

Reading

Comprehension

Louis Fidge

3



MACMILLAN FOUNDATION SKILLS

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Skills, Scope and Sequence

Unit 1 Text Type Text Level Sentence Level Word Level	Hen, Rat and Cat Play/Traditional story Characterisation Focus on verbs Modifying e (magic e)
Unit 2 Text Type Text Level Sentence Level Word Level	How to use an information book Information/explanation Features of text General punctuation Alphabetical order (second letter)
Unit 3 Text Type Text Level Sentence Level Word Level	The kind old man and the robber Adventure story with a moral Sentence completion (multiple choice) Focus on adjectives Long vowel sound <i>ea</i>
Unit 4 Text Type Text Level Sentence Level Word Level	How we get our milk Information text (flow diagram) Sequencing Prepositions Alphabetical order (first letter)
Unit 5 Text Type Text Level Sentence Level Word Level	Five little spacemen Conversational poem Questions (literal/appreciative) Simple present and past tenses Compound words
Unit 6 Text Type Text Level Sentence Level Word Level	Johnny Appleseed Autobiographical Questions (literal/evaluative) Pluralisation of nouns <i>es</i> Long vowel sound <i>ar</i>
Unit 7 Text Type Text Level Sentence Level Word Level	The fox and the crow Fable True/false statements Indefinite article Finding small words inside longer words
Unit 8 Text Type Text Level Sentence Level Word Level	Hansel and Gretel Fairy story Questions (literal/inferential) Question and exclamation marks Long vowel sound <i>ou</i>
Unit 9 Text Type Text Level Sentence Level Word Level	Tall trees Poem with familiar setting Questions (literal) Adjectives – opposites Long and short sound of <i>y</i>
Unit 10 Text Type Text Level Sentence Level Word Level	The story of Louis Braille Autobiography/information Matching sentence beginnings and endings Conjunction <i>and</i> Long vowel sounds <i>ai/ay</i>

Unit 11 Text Type Text Level Sentence Level Word Level	Ug and Og Adventure story with a moral Identifying errors in statements about story Simple present and present continuous tense Doubling final consonant before adding <i>ing</i> to verbs
Unit 12 Text Type Text Level Sentence Level Word Level	The blackbird Conversational poem Questions (literal/appreciative) Commas in lists Suffixing with <i>ly</i> and <i>ful</i>
Unit 13 Text Type Text Level Sentence Level Word Level	A letter to a pen friend Writing a letter/biographical Sentence completion Subject/verb agreement using <i>is/are</i> and <i>was/were</i> Long vowel sound <i>oa</i>
Unit 14 Text Type Text Level Sentence Level Word Level	The boy who had no friends Adventure story in familiar setting True/false statements Simple present, simple past and past continuous tenses Long and short sounds of <i>ow</i>
Unit 15 Text Type Text Level Sentence Level Word Level	School rules Instructions/persuasive writing Questions (literal/inferential) Punctuation – capital letters and full stops Consonant digraph <i>wh</i>
Unit 16 Text Type Text Level Sentence Level Word Level	The bully Adventure story in familiar setting with a moral Sequencing Choosing correct form of past tense (irregular verbs) Short sound of <i>oo</i>
Unit 17 Text Type Text Level Sentence Level Word Level	The dentist Recount/report Questions (literal/inferential) Matching questions and answers Soft <i>c</i> as in <i>ice</i>
Unit 18 Text Type Text Level Sentence Level Word Level	Some poems to enjoy Word play/tongue twisters/alliteration Questions (literal/appreciative) Pluralisation of nouns – change <i>y</i> to <i>i</i> add <i>es</i> Syllabification
Unit 19 Text Type Text Level Sentence Level Word Level	The elephant and the kitten Adventure story Questions (literal/evaluative) Proper nouns Double consonants within words
Unit 20 Text Type Text Level Sentence Level Word Level	The old lizard Story with patterned language/information Questions (literal/inferential) Focus on nouns Long vowel sound <i>ay</i>

Teacher's Notes – Introduction to the series

The texts

Each book in the series introduces pupils to a wide range of culturally appropriate text types, including fiction, poetry and non-fiction. The books are carefully graded according to readability and are incremental in difficulty. The books provide a valuable complement to any other resources or series currently being used. The fact that each unit is structured in the same way makes the books accessible and easy to use.

The related activities

The related activities support the development of essential reading skills at *Text Level*, encouraging pupils to read at different levels using literal, inferential and evaluative comprehension skills. The stimulus passages are also used to help pupils develop skills at *Sentence Level* (grammar and punctuation) and *Word Level* (spelling and vocabulary).

The Skills, Scope and Sequence Chart

The *Skills, Scope and Sequence Chart* (on pages 2–3) provides an immediate overview of text types included and skills being developed at *Text*, *Sentence* and *Word Level*. This chart is very helpful for planning purposes.

Using the books

To gain maximum benefit from the books, it is suggested that they are used systematically, working through each unit one at a time, in the given order. However, the books may also be used flexibly, selecting units as desired to complement other work being done in class.

Tackling the texts

The stimulus texts may be tackled in a variety of ways. They could be used for shared reading. This could take the form of the teacher reading the whole text to the class or inviting different pupils to contribute as appropriate. Certain texts, eg poems, provide an ideal opportunity for whole class participation. Alternatively the pupils could be asked to read the text silently or read it aloud in pairs or in groups. Whatever approach is used, to make the most of each text it should be discussed to ensure pupils have a good grasp of the literal meaning of the text and any vocabulary they may not have met before. Key vocabulary words are printed in bold type, and the Teacher's Book indicates how these might be dealt with. The related *Text Level* activities may initially be done as a class verbally to help pupils reflect on the texts.

Tackling the related activities

The related activities at *Text*, *Sentence* and *Word Level* may be used systematically or selectively as desired. It is suggested that prior to working any activity there is some discussion with the pupils to ensure they understand what is required of them.

Teaching features of the books

Units of work

There are 20 double-page units of work. Each unit is structured in the same way, ie a stimulus text, followed by three different levels of activities (Text, Sentence and Word Level).

Unit number and title

Text Level activities
(a range of differentiated comprehension tasks)

Sentence Level activities
(grammar or punctuation tasks)

Unit 1 Hen, Rat and Cat

Do you help at home? What sort of jobs do you do?

Text Level

Read the story and answer the questions below.

- Who are the three main characters in the story?
- What did Hen ask first?
- What did Rat and Cat answer?
- What is Hen making?
- Why did Rat and Cat say "I will!" at the end?
- What do you think about Rat and Cat?
- Do you think Hen will let Rat and Cat have any bread?

Sentence Level

Underline the verb in each sentence.

- Friends laugh with you.
- Friends play with you.
- Friends share with you.
- Friends help you.
- Friends care about you.
- Friends listen to you.
- Friends talk to you.

Word Level

- Add **e** to the end of each word. Write the word you make.

a hat	hate	b cap	c rob
d tub	e hop	f pip	g tap
h mod	i pin	j not	k cub
- Choose the correct word to fill each gap.
 - I wear a hat on my head. (hat / hate)
 - I have a _____ of toothpaste. (tub / tube)
 - I, _____ you are happy. (hop / hope)
 - You get water from a _____ (tap / tape)
 - I _____ a cake. (mod / made)
 - I _____ my finger. (cut / cute)

Text for reading and discussion

Word Level activities
(spelling and vocabulary tasks)

The Glossary

This explains and gives examples of key language terms and concepts covered in the activities. The Glossary may be used for teaching purposes or for reference by pupils.

Glossary of Language Terms

Adjective: An adjective is a describing word. It gives more meaning to a noun.

Alphabetical order: When we put words in order according to the letter or letters they begin with, we say they are in alphabetical order. These words are in alphabetical order: apple, boy, pig, rock.

