



Nelson  
English

# Workbook 4



Wendy Wren and Sarah Lindsay

OXFORD

# OXFORD

UNIVERSITY PRESS

Great Clarendon Street, Oxford, OX2 6DP, United Kingdom

Oxford University Press is a department of the University of Oxford. It furthers the University's objective of excellence in research, scholarship, and education by publishing worldwide. Oxford is a registered trade mark of Oxford University Press in the UK and in certain other countries.

Text © Wendy Wren and Sarah Lindsay 2018

The moral rights of the author have been asserted.

First published 2018

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, without the prior permission in writing of Oxford University Press, or as expressly permitted by law, by licence or under terms agreed with the appropriate reprographics rights organization. Enquiries concerning reproduction outside the scope of the above should be sent to the Rights Department, Oxford University Press, at the address above.

You must not circulate this work in any other form and you must impose this same condition on any acquirer.

British Library Cataloguing in Publication Data

Data available

ISBN: 978-0-1984-1991-4

1 3 5 7 9 10 8 6 4 2 1

Paper used in the production of this book is a natural, recyclable product made from wood grown in sustainable forests. The manufacturing process conforms to the environmental regulations of the country of origin.

Printed in India by Multivista Global Pvt. Ltd

## **Acknowledgements**

Series consultant: John Jackman

Cover and inside illustrations by QBS Learning

Page make-up by Aptara

The publisher and authors would like to thank the following for permission to use photographs and other copyright material:

**p29(b), 56:** Shutterstock.

Artwork by Q2A Media Services Inc.



# Contents

<b>Unit 1</b>	<b>Who Were the Vikings?</b>	<b>4</b>
<b>Unit 2</b>	<b>Erik the Viking</b>	<b>8</b>
<b>Unit 3</b>	<b>A Chinese Play</b>	<b>12</b>
<b>Unit 4</b>	<b>The Great Wall of China</b>	<b>16</b>
<b>Unit 5</b>	<b>Castles in Stories</b>	<b>20</b>
<b>Unit 6</b>	<b>Let's Celebrate!</b>	<b>24</b>
<b>Unit 7</b>	<b>Stig of the Dump</b>	<b>28</b>
<b>Unit 8</b>	<b>Reduce, Reuse, Recycle</b>	<b>32</b>
<b>Unit 9</b>	<b>Rainbow Poems</b>	<b>36</b>
<b>Unit 10</b>	<b>Books About Bridges</b>	<b>40</b>
<b>Unit 11</b>	<b>Robert Louis Stevenson</b>	<b>44</b>
<b>Unit 12</b>	<b>Treasure Island</b>	<b>48</b>
<b>Unit 13</b>	<b>Wildfire</b>	<b>52</b>
<b>Unit 14</b>	<b>Fire Beneath Our Feet</b>	<b>56</b>
<b>Unit 15</b>	<b>The Mango Tree</b>	<b>60</b>
<b>Unit 16</b>	<b>Travelling in India</b>	<b>64</b>
<b>Unit 17</b>	<b>On Top of the World</b>	<b>68</b>
	<b>Glossary</b>	<b>72</b>

# Who Were the Vikings?

## Vocabulary

Remember, a **suffix** is a word ending.



### Word endings and suffixes

**A** These words have the **ion** suffix. Write another word from each word family that has the ending **ate** or **ade**.

1 invasion \_\_\_\_\_ 2 anticipation \_\_\_\_\_

3 creation \_\_\_\_\_ 4 persuasion \_\_\_\_\_

**B** Now put each new word from **Activity A** into a sentence of your own.

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

## Punctuation

### Punctuating sentences

All **sentences** begin with a **capital letter**.

A **statement** ends with a **full stop**.

The Vikings came from Scandinavia.

A **question** ends with a **question mark**.

Who were the Vikings?

An **exclamation** ends with an **exclamation mark**.

The Vikings were fierce fighters!

**A** End each sentence with a **full stop**, **question mark** or **exclamation mark**.

1 Are these the remains of a Viking settlement

2 The Viking boat is sinking

3 I have been reading about the Vikings

4 What have you learned about the Vikings

5 The Vikings were farmers, traders and boat builders

6 They were so brave to sail that far



## Spelling

### ur and ure word endings

**A** Underline the **ur** or **ure** spelling pattern in each word.

- 1 curl            2 picture        3 curve            4 burn  
5 adventure    6 nurse           7 measure        8 sculpture

**B** Write an **ur** or **ure** rhyming word.

1 **nurse** rhymes with \_\_\_\_\_



2 **turn** rhymes with \_\_\_\_\_



3 **measure** rhymes with \_\_\_\_\_



4 **mixture** rhymes with \_\_\_\_\_



5 **hurls** rhymes with \_\_\_\_\_



**C** 1 Write sentences using these **ur** and **ure** words.

a nurse            future

\_\_\_\_\_

b purple            mixture

\_\_\_\_\_

c return            adventure

\_\_\_\_\_

d turn              treasure

\_\_\_\_\_

2 Write four **ur** or **ure** words not found in your sentences above.

\_\_\_\_\_

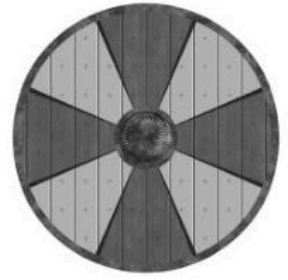
\_\_\_\_\_

## Grammar

### Paragraphing in non-fiction writing

A **paragraph** is a group of sentences about **one main idea**. Having paragraphs in **non-fiction writing** makes it easier for readers to follow.

We begin a **new paragraph** when we write about **a different aspect** of the topic. We show a new paragraph has started by starting a new line.



**A** A writer has made the following notes about the Vikings but they have got muddled up!

- 1 Underline all the notes about Viking boats.
- 2 Circle the notes about how far Vikings travelled.

longboats - narrow and pointed      came from Scandinavia  
remains of Viking settlements found      expert boat builders  
lived between 700 CE and 1100 CE      crew of 60 in a longboat  
travelled as far as North America  
no one sure how they sailed so far      some settled in new lands  
some returned home

**B** Sort out the notes and write **four paragraphs** about the Vikings.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

## Writing

### Factual writing

1 Use this planning sheet to help you plan four factual paragraphs about yourself.

#### 1st paragraph

Write:

- your name \_\_\_\_\_
- how old you are \_\_\_\_\_
- what you look like: colour of hair \_\_\_\_\_  
colour of eyes \_\_\_\_\_  
height \_\_\_\_\_

#### 2nd paragraph

Write:

- number of brothers and sisters \_\_\_\_\_
- their names  
\_\_\_\_\_  
\_\_\_\_\_
- other members of the family \_\_\_\_\_

#### 3rd paragraph

Write:

- your favourite subject \_\_\_\_\_
- why you like it \_\_\_\_\_
- your least favourite subject \_\_\_\_\_
- why you dislike it \_\_\_\_\_

#### 4th paragraph

Write:

- things you like doing by yourself  
\_\_\_\_\_  
\_\_\_\_\_
- things you like doing with others  
\_\_\_\_\_  
\_\_\_\_\_

2 Use your **notes** to write **four paragraphs** about yourself in your exercise book.

# Erik the Viking

## Vocabulary

### Rhyming words

A Complete this table of rhyming words.

Clue	Rhymes with ...	Answer
a woolly animal	sleep	
this orbits the Earth	noon	
a large pond	rake	

## Punctuation

### Direct speech

**Direct speech** is when we write the actual words someone has spoken. We use **speech marks** at the beginning and end of the spoken words.

We use punctuation such as a **comma**, **question mark** or **exclamation mark** at the end of the spoken words. The punctuation comes **before** the speech marks.

“Where is father going?” asked his son.

A Add any missing speech marks and other punctuation to each sentence.

- 1 “Do you have to go on this journey?”  
asked his wife.
- 2 How long will you be gone she asked
- 3 It could be a long time Erik replied
- 4 Do you think Erik knows where he is going asked  
the sailor
- 5 We’ll never make it in this storm shouted a sailor
- 6 Look out for the rocks yelled Erik

The first one is done  
for you.





# Spelling

## Syllables

**Syllables** are the sounds that make up a word. Each syllable makes a sound of its own. All syllables contain a **vowel** or a **vowel sound**.

**yell** is pronounced as **one sound**, so it has **one** syllable

**tunnel** is pronounced 'tun-nel', so it has **two** syllables

**following** is pronounced 'fol-low-ing', so it has **three** syllables.

**A** Write each word from the box under the correct heading in the table below.

Look, all the words in these activities have double consonant letters!



One-syllable words	Two-syllable words	Three-syllable words

miss      cross      narrower      tomorrow      smelly      pillow  
suddenly      swallowing      hill      happen      ill      cottage  
paddle      shallow      cliff      sorrowful      pull      follow

**B** Write a **two-syllable** word that rhymes with each word below.

The first one is done for you.



1 middle \_\_\_\_\_ fiddle \_\_\_\_\_

2 mitten \_\_\_\_\_

3 cotton \_\_\_\_\_

4 follow \_\_\_\_\_

5 rattle \_\_\_\_\_

6 yellow \_\_\_\_\_

7 puddle \_\_\_\_\_





## Grammar

### Verb round-up

Remember, **verbs** are action or doing words.  
The **tense** of a verb tells us **when** the action happens.

**A** Underline the verb in each sentence.

- 1 Erik's son is guarding the house.
- 2 Erik's son guarded the house.
- 3 Erik's son will guard the house.



**B** 1 Change the verb in each sentence into the **past simple tense**.

- a Erik [to live] lived a long time ago.
- b Golden Dragon [to sail] \_\_\_\_\_ towards the setting sun.
- c The men [to whisper] \_\_\_\_\_ to each other.

The first one is done for you.



