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# Oxford English for Cambridge Primary



**1**

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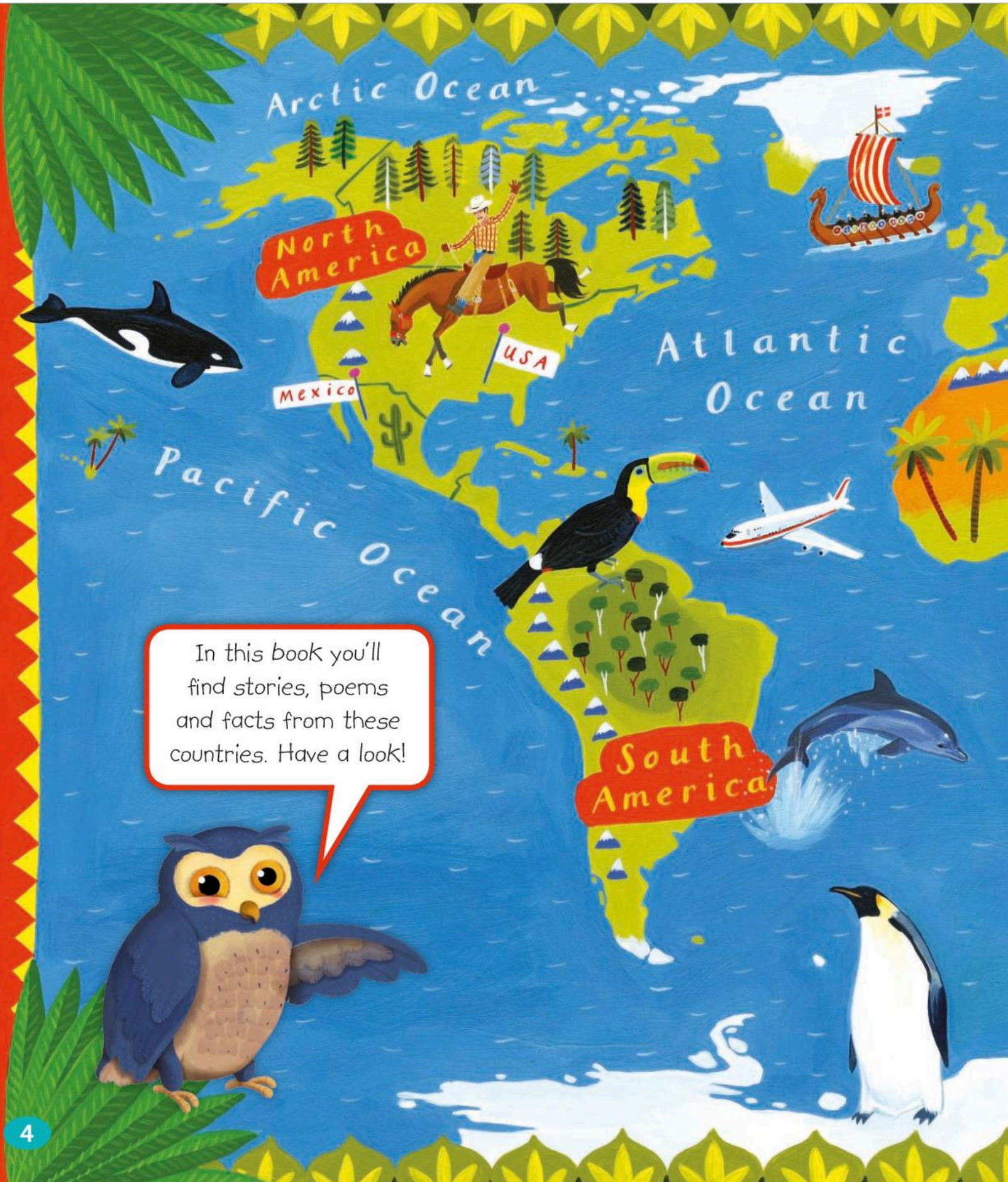
## Reading fiction

Ruby Nettleship and the  
Ice Lolly Adventure 142



You can find the audio for the extracts and poems in this book by going to:  
[www.oxfordprimary.com/oecpaudio](http://www.oxfordprimary.com/oecpaudio)

# A world of stories, poems and facts



In this book you'll find stories, poems and facts from these countries. Have a look!





# Unit contents

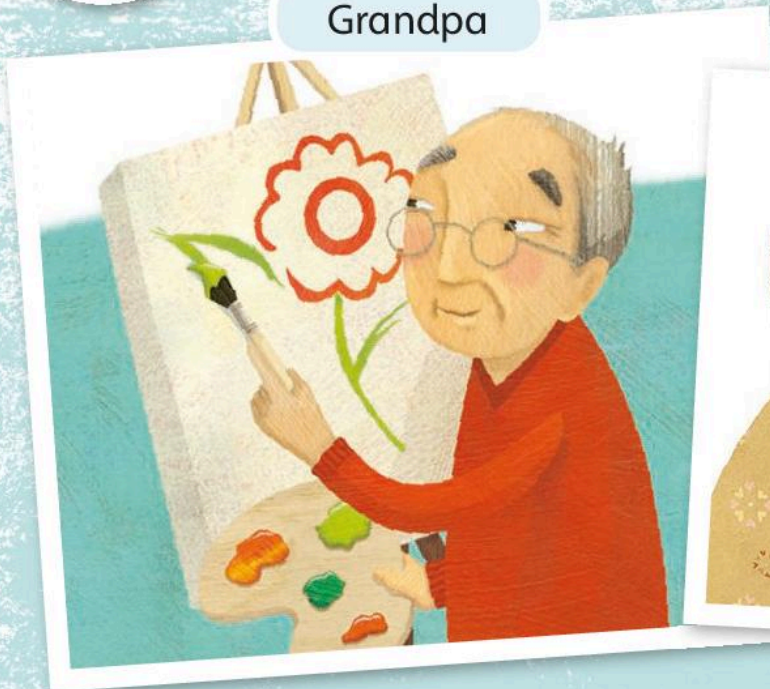
Unit	Theme	Reading and comprehension	Writing
1	At home	<b>Fiction</b> Narrative with a familiar setting <i>Grandma's Glasses</i>	Fiction Writing speech bubbles
2	Show me, tell me	<b>Non-fiction</b> Signs, labels and instructions <i>Signs and labels, Our senses, How to Make a Spinning Picture Trick</i>	Non-fiction Writing signs Drawing and labelling items
3	Everyday poems	<b>Poems</b> <i>Diggedy-Do, Wobbly Tooth, Today I'm a drummer, Poppadoms</i>	Poetry Writing rhyming words
4	Traditional stories	<b>Fiction</b> Traditional narrative <i>The Magic Paintbrush</i>	Fiction Writing story captions Writing a story blurb
5	Water world	<b>Non-fiction</b> Reports and dictionaries <i>A-Z of the Sea, Ocean Sharks, Sea Transport</i>	Non-fiction Writing questions
6	Creatures big and small	<b>Poems</b> Simple rhymes and poems <i>Puff!, Late One Night in Kalamazoo, A Hatchling's Song, Tiny Diny</i>	Poetry Writing rhyming words
7	Fantasy story	<b>Fiction</b> Fantasy narrative <i>The Lost Stars</i>	Fiction Writing story captions
8	About my life	<b>Non-fiction</b> Recounts <i>My First Year in Vietnam was Weird, Alex Brychta – a Biography</i>	Non-fiction Writing a recount
9	Family fun	<b>Poem</b> Narrative poem <i>Off We Go To Mexico!</i>	Poetry Writing a narrative poem

Language, grammar, spelling, vocabulary, phonics, punctuation	Speaking and listening
<ul style="list-style-type: none"> <li>Initial letter sounds</li> <li>Blend sounds</li> <li>Sentence punctuation: capital letters and full stops</li> <li>Prepositions</li> </ul>	Listening and confident talking in turns Questions – developing ideas and extending understanding
<ul style="list-style-type: none"> <li>Labels, captions</li> <li>Initial letter sounds</li> <li>Blend sounds</li> <li>New words in context</li> <li>Digraph, <i>ch</i></li> <li>Rhyming words</li> <li>Language and features of instructions</li> </ul>	Organisation of ideas Listening and confident talking in turns
<ul style="list-style-type: none"> <li>Link words to meaning</li> <li>Digraphs, <i>sh, ch</i></li> <li>Rhyming words</li> <li>Initial letter sounds</li> <li>New words in context</li> <li>Features of poetry genre</li> </ul>	Listening and confident talking in turns Reciting poems Expressing opinions
<ul style="list-style-type: none"> <li>Blend sounds</li> <li>New words in context</li> <li>Digraphs, <i>ch, th, sh</i></li> <li>Long vowel phonemes, /ee/ /oo/ /ai/</li> <li>Language and features of traditional stories</li> </ul>	Listening and confident talking in turns Questions – developing ideas and extending understanding Retelling stories Confident talking in discussion
<ul style="list-style-type: none"> <li>Initial letter sounds and names</li> <li>Blend sounds</li> <li>Link words to meaning</li> <li>Common word endings, <i>-ing, -s</i></li> <li>Digraph, <i>sh</i></li> <li>New words in context</li> <li>Labels</li> </ul>	Confident talking in discussion Organisation of ideas Listening and confident talking in turns Reciting the alphabet
<ul style="list-style-type: none"> <li>Blend sounds</li> <li>Rhyming words</li> <li>Common word endings, <i>-ed, -ing</i></li> <li>New words in context</li> <li>Describing words (adjectives)</li> <li>Digraph, <i>sh</i></li> </ul>	Expressing opinions Listening and confident talking in turns Reciting poems
<ul style="list-style-type: none"> <li>Descriptions</li> <li>Blend sounds</li> <li>Long vowel phonemes, /ea/ /ee/ /y/ /igh/ /oo/</li> <li>Sentence punctuation: capital letters and full stops</li> <li>Features of fantasy genre</li> </ul>	Questions – developing ideas and extending understanding Organisation of ideas Listening and confident talking in turns Confident talking in discussion
<ul style="list-style-type: none"> <li>New words in context</li> <li>Ordering sentences</li> <li>Sentence punctuation: capital letters and full stops</li> <li>Joining sentences with <i>and</i></li> <li>Common word endings, <i>-s, -ing, -ed</i></li> <li>Blend sounds</li> <li>Language and features of recounts</li> </ul>	Questions – developing ideas and extending understanding Organisation of ideas
<ul style="list-style-type: none"> <li>New words in context</li> <li>Ordering sentences</li> <li>Long vowel phoneme, /ee/</li> <li>Initial letter sounds</li> <li>Blend sounds</li> <li>Rhyming words</li> <li>Verbs</li> </ul>	Listening and confident talking in turns Confident talking in discussion

# 1

## At home

Grandpa



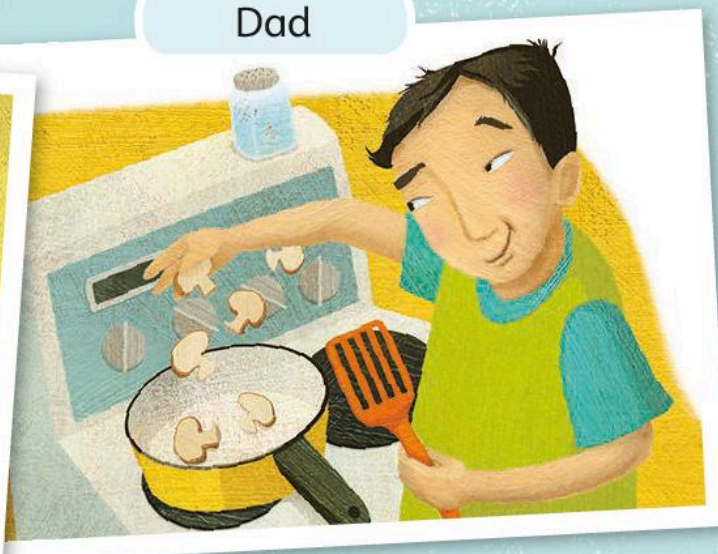
Mum



Mei-Lin



Dad



### Talk time

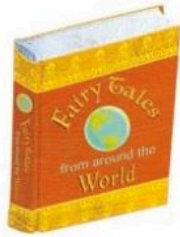
- 1 Look at the family. What are they doing?
- 2 Who lives in your home? What do they like doing?





**A** Mei-Lin found these lost things in a box. Who do they belong to? Draw lines to link the object with the person.

book



pan



paintbrush



flower pot



**B** Have you ever lost something? Draw it.

**C** Tell a friend how you felt when you lost it.

# Grandma's Glasses

Nicola Moon

Grandma lost her glasses.



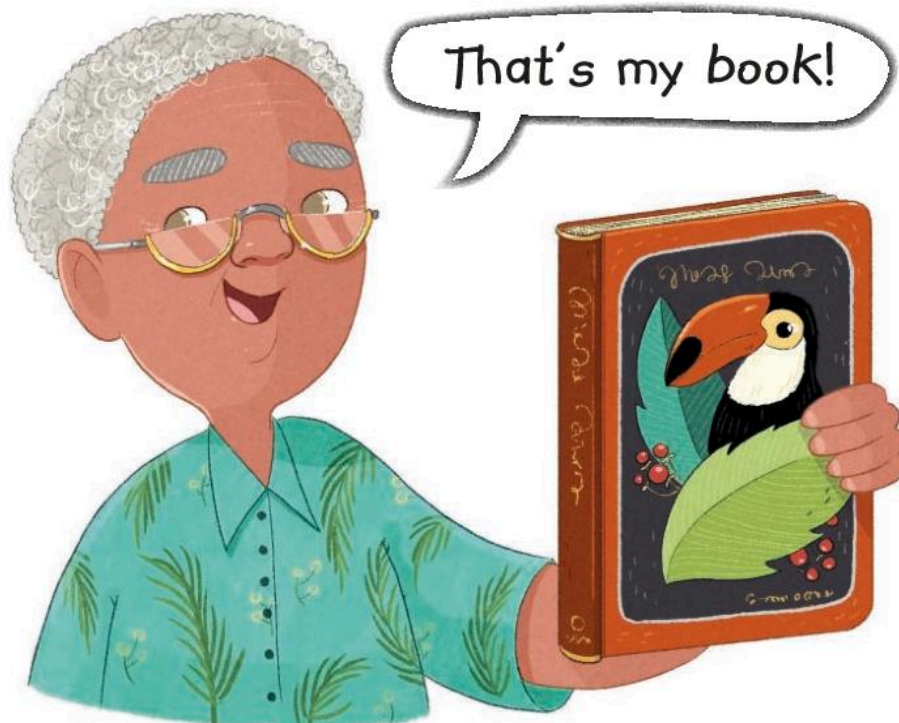
She looked under the table and she saw her pen.



Grandpa came to help.



He looked in the drawer and he found his book.



Harry looked too. He saw his comic on the table.



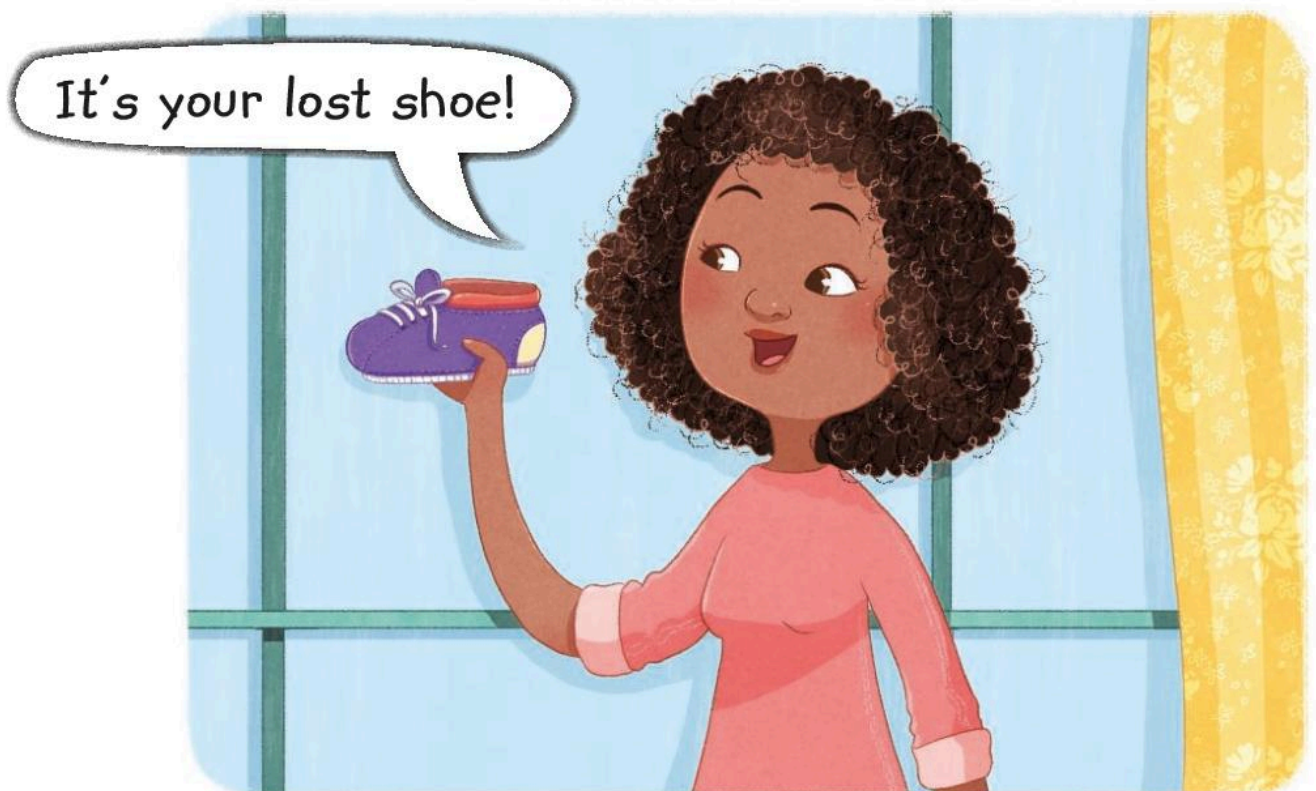
Megan looked under the cushion. She saw her teddy.



Then Mum came to help.



She looked behind the curtains. She found Megan's lost shoe.



Everyone looked and looked. They saw lots of things, but ...  
no glasses.



Then Harry said, "I can see Grandma's glasses.  
They are on her head!"



### Word Cloud

comic	drawer
curtains	glasses
cushion	shoe

# Grandma's Glasses

## A Read and respond

1 What did Grandma lose? Circle the answer.



shoe



comic



glasses



pen

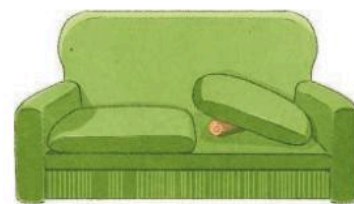
2 Where did Grandpa find his book? Circle the answer.



in the drawer



on the table



under the cushion

3 Which character is the story about? Tick the correct answer.



Mum



Harry



Megan



Grandma



Grandpa



## B Read and respond

1 What had Megan lost? Circle the word.



ball



shoe



cup



pen

2 Who found Megan's shoe? Write the answer on the line.

\_\_\_\_\_

3 Did Harry like his comic? Tick the correct box.

No, he said it was dull.

Yes, he liked the pictures.

Yes, he said it was funny.

No, it was too old.

Check by reading what Harry says on page 12.



4 In pairs, take it in turns to be Harry. Pretend you have found your comic. What do you say and do?

# What do you think?

**1** Why do you think Grandma needed her glasses? Tick two answers.

She wanted to read.

She wanted to phone a friend.

She wanted to sing.

She wanted to sleep.

She wanted to knit.



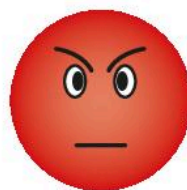
**2** If you were Grandma and lost your glasses, how would you feel? Tick a box.



sad



happy



cross



upset

**3** If a friend lost a book at school, where would you look for it?

I would look for it \_\_\_\_\_

\_\_\_\_\_

## Word detective

### A

1 Write the missing letters to finish each name.

**M H G**

\_\_\_\_egan      \_\_\_\_randma      \_\_\_\_arry

2 Unjumble the things from the story and write them.

tedyd \_\_\_\_\_

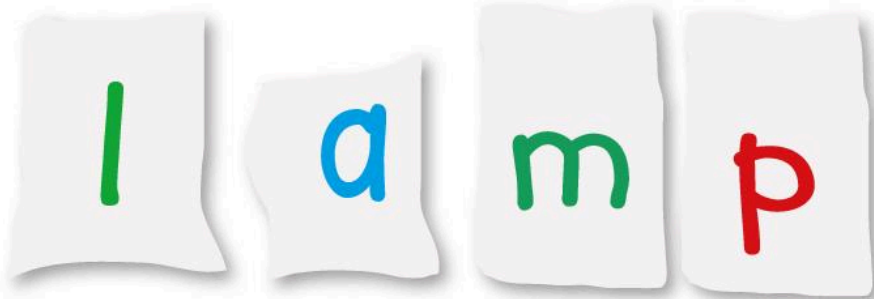
galsess \_\_\_\_\_

comci \_\_\_\_\_

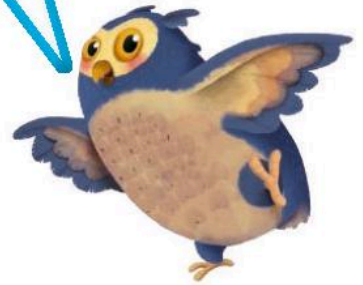
koob \_\_\_\_\_

Check your spelling by reading your answers.

3 Write the word for an object you have at home on a piece of paper in big letters. Cut out each letter. Jumble them up. Ask your partner to unjumble the letters to make the word for the object.



Remember that names always start with a capital letter.

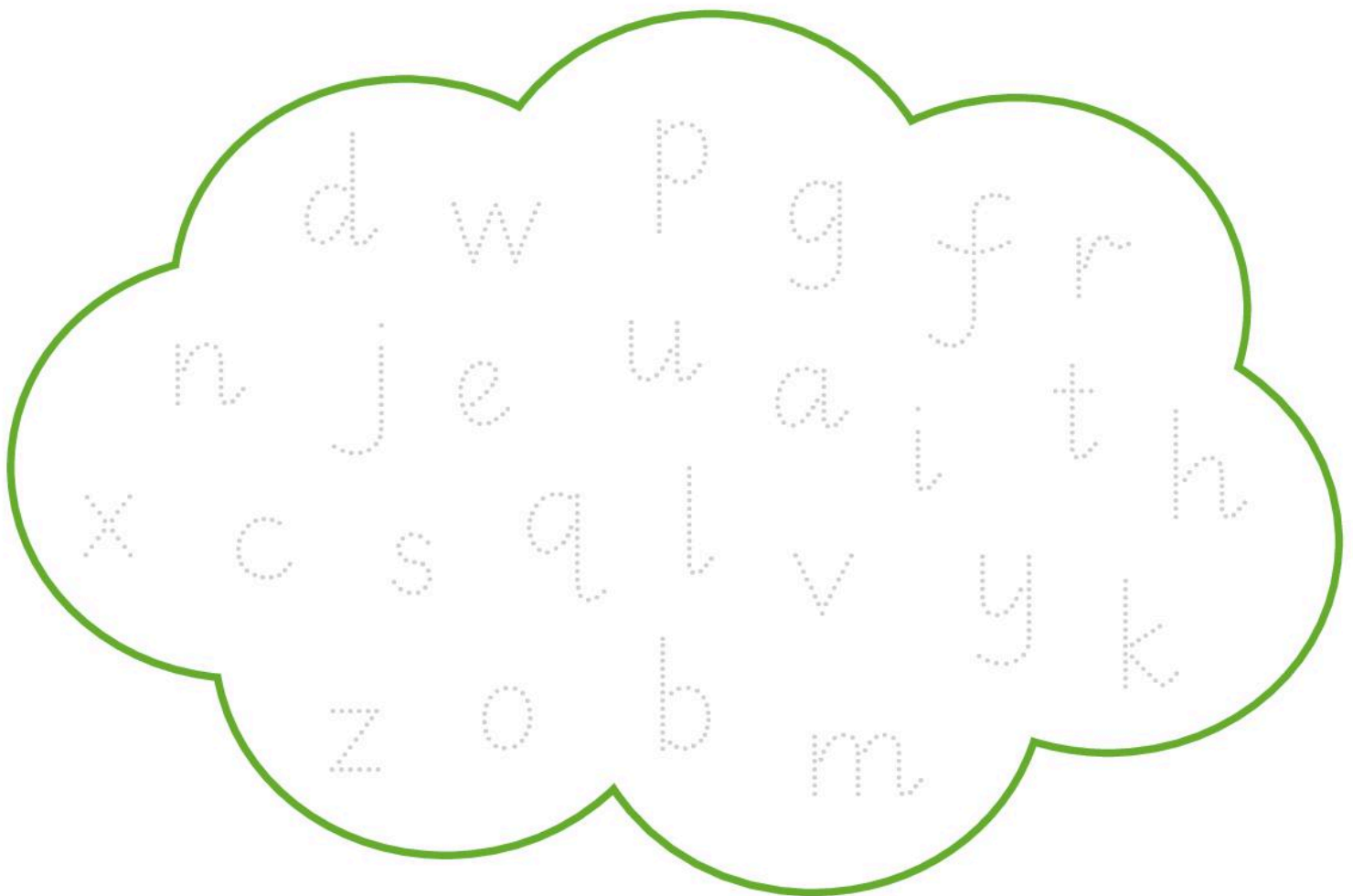


**B**

1 Find the word that is repeated seven times in the story.

---

2 Find the letters of the alphabet in a-z order.  
Start with a, b, c. Trace each letter and say its sound.



3 Choose a letter and say its letter name aloud.  
Ask your partner to point to it.  
Do this three times.  
Now swap with your partner.



**1** Add a full stop to this sentence and circle the two letters that should be capitals.  
mum found megan's shoe behind the curtain

**2** Now write a sentence about where Harry found Grandma's glasses. Don't forget to add the full stop and capital letters.




---



---

**3** Finish the sentences by adding the word that says where each thing was.

**on    under    in    behind**

The book was \_\_\_\_\_ the drawer.

The comic was \_\_\_\_\_ the table.

The shoe was \_\_\_\_\_ the curtain.

The teddy was \_\_\_\_\_ the cushion.

Look back at the story on pages 10–15 if you need to.



# Get writing

## Part 1

Draw lines to link the words to who said them. You can find their words in the story.

"That's my book,"

said Harry.

"It's your lost shoe,"

\_\_\_\_\_ Megan.

"They are on your head!"

\_\_\_\_\_ Grandpa.

"Hello teddy!"

\_\_\_\_\_ Mum.

Now write the word 'said' before each character's name.

## Part 2

Fill in the speech bubbles on page 23 using the words in this cloud.

glasses    lost  
shoe        teddy  
book        comic



Cross out the words when you have used them.

I \_\_\_\_\_ my glasses!



I found my \_\_\_\_\_ !



I found my \_\_\_\_\_ .



I found my \_\_\_\_\_ !



I found Megan's \_\_\_\_\_ .



I can see Grandma's

\_\_\_\_\_ !



2

Show me, tell me



A



B



Talk time

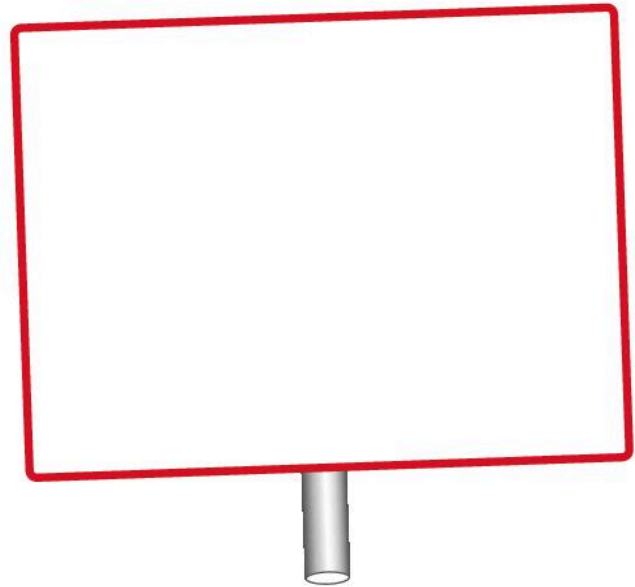
Where would you see signs like the ones in **A**?

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

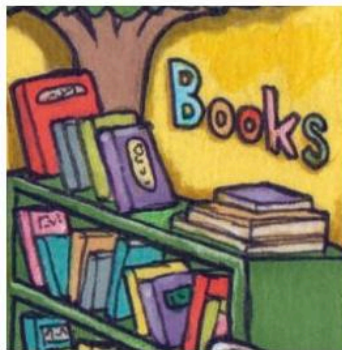




**A** Signs are in lots of different places. Draw a sign you have seen by a road.



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

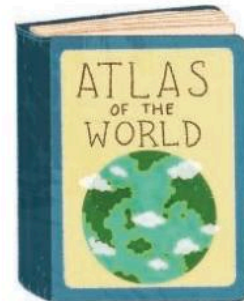
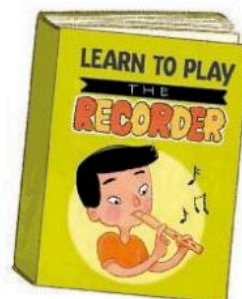
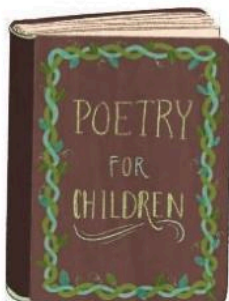


classroom

door

road

**C** Look for the books that tell you how to do something. Circle them.



## Signs and labels

Signs and labels are everywhere. They are on roads, in shops and at school. What signs do you see on the way to school?

