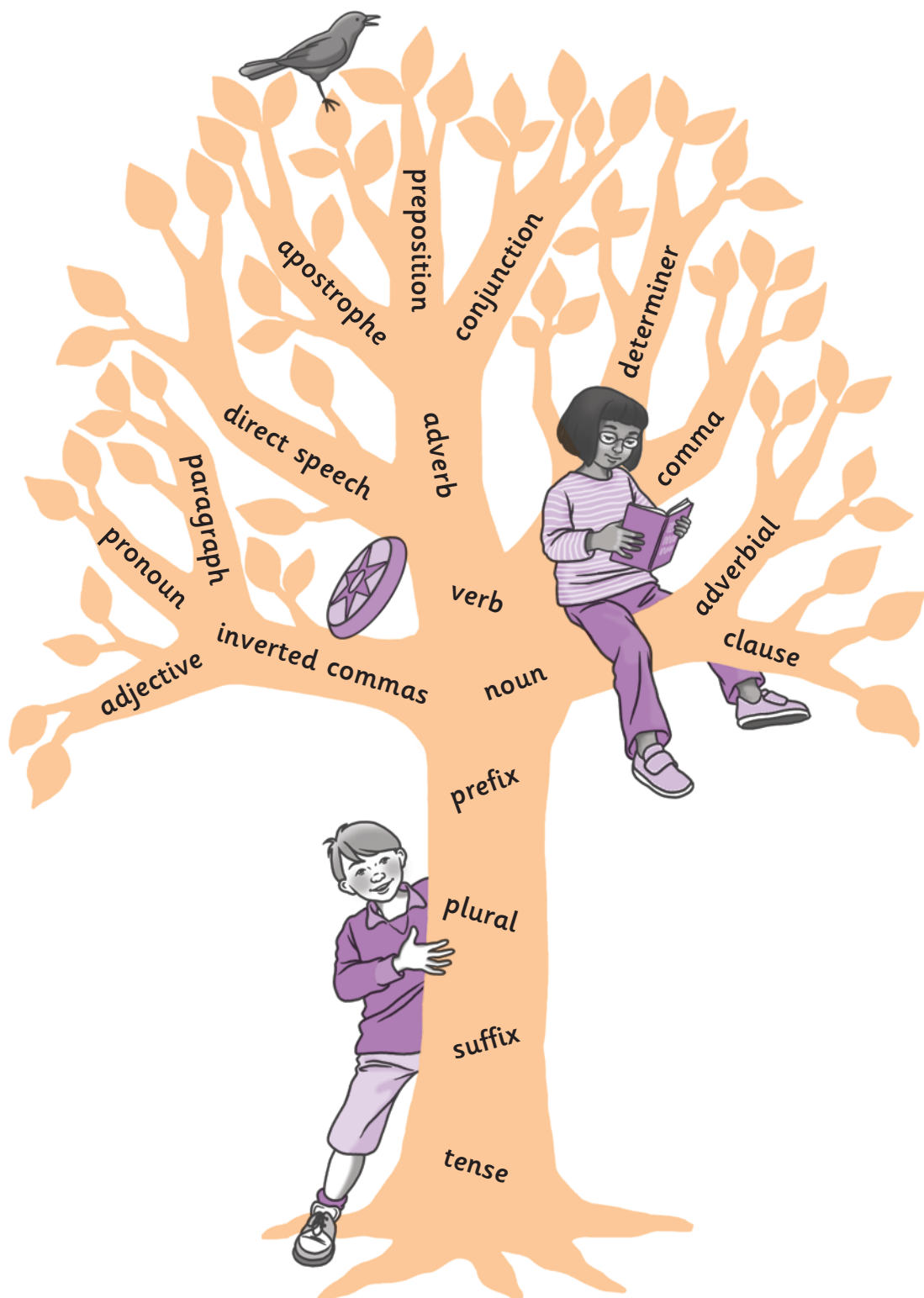


Grammar 4 Answers



Name _____

Extending sentences

Remember

A sentence has at least one **main clause**. The main clause makes sense on its own – it has a **verb** and contains a complete idea. **Adverbs** and **phrases** can be added to a main clause to give more detail.

Somewhere inside, shadows flickered in the gloom.

↑
adverbs

↑
main clause

↑
phrase

Try it

- 1 Underline the **main clause** in each sentence.

Spread the mixture thickly over each slice of bread.

The monster awoke suddenly with a terrible roar.

A thick mist descended silently across the valley.

The genie appeared immediately in a puff of purple smoke.

Fans waited outside throughout the day.



- 2 Use **adverbs** and **phrases** to add two or more details about the event in the main clause.

He read his book quietly in the sunshine.

The young girl went walking along the riverbank on a hot summer's day.

The moon rose over the mountain behind the dark oak tree.

Bake the cake in a hot oven for ten minutes.

They waited patiently on the bridge at midnight.

Sentence practice

Complete this sentence and write two more sentences. Use **adverbs** or **phrases** to give extra information about the events.

They ate their picnic on the hillside beneath a shady tree. They drank from a stream far from the noisy town. It was getting cooler by late afternoon.

Subordinate clauses

Remember

A **subordinate clause** can be added to a **main clause** to give more detail about an event. The subordinate clause has a **verb** but does not make sense without the main clause. A subordinate clause usually begins with a **conjunction** such as 'after', 'although' or 'as'.

We thought we were safe after the battle ended.

main clause

conjunction

subordinate clause

Try it

1 Underline the subordinate clause in each sentence.

Kyle went into the house while Ashley waited outside.

We will plant the crops after the frost has gone.

We had to stop gardening as it was getting dark.

Ned nibbled at a biscuit although he wasn't really hungry.

Joe has been miserable since his friend went away.



2 Complete the subordinate clause in each sentence.

Yasmin licked her lips as she sat down at the table.

We cannot open the door unless we find the key.

Take the washing down before it starts to rain.

The mouse did not run away although she was scared of the cat.

The shop was nearly empty because it was almost five o'clock.

The little man stamped his foot until he made a hole in the floor.

Sentence practice

Write three sentences about arriving at a campsite, using **subordinate clauses** to give extra details.

It was beginning to rain when we arrived at the campsite. Mum said we must pitch the tent as it was getting late. Dad made the frame while I sorted out the canvas.

Word classes

Remember

Words can be grouped into different **word classes** such as **verbs**, **nouns**, **adjectives** and **adverbs**. Some words can belong to more than one word class, depending on how they are used in a sentence.

Beth is a **fast** runner. (adjective – describing a noun)

I will have to run **fast** to beat her. (adverb – describing a verb)

Try it

- 1 Read each sentence. Is the underlined word an **adjective** or an **adverb**?

It was a hard climb.

adjective

We all worked hard and did our best.

adverb

The number five bus arrived late today.

adverb

We had a late lunch today.

adjective

He had to cross a wide river.

adjective

Suddenly, the doors opened wide.

adverb



- 2 Write two sentences using the word 'play' first as a **verb** and then as a **noun**.

verb I sometimes play snakes and ladders with my brother.

noun We are putting on a play for our parents.

