

English Skills 4

Answers



Name _____

A Warm-up

Add an adverb.

- 1 She spoke hesitantly about her feelings.
- 2 He was severely punished for the crime.
- 3 Casually, they walked off down the road.

Add the same missing consonants to each of the three words.

- 4 s t o m a c h m o n a r c h c h a s m
- 5 a s c e n t m u s c l e d e s c e n d

Put the letters in order to make a word.

- 6 e g s s u guess
- 7 a g v u e vague
- 8 e q u i n u unique

PART A Focus
1-3: using and positioning of adverbs
4-8: spelling patterns
9-10: prefixes

Add the same prefix to each set of words.

- 9 al most al though al mighty
- 10 ex change ex claim ex tend

B Word work

Underline the prefix and suffix/es. Write the root word.

- 1 disapprovingly approve
- 2 dissolving solve

Add **ous** to change the word into an adjective.

- 3 **victory** victorious
- 4 **adventure** adventurous
- 5 **marvel** marvellous
- 6 **mischief** mischievous

PART B Focus
1-2: word structure; root words
3-6: spelling rules; adding ous
7-10: synonyms; shades of meaning

Sort the words into two groups.

frustrated livid irritated enraged

- 7 **very angry** livid, enraged
- 8 **quite angry** frustrated, irritated

Add two synonyms to each group.

- 9 **very happy** ecstatic, overjoyed
- 10 **quite happy** pleased, content

C Sentence work

Complete the sentence with a subordinate clause.

- 1 After everyone had calmed down, we had a great time.
- 2 While the sun was shining, we had a great time.
- 3 Although the campsite was disappointing, we had a great time.
- 4 Before the rain came, we had a great time.

PART C Focus
1-4: using conjunctions; fronted subordinate clauses with commas
5-8: using adverbials to add detail (prepositions, conjunctions and adverbs)
9-10: correcting misuse of commas

Complete the sentence by adding at least two adverbials that add further detail.

- 5 The young man sang happily to himself as he walked along the road.
- 6 Ellie gazed wistfully out of the window at the crowded city below.
- 7 The little dog looked at him sadly with his big brown eyes.
- 8 The women looked in amazement around the bare empty room.

It was beginning to rain, big heavy drops fell from the sky, the picnic was over.

- 9 What is wrong with the punctuation? Commas are used where stronger punctuation is needed.
- 10 Write it correctly.
It was beginning to rain. Big heavy drops fell from the sky. The picnic was over.

A Warm-up

Complete the simile using a suitable noun phrase.

- 1 mad as a troop of monkeys
- 2 cheerful as a laughing hyena
- 3 lazy as a sloth up a tree
- 4 greedy as a guzzling goat

Add the missing suffix to complete the word.

- 5 occasion al ly
- 6 worth less ness
- 7 except ion al

PART A Focus
 1-4: similes; noun phrases
 5-7: word structure
 8-10: spelling strategies

Write a word that contains these letters. The letters must be used in this order.

- 8 **h g t** height
- 9 **p s b** possible
- 10 **m n t** minute

B Word work

Write in the missing letter string.

- 1 w eigh t l e s s n e s s
- 2 n eigh b o u r

PART B Focus
 1-2: letter string eigh
 3-7: homophones and words that are often confused
 8-10: meaning of common roots

Underline the correct word of the two that appear in brackets.

- 3 I ate my (desert / dessert).
- 4 How did you know? Because dessert is the one you eat.
- 5 I always watch this (cereal / serial) on TV.
- 6 How did you know? Because a serial is a series of programmes (you eat cereal).
- 7 Write the homophone.
 morning mourning seen scene

All three words come from the same root. Underline the root.

- 8 thermal thermometer thermostat
- 9 aquarium aquatic Aquarius

What do the root words mean?

- 10 therm = heat aqua = water

C Sentence work

Turn each sentence into a question (Q) and a command (C).

- 1 Let's go to the cinema. Q: Shall we go to the cinema?
 C: Go to the cinema.
- 2 You could bake a cake. Q: Would you like to bake a cake?
 C: Bake a cake.
- 3 We could form two teams. Q: Shall we form two teams?
 C: Form two teams.

Add adjectives to create the given mood.

- 4 **calm, peaceful** The soft moonlight gave a delicate glow to the whispering trees.
- 5 **threatening, sinister** The pale moonlight gave an eerie glow to the shadowy trees.
- 6 Which three determiners are used in sentences 4 and 5? the a an

Rewrite the phrase using three words and a possessive apostrophe.

- 7 the instruments belonging to the band the band's instruments
- 8 the party held for the three brothers the brothers' party
- 9 the club belonging to the supporters the supporters' club
- 10 the staffroom for the teachers the teachers' staffroom

PART C Focus
 1-3: questions and commands
 4-5: adjectives; selecting vocabulary for effect
 6: word classes: determiners
 7-10: apostrophes for possession

A Warm-up

lion sandwich

- 1 Write a statement using these words.

A lion stole my sandwich.

- 2 Write a question using these words.

Did a lion really steal your sandwich?

Add the missing vowels.

You may use a letter twice if necessary.

a e u

- 3 b e a u t y 5 r e s t a u r a n t
4 a u t u m n 6 f a u l t y

- 7 These words and prefixes are mixed up.
Write them correctly.

minisecond **microbus** **nanochip**

minibus, microchip, nanosecond

- 8 What do the word roots have in common?

They are all to do with smallness.

Write two more words with the prefix shown in **bold**.

- 9 **mini** minimum, miniature
10 **micro** microphone, microscope

PART A Focus
1-2: forming statements and questions
3-6: spelling patterns
7-10: meaning of prefixes

B Word work

Write in the missing pronoun.

I can do it myself.

- 1 She can do it herself .
2 We can do it ourselves .
3 They can do it themselves .

PART B Focus
1-3: reflexive pronouns; plural spellings
4-6: building words from root words
7-10: figures of speech

Write three words formed from the root word **press**.

- 4 impress 6 pressure
5 depressingly

Write the meaning of the phrase.

- 7 **to turn over a new leaf**
to make a fresh start
8 **to feel under the weather**
to feel unwell
9 **That rings a bell!**
That sounds familiar!
10 What do you notice about these phrases?
They are not meant to be taken literally.

C Sentence work

Continue the sentence, to explain or give a reason. Use a preposition or conjunction.

- 1 People are uneasy about the future of the project.
2 Josh rushed through the door to show his mother the letter.
3 Fold the paper in half so that you make a triangle shape.
4 The boy watched the cat as it climbed up into the tree.

Underline the pronouns in the sentence.

- 5 Rosie and Jess were supposed to share the biscuits but she kept them for herself.
6 Why is the sentence confusing? Because 'she' could mean Rosie or Jess kept them.

Write the sentence so the meaning is clear.

- 7 Although she was supposed to share the biscuits with Jess, Rosie kept them for herself.

Write the dialogue correctly.

- 8 We must leave said David. "We must leave," said David.
9 When asked Anna. "When?" asked Anna.
10 Very soon David replied. "Very soon," David replied.

PART C Focus
1-4: extending sentences; using prepositions and conjunctions to give reasons
5-7: checking accurate use of pronouns; ambiguity
8-10: punctuating direct speech

A Warm-up

Add the correct word endings.

- The rain fell heavy ly, leave ing a layer er of moist ure on the grass.
- Luck ily, the drive r kept his compose ure and avoid ed two lorry ies.

Complete the word sum.

- occupy + ing** = occupying
- occupy + ation** = occupation
- occupy + er** = occupier

PART A Focus
1–5: rules for adding word endings
6: homophones
7–10: using prepositions

- Write the homophone.

threw through heard herd

Add a phrase starting with a preposition.

across before through to

- The tiger prowled through the forest.
- The swans swam across the river.
- The turtle spoke to the monkey.
- The lion arrived before breakfast.

C Sentence work

Complete the simile with a descriptive noun phrase.

- A still pond is like a mirror to the sky.
- Autumn leaves are like shimmering butterflies.
- A volcano is like a fire-breathing dragon.
- A poppy is like red tissue paper.

Cross out some words and phrases and write new ones that make the performance sound more impressive.

- Cleaver ~~sent a good~~ high ball into the penalty area and Jones ~~got it into the net~~.
lofted, terrific, rose to head it home
- The goalkeeper ~~jumped well~~ and ~~knocked~~ the ball just over the crossbar.
leapt agilely, tipped
- After some ~~good~~ play from Cleaver, Robinson ~~sent a good~~ ball past the stranded keeper.
brilliant, curved a masterful

Add the missing commas.

- Although it was dark, I knew someone was following me.
- Before we begin, let's check everyone is here.
- Completely exhausted, the two children soon fell fast asleep.

B Word work

The same letter string is missing from all these words. Write it in.

- e n ough a l t h ough
- t h r ough b r ough t
- What do you notice? The letter string can make different sounds.
- Write two more words with this letter string.
cough, bough

Draw a line to join the word to another word from the same family.

- noun — anniversary
- voice — announce
- annual — vocal

PART B Focus
1–4: common letter strings with different sounds
5–9: word roots and word families
10: adverbs with similar meanings

Write two words formed from the root.

- graph** graphic, autograph
- circum** circumference, circumstance
- Underline the synonyms of **sadly**.
politely dejectedly gleefully dismally

A Warm-up

Complete the sentence.

- Sam made tea. Meanwhile, Jon sat by the fire and read the paper.
- Sam made tea. Suddenly, a crashing sound came from the living room.
- Sam made tea. Afterwards, they all sat at the table to drink it.

Add the same three letters to all three words.

- ear t h w ear y h ear d
- c e r t ain b a r g ain f o u n t ain
- v a p our h o n our n our i s h

- Underline the word that is **not** a real word.
artist novelist photographist stockist

Write three more words ending with **ist**.

- scientist
- dentist
- specialist

PART A Focus
1–3: adverbs to link ideas or events
4–6: letter strings
7–10: suffixes: ist

B Word work

Add **ible** or **able**.

- suit able enjoy able fashion able
- terr ible ed ible horr ible
- How are the **able** words different from the **ible** words?

'Able' is added when there is already a whole word there.

PART B Focus
1–3: spelling patterns: able, ible
4–6: prefixes: in, im, il, ir
7: letter string augh
8–10: meaning of adverbs; inferring meaning from word structure

Add the correct prefix.

il in im ir

- il legible ir reversible
- in capable im probable
- How do the prefixes change the word?
They make the opposite meaning.
- Add the same letter string to all three words.
c ough t l ough t e r d i s t r ough t

Write a definition.

- disapprovingly** as if you don't approve
- enthusiastically** excitedly
- courteously** politely

C Sentence work

Rewrite the sentence so that it begins with the adverbial.

- The tent collapsed as I stood up. As I stood up, the tent collapsed.
- The room was strangely silent. Strangely, the room was silent.
- There was a faint rumble from far away. From far away, there was a faint rumble.

Underline the word that makes the meaning of the sentence unclear.

- The dog watched the cat carefully as it sat under the tree.
- Oliver ignored Luke as he walked down the corridor.

Give a reason for each of your answers.

- Because 'it' could be the dog or the cat.
- Because 'he' could be Oliver or Luke.

What punctuation mark is hidden by the symbol?

- Thank you for the present ▲ Robbie. What a lovely surprise ♠
▲ is a comma ♠ is an exclamation mark
- You will come and visit us ▲ won't you ● Yes ▲ I'll come next week.
▲ is a comma ● is a question mark
- The little girl ◆ Sally) was only five years old ▼ Dylan was ten.
◆ is a bracket ▼ is a full stop

PART C Focus
1–3: reordering sentences; fronted adverbials
4–7: accurate use of pronouns
8–10: use of commas and brackets; sentence punctuation

A Warm-up

Write three sentences using these words only.

waited they nervously

- 1 They waited nervously.
- 2 Nervously, they waited.
- 3 They nervously waited.

4 Add the **ing** ending.

spiral ling crackle ing marvel ling

Draw a line to join the word to a suffix and make a new noun.

- 5 free — ship
- 6 false — hood
- 7 partner — dom

Write the noun as a plural.

