



Nelson  
Grammar

# Pupil Book 3



OXFORD





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# Contents

	Scope and sequence	4
Unit 1	Articles	6
Unit 2	Singular and plural	8
Unit 3	Adjectives	10
Unit 4	Sentences	12
Unit 5	Singular and plural	14
Unit 6	Adverbs	16
Unit 7	Prepositions	18
Unit 8	Verbs	20
Unit 9	Adjectives	22
Unit 10	Sentences	24
Unit 11	Pronouns	26
Unit 12	Adverbs	28
Unit 13	Adjectives	30
Unit 14	Verbs	32
Unit 15	Singular and plural	34
Unit 16	Nouns	36
Unit 17	Adjectives	38
Unit 18	Prepositions	40
Unit 19	Capital letters	42
Unit 20	Sentences	44
Unit 21	Adjectives	46
Unit 22	Prefixes	48
Unit 23	Adverbs	50
Unit 24	Suffixes	52
Unit 25	Conjunctions	54
Unit 26	Paragraphs	56
Unit 27	Verbs	58
Unit 28	Sentences	60
	How to use this book	62

# Book 3 Scope and Sequence

Unit	Pupil Book	Pupil Book Focus	Pupil Book Practice	Pupil Book Extension	Resource Book Support	Resource Book Extension
1	<b>articles:</b> indefinite <i>a/an</i>	choosing <i>a/an</i> for given nouns	sorting simple words under <i>a</i> & <i>an</i> headings	completing sentences with <i>a</i> or <i>an/a</i> or <i>an</i> before words beginning with <i>eu, h</i> and <i>u</i>	adding <i>a</i> or <i>an</i> to simple nouns/supplying own words for <i>a/an</i> table/writing sentences	correcting <i>a/an</i> mistakes in sentences/supplying <i>a/an</i> before adjectives
2	<b>singular &amp; plural:</b> noun/verb agreement*	completing sentences with correct part of verb/sentence writing with <i>was</i> & <i>were</i>	correcting noun – verb agreement in sentences	agreement with collective nouns/food & money writing sentences	completing sentences with <i>is, are, was</i> or <i>were</i> /correcting noun – verb agreement in sentences	correcting noun – verb agreement in continuous prose/writing sentences with collective nouns
3	<b>adjectives:</b> comparative with <i>er</i> ; superlative with <i>est</i> *	changing adjectives to superlative adjectives in sentences	writing comparative & superlative adjectives/writing sentences with superlative adjectives	completing sentences with irregular comparative & superlative adjectives	completing sentences with comparatives & superlatives from picture clue/filling in comparative & superlative tables	writing sentences using comparatives & superlatives
4	<b>sentences:</b> verb, punctuation, making sense*	punctuating sentences	completing sentences with suitable verbs	completing sentences with past tense verbs/writing sentences	punctuating sentences/identifying verbs in sentences/writing sentences	writing sentences from given beginnings
5	<b>singular and plural:</b> nouns ending in <i>y</i> *	forming plurals of given nouns	forming plural nouns/forming singular nouns/writing sentences	solving clues with <i>y</i> plurals	forming plural nouns/forming singular nouns/writing sentences with plural nouns	completing plural noun crossword/forming plural nouns & writing sentences
6	<b>adverbs:</b> comparative & superlative*	identifying adverbs in sentences	completing adverb table	completing sentences with irregular comparatives & superlatives	completing adverb table/classifying adverbs	writing sentences with given pairs of adverbs
7	<b>prepositions:</b> prepositions of place	identifying prepositions in sentences	choosing the best preposition to use in sentences	listing prepositions and their opposites	matching prepositions to their opposites and using in written sentences	writing sentences with prepositions based on picture clues
8	<b>verbs:</b> irregular past simple tense*	matching present simple & past simple verbs	supplying past simple tense verbs to complete sentences	matching verb family names to their irregular past simple tense/choosing correct verb to make past tense sentences	identifying present simple & past simple sentences/completing verb table with irregular past simple tense verbs	using dictionary to find irregular past simple tenses/writing sentences
9	<b>adjectives:</b> comparatives with <i>more</i> /superlatives with <i>most</i> *	choosing correct adjectives to complete sentences	completing adjective table	writing comparatives & superlatives/writing sentences	writing and classifying comparatives/ writing and classifying superlatives	using given comparatives & superlatives in sentences
10	<b>sentences:</b> direct speech – speech marks	identifying spoken words in sentences/punctuating direct speech sentences	punctuating a conversation	using synonyms for <i>said</i> /writing sentences	identifying spoken words in sentences/adding missing speech marks in sentences	writing speech bubbles as conversation
11	<b>pronouns:</b> subject & object pronouns	replacing nouns with pronouns in sentences	changing nouns & proper nouns to pronouns in sentences	completing sentences with reflexive pronouns	identifying pronouns in sentences/replacing nouns with pronouns	using given pairs of pronouns in own sentences
12	<b>adverbs:</b> comparative & superlative with <i>more</i> & <i>most</i> *	forming comparatives & superlatives of given adverbs	forming comparative & superlative adverbs in sentences	replacing phrases with single adverbs/using adverbs in sentences	identifying adverbs in sentences/using adverbs in sentences	completing adverb table/using adverbs in own sentences
13	<b>adjectives:</b> number & number order adjectives*	matching cardinal & ordinal adjectives	identifying number & number order adjectives & nouns they describe	completing passage with number order adjectives from picture stimulus	identifying number & number order adjectives & nouns they describe/matching number & number order adjectives	using number & number order adjectives in own sentences
14	<b>verbs:</b> future tense with <i>shall</i> & <i>will</i> *	identifying future tense verbs in sentences	changing verbs from present tenses to future tense/ changing verbs from past tenses to future tense	completing verb table/using <i>shall</i> and <i>will</i> for strong statements	identifying future tense verbs in sentences/classifying verb tenses/writing future tense sentences	changing sentences from past to future tense

Unit	Pupil Book	Pupil Book Focus	Pupil Book Practice	Pupil Book Extension	Resource Book Support	Resource Book Extension
15	<b>singular and plural:</b> nouns ending in <i>f</i> & <i>fe</i> *	forming plurals of given nouns	forming plural nouns/forming singular nouns/using in sentences	nouns taking <i>s</i> & <i>ves</i> /completing sentences	identifying plural nouns in sentences/completing sentences with plural nouns/writing own sentences	solving clues with plural nouns/choosing correct form of plural/writing own sentences
16	<b>nouns:</b> abstract*	identifying common & abstract nouns in list	identifying common & abstract nouns in sentences	forming abstract nouns from common nouns, adjectives & verbs	classifying nouns/using abstract nouns in sentences	forming abstract nouns from adjectives & verbs/using abstract nouns in sentences
17	<b>adjectives:</b> formed from verbs & nouns*	identifying adjectives in sentences & verb or noun root	forming adjectives from verbs & nouns/completing sentences	using nouns as adjectives in sentences	identifying adjectives in sentences/forming adjectives to complete sentences/sentence writing	forming adjectives from nouns & verbs/writing noun phrases/sentence writing
18	<b>prepositions:</b> place/opposites	identifying prepositions/matching opposites	choosing correct preposition to complete sentences/writing own sentences	completing passage with appropriate prepositions	identifying prepositions/using prepositions in own sentences	using prepositions in own sentences/writing description with prepositions
19	<b>capital letters:</b> headings & subheadings	adding capital letters to proper nouns	film and book titles/main & subheadings	adding missing capital letters to information passage	correcting sentences missing capital letters/writing headings & subheadings correctly	listing favourite books and authors/creating headings & subheadings for given topics
20	<b>sentences:</b> direct speech	punctuating direct speech sentences	punctuating direct speech sentences where direct speech comes first	punctuating direct speech sentences where direct speech comes second	punctuating various forms of direct speech sentences	punctuating and setting out a passage of direct speech
21	<b>adjectives:</b> phrases*	identifying adjective phrases in sentences	using adjective phrases in sentences/forming adjective phrases for given nouns	differentiating between adjective phrases & simple sentences /writing & punctuating sentences	identifying adjective phrases in sentences/writing adjective phrases for given nouns/writing own sentences	writing own sentences with adjective phrases for given nouns
22	<b>prefixes:</b> opposites and specific meanings	adding prefixes to make opposites/adding prefixes to make sentences opposite	matching words & definitions	finding words beginning with specific prefixes/sentence writing/definitions	making opposites with prefixes/matching prefixes with definitions	finding words beginning with specific prefixes from definitions
23	<b>adverbs:</b> phrases*	identifying adverb phrases in sentences	using adverb phrases in sentences/forming adverb phrases for given verbs	differentiating between adverb phrases & simple sentences / writing and punctuating sentences	Identifying adverb phrases in sentences/writing adverb phrases for given verbs/writing own sentences	writing own sentences with adverb phrases for given verbs
24	<b>suffixes:</b> <i>erling/ed</i> *	completing verb table	completing sentences with correct suffix	changing past tense sentences into present tense/ changing present tense sentences into past tense	forming comparative adjectives/ forming present progressive tense verbs & past simple tense verbs from verb family name	writing present progressive tense sentences & past simple tense sentences from given verb family names
25	<b>conjunctions:</b> when/before/while/after	identifying conjunctions in sentences	completing sentences with suitable conjunctions	joining sentences & using pronouns	identifying short sentences & conjunctions/writing sentences with given conjunctions	joining sentences and using pronouns
26	<b>paragraphs:</b> time in stories	answering questions about structure in extended writing	ordering paragraph openings by time	writing a three paragraph story with support	identifying the first word of paragraphs in a story/continuing the story	rewriting a story to include paragraphs
27	<b>verbs:</b> perfect tense with <i>have/has</i>	identifying the perfect tense in sentences	changing sentences from the present simple to the perfect tense	completing sentences with perfect tense verbs	identifying perfect tense verbs in sentences/completing a verb table	completing sentences with the perfect tense/writing sentences with the past simple and perfect tense
28	<b>sentences:</b> clauses	identifying main clauses in sentences	identifying main & subordinate clauses in sentences	adding main & subordinate clauses to complete sentences	identifying main & subordinate clauses in sentences/adding main & subordinate clauses to complete sentences	writing own sentences with main & subordinate clause

