

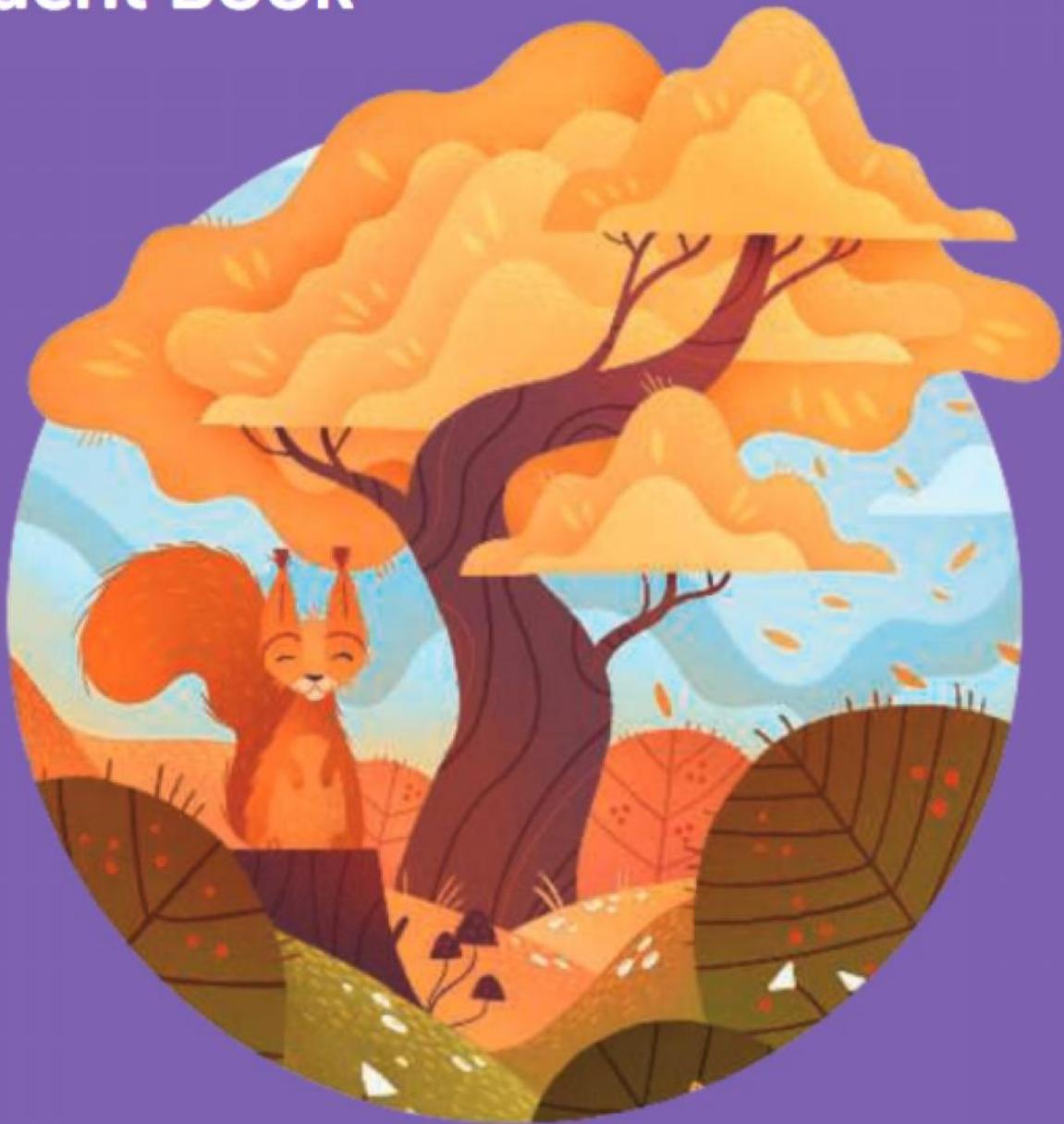


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Primary

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Contents

A world of stories, poems and facts	4	
Unit contents	6	
1 Fiction New friends	8	
2 Non-fiction Party time!	24	
3 Poetry Everyday poems	39	
4 Fiction World stories	53	
5 Non-fiction How things work	71	
6 Poetry Poems from the Caribbean	87	
7 Fiction Mountain bear adventure	100	
8 Non-fiction Animal world	116	
9 Poetry Sound and shape poems	131	
Reading fiction The Ant and the Grasshopper	145	

A world of stories, poems and facts



In this book you'll find stories, poems and facts from these places. Have a look!





