



Nelson
English

Pupil Book 1



Sarah Lindsay and Wendy Wren

OXFORD



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OXFORD
UNIVERSITY PRESS

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Great Clarendon Street, Oxford, OX2 6DP, United Kingdom

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First published 2018

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British Library Cataloguing in Publication Data

Data available

ISBN: 978-0-1984-1976-1

1 3 5 7 9 10 8 6 4 2 1

Paper used in the production of this book is a natural, recyclable product made from wood grown in sustainable forests. The manufacturing process conforms to the environmental regulations of the country of origin.

Printed in India by Multivista Global Pvt. Ltd

Acknowledgements

Series consultant: John Jackman

Cover and inside illustrations by Q2A Media Services Inc.

Page make-up by Aptara

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Book 1 Scope and Sequence

Unit	Unit Title	Text	Comprehension Focus
1	Using Your Senses	A labelled illustration showing the senses and an illustrated scene of a shopping mall	Interpreting information in pictures
2	My Family	An illustrated text introducing Alisha's family to the reader	Interpreting information in pictures and linking reading with experiences
3	On the Beach	An illustrated text about a day out at the beach	Interpreting information in pictures and linking reading with experiences
4	Growing Beans	Labelled illustrations showing the parts of a bean plant	Showing a literal understanding of vocabulary
5	I Like...	Poetry: a poem based on different types of weather	Showing a literal understanding of a text and giving a personal response
6	Toys	Definitions from a dictionary about toys	Showing a literal understanding of a text
7	The Gingerbread Man	Fiction text: an extract from <i>The Gingerbread Man</i> , a traditional tale	Showing a literal understanding of vocabulary and giving a personal response
8	All About Foxes	Extracts from an information book about foxes, including the front and back cover	Showing a literal understanding of a text and identifying specific information
9	Happy Birthday	An invitation to a birthday party and a labelled illustration	Identifying specific information in a text and pictures
10	Growing Up	Numbered photographs showing different ages and a labelled illustration of a body	Interpreting information in pictures and giving a personal response
11	Food Poems	Poetry: 'Jelly on a Plate' and 'The Pancake'	Identifying specific information in a text and giving a personal response
12	Jack and the Special Beans	Short play script: an extract from <i>Jack and the Special Beans</i> based on a traditional tale	Showing a literal understanding of a text and setting descriptions
13	How to Make Ice Lollies	Instructions: 'How to Make Ice Lollies'	Identifying specific information and ordering instructions
14	Tigers	Information text: 'Tigers'	Identifying specific information in a text
15	An Old Red Hat	Fiction text: <i>An Old Red Hat</i> by Jane Langford	Showing a literal understanding of a text and interpreting a character's thoughts and feelings

Vocabulary Focus	Punctuation Focus	Spelling Focus	Grammar Focus	Writing Focus
Body words	Capital letters	The alphabet	Naming words	Using your senses
Family words	Special naming words	Adding vowels	More than one	Family words
Hunting for words!	Capital I	sh words	Describing words	On the beach
Tricky words	Capital letters and full stops	nd and ng words	Doing words – present simple tense	Bean plants
Weather words	Questions and question marks	ai, ay and a-e words	Describing words	What do you like?
Alphabetical order	Spaces between words	ll, ff and ss endings	Describing words – numbers	Writing a dictionary page
Words within words	Capital letters, full stops and question marks	Plurals	Doing words – present simple tense of verb to be	Telling a story
Tricky words	Spaces between words	ck and nk endings	Doing words – present progressive tense	Writing facts
Days of the week	Capital letters – days of the week	ee and ea words	Joining words	Writing about your birthday
Body words	Capital letters, full stops and question marks	i-e, ie, igh and y words	More than one	All about me
Tricky words	Making sentences	er, ir and ur words	Joining words	Favourite food
Opposites	Exclamation marks	oa, o-e, oe and ow words	Doing words – past simple tense	Looking at settings
More words within words	Punctuating sentences	ing and ed endings	Naming words – using the suffix er	Writing instructions
Hunting for more words!	Special naming words	y endings	Writing sentences	Writing questions for a Fact File
Question words	Punctuating sentences	oo, u-e, ue and ew words	Doing words – past simple tense	Describing characters

Using Your Senses

We use our senses to see, touch, taste, smell and hear.



see



hear



smell



touch



taste





Comprehension

A Look at the picture on **page 6**.
How many senses do we have?

B Find the boy in the picture on **page 7**.
Read each question carefully.
Write **yes** or **no** to answer each question.



1 Can the boy hear lots of people?



2 Can the boy see a baby?



3 Can the boy smell a banana?



4 Can the boy hear someone on their phone?



5 Can the boy touch a tree?



6 Can the boy taste a cake?



7 Can the boy hear a dog bark?



8 Can the boy see a bike?



C Draw or write **three** other things the boy can see.

Vocabulary

Body words

A Say the words in the box aloud.

ears eyes mouth hands nose

B Copy and finish the sentences.

Use the words in the box.

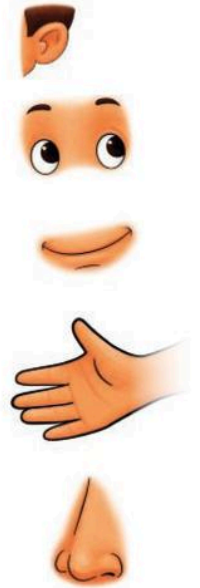
1 I smell with my _____.

2 I taste with my _____.

3 I touch with my _____.

4 I see with my _____.

5 I hear with my _____.



Punctuation

Capital letters

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 Say the names of the **capital letters**.

B Copy the **capital letters**.

Spelling

The alphabet

These letters are in the **alphabet**.

They are in a special order.

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

There are 26 letters
in the alphabet.



A Write the **first letter** of these words.

1 nose 2 ears 3 hands 4 eyes 5 mouth

B Look at the alphabet on **page 9**.

Which letter comes first?

Write the letter.

1 a or b?

2 e or f?

3 r or p?

4 j or g?

5 r or t?

6 z or w?

Grammar

Naming words

Naming words tell us the names of things.

A Look at the picture on **page 7**.

Find as many **naming words** as you can, beginning with **b**.

B These **naming words** are missing a letter.

Can you say the letter that is missing?

1



e _ e

2



n _ s e

3



_ outh

4



han _

Naming words are called **nouns**.

Banana, tree and **cake** are nouns.



Writing

Using your senses

Look at the picture.



- 1 Say what the girl can see.
Say what the girl can taste.
- 2 Write a list for each of these senses.
 - a What can the girl hear?
 - b What can the girl touch?
 - c What can the girl smell?
- 3 While sitting in your seat answer these questions.
 - a How many different things can you touch?
 - b How many different things can you hear?



My Family



This is my family.
My name is Alisha.
I am five years old.



My brother's name is Himmat. He is three years old.
We live with my mother, father, grandmother and grandfather.
We have a pet cat. It likes to play.

Comprehension

A Look at the picture on pages 12 and 13.

Answer the questions.

- 1 How many people are in the picture?
- 2 Do they look happy?
- 3 What does the cat like to do?

B Finish the sentences.

Use the words in the box.

bike family Himmat mother cat father

- 1 Alisha is standing with her f_____.
- 2 Her brother is called _____.
- 3 Alisha's grandmother is standing next to her _____.
- 4 Himmat is being watched by his _____.
- 5 He is riding a _____.
- 6 The family have a pet _____.



Vocabulary

Family words

We use special words when we talk about our family.

I live with my **mother**, **father**, **grandmother** and **grandfather**.

uncle, **aunty** and **cousin** are all family words too.



mother father grandfather grandmother aunty
cousin uncle sister brother



- A** Talk about who lives in your house.
- B** Copy the **family words** of the people who live with you.

Punctuation

Special naming words

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

Special naming words are **proper nouns**.



Alisha



Himmat

- A** Say the **special naming word** in each sentence.
 - 1 My name is Alisha.
 - 2 His name is Tom.
 - 3 My cat is called Ben.
 - 4 Himmat is three years old.

Spelling

Adding vowels

These letters are special.
They are called **vowels**.

a e i o u



cat

The other letters of the
alphabet are called
consonants.



A Add the missing vowel **a**, **e**, **i**, **o** or **u** to each of the words.

1



p _ n

2



j _ g

3



t _ n

4



p _ n

5



m _ n

6



b _ n

B Answer the questions.

- 1 Which word rhymes with **pen**?
- 2 Which word rhymes with **pin**?

Grammar

More than one

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



one bike



two bikes**s**



one cup



three cups**s**

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



A Look at the pictures. Say how many.

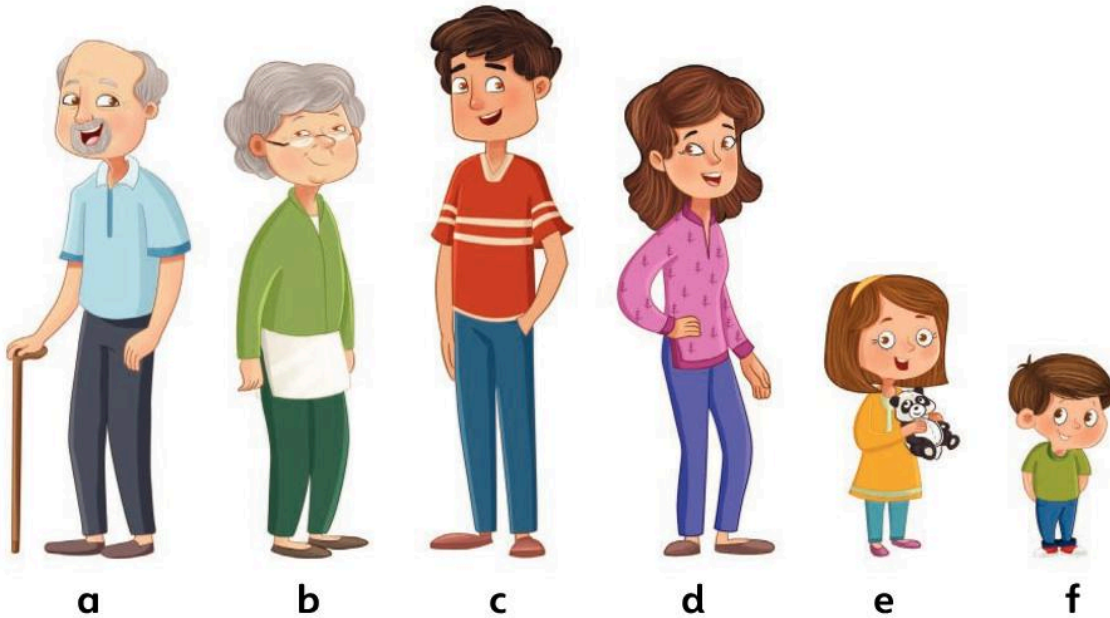


Writing

Family words

Look at the picture.

