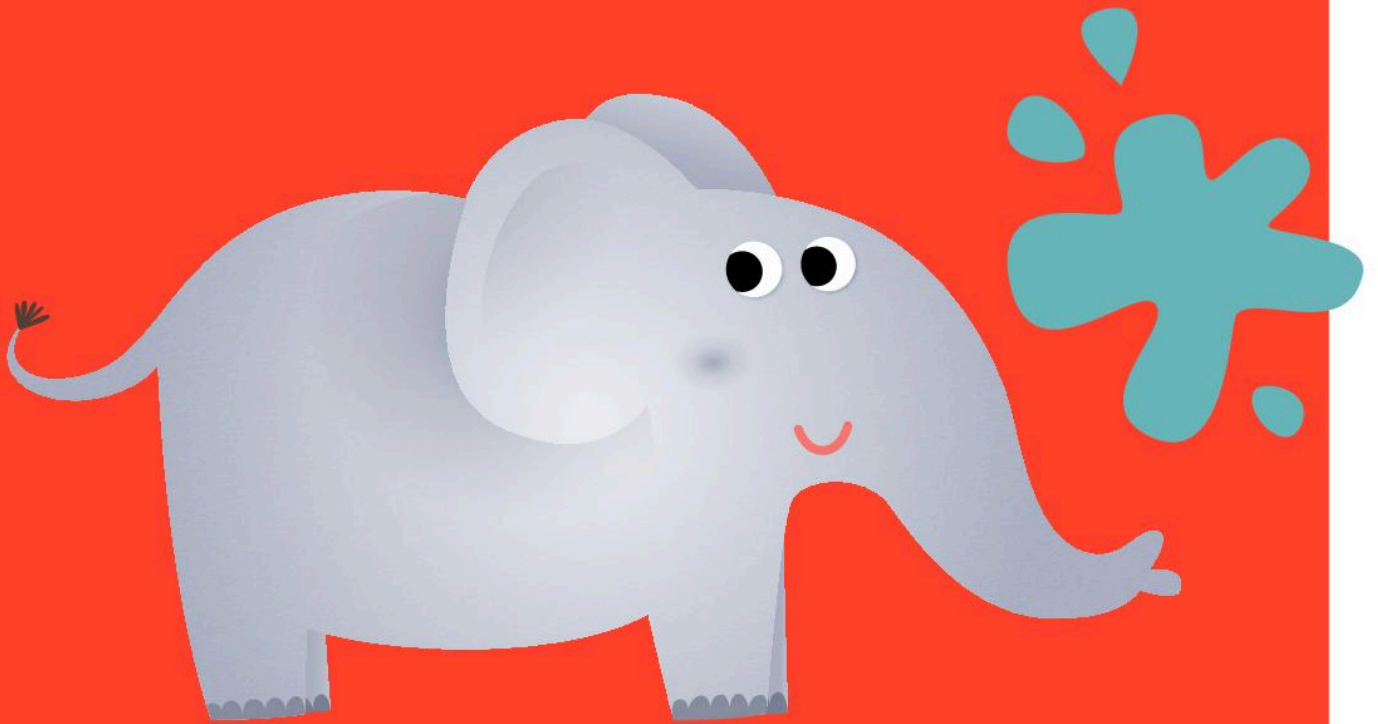




Nelson
Grammar

Pupil Book 1A

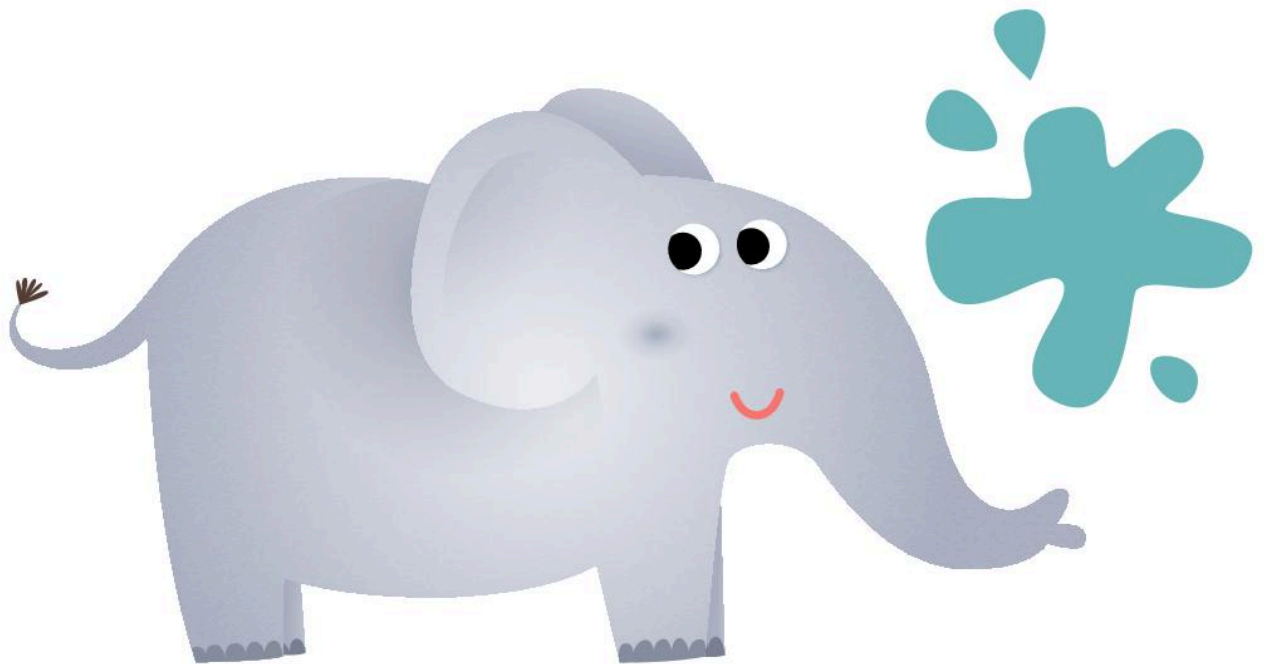


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Nelson
Grammar

Pupil Book 1A



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The alphabet

These are *small letters*.

a b c d e f g h i j k l m
n o p q r s t u v w x y z

These are *capital letters*.

A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z



a



b



c



d



e



f



g



h



i



j



k



l



m



n



o



p



q



r



s



t



u



v



w



x



y



z



Our **alphabet** has 26 letters. All the **words** we use are made from the **alphabet**.

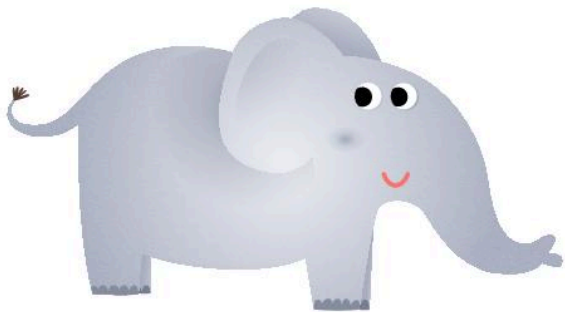
Focus

- A** Say the letters in the *alphabet*.
- B** Answer the questions about the *alphabet*.
- 1 What is the first letter of the alphabet?
 - 2 What letter comes before *w*?
 - 3 What letter comes after *g*?
 - 4 What letter comes before *m*?
 - 5 What is the last letter of the alphabet?

- C** Say a *word* beginning with:

- | | | |
|-----|-----|-----|
| 1 b | 2 f | 3 j |
| 4 m | 5 p | 6 s |

- D** What *letter* do these animals begin with?



