

# English Skills 3

## Answers



Name \_\_\_\_\_

**A Warm-up**

Use the word **colour** to write a

- 1 **statement** Yellow is a bright colour.
- 2 **question** What is your favourite colour?
- 3 **exclamation** What an amazing colour!
- 4 **command** Colour in the shapes.

5 Underline the word that is not a compound noun.  
skylark wagtail magpie woodpecker

6 Explain your answer.  
It is not a compound noun because it is not made up of two smaller nouns.

7 Complete these compound words.  
h e a r tbroken      grapef r u i t

Add a suffix to make each word into a noun.

- 8 **teach** teacher
- 9 **lonely** loneliness
- 10 **retire** retirement

**PART A Focus**  
1-4: different types of sentence  
5-7: compound nouns; words that are often misspelt  
8-10: suffixes to form nouns

**B Word work**

Add the missing letters.

- 1 O l y m p i c s **Clue:** sporting event
- 2 s y n t h e t i c **Clue:** manmade
- 3 l y r i c s **Clue:** the words of a song

Write a sentence using the word **rose** as a

- 4 **noun** The rose had sharp thorns.
- 5 **verb** Smoke rose from the chimney.

- 6 Add the same prefix to complete the words.  
auto matic    auto mobile    auto pilot
- 7 What does the prefix mean? self or by itself

Write the correct spelling of the underlined words.

- 8 The misterious lights were just an illution.  
mysterious    illusion
- 9 Their mition was to parashoot in.  
mission    parachute
- 10 The creacher picked up our sent.  
creature    scent

**PART B Focus**  
1-3: i sound spelt y  
4-5: homonyms; word class  
6-7: prefixes to form nouns  
8-10: using spelling patterns to correct words

**C Sentence work**

Add **a** or **an**.

- 1 Joe has a sense of humour.      James seemed an unhappy child.
- 2 It was an expensive mistake.      Cassie and Amy had an argument.

Continue the sentence adding a subordinate clause.

- 3 The little girl's eyes lit up as she glimpsed the room full of toys.
- 4 The boy sat on the bench while the other children played on the swings.
- 5 The race will begin when all the contestants are ready.

Underline the adverb in the sentence.

- 6 It was dark outside and an icy wind made me shiver.
- 7 Then they heard a tremendous crash outside the door.

**PART C Focus**  
1-2: using a or an  
3-5: developing sentences with subordinate clauses  
6-7: identifying adverbs  
8-10: writing and punctuating direct speech

Complete the sentences using direct speech.

- 8 The bus driver asked, "Where do you want to go?"
- 9 Maria sobbed, "You have to help me."
- 10 The security guard shouted, "Stop right there!"

**A Warm-up**

- 1 Underline the three nouns.  
The street was full of shoppers with brightly coloured bags.
- 2 Write three different nouns to change the sentence.  
circus      acrobats      costumes

Add a prefix to make a new word.

- 3 in complete      4 re consider

Add the missing letters.

**Clue:** types of art

- 5 s c u l p t u r e  
6 a n i m a t i o n  
7 i l l u s t r a t i o n

**PART A Focus**  
1-2: nouns in sentences  
3-4: prefixes  
5-7: words ending ture, ation  
8-10: words that are often misspelt

The same word is missing from each set of words. Write it in.

- 8 for wards      for bid      for tune  
9 fore cast      fore head      fore ground  
10 there fore      be fore      pina fore

**B Word work**

Write two words that belong to the same word family as the word in **bold**.

- 1 **fortune**      misfortune      unfortunately  
2 **cave**      cavern      cavity  
3 **popular**      population      unpopular

Write the meaning of the word in **bold**.

- 4 He began to **pound** on the door.  
pound: hit it hard
- 5 My heart began to **pound**.  
pound: beat fast
- 6 My stomach **churned**.  
churned: turned over

Add the correct prefix to make a word.

- mis dis inter**
- 7 **spell**      misspell  
8 **satisfied**      dissatisfied  
9 **related**      interrelated

**PART B Focus**  
1-3: word families  
4-6: homonyms; inferring meaning from context  
7-9: rules for adding prefixes  
10: words ending tion

- 10 Add the missing letter.  
p o s i t i o n      e m o t i o n      p o l l u t i o n  
c o m p l e t i o n      t e m p t a t i o n

**C Sentence work**

- 1 Use the words **amazed** and **cave** to write a sentence with a main clause and a subordinate clause.  
Max was amazed when the wall of the cave opened before his eyes.

Complete the sentence, giving more detail. Add two preposition phrases.

- 2 He strolled along the quiet lane in the morning sunshine.
- 3 He hid in the shadows until morning.
- 4 The girl paddled through the shallow water at the edge of the sea.

**PART C Focus**  
1: sentences with more than one clause  
2-4: using prepositions to show time, place  
5-7: identifying adjectives and adverbs  
8-10: checking sentence punctuation

Is the underlined word an adjective or an adverb?

- 5 He had a wide smile.      adjective      Open your mouth wide.      adverb
- 6 Everyone has tried hard.      adverb      It is a hard decision.      adjective
- 7 The clouds are low today.      adjective      Turn the radio down low.      adverb

Add the missing punctuation.

- 8 "I told you not to come," sighed Matilda. "Why didn't you listen?"
- 9 He took a deep breath. Then he plunged into the water.
- 10 Did she really think she could help? How foolish of her! It was too late.

**A Warm-up**

Write a two-clause sentence using the words shown.

- 1 **name before** He wrote his name on the paper before he began to write.
- 2 **slipped as** She slipped out of the door as it swung slowly open.
- 3 **swimming although** She kept swimming although the tide was against her.

Write a word beginning with the letters.

- 4 gui de      bui lding      rui n
- 5 frui ty      sui t      qui te

Match the word to a suffix to make a new word.

- 6 agree ~~ment~~ ~~ness~~ ~~ful~~ ~~less~~
- 7 point ~~ment~~ ~~ness~~ ~~ful~~ ~~less~~
- 8 tired ~~ment~~ ~~ness~~ ~~ful~~ ~~less~~
- 9 boast ~~ment~~ ~~ness~~ ~~ful~~ ~~less~~
- 10 Which of the new words are nouns?  
agreement    tiredness

**PART A Focus**  
1-3: sentences with subordinate clauses  
4-5: tricky spelling patterns  
6-9: suffixes  
10: word class: nouns

**B Word work**

Write the correct spelling.

- 1 encurage      encourage
- 2 nurishing      nourishing
- 3 trublesome      troublesome

**PART B Focus**  
1-3: u sound spelt ou  
4: prefixes to form nouns  
5-8: rules for adding suffixes ed, ing  
9-10: synonyms

- 4 Add a prefix to make another noun.  
semi circle      mini bus  
super nova      sub section

Add the suffixes **ed** and **ing**.

- 5 **answer**      answered      answering
- 6 **satisfy**      satisfied      satisfying
- 7 **quarrel**      quarrelled      quarrelling
- 8 **continue**      continued      continuing

Write the words as two sets of synonyms.

- strange ordinary normal**  
**peculiar usual weird**
- 9 strange      peculiar      weird
- 10 ordinary      normal      usual

**C Sentence work**

Continue the sentence by adding another main clause.

- 1 We have a plan but it might not work.
- 2 Leo pressed the button and waited for something to happen.

Underline the prepositions in the sentence.

- 3 On the way, he stopped under the oak tree and took something from his pocket.
- 4 Since morning, the boat had drifted down the river towards the sea.

**PART C Focus**  
1-2: sentences with two main clauses (using and, but, or)  
3-4: identifying prepositions  
5-6: using the present perfect tense  
7-10: apostrophes in contractions

Rewrite the sentence using the present perfect form of the verb.

- 5 I forgave him.      I have forgiven him.      The plants grew.      The plants have grown.
- 6 The king spoke.      The king has spoken.      The pond froze.      The pond has frozen.

Write the contracted form of the underlined words.

- 7 "I shall not go out if it rains," he explained.      shan't
- 8 "I told you she would be late," sniffed Angela.      she'd
- 9 "Do not worry. I will not hurt you," said the gentle giant.      don't      won't
- 10 Why do contracted forms sound better in sentences like these?  
Because they sound more like how someone speaks.

## A Warm-up

Complete the sentence by adding two preposition phrases.

- They hurried across the fields towards  
the village.
- He crouched in the long grass at the  
edge of the field.
- They followed the path through the  
woods for over an hour.

Add an adverb.

- I am very late.
- He is often late.
- We are sometimes late.

Add a word to complete the longer word.

- mis judge ment
- un grate ful
- dis appoint ment
- in effect ive

**PART A Focus**  
1–3: using prepositions to add detail  
4–6: adverbs with adjectives  
7–10: word structure: root words, prefixes and suffixes

## B Word work

Add the missing syllables.

- en clo sure **Clue: a closed space**
- man u fac ture **Clue: making things**
- ag ri cul ture **Clue: farming**

Add **ly** and write the adverb.

- extreme** extremely
- particular** particularly
- probable** probably
- Write a sentence using two of the adverbs.  
It is extremely cold so I probably need  
a jumper.

Write the meaning of the word in **bold**.

- It was a **dismal** wet morning.  
dismal: gloomy, grey
- The winners were **elated**.  
elated: very happy
- Write the plural of the singular noun.

**atlas** atlases      **catalogue** catalogues  
**diary** diaries      **essay** essays

**PART B Focus**  
1–3: words ending **ture, sure**  
4–7: words that are often misspelt; adding **ly**  
8–9: inferring meaning from context  
10: forming plurals; rules for adding **s/es**

## C Sentence work

- There was a strange sound and something happened to the car's engine.**

Rewrite the sentence to give a clearer picture of what happened.

There was a hissing sound and smoke began to pour out of the car's engine.

Complete the sentence using one of these subordinating conjunctions.

**once whenever unless**

- My little brother loved swimming once he got used to the water.
- Maggie felt nervous whenever there was a strange sound.
- They decided to stay on the beach unless it started to rain.

**PART C Focus**  
1: editing: suggesting improvements  
2–4: using a range of subordinating conjunctions  
5–7: use of **a** or **an** before consonant/vowel sounds  
8–10: writing and punctuating direct speech

Add **a** or **an** to complete the sentence.

- Bake for an hour and a half.
- A metre is a unit of measurement.
- It is an honour to meet a hero of mine.

Rewrite the lines from a script as direct speech.

- Merlin:** (*looking up*) Is that you, boy? "Is that you, boy?" asked Merlin, looking up.
- Boy:** (*nervously*) Yes, sir. It is I. "Yes, sir. It is I," replied the boy nervously.
- Merlin:** Good. Well, come here. "Good," said Merlin. "Well, come here."

**A Warm-up**

Cross out the second clause and write a different ending for the sentence.

- 1 She pushed the door open and ~~we all peered inside.~~ light flooded into the room.
- 2 When Harry finally staggered through the door, ~~he looked exhausted.~~ we were so relieved.

Add the correct word ending.

- 3 He likes juggle ing .
- 4 The sky looks menace ing .
- 5 I was empty ing the bin.
- 6 Write which of the new words above is a **noun** juggling an **adjective** menacing

Draw a line to join the prefix to a word to make a new word.

- |          |       |          |
|----------|-------|----------|
| 7 inter  | _____ | natural  |
| 8 trans  | _____ | national |
| 9 anti   | _____ | atlantic |
| 10 super | _____ | social   |

**PART A Focus**  
 1-2: sentences with more than one clause  
 3-5: adding word endings  
 6: word classes  
 7-10: prefixes

**B Word work**

Write the correct spelling.

- 1 ~~dissapointed~~ disappointed
- 2 ~~iregular~~ irregular
- 3 ~~unatural~~ unnatural

**PART B Focus**  
 1-3: rules for adding prefixes  
 4-5: k sound spelt ch  
 6-7: word families and related words  
 8-10: inferring meaning from context

Add the missing letters.

- 4 The or ches tra tuned up before the ch oir sang.
- 5 The me chan ic polished the ch rome headlights.

Complete the sentence with a word related to the verb **decide**.

- 6 We have reached a decision .
- 7 We were decisive .

Write the meaning of the word in **bold**.

