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PRACTISE AND ACHIEVE

GRAMMAR, PUNCTUATION,
SPELLING & VOCABULARY



STUDENT BOOK 1

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SPELLING & VOCABULARY



STUDENT
BOOK 1

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Answers
are in the
centre of
the book.

HOW TO USE THIS BOOK

- 1 Important facts and skills are given at the beginning of each section. Read them carefully – they show what you really need to know.
- 2 There is an example question for you to read through. Follow the steps carefully and then try to work through the practice questions yourself.
- 3 Tips are given on many pages. They are hints to help you do your best and to make learning easier and more fun.

1.7 Statements, questions and commands

PART 1: GRAMMAR

DEFINITIONS

Statements are sentences that *tell* someone something and end with a full stop.

Statements The boy stood up. The class did their work.

Questions are sentences that *ask* someone something and end with a question mark.

Questions Did the boy stand up? Did the class do their work?

Commands are sentences that *order* someone to do something and can end with an exclamation mark or a full stop.

Commands Stand up! Do your work.

Follow these steps.

Put the correct punctuation at the end of these sentences.

- 1 Where are we going 2 Go away 3 Today is my birthday

1	Read the question and then read it again. What are you being asked to do?	Work out the punctuation needed at the end of each sentence.
2	Read the sentences and see if any of them are asking something.	Sentence 1 is asking a question . It needs a question mark at the end. None of the other sentences ask questions.
3	Read the sentences and see if any of them are ordering someone to do something.	Sentence 2 is ordering someone. It is a command and needs an exclamation mark or a full stop. None of the other sentences are orders.
4	Read the sentences and see if any of them are telling someone something.	Sentence 3 is giving information about today. It is a statement and needs a full stop. None of the other sentences are statements.
5	Put the correct punctuation at the end of each sentence.	1 Where are we going? 2 Go away! 3 Today is my birthday.

Tips

Questions usually start with words such as *how, can, who, what, when, where* and *why*.

Commands are usually short and often start with a verb.

Try these yourself.

Do we have milk _____

I hope they win _____

Ask the teacher about it _____

- 4 Each section has a set of practice questions. Answers are included in the middle, although you or your teacher may choose to remove these pages. Each practice question shows the number of allocated marks on the right-hand side.
- 5 Most sections finish with a **Challenge**. When you feel confident with a topic, use this challenge as a chance to push yourself a little bit further and see what you can achieve.
- 6 You will see an assessment panel on the right of each right-hand page. Your teacher can use this panel to mark your work and track your progress. Use the words at the end of the book to help you to learn and to practise your spelling.

Now
answer
these
questions.

1.7: Statements, questions and commands

1 Put a tick in the correct column of the table to show whether each sentence is a question, command or statement.

Sentence	Question	Command	Statement
Go straight to bed.			
What time is it?			
Don't stop running until you reach the road.			
The owl stared unblinkingly.			
When can we go?			
Shut up!			

2 Write the correct punctuation at the end of each sentence.

a Put it away in the correct spot ____	d Is it dinnertime yet ____
b How far is it to Sydney ____	e Look at the crowds near
c The fete is at the primary school ____	the entrance ____

3 Match the sentences to the type of writing in which they are most likely to be used.

a Stir the mixture well.	interview
b The spy crept through the castle.	story
c What was the best part of the journey?	instructions
d Turn right at the bridge.	
e The ferns waved gently.	

4 Change these questions to statements.

a Can I go to the concert? _____

b Is it here that we're supposed to turn? _____

5 Change these statements and questions to commands.

a Perhaps we should tidy up this mess. _____

b Would you tell Caitlin please? _____

CHALLENGE

This statement and question use exactly the same words.

► I can go out. ► Can I go out?

How many statement-and-question pairs can you make that use exactly the same words? Each pair must start with a different word from all the other pairs you make.

PART 1: GRAMMAR

(1 mark each) /6

(1 mark each) /5

(1 mark each) /5

(1 mark each) /2

(1 mark each) /2

TOTAL /20

4

6

5

DEFINITIONS

Nouns name a person, animal, place, thing or idea.

Proper nouns name specific people or places and start with a capital letter.

Adjectives describe nouns.

PURPOSE

Nouns enable us to have a shared understanding of the world by giving us a common way of referring to the people, things and ideas in it.

Proper nouns

France

Suni

Perth

Box Hill

Newcastle

Adjectives describe the quantity, quality, size, age, shape, colour, place of origin or purpose of a noun. They help make our speech and writing more precise and interesting.

Adjectives

five old men

the old, square tower

a young Australian tourist

Follow
these
steps.

Using the steps below to guide you, underline the noun and circle the adjective in this sentence.

An angry dog barked.

1	Read the question and then read it again. What are you being asked to do?	Find the noun and adjective in this sentence.
2	Look for the word that names something.	dog is the name of something, so <u>underline dog</u> .
3	Look for the word that describes the dog.	angry describes the dog, so draw a <input type="text" value="circle"/> around angry .
4	Check the noun and adjective in your answer.	An <input type="text" value="angry"/> <input type="text" value="dog"/> barked.

Try
these
yourself.

'Come on,' urged the eager boy.

A frightened child whimpered piteously.

Several boisterous students laughed loudly.



Now answer these questions.

1 Sort these words into the correct boxes.



		Nouns	Adjectives
gnarled	geese		
frightened	Harry		
	airport		
grey	five		
triangular	coach		
	phone		

(1 mark each)

/10

2 What type of word is the word in bold in this sentence?

The car drove down the **bumpy** road.

(1 mark)

/1

► **bumpy** is used as an _____

3 What type of word is the word in bold in this sentence?

There was an open **door**.

(1 mark)

/1

► **door** is used as a _____

4 What type of word is the word in bold in this sentence?

The tourists found the country **fascinating**.

(1 mark)

/1

► **fascinating** is used as an _____

5 In each of these sentences, underline the noun and circle the adjective.

a The lazy courier never came.

b An old bus broke down.

c The silly boy shouted loudly.

d A frightened rabbit looked around warily.

(1 mark for each line)

/4

6 In the boxes below, write N if the word is a noun or A if the word is an adjective.

The hungry wolf circled the sleeping camp, looking for the weakest youngster.

↑
□

↑ ↑
□ □

↑ ↑
□ □

(1 mark each)

/5

CHALLENGE

Can you find adjectives that describe the quantity, quality, size, age, shape, colour, place of origin or purpose of each of the following nouns?

► houses

► cars

► pilots

► men

► teachers

► boxes

▼ TOTAL

/22

DEFINITIONS

Verbs are words used to describe an action or event.

Adverbs give more information about verbs.

PURPOSE

Verbs tell you what *has* happened, *is* happening or *will* happen.

Verbs

He **was** awake.He **is** sleeping.He **will** dream.

Adverbs are words or groups of words that tell you *how*, *when* or *where* the action happened, is happening or will happen.

Adverbs

He will jump **carefully**.I rode **recklessly**.We are working **outside**.

Lots of adverbs end in the letters **-ly**, so that can be a useful way to spot them.

easily

greedily

firmly

slightly

sensibly

dangerously

**Remember**

Not *all* adverbs end in **-ly**.

hard

far

late

fast

often

almost

well

Follow
these
steps.

In this sentence, underline the verb and circle the adverb.

The mysterious figure spoke softly.

1

Read the question and then read it again.
What are you being asked to do?

Find the verb and adverb.

2

Look for the word that tells you what is happening
in the sentence.

The figure **spoke** – that is what it did –
so **spoke** is the verb.

3

Look for the word that tells you more about
what is happening in the sentence.

It says the figure **spoke softly**,
so **softly** is the adverb.

4

Check the verb and adverb in your answer.

The mysterious figure **spoke** **softly**.

Try
these
yourself.

Ben waited anxiously for the news.

The audience laughed uncontrollably at the comedian's joke.

The teacher gently encouraged Lily.

1 Write adverbs in each box to describe the verb. The first one is done for you.

Verb	How?	When?	Where?
ran	quickly	yesterday	uphill
will fly			
slept			
listens			
ate			

(1 mark each)

/12

2 Sort these words into the correct boxes.

	Verbs	Adverbs
rapidly		
fiercely		
collected		
calculates		
happily soon		
hold ran		

(1 mark each)

/8

What type of word is the bolded word in the sentences below?

3 ▶ The man drove **recklessly**. **recklessly** is used as an _____

(1 mark)

/1

4 ▶ Gary **laughed** like a hyena. **laughed** is used as a _____

(1 mark)

/1

5 ▶ She **ran** along the beach to find him. **ran** is used as a _____

(1 mark)

/1

6 Circle the word in this sentence that describes how the dragon flew.

(1 mark)

/1

The dragon flew gracefully over the distant hills.

7 In each sentence, underline the verb and circle the adverb.

a The whistle blew shrilly. c Hastily, he hid the box.

(1 mark each)

/4

b The train arrived late. d They argued angrily about the broken phone.

8 In the boxes below, write V if the word is a verb or write A if the word is an adverb.

She walked sadly past the luxury yacht, which was slowly sinking.

↑ ↑
□ □

↑ ↑
□ □

(1 mark each)

/4

CHALLENGE

Try to find interesting and unusual **verbs** and **adverbs** for each letter of the alphabet. Use your dictionary to help you.

▼ TOTAL

/32

DEFINITION

A **pronoun** is a word that takes the place of a noun in a sentence.

PURPOSE

Pronouns enable us to avoid having to repeat the names of things.

Pronouns

I you he she we
 they it her him us
 them mine ours theirs
 his hers our this that

Follow
these
steps.

Underline the pronoun in this sentence and identify the noun it is replacing.

Arjun finished his bike ride early.

1	Read the question and then read it again. What are you being asked to do?	Find the word that is the pronoun.
2	Think about what a pronoun does.	A pronoun replaces the name of something.
3	Which word replaces the name of something?	It must be the word his .
4	What is this pronoun replacing?	In the sentence the he is Arjun, so his must mean that it's Arjun's bike ride.
5	Check your answer in the sentence.	Arjun finished Arjun's bike ride early. It is repetitive but it makes sense.
6	This is the correct answer.	Arjun finished his bike ride early. His is replacing the word Arjun's .

Try
these
yourself.

Emily gave Harry's book back to him.

Nhu was surprised when she saw her results.

The employers said they wanted Jackson to start on Monday.



Now answer these questions.

1 Underline the pronouns in the following sentences.

- a The cat saw it first.
- b Ruby gave them to him and to her.
- c She walked across the road when it was clear.
- d Although it was raining, they still went out on their bikes.
- e Whenever it stopped, he stood at the window.
- f Despite seeing her, he still told them that she had left.

(1 mark for each pronoun)

/14

2 Circle one noun in each sentence that could be replaced by a pronoun.

Rewrite the sentence, replacing the selected noun with an appropriate pronoun.

- a Toby told Tom that Toby had locked the door. _____

- b Max lifted the boxes and placed the boxes onto the table. _____

- c Olivia waved goodbye as Liam drove away in Liam's car. _____

- d 'Have you seen my phone?' Haruki asked Haruki's brother. _____

- e Will caught the train although the train was running late. _____

(1 mark each)

/5

3 Circle the correct pronoun to complete the following sentences.

- a Ahmed put **his / he's / him / he** hand up first.
- b Jack took **she / me / their / it** letter to the post.
- c Give Miley **it / your / me / ours** phone.
- d Why did **its / her / their / they** arrive late?

(1 mark each)

/4

▼ TOTAL

/23

CHALLENGE

How many ways can you replace these **pronouns** in the following sentence to make exciting sentences?

► **They left it on top of that.**

DEFINITIONS

Connectives link different phrases, sentences and paragraphs together.
Conjunctions are connectives used to link different ideas in a sentence.

Connectives

because of this as well as in addition instead of for example
 especially however despite finally at the same time

Initially, Tom wanted to buy the latest model of phone. **However**, when he saw the price he knew it was too expensive. **In addition**, he heard that it was not very reliable. **Consequently**, he bought a cheaper phone that he knew would work well.

Conjunctions

after before unless although if until as since
 when because than while and or but

Although it was raining, he still went to the footy match. **As** the game was starting soon, he caught a taxi. **While** he was in the taxi, he arranged for a friend to buy his ticket **and** some snacks **so** they wouldn't have to miss a minute.

Follow
these
steps.

Complete the sentence with the appropriate connective.

I got the highest mark _____ I won the competition.

1	Read the question and then read it again. What are you being asked to do?	Choose a connective that completes the sentence.
2	Check how the meaning of the two parts of the sentence relate to each other.	The second part happened because of the first part.
3	Think of connectives that show one thing that causes another to happen.	The first thing had to happen so the second one could happen. The connective we need is so .
4	Check the connective in the answer.	I got the highest mark so I won the competition.

Tip

All conjunctions are connectives.

They are connectives that link things or ideas within one sentence.

Try
these
yourself.

I like Mondays _____ we have Drama that day.

_____ she couldn't swim, Dani enjoyed going to the beach.

I would have called _____ I don't have your number.

1 Match these sentence openings to the best endings.

- | | |
|-------------------------------------|--------------------------------------|
| a I ran the fastest although | I was selected to run the race. |
| b I ran the fastest because | my eyes are the bluest in the class. |
| c I ran the fastest so | my shoes didn't fit properly. |
| d I ran the fastest and | I had trained the hardest. |

(1 mark each)

/4

2 Complete each sentence with a suitable connective.

- a** Harry was tired _____ he hadn't done a lot of work.
- b** Bella tore her dress _____ she climbed over the fence.
- c** Juan went to school _____ really he wanted to go fishing.
- d** Li woke up early _____ she saw the sunrise.

(1 mark each)

/4

3 Circle the connectives in this paragraph.

Joe decided to hide his book before his mum asked him about his homework. When his mum asked, he told her that there wasn't any homework. Despite this, his mum was suspicious and went to phone Aisha, his friend, to check. Meanwhile, Joe remembered that if he didn't hand in his homework he would miss the inter-school cross-country race. Now what was he going to do?