Now write two sentences using the word 'break' first as a **verb** and then as a **noun**.

verb The plate will break if you drop it.

noun I will take a break after I finish my homework.

Sentence practice

Write two sentences using the word 'early' first as an **adjective** and then as an **adverb**.

adjective Ryan caught the early train.

adverb He arrived home early.

Determiners

Remember

A **determiner** is the word that comes before a **noun** or at the start of a **noun phrase**. The most common determiners are 'the' and 'a' or 'an', but other words can also be determiners.

the cat

a cat

that cat

my cat

some cats

this cat



Try it

- 1 Choose **determiners** from the box to complete each sentence. Use a different word each time.

a an the some many every my our these this that those

I have some money in my pocket.

There are many fish in the sea.

I try to go for a walk every day.

I found those books in our attic.

This car is much faster than that car.

Let's use these apples to make an apple pie.



- 2 Underline the **determiners** in each sentence. Then rewrite the sentence using different determiners.

Jenny left a bag at our house. Jenny left her bag at his house.

The dog stole the burger. That dog stole my burger.

Some people came to see the show. Many people came to see our show.

Every athlete wants a gold medal. That athlete wants the gold medal.

I found the money under a stone. I found some money under this stone.

Sentence practice

Complete this sentence using at least two different **determiners**.

A black horse ran down the street and jumped over our garden wall.

Noun phrases 1

Remember

Words can be added to a **noun** to give more detail about it. For example, you can add a **determiner**, **adjectives** or even another noun. This creates a longer **noun phrase**.

this forest (determiner + noun)

tangled, dark forests (adjective + adjective + noun)

the forest clearing (determiner + noun + noun)

Try it

- 1 Underline the **noun phrase** that includes the **noun** shown in **bold**.

The gloomy forest **trees** closed over our heads.

My grandma always wears bright jangly **jewellery**.

Two shadowy **figures** stepped out of the doorway.

There was a large elaborate wedding **cake** in the shop window.

A swan has a long, slender **neck**.

Her yellow, curly **hair** was piled on top of her head.



- 2 Complete each noun phrase using **adjectives** to give more detail about the **noun** shown in **bold**.

On the doorstep, there stood two scruffy little **boys**.

They were the dirtiest, scruffiest, filthiest **boys** you have ever seen.

They had grimy **faces** and matted, unwashed **hair**.

They wore grubby, threadbare **coats** and battered old **shoes**.

One carried a very shabby **suitcase**.

Sentence practice

Write three sentences using **noun phrases** to describe a dragon.

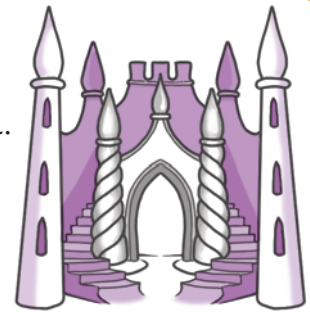
The dragon had a scaly green body and a long spiny tail. He had red, glowing eyes and razor-sharp teeth. His long, flaming tongue kept flicking out of his gaping mouth.

Noun phrases 2

Remember

As well as adding **adjectives** to a **noun**, you can also add a phrase starting with a **preposition** after the noun. This **prepositional phrase** adds more detail about the noun and becomes part of the **noun phrase**.

great **columns** of white marble



Try it

- 1 Underline the full **noun phrase** that includes the **noun** in **bold**.

He spoke to the **animals** of the jungle.

Did you see the television **programme** about polar bears?

The elegant **lady** in the painting was smiling at me.

The history **book** from the library was full of interesting facts.

The **path** through the forest led him to the waterfall.

I support the best **team** in the world.



- 2 Write a **noun phrase** with an **adjective** before the **noun** and a **prepositional phrase** after it.

the tree the tall tree with the red leaves

the boat the rusty fishing boat on the beach

the monster the hideous monster with a terrible roar

the dog the little dog with the injured leg

curtains elegant curtains of red velvet

a painting a famous painting by Van Gogh

Sentence practice

Write a sentence about a cottage. Use at least two longer **noun phrases**.

I saw a neat path of cobblestones leading to a pretty little cottage
with a bright red door.

Punctuating direct speech 1

Remember

In **direct speech**, the spoken words and the **punctuation mark** at the end of them go inside the **inverted commas**. This punctuation mark is usually a **comma** but it can also be a **question mark** or **exclamation mark**.

"It's a spaceship!" gasped Ruby.

Sometimes a second spoken sentence, ending with a **full stop**, is added after 'said ...'.

"Do not be afraid," said a booming voice. "We come in peace."

Try it

1 Add the missing **punctuation mark** at the end of the spoken words.

"What is that ?" asked Bella.

"It seems to be a stegosaurus ," said Charlie thoughtfully.

"A stegosaurus !" exclaimed Bella. "I thought they were extinct ."

"Well, this one clearly isn't ," said Charlie.

"Watch out !" shouted Bella. "It's coming this way !"



2 Write each sentence with the correct **punctuation**.

What's that strange noise asked the woman.

"What's that strange noise?" asked the woman.

Help screamed Jamie. The door is locked and I can't get out.

"Help!" screamed Jamie. "The door is locked and I can't get out."

I'm so thirsty said the man. Please get me a drink of water.

"I'm so thirsty," said the man. "Please get me a drink of water."

Sentence practice

Mum asks Jodie if she has fed the guinea pigs. Write their conversation as sentences of **direct speech**, using the correct **punctuation**.

"Have you fed the guinea pigs yet?" asked Mum.

"I'll do it in a minute," replied Jodie. "I just have to finish this."

Punctuating direct speech 2

Remember

Sometimes in **direct speech**, the sentence begins with the part that tells you who is speaking. A **comma** is used to separate this part of the sentence from the spoken words. The spoken words still go inside the **inverted commas**, complete with their own **punctuation**.

The first man replied, "I am going to seek my fortune."



Try it

- 1 Rewrite each sentence so that it starts with the part telling us who is speaking. Use the correct **punctuation**.

"Look out!" someone shouted.

Someone shouted, "Look out!"

"You are a very wise man," the chief said.

The chief said, "You are a very wise man."

"Has anyone seen my bag?" Erin asked her friends.

Erin asked her friends, "Has anyone seen my bag?"

- 2 Complete each sentence by adding what is said. Use the correct **punctuation**.

The teacher announced , "Today we are going to the art gallery."

The boy shrieked , "It's a ghost!"

The doctor asked , "Do you feel dizzy?"

The pirate roared , "Tell me where to find the treasure!"

With a smile, the wolf said , "Let me show you the way."

Sentence practice

Archie asks Mo if he wants to play. Write Archie's question and Mo's reply as **direct speech**.

Archie asks, "Do you want to play football?"

"That would be great," replies Mo.