- 8 He tried to **reclaim** the crown.  
reclaim: get back
- 9 Water **cascaded** down the sides.  
cascaded: flowed
- 10 He **extracted** the object from the hole.  
extracted: took out

**C Sentence work**

- 1 Why has the writer decided to change the sentence below?

They warmed their icy hands by the ~~boiling-hot~~ fire.  
Because the adjectives are not necessary – we know fire is hot.

Underline the words in the sentence that should start with a capital letter.

- 2 The scottish explorer david livingstone set out to find the source of the river nile.
- 3 In august 1875, captain matthew webb swam across the english channel.
- 4 In britain, the iron age ended when the romans arrived.

Add a subordinate clause that gives a reason **why**. Use a different conjunction each time.

- 5 Close the door quietly so that the baby does not wake.
- 6 She pulled on her thickest jumper as it was cold outside.
- 7 The ship needed a safe port since a storm was coming.
- 8 He could not see inside the cave because there was no light.

Add two adverbs to complete the sentence.

- 9 The queen visited here yesterday .
- 10 When I go to the park, I often see Ben there .

**PART C Focus**  
 1: editing: suggesting improvements  
 2-4: capital letters for proper nouns  
 5-8: using conjunctions to express cause and reason  
 9-10: using adverbs to express time and place

## A Warm-up

Complete the sentence after the conjunction.

- 1 He did not move while they climbed down.
- 2 He did not move because he was frightened.
- 3 He did not move although it was freezing.
- 4 He did not move until help arrived.

Write three synonyms for the word **thin** in each phrase.

- 5 a **thin** material fine delicate flimsy
- 6 a **thin** figure slender lean skinny

**PART A Focus**  
1-4: using a range of subordinating conjunctions  
5-6: appropriate synonyms  
7: words ending **ture**  
8-10: suffixes to form nouns

- 7 Add the same ending to complete the words.  
structure      moisture      posture

Add the same suffix to make the words into nouns.

- 8 blender      cutter      freezeer
- 9 pavement      apartment      placement
- 10 bitterness      awareness      shyness

## B Word work

Add **ation** to make the verb into a noun.

- 1 **form**      formation
- 2 **observe**      observation
- 3 **conserve**      conservation
- 4 Use the nouns in these noun phrases.  
an observation      rock formation  
wildlife conservation

- 5 Underline the prefix in all these words.  
unit unicorn uniform unique unite
- 6 What does the prefix mean? one

Write the correct spelling.

- 7 **paticular**      particular
- 8 **perculiar**      peculiar
- 9 **nourghty**      naughty

**PART B Focus**  
1-4: adding **ation**  
5-6: prefixes and word meanings  
7-9: words that are often misspelt  
10: appropriate synonyms

- 10 Rewrite the sentence with a synonym in place of **lovely**.

It was a **lovely** view.

It was a spectacular view.

## C Sentence work

**A nasty, horrible, disgusting smell came from the cave.**

- 1 Write the sentence so that it is more effective.  
A sickening smell came from the cave.

Complete the sentence with a list of information.

- 2 Some of Roald Dahl's most famous books are Matilda, The BFG and The Twits.
- 3 To make an electrical circuit, you will need batteries, wires, a bulb and a switch.
- 4 In science, we can record our findings in a table, as a diagram, on a bar chart or on a graph.

Add a prepositional phrase to give a reason.

- 5 The match was postponed due to bad weather.
- 6 Our arms and legs can move because of our muscles.

Underline the adverb. Explain why it is used.

- 7 Meet me tomorrow outside the cinema. To say when.
- 8 It was broken and therefore useless. To show cause.
- 9 Dad arrived home on Tuesday. To say where.
- 10 We walked a really long way. To give more information.

**PART C Focus**  
1: editing: improving use of adjectives  
2-4: using commas to separate items in a list; capital letters  
5-6: using prepositions to show cause and effect  
7-10: uses of adverbs in sentences

## A Warm-up

Complete the sentence with three adjectives.

- The creature's tail was long, broad and spiky.
- Its eyes were round, bulging and bloodshot.
- Its mouth was wide, cavernous and drooling.

Add two of these suffixes to the root word to make new words.

## ing ment ation

- |            |                   |                   |
|------------|-------------------|-------------------|
| 4 vary     | <u>varying</u>    | <u>variation</u>  |
| 5 manage   | <u>managing</u>   | <u>management</u> |
| 6 separate | <u>separating</u> | <u>separation</u> |

Add a preposition to complete each phrase.

- against the clock
- around the world
- beyond the rainbow
- beside the sea

**PART A Focus**  
1-3: adjectives for effect; use of commas  
4-6: rules for adding suffixes  
7-10: prepositions

## B Word work

Write a word related to the word in **bold**.

- school** scholar
- chemist** chemical
- technical** technology

**PART B Focus**  
1-3: word families; spelling patterns  
4-6: rules for adding prefixes and suffixes  
7: homonyms; word classes  
8-10: nouns with prefixes

Complete the word sum.

- un** + **earth** + **ed** = unearthed
- dis** + **solve** + **ing** = dissolving
- im** + **possible** + **ly** = impossibly

- Write a sentence to show how the word **last** can be used as an

**adjective** I had the last cake.

**adverb** He arrived last.

- Add the prefix **mega** to make three words.

mega star mega store mega phone

- What does the prefix **mega** mean?

very large

- What would a megacity be?

a very large city

## C Sentence work

- Continue the sentence with a subordinate clause.

He crept closer until he could hear the two men talking.

- Continue the sentence with a main clause.

He crept closer but he still could not see into the room.

Rewrite the sentence using the present perfect form of the verb to show that events are still happening.

- I thought about this for a while. I have thought about this for a while.

- He went to watch the match. He has gone to watch the match.

- We now reached the top. We have now reached the top.

Proofread and correct the punctuation.

- How could Greta help them?<sup>S</sup> she was only ten years old.

- He asked when stonehenge was built.<sup>S</sup> what a brilliant question!<sup>W</sup>

- "You'll need gloves, scarves and boots," said Oliver. "Don't forget!"

**PART C Focus**  
1-2: sentences with more than one clause  
3-5: using the present perfect form  
6-8: proofreading to check for punctuation errors  
9-10: using a range of conjunctions

Finish the sentence after the conjunction.

- The old clock won't work unless you wind it every day.

- He stepped out of the door just as Josephine turned the corner.



**A Warm-up**

Write a more precise noun phrase to replace the one underlined.

- 1 The wizard put some stuff into the cauldron.  
a sprinkle of magic powder
- 2 They ate a bit of food.  
a few crusts of stale bread
- 3 I have just finished a book.  
a fascinating story about a refugee

Write a word that fits in both phrases.

- 4 a b ow and arrow take a b ow
- 5 a birthday p resent the p resent tense
- 6 a dog's l ead a pencil l ead

**PART A Focus**  
1-3: editing: using more precise noun phrases  
4-6: homonyms and homographs  
7-10: identifying synonyms

Underline the word that is not a synonym.

- 7 tangy sour smooth sharp
- 8 quiver quake quaint tremble
- 9 wriggle writhe squirm saunter
- 10 puzzled proved perplexed mystified

**B Word work**

Write the correct spelling of the noun phrase.

- 1 Sicamore Cresent Sycamore Crescent
- 2 a dangerus asent a dangerous ascent
- 3 a fasinating subjekt a fascinating subject

Use the correct word in each sentence.

**business busyness**

- 4 He works in the music business.
- 5 Joe liked the busyness of the classroom.

Write the plural of the noun.

- 6 **grass** grasses **moss** mosses
- 7 **bamboo** bamboos **cactus** cactuses/cacti

Write the meaning of the word in **bold**.

- 8 I tried to **retrieve** the ball.  
retrieve: get it back
- 9 The game will **resume** shortly.  
resume: start again
- 10 They tried to **repel** the enemy.  
repel: push back

**PART B Focus**  
1-3: spelling patterns: sc, y, ou  
4-5: words that are often confused  
6-7: plurals and plural spellings  
8-10: inferring meaning from context

**C Sentence work**

Is the underlined word a conjunction or a preposition?

- 1 We went for pizza after the match.
- 2 We checked the time before we left.
- 3 We will not be home until 6 o'clock.
- 4 They have been celebrating since they won the lottery.

preposition  
conjunction  
preposition  
conjunction

**PART C Focus**  
1-4: identifying conjunctions and prepositions  
5-7: punctuating direct speech with inverted commas and other punctuation  
8-9: adverbs to show time and place  
10: using conjunctions, adverbs and prepositions to add detail

Add the missing punctuation.

- 5 "This can't be the right place," said Aunt Sally. "Let's look at the invitation again."
- 6 "We must leave," sighed his mother, "because the soldiers are coming."
- 7 "Well," said Chloe, "it all started when I left my bag at the checkout."

8 Complete the sentences with an adverb to say **where**.

He flung the key outside. She took a step closer.

9 Complete the sentence with an adverb to say **when**.

We spoke afterwards. Come and visit me soon.

10 Rewrite the sentence giving more detail. Use a conjunction, adverb and preposition.

**People stopped and stared.**  
Suddenly, people stopped and stared as they saw the car rolling down the hill.

**A Warm-up**

Complete the sentence with a preposition phrase to explain.

- 1 **when** He scurried off at midnight.
- 2 **where** He scurried off into his workshop.
- 3 **how** He scurried off in a hurry.
- 4 **why** He scurried off because of the rain.

Write a sentence using the adverb formed from the adjective.

- 5 He was nimble.  
He leapt nimbly over the fence.
- 6 It was accidental.  
I did it accidentally.
- 7 It was a dismal failure.  
We failed dismally.

Write a word belonging to the same word family.

- 8 **voice** vocal
- 9 **royal** royalty
- 10 **chorus** choral

**PART A Focus**  
1-4: using prepositions to add detail  
5-7: adding ly to form adverbs; using adverbs  
8-10: word families

**B Word work**

Draw a line to match the sentence to the word class of the word **warm**.

- 1 It is a very warm day. verb
- 2 Warm the milk in the pan. noun
- 3 Have a warm by the fire. adjective

Write a sentence using the word **lean** as

- 4 **an adjective** He was tall and lean.
- 5 **a verb** Lean against the wall.
- 6 Underline the plural noun that is incorrect.  
volcanoes potatoes pianos echoes

Add a prefix to make an adjective that means the opposite.

- 7 **mature** immature
- 8 **responsible** irresponsible
- 9 **regular** irregular

**PART B Focus**  
1-5: word classes  
6: plural spellings  
7-9: adding prefixes im ir  
10: words ending sion

- 10 Add the same ending to spell three nouns.  
ero sion ver sion vi sion

**C Sentence work**

Is the underlined word a conjunction or an adverb?

- 1 We can go outside once the rain stops. conjunction
- 2 I have only been to Spain once. adverb

Write a complete sentence with a main and subordinate clause.

- 3 Everything was peaceful in the village before they built the new road.
- 4 An eagle was hovering overhead as the boy stood on the cliff top.
- 5 Food is chewed before swallowing so that it breaks down.

Edit the sentence so it uses the fewest possible words. Cross out the extra words. Check the punctuation.

- 6 Then ~~just at that moment~~ <sup>A</sup> a loud dog barked. ~~noisily somewhere.~~
- 7 ~~So~~ Oliver ~~just~~ ran away as fast as he could.
- 8 It ~~seemed like~~ <sup>M</sup> many hours passed. ~~with nothing happening.~~
- 9 Why is the word **an** used in this sentence rather than **a**? **He was an honest man.**  
Because you can't hear the 'h' at the start of 'honest'. It starts with a vowel sound.
- 10 Why is the word **a** used in this sentence? **He wore a uniform.**  
Because the letter 'u' at the start of 'uniform' makes a consonant sound ('y').

**PART C Focus**  
1-2: identifying conjunctions and adverbs  
3-5: writing sentences with more than one clause  
6-8: editing: suggesting improvements  
9-10: use of a/an

**A Warm-up**

Add a subordinate clause.

- The last customers were leaving when we arrived at the shop.
- The lights were shining brightly as it was already getting dark.

Complete the sentence using the word **an** twice.

- For lunch, I had an apple and an ice cream.
- In the wood, I saw an owl in an oak tree.

Draw a line to match the synonyms.

