

# ENGLISH

## 2ND CLASS

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***PARENT PACK***

## DAY 121

1. Add the missing silent letter.

Do you  rite with your left hand?

2. Circle the correctly spelt word.

*skiing*      *sking*      *skiying*

3. Add **oi** and sound out each word.

s  l

b  l

4. Double the last letter and add **ed** to this word.

*pat*

5. Which word means the same as **nearly**?

*late*      *almost*      *never*

6. Write **their** or **there**.

*Your shoe is over* .

7. Circle the correct shortened word.

*we've*      *wev'e*

8. Look at this sentence. Circle the mistake.

*Bronagh and Brenda is friends.*

9. Choose the correct word. **us** **them**

*We like to jog around the park.*

*Jogging is good for* .

10. Circle the joining word.

*The teacher smiled when I got the answer right.*

MY SCORE

## DAY 122

1. Write the jumbled word correctly.

*Are you urse you know the way?*

2. Add the missing silent letter.

*We heard a  nock on the door.*

3. Add **oi** and sound out each word.

f  l

sp  l

4. Double the last letter and add **er** to this word.

*sad*

5. Write the opposite of **big**.

6. Write **plain** or **plane**.

*Have you flown in a*  *?*

7. Circle the correct shortened word.

*theyv'e*      *they've*

8. Look at this sentence. Circle the mistake.

*I hope I get the answer write.*

9. Choose the correct word. **He** **She**

*Anna is my best friend.  sits next to me.*

10. Circle the joining word.

*I need my coat because it is cold outside.*

MY SCORE

## DAY 123

1. Correct the spelling mistake.

*We had to give our dirty dog a barth.*

2. Add the missing silent letter.

*I brush and com  my own hair.*

3. Add **oi** and sound out each word.

*p  nt      p  son*

4. Double the last letter and add **ing** to this word.

*hum*

5. Write the opposite of **long**.

6. Write **their** or **there**.

*They left  lights on.*

7. Circle the correct shortened word.

*i'ts      it's*

8. This sentence has two mistakes. Correct them.

*My birthday is the second off june.*

9. Write the correct word: **it** or **them**.

*Emma had a blunt pencil, so she sharpened .*

10. Write the better word: **return** or **take**.

*They are going to  the train.*

MY SCORE

## DAY 124

1. Add the missing silent letter.

*She got the answer  rong.*

2. Write the jumbled word correctly.

*We had tgrae fun doing the puzzle.*

3. Add **oi** and sound out each word.

*n  se      v  ce*

4. Double the last letter and add **y** to this word.

*run*

5. Which word means the same as **beginning**?

*winning      starting      running*

6. Write **plain** or **plane**.

*A  biscuit always tastes nice.*

7. Circle the correct shortened word.

*wha'ts      what's*

8. This sentence has two mistakes. Correct them.

*I can't wait for hour holidays at easter.*

9. Write the correct word: **it** or **him**.

*When James fell off his bike, Dad helped  get up again.*

10. Write the better word: **grew** or **bought**.

*The lizard lost its tail, but it  another one.*

MY SCORE

## DAY 125

1. Correct the spelling mistake.

*We walk to school evry day.*

2. Add the missing silent letter.

*Do you  now who did that?*

3. Circle the two rhyming words.

*strong      sang      belong*

4. Add **est** to this word.

*hot*

5. Which word has the same meaning as **fast**?

*run      quickly      never*

6. Circle the word with three syllables.

*crying      money      happier*

7. Circle the correct shortened word.

*that's      tha'ts*

8. This sentence has two mistakes. Correct them.

*dublin is the capital of Ireland?*

9. Put in one word: **she** or **her**.

*Alice dropped a copy so I picked it up  
for .*

10. Write the better word: **shout** or **shut**.

*One of them forgot to   
the gate.*

MY SCORE

## DAY 126

1. Add the missing silent letter.

*A lam  is a baby sheep.*

2. Circle the correctly spelt word.

*being      beeing      being*

3. Circle the word that does not rhyme.

*four      shore      flour*

4. Add **ed** to this word.

*drop*

5. Circle the opposite of **thin**.

*long      thick      light*

6. Circle the word with two syllables.

*hospital      tomorrow      number*

7. Circle the correct shortened word.

*don't      do'nt*

8. This sentence has two mistakes. Correct them.

*Pat and Matt wood love to Eat a full  
pizza.*

9. Write the correct word: **they** or **he**.

*Pat and Lee get into trouble because*

*always push in.*

10. Write the better word: **ourselves** or **themselves**.

*Sarah and Kate like to play the game*

*by .*

MY SCORE



## DAY 127

1. Write the correct word in the shape.

*panic comic topic*

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2. Write the missing letters. **or** or **our**

There were f  ty children lining up.

