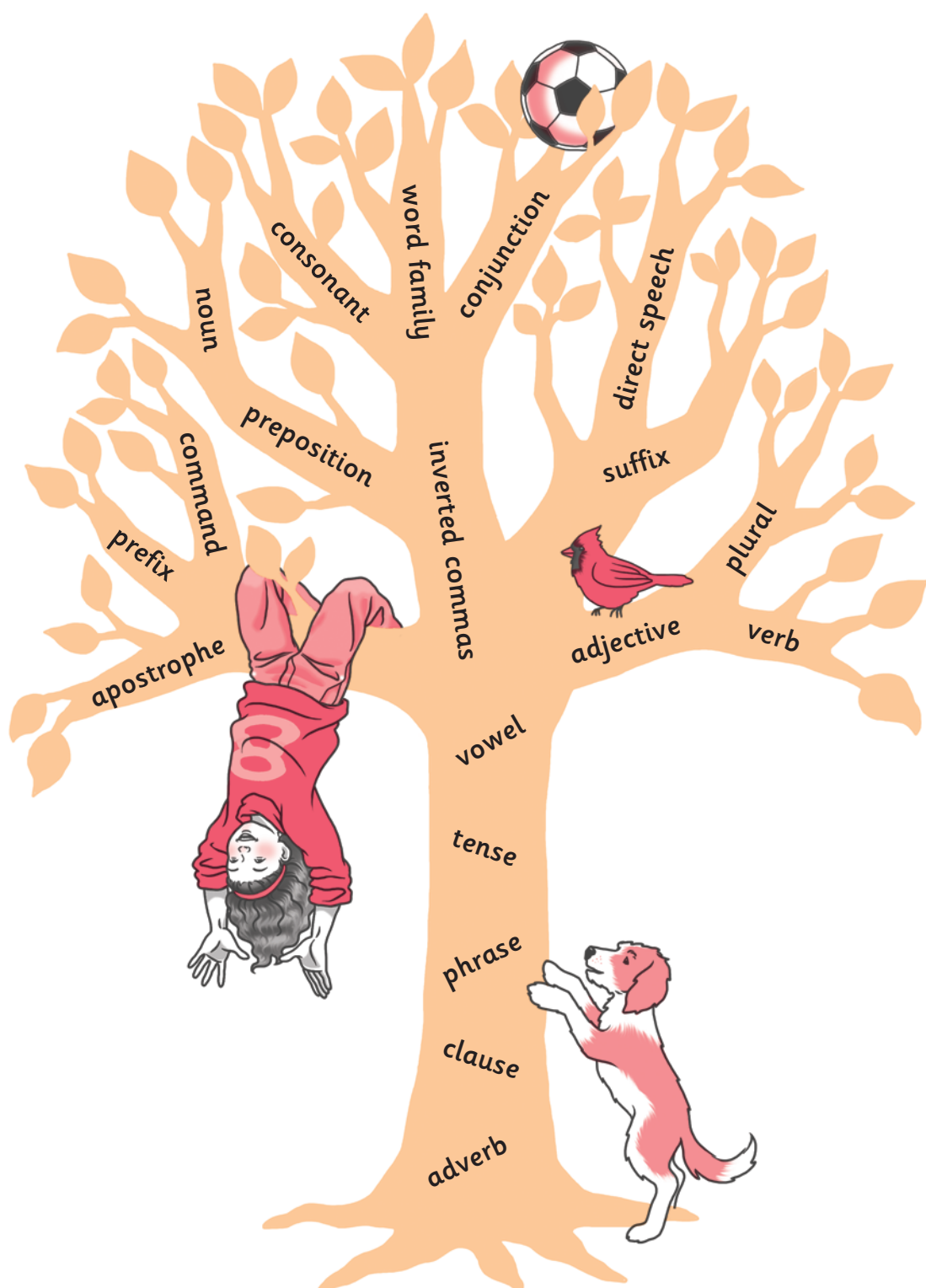


Grammar 3 Answers



Name _____

Sentence punctuation

Remember

Sentences start with a **capital letter** and end with a **full stop**.
Proper nouns (or names) also start with a capital letter.

An explorer called Christopher Columbus discovered America.



Try it

- 1 Add the missing **capital letter** and **full stop** on each line.

The tree was creaking in the storm. ^W ~~w~~e thought a branch might fall.

Jess waited for me by the gate. ^S ~~s~~he wanted to hear my news.

He ran home as fast as he could. ^M ~~m~~egan followed him.

Let's go fishing. ^M ~~m~~y friend Ravi wants to come with us.

Imogen kicked the ball and scored. ^T ~~t~~he crowd all cheered.

- 2 Rewrite each line, adding in the **capital letters** and **full stops**.

the city of washington is in america it is named after george washington

The city of Washington is in America. It is named after George Washington.

queen victoria married prince albert in 1840 he died in december 1861

Queen Victoria married Prince Albert in 1840. He died in December 1861.

sir francis drake was a famous english sailor he lived in the reign of queen elizabeth I.

Sir Francis Drake was a famous English sailor. He lived in the reign of Queen Elizabeth I.

Sentence practice

Write a sentence about a teacher. Use at least three proper nouns.

Miss Jenkins is a teacher at Hillcroft Primary School in Newport.

Sentence types

Remember

All **sentences** start with a capital letter. **Statements** and **commands** usually end with a full stop, **questions** end with a question mark, and **exclamations** end with an exclamation mark.

What a noise that is!

Harry is playing the drums.

What is that terrible noise?

Tell him to stop.

Try it

1 Complete each sentence with the correct punctuation mark.

Are you coming to see the film ? It starts at five o'clock .

What a great idea that is ! Meet me outside the cinema .

Did you see the match on Saturday ? It was a great game .

What a result it was ! Do you know who scored the winner ?

I have fixed the clock . What shall I do with it now ?

How clever of you that is ! Show me how you did it .



2 Write a question or an exclamation to follow each sentence. Use the correct punctuation.

Did it rain on your holiday? What a shame!

What lovely flowers they are! What are they called?

He gave all his money to charity. How kind he is!

I can't reach the jar on the top shelf. Can you get it for me?

I am having an ice cream. Do you want one?

Sentence practice

Write three sentences about going camping. Use three different types of sentence.

We went camping last week. Have you ever been camping? What an
adventure it was!

Noun phrases

Remember

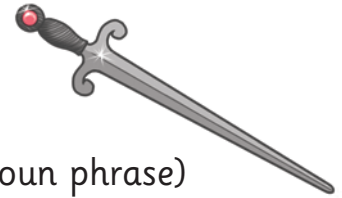
You can add **adjectives** to a **noun** to say more about it. This makes a longer **noun phrase**. You can also make a longer noun phrase by adding some detail after the noun.

man (noun)

a tall, thin man (noun phrase)

sword (noun)

a sword with a wooden handle (noun phrase)



Try it

1 Complete each noun phrase using **adjectives** and descriptive details.

the clown's funny long shoes

Grandad's smart red tie

the excited little girl in

the stripey blue top

my comfortable slippers with furry insides

the queen's bright colourful dress with lacy sleeves

the cute black puppy with the big brown eyes



2 Use **adjectives** to complete these sentences.

The wood was dark and scary.