- |   |           |           |
|---|-----------|-----------|
| 5 | replied   | enquired  |
| 6 | protested | responded |
| 7 | asked     | commanded |
| 8 | ordered   | objected  |

**PART A Focus**  
 1-2: sentences with more than one clause  
 3-4: use of a/an  
 5-8: synonyms  
 9-10: tion spelling; adjective suffixes

Write the adjective to match the definition.

- fun ctional works well
- mo tionless not moving

**B Word work**

Write two synonyms for the word **terrible** in each phrase.

- a **terrible** noise horrific frightening
- a **terrible** smell revolting unpleasant
- a **terrible** mistake awful dreadful

Write the correct spelling of the underlined words.

- I did not conider it a consern.  
consider concern
- The insident was an axsident.  
incident accident
- Let me concult the kalender.  
consult calendar

**PART B Focus**  
 1-3: appropriate synonyms  
 4-6: words that are often misspelt (c and s spellings)  
 7-8: prefixes and word meanings  
 9-10: sh sound spelt ch

Underline the word that does not share the same prefix.

- bicycle** **binoculars** billion **biplane**
- How do you know? It does not have a meaning linked to 'two'.

Add the missing letters. **ch sh**

- f a s h i o n b r o c h u r e q u i c h e
- s a c h e t c u s h i o n m a c h i n e

**C Sentence work**

Complete the sentence to show cause and effect. Use the adverb **therefore** in the sentence.

- It was snowing and therefore school was closed on Monday.
- The farmer's crops had failed and therefore his family were hungry.
- The bag is made from a lightweight material and therefore easy to carry.

**PART C Focus**  
 1-3: using adverb **therefore** to show cause and effect  
 4-6: prepositions to show time, place and direction  
 7-10: use of apostrophe in place of missing letters

Sort the preposition phrases that show time, place and direction.

**down the street, at midnight, to the cinema, during assembly, at school, between the gates, on Tuesday, after tea, in the shop, on top of the hill, over the fence, towards the hall**

- time** at midnight, during assembly, on Tuesday, after tea
- place** at school, between the gates, in the shop, on top of the hill
- direction** down the street, to the cinema, over the fence, towards the hall

Write the sentence using an apostrophe correctly.

- "I told em not to come," she said. "I told 'em not to come," she said.
- I was just thinking bout the party. I was just thinking 'bout the party.
- "Ere, what's all this, then?" he said. "'Ere, what's all this, then?" he said.
- Why is an apostrophe needed? To show that there is a missing letter.

## A Warm-up

Complete the sentence to give a reason.

- 1 He rolled over so that he could get a better view.
- 2 Spiders build webs in order to catch food.
- 3 The Post Office was closed as it was Sunday.

Write two synonyms for the word **bad** in each phrase.

- 4 **bad** news unpleasant unwelcome
- 5 a **bad** accident serious severe
- 6 **bad** behaviour naughty unruly
- 7 Write four words that belong to the same word family as the word **vision**.  
visible television invisible visor

Add the missing letter.

- 8 s c i n t i l l a t i n g
- 9 h y s t e r i c a l
- 10 c h a m e l e o n

**PART A Focus**  
1-3: conjunctions to give reasons  
4-6: appropriate synonyms  
7: word families  
8-10: spelling patterns

## B Word work

Add a suffix to the word to make an adjective.

- 1 **fret** fretful
- 2 **flaw** flawless
- 3 **fancy** fanciful
- 4 **fury** furious

Add the suffix **ly** to make the word into an adverb.

- 5 **dismal** dismally
- 6 **visible** visibly

Underline the words that are wrongly spelt. Write the correct spellings.

- 7 He had no expeareance of bizness.  
experience business
- 8 I have recovered from my resent accident.  
recovered recent accident
- 9 He mist on three seprate ocassions.  
missed separate occasions

**PART B Focus**  
1-4: adjective suffixes; rules for adding suffixes  
5-6: rules for adding **ly**  
7-9: words that are often misspelt  
10: singular and plural nouns

- 10 Write the singular form of the noun.

**people** person **dormice** dormouse  
**dominoes** domino **sheep** sheep

## C Sentence work

- 1 Complete the sentence with a list of noun phrases.  
The princess opened her presents and found a silver comb, a pair of golden slippers, a dress of silky feathers and a diamond tiara.
- 2 Complete the sentence with a list of actions.  
In his anger, he slammed the door, ran upstairs, threw himself on the bed and began to cry.

Continue the sentence to explain more about paragraphs.

- 3 A paragraph is a group of sentences within a piece of writing.
- 4 You start a new line at the beginning of a new paragraph.
- 5 Paragraphs are important because they help to break up our writing.

Complete the sentence using the present perfect form of the verb in **bold**.

- 6 **plan** We have planned a surprise party for tomorrow.
- 7 **choose** We have chosen the decorations.
- 8 **write** We have written the invitations.
- 9 **hide** We have hidden the presents.
- 10 Why has the perfect form been used? Because the events are still ongoing.

**PART C Focus**  
1-2: using commas in a list; noun phrases and actions  
3-5: using prepositions and conjunctions to develop ideas; use of paragraphs  
6-10: present perfect form rather than simple past tense

**A Warm-up**

Write a two-clause sentence using the given verbs.

- 1 **swerved scattered** The bus swerved onto the pavement and people scattered.
- 2 **scrambled disappeared** He scrambled to his feet as the robbers disappeared from view.

Underline the word that is not a synonym.

- 3 reclaim recover reduce regain
- 4 endless pointless useless worthless

**PART A Focus**  
 1-2: sentences with more than one clause  
 3-4: synonyms; word structure  
 5-6: homonyms; word class  
 7-10: tricky spellings

Write a sentence using the word in **bold** as a noun and a verb.

- 5 **spring** In spring, lambs spring about the fields.
- 6 **park** Let's park the car by the park.

Add the missing letter.

- 7 i m a g i n e
- 8 f r a g i l e
- 9 m a r g i n
- 10 v e g e t a b l e

**C Sentence work**

1 Proofread the sentences. Add the missing punctuation.

Mrs Bagshaw said she was concerned about the town's new supermarket.  
 "What about my shop?" she asked reporters. <sup>W</sup>we rely on local people shopping here."

Underline the adverb in the sentence. Write a sentence using the same word as a preposition.

- 2 Rats were scurrying about. The journey took about an hour.
- 3 The shelves fell down. The car rolled down the hill.
- 4 White clouds floated above. The plane flew above the clouds.

Complete the sentence after the conjunction.

- 5 I like to take things easy whereas my family like to be active.
- 6 I will never learn to juggle even if I practise every day.
- 7 Dad always goes jogging whether it is hot or cold.

Cross out any words that you think are unnecessary.

- 8 A flashing light beamed from the ~~glass~~ window of the ~~tall~~ tower ~~building~~.
- 9 ~~The reason why~~ <sup>H</sup>he was angry ~~was~~ because someone had lied.
- 10 Marble is a ~~sort of~~ ~~very~~ hard ~~type~~ of stone with ~~all sorts of~~ coloured patterns ~~in it~~.

**PART C Focus**  
 1: proofreading: checking punctuation  
 2-4: identifying adverbs; using prepositions  
 5-7: using a range of conjunctions  
 8-10: editing: suggesting improvements

Remind the pupil to complete Section 1 of the Progress chart on page 46 of the pupil book.

**B Word work**

Write the correct spelling.

- 1 ~~shampaine~~ champagne
- 2 ~~chandeeler~~ chandelier
- 3 ~~sharades~~ charades

**PART B Focus**  
 1-3: sh sound spelt ch  
 4-6: rules for adding ation  
 7: synonyms in context  
 8-10: word families

Add **ation** to make the verb into a noun.

- 4 ~~separate ion~~ experiment ation
- 5 ~~vary iation~~

7 Write a synonym for **bad**.

a **bad day** unpleasant a **bad person** evil

Why do these words belong to the same word family?

**structure construct destruction**

Give two reasons.

- 8 They all contain the same root 'struct'.
- 9 They all mean something to do with building.
- 10 Write another word belonging to this word family. construction

## Writing task assessment sheet: The children's garden

Name: \_\_\_\_\_ Class/Set: \_\_\_\_\_

Teacher's name: \_\_\_\_\_ Date: \_\_\_\_\_

### Sentence structure and punctuation

	Always/often	Sometimes	Never
Sentences with more than one clause are used			
A range of conjunctions is used			
Adverbs, prepositions and conjunctions are used to add detail about time, place and cause			
Expanded noun phrases with carefully chosen adjectives are used			
A variety of sentence types is used			
Appropriate use of tense, including use of present perfect forms			
Sentences are demarcated accurately with full stops, capital letters, ? or !			
Commas are used in lists of words or phrases			
Apostrophes are used for contractions and possession			

### Composition and effect

Features of leaflet form are used (e.g. sense of purpose to inform and persuade)			
Simple organisational features are used (e.g. subheadings)			
Ideas are developed in paragraphs around themes			
Connections are made between ideas			
Careful choices of vocabulary are made			
Appropriate tone is used (e.g. friendly)			

### Spelling

Knowledge of spelling patterns is applied correctly			
Longer words are correct, including suffixes and endings			
Correct spelling of words that are often misspelt			
Words with prefixes are correct			
Rules for adding verb endings and suffixes are applied correctly			
Spelling of plurals is correct			
Common homophones are correct			

### Writing task summary

## Completed proofreading task: Thank you letter

Name: \_\_\_\_\_ Class/Set: \_\_\_\_\_

Teacher's name: \_\_\_\_\_ Date: \_\_\_\_\_

Dear Michael,

Thank you for coming to talk to us about the pyramids in Egypt, and for answering all our questions. You know an awful lot about the subject.

It was fascinating to hear about your experiences. You were so lucky to actually see the treasures inside the buildings. You described it so well, and the photographs and illustrations helped us to really imagine what it was like.

Have you been on any more digs lately? It must be so interesting to visit other countries and discover all about people's lives.

Please come and tell us about your next adventure.

Yours sincerely,

Charlie Bagshaw

### Proofreading task summary

### Section 1 tasks summary

**A Warm-up**

Complete the sentence to say

- 1 **when** The genie appeared in the morning.
- 2 **where** The genie appeared in the ballroom.
- 3 **how** The genie appeared in a puff of smoke.

4 Add the same ending to make three words with similar meanings.

frant ic      hect ic      chaot ic

Complete the sentence using a noun formed from the word in **bold**.

- 5 **determined** He has great determination .
- 6 **inspired** I had sudden inspiration .
- 7 **observes** He made his observations .

Write the root word.

- 8 **carriage**      carry
- 9 **barrier**      bar
- 10 **citizen**      city

**PART A Focus**  
1-3: prepositions to add detail  
4: words ending ic  
5-7: adding ation  
8-10: root words

**B Word work**

Add the missing letters.

- 1 d i a l o g u e      **Clue: a conversation**
- 2 c a t a l o g u e      **Clue: a list of items**
- 3 i n t r i g u i n g      **Clue: fascinating**

Add the same suffix to make adjectives. **ic al ive**

- 4 hero ic      magnet ic      idiot ic
- 5 music al      centre al      approve al
- 6 decorate ive      attract ive      invent ive

Write the correct spelling.

- 7 **threatning**      threatening
- deafning**      deafening

**PART B Focus**  
1-3: spelling patterns: gue  
4-6: suffixes to form adjectives  
7: spelling errors; adding suffixes  
8-10: inferring meaning from word structure

Write the meaning of the word in **bold**.

- 8 **I intervened** to stop them fighting.  
intervened: came between them
- 9 It was **extraordinary**.  
extraordinary: very unusual
- 10 He found **microscopic** creatures.  
microscopic: only visible under a microscope

**C Sentence work**

Rewrite the sentence so that it starts with the conjunction. Punctuate the sentence correctly.

- 1 The tide was strong although the water was not deep.  
Although the water was not deep, the tide was strong.
- 2 The jaws of the plant clamp shut once an insect lands.  
Once an insect lands, the jaws of the plant clamp shut.
- 3 All will be lost unless help arrives soon. Unless help arrives soon, all will be lost.

