



Nelson  
English

# Pupil Book 3



Sarah Lindsay and Wendy Wren

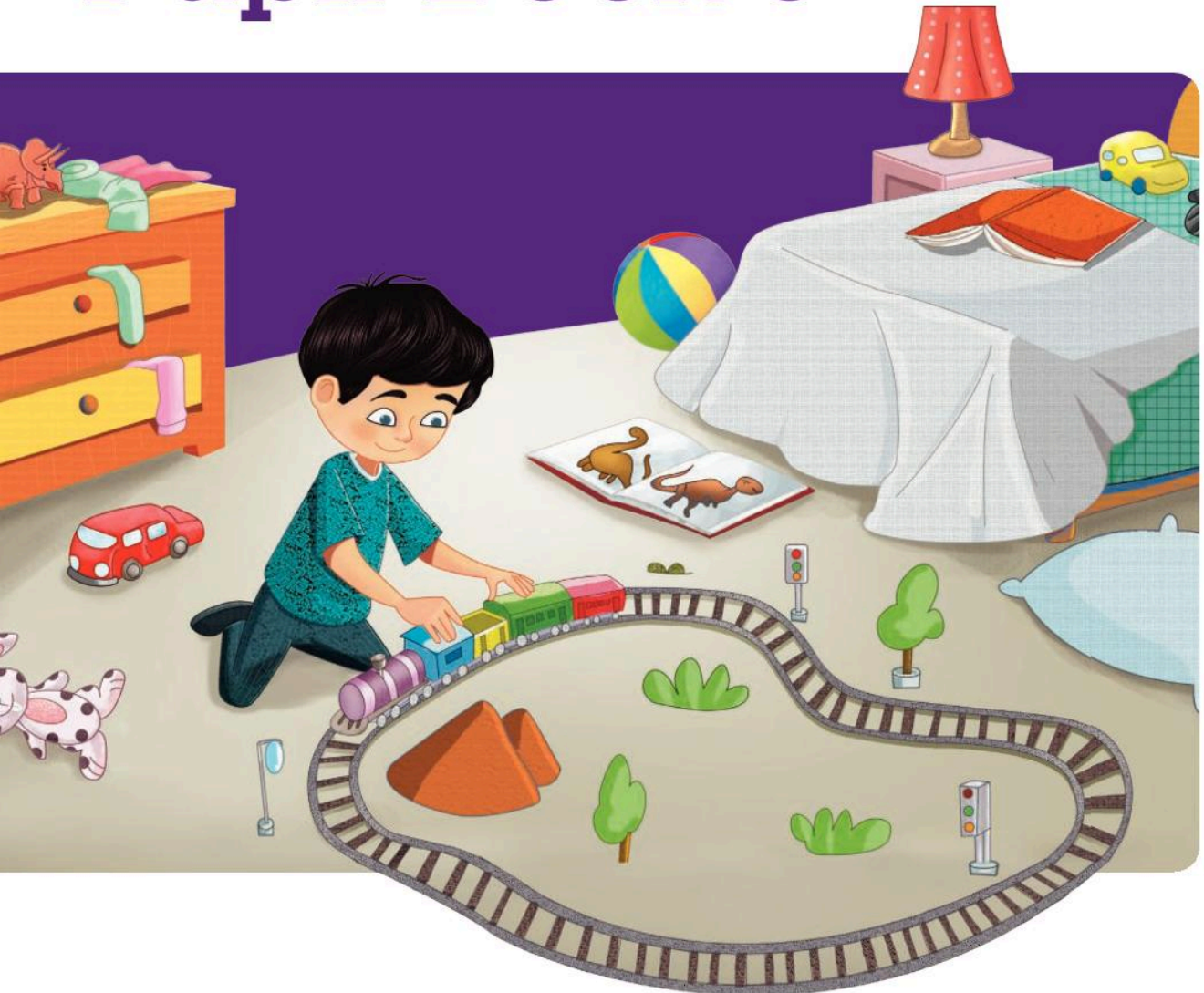
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# Book 3 Scope and Sequence

Unit	Unit Title	Text	Comprehension Focus	Vocabulary Focus
1	A Home for Grandfather	Fiction text: extract from <i>William's Problems</i> by Shirley Isherwood	Interpreting information in a fiction text	Synonyms
2	Would You Like to Live Here?	Information text: 'Homes around the World' Fiction text: extract from <i>A Long Journey</i>	Analysing the features of fiction and non-fiction	Alphabetical order
3	The Princess and the Pea	Fiction text: extract from 'The Princess and the Pea' in prose and as a play script	Analysing the features of a play script	Homophones
4	Hans Christian Andersen	Information text about Hans Christian Andersen	Interpreting information in a non-fiction text	Root words
5	New Neighbours	Fiction text: extract from <i>New Neighbours</i>	Interpreting information in a fiction text and writing a description	Synonyms for <b>said</b>
6	Rabbits	Information text about rabbits	Interpreting information in a diagram and text	Using a dictionary
7	A Contents Page	A contents page from a book about weather	Understanding the function of a contents page	Using a thesaurus
8	Animal Tales	Two story beginnings: <i>The Hippo and the Elephant</i> and <i>How the Crab got the Crack in its Back</i>	Analysing character in fiction	Alphabetical order
9	The Maze Game	Instructions on how to play a game	Investigating an instructional text	Definitions
10	The Sound Collector	Poetry: 'The Sound Collector' by Roger McGough	Investigating the features of a poem and performing	Using a thesaurus
11	Staying Healthy	Flow diagram showing how germs travel	Interpreting information presented in a flow diagram	Antonyms
12	A Birthday Party	An informal letter	Analysing a letter	Common expressions
13	Book Reviews	Two book reviews	Investigating a book review	Homonyms
14	Book Hunt	Information text on the classification of library books	Interpreting an information text with numbers	Compound words
15	Sorry, Sorry, Sorry	Humorous poetry: 'Sorry, Sorry, Sorry' by James Carter	Analysing the features in a poem	Synonyms
16	All about Sport	Index page from a book on sport	Understanding the function of an index	Alphabetical order
17	Me and Mister P	Fiction text: extract from <i>Me and Mister P</i> by Maria Farrer	Analysing character and identifying descriptive detail	Words within words

Punctuation Focus	Spelling Focus	Grammar Focus	Writing Focus
Direct speech	<b>ing</b> and <b>ed</b> endings	Verb tenses	Investigating story settings
Capital letters and full stops	Silent letters	Singular and plural nouns	Fact and fiction
Apostrophes of contraction	<b>wa</b> and <b>qua</b> words	Conjunctions	Writing a play script
Apostrophes of possession	<b>soft c</b> words	Verbs: irregular past simple tense	Key words and phrases
Direct speech	<b>ly</b> word endings	Articles <b>a</b> and <b>an</b>	Settings and dialogue
Capital letters, question marks and exclamation marks	<b>soft g</b> words	Prepositions	Simple reports
Commas in lists	<b>sion</b> word endings	Verbs: future tense	Writing a contents page
Punctuating direct speech	<b>er</b> and <b>est</b> word endings	Adjectives: comparatives and superlatives	Story beginnings
Apostrophes of possession – singular	<b>tion</b> word endings	Word families	Writing rules
Apostrophes of possession – plural	<b>ous</b> word endings	Abstract nouns	Writing a poem with sound words
Apostrophes of contraction with <b>not</b>	Words with <b>ou</b> sounds	Conjunctions	Creating a flow diagram
Apostrophes of contraction	<b>wh</b> and <b>ph</b> words	Verbs: present perfect tense	Writing a letter
Capital letters, full stops, question marks and exclamation marks	<b>sure</b> and <b>ture</b> word endings	Paragraphs	Book covers, blurbs and reviews
Commas in lists	Prefixes	Singular and plural nouns	Using a library
Apostrophes	<b>ei</b> words	Verbs: irregular past simple tense	Writing a humorous poem
Capital letters, full stops, question marks and exclamation marks	Prefixes: <b>un</b> , <b>de</b> , <b>re</b> , <b>pre</b> and <b>non</b>	Abstract nouns	Writing an index
Direct speech	Tricky words	Pronouns	How characters in stories make you feel



# A Home for Grandfather

William had a problem. He had to give up his bedroom because his grandfather was coming to live with them.

It was a wonderful room, and William loved it. It was big enough for him to be able to set out his model railway, and still have enough space to leave all his other toys **lying about**. William's **habit** of leaving his toys lying about was a problem, said his mother.

But William didn't think it was a problem – it was just **handy**.



The day came when Grandfather and his furniture would arrive . . . William went to school . . . Then he went home and found a van standing outside the house. Grandfather's furniture had arrived.

William went to look at his old room. It was full of chests and a huge, old bed. The furniture almost filled the room.

"There will **hardly** be room for him to move about!" said William's mother.

"Why doesn't he get smaller furniture?" asked William.

"He's had these things a long time," said William's mother.

"He's very **fond of** them. He doesn't want to **give them up**. It's a problem."

William went to look at his new room. It was very small and tidy – for there was no room to leave things lying about.



William liked to see his things lying about, and he understood how Grandfather felt about his old chests and his bed. But all the same he **grumbled** about his new little room all the way through tea.

### Glossary

**lying about** left around  
**give them up** leave them behind

From *William's Problems* by Shirley Isherwood



### Word Check

Find each word in the story. Choose the correct meaning.

- |            |                         |                        |
|------------|-------------------------|------------------------|
| 1 habit    | a something rarely done | b something often done |
| 2 handy    | a useful                | b frustrating          |
| 3 hardly   | a not much              | b lots                 |
| 4 fond of  | a likes                 | b dislikes             |
| 5 grumbled | a talked                | b complained           |

You can use a dictionary to help you.



## Comprehension

- A** Copy these sentences and fill in the missing words.
- 1 William could set out his \_\_\_\_\_ in his room.
  - 2 William had a habit of leaving his \_\_\_\_\_ lying about.
  - 3 Grandfather's \_\_\_\_\_ almost filled the room.
  - 4 William's new room was very \_\_\_\_\_ and \_\_\_\_\_.
  - 5 William understood how Grandfather felt about his \_\_\_\_\_ chests and his \_\_\_\_\_.
- B** Think about the problems in the story.
- 1 What was the problem with Grandfather's furniture?
  - 2 Why was this a problem for William's mother?
  - 3 What problem did Grandfather's visit cause William?
  - 4 Why was it a problem for William?
- C** Write a sentence to answer each question.
- 1 How would you describe William's old room?
  - 2 How would you describe William's new room?
  - 3 Which room would you prefer? Why?

## Vocabulary

### Synonyms

**Synonyms** are words with the same or **similar** meanings.

**big** and **large** are synonyms

**tidy** and **neat** are synonyms

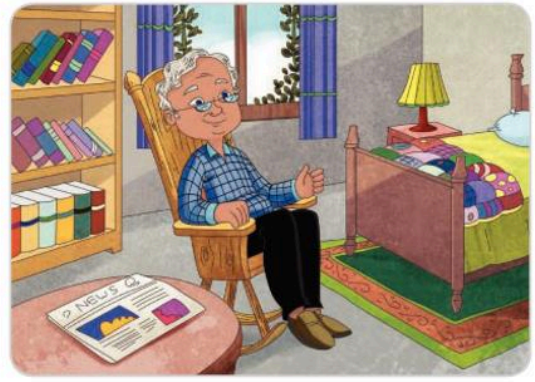
- A** Find the pairs of synonyms in the box.  
The first one has been done to help you.      tiny = small

tiny	enough	under	maybe	untidy	break
shout	perhaps	obtain	small	messy	get
sufficient	yell	smash	beneath		



**B** Copy these sentences. Replace each underlined word with a synonym.

- 1 It was a wonderful room and William loved it.
- 2 Grandfather was coming to live with them for a while.
- 3 William found a van waiting outside the house.
- 4 He understood how his grandfather felt.
- 5 William grumbled about his new little room.



## Punctuation

### Direct speech

**Direct speech** is when we write words that someone has said.


Direct speech can be written in **speech bubbles** like this.

If we write this as a **conversation**, we need **speech marks**.


We put “ at the beginning of the spoken words and ” at the end of the spoken words.

“There will hardly be room for him to move about!” said William’s mother.

“Why doesn’t he get smaller furniture?” asked William.



There will hardly be room for him to move about!



Why doesn’t he get smaller furniture?

**A** Copy the sentences. Add the **speech marks**.

- 1 I love my room, said William.
- 2 You mustn’t leave your toys lying around, said Mother.
- 3 My new room is very small, said William.
- 4 Grandfather has a lot of furniture, said William.
- 5 Stop grumbling, ordered Mother.

The punctuation **after** the spoken words should go **before** the second set of speech marks.



## Spelling

### ing and ed endings

To add **ing** to a word, look at the letter **before** the last letter.  
Is it a vowel or a consonant?

- If it is a consonant, add **ing** or **ed**.  
fill      filling      filled

The letters **a, e, i, o** and **u** are **vowels**. All the rest are **consonants**.



**Be careful!** When you add **ing** or **ed** to a word that ends in **e**, you need to remove the **e** and add **ing** or **ed**.

live      living      lived

- If it is a single vowel, double the last letter, then add **ing** or **ed**.  
hop      hopping      hopped

**Be careful!** This rule doesn't work for words ending in **w, x** or **y**.

play      playing      played

- If there are two vowels before the last letter, just add **ing** or **ed**.  
wait      waiting      waited

**A** Follow the rules to add **ing** to each of these words.

- |         |       |         |        |
|---------|-------|---------|--------|
| 1 sit   | 2 run | 3 stand | 4 call |
| 5 sleep | 6 pay | 7 cry   | 8 clap |

**B** Add **ed** to each of these words.

- |         |         |        |        |
|---------|---------|--------|--------|
| 1 skate | 2 wave  | 3 type | 4 dive |
| 5 dance | 6 smile | 7 bake | 8 love |

## Grammar

### Verb tenses

Here is a reminder of **verb tenses** that have been covered so far.

**present simple:** William **grumbles** about his new room.

**present progressive:** William **is grumbling** about his new room.

**past simple:** William **grumbled** about his new room.

**past progressive:** William **was grumbling** about his new room.



**A** Copy the sentences. Change the verbs in brackets into the **past progressive tense**.

- 1 William [to leave] to go to school.  
William was leaving to go to school.
- 2 He [to think] about Grandfather.
- 3 The van [to drive] down the street.
- 4 Grandfather [to move] into William's room.
- 5 Mother [to tidy] William's toys.

The first one is done for you.



## Writing

### Settings

Where a story takes place is called the **setting**.  
You need to describe the setting of a story very carefully so the reader can imagine where events are happening.

**Settings** set the scene of a story.



- 1 Describe the room where you sleep. Follow these steps:
  - a Make a list of the things in your room.
  - b List the colours in your room.
  - c Write a few sentences about your room.
  - d Begin your first sentence like this:  
*In my room I have...*

- 2 Some children like to build dens to play in. Imagine you are going to write a story that takes place in a den you have made. The den can be indoors or outside. Now write a story that takes place in your den.

Describe your den.

- a What did you use for the walls?
- b What did you use for the roof?
- c What did you use for the door?
- d What does it feel like in your den?
- e What is inside your den?





# Would You Like to Live Here?

People live in many different types of home around the world, each with their own characteristics. People often make homes to suit where they live.

## Homes around the World

This picture shows homes that are on **stilts**. These people live over the water. In some countries whole villages are built on stilts. People use boats to get back to the land.



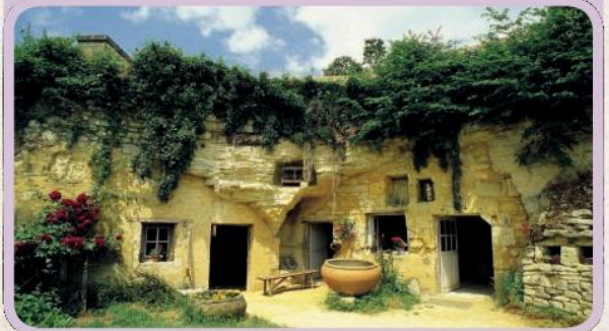
In some countries some people choose to live in tents. They are often **nomads** moving their homes to find water and food at different times of the year.



In a number of hot countries, some people live in huts made of mud. The mud dries in the hot sun to make a hard layer to make walls. Sometimes large leaves are tied on to the roof.



Some people live in caves. They can be found in many countries across the world.





Here is a description of two very different houses.

### From *A Long Journey*

Sejal climbed out of the car and looked at the house that was to be her new home. It was very different from the house where she had lived in India. That house had been long and low with thick, white walls and a big **porch** which shaded the house from the hot sun.

This house was made of red bricks. It was very tall and narrow with a **chimney pot** at one end of the roof. The door was painted bright red and had a big **brass knocker**. Nobody had lived in the house for a very long time and it had a sad look about it. Sejal was not sure if she was going to like living there.

### Glossary

**nomads** people who live in different locations, moving from one place to another

**brass knocker** a metal ring used by visitors to knock on a door to attract attention



### Word Check

Find each word in the text. Choose the correct meaning.

- |               |  |
|---------------|--|
| 1 stilts      | a long wooden poles used to support a building above the ground or water |
|               | b flat bricks that keep a building steady                                |
| 2 porch       | a covered area attached to a house                                       |
|               | b extra room in a house  |
| 3 chimney pot | a the top of a chimney   |
|               | b where the fire is lit  |

You can use a dictionary to help you.



## Comprehension

**A** Look carefully at the pictures and captions on **page 12**. Write a sentence to answer each question.

- 1 Some people live in homes on stilts. What do they sometimes live over?
- 2 Where do nomads live?
- 3 Do people in mud huts live in hot or cold countries? Why?
- 4 Where do people live in caves?
- 5 Which of the homes shown in the photos on **page 12** would you like to live in most? Why?

**B** Read the extract from *A Long Journey*. Write a sentence to answer each question.

- 1 Where had Sejal come from?
- 2 What did her first home look like?
- 3 What did her new home look like?
- 4 How did Sejal feel about her new home?