3. Circle the two rhyming words.

*night bite eight*

4. Add **y** to this word.

*spot*

5. Circle the word with three syllables.

*animal because Sunday*

6. Circle the correct shortened word.

*you'll you'l*

7. Write **Were** or **Where**.

*are your shoes?*

8. This sentence has two mistakes. Correct them.

*When is the film Going to start.*

9. Write the correct word: **Us** or **We**.

*are going to play basketball', said Sam, Ben and Dan.*

10. Pick the better verb: **fixed** or **painted**.

Dad  *the window so it would shut.*

MY SCORE

## DAY 128

1. Circle the correctly spelt word.

*tonite toonight tonight*

2. Correct the spelling mistake.

*She cut the pizza into evin slices.*

3. Circle the two rhyming words.

*said ready bread*

4. Add **ing** to this word.

*step*

5. Circle the word with two syllables.

*Saturday golden strong*

6. Circle the correct shortened word.

*he'l he'll*

7. Write **quite** or **quiet**.

*It is  windy today.*

8. This sentence has two mistakes. Correct them.

*Tom have lots of sweets for the Party.*

9. Choose the correct word: **us** or **we**.

*'One of  needs to feed the cat', I said to my sister.*

10. Circle the best noun.

*A king lives in a hut/castle/cabin.*

MY SCORE

## DAY 129

1. Circle the correctly spelt word.

*mixiing      mixing      mixeing*

2. Write the jumbled word correctly.

*I love barbecued tekas and sausages.*

3. Add **ur** and sound out each word.

*p  se      n  se*

4. Add **est** to this word.

*hot*

5. Circle the word with one syllable.

*crumb      honest      writer*

6. Circle the correct shortened word.

*she'll      shel'l*

7. Write **where** or **were**.

*I think we  here before.*

8. This sentence has two mistakes.  
Correct them.

*Adrian and i are going to the  
playGround.*

9. Choose the correct word: **she** or **her**.

*My sister is only two, so Mum helps  
 to cut up her food.*

10. Write one noun after the clue.

*An insect that spins a web:*

MY SCORE

## DAY 130

1. Write the jumbled word correctly.

*If you drop that plate, it could bkerq.*

2. Circle the correctly spelt word.

*tomorrow      tomorow      tommorrow*

3. Add **ur** and sound out each word.

*t  key      ch  ch*

4. Add **er** to this word.

*fat*

5. Circle the word with two syllables.

*where      outside      everyone*

6. Circle the correct shortened word.

*youv'e      you've*

7. Write **quite** or **quiet**.

*Please be  !*

8. This sentence has two mistakes.  
Correct them.

*the shop over there is closed*

9. Choose the correct word.

*mine      myself*

*'It's not \_\_\_\_!' shouted Nathan.*

10. Write one noun after the clue.

*A yellow fruit that monkeys love:*

MY SCORE

3. w
4. unlikely
5. dries
6. it's
7. didn't
8. !
9. nouns
10. of

### Day 109

1. il
2. dd
3. b
4. bad
5. crying
6. wood
7. tomorrow
8. !
9. adjectives
10. flew

### Day 110

1. nn
2. scrub
3. k
4. day
5. drying
6. Would
7. time
8. ?
9. nouns
10. bought

### Day 111

1. today
2. le
3. tooth
4. hiking
5. house
6. scarves
7. there
8. past tense
9. have finished
10. children

### Day 112

1. el
2. shock
3. snooze
4. timing
5. gull
6. thieves
7. their
8. present tense
9. are going
10. trophy

### Day 113

1. yesterday
2. scr
3. b
4. shiny
5. pan
6. elves
7. our
8. present tense

9. has laid
10. line

### Day 114

1. December
2. alk
3. w
4. rosy
5. day
6. calves
7. hour
8. present tense
9. are kept
10. crazy

### Day 115

1. bounce
2. sk
3. h
4. nicer
5. cub foal lamb
6. there
7. blew
8. baking
9. is parking
10. leapt

### Day 116

1. afternoon
2. clown
3. k
4. bony
5. bed pillow rug
6. writing
7. gave
8. their
9. was colouring
10. tiny

### Day 117

1. alk
2. herself
3. ee
4. finest
5. ear lip nose
6. their
7. rang
8. Bob .
9. is mowing
10. brightly

### Day 118

1. older
2. ck
3. spoon
4. riding
5. deer tiger zebra
6. there
7. hid
8. March ?
9. was talking
10. politely

### Day 119

1. himself
2. ankle
3. ai

4. named
5. long thin wide
6. choose
7. made
8. was
9. is staying
10. quickly

### Day 120

1. street
2. c
3. oa
4. baking
5. bean corn pea
6. chose
7. kept
8. their
9. are building
10. softly

### Day 121

1. w
2. skiing
3. soil boil
4. patted
5. almost
6. there
7. we've
8. is
9. us
10. when

### Day 122

1. sure
2. k
3. foil spoil
4. sadder
5. small
6. plane
7. they've
8. write
9. She
10. because

### Day 123

1. bath
2. b
3. point poison
4. humming
5. short
6. their
7. it's
8. of June
9. it
10. take

### Day 124

1. w
2. great
3. noise voice
4. runny
5. starting
6. plain
7. what's
8. our Easter
9. him

10. grew
- Day 125**
1. every
2. k
3. strong belong
4. hottest

5. quickly
6. happier
7. that's
8. Dublin .
9. her
10. shut

### Day 126

1. b
2. being
3. flour
4. dropped
5. thick
6. number
7. don't
8. would eat
9. they
10. themselves

### Day 127

1. comic
2. or
3. night bite
4. spotty
5. animal
6. you'll
7. Where
8. going ?
9. We
10. fixed

### Day 128

1. tonight
2. even
3. said bread
4. stepping
5. golden
6. he'll
7. quite
8. has party
9. us
10. castle

### Day 129

1. mixing
2. steak
3. purse nurse
4. hottest
5. crumb
6. she'll
7. were
8. I playground
9. her
10. spider

### Day 130

1. break
2. tomorrow
3. turkey church
4. fatter

5. outside
6. you've
7. quiet
8. The .
9. mine
10. banana

### Day 131

1. b
2. year
3. bleed
4. enjoyment
5. no
6. men
7. .or !
8. so
9. hospital
10. hungry

### Day 132

1. quiet
2. quick
3. purple return
4. sadness
5. war
6. people
7. ?
8. but
9. gloves
10. ripe

### Day 133

1. busy
2. k
3. crush
4. hopeful
5. know
6. women
7. ! !
8. if
9. London
10. creaky

### Day 134

1. al
2. question
3. Thursday curtain
4. careless
5. wore
6. feet
7. ? .
8. when
9. snakes
10. lovely

### Day 135

1. w
2. el
3. winter finger
4. badly
5. draw
6. peach
7. Mr Bishop .
8. and
9. highest
10. oldest

# Unit 10

ice

ace



Look



Say



Trace



Cover



Write



Check

## List Words

## Practise

## Practise

T

D

twice

price

spice

slice

ice-cream

rice

advice

mice

voice

ace

disgrace

trace

space

place

race

face

January

because

## Word Building

- Use the letters in the ice-cream to make 'ice' words.