Signs tell us where to go.



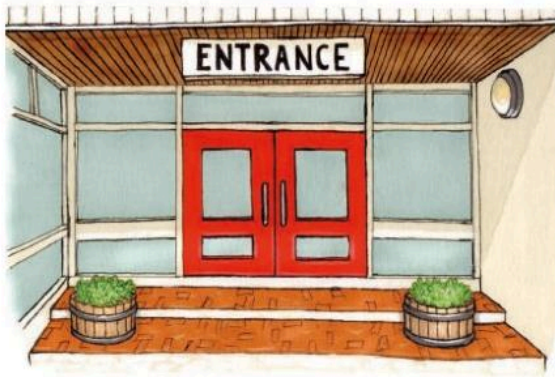
Signs help us cross the road.



Signs warn cars.



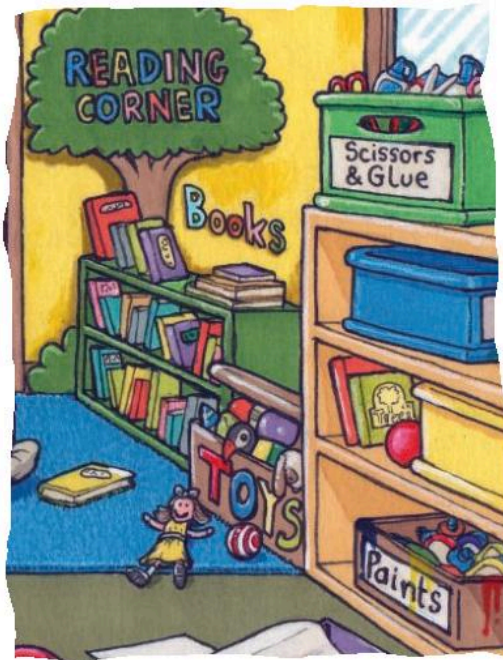
Signs show us where to get in.



Signs tell us what to do.



In the classroom, labels help us to find things.



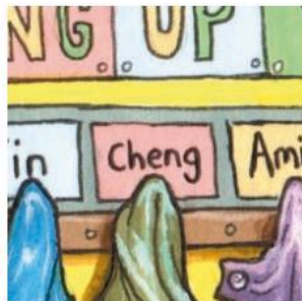
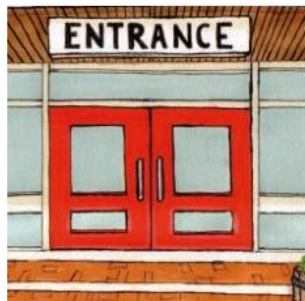
Signs tell us where we must **not** go.



Word  
Cloud  
warn

# A Read and respond

Tick the sign that tells you to do something.



# B Read and respond

Look at this classroom picture to help you answer the question.

1 Which sign tells you where you can read a book? Circle it.



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



**C** What do you think?

Talk to a friend about why this sign helps to keep children safe.



**Word detective**

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

pen    exit    staff    paper    hands    tap    paint

**B** Write the missing first letter of each word, using one of the letters in the box. Look at pages 26–28 to help you.

h    e    o

Wash your \_\_\_\_ands

Staff \_\_\_\_nly

No \_\_\_\_ntry

# Our senses



These are called the five senses. Parts of our body help us use the five senses. The parts pick up information. The information goes to our brain.

**Sight**

We see things with our eyes. We see light and colour.

**Smell**

We smell with our nose. Nostrils in the nose pick up the smells.

**Taste**

We taste with our tongue. The tongue tells us if food is sweet or sour.

**Hearing**

We hear with our ears. We can hear quiet sounds and loud sounds.

**Touch**

We touch and feel things with our hands to find out if they are soft or hard, smooth or rough.

**Word Cloud**

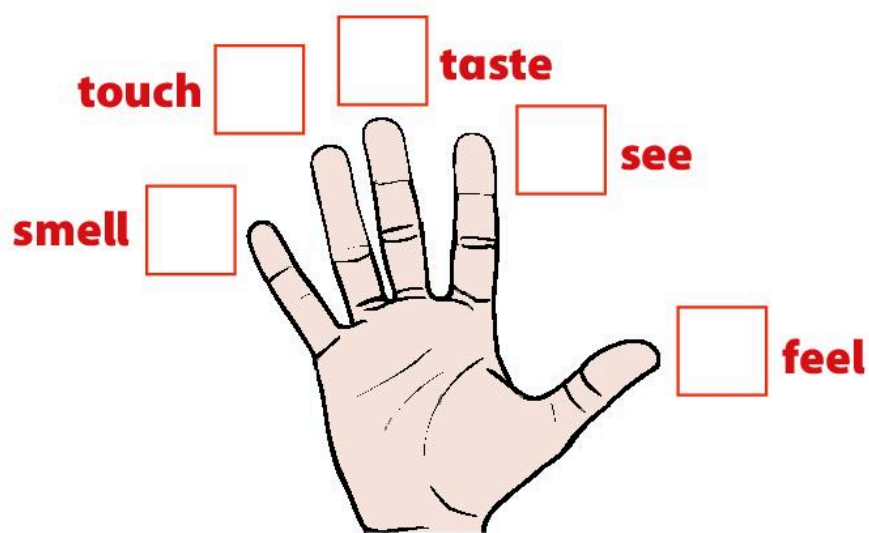
brain  
rough  
sour

## A Read and respond

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

two four five

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



## B Read and respond

Tell a friend what the nostrils do. Where are the nostrils?

---

## C What do you think?

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

sight hearing taste smell touch



## Word detective

**A** On page 31, find a word that has the same end spelling as lunch. Write it here.

---

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

**l m e s l**

---

**C** Find words that rhyme with these.

**train** brain

**fear** \_\_\_\_\_

**light** \_\_\_\_\_

**bee** \_\_\_\_\_

# How to Make a Spinning Picture Trick

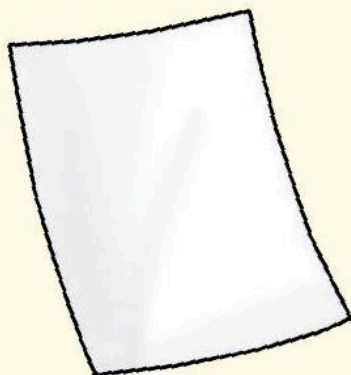
A picture trick makes us 'see' something that is not real.

Do the steps to make this spinning picture trick.

The spinning picture trick makes us see two pictures as one picture. It puts a lion in a cage!

## You will need

A sheet of card



A large round lid from a jar



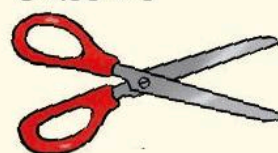
A black pen



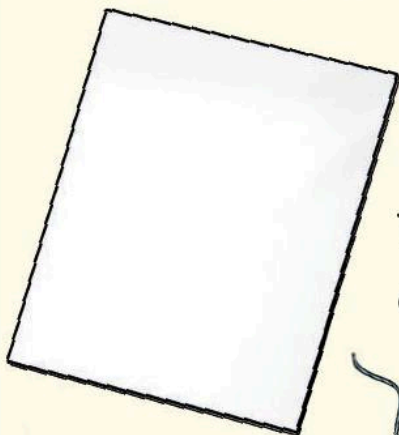
A pencil



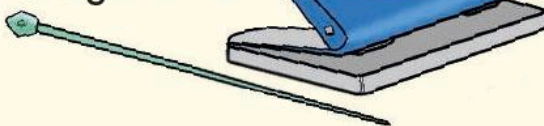
Scissors



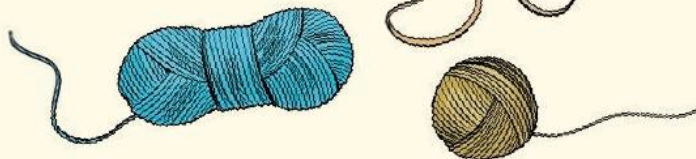
A sheet of white paper



A hole punch or knitting needle

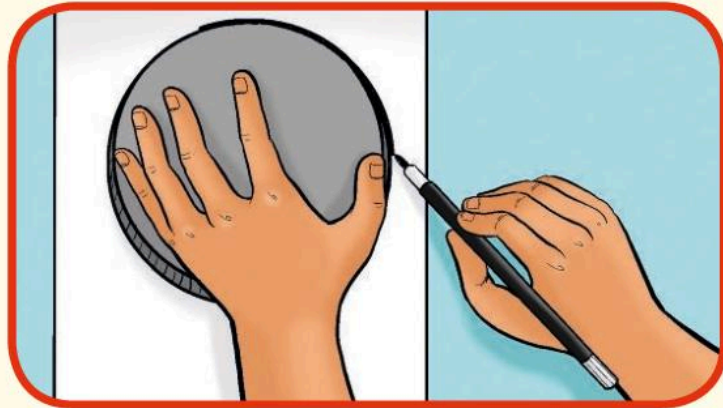


Two elastic bands, string or wool thread

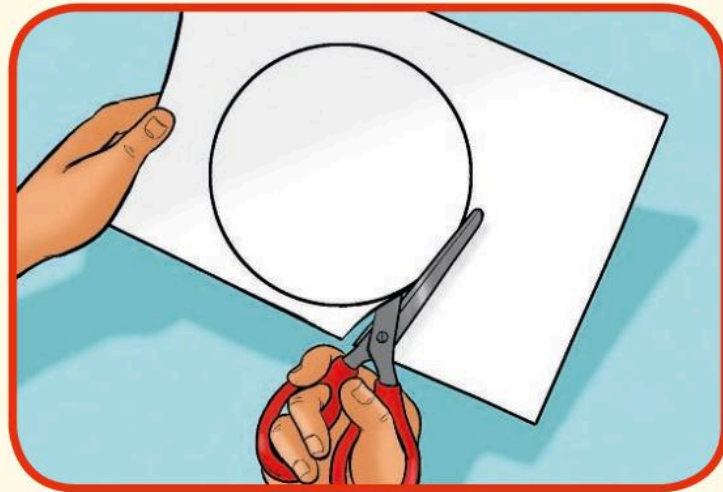


## Method

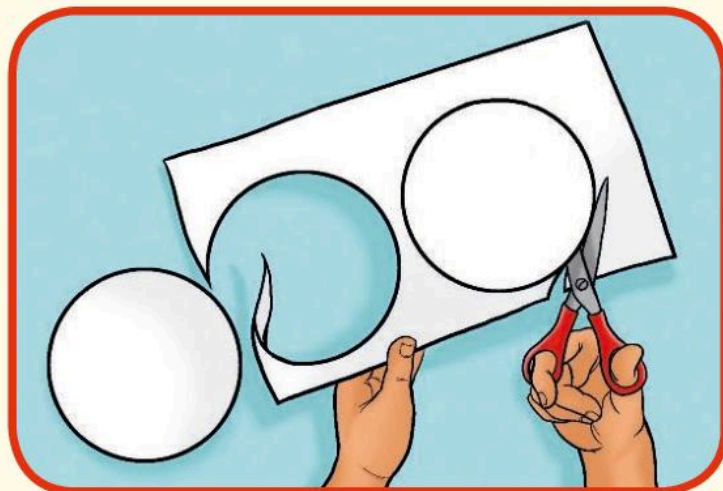
- 1** First, put the jar lid flat on the card. Draw round the lid to make a circle.



- 2** Cut out the circle of card.

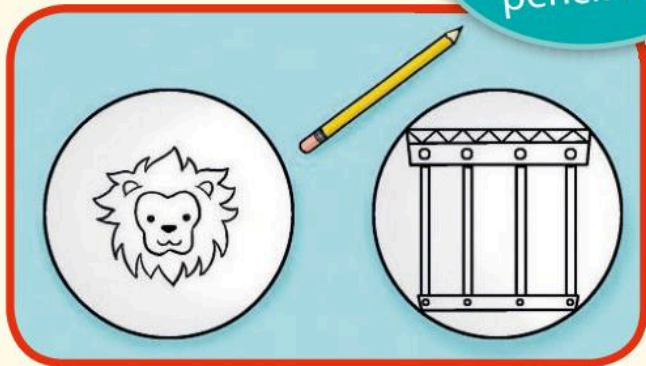


- 3** Next, using the jar lid, draw two circles on the sheet of paper. Cut them out.



**Tip**  
Try drawing in pencil first.

**4** Next, draw a lion's head in the middle of the first circle of paper. Then, draw a big cage on the second circle of paper. The cage must be bigger than the lion.



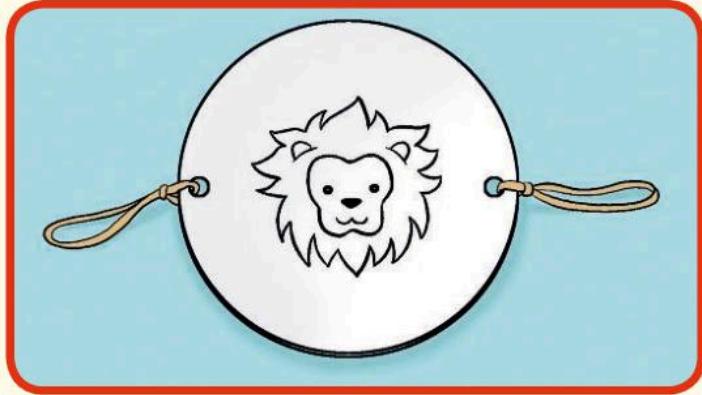
**5** Glue the cage picture on one side of the card circle. Glue the lion picture upside down on the other side of the card. Check the cage and lion pictures are opposite ways up.



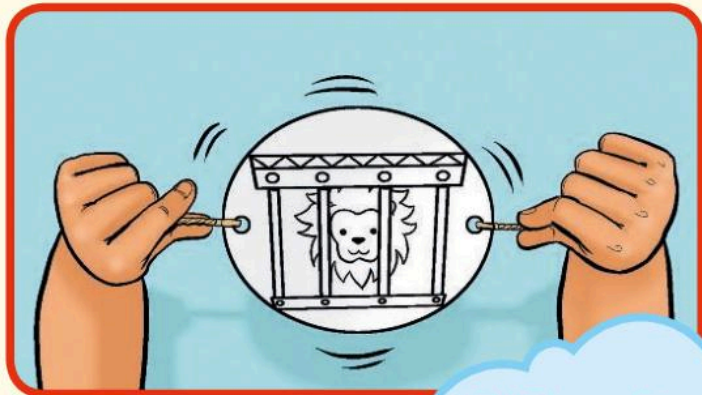
**6** Now make two holes. Use the hole punch or knitting needle to make a hole in each side of the picture. Ask an adult to help you.



- 7 Put the elastic bands or string through each hole. Loop them so they are fixed to the card.



- 8 Last, pull the ends of the elastic bands or string and twist. Let them twist back. The circle will whizz. Look at the pictures. Where is the lion?



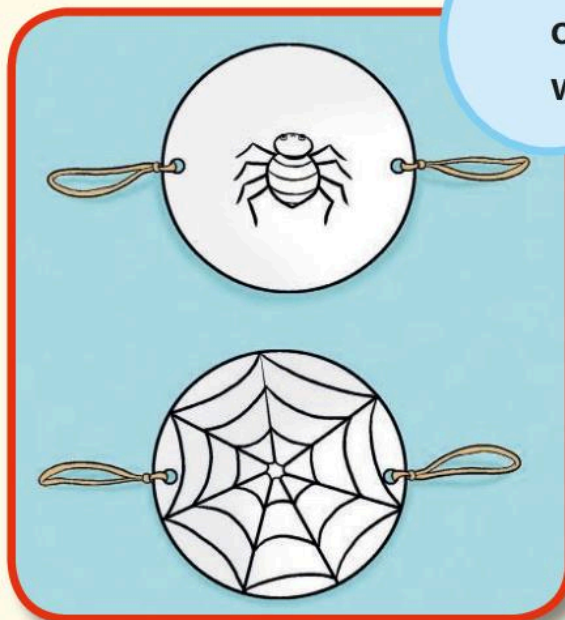
**Word Cloud**

loop  
opposite  
whizz

**Try these too**

Try drawing different pictures on the cards. Here are some ideas:

- ▶ A spider in a web
- ▶ A bird in a cage



## A Read and respond

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

a knitting needle  string  scissors

2 What do you need glue for?



Read the 'You will need' list on page 34 as well as the instructions.



to stick the pictures to the card

to stick the string to the card

to stick the jar lid to the paper

## B Read and respond

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



Last, ...



Next, ...



First, put the jar lid ...

## C What do you think?

Read the tip on page 36. Why do you think it is better to draw in pencil first?

It is less messy.

You can rub out mistakes.

It is quicker.

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



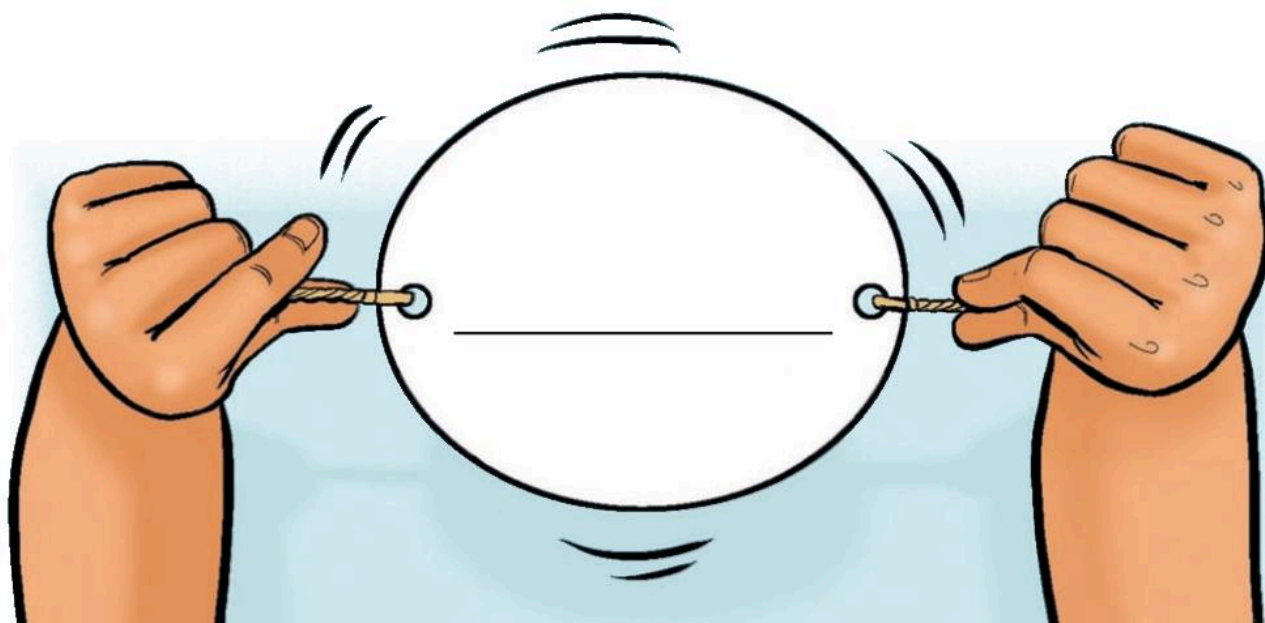
## Word detective



A Underline the words that tell you what to do.

paper push put check lion  
draw pull card pencil ask

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



# Get writing

## Part 1

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

1



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



Go slowly.

2



\_\_\_\_\_

3



\_\_\_\_\_

4

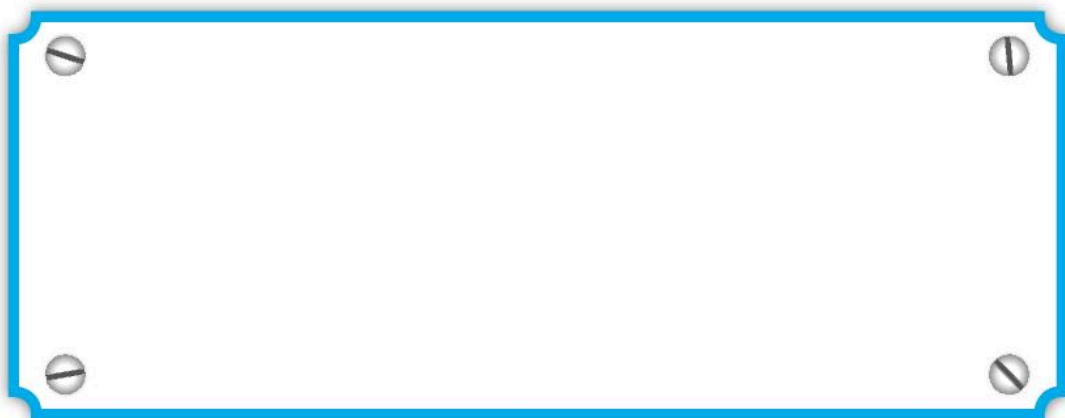


\_\_\_\_\_



## Part 2

Write your own sign for a door in your school.



## Part 3

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



Now label them.



## 3

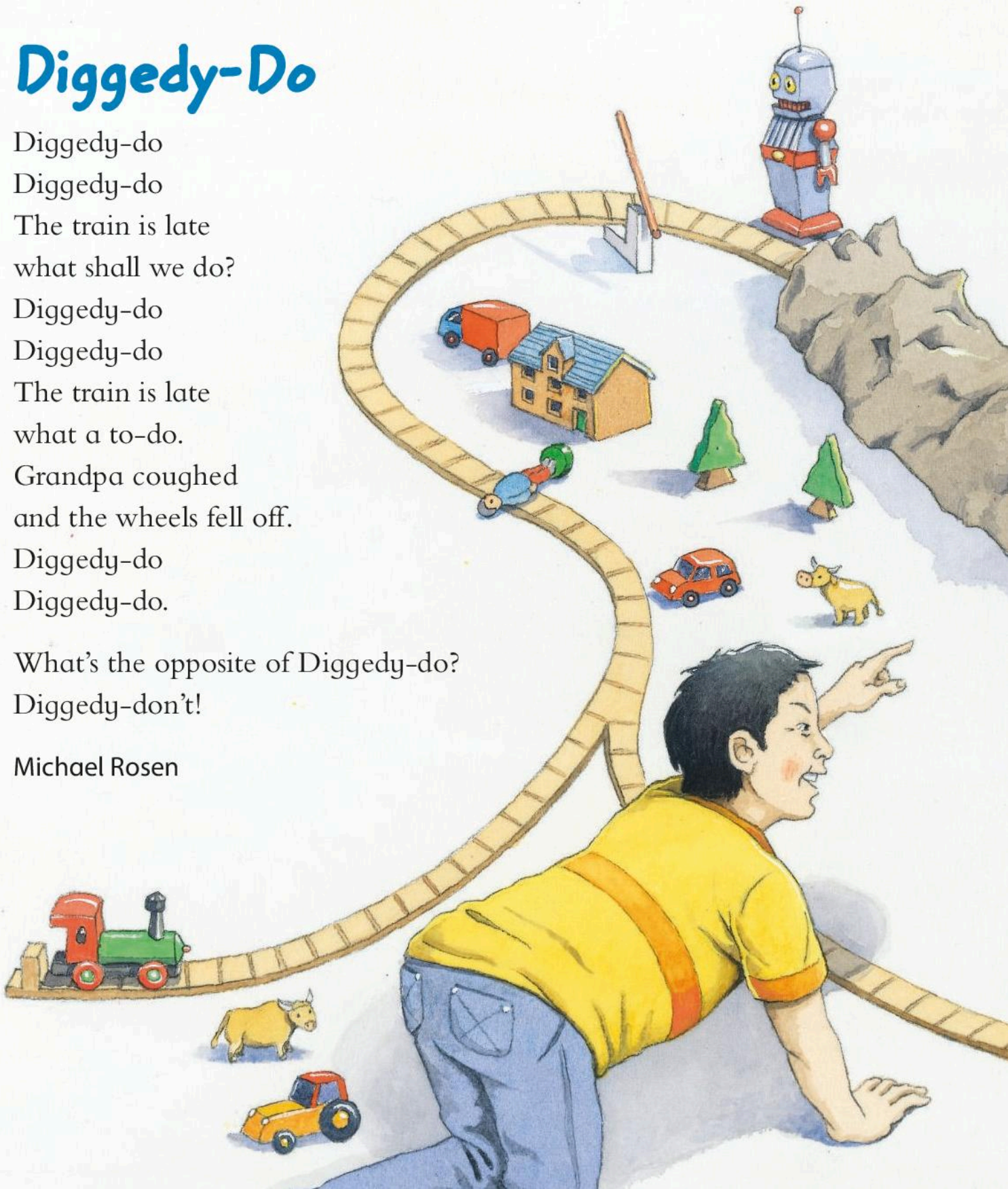
## Everyday poems

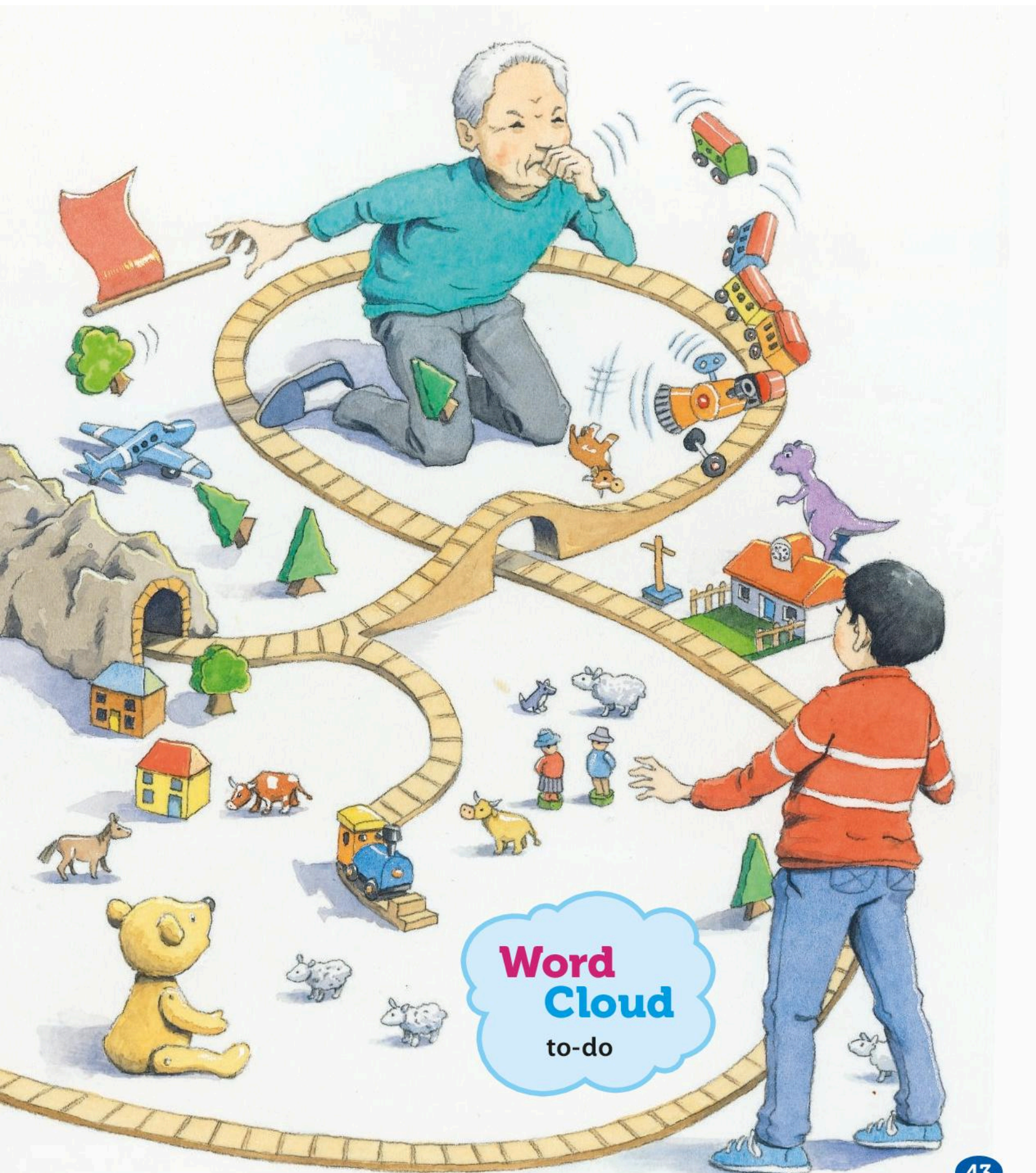
## Diggedy-Do

Diggedy-do  
 Diggedy-do  
 The train is late  
 what shall we do?  
 Diggedy-do  
 Diggedy-do  
 The train is late  
 what a to-do.  
 Grandpa coughed  
 and the wheels fell off.  
 Diggedy-do  
 Diggedy-do.

