



Nelson
English

Workbook 5



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The Hare and the Tortoise

Vocabulary

Prefixes that make antonyms

The **antonyms** of some words are made by adding a **prefix**.

helpful **un**helpful obey **dis**obey
responsible **ir**responsible formal **in**formal

Remember, when you add a **prefix** to a word, you just add it!
Don't worry if it makes a double letter.

Remember, **antonyms** are opposites.



A Use a **prefix** to make a word that matches each clue. The first one has been done to help you.

- 1 the opposite of happy unhappy
- 2 the opposite of regular _____
- 3 the opposite of trust _____
- 4 the opposite of fortunate _____



B Write as many words as you can that begin with the prefix **dis**.

Punctuation

Direct speech

Remember the different ways we punctuate **direct speech**.

“Right then,” said Hare. “I challenge you to a race.”

“Well,” said Tortoise, “you have never beaten me.”

A Add all missing **punctuation marks** to each sentence.

- 1 Are Hare and Tortoise having a race asked Badger How exciting
- 2 I think so said Rabbit and I know who will win
- 3 Owl is the referee said Badger He will ensure it is a fair race

Spelling

e or no e?

Remember, when a **suffix** is added to a word ending in **e**:

- drop the **e** if the suffix begins with a vowel or is a **y**.
- keep the **e** if the suffix begins with a consonant.

Always remember there **can** be exceptions to the rule!



A Add **ing** to each of these words. Then write in your own words what happens to words ending in **e** when the suffix **ing** is added.

1 drive _____

2 continue _____

3 strike _____

4 receive _____

5 trace _____

6 glide _____

7 choose _____

8 separate _____

B Complete these word sums.

1 hope + ful = _____

2 scribble + er = _____

3 close + ure = _____

4 issue + ed = _____

5 bride + al = _____

6 place + ment = _____

7 create + ion = _____

8 organise + ed = _____

9 spite + ful = _____

10 write + er = _____

C Now write six of your own word sums using words ending in **e** and different suffixes. Try them out on a friend. Mark their answers.

1 _____ + _____ = _____

2 _____ + _____ = _____

3 _____ + _____ = _____

4 _____ + _____ = _____

5 _____ + _____ = _____

6 _____ + _____ = _____

Verb tenses

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

Tense	Example
• present simple	I challenge you to a race.
• present progressive	He is winning!
• past simple	Hare looked at Tortoise in surprise.
• past progressive	Hare was limbering up.
• present perfect	I have beaten every animal.
• past perfect	Rabbit had tried but could not beat him.
• future	He will win .

A Write the tense of the **verb** in each sentence.

- Hare is racing Tortoise. _____
- Owl had started the race. _____
- Tortoise accepted the challenge. _____
- Hare has beaten Badger. _____

B Complete the table with **past tense verbs**.

Past simple	Past progressive	Present perfect	Past perfect
I walked	You _____ _____	He _____ _____	They _____ _____
We ran	He _____ _____	I _____ _____	She _____ _____
You tried	We _____ _____	It _____ _____	You _____ _____
They watched	You _____ _____	We _____ _____	I _____ _____

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

- had reached _____

- had stopped _____

Describing characters

The Hare and the Tortoise is a story about a boastful Hare and a modest Tortoise. Hare challenges Tortoise to a race. He is so sure he will win that during the race he takes a rest. Tortoise carries on walking and wins the race.

1 You are going to write a description of one of the other characters from the story *The Hare and the Tortoise*.



Owl



Badger



Rabbit

a Which character are you going to describe? Tick one.

Owl

Badger

Rabbit

b Write words and phrases that describe what your character **looks like**.

c Write words and phrases to describe what your character's **personality** is like. You should use your imagination. Here are some ideas to help you:

Owl
has been chosen by the other animals to make sure that no one cheats in a race. What sort of character do you think he is?

Hare
has beaten Rabbit in other races. Is Rabbit a good loser or a bad loser?

Hare
has beaten Badger in other races. Is Badger a good loser or a bad loser?

Swifter, Higher, Stronger

Vocabulary

Alphabetical order

It is easy to find a word in a dictionary because the words are arranged in **alphabetical order**.

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

These words are listed in alphabetical order. The letter in bold shows the letter each word is ordered by.

school seconds site spent sport stand start

A Put these words in alphabetical order.

1

television _____

temperature _____

tennis _____

team _____

teenager _____

2

knit _____

knead _____

kneel _____

know _____

knot _____

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 the conjunctions **and**, **but** or **or**.

He won gold medals for the 100 metres, the long jump, the 200 metres **and** the 4 x 100 metres relay race.

A Add the missing **commas** and **conjunctions**.

1 I can't decide whether to try running swimming _____ long jump.

2 Some people are good at playing cricket running very fast _____ playing football.

3 Eric Liddell was British Jessie Owens was American _____ Usain Bolt is Jamaican.

4 The Olympic Games have been held in Paris London Rio _____ Berlin.

Spelling

eous, ious, cious and tious word endings

Remember these rules when adding **ous** to words.

- If the root word ends in **e**, we usually drop the **e** before adding **ous**.
fame famous
- If the root word ends in **ge**, we usually keep the **e**.
courage courageous
- If there is an **i** sound (as in **bit**), it is usually spelt with a letter **i**.
variious
- When adding the **ious** suffix, if the root word ends in **ce** there is usually a **c** before the **ious**.
grace gracious
- If there is a family word that ends in **tion** then there is usually a **t** before the **ious**.
ambition ambitious

A Complete these words, adding either **ious**, **acious** or **tious**.

- 1 spa _____ 2 nutri _____ 3 cau _____
 4 prev _____ 5 ser _____ 6 conten _____
 7 cur _____ 8 vi _____ 9 obv _____

B Write three of the words from **Activity A** in your own sentences.

- 1 _____
 2 _____
 3 _____

C Complete these tables with your own words.

If you are unsure of a word ending, check the words in a dictionary.



Words ending in:	
eous	ious

Words ending in:	
acious	tious

Grammar

Verbs with prefixes

Letters added to the front of a word are called a **prefix**.

out (prefix) + **run** (verb) = **to outrun** (to run faster than)

dis (prefix) + **obey** (verb) = **to disobey** (to not obey)

mis (prefix) + **behave** (verb) = **to misbehave** (to behave badly)

over (prefix) + **cook** (verb) = **to overcook** (to cook too much)

A Underline the **verb with a prefix** in each sentence.

- 1 I think my friend misunderstood the rules.
- 2 We disagreed about who was the greatest runner.
- 3 He overestimated how well the team would do.



B Choose a **prefix** from the box that can be used with both verbs in each question. Write the **new verbs**.

dis mis over

- | | | | |
|------------|-------|---------|-------|
| 1 a trust | _____ | b place | _____ |
| 2 a fill | _____ | b pay | _____ |
| 3 a appear | _____ | b like | _____ |

C Choose three of the **new verbs** you formed in **Activity B**. Use them in **sentences** of your own.

- 1 _____

- 2 _____

- 3 _____

Biographical sketches

1 Use this plan to help you find and organise facts about an athlete of your choice.

a Which athlete have you chosen? _____

b Make notes.

Find out:	Notes
What country does the athlete come from?	
When were they born?	
What sport do they do?	
Which Olympic Games have they competed in?	
What medals have they won?	
Any other interesting information.	

2 Using this information, write a **biographical sketch** about your chosen athlete.

Vocabulary

Using hyphens

Hyphens (-) are sometimes used to make **compound words**. Most of these are adjectives.

For example: **fast-moving**

Hyphens are also sometimes used to **join a prefix to a root word**, especially if the prefix ends in a vowel and the root word begins with one.

For example: **co-operate**

- A** Look carefully at these hyphenated words. Sort the words into the correct columns in the table.

co-own

well-known

re-enter

non-stop

time-saving

re-emerge

sport-mad

quick-thinking

Compound words	Prefixed words

Punctuation

Apostrophes of contraction

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

He's asked us to stay inside.

The **storm's** very bad.

he's = he has

storm's = storm is

Remember that **will not** has the irregular contraction **won't**.



- A** Write the **underlined** words as contractions.

1 I could not use my umbrella.

2 It has blown that tree down.

3 We will not be able to go out.

4 They are telling people to be careful.



Spelling

ull and ul word endings

It is important to notice the sound **ull** and **ul** words make.

Most **ul** and **ully** words are linked to the suffixes **ful** and **fully**.

pull **useful** **usefully**

A Add **ull** or **ul** to the gaps to make a word. Use a dictionary to check you have spelt the words correctly.

1 f_____

2 thoughtf_____

3 joyf_____y

4 usef_____

5 caref_____

6 p_____

7 wonderf_____

8 f_____y

9 gracef_____y

10 g_____

11 plentif_____

12 d_____

Remember, when the suffix **ful** is added to a word ending in **y**, the **y** needs to change to an **i** before the suffix is added.

B Complete the word sums.

1 beauty + ful = _____

2 mercy + ful = _____

3 help + fu = _____

4 fancy + ful = _____

5 care + ful = _____

6 wonder + ful = _____

7 plenty + ful = _____

8 shame + ful = _____

C Write each of these words in a sentence.

1 skillful _____

2 plentiful _____

3 truthful _____

4 thankful _____

Grammar

Noun and verb agreement

When we use a **singular noun** or **singular pronoun**, we must use a **singular verb**.

The wind blows.

When we use a **plural noun** or **plural pronoun**, we must use a **plural verb**.

The windows rattle.

We use **is/was** with **singular nouns** and **singular pronouns**.

We use **are/were** with **plural nouns** and **plural pronouns**.

A Underline the **noun** or **pronoun** and the **verb** in each sentence.

Write **S** for singular or **P** for plural.

Remember, a **pronoun** stands in place of a noun.



singular OR plural?

