

YEAR 4

ENGLISH

KEY STAGE 1

**UNIVERSAL
ENGLISH ACADEMY**

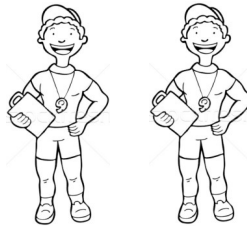
Digraphs Fluency Passages

ck

Colour the ending "ck" digraph words. Read the passage twice. Colour a coach each time after you read. Then answer the comprehension questions.

Kickball

Nick kicks the ball and starts to run. "Run quick, Nick!" said coach Rick. Nick looks back and says, "Okay coach." He turns to get back on track in getting to first base. When Nick got to first, he pulled up his socks and smiled. Coach said, "You made it Nick!"



1. Who kicked the ball?

2. What did coach Rick say to Nick after he kicked the ball?

3. What did Nick pull up when he got to first?

4. What is a synonym for quick?

☐ sturdy ☐ light ☐ thin ☐ fast

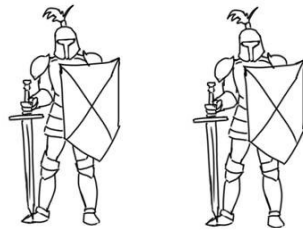
Draw a picture of the story

Colour the beginning "kn" digraph words. Read the passage twice. Colour a knight each time after you read. Then answer the comprehension questions.

The Knight

Knights are very brave. A knight would guard the castle where the king and queen lived. They had a knack on how to put their armor on. Their armor and shield was to protect their body, knees and knuckles.

Knights even had their own horse. I want to be a knight!



1. Who guarded the castle where the king and queen lived?

2. What did Knights have a knack for?

3. What did their armor protect?

4. What is a synonym for knack?

☐ gift ☐ leave ☐ on ☐ skill

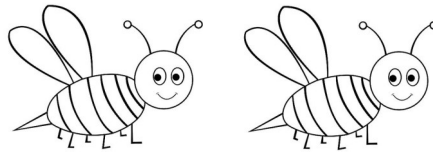
Draw a picture of the story



Colour the ending "mb" digraph words. Read the passage twice. Colour a bum-blebee each time after you read. Then answer the comprehension questions.

The Lamb and the Honeycomb

One day, I saw a lamb standing by a tree. There on a limb there was a large honeycomb with a lot of bees around it. I knew not to climb the tree, because there was a bee the size of my thumb. The lamb and I got away from the bees and the honeycomb before we got stung.



1. What did I see standing by a tree?

2. What was on the limb of the tree?

3. One bee was the size of what?

4. What is a synonym for limb?

☐ flower ☐ branch ☐ trunk ☐ root

Draw a picture of the story



Colour the "dge" digraph words. Read the passage twice. Colour a mountain each time after you read. Then answer the comprehension questions.

Winter Vacation

Our dad drove us to a ski lodge in his Dodge truck. It was pretty over the ridge of the mountain. We met a judge who made good fudge. He always kept some in the fridge. On the way home, we stopped at a bridge and took pictures close to a ledge to remember our winter vacation at the ski lodge.



1. Where did our dad drive us to?

2. What did the judge make that was good?

3. Where did we take pictures?

4. What is a synonym for ledge?

☐ cliff ☐ steam ☐ pond ☐ ocean

Draw a picture of the story



Digraphs Fluency Passages

wr

Colour the beginning "wr" digraph words. Read the passage twice. Colour a sock each time after you read. Then answer the comprehension questions.



Mr. Wright's Socks



"Mr. Wright, your socks are wrinkled," said the class. Mr. Wright bends down and takes his hands and wrists and pulls up his socks. Down his socks fall again. Mr. Wright wrestles with his socks. The class wrapped a gift for Mr. Wright. It's a pair of new socks. Mr. Wright smiles because he's happy with his new socks.

1. What did the class say to Mr. Wright

2. What did Mr. White's class do for him?

3. What was Mr. Wright's gift?

4. What is a synonym for wrinkled?

☐ stand ☐ creased ☐ sing ☐ run

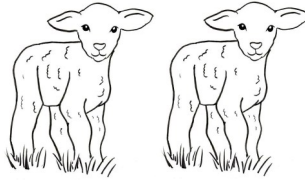
Draw a picture of the story



Colour the ending "mb" digraph words. Read the passage twice. Colour a lamb each time after you read. Then answer the comprehension questions.

The Lamb and the Honeycomb

One day, I saw a lamb standing by a tree. There on a limb was a large honeycomb with a lot of bees around it. I knew not to climb the tree, because there was one bee the size of my thumb. The lamb and I got away from the bees and the honeycomb before we got stung.



1. What did I see standing by the tree?

2. What was on a limb of a tree?

3. One bee was the size of what?

4. What is a synonym for limb?

☐ flower ☐ branch ☐ trunk ☐ root

Draw a picture of the story





Read and Retell

The Big Test

Beth has a big math test today. Last night, Beth learned her math facts. She went to bed to get lots of sleep. She ate a good breakfast. Beth thinks she will get an A on the test today!



Does this story remind you of anything?

"This story reminds me of _____."

Draw a picture of the story

A large, empty rectangular box with a black border, intended for a student to draw a picture of the story.

Number the sentences below in the order of which they happened in the story.

☐

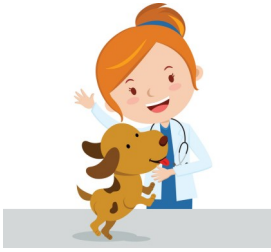
Beth has a big math test today.

☐

She ate a good breakfast.

☐

She went to bed to get lots of sleep.



Read and Retell

The Best Vet

Jill's dog, Red, is very sick. Red will not **eat** or sleep. He does not want to play **outside**. Jill and her mum will take Red to see Mrs. Well, the pet vet. Mrs. Well gives Red a check up and some **medicine**. After a week, Red feels better! Mrs. Well, is the best vet.



Does this story remind you of anything?

"This story reminds me of _____."

Draw a picture of the story

Number the sentences below in the order of which they happened in the story.

☐

After a week, Red feels better!

☐

Jill's dog, Red, is very sick.

☐

He does not want to play outside.

Read and Retell

At the Park

Mel went to the park with her little brother on a hot summer day. They slid down the slide. They had fun on the swings. They played jump rope. "Can we come back tomorrow?" Mel's little brother asked. He had fun at the park!



Does this story remind you of anything?

"This story reminds me of _____."

Draw a picture of the story

Number the sentences below in the order of which they happened in the story.

☐

They had fun on the swings.

☐

He had fun at the park!

☐

Mel went to the park with her little brother.

Read and Retell

The Beach

Kris and her mum went to the beach last week. They swam in the cold water. Kris made a sandcastle and her mum read a book. They sat on the sand and ate hotdogs and chips for lunch. On the way home, Kris took a nap in the car. It was a great day at the beach!



Does this story remind you of anything?

“ This story reminds me of _____.”

Draw a picture of the story

Number the sentences below in the order of which they happened in the story.

☐

Kris and her mum went to the beach last week.

☐

It was a great day at the beach!

☐

They swam in the cold water.

Tricky Words

Which is correct? Circle the correct word.



sed or said

soe or so

some or som

come or com

have or hav

lyke or like

littel or little

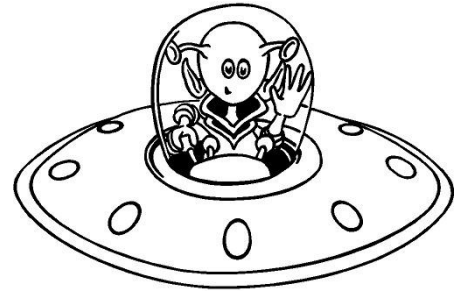
there or thare

Now write three sentences using the tricky words from above.

1. _____.
2. _____.
3. _____.

Tricky Words

Which is correct? Circle the correct word.



were or weur

duw or do

owt or out

wone or one

wen or when

what or whot

werk or work

wonce or once

Now write three sentences using the tricky words from above.

1. _____.
2. _____.
3. _____.

Tricky Words

Which is correct? Circle the correct word.



people or peple

their or thare

where or weer

who or whu

agen or again

thow or though

meny or many

becus or because

Now write three sentences using the tricky words from above.

1. _____.
2. _____.
3. _____.

Tricky Words



Which is correct? Circle the correct word.

please or pleaze

lucked or looked

called or cawled

asked or askt

laught or laughed

different or differant

eyes or eiys

friends or frends

Now write three sentences using the tricky words from above.

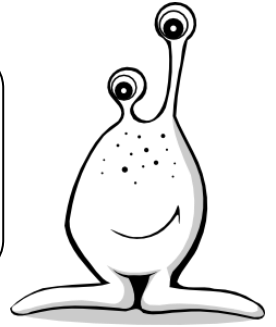
1. _____.
2. _____.
3. _____.

Prefix un

The prefix **un** changes the root word to its opposite.

lucky \Rightarrow **un**lucky

Write **un** before the start of these words.



__ _ well

__ _ tidy

__ _ even

__ _ fair

__ _ happy

__ _ kind

__ _ dress

__ _ safe

__ _ zipped

__ _ plug

Choose words from the list above to complete the sentences.

Cinderella was _____ because the stepsisters were _____ to her. She had to do all the housework. It was _____. The stepsisters were very _____. They left all their clothes for Cinderella to pick up!

Now write a sentence using one of the words from above.

_____.

Prefix re

If we put **re** before a verb it means the action will happen again..

For example, *redo* - to do again

Write **re** before these verbs.

— — pay

__mix

__ fill

__ fuel

__ __ think

__ __ wind

__ __ name

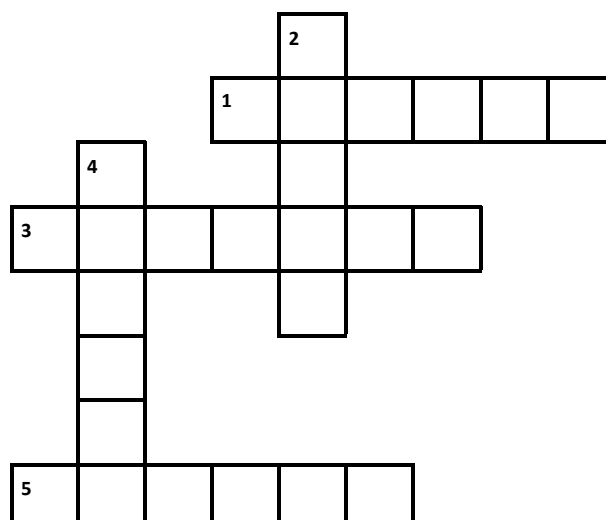
__ call

__ play

__ turn

Read the clues below and complete the crossword.

1. to play again or over
2. to mix again
3. to think again about something
4. to give a new name
5. to go back



Sounds the Same

Some words sound the same but are spelt differently and mean different things.

Read the words below.

mail - male

plaice - place

new - knew

sow - sew

witch - which

new - knew

threw - through

their - there

were - wear

tail - tale

Choose a word from the list above to complete each sentence. Write the word in the space.

1. I have _____ school shoes.
2. A boy is a _____
3. The _____ flew on a broomstick.
4. It was a fun _____ to visit.
5. She _____ the ball.
6. The tiger has a long _____.

Sounds the Same

Find 21 homophones in the wordsearch. Look across and down. Draw a ring around each word you find and cross it off the list.

b	p	l	a	c	e	s	s	v	s
n	l	d	d	w	h	e	r	e	o
m	a	i	l	m	a	l	e	e	w
a	i	d	t	w	e	r	e	t	w
i	c	t	h	r	o	u	g	h	r
n	e	h	e	t	a	i	l	r	w
m	t	e	i	n	e	w	n	e	i
a	d	r	r	d	k	n	e	w	t
n	w	e	a	r	s	e	w	b	c
e	t	a	l	e	w	h	i	c	h

tail tale mail male main mane sow sew
witch which their there threw through
place plaice new knew where were wear

Now write three sentences using the homophones from above.

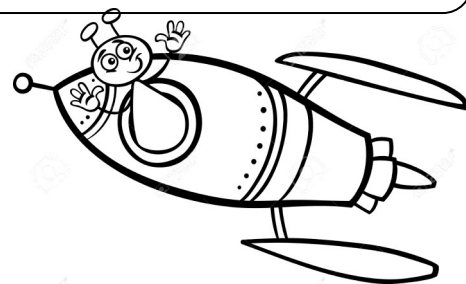
1. _____.
2. _____.
3. _____.

The suffixes ER and EST

Adjectives are words that tell us more about nouns. The suffixes **er** and **est** can be added to most adjectives. **Er** is used to compare nouns and **est** tells us which is the most.

The rules for adding **er** and **est**:

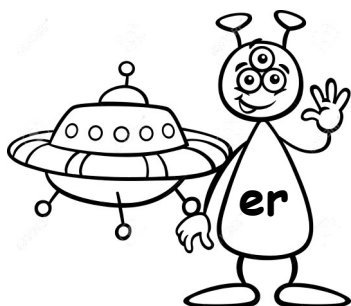
- Final **e** → add **r** or **st** as in *nice* - *nicer*, *nicest*
- Final consonants or a long vowel phoneme add **er** or **est** as in *cold* - *colder*, *coldest*.
- Final **y** after a consonant → change **y** to **i** and add **er** or **est** as in *funny* - *funnier*, *funniest*.
- Final consonant with a short vowel phoneme → double the consonant and add **er** or **est** as in *hot* - *hotter*, *hottest*.



Add **er** and **est** to the adjectives in these sentences by following the rules above.

1. **small** - A cat is _____ than a horse and a mouse is the _____ of the three.
2. **happy** - The boy who came second was _____ than the boy who came last, but the winner was the _____.
3. **brave** - I think a cat is _____ than a mouse but a lion is the _____.
4. **old** - My mum is _____ than me and my grandma is the _____.
5. **silly** - My twin sister is _____ than me, but my little brother is the _____.

Join each adjective to its antonym (opposite).



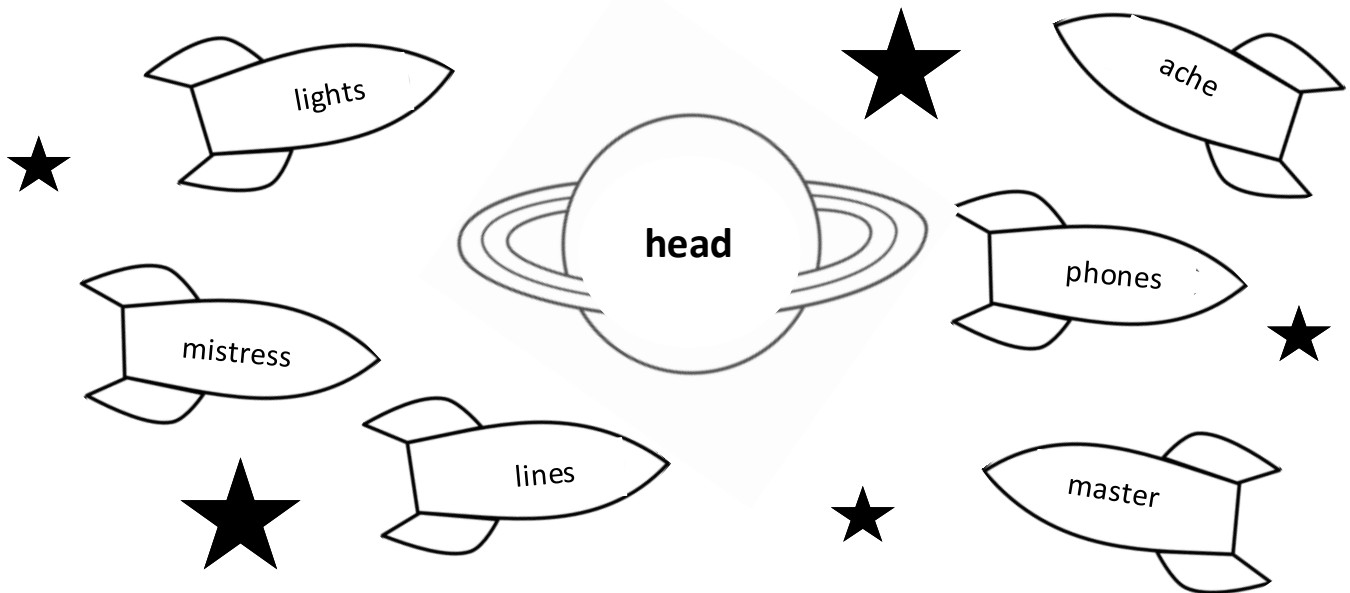
faster
shortest
wider
easier
oldest
ugliest

longest
thinner
slower
youngest
prettiest
harder



Words with similar patterns and meanings

The words in this puzzle start with the word **head**. Read the clues and join the words in the rockets to the word in the planet to make your answers. Write them on the lines next to the clues.