Pronouns within sentences

Remember

A **pronoun** is used in place of a **noun**, a **proper noun** or a **noun phrase**. For example, you can use **personal pronouns** (e.g. he, she, it, they) to avoid repeating the same name or noun within a sentence.

As the ball hit the window, Alfie heard it smash.
Alfie knew he was in trouble.

Try it

1 Complete each sentence by adding a suitable pronoun.

The princess asked the wizard to help her.

The girl took the box into the garden and buried it.

I made a puppet from the sock that Mum gave me.

As Nathan and I marched by, people came to cheer us.

I heard you were ill so I made this card for you.

I read the instructions but I couldn't understand them.



2 Rewrite each sentence using at least two pronouns in place of some of the nouns and proper nouns.

Soraya and I saw the twins but the twins did not see Soraya and me.

Soraya and I saw the twins but they did not see us.

Gran and Granddad hoped Amy would visit Gran and Granddad but Amy was too busy.

Gran and Granddad hoped Amy would visit them but she was too busy.

Jason found the bike in the wood but Jason did not know that the bike was stolen.

Jason found the bike in the wood but he did not know that it was stolen.

Sentence practice

Write a sentence about finding some treasure, including the pronouns 'they' and 'it'. Make sure it is clear who or what the pronouns refer to.

The children found a pot of gold and they took it home.

Pronouns across sentences

Remember

Pronouns can also be used to help link sentences together. However, it must be clear who or what each pronoun refers to.



The children from Class 4 will be visiting the Space Centre on Monday. I am sure **they** will enjoy the many activities **it** has to offer.

Try it

- 1 Read both sentences. Circle the **noun** or the **noun phrase** that each underlined pronoun refers to.

Nina saw the cat with the red collar. She phoned the owner at once.

The virus has spread to every computer in the world. We cannot stop it.

The giant gently carried the little boy inside. He placed him on the table.

The boys went to see the chimpanzees. They were kept in a large enclosure.

We enjoyed a tasty breakfast. This consisted of eggs, toast, yoghurt and fruit juice.

- 2 Rewrite the second sentence each time, using **pronouns**.

The footballers spoke to Yusuf. Yusuf said that he would meet the footballers the next day.

He said that he would meet them the next day.

Aisha searched for her friends. When Aisha found her friends, Aisha told her friends what Aisha had done.

When she found them, she told them what she had done.

Harry gave the book to Leo and Jake. Leo and Jake lost the book but Leo and Jake did not tell Harry.

They lost it but they did not tell him.

Sentence practice

Write two sentences about Alice and her brother. Use **pronouns** in the second sentence.

Alice took her little brother to the park. He told her he wanted to play on the swings.

Revision 1

- 1 Add the missing **full stop** and **capital letters** in the sentences below.

I was hoping to visit my friend ^Jamila in ^Manchester during ^August. I know ^Connor wants to come with me so he can visit ^Old ^Trafford.

- 2 Rewrite each sentence, using **commas** correctly.

Chimney pots rattled doors slammed and windows shook.

Chimney pots rattled, doors slammed and windows shook.

We need fresh berries skimmed milk and a tub of ice cream.

We need fresh berries, skimmed milk and a tub of ice cream.

The creature had three eyes four large ears and a huge mouth.

The creature had three eyes, four large ears and a huge mouth.

On sports day we had an obstacle course an egg and spoon race and a dancing competition.

On sports day we had an obstacle course, an egg and spoon race and a dancing competition.

- 3 Complete the sentence below using a **contraction** that makes sense.

"I knew you wouldn't understand," the girl grumbled.

"I can't believe what you've done!" Mum said.

"We must hurry or we'll be late," said Dad.

"Why don't you look where you're going?" snapped Toby.

"It's the last day of term today!" squealed Priti.

- 4 Add the **punctuation mark** needed at the end of each sentence.

Anoushka said my singing was no good .

What a cheek !

I didn't know what to say .

Is my voice that bad ?

Tell me the truth .



- 5 Draw a line to match each **prefix** to the correct word to make a new word.

sub	_____	action
inter	_____	cue
over	_____	zero
super	_____	time
auto	_____	virus
anti	_____	human

- 6 Rewrite each sentence using the correct form of the **determiner**.

Zara told me a amusing story.

Zara told me an amusing story.

They discovered a underground cave.

They discovered an underground cave.

There was a icy wind blowing outside.

There was an icy wind blowing outside.

I found a odd sock with an hole in it.

I found an odd sock with a hole in it.

- 7 Add a **suffix** to complete the **noun** in **bold**.

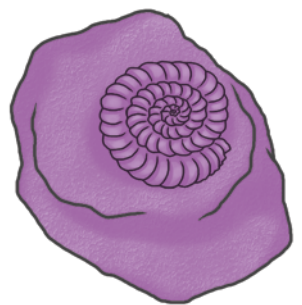
We took a **measure** ment of the rainfall.

I was surprised by the **mild** ness of the weather.

Uncle Antoni told us about the **form** ation of fossils.

The captain showed good **leader** ship skills.

He wrote a **greet** ing in the card.



- 8 Complete each sentence with a **longer noun phrase**.

On the flower, there was a beautiful butterfly with red and blue wings.

At the library, he chose a fascinating book about robots.

For a special treat, they bought a box of delicious cakes filled with jam.

Writing task 1

You won't believe it!

You discover an amazing creature somewhere near where you live. Look at the ideas in the pictures, or choose one of your own. Your task is to write a letter telling a friend about what you saw.



Before you start writing, think about:

- what the creature looks like
- where you discovered it
- what it did and what you did

Use this space to write down some ideas.

A large, empty rectangular box with a purple border, intended for writing ideas.

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

Dear _____

Adverbials

Remember

Adverbials are words, phrases or clauses that add more detail about the **verb** or event in a sentence. For example, they can say where, when or how an action is performed. An adverbial can be a single **adverb** or a **phrase** that works like an adverb.

Carefully, chop each beetroot into bite-size pieces.



Try it

1 Underline the **adverbials** in these sentences.

At daybreak, a ship appeared through the sea mist.

He quickly read the letter by the light of a candle.

She travelled for many days without a rest.

We sometimes go kayaking at the weekend.

Suddenly, there was a glimpse of sunlight between the clouds.

In the morning, the king arrived to a fanfare of trumpets.



2 Add **adverbials** in the spaces to complete these sentences.

After a long while, the man sat down with a sigh.

Pour the mixture carefully into small bowls.

I always have cereal for breakfast.

She soon started shouting loudly.

I haven't seen Georgia at school since Tuesday.

Suddenly, we heard a strange noise from outside.

Sentence practice

Write a sentence using the verb 'hobbled' and two **adverbials**.

The boy hobbled painfully towards the chair.

Fronted adverbials

Remember

Sometimes an **adverbial** is placed at the start (or front) of the sentence. This is called a **fronted adverbial**.

In a little village, there lived an old man.

Early one morning, there was a knock at the door.

Slowly, the old man shuffled towards the door.