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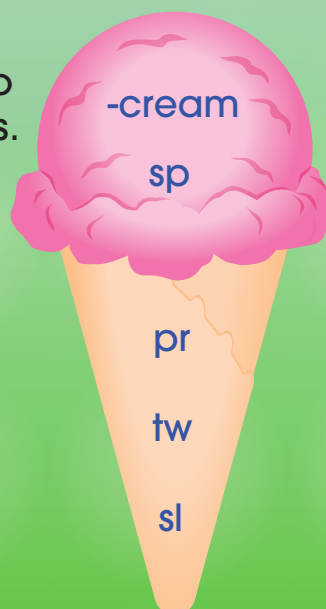
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## More Word Building

- Use the letters in the face to make 'ace' words.

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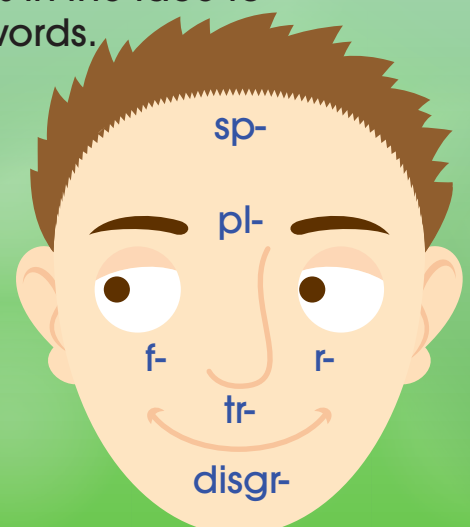
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ice

ace

## Unit 10

## Crossword

3. Use list words to solve the crossword.

## Across

2. A playing card with a single symbol.
5. A competition between runners.
7. Two times.
9. A particular position.
12. Cereal grains.
13. Gap.
14. You add this to flavour food.
15. Ideas, help, hints.
17. His bad behaviour was a \_\_\_\_.

## Down

1. Mark, sign or evidence.
3. The 1st month.
4. Plural of mouse.
6. He left work \_\_\_\_ he was ill.
8. Soft, frozen, milky dessert.
9. Cost.
10. The part of your head where your nose and eyes are.
11. A piece, portion or wedge.
16. The power of speech.

## Word Challenge

4. Make two compound words using the word 'space'.

suit      ship      boat  
craft      **space**      man  
port      light

\_\_\_\_\_

\_\_\_\_\_

## Syllables

5. Add the missing syllable to finish the list word.

(a) ice + cream >>> \_\_\_\_\_

(b) dis + \_\_\_\_\_ >>> \_\_\_\_\_

(c) be + \_\_\_\_\_ >>> \_\_\_\_\_

(d) ad + \_\_\_\_\_ >>> \_\_\_\_\_



## Mixed-up Sentences

### List Words

twice

price

spice

slice

ice-cream

rice

advice

mice

voice

ace

disgrace

trace

space

place

race

face

January

because

6. Unjumble the sentences.

(a) have I ice-cream? a of cake and slice some May

(b) are best sales. prices in The the January

## All Mixed Up

7. Unjumble these list and revision words.

(a) wicet

(b) cripe

(c) ebaecus

(d) cafe

(e) tops

(f) how

## Secret Words

8. (a) Take 'use' off 'because' and put in 'me'.

(b) Take 'grace' off 'disgrace' and put in 'may'.

(c) Take 'k' off 'spark' and put in 'e'.

### Revision Words

skip

skirt

spark

spot

swim

sweep

good

who

## Read and Draw

9. (a) Three mice in a skipping race

(b) A sad face with a spot on its chin

ice

ace

## Unit 10

## Word Search

10. Find the list and revision words in the word search.

twice	advice	space
price	mice	place
spice	voice	race
slice	ace	face
ice-cream	disgrace	January
rice	trace	because
skip	skirt	spark
spot	swim	sweep
good	who	

y	e	p	r	i	c	e	k	b	p	q	b	i
y	s	a	p	d	i	s	g	r	a	c	e	c
s	l	w	c	s	p	a	r	k	s	m	c	e
k	i	u	t	r	i	q	i	e	k	z	a	c
i	c	z	w	f	f	s	c	t	i	n	u	r
p	e	g	i	r	a	c	e	r	r	g	s	e
s	p	a	c	e	w	l	g	a	t	p	e	a
u	s	w	e	e	p	m	i	c	e	l	j	m
s	g	s	w	i	m	a	c	e	i	a	h	w
p	o	e	m	c	u	a	d	v	i	c	e	f
o	o	t	o	a	s	p	i	c	e	e	n	a
t	d	J	a	n	u	a	r	y	a	x	f	c
w	h	o	p	l	y	v	o	i	c	e	b	e

## Spelling Sums

11. Find list or revision words.

(a) **be** + **cause** =

(b) **sw** + **eep** =

(c) **tr** + **ace** =

(d) **pl** + **ace** =

(e) **m** + **ice** =

(f) **sp** + **ark** =

## Spelling Patterns

12. Use the correct colour for these words.

(a) Colour the 'ace' words **yellow**.