The car looked new and expensive.

The clouds were grey and stormy.

The woman was old and wrinkled.

The prince was handsome but foolish.

The dragon was huge but friendly.

Sentence practice

Write a sentence using a longer **noun phrase** to describe a cat.

A sleek black cat with green eyes prowled the dark street.

Using 'a' or 'an'

Remember

You can use the words 'a' and 'an' before nouns and noun phrases. You use 'a' before words beginning with a **consonant** sound and 'an' before words beginning with a **vowel** sound.

a diary a train ticket an envelope an old watch

Try it

1 Write 'a' or 'an' before each noun.

<u>a</u> duck	<u>an</u> owl	<u>an</u> eagle	<u>a</u> swan
<u>an</u> inkpot	<u>a</u> stamp	<u>an</u> address	<u>a</u> postcard
<u>a</u> scarf	<u>an</u> umbrella	<u>a</u> jacket	<u>a</u> hood
<u>a</u> toaster	<u>an</u> iron	<u>an</u> apron	<u>a</u> kettle
<u>an</u> arm	<u>an</u> elbow	<u>a</u> hand	<u>a</u> thumb
<u>a</u> nose	<u>an</u> ear	<u>an</u> eye	<u>a</u> mouth

2 Complete the sentences by adding 'a' or 'an' before each noun.

Do you want a cake, an ice cream, an orange or an apple?

I need an egg, a tomato, an onion and a red pepper.

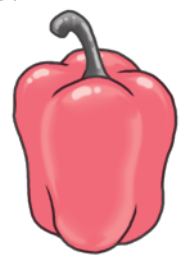
I saw an oak tree, a birch, an elm and a willow.

Is an ant an insect or a reptile?

A minute is shorter than an hour but longer than a second.

The circus had a juggler, an acrobat, a clown and an amazing tightrope walker.

There was once a beautiful princess, an ugly prince, an evil monster and a clever witch.



Sentence practice

Complete this sentence by adding a list of four animals. Use the word 'an' two times.

At the zoo I saw an elephant, an ostrich, a lion and a tiger.

Commas in lists

Remember

Commas are used to separate items in a list of words or noun phrases. There is no comma before the last item. You use the word 'and' (or the word 'or') instead.

It was a beautiful garden with tall blossom trees, neat hedges, glittering fountains, brightly coloured flowers **and** soft green grass.

Try it

1 Add the missing **comma** or **commas** to each sentence.

She felt in her coat pocket and found a green hair ribbon, two squares of chocolate, a clean tissue and her lost glove.

People were chatting, buying popcorn and finding their seats.

The servants cleaned the windows, polished the silver, swept the floors and dusted the furniture.

Squirrels have grey fur, bushy tails, pointed ears and sharp claws.

Do you want a fried egg, a slice of toast, a banana or a bowl of porridge?



2 Complete each sentence by adding three more **noun phrases**. Use the correct **punctuation**.

Inside the room was a comfy chair , a small table, a cosy fireplace and an old grandfather clock.

He decorated the cake with two colours of icing , sugar stars, chocolate sprinkles, candles and a bright red ribbon.

The monster ate six red buses , a black taxi, some old rusty pipes and a set of traffic lights.

Sentence practice

Write a sentence to say what someone in a story was wearing. Include a list of four **noun phrases**.

The wizard wore purple gloves, a pointy hat, shiny boots and a long cloak.

Apostrophes for possession

Remember

Apostrophes are used in **contractions** or shortened forms of words.
Apostrophes are also used with the letter 's' to show that something belongs to someone or something. The apostrophe shows possession.

Dad's toolbox

the dog's kennel

Try it

- 1 Underline the word that has an **apostrophe** to show that something belongs to someone.

I'll put the folders on the teacher's desk.

That's the fisherman's boat over there.

There's a pigeon sitting on the scarecrow's hat.

I can't find the dog's lead anywhere.

Mum's taken Dad's car to the garage.

The boy's arm is in a sling because he's broken it.



- 2 Rewrite each phrase using an **apostrophe** to show possession.

the easel belonging to the artist

the artist's easel

the nest belonging to the bird

the bird's nest

the burrow belonging to the rabbit

the rabbit's burrow

the stripes of a tiger

a tiger's stripes

the wings of an owl

an owl's wings

the surface of the Earth

the Earth's surface

Sentence practice

Write a sentence about something that belongs to a pirate. Use an **apostrophe**.

The pirate's parrot sat on his shoulder and squawked.

Using adjectives to compare

Remember

You can use **adjectives** to compare things. With short adjectives, add the **suffixes -er and -est**.

fast **faster** **fastest**

With longer adjectives, use the words '**more**' and '**most**'.

comfortable **more comfortable** **most comfortable**

Try it

- 1 Complete the table of **adjectives**. Some have been done for you.

Adjective	-er or 'more'	-est or 'most'
smooth	smoother	smoothest
fierce	fiercer	fiercest
hungry	hungrier	hungriest
important	more important	most important
famous	more famous	most famous
surprising	more surprising	most surprising

- 2 Complete each sentence with the correct form of the **adjective**.

This snake is more dangerous than that one. (dangerous)

Is this the brightest star in the sky? (bright)

Simon is the happiest boy I know. (happy)

It was the most beautiful sunset. (beautiful)

This story is better than your last one. (good)

Sentence practice

Write a sentence using **adjectives** to compare two fairground rides.

This ride is bigger and more exciting than that one.

Conjunctions

Remember

A **conjunction** is a joining word. Conjunctions are used to join together two ideas or two sentences to make one longer sentence.

The little girl was worried **because** the cottage door was open.

Try it

- 1 Choose the best **conjunction** from the box to complete each sentence. Use each conjunction only once.

and that but when if or

I went swimming for the first time **when** I was four years old.

They tried to go on **but** the bad weather forced them back.

She opened the cupboard **and** found the cooking pot.

I might go fishing **or** I might swim in the sea.

You can come on the trip **if** you get here on time.

The doctor told him **that** his wrist was broken.



- 2 Complete each sentence using the **conjunction** in bold.

The snowman melted **when it got too warm.**

The day was almost over **but we did not want to go to bed.**

I was hurrying to catch the bus **when I fell over.**

The sheep will escape **if you leave the gate open.**

I'm glad **that you like the present.**

Rachel won the prize **because her picture was the best.**

Sentence practice

Write two sentences about the weather today. Use two different **conjunctions**.

It was raining when I woke up. It is still cloudy now but it is getting a bit brighter.