Try it

1 Tick the sentences that start with a **fronted adverbial**.

Quickly, Dad prepared the meal.



They saw a ship far away on the horizon.



At the museum, we saw a dinosaur skeleton.



She stormed angrily out of the room.



Within minutes, the police arrived.



In the silent room, a baby was sleeping.



2 Complete each sentence by adding a **fronted adverbial** to say when, where or how.

Towards the end of the day, a farmer was walking home from his fields.

At the end of a lane, I saw a badger.

Shortly before midnight, a light appeared in the distance.

Suddenly, we heard footsteps.

Happily, the children played on the beach.

Sentence practice

Write **three** sentences about snow falling. Start with these **fronted adverbials**.

During the night, snow began to fall.

Outside, the sky was a cold, bleak grey.

Silently, soft snowflakes landed on the fields and trees.

Commas after fronted adverbials

Remember

When an **adverbial** is placed at the start or front of a sentence, a **comma** is used to clearly separate the adverbial from the main sentence.

Immediately after dinner, she went to the study.

Cautiously, she took the box from the drawer.

In the box, she found the ring.



Try it

- 1 Complete each sentence by adding a **comma** after the **fronted adverbial**.

From somewhere in the distance, a voice was singing.

Without warning, there was a sudden rush of water.

Just a few metres above them, there was a spaceship.

Later that night, the wizards gathered for a meeting.

Shortly after the war, William started a new business.

With great enthusiasm, the children set to work building a den.



- 2 Rewrite each sentence so that it begins with the **adverbial**. Punctuate it correctly.

She watched and waited anxiously. Anxiously, she watched and waited.

The lion paused for a moment. For a moment, the lion paused.

They made their way home wearily. Wearily, they made their way home.

We warmed up before the game. Before the game, we warmed up.

He closed the door without a word. Without a word, he closed the door.

Sentence practice

Write two sentences about a stormy night. Start each sentence with a **fronted adverbial**.

On a dark and stormy night, a man was travelling home. In the distance, he heard a rumble of thunder.

Fronting subordinate clauses

Remember

Subordinate clauses starting with **conjunctions** give more detail about the **main clause**. When a subordinate clause is placed at the start of a sentence, it is separated from the main clause by a **comma**.

Although it was nine o'clock, the shop was closed.

Because it was flooded, the shop was closed.



Try it

- 1 Rewrite each sentence with the **subordinate clause** at the beginning of the sentence. Punctuate the sentence correctly.

The wind grew stronger as the sky grew darker.

As the sky grew darker, the wind grew stronger.

She had never been to the castle even though she lived nearby.

Even though she lived nearby, she had never been to the castle.

He did not answer his phone because it was late.

Because it was late, he did not answer his phone.

- 2 Complete the **subordinate clause** at the start of each sentence. Punctuate it correctly.

While they were sleeping, _____ Maggie was busy in the garden.

As we clambered up the cliffs, _____ we could see for miles.

When they got there, _____ they found that the cave was empty.

If you press the red button, _____ the rocket will be launched.

Although he tried hard, _____ he never did solve the puzzle.

Sentence practice

Write two sentences. Start one sentence with the **conjunction** 'as' and one with 'when'.

As the goblin came closer, Luke could see that he was angry.

When he spoke, his voice was full of fury.

Singular and plural nouns

Remember

Most **plural nouns** are formed by adding **–s** or **–es** to the **singular** noun. Sometimes a change of spelling is needed.

a **hippo** some **hippos**
a **wolf** three **wolves**



Some plurals do not end with **–s** or **–es**. They are **irregular plurals**.

an **ox** many **oxen**

Try it

1 Write the correct **plural** for each **noun**.

one potato	two	<u>potatoes</u>	one loaf	two	<u>loaves</u>
one gentleman	three	<u>gentlemen</u>	one hero	three	<u>heroes</u>
a mouth	many	<u>mouths</u>	a tooth	many	<u>teeth</u>
a switch	both	<u>switches</u>	a battery	both	<u>batteries</u>
a deer	a herd of	<u>deer</u>	a fish	a shoal of	<u>fish</u>

2 Rewrite each sentence with **plural nouns** rather than **singular nouns**.

One person took a photo of the one flamingo.

Some people took photos of the many flamingos.

An atlas, a dictionary or an encyclopedia is called a reference book.

Atlases, dictionaries and encyclopedias are called reference books.

That elf over there helped this woman to catch the thief.

Those elves over there helped these women to catch the thieves.

Sentence practice

Write three sentences about a farm and its animals, using as many **plural nouns** as you can.

The farmer keeps cows, goats, calves and sheep in the fields. Children
often visit the stables to ride the horses and ponies. In the farmyard,
there are ducks and geese.

Plural –s or possessive –'s?

Remember

You add the letter **–s** to a **singular noun** to make a **plural noun**.

stars planets moons

You add an **'apostrophe s' (–'s)** to a singular noun to make it a **possessive noun**. This shows that something belongs to someone or something.

Captain Kirk's spaceship the ship's computers

Try it

1 Add the letter **–s** or **–'s** ('apostrophe s') to each noun.

the straw man <u>'s</u> trousers	the queen <u>'s</u> three daughter <u>s</u>
two sack <u>s</u> of gold	six tray <u>s</u> of cake <u>s</u>
the writer <u>'s</u> pen	the baby <u>'s</u> toy <u>s</u>
the cat <u>'s</u> basket	a zebra <u>'s</u> stripe <u>s</u>
many pot <u>s</u> of paint	the singer <u>'s</u> new song <u>s</u>
my friend <u>'s</u> band	the spider <u>'s</u> eight leg <u>s</u>



2 Rewrite each sentence, using an **apostrophe** correctly.

Granddads hen's lay six eggs a day. Granddad's hens lay six eggs a day.

Bird's circled above the islands trees. Birds circled above the island's trees.

The old mans dog's ate all the pies. The old man's dogs ate all the pies.

The girls rode on the dragons back. The girls rode on the dragon's back.

Thieves stole the princes favourite golden slippers.

Thieves stole the prince's favourite golden slippers.

Tears ran down my little brothers cheek's when he fell over.

Tears ran down my little brother's cheeks when he fell over.

Sentence practice

Write a sentence about an elephant. Use a **plural** and a **possessive –'s**.

The little elephant's ears were large and floppy.

Apostrophes for plural possession 1

Remember

To show **possession**, you add 'apostrophe s' (–'s) to a **singular noun**.

Mr Moore's classroom head teacher's office

But if there is more than one owner and the **plural noun** already ends in 's', you just add an **apostrophe**.

teachers' staffroom parents' noticeboard

Try it

- 1 Add a **possessive apostrophe** to each sentence. Add –'s to the end of **singular nouns**, and just an apostrophe to the end of **plural nouns**.

I listened to my clock 's slow tick.

The witches ' conversation was interrupted.

I must clean out the hamsters ' cage.

He was the emperor 's favourite son.

