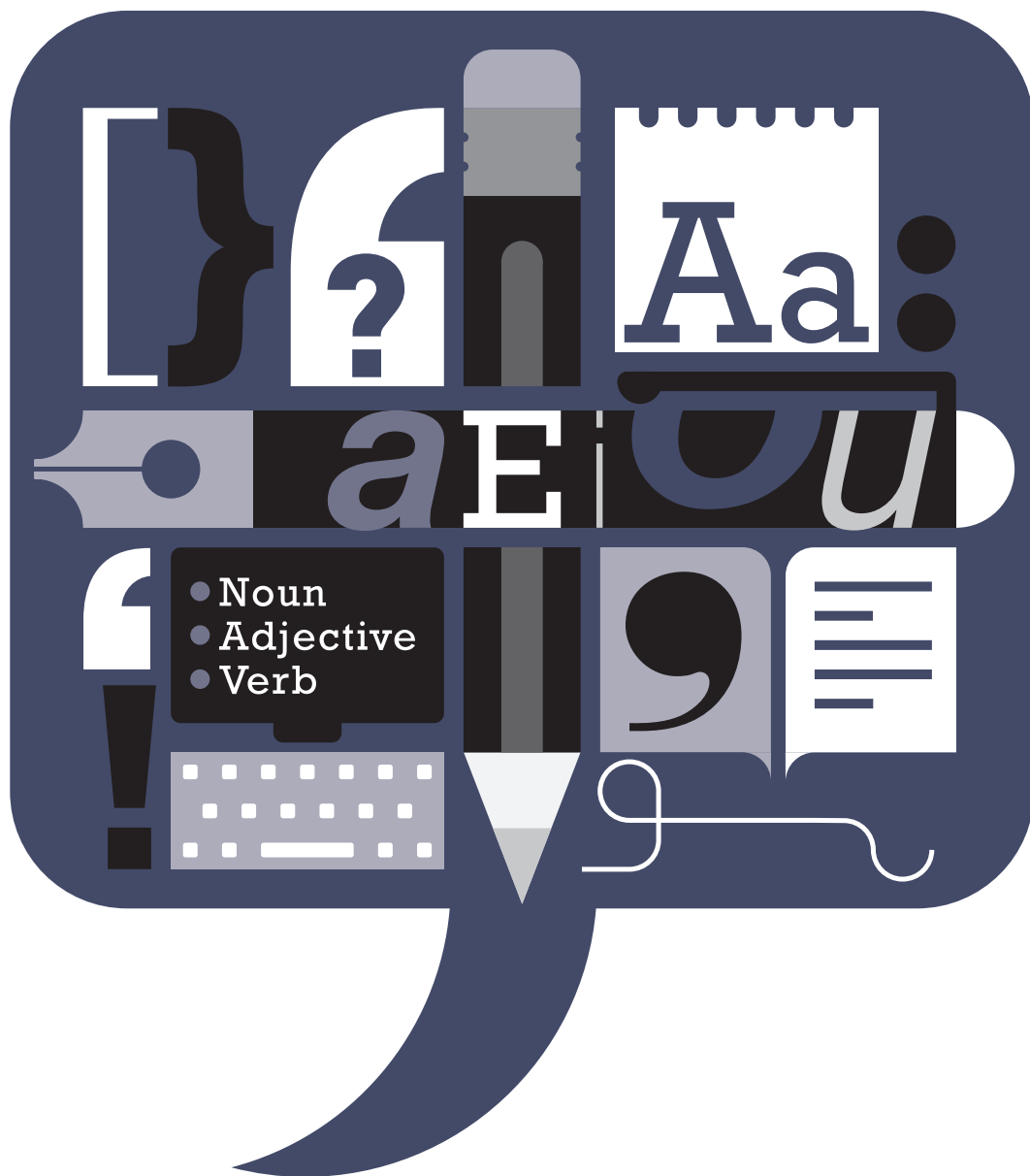


# English Skills 6

## Answers



Name \_\_\_\_\_

## A Warm-up

## hall paint

Use these words to write a

- two-clause sentence** Lucy noticed the smell of wet paint as soon as she entered the hall.
- question** Is the paint in the hall still wet?

Write two adverbs that give contrasting pictures.

- She got up energetically / painfully .
- He smiled sheepishly / menacingly .
- He spoke politely / angrily .
- She stood dejectedly / proudly .

Add the missing letters.

- v e h i c l e
- q u e u e
- y a c h t
- a e r i a l

**PART A Focus**  
1–2: sentence types  
3–6: choosing adverbs for effects  
7–10: words that are often misspelt

## B Word work

Complete the verb table.

	+ ing	+ ed
1 <b>control</b>	controlling	controlled
2 <b>confer</b>	conferring	conferred

Sort the words into two sets of synonyms.

**prevent persist persevere prohibit**

- continue** persist, persevere
- forbid** prevent, prohibit

**PART B Focus**  
1–2: spelling rules; adding suffixes  
3–4: synonyms  
5–6: word structure  
7–10: homophones

Write the word showing its root word, prefix and suffix.

- immortality im / mortal / ity
- misshapen mis / shape / en

Cross out the incorrect word in the sentence.

- He held the horse's ~~bridal~~ **bridle**.
- We sold it at a ~~profit~~ **prophet**.
- There was a ~~freeze~~ **frieze** on the wall.
- The words in **bold** are called homophones because they sound the same but have different spellings and meanings.

## C Sentence work

Add subordinate clauses to the beginning, middle and end of the sentence.

- Squirming with embarrassment, Zack looked away quickly.
- Zack, who was sickened by what he saw, looked away quickly.
- Zack looked away quickly before anyone noticed.

Add the commas, full stops and capital letters.

- <sup>W</sup>while waiting for Sita, Jenny saw a man leaving the house. <sup>S</sup>she had seen him before. <sup>H</sup>he had been in the car that night.
- <sup>W</sup>we make needless car journeys, leave countless electrical appliances on standby and waste the world's natural resources. <sup>Y</sup>yet no-one seems to care.

Add preposition phrases so that the directions are clear and precise.

- Look for a gate between the two cottages on the left.
- Cross the stream on a wooden bridge.
- Head for the stile in the corner of the field.
- Turn left through a gate at the top of the hill.
- Follow the path along the side of the farm buildings.

**PART C Focus**  
1–3: varying the position of subordinate clauses; using subordinate clauses to develop ideas  
4–5: commas, full stops and capital letters for clarity and effect  
6–10: using preposition phrases to enhance meaning

**A Warm-up**

Add another main clause to the sentence.

- 1 Joe was lost and no-one knew where he was.
- 2 There was a crash but after that I remember nothing.
- 3 She spun round and there was Glen in the doorway.

Underline the words that are spelt correctly.

- 4 fluid sive liquid forfit
- 5 worship contor fern yern

**PART A Focus**  
 1-3: forming sentences with two clauses  
 4-7: tricky words; spelling patterns  
 8-10: common roots

Write correctly the words that are wrongly spelt.

- 6 Q4 sieve, forfeit
- 7 Q5 contour, yearn

Complete the words to make a word that ends and a word that starts with the root.

- 8 auto graph                      graph ic
- 9 tri dent                              dent ist
- 10 trans port                              port folio

**C Sentence work**

Add a relative clause. Punctuate the sentence correctly.

- 1 The woman \_\_\_\_\_, whom we called Old Betty, \_\_\_\_\_ was working in her allotment.
- 2 The bus \_\_\_\_\_, which was late, \_\_\_\_\_ rattled down the road.
- 3 Marik and Simon met at Cypress Drive \_\_\_\_\_, where they had last seen Dr Novak.
- 4 Stella \_\_\_\_\_, whose clothes were soaked through, \_\_\_\_\_ stood in the doorway.

Explain why a dash has been used in each example.

- 5 The porridge was cold and lumpy – yuck! To add a comment on the main clause.
- 6 Lucy clambered to her feet – she was not defeated yet. To link two main clauses in a dramatic way.
- 7 "I thought I heard –" began Ricky. To show a pause in direct speech.

Write a sentence to show how the tense might be used in a promotional leaflet describing a stately home.

- 8 **past**                      The main house was built in 1756.
- 9 **present**                      The house is open to the public at weekends.
- 10 **present perfect**                      It has taken many years to restore the gardens.

**PART C Focus**  
 1-4: relative clauses; use of commas to indicate a parenthesis  
 5-7: using a dash between clauses and to create effects  
 8-10: varying tense for different purposes

**B Word work**

- 1 Add the silent letters.  
 dum b founded                      num b ly                      k nave  
k napsack                      de b ts                      w rath
- 2 Write a word that starts with **ps**.  
psalm
- 3 Add **c** or **s**.  
 coun c il                      cur s or                      in c i s or                      pro c ess  
 sin c ere                      sy s tem                      ex c el                      in s ert
- 4 Add the correct prefix.  
mis trust                                      over throw  
dis regard                                      re instate

Use a prefix to write the adjective that means

- 5 **not definite**                      indefinite
- 6 **not regular**                      irregular
- 7 **not literate**                      illiterate
- 8 **not mature**                      immature

**PART B Focus**  
 1-2: silent letters  
 3: common errors: c and s  
 4: verb prefixes  
 5-8: antonym prefixes; spelling rules  
 9-10: homophones

Write a sentence that shows the meaning.

- 9 **minor**                      It was only a minor alteration.
- 10 **miner**                      My grandfather was a coal miner who worked in the pits all his life.

## A Warm-up

Continue each sentence using a different subordinating conjunction.

- Ben smiled although he was in pain.
- Ben smiled as Jack told his story.
- Ben smiled in case we thought he was scared.

Write a synonym.

- intricate** elaborate
- intentional** deliberate
- inspire** motivate

**PART A Focus**  
1–3: subordinating conjunctions  
4–6: synonyms  
7–10: spelling patterns: au, que

- Add the same letters to all the words.  
j au nt apl au se s au sage au dience
- Which word sounds different?  
sausage
- Add the same spelling pattern to all the words.  
techni que mysti que mar que e obli que
- Write two more words with this spelling pattern.  
unique antique

## B Word work

Add the missing vowels.

- gall e ry fact o ry libr a ry qu a y
- vac a ncy burgl a ry sal a ry voll e y

Write all the words as plurals.

- Q1** galleries, factories, libraries, quays
- Q2** vacancies, burglaries, salaries, volleys

Make six verbs using these word parts only.

**contra pre re dict view serve**

- contradict, predict, preview, review, preserve, reserve

Write the meaning of the prefix.

- contra** against
- pre** before
- re** again

**PART B Focus**  
1–2: tricky word endings  
3–4: pluralisation (y endings)  
5–8: verb prefixes; understanding prefixes  
9–10: words that are often confused; letter string ough

Write a sentence that shows the meaning.

- bought** I went shopping today and I bought some new jeans.
- brought** I've brought some photos to show you.

## C Sentence work

Complete the sentence using one of these conjunctions. Use a different conjunction in each sentence.

**if as long as provided that unless**

- There will be a drought unless it rains soon.
- People will come to the car boot sale as long as it stays dry.
- There is no danger provided that you follow the guidelines.
- Jackson would have won if he had been fully fit.

Add the missing comma or commas. Give a reason for their use.

- You will come to the party, won't you? To attach a question tag to a statement.
- As she wrote, she hardly noticed Jo. To separate the fronted adverbial.
- The third woman had red hair, a thin face, steely eyes and an unpleasant snarl. To separate descriptive phrases in a list.
- In conclusion, this would seem to be the way forward. To separate the linking adverbial.

Underline the verb that shows the tense used in the sentence.

- Jack whirled round, slipping in the mud, grasping a branch.
- What effect is created by the other verbs used in the sentence?  
The verbs suggest that the character is making desperate movements.

**PART C Focus**  
1–4: subordinate clauses to develop ideas; tense consistency  
5–8: commas to clarify meaning  
9–10: tense; verbs to create effects

**A Warm-up**

Write three sentences describing different aspects of the same **door**. Include

- 1 **one clause** The door was locked.
- 2 **two clauses** It had been painted once but now the paint was blistered and peeling.
- 3 **three clauses** Although it had a small window, the glass was grimy so there was no chance of seeing in or out.

Write a synonym for the adverb.

- 4 **therefore** consequently
- 5 **however** nevertheless
- 6 **furthermore** moreover

Write as a word.

- 7 40th fortieth
- 8 8th eighth
- 9 90th ninetieth
- 10 12th twelfth

**PART A Focus**  
 1-3: varying sentence length and structure  
 4-6: synonyms for adverbs  
 7-10: words that are often misspelt

**B Word work**

Write the correct spelling.

- 1 avrage average desprate desperate
- 2 Cathlic Catholic secretry secretary
- 3 What is wrong with all the misspelt words?  
The unstressed vowel is missing.
- 4 Write an antonym for the word in **bold**.  
It is a **replica**. original  
It is **fragile**. sturdy

**PART B Focus**  
 1-3: unstressed vowels; common spelling errors  
 4: antonyms  
 5-6: common spelling errors  
 7-10: using suffixes to change word class; rules for adding suffixes

Underline the word that is spelt correctly.

- 5 hindrence hindrance hinderance
- 6 entrence entrance entrance

Add the same suffix to each word.

- 7 command ment govern ment equip ment
- 8 The suffix changes the verbs into nouns.

Add the same suffix to each word.

- 9 acid ic metal lic volcanø ic
- 10 The suffix changes the nouns into adjectives.

**C Sentence work**

Rewrite the sentence in the passive voice.

- 1 The third marquis built the house. The house was built by the third marquis.
- 2 How is the passive version different? The active sentence is about what the marquis did; the passive sentence is about the house.