2 Change the verb in each sentence into the **past progressive tense**.

- a Erik [to gaze] \_\_\_\_\_ into the darkness.
- b The men [to row] \_\_\_\_\_ into the storm.
- c The ship [to scrape] \_\_\_\_\_ against the rock.

3 Change the verb in each sentence into the **past simple tense**.

- a The sea [to grow] \_\_\_\_\_ rougher.
- b Golden Dragon [to swing] \_\_\_\_\_ round again.
- c The sea [to throw] \_\_\_\_\_ the boat around.

Be careful! These verbs are **irregular!**



**C** Put each verb into the **present progressive tense**.

1 to look They are looking \_\_\_\_\_

They are looking at the rocks. \_\_\_\_\_

2 to carve She \_\_\_\_\_

\_\_\_\_\_

3 to pour It \_\_\_\_\_

\_\_\_\_\_

The first one is done for you.



## Planning a story

1 Use this guide to help you plan a story about a character called Hiran who makes a journey by car to visit his brother. A long way from anywhere, Hiran's car breaks down during a storm.



### a Introduction

This is how the story begins.

- Where is the story set?
- Who are the characters?

---

---

### b The build-up

This part of the story is about the journey from Hiran's house until the car breaks down. What might happen?

- Does the engine make strange noises?
- Does he run out of fuel?
- What ideas do you have?

---

---

---

---

### c The climax

In this part of the story, things are as bad as they could be! Describe:

- the storm
- how Hiran is feeling
- what Hiran does

---

---

---

---

### d The resolution

In this part of the story, Hiran's problems are solved. What might happen?

- Does another car come along?
- Does his brother come to look for him?
- What ideas do you have?

---

---

---

---

# A Chinese Play

## Vocabulary

### Alphabetical order

- A** Write a list of five jobs people do. Include **judge** and **painter**.

\_\_\_\_\_

- B** Put the words you have written in **Activity A** in **alphabetical order**.

\_\_\_\_\_

- C** Write these words in alphabetical order.

sunrise scene sheet sorry

Remember, if the words begin with the same letter, you need to look at the second letter in each word.



## Punctuation

### Dialogue in plays

For **dialogue** in **stories** we use **speech marks** and words like **said**.  
“Good morning,” **said** the judge.

For **dialogue** in **plays** we put the **speaker’s name first** and we do **not** use speech marks.

JUDGE: Good morning.

- A** Write these direct speech sentences as they would appear in a play.

- 1 “The judge won’t pay me!” said the painter.

\_\_\_\_\_

- 2 “Come to my house,” said the judge.

\_\_\_\_\_

- 3 “Here is your picture,” said the painter.

\_\_\_\_\_

- 4 “You haven’t painted anything!” said the Judge.

\_\_\_\_\_



## Spelling

### ive word ending

Remember, a **suffix** is a word ending. The suffix **ive** usually comes after an **s** or a **t**.



**A** Look closely at each of these word families. Add a word using the **ive** suffix to each one.

The first one is done for you.



1 decide, decided, decision decisive

2 attract, attracted, attraction \_\_\_\_\_

3 secret, secretly \_\_\_\_\_

4 compete, competition \_\_\_\_\_

5 impress, impression \_\_\_\_\_

6 create, creation, creating \_\_\_\_\_

7 protect, protecting, protection \_\_\_\_\_

8 imagine, imagination \_\_\_\_\_

**B** Complete each of these words, adding **sive** or **tive** to each one.

1 mas\_\_\_\_\_

2 cap\_\_\_\_\_

3 expen\_\_\_\_\_

4 exclu\_\_\_\_\_

5 decep\_\_\_\_\_

6 talka\_\_\_\_\_

7 exces\_\_\_\_\_

8 nega\_\_\_\_\_

9 mo\_\_\_\_\_

10 inquisi\_\_\_\_\_

11 rela\_\_\_\_\_

12 alterna\_\_\_\_\_

13 exten\_\_\_\_\_

14 posi\_\_\_\_\_

15 effec\_\_\_\_\_

**C** Check the spelling of each word you have written in **Activity B** in a dictionary. Write correctly any you have misspelt in the box below.



## Grammar

### Noun round-up

**Nouns** are naming words. There are different types of nouns.

- A **proper noun** begins with a **capital letter**.  
Judge Wang
- A **common noun** begins with a **small letter**.  
picture
- A **collective noun** is the name of a **group of things**.  
a flock of birds
- A **compound noun** is made up of two words.  
riverbank
- **Abstract nouns** are the names of things you cannot see or touch. They are the names of **qualities, feelings** or **times**.  
kindness, pleasure, evening

**A** Write each noun from the box under the correct heading in the table below. The first one has been done for you.

China	swarm	tablecloth	bravery
Erik	childhood	flock	football
pack	moonlight	Vikings	babysitter
friendship	talent	herd	Kim
afternoon	footprint	Sam	bunch



Proper noun	Collective noun	Compound noun	Abstract noun
China			

**B** Use one abstract noun from **Activity A** in a sentence of your own.

---



---



---



## Play scripts

- 1 Use this guide to help you plan a short play. You could base your play on:
- you and your friends
  - a favourite story
  - your own idea

a What is the **title** of your play?

\_\_\_\_\_

b Write the name of each **character** and a little information about him/her.

**Character**

**Information**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

c Write notes about the **setting** and what **happens** in each **scene**.

**Scene 1**

**Setting** \_\_\_\_\_

\_\_\_\_\_

**What happens** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Scene 2**

**Setting** \_\_\_\_\_

\_\_\_\_\_

**What happens** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# The Great Wall of China

## Vocabulary

### Alphabetical order

**A** Write the words in alphabetical order using the second letter of each word.

1 stop \_\_\_\_\_  
 sit \_\_\_\_\_  
 slip \_\_\_\_\_

2 amazing \_\_\_\_\_  
 admire \_\_\_\_\_  
 archway \_\_\_\_\_

**B** Write the words in alphabetical order using the third letter of each word.

1 spring \_\_\_\_\_  
 sport \_\_\_\_\_  
 speech \_\_\_\_\_

2 clap \_\_\_\_\_  
 cloth \_\_\_\_\_  
 cluster \_\_\_\_\_

## Punctuation

### Commas in lists

When we write a **list** in a sentence we use **commas**.  
 We join the last two things in the list with **and**, **but** or **or**.

The first parts of this huge wall were built of stone, wood **and** earth.

**A** Add the missing **commas** in the sentences.

- 1 We learned about the height of the wall the width of the wall and when it was built.
- 2 Barriers can be made of wood stone or brick.
- 3 I can find India Sri Lanka and China on a map.

**B** Use the words in the box to write a sentence using a **comma**.  
 Begin your sentence: At the shop we buy...

rice      bread      vegetables

---



---

## Spelling

### ea words

A Write an **ea** word that rhymes with each of these words.

1 **weather** rhymes with \_\_\_\_\_.

2 **bread** rhymes with \_\_\_\_\_.

3 **head** rhymes with \_\_\_\_\_.

4 **wealthy** rhymes with \_\_\_\_\_.

5 **measure** rhymes with \_\_\_\_\_.



B Write each of these **ea** words in a sentence.

1 dreamt \_\_\_\_\_

\_\_\_\_\_

2 instead \_\_\_\_\_

\_\_\_\_\_

C Find the eight **ea** words in the word search. Write the words you have found.

s	g	r	h	a	j	f	l
w	b	r	e	a	d	e	i
e	l	e	a	d	k	a	n
a	v	a	d	b	t	t	s
t	r	d	n	s	m	h	t
h	e	a	l	t	h	e	e
p	a	q	e	o	t	r	a
x	d	j	s	f	c	n	d

The words you find must have the **ea** sound found in head!



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Grammar

### The present perfect tense

The **present perfect tense** tells us what has happened in the **past**. With regular verbs, we make the present perfect tense like this: **present tense** of the verb **to have** + **the ed form** of a verb.

The wall **has existed** for over 2,200 years.

**A** Underline the two words that make up the **present perfect tense** in each sentence.

- 1 I have visited China.
- 2 He has walked on top of the Great Wall of China.
- 3 People have settled near the gates in the wall.
- 4 A traitor has opened one of the gates.
- 5 The Manchu have entered through the open gate.

**B** Complete the table. The first one is done for you.

Present simple tense	Past simple tense	Present perfect tense
I stare	I stared	I have stared
it forms	it formed	it
he orders	he ordered	he
you allow	you allowed	you
they visit	they visited	they
we create	we created	we
she prevents	she prevented	she

**B** Choose three of the **present perfect tense verbs** you have written in **Activity B** and use them in **sentences** of your own.

- 1 \_\_\_\_\_  
\_\_\_\_\_
- 2 \_\_\_\_\_  
\_\_\_\_\_
- 3 \_\_\_\_\_  
\_\_\_\_\_

## Factual writing

Use these questions to help you plan to write a fact file. Use books, magazines and the Internet to answer these questions.

### 1 Victoria Falls

Where are the Victoria Falls? \_\_\_\_\_

On what river are the Victoria Falls? \_\_\_\_\_

How high are they? \_\_\_\_\_

Any other information \_\_\_\_\_

---

---

---

---



### 2 Petronas Towers

Where are the Petronas Towers? \_\_\_\_\_

What are they used for? \_\_\_\_\_

---

How high are they? \_\_\_\_\_

Any other information \_\_\_\_\_

---

---

---

---



### 3 The Great Pyramid of Khufu

Where is it? \_\_\_\_\_

What was it built for? \_\_\_\_\_

---

How long did it take to build? \_\_\_\_\_

Any other information \_\_\_\_\_

---

---

---

---





# Castles in Stories

## Vocabulary

### Gender words

A Complete this table.