1 _____



2 _____



3 _____



4 _____

Naming words



Naming words tell us the names of things.



Naming words are called **nouns**.



tap



fan



rat

Focus

A Look at the picture.

Find a *naming word* beginning with:

1 f

2 l

3 s

4 m

5 j

6 b

7 h

8 c

B These *naming words* are missing a letter.

Can you say what letters are missing?

Say each *naming word*.

1



ca _____

2



v _____ n

3



_____ en

4



b _____ d

5



_____ ite

6



pi _____

Describing words



Describing words are called **adjectives**.

They tell us more about people, places and things.

Colours are adjectives.



a **red** pen



a **blue** mug



a **yellow** flower

Focus

A Look at the picture.

What are the *colours*?

1 a _____ cake

2 a _____ balloon

3 a _____ party hat

4 an _____ jelly

5 _____ candles

6 _____ cups

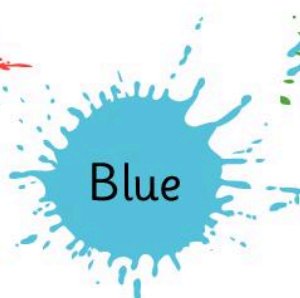
B Can you think of two *colours* that begin with:

1 b

2 g

3 p

C Can you think of two things that are:



Naming words and describing words



ladder



flower



clown



gloves



ball



mouse



water



tea

These are **naming words**.

They tell us the names of things.



tent



man

These are **describing** words.

They tell us more about people, places and things.



a **red** tent



an **old** man



Naming words are called **nouns**.



Describing words are called **adjectives**.

Focus

A Look at the pictures.

Choose a *describing word* from the box for each picture.

cold hot little long red sad grey yellow

1 a _____ ladder

2 a _____ flower

3 a _____ clown

4 _____ gloves

5 a _____ ball

6 a _____ mouse

7 _____ water

8 _____ tea

B Say the *naming words* from these sentences.

1 This is a green bag.

2 Can you see the big bird?

3 He is a thin man.

4 Get a warm hat.

C Say the *describing words* from these sentences.

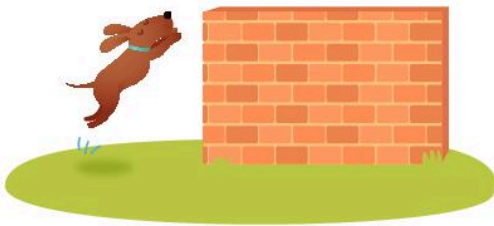
1 The black dog is lost.

2 This is a long road.

3 I like red apples.

4 The girl is happy.

Doing words



These words are **doing words**. They are called **verbs**.
Verbs tell us what people, animals and things can do.



hop



hit



cut

Focus

A Look at the pictures.

- 1 What can the boy do?
- 2 What can the girl do?
- 3 What can the old man do?
- 4 What can the lady do?
- 5 What can the man do?
- 6 What can the sun do?
- 7 What can the baby do?
- 8 What can the dog do?

B Think of a *doing word*.

- 1 What can the wind do?
- 2 What can a bird do?



- 3 What can a fish do?

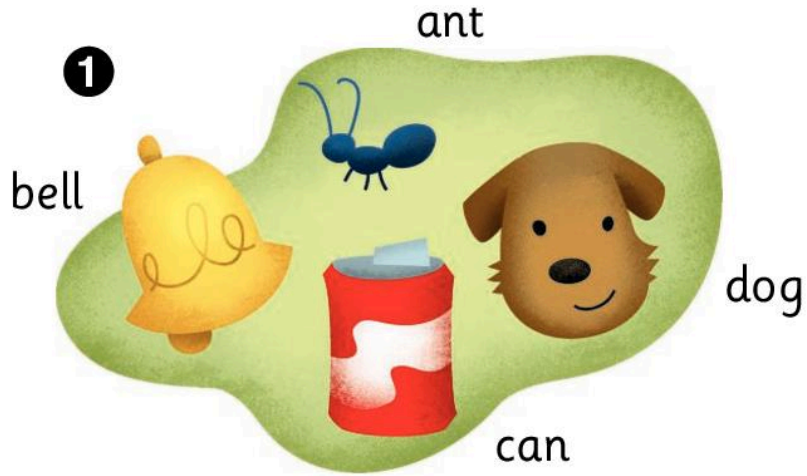


- 4 What can a kangaroo do?