Rewrite the headline in the passive voice.

- 3 Snake bites man Man bitten by snake
- 4 Council closes skate park Skate park closed by council

**PART C Focus**  
 1-4: effects of using active and passive voice  
 5-6: grammar and vocabulary choices to achieve effects; punctuating direct speech  
 7-10: use of a colon

Sam is scared of Marcie. Show this

- 5 **using direct speech** "Of course I'll help you, Marcie," whispered Sam, her voice trembling.
- 6 **in a two-clause sentence** Sam froze when she heard Marcie call her name.

Add a colon and complete the sentence.

- 7 There are four types of sentence: statements, questions, commands and exclamations.
- 8 This is how my favourite poem begins: 'Slowly, silently, now the moon'.
- 9 There is only one option: they must leave before it is too late.
- 10 Then we heard the final score: it was 4-0 to England.

## A Warm-up

Write a sentence to show how you might refer to different times in an autobiography.

- past** I was born in London in 1973.
- present** Now I live in Devon.
- future** Next year, I will move to France.

**PART A Focus**  
1–3: shifting tense for a specific purpose  
4–8: antonyms  
9–10: spelling strategies for tricky words

Underline the antonym.

- illegal** prohibited lawful criminal
- impartial** neutral unbiased biased
- incredible** believable improbable absurd
- dismantle** demolish assemble depart
- unfriendly** aloof inhospitable amiable

- Add a short word to complete the longer word.  
indivi  dual env  iron ment a  post rophe

- Add the same short word to complete the longer word.  
 the ory  soo  the  the saurus

## B Word work

Add the suffix **ly**.

- sincere  ly definite  ly entire  ly
- reliable  ly responsible  ly able  ly

- Write the meaning of the prefix.

autograph **auto**  self  
primary **prim(us)**  first  
transfer **trans**  across

Write three more words derived from the prefix.

- auto**  automobile, automate, automatic
- prim**  primate, prime, primrose
- trans**  transmit, transplant, transform

Write the modern word that means the same.

- nay**  no
- thou**  you
- thee**  you
- hast**  have

**PART B Focus**  
1–2: modifying spelling when adding **ly**  
3–6: meaning of prefixes  
7–10: older vocabulary

## C Sentence work

Rewrite the sentence, including the information given in brackets as a parenthesis.

- Rosalind was completely fearless. (She was elderly.)  
 Rosalind, though elderly, was completely fearless.
- His trainers were now ruined. (They were brand new.)  
 His trainers (which were brand new) were now ruined.
- Elliot shuffled from behind the counter. (He was grumbling under his breath.)  
 Elliot, grumbling under his breath, shuffled from behind the counter.

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

- It was getting dark, the bus was late.  X
- The animals fled, scenting fear and death.  ✓
- France is an interesting country; the scenery is beautiful.  ✓
- This book is great, you should read it.  X
- Explain why some sentences were incorrect.  Two main clauses cannot be linked with a comma. They need something stronger, such as a full stop or a semi-colon.

**PART C Focus**  
1–3: adding and punctuating a parenthesis  
4–8: use and misuse of commas; use of semi-colon between main clauses  
9–10: subject and object

Write a sentence using the noun as the object of the sentence.

- watermelons**  The farmer grew watermelons.
- Sophie**  The bull chased Sophie.

**A Warm-up**

Write a sentence with the subject and object.

1 **subject:** Dan      **object:** restaurant  
Dan opened a restaurant.

2 **subject:** siren      **object:** Jamie  
The siren startled Jamie.

3 **subject:** motorbike      **object:** lorry  
The motorbike overtook the lorry.

Complete the pair of homophones.

4 the Lord M ayor and a grey m are

5 a building s ite and out of s ight

6 sugar b eet and a heart b eat

7 breakfast c ereal and a TV s erial

8 Write the homophone.

**key** quay      **beach** beech

9 Underline all the determiners in the sentence.

Each team has six players and a reserve.

10 Underline the word that is the same in singular and plural form.

mouse fungus sheep tooth axis

**PART A Focus**  
1-3: subject and object  
4-8: homophones  
9: determiners  
10: plurals

**B Word work**

1 Add **ous** to form an adjective from the noun.

**luxury**      luxurious

**harmony**      harmonious

**outrage**      outrageous

**PART B Focus**  
1: rules for adding ous  
2-5: using syllables to work out spellings; word endings  
6-7: words ending er, or  
8-10: synonyms and antonyms

Add the missing syllables.

2 in / gre / di / ent      **Clue:** listed in a recipe

3 in / ge / ni / ous      **Clue:** clever, original

4 in / flu / en / tial      **Clue:** able to influence

5 in / ter / rup / tion      **Clue:** unplanned break

Add **er** or **or**.

6 curs or      comput er      monit er      sens or

7 ancest or      narrat or      produc er      act or

Write a synonym and an antonym.

	<b>synonym</b>	<b>antonym</b>
--	----------------	----------------

8	<b>join together</b>	<u>connect</u>	<u>separate</u>
---	----------------------	----------------	-----------------

9	<b>cautious</b>	<u>watchful</u>	<u>reckless</u>
---	-----------------	-----------------	-----------------

10	<b>often</b>	<u>frequently</u>	<u>seldom</u>
----	--------------	-------------------	---------------

**C Sentence work**

Complete the sentence. Use a different modal verb in each sentence.

1 If everyone used low-energy light bulbs, it would drastically reduce energy consumption.

2 Unless we act now to slow global warming, it may soon be too late.

3 If we continue to use water at the present rate, we shall soon face water shortages.

4 What is the purpose of sentences like these? To put forward theories as to what might happen.

Rewrite the sentence, replacing the conjunction with a semi-colon.

5 I never eat peanuts because I have a nut allergy. I never eat peanuts; I have a nut allergy.

6 The dog returned for a third time so he was clearly a determined creature.  
The dog returned for a third time; he was clearly a determined creature.

7 I shall not be going on the trip as we are short of money.  
I shall not be going on the trip; we are short of money.

**PART C Focus**  
1-4: conditional sentences to develop ideas; modal verbs to show possibility  
5-7: use of a semi-colon  
8-10: verbs for effect; using the progressive form

Complete the sentence using the progressive form of verbs. Show that the character is

8 **uncertain** Jafar was glancing towards the door, trying to edge away.

9 **frightened** Mick was trembling, his palms were sweating and his heart was racing.

10 **excited** Backstage, the actors were whispering and giggling.

## A Warm-up

## leaves clown

Use the words in a sentence with

- no conjunction** The clown jumped into the pile of leaves.
- a co-ordinating conjunction** The clown takes a bow and leaves the circus ring.
- a subordinating conjunction** As the clown leaves the circus ring, the crowd cheers.

Add the missing letters.

**PART A Focus**  
1–3: varying sentence structure  
4–6: spelling patterns  
7–10: silent letters

- Clue: music**  
c h ord      l y rics      r h y thm
- Clue: RE**  
s y mb ol      C h rist i a n      s a cr e d
- Clue: history**  
mon a r c h y      d y n a s ty      c h iv a l ry

Write the correct spelling.

- sutle    subtle
- reath    wreath
- receit    receipt
- getto    ghetto

## B Word work

Add **ie** or **ei**.

- s ie ge      rec ei ve      c ei ling
- What spelling rule did you use?  
'i' before 'e' except after 'c'

Add the same missing letter string.

- n ei gh bour      ei gh teen      fr ei gh t
- Complete the word.  
fo reign      **Clue: from abroad**  
sov ereign      **Clue: a king or queen**

Underline the root word.

- temperamental
- correspondence
- uncharacteristic

**PART B Focus**  
1–2: ie and ei spellings  
3–4: letter string eigh  
5–7: identifying roots  
8–10: subject-specific meanings

Sort the words according to the subject. Some words may be used twice.

**virus digest tablet display**  
**portrait sketch pastel oxygen**

- computing** virus, tablet, display, portrait
- science** virus, digest, tablet, oxygen
- art** display, portrait, sketch, pastel

## C Sentence work

Write a sentence to show how the sentence type might be used in a promotional leaflet describing a castle.

- statement** The castle was built in 1573.
- exclamation** What a fascinating journey into the past!
- command** Discover the history of the Granville family.
- question** What was it like to live in medieval times?

**PART C Focus**  
1–4: varying sentence types  
5–8: expanded noun phrases; choosing words for effect  
9–10: using the dash for effect between main clauses

5 Underline the noun phrases.

Maud was wearing her usual beige cardigan, a traditional tartan skirt and sensible flat shoes.

- What impression do they create of Maud? that she is very conventional in her dress and behaviour

Add an expanded noun phrase that makes Maud sound

- eccentric** Maud was wearing a vibrant yellow outfit with many bangles and beads.
- imposing** Maud was wearing an immaculate black suit with a high starched collar.

Add a dash and continue each sentence with a dramatic and interesting second clause.

- Then he heard the driver's voice – it was Mack!
- The tomb was full of incredible treasures – Henry could only stand and stare at their beauty.



## A Warm-up

Write a sentence to show how the verb form might be used in a discussion about the importance of exercise.

- past** Fifty years ago, people walked more because there were fewer cars.
- present progressive** Today, people are taking less daily exercise.
- modal verb** There could be huge health implications in the future.

Underline the root word that gives a clue to the meaning.

- thermostat
- tournament
- traumatised
- aerobatics

Use the mnemonic to write three words with the letter string.

- Oh u great hairy tiger (ought)**  
thought, fought, brought
- Oh u rascal! (our)**  
hour, mourn, armour
- Always use good humour. (augh)**  
laugh, daughter, naught

**PART A Focus**  
1–3: shifting tense for specific purpose  
4–7: identifying roots  
8–10: mnemonics; letter strings

## B Word work

Write the correct spelling.

- referal referral
- transference transference
- offerring offering
- What spelling rule did you use?

With words ending 'fer', only double the 'r' if the 'fer' is stressed when the suffix is added.

- Add the correct spelling of the ending.  
monolo gue    synago gue    fati gue

Write two verbs with the prefix

- mis (meaning wrongly)** misspell, misjudge
- de (meaning undo)** decode, deform

Add the correct word.

**lighting lightening lightning**

- A fork of lightning lit up the sky.
- The sky was lightening as the cloud lifted.
- The lighting for the scene was perfect.

**PART B Focus**  
1–4: adding suffixes to words ending fer  
5: words ending gue  
6–7: meaning of prefixes; word structure  
8–10: common confusions

## C Sentence work

Rewrite this sentence in three different ways starting with an adverbial to show Kelly's feelings.

**Kelly ran down the street.**

- Frantically, Kelly ran down the street.
- Waving her winning ticket in the air, Kelly ran down the street.
- In her panic, Kelly ran down the street.
- Choose one of your sentences and add a subordinate clause to say more about the situation.  
In her panic, Kelly ran down the street even though we tried to stop her.

Put a tick if the colon is used correctly. Put a cross if it is not.

- On the desk there was: a pencil, a notebook and a telephone directory.
- My favourite saying is: 'Look before you leap'.
- There is only one team for me: Leeds United.

**PART C Focus**  
1–3: using fronted adverbials  
4: subordinate clauses to develop ideas  
5–7: using a colon (following a clause that makes sense on its own)  
8–10: expanded noun phrases

Add words or phrases before and after the nouns to make a descriptive noun phrase.

- They reached the impressive wrought-iron gates with their embossed lions' faces.
- They found a forgotten, overgrown garden behind the cottage.
- There was the huge, wide-mouthed cave in the cliff at the end of the beach.

## A Warm-up

Use these words only to make four sentences.

**Joe outside remorse filled waited with quietly**

- 1 Joe waited quietly outside, filled with remorse.
- 2 Filled with remorse, Joe waited quietly outside.
- 3 Outside, Joe waited quietly, filled with remorse.
- 4 Joe, filled with remorse, waited quietly outside.

Complete the sentence, using the short word that you add to complete the longer word.

- 5 You can get a ve get able.
- 6 You can hear a re hear sal.
- 7 You can strum stringed in strum ents.

Write a word that ends and a word that starts with the letters.

- 8 length en      en large
- 9 hero ic      ic on
- 10 biogra phy      phy sics

**PART A Focus**  
1-4: reordering sentences  
5-7: spelling strategies for tricky words  
8-10: letter strings; word structure

## B Word work

Add the suffix **able**.

- 1 respect able      stop pable      prefer able
- 2 envy iable      rely iable      employ able
- 3 adore able      dispose able      manage able
- 4 What class of words have you made? adjectives

- 5 Write the correct spelling of the word.  
parashutist      parachutist  
pistashio      pistachio

**PART B Focus**  
1-4: rules for adding able  
5: sh sound spelt ch  
6-7: letter string ough  
8-10: subject-specific meanings

- 6 Add the same letter string to each word.  
s ough t    d ough    thr ough    dr ough t
- 7 Why is this a tricky letter string? Because the letters can represent different sounds.

Write different definitions.

- 8 **score** (in PE) points won
- 9 **score** (in design and technology) make cuts in the surface
- 10 **score** (in music) a piece of music written down

## C Sentence work

Rewrite as three separate sentences.

**Now that the wind had dropped, the house was silent and nothing stirred.**

- 1 The wind had dropped. The house was silent now. Nothing stirred.
- 2 The effect of the short sentences is a building of tension.

**They pounded on the door and they cried out but still there was no reply.**

- 3 They pounded on the door. They cried out. Still there was no reply.
- 4 The effect of the short sentences is to create a sense of panic.
- 5 Give two reasons for starting a new paragraph when you are writing a story.  
change of time or place, change of focus

- 6 Explain how these features help to link paragraphs and give a story cohesion.