Masculine	Feminine
uncle	
	mother
grandfather	

B Write each word from the box in the correct column of the table

stallion   ram   ewe   cockerel   mare   hen

Animals	Masculine	Feminine
sheep		
horses		
poultry		

## Punctuation

### Singular possessive nouns

**Possessive nouns** tell you who **owns** something.  
**Singular possessive nouns** have an **apostrophe** and an **s** at the end.

the fisherman's cat   the Snow Queen's castle

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

The first one is done for you.



1 the cat belonging to the fisherman

the fisherman's cat

2 the castle belonging to the Queen \_\_\_\_\_

3 the stable belonging to the horse \_\_\_\_\_

## Spelling

### f/fe word endings

It can be tricky to make the plural forms of nouns that end with **f** or **fe**. We usually change the **f** or **fe** to **v** and **add es**.

wolf    wolves    wife    wives

When a word ends with **ff**, we just add **s**.

cuff    cuffs

**A** Choose the correct word to complete each sentence.

1 Forest wardens spend most of their working \_\_\_\_\_ outdoors.

lives    lifes    lifves

2 They are able to identify the trees from the \_\_\_\_\_ found in the forest.

leafs    leaves    leafes

4 They tell visitors how to look after \_\_\_\_\_ when walking in the forest.

themselfes    themselves    themselfs

3 They put up barriers to keep walkers safe from dangerous \_\_\_\_\_.

cliffs    clives    cliffes

5 Some forests are home to wild animals such as bears and \_\_\_\_\_.

wolfes    wolfs    wolves

**B** Write the plural of each word. Remember, some words don't follow the usual rule!

Check the words you aren't sure about in a dictionary!



- |                |                |
|----------------|----------------|
| 1 half _____   | 2 scarf _____  |
| 3 cuff _____   | 4 hoof _____   |
| 5 belief _____ | 6 loaf _____   |
| 7 shelf _____  | 8 leaf _____   |
| 9 reef _____   | 10 cliff _____ |

## Grammar

### Adjectives

**Adjectives** tell us more about nouns.

We can use **single adjectives**.

**stone** castle **green** ivy **huge** wall

We can use **adjective phrases**:

the **cracked stone** walls the **very old** hall

**A** Underline the **adjective phrase** in each sentence.

- 1 The rooms had beautiful golden furniture.
- 2 The castle, dark and dirty, came into view.
- 3 The carriage stopped at a castle where there was a huge wooden door.
- 4 The castle had dark green ivy-covered walls.

**B** Write an **adjective phrase** to describe each of these.

The first one is done for you.



**noun**

**adjective phrase**

- |             |                  |     |                     |
|-------------|------------------|-----|---------------------|
| 1 the sun   | <u>hot</u> _____ | and | <u>yellow</u> _____ |
| 2 a tree    | _____            | and | _____               |
| 3 a book    | _____            | and | _____               |
| 4 a bicycle | _____            | and | _____               |



**C** Use two **adjective phrases** that you have made in **Activity B** in sentences of your own.

1 \_\_\_\_\_

\_\_\_\_\_

2 \_\_\_\_\_

\_\_\_\_\_

## Settings for stories

Use this guide to plan an exciting opening to a story.

1 You are going to write about **being trapped somewhere**. Choose one of these settings: a shopping mall, a forest, a beach.

2 a Where are you trapped? \_\_\_\_\_

b What can you see? \_\_\_\_\_

\_\_\_\_\_

Think of **words** and **phrases** you could use to describe where you are trapped.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3 Write **two descriptions** of your chosen setting:

a In your first description, the setting is **friendly and welcoming**. For example, a deserted beach might be **peaceful**. Include **words and phrases** to describe a friendly, welcoming setting.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

b In your second description, the same place is **frightening or dangerous**. For example, a deserted beach might be **lonely**. Include **words and phrases** to describe a frightening or dangerous setting.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Let's Celebrate!

## Vocabulary

### Words used as nouns and verbs

Words that look the same and sound the same are called **homonyms**.



Some words can be used as **verbs** and also as **nouns**.

**A** Each word below is a homonym. Use a dictionary to write down the different definitions of each word.

1 watch means \_\_\_\_\_

watch means \_\_\_\_\_

2 book means \_\_\_\_\_

book means \_\_\_\_\_

**B** Use each word in two sentences of your own. Use it as a **verb** in the first sentence and as a **noun** in the second sentence.

1 watch (verb) \_\_\_\_\_

watch (noun) \_\_\_\_\_

2 book (verb) \_\_\_\_\_

book (noun) \_\_\_\_\_

## Punctuation

### Using bullet points

**Bullet points** help readers to find **important information** quickly. Bullet points make it clear where **each item on a list begins**.

- Never throw fireworks.
- Never put fireworks in your pocket.

**A** Here is some information about fireworks. It is written as **notes**. Put the notes into sentences with **bullet points**.

used in celebrations      very colourful      can be noisy




---



---



---



## Spelling

### Suffixes **ship** and **hood**

The suffixes **ship** and **hood** are usually just added to the root word.

owner + ship = ownership

Most suffixes that start with a consonant are added to a root word without changing the spelling of the root word.

**A** Complete these word sums by adding the suffixes **ship** or **hood**.

- 1 owner + \_\_\_\_\_ = \_\_\_\_\_
- 2 baby + \_\_\_\_\_ = \_\_\_\_\_
- 3 partner + \_\_\_\_\_ = \_\_\_\_\_
- 4 leader + \_\_\_\_\_ = \_\_\_\_\_
- 5 member + \_\_\_\_\_ = \_\_\_\_\_
- 6 child + \_\_\_\_\_ = \_\_\_\_\_
- 7 champion + \_\_\_\_\_ = \_\_\_\_\_
- 8 boy + \_\_\_\_\_ = \_\_\_\_\_
- 9 workman + \_\_\_\_\_ = \_\_\_\_\_
- 10 father + \_\_\_\_\_ = \_\_\_\_\_

**B** Choose three words from **Activity A** and write each word in a sentence.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

**C** Cover the words in **Activity A** and **Activity B**. Now tick the words that are spelt correctly below and cross the words spelt incorrectly. Write correctly the words you have given a cross.

- |   |              |                          |   |               |                          |   |             |                          |
|---|--------------|--------------------------|---|---------------|--------------------------|---|-------------|--------------------------|
| 1 | championhood | <input type="checkbox"/> | 2 | childhood     | <input type="checkbox"/> | 3 | ownership   | <input type="checkbox"/> |
| 4 | workmanhood  | <input type="checkbox"/> | 5 | mothership    | <input type="checkbox"/> | 6 | partnerhood | <input type="checkbox"/> |
| 7 | falsehood    | <input type="checkbox"/> | 8 | neighbourship | <input type="checkbox"/> | 9 | fatherhood  | <input type="checkbox"/> |

\_\_\_\_\_

\_\_\_\_\_

## Grammar

### The present perfect tense: regular and irregular verbs

The **present perfect tense** tells us what has happened in the **past**. We make the **present perfect tense** of **regular** verbs like this: **present simple** of the verb **to have** + the **ed** form of a verb.

Fireworks **have formed** a part of those celebrations for years.

Some verbs have **irregular** present perfect forms.

Never return to a firework after you **have lit** it.

**A** Underline the two words that make up the **present perfect tense** verb in each sentence.

- 1 He has watched the firework display on the television.
- 2 I have spoken to my friend about the fireworks.
- 3 We have read the rules about firework safety.
- 4 I have never enjoyed fireworks!
- 5 She has taken a photograph of the fireworks.



**B** Complete the table.

Past simple tense	Present perfect tense
I ate	I have eaten
it blew	it
he took	he
you fell	you
they came	they
we drew	we
she chose	she

The first one is done for you.



**C** Choose two of the present perfect tense verbs you have written in **Activity B** and use them in sentences of your own.

1 \_\_\_\_\_

\_\_\_\_\_

2 \_\_\_\_\_

\_\_\_\_\_

## Writing

### Instructions

You are going to write a clear set of instructions.

1 What are you writing **instructions** for? Tick **one**.

building a sandcastle

making a sandwich



2 What will someone **need** if they are following your **instructions**?

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

3 Think about the **verbs** you use. Copy the verbs from the box that you might need to use in your instructions.

make	dig	collect	build
find	go	fill	pat
spread	cut	turn	lift

Think of some verbs of your own as well.



<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>

4 Write your **instructions**. Use **bullet points**.

---

---

---

---

---

---

---

---

---

---

# Stig of the Dump

## Vocabulary

### Synonyms and phrases

**A** Rewrite these phrases using a synonym for the words that are underlined.

- 1 made a poor decision \_\_\_\_\_
- 2 had great success \_\_\_\_\_
- 3 let down a friend \_\_\_\_\_
- 4 facing a difficult challenge \_\_\_\_\_

Remember, words or groups of words that mean the same, or nearly the same, are called **synonyms**.



**B** Choose one of the phrases in **Activity A** and write it in your own sentence.

\_\_\_\_\_

## Punctuation

### Apostrophes of contraction

Remember, **apostrophes** (') are used in **contractions** in place of letters that have been left out. For example:

They **didn't** let him have a bicycle.

The apostrophe shows that the **o** has been left out.

did not → didn't



**A** Change the underlined words to a contraction.

- 1 Barney could not reach the bicycle. couldn't
- 2 He was not hurt. \_\_\_\_\_
- 3 He did not know where he was. \_\_\_\_\_
- 4 I have fallen down into the hole. \_\_\_\_\_

The first one is done for you.



**B** Use these contractions in sentences of your own.

- 1 they're \_\_\_\_\_  
\_\_\_\_\_
- 2 shouldn't \_\_\_\_\_  
\_\_\_\_\_



## Spelling

### en and on word endings

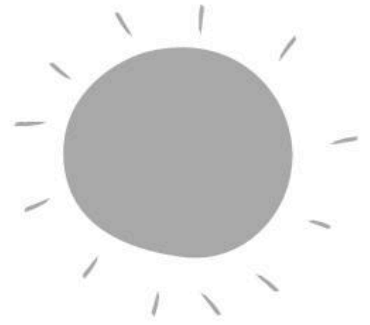
Most words that end in **on** are **nouns**.  
The suffix **en** is often added to a word to make an **adjective** or a **verb**.