Alphabetical order

1



2



3



4



This is our **alphabet**.

a	b	c	d	e	f	g
h	i	j	k	l	m	n
o	p	q	r	s	t	u
v	w	x	y	z		

Words in a dictionary are in **alphabetical order**.

Look at the **first letters** of these words.



apple



book



cat



They are in **alphabetical order**.

Focus

A Look at the pictures.

Read the words.

B Look at number 1.

1 Say the word beginning with **a**.

2 Put the other three words in alphabetical order.

C Look at number 2.

1 Say the word beginning with **m**.

2 Put the other three words in alphabetical order.

D Look at number 3.

1 Say the word beginning with **h**.

2 Put the other three words in alphabetical order.

E Look at number 4.

Put the words in alphabetical order.

Doing words



I am tall.



You are sad.



She is tired.



He is happy.



We are late



It is tasty.



They are naughty.



They are hot.

Verb family names begin with **to**.



to swim



to fly



to cook

A special verb family is called the verb *to be*.

Verbs can be **singular** or **plural**.

This is the present tense of the verb *to be*:

Singular	Plural
I am	we are
you are	you are
he is	they are
she is	they are
it is	they are



Singular means one.
Plural means **more than one**.

Focus

A Look at the pictures.
Read the sentences.

B Fill each gap with the correct part of the verb *to be*.

1 I _____ taller than my sister.

2 You _____ the youngest in the family.

3 He _____ called Jake.

4 She _____ my sister.

5 It _____ asleep.

6 We _____ on the bus.

7 They _____ children.



More than one





One is **singular**.
More than one is **plural**.

We add **s** to lots of naming words when we mean **more than one**.



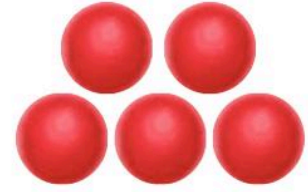
one bat



two bats



one ball



five balls

Focus

A Look at the picture.

Say how many.

1 beds

2 lamps

3 drawers

4 books

5 rugs

6 shoes

7 cars

8 desks

9 pencils

10 pillows

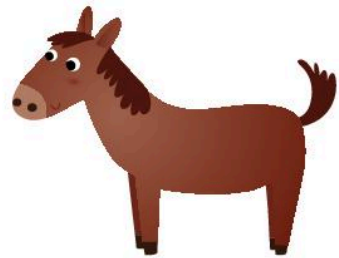
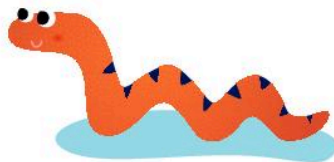
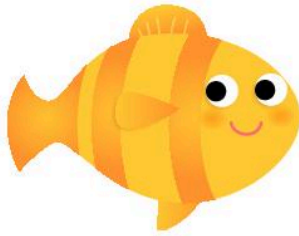
11 dolls

12 chairs

B Which words in the word wall mean *more than one*?



Special naming words



Names of people are special naming words.
Special naming words begin with **capital letters**.



Ben



Amy



Tigger



Snowy

Focus

A Look at the pictures.

What names would you give these pets?

Remember to use capital letters.

B Say the special *naming word* in each sentence.

