1 What makes a story a story?

A Skim read the book cover on page 5 and then fill in the reading log below.

<table>
<thead>
<tr>
<th>Today’s date</th>
<th>Title</th>
<th>Author</th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B Write the names of the four characters mentioned on the cover.

1 ____________________  2 ____________________
3 ____________________  4 ____________________

C Complete this sentence to explain who the main characters in the story are.

I think ____________________ are the main characters because ____________________.

D Some books can be more than one genre. Circle any likely genres for the book below.

- adventure story
- mystery story
- historical story
- story set in an imaginary world
- story from another culture
- real life story
- detective story
Do you think you would enjoy reading The Pliny Adventures? Why, or why not?
2 Extend your reading range

**Fact n.** True thing: something that you know is true, exists, or has happened: 
*There are six eggs in the box.*

**Fiction n.** The type of book or story that is written about imaginary characters and events and not based on real people and facts: *The book is a work of fiction and not a historical account. A writer of children’s fiction.*

 Decide whether the answers below are likely to be fact (FA) or fiction (FI). Write your choice in the box.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I saw six polar bears today in the school canteen.</td>
</tr>
<tr>
<td>2</td>
<td>Neeta will be ten years old in June.</td>
</tr>
<tr>
<td>3</td>
<td>He put on the cloak and felt enormous power surge through him.</td>
</tr>
<tr>
<td>4</td>
<td>The field was full of mud and rubbish.</td>
</tr>
<tr>
<td>5</td>
<td>Mrs de Lille has three children.</td>
</tr>
<tr>
<td>6</td>
<td>Maya looked and felt reassured that all three moons were still there.</td>
</tr>
</tbody>
</table>

Write two factual sentences.

1. _____________________________
2. _____________________________

Write two sentences of fiction.

1. _____________________________
2. _____________________________

Explain in two to three sentences why you think *The Pliny Adventures* is fact or fiction. Use at least two examples from the book cover in your answer.

________________________________________________________________________

________________________________________________________________________
3 Read and present an extract

**Homophones** are words that sound the same but are spelled differently.

*Practice* and *practise* have the same stem but *practice* is a noun and *practise* is a verb.

Circle the correct word to complete these sentences.

Example:

Jared is going to his soccer *practice/practise* this afternoon.

1. Soofiya plans to *practice/practise* her violin before her exam.
2. The twins decided to *device/devise* a plan to return home.
3. You can use the remote *device/devise* to turn the television on.
4. I *advice/advise* you to study hard for the test.
5. “If you follow my *advice/advise*, you will read a chapter every day.”

Other words sound the same but are spelled differently and have totally different meanings. Choose the correct word from the box. Use a dictionary if you need to.

<table>
<thead>
<tr>
<th>eight</th>
<th>aloud</th>
<th>bored</th>
<th>ate</th>
<th>board</th>
<th>daze</th>
<th>allowed</th>
<th>days</th>
</tr>
</thead>
</table>

1. I ________________ all the spaghetti.
2. Spiders have ________________ legs.
3. I ________________ my friend to borrow my magazine.
4. I read the poem ________________ in assembly.
5. Our class was ________________ when it rained again at break time.
6. The teacher wrote the instructions on the ________________.
7. The soccer player was in a ________________ after the ball landed on his head.
8. After two ________________ in bed, I felt much better.
4 Check your understanding

A Write all the words from the vocabulary box into the correct column.

practise  bored  device  advise  eight  devise  ate  allowed  
daze  aloud  board  days  practice  advice

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
<th>Adjectives</th>
<th>Adverbs</th>
</tr>
</thead>
</table>

Can you think of any other pairs of homophones to add to these lists?

5 Work with verb tenses

Language focus

Verbs tell you what someone or something does, is, or has.
Verb tenses show when an event, feeling or state takes place.

Regular verbs add ed to the verb to form the past tense (want → wanted) but some verbs have an irregular past tense form.

A Fill in the irregular past tense verb in each sentence.

had  worried  wore  kept  went  wrote  told  shot  said  saw

1 Will (worry) _____________ that the librarian (have) ______________
a grudge against all children.

2 Marty (tell) _____________ Mum that Mrs Murphy
(keep) _____________ a spud gun under her desk.
3 Will and Marty (go) ____________ to art classes because Mum (say) ____________ it was educational.

4 If Mrs Murphy (see) ____________ children talking, she (shoo) ____________ them with her spud gun.

5 Mrs Murphy (wear) ____________ a mean expression as she (write) ____________ a complaint about the noise.

Circle the correct word to complete the sentences in the past tense and cross out any verb form that does not exist.

Example:

Mum always (put, puts, putted) cereal out for breakfast.

