



Nelson
Grammar

Pupil Book 4



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Book 4 Scope and Sequence

Unit	Pupil Book	Pupil Book Focus	Pupil Book Practice	Pupil Book Extension	Resource Book Support	Resource Book Extension
1	verbs: round-up of verb tenses*	forming verb tenses for given infinitives	identifying sentences as past, present or future	changing sentences into past and future tense	completing verb tables	classifying verbs/sentence writing
2	sentences: main and subordinate clauses*	matching main and subordinate clauses	identifying main and subordinate clauses	adding subordinate clauses to main clauses/adding main clauses to subordinate clauses	identifying main and subordinate clauses in sentences/completing sentences with main and subordinate clauses	writing pairs of sentences with given nouns placed in the main and then the subordinate clause
3	nouns: abstract*	identifying abstract nouns in sentences	forming abstract nouns from adjectives and verbs/sentence writing	solving clues with abstract nouns	classifying common, proper, collective and abstract nouns/writing sentences	forming abstract nouns from adjectives and verbs/writing sentences
4	sentences: direct speech	adding missing speech marks	punctuating direct speech sentences	punctuating direct speech sentences where direct speech comes second	punctuating various forms of direct speech sentences	ordering and rewriting a speech bubble conversation as direct speech
5	suffixes: verb ending; changing parts of speech*	adding suffix to given root words to complete sentences	forming adjectives and abstract nouns by adding suffixes	writing sentences/solving clues with words with suffixes	forming suffix word webs/sentence writing	completing sentences with words with suffixes/sentence writing
6	adjectives and adverbs: phrases, adverbials*	identifying adjective and adverb phrases in sentences	using adjective and adverb phrases in sentences	identifying adjective phrases, adverb phrases and sentences/sentence writing and punctuation	identifying adjective and adverb phrases in sentences/writing adjective and adverb phrases	writing sentences with adjective phrases for given nouns/writing sentences with adverb phrases for given verbs
7	singular and plural: words ending in o	forming plurals	completing sentences to show noun-verb agreement	forming plurals/listing in alphabetical order	classifying nouns according to plural formation	forming plurals/sentence writing for noun-verb agreement
8	pronouns: possessive	identifying possessive pronouns in sentences	completing sentences with possessive pronouns	writing sentences with pairs of possessive pronouns	replacing nouns with possessive pronouns/writing sentences with possessive pronouns	substituting possessive pronouns for repeated nouns in sentences/writing sentences with pairs of possessive pronouns
9	verbs: present perfect tense – regular and irregular	identifying the perfect tense in sentences	changing sentences from present to perfect tense	forming unusual perfect tense verbs	completing verb tables	forming perfect tense of more unusual verbs/sentence writing
10	adverbs: pairs, adverbials*	identifying adverb pairs in sentences	building sentences with adverb pairs	improving narrative extract with adverbs and adverb pairs	identifying adverbs and verbs/identifying adverb pairs/sentence writing with given adverb pairs	completing sentences with adverbs or adverb pairs/writing a personal account with adverbs and adverb pairs
11	sentences: subject and object*	identifying subjects and objects in sentences	completing sentences with objects	building sentences with adjectives for objects/composing sentences with given subjects and objects	identifying subjects, objects and verbs in sentences	composing pairs of sentences where given noun is first the subject, then the object
12	verbs: past perfect tense – regular verbs	identifying past tense verbs in sentences	completing sentences with past perfect verbs	constructing sentences with given pairs of actions	completing past tense verb chart/sentence writing	constructing sentences with given pairs of actions
13	adjectives: possessive*	identifying possessive adjectives in sentences	completing sentences with possessive adjectives	descriptive phrases for given nouns with possessive adjective + adjective/completing sentences with <i>its</i> or <i>it's</i>	completing sentences with suitable possessive adjective/writing sentences using <i>its</i> or <i>it's</i>	supplying possessive adjective + adjective for given nouns/using descriptive phrases in sentences
14	sentences: indirect speech	identifying direct speech and indirect speech in sentences	changing direct speech sentences to indirect speech/indirect speech sentences to direct speech	conversation writing in direct and indirect speech	changing direct speech sentences to indirect speech/indirect speech sentences to direct speech	converting passage of indirect speech narrative into direct speech
15	verbs: past perfect tense – regular and irregular	identifying the past perfect tense in sentences	changing sentences from present to past perfect tense	forming unusual past perfect tense verbs	completing verb tables	forming past perfect tense of more unusual verbs/sentence writing

Unit	Pupil Book	Pupil Book Focus	Pupil Book Practice	Pupil Book Extension	Resource Book Support	Resource Book Extension
16	adverbs: clauses	identifying adverb clauses and related verbs in sentences	choosing conjunctions to complete adverb clauses – sentences	adding adverb clauses to main clauses/ adding main clauses to adverb clauses	identifying adverb clauses in sentences/ completing sentences with adverb clauses	writing personal recount with adverb clauses
17	nouns: noun phrases	identifying the noun phrase in sentences/ making nouns into noun phrases	identifying noun phrases in sentences/ writing expanded noun phrases	identifying noun phrases with <i>ing</i>	identifying noun phrases in sentences/ writing <i>ing</i> adjectives and noun phrases	Expanding noun phrases with adjectives/sentences writing
18	verbs: common mistakes	correcting mistakes in sentences	writing paragraph opening for a story	correctly using <i>borrow</i> and <i>lend</i> ; <i>learn</i> and <i>teach</i>	completing sentences with correct forms of the verbs <i>to come</i> , <i>to do</i> and <i>to be</i> /correcting verb mistakes in sentences	using <i>borrow/lend</i> , <i>learn/ teach</i> , <i>flowed/ flown</i> and <i>ringed/rung</i> in own sentences
19	paragraphs: location in stories	answering questions about structure of extended writing	ordering paragraph openings by location	writing a three paragraph story with support	identifying the first sentence of paragraphs in a story/ continuing the story	rewriting a story to include paragraphs
20	sentences: double negatives*	adding negative words to sentences to give the opposite meaning	forming contractions/ writing sentences with opposite meaning	rewriting sentences to give intended meaning	Identifying negative words in sentences/ rewriting sentences to give intended meaning	correcting double negative sentences/ sentence writing with given negative words
21	pronouns: ambiguity	identifying two possible meanings for sentences due to pronoun ambiguity	clear and ambiguous use of pronouns in context/rewriting sentences to clarify meaning	reordering words in sentences to clarify meaning	identifying double meanings in sentences	clarifying confusion in sentences due to pronoun ambiguity
22	verbs: synonyms*	synonyms for given infinitives	synonyms for <i>went</i> and <i>said</i> in sentence writing	using unusual verbs in sentence writing	classifying verbs in synonym groups	listing synonyms for given verbs/sentence writing
23	adverbs: clauses	identifying adverb clauses and related verbs in sentences	completing sentences with adverb clauses/ rewriting sentences so adverb clause comes first	writing sentences with given adverb clauses	identifying adverb clauses in sentences/ completing sentences with adverb clauses	writing sentences around subordinating conjunctions
24	nouns: singular and plural possessive	adding apostrophes to form possessive nouns	shortening phrases with possessive nouns – plural owners	adding missing apostrophes to singular and plural owners	identifying possessive nouns in sentences/ shortening phrases with possessive nouns – singular and plural owners/sentence writing with given possessive nouns	writing sentences with possessive nouns from picture stimulus/ forming plural/ sentence writing
25	sentences: split direct speech	identifying spoken words in sentences	punctuating split direct speech sentences	direct speech sentences writing using given synonyms for <i>said</i>	writing conversation with two direct speech sentences/one split direct speech sentence	punctuating direct speech narrative and using synonyms for <i>said</i>
26	nouns: plural and possessive	identifying plural nouns and possessive nouns in sentences	identifying possessive and plural nouns in sentences	punctuating sentences with missing apostrophes of possession	identifying possessive nouns in sentences and designating singular or plural/sentence writing with given plural and possessive nouns	forming plural nouns and plural possessive nouns/sentence writing
27	adverbs: fronted adverbial phrases and clauses	identifying adverb phrases and clauses in sentences	rewriting sentences so that adverb phrases and clauses come at the beginning	completing sentences with appropriate subordinating conjunctions	adding missing commas to sentences with fronted adverbials/completing sentences with fronted adverbial phrases and clauses	using given adverbial phrases and clauses at the beginning, end, and in the middle of own sentences
28	paragraphs: non-fiction – aspects of a topic	answering questions about structure of extended writing	grouping given species of animals into paragraphs	writing three paragraphs about a chosen topic	sorting information into two paragraphs/ improving writing	writing three paragraphs on the topic of <i>My Family</i>

Verbs



This is a round-up of the verb tenses you know.