#### adjective

The **golden** sunlight shone through the window and the silver **buttons** began to **glisten**.

noun

verb



**A** Complete each word, using either **en** or **on**.

- |                |                |                |
|----------------|----------------|----------------|
| 1 bitt_____    | 2 fast_____    | 3 pois_____    |
| 4 rott_____    | 5 hidd_____    | 6 dark_____    |
| 7 light_____   | 8 marath_____  | 9 forgott_____ |
| 10 stalli_____ | 11 tak_____    | 12 wag_____    |
| 13 cott_____   | 14 relati_____ | 15 length_____ |



**B** Add **en** or **n** to each word.

- |               |               |
|---------------|---------------|
| 1 glad_____   | 2 stole_____  |
| 3 bright_____ | 4 rough_____  |
| 5 sad_____    | 6 mad_____    |
| 7 spoke_____  | 8 ripe_____   |
| 9 give_____   | 10 chose_____ |
| 11 broke_____ | 12 drive_____ |
| 13 wood_____  | 14 eat_____   |

You may need to double the last letter before adding **en**.



**C** Check the spelling of the words you wrote in **Activity B** in a dictionary.

## Grammar

### Noun phrases

A **noun phrase** can begin with:

a definite article      **the** dump  
an indefinite article    **a** bicycle/**an** aeroplane

a demonstrative adjective:

singular    **this** ship                    **that** den  
plural        **those** creepers    **these** branches

A noun phrase can be expanded with **adjectives**.

a **gaping** hole

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

- 1 Barney looked over into the chalk pit.
- 2 He really wanted that old bicycle.
- 3 He turned a complete somersault.
- 4 He fell down into a dark, shadowy hole.

**B** Expand each **noun phrase** with an **adjective**.  
Write the noun phrase.

**noun phrase** + **adjective**

1 this tree                    huge                    this huge tree

2 a cave                    \_\_\_\_\_                    \_\_\_\_\_

3 this carpet                    \_\_\_\_\_                    \_\_\_\_\_

4 those creepers                    \_\_\_\_\_                    \_\_\_\_\_

The first one is done  
for you.



**C** Make each of these verb family names into an **ing adjective** and add a **noun** to make a **noun phrase**.

**verb family name**                    **ing adjective**                    **noun**

1 to rattle                    rattling                    stones

2 to mix                    \_\_\_\_\_                    \_\_\_\_\_

3 to kick                    \_\_\_\_\_                    \_\_\_\_\_

4 to steer                    \_\_\_\_\_                    \_\_\_\_\_

5 to crash                    \_\_\_\_\_                    \_\_\_\_\_

The first one is done  
for you.



## Settings and characters



Answer the questions to describe your feelings in two different settings.

1 Imagine you are walking through a park or garden on **an ordinary day**.

- What does it **look like**? \_\_\_\_\_  
\_\_\_\_\_
- What can you **hear**? \_\_\_\_\_  
\_\_\_\_\_
- How do you **feel** as you walk through the park or garden? \_\_\_\_\_  
\_\_\_\_\_
- How do you **feel** when you leave? \_\_\_\_\_  
\_\_\_\_\_

2 Imagine you are walking through the same park or garden, but you feel something is very **odd** about it. You meet a **strange creature**.

- In what ways does the place seem **different**? \_\_\_\_\_  
\_\_\_\_\_
- What can you **hear**? \_\_\_\_\_  
\_\_\_\_\_
- How do you **feel** as you walk through the place? \_\_\_\_\_  
\_\_\_\_\_
- What does the creature **look like**? \_\_\_\_\_  
\_\_\_\_\_
- How do you **feel** when you see the creature? \_\_\_\_\_  
\_\_\_\_\_
- How do you **feel** when you leave? \_\_\_\_\_  
\_\_\_\_\_

# Reduce, Reuse, Recycle

## Vocabulary

Over-used word: **nice**

**Nice** is one of the most over-used words in the English language. You can usually find a better word to use.

**A** Rewrite these sentences, finding a better word for the word **nice**.

1 We had a **nice** trip away.

---

2 My **nice** friend helped me recycle the rubbish.

---

3 An artist made a **nice** picture from rubbish.

---

**B** Write **five** more words you could use to replace the word **nice**.

## Punctuation

Plural possessive nouns

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

**Singular possessive nouns:** a household's rubbish

**Plural possessive nouns that end in s:** the classes' aims

**Plural possessive nouns that do not end in s:** the people's rubbish



**A** Underline the **owner** in each sentence. Write **S** for singular or **P** for plural.

1 The bin's lid had blown off. \_\_\_\_\_

2 The computers' screens are broken. \_\_\_\_\_

3 The people's problems need solving. \_\_\_\_\_



## Spelling

### Prefixes **un**, **mis**, **dis** and **re**

Remember, **prefixes** are groups of letters that can be added at the beginning of a word. They change the meaning of words.

hygienic = clean and healthy

**un**hygienic = dirty and unhealthy

Remember, when you add a prefix, you just add it, even if it makes a double letter.

**un** + natural = **unnatural**

**dis** + similar = **dissimilar**

**A** Add **un**, **mis**, **dis** or **re** to each of these words. There may be more than one possible answer.

1 \_\_\_\_\_ like

2 \_\_\_\_\_ obey

3 \_\_\_\_\_ spell

4 \_\_\_\_\_ agree

5 \_\_\_\_\_ turn

6 \_\_\_\_\_ believable

7 \_\_\_\_\_ trust

8 \_\_\_\_\_ lead

9 \_\_\_\_\_ named

10 \_\_\_\_\_ interested

11 \_\_\_\_\_ qualify

12 \_\_\_\_\_ behave

**B** Write a short definition for each of the following words.

1 discourage \_\_\_\_\_

2 revisit \_\_\_\_\_

3 unbelievable \_\_\_\_\_

4 miscalculate \_\_\_\_\_

**C** Now write each of the words from **Activity B** in a sentence using the correct meaning.

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Grammar

### Singular and plural

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

Most nouns	bins
Nouns ending in <b>s, ch, sh, ss</b> and <b>x</b>	classes
	watches
	bushes
	boxes
Nouns ending <b>consonant + y</b>	families
Nouns ending <b>vowel + y</b>	boys
Nouns ending in <b>f</b> and <b>fe</b>	shelves
	knives
Nouns ending in <b>o</b>	potatoes
<b>Musical nouns</b> ending in <b>o</b>	cellos
Nouns ending in <b>oo</b>	bamboos



**A** Read the nouns in the box. Write the **plurals** under the correct heading.

castle    calf    glass    lorry    box    town    knife    bush  
sky    wolf    family    boat    watch    half    baby    piano

Add s	Add es

Take off y and add es	Change f/fe to ves

## Writing

### Information texts

1 Use these subheadings to plan an **information text** about rubbish and recycling.

**1st paragraph:** What is rubbish?

---

---

---

---

---

**2nd paragraph:** What are the problems with landfill sites?

---

---

---

---

---

**3rd paragraph:** How can we reduce the rubbish in landfill sites?

---

---

---

---

---



# Rainbow Poems

## Vocabulary

### Using a dictionary

**A** Write a definition for each of these words. Keep your definitions short.

- 1 disappear \_\_\_\_\_
- 2 vivid \_\_\_\_\_
- 3 gentle \_\_\_\_\_

**B** Now, use a dictionary or thesaurus to find a synonym for each of the words.

- 1 disappear \_\_\_\_\_
- 2 vivid \_\_\_\_\_
- 3 gentle \_\_\_\_\_

A **thesaurus** is like a dictionary, but gives synonyms for words instead of the definitions.



## Punctuation

### Apostrophes of contraction

Remember, **apostrophes** (') are used in **contractions** in place of a letter or letters that have been left out.

The rainbow's (rainbow is) like a coloured bridge.

**A** Change the underlined words in each sentence to a contraction.

The first one is done for you.



- 1 The rainbow is like a coloured bridge.      rainbow's \_\_\_\_\_
- 2 A rainbow has got seven colours.      \_\_\_\_\_
- 3 You will see lots of colours in the garden.      \_\_\_\_\_
- 4 I do not know what to do.      \_\_\_\_\_

**B** Use these contractions in sentences of your own.

- 1 mustn't \_\_\_\_\_  
\_\_\_\_\_
- 2 can't \_\_\_\_\_  
\_\_\_\_\_



## Spelling

### Silent letters

**Silent letters** can make words tricky to spell. However, there are some rules you can learn to help you!

The letters next to silent letters can give you a clue.

The silent **c** is usually after the letter **s**.

scene    science

A silent **h** often follows the letters **c** or **r**.

choir    rhyme

**A** Underline the silent letter in each of these words.

- |   |         |        |        |         |
|---|---------|--------|--------|---------|
| 1 | kneel   | knew   | knock  | knot    |
| 2 | wrong   | wrap   | wreck  | wrist   |
| 3 | numb    | thumb  | limb   | lamb    |
| 4 | align   | reign  | design | sign    |
| 5 | chemist | chorus | choir  | chaos   |
| 6 | young   | cousin | touch  | country |

Remember, the letters **o**, **w**, **b**, **g** and **k** can also be silent.



**B** Underline the word in each sentence that has a silent letter.

- 1 Amy has finished her science project.
- 2 The knight was a good man.
- 3 The cat climbed the tree.
- 4 The doctor looked at Sanjay's wrist.

