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English

Student Activity Book

Liz Miles

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## Welcome to Activity Book 1. We'll help you along the way.



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# Unit contents

Unit	Theme	Reading and comprehension	Writing
1	A new school	<b>Fiction</b> Narrative with a familiar setting <i>The Name Jar</i>	Fiction Writing characters' speech bubbles
2	Show me, tell me	<b>Non-fiction</b> Instructions <i>Signs and Labels, Our Senses, How to Make a Spinning Picture Trick</i>	Non-fiction Writing instructions
3	Everyday poems	<b>Poems</b> <i>Diggedy-do, Wobbly Tooth, Today I'm a drummer, Poppadoms</i>	Poetry Writing rhyming words
4	Traditional stories	<b>Fiction</b> Traditional narratives <i>The Magic Paintbrush, The Pumpkin in the Jar</i>	Fiction Writing traditional story language
5	Water world	<b>Non-fiction</b> Reports and dictionaries <i>Ocean Sharks, A–Z of the Sea, Sea Transport</i>	Non-fiction Writing questions
6	Creatures big and small	<b>Poems</b> Simple rhymes and poems <i>Puff!, Late One Night in Kalamazoo, A Hatchling's Song, A B, Tiny Diny</i>	Poetry Writing rhyming words
7	Fantasy story	<b>Fiction</b> Fantasy narrative <i>Ruby Nettle and the Ice Lolly Adventure</i>	Fiction Writing story captions
8	About my life	<b>Non-fiction</b> Information texts and recounts <i>My First Year in Vietnam was Weird, Our Class Trip to the Animal Park, Alex Brychta – a Biography</i>	Non-fiction Writing a recount
9	Family fun	<b>Poem</b> Narrative poem <i>Off We Go to Mexico!</i>	Poetry Writing a narrative poem

Language, grammar, spelling, vocabulary, phonics, punctuation	Speaking and listening
<ul style="list-style-type: none"> <li>Initial letter sounds</li> <li>Blend sounds</li> <li>Sentence punctuation: full stops and capital letters</li> <li>Digraph, <i>sh</i></li> </ul>	<p>Questions – developing ideas and extending understanding Take turns speaking</p>
<ul style="list-style-type: none"> <li>Labels, lists, captions</li> <li>Initial letter sounds</li> <li>Blend sounds</li> <li>New words in context</li> <li>Digraph, <i>ch</i></li> <li>Rhyming words</li> <li>Instructions vocabulary</li> </ul>	<p>Questions – developing ideas and extending understanding Take turns speaking</p>
<ul style="list-style-type: none"> <li>Link words to meaning</li> <li>Initial letter sounds</li> <li>Rhyming words</li> <li>Digraph, <i>ch</i></li> <li>New words in context</li> <li>Features of poetry genre</li> </ul>	<p>Reciting poems Expressing feelings, ideas and opinions</p>
<ul style="list-style-type: none"> <li>Blend sounds</li> <li>New words in context</li> <li>Digraphs, <i>ch, th, sh</i></li> <li>Long vowel phoneme, /ee/</li> <li>Sentence punctuation: capital letters and full stops</li> </ul>	<p>Questions – developing ideas and extending understanding Take turns speaking Expressing ideas</p>
<ul style="list-style-type: none"> <li>Common word endings, <i>-ing, -s</i></li> <li>Digraphs, <i>sh, cr</i></li> <li>New words in context</li> <li>Common sight words, <i>a, and, the</i></li> <li>Labels</li> <li>Sentence punctuation: full stops and question marks</li> </ul>	<p>Questions – developing ideas and extending understanding Take turns speaking Expressing ideas</p>
<ul style="list-style-type: none"> <li>Blend sounds</li> <li>Common word endings, <i>-ed, -ing</i></li> <li>New words in context</li> <li>Digraph, <i>sh</i></li> <li>Rhyming words</li> </ul>	<p>Reciting poems</p>
<ul style="list-style-type: none"> <li>New words in context</li> <li>Digraphs, <i>sh, ch, th</i></li> <li>Blend sounds</li> <li>Long vowel phonemes, /ai/ /ea/ /ee/ /ie/ /oa/</li> <li>Sentence punctuation: capital letters and full stops</li> </ul>	<p>Questions – developing ideas and extending understanding Take turns speaking Expressing ideas and opinions</p>
<ul style="list-style-type: none"> <li>New words in context</li> <li>Sentence punctuation: capital letters and full stops</li> <li>Common sight words, <i>and</i></li> <li>Time words</li> <li>Common word endings, <i>-s, -ing, -ed</i></li> <li>Blend sounds</li> <li>Rhyming words</li> </ul>	<p>Questions – developing ideas and extending understanding Take turns speaking Expressing feelings, ideas and opinions</p>
<ul style="list-style-type: none"> <li>New words in context</li> <li>Long vowel phoneme, /ee/</li> <li>Blend sounds</li> <li>Rhyming words</li> <li>Verbs</li> </ul>	<p>Expressing opinions Take turns speaking</p>

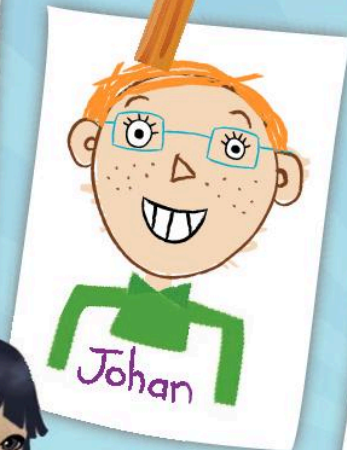
# 1

## New school

A



B



### Let's Talk

Look at the children's names.  
Where do you write your name?

# The Name Jar

## A Read and respond

1 Who is the main character in the story? Underline the name.



**Mr Kim**



**Unhei**

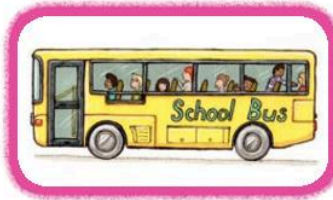


**Joey**

2 Circle all the place names where the story is set.



**In a park**



**On a bus**



**In a classroom**



**In a zoo**



**In a shop**

3 Why does Unhei blush on page 7 of the Anthology? Place a tick in the correct box.

You blush when you feel shy or embarrassed.



She blushes because she is late for school.

Unhei blushes because the children make fun of her name.

She blushes because she feels sick.

## B Read and respond

1 How do you pronounce Unhei's name?

Yoo-hey

Hey, you!

Yoon-hye



Unhei explains this on page 6.



2 Tick the box to show if each sentence is true or false.

Unhei looks for a new name because...

True False

she thinks her name is too difficult to pronounce

her mum told her to

she wants to be the same as the other children

3 What does Unhei's name mean? Write it in the speech bubble.

Mr Kim knows! Look at page 12 in the Anthology.

\_\_\_\_\_



## What do you think?

- 1 Circle the ways in which Joey showed kindness and friendship to Unhei.



He held her hand.

He liked her name.

He made fun of her.

He was cheerful.

He took her into  
the classroom.

He helped her choose  
a name.

- 2 If you were Unhei, what would you have done about your name?

---

---

---

# Word detective



**A**

Remember that names always start with a capital letter.

1 Write the missing letter to finish each name.

**J R U**

\_\_\_ oey

\_\_\_ nhei

\_\_\_ alph



2 Unjumble these names from the story and write them.

Amanad \_\_\_\_\_

aLaur \_\_\_\_\_

Daiys \_\_\_\_\_

elaTam \_\_\_\_\_

3 Now write your name on a piece of paper in large letters and cut out each letter. Jumble them up. Ask your partner to unjumble the letters to make your name.



B

- 1 Sort the words that start with a **k**, **b** and **j** and write them on the jars. Two have been done for you.

jar bus Joey kids boy  
bag Korea just kept

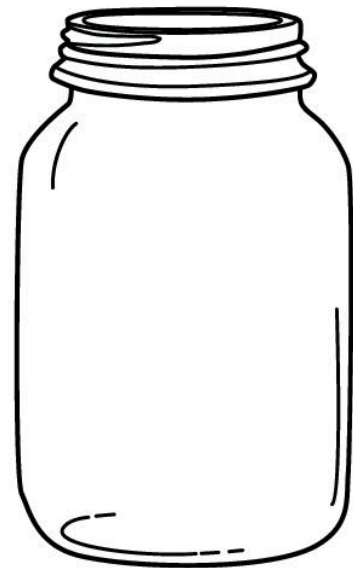
k



b



j



- 2 Write some other words that start with these letters.

k\_\_\_\_\_

b\_\_\_\_\_

j\_\_\_\_\_



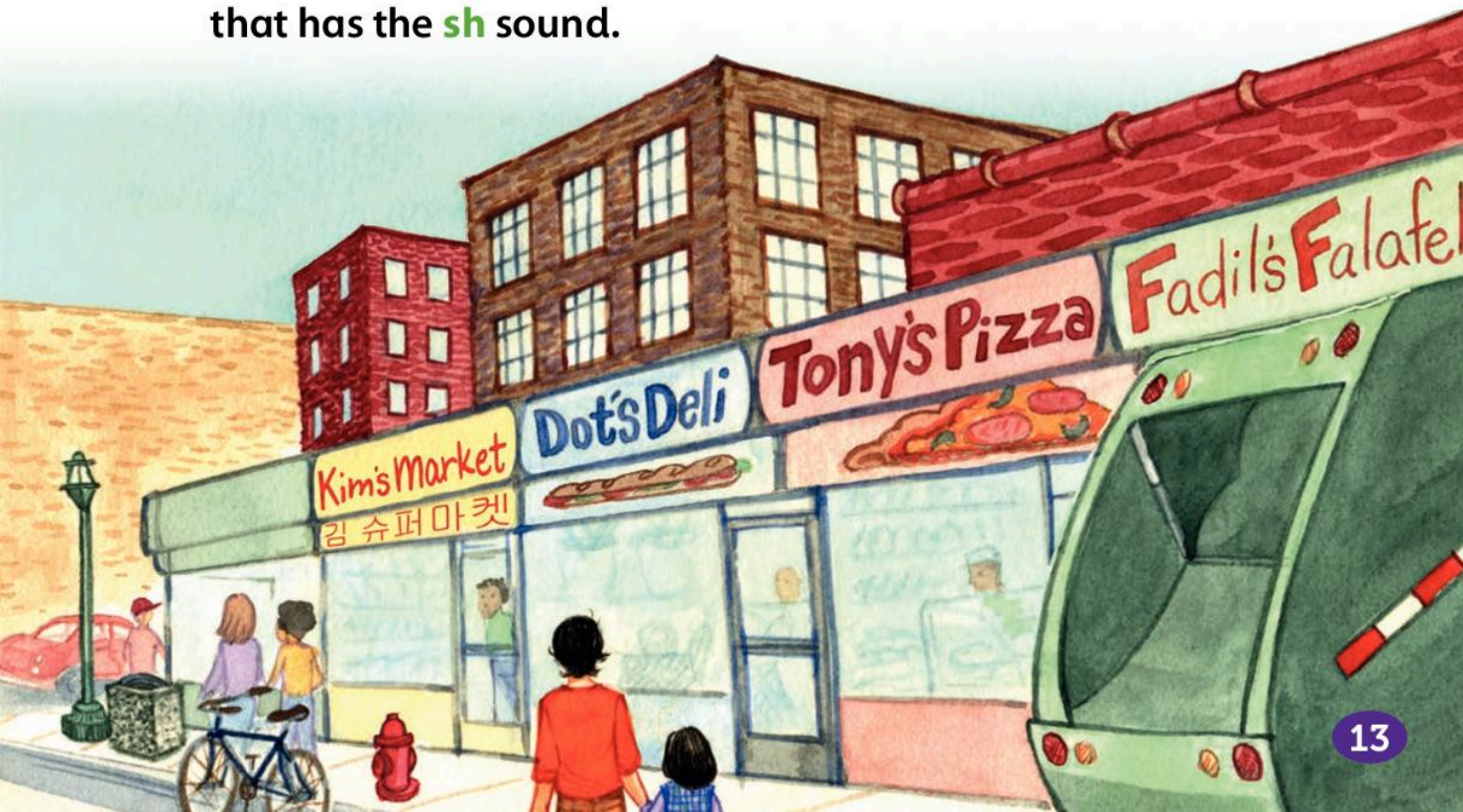
- 1 Add a full stop to this sentence and circle the two letters that should be capitals.

i don't want to be different from all the american kids

- 2 Circle all the words that have the **sh** sound.

lots shop bus next brush  
name jar English

- 3 Now slowly read the words aloud in any order to your partner and ask them to clap each time they hear a word that has the **sh** sound.



