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ENGLISH

YEAR

4

AGES
9-10

WRITING WORKBOOK

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Laura Anderson

Looking at poems

Poems use words in imaginative ways to express **ideas** or to describe people or things. They are made to be spoken. The main difference between a poem and other kinds of texts is in the way it is set out.

A **poem**:

- * is usually divided into **verses** or **stanzas**.
- * often contains words that **rhyme**.
- * often has a sense of **rhythm**, like a song.
- * usually contains **descriptive words**.

This is the first stanza of Banjo Paterson's poem 'Frogs in Chorus'.

The chorus frogs in the big lagoon
 Would sing their songs to the silvery moon.
 Tenor singers were out of place,
 For every frog was a double bass.
 But never a human chorus yet
 Could beat the accurate time they set.
 The solo singer began the joke;
 He sang, "As long as I live I'll croak,
 Croak, I'll croak,"
 And the chorus followed him: "Croak, croak, croak!"



- 1 Which words in the poem **rhyme** with the following?

| | |
|----------------|--------------|
| a lagoon _____ | b bass _____ |
| c set _____ | d joke _____ |

- 2 The line *For every frog was a double bass* tells us that the frogs had:

| | | |
|---|--|---|
| a soft voices. <input type="checkbox"/> | b sweet voices. <input type="checkbox"/> | c deep voices. <input type="checkbox"/> |
|---|--|---|

Student A: Piero's draft



Piero's Year 4 class have been reading sound poems, like 'Frogs in Chorus'. Now they each have to write their own **sound poem**, using Roger McGough's poem 'The Sound Collector' as a model. Piero is going to write about the sounds people make.

The first thing Piero does is to look carefully at the first four stanzas of Roger McGough's poem.

- | | | | |
|---|--|---|---|
| 1 | A stranger called this morning Dressed all in black and grey Put every sound into a bag And carried them away | 3 | The popping of the toaster The crunching of the flakes When you spread the marmalade The scraping noise it makes |
| 2 | The whistling of the kettle The turning of the lock The purring of the kitten The ticking of the clock | 4 | The hissing of the frying pan The ticking of the grill The bubbling of the bathtub As it starts to fill |

- 1 List three **sound words** in the second stanza.

| | | |
|----------------------|----------------------|----------------------|
| <input type="text"/> | <input type="text"/> | <input type="text"/> |
|----------------------|----------------------|----------------------|

- 2 What **sound** do the flakes make?

- 3 What hisses?

- 4 Which words in the poem **rhyme** with these words?

a grey

b lock

c flakes

d grill

Writing the first draft

This is Piero's **first draft**. Read what he wrote and then answer the questions.

The Sounds People Make

Telling a secret

To my best friend

Screaming sounds someone makes

When they are scared

An audience that laughs

When it hears a joke

The noise my brother makes

When he drinks a coke

The sound of the choir

Singing a song

The students upset

When they can't do their work

The sound of happy people

Watching sport

The children all so happy

When it's time to go home

1 Roger McGough's **poem** contains the following features. Tick (✓) those that Piero has used.

a He has divided it into **verses** or **stanzas**.

b He has used lots of **sound words**, like *hissing* and *purring*.

c He has made the second and fourth lines in each stanza **rhyme**.

2 What sound would someone make when drinking a coke?

3 Which two words in Piero's poem **rhyme**?

4 Read Piero's poem out loud, clapping your hands in time to the words. Does it have a steady beat, or **rhythm**?

Yes

No

Step-by-step improvement plan

Piero wants to improve his **sound poem**. He is going to do some exercises to find ways to do this. Help him complete the exercises.

Step 1: Add energy with onomatopoeia

Onomatopoeia (o-no-mat-o-pee-a) is where the **sound** of a word matches the sound of the action it is describing (e.g. *whoop* or *gurgle*).

Using onomatopoeia adds interest and energy to texts like narratives and poems.

Piero has not used enough onomatopoeic words in his draft so he is going to find some more.

These are some of the words he has found.

whispering
squealing
grumbling
humming

shrieking
chanting
giggling
snuffling

chuckling
puffing
snorting
groaning

panting
muttering
sobbing
whining

1 Write the words from the box under the correct heading.

| | | | |
|--|---|--|---|
| Talking words _____ _____ | Shouting words _____ _____ | Crying words _____ _____ | Laughing words _____ _____ |
| Singing words _____ _____ | Gasping words _____ _____ | Snoring words _____ _____ | Moaning words _____ _____ |

2 Add two more:

a talking words. _____

b shouting words. _____

3 Which of these are **sounds** that people usually make? Tick (✓) the correct answers.

burping

jingling

hiccupping

fizzing

sniffing

munching

bubbling

yawning

clapping

Step 2: Add rhyming words

Rhyming words are words that have a similar end sound (e.g. *grey, away; lock, clock*).