Character: Characters are the names of people, animals or things that appear in stories.

Comma: A comma is a punctuation mark. It tells you to pause. I ate an apple, an orange and a banana.

Compound word: A compound word is when we join two small words together to make a larger word.
sun + shine = sunshine

Conjunction: A conjunction is a joining word. Conjunctions are often used to join two sentences together.
I went home and I watched television.

Consonant: Our alphabet is divided up into vowels and consonants. The vowels are a, e, i, o and u. All the other letters are consonants.

Exclamation: An exclamation is a sentence which shows that we feel strongly about something. It always ends with an exclamation mark.
Come back at once!

Full stop: A full stop is a dot showing that a sentence has ended.

Letter pattern: A letter pattern is a group of letters which occur often in words.
Remembering letter patterns helps us with spelling.

Link back word: A link back word is a word that can be the name of a person, place or thing. (See the proper noun.)
A boy, a river, a pencil.

Opposite: Opposites are words whose meanings are so different as possible from each other.
big - small

Phrase: Phrases mean more than one. (See also singular.)
lots of snakes

Poem: A poem is a piece of writing that is imaginative. It is written in lines. The lines may or may not rhyme.

Proper noun: A proper noun is the particular name of a person, place or thing. It always begins with a capital letter.
The man's name was **Alan**. His friend is **Kawati**.

Punctuation: Punctuation helps us make sense of what we read. Punctuation marks make writing easier for us to understand. There are all punctuation marks.

Full stops

Commas

Question marks

Exclamation marks

Question: A question is what we ask when we want to find something out. A question always ends with a question mark.
How many apples?

Rhyme: A rhyme occurs when two words have an ending that sound the same.
The dog sat on the log.

Sentence: A sentence should make sense on its own. It should begin with a capital letter. It usually ends with a full stop.

Singular: Singular means one.
a snake
(See also plural)

Syllable: A syllable is a group of letters we add to the end of a word, to change its meaning.
spider → spider - cack → cackling

Syllable: Longer words may be broken into smaller parts, called syllables.
out - let - one syllable
fall - ing has two syllables

Title: A title is the name we give a book or something we have made or written.

Verb: A verb is a doing or being word.
out - let - one syllable

Verb tense: Verbs may be written in different tenses. The tense of a verb changes according to the time of the action. For example:
Now I am riding a bicycle. (present tense)
Yesterday I rode a bicycle. (past tense)

Words: There are four vowels in the alphabet - a, e, i, o and u. Most words contain at least one vowel. (See also consonants).

Unit 1

Hen, Rat and Cat

Do you help at home? What sort of jobs do you do?



Hen: Who will help me plant the seeds?

Rat: I won't.

Cat: I won't.



Hen: Who will help me cut the wheat?

Rat: I won't.

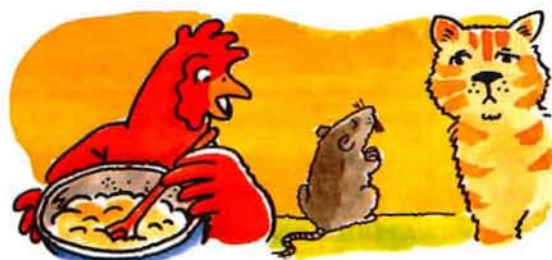
Cat: I won't.



Hen: Who will help me make the flour?

Rat: I won't.

Cat: I won't.



Hen: Who will help me make the bread?

Rat: I won't.

Cat: I won't.



Hen: Who will help me bake the bread?

Rat: I won't.

Cat: I won't.



Hen: Who will help me eat the bread?

Rat: I will!

Cat: I will!

Read the story and answer the questions below.

- 1 Who are the three main characters in the story?
- 2 What did Hen ask first?
- 3 What did Rat and Cat answer?
- 4 What is Hen making?
- 5 Why did Rat and Cat say "I will!" at the end?
- 6 What do you think about Rat and Cat?
- 7 Do you think Hen will let Rat and Cat have any bread?

Underline the verb in each sentence.

- | | |
|----------------------------------|--------------------------|
| 1 Friends <u>laugh</u> with you. | 2 Friends play with you. |
| 3 Friends share with you. | 4 Friends help you. |
| 5 Friends care about you. | 6 Friends listen to you. |
| 7 Friends talk to you. | |

1 Add e to the end of each word. Write the word you make.

- | | | |
|-------------------|-------|-------|
| a hat <u>hate</u> | b cap | c rob |
| d tub | e hop | f pip |
| g tap | h mad | i pin |
| j not | k cub | l cut |

2 Choose the correct word to fill each gap.

- a I wear a hat on my head. (hat / hate)
- b I have a _____ of toothpaste. (tub / tube)
- c I _____ you are happy. (hop / hope)
- d You get water from a _____. (tap / tape)
- e I _____ a cake. (mad / made)
- f I _____ my finger. (cut / cute)

Unit 2

How to use an information book

A story book is called a **fiction** book. Stories are not true. Information books are called **non-fiction** books. They are full of **facts**.



Here are some pages from an **information book** on shops. A Contents Page comes at the front of the book. It tells you what sections the book is divided into.

Contents

	page
What are shops?	2
Big shops	4
Small shops	6
Markets	10
Quiz	12

Index

	page
baker	6, 8, 12
butcher	7, 9, 12
chemist	7, 9
department store	4, 5
greengrocer	6, 8, 12
market	10, 11, 12
post office	7, 9, 12
supermarket	4, 5

The Index comes near the back of the book. It tells you where you can find different things.



Read the information and answer the questions below.

- 1 What is the difference between a story book and an information book?
- 2 Where will you find the contents page of a book?
- 3 What does a contents page tell you?
- 4 On which page of the book will you find the section on markets?
- 5 Where will you find the index of a book?
- 6 What does an index tell you?
- 7 On which pages of the book will you find information on department stores?

Copy these sentences. Punctuate them correctly.

- 1 we need water to live
We need water to live.
- 2 can you swim
- 3 we use water for swimming washing drinking and cooking
- 4 in the sea the waves can be very strong
- 5 is it raining outside
- 6 look out a crocodile is coming
- 7 Come here Anna
- 8 I want an apple a red apple.

Write these words in alphabetical order.

- 1 butcher, baker baker, butcher
- 2 mess, market, mop
- 3 whale, wet, water
- 4 helicopter, hurry, harbour
- 5 submarine, swim, ship
- 6 paddle, pond, pen
- 7 train, think, tap, today

Unit 3

The kind old man and the robber

What is a robber? What do you think about robbers?



One night a man went to **rob** a house.

The robber found many fine clothes inside the house. Then he heard someone come in the front door. It was an old man.

The robber was **surprised** when the old man helped him carry the clothes.

The clothes were heavy. The old man got tired. The robber shouted at him.

When they got to the robber's house, the robber gave the old man some of the clothes and told him to go away.

The old man gave the clothes back to the robber. He said, "The house you robbed was my house. You must be very poor if you have to steal clothes. Please keep all the clothes. If you want any more, come and see me again."

The robber was very surprised that the old man was so **kind**. It made him feel very sad. The robber told the old man he was very sorry. After that the robber lived a better life.

Think of a suitable word to fill each gap.

- 1 The robber found many fine _____ in the house.
- 2 The robber heard someone come in the _____ door.
- 3 The old man _____ the robber.
- 4 When the old man got tired the robber _____ at him.
- 5 The robber told the old man to _____ away.
- 6 The old man was very _____ to the robber.
- 7 The robber said that he was _____.

