



Nelson  
English

# Workbook 3



Sarah Lindsay and Wendy Wren

OXFORD





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English

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Sarah Lindsay and Wendy Wren

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# A Home for Grandfather

## Vocabulary

### Synonyms

**A** Draw a line to join each underlined word to its synonym.

- |                             |         |
|-----------------------------|---------|
| 1 a <u>dull</u> book        | clever  |
| 2 his <u>big</u> eyes       | dad     |
| 3 her <u>smart</u> brother  | sad     |
| 4 my <u>father</u>          | wealthy |
| 5 a <u>rich</u> woman       | large   |
| 6 her <u>miserable</u> face | boring  |

**B** Write a word that has the same meaning as the underlined word or phrase in each sentence.

- 1 William looked down the street. \_\_\_\_\_
- 2 He noticed the removal van. \_\_\_\_\_
- 3 William watched the men unload the van. \_\_\_\_\_
- 4 He was upset about moving out of his room. \_\_\_\_\_

## Punctuation

### Direct speech

**Direct speech** is when we write words that someone has said. We put “ at the beginning of the spoken words and ” at the end of the spoken words.

“There will hardly be room for him to move about!”  
said William’s mother.

“Why doesn’t he get smaller furniture?” asked William.

**A** Add the missing **speech marks**.

- 1 Do you like your new room? asked William.
- 2 It’s very nice, said Grandfather.
- 3 Don’t you think there is too much furniture?  
asked William.
- 4 I like my furniture, said Grandfather.
- 5 I like my toys, said William.



## Spelling

### ing and ed endings

To add **ing** to a word, look at the letter before the last letter.

- If it is a consonant, add **ing** or **ed**.

**Be careful!** When you add **ing** or **ed** to a word that ends in **e**, you need to remove the **e** and add **ing** or **ed**.

- If it is a single vowel (a, e, i, o, u), double the last letter, then add **ing** or **ed**.

**Be careful!** This rule doesn't work for words ending in **w**, **x** or **y**.

- If there are two vowels before the last letter, just add **ing** or **ed**.

**A** Write what each word was before **ing** or **ed** was added. The first one has been done to help you.

1 driving     drive

2 baked     \_\_\_\_\_

3 smiling     \_\_\_\_\_

4 tipped     \_\_\_\_\_

5 shouted     \_\_\_\_\_

6 cooked     \_\_\_\_\_

7 grumbling     \_\_\_\_\_

8 chatted     \_\_\_\_\_

9 shopping     \_\_\_\_\_

10 clapping     \_\_\_\_\_

11 shaking     \_\_\_\_\_

12 swimming     \_\_\_\_\_

13 blowing     \_\_\_\_\_

14 liked     \_\_\_\_\_

15 listing     \_\_\_\_\_

16 planned     \_\_\_\_\_

**B** Choose four words ending in either **ing** or **ed** and use them in sentences of your own.

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

## Grammar

### Verb tenses

Remind yourself of the following **verb tenses**.

- present simple:** William **grumbles** about his new room.  
**present progressive:** William **is grumbling** about his new room.  
**past simple:** William **grumbled** about his new room.  
**past progressive:** William **was grumbling** about his new room.

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

- 1 William was playing with his model railway.
- 2 Grandfather was arriving this week.
- 3 The van was standing outside the house.
- 4 The men were moving the furniture.



**B** Copy the sentences.

Change the underlined verbs into the **past progressive tense**.

- 1 The van stood outside the house.

\_\_\_\_\_

- 2 Grandfather's furniture arrived.

\_\_\_\_\_

- 3 William ate his dinner.

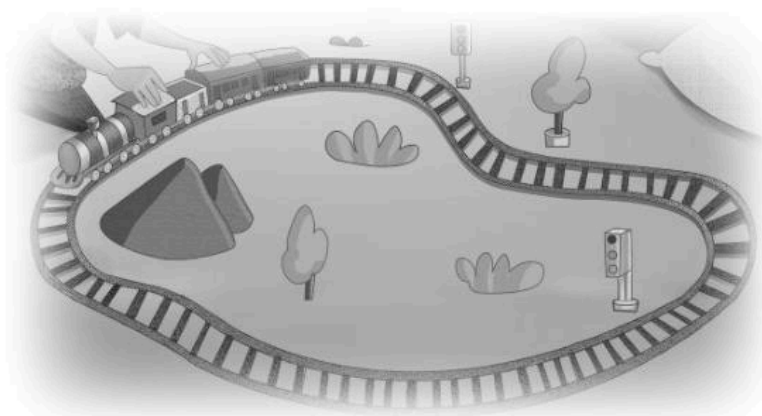
\_\_\_\_\_

**C** Complete these sentences with **past progressive verbs**.

- 1 I \_\_\_\_\_ with a model railway.

- 2 They \_\_\_\_\_ for Grandfather.

- 3 Mother \_\_\_\_\_ dinner.





## Settings

Where a story takes place is called the **setting**.  
You need to describe the setting of a story very carefully so the reader can imagine where events are happening.

- 1 Imagine that you have made a den indoors or outside. Write words and phrases to describe your den.

**The walls**      What are they made of?

- a Write some words you could use to describe the walls of your den:

\_\_\_\_\_

\_\_\_\_\_

**The roof**      What is it made of?

- b Write some words you could use to describe the roof of your den:

\_\_\_\_\_

\_\_\_\_\_

**The door**      What is it made of?

- c Write some words you could use to describe the door of your den:

\_\_\_\_\_

\_\_\_\_\_

- 2 Write some words or phrases you could use to describe how you feel when you are inside your den:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- 3 Use the words you have written to describe your den in sentences.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Would You Like to Live Here?

## Vocabulary

### Alphabetical order

The words in a dictionary are in **alphabetical order**.

Words starting with *a* come first, words starting with *b* come second, and so on. Words starting with *z* come last.

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

- A** For each letter below, write down the letter that comes before it in the alphabet.

1 \_\_\_ c

2 \_\_\_ j

3 \_\_\_ s

4 \_\_\_ z

5 \_\_\_ g

6 \_\_\_ r

- B** Write each of these words in the order you would find them in a dictionary.

1 prize

palace

pudding

potato

pet

2 thumb

tree

table

tube

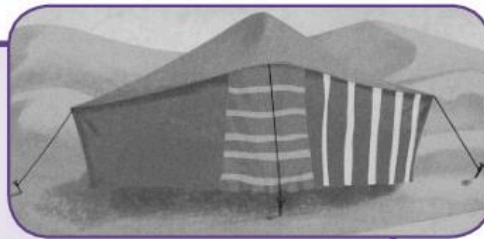
telephone

## Punctuation

### Capital letters and full stops

A **sentence** starts with a **capital letter**.  
A **sentence** usually ends with a **full stop**.

In some countries some people live in tents.



- A** 1 Write a **sentence** about your home.

---



---

- 2 Write a **sentence** about your school.

---



---

## Spelling

### Silent letters

Some words have **silent letters** that we don't hear when we say the words aloud.

character has a silent **h**      scenery has a silent **c**

Silent letters can make words tricky to spell.

**A** Sort these words into the table.

write      scene      character      scent      chemist  
wrong      wrap      science      chaos

Words with a silent <b>h</b>	Words with a silent <b>w</b>	Words with a silent <b>c</b>

**B** Each of these words has a missing silent letter.

Write each word correctly. Check your spellings in a dictionary.

- |            |       |             |       |
|------------|-------|-------------|-------|
| 1 cemical  | _____ | 2 rist      | _____ |
| 3 sent     | _____ | 4 siencific | _____ |
| 5 caracter | _____ | 6 rong      | _____ |
| 7 senery   | _____ | 8 riting    | _____ |

**C** Each of these words has a silent letter. Circle the silent letter then write the word in a sentence.

- 1 t h u m b \_\_\_\_\_
- 2 y o u n g \_\_\_\_\_
- 3 k n o c k \_\_\_\_\_
- 4 k n o w \_\_\_\_\_

## Singular and plural

We usually add **s** to a **naming word** when we mean **more than one**.

If a noun ends with **s, x, ch** or **sh**, we add **es**.

one tent      two tents      one porch      two porches

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

one country      two countries

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

one toy      two toys

Remember, **singular** means one and **plural** means more than one.



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

Put each **plural noun** into a sentence of your own.

1 berry      plural: \_\_\_\_\_

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

\_\_\_\_\_

2 hobby      plural: \_\_\_\_\_

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

\_\_\_\_\_

3 tray      plural: \_\_\_\_\_

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

\_\_\_\_\_

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

Put each **singular noun** into a sentence of your own.

1 ponies      singular: \_\_\_\_\_

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

\_\_\_\_\_

2 keys      singular: \_\_\_\_\_

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

\_\_\_\_\_

3 lorries      singular: \_\_\_\_\_

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

\_\_\_\_\_

## Writing

### Fact and fiction

Use this page to write **facts** about your family.

How many people are in your family? \_\_\_\_\_

What are the names and ages of your brothers, if you have any?

---

---

---

What are the names and ages of your sisters, if you have any?

---

---

---

Who do you live with?

---

---

---

What are they like?

---

---

---

What languages do you speak at home?

---

---

What does your family enjoy doing?

---

---

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# The Princess and the Pea

## Vocabulary

### Homophones

Remember, **homophones** are words that sound the same but are spelt differently and have different meanings.