They are standing in the order of their age.



1 Write the missing labels to the pictures.

Alisha father grandmother Himmat mother

a grandfather b _____ c _____

d _____ e _____ f _____

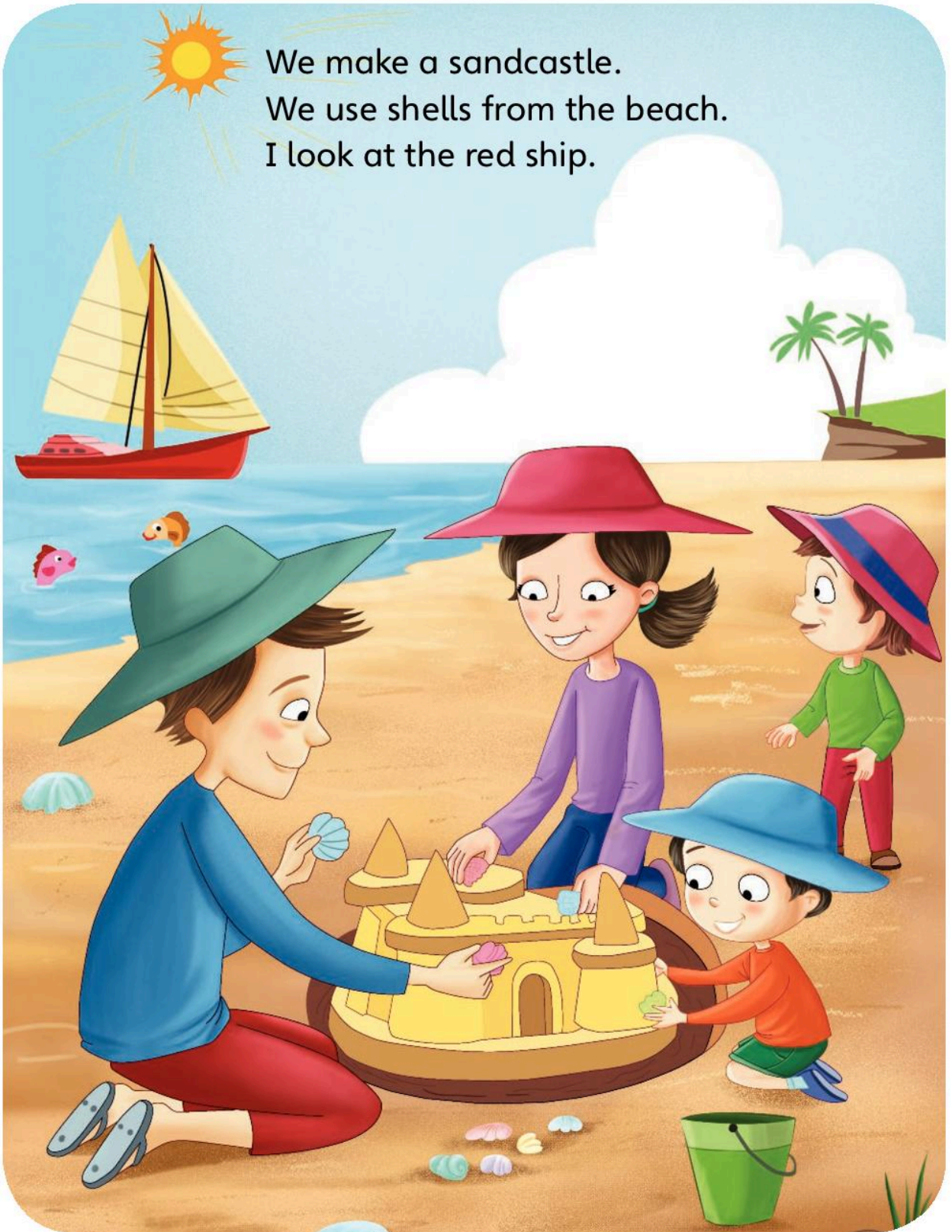
2 Sort these words so that they make sense.

1 than Himmat. Alisha is older

2 than grandmother. Mother is younger

On the Beach

We make a sandcastle.
We use shells from the beach.
I look at the red ship.





We feel hot.
We go to the shop.
I like ice cream.

Comprehension

A Look at the pictures on **pages 18 and 19**.

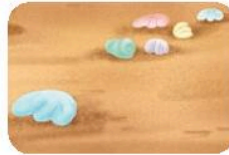
Use the words in the box to finish the sentences.

ship sandcastle fish beach ice cream shells

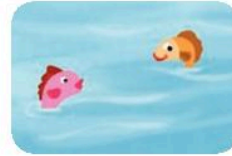
1 We make a _____.



2 We put some _____ on it.



3 The _____ swim in the sea.



4 I see a _____ sail past.



5 The _____ is good.



6 It is fun on the _____.



B Talk to a friend about the answers to these questions.

- 1 Do you think the family enjoy building the sandcastle?
- 2 Why do you think the family wanted some ice cream?
- 3 Would you enjoy the day on the beach? Why?

Vocabulary

Hunting for words!

A Say the words in the box aloud.

a I the to at we

B Look at the sentences.

Copy the words from the box that you can see in the sentences.

- 1 We make a sandcastle.
- 2 We use shells from the beach.
- 3 I look at the red ship.
- 4 We feel hot.
- 5 We go to the shop.
- 6 I like ice cream.



Punctuation

Capital I

When we write about ourselves, we use a **capital I**.

I like ice cream.

I on its own is always a **capital letter**.

A Read the sentences.

Say the letter that should be a capital.

- 1 i feel hot.
- 2 i build a sandcastle.
- 3 i see a red ship.
- 4 i go to the shop.

Spelling

sh words

When you say the **sh** sound make sure you don't say *sher*!



A Read the **sh** words aloud.

Where does the **sh** sound come in each word?

ship shells shop fish splash dish

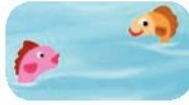
B Write the **sh** word to match the picture.

1



sh__

2



__sh

3



__sh

4



sh__

5



__sh

6



sh__

Grammar

Describing words

Describing words are called **adjectives**.



Describing words tell us more about people, places and things.

Colour words are describing words.



a **red** ship



a **blue** shell

A Look at the picture of the beach on **page 18**.

What are the **colours**?

1 a g _____ bucket

2 a p _____ fish

3 a y _____ sandcastle

4 a b _____ hat

B Can you think of two things that are:

red

orange

yellow

Writing

On the beach

- 1 What is the family doing on the beach?
Finish the captions.

Useful words

dig eat collect watch



a They _____ shells.



b They _____ ice cream.



c They _____ holes in the sand.

