

Junior
ENGLISH
Skills
7

Lisa Neale

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A note for teachers

This book has been written to help your Year 7 students build their basic skills in grammar, punctuation, spelling and vocabulary.

Depending on student ability, most questions and activities in these units are designed to be worked through independently. Answers are provided so that students can check their own work as required – see 'For students: how to use this book'.

There are therefore a number of ways in which the book could be used.

- ▶ You could work through the 26 units of work with your students in the classroom to refine their basic skills.
- ▶ You could set units of work (or individual questions/activities) as homework tasks and mark them together in class.
- ▶ You could leave units of work to be completed when you need to be absent from the classroom.

The challenge questions at the end of the units provide scope for deeper exploration or more creative individual tasks.

We know how important it is to continue refining basic language skills, and how challenging it is to keep this happening when the teaching and learning program is busy. This book is intended to help you do this!

For students: how to use this book

This book contains 26 units to help you learn about and practise a range of important English skills.

It is best to do them in order, as the activities in some units build on the knowledge and skills gained in earlier units.

Here is how the units work ...

- 1 Each unit begins with important facts. These include definitions or explanations of various aspects of the English language, and examples of how they are used. Read them carefully – they show you what you really need to know.
- 2 The next part in each unit is a sample question for you to work through. Follow these steps carefully. Each sample question is followed by at least one practice question for you to try yourself.

SECTION 1: GRAMMAR

1.10 Statements, questions and commands

1 A **statement** is a sentence that tells someone something. It ends with a full stop (or sometimes an exclamation mark if it is stating something exciting).

e.g. The boy stood up. The class did their work.

A **question** is a sentence that asks something. It ends with a question mark.

e.g. Did the boy stand up? Did the class do their work?

A **command** is a sentence that orders someone to do something. It can end with an exclamation mark or a full stop.

e.g. Stand up! Do your work.

Statements, questions and commands help us to communicate in ways appropriate to the situation.

2 **Sample question**

Follow these steps to put the correct punctuation at the ends of the sentences.

1. Where are we going 2. Go away 3. Today is Monday

1 Read the question. What are you being asked to do?	▶ Work out which punctuation is needed at the end of each sentence.
2 Is there a sentence that asks something?	▶ Sentence 1 is the only sentence asking a question. It needs a question mark.
3 Is there a sentence that orders someone to do something?	▶ Sentence 2 is the only sentence ordering someone to do something. It is a command. It would probably be said quite strongly, so use an exclamation mark.
4 Is there a sentence that is just conveying a fact?	▶ Sentence 3 is a statement of an ordinary fact, so it can have a full stop.
5 This is the answer.	▶ Where are we going? Go away! Today is Monday.

TRY THESE YOURSELF

a I'm so glad to see you ____

b Do we have any milk ____

c Stop that right now ____

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- 3 Tips are given on many pages. They often provide additional helpful information and examples. They are designed to help you gain more understanding and do your best!
- 4 Each unit has a set of questions for you to answer to consolidate your learning and practise your skills. Answers for these are included at the end of the book. You can use them to check your understanding as you go.

SECTION 1: GRAMMAR

NOW ANSWER THESE QUESTIONS

4 → 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
What time is it?			
Keep driving until you reach the lake.			
The owl stared unblinkingly.			
When can we go?			
Be quiet!			

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

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

3 Change these questions into statements.

- a Can we go to the beach?

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

4 Change this statement and question into commands.

- a Perhaps you should tidy up this mess.

- b Would you please tell Caitlin? _____

5 Draw lines to match the sentences with the type of text in which they are most likely to be used.

Stir the mixture well.	
The spy crept through the castle.	a transcript of an interview
What was the best part of acting in this film?	
Turn right at the bridge.	a narrative
The ferns waved gently in the breeze.	
When did you first see Mount Fuji?	a set of instructions

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Tips

- Questions often start with words like *how*, *can*, *who*, *what*, *when*, *where* and *why*.
- Commands are usually short and often start with verbs.
- Some types of texts are more likely to contain statements, some might contain more questions, and others may have a lot of commands. It's all about communicating in a way that suits the situation.

- 5 Each unit then has a 'Read and apply' section, in which you will read a short piece of text and apply some of what you have learned in the unit. You can use this section as a chance to push yourself a little further and see what you can achieve. Answers (and suggested answers for more creative or individual activities) are also provided at the end of the book for these sections.
- 6 At the end of each unit, there is a 'challenge' section. These sections contain tasks that you can complete in your own English workbook or on your computer. They involve a little more reading and thinking. They often ask you to do some creative writing, and they sometimes suggest some research to find out a little more about a topic.