What's the opposite of Diggedy-do?  
 Diggedy-don't!

Michael Rosen





**Word  
Cloud**  
to-do

# Diggedy-do

## A Read and respond

What did Grandpa do?

He sneezed.  He coughed.  He went to bed.

## B Read and respond

What made the wheels fall off?

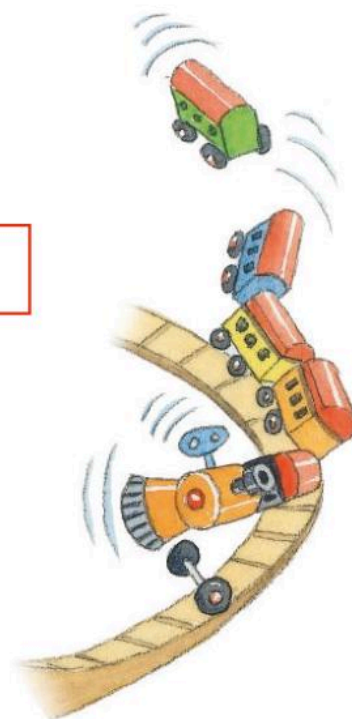
the speed of the train  the wobbly track   
Grandpa's cough

## C What do you think?

The poem has a fast beat. Read it aloud.

What do you think it is meant to sound like?

the train rushing along  a clock ticking   
Grandpa coughing



## Word detective

**A** On page 42, find a word that has the same beginning spelling as **sh**op. Write it here.

\_\_\_\_\_

**B** Find words in the poem that rhyme with these.

**brain**     train \_\_\_\_\_

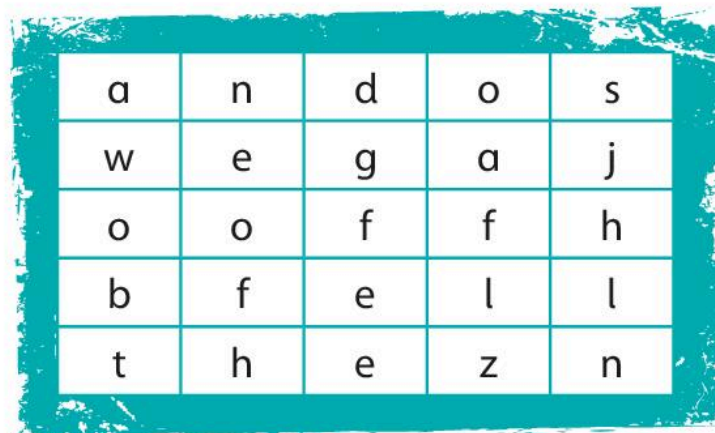
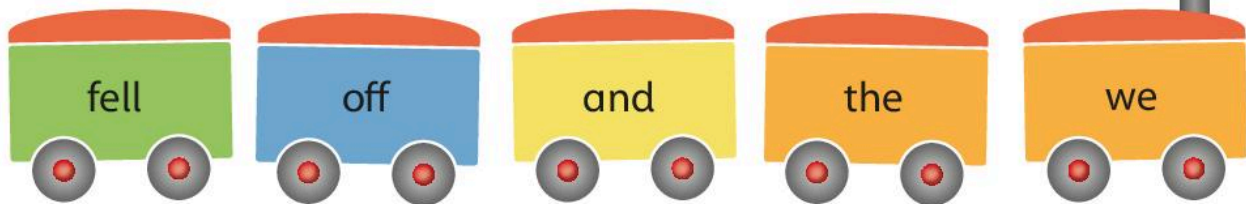
**date**     | \_\_\_\_\_

**feels**     w \_\_\_\_\_

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



**C** Find these words in the word search and circle them.



## Wobbly Tooth

Wiggerly wibberly  
wobberly tooth,  
it bibbles and bobbles,  
I tell you the truth,  
touch with your finger  
and you will have proof  
of my wiggerly wibberly  
wobberly tooth!

John Prior

### Word Cloud

bobbles  
proof



## Wobbly Tooth

### A Read and respond

What is wrong with the girl's tooth?

It hurts.       It is lost.       It is loose.

### B Read and respond

Draw a line linking each word with its meaning.

<b>tell</b>	to feel with your hand
<b>touch</b>	to speak
<b>bobbles</b>	moves about

### C What do you think?

Finish this sentence.

When I lost my first tooth I felt \_\_\_\_\_.

## Word detective

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

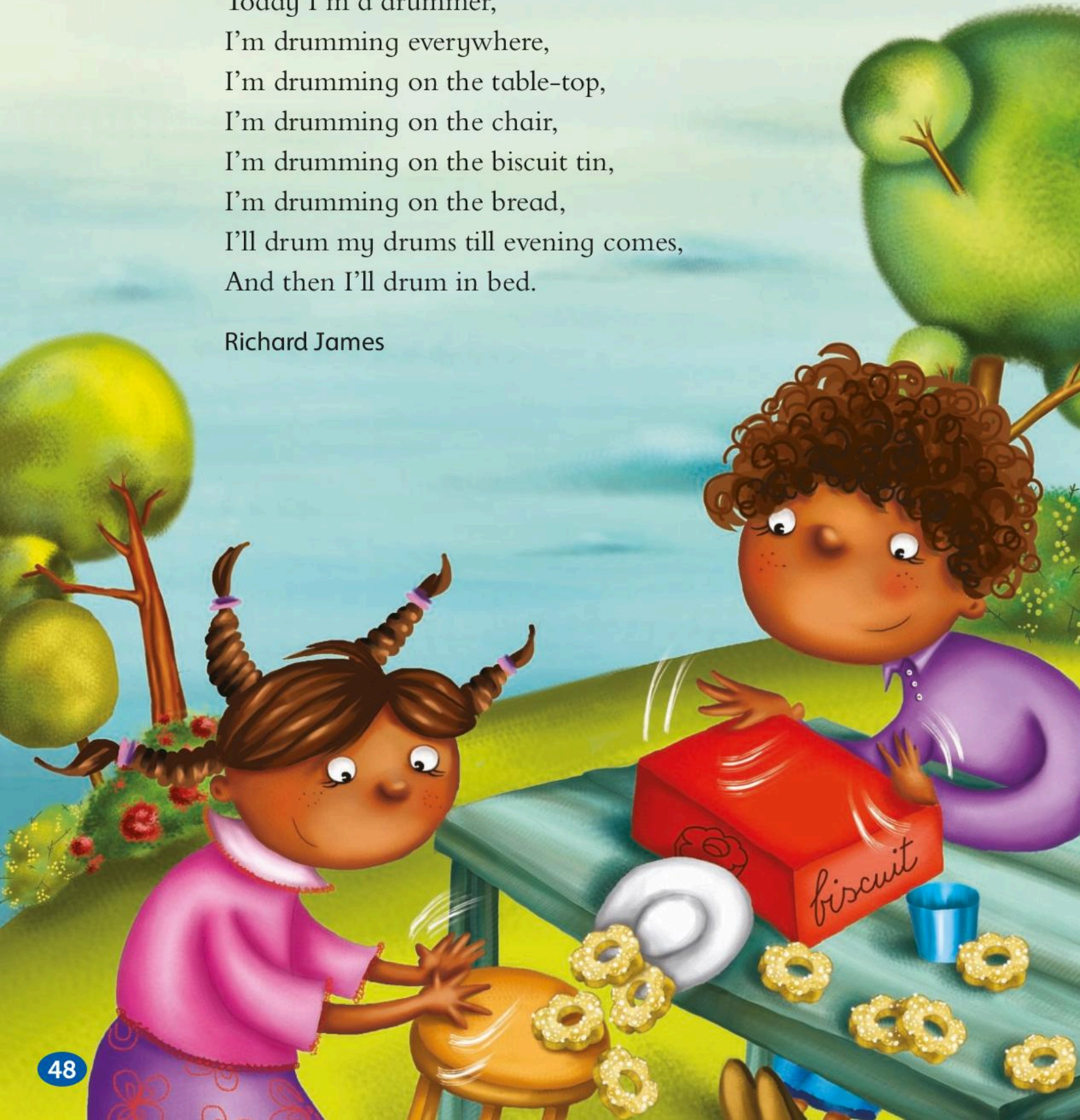
w

b

# Today I'm a drummer

Today I'm a drummer,  
I'm drumming everywhere,  
I'm drumming on the table-top,  
I'm drumming on the chair,  
I'm drumming on the biscuit tin,  
I'm drumming on the bread,  
I'll drum my drums till evening comes,  
And then I'll drum in bed.

Richard James





# Today I'm a drummer

## A Read and respond

What sort of tin does the drummer drum on?

a biscuit tin       a bread tin       a table-top tin

## B Read and respond

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

on the table       on the biscuit tin       in bed

## C What do you think?

With a friend write a list of where else in your house you could drum.

### Word detective

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

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

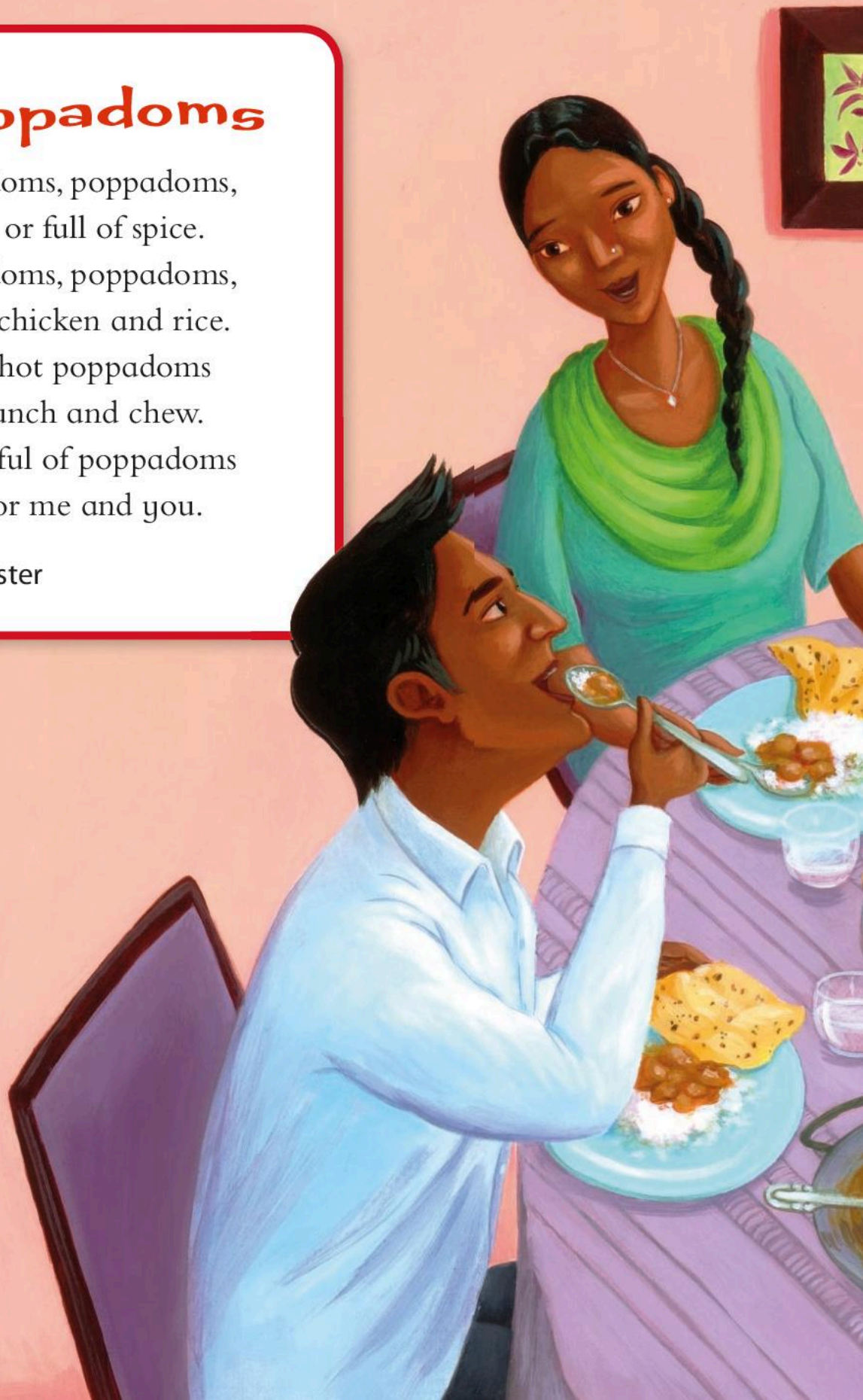
drum	drumming	on	the



## Poppadoms

Poppadoms, poppadoms,  
plain or full of spice.  
Poppadoms, poppadoms,  
with chicken and rice.  
Crispy hot poppadoms  
to crunch and chew.  
A plateful of poppadoms  
just for me and you.

John Foster





**Word  
Cloud**  
poppadoms

# Poppadoms

## A Read and respond

Write two words in the poem that rhyme.

---

## B Read and respond

Which set of words is about eating a poppadom?

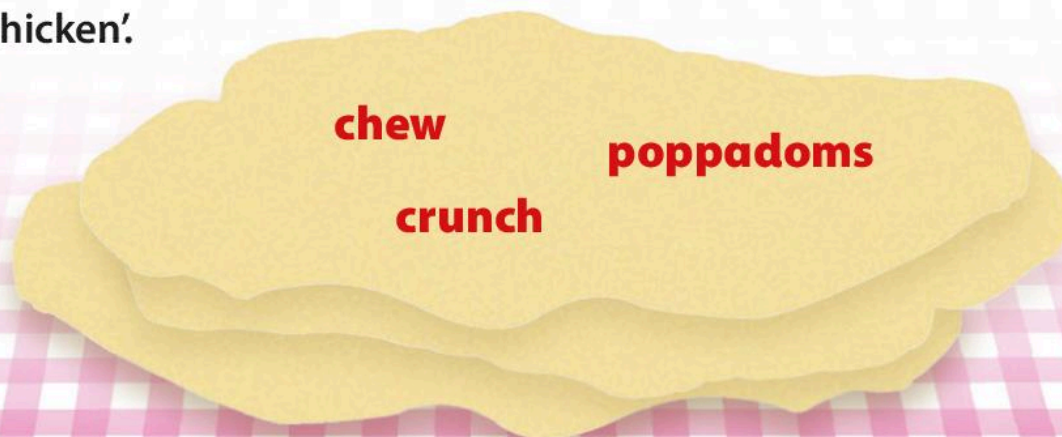
chicken and rice       me and you       crunch and chew

## C What do you think?

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

### Word detective

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



## Get writing

Choose the correct rhyming word to complete the poem.

**you   fish   hot   toast   nice**



*What's in the pot?*

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

*Is it steamy white rice?*

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

*Is it chilli or stew?*

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

*Is it chicken roast?*

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

*Is it my favourite dish?*

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

What is your favourite dish?

\_\_\_\_\_

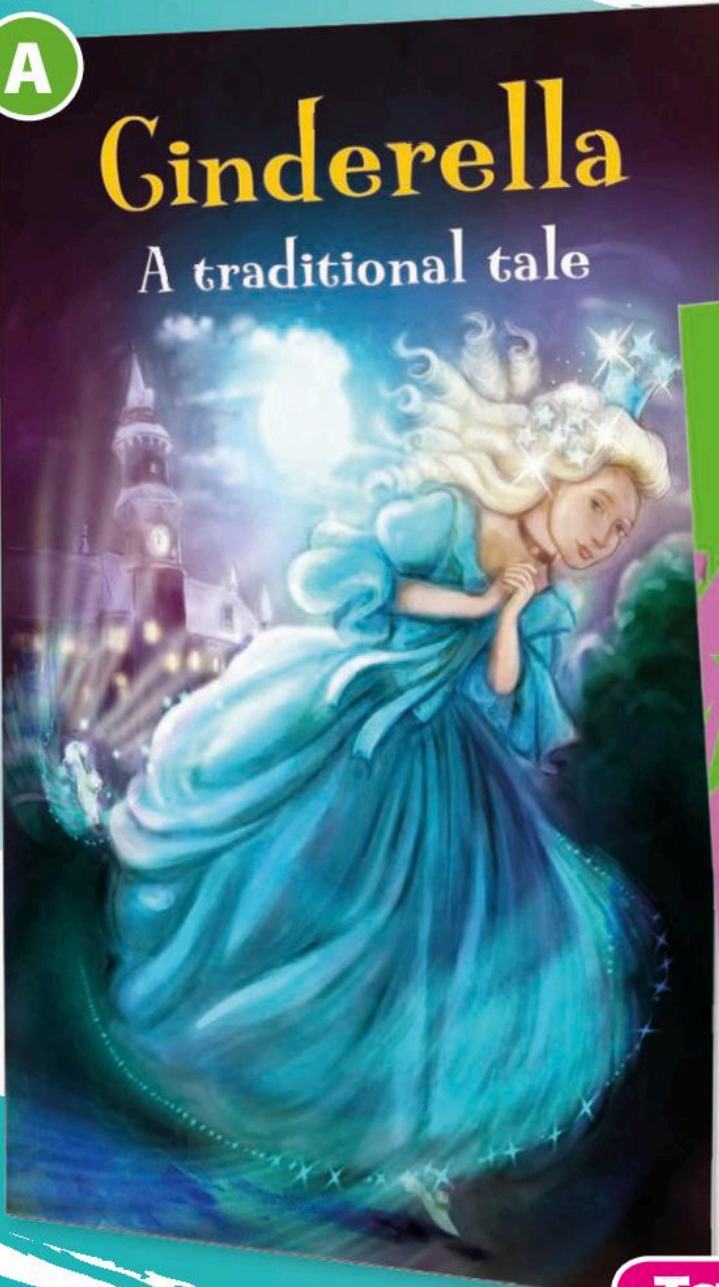
# 4

## Traditional stories

A

### Cinderella

A traditional tale

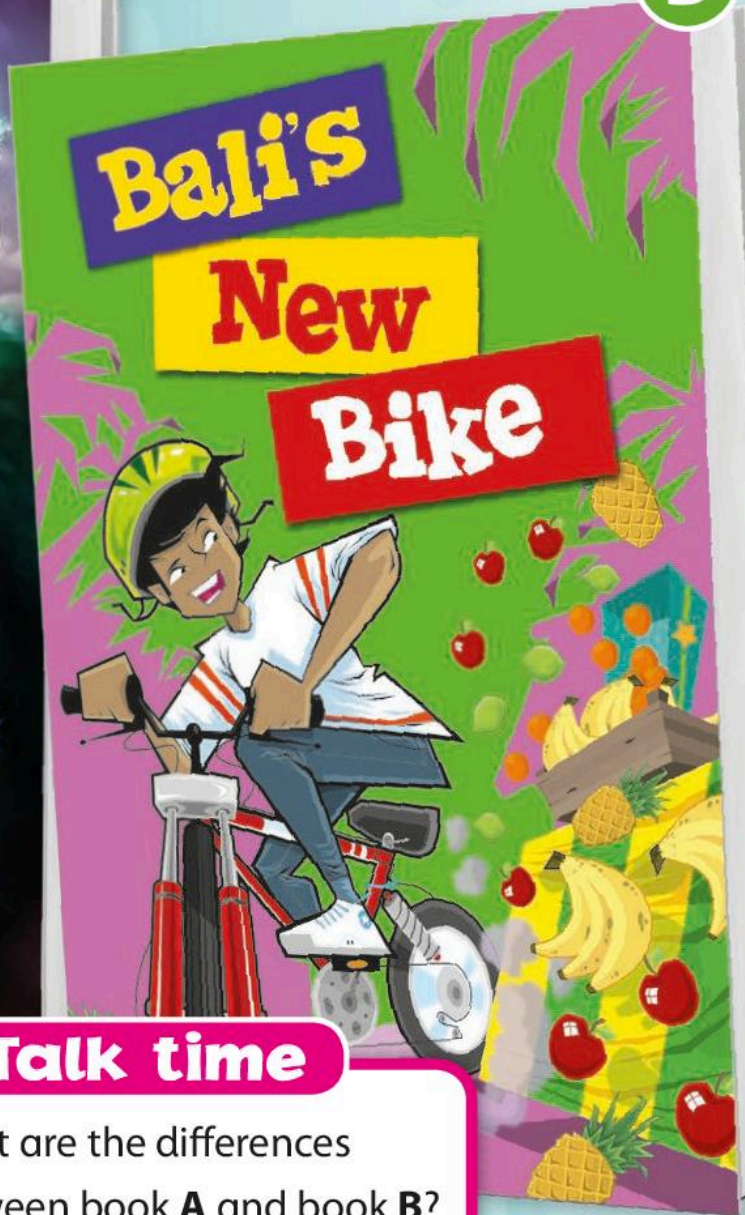


B

Bali's

New

Bike



### Talk time

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



**A** Tick the pictures that are from traditional tales.










**B** Find the phrase (a group of words) that shows you this story is a traditional tale from the past.

Long, long ago in a tiny village in China lived a boy called Ho.

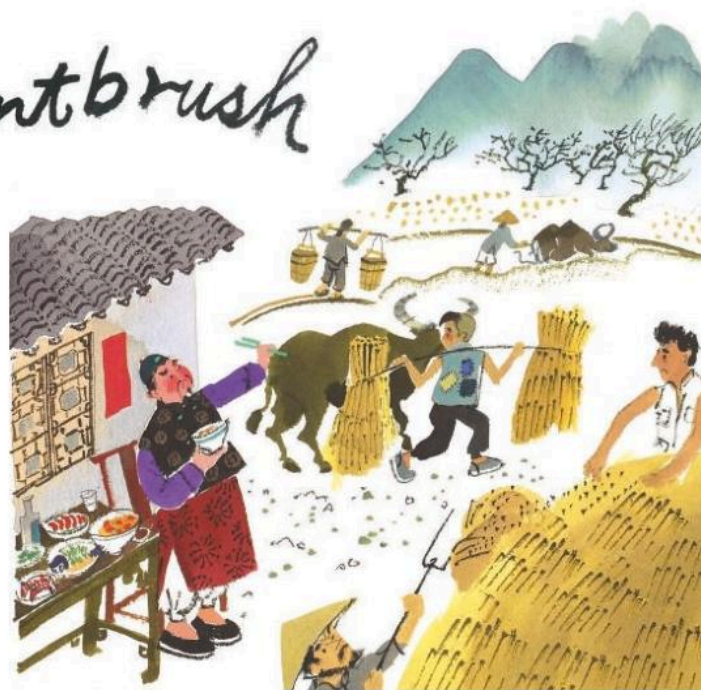
Write the phrase.

---

# The Magic Paintbrush

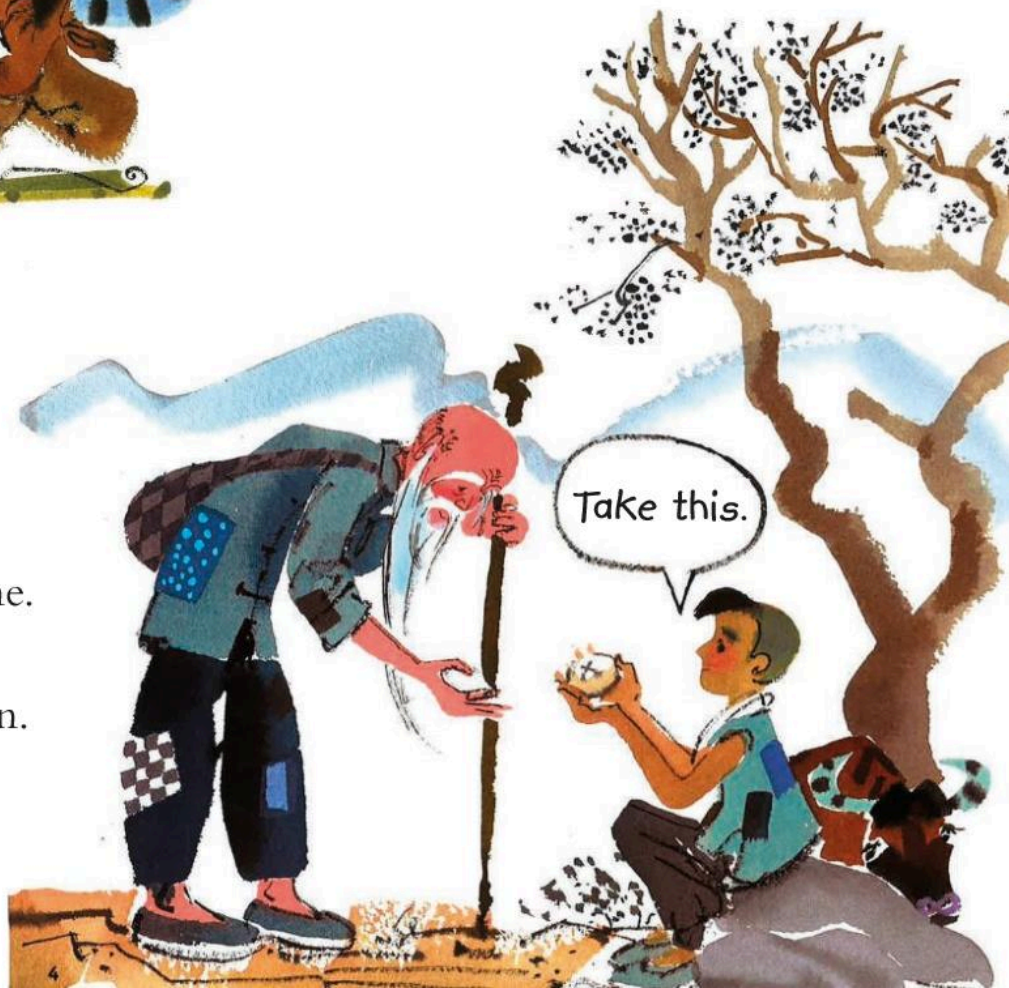
*A tale from China*

Long ago in a tiny village in China lived a young man called Ho. Every day of the year, Ho looked after a rich farmer's cattle. He took hay to the field.



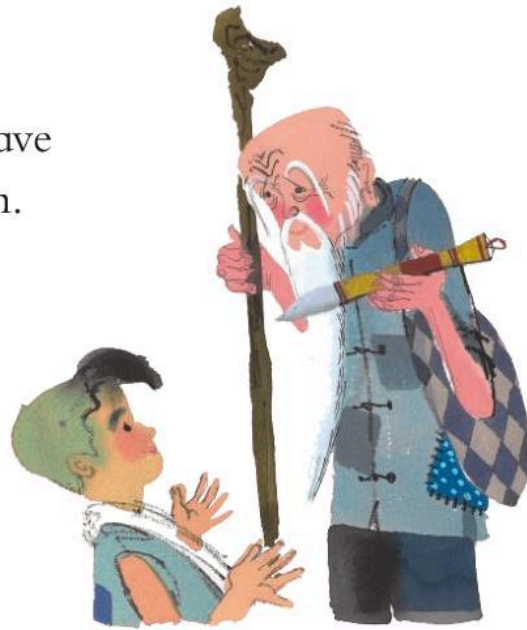
The farmer did not pay him much. Ho had only dry bread to eat.

One day a very thin, old man came up the lane. He looked hungry. Ho gave his bread to the man.





“Thank you,” said the man. He gave Ho a gift. It was a golden paintbrush.



Ho made paints from plants, berries and mud.

“What shall I paint?” thought Ho. He began to paint some hay. The hay became real!

This is a magic paintbrush!



The sun was hot. The stream was dry. So Ho painted a blue stream.

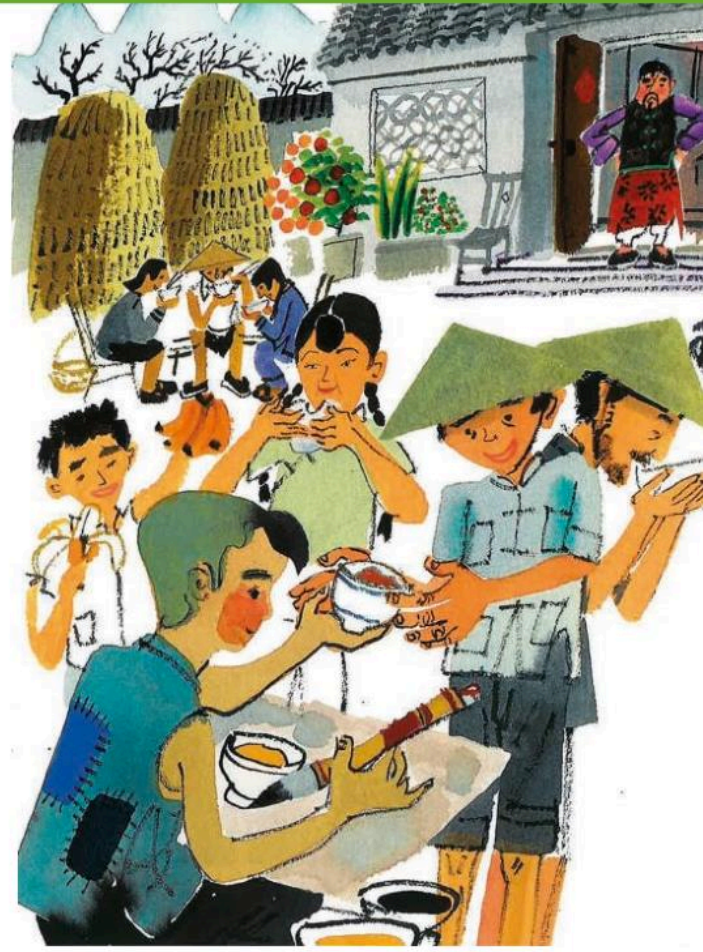


The stream became real!  
Now the people and the animals had water to drink.

