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Play: Africa United |
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Poetry: Salute |
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REVISE AND CHECK UNITS 7–10

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**Grammar, spelling, vocabulary, phonics:**
- Sentence length and structure
- Complex sentences
- Persuasive words
- Suffixes – different endings with same pronunciation, e.g. ‘–tion’, ‘–cian’, ‘–ssion’
- Connectives
- Spelling patterns
- Word classes
- Homophones
- Speech punctuation
- Apostrophes
- Proverbs, sayings, figurative expressions
- Word origins and derivations
- Word changes over time
- Language conventions
- Grammatical features of different text types
- Punctuation in persuasive texts: colon/semicolon, parenthetical commas, dashes, brackets
- Apostrophes
- Word classes
- Active and passive verbs

**Writing:**
- Fiction
- Persuasive writing
- Information text
- Non-fiction
- Writing a play script
- Writing a speech
- Writing a story starter
- Writing instructions
- Writing interview questions
- Writing a personal travel recount
- Writing a travel journal: Autobiography
- Writing a letter, presenting arguments for and against
- Writing an information leaflet
- Writing an extended narrative

**Speaking and listening:**
- Organization of ideas
- Expression of ideas
- Expression of preferences
- Rehearsing a play script
- Expression of opinions
- Poetry performance
- Organization of ideas
- Asking and answering questions
- Role play
"Should you shield the canyons from the windstorms you would never see the true beauty of their carvings."

Elizabeth Kubler-Ross

Let's Talk

Look at the examples of Extreme Earth in the pictures.

1. What has happened in the volcanic photo?
2. What is about to happen to the town in the large photo?
3. What extreme weather or events have happened in your country? Explain them to a partner.
Extreme events

Learning objective
Express and explain ideas clearly.
Explore definitions and use new words in context.

A

1 Match the pictures to the right caption.
   a desert  b tornado  c volcano

2 Which of the Word Cloud words describe extreme environments and which describe extreme weather events?

3 Choose two terms from the Word Cloud and explain them to a partner in your own words using:
   » only 30 words
   » clear, precise language

Example: Earthquakes are the result of the shaking, rolling and sudden shocks that occur in the Earth’s surface.

B

This explanation of how a volcano erupts has been mixed up. Put the sentences in the right order 1–5.

a The Earth's crust is made up of huge slabs called plates, which fit together like a jigsaw puzzle. These plates sometimes move.

b Below the Earth’s crust is a substance called magma, which is made of rocks and gases.

c When the plates collide, magma is squeezed up between the plates.

d When magma erupts through the earth’s surface it is called lava.

e Volcanoes are like giant safety valves that release the pressure that builds up inside the Earth.
Volcano story

**Learning objective**
Consider writer’s use of language and how characters and settings are presented.

This story is set over a thousand years ago in the town of Herculaneum in Italy, just as the volcano, Vesuvius, erupts. Petronia, the main character, is a servant girl and Lavinia is her mistress.

**Mount Vesuvius erupts**

At that moment, the ground seemed to heave below her feet. Then the most deafening sound Petronia had ever heard shook the house. It seemed to come from the very bowels of the earth.

From the kitchen she could hear screams and the sound of shattering dishes. The mistress rushed into the dining room followed by two maids who had been doing her hair. She was wearing only her sleeveless undertunic. Strands of hair hung down from a half-secured bun, and a streak of red hair dye trickled down her cheek. Her eyes were wide with fear.

“In Juno’s name, what is it? What is happening?” she cried.

The master emerged from the garden, his face a mask.

“We must go back to Rome,” he announced. “I should have listened to the others at the baths. Many of them have left already. Gather everyone together. We will leave immediately. Slave, bring the horses!” he called, striding out of the room.

Lavinia’s face was white and pinched.

“Petronia, fetch all the valuables,” she ordered. “Put everything here, on the table. The silver and gold, the statues of Isis, everything you can carry. Cook, find some bags, Lena, get the baby, and... my jewel case. It’s in my bedroom. Quickly!” she screamed.

Petronia began running around the house with the others, plucking statues from their stands, bronze lamps and dishes from the side table — anything valuable that wasn’t too heavy to carry. Everything was brought to the dining room, where the mistress shoved as much as she could into large coarse sacks.