**A** Complete each sentence with the correct homophone.

- 1 It was a wet and windy \_\_\_\_\_. [night/knight]
- 2 The king \_\_\_\_\_ a knock at the door. [herd/heard]
- 3 The prince wanted to \_\_\_\_\_ if the woman was a real princess. [no/know]
- 4 The king asked the princess if she \_\_\_\_\_ like to come in. [wood/would]

**B** Underline the homophones in these sentences.

- 1 I slipped and threw the ball through the window.
- 2 I could not undo the knot in my laces.

## Punctuation

### Apostrophes of contraction

**Contractions** are words that have been made smaller. An **apostrophe** is used in place of the missing letter or letters.

I am                  I'm

This is an  
apostrophe: ' .



**A** Write the words that make these **contractions**.

- |                 |               |
|-----------------|---------------|
| 1 they're _____ | 2 we've _____ |
| 3 he's _____    | 4 I've _____  |
| 5 you're _____  | 6 she's _____ |

**B** Write the **contractions** of these words.

- |                   |                |
|-------------------|----------------|
| 1 he has _____    | 2 we are _____ |
| 3 you have _____  | 4 I have _____ |
| 5 they have _____ | 6 it is _____  |

# Spelling

## wa and qua words

**A** Find eight **wa** and **qua** words in the word search. Copy the words.

A	S	W	X	D	E	L	N	F
P	Q	U	A	N	T	I	T	Y
B	U	O	J	T	Y	Z	K	W
E	A	G	H	L	E	S	H	A
Q	L	S	Q	N	O	R	E	T
D	I	F	R	B	W	E	N	C
L	T	S	Q	U	A	S	H	H
Z	Y	W	I	V	S	W	A	N
V	W	A	R	M	P	O	S	R

\_\_\_\_\_

\_\_\_\_\_

**B** Match a word you have written above with each of these pictures.

1



\_\_\_\_\_

2



\_\_\_\_\_

3



\_\_\_\_\_

4



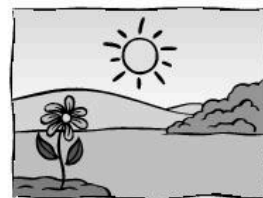
\_\_\_\_\_

5



\_\_\_\_\_

6



\_\_\_\_\_

**C** Write each of these words in a sentence.

quality \_\_\_\_\_

\_\_\_\_\_

quantity \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

You can use a dictionary to help you.



## Conjunctions

**Conjunctions** are words we use to join sentences.  
These are useful **conjunctions** that have to do with **time**.

**when**                  **while**                  **before**                  **after**

The prince was very sad **when** he returned home.

The king heard a knock **while** he was going upstairs.

The princess arrived **before** the prince had gone to bed.

Things would seem better **after** the prince had a good night's sleep.

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

- 1 I read the story before I answered the questions.
- 2 The prince will marry after he meets a real princess.
- 3 The king talked to the young lady while the prince came down the stairs.
- 4 I put my books away when I finished my homework.

**B** Join each pair of sentences with a **conjunction** from the box.  
Use each one only once.

when                  but                  before                  because                  and



1 I found the book.                                  I read the story.

---

2 I didn't finish the story.                                  I lost the book.

---

3 I went to sleep.                                  I had finished the story.

---

4 I finished the book.                                  I took it back to the library.

---

5 I liked that story.                                  I didn't like the other one.

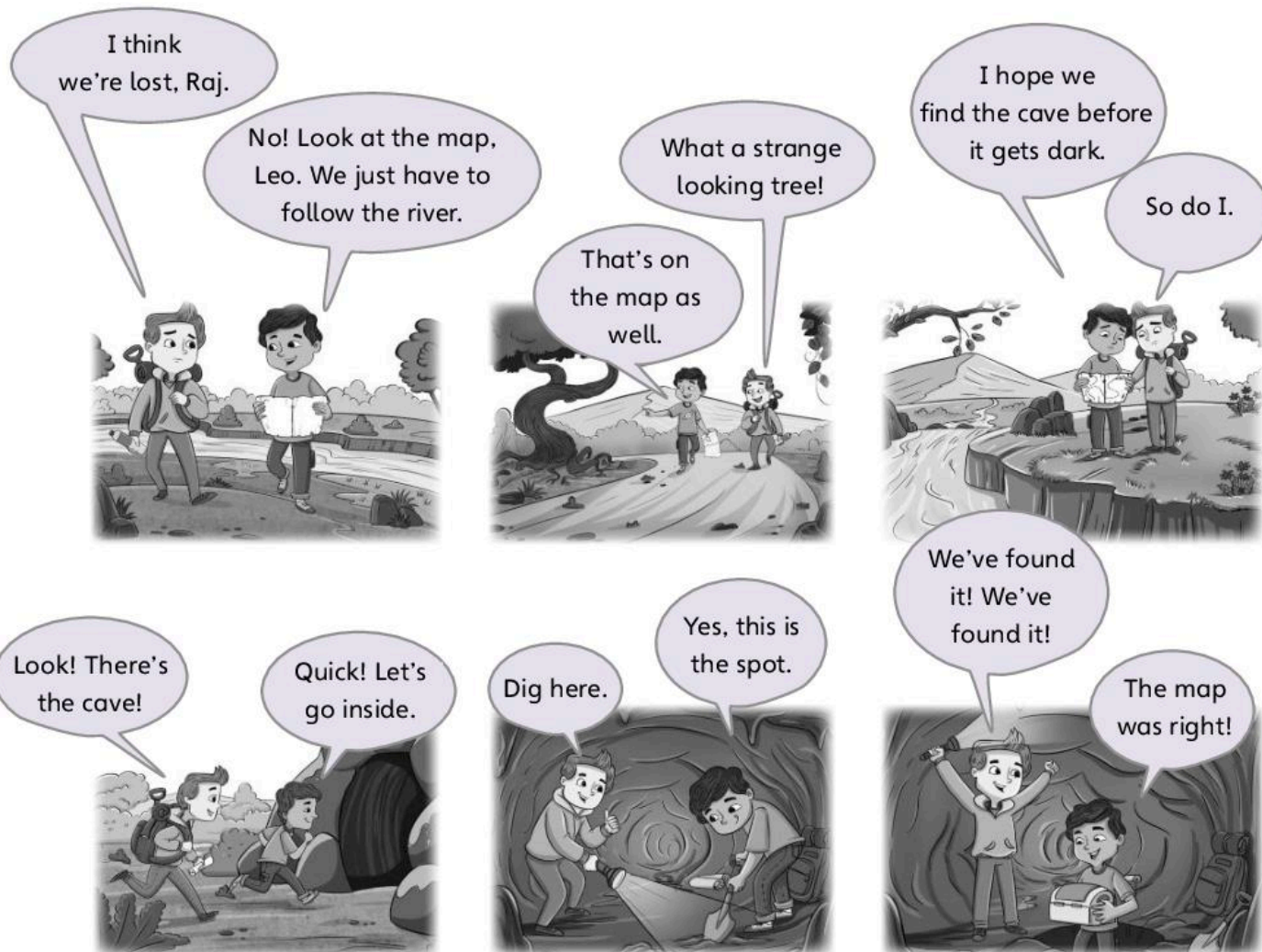
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# Writing

## Play scripts

1 Read this picture story.



2 Finish writing the story as a play script. Start in the space below, and continue in your exercise book.

**Characters:**

Leo

Raj

**What they say and do:**

(Gloomily) I think we're lost, Raj.

---

---

---

---

---

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---

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---

---

# Hans Christian Andersen

## Vocabulary

### Root words

A **root word** is a word to which prefixes can be added (to the beginning) or suffixes can be added (to the end) to make other words in the same family.

- A** See how many words you can make from each root word below. Choose prefixes and suffixes from the box. The first one has been done to help you.

#### Prefixes

un re im

#### Suffixes

s er ing ed ly ion est ness

- 1 happy unhappy unhappily happier happily happiest happiness
- 2 mark \_\_\_\_\_
- 3 tall \_\_\_\_\_
- 4 invent \_\_\_\_\_
- 5 perfect \_\_\_\_\_

- B** Choose one of the root words from **Activity A**. Make up a sentence using as many of its family words as you can. For example:

The inventor invented an invention to invent inventions.

\_\_\_\_\_

\_\_\_\_\_

## Punctuation

### Apostrophes of possession

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

Andersen's story is called 'The Little Mermaid'.

Andersen's story = the story belonging to Anderson

This is an  
**apostrophe:** ' .



The first one is  
done for you.



- A** Rewrite these phrases using an **apostrophe**.

- 1 the story belonging to the child the child's story
- 2 the pupil belonging to the school \_\_\_\_\_
- 3 the book belonging to the author \_\_\_\_\_
- 4 the fame belonging to Andersen \_\_\_\_\_
- 5 the son belonging to the king \_\_\_\_\_

# Spelling

## Soft c words

Say the word **princess** aloud.

'The Princess and the Pea'

The **c** in princess is called a **soft c**.  
It sounds more like an **s**!



**A** Match the clues with a **soft c** word from the box.

cylinder      city      centre  
spicy      pencil      entrance

Say the words aloud.  
That will help you!



1 found in the middle

2 a shape

3 the way in

4 you write or draw with it

5 a busy place where people live and work

6 something with lots of flavour

---

---

---

---

---

---

**B** Circle the letter that follows the **soft c** in each word in **Activity A**.

Which three letters usually follow the **soft c**?    \_\_\_    \_\_\_    \_\_\_

**C** Write three **soft c** words with each of these letter patterns.

Don't use words already found on this page!

