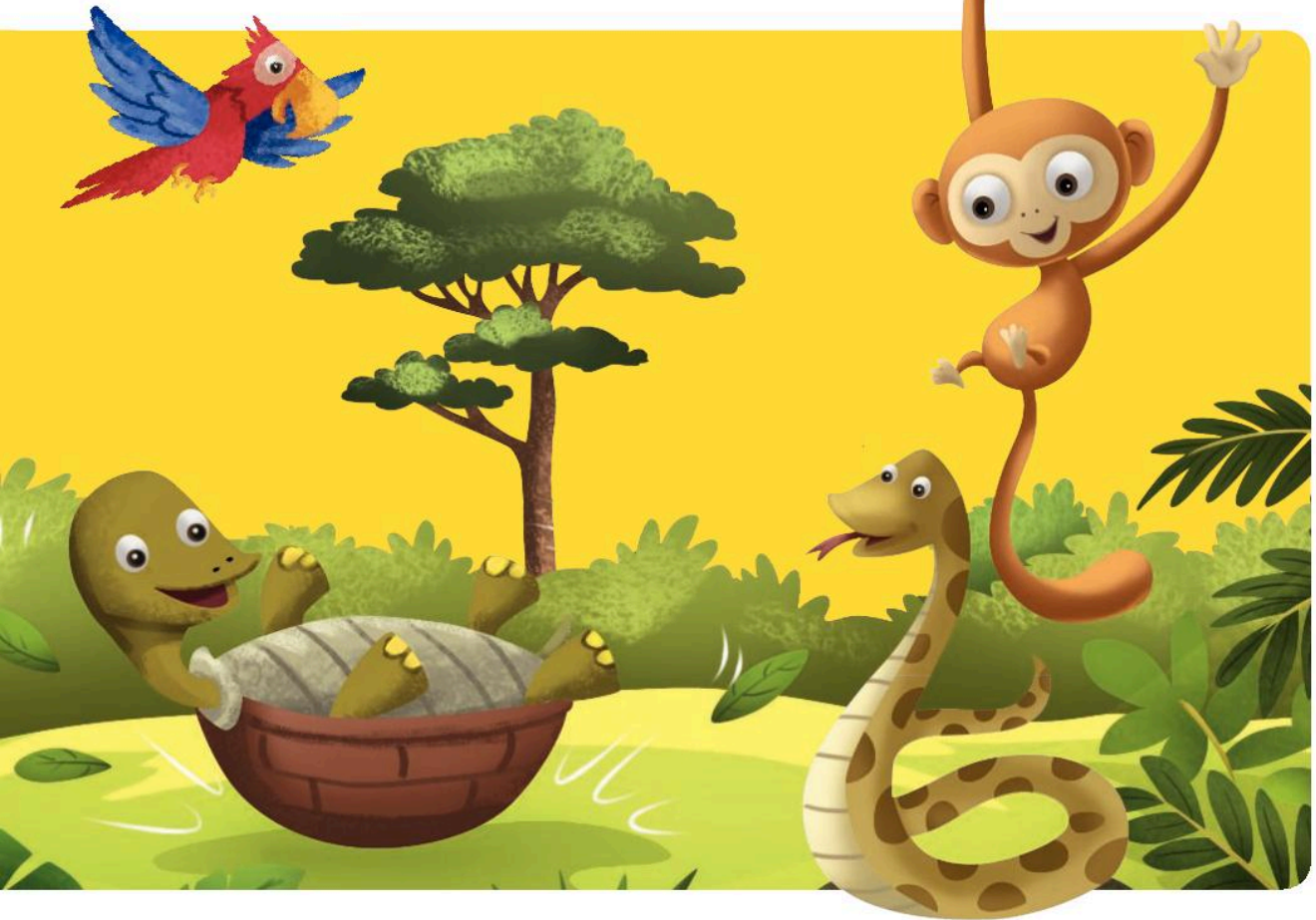




Nelson
English

Pupil Book 2



Sarah Lindsay and Wendy Wren

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Contents

	Scope and Sequence	4
Unit 1	Secrets	6
Unit 2	How Do We Move?	12
Unit 3	I Wouldn't	18
Unit 4	How to Make a Hovering Bee	24
Unit 5	Little Red Riding Hood	30
Unit 6	Baby Reptiles	36
Unit 7	A Book Cover	42
Unit 8	Bridges	48
Unit 9	Lara's Letter	54
Unit 10	Wheels	60
Unit 11	The Three Billy Goats Gruff	66
Unit 12	The Chatterbox Turtle	72
Unit 13	A Woodland Dictionary	78
Unit 14	A Dragon in the Classroom	84
Unit 15	Christopher's Bicycle	90
	Check-up	96

Book 2 Scope and Sequence

Unit	Unit Title	Text	Comprehension Focus
1	Secrets	Fiction text: an extract from 'Secrets' by Betsy Byars	Showing a literal understanding of a text and ordering events
2	How Do We Move?	Information text: 'How Do We Move?'	Showing a literal understanding of a text and interpreting information in pictures
3	I Wouldn't	Poetry: 'I Wouldn't' by John Ciardi	Showing a literal understanding of a poem and giving a personal response
4	How to Make a Hovering Bee	Instructions: 'How to Make a Hovering Bee'	Identifying specific information and ordering instructions
5	Little Red Riding Hood	Fiction text: an extract from <i>Little Red Riding Hood</i> , a traditional tale	Showing a literal understanding of a text and interpreting a character's thoughts and feelings
6	Baby Reptiles	Information text and diagrams: 'Baby reptiles'	Identifying specific information in a text, a flow diagram and a cyclical diagram
7	A Book Cover	A front and back cover of a book	Showing a literal understanding of information presented on a book cover and giving a personal response
8	Bridges	Non-fiction text: extract and index from a book about bridges	Showing a literal understanding of information presented in a text and in an index
9	Lara's Letter	A letter from a girl to her grandparents	Showing a literal understanding of information presented in a letter and giving a personal response
10	Wheels	Information text: 'All about Wheels' Beginning of a story: <i>The Flat Tyre</i>	Identifying the features of fiction and non-fiction
11	The Three Billy Goats Gruff	Fiction text: an extract from <i>The Three Billy Goats Gruff</i> , a traditional tale	Showing a literal understanding of a fiction text and interpreting information
12	The Chatterbox Turtle	Fiction text: <i>The Chatterbox Turtle</i> by Cynthia Rider	Showing a literal understanding of a fiction text and interpreting information
13	A Woodland Dictionary	Pages from a dictionary, with words relating to woodlands	Showing a literal understanding of a dictionary and how it works
14	A Dragon in the Classroom	Poetry: 'A Dragon in the Classroom' by Charles Thomson	Showing a literal understanding of a poem and giving a personal response
15	Christopher's Bicycle	Fiction text: an extract from <i>Christopher's Bicycle</i> by Charlotte Middleton	Showing a literal understanding of a fiction text and identifying beginning, middle and end

Vocabulary Focus	Punctuation Focus	Spelling Focus	Grammar Focus	Writing Focus
Compound words	Capital letters and full stops	or, ore, aw and au words	Nouns and adjectives	Putting events in order
Body words	Contractions and apostrophes	wa and qua words	Present tense verbs	Using subheadings
Rhyming words	Capital letters, full stops and question marks	Soft c	Making verbs using am, is and are	Rhymes
Tricky words	Capital letters and exclamation marks	tion endings	Conjunctions: and, but and or	Writing instructions
Opposites	Contractions of to have	Adding ing, ed and er	Making opposites	Looking at settings
Similar words	Capital letters, full stops and question marks	Unusual o words	Verbs: regular past simple tense	Flow diagram
Transport words	Commas in lists	y and ey endings	Compound nouns	A book cover
Words within words	Contractions with not	Soft g	Adjectives: comparatives with er	Writing an index
Activity words	Possessive nouns	y + er, y + est, y + ed	Past progressive tense	Writing a letter
Word families	Speech marks	Silent letters	Making a verb into a noun	Fiction and non-fiction
Sound words	Possessive nouns	ai and all words	Adverbs with ly	Describing characters
Linking words	Contractions	un and dis prefixes	Using adjectives to compare	Writing a description
Compound words	Commas in lists	ar words	Subordinating conjunctions: so and because	Dictionary definitions
Similar words	Punctuation round-up	Using suffixes	Adverbs for when and where	Dragon poem
Homophones	Punctuation round-up	le, el, ai and il endings	Comparative and superlative adverbs with er and est	Writing stories

Secrets

Jimmy is not good at keeping secrets. He gives away secrets so often that his friends are careful not to tell him any.

The next morning when Jimmy went to school he stopped outside the door. He listened. He heard someone say, “Shhhh! He’s outside. He’s listening. Don’t give it away.”

Everything got very quiet. Jimmy walked into the room and sat at his desk. In a low voice he said, “Please tell me the secret, Roman.”

“No.”

“I’d tell you.”

“I know you would.”

“Pleassssssse!”

“Nnnnnoooooo.”

“Then I’ll find out from somebody else.”

After school he waited at the corner for Libby Rose. In Class One Libby had had trouble keeping a secret too. She had told the teacher that Rickie had a little snake in his pocket. Well, she had not actually told him. She had said, “Mr Rogers, is it all right for us to bring snakes to school in our pockets?”

When he saw Libby, Jimmy said, “Libby, what’s the big secret?”

Libby said, “I’m not telling.”

“If I ever hear a secret, I’m not going to tell you.”

“You’re never going to hear one.”

He followed Libby down the footpath on his knees.

“Please please please please –”

“Oh, all right,” Libby said. “Our teacher’s going to get married.”

He got up and dusted off his knees. He ran home like a cartoon character, leaving a streak behind him. He flung open the door. “I found out the secret! Our teacher’s going to get married.”

“She’s already married,” his mother said.
“Somebody’s teasing you.”

From ‘Secrets’ by Betsy Byars



Comprehension

A Answer these questions.

- 1 What did Jimmy want Roman to tell him?
- 2 Who did Jimmy wait for after school?
- 3 Who had a little snake in his pocket?
- 4 What secret did Libby tell Jimmy?
- 5 What did Jimmy do as soon as he found out the secret?

How well do you remember the story on pages 6 and 7?



B Write these things in the order they happened in the story.

Jimmy meets Libby.
Jimmy listens outside the door.
Jimmy tells his mother the secret.
Jimmy asks Roman to tell him the secret.
Libby tells Jimmy a secret.

C Discuss these questions with a friend.

- 1 How would you feel if you were Jimmy?
- 2 How do we know Jimmy could not be trusted with a secret?
- 3 Have you ever been told a secret?
Did you keep the secret or tell someone?

Vocabulary

Compound words

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

Jimmy heard **someone** say, "Shhhh! He's **outside**."

some + one = someone

out + side = outside



A Finish the words sums. Write the compound words.

1 play + ground = ?

2 foot + ball = ?

3 skate + board = ?

4 in + side = ?

5 head + teacher = ?

6 home + work = ?

7 class + room = ?

8 lunch + time = ?

B Look at the 'Secrets' story on **pages 6 and 7**. Write down any compound words you can find.

Can you find three compound words?



Punctuation

Capital letters and full stops

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

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

Jimmy is not good at keeping secrets.



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

1 jimmy walked into the room. 2 he sat at his desk.

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

1 Rickie had a snake

2 Our teacher is getting married

Spelling

or, ore, aw and au words

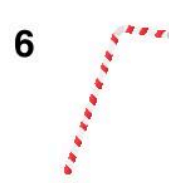
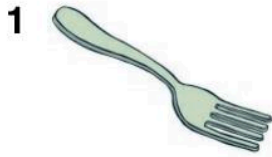
Listen to the sound these letter patterns make.

Jimmy **saw** Libby. He was waiting for her on the **corner**.

The letters **au** and **or** can make the same sound.

A Copy the word from the word box to match each picture.

torch jigsaw storm paw fork more straw August



B Two words in the word box have not been used in **Activity A**. Write a sentence, using each of these words.

Grammar

Nouns and adjectives

Nouns are naming words.

a **snake**

Adjectives are describing words.

a **little** snake



A Find the **adjectives** in the story that describe:

1 Jimmy's voice 2 the snake 3 the secret

B Look at the picture.

Write some **nouns** and **adjectives** to describe the picture.



Writing

Putting events in order

It is important that the events in a story are written in the correct order, otherwise the reader will get confused about what is happening.

- 1 Look at the pictures below.
They show the main events of the story from **pages 6 and 7**.
They are jumbled up.

A



B



C



- a Which picture shows the **beginning** of the story?

Finish this sentence:

When Jimmy got to school, he _____.

- b Which picture shows the **middle** of the story?

Finish this sentence:

After school, he _____.

- c Which picture shows the **end** of the story?

Finish this sentence:

As soon as Jimmy got home, he _____.