Verbs tell us what **happens**.

The **tense** of a verb tells us **when** something happens – in the **past**, the **present** or the **future**.

- **Past simple tense**

We usually add **d** or **ed** to the verb family name.

Hannah smiled**d** at the baby.
Hannah talked**ed** to her friend.

- **Past progressive tense**

We use the verb **to be** + **ing**.

Hannah **was talking** to her friend.

- **Perfect tense**

We use the verb **to have** + **simple past tense form**.

Hannah **has talked** to her friend.

- **Present simple tense**

This is the **verb family name**. We add **s** for he/she and it.

I **smile** at the baby. Hannah **talks** to her friend.

- **Present progressive tense**

We use the verb **to be** + **ing**.

You **are smiling** at the baby. Hannah **is talking** to her friend.

- **Future tense**

We use the **verb family name**. We use **shall** with **I** and **we**; **will** with **he/she/it/you** and **they**.

I **shall smile** at the baby. Hannah **will talk** to her friend.

Focus

Say the verb *tenses* with *I* for each verb.

past simple

past progressive

perfect

present simple

present progressive

future

1 to watch 2 to wave 3 to hurry 4 to grab 5 to paint 6 to jump

Practice

Copy the sentences. After each sentence write:
past tense, present tense, or future tense.


- 1 I am sewing seven buttons on to my jacket.
- 2 The army wore bright red uniforms.
- 3 Your helmet will protect you.
- 4 She was making a cake when the doorbell rang.
- 5 I believe everything you say.



Extension

A Write these sentences in the *past tense*.


- 1 My neighbour is working in the garden.
- 2 This is a valuable vase.
- 3 The giant is frightening the villagers.
- 4 The dog steals the biscuits.
- 5 I am going to the shops for milk.

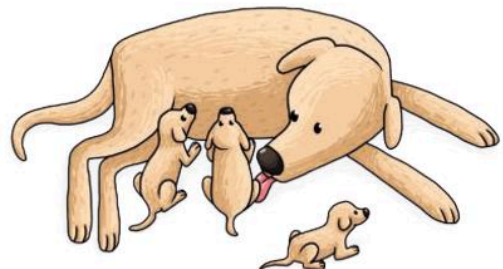
Find the present tense verbs. 



B Write these sentences in the *future tense*.

- 1 The siren sounded at midnight.
- 2 It happened everyday at four o'clock.
- 3 I drank my juice very quickly.
- 4 The dog has washed her new puppies.
- 5 The match went ahead in spite of the bad weather.

Find the past tense verbs. 



UNIT 2

Sentences



Finite verbs
make **tenses**.

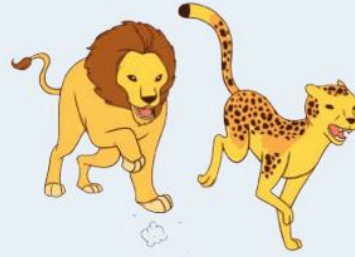
Clauses are small groups of words. They are like phrases, but clauses make sense on their own because they have a **finite verb**.

The hunter was frightened.

This is a **main clause**.

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

The hunter was frightened because the lion charged.



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 unless



Subordinate means
less important.

Focus

Read each *main clause*.

Choose a suitable *subordinate clause* to finish each sentence.

main clause	subordinate clause
The lightning flashed	because it was frightened.
I need to stay in bed	if you give me the address.
The dog barked	although I am feeling a little better.
It was very cold	before we heard the thunder.
I will send the email	so I found my thick, winter coat.



Practice

A Copy the sentences.

Underline the *main clause* in each sentence.

- 1 The telephone rang so she answered it.
- 2 Someone spoke but she couldn't hear very well.
- 3 She finished the call because the connection was bad.



B Copy the sentences.

Underline the *subordinate clause* in each sentence.

- 1 We go to the cinema when they are showing a good film.
- 2 We went last week although I had already seen the film.
- 3 We went for a pizza before we went to the cinema.

Extension

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

- 1 The old boat sank _____.
- 2 My friend was hurt _____.
- 3 The building was on fire _____.
- 4 I like to go fishing _____.



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

- 1 _____ although it was dark.
- 2 _____ before the spring comes.
- 3 _____ when everyone has gone.
- 4 _____ so I don't make a mess.



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 **tree**

There are **proper nouns**.



Mrs Ho

There are **collective nouns**.



a **fleet** of ships

There are **compound nouns**.



a **teapot**

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

They are the names of:

qualities	kindness	generosity	determination
feelings	friendship	hatred	envy
times	dusk	evening	birthday

Focus

Say the *abstract noun* in each sentence.

- 1 The sailors were in great danger as the sea grew rougher.
- 2 If you use all of your strength, you can lift that box.
- 3 I think it takes great courage to go skydiving.
- 4 When darkness had fallen, they crept out of the camp.
- 5 They stared at the beauty of the mountain lake.
- 6 Honesty is always best.



Practice

Abstract nouns can be made from adjectives by adding the suffixes *ness*, *ance* and *ence*.

adjective	abstract noun
happy	happiness
important	importance
confident	confidence



A Add the suffix *ness*, *ance* or *ence* to make these adjectives into *abstract nouns*.

- | | | | |
|-------------|---------------|-------------|-----------|
| 1 silent | 2 weak | 3 fragrant | 4 violent |
| 5 forgetful | 6 magnificent | 7 brilliant | 8 elegant |

B Use three of the *abstract nouns* you have formed in **A** in sentences of your own.

Abstract nouns can be made from verbs by adding the suffixes *tion* and *sion*.

verb	abstract noun
alter	alteration
divide	division

$$12 \overline{)168} \begin{array}{r} 14 \\ \end{array}$$

C Add the suffix *tion* or *sion* to make these adjectives into *abstract nouns*.

- | | | | |
|-----------|------------|-----------|------------|
| 1 admit | 2 inform | 3 decide | 4 multiply |
| 5 educate | 6 describe | 7 collect | 8 imagine |

D Use three of the *abstract nouns* you have formed in **C** in sentences of your own.

Extension

Solve the clues with *abstract nouns*.

- 1 If you are angry, you show _____.
- 2 If you are frightened you show _____.
- 3 If you think, you have _____.
- 4 Your eyes give you the sense of _____.
- 5 Going very fast is to travel at _____.

These abstract nouns do not have suffixes!



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



What is the highest mountain in the world?

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

“What is the highest mountain in the world?”
asked the teacher.

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

“What is the highest mountain in the world?”
asked the teacher.

“Mount Everest,” replied Sam.

After the spoken words you need some punctuation.

Usually, we use a **comma**.

“The highest mountain is Mount Everest,” said Tom.

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

“What is the highest mountain?” asked the teacher.

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

“That’s a huge mountain!” exclaimed Aysha.

Focus



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

Copy the sentences.

Add the missing *speech marks*.

- 1 Is that a new mobile phone? asked Kapil.
- 2 Yes, said Sara.
- 3 Show me how it works, said Kapil.
- 4 Be careful with it! said Sara.
- 5 I won’t drop it, said Kapil.



Practice

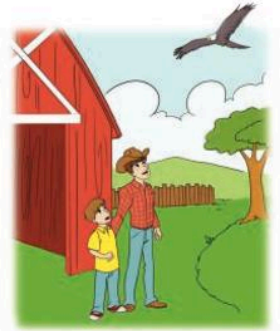
Copy the sentences.

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

- 1 Look at that enormous bird exclaimed the farmer.
- 2 What do you think it is asked Harry.
- 3 I have never seen anything like it said the farmer.
- 4 Look. It's flying towards us said Harry.
- 5 Run yelled the farmer.



Remember! Put your **speech marks** and **punctuation** after the spoken words.



Extension

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

The shopkeeper said, "I have run out of milk!"

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

The girl shrieked, "Look at that spider!"

Carol asked, "Are you afraid of spiders?"



Copy the sentences.

Add the missing *punctuation*.