## Articles

The words **a** and **an** are called **articles**.

We use **a** before words beginning with a **consonant**.



**a** forest



**a** truck

We use **an** before words beginning with a **vowel**.



**an** orange



**an** egg



Articles are a type of determiner.



The vowels are **a, e, i, o** and **u**.

## Focus

Copy the words. Write **a** or **an** before each word.

1



\_\_\_\_\_ elephant

2



\_\_\_\_\_ bush

3



\_\_\_\_\_ apple

4



\_\_\_\_\_ snake

5



\_\_\_\_\_ caravan

6



\_\_\_\_\_ omelette

7



\_\_\_\_\_ insect

8



\_\_\_\_\_ cabbage

9



\_\_\_\_\_ ant



## Practice

Write these headings.

with a

with an

Write each word from the box under the correct heading.

elf cap sun eel rug rat egg  
table card ear inch box owl ant  
log oar arm fox eye mat

## Extension

**A** Copy these sentences. Write **a** or **an** to fill the gaps.

- 1 There is \_\_\_\_\_ ice cube in my drink.
- 2 We had \_\_\_\_\_ argument this morning.
- 3 \_\_\_\_\_ spider has eight legs.

We use **an** before a **silent h**:

It would be **an** honour to be made team captain.

We use **a** before **u** and **eu** when the sound is **y** as in **yes**:

A metre is **a** unit of measurement.

**B** Copy the words. Write **a** or **an** before each one.

- |               |                |
|---------------|----------------|
| 1 ___ uniform | 2 ___ house    |
| 3 ___ hour    | 4 ___ umbrella |
| 5 ___ unicorn | 6 ___ euro     |



## Singular and plural

Nouns and verbs can be **singular** or **plural**.

When we use a **singular noun** we must use a **singular verb**.

The **tunnel goes** under the sea.

**singular noun**      **singular verb**



When we use a **plural noun** we must use a **plural verb**.

The **cockerels crow** every morning.

**plural noun**      **plural verb**



The boy is singing.

**boy** = **singular noun**

The boy was singing.

**is / was** = **singular verbs**

The girls are singing.

**girls** = **plural noun**

The girls were singing.

**are / were** = **plural verbs**



## Focus

**A** Copy the sentences.

Choose the **correct verb** to finish each one.

- 1 The cottages *is/are* empty.
- 2 We *is/are* going to buy them.
- 3 I *am/is* going to live in one of them.
- 4 The walls *is/are* dirty.
- 5 The chimney *is/are* broken.



**B** Use each of these nouns in a sentence followed by **was** or **were**.

- |           |            |         |
|-----------|------------|---------|
| 1 flowers | 2 book     | 3 shoes |
| 4 garages | 5 children | 6 tree  |

## Practice

Copy the sentences.

Choose the correct **verb** to finish each one.

- 1 The cake *crumble/crumbles* when you cut it.
- 2 The icing *look/looks* very soft.
- 3 I *like/likes* to eat this cake.
- 4 We *buy/buys* this cake at the bakery.



## Extension

**Each** and **every** come before a **singular noun** and a **singular verb**.

**Each flower is** very colourful.

**Every petal looks** beautiful.



**Collective nouns** are always followed by a **singular verb**.

The **herd lives** on the hill.

The **flock of birds circles** overhead.



**Sums of money** and **popular food** are **singular**.

**£2.50 is** the price of that magazine.

**Fish and chips is** not healthy food!



**A** Copy the following.

Write whether each one would be followed by a **singular** or **plural verb**.

- |                     |                |            |
|---------------------|----------------|------------|
| 1 the sandals       | 2 the spoonful | 3 each boy |
| 4 peaches and cream | 5 this bunch   | 6 80p      |

**B** Put these **nouns** into sentences of your own.

- |         |              |
|---------|--------------|
| 1 crowd | 2 team       |
| 3 £4.00 | 4 every book |

# UNIT 3

## Adjectives

We can use **adjectives** to describe the **difference between two** things.



a **tall** tower      a **taller** tower



**Taller** is a comparative adjective.

We can use **adjectives** to describe the **difference between three or more** things.

a small flower      a **smaller** flower      the **smallest** flower



**Smallest** is a superlative adjective.

Remember! Adjectives that:

have **one syllable** and end in **vowel – consonant**

= **double** the last letter + **er**  
hot hotter      flat flatter

end in **e**

= just add **r**

safe safer      large larger



end in **y**

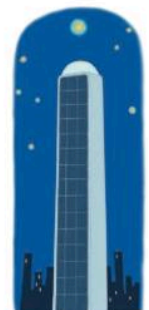
= change the **y** to **i** and add **er**  
merry merrier      windy windier

### Focus

Copy the sentences.

Change the **adjective** in brackets to a **superlative adjective**.

- 1 The building is the [high] in town.
- 2 That is the [bright] star in the sky.
- 3 Kim is the [young] girl in the class.
- 4 Tuesday was the [cold] day last week.
- 5 This is the [strong] rope we sell.



## Practice

A Write these headings.

Comparative

Superlative

Make each of these adjectives into a **comparative adjective** and a **superlative adjective** under the correct heading.

1 cloudy

2 brave

3 fat

4 spooky

5 wise

6 red

B Use these **superlative adjectives** in sentences of your own.

1 plainest

2 dullest

3 largest

4 lowest

5 wettest

6 sharpest

## Extension

A few adjectives change completely in their **comparative** and **superlative** forms:

You have to learn them.

adjective	comparative	superlative
bad	worse	worst
good	better	best
little	less	least
much	more	most
many	more	most
some	more	most

Choose the correct **adjective** to complete each sentence.

1 This is the *better/best* birthday party ever.

2 You can get *more/most* water in this jug than that one.

3 This is the *worse/worst* day of the holiday.

4 I have *many/more* sums to do than you.



Every **sentence** must make **sense**.

There are **three things** a sentence needs to make sense.

- 1 It must begin with a **capital letter**.
- 2 It must have a **verb**.
- 3 It must have **punctuation** at the end:  
full stop / question mark / exclamation mark

The eagle **soared** over the mountain.



capital letter

verb

punctuation (full stop)

## Focus

Copy the sentences.

Give each sentence a **capital letter** and **punctuation** at the end.

Underline the verb.

- 1 the wind blows around the house
- 2 my family lives in the country
- 3 i am sitting on my chair
- 4 where are you going on holiday
- 5 the stone cracked the window

Remember, the punctuation at the end could be a **full stop**, a **question mark** or an **exclamation mark**.



## Practice

Choose a **verb** from the box to make each one into a sensible **sentence**.

is   looks   was painted   am looking   used

- 1 I \_\_\_\_\_ at the picture.
- 2 It \_\_\_\_\_ very beautiful.
- 3 The picture \_\_\_\_\_ very old.
- 4 It \_\_\_\_\_ a long time ago.
- 5 The artist \_\_\_\_\_ lots of colours.