**PART C Focus**  
1-3: fronted subordinate clauses; commas after fronted adverbials  
4-7: expanded noun phrases to specify nouns  
8-10: identifying determiners

Underline the longest noun phrase in the sentence below.

- 4 Pass me the striped beach towel from the bag on the chair.
- 5 Why have words and phrases been added to the noun? To say exactly which towel.

Add words and phrases to the noun to write a longer noun phrase.

- 6 **programme**      the fascinating television programme about bees
- 7 **tree**      the ancient oak tree in the middle of the park

Underline the determiners in the sentence.

- 8 Two players were tied in first place.
- 9 There were no goals in the match.
- 10 Both teams missed several attempts.



## A Warm-up

Underline the preposition. Write a different preposition to replace it.

- We sat beneath the trees. under
- Amy finished right behind us. after
- He shouted above the noise. over
- I spotted Joe among the crowd. in

Add the prefix and suffix.

- im possible ly
- il legal ly
- in correct ly

**PART A Focus**  
1-4: prepositions to show place  
5-7: rules for adding prefixes and suffixes  
8-9: homonyms; word classes  
10: spelling patterns

Write a sentence using the word **form** as a

- noun** Fill in the form.
- verb** Ice can form on ponds.

Add the missing letters to these foods.

- q u i c h e                      m e r i n g u e
- b i s c u i t s

## C Sentence work

Twigs touched his face like gnarled fingers.

- Why has the writer used this simile? To create a frightening effect.

Complete these similes to create a similar mood. Add an interesting noun phrase.

- The sound of thunder was like a growling monster in the sky.
- The sea was like a boiling cauldron.
- The cold wind was like icy knives through the winter air.

Underline the pronoun in the sentence.

- Most rocks are hidden under a layer of soil but some are exposed on cliffs and mountains.
- I had collected many shells before but these were different.
- We were looking for fossils but we could not find any.

**PART C Focus**  
1-4: constructing similes using like and a noun phrase  
5-7: identifying pronouns  
8-10: apostrophe for plural possession; correcting misuse of apostrophes with plural s

Write the sentence correctly.

- The babies parent's were delighted. The babies' parents were delighted.
- The fishermens boat's were empty. The fishermen's boats were empty.
- The dragons tails' beat furiously. The dragons' tails beat furiously.

## B Word work

Write the phrase correctly.

- beach trees beech trees
- hills and veils hills and vales
- the king's rain the king's reign

Add the correct suffix to make a noun.

**ive ist ant**

- cycle ist                      motor ist                      novel ist
- detect ive                      relate ive
- serve ant                      contest ant

**PART B Focus**  
1-3: homophones  
4-6: suffixes to form nouns; rules for adding suffixes  
7: words ending ic  
8-10: choosing appropriate synonyms

Write the correct spelling.

- drastik drastic                      frantick frantic

Write two synonyms for the word **dull**.

- a **dull** day                      overcast                      sunless
- a **dull** thud                      muffled                      indistinct
- a **dull** book                      unexciting                      boring

**A Warm-up**

Complete the sentence after the conjunction.

- Switch off the lights whenever you leave  
the room.
- The dog followed him wherever he went.
- Marie likes toast whereas I prefer porridge.

**PART A Focus**  
1–3: using a range of conjunctions  
4–6: appropriate synonyms  
7–10: words ending ous

Write two synonyms for the word **hot** in each phrase.

- hot** food      spicy      fiery
- hot** temper      fierce      angry
- hot** weather      sweltering      scorching

Add the same suffix to make three words with similar meanings.

- peril ous      9 treacher ous
- hazard ous

- Write a sentence using two of the words.  
It was a hazardous journey along  
treacherous roads.

**B Word work**

Add **ation**. Check the spelling of the noun.

- transform**      transformation
- exclaim**      exclamation
- combine**      combination
- pollen**      pollination

- Add the same prefix to these words.  
The prefix means **not**.

- im possible      im patient  
im mature      im mobile

**PART B Focus**  
1–4: adding ation;  
exceptions to rule  
5: adding prefixes: im  
6–7: spelling patterns  
8–10: shades of  
meaning in synonyms

Add the missing letters.

- intrig u e      g u e s t      vag u e l y
- disg u i s e      peng u i n      disting u i s h

Write two words that mean

- very happy**      ecstatic      elated
- very angry**      furious      irate
- very careful**      cautious      wary

**C Sentence work**

Rewrite the sentence so that it starts with the adverbial.

- He was in a different room when he woke up.  
When he woke up, he was in a different room.
- Everyone had disappeared much to his amazement.  
Much to his amazement, everyone had disappeared.
- New skin is replacing old skin all the time.  
All the time, new skin is replacing old skin.

Complete the sentence and add the punctuation.

- “Wait here,” said Mr Granville, “until your teacher arrives.”
- “I have the key,” said Maxine, “so we can let ourselves in.”
- “You must put your boots on,” said the farmer, “because the fields are very muddy.”
- “Will you go to the farm shop,” said Mum, “and get me some eggs?”

Underline the word that is not Standard English. Write it correctly.

- United have beat City one-nil.      beaten
- United was lucky to win.      were
- The other teams have drawed.      drawn

**PART C Focus**  
1–3: identifying and fronting  
adverbials; commas after  
fronted adverbials  
4–7: punctuating split direct  
speech with inverted commas  
and other punctuation  
8–10: Standard English verb  
forms and agreement

**A Warm-up**

Continue the sentence by adding another clause. Use a co-ordinating conjunction.

- The man spoke and everyone listened to him.
- She warned them but they did not listen.
- We must water the plants or they will die.

Write a verb to describe how the animal moved.

- The elephants were lumbering.
- The horses were galloping.
- Crabs were scuttling about.

Draw a line to join the prefix to a word so it makes a new word.

- |    |        |          |
|----|--------|----------|
| 7  | sub    | navigate |
| 8  | circum | change   |
| 9  | super  | section  |
| 10 | inter  | sonic    |

**PART A Focus**  
 1-3: sentences with more than one clause; co-ordinating conjunctions  
 4-6: verb choice; adding *ing*  
 7-10: prefixes

**B Word work**

Add the missing letters.

- p l a q u e *Clue: forms on teeth*
- o p a q u e *Clue: not clear*
- t e c h n i q u e *Clue: method*
- p i c t u r e s q u e *Clue: pretty, attractive*

Complete the noun phrase with an adjective formed from the word in **bold**.

- drama** a dramatic ending
- mystery** a mysterious stranger
- fact** a factual account

Write the meaning of the word in **bold**.

- Metals **contract**. shrink
- He signed a **contract**. an agreement

**PART B Focus**  
 1-4: spelling patterns  
 5-7: suffixes to form adjectives; rules for adding suffixes  
 8-9: homonyms/homographs; inferring meaning from context  
 10: near-homophones

10 Add the correct word.

- accept except**  
 He will accept the job.  
 He told everyone except me.

**C Sentence work**

1 Change the mood in the sentence. Cross out words and write new ones.

~~White, fluffy clouds floated gently above.~~ dark, sinister hung heavily

Add a noun, adjective and preposition phrase to expand and specify the noun.

- shop** the delightful cake shop on the corner of Hurst Street
- inspector** the new police inspector in charge of the case
- present** the brilliant birthday present from my grandad

**PART C Focus**  
 1: editing: suggesting changes to vocabulary  
 2-4: noun phrases with modifying adjectives, nouns and preposition phrases  
 5-7: expressive language; using conjunctions  
 8-10: commas after fronted adverbials

Complete the sentence after the conjunction.

- The pot began to bubble as if it might explode.
- He began to laugh as if someone was tickling him with a feather.
- The teacher looked at him as if he might be mad.

Add the missing commas.

- Far, far away, there was a city that stood beside the sea.
- In the north of the country, on the edge of a dark forest, there was a small stone cottage.
- All of a sudden, with an almighty roar, the monster awoke.

**A Warm-up**

Complete the sentence by adding two preposition phrases.

- They hurried across the fields towards  
the village.
- He crouched in the long grass for nearly  
an hour.

Write the correct spelling.

- ordinry ordinary
- moden modern

Underline the word that is not a homophone.

- saw sore soar sour
- paw pour poor peer
- their there they they're

**PART A Focus**  
1-2: using prepositions to add detail  
3-4: words that are often misspelt  
5-7: homophones  
8-10: tricky words; adding ly

Write the adverb that means

- very extremely
- not together separately
- most likely probably

**B Word work**

Add the missing letter. i e

- o b v i o u s      c u r i o u s  
p r e v i o u s
- h i d e i o u s      c o u r t e e o u s  
g o r g e e o u s

Complete the sentence with an adverb formed from the word in **bold**.

- A **hero** behaves heroically.
- The **frantic** man waved frantically.

Write the root word of the word in **bold**.

- highly **flammable** flame
- a **futuristic** car future
- his **memoirs** memory

**PART B Focus**  
1-2: words ending ious, eous  
3-4: adding ly; exceptions  
5-10: inferring word meaning from word structure

Write the meaning of the word in **bold**.

- flammable** easy to catch fire
- futuristic** ahead of time
- memoirs** a book of memories or about a life

**C Sentence work**

Underline the adverbials in the sentence below.

- We finally found the tickets after many hours of searching.

Rewrite the sentence twice, each time beginning with one of the adverbials.

- After many hours of searching, we finally found the tickets.
- Finally, we found the tickets after many hours of searching.

Underline the word or words that need a possessive apostrophe. Write them correctly.

- St Pauls Cathedral is one of Londons most famous buildings.      St Paul's      London's
- It was the youngest princesses birthday.      princess's
- Jameses head was stuck in the schools railings.      James's      school's

**PART C Focus**  
1-3: identifying and fronting adverbials; commas after fronted adverbials  
4-6: apostrophe for singular possession  
7: word classes: adverbs, adjectives  
8-10: using a range of determiners

Write a sentence using the word **fast** as an

- adverb** Cheetahs run fast.      **adjective** This is a fast car.

Add determiners to complete the sentence. Do not use **the** or **a**.

- At her party, there was enough food for thirty people.
- After several weeks of rain, many people were hoping for some sunshine.
- All pupils should wear their uniforms to school every day.

**A Warm-up**

Complete the noun phrase with a suitable adjective.

- 1 an endangered animal
- 2 an adventurous life
- 3 an unfortunate accident

**PART A Focus**  
 1–3: use of a or an; adjectives in noun phrases  
 4: word families  
 5–7: prepositions  
 8–10: words ending ous

- 4 Why do these words not belong to the same word family?

**gravel gravity gravy**

Because they do not have the same root word.

Add a preposition to complete the sentence.

- 5 I spotted him hiding among the trees.
- 6 Try not to eat sweets between meals.
- 7 The book was about recycling.

Add the missing letters

- 8 t r e m e n d o u s **Clue: wonderful**
- 9 l u m i n o u s **Clue: shines brightly**
- 10 h i l a r i o u s **Clue: very funny**

**B Word work**

Underline the word that is wrong. Write it correctly.

- 1 Did the knight sleigh a dragon? slay
- 2 Blood flows through your vains. veins
- 3 The lion hunted its pray. prey
- 4 He wanted to conker the world. conquer

Write words formed from the verb.

- |   | verb   | noun            | adjective       | adverb            |
|---|--------|-----------------|-----------------|-------------------|
| 5 | act    | <u>activity</u> | <u>active</u>   | <u>actively</u>   |
| 6 | create | <u>creation</u> | <u>creative</u> | <u>creatively</u> |

Write a word that means

- 7 **a little alike** similar
- 8 **very alike** identical

**PART B Focus**  
 1–4: homophones  
 5–6: using suffixes to change word class  
 7–8: shades of meaning in synonyms  
 9–10: adding prefixes

Add a prefix to make a word meaning the opposite of the word in **bold**.

- 9 Jake is very **responsible**. irresponsible
- 10 Beth's writing is **legible**. illegible

**C Sentence work**

- 1 Edit, extend and improve this sentence.

**There was serpents moving in the dark.**

On the floor of the chamber, there were hundreds of serpents slithering about in the darkness.

Write a sentence of direct speech including the word in **bold**.

- 2 "Come on," **moaned** Joe, "or we will be late."
- 3 "We could go to the park," **suggested** Dad, "if it stops raining."
- 4 "Bring it here," **demanded** the head teacher, "and stop wasting time."
- 5 "Look out!" **shrieked** Beth. "That car's coming fast."