The rich farmer had lots of food to eat. But the children and workers were hungry.



Ho painted lots of food. It became real!



Ho painted lots of things for people.  
They all became real. He painted...  
a wheel...



a bucket...



and some clothes.



The rich farmer wanted the magic paintbrush. He put Ho in jail and took the brush.

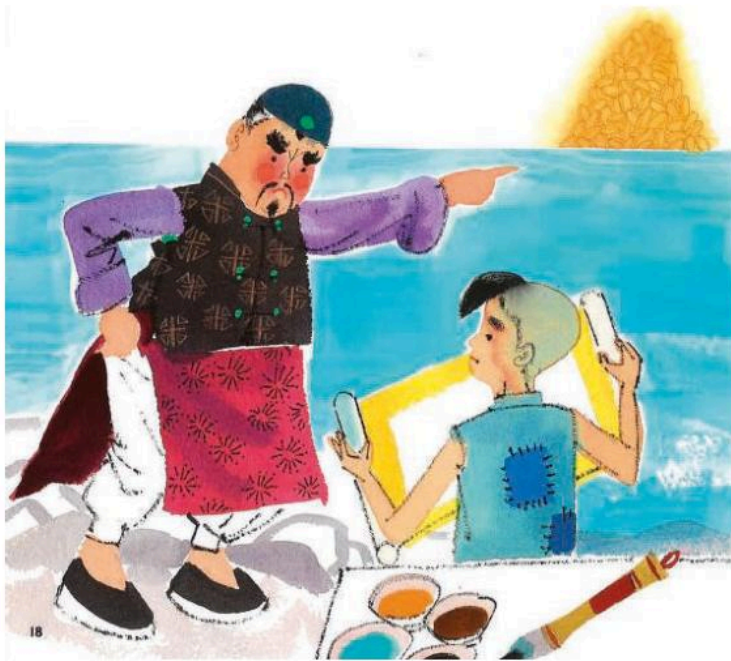


The farmer was greedy. He painted gold. But the gold did not become real.

“Hey, you! The paintbrush does not work for me. Paint me a mountain of gold!” ordered the farmer.



Ho painted the mountain of gold. He painted a blue sea all around it. The gold and the sea became real.



The farmer was angry.

“I cannot swim! Why did you paint the sea!” he shouted.

“I will paint a ship for you,” said Ho. The ship became real.



The farmer set off in the ship.

“When I get back, you will paint everything I want. The world will be mine!” he laughed.



But Ho painted a gale. The gale became real. It took the farmer far, far away.

Ho returned to the farm. He painted things for those who were kind and good to others.

The rich farmer was never seen again.

## Word Cloud

berries    greedy  
cattle    real  
gale    workers



# The Magic Paintbrush

## A Read and respond

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

beginning



middle



end



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



## **B** Read and respond

1 What country is the story set in?

---

2 Tick the things that Ho used to make paints.

sun	<input type="checkbox"/>	rocks	<input type="checkbox"/>	plants	<input type="checkbox"/>
berries	<input type="checkbox"/>	gold	<input type="checkbox"/>	mud	<input type="checkbox"/>



3 Why did Ho paint a storm?

---

---



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

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



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

Children like painting.  All farmers are mean.

Greed is a bad thing.

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

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



### 3 At the end of the story Ho and the people in his village are happy because now they have everything they need. What do you think might happen next? Tell a partner and then write a sentence.

---



---

## Word detective

Two letters together can make one sound, such as **ch** in **rich**, **th** in **with** and **sh** in **paintbrush**.



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

brush China much shall  
children shouted ship thin

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

greedy paint seen wheel jail  
again food paintbrush



ee words	oo words	ai words
greedy		

**C** Find four words with the /ai/ sound, as in **tail**, from the story and write them down.

ai

---



---




---



---

You can find four **ai** words on page 60.



Now add two 'ai' words of your own.

---



---

# Get writing

## Part 1

Write a caption for each picture about Ho.



---

---



---

---



---

---



---

---

## Part 2

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



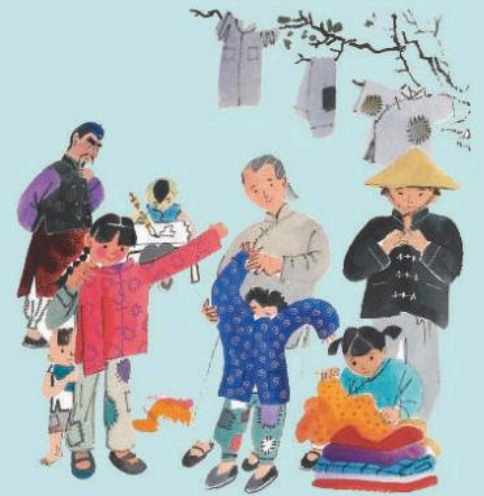
This blurb is for *The Magic Paintbrush*. Fill in the missing words with words from the box.

**paints Ho China tale**

# The Magic Paintbrush

The Magic Paintbrush is a traditional  
\_\_\_\_\_ set in \_\_\_\_\_.

An old man gives \_\_\_\_\_ a gift. It is a  
magic paintbrush! Ho \_\_\_\_\_ lots of  
things and they become real!



## 5

## Water world

A

Fantastic Facts  
about the Sea



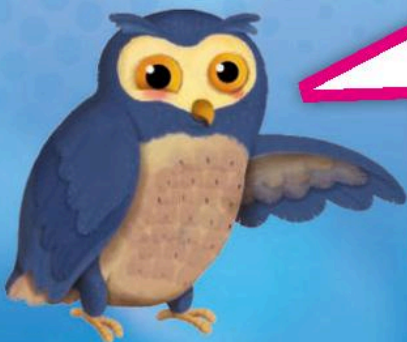
B

My First  
Dictionary

**Talk time**

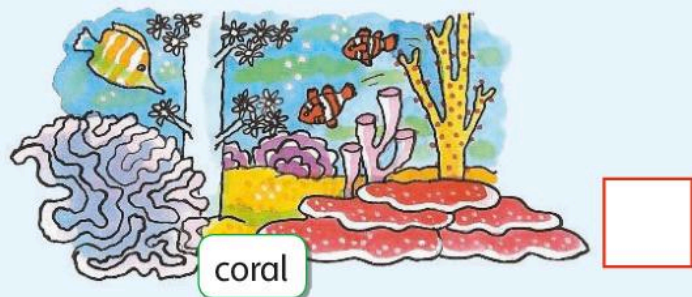
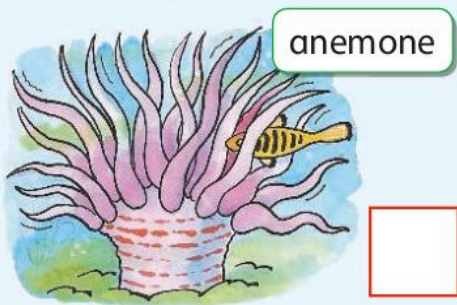
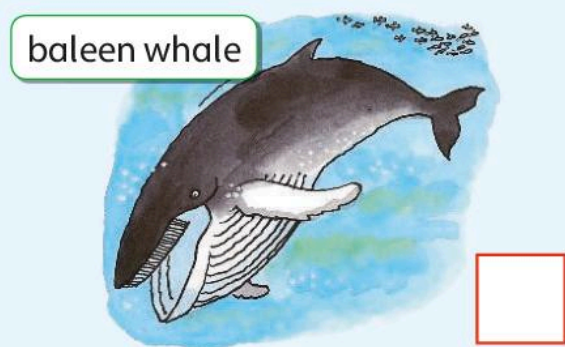
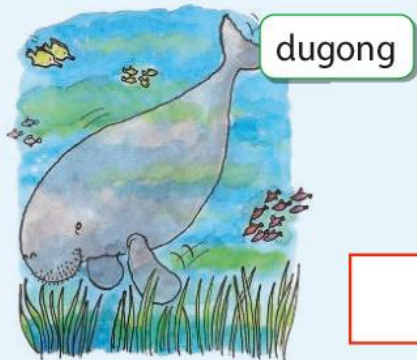
Do you think there are stories  
or facts in Book A? Why?

What do you think you  
would find in Book B?

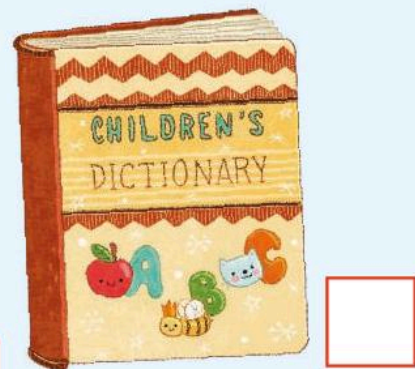
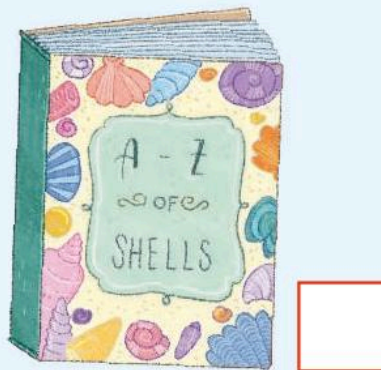
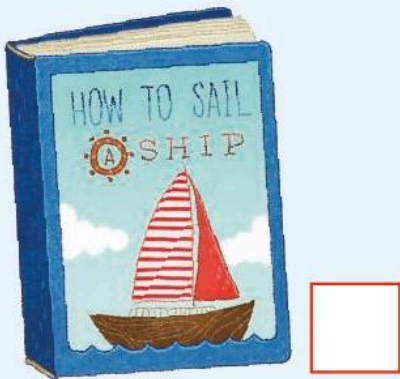


# A-Z of the Sea

**A** Words in dictionaries are listed in A-Z order. These pictures are from an A-Z of the Sea. Write a number (1, 2, 3 or 4) by each to show their correct A-Z order.



**B** Tick two books whose information is in A-Z order.



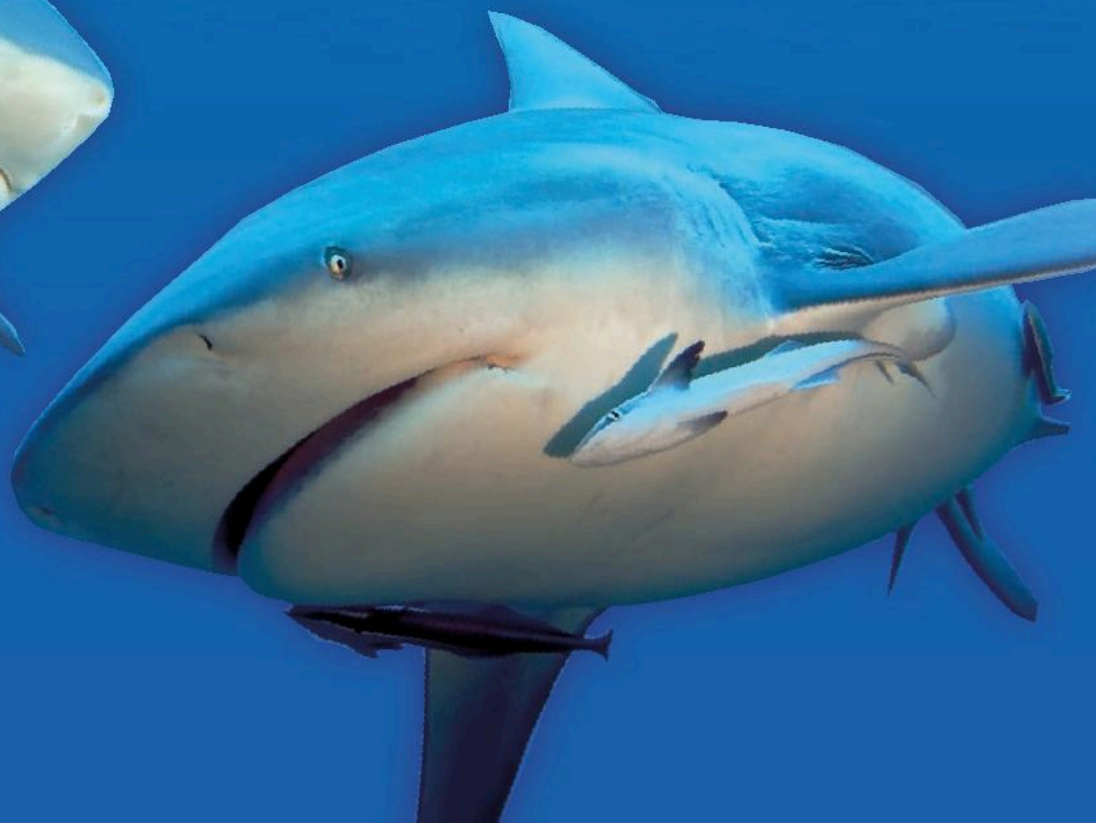
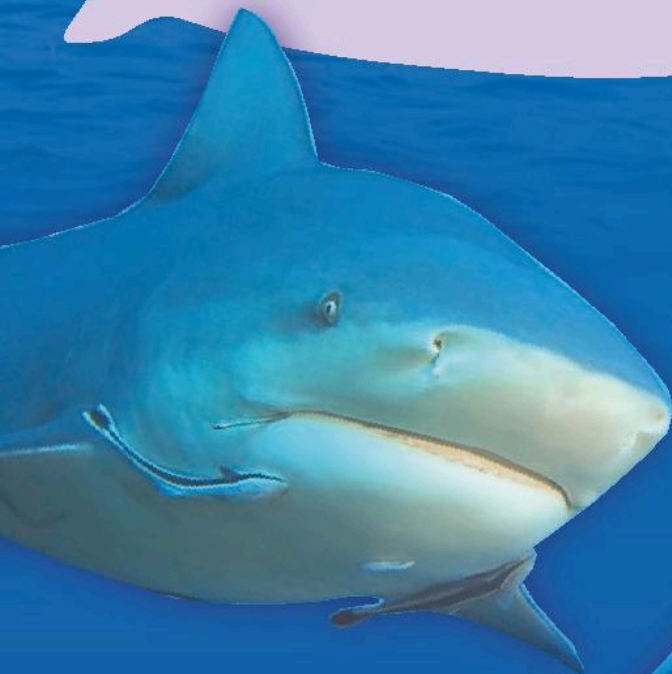
**C** Find a book with A-Z information. What is it called?

The title of the book is \_\_\_\_\_

## Ocean Sharks

### What is a shark?

A shark is a fish. Sharks swim in seas all over the world. Some sharks swim in cold seas, some prefer warm seas. Some sharks live close to the shore. Some live in deep seas.

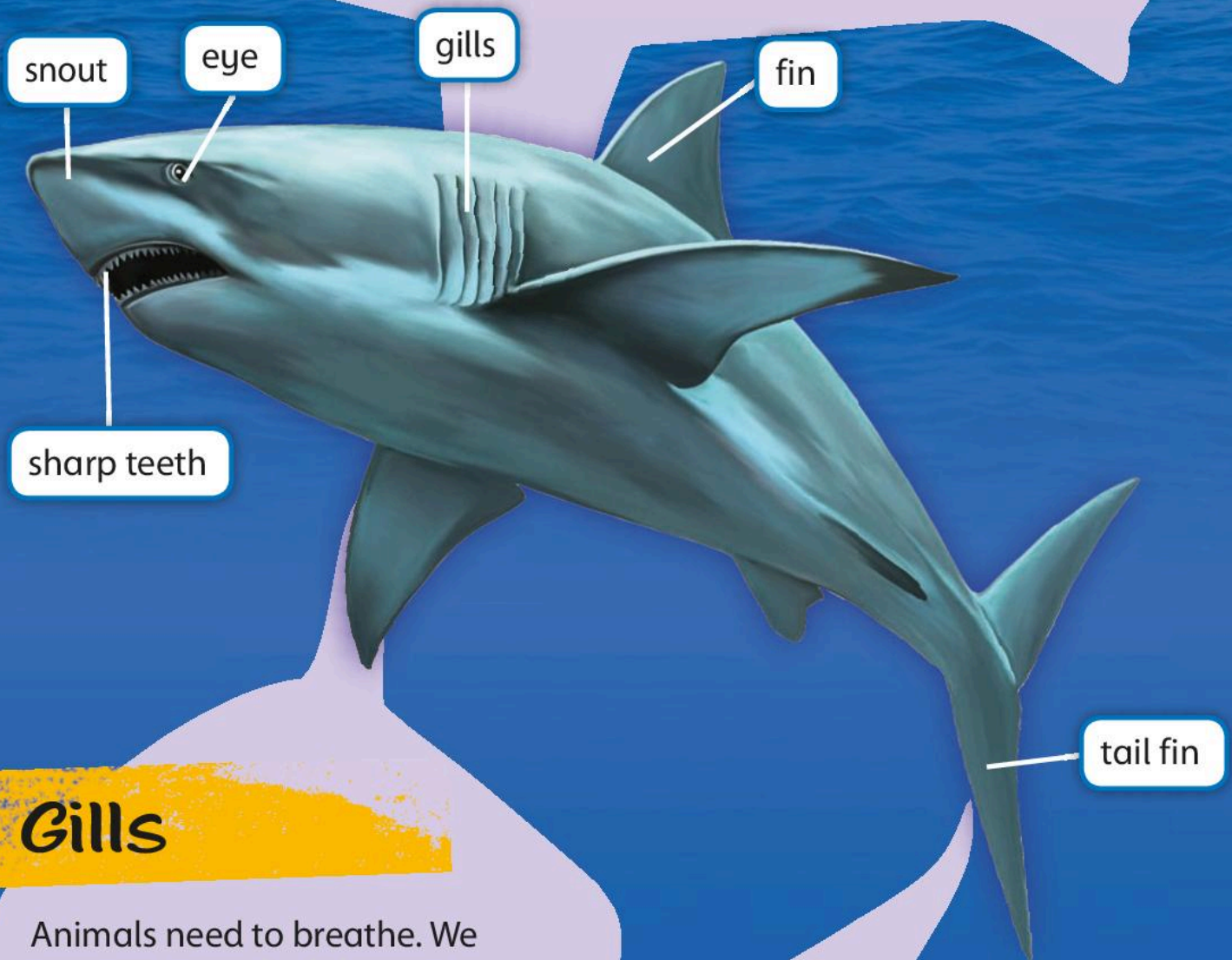




## Parts of a shark

A shark has a tail and fins for swimming. The tail beats the sea to push it along. The tail and fins help steer it and stop it from rolling over.

Sharks have a strong sense of smell but cannot see very far.



## Gills

Animals need to breathe. We breathe with lungs. Sharks breathe with gills. Gills get gas from the sea and pass it into the shark's blood.

# All sorts of sharks

There are many different sorts of sharks.

Sharks can be as long as a truck or shorter than an arm. Two of the biggest sharks are the whale shark and the basking shark. The dwarf lantern shark is the smallest. It fits in a person's hand.

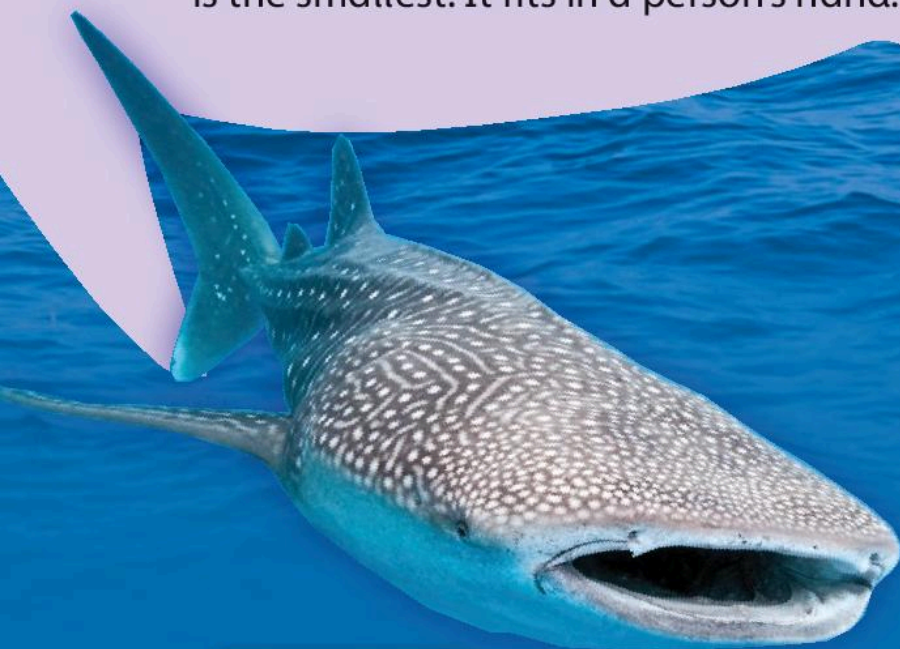
## Glossary

**fin** a flat bit that sticks out from the body or tail of a fish

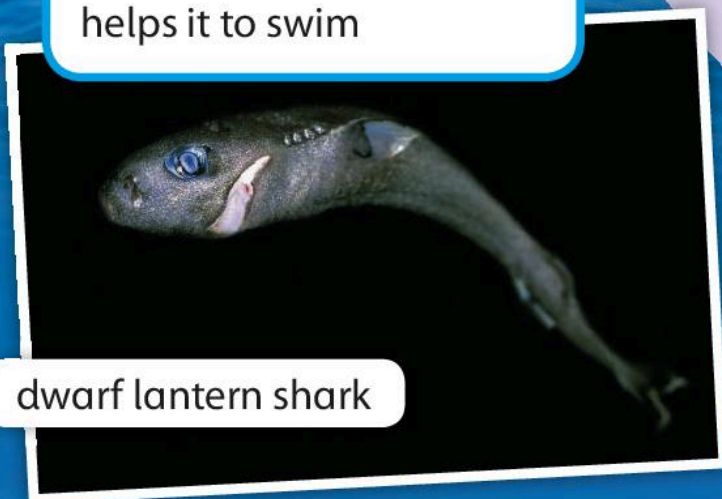
**fish** a creature that lives in water, has fins and breathes using gills

**hunter** a shark or creature that kills fish or other sea creatures to eat their flesh

**tail** the back end of a fish's body. The tail fin helps it to swim



whale shark



dwarf lantern shark



basking shark

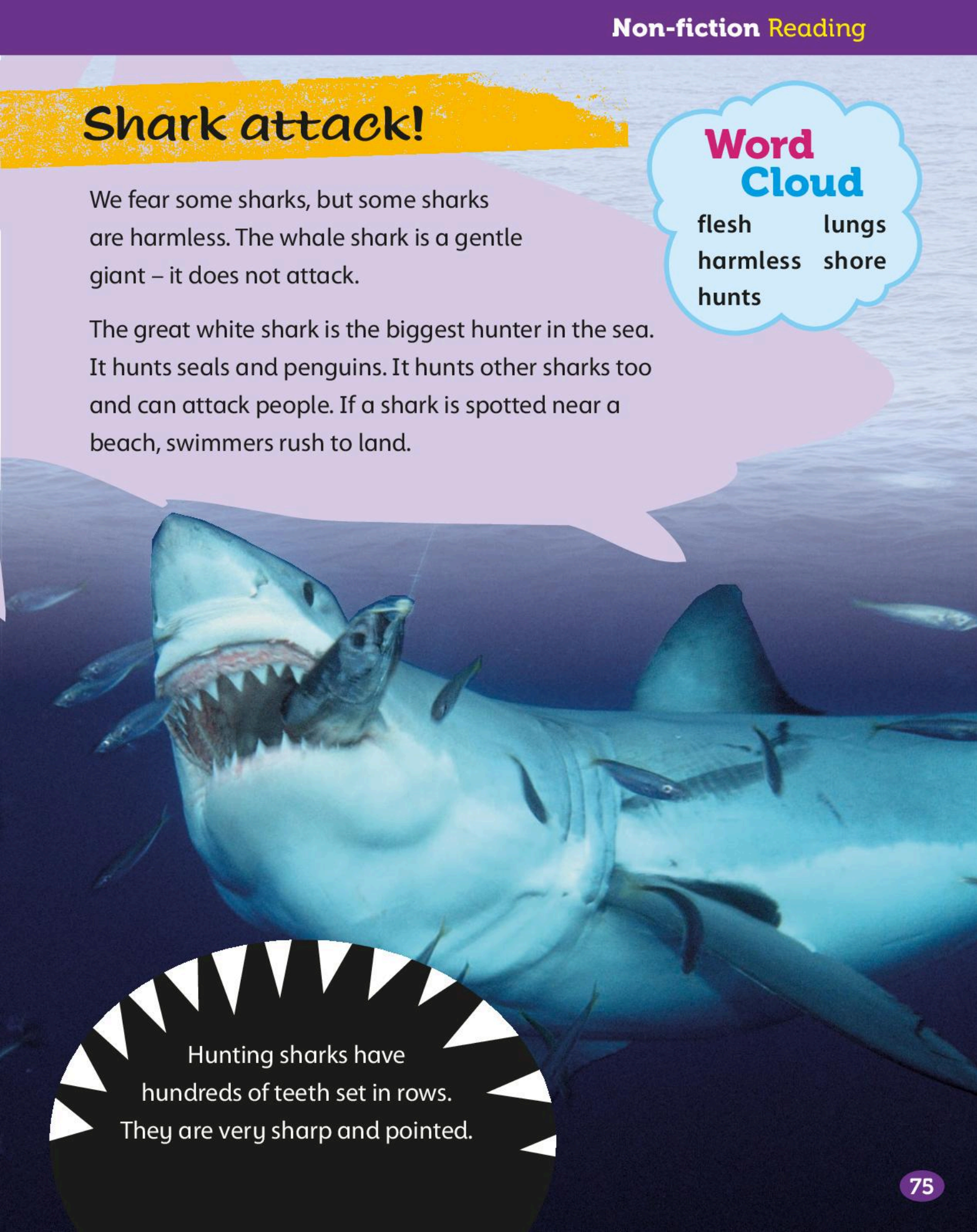
# Shark attack!

We fear some sharks, but some sharks are harmless. The whale shark is a gentle giant – it does not attack.

The great white shark is the biggest hunter in the sea. It hunts seals and penguins. It hunts other sharks too and can attack people. If a shark is spotted near a beach, swimmers rush to land.

## Word Cloud

flesh      lungs  
harmless    shore  
hunts



Hunting sharks have hundreds of teeth set in rows. They are very sharp and pointed.

# Ocean Sharks

## A Read and respond

1 What is a shark? Tick the correct answer.



an insect



a reptile



a fish

2 Circle the oceans where sharks live.

**cold oceans   warm oceans   both cold and warm oceans**

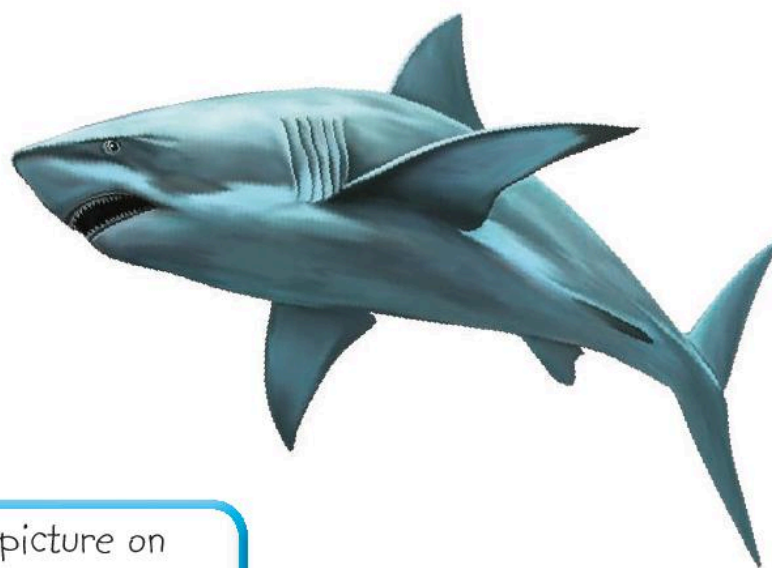
3 Draw lines to link the words with the parts of a shark.

**gills**

**eye**

**snout**

**teeth**



The picture on page 73 will help you.

**B** Read and respond

Answer these questions.

1 Circle true or false for each sentence.

Some sharks have hundreds of teeth.

Sharks have tails.

There are only three types of sharks.

Look at pages 74-75 to help you.