Conjunctions to show time

Remember

Conjunctions such as 'when', 'before', 'after' and 'while' help to show when events happen.

Queen Isabella ate a slice of cake **before** she returned to the palace.



Try it

1 Choose the best conjunction to complete each sentence.

- I finished my book before I went to sleep. (before after while)
 Switch off the computer when you have finished. (while before when)
 I packed my bag while Mum was waiting. (after while until)
 Wash your hands after you clean the hamster cage. (until as after)
 They searched the wood until it was dark. (as until while)
 There was not a sound as we crept up the path. (after as before)

2 Complete each sentence using the conjunction in bold.

- The old man smiled **when** he heard the good news.
 The thieves broke in **while** we were away on holiday.
 She closed the door **before** Josh could speak.
 We played outside **until** the school bell rang.
 I was tired **after** I finished the race.
 I heard the phone ring **as** I came down the stairs.



Sentence practice

Write three sentences about what you do when you get home from school. Use three different conjunctions.

I get changed when I get home from school. I play games with my
brother before I have my tea. Then I watch television until it is
bedtime.

Conjunctions to show cause

Remember

Conjunctions such as 'because', 'as' and 'since' are used to show the cause or reason for an event. They help to tell you why.

I was late for school **because** my alarm clock did not go off.

Try it

- 1 Underline the cause or reason for the action or event in each sentence. Circle the **conjunction**.

She stayed in bed all day because she was ill.

I left the last sandwich as I don't really like cheese.

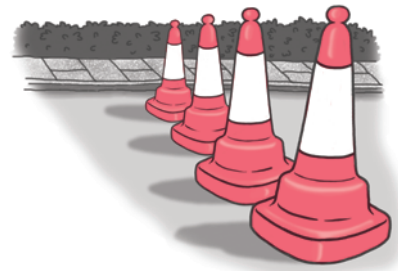
We had to turn back since all the roads were blocked.

School will be closed on Monday as it is a holiday.

She went to look in the fridge because she felt hungry.

You can go out to play since you have finished your work.

He was lost so he looked at his map.



- 2 Complete each sentence by adding a cause or reason next to the **conjunction** in bold.

We can't plant the vegetables outside **as** it is much too cold.

The boat will not float **because** it is full of water.

We couldn't cross the bridge **since** it was damaged in the storm.

We went to the pet shop **because** we needed some dog biscuits.

Jack heard footsteps **so** he hid in the cupboard.

I shall wear my wellington boots **as** it is snowing.

Sentence practice

Write a sentence to say why you could not do your homework. Use a **conjunction**.

I could not do my homework as I left my book on the bus.

Revision 1

- 1 Add the missing **suffix** to complete the **adjective** in each noun phrase.

a wise and power ful leader

a faith ful old dog

a brave and fear less explorer

a refreshing but taste less drink



- 2 Complete each sentence with an **adjective** that starts with **un-**.

Katie thought the punishment was unfair.

Dad was annoyed because my bedroom was untidy.

They did not like the unusual smell.

We were unlucky to lose the game.

- 3 Write a **verb** to complete each sentence. Use the correct **verb form** and check the **tense**.

The king's voice boomed as he stormed into the room.

I lay on the floor and peered under the bed.

Police are searching for the bank robbers.

Flora knew that someone was staring at her.

- 4 Rewrite each sentence so that each **noun** is a **plural**.

We saw the horse and pony in the stable.

We saw (the) horses and ponies in the stables.

The lorry took the box to the shop.

(The) Lorries took the boxes to the shops.

The teacher took the child to the garden.

The teachers took the children to the gardens.

5 Rewrite each sentence using capital letters in the correct places.

sir edmund hillary climbed mount everest in may 1953.

Sir Edmund Hillary climbed Mount Everest in May 1953.

You will find moorton primary school on upland road in newtown.

You will find Moorton Primary School on Upland Road in Newtown.

Next friday tom and i will go to Leeds to see Matt.

Next Friday Tom and I will go to Leeds to see Matt.

6 Rewrite the underlined words as a contraction using an apostrophe.

I have not seen the film yet. haven't

It does not seem fair. doesn't

She is late again. She's

He is not coming. isn't

It is my birthday today. It's



7 Here is the start of a story. It is missing full stops and capital letters. Add them in.

^There was once a frail old woman. ^She lived all alone with her two dogs in a little house. ^There was never much to eat because the old woman had no money.

8 Here is part of a thank-you note. Add the missing sentence punctuation.

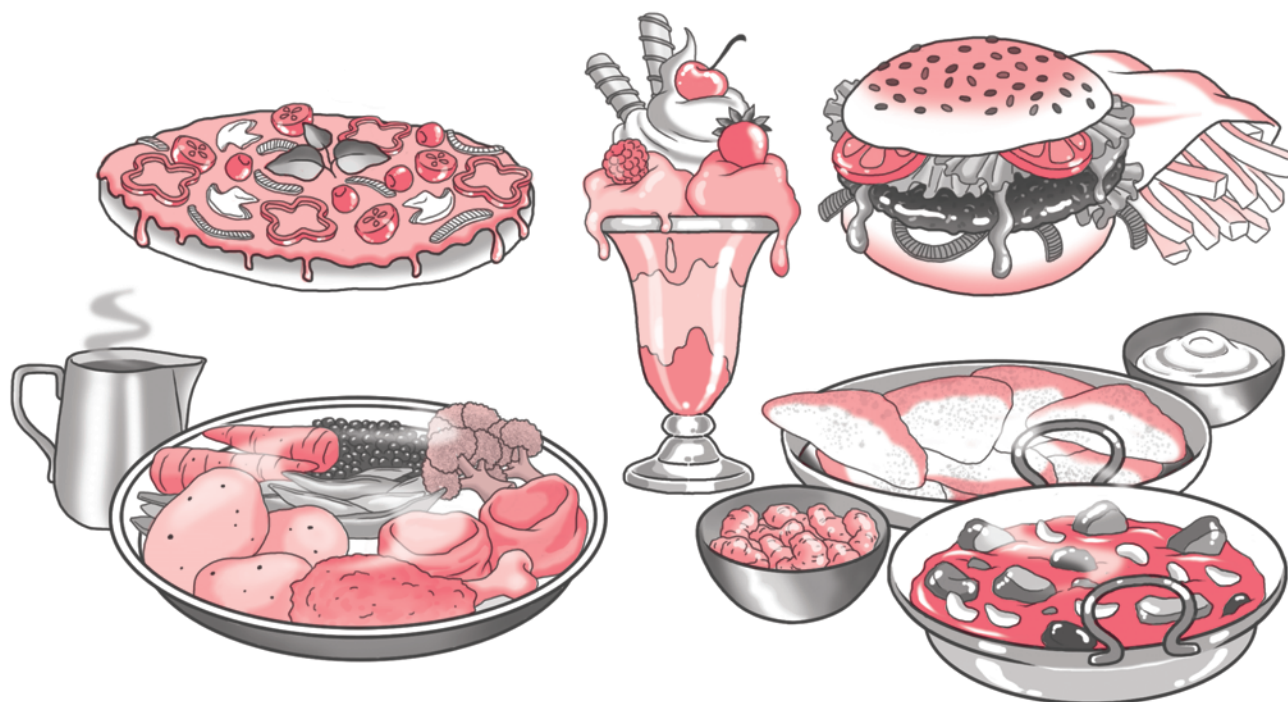
Thank you for the birthday present. ^What a brilliant surprise it was!