Rhyming words help give a poem its **rhythm**.

Tip! Rhyming words don't have to be spelt the same.

For example: *where, wear* *away, ballet* *release, police*

- 1 This is how Piero is going to start his poem:

Whispering a secret
In my best friend's ear

Circle the words below that **rhyme** with *ear*.

are dear fear liar near
air here fair cheer appear

- 2 Piero is going to start the third stanza like this:

The chanting of the choir
As they practise a song

Highlight the words that **rhyme** with *song*.

long lounge wrong orange
sponge along thong strong

- 3 This is how Piero is going to end his poem:

The happy squeals of children
When they hear the home-time bell.

Underline the words that **rhyme** with *bell*.

sell ball well swell peel small
smell tall tell yell shell feel

Writing the final draft

This is Piero's **final draft**. I am sure you will agree that now it has a better rhythm. Read the comments about his **poem** on the left, and do the tasks on the right.



Comments

Using **onomatopoeia** adds interest and energy to the poem.

Using **rhyming words** helps give the poem rhythm.

The Sounds People Make

The whispering of a secret
In my best friend's ear.
The shrieking of a little boy
Filled with fear.

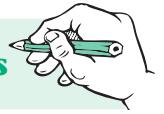
The chuckling of the audience
When they hear a funny joke.
The slurping sound my brother makes
While drinking a coke.

The chanting of the choir
As they practise a song.
The groaning of the students
When they get an answer wrong.

The cheering of the crowd
When their team is doing well.
The happy squeals of children
When they hear the home-time bell.



Tasks



1. **Underline** the words that **rhyme**.
2. **Highlight** the **onomatopoeic** words.
3. **Circle** the words that **rhyme**.
4. **Underline** the **onomatopoeic** words.

Student B: Emilia's draft



Emilia, another Year 4 student, is going to write a **poem** about the sounds animals make. She starts by looking at the last three stanzas of Roger McGough's poem.

5 The drumming of the raindrops
On the windowpane
When you do the washing-up
The gurgle of the drain

6 The crying of the baby
The squeaking of the chair
The swishing of the curtain
The creaking of the stair

7 A stranger called this morning
He didn't leave his name
Left us only silence
Life will never be the same

1 What makes a gurgling **sound**? _____

2 Which word matches the **sound** the curtains make?

3 Which **sounds** in the poem could animals make?

4 Which **sound** in the poem would a musician normally make?

5 Which of these words means the same as *crying*? Tick (✓) the correct words.

| | | | | | |
|---------|--------------------------|------------|--------------------------|---------|--------------------------|
| bawling | <input type="checkbox"/> | stammering | <input type="checkbox"/> | wailing | <input type="checkbox"/> |
|---------|--------------------------|------------|--------------------------|---------|--------------------------|

Writing the first draft

This is Emilia's **first draft**. Read it and then answer the questions.

The Sounds Animals Make

The geese in the yard

The dogs are barking

The cats are meowing

I can hear the frogs

The seagulls are crying

The hens are laying eggs

The cows are in the paddock

The pigs go oink oink

Sheep make a funny noise

Listen to the bees

A lion makes a scary sound

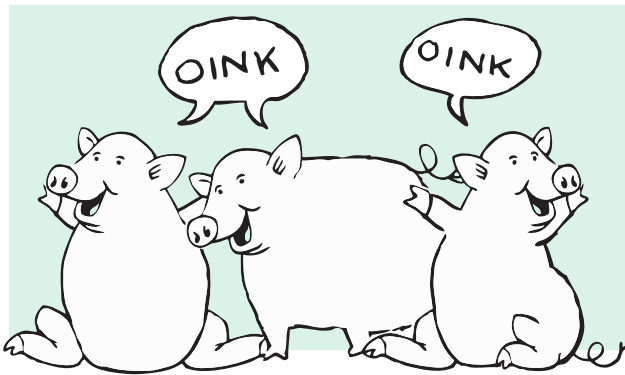
Birds like to sing

Ducks go quack quack

There goes a little mouse

The owl goes hoot hoot

Trying to catch the mouse



1 Tick (✓) the things Emilia has remembered to do in her poem.

a divide the poem into **verses** or **stanzas**

b use lots of **sound words**

c make the second and fourth lines in each stanza **rhyme**.

2 a List all the **sound words** that Emilia has used. _____

b For which animals has Emilia not used words that match the **sounds** they make?

Step-by-step improvement plan

Emilia is also going to do some exercises to find ways to improve her **sound poem**. Help her complete them.

Step 1: Add energy with onomatopoeia

Emilia has used lots of onomatopoeic words in her draft, but she could add more.