**ce**

**ci**

**cy**

---

---

---

---

---

---

---

---

---

## Grammar

### Verbs: irregular past simple tense

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

<u>Verb family name</u>	<u>Past simple tense</u>
to publish	published
to live	lived

Some **verbs** do not follow this rule.

to write	wrote
to make	made
to begin	began

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

- 1 I enjoyed the story of 'The Princess and the Pea'.
- 2 The author's stories became very popular.
- 3 She drew a picture of the Snow Queen.



**B** Complete the table

<b>Verb family name</b>	<b>Past simple tense</b>
to go	I
to drive	He
to hold	We
to think	She

**C** Use these **past simple verbs** in sentences of your own.

1 found \_\_\_\_\_  
\_\_\_\_\_

2 grew \_\_\_\_\_  
\_\_\_\_\_

3 spoke \_\_\_\_\_  
\_\_\_\_\_

## Writing

### Key words and phrases

The activities in this section focus on writing full sentences using **key words and phrases**.

- 1 These key words or phrases are from a book about J. M. Barrie, who wrote the well-known story *Peter Pan*. Use each set of key words to write a sentence about J. M. Barrie.

a

born 1860

died 1937

b

born Scotland

c

father – David

mother – Margaret

d

father a weaver

e

1883–1890 journalist in Nottingham and then London, England

f

*Peter Pan*, play, first performed 1904

## Vocabulary

### Synonyms for said

When you are writing dialogue (what people said), you don't have to keep repeating **said**. There are lots of other words you can use instead.

"I miss our old house," **complained** Alex.  
"I miss our old house," **grumbled** Alex.

Remember, the **synonym** of a word is a word that has the same or a very similar meaning.



**A** Write a list of six synonyms you could use instead of the word **said**.

\_\_\_\_\_

\_\_\_\_\_

**B** Choose three of the words you have written and include them in your own sentences. Don't forget the speech marks!

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

## Punctuation

### Direct speech

**Direct speech** is when we write words that someone has said in speech marks.

"I miss our old house," said Alex.

Sometimes the **speaker's name** comes before the spoken words.

**Alex said**, "I miss our old house."

We use a **comma** to separate the non-spoken and spoken words.

**A** Copy and punctuate these **direct speech** sentences.

1 Rose said We are your new neighbours

\_\_\_\_\_

2 We should make them feel welcome said Father Mouse

\_\_\_\_\_

3 Shall we invite them for tea asked Mother Mouse

\_\_\_\_\_

## Spelling

### ly word endings

A **suffix** is added to the end of a word to slightly change its meaning. The **ly** suffix starts with a consonant letter so it is simply added straight to the root word.

careful + **ly** = carefully

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

happy + **ly** = happily

**A** Complete these word sums.

1 week + ly = \_\_\_\_\_

2 urgent + ly = \_\_\_\_\_

3 wonderful + ly = \_\_\_\_\_

4 usual + ly = \_\_\_\_\_

5 angry + ly = \_\_\_\_\_

6 complete + ly = \_\_\_\_\_

7 like + ly = \_\_\_\_\_

8 pretty + ly = \_\_\_\_\_

9 heavy + ly = \_\_\_\_\_

10 grateful + ly = \_\_\_\_\_

**B** Can you find a **ly** word to go with each of these letters in the alphabet? Use a dictionary to help you.

You won't find a word for every letter!



a \_\_\_\_\_

b \_\_\_\_\_

c \_\_\_\_\_

d \_\_\_\_\_

e \_\_\_\_\_

f \_\_\_\_\_

g \_\_\_\_\_

h \_\_\_\_\_

i \_\_\_\_\_

j \_\_\_\_\_

k \_\_\_\_\_ kindly \_\_\_\_\_

l \_\_\_\_\_

m \_\_\_\_\_

n \_\_\_\_\_

o \_\_\_\_\_

p \_\_\_\_\_

q \_\_\_\_\_

r \_\_\_\_\_

s \_\_\_\_\_

t \_\_\_\_\_

u \_\_\_\_\_

v \_\_\_\_\_

w \_\_\_\_\_

x \_\_\_\_\_

y \_\_\_\_\_

z \_\_\_\_\_

# Grammar

## Articles

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

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

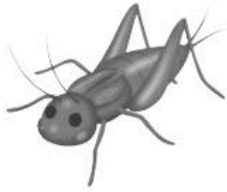
**a** house      **a** family      **a** shoe

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

**an** egg      **an** animal      **an** orange

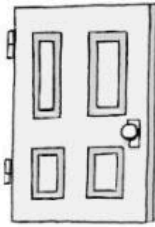
**A** Write **a** or **an** before each word.

1



\_\_\_\_\_ insect

2



\_\_\_\_\_ door

3



\_\_\_\_\_ ice-cream

4



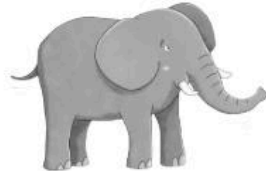
\_\_\_\_\_ apple

5



\_\_\_\_\_ frog

6



\_\_\_\_\_ elephant

**B** In some of these sentences, **a** and **an** are used incorrectly.  
Put a **cross** against the incorrect sentences.

- a I had an lovely ice cream.
- b May I have an orange?
- c We read an story about a family of mice.
- d A ant bit me!
- e I've lost a shoe!

**C** Copy and **correct** the sentences that are incorrect.

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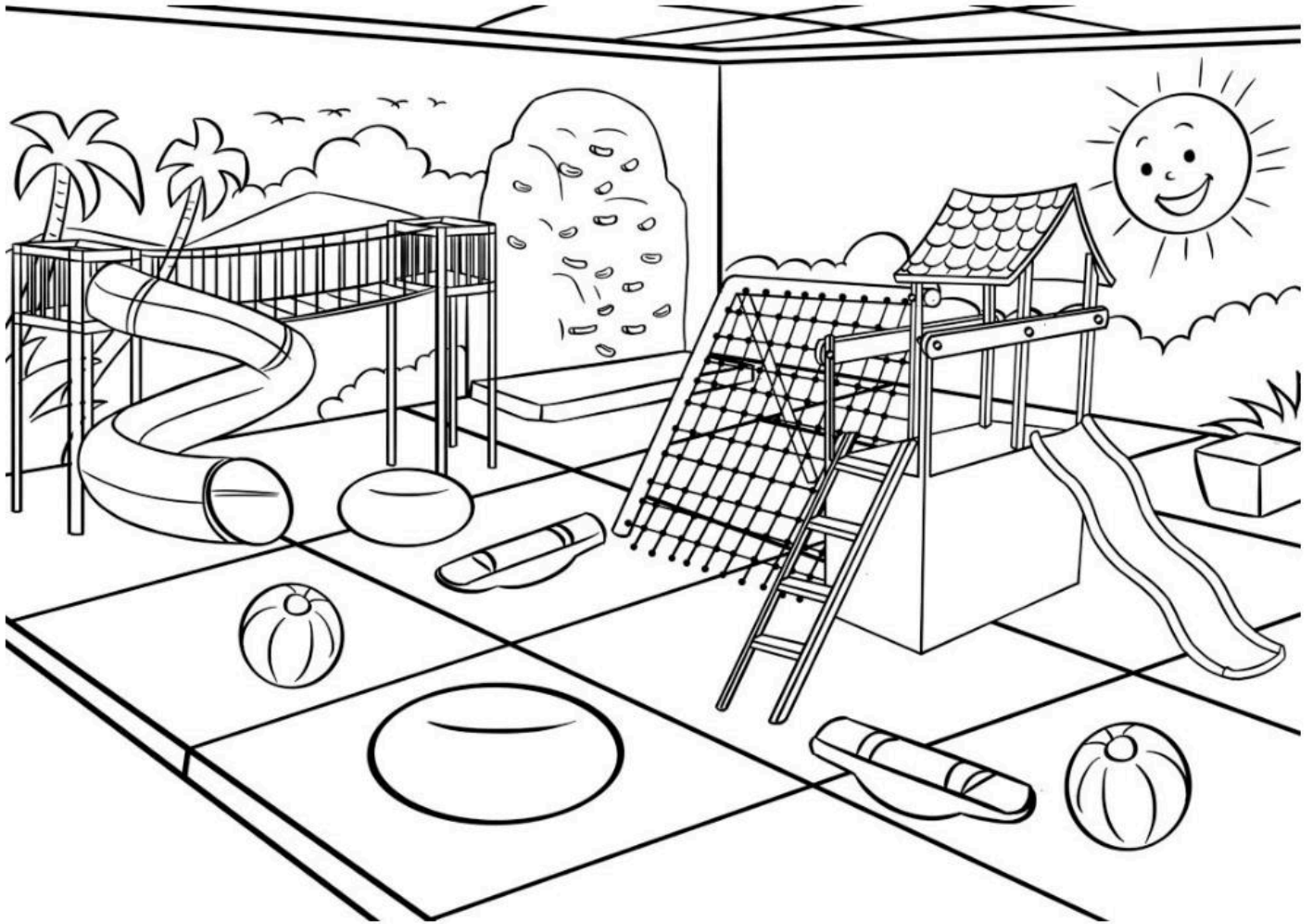
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## Writing

### Settings and dialogue

Use this page to practise describing a setting and writing dialogue.



- 1 Colour the picture.
- 2 Write some words to describe each of the items in the picture.