Complete the sentence. Use a pronoun in place of the underlined noun or noun phrase.

- 6 Many trees lose their leaves in autumn but some stay green all year.
- 7 Do you prefer savoury foods or sweet ones?
- 8 He tried reading the other book but that was too difficult for him.

Underline the word that is not Standard English. Write it correctly.

- 9 It don't matter what you say. doesn't
- 10 Ben and Max was jogging to the finish. were

**PART C Focus**  
 1: editing: checking grammar and suggesting improvements  
 2–5: writing and punctuating split direct speech  
 6–8: accurate use of pronouns to avoid repetition  
 9–10: Standard English verb forms and agreement

**A Warm-up**

Underline the adverb. Write a different adverb to replace it.

- 1 The train arrives soon at platform ten. later
- 2 He always parks his car by the gate. often
- 3 I finished my new book yesterday. today

4 Add the missing letters to make three words that mean jumpy or edgy.

nerv ous      anxi ous      rest less

5 Write a sentence using two of the words.

Everyone was feeling anxious and I was really nervous about the result.

Add the missing ending.

- 6 a mountain ous place
- 7 a cavern ous place

**PART A Focus**  
1-3: adverbs to express time  
4-7: adjectives; ous, less  
8-10: spelling

Add the missing letters.

**Clue:** places of worship

- 8 s y n a g o g u e
- 9 c a t h e d r a l
- 10 m o s q u e

**C Sentence work**

Draw a line to show how the underlined words are used in the sentence.

Joe had seen Lucy put her book away so he knew this must be his.

- 1 her ————— pronoun
- 2 this ————— possessive pronoun
- 3 his ————— determiner

4 Write a sentence starting with the conjunction **before**.

Before you answer, think carefully about the question.

Write an expanded noun phrase to describe or define these different types of bird.

- 5 emu                      a large flightless bird with a long neck
- 6 owl                    a nocturnal bird of prey with large eyes and a hooked beak
- 7 kingfisher             a bright blue bird with a long sharp beak

Add the missing comma and explain why it is needed.

- 8 The survivors were cold, wet and terrified. To separate the adjectives in a list of three.
- 9 After they have laid their eggs, the female turtles return to the water. To separate a fronted adverbial.
- 10 "Can you see anything, Rosy?" asked Jake. To separate the name.

**B Word work**

Is the underlined word a noun or a verb?

- 1 The film has lots of special effects. noun
- 2 That was the effect I wanted. noun
- 3 These changes affect everyone. verb
- 4 Tiredness affects your work. verb

Write the correct spelling.

- 5 forbiden                forbidden
- 6 rebellious             rebellious
- 7 bagage                 baggage

**PART B Focus**  
1-4: near-homophones; word class  
5-7: rules for adding suffixes  
8: suffixes to form adjectives  
9-10: synonyms; word meanings

8 Add the same suffix to make the words into adjectives.

quarrel some      tire some      fear some

Underline the word that is **not** a synonym.

- 9 disappointed    disheartened  
disposed    discouraged
- 10 discontented    displeased  
dissatisfied    displayed

**PART C Focus**  
1-3: identifying determiners, pronouns and possessive pronouns  
4: starting sentences with subordinating conjunctions; commas  
5-7: expanded noun phrases  
8-10: uses of commas

**A Warm-up**

Complete the noun phrase.

- 1 an occasional shower of light rain
- 2 an eventful day at school
- 3 a new cover for the book
- 4 the longest river in Europe

Write a sentence using the words **the**, **a** and **no** as determiners.

- 5 The man had a long beard but no hair.

Underline the word that is wrong. Write it correctly.

- 6 His voice was a little horse. hoarse
- 7 I saw raindeer on the roof. reindeer
- 8 Use flour to make a doe. dough

Underline the odd one out.

- 9 finish final finalist finery

**PART A Focus**  
 1-4: noun phrases;  
 use of a, an, the  
 5: determiners  
 6-8: homophones  
 9-10: word families

- 10 Explain your answer.

It doesn't belong to the same word family.

**B Word work**

Add the same ending to all three words.

er ing ed

- 1 begin ner prison er listen er
- 2 gossip ing gallop ing kidnap ping
- 3 develop ed overlap ped worship ped

Add the correct spelling of the ending to make a noun.

- 4 **admit** admission
- 5 **collide** collision

Add the suffixes to complete the nouns.

- 6 The little prince spent his child hood in a faraway king dom.
- 7 As a punish ment, the prison ers had no free dom.

Write the meaning of the word in **bold**.

- 8 in a **halting** voice  
 halting: hesitating
- 9 in an **argumentative** mood  
 argumentative: keen to quarrel
- 10 She held it **possessively**.  
 possessively: wanting to keep it

**PART B Focus**  
 1-3: rules for adding suffixes; exceptions  
 4-5: words ending sion, sion  
 6-7: noun suffixes  
 8-10: inferring word meaning from word structure

**C Sentence work**

Rewrite the sentence so that both adverbials come at the start.

- 1 The sun came out eventually, just as we reached the summit.  
Eventually, just as we reached the summit, the sun came out.
- 2 Magnus left his house in the early hours when all was silent.  
In the early hours, when all was silent, Magnus left his house.

Write a two-clause sentence starting with the noun.

- 3 **Darkness** fell as they reached the sea.
- 4 **Gardeners** must protect their plants when it is cold outside.

Underline the word that is wrong. Write it correctly.

- 5 The dragon was asleep in it's cave. its
- 6 Katie listened to the others' poems before she read her's. hers
- 7 "Who's shoes are these?" asked Jack's mother. Whose

**PART C Focus**  
 1-2: fronting adverbials; commas  
 3-4: sentences with more than one clause  
 5-7: correcting misuse of apostrophes  
 8-10: pronouns for cohesion and to avoid repetition

- 8 Underline the pronouns in the second sentence.

Foods contain vitamins. These are important because they help children to stay healthy.

Why are the pronouns used? Give two reasons.

- 9 To avoid repeating the word 'vitamins'.
- 10 To link the two sentences.

**A Warm-up**

Add an adverbial to the start and end of the sentence.

- In the morning, \_\_\_\_\_ they begin to climb despite the threat of bad weather.
- That evening, \_\_\_\_\_ they returned home without any food.

Add the missing letters to make three words that mean very ugly.

- g r o t e s q u e                      g r u e s o m e  
h i d e o u s

**PART A Focus**  
1-2: adding adverbials; commas after fronted adverbials  
3: spelling patterns  
4-6: homophones  
7-10: suffixes

Write two homophones.

- road                      rode                      rowed
- he'll                      heel                      heal
- rain                      rein                      reign

Add the same suffix to make a word for someone's occupation.

- chem ist
- violin ist
- cycle ist
- dent ist

**B Word work**

Look at the spelling of the words below. Underline the odd one out.

- adventurous    courageous    continuous
- Explain why it is the odd one out.  
Because it keeps the 'e' on the end of the root word.
- Complete the word sum.  
outrage + ous = outrageous

Write a noun formed from the word in **bold**.

- fail**                      failure
- require**                      requirement
- simple**                      simplicity

**PART B Focus**  
1-3: adding ous; exceptions  
4-6: suffixes to form nouns  
7: spelling patterns  
8-10: shades of meaning in synonyms

- Add the missing letters.  
banq u e t      bouq u e t      boutiq u e

Write two verbs to describe

- eating greedily    gobbling    guzzling
- eating noisily    gnawing    chomping
- eating carefully    nibbling    pecking

**C Sentence work**

Write the following as direct speech. Use the correct punctuation and a new line each time the speaker changes.

**Come down from there** shouted Sebastian. **It's dangerous.** **I'm looking for something** replied Joe. **What are you looking for** asked Sebastian. **Just something** muttered Joe. **Something I've lost.**

- "Come down from there!" shouted Sebastian. "It's dangerous."
- "I'm looking for something," replied Joe.
- "What are you looking for?" asked Sebastian.
- "Just something," muttered Joe. "Something I've lost."

Complete the sentence by adding suitable pronouns.

- The guide led them down the corridor and they followed her.
- I gave him my phone when he asked for it but then he said that it was his not mine.
- When it is threatened, the puffer fish makes its body swell up and its spikes stand on end.

Complete these similes.

- The wires were twisted \_\_\_\_\_ like spaghetti.
- Blossom fell \_\_\_\_\_ like snowflakes.
- He prowled \_\_\_\_\_ like a tiger.

**PART C Focus**  
1-4: writing and punctuating direct speech  
5-7: using pronouns and possessive pronouns  
8-10: composing similes



## A Warm-up

Write different types of sentence using the word **question**.

- 1 **statement** A question ends with a question mark.
- 2 **question** What question did you ask him?
- 3 **command** Ask me a question.
- 4 **exclamation** What a silly question!

Add the missing letters.

**Clue: word classes**

- 5 d e t e r m i n e r
- 6 p r e p o s i t i o n
- 7 c o n j u n c t i o n

**PART A Focus**  
1-4: types of sentence  
5-7: word classes;  
spelling  
8-10: spelling patterns

Write the correct spelling.

- 8 **flurishing** flourishing
- 9 **encuragement** encouragement
- 10 **nurishment** nourishment

## C Sentence work

Underline the prepositions.

- 1 **He rode into town on a horse with no name.**
- 2 Write another sentence using the same prepositions.

He rode into the village on a motorbike with huge handlebars.

Write the noun phrases correctly.

- 3 **the rio olympic's** the Rio Olympics
- 4 **king arthurs castle** King Arthur's castle
- 5 **Anglo-saxon invasion's** Anglo-Saxon invasions

**PART C Focus**  
1-2: identifying and using prepositions  
3-5: checking capital letters and misuse of apostrophes  
6-7: expanding noun phrases to describe  
8-10: Standard English pronouns

Write a sentence about the given subject. Start with a descriptive noun phrase.

- 6 **castle** The ancient castle on the mountain crag loomed over the village.
- 7 **feet** Two scaly green feet with yellow claws were sticking out of the cave.

Add the missing pronoun **I** or **me**.

- 8 In class, Jess sits behind Molly and me.
- 9 Alex and I are going swimming tomorrow.
- 10 Mrs Adams says Jacob and I can work together.

## B Word work

Cross out the incorrect word in the sentence.

- 1 The medicine soon had an ~~affect~~ **effect**.
- 2 Did the heat ~~affect~~ ~~effect~~ the results?
- 3 The ~~affect~~ ~~effect~~ soon wore off.
- 4 Does diet ~~affect~~ ~~effect~~ our health?
- 5 Write the correct spelling.

effection affection

acception exception

**PART B Focus**  
1-5: near-homophones  
6-9: word structure  
10: shades of meaning in synonyms

Write the root word and the suffix.

- 6 stupid + ity = **stupidity**
- 7 cave + ity = **cavity**
- 8 hostile + ity = **hostility**
- 9 able + ity = **ability**

Write three verbs to show different speeds of walking.

- 10 **slow** saunter stroll amble
- quick** march stride pace

## A Warm-up

Complete the sentence after the adverbial.

- To his astonishment, everyone stood up and began to clap.
- In amazement, he stared at the alien.
- Confused by all the noise, he did not know which way to go.

Add the suffix.

- Italy + an = Italian
- Egypt + ian = Egyptian
- Rome + an = Roman

**PART A Focus**  
1-3: sentences with fronted adverbials  
4-6: noun suffixes; capital letters  
7-9: shades of meaning in synonyms  
10: spelling

Write a word that means

- very surprising astounding
- really hate detest
- very small minute

- Add the missing letters to spell words that mean **brave**.

fear less      hero ic      vali ant

## B Word work

Add the suffix to make the words into adverbs.

- feeble feebly
- drastic drastically
- true truly

**PART B Focus**  
1-3: adding ly; exceptions to rules  
4: homophones  
5-7: adding suffixes to change word class  
8-10: inferring word meaning from word structure

Add the correct verb.

- sowing seeds      sewing on buttons

Add a suffix to the word in **bold** to make the word that completes the sentence.

- He was a **king** without a kingdom.
- He thanked his **friends** for their friendship.
- She paid her membership fee to become a **member**.