# Get writing



- A** Draw lines to link the words to who said them.  
You can find these words in the story.

"I'm Joey," said Mr Cocotos.

"How was school, Unhei?" said Joey.

"Please welcome our newest student," asked Unhei's mother.

"Helping your mother with the shopping?" asked Mr Kim.

- B** Fill in the speech bubbles on page 15 using the words in this cloud.

**name Unhei**  
**My name**  
**want I'm**

Cross out the words when you have used them.



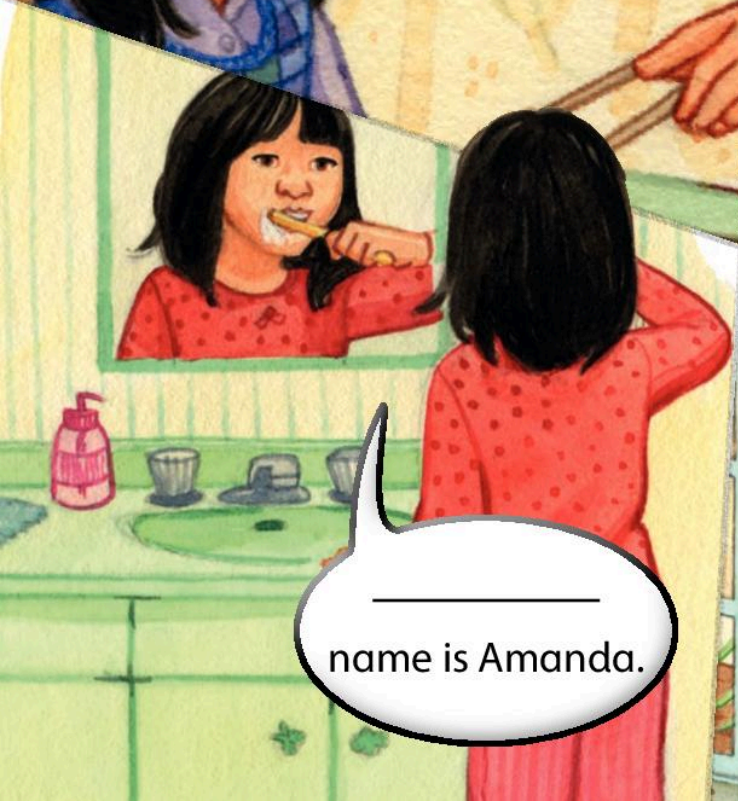
What's your \_\_\_\_\_?

I'm \_\_\_\_\_.



I \_\_\_\_\_ an American name.

Why?  
Unhei is a beautiful \_\_\_\_\_.



\_\_\_\_\_ name is Amanda.



Hey! \_\_\_\_\_  
Joey.

# 2

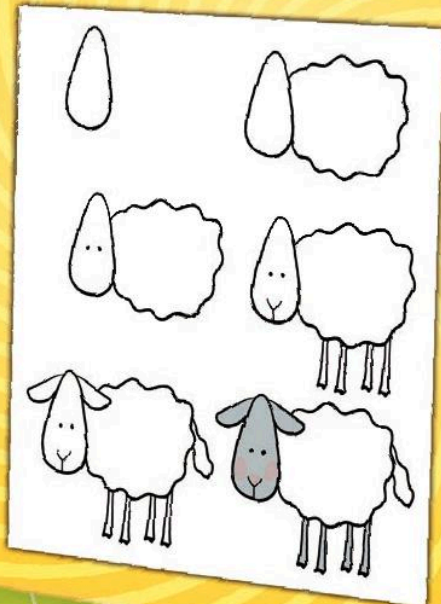
## Show me, tell me

A



B

### How to draw cartoons



#### Let's Talk

Where would you see signs like the ones in **A**?

Is the book in **B** a story book or a book that shows you how to draw?

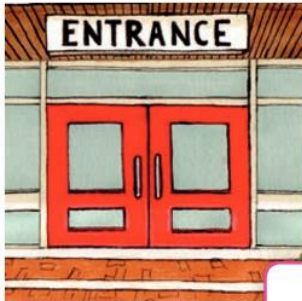




# Signs and Labels

## A Read and respond

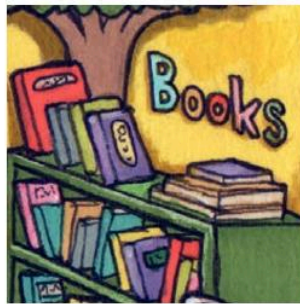
1 Tick the sign that tells you to do something.








2 Draw a line to match the sign with the place. One has been done for you.



classroom

door

road



## 2 Show me, tell me

### B Read and respond

Look at the classroom picture on pages 20–21 in the Anthology to help you answer these questions.

1 Which sign tells you where you can read a book?

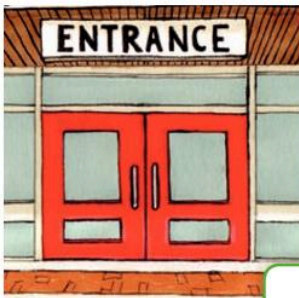
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2 Tick the signs that help you find the things you need to paint a picture.



### C What do you think?

Tick the sign that helps to keep children safe.



# Word detective



- A** Find three words that start with the same sound.  
Underline them.

pen exit staff paper hands tap paint

- B** Write the missing first letter of each word, using one of the letters in the box.

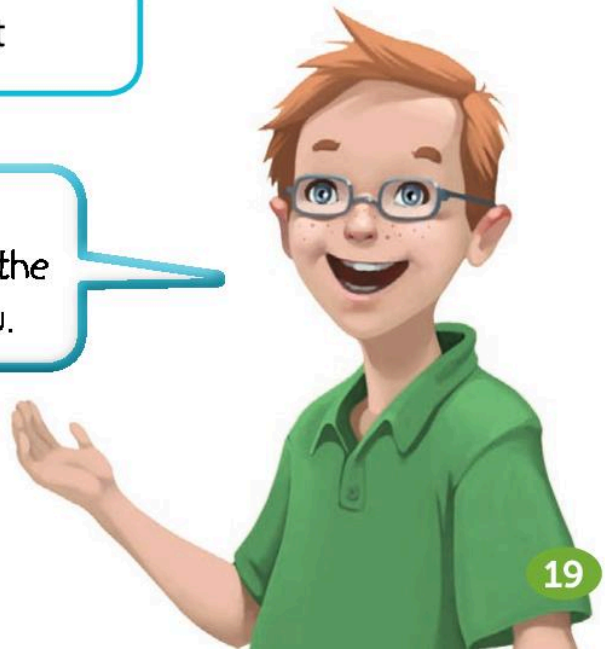
h e o

Wash your \_\_\_\_ands

Staff \_\_\_\_nly

Fire \_\_\_\_xit

Find the signs on pages 19 and 20–21 of the Anthology to help you.



## Our Senses

### A Read and respond

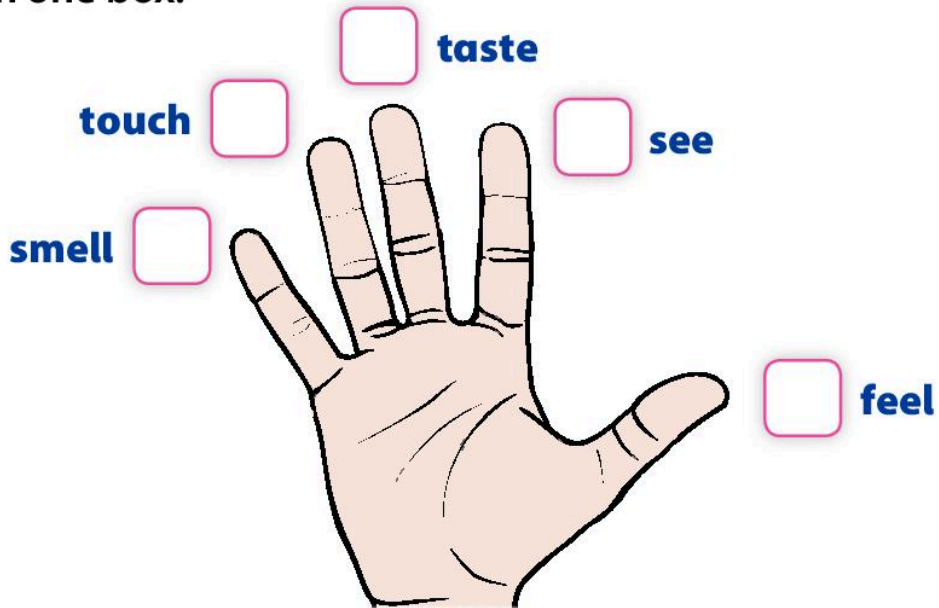
1 How many senses are there? Circle the correct number.

two

four

five

2 What can you do with your hands? You can tick more than one box.



### B Read and respond

1 Find the word 'nostrils' on page 23 of the Anthology. Tell a friend what the nostrils do. Where are the nostrils?

---

2 Write one thing you can do with each sense.

I can see \_\_\_\_\_.

I can hear \_\_\_\_\_.

I can smell \_\_\_\_\_.

I can taste \_\_\_\_\_.

I can feel \_\_\_\_\_.

### What do you think?

Underline the sense which is the most important to you.  
Then explain why to your partner.

**sight**

**hearing**

**taste**

**smell**

**touch**

To help you, close your eyes and imagine using each of your senses.



# Word detective



- A** On pages 22–23 in the Anthology, find a word that has the same end spelling as lunch. Write it here.

\_\_\_\_\_

- B** Turn these jumbled letters into a word that is one of the five senses.

l m e s l

\_\_\_\_\_

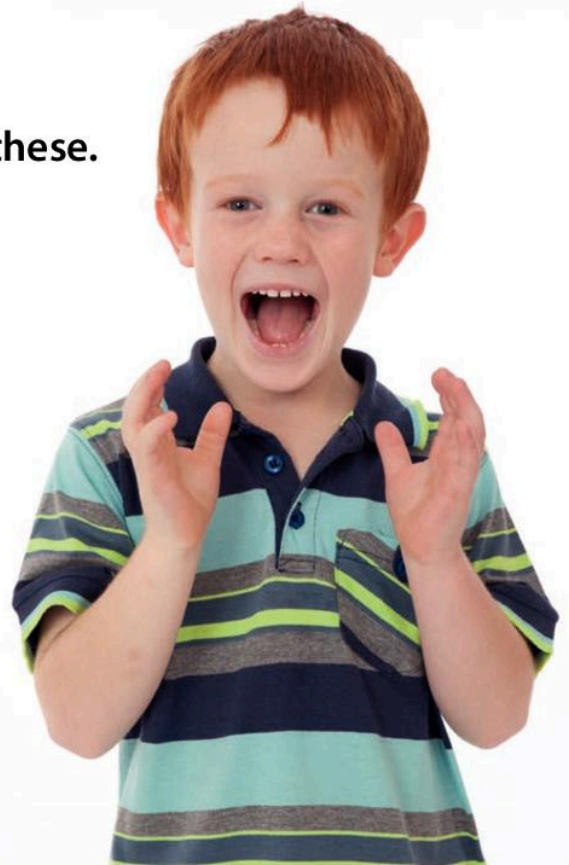
- C** Find words that rhyme with these.

train    brain

fear    \_\_\_\_\_

light    \_\_\_\_\_

bee    \_\_\_\_\_



# How to Make a Spinning Picture Trick

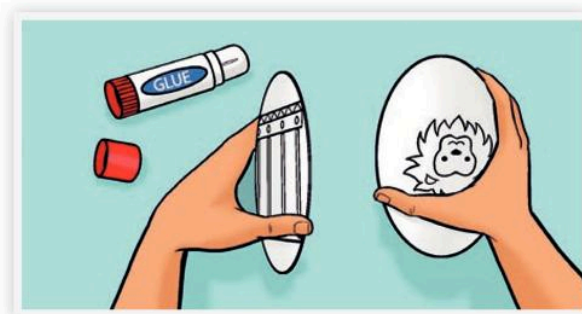
## A Read and respond

1 If you do not have a hole punch, what can you use to make the holes?

a knitting needle  string

scissors

2 What do you need glue for?



to stick the pictures to the card

to stick the string to the card

to stick the jar lid to the paper

Read the 'You will need' list in the Anthology as well as the instructions.