The slides	The colours	The whole playground

- 3 Write down what you would say to your teacher if you went on a school trip to this place. Remember to put the spoken words in speech marks.

---

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---

---

## Vocabulary

## Using a dictionary

A **dictionary** is very useful for checking how to spell words. It also gives the meanings, or **definitions**, of words.

- A** Use a dictionary to help you choose the best definition for each word. Draw a line between each word and the correct definition.

1 annoy

- a a type of glue
- b to make someone cross
- c to be very sorry

2 fable

- a a short story with a meaning
- b weak
- c a type of flower

3 obedient

- a to be naughty
- b a small animal
- c willing to obey

4 hay

- a bread
- b to shout loudly
- c cut grass that is used to feed animals

- B** Use each word from **Activity A** in a sentence of your own.

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

## Punctuation

### Capital letters, question marks and exclamation marks

All **sentences** start with a **capital letter**.  
A **statement** ends with a **full stop**.  
A **question** ends with a **question mark**.  
An **exclamation** ends with an **exclamation mark**.

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

- 1 The rabbit has escaped
- 2 Where has it gone
- 3 We must find it before it gets dark
- 4 Shall we ask Dad to help us



## Spelling

### Soft g words

The letter **j** is never used at the end of English words. The sound is made by a **soft g** using **ge** or **dge**.

Wild rabbits often live in **large** groups.

Remember, when we add **ing** to a word ending in **e**, we drop the **e** and add **ing**.

judge + **ing** = **judging**

**A** Add **ge** or **dge** to each of these words. Then write the word you have made in a sentence.

1 gara\_\_\_\_\_

2 bri\_\_\_\_\_

3 pa\_\_\_\_\_

4 he\_\_\_\_\_

- B** Complete the sentences by selecting a word from the word box and adding **ing**.

arrange      change      challenge      stage

- 1 The test was very \_\_\_\_\_!
- 2 Our school will be \_\_\_\_\_ a play.
- 3 I think the weather is \_\_\_\_\_.
- 4 My mum is \_\_\_\_\_ a surprise for my brother.

- C** Write a definition for each word. Use a dictionary if you need to.

- 1 knowledge \_\_\_\_\_  
\_\_\_\_\_
- 2 voyage \_\_\_\_\_  
\_\_\_\_\_
- 3 advantage \_\_\_\_\_  
\_\_\_\_\_
- 4 luggage \_\_\_\_\_  
\_\_\_\_\_

## Grammar

### Prepositions

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

Pet rabbits are usually kept **in** wooden hutches.

Pet rabbits exercise **outside** the hutch.

- A** Write all of the **prepositions** from the box that can follow each word below.

Some **prepositions** will go with more than one word.



up      on      after      at  
over      behind      in      down

- 1 jump \_\_\_\_\_
- 2 sit \_\_\_\_\_
- 3 get \_\_\_\_\_
- 4 come \_\_\_\_\_
- 5 hide \_\_\_\_\_
- 6 look \_\_\_\_\_

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

1 between \_\_\_\_\_  
\_\_\_\_\_

2 through \_\_\_\_\_  
\_\_\_\_\_

3 towards \_\_\_\_\_  
\_\_\_\_\_

4 around \_\_\_\_\_  
\_\_\_\_\_

## Writing

### Simple reports

1 You are going to write a **simple report** about a pet animal of your choice. Use this page to help you plan your report.

**a** What animal are you going to write about? \_\_\_\_\_

**b** Write some notes about:

• where the animal lives/sleeps: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

• what the animal eats: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

• how to look after the animal: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2 Use your notes to write a report about the animal in your exercise book.

## Vocabulary

### Using a thesaurus

A thesaurus is a book that gives the **synonyms** of common words in alphabetical order. For each word, there is a list of synonyms and the **antonym**, if it has one.

<b>antonym</b>	<b>synonyms</b>
↓	⏟
<b>cold</b> (hot)	cool, chilly, frosty, icy, wintry, arctic
<b>come</b> (go)	arrive, appear, reach, approach, enter, advance
<b>correct</b> (incorrect)	right, exact, true, proper, accurate

Remember, **synonyms** are words with similar meanings. An **antonym** means the opposite.



**A** Copy these sentences. Replace the underlined words with ones that have a similar meaning. Use the thesaurus entries above to help you.

1 There is a cold wind today.

---

2 The forecast says that the storm will come here soon.

---

3 Weather forecasts aren't always correct.

---

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

## Punctuation

### Commas in lists

**A** Write sentences of your own including these **lists**.

1 rain                      fog                      hail

---



---

2 sun                      wind                      thunder

---



---

Remember your **commas!**



## Spelling

### sion word ending

The word ending **ion** is a very common **suffix**. It is added to many root words.

The suffix **ion** always has either a **t** or an **s** in front of it.

This unit covers the suffix with an **s** in front of it.

The teacher made a good **decision**.

- A** Look carefully at the end of these words. Sort the words into the table according to their endings.

You could look up the meaning of the words in a dictionary.



vision	confusion	session	conclusion
division	possession	evasion	occasion
persuasion	television	permission	inclusion

asion	ision	usion	ssion

- B** Draw a line to match the words with the correct definitions.

- |                     |  |
|---------------------|--|
| 1 <b>permission</b> | something that you decide when you have thought about all the information connected with the situation |
| 2 <b>confusion</b>  | convincing someone to do something even though they may not want to                                    |
| 3 <b>persuasion</b> | allowing something to happen   |
| 4 <b>conclusion</b> | not being sure about what is happening or what something means   |

- C** Complete the sentences below with the correct word from **Activity B**.

- 1 My father gave me \_\_\_\_\_ to attend the school trip.
- 2 My friend didn't want to come, so I had to use some \_\_\_\_\_!
- 3 There was some \_\_\_\_\_ over where to meet.
- 4 The \_\_\_\_\_ was that we should meet in front of the school gate.

## Grammar

### Verbs: future tense

Verbs tell us **what** happens.

A verb **tense** tells us **when** something happens.

**present simple:** It rains.

**present progressive:** It is raining.

**past simple:** It rained.

**past progressive:** It was raining.

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

It **will rain** tomorrow.

I **shall take** my umbrella.

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

1 **shall** after **I** and **we**

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

2 the **verb family name**.



**A** Change the present tense verb in each sentence into the **future tense**.

1 He looks for his umbrella.

\_\_\_\_\_

2 The forecast tells us about the weather.

\_\_\_\_\_

3 I wait for the rain to stop.

\_\_\_\_\_

4 We are getting wet!

\_\_\_\_\_

**B** Fill in the missing **verbs**.

Verb family name	Present simple tense	Past simple tense	Future tense
to rain	It rains	It _____	It _____
to write	I _____	I wrote	I _____
to thunder	It _____	It _____	It _____
to forecast	He _____	He _____	He _____



## Writing

### Contents page

- 1 You are going to write the **contents page** for an imaginary book. Use this page to plan your contents page.
  - a What topic have you chosen? \_\_\_\_\_
  - b Think of a title for your book: \_\_\_\_\_
- 2 Use the framework below to help you plan your contents page.

<b>CONTENTS</b>	
	Page
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

## Vocabulary

## Alphabetical order

It is important to know the order of the letters in the alphabet.

- A The table below gives a code for the letters of the alphabet. Look at the table, and then write the sentence in code.

A	B	C	D	E	F	G	H	I	J	K	L	M
1	2	3	4	5	6	7	8	9	10	11	12	13

N	O	P	Q	R	S	T	U	V	W	X	Y	Z
14	15	16	17	18	19	20	21	22	23	24	25	26

The crab saw an old woman sitting on a log.

- B Write words or letters to answer these questions.

- Which two letters are closest to the centre of the alphabet? \_\_\_\_\_
- A is the first letter. Where do the other vowels come? \_\_\_\_\_

## Punctuation

## Direct speech

**Direct speech** is when we write words that someone has said. We can put the **speaker's name** or the **speaker's pronoun** (he/she) before the spoken words.

**She said to the kind crab,** "You are a good, kind crab so I will do something for you now."

We use a **comma** to separate the non-spoken and spoken words.



- A Write endings of your choice to complete these **direct speech sentences**.

Remember to include the correct punctuation.



- I said \_\_\_\_\_
- My friend said \_\_\_\_\_
- My teacher said \_\_\_\_\_

## Spelling

### er and est word endings

A thing can be **bigger** or **smaller** than **one** other thing.

The mouse is **smaller** than an elephant.

A thing can be the **biggest** or **smallest** of **three or more** things.

The mouse is the **smallest** animal in the story.

If a comparing word ends with **y**, we change the **y** to **i** before adding **er** or **est**.

happy      happier      happiest

**A** Use the words in brackets to complete each sentence using the correct **er** or **est** ending.

- 1 The elephant is       bigger       than the mouse. [big]
- 2 The mouse is \_\_\_\_\_ than the hippo. [small]
- 3 The mouse is the \_\_\_\_\_ animal in the story. [clever]
- 4 The hippo said he was the \_\_\_\_\_ animal in the world. [strong]

The first one is done for you.



**B** Complete this table.

Adjective	+er	+est
large		
funny		
hot		
sunny		
tall		
happy		
bright		



**Adjectives: comparatives and superlatives**

**Adjectives** are describing words.

They tell us more about people, animals, places and things.

Adjectives that describe the **difference** between **two things** are **comparative** adjectives.

“I am **stronger** than you,” said Mouse.