SENTENCE LEVEL

1 Underline the adjective in each.

- | | |
|----------------------|-----------------|
| a the <u>old</u> man | b a heavy bag |
| c the hot sun | d a holy city |
| e the huge giant | f an angry lady |

2 Choose the best adjective to fill each gap.

- a The grass was wet. (wet / open)
- b The _____ lion was asleep. (new / fierce)
- c The shop was _____. (shut / fat)
- d The apple was _____. (sweet / thin)
- e The lady was very _____. (old / high)

WORD LEVEL

1 Match the rhyming words.

- | | | |
|---------|-------|---------|
| 1 steal | _____ | a neat |
| 2 seat | _____ | b clean |
| 3 weak | _____ | c meal |
| 4 team | _____ | d beak |
| 5 mean | _____ | e cream |

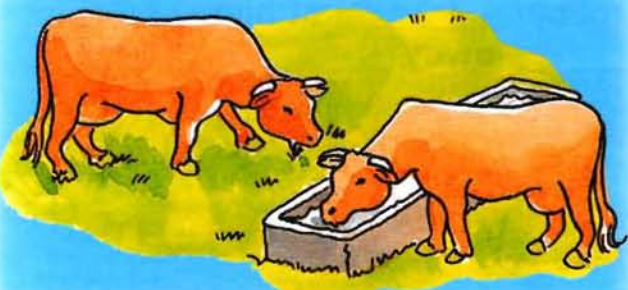
2 Choose the correct word to fill each gap.

- a You eat a meal. (meal / steal)
- b My writing is very _____. (seat / neat)
- c Anna felt _____ when she was ill. (weak / beak)
- d Our football _____ won the game. (cream / team)
- e I put on a _____ shirt. (clean / mean)

Unit 4

How we get our milk

Where does milk come from? What can we make from milk?



A cow eats grass and drinks water to help her make milk.



A machine **sucks** the milk from the cow.



A **tanker** comes to the farm to collect the milk.



The tanker takes the milk to the **dairy**.



At the dairy, they heat up the milk and then cool it down quickly. This kills any **germs**.



They put the milk into plastic bottles or cartons. Then they take it to the shop.

TEXT LEVEL

Write these sentences in order to tell how milk gets to the shop.

- a A tanker comes to the farm to collect the milk.
- b A machine sucks the milk from the cow.
- c They take it to the shop.
- d At the dairy, they heat up the milk and then cool it down quickly.
- e They put the milk into plastic bottles or cartons.
- f The tanker takes the milk to the dairy.

SENTENCE LEVEL

Choose a preposition to complete each of the sentences.

- 1 The milk is put **into** bottles. (into / on)
- 2 The boy saw a book _____ the desk. (above / on)
- 3 The girl climbed _____ the tree. (over / up)
- 4 The children sat _____. (down / along)
- 5 The children flew the kite _____ the sky. (on / in)
- 6 The car came _____ the road. (under / along)
- 7 The boy fell _____ the wall. (off / in)

WORD LEVEL

Write these words in alphabetical order.

- 1 bear, cow, ape ape, bear, cow
- 2 octopus, shark, penguin
- 3 sheep, horse, crocodile
- 4 lion, tiger, deer
- 5 snake, elephant, panda
- 6 rat, dog, fish, mouse
- 7 hen, fox, donkey, turkey

Unit 5

Five little spacemen

What goes high in the sky and flies to the stars?

Five little spacemen sitting on the stars,
The first one said, "Let's all fly up to Mars."
The second one said, "There are **rockets** in the air."
The third one said, "But we don't care."
The fourth one said, "Let's fly away so high."
The fifth one said, "Let's go up in the sky."
Then **swish** went the ship and out went the light,
And the five little spacemen flew right out of sight.



Read the poem and answer the questions below.

- 1 Where were the spacemen sitting?
- 2 How many spacemen were there?
- 3 What did the first spaceman say?
- 4 What did the second spaceman say?
- 5 What did the fourth spaceman say?
- 6 What did the fifth spaceman say?
- 7 Did you like the poem? Say why.

Complete the chart.

Present tense	Past tense
walk	walked
start	_____
finish	_____
climb	_____
_____	jumped
_____	shouted
look	_____
_____	visited
_____	hunted
mix	_____

Complete the word sums.

- | | |
|--------------------------|--------------------|
| 1 space + man = spaceman | 2 butter + fly = |
| 3 bed + room = | 4 sun + shine = |
| 5 play + time = | 6 pan + cake = |
| 7 sea + side = | 8 grand + father = |
| 9 table + cloth = | 10 key + hole = |

Unit 6

Johnny Appleseed

The story is about a man with a funny name. How do you think he got his name?

Many years ago in America there was a boy called Johnny. He loved flowers, animals and trees. Whenever he ate an apple he took out the apple seeds and **planted** them. People called him Johnny Appleseed.

When he became a man, he **travelled** all over the country. Everywhere he went he planted apple seeds. Everyone liked him.



One night Johnny became very ill. He fell down in the snow. When it was dark a big brown bear came out of the bushes. The bear did not hurt him, because Johnny was friends with all the animals.

In the morning some people saw the footprints of the bear and followed them. They found Johnny in the snow. They took Johnny home and looked after him.

When Johnny was better he thanked his friends and went off again.

No one knows what happened to Johnny Appleseed but people will always remember him. He was a man who loved the country and made it a better place.

Read the story and answer the questions below.

- 1 Who is the story about?
- 2 Why do you think people called him Johnny Appleseed?
- 3 Name three things that Johnny loved.
- 4 Where did Johnny fall down when he was ill?
- 5 Why didn't the bear hurt Johnny?
- 6 How did people find Johnny when he was ill?
- 7 Say something you liked about Johnny Appleseed.

SENTENCE LEVEL

1 Make the plural of the nouns below. Add es.

- a one bush, two bushes b one match, two _____
 c one dress, two _____ d one box, two _____

2 Write the singular of the nouns below.

- a one bus, two buses b one _____, two foxes
 c one _____, two dishes d one _____, two churches

3 Complete this sentence.

If a singular noun ends in **ch**, **sh**, **s** or **x** we add _____ to make it plural.

WORD LEVEL

1 Change the **d** in **dark** to a p park b m c b d sh

2 Change the **p** in **part** to a d dart b c c ch d sm

3 Now change these words.

- a Add **m** to the end of far. farm
 b Add **d** to the end of car.
 c Add **n** to the end of bar.
 d Add **y** to the end of part.
 e Add **s** to the beginning of tar.

Unit 7

The fox and the crow

In the story, the fox is very sly and cunning.
What do you think this means?



One day a crow picked up a piece of cheese from the ground in its **beak**. It flew up into a tree. A hungry fox saw the crow with the cheese.

The fox wanted to make the crow let go of the cheese. He looked up and smiled at the crow. "What a beautiful bird you are," he said.

The crow said nothing.

"What lovely **feathers** you have got," the fox said.

The crow said nothing.

"Have you got a beautiful **voice** as well?" the fox asked.

The crow opened her beak to sing so that she could show the fox. She let go of the cheese. It fell to the ground. The fox ate it up greedily.

"Thank you," said the fox and ran off.



Write and say if each sentence is true or false.

- 1 The story is about a fox and a crow.
- 2 The crow picked up a piece of bread in its beak.
- 3 The fox was hungry.
- 4 The fox wanted to make the crow let go of the cheese.
- 5 The fox made the crow sing.
- 6 When the crow sang she dropped the cheese.

1 Write a or an in front of each adjective.

- | | |
|--------------------|------------------------|
| a a sly fox | b ___ foolish crow |
| c ___ old man | d ___ long road |
| e ___ clever child | f ___ interesting book |

2 Write a or an in front of each adjective. Think of a sensible noun to go with each adjective.

- | | |
|-------------------|---------------------|
| a an empty bottle | b ___ amazing _____ |
| c ___ silly _____ | d ___ untidy _____ |
| e ___ hot _____ | f ___ wet _____ |

Find each of these words in the longer words below.

way	crow	very	all	cat	ear	ant	hen
man	hare	now	bat	own	seal		

- | | | | |
|----------|----------|-----------|-----------|
| 1 every | 2 many | 3 crowd | 4 sealed |
| 5 down | 6 share | 7 always | 8 scatter |
| 9 really | 10 want | 11 battle | 12 when |
| 13 know | 14 heard | | |

Unit 8

Hansel and Gretel

Have you ever got lost? Where? How did you feel? What happened?