1 The wind blows loudly.

2 It is very strong.

3 The branches move.

4 Leaves blow about.

B Underline the correct **verb** to finish each sentence,

1 I like/likes the wind.

2 The windows rattle/rattles.

3 The wind whisper/whispers.

4 The wind rush/rushes around.

C Use each of these **nouns** in a sentence followed by **is** or **are**.

1 eyes

2 trees

3 road



Writing

Personification

When writers give human/animal qualities to non-living things, it is called **personification**.

The wind **is angry**.

The wind **stamps his feet**.

The wind **is a wolf** that **sniffs** at doors.

Here are some **verbs** we usually use with humans.

beam chatter race whisper
dance roar smile glide

- 1 Use **verbs** from the box or verbs of your own to finish each line of the poem below.

Line 1: What noises could you **hear** a river making?

I heard the river _____ and _____.

Line 2: What could you **see** flames doing?

I saw the flames _____ and _____.

Line 3: What could you **feel** the sun doing?

I felt the sun _____ and _____.

Line 4: What noises could you **hear** the sea making?

I heard the sea _____ and _____.

- 2 Can you add two new lines to the poem, using your own verbs?

I saw the stars _____ and _____.

I heard the trees _____ and _____.



When the Wind Blows

Vocabulary

Over-used words: nice

Remember, **nice** is a very over-used word and you can usually find a better word to use instead.

- A** Complete these sentences, filling each gap with a more interesting word than **nice**.
- 1 The gentle wind provided a _____ relief from the high temperatures.
 - 2 Meena wore a _____ dress to her brother's wedding.
 - 3 The farmer was grateful for the _____ weather.
 - 4 The _____ fireworks made everyone feel excited.
 - 5 The small island was a perfect place for a _____ holiday.
- B** Write a sentence of your own using the word **nice**. Then rewrite the sentence replacing the word **nice** with a better word.

Punctuation

Commas for extra information

Sometimes we want to put **extra information** in a sentence. When the extra information can be taken away and the sentence still **makes sense**, we can use **commas**.

Sir Francis Beaufort, a naval officer, collected information about the wind.

- A** Rewrite each sentence, adding the **extra information** in a suitable place.

1 Sentence: The wind uprooted the old tree.
Extra information: blowing at Force 10

2 Sentence: The Beaufort Scale is still used today.
Extra information: giving information about the wind

Remember to use **commas** before and after the **extra information**.



Spelling

Silent letters

Silent letters often have another particular letter next to them.

knock	an n often follows a silent k
write	an r often follows a silent w
climb	an m often comes before a silent b
castle	an s often comes before a silent t

A Copy these words. Circle the **silent letter** and underline the letter that often comes either before or after it.

1 knees _____

2 listen _____

3 lamb _____

4 wrong _____

5 fasten _____

6 numbness _____

7 knead _____

8 wrinkled _____

B Write each of these words correctly. They each have a missing silent letter.

1 rap _____

2 crum _____

3 det _____

4 reckage _____

5 nown _____

6 plumer _____

7 whisle _____

8 lisen _____

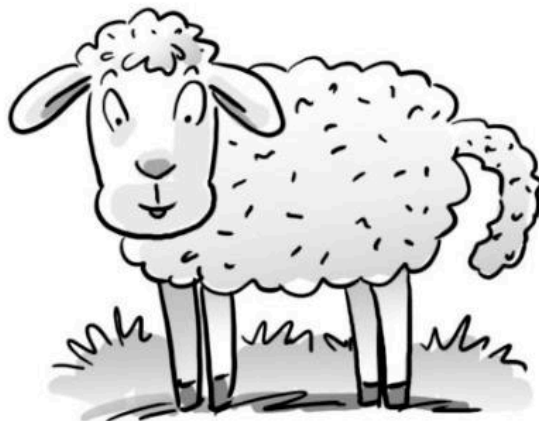
9 not _____

10 ristwatch _____

11 thum _____

12 neel _____

C Write as many silent letter words as you can into a sentence.



Grammar

Noun round-up

There are different types of **nouns**.

- A **common noun** begins with a **small letter**.
sailor
- A **proper noun** begins with a **capital letter**.
Francis Beaufort
- A **collective noun** is the name of a **group of things**.
a **fleet** of ships
- A **compound noun** is made up of two words.
weather-vane
- An **abstract noun** is the name of a **quality, a feeling, an idea, or time**.
kindness

Nouns are naming words. **Abstract nouns** are the names of things you **cannot** see and touch.



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

The first one is done for you. 

- | | | | | |
|-------------|-----------|--------------|-------------|----------|
| Atlantic | crew | haircut | information | Beaufort |
| beauty | flock | weather-vane | fleet | bedroom |
| Pacific | bunch | downpour | honesty | fear |
| Philippines | happiness | newspaper | Francis | pack |

Proper noun	Collective noun	Compound noun	Abstract noun
Atlantic			



B Use two **abstract nouns** from **Activity A** in sentences of your own.

1 _____

2 _____

Reports

1 You are going to write a **factual report** on the weather.

a Look at each picture below. They show the effects of the wind at different times on one day, the 17th May.



7 a.m.



11 a.m.



3 p.m.



7 p.m.

b Look at the following information from the Beaufort Scale and decide the force of the wind in each picture.

Force	Type of wind	What you can see	Speed
0	calm	smoke rises straight up	below 1 kph
4	moderate breeze	dust and paper blown around small branches move	20–29 kph
6	strong breeze	large branches move umbrellas are difficult to use	40–49 kph
10	storm	trees are uprooted	89–102 kph

c Using the information from the pictures and the chart, make **notes** about the wind on 17th May.

date: _____

time: _____

strength of the wind: _____

speed of the wind: _____

effects of the wind: _____

date: _____

time: _____

strength of the wind: _____

speed of the wind: _____

effects of the wind: _____

date: _____

time: _____

strength of the wind: _____

speed of the wind: _____

effects of the wind: _____

date: _____

time: _____

strength of the wind: _____

speed of the wind: _____

effects of the wind: _____

2 Use your notes to help you write your report in your exercise book. The report should contain four paragraphs, one for each picture.

Walking on the Moon

Vocabulary

Synonyms

Remember, **synonyms** are words or phrases that have similar meanings. However, there are usually slight differences in meaning between synonyms. We can often rank a set of synonyms in order, from 'least' to 'most' based on the 'strength' of the word meaning.

A With a line, join all the synonyms that relate to the words on the left.

- | | |
|----------|--|
| 1 fly | quiet, remote, distant, isolated, solitary |
| 2 lonely | aid, save, support, assist, rescue |
| 3 help | soar, flutter, glide, shoot, zoom |

B Look at these pairs of synonyms. Which would you rank 'least' out of:

- | | | | |
|-----------|--------------------------|----------|--------------------------|
| 1 quiet | <input type="checkbox"/> | isolated | <input type="checkbox"/> |
| 2 assist | <input type="checkbox"/> | rescue | <input type="checkbox"/> |
| 3 flutter | <input type="checkbox"/> | soar | <input type="checkbox"/> |

Punctuation

Dashes for extra information

Sometimes we want to put **extra information** in a **sentence**. When the extra information can be taken away and the sentence still **makes sense**, we can use **dashes**.

In 1969, three astronauts – Neil Armstrong, Buzz Aldrin and Michael Collins – were launched into space on the *Apollo 11* spacecraft.

A Rewrite each sentence, adding the **extra information** in a suitable place.

- 1 Sentence: The first human walked on the Moon in 1969.
Extra information: Neil Armstrong

- 2 Sentence: Many people heard Aldrin's voice.
Extra information: 600 million

Spelling

cial and tial word endings

Words with **cial** and **tial** can be tricky to spell.

Two rules worth remembering are:

- **cial** usually comes after a vowel letter
- **tial** usually comes after a consonant letter

A Add the correct **cial** or **tial** ending to each of these words.

- 1 spe_____ 2 benefi_____ 3 poten_____
- 4 cru_____ 5 essen_____ 6 offi_____
- 7 residen_____ 8 confiden_____ 9 superfi_____

B These words are exceptions to the rules. Write each of these words into your own sentences.

Remember to look up any words you don't know the meanings of in a dictionary.



- 1 initial _____

- 2 financial _____

- 3 commercial _____

C Find and copy the six **cial** and **tial** words in the word search.

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

Grammar

Modal verbs

This group of **helper verbs** is very useful. These are called **modal verbs**.

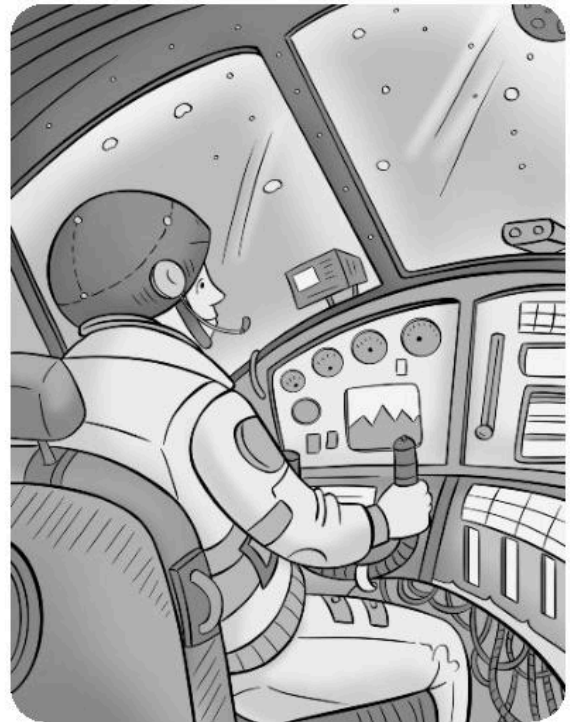
may	might	could	can	must	would	should
He can fly	(is able to)		He may fly.	(has permission to)		
He might fly.	(it is possible)		He must fly.	(has to)		
He could fly.	(is able to)		He would fly.	(if it is possible)		
He should fly.	(ought to)					

A Complete each sentence with **might** or **must**.