Adjectives that describe the **difference** between **three or more things** are **superlative** adjectives.

“I am the **strongest** animal in the world,” said Hippo.

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

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



**A** Complete the table with the missing **adjectives**

<b>Adjective</b>	<b>Comparative</b>	<b>Superlative</b>
old	older	
beautiful		most beautiful
bright		brightest
special	more special	
surprising		

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

1 more important \_\_\_\_\_  
\_\_\_\_\_

2 most exciting \_\_\_\_\_  
\_\_\_\_\_

3 more expensive \_\_\_\_\_  
\_\_\_\_\_

4 most interesting \_\_\_\_\_  
\_\_\_\_\_

**Story beginnings**

You are going to write the beginning of a story about an animal that is kind to an old lady who has hidden powers. You could begin your story in three ways:

- 1 by describing the setting
- 2 by describing the characters
- 3 with a conversation.

Write down ideas for each type of beginning.

**1 Describing the setting**

*One day, an old lady was sitting and thinking.*

Write some sentences to describe where the old lady was sitting.

---

---

---

---

**2 Describing the characters**

*Once, there was a very old lady.*

Write some more sentences to describe the old lady.

---

---

---

---

**3 A conversation**

*“Good morning,” said the frog to the old lady.*

Write some more sentences to show what the frog and the old lady talked about.

---

---

---

---

---

---

---

---



# The Maze Game

## Vocabulary

### Definitions

Some words are spelt the same but have more than one meaning. Below is an entry in a dictionary. If a word has two or more different **definitions**, they are numbered.

**operate** *v* (1) to run a machine (2) to repair a part of a person's body

**operation** *n* when surgeons repair part of an injured or ill person's body

**operator** *n* a person who runs a machine

definitions

**A** Write your own **definition** for each of these words and then check your answer in a dictionary.

1 edge \_\_\_\_\_

2 centre \_\_\_\_\_

3 way \_\_\_\_\_

## Punctuation

### Apostrophes of possession

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

each **player's** playing piece = the playing piece belonging to each player

This is an **apostrophe**: ' .



**A** Write these using an **apostrophe**.

1 the box belonging to the game \_\_\_\_\_

2 the centre belonging to the maze \_\_\_\_\_

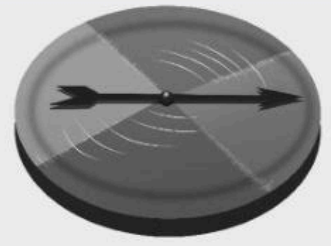
3 the card belonging to the player \_\_\_\_\_

## Spelling

### tion word endings

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

When you get to a **junction**, spin the spinner to see which way to turn.



- A** Look carefully at the end of these words, then sort them into the table according to their endings.

position  
direction  
addition

station  
motion  
emotion

lotion  
celebration  
relation

fiction  
fraction  
competition

ation	tion	otion	ction

- B** Add the correct **tion** ending to these words.

1 instru\_\_\_\_\_

2 descrip\_\_\_\_\_

3 celebr\_\_\_\_\_

4 fi\_\_\_\_\_

5 st\_\_\_\_\_

6 rel\_\_\_\_\_

7 addi\_\_\_\_\_

8 se\_\_\_\_\_

- C** Check the words you have written in **Activity B** in a dictionary.  
Rewrite any words you spelt wrong.

---

---

---

## Word families

The four most important **parts of speech** are:

- **nouns** – naming words
- **verbs** – doing or being words
- **adjectives** – words that describe nouns
- **adverbs** – words that describe verbs.

Many words can be altered by adding or taking away **prefixes** and **suffixes** to create different parts of speech.

Words that are formed from the same **root word** are called **word families**.

We got great <b>enjoyment</b> from the game.	<b>noun</b>
The game was very <b>enjoyable</b> .	<b>adjective</b>
Did you <b>enjoy</b> the game?	<b>verb</b>
We played <b>enjoyably</b> all afternoon.	<b>adverb</b>

**A** Write the words in the box under the correct heading.

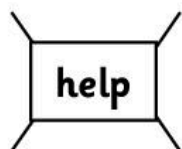
highest	quickly	squares	take
fewer	game	again	played
exact	dice	scored	firstly



Noun	Adjective	Verb	Adverb

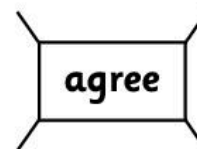
**B** Complete the word webs with any words from the same word family that you can think of.

1      helped                  helpful



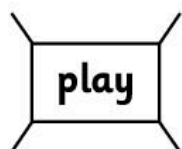
\_\_\_\_\_

2      agreement                  disagree



\_\_\_\_\_

3      playful                  \_\_\_\_\_



\_\_\_\_\_

4      \_\_\_\_\_                  \_\_\_\_\_



\_\_\_\_\_



## Writing

### Rules

You are going to write a list of **rules**. Use this page to help you.

1 What are you going to write rules for?

- crossing the road
- cooking in the kitchen
- looking after a pet

2 Now write your rules in the box with a reason for each one.

#### DO

##### Rule 1

Do \_\_\_\_\_

Reason: \_\_\_\_\_

##### Rule 2

Do \_\_\_\_\_

Reason: \_\_\_\_\_

##### Rule 3

Do \_\_\_\_\_

Reason: \_\_\_\_\_

#### DON'T

##### Rule 1

Don't \_\_\_\_\_

Reason: \_\_\_\_\_

##### Rule 2

Don't \_\_\_\_\_

Reason: \_\_\_\_\_

##### Rule 3

Don't \_\_\_\_\_

Reason: \_\_\_\_\_

# The Sound Collector

## Vocabulary

### Using a thesaurus

Remember, a **thesaurus** gives the **synonyms** of words in alphabetical order. For each word, there is a list of synonyms, and the **antonym**, if it has one.

Remember, **synonyms** are words with similar meanings. An **antonym** means the opposite.



**A** Write one **synonym** for the underlined word in each sentence. Use a thesaurus to help you.

1 I carried some books for my teacher to be helpful.

\_\_\_\_\_

2 She was happy to have some help.

\_\_\_\_\_

3 There were a lot of books and they were very heavy.

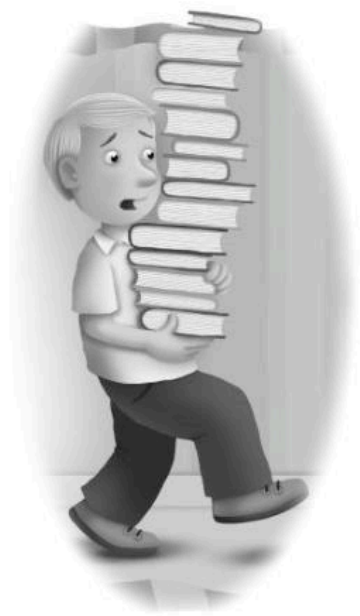
\_\_\_\_\_

**B** Write an **antonym** for each of the underlined words in **Activity A**.

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_



## Punctuation

### Apostrophes of possession

Remember, **possessive nouns** tell you who **owns** something.

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

the raindrops' drumming = the drumming belonging to the raindrops

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

the children's voices = the voices belonging to the children

**A** Write these using an **apostrophe**.

1 the paws belonging to the kittens \_\_\_\_\_

2 the windows belonging to the houses \_\_\_\_\_

## Spelling

### ous word endings

**ous** is an important word ending.

If a word ends in **y** (that sounds like **ee** as in 'bee'), change the **y** to **i** before adding **ous**.

'The Sound Collector' is written by a **famous** poet. He has written **various** poems that make us think differently about everyday things.

**A** Complete these word sums.

1 fam + ous \_\_\_\_\_

marvell + ous \_\_\_\_\_

jeal + ous \_\_\_\_\_

2 var + ious \_\_\_\_\_

fur + ious \_\_\_\_\_

ser + ious \_\_\_\_\_

3 hid + eous \_\_\_\_\_

court + eous \_\_\_\_\_

outrag + eous \_\_\_\_\_

**B** Write a **definition** for each of these words. Use a dictionary to help you.

1 glamorous \_\_\_\_\_

2 victorious \_\_\_\_\_

3 dangerous \_\_\_\_\_

4 serious \_\_\_\_\_

5 courageous \_\_\_\_\_

**C** Choose three words from **Activity B** and write them in a sentence.

---

---

---

## Abstract nouns

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

**common noun**      apple  
**proper noun**      Taj Mahal  
**compound noun**    football

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

Here are some examples of abstract nouns:

<b>Qualities</b>	bravery	kindness	silence
<b>Feelings</b>	fear	sadness	happiness
<b>Times</b>	morning	evening	holiday

**A** Write each **noun** from the box under the correct heading.

London      laughter      raindrop      night  
 silence      kitten      Everest      guilt  
 window      Africa      joy      pity

Some common nouns and compound nouns can also be concrete nouns.



Concrete nouns	Abstract nouns

**B** Use these **abstract nouns** in sentences of your own.

- brightness \_\_\_\_\_  
\_\_\_\_\_
- wisdom \_\_\_\_\_  
\_\_\_\_\_
- happiness \_\_\_\_\_  
\_\_\_\_\_
- pleasure \_\_\_\_\_  
\_\_\_\_\_

## Writing

### Poems with sound words

You are going to write a poem using rhyme and **sound words**.

1

a Make a list of six items that make a sound.

_____	_____
_____	_____
_____	_____



feet on the street

b Find a rhyming word for each item.