Finish the sentences using the clues

1. A pain in the head _____
2. They help drivers see in the dark _____
3. A man in charge of a school _____
4. A woman in charge of a school _____
5. Use them to listen to music _____
6. The titles of stories in a newspaper _____

Read the clues. Unjumble the anagrams to make the words with **day** and write them on the lines.

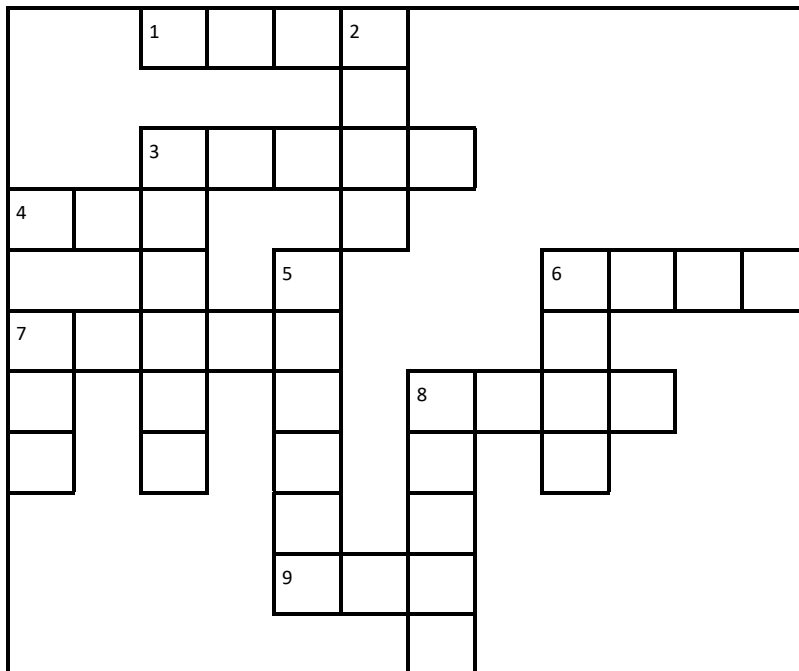
1. This **day** comes before today. STEERYAD _____
2. This **day** is the day we are in. YADOT _____
3. This **day** is the opposite of night-time. TIEDYAM _____
4. This **day** comes before Tuesday. DONYAM _____
5. This **day** happens when the sun rises. BAKEYARD _____
6. This **day** help us to see. TAGDHIYL _____

Homophones



A homophone is a word that is pronounced the same as another word, but with a different spelling and meaning, for example, *wood* - *would*.

What is a homophone? Read the clues and write a homophone for the underlined word in the crossword.



Word Bank

waist
sun
one
stares
rose
weight
weak
poor
plane
wood
sight
wear
sew



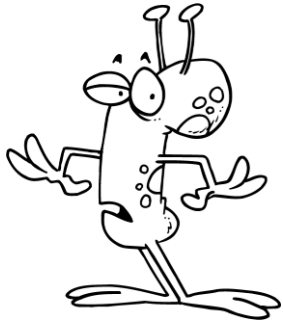
ACROSS

1. Where is the exit? 3. Put the waste in the bin 4. I won the game 6. There are seven days in a week. 7. I found a good site online 8. My job was to pour the water 9. My friend has a new baby son.

DOWN

2. We usually sit in rows. 3. We had to wait. 5. Walking up stairs is tiring. 6. I would like to play too. 7. The farmer had to sow the seeds. 8. The cake was plain and boring.

Plural Nouns



We use singular nouns when there is one item and plural nouns for more than one, for example, one bed, two beds, To make most plurals we just add **s**, but it isn't always so simple. There are some rules for making plurals. Read each rule carefully, then look at the pictures and clues for each puzzle. The pictures show singular nouns which you must make into plurals.

Rule When nouns end **f** or **fe**, change the **f** to **v** and add **s** or **es**, for example, *elf* - *elves*, and *half* - *halves*.

1. Worn around your neck



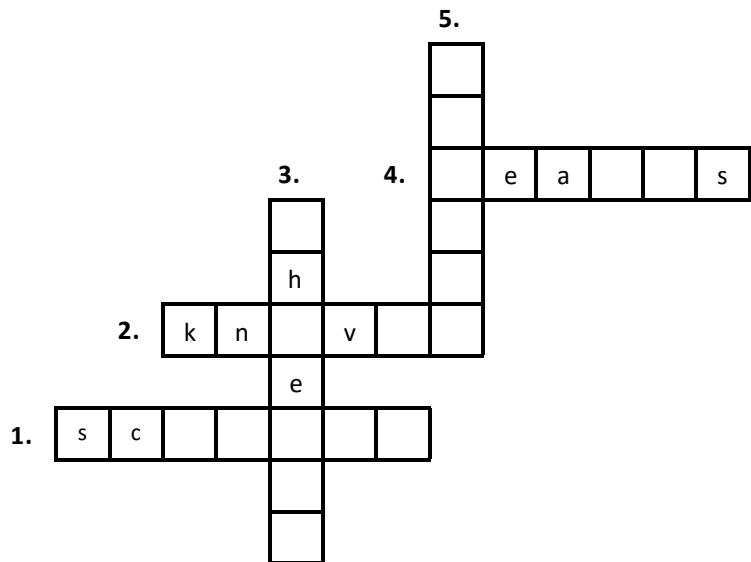
2.

3. A synonym for robbers



4.

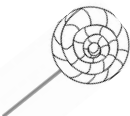
5. They eat little pigs



Rule When nouns end in a consonant + **y**, change the **y** to **i** and add **es**, for example, *story* - *stories*. When nouns end in a vowel + **y** just add **s**, for example, *boy*—*boys*.

1. Baby dogs

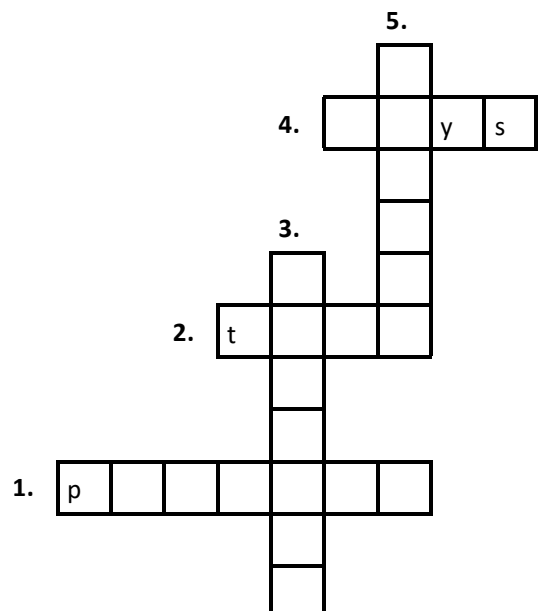
2. Things you play with



3.

4. There are seven in a week

5. When we are born, we are _____




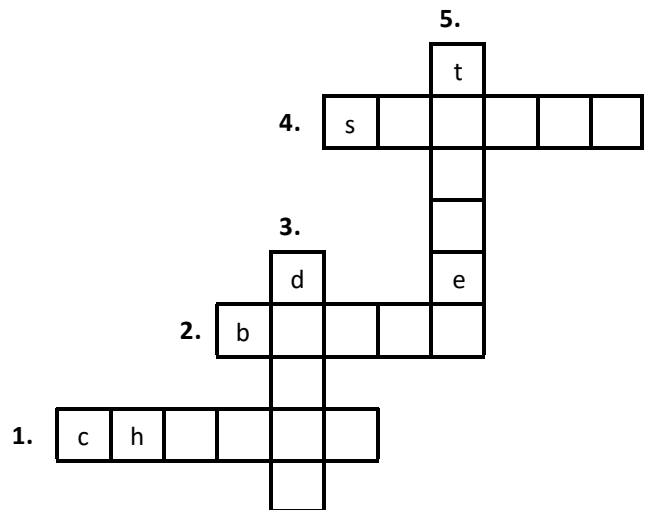
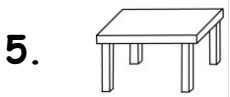
Plural Nouns




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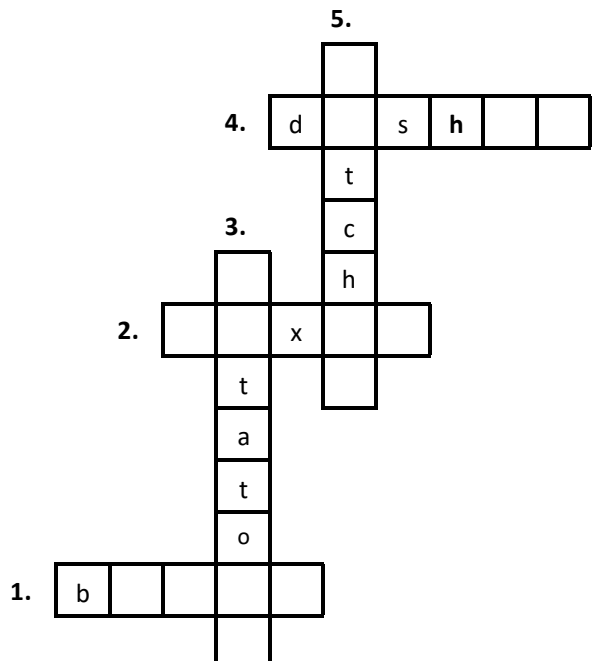
Rule Add **s** to words that do not end in **s, o, ch, sh, x** and **z**, for example, bag — bags.

1. 
2. You read these
3. You enter rooms through these
4. Find these on envelopes



Rule Add **es** to words that do end in **s, o, ch, sh, x** and **z**, for example, fox - foxes.

1. 
2. Tissue comes in these
3. These can be made into chips
4. Like bowls



Compound Words

Read the clues and unjumble the anagrams to make compound words. Each of the words within the compound word has a separate anagram, for example, *tew situ = wet suit = wetsuit*.

Clue	Anagram	Compound word
1. This is wet and drops straight down	twear	lalf _____
2. All the people	ryvee	noe _____
3. Not the ground floor	pu	tassir _____
4. An antonym for hello	dogo	yeb _____
5. Not above the surface of the earth	duner	rogdun _____
6. People send these when on holiday	stop	dracs _____
7. The fringes of hair above the eyes	yee	worbs _____
8. The place you go to catch a plane	ria	trop _____
9. These can hold pieces of paper together	preap	plics _____
10. Put this on a brush to clean your teeth	thoot	stape _____
11. A very large golden flower	nus	rewolf _____
12. Time to have a midday meal.	chuln	mite _____

Now write three sentences using the compound words from above.

1. _____.
2. _____.
3. _____.

Compound Words

Compound words are made up of two or smaller words joined together to make one long word. For example, *bedroom*, *eyesight* and *hair-brush*. Another type of compound word can be made when prefixes or suffixes are added to words, for example, *hopeless*, *hopeful*, *unhappy*, *undress* and *unaware*.

The table of compound-words have been muddled up. Join the words together to make longer compound words and write them in the empty column.



1st word	2nd word	Complete word
sauce	bow	saucepan
home	noon	_____
rain	fast	_____
after	print	_____
break	doors	_____
every	post	_____
paper	table	_____
sign	copy	_____
foot	quake	_____
time	where	_____
earth	work	_____
photo	back	_____
in	pan	_____

Add a second word to make compound words

1. home _____
2. snow _____
3. week _____
4. paper _____

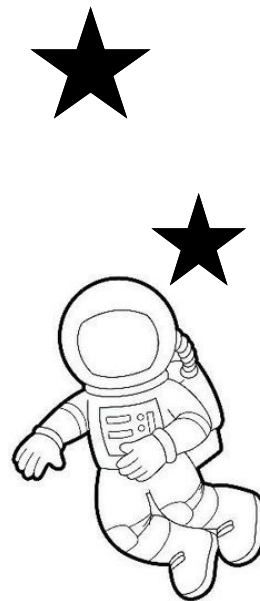
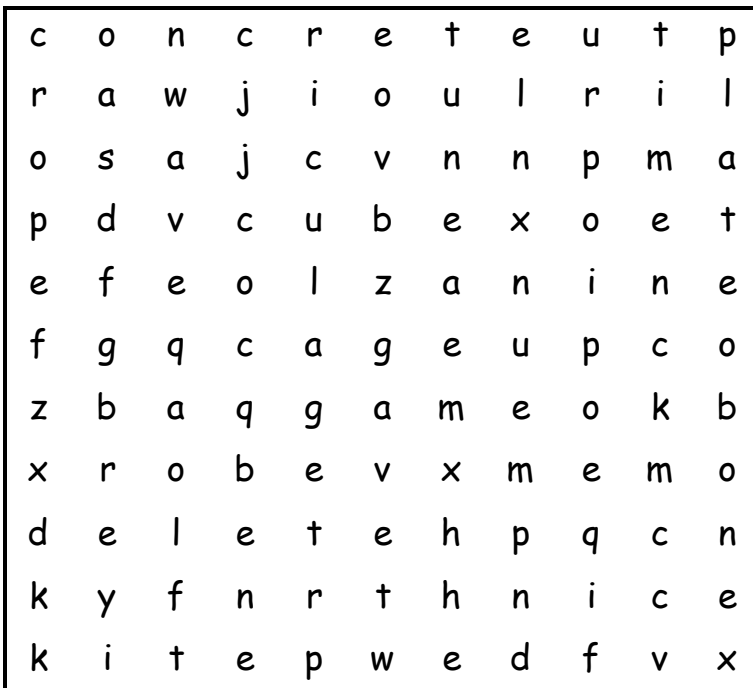
Add a first word to make compound words

1. _____ lace
2. _____ room
3. _____ paper
4. _____ ache

Silent E

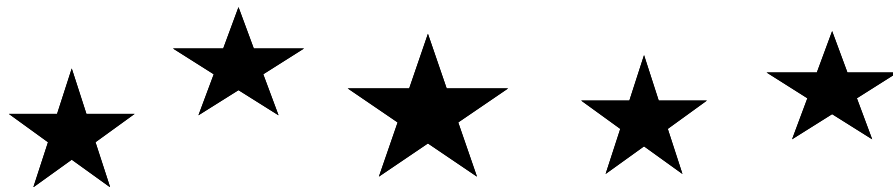
These words all end with a silent **e** which makes the vowel sound long, for example, **ma****d** - ma**d****e** and **cub** - cub**e**.

Solve the clues and find the answers in the wordsearch. The words can only be read across and down.



Word Bank

tune
cube
concrete
rope
kite
robe
delete
plate
gave
nine
game
time
bone
nice
wave
cage



1. A clock will help you find what _ _ _ it is. (4)
2. An antonym for nasty (4)
3. A _ _ _ _ makes the sea move.
4. A long elegant flowing coat. (4)
5. the past tense of give. (4)
6. Five plus four equals this. (4)
7. Something you play (4)
8. Like string, but thicker and stronger. (4)
9. Dogs like to chew on this. (4)
10. A six-faced 3-D shape. (4)
11. A song has words and a _ _ _ _ . (4)
12. To rub out or get rid of. (6)
13. To make a wall you need bricks and this. (8)
14. You can fly this diamond shape. (4)
15. My hamster lives in a _ _ _ _ . (4)
16. We eat food on one. (5)

Silent Letters

Read the clues and look at the pictures. All the answers have silent letters. Write your answers in the stepword puzzles. Some silent letters are written in to help you.