- 1 Match the animal to the **sound** it makes.

| Animal |
|----------|
| geese |
| lion |
| frogs |
| mouse |
| hens |
| cows |
| birds |
| sheep |
| seagulls |
| bees |

| Sound |
|------------|
| buzzing |
| clucking |
| baaing |
| squawking |
| roaring |
| cackling |
| croaking |
| mooring |
| twittering |
| squeaking |

- 2 Choose other **sounds** that dogs, birds and bees make from the lists below.

| Dogs | |
|----------|--------------------------|
| groaning | <input type="checkbox"/> |
| growling | <input type="checkbox"/> |
| howling | <input type="checkbox"/> |
| snarling | <input type="checkbox"/> |
| purring | <input type="checkbox"/> |
| woofing | <input type="checkbox"/> |

| Birds | |
|----------|--------------------------|
| cheeping | <input type="checkbox"/> |
| bubbling | <input type="checkbox"/> |
| sighing | <input type="checkbox"/> |
| tweeting | <input type="checkbox"/> |
| chirping | <input type="checkbox"/> |
| cooing | <input type="checkbox"/> |

| Bees | |
|------------|--------------------------|
| humming | <input type="checkbox"/> |
| screeching | <input type="checkbox"/> |
| droning | <input type="checkbox"/> |
| murmuring | <input type="checkbox"/> |
| swishing | <input type="checkbox"/> |
| whining | <input type="checkbox"/> |

- 3 Circle the correct **sound** in brackets to complete each sentence.

- The snake was (hissing, roaring) angrily.
- The monkeys are (trumpeting, chattering) in the trees.
- The mosquito was (grunting, whining) around my head.

Step 2: Add rhyming words

Emilia is looking for words that rhyme with some of the animal names in her poem.

- 1 Circle the words that **rhyme** with the name of the animal at the top of each list.

| | | |
|---|--|--|
| <p>dogs</p> <p>socks frogs rocks logs jogs clocks fogs</p> | <p>cats</p> <p>bats mates mats plaits plates rats gnats</p> | <p>seagull</p> <p>dull glue rule hull skull full bull</p> |
| <p>hens</p> <p>jeans pens sense wrens tens tense dens</p> | <p>cows</p> <p>meows flows bows blows rows slows crows</p> | <p>bees</p> <p>sneeze knees trees peace fleece geese</p> |
| <p>ducks</p> <p>lucky sucks clucks flocks trucks fox</p> | <p>mouse</p> <p>house hose those grouse louse toes</p> | |

- 2 Find words in the box to make the following lines **rhyme**.

- a The birds are singing
The cow bells are _____
- b The howling of the hounds
And many other _____
- c The soft bleats of the lambs
The loud bleats of the _____

| | |
|-------|---------|
| songs | sounds |
| rams | ringing |
| ewes | lowing |

- 3 Cross out the words that **do not rhyme** with the word at the top of each list.

| | | |
|--|---|---|
| <p>songs</p> <p>clangs thongs wrongs sons gongs sings</p> | <p>ewes</p> <p>mews two sweets fuse accuse stews</p> | <p>lowing</p> <p>sowing crowing browning flowering glowing knowing</p> |
|--|---|---|

Writing the final draft

Emilia has started writing the **final draft** of her **poem**. Help her complete it, and then look in the answers section to compare what you have written with what Emilia wrote.

Hint! Use the practice exercises to help you.

The Sounds Animals Make

Meow meow

The cackling of the geese

The barking of the _____

Croak croak

The meowing of the cats

The _____ of the _____

Moo moo

The squawking of the seagulls

Squawk squawk

The clucking of the _____

The mooing of the _____

Grunting _____ inside their pens

Buzz buzz

The baaing of the sheep

Oink oink

The buzzing of the _____

The _____ of the lions

_____ cheeping in the _____

Hoot hoot

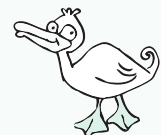
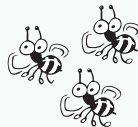
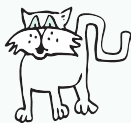
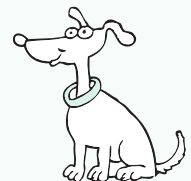
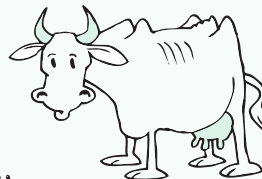
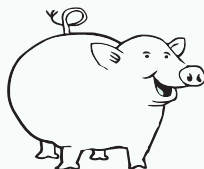
The quacking of the _____

Quack quack

The _____ of a mouse

The _____ of an owl

As it flies above our _____



Your turn

Write a **sound poem** of four stanzas on one of the following. Use your own paper for this activity.