(b) Colour the 'ice' words **blue**.

(c) Colour the other words **red**.

who

voice

disgrace

advice

trace

January

## Additional Activities

13. (a) Write two more 'ace' words and two more 'ice' words.  
Check your spelling.

(b) Use a dictionary to write a definition for each of your new 'ace' and 'ice' words.

(c) Write four sentences, each containing one of your new 'ace' and 'ice' words.

## List Words

## Word Building

twice	—
price	prices, priced, pricing
spice	spices, spiced, spicy, spicier, spiciest
slice	slices, sliced, slicing
ice-cream	ice-creams
rice	—
advice	—
mice	mouse
voice	voices, voiced, voicing
ace	aces
disgrace	disgraces, disgracing, disgraced
trace	traces, tracing, traced
space	spaces, spacing, spaced
place	places, placing, placed
race	races, racing, raced
face	faces, facing, faced
January	—
because	—

## Revision Words

## Word Building

skip	skips, skipping, skipped
skirt	skirts, skirting, skirted
spark	sparks, sparking, sparked
spot	spots, spotting, spotted
swim	swims, swimming, swam, swum
sweep	sweeps, sweeping, swept
good	better, best
who	—

y	e	p	r	i	c	e	k	b	p	q	b	i
y	s	a	p	d	i	s	g	r	a	c	e	c
s	l	w	c	s	p	a	r	k	s	m	c	e
k	i	u	t	r	i	q	i	e	k	z	a	c
i	c	z	w	f	f	s	c	t	i	n	u	r
p	e	g	i	r	a	c	e	r	r	g	s	e
s	p	a	c	e	w	l	g	a	t	p	e	a
u	s	w	e	e	p	m	i	c	e	l	j	m
s	g	s	w	i	m	a	c	e	i	a	h	w
p	o	e	m	c	u	a	d	v	i	c	e	f
o	o	t	o	a	s	p	i	c	e	e	n	a
t	d	J	a	n	u	a	r	y	a	x	f	c
w	h	o	p	l	y	v	o	i	c	e	b	e

## Unit Focus

- This unit focuses on words with 'ice' or 'ace'. The 'ce' in each word makes a soft 'c' sound. This unit also includes two common, high frequency words, 'January' and 'because'.

## Teaching Points

- Identify the soft c sound in each word. ('c' is soft when followed by 'i', 'e' or 'y'.)
- Sort the list words into 'ice' and 'ace' words and brainstorm other words to add to each list.

## Rules

- 'e' goes away when 'ing' comes to stay.
- 'y' changes to 'i' when 'er' or 'est' is added.

## Dictation

- It's a **disgrace** that this **spice** is **twice** the **price** of the one in our supermarket!
- Take my **advice**, there is no **space** in this **place** **because** of the sacks of **rice**.
- There is no **trace** of the **mice** that ate the **ace** of spades!
- On the first of **January** Dad takes us for an **ice-cream** and a **slice** of cake.
- We could hear the **voice** of the judge but not see his **face** when he told us who won the **race**.

## Answers

- twice, price, slice, spice, ice-cream
- space, place, race, disgrace, trace, face
- Crossword
 

Across	5. (a) ice-cream	(b) disgrace
2. ace	(c) because	(d) advice
5. race		
7. twice		
9. place	6. (a) May I have a slice of cake and some ice-cream?	
12. rice	(b) The best prices are in the January sales.	
13. space		
14. spice	7. (a) twice	(b) price
15. advice	(c) because	(d) face
17. disgrace	(e) spot	(f) who
Down		
1. trace	8. (a) became	(b) dismay
3. January	(c) spare	
4. mice		
6. because	9. Teacher check	
8. ice-cream	10. See Word Search	
9. price		
10. face	11. (a) because	(b) sweep
11. slice	(c) trace	(d) place
16. voice	(e) mice	(f) spark
- spaceship, spacecraft, spaceman, spacesuit
- |                                  |  |
|----------------------------------|--|
| 12. (a) yellow – trace, disgrace |  |
| (b) blue – voice, advice         |  |
| (c) red – who, January           |  |



# House of dreams

## ANALYSIS

A narrative tells about a series of events, often involving fictitious characters.

Read the **narrative** about Peter's dream.



## House of dreams

Once upon a time there was a boy called Peter who lived with his parents in a small cottage. They were so poor that they didn't always have enough food and Peter sometimes had to go to bed hungry.

Many nights when he finally fell asleep in his cold bed, he had the same dream. He was living in a big warm house with a huge table covered with food. Sitting around the table, dressed in rags, were about twenty children, hungrily eating. Peter was sitting at one end of the table, with a happy smile on his face. He was dressed in beautiful clothes and looked rich and happy. As Peter woke up, he seemed to fade out of the picture and the food faded too. The children looked so sad and disappointed. Peter had real tears in his eyes because he was crying for those poor hungry children.

Peter decided that he had to make his dream about helping children come true. He didn't know where he was going, but he knew that he just had to go. He trudged along the road for two days, feeling tired and hungry. While resting beside the road, he heard a weak groaning noise. He climbed over the ditch and went to investigate. There was an old man, unable to move, lying beside some bushes. Peter shared his food and water with the man, who asked him to go to the big house at the top of the hill and ask for help. Peter knocked on the door, hoping that the people would be kind and helpful. They agreed to send a horse and cart to bring the old man up to the house.

As soon as the servants saw the old man they bowed and raced to help him. He was the owner of the big house and all the land around it. Robbers had attacked him, stolen his money and his clothes and had left him for dead. Peter was a hero for saving him and they invited him to stay there for a few days.