- 8 **battery** batteries
- 9 **library** libraries
- 10 **piano** pianos

PART A Focus
 1–3: word order; moving adverbs
 4: rules for adding verb endings
 5–7: suffixes
 8–10: plural spelling rules

B Word work

Add the missing vowels.

- 1 d e t e r m i n e d
- 2 d e s p e r a t e
- 3 d e f i n i t e
- 4 d i f f e r e n t

PART B Focus
 1–4: unstressed vowels; words that are often misspelt
 5–6: suffixes: **ation**
 7–10: forming and using nouns ending **tion**

5 Add the suffix **ation** to make a noun.

converse ation tempt ation expect ation

6 Add **ation** to the verb to make a noun. Write the new word. Check the spelling.

exclaim exclamation
explain explanation

Complete the sentence with a noun formed from one of these root words.

consume irrigate pollute pure

- 7 Factory waste can cause water pollution.
- 8 Purification makes water safe to drink.
- 9 Irrigation is vital for crops to grow.
- 10 Find ways to cut water consumption.

C Sentence work

1 Write eight verbs that would be suitable to fill the gap.

Alfie _____ come home.
has, might, could, will, may, had, should, must

2 Write two verbs that would make the perfect verb form. had, has

3 Write two verbs that could refer to future events. might, will

Write two adverbs that give different views of the character.

- 4 "What are you doing?" asked the boy politely / sharply.
- 5 "Come on then," said Maria cheerfully / gloomily.
- 6 "I'll take that," the woman said greedily / helpfully.

Cross out the incorrect words in the sentence.

- 7 Many ~~animals~~ ~~animal's~~ ~~animals'~~ have made this their home.
- 8 There are two doctors. This is the ~~doctors~~ ~~doctor's~~ ~~doctors'~~ surgery.
- 9 That is the home ~~teams~~ ~~team's~~ ~~teams'~~ dressing room.
- 10 That is the ~~childrens~~ ~~children's~~ ~~childrens'~~ playground.

PART C Focus
 1–3: verb forms
 4–6: choosing adverbs for effect
 7–10: apostrophe for possession; plural s and possessive s

A Warm-up

Rewrite the sentence, adding a subordinate clause.

- 1 He stood up. He stood up when the teacher entered the room.
- 2 Someone screamed. As the lights went out, someone screamed.
- 3 They won. They won because they were the better team.

Add the same prefix to all three words.

- 4 de code de form de flate
- 5 re place re move re view
- 6 mis take mis count mis lead

Write in the missing word.

it's its

- 7 It's great here!
- 8 The dog buried its bone.
- 9 The tree shook its leaves.
- 10 I hope it's not too late.

PART A Focus
1–3: subordinate clauses
4–6: prefixes
7–10: using it's and its

B Word work

Add the correct plural ending.

- 1 photo s radio s
- 2 potato es hero es

- 3 Add the missing letters.

s c

de c ent des c ent dis s ent

- 4 Use two of the words in these sentences.

It was a decent attempt.

It was a difficult descent from Everest.

These words and prefixes are mixed up. Write them correctly.

sublight unimerge micronatural superform

- 5 submerge
- 6 microlight
- 7 uniform
- 8 supernatural

Write three words that use the root word.

- 9 **verb (meaning word)**
verbose, verbal, adverb
- 10 **cent (meaning one hundred)**
century, percentage, centigrade

PART B Focus
1–2: plurals of words ending with o
3–4: words that are often confused
5–8: prefixes
9–10: word roots

C Sentence work

Write three sentences using the words **thieves** and **boxes**.

- 1 with one clause The thieves stole several boxes of clothing.
- 2 using **but** Thieves broke into a warehouse but took only empty boxes.
- 3 starting with a conjunction As the thieves fled, they dropped the boxes.

Complete the phrase and add apostrophes to show which of these groups owns what.

the driver the bakers the crew the horses

- 4 the bakers' oven
- 5 the driver's van
- 6 the horses' stables
- 7 the crew's spaceship

PART C Focus
1–3: varying sentences and clauses
4–7: possessive apostrophes
8–9: selecting vocabulary for effect
10: noun phrases

Complete the sentence, choosing words for effect.

- 8 The man plunged into the woods, branches cracking under his feet, the beast clawing at his coat.
- 9 He saw its fearsome eyes were round like saucers. He smelt its filthy coat of matted fur.
- 10 Write the noun phrase from above that includes a determiner, adjective and preposition phrase.
its filthy coat of matted fur

A Warm-up

Add adverbs to show **when** and **where**.

- 1 The fire engine soon arrived outside .
- 2 Later he fell asleep upstairs .

Complete the three adjectives.

- 3 a w e some
- 4 a w ful
- 5 a w k ward

PART A Focus
 1-2: adverbs to show time and place
 3-7: words that are often misspelt
 8-10: similes; descriptive noun phrases

Add the missing letters. **Clue: fractions**

- 6 e i g h t t w e l f t h
- 7 n i n t h h u n d r e d t h

The flob is an imaginary creature. Add a noun phrase to complete these similes describing it.

- 8 It moves like a giant green caterpillar.
- 9 It sounds like a squelching jelly.
- 10 It eats like a vacuum cleaner.

B Word work

Add the missing letters.

- 1 i n c r e d i b l e 3 r e m a r k a b l e
- 2 v i s i b l e 4 r e a s o n a b l e

Add a prefix and a suffix to make a new word.

- 5 ir r e s i s t ible **Clue: very tempting**
- 6 im p r i s o n ed **Clue: locked up**
- 7 in e f f e c t ive **Clue: useless**

PART B Focus
 1-4: able and ible
 5-7: word structure
 8-10: figures of speech

Complete the well-known saying and write a definition.




- 8 you can't judge a book by its cover
 means don't make judgements based on appearances
- 9 got out of bed on the wrong side
 means in a bad mood
- 10 over the moon
 means very pleased

C Sentence work

Write a sentence to follow the headline. Use adverbials to include details about the events.

- 1 Class G takes the plunge! On Friday, Class G at Welford Primary School braved the chilly weather with a sponsored swim at their school.
- 2 School concert raises the roof! A concert on Tuesday by pupils at Welford Primary School received enthusiastic applause.
- 3 Bookbusters are go! The first meeting of a new after-school book club was held on Monday in the library.

Draw a line to show the verb form used in the sentence.

- 4 Ben and Angie were late.  present progressive
- 5 No-one has seen them.  past tense
- 6 Aunt Lucy is waiting for them.  perfect form

PART C Focus
 1-3: using adverbials to add details about time and place
 4-6: verb forms
 7-10: punctuating direct speech

Rewrite the sentence as direct speech.

- 7 Eve asked Ross if he was OK. "Are you OK, Ross?" asked Eve.
- 8 Mohammed said his house was ruined. "My house is ruined," said Mohammed.
- 9 The genie told him the magic word (yoyo). "The magic word is 'yoyo'," said the genie.
- 10 Lucy asked for the shoes in her size (size 2). "Do you have these shoes in size 2?" asked Lucy.

A Warm-up

Continue the sentence after the conjunction.

- 1 Terry was anxious in case someone had seen him.
- 2 Terry was anxious even though he was well prepared.
- 3 Terry was anxious whenever he was left alone in the house.
- 4 Terry was anxious until Sam arrived.

PART A Focus
 1-4: using a range of conjunctions
 5-7: word roots
 8-10: spelling rules and patterns

Write two words with this root.

- 5 **tri** (means 3) triangle, triathlon
- 6 **octo** (means 8) octagon, octopus
- 7 **dec** (means 10) decimal, decade

Cross out the word that is wrongly spelt. Write the correct spelling.

- 8 special social ~~parcial~~ partial
- 9 curious ~~hidious~~ previous hideous
- 10 reliable ~~edable~~ available edible

B Word work

Add the missing letters.

- 1 f r i g h t e n i n g
- 2 t e m p e r a t u r e
- 3 a v e r a g e
- 4 g e n e r a l l y

PART B Focus
 1-4: unstressed vowels; words that are often misspelt
 5: words ending tion, sion
 6: spelling patterns: gu
 7-10: root words; word structure

- 5 Add the ending that sounds like 'shun'. Write the new word.

- | | |
|------------|---------------------|
| promote | <u>promotion</u> |
| discuss | <u>discussion</u> |
| erode | <u>erosion</u> |
| illustrate | <u>illustration</u> |

- 6 Add the same missing letters to all three words.
 g u a r d g u a r a n t e e l a n g u a g e

Write three words formed from the root word.

- 7 **child** children, childhood, childlike
- 8 **pain** painful, painless, painstaking
- 9 **hand** handle, handler, handkerchief
- 10 **move** moveable, movie, remove

C Sentence work

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

- 1 Bake until the top is golden. preposition phrase
- 2 Select the text with the highlighter. adverb
- 3 Then cut carefully along the dotted line. subordinate clause

PART C Focus
 1-6: using prepositions, conjunctions and adverbs to show how, where and when
 7-10: fronted adverbials; commas after fronted adverbials

Complete the sentences about words used in questions 1-3.

- 4 The conjunction until is used in sentence 1 to show how much time to bake it for.
- 5 The adverbs then and carefully are used in sentence 3 to say when and how to cut it.
- 6 The prepositions with and along are used in sentences 2 and 3.

Reorder the sentence so that it starts with an adverbial. Punctuate the sentence correctly.

- 7 The door opened easily, much to his surprise. Much to his surprise, the door opened easily.
- 8 Jack ran out of the door, grabbing the golden egg.
Grabbing the golden egg, Jack ran out of the door.
- 9 A light shone faintly from far away. From far away, a light shone faintly.
- 10 Amy forgot her worries for a while huddled by the fire.
Huddled by the fire, Amy forgot her worries for a while.

A Warm-up

Complete the sentence.

- 1 Gradually, the mist lifted.
- 2 Surprisingly, the room was empty.
- 3 Determinedly, he began to climb.

- 4 Write a sentence using the word **clear** as a verb and an adjective.

verb We need to clear the table.

adjective The water was clear.

- 5 Write the correct spelling.

croose cruise pursoot pursuit

broose bruise noosance nuisance

Add the missing vowels to the plural nouns.

Clue: musical instruments

- 6 b a n j o s
- 7 c e l l o s
- 8 p i c c o l o s
- 9 b o n g o s
- 10 p i a n o s

PART A Focus
 1-3: using fronted adverbials
 4: word classes
 5: spelling patterns
 6-10: plural spelling of words ending with o

C Sentence work

Rewrite this sentence using different verb forms.

Shadows creep across the lawn.

- 1 **past tense** Shadows crept across the lawn.
- 2 **past progressive** Shadows were creeping across the lawn.
- 3 **present perfect form** Shadows have crept across the lawn.

Write three words that would sound correct if used to fill the gap.

4 We had pizza _____ the film. before, after, during

5 Unfortunately, _____ children were late. some, the, two

6 Underline what type of word you have written.

In Q4: adverbs conjunctions prepositions

In Q5: determiners nouns pronouns

Use brackets to add an extra comment or piece of information.

7 Auntie Agnes is coming on Saturday (worst luck).

8 My name is Richard (Ricky to my friends) and I am ten.

9 We had lasagna (my favourite) for tea.

10 Raj (who is my cousin) came to stay.

PART C Focus
 1-3: verb forms; progressive and perfect
 4-6: word classes
 7-10: using brackets

B Word work

Add the missing letters.

- 1 s e v e r a l
- 2 r e l e v a n t

Cross out the words that are wrong. Write the correct spellings.

3 ~~Lead and steel~~ are metals.
lead steel

4 I felt a cold ~~draft~~. draught

5 I ~~guesst~~ the ~~whether~~ ~~mite~~ ~~altar~~ your plans.
guessed weather might alter

- 6 Write four words using these roots and prefixes only.

auto para graph chute photo

autograph, paragraph,
photograph, parachute

Use the same roots to make two words that do **not** exist.

- 7 autochute
- 8 paraphoto

Write the meaning of the root word.