Writing Checklist Make sure your poem contains:

- * lots of **onomatopoeic words**.
- * words at the end of lines 2 and 4 in each stanza that **rhyme** with each other.

Tip

Use **Piero's final draft** on page 30 and **Emilia's final draft** on page 35 to help you write your poem.

Go to  **WORD BANK** page 105 for useful vocabulary

- 1 Write a poem entitled 'The Sounds of the Playground'.
- 2 Write a poem about the sounds you hear at the beach or in the city.
- 3 Use the words below to write your own sound poem.

vrooming

rattling

cracking

tinkling

smashing

popping

fizzing

booming

zapping

clanging

whooshing

whirring

- 4 Write a poem about the sounds the people in this picture might be hearing.



Looking at expositions

An **exposition** aims to **persuade** people that a certain **opinion** or **point of view** is the right one.

We have all tried to persuade someone to do something or agree with us at some point in our lives. However, people also make speeches and write letters, articles and blogs to try to persuade others to their point of view.

An **exposition** should have:

- * an **opening paragraph** that states your main **opinion**.
For example: *I believe people who live in the city should use buses and trains instead of cars.*
- * **arguments** or reasons for your opinion.
For example: *Firstly, more people can fit on a bus or train, so there wouldn't be as many vehicles on the roads.*
- * a **conclusion** that **repeats** your main opinion and **refers back** briefly to your arguments.
For example: *As you can see from the reasons I've given, it would be much better for the environment if people stopped using their cars in the city.*

1 Which of the following two sentences expresses an **opinion**?

a

I definitely think we spend too much time at school.

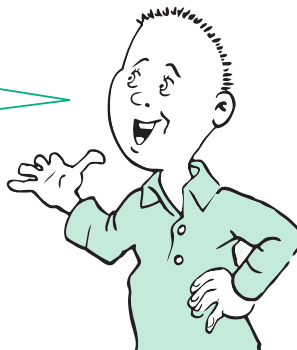
b

Altogether we spend thirty hours at school every week.

2 Which child is trying to persuade their father to let them watch a TV program?

a

Dad, what time does that new program about robots start?



b

Watching that program will really help me with my science project, Dad.



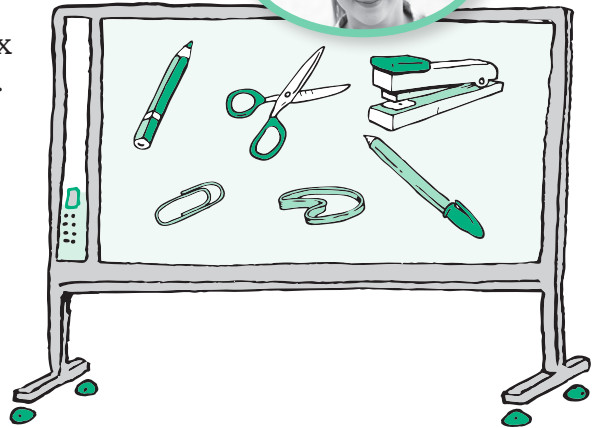
Student A: Eva's draft



Eva's Year 4 teacher has shown his students six items that are commonly used in a classroom.

They each have to choose the item they think is the most useful to have in a school bag. They then have to present reasons for their choice in a **blog** to be posted on the class website.

Eva has chosen the rubber band. She starts by briefly listing her reasons.



Reasons:

- 1 a hair tie
- 2 can hold things together
- 3 a reminder

Supporting details:

helps you remember to get forms signed
keeps hair out of your face
stops you losing papers or posters
helps keep you cool on a hot day
can wear it on your wrist
makes it easier to carry things

Complete the table below with the correct details from Eva's notes.

| Reason | Supporting details |
|----------------------------|--------------------|
| 1 a hair tie | |
| 2 can hold things together | |
| 3 a reminder | |

Writing the first draft

This is Eva's **first draft**. Read what she wrote and then answer the questions.

Why I Would Choose the Rubber Band

I would definitely always keep a rubber band in my school bag. I think it is the most useful item. This is why.

It makes a good hair tie. You can tie back long hair. It stops it getting in your face. That's good when you're playing sport. It makes you feel cooler on a hot day.

A rubber band is good for wrapping around things. You can wrap it around posters and papers. It keeps them together. It makes them easier to carry. You won't lose them.

Rubber bands make great reminders. You can wear them on your wrist to remind you to do things.

I believe the rubber band is definitely the most useful.

