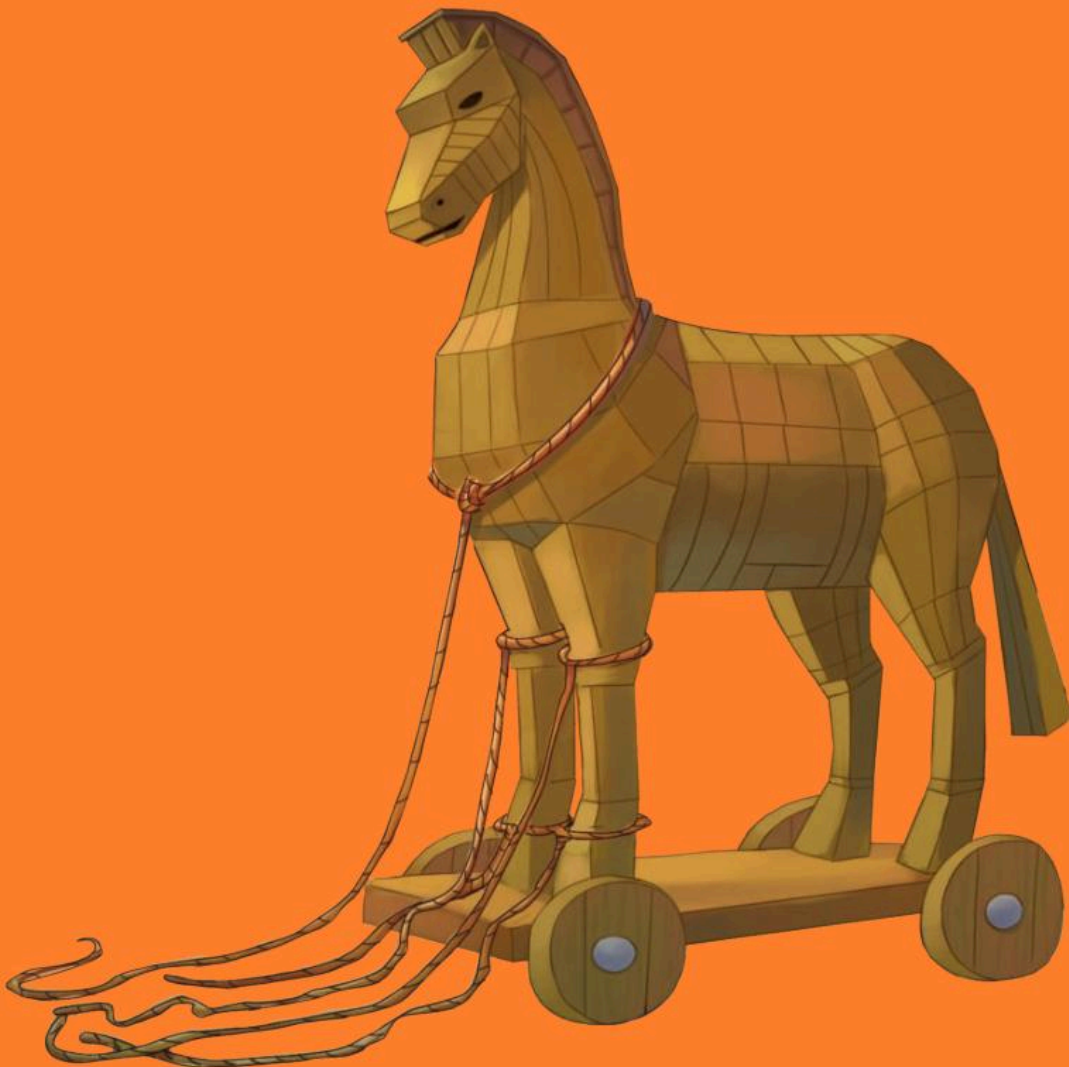




Nelson
English

Workbook 6



Wendy Wren and Sarah Lindsay

OXFORD

OXFORD

UNIVERSITY PRESS

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

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

Text © Wendy Wren and Sarah Lindsay 2018

The moral rights of the author have been asserted.

First published 2018

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

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

British Library Cataloguing in Publication Data

Data available

ISBN: 978-0-1984-1993-8

1 3 5 7 9 10 8 6 4 2 1

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

Printed in India by Multivista Global Pvt. Ltd

Acknowledgements

Series consultant: John Jackman

Cover and inside illustrations by QBS Learning

Page make-up by Aptara

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

p15, 22, 53(t), 53(b), 54, 55, 57, 65(t), 66, 67, 71: Shutterstock.

Artwork by Q2A Media Services Inc.



Contents

Unit 1	The Fastest Boy in the World	4
Unit 2	We Love Cricket!	8
Unit 3	Schooldays	12
Unit 4	What Might Happen in the Future?	16
Unit 5	UFOs	20
Unit 6	The Balloon	24
Unit 7	Taking to the Skies	28
Unit 8	The Hostile Desert	32
Unit 9	Desert Landscapes	36
Unit 10	The Cheshire Cat	40
Unit 11	Cats in the Wild	44
Unit 12	The Wooden Horse	48
Unit 13	Tutankhamun's Gold	52
Unit 14	The Great Dinosaur Mystery	56
Unit 15	The Mystery of the <i>Mary Celeste</i>	60
Unit 16	The Power of the Sea	64
Unit 17	Book Reviews	68
	Glossary	72

The Fastest Boy in the World

Vocabulary

Prefixes from other languages

You have learned that many English words, or parts of words, come from other languages.

athlon is the Greek word for 'contest'

Many **prefixes** come from Greek or Latin words for numbers. The prefix **tri** means 'three'. So a **triathlon** is a contest that has three parts – a swim, a cycle and a run.

Use a dictionary to help you.



A Write two **tri** words and their definitions.

1 _____

2 _____

B Write two **quad** words and their definitions.

1 _____

2 _____

The word **quad** comes from Latin, and means **four**.



Punctuation

Punctuating sentences

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

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

I've been running almost since I was a toddler.

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

Is Solomon a fast runner?

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

Solomon, come back!



A Write a **statement** about Solomon.

B Write a **question** about Solomon.

C Write an **exclamation** about Solomon.

Spelling

Prefixes

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

There is only one rule when adding a prefix – just add it!

Don't miss out any letters.

un + sure = **un**sure

Sometimes, adding a prefix creates a double letter. Don't be tempted to leave this out.

dis + satisfy = **dis**satisfy

A Complete these word sums.

1 over + rated = _____

2 re + appear = _____

3 mis + conduct = _____

4 sub + way = _____

5 un + necessary = _____

6 im + measurable = _____

7 dis + courage = _____

8 pre + caution = _____

B Using the **prefixes** below, write two new words.
Don't use any words already found on this page.

Use a dictionary to help.



1 dis _____

2 inter _____

3 il _____

4 im _____

5 un _____

6 auto _____

Grammar

Verb tense

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

Tense	Example
present simple	Solomon runs every day.
present progressive	Solomon is running .
past simple	Solomon ran to school.
past progressive	Solomon was running quickly.
present perfect	Solomon has run a long way.
past perfect	Solomon had run as fast as he could.
future	Solomon will run all the way home.



A Underline the **verb** in each sentence. Write **Present**, **Past** or **Future** for each one.

- Mother laughed at me. _____
- He has worked hard. _____
- The lion is chasing me! _____
- She will run as fast as she can. _____

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

Past simple	Past progressive	Present perfect	Past perfect
I kept	You	He	They
We	He	I have snatched	She
You	We were bringing	It	You
They	You	We	I had started
He	It was breaking	She	You

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

- had explained _____

- had begun _____

- had started _____

Story ending

You are going to write **an ending** for a story about Solomon, who is a talented young runner. Solomon goes to the city with his grandfather to meet a famous Olympic runner. However, his grandfather falls ill and Solomon decides to catch the bus home so that he can let his father know. On the way the bus breaks down, far away from his village. Solomon decides to run the rest of the way — but he has never run so far in his life!

You must decide how the story ends. How your reader **feels** when they have finished the story depends on the ending you choose.

1 Choose the ending you would like to write.

- **happiness:** Solomon runs all the way home. He tells his father what has happened. They get a bus to Addis Ababa and bring Grandfather home.

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

- **sadness:** Solomon runs all the way home. He tells his father what has happened. They get a bus to Addis Ababa but Grandfather is too ill to travel and has to stay in hospital.