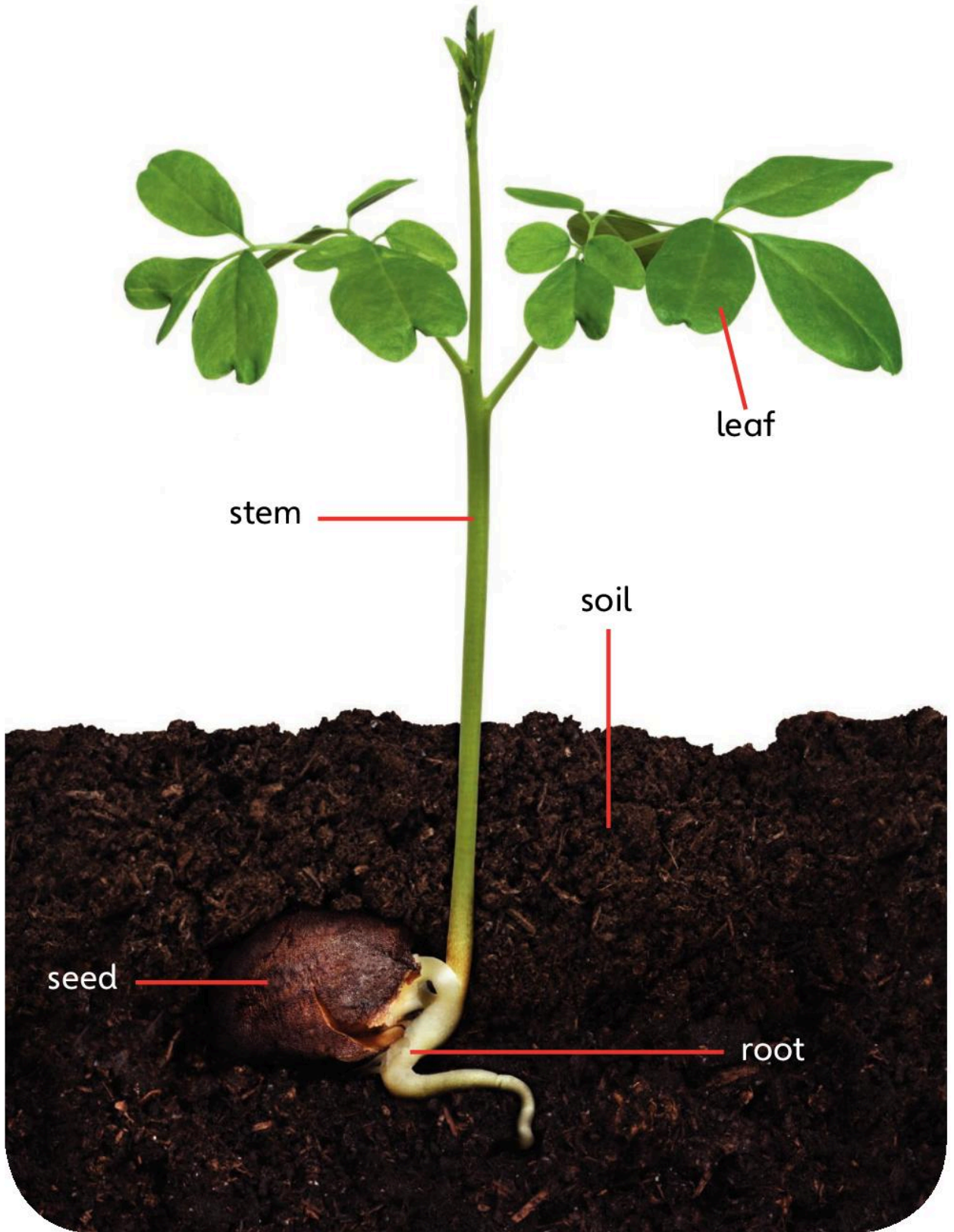


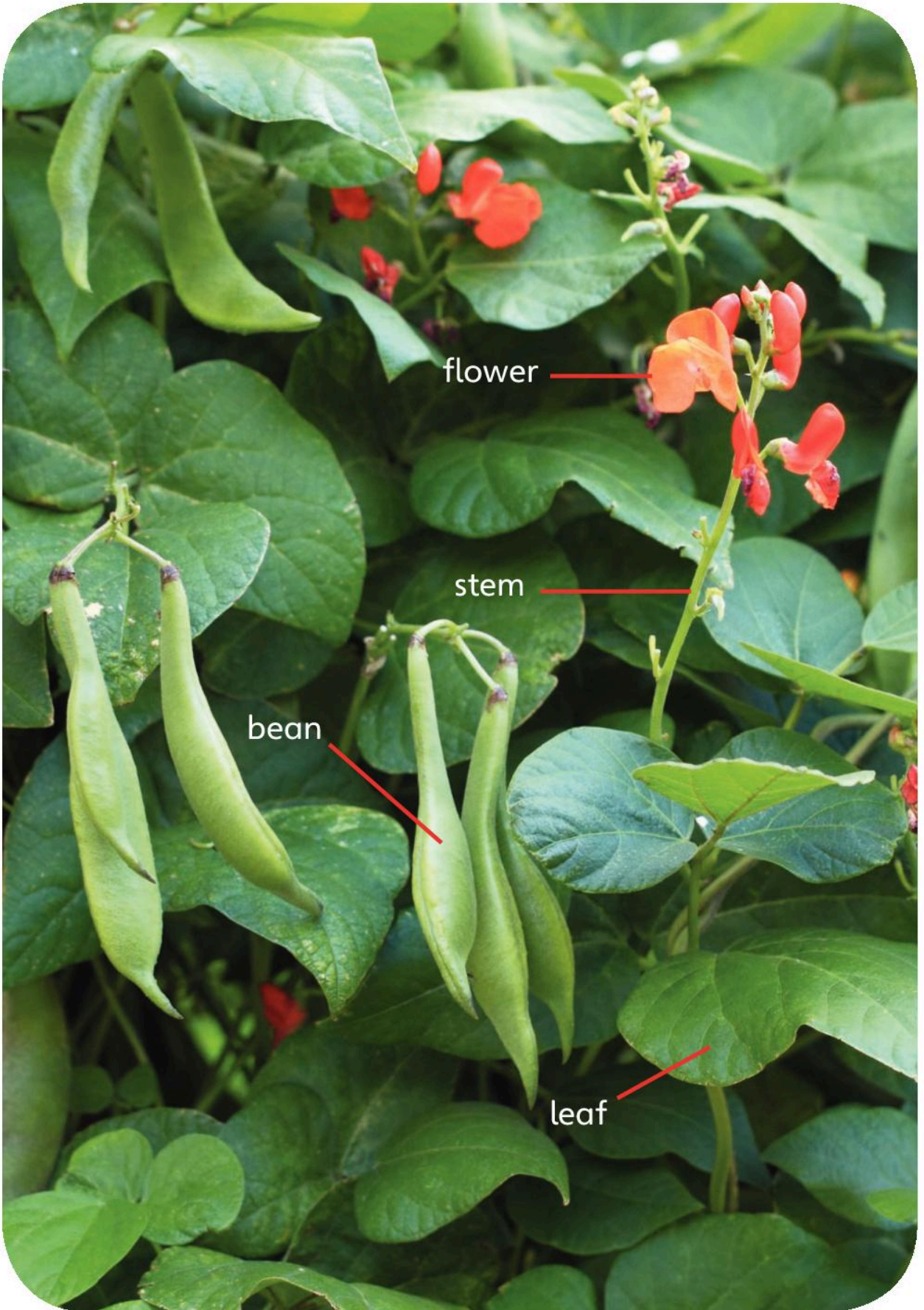
d They _____ the ship.

- 2 Write your own caption for this picture.



Growing Beans





flower

stem

bean

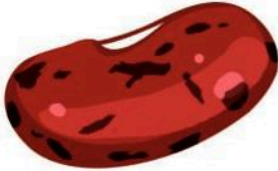
leaf

Comprehension

A Write the word for each picture.

root soil leaf seed

1



2



3



4



B Use the words in the box to finish the sentences below.

leaves seed flowers beans roots

Look at the picture on **page 24**.

- 1 The bean plant has grown from a _____.
- 2 The _____ of the bean plant are in the soil.

Look at the picture on **page 25**.

- 3 The bean plant has green _____.
- 4 The bean plant has red _____.
- 5 There are some long _____ growing on the plant.

Vocabulary

Tricky words



He plants the seeds.



She picks the beans.

- A** Read the captions aloud.
- B** Copy the words **he** and **she** two times.
- C** Copy two more words from the box that rhyme with **he** and **she**.

bean we seed me meet

Punctuation

Capital letters and full stops

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

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



The bean plant has green leaves.

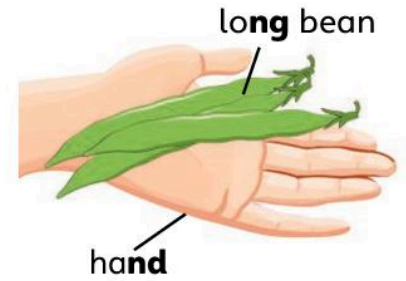
- A** Which word needs a **capital letter** in each sentence?
 - 1 look at the red flowers.
 - 2 the roots are in the soil.
 - 3 i like beans.
 - 4 this is a seed.
- B** Where does the **full stop** go in each sentence?
 - 1 I can see green leaves
 - 2 She plants the seed
 - 3 The flowers are red
 - 4 The plant grows in the sun

Spelling

nd and ng words

A Read these words aloud. What do you notice?

song bang long hang
sand send land bend



B Write the word from the box that rhymes with each picture.

1



bend

2



sand

3



bang

Grammar

Doing words – present simple tense

Doing words are called **verbs**.



Doing words tell us what people, animals and things can do.



plant



grow

A Talk about the topics.

1



What can the sun do?

2



What can the boy do?

3



What can a bird do?

4



What can the girl do?

Writing

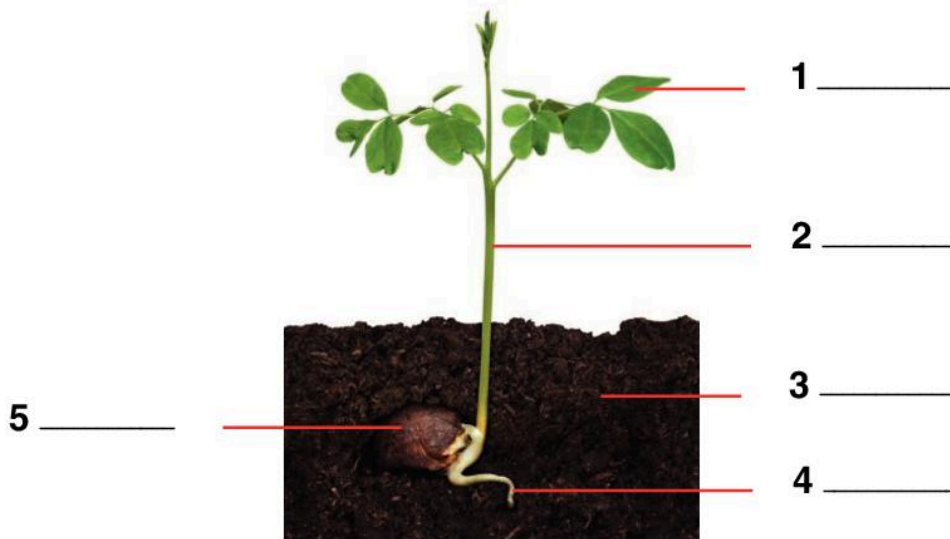
Bean plants

- 1 Use the words in the box to write the labels for this picture.

Labels give us information about a picture.



root seed leaf soil stem



- 2 Write a caption for this picture.
The words in the box will help.

Captions give us more information about a picture.



beans girl pick boy some



I Like...



I like howling
hail.

I like soft
snow.



I like raging
rain.





I like floating fog.

I like wild wind.



I like scorching sun.



I LOVE WEATHER!

Comprehension

A Read the poem aloud.



I like howling hail.

I like soft snow.

I like raging rain.

I like floating fog.

I like wild wind.

I like scorching sun.

I LOVE WEATHER!



B Answer the questions.

Copy the right answer.

- 1 Which weather is raging? hail or rain
- 2 Which weather is wild? fog or wind
- 3 Which weather is howling? sun or hail
- 4 Which weather is scorching? wind or sun
- 5 Which weather is soft? rain or snow

C Write the weather you like best.

How many different types of weather can you think of?

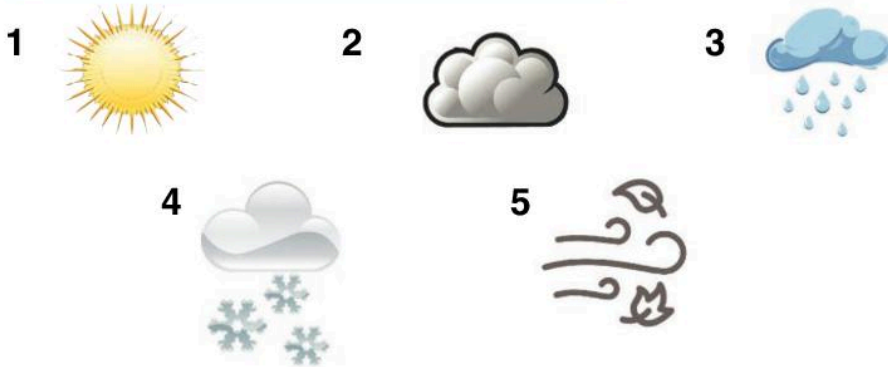


Vocabulary

Weather words

- A** Look carefully at these weather symbols.
Write the word for each symbol.

snow cloud sun wind rain



- B** Can you think of some other weather words?
Write the words.

