

English Skills 5

Answers



Name _____

A Warm-up

Write a sentence about computers.

- In the past, people mainly used computers at work.
- Today, most people have computers at home.
- In the future, children might have all their lessons on computers.

Underline the word that is **not** correct.

- decide recent recide recite decent
- sacrifice menace advice revice reduce

Write the antonym.

- inferior** superior
- backhand** forehand
- minor** major
- exterior** interior
- expansion** contraction

PART A Focus
1–3: linking adverbials;
past, present, future time
4–5: s sound spelt c
6–10: antonyms

B Word work

- Add the missing letters.

i e y

v a r i e t y m y s t e r y

PART B Focus
1–2: spelling patterns;
plural rules
3–6: unstressed endings
er, or
7–10: words with two
meanings; word classes

- Write the plural forms of both words.

varieties mysteries

- Add the suffix **er** or **or**.

perform er invent or collect or

- Describe the words you have created.

Nouns naming people who carry out particular activities.

Write three more words of this type.

- ending **er** voyager, manager, jogger
- ending **or** creator, sailor, doctor

Write different definitions of each word.

- hamper** (verb) to stop or slow progress
- hamper** (noun) large basket for picnic food
- coast** (verb) to cruise along
- coast** (noun) where land meets sea

C Sentence work

Add a preposition phrase to the start of the sentence.

- In the tunnel, it was completely dark.
- By seven o'clock, it was completely dark.
- At the edge of the forest, the man turned and spoke.
- Without warning, the man turned and spoke.

PART C Focus
1–4: preposition phrases at the start of a sentence; commas after fronted adverbials
5–7: formal vocabulary
8–10: punctuating direct speech

Write more formal verbs that could replace the underlined words.

- The RSPCA asked people to help as it tried to cope with the crisis. urged, assist, struggled, manage
- Residents left the meeting, saying that the situation had not been sorted.
departed, declaring, resolved
- If you want further information, go to the website where you can find out more.
require, visit, discover

Add punctuation and capital letters to these examples of direct speech.

- Indira said, "It is very sad. We all feel let down."
- "It's not fair," Mick complained. "I want to go with you."
- "It was bitterly cold," explained Bill, "and the streets were covered with ice."

A Warm-up

Continue the sentence after the subordinating conjunction.

- 1 He stayed with Jen until help came.
- 2 He stayed with Jen as long as he dared.

Write four words formed by adding a prefix or suffix to the word **port**.

- 3 transport
- 5 portable
- 4 porter
- 6 portal

- 7 Add the same suffix to both words to make them into adjectives.

excuse able charge able

- 8 Add a different prefix to each of the words you have made. Write the new words.

inexcusable, rechargeable

Write a synonym for the word in **bold**.

- 9 **persuade** convince
- 10 **discuss** debate

PART A Focus
1–2: using a range of conjunctions
3–6: building words from root words
7–8: able; prefixes
9–10: synonyms

B Word work

Underline the word that is spelt correctly.

- 1 dependent observent
- 2 innocent tolerant
- 3 convenient ignorent
- 4 expectant obediant

PART B Focus
1–5: words ending ant, ent
6–7: words ending tion, sion, ssion, cian; suffixes to change word class
8–10: formal and informal synonyms

- 5 Write the correct spellings of the words that were wrongly spelt.

observant, innocent, ignorant, obedient

- 6 Add the correct spelling of the ending that sounds like 'shun'.

techni cian comple tion
profe ssion conclu sion

- 7 What kind of words have you made by adding the suffixes? Underline the correct answer.

verbs nouns adjectives

Write two more formal synonyms of the words in **bold**.

- 8 I'm **whacked**. exhausted, drained
- 9 It's a **phoney**. fake, forgery
- 10 We must **come clean**. confess, admit it

C Sentence work

Combine the two sentences by using a relative clause.

- 1 A theatre is a public building. Plays are performed there.

A theatre is a public building where plays are performed.

- 2 An orchestra is a group of musicians. They play many kinds of instruments.

An orchestra is a group of musicians who play many kinds of instruments.

- 3 A thermostat is a device on a heater. It controls the temperature.

A thermostat is a device on a heater that controls the temperature.

Underline the adverb and explain why the writer has used it.

- 4 Perhaps she could have helped me. It shows that it is a possibility, not certain.
- 5 He is very clever. It intensifies the adjective.
- 6 Unfortunately, City won 2–0. It shows the writer's view of the events.

Complete the phrase by writing in an item or items belonging to the characters. Use the correct punctuation.

- 7 the pirates' treasure
- 8 the witches' cauldron
- 9 the gang's hideaway
- 10 the sheep's pen

A Warm-up

Continue the sentence with two preposition phrases.

- Anil was left there in the field for nearly an hour.
- Anil was left there throughout the night without any food.
- Anil was left there on his own with his dog for company.
- Continue the sentence using a conjunction.
Anil was left there while the others searched the garden.

Add the same prefix to make three words.

- uni son uni corn uni cycle
- inter cept inter rupt inter sect
- super nova super highway super power

Add the missing letters.

- r h y t h m
- a w k w a r d
- q u e u e

PART A Focus
1–4: sentences using preposition phrases; conjunctions
5–7: prefixes
8–10: words that are often misspelt

B Word work

The same syllable is missing from both words. Write it in.

- wid en ing threat en ing
- mis er able gen er ous
- con fer ence re fer ence

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

- unachievable un / achieve / able
- regeneration re / generate / tion
- unbeneficial un / benefit / (c)ial

Add a prefix and a suffix to make an adjective.

- un control lable
- in destruct ible

PART B Focus
1–3: unstressed syllables
4–6: root words, prefixes and suffixes
7–8: forming adjectives; able, ible
9–10: synonyms

Circle all the words that are synonyms of each other.

- apply (appl) please (horrify) haul (shock)
- calm (rash) mild (hasty) (reckless) sane

C Sentence work

Use a parenthesis to add the information from the second sentence into the first. Write the new sentence.

- Michael helped David to escape. Michael is David's brother.
Michael – David's brother – helped him to escape.
- Fatima raised £1000 for the charity. She works in a bank.
Fatima (who works in a bank) raised £1000 for the charity.
- Ben won first prize. He is aged sixteen. Ben, aged sixteen, won first prize.

Sort the modal verbs into two groups. **must might could can may will should shall**

- show certainty** must, can, will, shall
- show possibility** might, could, may, should

Change the sentence from a certainty to a possibility. Cross out one word and write a new one.

- Mr Jones said that we ~~could~~ possibly definitely play cricket this afternoon.
- Other people said they ~~will~~ might help if needed.

PART C Focus
1–3: using commas, brackets or dashes to indicate a parenthesis
4–7: modal verbs to show possibility
8–10: sentence punctuation; commas to mark clauses or phrases

Add the missing full stops, commas and capital letters.

- Aaron ran down the hill, shouting loudly. ^Tthe dog, ignoring me, bounded after him.
- After two difficult years, Marie, then aged ten, went to live with her grandmother.
- As the strangers came to a halt, Jessica looked up. ^Hher face was pale and frightened.

A Warm-up

We spoke _____.

Write two adverbs that could be used to show

- 1 **how** nervously briefly
- 2 **where** outside here
- 3 **when** yesterday later

Add the missing prefix.

Clue: to do with computers

- 4 inter active
- 5 hyper link
- 6 multi media

PART A Focus
1-3: use of adverbs
4-7: prefixes
8-10: word classes

- 7 Write one other word with each prefix.
intergalactic, hypermarket, multicoloured

Underline the odd one out.

- 8 **possessive pronouns** ours its his there's
- 9 **prepositions** with at during an
- 10 **conjunctions** but if all until

C Sentence work

Name the type of sentence and explain why the writer has used it in the title.

- 1 **Does the Loch Ness monster really exist?** a question It intrigues the reader.
- 2 **Act now to save the whale.** a command It tells the reader to do it.
- 3 **What a show it was!** an exclamation It sounds exciting.

4 Make this statement into a question. Do it in two ways.

There is a solution. Is there a solution? There is a solution, isn't there?

Rewrite the sentence so that it sounds less definite.

- 5 The cake will be ready on time. The cake should be ready on time.
- 6 In the future we will all have electric cars. In the future we might all have electric cars.
- 7 Michael used the key to escape. Michael may have used the key to escape.

Complete the sentence by adding a parenthesis.

- 8 The team _____ – all seven of them – _____ played well.
- 9 The castle _____ (built in 1466) _____ stands on a hill.
- 10 Olivia _____, who was walking her dog, _____ found the painting.

PART C Focus
1-3: selecting sentence types for effect
4: forming questions; question tags
5-7: modal verbs to show possibility
8-10: commas, brackets and dashes to indicate a parenthesis

B Word work

Add each suffix and write the new words.

ed ment

- 1 **equip** equipped, equipment
- 2 **commit** committed, commitment

3 Add the same ending to both words.

consequ ence influ ence

Add two more words with the same prefix.

- 4 **ex-teacher**
ex-president ex-player

- 5 **semi-conscious**
semi-detached semi-skimmed

6 Write the meaning of the prefixes.

semi- partly **ex-** former

Write four different definitions.

- 7 **beat** the feel of the rhythm in music
- 8 **beat** to whisk with a fork in cookery
- 9 **beat** to defeat
- 10 **beat** to strike or hit

PART B Focus
1-2: adding suffixes
3: words ending *ence*
4-6: prefixes with hyphens
7-10: words with more than one meaning

A Warm-up

Use the words **cat** and **bowl** in a

- 1 **sentence** My cat will only eat from her bowl.
- 2 **command** Give the cat a bowl of cold milk.
- 3 **question** Where has the cat hidden its bowl?
- 4 **sentence with a relative clause**
The cat found the bowl that was in the kitchen.

weary polite tidy

Add the same suffix to each of the three words to make

- 5 **nouns** weariness, politeness, tidiness
- 6 **adverbs** wearily, politely, tidily

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

- 7 h o s p i t a l
- 8 r e s t a u r a n t
- 9 o b s e r v a t o r y
- 10 g y m n a s i u m

PART A Focus
1-4: sentence types; relative clauses
5-6: suffixes; word classes
7-10: words that are often misspelt

B Word work

- 1 Add **ie** or **ei**.
p ie r c e b r ie f l y r e c ei p t
- 2 What rule did you use?
'i' before 'e' except after 'c'
- 3 Underline the letter string in all the words.
ough t r ough p ough t h ough b ough
- 4 Write the two words where the letter string makes the same sound.
plough bough

PART B Focus
1-2: i before e rule
3-4: letter string ough
5-7: root words; word families
8-10: subject-specific vocabulary

Write three words related to the root word in **bold**.

- 5 **hero** heroism, heroic, superhero
- 6 **just** justice, justly, injustice
- 7 **know** knowing, knowledge, known

Write a definition. **Clue: to do with plants**

- 8 **germination** when a seed starts sprouting
- 9 **dispersal** how seeds are scattered
- 10 **pollination** how pollen is transferred

C Sentence work

Identify the text type. Underline the longer noun phrase at the start of the sentence.

- 1 The brave teenager, now resting at home, rescued her trapped friends. newspaper report
- 2 Hundreds of homeless animals are in urgent need of your help – right now. persuasive text
- 3 The man with the white beard stood in the quiet, moonlit square. story

Give two ways in which the nouns in the above phrases are modified.

- 4 using expressive/descriptive adjectives
- 5 using prepositional phrases

Write four modal verbs that could be used to complete the sentence.

- 6 He _____ be late today. could, might, will, may
- 7 They _____ have passed us. may, will, must, could

Put a tick if the apostrophes are used correctly. Put a cross if they are not.

- 8 Jenny's mum hadn't any money. Fan's were eager to see Citys' new signing.
- We could'nt hear the actor's dialogue.

Write correctly the sentences that you have put a cross beside.

- 9 We couldn't hear the actors' dialogue.
- 10 Fans were eager to see City's new signing.

PART C Focus
1-3: identifying text types; expanded noun phrases
4-5: noun modification
6-7: modal verbs
8-10: using apostrophes

A Warm-up

Write a sentence about a new snack called choco-pops. Begin with the given determiner.