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

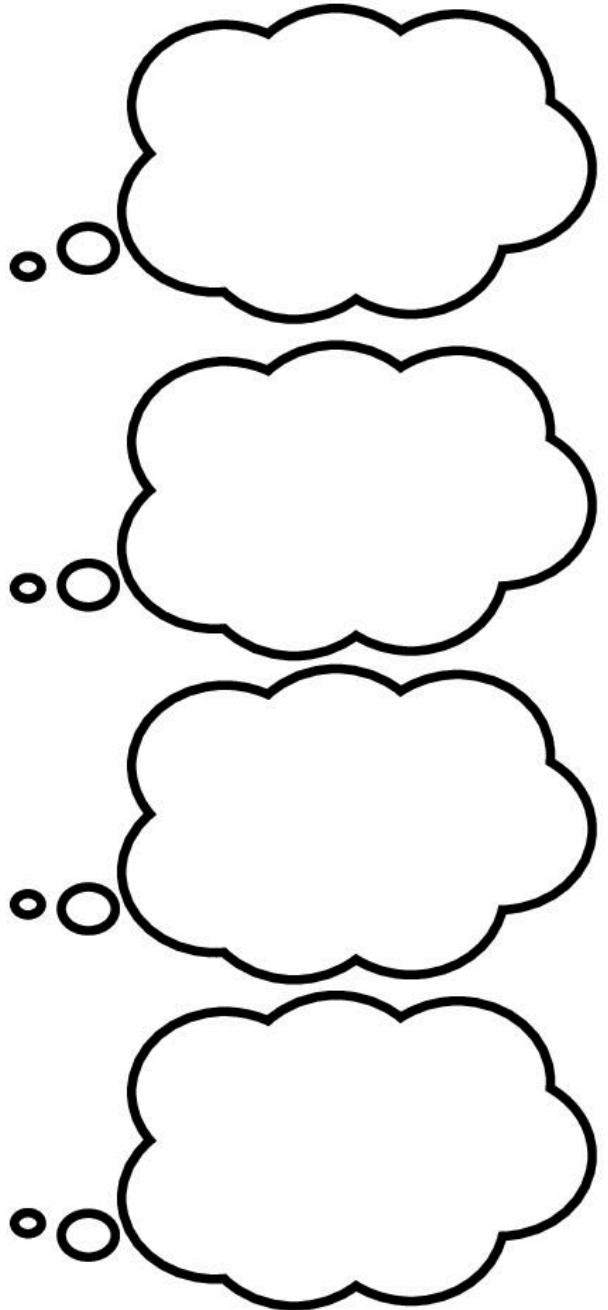
- **worried about what might happen:** Solomon is running home when he hurts his foot and cannot go on. How will he get home?

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

- **surprise:** Solomon is running but is getting very tired. The bus has been repaired quickly and picks him up and takes him home.

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

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



We Love Cricket!

Vocabulary

Mnemonics

Mnemonics (pronounced 'nemonics') are short phrases or rhymes that help us to remember things.

catastrophe "The **cat** was in **a strop**," he said.

'Catastrophe' is a difficult word to spell, and this mnemonic helps you to remember the letters and their order.

A In each **mnemonic** below, underline the letters in each word that the mnemonic helps us to remember.

1 awkward The awkward man stubs his toe and shouts, 'aw'!

2 government Those who govern are in government.

3 bargain Those who bargain, gain!

4 language If you live long, you age.

B Create a mnemonic for one of these tricky words.

necessary

permanent

immense

Punctuation

Using bullet points

Bullet points make it clear where each item in a list begins.

- Cricket is a sport involving two teams of eleven players in each team.
- Some of the team are batsmen.



A Rewrite the information below using **bullet points**.

Cricket is played on a pitch. During the match, the batting side has two batsmen on the pitch. All the players on the bowling side are on the pitch. One player on the bowling side is the wicketkeeper.

Spelling

cial and tial word endings

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

Kumar Sangakarra was a **special** batsman and he has been **influential** to many cricketers over the years.

Two rules worth remembering are:

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

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

- 1 confiden _____
- 2 cru _____
- 3 influen _____
- 4 essen _____
- 5 offi _____

If you're not sure what a word means, remember to look it up in a dictionary.



B Underline the words in the word box that do not follow the rules.

financial social residential commercial artificial
initial superficial spatial potential essential

C Write each of the words from **Activity A** in a sentence of your own.

- 1 _____

- 2 _____

- 3 _____

- 4 _____

- 5 _____

Plural nouns

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

Noun	Singular/Plural
For most nouns, add an s .	team/teams
For nouns ending in s , ch , sh and x , add es .	match/matches
For nouns ending in f and fe , change the f or fe to v and add es .	life/lives
For nouns ending in a consonant + y , take off the y and add ies .	country/countries
For nouns ending in a vowel + y , just add s .	day/days
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.	batsman/batsmen

A Make each singular noun into a **plural noun**.

- 1 bus _____ 2 key _____
 3 wolf _____ 4 tomato _____

B Use each **plural noun** from **Activity A** in a sentence of your own.

- 1 _____

 2 _____

 3 _____

 4 _____

C Write the **plural noun** for each word.

- 1 policeman _____
 2 policewoman _____
 3 batsman _____
 4 batswoman _____



Presenting information

1 You are going to write a **biographical sketch** about a famous cricketer.

a Write the name of the cricketer you are researching: _____

b Use the following table for your **notes**.

Cricketer	Notes
Where was he/she born?	
When was he/she born?	
Batsman, bowler or wicket keeper?	
Age when he/she played first Test Match	
Against which country?	
Age when he/she played last Test Match	
Against which country?	

c Use your notes to write your **biographical sketch** below.

2 Fill in the **information chart** below about the cricketer you have chosen.

Test Matches	Runs/Wickets	One Day Matches	Runs/Wickets	Total Runs/Wickets

Schooldays

Vocabulary

Words within words

Remember, it makes spelling easier if you can find smaller words **within** a longer word. This can help you to remember more difficult words.

A Write six words that begin with the word **new**.

Use a dictionary to help you.



B Now write **clues** for four of the words you have written in **Activity A**.

Try your clues out on friends or family.
Can they find the **new** words?

1 _____

2 _____

3 _____

4 _____

Punctuation

Apostrophe of contraction

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

Contractions are often used with **pronouns**.

I'll look after you!

I'll = I shall/I will

Contractions can be used with **nouns**.

And now that **boy's** my friend. boy's = boy is

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

- 1 The boy is on his own. _____
- 2 Dan is my new friend. _____
- 3 Let us make him feel welcome. _____
- 4 We shall show him around. _____

Spelling

Hyphens

Hyphens are 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.

I was asked to help **co-ordinate** her first day at school.

There are some exceptions. For example the prefix **non** is often hyphenated.

non-stop

Sometimes the use of a hyphen is a matter of preference.

- A** Choose the correct **hyphenated word** from the box to match the definition below.

non-traditional

co-ordinate

re-explain

non-existent

re-enter

re-earn

- _____ to organise and bring together
- _____ to explain something again
- _____ something that is not traditional
- _____ something that does not exist
- _____ to enter a place again
- _____ to earn something again

- B** Write a sentence of your own using three of the words from **Activity A**.

1 _____

2 _____

3 _____

Irregular past tenses

Regular verbs make their past tenses like this.

Verb	Past simple	Past progressive	Present perfect	Past perfect
to follow	followed	was/were following	has/have followed	had followed

Irregular verbs do not follow the rules. You just have to learn them!

Verb	Past simple	Past progressive	Present perfect	Past perfect
to stand	stood	was/were standing	has/have stood	had stood
to show	showed	was/were showing	has/have shown	had shown

A Underline the **present perfect tense** verb in each sentence.

- 1 The class has written the spelling list.
- 2 I have forgotten to hand in my homework!
- 3 I have drawn a picture of my friends.
- 4 The teacher has taken our books in to mark.
- 5 We have given the new girl a tour around the school.



B Complete the table with the correct tenses.

Present simple tense	Present perfect tense	Past perfect tense
I break	I have broken	I had broken
it blows	it	it
he draws	he	he
you shake	you	you
they swim	they	they
we hide	we	we
she eats	she	she

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

- 1 _____

- 2 _____

Personal recount

1 Use this page to help you plan a **diary entry** about your first day at a new school. Make notes.

What did the school look like? How did it make you feel?



What noises did you hear? Did it make you feel frightened or excited?

What did the school smell like?

Who did you meet? What were they like?

What did you do? Did you enjoy it?

How did you feel when your first day was over?

What Might Happen in the Future?

Vocabulary

Using a thesaurus

A **thesaurus** provides a selection of synonyms for the word you have looked up.