- 9 **graph** to write
- 10 **photo** light

A Warm-up

Use the word **kitten** in each of the following.

- a sentence The kitten played with the ball.
- an exclamation What a lovely kitten!
- a question Have you seen my kitten?
- a command Leave the kitten alone.

Write three verbs to use in place of

- likes loves, adores, appreciates
- dislikes hates, loathes, despises

Add the missing letters.

Clue: *useful in snow*

- s n o w p l ough
- b o b s l igh
- t o b o ggan
- s n o w b oard

PART A Focus
1-4: sentence types
5-6: synonyms
7-10: spelling patterns

B Word work

Underline the two correct spellings.

- regreting regretted regretible regrettable
- limited limitting limitation limittation

PART B Focus

1-2: rules for adding suffixes
3-6: rules for adding **able**
7-10: prefixes; inferring meaning from word structure

Add the suffix **able**.

- rely** reliable **envy** enviable
- value** valuable **adore** adorable

What two spelling rules did you use?

- Change the 'y' to an 'i' to add 'able'.
- Drop the final 'e' to add 'able'.

The prefix **mal** means **bad** or **badly**.

Use this information to define these words.

- malfunction** breaks down or works badly
- malware** bad or harmful software

The prefix **trans** means **across**.

Use this information to define these words.

- transatlantic** across the Atlantic
- transplant** to take from one place and move across to somewhere else

C Sentence work

Is this a simile or a metaphor? Write your answer.

- Clouds are like cotton wool. simile
- Clouds of cotton wool float in the sky. metaphor

Write a simile and a metaphor about snowflakes.

- simile** Snowflakes fall like blossom.
- metaphor** Snowflakes are winter blossom in the frozen sky.

Expand the noun into a longer, descriptive noun phrase.

- a quaint little **cottage** with roses round the door
- a huge **lake** of clear blue water

- Add the punctuation to the dialogue. **Zoë:** Have you seen this film, Jack?
Jack: No, I haven't.
- Write the dialogue as direct speech. "Have you seen this film, Jack?" asked Zoë.
"No, I haven't," replied Jack.
- Write the dialogue as reported speech. Zoë asked Jack if he had seen the film, but he hadn't.
- Write a sentence using the words **girl**, **rabbit** and **although**.
The girl thought she had seen the rabbit, although she wasn't sure.

PART C Focus

1-4: similes and metaphors
5-6: noun phrases for description
7-9: punctuating speech; direct and reported speech
10: using subordinating conjunctions

A Warm-up

Write a simile to describe

- 1 **grass** like a rug flung over the garden
- 2 **a spider's web** like spokes on a wheel
- 3 **lightning** like a crack in the sky

- 4 Underline the word that you **cannot** add **able** to.
drink port bend water work

Add a prefix and a suffix to make a new word.

- 5 re place ment *Clue: substitute*
- 6 de sign er *Clue: someone who designs*
- 7 in expense ive *Clue: cheap*

Add a letter to the middle of the word to make another word. Write the new word.

- 8 though through
- 9 wary weary
- 10 county country

PART A Focus
1-3: descriptive noun phrases
4-7: word structure
8-10: spelling patterns

B Word work

Add the suffix **ation**.

- 1 **admire** admiration
- 2 **vary** variation

PART B Focus
1-4: adding **ation** and **able**
5-6: meaning of prefixes;
word meanings
7-10: subject-specific
word meanings

Add **able** to the words to form adjectives.

- 3 **admire** admirable
- 4 **vary** variable

Imagine that the word in **bold** really existed. What would it mean?

- 5 **subvision** seeing under things
- 6 **supership** a very large ship

Write a definition of these compound words, found in a computer manual.

- 7 **desktop** the workspace on a computer screen
- 8 **download** to copy files onto a computer
- 9 **interface** the link between the user and the computer
- 10 **firewall** protection for a computer

C Sentence work

Rewrite these statements in Standard English.

- 1 It felt real exciting seeing in the paper the picture what I drew.
It felt really exciting seeing in the paper the picture that I had drawn.
- 2 I seen her eating them cakes what you brought.
I saw her eating those cakes that you brought.
- 3 They was there. I seen them with me own eyes. They were there. I saw them with my own eyes.
- 4 I didn't say nothing to no-one. I didn't say anything to anyone.
- 5 Write a metaphor to describe a sunset. The sky has been washed with orange paint.

Put a tick if the punctuation is correct. Put a cross if it is not.

- 6 "Dont drink that" screamed Josie. "Its Jakes magic potion." X
- 7 He stood still. He listened. Not a sound could be heard. ✓
- 8 The room was empty, there was no carpet on the floor. X

PART C Focus
1-4: Standard English
5: writing metaphors
6-10: checking punctuation

Write the incorrect sentences correctly.

- 9 "Don't drink that!" screamed Josie. "It's Jake's magic potion!"
- 10 The room was empty. There was no carpet on the floor.

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

Writing task assessment sheet: Jam sandwich!

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 (e.g. while, after, although)			
Sentences are extended using adverbials (adverbs, prepositions, conjunctions)			
Sentence construction is varied for effect (e.g. fronted adverbials)			
Expanded noun phrases are used to add detail			
Standard English is used in news report			
Appropriate use of tense (including progressive and perfect forms)			
Sentences are demarcated accurately (no comma splice)			
Capital letters are used for names			
Commas are used correctly in sentences (lists, fronted adverbials)			
Direct speech is punctuated correctly			
Apostrophes are used for contractions and possession			
Some use of other punctuation (e.g. brackets)			

Composition and effect

Features of a newspaper are used (e.g. headline, opening sentence, use of quotes)			
Paragraphs are used to develop ideas			
Ideas are selected to inform/engage			
Adverbials are used to show shifts in time, place and focus			
Language is chosen for effect (e.g. headlines)			
Appropriate tone and language are used for newspaper report			

Spelling

Knowledge of spelling patterns is applied correctly			
Longer words are correct, including suffixes and endings (e.g. ous, able, ible)			
Correct spelling of words that are often misspelt (e.g. words with unstressed vowels)			
Rules for adding prefixes are applied correctly			
Rules for adding verb endings and suffixes are applied correctly			
Spelling of plurals is correct			
Correct choice of homophones			

Completed proofreading task: Ricky the runner

Name: _____ Class/Set: _____

Teacher's name: _____ Date: _____

Let me tell you about my brother Ricky. He's eight years old, has spikey hair like a spider plant and a mischievous smile. Some people think he is cute but actually he's just annoying.

Normally, you find him lying on his bed with a sausage sandwich. Television and computer games are the most important things in his life, and the only way to get his attention is to hide the remote.

Now, he has invented this grand scheme to be a sporting superstar. What an idea! "I'm going to be in the Olympics," he says. "I will probably be a gold medalist." Is he serious?

Much to our surprise, he's now taken up exercise and keeps flexing his muscles at the neighbors. If that wasn't bad enough, we now find my brother's horrible sports kit everywhere. It's beginning to get on my nerves. Am I being unreasonable?

Section 1 tasks summary

A Warm-up

Write two sentences and a question using these words only.

ready finally was she

- 1 She was finally ready.
- 2 Finally, she was ready.
- 3 Was she finally ready?
- 4 Write a question with a different adverb.
Was she really ready?

Write two words with the ending given.

- | | | |
|--------------|----------------|-----------------|
| 5 que | <u>antique</u> | <u>unique</u> |
| 6 gue | <u>tongue</u> | <u>league</u> |
| 7 cue | <u>rescue</u> | <u>barbecue</u> |

Underline the suffix that you **cannot** add to the word in **bold**.

- | | | | | |
|-------------------|------|------|-----------------|---|
| 8 origin | al | ate | <u>able</u> | PART A Focus
1–4: word order;
punctuation
5–7: spelling
patterns
8–10: adding
suffixes |
| 9 act | ive | or | <u>ist</u> tion | |
| 10 forgive | able | ness | ing <u>tion</u> | |

B Word work

- 1 The same four-letter string is missing from all these words. Write it in.
s hould e r s b ould e r m ould c ould
- 2 The same three-letter string is missing from all these words. Write it in.
a w k war d r e war d c o war d s war m

Add prefixes and suffixes to make a word family.

- | | |
|---------------------------------------|-------------------------------------|
| 3 <u>script</u> <u>ure</u> | Clue: <i>holy writings</i> |
| 4 <u>pre</u> <u>script</u> <u>ion</u> | Clue: <i>for medicine</i> |
| 5 <u>post</u> <u>script</u> | Clue: <i>PS</i> |
| 6 <u>in</u> <u>script</u> <u>ion</u> | Clue: <i>on a gravestone</i> |
- 7 The root word **script** means written.

Write a definition of the word or words in **bold**.

- 8 **Score** along the dotted lines.
score: mark with something sharp
- 9 He listened to **heavy metal**.
heavy metal: a type of music
- 10 It changed the **pitch** of the sound.
pitch: a high or low sound

PART B Focus
 1–2: common letter strings
 3–7: root words and word families
 8–10: inferring meaning from context

C Sentence work

Complete this sentence to make Joe sound

- 1 **happy** "Listen to this," chuckled Joe, with a twinkle in his eye.
- 2 **shocked** "Listen to this," gasped Joe, staring at the letter in amazement.
- 3 **worried** "Listen to this," muttered Joe, with a furrowed brow.

Cross out the noun phrases and replace them with proper nouns.

- | | |
|--|-----------------------------------|
| 4 That player plays for that team . | <u>Ben Earl, Woodfield Town</u> |
| 5 I saw a woman going into a shop . | <u>Anna, Fay's Deli</u> |
| 6 This man is in charge of this organisation . | <u>Mr Jenkins, Sunshine Foods</u> |

PART C Focus
 1–3: sentences combining direct speech and actions
 4–6: proper nouns for precision; capital letters
 7–10: use of brackets for a parenthesis

Insert a pair of brackets in the correct place in the sentence. Explain why they are needed.

- 7 Fold the corners into the centre (see Diagram 2). To separate the note about the diagram.
- 8 Nelson (1758–1805) was a famous sea admiral. To separate the extra piece of information.
- 9 Foxes live in many urban (built-up) areas. To separate the definition of 'urban'.
- 10 Sally (whom I never did trust) went straight to the teacher. To separate the extra comment/relative clause.

A Warm-up

Rewrite the sentence, first as a command (C) and then as a question (Q).

Amy, the pizza is in the oven.

- 1 C: Put the pizza in the oven, Amy.
- 2 Q: Amy, is the pizza in the oven?

Make three words by adding prefixes and/or suffixes to the word **skill**.

- 3 unskilled
- 4 skillfully
- 5 skilful

Write three words that end with the suffix.

- 6 government document ornament
- 7 heroic comic poetic

Put the letters in order to make a word.

- 8 l g h a u laugh
- 9 e g h i w weigh
- 10 e g h n o u enough

PART A Focus
 1-2: sentence types;
 use of commas
 3-7: prefixes
 and suffixes
 8-10: letter strings

B Word work

Add the missing vowels.

- 1 e x c e l l e n t
- 2 d e v e l o p
- 3 p r i v i l e g e

PART B Focus
 1-3: unstressed vowels
 4-7: homophones and words
 that are often confused
 8-10: word structure and
 meaning; adverbs

Add one letter to make another word that sounds the same.

- 4 lightning lightening
- 5 bred bread

Use the words to complete the sentences.

- 6 The sky seems to be lightening up now.
 A fork of lightning cut across the sky.
- 7 The farmer bred prize-winning cows.
 I prefer wholemeal bread.
- 8 Underline the root word.
perilously triumphantly

Write a definition.

- 9 perilously dangerously
- 10 triumphantly showing great happiness

C Sentence work

Continue the sentence using one of these relative pronouns.

who that which

- 1 Once there was a poor farmer who had only one skinny cow.
- 2 They came to the narrow track that wound its way up to the castle.
- 3 They huddled round the fire , which was fading fast.
- 4 George was a stonecutter who lived in a little cottage on the edge of the wood.

PART C Focus
 1-4: relative clauses beginning
 with **who, that, which**
 5-7: noun phrases; words
 chosen for effect
 8-10: commas

Some words have been crossed out. Write new words that sound more positive.