Write the meaning of the word in **bold**.

- deforestation** when forests are cut down or burnt
- classification** when things are put into categories
- indentations** small marks or dents

## C Sentence work

Anna Sewell started to write 'Black Beauty' when she was 50 years old.

Reorder the sentence above. Do it in two different ways.

- When she was 50 years old, Anna Sewell started to write 'Black Beauty'.
- Anna Sewell was 50 years old when she started to write 'Black Beauty'.

Rewrite the sentence using a possessive pronoun.

- I think that is my painting. I think that painting is mine.
- Those are your shoes over there. Those shoes over there are yours.
- This must be their address. This address must be theirs.

Underline the words that are not Standard English.

- "I ain't seen your bag," said Louis. "Weren't it on the bench by them trees?"
- Why have non-Standard English words been used? Because they show how someone speaks.

Write the name of the punctuation mark that could replace the arrow between these clauses.

- We just missed the bus → we were an hour late. full stop
- Although we waited well over an hour → there was still no news. comma
- Save our planet → do it right now. full stop

**PART C Focus**  
1-2: reordering sentences; commas after fronted adverbials  
3-5: possessive pronouns  
6-7: Standard English verb forms; them/those  
8-10: use and misuse of commas

## A Warm-up

Add an adverbial to the sentence.

- I couldn't sleep due to the heat.
- In the summer, I couldn't sleep.
- I finished my homework in ten minutes.
- After tea, I finished my homework.

Complete the word sum.

- dramatic** + **ly** = dramatically
- basic** + **ly** = basically
- erratic** + **ly** = erratically
- Write a sentence using one of the adverbs.  
He was behaving very erratically.

**PART A Focus**  
1-4: adverbials and fronted adverbials  
5-8: rules for adding ly; exceptions  
9-10: shades of meaning in synonyms

Write four adjectives to describe something that is

- very loud** blaring thunderous  
deafening booming
- very horrible** disgusting repulsive  
odious appalling

## C Sentence work

Underline the two noun phrases in the sentences below.

- A rare bird from South Africa has been spotted in the local park.

Rewrite the sentence twice with different noun phrases.

- An escaped tiger from the local zoo has been spotted in the town centre.
- A famous film star has been spotted in the department store.

Why does this command end with an exclamation mark?

- Don't touch that!** To show it is urgent.

Write a sentence using the pair of possessive pronouns.

- his mine** That book is his and this one is mine.
- ours theirs** The green bibs are ours and the red bibs are theirs.
- hers yours** That painting is hers and this one is yours.

Underline the determiner in the sentence and circle the pronoun.

Some volcanoes are active while others are dormant.

Write a sentence using the word **these** as a

- pronoun** Some apples are green but these are red.
- determiner** I like these apples best.

Remind the pupil to complete Section 2 of the Progress chart on page 46 of the pupil book.

## B Word work

Add **ous** to make the words into adjectives. Check that you spell them correctly.

- glamour** glamorous
- humour** humorous
- vigour** vigorous
- What is unusual about the spelling?  
'our' changes to 'or' when 'ous' is added

Add the correct spelling of the ending to make a noun.

- extend** extension
- attend** attention
- expand** expansion

**PART B Focus**  
1-4: adding ous; exceptions  
5-7: words ending sion, tion  
8-9: synonyms  
10: changing word class; related words

Write three verbs to describe different facial expressions that show

- anger** glower scowl glare
- pain** wince flinch grimace

Write words formed from the verb **decide**.

- noun** decision **adjective** decisive  
**adverb** decisively

## PART C Focus

1-3: expanded noun phrases to specify  
4: use of exclamation marks for effect  
5-7: using possessive pronouns  
8-10: identifying and using determiners and pronouns

## Writing task assessment sheet: Time travellers

Name: \_\_\_\_\_ Class/Set: \_\_\_\_\_

Teacher's name: \_\_\_\_\_ Date: \_\_\_\_\_

### Sentence structure and punctuation

	Always/often	Sometimes	Never
A range of conjunctions is used to write sentences with more than one clause			
Adverbs, prepositions and conjunctions are used to add detail about time, place and cause			
Expanded noun phrases are used to specify and add detail			
A variety of sentence types is used			
Fronted adverbials are used			
Appropriate use of tense, including progressive and perfect forms			
Appropriate use of pronouns to avoid repetition			
Sentences are demarcated accurately with full stops, capital letters, ? or !			
Commas are used in lists and after fronted adverbials			
Direct speech is punctuated correctly			
Plural <b>s</b> and apostrophe <b>s</b> are used correctly			
Apostrophes are used for contractions and possession			

### Composition and effect

Features of story form are used (e.g. description of setting, use of dialogue)			
Paragraphs are used to show movements in time and place			
Adverbials are used to link events			
Varied vocabulary is used and chosen for effect			

### Spelling

Knowledge of spelling patterns is applied correctly			
Longer words are correct, including endings and a range of suffixes			
Correct spelling of words that are often misspelt			
Words with prefixes are correct			
Rules for adding verb endings and suffixes are applied correctly			
Spelling of plurals is correct			
Homophones and near-homophones are correct			

### Writing task summary

## Completed proofreading task: The world around us

Name: \_\_\_\_\_ Class/Set: \_\_\_\_\_

Teacher's name: \_\_\_\_\_ Date: \_\_\_\_\_

Sometimes our actions have a negative affect on the natural world.

Gardeners use weedkiller to kill weeds, but they forget weedkiller is a poisonous chemical and can be harmful to wildlife.

Every day, we throw away all sorts of materials. In parks and open spaces, people drop litter. Litter can be extremely dangerous to birds, insects and other small creatures as they can accidentally get trapped inside or swallow it.

Pollution from factories goes straight into rivers or it is buried. This can be a serious problem and make more trouble in the future.

In the countryside, people build on open land. If machines cut down trees, it can change a place dramatically. A unique habitat might be destroyed and animals' lives could be threatened.

### Proofreading task summary

### Section 2 tasks summary

**A Warm-up**

Complete the subordinate clause.

- The king would never be satisfied even if he owned all the gold in the world.
- The king would never be satisfied while the dragon still lived.

Add the correct homophone to complete the two words.

- waist coat                      waste paper
- master piece                      peace ful
- over hear                      here abouts

**PART A Focus**  
 1-2: using a range of subordinating conjunctions  
 3-5: homophones  
 6-8: spelling patterns  
 9-10: appropriate synonyms

Add the missing letters.

**Clue:** speech

- d i a l o g u e                      8 l e c t u r e
- c o n v e r s a t i o n

Write two verbs that mean

- look quickly**    glance                      glimpse
- look carefully**    examine                      inspect

**B Word work**

Cross out the incorrect word.

- I **accept** ~~except~~ your apology.
- Come any day ~~accept~~ **except** Sunday.
- Write the meaning of **accept** believe                      **except** apart from

**PART B Focus**  
 1-3: near-homophones  
 4-5: tricky word endings  
 6-7: prefixes  
 8-10: shades of meaning in synonyms

Add the same ending to complete the three words.

- differ ent                      rec ent                      frequ ent
- cert ain                      vill ain                      barg ain
- Write four words with the prefix **semi**.  
 semi- final                      semi circle  
 semi- detached                      semi colon
- What does **semi** mean? half or partly

Write five words that mean different shades of

- blue**    teal                      navy                      cobalt  
                     turquoise                      sapphire
- purple**    mauve                      lilac                      indigo  
                     lavender                      plum
- red**    burgundy                      cerise                      scarlet  
                     cherry                      crimson

**C Sentence work**

Underline the pronoun in the second sentence.

- I lied about my homework. This turned out to be a big mistake.
- What does the pronoun refer to? lying about the homework

Underline the pronouns in the second sentence.

- We have grown these hyacinths. Some are blue and others are pink.
- What do the pronouns refer to? the hyacinths

Underline the words that make the statement into a question.

- Did you know scowling uses more muscles than smiling?
- Write a question formed in the same way. Did you know the Earth is round?

**PART C Focus**  
 1-4: pronouns for cohesion  
 5-6: forming questions  
 7-8: adding adverbials to the start and end of a sentence  
 9-10: use of commas

Improve the sentence by adding adverbials to give more detail.

- Despite his tiredness,                      Joseph plodded on along the steep mountain track.
- Slowly, without a word,                      Bella took a step towards the doorway.

Add commas to the sentence.

- Suddenly, with the lorry only metres away, the driver slammed on the brakes.
- As the alarm began to wail, we ran down the staircase, along the corridor, across the hallway and out of the door.

## A Warm-up

Continue the sentence after the preposition.

- I wrote a story about a mad professor.
- It was a story with a happy ending.
- There was a surprise at the end.

Add the same letters to spell the three words correctly.

- s u i t c a s e    f r u i t y    b r u i s e
- b e l i e v e    a c h i e v e    r e l i e f

Write three adjectives to describe materials that feel

- very rough**    bristly    coarse    wiry
- very smooth**    silky    velvety    glossy

Cross out the word that is wrong. Write it correctly.

- caravan ~~sight~~    site
- mountain ~~peek~~    peak
- Roman ~~freeze~~    frieze

**PART A Focus**  
1-3: using prepositions  
4-5: tricky spelling patterns  
6-7: adjectives  
8-10: homophones

## C Sentence work

- Underline the subject of the sentence.  
Cows eat grass.    The elephant drank all the water.    We collected the money.

Add the subject of the sentence.

- The scientist found a solution to the problem.
- The judges announced the results.
- Spiders eat flies and other small insects.

Complete these predictions about your future.

- Tomorrow, I will get up early.
- Later this week, I will go to the cinema.
- Later today, I will watch my favourite programme on television.
- Next week, I will work harder.

Check the use of apostrophes. Underline words that are wrong and write them correctly.

- The dogs ear's pricked when they heard the clip clop of a horses' hooves.    dogs' ears    horse's
- We heard peoples voice's from inside James house.    people's voices    James's

## B Word work

Write the correct spelling of the underlined words.

- He studied the simbols inside the piramid.  
symbols    pyramid
- We are learning about mussles in sience.  
muscles    science
- Ask the kemist about your stomack acke.  
chemist    stomach    ache

- Add the prefix **un** to the words.  
un block    un load    un furl

Write a sentence using each verb with **un**.

- We must unblock the drains.
- Let's unfurl the flag.
- I help to unload the washing machine.

**PART B Focus**  
1-3: applying spelling patterns  
4-7: prefixes with verbs  
8-10: using a dictionary to check word meanings

Use a dictionary to check the meaning of the word in **bold**. Write your own definition.

- a mundane life**    ordinary
- he is gullible**    easily fooled
- he was distraught**    very upset

**PART C Focus**  
1-4: subject of a sentence  
5-8: future tense references  
9-10: checking misuse of apostrophes with plural s for possession





## A Warm-up

Write a sentence using the verb.

- 1 **flown** All the birds have flown away.
- 2 **spoken** I have spoken to my teacher about my homework.
- 3 **done** I have done the washing up.

Write three words that start with this spelling pattern.

- 4 s y m pathy
- 5 s y m metry
- 6 s y m bol

**PART A Focus**  
1-3: perfect form of verbs  
4-6: i sound spelt y  
7-8: verb choice; spelling  
9-10: shades of meaning in synonyms

Write two verbs that could complete the sentence.

- 7 Stop fi           . fidgeting fiddling
- 8 He tr            home. trudged traipsed

Write a word that means

- 9 **a bit scared** unsettled
- 10 **very scared** terrified

## C Sentence work

Write the next three sentences. Start each sentence with a time adverbial to link the events.

**The tower of boxes was complete but it seemed very unsteady.**

- 1 For a moment, it seemed that the tower would stand.
- 2 Then suddenly, it began to wobble and topple.
- 3 Within seconds, the tower had collapsed with boxes scattered everywhere.

Complete the sentence using a pair of adverbs.

- 4 He drove extremely carefully.
- 5 He spoke rather nervously.
- 6 The servant returned almost immediately.

**PART C Focus**  
1-3: using time adverbials to link a sequence of sentences  
4-6: using adverbs to modify adverbs  
7-8: determiners  
9-10: writing and punctuating direct speech

Underline the determiners in the sentence below.