I really wanted a new camera because I broke mine. ^Did you know?

Writing task 1

My favourite meal

Write about the most delicious meal you have ever eaten. Choose an idea from the pictures, or use one of your own. Your task is to describe the meal and to make it sound mouth-watering.



Before you start writing, think about:

- how to describe the meal to someone who has not seen or tasted it
- how it looks, smells and tastes
- why it is your favourite

Use this space to write down some ideas.

Remember

- Write in sentences.
- Use correct punctuation.
- Check your work carefully.

My favourite meal

[illegible]

Adverbs to show how

Remember

Adverbs give extra detail about the **verb** or action in a sentence. Adverbs can tell you how the action is performed. Many adverbs end with **-ly**, but some do not.

She carried the jelly **slowly**. The jelly wobbled **slightly**. Everyone stood **still**.



Try it

1 Underline the **adverb** in each sentence.

Everyone waited nervously for the show to begin.

The play was great and all the children sang well.

Poor Ben tripped and fell awkwardly on the stage.

The actors bowed proudly at the end of the show.

Ms Wilkinson thanked the children for working hard.

The children listened politely to her speech.

2 Rewrite each sentence below, adding a suitable **adverb** to say how the action happened.

The parrot squawked. The parrot squawked very loudly.

He shuffled his feet. He shuffled his feet nervously.

The cat landed on the grass. The cat landed safely on the grass.

She gripped the rope. She gripped the rope tightly.

The harvest was gathered. The harvest was safely gathered.

The boy whispered. The boy whispered shyly.

Sentence practice

Write **two** sentences about the start of a snowstorm. Use an **adverb** in each sentence.

The snow began to fall heavily. The children quickly rushed outside.

Adverbs to show time and place

Remember

Adverbs tell you more about the **verb** or action in a sentence. Some adverbs tell you where or when the action happens.

Mr Magico the magician will appear **soon**. (when)

Mr Magico the magician will appear **here**. (where)

Try it

- 1 Underline the **adverb** that says when or where each event happened.

There was a bank raid yesterday.

The police arrived and parked outside.

They cleared the area first.

The police began to search everywhere.

A second police car arrived afterwards.

They found the stolen money nearby.

- 2 Add an **adverb** from the box to each sentence to say when the action happens. Use each adverb only once.

soon today shortly now later immediately

The train will arrive shortly.

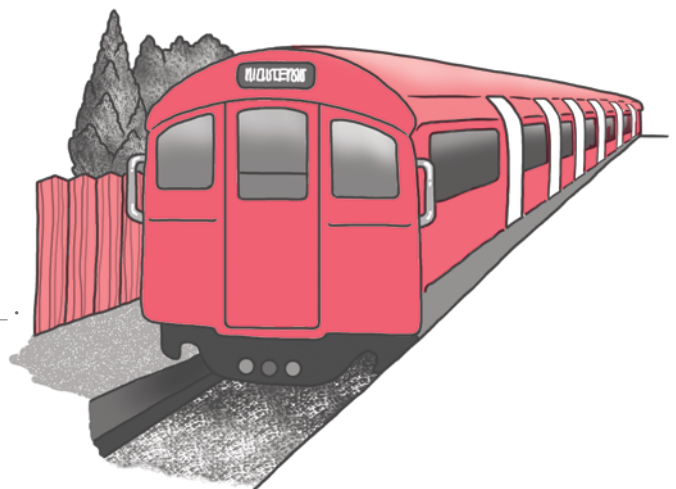
We went to the library today.

I can play football with you later.

He dealt with the problem immediately.

We are leaving for the station now.

Let's stop for lunch soon.



Sentence practice

Write a sentence using **adverbs** to say where and when a talent show will begin.

The talent show will begin here soon.

Prepositions to show place

Remember

Prepositions tell you where something is in relation to something else.

The runaway tractor rattled **under** the bridge.

The tractor stopped **on** the grass **by** the duck pond.

Try it

- 1** Underline the **preposition** or prepositions in each sentence.

The wind blew the woman's hat off her head.

It flew through the air and it landed in a tree.

The woman saw it fall from the branch and drop on to the wall.

Then the hat fell over the wall and landed beside the bins.

The woman ran into the garden and found her hat by a rubbish bag.

- 2** Choose a **preposition** from the box to complete each sentence. Use each preposition only once.

above	at	beneath	inside	under
across	behind	down	on	up

The goblin lived under the bridge.

There was a sign above the shop.

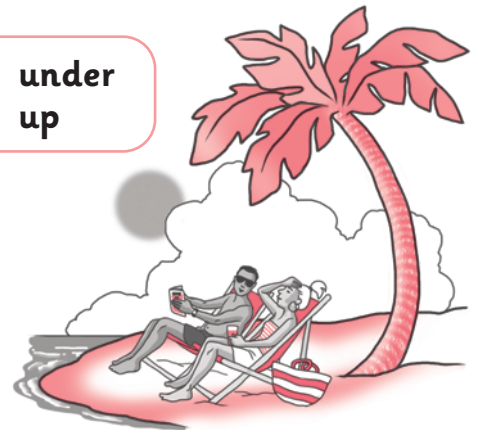
The woman climbed up the mountain.

Oliver is at Mary's house.

They sat on the beach beneath a palm tree.

He found the treasure inside the cave behind a large rock.

She ran across the road and hurried down Blake Street.



Sentence practice

Write a sentence about where you saw Stefan's dog. Use two prepositions.

We saw Stefan's dog beneath the clock tower in the high street.

Prepositions to show time

Remember

Prepositions can also show when an event happened. The preposition is followed by a **noun** or **noun phrase** to make a prepositional phrase.

The ghost appeared **after** breakfast.

The ghost appeared **on** Sunday morning.

Try it

- 1 Add a **preposition** from the box to each sentence to show when the event happens. Use each preposition only once.

at before during for in until

Snow fell during the night.

They waited for two hours.

The old man woke up at dawn.

I will be with you in a moment.

Mum always goes for a run before work.

We were best friends until the argument.

- 2 Complete the phrase after the **preposition** in **bold** to say when each event takes place.

I must visit Gran **on** Monday.

He will be here **in** a little while.

The clock began to chime **at** four o'clock.

We played football **for** two hours.