Mum was late for the parents ' meeting at school.

The drivers ' cars were all lined up on the starting grid.



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

the bikes belonging to the boys

the boys' bikes

the father of the twins

the twins' father

the surgery belonging to the doctors

the doctors' surgery

the car belonging to her parents

her parents' car

the chairs belonging to the pupils

the pupils' chairs

the tractors belonging to the farmers

the farmers' tractors

Sentence practice

Write a sentence about something belonging to some girls. Use an **apostrophe**.

The girls' paintings were hanging on the wall.

Apostrophes for plural possession 2

Remember

To show **plural possession**, if the plural noun already ends in 's', you just add an **apostrophe**.

the **boys'** egg and spoon race the **girls'** obstacle race



But if the **plural noun** does not end in 's', you add '**apostrophe s**' (–'s).

the **men's** 10km run the **women's** 10km run

Try it

- 1 The underlined nouns are plurals but they do not end in 's'. Rewrite each phrase, using an **apostrophe** to show possession.

the helmets belonging to the policemen the policemen's helmets

the art competition for children the children's art competition

the decision of the people the people's decision

the tails belonging to the mice the mice's tails

- 2 All the nouns in these sentences are plural. Rewrite each sentence adding **apostrophes** in the correct place.

The shepherds shears set to work on the sheeps thick coats.

The shepherds' shears set to work on the sheep's thick coats.

I was more scared of the geeses sharp beaks than the guard dogs vicious teeth.

I was more scared of the geese's sharp beaks than the guard dogs'
vicious teeth.

The fishermens nets were full of fish but the childrens stomachs were still empty.

The fishermen's nets were full of fish but the children's stomachs were
still empty.

Sentence practice

Write a sentence about something belonging to some firemen. Use an **apostrophe**.

The firemen's hose was long enough to reach the burning building.

Standard English

Remember

Non-Standard English is sometimes used in speech but in writing you should nearly always use **Standard English verb forms**.

We was hopin' for some bread.
The baker gived us a bread roll.

We **were hoping** for some bread.
The baker **gave** us a bread roll.

Try it

1 Rewrite each sentence using **Standard English verb forms**.

I hates waiting around.

I hate waiting around.

He speaked to me yesterday.

He spoke to me yesterday.

They ain't comin' to my party.

They aren't coming to my party.

She caughted a cold last week.

She caught a cold last week.

I weren't hungry.

I wasn't hungry.

2 Underline the **non-Standard verb forms** used in the text below.

It ain't fair. Our team should of won. We was unlucky. We gived a goal away right at the end. I hates losing like that. It make me very angry.

Now rewrite the text using **Standard English verb forms**.

It isn't fair. Our team should have won. We were unlucky. We gave a goal away right at the end. I hate losing like that. It makes me very angry.

Sentence practice

Write **two** sentences about waiting for breaktime, using **non-Standard verb forms**. Then rewrite them using **Standard English verb forms**.

We was waitin' for the bell to ring but it taked forever. Then we runned outside and throwed a tennis ball to each other.

We were waiting for the bell to ring but it took forever. Then we ran outside and threw a tennis ball to each other.

Verbs: perfect form

Remember

The **perfect form** of **verbs** is used to write about things that have happened in the recent past and/or are still important now. The perfect form uses the verb 'has' or 'have' and a main verb in the **past tense**. Sometimes, a special form of the main verb is used.

I have been very busy.

I have done all my homework.



Try it

1 Choose the correct **perfect verb form** for each sentence.

I have eaten six chocolate biscuits. (ate eat eaten)

I have seen this film before. (saw seen see)

Sorry, I have forgotten your name. (forget forgot forgotten)

Someone has broken Mum's antique vase. (broken break broke)

We have drawn this picture for you. (draw drawn drew)

The teacher has rung the bell. (ringed rang rung)

Someone has stolen all my money. (stolen steal stole)

2 Rewrite each sentence using the **perfect form** of the underlined verbs.

I have drank my juice and Dad have drank his coffee.

I have drunk my juice and Dad has drunk his coffee.

I have spoke to the manager and we have writ a letter.

I have spoken to the manager and we have written a letter.

All the leaves have fell off the trees and the birds has flew away.

All the leaves have fallen off the trees and the birds have flown away.

Sentence practice

Write a sentence about something that grew in a garden. Use a **perfect verb form**.

Lots of weeds have grown in the garden.

Revision 2

- 1 Complete the sentences below using a different **determiner** in each space.

A mouse is much smaller than an elephant.

Some dogs are working animals but many dogs are kept as pets.

The man said, "I think this sack is lighter than that sack."

We have some apple trees in our front garden.

Yesterday my brother gave us his old skateboard.

- 2 Rewrite each sentence using **pronouns** in place of the underlined nouns and noun phrases.

The children had a card for Dad.

They had a card for him.

Adam and I found the flower pots outside.

We found them outside.

The lorry nearly hit the old lady.

It nearly hit her.

Emily was quicker than Max and me.

She was quicker than us.

Mohsin waited for his grandparents.

He waited for them.

- 3 Complete each sentence by adding an **adverbial** that starts with a **preposition**.

The man disappeared through the window.

The fire began between six and seven o'clock.

A helicopter hovered above the treetops.

On the doorstep, there was a big box.

On the table, there was a plate of fish and chips.



- 4 Underline the **conjunction** in each sentence.

They clung to the rope while the eagle circled overhead.

As Jack sat on the riverbank, he heard someone cough.

The lightning flashed immediately after we heard the thunder.

Although she was tired, Shivani finished her book before bedtime.

- 5 Rewrite each sentence using the **past progressive form** of the **underlined verb**.

The cat hid in the bushes.

The cat was hiding in the bushes.

I sat next to Sophie.

I was sitting next to Sophie.

They swept the leaves.

They were sweeping the leaves.

We went to school.

We were going to school.

She ate her noodles.

She was eating her noodles.

- 6 There is an error in each sentence. Rewrite the sentences correctly.

Yesterday, Mrs Patel took her cakes to the market and she sells them all.

Yesterday, Mrs Patel took her cakes to the market and she sold them all.

Last week, I went to the cinema with my best friend and we see a film.

Last week, I went to the cinema with my best friend and we saw a film.

- 7 Underline the **main clause** in each sentence.

The dog began to bark before I even opened the gate.

Unfortunately, the plants did not grow as it was too cold.

As the train approached the station, Mia was very excited.

I was scared when I heard the noise.

Uncle Andrew arrived while I was asleep.



- 8 Rewrite each sentence, adding a **subordinate clause**.

The car skidded.

The car skidded when the driver braked.

The beast slept soundly.

While the music was playing, the beast slept soundly.