**C** Rewrite these words correctly.

- 1 duble \_\_\_\_\_
- 2 sience \_\_\_\_\_
- 3 caos \_\_\_\_\_
- 4 cemical \_\_\_\_\_
- 5 yung \_\_\_\_\_
- 6 fasinat \_\_\_\_\_
- 7 coir \_\_\_\_\_
- 8 sene \_\_\_\_\_



## Grammar

### Possessive adjectives and possessive pronouns

**Possessive adjectives** describe nouns. For example:

my garden

#### Possessive adjectives

my	your	his	her	its
our	your	their		

**Possessive pronouns** stand in place of a **possessive adjective + a noun**. For example:

This garden is **mine**.

#### Possessive pronouns

mine	yours	his	hers
ours	yours	theirs	

Remember, an **adjective** describes a noun. A **pronoun** stands in place of a noun.



**A** Underline the **possessive adjectives** in each sentence.

- 1 Their flowers are more colourful than mine.
- 2 Has she finished her rainbow picture?
- 3 I like your painting more than his.
- 4 Is this my coloured pencil or yours?

**B** Rewrite the sentences using a **possessive pronoun** instead of the underlined words in each sentence.

- 1 This garden belongs to us.  
This garden is ours.  
\_\_\_\_\_
- 2 These forget-me-nots belong to him.  
\_\_\_\_\_
- 3 Those yellow daffodils belong to me.  
\_\_\_\_\_

The first one is done for you.



**C** Use each **pair of possessive pronouns** in a sentence of your own.

- 1 his            hers
  - 2 ours          theirs
- \_\_\_\_\_
- \_\_\_\_\_

## Poetry

1 Choose from the box the **best rhyming words** to finish each **rhyme**.

a The sun rose up into the sky.

The little clouds were floating \_\_\_\_\_.

sky      by      fly      try      why

b The rain pours down, the sky is \_\_\_\_\_.

I wish the rain would go \_\_\_\_\_.

grey      blue      sad      black  
away      mad      few      sack

c The wind was cold and very \_\_\_\_\_.

It dragged the swirling leaves \_\_\_\_\_.

light      strong      bright      cold      old      along

2 Complete these verses with **rhyming** words of your own.

The moon was hidden by a cloud.

The rain began to \_\_\_\_\_.

The wind, it whistled round the house.

I heard the night owl \_\_\_\_\_.

I quickly jumped into my bed,

And then turned off the \_\_\_\_\_.

I pulled the covers round my ears

And settled for the \_\_\_\_\_.





# Books About Bridges

## Vocabulary

### Definitions

- A** Next to each word below, write one definition from a dictionary. Some words may have more than one definition.

Remember to say if it's a noun (n) or a verb (v).



1 span \_\_\_\_\_

\_\_\_\_\_

2 forgive \_\_\_\_\_

\_\_\_\_\_

3 bond \_\_\_\_\_

\_\_\_\_\_

- B** Choose one word from **Activity A** and use it in a sentence of your own.

\_\_\_\_\_

\_\_\_\_\_

## Punctuation

### Commas in numbers

**Commas** are used to make reading **big numbers** a little easier. Counting from the right, a comma is put in after every three digits.

1,810      12,810      412,810      1,412,810



- A** Add the missing commas.

1 1, 6 7 5

2 2 1 6 7 5

3 4 2 1 6 7 5

4 3 4 2 1 6 7 5

The first one is done for you.



- B** Write each of these using **numbers**. Remember the **commas**!

1 four thousand, two hundred and seventy four \_\_\_\_\_

2 twenty six thousand, seven hundred and fifty \_\_\_\_\_



## Spelling

### sion, ssion and cian word endings

A very common suffix is **ion**. It is added to many root words. The suffix **ion** usually has a **t** or an **s** in front of it. This unit covers the suffix with an **s** in front of it.

In Africa and Asia, the earliest bridges may have been very simple **suspension** bridges.

**sion** is used if the root word ends in **d** or **se**.

suspend/suspension      revise/revision

**ssion** is used if the root word ends in **ss** or **mit**.

possess/possession      permit/permission

The suffix **cian** makes the same sound as **sion**, **ssion** and **tion**. It is used if the root word ends in **c** or **cs**.

electric/electrician      mathematic/mathematician

- A** Add **sion** or **ssion** to complete each of these words.

- |               |              |               |
|---------------|--------------|---------------|
| 1 suspen_____ | 2 mi_____    | 3 posse_____  |
| 4 diver_____  | 5 ten_____   | 6 confe_____  |
| 7 occa_____   | 8 exclu_____ | 9 discu_____  |
| 10 pa_____    | 11 admi_____ | 12 exten_____ |
| 13 profe_____ | 14 revi_____ | 15 percu_____ |

Check the words you have written in a dictionary!



- B** Write a sentence using as many **sion** or **ssion** words as you can.

---

---

- C** Add **sion**, **ssion** or **cian** to make a new word from each of these words.

- |                           |                     |
|---------------------------|---------------------|
| 1 expand <u>expansion</u> | 2 tense    _____    |
| 3 impress    _____        | 4 music    _____    |
| 5 permit    _____         | 6 express    _____  |
| 7 confess    _____        | 8 electric    _____ |

You may need to change the spelling of the root word when adding the suffix.



## Grammar

### Past perfect tense

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

The bridge moved **up** and down.  
Bridges were formed **from** bamboo.

We also use the **past perfect tense** to talk about the past.

We make the past perfect tense like this:

People **had noticed** that the bridge moved.  
Most of the bridge **had disappeared**.

- A** Complete the table by adding the **past simple** and **past perfect** verb forms.

The first one is done for you.



Verb family name	Past simple tense	Past perfect tense
to construct	I constructed	I had constructed
to move	we	we
to notice	they	they
to turn	it	it
to reach	she	she

- B** Choose two of the **past perfect tense verbs** you made in **Activity A**.

Put each of them into a **sentence** of your own.

1 past perfect tense verb: \_\_\_\_\_

Sentence: \_\_\_\_\_

\_\_\_\_\_

2 past perfect tense verb: \_\_\_\_\_

Sentence: \_\_\_\_\_

\_\_\_\_\_

## Writing

### Collecting information

1a Make some notes about **suspension bridges** using information from books or the Internet.

Remember you only need to write down key facts.



---

---

---

---

---

---

#### suspension bridges



---

---

---

1b Write a **short paragraph** about suspension bridges from your notes.

---

---

---

---

2a Sketch an **early bridge** built using tree trunks, in the box below. Include in your sketch:

- a stream
- both river banks
- a tree trunk

Remember **annotations** are short notes added to explain the different parts of a picture.



2b Add some **annotations** to **label** parts of the bridge.

## Vocabulary

### Antonyms

Some words make the **antonym** by adding the prefix **dis**.

I **dislike** cold weather.

**A** Add the prefix **dis** to the beginning of each of these words.

1 agree \_\_\_\_\_ 2 obey \_\_\_\_\_

3 appear \_\_\_\_\_ 4 honest \_\_\_\_\_

**B** Work out the meanings. For each question answer **yes** or **no**.

1 If you **distrust** someone, do you trust them? \_\_\_\_\_

2 If you **disbelieve** something, do you think it is false? \_\_\_\_\_

3 If you **dislike** someone, do you like them? \_\_\_\_\_

## Punctuation

### Plural and possessive nouns

Many **plural nouns** end in **s**.

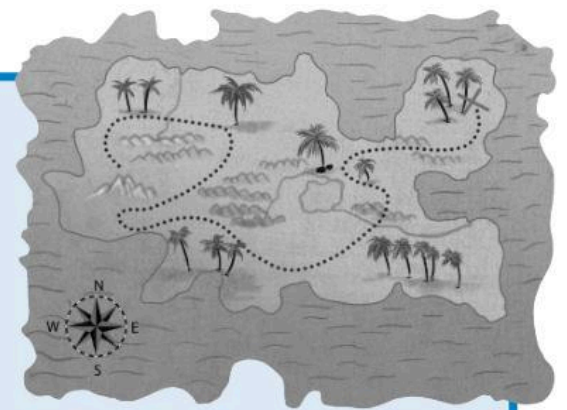
His three **brothers** were lighthouse engineers.

**Singular possessive nouns** end in **apostrophe s**.

Lloyd was **Fanny's** 13 year old son.

Many **plural possessive nouns** end in **s apostrophe**.

The **brothers'** home was in Scotland.



**A** Tick the **possessive nouns**.

1 engineer's \_\_\_\_\_ 2 books \_\_\_\_\_ 3 pirates' \_\_\_\_\_ 4 islands \_\_\_\_\_

5 adventures \_\_\_\_\_ 6 treasure's \_\_\_\_\_ 7 Edinburgh's \_\_\_\_\_ 8 map's \_\_\_\_\_

**B** Add the missing **apostrophes**.

1 The lighthouse engineers' coats were in the car.

2 Lloyds books were on the table.

3 The brothers jobs were the same.

4 Stevensons stories were full of adventures.

The first one is done  
for you.





## Spelling

### The prefixes **auto**, **super** and **anti**

**Prefixes** are groups of letters that can be added at the beginning of a word. They change the meanings of words. For example:

**auto** means **self** or **own**

**super** means **over** or **extreme**

**anti** means **against**

**autobiographical**

**supervision**

**antiseptic**

**A** Match each definition with a word from the box.

autograph

autocorrect

autobiography

superimpose

superstar

superhuman

anti-slip

anticlimax

anti-freeze

- 1 someone's signature
- 2 a chemical to stop things freezing
- 3 the ability to self-correct
- 4 the story of a writer's life
- 5 a disappointment
- 6 to place one thing over another

---

---

---

---

---

---

**B** Three words in the word box haven't been used in **Activity A**. Write a definition for these three words.

You can use a dictionary to help you.



1 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Grammar

### Pronouns and possessive adjectives

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

- Lloyd told Louis **his** map was fantastic.

Is this Lloyd's map or Louis's map? Direct speech makes it clear.

Lloyd said, "I think **your** map is fantastic, Louis."