## Extension

**A** Add a **past tense verb** to complete each sentence.

- 1 Louis \_\_\_\_\_ into the house.
- 2 He \_\_\_\_\_ thunder.
- 3 The rain \_\_\_\_\_ quickly.
- 4 The lightning \_\_\_\_\_ across the sky.
- 5 Louis \_\_\_\_\_ under the bedclothes.

Past tense verbs can be one or two words.

**B** Use each of these **verbs** in a *sentence* of your own.

- 1 am flying
- 2 were sitting
- 3 closed
- 4 is making
- 5 was running
- 6 looked



# Singular and plural

**Singular** means **one** person, animal or thing.

**Plural** means **more than one** person, animal or thing.

To make a noun **plural**, we usually add **s**.



one mask



two masks

To make nouns ending in **ch**, **sh**, **s** an **x** plural, we add **es**.



buses



watches



bushes



foxes

When a noun ends in **consonant + y**, we **drop the y** and **add ies**.

one pony two ponies

one baby two babies



When a noun ends in **vowel + y**, we just add **s**.

one toy two toys



Remember! The vowels are **a**, **e**, **i**, **o** and **u**.

## Focus

Write the **plurals** of these words.

1 flask

2 class

3 disaster

4 spot

5 tray

6 church

7 hobby

8 fly

9 flash

10 lorry

11 body

12 day



## Practice

**A** Write the **plural** of these words.

1 lady      2 puppy      3 lily      4 city

**B** Use each of the **plural nouns** from A in *sentences* of your own.

**C** Write the **singular** of these words.

1 cherries      2 armies      3 bays      4 diaries

**D** Use each of the **singular nouns** from C in *sentences* of your own.

## Extension

Copy the sentences.

Use a word ending in **s**, **es** or **ies** to complete each one.

1 Small horses are called \_\_\_\_\_.



2 Big roads for fast-moving traffic are called \_\_\_\_\_.



3 There are 196 \_\_\_\_\_ in the world.



4 \_\_\_\_\_ are areas of low land between hills.



5 \_\_\_\_\_ are used to lock doors.



6 When the weather is hot, people often eat ice \_\_\_\_\_.



# Adverbs

**Adverbs** tell us more about **how**, **when** or **where** something is done.

**How?** He ran **swiftly**.

**When?** She is going to the beach **today**.

**Where?** We looked **everywhere**.



**Adverbs** can describe the **difference between two actions**.

late + er = later

He arrived late. **He arrived later.**



These are **comparative** adverbs.

**Adverbs** can describe the **difference between more than two actions**.

He arrived late.

He arrived later.

He arrived the **latest**.



These are **superlative** adverbs.

## Focus

Say the **adverbs** in these sentences.

- 1 The girl sang the loudest of all.
- 2 A tortoise moves slower than a hare.
- 3 I go to bed earlier during the week.
- 4 The red car travelled the fastest.
- 5 I'm working very hard.



## Practice

Copy and complete the **adverb** table.

Adverb	Comparative	Superlative
hard		
fast		
late		
high		
slow		
loud		
near		

## Extension

Can you remember that some **adverbs** do not follow the rules?

Adverb	Comparative	Superlative
well	better	best
badly	worse	worst
little	less	least
much	more	most
far	further	furthest

Complete the sentences with the correct **adverb**.

- 1 He ran [*far/further/furthest*] than his friend.
- 2 You are looking [*badly/worse/worst*] today than you did yesterday.
- 3 I play football [*well/better/best*] than my brother.
- 4 Sam sings the [*well/better/best*] in his class.
- 5 She had collected the [*much/more/most*] game cards.



# Prepositions



A **preposition** tells us the **position** of something.

**Prepositions** are words that tell us **where** something is.



The cat is **on** the table.



The cat is **under** the table.

## Focus

Say the **prepositions** in each sentence.

1 The woman is up the ladder.



2 The horse jumps over the fence.



3 The box is on the table.



4 The baby is in the cot.



## Practice

Choose the best **preposition** from the box to finish each sentence.

up in on under over

1 The boy jumped  
\_\_\_\_\_ the step.



2 I climbed  
\_\_\_\_\_ the stairs.



3 The apples are  
\_\_\_\_\_ the bowl.



4 The dog is  
\_\_\_\_\_ the chair.



5 The desk is  
\_\_\_\_\_ the window.



## Extension

**A** Read the **prepositions**.

under down in outside on  
over off up out inside

**B** Write the pairs of prepositions that are **opposites**.

under

over

To put a **verb** in the **past simple tense**, we usually add **ed** or **d**, to the verb family name.

Verb family name	Past simple tense
to look	looked
to argue	argued

Some verbs do not follow this rule. The verb **to be** is one of them.

Present tense	Past tense
I am	I was
you are	you were
he is	he was
she is	she was
it is	it was
we are	we were
they are	they were

Sometimes we need to change the middle **vowel** sound to make the **past simple tense**.

Present tense	Past tense
sing	sang
write	wrote



### Focus

Match the **present simple tense verbs** in Box A with the **past simple tense verbs** in Box B.

Write the pairs in your book.

#### Box A

grow make hike come  
throw jump hold run  
draw play give shine  
pile bake swim

#### Box B

threw ran held grew  
played gave baked swam  
piled hiked shone jumped  
made drew came

## Practice

Copy the sentences.

Change the **verb** in brackets to the **past simple tense**.

- 1 We [arrive] at school early this morning.
- 2 The teacher [give] us some jobs to do.
- 3 I [mix] the paints.
- 4 My friend [throw] away the empty tins.
- 5 We [sort] the paints.



## Extension

Some verbs do not follow any rules to help you make the **past simple tense**.

**Verb family name**

to go

to eat

**Past simple tense**

went

ate

- A** Can you match the **verb family name** in Box A with its **past simple tense** in Box B?

### Box A

to leave to think to speak  
to have to catch to meet  
to find to sleep

### Box B

found met slept  
caught had thought  
left spoke

- B** Copy the sentences. Choose the correct verb to put the sentences into the **past simple tense**.

- 1 I *am/was* cross with Judy.
- 2 The day *was/is* cold and damp.
- 3 The children *run/ran* across the field.
- 4 Mum *made/makes* lovely cakes.



# Adjectives

**Adjectives** describe and compare nouns.

We can describe a jumper using an **adjective**.

a **dirty** jumper

We can compare two jumpers using a **comparative adjective**.



a dirty jumper



a **dirtier** jumper



Usually made by adding **er**.

We can compare three or more jumpers using a **superlative adjective**.



a dirty jumper



a dirtier jumper



the **dirtiest** jumper



Usually made by adding **est**.

Some long adjectives make their **comparative** and **superlative** with **more** and **most**.

an interesting book

a **more** interesting book

the **most** interesting book



Try saying **interestinger** and **interestingest** and you will see why we use **more** and **most**!

## Focus

Choose the correct **adjective** to complete each sentence.

- 1 This is the **nice/nicest** birthday party ever.
- 2 This box is **heavy/heavier** than that one.
- 3 I am the **taller/tallest** in my family.
- 4 That is the **fiercer/fiercest** tiger in the zoo.
- 5 My hands are **cleaner/cleanest** than yours.





## Practice

Copy the table and fill in the missing **adjectives**.

Adjective	Comparative	Superlative
silly		silliest
interesting	more interesting	
good		
beautiful		most beautiful
	less	
		happiest
wonderful		
	merrier	
some		
		worst
	more comfortable	
new		
old		
		wisest

## Extension

**A** What is...

1 the comparative of **important**?

3 the superlative of **good**?

5 the superlative of **frightening**?

7 the comparative of **small**?

2 the comparative of **big**?

4 the superlative of **surprising**?

6 the superlative of **sleepy**?

8 the comparative of **attractive**?

**B** Choose three of the **adjectives** you have made in **A**. Use them in sentences of your own.

**Direct speech** is when we write words someone has said.  
**Direct speech** can be written in speech bubbles like this:



If we want to write this as a conversation, we need to use **speech marks**.

We put “ at the beginning of the spoken words and ” at the end of the spoken words.

- “Lovely fresh cabbages!” shouted the man.
- “I’ll have two, please,” said the woman.



Speech marks are called **inverted commas**.

## Focus

**A** Say the **spoken words**.

- 1 “I must cut the grass today,” said Mum.
- 2 “I’ll be lucky to finish this homework!” said Toby.
- 3 Mr Visram said, “My leg is very painful.”
- 4 “Stick out your tongue,” said the doctor.



**B** Where do the **speech marks** go?

- 1 This window is broken! said the angry man.
- 2 I have lost my lunchbox, said the girl.
- 3 Marion said, I want a drink.
- 4 The clown said, I like making people laugh.



## Practice

Look at this **conversation**.

“Are you frightened?” asked the spider.