A second cracking sound shook the house, not as loud as the first, but longer. A strange stench filled the air, like rotten eggs. For the first time, Petronia noticed that the bright sunshine had disappeared, and the sky had turned an odd shade — not gray like storm clouds, or black like night, but dirty brown, like...

Like death, she thought.

From *The Secrets of Vesuvius* by Sara Bisel

*This painting of Vesuvius was made in 1776 by Joseph Wright*
Comprehension

A

Give evidence from the extract to support your answers.

1 Find two phrases or sentences in the extract that show the volcano was erupting. *Example:* ‘The ground seemed to heave below her feet.’

2 Which two sentences sum up the action the master wants to take to escape the volcano?
   a “We must go back to Rome.”
   b “I should have listened to the others at the baths.”
   c “Many of them have left already.”
   d “Gather everyone together.”
   e “We will leave immediately.”

3 Petronia grabbed some items for her mistress. Which two reasons explain what she decided to take?
   a They were light.
   b They were large.
   c They were in the dining room.
   d They were valuable.

4 What evidence from the text suggests that the family might not make it to Rome?

B

Writer’s presentation of character

1 Why did Lavinia’s face look white and pinched?

2 Although the master is afraid of what might happen, he still stays very much in control over how he speaks, what he says, who he gives orders to and how he moves. Find evidence of this in the extract. The first one has been done for you.

<table>
<thead>
<tr>
<th>How he speaks</th>
<th>‘He announced.’</th>
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<tbody>
<tr>
<td>What he says</td>
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</tbody>
</table>

C

What about you?

Imagine you have to report the event for television news. You need to decide on:

- The headline
- Three or four main facts/events
- Interview comments from the Master, Lavinia and Petronia
- How to end the report
Different language for different texts

**Learning objective**
Revise language conventions and grammatical features of different types of texts.

Depending on the type of text, writers use language, grammar and punctuation in different ways. For example, a formal report doesn’t use questions or exclamation marks, but a story does. This is because they help show the characters’ feelings.

*Example:* “It’s in my bedroom. Quickly!” she screamed. “In Juno’s name, what is it? What is happening?” she cried.

**A**

In this extract the characters are experiencing extreme emotions. Replace the punctuation with new question marks, exclamation marks and ellipses to help convey the emotions.

“Oh no, what’s happening,” cried Ahmed. “Why are all those rocks falling from the mountain. Oh no. It’s a landslide. We’re trapped. We can’t get out.”

“Keep calm,” Fatima ordered.

**B**

Writers add actions and details about how characters speak.

*Examples:*

Ahmed lifted his head slowly, and sighed. “Which way do you think we should go?” he asked, his voice thick with weariness and exhaustion. Gripping his hand even tighter, she shouted, “I know I’m right! Let’s go!”

**C**

Add movement, gestures and details of how the characters are speaking to this dialogue.

“I’m frightened! I don’t want to go.”

“If we don’t go, we’ll never get out of here.”

“I don’t care. I don’t want to go!”

“Come on. Follow me.”
Phonics and spelling

Same sounds but different spelling

**Learning objective**
Confirm correct choices when representing consonants
ck / k / ke / que.

Some sounds seem the same, but different letters can be used to make the same sound. For example, the letters ‘ck’, ‘k’, ‘ke’ and ‘que’ at the ends of words all make a ‘k’ sound.

**A**

Here are some words from the extract, ‘Mount Vesuvius Erupts’, which end in a ‘k’ sound. Sort them into different groups based on the spelling at the end of each word.

- crack
- earthquake
- streak
- quick
- take
- mask
- shook
- pluck
- black
- shook
- sack

**B**

Here are more words that end in a ‘k’ sound. Add them to the lists you created in A. You will have to create one more column.

- shake
- sick
- unique
- walk
- smirk
- antique
- stick
- thank
- lack
- junk
- hook
- track
- sleek
- stark
- shriek
- beak
- stroke
- quake
- rock
- spike
- block
- trunk
- tweak
- park
- wreck

At the end of a word, the letters ‘l’, ‘r’, ‘n’ and ‘c’ are generally followed by ‘k’. Some of these words can be found in A and B above.