- 1 He _____ have to fly manually if the computer breaks down.
- 2 He _____ put on his moonsuit before he leaves the spacecraft.
- 3 The astronaut _____ wait in the space shuttle for the others to come back.

B Complete each sentence with **could**, **should** or **would**.

- 1 I _____ finish my homework before I go out.
- 2 I _____ finish my homework quickly if I just got on with it!
- 3 I _____ finish my homework if I could find the book I need.



C Use these **modal verbs** in sentences of your own.

- 1 can find _____

- 2 might arrive _____

- 3 should write _____

First person reports

When you write a **report** about something that has **happened to you**, you should:

- write in the **first person**
- use the **first paragraph** to say what you are going to write about
- present the **events in the order** in which they happened
- use a **formal style**
- use words and phrases to show the **passing of time**.

1 Imagine you are an astronaut who has walked on the Moon. You are going to write a **report** about the things that happened.

a Your first paragraph

Include your name, who you were with, the date, the name of your spacecraft and what you were doing.

b Your second paragraph

Include the journey to the Moon's surface in the spacecraft, where you landed and the time.

c Your third paragraph

Include when you left the spacecraft, what you were wearing and what you did.

d Your fourth paragraph

Explain what you did when you were on the Moon's surface.

e Your fifth paragraph

Explain how you got back into the spacecraft.

Vocabulary

Synonyms for **said**

Remember, **synonyms** are words or phrases that have similar meanings. When we write direct speech, it can be very boring to use **said** all of the time. There are lots of other words you could use.

A Choose the best **synonym** from the box to replace **said** in each sentence.

explained yelled enquired whispered

- 1 "You must be quiet," she said. _____
- 2 "Look out!" he said. _____
- 3 "This is how you do it," the teacher said. _____
- 4 "Where are you going?" she said. _____

B Write four more words you could use to replace the word **said**.

Punctuation

Commas to avoid ambiguity

Ambiguity is when a sentence could mean two very different things.



Using **commas** wrongly, or missing them out altogether, can make it very difficult for a reader to know exactly what you mean.

A Explain the different **meaning** of each pair of sentences.

- 1 **a** Slow, spaceships are approaching.

- b** Slow spaceships are approaching.

- 2 **a** Hari likes space, travel and football.

- b** Hari likes space travel and football.

Spelling

able, ible, ably, ibly word endings

Remember, when the suffixes **able** (or **ably**) and **ible** (or **ibly**) are added to a root word ending in a single **e**, the **e** is usually dropped.

value + **able** = valuable

Another clue to help you decide when to use **able** or **ible** is if the **antonym** of the word has a **prefix**.

Usually if the prefix is **un**, it is an **able** word.

unbelievable

Usually if the prefix is **in**, **il** or **ir**, it is an **ible** word. For example:

invisible

A Write the correct **able** or **ible** ending to complete the words.

1 prob_____

2 unrecognis_____

3 lov_____

4 unwork_____

5 valu_____

6 us_____

7 incred_____

8 horr_____

9 depend_____

10 ed_____

11 miser_____

12 irrespons_____

B Write two more **able** words.

Write two more **ible** words.

C Now use two of the words you made in **Activity B** in sentences of your own.

a _____

b _____

Grammar

Interesting adjectives

We always need to read through what we write to see if we can **improve** it. It is easy to use boring **adjectives**.

It was **nice** on board the spaceship.

Using a **synonym** instead of a boring adjective makes our writing more interesting.

It was **familiar/secure/comfortable/safe** on board the spaceship.

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

- 1 The huge spaceship left Earth.
- 2 The angry crew wanted to turn back.
- 3 They listened to the ancient message.

B Copy and complete each sentence with a more **interesting adjective** than the **adjective in bold**.

- 1 The planet looked **small**.

- 2 It could be a **bad** place.

- 3 It might be **cold**.

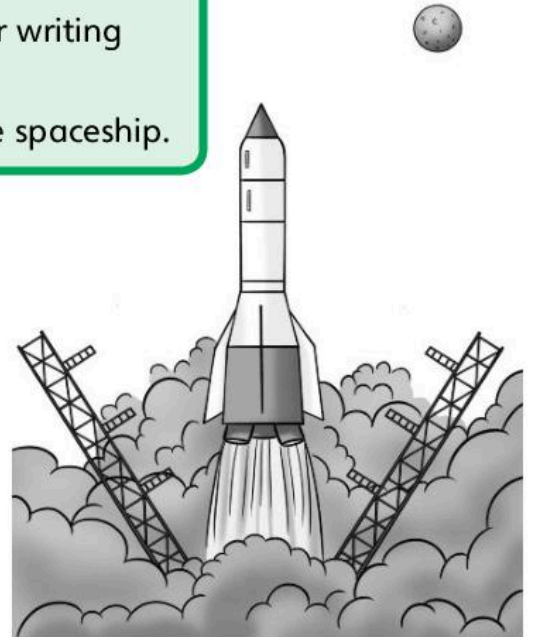
- 4 It might be **hot**.

- 5 It might be **nice**.

C Use these **interesting adjectives** in sentences of your own.

- 1 strange _____

- 2 wonderful _____



Use a dictionary
to help you.



Play scripts

- 1 You are going to write **the next scene** of the play *Centaurus 1*. The play is set aboard a spaceship that is on its way to a distant planet.

The previous scene ended like this:

[The captain places the CD in the machine. The crew leans forward to listen.]

Voice from CD: To the crew of *Centaurus 1*, I have an important message ...

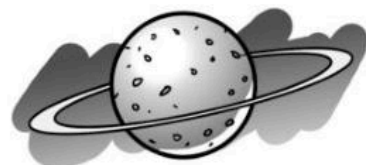
- a Write **brief notes** on what you think the message could be about.

- b Read the information in this table, which shows how each member of the crew reacts to the message.

Character	What he/she thinks
Captain Fermi	insists they continue on their mission doesn't give reasons expects to be obeyed
Grant	angry doesn't think what they have heard makes any difference wants to turn back
Peter Bibikov	calm and reasonable tries to see the advantages and disadvantages of going on or turning back
Don	frightened doesn't want to go beyond the point of no return
Michelle	doesn't think there is anyone left on Earth to go back to
Margaret	uncertain and confused wants to take a vote on what to do

- c Use the information in the table to write the **next scene** in your exercise book. Remember to:

- decide where the characters are, and write a short **scene** description.
- set out your play script with the **characters names** on the left and the **dialogue** on the right.
- use **stage directions** to show the actors:
 - how to behave
 - how to say their lines.



Vocabulary

Figures of speech

An **idiom** is a short phrase that usually means something quite different from what you might expect.

A **simile** is when something is described **as** or **like** something else.

A **metaphor** is when something is described as if it is something else.

A Use a word from the word box to complete each of these **idioms**.

cover blue boat shoulders

- 1 an old head on young _____
- 2 can't judge a book by its _____
- 3 missed the _____
- 4 out of the _____

B Write a simile. _____

C Write a metaphor. _____

Punctuation

Possessive nouns

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

Singular possessive nouns

the **Sun's** centre

Plural possessive nouns that end in **s**

the **stars'** light

Plural possessive nouns that do not end in **s**

the **people's** glasses

A Underline the **owner** in each phrase.
Write **S** if the owner is singular or **P** if the owner is plural.

- 1 our solar system's galaxy _____
- 2 the stars' energy _____
- 3 the Sun's light _____
- 4 the planets' moons _____

B Write a sentence of your own using a **plural possessive noun**.

Spelling

ir and ire words

It is important to notice the distinctive sounds **ir** and **ire** words make.

The Sun is like a huge ball of **fire**.

A solar eclipse is an amazing sight but the **first** thing to remember is not to look straight at it.

A Use each of these **ir** words in your own sentences.

1 circle _____

2 birthday _____

3 dirt _____

4 thirsty _____

B List three more **ir** words.

C Find seven **ire** words in the word search and write a definition for each one.

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

You can use a dictionary to help you.



Grammar

Forming verbs from nouns and adjectives

Some **verbs** are formed from nouns and adjectives by adding **suffixes**.

ate en ify ise

Noun	Verb
education	educate
strength	strengthen
beauty	beautify
energy	energise

Adjective	Verb
sharp	sharpen
simple	simplify
equal	equalise
pure	purify

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

- 1 I was captivated by the solar eclipse.
- 2 The sky lightens at sunrise.
- 3 I am energised when the sun shines!
- 4 Can you simplify the information for me?

Remember, some **verbs** are more than one word.



B Do the word sums to make **verbs**. Use each **verb** in a sentence of your own.

1 solid + ify = _____

Sentence: _____

2 television + ise = _____

Sentence: _____

3 strength + en = _____

Sentence: _____

Check the spelling of the **verb** in a dictionary.



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

1 simplify _____

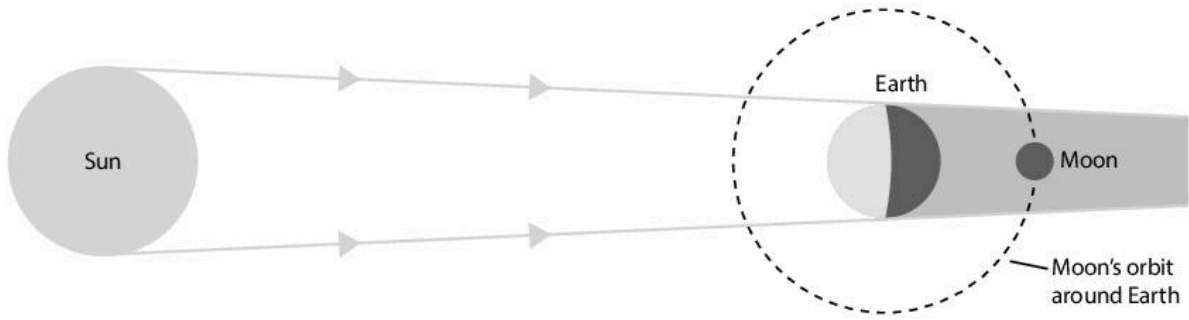
2 widen _____

Use a dictionary to help you understand their meaning.