**C** Write sentences to answer these questions.

- 1 Is the text on **page 12** fact or fiction? How can you tell?
- 2 Is the extract from *A Long Journey* fact or fiction? How can you tell?

Remember that **facts** are real and **fiction** is made up.



## Vocabulary

### Alphabetical order

The words in a dictionary are in **alphabetical order**. Words starting with **a** come first, words starting with **b** come second, and so on. Words starting with **z** come last.

**homes**      **stilts**      **tents**  
**walls**      **white**      **with**

If the words begin with the same letter, you need to look at the second letter in each word.

Sometimes it helps to say the alphabet aloud when working out the order letters come in.





**A** Write each group of letters in alphabetical order.

1 s w b k

2 g a p h t

3 M D O X S

4 E U A I O

5 the letters of your first name

**B** Write each group of words in the order you would find them in a dictionary.

1 mud leaves stilts

2 brother book bear

3 house herd hyena

4 fiction flight fact

## Punctuation

### Capital letters and full stops

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

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

In some countries some people live in tents.



**A** Which word needs a **capital letter** in each sentence?

1 some people live over water.

2 nomads move their homes about.

**B** Where does the **full stop** go in each sentence?

1 Caves can be used as homes

2 Sejal moved to a new house

## Spelling

### Silent letters

Some words have **silent letters** that we don't hear when we say the words aloud.

**ch**aracter has a silent **h**

**w**riter has a silent **w**

Silent letters can make words tricky to spell.

Remember, reading the word aloud can make it easier to find the silent letter.



**A** Copy each of these words and circle its silent letter.

1 chemical

2 scenic

3 scientific

4 chaos

5 character

6 chemist

7 scent

8 scenery

- B** Look at your answers to **Activity A**. What letter comes before the silent letter **c**?
- C** Look again at your answers to **Activity A**. What letter comes before the silent letter **h**?

## Grammar

### Singular and plural nouns

We usually add **s** to a **naming word** when we mean **more than one**.  
If a noun ends with **s, x, ch** or **sh**, we add **es**.

one tent      two tents  
one porch     two porches

When a noun ends in a **consonant + y**,  
we drop the **y** and add **ies**.

one country   two countries

When a noun ends in a **vowel + y**, just add **s**.

one toy      two toys

Remember **singular**  
means one and **plural**  
means more than one.



**A** Make these nouns **plural**.

- |        |         |         |         |
|--------|---------|---------|---------|
| 1 baby | 2 home  | 3 bush  | 4 day   |
| 5 pony | 6 wall  | 7 lady  | 8 torch |
| 9 boy  | 10 city | 11 boat | 12 fox  |

## Writing

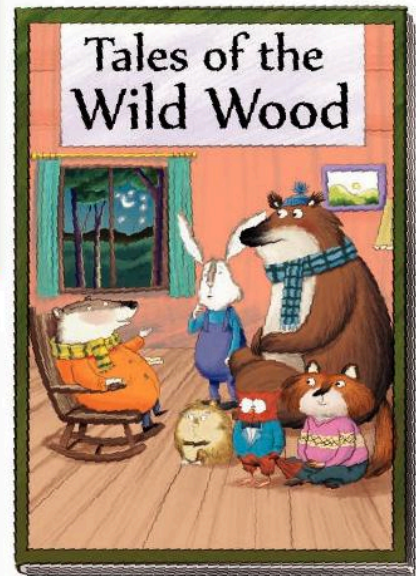
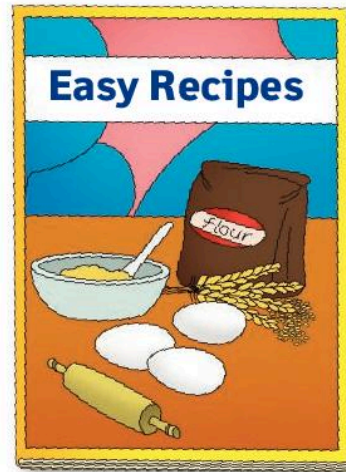
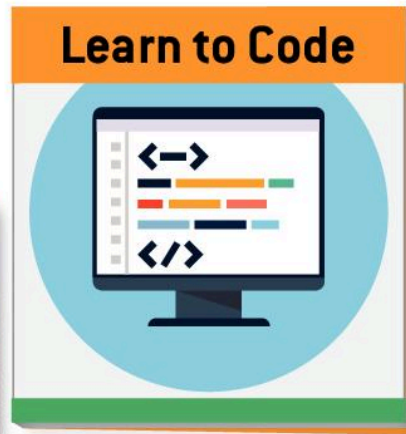
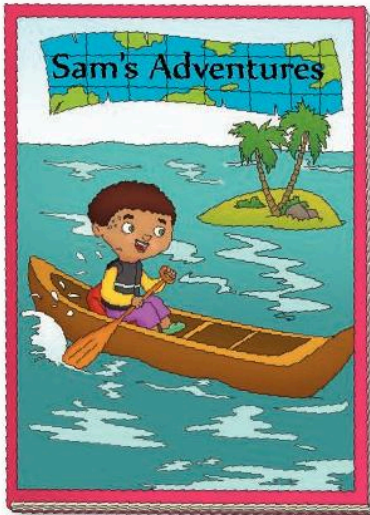
### Fact and fiction

Books that are **factual** give us information. They are true.  
These are also called **non-fiction** books.

**Fiction** books tell us about things that are not real. They are based on imaginary characters and events, which have been made up.

- Look at the book titles at the top of **page 17**. Copy the title of each book and, next to it, write whether you think it is fact or fiction.
- Write the heading 'Factual writing'. Now make a list of as many different types of factual book as you can think of.
  - Write the heading 'Fictional writing'. Now make a list of as many types of fictional book as you can think of.





3 Write some **facts** about your family or the people you live with. You could:

- write how many brothers and sisters you have
- write what their names are
- describe your mum, dad or another adult you live with
- write about your grandparents or your uncles and aunts.

4 You are going to write the beginning of a story about a boy called Danny.

The story starts like this:

*My name is Danny. I have three brothers and two sisters...*

Write some more of the story.

You need to write as though you are Danny, describing your brothers and sisters.

Remember, a story is fiction, so you can:

- use any names you want for the brothers and sisters
- make them any age you want
- describe them in any way you want.



# The Princess and the Pea

This is the beginning of the well-known, traditional tale 'The Princess and the Pea'. A prince decides he wants to marry a *real* princess. He visits many places searching for a princess to marry. Many princesses want to marry him, but none of them seem to be quite right for him.

The prince returned home feeling sad and upset. He spoke to his father, the king, that evening in front of a warm fire while a storm was **raging** outside.

"What am I to do?" he cried, "I'm tired of looking for a real princess. Maybe I will never marry."

"I'm sure you will, my son," replied the king. "Things will feel better in the morning. It is quarter to twelve and time for bed."

The prince headed upstairs. Suddenly the king heard a knock at the door. He opened it to discover a beautiful young woman. Her clothes were **drenched** and muddy, and she was shaking from the cold.

She stood in front of the king and all she could say was, "I'm a *real* princess."

The prince was watching from the top of the stairs. "A real princess," he whispered to himself, "How do I know if she is a real princess?"





A play is a story that is performed by actors so that an audience can watch it. When a play is written down, it looks different from a story. It contains everything the actors have to say and do.

Below is the beginning of the story 'The Princess and the Pea', written as a play script.

## The Princess and the Pea

*In the palace, in front of a roaring fire.*

scene setting

*(Sounds of a storm raging outside.)*

stage directions

**KING:** Come here and sit by the fire. Now tell me, how did your search for a princess go?

**PRINCE:** Oh, father! I looked everywhere. I met some princesses, but none of them seemed like the right princess for me.

**KING:** That is a shame.

dialogue

**PRINCE:** *(Upset)* What am I to do? I'm tired of looking for a *real* princess. Maybe I will never marry.

**KING:** *(Reassuringly)* I'm sure you will my son. Things will feel better in the morning. It is quarter to twelve and time for bed.

**PRINCE:** Okay, father, I will go and get some sleep.

*(The prince leaves and begins to walk off the stage.)*

*There is a knock.*

*The king opens the door.*

*The prince stops at the edge of the stage to see who it is.*

*A wet, muddy, cold princess is at the door.*

**KING:** Hello, are you okay?

**PRINCESS:** I'm a real princess.

**PRINCE:** *(Whispering)* A real princess ... but how do I know she is a real princess?



### Glossary

**scene setting** a description of the scene on the stage

**stage directions** extra information provided for the actors

**dialogue** words spoken by the actors

### Word Check

Find each word in the text. Choose the correct meaning.

- |            |                  |                  |
|------------|------------------|------------------|
| 1 raging   | a blowing wildly | b blowing gently |
| 2 drenched | a dry            | b soaked         |

You can use a dictionary to help you.



## Comprehension

**A** Copy these sentences from the story, choosing the correct words to finish them.

- 1 The prince wanted to [have dinner] / [go on a journey] / [marry a real princess].
- 2 He travelled [to many places] / [across the river] / [into the city].
- 3 He returned home [happy but exhausted] / [having found a princess to marry] / [sad and upset].
- 4 As the king went to bed [there was a loud bang] / [it stopped raining] / [there was a knock at the door].
- 5 A beautiful young woman stood [crying] / [shaking] / [smiling] at the door.

**B** Write your answers to these questions about the play script.

- 1 How many characters are there in this part of the play?
- 2 Where is the scene set?
- 3 Copy one example of a stage direction.
- 4 Copy one example of a piece of dialogue.

**C** Discuss these questions with a friend and write notes.

- 1 How do you think the prince feels on seeing the young woman at the door?
- 2 What do you think happens next in the story?

## Vocabulary

### Homophones

**Homophones** are words that sound the same but are spelt differently and have different meanings.

How do I **know** if she is a real princess?

There is **no** doubt that she is a real princess!

**know** and **no** are homophones



**homo** means *same* and  
**phone** means *sound*.





**A** Use these words to make six pairs of homophones.

bored night son flower heard rain

knight flour herd board rein sun

**B** Choose three pairs of words from **Activity A**. Write each pair of words in your own sentence.

## Punctuation

### Apostrophes of contraction

This is an  
apostrophe: ' .



**Contractions** are words that have been made smaller.

A letter or more than one letter is left out.

An **apostrophe** is used in place of the missing letter or letters.

**I'm** tired of looking for a real princess.      I'm = I **am**

**A** Copy the sentences but replace the underlined words with a **contraction**.

- 1 "It is someone at the door," said the king.
- 2 "I am very cold," said the young woman.
- 3 "How do I know if she is a real princess?"

## Spelling

### wa and qua words

Listen to the sound the **wa** and **qua** make.

They sat in front of a **warm** fire.

The king said, "It is **quarter** to twelve."



**A** Match each clue with the correct **wa** word from the box.

water      watch      wallet      warning

- 1 I'm worn around a wrist.
- 2 You can store money in me.
- 3 You can drink me if I'm clean.
- 4 I let you know about a problem.

**B** Write clues for each of these words.

- 1 quarter    2 squashy    3 waterfall    4 waterproof

## Grammar

### Conjunctions

**Conjunctions** are words we use to join sentences.

Here is a reminder of conjunctions that have been covered so far:

**and**    **but**    **or**    **so**    **because**

These are useful **conjunctions** that have to do with **time**:

**when**    **while**    **before**    **after**

The prince was very sad **when** he returned home.

The king heard a knock at the door **while** he was going upstairs.

The princess arrived at the door **before** the prince had gone to bed.

Things would seem better **after** the prince had a good night's sleep.

**A** Copy the sentences. Use a **conjunction** from the box to complete each one.

before    after    while    when

- 1 He will marry \_\_\_\_\_ he has found a real princess.
- 2 They sat in front of the fire \_\_\_\_\_ the storm raged.
- 3 He had to find a real princess \_\_\_\_\_ he could marry.
- 4 The princess was drenched \_\_\_\_\_ standing in the rain.





### Play scripts

When you write a **play script**, you must include:

- where the scene is set – the **setting**
- the names of the **characters**
- what each character says – the **dialogue**
- what each character does – the **stage directions**.

- 1 You are going to read part of a traditional story called 'Rumpelstiltskin'.

The story takes place in a country far away. A **mill**er has a daughter. He is very proud of her, and tells the king that she can **spin** gold out of **straw**. The king sends for the girl and takes her to a room filled with piles of straw. He tells her she must turn all the straw into gold by the morning.

The girl began to weep.

"What shall I do?" she cried. "I can't turn straw into gold!"

Just then, the door opened and a little old man walked in.

"What are you crying for?" he asked in a croaky voice.

"My father told the king I could spin straw into gold. The king wants all this straw turned into gold by the morning!"

"Can you spin the straw into gold?" asked the old man.

"No," replied the girl. "I don't know how."

"I do," said the old man. "What will you give me in return?"

"I'll give you my necklace," said the girl.

"That seems fair," agreed the old man, and he sat down and began to spin.

#### Glossary

**mill**er someone who makes cloth from cotton

**spin** make pieces of cotton into thread using a spinning wheel

**straw** dry cut stalks of grain, like corn

- 2 Write the extract from 'Rumpelstiltskin' as a play script. Look carefully at **page 19** to see how to set out your play script.

You could use different colours for the characters' names and the stage directions.





# Hans Christian Andersen

Hans Christian Andersen was a famous storyteller. He wrote over 150 stories such as 'The Ugly Duckling', 'The Princess and the Pea', 'The Nightingale' and 'The Snow Queen'.

## Facts about Hans Christian Andersen

Hans Christian Andersen lived in Denmark. He was born in 1805 and lived to the age of 70. He started writing stories at school but was **discouraged** by some of his teachers. People **eventually** discovered what a good writer he was when his first short story was published in 1829.

To begin with, he wrote stories for adults, but then he tried writing stories for children. He did this very **successfully** and he became best known, around the world, for his children's stories.

Over the years, his stories have been made into plays and films. Andersen's story called 'The Little Mermaid' is now a very **popular** cartoon. Many other authors have also been **inspired** by Hans Christian Andersen, including A. A. Milne, who is most famous for having written the Winnie the Pooh books.

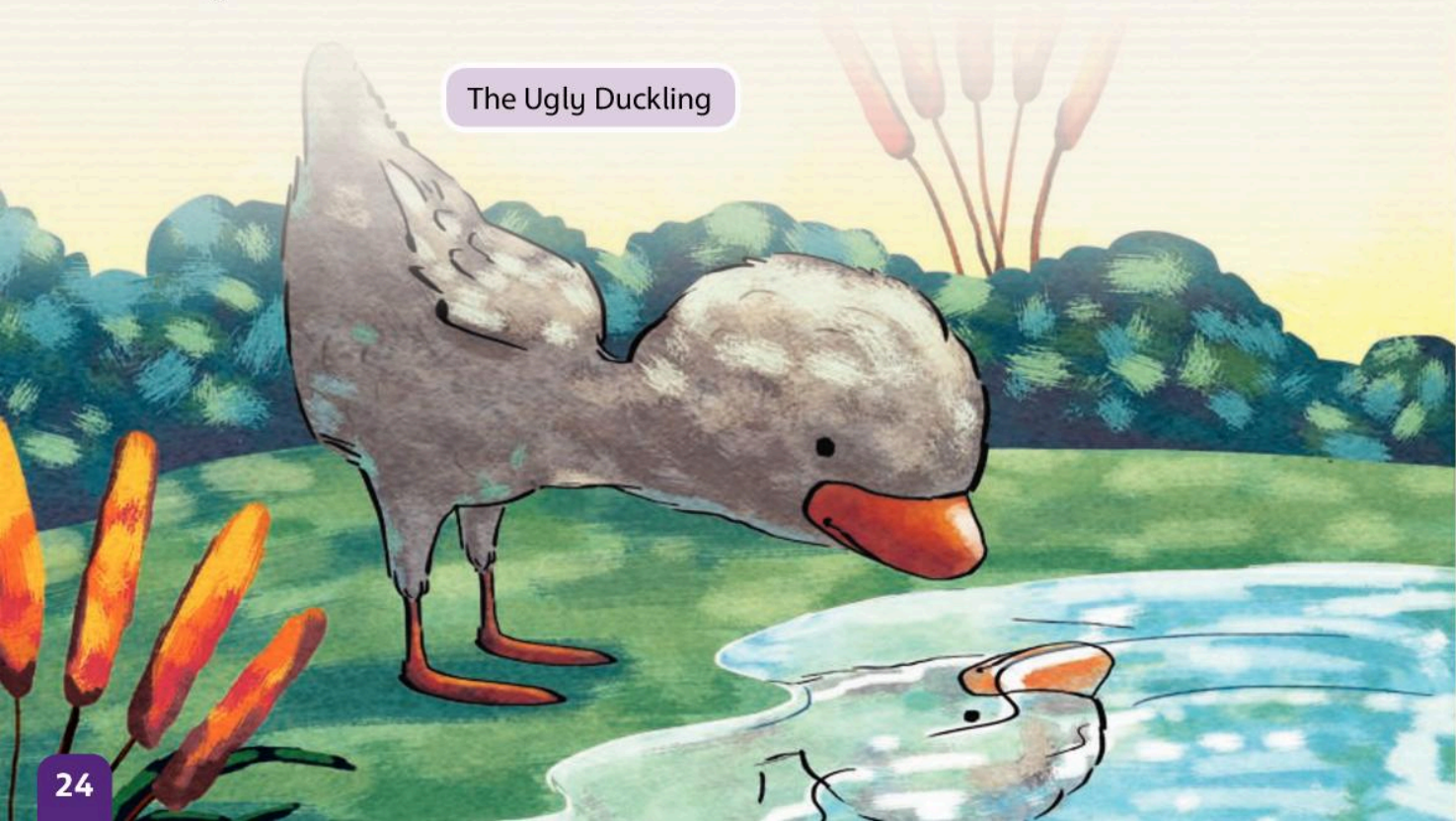
### Glossary

**discouraged**

persuaded not to do it

**inspired** encouraged

The Ugly Duckling





The Snow Queen



The Princess and the Pea

The Nightingale



## Word Check

Find each word in the text. Choose the correct meaning.