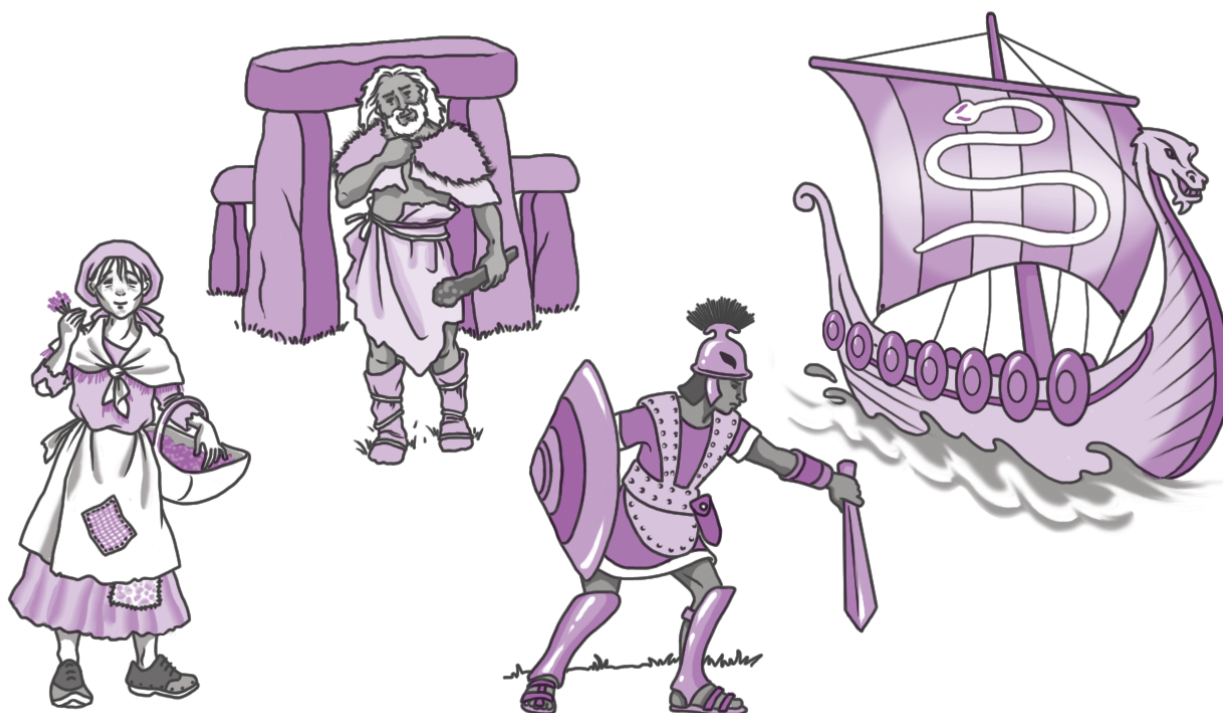
Austin played outside.

Austin played outside until it was time for bed.

Writing task 2

Time traveller

Imagine you woke up and found you were transported back in time. Use an idea from the pictures, or choose one of your own. Your task is to describe what you saw after you woke and what happened to you.



Before you start writing, think about:

- what you saw
- who you met
- what happened next

Use this space to write down some ideas.

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

[illegible]

Possessive pronouns

Remember

Pronouns stand in place of **nouns** or **noun phrases**. Possessive pronouns are the words 'mine', 'yours', 'his', 'hers', 'ours', 'theirs' and 'its'.

That is Becky's painting. That painting is **hers**.

That is Danny's painting. That painting is **his**.

Try it

1 Add the missing **possessive pronoun** to complete each sentence.

Those PE bags belong to us. They are ours.

That ruler belongs to you. It is yours.

That tent belongs to Lauren. It is hers.

Those trainers belong to me. They are mine.

That jumper belongs to Liam. It is his.

That atlas belongs to Class 4. It is theirs.



2 Write a **possessive pronoun** to replace the underlined noun phrase.

I've found your coat. Have you seen my coat? mine

Jordan lost his swimming trunks. These must be Jordan's trunks. his

My sister is called Maryam and this is her bike. hers

My favourite team is Leicester City. What's your favourite team? yours

We love your poster. Do you like our poster? ours

Our models are bigger than that group's models. theirs

Sentence practice

Write three sentences about who owns which book. Use **possessive pronouns**.

The book about tigers is mine. The book about Ancient Egypt is yours.

This dictionary is his and that one is hers.

Making pronouns clear

Remember

Pronouns can be used in place of **nouns** or **noun phrases** to help avoid repetition. However, you should only use a pronoun if it is clear which person or noun it refers to.

Scarlett was going to the funfair with Ellie.

She had her little sister with **her**. (unclear)

Scarlett was going to the funfair with Ellie.

Ellie had her little sister with **her**. (clear)



Try it

1 The pronouns in these sentences are confusing. Explain why.

Clara saw her grandmother when she was crossing the road.

'She' could be Clara or her grandmother, so the sentence is not clear.

When Matthew went exploring with Ben, he got very muddy.

'He' could be Matthew or Ben, so the sentence is not clear.

Dad took the clock off the shelf so he could mend it.

'It' could be either the clock or the shelf, so the sentence is not clear.

2 Rewrite each sentence in a way that makes the meaning clear.

Grace dropped the television on the glass table and it broke.

Grace dropped the television on the glass table and the table broke.

Mark asked Charlie if he could help him with the play.

"Can I help you with the play?" Mark asked Charlie.

Greg saw Mr Davies as he left the classroom.

Greg saw Mr Davies as the teacher left the classroom.

Sentence practice

Write a sentence about Maria and Katya, using **pronouns** that make the meaning clear.

Maria hurt her arm so Katya carried her bag for her.

Co-ordinating and subordinating conjunctions

Remember

The words 'and', 'but' and 'or' are **co-ordinating conjunctions**. They can join two words, phrases or **main clauses** of equal importance.

I fumbled for the switch **but** the light did not come on.

Subordinating conjunctions join a **subordinate** (less important) **clause** to a main clause, to add extra information about the main clause.

I tried to stay calm **although** my heart was beating fast.

Try it

- 1 Underline the **conjunction** in each sentence. Write 'C' if it is a **co-ordinating** conjunction, or 'S' if it is a **subordinating** conjunction.

Yanwen went into the shop and she bought a new skateboard.

C

I can't drink lemonade as the bubbles make me sneeze.

S

Once you hear the whistle, run to the other side.

S

Give me a hand or the kite will get tangled in the tree.

C



- 2 Use a **co-ordinating conjunction** to add another **main clause**.

Nina was exhausted but she kept going to the top of the hill.

Jason picked some apples and he took them into the kitchen.

Now use a **subordinating conjunction** to add a **subordinate clause**.

Nina was exhausted after she climbed the hill.

Jason picked some apples because he wanted to make a pie.

Sentence practice

Write two sentences about a snake. Use a **co-ordinating conjunction** in the first sentence and a **subordinating conjunction** in the second.

The python slowly uncoiled and slithered along a branch. The boy

heard the python hiss although he could not see it.

Giving reasons: cause and effect

Remember

You can show the cause (the reason why something happens) by using **conjunctions** such as 'so that', **prepositions** such as 'due to' and **adverbs** such as 'therefore'.