How to choose ‘–ick’ or ‘–ic’ at the end of words:
Words with one syllable generally end in –ick.
*Example:* ‘trick’
Words with more than one syllable generally end in –ic.
*Example:* ‘electric’

**C**

Correct the incorrect spellings below. There are six errors.

As he walked out of the health clinike, the old gentleman suffered a moment of panick at the terrificke amount of traffic passing in front of him. “No”, he thought. “I mustn’t get too dramatique about it. Nothing horrifik is going to happen.” Boldly, he stepped off the pavement...

Keep a list of words that end in a ‘k’ sound. Sort them into different spelling columns to help you remember them.
Expedition of a lifetime

I couldn't believe my ears when I got the phone call to say that I was on my way to the Galápagos Islands! I won the trip by entering a photo competition in a wildlife magazine. And now I was about to get the opportunity to do it all again.

Three months later we were descending over the Galápagos Islands towards Baltra Seymour Airport. What a beautiful sight! The islands lie about 1,000 kilometres off the coast of Ecuador, in the Eastern Pacific Ocean. There are about 13 large islands and six smaller ones, with a population of approximately 25,000. The islands are exceptional in the world. Because of their isolation, unique species developed without any human interference over thousands of years.

Protected species
Our first stop was the Charles Darwin Research Station to see the giant tortoises and to hear about the island’s conservation programmes. The tortoises live a leisurely life, and so would you if you weighed 250 kilograms. They eat leaves, grass and cactus, and sleep for up to 16 hours a day. They commonly live to over a hundred years, and the record is 152 years. When Darwin visited in 1835, there were 15 species of tortoise, but now there are only 11 left.

Vegetarian monsters
In the afternoon, we walked down to the beach in search of marine iguanas. Here's a photo of one that I took. It looks incredibly fierce and prehistoric but in fact they are harmless and live off seaweed. When they come onto dry land, they line up with their heads facing into the wind and sneeze to get rid of the salt that they have taken in.

A mate for life
On our last day, we visited a protected breeding site for the waved albatross on the island of Española. Our ranger told us some fascinating facts about the only tropical albatross in the world. They have a huge wingspan of over two metres and mate for life. The scruffy, downy chicks – we saw some, through binoculars – grow into sleek, aerodynamic adults. When they leave the nest, they spend the next six years at sea off the coast of Peru, returning eventually to the islands to breed.

A life-changing experience
We left after an amazing ten days on the islands. Not only was it the most amazing expedition of my life, but it got me interested in conservation programmes, so I think that from now on my life will take a different course.
Comprehension

Learning objective
Distinguish between narrative, fact and opinion in a recount.

A
Explain your answers using words and phrases from the extract.
1 What did the author do to win a trip to the Galápagos Islands?
2 Find three facts in the extract.
3 Find three opinions in the extract.

B
What do you think?
1 How did the author feel when he received the phone call?
2 How did the author feel about the idea of visiting the Galápagos Islands?
3 What were the author’s impressions of the following: the giant tortoise, the marine iguana, the waved albatross?

C
What about you?
Which places have you visited within/outside your own country to see wildlife?

Glossary
aerodynamic designed to move well through the air
downy covered in very soft feathers
interference unwanted change or damage
leisurely without hurry
prehistoric from the time in history before events were written down
scruffy untidy and dirty
sleek smooth and shiny

Discussion time
Your local community has asked students in the area to recommend an animal in the locality that the community can help to protect. Which animal would you chose and why?
Making new words with prefixes and suffixes

**Learning objective**

Know how to transform meaning with prefixes and suffixes.

A prefix is a group of letters added to the beginning of a word to change the meaning. *Example:* ‘pre–’ means ‘before’. So ‘pre–’ + ‘historic’ means ‘before history’.

### A

Some of the words in the non-fiction extract about the Galápagos Islands contain prefixes. Find words in the extract that use these prefixes.

<table>
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<th>Prefix</th>
<th>Meaning</th>
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<td>con–</td>
<td>with, together</td>
</tr>
<tr>
<td>bi–</td>
<td>two, double</td>
</tr>
<tr>
<td>inter–</td>
<td>between, involving two or more</td>
</tr>
</tbody>
</table>

A suffix is a group of letters added to the end of a word to change the meaning. *Example:* ‘–less’ means ‘without’. So ‘wire’ + ‘–less’ means ‘without wires’.