**adverbials**      show movements in time or place  
**pronouns**      refer back to things already mentioned  
**repeated words**      show that a theme is continuing

**PART C Focus**  
1-4: choosing sentence structure and punctuation for enhanced effect  
5-6: narrative structure; text cohesion (narrative)  
7-10: commas; use of semi-colon

Add a comma or a semi-colon.

- 7 Her eyes were red; she'd been crying.
- 8 Something lurked, waiting for me.
- 9 It was raining; his bare feet were cold.
- 10 Shivering violently, he reached out.

## A Warm-up

## It could snow tomorrow.

Rewrite the sentence adding

- 1 **an alternative** It could snow tomorrow, although it might just rain.
- 2 **a result or effect** It could snow tomorrow so we should have our boots ready.
- 3 **a condition** If temperatures remain below 0°C, it could snow tomorrow.

Complete each word by adding

- 4 **an onomatopoeic word**  
un pop ular t hum b neigh bour
- 5 **a pronoun**  
jealo us you th im me diate
- 6 **a possessive pronoun**  
flav ours benef its deter mine d

**PART A Focus**  
1-3: subordinate clauses to develop ideas  
4-6: spelling strategies  
7-10: homophones

Write the homophone.

- 7 **profit** prophet      9 **yoke** yolk
- 8 **bite** byte      10 **isle** aisle

## C Sentence work

Complete the sentence. Use modal verbs to show certainty or possibility.

- 1 If the weather had been better, we could have gone to the beach.
- 2 If the river had continued to rise, the town would have flooded.
- 3 If Oliver had not seen us, we might have got away with it.
- 4 What is the purpose of sentences like these?  
They show what might or would have happened if circumstances had been different.

**PART C Focus**  
1-4: use of conditional sentences; modal verbs  
5-7: brackets; parenthesis  
8-10: expanded noun phrases chosen for effect

Add brackets.

- 5 In the south, summers (December to March) are cool and winters (June to September) are mild.
- 6 Some snakes inject venom (poison) into their prey through specially grooved fangs (teeth).
- 7 Using brackets like this is called parenthesis. The brackets are used to mark off words that are not part of the main sentence.

Expand the noun to create an effect that is

- 8 **frightening** a gloomy, dank cellar with murky shadows in every corner
- 9 **welcoming** an inviting, little house of warm, red bricks with a cheery yellow door
- 10 **unusual** a mass of computer screens with an endless stream of flickering numbers

## B Word work

Add the correct ending that sounds like 'shun'.

- 1 conjunc tion      dimen sion      nutri tion
- 2 Rus sian      A sian      dieti cian
- 3 emi ssion      occa sion      ero sion

Add the same letter or letters to all three words.

- 4 ph ysical      hy ph en      apostro ph e
- 5 stoma ch      ch ronic      s ch edule
- 6 s y mptom      d y nasty      rh y me

What thou seest when thou dost wake,Do it for thy true love take;

- 7 Underline the words which show that the lines above were written long ago.

**PART B Focus**  
1-3: choosing the correct ending: tion, sion, ssion, cian, sian  
4-6: tricky spelling patterns  
7-10: older vocabulary

Write what you notice about the

## verbs

- 8 A different verb ending is used ('st').

## pronouns

- 9 'Thy' is used instead of 'your'.
- 10 'Thou' is used instead of 'you'.

## A Warm-up

Cross out the noun and improve the simile.

- as smooth as ~~silk~~ the silken threads on the emperor's finest robes
- as cold as ~~ice~~ icicles gripping on to winter branches
- as warm as ~~toast~~ a lizard basking in the midday heat

Write the homophone pair to match the descriptions.

- dessert a pudding  
desert to abandon
- bald hairless  
bawled wailed
- boy a male child  
buoy a float or marker

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

- si gn gn at
- lea gue gue st
- hy mn mn emonic
- litera cy cy linder

**PART A Focus**  
1-3: similes  
4-6: homophones  
7-10: spelling patterns

## B Word work

- Add the missing letter.  
autum n          condem n          colum n
- Write the correct spelling.  
succum    succumb          salm    psalm  
rombus    rhombus          gerkin    gherkin
- Add the missing letter.  
s c enic          dis c iple          res c ind
- Write three more words with this spelling pattern.  
muscles          fascinate          descending

Write two words from the same word family.

- circulate    circular, circumference
- audible      audition, auditorium

Write the meaning of the root.

- circu(m)    around
- audi    hear

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

- Their first attempt was **sabotaged**.  
sabotaged: spoilt on purpose
- The girl had a **beguiling** manner.  
beguiling: charming and captivating

**PART B Focus**  
1-2: silent letters  
3-4: spelling patterns: sc  
5-8: common roots; word families  
9-10: definitions

## C Sentence work

Rewrite the sentence in the passive voice, hiding those who perform the actions.

- The council will reverse the decision.  
The decision will be reversed.
- Shop assistants turned many customers away.  
Many customers were turned away.
- The keepers feed the animals twice a day.  
The animals are fed twice a day.

Add a question tag to turn the statement into a question.

- This one is yours, isn't it?
- We all want this, don't we?
- You will come, won't you?
- You can see my problem, can't you?

- Underline the past progressive form of a verb.

Reporters filled the office, and papers were flying from hand to hand, as keyboards clattered.

- What impression does this create? a lively, busy, bustling place
- Describe a place with a sleepy atmosphere. Use the past progressive verb form.  
Old ladies were dozing in chairs, lulled to sleep by the peaceful clink of teacup on saucer.

**PART C Focus**  
1-3: use of the passive voice  
4-7: question tags; use of apostrophes, commas and question marks  
8-10: use of verb forms: past progressive

**A Warm-up**

Write a sentence using the words **lion** and **net**. Use

- the active voice** The lion tore the net with its teeth.
- the passive voice** The net was torn to shreds by the lion.
- a modal verb** The lion might get caught in the net.
- a parenthesis** The lion, who was not stupid, saw the net.

Cross out the word that is wrong. Write the correct homophone.

- the king's ~~air~~ heir
- stomach ~~mussels~~ muscles
- bank ~~lone~~ loan
- a ~~current~~ bun currant

**PART A Focus**  
1-4: sentence construction and variation  
5-8: homophones  
9-10: ie and ei spellings

Write the correct spelling.

- percieved perceived deciet deceit
- consence conscience lesure leisure

**C Sentence work**

Combine the three sentences into one multi-clause sentence.

- He was tired. He walked on. Then he came to the river.  
Although he was tired, he walked on until he came to the river.
- They drove past the field. Jenny waved at Billy. He was still digging in the field.  
As they drove past, Jenny waved at Billy, who was still digging in the field.
- I was walking home. I found a bag of money. The money had been stolen.  
Walking home, I found a bag of money that had been stolen.
- Why do the new versions sound better? They link the ideas together.

**PART C Focus**  
1-4: forming sentences with more than one clause to link ideas  
5-7: punctuating direct speech  
8-10: past perfect verb forms

Continue the line of direct speech.

- She sighed and then asked, "Why've you come?"
- Peering from the window, Carrie said, "Here comes Phil."
- A voice shouted, "Get him!"
- Underline the past perfect verb form. Su had travelled all night; she was exhausted.
- Why is the past perfect form used here? To show it happened earlier – it's why she is exhausted.
- Use the same verb form to complete this sentence. Su had slept well; she was ready.

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

**B Word work**

Add the same ending to both words. **ary ery ory**

- territ ary                      categ ory
- imagin ary                      sanctu ary
- imag ery                      cemet ery
- Circle the unstressed vowel in each ending above.
- Add the missing letter **g** or **j**.  
ad jacent                      re generate                      a gility  
re joice                      pre judice                      geolo gy
- Add the two missing letters.  
reli gion                      hy giene                      re gion
- Add the missing letter.  
gu arantee  
lang uish

**PART B Focus**  
1-4: choosing the correct word ending; tricky words  
5-7: j sound spelt g; spelling patterns: gu  
8-10: word meanings; common roots

If these were real words, what would they mean? Write a definition.

- aquaport (verb)** to carry by water
- automemory (noun)** a device that remembers something automatically
- superwealthy (adjective)** very rich

## Writing task assessment sheet: After hours club

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

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

### Sentence structure and punctuation

	Always/often	Sometimes	Never
Sentences are varied in length (e.g. short for clarity or impact; multi-clause to explain or develop ideas)			
Parenthesis is used to convey information succinctly			
The passive voice is used for effect			
A range of appropriate conjunctions is used			
Fronted adverbials (adverbs, phrases and clauses) are used for emphasis and effect			
Appropriate use of tense and verb forms, including perfect form and modal verbs to explore possibility			
Commas are used to mark boundaries, clarify meaning and avoid ambiguity			
Commas, brackets and dashes are used for parenthesis			
A colon, semi-colon or dash is used between main clauses			
Punctuation is used for effect			

### Composition and effect

Features of a formal letter are used (e.g. addressing the reader, opening statement)			
Paragraphs are developed around a clear focus			
Cohesive devices are used to link ideas (e.g. adverbials, repeated words)			
Suitable formal tone is maintained with appropriate grammatical choices to support this			
Appropriate choice of formal language			
Viewpoint is maintained (e.g. conveying enthusiasm for an idea, while addressing other views)			

### Spelling

Knowledge of spelling patterns is applied correctly			
Correct spelling of words that are often misspelt (e.g. words with unstressed vowels)			
Homophones and words that are often confused are correct			
Words with silent letters are correct			
Knowledge of word structure is used, with roots, prefixes and suffixes spelt correctly			
Rules for adding suffixes are applied and exceptions are correct			

## Completed proofreading task: My favourite place

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

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

I don't remember much about my first journey to the castle—only the final ascent through the autumn trees as we drove along the winding road that lead to the gateway. I vaguely recall the scent of damp woodland and glimpses of picturesque views.

I expect Mrs Higgins was waiting to receive us at the entrance. Perhaps Mr Higgins, who worked in the gardens, was there too, although I can't actually remember on that particular occasion.

What I definitely do recall was waking the next morning in an unfamiliar bed and listening to the barely audible murmur of the wind in the trees.

For a child like me, brought up in the city, living in a castle was a marvelous adventure. I thrived in the new environment and developed a real curiosity about everything around me.

I thought then—and I still think now—I was so privileged to be living in such a gorgeous region.

### Section 1 tasks summary

**A Warm-up**

Write a noun phrase that describes the noun in **bold** in detail.

- 1 **door** an ancient wooden door with a brass handle
- 2 **mirror** the ornate mirror above the fireplace
- 3 **lamp** an old-fashioned gas lamp in the hallway
- 4 **sandwich** a cheese and tomato sandwich on crusty wholemeal bread

Write a synonym and antonym for the adjective. Use a thesaurus to help you.

	synonym	antonym
5 <b>melancholy</b>	miserable	cheerful
6 <b>methodical</b>	systematic	chaotic
7 <b>mediocre</b>	average	exceptional

Add two letters to make another word.

- 8 should e r
- 9 hear t h
- 10 f o reign

**PART A Focus**  
 1-4: expanded noun phrases  
 5-7: synonyms and antonyms; using a dictionary or thesaurus  
 8-10: letter strings

**B Word work**

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

- 1 vacan c y      controver s y      pharma c y
- 2 scar c ity      curio s ity      velo c ity
- 3 innocen c e      incen s e      convenien c e
- 4 Add the missing letters and write a definition of the word.  
 fluore sc ent      brightly coloured  
 adole sc ent      a teenager  
 di sc iple      a follow or believer

Make six words using these roots and suffixes only.

**pure extreme ity ify ist ism**

- 5 **purity**, purify, purist  
 extremist, extremity, extremism
- 6 Which suffix can make a verb? **ify**

**PART B Focus**  
 1-4: s sound spelt c or sc; word meanings  
 5-6: root words and suffixes; verb suffix ify  
 7-10: words that are often confused

Write a definition.

- 7 **ascent** a climb up
- 8 **assent** agree
- 9 **stationary** not moving
- 10 **stationery** materials for writing

**C Sentence work**

Complete the sentence starting with the non-finite verb.

- 1 **Hobbling** painfully, Scarlet made for the cover of the trees.
- 2 **Stunned** by the discovery, George wanted some time to think.
- 3 **Realising** his mistake, Harry had to reassess the situation.
- 4 **Hounded** by guilt, Laura could not sleep.
- 5 You are writing a non-fiction text. What might be the most likely cue for starting a new paragraph in  
**a recount of an event** change of time      **a report on your local area** change of topic  
**a discussion** change of viewpoint
- 6 Give three ways in which you can link ideas across paragraphs.  
 adverbials, pronouns to refer back to things already mentioned, repeating key words or phrases

**PART C Focus**  
 1-4: varying sentences; starting with non-finite verbs  
 5-6: text cohesion; linking paragraphs  
 7-10: uses of a colon

Why has each colon been used?

- 7 He had an interesting occupation: he was a musician. To show that information will follow.
- 8 The story begins with these intriguing words: 'Once upon a cloud ...' To introduce a quotation.
- 9 Debris was scattered down the road: bits of metal, a wheel, milk crates. To introduce a list.
- 10 His face was red: he had been running. To link the two statements – the second expands on and explains the first.



**A Warm-up**

Complete the sentence in four ways. Use

- 1 **the active voice** The elephant slurped the water greedily.
- 2 **the passive voice** The elephant was frightened by the mouse.
- 3 **a conjunction** The elephant drank and drank until the lake was empty.
- 4 **a question tag** The elephant did escape, didn't it?