- When I was using **my** pen to draw the map, I dropped **it**.

Did he drop the map or the pen? Reordering the words makes it clear.

I dropped **my** pen when I was using **it** to draw the map.

- A** What **two meanings** could each sentence have?

The first one is done for you.



- 1 Lloyd told Louis his book was torn.

Whose book was torn?

Lloyd's book was torn OR Louis's book was torn



- 2 Louis took Lloyd to the island when he was restless.

Who was restless?

\_\_\_\_\_ OR \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



- 3 When he was taking the vase off the shelf, he broke it.

What did he break?

\_\_\_\_\_ OR \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



- B** Rewrite the sentences in **Activity A** so that the meaning is **clear**.

1 \_\_\_\_\_

\_\_\_\_\_

2 \_\_\_\_\_

\_\_\_\_\_

3 \_\_\_\_\_

\_\_\_\_\_

You can use direct speech or reorder the words.



## Writing

### Biographical writing

1 Use the questions on this page to help you plan a **biography** of a classmate or a friend. You will need to ask questions to get **information** and make notes.



- What is their full name? \_\_\_\_\_
- When were they born? \_\_\_\_\_
- Where were they born? \_\_\_\_\_
- Have they moved? \_\_\_\_\_
- Do they have any brothers and sisters? \_\_\_\_\_
- What are their names? \_\_\_\_\_  
\_\_\_\_\_
- What things do they like doing? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- What things do they dislike doing? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- Do they have any pets? \_\_\_\_\_  
\_\_\_\_\_
- Has anything exciting happened to them? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- Think of some questions of your own.

**Question**

**Answer**

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

## Vocabulary

### Using a thesaurus

**A** Read these sentences carefully. Then use a thesaurus to find a **synonym** for the words in bold.

- 1 “I think Treasure Island is a **superb** story,” said Jake.  
1 \_\_\_\_\_ 2 \_\_\_\_\_
- 2 “Many experts **praise** Robert Louis Stevenson’s writing,” he added.  
1 \_\_\_\_\_ 2 \_\_\_\_\_

Remember, **synonyms** are words that have the same, or nearly the same meaning.  
**Antonyms** are words that mean the opposite.



**B** Now use a thesaurus to find an **antonym** of the words in bold in **Activity A**.

- 1 \_\_\_\_\_ 2 \_\_\_\_\_

## Punctuation

### Direct speech – speaker’s name first

**Direct speech** is when we write the **actual words** someone has said.:

“I can’t make head or tail of this,” said Dr Livesey.

When we put the speaker’s name **first**, we always use a comma **before** the first set of speech marks.

**Dr Livesey said**, “That’s impossible! How are we going to do that?”

**A** Rewrite each sentence so the speaker’s name comes first.

- 1 “What do you think is in the chest?” asked Jim.  
Jim asked, “What do you think is in the chest?”
- 2 “We found a treasure map in the chest,” said Jim.

The first one is done for you.



- 3 “Billy Bones buried his treasure on the island,” said the Squire.
- 

- 4 “How are we going to find it?” asked Dr Livesey.
-



## Spelling

### Prefixes **in**, **im**, **il** and **ir**

When a **prefix** is added to a word, it is just added, even if it doubles a letter.

**A** Write the **antonyms** of the following words by writing the words without their prefixes.

- |             |       |                 |       |
|-------------|-------|-----------------|-------|
| 1 impure    | _____ | 2 irresponsible | _____ |
| 3 incorrect | _____ | 4 illegal       | _____ |
| 5 impatient | _____ | 6 invisible     | _____ |
| 7 irregular | _____ | 8 impossible    | _____ |
| 9 illegible | _____ | 10 incomplete   | _____ |

**B** Add the prefixes **in**, **im**, **il** or **ir** to make a word.

- |                |                  |                  |
|----------------|------------------|------------------|
| 1 ____relevant | 2 ____frequent   | 3 ____logical    |
| 4 ____perfect  | 5 ____probable   | 6 ____accessible |
| 7 ____precise  | 8 ____hospitable | 9 ____mature     |

**C** Write these phrases into your own sentences.

1 illegible handwriting

---

---

2 inaccurate information

---

---

3 an impossible task

---

---

4 inhospitable place

---

---

You can use a dictionary to help you.



### Paragraphing in fiction

We show a **new paragraph** has started by **indenting** the first line.

We always start a new paragraph when:

- a different person speaks
- the setting changes
- the time changes
- the setting stays the same but the characters do different things.



- A** Read what Jim wrote about getting off the ship and exploring the island.

He has not used any paragraphs.

After we had dropped anchor, we took a small boat and rowed to the island. “Let’s have a look around,” said Captain Smollet. “We should try to get to the top of the hill,” said the Squire. The others set off together but I hid behind a tree and waited until they had gone. I wanted to explore the island on my own. I went off in another direction. I followed a track leading into some trees. I thought the island was deserted but suddenly I heard a voice. “I am Ben Gunn,” said the voice. “Who are you?”

- B** Rewrite what Jim wrote, setting it out in **paragraphs**.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

## Writing

### First person narrative

Imagine you are exploring a small island where you believe some treasure may be buried.

1 Use these questions to help you plan a piece of writing about the island. Answer the questions in **note** form.

#### a What can you see?

Think about the trees and bushes around you. Can you see hills? Can you still see the sea? Write words and phrases to describe what you see. Use interesting **adjectives**.

---

---

#### b What do you do?

Think about why you are on the island. Are you looking for the treasure? Write words and phrases to describe what you do. Use interesting **verbs**.

---

---

#### c How do you feel?

Think about the fact you are all alone. Are you frightened? Are you excited about looking for the treasure? Write words and phrases to describe how you feel. Use interesting **adjectives**.

---

---

2 Write **three paragraphs** using your notes. You can use your exercise book to continue writing. Remember:

- write in the first person (**using I/we**)
- don't start every sentence with **I**
- think of interesting ways to begin your sentences.

---

---

---

---

---

---

---

---



## Vocabulary

### Synonyms for 'said'

**A** Fill each gap with a suitable **synonym** for **said**.

- 1 "I can't hear you!" he \_\_\_\_\_.
- 2 "Are you there?" \_\_\_\_\_ Bill.
- 3 "It's not safe to go that way," he \_\_\_\_\_.
- 4 "We should go this way," Bill \_\_\_\_\_.

Using **synonyms** for **said** can make your writing more interesting. For example:

"Quick! This way," he **yelled**.  
"Look at this!" he **insisted**.



## Punctuation

### Direct speech – questions and exclamations

**Direct speech** is when we write the **actual words** someone has said.  
If the spoken words are a **question**, we use a **question mark (?)**.  
If the spoken words are an **exclamation**, we use an **exclamation mark (!)**.

**A** Add the missing **speech marks** and a **question mark** OR an **exclamation mark**.

- 1 I know the way yelled Bill.  
"I know the way!" yelled Bill.
- 2 Where's Jan asked Bill.
- 3 I'm over here shouted Jan.
- 4 I can't find him cried Jan.

The first one is done for you.



**B** Imagine you are in Australia and you have seen a wildfire in the distance.

- 1 Write a **question** asking how the fire started.

\_\_\_\_\_

- 2 Write an **exclamation** when you hear the fire has been put out.

\_\_\_\_\_





## Spelling

### ly word ending

The suffix **ly** means **in the manner of**.

Remember, because the **ly** suffix starts with a consonant letter it is usually added straight to the root word.

sudden    suddenly

There are some other rules that need to be kept in mind when adding **ly**.

If the suffix **ly** is added to words ending in **y**, we change the **y** to an **i** before adding **ly**.

happy    happily

If the root word ends in **le**, the **le** is changed to **ly**.

humble    humbly

If the root word ends in **ic**, **ally** is added, not just **ly**.

tragic    tragically

- A** Can you think of ten words with an **ly** suffix?  
Write them in the box.

- B** Choose four of the words you have written and write them into your own sentences.

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

- C** Write the root words that the **ly** suffix has been added to.

1 certainly \_\_\_\_\_

2 badly \_\_\_\_\_

3 musically \_\_\_\_\_

4 gently \_\_\_\_\_

5 originally \_\_\_\_\_

6 daily \_\_\_\_\_

7 dramatically \_\_\_\_\_

8 simply \_\_\_\_\_

## Noun and verb agreement

- When we use a **singular noun**, we must use a **singular verb**  
**Jan searches** for Shane.
- When we use a **plural noun**, we must use a **plural verb**.  
Her **friends search** for Jan.
- We use **is/was** with **singular nouns**.
- We use **are/were** with **plural nouns**.

- A** Underline the noun and verb in each sentence.  
Write **S** for singular OR **P** for plural.

**S or P?**

- 1 The friends were looking everywhere. \_\_\_\_\_
- 2 The grasslands were very dry. \_\_\_\_\_
- 3 Smoke is drifting around. \_\_\_\_\_
- 4 The wildfire spreads quickly. \_\_\_\_\_
- 5 The firefighters arrive. \_\_\_\_\_

- B** Underline the correct verb in each sentence.

- 1 I like/likes this story.
- 2 It is/are very exciting.
- 3 They is/are trying to find each other.
- 4 I hope/hopes they are safe.



- C** Use each of these nouns in a sentence followed by **was** OR **were**.

- 1 mountains \_\_\_\_\_  
\_\_\_\_\_
- 2 wind \_\_\_\_\_  
\_\_\_\_\_
- 3 fire \_\_\_\_\_  
\_\_\_\_\_

## Story endings

You are going to write an **ending** for a story about some friends who try to escape a wildfire. How your reader feels when they have finished the story depends on the ending you choose.

1 Choose the ending you would like to write and write words you will use in the boxes.

- **Relief after fear and excitement:**

The characters try to escape but each path they follow is cut off. Just when things seem hopeless, they are rescued.

What words can you use to make your reader feel frightened, excited and then relieved?