Unit contents

Unit	Theme	Reading and comprehension	Writing
1	New friends	Fiction Narrative with a familiar setting <i>The Dreaming Tree</i>	<ul style="list-style-type: none"> • Fiction • Writing a story • Describing a setting • Describing a character
2	Party time!	Non-fiction Instructions <i>Invitation, Party To Do list, How to Make a Pizza, Dancing Dragon Puppet</i>	<ul style="list-style-type: none"> • Non-fiction • Writing instructions
3	Everyday poems	Poetry Playtime poems 'On the Playground', 'My Football Counting Rhyme', 'Animal Antics', 'Goodbye Granny', 'Meeting on a Plate'	<ul style="list-style-type: none"> • Poetry • Writing a poem
4	World stories	Fiction Traditional narratives from around the world <i>How Bear Lost His Tail, The Golden Slipper</i>	<ul style="list-style-type: none"> • Fiction • Responding to questions • Writing a traditional story • Describing a setting • Describing a character
5	How things work	Non-fiction Explanations, diagrams, labels, captions <i>Exploring Volcanoes, How to Create a 3D World, How a Toast-making Machine Works</i>	<ul style="list-style-type: none"> • Non-fiction • Writing notes • Writing questions • Labelling a diagram • Writing an explanation
6	Poems from the Caribbean	Poetry Poems by significant poets 'I'd Like to Squeeze', 'Flying Fish', 'Classes Under the Trees', 'Water Everywhere', 'Crab Dance', 'Granny Granny Please Comb My Hair'	<ul style="list-style-type: none"> • Poetry • Writing a poem
7	Mountain bear adventure	Fiction Narrative by significant author <i>The Dancing Bear</i>	<ul style="list-style-type: none"> • Fiction • Planning a story with a sequence of events • Writing dialogue • Writing a story
8	Animal world	Non-fiction Non-chronological reports, labels, captions, charts, diagrams <i>Animals in Danger, Ngorongoro Crater</i>	<ul style="list-style-type: none"> • Non-fiction • Writing a title and caption • Writing a factfile
9	Sound and shape poems	Poetry Poems with language play 'Over My Toes', 'Tree Poem', 'What Am I?', 'Night-lights'	<ul style="list-style-type: none"> • Poetry • Writing poems

Unit	Language, spelling, vocabulary, phonics	Grammar and punctuation	Speaking and listening
1	<ul style="list-style-type: none"> New words in context Long vowel phonemes, /ar/ /or/ Interesting words and phrases to describe settings and characters 	<ul style="list-style-type: none"> Conjunctions, <i>and, but, because</i> Sentence punctuation: capital letters and full stops 	<ul style="list-style-type: none"> Questions – developing ideas and explaining further Recounting experiences Expressing ideas precisely Showing attentive listening
2	<ul style="list-style-type: none"> New words in context Instructions words Features of instruction texts Common suffix, -ly 	<ul style="list-style-type: none"> Verbs Adverbs Adverbs of time Sentence punctuation: capital letters and full stops 	<ul style="list-style-type: none"> Questions – developing ideas and explaining further Showing attentive listening Extending experiences through role play Organizing information Expressing ideas precisely Including relevant details
3	<ul style="list-style-type: none"> New words in context Features of poetry Rhyming patterns Alliteration 	<ul style="list-style-type: none"> Compound words Adjectives Punctuation: commas in lists and speech marks 	<ul style="list-style-type: none"> Questions – developing ideas and explaining further Speaking clearly about likes and dislikes Expressing ideas precisely
4	<ul style="list-style-type: none"> New words in context Interesting words and phrases to describe characters Long vowel phonemes, /or/ /oo/ /u/ /ow/ 	<ul style="list-style-type: none"> Adjectives Verbs: past tense Adverbs of time Conjunctions, <i>because, so</i> 	<ul style="list-style-type: none"> Questions – developing ideas and extending understanding Showing attentive listening Expressing ideas precisely Extending experiences through role play Including relevant details Varying talk to hold listener's attention
5	<ul style="list-style-type: none"> New words in context Features of explanation texts Significant and technical words and phrases Long vowel phonemes, /ee/ /ai/ /igh/ 	<ul style="list-style-type: none"> Conjunctions, <i>so, because, when</i> Verbs: present tense Question words and question marks 	<ul style="list-style-type: none"> Questions – developing ideas and extending understanding Expressing ideas precisely Including relevant details Organizing information Talking about the purpose of a text
6	<ul style="list-style-type: none"> New words in context Rhyming words, sounds and rhythm Alliteration Syllables Features of poetry Interesting and significant words and phrases 	<ul style="list-style-type: none"> Adjectives Compound words 	<ul style="list-style-type: none"> Questions – developing ideas and extending understanding Expressing ideas precisely Including relevant details Speaking clearly about likes and dislikes Showing attentive listening Recounting experiences
7	<ul style="list-style-type: none"> New words in context Common suffix, -ly Interesting words and phrases to describe characters 	<ul style="list-style-type: none"> Adverbs Adverbs of time 	<ul style="list-style-type: none"> Listening carefully, responding and asking questions of others Recounting experiences Organising events Expressing opinions and ideas precisely
8	<ul style="list-style-type: none"> New words in context Features of non-chronological reports Significant and technical words Common prefixes, un-, dis- 	<ul style="list-style-type: none"> Verb tenses Compound words Conjunctions, <i>but, if, because, when</i> Adjectives 	<ul style="list-style-type: none"> Listening carefully, responding and asking questions of others Expressing opinions and ideas precisely Talking about the purpose of a text Organizing information
9	<ul style="list-style-type: none"> New words in context Alliteration Rhyming words Adjacent consonants, sl Features of poetry Long vowel phonemes, /ee/ /igh/ Features of a review 	<ul style="list-style-type: none"> Adjectives 	<ul style="list-style-type: none"> Listening carefully, responding and asking questions of others Extending experiences through role play Reciting poems Expressing opinions precisely Recounting experiences