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

- 5 jealousy courage honest mischief
- 6 grief anguish distress desolate
- 7 peace freedom humane equality

**PART A Focus**  
 1–4: varying sentences  
 5–7: abstract nouns  
 8–10: spelling strategies for tricky words

Complete the mnemonic.

- 8 The reign of a sove reign .
- 9 You always gain if you bar gain .
- 10 Always plan an ex plan ation.

**C Sentence work**

Complete the sentences using subordinating conjunctions to develop the idea in different ways.

- 1 Although the boy was a pain, Susie felt sorry for him.
- 2 Susie felt sorry for the boy until she heard what he had done.

Is the semi-colon used correctly? Put a tick or a cross.

- 3 Australia is a great place to live; hot weather and beautiful beaches.
- 4 The children returned home; they had been away all week.
- 5 We enjoyed the holiday; despite the weather.
- 6 I rarely eat fatty foods; occasionally I fancy a cake.
- 7 Look at the sentences with a cross. In what way has the semi-colon been used incorrectly?  
The second part is not a main clause.

**PART C Focus**  
 1–2: using subordinating conjunctions  
 3–7: using semi-colons  
 8–10: choosing grammar and vocabulary for effect

You are writing an advertisement for a sports car. What language features would you use and why?

- 8 **sentence structures** short sentences for impact, longer sentences to give information
- 9 **sentence types** statements to give facts, questions and commands aimed at the reader
- 10 **vocabulary** technical words related to cars, adjectives to use in expanded noun phrases for impact, adverbs to add certainty or emphasis, figurative language for a convincing effect

**B Word work**

- 1 Add the missing vowel.  
 secret a ry      bisc u it      fi e ry  
 min i ature      estu a ry      b u oy

Should the word have a hyphen after the prefix? Put a tick or a cross.

- 2 nonsense       4 nonfiction
- 3 nothing       5 nonexistent

6 Write two words to follow the hyphen.

- non- drip  
 non- smoking

**PART B Focus**  
 1: tricky and unstressed vowels  
 2–6: use and misuse of hyphens  
 7–10: homophones

Write a sentence to show the meaning.

- 7 **course** The yacht had to change course to avoid the ferry.
- 8 **coarse** The fabric was coarse – rough and uncomfortable.
- 9 **sauce** Brown sauce is yummy on egg and chips.
- 10 **source** We tracked down the source of the problem.

## A Warm-up

Write a question-and-answer joke based on the two meanings of the word.

- crane**  
What bird works on a building site?  
A crane.
- bank**  
Where does the river keep its money?  
In the river bank.

**PART A Focus**  
1–2: word play; homonyms  
3–5: synonyms; using a thesaurus  
6–10: spelling; words ending ably

Write a better synonym.

- a **great** discovery      significant
- a **great** athlete      exceptional
- with **great** care      considerable

Complete the word sum.

- regret** + **able** + **ly** = regrettably
- suit** + **able** + **ly** = suitably
- notice** + **able** + **ly** = noticeably
- consider** + **able** + **ly** = considerably
- recognise** + **able** + **ly** = recognisably

## B Word work

- Complete the word sum.  
**able** + **ity** = ability  
**vapour** + **ise** = vaporise  
**stable** + **ise** = stabilise  
**enter** + **ant** = entrant

**PART B Focus**  
1: exceptions to rules for adding suffixes  
2–4: prefixes: ab, ad  
5–6: spelling patterns  
7–9: older vocabulary  
10: antonyms

Add the prefix. **ab ad**

- ad vance      ab normal

Write the meaning of the prefix.

- ad** towards      **ab** away from

Add the missing letter or letters.

- ab s ent      ab h or      ab y ss      abs e i l
- ad h ere      ad d ict      ad j acent      adj o u rn

Write a modern question that means the same.

- Where art thou? Where are you?
- What would'st thou? What do you want?
- Who hath dared to wound thee?  
Who has tried to hurt you?
- Write an antonym of the word.  
**inhale** exhale      **hydrated** dehydrated

## C Sentence work

Underline the subordinate clause.

- The book, which he found on the table, was now useless to him.
- As the wind whispered gently, Lydia fell fast asleep.
- They emerged from the cave, blinking in the sunlight.
- Which subordinate clause begins with **a conjunction?** 2      **a relative pronoun?** 1      **a non-finite verb?** 3

Change the sentence to avoid any ambiguity caused by the use of pronouns.

- Rik entered <sup>Joe</sup> Joe's room. ~~He~~ turned to face him.
- Ali phoned <sup>Lal's</sup> Lal. He had found ~~his~~ dog.
- Hilda and Ethel did not speak. ~~She~~ took off her coat and made ~~her~~ <sup>Ethel</sup> do the same.

Add the missing dashes to the sentence.

- He was tall—twice as tall as Nikki—and wore a long coat.
- Jack was not sure—was not at all sure—what he had seen.
- Why are the dashes used?

**PART C Focus**  
1–4: using adverbials; non-finite and relative clauses  
5–7: correcting unclear use of pronouns to avoid ambiguity  
8–10: using a pair of dashes to indicate a parenthesis and for effect

To show the parenthesis, which is used to emphasise or repeat a point.

## A Warm-up

Write a sentence starting with the adverb given.

- 1 Nimbley, she crossed the bridge.
- 2 Viciously, he stabbed the beast.
- 3 Obstinately, he refused to budge.
- 4 Frantically, they shouted for help.

Add the same prefix to all three words.

- 5 pre judge    pre occupy    pre -tax
- 6 co- own    co- author    co- pilot
- 7 re organise    re possess    re produce
- 8 non- uniform    non- smoking    non- existent

- 9 Write six words starting with **rh**.  
rhyme, rhythm, rhombus,  
rhubarb, rhinoceros, rhapsody

**PART A Focus**  
 1-4: starting sentences with adverbs  
 5-8: prefixes; hyphens  
 9-10: tricky letter patterns

- 10 Add the same missing letter to all six words.  
g u arantee    ga u ge    disg u ise  
bag u ette    g u idance    fatig u e

## C Sentence work

Rewrite the sentence, starting with a non-finite verb rather than a conjunction.

- 1 As he gathered his strength, he lifted the rock. Gathering his strength, he lifted the rock.
- 2 Because she was filled with despair, she sat alone. Filled with despair, she sat alone.
- 3 Although he was groaning with pain, he stood up. Groaning with pain, he stood up.
- 4 Why might you choose to start the sentence like this?  
It is more concise; it puts the focus directly on the feelings of the character.

Add a colon and a list of items separated by semi-colons.

- 5 The market stall had everything: huge bunches of plantain; fresh mangoes, which smelt delightful; bright, shiny chillies; and mountains of sweet potatoes.
- 6 The room was packed with interesting items: clocks of all shapes and sizes; carvings of animals; assorted boxes with intriguing labels (hundreds of these); and paintings that covered the walls.

Underline the simile. **7** Angela was sleeping like a kitten, curled up among the filthy sacks.

- 8 Why has the writer chosen this simile? It makes the character seem innocent.

Write a simile to make the character sound

- 9 **pleasant** Her laugh was like the peal of bells on a sunny day.
- 10 **unpleasant** Her laugh was like the cry of a wild animal.

**PART C Focus**  
 1-4: using non-finite verbs in clauses  
 5-6: colons and semi-colons in a list  
 7-10: use of similes; choosing words for effect

## B Word work

Write the words correctly.

- 1 technicly technically medicly medically
- 2 laboratry laboratory voluntry voluntary
- 3 machinry machinery surgy surgery

**PART B Focus**  
 1: rules for adding ly  
 2-3: unstressed vowels in endings  
 4-7: spelling strategies; words ending ent, ant  
 8-10: using suffixes; changing word class

Write the antonym pair.

- 4 **Clue: capable and not capable**  
com / pe / tent    and incompetent
- 5 **Clue: good and not good at noticing**  
ob / ser / vant    and unobservant
- 6 **Clue: applicable and not applicable**  
rel / e / vant    and irrelevant
- 7 **Clue: lasting and temporary**  
per / man / ent    and impermanent

Add the same vowel suffix to all three words.

- 8 vocal ist    special ist    extreme ist
- 9 hostile ity    agile ity    mobile ity
- 10 What class of words have you made? nouns

## A Warm-up

Take the noun **car** and modify it to make four different noun phrases.

- an old car with rusty paintwork
- the sleek red car in my garage
- the latest eco-friendly car
- a vintage car in the museum

5 Add the missing letter.

tom b stone      sa p phire      dou b tless  
solem n ly      r h ubarb      hus t le

6 Write the correct spelling.

parlament      parliament  
floride      fluoride  
dimond      diamond  
minature      miniature

Add a suffix to make these words into verbs.

- colony ise
- hospital ise
- central ise
- pedestrian ise

**PART A Focus**  
1–4: expanding nouns; noun phrases  
5: silent letters  
6: unstressed and unsounded vowels  
7–10: suffixes to make verbs

## B Word work

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

- cred ible      reput able
- leg ible      soci able

**PART B Focus**  
1–3: adding able, ible  
4: adding tial, cial  
5–8: everyday and subject-specific words  
9–10: suffixes; word classes

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

- response ible      value able      identify ible

Add **cial** or **tial** to complete the word.

- poten tial      finan cial      impar tial

Write different definitions for the words in **bold**.

- It was a **physical** game.  
physical: rough
- Her favourite subject is **physical** geography.  
physical: dealing with natural features
- There was **friction** between the men.  
friction: disagreement and anger
- There is **friction** on this surface.  
friction: a force that slows moving objects

Add a different suffix to all three words to make nouns that are occupations.

- assist ant      bounce er      panel list
- diet ician      library ian      profess or

## C Sentence work

Oscar had to leave. He was tortured by his memories.

Rewrite the two sentences as one to show how the ideas are linked. Do so in four different ways.

- Oscar had to leave as he was tortured by his memories.
- Tortured by his memories, Oscar had to leave.
- Oscar, tortured by his memories, had to leave.
- Because he was tortured by his memories, Oscar had to leave.

Add the punctuation and capital letters.

- "Take it," she said. "It's worthless now."
- "My big regret," sighed Parvati, "is losing the medal."
- "I'll never," she said with dignity, "leave Park Street."
- "My work is complete," said Merlin. "Now I must leave."

**PART C Focus**  
1–4: forming and punctuating sentences to show the relationship between ideas  
5–8: punctuating direct speech  
9–10: Standard and non-Standard English

9 Cross out the words that are not Standard English. Write them correctly.

We ~~was~~ winning ~~easy~~. It was a ~~real~~ good game.      were, easily, really  
He saw ~~them~~ cards ~~what~~ you dropped but he didn't do ~~nothing~~ to help.      those, that, anything

- Give two examples of places where it might be appropriate to use non-Standard English in writing.  
in direct speech in a story, in a transcript

## A Warm-up

Write one shorter and one longer version of this sentence.

Close by, a tawny owl hooted.

**PART A Focus**  
1–2: varying sentence length  
3–5: tricky spellings; single and double consonants  
6–10: adverbs; synonyms; word meanings

- 1 An owl hooted.
- 2 Suddenly, from out of the darkness, a tawny owl hooted mournfully.

Add the missing letters. Is it one consonant or two?

- 3 a cc ording    a c ademy    a cc ompany
- 4 a p artment    a pp arent    a pp reciate
- 5 o m it    co mm it    co m et

Write two synonyms.

- 6 nonchalantly casually, coolly
- 7 furtively secretively, stealthily
- 8 haughtily arrogantly, conceitedly
- 9 jovially pleasantly, genially
- 10 obstinately stubbornly, adamantly

## C Sentence work

Why has the writer used the passive voice?

- 1 A man was killed in the incident. To avoid saying who was responsible
- 2 The diamond was stolen. The writer doesn't know, or doesn't want to say, who stole it.
- 3 The parcel was delivered. It does not matter who delivered it.
- 4 The king was warmly applauded. The king is the key focus, not the people applauding him.

Add the apostrophes.

- 5 Brunel's ship is one of Bristol's main attractions.
- 6 You'll find the children's playground behind Fisherman's Cottage.
- 7 Both clubs' managers are waiting to hear the FA's decision.

**PART C Focus**  
1–4: uses of the passive voice  
5–7: apostrophes for possession  
8–10: avoiding ambiguity

Rewrite the sentence to avoid ambiguity.

- 8 I saw a motorbike with a young man riding it with gleaming chrome.  
I saw a young man riding a motorbike with gleaming chrome.
- 9 The class visited a bakery to see bread being made on Wednesday.  
On Wednesday, the class visited a bakery to see bread being made.
- 10 That's the man with the dog who used to have a moustache.  
That man with the dog is the man who used to have a moustache.

## B Word work

Add **ei** or **ie**.

- 1 perc ei ve    n ie ce    p ie rce
- 2 s ei ze    caff ei ne    prot ei n
- 3 The words in 2 are tricky because they don't follow the normal 'i' before 'e' rule.
- 4 Add the suffix **ous** to form adjectives.  
luxury ious    outrage ous    vigour ous
- 5 Add the suffix **ity** to form nouns.  
intense ity    able ility    generous ity
- 6 Add the suffix **ate** to form verbs.  
valid ate    active ate    pollen inate

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

**PART B Focus**  
1–3: ei and ie spellings  
4–6: spelling patterns; adding suffixes  
7–10: inferring meaning from context

- 7 The path **petered out**.  
**petered out:** came to an end
- 8 The **mesmerising** beat began again.  
**mesmerising:** captivating; hypnotic
- 9 The portrait is **enigmatic**.  
**enigmatic:** mysterious; puzzling
- 10 The event **culminated in** a disco.  
**culminated in:** came to a climax with

## A Warm-up

Continue the sentence in different ways.

