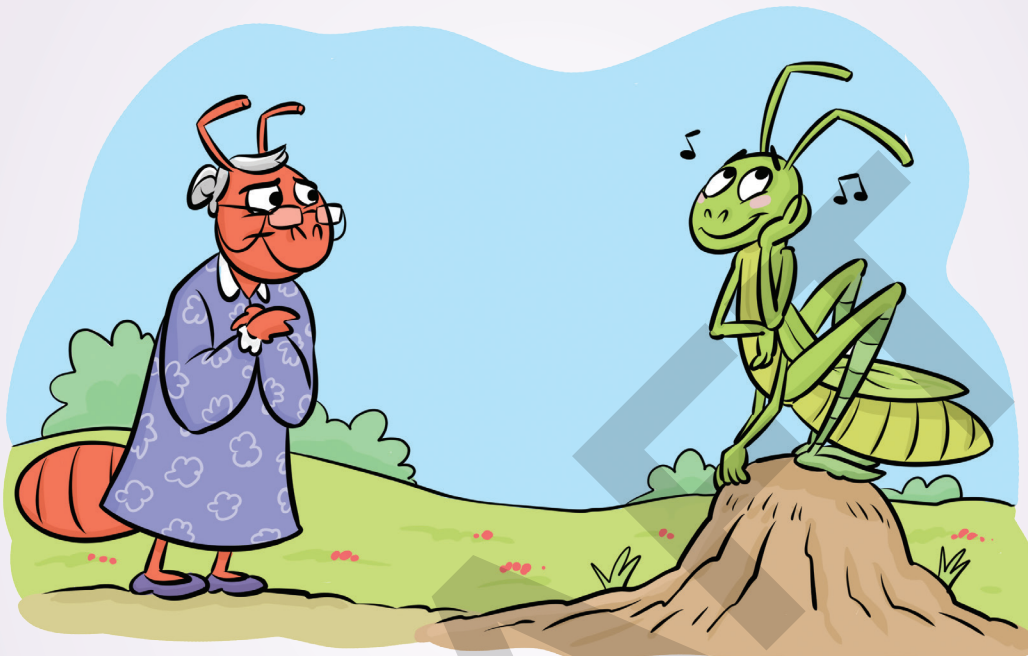
- 1 Have you ever heard more than one version of a story?
- 2 What sort of story was it?
- 3 Why do you think there was more than one version?

- 1 Explore a modern version of the fable.
 - a Look at another version of *The Ant and the Grasshopper* at the end of this activity, titled *Auntie Anthea and Gentle Geoffrey*. Which is the Ant and which is the Grasshopper? How can you tell?
 - b Predict how this modern retelling (from the title and the pictures) might be similar to or different from the traditional version.
 - c Skim read the story to identify the narrator: is it Geoffrey, Anthea or a third-person narrator?
 - d Read the story together in groups of three. Make notes to summarise the main points. List similarities and differences between this and the traditional version.





Auntie Anthea and Gentle Geoffrey



Summer had been a blast and Gentle Geoffrey had loved every minute. He felt so inspired and his music was sweeter than ever. Auntie Anthea had also enjoyed the summer. Gentle Geoffrey's music had certainly made cleaning and collecting food seem much less effort.

As the weather cooled, Gentle Geoffrey's chirruping became a little less cheerful. Auntie Anthea, on the other hand, was still scrubbing and storing, although it seemed a little more of a chore.

By the time the winter chill set in, Geoffrey felt **famished** and frail. He'd played music all summer with his head in the clouds, so he had no home to go to and no food to eat. But just as he thought he should do something, he caught a faint melody in the whistling wind and once more could think of little else. Auntie Anthea, meanwhile, was warm and well-fed but was finding winter dull, with little to liven up her diet and daily chores. All of a sudden, she thought of Geoffrey.

"What a tasty treat!" she clapped.

"I adore insects and Geoffrey will make a delicious difference. He never knows what's what with all that music swirling in his head. He'll leap at the chance of filling his tummy and I've never grazed on a grasshopper before."

"A ... A ... Auntie Anthea," shivered Geoffrey, surprised to see her braving the frosty fields. "Wh ... wh ... whaddya you doing here?"