1. As people grow older they get these on their faces

2.



3. The season before winter

4. A dog will do this to a bone

5. The biggest animal in the sea

6. These are baby sheep

7.



w _ _ _ k _ _ _

_ _ _ _ _

g
n

h _ _ _

b

w _ _ _



w
_ _ _
_ _ _
_ _ _
_ _ _
_ _ _

w _ _ _ _ _ _

_ _ _
_ _ _
_ _ _
_ _ _

k
k _ _ _

h _ _ _

b

1. The colour of snow

2.



3.



4.



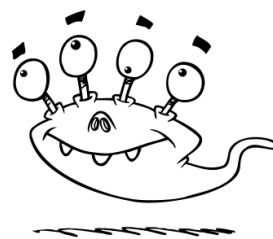
5. A type of paper used to cover presents

6. An antonym for ask

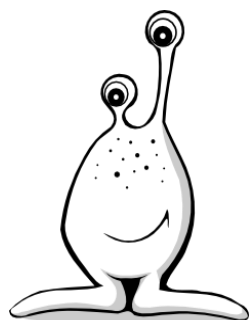
7. To move like a worm does

Verbs in the past tense with ed

These verbs have a short vowel phoneme and one final consonant. To turn them into past tense verbs you need to double the final consonant and add **ed**, for example, *shop- **shopped***. Write the past tense verbs in the empty boxes.



1.	stop	+	p	+	ed	
2.	pat		t			
3.	scrub		b			
4.	flap		p			
5.	beg		g			
6.	plan		n			
7.	trip		p			



These verbs have a consonant before a final **y**. to make them past tense verbs, change the **y** to **i** and add **ed**, for example, **hurry** - **hurried**. Write the past tense verbs in the empty boxes.

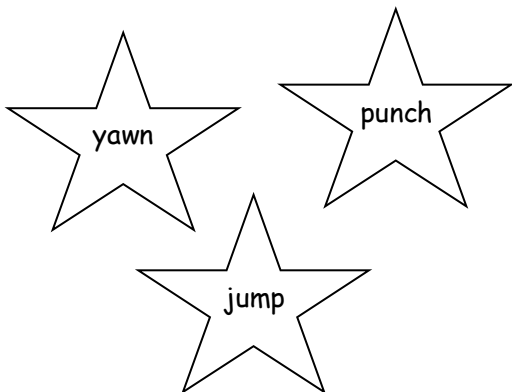
1.	hurry	→	hurr	+	i	+	ed	
2.	try	→	tr					
3.	carry	→	carr					
4.	cry	→	cr					
5.	spy	→	sp					
6.	worry	→	worr					
7.	marry	→	marr					

Verbs in the past tense with ed

Verbs are sometimes called doing words as they describe what people do, for example, play and work. When we talk about the past we use **past tense verbs**, for example, yesterday I *played* and *worked*. The answers to these puzzles are all past tense verbs. Read the instructions for each section carefully to find out how to change the verbs from present tense to past tense, then write the past tense verbs on the lines.

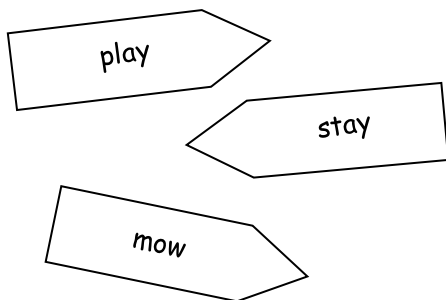


These verbs end in two or more consonants. To make them past tense verbs, just add **ed**, for example, *crash-crashed*.



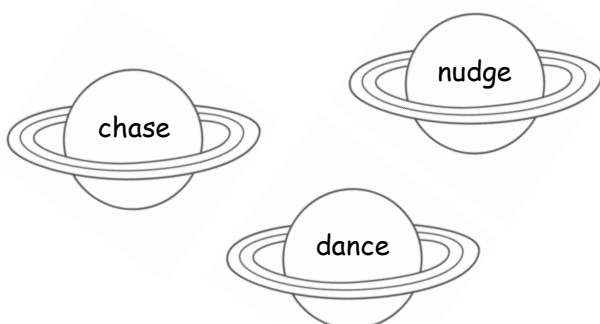
+ ed

These verbs end in a vowel + **y** or **w**. To make them past tense verbs, just add **ed**, for example, *spray-sprayed*.



+ ed

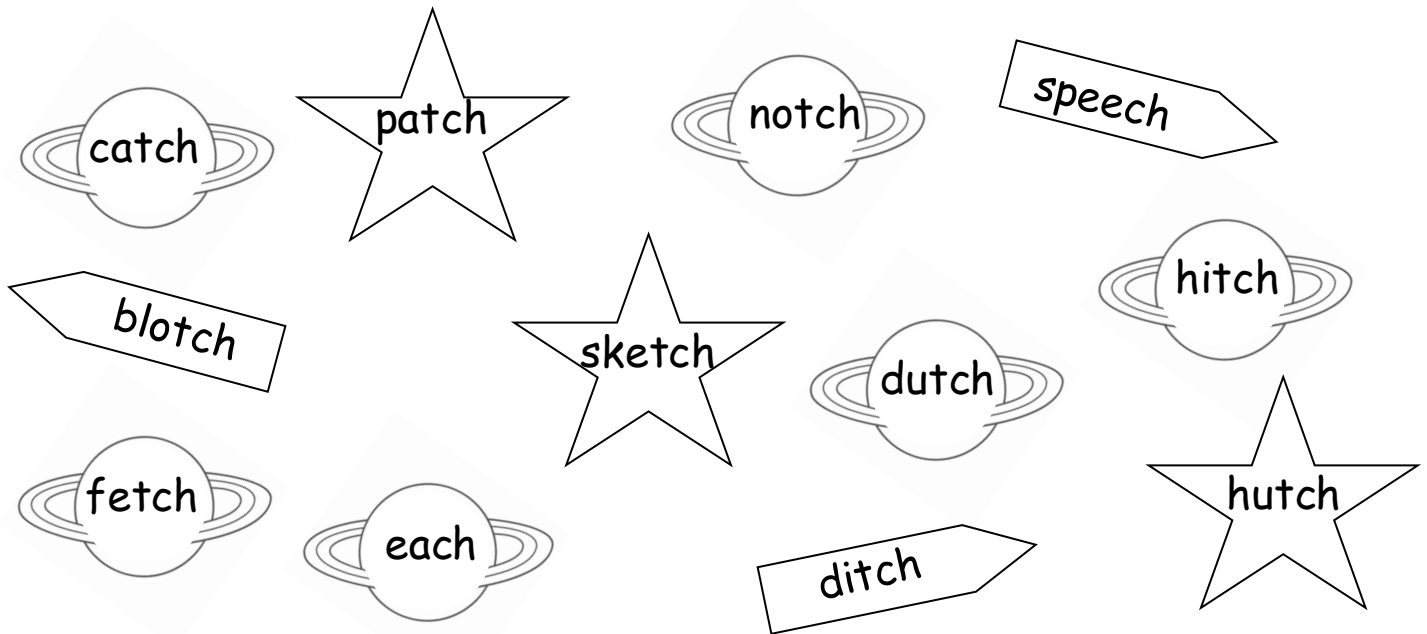
These verbs end in **e**. To make them past verbs, just add **d** because the **e** is already there, for example, *save-saved*



+ d

Words with TCH

The letter string **tch** is found in words such as *ditch* and *fetch*. **tch** should not be confused with the phoneme **ch**. Sort the words in the planets, rockets and stars into rhyming groups in the table below.



Words that rhyme with...					
atch	itch	etch	otch	utch	teach

Choose a phoneme or blend, then a vowel to make words that end in **tch**. Write your words on the lines next to the clues.

w	a		tch
str	e		
scr	i		
h	o		
n	u		

- She rides a broomstick

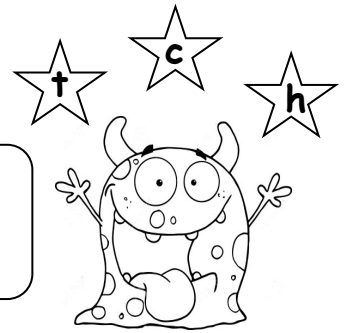
- Cats like to do this after a nap

- You may do this if you have an itch

- A box you keep a rabbit in

- A small V-shaped cut or mark

Words with TCH



Choose a final letter string for these words and write them on the lines next to the clues

pea

pi

wa

pa

scree

ch

or

tch

1. This is a fruit

2. A football field is also called a ...

3. Wear it on your wrist to tell the time

4. Covers a hole in your trousers

5. Another word for scream

Circle the **tch** letter string in these words, for example, **catch**ing.

butcher

kitchen

matchstick

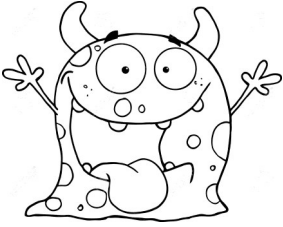
stitches

hopscotch

Find the words from above in this wordsearch and circle them.

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

Verbs with ING



The verbs in the table below have short vowel phonemes and one consonant at the end. You need to double the final consonant and then add **ing**, for example, *shop* - *shopping*. Write the verbs with **ing** in the empty boxes.

1.	stop	+	p	+	ing	
2.	pat		t			
3.	scrub		b			
4.	flap		p			
5.	beg		g			

Make a sentence of your own using one of the verbs above.

_____.



The verbs in the table below end in **e**. you need to take off the **e** then add **ing**, for example, *save* - *saving*. Write the verbs with **ing** in the empty boxes.

1.	chase	→		+	ing	
2.	dance	→				
3.	nudge	→				
4.	wiggle	→				
5.	like	→				

Make a sentence of your own using one of the verbs above.

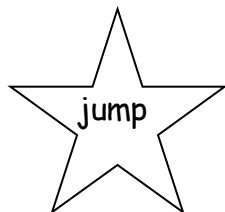
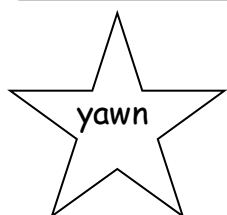
_____.

Verbs with ING



Verbs are sometimes called doing words as they describe what people do, for example, *laugh* and *play*. We can add **ing** to verbs, for example, *today we are reading*. *Yesterday we were reading*. *Tomorrow we will be reading*. Read the instructions for each section to find out how to add **ing**, then write the words with **ing** on the lines.

If verbs end in two or more consonants, you can add **ing** without changing the spelling of the verb, for example, *crash-crashing*.



ing

If verbs end in **y** or **w**, you can add **ing** without changing the spelling of the verb, for example, *spray - spraying* and *show - showing*

play

mow

try

show

row

carry

spy

cry

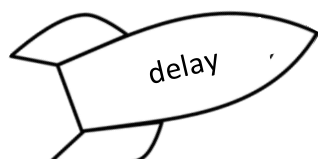
ing

The prefixes DE, RE and PRE

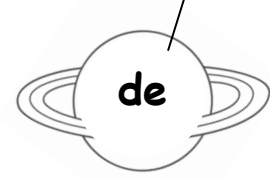


These words begin with prefixes **de**, **re** and **pre**. **De** often means 'away' or 'get smaller' as in **depart** and **decrease**. **Re** often means 'again' or 'back' as in **repeat** and **reverse**. **Pre** often means 'before' as in **prehistoric** and **prepare**.


Join the words to the correct prefix and write them in a rocket.

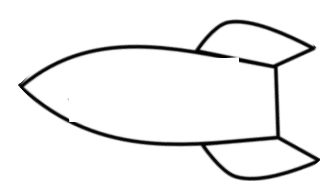


lay

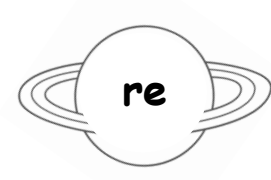


fend

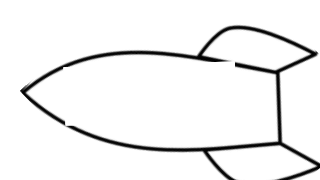


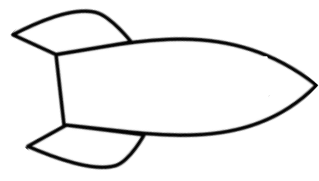


fresh

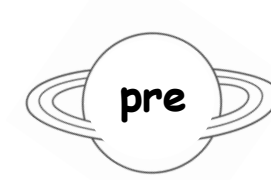


feat

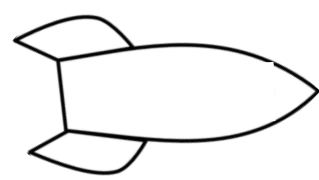


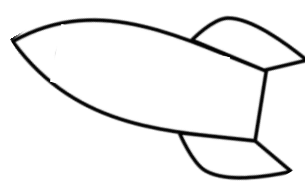


pare



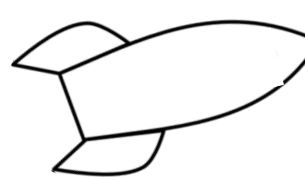
duce





fer

tend



Sort these **de**, **re** and **pre** words into alphabetical order and write them on the lines. You will need to look at the letter that follows each prefix.

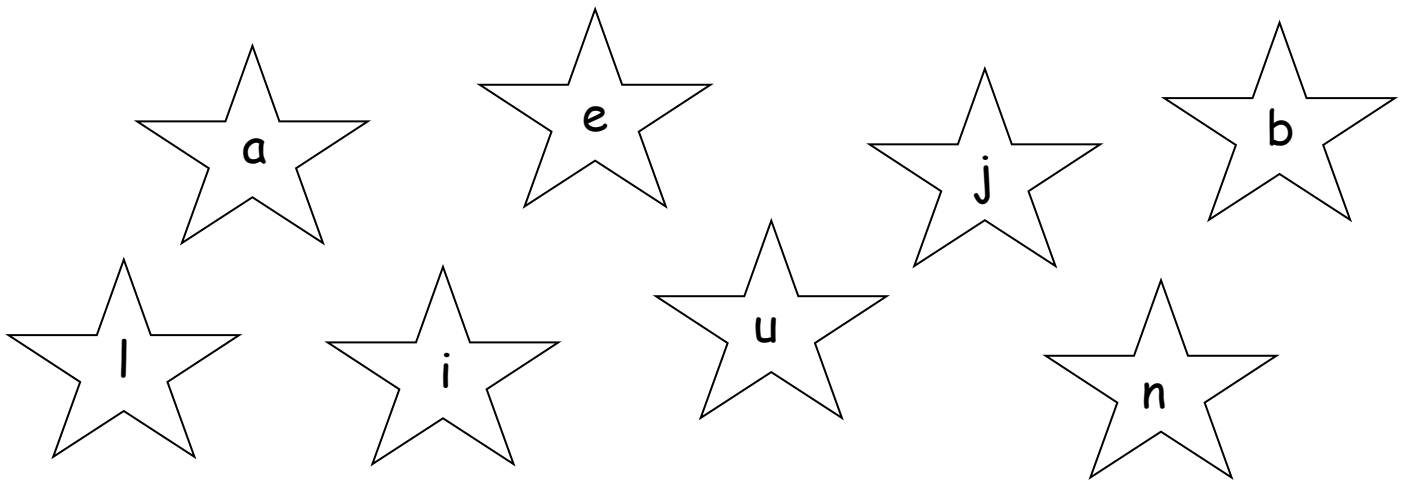
- | | | | | | |
|----|--------------|----------|-----------|---------|------------|
| 1. | defy | decay | detective | depart | demand |
| | <u>decay</u> | _____ | _____ | _____ | _____ |
| 2. | replace | research | reward | recycle | reverse |
| | _____ | _____ | _____ | _____ | _____ |
| 3. | prevent | pretend | prefix | prepare | precaution |
| | _____ | _____ | _____ | _____ | _____ |