You must finish the story **before** lunchtime.

The competition is open **until** the end of March.



Sentence practice

Write a sentence saying when you do P.E. Use at least one preposition.

We do PE after break on Thursday afternoon.

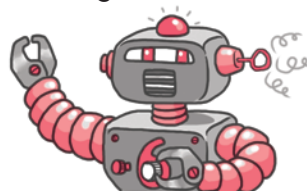
Inverted commas in direct speech

Remember

In **direct speech**, **inverted commas** (or speech marks) are used to show which words are spoken. The inverted commas go at the start and the end of the spoken words.

"My name is Mark 6," said the robot.

"That's a strange name," said Charlie.



Try it

- 1 Underline the spoken words in each sentence. Then add the missing **inverted commas**.

"I don't like sprouts," muttered Vicky.

"Nonsense, they are good for you," said Mum.

"But they are green and smelly," moaned Vicky.

"They are vegetables," replied Mum. "Of course they are green."

"I'm not going to eat them," insisted Vicky grumpily.

"We will see about that," said Mum firmly.

- 2 Rewrite these sentences with the **inverted commas** in the correct place.

I shall gobble you up, said the troll.

"I shall gobble you up," said the troll.

That's a lovely idea, said Mrs Haines.

"That's a lovely idea," said Mrs Haines.

I will visit my friend the snake, said the monkey.

"I will visit my friend the snake," said the monkey.

Sentence practice

Write a sentence using **direct speech** to follow the sentence below.

"Where are you going with that basket of delicious cakes?" asked the wolf.

"I'm taking them to my grandma's house," said the little girl.

Punctuation in direct speech

Remember

In **direct speech**, you usually put a **comma** at the end of the spoken words. Sometimes you need to use a question mark or exclamation mark instead. This end punctuation always goes inside the **inverted commas**.

"Shall I make them walk the plank?" asked Pirate Pete.



Try it

1 Add the **inverted commas** in the correct place.

"Can you show me a magic trick?" asked George.

"Don't make a noise," warned Riham.

"How clever of me this is!" laughed the old lady.

"The journey will take many days," explained the captain of the ship.

"Will someone fetch me a drink of water?" the old man asked.

"Go away!" yelled Sam.

2 Rewrite each sentence adding **inverted commas** and the missing end punctuation.

Are you feeling better asked the doctor.

"Are you feeling better?" asked the doctor.

What beautiful colours they are exclaimed Jude.

"What beautiful colours they are!" exclaimed Jude.

Empty your pockets demanded the wizard.

"Empty your pockets," demanded the wizard.

Sentence practice

Alfie asks his mum if he can go to Zainab's party. Write his question and her answer as **direct speech**, using the correct **punctuation**.

"Can I go to Zainab's party?" pleaded Alfie.

"When is it?" asked his mum.

Verbs: past tense

Remember

To write a **verb** in the **past tense**, you often add **–ed** to the present tense verb. However, some verbs do not follow this pattern.

We **collect** our tickets.

We **collected** our tickets.

We **find** our seats.

We **found** our seats.

In the past tense, the **progressive** or **–ing** form of verbs uses the words 'was' and 'were'.

Music **is** playing.

Music **was** playing.



Try it

1 Write the underlined verbs in the past tense.

She writes a letter and then she posts it.

wrote

posted

The earth shakes when the giant jumps.

shook

jumped

I carry on until I come to a crossroads.

carried

came

Dad cooks some porridge and we eat it.

cooked

ate

We drag the rubbish outside and throw it away.

dragged

threw

2 Write each sentence in the past tense, using the progressive or –ing form of the verb.

Rapunzel washed her hair. Rapunzel was washing her hair.

The young man strolled along. The young man was strolling along.

The queen counted her money. The queen was counting her money.

I found my homework difficult. I was finding my homework difficult.

The dog ate the cake. The dog was eating the cake.

She pointed at something. She was pointing at something.

Sentence practice

Write a sentence using the verbs 'meet' and 'speak' in the past tense.

I met a funny little man and he spoke to me.

Verbs: perfect form

Remember

You can use the **perfect form** of **verbs** to write about things that have happened in the past and are still happening now. To do this you put the 'helper' verb 'has' or 'have' before the main verb.

It **has** rained all week. I **have** played games.

Dad **has** finished his book. We **have** been to a museum.

Try it

- 1 Add 'has' or 'have' to complete these sentences, which all use the perfect form of the verb.

I have packed my suitcase.

We have listened to the weather forecast.

Mum has planned the route.

Dad has found the deckchairs and the surfboards.

My brother Aiden has watered the plants.

We have made a picnic. Now we are ready to go!



- 2 Rewrite each sentence using the **perfect form of the verb**.

They waited for two hours. They have waited for two hours.

We painted the front door. We have painted the front door.

She washed her hands. She has washed her hands.

He ate all the chocolate cake. He has eaten all the chocolate cake.

I saw Kelly today. I have seen Kelly today.

Sentence practice

Write three sentences about things you have done today, using the **perfect form of the verbs**.

So far today, I have chatted to my friends. We have played football in the playground. I have read a book with my friend Billy.

Nouns with suffixes

Remember

A **suffix** is a group of letters added to the end of a word to make a new word. Some **nouns** are formed by adding a suffix to a word.

striker

championship

willingness

movement

Try it

- 1 Add a **suffix** from the box to make each word into a new **noun**.

-er -ation -ship -ness -ment -ing

defend defender

pay payment

friend friendship

invite invitation

weak weakness

warn warning



shred shredder

punish punishment

member membership

tempt temptation

foolish foolishness

paint painting

- 2 Use a **suffix** to complete each **noun** in these sentences.

The soft ness of the pillow made Jo forget about her tired ness.

The report er said the show was great entertain ment.

The juggle r dropped the hoops, to everyone's amuse ment.

The settle ment was made up of six build ings.

Morgan's one weak ness is his forgetful ness.

The work er and the manage ment came to an agree ment.

Sentence practice

Add a **suffix** to the word 'excite' to make a **noun**. Write a sentence using the new word.

Ava was full of excitement about her birthday sleepover.

Nouns with prefixes

Remember

A **prefix** is a group of letters added to the start of a word to make a new word. Some **nouns** are formed by adding a prefix to a word.

supermarket

interview

Try it

- 1 Add a **prefix** from the box to make each word into a new **noun**.

inter- super- sub- anti- auto- over-

sub heading

inter net

inter viewer

auto mobile

auto graph

super star

super woman

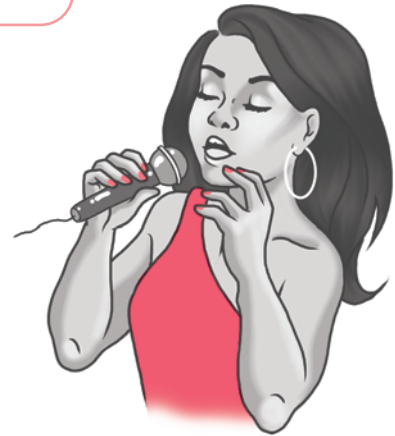
sub way

over coat

auto pilot

anti septic

over time



- 2 Complete each noun by adding the missing **prefix**.

inter- super- sub- anti- auto- over- re-

When we went to the theatre we had an ice cream in the inter val.