1 There's a lesson in that

"I couldn't help thinking of you turning into a block of ice out here," said Anthea, trying to keep the anticipation in her voice **at bay**. "I want a **tenant**, and who could be more delicious, I mean delightful, than you?"

"D ... d ... delicious? That doesn't sound so c ... c ... cool. I think I'll g ... g ... give it a miss, if it's all the s ... s ... same to you," **quavered** Geoffrey.

"Well, it's not – my heart's set on taking you home for supper," **lured** Anthea. "Just come on inside for a bit."

"A b ... b ... bit of what?"

"A bit of a bite, of course!" snapped Anthea, with a touch of irritation.

"But a b ... b ... bite of wh ... wh ... what?" Geoffrey worried as he crumpled to the ground, too weak to stand.

Anthea dashed forward, slung Geoffrey onto her back, hauled him home and laid him in front of the fire, licking her lips. Geoffrey, revived by the warmth, thought for a moment and then smiled winningly at Anthea.

"Auntie, the other insects said you were, well, mean, but you seem so kind. What can I, you know, do, um, to thank you for your hospitality?"

"Well, I had thought ..." Anthea trailed off, hoping her tummy wasn't rumbling too obviously.

"Hmmm! I'd rather sing for my supper than be your supper," Geoffrey declared, and he began to sing, softly at first but gaining in strength with every note. Anthea loved it and suddenly realised what was really good about having Gentle Geoffrey in her home. She could cook and clean and he could keep her company and entertain her friends. Now that would be a giant leap forward for antkind!

Glossary

famished: extremely hungry

at bay: away

tenant: someone who pays rent to use land or live in a building

quavered: shook, usually with emotion or uncertainty

lured: persuaded someone to do something by offering them something exciting

The name Geoffrey has English, French and German origins. It means 'peace'. Do you think it was a good name for the grasshopper in this story?



1.6 A twist in the traditional tale

2 Prepare a short group presentation summarising this version of the story.

- a Use your notes and the following questions to prepare your presentation.
- What are Anthea and Geoffrey like? What are their talents?
 - What does Anthea intend for Geoffrey at first?
 - What does she say that makes Geoffrey reluctant to go with her?
 - What shows that Geoffrey knows what Anthea is planning?
 - What do you think of his solution to the problem?
 - What is the twist in the tale?
 - What lesson does this fable teach?
 - Which version of the story do you prefer and why?
- b Give your group presentation to the class.
- c Answer any questions when you have finished.
- d Add Auntie Anthea and Gentle Geoffrey to your reading log. Note down whether you preferred this version of the fable or the original.

How are we doing?

- Did you use evidence to explain your comments?
- Did you explain clearly which version you prefer?
- Did you make sure everyone took part in the discussion?

1 There's a lesson in that

> 1.7 It's all about dialogue

We are going to ...

- punctuate direct speech, extend a conversation and do a dramatic reading.

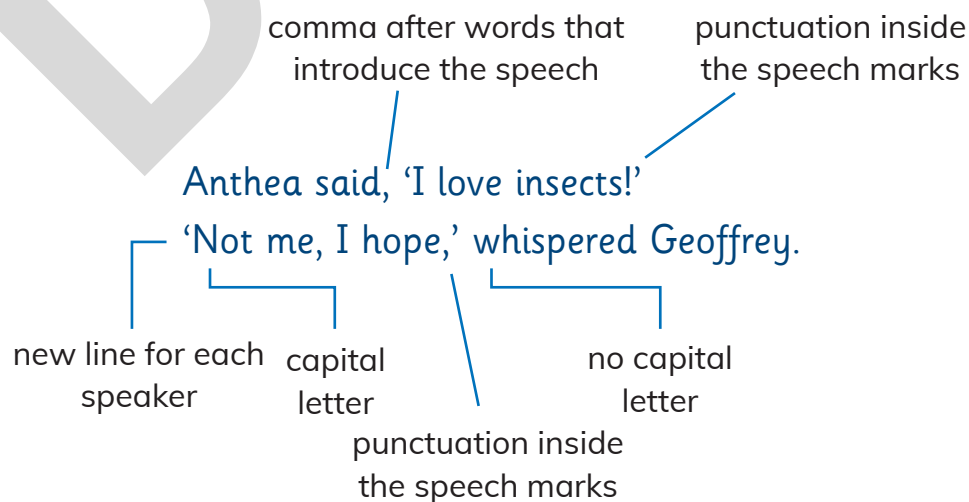
Getting started

- 1 With a partner, list as many interesting synonyms for *said* as you can.
- 2 Suggest a way to each rewrite each synonym using *said* + an adverb, e.g. *said loudly*.

