

CAMBRIDGE PRIMARY English

Activity Book



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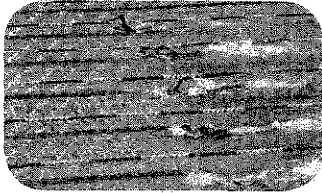
1 Playing with friends

1 The Bike Race

A Join the pictures to the words.



A swimming race



A horse race

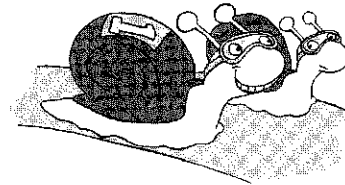
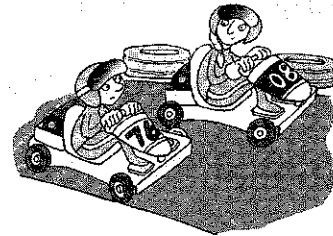
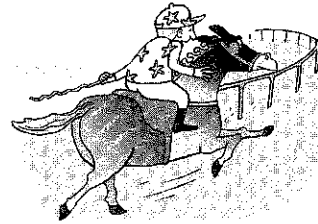


A go-kart race

A snail race

A running race

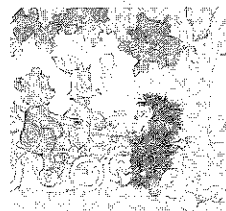
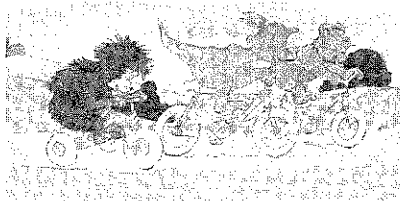
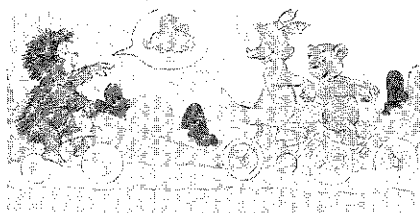
A bike race



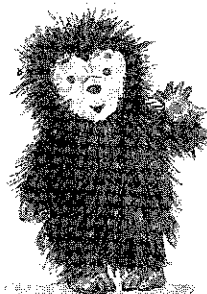
B In *The Bike Race* there are three characters.
Write their names below the pictures.



2 Check the story



A Who says it? Join the speaker to the words.

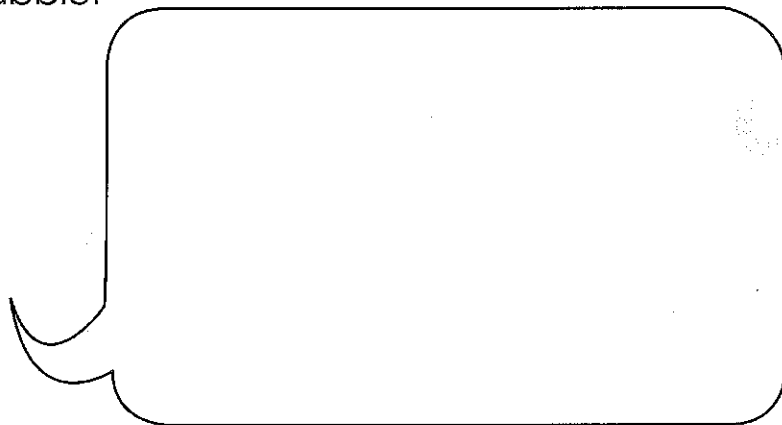
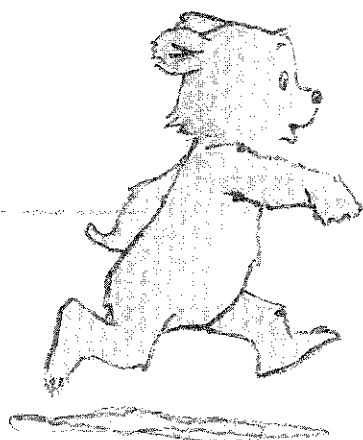


I am winning!

Get set ... GO!

Let's have a race.

B What do you think Bear says at the end of the race? Write your answer in the speech bubble.



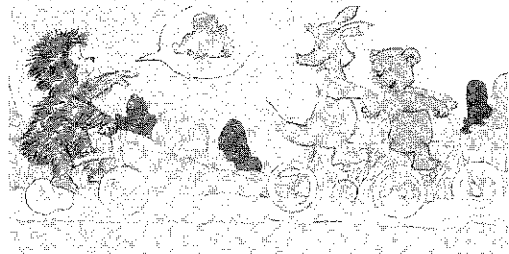
3 Retell the story

A Check the story. Write the answers.

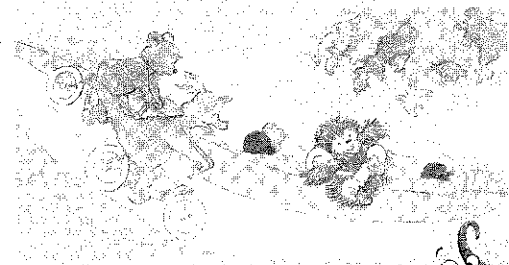
1 Who is this?



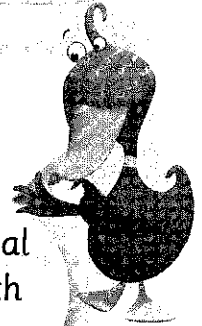
2 What does Hedgehog say to start the race?



3 How does Hedgehog get down the hill?



Begin with a capital letter and end with a question mark (?).



B Now write a question for a friend.

4 Playing games

A Look at the picture.



Choose four people. Write what they are doing.

5 - She is skipping.

Words to help you:

running skipping eating riding a bike rolling
riding a horse sitting swimming drinking

B What do you like doing? Write your answers in the empty bubbles.



No. I don't
like ...

Yes. I like ...



I like running.
Do you?

Empty speech bubble for writing an answer.



I like riding my
bike. Do you?

Empty speech bubble for writing an answer.

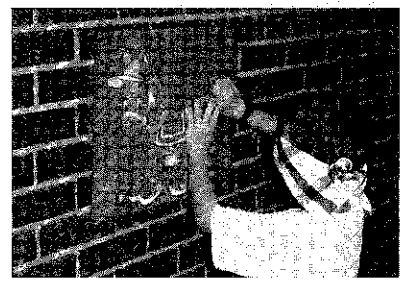
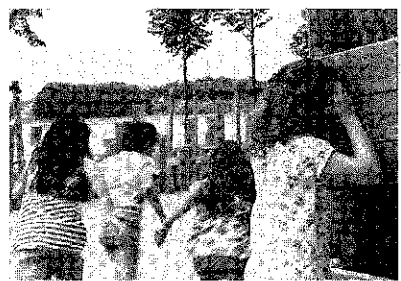


I like rolling
down a hill.
Do you?

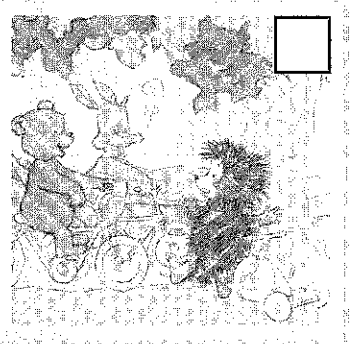
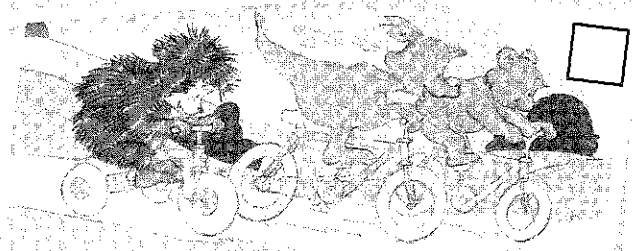
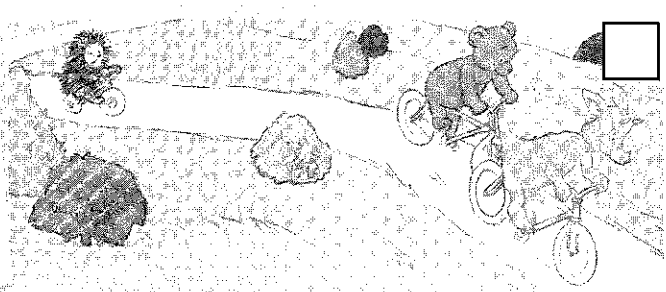
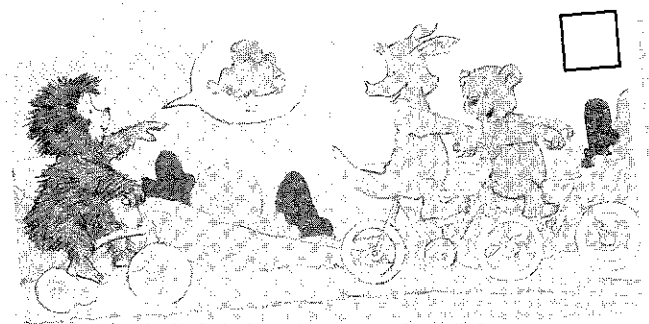
Empty speech bubble for writing an answer.

5 Hide and Seek

A Write the names of the games.



B Look at the pictures. Write a number in each box to sort out the story order.



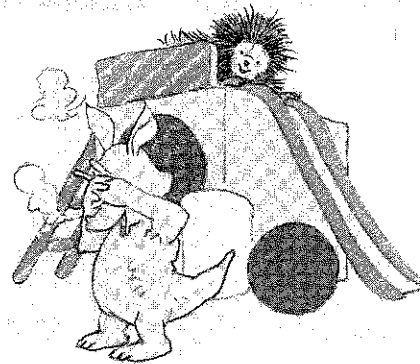
6 Check the story

A Write the answers.

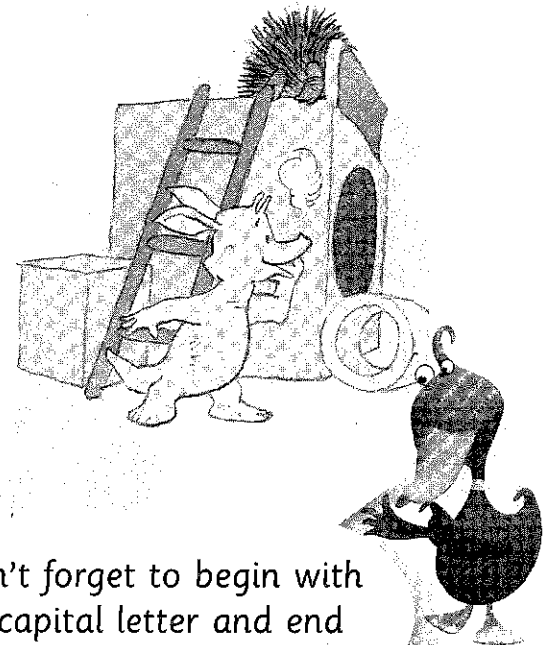
1 Who is this?



2 Does Dragon hide?



3 What is Hedgehog doing?



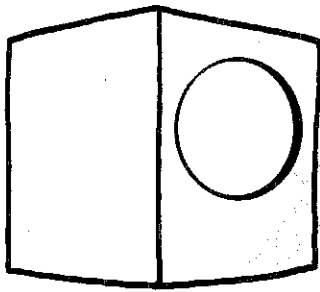
B Now write a question for a friend.

Don't forget to begin with
a capital letter and end
with a question mark(?).

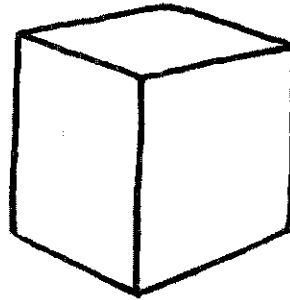
7 Retell the story

A Draw Hedgehog in his hiding places.

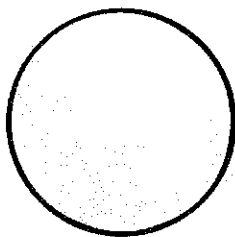
Draw Hedgehog on top of the big box. Colour it blue.



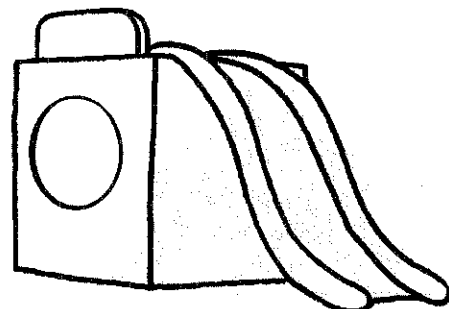
Draw Hedgehog in the small box. Colour the box green.



Draw Hedgehog on top of the ball. Colour the ball red.

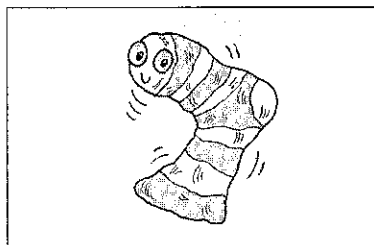
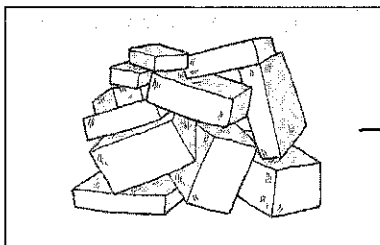


Draw Hedgehog on the slide. Colour the slide orange.

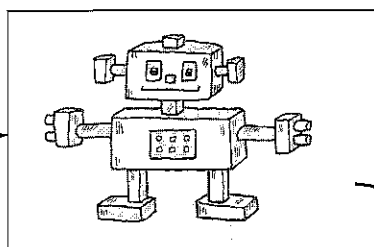
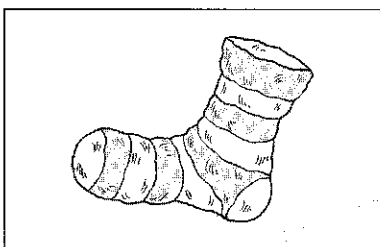


8 What can we make?

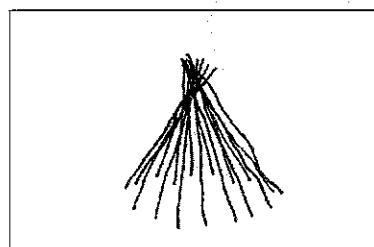
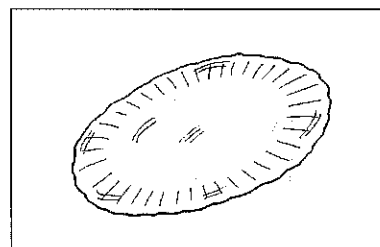
A Join the picture to something you can make with it.
Join the word too.



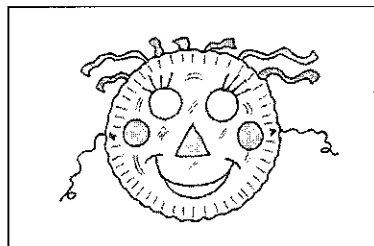
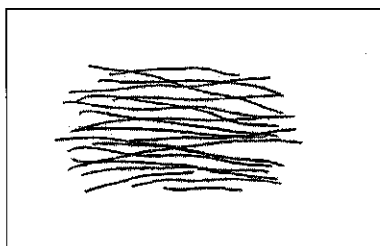
den



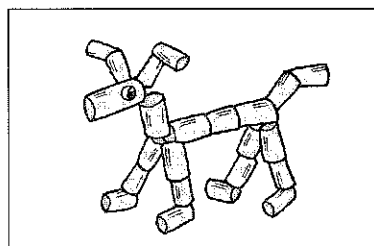
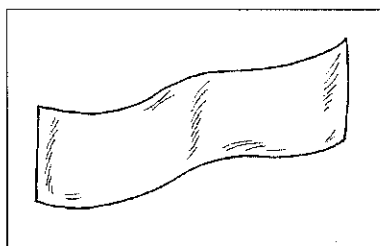
sock puppet



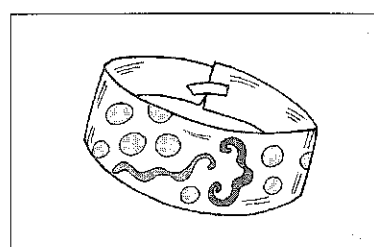
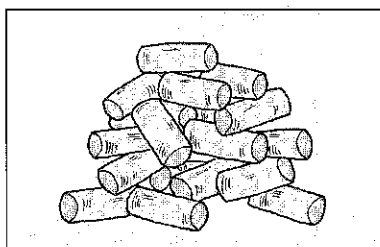
robot



hat



mask



animal model

9 Check your understanding

A Write a word in each gap.

Words to help you:

Hello robot robot's paints makes arms

"What can we make?" says Bear.

"Let's make a _____," says Hedgehog.

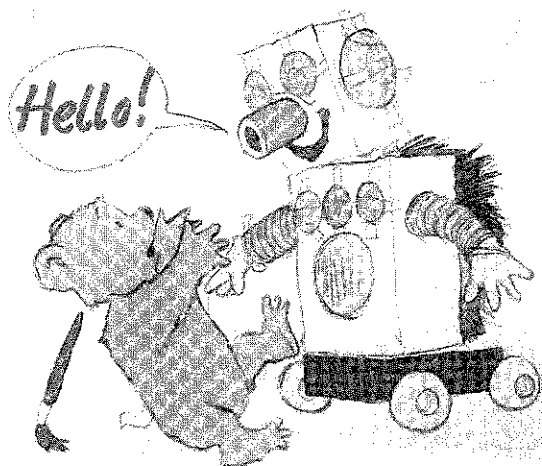
Hedgehog makes the _____ body.

Bear _____ the robot's head.

Hedgehog makes the robot's _____.

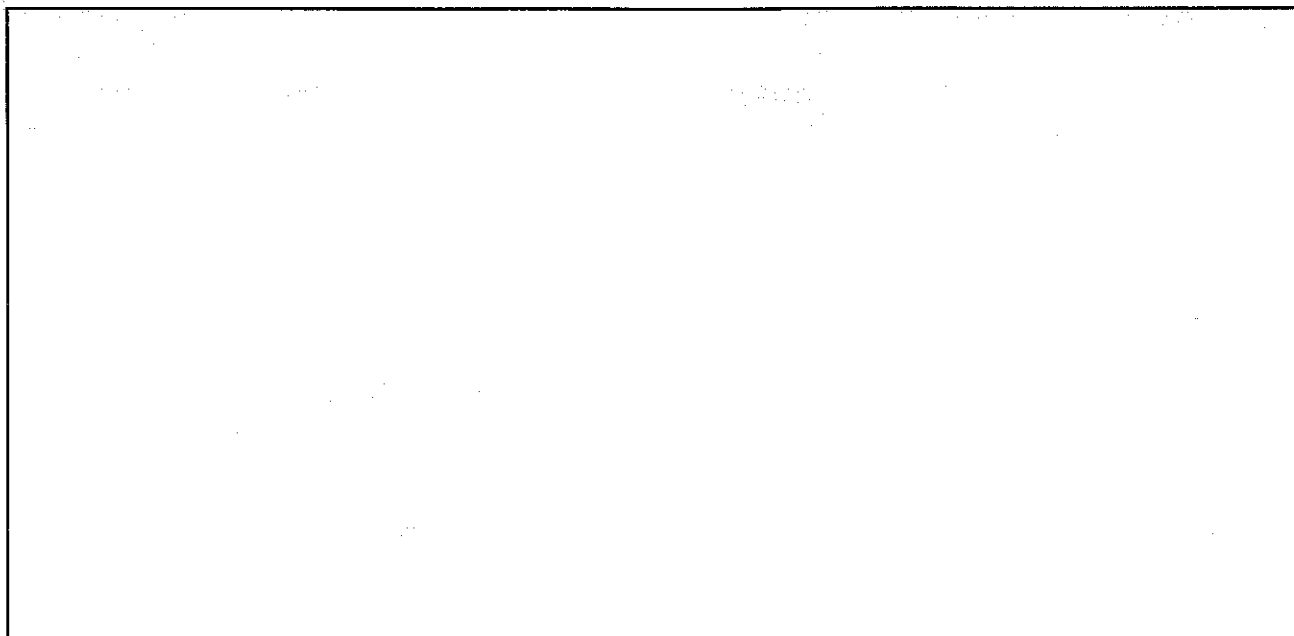
Bear _____ the robot's mouth.

"_____, " says the robot.



10 A robot

A Think about a robot you would like to make. Draw it here.



11 Making a dragon

A Write the words for each body part.



Words to help you:

eye head mouth leg tail ears

12 Think about Bear, Hedgehog and Dragon stories

A Ask your family and friends where they like to play best.

Write each name in the chart.

Tick the right box.

Name	In the park	In the street	In the house	At school	Somewhere else?
Alex			✓		

B Look at your chart. Where do most people like to play?

Unit review

- A** Read the words. Cover them.
Write them.



	Read	Write
6	the	
7	park?	
1	What	
2	are	
4	playing	
3	you	
5	in	

- B** Make a question using all the words. Write each word in order, beginning with 1.

What _____

?

2 Finding out and making

1 Reading labels

A Join the word labels to the pictures. Fill in the blank labels.