- 1 This snack is the perfect chocolate treat.
- 2 An amazing new snack for you to try.
- 3 Some snacks are boring but choco-pops are a taste sensation.
- 4 Every bite is like a chocolate explosion on your tongue.

What word could you write in the gap to make a new word? Write two possibilities.

- 5 in _____ ly sincere, correct
- 6 un _____ ably avoid, comfort
- 7 ir _____ ibly response, resist

Add the name of a household item to complete the word.

- 8 e n v iron m e n t
- 9 o c cup y
- 10 a c c o m pan y

PART A Focus
 1-4: use of determiners
 5-7: word structure; ly, ably, ibly
 8-10: words that are often misspelt

B Word work

Cross out the words that are wrongly spelt. Write the correct spellings.

- 1 The ~~fourty~~ soldiers were ~~incredibly~~ brave.
forty, soldiers, incredibly
- 2 Can ~~amatures~~ compete with ~~professionels~~?
amateurs, compete, professionals

Add two words with the same suffix.

- 3 ~~quarrelsome~~ troublesome, fearsome
- 4 ~~toward~~ downward, onward
- 5 ~~lengthwise~~ clockwise, likewise

Draw a line to match the synonyms.

- 6 enforce ———— abandon
- 7 desert ———— propose
- 8 suggest ———— impose

PART B Focus
 1-2: common spelling errors
 3-5: suffixes
 6-8: synonyms
 9-10: words with more than one meaning; word classes

Underline the words that

- 9 can be **nouns** as well as **adjectives**
ugly annual large final busy
- 10 can be **nouns** as well as **verbs**
cook rely polish deliver compose

C Sentence work

Reorder the words to make three better sentences. Start each one with a different adverbial.

The king saw the statue unfortunately as he entered the castle in the evening.

- 1 Unfortunately, the king saw the statue in the evening as he entered the castle.
- 2 As he entered the castle in the evening, unfortunately the king saw the statue.
- 3 In the evening, the king unfortunately saw the statue as he entered the castle.

Cross out the words that are informal. Write new words that sound more formal.

- 4 They ~~got rid~~ of the ~~stuff~~. disposed, goods
- 5 They ~~got hold~~ of the ~~kit~~. seized, equipment
- 6 The ~~bloke~~ seemed a ~~bit shady~~. gentleman, little untrustworthy

Add a pair of brackets within each sentence.

- 7 Some eagles build their nests (called eyries) on cliff tops.
- 8 Ned kept the two dogs (Shep and Flick) for many years.
- 9 Rob Jones (the team's manager) was unhappy with the decision.
- 10 What other punctuation could have been used instead of brackets? a pair of commas or dashes

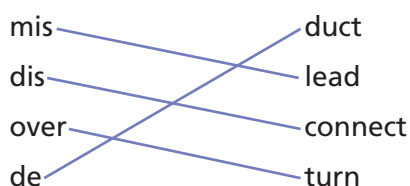
PART C Focus
 1-3: reordering phrases, clauses, adverbs; commas after fronted adverbials
 4-6: formal vocabulary
 7-10: commas, brackets and dashes to indicate a parenthesis

A Warm-up

Use the words **football** and **cake** in a sentence with

- 1 **one clause** The football landed in the cake.
- 2 **two clauses** After playing football for an hour, we devoured the cake.

3 Join a prefix to the word to make a verb.



PART A Focus
 1-2: single and multi-clause sentences
 3-7: verb prefixes
 8-10: compound words

Use the words to complete these phrases.

- 4 disconnect a cable
- 5 overturn a boat
- 6 deduct points
- 7 mislead people

All these compound words are to do with computers. Complete them using

- 8 **adjectives** short cut hard ware
- 9 **prepositions** down load on line
- 10 **nouns** task bar net work

B Word work

- 1 Underline the root words.
outrageous prosperous rebellious
- 2 Which root word changes when **ous** is added?
rebel because you double the 'l' and add 'ious'

- 3 Complete these word sums.
medal + ist = medallist
control + able = controllable

PART B Focus
 1-2: spelling rules for adding ous
 3: adding suffixes to words ending l
 4-9: word meanings; prefixes: in, im
 10: shortened words; formal and informal vocabulary

Write the word to go with the definition.
Clue: starts with in or im

- 4 indefinite not fixed, unclear
- 5 incomplete unfinished
- 6 immature childish
- 7 immobile fixed, cannot be moved
- 8 improbable not likely
- 9 inaccurate wrong, not exact
- 10 Write the longer word to use in formal writing.
fridge refrigerator **ref** referee
brill brilliant **veg** vegetables

C Sentence work

Underline the main clause.

- 1 He waited for hours as the rain fell.
- 2 I enjoyed the game even though we lost.

Rewrite 1 and 2 above with the subordinate clause at the start.

- 3 As the rain fell, he waited for hours.
- 4 Even though we lost, I enjoyed the game.

Extend and improve the sentence. Include a relative clause.

- 5 A wizard sped down the street.
A wizard on a broomstick sped down the street, which was crowded with hovermobiles.
- 6 The little girl heard footsteps.
The little girl, who had lost her way in the woods, heard the patter of footsteps.
- 7 He saw a face.
He screamed when he saw the hideous face that appeared at the window.

Add a colon and continue the sentence with a list.

- 8 We divide the year up into four seasons: spring, summer, autumn and winter.
- 9 Abby checked her pockets: keys, pen, notebook and mobile phone.
- 10 For this trick you need a few simple objects: a hat, a rabbit and a magic wand.

PART C Focus
 1-4: main and subordinate clauses; reordering clauses; use of commas
 5-7: using relative clauses
 8-10: use of a colon to introduce a list

A Warm-up

Read the headline. Then write the first sentence of the article including a subordinate clause.

- 1 **United on cloud nine** Melton United fans were ecstatic after their team had an amazing 9-0 win over City.
- 2 **Thief caught red-handed** A thief was arrested yesterday morning, while still carrying the plant he had stolen.

Write two words related to the word in **bold**.

- 3 **apology** apologise, apologetic
- 4 **mystery** mysterious, mystify
- 5 **apply** application, reapply
- 6 **calculate** calculator, calculation

- 7 Make six verbs by adding prefixes to **act** and **do**.
undo, redo, overdo,
interact, react, overact

PART A Focus
1-2: subordinate clauses
3-6: word families and related words
7: verb prefixes
8-10: spelling strategies

Add a short word to complete the longer word.

- 8 m e a sure m e n t
- 10 a c cord i n g l y
- 9 d i s a p point e d

C Sentence work

Combine the three sentences into one. Do it in four different ways.

It was still snowing. Amy rushed outside. She made a snowman.

- 1 While it was still snowing, Amy rushed outside and made a snowman.
- 2 It was still snowing so Amy rushed outside and made a snowman.
- 3 Amy rushed outside while it was still snowing to make a snowman.
- 4 As Amy rushed outside to make a snowman, it was still snowing.

Write three alternatives for the word in **bold**. They do not have to be synonyms.

- 5 **The people were shouting.** Many, Two, Some
- 6 **The dog was on the table.** by, under, beside
- 7 Write the name of the class of words that you used
in Q5: determiners in Q6: prepositions

Draw a line to the name of the punctuation mark used between the clauses.

- 8 That morning, I was very late; Ben had already left. — colon
- 9 We were delighted: the party had been a success. — comma
- 10 When I eventually arrived, it was too late. — semi-colon

PART C Focus
1-4: forming sentences with more than one clause
5-7: word classes: determiners and prepositions
8-10: identifying colons and semi-colons

B Word work

Add the suffixes to each root word to make three new words.

ing ed ence

- 1 refer ring refer red refer ence
- 2 confer ring confer red confer ence
- 3 prefer ring prefer ed prefer ence

- 4 Underline the word that should have a hyphen.

reassure reenter reboot refill refuel

PART B Focus
1-3: adding suffixes to words ending fer
4: prefixes with hyphens
5-7: prefixes; word meanings
8-10: words with subject-specific meanings

Add the correct prefix.

- 5 The footballer signed a new con tract.
- 6 I can dis tract him while you escape.
- 7 Nothing will de tract from her success.

Write a definition.

- 8 **pitch** (in music) tone, high or low
- 9 **pitch** (in sport) an area for playing on
- 10 **pitch** (in camping) to put up (a tent)

A Warm-up

Reorder the words to make three different sentences.

was Jake sitting there beside her

- 1 There was Jake, sitting beside her.
- 2 There, sitting beside her, was Jake.
- 3 Sitting beside her, there was Jake.

Underline the possessive pronoun that is hidden in each word.

- 4 determined 5 profits

Underline the preposition that is hidden in each word.

- 6 ordinary 7 recovery

Write an adverb using the word in **bold**.

- 8 **probable** probably
- 9 **possible** possibly

- 10 Underline the verb to which you can add all these prefixes.

re im dis

claim cover prove press

PART A Focus
1-3: varying word order
4-7: word classes;
visual spelling strategies
8-9: adverbs; ably, ibly
10: verb prefixes

B Word work

Add the missing syllables.

- 1 con / tro / ver / sy
Clue: strong disagreement about an issue
- 2 ap / pre / hen / sive
Clue: anxious
- 3 op / por / tu / ni / ty
Clue: a chance to do something
- 4 il / lu / mi / nate
Clue: light up

PART B Focus
1-4: spelling strategies for words that are often misspelt
5-7: root words; suffixes; word classes
8-10: using word structure to work out the meaning of technical words

Write a noun and an adjective related to the verb.

- 5 **create** creation, creative
- 6 **vary** variety, various
- 7 **imagine** imagination, imaginary

Write a definition.

Clue: found in a book about the Moon

- 8 **weightlessness** having no weight
- 9 **uninhabitable** no-one can live there
- 10 **spherical** round like a ball

C Sentence work

Add the missing punctuation.

- 1 Simon turned. ^Iit was the same voice. ^Yyes, there was the mysterious stranger.
- 2 There was a crash. ^SStella jumped. she clutched the chair, waiting.

Add a subject and an object to complete the sentence.

- 3 Alfie dropped the mobile phone.
- 4 Police caught the criminals.

Write three adverbials that could be used

- 5 **to show a result** as a result, consequently, as a consequence
- 6 **to add more information** also, furthermore, moreover
- 7 **to put a different view** however, in contrast, on the other hand

Continue the sentence with a simile or a metaphor that creates a feeling of

- 8 **panic** The crowd moved like a huge animal fleeing from danger.
- 9 **calm** The wind was a gentle giant softly rustling the trees.
- 10 **excitement** The acrobat flew through the air like an arrow speeding to its target.

PART C Focus
1-2: punctuating main clauses; use of commas
3-4: subject and object
5-7: linking adverbials for cohesion
8-10: using language for effect; figurative language

A Warm-up

The Tardis has disappeared.

PART A Focus
 1-3: sentence types; structures
 4-6: prefixes: ir, il, im
 7-10: root words; word families

Write the next three sentences.

- 1 **an exclamation** What a disaster this is!
- 2 **a question** What has happened to the Doctor?
- 3 **a possibility** Maybe the Tardis has been captured by the Daleks and taken to their spaceship.

The ending of the word is missing. Write two suggestions as to what the complete word might be.

- 4 i l l u illustrate, illuminate
- 5 i m m e immense, immediate
- 6 i r r e irregular, irrelevant

Write two words related to the word in **bold**.

- 7 **perform** performer, performance
- 8 **drama** dramatic, dramatically
- 9 **idea** ideal, idealist
- 10 **assist** assistant, assistance

B Word work

Add the same ending to all three words.

- ery ary ory**
- 1 diction ary prim ary ordin ary
 - 2 gall ery lott ery cemet ery
 - 3 categ ory fact ory direct ory

4 Make four words using these word parts only.

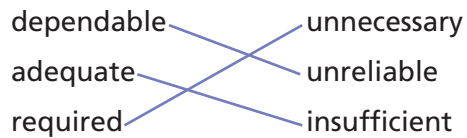
PART B Focus
 1-3: unstressed endings
 4-8: roots and their meanings
 9-10: antonyms and synonyms

- graph auto bio y logy**
autograph, biology,
autobiography, biography

Write the meaning of the word part.