Words with DGE

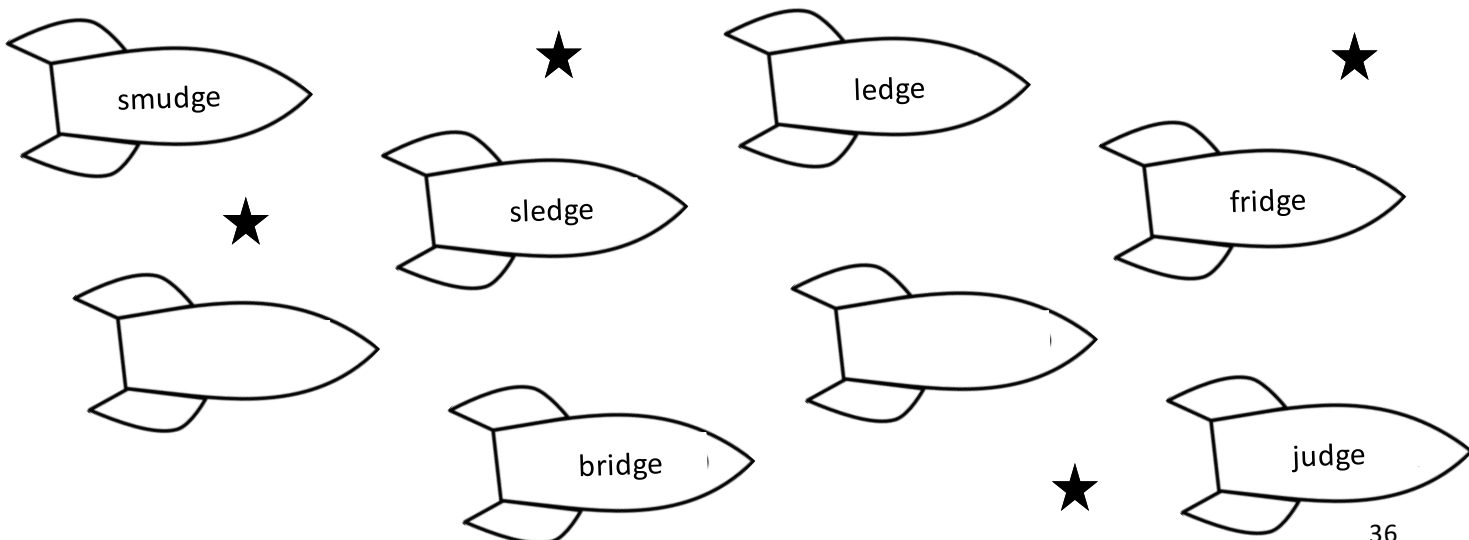


Use the letters in the stars to fill in the missing letters in the **dge** words below. You can use the phonemes as many times as you like.

1. A sheriff wears a silver _ _ dge.
2. A narrow shelf is called a _ _ dge.
3. If you're on a cliff, stay away from the _ dge.
4. The person who decides who wins a competition is a _ _ dge.
5. To push someone with your elbow to get them to look is called a _ _ dge



Look at the **dge** words in the rockets. Join each word to another word that rhymes with it. Can you add more rhyming words?



Final blends with K

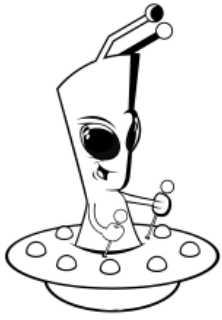


Final blend means a blend at the end of a word.
The words in these puzzles all have final blends that end with K.

Find your way across the page. Join a planet to a star to make a word with a final k blend. Then match the word to the clue and write your answer in the rocket.

planet: d	star: alk	clue: Not light	rocket: dark
planet: w	star: ark	clue: To move along on your feet	rocket:
planet: m	star: ink	clue: Red and white mixed	rocket:
planet: p	star: ask	clue: A covering worn over the face	rocket:
planet: th	star: ank	clue: A school table	rocket:
planet: d	star: esk	clue: Saying _____ you is polite	rocket:
planet: w	star: ork	clue: You _____ water and milk	rocket:
planet: dr	star: ink	clue: To do a job and not to play	rocket:
planet: d	star: usk	clue: Evening when the sun is setting	rocket:

The suffix LY



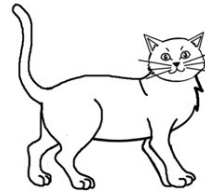
LY can be added to adjectives to make words which tell us more about verbs, for example, *the dog barked loudly*. In this sentence *barked* is the verb and *loudly* tells us how the dog barked.



Add **ly** to these adjectives to complete the sentences like the example.

Example: The **slow** snake moved **slowly**.

1. The **quiet** cat purred _____.
2. The **neat** children wrote _____.
3. The **nervous** driver drove _____.
4. The **shy** girl smiled _____.
5. The **quick** runner ran _____.
6. The **kind** nurse treated people _____.
7. The **nice** lady spoke _____.
8. The **bold** puppy barked _____.
9. The **loud** teenager yelled _____.
10. The **sweet** bird sang _____.



These adjectives end in **y** so before you add **ly** you must change the **y** to **i**, for example, *crazy—crazily*. Add **ly** to these words and write them on the lines.

happy
funny
noisy
lazy
pretty

Change the **y** to **i**



+ **ly**

_____.

_____.

_____.

_____.

_____.

Make a sentence of your own using one of the adverbs above.

_____.

Irregular Past Tense Verbs

Some past tense verbs end in **ed**, for example, *yesterday I hopped and skipped*. Some verbs are not regular and they do not end in **ed**. These irregular verbs need to be learned, for example, *I run away - I ran away*.

Write the past tense for the following verbs. Then highlight them in the wordsearch

Present tense	Past tense		Present tense	Past tense
have			understand	
go			wear	
eat			run	
do			steal	
see			buy	
think			bring	
write			hit	
sit			grow	
stand			shake	
shine			bite	
take			throw	

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

Sentences

Sentences start with a **capital letter** and end with a **full stop** (.), **question mark** (?) or **exclamation mark** (!).

Part 1– Choose a beginning and an ending from the two lists to make complete sentences. Copy and complete the sentences you have made.

We lay on the beach	sand in them.
The sea was	reading our books.
Our sandwiches had	cold but we had fun.

Part 2– Add the missing punctuation to these sentences.

Watch out, that dog looks cross ____ Come towards me slowly ____
Whose dog is it ____ The dog went for a walk ____

Part 3 - Write a sentence ending with:

A full stop

A question mark

An exclamation mark

Part 4 - Untangle the words below to make a sentences.

your / friend / Ask / a / question.

Nouns

Nouns are naming words.

Proper nouns are **nouns** that are the particular name of something, like a person, a day, a month, a special time or a place.

Tilly went to London on Saturday by train.

Proper nouns begin with capital letters.

Part 1 - Complete the sentences with a noun.

Every Monday I go to _____.

I enjoy reading my _____.

This morning I ate my _____.

Part 2 - Underline all the nouns in the sentences.

The horse jumped over the hedge.

On Friday we are going to Liverpool to visit Uncle Brian.

The dentist pulled out my wobbly tooth.

Part 3 - Answer the questions with a proper noun.

Which month comes before October? _____

What is the capital of England? _____

What do people celebrate during December? _____

Part 4 - Ask the student to think of some questions like those found in part 3 to ask their classmates. Remind the student that all answers should be proper nouns. Write the question and answer below.

Verbs

A **verb** is usually a doing word. It tells us what is happening (present tense) or what has already happened (past tense).

Tyler **kicks** the ball.
(present tense)

Tyler **kicked** the ball.
(past tense)

Part 1 - Complete the sentences with a verb from the box.

broke licks sat mows

Dan _____ his ice cream quickly.

Mum _____ the lawn every Saturday.

The swing _____ when Jay _____ on it.

Part 2 - Complete the table with the verbs.

paints	Present tense verbs	Past tense verbs	drank
sleeps			skips
laughs			wrote

Part 3 - Write two of your own sentences in the past tense. (Past tense = something that has already happened)

Part 4 - Mime some actions and ask your classmate to write the word you are miming. Then ask him/her to write the verb in the past tense.

Questions

A **question** begins with a capital letter and ends with a **question mark**.

What shall we do today?

Questions help us find out things.

Part 1 - Write three questions you would like to ask an adult. Write down who you are going to ask.

Who my questions are for: _____

My questions: _____

Part 2 - Write a question for each of these answers.

1. _____? I'm going to take my coat.

2. _____? We are going to a restaurant.

3. _____? We will get there soon.

4. _____? I like dogs.

Part 3 - Untangle the words below to make questions. Answer the question with a **full sentence**.

your / What's / name / ?

Part 4 - Discuss different types of questions with the student. Closed questions can be answered with a 'yes' or 'no'. Open questions have a variety of different answers. Think of an animal and ask the student to ask closed questions to discover what it might be.

Can it + verb?

Is it + adjective?

Adjectives

Adjectives are describing words. They tell us more about **nouns**.

*The hen laid **big** eggs.*

Part 1 - Circle the adjective in each sentence.

1. The Walton family walked in the cold wind.
2. The toddler slipped on the wet mud.
3. The three children ran to the park.
4. The grumpy cat scratched Tom's hand.

Part 2 - Complete each sentence with an adjective.

1. Mum made a _____ lunch.
2. The _____ dog had fun on the beach.
3. The _____ sun rose high in the sky.
4. Hannah forgot her _____ coat.

Part 3 - Write these adjectives into your own sentences.

lumpy _____

cold _____

loud _____

funny _____



It helps students if they realize there are different categories of adjectives, e.g. colours, numbers, comparative etc

Adjectives 2

Adjectives are describing words. They tell us more about **nouns**.

The dog slept soundly.

The **exhausted, muddy** dog slept soundly.

Adjectives make writing more interesting.

Part 1 - Look at the picture.

Write adjectives to describe the nouns.



Part 2 - Rewrite these sentences adding at least one adjective to make them more interesting.

The leaves fell off the tree.

My sister is annoying.

My bike was bought on ebay.

The camel spat in my face.



Show the student an object they should recognize. Encourage them to write as many different adjectives about it as they can

Exclamation marks



This is an **exclamation mark** ! It can be used at the end of a **sentence** to show shock, fear, pain, danger, humour, surprise, joy, anger or an order.

I love it!

Part 1 - Complete the table with the exclamations. Remember to add the exclamation marks.

That hurt

Don't touch

Watch out

Quick, get over here

Ouch, please don't

Pain!	Surprise!	An order!

Stop, right now

Help, I can't move my foot

I don't believe it

Wow, look at that

Part 2 - Write an example of each type of exclamation.

shock _____

anger _____

upset _____

joy _____



Show the student different facial expressions, then ask them to write

Singular and Plural

Nouns can be **singular** or **plural**. **Singular** means one. **Plural** means more than one.

You add **s** to many singular nouns to make them plural. If the singular noun ends in *sh*, *ch*, *ss* or *x* you add **es** to make the noun plural.

church - churches kiss - kisses

Part 1 - Complete the table.

Singular	Plural
class	
	foxes
dish	
	glasses
lunch	
	bushes

Part 2 - Underline the plural nouns.

1. The dresses looked beautiful on the bridesmaids.
2. The apples and peaches tasted delicious.
3. The farmer checked his fields before letting in the cows.
4. Mrs Damage dropped the tray of dishes and glasses.

Part 3 - Write the plural nouns you have underlined in **part 2** in their singular form.



Ensure the student learns the spelling rules in this topic.

Articles (a and an)

It is important to know if **a** or **an** is needed in front of a word. **a** is used in front of words beginning with a consonant.

a dog **a** monkey

an is usually used in front of words beginning with a vowel. The letters **a e i o u** are vowel letters.

an orange **an** elephant

Part 1 - Add **a** or **an** in front of these nouns.

_____ jacket	_____ book	_____ goat
_____ egg	_____ scarf	_____ igloo
_____ apple	_____ cake	_____ oven
_____ octopus	_____ animal	_____ gate

Part 2 - Now add **a** or **an** in front of these adjectives.

_____ young	_____ interesting	_____ smelly	_____ amazing
_____ sad	_____ worried	_____ open	_____ cold

Part 3 - Write four nouns from **Part 1** and four adjectives from **Part 2** into four different sentences.



Look around the room. Point to different objects and ask the student if it needs an 'a' or 'an'. If the student grasps this quickly you could introduce the exceptions to the rule. 'an' is also used before silent 'h' and 'a' is used with 'u' or 'eu' when the sound is 'y' (as in 'yes').

Speech Marks

Speech marks ("...") show the exact words someone has spoken.

"I am going to the park," said James.

What the person says is written inside the **speech marks**.

Part 1 - Write in the speech marks what is said in the speech bubbles.

It is time to leave.

"_____,"

said Abby.

Do we have to?

"_____?"

said Dom.

Yes, or we will be late.

"_____,"

said Abby.

Ok, I'm coming.

"_____,"

said Dom.

Part 2 - Abby and Dom then go home and see their mum. Finish the conversation between Abby, Dom and their Mum. What do you think Dom says next?

"_____,"

said Abby.

"_____,"

said Mum

"_____,"

said Abby.

"_____,"

said Dom.



Highlight to the student the link between speech bubbles and speech marks. Have a private conversation with the student - the two of you need to write everything down on paper using speech marks!

Prepositions 1

Prepositions compare the position of one thing to another.

The cat slept in the box.

Part 1 - Circle the preposition in each sentence.

The muddy dog jumped in the puddle.

Kylie sat beside her brother.

The horse jumped over the fence.

The walkers climbed up the hill.

Part 2 - Add a preposition to each of the sentences.

The old man walked _____ the bridge.

Garry swam _____ the icy pool.

Meena climbed _____ the tree.

Toby jumped _____ the wall.

Part 3 - Write your own sentences using the prepositions.

inside _____

behind _____

above _____



With the student look for the word 'position' in the word 'preposition'. Link it with the definition of a preposition (i.e. ' prepositions' compare the ' position' of one thing to another.

Prepositions 2

Prepositions compare the position of one thing to another.

The cat walked **on** the table.

Part 1 - List the prepositions found in this passage.

Jess searched in the wardrobe and under the bed. She hunted inside the cupboards, looking among the clothes. She desperately wanted to find her birthday present. She was sure her mum had hidden it somewhere in her bedroom.

Part 2 - Finish the sentences with a preposition and ending.

Daniel Jumped _____

Hannah slept _____

The teacher looked _____

The snow lay _____

Part 3 - Write your own sentences using the prepositions.

among _____

beyond _____

within _____



The following words are all prepositions: towards, upon, beyond, by, near, within, past, off, inside, into, behind, above, on, across, against, at, among, beside. Ask the student to make a list of all the prepositions they can

Paragraphs

Paragraphs are groups of **sentences** about a similar topic. **Paragraphs** make it easier to read longer pieces of writing. When a new **paragraph** is started the first line is usually indented.

→ The children rushed home after school. They wanted to change as quickly as possible for the party.....

The Kelly family arrived at Blunsdon Caravan Park at 3.00pm. This gave them enough time to unpack and have fun in the pool before tea. The next day they decided to explore the local area. First they headed to the shops, then they went for a long walk along a coastal path, arriving at a beautiful beach.

Part 1 - Copy the short passage. Split it into two paragraphs. Remember to indent the beginning of each paragraph.

Part 2 - Continue the passage, adding two more paragraphs describing what the Kelly family did that evening and the next day.



The best way to reinforce paragraphs is to look in a reading book and highlight why a new paragraph has been introduced each time.

Commas 1

Commas are used to separate items on a list.

My garden is home to a shy rabbit, a small mouse and a sneaky fox.

Part 1 - Write these lists into sentences.

book toothbrush pyjamas teddy sleep

school English science lunch homework

Part 2 - Add the missing commas to these sentences.

Carl packed his football boots towel mouth guard and shorts ready for the match.