- 1 These are the spellings you have to learn said the teacher
- 2 Sam asked Do we have to learn all of these
- 3 The teacher replied Yes. All of them
- 4 I'll never learn all these spellings moaned Sam
- 5 Do a few each day suggested the teacher
- 6 Sam mumbled I suppose so



A **suffix** is a word ending.

A **suffix** added to a verb family name changes the **tense** of the verb.

verb family name	suffix ed	suffix ing
to talk	talked	talking
to row	rowed	rowing
to wink	winked	winking

Adding a **suffix** to a word can also **change the job** that word does in a sentence.

use	= verb	use ful	= adjective
pain	= noun	pain ful	= adjective
operate	= verb	operat ion	= abstract noun
imagine	= verb	imaginat ion	= abstract noun
happy	= adjective	happ iness	= abstract noun
weak	= adjective	weak ness	= abstract noun
slow	= adjective	slow ly	= adverb

Here are some more common **suffixes**:

amuse**ment** manage**able** tire**less** serv**ant**

Focus

Copy the following sentences.

Use the suffixes *ful*, *tion* or *ness* to complete them.

- Which _____ do we take? (direct)
- _____ falls quickly near the Equator. (dark)
- You need to be very _____ if you climb on these rocks. (care)
- These _____ sums are very difficult. (subtract)
- He is very keen on sport and _____. (fit)
- The view from the top of the mountains was _____. (wonder)

The words in brackets are clues. To make some words, you may need to delete the last letter.



Practice

A Add *suffixes* to these words to change them into *adjectives*.

1 beauty

2 care

3 hope

4 enjoy

5 punish

6 believe

B Add *suffixes* to these words to change them into *abstract nouns*.

1 weak

2 kind

3 gentle

4 encourage

5 satisfy

6 situate

Extension

Here are some more common **suffixes**:

bul**lock**

vigor**ous**

invas**ion**

nurs**ery**

victor**ious**

different

A Write *sentences*, using the words from the box above.

B Find a word with a *suffix* to match each of these definitions.

1 a baby duck

2 very well known

3 willing to help

4 likely to cause injury or death

5 someone's job

6 the opposite of daylight

7 money for goods or services



Adjectives and adverbs



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** 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.

That tree is a **young** apple tree.

young = single adjective

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

That tree **with the bare branches** is a young apple tree.

with the bare branches = adjective phrase



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 is happening.

Look at this picture.

We could write about what is happening like this:

The boy came downstairs **noisily**. **noisily** = single adverb

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

The boy came downstairs with **heavy, thudding footsteps**.

with heavy, thudding footsteps = adverb phrase



An **adverb phrase** is also known as an **adverbial**.

Focus

Find the *adjective* or *adverb phrase* in each sentence.

- 1 He ran the race surprisingly well.
- 2 I'll be there in less than an hour.
- 3 The wind was cold and biting.
- 4 My books are in the room upstairs.
- 5 My brother was covered in mud.



Practice

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

- 1 built of wood 2 with cold hands
3 dark brown 4 without sleep



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

- 1 in June last year 2 three times a day
3 under the water 4 as quickly as possible

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

- 1 a skyscraper 2 ducks 3 the sun



D Write a sentence with an *adverb phrase* to describe each of these verbs.

- 1 to dive 2 to race 3 to sleep



Extension

Two of the examples below are *adjective phrases*.

Two are *adverb phrases*.

Two are sentences.

- 1 on the swing 2 my name is Ben
3 very funny 4 faint and eerie
5 she is upset 6 with great skill

A Find the two *sentences*.

Write them with the correct punctuation.

B Find the two *adjective phrases* and the two *adverb phrases*.

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

Singular and plural

Singular nouns are made **plural** in different ways.

You have learned:

	singular	plural
For most nouns, we add an s	jacket	jackets
For nouns ending in s, ch, sh and x , we add es	class church bush fox	classes churches bushes foxes
For nouns ending consonant + y , we take off the y and add ies	family	families
For nouns ending vowel + y , we just add s	trolley	trolleys

Some nouns end in the **vowel o**.

To make these nouns **plural**, we usually add **es**.

tomato tomato**es**



For **musical nouns** ending in **o** and for nouns ending in **oo**, we just add **s**.

cello cellos
bamboo bamboos



Focus

A Make these singular nouns *plural*.

1 piano



2 photo

3 potato



4 hippo



5 cockatoo

6 piccolo

B Write each *plural noun* you have made in **A** in a sentence of your own.

Practice

A Copy the sentences.

Write *is* or *are* to finish each sentence.

- 1 The bamboo _____ growing tall.
- 2 The hippos _____ playing in the mud.
- 3 The cello _____ out of tune.

B Copy the sentences.

Write *was* or *were* to finish each sentence.

- 1 The tomatoes _____ ripe.
- 2 The potato _____ rotten.
- 3 The photos _____ very good.

Extension

A Write the plural of each word.

- | | | |
|------------|--------------|-----------|
| 1 factory | 2 dictionary | 3 abbey |
| 4 railway | 5 melody | 6 balcony |
| 7 ceremony | 8 alley | 9 decoy |
| 10 ferry | 11 butterfly | 12 kidney |

B Write your plurals from **A** in *alphabetical order*.

C Write the plural of each word.

- | | | |
|---------|----------|----------|
| 1 thief | 2 puppy | 3 loaf |
| 4 wolf | 5 family | 6 cliff |
| 7 crowd | 8 boy | 9 camera |

D Write your plurals from **C** in *alphabetical order*.

Pronouns

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

The **dog** has a kennel.

↓
noun

It has a kennel.

↓
pronoun



Some **pronouns** show ownership or possession.
They are called **possessive pronouns**.

This coat is **mine**.

↓
possessive pronoun

This coat is **yours**.



Here is a list of **possessive pronouns**.

Possessive pronoun	Example
mine	The book on the floor is mine.
yours	Is this yours?
his	The red bicycle is his.
hers	The torn letter is hers.
ours	All the sheep in the field are ours.
theirs	Our garden is bigger than theirs.

Focus

Read the sentences. Say the *possessive pronoun* in each sentence.

- 1 That old hat is mine.
- 2 Is this hers?
- 3 My writing is neater than his.
- 4 This book is yours.
- 5 I like ours better.
- 6 That car is theirs.



Practice

Copy the sentences.

Write a *possessive pronoun* in each gap.

- 1 “This chair is _____ and that chair is _____,” said Ian to his sister.
- 2 Carl made a model castle. Lynn helped him so it is _____ as well.
- 3 The children took some baby photographs to school. The twins were not sure if they could find _____.
- 4 The teacher asked for the homework. Karima and I hadn’t brought _____.
- 5 “These footballs are _____!” shouted the boys.



Extension

Write sentences using each pair of *possessive pronouns*.

- 1 mine yours
This book is mine and that one is yours.
- 2 theirs ours
- 3 his hers

The first one is done for you.



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.

- He **walked** to the car.
- He **climbed** in.
- He **started** the engine.



This is the **past simple tense**.

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

- He **was** walking.
- You **were** watching.



This is the **past progressive tense**.

The **perfect tense also tells us what has happened in the past**.

We usually make the perfect tense like this:

- present tense of the verb **to have** + **past simple tense form**.
- He **has walked**.
- You **have watched**.

Some verbs do not make their perfect tense with the past simple tense form.

Some are **irregular**.

- I **have eaten**.
- You **have bought**.
- He **has found**.

Focus

Read the sentences.

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

- 1 I have listened to the whole CD.
- 2 They have bought a goldfish.
- 3 We have reached the top of the mountain.
- 4 The crowd has left the ground.
- 5 That horse has won the race.



Practice

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

These sentences are in the present tense.

Change the underlined verb to the *perfect tense*.

1 I buy bread every day.



2 We meet at the station.



3 I teach the children.

4 It catches the ball.



5 I bring lunch to school.

6 I feel a draught from the window.

Extension

These verbs do not use the past simple form to make their *perfect tense*.

The first one is done for you.

Can you work them out?

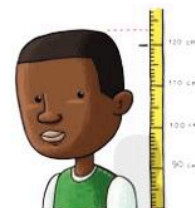
1 to eat I have eaten 2 to see I have _____

3 to draw I have _____ 4 to be I have _____

5 to know I have _____ 6 to grow I have _____

7 to break I have _____ 8 to speak I have _____

9 to ring I have _____ 10 to shake I have _____



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 rumbled later.