- **Sadness:** The characters see a way out. They run to escape the smoke but, just as they get close to safety, one of the characters trips and is injured.

What words can you use to make your reader feel sad?

- **Surprise:** The characters cannot see a way out. Suddenly they look up and see a huge spacecraft. The spacecraft lands in front of them.

What words can you use to make your reader feel surprised?

- **Happiness:** The characters begin to feel cool drops of rain on their skin. The rain gets heavier and heavier and they see the flames die out.

What words can you use to make your reader feel happy?

2 Can you think of another ending? Write notes about your idea.

---

---

---

---

## Vocabulary

### Synonyms

- A** Match the **synonyms**. The first one has done to help you.

cry	speedy
dirty	sob
easy	simple
fast	unclean
glad	pleased

Remember, **synonyms** are words or phrases with the same or similar meanings.



- B** Write a **synonym** to replace **big** in each sentence.

1 A **big** parcel arrived today.

\_\_\_\_\_

2 The meal was **big** and I feel really full!

\_\_\_\_\_

3 We had to climb the **big** mountain.

\_\_\_\_\_

## Punctuation

### it's or its

The word **it's** is a contraction of **it is** or **it has**.

Now **it's** [it is] quiet. **It's** [It has] stopped erupting.

**Its** means **belonging to it**.

Magma forces **its** way up.

- A** Add **Its** or **It's** to complete the sentences.

1 \_\_\_\_\_ a dormant volcano.

2 \_\_\_\_\_ erupting again!

3 \_\_\_\_\_ sides are covered in lava.



- B** Use **it's** and **its** in sentences of your own.

1 it's \_\_\_\_\_

2 its \_\_\_\_\_



## Spelling

### tion word ending

The suffix **ion** almost always has either a **t** or an **s** in front of it. This unit covers the suffix with a **t** in front of it.

The places on the Earth's surface where these eruptions occur are called volcanoes.

Words ending in **tion** are much more common than words ending in **sion**.

- A** Sort the words in the word box into the table. Then add two more words to each column.

addition      direction      relation  
expedition      competition      instruction  
fraction      celebration      operation

ation words	ition words	ction words

- B** Write the word from the table that matches each of these definitions.

1 a contest to find who is the best

\_\_\_\_\_

2 a member of your family

\_\_\_\_\_

3 a mathematical process involving numbers

\_\_\_\_\_

4 guidance on how to do something

\_\_\_\_\_

5 a part of a whole

\_\_\_\_\_

- C** Write a definition for each of these words. You could use a dictionary to help you.

1 imagination \_\_\_\_\_

\_\_\_\_\_

2 celebration \_\_\_\_\_

\_\_\_\_\_

## Adverb clauses

An **adverb clause** works just like an **adverb**. It tells us more about the **verb**.

An adverb clause:

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

The **subject** is the person or thing that is doing the action of the verb.



**A** Underline the **adverb clause** in each sentence.

- 1 Mount Etna was on the television because it had erupted again.
- 2 A volcano is extinct if it has not erupted for 10,000 years.
- 3 They knew the volcano was not dormant when it erupted again!



**B** Make these **adverb clauses** into sentences of your own.

- 1 \_\_\_\_\_ when we saw the volcano erupt.
- 2 \_\_\_\_\_ because the volcano erupted.
- 3 \_\_\_\_\_ if we saw the volcano erupt.

**C** Complete each sentence by adding an **adverb clause**.

Begin with **because, when** or **if**.



- 1 The volcano erupted \_\_\_\_\_  
\_\_\_\_\_
- 2 We saw the lava pouring out \_\_\_\_\_  
\_\_\_\_\_
- 3 People will need to leave \_\_\_\_\_  
\_\_\_\_\_

## Summaries

Use this page to make notes in order to write a **summary** of a text.

Read each paragraph carefully. Make notes on the **important points**.

Paragraph number: \_\_\_\_\_

What are the key words in this paragraph? \_\_\_\_\_

Write your notes for the paragraph: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Paragraph number: \_\_\_\_\_

What are the key words in this paragraph? \_\_\_\_\_

Write your notes for the paragraph: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Paragraph number: \_\_\_\_\_

What are the key words in this paragraph? \_\_\_\_\_

Write your notes for the paragraph: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Paragraph number: \_\_\_\_\_

What are the key words in this paragraph? \_\_\_\_\_

Write your notes for the paragraph: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Paragraph number: \_\_\_\_\_

What are the key words in this paragraph? \_\_\_\_\_

Write your notes for the paragraph: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# The Mango Tree

## Vocabulary

### Diminutives

A **diminutive** is a word that is formed from another word to describe a smaller version of something. Diminutives can be made using **prefixes** as well as **suffixes**.

**minibeast**      **duckling**



**A** Write two diminutives using each of these **suffixes**.

1 let \_\_\_\_\_

2 ling \_\_\_\_\_



**B** Write a sentence using one of the words from **Activity A**.

---



---

## Punctuation

### Split direct speech

Sometimes we **split the spoken words** with information about who is speaking so we have to be very careful about the **punctuation**.

**two** sentences: "Don't go on," said the brother. "I've heard it all before."

**one** sentence: "I complain to you," said his wife, "but you never listen."

**A** Add any missing **speech marks** and other **punctuation** to each sentence.

1 All she does said the wife is look after that mango tree

2 She talks to me said the brother She plays chess with me

3 She should leave said the wife We should ask her to go



## Spelling

### able and ible suffixes

Two common suffixes are **able** and **ible**.

To add **able** and **ible** to a word ending in a single **e**, we nearly always drop the **e** first.

response      responsible

**A** Find the word in the box that matches the picture.

miserable

comfortable

flammable

valuable

edible

breakable

1



\_\_\_\_\_

2



\_\_\_\_\_

3



\_\_\_\_\_

4



\_\_\_\_\_

5



\_\_\_\_\_

6



\_\_\_\_\_

**B** Complete these word sums.

1 agree + able = \_\_\_\_\_

2 sense + ible = \_\_\_\_\_

3 adore + able = \_\_\_\_\_

4 response + ible = \_\_\_\_\_

5 believe + able = \_\_\_\_\_

6 advise + able = \_\_\_\_\_

**C** Write two of the words you have made in **Activity B** into your own sentences.

1 \_\_\_\_\_

2 \_\_\_\_\_

**Verb tense round-up**

Remember, **verbs** have families. **Verb family names** start with **to**.

Verb family name	Verb tense	Examples
to water	present simple	I water/she waters
	present progressive	I am watering/she is watering/they are watering
	past simple	I watered
	past progressive	I was watering/they were watering
	present perfect	I have watered/she has watered
	past perfect	I had watered
	future	I shall water/she will water

**A** Complete the table of **verb families**. Remember, some verbs are **irregular**. The first one is done for you.

Tense	to talk	to help	to come
present simple	I talk	She helps	They come
present progressive	You	We	It
past simple	He	They	You
past progressive	She	I	We
present perfect	She	You	They
past perfect	We	She	I
future	They	He	We

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

1 was clearing \_\_\_\_\_

\_\_\_\_\_

2 had known \_\_\_\_\_

\_\_\_\_\_

## Solving problems

**Plan and write** a story in which the main character has one of the following **problems**:

- Your main character knows that his/her friend has broken a window in a neighbour's house.
- Your main character knows that his/her friend has borrowed a bicycle without permission and damaged it.

What should your main character do?



1 Which story are you planning? Tick one.

the broken window

the borrowed bicycle

2 What is your main character's name? \_\_\_\_\_

3 What is the friend's name? \_\_\_\_\_

4 Where does your story take place? \_\_\_\_\_

5 Describe what the main character **sees and how it happens**.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6 Think of **two things** your main character could do about what he/she has seen.

He/she could:

a \_\_\_\_\_

\_\_\_\_\_

b \_\_\_\_\_

\_\_\_\_\_

7 What does your main character decide to do?

\_\_\_\_\_

\_\_\_\_\_

## Vocabulary

### Similes

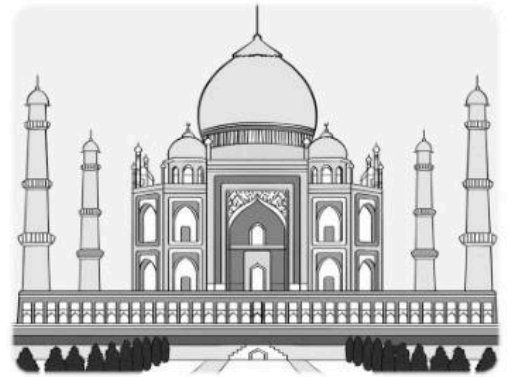
A **simile** describes something by comparing it to something else. A simile almost always includes the words **as** or **like**.

seas **as clear as glass**

The water sparkled **like a jewel**.

**A** Underline the **similes** in these sentences.

- 1 The cloth was as light as air.
- 2 The marble was as white as snow.
- 3 My sister can swim like a fish.



**B** Use these **similes** in sentences of your own.

- 1 as brave as a lion \_\_\_\_\_  
\_\_\_\_\_
- 2 as cold as ice \_\_\_\_\_  
\_\_\_\_\_

## Punctuation

### Commas in lists

When we write a **list** in a sentence we use **commas**. We join the **last two** things in the list with **and**, **but** or **or**.

There are ancient ruins, fabulous palaces **and** bustling markets.

**A** Add the missing **commas**.

- 1 When you go to India will you stay in a busy city a peaceful village in the countryside or near the beach?
- 2 In India we had the opportunity to see wild elephants enjoy lots of amazing food and visit the Taj Mahal.