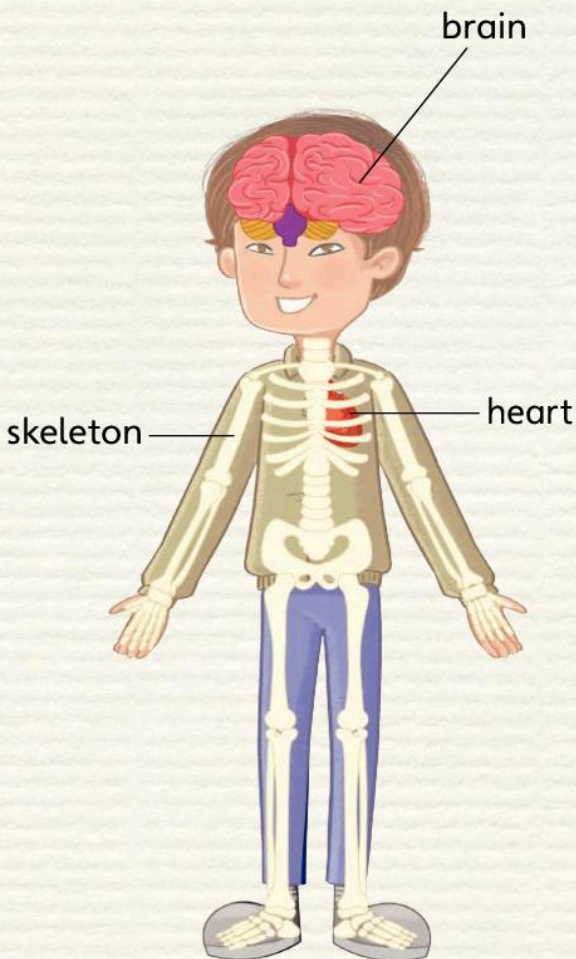
How Do We Move?

Our bodies are very clever. Everything has a job to do, from our brain to our bones and our ears to our eyelashes.

Our brain

Our brain is like a computer.

It tells us what to move and how to do it, even our eyebrows.



Our heart

Our heart pumps the blood around our body.

This takes oxygen and other things we need to every part of our body.

Put your hand on your chest. Can you feel your heart beating?

Our skeleton

Our skeleton is like a frame.

It holds our body in shape. It is moved by our muscles, which do what our brain tells them.

Where do we get the power to move?

We need **energy** to move.

Energy comes from the food we eat and liquids we drink, just like a car needs fuel to make it go.

We need food and liquid put into our bodies to make us work!



fruit



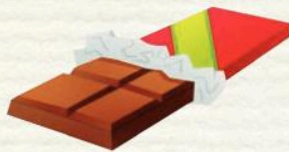
milk



water



curry



chocolate



pasta



rice



vegetables



cheese



nuts



eggs



I'm feeling really tired.

If you eat you will have more energy.

I am feeling much better!

Comprehension

A Answer the questions.

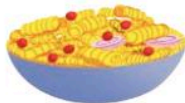
Write short answers.

- 1 What is our brain like?
- 2 What does our heart pump around our body?
- 3 Can you feel your heart?
- 4 What is our skeleton like?
- 5 What do we need to move?

B Look carefully at the picture at the bottom of **page 12**.
How does your skeleton protect your heart?



C Write a list of five things that would give your body energy.



Vocabulary

Body words

All these words are parts of the body.

shoulder	brain	nose	neck	skeleton
head	heart	foot	knee	ear

Read the information on **pages 12 and 13** carefully.



A What part of the body am I?

1 I help you smell. *n* _____

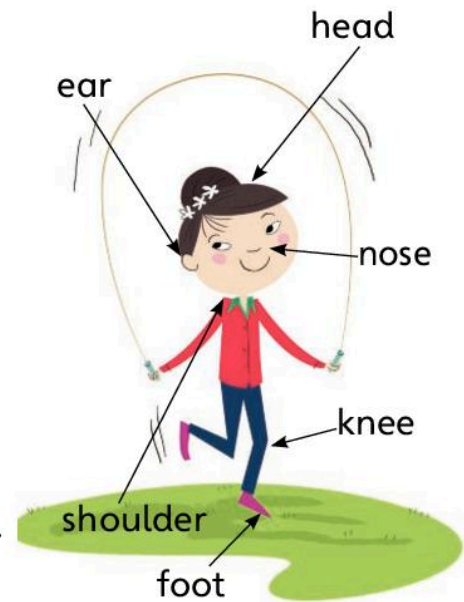
2 I connect the parts of your leg. *k* _____

3 I am on top of your neck. *h* _____

4 I hear sounds. *e* _____

5 I am at the top of your arm. *sh* _____

6 I help you walk. *f* _____



B Write three of your own clues for three other body words.

Punctuation

Contractions and apostrophes

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 feeling really tired. I'm = I **a**m

A Say which letter has been **left out**.

1 I am = I'm 2 you are = you're 3 he is = he's

4 she is = she's 5 they are = they're 6 we are = we're

7 it is = it's

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

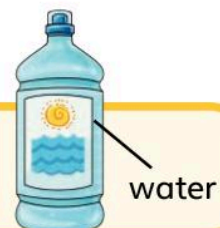
1 it's 2 they're 3 we're 4 you're

Spelling

wa and qua words

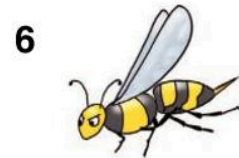
Listen to the sound the **qua** and **wa** make.

It is important to drink a good **quantity** of **water**.



A Copy a word from the word box to match each picture.

wasp watch wash squash quarter quarrel



B Write down three more words that include **wa**.

Grammar

Present tense verbs

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

Our heart **pumps** the blood around our body.

Our skeleton **holds** our body in shape.

Present tense verbs tell us what is happening **now**.

The boy **jumps**.

The girl **skips**.

Doing words
are called
verbs.



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

comes tells make move takes

- 1 Our brain _____ us what to move.
- 2 Our heart _____ oxygen to all parts of our body.
- 3 Our muscles _____ our bodies.
- 4 Energy _____ from the food we eat.
- 5 We eat to _____ our bodies work.

Using subheadings

Subheadings make it easier to read factual information.

The information on **pages 12 and 13** is all about how people move but it is split up under headings or subheadings to make it easier to read.

Look back at the subheadings on **page 12**.



- 1 Read this information about short and tall people carefully.

Some people are much shorter than most other people.

The shortest adult was just under 55cm tall. He was called Chandra Dangi and he lived in Nepal. He lived to be 75 years old.



Some people are much taller than most other people.

The tallest man in history was Robert Wadlow, who lived in the USA. He was 272cm tall. His shoes were 47cm long!

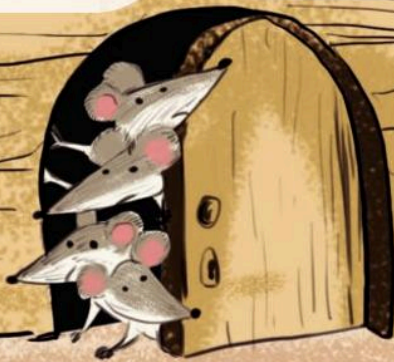
- 2 Write these headings in your book. Write notes about each person under the correct heading.

Robert Wadlow	Chandra Dangi

- 3 On a new sheet of paper, write **Short and Tall** as your main heading. Use your notes to write about the two people. Use their names as **subheadings**.

I Wouldn't

There's a mouse house
In the hall wall
With a small door
By the hall floor
Where the fat cat
Sits all day,
Sits that way
All day
Every day
Just to say,
"Come out and play"
To the nice mice
In the mouse house
In the hall wall
With the small door
By the hall floor.





And do they
Come out and play
When the fat cat
Asks them to?
Well, would you?

John Ciardi

Comprehension

A Answer these questions about the poem.

- 1 Where is the cat sitting?
- 2 Where is the small door?
- 3 How long does the cat sit waiting for the mice?
- 4 Does the cat really want to play with the mice?



B For each question, copy the statement that is true.

- 1 The cat is fat.
The cat is thin.
- 2 The cat wants to play with the mice.
The cat wants to catch the mice.

C Discuss these questions with a friend.

- 1 If you were one of the mice, would you come out? Why?
- 2 What do you think it is like in the 'mouse house'?
- 3 How do you think the cat is feeling?



Vocabulary

Rhyming words

Rhyming words often have the same letter patterns.

mouse house



- A** Copy the words below.
Beside each word, write another word from the poem on **pages 18 and 19** that rhymes.

1 mouse house 2 floor 3 nice
4 fat 5 wall 6 say

The first one has been done to help you.



- B** Choose three of the pairs of words in **Activity A**.
Write another rhyming word for each pair.

Punctuation

Capital letters, full stops and question marks

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

There's a mouse house in the wall.

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

Will you come out to play?

- A** You have read the poem 'I Wouldn't'.
- 1 Make up a **telling sentence** about the poem.
 - 2 Make up an **asking sentence** about the poem.

Remember the full stop or question mark.



Spelling

Soft c

Say these words aloud. **cat** **mice**

What do you notice about the **c** sound in each word?

The **c** in **mice** is called a **soft c**.
It sounds more like an **s**!



A Copy the words with a **soft c**.

Say the words aloud.
That will help you!



cat **mice** **fact** **city** **rice** **computer** **race**
cave **actor** **face** **circle** **crocodile** **icy** **spicy**

B Look at the words you have copied for **Activity A**.

- 1 Underline the letter that follows the **soft c** in each word.
- 2 Which three letters usually follow the **soft c**?

Grammar

Making verbs using **am**, **is** and **are**

A Copy and complete each sentence with **am**, **is** or **are**.

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

am + verb family name + ing

is + verb family name + ing

are + verb family name + ing

I **am waiting** for the mice.

The cat **is sitting** by the door.

The mice **are staying** in the house.

Doing words are called **verbs**.



- 1 We _____ reading a poem.
- 2 The mice _____ hiding.
- 3 The cat _____ waiting for the mice.
- 4 I _____ enjoying the poem.
- 5 We _____ playing a game.

Writing

Rhymes

Most poems have rhyming words.
'I Wouldn't' is a rhyming poem.

- 1 Copy the lines with rhyming words below.
Use the correct word from the box to fill each gap.

door

mouse

cat

wall

In the hall

There's a _____.



In the house

There's a _____.



Near the floor

There's a _____.



On the mat

There's a _____.



How to Make a Hovering Bee

You will need:

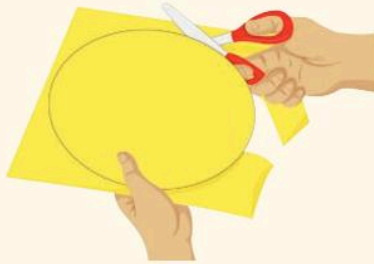
a plate
a pencil
yellow card
scissors

a paintbrush
black paint
glue
black tissue paper

three pipe cleaners
sticky tape
white paper
thread



1 Draw around the plate on the piece of yellow card.



2 Cut out the circle.



3 Fold it in half.



4 Cut along the fold.



5 Paint black stripes on one half of the shape.



6 Glue half way along the straight edge.



7 Overlap the edges and stick to make a cone.



8 Scrunch a ball of black tissue paper for the head.



9 Glue the tissue paper ball into the cone.



10 Bend three pipe cleaners into U-shapes.



11 Stick them on to the cone with sticky tape.



12 Draw two wing shapes on white paper.



13 Cut out the wing shapes and glue them on to the cone.



14 Cut out shapes for the eyes and glue them on.



15 Use sticky tape to attach the thread to the cone. Hang up your bee and watch it hover!

Comprehension

A Write sentences to answer these questions.

- 1 What are the instructions for?
- 2 How many instructions are there?
- 3 Why do you think the instructions are numbered?
- 4 Which part of the bee would you find easiest to make? Why?
- 5 Which part of the bee would you find most difficult to make? Why?

Read the instructions on **pages 24 and 25** before answering the questions.



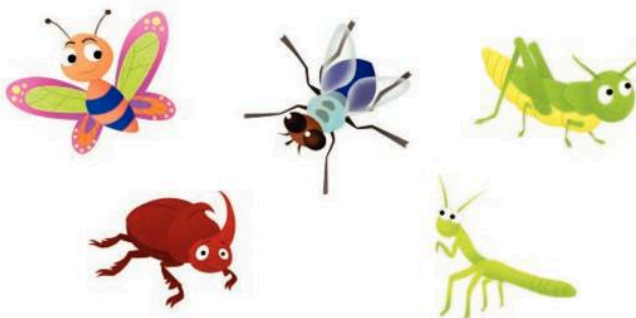
B From the instructions, write five action words that give an order.

C Discuss these questions with a friend.

- 1 Look carefully at the Hover Bee instructions on **pages 24 and 25**.

What other insects could you make using very similar instructions?

- 2 Which of the instructions might have to change?



Vocabulary

Tricky words

Here are some words that are useful to know but can be tricky to learn.

I **told** my friend to **hold** my Hover Bee so that I could **find** the **last** of the white paper to make the wings.

fast told mind old find gold last hold kind past cold

- A** How many different letter patterns can you find in the words in the word box? Write the letter patterns.
- B** Sort the words in the word box into a different group for each letter pattern.

Punctuation

Capital letters and exclamation marks

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

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

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

Some sentences show that someone is surprised, excited or cross.

These sentences are **exclamations**.

They end with an **exclamation mark**.

Cut along the fold.

What are you making?

Hang up your bee and watch it hover!

- A** Copy the sentences.
Add a **full stop**, a **question mark** or an **exclamation mark**.

- 1 I am painting black stripes
- 2 Where is the glue
- 3 I am adding the wings
- 4 Where do I cut the card
- 5 My bee is amazing
- 6 I can't believe it works



Spelling

Words ending in **tion**

There are many words that end in **tion**.

instruct**ion**

Let's look at the instruct**ions**.

A Write the words from the word box to match the pictures.

question

station

direction

celebration

fiction

lotion

1



2



3



4



5



6



B Can you think of two other words that end in **tion**?

Grammar

Joining words are called **conjunctions**.



Conjunctions – **and**, **but**, **or**

We use the joining word **and** to join sentences.

Sentence 1: Cut out shapes for the eyes. Sentence 2: Glue them on.