## B Read and respond

1 Write 1, 2 or 3 by the steps to show the correct order.



Last, ...

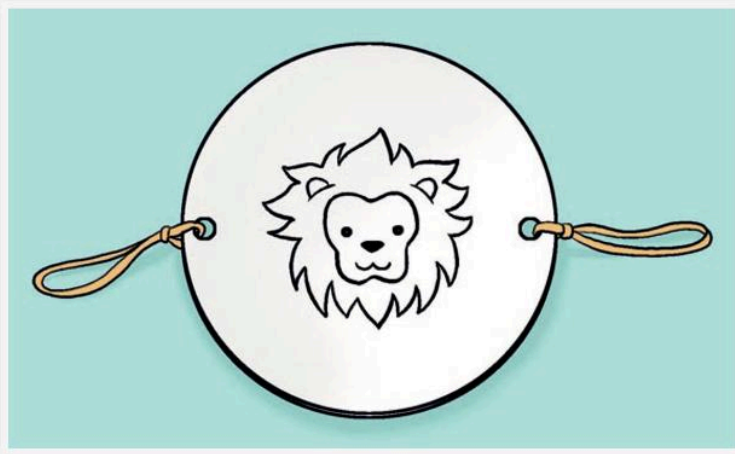


Next, ...



First, put the jar lid ...

2 What is the trick that the toy can do?



It makes the pictures disappear.

It makes two pictures look like one picture.

It makes the pictures change colour.



## C What do you think?

Read the tip on page 26 of the Anthology. Why do you think it is better to draw in pencil first?

It is less messy.

You can rub out mistakes.

It is quicker.

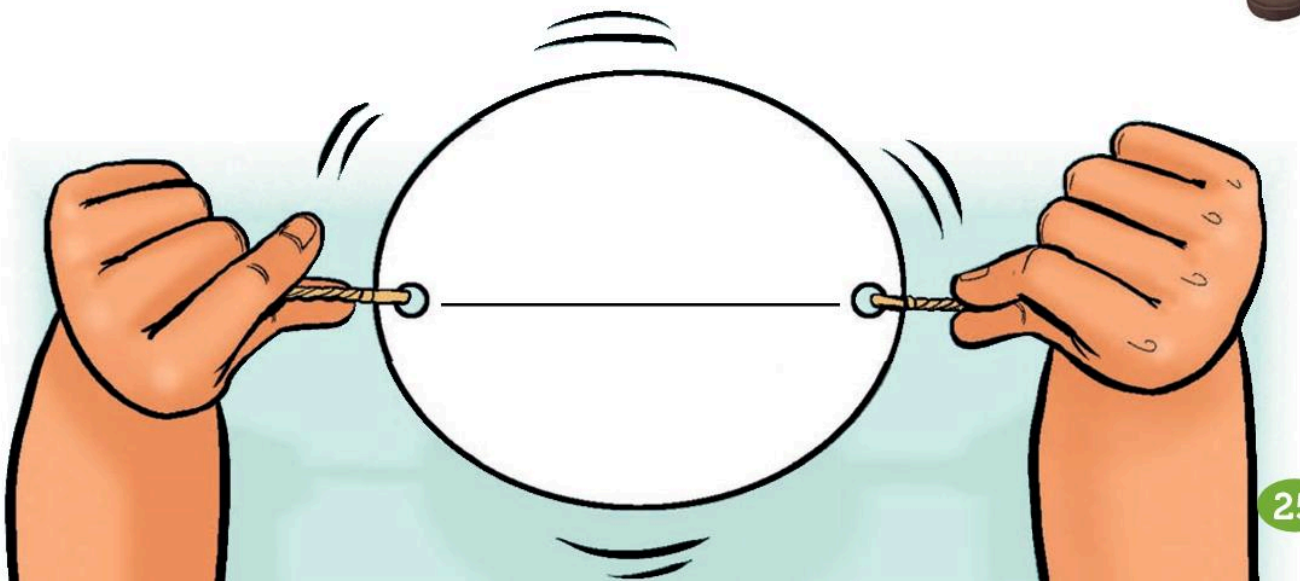
## Word detective

Words like 'cut' and 'glue' tell you what to do.

**A** Underline the words that tell you what to do.

paper   push   put   check   lion  
draw   pull   card   pencil   ask

**B** Look for a word in Step 8 that means 'to move fast' and write it on the line.



# Get writing



**A** Write what each sign is telling you to do, or not to do.

Don't forget to add a full stop at the end of each sentence.



Go slowly.

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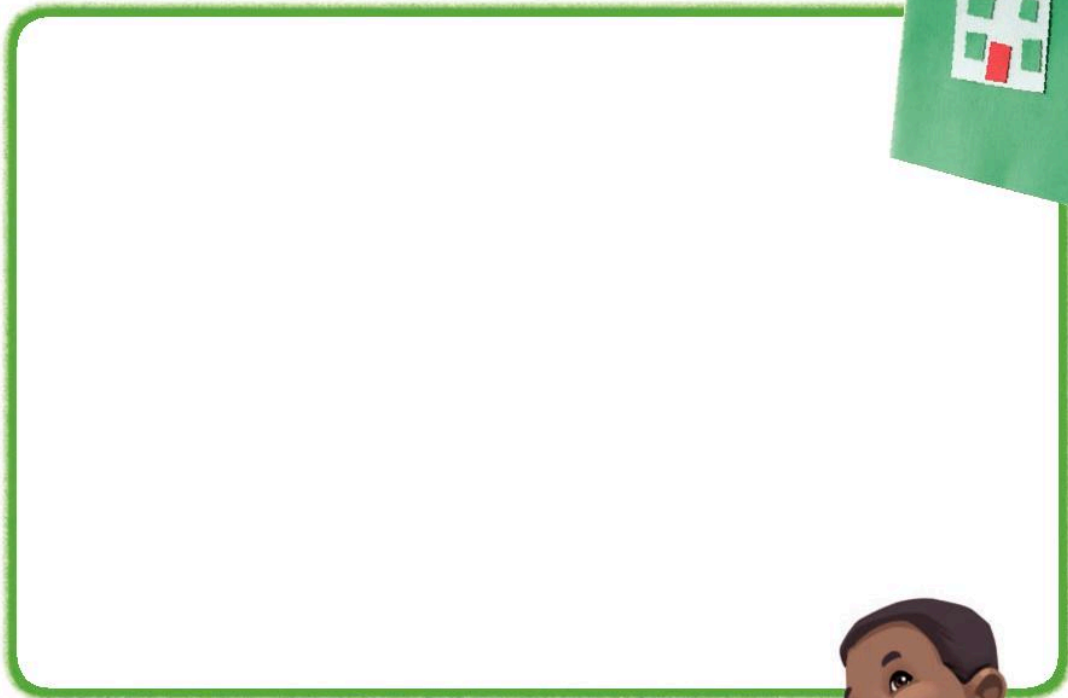


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- B** Write your own sign for a door in your school.



- C** Draw pictures of all the things you need to make a birthday card.



Now label them.



# 3

## Everyday poems

### Diggedy-do

#### A Read and respond

What did Grandpa do?

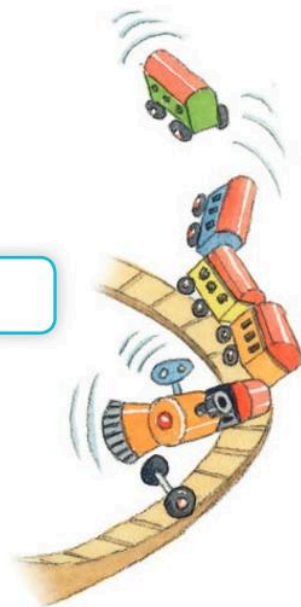
He sneezed.  He coughed.  He went to bed.

#### B Read and respond

What made the wheels fall off?

the speed of the train  the wobbly track

Grandpa's cough



#### C What do you think?

The poem has a fast beat. Read it aloud. What do you think it is meant to sound like?

the train rushing along  a clock ticking

Grandpa coughing

# Wobbly Tooth

## A Read and respond

What is wrong with the girl's tooth?

It hurts.  It is lost.  It is loose.



## B Read and respond

Draw a line linking each word with its meaning. One has been done for you.

<b>tell</b>		to feel with your hand
<b>touch</b>		to speak
<b>truth</b>		moves from side to side
<b>bobbles</b>		a fact or something real

## Word detective



**A** In the circles, write the number of words in the poem that begin with each of these sounds.

w



b



# Today I'm a drummer

## A Read and respond

What sort of tin does the drummer drum on?

a biscuit tin

a bread tin

a table-top tin



## B Read and respond

Where will the drummer drum at the end of the day?

on the table  on the biscuit tin  in bed

## C What do you think?

Think of other places in the house where you could drum.  
Write them below.

I'm drumming on the \_\_\_\_\_

I'm drumming on the \_\_\_\_\_

I'm drumming on the \_\_\_\_\_

# Word detective



**A**

Write the word that rhymes with 'bread'.

\_\_\_\_\_

Words that rhyme sound the same, like 'fun' and 'run'.



**B**

Which word is repeated the most? In the chart, write the number of times you find each word in the poem.

When you repeat something, you say or do it again and again.



drum	drumming	on	the

## Poppadoms

### A Read and respond

Which set of words is about eating a poppadom?

chicken and rice

me and you

crunch and chew

### B Read and respond

With a partner, clap the beat of the poem as you read it aloud. Talk about what makes it a good poem.

## Word detective



A Underline the two words that have the **ch** sound as in 'chicken'.

chew

poppadoms

crunch



# Get writing



Choose the correct rhyming word to complete the poem.

**you fish hot toast nice**



*What's in the pot?*

It's for dinner and it's \_\_\_\_\_ .

*Is it steamy white rice?*

It's something very \_\_\_\_\_ .

*Is it chilli or stew?*

It's something just for \_\_\_\_\_ .

*Is it chicken roast?*

No, and it's not beans on \_\_\_\_\_ .

*Is it my favourite dish?*

Yes, it's curry with \_\_\_\_\_ !

What is your favourite dish?

---

# 4

## Traditional stories



### Let's Talk

What are the differences between book **A** and book **B**?

# The Magic Paintbrush

## A Read and respond

- 1 Stories have a **beginning**, **middle** and **end**. What happens at the beginning, middle and end of this story? Draw a line from the label to the correct picture.

beginning



middle



end



- 2 How does the author want you to feel at the end of the story? Tick the face that matches.



## B Read and respond

- 1 What country is the story set in? \_\_\_\_\_
- 2 Tick the things that Ho used to make paints.

sun

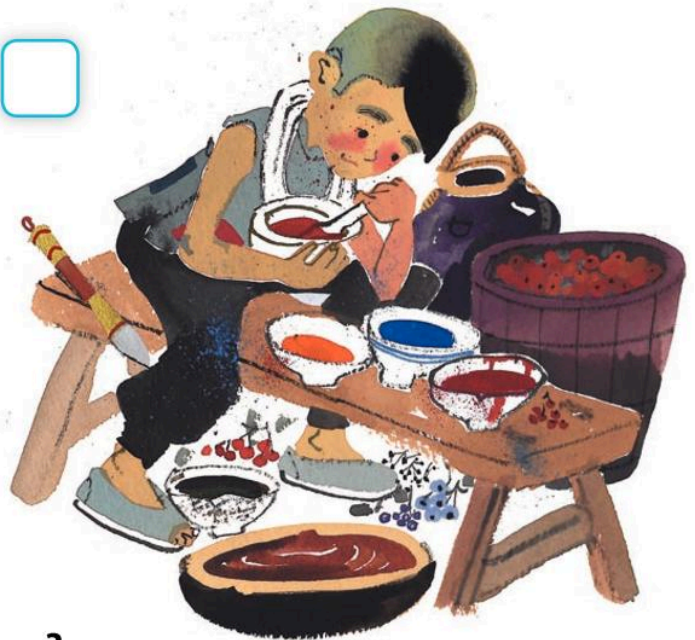
rocks

plants

fish

gold

mud



- 3 Why did Ho paint a storm?