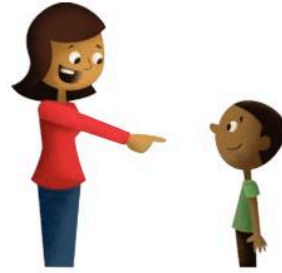
- 1 My name is Tom.
- 2 Is your name Sally?
- 3 My dog is called Poppy.
- 4 Raju likes to play football.
- 5 Chris is my friend.
- 6 My sister is called Lara.



Doing words



I am singing.



You are talking.



He is laughing.



She is playing.



It is flying.



We are jumping.



They are reading.



They are shouting.



Doing words are called **verbs**.

The words **am**, **is** and **are** help to make lots of **doing words**.

am + verb family name + ing

I **am talking**. I **am working**. I **am reading**.

is + verb family name + ing

He **is talking**. He **is working**. He **is reading**.

are + verb family name + ing

We **are talking**. We **are working**. We **are reading**.

Focus

A Look at the pictures.

Read the sentences. Say the *doing words*.

B Say the sentence. Fill each gap with *am*, *is* or *are*.

1 She _____ looking at a book.

2 We _____ growing flowers.

3 It _____ a warm day.

4 I _____ eating an apple.

5 They _____ in the garden.

6 He _____ kicking a ball.

7 You _____ opening the gate.





A **sentence** starts with a **capital letter**.

A **sentence** usually ends with a **full stop**.

A full stop is a punctuation mark.



The bell is ringing.



This is my dog.



Remember! Always add spaces between words in a sentence.

Focus

A Look at the picture.
Say *sentences* about the picture.

B Which word needs a *capital letter*?

- 1 the boys are on the bus.
- 2 tom is writing a letter.
- 3 sita is my friend.
- 4 it is raining.
- 5 the shop is closed.



C Where does the *full stop* go?

- 1 We are going to school
- 2 My bag is heavy
- 3 The dog is lost
- 4 It is hot
- 5 He is our friend



Doing words





Doing words are called **verbs**.

The words **am**, **is** and **are** help to make lots of **doing words**.

am + verb family name + ing

I **am eating**. I **am waving**. I **am drinking**.

is + verb family name + ing

He **is eating**. She **is waving**. The baby **is drinking**.

are + verb family name + ing

You **are eating**. They **are waving**. We **are drinking**.

Focus

A What is happening in the picture?

B Say the sentence.

Fill each gap with *am*, *is* or *are*.

1 He _____ looking at the tree.



2 We _____ drinking tea.



3 I _____ walking to school.



4 It _____ washing.



5 They _____ clapping.



Describing words

1



one

2



two

3



three

4



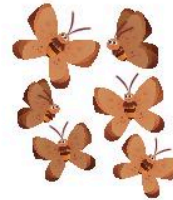
four

5



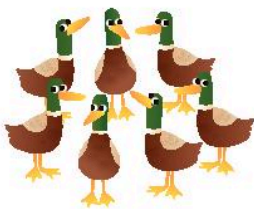
five

6



six

7



seven

8



eight

9



nine

10



ten

Describing words are called **adjectives**.

They tell us more about people, places and things.

Numbers are adjectives.



two pens



three mugs



four flowers

Focus

A Look at the pictures.

How many?

1 _____ cliff

2 _____ trees

3 _____ ships

4 _____ flowers

5 _____ cats

6 _____ moths

7 _____ ducks

8 _____ books

9 _____ pencils

10 _____ nails

B Read the sentences.

Say the describing word.

1 I have two brothers.



2 There are five clouds in the sky.



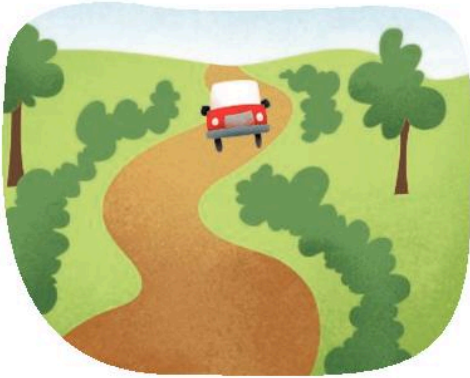
3 Look at the four puppies.