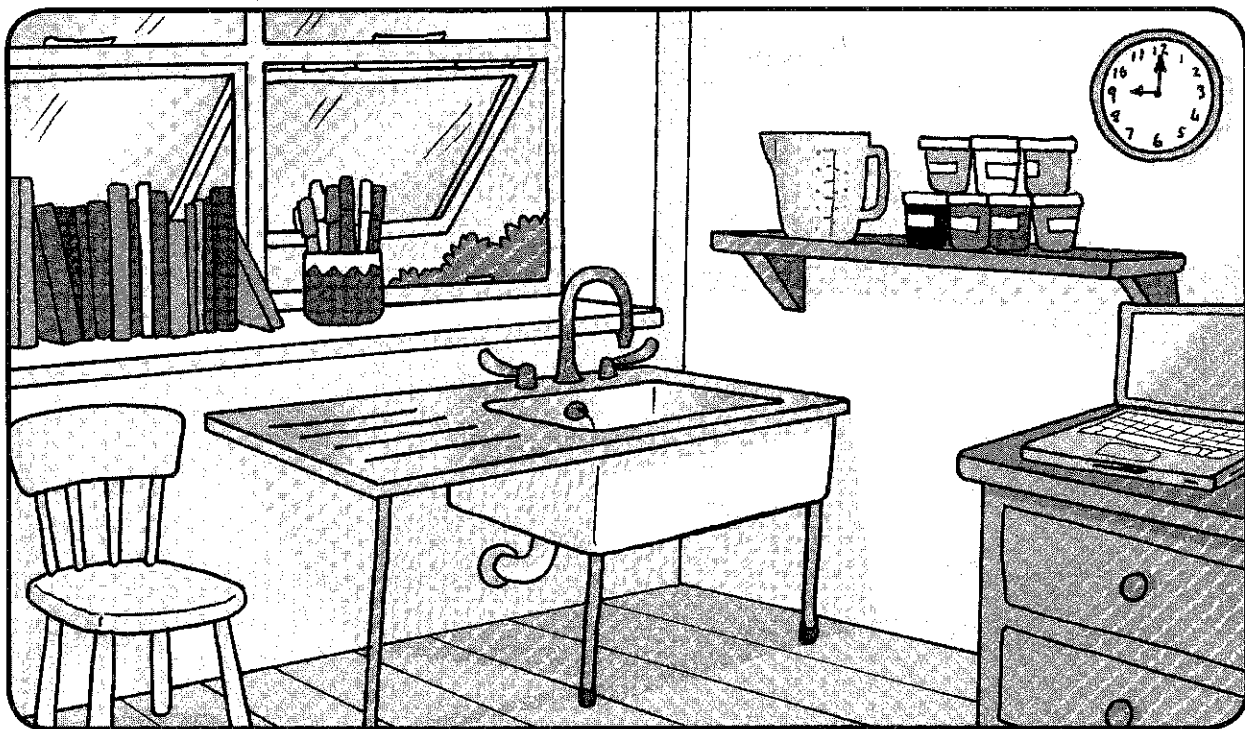
window

books

pens

paints

clock

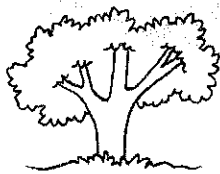


chair

computer

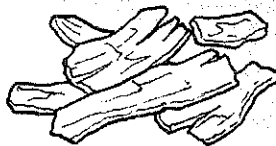
2 Writing labels

A Is the label right? Write **Y** for yes or **N** for no.

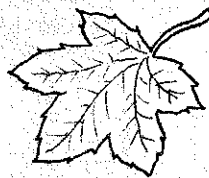


tree

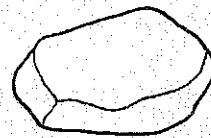
Y



bank

☐


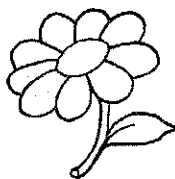
leaf

☐


stone

☐


frog

☐


flower

☐

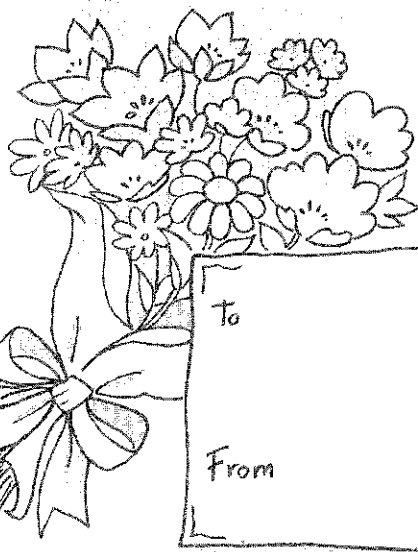

grass

☐


snail

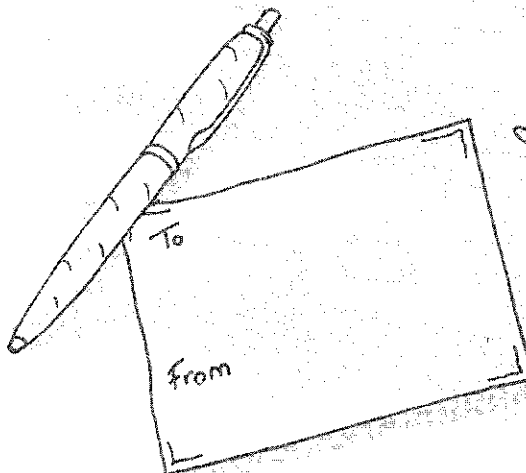
☐

B Write the labels for these presents. Who will you send each present to?



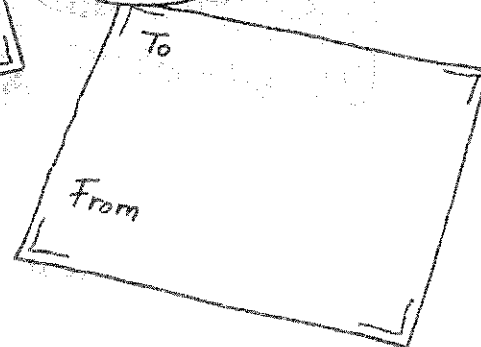
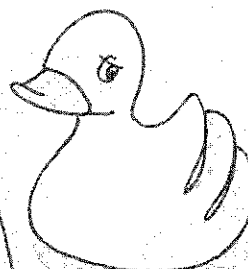
To

From



To

From



To

From

3 Looking at signs

A Match the sign to the words.

a



sad

b



stop

c



you can't go
this way

d



school

e



zoo

f



angry

4 Signs in capital letters

A Write a sign in capital letters.

Ask a friend to read
your sign.

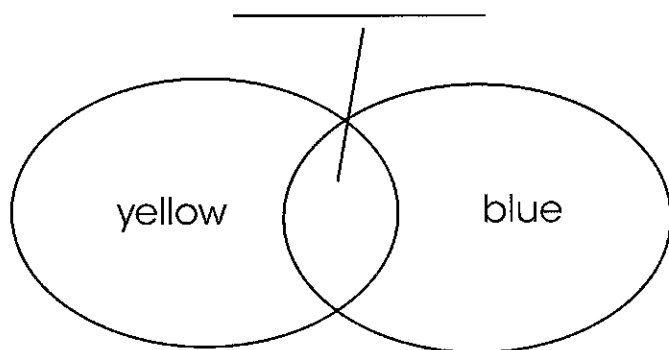
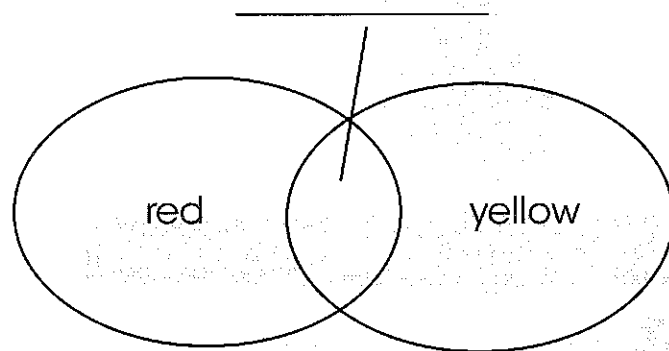
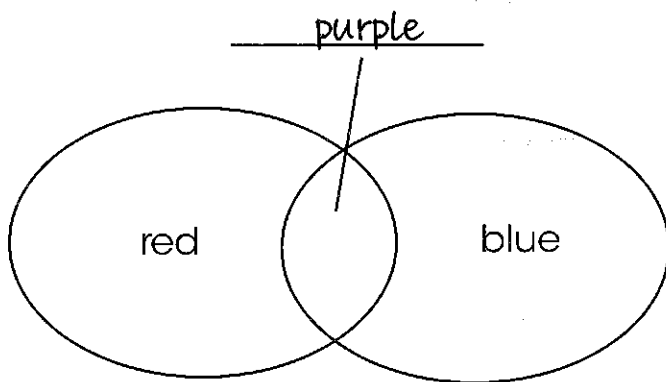


5 Following instructions

A Write **Yes** or **No**.

- 1 You mix red and yellow to make blue. _____
- 2 You mix blue and red to make yellow. _____
- 3 You mix yellow and blue to make green. _____

B Colour the charts. Write the missing labels.



6 Checking the instructions

A Write a word in each gap.



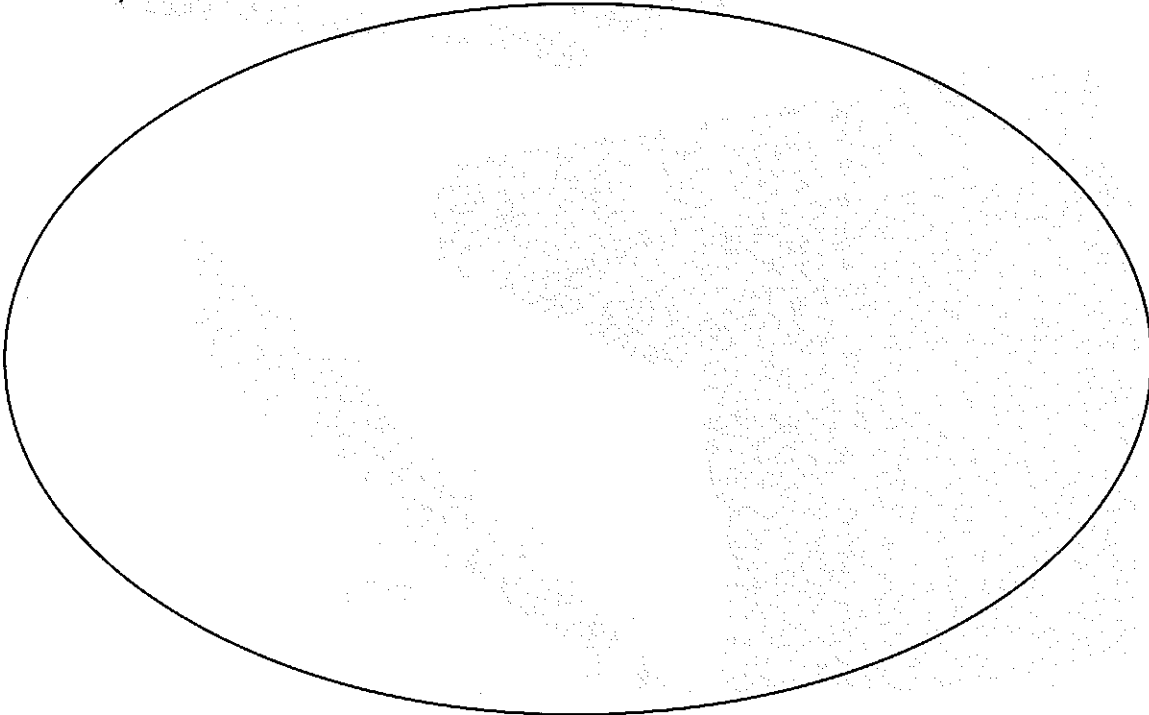
- 1 _____ to make orange.
- 2 Mix blue and _____ to make purple.
- 3 How to _____ green.
- 4 _____ red and yellow to make orange.
- 5 How to make _____.
- 6 Mix blue and yellow to make _____.

7 Writing instructions

- A** Make an instruction poster. Choose a task and explain how to do it.

How to _____

What you need:



What you do:

8 Instructions in pictures with numbers

A Trace each number. Then write it on the line.

1

2

3

4

5

6

7

8

9

10

Tip

Write the numbers from top to bottom, and from left to right.

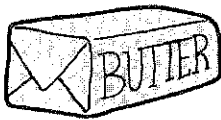
9 Instructions in recipes

A Join the picture to the food labels.

What you need to make a cake



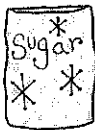
butter



flour



eggs



milk



sugar

B Write the letters in the right order.

garsu sugar

lourf _____

segg _____

tubret _____

klim _____

10 Checking the instructions

A Write a word in each gap.

Words to help you:

put in bake powder sugar the mix

How to make muffins

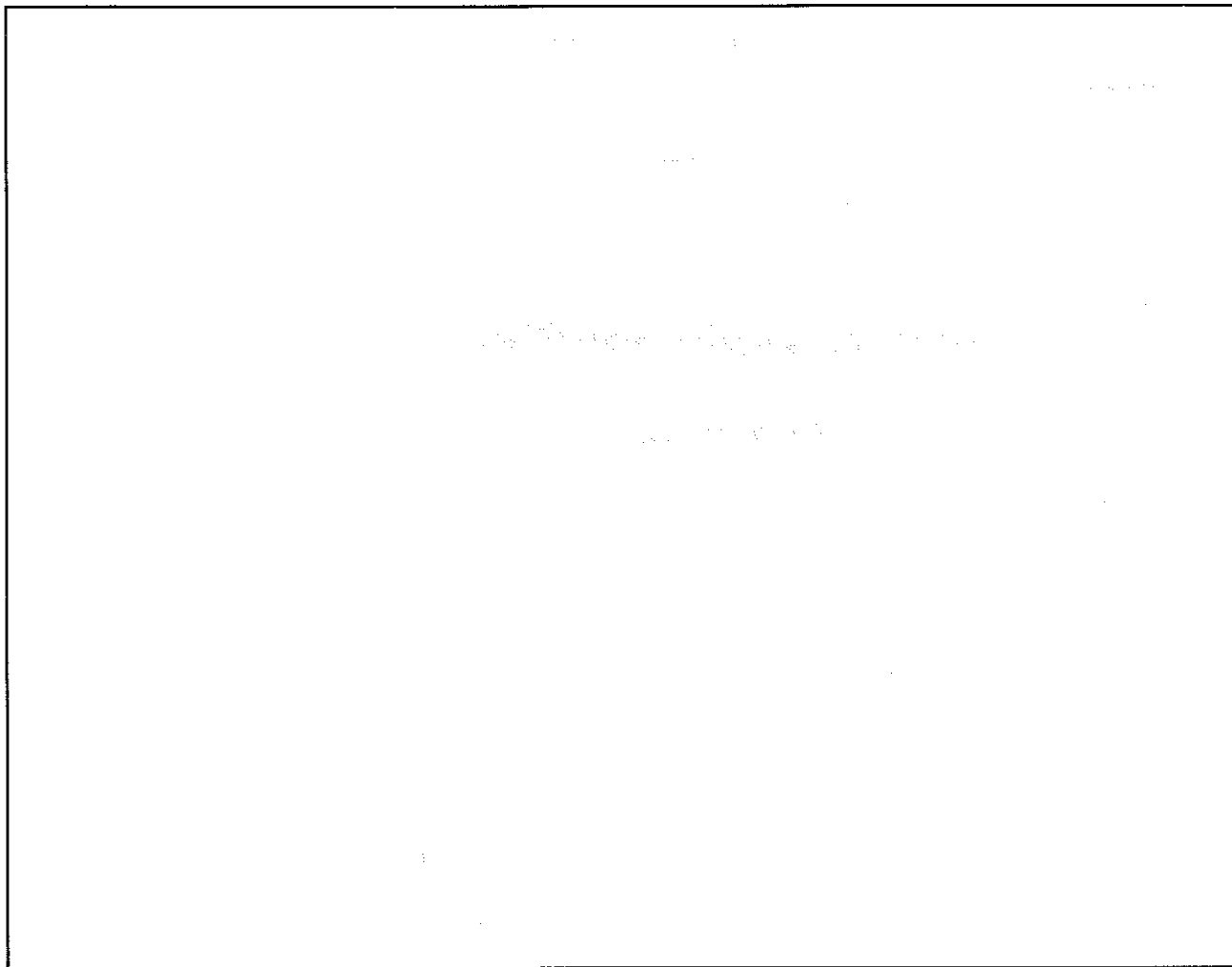
What to do:

- 1 Put in _____ flour.
- 2 Put in the baking _____. Mix.
- 3 Put in the _____.
- 4 _____ in the choc-chips. Mix.
- 5 Put in the eggs. _____.
- 6 Put _____ the milk. Mix.
- 7 Put in the oven to _____.



11 Changing the text

A Draw the cake you want to make.



B Now answer these questions about your cake.

1 What flavour will it be? _____


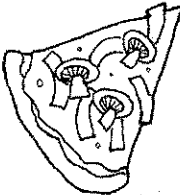
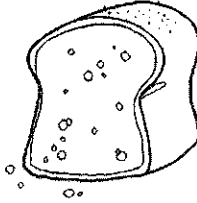
2 What is in it? _____

3 What is on it? _____

12 Writing new instructions

A Ask your family and friends: "What do you like to cook?"

Write their names. Tick the chart.

Name	Cakes 	Pizza 	Bread 	Something else?
Anna	✓			Pasta

B Look at your chart. Which food do most people like to cook?

Unit review



A Read the words. Cover them. Write them.

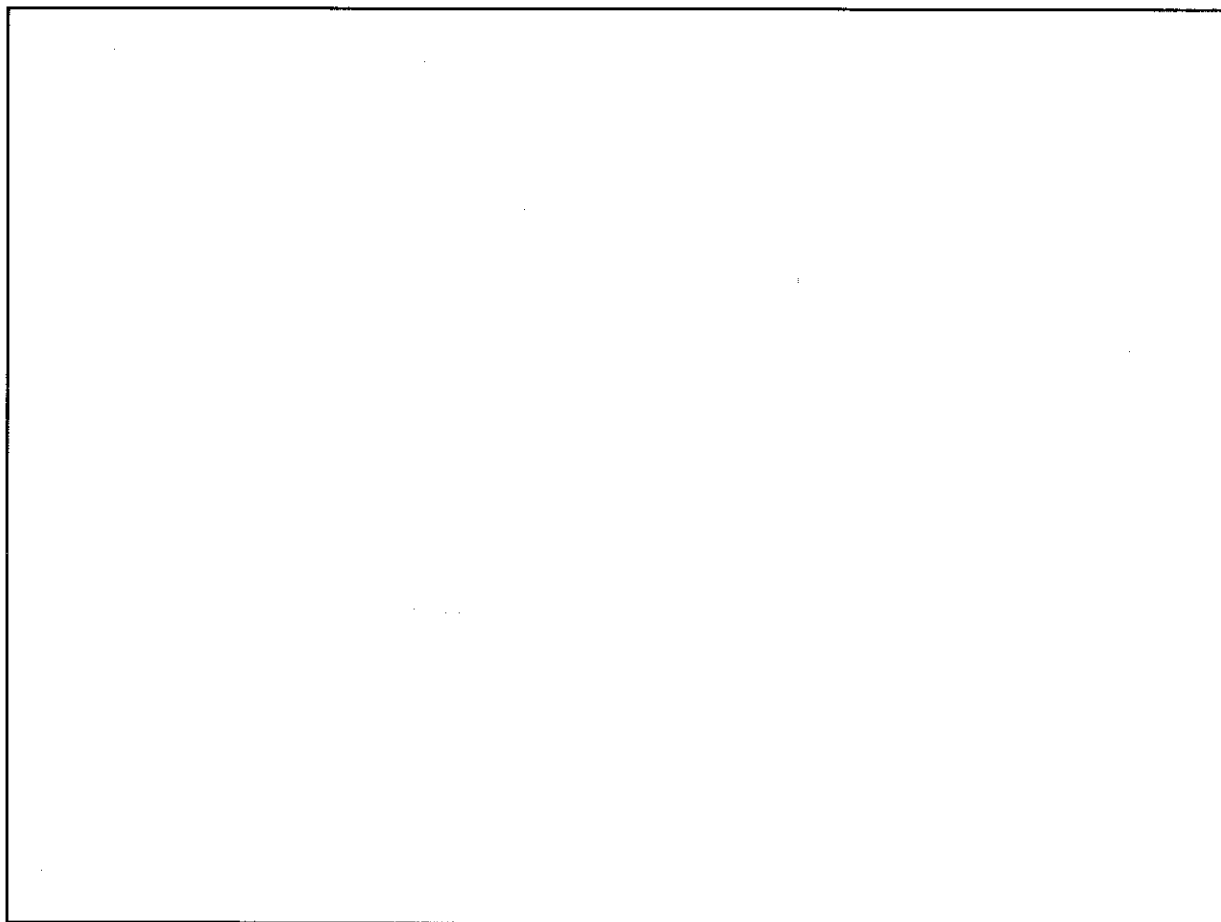
	Read	Write
1	Do	
7	cakes	
2	you	
6	make	
3	know	
5	to	
4	how	

B Write the words in number order to make a question.
Use the correct punctuation.

3 Rhyme time

1 Rhyme time

- A** Draw round your hand. Draw a face on your thumb and each finger. Write a name for each.