Synonyms are words that have the same or very similar meanings.

When you are writing, a thesaurus can help you to find the best words to express what you want to say.

For example, the entry for 'strange' in a thesaurus could look like this:

strange odd, unfamiliar, weird, crazy, peculiar, unusual, curious

- A** Choose an animal. Write a list of eight words or short phrases to describe the animal without writing the animal's name.

1 _____	2 _____
3 _____	4 _____
5 _____	6 _____
7 _____	8 _____

Use a thesaurus to help extend the vocabulary you use to describe the animal.



- B** Read your descriptive words and phrases to someone else. Can they guess which animal you are describing?

Punctuation

Apostrophe of possession

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

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

It was not in **anyone's** way.

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

the **leaves'** texture

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

most **people's** thoughts

- A** Add the missing **apostrophes** to the phrases below.

1 m y f a t h e r s m o u s t a c h e 2 t h e t r i f f i d s s t e m
3 t h e c h i l d r e n s p l a n t s 4 t h e b o o k s c o v e r s

Spelling

ous word endings

Words that end in **ous** can be tricky to spell. Many words you simply need to learn. However, the following rules will help with some words.

Suffix	Word ending	Rule	Example
ous ious	our	Drop the u and add the suffix	humour = humorous
ous	e	Drop the e and add the suffix	fame = famous
ous	ge	Keep the ge and add the suffix	advantage = advantageous
ious	ce	There is usually a c before the ious . Drop the e .	grace = gracious
ious	tion	There is usually a t before the ious	ambition = ambitious

A For each clue below, find a synonym from the box that ends with **ous** or **ious**.

serious	mischievous	delicious
furious	victorious	previous
marvellous	enormous	generous

- | | |
|-------------------|--------------------|
| 1 tasty _____ | 2 very angry _____ |
| 3 huge _____ | 4 winning _____ |
| 5 wonderful _____ | 6 solemn _____ |

B Choose a word from the box in **Activity A** to complete each sentence.

- The birthday cake was _____.
- Mum was _____ when she asked me to get on with my homework.
- The winning team were _____.
- The _____ book in the series was better than this one.

C Use each of the following words in sentences of your own.

- mischievous

- generous

Science fiction stories

1 You are going to write a **science fiction story** of your own. Use this page to plan your story. Think about:

- **the setting:** Make notes on where your story is set. Will it be on Earth or on a strange planet?

- **the alien characters:** What do they look like? What size are they? What shape are they? Make notes on your alien characters.

- **the human characters:** Who are they? Are they astronauts, scientists, adventurers or ordinary people? Make notes on your human characters.

- **the plot:** What happens in your story? Have aliens come to Earth? If so, why? What do they want?

Or have humans gone to another planet? If so, why did they go? What are they planning to do?

2 Use your notes to write your science fiction story in your exercise book.

Vocabulary

Proverbs

A **proverb** is a wise saying that contains a general truth.

Great minds think alike.

This proverb would be said by people who agree with each other and believe that since they are both smart they must be right.

A Write the meaning of each of these **proverbs** using your own words.

1 There's no smoke without fire.

2 More haste less speed.

3 Two heads are better than one.

4 While the cat's away the mice will play.

5 Birds of a feather flock together.

Punctuation

Colons

A **colon** is used to introduce a **list** in a sentence.

UFOs have been explained as: unusual cloud formations, fireballs, meteorites, weather balloons, optical illusions or fabrications.

A colon can also be used to introduce a **result**.

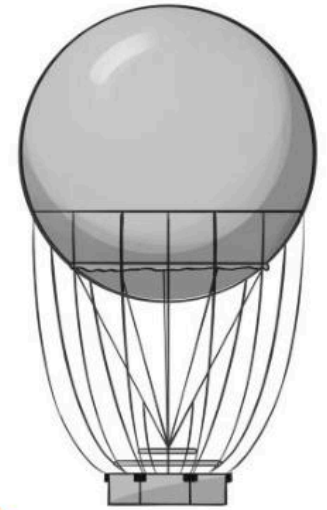
The astronaut made a decision: he would tell the world what he saw.

A colon can be used **between two statements** where the second statement helps to explain the first.

Some people believe in UFOs: they are called ufologists.

A Add the missing **colons** to these sentences.

- 1 Strange lights were seen in the sky people thought it was a UFO.
- 2 Many people claim to have seen UFOs astronauts, pilots, farmers.
- 3 Some people would like to meet extra-terrestrials they believe we could learn a lot from them.



Spelling

Prefixes

Having a knowledge of **prefixes** can help with your spelling, and can provide a clue about word meanings.

The astronauts were preparing to take evasive action when the UFOs **disappeared** from view.

The prefix **dis** usually means 'away' or 'not'.

'Disappeared' means the opposite of 'appeared' – to vanish.

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



A Complete the table by adding two example words for each **prefix**.

Prefix	Prefix meaning	Example words
1 a	on	
2 anti	opposite, against	
3 con	together	
4 de	down, away	
5 fore	front, in front, beforehand	
6 inter	between	
7 pre	before	
8 re	again	
9 sub	under	

Single and multi-clause sentences

A **sentence** can sometimes be made up of **one main clause**. This is a **simple sentence**.
Unidentified flying objects exist.

A sentence can be made up of **two or more main clauses** joined by **conjunctions** (for example: 'and', 'but', 'or'). These are called **multi-clause sentences**.

People have seen things in the sky **and** they cannot explain them.

main clause 1: People have seen things in the sky.

main clause 2: They cannot explain them.

A Underline the **two main clauses** in each sentence.

- 1 The movie was about a flying saucer and it didn't end happily!
- 2 Astronauts have travelled in space but they have not landed on Mars.
- 3 I might be an astronaut or I might be a pilot.



Multi-clause sentences are also known as **compound sentences**.



B Join each pair of simple sentences to make a **multi-clause sentence**.

1 Is this a photograph?

Is this a drawing?

2 The flight was smooth.

The landing was bumpy!

3 He was about to take a photograph.

The UFO disappeared!

C Write a **single clause sentence** using each phrase. Then make each of your sentences into a **multi-clause sentence**.

1 in the night sky

a single-clause sentence: _____

b multi-clause sentence: _____

2 a strange object

a single-clause sentence: _____

b multi-clause sentence: _____

Writing to persuade

1 You are going to write a **report** that supports one side of an argument.

Tick **one** of the following questions:

- Is there life on other planets?
- Should students have to wear a school uniform?
- Are video games bad for children?

2 What is your opinion?

3 Make notes on your reasons for having this opinion.

Try to think of **three** reasons.

a

b

c

4 Think about the points somebody with the opposite point of view might make.

Try to think of **three** points to argue against their points.

Make notes.

What they might say

How you would argue against them

a

b

c

5 Use your notes to write your **report** in your exercise book.

The Balloon

Vocabulary

How language changes over time

The English language **changes** over time, as new words are created and old words go out of use.

In some ways, English is now changing faster than ever with new words needed to name new technologies, new fashions and new ideas.

A Imagine you are writing a dictionary of modern words for somebody who lived 100 years ago. Write a definition of each of the following words or phrases.

- 1 bungee jump _____
- 2 monorail _____
- 3 snowboard _____
- 4 theme park _____
- 5 virtual reality _____

B Add two more modern words to your dictionary with their new definitions.

- 1 _____
- 2 _____

Punctuation

Hyphens

A **hyphen** is a small dash used to link words.

Hyphens are often, but not always, used in compound nouns, compound verbs, compound adjectives, numbers and fractions.

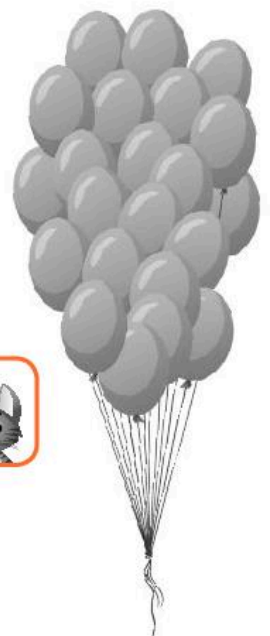
mid-air **ice-skate** **one-half**

It's helpful to check **compound words** in a dictionary.



A Add the missing **hyphens** to these phrases.

- | | |
|----------------------------|----------------------------|
| 1 hard working woman | 2 twenty two balloons |
| 3 a well known actor | 4 an eye catching headline |
| 5 one quarter of the class | 6 an up to date account |



Spelling

ie or ei words

Beware! There are many exceptions to this rule.