(1 mark each)

/7

4 Complete these sentences.

- a** Mr Wright was angry even though _____.
- b** Abdul fell down the stairs because _____.
- c** Emmy drew the picture while _____.
- d** Charlie knew she was late so _____.
- e** _____ before he went to bed.
- f** _____ unless you finish your homework.

(1 mark each)

/6

▼ TOTAL

/21



CHALLENGE

Write down as many connectives as you can. Can you find ways to group your connectives according to their purpose or function?

DEFINITION

Prepositions show the position of things.

Prepositions

above behind below beneath between by down in
inside into near next to off on onto opposite
outside over through under underneath upon

The bike was **inside** the shed, **next to** an old wheelbarrow and **in front of** the bench.

Follow
these
steps.

Circle the preposition in the following sentence.

Bruno put the rabbit **into** its hutch.

1	Read the question and then read it again. What are you being asked to do?	Identify the preposition.
2	Identify which word in the sentence tells you about the position of something.	We are told where the rabbit is put – into its hutch.
3	Check the preposition in the answer.	Bruno put the rabbit into its hutch.

Now
answer
these
questions.

- Match these sentence openings to the best endings.

a The cat was hiding underneath	the fire.
b The cat reclined beside	a gap in the fence.
c The cat sat between	the rows of flowers.
d The cat sneaked through	the bed.
- Complete each sentence with a suitable preposition.

a Faroud put the bottle _____	the fridge.
b He parked the car _____	the main gate.
c Max sat _____	the bridge.
d Elly walked _____	the hills.

(1 mark each)

/4

(1 mark each)

/4



CHALLENGE

Write a sentence using as many prepositions as you can *without* using the word **and**.

▼ TOTAL

/8

1.6 Articles

DEFINITION

Articles are always used with nouns and give information about a noun.

Articles	When is it used?	Examples
a	when the next word is a singular noun that begins with a consonant or a consonant sound	a milkshake, a fascinating film, a ukulele, a historic hotel
an	when the next word is a singular noun that begins with a vowel or a vowel sound	an exam, an interesting story, an hour, an honest decision
the	can be used before singular or plural nouns when the next word begins with a vowel or a consonant	the lunchbox, the unexpected outcomes, the thrilling ride, the hopelessly outdated equipment

Follow these steps.

Insert the article **a** or **an** in this sentence.

You must complete _____ application form before you can apply for _____ job here.

1	Read the question and then read it again. What are you being asked to do?	Identify which articles are needed.
2	Look at the word that follows the first gap.	application begins with a vowel sound so we need to write an before it.
3	Look at the word that follows the second line.	job begins with a consonant sound so we need to write a before it.
4	Check the articles in your answers.	You must complete an application form before you can apply for a job here.

Now answer these questions.

1 Write the correct article before these words. Choose from **a** or **an**.

- | | |
|----------------------------------|-------------------------------------|
| a _____ arrow | d _____ uniform |
| b _____ heir to a fortune | e _____ overheated engine |
| c _____ haunted house | f _____ international flight |

(1 mark each)

2 Circle the article in each of the sentences below.

- a** Vishnu wanted a new cable for his laptop and another for his home computer.
- b** Some students needed an hour or two to complete their task.
- c** The reason I forgot was because I was rushing to get to class.
- d** Sarah had forgotten the password for her email account.

(1 mark each)

TOTAL

1.7 Statements, questions and commands

DEFINITIONS

Statements are sentences that *tell* someone something and end with a full stop.

Statements

The boy stood up.

The class did their work.

Questions are sentences that *ask* someone something and end with a question mark.

Questions

Did the boy stand up?

Did the class do their work?

Commands are sentences that *order* someone to do something and can end with an exclamation mark or a full stop.

Commands

Stand up!

Do your work.

Follow these steps.

Put the correct punctuation at the end of these sentences.

1 Where are we going

2 Go away

3 Today is my birthday

1	Read the question and then read it again. What are you being asked to do?	Work out the punctuation needed at the end of each sentence.
2	Read the sentences and see if any of them are asking something.	Sentence 1 is asking a question . It needs a question mark at the end. None of the other sentences ask questions.
3	Read the sentences and see if any of them are ordering someone to do something.	Sentence 2 is ordering someone. It is a command and needs an exclamation mark or a full stop. None of the other sentences are orders.
4	Read the sentences and see if any of them are telling someone something.	Sentence 3 is giving information about today. It is a statement and needs a full stop. None of the other sentences are statements.
5	Put the correct punctuation at the end of each sentence.	<p>1 Where are we going?</p> <p>2 Go away!</p> <p>3 Today is my birthday.</p>

Tips

Questions usually start with words such as *how, can, who, what, when, where* and *why*.

Commands are usually short and often start with a verb.

Try these yourself.

Do we have milk _____

I hope they win _____

Ask the teacher about it _____

1 Put a tick in the correct column of the table to show whether each sentence is a question, command or statement.

Sentence	Question	Command	Statement
Go straight to bed.			
What time is it?			
Don't stop running until you reach the road.			
The owl stared unblinkingly.			
When can we go?			
Shut up!			

(1 mark each)

/6

2 Write the correct punctuation at the end of each sentence.

- a Put it away in the correct spot _____ d Is it dinnertime yet _____
 b How far is it to Sydney _____ e Look at the crowds near
 c The fete is at the primary school _____ the entrance _____

(1 mark each)

/5

3 Match the sentences to the type of writing in which they are most likely to be used.

- a Stir the mixture well.
 b The spy crept through the castle.
 c What was the best part of the journey?
 d Turn right at the bridge.
 e The ferns waved gently.

- interview
 story
 instructions

(1 mark each)

/5

4 Change these questions to statements.

- a Can I go to the concert? _____
 b Is it here that we're supposed to turn? _____

(1 mark each)

/2

5 Change these statements and questions to commands.

- a Perhaps we should tidy up this mess. _____
 b Would you tell Caitlin please? _____

(1 mark each)

/2

TOTAL

/20

This statement and question use exactly the same words.

- ▶ I can go out. ▶ Can I go out?

How many statement-and-question pairs can you make that use exactly the same words? Each pair must start with a different word from all the other pairs you make.

DEFINITION

Verbs can be written in the *past*, *present* or *future* tense.

- The *past* tense shows that something has already happened.
- The *present* tense shows that something is happening now.
- The *future* tense shows that something will happen at a future time.

Verb	Past	Present	Future
to listen	listened	listen(s)	will listen
to sleep	slept	sleep(s)	will sleep
to think	thought	think(s)	will think

Follow these steps.

Choose the correct ending for this sentence.

The bike got a puncture after I ...

- a** ride over the broken glass.
- b** will ride over the broken glass.
- c** rode over the broken glass.
- d** riding over the broken glass.

1	Read the question and then read it again. What are you being asked to do?	Work out the ending that matches the start of the sentence.
2	Read the sentence and work out the tense.	The bike got a puncture tells us what has happened, so it is in the past tense.
3	Check the tense of the sentence endings.	<p>a ride over the broken glass is in the present tense.</p> <p>b will ride over the broken glass is in the future tense.</p> <p>c rode over the broken glass is in the past tense.</p> <p>d riding over the broken glass is in the present tense.</p>
4	Select the ending in the past tense to match the tense of the start of the sentence.	c is the only ending in the past tense.
5	Write the end on the sentence.	The bike got a puncture after I rode over the broken glass .

Try these yourself.

1 We will be disappointed ...

- a** if we lost the game.
- b** if we lose the game.
- c** losing the game.
- d** lost the game.

2 Isobel and Jonty enjoy ...

- a** playing in the school band.
- b** played in the school band.
- c** will play in the school band.
- d** play in the school band.

Now answer these questions.

1 Complete the table. The first one is done for you.

Past tense	Present tense	Future tense
I drove / was driving	I drive / am driving	I will drive
he ate / was eating		
		we will watch
she jumped / was jumping		
	they work / are working	
		you will buy

(1 mark each)

/10

2 Change these sentences to the past tense.

- a I will go to school. _____
- b He is racing Nick. _____
- c I can see the moon. _____

(1 mark each)

/3

3 Change these sentences to the future tense.

- a Jake was extremely late. _____
- b Amiri is running well. _____
- c Steph wanted a drink. _____

(1 mark each)

/3

4 Change these sentences to the present tense.

- a I will watch the documentary. _____
- b I heard a piercing scream. _____
- c I taught Rowan to play the piano. _____

(1 mark each)

/3

5 Match the verbs to the tense.

will laugh	hoped	waved	plead	fly
will sew	Past tense	Present tense	Future tense	walk
forget	climbed	grew	will dance	work

(1 mark each)

/12

6 Tick the correct ending for this sentence.

- They decided to go swimming after ...
- a they will go to the shops.
 - b they had been to the shops.
 - c they would go to the shops.

(1 mark)

/1

CHALLENGE

How many sentences can you write that use all three tenses: **past, present** and **future**?

TOTAL

/32

DEFINITIONS

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

The **verb** is what the subject is *doing*.

**Remember**

- The **subject** and **verb** must agree.
- If there is *one* subject doing the action, the verb must be *singular*.
- If there is *more than one* subject doing the action, the verb must be *plural*.

Example	Singular or plural form of the verb?
The boy runs quickly.	There is only one boy so the singular form of the verb is used.
The bees are angry.	There is more than one bee so the plural form of the verb is used.
A bee or a wasp stings the boy.	Although two insects are referred to, only one is performing the action (stinging the boy) so the singular form of the verb is used.

Follow these steps.

Write **is** and **are** in the correct places in these sentences.

- a** Jack _____ late.
- b** Lucy and Leah _____ laughing.
- c** Beau or Will _____ doing it.

1	Read the question and then read it again. What are you being asked to do?	Work out if the sentences need the singular or the plural form of the verb.
2	Read each sentence and count the subjects.	<p>a Jack _____ late. There is only one subject – Jack. So we need the singular form of the verb.</p> <p>b Lucy and Leah _____ laughing. There are two subjects – Lucy and Leah. So we need the plural form of the verb.</p> <p>c Beau or Will _____ doing it. There is only one subject – only Beau or Will is doing it, not both of them. So we need the singular form.</p>
3	Check which verb is in singular form and which is in plural form.	Use he to check for the singular form and they to check for the plural form. Singular: He is. ✓ He are. ✗ Plural: They is. ✗ They are. ✓
4	Write the singular and plural forms of the verbs in the correct sentences.	<p>a Jack is late.</p> <p>b Lucy and Leah are laughing.</p> <p>c Beau or Will is doing it.</p>

Try these yourself.

_____ Ravi and Hayley coming?

Oliver or Callum _____ giving the speech.

1 Complete the table.

Singular verb	He	swims	plays		racers	holds	
Plural verb	They			write			catch

(1 mark each)

/6

2 Tick the sentences that are correct.

- a There is two cars parked in front of me.
- b Max and Olli have finished their model.
- c Isabella or Chiara are going to do it.
- d Where is the money?
- e Raheed spends all his time dreaming.

(1 mark each)

/5

3 Circle one word that needs to be changed in each sentence, then write the correct word in the spaces.

- a Where is the new scissors? _____
- b The phone, which used to be mine, are ringing. _____
- c Harvey or Rio are up the ladder. _____
- d A guitar, a trumpet and a keyboard sounds good together. _____

(1 mark each)

/4

4 Complete the pictures to show the meaning of these sentences.

- a The sheep is on the road.
- b The sheep are on the road.



(1 mark each)

/2

5 Write these sentences correctly.

- a Joshua and George writes well. _____
- b The trees is too tall. _____
- c Maddie or her twin watch this program. _____
- d Why is the children shouting? _____

(1 mark each)

/4

CHALLENGE

Some verbs just take an **s** off the end to change from singular to plural. For example: He **gazes**. They **gaze**.

How many verbs can you list that change in different ways? For example: He **is**. We **are**.

TOTAL

/21

DEFINITION

Words that refer to yourself.

Examples

I went to the footy match.

Show **me** how to do that!

When you talk about yourself with another person, it can be tricky to know whether to use **I** or **me**.

You and **I** went skating.
You and **me** went skating.

Try the sentence just for yourself.

I went skating.
Me went skating.

Now it is easy to see which is correct and which you need to use; so the correct sentence is:

Solution

You and **I** went skating.

Follow these steps.

Fill the blank correctly in this sentence using **I** or **me**.

The teacher gave the box to Leo and _____.

1	Read the question and then read it again. What are you being asked to do?	Work out whether I or me is the correct word to use in the sentence.
2	Take the additional person out of the sentence.	The teacher gave the box to _____.
3	Test the sentence using I and me .	The teacher gave the box to I . The teacher gave the box to me .
4	Choose the option that sounds correct.	The teacher gave the box to me .
5	Put your answer into the original sentence.	The teacher gave the box to Leo and me .

Tip

Remember to test the sentence as if it is just about yourself.

Try these yourself.

Vin and _____ went to the skate park.

She told Abby and _____ the secret.

Pip and _____ haven't seen him today.

Now
answer
these
questions.

1 Fill in the blanks correctly using **I** or **me**.

- a** Jemma and _____ play basketball on Saturdays.
b He likes Sam and _____ .
c Look where Alfie and _____ spent our last holidays.
d The present was for Koby and _____ .

(1 mark each)

/4

2 Tick the sentences that are correct.

Sentence	Correct?
Zia and I went fishing.	
Liam came with Conor and me.	
Alejandra and me ate pizza for dinner.	
They presented a cup to Laura and I.	
If Kate and I win, we will share the prize with Nyadol.	
Don't ask Stella and me to do the tidying up!	

(1 mark each)

/6

3 Fill in the blanks correctly using **I** or **me**.

- a** Jamal and _____ went to the disco.
b The swimming pool is near where Max and _____ went walking.
c Give the paints to Tom and _____ so we can finish our model.
d Why do you and _____ always get the blame?
e Thanks to you and _____ , that went really well.