- B** Now write a new verse of the rhyme *Fingers All*. Fill the gaps. Write the name of one of your fingers on the first line.

Where are _____?

I am. How do you _____.

2 Number rhyme time

A Underline the rhyming words in each line.

One, Two, Buckle My Shoe

One, two, buckle my shoe.

Three, four, knock at the door.

Five, six, pick up sticks.

Seven, eight, lay them straight.

Nine, ten, a big fat hen.

Oliver Twist

Oliver – Oliver Twist

I bet you can't do this:

Number one – touch your tongue

Number two – touch your shoe

Number three – touch your knee

Number four – touch the floor

Number five – do a dive

Number six – build with bricks

Number seven – go to Devon

Number eight – bang the gate

Number nine – walk the line

Number ten – start again.

B 1 Which rhyme do you like best? _____

2 Why? _____

3 Funny rhymes

A What are the monkeys doing? Write your answer in each box.



It is swinging in a tree.



They are chasing bees.



They are



They are



They are



They are



They are



They are

4 Silly rhymes

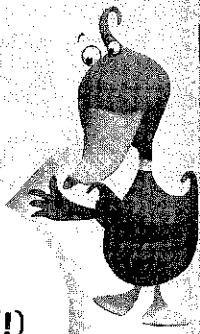
A Read the rhyme *Fire! Fire!* again. Write what they say.

Words to help you:

Use my shoe. Where? Where?

Put it out! Behind the rocks. I've no bucket.

Remember capital letters, full stops, exclamation marks (!) and question marks (?).



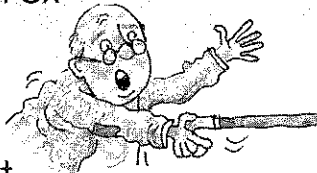
Obadiah



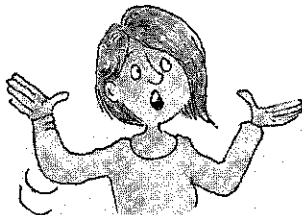
Mrs Pear



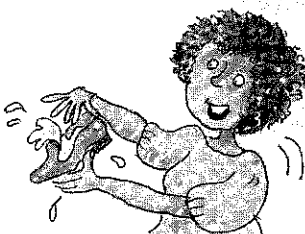
Doctor Fox



Mr Powt



Miss MacTucket



Betsy Lou

Fire! Fire!

5 A rhyme that tells a story

A Write a rhyming word in each gap.

Words to help you:

chilly me Jim go so trip dive swim bubbles dip nose

SPLASH! Whoopee! Hey, look at _____ me _____ !

I'm first one in, the water's fine!

Sam don't howl. You've lost your towel?

Jilly says she's feeling _____ .

Clive can _____ . Look! There he goes.

Come on in, Jim. You can _____ , Jim.

Take a jump and hold your _____ .

Don't look grim, _____ . You can swim, Jim.

You can swim, you know you can.

Jim looks grumpy, gone all humpy.

Says he doesn't want a _____ .

Going off to buy some biscuits.

Mind, it's slippery! Jim don't _____ !

SPLASH! Jim's in trouble! Lots of _____ !

Where's he gone? Oh deary _____ !

Up he bobs and look, he's smiling!

Hey there, you lot, watch him _____ !

You can swim, Jim! You can swim, Jim!

You can swim! I told you _____ !

Kaye Umansky

6 Changing a rhyme

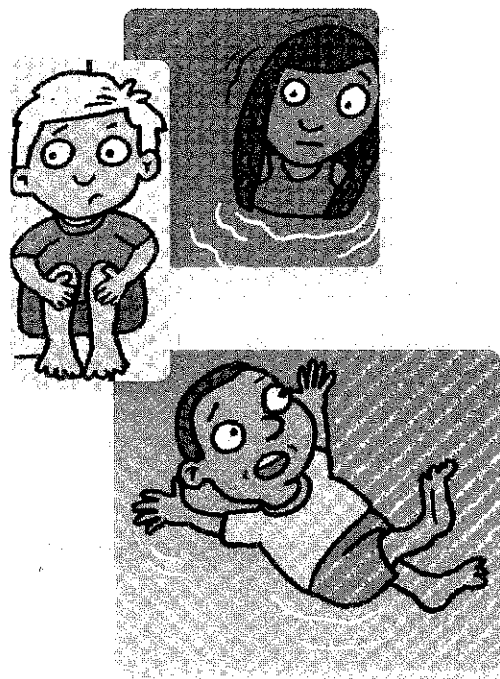
A Read each question. Look again at the rhyme *You can swim, Jim*.
Say each answer and then write it.

1 Who is this?

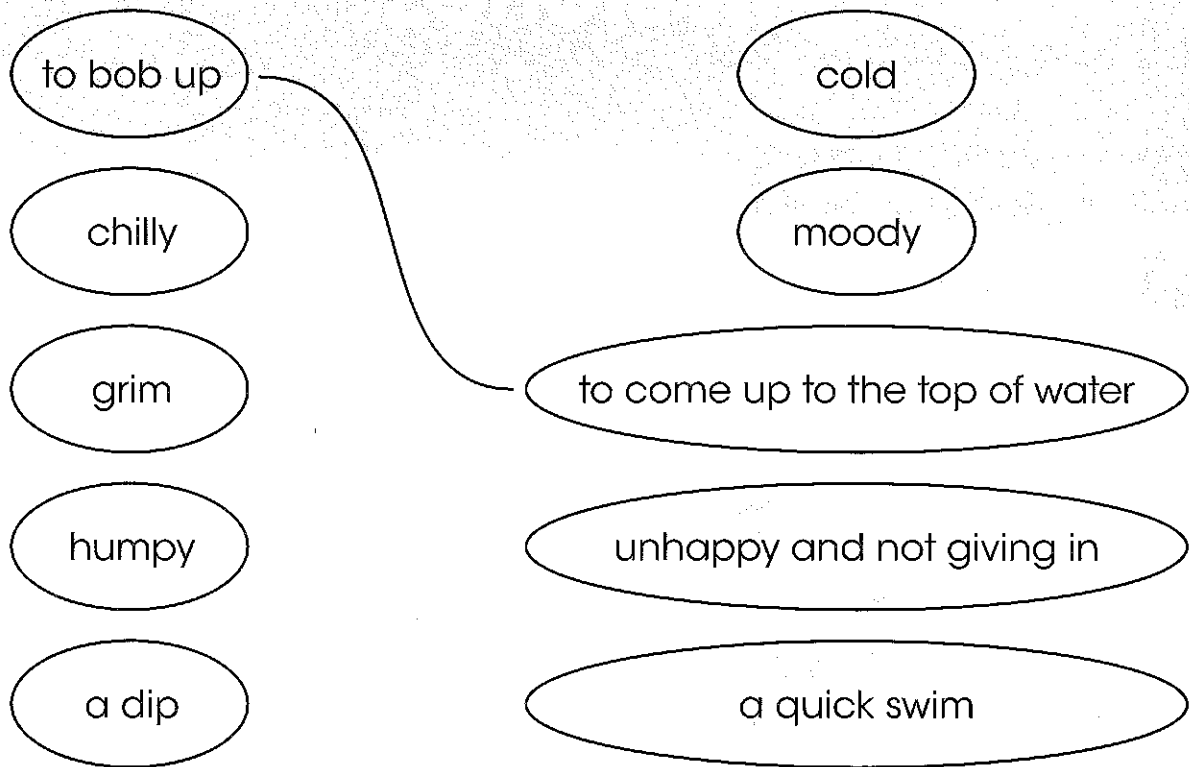
2 Why is Sam howling?

3 What is Jim doing when he bobs up?

4 Find two words in the poem that begin with the letters **gr**.



B Join the word with its meaning.



Unit review

A Circle the word that doesn't rhyme.

1 tie tea bye

2 bee she the

3 my he sea

4 boat bat coat

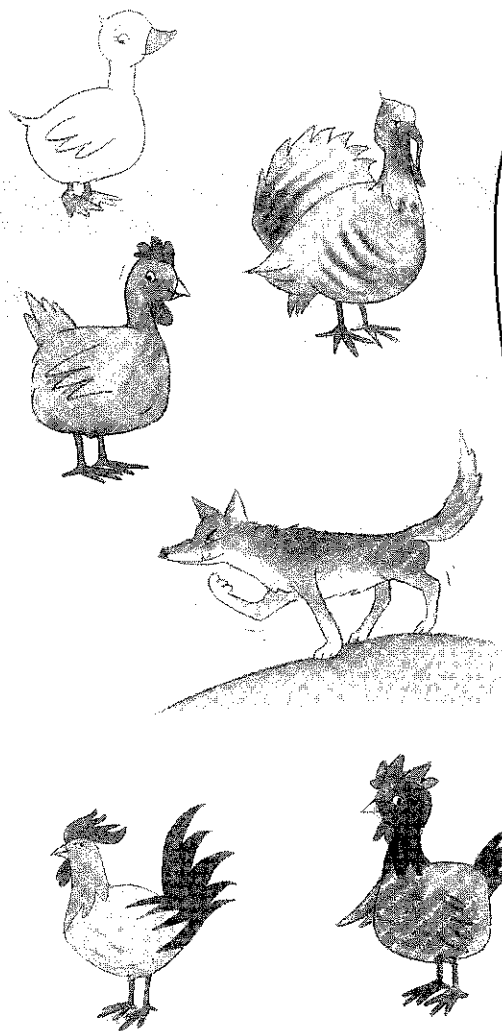
5 hay nail day

6 light look cook

4 Joining-in stories

1 Chicken Licken

A Join the picture to the name. Write the rest of the name.



Chicken _____

Turkey _____

Duck _____

Cock _____

Hen _____

Fox _____

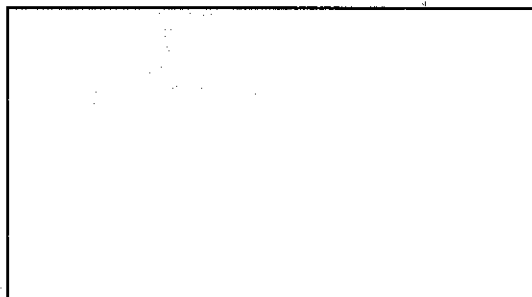
Words to help you:

Lurkey Lock Len Lox Luck Licken

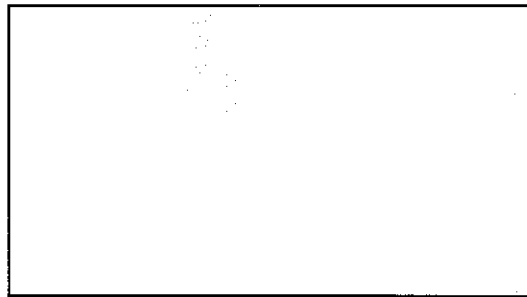
2 Checking the story

- A** Make up rhyming names for each of these animals.
Draw each character.

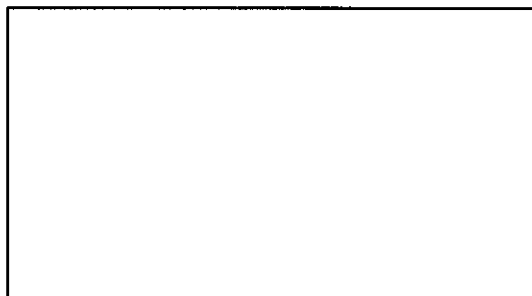
Cat Pat, Dog Zog ...



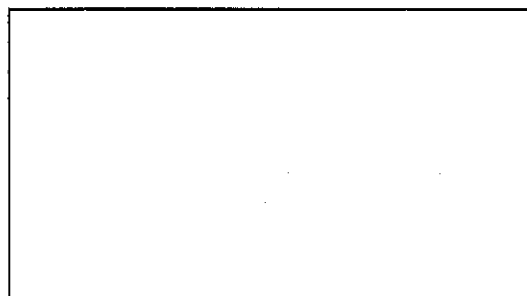
Cat Pat



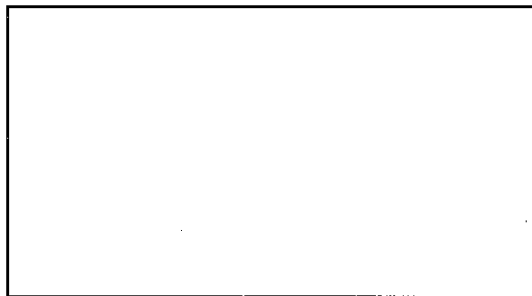
Dog _____



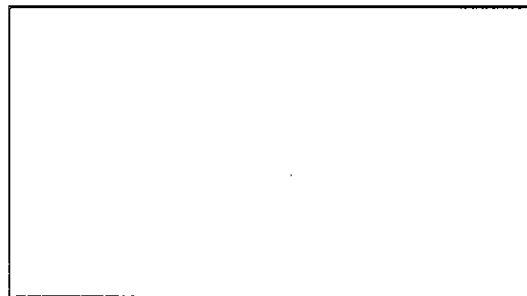
Sheep _____



Goat _____



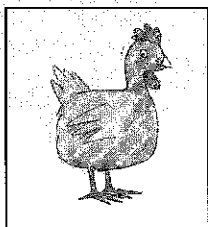
Cow _____



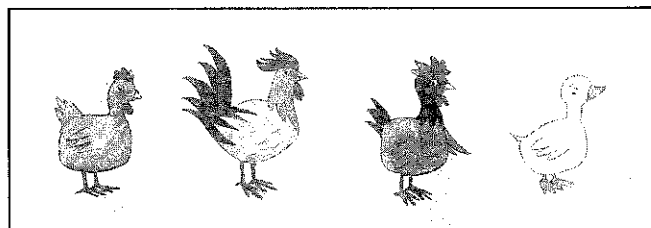
Mouse _____

3 Exploring the story

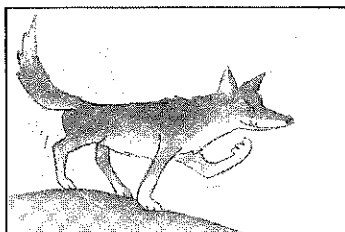
A Who says it? Join the speakers to the words.



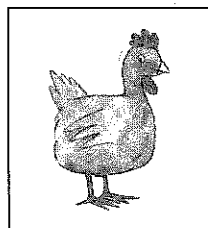
I will go to tell the king!



I can take you to the King.

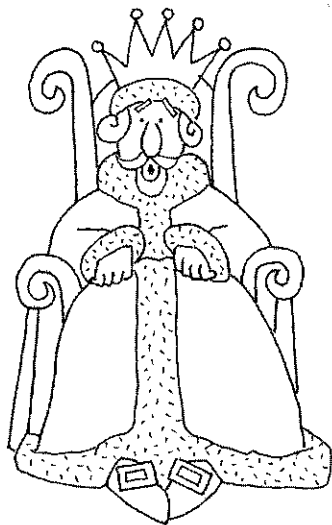


Come with us.



The sun fell on me.

B What do you think the King says?

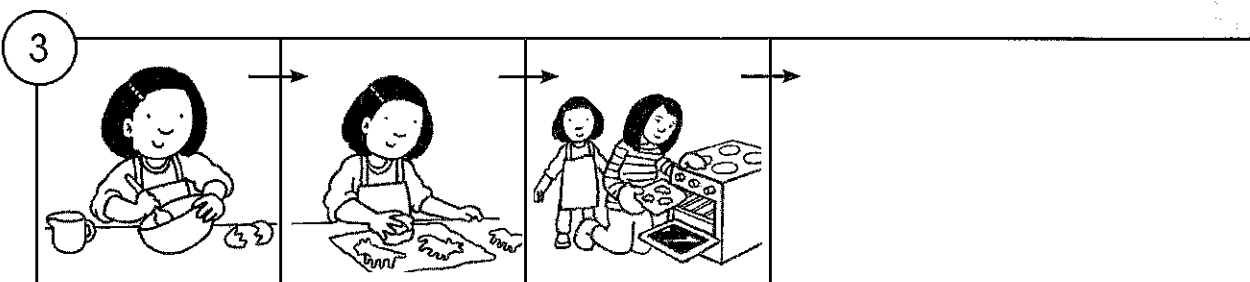
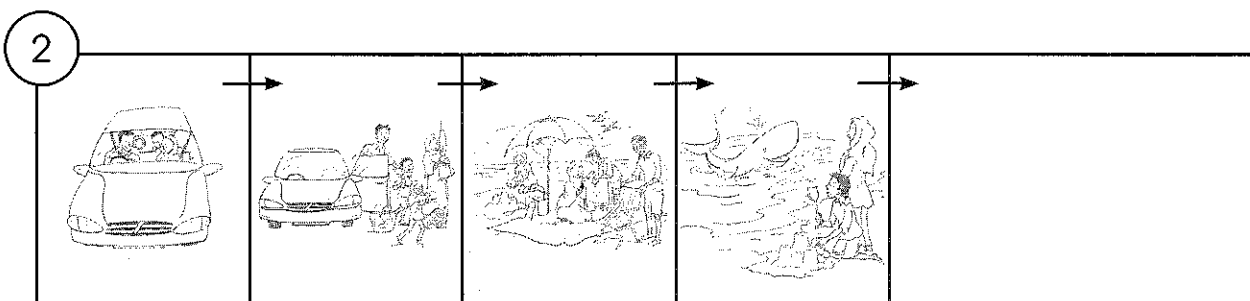
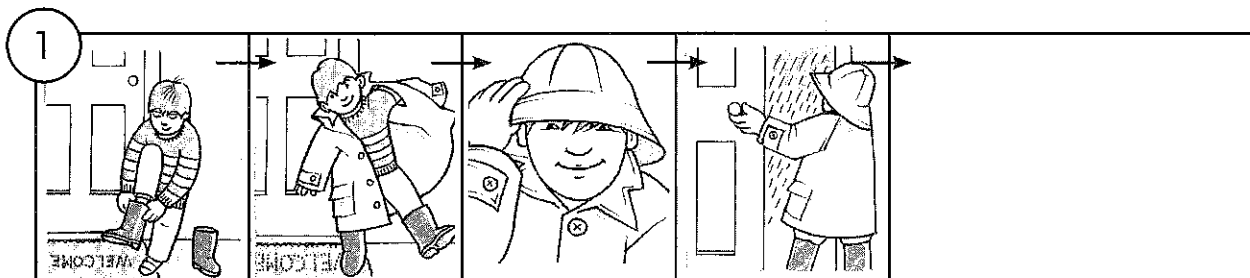


4 Lizzi Locks

Remember capital letters and full stops.



- A** Look at the three pictures stories. Try to think of an interesting or exciting ending for each. What happens next? Add a picture and write a sentence.

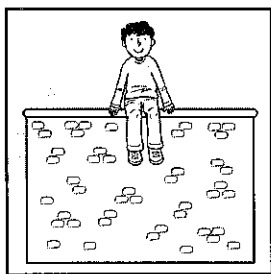


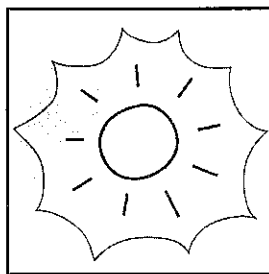
5 Predicting the story

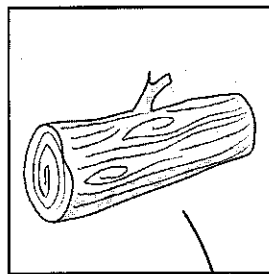
A Join the opposites. Write the words.

Words to help you:

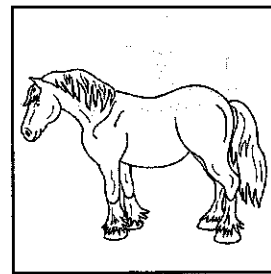
big little hard soft hot cold high low

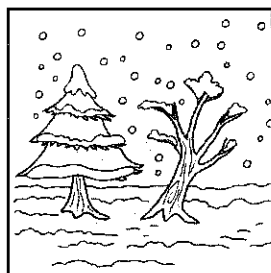


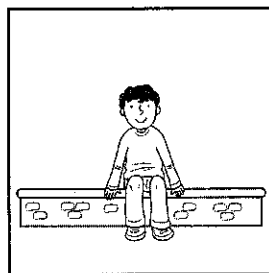


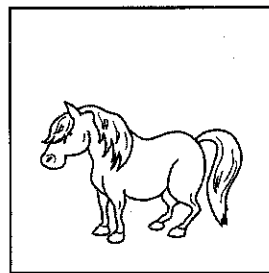


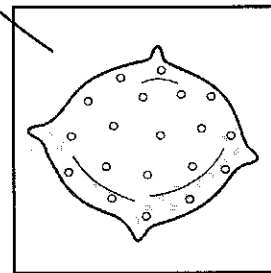
hard







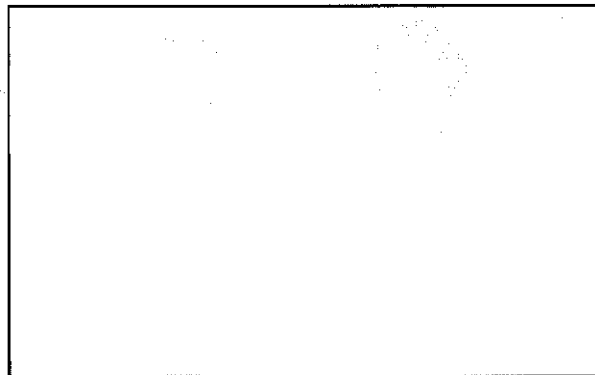




soft

B Now write and draw two opposites.