Explanations

1 a Look carefully at the **diagram**.



b Choose the correct words from the box to complete the short explanation below. You will need to use some words more than once.

Moon straight Sun Earth shadow

In a lunar eclipse, the _____, the _____ and the _____ are all in a _____ line. The _____ is between the _____ and the _____. The _____ is in _____ of the _____.

2 Choose **one** of the following:



• how a seed grows into a flower



• how rain clouds are formed

Plan an **explanation** by adding notes and a diagram.

Holiday Destination

Vocabulary

Using a thesaurus

A Read these sentences carefully. Use a thesaurus to find a synonym for each of the words in bold.

- 1 Sri Lanka is a **beautiful** island in the Indian Ocean. _____
- 2 Its wildlife is **spectacular**. _____
- 3 The Bambarakanda Falls is the **highest** waterfall in Sri Lanka. _____

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

- 1 _____
- 2 _____
- 3 _____

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.

Some visitors to the island say it is one of the most beautiful places on Earth.

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

- 1 "Have you been to Sri Lanka?" she asked.

She asked if I had been to Sri Lanka. _____

- 2 "I went to Sri Lanka last year," I told her.

- 3 "Did you like the island?" she asked.

- 4 "I thought it was beautiful," he said.

- 5 "I agree," she said.

The first one is done for you.



Spelling

fer words + suffixes

There are a few words that end in **fer**. For example:

refer **defer** **transfer**

When you add a suffix that begins with a vowel to a **fer** word, you need to **double** the **r** at the end of the word, if the **fer** is stressed.

refer + **ing** = referring

refer + **ence** = reference

- A** Using the **suffixes** in the word box, add as many suffixes as you can to each of these root words.

ence ing ed al

Check in a dictionary that you have spelt each new word correctly and that you understand what each word means.



_____ / _____
1 refer
_____ / _____

_____ / _____
2 transfer
_____ / _____

_____ / _____
3 defer
_____ / _____

- B** Write three of the new words you have made in **Activity A** in sentences of your own.

1 _____

2 _____

3 _____

Relative pronouns

Relative pronouns are special because they do two jobs.

- 1 They take the place of nouns.
- 2 They act like conjunctions, and they are related to the noun that comes before them in a sentence.

Here are some common **relative pronouns**:

who which that

Who is used for people.

There are many kilometres of golden sands. People just want to relax.

There are many kilometres of golden sands for people **who** just want to relax.

Which and **that** are used for animals and things.

This is a travel brochure. It gives information about Sri Lanka.

This is a travel brochure **which/that** gives information about Sri Lanka.

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

- 1 I would like a holiday that is exciting.
- 2 That is the man who flies the seaplane.
- 3 I want to visit the beach that has the best surfing.

B Copy and join each pair of sentences with **who**, **which** or **that**.

- 1 This is my friend. He has visited Sri Lanka.

- 2 We went on a train. It took us from Colombo to Jaffna.

- 3 Here is a photo. We took it at sunset.

C Write sentences about these things using **who**, **which** or **that**.

- 1 the seaplane _____

- 2 visitors _____

- 3 a dolphin _____




Writing to inform and persuade

1 You are going to create a **brochure** about a place you would like to visit or have visited. Research **information** about the place.

- What place have you chosen for you brochure? _____
- Where is it? _____
- What places of interest have you found for people to see. Choose three or four.

- What words and phrases will you use instead of **nice**?

Use a thesaurus to help you. 

- What activities can people do when they visit? Make a list.

- What words and phrases could you use to persuade people to do these things?

- Are there any other details you would like to include, such as the food and the weather?

- Brochures usually include photographs. What photographs do you want to include?

The Flight of Icarus

Vocabulary

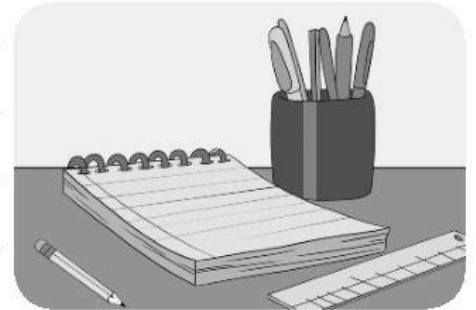
Homophones

Remember, **homophones** are words that sound the same, but are spelt differently and have a different meaning. For example:

Daedalus could **see** Icarus falling towards the **sea**.

A Write a definition for each of these **homophones**.

- 1 led _____
lead _____
- 2 brake _____
break _____
- 3 stationary _____
stationery _____



Punctuation

Split direct speech

When we use **direct speech**, sometimes we **split the spoken words** so we have to be very careful about the **punctuation**.

two sentences: "Icarus, my son, come back!" **pleaded Daedalus.**
"The sun will melt the wax!"

one sentence: "If you fly too low," **he said,** "the spray from the waves will make your wings wet and heavy."

A Add the **speech marks** and other missing **punctuation**.

- 1 You cannot go home said the King You must stay here and invent things for me
- 2 We have to escape said Daedalus I have to think of a plan
- 3 I have collected lots of feathers said Icarus and put them in your workshop
- 4 First I must make a wooden frame explained Daedalus and then melt the wax
- 5 Don't fly too low said his father Don't fly too high

Spelling

ow words

The **ow** letter pattern can make different sounds. It is worth remembering that most words ending in **ow** have the **long o sound**, as in **go**.

A What am I? Use a word from the box.

elbow shadow yellow rainbow
narrow pillow window burrow

- 1 I'm a colour. _____
- 2 You can rest your head on this. _____
- 3 You see me when the sun shines. _____
- 4 I am the opposite to wide. _____
- 5 I'm home to a family of rabbits. _____
- 6 You can see through me. _____
- 7 I'm a part of your arm. _____
- 8 I'm multi-coloured and appear in the sky. _____



B Sort these words into the correct column of the table. Check each **syllable** has a vowel sound.

Remember, a **syllable** is a part of a word that can be sounded by itself. Each syllable has its own vowel sound.



grow narrow following rainbow window shallow
tomorrow arrow own mower borrowing hollow

Words with one syllable	Words with two syllables	Words with three syllables

C Add one more **ow** word to each column of the table in **Activity B**.

Sequencing adverbs

Adverbs that tell us **the order in which things are done** are very useful for writing stories.

Writing would be very repetitive if we only used **and then**.

Our teacher read us a story about Daedalus and Icarus **and then** we wrote a play about it **and then** we acted it out.

There are more interesting words and phrases to show the sequence of events. These are called **sequence adverbs**.

In the afternoon, our teacher read us a story about Daedalus and Icarus. **Afterwards**, we had to write a play and act it out.

A Underline the **sequence adverbs** in these sentences.

- 1 Finally, Daedalus came up with a plan to escape from the tower.
- 2 Firstly, he sent Icarus to collect birds' feathers.
- 3 Meanwhile, he made a wooden frame in the shape of a bird's wing.
- 4 Afterwards, he melted some wax.
- 5 Next, Daedalus gave Icarus some advice.



B Rewrite this sentence replacing **and then** with more interesting words and phrases.

She went to the park **and then** she saw her friends **and then** they played on the swings **and then** they went home.

You can make this into more than one sentence. You can put **sequence adverbs** at the beginning of sentences.



C Write three things you do before school each day, and put each one into a sentence. Use interesting words and phrases to show the order in which you do them.

1 _____

2 _____

3 _____

Characters' thoughts and feelings

Daedalus and his son Icarus are being held captive by the King of Crete. Daedalus has made some wings so he and his son can escape from the island.

1 Imagine you are Icarus and it is the night before you are going to escape by flying out of the tower. Think about how you are **feeling**.

a Are you feeling excited? Why?

b Are you feeling frightened? Why?

c Are you thinking about what life will be like when you escape? What will you do?

d Are you thinking about what might go wrong? What could go wrong?

e What are your last thoughts before you go to sleep?



Vocabulary

Antonyms

Remember, **antonyms** are words that mean the opposite. For example:

fast slow maximum minimum broad narrow

Some words do not have an antonym. bird glide

A Write three words in each box.

Words with antonyms

Words without antonyms

B Choose two of the words with antonyms from **Activity A**. Write the words and their antonym into two sentences.

1 _____

2 _____

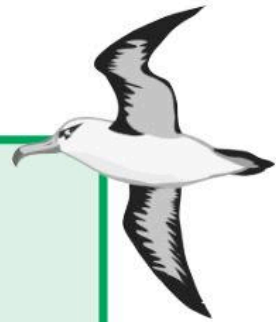
Punctuation

Brackets for extra information

Sometimes we want to put **extra information** in a **sentence**.

When the extra information can be taken away and the sentence still **makes sense**, we can use **brackets**.

An albatross (**a type of seabird**) has very long wings.



A Rewrite each sentence, adding the **extra information** in a suitable place.

1 Sentence: This is the book I borrowed from the library.

Extra information: a bird encyclopedia

2 Sentence: Sparrows can twist and turn quickly.

Extra information: and other birds with short wings

Spelling

ough words

The letter pattern **ough** can be a tricky one to use as it makes a number of different sounds.



- A** Copy the **ough** words from the box that rhyme with the word at the top of each column.

bough enough brought sought cough plough
rough bought though trough dough thought

puff	off	toe	now	caught

- B** Each of these words has a **homophone** with the **ough** letter pattern. Write the **ough** word.

Remember, **homophones** are words that have the same sound but have a different meaning and spelling.



1 bow _____

2 sort _____

3 threw _____

4 doe _____

- C** Choose three **homophone pairs** from **Activity B**, and write a sentence using each pair.

You can use a dictionary to help you.



1 _____

2 _____

3 _____

Possessive pronouns and possessive adjectives

Possessive adjectives describe **nouns**.