Cut out shapes for the eyes **and** glue them on.

You can also join sentences with **but** and **or**.

Fold the card **but** don't cut it.

Use white paper **or** use coloured paper.

A Copy the sentences. Join each pair with a **conjunction**.

1 Put a plate on the card. Draw around it.

2 Glue along the edge. Don't use too much glue.

3 You can use paint for the stripes. You can use a crayon.

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



Writing instructions

It is important to write instructions in the **correct order** or they don't make sense.

If instructions are **numbered** it makes them easy to follow.

They also need to be **simple and direct** so they can be easily understood.

These sentences about feeding a pet cat are in the wrong order. You are going to write them as instructions.

Look back at the instructions on **pages 24 and 25** of this unit.



You should put the bowl of food in front of the cat.
You should use a spoon to put the cat food in the bowl.
You should call your cat to come and eat.
You should open the tin of cat food.

Complete the following activities:

- 1 Write a list of the things that will be needed.
- 2 Rewrite the instructions but begin each step with a verb.
- 3 Decide the best order for the instructions and number them in order.



Little Red Riding Hood

One day, Little Red Riding Hood's mother called her in from the garden.

"Little Red Riding Hood, will you take this basket of food to your grandmother? She is not very well and I want her to have something good to eat."

"Yes," said Little Red Riding Hood. "I will pick some of the red flowers and take them, too."

Little Red Riding Hood picked the flowers in the bright, sunny garden. She took the basket of food and set off into the wood.



As she walked along the narrow path, it became very dark. There were big trees on either side. The trees grew very close together and covered the sun. A few flowers grew on the edge of the path but they were not big and bright like the flowers in the garden. They were very small and pale.

The path grew narrower. The wood grew colder and colder. As Little Red Riding Hood turned a corner, she saw a dark shape standing in the middle of the path . . .



Comprehension

A Write a sentence to answer each question.

- 1 What did Little Red Riding Hood's mother ask her to do?
- 2 Why did Little Red Riding Hood's mother want her to do that?
- 3 As well as the basket of food, what did Little Red Riding Hood take with her?
- 4 What happened to the path as Little Red Riding Hood walked further into the wood?



B Write words to describe how Little Red Riding Hood was feeling. Discuss why with a friend.

- 1 How do you think Little Red Riding Hood was feeling when she set off? Why?
- 2 How do you think Little Red Riding Hood was feeling when she was alone in the wood? Why?
- 3 How do you think Little Red Riding Hood was feeling when she saw 'a dark shape standing in the middle of the path'? Why?

C Do you think you would have felt the same as Little Red Riding Hood, while walking through the woods? Discuss with a friend.



Vocabulary

Opposites



The flowers were **big** in the garden.



The flowers were **small** in the wood.

Some words have **opposites**. In this story...

- A** Copy each word below and then write another word that means the opposite.

1 empty full 2 up 3 yes 4 day
5 good 6 happy 7 young 8 long

- B** Make the opposite of each word by adding either **un** or **dis** at the beginning of each word.

1 tie untie 2 appear 3 happy
4 true 5 tidy 6 agree

Letters added at the beginning of a word are called a **prefix**.



Punctuation

Contractions of to have

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've got a basket. I've = I **have**.

This is an **apostrophe**: '.



- A** Write the letters that have been **left out**.

1 I have = I've 2 you have = you've 3 he has = he's
4 she has = she's 5 they have = they've 6 we have = we've
7 it has = it's

- B** Write the **contractions** of these words.

1 we have 2 he has 3 they have 4 you have

Spelling

adding ing, ed and er

When we need to add endings to very short words there are some rules to follow.

If the letter **before** the last letter is a **vowel**, you need to **double** the last letter.

big The trees grow **bigger** in the wood.

If the letter **before** the last letter is **not a vowel**, you **don't need to double** the last letter.

dark cold The wood grew **darker** and **colder**.

A Write these words, adding **ed**.

1 grab 2 hum 3 shop 4 skip 5 drop

B Copy these words. First add **ing** and then add **er**.

	ing	er
1 run	_____	_____
2 dust	_____	_____
3 thin	_____	_____



If a short word ends with **e**, you need to **take off the e** before adding **ing, ed** or **er**.

take **taking**

C Write these words, adding **ing, er** and **d**.

	ing	er	ed
1 bake	_____	_____	_____
2 use	_____	_____	_____
3 race	_____	_____	_____

Grammar

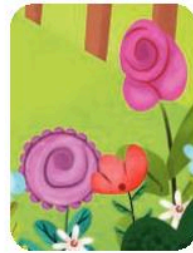
Adjectives – making opposites

Adjectives are describing words.

big and **bright** flowers

Adjectives have **opposites**.

small and **pale** flowers



A Read the **adjectives** in Box 1. Find the **opposite** in Box 2.

Box 1

good light cold wide big

Box 2

small warm dark narrow bad

Writing

Settings

When you write a story you have to think about where your story happens. This is called the **setting**.

The first part of the story of *Little Red Riding Hood* happens in the garden and the second part happens in the wood.

- 1 Find and copy two words from the story that tell you what it was like in:
a the garden **b** the wood
- 2 Make a list of other words that you could use to say what it was like in:
a the garden **b** the wood

The words that describe a setting build a picture in your mind.



- 3 Use the words in **Activity 1** to write a sentence about the garden and a sentence about the wood.
a In the garden it was _____
b In the wood it was _____



Baby Reptiles

Eggs

Most reptiles, like snakes, crocodiles, lizards and turtles, lay eggs. Unlike birds' eggs, reptiles' eggs have shells that are usually soft and flexible, and can be unusual shapes.

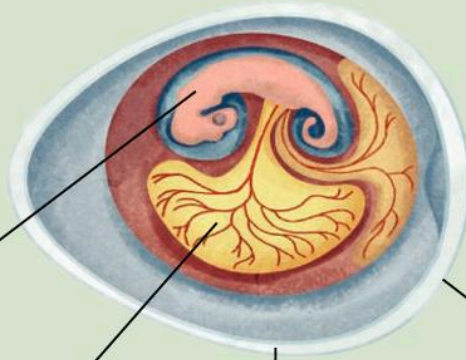


The mother rat snake lays her eggs in a nest of grass or in a hollow under a rock.

Female turtles dig holes on the beach in which to lay their eggs. They cover the eggs with sand.



Inside the egg



The baby rat snake grows from a small embryo inside the egg.

The yolk provides food before the young rat snake leaves the egg.

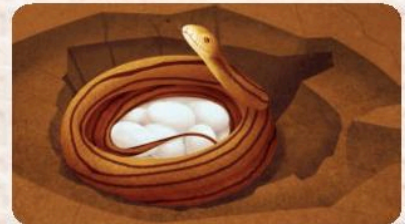
Air and moisture can pass through the soft shell so that the rat snake can breathe and grow.

A baby rat snake grows inside the egg for 7 to 15 weeks, depending on the temperature outside.

A baby rat snake

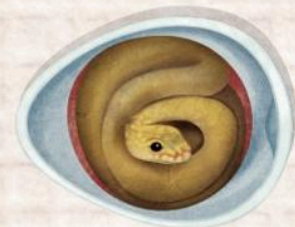
Stage 1

A mother rat snake lays her eggs in a hollow under a rock.



Stage 2

The baby rat snake grows inside the egg for 7 to 15 weeks.



Stage 3

The baby rat snake breaks out of the egg.



Comprehension

Look back at the information on **page 36** to help you answer these questions.



- A** Write a sentence to answer each question.
- 1 Name two reptiles that lay eggs.
 - 2 Name one difference between birds' eggs and reptiles' eggs.
 - 3 Where might a mother rat snake lay her eggs?
 - 4 Where do female turtles bury their eggs?

- B** Copy the sentences, choosing the correct ending for each one.

1 The shell of an egg ...

is food for the baby snake.

2 The yolk is ...

lets air and moisture through.

3 A baby rat snake ...

the tiny creature.

food for the young snake.

grows inside the egg.

only grows when it is hatched.

Look back at the information on **page 37** to help you answer these questions.



Vocabulary

Similar words

Look at these words.

Their meanings are **similar**, which means they are like each other.

A baby rat snake grows **inside** the egg.

A baby rat snake grows **within** the egg.



A Write a word from the word box that is similar to each of these.

1 stop

2 dangerous

3 call

4 safe

5 ask

6 sad

7 cross

8 leave

9 shut

unsafe

question

finish

go

close

angry

secure

shout

unhappy

B Find the similar word in the letters. Write the word.

1 touch bfeelkh

2 grin vdasmit

3 cut slicefgomn

Punctuation

Capital letters, full stops and question marks

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

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

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

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

Turtles cover their eggs with sand.

Where does the rat snake lay her eggs?

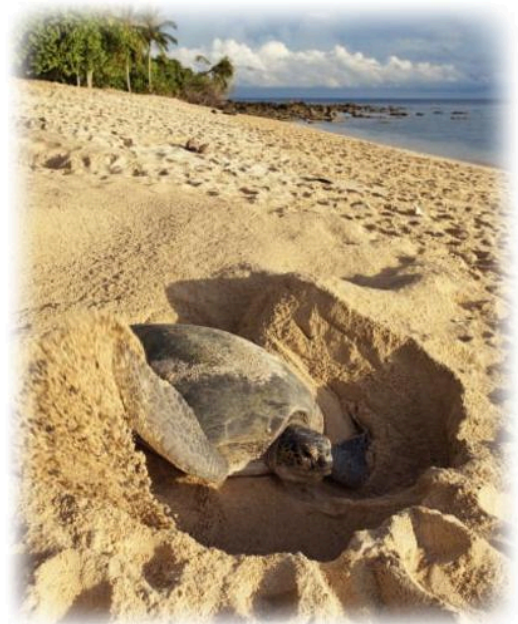
The baby rat snake is breaking out of the egg!

A Choose the photograph you like best from **page 36**.

1 Write a **telling sentence** about the photograph.

2 Write a **question** about the photograph.

3 Write an **exclamation** about the photograph.



Spelling

Unusual o words

Listen carefully to the sound the **o** makes in the word **mother**.
The **mother** rat snake lays her eggs.

A Write a word that rhymes with the given word. Use the picture to help you.

1 love rhymes with _____



2 brother rhymes with _____



3 honey rhymes with _____



4 done rhymes with _____



B Choose a pair of rhyming words from **Activity A** and write them in a sentence.

Grammar

Verbs are doing words.



Verbs: regular past simple tense

Past tense verbs tell us what people, animals and things **did** in the **past**. We make the **past simple tense** like this:

Verb family name + ed

cover + ed = **covered**

Verb family name ending in e + d

provide + d = **provided**

A Say the **simple past tense verb** in each sentence.

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



- 1 Air and moisture passed through the soft shell.
- 2 The baby snake breathed inside the egg.
- 3 The mother protected the eggs.
- 4 The eggs hatched.

Writing

Flow diagrams

We can put information into a flow diagram that shows the order in which things happen.

Stage 1

A mother rat snake lays her eggs in a hollow under a rock.



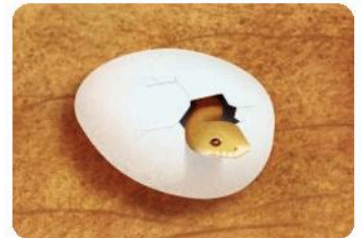
Stage 2

The baby rat snake grows inside the egg for 7 to 15 weeks.



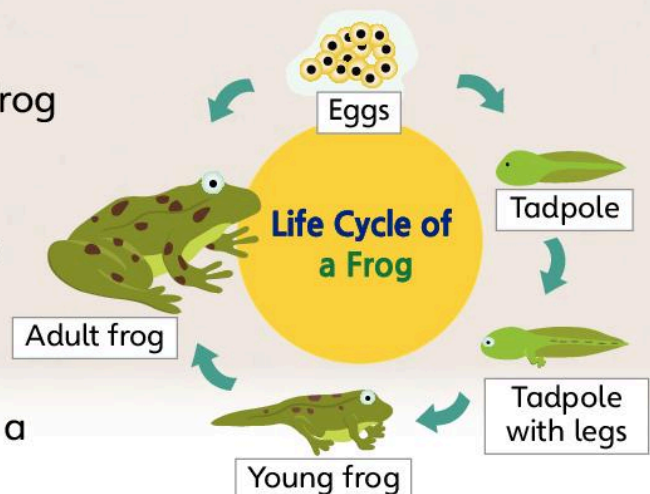
Stage 3

The baby rat snake breaks out of the egg.



1 Carefully read this information about frogs' eggs.

Frogs' eggs are called frog spawn. Female frogs lay the frog spawn in the water. The frog spawn hatches into tadpoles. In 14 to 16 weeks the tadpoles grow into frogs.