(1 mark each)

/5

4 Fill in the blanks correctly using **I** or **me**.

- a** My friend and _____ are here.
b Why do you always ask Xia and _____ ?
c Isaac and _____ have finished.
d Do you see the same problem as Clara and _____ do?
e Don't forget about Sophie and _____ .

(1 mark each)

/5

CHALLENGE

Make a set of ten cards with sentences using **I** and **me**. Make five of them correct and five incorrect. Challenge your friends and family to sort them into the correct piles.

▼ TOTAL

/20

DEFINITION

Modal verbs are also called **auxiliary verbs** and can be used to indicate ability, possibility, obligation or permission.

Modal verbs

can / could will / would shall / should must / ought may / might

I **might** go shopping later. You **should** carry the bags for Gran.

Follow these steps.

Add a modal verb to complete the sentence.

Viktor wondered if he _____ complete his homework before or after his dinner.

1	Read the question and then read it again. What are you being asked to do?	▶ Add a modal verb to complete the sentence.
2	Remind yourself what modal verbs are.	▶ They are verbs that help the main verb.
3	Identify the main verb in the sentence.	▶ The main verb is complete .
4	Say some modal verbs aloud.	▶ can, could, will, would, shall, should, may, might, must, ought
5	Choose a modal verb to insert.	▶ should
6	Check if it makes sense.	▶ Viktor wondered if he should complete his homework before or after his dinner.
7	Try alternative modals and decide which one best completes the sentence. (There may be more than one possible answer.)	▶ Possible answers: can, could, will, would, shall, should, may, might, must

Tip

Modal verbs have positive and negative forms. When writing a modal in its negative form, you must use the apostrophe accurately. For example: 'You **shouldn't** run in the corridors.'

Try these yourself.

The team _____ reach the semifinals.

You _____ go to the new trampolining centre that's just opened.

Oscar _____ leave for Thailand on Tuesday.



1 Circle the modal verb in each sentence.



- a The concert should finish at ten o'clock.
- b I might be able to fix your radiator for you.
- c Dermot knew he would be late for his meeting.
- d I will meet you tomorrow night if you like?
- e Naomi told Alex he must eat all of his rice.

(1 mark each)

/5

2 Write out each sentence from Question 1 again, replacing each modal verb with a different modal verb.

- a _____
- b _____
- c _____
- d _____
- e _____

(1 mark each)

/5

3 How does changing the modal verb change the meaning of the sentence? Explain your answer. The first one has been done for you.

Example	Explanation
Nadal could ride his bike.	<i>This means that Nadal has an option to ride his bike and that the choice to do so is his.</i>
Nadal should ride his bike.	
Nadal would ride his bike.	
Nadal might ride his bike.	

(1 mark each)

/3

4 Make up a sentence using each of these modal verbs.

- a could _____
- b might _____
- c should _____
- d must _____
- e can _____

(1 mark each)

/5

5 Complete the table to show the positive and negative forms of modal verbs.

Positive form	Negative form
should	
	couldn't
can	
	mustn't
would	

(1 mark each)

/5

▼ TOTAL
/23

PURPOSE

Capital letters are used:

- to start a sentence
- for the personal pronoun **I**
- for the main words in titles
- for proper nouns, including names of people, countries, languages, months, religions, and religious and public holidays.

Follow these steps.

Rewrite this sentence with all the capital letters placed correctly.

when i went to melbourne last june, i went to the theatre to see a play called *the king and i*.

1	Read the question and then read it again. What are you being asked to do?	Put capital letters in the correct places.
2	Check that the sentence starts with a capital letter.	When i went to melbourne last june, i went to the theatre to see a play called <i>the king and i</i> .
3	Check that the pronoun I is written with a capital letter.	When I went to melbourne last june, I went to the theatre to see a play called <i>the king and i</i> .
4	Check for any proper nouns and write them with capital letters.	Melbourne and June are proper nouns. When I went to Melbourne last June , I went to the theatre to see a play called <i>the king and i</i> .
5	Check for any titles and write them with capital letters.	The play is called <i>the king and i</i> . We need to write The King and I .
6	Write the answer.	When I went to Melbourne last June , I went to the theatre to see a play called The King and I .

Tip

In titles, only put capitals on the main words; for example, *Harry Potter and the Philosopher's Stone*, *The Lord of the Rings*, *Pride and Prejudice*, *Romeo and Juliet*.

Try these yourself.

luke's birthday is in january. _____

have you seen the movie *star wars*? _____

the new student, mohammed, comes from egypt. _____

Now
answer
these
questions.



- 1 Write out your friend's name and address on the front of the envelope, using capital letters in the appropriate places.

(3 marks)

/3

- 2 Circle the words that should be written with a capital letter.

jess stars monday paris spanish eucalyptus tree
beauty and the beast creek muslim hammer i hilton hotel

(1 mark each)

/12

- 3 Write these sentences with capital letters used correctly.

- a mr lomas was cross because last tuesday, on our excursion to warburton, we jumped in the creek.

- b last july, the german students enjoyed performing in our play, *much ado about the internet*.

- c we went to mount buller to see some snow last winter.

- d when i talked to kim she said *the diary of a dopey dog* was her favourite book.

(2 marks for each line)

/8

- 4 Cross out the capital letters that are not needed in these sentences.

- a Many Foxes live in towns and Cities, where they can Scavenge food from Bins.

- b Mrs Hartley caught a Train to Wollongong last Weekend.

- c One Day a Month we have a visit from a group talking about world Religions at School.

(1 mark for each line)

/3

- 5 Circle the sentence that is correct.

- ▶ Next, Pat went to the Hospital.

(1 mark)

/1

CHALLENGE

Write three words in each of the following categories.

Names of:

▶ people

▶ cities

▶ countries

▶ religions

▶ months

▶ books

▶ films

▶ languages

▼ TOTAL

/27

PURPOSE

Question marks are used to punctuate a question.

Examples

What did he say?

Why are you late to class?

**Remember**

- Make sure your question starts with a capital letter if it is a new sentence.
- When using direct speech, make sure your question mark is inside the quotation marks.

Follow these steps.

Tick one box to show where the missing question mark should go.

'Do you know where the keys are' asked Dad



1	Read the question and then read it again. What are you being asked to do?	Tick the box where the question mark should go.
2	Read the text and identify which part of it is a question.	Do you know where the keys are
3	Check where the question mark should be.	The question mark should be at the end of the question. Do you know where the keys are?
4	Tick the box.	Tick the second box to show where the question mark should be.

Now answer these questions.

- 1 Write a suitable question to fit each answer. One has been done for you.

Question	Answer
How old are you?	I am thirteen years old.
	I went with my sister.
	It was amazing!

(1 mark each)

/2

- 2 Draw an arrow to indicate where a question mark should be placed in the following sentences.

(1 mark each)

- a I have already shown you the newspaper, haven't I
- b 'Didn't you realise it was non-uniform day, Jack' whispered Abed.

/2

▼ TOTAL

/4

2.3 Exclamation marks

PURPOSE

Exclamation marks are used to punctuate an exclamation or a command.

Examples

Stop! That was awful! Give it to me now! Wow! I don't believe this!

- Remember**
- Use one exclamation mark to punctuate your sentences – you do not need multiple exclamation marks.
 - When using direct speech, make sure your exclamation mark is inside the quotation marks.
 - An exclamation mark replaces a full stop, so do not use them together.

Follow these steps.

Rewrite the sentence below, adding the missing exclamation mark.

'Tidy up now' Ms Wileman shouted loudly.

1	Read the question and then read it again. What are you being asked to do?	Add the missing exclamation mark.
2	Think about what an exclamation mark is used for.	To punctuate an exclamation or a command.
3	Read the sentence and see if you can identify whether there is an exclamation or a command.	Tidy up now is a command that is being shouted loudly, so it needs an exclamation mark.
4	Rewrite the sentence.	'Tidy up now!' Ms Wileman shouted loudly.

Now answer these questions.

- 1 Tick the sentences that are punctuated correctly.
- a I can't believe we won!
- b There are five apples! and three bananas in the bowl!
- c Happy birthday!
- d Can you imagine what it would be like to win the lottery!

(1 mark each)

/4

- 2 Explain why an exclamation mark has been used in each of these sentences. One has been done for you.

Example	Explanation
Ouch!	To show a strong emotional response.
Open it!	
Unbelievable!	

(1 mark each)

/2

TOTAL

/6

PURPOSE

Commas are used to break up a sentence.

Commas can be used:

To separate more than two items in a list, instead of using the words **and** or **or**:
I saw a magpie, a rainbow lorikeet and some cockatoos on the bushwalk.

To separate direct speech from the speaker: He said, 'Let's go to the gym this week.'

In a complex sentence where the extra information (the subordinate clause) comes first:
Whenever I saw the shop, I thought about how much money I had spent.
(Note that if the extra information does not come first, the sentence does not need a comma: I thought about how much money I had spent whenever I saw the shop.)

Follow these steps.

Put the commas in the correct places in this sentence.

Paul asked 'When we go to the movies tonight can I have popcorn a choc top and a lemonade?'

1	Read the question and then read it again. What are you being asked to do?	Put the commas into the sentence.
2	Check if there are any lists with more than two items. Put commas where and or or could be written in the list.	popcorn a choc top and a lemonade is a list with three items. We could write popcorn and a choc top and a lemonade , so we put popcorn, a choc top and a lemonade .
3	Check if there is any direct speech that needs to be separated from the speaker.	We need to separate Paul from what he asked. Paul asked, 'When we go to the movies tonight can I have popcorn, a choc top and a lemonade?'
4	Check if there is a complex sentence that needs a comma.	When we go to the movies tonight is not a sentence on its own. Can I have popcorn, a choc top and a lemonade? is a sentence on its own. The complete sentence doesn't come first, so we need a comma between the two.
5	Write the complete answer.	Paul asked, 'When we go to the movies tonight, can I have popcorn, a choc top and a lemonade?'

Try this one yourself.

'If I finish my homework walk the dog clean my room and take out the rubbish I can come to the movies tonight' said Mitch.

Now
answer
these
questions.

- 1** Insert the commas in these speech sentences, if they are needed.
- a** ‘Come here!’ shouted the angry ticket inspector.
 - b** ‘The water is really cold’ declared Tom.
 - c** Olivia asked ‘Why did you paint that red?’
 - d** ‘The film is starting’ announced the usher.
 - e** Joshua whispered ‘I’ve forgotten my homework.’
- 2** Insert the commas where they are needed in these lists.
- a** We packed shorts t-shirts bathers and thongs.
 - b** He ate sandwiches chips a pie some cherries and a biscuit.
 - c** We bought balloons streamers flags and sparklers.
 - d** The house was big old dirty dark and cold.
 - e** The movie monster ate cars cans old rugs and an ironing board.
- 3** Tick the sentences where the commas are used correctly.
- a** Minka said, ‘Bring the oxygen tank.’
 - b** After, he had stopped we went to the beach.
 - c** We went on the big wheel and the bumper cars and, the roundabout.
 - d** Suzy was an unhappy, worried and tired little girl.
- 4** Cross out the unnecessary commas in these sentences.
- a** I walked into, the shop and looked around curiously.
 - b** When I swim, I like, to splash, other people.
 - c** Arun said, ‘We don’t, want to go.’
 - d** Buy some milk, bread, and cheese, after dinner.
- 5** Insert the commas where they are needed in these sentences.
- a** ‘Have a good look’ said Charlie ‘because you won’t see it again.’
 - b** To raise money for charity last night I walked ran swam and biked.
 - c** Before you go you must finish your work.
 - d** Oscar muttered ‘If we do maths English French and science today I will be shattered!’

(1 mark for each line)

/5

(1 mark for each line)

/5

(1 mark for each line)

/4

(1 mark for each line)

/4

(1 mark for each line)

/4

▼ TOTAL

/22

CHALLENGE

Look in a library book or a textbook and see if you can work out any other ways that commas are used. List them along with the ones you have now learnt.

PURPOSE

Apostrophes show omission/contraction – where a letter or letters are missed out of a word. These words are called **contractions**.

Contractions

can't = can not she's = she is / she has he'd = he had / he would it's = it is

Apostrophes also show possession/ownership, indicating that something belongs to someone or something.

Possession

Lou's key the dog's bark the women's walk the boys' game

Remember To show possession the rule is:

- if the word *doesn't* end in **s** then add **'s**
- if the word *does* end in **s** just add **'**
- *except* you can add **'s** to words that end in **s** if you would say each **s**.
For example: James's shoes.

Follow these steps.

Write the apostrophes correctly in this sentence.

When Ellies brothers arrived, they werent sure where to find the boys changing room.

1	Read the question and then read it again. What are you being asked to do?	Put the apostrophes in the correct places.
2	Check if any words are contractions.	werent is a contraction of were not , so should be written as weren't .
3	Look for things that belong. Work out where they need an apostrophe.	The brothers belong to Ellie . Ellie doesn't end with an s so we need to add 's to her name: Ellie's . The changing room belongs to the boys . boys ends with an s so we just add ' and write boys' .
4	Write the sentence with all the apostrophes placed correctly.	When Ellie's brothers arrived, they weren't sure where to find the boys' changing room.

Tip

Pronouns don't need apostrophes, so *it's* (contraction) always means *it is* and *its* (pronoun) shows that something belongs to it.

Try these yourself.

Daisys injury wasnt serious.

Isnt that Baileys bike?

Childrens shoes were on sale but womens shoes werent.

ANSWERS

PAGES 6–7 Nouns and adjectives

Try these

- 'Come on,' urged the **eager** boy.
- A **frightened** child whimpered piteously.
- Several **boisterous** students laughed loudly.

Nouns			Adjectives		
geese	Harry	airport	gnarled	frightened	
coach	phone		grey	five	triangular

2 adjective

3 noun

4 adjective

5 a **lazy** courier.

c **silly** boy

b **old** bus

d **frightened** rabbit

6

A

A

N

The hungry wolf circled the sleeping camp, looking for the weakest youngster.