“No,” said the little boy.

“You should be frightened. I frighten people,” said the spider.

“Well, you don’t frighten me,” said the boy.

The **spoken words** have **speech marks** at the **beginning** and **end**.

When a **different** person speaks, we start **a new line**.



Copy the conversation.

Use **speech marks** around the spoken words.

Start a **new line** when a **different** person speaks.

Did you see the rabbit go down that hole? asked the farmer. No, said Mary. Look over there by the big tree, said the farmer. Oh, yes! The rabbit has just popped out again, said Mary. It might not be the same one. There are lots of rabbits in that hole, said the farmer.



## Extension

**A** Read these words. You can use them instead of **said**.

1 cried

2 called

3 shouted

4 asked

5 muttered

6 whispered

**B** Write **direct speech sentences** using each of the words in **A**.

Using **said** all of the time is boring!



A **pronoun** can be used instead of a **noun**.

The **girl** is running.  
**She** is running.

girl = **noun**  
She = **pronoun**



The **boy** is reading.  
**He** is reading.

boy = **noun**  
He = **pronoun**



Sam gives the ball to **Tom**.

The crowd is cheering the  
footballers.

Tom = **noun**

footballers = **noun**

Sam gives the ball to **him**.

The crowd is cheering **them**.

him = **pronoun**

them = **pronoun**

These are **pronouns**:

I you he she it we they me  
you him her it us them

## Focus

Choose the **pronouns** from the box to replace the underlined words in each sentence.

them him they it he

- 1 The vase fell on the floor and the vase broke.
- 2 The dogs were tired so the dogs went to sleep.
- 3 I told the children we would meet the children at ten o'clock.
- 4 The headmaster said I should come to see the headmaster.
- 5 Dan ate quickly so Dan could go out early.

## Practice

Change the nouns and proper nouns in the sentences to **pronouns**.

- 1 Paul and Aadil saw a lion.
- 2 Rob waited for the milkman.
- 3 Ben and I waved to Sam.
- 4 Ed and Amir met their friends.
- 5 Sally plays with Li and me.

The first one is done for you.

They saw it.



## Extension

Here are some other useful **pronouns**.

### Singular

myself  
yourself  
himself  
herself  
itself

### Plural

ourselves  
yourselves  
themselves  
themselves  
themselves

Copy the sentences.

Use a **pronoun** from the box above to finish each sentence.

- 1 Tara wants to paint the cottage \_\_\_\_\_.
- 2 The dog stretched \_\_\_\_\_ in front of the fire.
- 3 The postman hurt \_\_\_\_\_ when he fell off his bike.
- 4 I wanted to go to the shops by \_\_\_\_\_.
- 5 You almost cut \_\_\_\_\_ with that knife.



# Adverbs

An **adverb** tells us more about **how**, **when** or **where** the action of a verb takes place.

**How?** The lightning flashed **brightly**.

**When?** The thunder came **later**.

**Where?** The rain fell **here**.



We can use **comparative** and **superlative adverbs** to compare actions, just as we use adjectives to compare nouns.

We usually add **er** and **est** to adverbs that do not end in **ly**.

Adverb	Comparative	Superlative
hard	harder	hardest
high	higher	highest

We use **more** and **most** for adverbs ending in **ly**.

Adverb	Comparative	Superlative
quickly	more quickly	most quickly
clearly	more clearly	most clearly
loudly	more loudly	most loudly

## Focus

What are the **comparatives** and **superlatives** of these adverbs?

- |             |           |             |
|-------------|-----------|-------------|
| 1 easily    | 2 happily | 3 patiently |
| 4 seriously | 5 late    | 6 widely    |
| 7 heavily   | 8 soon    | 9 neatly    |

## Practice

**A** Copy the sentences, changing the coloured adverbs into **comparatives**.

- 1 If it snows, walking will be **hard**.
- 2 The donkeys trotted **quickly** when it began to rain.
- 3 He swam **strongly** after he had had a rest.



**B** Copy the sentences, changing the coloured adverbs into **superlatives**.


- 1 Ben tried **hard** and won the race.
- 2 The last choir sang **tunefully**.
- 3 You scored **high** in the test.



## Extension

**A** Replace each pair of coloured words with a **single adverb**.

- 1 The nurse helped **with calmness**.  
The nurse helped **calmly**.
- 2 Sam dribbled the ball **with care**.
- 3 Lisa answered the question **with truth**.
- 4 The cyclist rode **with speed** to win the race.

The first one has  been done for you.



**B** Use these **comparative** and **superlative** adverbs in sentences of your own.

- 1 more dishonestly      2 widest      3 most clearly

# Adjectives

**Adjectives** are describing words.

They tell us more about a person, animal, place or thing.



a **happy** child



a **vast** desert



a **muddy** boot

**Numbers** can be adjectives.

**Number adjectives** describe the number of nouns.



**three** chairs



**ten** skittles

**Number adjectives** can also describe the **order of nouns**.



the **first** prize



the **second** trumpet

## Focus

Match the **adjectives** that tell you the **number** of nouns with the adjectives that tell you the **order** of nouns.

Write the pairs in your book.

six

three

twenty

ninety-nine

fourteen

eight

fourteenth

eighth

sixth

twentieth

third

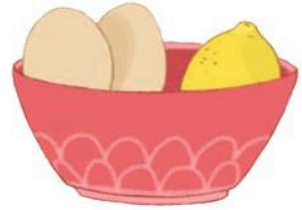
ninety-ninth





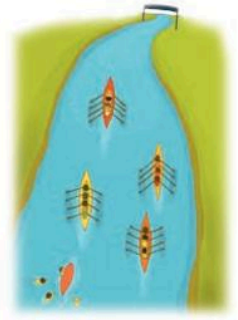
## Practice

- A** Copy the sentences.  
Underline the **number adjectives**.  
Circle the **nouns** they describe.



- 1 There are four glasses on the table.
- 2 We saw two seagulls on the sand.
- 3 I got ten answers right.
- 4 My coat has six pockets.
- 5 We need two eggs and one lemon to make the pancakes.

- B** Copy the sentences.  
Underline the **number order adjectives**.  
Circle the **nouns** they describe.



- 1 The sixteenth day of June is a Monday.
- 2 The fourth book on the shelf is blue.
- 3 That old lady is in her eightieth year.
- 4 That's the tenth time I've told you!
- 5 The fifth boat in the race sank!

## Extension

Look at the picture.

Copy and complete the sentences using **number order adjectives**.



Six children were in a running race. Ned was the \_\_\_\_\_ to cross the winning line but Holly was a close \_\_\_\_\_ . Kai came in \_\_\_\_\_ and Rose was \_\_\_\_\_. Nahla and Ian were placed \_\_\_\_\_ and \_\_\_\_\_ at the end of the race.

**Verbs** tell us what action is happening.

The **tense** of a verb tells us **when** an action happened.

If the action is happening in the **present**, we use the **present tense**.

She **knits** a jumper.

or

She is **knitting** a jumper.

If the action happened in the **past**, we use the **past tense**.

He **climbed** a mountain.

or

He **was climbing** a mountain.

If we want to write about what is going to happen in the **future**, we use the **future tense**.

The **future tense** is made up of two parts:

1 **shall** after **I** and **we**  
**will** after **you, he, she, it** and **they**

2 the verb family name:

I **shall dance** tomorrow.

She **will dance** on stage.



## Focus

What is the **future tense verb** in each sentence?

- 1 I shall go at seven o'clock.
- 2 If it rains, we will take an umbrella.
- 3 He will wrap the presents in a minute.
- 4 The children will know when to sing.
- 5 We shall catch the bus to town.
- 6 They will go to the birthday party on Saturday.
- 7 I shall finish this later.
- 8 The dog will bark if someone knocks.



## Practice

**A** Copy the sentences.

Change the present tense verbs to the **future tense**.

- 1 Sanjay answers the question.
- 2 Mandy is paying for the apples.
- 3 We are walking to school.



**B** Copy the sentences.

Change the past tense verbs to the **future tense**.

- 1 I strolled along the beach.
- 2 The teacher was talking to the class.
- 3 The cars raced around the track.



## Extension

**A** Copy the table and fill in the missing verbs.

Verb family name	Present simple tense	Past simple tense	Future tense
to believe	I believe	I _____	I shall believe
to _____	They argue	They _____	They _____
to work	She _____	She _____	She _____
to dance	We _____	We _____	We _____

If we want to make a strong statement, we use:

**will**

after **I** and **we**

**shall**

after **you, he, she, it** and **they**

I **will** not eat that cabbage!

You **shall** eat this meal!