- 5 a ~~peculiar~~ house with ~~cramped~~ rooms and many ~~old~~ features unique cosy original
- 6 a ~~nosy~~ little girl with a ~~prying~~ mind and ~~sharp~~ eyes curious questioning bright
- 7 the ~~odd~~ woman with ~~gaudy~~ jewellery and ~~strange~~ hair quirky bright interesting

Add two commas.

- 8 Once cool, press the beetroot through a sieve, collecting the liquid in a container.
- 9 Smiling contentedly, Sarah sank into the armchair, glad to be home at last.
- 10 Before you know it, we will be back to school, James.

A Warm-up

Complete the subordinate clause.

- 1 Dan did not speak although everyone
was waiting.
- 2 Dan did not speak until the room was
silent.
- 3 Dan did not speak in case someone was
listening.

Add one letter to make a homophone.

- 4 isle aisle
- 5 led lead
- 6 rein reign
- 7 father farther

PART A Focus
1-3: subordinate clauses
4-7: homophones
8-9: spelling patterns
10: plural spelling rules

Add the same short word to complete all three longer words.

- 8 a v e r age s a v age c o u r age
- 9 h a r b our v a p our r u m our

10 Change the words into plurals.

- factory** factories **marsh** marshes
industry industries **valley** valleys

B Word work

Add a single **t** or double **t**.

- 1 a tt r a c t a t l a s a tt a c h

Add a single **c** or double **c**.

- 2 a cc o u n t a cc u s e a c o r n

Add a single **p** or double **p**.

- 3 a p a r t a pp r o v e a p o l o g y

Add a single **d** or double **d**.

- 4 a d j u s t a d v a n c e a dd r e s s

Complete the phrase with a word formed from the word in **bold**.

- 5 **sphere** a spherical shape
- 6 **resist** air resistance
- 7 **real** virtual reality

Add the missing noun to the well-known phrase.

- 8 as fit as a fiddle
- 9 as cool as a cucumber
- 10 as blind as a bat

PART B Focus
1-4: double and single consonants
5-7: word structure; related words
8-10: figures of speech

C Sentence work

Nearly every house in the street had a green door. One had a bright red door.

- 1 What does the pronoun 'one' refer to in the second sentence? a house

Complete the sentence that follows on, using the pronoun.

- 2 Some people agreed with the suggestion. Others were against the idea.
- 3 Ellie made cupcakes to sell on her stall. These proved to be very popular.
- 4 We managed to catch some of the balloons. Many were blown away by the wind.

Complete the sentences with a relative clause.

- 5 They came to a river, which stretched across the countryside like a ribbon.
- 6 His eyes were giant headlights that shone in the darkness.
- 7 They were lost in the fog that spread over the moorland like a veil.

Cross out any unnecessary commas.

- 8 One night, as he lay asleep_x under the stars, Angelo had_x a dream.
- 9 For several minutes, the wizard looked_x at him_x in silence.
- 10 Hurriedly, the old woman_x hid the food_x in the woodpile, hoping no-one_x would look there.

PART C Focus
1-4: using pronouns for cohesion
5-7: relative clauses
8-10: commas after fronted adverbials; checking misuse of commas

A Warm-up

Write a sentence using one of these adverbs.

entirely relatively importantly

- 1 He was entirely wrong.
- 2 It was a relatively small increase.
- 3 More importantly, he won the cup.

4 Make six words using these letters only.

e i g h n r v

neigh, vein, reign, heir, vine, nigh

Remove one letter to make a new word.

- 5 brought bought
- 6 fought ought
- 7 through though

PART A Focus
1-3: adverbs to clarify
4: spelling
5-7: letter string ough
8-10: able and ible

Underline the correct spelling.

- 8 flexible flexible flexible
- 9 reversible reversable reversible
- 10 forgivable forgiveble forgivable

B Word work

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

- 1 autograph automobile autonature
- 2 microscope microbitus microphone
- 3 telecut telephone telescope

PART B Focus
1-3: word roots
4-7: homophones
8-10: spelling patterns;
words that are often
confused

Write the correct homophone.

- 4 a decorative **freeze** frieze
- 5 a **sauce** of information source
- 6 pay by **check** cheque
- 7 a chest of **draws** drawers

Add **cy** or **sy** to spell the words correctly.

- 8 cylinder cymbal cynical
- 9 system symbol syllable
- 10 Use two of the words to complete these sentences.

I can play the cymbal.

The dove is a symbol of peace.

C Sentence work

Continue the sentence with a subordinate clause.

- 1 He stopped suddenly as if he'd been frozen.
- 2 Suddenly darkness descended as though a light had been switched off.
- 3 He would continue his search as long as the rain held off.
- 4 Amanda escaped as soon as the wizard turned his back.

Sort the adjectives into two groups that could be used to describe a character.

uncaring generous bold snivelling devious feeble dependable cheerful

- 5 **appealing** generous, bold, dependable, cheerful
- 6 **unappealing** uncaring, snivelling, devious, feeble

Cross out the incorrect words in the sentence.

- 7 That house on the corner is ~~theirs~~ ~~theres~~ ~~their's~~.
- 8 I believe ~~their~~ ~~there~~ ~~they're~~ on holiday in ~~their~~ ~~there~~ ~~they're~~ caravan.
- 9 These papers are ~~hers~~ ~~her's~~ ~~hers'~~.
- 10 I believe this is ~~yours~~ ~~your's~~. I shall put it in ~~your~~ ~~you're~~ folder.

PART C Focus
1-4: subordinate clauses; using
a range of conjunctions
5-6: words chosen for effect
7-10: possessive pronouns and
possessive determiners; correct
use of apostrophes

A Warm-up

Try walking instead of using the car.

Present this idea as a

- command** Don't use the car. Walk instead.
- question** Could you walk instead of using the car?
- slogan** Use your feet, not the car!

Change one letter to make a homophone. Write the new word and its meaning.

- peek** (a look) peak (the top)
- steel** (a metal) steal (take)
- sun** (a star) son (a male child)

PART A Focus
1-3: types of sentence
4-6: homophones
7-10: word structure

Add different endings to complete the three words.

- pack et pack age pack ing
- press ing press ure press ed
- assist ed assist ant assist ing
- medic al medic ine medic ation

B Word work

- Add **ing** to these verbs.
rebel ling develop ing regret ting
- Add **ed** to the same verbs.
rebel led develop ed regret ted
- Complete these word sums.
rebel + **ious** = rebellious
regret + **able** = regrettable

Add the ending **ious** to these words.

- malice** malicious
- grace** gracious
- space** spacious
- What do you notice?
The ending makes a 'shus' sound.
- Write another word that ends with the same spelling.
delicious

PART B Focus
1-3: rules for adding suffixes
4-8: words ending cious
9-10: antonyms

Underline the antonym of the word in **bold**.

- prosperous** wealthy poor affluent
- trustworthy** dishonest reliable solid

C Sentence work

Rewrite the sentence, rearranging the adverbials. Use the correct punctuation.

- Everyone celebrated except Prince James when Princess Agnes was born.
When Princess Agnes was born, everyone except Prince James celebrated.
- Many years ago there lived a dragon named Jem in a kingdom by the sea.
Many years ago, in a kingdom by the sea, there lived a dragon named Jem.
- The doors flew open suddenly just as everyone was sitting down to eat.
Just as everyone was sitting down to eat, the doors suddenly flew open.

Cross out the words that are wrong in the sentence. Write the Standard English words.

- I ~~seen~~ him pick up the book ~~what~~ was lying on the floor. saw, that
- I planted ~~them~~ bulbs and ~~done~~ some weeding. those, did
- They ~~was~~ not afraid although they did not have ~~no~~ shelter. were, any
- The man ~~must~~ ~~of~~ took the money ~~what~~ was on the table. have taken, that

PART C Focus
1-3: sentence structure; fronting adverbials; commas after fronted adverbials
4-7: Standard English
8-10: expanding nouns

Expand the noun to describe a character that fits the type of story.

- legend** a brave knight on a difficult quest
- horror** the gruesome monster from the swamp
- school story** the strictest teacher at Minford School

A Warm-up

Continue the sentence with a subordinate clause.

- 1 She spoke as if she knew someone was listening.
- 2 He crouched down as though he was trying to hide.
- 3 They would remain there as long as the king allowed.

These words and prefixes are mixed up. Write the words correctly.

megamarket supercab miniphone

PART A Focus
1–3: using conjunctions
4–7: prefixes
8–10: spelling strategies

- 4 megaphone
- 5 minicab
- 6 supermarket
- 7 Write three words using the prefix **super**.
supersonic, superstar, superglue

Add the missing letters.

Clue: the name of a different family member completes each word

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

C Sentence work

Rewrite the two sentences as one sentence using a subordinate clause.

- 1 Joe reached the top. He shouted down. When Joe reached the top, he shouted down.
- 2 He looked in the box. Dad had warned him not to.
He looked in the box even though Dad had warned him not to.
- 3 The little goat trotted down the road. He munched a few leaves.
As the little goat trotted down the road, he munched a few leaves.

Draw arrows to show where two dashes should go in the sentence.

- 4 Everything [↑]the walls, the floor and the furniture [↑]was made of glass.
- 5 Many sports [↑]such as running or swimming [↑]require little equipment.
- 6 Jess [↑]my little sister [↑]always wants to play pirates.
- 7 Finally [↑]at the last possible moment [↑]George arrived.

PART C Focus
1–3: combining sentences using subordinate clauses
4–7: dashes to indicate a parenthesis
8–10: Standard English

Cross out the words that are wrong in the sentence. Write the Standard English words.

- 8 I ~~done~~ the shopping while you ~~was~~ asleep. did, were
- 9 If they ~~was~~ hungry they could help ~~themselves~~ to the sandwiches. were, themselves
- 10 I could ~~of~~ give you ~~me~~ spare trainers. have, given, my

B Word work

1 Add the correct ending.

cious tious
deli cious cau tious vi cious

Write three onomatopoeic words that might describe the sounds made by

- 2 **an old car** rattle, creak, chug
- 3 **water** splash, splosh, slosh
- 4 **animals** oink, moo, quack

5 Add the correct prefix.

dis mis over re
mis understand over come
re bound dis close

- 6 What class do these words belong to? Tick one.
adjectives nouns verbs

Write an adjective beginning with the prefix.

- 7 in visible
- 8 ir responsible
- 9 il legal
- 10 im possible

PART B Focus
1: words ending tious, cious
2–4: onomatopoeia
5–6: prefixes with verbs; word class
7–10: prefixes: in, ir, il, im

A Warm-up

Write two adverbs that give different effects.

- 1 He spoke nervously / confidently .
- 2 She reacted calmly / angrily .
- 3 Hurriedly / Carefully , he gathered the papers together.
- 4 The same five-letter string is missing from all these words. Write it in.
d aught e r d r aught c aught

Add a three-letter word to complete the longer word.

- 5 g u a ran t e e
- 6 o c cup y
- 7 r e cog n i s e

Add a root word to make a longer word.

- 8 un avoid able
- 9 re place ment
- 10 en danger ed

PART A Focus
1-3: choosing words for effect
4: letter strings
5-7: spelling tricky words
8-10: word structure

B Word work

Add the correct ending.

tial cial

- 1 par tial offi cial
- 2 spe cial essen tial

PART B Focus
1-2: words ending tial, cial
3-4: root words
5-10: meaning of homonyms

Write two nouns that can be formed from the verb.

- | | verb | nouns |
|---|----------------|--------------------------------------|
| 3 | manage | <u>manager</u> <u>management</u> |
| 4 | compete | <u>competition</u> <u>competitor</u> |

Write sentences showing the two different meanings of the word.

- 5 **fan** He is a Leeds United fan.
- 6 **fan** We need a fan to keep cool.
- 7 **current** My current score is 10.
- 8 **current** The wire carries a current.
- 9 **overall** He did well overall.
- 10 **overall** He wears an overall at work.

C Sentence work

Expand the notes into a complete sentence.