**True False**

**True False**

**True False**

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

**whale shark**

**dwarf lantern shark**

**great white shark**

**dangerous**

**safe and big**

**smallest**

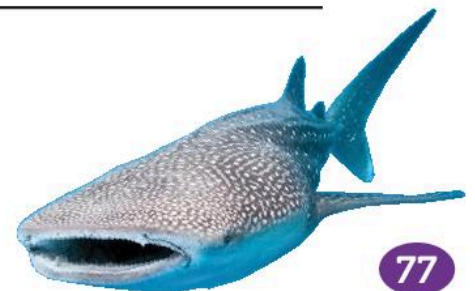
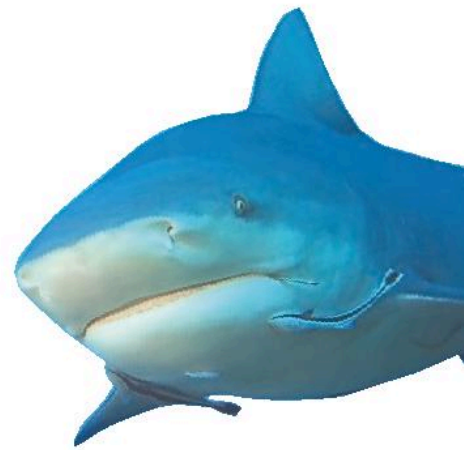
**C** What do you think?

Are you afraid of all sharks?

Yes  No

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

\_\_\_\_\_



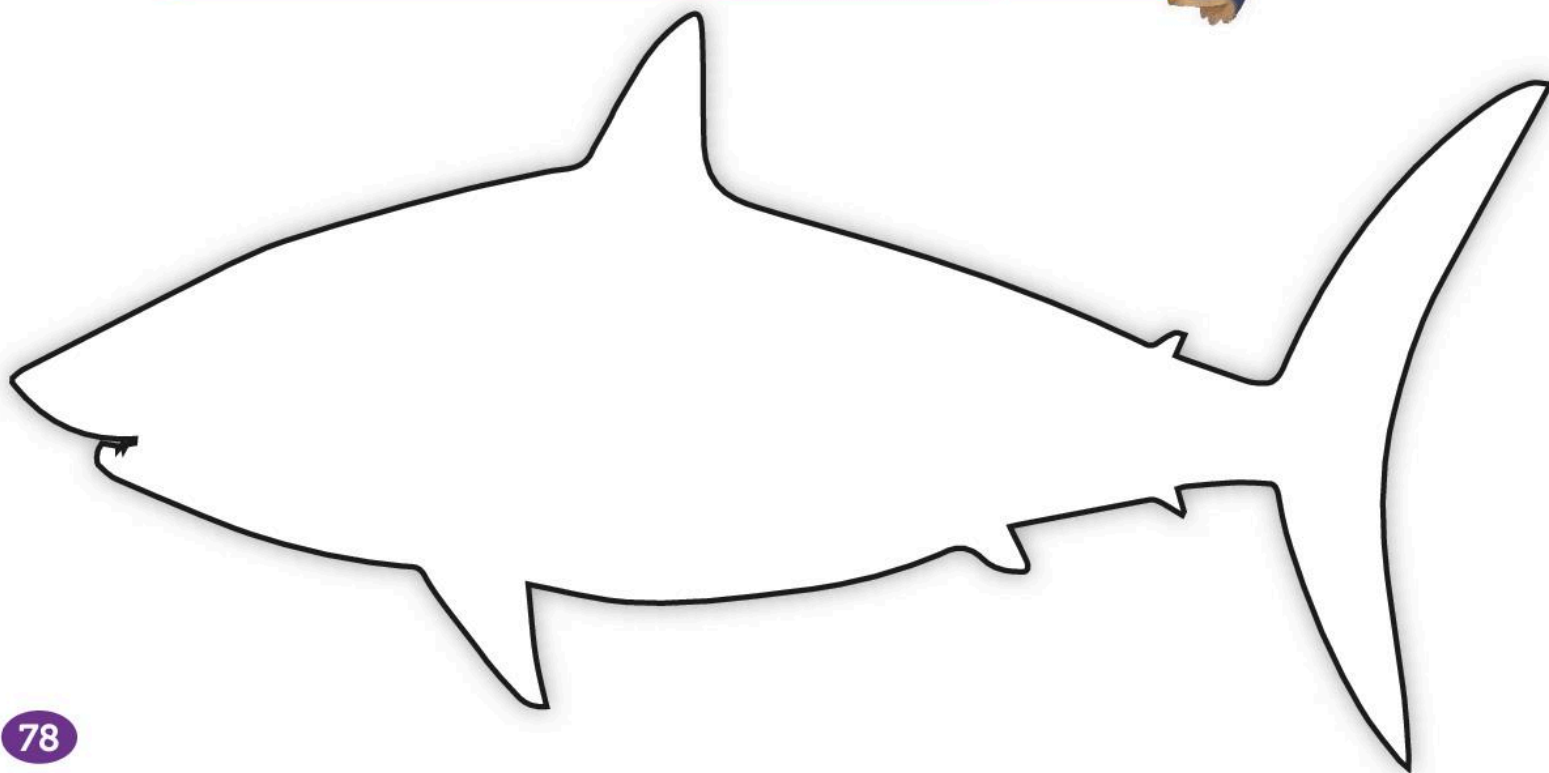
## Word detective

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

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

**B** Find as many words as you can on pages 72–75  
that have the **sh** sound. Write them on the shark.

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

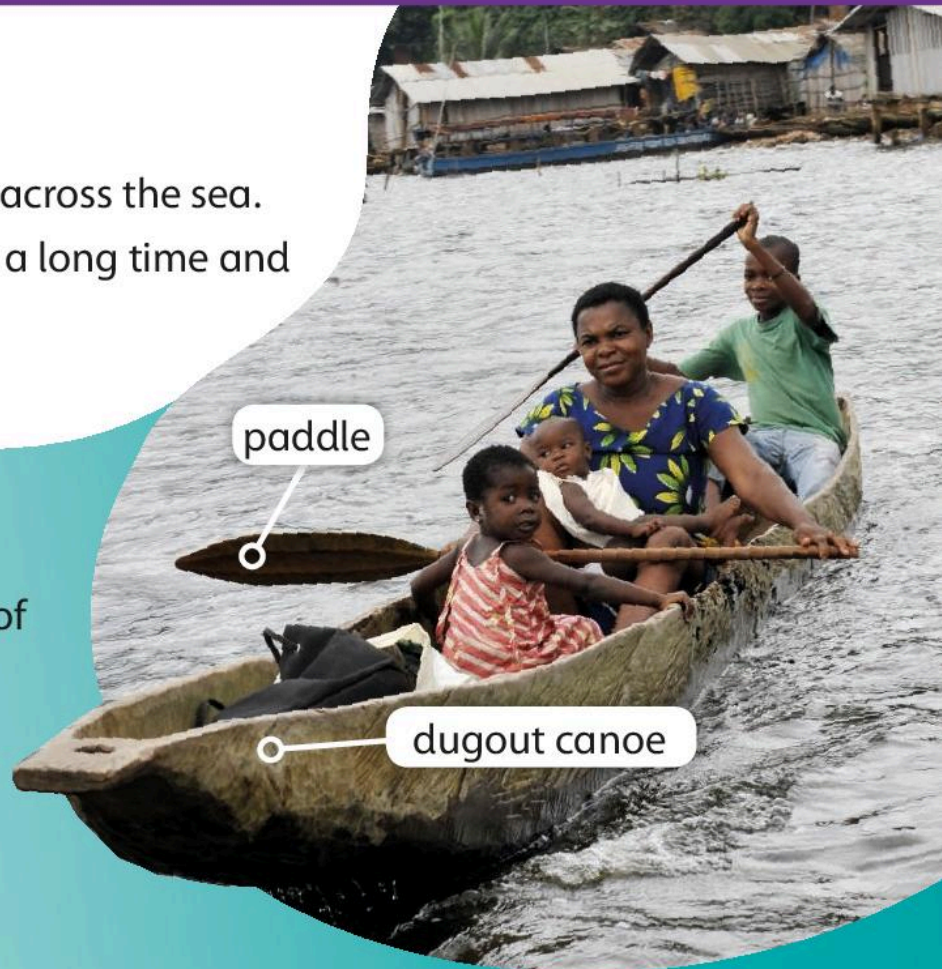


## Sea Transport

There are lots of ways to travel across the sea. Some ways have been used for a long time and some are new.

### Paddling

Paddling is the oldest form of crossing the water. Thousands of years ago people made boats from big logs or tree trunks. They made paddles to push the boat along.



paddle

dugout canoe

### Kayaks

Lots of people paddle small boats today. Many kayaks are made from a type of plastic. Sea kayaks are good for exploring caves along the coast.



a sea kayak



Each boat has a carved dragon head at the front.

This is a dragon boat race at Stanley Beach, Hong Kong. A crowd of 30 000 people watch the race each year.



## Sailing

Ancient Egyptians and Arabs were the first people to use sails to power their boats and ships.

These days, sailing is a very popular sport and hobby.

4500 years ago Ancient Egyptians used boats like this to sail across the sea.



sail

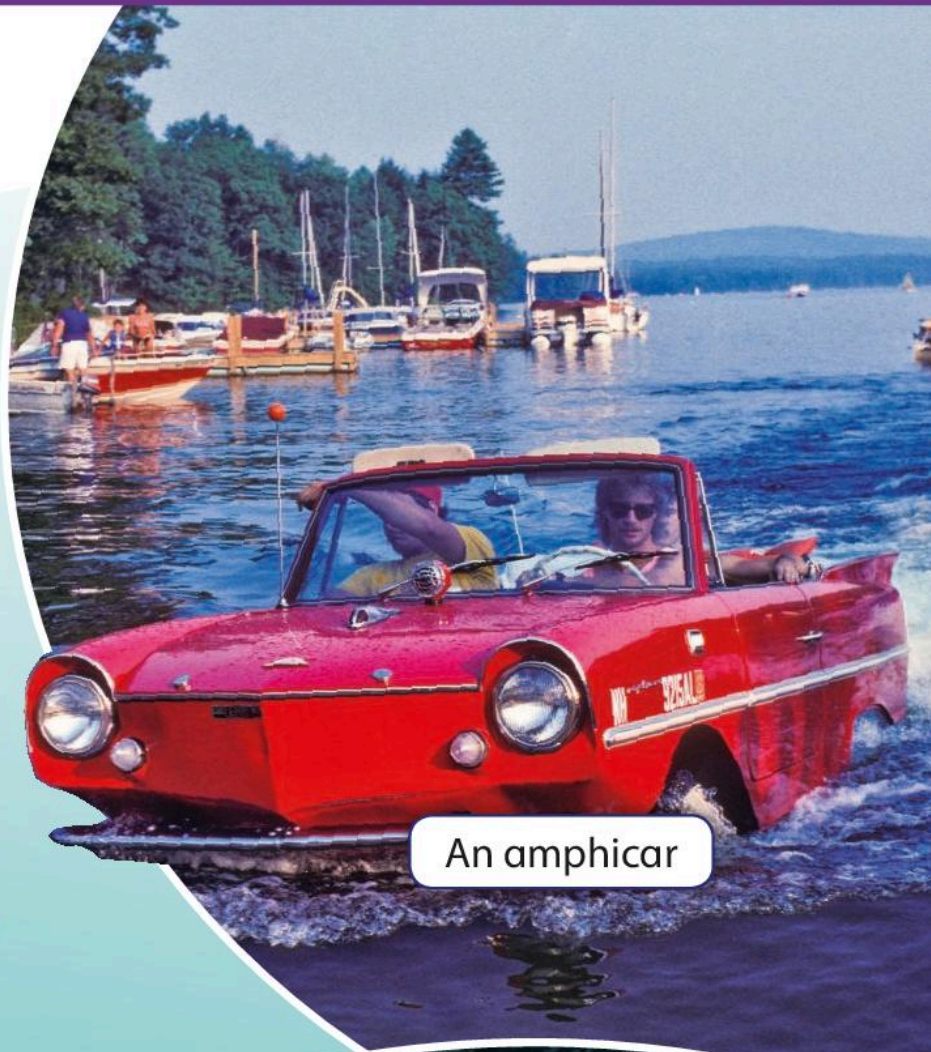


## Wacky invention

The sailors on this boat can relax. But is it a boat? It looks just like a car.

Answer: It is both! This car-boat can travel on a road and drive into the sea!

An engine drives the wheels on the road. In the sea, the engine drives a propeller.



An amphicar

A **propeller** is a set of spinning blades that pushes a boat along.

## Word Cloud

carved  
dugout canoe  
engine



# Sea Transport

## A Read and respond

Look at pages 79–81 to help you answer these questions.

1 Underline the words that are headings.

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

2 Circle true or false for each sentence about sailing.

The Chinese were the first people to sail. **True False**

Sailing is not a sport. **True False**

Sailing is a popular hobby. **True False**

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

**Sails**

Ancient Egyptian boat

car-boat

**No sails**

kayak

dragon boat



## B Read and respond

1 When were dragon boats first made?

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



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

car-float

sea-car

amphicar

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



## C What do you think?

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

Submarines	Jet skis	Speed boats	Pirate ships
			

## Word detective

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

**kayak paddle kayaker**



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

These days, sail is a very popular sport.

Paddling is the oldest way of cross the water.

**C** Find two other words with an **-ing** ending on  
pages 79 and 81.

## Get writing

Write some questions for a quiz about sea transport.  
Choose a word from the box to start each question.

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



**When    What    Who**

What spins and pushes a boat along?

**Answer:** A propeller

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

**Answer:** 2000 years ago

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

**Answer:** The Ancient Egyptians

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

**Answer:** A carved dragon head

## 6

## Creatures big and small

**Puff!**

One puff, two puffs, three puffs, four  
Five puffs, six puffs –  
You can't see me any more!

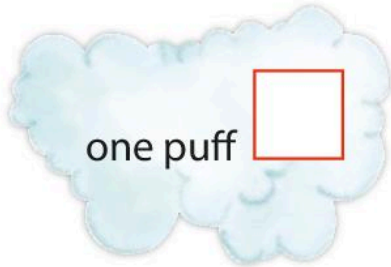
Liz Miles



# Puff!

## A Read and respond

What hides the dragon?



## B Read and respond

Draw lines to connect the words that rhyme.

**two**  
**see**  
**more**

**four**  
**you**  
**me**

Read the words aloud to hear which sound the same.



## C What do you think?

**1** Where do the puffs come from?

the wind       the dragon's breath       a fire

**2** Learn the poem and say it aloud with a partner.

**3** Now think of a different line to end the poem.  
The last word must rhyme with 'four'!

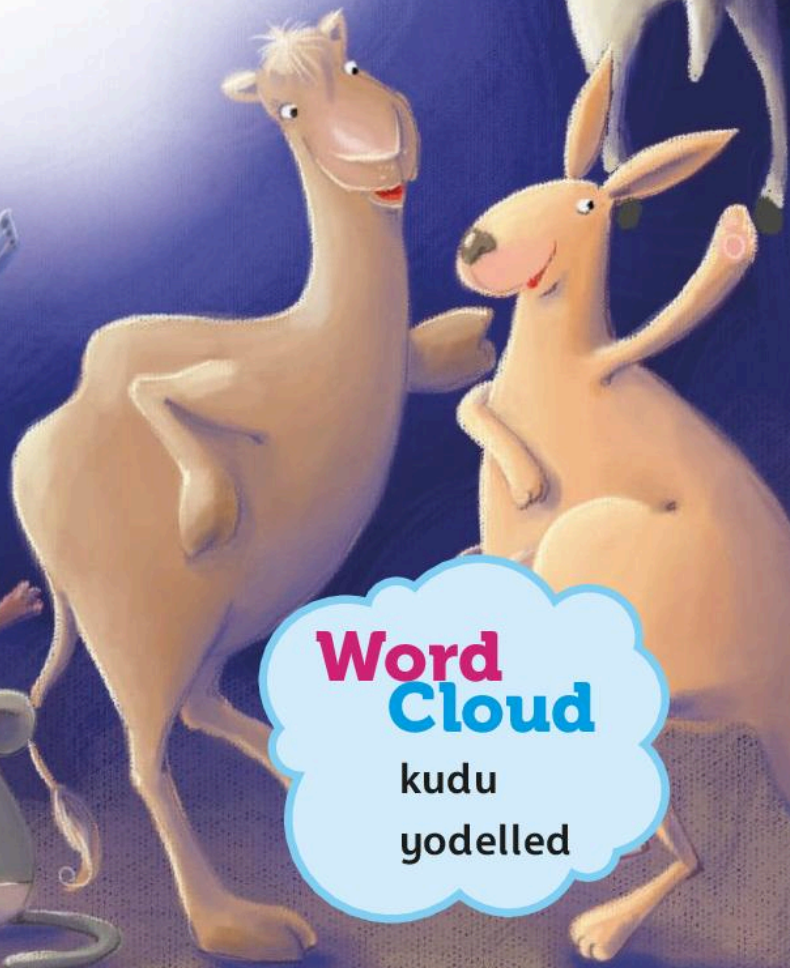


# Late One Night in Kalamazoo

Late one night in Kalamazoo,  
the baboons had a barbeque,  
the kudu flew a green balloon,  
the poodles yodelled to the moon.

A monkey strummed a blue guitar;  
a donkey caught a falling star,  
a camel danced with a kangaroo,  
late one night in Kalamazoo.

Jack Prelutsky



**Word  
Cloud**

kudu  
yodelled



## Late One Night in Kalamazoo

### A Read and respond

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

### B Read and respond

Draw lines from the animals to what they did.

<b>camel</b>	<b>yodelled</b>
<b>poodles</b>	<b>danced</b>
<b>monkey</b>	<b>had a barbeque</b>
<b>baboons</b>	<b>strummed a guitar</b>



### Word detective



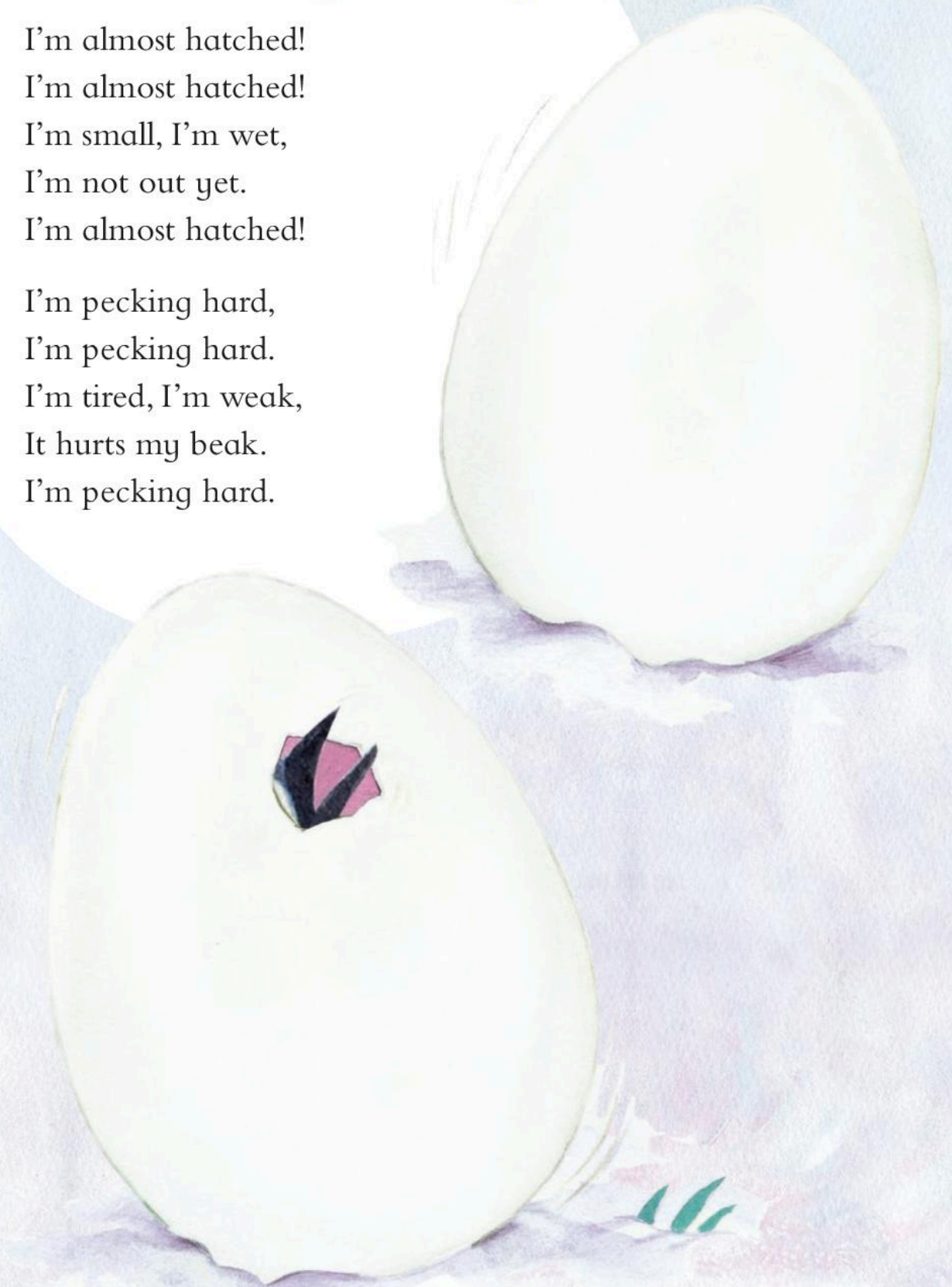
**A** Look at the word 'Kalamazoo'. Find a small  
word inside it to do with animals and  
write it here.

\_\_\_\_\_

## A Hatchling's Song

I'm almost hatched!  
I'm almost hatched!  
I'm small, I'm wet,  
I'm not out yet.  
I'm almost hatched!

I'm pecking hard,  
I'm pecking hard.  
I'm tired, I'm weak,  
It hurts my beak.  
I'm pecking hard.



My head's outside,  
My head's outside.  
The moon is bright –  
The world's so white!  
My head's outside.

I'm really hatched,  
I'm really hatched.  
At last I'm free.  
Hey, Dad, it's me!  
I'm really hatched.

Judy Sierra



## A Hatchling's Song

### A Read and respond

Who is speaking?

Dad

Mum

a hatchling

Think about who  
'I' is in the poem.



### B Read and respond

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

The hatchling's head is out.

The hatchling pecks hard.

The hatchling is free.

The hatchling hurts its beak.



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

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

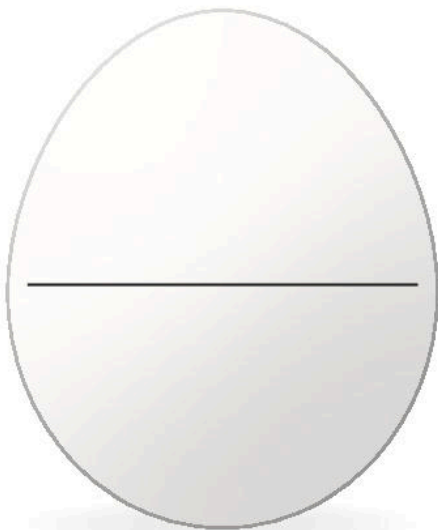
cross and tired       upset       happy and tired

**2** Read the poem with a partner. Imagine you are hatchlings: one of you is excited to be hatching, the other one is very tired!

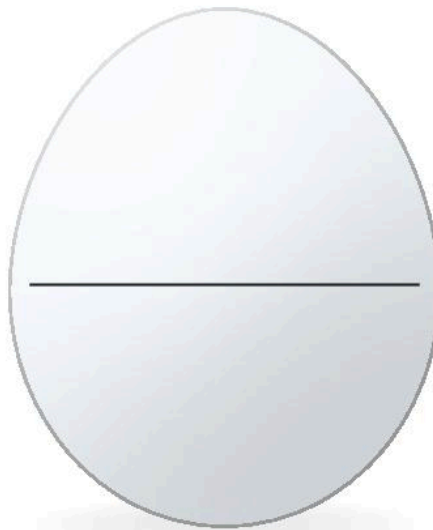
## Word detective

**A** Find a word with an **-ed** ending and one with an **-ing** ending on pages 90–91. Write them in the eggs.

**-ed**



**-ing**



## Tiny Diny

Dear, oh dear,  
oh, what shall I do?  
There's a tiny little dinosaur  
in my shoe.

Her teeth are sharp  
and her head's like a rock  
When I put my foot in,  
she chewed my sock.





Her skin is rough  
and her tail is long.  
And her ripply muscles  
are ever so strong.

And I want to go out,  
but what can I do  
with a tiny little dinosaur  
in my shoe?

Tony Mitton

### Word Cloud

muscles  
rippy

# Tiny Diny

## A Read and respond

What word does 'Diny' mean?

---

## B Read and respond

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

**muscles**

**teeth**

**skin**

**tail**

**sharp**

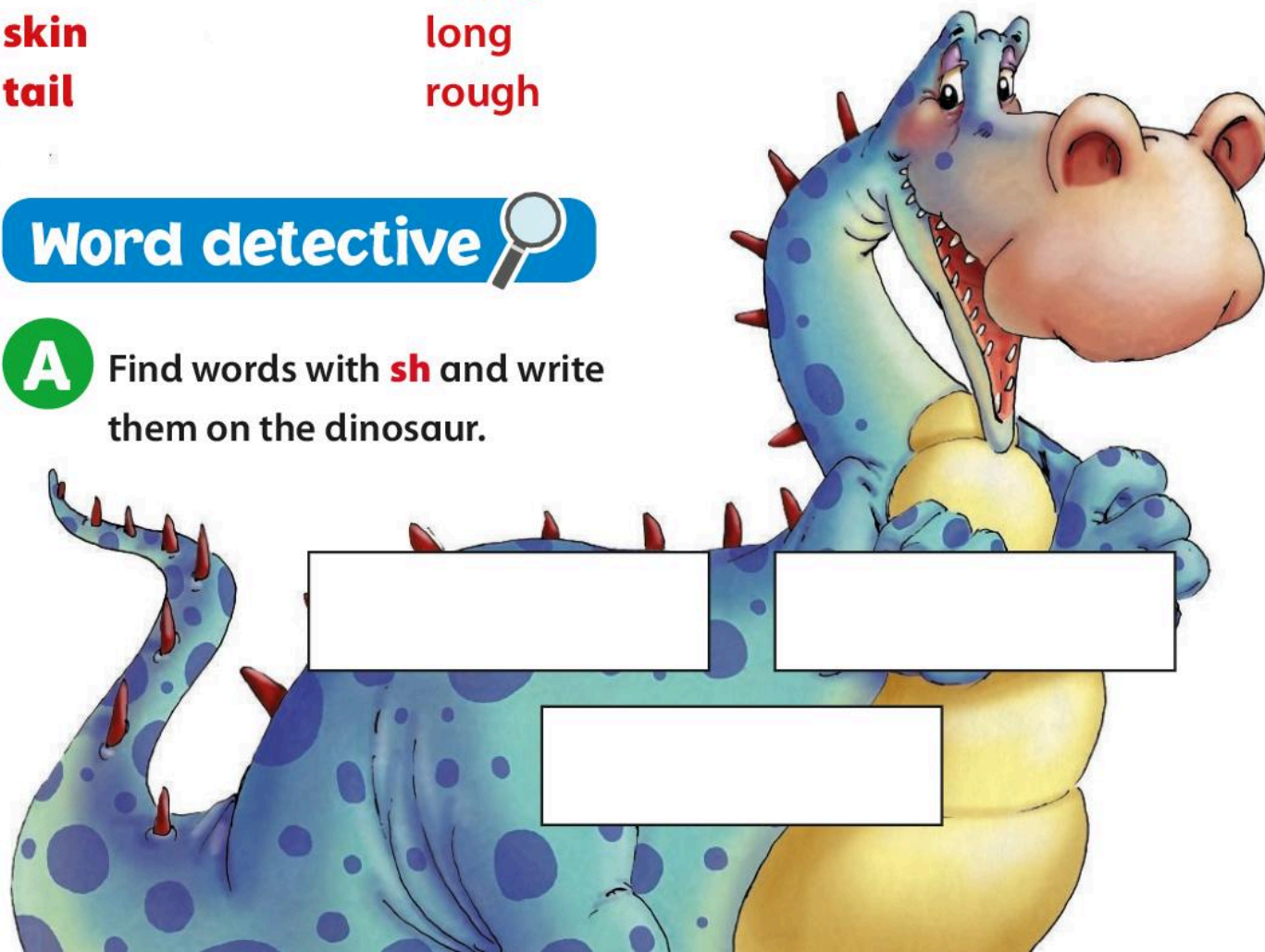
**rippy**

**long**

**rough**

## Word detective

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





## Get writing

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

**goes tough shoe toes**

Never fear

Here's what to do

If a tiny diny

Jumps in your \_\_\_\_\_.

Do not cry

If its skin is rough

Do not scream

If it's big and \_\_\_\_\_.

Pull off its socks

And tickle its \_\_\_\_\_

Quick as a flash

Away it \_\_\_\_\_!

Don't forget - each pair  
of words rhymes.



## 7

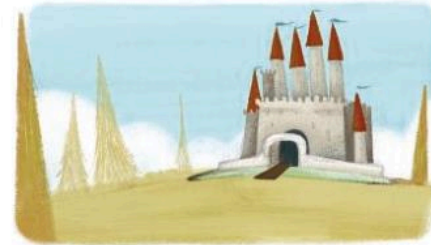
## Fantasy story

**Talk time**

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



**A** Match the fantasy creature with the fantasy land.



**B**

1 Write the name of your favourite fantasy character.

\_\_\_\_\_

2 What is your favourite character like? Choose a word.

**funny   scary   silly   pretty   ugly   strong**

My favourite character is \_\_\_\_\_.

