Let me persuade you

1. Look at the range of adjectives below, circle the ones that could be used to persuade a reader to buy a product.

- adorable
- bad
- expensive
- fierce
- attractive
- beautiful
- average
- elegant
- shiny
- dull
- filthy
- horrible
- super
- muddy
- ugly
- unsightly
- outstanding

Write three different sentences you could include in an advert using some of the adjectives you have identified as being persuasive.

1. 

2. 

3. 

2. Write a persuasive advert for the object you choose in the Talk Partner activity on Learner’s book page 7. Use the table below to plan your advert. Create your advert on a separate piece of paper.

<table>
<thead>
<tr>
<th>Object I am going to advertise</th>
<th>Adjectives I can use to make my object sound appealing</th>
<th>Questions I can use in my advert</th>
<th>Exclamations I can use in my advert</th>
<th>Statements I can use in my advert</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Report writing

1. Read the following passage and answer the questions below.

Polar bears are large bears that have white coats. They originated from the well-known brown bear. They live in the Arctic. Their main source of food is ringed seals. They use the ice in the Arctic to sit and wait for the seals to come to the surface and breathe. When the seal surfaces, the polar bear attacks.

a. Where do polar bears originate from?

b. Where do polar bears live?

c. What do polar bears eat?

2. Summarise each of these sentences using only 10 words.

a. Most people think deserts are completely covered by sand but some are covered in pebbles and rocks or salt where lakes have dried up.

b. Other plants grow long roots so that they are able to draw up water from deep underground.

3. For each set of words, circle the word that is the odd one out in terms of its suffix.

a. helping hopping worked showing

b. coped hoped helped shares

c. worries hurries hurried scurries

4. Write three words in each column that have the suffix shown, do not use any of the words from activity 3.

<table>
<thead>
<tr>
<th>–ing</th>
<th>–ed</th>
<th>–es</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
A newspaper report

1 Complete each of these sentences to show the key features of newspaper reports:
Use the words to fill in the gaps: opinions, headline, past, why, caption, facts, what, where, chronological, quotes

a  Newspaper reports are written in the ____________ tense.
b  You can include ____________ from people who were at the event being reported.
c  The first paragraph of a newspaper report gives information about who, ____________, ____________, when and ____________.
d  The title at the top of the report is called a ____________.
e  The events in the report are written in ________________ order to show when they happened.
f  Text written to explain what a photograph is showing is called a ____________.
g  The report must contain ____________ from your own research.
h  You must leave out your own ____________!

2 Read the following newspaper report and label each of the key features of newspapers that are included. Draw arrows and write labels to show that you understand each part of the text.

Farmer united with globetrotting phone
by First News Reporter

A US farmer has been reunited with his phone, after he lost it—and it was shipped to Japan!

Kevin Whitney lost his phone while unloading grain in October last year. The phone, which had fallen into the grain, was then taken on to various boats and vessels before ending up in Japan.

When the boss of a grain company called Mr Whitney to explain they had his phone, he was pretty surprised! The farmer had already purchased a new phone.

The phone was returned to its owner in Oklahoma last month.
Facts and opinions

1. Underline the facts in RED and the opinions in BLUE.
   a. Zebras are the most beautiful animals on earth.
   b. An adult male lion has a mane.
   c. Pirates carried swords.
   d. Peacock feathers are prettier than parrots’ feathers.
   e. Rainbows are formed when the sun is out and it is raining at the same time.
   f. Wood comes from trees.
   g. Children are always noisy.

2. Use this word bank, as well as your own ideas to write the following sentences:

   a. Two questions

      ____________________________________________
      ____________________________________________
      ____________________________________________
      ____________________________________________

   b. Two statements

      ____________________________________________
      ____________________________________________

   c. Two orders

      ____________________________________________
      ____________________________________________
      ____________________________________________
      ____________________________________________
Argument texts

1. Look at the following opinions. Sort them into the table below to show whether they are in favour or against the argument for wearing school uniform.

   a. “School uniform costs too much money, why should I have to buy it for my son?”
   b. “It would save me having to think about what to wear everyday!”
   c. “The school pullovers cost less than buying my own pullovers.”
   d. “It would save my favourite clothes from getting covered in pen, paint and mud!”
   e. “My child is always getting dirty at school – it would mean I would have to do lots more washing every week to make sure they wore clean uniform every day.”
   f. “I don’t think all children should have to look the same, they are individuals.”
   g. “I hate the colour blue, why should I be forced to wear a blue pullover to school every day?”
   h. “I worry too much about what to wear as I don’t want to be teased, if we are all wearing the same it would be much better.”