Punctuation

Questions and question marks

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

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

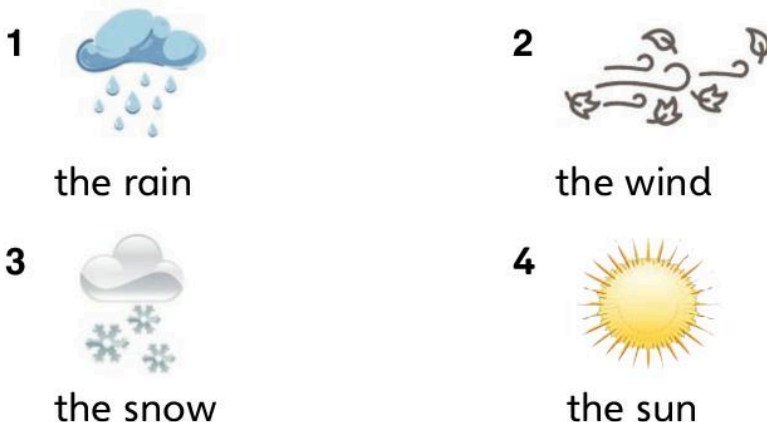
I like wild wind.

Some **sentences** end with a **question mark**.

These are **asking sentences**.

Do you like the wind?

- A** Ask **questions** about:



Spelling

ai, ay and a-e words



rain



play



snowflake

Can you think of a word that rhymes with **rain**?

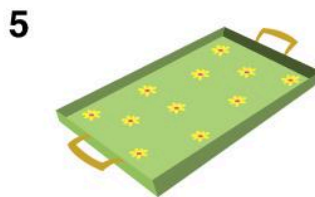
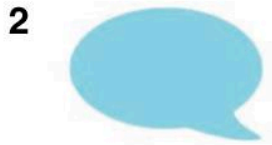
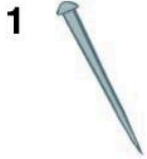


A Read aloud the words above.

Listen very carefully to the **ai**, **ay** and **a-e** sound in each word.

B Write the word for each picture.

wave page hail nail tray say



Grammar

Describing words

Describing words tell us more about people, places and things.



scorching sun

Describing words are called **adjectives**.



A Find the word in the poem on **pages 30 and 31** that **describes** each of these.

- 1 the hail 2 the snow 3 the rain
4 the fog 5 the wind 6 the sun

B Say the **describing word** in each sentence.

- 1 I have a red bucket. 2 Look at the big cloud.
3 He has a new ball. 4 This is an old book.

Writing

What do you like?

Meet Vinod.

Look at what he likes to do.



I like to play football.

I like to eat pineapple.

I like to cook with Mum.

I like to watch tv.



- 1 What do you like to do?
Draw and label **four** things you like to do.
- 2 Write **four** sentences about things you like to do.
Each sentence should start:

I like to _____.

A **dictionary** is a list of words and their meanings.

The words are in **alphabetical order**.

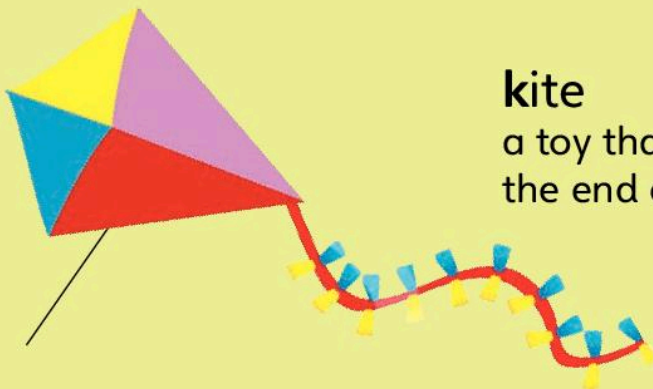
Here is part of a dictionary about toys.

**ball**

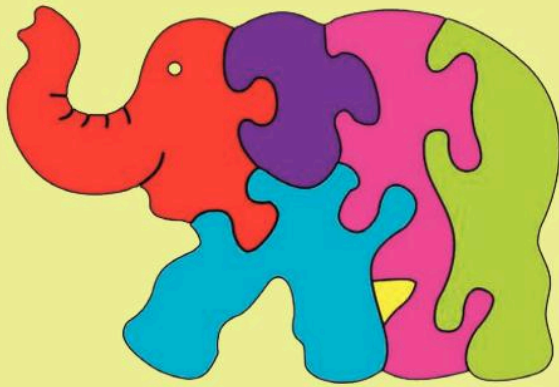
a round, bouncy toy you can throw, kick and catch

**doll**

a toy that looks like a baby or a child

**kite**

a toy that flies in the air on the end of a long string



puzzle

a toy that you take apart and try to put together again



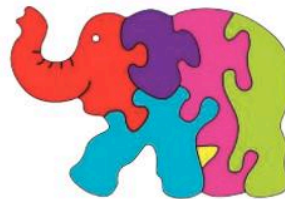
skipping-rope

a rope that you swing and jump over

Here is the 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

ball doll kite puzzle skipping-rope



The words in the dictionary are in the same order as the letters in the alphabet.

This is called **alphabetical order**.

Comprehension

A Look carefully at the pages in the dictionary on pages 36 and 37.

B Answer the questions.

- 1 What is 'a toy that looks like a baby or child'?
- 2 How is a skipping-rope described?
- 3 What comes after 'doll' in the dictionary?
- 4 What comes before 'skipping-rope' in the dictionary?

C Copy the sentences.

Write where these words would go in the toy dictionary.

Look at the **alphabet** below. It will help you!



1 'Crayons' would come after _____ and before _____.



2 'Football' would come after _____ and before _____.



3 'Yo-yo' would come after _____.

Vocabulary

Alphabetical order

Dictionaries always list words in alphabetical order.

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

We use these words all the time.

but was of is you and had so

- A** Sort these groups of words into **alphabetical order**.
The first one is done to help you.

1 but of had and and but had of

2 was you is but

3 is of had so

4 you and so of

- B** Write **four** things you can see in the room you are in now.
Write these four words in **alphabetical order**.

Punctuation

Spaces between words

- A** These **sentences** are about the toys in the dictionary.
Can you read them?

To make sentences easier to read we leave **spaces between words**.



Atoykitefliesintheair.



A toy kite flies in the air.

- 1 I can catch the bouncy ball. 2 The doll looks like a baby.
3 Can you put the puzzle together? 4 You can kick the ball far.

Spelling

ll, ff and ss endings

Look at the **double letters** at the end of these words.



ball



doll

A Say the words in the box aloud.

sniff press hill puff fuss still cliff pill kiss

B List the words in the box under these headings.

1 **ff** words

2 **ss** words

3 **ll** words

C Add two more words to each list.

Grammar

Describing words – numbers

Describing words are called **adjectives**



Describing words tell us more about people, places and things.
Numbers are **describing words**.



one skipping-rope



three kites

A Look at the pictures.
Say how many.

1 ___ balls



2 ___ crayons



3 ___ dolls



B Which **number words** are missing?

one ? three ? ? six seven ? nine ?

Writing

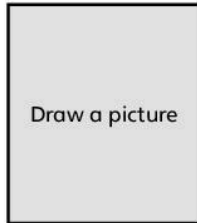
Writing a dictionary page

Remember, the words in the dictionary are in the same order as the letters in the 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

- 1 Choose three toys you enjoy playing with.
Write down the names.
- 2 Copy this dictionary page adding the toys you have chosen.
Write the toys in alphabetical order.
The alphabet will help.

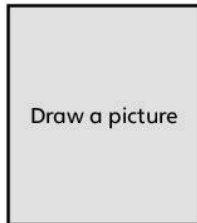
Set your dictionary page out like this.



Draw a picture

Name of the toy _____

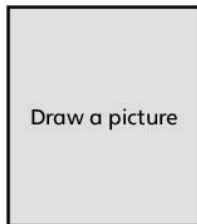
Describe the toy _____



Draw a picture

Name of the toy _____

Describe the toy _____



Draw a picture

Name of the toy _____

Describe the toy _____

The Gingerbread Man

An old woman made
a gingerbread man.
She opened the oven door.
He jumped out and
ran away.



Run, run as fast as you can.
You can't stop me.
I am the gingerbread man.
"Stop!" said the old woman.
But he did not stop.
He ran and ran.



A boy said, "Stop!"
A girl said, "Stop!"
But he did not stop.
He ran and ran.



A cat said, "Stop!"
A hen said, "Stop!"
But he did not stop.
He ran and ran.





The gingerbread man came to a river.
“I must cross the river,” he said.
“I will help you cross the river,” said the fox.



“Stand on my tail,”
said the fox.



“Stand on my back,”
said the fox.



“Stand on my nose,”
said the fox.



Comprehension

- A** Copy the sentences and fill in the missing words. Use the words in the word box.

Can you remember the story?



hen girl fox river woman stop oven

- 1 The old ___ made a gingerbread man.
- 2 When she opened the ___ door he jumped out.
- 3 The boy and the ___ shouted at the gingerbread man.
- 4 The cat and the ___ shouted at the gingerbread man.
- 5 The gingerbread man would not ___.
- 6 When the gingerbread man got to the ___ he could not cross.
- 7 The ___ said he would help the gingerbread man.

- B** Write a sentence to say how you think the story ends.

Vocabulary

Words within words

Did you know?

Smaller words often hide in longer words.

Can you see the smaller word in **woman**?



woman

- A** Find a smaller two-letter word in these longer words.

- | | | |
|-----------------|--------|-------|
| 1 ran <u>an</u> | 2 must | 3 top |
| 4 cat | 5 came | 6 man |

- B** These words have more than one smaller word in them. Find two smaller words in each longer word.

- 1 stop 2 stand 3 want 4 where 5 catch 6 think

Punctuation

Capital letters, full stops and question marks

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

She opened the oven door.

Some **sentences** end with a **question mark**.
These are **asking sentences**.

Will the fox help the gingerbread man?

- A** You have read the story of *The Gingerbread Man*.
Make up a **telling sentence** about the story.
- B** Make up an **asking sentence** about the story.

Spelling

Plurals

We add **s** to some words when we are talking about more than one thing.