- Joe wanted to believe her – he truly did.  
\_\_\_\_\_
- Joe wanted to believe her though he knew something was not quite right.  
\_\_\_\_\_
- Joe wanted to believe her because she looked so helpless.  
\_\_\_\_\_
- Joe wanted to believe her but how could he?  
\_\_\_\_\_

Add the missing letters.

i y

- p y lon    s i phon    n y lon    b i onic
- s i nge    s y ringe    s i mile    s y mptom

Add the missing syllables to complete the noun.

- per / for / mance    **Clue:** a show
- to / ler / ance    **Clue:** acceptance
- af / flu / ence    **Clue:** wealth
- cir / cum / fer / ence    **Clue:** perimeter

**PART A Focus**  
1–4: sentence variation  
5–6: spelling; i sound spelt y  
7–10: spelling words by syllables; *ance* and *ence*

## B Word work

Add the missing letter string.

- d ough nut    bor ough    thor ough ly
- sl ough ter    fr aught    distr aught t

Write an adjective formed from the word.

- muscle**    muscular
- numeral**    numerous
- suffice**    sufficient
- vision**    visual

**PART B Focus**  
1–2: letter strings  
3–6: forming adjectives; correct spelling of word endings  
7–10: subject-specific use of words

Write sentences to show the different meanings of each word.

- freeze (in science)** Water freezes when the temperature reaches freezing point.
- freeze (in drama)** When you hear the knock at the door, you should freeze.
- fibre (in food)** Foods such as bread and cereals contain plenty of fibre.
- fibre (in D&T)** In this fabric the fibres are loosely woven.

## C Sentence work

Add a relative clause as a parenthesis. Punctuate the sentence correctly.

- His coat \_\_\_\_\_, which had been hanging by the door, \_\_\_\_\_ was gone.
- Jenny \_\_\_\_\_, who was tired and frustrated, \_\_\_\_\_ snapped at her brother.
- In the forest \_\_\_\_\_, where darkness came quickly, \_\_\_\_\_ all was not well.
- What is the purpose of a relative clause? To give extra information about a person, item or place.

Add a colon and a second clause that expands on or explains the first.

- It was his first victory: the first of many.
- She spoke calmly now: she had regained her composure.
- Olivia was silent: nobody had spoken to her like that before.
- The ground was dusty and cracked: there had been no rain for over a month.

**PART C Focus**  
1–4: using relative clauses; commas for a parenthesis  
5–8: use of a colon to link clauses  
9–10: use of pronouns; avoiding ambiguity

**Maya and her neighbour were talking. She was almost deaf so she had to speak up. She was telling her about her cat.**

- Why is this confusing? Overuse of pronouns means it is not clear who is being referred to.
- Rewrite the text above so that the meaning is clear. Maya was telling her neighbour about her cat. The lady was almost deaf so Maya had to speak up.

## A Warm-up

Write a sentence with the noun in **bold** as the subject.

- snow** Snow covered the world.
- dawn** Dawn woke the birds.
- water** Water covered the rocks.

- Write three synonyms for the word in **bold**.

She felt **restless**.

troubled, fretful, agitated

**PART A Focus**  
1–3: subject and object  
4: synonyms; using a thesaurus  
5–7: prefixes  
8–10: prefixes with hyphens; word meanings

Add the correct antonym prefix.

- Clue: in maths**  
a symmetrical    ir regular    un equal
- Clue: in design and technology**  
dis assemble    de construct    un stable
- Clue: in science**  
in vertebrate    ir reversible    in soluble

Add the correct prefix and write a definition of the word.

**eco micro pre**

- micro- organism tiny living thing seen through microscope
- pre- existing already existing
- eco- friendly good for the environment

## C Sentence work

Add two commas to punctuate the sentence effectively.

- After the clock struck, he stood quite still, listening for the unmistakable sound.
- At the end of the corridor, half-hidden in the murky light, a hunched figure began to move.
- The knights, who were proud to follow Sir Galahad, rode into battle.
- Why are the commas in sentence 3 essential to the meaning of the sentence? Without them, it means only some of the knights were proud to follow Sir Galahad and only they rode into battle.

**Fog wrapped itself darkly around the choking streets.**

- What technique has the writer used? personification to describe fog as if it were a person
- What is its effect? It makes the fog seem sinister.

Complete the sentence, choosing words to create a similar effect.

- Ice gripped the windows, trapping the children inside.
- The sun glowered down angrily on the sad, shrivelled flowers.

Express these ideas in a formal and impersonal style.

- I hope you learn from this mistake. It is to be hoped that lessons are learnt from this mistake.
- Let's discuss this big issue. This major issue deserves careful consideration.

## B Word work

Write the correct spelling.

- dominance    dominance
- persistence    persistence
- obedience    obedience
- abundance    abundance

**PART B Focus**  
1–4: words ending ance, ence  
5–6: tricky spellings; single and double consonants  
7–10: word structure; word meanings

Add the missing letters. Is it one consonant or two?

- a cc o mm o d a t i o n    h a r a ss
- e m b a rr a ss m e n t    r e c o mm e n d

Underline the prefix and write the root word.

- telecommunications    communicate
- subterranean    terrain

Write a definition.

- telecommunications ways of communicating over long distances
- subterranean underground

**PART C Focus**  
1–4: using commas to separate parts of sentences and avoid ambiguity  
5–8: personification; choosing words for effect  
9–10: formal and impersonal style

## A Warm-up

Add a relative clause containing additional information.

- Emily \_\_\_\_\_, who is tone-deaf, wants to be a singer.
- The ruby \_\_\_\_\_, which was as big as a plum, glinted in the sunlight.
- The street \_\_\_\_\_, which had been busy, was now deserted.

Write the word that has **both** meanings.

- fret \_\_\_\_\_ to worry/a part of a guitar
- reserve \_\_\_\_\_ to set aside/a substitute
- fire \_\_\_\_\_ to dismiss from employment/a blaze

Write two synonyms for the words in **bold**.

- It was **mainly** dry. \_\_\_\_\_ mostly, chiefly
- It seemed **a little** odd. \_\_\_\_\_ slightly, somewhat
- He is **fully** recovered. \_\_\_\_\_ totally, wholly

- Add the correct word.

**principle principal**

my \_\_\_\_\_ principal aim

the main \_\_\_\_\_ principle

**PART A Focus**  
1–3: relative clauses  
4–6: homonyms  
7–9: synonyms  
10: homophones

## B Word work

- Add the missing letters.  
appre \_\_\_\_\_ ci ate    suffi \_\_\_\_\_ ci ent    an \_\_\_\_\_ ci ent

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

- repeat** \_\_\_\_\_ repetition    **3 reveal** \_\_\_\_\_ revelation
- This suffix turns the verbs into \_\_\_\_\_ nouns.
- Add a suffix to make three adjectives.  
hero \_\_\_\_\_ ic    specify \_\_\_\_\_ ic    electron \_\_\_\_\_ ic
- Add a suffix to make the words into adverbs.  
\_\_\_\_\_ heroically, \_\_\_\_\_ specifically, \_\_\_\_\_ electronically
- Add a suffix that makes the words into verbs.  
critic \_\_\_\_\_ ise    public \_\_\_\_\_ ise    character \_\_\_\_\_ ise
- Write each word with a different suffix.  
critic \_\_\_\_\_ al    public \_\_\_\_\_ ation    character \_\_\_\_\_ istic

**PART B Focus**  
1: tricky phonemes  
2–8: suffixes to change word classes  
9–10: word meanings; prefixes

Write a definition.

- eco-tourist** \_\_\_\_\_ a traveller who is concerned about the environment
- cyber-criminal** \_\_\_\_\_ someone who commits crimes using the internet

## C Sentence work

Rewrite the sentence without using the relative pronoun.

- When she returned, the old woman noticed the car that she had seen earlier.  
\_\_\_\_\_ When she returned, the old woman noticed the car she had seen earlier.
- The boy, whose name was Ross Jones, was rescued. \_\_\_\_\_ The boy, Ross Jones, was rescued.
- Sophie, who was hidden from view, felt safe. \_\_\_\_\_ Sophie, hidden from view, felt safe.
- Why do we sometimes omit the pronoun from a relative clause?  
\_\_\_\_\_ Because the sentence still makes sense and it is more concise.

**PART C Focus**  
1–4: relative clauses with omitted relative pronouns  
5–7: text cohesion  
8–10: using semi-colons between main clauses

A paragraph of a car review begins **Despite all this innovative technology...**

- What does this tell us about the previous paragraph?  
\_\_\_\_\_ It described the innovative technology found in the car.
- What does it tell us about the paragraph to come? \_\_\_\_\_ It will give details about shortcomings.
- Complete the sentence. \_\_\_\_\_ Despite all this innovative technology, the performance is disappointing.

Use a semi-colon to continue the sentence.

- There was an ornate box in the corner of the room; \_\_\_\_\_ Olivia was drawn towards it.
- She looked again; \_\_\_\_\_ the boy had gone.
- The boy would not jump; \_\_\_\_\_ he just stood staring at the water.



## A Warm-up

Expand the nouns to provide information about the character.

- 1 **farmer** the white-haired farmer by the gate
- 2 **lady** the old lady in the tweed suit with baggy pockets
- 3 **puppy** the sad-eyed puppy that followed me to school
- 4 **detective** the smartly dressed detective with the shiny shoes

Add the same suffix to make all three words into adjectives.

- 5 **athlete** ic      **gymnast** ic      **energy** etic
- 6 **express** ive      **decorate** ive      **figure** ative
- 7 **value** able      **trace** able      **flame** mable

Add the correct ending of the word to complete the noun phrase.

- 8 **mar** tial      **arts**
- 9 **a substan** tial      **reward**
- 10 **a commer** cial      **success**

**PART A Focus**  
1–4: noun modification  
5–7: adding suffixes to form adjectives  
8–10: words ending tial, cial

## C Sentence work

Make the sentences impersonal by rewriting them in the passive form.

- 1 **We recorded the information on the database.** The information was recorded on the database.
- 2 **We will provide all meals.** All meals will be provided.
- 3 **You must return your application form by Friday.** Application forms must be returned by Friday.
- 4 **We gently heated the solution.** The solution was heated gently.

Rewrite the headline using a hyphen.

- 5 **Boy band reforms**      Boy band re-forms
- 6 Explain how the hyphen changes the meaning. With the hyphen, it means they got back together. Without it, they have improved their behaviour.

Underline the word that could cause ambiguity. Write it with a hyphen.

- 7 **Star striker** resigns      re-signs
- 8 **Councillors demand** recount      re-count

**Allowing pupils to wear their own clothes to school could create a competitive environment.**

- 9 Underline the modal verb.
- 10 Why has the writer used it? It makes the argument sound like a possibility rather than a fact. It helps distance the writer from the argument.

## B Word work

- 1 Write the correct spelling.  
**cureable** curable      **capeable** capable  
**plausable** plausible      **divisable** divisible
- 2 Add the correct ending to form adjectives.  
**inaud** ible      **bear** able      **enforce** able

Cross out the suffix and change it to make another word.

- 3 **identity** ify
- 4 **comprehension** ive
- 5 **commitment** tee
- 6 **frivolous** ity
- 7 Write three words derived from the word **compet**.  
competition, competitor, competitive

**PART B Focus**  
1–2: words ending able, ible  
3–7: using suffixes to modify words; word derivations  
8–10: inferring meaning from context

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

- 8 His face was **contorted** with pain.  
**contorted:** twisted
- 9 As the tide went out the water **receded**.  
**receded:** retreated; went back
- 10 It is time to **implement** the plan.  
**implement:** bring into practice

## A Warm-up

Complete the sentence to fit the adverb.

- 1 Regrettably, Josh was not able to attend the concert.
- 2 Admittedly, Josh has been late for school every day this week.
- 3 Unfortunately, Josh fell off his bike and hurt his knee.

- 4 Make three adverbs from these words.  
**hence here when forth ever about**  
henceforth   whenever   hereabout

Write the meaning of each adverb.

- 5 henceforth: from now on
- 6 whenever: at any time
- 7 hereabout: near this place

Change the ending to make a noun.

- 8 **despairing**   desperation
- 9 **lenient**   leniency
- 10 **ferocious**   ferocity

**PART A Focus**  
1-3: uses of adverbs  
4-7: linking adverbs  
8-10: forming nouns

## B Word work

Complete the word.

- 1 fic tious   **Clue: made up**
- 2 at rocious   **Clue: appalling/really bad**
- 3 vi vacious   **Clue: lively, bubbly**

Is the hyphen used correctly? Put a tick or a cross.

- 4 re-elect   ✓   re-act   ✗
- 5 re-enact   ✓   re-apply   ✗

- 6 When is a hyphen needed?  
if using the prefix 're' with a root word starting with 'e'

**PART B Focus**  
1-3: words ending tious, cious  
4-6: use of hyphens with prefixes  
7-10: using word structure to define words

Write a definition.

- 7 **podcast** a broadcast available on demand over the internet
- 8 **blogger** a person who writes a blog or online diary
- 9 **cybercafé** a café where you can surf the internet
- 10 **netspeak** words (or abbreviations) used when communicating on the internet

## C Sentence work

Rewrite the sentence so that the subject comes at the end.

- 1 A sad cry came echoing over the hills. Echoing over the hills, came a sad cry.
- 2 The ghost stood there, beside the door. There, beside the door, stood the ghost.
- 3 The prince was sitting calmly, reading a book. Sitting calmly, reading a book, was the prince.

