

English

YEAR

5

Victoria Burrill

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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. And being able to retrieve and summarise what you have read, to understand the structure and purpose of a text and why an author has used the language they have used, and to infer meaning and make deductions from what you have read are the keys to reading. In turn, reading helps you learn how to speak, how to listen and how to write; how to communicate your own thoughts, feelings and ideas with those around you.

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. This series also fulfils the requirements of both the ISEB English Syllabus and the National Curriculum at Key Stage 2.

⇒ 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 and explains which aspect of the skill you will be learning about.

Boxes like this contain questions, which give you opportunities to practise your skills. In this book 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

Speaking and listening activities, that help you develop your speaking and listening skills, have a special box all of their own.

At the end of each chapter you will find a list of fiction and non-fiction books linked to the theme of the chapter that you might like to read.

1

Back to nature

⇒ Comprehension

Skill focus: Retrieval and summary

In this chapter you will learn how to identify and answer questions that require you to find information within a text. You will also learn how to combine information that you have collected from different parts of the text and explain it in a shorter, more concise, way.

Retrieval questions

Usually, the first questions in a comprehension will require you to find information from a text. This is known as **retrieval** and, often, you are only awarded one mark for each piece of information you find. These questions are asked so that you can show your basic understanding of what you have read.

Look for the following phrases to spot retrieval questions:

- Who is ...?
- Where did ...?
- How many ...?
- List ...
- What is ...?

Sometimes the retrieval questions ask you to list or find a certain number of things. Make sure you find enough examples.

In order to answer retrieval questions effectively you need to do the following:

- Identify what the question is asking about to help you find the information. For example, the answers to 'Who ...?' questions will need a name or a person and 'Where ...?' questions will require a place as an answer.
- Identify how many pieces of information you are being asked for.
- If the question doesn't direct you to a specific section of the text, scan the text to find the relevant part.
- Look for words and phrases related to the question to find the precise answer. For example, if the question asks who did something, you will be looking for that action and some names. If it asks what time it was, you will be looking for numbers or words relating to time such as 'evening', 'morning' or 'o'clock'.

Summary questions

You may also be asked to **summarise** several pieces of information and so you may need to look at different parts of the text. When you summarise something, you need to find information, as you do for a retrieval question, and then you need to shorten what you have found by writing down only the key points. Often you are asked to summarise information in your own words.

Look for the following phrases to spot summary questions:

- Summarise ...
- Describe in your own words ...

In order to answer summary questions effectively you need to:

- 1 Identify what you are being asked to summarise.
- 2 Work out whether the question asks you to use your own words.
- 3 Scan the text to find the paragraphs or sections that will help you.
- 4 Re-read the relevant parts of the text and work out what you think is most important. Only include the most important information or ideas in your summary.
- 5 If you are giving the answer in your own words, use synonyms (different words with the same meaning). For example, 'cold' might become 'chilly' and 'tall' might become 'towering'.

21 Copy and complete these sentences, adding in the missing relative pronoun.

- (a) Trees in the rainforest, _____ grow to over 80 metres high, provide shade and shelter.
- (b) The Rainforest, _____ future is under threat, must be preserved at all costs.
- (c) Conservationists, _____ are working to prevent the rainforest from being destroyed, travel all over the world.
- (d) By buying fairtrade products, _____ are priced to support local growers, we can all help the inhabitants of the rainforest to live prosperously.
- (e) The trees in the emergent layer, _____ is the highest level of vegetation, can grow up to 70 metres high.
- (f) The Yanomami Tribe, _____ home is in the rainforest, are increasingly worried about their future.

⇒ Punctuation

Persuasive writing often requires you to explain or clarify terms and ideas for the reader or listener. You can use parentheses to do this.

Parentheses

Parentheses are used to separate information from the main sentence. The information within the parentheses is usually an aside, something additional rather than necessary. For example:

Brazil (the largest country in South America) is home to the Amazon Rainforest.

You can use brackets, commas or dashes to show parentheses. Brackets are more common in factual writing but there is no hard or fast rule. For example:

Cocoa and coffee – some of the most common foodstuffs in the world – are grown in the rainforest.

Fairtrade goods, which are produced ethically to give farmers a fair price, are increasingly popular in supermarkets.