2 Use the information to draw a flow diagram.

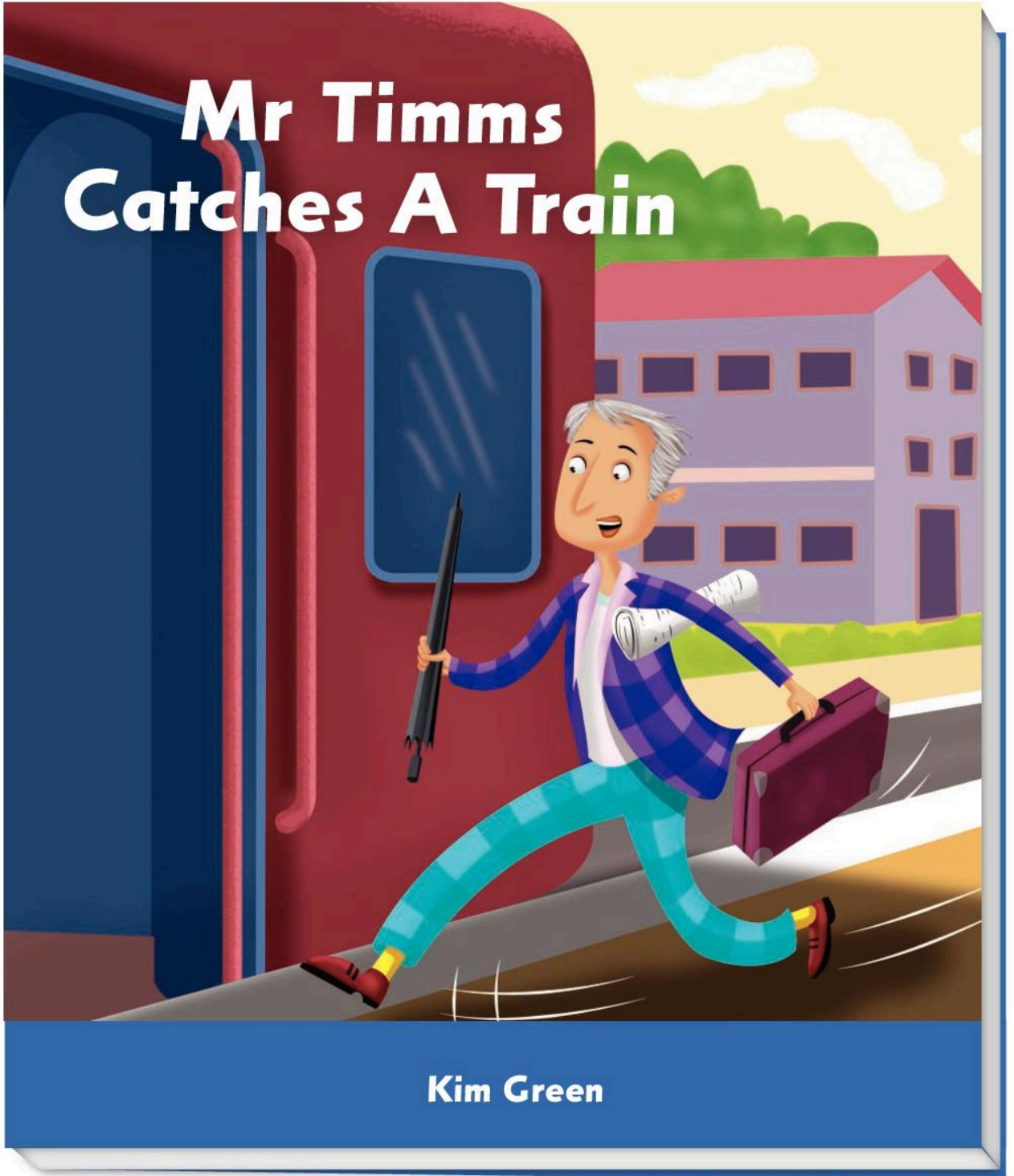
You will need to draw three pictures.

Write a sentence to go with each one.

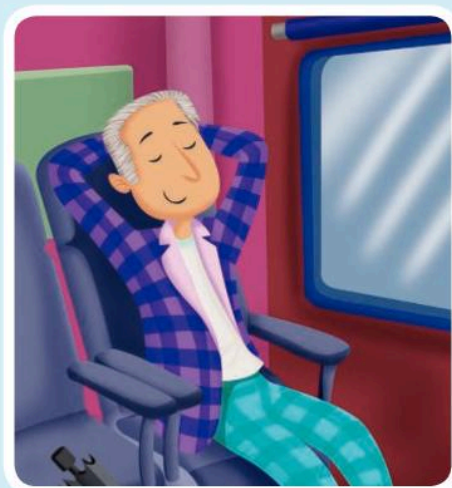
A Book Cover

The cover of a book can tell us a lot about the book.

This is the front cover of a book.



This is the back cover of the book.



Mr Timms takes a simple trip on a train to visit his friends. What could go wrong? Well, it all started when Mr Timms got on the wrong train!

What children said about this book:

“Brilliant! The best Mr Timms book I have read.”

“A really funny book. The funniest book I’ve ever read.”

Other Mr Timms books by Kim Green:

Mr Timms Buys a Car

Mr Timms Learns to Fly

Mr Timms Goes on Holiday

Published by Unicorn Books



Comprehension

- A** Look very carefully at the front and back covers of the book on **pages 42 and 43**.

Answer the questions.

- 1 What is the title of the book?
- 2 Who is the author?
- 3 What is the name of the publisher?
- 4 What other books has Kim Green written?

- B** Answer these questions in sentences.

- 1 What does the back cover tell you about the story?
- 2 Is it useful to know what the story is about? Why?
- 3 What did the children who had read the book think about it?

- C** First discuss your answers to these questions with a friend.

Then write the answers.

- 1 Do you think this is a fiction or non-fiction book? Why?
- 2 Do you like the picture on the cover? Why?
- 3 Would you like to read the book? Why?

Front and back covers give us a lot of information about what is inside a book.



Vocabulary

Transport words

Mr Timms Catches a **Train**

Mr Timms Buys a **Car**

All these words are different ways of being transported from one place to another.

car train boat bike tram lorry plane bus

A Write a transport word to match each picture.

1



2



3



4



5



6



7



8



B Write a sentence.

Include three different types of transport in your sentence.

Punctuation

Commas in lists

When we write a **list** in a sentence we use **commas**.

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

Mr Timms is carrying a briefcase, an umbrella **and** a newspaper.

A Say where the **commas** should go.

1 Mr Timms travels by car train and plane.

2 Bus bike and boat begin with the letter b.

3 Mr Timms visits the dentist the shoe shop and the library.

4 He likes books about gardening trains and travel.

5 Mr Timms has rice vegetables and fruit for his dinner.



Spelling

y and ey endings

Listen to the sound the **y** makes at the end of each word in bold.

*Mr Timms Learns to **Fly*** A **funny** book

Sometimes the **y** at the end of a word sounds like **i** in **bike**.

Sometimes the **y** at the end of a word sounds like **ee** in **bee**.

sorry buy try happy donkey dry
baby reply July journey key fly



A Sort the words in the word box into:

- 1 Words where the final **y** sounds like **i**.
- 2 Words where the final **y** sounds like **ee**.

Say the words aloud.
It will help you.



When adding **s** to words that end in **y** remember these rules:

If the letter **before** the **y** is a vowel just add **s**.

If the letter **before** the **y** is any other letter **drop the y** and **add ies**.

B Which words would need to end in **ies**?

monkey butterfly turkey baby cherry donkey

Grammar

Compound nouns

There are many different types of **nouns**.

Common nouns are the names of ordinary things. **book**

Proper nouns are special naming words, such as the names of people, places, days of the week and months of the year.

Mr Timms **Monday**

Compound nouns are made by joining two nouns together.

news + paper **newspaper**

- A** Match each noun from the Box 1 to a noun in Box 2 to make a **compound noun**.

Box 1

foot home table
day flower

Box 2

cloth bed ball
work light



Writing

A book cover

Remember, a **book cover** gives us lots of information about a book.

- 1** You are going to design a front cover and a back cover for a book.

Choose one of these book titles.

- *The New Bike*
- *The Car That Could Talk*
- *The Ship That Vanished*

- 2** Now follow these instructions.

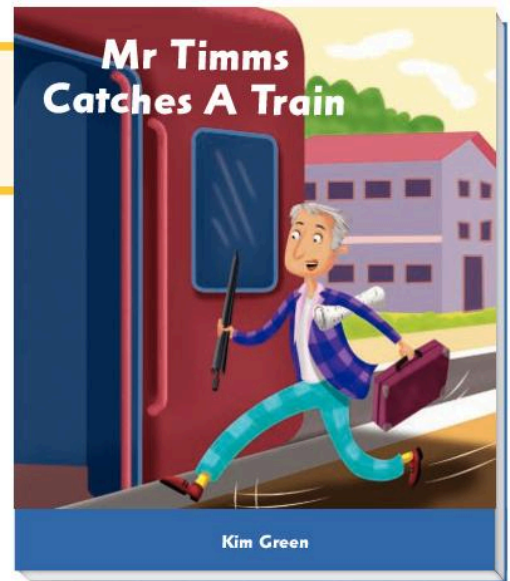
a Fold a sheet of paper in half.

b On the front cover put:

- the title
- the author's name
- an eye-catching illustration.

- 3** On the back cover put:

- information about the story
- what people think about the book
- the name of the publisher
- titles of other books by the author.



Here is part of a book about bridges.

Types of bridge

There are three main types of bridge:

- Arch bridge
- Beam bridge
- Suspension bridge

Arch bridges

Arches are very strong. The two ends of the arch must be fixed firmly so that they don't move.



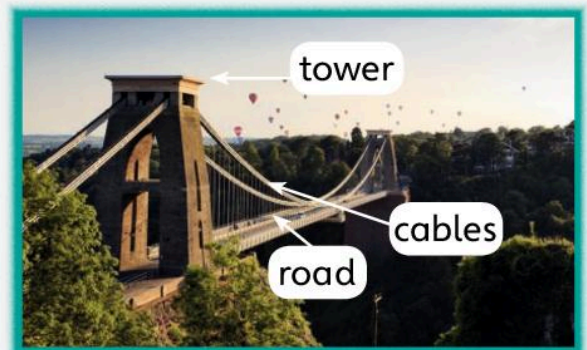
Beam bridges

Some of the earliest bridges were beam bridges. The beam might be a tree trunk or a flat piece of stone resting on the bank on each side of a river.

Modern beam bridges are often made of steel or concrete. Long beam bridges sometimes have piers to support the middle.

Suspension bridges

Some of the longer bridges in the world are suspension bridges. They usually support a road. This hangs from two sets of very strong cables, fixed to tall towers at each end of the bridge.



An **index** is a list of the subjects in the book.

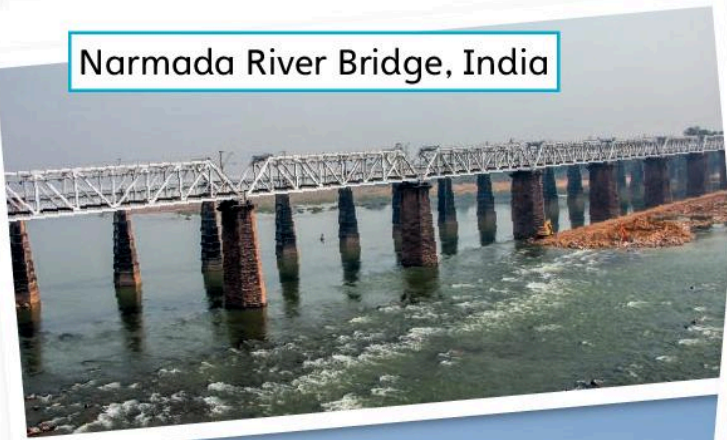
It goes at the back of the book and is written in alphabetical order.

An index shows which pages to look at to find each subject.

Here is part of the index from the book about bridges.

	Page number
Akashi Kaikyō Bridge.....	30
cables	14
girders.....	21, 23
Narmada River Bridge.....	30
piers.....	17
railway bridges.....	20–22
Sydney Harbour Bridge.....	30
towers.....	19

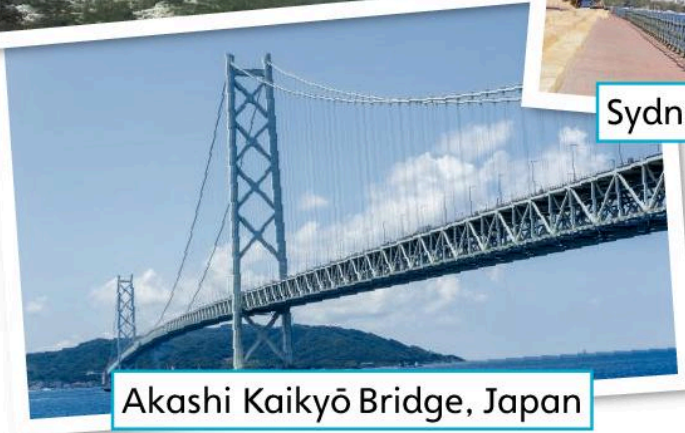
Narmada River Bridge, India



Sydney Harbour Bridge, Australia



Akashi Kaikyō Bridge, Japan



Comprehension

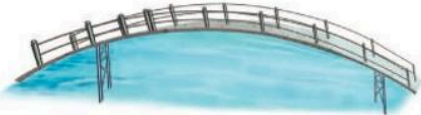
- A** Look carefully at the information on **page 48**.

Remember to use the **subheadings** to help find information quickly.



Answer the questions.

- 1 What are the three types of bridge?
- 2 What were some of the earliest bridges called?
- 3 What are modern beam bridges often made from?
- 4 What often supports the middle of a long beam bridge?
- 5 What type of bridge are the longer bridges in the world?
- 6 What do suspension bridges hang from?



- B** Using the index on **page 49**, what pages would you look at if you wanted to know about the following things:

- 1 railway bridges
- 2 cables
- 3 the Sydney Harbour Bridge
- 4 towers
- 5 the Narmada River Bridge

Vocabulary

Words within words

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

bridge = b**ridge** = rid

bridge = b**ridge** = ridge



- A** Look carefully at the words.
Write two words that can be found
in each of these words.