Add a colon and semi-colons to punctuate this sentence.

- 4 It was a splendid day: clouds paused thoughtfully above us; the river chuckled happily along; the wind played with the reeds.
- 5 Write a similar sentence. Use the same punctuation but create a different mood.  
It was a horrible day: clouds scowled angrily above us; the river thundered along; the wind bullied the trees.

**PART C Focus**  
1-3: varying sentence structure for effect  
4-5: using a colon and semi-colon in a list  
6-7: Standard English  
8-10: hyphens to avoid ambiguity

Cross out any words that are not Standard English. Write them correctly.

- 6 The rain fell ~~heavy~~. heavily
- 7 Kate and ~~me~~ did ~~good~~. I, well

Add hyphens to clarify the meaning of the sentence.

- 8 As a long-serving teacher, Mr Green is used to dealing with thirty five-year-old children.
- 9 Cameron is a well-dressed gentleman with a light-hearted laugh.
- 10 My neighbour, Hannah, has a long-haired cat and short-sighted dog.

## A Warm-up

Add a semi-colon and another main clause to complete the descriptive sentence.

- The wind howled down the chimney; the shutters rattled at the windows.
- White-crested waves washed the beach; the sand sighed peacefully.
- The sky began to darken; birds began to screech their warning.

Write the adverb that means

- by force forcibly
- with suspicion suspiciously
- with anxiety anxiously
- in confidence confidentially
- with malice maliciously

**PART A Focus**  
1–3: using semi-colons between main clauses  
4–8: correct spelling of endings; adding ly  
9–10: word structure; related words; word families

Make a word family by adding prefixes and suffixes to the root word.

- auto graph graph eme bio graph y
- pro verb verb al ad verb ial

## C Sentence work

Add a comma.

- We were sad to see the tree die, naturally.
- Why is a comma needed to make the meaning clear? With no comma, it means they are sad that the tree died of natural causes. With the comma, it means it is natural to feel sad.

Continue the sentence, combining dialogue and action.

- "I've some bad news," Divya said softly, placing her hand on mine. "Come with me."
- "Stop right there," he commanded, his eyes flashing with anger. "I order you to stop."

Add an adverb to make the statement sound certain.

- Obviously, it was a mistake.
- Clearly, the situation will improve.
- Surely, people will want to help.

Continue the sentence as if you were writing a newspaper report.

- Tragically, Benji, Finley's dog, did not survive.
- Luckily, Jed had a mobile phone and was able to contact his girlfriend.
- What is the purpose of these adverbs?  
They show the attitude of the writer to what he or she is writing.

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

## B Word work

Write the words correctly.

- sargant corpral genral  
sergeant, corporal, general
- parlament goverment democracy  
parliament, government, democracy
- Are the words spelt correctly? Put a tick or cross.  
parallel  committee   
necesary  aparrent
- Write correctly the words that are wrongly spelt.  
necessary, apparent

Add the suffix that will make the words into verbs.

- mod ify ify simpl ify ify qual ify ify
- Add the suffix that will change the verbs into nouns.  
modification, simplification, qualification

Write the full version of the word.

- lab laboratory
- demo demonstration
- celeb celebrity
- app application

**PART B Focus**  
1–2: correcting common spelling errors  
3–4: single/double consonants  
5–6: suffixes; changing word class  
7–10: shortened forms; spelling

**Writing task assessment sheet: The nervous cyclist**

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

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

**Sentence structure and punctuation**

	<b>Always/often</b>	<b>Sometimes</b>	<b>Never</b>
Sentences are varied in length (e.g. short for pace or suspense, multi-clause to slow, describe, elaborate or link ideas)			
A variety of sentence types is used for effect			
Deliberate fronting of adverbs, phrases and clauses for effect			
Expanded noun phrases are used to convey information concisely			
The passive voice is used for effect			
Sentences are extended in a variety of ways (e.g. conjunctions, relative pronouns, verbs, parenthesis)			
Modifiers are used for shades of meaning (e.g. modal verbs, adverbs)			
Appropriate use of tense and verb forms			
Pronouns are used effectively and without ambiguity			
Commas are used to mark boundaries, clarify meaning and avoid ambiguity			
Direct speech is punctuated correctly, including sentences combining speech and action			
Commas, brackets and dashes are used for parenthesis			
A colon, semi-colon or dash is used between main clauses			
Punctuation is used for effect			

**Composition and effect**

Features of a story opening are used (e.g. action, description, dialogue) and story devices (e.g. a 'hook', time shift)			
Events are shaped into effectively organised paragraphs			
Cohesive devices are used to link ideas (e.g. adverbials, repeated words)			
Literary devices and figurative language are used to engage reader or create atmosphere			
Vocabulary is chosen to enhance effect and meaning			

**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			
Knowledge of word structure is used, with roots, prefixes and suffixes spelt correctly			
Rules for adding suffixes are applied and exceptions are correct			
Hyphens with prefixes are used correctly			

## Completed proofreading task: Why we must go green

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

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

Records suggest that average global temperatures have increased by almost one degree over the past century. It doesn't sound like much, does it? However, if this trend continues, it could sufficiently alter the Earth's climate so that our fragile ecosystems are permanently affected.

Certainly, a warmer Earth could have a substantial impact on many aspects of our planet: rainfall patterns, sea levels, the range of plants and wildlife—even the food we eat and water we drink. All these could potentially be affected.

The scientists who believe in the existence of global warming have no doubt that the problem is caused by human activities. Yes, that's right. Apparently the source of the problem is us. We are responsible.

You see, burning fuels with carbon in them (for example, oil, gas and coal) has a considerable impact on the atmosphere, trapping heat, which causes the Earth to warm up.

Power stations, factories, vehicles—they all contribute to global warming.

### Section 2 tasks summary

## A Warm-up

Expand the nouns to add more detail to this list of items on a menu.

- Roast breast of \_\_\_\_\_ guinea fowl  
in a pastry crust
- Goat's cheese \_\_\_\_\_ salad  
with sun-dried tomatoes
- Slow-cooked \_\_\_\_\_ lamb  
marinated in a sweet sauce
- Spiced fillet of \_\_\_\_\_ salmon  
baked with aubergines

Make four words using the letters and letter string. **t b ough**

- ough, tough, bough, bought
- Add the same letters to all the words.  
ch lorine      ch ronicle      or ch estra

**PART A Focus**  
1-4: expanded noun phrases  
5-6: spelling patterns, letter strings  
7-10: building words from root words

Complete the word sum.

- in + **access** + ible = inaccessible
- re + **new** + able = renewable
- edit** + or + ial = editorial
- civil** + ise + ation = civilisation

## B Word work

Add the missing syllables to complete the

- nouns**  
ge/ ne / ro / si / ty      **Clue:** kindness  
re/ ve / la / tion      **Clue:** a surprise
- adverbs**  
al/ ter / na / tive / ly      **Clue:** otherwise  
ab/ so / lute / ly      **Clue:** completely
- adjectives**  
me/ mo / ra / ble      **Clue:** unforgettable  
mi/ ra / cu / lous      **Clue:** amazing

Write two words related to the root word.

- depend**      dependable, dependent
- value**      valuable, evaluate
- clear**      unclear, clarity
- repeat**      repeatedly, repetition

**PART B Focus**  
1-3: spelling strategies  
4-7: root words; spelling related words  
8-10: word meanings and word classes

Write sentences to show how the word **force** can be used as a

- verb**      I had to force him to do it.
- noun**      He joined the police force in May.
- noun**      Gravity is a force.

## C Sentence work

Underline the subjunctive verb form in this sentence.

- If Max were able to attend the event, we would be delighted to welcome him.

Complete these sentences using the subjunctive.

- If \_\_\_\_\_ the world were to stop spinning, \_\_\_\_\_ it would be a global disaster.
- If \_\_\_\_\_ I were as brave as you, \_\_\_\_\_ I could do anything.
- If \_\_\_\_\_ it were to rain on Saturday, \_\_\_\_\_ all our holiday plans would be ruined.

Why is the second of these sentences more effective than the first?

**Smoking is harmful because it can kill you.**

**Smoking is harmful: it can kill you.**

- The colon creates a direct link between the idea and explanation; it has more impact.

Add a colon and cross out any unnecessary words.

- There is only one way forward: ~~and that is~~ to cut emissions.
- You can make a difference: ~~if you~~ join the great recycle.

**PART C Focus**  
1-4: using the subjunctive  
5-7: using colons for effect  
8-10: using adverbials; text cohesion

You are writing a discussion text. Give three adverbials that would help you to

- explain consequences**      as a result, consequently, therefore
- add another point**      what is more, moreover, in addition
- oppose or balance**      however, conversely, on the other hand

**A Warm-up**

Add a relative clause giving extra information.

- 1 Try our new range, which includes many exciting products.
- 2 Our products are tested by specialists who are all experts in the field.
- 3 This is a product that will make you feel ten years younger.

**PART A Focus**  
 1–3: using relative clauses  
 4–7: tricky sc spellings; words that are often confused  
 8–10: inferring meaning from context

Add the missing letters.

- 4 con sc ious                      con sc ience  
 con sc ien ti ous

Write a sentence to show the meaning of each word above.

- 5 The victim was fully conscious.
- 6 She had a guilty conscience.
- 7 He is a conscientious worker.

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

- 8 **vintage** clothes                      from the past
- 9 **wholesome** foods                      healthy
- 10 an **intrepid** explorer                      not afraid of danger

**B Word work**

1 Write the words as plurals.

- |               |                 |               |                |
|---------------|-----------------|---------------|----------------|
| <b>prefix</b> | <u>prefixes</u> | <b>cactus</b> | <u>cacti</u>   |
| <b>axis</b>   | <u>axes</u>     | <b>gazebo</b> | <u>gazebos</u> |
| <b>video</b>  | <u>videos</u>   | <b>gateau</b> | <u>gateaux</u> |

Add the same prefix to all three words.

- 2 anti bacterial    anti- racist    anti body
- 3 pre caution    pre- existing    pre- war
- 4 re organise    re- examine    re assure

Write the correct spelling of the word.

- 5 pronunciation                      pronunciation
- 6 glamourise                              glamorise
- 7 proclamation                              proclamation

**PART B Focus**  
 1: plurals  
 2–4: prefixes; use of hyphens  
 5–7: common spelling errors  
 8–10: formal synonyms

Write a more formal verb.

- 8 **tell off**                                      reprimand
- 9 **give in**                                      concede
- 10 **do away with**                              abolish

**C Sentence work**

Complete the sentence by adding a list of details that build tension.

- 1 In the **flickering candlelight**, I picked out an empty fireplace, dusty curtains at darkened windows, portraits of unwelcoming faces – and there, among the shadows, stood a grotesque statue-like figure.

Edit the sentence. Cross out any unnecessary words.

- 2 ~~We are raising money for charity. Can you help us raise money for charity?~~
- 3 ~~The villagers realised the monster was coming and the villagers ran.~~

**PART C Focus**  
 1: constructing and punctuating sentences for effect  
 2–3: editing; ellipsis  
 4–7: using semi-colons for effect  
 8–10: Standard English; using less and fewer

Continue the sentence, creating a contrast to follow the semi-colon.

- 4 Latika was successful; Winston, unfortunately, was not.
- 5 Mark was always there on time; Olly sometimes didn't turn up at all.
- 6 I enjoyed the film; Beth definitely did not.
- 7 Arthur Jones was born in poverty; he died a rich man.

Add the correct word. **less fewer**

- 8 I am trying to eat less sugar and drink fewer sugary drinks.
- 9 There were fewer visitors this year so we raised less money than expected.
- 10 Many people find they have less time available and attend fewer classes.

## A Warm-up

Modify the sentence to create a clear mood.

- Clouds drift. Threatening grey clouds drift slowly across the sun.
- Children scream. Excited children scream as they jump into the waves.
- Lights twinkle. Bright lights twinkle enticingly in shop windows.

Add the ending of the word.

- aud acious *Clue: daring*
- ten acious *Clue: stubborn, persistent*
- invin cible *Clue: cannot be beaten*

Write three synonyms.

- anxiously**  
apprehensively, nervously, uneasily
- bravely**  
valiantly, courageously, heroically
- warily**  
cautiously, suspiciously, hesitantly
- nimbly**  
deftly, dextrously, neatly

**PART A Focus**  
1–3: sentence modification; moods  
4–6: spelling of word endings;  
word meanings  
7–10: word meanings; synonyms

## B Word work

- Add the missing letters. **c s cc ss**  
a cc e ss      ne c e ss ity      su cc e ss  
ab s en c e      s in c erity      ex c e ss  
in c en s e      pro c e ss      de c en c y

Complete the missing word.

- He showed his appreciation. *Clue: gratitude*
- They need firm discipline. *Clue: control*
- Gran likes to reminisce. *Clue: remember*
- They did resuscitate him. *Clue: revive*
- Write one word that is related to each word above.

appreciated, disciplinary,  
reminiscent, resuscitation

**PART B Focus**  
1: s sounds spelt c and s;  
single/double consonants  
2–5: spelling patterns;  
word meaning  
6: relating words to  
known words  
7–10: word usage;  
word class

Write a sentence using the word as a verb.

- snake** Paths snake along the valley.
- panic** I panic when I am in a crowd.
- pilot** She will pilot the plane to safety.
- slave** I always slave over my homework.

## C Sentence work

Expand the main clause to explain succinctly reasons and results.

- To attract visitors, we are hiring a juggler who will perform three shows.
- By buying new equipment, we hope to improve the centre so more people can attend.
- Because of poor weather, the work has not been completed, which means we remain closed.