- 5 **auto** self 7 **bio** life
- 6 **graph** writing 8 **logy** the study of

9 Draw a line to match the antonyms.



10 Underline the two synonyms.

- havoc haven harmony disorder distinct

C Sentence work

Add a subordinate clause that gives a contrasting idea. Use a different conjunction each time.

- 1 Some believe that the fire was caused deliberately while others say it was an accident.
- 2 Hannah was trembling as Kate stood over her, gloating.
- 3 They continued to struggle although their efforts were useless.
- 4 City had the better first half, whereas United were stronger in the second.

- 5 Underline the subject of this sentence.
- 6 Underline the object of this sentence.
- 7 Write a sentence using the word **flames** as the **subject** Flames burnt the trees.

Fire destroyed acres of woodland.
 Fire fighters fought the fire.

object Strong winds fanned the flames.

PART C Focus
 1-4: adding subordinate clauses; using a range of conjunctions
 5-7: subject and object
 8-10: use of a colon, dash and brackets

Continue the sentence after the punctuation mark.

- 8 Many objects are made from wood: tables, shelves, cupboards and pencils.
- 9 The rock is very porous (full of holes).
- 10 The door slammed – they were trapped!

A Warm-up

- 1 Write a two-clause sentence using these words.

book hair pencil

As she was reading the book, she idly twisted her hair around the pencil.

Write two three-syllable words with the ending given.

- | | | |
|---------------|------------------|-------------------|
| 2 ture | <i>adventure</i> | <i>signature</i> |
| 3 sure | <i>composure</i> | <i>exposure</i> |
| 4 sion | <i>dimension</i> | <i>illusion</i> |
| 5 tial | <i>initial</i> | <i>torrential</i> |

Write the suffix that makes all the words into verbs.

- | | |
|---------------------------------|------------|
| 6 sharp tight bright deep light | <i>en</i> |
| 7 idol equal final organ civil | <i>ise</i> |

Complete the simile.

- | | |
|-----------------|----------------------------|
| 8 as springy as | <i>elastic legs</i> |
| 9 as welcome as | <i>the start of spring</i> |
| 10 as silent as | <i>a falling snowflake</i> |

PART A Focus
 1: forming two-clause sentences
 2–5: words ending ture, sure, sion, tial
 6–7: verb suffixes
 8–10: similes

B Word work

Add the correct ending to the adjectives.

- | | |
|------------|------------|
| 1 transpar | <i>ent</i> |
| 2 toler | <i>ant</i> |
| 3 eleg | <i>ant</i> |
| 4 conveni | <i>ent</i> |

PART B Focus
 1–4: unstressed endings ant, ent
 5–8: rules for adding suffixes to words ending fer and ge
 9–10: formal and informal word choice

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

- | | |
|-----------------|-------------------|
| 5 confer | <i>conference</i> |
| 6 infer | <i>inference</i> |

Write an adjective related to the word in **bold**.

- | | |
|-------------------|---------------------|
| 7 courage | <i>courageous</i> |
| 8 recharge | <i>rechargeable</i> |

Write a more formal synonym for the word in **bold**.

- | | |
|---------------------------|------------------|
| 9 It was wrecked . | <i>destroyed</i> |
| 10 We ditched it. | <i>discarded</i> |

C Sentence work

Is the sentence active or passive? Write your answer.

- | | |
|-------------------------------|----------------|
| 1 The case was closed. | <i>passive</i> |
| 2 A stranger opened the door. | <i>active</i> |
| 3 Rain destroyed the crops. | <i>active</i> |

PART C Focus
 1–5: active and passive voice
 6–8: varying sentences for effect; sentences with main and subordinate clauses
 9–10: punctuation: full stops, commas, inverted commas, apostrophes

Rewrite the active sentences as passive sentences.

- | | |
|---|--|
| 4 <i>The door was opened by a stranger.</i> | 5 <i>The crops were destroyed by rain.</i> |
|---|--|

Continue the sentence so that it builds up suspense. Add a subordinate and a main clause.

- | |
|--|
| 6 I followed the path <i>as it twisted through the sinister tangle of branches and it led me into the heart of the forest.</i> |
|--|

Write two short contrasting sentences to follow the long one that you have just written.

- | | |
|-----------------------------------|-----------------------|
| 7 <i>A twig snapped close by.</i> | 8 <i>What was it?</i> |
|-----------------------------------|-----------------------|

Punctuate the extract.

- | |
|--|
| 9 Charlie, now aged 92, remembers Ilford as it was. "There was Wilson's dairy," he recalls. |
| 10 Julia Hopkins, who judged the competition, said, "Nikki's poster is really eye-catching." |

A Warm-up

Write a pun based on the homophones.

- 1 **hair/hare** This dog caused a hare-raising experience.
- 2 **right/write** The book launch was all write on the night.
- 3 **sent/scent** This perfume is heaven scent.
- 4 **you/ewe** "It's all right for ewe," says cow to sheep outside burger bar.

Underline the words that do **not** have a plural form.

- 5 child furniture goose advice

PART A Focus
 1-4: puns
 5: unusual plurals
 6-7: word classes
 8-10: prefixes

Use the word **charge** as a

- 6 **noun** There is a charge to go in.
- 7 **verb** I must charge my phone.

Add the same prefix to all three words.

- 8 de fault de flate de compose
- 9 co- owner co- driver co- star
- 10 en large en grave en trust

C Sentence work

Rewrite the sentence in the passive voice.

- 1 City won the game. The game was won by City.
- 2 The mayor presented the prize. The prize was presented by the mayor.
- 3 Jaguar made the car in 1961. The car was made by Jaguar in 1961.
- 4 The waves splashed the spectators. The spectators were splashed by the waves.

The old lady glared at the boy.

Add more detail to this sentence by adding

- 5 **a relative clause** The old lady glared at the boy who was loitering suspiciously by the gate.
- 6 **a parenthesis** The old lady – clearly, not very happy – glared at the boy.
- 7 **another main clause** The old lady glared at the boy and he glared back.

PART C Focus
 1-4: changing active voice to passive
 5-7: varying sentence structure
 8-10: commas after fronted adverbials; using a dash between main clauses

Punctuate the sentence by adding a comma and a dash.

- 8 Although desperate to finish, he couldn't walk any further—the pain was too bad.
- 9 If you want the best, try Zoom trainers—they're great!
- 10 When he heard this, Joe began to laugh—he knew the truth at last.

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

B Word work

Cross out the words that are wrongly spelt. Write the correct spellings.

- 1 I made ~~frequent~~ journeys to ~~foreign~~ lands.
frequent, journeys, foreign
- 2 I ~~past~~ many ~~familiar~~ towns in the ~~reegion~~.
passed, familiar, region
- 3 I ~~recerognised~~ many ~~ansient~~ ~~structchers~~.
recognised, ancient, structures

Underline the root and write its meaning.

- 4 popular population populate
people
- 5 pedal pedestrian pedometer
foot
- 6 aeroplane aerospace aerosol
air
- 7 prime primary primrose
first

PART B Focus
 1-3: common spelling errors
 4-7: meaning of roots
 8-10: synonyms for conjunctions

Write two synonyms to use in formal writing.

- 8 **plus** additionally, moreover
- 9 **so** consequently, therefore
- 10 **then again** on the contrary, alternatively

Writing task assessment sheet: The happening

Name: _____ Class/Set: _____

Teacher's name: _____ Date: _____

Sentence structure and punctuation

	Always/often	Sometimes	Never
Sentences are varied in length, using main and subordinate clauses including relative clauses			
Parenthesis is used for variety and economy			
Adverbials are used to add detail or to comment on events			
Expanded noun phrases are used to inform and describe			
A range of conjunctions and relative pronouns is used			
Use of tense is consistent with varied time references (e.g. progressive, perfect forms)			
Modal verbs and adverbs are used to suggest possibility			
Sentences are shaped for effect (e.g. fronting adverbials)			
Sentences are demarcated accurately			
Direct speech is set out and punctuated correctly			
Commas are used to mark phrases and clauses			
Apostrophes are used correctly			
Commas, brackets and dashes are used for parenthesis			
A single dash or colon is used correctly			

Composition and effect

Character, setting and events are developed to match chosen genre and to develop atmosphere			
Events are shaped into paragraphs to develop events			
Relationships between paragraphs are made clear (e.g. using adverbials, pronouns, repeated words)			
Story is developed through selection of detail, and actions are integrated with dialogue			
Features and techniques drawn from stories read are used, including use of figurative language			
Vocabulary is chosen for clarity and effect			

Spelling

Knowledge of spelling patterns is applied correctly			
Correct spelling of words that are often misspelt			
Homophones are correct			
Common roots, prefixes and suffixes are correct			
Rules for adding suffixes are applied and exceptions are correct			

Completed proofreading task: Flood alert

Name: _____ Class/Set: _____

Teacher's name: _____ Date: _____

All day, water levels have continued to rise, threatening many homes.

Mr Jackson, the chief flood officer, said, "Of course, many people are feeling anxious. And we are offering advice and assistance wherever possible."

The floods have also caused chaos across the transport system. Earlier today, police closed the roads 'treacherous' and said that people ought to remain in their homes. Some drivers' cars were underwater.

Eric Brown, an ex-police officer who lives in the village, told us he could not believe how quickly the water rose. He said, "We're just relieved to be safe."

Even though there has been torrential rain for several days, it seems people received no official warning.

According to weather forecasters, more rain is expected this evening so the situation could possibly worsen.

Section 1 tasks summary

A Warm-up

Rewrite the sentence. Use more interesting nouns and verbs and add an extra detail.

- The woman gets out of the car.
The film star emerges from her limousine to an explosion of flash bulbs.
- The dog looked at the man.
The bulldog peered at the postman with a look of hatred.
- The man came into the room.
The judge swept into court carrying a pile of papers.

Add one letter to make a grammar term.

- smile simile
- cause clause
- phase phrase
- nun noun

PART A Focus
1–3: precise word choice for effect
4–7: grammar terms
8–10: root words; word classes

Write two nouns related to the word in **bold**.

- destroy** destroyer, destruction
- apply** applicant, application
- equal** equality, equaliser

B Word work

Add a prefix and/or suffix to complete the words.

- script ure pre script ion manu script
- verb al ad verb ial ad verb
- part icular im part ial im part

Write the correct spelling of the underlined word.

- much resistence resistance
- a dorment volcano dormant
- a strange substence substance
- a good influnce influence

PART B Focus
1–3: word structure; word families
4–7: words ending *ence*, *ance*, *ant*
8–10: words with subject-specific meanings

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

- the **seabed** the bottom of the sea
- the cube's **volume** the amount of space in a 3D shape
- a **litter** of three a family of baby animals

C Sentence work

Rewrite the information as a single sentence with a relative clause. Do it in two different ways.

Oxygen is a gas. It is found in the air. It is essential to life.

- Oxygen is a gas that is found in the air and is essential to life.
- The gas oxygen, which is found in the air, is essential to life.
- Why do the single sentences sound better? They are more concise.

Rewrite the sentence, adding a preposition phrase to modify the subject of the sentence.

- The cat chased the mouse. The cat with one eye chased the mouse.
- The man saw the accident. The man from the corner shop saw the accident.
- The birds ate the seeds. The birds on the birdfeeder ate the seeds.

One day almost five years later the man returned.

Punctuate the sentence using

- commas** One day, almost five years later, the man returned.
- brackets** One day (almost five years later) the man returned.
- dashes** One day – almost five years later – the man returned.
- What are the different effects of these punctuation marks? Brackets and dashes cut off the information more definitely. Commas cause less of a break in the sentence.

PART C Focus
1–3: forming sentences with relative clauses
4–6: noun modifiers: prepositions; subject of sentence
7–10: commas, brackets and dashes to indicate a parenthesis

A Warm-up

Add three adverbs to make a sentence that says **when**, **how** and **where**.