A

N

Challenge Answers will vary. Possible answers: opulent houses; Egyptian men; economical cars; young teachers; daring pilots; brown boxes.

PAGES 8–9 Verbs and adverbs

Try these

- Ben **waited** **anxiously** for the news.
- The audience **laughed** **uncontrollably** at the comedian's joke.
- The teacher **gently** **encouraged** Lily.

1 Answers will vary. Possible answers:

Verb	How?	When?	Where?
will fly	directly	on Sunday	to Brisbane
slept	restlessly	on Christmas Eve	at his gran's
listens	carefully	in maths	at school
ate	hungrily	at lunchtime	at the canteen

2

Verbs	Adverbs
collected, calculates, hold, ran	rapidly, fiercely, happily, soon

3 adverb

4 verb

5 verb

6 gracefully

7 a **blew** shrilly

b **arrived** late

c **Hastily**, hid

d **argued** angrily

8

V

A

She walked sadly past the luxury yacht, which was slowly sinking.

A

V

Challenge Answers will vary. Possible answers: abseil absently; broadcast bimonthly; collate continuously; donate diligently; emancipate ecstatically; fester feverishly; gesticulate grandly; herald hoarsely; imagine ignobly; jet joyously; knead keenly; lease legally; maintain meticulously; nominate nefariously; operate offensively; persevere patiently; quiver quaintly; rampage rebelliously; splutter sporadically; thwart tenaciously; undercut undemocratically; vex viciously; withdraw weirdly; X-ray xerographically; yield yearningly; zigzag zealously

PAGES 10–11 Pronouns

Try these

- Emily gave Harry's book back to him. (**him** is replacing the noun **Harry**)
- Nhu was surprised when she saw her results. (**her** is replacing the noun **Nhu**)

• The employers said they wanted Jackson to start on Monday. (**they** is replacing the noun **the employers**)

1 a **it** d **they**, **their**

b **them**, **him**, **her** e **it**, **he**

c **she**, **it** f **her**, **he**, **them**, **she**

2 a Toby told Tom that **Toby** had locked the door. (he)

b Max lifted the boxes and placed **the boxes** onto the table. (them)

c Olivia waved goodbye as Liam drove away in **Liam's** car. (his)

d 'Have you seen my phone?' Haruki asked **Haruki's** brother. (his / her)

e Will caught the train although **the train** was running late. (it)

3 a his b their c your d they

Challenge Answers will vary. Possible answer: Imran and Gill left the present on top of the bookshelf.

PAGE 12–13 Connectives and conjunctions

Try these

- I like Mondays **because** / **since** / **as** we have Drama that day.
- **Although** / **While** she couldn't swim, Dani enjoyed going to the beach.
- I would have called **but** I don't have your number.

1 a I ran the fastest **although** my shoes didn't fit properly.

b I ran the fastest **because** I had trained the hardest.

c I ran the fastest **so** I was selected to run the race.

d I ran the fastest **and** my eyes are the bluest in the class.

2 Answers will vary. Possible answers:

a although / even though / but

b when / because / as

c but / although / when

d so / and

3 before, When, Despite, and, Meanwhile, if, Now,

4 Answers will vary. Possible answers:

a I said I was sorry.

b Jake pushed him.

c I was doing my maths.

d she ran all the way.

e Hamil hid the box.

f You can't watch television

Challenge Answers will vary; for example, you might have a group of connectives that are linked to time: when / after / before / later on.

PAGE 14 Prepositions

1 a The cat was hiding underneath the bed.

b The cat reclined beside the fire.

c The cat sat between the rows of flowers.

d The cat sneaked through a gap in the fence.

2 Answers will vary. Possible answers:

a in / on / next to / inside

b next to / in front of / behind / by

c on / under / beside

d over / around / through

Challenge Answers will vary. Possible answer:

Put the box next to the bag that is behind the chair, which is under the table, which is on the rug, which is next to the sofa.

PAGE 15 Articles

1 a an arrow

d a uniform

b an heir

e an overheated engine

c a haunted house

f an international flight

2 a Vishnu wanted **a** new cable for his laptop and another for his home computer.

b Some students needed **an** hour or two to complete their task.

c **The** reason I forgot was because I was rushing to get to class.

d Sarah had forgotten **the** password for her email account.

PAGES 16–17 Statements, questions and commands

Try these

- Do we have milk?
- I hope they win.
- Ask the teacher about it.

	Question	Command	Statement
Go straight to bed.		✓	
What time is it?	✓		
Don't stop running until you reach the road.		✓	
The owl stared unblinkingly.			✓
When can we go?	✓		
Shut up!		✓	

2 a !/ . b ? c . d ? e !/.

3 Stir the mixture well. → instructions

The spy crept through the castle. → story

What was the best part of the journey? → interview

Turn right at the bridge. → instructions

The ferns waved gently. → story

4 a I can go to the concert.

b It is here that we're supposed to turn.

5 a Tidy up this mess.!

b Tell Caitlin please.

Challenge Answers will vary. Possible answers:

- Can she ride her bike? She can ride her bike.
- Could you have taken the present with you? You could have taken the present with you.
- Will I go in the car? I will go in the car.

PAGES 18–19 Tenses

Try these

- We will be disappointed **if** we lose the game. (b)
- Isobel and Jonty enjoy **playing** in the school band. (a)

Past tense	Present tense	Future tense
he ate / was eating	he eats / is eating	he will eat
we watched / were watching	we watch / are watching	we will watch
she jumped / was jumping	she jumps / is jumping	she will jump
they worked / were working	they work / are working	they will work
you bought / were buying	you buy / are buying	you will buy

2 a I went / was going to school.

b He raced / was racing Nick.

c I saw / could see the moon.

3 a Jake will be extremely late.

b Amiri will run well.

c Steph will want a drink.

4 a I watch / am watching the documentary.

b I hear a piercing scream.

c I teach / am teaching Rowan to play the piano.

5 past tense – hoped, waved, climbed, grew
present tense – plead, fly, walk, work, forget
future tense – will laugh, will sew, will dance

6 They decided to go swimming after they had been to the shops.

Challenge Answers will vary. Possible answer: Tomorrow we will go to Luna Park, which is that fantastic place where Dad was sick on the rollercoaster.

PAGES 20–1 Subject and verb agreement

Try these

- Are Ravi and Hayley coming?
- Oliver or Callum is giving the speech.

1	Singular verb	He	swims	plays	writes
			races	holds	catches

Plural verb	They	swim	play	write
		race	hold	catch

- 2 a There is two cars parked in front of me.
- b Max and Olli have finished their model.
- c Isabella or Chiara are going to do it.
- d Where is the money?
- e Raheed spends all his time dreaming.
- 3 a is → are c are → is
- b are → is d sounds → sound
- 4 a one sheep drawn b more than one sheep drawn
- 5 a Joshua and George write well.
- b The trees are too tall.
- c Maddie or her twin watches this programme.
- d Why are the children shouting?

Challenge Answers will vary. Possible answers: he goes / we go; he cries / we cry

PAGES 22–3 I and me

Try these

- Vin and I went to the skate park.
- She told Abby and me the secret.
- Pip and I haven't seen him today.

- 1 a I b me c I d me

2	Zia and I went fishing.	<input checked="" type="checkbox"/>
	Liam came with Conor and me.	<input checked="" type="checkbox"/>
	Alejandra and me ate pizza for dinner.	<input type="checkbox"/>
	They presented a cup to Laura and I.	<input type="checkbox"/>
	If Kate and I win, we will share the prize with Nyadol.	<input checked="" type="checkbox"/>
	Don't ask Stella and me to do the tidying up!	<input checked="" type="checkbox"/>

- 3 a I b I c me d I e me
- 4 a I b me c I d I e me

Challenge Answers will vary. Possible answer: During the day, while Chynna did the chores, Paul and I continued writing. Despite the lure of the sun, she and I persisted with our homework. Charlie and I completed the task. Please give it to Kane and me. (Correct sentences) Whenever Rob and me remember that time, we shudder. How will you know if Yvette and me don't go? It was presented well by Yanqun and I. If it was only up to Charlotte and I, we'd move house tomorrow. (Incorrect sentences)

PAGES 24–5 Modal verbs

Try these Answers will vary. Possible answers:

- The team may reach the semifinals.
- You should go to the new trampolining centre that's just opened.
- Oscar will leave for Thailand on Tuesday.

- 1 a should c would e must
- b might d will

- 2 Answers will vary. Possible answers:
- a might c could e should
- b should d could

Example	Explanation
Nadal should ride his bike.	This means that Nadal has less of a choice; should suggests there is a strong reason that he should ride his bike.
Nadal would ride his bike.	This means that Nadal usually does this.
Nadal might ride his bike.	This means that Nadal has an option to ride his bike and that the choice is his.

4 Answers will vary. Possible answers:

- could – I could spend all of my money on that watch if I wanted to.
- might – I might go to America this year for my holidays.
- should – Mum should wash the car while the weather is good.
- must – I must buy a new washing machine because the old one has broken.
- can – Ashley can complete the obstacle course in less than two minutes now.

1	Positive form	Negative form
	should	shouldn't
	could	couldn't
	can	can't
	must	mustn't
	would	wouldn't

PAGES 26–7 Capital letters

Try these

- Luke's birthday is in January.
- Have you seen the movie *Star Wars*?
- The new student, Mohammed, comes from Egypt.

- 1 Answers will vary. Possible answer: Cheyanne Simic
38 Green Avenue
Frankston
Victoria 3199
- 2 Jess, Monday, Paris, Spanish, Beauty, Beast, Muslim, I, Hilton Hotel
- 3 a Mr Lomas was cross because last Tuesday, on our excursion to Warburton, we jumped in the creek.
- b Last July, the German students enjoyed performing in our play, *Much Ado About the Internet*.
- c We went to Mount Buller to see some snow last winter.
- d When I talked to Kim she said *The Diary of a Dopey Dog* was her favourite book.
- 4 a foxes, cities, scavenge, bins
- b train, weekend
- c day, month, religions, school
- 5 Next, Pat went to the hospital.

Challenge Answers will vary. Possible answers:

- people – Georgia, Abayomi, Evan
- cities – New York, Perth, Abu Dhabi
- countries – Brazil, Albania, France
- religions – Islam, Catholicism, Judaism
- months – February, May, November
- books – *The Fault in our Stars*, *Lord of the Flies*, *Wuthering Heights*
- films – *Divergent*, *The Wizard of Oz*, *Titanic*
- languages – Polish, Arabic, Afrikaans

PAGE 28 Question marks

- 1 Answers will vary. Possible answers: Who did you go to the movies with? How was your trip to New Zealand?
- 2 a I have already shown you the newspaper, haven't I?
- b 'Didn't you realise it was non-uniform day, Jack?' whispered Abed.

PAGE 29 Exclamation marks

- 1 a I can't believe we won!
- b There are five apples! and three bananas in the bowl!
- c Happy birthday!
- d Can you imagine what it would be like to win the lottery!

2 Answers will vary. Possible answers:

Example	Explanation
Open it!	To show a command.
Unbelievable!	To show a strong expression of exasperation.

PAGES 30–1 Commas

Try this 'If I finish my homework, walk the dog, clean my room and take out the rubbish, I can come to the movies tonight,' said Mitch.

- 1 a 'Come here!' shouted the angry ticket inspector. (no comma needed)
- b 'The water is really cold,' declared Tom.
- c Olivia asked, 'Why did you paint that red?'
- d 'The film is starting,' announced the usher.
- e Joshua whispered, 'I've forgotten my homework.'
- 2 a We packed shorts, t-shirts, bathers and thongs.
- b He ate sandwiches, chips, a pie, some cherries and a biscuit.
- c We bought balloons, streamers, flags and sparklers.
- d The house was big, old, dirty, dark and cold.
- e The movie monster ate cars, cans, old rugs and an ironing board.
- 3 a Minka said, 'Bring the oxygen tank.'
- b After, he had stopped we went to the beach.
- c We went on the big wheel and the bumper cars and, the roundabout.
- d Suzy was an unhappy, worried and tired little girl.
- 4 The sentences with incorrect commas omitted are:
- a I walked into the shop and looked around curiously.
- b When I swim, I like to splash other people.
- c Arun said, 'We don't want to go.'
- d Buy some milk, bread and cheese after dinner.
- 5 a 'Have a good look,' said Charlie, 'because you won't see it again.'
- b To raise money for charity, last night I walked, ran, swam and biked.
- c Before you go, you must finish your work.
- d Oscar muttered, 'If we do maths, English, French and science today, I will be shattered!'

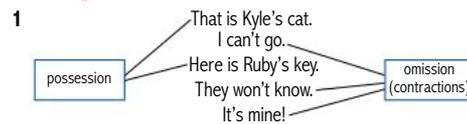
Challenge Answers will vary. Possible answers:

- 1 To separate items in a list.
- 2 To separate speech from the speaker, unless a ? or ! is already used.
- 3 To join two complete sentences when the second sentence begins with **and, or, yet, while, but**.
- 4 To insert a phrase into the middle of a sentence (uses two commas).
- 5 To add a phrase at the beginning or end of the sentence (uses one comma).

PAGES 32–3 Apostrophes

Try these

- Daisy's injury wasn't serious.
- Isn't that Bailey's bike?
- Children's shoes were on sale but women's shoes weren't.



- 2 a can't b we've c I'll
- d she's e they're f it's
- 3 a the girl's hens d the sisters' dog
- b my dad's car e the neighbours' cats
- c Andy's helmet
- 4 a one bird had one nest
- b more than one child had some lollies
- c more than one car had some wheels
- d one woman had some ideas

Challenge The boys' excursion was cancelled because they played a trick. It's a lucky that its victim wasn't a teacher! Anyway, they hid Oli's books in Mr Berry's water tub, which he was using to clean paintbrushes.