Finally, the old man recovered and sent for Peter. He asked why he was travelling and when Peter told him about his dream, the old man was so interested that he decided to make the dream come true. He opened his house to poor hungry children and invited Peter to stay there and live his dream.

**Partner activity**

1. Tell your partner about a dream that you have had.

Remember to tell:

- Who was in your dream?
- Where and when did it happen?
- How did your dream start?
- Was there a problem and what was it?
- How was the problem solved?
- Have you had this dream more than once?

**Class activity**

2. Choose one of these characters and situations to perform for the class.

***Pretend that you are Peter and tell about your dream.***

***Pretend that you are Peter; knock on the door and tell the servant what has happened.***

***Pretend that you are the old man and tell how you were attacked.***

**Structure of a narrative****Structure**

**Title:** Indicates what the story is about.  
Gets the attention of the reader.

**Orientation:** Who – Main characters and possibly minor characters  
What – Initiating event that starts the story  
Where – The setting or location  
When – Time the story takes place

**Complication:** The problem which involves the main character(s)

**Resolution:** How the problem is solved

1. Reread the narrative *House of dreams* and answer the questions.

**Title**

What is the title of the story?

**Orientation****Who?**

List the characters in the story.

**What?**

What did Peter decide that he had to do?

**Where?**

Where was Peter when he found the old man?

**When?**

When did this story happen?

**Complication**

What was Peter so worried about that he decided to leave home?

---

---

**Resolution**

How did the old man help Peter?

---

---

**Reading for information**

1. True or false? Tick the correct box.

(a) Peter had the same dream many times.

☐ true ☐ false

(b) Peter's parents were rich.

☐ true ☐ false

(c) Peter had a horse.

☐ true ☐ false

(d) The old man's clothes were dusty and torn.

☐ true ☐ false

(e) The old man had been attacked quite close to home.

☐ true ☐ false

**Reading for understanding**

1. Why do you think other people travelling along the road hadn't found the old man?

---



---

2. Why didn't Peter think that the old man was rich when he first saw him?

---



---

3. Do you think Peter was a kind boy?

☐ yes ☐ no

Explain why you think this. \_\_\_\_\_

---



---

4. Why did the old man want to make Peter's dream come true?

---



---



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# Applying your knowledge

One good turn deserves another.

1. Explain to a partner or your class what this saying means. You could use the story *House of dreams* to help your explanation or you may like to think about how somebody rewarded you for doing them a good turn.
2. Write your answers in the table below.
  - (a) List three good things you have done for others.
  - (b) Who did you help?
  - (c) Did something good happen because of what you did?
  - (d) What was it?

An example has been completed for Peter.



Good turn	Who was helped?	Reward		What was your reward?
Got help	Old man	Yes	No	He fed children and let me stay
		Yes	No	
		Yes	No	
		Yes	No	

## Vocabulary

‘Beautiful’ is a word used in the story to describe clothes. Words used to describe nouns (naming words) are called adjectives.

1. Look through the story and find six adjectives (descriptive words).

_____	_____	_____
_____	_____	_____

2. Write six other words (adjectives) which could be used to describe a cottage.  
For example: pretty.

\_\_\_\_\_

\_\_\_\_\_

3. 'Small' is the word used to describe the cottage where Peter lived. Write three words which mean the same as **small** (synonyms).

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. In the story, the dining room table was **huge**. Write three other words which could be used as synonyms for huge.  
For example: **massive**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. Write three words that could be used as the opposites (antonyms) of **huge**.  
For example: **minute**

\_\_\_\_\_

\_\_\_\_\_

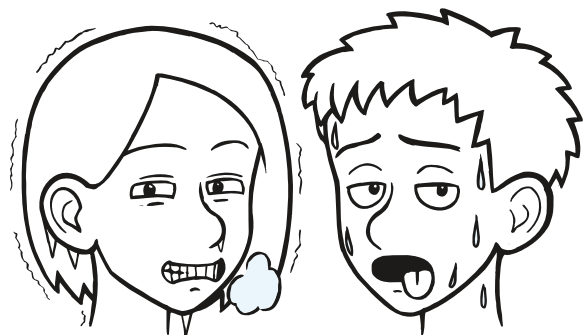
\_\_\_\_\_

6. **Un** is a prefix which means not, opposite or the reverse. Use **un** in front of these words from the story to make antonyms.

- |             |       |                 |       |
|-------------|-------|-----------------|-------|
| (a) kind    | _____ | (b) able        | _____ |
| (c) happy   | _____ | (d) covered     | _____ |
| (e) invited | _____ | (f) interesting | _____ |
| (g) helpful | _____ | (h) opened      | _____ |
| (i) dressed | _____ | (j) true        | _____ |

7. Write an antonym for each word from the narrative.

- |          |       |
|----------|-------|
| (a) boy  | _____ |
| (b) poor | _____ |
| (c) old  | _____ |
| (d) cold | _____ |



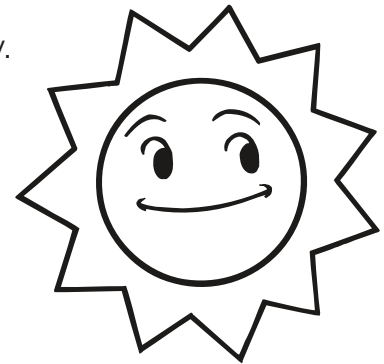
There are many ways to represent a single sound in the English language.  
For example, **n**, **nn**, **kn**, **gn** all make the same sound.