- 1 Yesterday heavily everywhere it rained.
- 2 Today happily outdoors we played.
- 3 The man always waits patiently outside.

Make a word that ends and a word that starts with each letter string.

- 4 ener gy → gy mnastics
- 5 mer cy → cy cle
- 6 geogra phy → phy sical

PART A Focus
1-3: use of adverbs
4-6: letter strings;
spelling strategies
7-10: homophones

Write a sentence using the homophones.

- 7 **herd/heard** The herd heard a sound.
- 8 **whale/wail** The whale let out a wail.
- 9 **dear/deer** "Oh dear," said the deer.
- 10 **steel/steal** Who would steal a steel bin?

C Sentence work

Complete the sentence using these words. Circle the main clause in the sentence.

orange football

- 1 Although the orange was large, it was not as big as a football.
- 2 After playing football for an hour, they were glad of the orange juice.
- 3 As it is the team's colour, I wear an orange football scarf.

What a mess it was! You wouldn't believe it. Norma's cottage? More like Nor-mess cottage!

- 4 Underline the word that best describes the style of this text. formal traditional informal

Give three reasons to explain your choice.

- 5 The questions and exclamations make it sound like informal speech.
- 6 Contractions are used in informal speech and writing.
- 7 Short or incomplete sentences are informal.

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

- 8 Have you tried jogging before, Emma?
- 9 Giraffes, which have long necks, can reach food from tall trees.
- 10 According to Bharat, James is often late.

B Word work

Write the adjective related to the noun.

- 1 **nutrition** nutritious
- 2 **suspicion** suspicious

Write the verb and noun related to the word in **bold**.

- 3 **insistent** insist insistence
- 4 **defiant** defy defiance

Add the missing syllables.

- 5 im / me / di / ate / ly
Clue: straightaway
- 6 ap / prox / i / mate / ly
Clue: roughly, about
- 7 ap / pa / rent / ly
Clue: seemingly

PART B Focus
1-4: using known words to spell other words: tious/cious, ence/ance
5-7: spelling strategies for tricky words
8-10: choosing synonyms

Write a synonym for the word in **bold**.

- 8 It was a **difficult** journey. strenuous
- 9 It is a **difficult** problem. complex
- 10 He can be **difficult**. troublesome

A Warm-up

Use the words **pigeon** and **wall** in a sentence using

- 1 a **parenthesis** The pigeon, which landed on the wall, was enormous.
- 2 **two main clauses** The pigeon was sitting on the wall but then it flew away.
- 3 a **conjunction** I fell off the wall because I glimpsed an enormous pigeon.

Complete the mnemonic, which helps you to spell the word at the end of the sentence.

- 4 You find a dent in an acci dent.
- 5 There is a rat in sepa rat e.
- 6 Put a pet in a com pet ition.
- 7 Find out who met in a ce met ery.

Write two words related to the word in **bold**.

- 8 **identity** identify, identical
- 9 **belief** believe, disbelief
- 10 **human** humane, humanity

PART A Focus
1–3: varying sentence structures
4–7: spelling strategies; mnemonics
8–10: root words

B Word work

Write the word to go with the definition.
The word begins with one of these prefixes.

il im ir

- 1 improbable unlikely
- 2 illusion a false idea
- 3 irreversible cannot be changed back or undone

PART B Focus
1–3: spelling words with prefixes; suffixes
4–6: i before e spelling rule; exceptions
7–10: formal vocabulary

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

- 4 d e c ei t y ie l d s ei z e
- 5 r e l ie v e s ie g e p r o t ei n
- 6 Which two words in questions 4 and 5 do **not** follow the normal 'i before e' rule?

'seize' and 'protein'

Write a more formal synonym for the word in **bold**.

- 7 Leave your **stuff** here. possessions
- 8 It was **okay**. acceptable
- 9 They **put up** the price. increased
- 10 Knock before you **go in**. enter

C Sentence work

Complete the sentence so that it follows this one.

Rays from the sun can be harmful.

- 1 For example, they can damage your skin.
- 2 Furthermore, looking at the sun directly can harm your eyes.
- 3 As a result, it is important to use skin protection and wear sunglasses.
- 4 However, don't let this spoil your summer fun.

Cross out the verb. Change it to the present perfect form.

- 5 We ~~are holding~~ have held talks with the shop's owner.
- 6 The plants ~~are beginning~~ have begun to grow.
- 7 The wind ~~is doing~~ has done a lot of damage.
- 8 Miss Hawkins ~~is teaching~~ has taught us about plants.

PART C Focus
1–4: linking adverbials; cohesive devices
5–8: verb tenses: the perfect form of verbs
9–10: use of semi-colons in lists; noun phrases

Add three more noun phrases to the list.

- 9 The room was full of treasure: necklaces of glistening stones; rings with the reddest of rubies; diamonds like pieces of ice; bags of gold coins.
- 10 He created a sumptuous feast: plates of roasted meats; steaming bowls of fresh vegetables; warm, oven-fresh pastries; rich, creamy cakes.

A Warm-up

Rewrite the sentence, changing the word order.

A figure appeared slowly, as the mist faded.

- Slowly, as the mist faded, a figure appeared.
- As the mist faded, a figure slowly appeared.
- As the mist faded, a figure appeared slowly.

Write a word with the ending given.

- ion million
- cious delicious
- tious ambitious

PART A Focus
1–3: reordering sentences for effect
4–6: words ending ion, cious, tious
7–10: subject and object

Add a subject and an object.

- The author wrote a book.
- Mason packed the bags.
- The dog caught the stick.
- The elephant drank the water.

B Word work

Write sentences using the word **just** as an

- adverb It just happened.
- adjective It was a just verdict.
- Add suffixes to make **just** into a
verb justify
noun justice
- Write three more words related to the word **just**.
justly justified adjust

PART B Focus
1–2: homonyms; word classes
3: suffixes to change word class
4: word families
5–8: silent letters
9–10: common roots

Add the silent letter.

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

Write three words that end with the letters in **bold**.

- clude conclude, include, preclude
- gram anagram, diagram, pictogram

C Sentence work

Rewrite the sentence in the passive voice.

- A security man guarded the painting. The painting was guarded by a security man.
- Dr Gill organised the competition. The competition was organised by Dr Gill.
- The mud ruined her shoes. Her shoes were ruined by the mud.
- The emperor saved the kingdom. The kingdom was saved by the emperor.
- How is the passive version different? It makes the receiver of the action the subject of the sentence.

Continue the sentence with a relative clause. Create a different mood in each sentence.

- He came to a room which was lit by hundreds of tiny candles.
- He came to a room where discarded newspapers lay on the bare wooden floor.

Punctuate the sentences. Use different punctuation marks in each one.

- It seemed to me, or perhaps I imagined it, that the old man smiled.
- If she fails—as I think she will—we must go on alone.
- The planets orbit (travel round) the Sun.

PART C Focus
1–5: changing active voice to passive
6–7: creating contrasting moods; relative clauses
8–10: commas, brackets and dashes to indicate a parenthesis

A Warm-up

Use the words **car** and **tree** in a sentence using

- the active voice** The car hit a tree.
- the passive voice** The tree was damaged by the car.
- a conjunction** The car hit the tree as it suddenly turned left.
- a relative clause** The car that I saw was parked under the tree.

Make a word that ends and a word that starts with each letter string.

- lea gue → gue ss
- forei gn → gn aw
- uni que → que stion

PART A Focus
1–4: varying sentence type
5–7: letter strings; spelling strategies
8–10: spelling; linking adverbials

Complete the spelling of the linking adverb.

- c o n s equently **Clue:** *as a result*
- s u b s equently **Clue:** *afterwards*
- i n i tially **Clue:** *at first*

C Sentence work

Ravi waited by the door.

Rewrite the sentence, adding a subordinate clause to the

- beginning** When it was time to leave, Ravi waited by the door.
- middle** Ravi, who had seen exactly what happened, waited by the door.
- end** Ravi waited by the door until the others had gone.

Does the text sound formal or informal?

- Anita was born in 1948 in King's Norton, part of Birmingham. formal
- Just in from college. What a day it was! informal

Give two features used in the informal text that are not found in formal writing.

- an incomplete sentence
- an exclamation

Add a colon and complete the sentence.

- He couldn't read the letter: the handwriting was atrocious.
- She read the address on the note: it was 6 Park Street.
- Evie read the opening words: 'Once upon a time there was a daydreamer named Flo.'

B Word work

- Add the correct prefix.

post **pre**

pre caution post script pre cede

Write the meaning of the prefix.

- pre** before
- post** after

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

- vis ible detest able resist ible
- formid able accept able aud ible

Which two words above do **not** follow the usual **able/ible** pattern?

- formidable
- resistible

- What is the normal rule for adding **able** and **ible**?

'able' is added to a complete recognisable word and 'ible' to a stem

Write a definition of the well-known saying.

- in the limelight** the centre of attention
- to be given the sack** to lose your job

PART C Focus
1–3: adding subordinate clauses
4–7: features of informal writing
8–10: use of a colon

A Warm-up

Continue the sentence after the conjunction.

- The clown danced even though he felt sad.
- The clown danced as if he were a clockwork toy.
- The clown danced whenever the music played.

Add a suffix to make the word into a verb.

- crystal lise
- beauty ify
- critic ise
- identity fy

Put the letters in order to make a word.

- o g h u t tough
- o g u h c cough
- o g h t u f fought

PART A Focus
1–3: using a range of conjunctions
4–7: suffixes to form verbs
8–10: words with letter string ough

B Word work

Add the ending to complete the adverb.

- consider ably *Clue: very much*
- notice ably *Clue: quite clearly*
- incred ibly *Clue: amazingly*

Complete the word sum.

- curious + ity = curiosity
- generous + ity = generosity
- vapour + ise = vaporise
- glamour + ise = glamorise

PART B Focus
1–3: adverbs; words ending ably, ibly
4–8: spelling rules; exceptions
9–10: subject-specific meanings

- Explain why these words do not follow usual spelling rules.

Because you drop the 'u' in 'our' or 'ous' when adding the suffix.

Write a definition.

- metre (in maths) a unit for measuring length
- metre (in poetry) rhythm

C Sentence work

Rewrite the sentence with the adverbial at the beginning.

- He stepped onto the stage despite his nerves. Despite his nerves, he stepped onto the stage.
- The door opened as she stood there weeping. As she stood there weeping, the door opened.
- What is the effect of reordering the sentences? It draws attention to the characters' feelings.

The door opened.

Rewrite the sentence as a multi-clause sentence with detail to match the story type.

- school story The bell rang, the door opened and the class spilled out into the corridor.
- mystery Slowly, the door opened and a figure moved silently into the room.
- sci-fi As Blake placed his palm on the ID pad, the lab door opened automatically.

PART C Focus
1–3: effects of reordering clauses
4–6: composing multi-clause sentences
7–10: use of punctuation

Why are the punctuation marks needed in the sentence?

Phoebe is now my ex-best friend – I mean it this time.

- hyphen joins a prefix to a word
- dash to link the two main clauses

Em says it's my fault (but she would say that, wouldn't she?).

- comma to separate a question tag
- apostrophes for contractions

A Warm-up

Cross out the noun and complete the simile with an interesting and original noun phrase.

- as white as ~~snow~~
the first snowdrop of spring
- as quiet as a ~~mouse~~
butterfly's fluttering wings
- as deep as the ~~sea~~
ocean's unexplored depths

Write in full the word that the short form stands for.

- ID identity
- pro professional
- ad advertisement
- demo demonstration

Write the missing letters.

Clue: small books

- b r o chure
- p a m phlet
- c a t alogue

PART A Focus
1-3: similes; noun phrases
4-7: spelling; short forms of longer words
8-10: spelling patterns: ch, ph, gue

B Word work

Add the same ending to make three nouns.

- accept ance guide ance ignore ance
- insist ence exis tence occur rence

Change the ending on the adjective to write the related noun.