- 1 **no Sun = no life on Earth** Without the Sun, there would be no life on Earth.
- 2 **hibernate – survive winter** Some animals hibernate in order to survive winter.
- 3 **gold metal value** Gold is a metal that has great value.

Add words that give the two characters opposing characteristics. Write the type of word you have added.

nouns verbs adjectives adverbs

- 4 The ladybird hurried and scurried . The grasshopper dozed in the sun. verbs
- 5 Jon was sociable and cheerful . His wife was selfish and grumpy . adjectives
- 6 The Red Knight fought bravely . The Green Knight trembled fearfully . adverbs

Underline the information that is **not** essential to the sentence. Add commas to separate it.

- 7 Neptune, one of the gas giants, is the eighth planet from the Sun.
- 8 Many stringed instruments, such as the violin, are played with a bow.
- 9 Hares, like rabbits, have long ears and powerful hind legs.
- 10 The iguanadon, which is a herbivore, can be 10 metres long.

PART C Focus
1-3: using a variety of sentence structures to explain or define
4-6: choosing words for effect; identifying word classes
7-10: commas to indicate a parenthesis

A Warm-up

- 1 Explain why the headline writer used the word in **bold**.

"I was **framed**," says art thief.

Because it has two meanings (framing a picture or making it look like he stole the paintings).

Complete the sentence with a

- 2 **relative pronoun**

This is Joe who lives next door.

- 3 **possessive pronoun**

I think this is yours.

- 4 **personal pronoun** Did you see her ?

Add one letter to make the homophone.

- 5 not knot 6 ring wring

Write a noun related to the adjective.

- 7 **aggressive** aggression

- 8 **determined** determination

Write the noun as a plural.

- 9 one **wolf** → two wolves

- 10 one **goose** → two geese

PART A Focus
1: word meanings
2-4: types of pronoun
5-6: homophones
7-8: related words
9-10: plurals

B Word work

Add the missing letter **s** or **c**.

- 1 sincere incident instant
2 missile capacity medicine
3 suffice sacrifice promise

PART B Focus
1-3: spelling patterns; common errors
4-7: verb prefixes
8-10: onomatopoeia

Add the same prefix to all three words to make new verbs.

- 4 de mist de compose de frost
5 dis mount dis connect dis mantle
6 mis judge mis lay mis behave
7 un block un wrap un ravel

Write three onomatopoeic words to suit each setting.

- 8 **building site** clatter, thud, crash
9 **deserted house** creak, squeak, click
10 **riverbank** gurgle, plop, splash

C Sentence work

Continue the sentence in the style of a traditional story. Add a relative clause.

- 1 The king was proud of his daughter, whose name was Sophia.
2 They came to a third door, which was even smaller than the other two.
3 There was once a tiger who thought he was the king of the jungle.

Is the question asking for a statement of fact or opinion?

- 4 When was the king born? fact
5 Are cars better than bikes? opinion
6 Are lions bigger than cheetahs? fact
7 What did you think of the film? opinion

Cross out the incorrect words in the sentence.

- 8 Do you know ~~whose~~ **who's** coming?
9 Do you know ~~whose~~ ~~who's~~ book this is?
10 ~~Whose~~ **Who's** this? It's the boy ~~whose~~ ~~who's~~ dog we found.

PART C Focus
1-3: narrative style; relative clauses
4-7: fact and opinion
8-10: common confusions using apostrophes

A Warm-up

Rewrite each sentence using adverbials to say **when**, **where** and **what for**.

- 1 He begged. In the morning, he begged for a few crusts at the palace kitchen.
- 2 He travelled. For many years, he travelled the world looking for the lost treasure.

Join the prefix to its meaning.

- | | |
|----------|---------|
| 3 auto | distant |
| 4 bi | round |
| 5 circum | self |
| 6 tele | two |

PART A Focus
 1-2: using adverbials to add detail
 3-6: meaning of prefixes
 7: related words
 8-10: unstressed vowels in words that are often misspelt

- 7 Write four words related to the root word **create**.
creative, creation, creator, recreate

Add the missing vowels.

- 8 m i n u t e s
- 9 f a m i l i a r
- 10 i n d i v i d u a l

B Word work

- 1 Add the missing letter **g** or **j**.
 s u b j e c t m a r g i n f r a g i l e
- 2 Add the missing letters in these words.
 s u g g e s t i o n g e n u i n e
 j u d g e m e n t
- 3 Add the missing letter **c** or **s**.
 o c e a n a n c i e n t l e i s u r e

Underline the correct spelling.

- 4 forsible forcable forcible
- 5 furyous furious furrious
- 6 humorous humorous humourous

PART B Focus
 1-2: j sound spelt g
 3: sh/ch sound spelt c
 4-6: spelling rules for adding suffixes and exceptions
 7-10: antonyms

Write two antonyms for each word.

- 7 **love** hate, loathe
- 8 **good** bad, poor
- 9 **soft** hard, tough
- 10 Underline the word that has no opposite.
 happy red bright little

C Sentence work

Continue the sentence with a subordinate clause to explain why.

- 1 Every year thousands of trees are cut down so that they can be made into paper.
- 2 Water is essential to life on Earth because plants and animals would die without it.
- 3 Yeast is often added to bread in order to make the bread rise.
- 4 Myths are called traditional stories because they are passed from generation to generation.

Rewrite the sentence, replacing the common noun in **bold** with a longer, more descriptive noun phrase.

- 5 He saw a **man**. He saw a strange little man with red hair.
- 6 A **woman** stood nearby. An old woman with a woollen shawl stood nearby.
- 7 He saw a **man**. He saw a police officer with a walkie-talkie.
- 8 A **woman** stood nearby. A smart young woman in designer clothes stood nearby.

Add commas, full stops and capital letters so that these sentences make sense.

- 9 Holding on to the side, he kicked his legs. ^Tthe boat moved.
- 10 Tess smiled. ^Her mother, whose name was Lucy, laughed out loud.

PART C Focus
 1-4: expanding sentences to explain
 5-8: expanded noun phrases
 9-10: commas, full stops and capital letters

A Warm-up

Emily admits she was wrong.

Rewrite the sentence using

- 1 **past tense**
Emily admitted she was wrong.
- 2 **a perfect verb form**
Emily has admitted she was wrong.
- 3 **direct speech**
"I was wrong," admitted Emily.
- 4 **an adverb**
Finally, Emily admits she is wrong.
- 5 **a different type of sentence**
Will Emily admit she was wrong?

- 6 Make the noun into a verb.
breath e half ve
cloth e

PART A Focus
1–5: verb tenses; sentence types; punctuation
6: words that are often confused
7–10: spelling strategies

Add the missing syllable or syllables.

- 7 ske le ton **Clue:** bones
- 8 pe cu li ar **Clue:** strange
- 9 a ston ish ment **Clue:** surprise
- 10 pre dic tion **Clue:** forecast

C Sentence work

Reorder the words in the sentence so that it starts with an adverbial.

- 1 The duchess looked down sadly on the little town from up in her tower.
From up in her tower, the duchess looked down sadly on the little town.
- 2 The film star came through the door accompanied by two men.
Through the door, accompanied by two men, came the film star.
- 3 He ran to the door immediately on hearing the footsteps.
On hearing the footsteps, he immediately ran to the door.

Write a sentence using the three words as pronouns.

- 4 **he him someone** As Spencer left the shop, he thought someone was watching him.
- 5 **they we ourselves** We grew the plants ourselves and they all seem to be very healthy.
- 6 **she her any** Mum made the cakes for her but she didn't want any.
- 7 **this mine yours** This is my attempt but yours looks even better than mine.

Add a parenthesis into the sentence to give extra information.

- 8 People might laugh at him — and they did — but he wasn't worried.
- 9 Some trees (called evergreens) do not lose their leaves in autumn.
- 10 Everyone — well, almost everyone — was delighted with the result.

PART C Focus
1–3: reordering sentences; fronted adverbials
4–7: pronouns
8–10: adding and punctuating a parenthesis

B Word work

- 1 Add the missing letters.
s u s p i c i o u s s u p e r s t i t i o u s
a n x i o u s f e r o c i o u s
c o n s c i o u s

- 2 Add the same ending to all three occupations.
opti cian electri cian mathemati cian

Write two more occupations with the same ending.

- 3 musician
- 4 magician

PART B Focus
1: words ending *tious, cious* and exceptions
2–4: words ending *cian*
5–8: common roots; word meanings
9–10: verb prefixes

Write a definition.

- 5 **transform** change completely
- 6 **translate** write in a different language
- 7 **transport** move, carry
- 8 Write four more words with the root **trans**.
transplant, transfer, transmit, transfix

Add the prefix to complete all three verbs.

- 9 inter rupt inter fere inter act
- 10 sub merge sub scribe sub mit

A Warm-up

- 1 Continue the sentence so that it is at least 20 words long.
 Suddenly he stopped chopping the wood
and looked around him, as if waiting
for someone or something to appear
out of the shadows of the night.

Write the antonym.

- 2 **forward** backward
 3 **increase** decrease
 4 **fearful** fearless

PART A Focus
 1: extending sentences
 2-4: forming antonyms
 5-6: able and ible
 7-10: spelling strategies

- 5 Write four words that end with **able**.
capable, reliable, adorable, probable
 6 Write four words that end with **ible**.
visible, terrible, sensible, flexible

Add the missing letters.

Clue: the name of a different part of the body completes each word

- 7 arm our 9 s ear ch
 8 s u r face 10 p o t a toes

C Sentence work

Combine the three sentences into one. Use a relative clause in each sentence.

- 1 The man had magic shoes. The man wore the shoes every day. The shoes wore out.
The man had magic shoes, which he wore every day until they wore out.
 2 Ursula sold all her hats. She kept one hat. This one hat was Ursula's favourite.
Ursula sold all her hats except one, which was her favourite.
 3 Out came an old man. The old man walked down the path. The path led to the village.
Out came an old man who walked down the path that leads to the village.

Add noun phrases to give detailed information.

- 4 Some jellyfish have rows of tentacles that can give a painful sting.
 5 Crocodiles are large reptiles found in the rivers and swamps in tropical regions.
 6 Mercury is the smallest planet in the solar system.
 7 Liverpool is a large city in the north of England.

Proofread the sentence. Add the missing punctuation and capital letters.

- 8 Roald Dahl, the author of the Twits, was born in Wales to Norwegian parents.
 9 As they waited for the chiefs signal, the clock's hands* ticked slowly round.
 10 Whales are mammals, not fish. They are covered with skin, not scales.

PART B Focus
 1-3: j sound spelt g;
 s sound spelt c
 4-6: word meanings;
 context
 7-10: figures of
 speech

B Word work

Underline the correct spelling.

- 1 **vejetable** vegetable vegetable
 2 **critisise** criticise criticice
 3 **gorjous** gorgous gorgeous

Write a definition of the word in **bold**, found on a food safety poster.

- 4 **hygienic** clean, free of germs
 5 **disposable** throwaway
 6 **contaminated** infected

In your own words, rewrite the phrase in **bold**.

- 7 If you **put your foot in it**
 you make a blunder.
 8 If you **put your feet up**
 you take a rest.
 9 If you **put your foot down**
 you go faster/insist/say no.
 10 If you **have your feet on the ground**
 you are practical.

PART C Focus
 1-3: sentence
 formation; using
 relative clauses
 4-7: noun phrases to
 expand information
 8-10: proofreading

A Warm-up

Complete the sentence.

- Only as the clock struck thirteen, did they realise something was wrong.
- Then, from far and near, people began to arrive in the marketplace.
- By recycling, we can help to save energy and raw materials.

4 Write the verbs in the past tense.

cancel cancelled excel excelled
level levelled marvel marvelled

Write three verbs that start with the prefix

- over** overflow, overhear, overload
- sub** subtract, submerge, subscribe

Add the missing syllable.

Clue: *types of writing*

- ex pla nation 9 in struc tions
- per sua sion 10 nar ra tive

PART A Focus
1-3: sentence construction
4: past tense; rules for adding ed
5-6: verb prefixes
7-10: spelling strategies

B Word work

Complete the word.