- 1 A good **exposition** should contain the following features. Tick (✓) the ones that Eva has used.
- a an **introduction** that states her main **opinion**
 - b **reasons** for her opinion
 - c **details** to support her reasons
 - d **thinking** and **feeling verbs** (e.g. *believe, think*)
 - e **present-tense verbs** (e.g. *is, have*)
 - f **connectives** to link her **arguments** (e.g. *Firstly, In addition*)
 - g **conjunctions** to link words, phrases and sentences (e.g. *and, but, or*)
 - h a separate **paragraph** for each argument
 - i **correct spelling** and **punctuation**
 - j a **conclusion** that **repeats** her main opinion AND **refers back** to her arguments.
- 2 Underline the two thinking and feeling **verbs** that Eva has used in her draft.
- 3 Which word has Eva used twice to show how strongly she believes that the rubber band is the most useful item? _____
- 4 What other uses can you think of for a rubber band? List at least two things.
- _____
- _____

Step-by-step improvement plan

Eva is going to do some practice exercises to find ways to improve her draft. Help her complete them.

Step 1: Start with a strong introduction

The **introduction** is the first paragraph. It should state the main **opinion**, but it should also be **interesting**.

Which of these sentences could Eva use in her **introduction** to make it stronger?

1 I don't have enough space to list all the different ways you can use a rubber band at school, so I'm only going to mention three ways.

2 I have heaps of rubber bands. They are really fun to play with. I think everybody should have a good supply of rubber bands.

Step 2: Link arguments with connectives

Connectives are words and phrases that link ideas in a text. They help us organise our writing and make it flow.

Use the **connectives** from the box to complete this passage. Use each connective once.

Tip

Read through the passage before choosing your connectives. Start with *Firstly*.

in addition

firstly

secondly

finally

also

for example

_____, a rubber band makes an excellent hair tie.

_____, rubber bands are cheaper than normal hair ties, so they _____ save you money.

_____, a rubber band is useful for wrapping around things.

_____, it is perfect for holding together posters and papers.

_____, rubber bands make great reminders.

Step 3: Use conjunctions to link ideas

In Unit 2 you learnt that **conjunctions** are words like *and*, *but* and *so*. They **link**:

- * words and phrases in sentences.
- * two or more clauses to make a single sentence.

Conjunctions make our **writing flow** and let us add **detail** to sentences.

Reminder! Here is a list of conjunctions: *although*, *and*, *if*, *but*, *or*, *so*, *yet*, *because*, *unless*, *until*, *when*, *while*.

Complete each sentence below with a **conjunction** from the list. Try to use a different conjunction each time.

- 1 Rubber bands are handy _____ you have to tie your hair back.
- 2 Girls with long hair have to tie their hair back _____ they play sport.
- 3 Girls tie their hair back in summer _____ it makes them feel cooler.
- 4 I slip a rubber band on my wrist _____ I don't forget to do things.
- 5 The other items can also come in handy, _____ I believe the rubber band is the most useful.

Step 4: End with a strong conclusion

The **conclusion** is the final paragraph. It should **repeat** your main opinion and **refer back** to your arguments.

Eva is not happy with her conclusion, so she has practised writing three more.

Which one repeats her opinion and refers back to her arguments?

1 I love using rubber bands. I have lots and lots of them. They are great. I am sure everyone agrees with me.

2 Rubber bands are much better than paperclips, pencils, pens or any of those other items. I use rubber bands all the time.

3 I know that the other items can also come in handy, but I am sure that my arguments have convinced you that the rubber band is the most useful.

Writing the final draft

This is Eva's **final draft**. Read the comments on the left, and do the tasks on the right.



Comments

Starting with a strong **introduction** gets your reader's attention.

Using **connectives** to link your arguments makes your writing flow.

Using a separate **paragraph** for each argument makes your text easier to read.

Giving **examples** adds weight to your arguments.

Ending with a **conclusion** that repeats the opinion and refers back to the arguments wraps up your exposition.

Why I Would Choose the Rubber Band

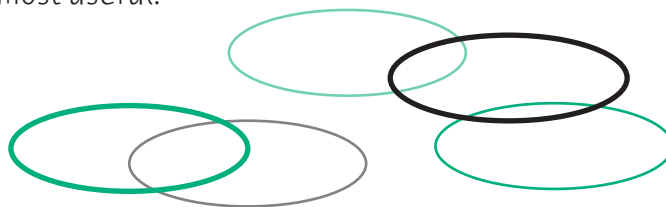
I definitely think the rubber band is the most useful item to have in your school bag. I don't have enough space to list all the different ways it can be used, so I am only going to mention three of them.

Firstly, a rubber band makes an excellent hair tie. If you have long hair like me, there are always times when you have to tie your hair back, such as when you are playing sport or just want to feel cooler on a hot day. In addition, rubber bands are cheaper than normal hair ties, so they can save you money.