5 → **SECTION 1: GRAMMAR** → **Read and apply**

Read the text below, and answer the question that follows.



One of the most common diseases in the world today is tooth decay. Many children already have some tooth decay by the age of 9. How does this happen?

Decay is caused mainly by sugary food. Do you sometimes eat food like that? We all do from time to time! But when you do, it's vital that you remove the bits of food that get stuck between your teeth. Sugar that stays in the mouth helps to form acid that attacks teeth. Thankfully, there's a solution! Brush your teeth!

Fizzy drinks are particularly acidic, but all sweet drinks are a recipe for disaster in terms of tooth decay.

So what can you do to look after your teeth? Reduce the number of acidic drinks you consume. Floss to get rid of food between your teeth. Brush your teeth after eating sugary food.

Look after those pearly whites! They're the only ones you've got!

The text above contains a mixture of statements, questions and commands. Write **S** for statement, **Q** for question or **C** for command in the box at the end of each sentence.

6 → **Writing challenge**

Look at the infographic titled 'How to brush your teeth' above. Based on the infographic, write a detailed set of instructions explaining how to clean teeth thoroughly.

Your instructions should be numbered 1–6. Each instruction should start with a command. Include at least three questions and statements in your instructions.

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1.1

Nouns and adjectives

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

e.g. tower woman city hero cat

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

e.g. Eiffel Tower Annabelle Perth Hercules Felix

Adjectives describe nouns. They give additional information about 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.

e.g. a metal tower a large, crowded city the small, frightened cat

Sample question

Follow these steps to underline the noun and circle the adjective in the following sentence.

An angry dog barked.

- 1 Read the question. What are you being asked to do? ▶ Find the noun and the adjective in the sentence.
- 2 Look for the word that names something. ▶ **dog** is the name of something, so underline **dog**.
- 3 Look for the word that describes the dog. ▶ **angry** describes the dog, so draw a circle around **angry**.
- 4 This is the answer. ▶ An angry dog barked.

TRY THESE YOURSELF

- a A frightened horse galloped past.
- b The excited students lined up quickly.
- c An aggressive aardvark attacked angrily.

NOW ANSWER THESE QUESTIONS

- 1 Underline the nouns and circle the adjectives in the boxes below.

house

television

airport

blue

ridiculous

curly

Hassan

library

gift

distant

happiness

enormous

- 2 Using the words in the boxes above, create three of your own sentences. Use at least one noun and one adjective in each sentence. Use each word only once.

- 3 What type of word is in bold in each of the following sentences? Complete the table.

Sentence	Noun or adjective?
The car drove down the bumpy road.	
We noticed that there was an open door .	
The tourists found the cathedral fascinating .	

- 4 Fill in the gap in each of the following sentences with the most appropriate adjective from the boxes below.

frightened

noisy

ancient

- a The _____ bus broke down.
 b Three _____ rabbits scampered up the hill.
 c The crowd at the concert was _____.
- 5 Fill in the gap in each of the following sentences with an appropriate noun from the boxes below.

mirror

cake

lion

- a The hungry _____ circled the camping ground.
 b The delicious _____ was waiting in the refrigerator.
 c The broken _____ lay on the floor in small pieces.

Read and apply

Read the text below, and answer the questions that follow.

We finally arrived at the cabin after driving for hours through heavy traffic in the hot sun. The cabin was small and cute, with a tin roof, a wide verandah and walls made of mud bricks.

I jumped out of the car and explored the area. There was a lake with kayaks and paddleboards waiting on the shore, and a trampoline behind the cabin. Trees surrounded the clearing where the cabin stood.

While I explored, Rachel raced inside the cabin and tried to claim the biggest room. Mum and Dad said that was their room, and she got annoyed. Then she put her bag in the next best room. Selfish sister ... as usual!

- Find five nouns in the text above and list them here.

- Find five adjectives in the text above and list them here.

- Identify three proper nouns in the text above and list them here.

- Identify one adjective that shows us that the narrator dislikes Rachel's behaviour.

- In the first paragraph, the word **mud** is used as an adjective. Write a sentence using **mud** as a noun instead.