_____	_____
_____	_____
_____	_____



a cat in a hat

c Think of a sound word to describe the noise each item makes.

_____	_____
_____	_____
_____	_____



a frog on a log

2 Match up the sound words with the items to create a line for your poem in each case.

_____
_____
_____
_____
_____
_____

3 Write a final copy of your poem in your exercise book.

## Vocabulary

### Antonyms

**Antonyms** are words that have opposite meanings.

**dirty** and **clean** are antonyms

**wet** and **dry** are antonyms

Antonyms are sometimes created by adding the prefix **un** or **dis**.

trust            **dis**trust

**A** Use **un** or **dis** to make the **antonym** of each word.

1 pack \_\_\_\_\_ 2 lock \_\_\_\_\_

3 important \_\_\_\_\_ 4 agree \_\_\_\_\_

5 connect \_\_\_\_\_ 6 certain \_\_\_\_\_

**B** Use three antonyms from **Activity A** in your own sentences.

---



---



---

## Punctuation

### Apostrophes of contraction with **not**


**Contractions** are words that have been made smaller.

A letter or more than one letter is left out.

An **apostrophe** is used in place of the missing letter or letters.

We often use contractions with words with **not**.

cannot            can't

This is an  
**apostrophe:** ' 

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

1 Do not eat before you wash your hands. \_\_\_\_\_

2 I would not like to swallow germs! \_\_\_\_\_

3 I did not know germs were everywhere! \_\_\_\_\_

4 I cannot see any germs. \_\_\_\_\_

# Spelling

## ou sounds

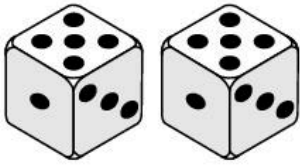
Some letter patterns have more than one sound. The **ou** letter pattern can make different sounds in different words. This unit looks at two of these sounds.

found      touch

**A** Write a word from the box to match each picture.

double      country      young      house  
trouble      cloud      touch      mouse

1



\_\_\_\_\_

2



\_\_\_\_\_

3



\_\_\_\_\_

4



\_\_\_\_\_

5



\_\_\_\_\_

6



\_\_\_\_\_

**B** Group together the words in **Activity A** that have the same **ou** sound.

1 \_\_\_\_\_

2 \_\_\_\_\_

Saying the words aloud will help you to hear the sound.



**C** With a line, link the words that have the same **ou** sound.

1 would      group

2 soup      sound

3 double      could

4 found      trouble

## Conjunctions

**Conjunctions** are words that are used to join sentences. Here are some common conjunctions that you may know:

**and**      **but**      **or**      **so**      **because**

Here are some other useful **conjunctions** to do with **time**.

Germs get on your hands **when** you touch something.

Keep washing your hands **while** you are cooking.

Wash your hands **before** you eat.

Wash your hands **after** playing with your pet.

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

- 1 The boys played outside before going home for lunch.
- 2 You must keep your hands clean because germs are everywhere.
- 3 I clean my teeth after I have eaten.

**B** Copy and join each pair of sentences using a **conjunction**.

- 1 The cook washed her hands. She had picked vegetables in the garden.

---

---

- 2 The cook kept washing her hands. She was cooking.

---

---

**C** Use these **conjunctions** in sentences of your own.

- 1 when

---

---

- 2 while

---

---

- 3 before

---

---

- 4 after

---

---



## Writing

### Flow diagrams

Use this page to complete a flow diagram showing the life cycle of a chicken.

1 The stages below are in the wrong order. Number them in the correct order.


After a while an egg hatches. \_\_\_\_\_

First the chicken lays her eggs. \_\_\_\_\_


The chick grows into an adult chicken. \_\_\_\_\_

The small chick grows quickly. \_\_\_\_\_


2 Use the information to complete your flow diagram.

	<b>What happens first?</b> _____ _____ _____
---	---




	<b>What happens next?</b> _____ _____ _____
---	--



	<b>What happens next?</b> _____ _____ _____
---	--



	<b>What happens next?</b> _____ _____ _____
---	--

# A Birthday Party

## Vocabulary

### Common expressions

**Thank you** is an **expression** we use when someone has been kind or helpful.

**Thank you** for the wonderful game you sent me.

**A** Complete the sentences, using the best expression from the box.

I'm sorry    be careful    watch out    be quiet    excuse me

1 \_\_\_\_\_, where is my classroom?

2 \_\_\_\_\_, I lost your book.

3 \_\_\_\_\_, there's a car coming!

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

1 thank you \_\_\_\_\_

2 I'm sorry \_\_\_\_\_

3 be careful \_\_\_\_\_

## Punctuation

### Apostrophes of contraction

**Contractions** are words that have been made smaller.

A letter or more than one letter is left out.

An **apostrophe** is used in place of the missing letter or letters.

did not    didn't

This is an  
**apostrophe:** ' .



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

1 let's \_\_\_\_\_

2 won't \_\_\_\_\_

3 don't \_\_\_\_\_

# Spelling

## wh and ph words

Many words that begin with **wh** are question words.

**What** time is your party, Claire?

Words with **ph** can be tricky to spell. The **ph** makes an **f** sound.

**ph**oto

al**ph**abet

**A** Write five questions of your own, each starting with a different **wh** word.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

**B** Match the words in the word box with these pictures.

elephant

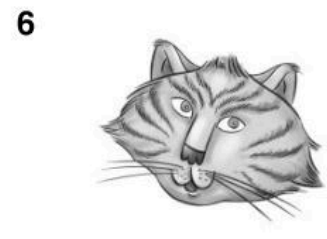
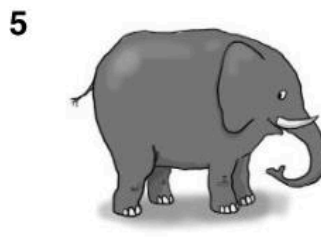
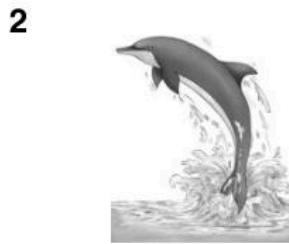
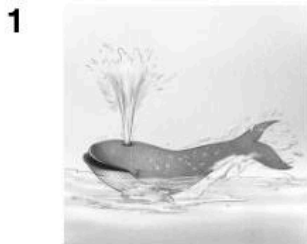
photo

whale

dolphin

phone

whiskers



**C** Can you use **all** the words from **Activity B** in two sentences?

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

**Verbs: present perfect tense**

These are the **past tenses** that have been covered so far:

**past simple:** Dad **made** a treasure hunt.

**past continuous:** We **were playing** a game.

We make the **present perfect tense** of **regular** verbs like this:  
**present simple** of the verb **to have** + the **ed** form of a verb.

I **have saved** a piece of cake for you.

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

My friends **have eaten** the rest of the cake.



**A** Copy the sentences. Change the underlined present simple verbs into the **present perfect tense**.

1 I play games at my birthday party.

\_\_\_\_\_

2 My grandmother bakes cakes for my birthday.

\_\_\_\_\_

3 I open my birthday presents.

\_\_\_\_\_

**B** Complete the table.

Verb family name	Past simple tense	Present perfect tense
to talk	I talked	I have talked
to invite	we _____	we _____
to enjoy	they _____	they _____
to call	she _____	she _____

**C** Use these **present perfect tense** verbs in sentences of your own.

1 she has visited \_\_\_\_\_

\_\_\_\_\_

2 he has collected \_\_\_\_\_

\_\_\_\_\_

# Writing

## A letter

Use this page to help you write a **letter** to a friend or relative, inviting them to stay with you.

Your address →

---

---

---

---

Date →

---

Name of the person  
you are writing to



Dear \_\_\_\_\_

Your first paragraph, saying why you are writing the letter

---

---

---

Your second paragraph, saying what you will do if they come

---

---

---

Your third paragraph, saying you hope they can come

---

---

---

← Your friendly ending

← Your name

## Vocabulary

### Homonyms

**Homonyms** are words that sound the same and are spelt the same, but which have different meanings.

**Book** reviews help us choose what to read.

Mum went online to **book** our cinema tickets.

**A** Circle the homonyms.

bank    island    fans    match    zoo    bark  
nurse    atlas    sky    tale    watch

**B** Choose two homonyms from **Activity A**. Use each word in two sentences, to show the different meanings.

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

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

## Punctuation

### Capital letters, question marks and exclamation marks

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

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

Maya faces many adventures.

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

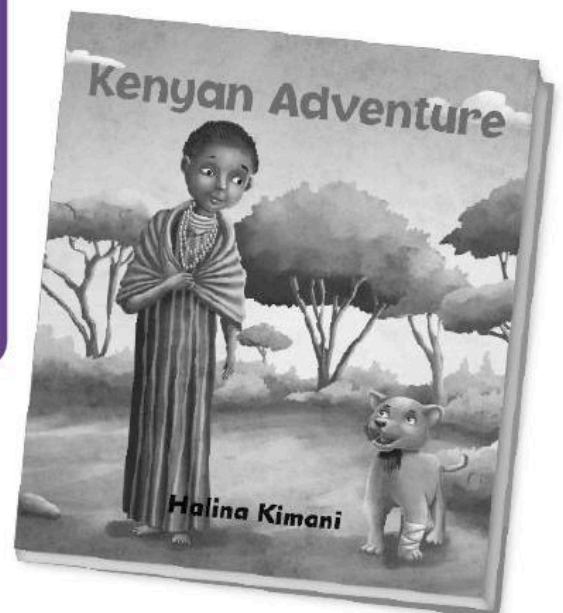
Can Maya succeed in her quest?