- |                |                    |                   |
|----------------|--------------------|-------------------|
| 1 eventually   | a finally          | b accidentally    |
| 2 successfully | a well             | b badly           |
| 3 popular      | a disliked by many | b enjoyed by many |

You can use a dictionary to help you.



## Comprehension

**A** Copy and complete the sentences below.

- 1 Hans Christian Andersen was a \_\_\_\_\_  
\_\_\_\_\_.
- 2 He lived in \_\_\_\_\_.
- 3 In \_\_\_\_\_ his first story was published.
- 4 Hans Christian Andersen began by writing stories for \_\_\_\_\_.
- 5 A cartoon version of \_\_\_\_\_  
\_\_\_\_\_ has been made.



**B** Answer these questions.

- 1 How old was he when his first story was published?
- 2 Why do you think he has inspired other authors?
- 3 How do you think he would feel if he knew how popular his stories still are?

**C** There are three paragraphs in the text about Hans Christian Andersen on **page 24**. Write what each paragraph is about.

## Vocabulary

### Homophones

Remember, a **prefix** is a group of letters added to the beginning of a word.

A **suffix** is a group of letters added to the end of a word.

A **root word** is a word to which prefixes and suffixes can be added to make other words in the same family.

view (root word) → **viewing**, **review**, **viewer**, **viewed**

Root words are important in dictionaries. We often need to look for the root word first.



- A** Copy the words below. Next to each, write the root word. The first one has been done to help you.

- |             |                |                |
|-------------|----------------|----------------|
| 1 working   | <u>work</u>    |                |
| 2 children  | 3 villagers    | 4 unexpected   |
| 5 unsolved  | 6 wilderness   | 7 jumping      |
| 8 unfeeling | 9 unsuccessful | 10 frightening |

Be careful! Some words may have a prefix or a suffix, or they may have more than one possible prefix or suffix.



- B** Look carefully at the text on **page 24**. Find a family word for each of the following root words.

- |           |           |
|-----------|-----------|
| 1 courage | 2 success |
| 3 inspire | 4 write   |

## Punctuation

### Apostrophes of possession

**Possessive nouns** tell you who **owns** something.

They have an **apostrophe** and an **s** at the end.

Andersen's story called 'The Little Mermaid' is now a very popular cartoon.

**Andersen's story** = the story belonging to Andersen

This is an **apostrophe**: ' .



- A** Say who the **owner** is.

- |                     |                           |
|---------------------|---------------------------|
| 1 Andersen's school | 2 the author's story      |
| 3 the film's title  | 4 Denmark's famous author |

- B** Copy the phrases. Add the missing **apostrophe**.

- |                        |                   |
|------------------------|-------------------|
| 1 the storys ending    | 2 the pupils book |
| 3 the plays characters | 3 Milnes book     |

## Spelling

### Soft c words

Say the word 'princess' aloud.

What do you notice about the **c** sound?

The **c** in 'princess' is called a **soft c**.

It sounds more like an **s**!



- A** Copy the table below.  
Sort the words in the word box  
into the correct columns.

Say the words aloud.  
That will help you!



ca words	ce words	ci words	co words	cy words

princess      cycle      captain      pencil      corridor  
 cardboard      centre      cinema      face      fancy  
 connect      juicy      count      calendar      circle

- B** Say the words from **Activity A** out loud. What do you notice about the **ce**, **ci** and **cy** words?

## Grammar

### Verbs: irregular past simple tense

To put a **verb** into the **past simple tense**, we usually add **ed** or **d** to the verb family name.

Verb family name

to publish

to live

Past simple tense

published

lived

Some verbs do not follow this rule.

to write

to make

to begin

wrote

made

began

- A** Match the **present simple verbs** in Box A with the **past simple** verbs in Box B. Write the pairs.

#### BOX A

know      sing      catch      eat

buy      ride      see      run

#### BOX B

bought      saw      knew      rode

caught      sang      ran      ate



## Writing

### Key words and phrases

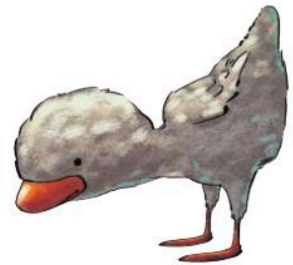
We use information books and reliable websites to find out facts. If you write notes from information books and websites, you should not copy out every word. You should write the most important words. These are called key words and phrases.

Many traditional tales are familiar to us thanks to two German brothers called Jacob and Wilhelm Grimm.

In 1812, the brothers wrote down many familiar stories and published them so they could be shared.

1 Copy the sentences below and underline the key words or phrases.

- Hans Christian Andersen wrote many traditional tales which we still read today.
- He was born in 1805 and died in 1875.
- He wrote 168 traditional tales between 1835 and 1872.
- Among his best known traditional tales are 'The Ugly Duckling' and 'The Little Mermaid'.



2 Look at this paragraph about Hans Christian Andersen. List the key words or phrases from the paragraph.

Hans Christian Andersen lived in Denmark. He was born in 1805 and lived to the age of 70. He started writing stories at school but was discouraged by some of his teachers. People eventually discovered what a good writer he was when his first short story was published in 1829. To begin with, he wrote stories for adults but then he tried writing stories for children. He did this very successfully and he became best known, around the world, for his children's stories.

3 Copy the table below.

Fill it in, using all the key words and phrases from the paragraph above.

Facts about Hans Christian Andersen	Facts about the stories he wrote

There was once a family of mice that lived in a beautiful house. The family had built it themselves from an old boot that Father Mouse found in a farmer's field. Their house was tall and white, with pretty flowers in the windows. There was a fun swing for the little mice and lots of space to run around. They were very happy there.

One day, the little mice were walking home from school when they met two other little mice.

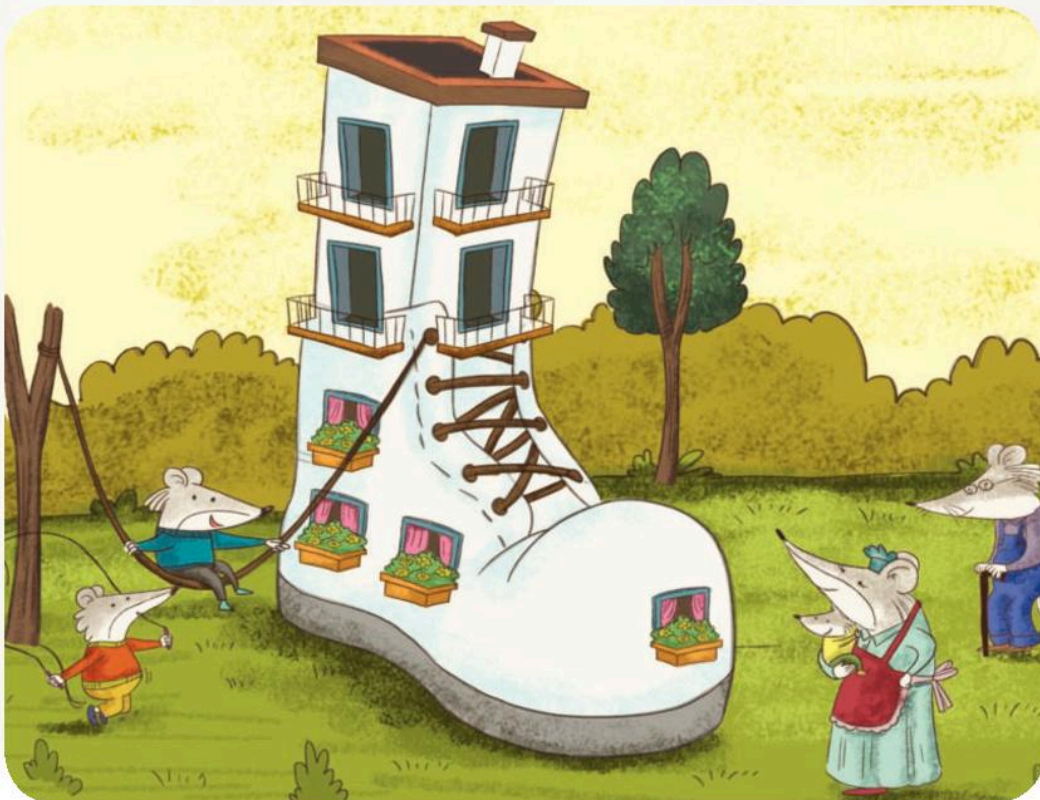
"Hello! My name is Rose and this is Alex," said one of the new mice, pointing to her little brother. "We've just moved here with our Mum and Dad."

"We're **moving into** the other boot next to yours," added Alex.

"Our old house was a beautiful teapot," explained Rose, "but we had to move because the farmer's wife threw it away."

"I miss our old house!" **complained** Alex. "That boot doesn't look like home to me!"

"Alex, I think we will be OK here," said Rose, "we have to live somewhere."





The little mice waved goodbye to their new neighbours and went inside. They told their Mother and Father all about it.

“I wonder what we can do to make them feel welcome,” said Father Mouse.

“That other boot isn’t nice and warm like our boot,” **observed** Mother Mouse. “Perhaps we should help them to make it better.”

“Maybe we can have a **competition** to **design** a new boot house!” suggested one of the little mice. “They can choose the idea they like best.”

“Once agreed, we can get to work with the building,” said Father Mouse.

“That sounds like an excellent plan!” commented Grandfather Mouse.

So the mouse family carefully **sketched** their ideas. They each sketched the outside of the house and the inside of the house. Once everything was ready, Mother Mouse invited the new family over for tea, to choose the winning design.



### Glossary

**moving into** start living somewhere

**competition** a contest

**to design** to create a plan

### Word Check

Find each word in the text. Choose the correct meaning.

1 complained

a grumbled

b whispered

2 observed

a agreed

b commented

3 sketched

a built

b drew

You can use a dictionary to help you.



## Comprehension

**A** Answer these questions.

- 1 Why did the new neighbours leave their old house?
- 2 What did the mouse family do to help their neighbours?
- 3 Make a list of the adjectives in the story that describe the beautiful house that the mice live in.

An **adjective** is a describing word.



**B** Answer these questions.

- 1 Why do you think Alex 'complained' about having to live in the boot?
- 2 How do you think the new family felt when the other family decided to help them?
- 3 What do you think turns a 'house' into a 'home'?

**C** The picture below shows some of the ideas that the mice had. Write a description of one of the ideas and add more details of your own.





## Vocabulary

### Synonyms for said

When you are writing dialogue (what people said), you don't have to keep repeating **said**. There are lots of other words you can use instead.

"I miss our old house," **said** Alex.

"I miss our old house," **complained** Alex.

"I miss our old house," **grumbled** Alex.

- A** Read the extract from *New Neighbours* on **pages 30 and 31**, and write down the words that are synonyms of **said**.
- B** Look at one or two story books that you have read. Make a list of other synonyms for **said** that the writers use.

Remember, the **synonym** of a word is a word that has the same or a very similar meaning.



## Punctuation

### Direct speech

**Direct speech** is when we write words that someone has said.

We put “ at the beginning of the spoken words and ” at the end of the spoken words.

“I miss our old house,” said Alex.

Sometimes the **speaker's name** comes before the spoken words.

**Alex said**, “I miss our old house.”

We use a **comma** to separate the non-spoken and spoken words.

- A** Rewrite each sentence so that the speaker's name **comes before** the spoken words.
- 1 “We must help our new neighbours,” said Mother Mouse.
  - 2 “How could we make them feel welcome?” asked Father Mouse.
  - 3 “We could help them design a house,” said Mother Mouse.
  - 4 “What shall we do first?” asked Grandfather Mouse.
  - 5 “Let's have a competition!” shouted the little mice.

## Spelling

### ly word endings

ly means the way it is, was or will be done.



A **suffix** is added to the end of a word to slightly change its meaning.

The **ly** suffix starts with a consonant letter so it is simply added straight to the root word.

careful + **ly** = carefully

If **ly** is added to words ending in **y**, we change the **y** to an **i** before adding **ly**.

happy + **ly** = happily

- A** Add the **ly** suffix to each word. The first one has been done to help you.

1 quiet     quietly

2 bad     3 safe     4 busy     5 kind

6 heavy     7 surprising     8 quick     9 hopeful



- B** Write four of the words you have made in **Activity A** in your own sentences.

## Grammar

### Articles: a and an

The words **a** and **an** are called **articles**.

We use **a** before words beginning with a consonant.

**a** house     **a** family     **a** shoe

We use **an** before words beginning with a vowel.

**an** egg     **an** animal     **an** orange

- A** Write these headings: With a   With an

Copy each word from the box under the correct heading.

village     ant     leaf     elephant     story  
umbrella     apple     cat     owl     princess



## Writing

### Settings and dialogue

Remember, the **setting** of a story is where it takes place.  
The **dialogue** is the words the characters say.

#### Settings

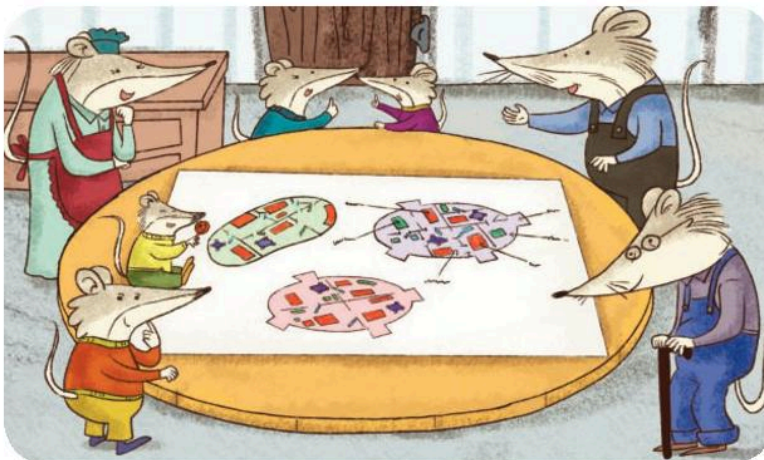
- 1 The setting for the opening of *New Neighbours* is a boot that has been made into a house.
  - a Think about a story you could write that takes place in your home.
  - b Choose the room where your story begins and describe the room carefully.
  - c You could also draw a picture.
- 2 Imagine you are going to write a story set in your school. Write a description of your classroom or another room in the school where your story might start.

#### Dialogue

- 3 Look at the extract on **pages 30 and 31**. Write down:
  - a something that Father Mouse said
  - b something that Mother Mouse said
  - c something that Grandfather Mouse said.
- 4 Imagine you were Rose or Alex.

Write down what you would have said when you looked at the plans drawn by the mouse family. Remember to put the spoken words in speech marks.

The punctuation **after** the spoken words should go **before** the second set of speech marks.

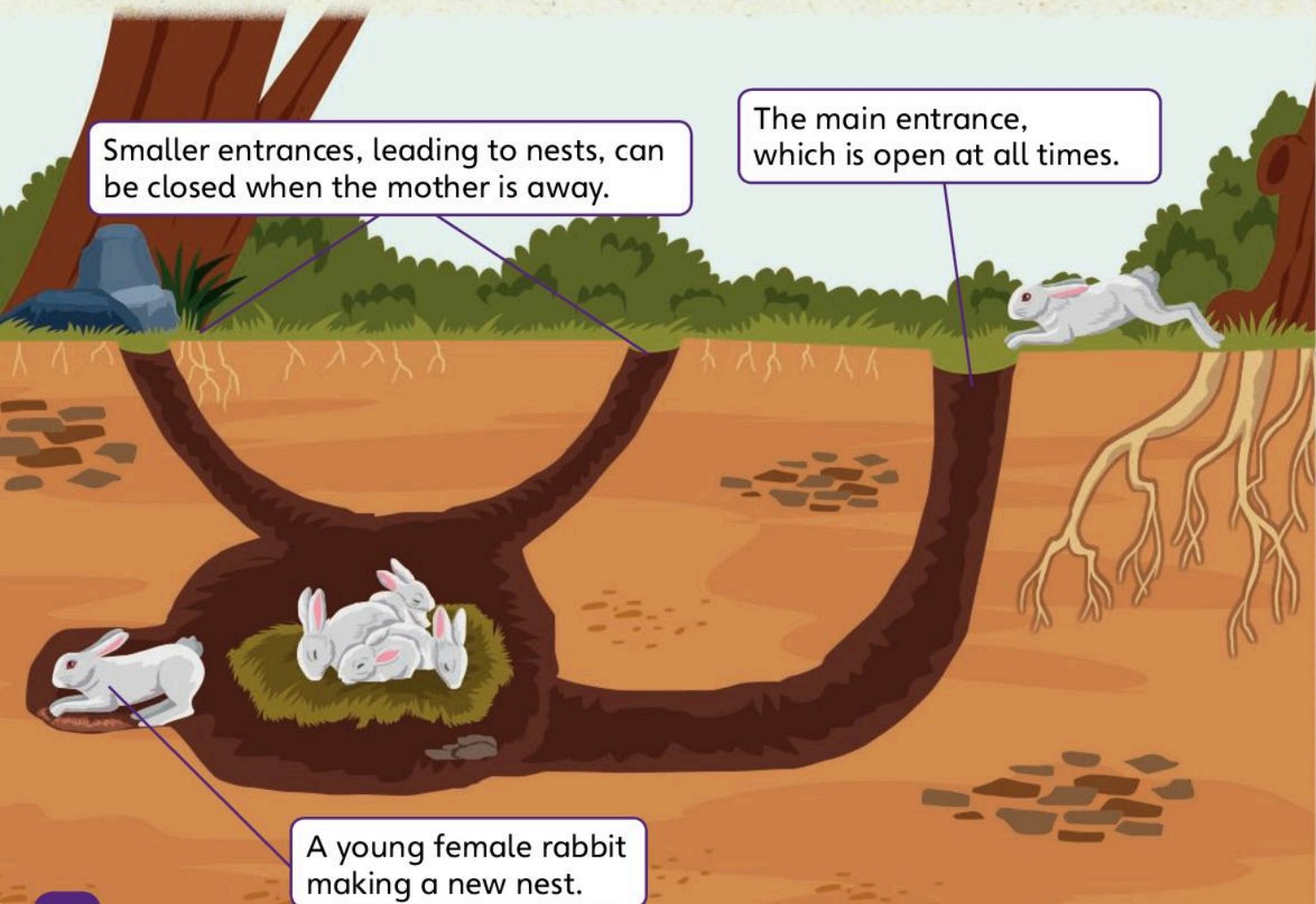


## Wild rabbits

Wild rabbits often live in large groups. They live in **burrows** with linking tunnels under the ground, called **warrens**.