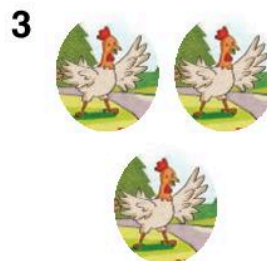
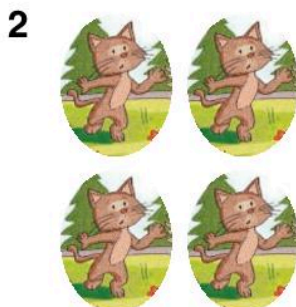
one boy



three boys**s**

- A** Match the words in the box to the right picture.

cats girls boys hens



B Write these words, adding **es**.

- 1 fox
- 2 watch
- 3 wish
- 4 class

If a word ends with **s**, **x**, **ch** or **sh** we add **es**.

For example: one fox,
three foxes



Grammar

Doing words – present simple tense of verb **to be**

Doing words are called **verbs**.

Verbs come in **families**.

A **verb family name** begins with **to**.

to shout **to** run

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

singular	plural
I am	we are
you are	you are
he is	they are
she is	
it is	



I **am** the gingerbread man.

A Say what part of the **verb to be** is missing.

- 1 She _____ an old woman.
- 2 He _____ a gingerbread man.
- 3 We _____ best friends.
- 4 It _____ windy.
- 5 You _____ tall.
- 6 They _____ sad.

Writing

Telling a story

If the lines in a story are muddled up it does not make sense.

- 1 Read *The Gingerbread Man* story again.
- 2 Look carefully at the pictures on this page.



- 3 Copy the lines in the box so they match the pictures.

He ran away from the old woman.
He met a fox by the river.
The gingerbread man jumped out the oven.
He ran away from the cat and hen.
The fox helped him.
He ran away from the boy and girl.

This is the front cover of the book about foxes.



Where do foxes live?

Foxes live in many different places around the world.



Bengal fox



Red fox

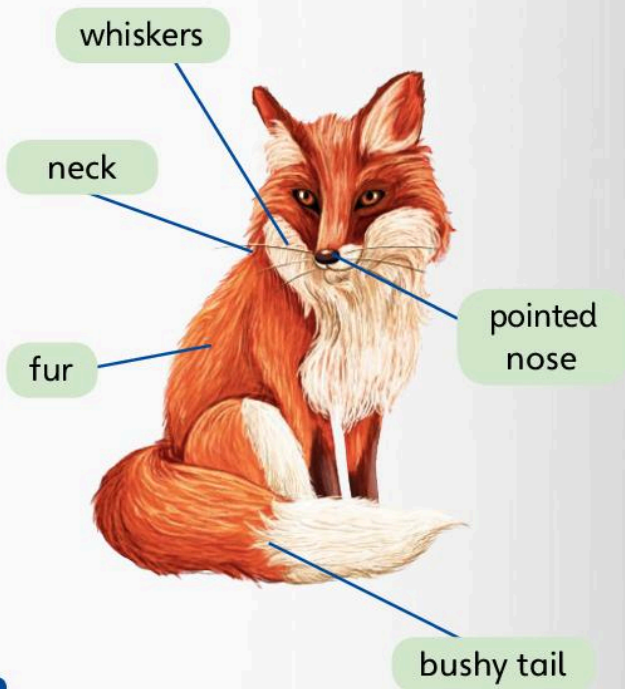


Arctic fox



Many foxes live in the countryside. Some foxes now live in towns and cities.

What do foxes look like?



What do foxes eat?



This fox is eating an insect.

This fox is eating some fruit.



Foxes are hunters. They hunt small animals, birds and insects. Foxes sometimes eat fruit.

7

This is the back cover of the book about foxes.



This book tells you about foxes.

- It tells you what they look like.
- It tells you where they live.
- It tells you what they eat.

If you want to learn about foxes, read this book.

Comprehension

A Read the information from the book about foxes on pages **48** and **49**. Answer these questions.

- 1 What is the title of the book?
- 2 Who wrote the book?
- 3 Where do foxes live?
- 4 What do foxes' ears look like?
- 5 Name two things that foxes eat.

What did you learn about foxes?



B Finish these sentences about the book about foxes.

- 1 To find out where foxes live, I would read pages _____ and _____.
- 2 To find out what foxes look like, I would read page _____.
- 3 To find out what foxes eat, I would read page _____.

C Write **two** sentences about what foxes look like.

Vocabulary

Tricky words

What **do** foxes look like?

These short words are important to learn.

do to so no



A Read the words aloud, what do you notice?
Which words rhyme?

B Copy the words **do** and **to** three times.

C Copy these words.
Circle the hidden **do**, **to**, **so** or **no** in each word.
1 also 2 snow 3 stop 4 down

Remember, smaller words can hide in longer words.



Punctuation

Spaces between words

To make sentences easier to read we leave **spaces between words**.



Somefoxesliveincities.



Some foxes live in cities.

A These **sentences** are about foxes. Can you read them?

1 Thisbookisaboutfoxes.

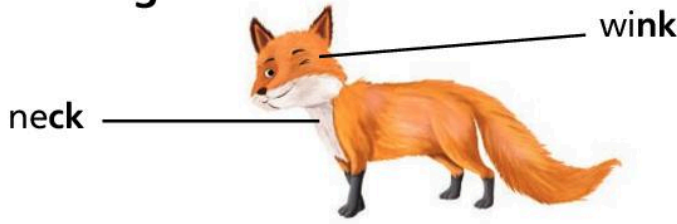
2 Afoxhasabushytail.

3 Somefoxesarebrown.

4 Foxeshavefur.

Spelling

ck and nk endings



A Match the words in the box to the right picture.

sock pink peck sink kick junk

1



2



3



4



5



6



B We can add **ing** to some words ending in **ck** and **nk**.
Write these words, adding **ing**. The first is done for you.

1 wink winking

2 kick

3 lock

4 link

5 pack

6 sink

7 pick

Grammar

Doing words – present progressive tense

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

am + verb family name + ing

I **am reading** a book about foxes.

is + verb family name + ing

The fox **is eating** some fruit.

are + verb family name + ing

We **are learning** about foxes.

A Copy the sentences and fill in the gaps
with **am**, **is** or **are**.

Doing words are
called **verbs**.



1 The fox ___ digging.

2 I ___ looking for a fox.

3 The foxes ___ eating insects.

4 We ___ drawing a fox.

Writing facts

In this unit we have learnt some **facts** about foxes.

We have learnt about:

Where foxes live.

What foxes look like.

What foxes eat.



- 1 Choose a pet animal you would like to write about.
- 2 Answer these questions about the pet animal.

Write **notes**.

- a Where do they live?
- b What do they look like?
- c What do they eat?
- d Where do they sleep?

Notes are a few words or lists that give ideas about something.



- 3 Write a factsheet.
 - a In the centre of a piece of paper, draw a picture of the pet animal.
 - b Then, around the edge, write some facts about the animal in sentences.



Happy Birthday

Two friends have their birthday on the same day.

Harry and Basma's birthday is on Saturday 15th June.

They are very excited.

They are having a birthday party with all their friends.



★ Invitation ★

Harry and Basma invite you to their party!

On Saturday 15th June

At 3 o'clock until 6 o'clock

We will meet in the park and play team games.

**Then we will go to Harry's house
for a special birthday lunch.**

We hope you can come!





Comprehension

A Answer **yes** or **no** to these questions.

- 1 Is it Harry and Basma's party on 15th June?
- 2 Is it Harry and Basma's party on a Friday?
- 3 Does the party start at 3 o'clock?
- 4 Will they play team games at Harry's house?
- 5 Will they eat lunch at Harry's house?

The invitation on **page 54** has the answers!



B Look carefully at the picture on **page 55**. Use the words in the box to finish the sentences.

drink bike balloon children table

- 1 The cake looks like a ____.
- 2 The ____ are wearing hats.
- 3 The boy spills his ____.
- 4 The food is on the ____.
- 5 A blue ____ is on the floor.



Vocabulary

Days of the week

The table shows what Harry and Basma are doing this week.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

A Write the day of the week that is missing in each sentence.

- 1 On ___ Harry goes to the doctors.
- 2 On ___ Basma goes to a dancing class.
- 3 On ___ Harry sees his grandparents.
- 4 On ___ Basma plays football.
- 5 On ___ Harry and Basma go to their party.

B Answer these questions.

- 1 What day of the week is it today?
- 2 What day of the week was it yesterday?

Punctuation

Capital letters – days of the week

Special naming words begin with **capital letters**.

Names of people are special naming words. **H**immat

Days of the week are also special naming words. **M**onday **T**uesday

Special naming words
are **proper nouns**.



A Sort out the muddled **days of the week**.

- 1 o n **M** a y d
- 2 h s d y **T** u a r
- 3 d y u t r **S** a a
- 4 i d **F** a r y
- 5 n d s **W** e e y a d
- 6 y a n u **S** d
- 7 s y **T** e d u a

Look for the **capital letters**.



Spelling

ee and ea words

The letter patterns **ee** and **ea** are very common.
Often **ee** and **ea** have the same sound.

We will **me**et in the park and play **tea**m games.

A Match the **ee** or **ea** words in the box to the right pictures.

sweet seed tree sea leaf eat

1



2



3



4



5



6



B Add **ee** or **ea** to finish these words.

The first is done to help you.

1 leaf

2 sweet

3 eat

4 tree

5 sea

6 seed

Grammar

Joining words

Joining words are called **conjunctions**.



We use **joining words** to join sentences.

Sentence 1: We will meet in the park.

Sentence 2: We will play team games.

You can make **one sentence** by using **and**.

We will meet in the park **and**
play team games.



You need **one** capital letter
and one full stop.



A Join the sentences with **and**. Say the new sentence.

- | | |
|-------------------------------------|------------------------------------|
| 1 Harry is having a party. | He is inviting his friends. |
| 2 They will go to Harry's house. | They will have lunch. |
| 3 Harry and Basma send invitations. | They hope their friends will come. |

Writing

Writing about your birthday

Harry writes about his birthday.

It is my birthday today.

I am having a good time.

I like opening my presents.

My best present is from my Gran.

It is a red ball.

Basma likes her skipping-rope.



1 Write about your birthday.

Copy the sentences and fill the gaps.