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

It has disappeared!

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

- Which book are you reading\_\_\_\_\_
- I am reading *Kenyan Adventure*\_\_\_\_\_
- That was the best book I've ever read\_\_\_\_\_



## Spelling

### sure and ture endings

The **ure** spelling pattern is usually found with the **sure** and **ture** word endings.

*Kenyan Adventure* is a pleasure to read

furniture    measure    adventure    nature    treasure    signature

**A** Match a word from the word box with each of these pictures.

1



\_\_\_\_\_

2



\_\_\_\_\_

3



\_\_\_\_\_

4



\_\_\_\_\_

5



\_\_\_\_\_

6



\_\_\_\_\_

**B** Complete each of these words with **sure** or **ture**.

Look up spellings or word meanings that you don't know in a dictionary.



1 mea\_\_\_\_\_    2 pres\_\_\_\_\_    3 mix\_\_\_\_\_

4 adven\_\_\_\_\_    5 sculp\_\_\_\_\_    6 struc\_\_\_\_\_

7 fu\_\_\_\_\_    8 plea\_\_\_\_\_    9 crea\_\_\_\_\_

**C** Write a definition for four of the words in **Activity B**.

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

Paragraphing

A **paragraph** is a group of sentences about **one main idea**. We begin a **new paragraph** when we write about **a different aspect** of a topic. We show a **new paragraph** has started by starting a new line.

In the review of the book *The Mystery of the Vanishing House*, there are **four paragraphs**. Here is a summary of what each paragraph is about:

paragraph 1: What the characters, Peter and his friends, usually do every Saturday

paragraph 2: What was different on one Saturday morning

paragraph 3: Solving the mystery of the vanishing house

paragraph 4: Who would like to read the book

**A** If the reviewer had written more in the review of *The Mystery of the Vanishing House*, in which **paragraph** would she have put the following information?

Information	Paragraph
1 Peter and his friends cannot believe the house has vanished.	_____
2 If you have enjoyed books by the same author, you will love this book.	_____
3 Peter asks their neighbours who lived in the house.	_____
4 The children played hide and seek among the trees.	_____

**B** Sort the following sentences into two paragraphs.

Number the sentences **1** or **2** to show which paragraph they should go in. The first one has been done to help you.

I read a review about *The Mystery of the Vanishing House*. 1

I'm really interested in animals so I think I will like this book. \_\_\_\_\_

The reviewer described how a house disappears and the characters try to find out why. \_\_\_\_\_

I read a review about *Kenyan Adventure* and Maya's quest to save a lion cub. \_\_\_\_\_

I would like to read this book because I like mystery stories. \_\_\_\_\_

The reviewer said that Maya has many adventures. \_\_\_\_\_



### Book review

Use this page to help you structure a **book review**. Write the review about a book you have recently read.

Title: \_\_\_\_\_

Author: \_\_\_\_\_

The story is about \_\_\_\_\_

---

---

---

---

---

---

---

It is set in \_\_\_\_\_

---

---

---

---

---

---

---

One of the characters is \_\_\_\_\_

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---

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---

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---

My opinion of the story is \_\_\_\_\_

---

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---

---

## Vocabulary

### Compound words

**Compound words** can be made when two smaller words are added together to make one big word.

every + one = **everyone**

**A** Write three compound words, each beginning with these words.

- 1 every \_\_\_\_\_
- 2 some \_\_\_\_\_
- 3 any \_\_\_\_\_

**B** Write three sentences. Each sentence must have two compound words.

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

## Punctuation

### Commas in lists

When we write a **list** in a sentence we use **commas** between the items in the list.

We can join the last two things in the list with **and**, **but** and **or**.

I like reading books about animals, plants **and** space.



**A** Write sentences of your own including these **lists**.

- 1 films                      music                      sport
- \_\_\_\_\_
- \_\_\_\_\_
- 2 dinosaurs                      plants                      electricity
- \_\_\_\_\_
- \_\_\_\_\_
- 3 birds                      animals                      science                      mathematics                      stars
- \_\_\_\_\_
- \_\_\_\_\_

# Spelling

## Prefixes

A **prefix** is a group of letters added to the beginning of a word to change its meaning.

Some prefixes give a word the **opposite** meaning.

correct                      incorrect

When a prefix is added to a word, don't worry if it doubles some letters.

**A** Underline the prefix in each of these words.

1 misfortune    2 dishonest    3 insensitive    4 distrust

5 impossible    6 illegible    7 invisible    8 irresponsible

**B** Write three words that begin with each of these prefixes.

Use a dictionary to help.



**dis**

---

---

---

**mis**

---

---

---

**in**

---

---

---

**im**

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---

---

**il**

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---

---

**ir**

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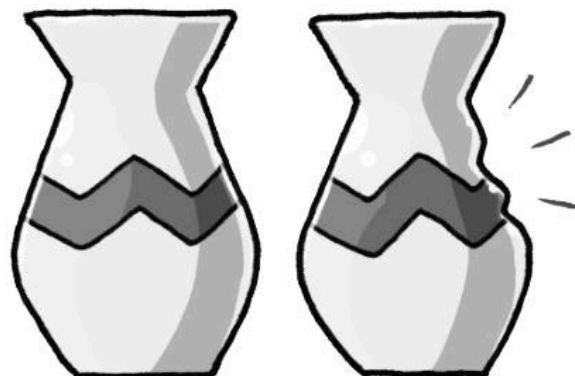
**C** Add a prefix to each of these words to make a new word.

1 \_\_\_\_\_obey

2 \_\_\_\_\_lead

3 \_\_\_\_\_correct

4 \_\_\_\_\_perfect



**Singular and plural nouns**

One is **singular**.  
More than one is **plural**.



We add **s** to lots of **naming words** when we mean **more than one**.

one book	two books	one torch	two torches
one story	two stories	one boy	two boys

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

one shelf	two shelves	one life	two lives
-----------	-------------	----------	-----------

Some **f/fe** words just add **s**. You just have to learn these.

cliff	cliffs	roof	roofs
-------	--------	------	-------

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

Put each **plural noun** into a sentence of your own.

1 leaf plural: \_\_\_\_\_

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

\_\_\_\_\_

2 loaf plural: \_\_\_\_\_

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

\_\_\_\_\_

3 roof plural: \_\_\_\_\_

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

\_\_\_\_\_



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

Put each **singular noun** into a sentence of your own.

1 wolves singular: \_\_\_\_\_

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

\_\_\_\_\_

2 lives singular: \_\_\_\_\_

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

\_\_\_\_\_

3 cliffs singular: \_\_\_\_\_

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

\_\_\_\_\_



# Sorry, Sorry, Sorry

## Vocabulary

### Synonyms

Remember, a **synonym** is a word with the same or a similar meaning to another word.

**A** Use a thesaurus to choose two synonyms for each of these words.

- 1 join \_\_\_\_\_
- 2 bright \_\_\_\_\_
- 3 strong \_\_\_\_\_

**B** Write sentences using the synonyms you wrote in Activity A.

- 1 a \_\_\_\_\_  
b \_\_\_\_\_
- 2 a \_\_\_\_\_  
b \_\_\_\_\_
- 3 a \_\_\_\_\_  
b \_\_\_\_\_

## Punctuation

### Apostrophes

We use an **apostrophe** for:

**1 contractions**

I **wasn't** listening.      **wasn't** = was not

**2 possessive nouns**

the **alien's** planet = the planet belonging to the alien

the **aliens'** planet = the planet belonging to the aliens

**A** Make **contractions** for the words below using an **apostrophe**.

- 1 do not \_\_\_\_\_
- 2 they are \_\_\_\_\_

**B** Write these as **possessive nouns** using an **apostrophe**.

- 1 the ship belonging to the pirate \_\_\_\_\_
- 2 the dreams belonging to the boys \_\_\_\_\_



## Spelling

### ei words

This unit covers the different sounds that the spelling pattern **ei** can make.

Say these words aloud:

weight    height    weird

Can you hear the different sounds that the **ei** makes?

**A** Circle the words with the same **ei** sound as in **eight**.

weight	ceiling	eighty	vein
either	deceive	rein	receipt
freight	height	weird	their

**B** Write these words into your own sentence.

If you don't know what a word means, check it in a dictionary first.

- 1 eight \_\_\_\_\_
- 2 reins \_\_\_\_\_
- 3 height \_\_\_\_\_
- 4 ceiling \_\_\_\_\_
- 5 their \_\_\_\_\_

**C** Add **ei** or **eigh** to complete each of these words.

- 1 v \_\_\_\_\_ n
- 2 w \_\_\_\_\_
- 3 \_\_\_\_\_ teen
- 4 n \_\_\_\_\_ bour
- 5 rec \_\_\_\_\_ ve
- 6 w \_\_\_\_\_ rdly



## Grammar

### Verbs: irregular past simple tense

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

Verb family name

to drift

to hear

Past simple tense

drifted

heard

Some **verbs** do not follow this rule.

to say

to make

to grow

said

made

grew

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

- 1 Someone spoke to me.
- 2 They said something important.
- 3 I dreamt about an amazing place.