A night sky filled with stars of various sizes and colors, including a prominent bright star in the upper right corner. The sky is dark, with some faint nebulae and a soft glow at the bottom, suggesting a horizon or a distant galaxy. The overall mood is serene and mysterious.

# The Lost Stars

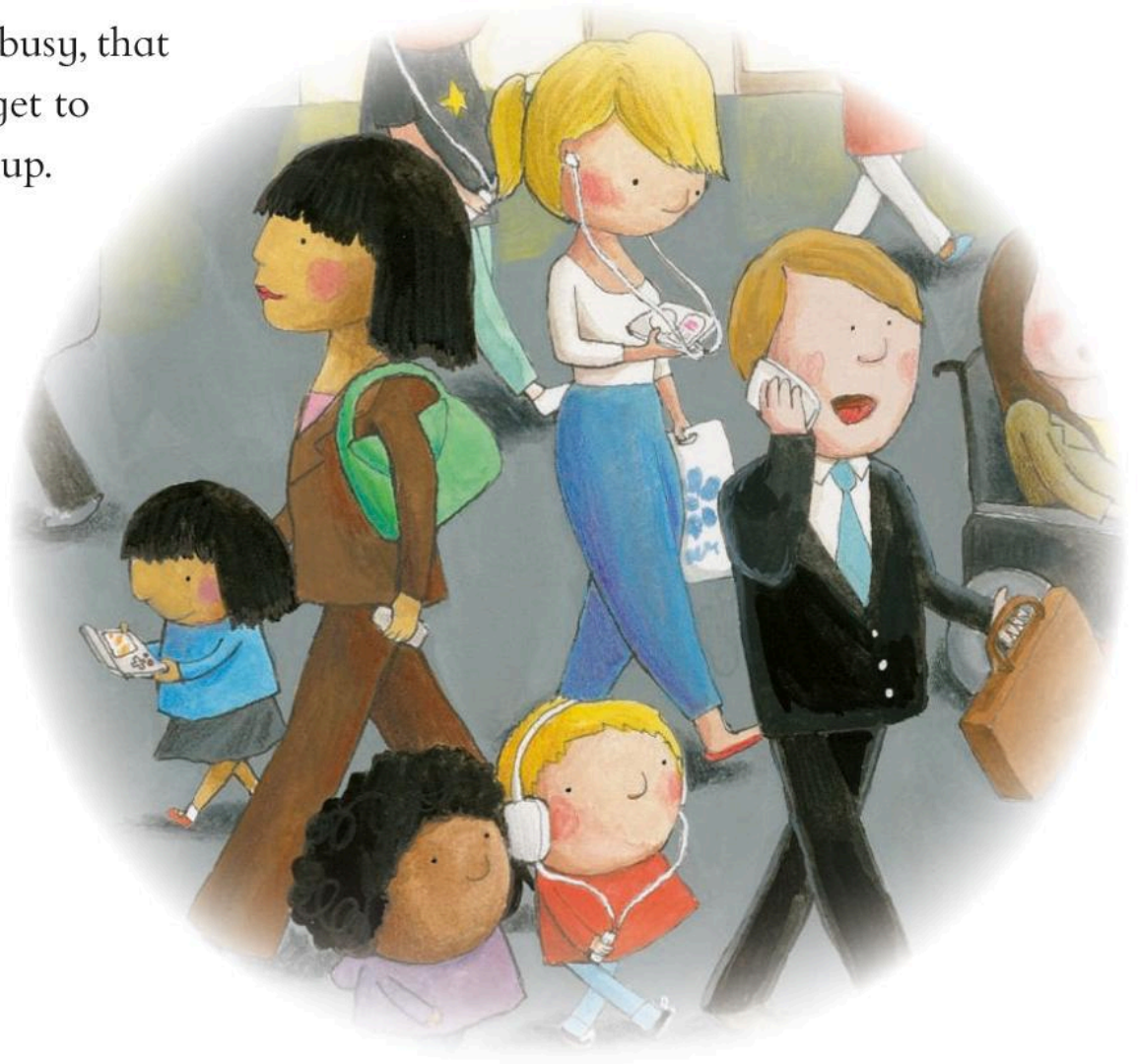
Hannah Cumming

The world is a bright, busy place, full of noise.

The lights are always on. People are always talking and moving.

They switch things on and they watch things and they do things, night and day.

They are so busy, that  
often they forget to  
stop and look up.



But I don't see  
anything!

Exactly!



Every night, the stars come out and go to work in the sky. They are beautiful to see, and proud to shine in the sky every night.

But they are getting fed up. The light and the smog stop people from seeing the stars.



The stars have had enough. They are taking a break.

In the meantime, the  
world is getting busier.

More and more lights  
go on...

...louder and louder...

...brighter and brighter...

...until...

...suddenly...



The power runs out. Everyone is in the dark!

They could give us light.

They've gone!



We can't see them!

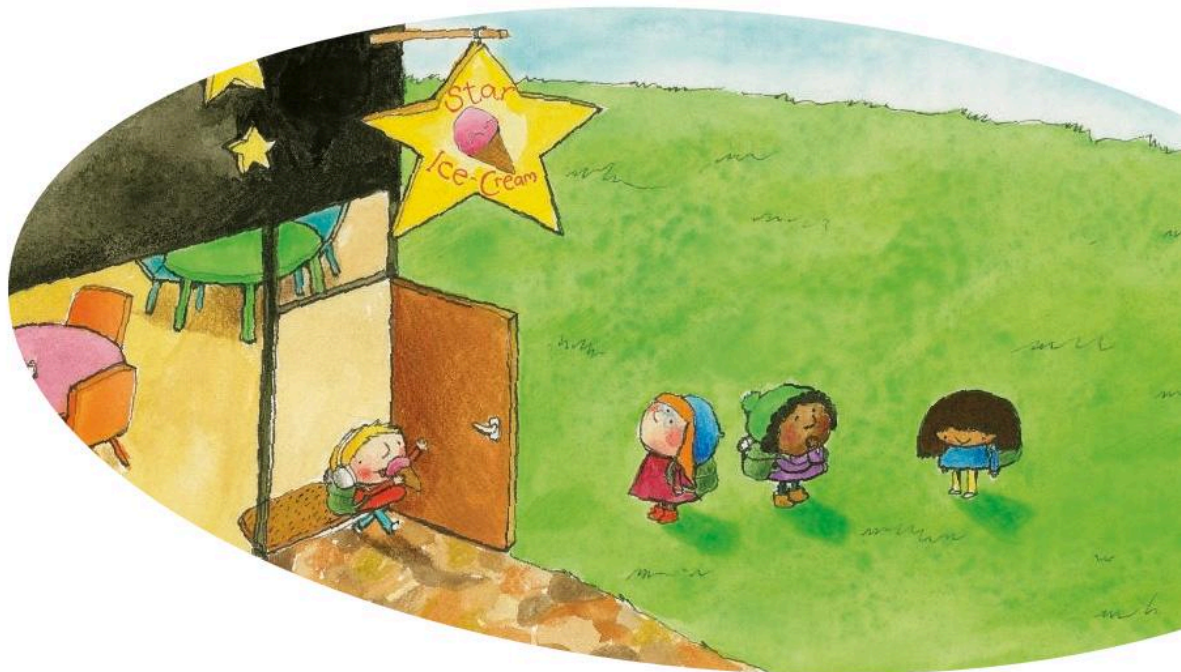
I remember years ago, there were bright things in the sky.



A few remember the light of the stars.  
They set off to track them down.  
They search everywhere.



Sometimes, they think  
they have found  
the stars.



But it's not really them.

Finally, far away, they come across a beach. Could it be?

They have found the lost stars! They beg them to come back, but the stars are not sure.



Come back!

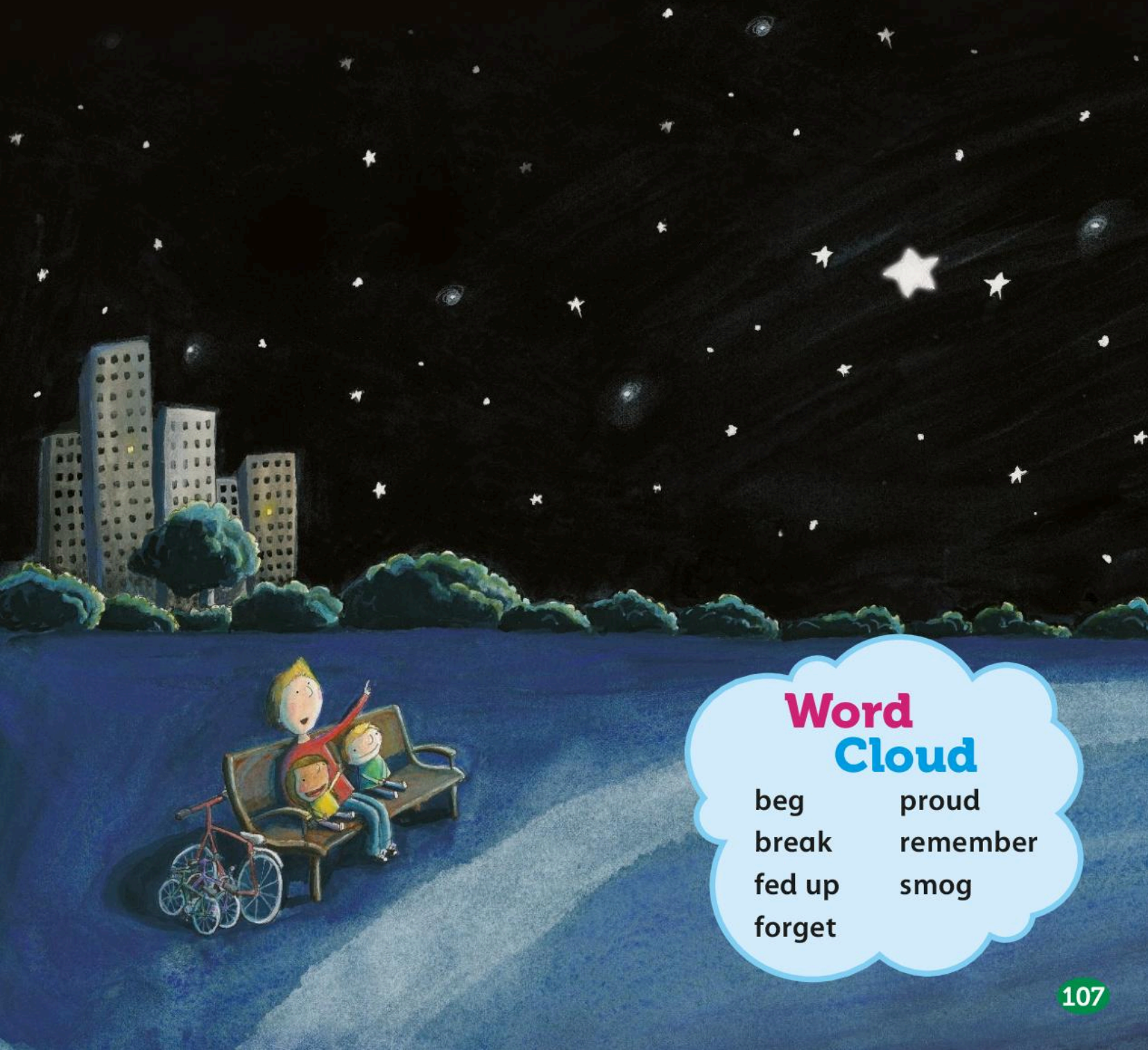
We'll be good.

Please!

Finally, the stars agree, but only if people promise not to forget them again.

The stars had missed the night sky, and all of the people, too.

Everyone made sure that they would never forget to look up at night again!



## Word Cloud

beg	proud
break	remember
fed up	smog
forget	

# The Lost Stars

## A Read and respond

1 What do people forget to do?

They forget to turn on the lights.

They forget to talk.

They forget to stop and look up.

Read the story on page 101 to help you.



2 How do the stars get into the sky?

Look at the picture on page 102.

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## B Read and respond

1 Why do the stars take a break? List your reasons.

---

---

---

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---

Read the text on pages 102–103 to work out why the stars go off in the bus.



2 Tick the two sentences that are correct.

The light and smog were beautiful.

People could not see the stars.

The stars made the power go off.

The world got louder and brighter.



3 At the end of the story, the stars light the night.  
What would you do in the starlight?

---



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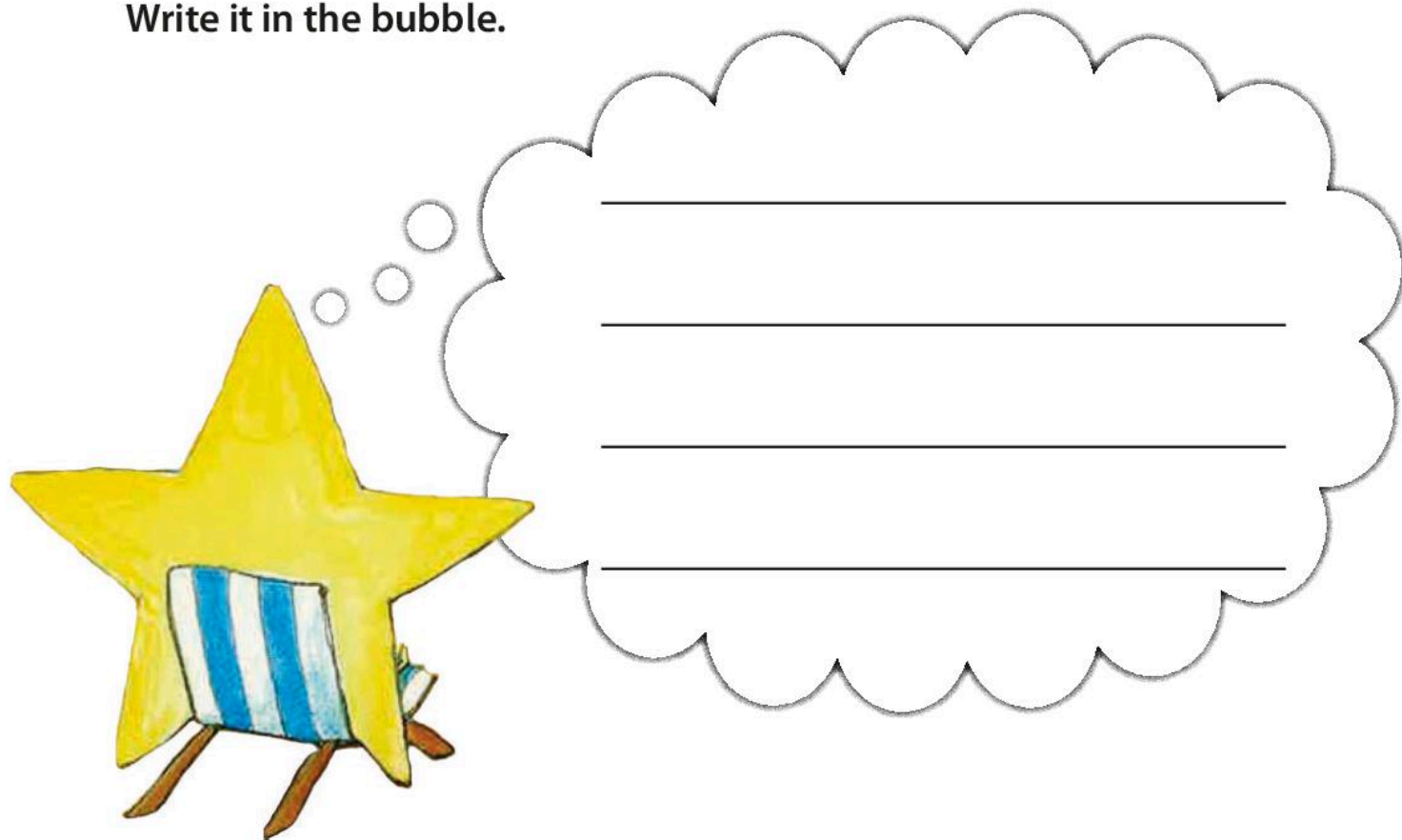


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## **C** What do you think?

- 1** What do you think the star is thinking in this picture?  
Write it in the bubble.



- 2** All of these describe the fantasy world in *The Lost Stars*.  
Which one do you think is the best description? Tick a  
box or write your own description.

a world where all the lights go off

a world where the stars are like people

a world where stars climb ladders

A fantasy story is  
often set in an  
imaginary world.



## Word detective

**A** Circle the letters that should be capital letters and add the full stop.

**1** but i don't see anything!

**2** they could give us light

**B** Fill in the missing words from the story.

The world is getting busier.

More and \_\_\_\_\_ lights go on.

It is getting louder and \_\_\_\_\_ and brighter

and \_\_\_\_\_ ..

**C** Write **ea**, **ee**, **y**, **igh** or **oo** to finish the words.

**1** They came across a b\_\_\_\_ch.

**2** The stars had missed the n\_\_\_\_t sky, and all the people, t\_\_\_\_\_.

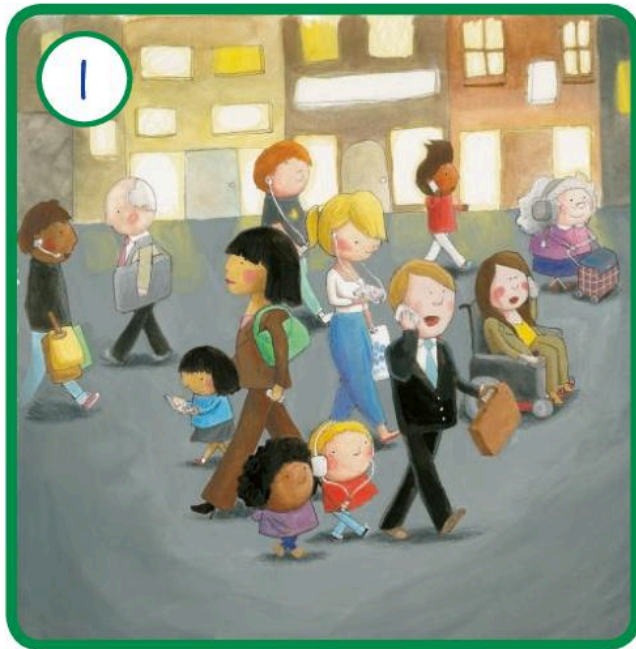
**3** We can't s\_\_\_\_\_ them!

**4** Ever\_\_\_\_\_ night, the stars come out.

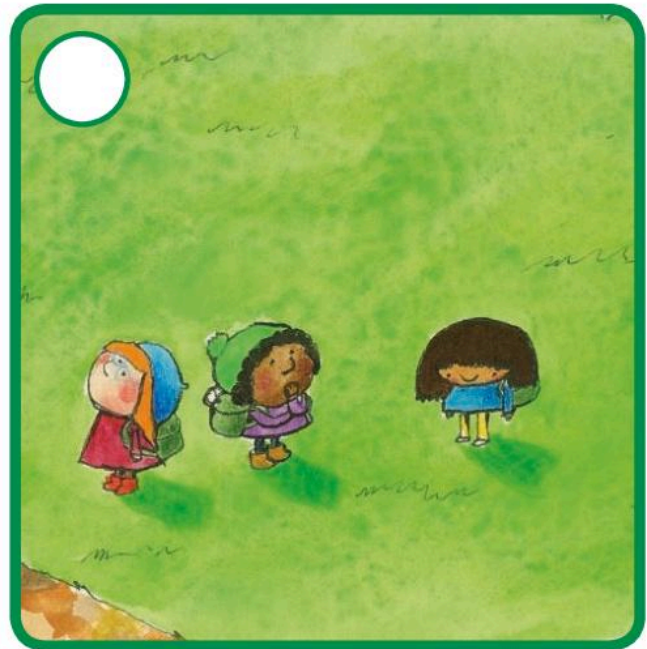
# Get writing

## Part 1 Story captions

Finish the captions under the illustrations.



The people are busy.



They set \_\_\_\_\_ to track them down.



The \_\_\_\_\_ runs out!



The \_\_\_\_\_ is getting busier.





The stars come out and go to *work*.



They would never forget to \_\_\_\_\_ up at night again!



The stars are taking a \_\_\_\_\_.



They have found the \_\_\_\_\_ stars!

## Part 2 Ordering events

Order the events in **Part 1** by numbering them 1–8.

Now, retell the story with a partner!

## 8

## About my life

A



B

My Diary

Dear Gran

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

Love from Nath



32A Harbour View,  
Kolkata, 700001,  
India

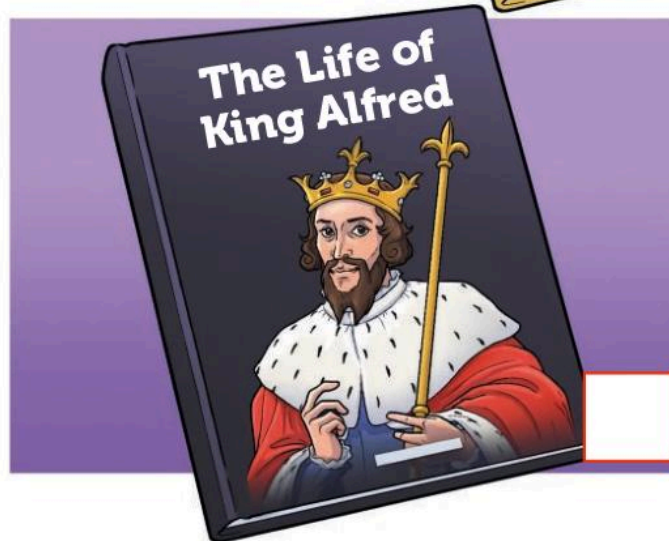
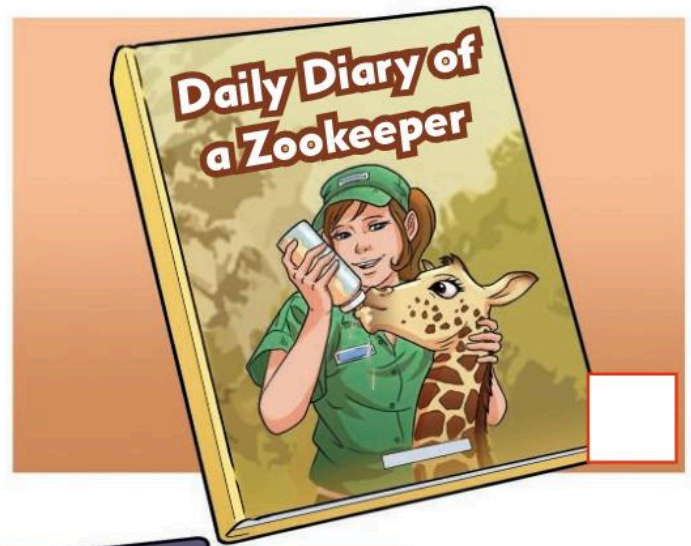
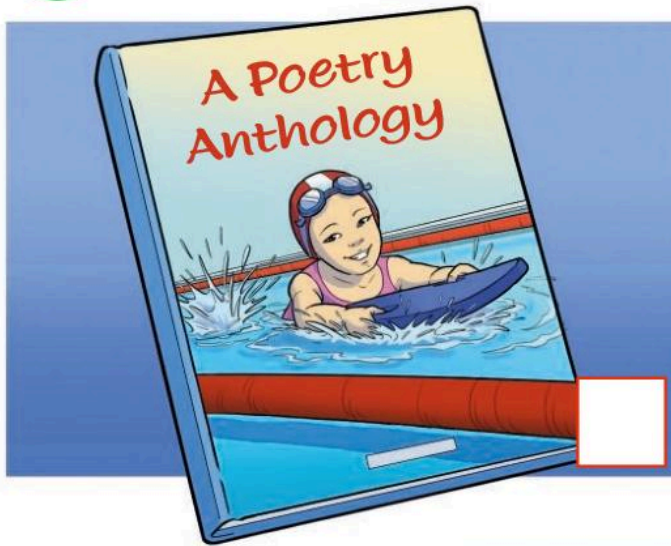
## Talk time

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

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



**A** Which books are written in time order? Tick two.



**B** Show the correct time order for these sentences.  
Write 1, 2, 3 or 4 by each.

At 11 o'clock we got to the Animal Park.

We helped the park warden feed the giraffes at 3 o'clock.

The coach took us home at 4 o'clock.

After seeing the lions, we had lunch at 1 o'clock.

# My First Year in Vietnam was Weird

D'Arcy Hipgrave (aged 7)

from *Slurping Soup and Other Confusions*: [www.slurpingsoup.com](http://www.slurpingsoup.com)

When I left Melbourne in Australia to live in Hanoi in Vietnam it was really weird.

I missed the traffic lights in Melbourne. There were no traffic lights in Hanoi, so mad motorbikes were everywhere, even on the footpaths!



Traffic in Hanoi

Me, in noisy Hanoi!



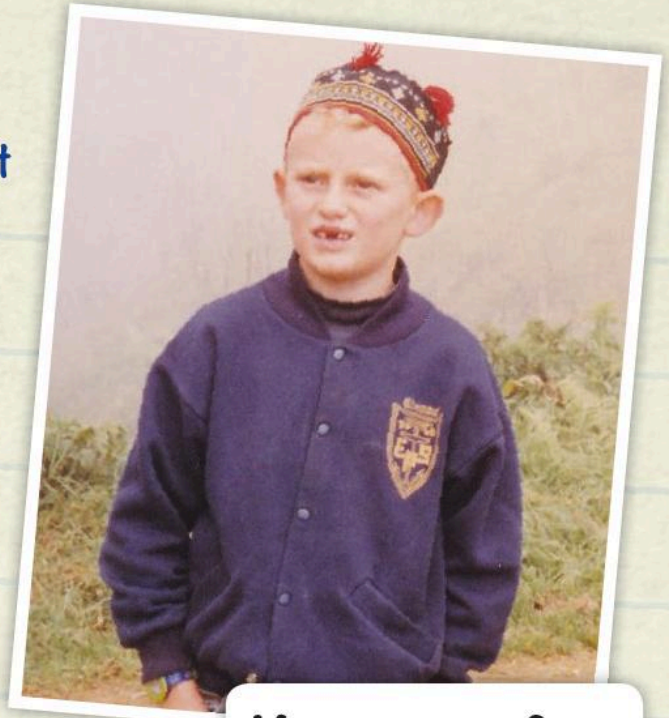
Another thing I missed was playing footy. In Hanoi, I started Tae Kwon Do. But I wanted to be a footy player when I was older.

On my first day at school, my brother and I went by cyclo. The cyclo was a bit like a baby pram. I felt shy at school. I didn't like the first year.

In the second year I went to a French school. But learning to speak French was hard, so I wanted to go back to the English school. I think I was a bit mixed up.

Later on that year, I met Jono, another Aussie. My French got better, and then I felt very happy.

Now I have a black belt in Tae Kwon Do. I can speak French and some Vietnamese. I love Vietnamese food, especially *pho*. I have friends from Vietnam and many other countries. Vietnam is my home and it is not at all weird.



Me on a trip to Sapa in northern Vietnam



Vietnamese *pho* soup

## Word Cloud

Aussie	Melbourne
footy	Tae Kwon Do
Hanoi	Vietnamese

## **A** Read and respond

1 Write the correct place name in the sentence.

**Melbourne      Hanoi      London**

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

2 On page 116, what two things does the writer say he missed? Circle the answers.

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



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

\_\_\_\_\_

4 What is Vietnamese *pho*?

\_\_\_\_\_

**B** Read and respond

Order the events in time in D'Arcy's life by numbering them 1-4.

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



**C** What do you think?

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

*Got a black belt in Tae Kwon Do*

---



---



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## Word detective

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

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

---

---

---

---

- B** Join the two sentences below by adding 'and'. Then write out the new sentence correctly.

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

---

---

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Which word has the 'ch' sound? \_\_\_\_\_



# Alex Brychta – a Biography

## Introduction

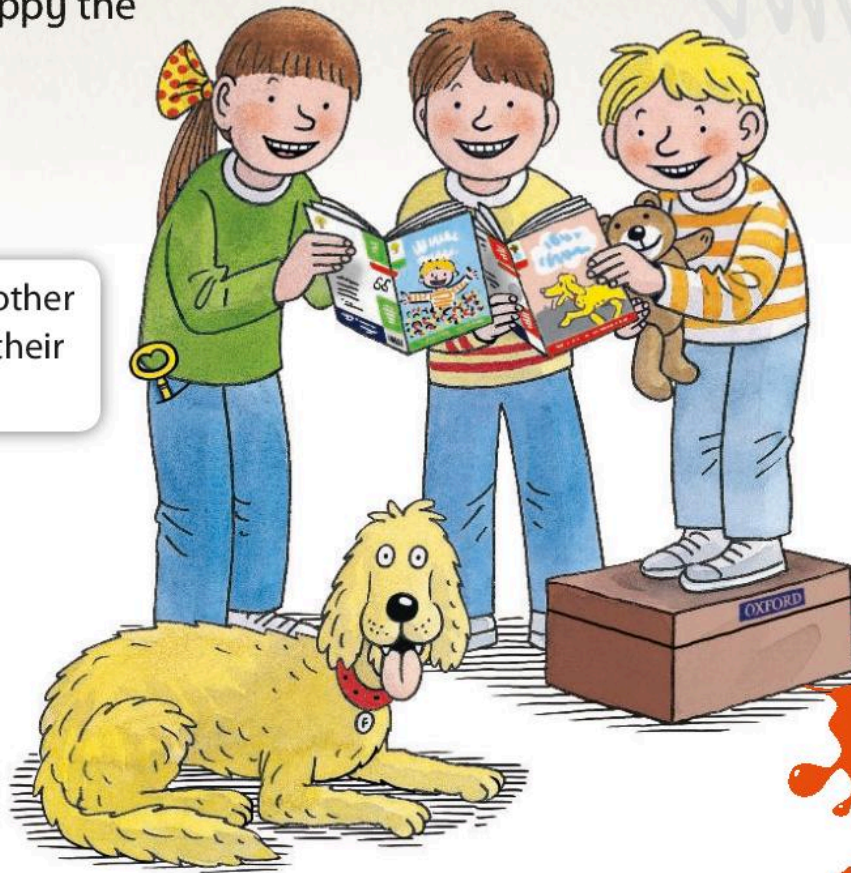
Alex Brychta is a very clever illustrator. He draws and paints pictures for stories. The stories are about three children, called Biff, Chip and Kipper. They have a dog called Floppy. Lots of children read the stories and love Alex's illustrations. How did Alex get his job? Why do children love his illustrations? Read about his life to find out ...