In a warren there are **usually** lots of young rabbits to keep warm and safe. Each doe (female rabbit) can give birth to up to seven **litters** a year, with four or five young rabbits in each litter. It is important, therefore, that the warren is built to keep the rabbits away from danger.

The diagram below shows a rabbit warren.





## Pet rabbits

Many people enjoy keeping rabbits as pets. There are a **variety** of different types of rabbit, including Lop-eared, Jersey Woolly, Large White and Checkered Giant.

Pet rabbits are usually kept in wooden hutches. It is very important that the hutch is large enough for the rabbit. It also needs to be dry and comfortable. Pet rabbits, just like wild rabbits, like to keep themselves clean. It is important for them to have clean, fresh and dry **bedding** every few days, and the chance to jump and **exercise** in a bigger **run**. They also need a good supply of food and fresh water.

### Glossary

**burrows** holes in the ground that rabbits dig to make their home

**warrens** a collection of tunnels underground where rabbits live

**litters** groups of new-born animals

**run** enclosed space allowing animals to move freely



These rabbits are enjoying some exercise.

### Word Check

Find each word in the text. Choose the correct meaning.

- |            |                                   |                        |
|------------|-----------------------------------|------------------------|
| 1 usually  | a sometimes                       | b normally             |
| 2 variety  | a one or two                      | b a selection          |
| 3 bedding  | a material for animals to nest in | b a blanket            |
| 4 exercise | a move around to keep healthy     | b stay still and relax |

You can use a dictionary to help you.





## Comprehension

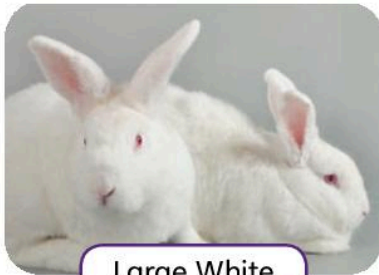
- A** Write a sentence to answer each question.
- 1 What is the name of a wild rabbit's home?
  - 2 What is a female rabbit called?
  - 3 In the diagram, there is a main entrance. How many smaller entrances are there?
  - 4 What are pet rabbits usually kept in?
  - 5 Write the names of two types of pet rabbit.



Lop-eared



Jersey Wooly



Large White



Checked Giant

- B** Look carefully at the text on **page 37**.
- 1 Find three words or phrases that describe what rabbit hutches should be like.
  - 2 Find three words that describe the kind of bedding pet rabbits need.
  - 3 Find two words that describe what a rabbit enjoys doing in a run.
- C** Using the text and the diagram on **page 36**, write three sentences about a rabbit warren.





## Vocabulary

### Using a dictionary

A dictionary is also very useful for checking how to spell a word.



A **dictionary** gives the meanings, or **definitions**, of words. Here are two entries from a dictionary:

**tongue** *n* the soft part in the mouth that moves around, used for tasting, swallowing and speaking  
*noun* → *definition*

**toss** *v* to throw into the air  
*verb* → *definition*

- A** Look at the information in the box above and write the answers to these questions.
- 1 Is 'toss' a noun or a verb?
  - 2 Is 'tongue' a noun or a verb?
  - 3 What is the definition of 'tongue'?
  - 4 What is the definition of 'toss'?
- B** Write your own definitions for these words.
- 1 hutch
  - 2 clean
  - 3 rabbit
  - 4 dig
- C** Using a dictionary, find and copy the definition of each word from **Activity B**. Write whether each word is a noun or a verb.

## Punctuation

### Capital letters, question marks and exclamation marks

A **statement** ends with a **full stop**.

**W**ild rabbits often live in large groups.

A **question** ends with a **question mark**.

**W**here do rabbits live?

An **exclamation** ends with an **exclamation mark**.

**A** huge rabbit just ran out of the bush!

All sentences start with a capital letter.



- A** Read the information text about pet rabbits on **page 37**.
- 1 Write a **statement** about pet rabbits.
  - 2 Write a **question** about pet rabbits.
  - 3 Write an **exclamation** about pet rabbits.

## Spelling

### Soft g words

Did you know, the letter **j** is never used at the end of English words? The sound is made by a **soft g** using **ge** or **dge**.

large

Remember, when we add **ing** to a word ending in **e**, we drop the **e** and add **ing**.

judge + **ing** = **judging**

**A** Copy the words from the word box that match each picture.

badge bridge luggage package orange page

1



2



3



4



**B** Add **ing** to each of these words.

1 nudge

2 judge

3 edge

## Grammar

### Prepositions

A **preposition** is a word that shows the relationship of a **noun** or **pronoun** to another word in the sentence.

Pet rabbits are usually kept **in** wooden hutches.

**A** Copy the sentences. Underline the **prepositions**.

1 The rabbit is behind the bush.

2 The young rabbits stay safe and warm in the warren.

3 The rabbits run around the trees.



- B** Match each **preposition** in Box A with its **opposite** in Box B. Write the pairs.

**BOX A** above under inside to on before

**BOX B** off from below over after outside

## Writing

### Simple reports

Look at the texts on **pages 36 and 37**.

The writer has read about rabbits in information books and on the Internet and has used the information to write each **report**.

- The first report is about wild rabbits. The second report is about pet rabbits.
- The writer has used a diagram with labels to show what a rabbit warren looks like.
- The writer has used a picture with a caption. The caption tells the reader more about the picture.

- 1** Look at the labelled diagram of the rabbit warren on **page 36**.

Then, using the information in the second part of the report, draw a labelled diagram of a good home for a pet rabbit.

- 2** You are going to write a simple report about a pet animal.

**a** Choose a type of pet animal to write about, perhaps:



**b** Do some research on the animal you have chosen by looking in information books or reliable websites. Make notes on:

- where the animal lives/sleeps
- what the animal eats
- how the animal should be looked after.

**c** Use your notes to write a report about the animal you have chosen. Your report should have three paragraphs.

# A Contents Page

This is the **contents** page of an information book about the weather.

## Contents

Introduction	What is weather?	4
Chapter 1	Hot weather	6
Chapter 2	When the wind blows	12
Chapter 3	How clouds are made	16
Chapter 4	Rain	20
Chapter 5	Thunder and lightning	24
Chapter 6	<b>Fog, mist, dew</b> and frost	30
Chapter 7	<b>Hail</b> and snow	36
Chapter 8	Forecasting the weather	38
<b>Glossary</b>		46
Further reading		47
<b>Index</b>		48

### Glossary

**contents** the topics covered in a book in the order they are covered

**glossary** an alphabetical list of important words and their meanings

**index** a more detailed, alphabetical list of the contents of a book





## Word Check

Find each word on the contents page on **page 42**. Choose the correct meaning.

- |        |  |
|--------|--|
| 1 fog  | a a very thick cloud made from tiny drops of water             |
|        | b a small animal   |
| 2 mist | a something you are late for                                   |
|        | b a thin cloud made from tiny drops of water                   |
| 3 dew  | a if something is expected                                     |
|        | b tiny drops of water found on leaves and grass in the morning |
| 4 hail | a to wave your arms  |
|        | b frozen rain  |

You can use a dictionary to help you.



## Comprehension

- A** Write your answers to these questions about the weather book.

- 1 In which chapter of the book could you read about thunder and lightning?
- 2 On what page does Chapter 3 begin?
- 3 What could you read about in Chapter 2?
- 4 On what page does Chapter 8 begin?

Contents pages usually appear at the beginning of an information book.



**B** Write sentences to answer these questions.

- 1 What do you think the introduction will tell you about?
- 2 What do you think the 'further reading' section will tell you about?
- 3 What does 'forecasting the weather' mean?
- 4 Why do you think the book has a glossary?



**C** Answer these questions.

- 1 Which chapter would you find most interesting? Why?
- 2 Which chapter would you find least interesting? Why?





## Vocabulary

### Using a thesaurus

Remember, **synonyms** are words with similar meanings. An **antonym** means the opposite.



A **thesaurus** is a book that gives the **synonyms** of common words. The words are in alphabetical order. For each word, there is a list of synonyms and the **antonym**, if it has one. Below are some thesaurus entries.

	antonym	synonyms
cold	(hot)	cool, chilly, frosty, icy, wintry, arctic
come	(go)	arrive, appear, reach, approach, enter
comfortable	(uncomfortable)	warm, cosy, snug, contented
contain		hold, carry, enclose, include

- A** Use the thesaurus entries above to answer these questions:
- 1 Which word beginning with 'ch' means 'cold'?
  - 2 Which word beginning with 'h' means 'contain'?
  - 3 What is the antonym of 'come'?
  - 4 What is the antonym of 'comfortable'?

## Punctuation

### Commas in lists

When we write a **list** in a sentence we use **commas** between the items in the list.

We can join the last two things in the list with **and**, **but** and **or**.

Chapter 6 is about fog, mist, dew **and** frost.

- A** Copy the sentences. Add the missing **commas**.
- 1 There were black clouds thunder and lightning.
  - 2 We had sunshine hail and wind in the same day!
  - 3 Wear your boots scarf and coat in this cold weather.
  - 4 The forecast says we could have hail rain or snow.



## Spelling

### sion word ending

The word ending **ion** is a very common **suffix**. It is added to many root words and always has either a **t** or an **s** in front of it.

This unit covers the suffix with an **s** in front of it. For example:

The teacher made a good **decision**.

**A** Complete and write each of these **sion** words. The first one has been done to help you.

- |   |        |   |      |   |                 |   |        |   |      |
|---|--------|---|------|---|-----------------|---|--------|---|------|
| 1 | divi   | + | sion | = | <u>division</u> | 2 | occa   | + | sion |
| 3 | televi | + | sion |   |                 | 4 | ses    | + | sion |
| 5 | vi     | + | sion |   |                 | 6 | permis | + | sion |

**B** Use a dictionary to write definitions for the words you wrote in **Activity A**.

## Grammar

### Verbs: future tense

**Verbs** tell us **what** happens. A verb **tense** tells us **when** something happens.

**present simple:** It **rains**.      **present progressive:** It **is raining**.

**past simple:** It **rained**.      **past progressive:** It **was raining**.

If we want to write about what is **going to happen** we use the **future tense**.

It **will rain** tomorrow. I **shall take** my umbrella.

The **future tense** is made up of two parts:

- 1 **shall** after **I** and **we**  
**will** after **you, he, she, it, they** and sometimes **I** and **we**
- 2 the **verb family name**

**A** Copy the sentences. Underline the **future tense verbs**.

- 1 The weather will be cold tomorrow.
- 2 I shall build a snowman if it snows.
- 3 We shall shelter if it rains.
- 4 You will need a sunhat in this hot weather.





### Contents page

At the beginning of a book you often find a **contents page**. This page tells you what you will find in the book and on which page each chapter starts. Each chapter of a book tells you about something different. The contents page on **page 42** is from a book about the weather. Many of the chapters are about different types of weather.

You are going to write the contents page for an imaginary book about sport.

- 1 Plan your contents page:
  - a Choose a title for your book.
  - b Make a list of five different sports of your choice.
  - c Choose titles for each chapter. Each chapter will be about one of the five different sports.
  - d Include an introduction, a glossary, a further reading section and an index in your contents list.
  - e The introduction of the book should start on page 3. Decide where each chapter will start and add the page numbers.
- 2 Write the contents page. Set it out like the contents page on **page 42**.



## The Hippo and the Elephant

Here is the beginning of a story about how a little mouse stopped the hippopotamus and the elephant from arguing.

Now, the hippo and elephant were always **squabbling** over who was the stronger. The other animals were getting really **fed up** with them until, one day, the little mouse had an idea.

First, Mouse went to find Hippo, who was asleep in the water hole.

“You might think that you are strong but you’re not as strong as me. I’m sure I could get you out of that water hole,” said Mouse.

“Ho! Ho! Ho! Don’t make me laugh! I’m the strongest animal in the whole world,” **grunted** the sleepy hippo, and closed his eyes for a quiet, most comfortable **doze** in the cool pool. “There is no way you could pull me out of the water!”

Next, Mouse went to find Elephant, who was asleep in the shade of some bushes near the water hole.

“You might think that you are strong, but you’re not as strong as me. I’m sure I could get you into that water hole,” said Mouse.

“Ho! Ho! Ho! Don’t make me laugh! I’m the strongest animal in the whole world,” **grunted** the sleepy elephant, and closed his eyes for a quiet, most comfortable doze in the shade of the bushes. “There is no way you could pull me into the water!”

Mouse went away and came **scurrying** back with a huge **coil of rope** . . .





## How the Crab Got the Crack in its Back

This traditional folk tale from Trinidad has been told by parents to their children, and by those children to their children, and so on for many, many years.

Once upon a time, there were just two crabs in the world. One day, one of the crabs went to the river to bathe and saw an old woman sitting on a log.

“Scratch my back,” said the old woman. She did not say ‘please’ and she did not smile, but the crab was kind-hearted and did as the old woman asked. This pleased the old woman very much. She then asked the crab to take a big shell and fill it with cool water for her to drink. The kind crab did so, and the woman was **refreshed**.

Now, this old woman had special skills. She said to the kind crab, “You are a good, kind crab, so I will do something for you now.” She sprinkled a few drops of water on the crab, who **instantly** turned into a beautiful bird with brightly coloured feathers.

The crab rushed off to tell the other crab what had happened. The other crab wanted to be turned into a beautiful bird as well, so she went down to the river to see the old woman . . .



### Glossary

**squabbling** arguing  
**fed up** unhappy  
**coil of rope** rope that is wrapped round and round in circles  
**refreshed** given new energy or strength

### Word Check

Find each word in the texts. Choose the correct meaning.

- |             |           |               |
|-------------|-----------|---------------|
| 1 grunted   | a mumbled | b whispered   |
| 2 doze      | a sleep   | b swim        |
| 3 scurrying | a running | b flying      |
| 4 instantly | a later   | b immediately |

You can use a dictionary to help you.



## Comprehension

- A** Copy these sentences and fill in the missing words from the story 'The Hippo and the Elephant'.

- 1 Hippo and Elephant were always \_\_\_\_\_.
- 2 The other \_\_\_\_\_ were getting really fed up with them.
- 3 "There is no way you could pull me out of the \_\_\_\_\_!" said Hippo.
- 4 Elephant was asleep in the \_\_\_\_\_ of some bushes.
- 5 Mouse went away to fetch a huge \_\_\_\_\_ of rope.



- B** Write down your answers to these questions about the story 'How the Crab Got the Crack in its Back'.

- 1 Find a word that describes the woman.
- 2 Why did the crab do as the woman asked?
- 3 What did the woman do for the crab?
- 4 What did the crab do next?



- C** Answer these questions about both stories.

- 1 How do you think the story of 'The Hippo and the Elephant' ends? Think about what Mouse might do with the huge coil of rope.
- 2 How do you think the story 'How the Crab Got the Crack in its Back' ends? Think about how the second crab might treat the old woman.
- 3 Which of the two story openings would make you want to go on reading? Why?

## Vocabulary

### Alphabetical order

It is important to be familiar with the order in which the letters come in the alphabet.



- A** Here is a message, written in code. Be a detective! Use the code-breaker to work out what the message says.

### Code-breaker

A	B	C	D	E	F	G	H	I	J	K	L	M
1	2	3	4	5	6	7	8	9	10	11	12	13

N	O	P	Q	R	S	T	U	V	W	X	Y	Z
14	15	16	17	18	19	20	21	22	23	24	25	26

20 8 5      12 9 20 20 12 5      13 15 21 19 5      23 1 19

20 8 5      3 12 5 22 5 18 5 19 20      1 14 9 13 1 12



- B** Write the following letters in alphabetical order.

H C X R A P K D Z S

## Punctuation

### Punctuating direct speech

**Direct speech** is when we write words that someone has said.

We put “ at the beginning of the spoken words and ” at the end of the spoken words.

“Don’t make me laugh!” grunted the sleepy Hippo.

Sometimes the **speaker’s name** or the **speaker’s pronoun** (he/she) comes before the spoken words.

**She said to the kind crab**, “You are a good, kind crab.”

We use a **comma** to separate the non-spoken and spoken words.

- A** Rewrite each sentence so that the speaker’s name comes **before** the spoken words.

- 1 “I am stronger than you!” said Hippo.
- 2 “No, I am stronger than you!” replied Elephant.
- 3 “I have an idea,” said Mouse.
- 4 “I could pull you out of the water,” said Mouse.
- 5 “Don’t make me laugh!” said Hippo.



## Spelling

### er and est word endings

A thing can be **bigger** or **smaller** than **one** other thing.

The mouse is **smaller** than an elephant.

A thing can be the **biggest** or **smallest** of **three or more** things.

The mouse is the **smallest** animal in the story.

If a comparing word ends with **y**, we change the **y** to **i** before adding **er** or **est**.  
**happy**      **happier**      **happiest**

- A** Write each of these adjectives with an **er** and an **est** ending.
- 1 pretty      2 silly      3 busy      4 merry
- B** Write each of these adjectives as they would have been before the **er** or **est** was added.
- 1 biggest      2 cleverer      3 tiniest      4 slower

## Grammar

### Adjectives: comparatives and superlatives

**Adjectives** are describing words.

They tell us more about people, animals, places and things.