1

New friends



Talk time

- 1 Have you ever moved to a new place? How did it feel?
- 2 How did you feel on your first day at school?
- 3 How can you make new people feel welcome at school?



1A Fiction Speaking, listening and vocabulary

A

- 1 Look at the pictures on page 8. How are the pictures different? Talk about the differences with a partner.
- 2 Look at the boy in the dark blue jacket in picture B. How do you think he feels? Tell a partner.
- 3 Tell a partner why you think the boy might feel this way.

B

Copy the sentences. Choose a word from the box to complete each sentence.

homesick fun excited scary
shy lonely happy

Making new friends can be

When you move house you can feel

C

Write three words to describe the place where you live.

- Talk about your first day at school
- Listen to others
- Use words for feelings

Language tip

Words used to describe things are called **adjectives**.



The Dreaming Tree

Eithne Massey

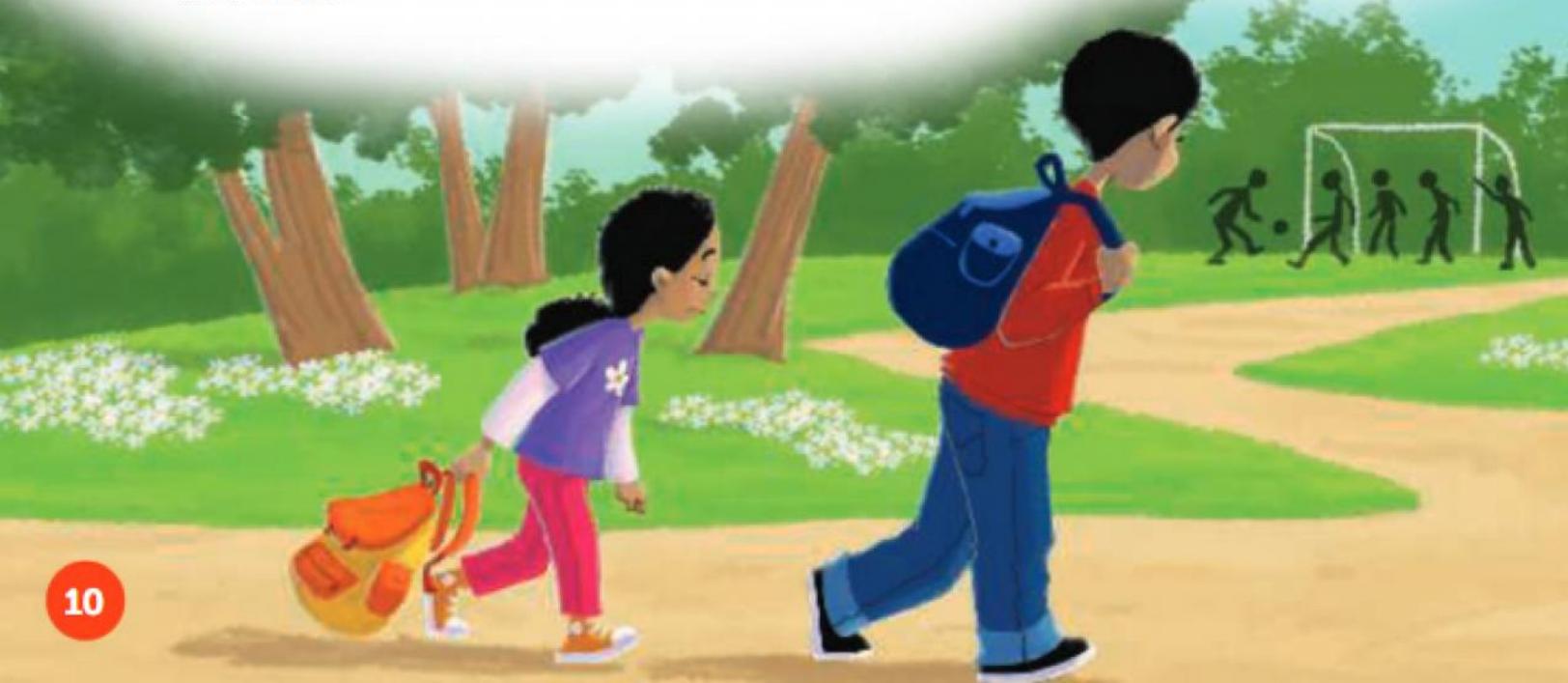
Roberto has moved to Ireland from Brazil and he doesn't have many friends yet. He'd like to be friends with the boys who play football in the park, but he doesn't know how. The football boys are called Fergus and Shane. Roberto's grandmother, Vovó, is talking to him on the phone.