This is **my** garden.

These are **possessive adjectives**.

my your his her its our their

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

This garden is **mine**. (mine = my garden)

These are **possessive pronouns**.

mine yours his hers ours theirs

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

- 1 This book about kingfishers is mine.
- 2 The jacket with birds on is hers.
- 3 Are those bird books ours?
- 4 This drawing is better than mine.



B Use a **possessive pronoun** instead of the underlined words in each sentence.

- 1 This tree belongs to us.
This tree is ours.

- 2 That camera belongs to him.

- 3 Those bird books belong to them.

- 4 Those photographs belong to her.

The first one is done for you.



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

- 1 his her

- 2 our their

Bibliography

1 Choose an animal to research. Here are some suggestions.

tiger bee kangaroo tortoise

a What animal have you chosen to write about? _____

b Make notes on what you **already know**. _____

c Do your **research** and make **notes** on new information. _____

2 Make a **bibliography**.

Author	Book title or name of website

Changing Times

Vocabulary

Adverbs

Many adverbs
end in **ly**.



Remember, **adverbs** tell us more about verbs.
They usually tell us **how**, **when** or **where** actions happen.

- A** Complete each sentence by adding an **adverb** made from the word in brackets.
- 1 She read the map _____ (careful).
 - 2 She found the bus stop _____ (easy).
 - 3 The traffic moved _____ (slow).
 - 4 The bus driver _____ (helpful) pointed the way.
 - 5 She thought she would _____ (probable) visit the museum tomorrow.
- B** Write two of your own sentences using **adverbs** to give more information about the verbs.
- 1 _____
 - 2 _____

Punctuation

Apostrophe round-up

An **apostrophe of contraction** shows where a letter or letters have been missed out.

We're visiting the city. (We are)

An **apostrophe of possession** shows that someone or something owns something.

The **city's** streets are busy. (the streets belonging to the city)

- A** Add the missing **apostrophes**.

- | | |
|----------------------|---------------------|
| 1 theyre | 2 the trains engine |
| 3 the towns roads | 4 shouldnt |
| 5 the peoples houses | 6 youve |
| 7 the horses tails | 8 Ive |



Spelling

ant, ent, ance, ence word endings

Many adjectives end with **ent** or **ant**.

different distant

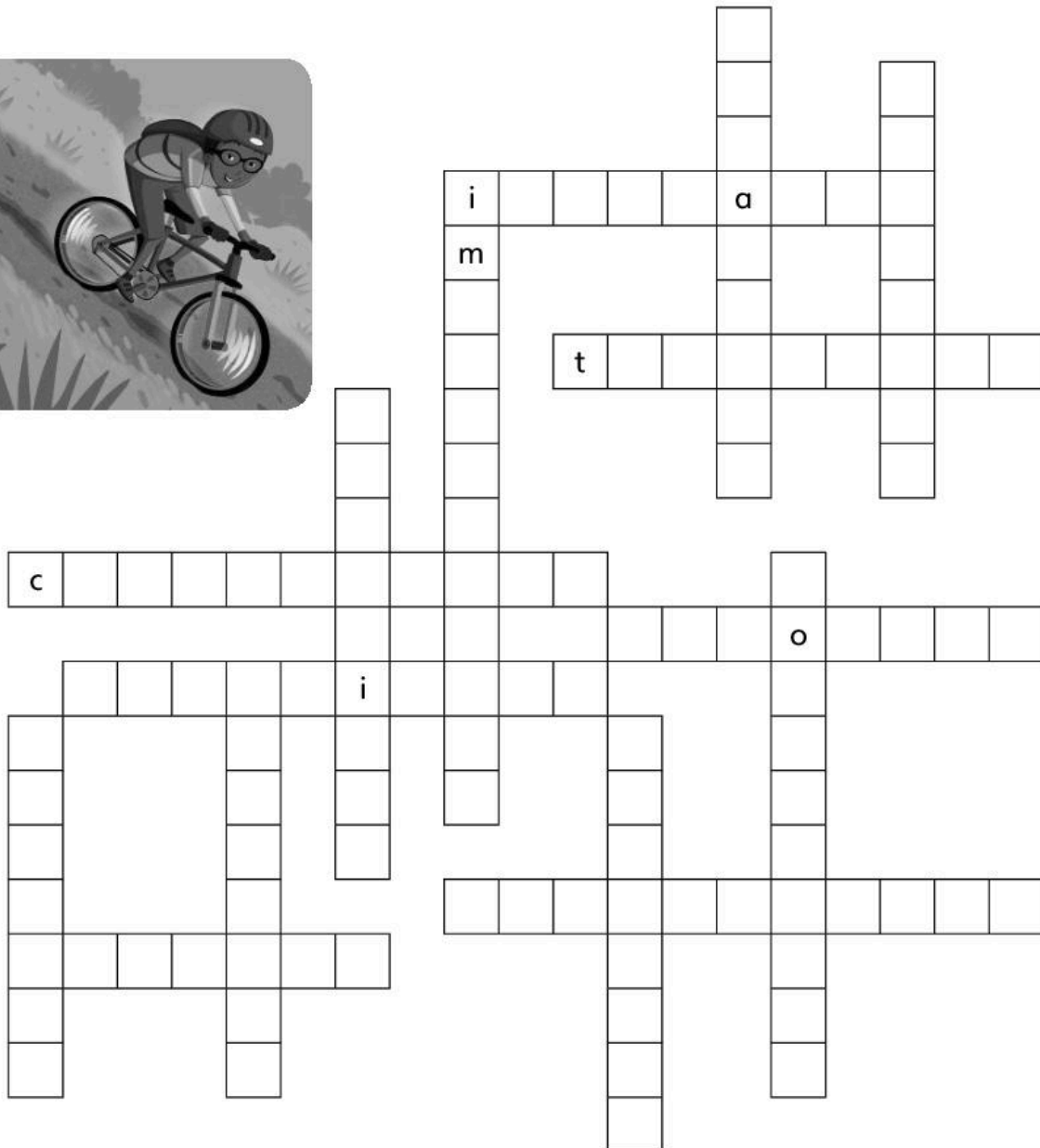
These words can be made into abstract nouns by changing **ent** endings to **ence**, and **ant** endings to **ance**.

difference distance



- A** Complete the puzzle by filling in all the words from the word box. No word is used twice.

descent	ignorance	convenient	elegance	efficient
impatience	tolerant	impertinent	arrogant	tolerance
impatient	ignorant	impertinence	elegant	convenience



Plural round-up

Singular nouns are made plural in different ways.

Noun	Singular/Plural
For most nouns, add an s	building/buildings
For nouns ending in s, ch, sh and x, add es	bus/buses
For nouns ending in f and fe, change the f or fe to v and add es	life/lives
For nouns ending in consonant + y, take off the y and add ies	family/families
For nouns ending in vowel + y, just add s	boy/boys
For some nouns ending in o, add es	potato/potatoes
For musical nouns ending in o, add s	cello/cellos
For nouns ending in oo, add s	kangaroo/kangaroos
Some nouns are different in the plural form	foot/feet
Some nouns are always in the plural form	clothes

A Make each noun plural.

1 chimney _____

2 baby _____

3 brush _____

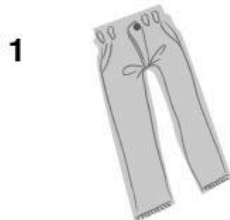
4 leaf _____

B Choose two plural nouns from Activity A to use in sentences of your own.

1 _____

2 _____

C Complete the label for each picture with a word that is always plural.



t _____



g _____



s _____



h _____

Using contrast

- 1 You are going to write a **poem** with **two verses**.
 The first verse should be about a park during the day.
 The second verse should be about the park at night.

- a Complete this word web, adding words you could use to describe the park during the day.

_____ hot _____

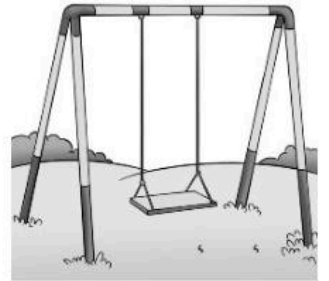
(park during the day)



- b Complete this word web, adding words you could use to describe the park during the night.

_____ deserted _____

(park at night)



- c Think of some words you could use to show that you **enjoy** being in a busy, crowded park during the day.

excited _____

- d Think of some words you could use to show that you do **not enjoy** being in a busy, crowded park during the day.

noisy _____

- e Think of some words you could use to show that you **enjoy** being in an empty park at night.

calm _____

- f Think of some words you could use to show that you do **not enjoy** being in an empty park at night.

bored _____

- 2 Use your words to write your poem in your exercise book.

Vocabulary

Adverbs

Adverbs tell us more about verbs. They usually tell us how, when or where actions happen. Remember, **adverbs** can tell us how words are spoken. They add detail and interest to your writing.

“Let me help you,” she said **kindly**.

A Write three **adverbs** that can be used with each of these verbs.

- 1 called _____
- 2 ran _____
- 3 wrote _____

B Use the verb and an adverb from **Activity A** in sentences of your own.

- 1 _____
- 2 _____
- 3 _____

Punctuation

Commas, dashes and brackets for extra information

Sometimes we want to put **extra information** in a **sentence**. When the extra information can be taken away and the sentence still **makes sense**, we can use **commas, dashes** or **brackets**.

The world’s largest man-made harbour (**at Jebel Ali**) was created.

A Rewrite each sentence, adding the **extra information** in a suitable place.

- 1 Sentence: Dubai began with 800 members of the Bani Yas tribe.
Extra information: in 1833

- 2 Sentence: By 1930, the city had grown enormously.
Extra information: population 20,000

- 3 Sentence: The leader at the time ordered that the creek should be dredged.
Extra information: Sheikh Rashid bin Saeed Al Maktoum

Spelling

ie and ei words

Remember the rule:

i comes before e (when the sound is ee) except after c or when the sound is not ee

For example:

relieve

receive

leisure

A Write four **ie** and four **ei** words.