Remember the rule:

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

relieve

receive

leisure

A Mark this spelling test.

1	reciept	<input type="checkbox"/>	6	field	<input type="checkbox"/>
2	beleive	<input type="checkbox"/>	7	releived	<input type="checkbox"/>
3	eight	<input type="checkbox"/>	8	their	<input type="checkbox"/>
4	decieve	<input type="checkbox"/>	9	acheive	<input type="checkbox"/>
5	retrieve	<input type="checkbox"/>	10	peice	<input type="checkbox"/>

How many of the words are spelt correctly? _____

B Now write each of the incorrectly spelt words, correctly.
Check each word you have written in a dictionary.

C Choose **four** words from **Activity B** and use each one in a sentence of your own.

1 _____

2 _____

3 _____

4 _____

Expanded noun phrases

A **noun phrase** can include:

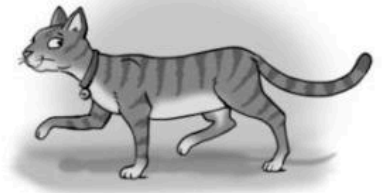
- a definite article **the** ceiling
- an indefinite article **a** balloon **an** orange
- adjectives **wrinkled** clothes **floating** balloon
- a demonstrative adjective
 - singular **this** feeling **that** trick
 - plural **those** guests **these** spies
- a possessive adjective: **my** appointment **his** bedroom
- words that say **how much** or **how many**
 - some** nights **a lot of** children

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

- 1 That wrinkled balloon should be thrown out.
- 2 My little sister is asleep.
- 3 A few balloons have popped!

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

verb family name	adjective	+	noun
1 to laugh	_____		_____
2 to purr	_____		_____
3 to jump	_____		_____



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

- 1 toy noun phrase: _____
 sentence: _____

- 2 footballer noun phrase: _____
 sentence: _____

Contrasting feelings

1 You are going to write **an account** about a situation where you:

- are **very pleased or excited** at the beginning
- feel **very differently** as the situation goes on.

a Which situation are you writing about?

Tick one

a shopping trip

a school trip

a sports event

your own idea _____

b Make notes on:

- how you felt at the beginning
- why you felt like that.

c Make notes on:

- what happened to change the way your felt?

d Make notes on:

- how you felt at the end.

2 Use your notes to write your account in your exercise book.

Taking to the Skies

Vocabulary

Similes

Remember, a **simile** is a way of describing something by comparing it to something else. Similes almost always include the words 'as' or 'like'.

Wilbur and Orville Wright became the first men to fly **like** birds.

We will fly **as** high **as** the birds.

A Choose a word or phrase of your own to complete each **simile**.

1 as dry as _____ 2 as high as _____

3 as hot as _____ 4 as quiet as _____

B Write a sentence containing a **simile** about each of the following. Underline the simile in each sentence.

1 crowd _____

2 river _____

Remember to use **like** or **as** in each simile.



Punctuation

Capital letters in headlines

Headlines in newspapers are designed to attract the reader's attention and often use **capital letters**.

Sometimes headline writers use **alliteration** – a series of words that begin with the same letter or sound.

FAME FOR FIRST FLYERS!

A Write an **eye-catching headline** for a newspaper article based on each one of these topics. Use **alliteration** in at least one.

1 a runner breaks the world record

2 a cricket match

Paragraphs in non-fiction

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

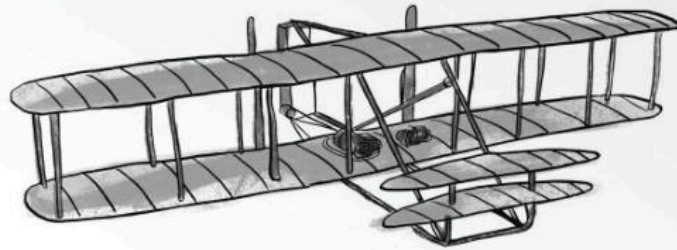
Using paragraphs in non-fiction writing makes it easier for readers to follow.

We begin a new paragraph when we write about a different aspect of a topic.

We often show that a new paragraph has started by starting a new line.

A The reporter made notes before he wrote his news article about the Wright brothers but they have got muddled up!

1 Read the notes below.



made 700 successful glider flights from 1896 to 1903

made 4 successful flights after first flight of Flyer 1 – same morning

all flights took place over Kitty Hawk beach, North Carolina

Orville & Wilbur Wright – brothers

17th December 1903 – first successful flight of Flyer 1

longest flight of Flyer 1 lasted 59 seconds

the brothers designed and built Flyer 1

Flyer 1 had a light, powerful engine also designed by the brothers

Flyer 1 built of wood, fabric & wire

first flight of Flyer 1 lasted 12 seconds

2 Now sort out the notes and write **three paragraphs** about the Wright Brothers. Write the paragraphs in your exercise book.

Newspaper article

You are going to write a **newspaper article** on **one** of the following topics:

- **Amy Johnson:** First female pilot to fly alone from Britain to Australia in 1930.
- **Yuri Gagarin:** First man in space in 1961.
- **Neil Armstrong:** First man to walk on the Moon.

1 Start by planning your article.

Topic – what are you writing about?

The facts – make notes from your research.

Decide on:

The **name** of your **newspaper** _____

The **name** of the **reporter** _____

Your **headline**

Quotes

• from someone who was took part _____

• from an eyewitness _____

2 Now use your notes to write your newspaper article in your exercise book.

The Hostile Desert

Vocabulary

Hyperbole

Hyperbole means exaggeration. For example, it would be hyperbole to say:
I was so thirsty I could have drunk the river dry.

A Use each of these phrases in sentences of your own.

1 couldn't keep my eyes open

2 faster than the speed of light

3 cost a fortune

Punctuation

Apostrophe of possession

Remember **possessive nouns** tell you who or what **owns** something.

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

Hassanein Bey's wonderful account = the wonderful account belonging to Hassanein Bey

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

the camels' breakfast = the breakfast belonging to the camels

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

the people's journey = the journey belonging to the people



A Rewrite each phrase using an apostrophe. Then use each new phrase in a sentence.

1 the journey belonging to the traveller _____

2 the driver belonging to the truck _____

Spelling

ant ent ance and ence word endings

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

obedient

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

obedience

- A** Complete this table with the correct **abstract nouns** and **adjectives**.

Adjectives	Abstract nouns
	independence
	evidence
ignorant	
absent	
	fragrance
	difference
elegant	
	assistance
innocent	
extravagant	
	obedience
	intelligence
consequent	

- B** Write a sentence using the words **assistant** and **assistance**.

- C** Write a sentence using the words **evident** and **evidence**.

Grammar

Subject and object

Simple sentences have a **subject**, a **verb** and an **object**.
The subject tells you who or what performs the verb.
The objects tells you who or what is having something done to it.
Subjects and objects can be nouns or pronouns.

subject

object

We passed round **hot glasses of tea**.



Pronouns are words that can take the place of nouns.



A Underline the **subject** of each sentence. Circle the **object**.

- 1 The sandstorm destroyed the camp.
- 2 My friends travelled across the desert.
- 3 The camels crunched the date stones.

B Use each of these words as a **subject** in a sentence of your own.

- 1 the sand _____

- 2 the camels _____

- 3 the storm _____

C Use each of the words in **Activity B** as the **object** in a sentence of your own.

- 1 _____

- 2 _____

- 3 _____

Autobiography

You are going to write an **autobiographical account** of a journey you have been on, real or imagined.

1 Decide which journey you want to write about.

This could be real:

- your journey to school
- a visit to a friend or relative
- travelling to live in a new area
- a school trip

Or imagined:

- space
- the Amazon River and rainforest
- the Antarctic
- your own idea

2 Make notes about the journey.

What journey did you make? _____

Where did you travel from? _____

Where did you travel to? _____

Who was with you? _____

How were you feeling at the beginning of your journey? Did you want to go?
Were you worried about it?

What happened on your journey? You could make something up. Did you get lost?
Did the car/bus/train break down? Did you lose something?

How were you feeling during the journey? Were you interested in the scenery?
Were you bored/tired/worried?

3 Use your notes to write your **autobiographical account** in your exercise book.

Desert Landscapes

Vocabulary

Using a thesaurus

Remember, a **thesaurus** contains lists of words and their **synonyms** and any **antonyms**. A thesaurus can help you to choose the best words to use when you want to describe something or express your feelings.

Remember, **synonyms** have similar meanings and **antonyms** have the opposite meaning.



- A** List three **synonyms** for each word. You can use a thesaurus to help you.