### B

Which six of the words below can have ‘–less’ added to the end of them? Use a dictionary to help you.

*hope*  *breed*  *fact*  *sleep*  *harm*  *home*  *life*  *fierce*  *pain*

### C

List three words that end with each of these suffixes.
- **-able/-ible** – able or fit to do something
- **-er/-or** – someone who does something
- **-less** – without
- **-logy** – study of
- **-ness** – quality/state

What do the prefixes ‘circum–’ and ‘contra–’ mean? Find words that begin with these prefixes.

Marine biology is the study of underwater life.
Spellings and descriptions

Learning objectives
Further investigate spelling rules and exceptions, including representing unstressed vowels. Explore definitions and shades of meaning and use new words in context.

Sometimes words have unstressed vowels in them. These are vowels (a, e, i, o, u) that are not easy to hear in words. As a result, they are often missed out in spellings.

A

All these words have unstressed vowels.

business offering familiar different easily family
Wednesday interest frightening separate generous
marvellous miserable generally

1 Say the words aloud several times, stressing the underlined vowel.
2 Write the words with the underlined vowels enlarged or highlighted. This will help you to remember the vowel.
3 Write sentences using each of these words, spelling them correctly.

B

To describe extreme settings, it is important to pick adjectives carefully and to think about their meanings. Read the description of the inside of a dirty house. Choose one adjective from each pair.

No one had lived in the farmhouse for years. There was a pile of (1) dusty/filthy clothes on the floor in the corner of the kitchen, and a pair of (2) muddy/untidy boots still stood next to the back door that led out into the farmyard. The kitchen was the (3) untidiest/muddiest room I’d ever seen. How had the farmer managed to find things? Magazines were piled in heaps on the table, with packets of cereal and a box of hand tools. Books lay on (4) dusty/filthy shelves and the floor was a (5) grimy/dirty brown colour. A little light came through the (6) grimy/muddy windows, which were covered on the outside with climbing plants.

C

Describe a dirty, neglected place that you know. It could be an old house or apartment building, or a garden. Use words and phrases from B.
Weather poems

Learning objective
Read and interpret poems in which meanings are implied or multi-layered.

Flood

The rain fell all night, beating on roofs
2 as dark and hunched as hills,
cascading uncontained into the street
4 in wind-curved waterfalls.

All night the rain fell, kept falling.
6 This morning, the street’s a river:
cars founder and sink, while buses
8 crawl laden as ocean liners,
raise bow-waves so swollen they break
10 booming across the pavement
where tossed at the tide’s rising mark
12 seaweed tangles to litter;

and under the hedges and gates
14 fish shoal in the gleaming shallows,
and further out, through the channel
16 marked by wave-slapped traffic-lights,

dolphins leap lampposts, and whales
18 surge and sound in the deep roads.

Dave Calder

Comprehension

A

Use words and phrases from the poem to support your answers.

1 Which statement is true?
   a The poem is about life under the sea.
   b The poem describes the land after there has been a flood.
   c The poem gives a warning about the damage caused by the sea.

2 Find two quotations which show what the poet thinks has happened to vehicles.

B

Poet’s use of language

1 The poem has lots of verbs in their –ing present participle and –ed past participle forms. Make a list of these.
   Example: –ing beating, –ed hunched

2 In this poem, sea and land become mixed up in the flood: ‘bow-waves ... break ... across the pavement’. List the land-words and sea-words in verses 3–5.
   Example: Land-words: pavement, litter
   Sea-words: bow-waves, tide’s, seaweed

C

What about you?
What did you like about the poem and what did you find hard to understand? Use examples to answer.
Shape poems

Learning objective
Consider how settings are presented in shape poems.

The Tornado

Swirling, twirling round and round,
1 sucking up the earth and ground.

Wind so strong and sky so black,
2 it will destroy all in its track.

Danger, danger, please beware,
3 because tornadoes do not care.