Language focus

Punctuating dialogue

- Put speech marks before and after the spoken words.
- Capitalise the first word inside the speech marks.
- Use a comma after any words introducing the speech.
- Start a new line when a new person speaks.
- If the narrative indicating who spoke (e.g. she said) comes **after** the speech, put the comma, exclamation mark or question mark (never a full stop) before closing the speech marks with no capital letter for the word that follows.



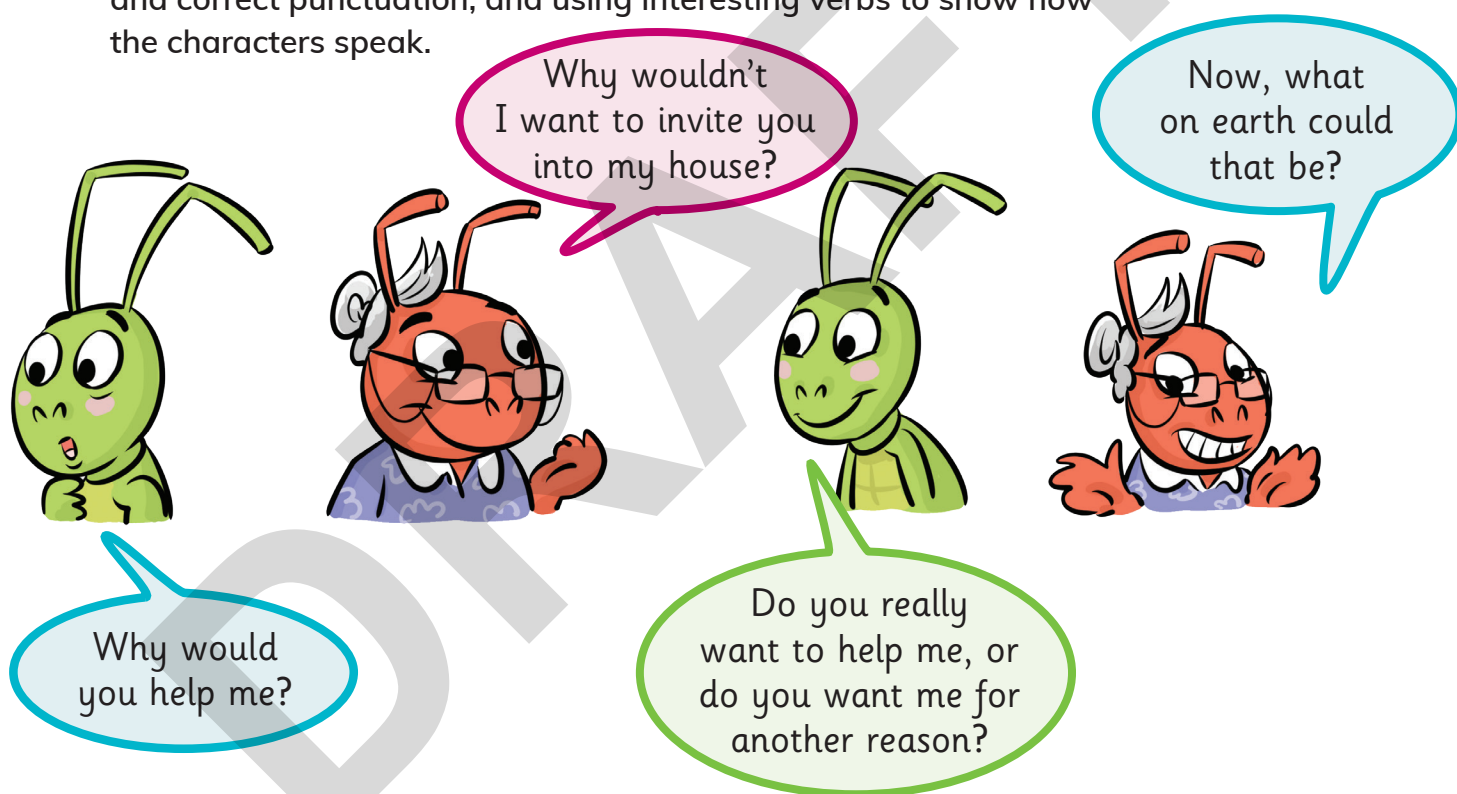
1.7 It's all about dialogue

1 Learn about punctuating direct speech.

- a Scan the story to locate the punctuation showing dialogue.
 - Does it follow the rules in the Language focus box?
 - Can you write any other rules to guide you?
- b Discuss how the punctuation works in the following sentence:

'Dearie me,' said Auntie Anthea, 'you look awfully feeble.'

- c Write these sentences into your notebook, adding the speech marks and correct punctuation, and using interesting verbs to show how the characters speak.



2 Extend the story.

- a Continue Geoffrey and Anthea's conversation after Geoffrey finishes singing.
 - Write at least two more things for each character.
 - Keep the dialogue 'in character'.
 - Use the correct punctuation for the dialogue and the narrative.

Writing tip

Try using adverbs to add interest to *said*, *asked* or *replied* instead of replacing them with descriptive verbs.

1 There's a lesson in that

3 Do a dramatic reading of the dialogue in the story, including your new dialogue.

- a Practise reading out just the dialogue with a partner.
- b Use the narrative and the way the words are written to help you put across your ideas about the characters. Support your interpretation with speech and gesture.



Speaking tip

You can use an accent as well as words to help your character sound **authentic**.

Key word

authentic: real, true, genuine or truly representative

What was hard about reading in character?
How could you improve your dramatic reading?

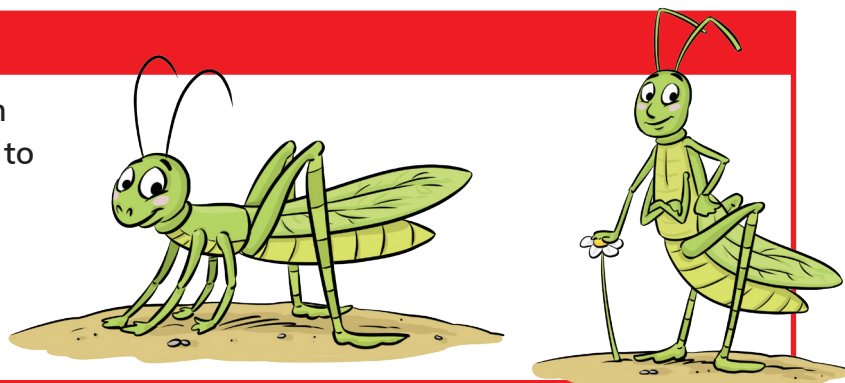
> 1.8 Figurative language is all around

We are going to ...

- differentiate between literal and figurative language, interpret figurative expressions and explore alliteration.

Getting started

- 1 Explain the difference between literal and figurative language to a partner.
- 2 Give an example of a literal and a figurative description of a grasshopper.



1.8 Figurative language is all around

1 **Figures of speech** are all around us in our everyday language.

a Discuss these expressions in a small group.

- Do you know these expressions?
Talk about what they mean.
- What do they mean literally?
- How might you use them in everyday speech?

Key word

figure of speech: words that are used together in an imaginative way to mean something different from their usual meaning

let the cat out of the bag

hit the nail on the head

hold your tongue

pull your leg

in the same boat

hold your horses

once in a blue moon

read between the lines

b Choose three of the expressions and use each one in a sentence.

c Think of some other figurative expressions you know or use.

- In your group, choose one figurative expression each.
- Each draw a literal picture to illustrate your expression.
- Swap your pictures with another group and guess each other's expressions.

d Find the following figurative expressions in Auntie Anthea and Gentle Geoffrey in session 1.6.

- Discuss what they mean literally.
- Discuss what they mean figuratively in the context of the story.



summer had been a blast

with his head in the clouds

that doesn't sound c ... c ... cool

a giant leap forward for antkind



1 There's a lesson in that

- e In the first version of the fable, Grasshopper's song stuck in his throat when winter came. What does this expression mean, both literally and figuratively? How do you think it came about?
- f Geoffrey tells Anthea he would rather sing for his supper than be her supper. Is he using the expression figuratively or literally? Why?
- 2 **Alliteration** is a figure of speech because the effect of the repeated consonant sound makes the words more memorable.