_____	_____
_____	_____
_____	_____
_____	_____

B Now make your own word search. Put the words from **Activity A** in your word search first, then add other letters to fill the gaps.



C Ask a friend to try your word search, remember to cover the words at the top of this page!

Relative pronouns

A **pronoun** takes the place of a **noun**.

The **creek** silted up. **It** silted up.

These pronouns are called **relative pronouns**.

who **which** **that**

Relative pronouns are related to the noun that comes before them in a sentence.

Dubai is a city **that** developed very quickly.

who is used for people

which/that are used for animals and things

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

- 1 I would like to visit a city that is near the desert.
- 2 This is the man who works in the market.
- 3 I would like to visit the hotel which is the tallest in the world.

B Copy and join each pair of sentences with **who**, **which** or **that**.

- 1 John is my friend. He has visited Dubai.

- 2 I went to Jebel Ali. It has a man-made harbour.

- 3 This is the book. It has interesting photographs of Dubai.

C Write sentences about these things using **who**, **which** or **that**.

- 1 a market _____

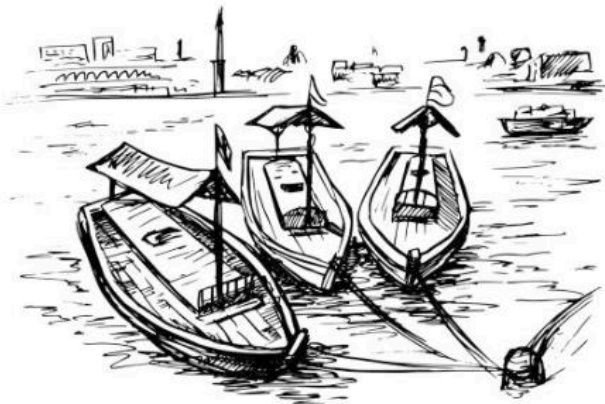
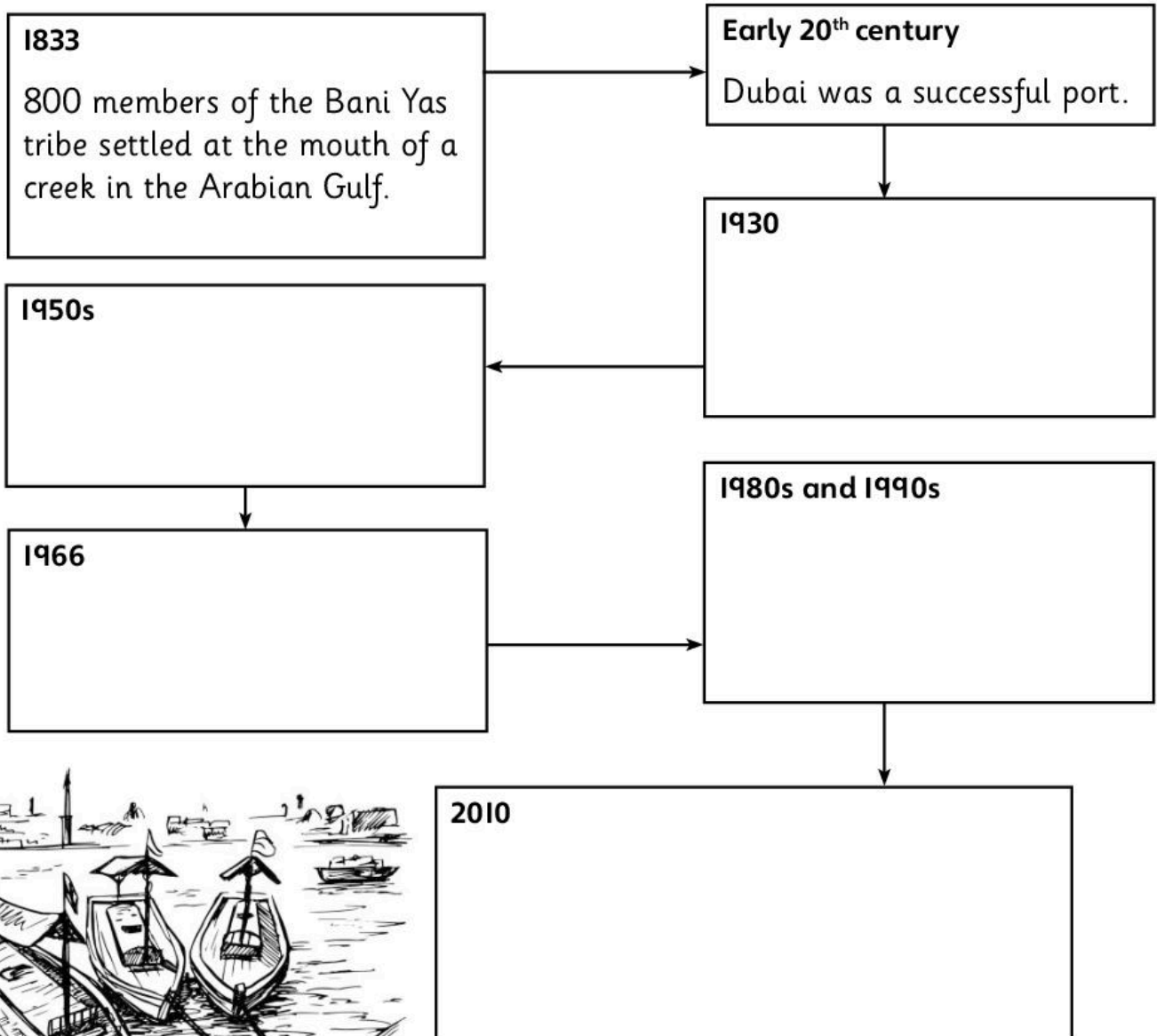
- 2 a sporting event _____

Flow diagram – key dates and events

1 Read the **summary** of the growth of Dubai, the capital of the United Arab Emirates.

In 1833, 800 members of the Bani Yas tribe settled at the mouth of a creek on the coast of the Arabian Gulf. By the early 20th century, Dubai was a successful port with a large and busy market. By 1930 the population was 20,000. However, in the 1950s, the creek began silting up. Ships could not easily get into the harbour and trade was threatened. The leader at the time, Sheikh Rashid bin Saeed Al Maktoum, ordered that the creek should be dredged. This was a success, and made Dubai the major trading port in the area. Dubai continued to expand rapidly, and this was helped by the discovery of oil in 1966. By the 1980s and 1990s, Dubai's aim was to become a major tourist centre. In 2010, the Burj Khalifa, the tallest man-made structure on Earth, was completed.

2 Find the events that happened on these dates and complete the **flow chart** by writing brief notes in each box.



Vocabulary

Abbreviations and acronyms

We often use shortened forms of words. There are called **abbreviations**.

phone = telephone

Some groups of words can be shortened by using just the first letter or few letters of each of the main words. This is called an **acronym**.

UN is an acronym for **United Nations**.

A With a line, match each abbreviation with its word.

approximately
February
kilogram
mathematics
petroleum
doctor
adverb

Dr
petrol
adv
kilo
approx.
Feb
maths

The first one is done for you.



B Write three acronyms and the words they represent.

1 UN = United Nations

2 =

3 =

Punctuation

Commas between adjectives

When we use two or more **adjectives** together, we may need to use a **comma**.
Featuring the **biggest, scariest** dinosaur ride in the world!

Remember to add a **comma**.



A Add **two adjectives** to complete each sentence.

1 It was the ride I have ever been on!

2 The advertisement was interesting.

3 We won't go to the theme park on a day.

4 The child enjoyed the ride.

Spelling

ei and ie words

Remember the rule:

i comes before e (when the sound is ee) except after c or when the sound is not ee

For example:

relieve

receive

leisure

A Add **ie** or **ei** to make a word.

1 v____n

2 h____ght

3 ____ghty

4 sh____ld

5 br____f

6 retr____ve

7 rec____pt

8 n____ther

9 bel____f

10 n____gh

11 shr____k

12 misch____f

B Circle the words in the box in which the **ie** or **ei** sounds like **ee**.
Underline those you have circled that have an **ei**.

their

field

receive

leisure

vein

shield

deceit

rein

wield

eight

freight

believe

achieve

chief

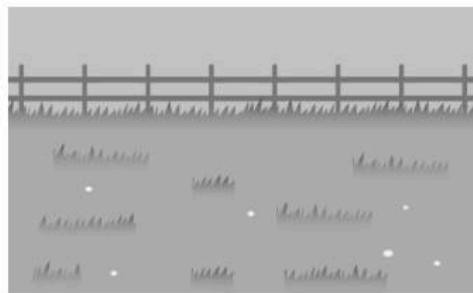
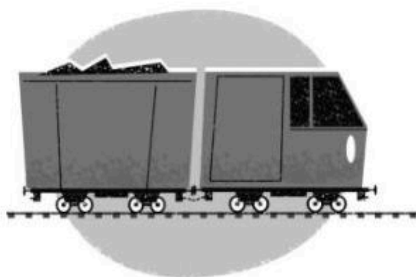
receipt



C Answer these questions.

1 What do you notice about the words you have underlined?

2 What do you notice about the words you haven't underlined or circled?



Grammar

Expanded noun phrases

A **noun phrase** can include:

- a definite article **the** Internet
- indefinite article **a** ride/**an** advertisement
- a demonstrative adjective:
singular **this** park **that** web page
plural **those** tickets **these** pictures
- adjectives the **biggest, scariest** dinosaur
- how many/how much **some** people/**a lot of** posters

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

- 1 This sunny day is perfect for a visit to the theme park.
- 2 The big, fierce dinosaur stared down at us.
- 3 Lots of unhappy people sheltered from the rain.

There may be more than one **noun phrase** in a sentence. Look carefully!