Secondly, a rubber band is useful for wrapping around things. For example, if you have posters or papers to take to or from school, a rubber band is perfect for holding them together. This way they are easier to carry and you are less likely to lose them.

Finally, rubber bands make great reminders. For instance, if you have to give your parents a form to sign for school, slipping a rubber band around your wrist will remind you about it.

I know that the other items can also come in handy, but I am sure that my arguments have convinced you that the rubber band is the most useful.



Tasks



← **1. Underline** Eva's opinion.

← **2. Highlight** three conjunctions.

← **3. Underline** two connectives.

← **4. Underline** the phrase that tells how you can use a rubber band to remind you about something.



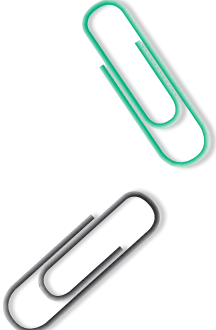
← **5. Highlight** the conjunction.

Student B: Nicolas's draft



Nicolas, another Year 4 student, thinks the paperclip is the most useful of the six items.

He also starts by jotting down some ideas.

| | |
|---|--|
| <p>Reasons:</p>  | <p>1 holds things together 2 can bend it into different shapes 3 repairs things</p> |
| <p>Supporting details:</p>  | <p>fixes a book turns into a hook displays photos and cards makes a sculpture sorts notes and papers unclogs plastic containers seals plastic bags</p>  |

Help Nicolas organise his ideas by filling in the argument that goes with the supporting details.

| Reason | Supporting details |
|--------|---|
| 1 | fixes a book unclogs plastic containers |
| 2 | seals plastic bags sorts notes and papers displays photos and cards |
| 3 | makes a sculpture turns into a hook |

Writing the first draft

This is Nicolas's **first draft**. Read what he wrote and then answer the questions.

Why I Would Choose the Paperclip

I would definitely choose a paperclip to have in my school bag. Actually, I would have quite a few of them.

You can use them to fix things. Sometimes the pages of a book come apart. You can use a paperclip to put them back together. Sometimes the glue in a glue bottle clogs up the little hole at the top. You can push the end of a paperclip through it to unclog it.

You can use paperclips to hold things together. You can clip papers or notes together. You can seal a plastic bag with a paperclip. You can use paperclips to attach photos and cards to a piece of string to make a classroom display.

You can bend paperclips into different shapes. You can use them in craft lessons to make things such as hooks or sculptures.

The paperclip is definitely the most useful item.

1 Which of these features has Nicolas remembered to use in his draft? Tick (✓) the ones that Nicolas has used.

a an **introduction** that states his **opinion** in an interesting way

b **reasons** for his opinion

c **details** to support his reasons

d **thinking** and **feeling verbs**

e **present-tense verbs**

f **connectives** to link his **arguments**

g **conjunctions** to link words, phrases and sentences

h a separate **paragraph** for each argument

i **correct spelling** and **punctuation**

j a **conclusion** that **repeats** his opinion AND **refers back** to his arguments.

2 What other uses can you think of for a paperclip? List at least two things.

3 Which do you think is more useful: a rubber band or a paperclip? Give a reason for your choice.

Step-by-step improvement plan

Nicolas also needs to work on his draft to make it more interesting. Help him complete these exercises to find ways to do this.

Step 1: Start with a strong introduction.

This is what Nicolas has written so far for his **introduction**.

Help him choose one of the sentences below to add to his **introduction**.

1 They are made of metal or plastic and are sometimes very colourful.

2 I think the paperclip is by far the most useful of the six items, for the following reasons.

3 I have hundreds of them in my desk drawer at home.

I would definitely choose a paperclip to have in my school bag. Actually, I would have quite a few of them.

Step 2: Use conjunctions to link ideas

Write on the line the **conjunction** in brackets that correctly completes each sentence.

- 1 (So, If) _____ the pages of your book come loose, a paperclip will keep them in place.
- 2 A paperclip will keep the pages of your book together (until, when) _____ you can get the book fixed.
- 3 Paperclips help you keep your notes or papers organised, (but, and) _____ they are perfect for sealing plastic bags.
- 4 You can use paperclips to attach photos, cards (or, nor) _____ anything else to a piece of string.
- 5 You can bend paperclips into different shapes, (yet, so) _____ you can be very creative with them.

Step 3: Link arguments with connectives

Nicolas's **exposition** will flow better if he uses **connectives** to link his arguments.

Complete the following passage with **connectives** from the box. Use each connective once.

Hint! You have been given the first letter of some of the connectives to help you.