- ini tial **Clue:** *first letter of a name*
- torr ential **Clue:** *(of rain) very heavy*
- arti ficial **Clue:** *made by people*
- confi dential **Clue:** *top secret*

Cross out the words that are wrong. Write the correct spellings.

- I will ~~acheve~~ if I ~~practice~~ regularly.
achieve, practise, regularly
- It will ~~effect~~ ~~have~~ the ~~community~~.
affect, half, community

PART B Focus
1-4: words ending tial, cial
5-6: common spelling errors
7-10: subject-specific word meanings

Write a definition of the word in **bold**, found in an art gallery.

- landscape** a picture of scenery
- portrait** a picture of a person

Write a definition of the word in **bold**, found in a word-processing program.

- landscape** page set out sideways
- portrait** page set out downwards

C Sentence work

Add a parenthesis to give extra information. Punctuate it with commas.

- The man, who was carrying a heavy sack, climbed out of the window.
- And so, thanks to Prince Alfonso, the land of Safara was free once more.
- Vitamin C, which is found in fresh fruit and vegetables, helps to repair wounds.
- Queen Victoria, who became queen in 1837, reigned for 63 years.

Underline the words that make the sentence into a question. 5 You want to look inside, don't you?

Complete three questions formed in the same way.

- We can look inside, can't we?
- There's nothing inside, is there?
- You know what's inside, don't you?

Reporter: Amy, is it true that you are going to live in America?

Amy Starlet: No comment.

- Write the complete text as reported speech.
Amy Starlet refused to comment on rumours of a move to America.
- Write the reporter's question as direct speech in a story.
"Amy, is it true that you're going to live in America?" quizzed a reporter.

PART C Focus
1-4: using commas to indicate a parenthesis
5-8: questions using question tags
9-10: direct and reported speech

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

Writing task assessment sheet: The tortoise and the hare

Name: _____ Class/Set: _____

Teacher's name: _____ Date: _____

Sentence structure and punctuation

	Always/often	Sometimes	Never
Sentences are varied in length			
Sentences with more than one clause are used, including relative clauses and a range of conjunctions			
Adverbials (adverbs, phrases and clauses) are used to add detail			
Sentence construction is varied for effect (e.g. fronted adverbials)			
Appropriate use of tense (including progressive and perfect forms)			
Appropriate use of pronouns to aid cohesion			
Expanded noun phrases are used to describe and add detail			
Sentences are demarcated accurately (no comma splice)			
Direct speech is set out and punctuated correctly			
Commas are used to mark phrases and clauses			
Apostrophes are used for contractions and possession			
Commas, brackets and dashes are used for parenthesis			

Composition and effect

Features of a traditional story are used			
Details are used to appeal to readers (e.g. humour)			
Story is shaped into paragraphs			
Adverbials are used to signal shifts in time, place and focus			
Story has a clear plot, setting and characters			
Language is chosen for effect			

Spelling

Knowledge of spelling patterns is applied correctly			
Longer words are correct, including suffixes and endings (e.g. cious, tious, cial, tial)			
Correct spelling of words that are often misspelt (e.g. words with soft c or g)			
Rules for adding prefixes are applied correctly			
Rules for adding verb endings and suffixes are applied correctly			
Spelling of plurals is correct			
Correct choice of homophones			

Completed proofreading task: Fruity fruit salad

Name: _____ Class/Set: _____

Teacher's name: _____ Date: _____

You could make this colorful fruit salad for a special family occasion.
Use whatever fruits are available. It's simply delicious.

1. Peel, core and chop two average-sized apples and immediately toss them in lemon juice. When using knives, always ask an adult to help.
2. Desseed the grapes, half the strawberries and break several satsumas into segments.
3. Place all the fruit in a large bowl, not forgetting any juice collected during preparation, and stir thoroughly.
4. Carefully, measure out the orange juice (about 100ml) and pour over the fruit.
5. Slice two kiwi fruit for decoration.
6. Leave for about 20 minutes, just long enough to let the flavors combine. Once ready, serve to your guests. It's a guaranteed winner and sure to become your family's favorite dessert.

Section 2 tasks summary

A Warm-up

Write four sentences using these words only.

into swiftly the rode he night

- 1 He rode swiftly into the night.
- 2 Into the night, he rode swiftly.
- 3 Swiftly, he rode into the night.
- 4 Into the night, he swiftly rode.

Add the missing letters to spell a word.

- 5 p h a ntom
- 6 p h o nics
- 7 p h e asant

PART A Focus
1-4: reordering sentences
5-7: spelling patterns
8-10: suffixes

Add the same suffix to all three words.

- 8 poison ous prosper ous hazard ous
- 9 miser able respect able suit able
- 10 tropic al origin al nature al

B Word work

Complete the word sum.

- 1 shovel + ing = shovelling
- 2 excel + ent = excellent
- 3 marvel + ous = marvellous
- 4 What spelling rule did you use?
Double the final letter 'l' when adding a vowel suffix.

Add the correct prefix.

PART B Focus
1-4: spelling rules for adding suffixes
5-7: verb prefixes
8-10: using word roots to work out meaning

re dis mis over

- 5 mis inform over lap
- 6 dis approve re decorate
- 7 Which prefix means **do it again**? re

What does the adjective tell you?

- 8 an **aquatic** animal
The animal lives in water.
- 9 a **futuristic** car
The car is ahead of its time.
- 10 stores **nationwide**
The stores are all over the country.

C Sentence work

Rewrite the three sentences as one. Do this in three different ways.

It was snowing. Mick stayed at home. He kept snug by the fire.

- 1 As it was snowing, Mick stayed at home and kept snug by the fire.
- 2 It was snowing so Mick stayed at home, keeping snug by the fire.
- 3 Mick stayed at home and kept snug by the fire, because it was snowing.

PART C Focus
1-3: varying/selecting sentence structures
4-6: adopting a more formal tone
7-10: punctuating sentences to clarify meaning

Rewrite the sentence so that it sounds more formal, as it would in an informative text.

- 4 Chimps like leaping around. Chimpanzees are agile, lively animals.
- 5 Some things stick to the magnet and some jump away.
Some objects are attracted to the magnet while others are repelled.
- 6 Too much sugar can give you holes in your teeth.
Too much sugar can cause cavities to form in your teeth.

Add punctuation to make the meaning clear.

- 7 Little Jimmy was fed up, too. ^Hhe sat on the floor, refusing to move.
- 8 In less than a minute, the entire village vanished. ^Yyes, it vanished into thin air.
- 9 As the prince rode, he sang to raise his spirits. ^Oof course, he hoped no-one would hear.
- 10 Amazed at his good fortune, Jas won tickets for the Final. ^Hhow lucky he was!

A Warm-up

Complete the sentence to give a different view of the character.

- 1 "I know," said Abby, comforting him gently.
- 2 "I know," screamed Abby, banging her fists on the table.
- 3 "I know," exclaimed Abby, excitedly.

Write a synonym to use in the story title by replacing the underlined word.

- 4 The magic piper enchanted
- 5 The spiteful letters malicious
- 6 Max the strange mysterious

7 Make three words.

tele photoic graph
telegraph, graphic, photographic

PART A Focus
1-3: constructing sentences; words chosen for effect
4-6: synonyms
7-10: common roots

Draw a line to join the root to its meaning.

- 8 tele to write
- 9 graph light
- 10 photo distant

C Sentence work

We can all help to save the planet, starting right now.

Complete the next three sentences by adding relative clauses.

- 1 Make today the day when you start to do your bit.
- 2 After all, Earth is the only planet where human life can survive.
- 3 So don't be the person who helps destroy it.

Write whether you think each statement is **definite** or a **possibility**.

- 4 I will do that tomorrow. definite
- 5 I might do that tomorrow. possibility
- 6 Maybe I'll do that tomorrow. possibility
- 7 I could do that tomorrow. possibility

Add an extra piece of information about the character in a parenthesis. Punctuate it with commas.

- 8 Simeon , Sam's evil brother, was waiting.
- 9 Mr Sprott , the headmaster, glared at the young boy.
- 10 Marianne , who was sixteen years old, liked living in the old house.

PART C Focus
1-3: relative clauses using where, when, who
4-7: modal verbs and adverbs to show possibility
8-10: using commas to indicate a parenthesis

B Word work

Add the same two letters to complete both words.

- 1 m e m o r y c a t e g o r y
- 2 i n t e r f e r e l i t e r a t u r e

Complete the sentence with an adjective related to the word in **bold**.

- 3 He has **ambition**. He is ambitious.
- 4 He has an **infection**. He is infectious.
- 5 I had my **suspicions**. I was suspicious.
- 6 **Nutrition** is important. Eat foods that are nutritious.

PART B Focus
1-2: unstressed vowels in words that are often misspelt
3-6: words ending tious, cious
7-10: formal and informal words

7 Underline the two synonyms that sound most formal.

lots ample heaps loads sufficient bags

Write two more formal synonyms for

- 8 **get** obtain acquire
- 9 **give** provide donate
- 10 **tell** inform notify

A Warm-up

Complete the subordinate clause.

- 1 He hurried on as if he were late for an important meeting.
- 2 He hurried on in case the robbers caught up with him.

Add the same four-letter word to complete all the longer words.

- 3 i n t e rest i n g
- 4 rest a u r a n t
- 5 a r rest e d

PART A Focus
1–2: using a variety of conjunctions
3–5: spelling
6–7: homophones
8–10: suffixes

Use a pair of homophones to complete the sentence.

- 6 After a wEEK, he was too wEAK to move.
- 7 In the pAST, many laws were pASSED.

Add the same suffix to all three words.

- 8 awe some fear some hand some
- 9 like wise length wise clock wise
- 10 back ward home ward on ward

B Word work

Write the word split into syllables. Draw a ring round the vowel that is difficult to hear and makes the word tricky to spell.

- 1 different dif / fēr / ent
- 2 preference pre / fēr / ence
- 3 referee re / fēr / ee

Write the verb that comes from the noun.

- 4 strength → strengthen
- 5 television → televise
- 6 class → classify
- 7 medicine → medicate
- 8 critic → criticise

PART B Focus
1–3: unstressed vowels; spelling strategies
4–8: suffixes to create verbs
9–10: words with more than one meaning

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

- 9 **verb** Snakes shed their skin.
- 10 **noun** We keep tools in the shed.

C Sentence work

Add a pair of brackets or dashes in the correct place in the sentence.

- 1 So Jack swapped Daisy—his mother's favourite cow—for a bag of magic beans.
- 2 So Jack (the foolish boy) gave away his mother's cow for a pile of magic beans.

Complete these sentences using brackets or dashes in a similar way.

- 3 So the giant drank his tea – a whole barrel of it – and then went to sleep.
- 4 So the giant (who was really quite rich) started to count his gold coins.

What type of language is used in each sentence? Write **formal** or **informal**.

- 5 I was travelling along Northgate Road when the accident occurred. formal
- 6 There I was, minding my own business, and guess what happened? informal

PART C Focus
1–4: brackets and dashes to indicate a parenthesis
5–8: formal and informal language
9–10: apostrophes for possession

Give two reasons for your answers.

- 7 5 uses more formal language.
- 8 6 sounds more like a conversation.

Add the apostrophes to this magic spell.

- 9 Mix the spots from four leopards' coats with two wasps' stings and a peacock's feather.
- 10 Sprinkle with the dust from six butterflies' wings and the shine from a unicorn's horn.

A Warm-up

Add an adverbial to the start of the sentence.

- 1 Stranded in the desert, the men were hungry.
- 2 Because there was a famine, the men were hungry.

Write four onomatopoeic words.

- 3 c l ick c l op c l atter c l unk
- 4 s l am s l osh s l urp s l op
- 5 c r eak c r ackle c r oak c r unch

Add the ending that sounds like 'shun'. Write the new word.