Key word

alliteration: use of the same sound or sounds, especially consonants, at the beginning of several close-together words

- a Discuss the effect of alliteration in the names of Auntie Anthea and Gentle Geoffrey.
- Do the names suit their characters?
 - Invent an alternative name for each character using alliteration.

SUPER SIPHO

funny fatima

Joyful Jacob

- b Think of a word that alliterates with your name and reflects something about you.
- c Anthea often uses alliteration in her speech.
- Identify three examples of alliteration in her dialogue.
 - How does alliteration make the words stand out?
- d Find three more examples of alliteration in the story. What effect does it have?

> 1.9 Hold a discussion forum

We are going to ...

- compare fact and opinion, prepare and deliver a group presentation and discuss each other's presentations.

Getting started

- 1 What is the difference between fact and opinion?
- 2 Which is fact and which is opinion?

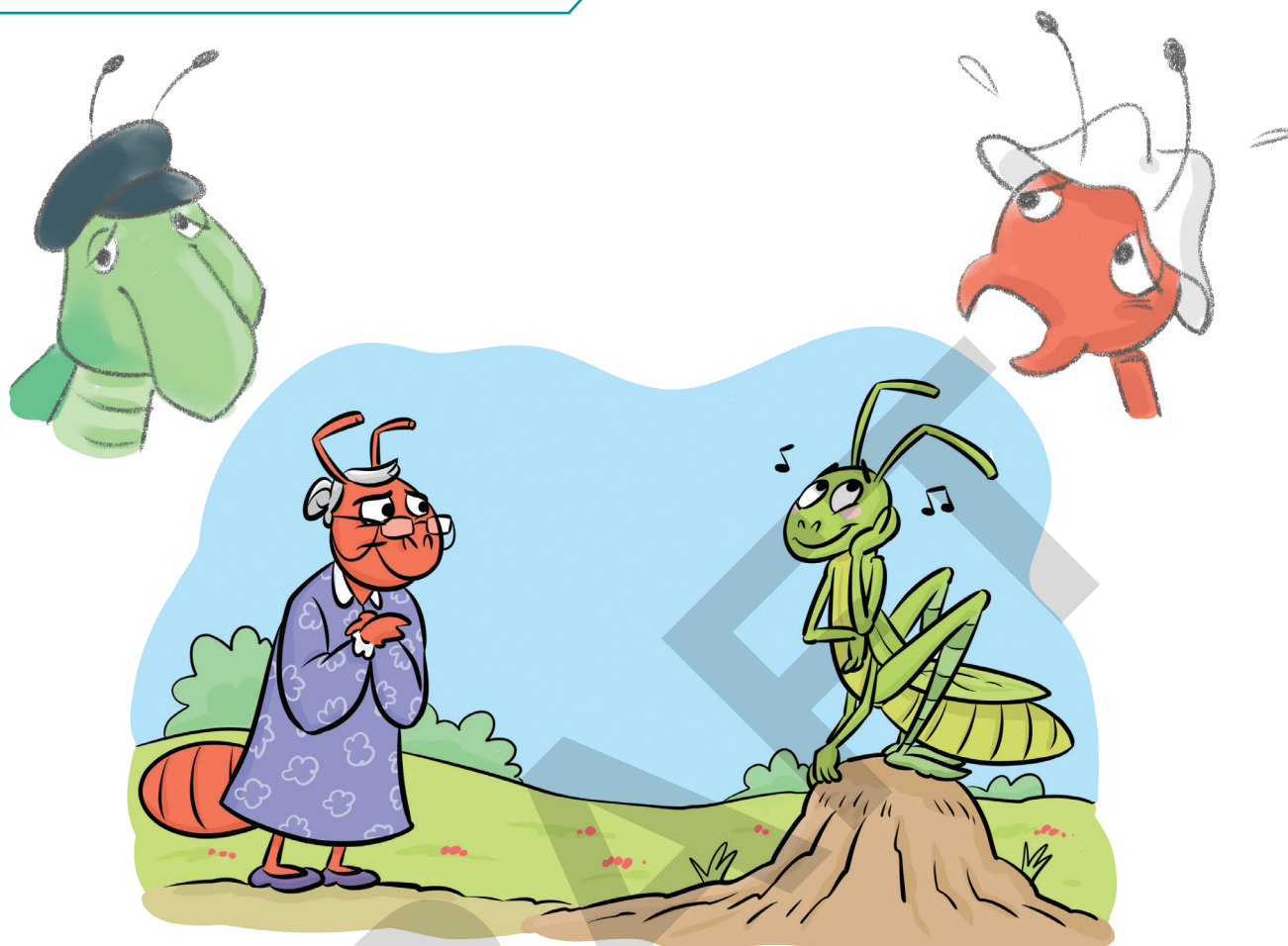
Grasshopper seems lazy and careless.