B Make each of these verb family names into an **ing adjective**. Then use the adjectives as part of a **noun phrase**. Add a **noun** to make a **noun phrase**.

The first one is done for you.



verb family name	adjective	noun phrase
1 to excite	exciting	an exciting ride
2 to interest	_____	_____
3 to tire	_____	_____

C Add two words to each of these nouns to make **noun phrases**. Use each **noun phrase** in a sentence.

- 1 _____ highway
Sentence: _____
- 2 _____ television
Sentence: _____
- 3 _____ magazine
Sentence: _____
- 4 _____ children
Sentence: _____

Writing

Advertisements: a poster

1 You are going to design your own **poster**.

a What is your poster **advertising**? Tick **one**.



water park



sports/hobby magazine



healthy fruit drink

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

Do you want children to see it and persuade their parents to take them/buy the product?

Do you want parents to see it and think it is an interesting place or product for their children?

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

colours _____

title _____

illustration _____

d What **information** will the poster give?



2 Write some **persuasive words and phrases** you could use on your poster.

The Old Forest

Vocabulary

Root words, prefixes and suffixes

Remember, a **root word** is a basic word to which **prefixes** and **suffixes** can be added to make other words from the same word family.

Root word: comfort

comfort **un**comfortable **dis**comfort

comfortable comforting comforted

comfortably

A Complete the gaps in this table.

Root word	+ Prefix	+ Suffix
tidy		tidiest
agree		
	irregular	
happy		
		understanding

Punctuation

Direct speech round-up

Direct speech is when we write the **actual words** someone has spoken. The **spoken words** go inside the **speech marks**.

Pippin asked, "Where is the path?"

"I can see the path!" cried Merry. "We will soon be out of the forest."

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

- Merry asked Can you hear that dripping noise
- I can hear it said Pippin and feel it as well
- Travelling through the forest is dangerous said Frodo We have to stick together

Spelling

ey word endings

Words that end in **ey** can be tricky to spell.

Usually, when we add **s** to most words ending in **y** we change the **y** to an **i** and add **es**.

However, if the word ends in a **single vowel + y** we simply add **s**.
chimney + s = chimneys

A Find **six** words ending with **ey** in the word search and write them on the lines below.

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

B Write **three** more words ending with **ey**. Use each word in a sentence.

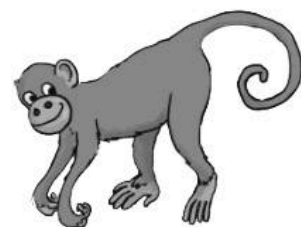
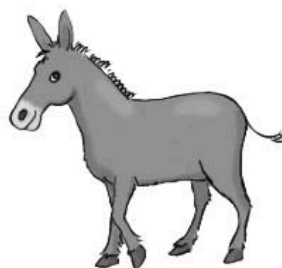
1 _____

2 _____

3 _____

C Circle the word with the different **letter pattern**. Write each word you have circled in its **plural form**.

- 1 alley valley journey trolley _____
- 2 jockey donkey turkey chutney _____
- 3 monkey honey chimney money _____



Auxiliary verbs

Sometimes **verbs** are made up of more than one word. The verbs **to be** and **to have** are often used with other verbs to make different **tenses**. We call these verbs **auxiliary verbs**.

Verb **to be**:

- The ground **is** rising steadily.
- The ground **was** rising steadily.
- They **are** entering the Old Forest.
- They **were** entering the Old Forest.

Verb **to have**:

- They **have** entered the Old Forest.
- It **has** not taken you long to lose us.
- It **had** not taken you long to lose us.

The word **auxiliary** means helper.



A Choose the correct **auxiliary verb** from the box to complete each sentence.

am are is

- 1 The forest _____ growing darker.
- 2 I _____ wondering.
- 3 They _____ worried.
- 4 Merry _____ speaking.

B Underline the **verb** in each sentence. Change the verb from the present tense to the **past tense**.

past tense

- 1 We are reading about the old forest. _____
- 2 They are taking the wrong path. _____
- 3 That tree is leaning dangerously. _____

C Add an **auxiliary verb** to each of these verbs. Use the new verbs in sentences of your own.

- 1 _____ dripping _____
- 2 _____ plodding _____
- 3 _____ felt _____

Characters

Frodo, Pippin and Merry have been trying to find their way out of a dark forest.

1 You are going to write the next part of the story. What do you think the characters do, say and feel when they find their way out of the forest?

a Merry

In the forest Merry seemed fairly cheerful and whistled with relief when he saw the path.

Do you think Merry was more or less worried than the others? _____

When they find their way out, what do you think Merry:

- does? _____
- thinks? _____
- feels? _____

b Pippin

In the forest Pippin 'could not bear it any longer' and 'let out a shout'.

Do you think Pippin was more or less worried than the others? _____

When they find their way out, what do you think Pippin:

- does? _____
- thinks? _____
- feels? _____

c Frodo

In the forest Frodo began to wonder if it were possible to find a way through.

Do you think he was more or less worried than the others? _____

When they find their way out, what do you think Frodo:

- does? _____
- thinks? _____
- feels? _____

d Use your notes to write the next part of the story in your exercise book.



Vocabulary

Using a dictionary

The words in a dictionary are in alphabetical order but, to make it easier to find a word, there are **guide words** at the top of each page.

These tell you the first word and the last word that appear on that page.

For example, if the guide words on a page are **jovial** and **keep**, the first word on the page is 'jovial' and the last word on the page is 'keep'. The word 'jug' would be on this page.

A Here are the **guide words** from three different pages in a dictionary:

Page 128:	lost	lunch
Page 129:	lung	mail
Page 177:	racket	rare

Write the number of the page on which each of the following words would appear:

- | | | |
|-----------------|-----------------|-----------------|
| 1 machine _____ | 2 luxury _____ | 3 railway _____ |
| 4 rapid _____ | 5 loud _____ | 6 loyal _____ |
| 7 ramp _____ | 8 luggage _____ | 9 range _____ |

Punctuation

Punctuating sentences

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

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

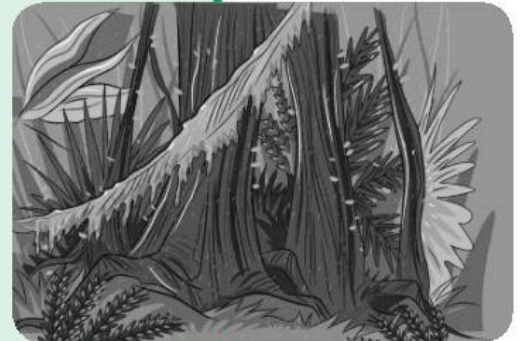
Rainforests are important.

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

How can we protect the rainforests?

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

The rainforests are at risk!



A Write your own **statement** about rainforests.

B Write your own **question** about rainforests.

C Write your own **exclamation** about rainforests.

Spelling

ar and are words

It is important to notice the distinctive sounds **ar** and **are** words make.

- A** Add a word from the word box to complete each sentence. Each word can only be used once.

scarf cards share
spare scared stars

- 1 The car had a puncture so we used the _____ wheel.
- 2 Cleo offered to _____ her sweets.
- 3 Jah gave out his business _____.
- 4 The _____ were twinkling in the sky.
- 5 The children were _____ of the thunder.
- 6 The _____ matched Tamika's new top.



- B** Add **ar** or **are** to complete each of these words.

- 1 sp_____
- 2 st_____ting
- 3 ch_____t
- 4 y_____d
- 5 c_____ful
- 6 bew_____
- 7 p_____k
- 8 l_____ge
- 9 d_____k
- 10 sh_____p
- 11 sm_____tly
- 12 _____m
- 13 gl_____
- 14 sc_____f
- 15 prep_____ed

- C** Write three sentences. Choose two **ar** or **are** words to go in each one.

- 1 _____

- 2 _____

- 3 _____

Relative clauses

To make sentences more interesting, we can use **relative clauses**.

A **relative clause**:

- begins with a **relative pronoun: who, which** or **that**
- tells us more about the **noun** or **pronoun** in the **main clause**.

For example:

These people, who cleared areas of the forest, built houses and grew crops.

Main clause: These people built houses and grew crops.

Relative clause: **who cleared areas of the forest**

These people moved from cities which had become overcrowded.

Main clause: These people moved from cities

Relative clause: **which had become overcrowded**

Who is used for people.

Which and **that** are used for animals and things.

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

- 1 We should protect rainforests which help the planet.
- 2 We should stop doing things that harm the planet.
- 3 We should persuade people who clear areas of rainforest to stop.



B Complete each sentence by adding a **relative clause**.

- 1 Do you have a book _____?
- 2 There are some scientists _____.
- 3 Is this the magazine _____?

C Write about your friend. Write two sentences and use at least two **relative clauses**.

Writing for an audience

1 You are going to plan and make a **leaflet** to **persuade** young people that the rainforests must be protected.

a What is the title of your leaflet?
Think of a few ideas. Choose the best one.

b Find three ways in which rainforests are being destroyed and who is destroying them. Make notes.

- _____
- _____
- _____

Make a list of the pictures you will need.

- _____
- _____
- _____

c Find three reasons why rainforests should be protected. Make notes.

- _____
- _____
- _____

Make a list of the pictures you will need.

- _____
- _____
- _____

2 Use your notes to create your leaflet.



Vocabulary

Onomatopoeia

Onomatopoeia is the word we use to describe words that sound similar to what they are describing.

A Underline the **onomatopoeic** word in each of these sentences.

- 1 The birds twittered in the tree.
- 2 There was a loud bump as the book dropped to the floor.
- 3 The drip of the leaky tap began to irritate Mum.
- 4 The lion's roar could be heard close by.
- 5 There was a huge splash as Tuhil jumped in the pool.



B Write **two** of your own sentences, each with an **onomatopoeic** word.

- 1 _____
- 2 _____

Punctuation

Commas after adverb clauses

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

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

If an **adverb clause** comes **at the beginning of a sentence**, we put a **comma** after the **adverb clause** before the rest of the sentence.