- frequent frequency
- vacant vacancy

PART B Focus
1-4: words ending *ance, ence, ancy, ency*
5: spelling strategies for words that are often misspelt
6: silent letters
7-10: figures of speech

5 Add a short word to complete the longer word.

c o m pan y e m bar r a s s
e n v iron m e n t v e get a b l e

6 Write the word correctly.

thisle thistle doutful doubtful

Add the same word to complete both figures of speech.

- in hot pursuit; too hot to handle
- the heat is on; in the heat of the moment
- out cold; make your blood run cold
- a cool customer; keep your cool

C Sentence work

Complete the subordinate clause to add a condition.

- The sponsored walk will go ahead on Friday unless it rains.
- People would not drop litter if there were more litter bins.
- Martin will be able to come, provided that he is over his cold.
- They will be here soon, so long as the traffic is not too bad.

PART C Focus
1-4: conditional sentences
5-7: summaries; subordinate clauses
8-10: use of a semi-colon

Write a one-sentence summary of the story that includes a subordinate clause.

- Cinderella** A young girl goes from rags to riches when she meets Prince Charming.
- Goldilocks** A girl causes chaos in the bears' house, before she runs off on their return.
- Robin Hood** A brave Sherwood Forest youth, who robs from the rich and gives to the poor, escapes the sheriff's best efforts to capture him.

Add a semi-colon.

- There was no choice; we had to leave.
- Don't interrupt; I haven't finished.
- The house was empty; nothing stirred.

A Warm-up

Write a question-and-answer joke based on the homonym.

- 1 **trunk** Where does an elephant pack?
In its trunk.
- 2 **wave** Is the sea friendly?
Yes, it waves.
- 3 **watch** What sort of dog ticks?
A watchdog.

Add the same short word to complete both longer words.

- 4 des tin ation ex tin guish
- 5 lis ten ed glis ten ed
- 6 fo reign sove reign
- 7 gra dual indivi dual

Add the missing letters.

Clue: story types

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

PART A Focus
1-3: homonyms; word play
4-7: spelling strategies
8-10: spelling patterns

B Word work

Add a word to complete each compound word.

Clue: conjunctions

- 1 there fore
- 2 hence forward
- 3 never theless
- 4 more over
- 5 Underline the prefix in each word.
dissolve conscience correspond accompany
- 6 How does this help to spell the word correctly?
Because you can see the prefix and the root word.
- 7 Add the silent letter. **b p**
de b t re p t
plum b ing p salm

PART B Focus
1-4: formal conjunctions
5-6: spelling strategies for words that are often misspelt
7: silent letters
8-10: older vocabulary

Write a modern phrase that means the same.

- 8 **set forth** set out
- 9 **yonder** over there
- 10 **go thither** go to that place

C Sentence work

Rewrite the sentence in the passive voice without mentioning the person or people responsible.

- 1 Jasper slew the dragon. The dragon was slain.
- 2 The people sent a message. A message was sent.
- 3 A servant had broken the mirror. The mirror had been broken.
- 4 The postman had delivered the letter. The letter had been delivered.

Complete the table with words and phrases used in formal and informal letters.

	formal	informal
5	domestic residence	home
6	Dear Sir or Madam	Hi!
7	in duplicate	with a copy

PART C Focus
1-4: passive voice
5-7: formal and informal language
8-10: use of a colon

Why has the colon been used?

- 8 There are three events: the sprint, long jump and high jump. To introduce a list.
- 9 He read the words on the sign: Harborough Hall. To introduce a piece of information.
- 10 He knew he was late: it was past nine o'clock. To show where the new main clause begins.

A Warm-up

Write the next three sentences.

Harry slipped and fell into the mud.

- As a result, he was covered in mud from head to toe.
- Unfortunately, he did not have a change of clothes with him.
- However, he was almost home so he could soon get changed.

Underline the word that **cannot** be a verb.

- book float ring planet bat
- pop spot safe snap bubble
- light lead year note ferry

Add the missing letters.

- m y t h o l o g y
- m y s t i f y
- h y p n o t i s t
- s y m m e t r i c a l

PART A Focus
1–3: linking adverbials
4–6: word classes; meanings
7–10: spelling patterns; y sound spelt i

B Word work

- Add the correct prefix. **sub anti micro**
anti freeze anti dote anti biotic
micro chip micro -organism
sub merge sub zero sub terranean

Write the meaning of the prefix.

- anti** against
- micro** very small
- sub** under

PART B Focus
1–4: prefixes; word meanings; prefixes with hyphens
5: spelling patterns
6: silent letters
7–10: choosing synonyms

- Add the same two letters to all the words.

ma chinery hea da che
ar chitect para chute

- Add the missing letter.

ex hibition ve hicle
sil houette

Write a synonym for the word in **bold**.

- Tigers **follow** their prey. stalk
- Police **follow** criminals. pursue
- Follow** the rules. obey
- I couldn't **follow** the story. understand

C Sentence work

Rewrite the sentence, adding two commas. Explain how the commas change the meaning.

- The puppies which were brown soon found new homes.
The puppies, which were brown, soon found new homes.
- The sentence now means all the puppies found new homes, not just the brown ones.
- The children who were excited waited outside.
The children, who were excited, waited outside.
- The sentence now means all the children waited outside and they were all excited.

Complete the verb table to show the past, past progressive and past perfect forms of the verbs.

5	eat	ate	was eating	had eaten
6	go	went	was going	had gone
7	take	took	was taking	had taken
8	blow	blew	was blowing	had blown

PART C Focus
1–4: commas to avoid ambiguity
5–8: verb tenses: progressive and perfect forms
9–10: varying sentence length; composing and punctuating sentences

- Complete the sentence using fewer than 10 words: **Falling** to the ground, they lay still.
- Complete the sentence using more than 20 words: **As Ruby** walked across the playing field, she was glad of the soft breeze that cooled her face and calmed her troubled thoughts.

A Warm-up

Add another clause to develop the idea. Do this in four different ways.

Jo was holding the key.

- 1 Jo was holding the key that we hoped would open the box.
- 2 Jo was holding the key because she had just opened the door.
- 3 Jo was holding the key and Luke was carrying the box.
- 4 When I opened the door, I saw that Jo was holding the key.

Write two words that end with

- 5 eous hideous, courteous
- 6 ious previous, glorious

Write the antonym.

- 7 future past
- 8 prefix suffix
- 9 antonym synonym
- 10 formal informal

PART A Focus
1–4: multi-clause sentences to develop ideas
5–6: spelling patterns: ious, eous
7–10: technical vocabulary; antonyms

B Word work

Write the common root and its meaning.

- 1 astronaut astronomer asterisk
'astro' means star
- 2 monorail monocle monologue
'mono' means single or one

Write the noun formed by adding **ance**.

- 3 appear appearance endure endurance
- 4 hinder hindrance enter entrance
- 5 Why are the spellings of the words in question 4 different?

Because you drop the 'e' from 'er' when adding the ending.

- 6 Add the ending that makes these words into nouns.
correspond ence excel lence

Write the meaning of the formal word.

- 7 endorse support
- 8 pursue chase
- 9 cease stop
- 10 commence start

PART B Focus
1–2: meaning of roots
3–6: words ending **ance**, **ence**; spelling exceptions
7–10: formal vocabulary

C Sentence work

Why has the writer used the passive voice?

- 1 The temperature was taken every hour. Because it doesn't matter who took it.
- 2 The poor man had been robbed. Because the robbed man is the most important person.
- 3 The cloak had been cut to ribbons. Because it creates a mystery; we don't know who did it.

Use personification to complete the sentence.

- 4 The sun stretched out her fingers and touched the Earth.
- 5 The sea played with the tiny boats, tossing them around.
- 6 The car groaned and spluttered, reluctant to be woken.
- 7 The river gurgled happily as it tumbled along.

Punctuate the sentence using commas and a single dash.

- 8 There, carved into the wood, was a number—the number 1004.
- 9 Flinging open the door, he ran—desperately, he ran.
- 10 It was an amazing sight—the spitting, hissing serpent, with its staring eyes and open jaws, was slithering across the ground.

PART C Focus
1–3: effect of using the passive voice
4–7: personification
8–10: use of commas; use of a dash between clauses

A Warm-up

Complete the sentence using a metaphor or personification.

- 1 Daisies peep shyly from between the blades of grass.
- 2 An aeroplane is a silver bird soaring into the sky.
- 3 Spring lit up the world with her sunny smile.

Complete the table.

	adjective	noun	verb
4	real	reality	realise
5	visual	vision	visualise
6	social	society	socialise

Add the missing letters.

Clue: sources of information

- 7 d i c t i o n a r y
- 8 b i b l i o g r a p h y
- 9 e n c y c l o p e d i a
- 10 t h e s a u r u s

PART A Focus
 1-3: use of imagery
 4-6: suffixes; word classes
 7-10: spelling; technical vocabulary

B Word work

- 1 Add the correct ending. **logy phobia athlon**
 dec athlon bio logy tri athlon
 hydro phobia zoo logy claustro phobia

Draw a line to join the root to its meaning.

- 2 athlon ————— fear of
- 3 logy ————— contest
- 4 phobia ————— the study of

PART B Focus
 1-4: meaning of word roots
 5-6: words that are often misspelt
 7-8: using root words to help spelling; silent letters
 9-10: meaning of proverbs

Add the missing vowels.

- 5 b e n e f i c i a l
- 6 s e c r e t a r y

Underline the root.

- 7 signal signature signpost unsigned

- 8 Write the words in which the **g** is silent.

signpost, unsigned

Explain the meaning of the proverb.

- 9 Don't count your chickens before they are hatched. Don't assume too soon that things will work out as you expect.
- 10 A fool and his riches are soon parted. If you are foolish you will lose your money quickly.

C Sentence work

Add a subordinate clause that gives a condition.

- 1 I could borrow the bike if I promised not to take it on the road.
- 2 He would be safe so long as no-one saw him.
- 3 The team would score more goals if they had a better striker.
- 4 You too can be a star player if you have lessons.

Write the past perfect form of the underlined verb.

- 5 No rain fell for many weeks; the ground was parched.
- 6 The crops failed and the people were starving.
- 7 Explain why the past perfect form is used in these sentences.

had fallen

had failed

It shows that the first event happened earlier and led to the second.

Cross out the conjunction and replace it with a semi-colon.

- 8 Spring is nearly here; ~~so~~ buds will soon appear on the trees.
- 9 They whispered quickly; ~~because~~ there was not much time.
- 10 The light went out; ~~therefore~~ she could see nothing.

PART C Focus
 1-4: forming conditional sentences
 5-7: past perfect verb form
 8-10: using semi-colons

A Warm-up

Make the statement into a question.

- 1 It's a lovely day today, isn't it?
- 2 You will try again, won't you?

Dad failed his driving test three times.

Write the next two sentences. Use a linking adverbial in each.

- 3 In contrast, Mum passed first time.
- 4 As a result, Mum is always criticising Dad's driving.

Underline the word that is **not** linked by meaning.

- 5 bicycle binoculars biography biceps
- 6 decade decimal December declare

Add the missing letters.

Clue: occupations

- 7 plm ber
- 8 optici an
- 9 secretary
- 10 mechanic

PART A Focus
1-2: question tags
3-4: cohesion; linking adverbials
5-6: word roots; meanings
7-10: spelling patterns

B Word work

Add the missing letters.

- 1 e n v i r on m e n t
- 2 g o v er n m e n t
- 3 p a r l ia m e n t
- 4 s o c ie t y

PART B Focus
1-4: words that are often misspelt
5: words ending *ency*, *ancy*
6-8: root words; prefixes and suffixes
9-10: older vocabulary

- 5 Add the correct word ending.

ency ancy

emerg ency hesit ancy frequ ency

Write two words formed from the root word.

- 6 **music** musical, musician
- 7 **moist** moisten, moisture
- 8 **mobile** automobile, mobility

Write a modern word or phrase that means the same.

- 9 **pauper** beggar
- 10 **wireless** radio

C Sentence work

Complete the sentence.