Writing challenge

- Using all of the ten nouns in the boxes below, create an interesting paragraph that could be the opening of a short story. You can use them in any order.

house

spiders

shriek

suitcase

dust

windows

Grandad

floorboards

surprise

Aunt

Tip: You can use more than one adjective to describe a noun!
e.g. *small, cute* cabin.



- Read back through your work and add adjectives to make your writing more interesting!

Tip: Make at least one of your adjectives a colour! Don't write in 'black and white'!



1.2

Pronouns

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

e.g. I me he she herself you it that this they someone
everybody we us them mine ours his him

Using pronouns means we can avoid having to repeat the names of things.

For example, instead of writing

Danielle's brothers are Ryan, Joseph and Christopher. Ryan, Joseph and Christopher have missed Danielle while Danielle has been away. Ryan, Joseph and Christopher are driving to the airport to pick Danielle up. The drive is taking a long time.

we can use pronouns, and write

Danielle's brothers are Ryan, Joseph and Christopher. **They** have missed **her** while **she** has been away. **They** are driving to the airport to pick **her** up. **It** is taking a long time.

Sample question

Follow these steps to underline the pronoun in the sentence below and circle the noun it is replacing.

Arjun finished his bike ride early.

- | | | |
|----------|---|--|
| 1 | Read the question. What are you being asked to do? | ► Find the word that is the pronoun and identify which word in the sentence it is replacing. |
| 2 | Which word in the sentence replaces the name of something or someone? | ► No other word but his could be replacing something, so that must be the pronoun. |
| 3 | Check your answer by substituting the replaced noun in the sentence. | ► Arjun finished Arjun's bike ride early. (It sounds silly and repetitive, but it makes sense.) |
| 4 | This is the answer. | ► <u>Arjun</u> finished <u>his</u> bike ride early. |

TRY THESE YOURSELF

- Emily gave Siddharth's book back to him.
- Nhu was surprised when her results were revealed.
- The CEO said they wanted Jackson to start on Monday.



NOW ANSWER THESE QUESTIONS

- 1 Underline all the pronouns in the following sentences.
 - a The dog got to it first.
 - b Rosie sent flowers to her partner.
 - c He swam across the pool when it wasn't crowded.
 - d Although it was snowing, they still went out on a bushwalk.
 - e Whenever the noise started, he looked around angrily to find the source of it.
 - f Despite having seen him upstairs, she told them that he wasn't home.

- 2 In each sentence below, circle the noun that would best be replaced by a pronoun, then rewrite the sentence, replacing the selected noun with an appropriate pronoun.
 - a Toby told Agheel that Toby had locked the door.

 - b Max lifted the boxes and placed the boxes on 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.

- 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 office.
 - c Give Miley **it / your / me / ours** phone.
 - d Why did **its / her / their / they** arrive late?

- 4 Write two different sentences below by replacing the pronouns in the following sentence with nouns. An example has been provided for you.
They left **it** on top of **that**.
 James and Jayant left the frog on top of the fridge.

Read and apply

Read the text below and answer the questions that follow.

For Julian's twelfth birthday, he went to the city zoo with Mohammed, Oscar and Sheena. Julian liked the big cats, and **he** wanted to see the range of different species that the zoo had on display.

They could hardly see the lions, so they tried the tigers. Mohammed claimed that he saw a stripy tail twitching, but **the others** didn't believe **him**.

Next, the kids went to see the jaguars and cheetahs. Each time, they could smell the animals, but they couldn't see **them**.

Disappointed, they decided to try the giraffes. At least they couldn't hide! But there was a notice on their enclosure saying 'Under maintenance – please come back later'.

- 1 To what or to whom does each highlighted pronoun in the text above refer to? Circle the correct answers below.
 - a **he** **Mohammed / Oscar / Julian**
 - b **the others** **Oscar, Julian and Sheena / the zoo staff / Mohammed, Oscar and Sheena**
 - c **him** **the tiger / Julian / Mohammed**
 - d **them** **the kids / the cheetahs and jaguars / the giraffes**
- 2 Based on what you read in the story above, rewrite the following sentences, replacing the bold pronouns with nouns.
 - a **They** were all disappointed.

- b **They** didn't see any of **them**.

Writing challenge

In the following text, the writer has **not** made it clear what noun each pronoun is referring to.

- 1 Circle every place in the text below where the pronoun is unclear.