The books' pages weren't very clean afterwards and Mr Berry's response wasn't a happy one. He's scary when he's angry.

PAGES 34-5 Quotation marks

Try these

- 'You need to use a comma here,' explained Kat.
 - My grandfather always says, 'What doesn't kill you makes you stronger.'
 - 'What's your favourite colour?' asked Jun.
- 1 a 'Don't listen to me,' said Mark.
 b Jac whispered, 'Are we safe yet?'
 c The manager called, 'Bring me that bag.'
 d 'I need another drink,' gasped Louis.
- 2 a An exclamation mark, a comma or a full stop is missing from the end of what was said.
 b A capital letter is needed at the start of the speech. The speech should end with a question mark, not a full stop.
 c The second quotation mark is in the wrong place; it should follow the comma.
 d A comma is needed to separate the speaker from the speech. The speech should start with a capital letter.
- 3 (2 marks for each of the three speakers – 1 mark for putting the quotation marks in the correct place and 1 mark for all the associated punctuation, including a new line for a new speaker.)
 'Tom and Bilal should be here by now,' said Josh.
 'Don't worry,' responded Lucy, 'I bet they are with Harriet.'
 'No they aren't!' snapped Will. 'Harriet is with Phoebe.'

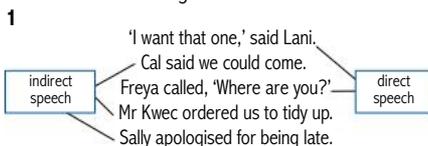
	Is it correct?	If no, explain why not.
'Keep your head up,' said the swimming teacher.	✓	
Charlie shouted 'Help!'		Needs a comma to separate the speaker from the speech.
Annie said, 'my hand hurts.'		Needs a capital letter to start the speech.
'Give him a chance,' pleaded Iliana.	✓	
Hayley whispered, 'Can you see the platypus?'	✓	
'Go away!' shouted Sam loudly.		The second speech mark should be after the !

Challenge Answers will vary. Possible answers: gulped, smirked, acknowledged, coaxed, gurgled, pondered, snapped, commanded, snarled, commented, hinted, hissed, advised, promised, concluded, confessed, protested, snorted, sobbed, argued, asked, insisted, asserted, interjected, cried, stammered, croaked, crowded, jeered

PAGES 36-7 Direct and indirect speech

Try this Answers will vary. Possible answer:

- Nina ordered Luke to give it to her.



- 2 Answers will vary. Possible answers:
 a Dan announced that it was too cold.
 b James wondered if he could go on the roller-coaster.
 c Imogen demanded a new bike.
 d Vani whispered that it was dark.
 e Grace confessed that she had broken the light.

3 Answers will vary. Possible answers:

Direct speech	Indirect speech
Amy said, 'I like that cake.'	Amy commented that she liked that cake.
'Did you see Lily?' asked Kai.	Kai asked if I had seen Lily.
'Would you like me to wash the car?' offered Nye.	Nye offered to wash the car.
'Lift the lid!' ordered Mr Makarov.	Mr Makarov ordered me to lift the lid.
'It's too expensive!' snapped Kumar.	Kumar told me it was too expensive.

- 4 Answers will vary. Possible answer: Andy stated that it was a fantastic phone. Ewan explained that his dad had bought it for him. Andy asked to have a look. Ewan told him it was okay but not to drop it.

Challenge Answers will vary. Possible answers: threatened, boasted, drawled, moaned, bragged, requested, uttered, retorted, revealed, explained, roared, wailed, warned, gasped, screamed, wept

- Matt boasted that he was a better surfer than the others.
- Evie retorted that she didn't believe that for a second.
- Dad warned that we'd get sunburned if we didn't wear sunscreen.

PAGES 38-9 Prefixes

Try these

Prefixes: en- mis- pre- re- super-
Words: human, sure, mature

- 1 unkind, mismatch, nonsense, impossible
- 2 Answers will vary. Possible answers: international / transnational; uncover / recover; semiconscious / hyperconscious; interactive / hyperactive; tricycle / unicycle / recycle
- 3 a contract, standard, divide, marine
 b lace, view, weave, act
 c script, date, mortem, natal
- 4 Answers will vary. Possible answers:
 a transatlantic, transform, transport
 b misapprehension, misunderstand, mislead
 c multimillionaire, multicoloured, multi-storey
- 5 a misplaced b transformed
- 6 Answers will vary. Possible answers:
 a below an acceptable standard
 b not a hospitable (friendly) place
 c to make into law; to act

Challenge Answers will vary. Possible answers:

Prefix	Meaning	Examples
anti-	against	antibacterial, antidote, antinuclear
counter-	opposite	counteract, counterclockwise, counterpart
extra-	beyond	extraordinary, extracurricular, extraterrestrial
hyper-	more	hyperactive, hyperlink, hypercritical
mono-	one	monogamy, monologue, monotone
non-	not	non-profit, non-specific, nonstarter

PAGES 40-1 Suffixes

Try these Answers will vary. Possible answers: careful, careless; electrician, electrify; friendship, friendly

- 1 satisfy, companion, adventure, beauty, gold, music
- 2 Answers will vary. Possible answers: thoughtful / thoughtless; soften / softly / softer / softest; timely / timed / timewise / timeless; actively / activate
- 3 a listen, walk, work, open
 b depend, reason, understand, like
 c help, wish, care, watch

4 Answers will vary. Possible answers:

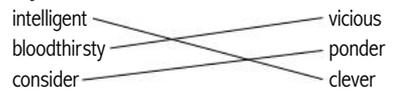
- a beautify, satisfy, qualify
 - b glamorous, rigorous, contagious
 - c hasten, wooden, golden
- 5 a later b identify
- 6 a a person who sails
 b holding an equal position to someone else
 c in a funny way

Challenge Answers will vary. Possible answers:

Suffix	Makes	Meaning	Examples
-ary	adjective	having the quality of	imaginary, revolutionary
-dom	noun	place or state of being	kingdom, freedom
-ise	verb	become	advertise, socialise
-ment	noun	condition	amusement, contentment
-ness	noun	state of being	happiness, forgetfulness

PAGES 42-3 Synonyms

Try these



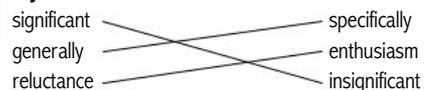
- 1 Answers will vary. Possible answers:
 a unpleasant f minuscule
 b famished g hurry
 c thoughtful h ecstatic
 d departed i probably
 e sobbed j up-to-date
- 2 One sunny day, a pleasant boy visited the fun park. He rode on the big wheel before he ventured on the bumper cars. He thought the fun park was wonderful. He travelled home on the bus. It had been a brilliant day for him.
- 3 honour reason
 awkward resident
 inhabitant uncomfortable
 purpose respect
- 4 see, notice, watch, observe story, myth, tale, legend, yarn large, huge, enormous, immense, vast demand, desire, ask, request, inquire
- deny, decline, reject, refuse dampness, wet, mist, moisture tough, robust, bold, hardy, sturdy speedy, fast, quick, rapid

Challenge Answers will vary. Possible answers:

- a carnival, fair, fiesta
 - b annihilate, demolish, obliterate
 - c confront, contest, dare
- The word 'challenge' is both a noun and a verb, unlike 'festival' and 'destroy'. It can be used in different ways and therefore means many different things.

PAGES 44-5 Antonyms

Try these



- 1 Answers will vary. Possible answers:
 a pleasant e laughed h disappointed
 b satiated f huge i unlikely
 c unkind g dawdle j ancient
 d came
- 2 Answers will vary. Possible answers:
 a When running downhill, the man is slower than me. He has shorter legs and he loses all the races he enters.
 b She had an interesting haircut and was creative and well-liked. Her paintings were cheap. They were very dull and I hated them.

- c On the warm summer's evening, the shiny new car drove down the street, before speeding up and disappearing out of sight.
- 3 innocent ————— uncertain
 real ————— guilty
 confident ————— artificial
 legible ————— ordinary
 special ————— illegible

- 4 a late b difficult, complicated
 c lumpy, rough d wonderful, excellent
 e over, above

Challenge Answers will vary. Possible answers:

- a **ignorance** wisdom, knowledge, learning, education, awareness, understanding, intelligence, comprehension, skill
 b **cowardice** courage, bravery, valour, nerve, pluck, daring, audacity, heroism, guts
 c **dangerous** harmless, safe, benign, innocuous, protective, secure

PAGES 46–7 Homonyms

Try this They're planning to go there once their exams are finished.

- 1 Their house is near and they're going to be there before dark. Their dad said so.
 2 To light a fire you need to rub two sticks together. It's not too hard to do.
 3 We raced off to the national park with our backpacks. Lots of us took our cameras as well. There are so many things to do there. Our favourite part was taking our boots off after the walk!
 4 The coat, which was shabby, was said to have belonged to a witch, which is probably not true.
 5 a cheep e male i great
 b bare f piece j mane
 c blew g meet / mete k not
 d knight h grown l rein / reign
 6 a except c he'll e scene
 b fare d missed f break

Challenge Answers will vary. Possible answers: I'll / isle; beach/ beech; chilli / chilly; currant / current; heard / herd; leak / leek; peace / piece; plain / plane; seam / seem; sloe / slow

PAGES 48–9 Silent letters

Try these

- climb is c-l-i-m-b; the **b** is not sounded
- doubt is d-o-u-b-t; the **b** is not sounded
- wrestle is w-r-e-s-t-l-e; the **w** is not sounded and the **t** is not sounded

- 1 a wriggle c science e debt
 b hymn d sword f choir
 2 a gnome e thumb i castle
 b guitar f knit j lamb
 c anchor g handkerchief
 d whistle h ghost
 3 a nail c bridge e answer
 b muscle d wreckage f ballet

Words that start with a silent k	Words that start with a silent g	Words that end with a silent b	Words that start with a silent w
knead, kneel, knit, knowledge, knock	gnome, gnaw, gnash, gnarl, gnat	comb, tomb, womb, limb, bomb, climb	wriggle, write, wrist, wretch, wreck

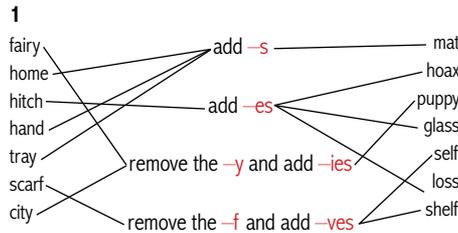
- 5 a There is an m before the b.
 b There is an n after the k.
 c There is an n after the g.
 d There is an r after the w.

Challenge Answers will vary. Possible answers: pneumonia – lung inflammation caused by infection, psychology – the scientific study of the human mind, ptarmigan – a grouse (type of bird)

PAGES 50–1 Plurals

Try these

Word	baby	wolf	hero	beach	knife
Plural	babies	wolves	heros	beaches	knives



- 2 a dishes c elves e daisies
 b rays d watches f crushes
 3 a buses c jellies e matches
 b lessons d calves f keys

Challenge Answers will vary. Possible answers: foot / feet; fungus / fungi; tooth / teeth; ox / oxen; die / dice

PAGE 52 The i before e rule

- 1 a thief c height e field
 b friend d leisure
 2 a ceiling e relief i niece
 b receipt f priest j shield
 c achieve g deceit k conceive
 d deceive h grief l reprieve
 3 thier their; peirce pierce; niether neither; shreiked shrieked; casheir cashier; seige siege

PAGE 53 -able and -ible

1	2
acceptable	pitiable
agreeable	reliable
predictable	enviable
reasonable	identifiable
detestable	pliable

- 3 a horrible; inedible
 b comfortable; reasonable
 c sensible; reliable; dependable
 d unacceptable; impossible
 e permissible

PAGE 54 -tion, -cian and -sion

-tion	-cian	-sion
attraction	beautician	compassion
equation	politician	possession
fraction	musician	conclusion
mention	technician	version
consideration	physician	expression
collection	optician	mansion
position	mathematician	fusion

- 2 a education c action e discussion
 b decoration d inspection f separation
 3 a station c revision
 b attention d division

PAGE 55 per-, pre- and pro-

-per	-pre	-pro
performance	prevent	pronoun
personification	predict	programme
persuade	precise	product
perfume	present	process
percent	prefer	promise
permission	prejudice	problem

- 2 predictable (predictible); percussion (procession); profer (prefer); perduce (produce); proimeter (perimeter)
 3 pronounce, percent, protect, precaution

PAGE 56 de- or di-

- 1 a decision c discovered e disaster
 b destroyed d desire
 2 a disabled e determine i dimension
 b difficult f devious j digit
 c dignity g detective k design
 d despicable h direction l digest
 3 discredit, dispise, discourage, devine, desturb
 4 Answers will vary. Possible answers:
 a Whether to tell him the truth or not was a real dilemma.
 b Surprisingly, the shopping centre was deserted.
 c Anthony was desperate to score the winning goal.
 d The pizza was burnt and tasted disgusting.
 e Detached houses are usually more expensive than semi-detached houses.

PAGE 57 -ough, -aught or -ought

- 1 Answers will vary. Possible answers:
 a cough, off f although, go
 b rough, cuff g trough, cough
 c tough, stuff h plough, cow
 d borough, thorough i sough, now
 e enough, bluff
 2 a daughter e taught
 b caught f fraught
 c naughty g distraught
 d fought h sought
 3 Answers will vary. Possible answers:
 a The baker kneaded the dough.
 b It rained lots throughout the night.
 c The class roared with laughter at the teacher's joke.