- | | | |
|-----------|-----------|-----------|
| 1 beam | 2 longest | 3 price |
| 4 railway | 5 tower | 6 suspend |

Each word must have
more than one letter!



- B** List all the small words you can find in the word **suspension**.

Punctuation

Contractions with not

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.

The two ends of the arch must be fixed firmly so that
they **don't** move.

don't = do **not**

This is an **apostrophe**: '.



- A** Write the words as **contractions**.

- | | |
|------------|------------|
| 1 have not | 2 does not |
| 3 do not | 4 was not |
| 5 has not | 6 are not |

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



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

- | | | |
|------------|-----------|-----------|
| 1 isn't | 2 mustn't | 3 weren't |
| 4 couldn't | 5 won't | 6 can't |

Spelling

Soft g



Say these words aloud: **long** **bridge**
What do you notice about the **g** sound in each word?
The **g** in **bridge** is called a **soft g**. It sounds more like a **j**!

A Write the **soft g** words to match the pictures.

1



2



3



4



5



6



page bridge edge gem luggage
giraffe age gentle hedge

B Copy the table. Add the **soft g** words to the table.
Sort them according to the letter patterns.

g	ge	dge

Grammar

Adjectives: comparatives with er

Adjectives are describing words. a **long** bridge
They tell us more about people, animals, places and things.

Adjectives can describe the **difference** between **two things**.

a **long** bridge **long + er** = a **longer** bridge

A Say the **comparative adjective** of each of these.

Longer is a **comparative adjective**.



1 strong

2 tall

3 short

4 high

5 clean

6 cold

7 hot

8 deep

Writing

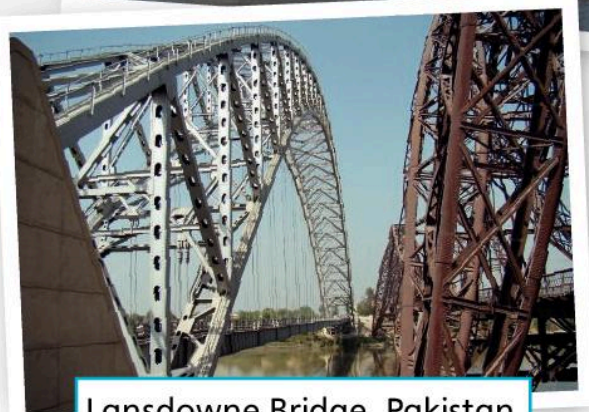
Writing an index

Remember, an **index** is an alphabetical list of the subjects you can read about in a book. They are found in information books.

Below is the index from a book about famous bridges. The writer has forgotten to put the index in alphabetical order.

	Page number
Waterloo Bridge.....	32
Golden Gate Bridge.....	13
Sydney Harbour Bridge.....	24
Akashi Kaikyō Bridge	5
Zambezi Bridge.....	35
Humber Bridge.....	19
Tower Bridge	29
Bridge of Sighs	7
Narmada River Bridge.....	31
Dabong Bridge.....	10
Lansdowne Bridge.....	22
JK Bridge.....	40

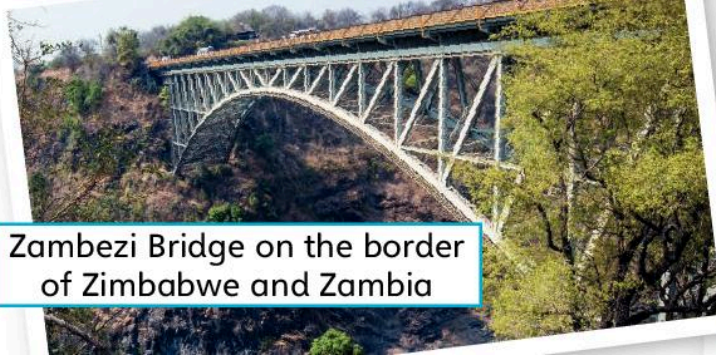
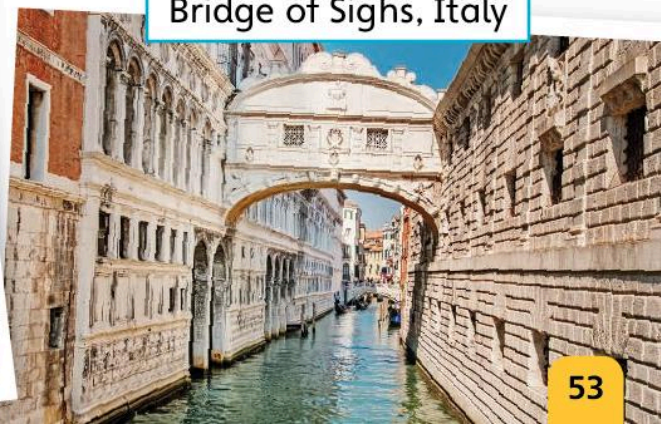
Tower Bridge, England



Lansdowne Bridge, Pakistan

- 1 List the names of the bridges in alphabetical order.
- 2 Write the heading **Page number** on the right, then list the page numbers underneath.

Bridge of Sighs, Italy



Zambezi Bridge on the border of Zimbabwe and Zambia

Lara's Letter

Lara went on holiday with her Aunty Hannah, Uncle Harry and cousins, Aimee and Ben. She wrote a letter to her mum and dad telling them what she was doing.

Premier Hotel
Whitehouse
Saturday 11th April

Dear Mum and Dad,

I am having a great week. We have done so many things!

Yesterday we went to Font Hill Beach Park. We went swimming and I was snorkelling in the sea with Ben, before we then visited a wildlife centre that had crocodiles. Aunty Hannah held Aimee's hand because she was really scared. The crocodiles were fed the smelliest food I've ever smelt but they really liked it!

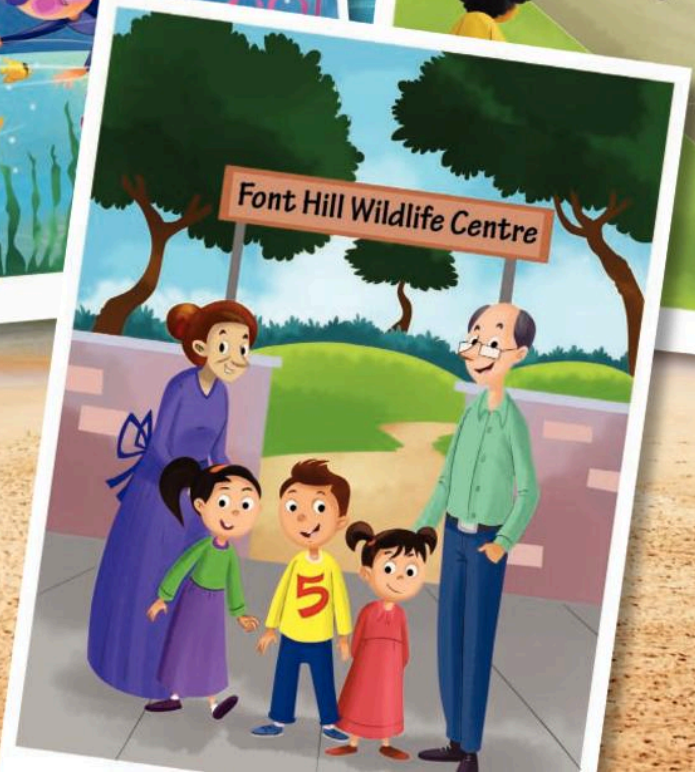
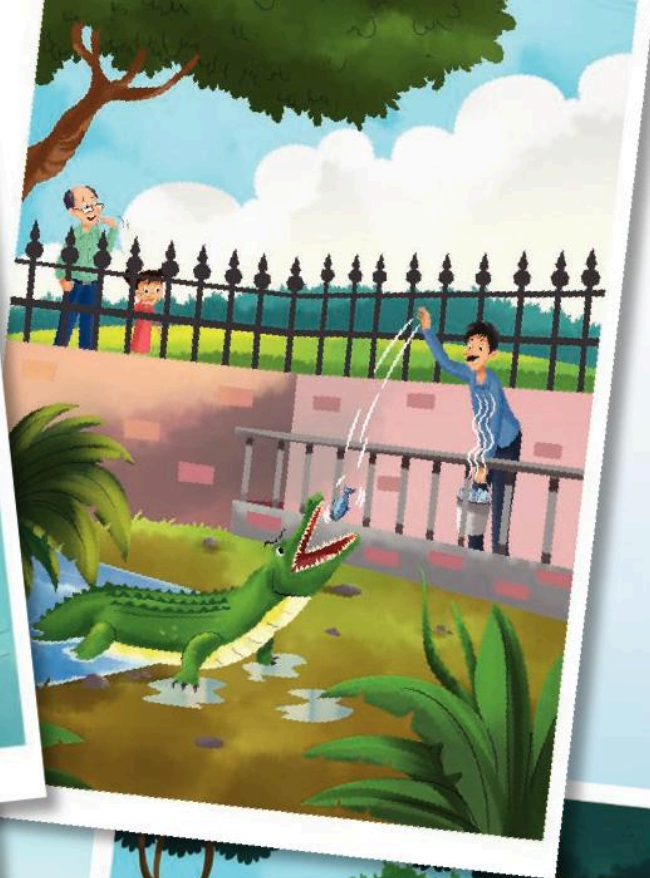
Today we are going to go on a boat trip. I hope we can spot dolphins! I must remember my camera so that I can show you some photographs when I get home.

When we get back to the hotel we are going to play cricket with some new friends we met on a walk.

I am really enjoying the holiday but I do miss you.

Love

Lara



Comprehension

A Answer the questions.

- 1 Who has Lara gone on holiday with?
- 2 What did they do in the sea?
- 3 Who was scared of the crocodile?
- 4 What did they play with their new friends?
- 5 Is Lara having a good time?

Read Lara's letter again, carefully.



B List all the activities Lara writes about.

C Imagine you were on holiday with Lara, Aimee and Ben.

- 1 What would you enjoy doing?
- 2 What would you not enjoy doing?
- 3 Would you miss your family at home? Why?

Vocabulary

Activity words

These words are all activities people can enjoy doing in their spare time.

swimming
kayaking

cycling
horse-riding

painting
reading

A Write the word in the box to match each picture.

1



2



3



4



5



6



B List the words in **Activity A** that you might enjoy doing.
What other activities do you enjoy doing in your spare time?

Punctuation

Possessive nouns

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

Lara's letter = the letter belonging to Lara

Aimee's hand = the hand belonging to Aimee

This is an
apostrophe: '.



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

1 Ben's holiday

2 the crocodile's food

3 the food's smell

4 Lara's camera

5 Uncle Harry's cricket bat

6 Ben's snorkel

7 Aimee's camera

8 the wildlife centre's crocodiles

Spelling

y + er, y + est, y + ed

When **er**, **est** or **ed** is added to words that end with **y** we usually change the **y** to an **i**.

They were fed the **smelliest** food I've ever smelt!

smelly + er = smellier

smelly + est = smelliest



A Finish these word sums.

1 happy + er = ? 2 slimy + est = ? 3 fry + ed = ?

4 reply + ed = ? 5 frosty + er = ? 6 chatty + est = ?

B Write the word ending in **y** that each word was made from. The first one is done to help you.

1 messiest messy

2 cried

3 spottier

4 moodier

5 prettiest

6 tried

Grammar

Past progressive tense

The words **was** and **were** help to make lots of **verbs**.

was + verb family name + ing I **was snorkelling** in the sea.

were + verb family name + ing We **were playing** cricket.

These verbs are called the **past progressive tense**.

A Find the **past progressive tense** verbs in each sentence.

1 Lara was going on holiday.

2 They were staying in a hotel.

3 The crocodiles were eating smelly food.

4 Uncle Harry was snorkelling.

5 Ben and Aimee were playing cricket.

Was is singular.
Were is plural.



Writing

Writing a letter

- 1 Look back at the letter Lara wrote to her parents on **page 54**.

Look carefully at how the letter is set out.

- 2 Write your own letter.

- a Decide who you are going to write to.

your mum or dad?

a friend?

a grandparent?

- b Decide what you are going to write about:

What you did during a holiday.

What you did yesterday.

What you did when you visited some relatives.

- c Look carefully at how your letter needs to be set out.

Letters give us information but can also ask questions.



Make it sound interesting!



Your address:

The date today:

Who the letter is to:

Dear _____,

from

All about Wheels

Wheels were invented over 5000 years ago.

It is thought that the first use of the wheel was to make clay pots.

A potter's wheel stays flat and turns round and round but does not travel anywhere.

Soon, people saw that a wheel could be turned on its side. It still went round and round but now it moved along.

We still use wheels to help us travel around today.

The wheels of a bicycle are light and strong.

Car tyres are filled with air to help them go smoothly over bumps in the road.

A farmer uses very large tyres to stop the tractor sinking or slipping in the mud.

Train wheels are made of metal. They have a groove in the middle to keep them on the track.



Here is the beginning of a story in which a wheel that doesn't work plays an important part!

The Flat Tyre

All the family were ready. The suitcases were packed and loaded in the car. Mum had checked that all the windows were closed and Dad had carefully put the plane tickets and passports in his pocket. All that was left to do was to lock the door, get into the car and set off to the airport. Everyone was looking forward to the holiday.

“Oh, no!” cried Dad as he stood in front of the car.

“What's wrong?” asked Mum.

“We've got a puncture!” said Dad.

“Well,” said Mum, “it won't take us very long to change the tyre.”