**B** Copy the sentences. Add **shall** or **will** to make *strong statements*.

- 1 You \_\_\_\_\_ go to bed at nine o'clock!
- 2 I \_\_\_\_\_ ride my bike down the lane!
- 3 He \_\_\_\_\_ not watch the television!

# Singular and plural

**Singular** means **one** person, animal, place or thing.

**Plural** means **more than one**.

To make a noun **plural**, we usually add **s**.

shadow – shadows      rabbit – rabbits



To make **nouns** ending in **s, ch, sh** and **x** plural, we add **es**.

glass – glasses      match – matches

flash – flashes      box – boxes

When a **noun** ends in **vowel + y** we just add **s**.

chimney – chimneys      boy – boys

When a **noun** ends in **consonant + y** we take off the **y** and add **ies**.

body – bodies      lorry – lorries

**Nouns** ending in **f** and **fe** can be made **plural** by changing the **f** or **fe** to **v** and adding **es**.



shelf – shelves



knife – knives



You have to learn these!

For some **f** and **fe** words, we just add **s**.

chief – chiefs

gulf – gulfs

oaf – oafs

muff – muffs

cliff – cliffs

sheriff – sheriffs

reef – reefs

roof – roofs



## Focus

What is the **plural** of each noun?

1 leaf

2 roof

3 sheaf

4 life

5 thief

6 cliff

7 half

8 wife

## Practice

**A** Write the **plurals** of these nouns.

1 calf                      2 loaf                      3 shelf                      4 chief

**B** Put each of the **plural nouns** from **A** in sentences of your own.

**C** Write the **singular** of these nouns.

1 wolves                      2 staffs                      3 safes                      4 elves

**D** Put each of the **singular nouns** from **C** in sentences of your own.

## Extension

Some **nouns** ending in **f** or **fe** can have an **s** or **ves** ending.

wharf	–	wharfs	or	wharves
hoof	–	hoofs	or	hooves
dwarf	–	dwarfs	or	dwarves
scarf	–	scarfs	or	scarves
handkerchief	–	handkerchiefs	or	handkerchieves

Use **plural nouns** ending in **s** or **ves** to finish each sentence.

1 \_\_\_\_\_ grow on trees.

2 We use \_\_\_\_\_ for blowing our noses.

3 \_\_\_\_\_ are used for cutting.

4 People who steal things are called \_\_\_\_\_.

5 Horses have four \_\_\_\_\_.

6 \_\_\_\_\_ kept law and order in the Wild West.



# UNIT 16

# Nouns



**Nouns** are naming words.

There are several types of **nouns**.

Most **nouns** are the names of things you can see and touch.

There are **common nouns**.



a **camera**

There are **proper nouns**.



**Mr Phillips**

There are **collective nouns**.



a **shoal** of fish

There are **compound nouns**.



a **tablecloth**


**Abstract nouns** are the names of things you cannot touch, taste, smell or hear. They are the names of:

<b>Qualities</b>	bravery	heroism	stupidity
<b>Feelings</b>	fear	happiness	anger
<b>Times</b>	evening	morning	holiday

## Focus

Read the **nouns** in the box.

Discuss which ones are **common nouns** and which ones are *abstract nouns*.

Hint! There are  nine abstract nouns.

animal	slavery	kindness	picture
station	envy	poverty	house
freedom	teacher	dusk	pleasure
skill	building	book	wisdom

## Practice

Copy the sentences.

Underline the **common noun** in each sentence.

Circle the **abstract noun** in each sentence.

- 1 Fear made the boy cry.
- 2 The teacher admired his talent.
- 3 That concert gave me great pleasure.
- 4 The old woman lived in poverty.



## Extension

**Abstract nouns** can be made from **common nouns**.

**Common noun**

**Abstract noun**

robber

robbery

hero

heroism

**Abstract nouns** can be made from **adjectives**.

**Adjective**

**Abstract noun**

kind

kindness

stupid

stupidity

**Abstract nouns** can be made from **verbs**.

**Verb**

**Abstract noun**

to please

pleasure

to encourage

encouragement

- A** Write the **abstract noun** made from each of these common nouns.

1 infant

2 friend

3 thief

- B** Write the **abstract noun** made from each of these adjectives.

1 skilful

2 famous

3 active

- C** Write the **abstract noun** made from each of these verbs.

1 to deceive

2 to free

3 to flatter

# Adjectives



**Adjectives** are describing words.

Some **adjectives** are formed from **verbs**.

Verb	Adjective	Example
to bend	bent	a bent pin
to burn	burnt	the burnt toast
to groan	groaning	a groaning man

Some **verbs** are used as **adjectives**.

Verb	Used as an adjective
to rock	<b>rocking</b> chair
to skate	<b>skating</b> rink
to build	<b>building</b> block



Some **adjectives** are formed from **nouns**.

Noun	Adjective	Example
skill	skilful	a <b>skilful</b> player
child	childish	a <b>childish</b> joke
danger	dangerous	a <b>dangerous</b> situation



Some **nouns** are used as **adjectives**.

Noun	Used as an adjective
book	book cover
window	window sill
town	town hall

## Focus

Find the **adjective** in each sentence.

Say if it is formed from a **verb** or a **noun**.

- 1 The crying baby was in her pram.
- 2 The wooden hut was never used.
- 3 The dried flowers were thrown away.
- 4 The warlike warriors attacked at dawn.
- 5 That was a foolish thing to do!





## Practice

**A** Use the **verbs** in the box to make **adjectives**. Then make sentences.

to run to weave to read to swim to terrify to break

- 1 The \_\_\_\_\_ rug was made on a loom.
- 2 I practised diving into the \_\_\_\_\_ pool.
- 3 Four times around the \_\_\_\_\_ track is eight hundred metres.
- 4 The \_\_\_\_\_ storm woke me up.
- 5 I have finished my \_\_\_\_\_ book.
- 6 I can't play tennis with my \_\_\_\_\_ arm.




**B** Use the **nouns** in the box to make **adjectives** to complete the sentences.

rectangle music dread stone generosity dirt

- 1 How many \_\_\_\_\_ instruments can you play?
- 2 The \_\_\_\_\_ path hurt my feet.
- 3 The box is a \_\_\_\_\_ shape.
- 4 Thank you for your \_\_\_\_\_ donation.
- 5 What a \_\_\_\_\_ mistake to make!
- 6 The \_\_\_\_\_ clothes needed a wash.



The first one has  been done for you.

## Extension

Use these **nouns** as **adjectives** in sentences of your own.

- 1 village We are going to the village shop.
- 2 fire
- 3 cricket
- 4 water
- 5 tennis
- 6 paper

A **preposition** is a word that shows the relationship of a **noun** or a **pronoun** to another word in a sentence.



The squirrel is **in** the tree.



The dog ran **after** the ball.



Sam was cross **with** the dog.



The bird took food **from** the table.

## Focus

**A** Copy the sentences.

Underline the **prepositions**.

- 1 The rope was tied around the tree.
- 2 It was cooler when the sun went behind the clouds.
- 3 It was very windy during the night.
- 4 The path went through the woods.
- 5 The duck flew over the lake.



**B** Match each **preposition** in Box A with its **opposite** in Box B.

### Box A

with above up on far  
inside before under

### Box B

outside down below after  
without over near off

## Practice

**A** Choose the correct **preposition** to finish each sentence.

1 I am sorry *about/for* breaking the plate.

2 Black is the opposite *to/of* white.

3 We played football *for/during* two hours.

4 No one knew the cause *of/for* the accident.

5 Is this book different *to/from* that one?



**B** Use each of these **prepositions** in sentences of your own.

1 between

2 behind

3 against

4 into

5 beside

6 towards

## Extension

Copy this passage.

Try to use all the **prepositions** in the box to fill the gaps.

Some **prepositions** can be used more than once!

for in into out between at down over on before

Martin came \_\_\_\_\_ at four o'clock. He put his jacket \_\_\_\_\_ the chair and took some bread \_\_\_\_\_ of the cupboard. He put butter \_\_\_\_\_ two slices and put jam \_\_\_\_\_ them. He poured milk \_\_\_\_\_ a glass and sat \_\_\_\_\_ on the chair to eat his sandwich. Martin looked \_\_\_\_\_ the clock. He would have to wait \_\_\_\_\_ ten minutes \_\_\_\_\_ his friends came to call \_\_\_\_\_ him.



# Capital letters

We always use a **capital letter** for:

the pronoun I  
the beginning of a sentence  
people's names  
days of the week  
months of the year  
names of places

You and **I** are in the team!  
**W**here are you going?  
**S**arah **G**reen  
**T**hursday  
**A**ugust  
**B**uckingham **P**alace

When words are used in **book titles**, **plays** and **films**, we use capital letters too.