You can use the words in the box to help.

good	bad	fun	eating my cake
Dad	Mum	brother	opening my presents
sister	playing with my friends		

a I have a _____ time on my birthday.

b I like _____.

c My best present is from my _____.

d It is a _____.



bike



ball



bat



scooter



doll



train

1



2



3



4



5



6

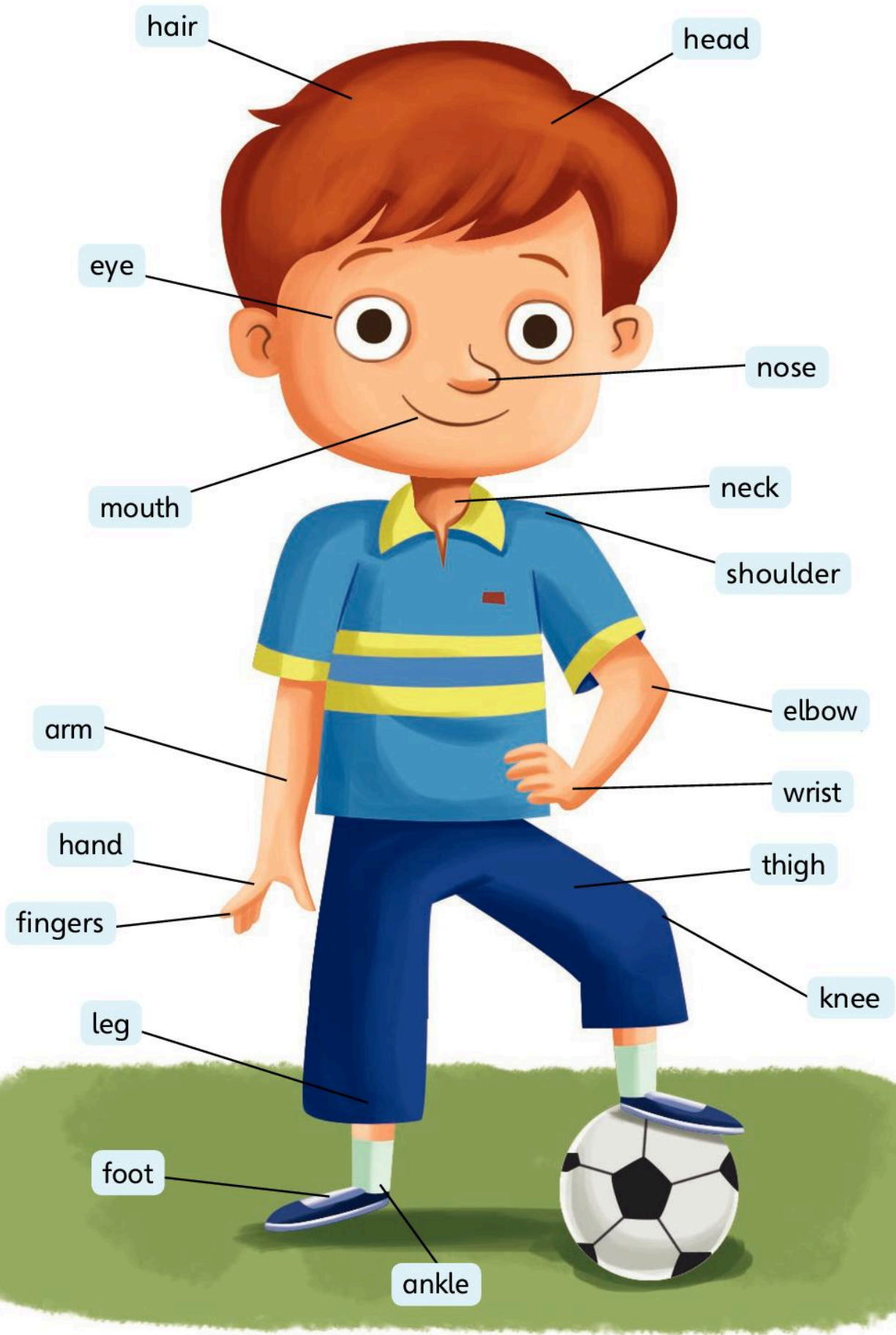


7



8





hair

head

eye

nose

mouth

neck

shoulder

arm

elbow

hand

wrist

fingers

thigh

leg

knee

foot

ankle

Comprehension

A Look carefully at the photographs again on **page 60**.

Write the number of the photograph to answer each question.

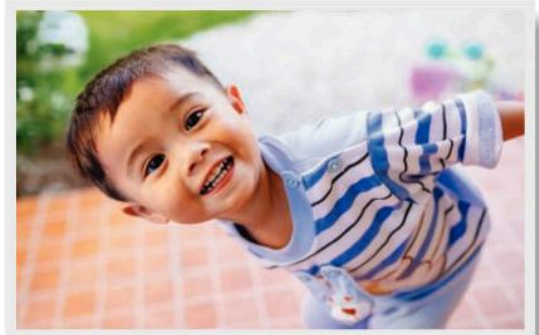
- 1 Which photograph shows the youngest person?
- 2 Which photograph shows the oldest person?
- 3 Which photograph shows someone about your age?
- 4 Which photographs show a person younger than you?
- 5 Which photographs show a person older than you?
- 6 Which photograph shows a person of about the age of your parents?

B What age do you think the people are in these photographs?

1



2



3



4



Vocabulary

Body words

A Look carefully at yourself.

Use the words in the box to finish these sentences.

mouth head knee arm foot hand

- 1 My neck holds up my _____.
- 2 My ankle helps my _____ move.
- 3 My hand is at the end of my _____.
- 4 My wrist helps my _____ move.
- 5 My _____ is under my nose.
- 6 My _____ is halfway down my leg.

B Look back at the picture on **page 61**.

List other labels that could be added to the picture.

Punctuation

Capital letters, full stops and question marks

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

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

This is a photograph of me.

Some **sentences** end with a **question mark**.

These are **asking sentences**.

Is this a photograph of me?

A Choose a photograph you like from **page 60**.

- 1 Make up a **telling sentence** about the photograph.
- 2 Make up an **asking sentence** about the photograph.

Spelling

i-e, ie, igh and y words

Listen carefully to the sound **i-e**, **ie**, **igh** and **y** make in these words.

smile tie bright sky



A What am I? Write the right word.

night cry rice sky spice

- 1 A type of food.
- 2 Used to make food taste nice.
- 3 Where clouds float
- 4 The opposite of day.
- 5 When tears fall down a face.

B Write the words ending in **ing**. Finish the word sums.

- 1 cry + ing = crying
- 2 fry + ing = _____
- 3 fly + ing = _____
- 4 light + ing = _____
- 5 dry + ing = _____

Grammar

More than one

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



one eye



two eyes**s**



one hand



two hands**s**

If a **naming word** ends in **ch**, **sh**, **s** or **x** we add **es**.

Some people keep their books**s** in boxes**es**.

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



A Add **s** or **es** to make **more than one**.

1 nose

2 shoulder

3 fox

4 watch

5 leg

6 class

7 ear

8 bush

9 elbow

10 bus

Writing

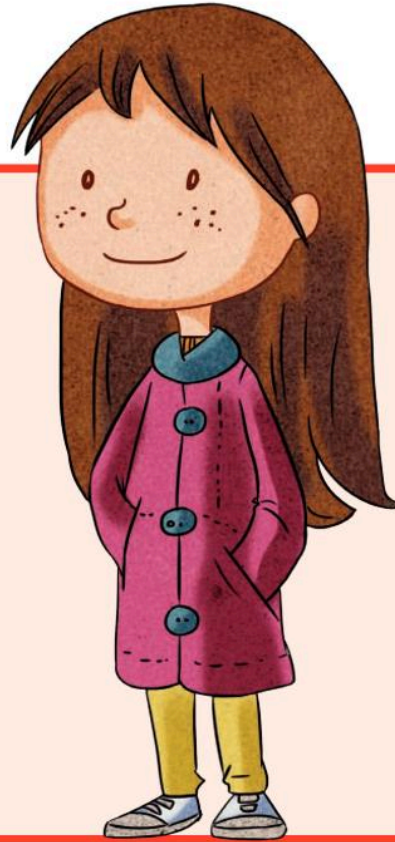
All about me

My name is Jess.

I have long, straight hair
and brown eyes.

I have a friendly face
and a small nose.

I have three good friends.
They make me happy.



- 1 Write a list of words or phrases you might use to describe yourself, such as 'tall' or 'short'.

The words in the box will help.

blue	brown	curly	dark	happy	large
long	pale	round	sad	short	small
straight	strong	tall	bright	kind	green

- 2 Now write **three** sentences about yourself.

Use some of the words or phrases you have listed in **Activity 1**.



Jelly on the Plate

Jelly on the plate,
Jelly on the plate,
Wibble, wobble,
Wibble, wobble,
Jelly on the plate.

The Pancake

Mix a pancake,
Stir a pancake,
Pop it in the pan.

Fry the pancake,
Toss the pancake,
Catch it if you can.



Comprehension

A Read the poems on **pages 66 and 67** aloud.
Answer the questions.

- 1 What two foods are the poems about?
- 2 Look at 'The Pancake'.
Copy two words that tell you what you can do with a pancake.
- 3 Look at 'Jelly on the Plate'.
Copy the two words that tell you how jelly moves.

You will have to read the poems carefully to find the words!



B Think about the poems.

- 1 Which poem do you like the most?
- 2 Why do you like this poem more?



Vocabulary

Tricky words

Come and have **some** pancakes.

Give one to Tom.

Some words are tricky.

These words are important to learn.

We **live** next to our grandmother.



- A** Read the words aloud, what do you notice?
Which words rhyme?

come some give live

- B** Copy the words carefully.

- C** Hidden in these groups of letters are the words **come**, **some**, **give** and **live**.

Write the hidden word.

1 digivests 2 klsisomet 3 belivewed 4 oncomeive

Punctuation

Making sentences

We can put **words** together to make **sentences**.

mix + a + pancake = **Mix a pancake.**

We can add **more words** to make a **longer sentence**.

You should mix a pancake **for a long time.**

Remember
your **full stop**
or **question**
mark.



- A** Make these sentences longer by adding **more words**.
You can make **telling sentences** or **asking sentences**.

1 Stir the pancake.

2 Pop it in the pan.

3 Fry the pancake.

4 Toss the pancake.



Spelling

er, ir and ur words

Listen carefully to the sound **er**, **ir** and **ur** make in these words.

“**Stir** the pancake quickly,” said the **nurse** to **her** son.



A Write the missing word for each sentence.

her kerb perch bird stir fur nurse purse

1 A hen is a kind of _____.



2 At night a hen sits on a _____.

3 My cat has soft _____.



4 I keep my money in my _____.

B Write a sentence, using each of these words.