PAGE 58 -il, -al, -el and -le

- 1 -il (stencil, utensil) -al (animal, natural) -el (swivel, squirrel) and -le (people, huddle)
 2 a rumble g normal l example
 b ladle h middle m beetle
 c council i general n metal
 d little j loyal o electrical
 e numeral k hospital p possible
 f petal
 3 doubl (double); snuggel (snuggle); cycil (cycle); saddle (saddle); unci (uncle); giggil (giggle)

PAGE 59 Learning Book 1 spelling words

- 2 a recommend d immediate g imperfect
 b defendant e exist h exitable
 c tragedy f secretary i mispronounce
 3 exaggerate ————— applicable, suitable, significant
 harass ————— give up, surrender, go without
 relevant ————— mediocre, unremarkable, passable
 fatigue ————— overstate, magnify, amplify
 sacrifice ————— tiredness, weariness, exhaustion
 average ————— pester, torment, hassle

- 4 Answers will vary. Possible answers:
 a Would you accompany me to the principal's office please?
 b I couldn't persuade my parents to let me go.
 c We already knew the way so the map was redundant.

Now answer these questions.

1 Join the words to the labels to show how these apostrophes are used.

<div style="background-color: #ffff00; padding: 5px; display: inline-block;">possession</div>	<p>That is Kyle's cat.</p> <p>I can't go.</p> <p>Here is Ruby's key.</p> <p>They won't know.</p> <p>It's mine!</p>	<div style="background-color: #ffff00; padding: 5px; display: inline-block;">omission (contractions)</div>
-----------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------

(1 mark each)
/5

2 Write these words as contractions with the apostrophes in the correct places.

- | | |
|------------------------|-------------------------|
| a can not _____ | d she is _____ |
| b we have _____ | e they are _____ |
| c I will _____ | f it is _____ |

(1 mark each)
/6

3 Put the apostrophes in the correct places so that the text accurately reflects the pictures.

a	b	c	d	e
				
the girls hens	my dads car	Andys helmet	the sisters dog	the neighbours cats

(1 mark each)
/5

4 Circle the phrase that reflects the correct meaning.

- | | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>a the bird's nest</p> <ul style="list-style-type: none"> ▶ one bird had one nest ▶ one bird had some nests ▶ more than one bird had a nest | <p>b the children's lollies</p> <ul style="list-style-type: none"> ▶ one child had one lolly ▶ one child had some lollies ▶ more than one child had some lollies | <p>c the cars' wheels</p> <ul style="list-style-type: none"> ▶ one car had one wheel ▶ one car had some wheels ▶ more than one car had some wheels | <p>d the woman's ideas</p> <ul style="list-style-type: none"> ▶ one woman had one idea ▶ one woman had some ideas ▶ more than one woman had some ideas |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

(1 mark each)
/4

CHALLENGE

Copy this paragraph, putting in the missing apostrophes correctly.

The boys excursion was cancelled because they played a trick. Its lucky that its victim wasnt a teacher! Anyway, they hid Olis books in Mr Berrys water tub, which he was using to clean the paintbrushes. The books pages werent very clean afterwards and Mr Berrys response wasnt a happy one. Hes scary when hes angry.

▼ TOTAL
/20

DEFINITION

Quotation marks (sometimes called **speech marks** or **inverted commas**) are punctuation marks that show what somebody said.

Rules for punctuating speech:	<ol style="list-style-type: none"> 1 Put '_____' around what the speaker says. 2 A new speech sentence starts with a capital letter (even if it is in the middle of another sentence). 3 Separate what was said from the speaker with a comma unless there is already a ? or an ! 4 Start a new line if a sentence has a new speaker saying something.
Examples	<p>'This was interesting,' said Mrs Lahiri.</p> <p>'Where are we?' asked Huang.</p> <p>The sinister figure hissed, 'Go away!'</p>

Follow these steps.

Punctuate the speech in this sentence correctly.

The man shouted get out of the way!

1	Read the question and then read it again. What are you being asked to do?	Punctuate the speech in the sentence.
2	Work out exactly what was said and put '_____' around the words.	The man shouted get out of the way , so we write: The man shouted 'get out of the way!'
3	Start the speech sentence with a capital letter.	The sentence of speech begins with get so we write that with a capital: The man shouted 'Get out of the way!'
4	Separate what was said from the speaker with a comma, unless there is already a ? or an !	The man shouted, ' G et out of the way!'

Tip

If you find speech punctuation difficult to remember, start by making sure you put in the '_____'.

You can learn and use the rest of the punctuation rules for speech one at a time.

Try these yourself.

You need to use a comma here explained Kat.

My grandfather always says what doesn't kill you makes you stronger.

What's your favourite colour? asked Jun.

Now answer these questions.

1 Rewrite these sentences with the quotation marks and punctuation in the correct places.

- a Don't listen to me said Mark. _____
- b Jac whispered are we safe yet? _____
- c The manager called bring me that bag! _____
- d I need another drink gasped Louis. _____

(1 mark each)

/4

2 Circle the errors in this speech punctuation.

- a 'Give me the chocolate' said Dan.
- b Kanye asked, 'shall I go next.'
- c 'Sam didn't finish his work, said Max.'
- d The girl snarled 'you'll be sorry!'

(1 mark each)

/4

3 Rewrite this paragraph, punctuating it correctly.

Tom and Bilal should be here by now said Josh. Don't worry responded Lucy, I bet they are with Harriet. No they aren't! snapped Will. Harriet is with Phoebe.

(1 mark for every two punctuation marks)

/6

4 Tick the correctly punctuated sentences and explain why the others aren't correct.

	Is it correct?	If not, explain why not.
'Keep your head up,' said the swimming teacher.		
Charlie shouted 'Help!'		
Annie said, 'my hand hurts.'		
'Give him a chance,' pleaded Ilina.		
Hayley whispered, 'Can you see the platypus?'		
'Go away! shouted' Sam loudly.		

(1 mark for each row)

/6

CHALLENGE

List all the words you could use to attribute dialogue instead of **said** to make your writing more interesting.

▼ TOTAL

/20

DEFINITION

Direct speech presents exactly what somebody has said. This is shown with quotation marks when written.

Direct speech

'I had a great time in Bali,' said Piper.

Indirect speech, sometimes called **reported speech**, tells you about what someone else said, thought or felt without reproducing their exact words. It doesn't need quotation marks.

Indirect speech

Piper said that she'd had a great time in Bali.

**Remember**

When you change direct speech into indirect speech, you might need to change:

Changes

pronouns

place and time expressions

tenses

You might also need to add in extra words such as **that**, **if**, **so** or **whether** in order for the sentence to make sense.

Follow these steps.

Change this direct speech to indirect speech.

'I am going on the flying fox now,' said Joe.

1	Read the question and then read it again. What are you being asked to do?	Change the direct speech to indirect speech.
2	Start the indirect speech with the person.	Joe said
3	Check the pronouns.	The I needs to change to he .
4	Check the tenses.	We need to change am going to the past tense – was going .
5	Check the time and place words.	We need to change now to the past. We could use then or next .
6	Write the complete answer.	Joe said he was going on the flying fox next.
7	Say the answer to yourself to check it sounds correct.	It is fine, but we could add that . Joe said that he was going on the flying fox next.

Tip

You can use the present tense in indirect speech if you want to say that something is still true. For example: **Laura said that she prefers chocolate to strawberry.**

Try this one yourself.

'Give it to me,' Nina ordered Luke.

Now answer these questions.



1 Match these sentences to the correct box.

indirect speech

'I want that one,' said Lani.

Cal said we could come.

Freya called, 'Where are you?'

direct speech

Mr Kwec ordered us to tidy up.

Sally apologised for being late.

(1 mark each)

/5

2 Write one word that could be used to indicate indirect speech on each line. Only use each word once.

- a Dan _____ that it was too cold.
- b James _____ if he could go on the rollercoaster.
- c Imogen _____ a new bike.
- d Vani _____ that it was dark.
- e Grace _____ that she had broken the light.

(1 mark for each line)

/5

3 Complete the table. The first one is done for you.

Direct speech	Indirect speech
Jack said, 'Give it to me.'	Jack told me to give it to him.
Amy said, 'I like that cake.'	
'Did you see Lily?' asked Kai.	
	Nye offered to wash the car.
'Lift the lid!' ordered Mr Makarov.	
	Kumar told me it was too expensive.

(1 mark for each row)

/5

4 Change this conversation from direct to indirect speech.

- 'What a fantastic phone!' said Andy. _____
- 'Yes, my dad bought it for me,' explained Ewan. _____
- 'Can I have a look?' asked Andy. _____
- 'Okay, but don't drop it,' replied Ewan. _____

(1 mark for each line)

/4

CHALLENGE

Make a list of words that could indicate indirect speech. Start with common words such as **said** and **asked**. You might like to use a dictionary or thesaurus to help you.

Use the three most interesting words to write some sentences of indirect speech.

▼ TOTAL

/19

DEFINITION

A **prefix** is a group of letters placed at the start of a word.

PURPOSE

The prefix changes the meaning of the word. If you know the common prefixes, it can help you to understand the meaning of a word, make spelling easier and increase your vocabulary.

Here are some common prefixes, along with their meanings.

Prefix	Meaning	Examples
dis-	not or away	disadvantage, disconnect
en-	make or put into	enable, endanger
im-	not	immature, impossible
in-	not	inhuman, insane
mis-	wrong	mistreat, misspell
non-	not	nonexistent, nonfiction
pre-	before	prehistoric, preschool
re-	again	redesign, reconsider
sub-	under or below	submarine, subsoil, substandard
super-	above	superhuman, superimpose
un-	not	uncertain, unfinished

Follow these steps.

Match the prefixes and the words to make the words mean the opposite.

Prefixes: non- mis- dis- im- in- un-
Words: appear probable judgemental

1	Read the question and then read it again. What are you being asked to do?	Make the words mean the opposite by adding prefixes.
2	Look at the first word and think of its opposite.	appear The opposite of appear is disappear .
3	Look at the next word and think of its opposite.	probable The opposite of probable is improbable .
4	Look at the last word and think of its opposite.	judgemental The opposite of judgemental is non-judgemental .
5	Match the prefixes to the words.	<p>Prefixes: non- mis- dis- im- in- un-</p> <p>Words: appear probable judgemental</p>

Try these yourself.

Prefixes: en- mis- pre- re- super-
Words: human sure mature

Now answer these questions.

1 What prefix would you put at the beginning of each word to make it mean the opposite?

(1 mark each)

/4

a ___ kind b ___ match c ___ sense d ___ possible

2 Find two prefixes that would make a different word of each of these words.

(1 mark each)

/10

___ national ___ cover ___ conscious ___ active ___ cycle
 ___ national ___ cover ___ conscious ___ active ___ cycle

3 Circle the four words in each line that could go with the prefix to make new words.

a **sub-** contract reason standard divide active marine demand
 b **inter-** lace sense stop view weave live act
 c **post-** script date mortem reason natal figure

(1 mark each)

/12

4 Think of three new words that start with each of these prefixes.

a **trans-** _____
 b **mis-** _____
 c **multi-** _____

(1 mark each)

/9

5 Write the missing word on the line to complete each sentence correctly.

a Jack had _____ his glasses; he couldn't find them anywhere.
misplaced / displaced / implaced / nonplaced
 b The decorators _____ the old house into a modern dwelling.
transformed / informed / reformed / disformed

(1 mark each)

/2

6 Write the meaning of each word.

a substandard _____
 b inhospitable _____
 c enact _____

(1 mark each)

/3

CHALLENGE

Make a prefix table similar to the one on the previous page. Fill it in using different prefixes, such as **ante-**, **counter-** and **mono-**, and with their corresponding meanings and examples.

Prefix	Meaning	Examples
ante-	before	antenatal, antechamber

▼ **TOTAL**
 /40

DEFINITION

A **suffix** is a group of letters placed at the end of a word.

PURPOSE

The suffix adds to the meaning of the word. Knowing suffixes can make spelling easier and increase your vocabulary.

Remember Some suffixes change the spelling of the word.

Suffix	Makes	Meaning	Examples
-ship	noun	position held	leadership, apprenticeship
-er / -or		one who	teacher, orator
-ian		person	magician, mathematician
-ify	verb	make or become	terrify, signify
-ate		become	irritate, activate
-able / -ible	adjective	capable of being	comfortable, terrible
-ful		full of	beautiful, spiteful
-y		having	cloudy, sleepy
-less		without	colourless, heedless
-wise / -ward	adverb	in the direction or manner of	timewise, homeward
-ly		in that way	quickly, frantically

Follow these steps.

Change this word twice by adding different suffixes. Write the meanings of the words you have made.

joy _____

1 Read the question and then read it again. What are you being asked to do?

Make new words by adding different suffixes and explain the meanings.

2 Look at the word and find suffixes that could be attached to it to change its meaning.

joy: **-ful** and **-less** would both work.

3 Think about the meaning of the words.

joyful: **-ful** means *full of*, so **joyful** means *full of joy*.

joyless: **-less** means *without*, so **joyless** means *without any joy*.

Tips

For one-syllable words ending with a single consonant and with a vowel before the consonant, always double the last consonant before adding a suffix that begins with a vowel or a y. For example: *winner, flatten, sloppy*.

If the word ends with two consonants, do not double the last consonants. For example: *swampy, comfortable, mindless, actor*.

If a word ends in e, drop the e before adding a suffix that starts with a vowel. For example: *tasting, believable, racer, but hopeful and homeless*.

Try these yourself.

care _____

electric _____

friend _____

Now answer these questions.