- 6 **music** musician
- 7 **corrode** corrosion
- 8 **separate** separation
- 9 **permit** permission
- 10 **circulate** circulation

PART A Focus
1-2: fronted adverbials; commas
3-5: onomatopoeia
6-10: words ending cian, sion, ssion, tion

C Sentence work

Rewrite the sentence so that it gives the same information, but as a **possibility**, not a definite fact.

- 1 It will be a better day tomorrow. It could be a better day tomorrow.
- 2 In the future we will drive electric cars. In the future we might drive electric cars.

Rewrite the sentence so that it gives the same information, but sounds more **definite**, rather than a possibility.

- 3 Your money could make a difference. Your money will make all the difference.
- 4 Your efforts might help save the planet. Your efforts will help save the planet.

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

- 5 The knight had grabbed his sword before he leapt on the white stallion.
- 6 The beast had appeared from nowhere and was now right in front of them.
- 7 The fire had raged through the wood, consuming trees as it advanced.

Add the comma needed to make the meaning of the sentence clear.

- 8 What are you carrying, Ellie?
- 9 Before leaving, the villagers said their goodbyes.
- 10 Our team lost, sadly.

PART C Focus
1-4: modal verbs
5-7: use of past perfect verb forms
8-10: commas to avoid ambiguity

B Word work

1 Underline words with a vowel sound spelt **ei**.

belief veil achieve shield
pier rein chief grief

PART B Focus
1-4: ei and ie spellings
5-7: homophones
8: word structure;
prefixes and suffixes
9-10: subject-specific
words

Explain the different spellings.

- 2 **ei** is the spelling of a long 'a' sound
- 3 **ie** is the spelling of a long 'ee' sound
- 4 Why is this word different?
deceive Because the long 'ee' sound is spelt 'ei' (after 'c').

Write the word to complete the phrase.

- 5 a television pro gramme
- 6 a computer pro gram
- 7 a driving lic ence
- 8 Write four words using the root word **act**.
actor, enact, active, activate

Write a definition of the word **conductor**, as found in

- 9 a music book leader of an orchestra
- 10 a science book a material that conducts heat or electricity

A Warm-up

Write sentences starting with each of these pronouns.

someone something anyone nobody nothing

- 1 Someone was at the door.
- 2 Something moved in the shadows.
- 3 Anyone can join our book club.
- 4 Nobody dared speak.
- 5 Nothing could help us now.

Read aloud the list of words. Listen to their sounds. Underline the odd one out.

- 6 rough tough plough enough
- 7 daughter laughter slaughter
- 8 rein veil either beige

PART A Focus
1–5: pronouns
6–8: letter strings with different sounds
9–10: words with more than one antonym

Underline two antonyms of the word in **bold**.

- 9 **slow** rapid laze brisk dawdle
- 10 **light** dim weighty joyful pale

C Sentence work

Complete the sentence after the adverbial.

- 1 Along the riverbank, people were waiting for the first boat to appear.
- 2 Back home, the old lady slept soundly.
- 3 At the station, Sergeant Green was waiting.

PART C Focus
1–3: adverbials (place)
4–9: identifying grammatical features used in texts
10: commas to avoid ambiguity

Write the text type that each sentence is taken from. Write the grammatical term for the underlined words.

Press the standby button on the remote control.

- 4 from an instruction manual

- 5 It is a noun phrase.

Clearly, we must stop this from happening!

- 6 from persuasive writing

- 7 It is an adverb.

Rome, the capital city of Italy, stands on the banks of the River Tiber.

- 8 from a report or information text

- 9 It is a parenthesis.

- 10 Explain how the use of a comma changes the meaning in the two sentences.

No children under ten are allowed. This means children under ten are not allowed.

No, children under ten are allowed. This means children under ten are allowed.

B Word work

- 1 What punctuation mark is used to join the prefix to the root word?

non-existent

colon _____ dash _____ hyphen ✓

- 2 Write three more words that begin with **non-**.

non-smoking non-fiction non-stop

- 3 Add a word before **free**.

fat -free duty -free sugar -free

Write the adverb formed from the adjective.

- 4 **remarkable** remarkably

- 5 **impossible** impossibly

- 6 **miserable** miserably

- 7 **terrible** terribly

PART B Focus
1–3: use of hyphens
4–7: ably and ibly
8–10: subject-specific words

Give a definition of the word in **bold**, found in notes for a design and technology project.

- 8 **reinforced** frame made stronger

- 9 **mouldable** materials able to be shaped

- 10 **compressed** material squashed down

A Warm-up

Complete the sentence in two ways.

- In the cold morning air _____, she shivered and pulled her coat around her.
- Feeling a little anxious _____, she shivered despite the sunshine.

PART A Focus
 1–2: sentence formation
 3–6: spelling strategies
 7–10: words from other languages; using a dictionary

Add the missing syllables.

- di ges tion *Clue: taking in food*
- dis gus ted *Clue: shocked*
- pre cau tion *Clue: a safety measure*
- en dan ger *Clue: to risk, threaten*

Complete these words from other languages.

- s p a g hetti *Clue: food (Italian)*
- k a r aoke *Clue: entertainment (Japanese)*
- g u i llotine *Clue: a cutting device (French)*
- d u n garees *Clue: clothing (Hindi)*

C Sentence work

Use the adverbials to make a coherent case for a Walking Bus scheme.

A Walk to School scheme has many advantages.

- Firstly, it would help to solve the parking problems outside the school gates.
- Secondly, it would solve many traffic congestion problems around the school.
- In addition, it would cut down on harmful pollution.
- Furthermore, everyone taking part would be much fitter.

Sort these adverbs into those that show certainty and possibility.

clearly definitely maybe obviously perhaps possibly probably surely

- certainty** clearly definitely obviously surely
- possibility** maybe perhaps possibly probably
- Make this sentence sound more certain. This is clearly wrong.

Add the punctuation to this dialogue.

- "I'm 'ungry," moaned the monster, rubbing his stomach.
- "You've just had breakfast," sighed Jim.
- "Still 'ungry," moaned the monster. "Very 'ungry."

PART C Focus
 1–4: linking adverbials (number, listing)
 5–7: adverbs for possibility
 8–10: punctuating direct speech; using apostrophes to mark missing letters

B Word work

Add two more words starting with the same letters.

- Ghana ghastly ghoulish, ghost
- rhyme rhino rhythm, rhombus
- symbol sycamore system, sympathy
- cycle Cyprus cymbal, cylinder

5 Add **ous**. Check the spelling of the word.

- disaster disastrous
 wonder wondrous
 monster monstrous

6 What do you notice about the spelling?

There is no 'e' in the adjective.

Write the opposite of these maths terms.

- ascending descending
- positive negative
- probable improbable
- maximum minimum

PART B Focus
 1–4: spelling patterns
 5–6: exceptions when adding ous
 7–10: opposites; subject-specific terms

A Warm-up

Rewrite the sentence in a more formal way.

- I ditched the rest.
I disposed of the rest.
- The film was slated.
The film was not well received.
- The kids soon perked up.
The children soon cheered up.

Split the word to show the prefix, root and suffix.

- insincerely in / sincere / ly
- unoriginal un / origin / al
- especially e / special / ly

Add a word after the hyphen.

- hi- tech
- dog- lover
- self- service
- X- ray

PART A Focus
1–3: formal and informal words
4–6: word structure to aid spelling
7–10: use of hyphens

B Word work

Add **ei** or **ie** to make the long **ee** sound.

- p ie r c e g r ie f
- c ei l i n g c o n c ei t e d
- What spelling rule did you use?
'i' before 'e' except after 'c'

Add the correct suffix to form nouns. Make sure the noun is spelt correctly.

ism ity

- hero ism generous ity
- sincere ity critic ism
- Write the nouns that name special qualities a person might have.
heroism, generosity, sincerity

Write **formal** or **informal** beside each word or phrase.

- stuck-up** informal
- arrogant** formal
- understand** formal
- get it** informal

PART B Focus
1–3: spelling patterns: ei after c
4–6: using further suffixes: ism, ity
7–10: formal and informal synonyms

C Sentence work

Add the word needed to complete the relative clause.

- This is the place where Van Gogh painted his most famous works.
- That is the girl whose painting won the competition.
- That was the year when he was most successful.

Write the sentence with a different modal verb.

- You will find out a lot about bats. You should find out a lot about bats.
- You can help to save the planet. You might help to save the planet.
- I must find out more. I will find out more.

Use two dashes to add a parenthesis into the sentence.

- Lots of materials – such as paper – can be recycled.
- Everyone – adults and children – is welcome to join in the fun.

PART C Focus
1–3: relative clauses beginning with **where**, **when**, **whose**
4–6: modal verbs
7–10: dashes and commas to indicate a parenthesis

Use commas to add a parenthesis into the sentence.

- William Shakespeare , the famous playwright , is well known all over the world.
- The pyramids , which are the tombs of the pharaohs , are amazing buildings.

A Warm-up

Complete this sentence using different preposition phrases.

- 1 Oliver waited by the entrance.
- 2 Oliver waited until midnight.
- 3 Oliver waited with his mother.
- 4 Oliver waited under the clock.

Add a homophone to complete the joke.

- 5 **Question:** Which vegetable can sink a boat?
Clue: *it's long, green and white*
Answer: A l e e k !
- 6 **Waiter:** It's b e a n soup, sir.
Customer: I don't care what it's b e e n before! What is it now?

Add a prefix to make a verb.

- 7 reject
- 8 unearth
- 9 superwise
- 10 disarm

PART A Focus
1-4: preposition phrases
5-6: homophones
7-10: verb prefixes

B Word work

Add the missing vowels. Draw a ring round the vowel sound that is difficult to hear.

- 1 o f f e r i n g
- 2 b u s i n e s s
- 3 d e a f e n i n g
- 4 w i d e n i n g

PART B Focus
1-4: spelling strategies; unstressed vowels
5-6: verb suffixes
7-8: word classes
9-10: formal and informal language

Add a suffix and write the new word.

ise ify

- 5 magnet magnetise
- 6 sign signify
- 7 Underline the word type that describes the root words above.
nouns adjectives verbs
- 8 Underline the word type that describes the new words above.
nouns adjectives verbs

Write a more formal word in place of the word in **bold**.

- 9 He has **guts**. determination
- 10 He is **laid back**. relaxed

C Sentence work

Continue the sentence so that it includes a relative clause. Make it sound like a

- 1 **traditional tale** She came to the marble castle where the princess lived.
- 2 **fantasy** She came to a giant metal cliff, which suddenly opened like a huge sliding door.
- 3 **mystery story** She came to the end of the corridor, where the secret door was.

Rewrite the sentence in a more formal way.

- 4 Loads of people think a new leisure centre would be really cool. Many local people believe that a new leisure centre would benefit the community.
- 5 There's not much else we can do. There are no real alternatives.
- 6 We asked lots of people and nearly everyone said it would be great. A recent survey shows widespread support for the idea.

Is the apostrophe used correctly? Put a tick or a cross. Explain your answer.

- 7 India's monsoon season The monsoon season belongs to India.
- 8 No-ones' sure. It should be 'no-one's', which is the shortened form of 'no-one is'.
- 9 "Where are you goin' then, laddy?" he asked. 'goin' is a shortened form of 'going'.
- 10 Six tree's were chopped down. 'trees' is a plural, not a possessive noun.

PART C Focus
1-3: composing sentences with relative clauses
4-6: using formal language
7-10: proofreading: checking use of apostrophes

A Warm-up

Write three sentences using the word **flat** as a

- noun** The parcel was delivered to her flat.
- adjective** The parcel was flat and square.
- adverb** When I walked in, Mark was lying flat on the floor.

Use a different four-letter word to complete each longer word.

Clue: each word starts with **t**

- d e term i n e d
- p r o test e d
- a t tent i o n

PART A Focus
1-3: word classes
4-6: spelling strategies
7-10: spelling; using a dictionary

Write a word beginning with these letters. You can use a dictionary.

- s a b otage
- s a c rifice
- s a u sage
- s a p phire

B Word work

Add the suffixes. Write the two new words.