“It won't take us long to change the tyre,” agreed Dad, “but it will take us a very long time to get the spare tyre out of the boot. All the suitcases are on top of it. I'll be as quick as I can!”



Comprehension

A Read 'All about Wheels' on **page 60**.
Answer these questions.

- 1 When were wheels invented?
- 2 What were wheels first used for?
- 3 Which form of transport has very large tyres? Why?
- 4 Which form of transport has wheels with a groove? Why?



B Read the text 'The Flat Tyre' on **page 61**.
Answer these questions.

- 1 Why have the family packed their suitcases?
- 2 What two forms of transport were they going to use?
- 3 What did Dad discover was wrong?
- 4 Why was it going to take a long time to put it right?
- 5 How do you think Dad felt about the puncture?

C Discuss the answers with a friend.

- 1 Is 'All about Wheels' on **page 60** non-fiction or fiction? How can you tell?
- 2 Is 'The Flat Tyre' on **page 61** non-fiction or fiction? How can you tell?

Vocabulary

Word families

Some words can be part of a **family** of words.

invent and **invented**
sink and **sinking**

A Copy these words. Underline the same part found in each word.

1 cycle

bicycle

2 care

carefully

3 pack

packed

4 enjoy

enjoyable

5 visit

visitor

6 quick

quicker

B Add another word to each word family in **Activity A**.
The first one has been done for you.

1 cycle

bicycle

tricycle



Punctuation

Speech marks

We use **speech marks** “ ” when we write the actual words someone **says**.

“We’ve got a puncture!” said Dad.

A Say the **spoken words**.

1 “Oh, no!” cried Dad, as he stood in front of the car.

2 “What’s wrong?” asked Mum.

3 “We’ve got a puncture!” said Dad.

B Copy the sentences. Add the missing **speech marks**.

1 I’ve loaded the suitcases, said Dad.

2 I’ve checked that the windows are closed,
said Mum.

3 I’ll lock the door, said Mum.


4 I’m looking forward to our holiday,
said Dad.

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



Spelling

Silent letters

Watch out! Words with silent letters can be tricky to spell. 

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

“What's **w**rong?” asked Mum. **w**rong has a silent **w**

- A** Read aloud the words in the word box.
Write the silent letter in each word.

knee knitting know writing wrist wheel whisk climb comb

- B** Match a word from the word box with each picture.

1



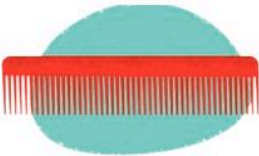
2



3



4



5



6



- C** Underline the silent letter in each word in **Activity B**.

Grammar

Making a verb into a noun

Nouns are the name of things. **w**heel **c**ar

We can make **nouns** from verbs by adding **r** or **er**.

verb: to **f**arm noun: **f**armer

- A** Say what these people do.

1 I drive a car. I am a _____

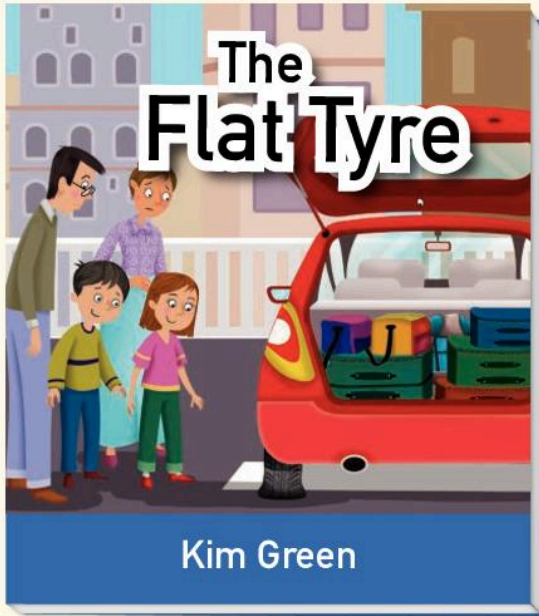
2 I sing songs. I am a _____

3 I swim in races. I am a _____

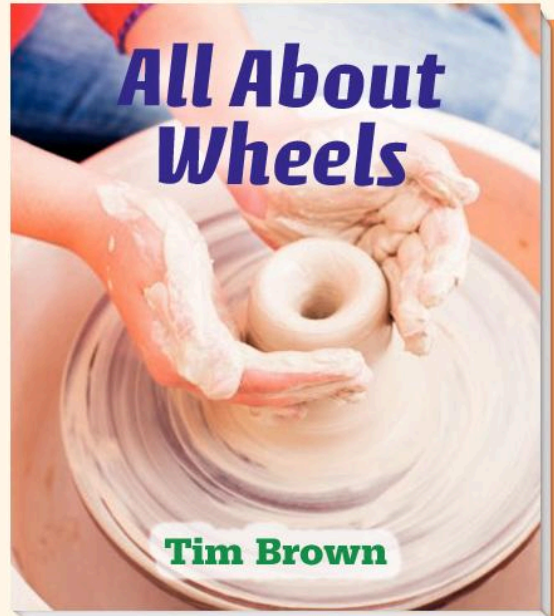
4 I write books. I am a _____

Fiction and non-fiction

Fiction books have been made up. They include stories, poems and plays.



Non-fiction books contain **true** facts. They provide us with information.



Non-fiction books often have subheadings, bullet points, labels, pictures, diagrams and photos to help explain the information.



Look at this picture of a bicycle.

- 1 Write a description of the bicycle that tells the reader **facts** about:
 - a the colour of the bicycle.
 - b the parts of the bicycle
- 2 Write the beginning of a story about a bicycle.

A story is **fiction**, so you can make up anything you like about the bicycle or what happened to it.



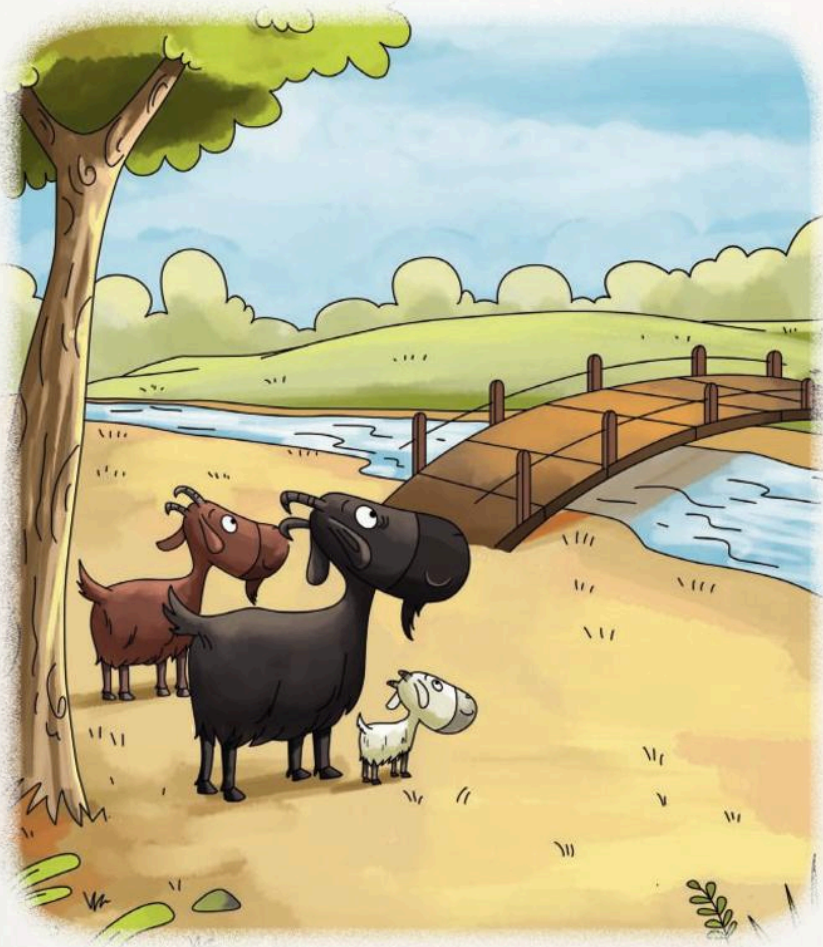
The Three Billy Goats Gruff

The Three Billy Goats Gruff were very hungry. Middle-sized Billy Goat Gruff had eaten all the grass in the field.

“Let’s go across the bridge to that other field,” said Little Billy Goat Gruff. “There is plenty of good grass there.”

“What about the troll?” said Big Billy Goat Gruff. “If we try to cross the bridge he will come out and roar at us. He’s very scary!”

“We need some more grass to eat,” said Middle-sized Billy Goat Gruff. “Little Billy Goat Gruff can go first.”

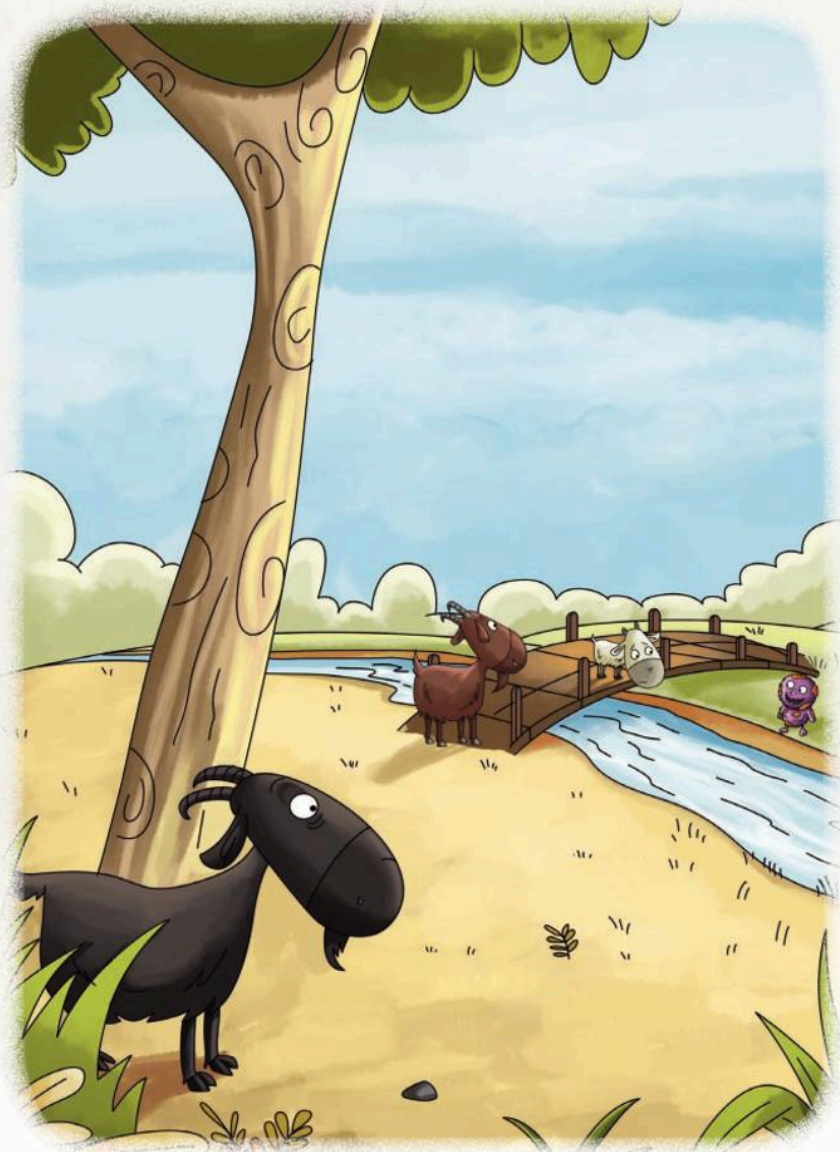


Little Billy Goat Gruff did not want to cross the bridge first but he always did as he was told. He went trip-trap, trip-trap over the bridge. The troll heard Little Billy Goat Gruff and jumped out roaring loudly.

“Who is crossing my bridge?” he cried. “I will catch you!”

Middle-sized Billy Goat Gruff shouted to Little Billy Goat Gruff, “Go on! Go on! We must have some grass to eat.”

Big Billy Goat Gruff ran and hid behind a tree. “The troll will catch Little Billy Goat Gruff,” he squeaked. “I’m not crossing the troll’s bridge!”



Comprehension

A Read the story on **pages 66 and 67** carefully. Answer the questions.

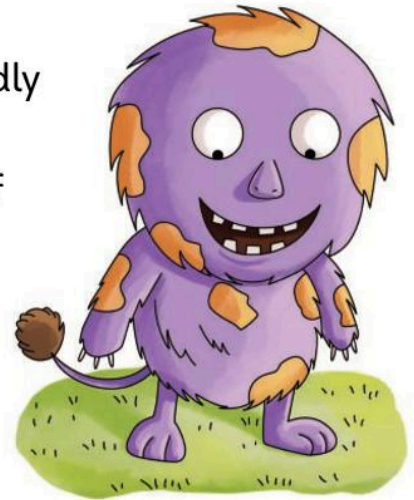
- 1 What does the first sentence tell you about the Three Billy Goats Gruff?
- 2 Why did Little Billy Goat Gruff suggest they should go across the bridge?
- 3 Why was it dangerous to cross the bridge?
- 4 Why did Little Billy Goat Gruff cross the bridge first?
- 5 What happened when Little Billy Goat Gruff crossed the bridge?



B These questions ask you what you think. Answer the questions.

- 1 Who do you think was the greediest Billy goat? Why?
- 2 Who do you think was the most cowardly Billy goat? Why?
- 3 How do you think Little Billy Goat Gruff felt when the troll jumped out?