Spiderman is a super hero because he has super powers.

The sub marine sank down to the ocean floor.

After you wash your hands, re apply the anti bacterial cream.

I read Nelson Mandela's auto biography.

The painter put on his over alls before he started to paint the ceiling.

Sentence practice

Write a sentence to explain the meaning of the **noun** 'superstore'.

A superstore is a very large shop that sells lots of different things.

Revision 2

- 1 Rewrite each sentence, adding a suitable **adverb** to show how the action is performed.

“Come here!” Mum shouted.

“Come here!” Mum shouted angrily.

Tears trickled down his face.

Tears trickled slowly down his face.

The children ran into the playground.

The children ran happily into the playground.

- 2 Add a different time **conjunction** to complete each sentence.

The boy hurried home when he saw it was getting dark.

A fox appeared while the rabbit was dozing in the sun.

The children played on the swings until it was time for tea.

I always brush my teeth before I go to school.

- 3 Why is the word ‘an’ used in the sentence below?

Do you want a strawberry tart or an ice cream?

Because ‘ice cream’ starts with a vowel sound.



- 4 Rewrite each sentence with **proper nouns** in place of the underlined nouns and noun phrases.

The man went to the station to get a ticket to town.

Lee went to Barton station to get a ticket to Kirkby.

The boy invited everyone to the disco at his school.

Hassan invited everyone to the disco at Acorn Wood School.

The twins went to the theme park.

Freya and Faye went to Alton Towers.

- 5 Complete each sentence by giving a reason. Use a different conjunction for each one.

I wouldn't want a dragon for a pet because they are dangerous.

I would rather have a dog as you can take them for walks.

- 6 Add **adjectives** or descriptive phrases to make these nouns into longer **noun phrases**.

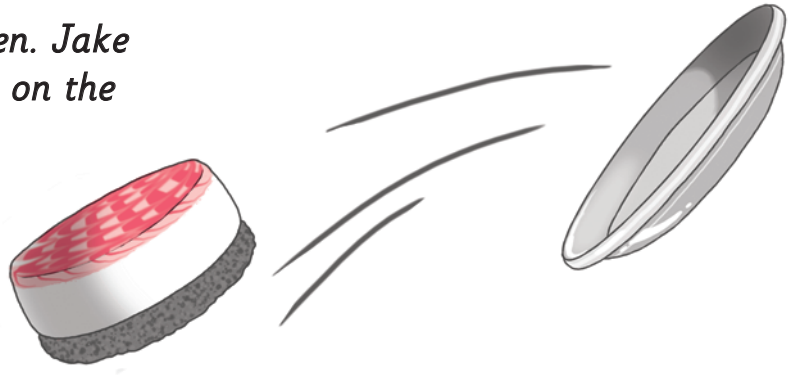
the bin the dirty, smelly bin

the lion the angry lion with a poorly paw

the suitcase the battered old suitcase with a broken handle

the table the big round table in the dining room

- 7 *Mum walks into the kitchen. Jake has dropped a cheesecake on the floor. It has made a mess.*



Write an **exclamation** Mum might say.

What a mess this is!

Write a **question** Mum might ask.

How did you manage that?

Write a **command** Mum might say.

Get the dustpan and brush.

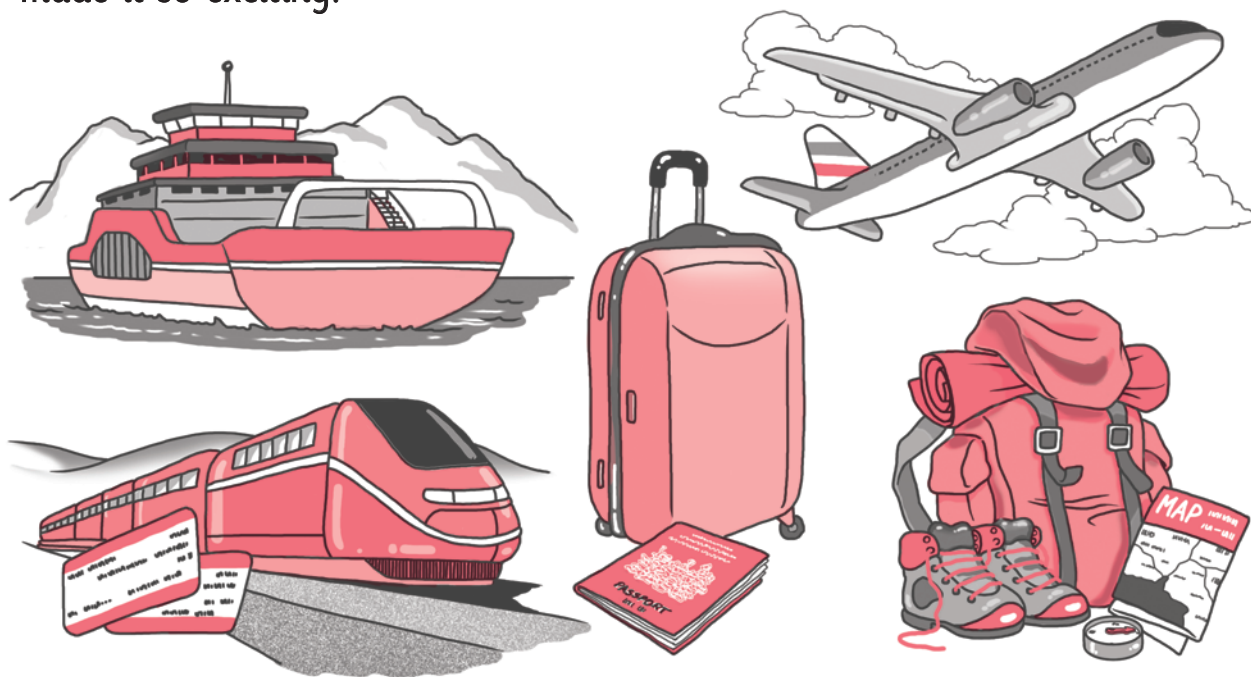
- 8 Write three descriptive sentences about a boat in a storm. Use **adjectives**, **adverbs**, **prepositions** and **conjunctions** to add detail.

The sea was calm when the little boat set sail. Soon the wind grew stronger and the waves grew bigger. The little boat began to sway and tip in the stormy sea.

Writing task 2

An exciting journey

Write an email to a friend about an exciting journey you have been on or can imagine. Choose an idea from the pictures, or use one of your own. Your task is to tell your friend all about the journey and to explain what made it so exciting.