- | | | | | |
|---|-------|-------|-------|-------|
| 1 | brave | _____ | _____ | _____ |
| 2 | grab | _____ | _____ | _____ |
| 3 | charm | _____ | _____ | _____ |
| 4 | calm | _____ | _____ | _____ |
| 5 | stop | _____ | _____ | _____ |

Punctuation

Capital letters for subheadings

Subheadings divide a piece of writing into different **aspects** of a topic. Some writers use **capital letters** for each main word in a subheading.

Polar **D**eserts

Other writers use **capital letters** only for the first letter and for proper nouns.

Polar **d**eserts

Either way is correct, but once you have chosen a style, make sure you use the same style throughout your writing.

- A** Write these **subheadings** in two ways.

- 1 the largest hot desert

- 2 the largest cold desert

- 3 how pinnacles are formed

- 4 life in the desert



Spelling

Tricky words

Some words are useful to know but can be tricky to learn, as the letter patterns make different sounds to those expected. This section focuses on tricky words with **double letters**.

annually

A Copy each word three times. Then write each word in a sentence of your own.

Use a dictionary if you are unsure of a word meaning.



1 interrupt

2 recommend

3 attached

4 excellent

5 necessary

B Correct the spellings of these words with double letters.

1 comunity

2 necessary

3 marvelous

4 embaras

5 excelent

6 programe

7 imediately

8 oportunity

Grammar

Adverb clauses

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

Crossing the Sahara Desert can take up to a week **when travelling by truck**.

Sometimes, an adverb clause can come at the beginning of a sentence. If so, we put a **comma** after the adverb clause before the rest of the sentence.

When travelling by truck, crossing the Sahara Desert can take up to a week.

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

- 1 A plateau is formed after areas of weak rock have been eroded.
- 2 Plants grow briefly in some deserts after there is rainfall.
- 3 A region is called a desert when there is less than 250mm of rain each year.

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

Remember the **comma**.



- 1 _____

- 2 _____

- 3 _____

C Complete each sentence by adding an **adverb clause**. Use some of the **conjunctions** in the word box.

after before when even if although



- 1 She was fascinated by deserts _____

- 2 I researched facts about deserts _____

Paragraphing

1 You are going to write an **information text** about deserts.

- a Which desert are you going to write about? _____
- b Use the boxes below to write **notes** about the desert you have chosen. You could find information in books and on the Internet. Try to group related notes together in the same box to help you organise your paragraphs.

c Based on what you have found out, make a note on what **each paragraph** will be about. You could use these as subheadings in your work.

Paragraph 1: _____

Paragraph 2: _____

Paragraph 3: _____

Paragraph 4: _____

d Use your plan to write a first draft of your information text in your exercise book.

The Cheshire Cat

Vocabulary

Homophones and homonyms

Homophones are words that sound the same, but are spelt differently and have different meanings.

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

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

- | | | | |
|-----------|-------|----------|-------|
| 1 great | _____ | 2 aloud | _____ |
| 3 heard | _____ | 4 father | _____ |
| 5 bridal | _____ | 6 serial | _____ |
| 7 guessed | _____ | 8 pear | _____ |

B Write **two** sentences of your own, each using a pair of homophones from **Activity A**.

- _____
- _____

Punctuation

Direct speech

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

Sometimes the spoken words come first.

“I don’t much care where,” said Alice.

Sometimes the name of the speaker comes first.

Alice replied, “I should like it very much.”

Sometimes we split the spoken words:

“Oh, you can’t help that,” **said the Cat.** “We’re all mad here.”

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

- Alice’s sister said where have you been
- I followed a rabbit down that hole said Alice and met the Cheshire Cat
- The Cheshire Cat exclaimed her sister who is the Cheshire Cat

Spelling

Silent letters

Some words in the English language have silent letters. One way to help you remember how to spell words with silent letters is to practise saying the words quietly to yourself. Split the word into syllables and sound out the silent letter.

Wednesday = Wed / nes / day

A Write **three** words, each with these **silent letters**.

- 1 a silent **w** _____
- 2 a silent **k** _____
- 3 a silent **h** _____
- 4 a silent **g** _____
- 5 a silent **t** _____

B Write **four** sentences using words you have written for **Activity A**. Try to use two or more words in each sentence.

- 1 _____
- 2 _____
- 3 _____
- 4 _____

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

- | | |
|-----------------|-----------------|
| 1 sissors _____ | 2 thum _____ |
| 3 rote _____ | 4 dout _____ |
| 5 nelt _____ | 6 rist _____ |
| 7 anser _____ | 8 glisen _____ |
| 9 autum _____ | 10 onest _____ |
| 11 nown _____ | 12 whisle _____ |



We use **conditional clauses** in sentences when one thing depends on another.

You're sure to get somewhere **if you walk for long enough**.

Getting somewhere **depends on** walking for long enough.

A conditional clause begins with a **conjunction**. These conjunctions can be used to begin conditional clauses.

if	unless	provided	on condition that
only if	as long as	assuming that	providing that

Conditional clauses

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

- 1 The match will be cancelled if the weather is bad.
- 2 I will lend you this book on condition that you look after it.
- 3 The Cheshire Cat will be there as long as he doesn't have to play.
- 4 Alice will play croquet unless the Queen tells her not to.



B Write the sentences in **Activity A** with the **conditional clause** at the beginning.

- 1 _____

- 2 _____

- 3 _____

- 4 _____

C Complete each sentence adding a **conditional clause** of your own.

- 1 You won't finish that book _____
- 2 I will write about Alice _____
- 3 It was a wonderful adventure _____

Purpose and audience

You are going to create two short pieces of writing about a cat in **different styles**. Use this page to plan your writing.

1 Narrative writing

a What type of story are you going to write? _____

b Who is the audience you are writing for? _____

c Make notes on:

- the plot

- the characters

- the setting

d Now write your piece of **narrative writing** in your exercise book.

2 Descriptive writing

a Are you going to describe a pet cat?

a tiger cub?

b Write some **adjectives** you could use to describe what the cat looks like.

c Write some **verbs** and **adverbs** you could use to describe what the cat does.

d Now write your piece of **descriptive writing** in your exercise book.

Cats in the Wild

Vocabulary

Metaphors

Remember, a **metaphor** is a way of describing something by comparing it to something else without using the words 'as' or 'like'.

My friend Julia is **a brave lion**.

A Draw lines to match each word with the **adjective** that best describes it.

- | | |
|-----------|--------|
| 1 lamb | fast |
| 2 bear | gentle |
| 3 cheetah | small |
| 4 mouse | fierce |

B Now choose one pair from **Activity A** to write your own **metaphor**. Write a full sentence.

Punctuation

Capital letters: headings and subheadings

The **main heading** of a piece of writing tells the reader what it is about. You can write it with:

- capital letters for the important words: **Cats in the Wild**
- capital letter for the first word only: **Cats in the wild**

Subheadings divide a piece of writing into different aspects of the topic. You can write them with:

- capital letters for the important words: **The Tiger**
- capital letter for the first word only: **The tiger**

If there is a **proper noun** in the subheading, use a capital letter.



It is important to choose a style and use the same one throughout your writing.

A These are the **subheadings** for a piece of writing about the planets.

the red planet the rings of Saturn our nearest neighbour

1 Choose a **style**. Write each subheading in the same style.

2 Write a **main heading** for this piece of writing about the planets.

Spelling

Suffixes

There are some important rules to remember when we add **suffixes** to root words.

When a word ends in **e**, drop the **e** if the suffix begins with a vowel.

relate + ive = relative

When a word ends in **e**, keep the **e** if the suffix begins with a consonant.

approximate + ly = approximately

To add a suffix to a word that ends in **y** (where the **y** sounds like **ee** in 'bee'), change the **y** to an **i** and add the suffix.

happy + ness = happiness

- A** Make the **antonym** of each word by changing its suffix. The first one has been done for you.

1 careful _____ careless

3 hopeless _____

5 flavourful _____

Remember, **antonyms** are words that have opposite meanings.



2 cheerless _____

4 joyful _____

6 colourless _____

- B** Look at your answers in **Activity A**. Write down what you notice about making antonyms with suffixes.

- C** Add the **suffixes** from the box to make as many **adjectives** as you can from each noun below.

ly ing able ful ous

1 love _____

2 care _____

5 adventure _____

6 cuddle _____

7 knowledge _____

8 fury _____

Modal verbs

Sometimes **verbs** are made up of more than one word. These verbs are made up of a **helper verb** and a **main verb**. Helper verbs are called **modal verbs**. This group of helper verbs is very useful.

may might could can must would should

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

- 1 A lion _____ hunt to stay alive.
- 2 We _____ see a tiger but it is unlikely.
- 3 We _____ do more to protect wild animals.
- 4 It _____ be possible to photograph a snow leopard.