Where: The rain fell here.

Adverbs are sometimes used in **pairs** to make the meaning clearer.

The rain fell **very heavily**.

These **adverbs** tell us more about other adverbs.

quite only so almost very rather less most

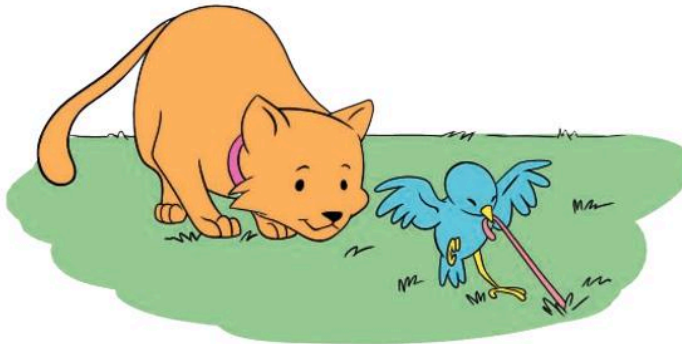


A pair of **adverbs** is also known as an **adverbial**.

Focus

Read the sentences. Find the *pair of adverbs* in each sentence.

- 1 The cat crept rather slowly towards the bird.
- 2 The bird was quite happily pulling a worm from the ground.
- 3 Very quietly, the cat crept closer.
- 4 Almost silently, the cat jumped towards the bird.
- 5 The bird flew away very quickly and landed in a tree.



Practice

Copy the sentences. Make *adverb pairs*.

Choose a different *adverb* to improve the meaning of each sentence. You can use the adverbs in the box.

more very so rather less extremely

- 1 Put away the glasses _____ carefully.
- 2 You need to paint _____ colourfully.
- 3 When we move away, we will visit _____ often.
- 4 The train is running _____ late.
- 5 The girl sang _____ beautifully that the audience clapped _____ loudly.



Extension

Improve this story by adding at least six *adverbs* or *pairs of adverbs*.

Find the verbs then put an **adverb** or a **pair of adverbs** with each verb.

Night fell and the wood became dark and gloomy.

The two friends rode along and talked. They heard rustling in the trees and stopped their horses. One of the men got off his horse and listened. There it was again.

“What shall we do?” whispered the man on the horse.

“I don’t know,” the other replied. “I think we should ride on and get out of this wood.”



Simple sentences have a **subject**, **verb** and an **object**.

Subjects and **objects** are pronouns and nouns.



The **boy** eats the **peach**.



Nouns are naming words.
Pronouns are words that can take the place of nouns.

The **subject** tells you who or what the sentence is about.

The sentence is about a **boy**.

The **object** tells you who or what is having something done to it.

The **peach** is being eaten.

Here are some more examples.



The **girl** wears a **mask**.



The **man** rides a **horse**.



Focus

A What is the *subject* of each sentence?

- 1 We are buying tickets.
- 2 I bought a jacket.
- 3 The squirrel ate the nuts.



B What is the *object* in each sentence?

- 1 The nurse wore a uniform.
- 2 The bus hit a tree.
- 3 The car is in the garage.



Practice

Copy and finish each sentence by adding an interesting *object* to each one.

- 1 The old dog is chewing _____ .
- 2 My Dad mends _____ .
- 3 Harry and Lucy cleaned _____ .
- 4 The rocket landed _____ .
- 5 The giraffe ate _____ .

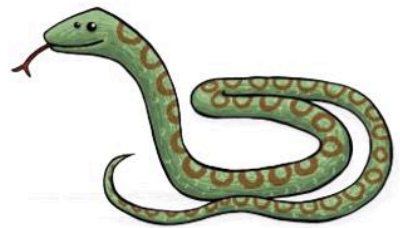


Extension

A Copy the sentences.

Make each one more interesting by adding an *adjective* in front of each *object*.

- 1 I saw a snake.
- 2 Mum bought a pillow.
- 3 The prisoner stole the key.
- 4 The wind blew down the tree.
- 5 Ella broke the window.



B Write sentences of your own using these pairs of *subjects* and *objects*.

- | subject | object |
|----------------|----------|
| 1 we | ball |
| 2 the rain | garden |
| 3 the crowd | train |
| 4 the children | treasure |
| 5 they | kitten |



When we use **verbs** to tell us about something that has happened in the **past**, we use **past tenses**.

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



The owl **stared**.



The man **climbed**.



Remember! Some verbs do not follow this rule!

When we want to show an action has **gone on for some time**, we use the **past progressive tense**.

The children **were swimming** when it began to rain.

He **was building** a snowman.

We can make the **past tense** in another way.

I **had reached** the station before the train left.

The chef **had roasted** the chicken before he cooked the peas.

We found the shop but it **had closed**.



This is called the **past perfect**.

Focus

What are the *past tense verbs* in these sentences?


- 1 We were looking for our cat all day.
- 2 The comedian laughed and joked with the audience.
- 3 I have watered the plants and fed the birds.
- 4 They had lived in a cottage before they moved to a new house.
- 5 I was getting into bed when the telephone rang.
- 6 Mr Green had finished the ironing so he made a cup of tea.



Practice

Copy and complete the sentences with *past perfect tense verbs*.

- 1 I _____ the shops before I realised I did not have any money.
I had reached the shops before I realised I did not have any money.
- 2 If you _____ them properly, your hands wouldn't be dirty!
- 3 We _____ the garden before it started to rain.
- 4 I _____ it in the cupboard so I'm surprised you found it there.
- 5 You _____ all the way, so you were late.

The first one is done for you. 

Extension

Write a sentence in the *past tense* that includes each pair of actions.

Action 1: happens first

Action 2: happens second

Action 1

Action 2

1 watch a film

go to bed

I had watched a film before I went to bed.

2 do homework


play tennis

3 eat breakfast

post arrives

4 write a story

go home

The first one is done for you. 



Adjectives

Adjectives are called describing words because they tell us more about nouns.



an **unhappy** judge



a **neat** hedge

Possessive adjectives tell us who possesses (owns) a noun.



This is **his** badge.



This is **her** sledge.

These are **possessive adjectives**.

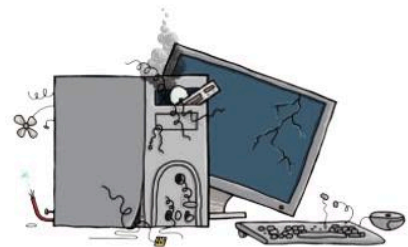
my your his her its our their

Focus

Read the sentences.

Say the *possessive adjective* in each sentence.

- 1 The computer in our classroom is not working properly.
- 2 If you can remember that far back, your memory is very good.
- 3 The castle was well preserved but its tower was in ruins.
- 4 The champion beat his opponent easily.
- 5 Their quarrel lasted for days.
- 6 I found my keys in the bottom of my bag.
- 7 I'm sure her sister plays the piano.



Practice

Copy the sentences.

Fill each gap with a suitable *possessive adjective*.

- 1 I'll let you have _____ new address when we move.
- 2 The committee found it difficult to make _____ decision.
- 3 Katy was pleased because _____ friend was coming to stay for the weekend.
- 4 _____ tap was leaking so we called a plumber.



Extension

- A** Write a *possessive adjective* and an ordinary *adjective* to describe each of these nouns.

- | | | |
|--------------|------------------------------|-------------|
| 1 picture | <u>his colourful</u> picture | |
| 2 discussion | 3 cough | 4 breakfast |
| 5 homework | 6 table | 7 birthday |

The first one is done for you.

B

We often mix up **its** and **it's**.

Its means 'belonging to'. **It's** means 'It is'.

Copy and complete each sentence with *its* or *it's*.

- 1 The dog slept in _____ kennel.
- 2 _____ a grizzly bear!" screamed Jenny.
- 3 _____ windier today than it was yesterday.
- 4 The kitten put out _____ sharp claws.



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

- Speech marks go at the **beginning** and the **end** of the spoken words.
- Punctuation at the end of the spoken words goes **before** the speech marks.
- When a different person speaks, we begin a new line.

“The driver got the bus stuck on the bridge today,” said Meg.
 “What happened?” asked Mum.
 “The police came and sent for a tow truck. It took them ages to get it free. We were late for school!” replied Meg.