Add the missing punctuation.

- "I've bin speakin' to t' master," Edgar began.
- "You ain't comin' in," said Zoë, barring the door.

**PART C Focus**  
1–3: forming sentences that express  
ideas succinctly  
4–5: apostrophes; punctuating informal  
non-Standard speech  
6–7: Standard English: word confusions  
8–10: story openings; grammar choices  
for effect

Underline the correct word to complete the sentence using Standard English.

- Can I (borrow lend) your bike?
- Mr Jacks (learnt taught) us to write.

Write the opening sentence for a mystery story. Use

- direct speech** "I don't think we should be here, Lewis," whispered Lucy.
- passive voice** The door was left open.
- past perfect verb form** Darkness had already cloaked Granger Avenue when the alarm pierced the silence.



## A Warm-up

Continue the advertisement, choosing suitable words.

- Experience the West Indies: beautiful  
beaches, vibrant culture
- Safeguard your skin: keep it looking  
fresh and healthy
- Try the chocolate for grown-ups: a  
sophisticated taste for the connoisseur

Write six words with this ending.

- cial** special, official, artificial, racial,  
financial, beneficial
- ibly** terribly, horribly, sensibly, visibly,  
invisibly, responsibly
- ture** nature, capture, manufacture,  
texture, feature, creature

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

- pol y the n e
- c ello p h ane
- pol y st y r e n e
- al u m i n i u m

**PART A Focus**  
1–3: use of a colon; choosing vocabulary for effect  
4–6: word endings  
7–10: spelling

## B Word work

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

- ~~Campainers~~ ~~query~~ ~~contravertial~~ decision.  
campaigners, query, controversial
- ~~Comunity~~ ~~benefits~~ from new ~~sceme~~.  
community, benefits, scheme
- ~~Servey~~ provides ~~insufficient~~ ~~evidence~~.  
survey, insufficient, evidence

**PART B Focus**  
1–3: correcting spelling errors  
4–7: word roots and meanings  
8–10: inferring meaning from context

Write a word that begins with the root.

- mono** monopoly
- aero** aerosol
- mono** single
- aero** air

Write the meaning of the root.

- mono** single
- aero** air

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

- Their movements were **synchronised**.  
**synchronised:** deliberately made to occur at the same time
- It was just about **tolerable**.  
**tolerable:** bearable; not bad, but not good
- The artist character is a **stereotype**.  
**stereotype:** a fixed set of ideas about a particular kind of person or thing

## C Sentence work

**Police catch man with butterfly net**  
**Stolen car abandoned by river**

**School dinners protest**  
**Medics help snake bite victim**

- Why are the newspaper headlines confusing? Their brevity makes them ambiguous.

Write each headline as a clear and complete sentence – as if it were in the main part of the article.

- The police have caught a man who was carrying a butterfly net.
- Thieves have abandoned a stolen car near the river.
- There has been a protest about school dinners.
- Medics helped the victim of a snake bite.

Add brackets within the sentence.

- I wouldn't help him for a million pounds (although the money would be rather tempting).
- Katie (what a surprise) volunteered to help.
- I know the car was blue (at least, I think it was) and old.
- Write the last sentence again using a different punctuation mark instead of brackets.  
I know the car was blue – at least, I think it was – and old.

**PART C Focus**  
1–5: recognising and avoiding ambiguity  
6–9: using brackets for a parenthesis; choosing punctuation  
10: imagery

Continue the sentence using imagery.

- Outside** the traffic rumbled and rattled, moving like a giant machine.

## A Warm-up

Write three sentences using the word **incredibly** to appear in

- 1 a news report Incredibly, no-one was hurt in the explosion.
- 2 an advert It has an incredibly powerful motor.
- 3 a story Charlie had an incredibly long nose shaped like a carrot.

4 Underline the words that are spelt correctly.  
thundrous entrant pondrous disastrous

5 Write correctly the words that are wrongly spelt.  
thunderous, ponderous

**PART A Focus**  
1-3: modifying adverbs  
4-5: spelling errors  
6-7: words ending tial, cial  
8-10: common roots; related words

Add the ending to form adjectives.

- 6 benefi cial      7 influen tial

Add the same root word to all three words.

- 8 re quest      quest ionnaire      quest ion  
9 un know n      know ledge      know ing  
10 port folio      pass port      port er

## C Sentence work

- 1 Punctuate the sentence with commas and a semi-colon.  
Springing to her feet, Angela's expression clouded as anger flickered in her eyes; she grabbed her coat, let out a tirade of abuse and stormed out of the door.
- 2 What is the effect of this sentence construction? It helps to build a sense of Angela's anger.
- 3 Compose a similar sentence describing a desperate search.  
Angela searched the desk, opening drawers, scattering the papers; she emptied the folders, leaving a heap on the floor.

Underline the modal verb. Briefly explain how it affects the meaning of the sentence.

- 4 I must go to the gym later.      It is a necessity.
- 5 I might go to the gym later.      It is a possibility.
- 6 I will go to the gym later.      It sounds definite.
- 7 I should go to the gym later.      It is a duty, but the writer is not keen to go.
- 8 I can go to the gym later.      The writer is able to go if he or she wishes to.

Rewrite the sentence as a possibility rather than a statement of fact.

- 9 Johal was there.      Johal might have been there.
- 10 We leave tomorrow.      Perhaps, we could leave tomorrow.

**PART C Focus**  
1: using commas and semi-colons in more complex sentences  
2-3: using sentence construction and punctuation for effect  
4-8: modal verbs creating subtle variations in meaning  
9-10: modal verbs for possibility

## B Word work

Add the correct ending.

**PART B Focus**  
1-3: word endings  
4-5: spelling words with prefixes  
6-10: word meanings; different contexts

- 1 **ance** **ence**  
bal ance      prefer ence      relev ance
- 2 **ent** **ant**  
occup ant      oppon ent      adjac ent
- 3 **ancy** **ency**  
consist ency      vac ancy      effici ency

Write the word beginning with the prefix.

- 4 "Hurray," we shouted in uni son.
- 5 I had a multi tude of reasons.

Write different definitions of each word.

- 6 **cell** (in IT) a space on a spreadsheet
- 7 **cell** (in biology) one of the units that make up living things
- 8 **cell** (in everyday use) a room in a prison
- 9 **monitor** (in IT) a computer screen
- 10 **monitor** (verb) to check regularly

## A Warm-up

Complete the multi-clause sentence.

- I stood on the edge of the diving board, which jutted out over the pool.
- As the rest of the guests chatted and laughed, I stood on the edge of the gathering, feeling like a ghost.

Complete the word sum. Use an antonym prefix.

- de + caffeine + ate = decaffeinate
- de + compose + ition = decomposition
- non- + flame + able = non-flammable

**PART A Focus**  
1–2: multi-clause sentences  
3–5: adding prefixes and suffixes  
6–10: spelling adverbs; building from root words

Write the adverb that means

- with energy energetically
- with conceit conceitedly
- with compassion compassionately
- with regret regrettably
- with vigour vigorously

## C Sentence work

The butler lay dead on the floor.

The butler lay, dead, on the floor.

Why has the writer added the commas? ① To isolate the word 'dead' and emphasise the key idea.

Add commas that perform a similar function.

- I lay there, terrified, waiting for the noise to stop.
- They walked, fearfully, into the room.

Write an example of your own. ④ He climbed, unwillingly, into the car.

Why is the headline amusing?

- Giant police hunt for jewel thief It sounds as though large officers are hunting for the thief.
- Students make a tasty meal It sounds as though someone is eating the students.
- Robson's back under pressure It sounds as though Robson has pressure on his back.

Complete these formal sentences using the subjunctive form of a verb.

- It is important that the patient remain calm.
- We recommend that a pupil attempt three questions a day.
- It is proposed that the bridge be built of steel.

## B Word work

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

- ~~Govament~~ announcement 'riddiculus' government, announcement, ridiculous
- ~~Exstastic~~ ~~appporse~~ for ~~amature~~ theater group ecstatic, applause, amateur, theatre
- 'The ~~Pharohs~~' ~~exhibition~~ opens at gallery Pharoahs, exhibition, gallery

**PART B Focus**  
1–3: correcting spelling errors  
4–5: word meanings; related words  
6–10: using new vocabulary

Write the meaning of the word.

- benevolent kind, helpful, generous  
beneficial helpful or good for you
- biodegradable breaks down in soil  
biologist a person who studies living things

Write a sentence to show the meanings of the words.

- neutral I will try to stay neutral.
- lucid He gave a lucid account of events.
- laborious It was a laborious job.
- ventilate Windows help ventilate rooms.
- lax Discipline was lax.

## A Warm-up

Continue the sentence after the dash.

- 1 So, I'd failed – but so had Jessica.
- 2 Nobody noticed – until it was too late.

Add the missing syllables.

- 3 ap/ pro / pri / ate / ly  
**Clue:** suitably

- 4 con/ se / quent / ly  
**Clue:** as a result

- 5 ap/ prox / i / mate / ly  
**Clue:** about, roughly

- 6 Write a formal version of the informal phrase.

sweet-talk	compliment
throw in the towel	concede defeat
bowled over	overwhelmed
okay	satisfactory

Add the missing letters.

- 7 ph o b i a
- 8 ph o e n i x
- 9 ph e n o m e n a l
- 10 ph y s i c a l l y

**PART A Focus**  
1–2: using dashes for effect; sentence construction  
3–5: spelling strategies; syllables  
6: formal and informal vocabulary  
7–10: ph spellings

## B Word work

- 1 Write in the tricky part of each word.  
sil hou ette    ec ze ma    man oeu vre
- 2 Write the correct spelling.  
acquainted acquainted    aquired    acquired
- 3 Underline the correct spelling.  
forfill    forfil    fulfill    fullfil    fulfil

**PART B Focus**  
1–3: tricky spellings  
4–6: suffixes; word classes  
7–10: using new vocabulary

Add the suffix that changes the words into

- 4 **verbs**                      public ise                      memory ise
- 5 **abstract nouns**        cruel ty                      scarce ity
- 6 **adjectives**              decide sive                  corrode sive

Write a sentence to show the meaning of the word.

- 7 **anonymous** The owner of the winning ticket wishes to remain anonymous.
- 8 **phenomenal** Running twenty marathons was a phenomenal achievement.
- 9 **inconspicuous** The detective dressed plainly so he would be inconspicuous.
- 10 **relinquish** They had to relinquish the lead.

## C Sentence work

The man fled: he was leaving his home, leaving his possessions, leaving his past behind.

- 1 Punctuate the sentence above using a colon and commas.

Give two techniques that the writer has used to make the sentence effective.

- 2 repetition of the word 'leaving' to emphasise the personal cost
- 3 using a list structure that builds up to a climax at the end of the sentence

Write a formal version of these notices.

- 4 You can't smoke here.                      Smoking is prohibited on the premises.
- 5 Look out for pickpockets.                  Please be advised that pickpockets operate in this area.
- 6 Sit down. Get ready to go.                  Please be seated and prepare for departure.
- 7 Don't use your mobile.                      Please refrain from the use of mobile phones.

Some people want to paint the room red.

Complete the next three sentences after the words and phrases below to link ideas.

- 8 These people are clearly deluded.
- 9 Red is widely known to be a colour associated with anger – so who would want a red room?
- 10 On the other hand, a neutral colour such as cream can have a calming effect, which is probably why research shows over 80 per cent would prefer it.

**PART C Focus**  
1–3: sentence effects; stylistic techniques; punctuating sentences  
4–7: formal and informal vocabulary  
8–10: cohesive devices

## A Warm-up

Write a dramatic sentence containing no more than five words.

- 1 Stella screamed, turned and ran.
- 2 Then, everything stopped.
- 3 My time had come.
- 4 Something had happened – something awful.

**PART A Focus**  
1–4: short sentences for impact  
5–8: word meanings; word structure  
9–10: suffixes; word classes

Write the word beside its definition.

## bilingual    cinquain    triad    unilateral

- 5 triad                      chord of three notes
- 6 bilingual                able to speak two languages
- 7 unilateral                one-sided
- 8 cinquain                 poem of five lines

Write three verbs and three nouns related to the word.

- 9 **organ**  
**nouns** organisation, organist, organism  
**verbs** organise, disorganise, reorganise
- 10 **form**  
**nouns** formation, formal, formula  
**verbs** deform, formulate, re-form

## B Word work

Write the correct spelling.

- 1 **circumfrance**    circumference  
**isoscelles**        isosceles
- 2 **equivalant**        equivalent  
**approxamate**    approximate
- 3 **poligon**            polygon  
**quadrilatral**     quadrilateral

**PART B Focus**  
1–3: correcting spelling errors  
4–6: root words; derivations  
7–10: subject-specific meaning of words

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

- 4 **deceit**    deceitful, deception, deceptive
- 5 **force**     enforce, reinforce, enforceable
- 6 **human**    humane, humanity, inhumane

Write different definitions of each word.

- 7 **consumer (in business)** someone who buys and/or uses things
- 8 **consumer (in science)** animal that consumes other living things
- 9 **producer (in drama)** the person responsible for a production
- 10 **producer (in science)** a green plant that makes its own food

## C Sentence work

Rewrite the sentence using a colon for effect.

- 1 The only hope they had left was the raft. They had only one hope left: the raft.
- 2 Climate change is a new threat to the survival of animals. Animals are facing a new threat to survival: climate change.
- 3 Our victory was the result of determination and teamwork. Our victory was the result of two things: determination and teamwork.

What do the following tell you about what is to come?