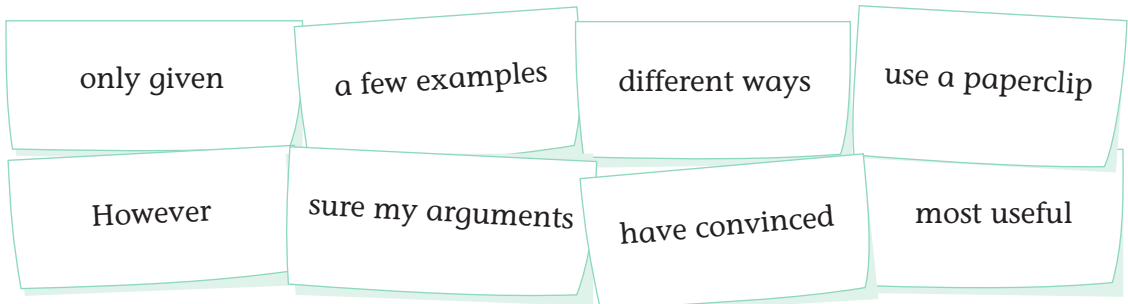
also for example secondly for instance finally in addition firstly

F _____, a paperclip is handy for fixing things. F _____, if the pages of your book come loose, a paperclip will keep them in place. It can _____ be turned into a little pin that can be used for all sorts of things. _____, paperclips are good for holding things together. They help you keep your notes or papers together. I _____, you can use them to attach photos to a piece of string. _____, you can bend a paperclip into different shapes, so you can be very creative with it; f _____, you can turn it into a hook or sculpture.

Step 4: End with a strong conclusion

Nicolas wants to end his **blog** on a strong note. Help him write a good **conclusion**, using the words and phrases on the notes.

Tip! Remember to use **conjunctions** where necessary!



Writing the final draft

Nicolas has started writing the **final draft** of his **blog**. Help him complete it by filling in the missing sections, and then look in the answers section to compare what you have written with what he wrote.

Hint! Look at his practice exercises for ideas.

Why I Would Choose the Paperclip

I would definitely choose a paperclip to have in my school bag. Actually, I would have quite a few of them. I think the paperclip is by far the most useful of the six items, for the following reasons.

Firstly, a paperclip is handy for fixing things. For example, if the pages of your book come loose, a paperclip will keep them in place until you can get the book fixed. A paperclip can also be turned into a little pin that can be used for all sorts of things, like unclogging the little opening at the top of a glue bottle.

Secondly, **(Write about how you can use it to hold things together.)**

.....

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Finally, you can bend a paperclip into different shapes, so you can be very creative with it; for instance, you can turn it into a hook or sculpture.

(Write the conclusion.)

.....

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Unit 3 Writing a sound poem

Page 25

- 1 a moon b place c yet d croak
2 c

Page 26

- 1 whistling, purring, ticking 2 crunching
3 the frying pan
4 a away b clock c makes d fill

Page 27

- 1 a 2 **Suggestions:** glug-glug, gulp
3 joke, coke 4 No

Pages 28–29

Step 1

- 1 Talking words: whispering, muttering
Shouting words: shrieking, squealing
Crying words: sobbing, whining
Laughing words: chuckling, giggling
Singing words: chanting, humming
Gasping words: panting, puffing
Snoring words: snorting, snuffling
Moaning words: grumbling, groaning
- 2 Suggested answers:
a stuttering, stammering, chattering, jabbering
b bellowing, yelling, whooping, screeching
- 3 burping, sniffing, yawning, hiccupping,
munching, clapping

Step 2

- 1 dear, fear, near, here, cheer, appear
2 long, wrong, along, thong, strong
3 sell, well, swell, smell, tell, yell, shell

Page 30

- 1 ear, fear 2 chuckling, slurping
3 song, wrong 4 cheering, squeals

Page 31

- 1 the drain 2 swishing 3 crying, squeaking
4 drumming 5 bawling, wailing

Page 32

- 1 a, b
2 a barking, meowing, crying, oink, sing, quack,
hoot
b geese, frogs, hens, cows, sheep, bees, lion,
mouse

Pages 33–34

Step 1

- 1 geese—cackling, lion—roaring, frogs—croaking,
mouse—squeaking, hens—clucking,
cows—mooring, birds—twittering,

sheep—baaing, seagulls—squawking,
bees—buzzing

- 2 Dogs: growling, howling, snarling, woofing
Birds: cheeping, tweeting, chirping, cooing
Bees: humming, droning, murmuring
- 3 a hissing b chattering c whining

Step 2

- 1 dogs: frogs, logs, jogs, fogs
cats: bats, mats, plaits, rats, gnats
seagull: dull, hull, skull
hens: pens, wrens, tens, dens
cows: meows, bows, rows
bees: sneeze, knees, trees
ducks: sucks, clucks, trucks
mouse: house, grouse, louse
- 2 a ringing b sounds c rams
- 3 songs: clangs, sons, sings
ewes: two, sweets
lowing: browning, flowering