Indirect speech is when we write about what someone has said.

- We **don’t** use the actual spoken words.
- We **don’t** use speech marks.



Indirect speech is also called **reported speech**.

Meg told her Mum that the bus had got stuck on the bridge. Mum wanted to know what happened. Meg said that the police and a tow truck came to free the bus but it took so long that they were late for school.

Focus

Which of these is *direct speech*? Which is *indirect speech*?

- 1 “Look at my swimming certificate,” said Len.
- 2 Sonia said that she couldn’t find the newspaper.
- 3 “Stop thief!” shouted the policewoman.
- 4 Rob told Dad that the computer was broken.
- 5 The doctor asked how long I had been feeling unwell.



Practice

A Write each of these sentences using *indirect speech*.

- 1 “Would all the passengers go to Platform 9!” boomed the voice over the loud speaker.
- 2 “I like porridge for breakfast,” said Dad.
- 3 “How long do I have to wait to be served?” snapped the customer.
- 4 “I’ve forgotten my lines!” groaned the actor.



B Write each of these sentences using *direct speech*.

- 1 Chris said that his book was very dull.
- 2 Latif wanted to know how far they still had to go.
- 3 The singer asked if many people had come to the show.
- 4 Martha encouraged Sandy to tell her what had happened.

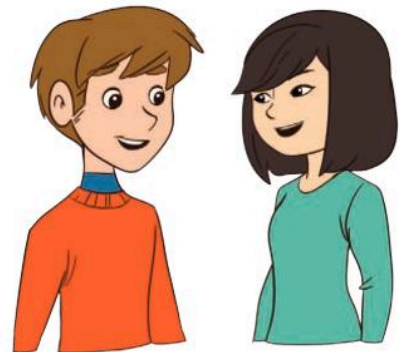
Extension

A Write a conversation in *direct speech* between Malcolm and Emma about what they watched on television last night.

Remember to use *speech marks, punctuation* and to begin a *new line* when a different person speaks.

B Write the same conversation between Malcolm and Emma in *indirect speech*.

Remember that you do *not* need speech marks because you are not writing the actual words that were spoken.





Remember! Some verbs are **irregular**.

Verbs are **doing words**.

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

- **Past simple tense:** I **polished** my cup.
- **Past progressive tense:** I **was polishing** my cup.
We **were polishing** my cup.
- **Perfect tense:** I **have polished** my cup.
She **has polished** my cup.
- **Past perfect tense:** I **had polished** my cup.



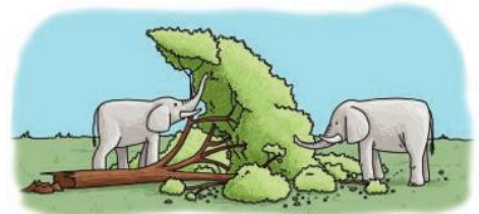
verb family name	past simple	past progressive	perfect	past perfect
to blow	I blew	I was blowing	I have blown	I had blown
to buy	I bought	I was buying	I have bought	I had bought

Focus

Read the sentences.

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

- 1 They had searched for the sheep all day.
- 2 I had wondered where they were.
- 3 Elephants had knocked down the tree.
- 4 Swallows had nested in the old shed.
- 5 Three pupils had finished the test.
- 6 I had enjoyed the concert very much.



Practice

These sentences are in the *present tense*.

Change the underlined verb to the *past perfect tense*.

- 1 I walk to school.
- 2 Sally catches the train.
- 3 Ben goes by bus.
- 4 The twins travel by car.
- 5 Fred rides his bike.



Extension

These verbs do not use the past simple form to make their *perfect* and *past perfect tense*.

Can you work them out?

- | | | |
|-------------|--------------|-------------|
| 1 to go | I have gone | I had gone |
| 2 to see | I have _____ | I had _____ |
| 3 to forget | I have _____ | I had _____ |
| 4 to fly | I have _____ | I had _____ |
| 5 to know | I have _____ | I had _____ |
| 6 to choose | I have _____ | I had _____ |
| 7 to become | I have _____ | I had _____ |
| 8 to speak | I have _____ | I had _____ |
| 9 to ring | I have _____ | I had _____ |
| 10 to shake | I have _____ | I had _____ |

The first one is done for you.



To make sentences more interesting we can use **adverb clauses**.

An **adverb clause** tells us more about the **verb** in a sentence.

An **adverb clause**:

- has a **subject**
- has a **verb**
- begins with a **conjunction**
- answers the questions **why**, **when** or **how**.



These are all **subordinate clauses**. Subordinate means less important.

The train has stopped **because the engine broke down**.

The adverb clause **because the engine broke down** tells us **why** the train had stopped.

The train will start again **when they fix the engine**.

The adverb clause **when they fix the engine** tells us **when** the train will start.

The train will start again **if they fix the engine**.

The adverb clause **if they fix the engine** tells us **how** the train will start again.

Focus

Say:

- the *adverb clause* in every sentence
 - the *verb* each clause tells us more about.
- 1 The prisoner escaped because the guard was asleep.
 - 2 I will do my homework when I have had something to eat.
 - 3 I can't polish my shoes if there is no polish.
 - 4 The squirrel ran up the tree when the dog chased it.
 - 5 We will go for a picnic if it doesn't rain.



Practice

Copy the sentences.

Choose a *conjunction* from the box to complete the *adverb clauses*.

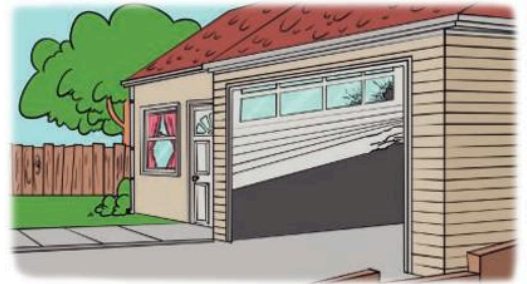
because if unless although even if even though

- 1 We will go to the village shop _____ we have time.
- 2 You cannot ride your bike _____ you wear your helmet.
- 3 The doctor works very late _____ there are lots of people waiting to see her.
- 4 I have to find my bag _____ I am late for school.

Extension

A Add an *adverb clause* to each main clause to complete the sentences.

- 1 The garage was broken into _____ .
- 2 You will not get wet _____ .
- 3 You must obey the rules _____ .
- 4 We don't have to go _____ .



B Add a *main clause* to each adverb clause to complete the sentences.

- 1 _____ because the scissors are blunt.
- 2 _____ although I am disappointed.
- 3 _____ even though I think I am right.
- 4 _____ if the shepherd leaves the sheep.





Words that begin noun phrases are called determiners.

A **noun** is a person, place or thing.

A **phrase** is a group of words that do not make sense on their own.

A **noun phrase** includes a **noun** and **other words** linked to it.

A **noun phrase** can begin with:

- | | |
|---------------------------|---|
| definite article: | the butterfly |
| indefinite article: | a butterfly |
| demonstrative adjectives: | that butterfly / this butterfly /
those butterflies /
these butterflies |

A noun phrase can be expanded with adjectives:

a **blue** butterfly

Focus

A What is the *noun phrase* in each sentence?

- 1 That tennis racquet is broken!
- 2 Plain flour is used for making bread.
- 3 A rare bird was seen yesterday.
- 4 This savage dog growls at people.
- 5 These old books are valuable.



B Make each noun into a *noun phrase* by adding the part of speech indicated.

- 1 _____ cottage [definite article]
- 2 _____ storm [indefinite article]
- 3 _____ baby [adjective]
- 4 _____ bicycle [adjective]
- 5 _____ mountain [demonstrative pronoun + adjective]
- 6 _____ book [indefinite article + adjective]



Practice

Find the *two noun phrases* [article + noun] in each sentence.

Rewrite each sentence, expanding each noun phrase with an adjective.

Underline the noun phrases.

The first one is done for you.

1 A grasshopper is under the bush.

A noisy grasshopper is under the lilac bush .

2 The lion is hunting the antelope.



3 The moon is shining on the water.



4 A tree is blocking the road.



5 The clouds are bringing the rain.

Extension

Noun phrases can also be made with **ing adjectives**:

the **sleeping** butterfly



What is the *noun phrase* in each sentence?