B Complete each sentence with **can** or **may**.

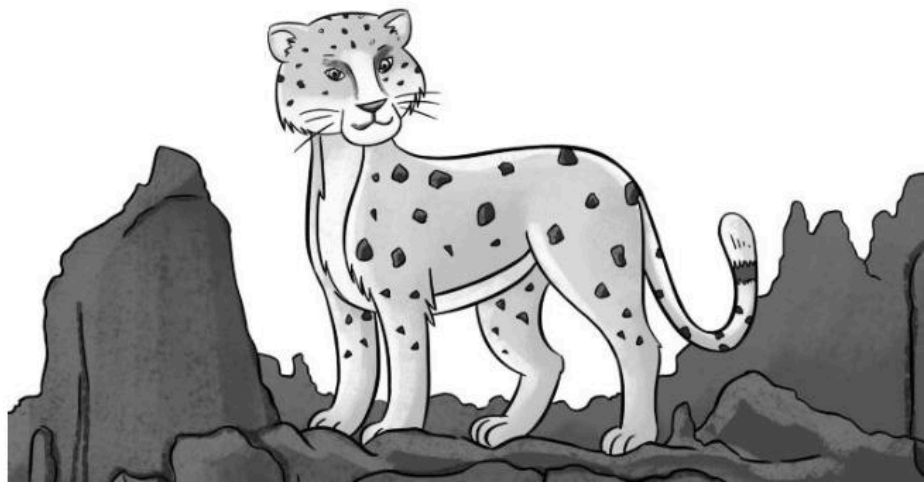
- 1 It _____ not be easy to find a book about tigers.
- 2 I _____ need to look online to find out more about tigers.
- 3 The tiger _____ see very well in the dark.
- 4 The cheetah _____ run faster than any other mammal.

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

- 1 should know _____

- 2 would swim _____

- 3 could read _____



Purpose and audience

You are going to create two short pieces of writing about wild cats in **different styles**.

1 Informative writing

a Which wild cat are you going to write about? _____

b What sort of text are you going to write?

Tick one

a report a fact file

a magazine article an annotated diagram

c Who is the audience you are writing for? _____

d Research the cat you have chosen and make notes about key facts.

e Using your notes, write your informative piece in your exercise book.

2 Personal writing

a What are you going to write about? _____

b Are you going to write a diary entry or a letter? _____

c Make notes on your thoughts and feelings, and your opinions. Remember to give reasons for your opinions.

d Using your notes, write your personal piece in your exercise book.

The Wooden Horse

Vocabulary

Anagrams

Anagrams are made by rearranging the letters of a word or phrase to make a new word or phrase.

horse – shore the eyes – they see

A Draw a line to link each of the **anagrams**.

- | | |
|----------|--------|
| 1 soil | parts |
| 2 strap | ocean |
| 3 canoe | wolves |
| 4 vowels | tale |
| 5 late | oils |

B Write an **anagram** for each of these words.

- | | | | |
|---------|-------|---------|-------|
| 1 vase | _____ | 2 onset | _____ |
| 3 smile | _____ | 4 shut | _____ |

Punctuation

Semicolons

In a sentence, a **semicolon** is used to separate two or more statements that are related to each other.

The sentence would still make sense if we used a **conjunction**.

By day they could see the tents; by night they could see the campfires.

By day they could see the tents **and** by night they could see the campfires.

A **semicolon** can also be used instead of a **comma** in a list where the items are more than one word.

They could see men marching; feeding their horses; mending their ships.

A Add the missing **semicolons** to the following sentences.

- The characters in the story are: Priam, the king of Troy Hecuba, his wife the look-outs, who watch the Greek camp.
- I like reading exciting adventure stories strange mystery stories animal stories.
- The horse was dragged into the city the Trojans celebrated.

Spelling

able ible ably and ibly word endings

Many words have the suffix **able** or **ible**.

“Is it possible?” questioned the king, “Have the Greeks really left?”

The wall around Troy is unbreakable!

There is no easy way to decide when to use **able** (or **ably**) and when to use **ible** (or **ibly**) but:

- more words end in **able** than **ible**
- if the antonym of the word is made by adding the prefix **un**, it is probably an **able** word
- if the antonym of the word is made by adding the prefix **il**, **in** or **ir**, it is probably an **ible** word

For example:

unavailable **invisible**

A Add **able** or **ible** to complete each of these words.

1 respons_____ 2 avoid_____

3 avail_____ 4 ed_____

B Write a sentence for each of the **able** or **ible** words that you have made in **Activity A**.

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

value + able = valuable

C Complete these word sums.

1 value + able = _____ 2 sense + ible = _____

3 response + ible = _____ 4 advise + able = _____

5 adore + ably = _____ 6 response + ibly = _____

7 disagree + able = _____ 8 cure + able = _____

9 sense + ibly = _____ 10 agree + ably = _____

Active and passive verbs

When the **subject** of the sentence does the **action** of the verb, the verb is called an **active verb**.

The Greeks **deserted** the camp.

In this sentence 'The Greeks' is the subject.

When the **subject** of a sentence has the **action done to it**, the verb is called a **passive verb**. For example:

The camp **was deserted** by the Greeks.

In this sentence 'The camp' is the subject and 'the Greeks' is the **agent**.

The agent is the person or thing doing the action in a passive sentence.

However, sometimes the agent is not included.

Ropes were tied around the huge horse.



A Write **A** for 'active' or **P** for 'passive' for each sentence.

- 1 The Greeks sailed their ships to Troy. _____
- 2 The camp was watched carefully by the look-outs. _____
- 3 A huge wooden horse had been left by the Greeks. _____

B Complete these sentences using an **active verb** of your choice.

- 1 The citizens _____.
- 2 The guards _____.
- 3 The teacher _____.
- 4 The children _____.
- 5 The King _____.

C Complete these sentences using a **passive verb** of your choice.

- 1 The citizens _____.
- 2 The guards _____.
- 3 The teacher _____.
- 4 The children _____.
- 5 The King _____.



A reading journal

You are going to begin your own **reading journal**. Use this page to help you get started.

Book title: _____

Author: _____

Date read: _____

Book summary

Write a short summary of the plot. Don't try to tell the whole story – just the important stages of the plot.

My opinion

Say what you liked and disliked about the book.

Vocabulary

Over-used words

It is important to check and revise your writing to see if you can improve it. One way to improve your writing is to avoid **over-used words** and replace them with more interesting and descriptive words.

A For each phrase below, replace the underlined word with a better word.

- 1 nice email _____
- 2 good journey _____
- 3 hot day _____
- 4 big tree _____

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

- 1 _____
- 2 _____

Punctuation

Hyphens to avoid ambiguity

A **hyphen** is a small dash used to link words. Hyphens are also used to make the meaning clear.

Howard Carter **re-covered** the seals of the tomb.

This means he covered them up again.

Howard Carter **recovered** from his illness.

This means he got better.

A Add the missing **hyphen** to the headlines to make sure the meaning is correct.

HEAVY METAL DETECTOR USED TO FIND BURIED TREASURE

SMALL BUSINESS MAN OPENS NEW SHOP

- 1 _____
- 2 _____

Spelling

ough spelling

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

though makes a different sound to **tough**

A Write eight different **ough** words.

_____	_____
_____	_____
_____	_____
_____	_____



B Sort the words you have written into the table below.

ough words that rhyme with:				
huff	off	toe	now	caught

C Complete the gaps in the table in **Activity B** with as many more **ough** words as you can.



Subject and predicate

A **sentence** is made up of two parts.
 The **subject** is the person or thing that the sentence is about.
 The **predicate** is the rest of the sentence.

subject	predicate
Howard Carter	was searching for Tutankhamun's tomb.
The tomb	was in the Valley of the Kings.

To find the subject of a sentence, first find the **verb**.

Tutankhamun **ruled** Egypt.

Ask who or what 'ruled' in the sentence = Tutankhamun

The subject is **Tutankhamun**.

We can make sentences more interesting by adding to:

- the subject the **young pharaoh** Tutankhamun
- the predicate ruled Egypt **in the 14th century BCE**

A In the following sentences, circle the **subject** and underline the **predicate**.