- 1 Limping painfully, she struggled home.
- 2 Frightened by the sudden noise, the frogs dived into the water.
- 3 Leaping bravely, they crossed the stream.
- 4 Holding the candle high, they could just make out the ceiling.

We like skateboarding so I guess a skateboard park would be great.

- 5 Underline the words that make this sentence sound personal and informal.
- 6 Rewrite the sentence to make it sound impersonal and formal.
Many youngsters enjoy skateboarding so a skateboard park would be a useful facility.
- 7 When might you use the formal version? in a formal piece of writing, for a public audience

PART C Focus
1-4: constructing and punctuating sentences
5-7: formal and informal writing
8-10: dashes, colons and semi-colons between clauses

Punctuate the sentence.

- 8 Suddenly, there was a loud scream; everyone leapt to their feet.
- 9 A word of warning: don't try this at home!
- 10 At that moment, we realised there was no going back—it was too late!

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

Writing task assessment sheet: Moving day

Name: _____ Class/Set: _____

Teacher's name: _____ Date: _____

Sentence structure and punctuation

	Always/often	Sometimes	Never
Sentences are varied in length, using main and subordinate clauses including relative clauses			
A variety of sentence types is used (e.g. questions/exclamations for an informal tone)			
A range of conjunctions and relative pronouns is used			
Use of tense is appropriate, including the perfect form			
Sentences are shaped for effect (e.g. fronting adverbials)			
Passive voice is used to maintain or change focus			
Expanded noun phrases are used to convey information concisely			
Sentences are demarcated accurately			
Inverted commas are used for direct quotes			
Commas are used to clarify meaning and avoid ambiguity			
Apostrophes are used correctly			
Commas, brackets and dashes are used for parenthesis			
A colon, semi-colon or dash is used between clauses			

Composition and effect

Features of diary form are used (e.g. personal comment, description of feelings)			
Grammar choices are appropriate to informal diary tone (e.g. questions, contractions, direct address)			
Paragraphs are used to develop events, ideas and themes			
Paragraphs and ideas are linked (e.g. using adverbials, pronouns, repeated words)			
Contrasting viewpoint is established and maintained (e.g. using comment, dialogue, detail)			
Vocabulary choices add to impact and informal style			

Spelling

Knowledge of spelling patterns is applied correctly			
Correct spelling of words that are often misspelt			
Homophones are correct			
Words with silent letters are correct			
Common roots, prefixes and suffixes are correct			
Rules for adding suffixes are applied and exceptions are correct			

Completed proofreading task: The rainforest

Name: _____ Class/Set: _____

Teacher's name: _____ Date: _____

Factual description

The rainforest is a very special environment—a precious natural habitat that is home to a variety of truly remarkable plants and animals.

Wherever light reaches the forest floor, exotic ferns flourish. While high above, the trees' branches form a canopy of leaves and flowers, which is home to millions of curious insects and animals. The trees provide these incredible creatures with an essential supply of food: fruits, nuts, seeds and pollen.

Poetic description

Trees of dizzying height tangle together, forming a secret garden not visible from below. Amongst elegant columns of greenery, brightly coloured flowers intertwine branches with their mouths open to the insistent rain.

Only tiny slivers of light and the drip of rain can pierce the darkness of the forest ceiling. Here, roots hang like ropes from ancient belfries.

Section 2 tasks summary

A Warm-up

Complete the subordinate clause.

- Jemma is happy as long as she has her music to listen to.
- Jemma is happy until she has to tidy her room.
- Jemma is happy while Lucy is away on holiday.
- Jemma is happy although she is sometimes homesick.

Add the missing letters.

- c h a m ele n
- c h a m pagn e
- c h a m pio n
- c h a n delie r

PART A Focus
1–4: subordinate clauses; using a range of conjunctions
5–8: spelling patterns
9–10: word derivation

Explain the derivation.

- hyperlink** comes from the prefix 'hyper' (meaning beyond normal) and root word 'link' (meaning connection)
- cyber café** comes from the prefix 'cyber' and the word for a coffee house

B Word work

Write the correct spelling.

- comunication communication
- prononsiation pronunciation
- exagatation exaggeration

Write two words that start with the prefix.

- mal** malfunxion, malice
- multi** multiple, multitude
- Write the meaning of the prefix.
mal bad, badly
- multi** many

PART B Focus
1–3: tricky words; common errors
4–6: meaning of prefixes
7–10: word meanings in different contexts

Write different definitions of each noun.

- rap** a sharp tap
- rap** a type of music
- cricket** an insect like a grasshopper
- cricket** a game played with bat and ball

C Sentence work

Rewrite the sentence so that the information given in brackets is included as a parenthesis.

- The gerbil is best suited to life in the desert. (UK – popular pet) The gerbil, a popular pet in the UK, is best suited to life in the desert.
- Birds of prey include hawks and owls. (hawks hunt – day; owls hunt – night) Birds of prey include hawks, which hunt during the day, and owls, which hunt at night.
- Edward Jenner pioneered vaccination. (b. 1749; a doctor) Edward Jenner (a doctor born in 1749) pioneered vaccination.

Write the formal sentence so that it sounds informal.

- I am completely blameless. I didn't do it.
- Refrain from conversing. Stop chatting.

Write the informal sentence so that it sounds formal.

- You shouldn't do things like that. Such behaviour is totally unacceptable.
- Sorry I can't help you. Unfortunately, I am not able to assist you.

Write a sentence with direct speech to open the traditional story.

- Red Riding Hood** "Don't take that short cut," warned Red's mother.
- Snow White** "I love apples," said Snow White, taking a bite.
- Aladdin** "Put down that lamp and hurry up," came an impatient voice.

PART C Focus
1–3: relative clauses in a parenthesis using commas, brackets and dashes
4–7: using vocabulary and structures of formal writing
8–10: punctuating direct speech

A Warm-up

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

- verb** I can spell the word 'abracadabra'.
- noun** The wizard cast a spell and turned Jim into a frog.

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

- subject** Caterpillars ate my plants.
- object** The boy observed the caterpillars.

Add the missing letters.

- a p p r e ci a t e
- f e r o ciou s
- a r t i f i cia l
- e f f i cie n t

PART A Focus
1-2: word classes
3-4: subject and object
5-8: spelling patterns
9-10: word structure

Make three words.

- auto tele cue gram graph**
telegram, autograph, autocue
- med graph para ic al**
paramedic, medical, paragraph

B Word work

Complete the word to go with the definition.
Use a dictionary to check the spelling.

- a n t icipate expect to happen
- a n t hology collection of poems or stories
- a n t agonism dislike; hostility
- a n t enna aerial; one of the feelers on an insect
- These words and prefixes are mixed up. Write them correctly.

webport helilung aquacam

heliport, webcam, aqualung

Write a more formal synonym.

- try** endeavour
- watch over** supervise
- ask for** request
- turn down** decline
- go ahead** proceed

PART B Focus
1-4: using a dictionary
5: prefixes
6-10: formal and informal word choice

C Sentence work

Complete the sentence.

- Hiding** her face behind a book, she crossed the room unnoticed.
- Balanced** precariously, he rescued the hat from the tree.
- Peering** over the banister, he could see the two figures arguing.
- Surprised** by the sudden attack, Dylan was unable to escape.

Edit the sentence. Cross out any repeated or unnecessary words.

- He tried ~~parachuting~~ because he had always wanted to ~~try~~ ~~parachuting~~.
- Mix the yeast into the flour and then add water ~~to the flour~~.
- The ship was pounded by enormous waves and finally ~~the ship~~ sank.

PART C Focus
1-4: varying sentence construction
5-7: use of ellipsis
8-10: use of brackets to add a parenthesis

Use brackets to add a parenthesis giving extra explanation or examples.

- Icebergs are formed when glaciers (rivers of ice) meet the sea.
- Bread, pasta (such as spaghetti and macaroni) and some cereals are made from wheat.
- Different types of figurative language (such as similes and metaphors) are used to create a mood or feeling.

A Warm-up

Write an advert for **Sam's soups** using features of informal writing.

- 1 a contraction You'll love Sam's soups.
- 2 an exclamation What a 'soup-er' idea it is!
- 3 a question tag You need something warm and tasty for lunch, don't you?
- 4 informal words Have a glug from a mug.

Add the missing letters. **Clue: types of boat**

- 5 y a c h t
- 6 d i n g h y
- 7 c a n o e

PART A Focus
1-4: features of informal speech and writing
5-7: tricky spellings
8-10: prefixes; word structure

Write the prefix that can be added to all three words.

- 8 final colon circle semi
- 9 natural structure human super
- 10 hang power load over

C Sentence work

Rewrite the sentence in the active voice to focus on the main character.

- 1 A sudden scream startled him. He was startled by a sudden scream.
- 2 The swirling lights dazzled her. She was dazzled by the swirling lights.
- 3 The man's strange clothing puzzled me. I was puzzled by the man's strange clothing.
- 4 The sound of the sea calmed Ellie's mind. Ellie's mind was calmed by the sound of the sea.

Improve the sentence. Add one or two adverbs for emphasis.

- 5 This is absolutely vital.
- 6 This creature is now extremely rare.
- 7 Safety , most importantly, is a big concern.

PART C Focus
1-4: use of the active and passive voice
5-7: editing: adding adverbs for emphasis; commas
8-10: use of a colon

Add a colon and complete the sentence.

- 8 There are five vowels: 'a', 'e', 'i', 'o' and 'u'.
- 9 These are examples of conjunctions: when, although, until.
- 10 The room was now completely empty: everyone had gone home.

B Word work

Add the same ending to all three words.

ary ery ory

- 1 direct ory categ ory dormit ory
- 2 rot ary volunt ary tribut ary
- 3 scen ery jewell ery machin ery

4 Complete the word to go with the definition.

- ball ad a song or poem
ball et a type of dance
ball ot a vote

PART B Focus
1-3: unstressed endings
4-6: word meanings and derivations; using a dictionary
7: word roots
8-10: homophones and words that are often confused

Read the words you made in question 4. Write the words that are derived from each meaning of the word **ball**. Use a dictionary to help you.

- 5 **ball** a dance ballad, ballet
- 6 **ball** a round object ballot
- 7 Write three words starting with the root **aero**.
aerobics, aerosol, aerodynamic

Cross out the incorrect words in the phrase.

- 8 a weather ~~vein~~ ~~vane~~ ~~vain~~
- 9 a ~~stationary~~ ~~stationery~~ shop
- 10 a steep ~~descent~~ ~~dissent~~ ~~decent~~

A Warm-up

Complete the sentence with a relative clause.

- There is a faraway kingdom where no-one ever smiles.
- We went to a party where everyone dressed up as superheroes.
- I remember the day when I started school.

Change one letter to make a homophone.

- course coarse
- current currant
- dual duel

PART A Focus

1-3: relative clauses using *where*, *when*
4-6: homophones
7: figures of speech
8-10: synonyms; using a thesaurus

- Write in the missing animal.
That's put the cat among the pigeons.

Write a synonym for the word in **bold**. You can use a thesaurus.

- The ground is **soggy**. saturated
- I like **soft** colours. muted
- It is a **stupid** idea. foolish

C Sentence work

Reorder the sentence so that it starts with the adverbial and focuses on the feelings of the character.

- He walked on although he was scared. Although he was scared, he walked on.
- They followed the others, as if in a trance. As if in a trance, they followed the others.
- Ed crawled into the cave despite the pain. Despite the pain, Ed crawled into the cave.
- He stood up with a tingle of excitement. With a tingle of excitement, he stood up.

- Write three phrases that introduce one side of an argument.
supporters argue, it is claimed that, some people believe that
- Write three phrases that introduce a different opinion.
opponents point out, critics of this view argue that, those against argue
- Write three adverbials that introduce an opposing view.
however, on the other hand, in contrast

PART C Focus

1-4: reordering sentences for effect
5-7: cohesive devices
8-10: hyphens to avoid ambiguity

Tick the sentence using a hyphen correctly.