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## C What do you think?

A moral is a lesson the reader can learn from a traditional tale or a story.



### 1 What is the moral in this story?

Children like painting.  All farmers are mean.

Greed is a bad thing.

### 2 If you had a magic paintbrush, what would you paint? Finish the sentence, then draw it on another piece of paper.



I would paint a \_\_\_\_\_.

What would happen if it became real? Explain here or tell a partner.

---



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## Word detective



Two letters together can make one sound, such as **ch** in ri**ch**, **th** in wi**th** and **sh** in paintbru**sh**.



**A** Find **ch**, **th** or **sh** in these words. Draw a line under the two letters. The first one has been done for you.

brush

China

cloth

fish

children

flash

ship

thin

**B** Write the words with **ch**, **th** and **sh** from the box below in the chart on the next page. The first one has been done for you.

richest

shout

chicken

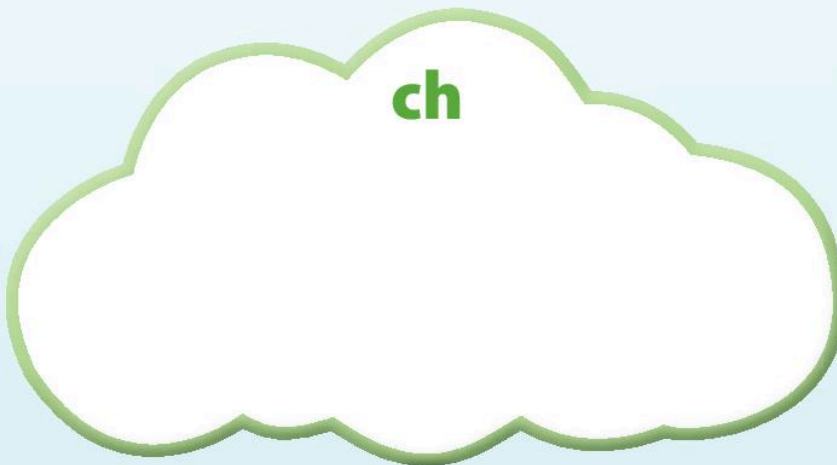
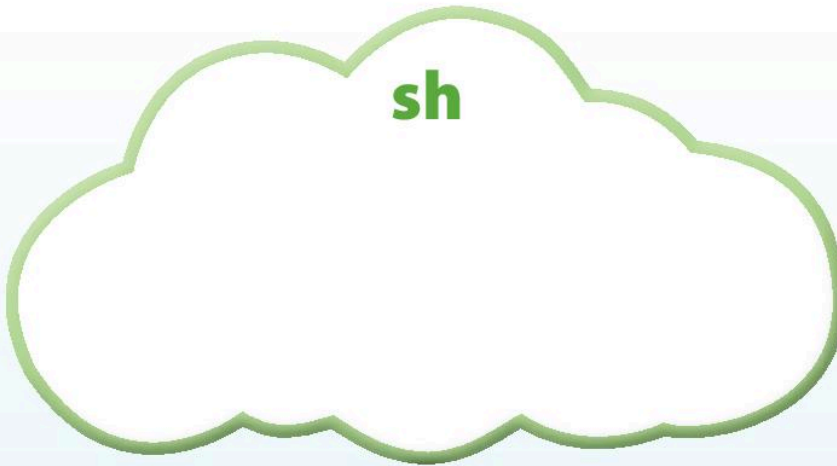
whoosh

thank

thinner

ch words	th words	sh words
richest		

- C** Look for words in the story that start with **sh** as in **ship**. Then find words that start with **ch** as in **chick**. Write them in the clouds.



# The Pumpkin in the Jar



## A Read and respond

- 1 What was the King hunting for?  
Tick the correct box.

fish

deer

pumpkins

- 2 What happened to the cup after the King drank from it?

The King took it.

It smashed into hundreds of pieces.

It was lost.

- 3 Find these words in the story: **curtsied** **bowed**

In the story, who bowed? \_\_\_\_\_

In the story, who curtsied? \_\_\_\_\_

Tell a friend what **curtsied** and **bowed** mean.



## **B** Read and respond

Why did the maiden say to the servant that the task would take a few months? Tick the correct answer.

The maiden had to look after her garden.

The maiden wanted to make the King wait.

The pumpkin would take months to grow.

## **C** What do you think?

Which story did you like best, and why: *The Magic Paintbrush* or *The Pumpkin in the Jar*? Finish this sentence and underline your reasons. Add more reasons if you can.

I liked \_\_\_\_\_ best  
because it was exciting / funny / interesting / sad.

Think about the characters and what happens in each story.



# Word detective



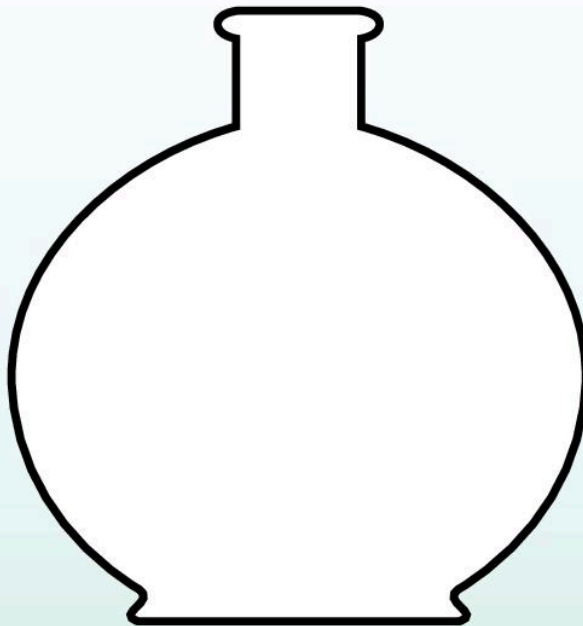
**A**

- 1 Which words describe the maiden in *The Pumpkin in the Jar*? Draw a circle around the words you choose.

**big beautiful silly bad kind mean clever**

- 2 Which words describe the jar? Write them in the jar.

**tiny top chipped thin neck  
old large cracked**



- B** Find five words with the /ee/ sound, as in three, and write them here. Then add one of your own.

You can find ee words on Anthology pages 44, 46 and 47.



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- C** Find a phrase (a group of words) that shows you that the story is a traditional tale from the past. Write it here.

---



# Get writing



**A** Write a caption for each picture about Ho from *The Magic Paintbrush*.



---

---



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---

---



---

---

**B**

Write these sentences, adding the missing full stop and capital letters.

many years ago a king lived in the forest. he was very lonely

---

---

**C**

Finish these sentences about *The Pumpkin in the Jar*.

Don't forget the full stops.



A k\_\_\_\_\_ met a maiden

He drank from her c\_\_\_\_\_

The m\_\_\_\_\_ smashed the cup



## Get writing



## Write a story blurb

A **blurb** is on the back of a book. It tells the reader what the book is about.



This blurb is for *The Magic Paintbrush*. Fill in the missing words with words from the box.

paints

Ho

China

tale

## The Magic Paintbrush

The Magic Paintbrush is a traditional \_\_\_\_\_ set in \_\_\_\_\_. An old man gives \_\_\_\_\_ a gift. It is a magic paintbrush! Ho \_\_\_\_\_ lots of things and they become real!



## Write traditional story language

Read the sentences. Then choose the best phrase from the box to write in each gap in the sentences.

Every day at sunrise      all day long

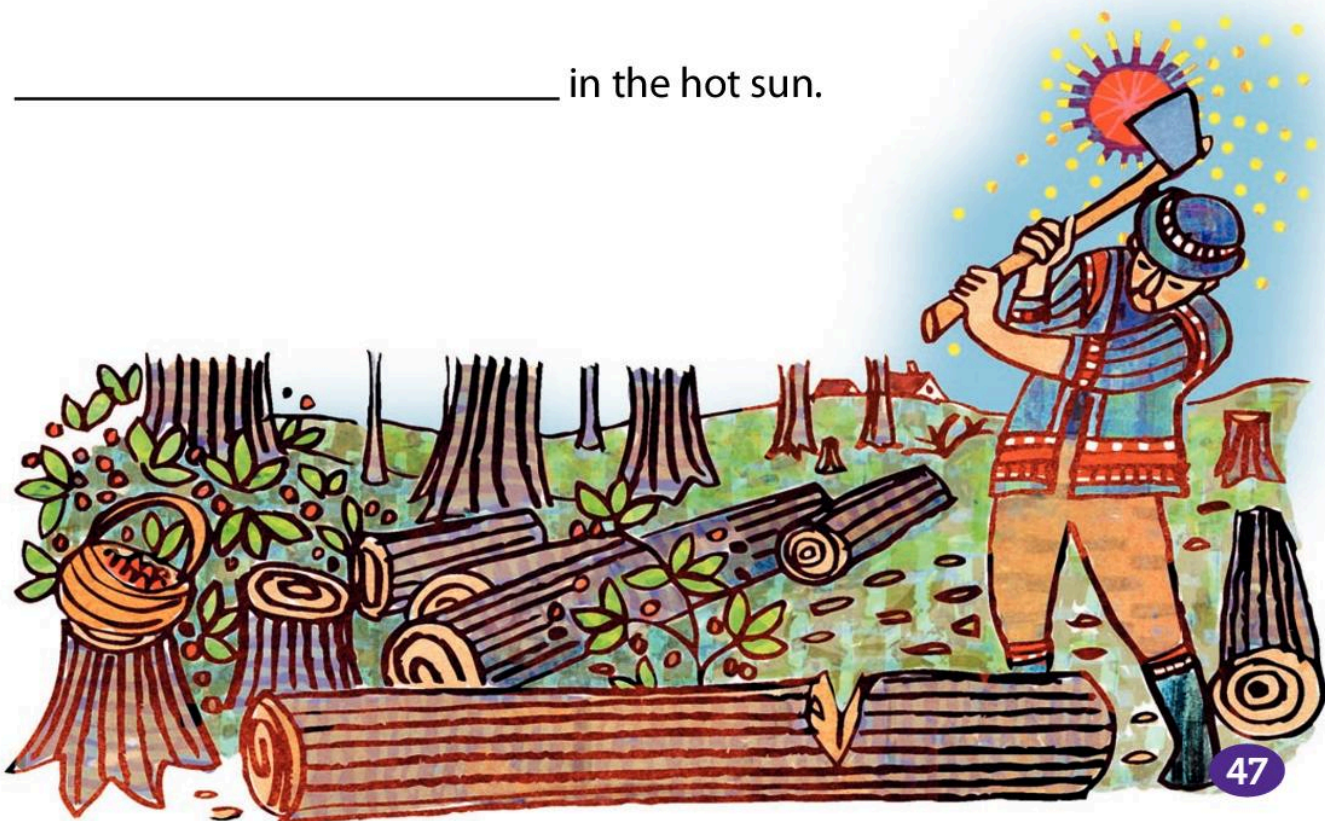
Long, long ago

\_\_\_\_\_, in a faraway wood, there lived

a poor wood-cutter. \_\_\_\_\_, he

set off to chop wood and collect berries. He worked hard

\_\_\_\_\_ in the hot sun.



# 5

## Water world

A

Fantastic Facts  
about the Sea



B

My First  
Dictionary



### Let's Talk

Do you think there are stories or facts in Book **A**? Why?  
What do you think you would find in Book **B**?