- 1 I would like to visit the Valley of the Kings.
- 2 Howard Carter was an archaeologist.
- 3 Pharaohs were the rulers of Egypt.



B Add an interesting **predicate** of your choice to each **subject**.

- 1 Archaeologists _____
- 2 The tomb _____
- 3 This book _____

C Write **two** sentences using the following nouns.

In **Sentence 1**, the noun should be the **subject**.

In **Sentence 2**, the noun should appear in the **predicate**.

- 1 Robbers

Sentence 1: Robbers had broken into other tombs in the area.

Sentence 2: Howard Carter was convinced that robbers had not broken into Tutankhamun's tomb.

- 2 Carter


Sentence 1: _____

Sentence 2: _____

- 3 Tutankhamun

Sentence 1: _____

Sentence 2: _____

The first one is done for you. 

Magazine articles

You are going to write a **feature article** for a magazine. Use this page to help you plan your article.

1 Which topic are you going to write about? Tick one.

Great Pyramid of Giza

Great Wall of China

2 Research your topic and make notes about it.



3 Decide how you will set out the page.

- Where will the text go?
- What heading and subheadings will you use?
- Will you put some information in boxes?
- Where will you put the illustrations?

Make a rough sketch of how your article will look.

Vocabulary

Presenting an argument

When **presenting an argument** to persuade the reader, there are particular words and phrases that are useful.

I firmly believe ...

In my opinion ...

That is no reason ...

A Write sentences to express your **opinion** about the time you go to bed on a school night, using each of the phrases below.

1 In my opinion _____

2 My reason for thinking this is _____

3 The evidence leads me to this point of view because _____

4 On the other hand _____

5 In conclusion _____

Punctuation

Punctuation round-up

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

full stop . question mark ? exclamation mark !

comma , apostrophe '

dashes – brackets ()

A Punctuate the following sentences.


- 1 I dont know why the dinosaurs died out
- 2 Why did some scientists think animals ate all the dinosaur eggs
- 3 The asteroids impact formed a crater
- 4 It must have been a terrifying event



Spelling

Tricky words

Some words are useful to know but can be tricky to learn, as the letters or letter patterns make different sounds to those expected. This section focuses on tricky words with **soft c**, **soft g** and **unstressed letters**.

Use a dictionary if you are unsure of a word meaning. 

A Write if each word has a **soft c**, **soft g** or an **unstressed letter**. Then use each word in a sentence.

1 criticise _____

2 desperate _____

3 environment _____

4 language _____

5 history _____

B Rewrite each word, correcting the spelling.

1 vegetables _____

2 factry _____

3 bargin _____

4 enviroment _____

5 musle _____

6 medcine _____

7 temprature _____

8 refrence _____

9 diffrent _____

10 intresting _____

Active and passive verbs

When the **subject** of the sentence does the **action** of the verb, the verb is called an **active verb**.

Smaller animals **ate** dinosaur eggs.

In this sentence, 'ate' is an active verb.

When the **subject** of a sentence has the **action** done to it, the verb is called a **passive verb**.


Dinosaur eggs **were eaten** by smaller animals.

In this sentence, 'were eaten' is a passive verb.

A Decide if each sentence is active (A) or passive (P).

- 1 The dinosaurs lived a long time ago. _____
- 2 The dinosaurs could have been destroyed by an asteroid. _____
- 3 Different theories have been suggested by scientists. _____

B Write two sentences of your own for each verb below. Use an **active verb** for sentence 1 and a **passive verb** for sentence 2.

The first one is done for you. 

1 **to discover**

Sentence 1: Scientists discovered dinosaur remains.

Sentence 2: Dinosaur remains were discovered by scientists.

2 **to eat**

Sentence 1: _____

Sentence 2: _____

3 **to take**

Sentence 1: _____

Sentence 2: _____



Writing

A balanced argument

Use this page to help you plan and write a balanced argument.

1 Read the following question:

Should children be allowed to watch whatever they like on television?

a Make notes on both sides of the argument.

Arguments for	Arguments against

b Ask other people what they think. They may have reasons for and against that you haven't thought of.

c Use your notes to write a balanced argument in your exercise book.

Vocabulary

Idioms

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

The explanation about what happened to the *Mary Celeste* **did not add up**.

In this sentence, the idiom 'did not add up' means that the explanation did not make sense.

A Draw lines to match each idiom to the correct meaning. The first one is done for you.

- | | |
|--------------------------------|--------------------------------------|
| 1 Let's call it a day. | a It's not very far away. |
| 2 You've got to hang in there. | b That sounds good to me. |
| 3 It's a stone's throw away. | c Let's stop working for the day. |
| 4 It got out of hand. | d You've got to wait and be patient. |
| 5 That's music to my ears. | e It got out of control. |

B Use two **idioms** from **Activity A** in a sentence of your own.

- 1 _____
- 2 _____

Punctuation

Direct speech: thoughts

When a character speaks, we use **speech marks** to show the spoken words.

"Aye, aye, Captain," said the sailor.

We can also use speech marks when we write what a character is **thinking**.

"I wonder what happened to the ship." **thought** the Captain.

A Punctuate these characters' thoughts.

- 1 What is the *Mary Celeste* doing here thought the Captain
- 2 The sailor thought I don't like the look of this
- 3 Should I send one of the crew he thought or go myself
- 4 The lifeboat is missing thought the Captain They must have left the ship

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 tricky words with **suffixes**.

There must be some **explanation**.

- A** Copy each word three times. Then write a definition for each word.

Look up any words you don't know in a dictionary.



1 profession _____

2 famous _____

3 mischievous _____

4 pronunciation _____

5 determined _____

- B** Correct these spellings.

1 competision _____

2 secretiff _____

3 explination _____

4 imediately _____

5 goverment _____

6 sinserely _____

7 espeshally _____

8 enviroment _____

9 consmous _____

10 frequently _____

Clause round-up

These are the **clauses** that have been covered so far:

- **a main clause:**
They saw the drifting ship.
- **an adverb clause:**
The sailors shouted **when they got close to the ship.**
- **a relative clause:**
I drew a picture of the ship **that we talked about yesterday.**
- **a conditional clause:**
I will find out more about the mystery **if I get time.**

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

- 1 David Morehouse is the man who found the *Mary Celeste*. [relative clause]
- 2 I would like to work on a ship if I could be the captain. [conditional clause]
- 3 You have to train for a long time before you can be a captain. [adverb clause]

B Finish this sentence with **three** different clauses.

- 1 adverb clause: I would like to see the sailing ship _____

- 2 relative clause: I would like to see the sailing ship _____

- 3 conditional clause: I would like to see the sailing ship _____

C Write a sentence about these **subjects** using the clause indicated.

- 1 the seabird [relative clause]

- 2 the ship's sails [adverb clause]

- 3 a map [conditional clause]

Mystery story

You are going to write your own story ending to solve the mystery of the *Mary Celeste*. Use this page to help you plan your writing.

1 What is the **setting** for your story ending? Is it someone's house? A courtroom?
What does the setting look like?

2 Which characters are in your story ending? Tick the options:

- The captain of the ship that found the *Mary Celeste*
- A sailor from the ship that found the *Mary Celeste*
- A sailor from a different ship that saw the *Mary Celeste* on the day that the crew disappeared
- One of the people from the *Mary Celeste*.

Other characters:

3 What **evidence** does each character give about what happened?

4 What will your surprise ending be?



Vocabulary

Prefixes, suffixes and compound words

Words can be built by adding a **prefix** or a **suffix** to a **root** word, and by joining two words together to create a **compound word**.

When you add a suffix, remember to keep the **e** if the suffix begins with a **consonant**.



A Complete this table to create new words. The first one has been done for you.

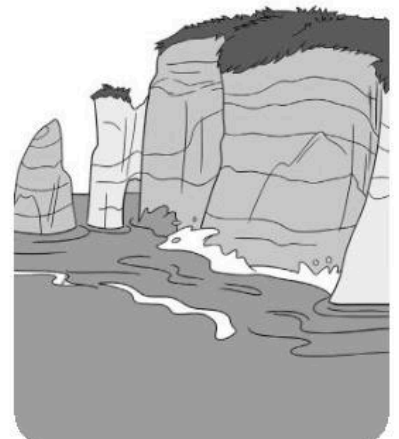
root word	+ prefix	+ suffix	+ prefix and suffix
happy	unhappy	happiness	unhappiness
obey			
take			
name			

B Write a list of eight compound words.

Punctuation

We use **commas** in a variety of ways.