Mum bought crisps sweets biscuits and fruit for the party.

Aimee loved feeding the lambs cute baby rabbits pink piglets and long-legged foal.

Part 3 - Write three of your own sentences that include lists. The subjects in the box will give you some ideas.

football school food friends holidays colours



This topic looks at commas in a list. Remind the student that a comma is not needed before the word 'and' which comes before the final word in the list.

Pronouns 1

Pronouns are used instead of **nouns**. **Pronouns** avoid repeating nouns in **sentences**.

Tim walked the dog before **Tim** went to meet **Tim's** friends.
Tim walked the dog before **he** went to meet **his** friends.

Part 1 - Use the pronouns in the box to complete the sentences.

I it we you them

Jay said _____ was his book.

The teacher asked _____ if their boots were clean.

_____ love to eat hot chips.

Can _____ go to the Ice Show?

Did _____ see who made that mess?

Part 2 - Underline the pronouns in the sentences.

They loved performing and the parents watched them with pride.

"That is hot," she said.

It frightened me.

He came to visit us but we were out.

Part 3 - Copy the sentence, replacing the underlined words with a pronoun.

Laila looked forward to seeing the boy each weekend.



Ask the student to list as many pronouns as they can.

Pronouns 2

Pronouns are used instead of **nouns**. **Pronouns** avoid repeating **nouns** in sentences.

Brian's dad bought Brian a new puppy.

Brian's dad bough **him** a new puppy.

Pronouns can be singular or plural

Part 1 - Circle the pronouns.

him it when behind we where them return on you

Part 2 - Complete the table with the words from the box.

her us they he she we

Singular	Plural

Part 3 - Copy the sentences, replacing the underlined words with pronouns so it makes sense.

Tom jumped in a puddle so Tom could splash his brother.

Finn and Ben are twins and Finn and Ben are often mixed up.

Lucy has a puppy and Lucy enjoys playing with her puppy.



Give the student a number of pronouns and ask them to include them in sentences of their own.

Connectives

Two **sentences** can be joined when a word is added between them. The joining word is called a **connective** or conjunction.

Tom tripped on the step. He didn't hurt himself.
Tom tripped on the step **but** he didn't hurt himself.

Part 1 - The words in the box can all be connectives. Copy and join each pair of sentences using a different connective.

However or so as because but yet and when

Darren tried to call Gareth. His phone had no service.

Sunita climbed to the top of a tree. She wasn't scared at all.

John was very hungry. He hadn't had any breakfast.

Part 2 - Complete these sentences.

The radio played Kate's favourite song **but** _____

Alex will finish his homework **when** _____

Part 3 - Write your own sentence using these connectives.

so _____

but _____



Give the student further connectives (as shown in part 1) and ask them to write sentences using them.

Verbs (to be)

The verb **to be** is very common. It can either be used on its own or used to help another **verb**.

The horse **is** black. The horse **is** eating.

Present Tense; **is** **are**

Past Tense; **was** **were**

Part 1 - Add the correct form of the verb **to be** to the sentences.

The lions _____ chasing the buffalo. [is or are?]

Jamie _____ not feeling very well. [is or are?]

Janine _____ a great gymnast. [is or are?]

The children _____ late for school. [is or are?]

Part 2 - Write sentences of your own using the verb **to be**, as listed below.

is _____

was _____

are _____

were _____

Part 3 - The noun form has to match the verb form. Fill the gap in the sentences with the correct noun form.

The _____ *were* delicious. [sweet or sweets?]

The _____ *is* asleep. [baby or babies?]

The _____ *was* jumping [lamb or lambs?]

Phrases

Phrases are short groups of words.

Phrases don't make sense on their own.

Phrases usually don't have a verb

The ball was kicked **over the hedge**.

Over the hedge is a phrase.

Part 1 - Which of the following are phrases? Write the phrases below.

In the kitchen

He had to wait

It began to rain

Through the keyhole

along the beach

Part 2 - Complete these sentences with a phrase.


The friends played ball _____

Dad drove carefully _____

Part 3 - Write the phrases onto your own sentences.

through the village

on the phone

 Ensure that the student spends time looking at the difference between a sentence and a phrase. Later they will become aware of the different types of phrases (adjectival, adverbial and noun phrases) but for now its important they recognize what a phrase is.

Adverbs

Adverbs tell us more about **verbs**. They give a **verb** more meaning.

Alan **excitedly** opened his presents.

Adverbs tell us how, when or where something happens or is done.

Part 1 - Look carefully at the sentences. Circle the adverb in each one.

The mum gently laid down her baby.

Kylie sang beautifully.

Always check for cars carefully.

We quickly ran for the bus.

Part 2 - Use each of these adverbs in your own sentences.

sensibly

angrily

quietly

fiercely

Part 3 - Complete the table with adverbs that can be used with these verbs.

walk	draw	argue	eat



This topic deals with adverbs of manner, however there are two other types. These are adverbs of time (when actions takes place) and ad-

Parts of speech

Parts of speech are the names of types of words. **Nouns, verbs, adjectives, prepositions, pronouns, adverbs and connectives** are all **parts of speech**.

Part 1 - Write which part of speech each underlined word is.

Jenny happily played on the fallen tree when she got home from school.

happily _____
played _____
on _____
fallen _____

tree _____
when _____
she _____
school _____

Part 2 - Write your own sentences. Include and underline the listed parts of speech.

noun adjective pronoun

verb adverb connective

noun adverb preposition

verb preposition pronoun



This topic revises the parts of speech the student has learnt so far. Remind your child of the previous topics, running through any aspects they are confused about.

Direct Speech

Speech marks or **inverted commas** ("...") show the exact words someone has spoken. This is called **direct speech**.

What a person says is written inside **speech marks**.

" the film starts in ten minutes," said Sonia.

Part 1 - Copy the sentences. Add the missing speech marks.

I wish this lesson would finish, said Tim.

Why? Asked Mark.

I am starving and want my lunch, answered Tim.

Didn't you have a snack earlier? said Mark.

Part 2 - Write a conversation you have recently had. Remember to use speech marks.

_____, said _____.
_____, said _____.
_____, said _____.
_____, said _____.
_____, said _____.



To help the student remember how to correctly write speech marks highlight the fact that they are raised commas in the shape of 66 and 99.

Comparative and superlative adjectives

Adjectives are describing words. A **comparative adjective** compares two **nouns**. Many **comparative adjectives** end in **er**.

A **superlative adjective** compares three or more **nouns**. Many **superlative adjectives** end in **est**.

Part 1 - Complete the sentences with words from the box.

long longer longest hot hotter hottest

My drink _____, Mum's is _____ but Dad's is the _____.

Jane's daisy chain is _____, Becky's is _____ but Heidi's is the _____.

Part 2 - Complete the table. **Remember** to check your spellings.

Adjective	Comparative	Superlative
small		
		wettest
	softer	
large		
		prettiest
strong		

Part 3 - Write these adjectives into sentences. **busy busier busiest**



Show the student that these adjectives compare nouns and pronouns. Look at things around your home that can be compared.

Apostrophes

An **apostrophe** can show when someone owns something.

One owner	= noun + 's	Kate's
More than one owner	= noun + 's	Children's
More than one owner	= but noun ending in s + '	girls'

Part 1 - These are all singular nouns. Copy the phrases and add the missing apostrophe.

the builders hat _____

the horses saddle _____

the nurses thermometer _____

the climbers rope _____

Part 2 - These are all plural nouns. Copy the phrases and add the missing apostrophe.

The animals food _____

The childrens sweets _____

The flowers stems _____

The policemen's helmets _____

Part 3 - Write each phrase into a sentence. **Remember** to add the missing apostrophe.

Bens books

Pigs piglets

Work through the rules on this page. Discourage the student from adding apostrophes anywhere, only when they know they are needed.

Commas 2

Commas are used to separate items in a list. **Commas** can also be used to show where there is a slight pause. This helps a reader understand what they are reading.

In a cavern, deep under the ocean, lived a sea monster.

Part 1 - Add the missing commas to the sentences.

Gita the youngest in the choir sang beautifully.

The cat wet and shivering tried to get home out of the rain.

The snow fell throughout the night leaving roads icy and dangerous.

Tanya rushed to the station arriving just as the train was about to leave.

Part 2 - Look at these sentences. How many commas are missing in each one?

The policeman brave and courageous caught the burglar.

Grass grows quickly through summer slowing during the winter.

Nick who came first in the chess competition was delighted.

Jane who fell off the climbing frame was comforted by Mrs Hill.

Part 3 - Write the sentences in **Part 2**. include the missing commas.



This topic looks at the use of commas as a slight pause. Ask the student to look for examples of this use of commas in books in the classroom

Main clauses

A **main clause** is a group of words that is the main part of a **sentence** and could be a **sentence** by itself

Our sheep love to eat apples, though too many can make the sick.

A **main clause** (underlined above) must contain a subject (main thing or person) and a verb.

Part 1 - List the subject and verb in each of the underlined main clauses.

The teacher tidied the classroom before he went home.

The dog chased after the ball which my granddad had given her.

A lion pounced on its prey and ate it greedily.

Part 2 - Write these subjects and verbs into a main clause.

deer to eat

sister to annoy

Part 3 - Underline the main clause in these sentences.

The dentist pulled out one of my teeth which really hurt!

I dropped my book in a puddle on the way home from school.



Ensure the student knows the difference between phrases and clauses. Phrases are usually short and don't have a verb, clauses contain verbs and they can be a sentence in their own right.

How am I doing?

The next two pages revise many grammar and punctuation subjects covered in this book.

If you get stuck, look back at earlier topics.

Part 1 - Copy the sentences. Add the missing **speech marks**.

Are we nearly there yet? Asked Tim

It is freezing outside, said Jake.

I feel very tired tonight, yawned meg.

Part 2 - Add **a** or **an** in front of the nouns.

_____ dog

_____ elephant

_____ bucket

_____ cup

_____ icebox

_____ monk

_____ lock

_____ angel

_____ towel

_____ explorer

_____ icicle

_____ wagon

Part 3 - Add an **adverb** to each of the sentences.

The children played _____.

The trees blew _____ in the wind.

Fiona slept _____ despite the storm.

I ran _____ to get help.

Part 4 - Add the missing punctuation.

Watch out the wall might collapse

Where are we going to eat

Go and tidy your room

Part 5 - Complete the table with words from the sentence.

The sheep raced into the lush field and they quickly started to eat the grass.

noun	verb	adjective	preposition	pronoun	connective

Part 6 - Copy the phrase and add the missing apostrophe.

The lions cub

The childrens parents

The teachers car park

Part 7 - Complete the table

Singular	Plural
family	
	stories
pony	
	cities

When a noun ends in a consonant + **y**, the **y** is changed to an **i** before **es** is added.

Part 8 - Write the comparative and superlative adjectives for each of the adjectives,

old

red

Unit 1

Let's Talk About You

- Months
- School subjects
- Hobbies

Practice the vocabulary in the word banks below. Use the vocabulary to complete the sentences about yourself.

Word Banks

Months

January	July
February	August
March	September
April	October
May	November

Subjects

English	History
Science	Geography
Maths	Physics
Art	Chemistry
PE	Biology

Hobbies

singing, dancing, shopping, reading, swimming, Playing football, playing badminton, going to cinema, playing with friends,

Let

me introduce myself....

- Hi, my name's _____.
- I'm from _____. (country)
- I live in _____. (city)
- I'm _____ years old.
- My birthday is in _____. (month)
- I'm a student at _____.
- My favorite subject is _____.
- My favorite sport is _____.
- There are _____ people in my family.
- My father is a _____. (job)
- My mother is a _____. (job)
- I would like to be a _____. (job)
- My favorite hobby is _____.
- My favorite food is _____.
- My favorite drink is _____.
- I study English because _____.

Jobs

Teacher	Firefighter
Nurse	Police officer
Doctor	Shop keeper
Cleaner	Builder
Postman	Engineer



Because

... I like it a lot.
... I think it's important.
... I have to.



Let's Talk About My Friend

Practice asking your classmate some of the questions below to find out more about them. Make notes of their answers so you can talk about them later

What's your name?

What's your surname?

What's your nickname?

What do you do?

Do you like being a ____?

When's your birthday?

What do you do for your birthday?

Do you have any brothers and sisters?

Talk about them.

Do you have a pet?

Talk about it.

What's your favourite day of the week?

Why?

Where do you live?

Talk about it.

What's your favourite food?

What foods don't you like?

What do you do in your free time?

Talk about it.

How often do you ...? Make a sentence below using one of the adverbs of frequency

always usually often sometimes not often rarely never

100% 80% 60% 40% 20% 10% 0%

Once

Twice

Three times

a { day/week/
month/

- Interview another student (choose 3-5 questions)
- Write down their answers below.
- Now tell the class about the person that you've interviewed.

For example: Let me introduce (name). She's a student at (school name). She has 2 sisters and 1 brother. She goes to the cinema once a week and likes action movies. Her favourite food is spaghetti and her favourite drink is orange juice. On Saturdays, she usually goes

Friends name _____

What can you tell us about them?

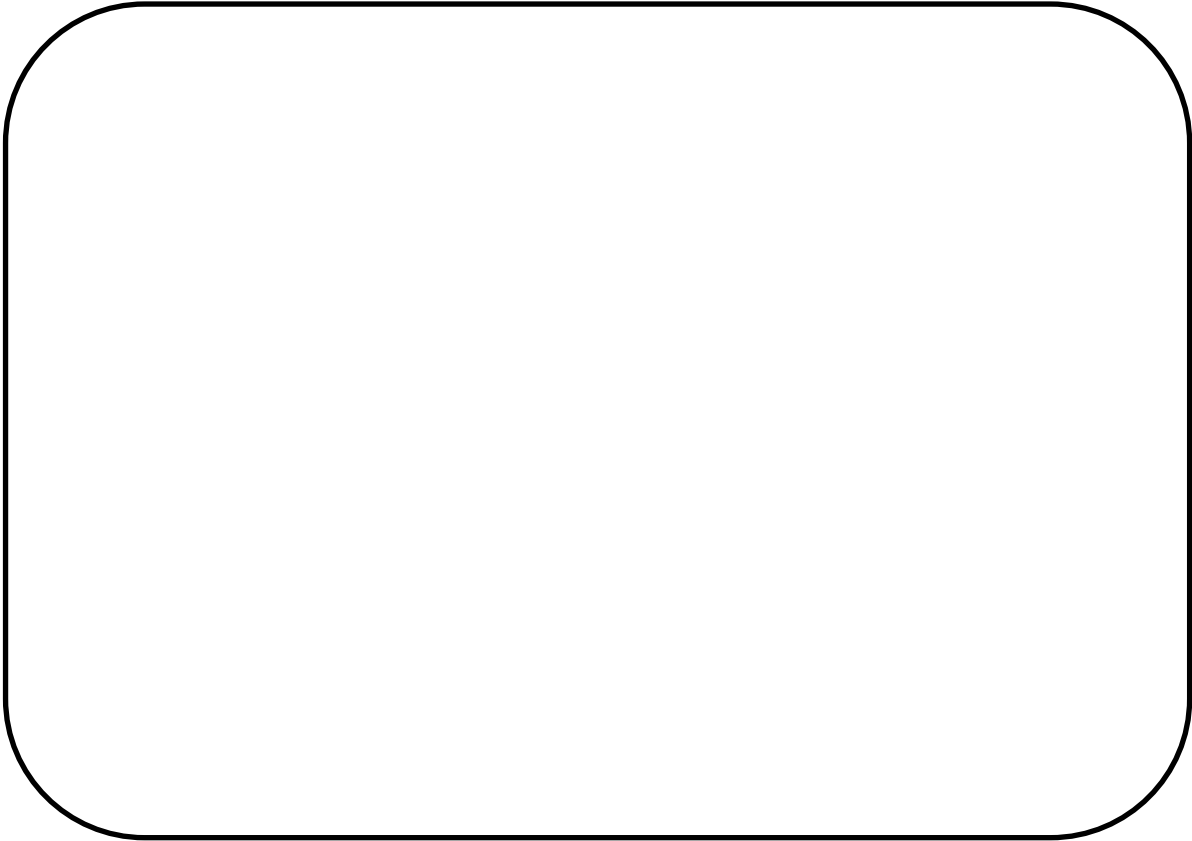
Let's get to know each other

Play the game below so that you can get to know your classmates. Finish the sentences provided with information about yourself. Speak in full sentences.