1 stir 2 purse 3 her



Grammar

Joining words

Joining words are called **conjunctions**.



We use **joining words** to join sentences.

Sentence 1: Fry the pancake. Sentence 2: Toss the pancake.

You can make **one sentence** by using **and**.

Fry the pancake **and** toss the pancake.

You need one **capital letter** and one **full stop**.



A Join these sentences with **and**.

Read the finished sentences.

1 The jelly is on the plate. It is wobbling.

2 I like red jelly. I like green jelly.

3 Mum made pancakes. I ate them.

Writing

Favourite food

- 1 What is your favourite food?
Draw your favourite food.
- 2 Write three sentences about your favourite food.
What does it look like?
What does it smell like?
How is it cooked or prepared?

Look at this poem.

It has the same rhyming pattern as 'The Pancake'.

Making Soup

Mix the soup,
Stir the soup,
Pop it in the pot.

Warm the soup,
Pour the soup,
Eat it while it's hot.



- 3 Can you write about your favourite food in a poem that sounds the same as 'The Pancake', 'Making Soup' or 'Jelly on the Plate'?

The words in the boxes might help you.



Cooking words: beat sift roll heat boil chop cut
cook pour make bake slice

Cooking equipment: tin tray plate pot bowl dish

Food: pastry cake samosa eggs beans buns
sugar biscuits carrots pizza curry chips mango

Jack and the Special Beans

Scene 1

A small garden where nothing is growing

Mother: Jack! Jack! Where are you?

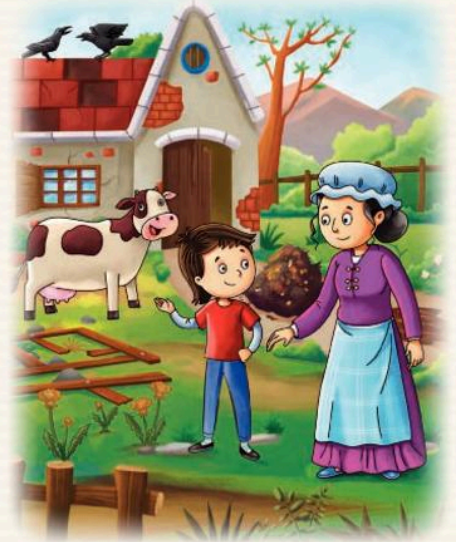
Jack: Here I am!

Mother: Jack, we have no food to eat. You will have to take the cow and sell her.

Jack: Sell Daisy the cow!

Mother: I don't want to, but we need food.

Jack leads Daisy the cow out of the garden.



Scene 2

On the road to the market

Jack: Come on, Daisy. Mother says I've got to sell you so we can buy food.

An old man steps out into the middle of the road.

Old man: Where are you going with that cow?

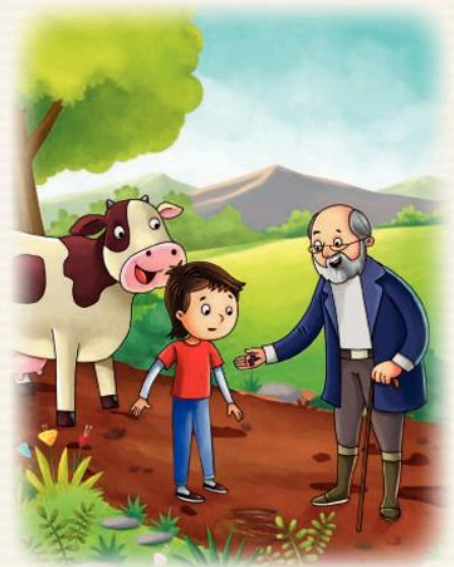
Jack: I have to sell the cow because we need to buy some food.

Old man: You give me the cow. I will give you some special beans in return.

Jack: What will I do with the beans?

Old man: Plant them and you will see.

Jack gives the old man the cow and takes the beans.



Scene 3

Jack's house

Jack: Mother! Mother!

Mother: Here I am.

Jack: Look! I gave the cow to an old man and he gave me some special beans.

Mother looks very cross. She throws the beans out the window.

Mother: Beans! We needed money to get food! Go to bed! Go to bed with nothing to eat!

Mother sits down with her head in her hands.

What are we going to do now?



Comprehension

This story is written as a playscript.



- A** Copy the sentences and fill in the missing words.
Use the words in the word box.

market cross sell special window mother

- 1 Jack's mother wanted him to the ___ the cow.
- 2 Jack was on the way to the ___ when he met an old man.
- 3 The old man gave Jack some ___ beans.
- 4 Jack ran to tell his ___ about the beans.
- 5 Jack's mother was ___.
- 6 She threw the beans out of the ___.

- B** Discuss the three settings in the play.

a



b



c



- C** Write a sentence about each of the settings in **Activity B**.

Vocabulary

Opposites

The **opposite** of something is the thing that is most different.

Some words just add **un** to make the opposite.



happy



unhappy

A Write the **opposite** of each of these words.
Use the word box to help you.

1 tidy 2 happy 3 lock 4 roll 5 tie



unhappy



unroll



unlock



untidy



untie

B Write an **un** word for each picture.

1



You can add **un** to lots of different words to make the opposite.



Punctuation

Exclamation marks

All sentences begin with a **capital letter**. Telling sentences end with a **full stop**. Asking sentences end with a **question mark**.

Some sentences show people are:

shouting



Here I am!

surprised



Sell Daisy the cow!

cross



Go to bed!

These sentences are **exclamations**.

They end with an **exclamation** mark.

A Read *Jack and the Special Beans* again on **pages 72 and 73**.

1 Find a telling sentence. 2 Find an asking sentence.

3 Find an exclamation.

Spelling

oa, o-e, oe and ow words

The letter patterns **oa**, **o-e** and **ow** often make the same sound.

On the **road** Jack was **shown** some special beans, which gave him **hope** that he could help his mother.



oe can also make the same sound: **toe**



A Read the sentence about Jack in the red box above.

Listen carefully to the sound the **oa**, **ow** and **o-e** make.

B Look at the words in the box. Sort each word into the right group.

boat coat toa road blow snow
grow mow broke smoke note rope

1 **oa** words 2 **o-e** words 3 **ow** words

Grammar

Doing words – past simple tense

Doing words tell us what people, animals and things **did** in the **past**.

We make these **doing words** like this:

verb family name + **ed** need + **ed** = needed

We **needed** money to get food!

This is the **simple past tense**.



A Say the **doing word** in each sentence.

- 1 Mother wanted money for food.
- 2 The old man walked out into the road.
- 3 Mother looked cross.
- 4 Jack planted the beans.

Writing

Looking at settings

1 Look carefully at this picture.

Imagine you are standing in the garden with Jack and his mother.



2 Write about the setting.

Answer these questions.

The words in the word box might help.

old smelly dusty damp small dirty
windy cottage untidy broken muddy

- a What can you see?
- b What sort of home is it?
- c Can you hear anything?
- d What can you smell?

How to Make Ice Lollies

You will need:

jug
fruit juice
water

ice-lolly mould
lolly sticks

What to do:

- 1 Mix the fruit juice with some water in the jug.



- 2 Pour it into the ice-lolly mould.



3 Put in the lolly sticks.



4 Put the ice-lolly mould into the freezer.



5 Take the ice lollies out when they are frozen and ready to eat.



Comprehension

A Carefully read the instructions on pages 78 and 79.
Answer the questions.

- 1 How many things do you need to be able to follow the instructions?
- 2 Make a list of the things you need.
- 3 How many instructions are there?
- 4 Make a list of the doing words in the instructions.



B Copy these instructions in their correct order.

Eat the ice lolly.

Mix the fruit juice with water.

Place the mould in the freezer.

Pour it into the ice-lolly mould.

Put in the ice-lolly sticks.

Read all the instructions first, before you try to order them.



C Why do you think you have to put in the lolly sticks before you put the mould in the freezer?

Vocabulary

More words within words

Remember, **small words** can be found in some **longer words**.

Look! juice = **ice**



juice

A Look at the words.

Write a small word that can be found in each word.

- | | | |
|--------|---------|--------|
| 1 she | 2 thing | 3 cold |
| 4 play | 5 her | 6 with |

B Write three long words that have a small word hidden in them. Look at the words in *How to Make Ice Lollies* on pages 78 and 79 to help you.

Punctuation

Punctuating sentences

All sentences begin with a **capital letter**.

Telling sentences end with a **full stop**.

I made an ice lolly.

Asking sentences end with a **question mark**.

Did you like it?

Exclamation sentences end with an **exclamation mark**.

It was very cold!

A Think about ice lollies.

- 1 Say a **telling sentence** about an ice lolly.
- 2 Say an **asking sentence** about an ice lolly.
- 3 Say an **exclamation** about an ice lolly.

Spelling

ing and ed endings

If something is **happening now** the doing word often ends with **ing**.

If something has **happened already** the doing word often ends in **ed**.



mel**ting**



melt**ed**

A Complete these word sums.

1 pour + ing = _____

2 pick + ed = _____

3 walk + ing = _____

4 talk + ed = _____

5 watch + ing = _____

6 play + ed = _____

7 jump + ing = _____

8 lift + ed = _____

B Write a sentence, using each of these words.

1 played

2 talking

Grammar

Naming words – using the suffix er

Naming words are the name of things.

jug stick

We can make **naming words** from doing words by adding **r** or **er**.



to freeze



freezer

Naming words are called **nouns**.



A Say what these people are.

1 I bake cakes. I am a _____.

2 I sell ice lollies. I am a _____.

3 I catch a ball. I am a _____.

4 I make pancakes. I am a _____.

5 I jump fences. I am a _____.

Writing

Writing instructions

Write your own **instructions**.

Here are some ideas of things you could write instructions for.



Painting a picture



Cleaning your teeth



Making a sandwich

- 1 Begin by writing a 'You will need' list.
- 2 Now draw **four** pictures, each showing the order of what needs to be done.
- 3 Write the instructions for each picture. These doing words might help you.

Check your instructions are in the right order!



put collect touch brush spread turn clean eat

Tigers

Tigers are big cats.



Most tigers live in hot places such as India.

Some tigers live in cold places such as Siberia.

A tigress can give birth to as many as seven cubs.

Usually only two or three survive.

The cubs spend eight weeks in the den, feeding on their mother's milk.



Fact File

What tigers look like

Most tigers have orange fur with black stripes.

Some tigers have paler fur with fewer stripes.