Adjectives that describe the **difference** between **two things** are **comparative** adjectives.

“I am **stronger** than you,” said Mouse.

Adjectives that describe the **difference** between **three or more things** are **superlative** adjectives.

“I am the **strongest** animal in the world,” said Hippo.

Some long adjectives make their **comparative** with **more** and their **superlative** with **most**.  
**more** comfortable      **most** comfortable

- A** Copy the sentences. Add **more** or **most** to complete each sentence.
- 1 This story is \_\_\_\_\_ interesting than that one.
  - 2 This is the \_\_\_\_\_ interesting story in the book.
  - 3 Mouse has the \_\_\_\_\_ wonderful idea.
  - 4 That crab was \_\_\_\_\_ helpful than the other crab.



## Writing

### Story beginnings

The **beginning** of a story must make the reader want to go on reading. You can begin a story:

- by describing the setting
- by telling the reader about the characters
- with a conversation.

This is the beginning of *The Weirdstone of Brisingamen* by Alan Garner:

The guard knocked on the door of the train compartment as he went past. “Wilmslow, fifteen minutes!”

“Thank you!” shouted Colin.

Susan began to clear away the mess left over from the journey – apple cores, orange peel, food wrappings, magazines, while Colin pulled down their luggage from the rack.



The beginning of the story tells us:

- Colin and Susan are on a train
- they are going to Wilmslow
- they arrive in fifteen minutes.

It makes us want to find out:

- who Colin and Susan are
- why they are going to Wilmslow
- who will be waiting for them.

1 Read the beginning of *The Secret Garden* by Frances Hodgson Burnett.

Write notes on:

- a what it tells you.
- b what it makes you want to find out.

When Mary Lennox was sent to Mistlethwaite Manor to live with her uncle, everybody said she was the most disagreeable-looking child ever seen.

2 Write the beginning of your own story in which an animal is kind to an old lady who has hidden powers.

# The Maze Game

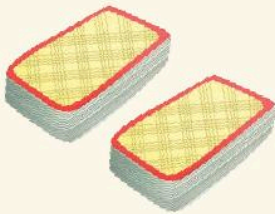
Here are the instructions from a board game.

## The object of the game

You have to get from the start of the **maze** to the centre of the maze.  
If you come to a **dead end**, you have to go back the way you came.  
The first player to reach the centre of the maze is the winner.

### In the box you will find:

- the game board
- red cards
- 1 dice
- 4 playing pieces
- 1 spinner





## How to play

- 1 Each player chooses a **playing piece**.
- 2 Each player's playing piece is put on the square marked 'Start' on the game board.
- 3 Each player rolls the dice **in turn**. The player who rolls the highest number goes first. Take turns to move the number of squares you scored on the dice.
- 4 When you get to a **junction**, **spin** the spinner to see which way to turn. If the spinner tells you to go in a direction that you cannot take, spin it again.
- 5 If you come to a dead end, you must **miss** a turn and go back the other way on your next turn.
- 6 If you land on a red square, you must pick up a red card and follow the instructions.
- 7 When you are six or fewer squares from the centre of the maze, you must roll the exact number needed to reach the centre.

### Glossary

**maze** a puzzle which you have to solve by finding your way through a choice of complicated paths

**dead end** a place where there is no way forward

**playing piece** a shape that represents a player during the game

**in turn** one after the other

**spin** make something turn round and round quickly

### Word Check

Find each word in the instructions above.  
Choose the correct meaning.

- 1 junction    **a** a corner            **b** a place where lines or roads meet
- 2 miss        **a** not have                    **b** have another

You can use a dictionary to help you.



## Comprehension

- A** Read the instructions for the Maze Game on **page 55**. Write a sentence to answer each question.
- 1 Where does your playing piece go at the start of the game?
  - 2 Who goes first?
  - 3 What should you do when you get to a junction?
  - 4 What happens if you land on a red square?
  - 5 What happens if you come to a dead end?
- B** Answer the following questions.
- 1 What is the maximum number of people that can play the game at one time?
  - 2 What does 'the object of the game' mean?
  - 3 In your own words, explain how you can win the game.
- C** The red cards give you instructions to follow. One of the cards says: 'You cannot move again until you throw a 6.' Write three more red cards for the Maze Game.



## Vocabulary

### Definitions

Some words are spelt the same but have more than one meaning. Below is an entry in a dictionary. If a word has two or more different **definitions**, they are numbered.

**operate** *v* (1) to run a machine (2) to repair a part of a person's body

**operation** *n* when doctors repair part of an injured or ill person's body

**operator** *n* a person who runs a machine

definitions

This entry gives two definitions for 'operate'.

- A** Imagine that you are writing a dictionary. Write your own definition for each word.
- |        |          |          |
|--------|----------|----------|
| 1 dice | 2 game   | 3 square |
| 4 door | 5 winner | 6 card   |



**B** These words are from the instructions on **pages 53 and 54**. All have more than one meaning. Write two definitions for each.

- 1 land      2 board      3 turn  
4 play      5 back      6 miss

Words that sound the same and are spelt the same but have a different meaning are called **homonyms**.



## Punctuation

### Apostrophes of possession – singular

This is an **apostrophe**: ' .



**Possessive nouns** tell you who **owns** something. They have an **apostrophe** and an **s** at the end.

each **player's** playing piece = the playing piece belonging to each player

**A** Say who the **owner** is.

- 1 the dice's spots                      2 the square's colour

**B** Copy and add the missing **apostrophe**.

- 1 the cards instruction      2 the dices number  
3 the players turn            4 the games winner

## Spelling

### tion word endings

The **ending** or **suffix ion** is very common.

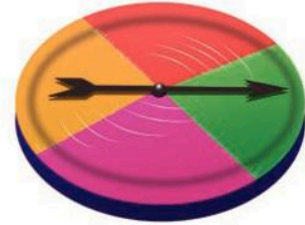
The suffix **ion** always has either a **t** or an **s** in front of it.

This unit covers the suffix with a **t** in front of it. For example:

When you get to a **junction**, spin the spinner to see which way to turn.

**A** Complete and write each of these **tion** words.

- 1 sta + tion
- 2 celebra + tion
- 3 opera + tion
- 4 competi + tion
- 5 descrip + tion
- 6 frac + tion



**B** Write each of the words from **Activity A** into a sentence.

## Grammar

### Word families

The four most important **parts of speech** are:

- **nouns** – naming words
- **verbs** – doing or being words
- **adjectives** – words that describe nouns
- **adverbs** – words that describe verbs.

Many words can be altered by adding or taking away **prefixes** and **suffixes** to create different parts of speech.

Words that are formed from the same **root word** are called **word families**.

We got great **enjoyment** from the game.

The game was very **enjoyable**.

Did you **enjoy** the game?

We played **enjoyably** all afternoon.

**noun**

**adjective**

**verb**

**adverb**

**A** Copy the underlined word from each sentence.

Write whether it is a **noun**, **adjective**, **verb** or **adverb**.

1 Use the spinner to begin the game.

2 Try to miss the red squares.

3 It's my turn.

4 I have to turn onto a red square!





## Rules

In games, there are **rules** about what is and what is not allowed. For the game to work, and to be fair, all players must follow the rules. Rules must be easy to understand. They are often numbered and written in short sentences. Sometimes, rules are a list of 'dos' and 'don'ts'.

When we visit public places, there are often rules about what you can and cannot do. Here are the rules for a swimming pool:

### POOL RULES

<b>DO</b>			
	always watch your children	shower before entering pool	listen to the lifeguard
<b>DON'T</b>			
	run in the pool area	dive in the shallow end	shout or scream

- 1 Think of one reason for each of these rules. Write the rule and the reason for it in one sentence. The first one has been done to help you.

Parents should always watch their children to make sure they are safe.

- 2 Write down a list of **dos** and **don'ts** for one of the following:
  - crossing the road
  - cooking in the kitchen
  - looking after a pet.
- 3 Write a reason for each of your rules.



# The Sound Collector



A stranger called this morning  
Dressed all in black and grey  
Put every sound into a bag  
And carried them away

The whistling of the kettle  
The turning of the lock  
The purring of the kitten  
The ticking of the clock



The popping of the toaster  
The crunching of the **flakes**  
When you spread the **marmalade**  
The scraping noise it makes

The hissing of the frying-pan  
The ticking of the grill  
The bubbling of the bathtub  
As it starts to fill



The drumming of the raindrops  
On the **window-pane**  
When you do the washing-up  
The gurgle of the **drain**

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



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

Roger McGough





## Glossary

**flakes** a kind of breakfast cereal

**marmalade** a sweet jam made from citrus fruits, often eaten on toast

**window-pane** the glass in the window

**drain** a pipe, usually connected to a sink, to take away used water

## Word Check

Find each word in the poem. Choose the correct meaning.

- |   |          |                                |                            |
|---|----------|--------------------------------|----------------------------|
| 1 | swishing | a making a wind-like noise     | b making a drum-like noise |
| 2 | creaking | a making a low squeaking noise | b making a banging noise   |

You can use a dictionary to help you.



## Comprehension

**A** Read 'The Sound Collector' again. Answer the following questions.

- 1 What is the poem about?
- 2 How would you describe the person who arrived in the morning?
- 3 What did he put all the sounds in?
- 4 Can you find two words that rhyme in the fourth verse?
- 5 In which lines of each verse do the rhyming words appear?

**B** Make a list of ten sound words found in the poem.

**C** In a group, practise reading the poem aloud, to prepare for reading it to the rest of the class. You could add sounds or actions as you say the words.

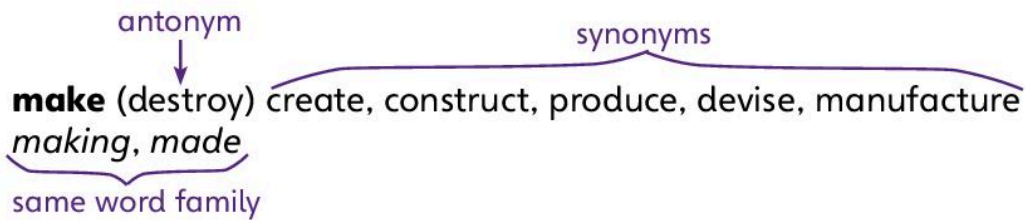


## Vocabulary

### Using a thesaurus

A **thesaurus** gives the synonyms of common words. The words are in alphabetical order.

For each word, there is a list of synonyms, and the **antonym**, if it has one. A thesaurus might also show other words in the same word family.



- A** Look at these thesaurus entries below and answer the questions that follow.

**shake** shiver, tremble, shudder, quiver, vibrate *shaky*

**warm** (cool), heated, tepid, hot, lukewarm, snug *warmth*

- 1 Which word beginning with 't' means 'shake'?
- 2 Which word is part of the same word family as 'shake'?
- 3 What is the antonym of 'warm'?

- B** Copy these sentences. Use the thesaurus entries above to replace each underlined word with a different word that has a similar meaning.

- 1 The drumming of the raindrops shakes the window-pane.
- 2 The popping of the toaster says the warm toast is ready.
- 3 I was shaking with cold when I came in, but after a bath I am feeling cosy and warm.





## Punctuation

### Apostrophes of possession – plural

Remember, **possessive nouns** tell you who **owns** something.

**Singular possessive nouns** have an **apostrophe** and an **s** at the end.

the kettle's whistle = the whistle belonging to the kettle

**Plural possessive nouns** that end in **s** have an **apostrophe** at the end.

the raindrops' drumming = the drumming belonging to the raindrops

**Plural possessive nouns** that do not end in **s** have an **apostrophe** and an **s** at the end.

the children's voices = the voices belonging to the children

**A** Write these **singular possessive nouns** with an **apostrophe**.

- 1 the clocks tick
- 2 the kittens purr
- 3 the frying pans hiss
- 4 the drains gurgle

**B** Write these **plural possessive nouns** with an **apostrophe**.

The first one is done for you.

- 1 the babies' cries
- 2 the flakes crunches
- 3 the chairs squeaks
- 4 the curtains swishes



## Spelling

### ous word endings

**ous** is an important word ending.

If a word ends in **y** (that sounds like **ee** as in 'bee'), change the **y** to **i** before adding **ous**.

'The Sound Collector' is written by a fam**ous** poet. He has written **various** poems that make us think differently about everyday things.

Some words also end in **eous**, but these are not so common.

The stranger arrived without calling, which was not very cour**teous**.

**A** Add the correct **ous** ending to each word.

1 cur\_\_\_      2 ser\_\_\_      3 gorg\_\_\_      4 fur\_\_\_

**B** Rewrite these words, changing the ending to make **ous**.

1 mystery    2 adventure    3 envy    4 courage

**C** Write the four words from **Activity A** in your own sentences.

## Grammar

### Abstract nouns

Most nouns are the names of things you can see and touch. These are **common nouns**.

The names of people and places are known as **proper nouns**.

Sometimes two nouns are joined together to make **compound nouns**.

<b>common noun</b>	bag
<b>proper noun</b>	Roger McGough
<b>compound noun</b>	bathtub

**Abstract nouns** are the names of things you cannot touch, taste, smell or hear. The opposite of an abstract noun is a **concrete noun**.

Here are some examples of abstract nouns:

<b>Qualities</b>	bravery	kindness	silence
<b>Feelings</b>	fear	sadness	happiness
<b>Times</b>	morning	evening	holiday

**A** Copy these **headings**.

Concrete nouns    Abstract nouns

Write each **noun** from the box under the correct heading.

clock	pleasure	drain	freedom
curtain	intelligence	friendship	fame
toaster	stranger	skill	kettle



## Writing

### Poems with sound words

Some poetry **rhymes** and some does not. In lots of poems, the words that rhyme are at the end of lines.

Jack and **Jill**  
Went up the **hill**

Some poems have rhyming words in the same lines.

I **waited** before I **skated**  
I **stopped** before I **hopped**

Some poems, like 'The Sound Collector', have rhyming words on every other line. The first and third lines don't rhyme, the second and fourth lines do.

The whistling of the kettle  
The turning of the **lock**  
The purring of the kitten  
The ticking of the **clock**

You are going to write a poem using rhyme and sound words.

- a** Make a list of six items that make a sound.  
For example: *feet*

**b** Find a rhyming word for each item, like this:  
*feet street*

**c** Think of a sound word to describe the noise each item makes: *stamping feet*
- Match up the sound words with the items to create a line for your poem, like this:  
*stamping feet on the street*
- You are now ready to write your own poem!  
Start with the following line and then list each line you have created:

*I could hear...*

*Stamping feet on the street*



feet on the street



a cat in a hat

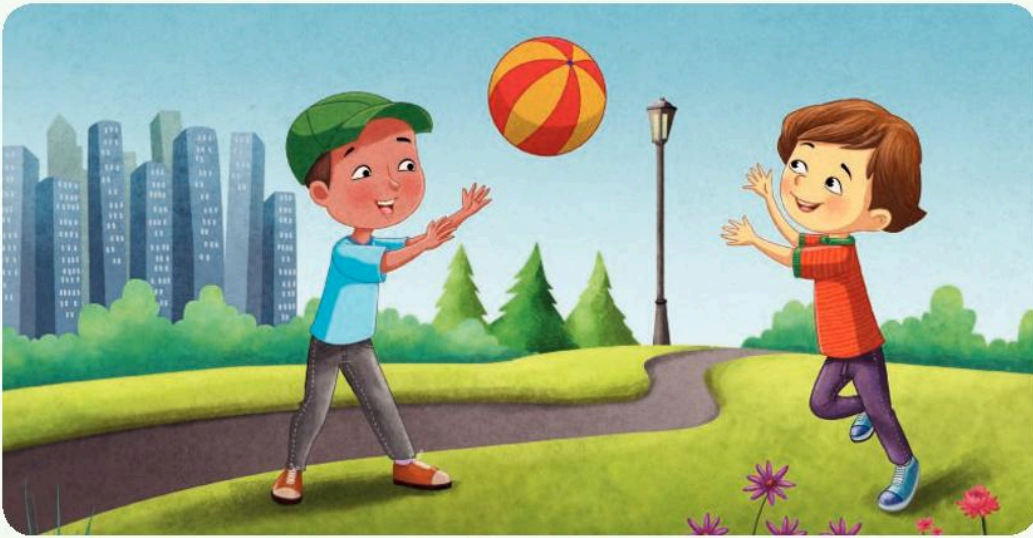


a frog on a log

It is important to learn about germs to help us stay healthy. This flow diagram shows how germs can pass from our hands into our bodies.

## How germs are passed on

1



**Germs** can be found **everywhere**. Every time you touch an object, it leaves germs on your hands.

2



You cannot see the germs, but they are there!



3



It is very **important** to wash your hands before you eat something. If you touch food without washing your hands first, the germs go on to the food.

4



When you eat the food, the germs go into your mouth. When you swallow the food, you swallow the germs as well.

### Glossary

**germs** tiny living things that can cause illness

### Word Check

Find each word below in the diagram.  
Choose the correct meaning.

- |              |              |                  |
|--------------|--------------|------------------|
| 1 everywhere | a all around | b in dark places |
| 2 important  | a necessary  | b boring         |

You can use a dictionary to help you.



## Comprehension

- A** Look at the pictures on **pages 66 and 67**. Answer these questions.
- 1 Look at picture 1. What have the boys' touched with their hands?
  - 2 Look at picture 2. What is left on the boys' hands after they have touched the ball?
  - 3 Look at picture 3. What are the boys doing?
  - 4 Look at picture 4. What are the boys swallowing as well as the food?
- B** Write a sentence to answer each question.
- 1 What should the boys have done between pictures 2 and 3? Why?
  - 2 Why do you think it is bad for us to swallow germs?
  - 3 Name three things you touch that might carry lots of germs.
- C** Copy the flow diagram on **pages 66 and 67**, adding a big germ to each picture.
- 1 In picture 1, the germ is on the ball.
  - 2 Where will you draw the germ in the other pictures?