Let's Talk More About You

Draw a picture of yourself for your oral presentation. You can draw yourself in a place that you like, doing something that you like or with people that you like. You will have to talk about yourself to the class for one minute.



Make some notes about yourself to help you with your oral presentation.
Talk about what you like to do using at least **three verbs**.

Describe your appearance or personality using at least **three adjectives**.

Name some of your favourite things or people using at least **three nouns**.

Unit 2

Let's Talk About School

- School subjects
- Verbs
- Time

Practice the vocabulary in the word banks below. Use the vocabulary to complete the sentences about your school.

Word Banks

Verbs

Read	Check
Write	Ask
Listen	Answer
Practice	Think
Do	Help

Subjects

English	History
Science	Geography
Maths	Physics
Art	Chemistry
PE	Biology

Times

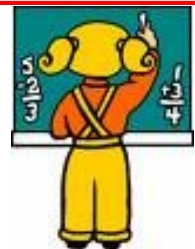
1 o'clock	7 o'clock
2 o'clock	8 o'clock
3 o'clock	9 o'clock
4 o'clock	10 o'clock
5 o'clock	11 o'clock

Let me talk about my school...

- Hi, my name's _____.
- I'm _____ years old.
- I'm a student at _____.
- I'm in grade _____.
- My homeroom teacher's name is _____.
- My favorite teacher's name is _____.
- My favorite subject is _____.
- There are _____ students in my class.
- I go to school at _____. (time)
- I finish school at _____. (time)
- I get the most homework from _____. (subject)
- I don't like to study _____. (subject) because
- At break time I _____. (verb)
- I'm good at _____. (subject)
- I'm bad at _____. (subject)
- I take _____ in my school bag.
- I go to school because _____.

Nouns

Book	Pencil case
Pencil	Diary
Pen	Dictionary
Eraser	Ruler
Sharpener	Calculator



- ... I like it a lot.
- ... I think it's important.
- ... I have to.
- ... my friends are there.

Let's Talk About My Friend's School

Practice asking your classmate some of the questions below to find out more about them. Make notes of their answers so you can talk about them later

What school do you go to?
Where is it?
Talk about it.

What do you like best
about your school?

Who wakes you up for
school? What time?

What time do you go to
school? What time do you
finish?

Have you ever been late
for class? If so, why?
Explain.

What time do you eat
lunch at school?
What do you eat there?

What do you do at break
times?

Is your school far from your
home?
How do you get there?

Who takes you to school?

How often do you ...at school? Make a sentence below using one of the adverbs of frequency

always	usually	often	sometimes	not often	rarely	never
100%	80%	60%	40%	20%	10%	0%

Once	}	a {	day/week/ month/
Twice			
Three times			

- Interview another student (choose 3-5 questions)
- Write down their answers below.
- Now tell the class about the person that you've interviewed.

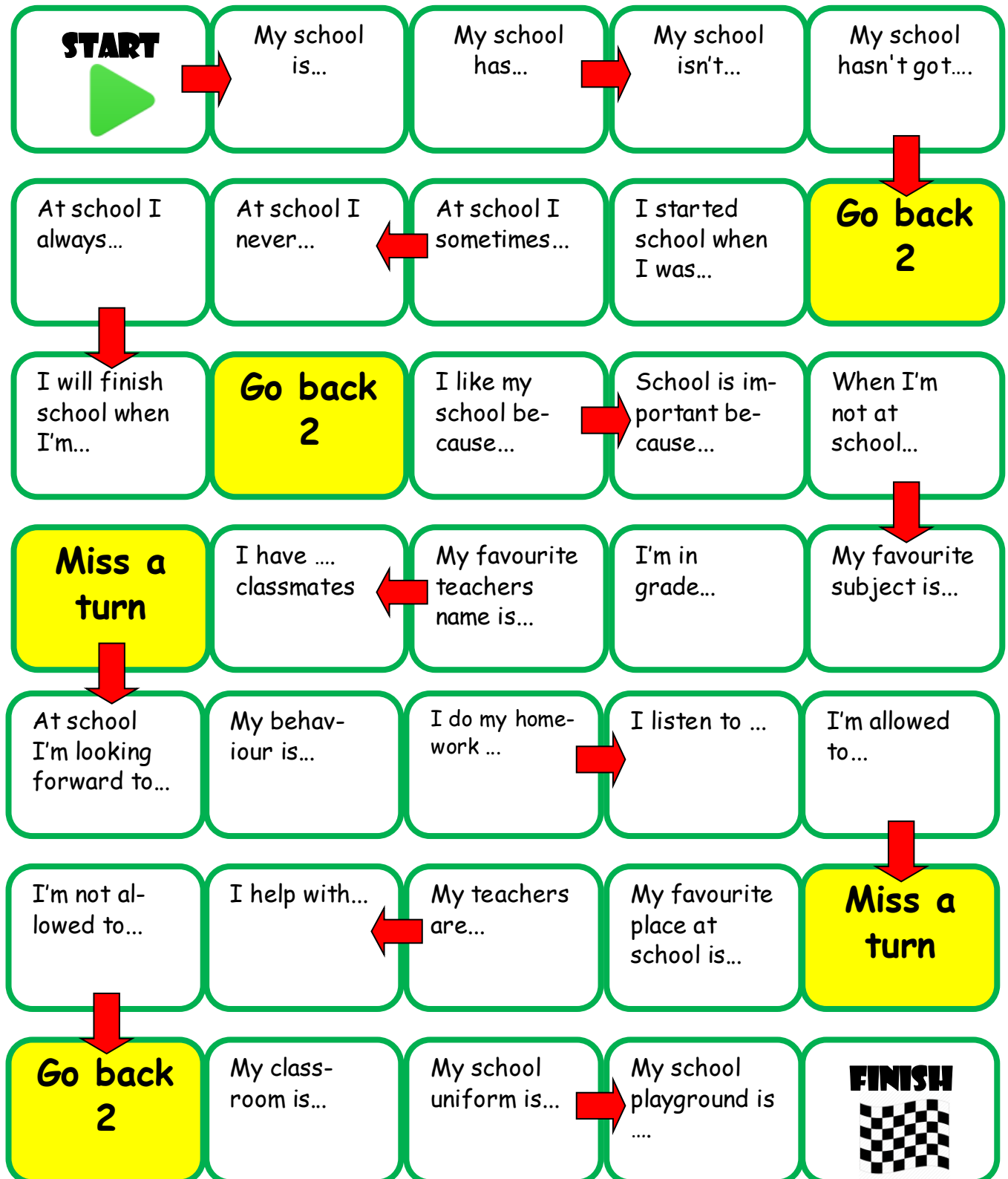
For example: Let me talk about my friend's school. (He/ She) goes to (school name).
At break time (he/she) plays with friends in the playground.

Friends name _____

What can you tell us about their school?

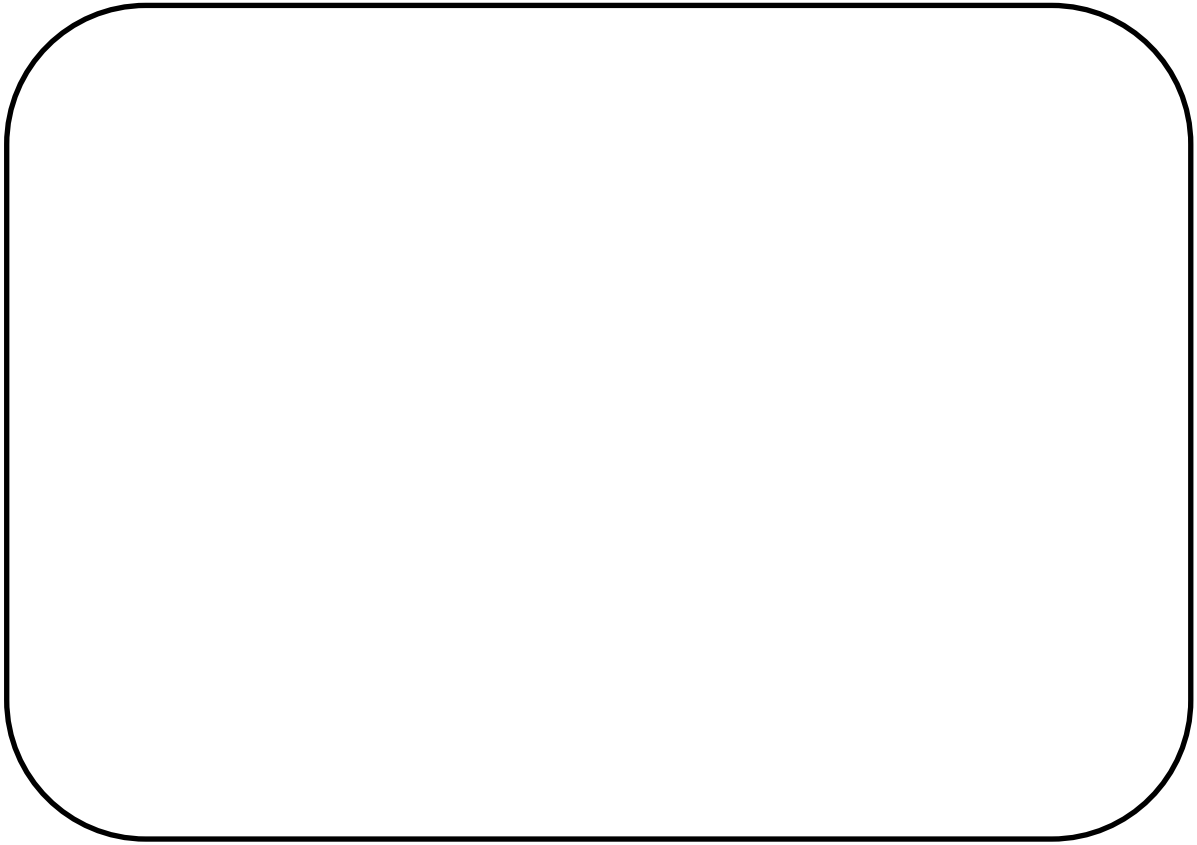
Let's get to know each other

play the game below so that you can get to know your classmates. Finish the sentences provided with information about yourself. Speak in full sentences.



Let's Talk More About My School

Draw a picture of yourself at school for your oral presentation. You will have to talk about your school to the class for one minute.



Make some notes about your school to help you with your oral presentation. Talk about what you like to do at school using at least **three verbs**.

Describe your school using at least **three adjectives**.

Name some of your favourite things or people at school using at least **three nouns**.

Unit 3

Let's Talk About My Home

- Cities
- Buildings
- Rooms

Practice the vocabulary in the word banks below. Use the vocabulary to complete the sentences about yourself.

Word Banks

Cities

Bangkok	Rome
Chonburi	Tokyo
London	Munich
Liverpool	Amsterdam
Madrid	New York

buildings

House	Tree house
Flat	Bungalow
Apartment	Igloo
Hut	Shed

Rooms

Kitchen	Dining room
Living room	Utility room
Bedroom	Attic
Garage	Cellar
Loft	Bathroom

Let me introduce myself....

- Hi, my name's _____.
- I was born in _____. (city)
- I live in _____. (city)
- I live in a _____. (building)
- My house has _____ rooms.
- My favourite room at home is _____.
- In the kitchen there is a _____.
- In the living room there is a _____.
- In my bedroom there are some _____.
- I have lived in this house for _____.
- I eat in the _____. (room)
- I sleep in the _____. (room)
- I watch TV in the _____. (room)
- I do my homework in the _____. (room)
- I love my home because..._____.

furniture

Bed	Lamp
Sofa	Table
Sink	Chair
Cupboard	Television
Bookcase	Window



Because

... my family live there.
 ... i'm happy there.
 ... it's comfortable.
 ... it's safe.



Let's Talk About My Friends Home

Practice asking your classmate some of the questions below to find out more about them. Make notes of their answers so you can talk about them later

Where do you live?
Talk about it

How many rooms are there in your home?
Name them.

What is there in your bedroom?
Name the furniture.

What is there in your living room?
Name the furniture.

What is there in your kitchen?
Name the furniture.

Do you prefer living in the city or the country?
Explain your answer.

How many times have you moved house?
Did you enjoy it?

Whose house do you like to visit?
Explain why.

Who does the housework in your family?
What do you do to help?

How often do you ...? Make a sentence below using one of the adverbs of frequency

always	usually	often	sometimes	not often	rarely	never
100%	80%	60%	40%	20%	10%	0%

Once	} a {	day/week/ month/
Twice		
Three times		

- Interview another student (choose 3-5 questions)
- Write down their answers below.
- Now tell the class about the person that you've interviewed.

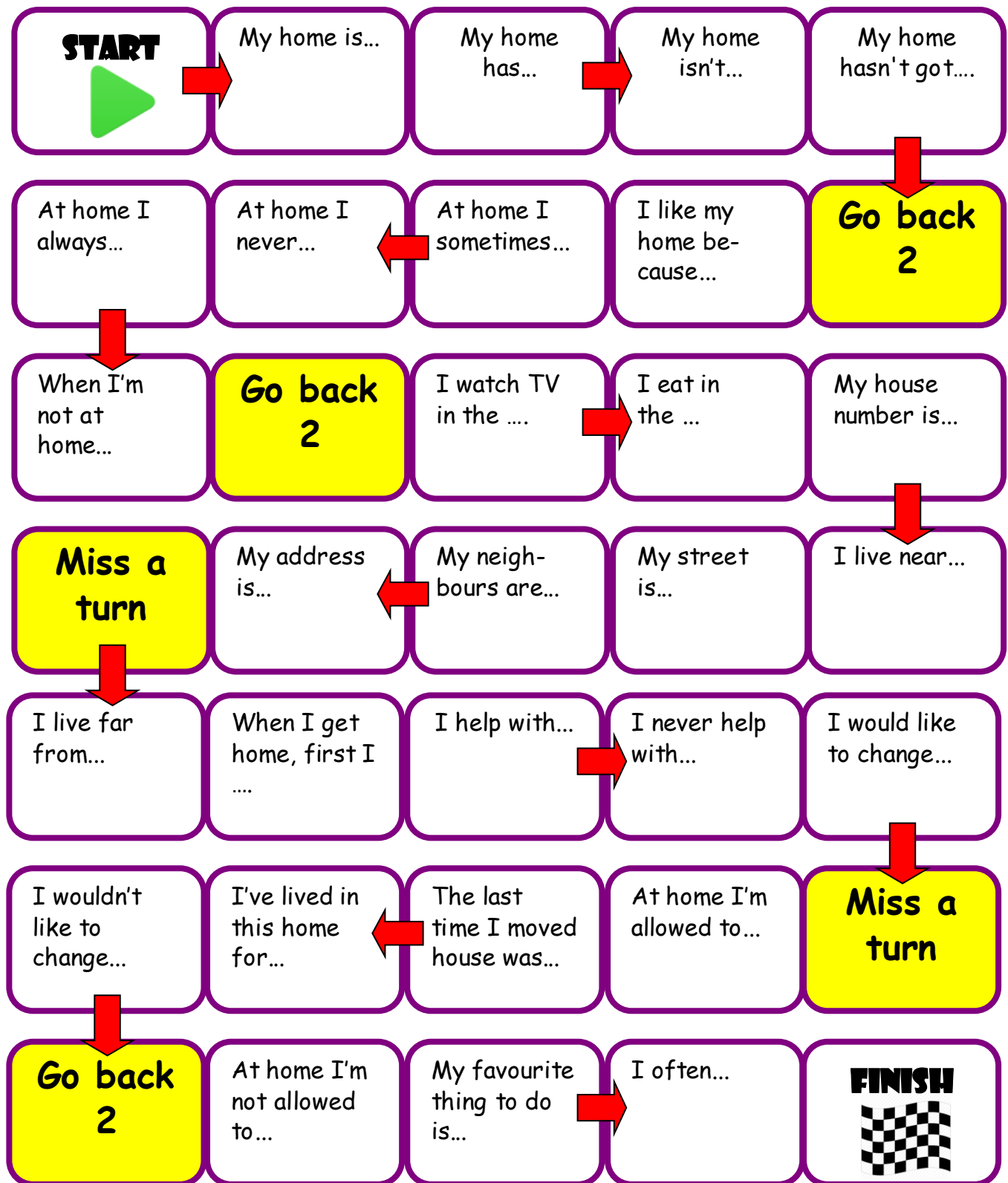
For example: Let me introduce (name). (He / She) lives in a (building) in (city)

Friends name _____

What can you tell us about them?