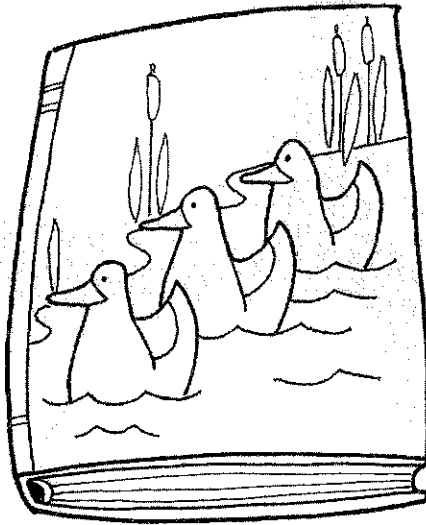




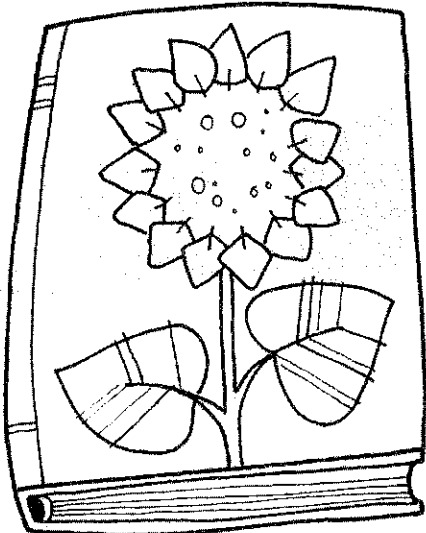
6 Exploring the story

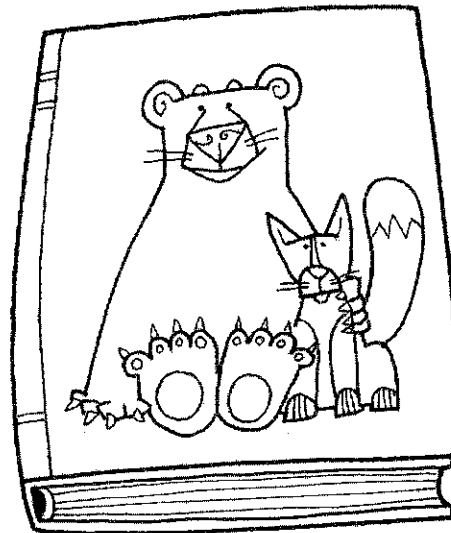
A What is a good title for each book?

Write the title.









7 The Runaway Chapati

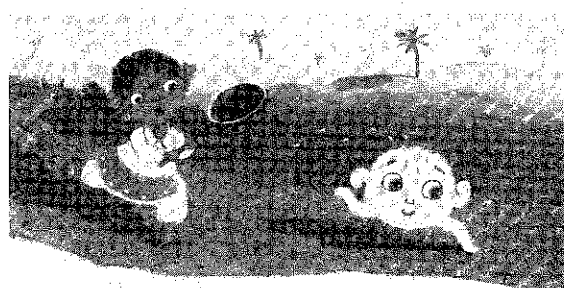
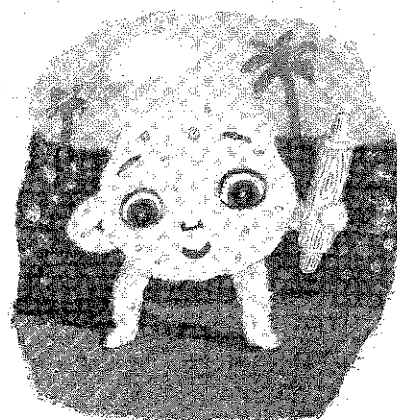
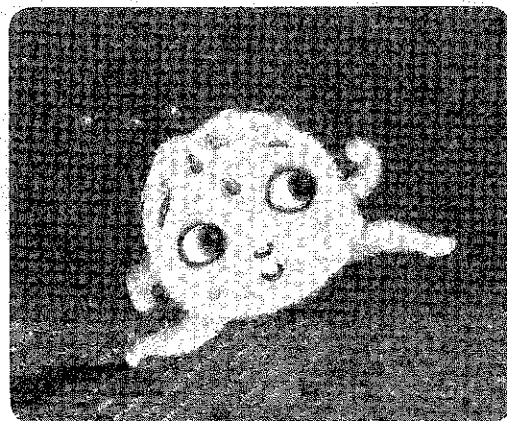
A Answer the questions.

1 How does the story begin?

2 Who is this?

3 Where did the chapati man run?

4 Now write a question about the story for a friend.



Don't forget to begin
with a capital letter
and end with a
question mark (?).

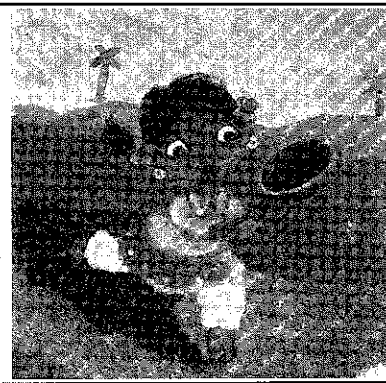
8 Finish and check the story

A Each of these characters ran after the chapati man.

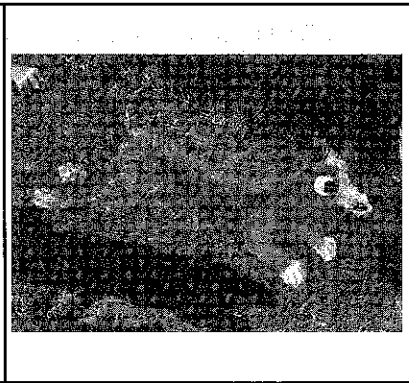
Draw the characters.



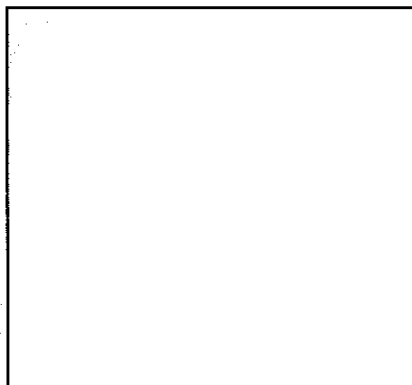
Chapati Man



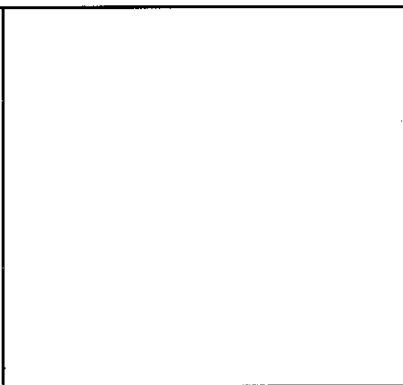
Anya



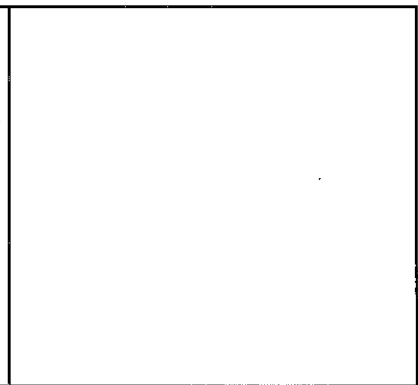
dog



monkey



crocodile



tiger

B Write a character's name in each gap to tell the story.

- 1 Anya ran after the _____.
- 2 The _____ ran after the chapati man.
- 3 The _____ ran after the chapati man.
- 4 The _____ ran after the chapati man.
- 5 The _____ smiled.

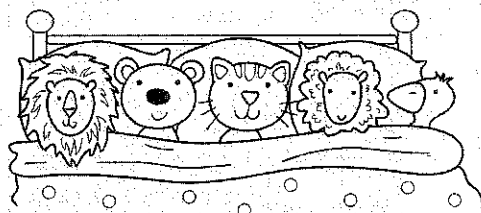
9 What happens in the story

A In *Roll over!* a character falls out of bed each time.

Write the number left each time.

There are five in the bed.

Roll over, roll over.

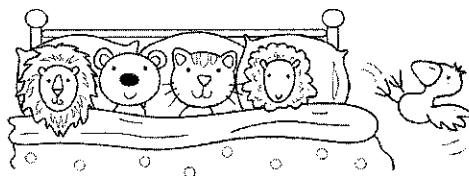


How many left?



There are _____ in the bed

Roll over! Roll over!

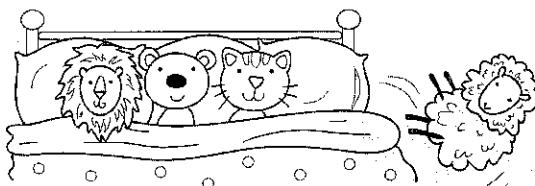


How many left?



There are _____ in the bed

Roll over! Roll over!



How many left?



There are _____ in the bed

Roll over! Roll over!

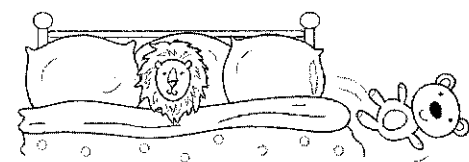


How many left?



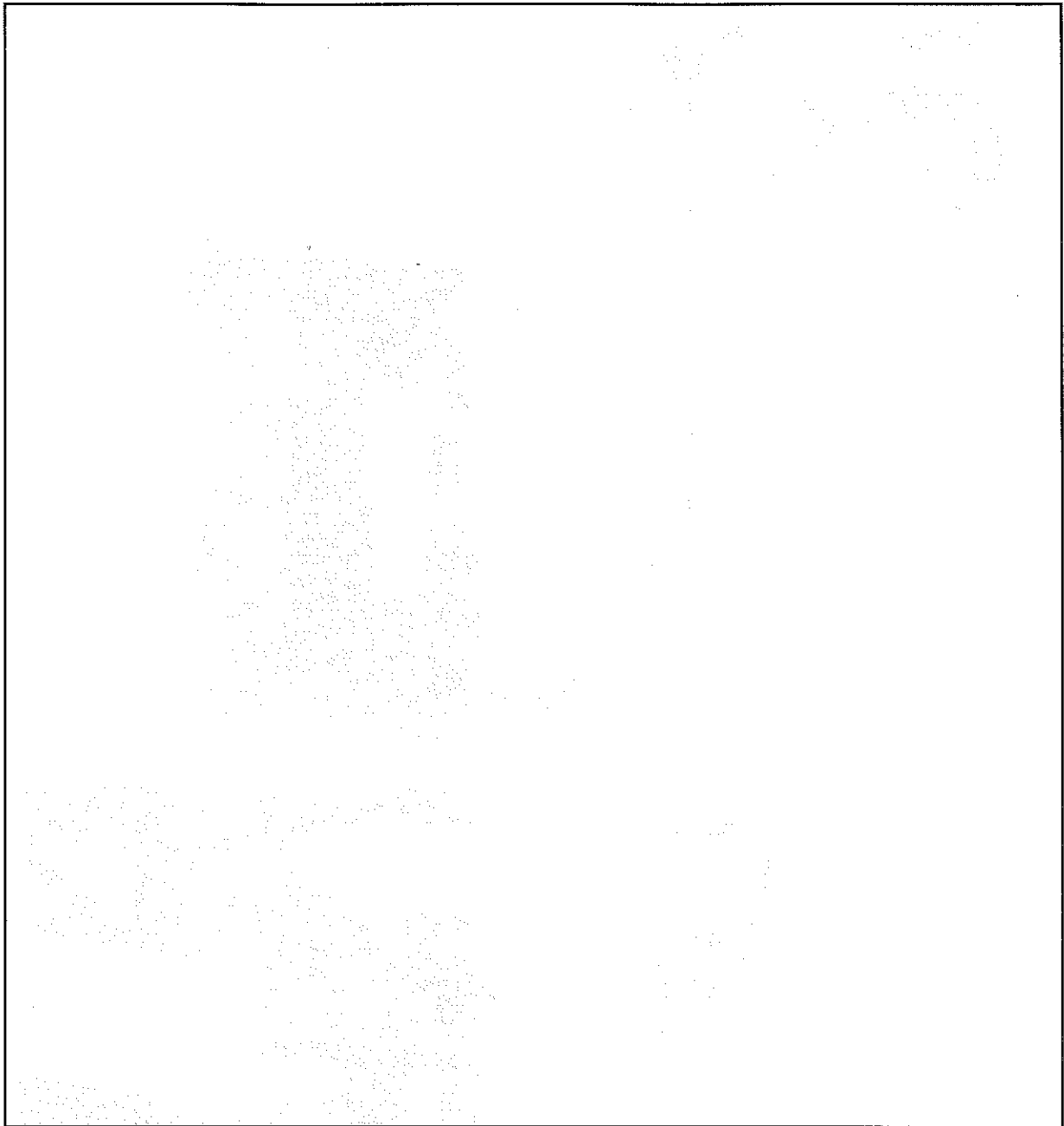
There is _____ in the bed

Goodnight!



10 Changing characters in traditional tales

A Draw your favourite storybook character here.



1 Write your character's name. _____

2 Which story is your character from? _____

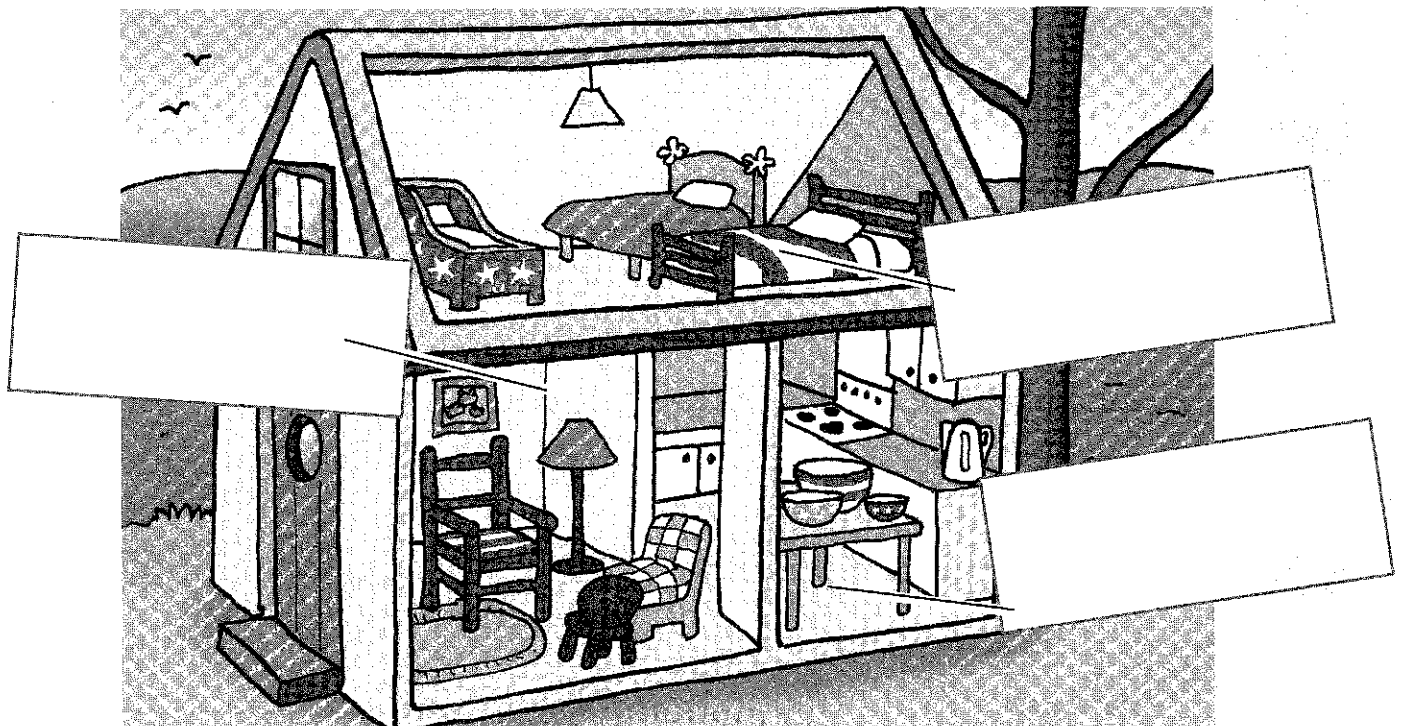
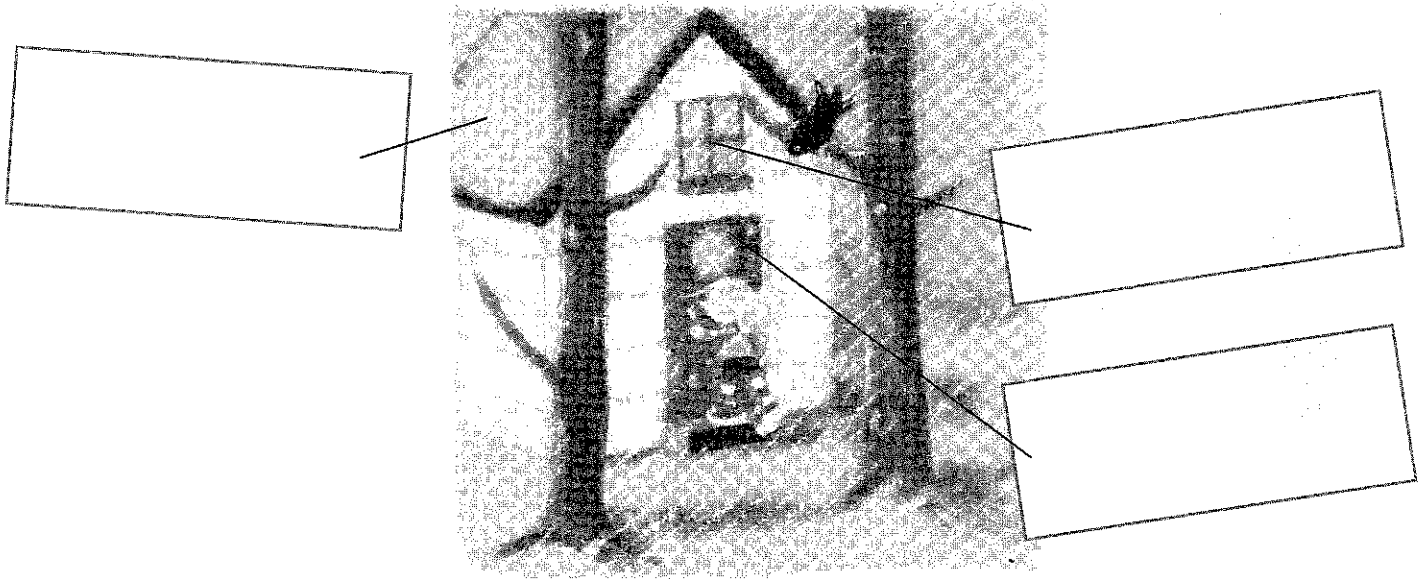
11 The story setting

A Label the house and the rooms.

Words to help you:

window roof door kitchen

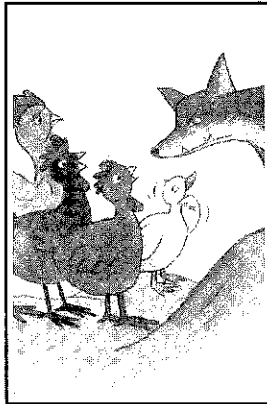
living room bedroom



12 Changing the ending

A Make a story.

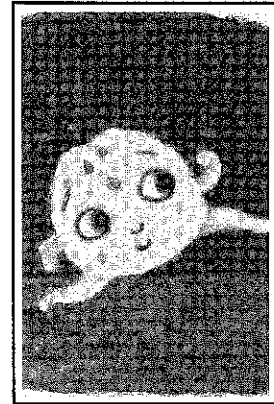
Choose



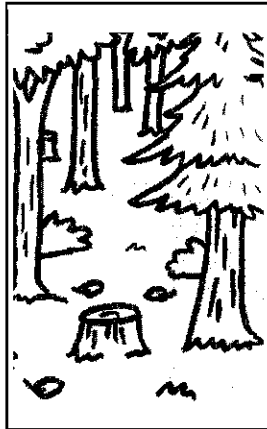
or



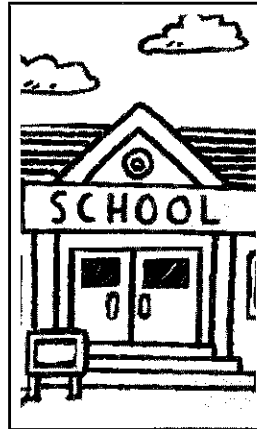
or



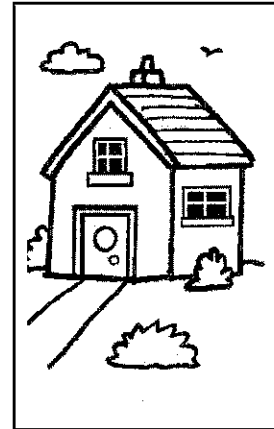
Choose



or



or



1 Who is in your story? _____

2 Where is your story? _____

3 What happens? _____

4 How does it end? _____

Unit review

A Read the words. Cover them. Write them.