- forgive **en able** forgiven forgivable
- excuse **ed able** excused excusable
- change **ing able** changing changeable
- notice **ed able** noticed noticeable
- What do you notice about adding **able** to the words ending **ge** or **ce**?
They keep the 'e' when adding 'able'.

Cross out the incorrect word in the sentence.

- It was a ten ~~story~~ **storey** building.
- Blood contains red and white **cells** ~~sells~~.
- A ~~vain~~ **vein** carries blood to the heart.

- Add the prefix **co** before the hyphen.

co -pilot co -owner co -writer

- What does **co** mean?

jointly

PART B Focus
1-5: spelling patterns; adding **able**
6-8: homophones; subject-specific words
9-10: prefixes with hyphens

C Sentence work

Use the dash to add another main clause to the sentence.

- Miss Edgar was very angry – there was steam coming out of her ears!
- Mum took Nikki's side – I knew she would.
- It rained every day of our holiday – what a surprise!
- We are going to win the league this year – I hope.

Sort the adverbials into two groups.

on the other hand, certainly, however, clearly, furthermore, in contrast

- making a case in favour** certainly, clearly, furthermore
- giving an opposing view** on the other hand, however, in contrast
- Write three more adverbials that you might use to put the case **for** something.
moreover, also, after all

Proofread these sentences. Add punctuation and capital letters.

- "Don't!" cried Cyril. "Whatever you do, don't turn round."
- Rajesh, a 26-year-old plumber, told our reporter, "I didn't see the bus until it was too late."
- Jack Spellings' book begins with the line, "Humphrey Norton's life was a mess."

PART C Focus
1-4: using dashes between independent clauses
5-7: using adverbials to link ideas
8-10: proofreading: adding punctuation

A Warm-up

- 1 Write a series of linked sentences.

It began to rain.

Earlier, it had been sunny and warm.

Now, the sky was dark.

Soon, the gutters were filled with running water.

Complete the word sum.

- 2 **differ** + **ence** = difference
- 3 **refer** + **ence** = reference
- 4 **confer** + **ence** = conference

Complete these compound words.

Clue: all computer terms

- 5 net work
- 6 up date
- 7 down load
- 8 on line
- 9 tool bar
- 10 short cut

PART A Focus
1: cohesion; time adverbials
2-4: adding vowel suffixes to words ending in *r*
5-10: subject-specific compound words

B Word work

- 1 Underline the odd one out.
yield brief weird thief piece
- 2 Why is the odd one out unusual?
Because it contains an 'ei' spelling and 'ie' is more common (except after 'c').

Add the same prefix to both words.

- 3 project produce 5 exceed except
- 4 suspect suspense 6 enclose enjoy

Write a definition of the word in **bold**.

- 7 Select the **channel** you want to view.
channel: station
- 8 He was the first to swim the **Channel**.
Channel: the water between England and France
- 9 It was a **joint** attempt.
joint: combined
- 10 Your wrist **joint** allows you to move your hand.
joint: where two bones fit together

PART B Focus
1-2: spelling patterns *ei* and *ie*
3-6: less common prefixes
7-10: everyday subject-specific words

C Sentence work

These lovely creatures have lived here for centuries but sadly they are now endangered.

- 1 Which verb is in the present perfect form? have lived
- 2 Which phrase shows the writer's view of the creatures? these lovely creatures
- 3 Which word shows the writer's opinion of events? sadly

Continue the sentence above with another sentence showing

- 4 **certainty** We must do something to save them.
- 5 **possibility** This could be the end for these beautiful creatures.

PART C Focus
1-3: identifying grammatical features in texts
4-5: showing possibility/certainty
6-7: relative clauses and omitted pronouns
8-10: commas

Rewrite the sentence without the relative pronoun.

- 6 Joe, who is aged ten, won the race. Joe, aged ten, won the race.
- 7 This is the book that Dad gave me. This is the book Dad gave me.

Add two commas.

- 8 They plunged onwards, pushing deeper into the tunnel, losing all sense of direction.
- 9 As Sophie sat on the hillside, the wind in her hair, she felt the land tremble beneath her.
- 10 Apes, unlike monkeys, have no tails.

A Warm-up

Write two sentences using these words.

doorway darkness

Use a different conjunction in each.

- 1 Azara peeped through the doorway,
but all she could see was darkness.
- 2 As she peeped through the doorway,
Azara waited for her eyes to adjust
to the darkness.

Write the homophone.

- 3 **key** quay 5 **him** hymn
- 4 **waist** waste 6 **serial** cereal

Write two words starting with the prefix.

- 7 **hyper** hyperlink, hypermarket
- 8 **inter** internet, interact
- 9 **mega** megalith, megastar
- 10 **eco** ecosystem, ecology

PART A Focus
1–2: conjunctions
3–6: homophones
7–10: more prefixes

B Word work

Complete the word sum.

- 1 **rely** + **able** + **ly** = reliably
- response** + **ible** + **ly** = responsibly

Add a prefix before the hyphen.

- 2 co -operate non -stick
- 3 ex -president semi -final

PART B Focus
1: ably and ibly
2–3: prefixes with
hyphens
4–8: suffixes to
create verbs
9–10: root words

4 Add a suffix to make a verb.

- active** activate **mobile** mobilise
- simple** simplify **dark** darken

Use one of the verbs in each sentence.

- 5 The sky began to darken.
- 6 “Activate the machine!” said Dr Brains.
- 7 We need to simplify the wording.
- 8 The king began to mobilise his forces.

Write three words from the same word family as the word in **bold**.

- 9 **horror** horrify, horrible, horrific
- 10 **human** inhuman, humanly, humane

C Sentence work

Look at how the writer has changed this sentence. Explain two changes.

We know this is wrong. Every right-thinking person knows this is utterly wrong.

- 1 ‘Every right-thinking person’ makes it sound like everyone thinks this way.
- 2 The adverb ‘utterly’ makes it sound more certain.

Rewrite this sentence so that it sounds more definite.

- 3 **Every child should have a place to live.** Surely every child must have a safe home.

Complete the simile with a noun phrase.

- 4 He moved like a panther after its prey.
- 5 Kapil followed like a lost puppy.
- 6 She clucked like a fussy hen.
- 7 Megan behaves like a petulant child.

Write this text as direct speech, using a new line each time the speaker changes.

The man wanted to speak to the chief. I asked him to leave, but the man said it was urgent.

- 8 “I want to speak to the chief,” said the man.
- 9 “I’m sorry, that’s not possible. You must leave,” I replied.
- 10 “But I MUST speak to the chief,” insisted the man. “It’s urgent.”

PART C Focus
1–2: identifying grammatical
features used in texts
3: using adverbs and modal verbs
to show possibility
4–7: similes; noun phrases
8–10: punctuating direct speech

A Warm-up

Fruit is good for you.

Extend this sentence by adding

- 1 **a parenthesis** Fruit , such as an apple,
is good for you.
- 2 **another clause** Fruit is good for you
so try to eat your five a day.
- 3 **a dash** Fruit is good for you – it is the
perfect snack!

Add a three-letter word to complete the longer word.

- 4 v o l can o
- 5 c o m put e r
- 6 c o m pet i t i o n
- 7 i n g red i e n t s

PART A Focus
1–3: extending sentences
4–7: spelling strategies
8–10: noun and verb suffixes

Write a noun and a verb related to the adjective.

	adjective	noun	verb
8	moist	<u>moisture</u>	<u>moisten</u>
9	terrible	<u>terror</u>	<u>terrify</u>
10	dramatic	<u>drama</u>	<u>dramatise</u>

C Sentence work

- 1 Underline the past perfect verb form. **Oliver sat up suddenly. Something had woken him.**
- 2 Explain why it is used. To refer back to something that happened before.

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

- 3 The clock had stopped ticking.
- 4 All the lights had gone out.

Rewrite the sentence, reorganising the clauses.

- 5 We need to raise more money to continue our valuable work.
To continue our valuable work, we need to raise more money.
- 6 There will be no open spaces left if we continue to build more houses.
If we continue to build more houses, there will be no open spaces left.
- 7 They waited for his return while the sun began to sink behind the rooftops.
While the sun began to sink behind the rooftops, they waited for his return.

PART C Focus
1–4: using past perfect verbs
5–7: reordering clauses; commas after fronted adverbials
8–10: punctuation to clarify meaning

Add commas, full stops and capital letters to make the meaning clear.

- 8 Overall, the film is stunning. ^Ffrom opening scene to thrilling ending, you will be gripped.
- 9 He looked everywhere. ^Hhe searched every box, every drawer, every hiding place.
- 10 We need to raise money. ^Wwe need your help. ^Wwithout it, more birds will die.

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

B Word work

Add the missing letters.

- 1 v ei n **Clue: carries blood**
- 2 r e c ei v e **Clue: to be given something**
- 3 a n c ie n t **Clue: very old**
- 4 f ie r c e l y **Clue: viciously**

Add the suffix **ity** and write the new word.

- 5 **secure** security
- 6 **popular** popularity
- 7 **human** humanity
- 8 What type of words have you made?
nouns

PART B Focus
1–4: spelling patterns ei and ie
5–8: suffixes: ity
9–10: subject-specific word meanings

Write two definitions of the word in **bold**.

- 9 **table**
in maths: list of facts and numbers
another meaning: item of furniture
- 10 **fast**
in religious education (RE): a special time when you do not eat
another meaning: quick

Writing task assessment sheet: Outraged

Name: _____ Class/Set: _____

Teacher's name: _____ Date: _____

Sentence structure and punctuation

	Always/often	Sometimes	Never
Sentences are varied (e.g. varying sentence length and using a range of sentence types)			
Subordinate clauses are used, including relative clauses, to develop ideas			
Sentence construction is varied for effect (e.g. fronted adverbials)			
Appropriate use of tense, including perfect forms			
Appropriate use of pronouns to aid cohesion			
Modal verbs or adverbs are used to modify opinions or suggest possibilities (e.g. might, possibly)			
Standard English is maintained			
Sentences are demarcated accurately (no comma splice)			
Commas are used to mark phrases and avoid ambiguity			
Apostrophes are used for contractions and possession			
Commas, brackets and dashes are used for parenthesis			
A single dash is used correctly for effect			

Composition and effect

Clear sense of purpose is shown with features appropriate to persuasive text			
Ideas are organised in separate paragraphs			
Adverbials are used to link sentences and paragraphs			
Language is chosen to enhance persuasion			
Appropriate formal style is used			

Spelling

Knowledge of spelling patterns is applied correctly			
Longer words are correct, using knowledge of syllables and word structure			
Correct spelling of words that are often misspelt			
Correct spelling of a range of prefixes and suffixes			
Rules for adding verb endings and suffixes are applied correctly			
Spelling of plurals is correct			
Correct choice of homophones			

Completed proofreading task: The genie of the bedside lamp

Name: _____ Class/Set: _____

Teacher's name: _____ Date: _____

Scene

Seen 2: In the living room, ^{which} ~~what~~ is a real mess.

Emily: (*in disbelief*) What a mess! ^W ~~what's~~ ^e ~~happend~~ to Dad's ^{ci} ~~preshe~~ CD ^l ~~colection~~? ^{He'll} ~~he'll~~ be furious. ^W ~~what~~ will he say?

Ben: (*snappily*) He's not going to say ^{anything} ~~nothing~~ because it'll be reorganised ^a ~~reorganised~~ when he gets back.

Emily: Are you insane? This is disastrous. ^{You're} ~~you're~~ ^{ie} ~~definetly~~ in ^o ~~truble~~. I ^g ~~sugest~~ you find a good explanation.

Ben: (*sighing*) I shall ^a ~~probably~~ regret this, but watch...

Ben picks up a table lamp. As he rubs it, there is a ^e ~~deafning~~ roar.

Emily lets out a ^{ie} ~~shreik~~ as a ^{ei} ~~genie~~ appears, floating by the ~~cieling~~.

Emily: What is that?

Ben: (*impashently*) Isn't it ^{ti} ~~obveous~~? It's a ⁱ ~~genie~~, of ^u ~~coarse~~.

Emily: But that's ⁱ ~~impossable~~, isn't it?

Section 3 tasks summary