# Ocean Sharks

## A Read and respond

1 What is a shark? Tick the correct answer.



an insect



a reptile



a fish

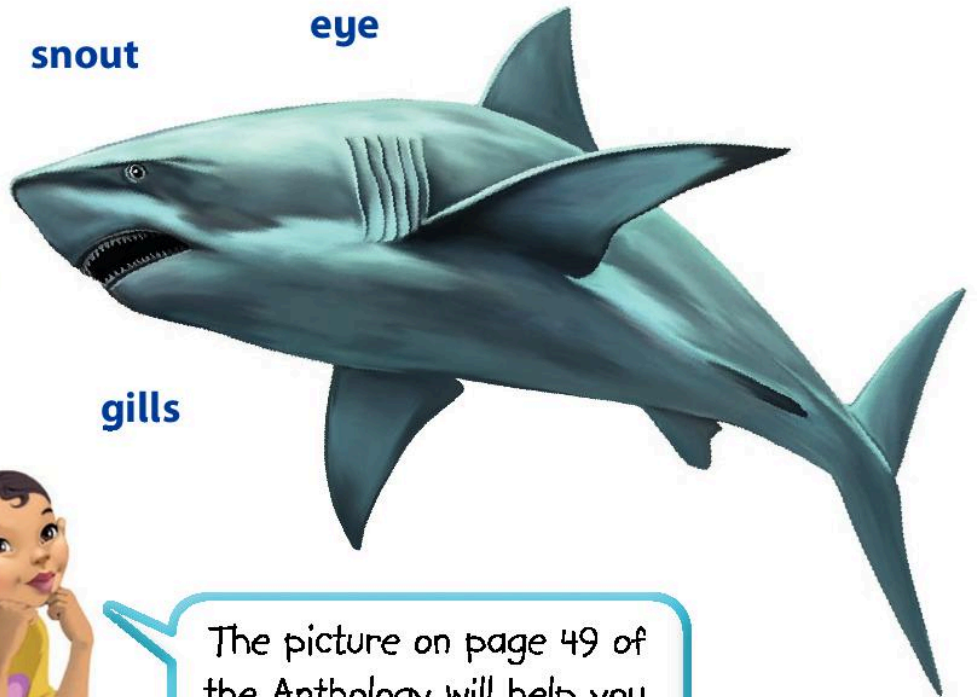
2 Draw lines to link the words with the parts of a shark.

snout

eye

teeth

gills



The picture on page 49 of the Anthology will help you.

3 What do sharks use to breathe? \_\_\_\_\_

## B Read and respond

Answer these questions.

Look at Anthology pages 50–51 to help you.

1 Circle true or false for each sentence.

Some sharks have hundreds of teeth. **True False**

Sharks have tails. **True False**

There are only three types of sharks. **True False**

2 Draw a line to link the shark to the words that describe it.

**whale shark**

dangerous

**dwarf lantern shark**

safe and big

**great white shark**

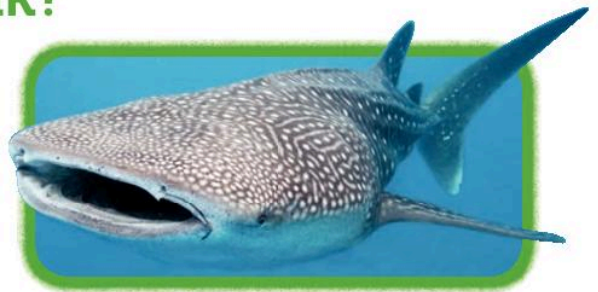
smallest



## C What do you think?

Are you afraid of all sharks?

Yes  No



Why? \_\_\_\_\_

\_\_\_\_\_

# Word detective



**A**

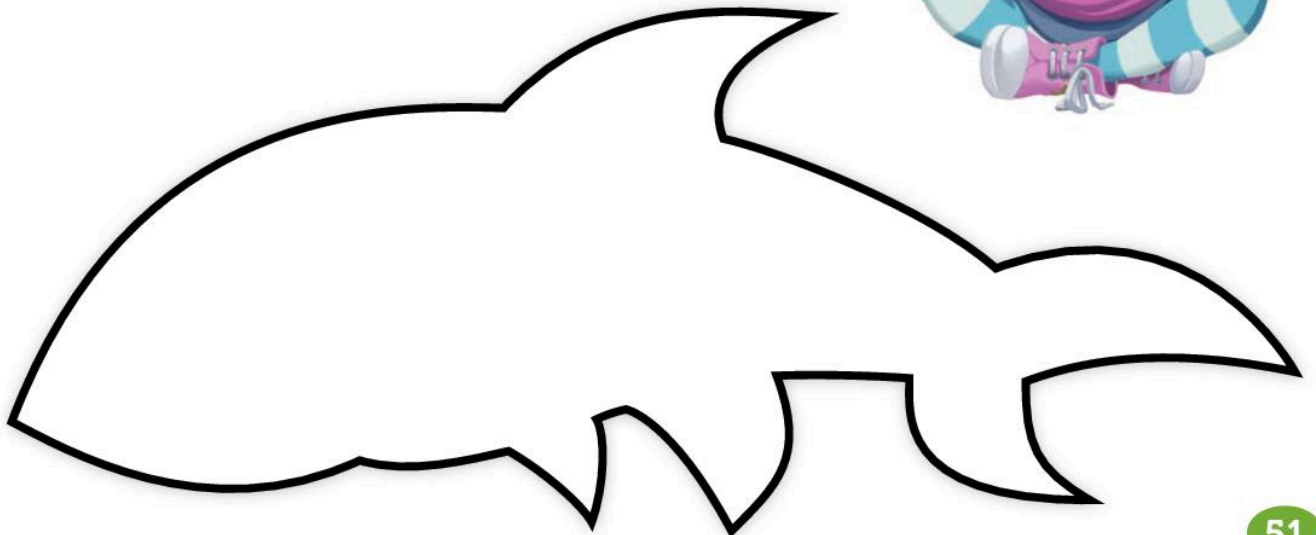
Fill the gaps with **-ing** or **-s** endings.

A shark has a tail and fin \_\_\_\_\_ for swimm \_\_\_\_\_. The tail  
beat \_\_\_\_\_ the sea to push it along. The tail and fin \_\_\_\_\_  
help steer it and stop it from roll \_\_\_\_\_ over.

**B**

Find as many words as you can on pages 48–51 of the Anthology that have the **sh** sound. Write them on the shark.

**sh** can be found at the beginning or end of a word, like **shark** and **rush**.



# A-Z of the Sea

## A Read and respond

1 Draw lines to link the pictures with their labels.



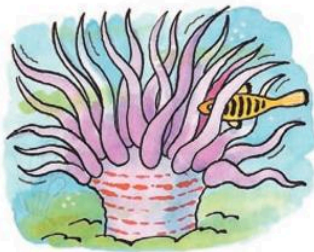
dugong

albatross

crab

coral

2 Where does an anemone live?



An anemone lives \_\_\_\_\_  
\_\_\_\_\_

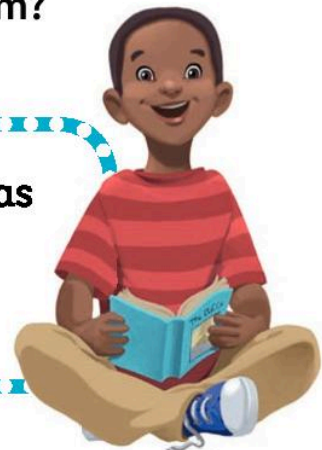
3 What sort of book is this information from?

a story book

a dictionary

a comic book

A dictionary has  
information in  
A to Z order.



## B Read and respond

Finish the sentence by choosing one of the endings in the box.



Seals have blubber because \_\_\_\_\_

it smells good

it keeps them cool

it helps them swim

it keeps them warm

## C What do you think?

A blurb is writing on the back cover of a book and tells you about the book.



Which blurb do you think is the best for the **A-Z of the Sea**?  
Tick the best and put a cross by the worst.

*A-Z of the Sea*  
is packed  
with facts,  
pictures and  
maps.

*A-Z of the Sea*  
is all about  
things in the  
sea.

*A-Z of the Sea*  
is funny and  
a good story.

# Word detective

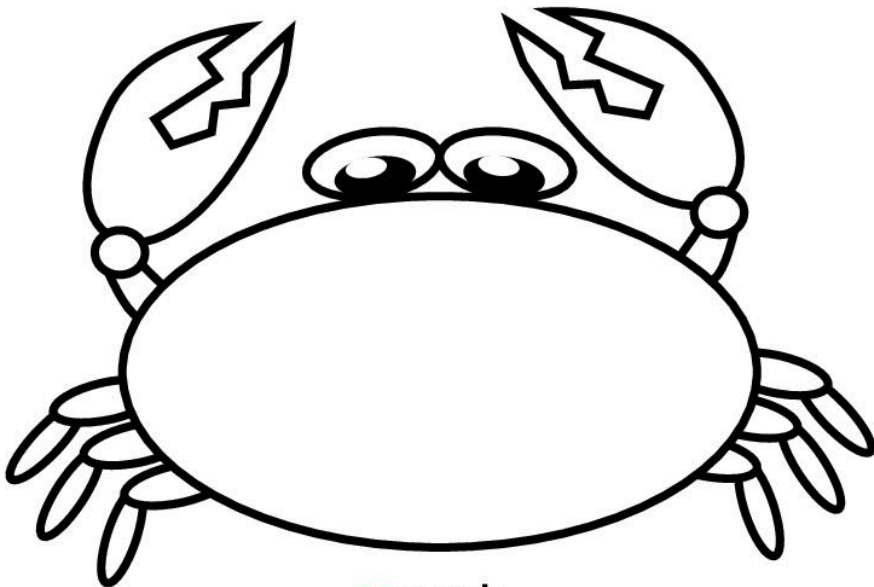


**A** Choose the missing words to fill the gap.

and a the

**crab:** An animal that has \_\_\_\_\_ hard shell on its  
back \_\_\_\_\_ powerful claws, which lives in  
\_\_\_\_\_ sea.

**B** Write two words from page 54 in the Anthology that begin with **cr** on the crab.



cr words

# Sea Transport

## A Read and respond

Look at pages 56–59 in the Anthology to help you answer these questions.

1 Underline the words that are headings.

**Paddles      Sailing      Paddling      Sails**  
**Ancient Egyptians      Wacky invention      Propeller**

2 Circle true or false for each sentence about sailing.

The Chinese were the first people to sail.

True    False

Sailing is not a sport.

True    False

Sailing is a popular hobby.

True    False

3 Draw lines to show which boats have sails and which don't.

The Royal Clipper

car-boat

catamaran

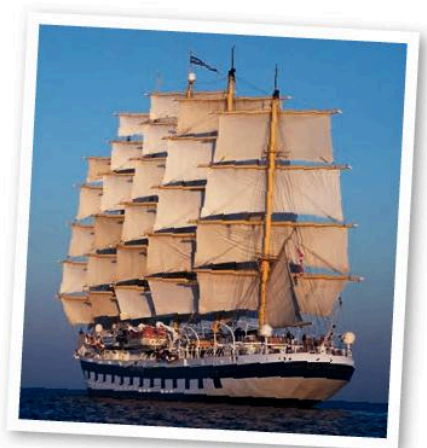
Sails

No sails

dragon boat

kayak

Ancient Egyptian boat



## B Read and respond

1 When were dragon boats first made?

\_\_\_\_\_ years ago.



2 Tick the word that is another name for a car-boat.

car-float

sea-car





amphicar

Read the label on the photo of the car-boat.



## C What do you think?

Which of these things do you think are important to include in a book on sea transport? Number them 1–4 with 1 being the most important.

Submarines	Jet skis	Speed boats	Pirate ships
			
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>



# Word detective

**A** Write the correct labels for this picture.

kayak paddle kayaker



**B** One word in each sentence needs an **-ing** ending.  
Circle the word.

These days, sail is a very popular sport.

Paddling is the oldest way of cross the water.

# Get writing



A full stop . ends a sentence. A question mark ? comes at the end of a question.

**A**

Write the correct mark at the end of each sentence.



Is it a boat\_\_

Yes, it's a wacky invention\_\_



What drives the wheels\_\_

An engine drives the wheels\_\_



**B** Write some questions for a quiz about sea transport.  
Choose a word to start each question.

Don't forget – the question and answer should make sense together.