The ant collected enough food for winter.

- 3 Share a fact and an opinion about Auntie Anthea and Gentle Geoffrey with the class.

- 1 Fables are part of the oral tradition; the same story often has different versions, characters, details or endings.
 - a In groups of four, discuss an alternative ending to one of the versions of *The Ant and the Grasshopper* fable.
 - b Prepare a group presentation to include:
 - which fable you have chosen
 - your thoughts on the discussion points given in the table on the next page
 - an alternative ending to the fable
 - the lesson to be learnt from your alternative ending.

1 There's a lesson in that



The original version:	The modern version:
<ul style="list-style-type: none"> • What happened to Grasshopper at the end? • What did Ant do about it? • Do you think this was right? • Was Grasshopper lazy? • What could Ant or Grasshopper have done to change the outcome? • Explain how the fable could be changed to teach the lesson <i>A friend in need is a friend indeed?</i> 	<ul style="list-style-type: none"> • What happened to Geoffrey at the end? • What did Anthea do when Geoffrey was cold and hungry? • Do you think this was right? • Did Geoffrey deserve to be cold and hungry? • What if Anthea had tried to carry out her original plan? • How could the lesson <i>One good turn deserves another</i> apply to this fable?

1.10 Test your knowledge

- 2 Give your presentation.
 - a Give your presentations and discuss each other's ideas.
 - b Listen carefully during each presentation.
 - Ask questions after each presentation.
 - Be prepared to offer your ideas but accept others' different ideas as well.

Listening tip

Listen to the complete presentation before deciding what you think about it, otherwise you might miss some of the points.

What was easy and what was hard about giving a clear, interesting presentation?

How could you improve?

> 1.10 Test your knowledge

We are going to...

- skim read a story to get the main idea and write a paragraph analysing the features of the story.

Getting started

- 1 Explain to a partner about standard story structure. What are the different story stages?
- 2 Use a story you know to show the different story stages.

- 1 Read the following story from the Philippines independently.
 - a Skim read the story to get the main idea.
 - b Summarise the main idea for yourself in one sentence.

Writing tip

Write multi-clause sentences using connectives to summarise ideas accurately, for example *because*, *but*, and *so*.

1 There's a lesson in that



The Man with the Coconuts



One day a man who had been to gather his **coconuts** loaded his horse heavily with the fruit. On the way home, he met a boy whom he asked how long it would take to reach the house.

“If you go slowly,” said the boy, looking at the load on the horse, “you will arrive very soon; but if you go fast, it will take you all day.”

The man could not believe this strange speech, so he hurried his horse. But the coconuts fell off and he had to stop to pick them up. Then he hurried his horse all the more to make up for lost time, but the coconuts fell off again. Many times he did this, and it was night when he reached home.

Mabel Cook Cole

Glossary

coconut: large fruit – like nut with a thick, hard, brown shell covered in fibre, containing a clear liquid and hard, white flesh that can be eaten



1.11 and 1.12 Retell a fable

2 Use headings to help you summarise a story.

a Make notes under each heading.

Setting	Characters	Problem	Solution	Ending	Lesson

b Write a short paragraph explaining whether you would classify *The Man with the Coconuts* as a fable.

- Plan your paragraph carefully, starting with a topic sentence:

The story can be considered a fable because ...

- Use evidence from the text to support your view.

c Think of a proverb that would fit the lesson in the story to use in your conclusion.

d Swap your paragraph with a partner and check it carefully for sense, flow, punctuation, spelling and grammar.

e Make any changes to finalise your paragraph using your partner's feedback.