One day Hansel and Gretel got lost in a dark forest. They were hungry. They were frightened.

Then they saw a **path**. They followed the path. It led them to a house made of chocolate.

Hansel and Gretel began to eat the chocolate.



A nice old woman lived in the house. She came out and saw Hansel and Gretel.

The nice old woman took the children inside the house. She gave them a **meal**. This made the children happy.

When Hansel and Gretel woke up in the morning something bad happened. The nice old woman turned into a scary old woman. She wanted to eat Hansel.



When the nasty old woman looked into the **oven** to see if it was hot, Gretel gave her a push. She fell into the oven with a yell.

Hansel and Gretel ran out of the door. They ran away as fast as they could. They did not stop until they got home. Their father was very pleased to see them.



Read the story and answer the questions below.

- 1 Where were Hansel and Gretel when they got lost?
- 2 How did they feel when they were lost?
- 3 What did Hansel and Gretel find at the end of the path?
- 4 What did the old woman do when she found the children?
- 5 What did the old woman want to do in the morning?
- 6 What did Gretel do to the old woman?

SENTENCE LEVEL

Put in the missing question or exclamation mark at the end of each sentence.

- | | | |
|---|-------------------------|----------------------|
| 1 | What a horrible day | What a horrible day! |
| 2 | Where are we | 3 Help, we're lost |
| 4 | Do you know the way | 5 Who are you |
| 6 | What are you doing here | 7 This is awful |
| 8 | What is the matter | 9 Run quickly |

WORD LEVEL

1 Match the rhyming words.

- | | | | |
|---|-------|---|--------|
| 1 | house | a | about |
| 2 | shout | b | south |
| 3 | loud | c | mouse |
| 4 | mouth | d | ground |
| 5 | found | e | proud |

2 Underline the **ou words in these sentences.**

- a Don't shout about it!
- b The proud father spoke in a loud voice.
- c Shall I go to the north or the south?
- d Ali saw a mouse in the house.

Unit 9

Tall trees

Look at the pictures before you read the poem.
What do you think the poem is going to be about?

With their feet in the earth
And their heads in the sky,
The tall trees watch
The clouds go by.



When the **dusk** sends quickly
The birds to rest,
The tall trees **shelter** them
Safe in the nest.



And then in the night
With the tall trees **peeping**,
The moon shines down
On a world that's sleeping.



Read the poem and answer the questions below.

- 1 What is the poem all about?
- 2 Where does the poem say the trees have their feet?
- 3 Where does the poem say the trees have their heads?
- 4 What do the tall trees watch?
- 5 What animals live in nests in the trees?
- 6 What shines down at night?

SENTENCE LEVEL

Match the opposites.

- | | |
|----------|-------------|
| 1 tall | a thin |
| 2 thick | b weak |
| 3 easy | c young |
| 4 strong | d short |
| 5 dry | e difficult |
| 6 old | f wet |

WORD LEVEL

1 Read these words. Listen to the sound at the end.

by baby sky lady fly cry body copy why empty

Now copy and complete this chart.

y sounds like the letter e	y sounds like the letter i
baby	by

2 Choose the best word for each sentence.

- a The child started to cry. (why / cry)
- b The old _____ sat down. (baby / lady)
- c The glass was _____. (copy / empty)
- d The bird began to _____. (fly / sky)
- e I made a _____ of the letter to keep. (copy / body)



Unit 10

The story of Louis Braille

What are some of the difficulties of being blind?

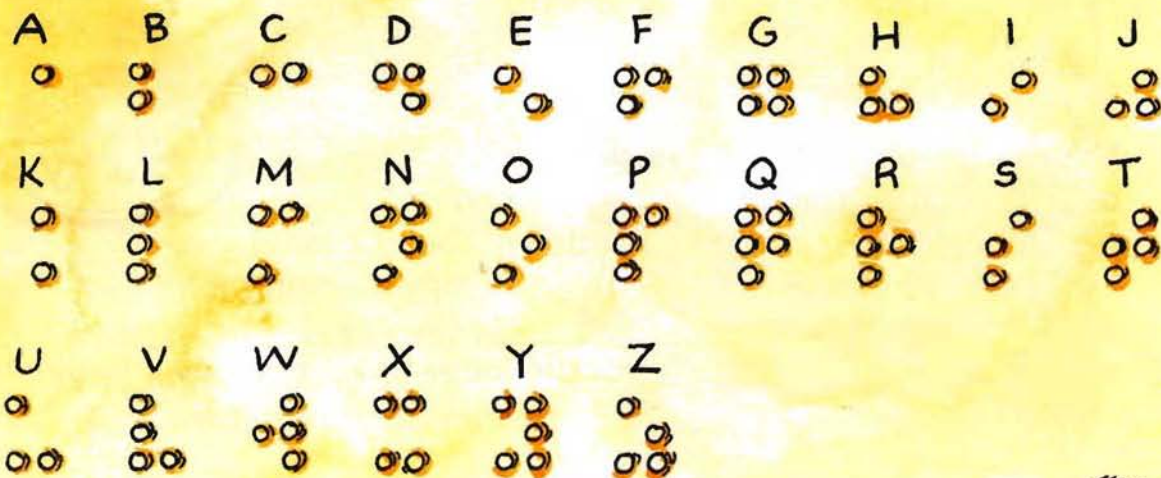
Two hundred years ago a little boy was born in France. His name was Louis Braille. He was a lovely baby.

When he was three something sad happened. Louis went **blind**. He could not see all the lovely colours and beautiful things around him.

Louis was a kind boy. When Louis got older he wanted to help other blind people. He wanted to help them to read.

Louis worked very hard. He made a special alphabet which blind people could feel with their fingers. Each letter was made with a number of dots. The dots were **raised** up like small **bumps** on the paper so that people could feel them.

The alphabet that Louis invented is called 'Braille'. Today many blind people use 'Braille' to help them to read. This is how the Braille Alphabet looks:



Join up the beginning of each sentence with the correct ending.

- | | |
|--------------------------------|-----------------------|
| 1 Louis Braille was born in | a when he was three. |
| 2 Louis Braille became blind | b other blind people. |
| 3 Louis was | c France. |
| 4 Louis wanted to help | d a kind boy. |
| 5 Louis made a special | e bumps on the paper. |
| 6 Each letter was made up with | f alphabet. |
| 7 The dots were raised up like | g a number of dots. |

SENTENCE LEVEL

Make each pair of short sentences into one long sentence.**Use the conjunction *and*.**

- Hussain took out his book. He wrote a story.
Hussain took out his book and wrote a story.
- I took out my pencil. I sharpened it.
- I like to read books. I like to write stories.
- Tom picked up the cat. He fed it.
- I got undressed. I got into bed.
- Anna sat down. She watched television.
- The boy picked up an apple. He ate it.

WORD LEVEL

- Underline the *ai* words.**
Circle the *ay* words.

raise	day	pain	away	wait	tray	tail
maid	rail	stay	today	claim	clay	
afraid	yesterday	aim	fail	plain	may	

- Think of a sensible word to complete each sentence.**
 - The letters **ay** usually come at the _____ of words.
 - The letters **ai** usually come in the _____ of words.
 - The letters **ai** and **ay** sound the _____.

Unit 11

Ug and Og

Have you ever had an argument? What about? What happened?

Ug and Og were **giants**. They were good friends. One day they found a lovely pink stone.

“I want it,” said Ug.

“No, I want it,” said Og.

The giants began to argue. When they argued the sky went black and it began to rain.