**When    What    Who**

What has two hulls?

**Answer:** A catamaran

\_\_\_\_\_ were  
dragon boats first made?

**Answer:** 2,000 years ago

\_\_\_\_\_ were the  
first people to use sails?

**Answer:** The Ancient  
Egyptians

\_\_\_\_\_ is at the  
front of a dragon boat?

**Answer:** A carved dragon  
head

## 6

Creatures big  
and small

## Puff!

## A Read and respond

What hides the dragon?

one puff

six puffs

four puffs

## B Read and respond

Draw lines to connect the words that rhyme.

two

four

see

you

more

me

Read the words  
aloud to hear which  
sound the same.

## C What do you think?

Where do the puffs come from?

the wind

the dragon's breath

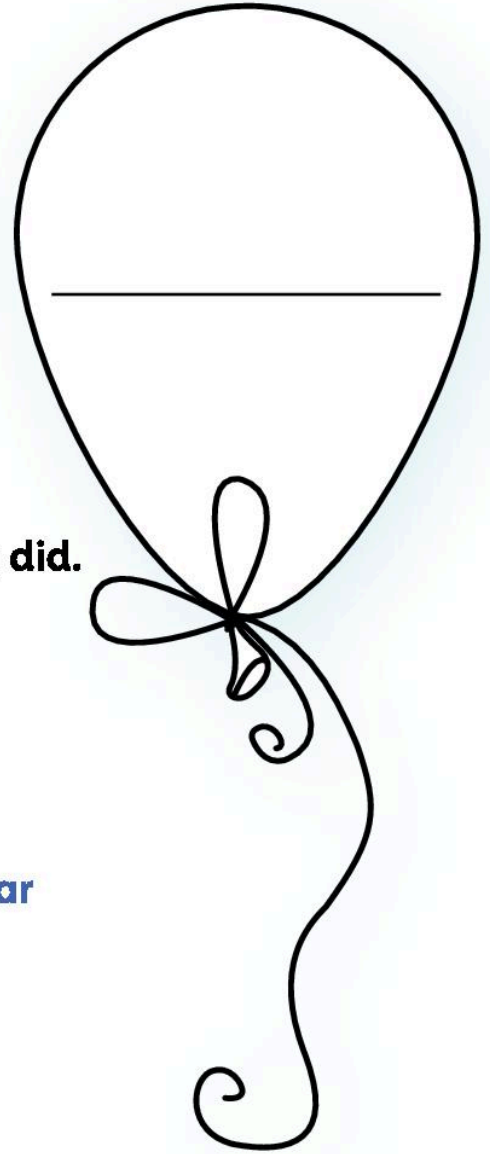
a fire



# Late One Night in Kalamazoo

## A Read and respond

What colour was the balloon?  
Write the word in the balloon, then  
colour in the balloon.



## B Read and respond

Draw lines from the animals to what they did.

camel

yodelled

poodles

danced

monkey

had a barbeque

baboons

strummed a guitar

## Word detective



**A** Look at the word 'Kalamazoo'. Find a small word inside  
it to do with animals and write it here.

\_\_\_\_\_

## A Hatchling's Song

### A Read and respond

Who is speaking?

Dad

Mum

a hatchling

Think about who 'I' is in the poem.



### B Read and respond

Write numbers 1–4 in the boxes to show the order of the events in the poem.

The hatchling's head is out.

The hatchling pecks hard.

The hatchling is free.

The hatchling hurts its beak.



## C What do you think?

How do you think the hatchling feels at the end of the poem?

cross and tired

upset

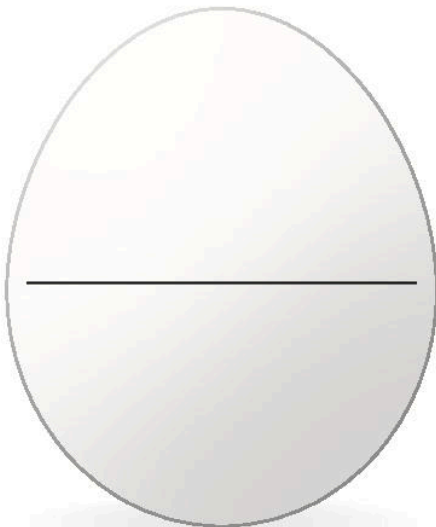
happy and tired

## Word detective

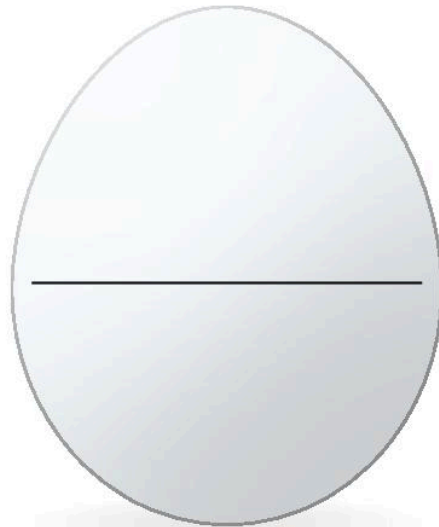


**A** Find a word with an **-ed** ending and one with an **-ing** ending on page 62 of the Anthology. Write them in the eggs.

**-ed**



**-ing**



# Tiny Diny

## A Read and respond

Draw a line to link each part of the dinosaur to the word that describes it.

**muscles**

sharp

**teeth**

rippy

**skin**

long

**tail**

rough

## B Read and respond

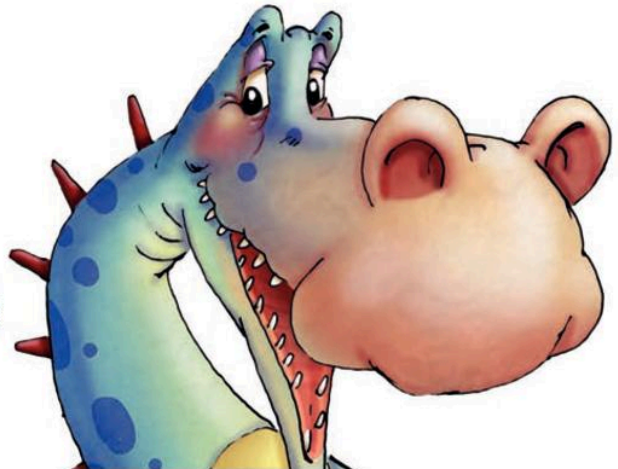
What word does 'Diny' mean?

\_\_\_\_\_

## Word detective



## A Find words with **sh** and write them on the dinosaur.





# Get writing



Complete the rhyming poem using the words in the box.  
Then read it aloud to a partner.

**goes tough shoe toes**

Never fear  
Here's what to do  
If a tiny diny  
Jumps in your \_\_\_\_\_.

Don't forget - each  
pair of words rhymes.

Do not cry  
If its skin is rough  
Do not scream  
If it's big and \_\_\_\_\_.

Pull off its socks  
And tickle its \_\_\_\_\_  
Quick as a flash  
Away it \_\_\_\_\_!



# 7

## Fantasy story



### Let's Talk

Look at the pictures from the book above. Is it a real place or a fantasy land?

# Ruby Nettleship and the Ice Lolly Adventure

## A Read and respond

1 Why did the children go home?



The answer is on page 68 of the Anthology.



2 What happened in the story on page 71? Tick the sentences that are true.

The ice cream van sped off.

The ice cream van vanished.

The lolly seemed to glow.

The lolly suddenly turned green.

## 7 Fantasy story

- 3 Find words and phrases in the story that tell you about the shoot. Write them on the shoots.

---



---



---



Look on pages 73 and 74 in the Anthology.



## B Read and respond

1 What grows from the shoot? Circle all the correct words.

a van      poles      ladders

roller coaster      roundabout      swings

ice creams      a shop      slides

2 Why did the whole city stop on page 77?  
List your reasons.

Look at the illustrations on pages 76 and 77 of the Anthology to work out why everything stopped in the city.

---

---

---



## 7 Fantasy story

- 3 How does Ruby feel during the adventure?  
Choose a word and write it under each picture.

**puzzled**      **bored**      **excited**  
**amazed**      **sad**      **shocked**





- 4** Ruby's thoughts seem to make the shoot turn into different things. If you were Ruby, what would you wish the shoot to change to next?

---

---



## What do you think?

- 1 Look back through the story and think about Ruby. Circle the words you think describe her.

shy   adventurous   quiet  
bossy   friendly   kind

Think about the first thing she did when the shoot playground grew over the street. She shared it with friends.

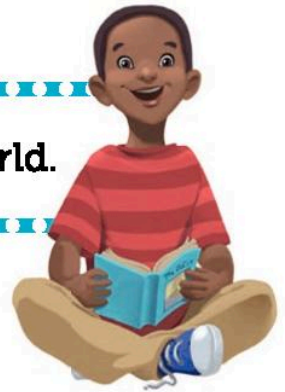


- 2 What do you think Ruby is thinking in this picture? Write it in the bubble.





A fantasy story is often set in an imaginary world.



- 3** All of these describe the fantasy world in Ruby's adventure. Which one do you think is the best description? Tick a box or write your own description.

a fantastical playground

a world where adults play

a world in the sky

---

- 4** Which part of the story do you like best? Finish the sentence.

Best of all, I like the part when \_\_\_\_\_

\_\_\_\_\_ because

---

---

# Word detective



**A** Find words that have **sh**, **ch** and **th** sounds and underline the sounds. One has been done for you.

- 1 Now there was nothing to play on and the children began to wander home.
- 2 "Thank you," she remembered to say, but when she looked up again the ice cream van had vanished.
- 3 The shoot shot up into the air, nearly hitting her on the nose.

Write other words that start with these pairs of letters.

sh\_\_\_\_\_ ch\_\_\_\_\_ th\_\_\_\_\_

**B** Write **ai**, **ea**, **ee**, **ie** or **oa** to finish the words.

- 1 The lolly was gr\_\_\_\_n.
- 2 When she looked up ag\_\_\_\_n the ice cr\_\_\_\_m van had vanished.
- 3 "Wow!" cr\_\_\_\_d Ruby.
- 4 They made a trolley roller c\_\_\_\_ster!

**C** Circle the letters that should be capital letters and add the full stops. One has been done for you.

hello.

there are not many people here today

The swing broke

do you want a lolly?

it's my last

yes, please

Thank you.  
i like the green wrapper

# Get writing



## Part A Story captions

Finish the captions under the illustrations.



The swing broke.



A shoot and sw\_\_\_\_\_ grew.



They went to the \_\_\_\_\_.



The lady gave Ruby an ice \_\_\_\_\_.



They \_\_\_\_\_  
 \_\_\_\_\_  
 supermarket.



The whole \_\_\_\_\_  
 ground to a halt.



Ruby p\_\_\_\_\_ the  
 lolly stick into the ground.



Ruby picked up her  
 fr\_\_\_\_\_s.

## Part B

Order the events in **Part A** by numbering them 1–8. The first one has been done for you.

## 8

## About my life

A



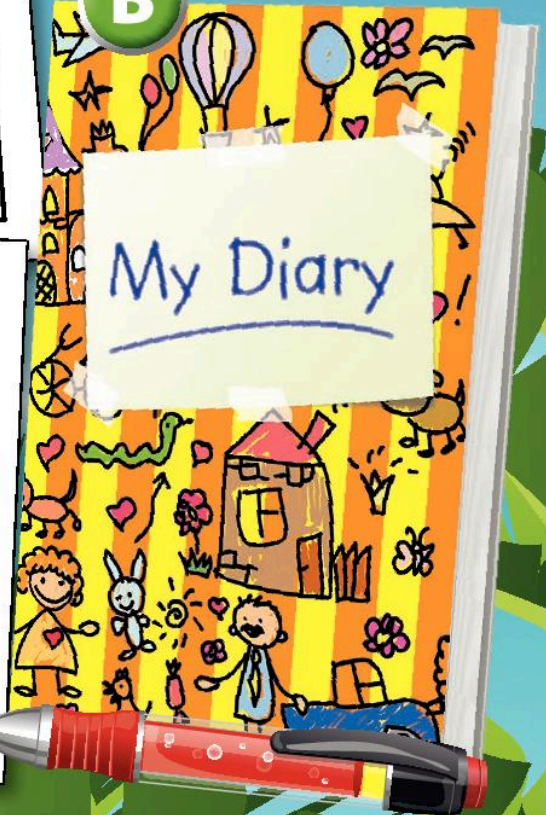
Dear Gran  
 We arrived in Brazil  
 on Monday. On  
 Tuesday we went to  
 the beach. Yesterday  
 we saw parrots  
 in the forest!  
 Tomorrow we are  
 camping by a river.  
 We miss you.