## Vocabulary

### Antonyms

**Antonyms** are words that have opposite meanings.

**dirty** and **clean** are antonyms

**wet** and **dry** are antonyms

Antonyms are sometimes created by adding the prefix **un** or **dis**.

The antonym of **trust** is **distrust**.

- A** Choose the antonym of each word.
- |         |       |        |            |       |
|---------|-------|--------|------------|-------|
| 1 sad   | ill   | happy  | frightened | silly |
| 2 large | dirty | full   | big        | small |
| 3 rough | cold  | smooth | heavy      | hard  |



**B** Rewrite these phrases and replace each bold word with an antonym.

1 **after** lunch

2 **back** door

3 **finish** eating

4 **bottom** drawer

5 **blunt** pencil

6 **soft** cheese

7 **correct** answer

8 **spend** money

9 **forget** something

10 **neat** room

11 **left** hand

12 **old** clothes

## Punctuation

### Apostrophes of contraction with not

This is an  
apostrophe: ' 

**Contractions** are words that have been made smaller.

A letter or more than one letter is left out. An **apostrophe** is used in place of the missing letter or letters.

We often use contractions with words with **not**.

You **cannot** see the germs, but they are there!

cannot = can't

**A** Write the **contractions** of these words.

1 is not


2 does not

3 do not

4 were not

5 have not

6 are not

It is always  
the **o** that is  
left out  
of **not**. 

**B** Write the words that make these **contractions**.

1 she's

2 wasn't

3 hasn't

4 wouldn't

5 won't

6 don't

## Spelling

### ou sounds

Some letter patterns have more than one sound.

The **ou** letter pattern can make different sounds in different words.

This unit looks at two of these sounds.

Germs can be **found** everywhere. Every time you **touch** an object, it leaves germs on your hands.

- A** Copy the table. Sort the words in the word box into the correct columns.

<b>ou</b> as in the word 'out'	<b>ou</b> as in the word 'double'

trouble      touch      south      country  
young      house      found      clouds

- B** Write three sentences. Each sentence must use one word from each column in **Activity A**.

## Grammar

### Conjunctions

**Conjunctions** are words that are used to join sentences. Here is a reminder of conjunctions that have been covered so far:

**and but or so because**

Here are some other useful **conjunctions** to do with **time**:

Germs get on your hands **when** you touch something.

Keep washing your hands **while** you are cooking.

Wash your hands **before** you eat.

Wash your hands **after** playing with your pet.

- A** Copy and complete the sentences. Use **conjunctions**.

- 1 Keep your hands clean \_\_\_\_\_.
- 2 Germs go into your mouth \_\_\_\_\_.
- 3 Germs are everywhere \_\_\_\_\_.
- 4 You cannot see germs \_\_\_\_\_.
- 5 You must wash your hands \_\_\_\_\_.



- B** Write a sentence of your own using each **conjunction**.

- 1 when      2 while      3 before      4 after

- C** Explain in your own words the difference between the conjunctions **while** and **after**.



### Flow diagrams

Diagrams help us to explain things clearly.

**Flow diagrams** show things happening one after another, in the correct order.

A flow diagram has arrows, so you know which way to read it.

The flow diagram about germs on **pages 66 and 67** shows one way that germs can get into our bodies.

You can use flow diagrams for many different things.

Below is some information about the life cycle of a chicken.  
The stages are jumbled up.

- 1 Write out the information in the correct order.
- 2 Draw a flow diagram with labels, to show the stages of the life cycle.



After a while an egg hatches.



First the chicken lays her eggs.



The chick grows into an adult chicken.



The small chick grows quickly.

# A Birthday Party

Claire has just had her eighth birthday. She received lots of cards and presents, and had a wonderful birthday party. This is a letter she wrote to her Aunty Sue, to thank her for her present and tell her about the party.



## Glossary

### treasure hunt

a game in which people try to find a hidden object, by following clues

**dinosaur** large animal that lived millions of years ago





77 Long Lane  
Mapping  
Yorkshire  
MU5 5QX

12<sup>th</sup> September

Dear Aunty Sue

Thank you for the great game you sent me for my birthday. I **received** it on Monday morning. We had lots of fun playing it at my party!

I **invited** some of my friends from school and they all came and they brought me some fantastic presents. We played lots of games. Dad made up a **treasure hunt** for us. After that, we ran races in the garden. I didn't do very well!

There was lots of tasty food to eat and drink. My birthday cake, which was in the shape of a **dinosaur**, was amazing. All my friends had some. I have saved a piece for you to have when you visit us at the weekend.

Lots of love,

Claire

### Word Check

Find each word in the letter. Choose the correct meaning.

1 received

a was given

b opened

2 invited

a told

b asked

You can use a dictionary to help you.



## Comprehension

**A** Answer these questions.

- 1 Who is the letter written to?
- 2 Who is writing the letter?
- 3 Where does the writer live?



**B** Look at each paragraph of the letter. Copy and complete the table. The first has been done to help you.

A **paragraph** is a group of sentences about the same topic.



Paragraph number	What is it about?
1	the game Aunty Sue sent

**C** Write two more paragraphs Claire could have included in her letter. What do you think Aunty Sue might like to read about?

## Vocabulary

### Common expressions

**Thank you** is an **expression** we use when someone has been kind or helpful.

**Thank you** for the wonderful game you sent me.



**A** Use each of the **expressions** below in a sentence of your own. The first one has been done to help you.

- 1 I'm sorry    I'm sorry I broke the cup.
- 2 be careful    3 be quiet
- 4 excuse me    5 watch out

**B** Choose two expressions from the box that you might use in a letter if you wanted to:

- 1 thank someone for something
- 2 tell someone you were feeling cross
- 3 apologise that you haven't done something that you should have done.

I'm very sorry that...  
Thank you so much for...  
My apologies that...  
I'm upset that...  
I'm very grateful for...  
I'm disappointed that...



## Punctuation

### Apostrophes of contraction

**Contractions** are words that have been made smaller. A letter or more than one letter is left out.

An **apostrophe** is used in place of the missing letter or letters.

I **didn't** hear what you said.  
didn't = did **not**

This is an  
**apostrophe:** ' .



**A** Write the underlined words in full.

- 1 Claire's writing to her Auntie Sue.
- 2 Dad's made a treasure hunt.
- 3 The cake's fantastic!
- 4 The game's fun.
- 5 I've saved you a piece of cake.



## Spelling

### wh and ph words

Many words that begin with **wh** are question words.

**why where what when who which**

For example:

**What** time is your party, Claire?

Words with **ph** can be tricky to spell. The **ph** makes an **f** sound.

**ph**oto **ph**abet

**A** Copy these sentences. Add a different question word in each gap.

- 1 \_\_\_\_\_ is coming to your party?
- 2 \_\_\_\_\_ are we meeting?
- 3 \_\_\_\_\_ shall I wear?
- 4 \_\_\_\_\_ is your favourite present?

**B** Write these **ph** words in your own sentences.

- 1 dolphin      2 elephant      3 phrase      4 photo

## Grammar

### Verbs: present perfect tense

These are the **past tenses** that have been covered so far:

**past simple:** Dad **made** a treasure hunt.

**past continuous:** We **were playing** a game.

The **present perfect tense** also tells us about things that happened in the **past**.

We make the **present perfect tense** of **regular** verbs like this:

**present simple** of the verb **to have** + the **ed** form of a verb.

I **have saved** a piece of cake for you.

Some verbs have **irregular** present perfect forms.

My friends **have eaten** the rest of the cake.

**A** Copy the sentences. Underline the two words that make up the **regular present perfect tense** in each sentence.

- 1 Claire has received a game for her birthday.
- 2 She has invited some of her friends from school.
- 3 Claire has played the game with her friends.
- 4 Dad has created a treasure hunt for the party.
- 5 One of her friends has discovered the treasure.

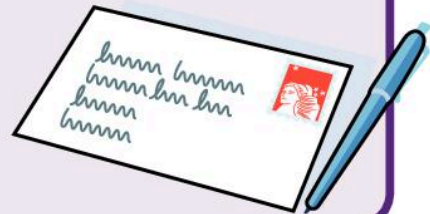


## Writing

### A letter

We write **letters** for lots of different reasons, for example:

- to ask something
- to explain or tell somebody something
- to complain about something
- to congratulate someone.





Balbir is going to visit her grandparents in India. She has written the letter below to say she is looking forward to seeing them.

15, Selpark Road  
Basingstoke  
Hampshire  
RG21 2XS

29<sup>th</sup> July

Dear Bab and Beji,

Mum and Dad have just told me that we are coming to see you soon. I can't wait! It is so long since we were together. I miss you so much.

When we visit you, can we go to see all the wild animals again? I would also like to see an elephant and it would be wonderful if we could see the peacocks too.

Please tell Harsit and Surinder that I am looking forward to playing with them.

Lots of love,

Balbir

your address

today's date

people you are writing to

1st paragraph: why you are writing

main part of letter

an interesting last paragraph

a friendly ending

your name

You are going to write a letter to a friend, asking them to stay with you.

- 1 Start your letter with your address, the date and the name of the person you are writing to.
- 2 Your letter should have three paragraphs:
  - In the first paragraph, explain why you are writing.
  - In the second, say you would be pleased to see them and tell them what you might do together if they come to visit.
  - In the third, say how much you hope they can come.
- 3 When you finish your letter, you need to sign off. You usually write something friendly and sign your name, for example:
  - 'Love' or 'Lots of love' – when you are writing to family or a close friend
  - 'With best wishes' – when you know the person quite well
  - 'Yours sincerely' – when you don't know the person very well.

A book review gives a reviewer's opinion of the book and usually a brief outline of the story or what the book is about. Reviews can help you to decide whether or not you would like to read a book.

### Review of *The Mystery of the Vanishing House*

Peter and his friends have played in the **deserted** garden of 23 Fern Road every Saturday for weeks. No one minds because the house has been empty for years.

One Saturday, however, they are very surprised to discover that the house isn't there any more! It has disappeared! There's number 22 Fern Road and number 24 Fern Road but no number 23!

Peter and his friends try to solve the **mystery** and meet many amazing characters – some friendly, some frightening – along the way.

For anyone who likes working out clues and solving mysteries, *The Mystery of the Vanishing House* will be a very enjoyable read. Both adults and children will find it exciting and will not be able to put the book down until the mystery is **solved**!





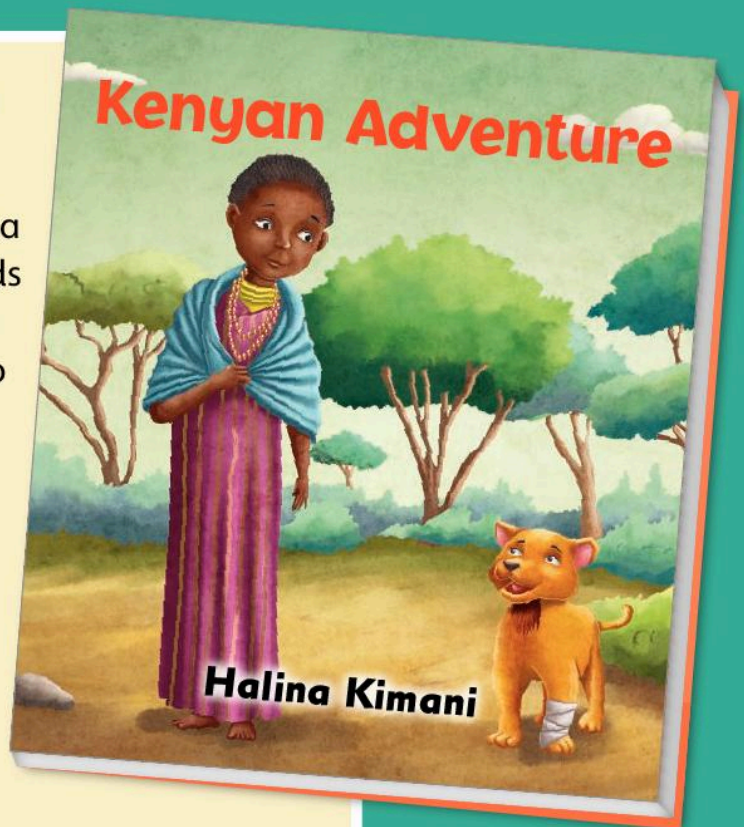
## Review of *Kenyan Adventure*

Set in a small Kenyan village, *Kenyan Adventure* tells the story of a girl called Maya, who makes friends with a wounded lion. The villagers are terrified of the lion and want to kill it, but Maya is **determined** to keep the lion alive.

She sets out on a long journey into the Kenyan **wilderness** to take the lion back to its family.

This book is well written, making the readers feel as if they, too, are travelling with Maya and the lion through the hot Kenyan **landscape**.

Maya faces many adventures. Can she succeed in her **quest**? This is only **revealed** in the final pages of the book.



## Glossary

**mystery** something strange that cannot be explained

**wilderness** an area of wild land

**landscape** the land you see around you

**quest** a long and challenging journey

## Word Check

Find each word in the reviews. Choose the correct meaning.

- |              |            |             |
|--------------|------------|-------------|
| 1 deserted   | a busy     | b abandoned |
| 2 solved     | a answered | b forgotten |
| 3 determined | a decided  | b unsure    |
| 4 revealed   | a hidden   | b shown     |

You can use a dictionary to help you.



## Comprehension

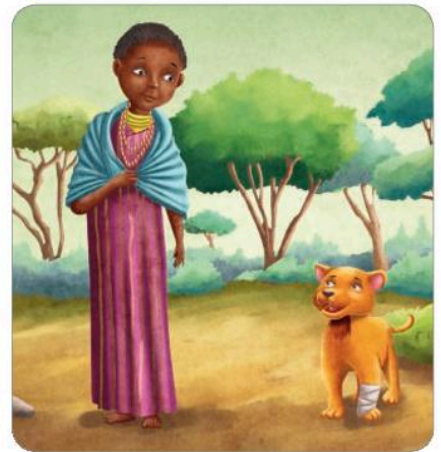
**A** Look at the review of *The Mystery of the Vanishing House* on page 78.

- 1 Who are the main characters in the story?
- 2 What is the address of the house that vanishes?
- 3 List the words that describe the characters Peter meets.
- 4 Who does the reviewer think will enjoy reading the book?



**B** Look at the review of *Kenyan Adventure* on page 79.

- 1 What is the setting for the beginning of the story?
- 2 Who is the main character?
- 3 What do the villagers want to do with the lion?
- 4 Why does the reviewer think the book is 'well written'?



**C** Answer these questions. Discuss your thoughts with a friend.

- 1 Why do you think the book reviews do not tell you what happens at the end of the story?
- 2 Which book do you think you would most like to read? Why?

## Vocabulary

### Homonyms

**Homonyms** are words that sound the same and are spelt the same, but which have different meanings.

**Book** reviews help us choose what to read.  
Mum went online to **book** our cinema tickets.

**A** Draw two small simple pictures to show the two different meanings of each of the homonyms below.

- 1 wave
- 2 fly
- 3 bat
- 4 mouse



- B** Find the following words in the review of *Kenyan Adventure*. Use each word in a sentence of your own, so that it has a different meaning from its meaning in the text.

1 back    2 well    3 can    4 faces

Some **homonyms** have more than two different meanings!



## Punctuation

### Capital letters, question marks and exclamation marks

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

A **statement** ends with a **full stop**.

**M**aya faces many adventures.

A **question** ends with a **question mark**.

**C**an Maya succeed in her quest?

An **exclamation** ends with an **exclamation mark**.

**I**t has disappeared!

- A** Read the book review of *The Mystery of the Vanishing House* on **page 78**.

- 1 Write a **statement** about it.
- 2 Write a **question** about it.
- 3 Write an **exclamation** about it.

- B** Read the book review of *Kenyan Adventure* on **page 79**.

- 1 Write a **statement** about it.
- 2 Write a **question** about it.
- 3 Write an **exclamation** about it.

## Spelling

### sure and ture word endings

The **ure** spelling pattern is usually found with the **sure** and **ture** word endings.

**A** Copy and complete each sentence with a word from the word box.

sculpture   picture   furniture   signature  
measure   treasure   future   leisure

- 1 The artist drew a beautiful \_\_\_\_\_ of the view.
- 2 The \_\_\_\_\_ chest was buried in the sand.
- 3 I like to play basketball for \_\_\_\_\_.
- 4 My mother had to \_\_\_\_\_ me before buying me new trousers.
- 5 It was hard to read the \_\_\_\_\_ at the bottom of the letter.

**B** Three of the words in the word box haven't been used in **Activity A**. Write them into your own sentences.

## Grammar

### Paragraphs

A **paragraph** is a group of sentences about **one main idea**.

We begin a **new paragraph** when we write about **a different aspect** of a topic.

We show a **new paragraph** has started by starting a new line.

In the review of *The Mystery of the Vanishing House*, there are **four paragraphs**. The writer has written about **four different aspects** of the topic.

paragraph 1: What Peter and his friends usually do

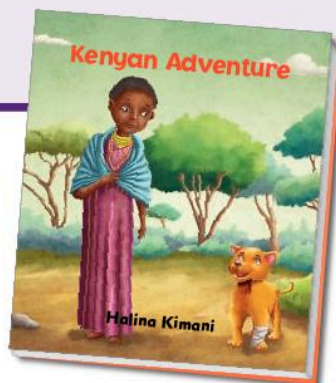
paragraph 2: What was different on one Saturday morning

paragraph 3: Solving the mystery

paragraph 4: Who will like the book

**A** The review of *Kenyan Adventure* is written in four **paragraphs**.

Write what each paragraph is about.





## Writing

### Book covers, blurbs and reviews

You can find out a lot about a book by looking at the **cover**. You will find the book title and the author's name on the front cover. You may find more information about the book or the author on the back cover. This is called a **blurb**.