We don't usually use capitals for the little words.

## Five Children and It    The Trojan Horse

The **main heading** of a piece of writing also has capital letters. We usually put the **main heading** in the middle of the top line.

### All About My Pets

If we use **subheadings** to divide our writing, we use a capital letter for each important word.

#### All About My Pets

I have three pets at home. I am going to tell you about each of my pets...

**M**y **C**at

My cat is called Benjy. He is black and white...

**M**y **D**og

My dog is called Bill. He is a big dog and barks a lot...

**M**y **F**ish

I have a goldfish called Fang. He is a bit boring as all he does is swim round and round...

## Focus

Write these correctly in your book.

1 queen mary

2 tuesday

3 november

4 mr harris

5 mount everest

6 america

## Practice

**A** Write these **titles** correctly.

- 1 alice in wonderland
- 2 the secret garden
- 3 toy story
- 4 ice age
- 5 Romeo and juliet
- 6 toad of toad hall

**B** Read the words in the box.

One is a **main heading**. The others are **subheadings**.

Write the *main heading* in the middle of your page.

Write the *subheadings* down the left hand side.

Put in all the missing **capital letters**.



lions      tigers      big cats      jaguars      pumas

## Extension

Copy this piece of information. Add the missing **capital letters**.

the four seasons in the UK

there are four seasons in the year. they are spring, summer, autumn and winter.

spring

this is the season when everything begins to grow after winter. the weather gets warmer and baby animals are born.

summer

this is usually the hottest time of the year when people go on holiday. we have a long break from school.

autumn

the weather begins to get colder in autumn. some trees lose their leaves and it gets dark very early.

winter

winter is my favourite time of the year if it snows. playing in the snow is great fun.



**Direct speech** is when we write the **actual words** that someone has spoken.

We use **speech marks** to show the actual words spoken.

“I feel cold,” said Nick.

We begin **a new line** when a different person speaks.

“I feel cold,” said Nick.

“So do I,” replied Maggie.

After the spoken words you need some punctuation.

Usually, we use a **comma**.

“It’s cold,” said Tom.

We use a **question mark** when the spoken words form a question.

“Do you feel cold?” asked Mum.

We can also use an **exclamation mark**.

“I’m frozen!” shouted the boy.



The punctuation after the spoken words always comes **before** the speech marks.



## Focus

Copy the sentences.

Add the missing **speech marks**.

- 1 The police are coming soon, said Anne.
- 2 What is the time? asked Richard.
- 3 Watch out! yelled the farmer.
- 4 Don't make any noise, whispered the girl.
- 5 I'm bored, complained Ben.



## Practice

Remember your speech marks and punctuation after the spoken words.



Copy the sentences.

Add **speech marks** and any missing **punctuation**.

- 1 Grab this rope shouted the climber.
- 2 May I have an apple asked Tara.
- 3 I have lost my purse sobbed Kathy.
- 4 Have you got your ticket asked the bus driver.
- 5 That building over there is the museum said the guide.



## Extension

Sometimes, the words that tell us **who** is speaking come **before** the spoken words.

**Dad said**, "You can watch a DVD tonight."

We always put a **comma** after the words that show us who is speaking.

The boy mumbled, "I don't know the answer."

The teacher said, "Please learn it for tomorrow."

Copy the sentences.

Add the missing **punctuation**.

- 1 Where is the treasure hidden asked the pirate
- 2 Billy said I have got the map
- 3 Let me see it demanded the pirate
- 4 Billy asked What will you give me
- 5 With a laugh, the pirate replied Nothing
- 6 That's not fair gasped Billy





A **phrase** is a group of words.

Sometimes a single **adjective** is not enough to describe a noun or pronoun.

We can use a **phrase** to describe something so that the reader has a clear picture of what we are writing about.

Look at this picture.

We could describe the picture like this.

An **old** lady is crossing the road.

**old** = single adjective



A reader would have a much clearer picture of the old lady if we wrote:

An old lady **with a big floppy hat** is crossing the road.

**with a big floppy hat** = adjective **phrase**

Look at this picture.

We could describe the picture like this.

The **silent** garden was covered in snow.

The **deserted** garden was covered in snow.



If we put the two adjectives together we have an **adjective phrase**.

The garden, **silent and deserted**, was covered in snow.

## Focus



What is the **adjective phrase** in each sentence?

- 1 The weather, cold and wet, kept us in all day.
- 2 The handsome but sulky prince was in a mood.
- 3 The wood was dark and frightening in the moonlight.
- 4 Five small blue flowers had grown on the rubbish heap.
- 5 The dog with the injured leg was howling.



## Practice

**A** Use these **adjective phrases** in sentences of your own.

- 1 sleek and graceful      2 with no shoes  
3 frozen and slippery      4 with an umbrella  
5 old but useful      6 blue and gold

**B** Write a sentence with an **adjective phrase** to describe each of these nouns.

- 1 a meadow      2 feathers      3 a cough  
4 a photograph      5 a shepherd      6 a dolphin

## Extension

Three of the examples below are **adjective phrases**.  
Three are **sentences**.

1 thank you said Jim



2 Sonu ran home



3 the poor injured



4 shivering and frightened

5 give me that

6 with a heavy bag



**A** Find the three **adjective phrases**.

Add a verb and any other words you need to make each one a sentence.

**B** Find the three **sentences**.

Write them with the correct punctuation.

Letters added to the front of a word are called a **prefix**.  
Some **prefixes** change a word into its **opposite**.

happy	<b>un</b> happy	wise	<b>un</b> wise
visible	<b>in</b> visible	sane	<b>in</b> sane
possible	<b>im</b> possible	patient	<b>im</b> patient
appear	<b>dis</b> appear	trust	<b>dis</b> trust
legal	<b>il</b> legal	legible	<b>il</b> legible
clockwise	<b>anti</b> clockwise	climax	<b>anti</b> climax



'Pre' comes from Latin meaning **before**.

**Prefixes** have special meanings.

Here are some more **prefixes** and their meanings.

Prefix	Meaning	Examples	
bi	two	<b>b</b> icycle	<b>b</b> ilingual
ex	out of	<b>ex</b> port	<b>ex</b> it
inter	between	<b>inter</b> val	<b>inter</b> national
mis	wrong	<b>mis</b> behave	<b>mis</b> judge
re	again	<b>re</b> place	<b>re</b> turn
sub	under	<b>sub</b> marine	<b>sub</b> way
super	very good or large	<b>super</b> star	<b>super</b> market
auto	oneself	<b>auto</b> graph	<b>auto</b> biography

## Focus

**A** Which **prefix** is needed to make each word into its **opposite**?

- |           |            |            |           |
|-----------|------------|------------|-----------|
| 1 true    | 2 loyal    | 3 moveable | 4 secure  |
| 5 honour  | 6 pure     | 7 well     | 8 mobile  |
| 9 approve | 10 logical | 11 agree   | 12 active |

**B** Copy the sentences.

Add a **prefix** to the coloured words so that each sentence has the **opposite** meaning.

- |                                  |                                  |
|----------------------------------|----------------------------------|
| 1 Did you <b>obey</b> the rules? | 2 Will you <b>lock</b> the door? |
| 3 That is <b>possible</b> .      | 4 You are very <b>patient</b> .  |

## Practice

Match each of the words in the box with its correct meaning.

rewrite    incapable    unsure    invisible    disbelieve

- 1 to think that something is not true
- 2 not able to do something
- 3 not able to be seen
- 4 to put words on paper again
- 5 not to be certain



## Extension

**A** Use a dictionary to find one word that begins with each of the following **prefixes**.

- |         |       |        |          |
|---------|-------|--------|----------|
| 1 inter | 2 bi  | 3 pro  | 4 pre    |
| 5 mono  | 6 sub | 7 post | 8 auto   |
| 9 al    | 10 re | 11 ex  | 12 trans |

**B** Use each word you found in **A** in a sentence of your own.

**C** Use a dictionary to help you write the meaning of each of these words.

- |             |                 |
|-------------|-----------------|
| 1 explosion | 2 extension     |
| 3 invasion  | 4 preparation   |
| 5 biped     | 6 international |
| 7 mistake   | 8 revise        |
| 9 submerge  | 10 supersonic   |





A **phrase** is a group of words.

Sometimes, a single **adverb** is not enough to tell us **how**, **when** or **where** something happens.

We can use a **phrase** to describe **how**, **when** or **where** something happens so that the reader has a clear picture of what we are writing about.

Look at this picture.

We could write about what is happening like this:

The rocket took off **quickly**.

**quickly** = single adverb

A reader would have a much clearer idea of what happened if we wrote:

The rocket took off **in a huge burst of flame**.