- 4 However, despite some successes ... An outline of failures will follow.
- 5 The main difference between ... An outline of the difference between two things will follow.
- 6 Since the shop closed ... A description of what has happened since the shop's closure will follow.
- 7 All of these ideas ... A summary or a more general point will follow.

**PART C Focus**  
1–3: using colons for effect  
4–7: text cohesion; cohesive devices  
8–10: Standard English; informal speech

Rework the transcript into Standard English.

- 8 We was goin' up town but the fog wus bad. We were going into town but the fog was bad.
- 9 Her knew a'right, but her din say nothing. She knew of course, but she did not say anything.
- 10 Me and Jim we both 'ad one of them games what was on the telly. Jim and I both had one of those games that were shown on television.

**A Warm-up**

Complete the sentence.

- 1 Pausing for a moment, he checked his watch.
- 2 Frowning with concentration, he re-read the letter.
- 3 Fighting the urge to run, she peered down the corridor.

Add the correct word.

**less fewer**

**PART A Focus**  
1-3: sentences starting with non-finite verbs  
4-7: using less and fewer  
8-10: using suffixes; changing word classes

- 4 Today, fewer people walk to work.
- 5 Sangeeta now has less money.
- 6 I worked fewer hours; I earned less pay.
- 7 Fewer cows means less milk.

Make the words into

- 8 **adjectives**  
space ious    allergy ic    race ial
- 9 **nouns**  
accurate cy    generous ity    aware ness
- 10 **verbs**  
valid ate    stable ise    diverse ify

**B Word work**

Add the correct ending.

- 1 We received prefer ential treatment.  
Do you have a prefer ence ?
- 2 I like the simple icity of your design.  
It was a simple ification of the problem.
- 3 What is the sign ificance of that date?  
We need a sign ature on the contract.
- 4 He has a lively person ality .  
Poets use person ification .

**PART B Focus**  
1-4: spelling words from known root words  
5-7: common roots and endings  
8-10: defining words; using root words/word structure

Write two words ending in

- 5 **logue**    dialogue, catalogue
- 6 **logy**    psychology, genealogy
- 7 **graphy**    geography, calligraphy

Underline the root and write a definition of the full word.

- 8 deforestation the process of clearing forests
- 9 unsystematic haphazard, random
- 10 aromatic perfumed, fragrant

**C Sentence work**

Hi, Em. You off swimming? Yeah ... no worries. See you tomorrow. About 10.

What clues tell you that this is informal language?

- 1 **word clues** uses non-Standard words (Yeah) and shortened forms (Em)
- 2 **sentence clues** no complete sentences, interruptions (...), questions to the listener

**PART C Focus**  
1-4: formal and informal structures  
5-6: formal language  
7-10: direct speech punctuation; commas and hyphens to avoid ambiguity

I saw Emma earlier. She was carrying her kit bag, so I assumed she was going swimming. She said she was in a rush so I agreed to meet her tomorrow at 10 a.m.

What clues tell you that this is a formal written text?

- 3 **word clues** uses full version of Emma's name, more formal words (assumed)
- 4 **sentence clues** clearly defined full sentences, ideas are linked (so)

Write a formal version of the sentence.

- 5 It's not okay. It is totally unacceptable.
- 6 Let's do it. We shall proceed as planned.

Punctuate the direct speech so the meaning is clear.

- 7 "The children all seem very eager to paint, Mr Ash," said the head teacher.
- 8 "My long-lost cousin was nearly eaten by a man-eating shark," explained George.
- 9 "No, dogs are always welcome," said the manager reassuringly, patting Buster's head.
- 10 Turning to face Mac, James asked, "Who is that fair-haired girl over there?"

## A Warm-up

Add a subordinate clause.

- Ricky agreed at once because he was bored with all the discussion.
- Ricky, who knew time was running out, agreed at once.
- Although he hated Simon, Ricky agreed at once.

**PART A Focus**  
1–3: varying position of subordinate clauses  
4–6: roots, prefixes and suffixes  
7–10: identifying misspellings

Make two words by adding different prefixes and suffixes.

- ex press ion                      im press ive
- de port able                      ex port ing
- Make the words into verbs.  
standard ise                      solid ify                      origin ate

Write the correct spelling of the underlined word.

- abominible snowman                      abominable
- circulatory system                      circulatory
- componant parts                      component
- double consernent                      consonant

## C Sentence work

**That night, they came. That night, they crept closer. That night, they slipped unseen through countless windows. That night was the night it began ...**

What techniques has the writer used to build tension?

- repetition
- short sentences

**PART C Focus**  
1–4: sentence effects; ellipsis  
5–7: effect of modifying adverbs  
8–10: constructing sentences with a colon

Why has the writer ended with an ellipsis?

- It makes you want to find out what began that night.

Write a similar set of sentences.

- Slowly, the sea advanced. Slowly, it inched closer. Slowly, it swallowed the sand. Slowly, the sea crept round the rocks where the boy lay ...

Underline the adverbs and explain their effect on the meaning.

- Many children now skip breakfast.                      suggests that the situation is deteriorating
- Yet we have still had no reply.                      suggests 'in spite of everything'
- Ameena was again disturbed.                      suggests that it is happening repeatedly

Add a colon and continue the sentence.

- Everything was in place: books on shelves, papers filed, folders stacked.
- Ajit remembered how it had felt to fly: weightless, soaring, riding the thermals.
- The situation was grim: there was no way out, she was alone, she had no phone.

## B Word work

- Write the root word.

<b>reservoir</b>	<u>(re)serve</u>
<b>meteoric</b>	<u>meteor</u>
<b>incredulous</b>	<u>(in)credible</u>

**PART B Focus**  
1–4: identifying roots; working out meaning  
5–8: single and double consonants  
9–10: formal and informal words and phrases

Write a definition.

- vegetation** any form of plant life
- liquefy** make into liquid form
- specification** an exact description of what is required

Add the missing letters. Is it one consonant or two?

- l s l                      co l o s s a l
- c l r                      a c c e l e r a t e
- r l l                      p a r a l l e l
- p r t                      a p p a r a t u s

Write a more formal synonym for each phrase.

- a howler**                      an error
- a flop**                      a failure
- far-fetched**                      improbable
- out of place**                      inappropriate

**A Warm-up**

Rewrite the sentence using the passive voice.

- 1 Police are searching the area.  
The area is being searched by police.
- 2 Egyptians had sealed the treasures in the tomb.  
The treasures had been sealed in the tomb by the Egyptians.
- 3 Someone has discovered footprints outside.  
Footprints have been discovered outside.

Write the adverb built from the noun.

- 4 **tactic**                      tactically
- 5 **strategy**                    strategically
- 6 **system**                      systematically
- 7 **science**                      scientifically

**PART A Focus**  
1-3: using the passive voice  
4-7: building words with multiple suffixes  
8-10: using roots to work out meaning

Write the word beside its definition.

- resplendent multifarious verbose**
- 8 multifarious    with great variety
  - 9 verbose            wordy, long-winded
  - 10 resplendent    dazzling, gloriously bright

**B Word work**

Add the missing vowels.

- 1 cap a ble                      ed i ble                      sol u ble
- 2 audi e nce                      coher e nce                      relev a nce
- 3 rad i us                          inter i or                      met e or

Complete the table.

	root	verb	adjective
4	circle	circulate	circular
5	class	classify	classified
6	medic	medicate	medical

Write different definitions.

**PART B Focus**  
1-3: tricky endings; unstressed vowels  
4-6: suffixes; word classes  
7-10: subject-specific word meanings

- 7 **solution** (in science)    a liquid in which a solid is dissolved
- 8 **solution** (in PSHE)    a way of solving a problem or dispute
- 9 **tension** (in drama)    a feeling of nervousness
- 10 **tension** (in D&T and science)    tautness

**C Sentence work**

Punctuate this sentence so that it reads effectively. Use a colon, a comma and a dash.

- 1 She dreamt about a room: an empty room with no windows, a room with no way in—and no way out.

**PART C Focus**  
1: sentence effects; punctuation for effect  
2-4: adverbs to show possibility  
5-8: Standard and non-Standard English  
9-10: formal and informal language and structures

Write three sentences relating to the room in the above sentence using the adverbs to show possibilities.

- 2 Maybe, she had been in the room before.
- 3 Perhaps, it was a place that she remembered from her past.
- 4 Certainly, it had no happy memories because she always woke with her heart racing.

Continue the dialogue using Standard English.

- 5 “Well,” announced Zachary. “If you could all follow me I’d be most grateful.”
- 6 Rose looked up and replied politely, “We would prefer to wait, thank you.”

Continue the dialogue using non-Standard English.

- 7 “Well,” said Terri. “The coach were delayed so we was all real late.”
- 8 Rose continued, “Yeah, and Miss were right annoyed ’bout it.”

Write the sentence so it is suitable for a formal piece of writing.

- 9 Sorry about the mix-up. I apologise for any confusion caused.
- 10 We did it, didn’t we? I am delighted to discover that our attempts have been successful.



**A Warm-up**

Edit the sentence. Cross out unnecessary words.

- The Sun rose and ~~the Sun~~ woke the villagers.
- Anita asked where I was going so I told her ~~where I was going~~.

Write a sentence using the subjunctive.

- If an alien were to land on Earth, it would cause a sensation.

Complete the word table.

	verb	adjective	noun
4	exhaust	exhaustive	exhaustion
5	deny	undeniable	denial
6	defy	defiant	defiance
7	fulfil	fulfilled	fulfilment

What does the instrument record?

- thermograph** temperatures
- seismograph** earthquakes
- chronograph** time

**PART A Focus**  
 1–2: editing sentences; ellipsis  
 3: the subjunctive  
 4–7: word classes; related words  
 8–10: working out meaning using roots

**B Word work**

Add the correct word.

**effect affect**

- Weather conditions may affect the results.
- The change will have an effect on us all.
- I can't let this affect my performance.
- Measles can affect the nervous system.

Write the root word and a definition.

- travelator** travel  
a moving pavement
- pollination** pollen  
transferring pollen

**PART B Focus**  
 1–4: common confusions: affect and effect  
 5–7: related words  
 8–10: defining technical words

- Write four nouns with the same root as the verb **inspect**.  
spectacles, spectator, inspection, spectrum

Write a scientific definition.

- germ** a micro-organism that causes disease
- vertebrate** an animal with a spine
- microclimate** the climate of a small area

**C Sentence work**

Rewrite each pair of sentences as one sentence using a semi-colon.

- My mother likes walking holidays. However, we all prefer a holiday by the sea.  
My mother likes walking holidays; however, we all prefer a holiday by the sea.
- The meal did not look very appetising. Moreover, it tasted appalling.  
The meal did not look very appetising; moreover, it tasted appalling.
- Our costs have risen. Consequently, ticket prices will have to increase.  
Our costs have risen; consequently, ticket prices will have to increase.

Strengthen the argument by adding a phrase or clause after the noun.

- Parents who are concerned about their children's health demand answers.
- All people who love animals should protest.
- Anyone with a love of nature will be appalled at this decision.
- Local residents , who are incensed by the situation, are writing to the council.

**PART C Focus**  
 1–3: semi-colons  
 4–7: post-modification of nouns for emphasis  
 8–10: layout devices

You are writing a non-fiction text. Explain how you might use these devices to present your information.

- a table** to present a large number of facts or figures more clearly by using rows and columns
- sub-headings** to introduce each section
- bullets** to present a series of points as a list

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

**Writing task assessment sheet: Launchpad local**

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

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

**Sentence structure and punctuation**

	<b>Always/often</b>	<b>Sometimes</b>	<b>Never</b>
Sentences are varied in length and type			
Ideas are expanded using conjunctions, relative pronouns and parenthesis to convey information succinctly			
Modifiers are used for shades of meaning (e.g. modal verbs, adverbs)			
The passive voice is used for effect			
Manipulates clauses or word order for emphasis and effect (e.g. fronting ideas)			
Expanded noun phrases and adverbials are used to clarify and emphasise points			
A variety of verb forms is used, including different tenses, perfect forms and modals			
Commas are used to mark boundaries, clarify meaning and avoid ambiguity			
Commas, brackets and dashes are used for parenthesis			
A colon, semi-colon or dash is used between main clauses			
Punctuation is used for effect			

**Composition and effect**

Selection and organisation of content is informed by form, purpose and needs of reader			
Ideas are organised into a coherent sequence of paragraphs, shaped and organised for effect			
A wide range of cohesive devices is used to link ideas within and between paragraphs			
Appropriate level of formality is used for the reader and purpose			
Stylistic and rhetorical devices used are appropriate to the form and purpose			
Grammar and vocabulary is chosen to clarify meaning and achieve intended effect			

**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			
Knowledge of word structure is used, with roots, prefixes and suffixes spelt correctly			
Rules for adding suffixes are applied and exceptions are correct			
Hyphens with prefixes are used correctly			

## Completed proofreading task: Megan's mystery

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

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

The corridoer was deserted; the classrooms were silent. It was as if the school had been momentarily frozen in time. This was her opportunity. This was essentially her only chance.

Megan had one principle thought: to find the diary. She had spent all day persuading herself that it was definitely the only way. Obviously, if she were caught, she would have to take the consequences. That was the risk—a necessary risk. After all, she was desperate, wasn't she?

Cautiously, she stole down the corridoer, anxiously checking around her, before reentering Mr Neils' room. Immediately, she headed straight for Mr Neils' desk, systematically searching the drawers, checking everything thoroughly but conscious to leave no evidence.

Then, suddenly, what was that? There were footsteps and a voice—a voice she recognised. She froze, petrified, waiting for the inevitable discovery...

### Section 3 tasks summary