Og went to live on one hilltop. Ug went to live on another hilltop. In between them was water.

They argued and shouted at each other and threw rocks at each other. Some rocks fell into the water. The rocks made **stepping stones**.

When Ug was asleep Og picked up a big **stick** and walked across the stepping stones towards Ug.

Ug woke up. He saw Og coming. They ran towards each other. Then they stopped. Og looked at Ug. Ug looked at Og. Og was wearing one blue sock and one red sock. Ug was wearing one blue sock and one red sock, too.

They looked so funny that the two giants began to laugh. They gave each other a hug and made friends. When they hugged each other the sun came out and the sky turned blue again.



One word in each sentence is wrong. Write each sentence again correctly.

- 1 Ug and Egg were giants.
- 2 One day they found a lovely green stone.
- 3 The giants both wanted the stone and began to laugh.
- 4 When they argued it began to snow.
- 5 Ug and Og threw sticks at each other.
- 6 Og was wearing one blue sock and one pink sock.
- 7 The giants laughed and gave each other a present.

SENTENCE LEVEL

1 Copy and complete these verbs.

- | | | |
|-----------|---------------|-----------|
| a I laugh | I am laughing | b I drink |
| c I jump | | d I eat |
| e I watch | | |

2 Copy and complete these verbs.

- | | | |
|--------------|-----------------|--------------|
| a You sing | You are singing | b You splash |
| c You sleep | | d You read |
| e You listen | | |

3 Copy and complete these verbs.

- | | | |
|--------------|------------------|--------------|
| a They smile | They are smiling | b They write |
| c They ride | | d They drive |
| e They bake | | |

WORD LEVEL

1 Add **ing** to the end of each verb. Be careful!

- | | | | |
|--------|----------|-------|--------|
| a step | stepping | b hug | c clap |
| d sit | | e hop | f rub |
| g rob | | h hum | i run |

2 Take **ing** off each verb. Be careful!

- | | | | |
|-----------|-----|-----------|-----------|
| a putting | put | b wagging | c begging |
| d letting | | e digging | f hitting |
| g nodding | | h cutting | |

Unit 12

The blackbird

Have fun with this poem. It is set out in parts.
Have a different child read each part.

Child one: Out in the garden, up in a tree
There is a blackbird, singing to me.

Child two: What is he singing, up in the tree?
What is he singing, so **merrily**?

Child one: Come out in the garden,
Come out and hear!
Stand still and listen
(But not too near!)



Blackbird: I love the wind, and the stars, and the moon.
I love the sun when it shines at **noon**;
I love the trees, but I love best
My beautiful wife in our **cosy** nest!

Child one: That is the song he's singing to me,
That's what he's singing – so merrily.

Read the poem and answer the questions below.

- 1 What is the poem about?
- 2 Where is the blackbird?
- 3 How many children are there in the poem?
- 4 What is the blackbird doing?
- 5 What does the blackbird love best?
- 6 What other things does the blackbird love?

1 Fill in the missing commas (,) like this:

- a I can see a bird, a rabbit, a butterfly and a snail.
- b The soup was made with tomatoes onions potatoes and carrots.
- c Sam likes apples bananas melons and grapes.
- d I bought a pencil a book and a comic at the shop.
- e The four seasons are spring summer autumn and winter.

2 Copy and complete these sentences. Remember the commas.

- a Four boys in my class are _____.
- b Four girls in my class are _____.
- c Four presents I would like are _____.
- d Some things I dislike are _____.

1 Add the suffix **ly to each word.**

- | | | |
|----------------------|---------|--------|
| a love lovely | b slow | c sad |
| d sudden | e quick | f loud |

2 Add the suffix **ful to each word.**

- | | | |
|-----------------------|--------|---------|
| a help helpful | b care | c hope |
| d cheer | e pain | f truth |

Unit 13

A letter to a pen friend

Do you ever write letters? Who to?



I am writing to a new pen friend. She lives in another country.

18, Bell Road
London
EC2 8YR
27th July

Dear Nasrin,

I am eight years old and have **fair** hair and blue eyes. My Mum calls me a **ray** of sunshine because my name means 'light'.

I live in a small house. We have a nice garden with an apple tree.

My house is in London. This is a big city in England. There are lots of places to visit in London. My favourite place is Buckingham Palace, where the Queen lives.

I have a baby brother called Ben. He is always sleeping or crying. He has not got any teeth yet.

I like reading and painting. I love music. I like to sing and I have a nice voice.

I have a bike and a skateboard.

I hope you will write to me soon and tell me all about yourself.

Love from
Zoe

Fill each gap with a suitable word.

- 1 The letter is written by _____. Her name means _____.
- 2 She is writing to a pen friend called _____.
- 3 Zoe is _____ years old.
- 4 Zoe has _____ hair and _____ eyes.
- 5 She lives in a big city in _____ called _____.
- 6 Zoe has a baby brother called _____ who has no _____.

SENTENCE LEVEL

1 Choose **is** or **are** to complete each sentence.

- a Zoe **is** a girl.
- b The cup _____ on the table.
- c The dogs _____ hungry.
- d The cats _____ playful.
- e Baby cats _____ lovely.
- f The girl _____ writing a letter.

2 Choose **was** or **were** to complete each sentence.

- a The girls **were** afraid.
- b The bus _____ late.
- c The drink _____ hot.
- d The apples _____ sweet.
- e The men _____ working hard.
- f The boy _____ running home.

WORD LEVEL

1 Match the rhyming words.

- | | | |
|---------|-------|---------|
| 1 road | _____ | a coat |
| 2 goat | _____ | b load |
| 3 croak | _____ | c moan |
| 4 coast | _____ | d soak |
| 5 loan | _____ | e toast |

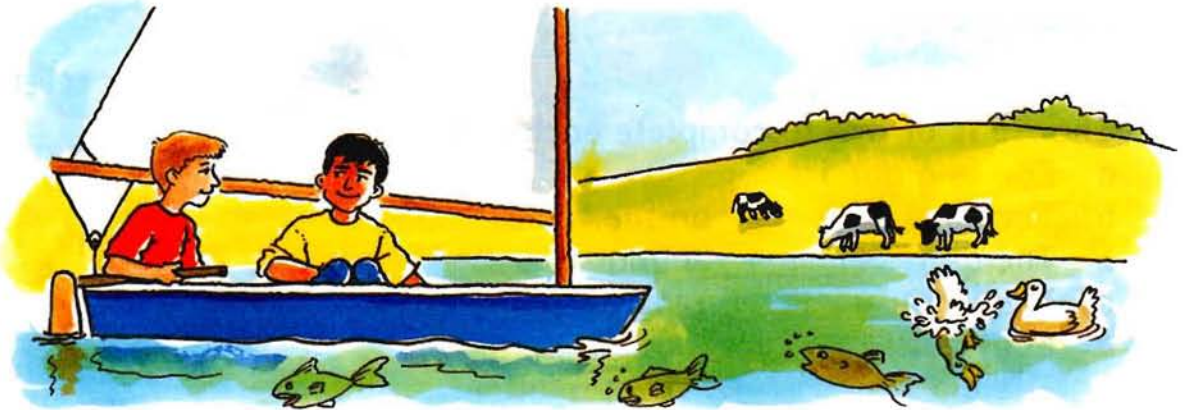
2 Find an **oa** word in Exercise 1 that means:

- a something cars drive on. **road**
- b an animal.
- c land near the sea.
- d cooked bread.
- e you wear it outdoors.

Unit 14

The boy who had no friends

Why are friends important? What sort of things do good friends do?



The boat came past Sam. Then it stopped and a boy got out. He was the same size as Sam, with an ordinary brown face and brown hair.

“Hello!” he said. “My name is Philip. What’s your name?”

“Sam!” said Sam.

“Get in my boat and we will sail some more,” said Philip.