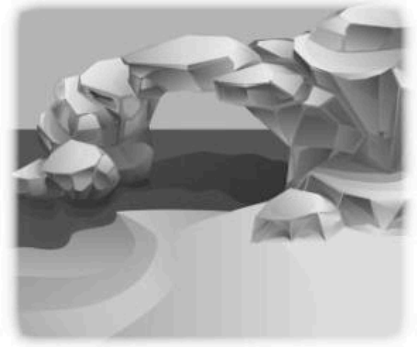
- **In a list:**
I can see a cave, an arch and a sea stack.
- **In direct speech:**
“Look at the amazing sea stack,” she said.
- **For extra information:**
A sea stack, pounded by the sea, can become a stump.
- **With an adverb clause:**
Although the sea erodes weaker rock, harder rock remains.
- **Between adjectives:**
Have you seen the unusual, black sand?



Commas round-up

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

- 1 Before rocks become sand they are churned up in the sea.
- 2 "That arch wasn't there last time I was here" she said.
- 3 Caves arches and sea stacks are formed by erosion.
- 4 Fierce strong waves rolled on to the beach.
- 5 Pieces of rock broken from the cliffs fall into the sea.



Spelling

Unstressed vowels are vowels which we either do not sound, or do not sound clearly, as we speak.

Unstressed vowels can be challenging to spell because it is easy to forget them and miss them out.

For example, the first **e** in **different** is an unstressed vowel.

Unstressed vowels

A Circle the **unstressed vowels** in each word.

- | | |
|---------------|-------------|
| 1 Wednesday | 2 library |
| 3 separate | 4 ordinary |
| 5 secretary | 6 jewellery |
| 7 mathematics | 8 interest |



B Write the correct spellings of these words, adding the unstressed vowels.

- | | | | |
|-------------|-------|-------------|-------|
| 1 stationry | _____ | 2 jelous | _____ |
| 3 factry | _____ | 4 diffrent | _____ |
| 5 genral | _____ | 6 despratly | _____ |

C Now use two words from **Activity B** in sentences of your own.

- 1 _____

- 2 _____

Linking sentences and paragraphs

Adverbs and **adverb phrases** are useful for linking ideas between sentences and paragraphs.

For example:

- **similarity** – to show one thing is similar to another
The sea breaks down the rock into smaller rocks.
Similarly, the small rocks are broken down to form sand.
- **result** – to show one thing causes another
The sea may wear away the back of a cave.
As a result, an arch is formed.
- **contrast** – to show one thing is different to another
The weaker rock is worn away.
However, harder rock remains.
- **sequence** – to show the order in which things happen
The bottom of a cliff is pounded by waves.
Firstly, water gets into the cracks.

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

- 1 On the other hand, hard rock in cliffs is not so easily eroded.
- 2 In the first instance, the sea pounds the cliffs.
- 3 As time goes on, the sea stack is worn away.
- 4 Before that, the arch has a roof.



B Choose the **adverbs** or **adverb phrases** from the box to complete each sentence.

firstly	consequently	finally
after that	as a result	to begin with

- 1 _____ the sea pounds the base of the cliff.
- 2 _____ a cave may be formed.
- 3 _____ the sea might break through the back of the cave.
- 4 _____ the rock is worn down into sand.

C Use these adverb phrases in sentences of your own.

- 1 As a consequence, _____

- 2 in the beginning _____

Writing

Explanation

1 You are going to write an **explanation** of how something happens.

a Which **explanation** would you like to write? Tick one.



How are waterfalls formed?



What are river terraces and how are they made?

b Research your chosen topic and make notes.

Remember, you can use a library and the Internet to do your research.



c Make a paragraph plan from your notes. What will each paragraph be about?

Introductory paragraph _____

Paragraph 2 _____

Paragraph 3 _____

Paragraph 4 _____

Paragraph 5 _____

d Make a note of the illustrations you are going to use.

Illustration 1: showing _____

Illustration 2: showing _____

Illustration 3: showing _____

2 Write your first draft in your exercise book.

Vocabulary

Language of the past

Some books written long ago use **old-fashioned language**. This is because the English language sounded very different many years ago.

A With a line, match each old-fashioned word with the modern version.

- | | |
|-----------|------------|
| 1 spied | over there |
| 2 yonder | wherever |
| 3 whither | saw |
| 4 gladly | afraid |
| 5 scribed | happily |
| 6 afraid | wrote |



B Rewrite these sentences using modern English.

- 1 I scribed this letter to tell you that I'm afraid of sailing in the storm.
-

- 2 If the storm passes, I will gladly sail whither you please.
-

Punctuation

Apostrophes round-up

If something **contracts** it gets smaller.



There are two uses of the **apostrophe** (').

- 1** An **apostrophe of contraction** can be used to show that a letter or letters are missed out of a word.
Alice **isn't** interested in the book. (is not)
- 2** An **apostrophe of possession** can show when someone or something owns something.
The **book's** cover. (the cover belonging to the book)
The **books'** covers. (the covers belonging to the books)

A Add the missing apostrophes and cross out any letters that should be left out.

- | | |
|---------------------------------|-----------------------------------|
| 1 t h e r e i s | 2 t h e b o o k s p i c t u r e s |
| 3 t h e Q u e e n s c r o w n | 4 s h o u l d n o t |
| 5 l e t u s | 6 y o u a r e |
| 7 t h e n o v e l s e n d i n g | 8 I w o u l d |



Spelling

fer words + suffixes

Remember, 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.

I would have **preferred** to know more about them.

prefer + ing = **preferring**

prefer + ence = **preferrence**



A Find nine **fer** words in this word search. Write the words below.

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

B List all the suffixes added to words in the word search.

Subjunctives

The verb family name is the **infinitive**.



The **subjunctive** is a verb form that is only used in formal speech and writing.

Present tense: I **recommend** that everyone **read** this book.

Past tense: I **recommended** that everyone **read** this book.

The **subjunctive form** of the verb is the same as the verb family name without the word 'to'.

A Write the **subjunctive** form of these verbs.

Verb family name

subjunctive

1 to recommend

2 to decide

3 to advise

B Complete these sentences using a phrase from the box, and using the **subjunctive** form of the verb.

I insist that

She suggested that

It is important that

1 You go to bed on time.

2 I eat healthily and exercise.

3 You read this book.

C Use **verb + that + subjunctive** to write sentences of your own.

1 to suggest + that + to review

I suggest that you review this book. _____

2 to request + that + to meet

3 to demand + that + to give

The first one is done for you.



Book reviews

Use this page to help you plan two **book reviews**.

1 Fiction

Title: _____

Author: _____

Publisher: _____

Notes about the **plot, characters** and **setting**. (Don't give away the ending!)

Your **opinion**. (Say if you liked or disliked the book and why.)

2 Non-fiction

Title: _____

Author: _____

Publisher: _____

Notes about the **subject**. (Is it about one thing or lots of things?)

Your **opinion**. (Say if you liked or disliked the book and why.)



Glossary

active verb when the subject of the sentence does the action of the verb

adverb clause a clause that acts like an adverb, telling us more about the verb

anagram when letters of one word or phrase are rearranged to create a new word or phrase – for example: *ocean/canoe*

bullet point a punctuation mark (•) used to list items, making it clear where each item in the list begins

colon a punctuation mark (:) used to introduce a list, a result or another statement which helps to explain the first

conditional clause a clause that depends on another in a sentence, beginning with a conjunction such as: *if, unless, when*

hyperbole a figure of speech which uses exaggeration to make something sound more extreme – for example: *a mountain of homework*

idiom a figure of speech which means something different from its literal meaning – for example: *missed the boat (to have missed an opportunity)*

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

mnemonic a short phrase or rhyme that helps us to remember something

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

object the part of a sentence that tells us who or what is acted upon by the verb

passive verb when the subject of the verb has the action done to it

predicate the part of the sentence that does not include the subject

proverb a wise saying that contains a general truth – for example: *actions speak louder than words*

relative clause a clause that is added to a main clause to give more information, beginning with a relative pronoun – such as: *who, which, that*

semicolon a punctuation mark (;) used in a sentence to separate two or more statements that are related

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

subject the part of a sentence that tells us who or what is performing the verb or what the sentence is about



**Nelson
English**

The comprehensive course for teaching the core literacy skills

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

The course provides:

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

This Workbook provides:

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

Workbook 6

OXFORD
UNIVERSITY PRESS

How to get in touch:

web www.oxfordprimary.com
email primary.enquiries@oup.com
tel. +44 (0) 1536 452620
fax +44 (0) 1865 313472

ISBN 978-0-19-841993-8



9 780198 419938