## Spelling

### ous, ious and eous word endings

If there is an **i** sound (as in **fit**) before **ous**, the word usually has the ending **ious**.

serious

If the word ends in **our**, we drop the **u** before adding the suffix **ous** or **ious**.

humorous

- A** Draw a line to match each noun with the correct adjective made by adding **ous** or **ious**.

fury

nerve

adventure

suspicion

danger

harmony

dangerous

suspicious

furios

nervous

adventurous

harmonious

- B** Add **ous**, **ious** or **eous** to each of these to make a word.

1 prev \_\_\_\_\_

2 var \_\_\_\_\_

3 jeal \_\_\_\_\_

4 glamor \_\_\_\_\_

5 caut \_\_\_\_\_

6 cur \_\_\_\_\_

7 enorm \_\_\_\_\_

8 ridicul \_\_\_\_\_

9 courag \_\_\_\_\_

10 obv \_\_\_\_\_

11 fam \_\_\_\_\_

12 gener \_\_\_\_\_

- C** Write these words three times. Learn how to spell them.

1 anxious \_\_\_\_\_

2 dangerous \_\_\_\_\_

3 delicious \_\_\_\_\_

## Grammar

### Fronted adverb clauses

An **adverb clause** works just like an **adverb**. It tells us more about the **verb**.

I am going on holiday **when I have saved enough money**.

Sometimes, an adverb clause can come **at the beginning of a sentence**.

We put a **comma** after the adverb clause before the rest of the sentence.

**When I have saved enough money**, I am going on holiday.

**A** Underline the **adverb clause** in each sentence.

- 1 He visited India because he wanted to see the Taj Mahal.
- 2 I like the markets although I prefer the beach.
- 3 We visited the tropical forest after we left the city.

**B** Rewrite the sentences in **Activity A** so that the **adverb clause** comes **at the beginning**.

Remember the **comma!**



- 1 \_\_\_\_\_  
\_\_\_\_\_
- 2 \_\_\_\_\_  
\_\_\_\_\_
- 3 \_\_\_\_\_  
\_\_\_\_\_

**C** Complete each sentence by adding an **adverb clause**. Use some of these **conjunctions**.

The first one is done for you.



after      before      when      if      because

- 1 She took lots of photographs when she went on holiday.
- 2 India is a wonderful country \_\_\_\_\_  
\_\_\_\_\_
- 3 \_\_\_\_\_, I went to the Amber Fort.
- 4 \_\_\_\_\_, they saw turtles on the beach.

## Advertisements

1 You are going to write an **advertisement for a magazine** about a **place you have visited**. This can be a place that you visited on holiday, a theme park, a museum or anywhere you like.

• What place are you advertising? \_\_\_\_\_

• Who is your advertisement aimed at? Tick **one**.

Is it aimed at children, who might persuade their parents to take them?

Is it aimed at parents who might see it and think it is an interesting place to take their children?

• How will you make your advertisement **eye-catching**?

colours \_\_\_\_\_

title \_\_\_\_\_

illustrations \_\_\_\_\_

• Write some **persuasive words and phrases** you could use.

\_\_\_\_\_  
\_\_\_\_\_

2 Write an **advertisement** that will **persuade** people to take a trip to the Moon!

- Make decisions about all the things in **Activity 1**.
- Create a first draft of your advertisement in your exercise book.
- Check your work for spelling, grammar, punctuation and think about any improvements you can make.
- Write your final draft in your exercise book.



## Vocabulary

### Homophones

**Homophones** are words that sound the same but have different spellings and meanings.

**A** Write a **homophone** for each of these words.

- |               |               |               |
|---------------|---------------|---------------|
| 1 write _____ | 2 piece _____ | 3 son _____   |
| 4 waste _____ | 5 board _____ | 6 groan _____ |

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

- 1 threw \_\_\_\_\_
- 2 through \_\_\_\_\_

## Punctuation

### Indirect speech

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

- We **don't** use the exact words.
- We **don't** use speech marks.

**Direct speech:** "Climbing Everest was her greatest challenge," he said.

**Indirect speech:** He said that climbing Everest was her greatest challenge.

**A** Change these sentences into **indirect speech**.

- 1 "How high is Mount Everest?" she asked.

She asked how high Mount Everest is.

- 2 "She always wanted to climb mountains," he said.

\_\_\_\_\_

- 3 "Jayanthi is a very determined woman," said the reporter.

\_\_\_\_\_

- 4 "They became a team in 2011," she said.

\_\_\_\_\_

The first one is done for you.





## Spelling

### Words from French

The English language borrows many words from the French language.

**ch** (which sounds like **sh**)      parachute

**que** (which sounds like **k**)      antique

**gue** (which sounds like **g**)      colleague

The **gue** letter pattern, with a silent **u**, appears at the end of some words.

**A** Find seven words from the word box hidden in this word search.

x	a	n	t	i	q	u	e
m	a	c	h	i	n	e	i
t	o	r	h	x	i	e	t
v	p	s	v	t	v	c	o
i	c	o	s	b	a	c	n
b	t	l	m	y	g	h	g
f	a	t	i	g	u	e	u
u	n	i	q	u	e	f	e

fatigue    chef  
machine    vague  
antique    tongue  
unique

**B** Write two more words for each letter pattern.

**ch** \_\_\_\_\_  
**gue** \_\_\_\_\_  
**que** \_\_\_\_\_

**C** Use three of the words from French on this page in sentences of your own.

1 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
2 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
3 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Grammar

### Fronted adverb clauses

Remember, an **adverb clause** works just like an **adverb**. It tells us more about the **verb**.

They trained hard **before they climbed Everest**.

An adverb clause can come **at the beginning of a sentence**. We put a **comma** after the adverb clause before the rest of the sentence.

**Before they climbed Everest**, they trained hard.

**A** Underline the **adverb clause** in each sentence.

- 1 I looked at the photograph before I read the report.
- 2 She bought a newspaper after she had seen the report on the television.
- 3 The climbers will set out tomorrow unless the weather is too bad.



**B** Rewrite the sentences in **Activity A** so that the **adverb clause** comes **at the beginning**.

Remember the **comma**!



- 1 \_\_\_\_\_  
\_\_\_\_\_
- 2 \_\_\_\_\_  
\_\_\_\_\_
- 3 \_\_\_\_\_  
\_\_\_\_\_

**C** Complete each sentence by adding an **adverb clause**. Use some of these **conjunctions**.

The first one is done for you.



after      before      when      even if      although

- 1 They climbed the mountain before the snow came.
- 2 There was a great celebration \_\_\_\_\_
- 3 \_\_\_\_\_, reporters travelled to Mount Everest.
- 4 \_\_\_\_\_, I would like to learn more about it.

### Newspaper reports

1 Use this page to plan a **newspaper report** about a special event.

- What event are you going to write about?

---

- Your report will need an eye-catching headline. Write a few ideas here.

---

---

- Include the name of the reporter (you could use your own name or a made-up name).

---

- Make notes on the facts you have found out about your event.

---

---

- What background information will you include? For example: *the events that led up to what you are reporting and background information about the people involved.*

---

---

- Who will you interview? For example: *people who were there and saw what happened.* Give them names and say why they were there.

---

---

- What questions will you ask the people who saw what happened?

---

---

- What illustrations will you use? Tick.

photographs

maps

diagrams



**antonyms** words that have opposite meanings – for example: *fast* and *slow*

**apostrophe** a punctuation mark (') that is used to show that a letter or letters have been missed out (*didn't*); or that the noun is the owner of another noun (*the boy's bag*)

**comma** a punctuation mark (,) that is used to show a pause in a sentence; commas are also used to separate words in a list

**direct speech** when we write the actual words someone has spoken, using speech marks at the beginning and end of the spoken words

**exclamation mark** a punctuation mark (!) that appears at the end of a sentence, when the sentence shows surprise, fear or excitement

**full stop** a punctuation mark (.) that appears at the end of a sentence, when the sentence is used to make a statement or give an instruction

**gender words** words that are either male (masculine) or female (feminine) – for example: *sister*, *grandmother*, *princess* (feminine) and *brother*, *uncle*, *prince* (masculine)

**homonyms** words that sound the same and are spelt the same but have different meanings – for example: *bat* (*something used in sport and a flying animal*)

**prefix** a group of letters that is added to the beginning of a word and changes its meaning – for example: *dis*, *mis*, *re*, *un*

**question mark** a punctuation mark (?) that appears at the end of a sentence, when the sentence is used to ask a question

**rhyming word** words that have a similar sound – for example: *sky* and *fly*

**root word** a word to which suffixes and prefixes can be added, to form more words – for example: *kind* (*unkind*, *kindness*, *kindly*, *kindest*)

**setting** the place where the events of a story or a play take place

**speech marks** a pair of punctuation marks (“”) placed around the spoken words when writing direct speech

**spelling pattern** a group of letters that form part of a word

**suffix** a word ending

**word family** a group of words that have the same root word – for example: *help*, *helpful* and *helper* are all part of the same word family







**Nelson  
English**

### **The comprehensive course for teaching the core literacy skills**

*Nelson English* provides a whole-school programme for teaching the core literacy skills in an integrated way, including comprehension skills, writing, grammar, punctuation, spelling and vocabulary. The course features texts from a wide range of genres, including fiction and non-fiction – allowing children to practise and develop their skills in a variety of contexts.

The course provides:

- Differentiated activities offering plenty of practice, extension and reinforcement
- A clear progression and full curriculum coverage
- Support for assessing children's ongoing progress and attainment

This Workbook provides:

- Tips and reminders to support learning
- Write-in activities offering extra practice
- Planning support for extended writing tasks
- A list of useful grammatical terms

# Workbook 4

**OXFORD**  
UNIVERSITY PRESS

**How to get in touch:**

**web** [www.oxfordprimary.com](http://www.oxfordprimary.com)  
**email** [primary.enquiries@oup.com](mailto:primary.enquiries@oup.com)  
**tel.** +44 (0) 1536 452620  
**fax** +44 (0) 1865 313472

ISBN 978-0-19-841991-4



9 780198 419914