'**In a huge burst of flame**' is an **adverb phrase** telling us **how** the rocket took off.

We could write:

The rocket took off **on Thursday night**.

'**On Thursday night**' is an **adverb phrase** telling us **when** the rocket took off.

We could write:

The rocket took off **into the dark night sky**.

'**Into the dark night sky**' is an **adverb phrase** telling us **where** the rocket took off.



## Focus

What is the **adverb phrase** in each sentence?

- 1 The giant approached the village with loud, thudding footsteps.
- 2 Yesterday morning, I planted some seeds.
- 3 The painter climbed to the top of the ladder to paint the window frame.
- 4 We ran as quickly as we could.
- 5 The eagle built its nest on the mountain top.



Look for the words which tell you **how**, **when** or **where** the action takes place.

## Practice

**A** Use these **adverb phrases** in sentences of your own.

- 1 from time to time
- 2 before sunrise
- 3 at the crossroads
- 4 in the middle of the field
- 5 carefully and slowly
- 6 with great skill



**B** Write a sentence with an **adverb phrase** to describe **how**, **when** or **where** each of these verbs happened.

- |              |              |            |
|--------------|--------------|------------|
| 1 to mix     | 2 to measure | 3 to leave |
| 4 to discuss | 5 to laugh   | 6 to cough |

## Extension

Three of the examples below are **adverb phrases**.  
Three are **sentences**.

- 1 before the first lesson
- 2 we'll meet at the corner
- 3 in front of the cinema
- 4 gasping for breath
- 5 Omar rang the bell
- 6 you must find that letter



**A** Find the three **adverb phrases**.

Add a verb and any other words you need to make each one a sentence.

**B** Find the three **sentences**.

Write them with the correct punctuation.



These words are in the same **word family**.

A **suffix** is a word ending.  
The suffix **ed** tells us that an action has happened in the **past**.

I smashed**ed** the plate.

The suffix **ing** is used with the **verb to be** to tell us an action:

1 is going on for some time = present tense

I **am** reading my book.

2 went on for some time = past tense

I **was** reading my book.

The suffix **er** makes lots of new words.

Many of these words are **comparative adjectives**, **comparative adverbs** or **nouns**.

One lady was **calmer** than the other one.

= comparative adjective

I jumped **higher** than you. = comparative adverb

The **manager** sorted out the problem. = noun

When we add **ed**, **ing** or **er** to words, we sometimes have to **double** the last letter if the one before it is a **single vowel**.

skip	skipped	skipping	skipper
fit	fitted	fitting	fitter



## Focus

Copy and complete the table.

word	ed suffix	ing suffix	er suffix
warm	warmed	warming	warmer
jump			
fill			
wrap			
clean			
help			
count			

## Practice

Add the suffix **ed**, **ing** or **er** to complete each sentence.



Remember!  
Sometimes you need to **double the last letter**.

- 1 This ice cream is big \_\_\_\_\_ than yours.
- 2 The pirates were look \_\_\_\_\_ for the treasure.
- 3 We search \_\_\_\_\_ and search \_\_\_\_\_ but we could not find it.
- 4 The run \_\_\_\_\_ who came first received the medal.
- 5 Cook \_\_\_\_\_ is one of my hobbies.
- 6 The long \_\_\_\_\_ you take to get ready, the less time we will have for swim \_\_\_\_\_.

## Extension

**A** Use the suffix **ing** to change these sentences into the **present tense**.

- 1 The birds circled overhead.
- 2 A stranger moved into the village.
- 3 The garage door creaked in the wind.
- 4 I tried hard with my fractions.



**B** Use the suffix **ed** to change these sentences into the **past tense**.

- 1 We are wondering if our decision was the right one.
- 2 I am posting a letter to my friend.
- 3 They are electing the team captain.
- 4 We are sailing into the harbour.

Find the two words that make up the present tense verb. Use one word with **ed** instead.



# Conjunctions

**Conjunctions** are words we use to join sentences.

You have learned about the **conjunctions**:

**and but or so because**

The bird built a nest **and** laid three eggs.

The bird built a nest **but** laid no eggs.

Birds build new nests **or** live in old ones.

The bird built a nest **so** it could lay some eggs.

The bird built a nest **because** it wanted to lay some eggs.



There are useful **conjunctions** that have to do with **time**:

**when before after while**

The bird built a nest **when** it was spring.

The bird built a nest **before** she laid her eggs.

The bird built a nest **after** the snow melted.

The bird built a nest **while** the weather was good.

## Focus

Say the **conjunction** in each sentence.

- 1 I ran to the shops before it rained.
- 2 Sally had her tea when Mum came home.
- 3 I shall write the letter while you find a stamp.
- 4 The striker scored before full time.
- 5 The field was flooded after there was a violent storm.
- 6 He listens to music while he reads his book.





## Practice

Copy the sentences.

Use a **conjunction** from the box to complete each of these sentences.

when      before      after      while

- 1 Look both ways \_\_\_\_\_ you cross the busy road.
- 2 Sue saw her friend \_\_\_\_\_ she was walking home.
- 3 You can go to bed \_\_\_\_\_ you have brushed your teeth.
- 4 The teacher dismissed the class \_\_\_\_\_ the bell rang.

## Extension

Copy and join each pair of sentences using a **conjunction**. Change the coloured words into pronouns.

- 1 The cats prowled around the dustbins.  
The cats wanted something to eat.



- 2 Sam had to find his key.  
Sam could unlock the door.



- 3 Jim could listen to music.  
Jim had finished his homework.



- 4 Lili always read a book.  
Lili wanted to relax.



A **paragraph** is a **group of sentences** about one main idea. Having **paragraphs** in stories makes it easier for the reader to follow. We often start a new paragraph in a story when the time changes.



- Paragraph 1 → Anna climbed out of bed as soon as her alarm went off. It was six o'clock and she had a lot of work to do on the farm. She got washed and dressed and went downstairs.
- Paragraph 2 → It was half-past-six and Anna had finished her cup of tea. She put on her coat and went to milk the cows.
- Paragraph 3 → An hour later, Anna was feeding the chickens. She scattered the corn on the ground and the chickens pecked hungrily.
- Paragraph 4 → Next, Anna had to let the horses out into the field so they could gallop about.
- Paragraph 5 → At nine o'clock, her mother called her in for breakfast. Anna could smell the fresh bread as she took off her boots.

## Focus

Read the story about Anna and answer the questions.

- 1 What time is it when the story begins? How do you know? What did Anna do in the first paragraph?
- 2 What time is it in the second paragraph? How do you know? What did Anna do in the second paragraph?
- 3 What time is it in the third paragraph? How do you know? What did Anna do in the third paragraph?
- 4 How do you know Anna let the horses out *after* she had fed the chickens?
- 5 What time is it in the fifth paragraph? How do you know? What did Anna do in the fifth paragraph?

## Practice

- A** Imagine you are writing a story that goes through the whole day.

The beginning of each paragraph is going to let the reader know what time of day it is.

Copy these headings.

From breakfast to lunch

From lunch to tea

From tea to bedtime

After bedtime

- B** Now copy each of these **paragraph openings** in the correct order under the correct heading.

In the afternoon

Before bedtime

After breakfast

Late at night

In the evening

Early in the morning

After lunch

At midnight

Before lunch

After tea

Before tea

## Extension

Write the first three **paragraphs** of a story called 'The Dark Cave'.

Follow this plan:

First paragraph: explain why you were going to the cave and what time you arrived.

Second paragraph: say when you went into the cave. Describe what it was like. Say how long you spent inside.

Third paragraph: say when you came out of the cave and what you did.



**Verbs** are **doing** words.

**Past tense verbs** tell us what people, animals and things **did**.

To make the **past tense**, we usually add **ed** or **d** to the verb family name.

I **knocked** on the door

He **opened** the door.

I **walked** inside.

We can also make the **past tense** like this.

I **was knocking**.

You **were listening**.

There is another **past tense**.



This is the **past simple tense**.



This is the **past progressive tense**.



This is called the **perfect tense**.

**Present tense of the verb to have**

**+ past simple tense form**

I	have	looked	I <b>have looked</b> .
You	have	laughed	You <b>have laughed</b> .
He	has	helped	He <b>has helped</b> .
She	has	shouted	She <b>has shouted</b> .
It	has	rained	It <b>has rained</b> .
We	have	jumped	We <b>have jumped</b> .
You	have	painted	You <b>have painted</b> .
They	have	listened	They <b>have listened</b> .

## Focus

Read the sentences.

Which two words make up the **perfect tense** in each sentence?