1 The barking dog kept everyone awake.



2 I saw those flashing lights over there.



3 Don't prod that sleeping tiger!

4 We were watching the climbing monkey.



5 They visited a working farm.

Verbs have **tenses**. This means the **past**, **present** or **future**.

I **walk** I **walked** I **have walked** I **shall walk**
I **am walking** I **was walking** I **had walked**

It is important to use the **correct parts of the verb** to make up a **tense**.

I wrote ✓ I writed ✗



When verbs are **irregular** it is even trickier.

I **do** I **did** I **have done**
I **shall do** I **am doing** I **was doing** I **had done**

Verbs have **person**.

This means the **person** or **people** doing the **action**.

We have to match the right **person** with the right **part** of the verb.

I do ✓ I does ✗ She makes ✓ She make ✗

Focus

Find and correct the *mistake* in each sentence.

- 1 I likes fish.
- 2 We have did our homework.
- 3 We was going to a party.
- 4 He come here yesterday.
- 5 They plays in the park.
- 6 Yesterday, she buyed a new book.
- 7 I write a letter and posted it.
- 8 The cat dranked the milk.



Practice

Copy and complete the sentences with the correct word from the brackets.

- 1 The teacher _____ the mistakes in red ink. [ringed / rung]
- 2 Who had _____ the fire alarm? [ringed / rung]
- 3 The river _____ to the sea. [flowed / flown]
- 4 The bird had _____ from its cage. [flowed / flown]
- 5 She _____ the picture in the bedroom. [hanged / hung]
- 6 The highwayman was _____ for his crimes. [hanged / hung]

Extension

A Copy and complete the sentences with *borrow* or *lend*.

- 1 May I _____ your book, please?
- 2 Will you _____ me a pencil?
- 3 Sally will _____ you some money for the bus.
- 4 If you _____ money, you must pay it back.



B Copy and complete the sentences with *teach* or *learn*.

- 1 The little children _____ to write their names.
- 2 I shall _____ you how to do it.
- 3 I would like to _____ a foreign language.
- 4 Can you _____ me how to play this game?



Paragraphs

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 **place** changes.



- Paragraph 1** → Captain Black and his first mate, Smithy, were on board their pirate ship, *Treasure Seeker*. The ship was anchored in a small bay off a deserted island. They were looking at an old treasure map. They made a plan to get the treasure.
- Paragraph 2** → They rowed from the ship and stood on the beach. Captain Black looked at the map and then pointed to a small cliff. “The first thing we have to do,” he said, “is to climb that cliff!”
- Paragraph 3** → Half way up the cliff, Smithy was in trouble! His foot slipped and he almost fell. Captain Black grabbed him and hauled him to the top.
- Paragraph 4** → They were now on the edge of thick vegetation. They walked carefully into the thick, gloomy forest, chopping back huge leaves that barred their way. “Look!” shouted Smithy. “I can see sunlight. We must be coming out the other side.”

Focus

Read the beginning of the story about Captain Black and answer the questions.

- In the first paragraph: **Where** is *Treasure Seeker*?
Where are Captain Black and Smithy?
What are they doing?
- In the second paragraph: **Where** are Captain Black and Smithy?
What are they doing?
- In the third paragraph? **Where** are Captain Black and Smithy?
What are they doing?
- In the fourth paragraph? **Where** are Captain Black and Smithy?
What are they doing?

Practice

Imagine you are writing a story about a visit to a castle.
The beginning of each *paragraph* is going to let the reader know where in the castle you are exploring.

Here are some of the things you might find in a castle.

spiral staircase

battlements

great hall

bedchamber

keep

armoury

dungeon



moat

kitchens

Write the opening sentence of each *paragraph* to let the reader know where you are in the castle.

Extension

Write the *first three paragraphs* of a story called 'A Trip to the Moon'.

Follow this plan:

- First paragraph – on the spaceship before and during take off.
- Second paragraph – in space on the journey to the Moon.
- Third paragraph – on the Moon's surface.



Contractions which end **n't** and the words **no**, **nothing**, **never** and **nowhere** are **negative** words.

By using these **negative** words, we can change the meaning of a sentence.



He has an ice-cream.



He **doesn't** have an ice-cream.

If there are **two negatives** in one sentence, they cancel each other out and the meaning becomes **positive**.

I **don't** have **no** money.

two negatives = positive = I do have some money.

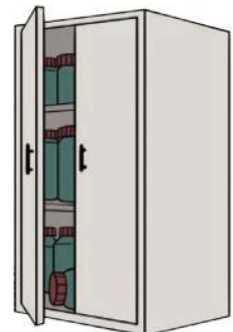
The correct sentence would be:

I **don't** have **any** money.

Focus

Add a *negative word* to each sentence to make it mean the *opposite*.

- 1 I _____ have an apple for lunch.
- 2 She has _____ time to tidy her room.
- 3 The children do _____ want to go to the park.
- 4 There is _____ space in the cupboard.
- 5 Greg _____ goes to the library on Saturday.
- 6 I _____ lift this heavy box.



Practice

A Write the *contractions* of these *negative words*.

- | | | |
|-------------|--------------|--------------|
| 1 cannot | 2 will not | 3 shall not |
| 4 must not | 5 have not | 6 should not |
| 7 would not | 8 does not | 9 do not |
| 10 is not | 11 could not | 12 had not |

B Copy the sentences below.

Underline the *negative words*.

Write the sentences so they have the *opposite* meaning.

- 1 The thief said he knew nothing about the burglary.
- 2 He did not have a ticket to get in.
- 3 The boys had nowhere to go.
- 4 "I mustn't feed the cat," said Dad.



Extension

All of these sentences have *two negative words* so they do not mean what the writer intended.

Find the two negative words first.

Write each one again so that it means what the writer intended.

- 1 I wanted to win the race but I didn't have no luck.
- 2 Pam didn't want to go nowhere.
- 3 I mustn't throw nothing away.
- 4 Mum will not get no bus today.
- 5 Tom didn't score no goals in the match.
- 6 I never go nowhere.



Pronouns should be used carefully so the reader is clear about which **nouns** they refer to.

Ben told James that **his** dog was missing.

Does this mean?

Ben has a dog.

Ben's dog is missing.

Ben tells James.

James has a dog.

James' dog is missing.

Ben tells James.



The meaning of the sentence is clear if we use **direct speech**.

Ben said, "James, **my** dog is missing."

Ben said, "James, **your** dog is missing."

Focus

Discuss what *two meanings* each sentence could have.

- 1 John does not want to play cards with his brother because he always wins.
- 2 The suitcase was on the plane but now it has gone.
- 3 Amy saw Shireen while she was shopping with her mother.
- 4 The twins were looking for their cats. Have you seen them?
- 5 Billy suggested to Owen that he coach the football team.

Practice

- A** Why are these sentences not confusing?
- 1 The man told the policeman that his car had been stolen.
 - 2 The teacher told Sally that her story was excellent.
 - 3 The doctor assured her patient that she was improving.
- B** Rewrite these sentences to make the meaning clear.
- 1 Kim told her mother there was a hole in her jumper.
 - 2 Tim visited Fred on his birthday.
 - 3 Take the radio off the shelf and fix it.



Extension

By **reordering** the words in a sentence, we can make the meaning **clear**.

As I was getting my purse out of my bag, I dropped it.


Did the person drop the **purse** or the **bag**?

I dropped my purse as I was taking it out of my bag.



Reorder the words in these sentences to make the meaning clear.

- 1 The teacher collected the books, looked at her students and put them on the desk.
- 2 We planted the plants in pots when they were tall enough.
- 3 Dad drove his car into the wall and damaged it.
- 4 Before he put the bird in the cage, he cleaned it.

You may need  to add other words as well.



We need to read through what we write to see if we can **improve** it.

Often, we use very **boring verbs**.

“That was very funny,” she **said**.

I **went** up the hill.

I **got** lots of presents for my birthday.

We can improve these sentences by using **more interesting verbs**.

“That was very funny,” she **chuckled**.

I **toiled** up the hill.

I **received** lots of presents for my birthday.

Synonyms are words that mean the same or nearly the same.

said *and* chuckled = synonyms

went *and* toiled = synonyms

got *and* received = synonyms.



Focus

Can you think of interesting *synonyms* for these *verbs*?