- | | | | | |
|----|---|-------------------------------------|--|-------------------------------------|
| 8 | Draw twenty-two dimensional shapes. | <input type="checkbox"/> | Draw twenty two-dimensional shapes. | <input checked="" type="checkbox"/> |
| 9 | The deckchair was red-hot from the sun. | <input checked="" type="checkbox"/> | The deck-chair was red hot from the sun. | <input type="checkbox"/> |
| 10 | She is a well known film-star. | <input type="checkbox"/> | She is a well-known film star. | <input checked="" type="checkbox"/> |

B Word work

Write the correct spelling of the animal group. You can use a dictionary.

- vertebrate vertebrate
- amphibion amphibian
- mammel mammal

PART B Focus

1-3: using a dictionary to check spellings
4-6: suffixes to change word class
7-10: words with more than one meaning; word classes

Use a suffix to make the noun into an adjective.

- triangle triangular
- geometry geometrical
- cylinder cylindrical

Write different definitions of each word.

- grate (noun) part of a fireplace
- grate (verb) shave into small bits
- hide (noun) the skin of an animal
- hide (verb) keep out of sight

A Warm-up

Use the words **goat** and **socks** in a sentence using the

- active voice** The goat ate my socks.
- passive voice** My socks were eaten by the goat.
- perfect tense** The goat has eaten my socks.

PART A Focus
1–3: varying sentence type and form
4–7: spelling strategies
8–10: homophones

Add the ending of the adjective.

- torren tial
- substan tial
- atro cious
- cons cious

Write a headline using a pun based on the homophones.

- main/mane** Safari park ready for mane event
- not/knot** String is knot a problem for scouts
- aloud/allowed** No girls aloud – girl band concert cancelled

B Word work

Add the same ending to all three words. **cial tial**

- essen tial poten tial influen tial
- benefi cial artifi cial finan cial

PART B Focus
1–2: words ending tial, cial
3–4: silent letters
5–6: prefixes
7–10: formal and informal word choice

Add the silent letter.

b g h n s t

- s o l e m n i s l e c a m p a i g n
- h u s t l e e x h i b i t s u b t l e

Add a different prefix to complete each of these space terms.

- uni verse super nova tele scope
- cosmo naut atmo sphere aster oid

Write a more formal synonym to replace the word or phrase in **bold**.

- Be **on your guard**. vigilant
- It was **okay**. satisfactory
- The amount was **not enough**. inadequate
- The place was **unfriendly**. inhospitable

C Sentence work

Shorten the sentence by starting with the verb, rather than a conjunction.

- Although I was trembling with fear, I turned the key. Trembling with fear, I turned the key.
- Because she was running fast, she quickly caught up. Running fast, she quickly caught up.
- As he gathered his strength, he climbed higher. Gathering his strength, he climbed higher.
- As I was encouraged by the applause, my confidence returned. Encouraged by the applause, my confidence returned.

- Underline the adjectives. **Each snowflake is individual and unique.**
- What do the adjectives tell us about the design of snowflakes? They are all different.
- Underline the verbs. **As the bulldozers advance, all wildlife flees.**
- Why has the writer chosen these verbs? To make it sound as if the wildlife is under attack.

- Why is the comma needed in this sentence? **Has the cat eaten, Jess?**
Without the comma, it sounds like the cat has eaten Jess.
- Why is a hyphen needed in this sentence? **I re-sent the emails.**
Without the hyphen, it sounds like the writer is upset or angry about the emails.

PART C Focus
1–4: editing: sentence variation
5–8: choosing words for meaning and effect
9–10: punctuating to clarify meaning; commas and hyphens to avoid ambiguity

A Warm-up

Change the preposition phrase. Write three different sentences.

The giant stomped over the hill

- 1 The giant stomped into the sea.
- 2 The giant stomped across the hillside.
- 3 The giant stomped through the forest.

Change the prefix to make a new word.

- 4 interrupt → erupt
- 5 transfer → defer
- 6 interaction → reaction
- 7 telescope → microscope

Underline the word that is wrongly spelt.

- 8 arguable adorable agreable
- 9 dissbelief disservice dissatisfy
- 10 referee referal reference

PART A Focus
1–3: preposition phrases
4–7: prefixes
8–10: spelling rules

B Word work

Write the correct spelling of the library sign.

- 1 gymnastiks and phisical edurcation
gymnastics and physical education
- 2 moden foren languages
modern foreign languages
- 3 enginerig, desine and tecknolergy
engineering, design and technology

Write two words related to the word in **bold**.

- 4 **public** publicity, publication
- 5 **memory** memorable, memorial
- 6 **origin** original, originate

Add the correct word.

larva lava

- 7 volcanic lava
- 8 caterpillar larva

PART B Focus
1–3: correcting spellings
4–6: word families and related words
7–10: homophones

symbols cymbals

- 9 I play the cymbals.
- 10 There were symbols on the map.

C Sentence work

Rewrite the sentence in the passive voice to make it sound impersonal.

- 1 I sent a letter to the newspaper. A letter was sent to the newspaper.
- 2 We will have to cancel the concert. The concert will have to be cancelled.
- 3 We provide a choice of activities. A choice of activities is provided.
- 4 I have taken steps to prevent this. Steps have been taken to prevent this.

Write a question to follow the sentence. Form your questions in different ways.

- 5 Hanif ran towards the river. Would he get there in time?
- 6 The path divided. Which way now?
- 7 I left him to it. Well, there was nothing I could do, was there?

PART C Focus
1–4: the passive voice in impersonal writing
5–7: forming questions; question tags
8–10: colons and semi-colons in lists

Insert a colon and a semi-colon in the correct place in the sentence.

- 8 We sell a range of snacks: rolls, which are homemade; cakes and delicious ice creams.
- 9 Strong gales can cause serious problems: roof tiles are dislodged; chimneys damaged and branches blown off trees.
- 10 How else could you present the information? as a list with bullet points

A Warm-up

Continue the sentence using

- the active voice** The sword pierced the knight's armour.
- the passive voice** The sword had been found in the lake.
- a relative pronoun** The sword that he held glinted in the sunlight.

Add a short word to complete the longer word.

- g has tly
- o bed ient
- a band oned
- j e well ery

PART A Focus
1-3: varying sentence type and form
4-7: spelling strategies
8-10: exploring word roots

Complete the sentence.

- Archaeology** is the study of ancient remains.
- Etymology** is the study of words.
- Underline the **ology** that is **not** a real word.
zoology meteorology snowology sociology

B Word work

Add the missing syllables.

- ex / tin / guish **Clue: put out**
- con / so / nant **Clue: not a vowel**

Add the prefix **pre** to complete the words.

- pre judice pre cede
- Write the words by their meaning.
precede go before
prejudice a preconceived opinion

Write two words related to the word in **bold**.

- refer** reference, referee
- govern** government, governor

Cross out the incorrect word in the sentence.

- Take my **advise** ~~advise~~.
- Practice** ~~Practise~~ every day.
- Let's ~~device~~ **devise** a plan.
- Complete these sentences about the words above.
The verbs end with 'ise'.
The nouns end with 'ice'.

PART B Focus
1-2: spelling strategies; use of syllables
3-4: using word structure
5-6: using root words to help spelling
7-10: homophones and words that are often confused

C Sentence work

Complete the sentences to show two possible and two certain outcomes.

- If Jack had not climbed the beanstalk, he would not have become rich.
- If Cinderella had not lost her shoe, the prince would never have found her.
- If Goldilocks had not run away, the bears might have forgiven her.
- If the boy had not cried 'Wolf!', then people might have believed him.

Rewrite the sentence using a more formal style.

- We shouldn't wear jeans to school. It is inappropriate to wear casual dress at school.
- The centre helps old people. The centre provides a valuable service for the elderly.
- People want the councillors to rethink. There is pressure on the council to reconsider.
- We want money to make up for the mess. We are seeking compensation for the damage.

- Punctuate the information as **two** sentences, adding the capital letter where necessary.

On average, a person in the UK uses 150 litres of water a day. In parts of Africa, each person has just ten litres a day.

- Punctuate it again as **one** sentence.

On average, a person in the UK uses 150 litres of water a day; in parts of Africa, each person has just ten litres a day.

PART C Focus
1-4: conditional sentences for supposition; modal verbs to show possibility
5-8: using formal language and grammar
9-10: using full stops or semi-colons between independent clauses

A Warm-up

The subject is **umbrellas**. Write a sentence using the given determiner.

- 1 **all** All umbrellas need to be waterproof.
- 2 **some** Some umbrellas are black while others are brightly coloured.
- 3 **these** These bright umbrellas look like a field of colourful mushrooms.

Add one letter to make a different word.

- 4 scare scarce
- 5 through thorough
- 6 lightning lightening

PART A Focus
1-3: determiners
4-6: spelling strategies
7-10: word origins

Draw a line to join the word to its language of origin.

- 7 patio Norwegian
- 8 ski Latin
- 9 chauffeur Spanish
- 10 science French

C Sentence work

Rearrange the sentence so that the noun phrase comes at the end.

- 1 There was a huge bull right in front of me. There, right in front of me, was a huge bull.
- 2 There was the dog, staggering towards him, thin as a rake. There, staggering towards him, thin as a rake, was the dog.
- 3 The giant beast slowly loomed out of a thin swirling mist. Slowly, out of a thin swirling mist, loomed the giant beast.

He won the Olympics and then he won the World Championships.

- 4 Why has the writer crossed out the words? It makes sense without them.
- 5 What is this called? Tick one. ambiguity ellipsis subjunctive

PART C Focus
1-3: reordering sentences
4-5: using ellipsis
6-7: choosing words for effect
8-10: use of a dash, colon and semi-colon

Complete the sentence to create a sense of

- 6 **calm** Sunlight rippled gently across the clear blue water.
- 7 **tension** Darkness silently crept around them, closing in on its prey.

Continue the sentence using a dash, colon or semi-colon, and add another clause.

- 8 This is a warning: dogs can bite.
- 9 He waved his fist; we smiled back.
- 10 Now he was frightened – he was more frightened than ever before.

B Word work

Complete the word sum. Check the spelling carefully.

- 1 **humour** + **ous** = humorous
- 2 **disaster** + **ous** = disastrous
- 3 **miracle** + **ous** = miraculous

PART B Focus
1-3: spelling rules; exceptions
4-7: using a dictionary to check meaning
8-10: formal vocabulary

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

- 4 a **lucid** account clear, easy to follow
- 5 a **ludicrous** idea stupid, absurd
- 6 a **melancholy** song sad
- 7 a **mediocre** effort not very good

Complete the unfinished words in these formal sentences.

- 8 All empl oyees will be issued with a work per mit.
- 9 Please en sure that you pro vide a contact number for use in an em ergency.
- 10 Further details ava ilable on re quest.

A Warm-up

A tiger has escaped from the local zoo.

Continue the sentence with

- 1 **an adverb** A tiger has escaped from the local zoo today.
- 2 **a semi-colon** A tiger has escaped from the local zoo; people are warned to be on alert.
- 3 **a conjunction** A tiger has escaped from the local zoo when his enclosure was left open accidentally.

Write the correct spelling.

- 4 **receit** receipt
- 5 **decietful** deceitful
- 6 **concieve** conceive

PART A Focus
1–3: varying sentence structure
4–6: ei spellings
7–10: word derivations

Write the day of the week that means

- 7 **day of the Moon** Monday
- 8 **day of Saturn** Saturday
- 9 **day of the god Woden** Wednesday
- 10 **day of the god Thor** Thursday

C Sentence work

Rewrite the sentence in the passive voice, without mentioning who is responsible.

- 1 **Man's actions force some animals to find new habitats.**
Some animals are forced to find new habitats.
- 2 **Man hunted the dodo until it became extinct.** The dodo was hunted to extinction.
- 3 **People are cutting down large areas of forest.** Large areas of forest are being cut down.

PART C Focus
1–3: use of the passive voice to change focus
4–7: expanded noun phrases
8–10: use of a semi-colon between independent clauses

An apatosaurus was a huge plant-eating dinosaur with an enormously long neck.