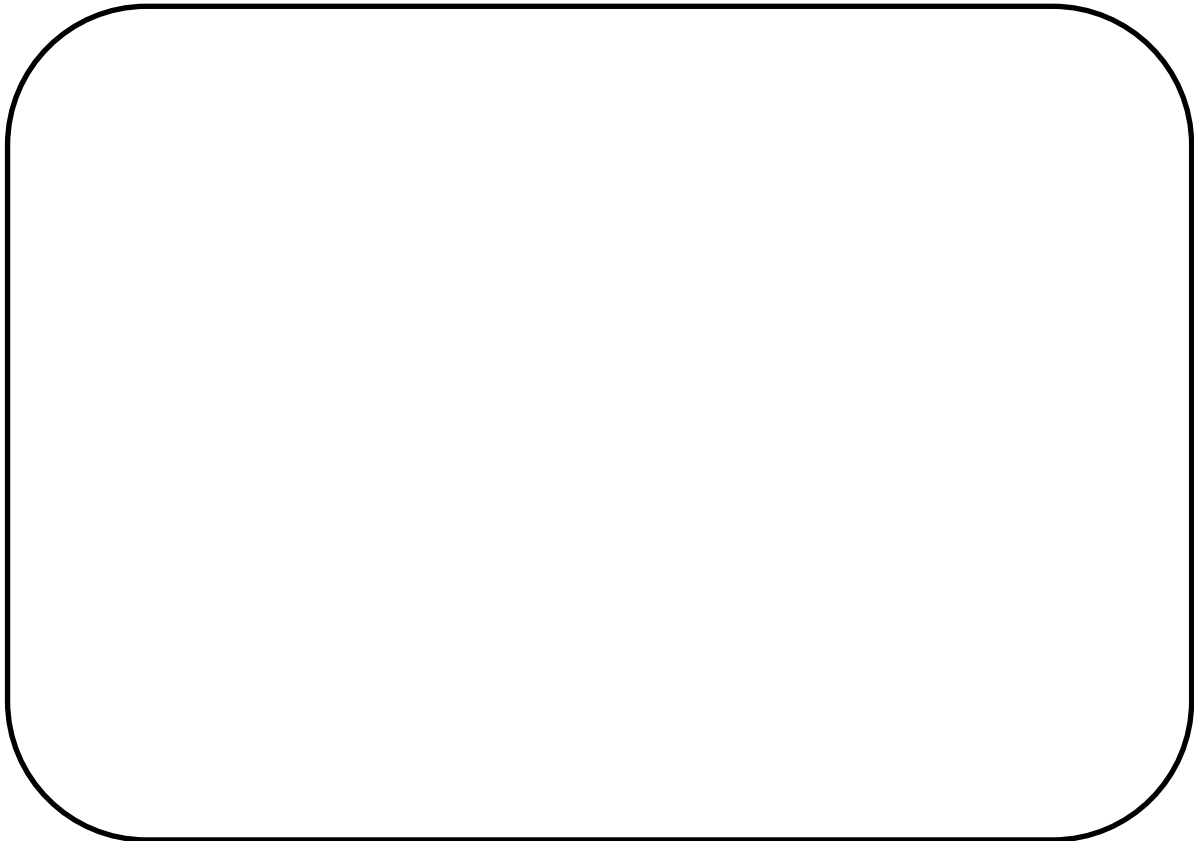
Let's get to know each other

Play the game below so that you can get to know your classmates. Finish the sentences provided with information about yourself. Speak in full sentences.



Let's Talk More About My Home

Draw a picture of yourself for your oral presentation. You can draw yourself in a place that you like, doing something that you like or with people that you like. You will have to talk about yourself to the class for one minute.



Make some notes about yourself to help you with your oral presentation. Talk about what you like to do at home using at least **three verbs**.

Describe your house using at least **three adjectives**.

Explain and discuss

- Home sweet home.
- Home is where the heart is.
- A man's home is his castle.
- Charity begins at home.

Match BrE (left) with AmE (right)

1	cellar	a	apartment
2	lift	b	yard
3	garden	c	basement
4	flat	d	elevator

Unit 4

Let's Talk About Food

- Fruit
- Vegetables
- Drinks
- Popular food
- Tastes

Practice the vocabulary in the word banks below. Use the vocabulary to complete the sentences about yourself.

Word Banks

Fruit

Banana	Pear
Apple	Watermelon
Mango	Pineapple
Coconut	Strawberry
Orange	Cherry

Vegetables

Broccoli
Carrot
Cauliflower
Mushroom
Pepper

Drinks

Water
Orange juice
Milk
Coke
Coffee

Let me introduce myself....

- Hi, my name's _____.
- My favourite food is _____.
- My favourite fruit is _____.
- My favourite vegetable is _____.
- My favourite drink is _____.
- My favourite restaurant is _____.
- I always eat _____.
- I sometimes eat _____.
- I never eat _____.
- I like _____ food. (taste)
- I don't like _____ food. (taste)
- I can cook _____.
- At home I usually eat _____.
- Food at school is _____.
- For breakfast I eat _____.
- For lunch I eat _____.

Popular food

Chicken	Chilli
Rice	Curry
Burger	Salad
Chips	Pork
Pasta	Beef



Tastes

Spicy
Salty
Sweet
bitter



Let's Talk About My Friend

Practice asking your classmate some of the questions below to find out more about them. Make notes of their answers so you can talk about them later

What's your favourite food?

How often do you eat it?

What's your favourite restaurant?

Why?

Which country do you think has the best food?

Do you eat fast food?

If yes, what fast food do you eat?

What is the most popular food in your county?

Can you cook?

If yes, what can you make?

What does your pet eat?

Why is it important to eat healthy food?

Why shouldn't you eat too much sugar and fast food?

How often do you ...? Make a sentence below using one of the adverbs of frequency

always	usually	often	sometimes	not often	rarely	never
100%	80%	60%	40%	20%	10%	0%

Once	}	a {	day/week/
Twice			month/
Three times			

- Interview another student (choose 3-5 questions)
- Write down their answers below.
- Now tell the class about the person that you've interviewed.

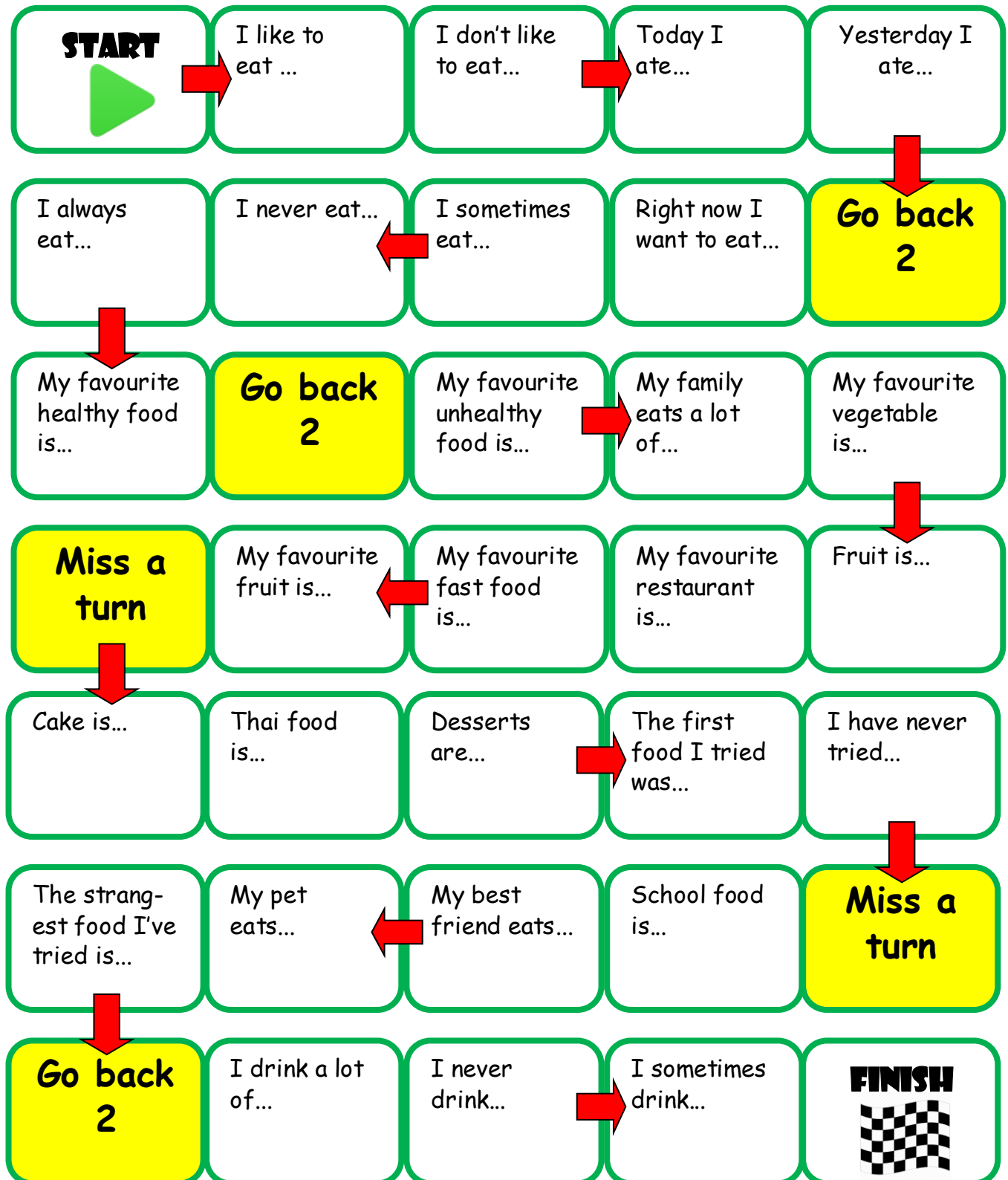
For example: Let me introduce (name).

Friends name _____

What can you tell us about them?

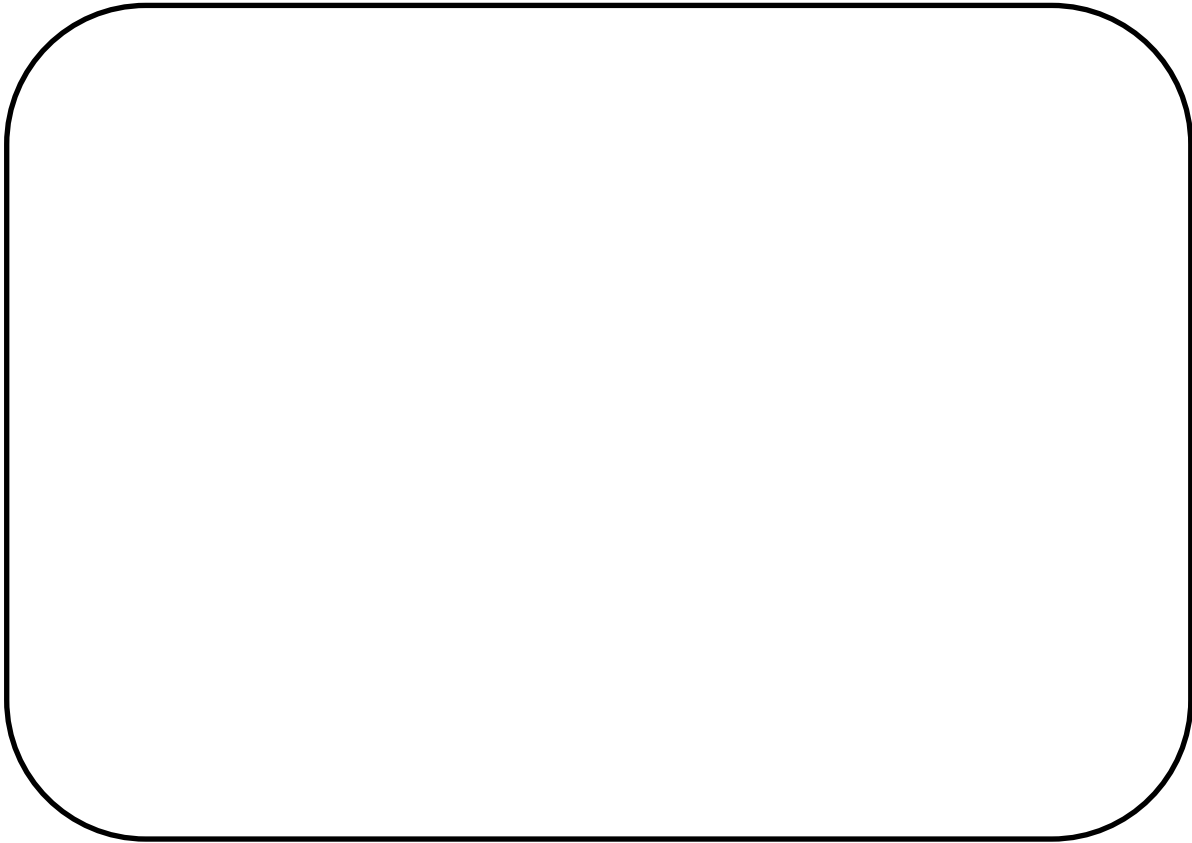
Let's get to know each other

Play the game below so that you can get to know your classmates. Finish the sentences provided with information about yourself. Speak in full sentences.



Let's Talk More About Food

Draw a picture of yourself with some of your favourite foods. You will have to talk about food to the class for one minute.



Make some notes about your school to help you with your oral presentation.
Describe your favourite food using at least **three adjectives**.

Tick the food you have tried.

apple	<input type="checkbox"/>	cabbage	<input type="checkbox"/>	stew	<input type="checkbox"/>
banana	<input type="checkbox"/>	mushroom	<input type="checkbox"/>	chicken	<input type="checkbox"/>
rice	<input type="checkbox"/>	tomato	<input type="checkbox"/>	duck	<input type="checkbox"/>
paella	<input type="checkbox"/>	celery	<input type="checkbox"/>	pork	<input type="checkbox"/>
spaghetti	<input type="checkbox"/>	eggs	<input type="checkbox"/>	beef	<input type="checkbox"/>
avocado	<input type="checkbox"/>	curry	<input type="checkbox"/>	frog	<input type="checkbox"/>
coffee	<input type="checkbox"/>	burger	<input type="checkbox"/>	snail	<input type="checkbox"/>
water	<input type="checkbox"/>	lasagne	<input type="checkbox"/>	fish	<input type="checkbox"/>

Unit 5

Let's Talk About Travel

- Countries
- Transport
- Cities

Practice the vocabulary in the word banks below. Use the vocabulary to complete the sentences about yourself.

Word Banks

Countries

England	Korea
Thailand	Holland
America	Australia
Japan	Portugal
France	Spain

Transport

Bus
Train
Car
Boat
Airplane

Cities

Bangkok	Beijing
London	Liverpool
Madrid	Barcelona
Tokyo	Munich
Chonburi	Vientiane

Let

me

introduce myself....