22 Copy the following sentences, adding some extra information to them using parentheses. Try to use all three types of parentheses: brackets, commas and dashes.

- (a) Thousands of animals live in the rainforest.
- (b) Extinction is an increasing danger for some species of animal and plant.
- (c) Recycling is an effective way to reduce waste.
- (d) Many products in your local supermarket have come from a rainforest.

⇒ Spelling

Many words end in the following groups of letters:

-ent -ence -ency

They can be easily confused with words ending in the following similar sounding endings:

-ant -ance -ancy

Usually the -ent ending is found after:

- soft c: innocent, innocence
- soft g: detergent
- qu: frequent, frequency

However, there are some exceptions, such as **independent**, which doesn't have a soft c, a soft g or qu.

23 For each word, find its meaning in a dictionary and then write a sentence containing it:

- | | |
|----------------|-----------------|
| (a) decent | (e) delinquent |
| (b) emergent | (f) luminescent |
| (c) contingent | (g) quiescent |
| (d) eloquent | |

→ Vocabulary

24 Rainforests are great places to describe because of the colours, sounds and sights they contain. In order to make your writing interesting, it is important to know a range of synonyms (different words with the same meaning) for some key adjectives. Use a thesaurus to find as many new synonyms as you can for the following words:

tall	big	green
dark	bright	lush
beautiful	peaceful	noisy
calm	colourful	exotic
quiet	dangerous	natural

→ Creative writing

In this section, you are going to learn to write persuasively, convincing somebody to do or believe something. In the passage 'Zeca's world', you read about rainforests being threatened and this will be the theme for your writing. The Argument Tennis activity above will also help you.

In order to write persuasively you will need to include some or all of the following features:

- A clear statement of your point of view at the start
- Reasons why people should agree with you, backed up with examples
- Facts, figures, statistics and anecdotes to support your ideas
- A strong conclusion, summarising what you have said so far and emphasising why you are correct
- A range of persuasive and assertive phrases and language, including rhetorical questions (questions that make you think but don't require an answer)
- Emotive language (phrases that tug at the heartstrings)
- Other techniques, including flattery (buttering somebody up to get them on your side), exaggeration (slightly overstating something), playing on someone's emotions or ethics (appealing to their better nature)
- In a speech, you should address the listener directly, using 'you' or 'your', to involve them more closely in what they are listening to.

They are not all appropriate for all types of persuasive writing because, for example, facts and figures may not be available for some topics.

Here is an extract from a persuasive speech. All of the ideas above are highlighted for you to see.

Our world is changing. Cities are springing up and pumping out toxic smoke. Aeroplanes are polluting the skies and litter is **poisoning** our oceans. The rainforest is the last pure and natural place on our planet. **We must preserve it for future generations.**

The rainforest sustains a huge variety of life, including human life. Almost three million people rely on the Amazon Rainforest alone as their home. **It provides them with food, medicine and shelter, and their culture is rooted in this beautiful landscape.** However, intruders are destroying their forest, forcing them out of their homes and tearing down the trees that provide life. **Surely we all have a responsibility to prevent this desecration? But what can we do?**

Each and every one of us has a part to play. **Let your conscience be your guide** and take steps, even small ones, to preserve these beautiful natural playgrounds. Buy fairtrade goods, recycle and reuse what you can. **If we all pull together, our seemingly insignificant individual actions will have a significant collaborative effect. Our rainforests will disappear without our help. Any caring person can see that this must be stopped!**

Now use some of these techniques when you try the following activities:

- 25** Research and write an article for your school magazine, encouraging people to recycle more.
- 26** Imagine you are taking part in a debate on the topic, 'This house believes that the Amazon Rainforest is the most important natural feature on planet Earth'. Do some research in the library or on the internet and write a debate speech either for or against this statement.
- 27** Do some research about ecotourism (holidays in natural environments that do not impact negatively on the environment and aim to bring positive social and economic benefits to local people). Write an email to your headteacher, persuading him or her to organise a school trip to an ecotourism destination for a group of pupils as part of their geography studies.
- 28** Write a letter to your headteacher, persuading him or her to choose a conservation charity as the school charity this year. Do some research about a particular charity before you start.