

English

YEAR

4

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**GALORE
PARK** 

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Introduction

Reading unlocks the world. Reading newspaper and magazine articles provides you with valuable information about what is going on around you, reading letters and diary extracts allows you to share the thoughts and experiences of other people, and reading stories and poems unlocks your imagination and lets you fly freely to places, spaces and times you may never be able to visit in real life.

This series adopts a skills-based approach to teaching English. This means that you will be introduced to a skill, such as the comprehension skill of inference or how to write a descriptive passage, and you will return to it throughout Years 3 to 6, getting better and better at it over time.

The answers are available as a PDF download from the Galore Park website: *English Year 4 Answers* (ISBN 9781471896613). The answers download also contains suggested reading lists for each chapter, as well as tables to show how each chapter of this book relates to the ISEB 11+ English syllabus and the Key Stage 2 National Curriculum.

Notes on features

Throughout this series you will come across the following features that are designed to help you:

Skill focus

This box will tell you which comprehension skill each chapter focuses on.



The reading lists for each chapter can be found in *English Year 4 Answers* (available as a PDF download from the Galore Park website).

In these boxes you will come across questions to help you:

- practise your comprehension skills
- practise using grammar correctly
- practise using punctuation correctly
- practise your spelling
- develop your vocabulary
- practise your creative writing skills.



Speaking and listening

These activities will help you develop your speaking and listening skills.



Snowy stories

There is something quite special about newly fallen snow. It is peaceful and beautiful, but it is also freezing cold, slippery and dangerous. For this reason, snowy settings make for super stories. Hopefully you will be inspired by these glittering winter wonderlands.

Skill focus: Retrieval

In this chapter you will learn how to read questions carefully to work out what you need to find in the text to answer them. It is really important to enjoy your reading and get involved in the stories, settings and characters that you come across. By learning to find your way around the text you will get even more joy from the books you read.



A reading list of stories set in cold, snowy, wintry settings and non-fiction books about snow can be found in *English Year 4 Answers*.

→ Comprehension

When you are asked to find a piece of information in a text, you need to scan the passage to locate it. Scanning means reading something quickly, not reading every word. This is a particularly useful skill as the passages you read get longer because, after reading the passage, you may not be able to remember the answer and you will therefore have to find it. The first time you read the passage, you should read it in detail; you can scan the text more quickly when you are looking for the answers later on.

To find the answer to a question, you need to know what words or groups of words to look out for as you scan the text. The question should give you clues:

- Who ...? You are looking for a name, such as 'dog', 'grandmother' or 'Ranjit'.
- When ...? You are looking for a time, such as 'tomorrow' or 'two o'clock'.

- Where ...? You are looking for a place, such as 'my house' or 'Manchester'.
- What ...? You need to know the subject of the 'what'. Is it the weather, the time of year, an action, a feeling, etc.? This will determine what you scan for.

Take a look at this example:

Yawning loudly, Oliver clumsily picked up his keys from the table. He fumbled in the cupboard for his football boots and finally left the house, **just as the clock in the hallway was striking seven o'clock**. He hated getting up **so early**, but for the big match he was prepared to do it!

Outside, the grass was frosty and the cold bit at his skin as he walked briskly along the road. Christmas lights still twinkled outside many of the houses, giving off a colourful glow as he headed to the park. At the top of his street he spied Amal, his friend and the left winger for his team. He called out to him and they walked the rest of the way together, discussing tactics, the likelihood of winning and the way they would celebrate if they did actually win the cup.

1 When did Oliver leave the house? (1 mark)

The important word in the question is 'when'. It means you need to look for a time. Times usually have numbers in them or they are times of day (morning, lunchtime, etc.). You might also look for 'o'clock' or the words 'clock' or 'watch' if the character in the passage checks the time. The parts of the text highlighted in yellow will help you. Your answer might look like this: Oliver left the house at 7 a.m. (1 mark)

2 At what time of the year does this passage take place? (1 mark)

Look for clues about the season or month. These might include information about the weather or seasonal events.

3 Who did Oliver meet on the way to the park? (2 marks)

Look for a name. For 2 marks you will need to name the person and explain their relationship to Oliver.

Now try to answer questions 2 and 3 yourself.

Try this comprehension exercise, using the guidance above to help you answer the questions. Questions that require you to scan the text and retrieve an answer are in bold.