- 1 He has walked all the way home.
- 2 They have played on the beach.
- 3 He has cooked pasta for tea.
- 4 The rain has poured down all day.
- 5 You have cleaned your room very well!



## Practice

These sentences are in the present tense. Change the underlined verb to the **perfect tense**.

Use **have** or **has** + the **past simple tense** form.

1 I play the piano for an hour a day.



2 You watch television for too long!

3 He waters the plants.



4 She washes her hair.

5 It rains every morning at ten o'clock.

6 We visit our cousins.



## Extension

Copy and complete these sentences with **perfect tense** verbs.

1 I \_\_\_\_\_ my hands.



Each **verb** is made up of two words.

2 She \_\_\_\_\_ the corn on the ground.



3 They \_\_\_\_\_ the jigsaw.



4 He \_\_\_\_\_ the broken vase.



5 The sun \_\_\_\_\_ the snowman!





Finite verbs  
make a tense.

**Clauses** are small groups of words.

They are like phrases but clauses **make sense on their own** because they have a **finite verb**.

The man was cold.

This is a **main clause**.

We can add another **clause** to make the sentence more interesting.

The man was cold | so he put on a coat.

This is the **main clause**. This is a **subordinate clause**.

**Subordinate** (less important) clauses usually begin with a conjunction such as:

**so when although because after before if**

Subordinate means less important.



## Focus

What is the **main clause** in each sentence?

- 1 We were ready to go when it started to rain.
- 2 The procession came down the main street after it came out of the park.
- 3 We didn't win the match although we played very well.
- 4 I don't use a calculator when I do my sums.
- 5 I have to tidy up if I make a mess.
- 6 The volcano erupted before lava poured down its sides.



## Practice

**A** Copy the sentences.

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

- 1 The famous violinist was nervous but she played very well.
- 2 I am curious to know where you are going and how you will get there.
- 3 You will get a parking ticket if you park on a double yellow line.
- 4 The builder finished his work and put away his tools.



**B** Copy the sentences.

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

- 1 I am excited because it is my birthday.
- 2 The birds will come into the garden if you feed them.
- 3 I am worried about the spelling test although I think I know them all.
- 4 The match was good even though my team didn't win.

## Extension

**A** Add a **subordinate clause** to each of these main clauses to finish the sentences.

- 1 The apple was rotten \_\_\_\_\_.
- 2 I could see the town in the distance \_\_\_\_\_.
- 3 My brother and I quarreled \_\_\_\_\_.

**B** Add a **main clause** to each of these subordinate clauses to finish the sentences.

- 1 \_\_\_\_\_ and we enjoyed ourselves.
- 2 \_\_\_\_\_ when the race started.
- 3 \_\_\_\_\_ although I am a good swimmer.



# How to use this book

The heading tells you what the grammar topic is.

The information box tells you about the grammar topic.

The owl gives you extra information.

## UNIT 10 Sentences

Direct speech is when we write words someone has said. Direct speech can be written in speech bubbles like this:



If we want to write this as a conversation, we need to use speech marks.

We put " at the beginning of the spoken words and " at the end of the spoken words.

"Lovely fresh cabbages!" shouted the man.  
"I'll have two, please," said the woman.



Speech marks are called inverted commas.

### Focus

#### A Say the spoken words.

- "I must cut the grass today," said Mum.
- "I'll be lucky to finish this homework!" said Toby.
- Mr Visram said, "My leg is very painful."
- "Stick out your tongue," said the doctor.



#### B Where do the speech marks go?

- This window is broken! said the angry man.
- I have lost my lunchbox, said the girl.
- Marion said, I want a drink.
- The clown said, I like making people laugh.



24

### Practice

Look at this conversation.

"Are you frightened?" asked the spider.  
"No," said the little boy.  
"You should be frightened. I frighten people," said the spider.  
"Well, you don't frighten me," said the boy.



The spoken words have speech marks at the beginning and end.

When a different person speaks, we start a new line.

Copy the conversation.

Use **speech marks** around the spoken words.

Start a **new line** when a **different** person speaks.

Did you see the rabbit go down that hole? asked the farmer. No, said Mary. Look over there by the big tree, said the farmer. Oh, yes! The rabbit has just popped out again, said Mary. It might not be the same one. There are lots of rabbits in that hole, said the farmer.



### Extension

A Read these words. You can use them instead of said.

- |         |            |             |
|---------|------------|-------------|
| 1 cried | 2 called   | 3 shouted   |
| 4 asked | 5 muttered | 6 whispered |

B Write **direct speech sentences** using each of the words in A.

Using said all of the time is boring!

25

You might want to discuss these questions with a talk partner before answering them.


The tips box tells you more about answering the question.



Sometimes your teacher might ask you to fill in Activity Sheets.




**UNIT 3** Name \_\_\_\_\_ Date \_\_\_\_\_

### Adjectives



**Support**

**A** Use adjectives from the box to complete the sentences.

Aisha  Tom  Sara 

taller    smallest    tallest    smaller    small    tall

- Aisha is \_\_\_\_\_.
- Sara is \_\_\_\_\_.
- Tom is \_\_\_\_\_ than Aisha and \_\_\_\_\_ than Sara.
- Sara is \_\_\_\_\_ than Tom and Aisha.
- Aisha is the \_\_\_\_\_ of the three children.
- Sara is the \_\_\_\_\_ of the three children.


**B** Fill in the missing adjectives.

Adjective	Comparative	Superlative
green		
tasty		
wide		
lovely		
blue		
tiny		

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**UNIT 3** Name \_\_\_\_\_ Date \_\_\_\_\_

### Adjectives



**Extension**

Complete each set of three sentences using *comparative* and *superlative adjectives*.


- This is a heavy parcel.
  - This is a heavier parcel.
  - This is the heaviest parcel.
- I went a long way around.
  - \_\_\_\_\_
  - \_\_\_\_\_
- That was a good film.
  - \_\_\_\_\_
  - \_\_\_\_\_
- He needs a little help.
  - \_\_\_\_\_
  - \_\_\_\_\_
- The weather has been bad today.
  - \_\_\_\_\_
  - \_\_\_\_\_
- I had a good day today.
  - \_\_\_\_\_
  - \_\_\_\_\_
- This is as much as I can eat.
  - \_\_\_\_\_
  - \_\_\_\_\_

The first one has been done for you.

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**UNIT 15** Name \_\_\_\_\_ Date \_\_\_\_\_

### Singular and plural



**Support**

**A** Underline the *plural noun* in each sentence.

- Be careful with the sharp knives!
- This bird builds its nest on top of cliffs.
- The leaves fall off that tree in autumn.
- Can you see the sheaves of corn in the field?
- This cow has had two calves.

**B** Finish each sentence by writing the *plural* of the noun in brackets.

- The police caught the \_\_\_\_\_ (thief)
- There were six \_\_\_\_\_ in the drawer. (handkerchief)
- The \_\_\_\_\_ were covered in snow. (roof)
- The \_\_\_\_\_ lived in the forest. (elf)
- A horse has four \_\_\_\_\_ (hoof)


**C** Use these *plural nouns* in sentences of your own.

- wolves \_\_\_\_\_
- loaves \_\_\_\_\_
- chiefs \_\_\_\_\_

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**UNIT 15** Name \_\_\_\_\_ Date \_\_\_\_\_

### Singular and plural



**Extension**

**A** Write the answers to these clues. They all end in *fs*, *fes* or *ves*.

- These are baby cows. \_\_\_\_\_
- Two of these make a whole. \_\_\_\_\_
- You can put books on these. \_\_\_\_\_
- You keep money and valuables in these. \_\_\_\_\_
- Snow White made friends with seven of these. \_\_\_\_\_

**B** Write the correct *plural noun*.

- knives or knives \_\_\_\_\_
- hoofs or hooves \_\_\_\_\_
- loafs or loaves \_\_\_\_\_
- roofs or rooves \_\_\_\_\_
- lifes or lives \_\_\_\_\_

**C** Use these *plural nouns* in sentences of your own. Use a dictionary for any words you don't know.

- gulfs \_\_\_\_\_
- muffs \_\_\_\_\_
- wharfs \_\_\_\_\_

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# Nelson Grammar

*Nelson Grammar* provides a step-by-step course for the teaching and learning of essential grammar concepts. The course carefully builds children's confidence in applying grammatical knowledge and understanding to their everyday work. Designed with ease of use in mind, the course provides three levels of differentiation as well as assessment materials to help ensure that all children are on track.

The course provides:

- Differentiated materials for plenty of practice, extension and reinforcement
- A clear progression and full curriculum coverage
- Support for assessing children's knowledge and understanding in preparation for national tests

## Pupil Book 3

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