<table>
<thead>
<tr>
<th>Arguments for wearing school uniform</th>
<th>Arguments against wearing school uniform</th>
</tr>
</thead>
<tbody>
<tr>
<td>b,</td>
<td>a,</td>
</tr>
</tbody>
</table>

2. Choose one of the arguments you agree with and write two sentences to explain the point of view. Try to include connectives that structure your argument. For example: if, although...

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
Arguments

1. Circle the adverb in each of these sentences:
   a. The boy ran to school quickly.
   b. The cat licked its paws ferociously.
   c. Children are usually noisy.
   d. The bull hurtled angrily towards the farmer.
   e. Unhappily, the man trudged home.

2. This text has no punctuation. Try reading it to yourself. Can you read it fluently?
   some people think that children should wear school uniform so they do not get teased by other children because of the clothes they wear they also think it would save time in the mornings as they wouldn’t have to decide what to wear many people think it is cheaper to buy uniform than buy designer clothes others think it would be a good idea as their own clothes would not get ruined at school lots of adults think it would help make children feel part of the school and a team as they would all be wearing the same what do you think would you want to wear a school uniform

3. Rewrite the text above, adding in the punctuation required so that you are able to read it fluently and with expression.
## Self-assessment

### Unit 1

**Let’s look at non-fiction**

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>😊</th>
<th>😐</th>
<th>😞</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phonics, spelling and vocabulary</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can identify adverbs and how they add meaning to a sentence.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I know how adjectives can be used to make writing persuasive.</td>
<td></td>
<td></td>
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<tr>
<td>I know some common suffixes.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Grammar and punctuation</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>I can identify questions, statements and orders.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can use a range of end-of-sentence punctuation correctly, e.g. full stops, exclamation marks and question marks.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can use connectives to help me structure an argument, e.g. if, although.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reading: Non-fiction</strong></td>
<td></td>
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</tr>
<tr>
<td>I can identify different types of non-fiction texts.</td>
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<tr>
<td>I can point out the features of non-fiction texts.</td>
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<tr>
<td>I can identify key words and phrases in texts.</td>
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<tr>
<td>I can identify facts and opinions in texts.</td>
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<tr>
<td><strong>Writing: Non-fiction</strong></td>
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<tr>
<td>I can write explanation, persuasive and argument texts.</td>
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<tr>
<td>I can make notes from a text to summarise key information.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>I can summarise a text into fewer words.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Speaking and listening</strong></td>
<td></td>
<td></td>
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<tr>
<td>I can state my viewpoint in an argument.</td>
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</tbody>
</table>

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I need more help with...

______________________________

______________________________

______________________________
How are stories put together?

Story openings

1. Match the story opening features/examples to the correct story type, by writing the letter (a–i) in the correct column of the table below.

Features:

a. the reader is told something curious.
b. characters speak to each other.
c. The stacks of boxes in the dimly lit cave, cast dull shadows on the walls.
d. the reader is introduced to a character straight away.
e. Rupert, the son of the King, was a naughty boy.
f. something happens straight away.
g. Our cat had always appeared normal, that was until I found her talking to my Mum.
h. "Hello! Would you like to come to my house for lunch?" Robin asked.
i. The scene is described in detail.

<table>
<thead>
<tr>
<th>Action</th>
<th>Dialogue</th>
<th>Setting Focus</th>
<th>Character Focus</th>
<th>Narrative Hook</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

2. Read this story opening.

Maisy and Cho dashed around the corner, pressing themselves hard against the damp wall, wishing it would give way so they could fade with it. Their eyes darted between each other, towards the edge of the wall and then to the corner they had come from. They watched, breathlessly, silently, for any sign of movement, a shadow on the wall, any sign that their pursuer was following.

a. What type of opening is it? ____________________________________________

b. Highlight the text to show the key sentence that identifies the type of opening.

c. How do you know? Give examples from the text in your answer.