Vovó came on the phone to Roberto. Even though they often spoke English at home now, Roberto and Amanda always spoke Portuguese to their grandmother. She didn't speak any English at all.

Vovó said: "How is your new school? Have you made any friends?"

"Not really," said Roberto.

"But you must," said Vovó. "Would you like a friend?"



“Of course I would,” said Roberto.

“Well, I have an idea,” said Vovó. “You remember the story I told you?”

“Which story?” said Roberto. Vovó had told him many, many stories.

“The one about the Dreaming Tree,” said Vovó.

“Tell me again,” said Roberto.

“There once was a boy who found a tree in a forest. There were all sorts of different animals lying in it.”



“All of the animals were fast asleep. None of them woke up when the boy climbed into the tree. He fell fast asleep too. He dreamed that he met a big black jaguar. It was the Jaguar King! The Jaguar King taught him many things. When the boy woke and left the tree he had become very wise. He knew how to get his heart’s desire.”

“What’s a heart’s desire?” asked Roberto.

“It is what you really, really want,” said Vovó.

“So, do I have to find a jaguar?” said Roberto. “I don’t think they have them here.”

“No, you have to find a tree,” said Vovó.

He asked his mother if he could go out to the park to play.

“Go ahead,” she said. “But be sure to be back by four o’clock. And come home if it starts to rain.”



- Find information in a story
- Say what might happen next

A Read and respond

1 What language does Roberto speak to his grandmother in? Tell a partner.

English Portuguese Spanish

2 What is Roberto's heart's desire? Write it down.

To make a friend To find a jaguar
To play football

B Choose two words to describe how Roberto feels at his new school.

lonely happy confident
sad shy excited

C What do you think?

Tell a partner what you think might happen next in the story.

Glossary

jaguar large member of the cat family – most have spots but some are black



- Learn new words
- Use a glossary

Roberto went to the park. But he didn't go to where the boys were still playing football. Instead he thought about his grandmother's story. He found a big tree.

Roberto climbed up into the tree. He felt as if he were a bird in a nest.

He fell fast asleep. He dreamed about all the animals his grandmother had told him about.

Roberto opened his eyes. A face was peering at him through the leaves. It was a jaguar! The jaguar was huge and black. Roberto looked into its **slanted** green eyes. They were the same colour as the leaves around its black face.

Glossary

slanted sloping or leaning at an angle



The jaguar opened its mouth in a huge yawn. Roberto could see its white teeth and pink tongue and dark throat. He could hardly breathe. Then he heard a strange noise. The jaguar was purring loudly. It stretched itself.

“I am Sinaa,” it said. “The Jaguar King. What do you want?”

“I want a friend,” said Roberto. The Jaguar King smiled.



Roberto opened his eyes.

“It must have been a dream,” he thought. “I must have been asleep.”

But he could still hear purring. He could still see green eyes looking at him through the leaves. He could see white teeth and a pink tongue. But there was no jaguar there. Just a very large, fat, black cat.

Roberto could hear voices calling.

“Snowy, come here Snowy, here Snowy ... good cat.” It was Fergus.

Roberto peered down through the branches. Fergus and Shane were beneath the tree, looking very worried.

Shane said, “Where could she have got to?”

“She’ll be all right,” said Fergus.

“She might not be,” said Shane. “She has been missing for ages. She could have her kittens any minute.”

Roberto looked at the cat. The cat looked at Roberto.

“Come here, little cat,” he whispered. The cat came over to him. She let him lift her up.

He scrambled down the tree. It was hard to keep a grip on the cat. But he made it. The two boys jumped when he appeared out of the leaves. Then they saw the cat.