Love from Nath



32A, Harbour View,  
 Kolkata

B



## Let's Talk

What sort of things would you  
 write on the card in **A**?

What sort of things would you  
 write at the end of each day in **B**?

# My First Year in Vietnam was Weird

## A Read and respond

1 Write the correct place name in the sentence.

**Melbourne      Hanoi      London**

D'Arcy moved from \_\_\_\_\_ to Vietnam.

2 On page 78 of the Anthology, what two things does the writer say he missed? Circle the answers.

**traffic      footpaths      traffic lights**  
**Tae Kwon Do      football      motorbikes**

3 What does D'Arcy do instead of playing football?

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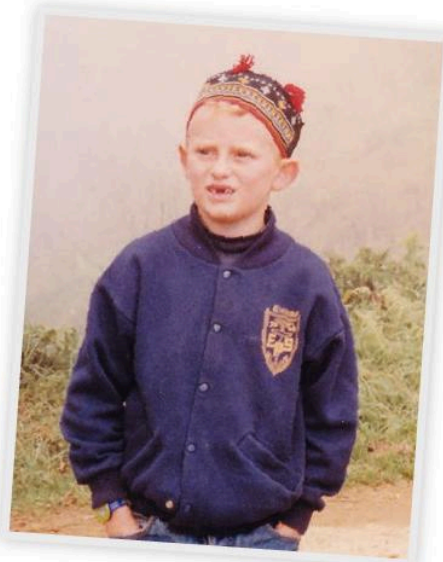
4 What is Vietnamese pho?

---

## B Read and respond

Order the events in time by numbering them 1-4.

- Started Tae Kwon Do
- Missed Melbourne's traffic lights
- Met Jono
- Started school



## C What do you think?

What things made the writer feel happy to be in Vietnam in the end?  
Write them here.

Have you ever moved to a new place? What did you like or dislike about it?

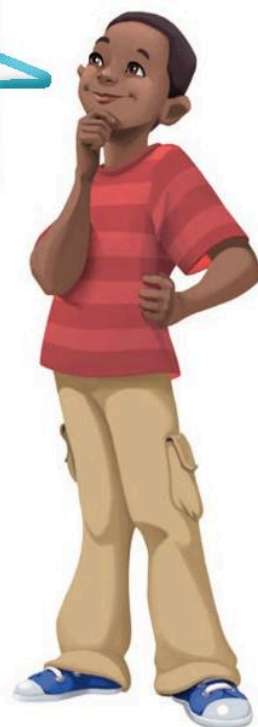
Got a black belt in Tae Kwon Do

---

---

---

---





# Word detective

- A** Write the sentence, putting in capital letters and a full stop in the correct places.

learning to speak french was hard, so i wanted to go back to the english school

---

---

---

- B** Join the sentences by adding 'and'. Write out the new sentence below.

I can speak French. I can speak a bit of Vietnamese.

---

---

---

# Our Class Trip to the Animal Park

## A Read and respond

Draw lines to match the times to the captions.



10 past 8

They got to the Animal Park.

They got back to school.



lunchtime



9 o'clock

The coach set off.

They sat by the lake.



4 o'clock

## B Read and respond

What is the name of the Animal Park?

Remember to look for information in the pictures as well as the text.

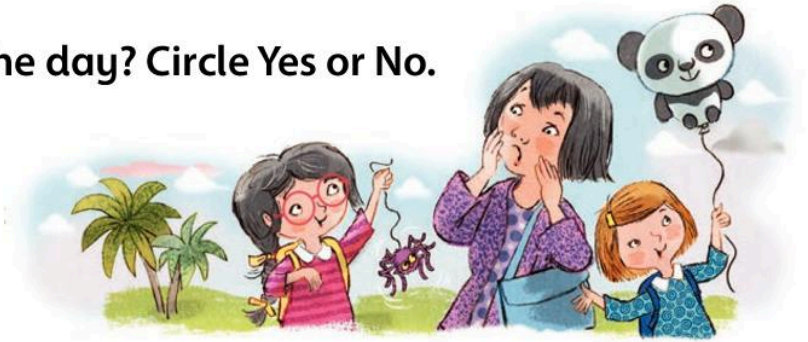


## C What do you think?

1 Did the writer enjoy the day? Circle Yes or No.

Yes      No

How do you know?




---



---

2 On a sheet of paper write down everything that Rosa did. With a partner, talk about whether you would like her to be your friend. Explain why.

## Word detective

A Circle the words or phrases that tell you *when* something happened.

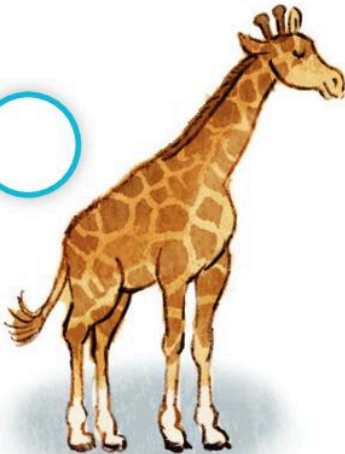
the      finally      her  
 went      during the afternoon      at 4 o'clock  
 spider      roared      at lunchtime

## 8 About my life

**B** Draw a line to link the labels to the correct animals at the Animal Park.



**hippo**



**spider**

**giraffe**



**panda**

**lion**



**tiger**



**C**

Add numbers to the animals above to show the order in which they were seen by the class.

## Alex Brychta – a Biography

### A Read and respond

Tick the sentence that is true.

Alex Brychta writes stories about Biff, Chip and Kipper.

Alex Brychta draws and paints illustrations for story books.

Alex Brychta teaches children how to paint.

### B Read and respond

In which city was Alex born?

\_\_\_\_\_

Read the captions on page 85 of the Anthology to find the answer.



## C What do you think?

How interesting is Alex's biography? With a partner, list one idea for extra information and one idea for an extra picture to make the biography more exciting.

I would include information on \_\_\_\_\_

\_\_\_\_\_

I would include an extra picture of \_\_\_\_\_

\_\_\_\_\_

## Word detective



A Add the missing **-s**, **-ing** and **-ed** to this sentence.

Later, children in lot \_\_\_\_\_ of countries start \_\_\_\_\_

read \_\_\_\_\_ Rod and Alex's books!

When you have finished,  
read the sentence to  
check it sounds right.



**B**

Draw lines to join up the two parts to make whole words.

st

art

dr

ee

tr

aw

Now write the words here.

\_\_\_\_\_

**C**

Write two words from the box that rhyme with each word in the list.

**broom look tool cool cook groom**

book

\_\_\_\_\_

room

\_\_\_\_\_

school

\_\_\_\_\_

# Get writing



## Part A

Write numbers 1–6 to show the order in which you do these things on a school day.

Start lessons

Set off to school

Have breakfast

Play with my friends

Go home

Get dressed

## Part B

Imagine you have been to a zoo. Fill the gaps in the sentences on the next page with words from the boxes. Some words have been started for you.

**insects**  
**lions**  
**tigers**  
**hippos**  
**pandas**  
**penguins**

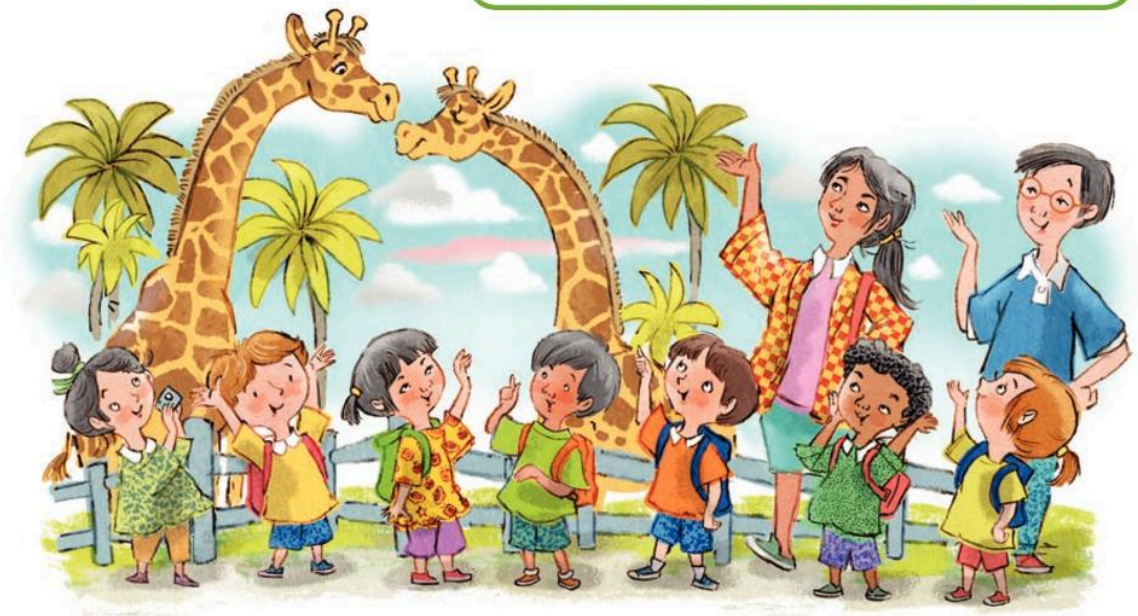
**lunch**  
**snack**  
**drink**

**First**  
**Next**

Pick whichever  
animal words you like!







We got to the zoo at 10 o'clock. F \_\_\_\_\_ , we went

to see the giraffes. N \_\_\_\_\_ , we went to see the

\_\_\_\_\_ . After a dr \_\_\_\_\_ and a

sn \_\_\_\_\_ we went to see the \_\_\_\_\_ .

At 1 o'clock we sat down near the lake and had

\_\_\_\_\_ .

In the afternoon, we saw spiders and \_\_\_\_\_ too.

At 4 o'clock it was time to go home.

## 9

## Family fun

## Off We Go to Mexico!

## A Read and respond

- 1 Underline the word that tells us that more than one person went to Mexico.

We swim in turquoise water and build castles on the beach.

- 2 Put the events in order by adding numbers 1–4.

We wave our flags       Home we go from Mexico

Off we go to Mexico!       We climb amazing pyramids

- 3 What makes the butterflies want to fly?

\_\_\_\_\_

You can find the word on page 93 of the Anthology.



## B Read and respond

- 1 Draw lines to show where these things were.  
The first one has been done for you.

market day

capital

festival

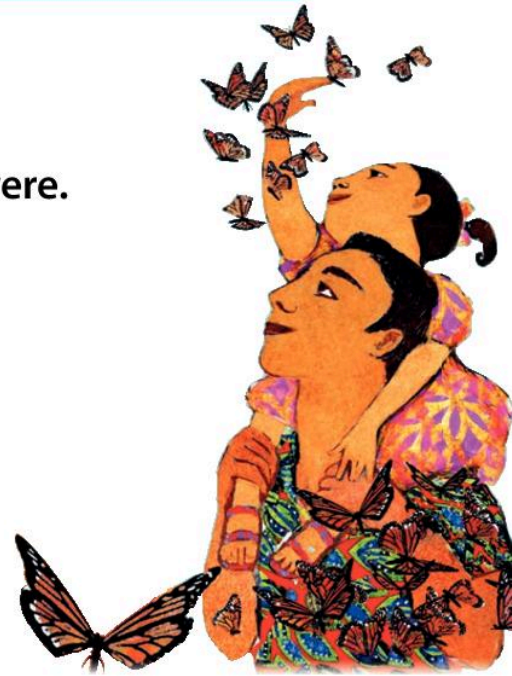
native villages

dancers

village square

museums

plaza



- 2 On the train, why did they 'dare not look below'?  
Tick the right answer.