How are we doing?

- Can you recognise fable features?
- Can you explain your point of view clearly?
- Can you use evidence from the story to support your views?

> 1.11 and 1.12 Retell a fable

We are going to ...

- plan, draft and edit a story retelling.

Getting started

- 1 Discuss different ways of planning a story with a partner.
Think of at least three ways.
- 2 Share ideas as a class and discuss what tools you can use to edit and improve a story.

1 There's a lesson in that

1 Retelling a familiar story is fun. You don't have to think too hard about the plot because you already know it!

a Plan a retelling of either *The Ant and the Grasshopper* or *The Man with the Coconuts*. Keep the key features of a fable, but change something, for example:

- choose different characters, names or a different setting
- write a different ending
- use the same characters but teach a different lesson.

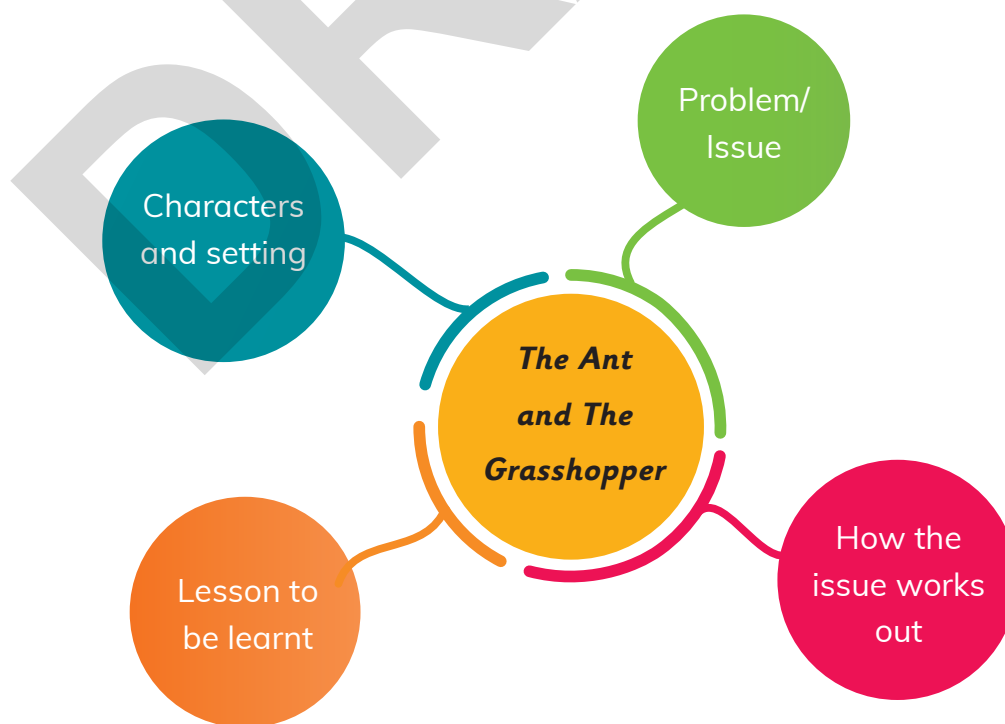
b Use a planning diagram to make notes.