Before you start writing, think about:

- how to describe the journey
- why it was exciting
- what you saw and what happened

Use this space to write down some ideas.

- Write in sentences.
- Use correct punctuation.
- Check your work carefully.

Dear _____

[illegible]

Clauses and phrases

Remember

A **phrase** is a group of words that go together but do not make a complete sentence.

in the woods

one cold night

A **clause** is a group of words that go together and include a **verb**. Some clauses are complete sentences – they make sense on their own. These are **main clauses**.

snow began to fall

he heard an owl



Try it

- 1 Tick the correct box to show whether each group of words is a **clause** or a **phrase**.

	clause	phrase
in the classroom	<input type="checkbox"/>	<input checked="" type="checkbox"/>
the room was quiet	<input checked="" type="checkbox"/>	<input type="checkbox"/>
the bell rang	<input checked="" type="checkbox"/>	<input type="checkbox"/>
the boy with a cheeky grin	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Aruna rushed in	<input checked="" type="checkbox"/>	<input type="checkbox"/>

- 2 Add a **clause** to these **phrases** to complete each sentence.

The lorry stopped at the traffic lights in Hope Street.

Mum sat down on a comfortable chair by the fireplace.

We were lost in a maze of tunnels.

The boy ran down the corridor.

The cat peered at him with sharp green eyes.

Sentence practice

Write a sentence about a juggler, using one **clause** and one added **phrase**.

The juggler dropped the balls on the floor.

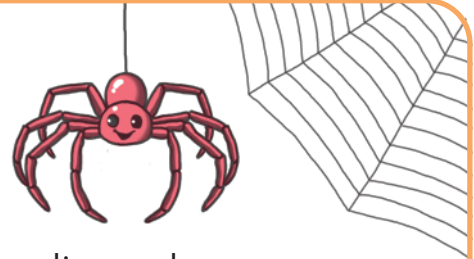
Subordinate clauses

Remember

You can use a **conjunction** to add another clause to a **main clause**.

Archie screamed **because** he hated spiders.

This extra clause is a **subordinate clause**. A subordinate clause usually starts with a conjunction. It is not a complete sentence and does not make sense on its own.



Try it

1 Underline the **subordinate clause** in the sentence.

The house was empty when the family moved in.

It began to rain while we were on the mountain.

The skeletons rattled when they danced.

Rover lay on the floor as the ground shook.

I was tired before we reached the top of the hill.

The room was cosy although it was cold outside.



2 Complete the **subordinate clause** after each **main clause**, using the conjunction in **bold**.

My sister laughed **when** she heard the joke.

The pirates watched **as** the ship headed towards them.

The moon rose **while** he was sleeping.

Bake the cake in the oven **until** it is golden brown.

She tried to grab the rope **before** it was too late.

Sentence practice

Write a sentence about a thief, using a **main clause** and a **subordinate clause**.

The thief dropped his bag of gold as he ran away.

Paragraphs: non-fiction

Remember

A **paragraph** is a group of **sentences** that go together because they have one main idea or theme.

Exercise helps you to stay fit and healthy. It is important that you do some exercise every day. The more you use your body, the better it works.

In non-fiction texts, **sub-headings** can show what a paragraph is about. The paragraph above could have the sub-heading 'Exercise'.



Try it

- 1 Here is the first sentence of a **paragraph**. Write three more sentences for this paragraph.

It is important to stay safe in the sun. Too much sun can be bad for you.

You should use sun cream to protect your skin from getting sunburnt.

You should also sit in the shade or wear a hat.

- 2 Here are some **sub-headings** for a report on materials. Write two sentences for each one.

Wood Wood comes from trees. Trees are cut down and made into things like tables and chairs.

Glass Glass is very useful because it is transparent. Lots of things are made from glass, such as windows and bottles.

Plastic Lots of things are made of plastic. Plastic is difficult to recycle, so it is bad for the environment.

Sentence practice

Write the first sentence for a **paragraph** about sheep in a report on farm animals.

Sheep are farm animals that give us wool and meat.

Paragraphs: stories and accounts

Remember

In stories and accounts, you start a new **paragraph** for a new event or a change in time or place. **Adverbs** or **prepositional phrases** at the start of paragraphs can help to show these changes.

On Monday morning, Doctor Foster went to Gloucester.

Outside the station, he fell in a puddle.

Immediately, the water was up to his middle.

Try it

- 1 Here are the main events in a story. Underline the **adverbs** and **prepositional phrases** that show time or place.

One sunny day, Hare and Tortoise had a race.

Soon, Hare was way ahead.

At the top of the hill, Hare stopped for a sleep.

Eventually, Tortoise passed Hare.

After a long time, Hare woke up.

At the finishing line, Tortoise was waiting for Hare.



- 2 Imagine you are writing a story about a journey. Write **adverbs** and **phrases** for the start of **paragraphs** to show changes in time and place.

On Saturday,

In the morning,

Suddenly,

Immediately,

After a while,

Time

At the station,

On the platform,

In our carriage,

On the journey,

Just past Broadstairs,

Place

Sentence practice

Write the first **paragraph** of your story about a journey. Write on a new piece of paper.

Root words

Remember

Many words are formed by adding a **prefix** and/or a **suffix** to a **root word**. The root word is the original word without any prefixes or suffixes.

disagreement = **dis** **agree** **ment**
 prefix root word suffix

Try it

- 1 Find the **root word** hidden in each of these longer words.

refreshments	<u>fresh</u>
ownership	<u>own</u>
enjoyable	<u>joy</u>
unavoidable	<u>avoid</u>
reawaken	<u>wake</u>
international	<u>nation</u>



- 2 Write two words that you can make by adding a **prefix** and/or a **suffix** to each root word.

build	<u>builder</u>	<u>rebuilding</u>
happy	<u>unhappily</u>	<u>unhappiness</u>
tidy	<u>untidily</u>	<u>untidiness</u>
friend	<u>unfriendly</u>	<u>friendless</u>
place	<u>replacement</u>	<u>displace</u>
lead	<u>leader</u>	<u>misleading</u>

Sentence practice

Add a **prefix** and a **suffix** to the root word 'cover'. Use the new word in a sentence.

We made an amazing discovery under the shed.

Word families

Remember

A **word family** is a group of words that have related meanings. This is because they are all formed from the same **root word** – though the spelling of the root word might change slightly.

horrible

horrid

horrific

Try it

- 1 Draw a line to match each word to another word in the same **word family**.

press	_____	circus
circle	_____	solution
equal	_____	medicine
question	_____	pressure
solve	_____	equate
medical	_____	request



- 2 Look at the three words in the **word family**. Write the **root word** of each family.

design signature signal

sign

cyclist bicycle cyclone

cycle

actor action react

act

fruity fruitful grapefruit

fruit

natural supernatural unnatural

nature

opposite opponent opposition

oppose

sensation sensible sensitive

sense

Sentence practice

Write a sentence using another word from the same **word family** as 'terror'.