They **sailed** all afternoon. Up and down the river they went, watching the fish in the clear green water. They saw **wild** ducks swimming and cows coming down to drink. All the time they talked and made up stories. It was the best day of all.

When it was **sunset** Philip said, “We must go home now or our mothers will be calling us. May I come and play with you tomorrow, Sam? You are a good sort of friend to share my boat with me.”

“Of course,” Sam said, very pleased.

Sam went home and said to his mother, “I’ve got a friend and I didn’t have to ask him to come and play with me tomorrow. He asked *me*.”

“He sounds the best sort of friend,” said Sam’s mother.

Write and say if each sentence is true or false.

- 1 Sam had no friends.
- 2 Philip came past Sam on his bike.
- 3 Sam and Philip went sailing on the river.
- 4 The children saw some horses and frogs.
- 5 When the sun came up Sam and Philip went home.

1 Write each verb in the past.

- a I climb I **climbed**
 b I crawl c I help d I jump

2 Write each verb in the past.

- a He smiles He **smiled**
 b He lives c He dives d He hopes

3 Write each verb in the past.

- a They skip They **skipped**
 b They hug c They beg d They tap

1 Copy and complete these word sums.

- a l + ow = **low** b gr + ow = c bl + ow =
 d sl + ow = e yell + ow = f wind + ow =

2 Write the word that means:

- a not high. **low** b what the wind does. c to get bigger.

3 Copy and complete these word sums. Notice how the ow in these words makes a different sound.

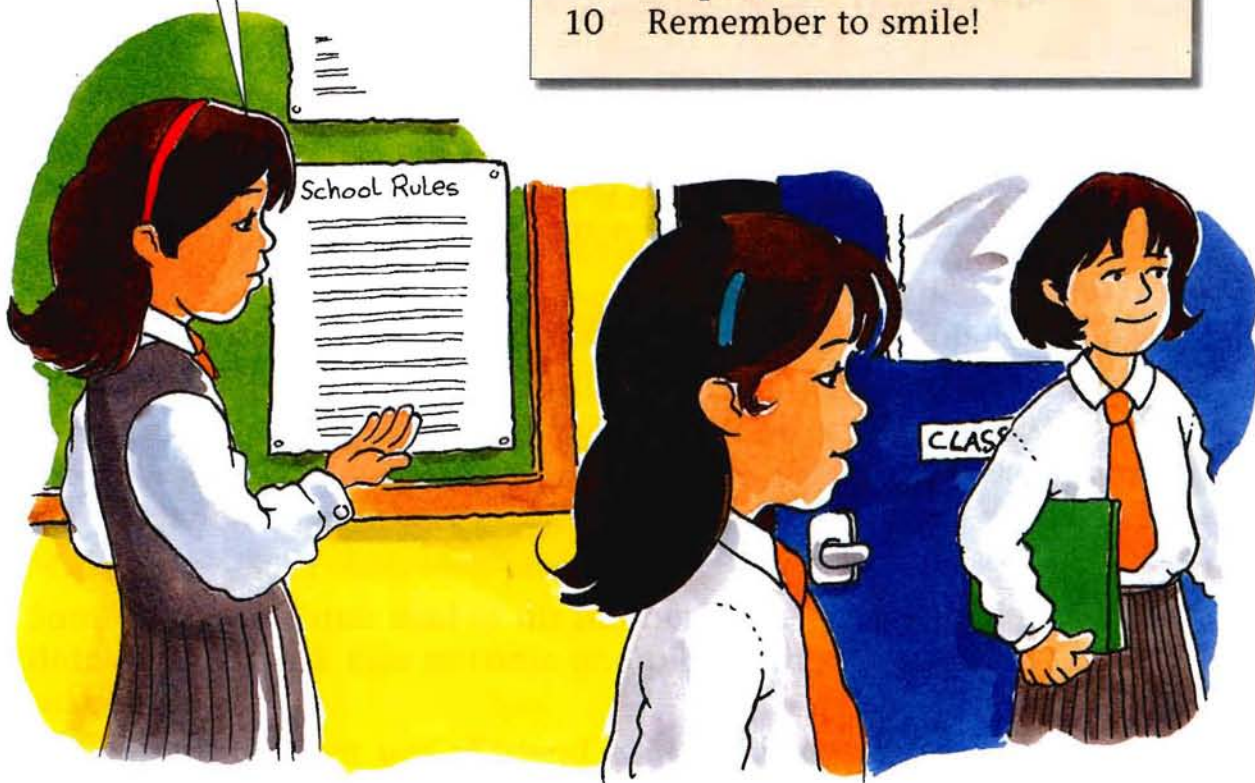
- a c + ow = **cow** b n + ow = c h + ow =
 d d + own = e br + own = f cl + own =

Unit 15 School rules

Does your school have any rules? What are they?
Why are they needed?

Every school has to have some rules. We have rules to make our school a better place. Here are our school rules.

- 1 Always try to be helpful.
- 2 Make visitors feel welcome.
- 3 Don't drop litter.
- 4 Take care of your **belongings**.
- 5 Look after our school.
- 6 Think of others before yourself.
- 7 Always do your best.
- 8 Don't run or shout inside school.
- 9 Be **polite** to each other.
- 10 Remember to smile!



Read the school rules and answer the questions below.

- 1 Why do we have school rules?
- 2 Which rule comes first?
- 3 What is rule number three?
- 4 Which rule comes before number ten?
- 5 Which rule do you think is most important? Say why.

Write these sentences correctly. Put in the missing capital letters and full stops.

- 1 we have some rules at our school they help us
We have some rules at our school. They help us.
- 2 the boy went to the park he went with his friends
- 3 a giraffe is tall it has a long neck
- 4 the children were noisy they were shouting loudly
- 5 my favourite colour is red i like it better than blue
- 6 the dog looked fierce it barked a lot

1 Complete each word with **wh**.

- | | | |
|----------|----------|----------|
| a when | b ___at | c ___ich |
| d ___y | e ___ere | f ___eel |
| g ___ale | h ___o | |

2 Write the **wh** words that you can use at the beginning of a question.

- | | | |
|---------|---------|---------|
| a when | b _____ | c _____ |
| d _____ | e _____ | |

3 Find a small word in each of these words.

- | | |
|---------------|---------|
| a <u>when</u> | b what |
| c where | d wheel |

Unit 16 The bully

What is a **bully**? What do you think of bullies?



The little girl stood in the corner of the playground, with the lion beside her.

“Why don’t we play like the others?” the lion asked.

The little girl said, “I don’t like playing because some of the big boys are so big and rough. They knock you over.”

The lion growled. “They wouldn’t knock ME over,” he said.

All the boys were running about, and the biggest boy, Jack Tall, came running towards the little girl.

“Go away,” said the lion.

“I won’t,” said Jack Tall.

The little girl got behind the lion. The lion began to swish his tail.

Jack Tall was running closer and closer. The lion **growled**. Then Jack Tall saw the lion’s teeth. He stopped running. He stood still. He stared.

The lion opened his mouth wider. Jack Tall **went pale**.

Then the lion roared.

He roared and he **ROARED** and he **ROARED**.

All the children stopped playing and put their fingers in their ears.

And the biggest boy, Jack Tall, turned round and ran and ran and ran – out through the playground – out through the school gates – along the streets. He never stopped running until he got home to his mother.

These sentences tell the story but they are in the wrong order. Write them out correctly.

- 1 Jack Tall did not go away.
- 2 The lion told the boy to go away.
- 3 The lion stood next to the little girl in the playground.
- 4 A big boy called Jack Tall came running towards them.
- 5 The boy was frightened and he ran away.
- 6 The lion roared at Jack Tall.

Choose the correct form of the verb to complete each sentence.