Read	Write
the	
look	
then	
him	
was	
saw	
my	
it	
of	
there	

B Fill each gap with one of the words.

Don't forget capital letters at the beginning of sentences.

I _____ a bear in _____ garden. It _____
 eating sweets. It didn't _____ at me. _____ two
 more bears came. _____ were three bears in my garden!



5 Read to find out

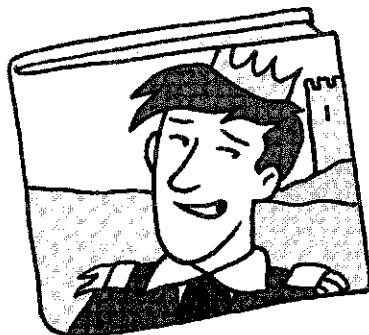
1 Types of books

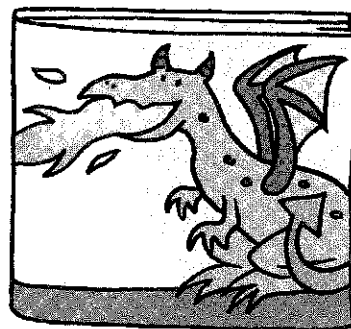
A Write a book title for each of these books.

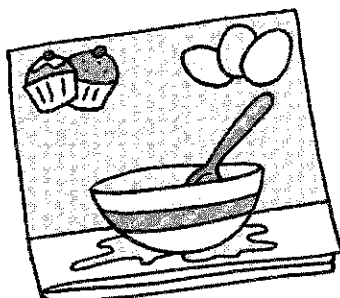
Words to help you:

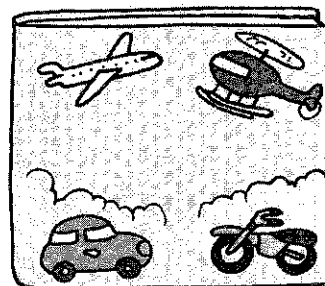
A book about ... All about ... How to ...

A story about ... Poems about ...



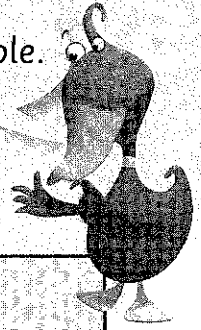






2 Looking at contents pages

Each clap is a syllable.



A Say these words.

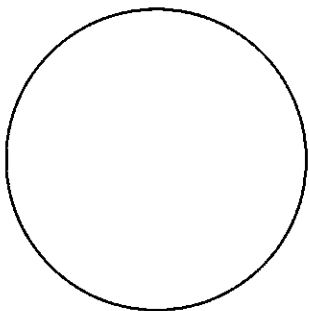
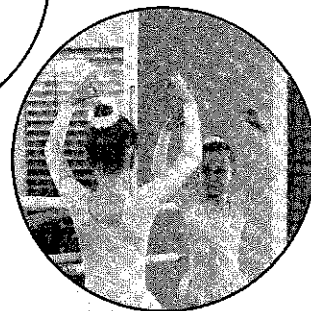
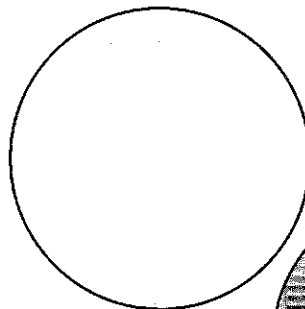
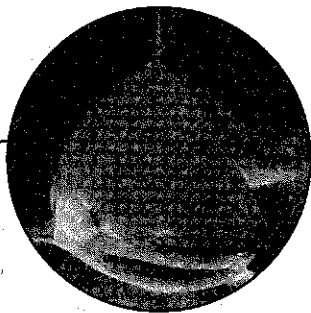
Clap them. How many claps for each?

Word	Number of claps	Picture
fish	1	
frog		
lion		
zebra		
crocodile		
salamander		
hippopotamus		

B Draw or write the word in the chart.

3 Planning a contents page

A Match each picture to the right topic circle.

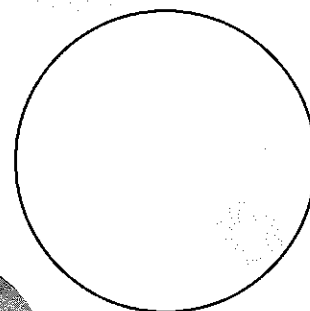
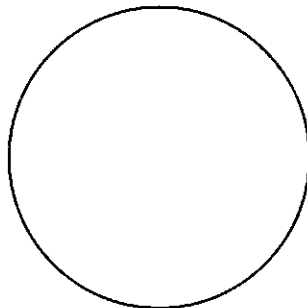
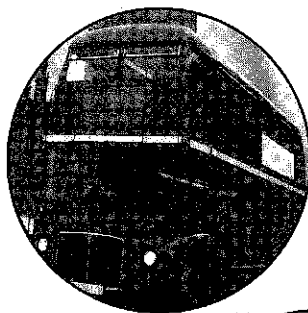
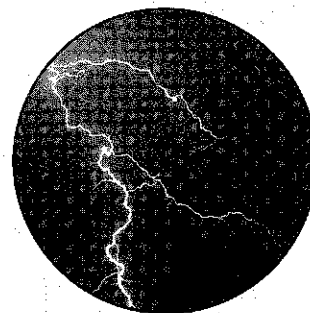


Animals

Hobbies

Transport

Weather



B Think of another picture for each topic. Draw it in a blank circle.

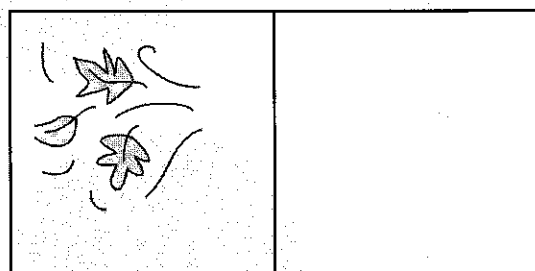
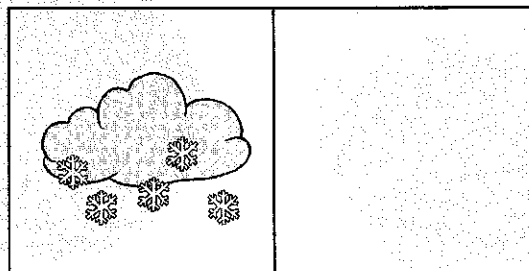
C What topic do you like best?

4 Exploring special words and pictures

A We sometimes find picture symbols in information books.

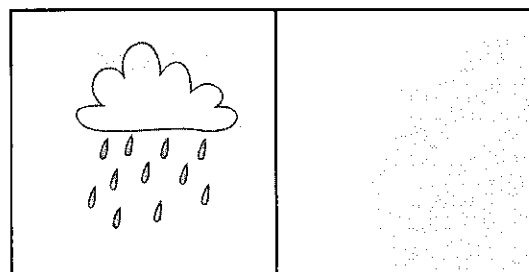
Fill the gaps below. Write the word or draw the picture.

	sun
--	-----



	cloud
--	-------

	storm
--	-------



B Add your own words and pictures here.

--	--

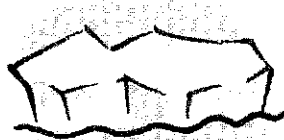
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5 Reading a report

A Read the report. Write a word in each gap.

Words to help you:

are off she to for under her they and



Harp Seal

The name _____ for _____ a seal baby is 'pup'. Seal pups
_____ born on Arctic ice. A mother harp seal
feeds _____ pups on milk for about 12 days.
_____ then swims away.

The pups keep white fur for about two weeks. The white
fur helps the pups _____ hide from polar bears
_____ hunters.

After that, dark hair grows _____ their white fur
and _____ turn grey.

The pups can then swim _____ to find fish to eat.

6 Writing a report

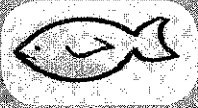
A Fill in the labels on this information text.

Harp seal

Habitat



Diet



The name for a seal baby is pup. They are born on ice. The mother seal feeds her pups on milk for about 12 days. She then swims away.

The pups have white fur for about two weeks. The white fur helps the pups to keep safe.

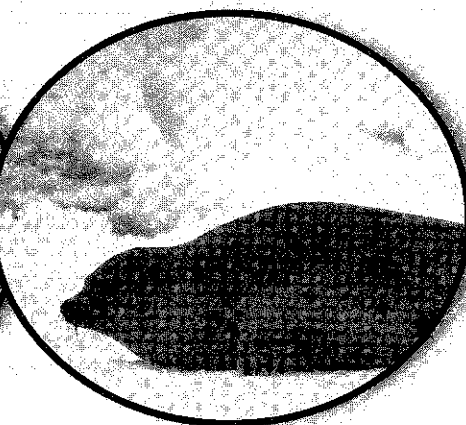
After that, dark hair grows under their white fur and they turn grey. The pups can then swim off to find fish to eat.

Did you know?

Seals can stay under the water for up to 30 minutes.



Seal pup



Mother seal

Words to help you:

heading

photo

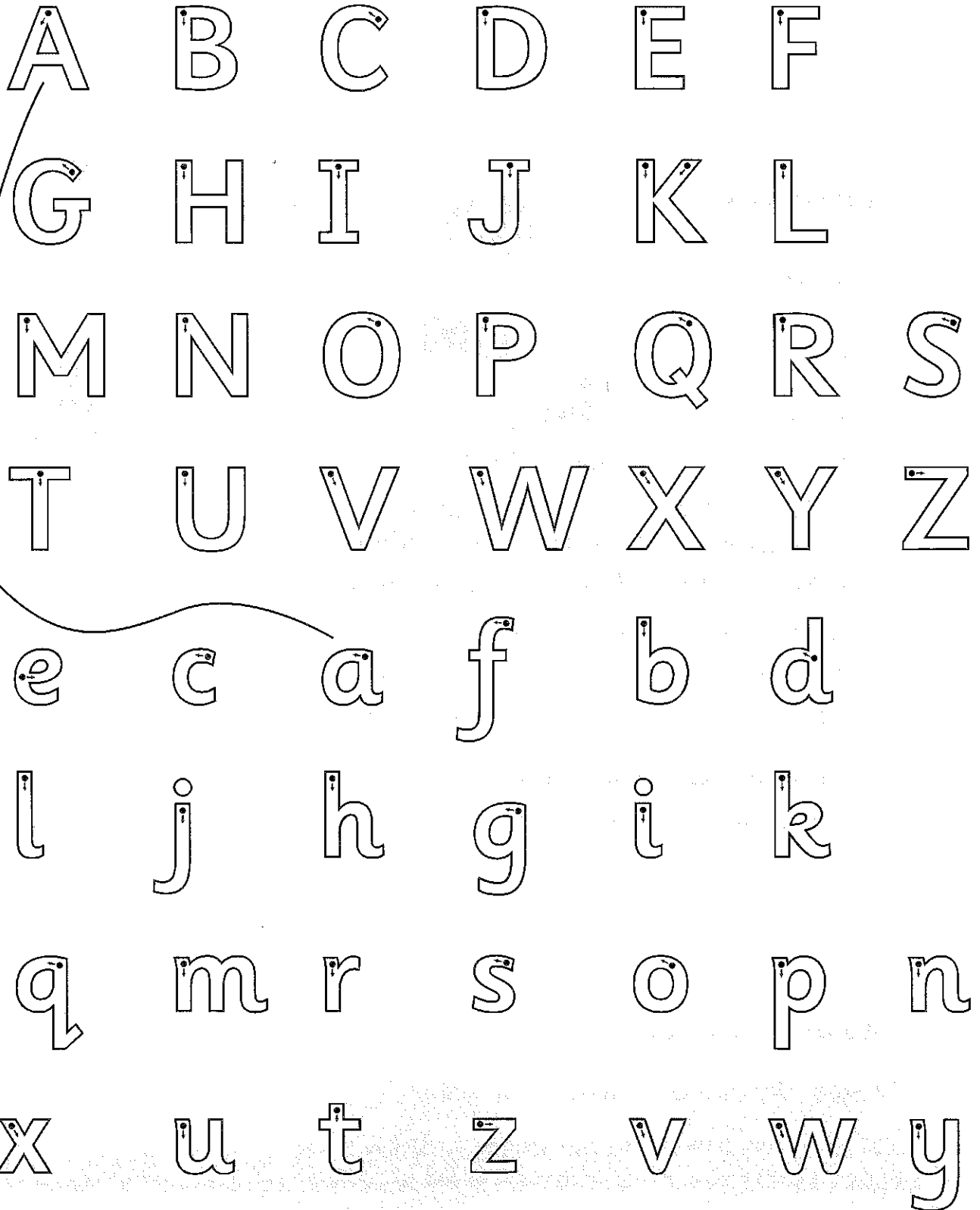
caption

fact box

picture symbol

7 Looking at an index

A An index uses the order of the alphabet. Trace each letter and then match each capital letter to its small letter.



8 Looking at a glossary

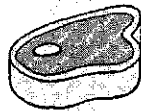
- A** A glossary explains difficult words.
Explain the underlined words below.

Barn Owl

Habitat:



Diet:



The mother barn owl lays her eggs in trees or in old buildings (a barn is a building often found on farmland).

The owlets eat a lot of food. The mother and father barn owl bring food like mice, frogs and insects for them to eat.

When the owlets hatch they have white down. After 60 days they have feathers.

Where do barn owls live?

All over the world except in the desert and in ice lands.

Soft feathers

Words to help you:

A very dry place

What they eat

Where they live

Soft feathers

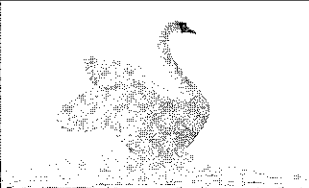
Baby owls

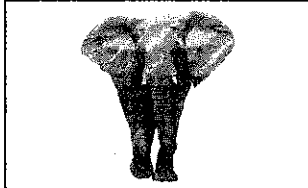
9 Writing word meanings

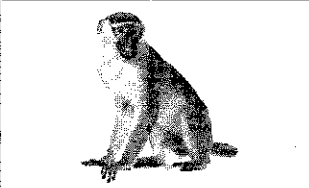
Look at the title and caption for the swan.
Write a title and caption for the other pictures.

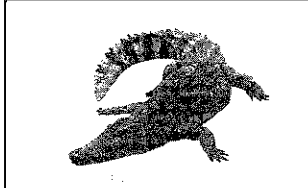
Words to help you:

trunk tail teeth

	A swan is white with a long neck. It lives near water.
Swan	

B Draw your own picture and write a caption for it.

C Choose a tricky word that could go in a glossary. Underline it and explain it in this box.

<hr/> <hr/> <hr/>

10 Looking at a dictionary

- A** Write tricky words in this chart. Use it as a word bank to help you when you are writing.

Aa	Bb	Cc
Dd	Ee	Ff
Gg	Hh	Ii
Jj	Kk	Ll
Mm	Nn	Oo
Pp	Qq	Rr
Ss	Tt	Uu
Vv	Ww	Xx
Yy	Zz	

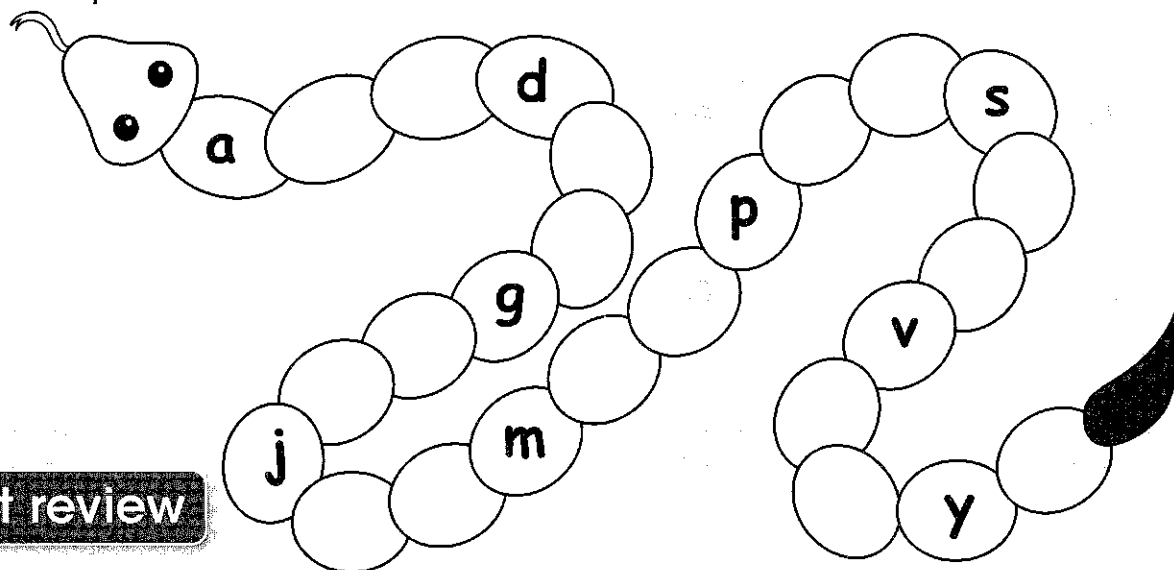
11 Reading an A to Z text

- A** Make an alphabet of things you like. Write a word or draw a picture for each letter.

Aa	Bb	Cc
Dd	Ee	Ff
Gg	Hh	Ii
Jj	Kk	Ll
Mm	Nn	Oo
Pp	Qq	Rr
Ss	Tt	Uu
Vv	Ww	Xx
Yy	Zz	

12 Changing an A to Z text

- A** A to Z texts use the order of the alphabet. Write the missing letters of the alphabet.



Unit review

- A** Ask your family and friends what they like to read about. Write each name in the chart. Tick the right boxes.

Name	Animals	Sport	Cars	Cooking	Something else?

1 Does anyone like to read about:

- sport? Who? _____
- cooking? Who? _____

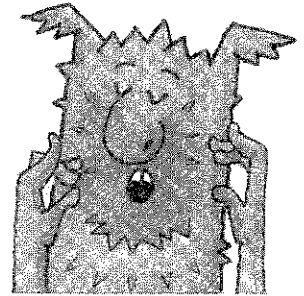
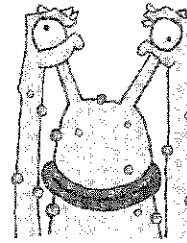
2 Which topic do your family and friends like best?

6 Rhyme time 2

1 Playing with language

A Write the missing words in the poem.

write wriggle smell walk
hear talk bite see



My eyes can see

My eyes can see .

My mouth can _____ .

My ears can _____ .

My feet can _____ .

My nose can _____ .

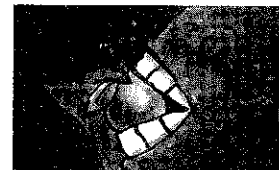
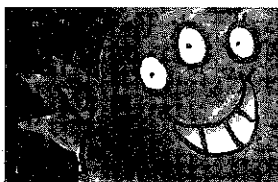
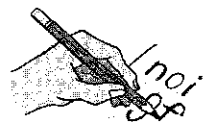
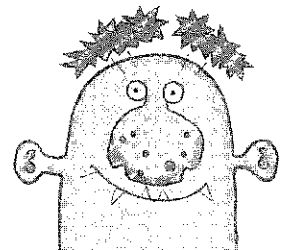
My teeth can _____ .

My eyebrows can _____ .

My hands can _____ .

Write another word here.

blink



B What else can each of those things do? Write another word for each line in the grey box.

2 Hands up

A Read the rhymes.

My Eyes Can See

My eyes can see.
My mouth can talk.
My ears can hear.
My feet can walk.
My nose can smell.
My teeth can bite
My eyebrows can wriggle.
My hands can write.

Hands Up

Hands up to the ceiling,
Hands touch the floor,
Reach up again,
Let's do some more.
Now touch your head,
Then touch your knee,
Then touch your shoulder,
Just like me.
Hands up to the ceiling,
Hands touch the floor.
That's it for now, goodbye!
There isn't any more.

B Underline the rhyming words in each poem.

C Which rhyme do you like best? _____

D Why? _____

3 Reading themed poems and rhymes

Sick

Hot, cross, aching head,
Prickly, tickly, itchy bed.
Piles of books and toys and puzzles
Heavy on my feet,
Pillows thrown all anyhow,
Wrinkles in the sheet.
Sick of medicine, lemonade,
Soup spooned from a cup.
When will I be *better*?
When can I *get up*?

Shirley Hughes



A Read each question. Say each answer and then write it.