The main road is closed **due to** an accident.

The road will be closed for some time and **therefore** a diversion has been put in place.



Try it

- 1 Choose a different word or phrase from the box to complete each sentence with a reason why.

because of so that for as therefore

The crops did not grow because of the drought.

He went to the leisure centre for a swim.

The striker is injured and therefore is unlikely to play.

Do not go near the cliff top as it is dangerous.

She stood on a box so that she could see over the wall.

- 2 Complete each sentence by adding a reason why.

The match was cancelled due to player illness.

I could not concentrate because of all the noise.

The werewolf stood in the doorway to stop them from leaving.

Ethan went to Spain for a holiday.

I cannot help you since I have no money.

Sentence practice

Write a sentence explaining why someone fell over. Use a **preposition** in your answer.

Andrei slipped and fell because of the icy patch on the path.

Paragraphs: non-fiction

Remember

Paragraphs are used in a longer piece of writing to make it easier to follow the ideas in it. In non-fiction writing, each paragraph focuses on a different aspect of the subject. A new paragraph indicates a new idea.

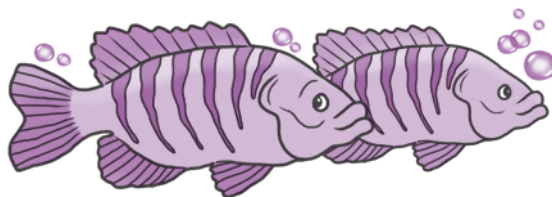
Introduction: Many animals live in or close to the river.

Paragraph 1: Fish

Paragraph 2: Amphibians

Paragraph 3: Birds

Paragraph 4: Mammals



Try it

- 1 In a piece of writing on the subject 'Wild weather', each **paragraph** focuses on a different type of extreme weather. Write what each paragraph might be about.

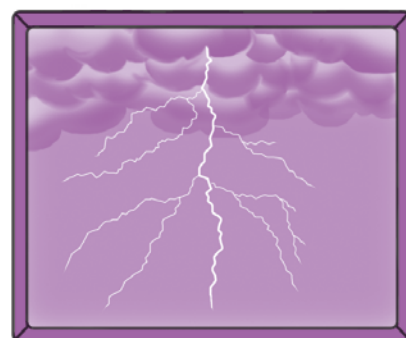
Paragraph 1: Tornadoes

Paragraph 2: Hurricanes

Paragraph 3: Blizzards

Paragraph 4: Droughts

Paragraph 5: Electric storms



- 2 Plan a piece of writing on the subject 'How to keep warm'. Write a sentence to show what each **paragraph** will be about.

Paragraph 1: In cold weather, it is important to wear the right clothes.

Paragraph 2: Warm food and hot drinks help to keep you warm.

Paragraph 3: Exercise can help to keep the body warm.

Paragraph 4: There are many ways of heating our homes.

Paragraph 5: Insulation helps to keep our houses warm.

Sentence practice

Write the text for 'Wild weather' or 'How to keep warm', using **paragraphs** to organise your ideas. Write it on a new piece of paper.

Paragraphs: stories

Remember

In stories, **paragraphs** are used to help the reader follow the sequence of events. A new paragraph begins when the story moves on – in time or place, or because of a new event or character.

Adverbials are often used to show these changes.

Opening: “Don’t go playing near the river,” said Aunt Olivia, as Arthur headed for the door.

Paragraph 1: That morning, Arthur went exploring in the woods.

Paragraph 2: After a few hours, he went to play near the river.



Try it

- 1 Here is the main sequence of events in a story about three travellers on a quest. Add **adverbials** to show how the story moves on.

Early one morning, the travellers set off on their journey.

For many days, they were lost in a dark forest.

With the help of an owl, they found their way by following a trail.

After weeks of travelling, they met a troll while crossing a river.

After a long struggle, they escaped with the help of a magic fish.

In the end, they found their reward in a secret cave.

- 2 Make a plan for a story about some children who find a bag of gold coins. Use **adverbials** to show how the story moves on.

While playing on the beach, the children found a bag of gold coins.

Suddenly, a pirate appeared and wanted the coins back.

The children were chased over the clifftop by the pirate.

After a long time, they escaped by tricking the pirate.

When they got home, they returned the coins to the real owner.

Sentence practice

Write one of the two stories above using **paragraphs** to show the sequence of events within it. Write your story on a new piece of paper.

Negative sentences

Remember

You can make a **positive** statement into a **negative** one by using negative words such as 'no', 'not', 'nothing', 'never' or 'nowhere', or by adding the contraction **-n't** to a verb.

I would recommend this car.

I wouldn't recommend this car.

There is enough space.

There is **not** enough space.

There is something special about it.

There is **nothing** special about it.

Try it

1 Underline the **negative** word that changes the meaning of the sentence.

The men were not digging a hole in the road.

I knew nothing about the stolen painting.

We never do the shopping on Friday.

There is no room in the suitcase.

People don't care about the park.

The stray cat had nowhere to go.



2 Rewrite the **positive** statement as a **negative** statement.

We have food in the fridge.

We have no food in the fridge.

They have something to give you.

They have nothing to give you.

Fatima has been to France.

Fatima has never been to France.

I will wait for you.

I will not wait for you.

You have seen this film before.

You haven't seen this film before.

She could hear his voice.

She couldn't hear his voice.

Sentence practice

Write one **positive** statement and one **negative** statement about a football match.

There were no goals in the first half.

There were goals in the second half.

Questions and question tags

Remember

A **question tag** is a phrase added to the end of a **statement** to turn it into a **question**. Adding the question tag invites the listener or reader to respond or give an answer. A **comma** is used to separate the question tag from the statement.

You will help me, won't you?

Try it

- 1 Underline the **question tag** that makes the statement into a question.

You can come to the library, can't you?

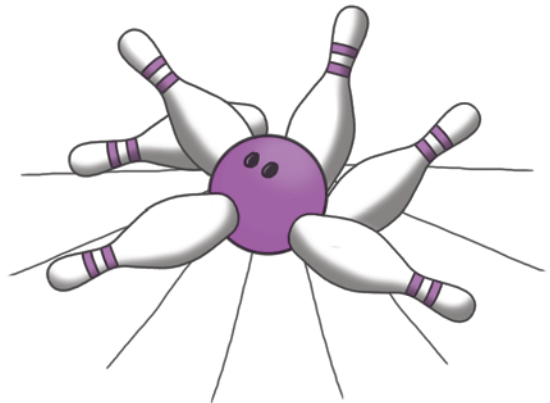
This is the song you wanted, isn't it?

You have been bowling, haven't you?

You won first prize, didn't you?

We should be home by now, shouldn't we?

The concert was brilliant, wasn't it?



- 2 Add a **question tag** to make each statement into a question. Use the correct punctuation.

We can go swimming on Friday , can't we?