1 Remove the suffix and write the root word (the word that the suffix was added to originally) correctly.

- | | | | | | |
|---|---------------|-------|---|-----------|-------|
| a | satisfaction | _____ | d | beautiful | _____ |
| b | companionship | _____ | e | golden | _____ |
| c | adventurous | _____ | f | musician | _____ |

(1 mark each)

/6

2 Find two suffixes for each of these words in order to make different words.

- | | | | | | | | |
|---------|-------|------|-------|------|-------|--------|-------|
| thought | _____ | soft | _____ | time | _____ | active | _____ |
| thought | _____ | soft | _____ | time | _____ | active | _____ |

(1 mark each)

/8

3 Circle the four words in each line that would go with the suffix to make new words.

- a **-er** listen hair walk work hand clock open
- b **-able** depend care reason thought understand like
- c **-ful** help wish have care like watch

(1 mark each)

/12

4 Write three different words that end with each of these suffixes.

- a **-ify** _____
- b **-ous** _____
- c **-en** _____

(1 mark each)

/9

5 Write the missing word on the line to complete each sentence correctly.

- a The plane landed _____ than expected.

latest / lately / later / lator

- b Every person had to _____ themselves.

identible / identity / identify / identiate

(1 mark each)

/2

6 Write the meaning of each word.

- a sailor _____
- b partnership _____
- c funnily _____

(1 mark each)

/3

CHALLENGE

Find as many **suffixes** as you can on one page of a book. Research their meanings and learn their spellings. Since lots of words use the same suffixes, you will learn new words and how to spell them in one go.

TOTAL
/40

DEFINITION

A **synonym** is a word with the same or a similar meaning to another word. Sets of synonyms make a **word family**. For example:

Word family

quiet silent still hushed noiseless soundless tranquil calm peaceful

PURPOSE

Using synonyms avoids repetition and makes your writing more interesting. For example, rather than using **said** every time a person speaks, you could use the following:

said

whispered hissed called shouted replied exclaimed cried

Follow these steps.

Match the words that mean the same.

precise

join

regret

exact

unite

beginning

origin

rue

1	Read the question and then read it again. What are you being asked to do?	Match the words with the same meaning.
2	Look for any words where you are certain of the meanings.	regret means <i>being sorry</i> . beginning means <i>the start</i> . origin means <i>the start</i> . unite means <i>put together</i> .
3	Join up the words that you know match.	origin and beginning both mean <i>start</i> .
4	Work out any other words you can.	regret means <i>being sorry</i> and neither join nor exact are to do with being sorry, so rue must match with regret . unite means <i>put together</i> and that must match with join . That just leaves precise and exact .
5	Join the matching pairs.	<pre> precise ----- join regret ----- exact unite ----- beginning origin ----- rue </pre>

Tip

With longer words, look for familiar root words, prefixes (sets of letters at the beginning of words) and suffixes (sets of letters at the end of words) to help you work out the meaning of the word.

Try these yourself.

intelligent

vicious

bloodthirsty

ponder

consider

clever

Now answer these questions.



1 Write synonyms for these words.

- | | | | |
|-----------------|-------|-------------------|-------|
| a nasty | _____ | f tiny | _____ |
| b hungry | _____ | g rush | _____ |
| c kind | _____ | h thrilled | _____ |
| d went | _____ | i likely | _____ |
| e cried | _____ | j modern | _____ |

(1 mark each)

/10

2 Replace the repeated words in this paragraph with synonyms to make the writing more interesting.

One nice day, a nice boy went to the fun park. He went on the big wheel before he went on the bumper cars. He thought the fun park was nice. He went home on the bus. It had been a nice day for him.

(1 mark each)

/8

3 Match the words that mean the same.

- | | |
|------------|---------------|
| honour | reason |
| awkward | resident |
| inhabitant | uncomfortable |
| purpose | respect |

(1 mark for each row)

/4

4 Group these words into the correct word families in the table below.

<i>immense</i>	<i>request</i>	<i>moisture</i>	<i>rapid</i>	<i>observe</i>	<i>legend</i>
<i>refuse</i>	<i>hardy</i>	<i>vast</i>	<i>yarn</i>	<i>sturdy</i>	<i>inquire</i>
see, notice, watch, _____	story, myth, tale, _____	large, huge, enormous, _____	demand, desire, ask, _____		
deny, decline, reject, _____	dampness, wet, mist, _____	tough, robust, bold, _____	speedy, fast, quick, _____		

(1 mark each)

/12

CHALLENGE

Make synonym word families for these words.

- a festival** **b destroy** **c challenge**

Use a thesaurus to help you. Which word was it easiest to find synonyms for? Why do you think that might have been the case?

▼ TOTAL

/34

DEFINITION

An **antonym** is a word with the opposite meaning to another word. You can often make an antonym by adding a prefix to a root word. Other antonyms can be totally different words.

Word	Antonym using a prefix	Antonym using a different word
happy	unhappy	miserable
appear	disappear	vanish
perfect	imperfect	flawed
trust	mistrust	suspect



Match the words that mean the opposite.

extend	unconscious
conscious	melt
darken	reduce
appear	lighten
freeze	disappear

1	Read the question and then read it again. What are you being asked to do?	Match the words with the opposite meaning.										
2	Look for any words where the opposite is made with a prefix and join them with a line.	conscious and unconscious appear and disappear										
3	Join up the words that you know match.	darken and lighten are opposites.										
4	Think about the words that are left.	That leaves freeze and extend . freeze and melt are opposites, so reduce and extend must be opposites too.										
5	Join the words that match.	<table border="0"> <tr> <td>extend</td> <td>unconscious</td> </tr> <tr> <td>conscious</td> <td>melt</td> </tr> <tr> <td>darken</td> <td>reduce</td> </tr> <tr> <td>appear</td> <td>lighten</td> </tr> <tr> <td>freeze</td> <td>disappear</td> </tr> </table>	extend	unconscious	conscious	melt	darken	reduce	appear	lighten	freeze	disappear
extend	unconscious											
conscious	melt											
darken	reduce											
appear	lighten											
freeze	disappear											



Antonyms can be different classes of words.

- verbs**
(open – shut)
- adjectives**
(angry – calm)
- adverbs**
(suddenly – gradually)
- prepositions**
(over – under)



significant	specifically
generally	enthusiasm
reluctance	insignificant

Now answer these questions.



1 Write antonyms for these words.

- | | | | |
|-----------------|-------|-------------------|-------|
| a nasty | _____ | f tiny | _____ |
| b hungry | _____ | g rush | _____ |
| c kind | _____ | h thrilled | _____ |
| d went | _____ | i likely | _____ |
| e cried | _____ | j modern | _____ |

(1 mark each)

/10

2 Replace each word in red with an antonym.

- a** When running **uphill**, the **woman** is **faster** than me. **She** has **longer** legs and **she wins** all the races **she** enters.
- _____
- b** **He** had a **boring** haircut and was **unimaginative** and **unpopular**. **His** paintings were **expensive**. They were very **vibrant** and I **loved** them.
- _____
- c** On the **cold winter's morning**, the **shoddy old** car drove **up** the street, before **slowing down** and disappearing out of sight.
- _____

(1 mark each)

/24

3 Match the words that mean the opposite.

- | | |
|-----------|------------|
| innocent | uncertain |
| real | guilty |
| confident | artificial |
| legible | ordinary |
| special | illegible |

(1 mark for each row)

/5

4 Circle all the words that are antonyms of the first word.

- | | | | | |
|-------------------|-----------|-----------|-------------|-------------|
| a early | momentary | late | morning | night |
| b simple | difficult | easy | complicated | frightening |
| c smooth | shake | lumpy | rough | shiny |
| d terrible | wonderful | excellent | nasty | terrifying |
| e under | over | beneath | submarine | above |

(1 mark for each line)

/5

CHALLENGE

Write all the antonyms you can for these words.

- a** ignorance **b** cowardice **c** dangerous

Use a thesaurus and a dictionary to help you.

TOTAL

/44

DEFINITION

Homonyms are words that are spelled or sound the same but have different meanings.

Homonyms	Meaning	Homonyms	Meaning
there	at that place; at that point	to	indicating movement towards something
they're	is a contraction of 'they are'	too	as well; excessive
their	belongs to them	two	the number 2
be	in a state of; to be	see	what you do with your eyes
bee	a flying insect	sea	a large body of water

Follow these steps.

Fill in the gaps correctly using **there**, **their** and **they're**.

- _____ trip was a disaster!
- _____ was a storm,
- _____ coach broke down and now
- _____ all soaked.

1	Read the question and then read it again. What are you being asked to do?	Fill the gaps correctly with there , their and they're .
2	Look at gap 1.	_____ trip : it was a trip that belonged to them, so we use their .
3	Look at gap 2.	_____ was indicates something happening a particular point so we use there .
4	Look at gap 3.	_____ coach : it was a coach that belonged to them, so we use their .
5	Look at gap 4.	_____ all soaked : they are all soaked, so we use they're .
6	Complete the answer.	Their trip was a disaster! There was a storm, their coach broke down and now they're all soaked.

Tip

Learn as many homonyms as you can, and watch out for other commonly confused words that *aren't* homonyms.

Think about *quite* and *quiet*.
quite = a little bit
quiet = not noisy

Try this yourself.

_____ planning
 to go _____ once
 _____ exams are
 finished.

Now answer these questions.

1 Fill in the gaps correctly using **there**, **their** and **they're**.

_____ house is near and _____ going to be _____ before dark. _____ dad said so.

(1 mark each)

/4

2 Fill in the gaps correctly using **to**, **too** and **two**.

_____ light a fire you need _____ rub _____ sticks together. It's not _____ hard _____ do.

(1 mark each)

/5

3 Fill in the gaps correctly using **of**, **off**, **are** and **our**.

We raced _____ to the national park with _____ backpacks. Lots _____ us took _____ cameras as well. There _____ so many things to do there. _____ favourite part was taking _____ boots _____ after the walk!

(1 mark each)

/8

4 Fill in the gaps correctly using **witch** and **which**.

The coat, _____ was shabby, was said to have belonged to a _____, _____ is probably not true.

(1 mark each)

/3

5 Write a homonym for each of these words.

a cheap _____	e mail _____	i grate _____
b bear _____	f peace _____	j main _____
c blue _____	g meat _____	k knot _____
d night _____	h groan _____	l rain _____

(1 mark each)

/12

6 Choose the correct word to fill each gap.

a Everyone _____ Isobel went to the zoo.	accept / except
b The train _____ was very expensive.	fair / fare
c If Tom is late, _____ be in a lot of trouble.	he'll / heel / heal
d Jac _____ the last bus.	missed / mist
e The _____ in the school play was hilarious.	scene / seen
f Eleanor didn't mean to _____ the window.	brake / break

(1 mark each)

/6

CHALLENGE

List as many homonym pairs as you can.

▼ **TOTAL**

/38

DEFINITION

Some words have letters that make no sound. These are called **silent letters**. Silent letters are sometimes there because:

- words used to be pronounced differently in the past
- words have been borrowed from other languages
- they show long vowels.

Here are some examples.

Silent letters at the beginning of words	Silent letters within words	Silent letters at the end of words
k nee, k nife, g naw, g nat, w rong, w rite, k night, h our	scissors, league, island, thistle, sign, guess, listen	lamb, solemn, autumn

Follow these steps.

Circle the silent letters in these words:

listen

orchestra

comb

wrench

knot

1	Read the question and then read it again. What are you being asked to do?	Circle the silent letters.
2	Say each word carefully, then read each sound as it is written.	listen is l-i-s-t-e-n orchestra is o-r-c-h-e-s-t-r-a comb is c-o-m-b wrench is w-r-e-n-c-h knot is k-n-o-t
3	Put the sounds together to see which is not sounded in the word.	l-i-s-t-e-n doesn't sound the t o-r-c-h-e-s-t-r-a doesn't sound the h c-o-m-b doesn't sound the b w-r-e-n-c-h doesn't sound the w k-n-o-t doesn't sound the k
4	Circle the silent letters.	lis t en orc h estra com b w rench k not
5	Read the words again to check your answer.	The answer is correct.

Tip

To help you remember how to spell a word with a silent letter, say the word stressing the silent letter and break it up into syllables. For example, say:

Feb-ru-ary

emphasising the second syllable.

Try these yourself.

climb

doubt

wrestle

1 Circle the silent letters in these words.



- a wriggle c science e debt
b hymn d sword f choir

(1 mark each)

/6

2 Label these pictures, which are all objects spelled with silent letters.

a 	c 	e 	g 	i 
b 	d 	f 	h 	j 

(1 mark each)

/10

3 Circle the correct spelling of each word.

- a knail / nail c brige / bridge e anser / answer
b musle / muscle d wreckage / reckage f ballet / ballay

(1 mark each)

/6

4 Write at least four words in each box.

Words that start with a silent k	Words that start with a silent g	Words that end with a silent b	Words that start with a silent w

(1 mark for each letter)

/4

5 What do you notice about words that:

- a end with a silent **b**? _____
b start with a silent **k**? _____
c start with a silent **g**? _____
d start with a silent **w**? _____

(1 mark for each line)

/4

CHALLENGE

p is usually silent with **n**, **s** and **t** at the start of a word. This is because these words come from Greek. Use a dictionary to find some of these words and write their meanings.

TOTAL
 /30

DEFINITION

Plurals are nouns that name more than one of something.

Here are some common ways to make plurals.

Word type	Making the plural	Examples	Exceptions to the rule
Most words	Add -s to the word	dogs, schools, books	Lots – see the other rules!
Words that end in -s, -ss, -ch, -sh, -x, -z	Add -es to the word	matches, pushes, boxes, losses, fizzes	
Words that end in -f	Change the -f to -v and add -es	loaves, hooves, calves	roofs, dwarfs, chiefs
Words that end in -y	Change the -y to -i and add -es	ladies, stories, ponies	words that end in -ey (keys, donkeys, monkeys), and some that end in -ay (days, trays)
Words that end with a consonant and -o	Add -es	tomatoes, volcanoes, potatoes	pianos, halos, solos

Follow these steps.

Circle the plurals that are spelled correctly.

Word	wish	half	ditch	turkey	fox	party
Plural	wishes	halfs	ditches	turkeys	foxes	parties

1	Read the question and then read it again. What are you being asked to do?	Circle the words that are spelled correctly.
2	Look for the words that end in -s, -ss, -ch, -sh, -x or -z .	wish, ditch and fox
3	Check that these plurals end in -es .	wishes and foxes do, so circle those. ditches doesn't so it shouldn't be circled.
4	Check for words that end in -f .	half
5	Check that these plurals end in -ves .	halfs – no, so it shouldn't be circled
6	Check for words that end in -y .	turkey and party
7	Check these plurals end in -ies .	parties does, so circle it. turkey ends in -ey so the -y shouldn't change to i , which means it is spelled as turkeys , so circle it.