1 Which words tell you about his head?

2 Which words tell you about his bed?

3 What are there piles of?

4 Does he like medicine and lemonade?

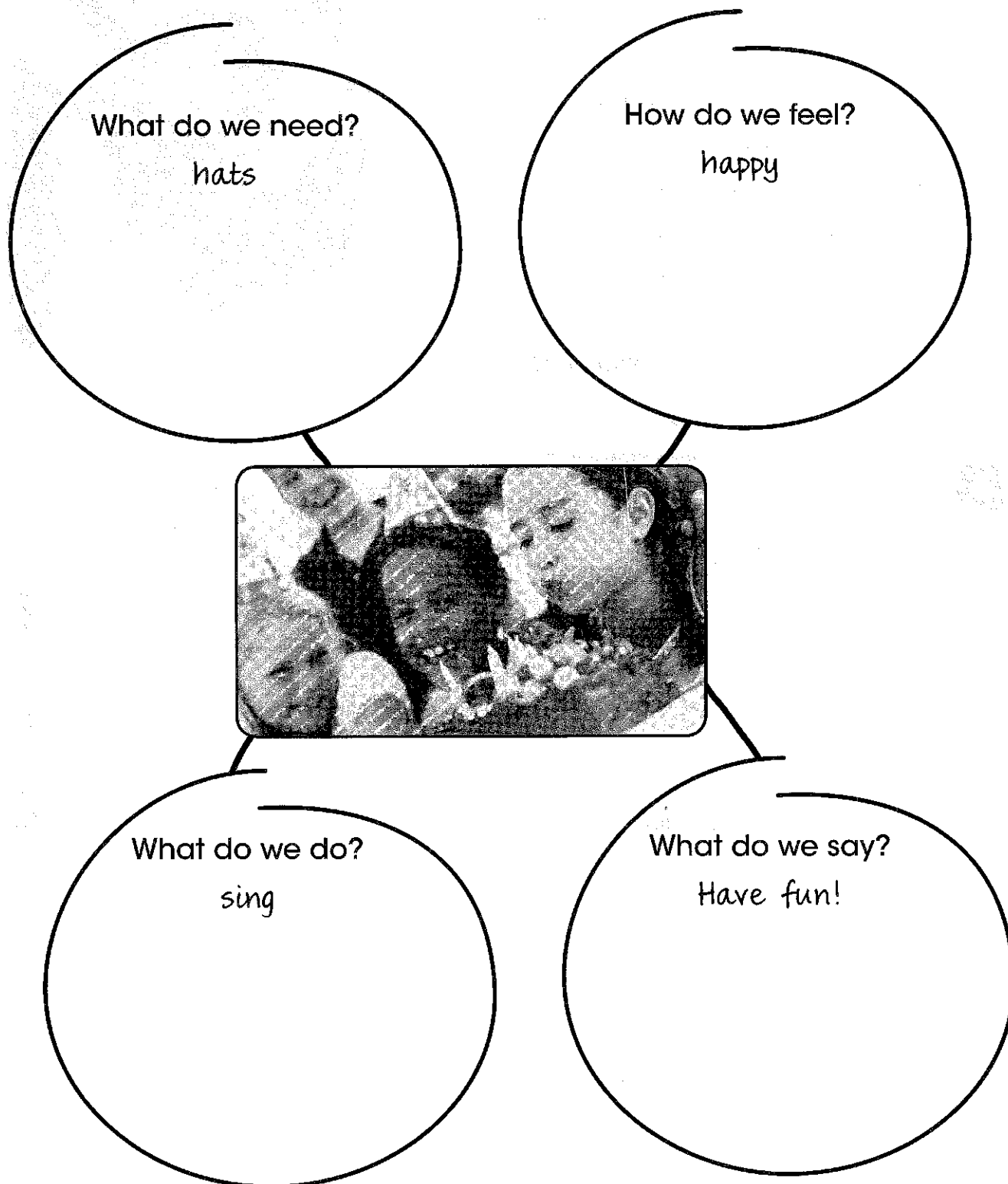
5 What does he want to do?

4 Reading birthday rhymes

A Look at the picture.

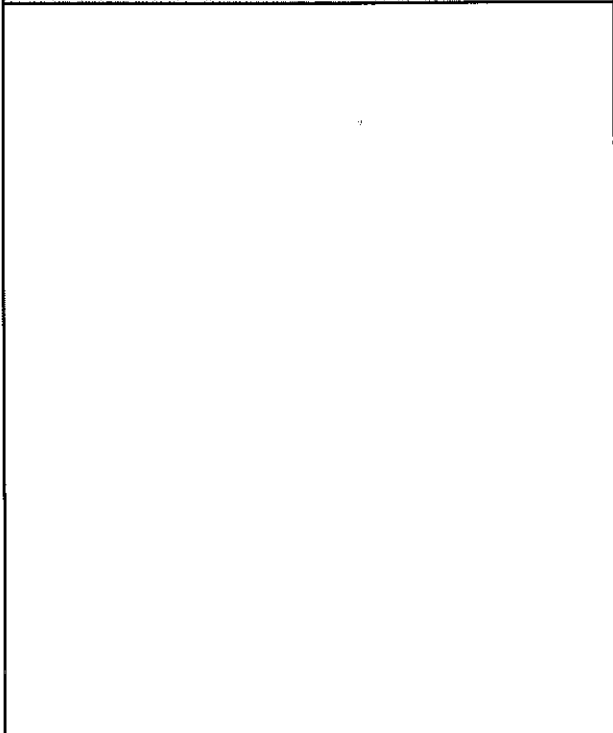
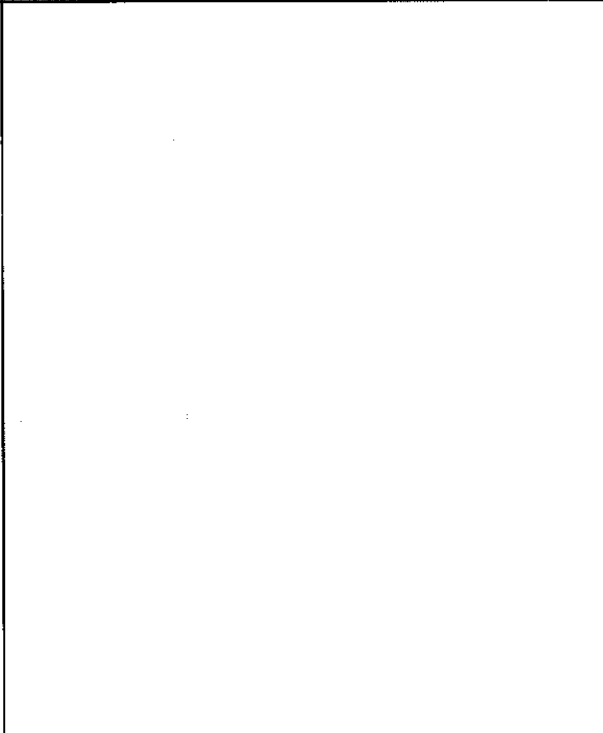
Think of birthday party words for each box.

Write them to make a birthday party mind map.



5 *Bad Day, Good Day*

- A** Draw something that happens on a bad day and something that happens on a good day.

Bad day	Good day
	

- B** Write.

1 A bad day is when

2 A good day is when

6 Changing the rhyme

A Write these days of the week in order.

Friday

Monday

Saturday

Tuesday

Thursday

Sunday

Wednesday

Monday

Unit review

A Tick the rhymes you liked.

Make two ticks for the one you liked the best.

☐

My Eyes Can See

☐

Hands Up

☐

Miss Polly Had a Dolly

☐

Sick

☐

Happy Birthday songs

☐

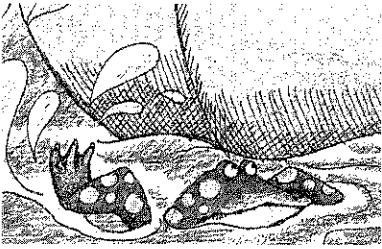
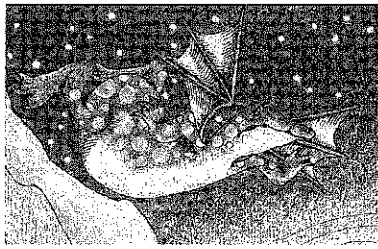

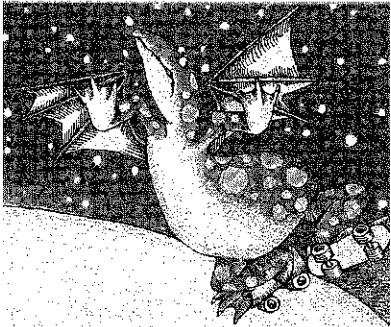

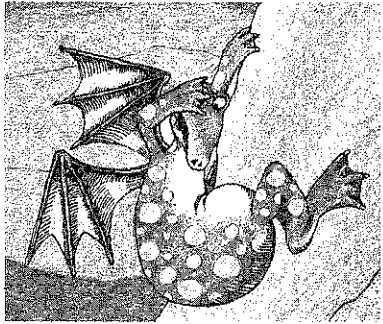
Bad Day, Good Day



7 Make-believe stories

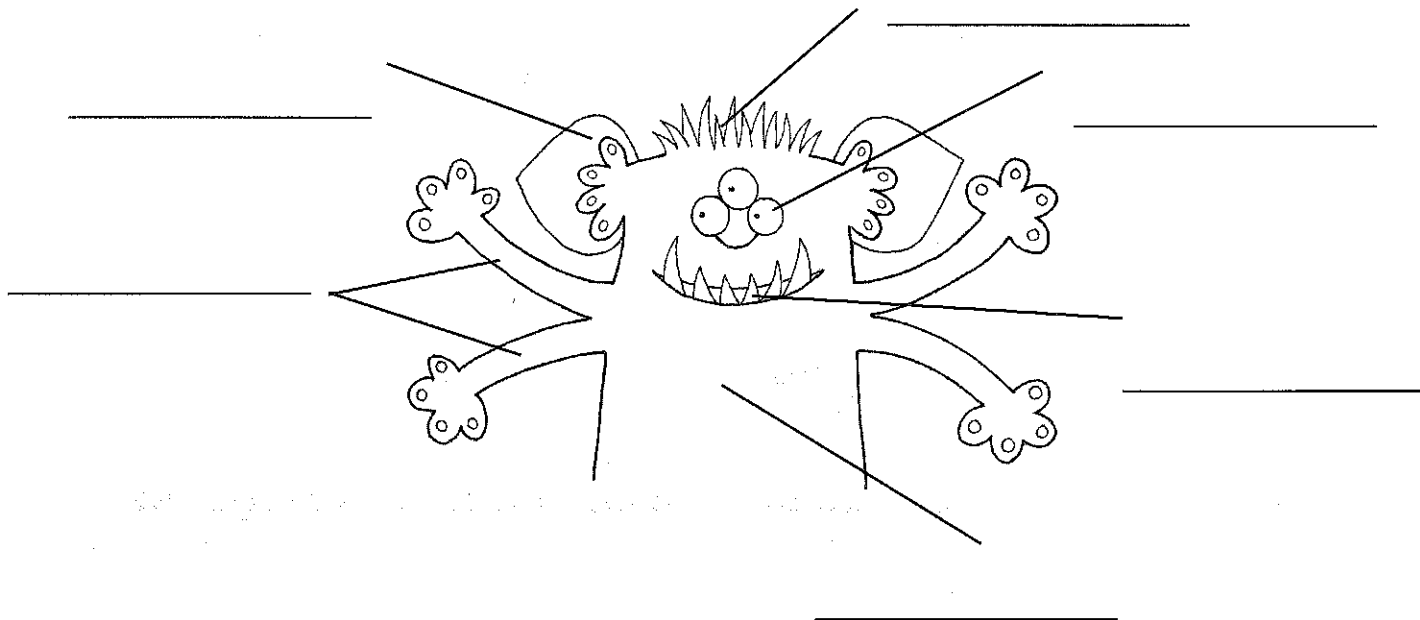
1 Tuning in to make-believe

A What is the jigaree doing?

		
<p>It is</p> <p>swimming.</p>	<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>
		
<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>

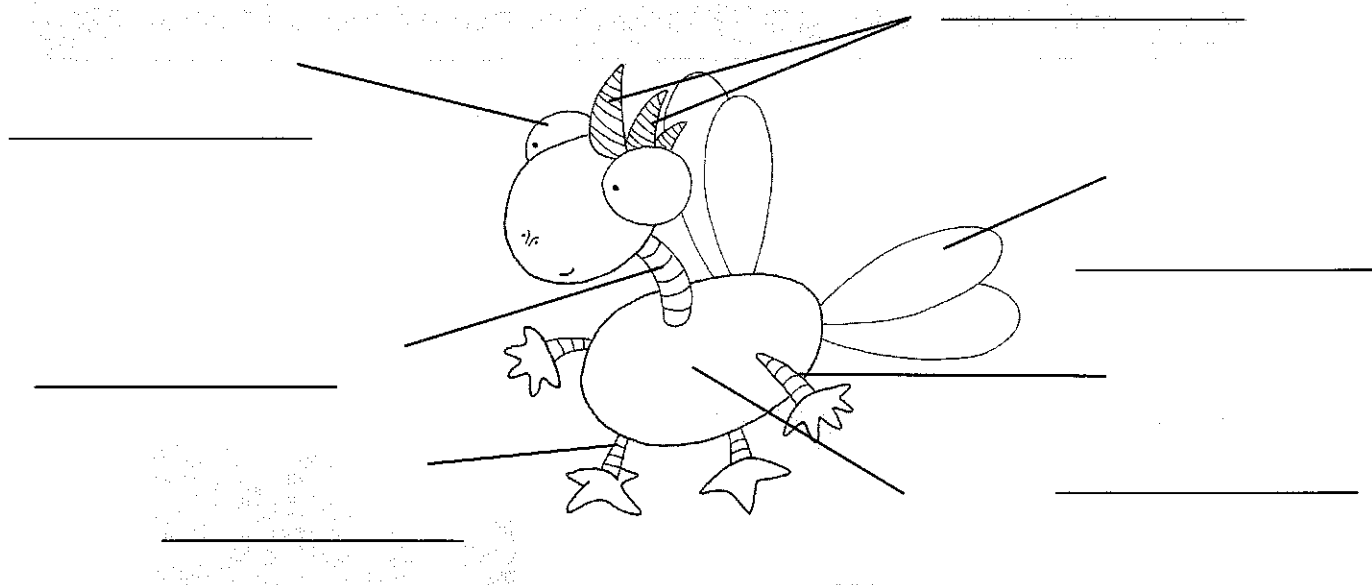
2 Looking at *The Jigaree*

A Label the space animals.



Words to help you:

eyes teeth arms body hair ears



Words to help you:

eyes horns body neck arms legs wings

3 Change the rhyme

A Sort the words.

Write them in the right box.

high

day

you

tie

bee

toe

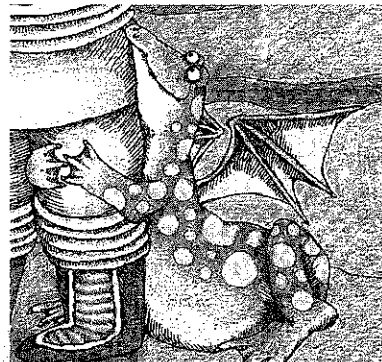
too

pay

tea

low

Words that rhyme with jigar ee	Words that rhyme with jigar oo
Words that rhyme with jigar igh	Words that rhyme with jigar ay
Words that rhyme with jigar oe	



4 Zoom to the moon

A Ring **and** in green.

Ring **the** in red.

Ring **they** in blue.

Underline **asked** words.

"What's going on?" the other children asked.

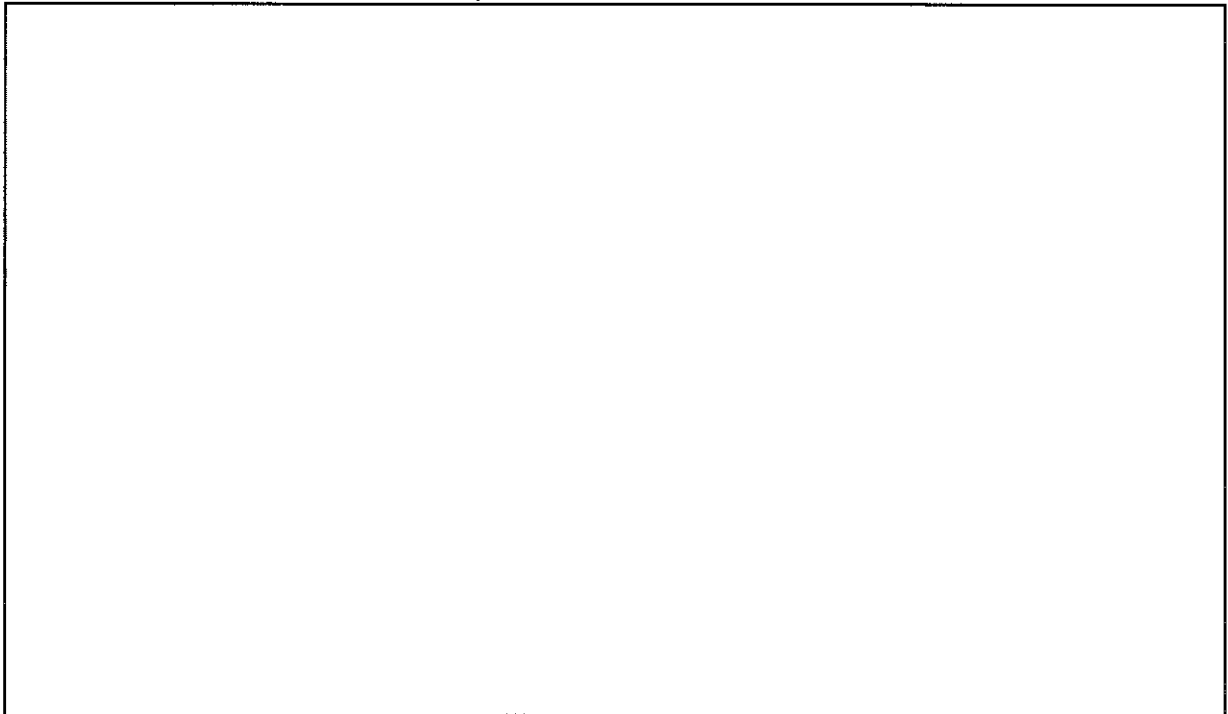
"Are you going out there all alone?" Susie asked.

"Well, that depends – got lots of imagination?" he asked.

"Oh yes," she said. "And I'll bring cookies too!"

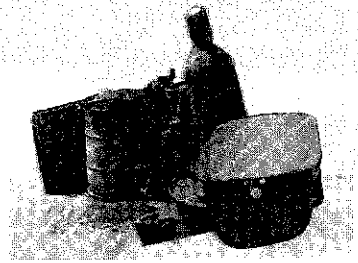
They ducked this way – and that
and over –
and under –
and upside down.

B Draw IMAGINATION 1 in space.



5 Check the story

A Answer the questions.



1 What did Louie use to make his spaceship?

2 Who are they?



3 What happened on the space adventure?

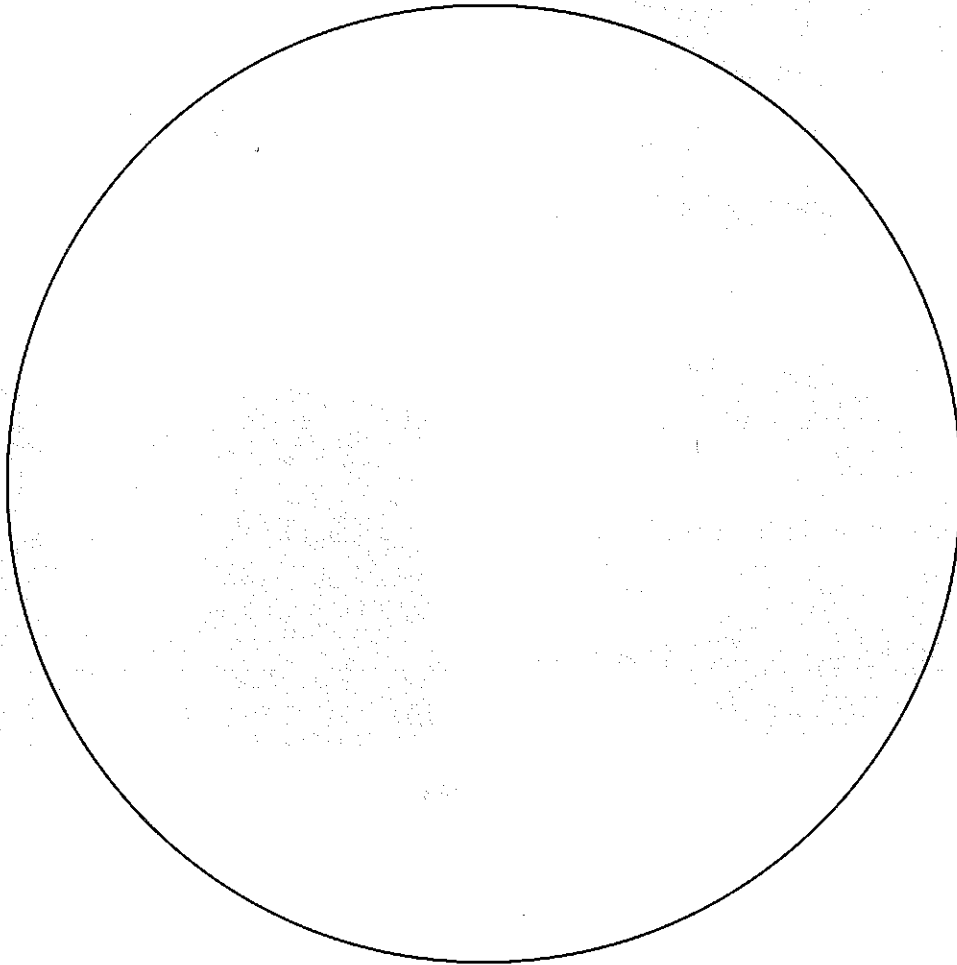
4 Now write a question for a friend.