C Discuss with a friend what you think happens next.

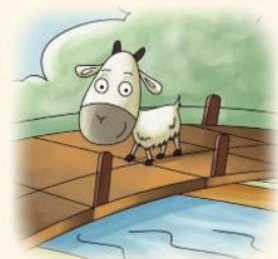


Vocabulary

Sound words

Some words sound very similar to the sound they make.

‘trip-trap, trip-trap’ is the sound Little Billy Goat Gruff made as he walked on the bridge.



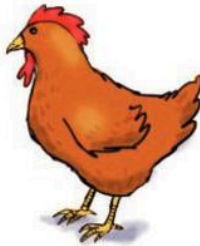
A What sound do these animals make?

Choose a sound word from the box.

1



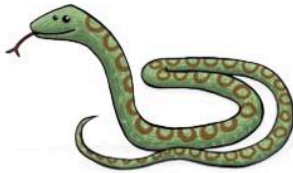
2



3



4



5



6



miaow

neigh

hiss

buzz

roar

cluck

B Draw four more animals.

Write the sound each animal makes.

Punctuation

Possessive nouns

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

the bridge belonging to the troll
= the **troll's** bridge

This is an
apostrophe: '.



A Say who the **owner** is.

1 the goat's grass

2 the farmer's field

3 the troll's bridge

4 the lion's roar

5 the snake's hiss

6 the cat's paw

7 the field's fence

8 the goat's friend

Spelling

al and all words

Read this sentence. Listen to the **all** sound in some of the words.

Of **all** the goats, Middle-sized Billy Goat Gruff **always** felt the most hungry!

- A** Copy the table.
Copy the words from the word box into the table to show where the **al** or **all** comes in the word.

al at the beginning	al at the end	all at the end

tall pedal always small also
almost ball hospital sandal

When we use the **all** sound at the beginning of a word we drop one **l**.

- B** Finish these word sums.

1 all + together = ? 2 all + ready = ? 3 all + so = ?

Grammar

Adverbs with **ly**

Adverbs tell us more about **how** something is done.

The troll roars. The troll roars **loudly**.
How does the troll roar? **loudly**



- A** Do these word sums.
Say the **adverbs**.

An **adverb** adds
to a verb.



1 kind + ly = _____

2 sad + ly = _____

3 slow + ly = _____

4 quick + ly = _____

5 quiet + ly = _____

6 soft + ly = _____

Writing

Describing characters

The pictures and the story text on **pages 66 and 67** can give us clues about the main characters in the story.



- 1 Copy this table. Leave lots of space to write in each column.

Little Billy Goat Gruff	Middle-sized Billy Goat Gruff	Big Billy Goat Gruff

- 2 Sort the information in the box into the correct columns in your table. This will help you to build a description of each character.

young brown goat hid behind a tree middle-sized
 didn't want to cross the bridge first black goat old-looking
 white goat small not very brave did what he was told
 hungry pushy big scared keen to get to the fresh grass

The Chatterbox Turtle

Turtle lived in a muddy pool. Lots of animals came to the pool to drink. Turtle loved to talk to the animals.

“Turtle is a big chatterbox,” they said.

One day, Turtle saw two geese by the pool. “What are you doing here?” he asked.

“We are on our way home,” said the geese. “We live far, far away on a beautiful blue lake.”

Turtle looked at his muddy pool. “I wish I could go there,” he said.

“Why don’t you fly back with us?” asked the two geese.

“I can’t fly,” Turtle told them.

“We’ll carry you to the lake,” said the geese. “But you must not talk until we get home.”

“I won’t say one word!” said Turtle.

The geese found a long stick. They held it in their beaks.



“Hold onto this with your mouth,” they said. “And remember! You must not talk. Not a word, or you will fall.”

Turtle put the stick in his mouth and the two geese flew up, up into the sky.

As they flew over the trees, two parrots saw them.

Turtle wanted to shout back to them. Just in time, he remembered not to talk.

The monkeys saw Turtle, too. They waved their paws at him.

“You do look silly,” they shouted.

Turtle wanted to shout. Just in time, he remembered not to talk.

“Look! Turtle has to keep his mouth closed,” laughed Snake. “I bet you can’t keep your mouth closed, Turtle. You can’t stop talking.”

“Yes I can!” shouted Turtle.

Down, down, down he fell. Bump! Bump! Bump! he went.

The animals rushed to see if he was all right.

Turtle grinned up at them.

“You were right,” he said.

“I can’t stop talking.”

“But now I’ve been flying,” he laughed, “I’ve got even more to talk about!”

And he went all the way home to his muddy pool.

From *The Chatterbox Turtle* by Cynthia Rider



Comprehension

A Answer these questions. Write your answers in sentences.

- 1 Where does Turtle live?
- 2 What does Turtle love to do?
- 3 Where does Turtle want to go with the geese?
- 4 Which animals saw Turtle flying with the geese?
- 5 At the end of the story, what were the animals right about?



B Answer these questions.

- 1 Why was it so important that Turtle didn't talk while he was flying?
- 2 Why did Turtle want to shout to the other animals?
- 3 How do we know Turtle wasn't hurt when he fell to the ground?
- 4 What did Turtle mean when he said, "I've got even more to talk about!"?



C Discuss with a friend.

- 1 How you think the geese felt when Turtle dropped to the ground?
- 2 How would you feel if you had to stop talking for a day?



Vocabulary

Linking words

Read these words carefully.

First **Next** **Then** **Soon** **Finally**

They can link the sentences in a story.

A Read these sentences.

Write them in the correct order.

Then they carried him with a stick but told him not to talk.

First Turtle talked to the geese.

Finally Turtle walked back to his muddy pool.

Next the geese asked if he wanted to go to their lake.

Soon Turtle talked so he fell to the ground!

The first word in each sentence will give you an idea of the order the sentences should be written in.



B Underline the first word in each sentence.

Punctuation

Contractions

This is an **apostrophe**: '.



Remember, **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're** on our way home,” said the geese

A Replace the underlined words with a **contraction**.

1 You must not talk until we get home.

2 I am flying.

3 You are right.

4 You cannot keep your mouth closed.

5 I have been flying.



Spelling

un and dis prefixes

When we add the prefixes **un** and **dis** to the beginning of a word, the new word has the **opposite** meaning.

All the animals **dis**agreed with Turtle.

They thought he was **un**able to stop talking!

A Add **un** or **dis** to make the word in the picture.

1



_____ happy

2



_____ like

3



_____ agree

4



_____ tidy

5



_____ tie

6



_____ plug

B Choose three of the words you have made in **Activity A** and write a sentence for each word.

Grammar

Using adjectives to compare

Adjectives are describing words.

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

Adjectives can describe the **difference** between **two things**.

a long stick long + **er** = a **longer** stick

Adjectives can describe the **difference** between **three or more things**.

a long stick long + **est** = the **longest** stick

A Say the **superlative adjective** of each of these.

- 1 strong 2 tall 3 short 4 high
5 clean 6 cold 7 hot 8 deep

Longer is a **comparative adjective**. **Longest** is a **superlative adjective**.



Writing

Writing a description

A **description** of a setting or character helps the reader to picture the story in their mind.

Our **senses** can help us to write good descriptions.

Our senses are what we **touch, taste, smell, feel and see**.



- 1 Look carefully at this picture of the muddy pool that Turtle lives in.



- 2 Write words or phrases that you could use to describe this setting. Try to use each of the senses.



See



Smell



Touch



Taste



Hear

bark

the skin of a tree, covering the branches and trunk



evergreen trees

trees and shrubs that don't lose their leaves and are always green



coniferous trees

evergreen trees that have cones



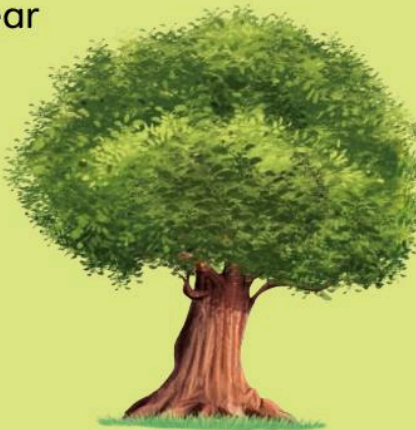
forest

a large group of trees



deciduous trees

trees that lose their leaves each year



leaves

the flat, thin, often green parts of a tree



neem tree

a tree that grows in places such as in India, Sri Lanka and Pakistan



oak tree

the most common tree found in Europe



roots

the part of a plant which grows in the ground



shrub

a plant, smaller than a tree, with branches near the ground



trunk

the main part of a tree, from which the branches grow



woodland

land with a lot of trees



Comprehension

A Look at *A Woodland Dictionary* on pages 78 and 79.

Answer these questions.

- 1 What is a forest?
- 2 How is 'bark' described?
- 3 What comes before 'roots' in *A Woodland Dictionary*?
- 4 What comes after 'trunk' in *A Woodland Dictionary*?

Remember, words in dictionaries are set out in alphabetical order.



B Imagine that you have added each of the following words to *A Woodland Dictionary*.

Write the word that would come **before** each new word.

Remember, if the first letter is the same, look at the next letter in the word.



1 nest



2 palm tree



3 ivy



4 squirrel



C The answers to these questions can be found in the definitions on pages 78 and 79.

- 1 Which type of tree loses its leaves each year?
- 2 Which type of tree has cones?
- 3 Which type of tree is always green?
- 4 Which plant is smaller than a tree?
- 5 Which part of a plant grows in the ground?

Vocabulary

Compound words

Remember, sometimes two words are put together to make a new word. ever + green = **evergreen**
This is called a **compound word**.

A Copy and complete these word sums.

1 wood + land = _____ 2 day + time = _____

3 out + side = _____ 4 sun + light = _____

5 rain + fall = _____

B Write the two words that go together to make each of these words.

1 raincoat

2 herself

3 suitcase

4 teaspoon

5 handbag

6 basketball

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**.

The tree has bark, branches **and** a trunk.

That tree has bark, a trunk, branches **but** no leaves.

Are you drawing branches, the trunk **or** the leaves?

A Say where the **commas** go. Say the **conjunction**.

1 This tree has branches leaves and cones.

2 This leaf is flat thin and green.

3 I can see the leaves the cones but not the roots.

4 We could plant an oak a neem or an elm.



Spelling

ar words

Listen to the **ar** sound in **bark**.

A Copy the sentences. Fill the gaps with an **ar** word from the word box.

- 1 My aunt went to the _____.
- 2 My father works on a _____.
- 3 My sister is afraid of the _____.
- 4 My uncle has a new _____.

car tar bark dark park arm farm star start garden

B Write two of your own sentences using the **ar** words below. Notice the different sound the **ar** makes in these words.

- 1 warm
- 2 forward

Grammar

Subordinating conjunctions: **so** and **because**

We use the **conjunctions and, but and or** to join sentences.

The tree has large branches **and** it has thin leaves.

The tree has large branches **but** it has no leaves.

This tree could be deciduous **or** it could be coniferous.

Two other useful **conjunctions** are **so** and **because**.

Evergreens don't lose their leaves **so** they are always green.

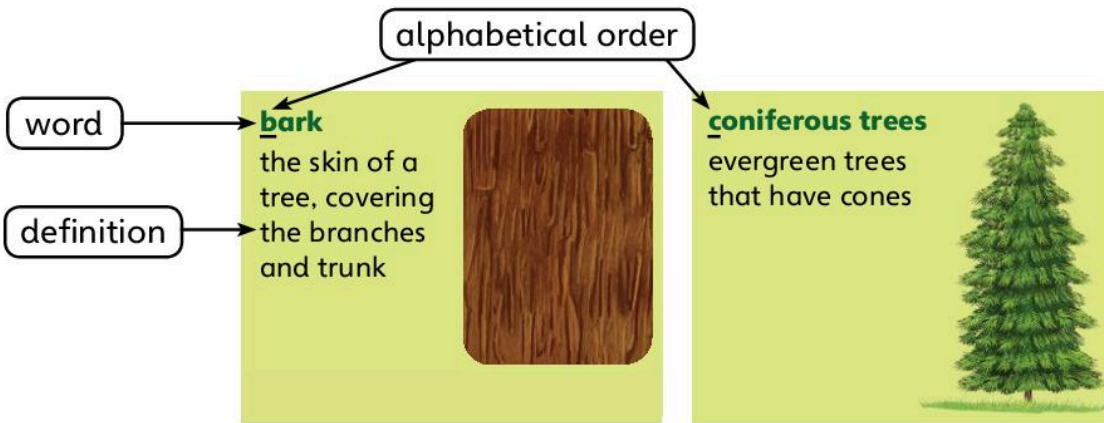
Evergreens are always green **because** they don't lose their leaves.

A Say **so** or **because** to join each pair of sentences.

- 1 You can see lots of neem trees in India. They grow well there.
- 2 Roots grow underground. You cannot see them.
- 3 Oak trees grow well in Europe. You see lots of them.
- 4 The tree's branches are bare. It loses its leaves every year.

Dictionary definitions

Dictionaries help us to spell words.
They also explain the meaning of each word.
This explanation is called a **definition**.



Here are some types of trees from around the world.