1. Circle the **n** sound in these words.

groaning	runner	knocked	sign	hungry
know	invited	gnome	winner	finally

2. Give two examples of your own for each of the ways to make **n**. Use a dictionary to help you spell them correctly.

- (a) **n** \_\_\_\_\_
- (b) **nn** \_\_\_\_\_
- (c) **kn** \_\_\_\_\_
- (d) **gn** \_\_\_\_\_



3. Make up a 'word snake' using as many **n** words as you can. Ask a partner to separate the words. For example:

kindfunnyknewbringchildren

4. Complete these words using the correct 'n' sound.

- |                |            |              |
|----------------|------------|--------------|
| (a) gri____ing | (b) ____aw | (c) ____ock  |
| (d) ____eat    | (e) ____ee | (f) desi____ |

5. Find a rhyming word for each of these **n** words.

- |                  |                 |
|------------------|-----------------|
| (a) night _____  | (b) gnash _____ |
| (c) dinner _____ | (d) wagon _____ |
| (e) knife _____  | (f) land _____  |

## Adjectives

Adjectives are describing words. They tell us more about people, places and things.



1. (a) Read these. (The adjectives are in bold.):

- (i) **small** cottage      (ii) **big warm** house      (iii) **huge** table  
(iv) **beautiful** clothes      (v) **cold** bed      (vi) **happy** smile

(b) Choose a different adjective to describe each of these:

- (i) \_\_\_\_\_ cottage      (ii) \_\_\_\_\_ house  
(iii) \_\_\_\_\_ table      (iv) \_\_\_\_\_ clothes  
(v) \_\_\_\_\_ bed      (vi) \_\_\_\_\_ smile

Good writers choose their adjectives wisely to make their stories more interesting and informative.

For example:

There is a big difference between these two descriptions of a boy.

a sad, lonely, unhappy boy

a friendly, smiling, popular boy

2. (a) Use some informative, suitable adjectives to describe a boy you know.

a \_\_\_\_\_ boy

(b) Do you think other readers would like the boy you describe? ☐ **yes** ☐ **no**

3. Add adjectives to make this writing more interesting and informative.

One \_\_\_\_\_ morning the \_\_\_\_\_ children decided to go walking in the park. It was very hot but they forgot to wear their \_\_\_\_\_ hats and they didn't take any \_\_\_\_\_ drinks with them. They wandered off the \_\_\_\_\_ path and soon became lost. By the time their \_\_\_\_\_ parents found them, they were \_\_\_\_\_ sunburnt and \_\_\_\_\_ thirsty.



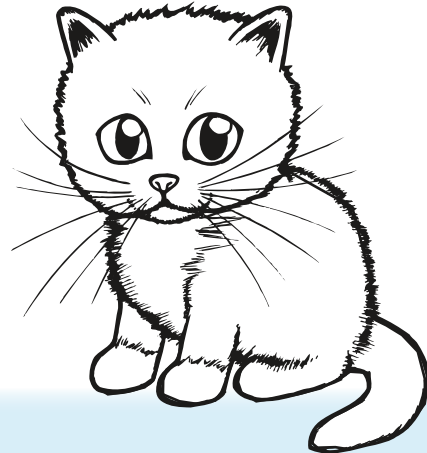
## Punctuation: commas

Commas are needed to separate words in lists.

For example: a huge, delicious, tuna, lettuce and tomato sandwich

1. Add commas to separate the adjectives.

- (a) the bright sunny cloudless sky
- (b) a wonderful kind generous man
- (c) the cute cuddly fluffy kitten
- (d) the snappy noisy annoying dog



## Paragraphs

Paragraphs make stories easier to read and understand by breaking them into parts.

Short, simple stories sometimes have only three paragraphs—a beginning, a middle and an ending—but most stories have a lot more paragraphs or parts.

1. Look at the story *House of dreams* and count the paragraphs.

Writers use a new paragraph for a new idea. They start with a capital letter and the first word is sometimes indented. A space should be left between paragraphs.

2. Answer these questions about the paragraphs in *House of dreams*.

(a) How many paragraphs are there?

(b) What is the last word in Paragraph 1?

\_\_\_\_\_

(c) What is the first word in Paragraph 3?

\_\_\_\_\_

(d) Does the first word in every paragraph start with a capital letter? ☐ yes ☐ no

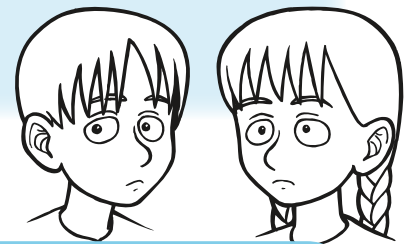
(e) What is the first word in the last paragraph? \_\_\_\_\_

(f) Why do writers use paragraphs? \_\_\_\_\_

## Parts of a narrative

A story = Characters + Complication + Resolution

- Characters:** are described so that the reader can 'see' and 'understand' them. Good writers make their characters seem real and interesting by telling us what they look like, their personality and what they are likely to do.
- Complication:** the problems facing the character. It is something the main character wants to happen and what stops him/her from getting it.
- Resolution:** tells how the problem is solved. The main character must do something about the problem. If there is no action, there is no story.



Let's see how this works with some well-known fairytales.

TITLE:

Hansel and Gretel

ORIENTATION:

Characters (appearance, personality, likely actions)	<p><b>Hansel and Gretel</b>—young, sad, obedient, clever, frightened, kind</p> <p><b>Stepmother</b>—jealous, selfish, cruel</p> <p><b>Father</b>—weak, gentle, trusting</p> <p><b>Witch</b>—poor eyesight, ugly, wicked, greedy</p>
Setting/location	Forest
Time	Once upon a time

INITIATING EVENT:

What event starts the action?	Stepmother tries to get rid of the children.
How does this involve the characters?	The children are left in the forest.