Don't forget to
begin with a capital
letter and end with
a question mark (?).



6 Thinking of imaginative responses

A Draw what is on your moon. Label it.



B Write three things about your drawing.

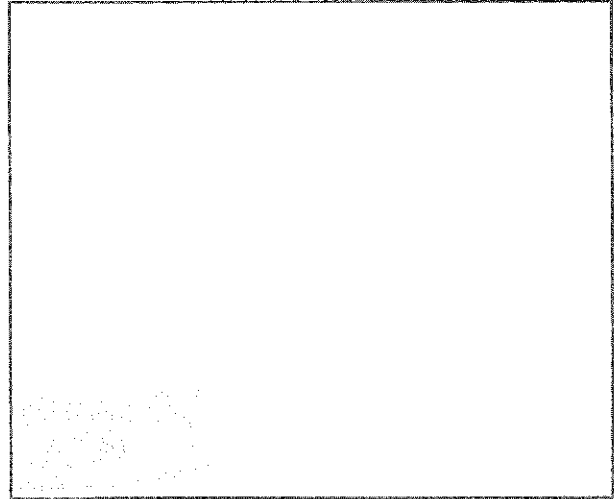
7 How to Catch a Star

A Read this rhyme. Answer the questions.

Twinkle twinkle little star

Twinkle, twinkle, little star,
How I wonder what you are.
Up above the world so high,
Like a diamond in the sky.
Twinkle, twinkle, little star,
How I wonder what you are!

Draw a star here.

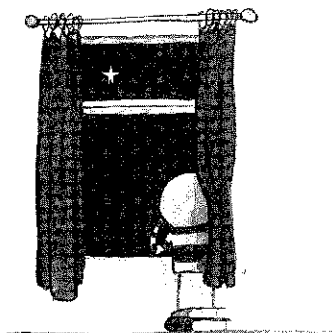


- 1 Which word rhymes with **star**? _____
- 2 Which word rhymes with **sky**? _____
- 3 Write a word that rhymes with **like**. _____

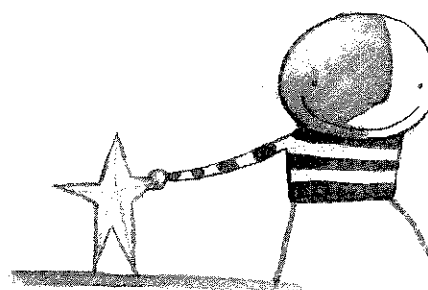
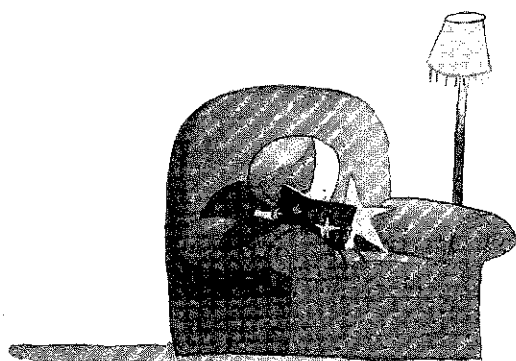
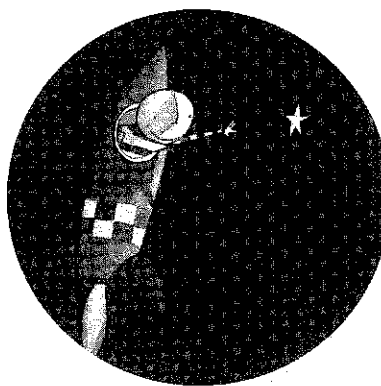
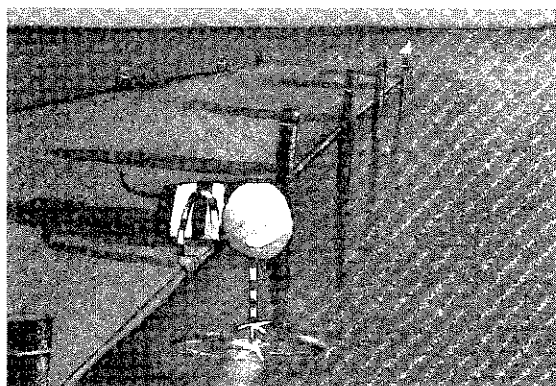
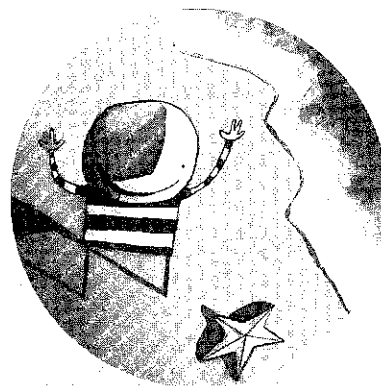
B Sing the rhyme if you can!

8 Checking the story

A Where is the star in each picture? Write where it is.



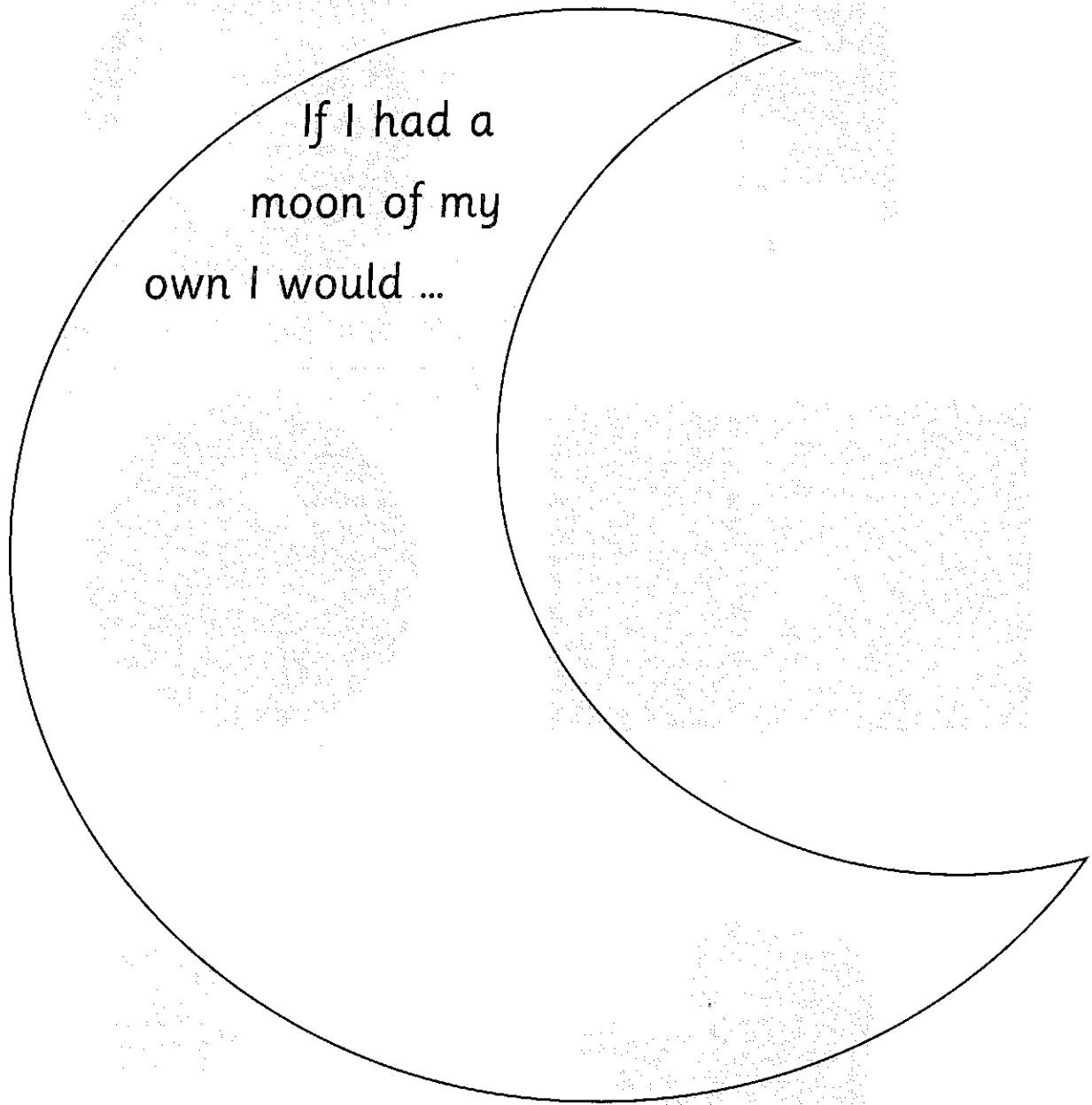
It's in the sky.



9 Exploring the story

A What would you do with a moon of your very own?

Write your answer in the moon.

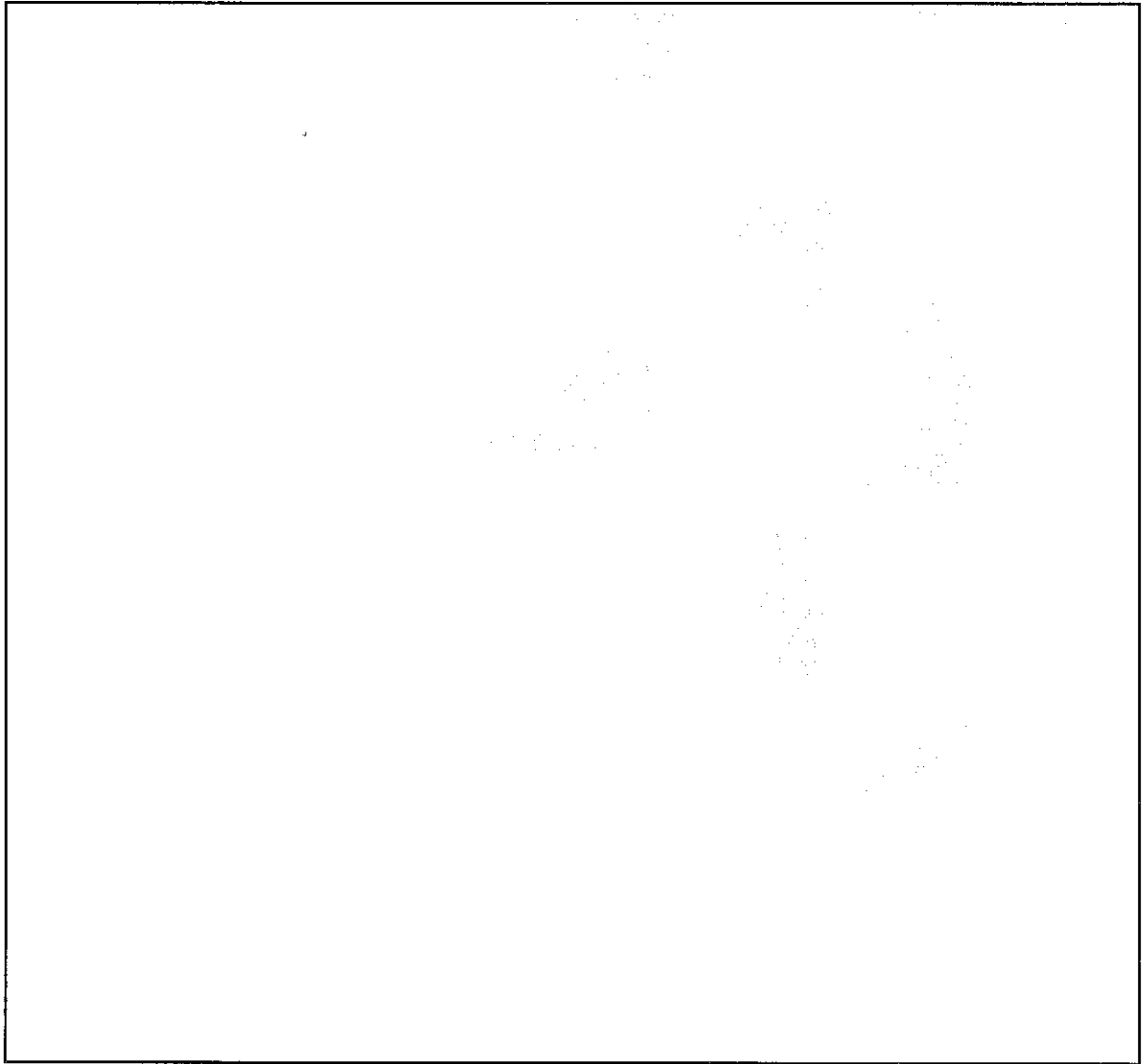


B Would you give your moon a name? What?

10 Toys in Space

A 1 In *Toys in Space*, which toy do you like best?

2 Draw the toy you like best from *Toys in Space* here.



3 Write why you like it best.

I like it best because

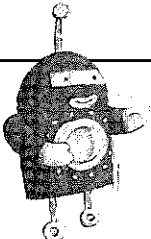
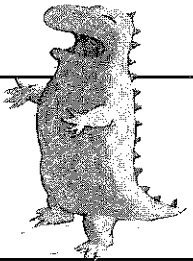


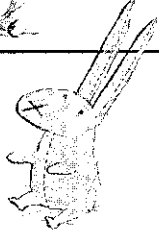
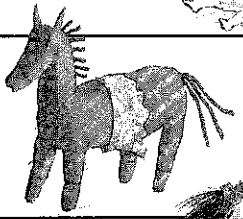

4 Which toy do you like best at home?

11 Acting the story

- A** Choose the right word for each toy, and write the name of the toy.

Words to help you:

blue pink wind-up little small green Wonder

	A helpful _____ .
	A thoughtful _____ .
	A strong _____ .
	A brave _____ .
	A clever _____ .
	A resourceful _____ .
	A _____ Doll.

12 Writing a make-believe story

A Muddle these words to make up four new space animal names.

flam

ingo



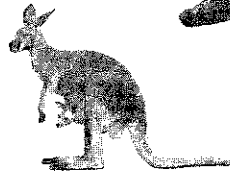
all

igator



kang

aroo

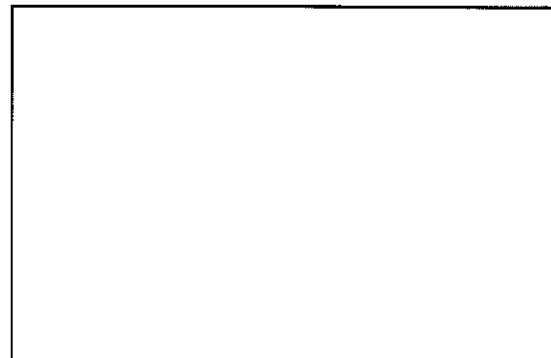
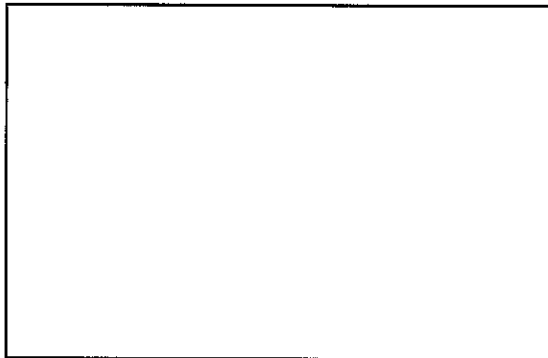


chimp

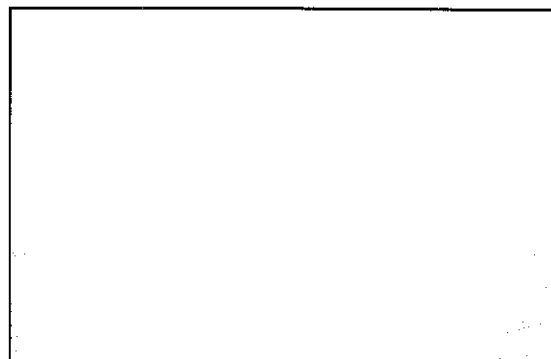
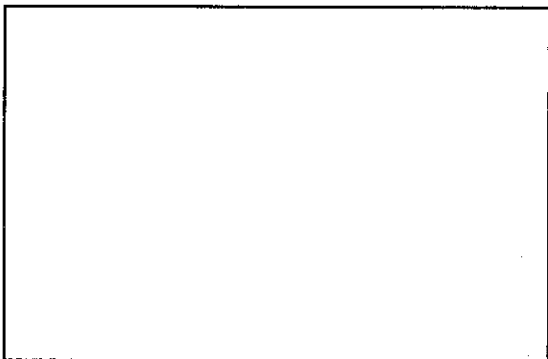
anzee



B Draw each new space animal here. Write their names.



all - aroo



Unit review

A Find one mistake in each sentence. Ring what is wrong and make it right.

1 Jigaree, jigaree, I will take you home with them.

2 "Are you going out there all alone," Susie asked.

3 once there was a boy and the boy loved stars very much.

4 The boy decided he would try the catch a star.

8 Things that have happened

1 A Week in the Holidays

A Write the missing letter.

B Write the days of the week.

Write the missing letters.	Write each day.
M_____nday	_____
Tue_____day	_____
Wed_____esday	_____
Thursda_____	_____
F_____iday	_____
Sat_____rday	_____
_____unday	_____

2 Retelling events

A Look at the chart. Imagine this is what you did last week.

When?	Where?	How?	What?
Monday	library	on the bus	read
Tuesday	town	on rollerskates	shopped
Wednesday	a café	in the car	had lunch
Thursday	park	on a bike	played
Friday	friend's house	on a scooter	cooked
Saturday	swimming pool	walked	swam
Sunday	garden	-	rested

B Write five questions about the chart.

Use these question words:

Remember capital letters and question marks.



- 1 When _____
- 2 Where _____
- 3 How _____
- 4 What _____
- 5 _____

C Ask a friend your questions.

3 Writing a diary

- A** Write the days of the week.
Write a sentence to say
one thing you did each day.

Remember to
write in the past tense:
*I went ... I played ... ,
I visited ...*



Day

What did you do?

Monday

Thursday

4 Our healthy week

A Ask your family and friends how they keep fit and healthy.

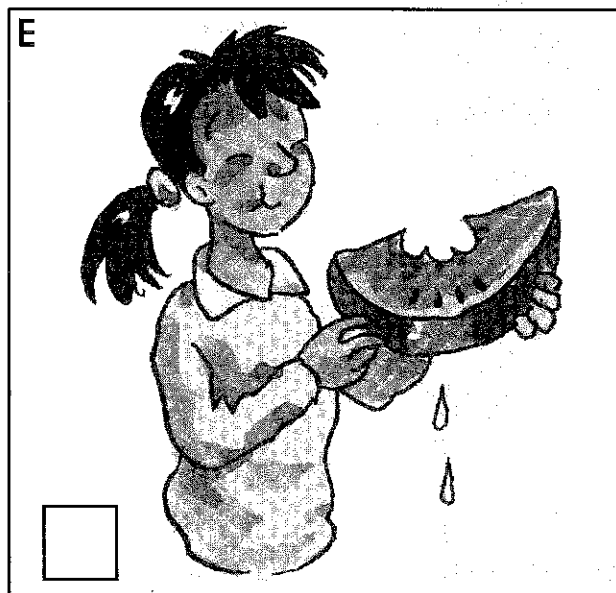
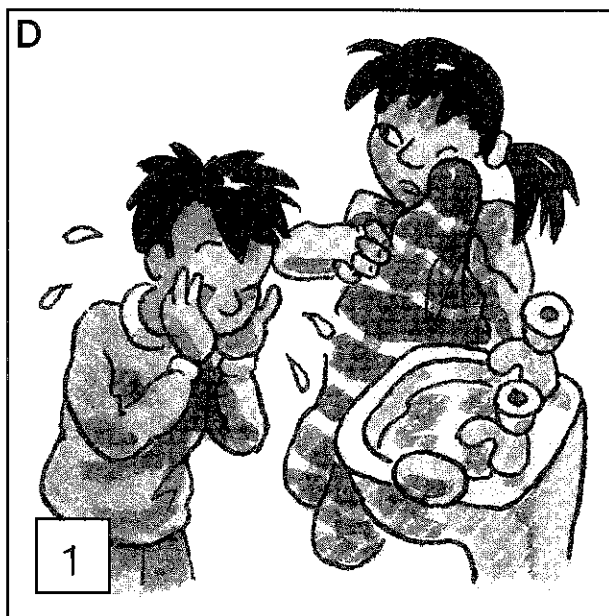
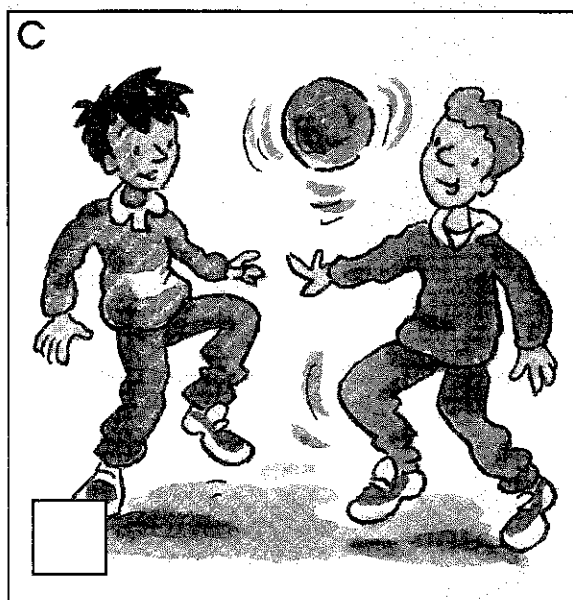
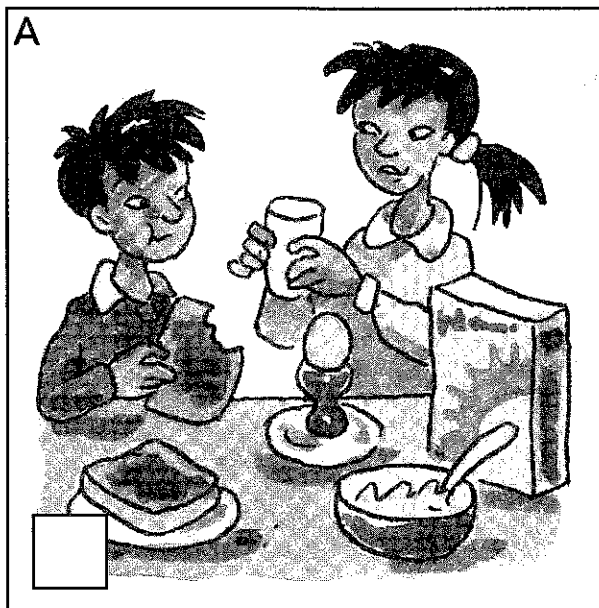
Write each name in the chart.