- 1 I saw a dinosaur. (seed / saw)
- 2 The man _____ a letter. (writed / wrote)
- 3 We _____ him a present. (gave / gived)
- 4 The boy _____ a window. (broke / breaked)
- 5 I _____ over. (fell / falled)
- 6 The cat _____ behind the tree. (hided / hid)

1 Complete each word with **oo**.

a stood

b g__ _d

c h__ _k

d b__ _k

e w__ _d

f c__ _k

g t__ _k

h h__ _d

2 Write all the **ood** words.

3 Write all the **ook** words.

4 Write the **oo** word from Exercise 1 that means:

a not bad. good

b what we get from a tree.

c something to hang things on.

d another word for bake.

e something you put on your head.

Unit 17

The dentist

Do you like going to see the dentist?

The dentist helps me sit in a big chair.

The dentist wears a **mask** and some **gloves**.

She makes the chair go back.

The dentist puts on a bright light to help her see in my mouth.

She looks at the teeth with a small **mirror**.

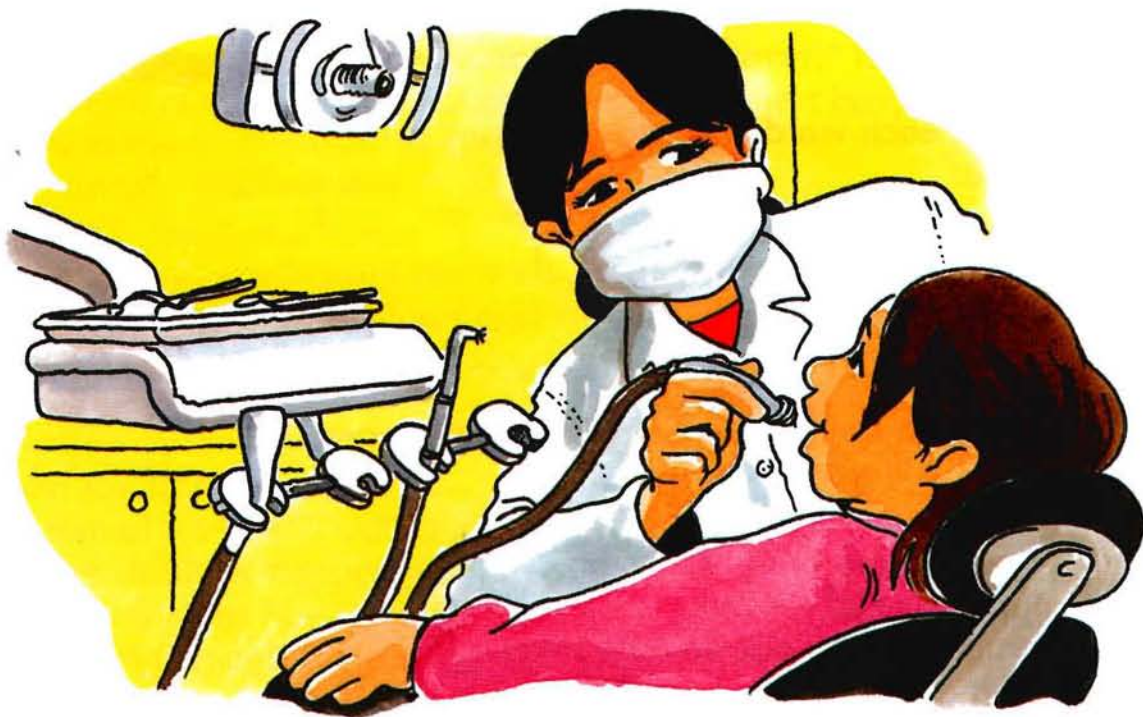
The dentist finds a small hole in one tooth.

She gives me an injection. It makes my tooth go **numb**.

The dentist uses a **drill** to clean out the hole. It does not hurt.

Then she fills the hole and I wash out my mouth.

My dentist is nice. I like her!



Read the text and answer the questions below.

- 1 Where does the girl sit?
- 2 What does the dentist wear?
- 3 Why does the dentist put on a bright light?
- 4 What does the dentist use to look at my teeth?
- 5 Why does the dentist give me an injection?
- 6 What can you do to look after your teeth?

Choose the best answer for each question.

Questions

- 1 Who looks after teeth?
- 2 What colour is a banana?
- 3 Where are you going?
- 4 How many legs has an ant?
- 5 Is it easy to whistle?
- 6 Where are you going?

Answers

- a It is yellow.
- b I'm going to the park.
- c It has six legs.
- f I'm going to school.
- d No, it is not easy.
- e The dentist looks after teeth.

1 Change the **n** in **nice** to a m mice b r c d

2 Change the **sl** in **slice** to a sp b pr c tw

3 Choose the best word to complete each sentence.

- a It was a **nice** sunny day. (nice / mice)
- b I eat a lot of _____. (dice / rice)
- c The two _____ ate the cheese. (mice / rice)
- d The _____ of the toy was very cheap. (spice / price)

Unit 18

Some poems to enjoy

Do you like poems? Have fun reading these poems.

1 Rain on my house
Rain on my house,
Rain on my tree,
Rain on the green grass,
But don't rain on me!



2 Lily Lee
I like Lily, little Lily Lee;
I like Lily and Lily likes me.
Lily likes lollipops, **lemonade**
and lime drops,
But I like Lily, little Lily Lee.

3 Mix a pancake
Mix a pancake,
Stir a pancake,
Pop it in the pan.
Fry the pancake,
Toss the pancake,
Catch it if you can.



Read the poems and answer the questions below.

- 1 What does it rain on in the first poem?
- 2 What colour is the grass?
- 3 Who is the second poem about?
- 4 Name three things Lily likes in the second poem.
- 5 What does the third poem tell you how to make?
- 6 Which word in poem 3 means the same as 'cook'?
- 7 Which poem did you like best? Say why.

SENTENCE LEVEL

1 Make the plural of the nouns below. Change the **y** to **i** and add **es**.

- | | |
|------------------------|------------------------|
| a one lady, two ladies | b one baby, two _____ |
| c one fly, two _____ | d one lorry, two _____ |

2 Write the singular of the nouns below.

- | | |
|--------------------------|-------------------------|
| a one puppy, two puppies | b one _____, two ponies |
| c one _____, two berries | d one _____, two bodies |

3 Complete this sentence.

If a singular noun ends in a **consonant** and **y**, we change the ___ to ___ and add ___ to make it plural.

WORD LEVEL

1 Work out what these words are. They have been broken down into two syllables.

- | | |
|--------------------|----------------|
| a farm - er farmer | b splash - ing |
| c lit - tle | d den - tist |
| e go - ing | f out - side |

2 Copy these words. Say each word slowly. Write if it has one or two syllables.

- | | | |
|-----------------------|----------|-----------|
| a until two syllables | b can | c shouted |
| d cat | e window | f big |

Unit 19

The elephant and the kitten

What jobs can elephants do to help us?

Jumbo was a big, strong elephant. He worked in a forest in India. He lifted heavy **logs** with his **trunk**. He was a good elephant. He always did what he was told.

On special days his **master** took Jumbo into the town. Jumbo gave children rides on his back.