4 There are only three cakes left.



1



2



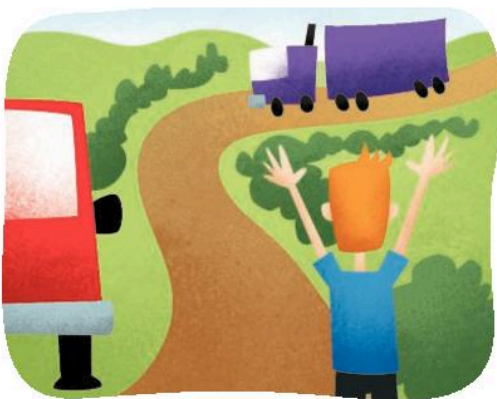
3



4



5



6



A **sentence** starts with a **capital letter**.
A **sentence** usually ends with a **full stop**.

Tracy is waiting for the bus.
It is raining.
She is very wet.



Focus

A Look at the pictures.

- 1 Give the man in the pictures a name.
- 2 Say *sentences* about what he is doing.

B Put the words in the right order.
Read the *sentences*.

Look for the **capital letter** and the **full stop**.

1 is green That toad. a



2 snow falling is The quickly.



3 here. road Cross the



4 big That a boat. is



5 have hats. two I





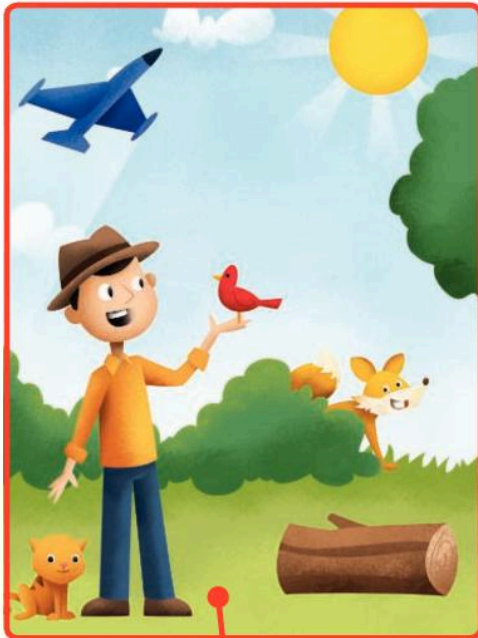
How to use this book

The heading tells you what the page is about.

This box gives you information about different types of words and sentences.

UNIT
2

Naming words



Naming words tell us the names of things.



Naming words are called **nouns**.



tap



fan



rat

Focus

A Look at the picture.

Find a *naming word* beginning with:

- | | | | |
|-----|-----|-----|-----|
| 1 f | 2 l | 3 s | 4 m |
| 5 j | 6 b | 7 h | 8 c |

B These *naming words* are missing a letter.

Can you say what letters are missing?

Say each *naming word*.

1



ca _____

2



v _____ n

3



_____ en

4



b _____ d

5



_____ ite

6



pi _____

Look at the picture and talk about it.

Talk about these questions before you answer them.



Nelson Grammar

Nelson Grammar provides a step-by-step course for the teaching and learning of essential grammar concepts. The course carefully builds children's confidence in applying grammatical knowledge and understanding to their everyday work. Designed with ease of use in mind, the course provides three levels of differentiation as well as assessment materials to help ensure that all children are on track.

The course provides:

- Differentiated materials for plenty of practice, extension and reinforcement
- A clear progression and full curriculum coverage
- Support for assessing children's knowledge and understanding in preparation for national tests

Pupil Book 1A

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How to get in touch:

web www.oxfordprimary.co.uk
email primary.enquiries@oup.com
tel. +44 (0) 1536 452610
fax +44 (0) 1865 313472

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