Because corals build their homes on old skeletons, huge reefs are formed.

A Complete these sentences with **adverb clauses**.

- 1 _____ we went snorkelling.
- 2 _____ I was very careful.
- 3 _____ you must not touch them.
- 4 _____ they tore the boats.
- 5 _____ we went with a guide.

Spelling

ost and oll words

Many words with a single **o** have a short vowel sound, as in **got**.

Words with the letter pattern **oll** and many words with the letter pattern **ost** have a long vowel sound.

Perhaps one the **most** amazing sea landscapes is the coral reef.

You would never know they are there as the waves **roll** over them.

A Complete each sentence with a different word from the box.

stroll post almost roll



- 1 My grandmother enjoys a _____ in the park.
- 2 I _____ won, but was overtaken just before the finish line.
- 3 My little brother wanted to _____ the ball down the hill.
- 4 Will you _____ this letter for me?

B Write each of these words in a sentence.

- 1 stroll _____
- 2 post _____
- 3 almost _____

C Each word below has a missing **oll**, **oal** or **ole** letter pattern. Use the clues to help you complete each word. Check your answers in a dictionary.

- | | |
|---|-----------|
| 1 a gentle walk | str _____ |
| 2 often has a flag at the top | p _____ |
| 3 a large group of fish | sh _____ |
| 4 a young horse | f _____ |
| 5 players try to score this in football | g _____ |
| 6 space left after something is taken out | h _____ |

The letter patterns **oll**, **oal** and **ole** often make the same sound.



Homonyms

Homonyms can be words that are **different parts of speech** but:

- they **sound** the same
- they are **spelled** the same

For example:

These **plants** are called algae. **plants = noun**

He **plants** rice every year. **plants = verb**

A Write which **part of speech** each bold word is.

1 **a** I heard a **talk** about the coral reefs at school. _____

b My teacher told us to **talk** quietly. _____

2 **a** I worked **hard** on my project. _____

b One type of coral is very **hard**. _____

3 **a** I had a **rest** after snorkelling. _____

b Will you **rest** for a while? _____

B Which **homonym** can complete both sentences in each question?

1 **a** I played in the _____.

b He did not _____ the car very well.

2 **a** She put the _____ on her finger.

b I heard the school bell _____.

3 **a** I got a part in the _____.

b We _____ football after school.



C Write sentences to show the **two meanings** for each word.

1 head

a _____

b _____

2 post

a _____

b _____

3 race

a _____

b _____

Making notes

- 1 You are going to write a short **report** about what coral reefs are like. Read the information below and underline information you will use in your report.
- 2 You are going to write an **explanation** of how coral reefs are formed. Read the information below and use a different colour to underline the information you will use in your explanation.

Coral Reefs

The oceans of the world are full of the most incredible creatures. Plants, rocks and corals form weird and wonderful landscapes. Perhaps some of the most amazing landscapes are coral reefs.

The Great Barrier Reef

The Great Barrier Reef is a chain of 3,000 individual coral reefs off the coast of Queensland in northeastern Australia. It stretches for 2,300 kilometres.

The word 'reef' comes from an old word *rif*, meaning an undersea danger to ships. Sailors, sailing over the coral reef to get to shore, were very aware that the sharp corals could tear the bottom of their boats. In time, the word *rif* changed to 'reef'.

Corals and plants called algae, are some of the world's most incredible living things. These miniscule creatures build reefs which can survive even the huge waves caused by tropical storms and tsunamis.

Corals combine their strength with beauty in their colourful branching shapes.

What are corals?

Corals are composed of tiny animals called polyps. They belong to the same family as jellyfish. The polyps live in a limestone skeleton. Each polyp has a ring of tentacles around its mouth to catch food.

There are two basic types of coral – hard corals, and soft corals. Hard corals produce a limestone skeleton which forms the reef. Soft corals look much the same but they do not have a solid limestone skeleton.

How are reefs formed?

Coral reefs form when coral and algae find the right living conditions to thrive – warm, clear water and light.

They are made from limestone, formed from skeletons of millions of tiny sea animals and plants. Each new generation fastens itself to the remains of the previous generations' skeletons. The skeleton of the coral is both an anchor when the polyp is waving about in the water, and a hiding place into which it can retreat when threatened. Because corals live in huge colonies, young corals build their homes on old skeletons and, in this way, huge reefs of limestone are formed.

Vocabulary

Idioms

Idioms are short phrases that usually mean something different from what you might expect.

Remember, **abstract nouns** are the names of qualities, feelings or times that you can't see or touch (for example: **bravery**, **happiness**).

- A** For each of the **idioms** below, find the abstract noun in the box that is closest to its meaning. Use a dictionary to check the meanings of any of the words in the box that are unfamiliar to you.

insincerity	cowardice	boastfulness	certainty
excellence	selfishness	indecision	alertness

- 1 in the bag _____ 2 blowing one's own trumpet _____
 3 second to none _____ 4 feathering one's own nest _____

- B** Use two idioms from **Activity A** in sentences of your own.

- 1 _____
 2 _____



Punctuation

Punctuation round-up

These are the **punctuation marks** that have been covered so far.

full stop .	question mark ?	exclamation mark !
comma ,	apostrophe '	speech marks " "
dashes –	brackets ()	

- A** **Punctuate** these sentences.

- 1 What are you reading Salma asked
- 2 Its a story *Robinson Crusoe* by Daniel Defoe replied Farah
- 3 Whats it like Salma asked
- 4 Its amazing said Farah Its about a man who was shipwrecked

Spelling

ild and ind words

Words that have the spelling pattern **ild** and **ind** often have a long vowel sound.

Nothing can describe the confused state of my **mind** when I sunk into the water ... At last, I was free from danger and out of the reach of the **wild** waves.

A Add **ild** or **ind** in the gaps to make a word.

Then write three sentences using three words you have written.

1 unw _____ 2 m _____ 3 unk _____

4 beh _____ 5 w _____ 6 f _____

7 rem _____ 8 ch _____ 9 w _____

1 _____

2 _____

3 _____

B Circle the word in each group that has a different **i** sound

- | | | | | | |
|---|--------|--------|-------|--------|--------|
| 1 | kind | grind | print | blind | mind |
| 2 | remind | unkind | kind | behind | hint |
| 3 | child | twin | wild | mild | wilder |

Remember, **prefixes** and **suffixes** are added to root words.



C Write the root word found in each of these words.

1 rewind _____ 2 minder _____

3 grinding _____ 4 reminded _____

5 childish _____ 6 finding _____

7 unkindly _____ 8 mildness _____

Improving writing

We can **improve** our writing by:

- **changing the order of words** in sentences to avoid repetition.
I went down to the sea early that morning. I looked at the water.
Early that morning, I went down to the sea. I looked at the water.
- using **conjunctions**
I looked at the water. I noticed a boat coming towards the shore.
I looked at the ships **and** noticed a boat coming towards the shore.

A Improve each pair of sentences by **changing the word order** so both sentences do not begin with **I**.

- 1 I finished my book late last night. I really enjoyed it.

- 2 I will get another book when I go to the library. I would like another adventure story.

B Join each pair of sentences with a **conjunction**.

- 1 I am doing my reading homework. I am going to the cinema.

- 2 I would like to be Robinson Crusoe. I would like to live on a desert island.

C Copy and **improve** these sentences.

I have to write an adventure story this weekend. I have been trying to think about what to write. I haven't come up with any ideas!

Writing

Writing in the first person

Imagine you have been washed up on a desert island.
Write about what the island is like and what you do.

1 What can you **see** on the desert island? Use interesting **adjectives** to describe:

- the beach _____
- the cliffs _____
- the trees _____
- anything else? _____

2 What can you **hear** on the desert island? Use interesting **adjectives** to describe the sound of:

- the waves _____
- the birds _____
- anything else? _____



3 How do you feel on the desert island? Are you tired, frightened, relieved, interested?
Any other ideas?

4 What do you do on the desert island? Do you explore, build a shelter, look for food?
Any other ideas?



abbreviation when a word is shortened
– for example: *telephone* becomes
phone

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

auxiliary verb a verb that is sometimes
called a ‘helper’ verb because it is used
with another verb to make different
tenses – the verbs *to be* and *to have* are
auxiliary verbs

brackets punctuation marks ((...)) that are
used to add extra information in a
sentence

dash a punctuation mark (–) often used to
add extra information in a sentence

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*

hyphen a punctuation mark (-) that is
used to join two words to make
compound words (for example: *fast-
moving*) or to join a prefix to a word (for
example: *co-own*)

idiom a figure of speech which means
something different from its literal
meaning – for example: *to be over the
moon* (*to be delighted*)

indirect speech when we write about
what someone has said, without using
the exact words and without speech
marks

metaphor a figure of speech which
describes something as if it is something
else – for example: *a blanket of clouds*

modal verbs an auxiliary (helper) verb
used to say what is possible, what is
necessary or what is going to happen in
the future – the verbs *can*, *must* and *will*
are all examples of modal verbs

onomatopoeia when a word sounds like
what the word describes – for example:
pop, *splash*, *crackle*

personification when a writer gives
human/animal qualities to non-livings
things – for example: *the trees danced in
the wind*

possessive adjective an adjective used to
show ownership: *its*, *your*, *my*, *their*, *our*,
her, *his* – for example: *my house*

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

relative clause a clause that is added to a
main clause to give more information,
beginning with a relative pronoun – for
example: *I caught the bus that arrived
early*. In this sentence, *that arrived early*
is a relative clause

relative pronoun a pronoun that takes
the place of a noun and acts like a
conjunction – for example: *who*, *which*,
that

sequencing adverbs adverbs that tell us
the order in which things are done – for
example: *then*, *later*, *in the afternoon*

simile a figure of speech which describes
something as or like something else – for
example: *as bright as the sun*



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Workbook 5

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