Write what they do.

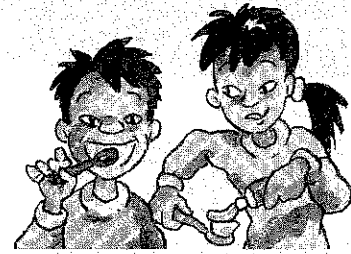
Name	What they do
<hr/>	<hr/> <hr/>
<hr/>	<hr/> <hr/>
<hr/>	<hr/> <hr/>
<hr/>	<hr/> <hr/>

5 Checking the story

A Look at the pictures from *Our Healthy Week* on *Learner's Book* page 127. Number them in the right order (1-5).



6 Writing a recount



A Read *Our Healthy Week*.

In this book we will tell you how we kept fit and healthy last week.
We did lots of things to keep fit and healthy.

When we woke up in the morning, we washed.

We brushed our teeth too.

Then we ate breakfast so that we had energy for the day.

In the day I drank water and I nibbled fruit.

In the day I drank water too and I snacked on vegetables.

I played outside with my friends in the park. That made me tired
but it was fun.

I played football with my friends and we ran very fast.

At the end of each day we went to bed.

B Circle all the **I** and **we** words.

7 Cloud Nine

A Write a verb in each gap.

Words to help you:

was splashed went looked found watched saw

It _____ Polly's birthday. Sal and
Polly _____ to a theme park, Cloud Nine.

They _____ at the map to plan their day.



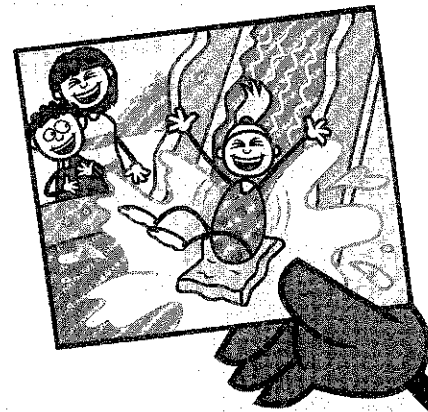
First, they went to see the dolphins and _____ the show.

Next they _____ the big roundabout.



They went round and round and then in and out too.

Then they _____ the Slide and Glide.



A girl came down very fast and _____.

8 Checking and retelling the story

A Circle all the **they** words. How many are there?

It was Polly's birthday. Sal and Polly went to a theme park, Cloud Nine.

They looked at the map to plan their day.

First, they went to see the dolphins and watched the show.

Next they saw the big roundabout. They went round and round and then in and out too.

Then they found the Slide and Glide. A girl came down very fast and splashed.

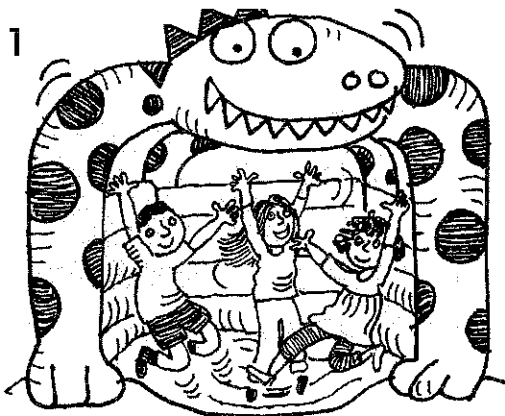
At the end of the day they were tired so they sat in a café and rested.

They both had a drink with a straw and Polly got a Cloud Nine birthday bag.

It was a fantastic day out and they felt very happy.

9 Using connecting words

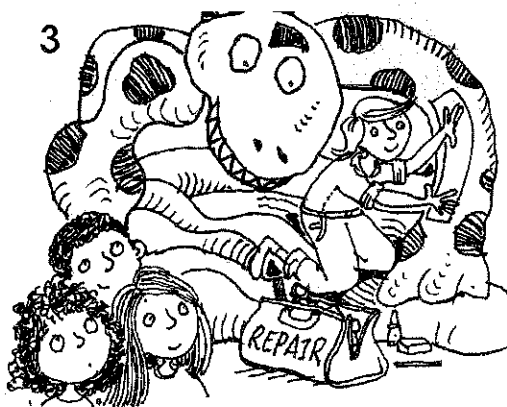
- A** Look at the pictures. They tell a story. With friends, say what happened. Then write what happened in the boxes.



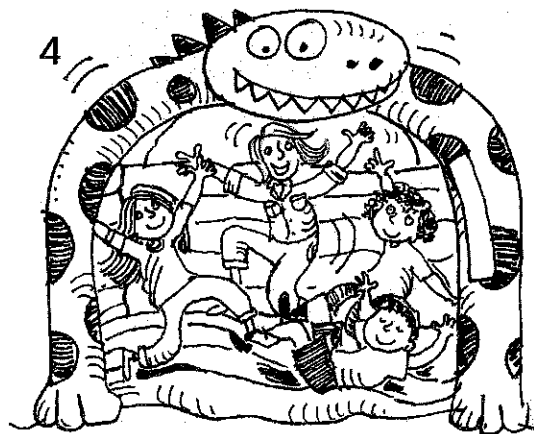
First, _____



Then, _____



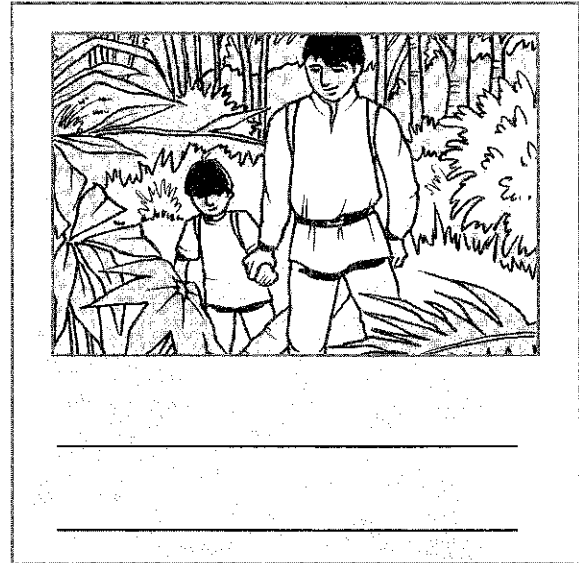
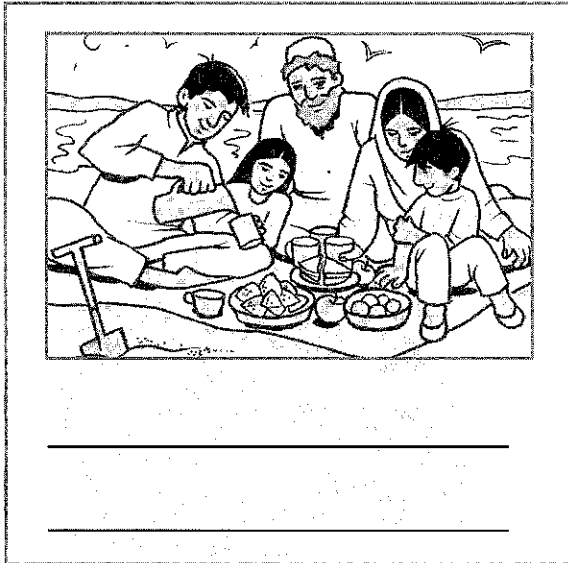
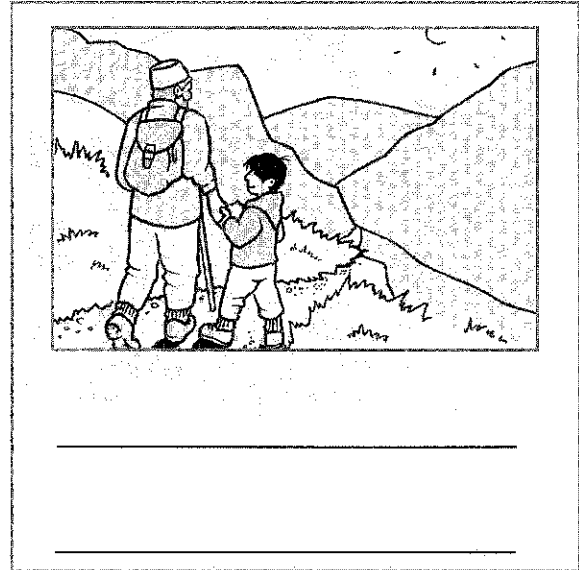
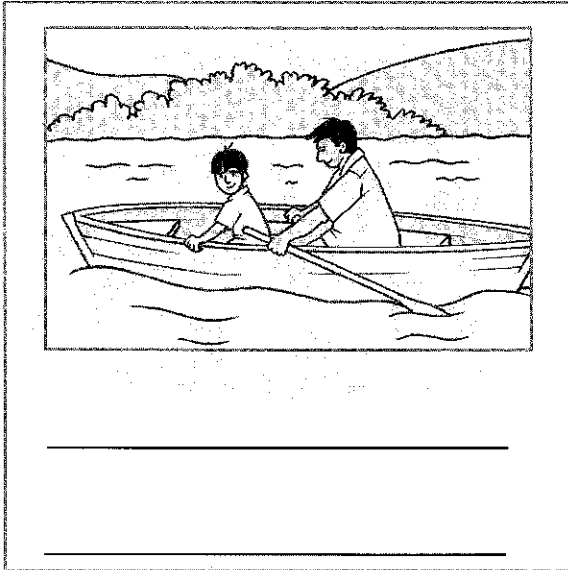
Next, _____



Finally, _____

10 Aman's letter

A Look at Aman's pictures. Write where Aman is in each picture.



B Draw Aman in another place. Write where he is.



11 Checking and changing the recount

A Read Aman's letter. Answer the questions below.

Dear Bibiji,

I wanted to tell you about a big adventure
I had yesterday!

We went to the beach.

We were just sitting in the sun when a man
jumped up and ran down to the sea, shouting.

What was happening?

A boy was in too deep and was in trouble.

The man dived into the water and saved the boy.

It was a happy ending!

We didn't go swimming then but got ice creams
and went back to the house.

Love from,

Aman

1 Who is Aman writing to?

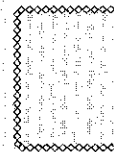
2 Why did the man jump up?

3 Where was the boy too deep?

12 Writing a recount

A Write a postcard to a friend about your holiday.

Dear _____



I wanted to tell you about my holiday.

First, _____

Then, _____

Finally, _____

Love from,

B Draw the picture on the postcard.

Unit review

- A** Read these question words.
Write them in the big
question mark.

Where?

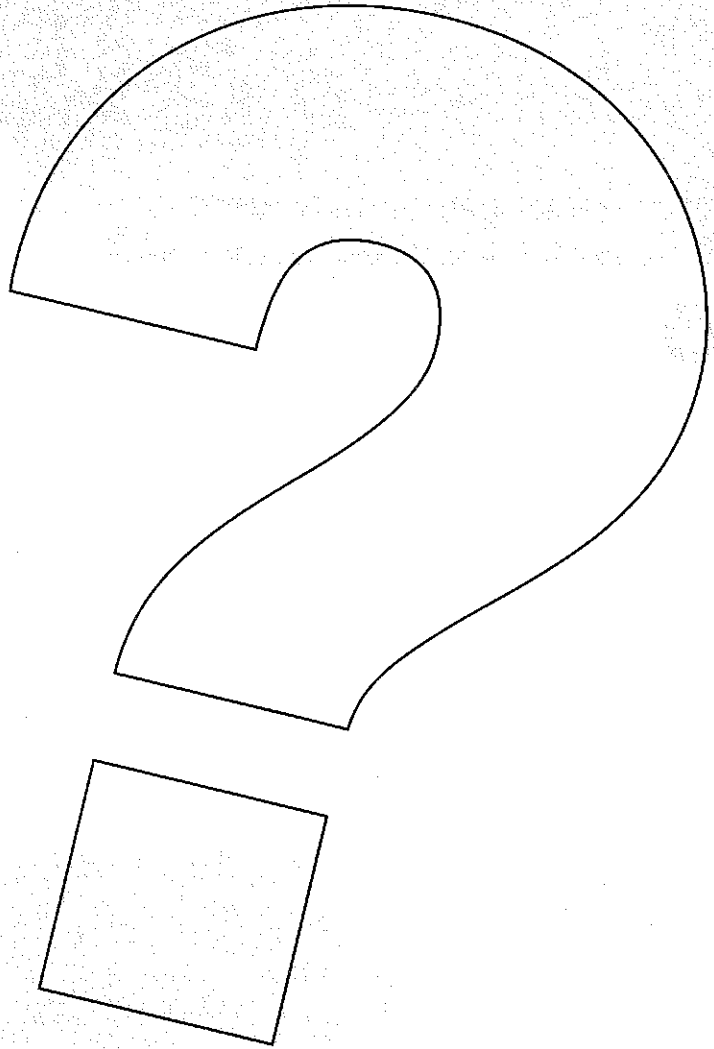
What?

When?

How?

Why?

Who?



- B** Is it a question? If so, add a question mark (?).
If not, add a full stop (.).

Did that really happen

Have you got an
adventure to tell

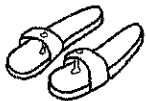
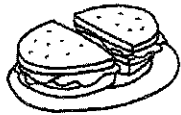
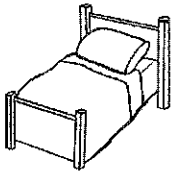
I go to karate
after school

How do you keep fit
and healthy

9 Poems and rhymes on a theme

1 Rhyme and repetition

A Read the poem. Join each underlined word to its picture.



Sand in your fingernails

Sand between your toes

Sand in your earholes

Sand up your nose!

Sand in your sandwiches

Sand on your bananas

Sand in your bed at night

Sand in your pyjamas!

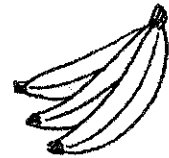
Sand in your sandals

Sand in your hair

Sand in your jumper

Sand everywhere!

John Foster



2 Looking at non-rhyming and descriptive poems

A In each box, write three or more words about sand.

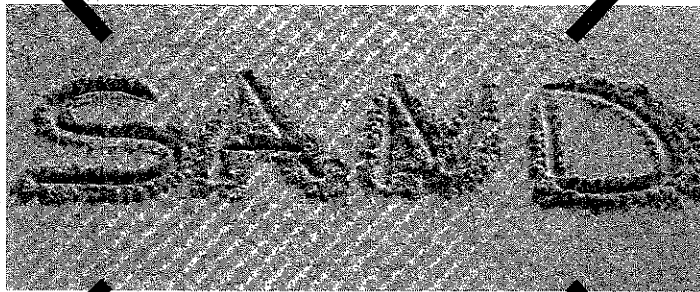
What can you do in it?

dig

What does it look like?

flat

golden



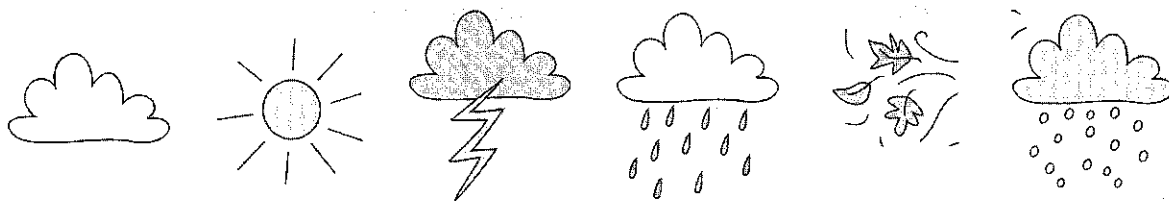
How does it feel ?

What can you make with it?

3 Looking at theme poems

A Say what the weather is like today. Say what it was like yesterday.

B Choose and draw a weather picture each day for a week.



Day	Morning	Afternoon
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

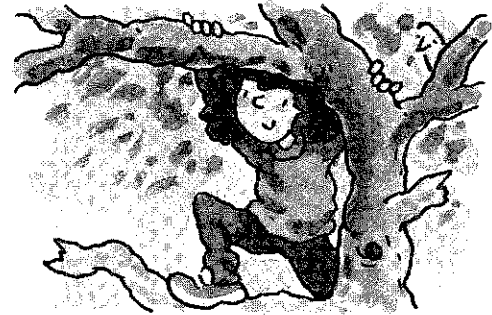
4 Every Time I Climb a Tree

A Read the sentence: *Every time I climb a tree I scrape a leg.*

Finish each sentence. Write what happens to you!

1 Every time I climb a tree ...

| _____ .



2 Every time I climb a mountain ...

| _____ .



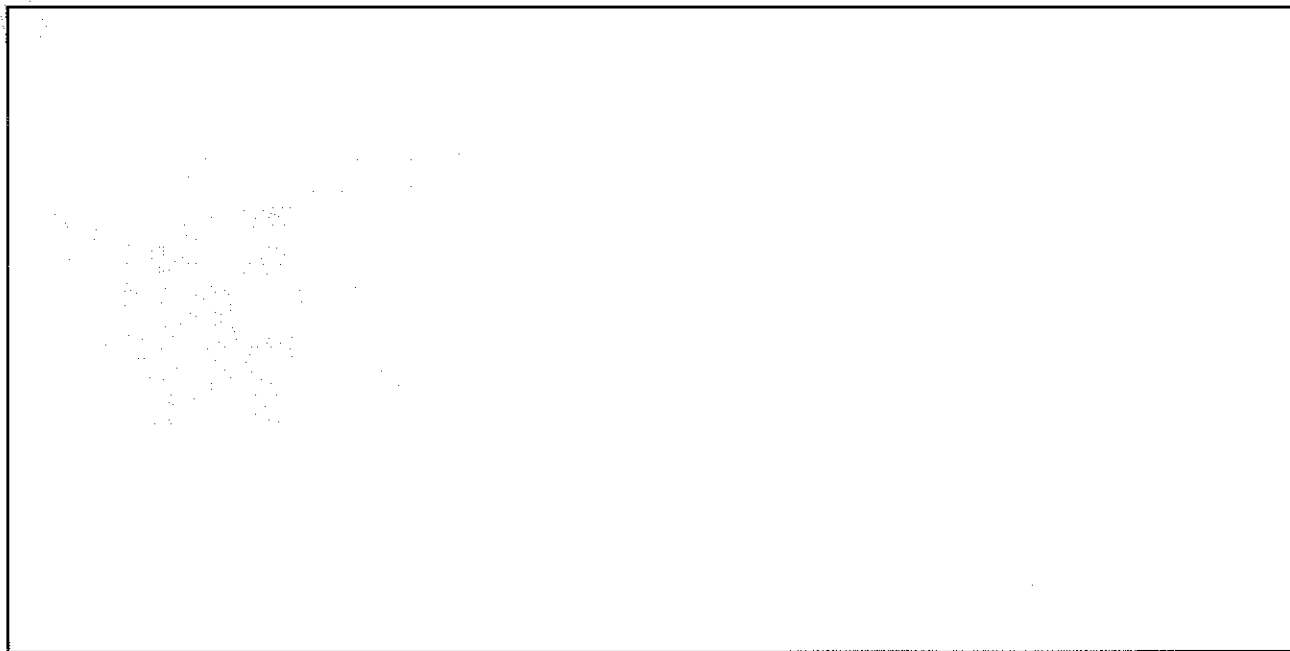
3 Every time I climb a hill ...

| _____ .



5 The Grass House

- A** In the big box, draw yourself in your quiet play house.
Is it inside or outside?



How you feel

What you see

What you hear

What you
can smell

- B** Write or draw what you see, feel, smell and hear in your quiet house.

6 Writing a descriptive poem

- A** Write a sentence about sitting in your quiet house.
What do you like about it?

Unit review

A Choose one of the poems from the *Learner's Book* Unit 9.

Copy it here in your best handwriting and draw a pattern around it.

Tip

- Hold your pen or pencil like this:
- Sit up. Put your feet on the floor.
- Rest your writing hand on the table.
- Hold the paper with the other hand.



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Key: t = top, c = centre, b = bottom, l = left, r = right.

Good
Luck!