- 7 Several trees separated our garden from the open playing field.

- 8 Write other determiners that could be used instead. six their an

Jess asks her teacher a question about the Romans and her teacher replies. Write this as direct speech.

- 9 "Mr Roberts, why did the Romans build so many roads?" asked Jess.
- 10 "Well," said Mr Roberts, "the roads meant their soldiers could march more quickly."

## B Word work

Add the correct suffix.

ive ist

- 1 **decorate** + ive = decorative
- 2 **extreme** + ist = extremist
- 3 **relate** + ive = relative
- 4 **style** + ist = stylist

- 5 Which of the words is an adjective that fits in this phrase?

a decorative wallpaper

Write an antonym for the crossed-out word.

- 6 a price ~~increase~~ decrease
- 7 a ~~negative~~ response positive
- 8 I need to ~~download~~ this video. upload

Write the correct spelling of the underlined words.

- 9 He prefered going for a walk to more enerjetic exersise.  
preferred energetic exercise
- 10 There are pictureesk views in spectacqular senery.  
picturesque spectacular scenery

## A Warm-up

Write the next three sentences.

**Simon began to run up the hill.**

- At first, he found it easy.
- Halfway up, he began to slow down.
- When he reached the top, he was exhausted.

Underline the word that is wrongly spelt.

- exclusion excursion expression extension
- session ocassion mission passion
- Write the two underlined words correctly.

expression    occasion

Add the letter to make a word family.

- s c e n e            s c e n e r y
- s c e n i c            s c e n a r i o

Add the suffix to complete the adjective.

- fashion able    clothes
- protect ive    clothing
- water proof    jacket

**PART A Focus**  
1-3: adverbials to link sentences  
4-6: words ending sion, ssion  
7: spelling patterns; word families  
8-10: suffixes to form adjectives

## B Word work

Add the suffix **ous** to form adjectives. Check that you spell them correctly.

- monster**            monstrous
- disaster**            disastrous
- wonder**            wondrous

**PART B Focus**  
1-3: rules for adding **ous**; exceptions  
4-7: using a dictionary to check spellings; alphabetical order  
8-10: prefixes with verbs

Write the correct spelling of these words. You can use a dictionary.

- misrable**            miserable
- milleneum**        millennium
- miricle**            miracle
- Write the words in alphabetical order.  
millennium    miracle    miserable

- Underline the prefix in the verbs.  
redecorate    rebuild    reorganise
- How does the prefix change the verbs?  
It means to do it again.
- Write three more verbs using the same prefix.  
reorder    reheat    recycle

## C Sentence work

- Write a sentence using the noun in **bold** as the subject of the sentence.

**chef**            The chef prepared a delicious meal.

**satellite**    The satellite orbits the Earth.

**PART C Focus**  
1: subject of a sentence  
2-4: references to future time  
5-7: proofreading; checking punctuation  
8-10: using **who** to add information about a person

Rewrite the sentence to be about the future.

- There are many visitors here.    There will be many visitors here.
- It is dark now.    It will be dark soon.
- The train is now arriving.    The train will be arriving in five minutes.

Proofread the text. Correct the punctuation.

- Early the next day, <sup>l</sup>in the chill morning, he set off. <sup>A</sup>all the streets were empty.
- As she opened the box, she gasped, "It's a microscope. <sup>H</sup>how wonderful.!"
- Benjamin said, "People's houses were flooded and farmers' crops destroyed."

Continue these sentences to say who the person is.

- They took the book to Mr Anderson, who is the head teacher.
- They went to see Jack, who worked on the farm.
- Our reporter spoke to Agnes Wilson, who is the owner of the shop.

## A Warm-up

Add an adverb.

- 1 It was extremely dark inside.
- 2 Bob was rarely late.
- 3 I was feeling quite hungry.
- 4 It is rather cold today.

**PART A Focus**  
1-4: adverbs modifying adjectives  
5: suffixes to form adjectives  
6-7: punctuating direct speech  
8-10: spelling patterns

- 5 These words and suffixes are mixed up. Write them correctly.

massable    photographive    questionic  
photographic    massive    questionable

Max asked Joe the time and Joe answered him. Write this as direct speech.

- 6 "What time is it?" asked Max.
- 7 Joe replied, "It's ten o'clock."

Add the missing letters to make words that mean **great** or **amazing**.

- 8 s e n s ational
- 10 t r e men d ous
- 9 s p e c tacular

## B Word work

Write the correct spelling of these fruits. You can use a dictionary.

- 1 nectarene    nectarine
- 2 pomegranite    pomegranate
- 3 clementene    clementine
- 4 Add the suffix **able** to form adjectives.  
rely iable    forgive able  
forget table    respect able

- 5 Write the root word.

apologise    apology  
flatten    flat  
circulate    circle

**PART B Focus**  
1-3: using a dictionary to check spellings  
4: words ending **able**; rules for adding suffixes  
5-9: verb suffixes  
10: adventurous vocabulary

Use one of the words to complete the sentence.

- 6 Flatten the clay with your hand.
- 7 I must apologise for the noise.
- 8 Blood circulates round the body.
- 9 What sort of words have you used? verbs
- 10 Write a more adventurous adjective.  
After the rain, the pitch was soggy.  
saturated

## C Sentence work

**"We mustn't let them get away,"** shouted Evie, racing round the corner.

Give two reasons why commas are needed in the sentence above.

- 1 To separate the spoken words from the non-spoken words (shouted Evie).
- 2 To separate the 'ing' clause that adds an action after the direct speech.
- 3 Write another sentence using two commas in the same way.  
"I'm right behind you," said Robbie, climbing onto his bicycle.

**PART C Focus**  
1-3: commas in direct speech  
4-5: present and past perfect form of verbs  
6-10: forming questions using question tags; commas and question marks

Write the sentence using the present perfect and past perfect forms of the verb.

- 4 I saw him before.    I have seen him before.    I had seen him before.
- 5 He rang the bell.    He has rung the bell.    He had rung the bell.
- 6 Underline the words that make the statement into a question.    You will help, won't you?

Make the statements into questions in the same way.

- 7 Rashid is going out.    Rashid is going out, isn't he?
- 8 Ibrahim has seen the garden.    Ibrahim has seen the garden, hasn't he?
- 9 Jack can go to the cinema.    Jack can go to the cinema, can't he?
- 10 Marie went to town on Saturday.    Marie went to town on Saturday, didn't she?

## A Warm-up

Write a sentence using the word **after** as a

- preposition** I'll meet you after school.
- conjunction** I felt better after I took the medicine.

Add the same short word to complete the three words.

- breath sunbath soothe
- importan distan hesitan

Write two words starting with these letters.

You can use a dictionary.

- w e i g h t w e i r d
- r h y m e r h y t h m
- f a u l t f a u l t y

**PART A Focus**  
1–2: prepositions and conjunctions  
3–4: words that are often misspelt  
5–7: spelling patterns; using a dictionary  
8–10: suffixes to form nouns

Add a suffix to form a noun to complete the sentence.

- Friend ship is very important.
- I'll make an except ion for you.
- I need an electric ian to fix the light.

## B Word work

Write the root word and suffix.

- argue + ment = **argument**
- explain + ation = **explanation**
- persuade + sion = **persuasion**
- Add the missing ending.

**ary ery**

ordin ary libr ary diction ary  
mis ery gall ery batt ery

Add the suffix **ity** to form a noun.

- mobile** mobility
- pure** purity
- stupid** stupidity

**PART B Focus**  
1–3: adding suffixes to root words; exceptions  
4: words that are often misspelt  
5–7: rules for adding suffixes: ity  
8–10: using a dictionary to check word meanings

Check the meaning of the verb using a dictionary.

Write a sentence using the verb correctly.

- exaggerate** His stories exaggerate what really happened.
- excavate** They began to excavate the site.
- exasperate** I sometimes exasperate my teacher.

## C Sentence work

Write a sentence starting with the pronoun.

- anyone** Anyone can come and visit the gardens when they are open.
- everyone** Everyone in my class can swim at least 10 metres.
- nobody** Nobody spoke when the music ended.
- somebody** Somebody has been in the kitchen and stolen the cakes.

Add the missing comma.

- It's a lovely day today, isn't it?
- To start the engine, turn the key.
- Why is an adverb used in this sentence?

**Sadly, someone has pulled up plants in the new garden.**

To show that the writer thinks this is a sad thing to have happened.

**PART C Focus**  
1–4: using different types of pronoun  
5–6: commas with fronted adverbials and question tags  
7–10: adverbs to comment or show the writer's viewpoint

Complete these sentences about the same incident.

- Fortunately, most of the plants have survived.
- Unfortunately, we will need to replant one area.
- Clearly, we will have to make the garden more secure.

**A Warm-up**

Complete the different types of sentence using the word **girl**.

- 1 **question** What is that girl's name?
- 2 **exclamation** What a clever girl!
- 3 **statement** That girl lives next door.
- 4 **question** That girl is clever, isn't she?

Complete the sentence with an adverb formed from one of the words in **bold**.

**frantic chaotic manic**

- 5 He ran frantically.
- 6 He tidied away manically.
- 7 Everything was arranged chaotically.

Write an antonym of the words in **bold**.

- 8 We were **best friends.** worst enemies
- 9 I needed to **speed up.** slow down
- 10 **Fortunately,** the play was a **success.**  
Unfortunately failure

**PART A Focus**  
1-4: sentence types (grammatical patterns)  
5-7: rules for adding ly  
8-10: antonyms in context

**B Word work**

Write two verbs beginning with each prefix.

- 1 **dis** disappear disagree
- 2 **mis** misbehave misspell
- 3 **re** reorder rethink

Add the same ending to these words.

- 4 experience difference sequence

Add **able** or **ible** to complete the word.

- 5 possible horrible terrible
- 6 respectable avoidable remarkable

Use a dictionary to write the meaning of the nouns in **bold**.

- 7 **haven** a safe place
- 8 **commotion** a lot of noise
- 9 **pursuit** a chase

**PART B Focus**  
1-3: using prefixes with verbs  
4: tricky word endings  
5-6: words ending able, ible  
7-10: using a dictionary to check word meanings

- 10 Use one of the nouns to complete each sentence.

It is a haven for wildlife.

I'm in pursuit !

What a commotion !

**C Sentence work**

Write the next three sentences.

**Many people would benefit from a new library.**

- 1 For example, older people would be able to use the computers there.
- 2 However, it would be expensive to build.
- 3 Clearly, it is an important decision.

Add a phrase between the commas to say who the person is.

- 4 Mrs Singh, our head teacher, is a very kind person.
- 5 Ivan, the farmer's son, sat in the sunshine.
- 6 Megan Matthews, our next-door neighbour, enjoys dancing and singing.
- 7 Simon, a retired police officer, was taken to Morton Hospital.

**PART C Focus**  
1-3: using adverbials to link ideas and aid cohesion  
4-7: use of commas to mark information added to a sentence  
8-10: checking pronouns, verbs, tense

Check the grammar. Cross out words that are wrong. Write the correct words.

- 8 Alfie and Joe both wanted to play the game but ~~he says~~ ~~it were~~ his turn. Joe said was
- 9 Amy should ~~of~~ met Ben after school but ~~Amy forgets~~ ~~Amy's~~ promise. have she forgot her
- 10 Jack and Indira ~~was~~ late but ~~we~~ still find time to chat. were they found

**A Warm-up**

Complete the sentence using adverbials to give more descriptive detail.

1 Under heavy skies, \_\_\_\_\_ waves crashed in anger on jagged rocks.

Cross out the word that is wrong. Write it correctly.

2 ~~sowing~~ machine      sewing

3 ~~plane~~ flour      plain

4 blue ~~die~~      dye

Write another word to replace the adverb.

5 I am very cross.      extremely

6 He is often cheerful.      frequently

7 He is sometimes late.      occasionally

Write a word belonging to the same word family.

8 **famine**      famished

9 **fame**      famous

10 **family**      familiar

**PART A Focus**  
1: adverbials; comma after fronted adverbial  
2-4: homophones  
5-7: adverbs  
8-10: word families

**B Word work**

Write the meaning of the word in **bold**.