COMPLICATION:

What problems do the characters have?	The children are captured by the witch.
What caused the problem?	The witch wanted to fatten them up and eat them.

RESOLUTION:

How are the problems solved?	Gretel pushed the witch into the oven.
------------------------------	--

CONCLUSION:

What happened in the end?	The children escaped and lived happily ever after with their father.
---------------------------	--

## Sequencing

The order in which events happen in a story is very important.

1. Write numbers 1–5 in the boxes to correctly order or sequence these events from *Hansel and Gretel*.

- (a) The witch was pushed into the oven.
- (b) They lived happily ever after.
- (c) Their stepmother took them into the forest.
- (d) Hansel was kept in a cage.
- (e) The children couldn't find their way home.



2. Choose a fairy story from the list below and use the framework on the next page to outline this story.

***Little Red Riding Hood***

***Cinderella***

***The three billy goats gruff***

***Sleeping Beauty***

TITLE:

ORIENTATION:

<b>Characters</b> (appearance, personality, likely actions)	
<b>Setting/location</b>	
<b>Time</b>	

INITIATING EVENT:

<b>What event starts the action?</b>	
<b>How does this involve the characters?</b>	

COMPLICATION:

<b>What problems do the characters have?</b>	
<b>What caused the problem?</b>	

RESOLUTION:

<b>How are the problems solved?</b>	
---	--

CONCLUSION:

<b>What happened in the end?</b>	
--------------------------------------	--

Choose a topic from the box below and write a narrative. Use the plan first.

***My hero***  
***In trouble again***

***A helping hand***  
***My dream came true***

***My special friend***  
***A lucky escape***

*TITLE:*

*ORIENTATION:*

Characters (appearance, personality, likely actions)	Setting/ location	Time

*INITIATING EVENT:*

What event starts the action?	How does this involve the characters?

*COMPLICATION:*

What are the problems?	What caused the problems?

*RESOLUTION:*

How are the problems solved?	

*CONCLUSION:*

What happened in the end?	

When you have completed your story, proofread and edit it using the following questions as a guide.

### Checklist

Title of the narrative: \_\_\_\_\_

#### **Title:**

Does the title indicate what the story is about? ..... ☐ **yes** ☐ **no**

Does it get the attention of the reader? ..... ☐ **yes** ☐ **no**

#### **Orientation:**

Does the beginning draw readers into the characters' world? ..... ☐ **yes** ☐ **no**

Are the characters believable? ..... ☐ **yes** ☐ **no**

Do their actions fit their personalities? ..... ☐ **yes** ☐ **no**

Is the setting realistic? ..... ☐ **yes** ☐ **no**

#### **Initiating event:**

Is the problem known at the beginning of the story? ..... ☐ **yes** ☐ **no**

#### **Complication:**

Is the problem believable? ..... ☐ **yes** ☐ **no**

Are the events in sequence? ..... ☐ **yes** ☐ **no**

#### **Resolution:**

Does the resolution grow naturally from the complication? ..... ☐ **yes** ☐ **no**

Have the problems been solved? ..... ☐ **yes** ☐ **no**

#### **Conclusion:**

Is the ending satisfying to the reader? ..... ☐ **yes** ☐ **no**

#### **Punctuation and spelling:**

Have you:

- used a dictionary or asked someone to check your spelling? ..... ☐ **yes** ☐ **no**
- included punctuation such as capital letters, full stops and commas? ..... ☐ **yes** ☐ **no**
- started a paragraph for each new idea? ..... ☐ **yes** ☐ **no**

#### **Vocabulary:**

Have you used some interesting adjectives? ..... ☐ **yes** ☐ **no**

1. Choose a title from the box and plan and write a narrative in full on a separate sheet of paper. Plan your narrative using the framework on page 65.

***The sad prince***

***A brave knight***

***The invisible witch***

***The princess and the ant***

***The magic forest***

2. (a) A narrative has four parts, which are a t\_\_\_\_\_, an orientation, a c\_\_\_\_\_ and a r\_\_\_\_\_.
- (b) The orientation tells who, \_\_\_\_\_, \_\_\_\_\_ and when.
- (c) The resolution tells how the problem is \_\_\_\_\_.
3. (a) Synonyms are words which have the same, or similar \_\_\_\_\_.
- (b) Write three synonyms for the word 'nasty'.




4. (a) Antonyms are words with the \_\_\_\_\_ meaning.
- (b) Write antonyms for these words.
- |                   |                   |
|-------------------|-------------------|
| (i) unkind _____  | (ii) happy _____  |
| (iii) ugly _____  | (iv) fat _____    |
| (v) tall _____    | (vi) long _____   |
| (vii) quick _____ | (viii) good _____ |

5. Circle the letter or letters making the **n** sound in these words.

(a) k n i f e

(b) n u t

(c) r u n n i n g

(d) s i g n

(e) n i g h t

(f) k n i g h t

6. Write five descriptive words (adjectives) to describe your bedroom.

7. Choose an interesting adjective to describe each of these.

- |                 |                  |
|-----------------|------------------|
| (a) _____ ball  | (b) _____ sky    |
| (c) _____ river | (d) _____ boat   |
| (e) _____ book  | (f) _____ game   |
| (g) _____ park  | (h) _____ flower |

8. Add commas to separate the adjectives.

- (a) tired grumpy wrinkled old man
- (b) ferocious snarling scary brown dog
- (c) beautiful tall shady oak tree
- (d) cool clear inviting swimming pool



9. Underline the adjective in each sentence.

- (a) The frightened boy ran home.
- (b) Look at that amazing animal.
- (c) My old grandfather likes to catch fish.
- (d) Her dog is huge.
- (e) I love chocolate ice-cream.
- (f) George enjoys reading adventure stories.