When they arrived home, he saw Joe and Matt in the kitchen. He said, 'How was your day?'

'Not great,' he replied. 'They were really hard to see.'

'Oh, that's a shame. Did you ask them to help you?' he said.

'She asked one of them,' he replied, 'but he was too busy for it.'
- 2 Rewrite the text, substituting nouns where you think they are necessary to make the meaning of the story clear.

1.3

Verbs and adverbs

A **verb** is a word used to describe an action or event. Verbs tell us what has happened, is happening or will happen. They can be either **singular** (one person or thing performing an action) or **plural** (more than one person or thing performing an action).

e.g. He **was** awake. He **sleeps** in there. He **will dream**.

An **adverb** gives more information about a verb, or sometimes an adjective or another adverb. Adverbs give us more detail about actions or events.

e.g. She will navigate **carefully**. They'll clean up **afterwards**.

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

e.g. firmly slightly dangerously greedily easily sensibly

However, remember that not all adverbs end in **-ly**!

e.g. hard far late fast often almost outside

Sample question

Follow these steps to underline the verb and circle the adverb in the sentence below.

The kind nurse spoke gently.

- 1 Read the question. What are you being asked to do? ▶ Identify the verb and the adverb.
- 2 Look for the word in the sentence that tells you what is happening. ▶ The nurse **spoke**. That is what the nurse did, so spoke is the verb.
- 3 Look for the word that adds extra information about how that action took place. ▶ It says that the nurse **spoke gently**, so gently is the adverb.
- 4 This is the answer. ▶ The kind nurse spoke gently.

TRY THESE YOURSELF

- a The mysterious figure watched silently.
- b The audience laughed uncontrollably at the comedian's joke.
- c Ben's performance skills developed quickly.

NOW ANSWER THESE QUESTIONS

- 1 Highlight the verbs in one colour and the adverbs in a different colour in the list below.

rapidly ferociously gathered calculates merrily soon hold

- 2 What type of word is the bolded word in each of the sentences below? Circle the correct answer.

- a The woman drove **carefully**. **verb / adverb**
 b Gary **laughed** like a hyena. **verb / adverb**
 c She went to the shopping centre to **meet** him. **verb / adverb**

- 3 In each sentence below, underline the verb and circle the adverb.

- a The whistle blew shrilly.
 b Hastily, he hid the box.
 c They argued angrily about the broken phone.

- 4 Circle the adverb in the sentence below. Then list three different adverbs that you could use in its place.

The dragon flew gracefully over the distant hills.

- 5 Sort the adverbs in the boxes below into the table that follows, so that each verb is described in a way that makes sense. Some have been done for you.

quickly yesterday uphill nearby away overseas

intently happily outside slowly always ravenously

today earlier soon

Verb	How	When	Where
rode	<i>quickly</i>	<i>yesterday</i>	<i>uphill</i>
will travel			
ate			
practises			
skipped			

- 6 Write three short sentences of your own. Each sentence must contain a verb and an adverb. For each sentence, underline the verb and circle the adverb.

Read and apply

Read the text below and answer the questions that follow.

Windsurfing well!

- Push the board out into deep water, checking that the fin is clear of the bottom.
- Wait until you can detect where the wind is coming from.
- Turn the board around until its sail is pointing downwind.
- Move around to the upwind side of the board and pull yourself up to kneel on the board.
- Stay on your knees and grasp the rope that pulls the sail up (the uphaul).
- Rise to your feet while trying to keep your balance.
- Bend your knees and pull on the uphaul to bring the sail up out of the water.
- Try to keep your back upright. (This improves with practice!)
- And you're off! Harness the wind and go gliding across the water!

- 1 In the title of these instructions, which word is a verb and which word is an adverb?

Verb: _____ Adverb: _____

- 2 Using the adverbs in the list below, edit the instructions to make them more detailed. Insert one adverb in each instruction, and use each word only once.

carefully directly gracefully firmly first greatly hard patiently slowly

- 3 Insert either verbs or adverbs below to complete these sentences about other water sports.
- a When I'm kayaking, it feels like I _____ through the water cleanly like a knife.
- b Water polo is a fun sport, but it can sometimes be played rather _____.
- c Stephen can dive so _____ that there's hardly any splash.
- d The leader of the race is _____ a whole pool length ahead!

Writing challenge

Write your own set of instructions for something that you know how to do well. Include at least three instructions, with one verb and adverb in each instruction.