**B** Complete the table.

Verb family name	Past simple tense
to bring	I
to swim	He
to sing	We
to grow	She



**C** Use these **past simple verbs** in sentences of your own.

1 thought \_\_\_\_\_  
\_\_\_\_\_

2 taught \_\_\_\_\_  
\_\_\_\_\_

3 caught \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





## Writing

### Humorous poetry

You are going to write your own limerick.

- 1 Start by thinking of as many words as you can that rhyme with the word 'East'.



---

---

---

- 2 Now think of other pairs of rhyming words.

---

---

---

- 3 Choose your favourite words and complete the table, so that you have two words that rhyme with 'East' for lines 2 and 5 and two other rhyming words for lines 3 and 4.

Line	Rhyming word	Line	Rhyming word
1	East	3	
2		4	
5			

- 4 Now complete the rest of your limerick, using your rhyming words.

There was a young man from the East

Who thought \_\_\_\_\_

When he \_\_\_\_\_

He \_\_\_\_\_

And \_\_\_\_\_

## Vocabulary

### Alphabetical order

- A** All these words can be found in a book on sport. Organise these words under the correct subheadings as they would be found in the index.

hockey      bats      shoes      cricket      accuracy  
 football      speed      strength      gloves      basketball  
 balance      helmets      tennis      teamwork      racquets

Index subheadings		
Sports	Equipment	Skills

- B** Now list the words from **Activity A** under each subheading alphabetically.

Index subheadings		
Sports	Equipment	Skills



## Punctuation

### Capital letters, question marks and exclamation marks

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

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

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

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

**A** 1 Write a **statement** about your favourite sport.

---

2 Write a **question** about your favourite sport.

---

3 Write an **exclamation** about your favourite sport.

---

## Spelling

### Prefixes

A **prefix** is a group of letters added to the beginning of a word to change its meaning.

Remember, when a prefix is added to a word, don't worry if it doubles some letters.

**A** Complete these word sums.

1 non + sense = \_\_\_\_\_ 2 de + code = \_\_\_\_\_

3 pre + view = \_\_\_\_\_ 4 re + place = \_\_\_\_\_

5 un + cover = \_\_\_\_\_ 6 de + bug = \_\_\_\_\_

**B** Sort the words with prefixes from **Activity A** into this table.

un	non	pre	re	de

**C** Fill the gaps in the table with more words with prefixes.  
You can use a dictionary to help.

## Grammar

### Abstract nouns

There are different types of **nouns**.

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

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

**A** Write each **noun** from the box under the correct heading.

success      ambition      snowboard      goalkeeper  
equipment      fairness      Sunday      shoes  
bravery      health      football      food



Concrete nouns	Abstract nouns

**B** Use these **abstract nouns** in sentences of your own.

1 skill \_\_\_\_\_

\_\_\_\_\_

2 speed \_\_\_\_\_

\_\_\_\_\_

3 opinion \_\_\_\_\_

\_\_\_\_\_

4 fitness \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Writing

### Indexes

You are going to write an **index** from a book called *The Planets*.

- 1 Read the names of the planets that go around the sun.

Mercury

Venus

Earth

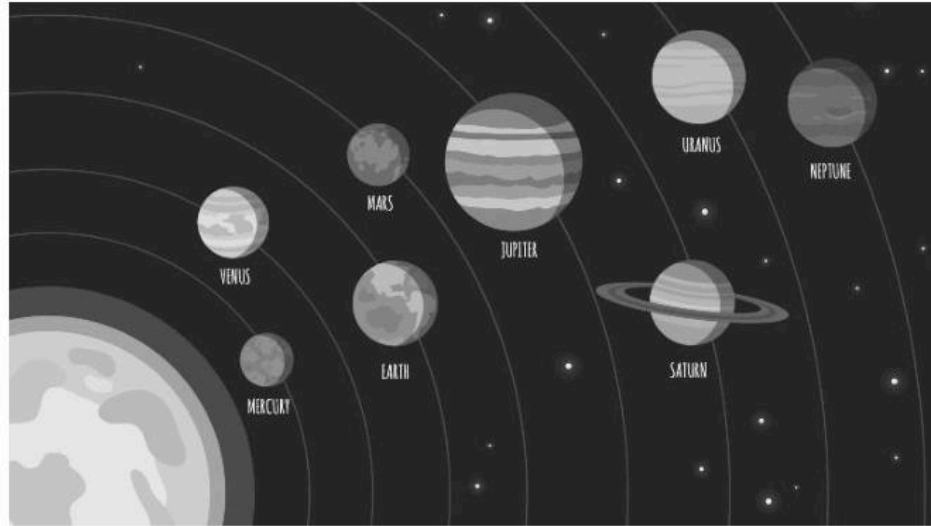
Mars

Jupiter

Saturn

Uranus

Neptune



- 2 In the book, you can find information about the different planets on the following pages.

page 5: Earth, Mars

page 7: Saturn

page 8: Uranus

page 10: Mercury, Venus

page 15: Earth

page 17: Jupiter, Venus

page 18: Neptune

page 19: Mars

page 21: Saturn, Jupiter

page 22: Neptune

- 3 Make an index for the book. The first entry has been done to help you.

<b>INDEX</b>	<b>Page number</b>
Earth	5, 15

## Vocabulary

### Words within words

- A** There are lots of words hidden in this word search. They go from top to bottom and from left to right. Draw a circle around each word you can find. Watch out, some have smaller words within them!

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



## Punctuation

### Direct speech

**Direct speech** is when we write words that someone has said. We put “ at the beginning of the spoken words and ” at the end of the spoken words. Sometimes the **speaker’s name** comes before the spoken words. We use a **comma** to separate the non-spoken and spoken words.

- A** Rewrite these sentences so the **speaker’s name** comes **first**.

1 “I want to see what is going on!” said Arthur.

---

2 “That’s enough!” shouted Mum.

---

# Spelling

## Tricky words

Some words are useful to know but can be tricky to learn because the letters or letter patterns make different sounds to those expected. This section focuses on some of them.

**A** Sort these words into the table. If you are unsure of any of the meanings, look them up in a dictionary.

brochure

chef

myth

parachute

tongue

crystal

catalogue

league

machine

pyramid

mystery

gym

y as in i (bit)	gue as in g (goat)	ch as in sh (shop)

**B** Match each picture with a word from the table.

1



2



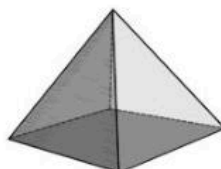
3



4



5



6



## Pronouns

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

**Liam** watched television.

**He** watched television.

**Mum** was cross.

**She** was cross.

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

- 1 I want to hear what's going on.
- 2 Arthur said he couldn't see the screen.
- 3 You have to try to understand.
- 4 We will not watch football today.
- 5 Was he imagining things?



**B** Rewrite each sentence, replacing the underlined words with **pronouns**.

1 Liam was sitting in front of the television.

\_\_\_\_\_

2 Mum took the television control.

\_\_\_\_\_

3 Arthur and Liam were not allowed to watch the football game.

\_\_\_\_\_

4 The polar bear stood up on its back legs.

\_\_\_\_\_

**C** Use these **pronouns** in sentences of your own.

1 I \_\_\_\_\_

2 You \_\_\_\_\_

3 He \_\_\_\_\_

4 She \_\_\_\_\_

5 It \_\_\_\_\_

6 We \_\_\_\_\_

7 They \_\_\_\_\_



## Writing

### How characters in stories make you feel

Use this page to help you write a description of a character from a story. You could invent your own character if you prefer.

The character I am writing about is called: \_\_\_\_\_

To make the reader feel frightened, I would describe the character like this:

---

---

---

---

---

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---

---

To make the reader feel sad, I would describe the character like this:

---

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---

To make the reader laugh, I would describe the character like this:

---

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---



# Glossary

**abstract noun** a word that names something you cannot touch, taste, smell or hear – for example: *happiness, peace*

**adjective (describing word)** a word that tells us more about someone or something – for example: *loud*

**adverb** a word that tells us more about how something is done – for example: *loudly*

**antonym** words that have opposite meanings – for example: *happy/sad; fast/slow*

**article** words that come before a noun to tell you which person or thing the sentence is about – for example: *the, a, an*

**comparative adjective** a word that describes the difference between two things – for example: *longer*

**compound word** a word that is made by joining two words together – for example: *football*

**concrete noun** a word that names something you can touch, taste, smell or hear, opposite to an *abstract noun* – for example: *pen, book*

**conjunction (joining word)** a word used to join two sentences – for example: *and*

**contents page** the page at the beginning of a book that lists the topics or chapters in the book and their page numbers

**contraction** when a letter or letters are left out of a word, and replaced with an apostrophe – for example: *we're*

**dialogue** the words the characters say in a story, play or film

**homonym** 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)*

**homophone** words that sound the same, but are spelt differently and have a different meaning – for example: *son and sun*

**possessive noun** a noun that tells you who owns something using an apostrophe – for example: *Indre's book*

**preposition** a word that shows the relationship of a noun or pronoun to another word in the sentence – for example: *in, on, under*

**pronoun** a word that stands in place of a noun, used to avoid repeating the noun – for example: *he, them, it*

**proper noun** a noun that names a particular person, place or thing; proper nouns start with a capital letter – for example: *William, Australia*

**synonym** a word that has the same, or a similar meaning, as another word – for example: *big and large*

**thesaurus** a book that lists words in alphabetical order, with their synonyms and antonyms





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- Write-in activities offering extra practice
- Planning support for extended writing tasks
- A list of useful grammatical terms

# Workbook 3

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