1 to like



2 to walk



3 to run



4 to follow



5 to answer



6 to break



7 to catch



8 to close



9 to come



10 to get



11 to eat

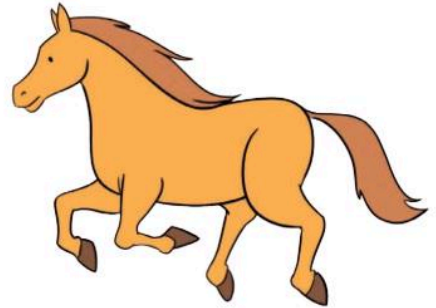


12 to pick

Practice

A Rewrite these sentences using a more interesting *verb* for *went*.

- 1 The stone *went* through the window.
- 2 They *went* to the shops.
- 3 The rabbit *went* into the hole.
- 4 The horse *went* across the field.
- 5 I *went* on a ship.
- 6 The bus *went* quickly.



B Rewrite these sentences using a more interesting *verb* for *said*.

- 1 "I am very angry with you," she *said*.
- 2 "This is what you do," the teacher *said*.
- 3 "I hate spiders!" she *said*.
- 4 "Where are you going?" Tom *said*.
- 5 "It's a secret," he *said*.
- 6 "Sports day will begin at two o'clock," the head teacher *said*.




Extension

These are *unusual verbs*.

Use them in sentences of your own.

- | | |
|---------------|-----------------|
| 1 to chortle | 2 to endeavour |
| 3 to barter | 4 to inhabit |
| 5 to flourish | 6 to accomplish |

If you are not sure what they mean, use a dictionary. 

To make sentences more interesting we can use **adverb clauses**.

An **adverb clause** tells us more about the **verb** in a sentence.

An **adverb clause**:

- has a **subject**
- has a **verb**
- begins with a **conjunction**
- answers the questions **why**, **when** or **how**.



Why? She scrubbed the floor **because it was very dirty**.

When? She scrubbed the floor **before the children came home**.

How? She scrubbed the floor **until her arms ached**.

An **adverb clause** can come at the **beginning** of a sentence.

It is separated from the main clause by a **comma**.



These are all subordinate clauses. Subordinate means less important.

Because it was dirty, she scrubbed the floor.

Before the children came home, she scrubbed the floor.

Until her arms ached, she scrubbed the floor.

Focus

Say:

- the *adverb clause* in every sentence
 - the *verb* each clause tells us more about.
- 1 Put up your umbrella because it is beginning to rain.
 - 2 Although it was a draw, we didn't play extra time.
 - 3 I cleaned the hamster's cage when I came home from school.
 - 4 After it had snowed, we made a snowman.
 - 5 We will go camping if I can find the tent.



Practice

A Copy the sentences.

Complete the *adverb clauses*.

- 1 I will tidy the garage when _____ .
- 2 He had to mend the window because _____ .
- 3 Although _____ , I want to finish my book.
- 4 The plants are growing well even though _____ .
- 5 If _____ , I will take it into school.

B Rewrite these sentences so the *adverb clause* comes first.

- 1 The dog began to bark when the postman knocked at the door.
- 2 I can't finish the jigsaw because I've lost a piece.
- 3 We will go to the park at one o'clock unless it starts to rain.

Watch your punctuation.



Extension

Use these *adverb clauses* in sentences of your own.

- 1 because it has escaped
- 2 if you do the shopping
- 3 even though I tried hard

Remember! You can put the adverb clause at the beginning of the sentence.

A **possessive noun** tells us who owns something.

When there is only **one owner**, we add **apostrophe s ('s)** to the noun.



the **tiger's** roar



the **baby's** rattle

When there is more than one owner:

- if the **owners** already end in **s** just add an **apostrophe**



the **boys'** sledges



the **cats'** tails

- if the **owners** do not end in **s**, add **'s**



the **children's** sledges



the **oxen's** tails

Focus

Write these in your book.

Add *apostrophes* to the owners.

1 the churchs spire

3 the birds nest

5 Barrys shed

7 Susans face

9 the buckets handle

2 the mans gloves

4 the clocks hands

6 the girls idea

8 the teapots spout

10 the CDs box

All the owners
are **singular**.



Practice

Change the phrases below by using *possessive nouns*.
All the owners are *plural*.

- 1 the meeting of the parents
- 2 the homework of the children
- 3 the headlines of the newspapers
- 4 the mothers of the girls
- 5 the trunks of the trees



Extension

Remember! Not all nouns make their **plurals** by just adding **s**.

brush	brushes	the brushes' handles
baby	babies	the babies' rattles
thief	thieves	the thieves' hideout

Copy the sentences.

Add the missing *apostrophe* to the owner or owners.

- 1 The twins birthday is in January.
- 2 The policemen's helmet fell on the ground.
- 3 The flash's brightness hurt our eyes.
- 4 The ladies changing room was full.
- 5 The knives edges were blunt.

Some are **singular** owners. Some are **plural** owners.



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

“Did you hear the explosion?” asked Greg.

Greg asked, “Did you hear the explosion?”



Sometimes we **split the spoken words** so we have to be very careful with the **punctuation**.

1 “I heard the explosion,” said Greg, “and I saw the building was on fire!”

The **sentence has been split** by the words *said Greg* so we use **two sets of speech marks** and put a **comma** after *said Greg*.

2 “I heard the explosion,” said Greg. “I rushed over and saw the building was on fire!”

This time, Greg says **two sentences**. We still use **two sets of speech marks** but we put a **full stop** after *said Greg* before we begin **a new sentence**.

Focus

Say the *spoken words* in each sentence.

1 “I won this medal,” said Lesley, “for coming first in the high jump.”

2 “Where did you find that fossil?” asked Pam.

3 “You can ring me at work,” explained Nick, “if you need to get in touch with me.”

4 The climber shouted, “Get away from the edge!”

5 “I’m not very musical,” mumbled Grace. “I prefer art.”

6 “I’m not sure,” explained Mark, “how you do these sums.”



Practice

Copy these sentences. Add the missing *punctuation* and *capital letters*.

- 1 that was a good goal shouted Sandy
but we've got to score another one
- 2 go to the shop and buy some bread
said Helen the money is in my purse
- 3 this photograph was taken last year
said Rory we were on holiday at
the seaside
- 4 we must be very quiet whispered
Monica or we'll wake the baby
- 5 i'm very tired moaned Chris i
stayed up too late last night
- 6 can you find my blue shoes
asked Mum and give them
a polish



Extension

These words are **synonyms** for **said**.
cried yelled muttered laughed
sobbed shrieked boasted

A **synonym** is a word that means the same or nearly the same as another word.

Use each one of the synonyms above in *direct speech sentences* of your own.

Try to use some of them *between the spoken words*.

Possessive nouns tell you who **owns** something.

Singular possessive nouns have an **apostrophe** and an **s** at the end.

the cat belonging to the boy

the **boy's** cat

boy = **singular** owner

Plural possessive nouns that end in **s** just have an **apostrophe** at the end.

the cat belonging to the boys

the **boys'** cat

boys = **plural** owners

Plural possessive nouns that do not end in **s** have an **apostrophe** and an **s** at the end.

the cat belonging to the children

the **children's** cat

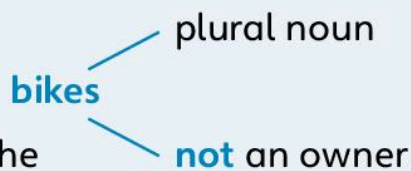
children = **plural** owners

If a word is a **plural**:

- ends in **s**
- is **not** an **owner**

you **do NOT need** an apostrophe

The **bikes** were blue.



Focus

Say if each sentence contains *plural nouns*, *possessive nouns* or both.

- 1 Harry's bag was on the floor.
- 2 The coats were on the pegs.
- 3 The boys' shoes were under the bench.
- 4 The lights were on.
- 5 They heard the teacher's whistle.



Practice

Copy the sentences. Underline the owner(s) and circle the *plural nouns*.


- 1 The horses' hooves could be heard coming down the lane.
- 2 My brother's football boots are always so dirty!
- 3 Have you seen the baby's toys?
- 4 Can you find the children's wellingtons?
- 5 The geese's hisses were alarming!
- 6 People's opinions should be heard.



Extension

Copy and *punctuate* these sentences correctly.

- 1 The journeys were made in Johns car.
- 2 Sallys cousins are visiting at the weekend.
- 3 All of the trees leaves had blown off.
- 4 The owls eyes shone in the moonlight.
- 5 Tims stories were always about pirates!
- 6 The childrens toothbrushes need replacing.