1 The wolf enjoyed **terrorising** sheep.  
terrorising: frightening

2 It was an **electrified** fence.  
electrified: with an electric charge

3 Bees help **pollinate** flowers.  
pollinate: spread pollen (from flower to flower)

Write the correct spelling.

4 **delishous**      delicious

5 **caushous**      cautious

6 **vishous**      vicious

7 Change the word into a verb by adding a suffix.

**pure**      purify

**modern**      modernise

**straight**      straighten

**PART B Focus**  
1-3: inferring meaning from word structure  
4-6: words ending tious, cious  
7-10: using suffixes to form verbs

Use each verb in one of the sentences.

8 There are plans to modernise the station.

9 Filtering helps to purify the water.

10 Stand up and straighten your legs.

**C Sentence work**

Extend these sentences using one of these words.

**who which that**

1 The two friends were so happy that they could not stop laughing.

2 She sat next to Aaron and Beth , who were always arguing.

3 They went to the shop which had just opened.

Rewrite the sentence so it begins with the adverbial.

4 They fell asleep one by one.      One by one, they fell asleep.

Complete the sentence using the past perfect form of the verb.

5 **ran**      I looked for him but he had run away.

6 **forgot**      They tried to open the door but Dad had forgotten the key.

7 **ate**      I wanted a biscuit but someone had eaten them all.

**PART C Focus**  
1-3: using who, that and which to add information  
4: fronting adverbials  
5-7: past perfect forms to make time references  
8-10: recognising commas, dashes, brackets

Write the name of the punctuation mark used to separate parts of the sentence.

**brackets comma dash**

8 It was a lovely sunny day – a perfect day for a picnic.      dash

9 The parrot (called Squawk) flapped its wings.      brackets

10 Mr Jenkins, the driver, started the engine.      commas

## A Warm-up

Write a sentence using the pronoun.

- 1 **itself**      The computer switches itself off.
- 2 **theirs**      That big house is theirs.
- 3 **something**      There is something outside.
- 4 **these**      I like most nuts but not these.

- 5 Underline the root in this word family.  
century      percentage      centigrade
- 6 What does the root mean?      a hundred
- 7 Write another word belonging to the word family.  
centurion

**PART A Focus**  
1-4: different types of pronoun  
5-7: roots and word families  
8-10: words ending able/ible

Add a suffix so the word matches the definition.

- 8 like able      pleasant and friendly
- 9 enjoy able      pleasing to do
- 10 flex ible      bendy

## C Sentence work

- 1 Underline the two adverbials that could be used to show a different opinion.  
however    moreover    therefore    also    on the other hand    finally

Complete the next sentence.

- 2 The holiday is expensive. However, it will be worth it.
- 3 The holiday is expensive. Also, we will need spending money when we get there.
- 4 The holiday is expensive. Therefore, I shall have to save up my money.

Add the determiners.

- 5 He needed an X-ray and an injection.    6 Many boats use the River Thames every day.

Add the missing commas.

- 7 Mrs Lucas, the head teacher, was not very pleased.
- 8 How did you know where to put the commas?  
They separate the extra information added to the sentence.

**PART C Focus**  
1-4: adverbials to link ideas and build cohesion  
5-6: determiners; use of a/an  
7-10: using commas to add information to a sentence

Write another two sentences using commas in this way.

- 9 Charlie Jackson, my next-door neighbour, is really funny.
- 10 Adam Miles, the baker, won first prize.

## B Word work

Use a dictionary to check the spelling of these foods. Write the correct spelling.

- 1 mayonaise      mayonnaise
- 2 yogert      yogurt/yoghurt
- 3 samossa      samosa

- 4 Add the correct endings.

**cial tial**  
spe cial    so cial    par tial    torren tial

**PART B Focus**  
1-3: using a dictionary to check spellings  
4-6: words ending cial, tial  
7-9: antonyms; spelling  
10: adventurous vocabulary

Use the words in these noun phrases.

- 5 torrential rain      a special agent
- 6 social media      a partial success

Add the missing letters to spell the antonyms.

- 7 t r a n s p a r e n t      o p a q u e
- 8 p r e c i s e l y      v a g u e l y
- 9 m o n s t r o u s      g o r g e o u s

- 10 Write a word to use in place of **pulled**.

He **pulled** the door open.      wrenched

**A Warm-up**

Add adverbials to say where and when.

- As the day dawned, \_\_\_\_\_ land was sighted through the sea mist.
- After twenty years, \_\_\_\_\_ the prisoner escaped from the island.

Add a suffix to make the verb into a noun.

- occupy \_\_\_\_\_ occupation
- satisfy \_\_\_\_\_ satisfaction
- intend \_\_\_\_\_ intention

**PART A Focus**  
 1-2: adding adverbials to the start and end of sentences  
 3-5: suffixes to form nouns  
 6-10: words ending able

Underline the word you cannot add **able** to.

- wash drink break mess read

Add **able** to the other words above. Use each adjective you make in a sentence.

- This jumper is washable.
- The tap water is drinkable.
- Glass is very breakable.
- This book is very readable.

**B Word work**

Write a definition of the verb.

- memorise \_\_\_\_\_ to learn by memory
- equalise \_\_\_\_\_ to make equal
- supervise \_\_\_\_\_ to be in charge of

Add two suffixes or verb endings to the word.

- limit \_\_\_\_\_ limited \_\_\_\_\_ limitation
- permit \_\_\_\_\_ permitted \_\_\_\_\_ permission
- forbid \_\_\_\_\_ forbidden \_\_\_\_\_ forbidding

Underline the word that is wrongly spelt. Write the correct spelling.

- treasure pleasure leasure measure  
leisure
- forward aukward downward eastward  
awkward

**PART B Focus**  
 1-3: verb suffixes; inferring meaning from word structure  
 4-6: rules for adding suffixes; exceptions  
 7-8: words that are often misspelt  
 9-10: challenging vocabulary

Underline the word not often used today. Write its meaning.

- He struck the door thrice. three times
- They travelled from afar. a distance

**C Sentence work**

I was just about to put the fish in the net when I dropped it.

Explain why the sentence above could be confusing.

- Because the pronoun 'it' could refer to the fish or the net.
- Write the sentence so the meaning is clear.  
I dropped the fish when I was just about to put it in the net.

**PART C Focus**  
 1-2: checking pronouns for ambiguity  
 3-4: expanded noun phrases  
 5-7: adverbs to show writer's point of view  
 8-10: use of dash for effect/between clauses

Write a longer noun phrase.

- a cheese sandwich on brown bread
- the most famous paintings in the art gallery

Write in a suitable adverb to show that the writer is not happy.

- Unhappily, \_\_\_\_\_ there was no choice.
- Clearly, \_\_\_\_\_ I will be writing to complain.
- Unfortunately, \_\_\_\_\_ they made a mistake.

- Why has a dash been used in this sentence? **Did he fall – or was he pushed?**  
To give a dramatic pause between the two clauses.

Draw an arrow to show where a dash could go in these sentences.

- We had to do something → and do it fast!
- Everything was fine → until the rain started.



## A Warm-up

Lava flows from the volcano when it erupts.

Write the word that is used as a

- 1 **preposition** from    3 **pronoun** it  
 2 **conjunction** when    4 **determiner** the

- 5 Rewrite the sentence above so it begins with the subordinate clause.

When it erupts, lava flows from the volcano.

Write the meaning of the word in **bold**.

- 6 a **multistorey** car park  
 multistorey: it has many levels

- 7 Write two words that begin with the same prefix.  
multicoloured    multimedia

- 8 What does this prefix mean? many

**PART A Focus**  
 1-4: identifying word classes  
 5: fronting subordinate clauses; commas  
 6-8: meaning of prefixes  
 9-10: spelling patterns

Add the missing letters.

- 9 a r m o u r    t o u r i s m    h o n o u r  
 10 s a u s a g e    a u b e r g i n e    s a u c e

## C Sentence work

Complete the next two sentences. **The boy fell asleep in the sun.**

- 1 Fortunately, he was wearing a sunhat.  
 2 Unfortunately, someone stole his hat while he was sleeping.

Write a sentence using the three prepositions.

- 3 **along during over** During the night, the cat prowled along the fence and over the rooftops.  
 4 **behind between in** In a panic, I dodged behind the wall and squeezed between the railings.

Complete the sentences.

**I think an after-school club is a great idea.**

- 5 Firstly, it gives children a chance to socialise with their friends.  
 6 Secondly, it helps parents who are working.  
 7 Thirdly, you can use the time to complete homework.

Add the other bracket into the sentence.

- 8 Mount Everest (the tallest mountain in the world) is in the Himalayas.  
 9 **Billy:** (*standing up*) Follow me, everyone.  
 10 The two elephants (Ella and Bella) have been moved to a new enclosure.

Remind the pupil to complete Section 3 of the Progress chart on page 46 of the pupil book.

## B Word work

Write the root word.

- 1 multiplication multiply  
 2 evaporate vapour  
 3 publicity public

- 4 Add **ation**. Check that the spelling is correct.  
**despair** desperation

Cross out words that are wrongly spelt. Write the correct spellings. You can use a dictionary.

- 5 I saw ~~peaces~~ of gold and ~~preshous~~ jewels.  
pieces    precious    jewels  
 6 ~~Emrals~~, ~~rubies~~, ~~dimands~~, ~~sapphires~~ and ~~crystals~~.  
emeralds    diamonds    crystals

What do these phrases mean?

- 7 she's in hot water she's in trouble  
 8 he cried his eyes out he cried a lot  
 9 keep your hair on stay calm  
 10 give me a hand help me

**PART B Focus**  
 1-3: word structure; root words and suffixes  
 4: adding **ation**; exceptions  
 5-6: using a dictionary to check spellings when needed  
 7-10: challenging language; idioms

**PART C Focus**  
 1-2: adverbs to comment on events  
 3-4: using prepositions  
 5-7: using adverbials to link ideas  
 8-10: using brackets

**Writing task assessment sheet: Escaped tiger causes chaos**

Name: \_\_\_\_\_ Class/Set: \_\_\_\_\_

Teacher's name: \_\_\_\_\_ Date: \_\_\_\_\_

**Sentence structure and punctuation**

	<b>Always/often</b>	<b>Sometimes</b>	<b>Never</b>
A range of conjunctions is used to write sentences with more than one clause (including <b>who, that</b> )			
Adverbs, prepositions and conjunctions are used to add detail about time, place and cause			
Expanded noun phrases are used to specify and add detail			
A variety of sentence types is used			
Fronted adverbials are used			
Appropriate use of tense, including perfect forms or references to future time			
Appropriate use of pronouns to aid cohesion and avoid repetition			
Sentences are demarcated accurately			
Commas are used in lists and after fronted adverbials			
Inverted commas are used for direct quotes			
Apostrophes are used for contractions and possession			

**Composition and effect**

Features of a newspaper are used (e.g. lead sentence, quotes)			
Paragraphs are used to develop events			
Adverbials are used to link ideas and events			
Varied and adventurous vocabulary is used and chosen for effect			

**Spelling**

Knowledge of spelling patterns is applied correctly			
Longer words are correct, including suffixes and endings			
Correct spelling of words that are often misspelt			
Words with prefixes are correct			
Rules for adding verb endings and suffixes (and exceptions) are applied correctly			
Spelling of plurals is correct			
Homophones and near-homophones are correct			

**Writing task summary**

## Completed proofreading task: In the dark

Name: \_\_\_\_\_ Class/Set: \_\_\_\_\_

Teacher's name: \_\_\_\_\_ Date: \_\_\_\_\_

On Friday night's, I usally stay at aunt Jane's house. On this patiqular  
 occassion, aunt Jane was upstares looking for a travel broshure when suddenly  
 all the lights went out.

I herd aunt Jane shouting frantiky from the bedroom.

"James, are you okay?" she called. "Whats happend? Do we need an electrician?"

"I'm fine," I shouted back, trying to make my way to the frunt door  
 without bumping into the furnitche.

When I looked outside, it was obveously not just our house with no  
 electricity. all the houses had been plunged into darkness accept number six.

Something pequliar was happenning. how intrigeing!

What was that mistereous glow coming from number six? I was cureous to  
 disscover more.

### Proofreading task summary

### Section 3 tasks summary