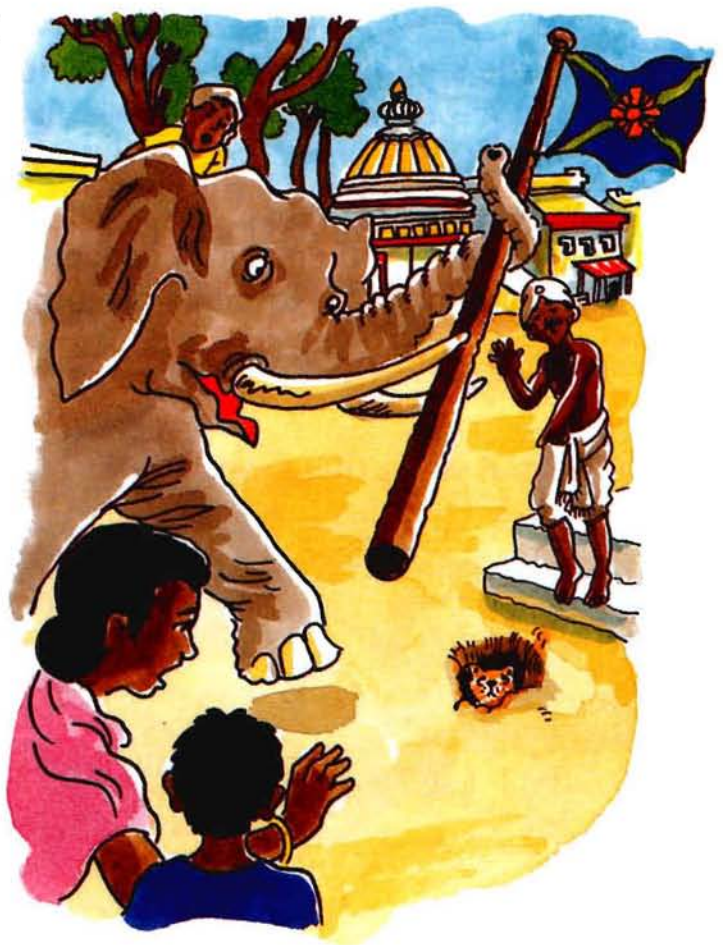
One day there was a **festival** in the town. The people wanted to put up a big **flagpole** in the middle of town.

A boy climbed onto Jumbo's back to help him. Jumbo picked up the pole.

The boy told Jumbo to put the pole in the hole. Jumbo did not do it. He walked away from the hole. His master did not understand.

When he went to have a look in the hole he saw a small **kitten** at the bottom. He picked the kitten up.

When the kitten was safe, Jumbo walked to the hole and put the pole in. Everyone clapped the kind elephant.



Read the text and answer the questions below.

- 1 What is Jumbo?
- 2 What job did he do?
- 3 Why did Jumbo go to town on special days?
- 4 What did the people want to put up in the town?
- 5 Why did a boy climb onto Jumbo's back?
- 6 Why didn't Jumbo put the pole in the hole?
- 7 What do you think of Jumbo?

SENTENCE LEVEL

Write these proper nouns correctly.

- | | | |
|-----------------|-------|---------------|
| 1 jumbo | Jumbo | 2 london |
| 3 ahmed | | 4 shireen |
| 5 mount everest | | 6 spain |
| 7 ashraf | | 8 mr khan |
| 9 al ahram | | 10 tuesday |
| 11 november | | 12 river nile |

WORD LEVEL

1 Underline the double letter in each word.

kitten happy rabbit middle funny bigger robber
giggle smaller wedding drumming dinner clapped

2 Write the words containing the letters below.

a bb	rabbit	b dd	c gg	d ll
e mm	f nn	g pp	h rr	

3 Choose the correct double letter to complete each word.

a kitten (tt / rr)	b bi __ er (pp / gg)
c fu __ y (nn / mm)	d ro __ er (bb / dd)
e mi __ le (rr / dd)	f ca __ y (ll / rr)

Unit 20 The old lizard

Can you say what a lizard is?

It was a sunny day. The old lizard sat on the rock. It sat very still. It did not move its tail. It did not move its legs. It did not move its eyes.



A bird flew by. "The lizard is asleep," it said.



A snake **slithered** by. "The lizard is asleep," it said.



A frog hopped by. "The lizard is asleep," it said.



A spider crawled by. "The lizard is asleep," it said.



The lizard **shot out** its long tongue. The lizard caught the spider.



"I am not asleep!" the lizard said.



Read the text and answer the questions below.

- 1 Where did the old lizard sit?
- 2 Name three things the lizard did not move.
- 3 Name the four animals that came by.
- 4 What did each animal say about the lizard?
- 5 How did the lizard catch the spider?
- 6 What did the lizard say at the end?
- 7 Why do you think the old lizard kept so still?

SENTENCE LEVEL

1 Underline the two nouns in each sentence.

- a The lizard sat on the rock.
- b The boy broke his pencil.
- c The baby ate a banana.
- d My mother went to the shop.
- e The child walked to school.

2 Fill each gap with a suitable noun.

- | | | |
|-----------------|----------------|-----------------|
| a a fierce lion | b a hot _____ | c a heavy _____ |
| d a big _____ | e a good _____ | f a tall _____ |

WORD LEVEL

1 Change the d in day to a w way b m c s d p

2 Change the cl in clay to a tr tray b pl c st d aw

3 Underline the ay words in these sentences.

- a We like to stay and play in my garden.
- b Can you say which way to go?
- c We took all day to make a clay model.
- d May I take the tray away?
- e You have to pay for things in a shop.

Glossary of Language Terms

Adjective An **adjective** is a describing word. It gives more meaning to a noun.
a fierce lion



Alphabetical order When we put words in order according to the letter or letters they begin with, we say they are in **alphabetical order**. These words are in alphabetical order: *apple, bug, cat, desk*

Characters **Characters** are the names of people, animals or things that appear in stories.

Comma A **comma** is a punctuation mark. It tells you to pause. *I ate an apple, an orange and a banana.*

Compound word A **compound word** is when we join two small words together to make a longer word.
sun + shine = sunshine



Conjunction A **conjunction** is a joining word. Conjunctions are often used to join two sentences together.
I went home and I watched television.

Consonant Our alphabet is divided up into vowels and **consonants**. The vowels are **a, e, i, o** and **u**. All the other letters are **consonants**.

Exclamation An **exclamation** is a sentence which shows that we feel strongly about something. It always ends with an **exclamation mark**.
Come back at once!

Full stop A **full stop** is a dot showing that a sentence has ended.

Letter pattern A **letter pattern** is a group of letters which occur often in words. Remembering letter patterns helps us with spelling.
park, bark, mark

Noun A **noun** is a naming word. It can be the name of a person, place or thing. (See also **proper noun**)
a boy, a river, a pencil

Opposite **Opposites** are words whose meanings are as different as possible from each other.
big small

Plural **Plural** means more than one. (See also **singular**)
lots of snakes



Poem A **poem** is a piece of writing that is imaginative. It is written in lines. The lines

may or may not rhyme.

Proper noun A **proper noun** is the particular name of a person, place or thing. It always begins with a capital letter.
The man's name was Reza. He lived in Kuwait.

Punctuation **Punctuation** helps us make sense of what we read. Punctuation marks make writing easier for us to understand. These are all **punctuation marks**:

Full stops .

Commas ,

Question marks ?

Exclamation marks !

Question A **question** is what we ask when we want to find something out. A question always ends with a question mark.
May I have an apple?

Rhyme A **rhyme** occurs when two words have an ending that sound the same.
The frog sat on the log.



Sentence A **sentence** should make sense on its own. It should begin with a **capital letter**. It usually ends with a **full stop**.

Singular **Singular** means one.
a snake

(See also **plural**)

Suffix A **suffix** is a group of letters we add to the end of a word, to change its meaning.
spider → spiders cook → cooking

Syllable Longer words may be broken into smaller parts, called **syllables**.
cat has one syllable
fall - ing has two syllables



Title A **title** is the name we give a book or something we have made or written.

Verb A **verb** is a doing or being word.
The lion was huge. It roared loudly.

Verb tenses **Verbs** may be written in different **tenses**. The tense of a verb changes according to the time of the action. For example:
Now I am riding a bicycle. (present tense)
Yesterday I rode a bicycle. (past tense)

Vowels There are five **vowels** in the alphabet – **a, e, i, o** and **u**. Most words contain at least one vowel. (See also **consonants**)