- 4 **Why does the writer use this expanded noun phrase?** It gives a lot of information concisely.

Write your own expanded noun phrases.

- 5 **The hippopotamus is** a huge African animal with a barrel-shaped body.
- 6 **A stegosaurus was** a plant-eating dinosaur with a row of bony plates on its back.
- 7 **A peacock is** a male bird with a spectacular tail of brightly coloured feathers.

Put a tick if the sentence is correctly punctuated. Put a cross if it is not.

- 8 **If commuters used public transport, the roads would be less crowded.** ✓
- 9 **Climate change is a huge concern, experts are worried about Earth's future.** ✗
- 10 **Write the incorrect sentence correctly.**
Climate change is a huge concern; experts are worried about Earth's future.

B Word work

Write the correct spelling.

- 1 **Law and justise in Anglo saxon comunities**
Law and justice in Anglo-Saxon communities
- 2 **Roman arcitecture and military strenth**
Roman architecture and military strength
- 3 **Bronze age religon and cultture**
Bronze Age religion and culture

Write two words that start with the root.

- 4 **cert** certain, certificate
- 5 **spect** spectator, spectacle
- 6 **quad** quadrilateral, quadruple

PART B Focus
1–3: proofreading; checking spelling and punctuation
4–6: roots; linked words
7–10: word meanings in different contexts

Write different definitions of each word.

- 7 **mould (in arts and crafts)** to form a shape from a material
- 8 **mould (in science)** a kind of fungus
- 9 **scale (in science)** a small piece of skin on a snake or fish
- 10 **scale (in geography)** how distance is represented on a map

A Warm-up

Write a list of activities as bullet points.

1 There will be lots of fun activities:

- a bouncy castle
- a water slide
- outdoor karaoke

2 Write a sentence that lists the same information.

There will be lots of fun activities:
a bouncy castle, a water slide and
outdoor karaoke.

Write a word starting with these letters. You can use a dictionary to help you.

- 3 h y d rogen
- 4 h y g iene
- 5 h y p notist
- 6 h y s terical

PART A Focus

1: punctuating bullet points to list information
2: colons and commas in lists
3-6: using a dictionary
7-10: word play

Use word play to write a name for a

- 7 **hairstresser** Headlines
- 8 **fish and chip shop** The Jolly Fryer
- 9 **flower shop** Busy Lizzy's
- 10 **bakery** The Upper Crust

C Sentence work

Complete the subordinate clause using the subjunctive form. Then add a main clause.

- 1 If time travel were possible, I would travel back to Ancient Egypt.
- 2 If I were head teacher, I would allow more time for sports and PE.
- 3 If the council were to ban cars in the town centre, it would ease traffic congestion.
- 4 What is the purpose of sentences like these? They suggest imaginary situations.

Rewrite the sentence so that it sounds more formal.

- 5 Sorry if the building work caused you problems.
We apologise for any inconvenience caused by the construction work.
- 6 You can't use your camera. The use of cameras is not permitted.
- 7 Be sure to have all your papers with you.
Please ensure that you have all the relevant documentation available.

PART C Focus

1-4: the subjunctive
5-7: formal language and structures
8-10: use of commas and a single dash for effect

Punctuate and continue the book blurb.

- 8 When Lenny the alien joins Class 6, strange things happen – especially to the teacher!
- 9 One stormy night, Josh finds shelter in a deserted barn – but is it really deserted?
- 10 Marcie, an orphan, lives with her gran in Victorian London, where she is very happy – until her gran dies and she becomes homeless.

B Word work

Add single or double consonants to spell the words correctly.

- 1 c m re c o mm end a cc o mm odate
- 2 r s emba rr a ss ha r a ss ed
- 3 c s ne c e ss ary a cc e ss ory

Complete the word sum.

- 4 **global** + ise + ation = globalisation
- 5 civil + ise + ation = **civilisation**
- 6 Roman + ise + ation = **Romanisation**

Write a definition of the word in bold.

- 7 a **brief** visit
brief: lasting only a short time
- 8 a design **brief**
brief: instructions about a task
- 9 a **current** news story
current: relating to today
- 10 an electric **current**
current: flow; movement

PART B Focus
1-3: tricky spellings; single and double consonants
4-6: word structure
7-10: meaning of words in different contexts

A Warm-up

Continue the sentence.

- 1 If you were to stand in the rain, you may catch a cold.
- 2 If I were prime minister, I would make every Friday a holiday.
- 3 If it were dark all day, everyone would stay in bed.

Draw a line to join the dinosaur name to its meaning.

- 4 megalosaurus fast plunderer
- 5 triceratops three-horned face
- 6 velociraptor great lizard

PART A Focus
 1-3: forming sentences that use the subjunctive
 4-6: word derivation and roots
 7-10: word meanings; using a dictionary

Write the meaning of the word. You can use a dictionary to help you.

- 7 catastrophe a terrible event
- 8 haggard looking tired or ill
- 9 collaborate to work together
- 10 consternation a feeling of worry

B Word work

Cross out the words that are wrongly spelt. Write the correct spellings.

- 1 The ~~secretry~~ re-~~signed~~ from the ~~commitee~~.
secretary, resigned, committee
- 2 The ~~professer~~ will re-~~search~~ it ~~thoroughly~~.
professor, research, thoroughly
- 3 The ~~veicles~~ were ~~queing~~ to ~~reenter~~.
vehicles, queuing, re-enter

PART B Focus
 1-3: proofreading: correcting spellings and use of hyphens
 4-6: rules for adding suffixes; exceptions
 7-10: word meanings in different contexts

Add the same suffix to all three words.

- ous ity ify**
- 4 sign ify mod ify cert ify
 - 5 hazard ous poison ous envy ious
 - 6 curious ity generous ity possible ity

Write different definitions of each word.

- 7 font (in RE) vessel for baptisms
- 8 font (in IT) style of print
- 9 colon (in science) part of the digestive system
- 10 colon (in literacy) punctuation mark

C Sentence work

Rewrite the sentence twice. First make it shorter and more effective. Then make it longer and more effective.

Then they saw that Nina had vanished.

- 1 shorter Nina had vanished!
- 2 longer As the mist cleared, they saw to their amazement that Nina had vanished.

Complete the more formal version of these sentences using the subjunctive form.

I hope Jade improves her spelling. I hope Jason joins the gymnastics club.

- 3 It is important that Jade pay more attention to her spelling.
- 4 I propose that Jason become a member of the gymnastics club.
- 5 Name the punctuation mark used at the end of this sentence.
Peace returned to the planet – for a little while ... an ellipsis
- 6 Why has it been used? To show that the peace didn't last.

PART C Focus
 1-2: editing and improving sentences
 3-4: formal structures; use of the subjunctive
 5-6: use of an ellipsis
 7-10: commas; use of a semi-colon

Add a comma or a semi-colon.

- 7 The crowd parted; he stood alone.
- 8 As the fog lifted, dawn began to break.
- 9 Racing past, she grabbed the sword.
- 10 It was frosty; I was glad of the hot drink.

A Warm-up

Write a sentence using personification.

- The volcano belched out flames in fury.
- Frost stroked the land with icy fingers.
- The machine creaked reluctantly to life.

aqua auto hyper
mega scope scribe vision

PART A Focus
1–3: personification
4–7: meaning of word roots
8–10: spelling strategies; related words

Make up four new words, using these roots and prefixes only. Then write a definition of each word.

- hypervision beyond normal vision
- autoscribe to write automatically without thinking
- megascop instrument for viewing large objects
- aquavision the ability to see under water

Write a related word with a different ending.

- vegetable** vegetarian
- devious** deviate
- community** communication

C Sentence work

We need money to keep the animal shelter open.

Complete the next three sentences to develop this idea.

- This means that we need your help to raise vital funds.
- If we can raise a thousand pounds, we will be able to save the shelter.
- On the other hand, if we do not raise the money, the shelter will have to close.

Rewrite the sentence so the character's actions show their feelings. Use a progressive verb form in the sentence.

- Mum was angry. Mum was slamming the cupboard doors and clattering the pans.
- Bimla was scared. Bimla's hands were shaking as she lifted the latch.
- Oliver was sad. Oliver's bottom lip was quivering as he opened the letter.
- Mr Jacks was happy. Mr Jacks was standing at the front of the class, beaming.

Correct the punctuation in the sentence.

- It seems that banana's are the UK's favourite fruit; we eat more of them than any other fruit.
- Of course, keeping fit* is not just for players of sport; fitness is a goal for all.
- There, hidden* below, was the treasure—it was just what Jo had always dreamt of.

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

B Word work

Use a dictionary to write the correct spelling.

- kaleidescope kaleidoscope
- manoovre manoeuvre
- budgarigar budgerigar
- parralellogram parallelogram

Write the word to go with the definition. Use the root in **bold** to help you spell it.

- signature (noun)
the way you **sign** your name
- sufficient (adjective)
it will **suffice**
- extraordinary (adjective)
out of the **ordinary**

PART B Focus
1–4: using a dictionary to check spellings
5–7: using root words to help with spelling
8–10: older vocabulary

These sentences are about a dance. Underline the words we do **not** use today. Write the words that we would use instead.

- She doth but very softly go. does
- Tis not fast; tis not slow. It is
- Foot it featly here and there. dance, neatly

PART C Focus
1–3: text cohesion
4–7: choosing grammar and vocabulary for effect
8–10: correcting punctuation

Writing task assessment sheet: Proposed road development

Name: _____ Class/Set: _____

Teacher's name: _____ Date: _____

Sentence structure and punctuation

	Always/often	Sometimes	Never
Sentences are varied in length, using main and subordinate clauses including relative clauses			
Parenthesis is used for economy of expression			
Passive voice is used to maintain or change focus			
A range of conjunctions and relative pronouns is used			
Expanded noun phrases are used to convey information concisely			
Sentences are ordered for effect (e.g. moving adverbials)			
A variety of time references are used, including the perfect form			
Modal verbs and adverbs are used to suggest possibility			
Sentences are demarcated accurately			
Commas are used to mark boundaries, clarify meaning and avoid ambiguity			
Commas, brackets and dashes are used for parenthesis			
Sophisticated punctuation marks are used (e.g. colon, semi-colon)			

Composition and effect

Features of a formal notice are used (e.g. heading, opening statement, details of meeting)			
Paragraphs have a clear focus and develop ideas			
Cohesive devices show relationship within/between paragraphs			
Grammar choices help maintain formal, balanced viewpoint (third person, generalised references)			
Appropriate choice of formal language			

Spelling

Knowledge of spelling patterns is applied correctly			
Correct spelling of words that are often misspelt			
Homophones and words that are often confused are correct			
Words with silent letters are correct			
Knowledge of word structure and word origin is used, with roots, prefixes and suffixes spelt correctly			
Rules for adding suffixes are applied and exceptions are correct			
A dictionary is used to check spellings if appropriate			

Completed proofreading task: Alone in a crowd

Name: _____ Class/Set: _____

Teacher's name: _____ Date: _____

It was incredible. ⁱ ^O ^a ^b ^u ⁿ one minute I was in the library, thumbing through a old history book on ^V ^B victorian britain, and now... well, now where exactly was I? The bookshelves, computers and even the building had disappeared. ^p ^E everything had altered; ^e I was in a street that I didn't ^o recognise.

Nervously, I shrank into the shadows, ^c ^e conscious that people were eying me with a ^{ture} ^c ^e mixture of curiosity and suspicion. I have to admit, my cloths did look a little out of place. ^E everyone else was dressed like ^h ^{scene} characters in a seen from 'Oliver Twist'—all ^t ^{cians'} bussles and magicians' hats. Was this someone's ^h ^{scene} humourous little joke? ^T there must be a simple explanation.

For the moment, I felt abandoned and was ^e desperate to find something—or someone—familiar. ^a ^I in my confusion, I set off blindly, only narrowly avoiding a collision with a barrow and it's owner.

“Watch where ^{you're} ^g ^{er} you're going, mate,” the barrow boy exclaimed. “Just arrived from the country, have you?”

Section 3 tasks summary