The blurb is designed to attract your attention and make you want to read the book, but without revealing too much about what happens.

- On the right is a book blurb for *Little Red Riding Hood*. Write in your own words what the blurb has told you.
  - What has the blurb not told you? What will you have to read the book to find out?



A young girl is going to visit her grandmother who is unwell. She sees a dark shadow moving through the trees as she walks through the forest but she keeps going. Will she get to her grandmother's house safely?

**Book reviews** are written by reviewers and you can find them in newspapers, magazines and online. A reviewer's job is to say what they thought of the book. They give their own opinion. Sometimes, reviewers say a book is very good. Sometimes they say a book is bad! You have to read the book yourself to see whether you agree with the reviewer.

Unicorn Books 

- Write a book review for a story book you have recently read. Remember to:
  - give the title and author
  - write a little about the story, but without giving away the ending
  - write your opinion, saying why you liked or did not like the book.

## How to find a book in a library

There are two main types of books. Fiction books contain stories or poems. Non-fiction books contain facts and information. Most libraries keep fiction and non-fiction books in separate areas.

### Fiction and poetry

Fiction books are **arranged** on the shelves so that all the books by the same author are put together. This means everyone can find the books easily. All the books by Roald Dahl should be next to each other, and all the books by Dick King-Smith will be together. There are many different authors so, to help you find the books more easily, the books are set out in alphabetical order, using the author's **surname**. Dick King-Smith's books will come after Roald Dahl's books because K (for King) comes after D (for Dahl) in the alphabet.

### Non-fiction

A library might have hundreds of non-fiction books. When you are looking for an information book, the author is less important than the subject of the book. It is useful if all the books on one subject are kept together. Librarians use a **system** of numbers to help you find the book you want. They write or print a number on each non-fiction book and arrange the books on the shelves in number order. Most libraries use the same numbers for the same subjects. This system of numbers was worked out by Melvil Dewey over 100 years ago.

On the opposite page are the numbers of some of the subjects you might need to find in a library.





<b>0 to 99</b>	Encyclopaedias and dictionaries
<b>100 to 199</b>	Books about ideas and thinking
<b>300 to 399</b>	Books about transport, <b>customs</b> , police
<b>500 to 599</b>	Books about birds, animals, science, mathematics and stars
<b>600 to 699</b>	Books about houses, homes, farming, electricity
<b>700 to 799</b>	Books about painting, drawing, music, sport
<b>900 to 999</b>	Books about countries and history

Your library probably has lots of books on mathematics and science, which all begin with a 5. Looking at the second **digit** of the number will help you to find the exact subject you want.

- 510** are books about maths and numbers
- 520** are books about the sun, planets, moon and stars
- 530** are books about **magnets** and electricity
- 540** are books about **chemistry**
- 550** are books about rocks
- 560** are books about dinosaurs and **fossils**
- 570** are books about the human body
- 580** are books about plants
- 590** are books about birds and animals

### Glossary

**customs** ways of behaving in different places and countries

**magnets** objects that attract some other metal objects

**chemistry** a scientific subject focused on what things are made of

**fossils** the remains of plants or animals found inside rocks that may be millions of years old

After you have looked at a book, don't make a mistake and put the book back on the shelf in the wrong place or the next person won't be able to find it!

### Word Check

Find each word in the text. Choose the correct meaning.

- |                   |  |   |
|-------------------|--|---|
| <b>1</b> arranged | <b>a</b> organised                           | <b>b</b> opened                         |
| <b>2</b> surname  | <b>a</b> first name                          | <b>b</b> family name                    |
| <b>3</b> system   | <b>a</b> an organised way of doing something | <b>b</b> a messy way of doing something |
| <b>4</b> digit    | <b>a</b> letter                              | <b>b</b> number                         |

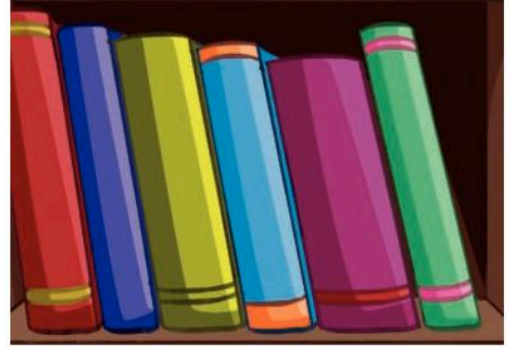
You can use a dictionary to help you.



## Comprehension

**A** Look carefully at the information on pages 84 and 85. Copy and complete these sentences.

- 1 Books that contain stories and poems are called \_\_\_\_\_ books.
- 2 Books that contain facts and information are called \_\_\_\_\_ books.
- 3 Fiction books are put on the shelves in \_\_\_\_\_ order.
- 4 Non-fiction books have \_\_\_\_\_ on them to help you find what you are looking for.
- 5 \_\_\_\_\_ \_\_\_\_\_ invented this system of numbers.



**B** Write the numbers of non-fiction books on the following subjects. The first one has been done to help you.

- 1 encyclopaedias and dictionaries 0-99
- 2 cricket
- 3 buses and trains
- 4 tigers
- 5 playing the guitar

**C** Look at the numbers for maths and science books: 510 to 590.

Which number would be written on each of these books?

- 1 *Looking at Rocks*
- 2 *Plants of the Rainforest*
- 3 *The Planet Mars*
- 4 *Making Electricity*
- 5 *How Your Body Works*
- 6 *Big Book of Fossils*





## Vocabulary

### Compound words

**Compound words** can be made when two smaller words are added together to make one big word.

This means **everyone** can find the books easily.

**every** + **one** = everyone

**A** Copy the compound word found in each of these sentences.

- 1 There are shelves of books everywhere in a library.
- 2 Has anyone seen a book on cricket?
- 3 Does someone want to come to the library with me?
- 4 I need to find information for my science homework.

**B** Write two compound words using each of the following words.

- 1 light
- 2 foot
- 3 grand
- 4 eye

## Punctuation

### Commas in lists

When we write a **list** in a sentence we use **commas** between the items in the list.

We can join the last two things in the list with **and**, **but** and **or**.

**500 to 599** These books are about birds, animals, science, mathematics **and** stars.

**A** Copy the sentences. Add the missing **commas**.

- 1 In this section there are books about transport customs and police.
- 2 Where will I find books about painting drawing music and sport?
- 3 Which two sections have books on flowers birds and animals?
- 4 You can do your project on homes houses farming or electricity.



## Spelling

### Prefixes

When a **prefix** is added to a word, don't worry if it doubles some letters.



A **prefix** is a group of letters added to the beginning of a word to change its meaning.

Be careful not to put a book back on an **incorrect** shelf.

Some prefixes give a word the **opposite** meaning.

correct                      **incorrect**

**A** Complete these word sums.

- |                            |                         |
|----------------------------|-------------------------|
| 1 dis + appear = _____     | 2 im + possible = _____ |
| 3 in + complete = _____    | 4 mis + behave = _____  |
| 5 ir + regular = _____     | 6 dis + like = _____    |
| 7 im + perfect = _____     | 8 il + legible = _____  |
| 9 mis + understand = _____ |                         |

**B** Write four of the words you have made in **Activity A** into your own sentences.

## Grammar

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



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

one book	two <b>books</b>	one torch	two <b>torches</b>
one story	two <b>stories</b>	one boy	two <b>boys</b>

Nouns ending in **f** and **fe** can be made **plural** by changing the **f** or **fe** to **v** and adding **es**.

one <b>shelf</b>	two <b>shelves</b>	one <b>life</b>	two <b>lives</b>
------------------	--------------------	-----------------	------------------

Some **f/fe** words just add **s**. You just have to learn these.

cliff	<b>cliffs</b>	roof	<b>roofs</b>
-------	---------------	------	--------------

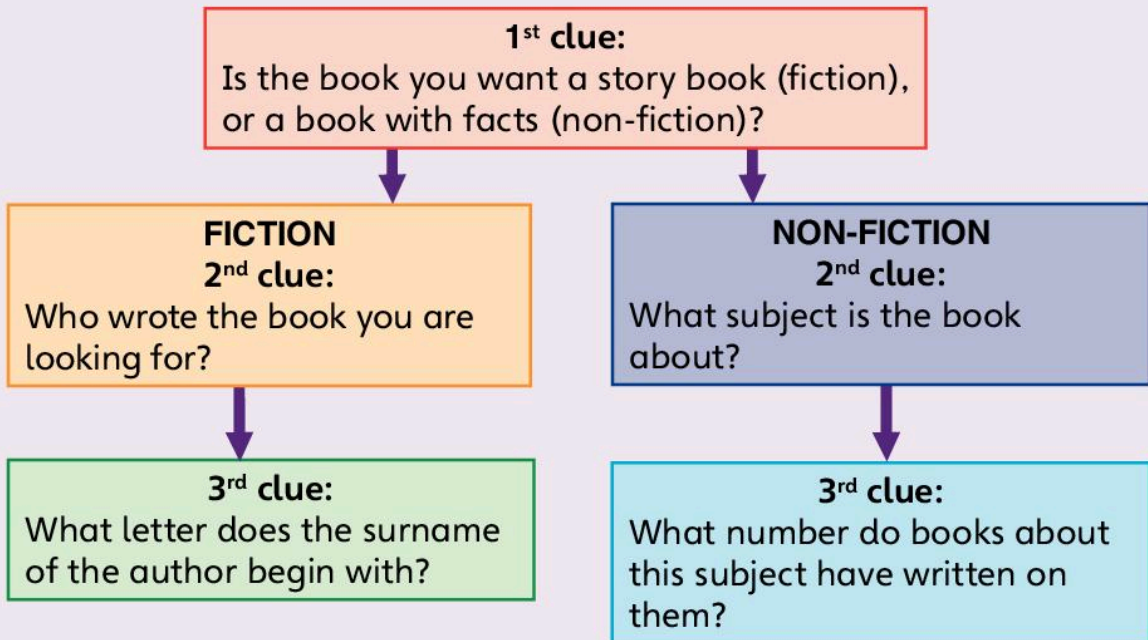
**A** Make these nouns **plural**.

- |         |          |         |          |
|---------|----------|---------|----------|
| 1 leaf  | 2 self   | 3 life  | 4 wife   |
| 5 reef  | 6 half   | 7 loaf  | 8 wolf   |
| 9 cliff | 10 shelf | 11 roof | 12 thief |



## Using a library

When you visit a **library** you are like a detective. You are looking for a book and you have to follow the clues!



You should now know where to find the book!

- 1 Look at books from your classroom or your school library.
  - a Write the titles and authors of three fiction books.
  - b Write the titles and authors of three non-fiction books.



- 2 Look at **pages 84 and 85** again.

Make up the title and author of a fiction book that would go on the shelf next to each of these books:

- a *The Tale of Peter Rabbit* by Beatrix Potter
- b *Baba's Gift* by Beverley Naidoo
- c *Fairy Tales* by Hans Christian Andersen

- 3 Make up the titles and authors of three non-fiction books that would have these numbers:
  - a 530
  - b 560
  - c 590

# Sorry, Sorry, Sorry

Sorry, I wasn't listening  
to a **single** word you said  
I **drifted** off into the mist  
that grew inside my head

Sorry, I wasn't listening  
I didn't hear a sound:  
I went where dreams of dreams have dreams  
and sky and ground **swap** round

Sorry, I wasn't listening  
aliens were at the door  
asking for **directions**  
to the planet XR4

Sorry, I wasn't listening  
some pirates came for me  
first I had to **walk the plank**  
and then I made them tea

Sorry – I wasn't listening  
I don't know what went on  
could you say it one more time –  
hang on – where've you gone?

James Carter



## Glossary

**single** one

**directions** instructions about how to get from one place to another

**walk the plank** to be forced to walk off a wooden plank on a ship into the sea



## Word Check

Find each word in the poem. Choose the correct meaning.

1 drifted

a ran

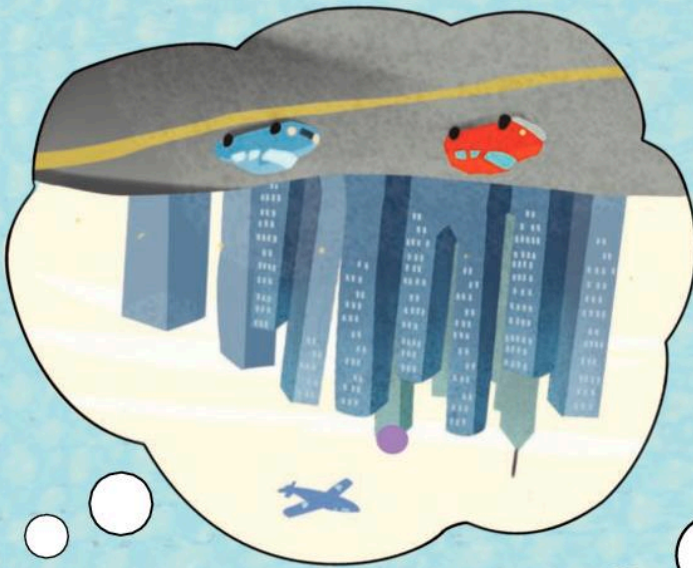
b wandered

2 swap

a change

b fly

You can use a dictionary to help you.



## Comprehension

**A** Read the poem on **page 90** again. Write a sentence for each answer.

- 1 Why is the boy apologising in the first verse?
- 2 Who is the boy talking to in the third verse?
- 3 What does the boy make the pirates in the fifth verse?
- 4 What does the boy ask at the end of the poem?

**B** Look carefully at the poem and answer these questions.

- 1 Which line is repeated in every verse of the poem?
- 2 Do you think it is good that this line is repeated so often? Why?
- 3 Which lines of the poem rhyme?
- 4 Give three examples of pairs of words that rhyme in the poem.

- C**
- 1 Did you find the poem funny? Explain why.
  - 2 Why do you think the person who was talking to the boy decided to leave?
  - 3 Have you ever found yourself in the same situation as the boy in the poem? Explain how you feel when your mind drifts off.



## Vocabulary

### Synonyms

**Synonyms** can be very important and useful for poets. Look at the following lines, which include different synonyms.

I **went** off into the mist.  
I **drifted** off into the mist.

- A** Write these headings Love, Talk and Eat. Copy each word from the box under the correct heading. Use a dictionary to check the meaning of any words that you are unsure about.

gobble	gossip	devour	like	feed
chatter	mumble	munch	cherish	treasure
admire	nibble	speak	chew	adore



**B** Copy these sentences, replacing each underlined word with a better word from **Activity A**.

- 1 I ran in, and sat down quickly to eat my lunch.
- 2 He told the boy not to eat his food so noisily.
- 3 It's unkind to talk about someone.
- 4 When you talk with your hand over your mouth, I can't hear you.
- 5 The children love their new baby brother.
- 6 I'll always love the watch my grandfather gave me.

## Punctuation

### Apostrophes

We use an **apostrophe** for:

- 1 **contractions**      I **wasn't** listening.  
wasn't = was not  
**Where've** you gone?  
where've = where have
- 2 **possessive nouns**    the **alien's** planet  
= the planet belonging to the alien  
the **aliens'** planet  
= the planet belonging to the aliens

**A** Write **C** (contraction) or **P** (possession) for each use of the apostrophe in these sentences.

- 1 The boy's mind has drifted off.
- 2 He didn't hear what was said.
- 3 The boy had to make the pirates' tea.
- 4 He can't remember what you said.



## Spelling

### ei words

This unit covers the different sounds that the spelling pattern **ei** can make. Say these words aloud: **weight**      **height**      **weird**  
Can you hear the different sounds that the **ei** makes?

**A** Copy the table. Sort the words in the word box into the correct columns.

<b>ei</b> words that sound like 'weight'	<b>ei</b> words with a different sound

receipt      eighty      freight      deceive  
neighbour      ceiling      either      receive

**B** Choose two words from each column in **Activity A**. Write a clue for each word.

## Grammar

### Verbs: irregular past simple tense

To put a **verb** into the **past simple tense**, we usually add **ed** or **d** to the verb family name.

Verb family name

to drift

to hear

Past simple tense

drift**ed**

heard

Some **verbs** do not follow this rule: to say – said; to make – made; to grow – grew.

**A** Match the **present simple verbs** in Box A with the **past simple verbs** in Box B. Write the pairs of verbs.

#### BOX A

draw      drive      swim      write  
teach      think      fly      bring

#### BOX B

brought      taught      wrote      swam  
thought      drove      drew      flew



## Writing

### Humorous poetry

**Humorous poetry** makes us smile or laugh. It may be about a funny person, event or situation. One type of funny poem is a **limerick**.

Limericks always have five lines: lines 1, 2 and 5 rhyme  
lines 3 and 4 rhyme.

This limerick is by a nineteenth-century writer called Edward Lear, who wrote many funny poems and limericks and also drew the picture.

There was an Old Man with a beard,  
Who said, 'It is just as I feared!  
Two Owls and a Hen,  
Four **Larks** and a **Wren**,  
Have all built their nests in my beard!



#### Glossary

**lark** a small brown bird with a lovely song

**wren** a very small brown bird

- 1 Do you think the limerick above is funny? Explain why.
- 2 Read the limerick again about the Old Man with the beard. Copy and complete this table.

Line	Rhyming word	Line	Rhyming word
1		4	
2		5	
3			

- 3 Write your own limerick. You could complete the limerick below, or make up one yourself.

There was a young man from the East

Who thought \_\_\_\_\_

When he \_\_\_\_\_

He \_\_\_\_\_

And \_\_\_\_\_

Think of lots of words that rhyme with 'East' before you start!



# All about Sport

This is the index from a book called *All about Sport*. An **index** is a list of the main subjects covered in an information book. The index appears at the end of the book. The main entries in an index are in alphabetical order. Sometimes, there are sub-sections of words under some of the main entries.