Language focus

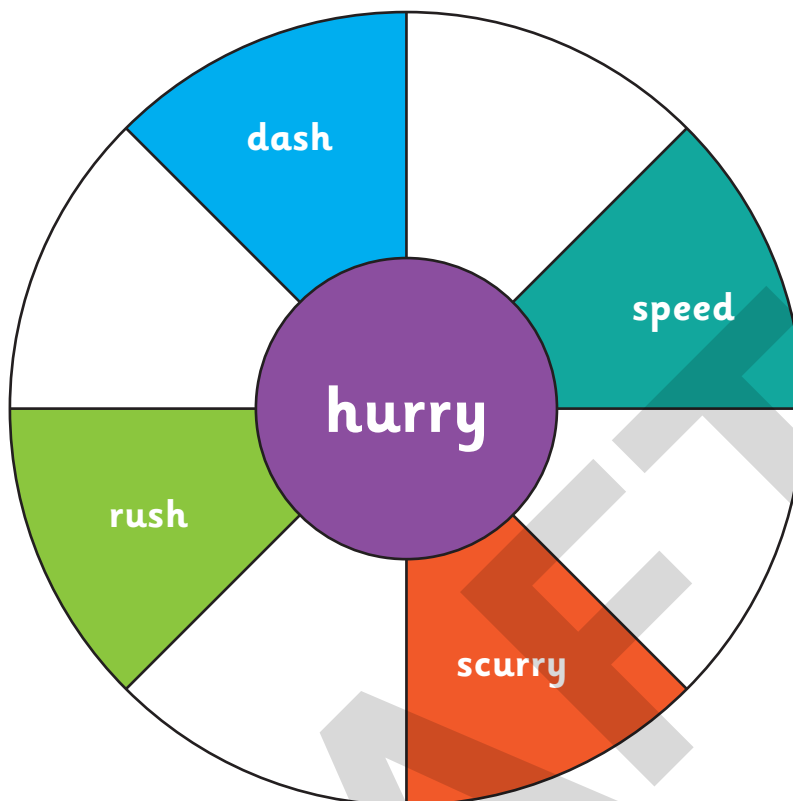
Features of a Fable

- Short, simple story ✓
- Usually animal characters who act like humans ✓
- Dialogue shows their characteristics ✓
- Figurative language or alliteration ✓
- Character learns a lesson ✓
- We can also learn a lesson ✓

Section 1: Characters and setting	Section 2: Problem/Issue	Section 3: How the issue works out	Section 4: Lesson to be learnt



1.11 and 1.12 Retell a fable



- c Swap plans with a partner. Can you tell each other's story aloud, using the plan?
- d Adapt your plan if necessary.

How are we doing?

- Has your partner included the key features of a fable?
- Can you suggest improvements?

2 Write your fable from your plan.

- a Write a first draft, section by section.
- b Include dialogue and figurative language to bring your fable to life. “ ”
- c Use the editing checklist in the Toolkit **at the back of this book** to review your work or online. Then ask your partner to read it for flow, sense and originality.
- d Finalise your story and illustrate it to emphasise what has changed from the original. Use neat legible handwriting or use IT for editing and presentation.

1 There's a lesson in that

- e Make a class anthology of your fables and read them aloud to friends and family or to younger classes.

Remember to start a new line each time a different character starts to speak.



Look what I can do!

- ☐ I can explore the features of a fable.
- ☐ I can identify and use modal verbs.
- ☐ I can compare two versions of a story.
- ☐ I can write dialogue in character using accurate punctuation.
- ☐ I can prepare and deliver a group presentation.
- ☐ I can plan, write and edit a retelling of a fable with my own changes.

Check your progress

- 1 Name three features of a fable.
- 2 Identify the modal verb in each sentence:
 - a The man should be more careful with the coconuts.
 - b You could use coconut milk to make a curry.
 - c He must hurry to get there on time.
- 3 Use each of these modal verbs in sentences of your own.
- 4 Match these proverbs to their meanings.

would

won't

may

might

Too many cooks
spoil the broth.

Birds of a feather
flock together.

Don't put all your
eggs in one basket.

Have a backup plan. Don't risk all your
time, money or effort on one plan.

When too many people try to lead,
it's confusing and gives bad results.

People like to spend time with others
who are similar to them.

- 5 Write these sentences in your notebook with the correct direct speech punctuation:
 - a Please help me load these coconuts begged the old man.
 - b She said crossly stop doing that.
 - c Give it to me she snapped because it's mine.

1.11 and 1.12 Retell a fable

Project

- **Solo project:** research a fable from your own culture or region. Write a summary of the fable, outlining the lesson. Explain how the lesson could apply to our own lives. Give an example.
- **Paired project:** research a fable to role play and present to the class. Adapt the fable where necessary and present with expression and body language to bring it to life.
- **Group project:** research the Philippines, the context for *The Man with the Coconuts*. Find out about the location, size and population; its geographical features, plants and animals; the food, culture, music, language; and things to see and visit. Plan a multimedia presentation on cards, on-screen or as a brochure, or use a mixture of these methods. Include illustrations and photographs, as well as writing. Consider using appropriate props, music or costumes to make your presentation authentic. Assign a role to everyone and present your work as creatively as possible.

Glossary

culture: the habits, traditions and beliefs of a country, society, or group of people