Alex Brychta has illustrated hundreds of books. He has drawn Floppy the dog 30 000 times!



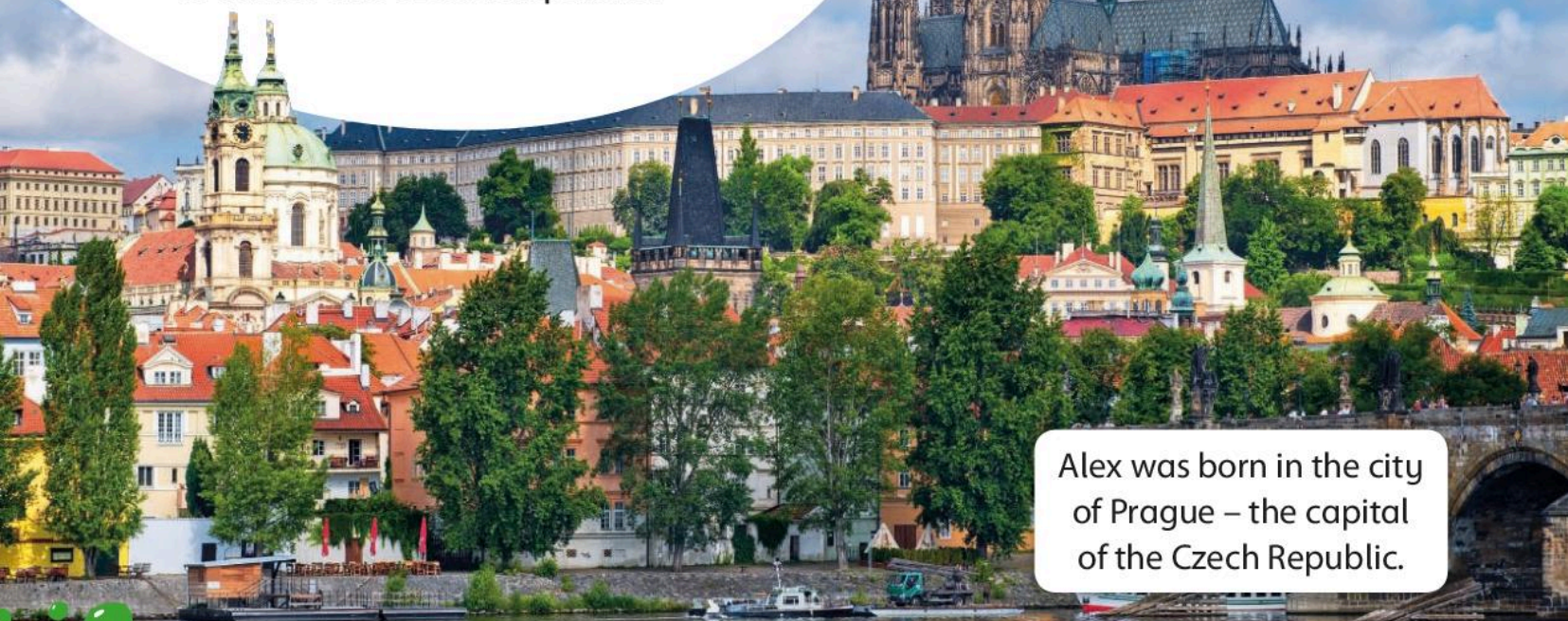
Alex in his art studio.

Biff (girl) has a twin brother called Chip. Kipper is their younger brother.



## Alex's childhood

Alex was born in 1956 in Czechoslovakia. Today, the country is called the Czech Republic.



Alex was born in the city of Prague – the capital of the Czech Republic.

Alex's parents were artists, so Alex did lots of drawing as a little boy. When he was older he drew cartoons.



Three-year-old Alex

Alex was ten years old when he did this cartoon.

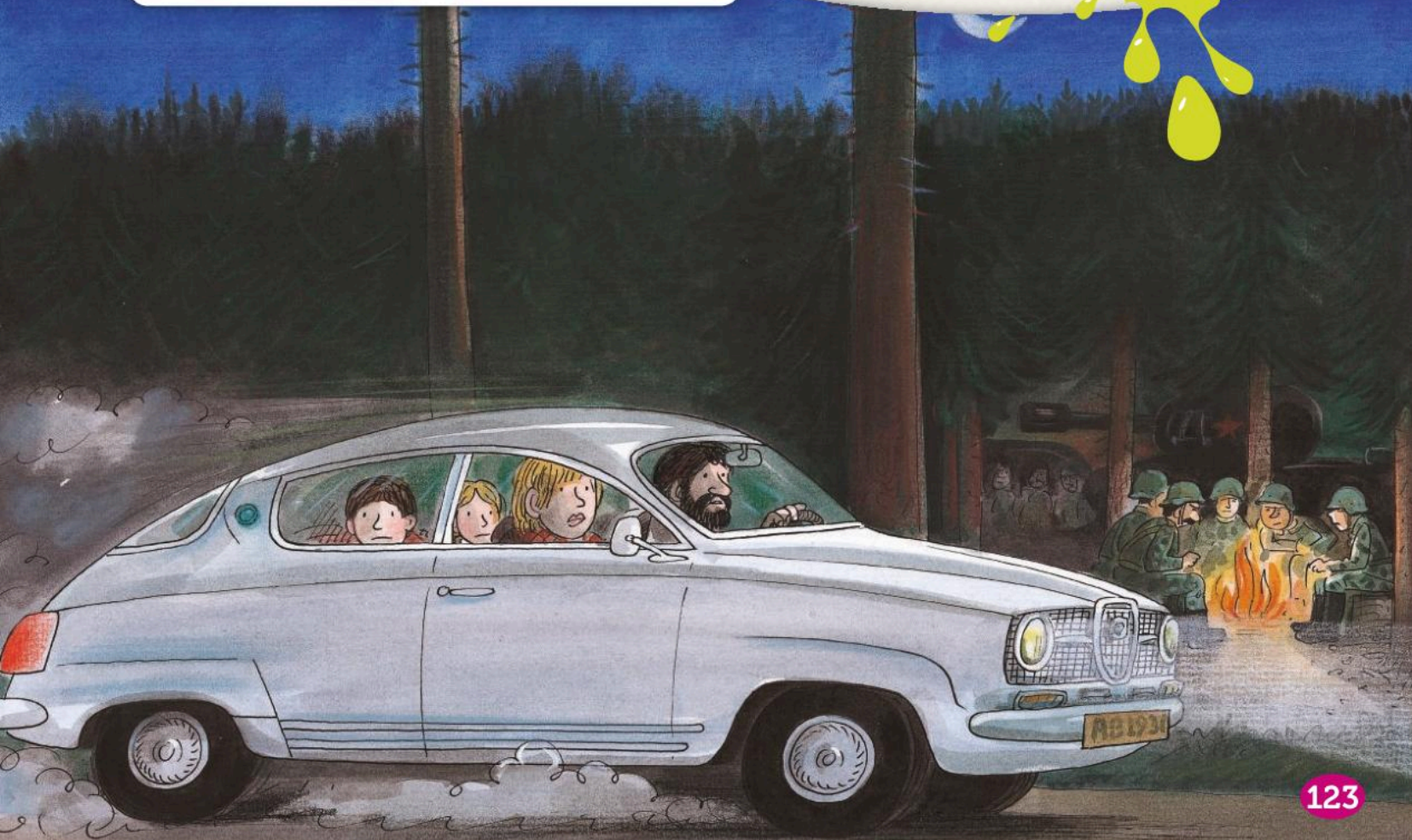


## A new country

In 1968, Czechoslovakia was invaded by another country called the Soviet Union. Army tanks rolled down the streets. Tanks came into Alex's school grounds, too! Alex's mum and dad were very upset. They told Alex and his sister that they must leave Czechoslovakia.

One night, the family packed their bags and set off in the car. They went on small, quiet roads, so that the soldiers did not stop them. After a long journey, the family got to England to start a new life. Alex was twelve years old.

The family escaped from Czechoslovakia.



It was a long journey to England.



## In England

At first, Alex could not understand English. He drew lots of pictures at school and did not listen to the teachers. A teacher told him off. But the teacher looked at his drawings. He said, "Alex, these are very good and look like book illustrations."

## First job

Alex's first job was a book about Spain. He was sixteen. His career as an illustrator had started.



Alex with his sister, mum and dad in England.

## Biff, Chip, Kipper and Floppy

In 1984, the author Rod Hunt wanted an illustrator for his Biff, Chip and Kipper books. He liked Alex's illustrations. He asked Alex to draw Biff, Chip, Kipper and Floppy.

In July, Alex illustrated the first story about Biff, Chip and Kipper. It was called *A New Dog*, so Floppy was in it too!

Next, he illustrated 23 more stories by Rod! In 1986, 24 stories were published and sold to schools. The books were popular and read by children in the UK. Later, children in lots of countries started reading Rod and Alex's books.

The stories were very popular, so the publisher asked Rod and Alex to write lots of new stories.



Children around the world love the Oxford Reading Tree books.

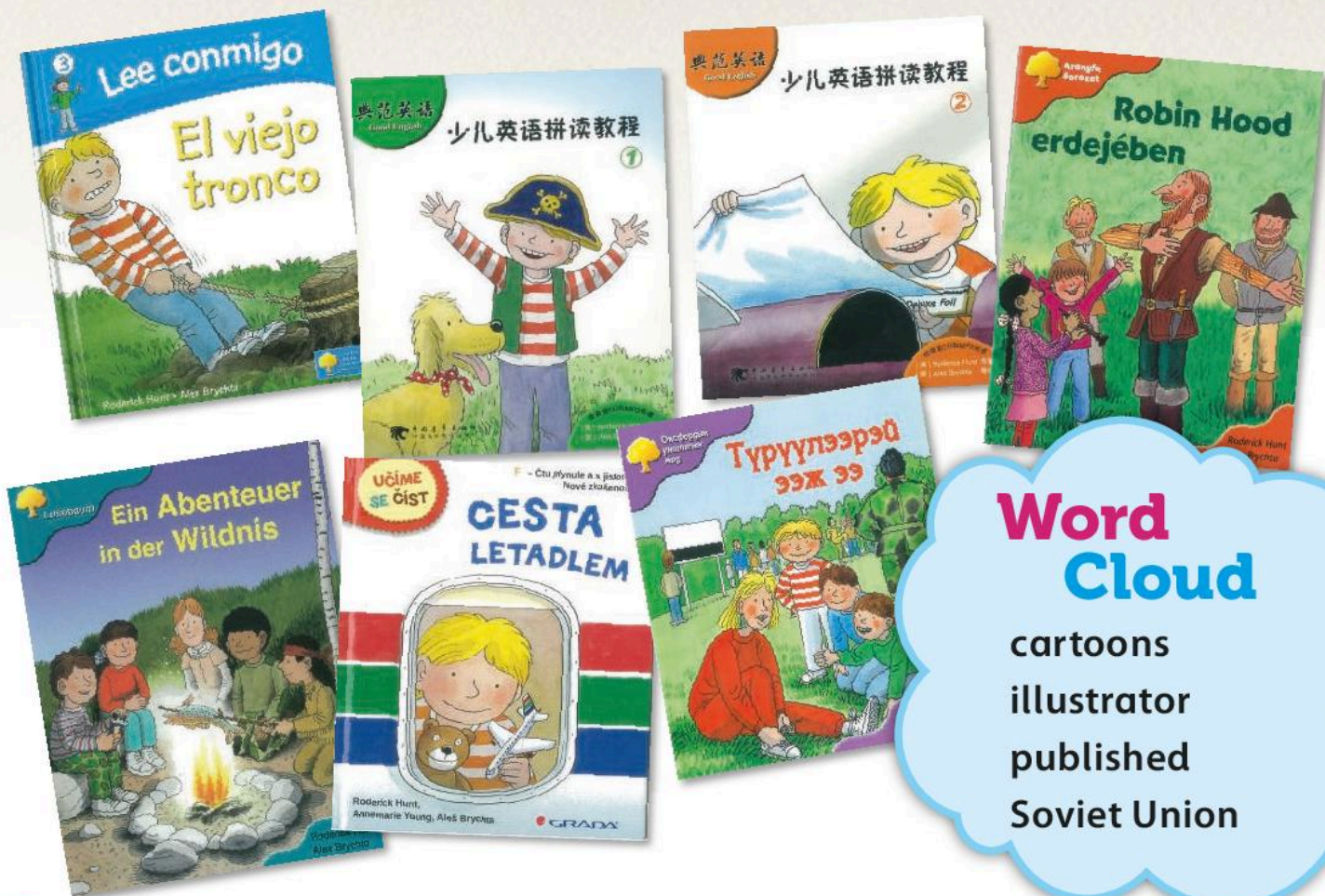
## Family life

In 1989, Alex married Dina. They had two children, Kelly and Dylan. When Kelly and Dylan were young, they helped their father illustrate two of his books.

## 500 books!

In 2012, Alex and Rod were each given a special award by Queen Elizabeth II of Great Britain. Alex was very proud of this award but he said, "The best thing is that all over the world millions of children enjoy reading our books."

By 2013, Alex had illustrated over 500 Oxford Reading Tree books. His books are sold in 136 countries. The stories are in nine different languages.



## Word Cloud

cartoons  
illustrator  
published  
Soviet Union

**A Read and respond**

Tick the sentence that is true.

Alex Brychta writes stories about Biff, Chip and Kipper.

Alex Brychta draws and paints illustrations for storybooks.

Alex Brychta teaches children how to paint.

**B Read and respond**

In which city was Alex born?

\_\_\_\_\_

Read the captions on page 122 to find the answer.



**C What do you think?**

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

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

\_\_\_\_\_

\_\_\_\_\_

## Word detective

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

Later, children in lot\_\_\_\_\_ of  
countries start\_\_\_\_\_  
read\_\_\_\_\_ Rod and Alex's books!

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



**B** This sentence needs three capital letters and a full stop. Rewrite the sentence below it.

at first, alex could not understand english

---

---

**C** Now write a sentence of your own about Alex, using at least one capital letter and a full stop.

---

---

---



## Get writing

### Part 1

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

Start lessons

Set off to school

Have breakfast

Play with my friends

Go home

Get dressed

### Part 2

Imagine you visited a friend. Fill the gaps with words from the box.

**lunch drink ball painted First home**

I visited my friend in the morning. F \_\_\_\_\_, we played with a

b \_\_\_\_\_. After a dr \_\_\_\_\_ we p \_\_\_\_\_

flowers . At 12 o'clock, we had l \_\_\_\_\_. At 2 o'clock it was

time to go h \_\_\_\_\_ .



## 9

## Family fun

## Off We Go to Mexico!

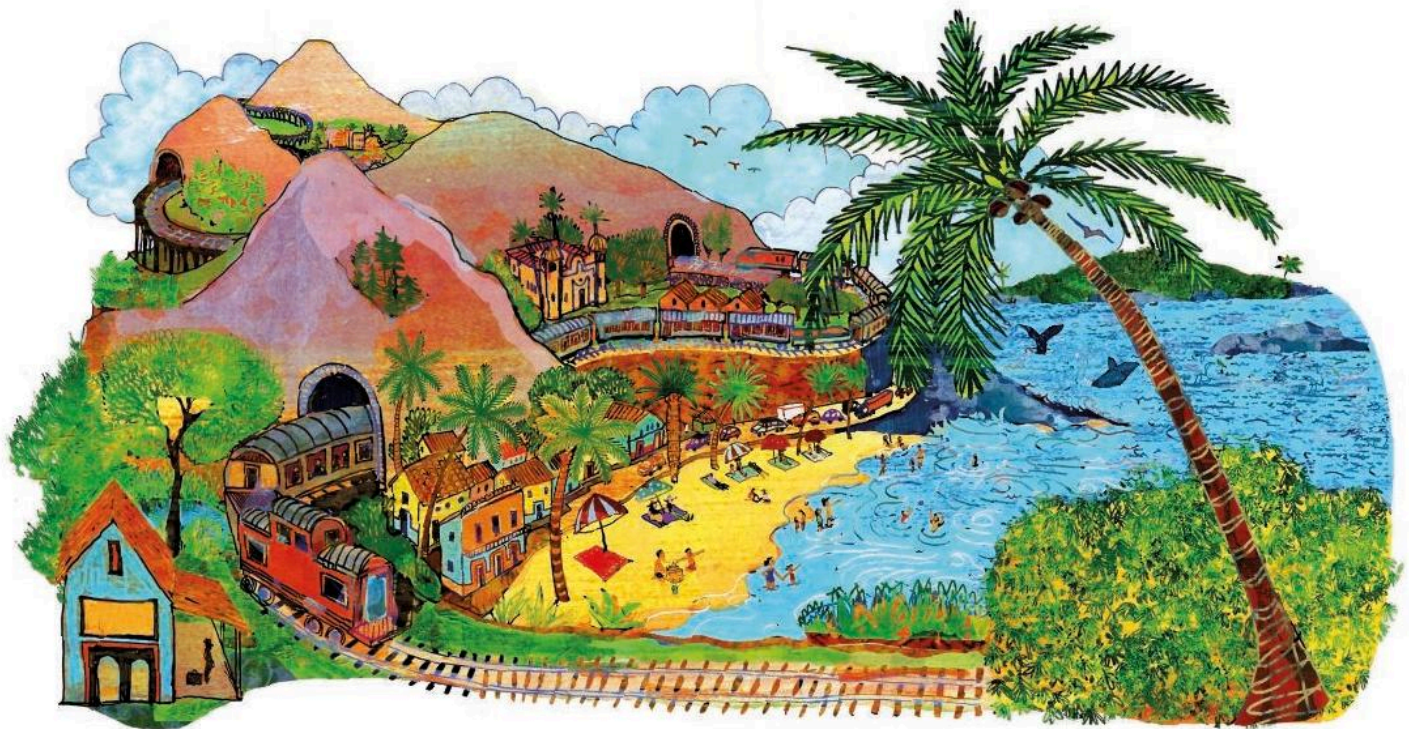
Laurie Krebs

Off we go, off we go, off we go to Mexico!

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

We climb up rocks or watch from docks,

To see the grey whales breach.



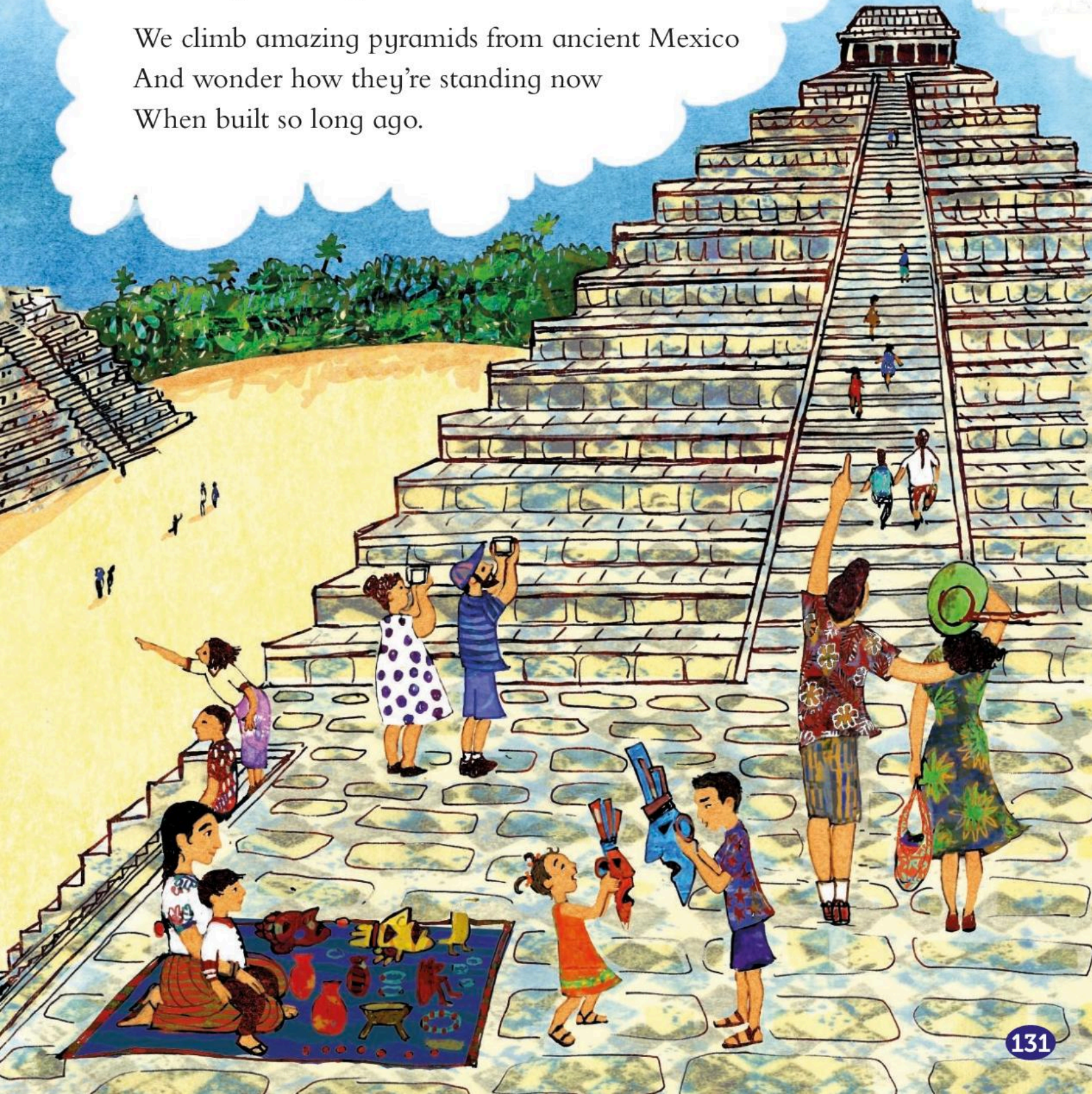
We hop aboard the canyon train. Across the bridge we go.

Up mountains steep, through tunnels deep,

We dare not look below.

We hurry to a festival held in the village square.  
There's food to eat and friends to meet  
And laughter everywhere.

We climb amazing pyramids from ancient Mexico  
And wonder how they're standing now  
When built so long ago.



We tap our feet to music by the mariachi bands,  
Who strum guitars beneath the stars  
And sing, as we clap hands.



We trek to native villages, for this is market day.  
Their rich supply of things to buy  
Creates a bright display.



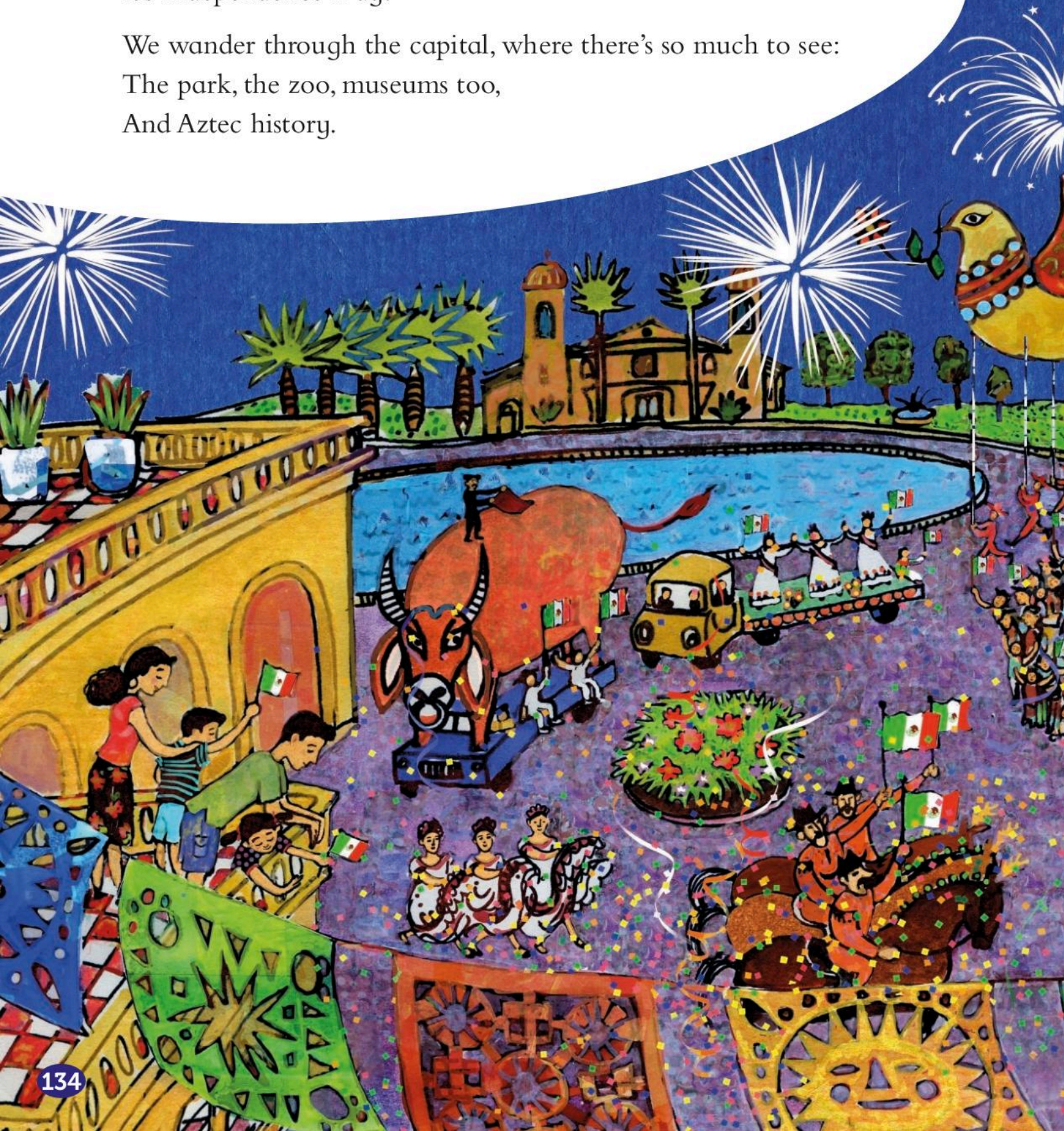
We circle round the plaza and we hear the stamping feet.  
As dancers twirl, their costumes swirl  
To the guitarists' beat.

We hike up to the winter home of the monarch butterflies.  
When sunshine brings a burst of wings,  
Their glitter fills the skies.



We wave our flags, green, white and red. Parades are under way.  
As floats pass by, flares fill the sky.  
It's Independence Day!

We wander through the capital, where there's so much to see:  
The park, the zoo, museums too,  
And Aztec history.



But now our trip is over and it's time to say farewell.  
So home we go from Mexico –  
We've got so much to tell!

## Word Cloud

Aztec  
bands  
breach  
flares  
Independence  
Day  
mariachi  
trek  
twirl

# Off We Go to Mexico!

## A Read and respond

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

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

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

We wave our flags

Home we go from Mexico

Off we go to Mexico!

We climb amazing pyramids

- 3 What makes the butterflies want to fly?

\_\_\_\_\_

You can find the word on page 133.