## INDEX

Main entry

activities	21
clothing	15–16, 45
competitions	23–28
drinking water	4, 19, 30
<b>equipment</b>	19
exercise	18
<b>fitness</b>	10, 19, 21
food	7–9, 20
history	2, 5–6, 24–28
keeping scores	33
records	25, 34–37
<b>referee</b>	33, 35
safety	19, 40–42
<b>spectators</b>	6
sports	10–14
basketball	12
cricket	11
football	12
hockey	10
netball	14
swimming	14
table tennis	13
tennis	10
snowboarding	11
<b>sportsmanship</b>	22
team captains	22, 38
timings	21, 24
<b>training</b>	23

Page numbers in the book where the information can be found

Sub-section of main entry 'sports'



### Glossary

- referee** someone who makes sure the rules are followed
- spectators** people who watch an event
- sportsmanship** fair and polite behaviour when playing sport



## Word Check

Find each word in the index. Choose the correct meaning.

- |             |                            |                         |
|-------------|----------------------------|-------------------------|
| 1 equipment | a clothing                 | b items needed          |
| 2 fitness   | a being healthy and strong | b money                 |
| 3 training  | a travelling by train      | b programme of exercise |

You can use a dictionary to help you.



## Comprehension

**A** Look at the index and answer these questions.

- 1 Which page will tell you about snowboarding?
- 2 Which page will tell you about keeping scores?
- 3 What will you find out about by reading page 12?
- 4 What will you find out about by reading page 21?
- 5 On which pages would you find out about the history of sport?

**B** Answer these questions.

- 1 Why do you think information books need an index?
- 2 How is an index different from a contents page?

An information book is a type of **non-fiction**.



**C** Copy and complete this table, showing what is on pages 4, 5, 6, 7 and 8 of the book called *All about Sport*.

Page	What is on this page?
4	
5	
6	
7	
8	



## Vocabulary

### Alphabetical order

The main entries in an index are in **alphabetical order**. Sometimes, there are sub-sections where words are listed under some of the main entries.

- A** The words in the box are entries from an index in a book about birds. Write the words in alphabetical order.

food      flying      parrot      duck      owl  
flamingo      eagle      stork      wings      ostrich  
goose      feathers      pelican      kiwi      eggs



- B** Imagine that you are going to write a book about something that interests you, such as your hobby or a sport that you like.

Use a dictionary to find out the meaning of any words that you are unsure about.



Make a list of all the main subjects you would write about in your book. Write the list in alphabetical order.





## Punctuation

### Capital letters, full stops, question marks and exclamation marks

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

A **statement** ends with a **full stop**.

An **index** comes at the end of a book.

A **question** ends with a **question mark**.

Where will I find the index?

An **exclamation** ends with an **exclamation mark**.

This book has no index!

**A** Copy the sentences. Add the missing **punctuation**.

- 1 On what page will I find information about cricket
- 2 I can read about table tennis on page 13
- 3 The facts about runners are amazing
- 4 What is a referee
- 5 These page numbers are all wrong
- 6 The index is in alphabetical order



**B** Write **questions** about sport using each of these phrases.

- 1 How many
- 2 How long
- 3 How fast
- 4 Where does
- 5 What is
- 6 How high

Remember to add the correct punctuation marks.



**C** Write an **exclamation** for each of these things.

- 1 Warn someone about a ball that has been thrown towards them.
- 2 Tell somebody about a good movie you saw.
- 3 Thank someone for their help.
- 4 Congratulate someone on winning.



## Spelling

### Prefixes: un de re pre and non

A **prefix** is a group of letters added to the beginning of a word to change its meaning.

My dad is **un**sure about how to play golf.

Remember, when a prefix is added to a word, don't worry if it doubles some letters.



**A** Copy the words and underline the prefix in each word.

- 1 unhappy   2 prehistoric   3 nonsense   4 revisit  
5 decode   6 unnecessary   7 rebuild   8 non-stop

**B** Write a definition for each of the words in **Activity A**. You might need to use a dictionary to help you with some of them.

## Grammar

### Abstract nouns

There are different types of **nouns**.

Concrete **nouns** are the names of things you can see and touch. These include:

- common nouns** – water  
**proper nouns** – Egypt  
**compound nouns** – basketball

**Abstract nouns** are the names of things you cannot touch, taste, smell or hear. These can also be:

- common nouns** – information, knowledge  
**proper nouns** – Monday  
**compound nouns** – self-confidence

**A** Copy the sentences. Underline the **abstract noun** in each sentence.

- 1 I have never played tennis but I can use my imagination.  
2 He has the ability to be a great cricketer.  
3 The defeat will make her very unhappy.  
4 I used all my energy to win.





## Writing

### Indexes

Remember, an **index** is an alphabetical list of the main subjects covered in a non-fiction book. An index helps you to find the information you are looking for quickly.

- 1 Here are the names of some animals from a book about wildlife in Tanzania. Write them out as if they were part of an index. You will need to include the main entries and the sub-sections.

Look up words you don't know in a dictionary.



animals	rhino	elephant	hippo
gorilla	zebra	giraffe	habitats
feeding	meat-eating	grass-eating	lakes
forests	lion	rivers	plains

- 2 The contents page on **page 42** in **Unit 7** is from a book about the weather.

Arrange the subjects from the book in alphabetical order, as you would find them in an index.

sun	wind	clouds	rain	hail
snow	thunder	lightning	fog	mist
dew	frost	forecasting the weather		

- 3 Look back at **page 42** and write the correct page numbers next to each entry in the list you wrote for **Activity 2**.

You will have to give a range of pages (for example: 12–15), not just single page numbers.



## Me and Mister P

“I *would* be able to see what was going on,” whined Arthur, “if Liam wasn’t sitting right in front of the screen. And anyway, I want to *hear* what’s going on. I don’t want to listen to Liam **humming** the whole time. I need to listen to the **commentary**.”

Mum **crouched** down in front of Arthur and took his hands. “Come on, Arthur. You have to try to understand what it’s like from Liam’s **point of view**.”

“I always have to understand Liam’s point of view. What about MY point of view?” Arthur tried to grab the control back from Mum.

“Stop it!” shouted Mum. “That’s enough.”

Liam started to cry and Mum looked up at the ceiling and sighed.

“Ok, that’s it. No one is going to watch football this afternoon.”

Mum turned off the TV and walked out of the room and into the garden.

Arthur couldn’t believe it. “This is all your fault,” he snapped at Liam. “You can tell Mum and Dad I’ve had enough and I’m leaving this house and I’m not coming back.”

Liam covered his ears with his hands and cried even louder.

Arthur rushed up to his room, searched under his bed for his **survival** tin, and stuffed his lucky **crystal** into his coat pocket. Then he crashed down the stairs and flung open the front door. He **barged** past the polar bear who was standing on the doorstep and **hurtled** off down the street, running as fast as he could.

He wanted to get as far away from his house, his brother, and his ... parents as possible. He wasn’t going to let a polar bear or anything else stop him.

WAIT  
ONE  
SECOND!  
HANG ON!  
STO-O-O-OP



Arthur slammed on the brakes so hard his trainers left burn marks on the pavement. A polar bear? On his doorstep? Was he imagining things? Arthur stamped on his own foot to make sure he wasn't dreaming. OUCH!

There was a polar bear – he was sure of it! Right on his doorstep! No way! Wow!

Now Arthur was in a **dilemma**. He wanted to run away, but he also wanted to check out the bear. Was it dangerous?... Did he care? Arthur thought for a moment and decided perhaps he did. However annoying his family could be, he really didn't want them to be **munched** by a polar bear. Perhaps he could run away later? Right now it seemed more important to get back home. He spun around and...

“Waaaaaaahhhhhhh!”

“Grrrrrrr!”

The polar bear was so close that Arthur could feel its icy breath on his face. He was so close that he could see its shiny nose, its night-black eyes, its enormous claws. The bear took a step towards him.

“Waaaaaaahhhhhhh!”

Arthur yelled again, waving his arms in the air.

The bear stood up on its **hind** legs and waved its huge hairy paws back at Arthur.

From *Me and Mister P*  
by Maria Farrer



### Glossary

- humming** singing with his lips closed  
**commentary** a description of what is happening at an event  
**point of view** someone's opinion  
**crystal** a shiny rock  
**dilemma** a difficult choice between two options  
**hind** back

### Word Check

Find each word in the extract. Choose the correct meaning.

- |            |                             |                          |
|------------|-----------------------------|--------------------------|
| 1 crouched | a bent close to the ground  | b jumped up              |
| 2 survival | a to help you repair things | b to help you stay alive |
| 3 barged   | a pushed                    | b walked                 |
| 4 hurtled  | a wandered                  | b rushed                 |
| 5 munched  | a eaten                     | b scared                 |

You can use a dictionary to help you.



## Comprehension

**A** Look again at the extract on **pages 102 and 103**. Write a sentence to answer each question.

- 1 What were Arthur and Liam watching on television?
- 2 What did Arthur want to listen to?
- 3 What did Arthur collect from his bedroom?
- 4 What was standing on the doorstep as Arthur rushed out of the front door?
- 5 Why was Arthur worried about his family?

**B** Answer these questions and explain your answers.

- 1 How does Arthur feel about Liam?
- 2 Why was Arthur angry with his mother?
- 3 Would you have reacted in the same way as Arthur when:
  - a the television was turned off?
  - b he came face to face with a polar bear?

**C** Look for details in the extract about the polar bear.

- 1 Copy the descriptive phrases used to describe the polar bear.
- 2 How does the description of the bear make you feel? Why?





## Vocabulary

### Words within words

Spellings are often easier if you can find smaller words within longer words.

“I don’t want to **listen** to Liam humming the whole time.”  
The smaller words in ‘listen’ are: **list, ten, is, I.**

- A** Find two smaller words in each of the following words taken from the story. Use a dictionary if you need to check the words you have found.

1 commentary    2 searched    3 crashed    4 started

- B** Look at these **compound words** from the story. Find the two small words that have been joined to form each one.

- 1 football  
2 afternoon  
3 doorstep

Remember, **compound words** are made when two words are joined to make one word.



## Punctuation

### Direct speech

**Direct speech** is when we write words that someone has said. We put “ at the beginning of the spoken words and ” at the end of the spoken words.

“Stop it!” shouted **Mum**.

Sometimes the **speaker’s name** comes before the spoken words.

**Mum said**, “Come on, Arthur.”

We use a **comma** to separate the non-spoken and spoken words.

- A** Copy and **punctuate** the sentences.
- 1 I wish Liam would stop humming said Arthur
  - 2 Mum said You must try to understand
  - 3 What about my point of view asked Arthur
  - 4 Grrrrrr said the polar bear



## Spelling

### Tricky words

Some words can be tricky to learn because the letters or letter patterns make different sounds to those expected:

pyramid

league

machine

gym

tongue

brochure

mystery

catalogue

parachute

crystal

chef

- A** Match each definition with a word from the box above.
- 1 something with parts that work together to do a job
  - 2 a strange event that can't be explained
  - 3 the part of your mouth that can move and taste things
- B** Eight words haven't been used in **Activity A**. Choose three of these and write them into your own sentences.

## Grammar

### Pronouns

A **pronoun** can be used instead of a **noun**.

**Liam** watched television.

**He** watched television.

**Mum** was cross.

**She** was cross.

- A** Copy the sentences. Use a **pronoun** from the box to replace the underlined words.

I    you    he    she    it    we    they

- 1 Liam and Arthur were watching television.
- 2 Mum turned off the television.
- 3 "Liam and I were watching that," Arthur said.
- 4 A polar bear was standing on the doorstep.





## Writing

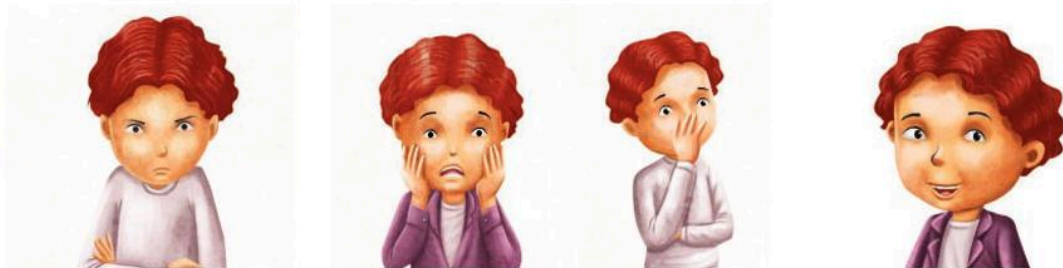
### How characters in stories make you feel

Think about a story you have just finished reading.

- How did you feel when you were reading it?
- What did it feel like when you got to the end of the story?
- Did some parts of the story make you laugh?
- Did you feel frightened, excited or sad?
- Did you like all the characters in the story?
- Did you dislike some of them?

A good story makes you have **lots of feelings** while you are reading it.

- 1 Read the extract from *Me and Mister P* on **pages 102 and 103** again. Write about how you felt when:
  - a Mum turned off the television.
  - b Arthur shouted at Liam.
  - c Arthur rushed out of the front door.
  - d Arthur came face to face with the polar bear.



- 2 Think about Arthur. Write two sentences to describe Arthur in a way that would make the reader:
  - a dislike him (think about the way he shouted at Liam)
  - b feel sad for him (think about how others do not see his point of view)
  - c laugh at him (think about how he acted when he saw the polar bear).
- 3 Now write a detailed description of Arthur. Imagine that the person who will read your description knows nothing about Arthur.

## Vocabulary

- Copy these sentences. Replace each underlined word with a **synonym**.
  - Tuhil was wet as he came in from the rain.
  - Leena looked at her exam results but she couldn't believe them; she was so happy!
- Write these groups of letters in **alphabetical order**.
  - q f v o k
  - x g y n j
- Write one **homophone** for each word.
  - there
  - to
  - right
  - pair
  - bye
  - been
- Write the **root word** of each of these words.
  - happiness
  - undo
  - believable
- Which words are synonyms for **said**?  
grabbed   answered   smiled   commented   replied
- Write your own **definition** of each word below.
  - book
  - bicycle
  - breakfast
  - discouraged
- Write an **antonym** of each word below.
  - long
  - small
  - remember
  - start
- Write one sentence using each of these **common expressions**.
  - time to go
  - look out



- 9 Write three **compound words**.
- 10 Write an antonym and synonym for each of these words.  
a full                      b stop                      c plain
- 11 Write each of these homonyms in two sentences to show their different meanings.  
a wave                      b book
- 12 How many words can you find in the word 'somewhere'?

## Punctuation

- 1 Copy and **punctuate** these sentences.  
a *where are you going*  
b *my name is Asma*  
c *stop shouting*
- 2 Write the **contractions**.  
a cannot                      b they have                      c he is  
d I am                      e we are                      f should not
- 3 Write these phrases using an **apostrophe**.  
a the toys belonging to William  
b the shoe belonging to the mice  
c the bats belonging to the players
- 4 Copy and punctuate these **direct speech** sentences.  
a *This food is amazing* said Li  
b *Where is the index* asked Roshan  
c *Samir said I really like this book*

## Spelling

- Copy these words and circle the silent letter in each.  
**a** scent    **b** chaos    **c** characters    **d** scenery
- Write a word with **wa** and a word with **qua**.
- Complete these word sums.  
**a** safe + ly = \_\_\_\_\_    **b** greedy + ly = \_\_\_\_\_  
**c** smart + ly = \_\_\_\_\_    **d** happy + ly = \_\_\_\_\_
- Add **sion** or **tion** to complete each word.  
**a** televi\_\_\_\_\_    **b** opera\_\_\_\_\_  
**c** occa\_\_\_\_\_    **d** frac\_\_\_\_\_
- Copy these words and underline the letters that make the same sound as **ey** in 'they'.  
**a** beige    **b** neighbour
- Find two more words where the **ou** spelling makes the same sound as:  
**a** found    **b** double
- Add **sure** or **ture** to complete each word.  
**a** plea\_\_\_\_\_    **b** furni\_\_\_\_\_  
**c** mea\_\_\_\_\_    **d** clo\_\_\_\_\_
- Copy these words and underline the **prefix** in each one.  
**a** return    **b** prehistoric    **c** unknown    **d** decode  
**e** nonsense    **f** discover    **g** illegible    **h** misunderstood
- List four question words beginning with **wh**.
- Write an **ous** word which rhymes with **curious**.



11 Complete these word sums.

a clever + est = \_\_\_\_\_

b happy + er = \_\_\_\_\_

c big + er = \_\_\_\_\_

d heavy + est = \_\_\_\_\_

12 Add **ing** and **ed** to each of these words.

a add

b stop

c wait

d live

e play

## Grammar

1 Copy these sentences and underline the **verb** in each one.

a I like science, art and music.

b The princess is shivering with cold.

c Hans Christian Andersen lived a long time ago.

d She was planning her birthday party.

2 Write the **plurals** of these nouns.

a country

b key

c half

d cliff

3 Copy and join these pairs of sentences with a **conjunction**.

a The prince got home. He went to bed.

b They built the treehouse. It fell down.

c I will go to the shops. I have finished my lunch.

d I must wash my hands. I am going to cook.

e I listen to music. I am tidying my room.

4 Write the **past simple tense** of these verbs.

a to write

b to draw

c to bring

d to grow

e to fly

f to catch

5 Copy these nouns. Write **a** or **an** before each one.

a egg

b book

c elephant

d house

e ant

f mouse

- 6 Copy the sentences. Underline the **abstract noun** in each one.
- a She showed great kindness to the new student.
  - b I have to find the information I need.
  - c We will go in the morning.
  - d The football player is known for his skill.
  - e The speed with which he ran was amazing.
- 7 Replace each verb in brackets with the **present perfect tense**.
- a The cat [to chase] the mice.
  - b Dipa [to watch] television.
  - c I [to look] in the index.
- 8 Replace each verb in brackets with the **future tense**.
- a I [to read] the poem when I get home.
  - b She [to send] invitations to her friends.
  - c He [to review] the book when he has finished reading it.







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**tel.** +44 (0) 1536 452620  
**fax** +44 (0) 1865 313472

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