Tip

There are some important words that are exceptions to the rules around plurals that you should learn.

Try these yourself.

Word	baby	wolf	hero	beach	knife
Plural	babies	wolfes	heros	beaches	knives

Now answer these questions.

1 Join each word to the rule for making its plural.

fairy
home
hitch
hand
tray
scarf
city

add -s
add -es
remove the -y and add -ies
remove the -f and add -ves

mat
hoax
puppy
glass
self
loss
shelf

(1 mark each)

/14

2 Circle the correct plural for the first word in each line.

- | | | | |
|----------------|----------|----------|----------|
| a dish | dishes | dishes | dishies |
| b ray | raies | rayes | rays |
| c elf | elves | elfies | elfs |
| d watch | watchies | watches | watches |
| e daisy | daisies | daisyies | daisys |
| f crush | crushs | crushes | crushies |

(1 mark for each line)

/6

3 Write the plural correctly to fill each gap.

- a** The _____ were late arriving. **bus**
- b** Year 7B had _____ all day. **lesson**
- c** Chloe made _____ for the class party. **jelly**
- d** When Josh goes home to the farm, he helps with the _____. **calf**
- e** The _____ in the box were damp so they wouldn't light. **match**
- f** Kalim lost the _____ to the house. **key**

(1 mark each)

/6



CHALLENGE

Some plurals don't have an **-s** on the end. Think about these pairs:

- ▶ **child – children** ▶ **man – men** ▶ **goose – geese**

These plurals are called **irregular plurals**.

How many words with irregular plurals can you find? Make a list.

TOTAL

/26

Many words contain the letters **i** and **e** together – you can use this rule to decide whether **i** comes *before* **e** or *after* it.

THE RULE

i before **e** *except* after **c**.

Some words break the **i** before **e** rule and there are some exceptions you need to learn.

Examples of words that follow the rule	Examples of some of the exceptions
believe piece receive perceive	weird seize scientific sufficient

Answer
these
questions.

1 Circle the correct spelling from each word pair.

- a** The shopkeeper suspected the man was a **thief**/**theif** .
- b** I bought my **freind**/**friend** a present for her birthday.
- c** My Dad measures my **height**/**hieght** every six months.
- d** A new **leisure**/**liesure** centre has just opened in my town.
- e** We played games on the **feild**/**field** today.

(1 mark each)

/5

2 Write **ie** or **ei** in the space to complete each word.

- a** c ____ ling **e** rel ____ f **i** n ____ ce
- b** rec ____ pt **f** pr ____ st **j** sh ____ ld
- c** ach ____ ve **g** dec ____ t **k** conc ____ ve
- d** dec ____ ve **h** gr ____ f **l** repr ____ ve

(1 mark each)

/12

3 Circle the words in the box that are spelled incorrectly and write the correct spellings on the lines.

mischief thier sleigh patient
peirce niether vein fielder shreiked
casheir freight brief seige

(1 mark each)

/6



▼ TOTAL

/23

3.9 -able and -ible

THE RULE

The **-able** ending is far more common than the **-ible** ending.

The **-ible** ending is used usually if a complete root word cannot be heard before it.

-able words	-ible words
remarkable adaptable affordable	incredible horrible audible



1 Add **-able** to each of these words to make a new word.

Root word	Add -able	New word
read	+able	readable
accept		
agree		
predict		
reason		
detest		

(1 mark each)

2 When the base word ends with a **y**, for example **vary**, change the **y** to an **i** and then add **-able**. For example: **vary** → **variable**

Root word	Change the y to an i	Add -able	New word
pity			
rely			
envy			
identify			
ply			

(1 mark each)

3 Choose either **-able** or **-ible** to end each of the adjectives. Consult a dictionary if you are not sure which to use.

a When the meal arrived it smelled **horr**_____ and looked **ined**_____.

b The chair was very **comfort**_____ and the price was **reason**_____ too!

c Mrs Morris is looking for a **sens**_____, **reli**_____ and **depend**_____ person to be on the school council.

d The behaviour was **unaccept**_____ and it was **imposs**_____ to give anybody a sticker.

e The teacher said that behaviour was not **permiss**_____.

(1 mark each)

▼ TOTAL

The **shun** sound at the end of words can be spelled in several different ways:
-tion as in **motion**, **-cian** as in **magician** and **-sion** as in **profession**.



Words that end in **-cian** often name jobs or professions.

-tion words	-cian words	-sion words
motion, cognition	magician, mortician	profession, confession



1 Complete the table, including the correct column headings **-tion**, **-cian** or **-sion**.

- _____ words	- _____ words	- _____ words
▶ attrac _____	▶ beauti _____	▶ compas _____
▶ equa _____	▶ politi _____	▶ posses _____
▶ frac _____	▶ musi _____	▶ conclu _____
▶ men _____	▶ techni _____	▶ ver _____
▶ considera _____	▶ physi _____	▶ expres _____
▶ collec _____	▶ opti _____	▶ man _____
▶ posi _____	▶ mathemati _____	▶ fu _____

(1 mark for each row)

/8

2 Add the suffix **-sion** or **-tion** to the following words to make new words. If the word ends in **e**, remember to drop the **e** before adding the ending.

- | | |
|----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| <p>a educate _____</p> <p>b decorate _____</p> <p>c act _____</p> | <p>d inspect _____</p> <p>e discuss _____</p> <p>f separate _____</p> |
|----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|

(1 mark each)

/6

3 Circle the correct spelling of each word pair.

- a** I was waiting at the train **station** / **stashun** for a long time.
- b** You must pay **attension** / **attention** to your teachers.
- c** It is a good idea to do some **revician** / **revision** before a test.
- d** The inverse of multiplication is **division** / **divition**.

(1 mark each)

/4

▼ TOTAL

/18

3.11 per-, pre- and pro-

The letter strings **per-**, **pre-** and **pro-** all sound very similar at the beginning of words.

per- words	pre- words	pro- words
perform, pertain	pretend, predominant	protest, protein



Pronounce the words clearly: this may help you to spell them correctly.



- 1** Complete the table, including the correct column headings **per-**, **pre-** or **pro-**.

_____ - words	_____ - words	_____ - words
▶ _____formance	▶ _____vent	▶ _____noun
▶ _____sonification	▶ _____dict	▶ _____gramme
▶ _____suade	▶ _____cise	▶ _____duct
▶ _____fume	▶ _____sent	▶ _____cess
▶ _____cent	▶ _____fer	▶ _____mise
▶ _____mission	▶ _____judice	▶ _____blem

(1 mark for each row)

- 2** Circle the words in the box that are spelled incorrectly and write the correct spellings on the lines.

perdictable prohibit percession promote prescribe
 profer prehistoric precious probably perduce
 profile perspire personality proimeter

(1 mark each)

- 3** Complete the sentences below with appropriate **per-**, **pre-** or **pro-** words.

- a** She wasn't sure how to _____ the foreign word.
- b** The company increased its sales by twenty _____ this year.
- c** I need a cover for my new phone to _____ it from damage.
- d** 'You're going to be fine, but we'll keep you in hospital overnight just as a _____.'

(1 mark each)

▼ **TOTAL**

3.12 de- and di-

It is sometimes difficult to remember whether to use the spelling **de-** or **di-** at the beginning of a word.

- The prefix **de-** usually means **out of** or **away from**.
- The prefix **di-** usually means **two** and sometimes **di-** can be short for **dis-**.

de- words	di- words
demote, decline	divide, dismay



1 Choose the correct spelling of each word pair and write your choice in the space below.

- a** I had a difficult **decision/dicision** to make.
- b** The forest fire **distroyed/destroyed** many trees.
- c** I **discovered/descovered** how to change the internet settings.
- d** My brother has a strong **disire/desire** to travel around the world.
- e** It would be a complete **disaster/desaster** if you dropped that.

(1 mark each)

2 Write **de-** or **di-** on each line to complete the word.

- | | | |
|-----------------------|----------------------|----------------------|
| a ____sabled | e ____termine | i ____mension |
| b ____fficult | f ____vious | j ____git |
| c ____gnity | g ____tective | k ____sign |
| d ____spicable | h ____rection | l ____gest |

(1 mark each)

3 Circle the five words that are spelled incorrectly.

- | | | |
|----------------|--------------|-------------|
| ▶ disconnected | ▶ devastate | ▶ disappear |
| ▶ descredit | ▶ destiny | ▶ devine |
| ▶ dispise | ▶ discourage | ▶ disturb |

(1 mark each)

4 Write sentences that include the following words.

- | | |
|--------------|----------------|
| dilemma ▶ | a _____ |
| deserted ▶ | b _____ |
| desperate ▶ | c _____ |
| disgusting ▶ | d _____ |
| detached ▶ | e _____ |

(1 mark each)

▼ **TOTAL**

3.13 -ough, -aught and -ought

The spelling **-ough** has lots of different sounds.

-ough sounds

cough = off dough = oh through = oo plough = ow thorough = uh tough = uff

Answer these questions.

1 Add **-ough** to complete the spelling of each word, then write a word that rhymes with each given word below it.

- | | | |
|------------------|---------------------|-------------------|
| a c _____ | d bor _____ | g tr _____ |
| _____ | _____ | _____ |
| b r _____ | e en _____ | h pl _____ |
| _____ | _____ | _____ |
| c t _____ | f alth _____ | i b _____ |
| _____ | _____ | _____ |

(1 mark each)

/9

You will also need to know when to use **-ought** and **-aught**.

2 Work out whether the following words use **-ought** or **-aught** and match them to the correct letter string.

- a** d _____ er
- b** c _____
- c** n _____ y
- d** f _____
- e** t _____
- f** fr _____
- g** distr _____
- h** s _____

-ought

-aught

(1 mark each)

/8

3 Write sentences using the following words.

dough ▶

a _____

throughout ▶

b _____

laughter ▶

c _____

(1 mark each)

/3

TOTAL

/20

3.14 -il, -al, -el and -le

Words ending with **-il**, **-al**, **-el** and **-le** often have *the same sound*.



You could picture the word in your mind, learn the word or look in a dictionary.

Sometimes writing the word a couple of different ways can help you to decide which ending looks right.

Examples	-il – pencil	-al – medal	-el – tunnel	-le – puddle
----------	---------------------	--------------------	---------------------	---------------------



1 Draw lines to match each word to its ending.

anim_____	-il
peop_____	
stenc_____	-al
swiv_____	
hudd_____	-el
natur_____	
utens_____	-le
squirr_____	

(1 mark each)
/8

2 Complete the following words with **-il**, **-al**, **-el** and **-le**.

a rumb _____	g norm _____	m beet _____
b lad _____	h midd _____	n met _____
c coun _____	i gener _____	o electric _____
d litt _____	j loy _____	p possib _____
e numer _____	k hospit _____	
f pet _____	l examp _____	

(1 mark each)
/16

3 Circle the words in the box that are spelled incorrectly and write the correct spellings on the lines.

doubil marble multiple snuggel cycil whistle
sandal saddel uncil gruel doddle giggil

(1 mark each)
/6

▼ TOTAL
/30



1 Practise writing and spelling the following words.

Word	Look	Cover	Say	Check
recognise				
twelfth				
immigrant				
genre				
sensitive				
definite				
brilliance				
acquaintance				

(1 mark each)

/8

2 Underline the word that is spelled correctly in each line.

- a** recomend reccommend recommend
- b** defendent defendant defendint
- c** tragedy tradgedy trajedy
- d** immedieate immediate immidiate
- e** exist excist exzist
- f** secretery secritary secretary
- g** inperfect imperfect unperfect
- h** excitable excitible exciteable
- i** mispronounce mispronuce misprounce

(1 mark each)

/9

3 Match each word to a word family that means the same (synonyms).

exaggerate	applicable, suitable, significant
harass	give up, surrender, go without
relevant	mediocre, unremarkable, passable
fatigue	overstate, magnify, amplify
sacrifice	tiredness, weariness, exhaustion
average	pester, torment, hassle

(1 mark each)

/6

4 Write sentences using the following words.

- accompany ▶
- persuade ▶
- redundant ▶

- a** _____
- b** _____
- c** _____

(1 mark each)

/3

▼ TOTAL
/26

SPELLING WORD LIST FOR BOOK 1

A

accompany
accord
acquaintance
admonish
advertisement
aggressive
apparent
assignment
available
average
awkward

B

balance
bargain
beautiful
brilliance
brief
bruise

C

committee
community
conscience*
conscious*
cupboard

D

decrepit
definite
defendant
desperate
dictionary
disappoint
disaster
disgusting

E

eaves
ecstatic
embarrass
emigrant
environment
equip
(-ped, -ment)
especially
exaggerate
excitable
exist
explanation
extraordinary

F

familiar
fatigue
foreign
forty

G

genre
glisten
govern
guarantee

H

harass
height
hinder

I

immediate
immigrant
imperfect
individual
interfere
interrupt

L

leisure
lightning
liquid

M

magnificent
marvel
medicine
mischief
mispronounce
mosquito

N

necessary
nuisance

O

occupy
occur

P

persuade
possess
precipitation
prejudice
profession
pseudonym

Q

queue
quadruple

R

recognise
recommend
redundant
relevant
reverent
rhyme
rhythm

S

sacrifice
secretary
sensitive
sentence
sincere
solstice
suggest

T

temperature
thorough
tragedy
twelfth

V

variety
vegetable
ventricle

Y

youngest

Many of these words can be used for practice in adding prefixes or suffixes.

* **conscience** and **conscious** are related to science. All come from the Latin word meaning *to know*.
conscience is simply **science** with the prefix **con-** added. **conscious** also contains the **sci-** of **science**.



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