Male tigers are bigger than female tigers.

How tigers live

Tigers do not live in families or groups.

Tigers live and hunt on their own.

What tigers eat

Tigers hunt at night because it is easier for them to creep up on the animals without being seen.

Tigers catch deer.

Tigers will eat most small animals.

How tigers move

Tigers are not fast runners.

Tigers creep up on an animal and pounce.

Tigers can swim.



Comprehension

A Read the information about tigers on **pages 84 and 85**.
Choose the correct word to fill each gap.

- 1 Tigers are _____ cats.
- 2 Siberia is a _____ place.
- 3 India is a _____ place.
- 4 A tigress can have as many as _____ cubs.
- 5 The cubs stay in the den for _____ weeks.

big small

hot cold

hot cold

two seven

three eight

B Look at the **Fact File** on **page 85**.
Answer these questions.

- 1 What colour are most tigers?
- 2 When do tigers hunt?
- 3 Name an animal tigers like to hunt.
- 4 Are tigers fast runners?

Tigers are part
of the cat
family ... just
like me!



C Why do you think Tigers have stripes?



Vocabulary

Hunting for more words!

A Say the words in the box aloud.

and in is it that of was as
but had him his on are

We use these words many times when we write.



B Look at the sentences below.

Copy the words from the box that you can see in the sentences. The first one is done for you.

- 1 Most tigers live **in** hot places such **as** India.
- 2 The cub stays in the den with his sisters and brothers.
- 3 The mother keeps him in her den for eight weeks.
- 4 Tigers are not fast but they are strong.
- 5 Is it true that tigers can swim?

C Write these words in some sentences of your own.

and of was

Special naming words are **proper nouns**.



Punctuation

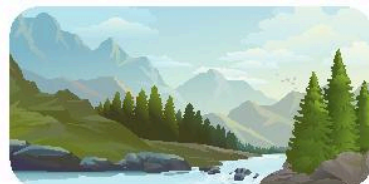
Special naming words

Special naming words begin with **capital letters**.

Names of places are special naming words. **I**ndia **S**iberia

A Talk about

- 1 the name of your country
- 2 the name of your city, town or village
- 3 the name of the street where you live
- 4 the name of a river

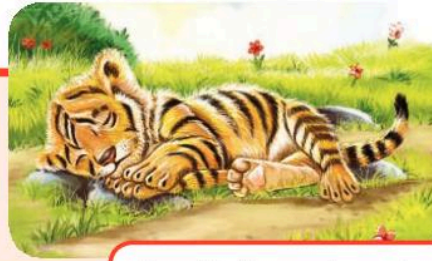


Spelling

y endings

We can add **y** to some words to make them into describing words.

The tiger cub is **sleepy**.



Don't forget, a describing word is called an **adjective**.



A Add a **y** to each of these nouns to make a new word.

1 dirt + y = _____

2 rain + y = _____

3 leaf + y = _____

4 rock + y = _____

5 cloud + y = _____

6 dust + y = _____

B Write a sentence, using each of these words.

1 stormy

2 dirty

C Can you think of another describing word that ends in **y**?



Grammar

Writing sentences

When we write a few sentences we can **tell a story** or give **information**.

These **sentences** give us information.

Tigers are big cats.

Most tigers live in hot places such as India.

Some tigers live in cold places such as Siberia.



A Read these sentences about tigers.

Most tigers have orange fur with black stripes.

Tigers can have as many as seven cubs.

Male tigers are bigger than female tigers.

- 1 How many sentences are there?
- 2 What does each sentence tell you about?

Writing

Writing questions for a Fact File

- 1 Look again at how the information in the **Fact File** is laid out on **page 85**.

It answers many questions about tigers.

- 2 Look at this picture of an elephant.
What would you like to find out about elephants?

Write **five** questions about elephants.

I'd like to know
how heavy an
elephant is!



An Old Red Hat

Ada had a nest.

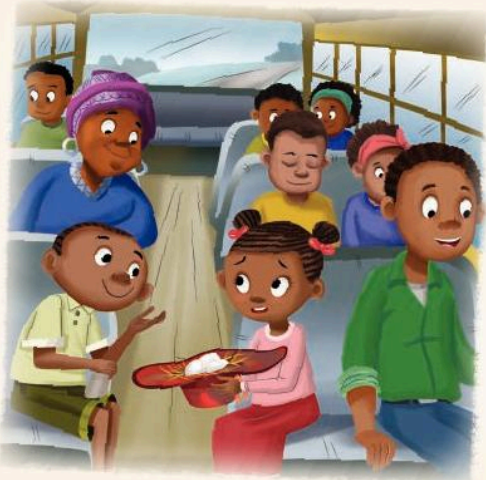
“What have you got there?”
asked Mum.

“One ... two ... three eggs in a
nest,” said Ada.

“That’s not a nest!” said Mum.

“That’s my old red hat!”

“I’m going to sell the eggs at the
market,” said Ada.



Ada and Dad got on the bus to
go to market.

A boy on the bus saw Ada.

“What have you got there?”
he asked.

“One ... two ... three eggs in a nest,”
said Ada.

“That’s not a nest!” said the boy.

“That’s an old red hat!”

A lady on the bus saw Ada.

“Let me see. What have you got
there?” she asked.

“I have got one ... two ... three
eggs in a nest,” said Ada.

“I’ll give you three pennies for
the eggs,” said the lady.



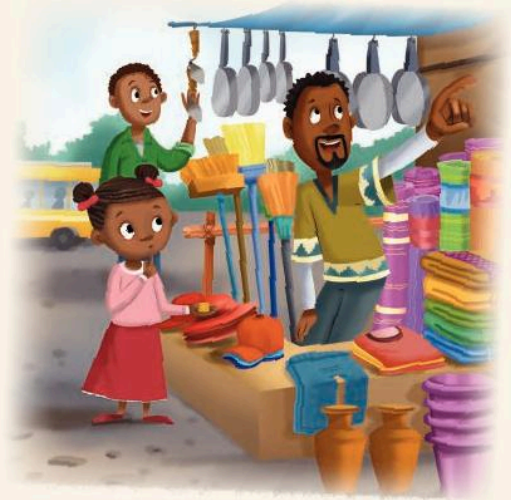
Ada and Dad got off the bus at the market.

A man at the market saw Ada.

“What have you got there?” he asked.

“One ... two ... three pennies!” said Ada. “What can I get with three pennies?”

“Give me the three pennies and you can have this,” said the man.



Ada and Dad got back on the bus. A girl on the bus saw Ada.

“What have you got there?” she asked.

Ada shook her head and smiled. Dad and Ada got off the bus and went home.

Mum saw Ada.

“What have you got there?” she asked.

“It’s for you,” said Ada.

It was a new red hat!

“Thank you, Ada!” said Mum.



Comprehension

- A** Answer these questions.
The words in the word box will help.

Read the story again
before you answer
the questions.



old pennies new boy red hat three market Mum

- 1 How many eggs did Ada find?
- 2 Where had the eggs been laid?
- 3 Which two people said “That’s not a nest!” to Ada?
- 4 How much did the lady give Ada for the eggs?
- 5 Where did Ada spend the pennies?
- 6 What did Ada give to her mum?



- B** Think about Ada.
Answer these questions.

- 1 Do you think Ada is kind?
- 2 How do you think Ada felt when she found the eggs?
- 3 Why was Ada so happy at the end of the story?

Vocabulary

Question words

These are all words we use in questions.
Why Where When What Who
All these question words begin with the letters **wh**.

What are you going to
do with the eggs in my
red hat?



- A** Copy the questions and write the missing question words.

Why

Where

When

What

Who

- 1 ____ found the eggs?
- 2 ____ are you going?
- 3 ____ is the bus?
- 4 ____ will you buy at the market?
- 5 ____ will buy the eggs?
- 6 ____ time will you be home?

More than one **wh** word works for some of the questions.



Not all question words begin with **wh**.



- B** Write **two more** words that you can begin questions with.

Punctuation

Punctuating sentences

You have learned these **punctuation marks**.



- A** Answer the questions about **punctuation marks**.

- 1 When do you use a full stop?
- 2 When do you use a question mark?
- 3 When do you use an exclamation mark?

- B** Say:

- 1 a sentence with a full stop
- 2 a sentences with a question mark
- 3 a sentence with an exclamation mark

Spelling

oo, u-e, ue and ew words

The letter patterns **oo**, **u-e**, **ue** and **ew** often make the same sound.

As Ada **grew** bigger she needed **new** boots.

Mum took her to **Sue**'s shop to buy some big **blue** ones.



A Write the **oo**, **u-e**, **ue** or **ew** word.

1



2



3



4



5



6



boots
moon
spoon
flute
balloon
glue
blue
chute
screw

B Which words in the box are not used in **Activity A**?
Write the words and draw a picture for each one.

Grammar

Doing words – past simple tense

Doing words tell us what people, animals and things **did** in the **past**.

We make these **doing words** like this:

Verb family name + **ed** ask + **ed** = asked

“What have you got there?” she **asked**.

If the verb family name ends in **e**, just add **d**.



A Do you add **ed** or just **d**?

1 pour

2 smile

3 use

4 open

5 plant

6 love

7 learn

8 hope

Writing

Describing characters

1 Look at this picture of Ada.



2 Copy the words from the word box that could be used to describe Ada.

happy	boy	small
sad	cold	cross
grumpy	kind	tall
short	girl	mean

Don't just look at the words that describe what Ada looks like, copy the words that also describe Ada's character.



3 **a** Can you think of any more words you could use to describe Ada?

b Now write **three** sentences describing Ada.

Check-up

Vocabulary

- Say which **days of the week** are missing.
Monday _____ Wednesday Thursday _____
Saturday _____
- Add **un** to write the **opposite** of each of these words.
a tidy b happy c kind

Punctuation

- Copy these sentences.
Add the missing **capital letters** and **punctuation**.
a i am going out to play b what time is it
- Write the **plural** of these words.
a book b box c glass

Spelling

- Add **ll**, **ck** or **sh** to each of these to make a naming words.
a fi_____ b be_____ c du_____
- Add **ea** or **ee** to each of these to make a word.
a b_____ b dr_____m c l_____f

Grammar

- Write three **nouns**.
- Copy the **describing word** in these sentences.
a The red bike is broken.
b The three children are playing in the park.



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web www.oxfordprimary.com
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tel. +44 (0) 1536 452620
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ISBN 978-0-19-84 1976-1



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