The apostrophes are missing. 



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

We can use an **adverb phrase** to describe **how**, **when** or **where** something happens.

He yelled for help **again and again**.

We can use an **adverb clause** to describe **how**, **when** or **where** something happens.

He yelled for help **after he had lost his footing on the mountain path**.

Both **adverb phrases** and **adverb clauses** can come at the **beginning** of a sentence.

Again and again, he yelled for help.

After he had lost his footing on the mountain path, he yelled for help.

If the **adverb phrase** or **clause** comes **before** the main clause, we use a **comma** to separate them.



An **adverb phrase** or **clause** at the start of a sentence is known as a **fronted adverbial**.

Focus

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

- 1 He played the piano surprisingly well.
- 2 We have fish and chips every Friday evening.
- 3 The cat slept in the sunniest spot.



B What is the *adverb clause* in each sentence?

- 1 I put the books on the shelf after I had sorted them.
- 2 Horse riders wear hard hats so that they don't get hurt.
- 3 The snowman melted although the sun wasn't shining.



Practice

A Rewrite each sentence so the *adverb phrase* comes at the beginning.

- 1 The rain fell in torrents later in the day.
- 2 The sprinter crossed the finishing line with great speed.
- 3 We moved into the new house a few weeks ago.

B Rewrite each sentence so the *adverb clause* comes at the beginning.

- 1 The fruit is sold in the market after it is harvested.
- 2 She worked very hard so that she could get a better job.
- 3 You should make a shopping list before you go to the shops.

Extension

A Choose a *conjunction* to complete each *adverb clause* to answer the question.

- 1 You should not swim _____ having a heavy meal.

When?

- 2 Put fertilizer in the soil _____ plants need it to grow.

Why?

- 3 I knew the house had been broken into _____ the door was smashed.

How?

- 4 This looks like a Roman coin _____ it has an emperor's head on it.

Why?

- 5 I will be able to pass the test _____ I work very hard.

How?

B Rewrite each sentence from **A** so that the *adverb clause* is at the *beginning*.

Paragraphs

A **paragraph** is a **group of sentences** about one main idea.

Having **paragraphs** in **non-fiction** makes it easier for the reader to follow.

We often start a new paragraph in non-fiction writing when we are writing about a different **aspect** of the topic.



Paragraph 1 → Animals live in many different environments, such as hot, dry deserts, cold polar regions and high mountains.

Paragraph 2 → In the desert, temperatures can reach over 50°C during the day. There is not much water, and animals have to keep cool without losing water by evaporation. They can shelter underground or in scarce shady areas. Animals that do spend time in the sun move in a special way so that as little of their bodies as possible touches the hot sand.

Paragraph 3 → In the polar regions, the temperature can fall as low as -80°C in the winter. Here, animals have to keep warm. One way to do this is to stay in dens under the snow.

Paragraph 4 → Living in the mountains, animals often experience low temperatures and harsh winds. They survive at night by sheltering in caves or on rock ledges. They come out during the day to hunt for food.

Focus

Read the paragraphs above.

- 1 What title would you give this piece of writing?
- 2 How many paragraphs has the writer used?
- 3 For each paragraph, write a sentence to explain the main aspect of the topic.
- 4 Explain why the first paragraph is, or is not, a good beginning.

Practice

- A** Imagine you are going to write a non-fiction piece on animals.
The title is:

Mammals, Reptiles, Fish and Birds.

You would have to:

- 1 Write a first paragraph to explain what the piece of writing is about.
- 2 Include all of the animals in the box but group them together in paragraphs.

red kite trout tortoise owl zebra gecko
grizzly bear eagle catfish herring lion crocodile

- B** Write these *headings* in your notebook:

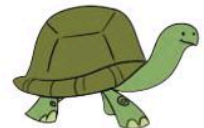
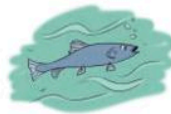
First paragraph



Second paragraph

Third paragraph

Fourth paragraph



Fifth paragraph

- 1 Make notes on what you would write in your first paragraph.
- 2 Group the animals together in the other paragraphs.

Extension

Choose one of the following topics and write three paragraphs.

Your first paragraph should introduce what you are writing about.

Your second and third paragraphs should be about different aspects of the topic.

Looking
after a
pet

Sport at
school

Interesting
hobbies



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 17 Nouns

A **noun** is a person, place or thing.
A **phrase** is a group of words that do not make sense on their own.

A **noun phrase** includes a **noun** and other words linked to it.

A **noun phrase** can begin with:

definite article:	the butterfly
indefinite article:	a butterfly
demonstrative adjectives:	that butterfly / this butterfly / those butterflies / these butterflies

A noun phrase can be expanded with adjectives:
a blue butterfly



Words that begin noun phrases are called **determiners**.

Focus

A What is the *noun phrase* in each sentence?

- 1 That tennis racket is broken!
- 2 Plain flour is used for making bread.
- 3 A rare bird was seen yesterday.
- 4 This savage dog grows at people.
- 5 These old books are valuable.



B Make each noun into a *noun phrase* by adding the part of speech indicated.

- 1 ____ cottage [definite article]
- 2 ____ storm [indefinite article]
- 3 ____ baby [adjective]
- 4 ____ bicycle [adjective]
- 5 ____ mountain [demonstrative pronoun + adjective]
- 6 ____ book [indefinite article + adjective]



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Practice

Find the two *noun phrases* [article + noun] in each sentence. Rewrite each sentence, expanding each noun phrase with an adjective.

Underline the noun phrases.

1 A grasshopper is under the bush.

A noisy grasshopper is under the lilac bush.

2 The lion is hunting the antelope.

3 The moon is shining on the water.

4 A tree is blocking the road.

5 The clouds are bringing the rain.



The first one is done for you.

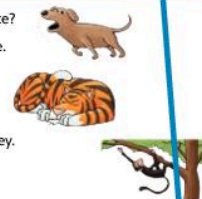
Extension

Noun phrases can also be made with **ing adjectives**:
the sleeping butterfly



What is the *noun phrase* in each sentence?

- 1 The barking dog kept everyone awake.
- 2 I saw those flashing lights over there.
- 3 Don't prod that sleeping tiger!
- 4 We were watching the climbing monkey.
- 5 They visited a working farm.



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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 17 Name _____ Date _____

Nouns

Support

A Underline the *noun phrase* in each sentence.

- We were playing on the sandy beach.
- Simon was making a huge sandcastle.
- Ari was swimming in the freezing water.
- Butch ran off with that striped beach towel.
- Dad gave us a delicious picnic.

B Make each of these *infinitives* into an *ing adjective* and add a suitable noun to make a *noun phrase*.

	ing adjective	noun
1 to shine	_____	_____
2 to shout	_____	_____
3 to squawk	_____	_____
4 to roar	_____	_____
5 to cry	_____	_____

C Use each of the *noun phrases* you have made in **B** in sentences of your own.

- _____
- _____
- _____
- _____
- _____

UNIT 17 Name _____ Date _____

Nouns

Extension

Expand each *noun phrase* with an *adjective* and use in a sentence of your own.

- that dragon

- a mystery

- an elephant

- those princesses

- a noise

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UNIT 24 Name _____ Date _____

Nouns

Support

A Underline the *possessive noun* in each sentence.

- The policemen's uniforms were blue.
- Mr Taylor's house is being decorated.
- The children's school was broken into.
- My three sisters' bedroom is always a mess.
- The coats' belts are on the floor.

B Write these using a *possessive noun*.

- a the passengers of the ferry _____
b the passengers of the ferries _____
- a the brackets of the shelf _____
b the brackets of the shelves _____
- a the hands of the watch _____
b the hands of the watches _____

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

- libraries' _____
- friends' _____
- women's _____

UNIT 24 Name _____ Date _____

Nouns

Extension

The first one is done for you.

A Write a sentence for each picture using a *possessive noun*.

- Sam's football had a puncture.

- _____
- _____
- _____

B Write the *plural*.
Use the plural as a *possessive noun* in a sentence of your own.

- singular = tooth plural = _____
Sentence: _____
- singular = diary plural = _____
Sentence: _____
- singular = salmon plural = _____
Sentence: _____
- singular = wish plural = _____
Sentence: _____

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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

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