Page 35

The Sounds Animals Make

The cackling of the geese
The barking of the dogs
The meowing of the cats
The croaking of the frogs
The squawking of the seagulls
The clucking of the hens
The mooing of the cows
Grunting pigs inside their pens
The baaing of the sheep
The buzzing of the bees
The roaring of the lions
Birds cheeping in the trees
The quacking of the ducks
The squeaking of a mouse
The hooting of an owl
As it flies above our house

Unit 4 Writing to persuade— expositions

Page 37

- 1 a 2 b

Page 38

- 1 keeps hair out of your face; helps keep you cool
on a hot day
2 stops you losing papers or posters; makes it
easier to carry things
3 can wear it on your wrist; helps you remember
to get forms signed

Page 39

1 a, b, c, d, e, h, i 2 think, believe 3 definitely

4 **Suggestions:** You can roll it into a ball and use it as an eraser.

You can wrap it around your pencil to give you a better grip.

Pages 40–41

Step 1

Number 1

Step 2

Firstly, In addition, also, Secondly, for example, Finally

Step 3

1 if/when 2 when/if 3 because

4 so 5 but/although

Step 4

Number 3

Page 42

1 I definitely think the rubber band is the most useful item to have in your school bag.

2 If, when, or, so 3 Secondly, For example

4 slipping a rubber band around your wrist

5 but

Page 43

1 repairs things

2 holds things together

3 can bend it into different shapes

Page 44

1 a, b, c, e, h, i

2 **Suggestions:** You can use it as a hairclip. You can use it as a bookmark.

3 **Suggestions:** I think the paperclip is more useful because rubber bands often snap if you stretch them too far.

Pages 45–46

Step 1

Number 2

Step 2

1 If 2 until 3 and 4 or 5 so

Step 3

Firstly, For example, also, Secondly, In addition, Finally, for instance

Step 4

Suggestion: I've only given you a few examples of the different ways you can use a paperclip. However, I'm sure my arguments have convinced you that it is the most useful of the six items.

Page 47

Why the Paperclip Is the Most Useful Item

I would definitely choose the paperclip to have in my school bag. Actually, I would have quite a few of them. I think the paperclip is by far the most useful of the six items, for the following reasons.

Firstly, a paperclip is handy for fixing things. For example, if the pages of your book come loose, a paperclip will keep them in place until you can get them fixed. A paperclip can also be turned into a little pin that can be used for all sorts of things, like unclogging the little opening at the top of a glue bottle.

Secondly, paperclips are good for holding things together. They help you keep your notes or papers organised, and they are perfect for sealing plastic bags. In addition, you can use paperclips to attach photos, cards or anything else to a piece of string to make a classroom display.

Finally, you can bend a paperclip into different shapes, so you can be very creative with it; for instance, you can turn it into a hook or sculpture.

I've only given you a few examples of the different ways you can use a paperclip. However, I'm sure my arguments have convinced you that it is the most useful of the six items.

Word bank

Unit 3 Writing a sound poem

Onomatopoeic words:

Animal sounds:

| | |
|-----------------------------|--------------------------------------|
| bees buzz | birds twitter |
| cats meow, purr | chicks cheep |
| cows moo | dogs bark, growl, howl, whine |
| donkeys bray | elephants trumpet |
| horses neigh, whinny | lions roar |
| mice squeak | monkeys chatter |
| parrots squawk | pigs grunt, squeal |
| sheep baa, bleat | turkeys gobble |

Sounds people make:

Crying sounds: howl, squeal, whimper, whine, yowl

Eating and drinking sounds: burp, crunch, gulp, munch, slurp

Laughing sounds: chuckle, giggle

Shouting sounds: scream, screech, shriek

Talking sounds: babble, blabber, gasp, groan, grumble, jabber, moan, mumble, murmur, mutter, sigh, squabble, whisper

Sounds things make:

| | |
|---------------------------------------|----------------------------|
| balloons pop | bells clang, tinkle |
| cameras and keyboards click | cars zoom by |
| clocks tick | doors creak |
| drains gurgle | fans whirr |
| knives and forks clatter | leaves rustle |
| the pitter-patter of raindrops | sausages sizzle |
| thunder rumbles | trains rattle by |
| water splashes | waves crash |

Unit 4 Writing to persuade—expositions

Connectives to link arguments:

| | | | |
|-------------|-------------|--------------|---------|
| also | finally | first of all | firstly |
| for example | in addition | last of all | lastly |
| secondly | | | |

Conjunctions to link ideas:

| | | | |
|----------|------|---------|--------|
| although | and | because | but |
| if | or | so | unless |
| until | when | while | yet |