Comprehension

A

Answer the questions using words from ‘The Tornado’.
1 Which words at the ends of lines rhyme?
2 Which words within the same line rhyme?
3 Which words are repeated in the same line and why?

B

1 List the four verbs that describe what a tornado does.
2 How does the shape of the poem help you understand it and experience the language?

C

Write a shape poem of your own. Choose one of these topics from the unit.
Flood wave Volcano Tornado

1 First draw the outline of your shape poem.
2 Find some ideas below to help you.
   a hurling hot rocks at the sky in noisy anger // dirtying the land, covering fields with dust // pouring hot lava from the corners of its mouth ...
   b racing silently across the ocean, // feeling the seabed scraping along its belly // rising to greet the tree-lined shore ...
   c circling the centre of the city, // bending trees
Writing a personal travel recount

**Learning objective**
Combine narrative, facts and opinions into a recount.

Website pages and blogs provide **factual information**, personal **opinion** as well as narrate what the **writer** experienced. The travel recount ‘Expedition of a lifetime’ on page 86 combines these three elements.

**Model writing**

1. Read the example paragraph in the box. The notes at the side show how the writer combines narrative, fact and opinion.

   **Fighting sea lions**
   A little further along the beach we came across a colony of sea lions, some of my favourite creatures on the island. Females gather in colonies of about 30, dominated by one bull who will aggressively defend his territory and females against other competing bulls. We saw two bull sea lions fighting. It was very noisy and bloody. We kept a safe distance, not surprisingly.

   **Sub-heading:** Tell the reader what to expect.

   **Narrative progress:** Say what happened next, and where.

   **Opinion:** Adds an opinion in the middle of a sentence, or in a separate sentence.

   **Facts:** Presents facts, usually in a present tense.

**Yosemite National Park**

**Facts and opinions**

1. Read the sentences a–h about Yosemite to get a general understanding.

2. Sort the sentences into narrative progress, opinion and facts.
   a. Apparently, the weather in Yosemite can change without warning, due to the mountainous terrain.
   b. Walking further into the forest, we came to one of the three separate groves of giant sequoia trees in Yosemite.
   c. We learnt that sequoia trees are the largest living things on the planet.
   d. We ate our lunch in the shade of these mighty giants, as the midday sun was really hot.
   e. The wildlife population includes black bears, cougars (a species of big cat) and coyotes, large wolf-like dogs that hunt in pairs.
   f. Unsurprisingly, we didn’t see any cougars as they are nocturnal.
   g. At last, we arrived, after a long steep trek, and took our first glimpse of Yosemite Falls.
   h. The views from the cliff top are spectacular and I’ve got some photos to prove it.
Wildlife park: Factfile

Writing frame
Write a short paragraph, combining narrative, fact and opinion about a visit to a wildlife park. Use the Factfile and useful phrases from the boxes.

### Factfile

**Situated:**... (you decide where)

**Founded:** 1972

**Area:** covers an area of 57 hectares

**Number of animals:** more than 1200

**Number of exotic and endangered species:** 180

**Species include:** 93 species of mammal, including snow leopards, cheetahs, tigers

44 species of bird, including penguins, ostriches, flamingos

98 species of reptile, including chameleons, crocodiles

### OPINION

- I had never seen anything so beautiful in nature before.
- While being able to do... was wonderful, what I really loved was...
- Just being able to do... was one of the most beautiful experiences of my life.
- We saw the elephants from close up, which was a beautiful sight.
- It was fun to see the penguins catch the fish in their mouths.

### NARRATIVE PHRASES

- It wasn’t until we arrived at the park that I realized how huge it was.
- Approaching, I got my first glimpse of the giraffes.
- The first animal we saw was...
- After lunch, we were taken to...
- Continuing on the trail, we saw many...
- As the sun began to set, we headed back to the coach.
- Soon it was getting dark and we had to leave.

### Your writing

**Write a recount about a visit which you made in your country to a zoo, a wildlife park or a national park.**

1. Find out information from a website and note some facts and figures. Note information about, for example, the geography, the animals and habitats.

2. Write a recount about your visit, saying:
   - where you went (narrative)  
   - what you learnt (facts)  
   - what you did (narrative)  
   - what you thought (opinion)