________________________________________________________________________
More story openings

1. Read the following extracts and write what type of opening it is using the words in the bubble.

a. "Colin, wake up, you’re going to be late again."
   "No! Just let me have five more minutes sleep..."
   "Five minutes? No chance! You need to leave the house in 10 minutes!
   "Well, I’m going to be late anyway, so five more minutes won’t hurt..."
   Type of opening

b. The moon shone brightly on the lake as the music came flowing from the house on the shore. The wind rustled the reeds at the lake’s edge and the trees stood tall like soldiers ready for battle.
   Type of opening

c. The car screeched to a halt. Jake threw open the door, leapt out and ran towards the burning building. Was his family still inside?
   Type of opening

d. It wasn’t unusual to hear reports about the creature in Lower Westlake. What was peculiar about the latest report was that the creature had been spotted in a house and that it had two heads...
   Type of opening
Genre and story endings

1. Match the statements to the correct genre

<table>
<thead>
<tr>
<th>Statement</th>
<th>Genre</th>
</tr>
</thead>
<tbody>
<tr>
<td>Includes strange happenings and usually a detective of some kind who solves a puzzle or crime.</td>
<td>Fantasy</td>
</tr>
<tr>
<td>Stories that have the basis in events that happened in the past.</td>
<td>Mystery</td>
</tr>
<tr>
<td>Stories about technology of the future or from another world. Often set in space.</td>
<td>Adventure</td>
</tr>
<tr>
<td>Elements that are not realistic, e.g. talking animals, set in other universe, mythical beings.</td>
<td>Science Fiction</td>
</tr>
<tr>
<td>Contain lots of fast-paced action and involve danger, risk and excitement.</td>
<td>Historical</td>
</tr>
</tbody>
</table>

2. Fill in the missing punctuation in this story ending.

would anyone ever find their beloved Pompeii they wondered would anyone ever see its splendid streets perhaps perhaps not tranio and livia walked back to their small house beside the orange grove for the rest of their days they would carry a deep sorrow within their hearts

3. Read the story ending above, as well as the other extracts from ‘Escape from Pompeii’ on page 29 of the Learner’s Book, and answer the following questions:

a. Where do you think Pompeii had gone? Why do you think this?

b. Had Tranio and Livia liked living in Pompeii? How do you know?

c. What was the ‘deep sorrow’ they would carry in their hearts forever?
**Story planning and feedback**

1. Look at these story stages. For each box, give it a heading to show which part of the story it is from. Number each box to show the order they would go in to tell the story.

   - **Beginning, build-up, climax, resolution, ending**

   | Sleeping Beauty finds a spinning wheel. Pricks her finger. Whole castle sleeps for 100 years. | Sleeping Beauty and Prince marry and they all live happily ever after. Bad fairy is punished. | Sleeping Beauty is born. All invited to party to celebrate. One fairy is not invited. | Prince finds castle through overgrown hedges. kisses Sleeping Beauty and whole castle wakes. | Party. Bad fairy arrives and says Sleeping Beauty will die when pricked with a spinning wheel needle. Good fairy changes so she won’t die but sleep for 100 years. |

2. Write the beginning of the story using the notes above to help you.

   ___________________________________________________
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________
Tenses

1. Change these sentences into past tense.
   a. I play football in the park.
   b. I will work hard during the test.
   c. I will sing on the stage.
   d. I eat my lunch every day at 12 o’clock.

2. Rewrite these sentences so that the verb tenses are correct:
   a. I sang on the stage tomorrow.
   b. Yesterday, I will ride my bike to school.
   c. I am sang in the choir now.
   d. Tomorrow it was my birthday!

3. Change these sentences into present tense.
   a. I walked to school.
   b. I drove a car.
   c. I watched television.
   d. I ran to the shops.
Adjectives

1 Write adjectives around each of these pictures to describe them.

2 For each picture, write a sentence that includes a verb, adjective and adverb. Use a separate piece of paper for your writing.
# Self-assessment

## Unit 2

### How are stories put together?

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>😊</th>
<th>😐</th>
<th>😞</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phonics, spelling and vocabulary</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can use more powerful verbs in my writing.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grammar and punctuation</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can identify adverbs and understand their impact.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I understand the past, present and future tenses of verbs.</td>
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<tr>
<td><strong>Reading: Fiction</strong></td>
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</tr>
<tr>
<td>I understand the five main stages in a story.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>I can retell events from a text to answer questions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can use punctuation marks to read with expression.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Writing: Fiction</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can explore different openings and endings of stories.</td>
<td></td>
<td></td>
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<tr>
<td>I am beginning to use paragraphs to organise my stories.</td>
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<td></td>
</tr>
<tr>
<td><strong>Speaking and listening</strong></td>
<td></td>
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</tr>
<tr>
<td>I can listen carefully during discussions as well as giving my own ideas.</td>
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</tbody>
</table>

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I need more help with ...

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