The words in dictionaries are arranged in **alphabetical order**.



willow yew mahogany acacia bonsai palm tree

- 1 Write the types of tree in alphabetical order.
- 2 Use reference books or the Internet to find out about each tree.
- 3 Write your own, simple definition for each tree.



willow



yew



mahogany



acacia



bonsai



palm tree

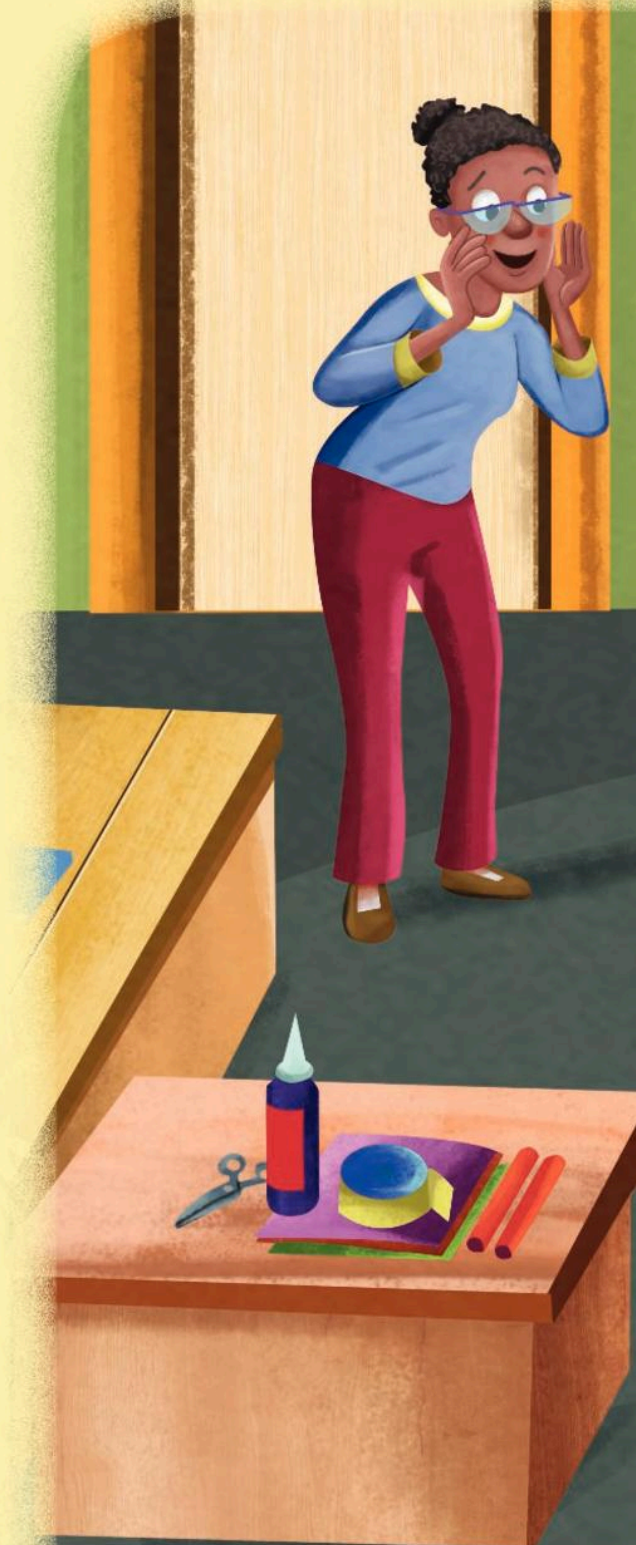
A Dragon in the Classroom

There's a dragon in the classroom:
its body is a box,
its head's a plastic waste-bin,
its eyes are broken clocks,
its legs are cardboard tubes,
its claws are toilet rolls,
its tongue's my dad's old tie
(that's why it's full of holes).

“Oh, what a lovely dragon,”
our teacher smiled and said.
“You *are* a pretty dragon,”
she laughed and stroked its head.

“Oh, no I'm not,” he snorted,
SNAP! SNAP! he moved his jaw
and chased our screaming teacher
along the corridor.

Charles Thomson





A Copy the similar word. The first one is done to help you.

- | | | | |
|----------|---------|-----------|---------------|
| 1 broken | faulty | perfect | <u>faulty</u> |
| 2 pretty | ugly | beautiful | |
| 3 kind | helpful | mean | |

B Write a similar word for each of these words.

- run
- drink
- laugh
- shake



Punctuation

Punctuation round-up

These are the **punctuation marks** covered so far.

full stop: comes at the end of a telling sentence .

question mark: comes at the end of an asking sentence ?

exclamation mark: comes at the end of a sentence that shows someone is shouting, surprised or cross !

comma: separates items in a list ,

apostrophe: shows where a letter or letters have been left out or shows who owns something ’

speech marks: shows which words are spoken “ ”

A Copy and **punctuate** the sentences.

- 1 Is there a dragon in the classroom _____
- 2 Help _____ There _____ s a dragon _____
- 3 The dragon has legs _____ claws and a tongue _____
- 4 _____ The dragon _____ s head is a waste-bin _____
she said _____

The lines show you where a punctuation mark has been left out.



Spelling

Using suffixes

Sometimes, a group of letters is added to the end of a word. This is called a **suffix**.

Here are some suffixes: **ly**, **ful**, **less**, **ness** and **ment**.

“Oh, what a **lovely** dragon,” love + ly = lovely

A Complete these word sums by adding the suffixes to the words.

1 quiet + ly = ? 2 thought + ful = ? 3 care + ful = ?

4 agree + ment = ? 5 hope + less = ? 6 slow + ly = ?

7 dark + ness = ? 8 hope + ful = ? 9 care + less = ?

If **y** on the end of a word sounds like **ee** as in **bee**, when you add a suffix you need to change the **y** to an **i** and then add the suffix.

silly + ness = silliness

B Complete these word sums, adding the suffixes to the words ending in **y**.

1 dry + ness = ? 2 merry + ly = ? 3 enjoy + ment = ?

4 nasty + ly = ? 5 plenty + ful = ? 6 happy + ness = ?

Grammar

Adverbs for **when** and **where**

Some adverbs tell us **how** something is done.

The teacher laughed **happily**.

Some adverbs tell us **when** something is done.

I saw the dragon **today**.

Some adverbs tell us **where** something is done.

I have put the dragon **outside**.



A Find the **adverb** in each sentence.

- 1 He looked carefully at the dragon.
- 2 We always keep the dragon in the box.
- 3 We showed the dragon to our friends outside.
- 4 The dragon snorted loudly.
- 5 You should never stroke a dragon!

An **adverb** adds to a verb.



Writing

Dragon poem

Read aloud the poem 'A Dragon in the Classroom' on **pages 84 and 85**. Think about all the things the children used to build their dragon. Listen to the rhyming words.



Imagine you have made a dragon at school, out of odd bits and pieces.

- 1 Make a list of things you might have used to make your dragon.
- 2 Write a poem which describes what your dragon is made of and what it looks like.

Use this line to start your poem:

There's a dragon in the classroom:



Christopher's Bicycle

Christopher Nibble loved being in the garden. It was usually so peaceful. But not today! Behind the shed door Mr Nibble was working hard. He was doing something TOP SECRET and Christopher wasn't allowed in.

By the end of the day the TOP SECRET thing was ready. It was... a bicycle for Christopher! He thought it was the best bicycle in the whole of Dandeville.

"It's a recycled bicycle!" giggled his sister, Poppy. And that gave Christopher an idea.

Early in the morning Christopher pedalled off to Dandeville where he saw the lady from the library. She was throwing out yesterday's newspapers. Christopher asked if he could take them.

"Please do!" said Miss Borrower.



After stopping at the bakery where Mrs Choux was throwing out yesterday's stale bread, Christopher asked Mr Rosetti if he had any empty coffee jars.

Then Christopher pedalled home very carefully. He was ready to recycle!

He asked Posie from next door and Poppy if they wanted to help. While Christopher and Poppy found all sorts of things in the shed that they might need, Posie searched online for recycling ideas.

They turned yesterday's newspapers into some very handy bags. They smeared the hard slices of stale bread with a little peanut butter and bird seed to make hanging feeders. And they turned empty coffee jars into bright vases, full of dandelions.

Then they loaded Christopher's bicycle with recycled goodies and set off for Dandeville.

From *Christopher's Bicycle* by Charlotte Middleton



Comprehension

A Write a sentence to answer each question.

- 1 What was Christopher given by his dad?
- 2 How did Christopher feel?
- 3 What idea did Christopher have?
- 4 What three items did Christopher collect from Dandeville?
- 5 What was Christopher ready to do when he got home with the items?
- 6 What did Christopher, Posie and Poppy make?

B Look carefully at the text on **pages 90 and 91**.

List six **verbs** you can find.

Remember, doing words are called **verbs**.



C The extract tells us what happened in the beginning and middle of the story. Talk about it with your friends.

- 1 What happened at the beginning of the story?
- 2 What happened in the middle of the story?
- 3 What do you think happens at the end of the story?

Vocabulary

Homophones

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

Posie searched online **for** recycling ideas; she found **four**.

A Match each of these words with its homophone in the word box below.

- | | | | |
|---------|------|--------|-------|
| 1 whole | 2 by | 3 not | 4 saw |
| 5 their | 6 to | 7 some | 8 ate |

knot two bye eight hole sore sum there

B Write a homophone for each of these words.

- | | | | |
|--------|--------|---------|--------|
| 1 be | 2 knew | 3 right | 4 see |
| 5 know | 6 wear | 7 I | 8 mail |

Punctuation

Punctuation round-up

These are the **punctuation marks** covered so far.

full stop: comes at the end of a telling sentence .

question mark: comes at the end of an asking sentence ?

exclamation mark: comes at the end of a sentence that shows someone is shouting, surprised or cross !

comma: separates items in a list ,

apostrophe: shows where a letter or letters have been left out or shows who owns something ’

speech marks: shows which words are spoken “ ”

A Write sentences using:

- 1 a full stop
- 2 a question mark
- 3 an exclamation mark
- 4 a comma
- 5 an apostrophe to show missing letters
- 6 an apostrophe to show who owns something
- 7 speech marks

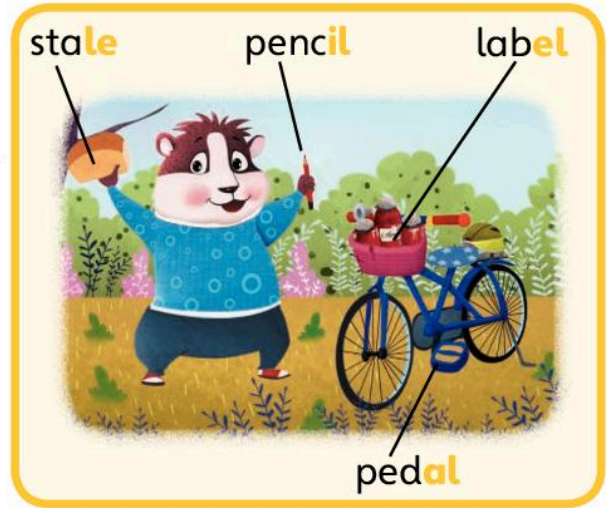
Spelling

Word endings: le, el, al and il

- A** Read the words in the word box aloud.

Notice the sound the different endings make.

pedal handle medal
rectangle paddle model
nostril signal pencil
camel fossil tunnel



- B** Copy the table. Sort the words into the table. Look carefully at the ending of each word.

Word endings			
le	al	il	el

- C** Add one more word to each column in the table.

Well done if you find a word ending in **il**. There aren't many!



Grammar

Comparative and superlative adverbs with er and est

Adverbs can describe the difference between **two actions**. These are called **comparative adverbs**.

Posie worked **hard**. Poppy worked **harder**.

Adverbs can describe the difference between **three or more actions**. These are called **superlative adverbs**.

Posie worked **hard**. Poppy worked **harder**.

Christopher worked the **hardest**.

A Say the **comparative** and **superlative adverbs**.

- 1 He pedalled **fast**. He pedalled _____. He pedalled the _____.
- 2 She lived near. She lived _____. She lived the _____.
- 3 It was piled high. It was piled _____. It was piled the _____.
- 4 They arrived late. They arrived _____ They arrived the _____.

Writing

Writing stories

Stories need a **beginning**, **middle** and **end**.

In the **beginning** of the story the characters are introduced.
In the **middle** of the story the characters do things or try to do things.

At the **end** of the story everything is sorted out.

Remember, it is important that the events in a story are written in order. Otherwise the reader will get confused about what is happening.



Look at the pictures on the right.
They tell the main parts of the story on **pages 90 and 91**.

- 1 Think about the **beginning** of *Christopher's Bicycle*.
Write notes about what happened.



- 2 Think about the **middle** of *Christopher's Bicycle*.
Write notes about what happened.



- 3 Think about what **might** happen at the **end** of *Christopher's Bicycle*.
Write notes about your ideas.



Check-up

Vocabulary

- Copy the **similar** word.
 a happy sad pleased b run jog walk
- Finish the words sums. Write the **compound words**.
 a out + side = ? b play + ground = ?

Punctuation

- Copy each sentence and add the **comma** in the correct place.
 a I like the colours red blue and yellow.
 b There are sheep chickens and horses on the farm.
- Copy and **punctuate** these sentences.
 Watch out____ There____s a car coming____

Spelling

- Copy the words with a **soft c** or **soft g**.
 goat rice page cat hedge ice
- Write these words, adding **ed** to them.
 a drop b jump c tip

Grammar

- Which verbs in each of these sentences are in the **past progressive tense**?
 a Tuhil was going to meet a friend.
 b They were meeting at the park.
- Write the **comparative** and **superlative adverbs**.
 Tom ran **fast**. Sam ran_____. Meena ran the_____.



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