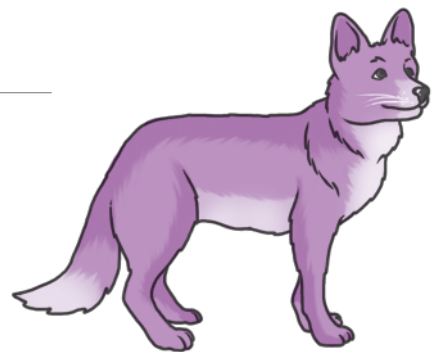
He owns an Alsatian dog , doesn't he?

I did write back , didn't I?

That singer was amazing , wasn't she?

You do like fishing , don't you?

Chocolate-chip cookies are your favourite , aren't they?



Sentence practice

Write two questions to ask a new classmate. Use **question tags**.

Your name's Ross, isn't it? You live in Park Street, don't you?

Adjectives with prefixes and suffixes

Remember

Many **adjectives** are formed by adding a **suffix** to a root word.

delightful

expensive

valuable

magical

glorious

glittering

You can also add a **prefix** to an adjective. This changes its meaning.

irreplaceable

unremarkable

Try it

1 Add a **suffix** to each word to make it into an **adjective**.

sensation sensational

beauty beautiful

attract attractive

chat chatty

danger dangerous

entertain entertaining

thought thoughtless

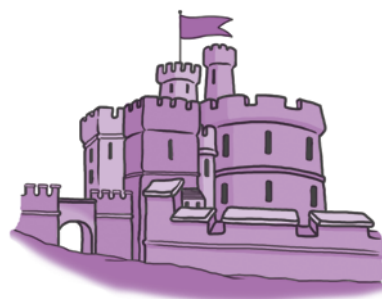
create creative

child childish

believe believable

gold golden

history historic



2 Complete each sentence with an **adjective** formed from the word next to it.

We are often told to avoid eating unhealthy foods such as sweets. (health)

I think I may have made a dreadful mistake. (dread)

The watch did not cost a lot. It was inexpensive. (expense)

He is a rude and disagreeable person. (agree)

She was nervous before she went on stage. (nerve)

I knew I was in trouble when I saw Mum's disapproving look. (approve)

Sentence practice

Write a sentence using **two adjectives**, one formed from the word 'poison' and one from the word 'magic'.

The villain's magical potion was extremely poisonous.

Word families

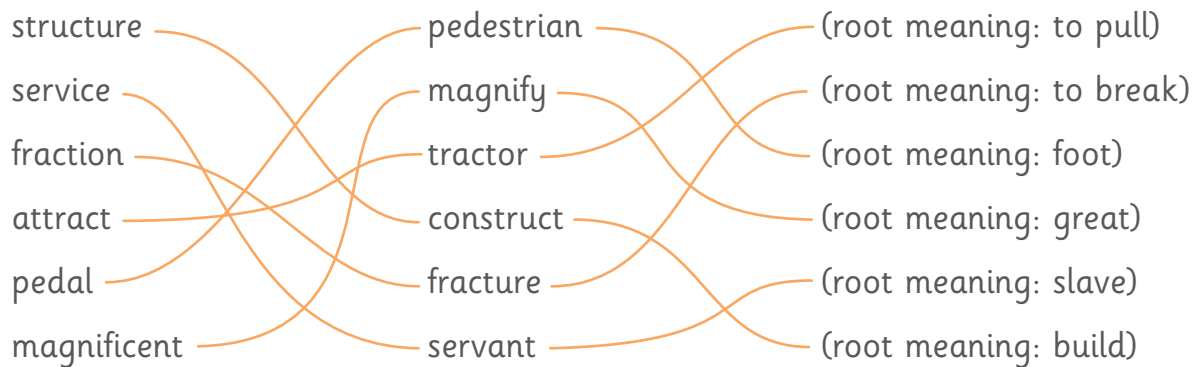
Remember

A **word family** is a group of words that share the same **root word** or 'root'. All the words in a word family have meanings related to this shared root.

vary	variety	various	variable	(meaning: to change)
multi-	multitude	multi-coloured	multiply	(meaning: many)

Try it

- 1 Draw lines to match two words in the same **word family** with the meaning of their **root**.



- 2 Decide what the underlined **root** means in the **word families** below. Choose and write a meaning from the box.

end to say one to look ten to write

spectator	spectacle	inspect	spectacular	<u>to look</u>
dictate	dictation	dictator	edict	<u>to say</u>
decimal	decade	decathlon	decimetre	<u>ten</u>
final	finish	finale	definite	<u>end</u>
unique	unicorn	unite	unit	<u>one</u>
scribble	describe	scripture	manuscript	<u>to write</u>

Sentence practice

Write a sentence using two words with the **root word** 'medic'.

I went to the medical centre to get some medicine.

Revision 3

- 1 Add a **comma** in the correct place in each sentence.

Happily, the man whistled as he walked along.

Just after sunrise, the little ship left the harbour.

While we were talking, Alex slipped out of the room.

With a fearful cry, the pirates attacked.

- 2 Write the sentences in the speech bubbles as **direct speech**. Punctuate your answer correctly.

Are you hungry?

I'm starving.

"Are you hungry?" Freddie asked Emma.

Emma replied , "I'm starving."

- 3 Rewrite each sentence, using an **apostrophe** correctly.

The childrens' names are on their folders.

The children's names are on their folders.

The cats whisker's began to twitch.

The cat's whiskers began to twitch.

The girls ate all Marthas' cakes.

The girls ate all Martha's cakes.

The ladie's hats were very colourful.

The ladies' hats were very colourful.



- 4 Add the correct **punctuation mark** to the end of the sentence.

You will come to my party, won't you ?

Now explain why there is a **comma** in the sentence above.

The comma separates the question tag from the rest of the sentence.

5 Underline the co-ordinating conjunctions in these sentences.

I must be ill because I feel shivery and I have a headache.

After we finished tea, I could play in my room or watch television until bedtime.

I like strawberry and orange flavoured sweets but I don't like lemon or lime.

When he took the penalty, he struck the ball hard but it missed the goal and went into the crowd.

I liked the shirt but it was too big for me when I tried it on.

6 Rewrite each sentence using the Standard English form of the verb.

We was going for a walk.

We were going for a walk.

I done the washing up.

I did the washing up.

My handwriting ain't that bad.

My handwriting isn't that bad.

She knowed the answer.

She knew the answer.

He teached me how to dive.

He taught me how to dive.

7 Complete each sentence with a possessive pronoun.

These are your shoes and those are mine.

The red car is ours.

That rugby shirt must be hers.

This model spaceship is theirs.

That cap is his.

This sandwich is yours.

**8 Complete each sentence so that it is a command.**

After you've finished, tidy your things away.

Before you go shopping, make a list of the things you need.

Once the pizza is cooked, cut it into pieces.

Carefully, put the hamster back in its cage.

If you feel unwell, tell an adult straightaway.

When you have finished, check your answers.