- Hi, my name's _____.
- I have been to _____. (country / city / place)
- I have never been to _____. (country / city / place)
- My favourite place to visit is _____.
- My last holiday was _____.
- I went with _____.
- I travelled by _____. (transport)
- I've never travelled by _____. (transport)
- My next holiday will be _____.
- I usually eat _____.
- I usually try _____.
- I wouldn't like to go to _____.
- The first place I ever visited was _____.
- On holiday I like to _____

because _____.

Places

Mountains
Beach
Forest
Campsite
Farm
Waterpark



Because

It's fun.
It's good.
It's interesting

Let's Talk About My Friend

Practice asking your classmate some of the questions below to find out more about them. Make notes of their answers so you can talk about them later

Have you ever been abroad?

Where did you go?

How many countries have you visited?

Talk about them.

Where do you usually go on holiday?

Talk about it.

How do you usually travel?

How do you prefer to travel?

Have you ever travelled by plane?

How did you feel?

What's your favourite city?

Why? What can you do there?

Do you ever go camping?

How do you feel about it?

Where did you spend your last holiday?

Talk about it.

How often do you go on holiday?

How often do you ...? Make a sentence below using one of the adverbs of frequency

always usually often sometimes not often rarely never

100% 80% 60% 40% 20% 10% 0%

Once

Twice

Three times

a { day/week/
month/

- Interview another student (choose 3-5 questions)
- Write down their answers below.
- Now tell the class about the person that you've interviewed.

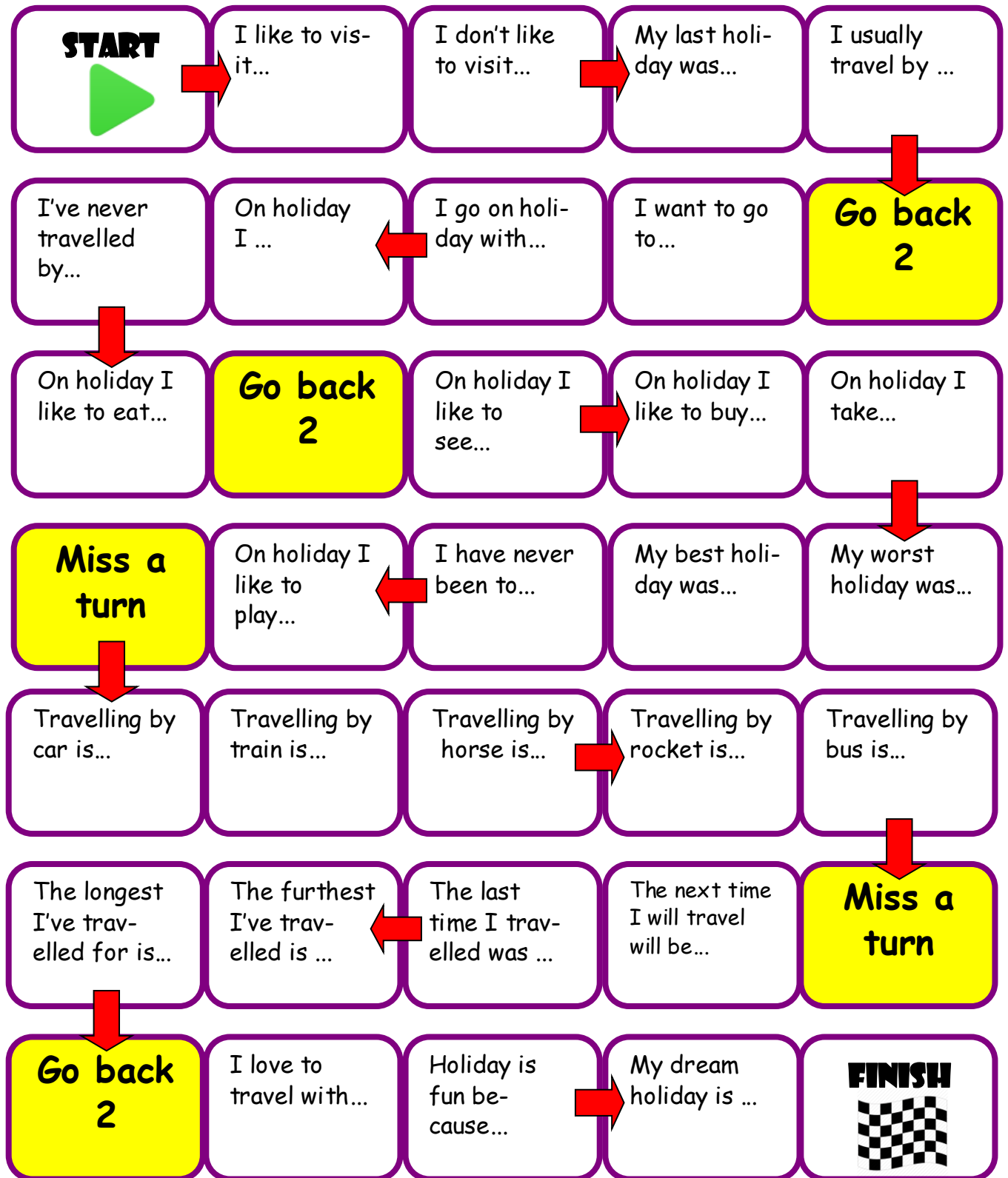
For example: Let me introduce (name). (He/She) has visited (country)

Friends name _____

What can you tell us about them?

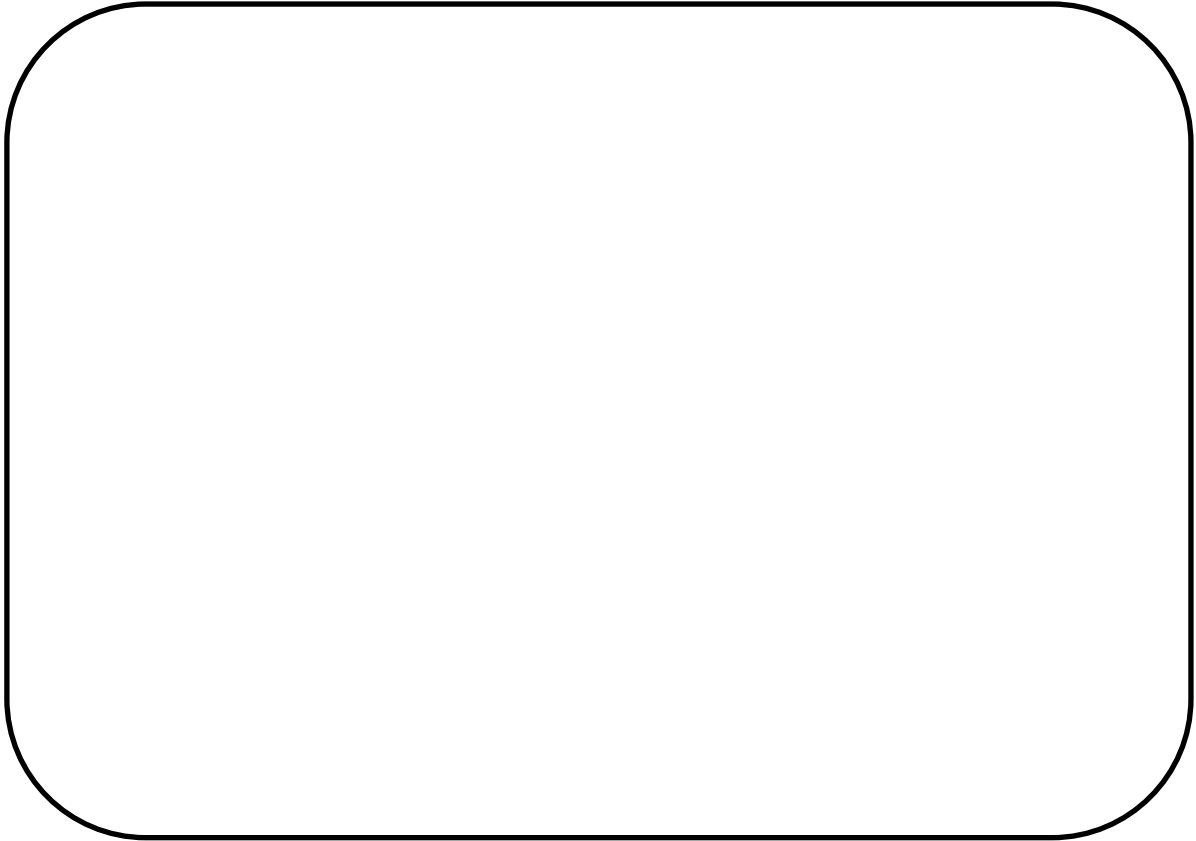
Let's get to know each other

Play the game below so that you can get to know your classmates. Finish the sentences provided with information about yourself. Speak in full sentences.



Let's Talk More About Travel

Draw a picture of yourself for your oral presentation. You can draw yourself in a place that you like, doing something that you like or with people that you like. You will have to talk about yourself to the class for one minute.



Make some notes about yourself to help you with your oral presentation. Talk about what you like to do on holiday using at least **three verbs**.

Describe your last holiday using at least **three adjectives**.

Draw the flag of your country: Draw the flag of a country you have visited:



Unit 6

Let's Talk About the Future

- Will / won't
- Environment
- Should / shouldn't

Practice the vocabulary in the word banks below. Use the vocabulary to complete the sentences about yourself.

Word Banks

verbs

eat	try
play	make
go	play
do	work
see	learn

adjectives

places

Let me introduce myself....

- Hi, my name's _____. (verb)
- Tomorrow I will _____. (verb)
- Next week I will _____. (verb)
- Next year I will _____. (verb)
- In ten years I will _____. (verb)
- I will travel to _____. (place)
- I will be a _____. (occupation)
- I will live _____. (place)
- Pollution will be _____. (adjective)
- Robots will _____. (verb)
- Technology will be _____. (adjective)
- The earth will be _____. (adjective)
- Transport will be _____. (adjective)
- Global warming will be _____. (adjective)
- I'm _____ about the future because

Because

Let's Talk About My Friend

Practice asking your classmate some of the questions below to find out more about them. Make notes of their answers so you can talk about them later

What do you think the weather will be tomorrow?

What are you going to do tomorrow?

Talk about your plans.

What are you going to do tonight?

Talk about your plans.

Where do you see yourself in ten years time?

Do you think people will live longer?

Explain your answer.

Will robots ever replace humans?

Why do you think this?

Do you think the world will be better or worse in the future? Why?

How do you think your country will change in the future?

What new inventions would you like to see in the future?

How often will you ...? Make a sentence below using one of the adverbs of frequency

always	usually	often	sometimes	not often	rarely	never
100%	80%	60%	40%	20%	10%	0%

Once	}	a {	day/week/ month/
Twice			
Three times			

- Interview another student (choose 3-5 questions)
- Write down their answers below.
- Now tell the class about the person that you've interviewed.

For example: Let me introduce (name).

Friends name _____

What can you tell us about them?

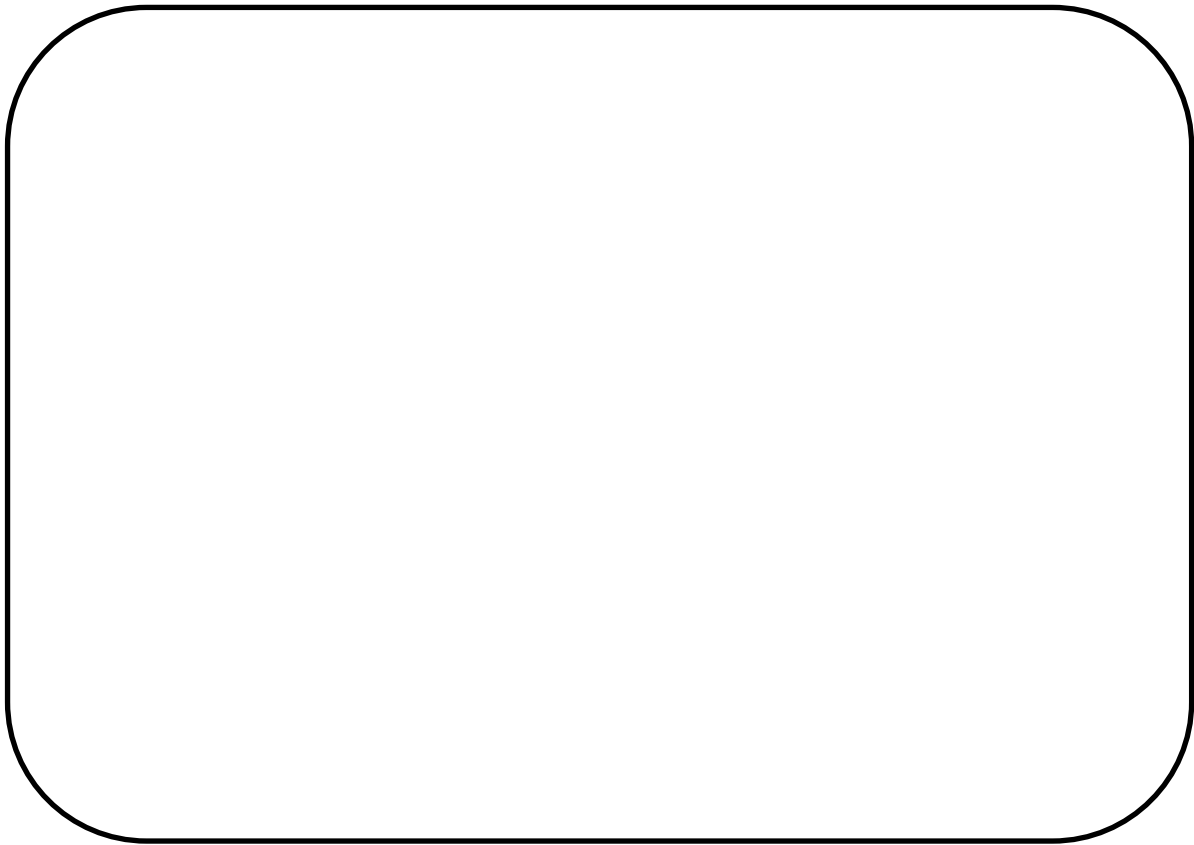
Let's get to know each other

Play the game below so that you can get to know your classmates. Finish the sentences provided with information about yourself. Speak in full sentences.



Let's Talk More About the Future

Draw a picture of yourself in the future for your oral presentation. You will have to talk about your future to the class for one minute.



Make some notes about your future to help you with your oral presentation. Talk about what you would like to do in the future using at least **three verbs**.

Do you think this will happen? Discuss	yes	no	maybe
Aliens will invade the earth.			
Flying cars will fix the traffic problems.			
Robots will take over the earth.			
Humans will fix the damage we've caused to the planet			
Tourists will go on space holidays.			
Scientists will invent time machines.			
People will live longer.			
There will be a friendly alien encounter.			

Essential Vocabulary

Students should learn

Student can name all the pictures and the first sound. Date completed _____

Essential Vocabulary

Students should learn all of this vocabulary gradually throughout the course. Students

Student can blend the individual sounds to make the words. Date completed _____

Essential Vocabulary

Students should learn

Student can name all the pictures and the first sound. Date completed _____

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Students should learn all of this vocabulary gradually throughout the course. Students

Student can blend the individual sounds to make the words. Date completed _____

Essential Skills

Students should learn

Student can name all the pictures and the first sound. Date completed _____

Essential Vocabulary Skills

Students should learn all of this vocabulary gradually throughout the course. Students

Student can blend the individual sounds to make the words. Date completed _____

Essential Skills

Students should learn

Student can name all the pictures and the first sound. Date completed _____

Essential Vocabulary Skills

Students should learn all of this vocabulary gradually throughout the course. Students

Student can blend the individual sounds to make the words. Date completed _____

Student Report

[illegible]

Teacher comments and recommendations

Student Report

[illegible]

Teacher comments and recommendations

YEAR 4

This book is created to support Year 4 students in improving their English skills as part of the Key **Stage 1** curriculum.

Through engaging activities and age-appropriate content, children will develop essential language skills in reading, writing, speaking, and listening.

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