- 4 (a)** What time of day is it at the beginning of the passage? (1 mark)
- (b)** How do you know? (1 mark)
- 5 (a)** What was the weather like at the start of the passage? (1 mark)
- (b)** How do you know? (1 mark)
- 6** Where was the castle? (1 mark)
- 7** 'it flickered like a dying star' (line 18). What does the word 'flickered' tell you about the light in the window? (1 mark)
- 8 (a)** Where was the queen sitting? (1 mark)
- (b)** What was the queen doing? (1 mark)
- 9 (a)** What three things did the queen wish for her daughter? (3 marks)
- (b)** Where did she get each idea from? (3 marks)
- 10** Do you think the story would make you feel differently if it were set in the summer? Explain your answer in a few sentences and refer to the text. (4 marks)



Speaking and listening

- 11** Sit in a circle as a class. Nominate someone to choose a topic and play the A to Z game. Topics could include: adjectives, alternative words for 'said', characters from books, authors. Go round the circle, taking it in turns to say a word that fits the topic. The first word must begin with 'a', the second with 'b' and so on.

Now try this comprehension exercise. It is based on a non-fiction passage, which you will need to scan to find information. Remember that you can use subheadings to help you find information too.



Speaking and listening

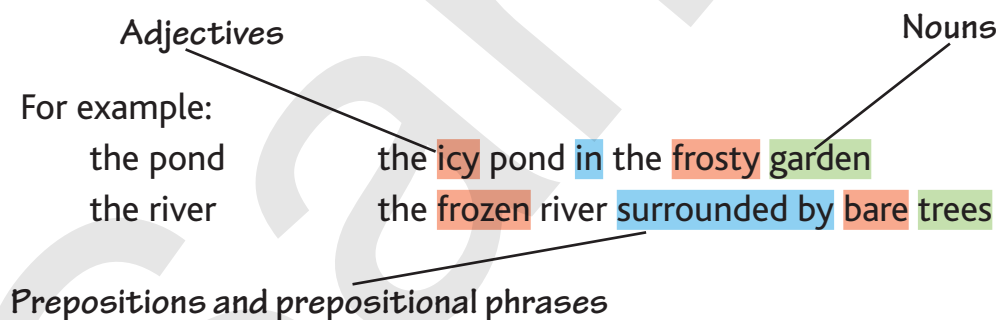
- 18** Write a script for a short news report in which the announcer tells the audience that snowstorms have struck Britain, leaving motorists stranded and electricity cables broken. Present this news report to your class. Remember to read it like a newsreader. You could watch a news report or weather report on TV first so that you know how to speak and get ideas for what you might say.

➔ Grammar

In this section you will learn to describe things using expanded noun phrases.

Expanded noun phrases

In order to make your writing more descriptive, you can use noun phrases. These are phrases in which a noun is joined by adjectives (describing words), prepositions (words showing direction or position) and other nouns. By using these in your writing, you help the reader to imagine more clearly the things that you are describing. You are painting a picture with your words.



You can also make noun phrases with abstract nouns. Abstract nouns are nouns that you can't touch or hold or experience with your five senses. For example:

peace
happiness

long-lasting, worldwide peace in every country
deep, true happiness from dawn until dusk

19 Underline the prepositions and circle the adjectives in these expanded noun phrases.

(a) the whistling wind through the tall trees

(b) the woolly hat on the white snowman

(c) a jolly Santa with a bright red outfit

(d) colourful Christmas presents under the decorated tree

(e) the long, difficult walk over the steep, frosty mountain

20 Copy these nouns and add an appropriate adjective to each one.

(a) forest

(c) wind

(e) sky

(b) rain

(d) snow

21 Write an expanded noun phrase for each of these nouns. Add an adjective, a preposition and a further noun and adjective to them.

(a) ice

(c) lake

(e) scarf

(b) clouds

(d) children

Punctuation

In this section you will practise punctuating sentences with capital letters, full stops, exclamation marks and question marks.

Basic sentence punctuation

Here are some reminders to help you revise your basic sentence punctuation.

All sentences start with a capital letter. For example:

The snow fell gently from the sky.

Proper nouns (names of one-of-a-kind nouns) also need capital letters. For example:

My Uncle Bryan and Auntie Suzie spend Christmas Day on the beach in Australia.

All sentences end with a full stop, an exclamation mark or question mark. For example:

It snowed on my birthday.

Wow, snow!

Do you want to build a snowman?

22 Copy these sentences and add in the missing punctuation:

(a) will it snow on boxing day

(b) i put my hat and coat on because it was so cold

(c) it's freezing

(d) the trees are bare in winter

(e) playing in the snow is paul's favourite thing about january

23 Copy out this passage and add in all of the missing sentence punctuation:

when is your favourite time of year is it summer july and august are warm and you can play outdoors late into the evening while the sun shines is it autumn the leaves begin to fall and change into beautiful colours is it spring the flowers begin to bloom and the days start to get longer or is it winter everybody hopes for snow so that they can build snowmen and have snowball fights wow every season is so different

Spelling

In this section you will learn to spell words ending in the suffix -ation.

The suffix -ation is used to turn a verb into a noun. For example:

inform + ation = information

If the verb ends in a consonant, just add -ation. If the verb ends in an -e or a -y, remove the -e or the -y, then add -ation. For example:

occupy + ation = occupation

adore + ation = adoration