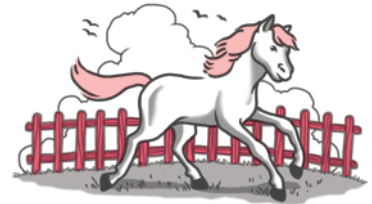
There was a terrible storm last night.

Word classes

Remember

Words can be **nouns**, **verbs**, **adjectives** or **adverbs**. Some words have more than one meaning and belong to more than one **word class**. You need to look at the rest of the sentence to work out what the word means and what type of word it is.

The horse is **fit** and **well**. (adjectives)
 The bucket will not **fit** in the **well**. (verb and noun)
 The team trained **well**. (adverb)



Try it

- 1 Read the sentence. What type of word is underlined? Write 'noun', 'verb' or 'adjective'.

Ring the door bell of flat one.	<u>verb</u>
She wore a gold <u>ring</u> and a silver watch.	<u>noun</u>
<u>Watch</u> my bag for me and keep it safe.	<u>verb</u>
The man kept the form in the <u>safe</u> .	<u>noun</u>
People began to <u>form</u> a queue.	<u>verb</u>
I had the <u>last</u> slice of cake.	<u>adjective</u>

- 2 Underline the **word** in each sentence that has another meaning. Write a sentence to show the other meaning.

The flames rose into the sky. I picked a red rose from the bush.
 Joe had a spot on his nose. I like to spot birds in the garden.
 A feather is really light. I switched on the light.

Sentence practice

Write a sentence using the word 'wave' as a **verb**. Write another sentence using the word 'wave' as a **noun**.

verb They wave a flag at the end of a race.

noun A big wave crashed on to the rocks.

Pronouns

Remember

Pronouns are words that take the place of **nouns** or proper nouns. They help you to avoid repeating the same noun.

Grace saw Edward but Grace did not speak to Edward.

Grace saw Edward but **she** did not speak to **him**.

Try it

1 Underline all the **pronouns** in each sentence.

The woman saw that we were hungry so she gave us some bread.

The people ran away from the tiger when they saw it coming.

Jack and I said we would help them.

Was Fatima at home when you went to see her?

Max found the book and he gave it to me.

I saw Harry and I spoke to him.



2 Rewrite the sentences using **pronouns** in place of the underlined nouns or noun phrases.

Kofi and I waved to Doug but Doug did not see Kofi and me.

We waved to him but he did not see us.

Dad told Mum about the cat but Mum did not believe Dad.

He told her about the cat but she did not believe him.

Tia and Shona found a shell and took the shell home with Tia and Shona.

They found a shell and took it home with them.

Sentence practice

Write a sentence using the **pronouns** 'he' and 'it'. Make sure it is clear who or what the pronouns refer to.

Mark had a pencil but he dropped it on the floor.

Pronouns and verbs

Remember

When you use a **pronoun**, you must also use the correct form of the **verb** to follow it.

He is sitting.

He likes this.

He has seen it.

I am sitting.

I like this.

I have seen it.

Try it

1 Write the correct form of the **verb** for each **pronoun**.

I was late. They were early. (was were)

She chooses a red flag. I choose a blue one. (choose chooses)

He does his homework. I do mine. (do does)

We are lost. I am scared. (am are is)

They have lots of money. He has none. (has have)

I like jam and she likes honey. (like likes)

2 Rewrite each sentence using the **pronoun** 'I' instead of 'he' or 'she'. Check that you have used the correct form of each **verb**.

He has walked for miles and he is starving.

I have walked for miles and I am starving.

He does the washing up and he tidies the kitchen.

I do the washing up and I tidy the kitchen.

She's out at the moment but she'll be back soon.

I'm out at the moment but I'll be back soon.



Sentence practice

Write two sentences to describe yourself. Use the correct **verbs** with the **pronoun** 'I'.

I have short black hair and brown eyes. I am tall for my age.

Singular and plural nouns

Remember

Most **nouns** are made into **plurals** by adding **–s** or **–es**. Sometimes the spelling of the noun changes when you add the plural ending.

lady – **ladies**

Some plural nouns do not end **–s** or **–es**.

man – **men**

woman – **women**

child – **children**

Try it

1 Write the plural of these singular nouns.

horse horses

pony ponies

beetle beetles

woodlouse woodlice

puppy puppies

kitten kittens

goose geese

turkey turkeys

sheep sheep

fox foxes



2 Rewrite each sentence, making all the nouns into plurals.

The mouse was eating the berry off the bush.

The mice were eating the berries off the bushes.

The witch had a bad foot and a rotten tooth.

The witches had bad feet and rotten teeth.

Did the deer under the tree have a white patch?

Did the deer under the trees have white patches?

Sentence practice

Write a sentence using the plural of the nouns 'child', 'jelly', 'party'.

The children had red and green jellies at their birthday parties.

Revision 3

- 1 Write the underlined words in each sentence as a **contraction** by using an **apostrophe**.

You will never believe what happened.

You'll

We are coming to see you on Sunday.

We're

Here is a list of questions.

Here's

I have been learning a new song.

I've

- 2 Rewrite this sentence with the correct **punctuation**.

You will need two ripe peaches a sliced apple some orange segments and a few green grapes.

You will need two ripe peaches, a sliced apple, some orange segments and a few green grapes.

- 3 Add the missing **punctuation marks** in each sentence of **direct speech**.

"I am so lonely," said the little elf.

"Help!" yelled the girl.

"I can help you find the key," the wizard said.

"What is your favourite film?" asked Shazana.



- 4 Rewrite each sentence with the correct **punctuation**.

My teachers name is mr andrews. My teacher's name is Mr Andrews.

Annies dog is called rex. Annie's dog is called Rex.

Is the tigers name maya? Is the tiger's name Maya?

Dads new car will come on friday. Dad's new car will come on Friday.

5 Add the verbs needed to complete each sentence below.

I have been to school.

Mum has been to work.

Now we are having tea.

Dad is having spaghetti and I am having pizza.

He is going home and I am going shopping.

6 Complete each sentence to say where. Use at least one preposition in each sentence.

The pirates buried the treasure under the palm tree.

Ahmed saw the game he wanted in the shop window.

He hid the sack behind the shed at the bottom of the garden.

She put the plant on the table in the sunlight.

7 Add an **adverb to say when this event happened.**

Uncle Colin arrived yesterday.

Add an **adverb to say where the event happened.**

Uncle Colin arrived here.

**8 Add a **subordinate clause** to complete each sentence. Use a different **conjunction** each time.**

I packed my bag before I went to school.

The car came to a sudden stop when it crashed into a lamppost.

He took his umbrella because it looked like rain.

They sat on the river bank until the sky went dark.