## B Read and respond

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

<b>market day</b>		<b>capital</b>
<b>festival</b>		<b>native villages</b>
<b>dancers</b>		<b>village square</b>
<b>museums</b>		<b>plaza</b>

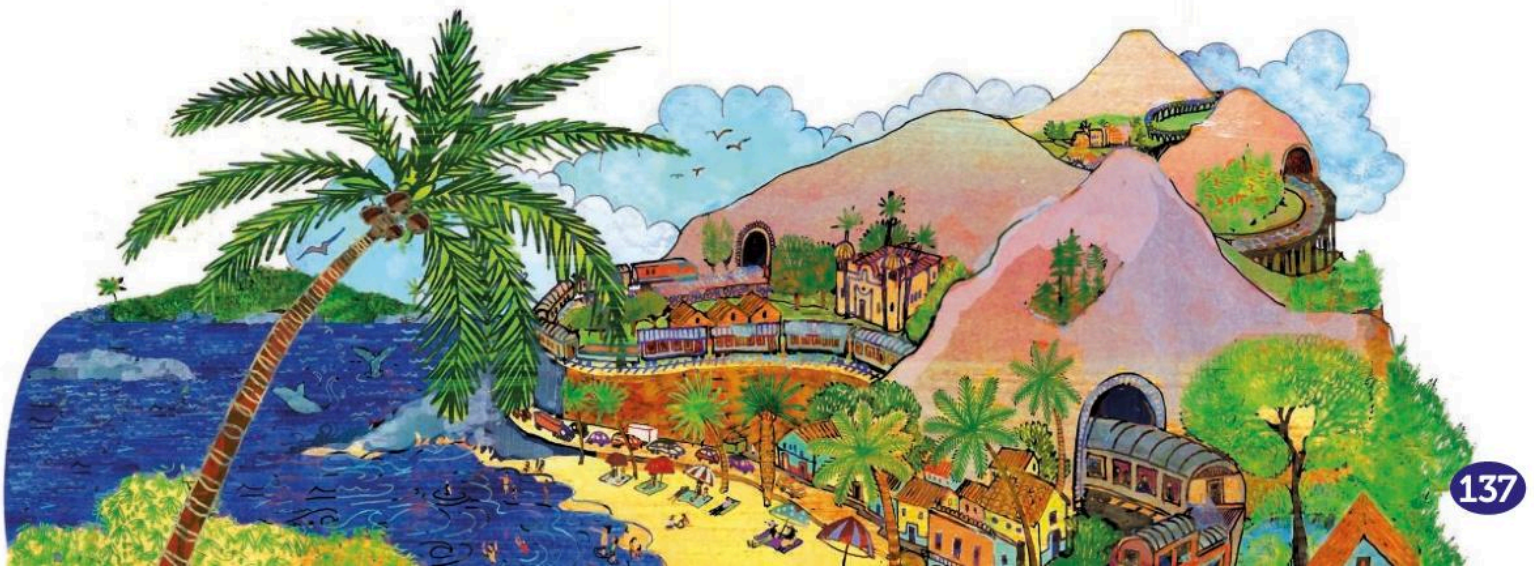
- 2 On the train, why did they 'dare not look below'?  
Tick the right answer.

They were afraid of falling.  There was a tunnel.

The market was below.

## C What do you think?

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

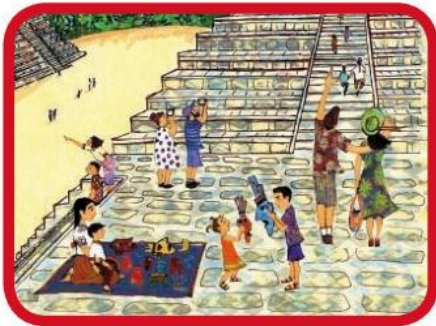


# Word detective

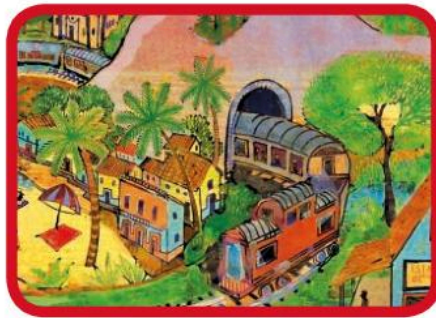
**A** Write three words from the poem that have **ee** in the middle.

**ee** words

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



p\_\_\_\_\_



t\_\_\_\_\_



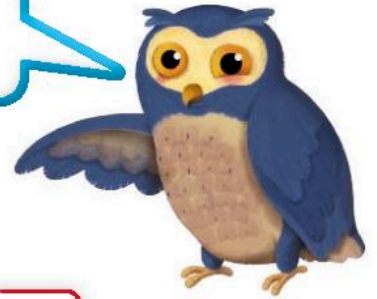
b\_\_\_\_\_



f\_\_\_\_\_

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

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



beach \_\_\_\_\_

twirl \_\_\_\_\_

steep \_\_\_\_\_

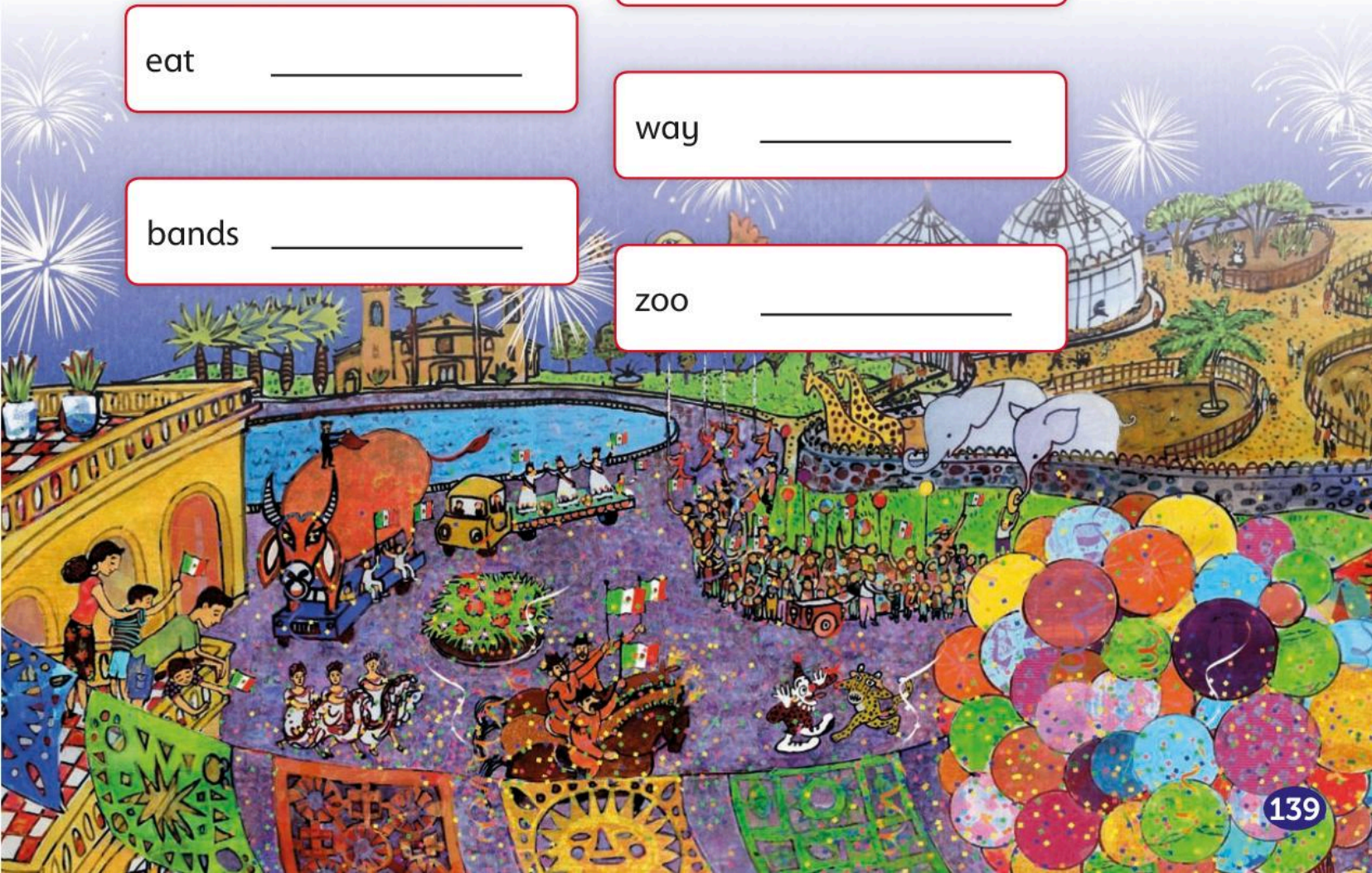
feet \_\_\_\_\_

eat \_\_\_\_\_

way \_\_\_\_\_

bands \_\_\_\_\_

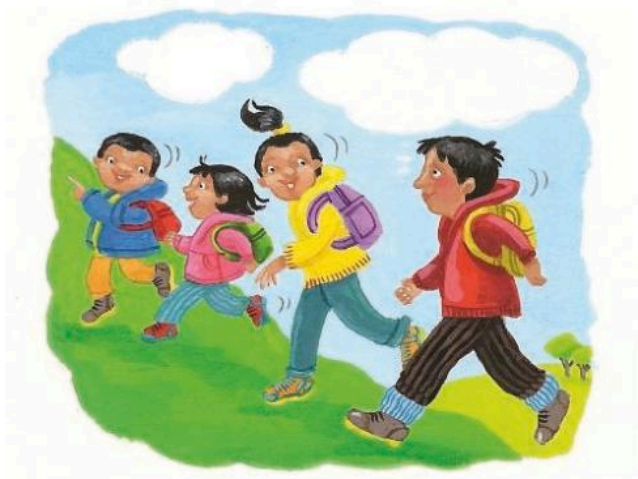
zoo \_\_\_\_\_



# Get writing

## Part 1

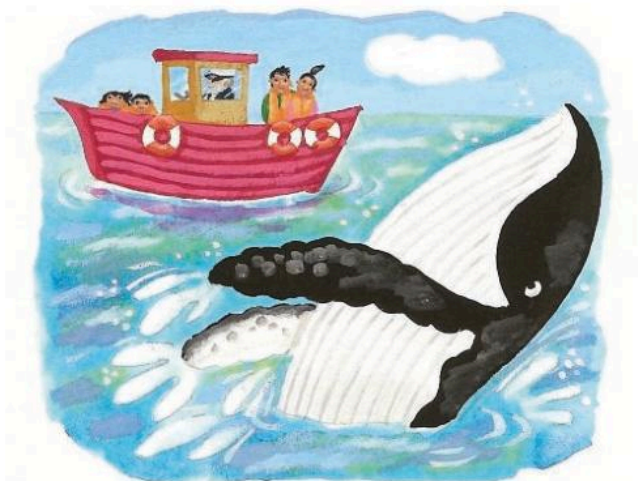
Look at these pictures of things to do on holiday.  
Tick three that you would like to include in a poem.



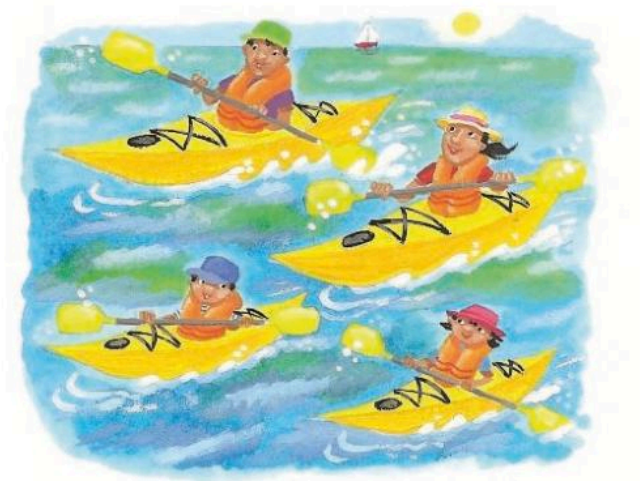
Climb a hill



Visit a rainforest



Watch whales  
from a boat



Kayak in the sea

## Part 2

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



We climb a hill.

We hear birds in the rainforest.

We \_\_\_\_\_

We \_\_\_\_\_

We \_\_\_\_\_

Read your poem aloud to a partner and talk about it.

# Ruby Nettleship and the Ice Lolly Adventure

Thomas Docherty

This is Ruby Nettleship.

She likes climbing and sliding and running and jumping, and when she isn't doing any of these things, she is dreaming of adventures.



In the park by Ruby's house there was an old, falling-apart playground. The slide doesn't slide, the roundabout wouldn't go round and the see had lost its saw.

The only thing that worked was the swing, and there was always a big queue of children waiting to swing on it.





One hot afternoon, Ruby and her friends had been waiting for ages...

...when CRASH!

The swing came un-swung.



Now there was NOTHING to play on and the children began to wander home.

“Come on, let’s go,” called Ruby’s friends.

But something about the playground made Ruby want to stay.

Without the other children, the playground felt sadder than before.

“No one cares,” mumbled Ruby to herself, as she tugged at the broken swing. “If this was my playground there would be loads of brilliant stuff for EVERYONE to play on...”



But just then she was interrupted by the tinkle of an ice cream van. It drew up right next to Ruby.

“Not many people today,” remarked the lady in the van cheerfully.

“The swing broke,” explained Ruby.

“Well that won’t do,” said the lady. “Here, have an ice lolly.”



Ruby took the lolly. “Thank you,” she remembered to say, but when she looked up again the ice cream van had vanished.

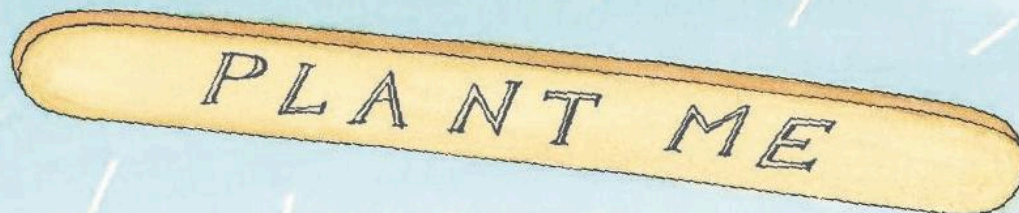
“That’s strange,” thought Ruby, turning her attention to the lolly.

It was green like the wrapper, but it seemed to glow from the inside.



She took a bite. It tasted delicious, so she took another one. The letters ‘P’ and ‘L’ appeared on the end of the lolly stick.

Ruby ate the rest of the lolly quickly and held the stick up to examine it. It read:



“I wonder what will happen if I do?” thought Ruby.

No one was about, so she pushed the lolly stick

firmly

into

the

ground,

covered it up and waited.

Almost immediately Ruby felt a rumbling in the ground beneath her.

She watched in amazement as a multi-coloured shoot pushed its way up through the soil.



It shot up into the air, nearly hitting her on the nose.

Once it had grown to twice Ruby's height, it sprouted new branches that twisted and turned into a beautiful swing.

“Wow!” cried Ruby. She climbed aboard and launched herself into the air.

As Ruby started to swing, more shoots appeared. They quickly sprouted ladders and poles that blossomed and bloomed with swings and slides.

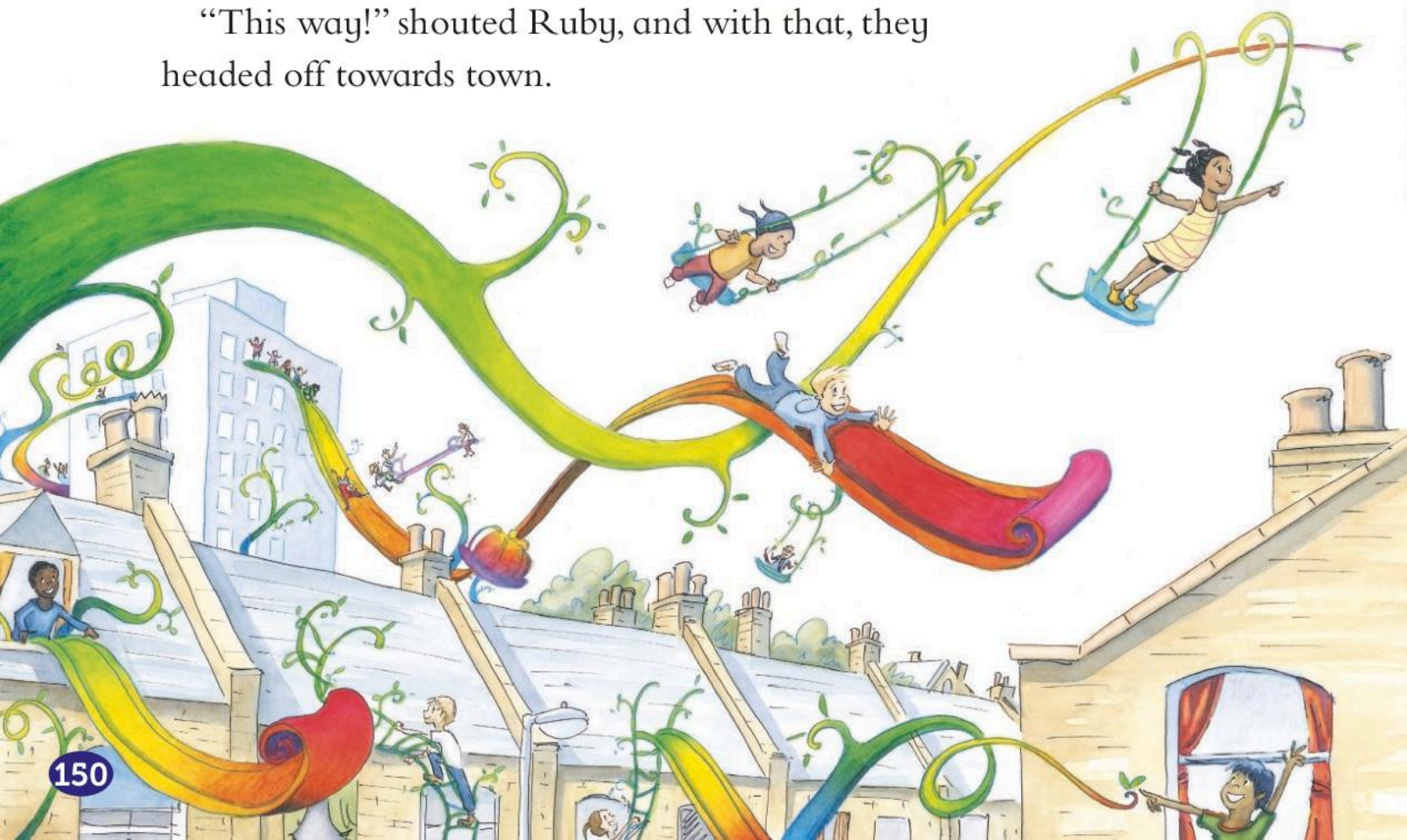
Ruby was swinging so high by now that she could see over the whole city. “I bet no one else is having this much fun,” she thought to herself.

Then Ruby had an idea.

As if it had read her thoughts, the playground flowered over the whole park and began to spill out into the street.

The first thing Ruby did was to pick up her friends and all the other children who lived nearby.

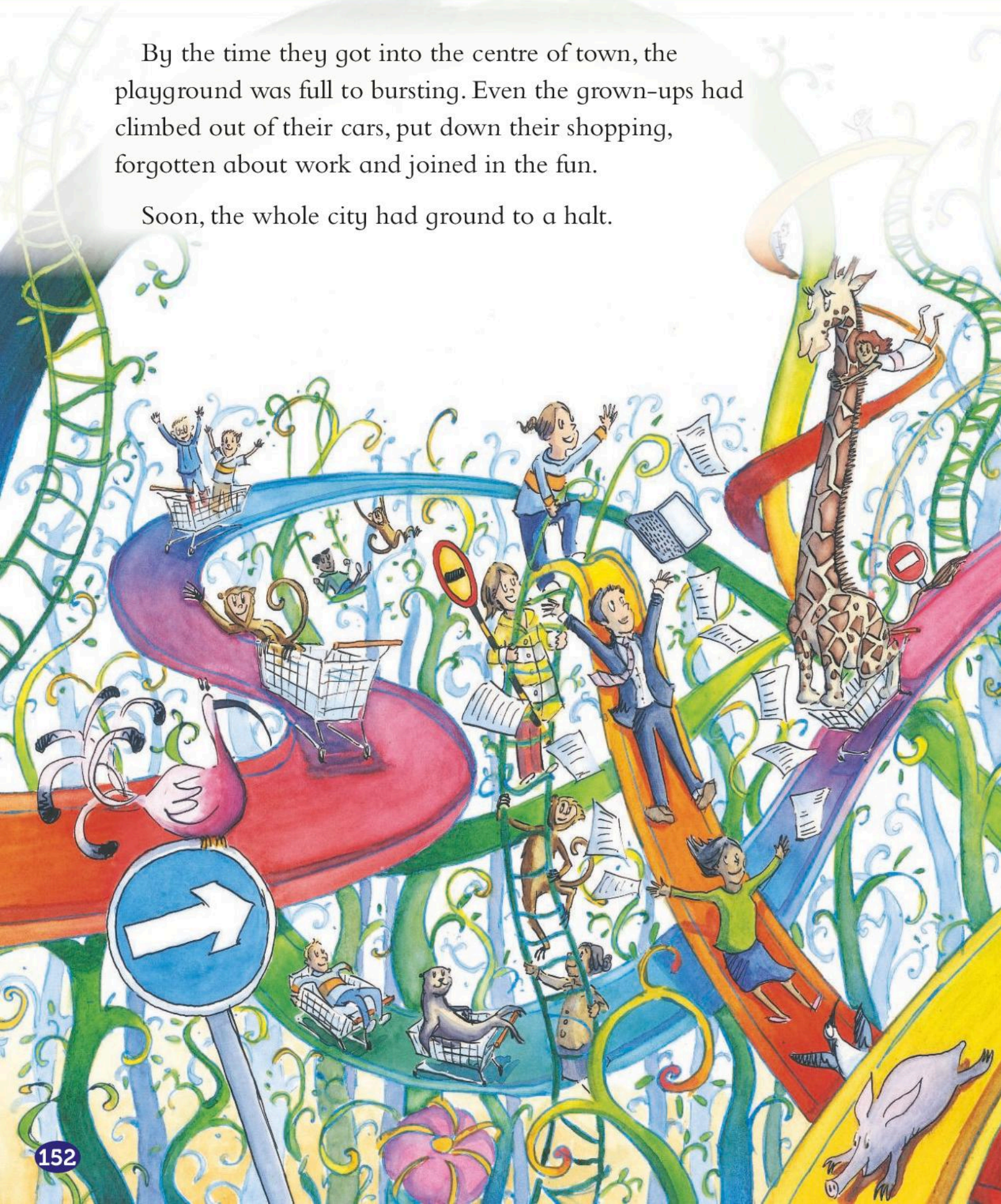
“This way!” shouted Ruby, and with that, they headed off towards town.





By the time they got into the centre of town, the playground was full to bursting. Even the grown-ups had climbed out of their cars, put down their shopping, forgotten about work and joined in the fun.

Soon, the whole city had ground to a halt.





“NOW WHAT?” wondered Ruby.



As if in answer, the playground twisted round and headed towards a very important-looking building. Before Ruby had a chance to say anything, she was tipped gently in through an open window.



Ruby found herself standing in front of a huge door with THE MAYOR written on it.

“Now I’m in trouble,” thought Ruby.

There was nothing else to do, so she took a deep breath and knocked.

“Come in,” said a voice that sounded vaguely familiar.

“Ruby Nettleship, I didn’t realise that your playground was going to take over the whole city!” remarked the lady sitting behind the desk.

“I’m sorry,” said Ruby. “All I wanted was a place for everyone to play, where no one has to wait for the swings.”

“I see,” replied the lady. “Perhaps you’d better go home for tea and I’ll see what I can do.”

“Okay,” said Ruby, sneaking a quick look out of the window.

“Thank you,” she remembered to say...

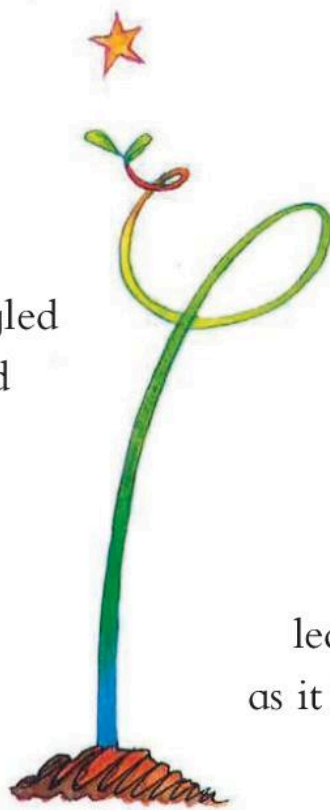




... but when she looked back, the lady behind the desk had vanished.

Suddenly, Ruby felt very hungry, so she climbed out of the window and whispered one last word to the playground.

As everyone slid home it untangled itself from the city and disappeared back into the ground,

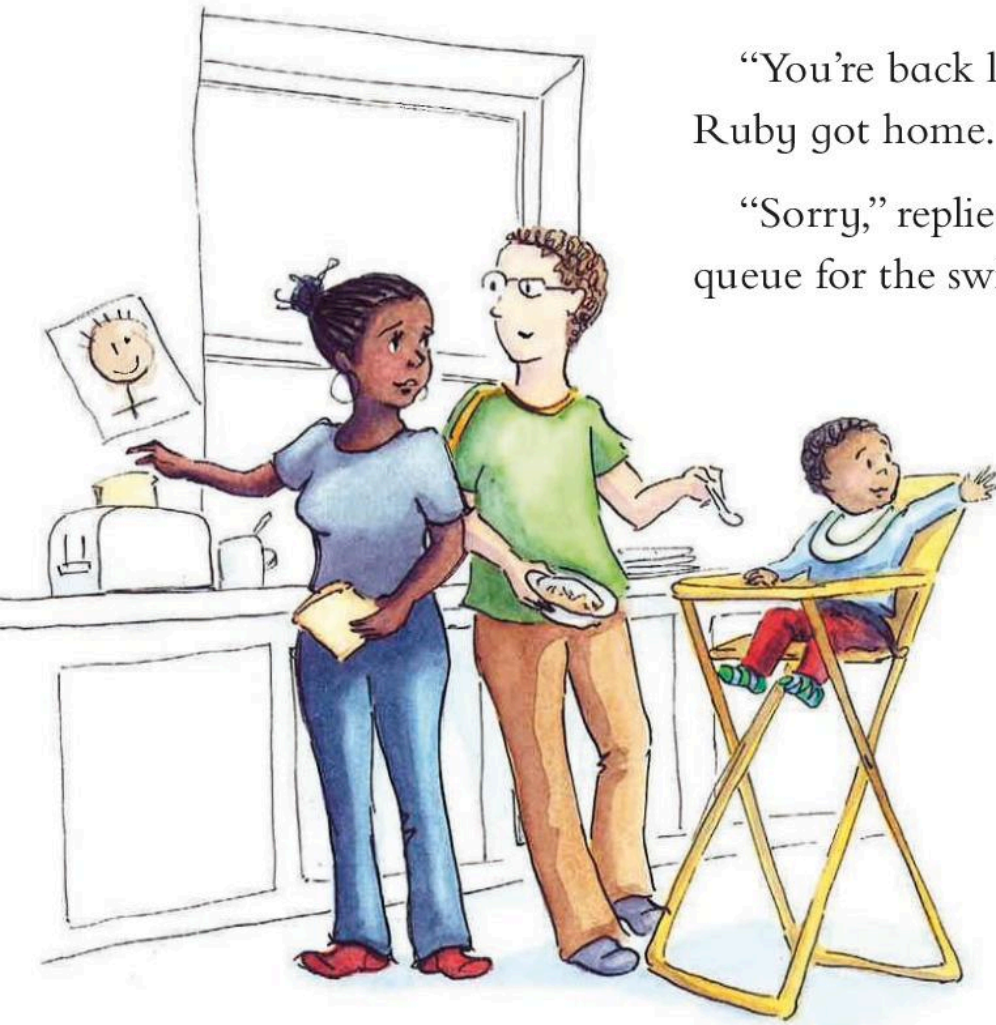


leaving everything just as it had been.

“You’re back late,” said her mum when Ruby got home.

“Sorry,” replied Ruby. “There was a big queue for the swing.”

Ruby’s dad shook his head. “Someone should do something about that playground,” he said.



Ruby smiled to herself.

“Maybe someone will.”



And of course,

Ruby

was right.





## My story review

Complete this sentence about *Ruby Nettle* and *the Ice Lolly Adventure*.

The part of the story I liked best was \_\_\_\_\_

---

---

---

---

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Would you tell your friends to read this book?

Yes

No

Maybe

Draw your favourite part of the story.





# Oxford English for Cambridge Primary

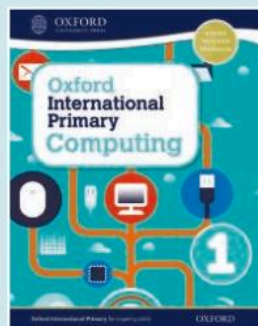
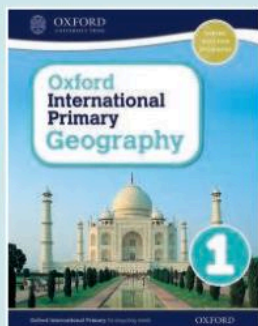
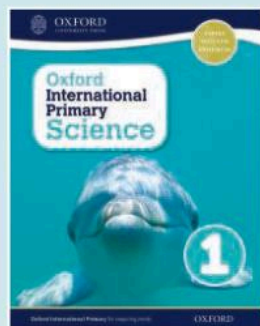
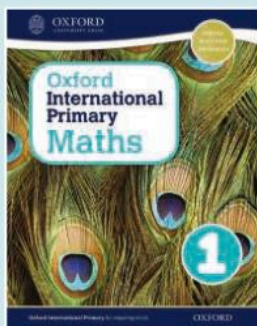
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