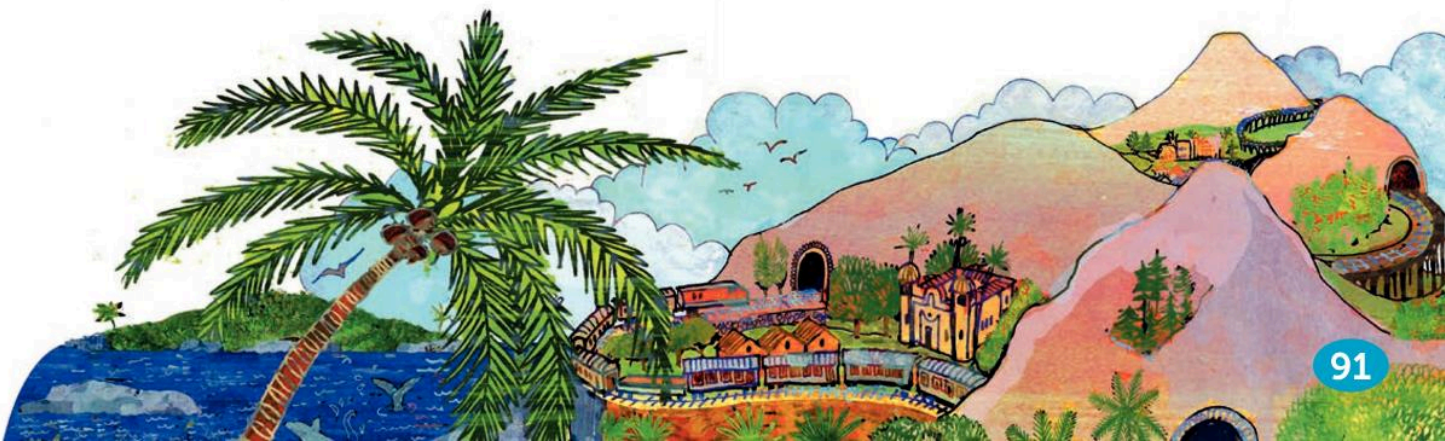
They were afraid of falling.

There was a tunnel.

The market was below.

## C What do you think?

Read the line from the poem that you like best to your partner. Explain why you like it.



# Word detective



**A** Write three words from the poem that have **ee** in the middle.

ee words

**B** Find a word in the poem for each picture and write it under the picture.



p \_\_\_\_\_



t \_\_\_\_\_



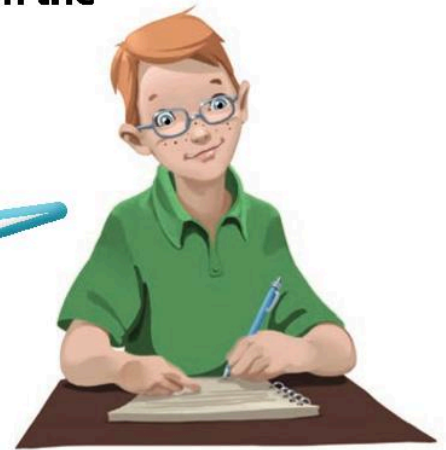
b \_\_\_\_\_



f \_\_\_\_\_

**C** With a partner, find the pairs of words in the poem that rhyme. Write each rhyming word next to its partner below.

Rhyming words are not always at the end of a line.



beach \_\_\_\_\_

twirl \_\_\_\_\_

steep \_\_\_\_\_

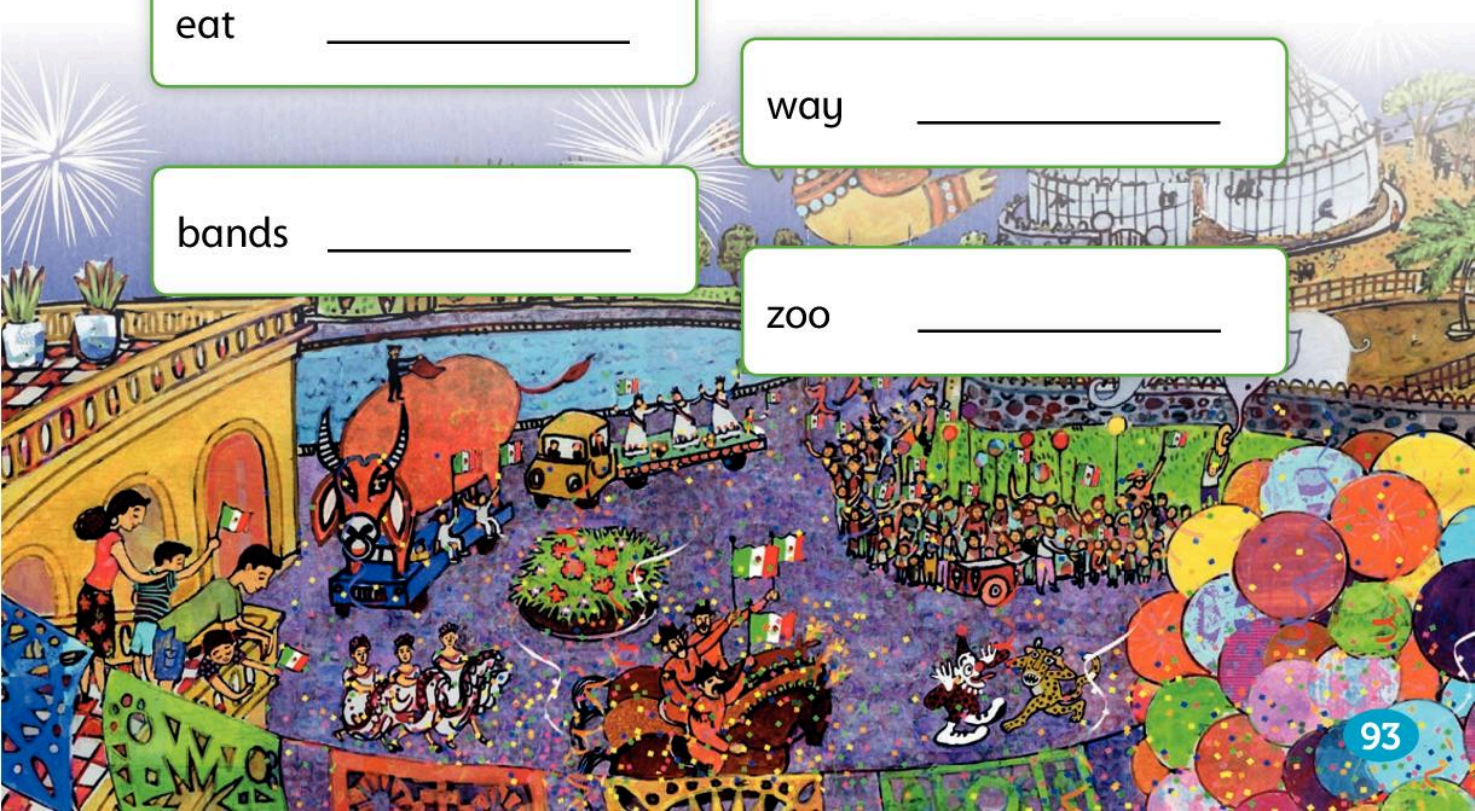
feet \_\_\_\_\_

eat \_\_\_\_\_

way \_\_\_\_\_

bands \_\_\_\_\_

zoo \_\_\_\_\_



## Get writing



## Part A

Look at these pictures of things to do on holiday. Tick three that you would like to include in a poem.



Climb a hill



Visit a rainforest

Watch whales  
from a boat


Kayak in the sea

## Part B

Now write your holiday poem. Choose some verbs from the cloud and the places from the opposite page and write some lines below. The first two are examples.

**feel climb  
visit play cook watch  
touch hear see taste  
kayak walk**

We climb a hill.

We hear birds in the rainforest.

We \_\_\_\_\_

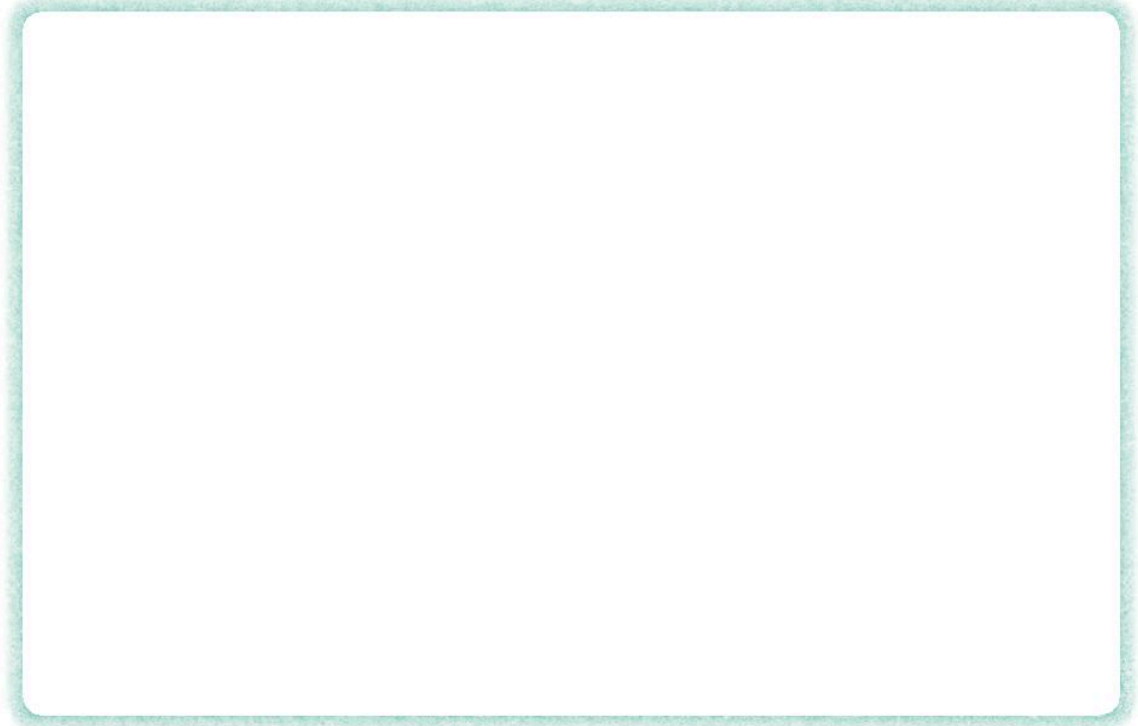
We \_\_\_\_\_

We \_\_\_\_\_

We \_\_\_\_\_

## What do you think?

Which story, poem or facts did you like best? Draw a picture below of something you enjoyed learning about.



Write two sentences about what you liked best and why.

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# Oxford International English 1

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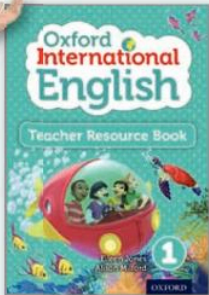
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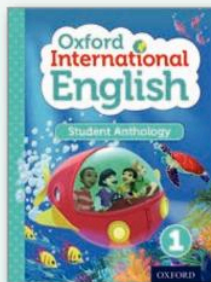
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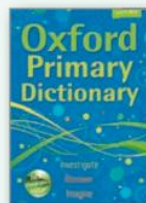
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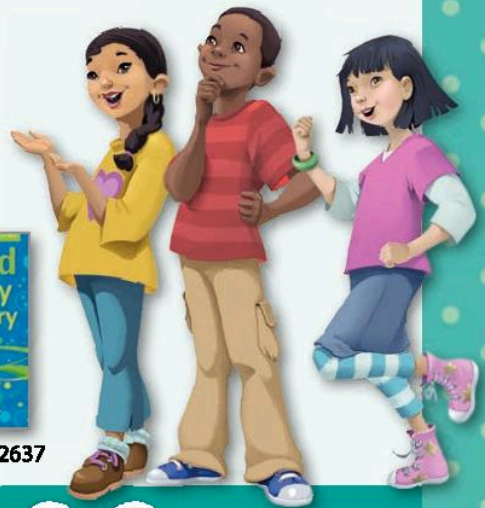


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