1 He (hit, hits, hitted) his head last night.

2 Marty’s foot (hurt, hurts, hurted) after he dropped the vase on it.

3 The window (shut, shuts, shutted) when the wind blew.

4 My mum (split, splits, splitted) the sweets fairly between us all.

5 My dad (let, lets, letted) us go to bed late last night.

6 Last week, Will (set, sets, setted) the table for dinner.

7 Marty had never (spread, spreads, spreaded) jam on his toast before.

8 The bubble (burst, bursts, bursted) and detergent splashed in my eye.

Some irregular past tense forms stay the same in the past and in the present!

Complete the table by filling in the correct form of the verb.

<table>
<thead>
<tr>
<th>Simple past</th>
<th>Present</th>
<th>Future</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>will awake</td>
</tr>
<tr>
<td>broke</td>
<td></td>
<td></td>
</tr>
<tr>
<td>freeze</td>
<td></td>
<td>will grow</td>
</tr>
<tr>
<td>sang</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Find the word from the box that fits each clue to complete the crossword with more powerful alternatives for *said*.

Across
2 said with tears in her eyes
6 said furiously
7 said quietly

Down
1 said unclearly
2 said helpfully
3 said excitedly
4 said loudly
5 said nervously

exclaimed  mumbled  shouted  sobbed
stammered  suggested  whispered  yelled
Choose four of the verbs from the box in Activity D and use them in a short dialogue.

1. Let's explore this cave!
   
   Lood **suggested**

2. 
   
   Chumisa

3. 
   
   Lood

4. 
   
   Chumisa

Suggest an alternative to *said* from the box below to match the feelings of the speaker. You can suggest more than one verb. Complete the table.

<table>
<thead>
<tr>
<th>Dialogue</th>
<th>How speaker feels</th>
<th>Alternative verbs to <em>said</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>“My stomach is sore,” he ____ .</td>
<td>in pain</td>
<td>whispered sobbed muttered shouted yelling clarified roared retorted explained suggested snapped bellowed whimpered cried</td>
</tr>
<tr>
<td>“You weren’t meant to drink the paint water!” she ____ .</td>
<td>irritated, exasperated</td>
<td></td>
</tr>
<tr>
<td>“Marty! What have you done now?” Dad ____ .</td>
<td>very annoyed</td>
<td></td>
</tr>
<tr>
<td>“But I was thirsty!” ____ Marty.</td>
<td>nervous, anxious</td>
<td></td>
</tr>
<tr>
<td>“Thanks, Marty!” Will ____ .</td>
<td>secretive, quiet</td>
<td></td>
</tr>
</tbody>
</table>
List five more powerful alternative verbs for each of these commonly used verbs. Use a thesaurus.

<table>
<thead>
<tr>
<th></th>
<th>smile</th>
<th>look</th>
<th>walk</th>
<th>eat</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
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<td>3</td>
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<td>4</td>
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<tr>
<td>5</td>
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<td></td>
</tr>
</tbody>
</table>

*Have* is an important irregular verb. Fill in the empty spaces with the correct form of the verb. Use reading books and your own knowledge to help you.

<table>
<thead>
<tr>
<th>Present tense</th>
<th>Past tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>I _______ two brothers.</td>
<td>She _______ a talent for singing.</td>
</tr>
<tr>
<td>We _______ a match tomorrow.</td>
<td>I _______ two brothers.</td>
</tr>
<tr>
<td>She _______ a talent for singing.</td>
<td>We _______ a match yesterday.</td>
</tr>
</tbody>
</table>

6 **Explore beginnings**

Read these statements about introductions to stories. Tick the boxes for the statements you think are true.

1. The introduction should grab the reader’s attention. [ ]
2. The introduction comes at the end of the story. [ ]
3. The introduction usually introduces the main characters and the setting. [ ]
4. Introductions always start with *Once upon a time* … [ ]
5. Introductions are the most important part of the story. [ ]
Marty and Will’s Mum is keen on educational projects in the school holidays and she is planning a new one. Marty and Will remember the last one.

Marty tried to save us. “Remember the last educational hobby? The art classes? I was sick for days.” “That was your own fault,” said Mum. “I only had a drink of water.” “You are not supposed to drink the water that people use to wash their brushes.”

Imagine you are going to write about Marty and Will’s art classes. Fill in the planning diagram using key words and phrases.

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7 Focus on character and setting

The first chapter of a book often introduces the main characters and the setting for the story. Re-read the first chapter of your independent reading book.

Language focus

Writers use paragraphs to organise their ideas in a story. A new paragraph introduces a different action, time, place, thought or speaker.

1 Write down main ideas of each paragraph and, next to it, why the writer started a new paragraph.
2 What is the first chapter mainly about?
3 Predict why a new chapter is started after this ‘episode’ in the story.