10. (a) Writers use a new paragraph for a \_\_\_\_\_ idea.

(b) Paragraphs start with a \_\_\_\_\_ letter and the \_\_\_\_\_ word is sometimes indented.

(c) A \_\_\_\_\_ should be left between paragraphs.



## Page 52 – Evaluation

- Teacher check
- (a) An exposition can be in the form of a(n) *essay, letter or advertisement*.  
(b) An exposition usually has: *a title, an introductory statement, arguments and a conclusion*.
- (a) The title tells *us what the exposition is about*.  
(b) The overview tells what the writer *thinks about the subject*.  
(c) The *reasons* are arguments to persuade the audience.  
(d) The conclusion is the *final comment and summing up*.

Answers may vary

- (a) run (b) climb (c) skip  
(d) throw (e) hop (f) jump

## Page 53 – Evaluation

- (a) large, enormous, huge  
(b) hazardous, unsafe
- (a) football (b) basketball  
(c) classroom (d) playground  
(e) afternoon (f) cupboard  
(g) lunchtime (h) bathroom  
(i) outside (j) whiteboard
- (a) it's (b) can't  
(c) aren't (d) don't  
(e) haven't (f) you've  
(g) I'd (h) couldn't
- Last Friday, Tom and Frank rode to the park and found a lost dog. Tom checked his tags. On the collar was the dog's name, Charlie.
- (a) question mark (b) full stop  
(c) full stop (d) question mark  
(e) question mark (f) full stop

## Narrative 1

### House of dreams: pages 54–69

#### Page 55

- Teacher check

#### Page 56

- Title  
House of dreams

#### Setting

**Who** – Peter, old man, servants

**What** – Help hungry children

**Where** – Resting beside the road

**When** – Once upon a time

#### Complication

He was worried about the poor, hungry children and how they needed food.

#### Resolution

He helped Peter make his dream come true and opened his house to poor, hungry children. He also asked Peter to live in the house.

## Page 57

#### Reading for information

- (a) true (b) false (c) false  
(d) true (e) true

#### Reading for understanding

- He was in a ditch
- He was weak, with no money or clothes
- Teacher check

## Page 58

#### Applying your knowledge

- Teacher check. Answers may include: small, poor, hungry, cold, big, warm, huge, happy, beautiful, rich, sad, disappointed, tired, weak, groaning, old, big, kind, helpful

## Page 59

- Teacher check. Answers may include: cute, old, small, cosy, snug, rickety, ugly, drab
- Teacher check. Answers may include: little, minute, teeny, wee, mini, petite
- Teacher check. Answers may include: large, gigantic, big, enormous
- Teacher check. Answers may include: small, little, tiny, mini, wee
- (a) unkind (b) unable  
(c) unhappy (d) uncovered  
(e) uninvited (f) uninteresting  
(g) unhelpful (h) unopened  
(i) undressed (j) untrue
- Answers may vary  
(a) man (b) rich, wealthy  
(c) new, young (d) hot, warm

**Page 60**

1. Groaning, runner, knocked, sign, hungry, know, invited, gnome, winner, finally
- 2–5. Teacher check

**Page 61**

- 1–3. Teacher check

**Page 62**

1. (a) The bright, sunny, cloudless sky  
(b) A wonderful, kind, generous man  
(c) The cute, cuddly, fluffy kitten  
(d) The snappy, noisy, annoying dog
1. Teacher check
2. (a) 5 (b) hungry (c) Peter  
(d) yes (e) Finally  
(f) To make their writing easier to read and understand. (Answers may vary)

**Page 64**

1. (a) 4 (b) 5 (c) 1  
(d) 3 (e) 2
2. Teacher check

**Page 65**

Teacher check

**Page 66**

Teacher check

**Page 67**

Teacher check

**Page 68 – Evaluation**

1. Teacher check
2. (a) A narrative has four parts, which are a **title**, an orientation, a **complication** and a **resolution**.  
(b) **what, where**  
(c) **solved**
3. (a) meaning (b) Teacher check
4. (a) opposite (b) Teacher check
5. (a) **knife** (b) **nut** (c) **running**  
(d) **sign** (e) **night** (f) **knight**
6. Teacher check

**Page 69 – Evaluation**

7. Teacher check

8. (a) tired, grumpy, wrinkled, old man  
(b) ferocious, snarling, scary, brown dog  
(c) beautiful, tall, shady, oak tree  
(d) cool, clean, inviting, swimming pool
9. (a) frightened (b) amazing (c) old  
(d) huge (e) chocolate (f) adventure
10. (a) new (b) capital, first  
(c) space

**Report 1**

**Elephants: pages 70–86**

**Page 71**

- 1–2. Teacher check

**Page 72**

1. *Title*  
Elephants  
*Classification*  
mammal  
*Description*  
Teacher check  
*Conclusion:*  
Because their numbers are decreasing

**Page 73**

- Reading for information*
1. (a) true (b) true (c) false  
(d) false (e) true
- Reading for understanding*
1. Asian elephants are easier to train.
  2. Poachers are only interested in their tusks.
  3. 3 years, They feed on their mother's milk.
  4. Answers may include: work, forests, transport, parades, tourist attractions

**Page 74**

- Applying your knowledge*
1. Elephants are in danger of disappearing.
- 2–3. Teacher check
1. (a) poachers (b) mammals  
(c) Herbivores (d) protected  
(e) transferring (f) tusks, teeth  
(g) decreasing

**Page 75**

2. Teacher check