Stuck for an idea? Try one of these:

- › making a sandwich › washing a dog › wrapping a present

1.4

Verb tenses

A verb 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 tense	Present tense	Future tense
to listen	listened	listen or listens	will listen
to wake	woke	wake or wakes	will wake
to think	thought	think or thinks	will think

Sample question

Follow these steps to choose the correct ending for the sentence below.

My bike got a puncture after I ...

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

- Read the question. What are you being asked to do? ► Work out which sentence ending matches the start of the sentence.
- Read the sentence beginning and work out which tense it is written in. ► The bike **got** a puncture, so it happened in the past. The sentence is in the **past** tense.
- Check the tenses of the sentence endings. ► a present tense c past tense
b future tense d present tense
- Select the ending that matches the sentence beginning. ► Option **c** is the only ending in the **past** tense.
- This is the answer. ► **My bike got a puncture after I rode over the broken glass.**

TRY THIS YOURSELF

Seb enjoys himself when he ...

- a was playing football on Saturdays. c played football on Saturdays.
 b plays football on Saturdays. d will play football on Saturdays.



NOW ANSWER THESE QUESTIONS

- 1 Write whether the verbs below are in past, present or future tense.
- a will sneeze _____ e climbed _____ i will celebrate _____
 b will paint _____ f shrank _____ j walk _____
 c remember _____ g waved _____ k soared _____
 d hoped _____ h begs _____ l speak _____
- 2 Complete the table below by filling in the blank boxes with the appropriate verb tense. The first row has been done for you.

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

- 3 Rewrite these sentences to make them past tense.
- a I will go to the party. _____
 b He competes against Joe. _____
 c Chloe can see the moon. _____
- 4 Rewrite these sentences to make them future tense.
- a Jake was extremely late. _____
 b Amika is working well. _____
 c Sofia wanted a cool drink. _____
- 5 Rewrite these sentences to make them present tense.
- a I will watch the film. _____
 b She heard some loud music. _____
 c I taught Josiah to swim. _____
- 6 Place a tick beside 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.
 d they are going to the shops.



Read and apply

Read the text below, and answer the questions that follow.

The Year 7 students looked disbelievingly at their substitute teacher. ‘Is he even qualified to teach?’ they think. They are supposed to be doing last-minute revision for their maths exam starting in 20 minutes, but instead he will ask them to sit back, shut their eyes and listen. Classical piano music flows out of a speaker.

They thought he is crazy, but they will do as he asked. As the music is playing, they are discovering that they gradually feel relaxed. It was working! After a few minutes, their heart rates are slowing down, they feel less stressed, and their minds will become clearer.

When it is time to open their exam papers and get started, the students feel calm and confident.

- 1 There is something wrong with the text above. What is the problem? Explain it in your own words, and give examples to back up your answer.

- 2 The text begins in the past tense. Rewrite it here with past tense used consistently throughout.

Writing challenge

Using the following sentences as a story starter, compose a paragraph that is consistently written in the present tense.

I walk up the stairs with my heart pounding. I’m running late. This is my first day at ...

1.5

Subject-verb agreement

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

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

Subject-verb agreement is when the subject and the verb 'agree' (or match).

- ▶ 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.



The bee stings the beekeeper. There is only one subject (**bee**) so the verb must be singular (**stings**).

The bees sting him often. There is a plural subject (**bees**) so the verb must be plural (**sting**).

The beekeeper or his wife sells the honey. Although two people are referred to, only one is performing the action at a time (selling the honey), so the singular form of the verb (**sells**) is used.

Sample question

Follow these steps to maintain subject-verb agreement in the following sentences.

- a Rashid _____ late.
- b Lucy and her mother _____ laughing.
- c Jo or Ann _____ helping.

- | | | |
|----------|--|--|
| 1 | Read the question. What are you being asked to do? | ▶ Decide whether the sentences need the singular or the plural form of the verb. |
| 2 | Count the number of people performing the action in each sentence. | ▶ a There is one person.
b There are two people.
c There is one person, because either Jo or Ann is helping. |
| 3 | These are possible answers. | ▶ a Rashid is late.
b Lucy and her mother are laughing.
c Jo or Ann is helping. |

TRY THESE YOURSELF

- a _____ Olivia or Marcus presenting the award?
- b Julia and her brother _____ meeting me there.

NOW ANSWER THESE QUESTIONS

- 1 Complete this table using the correct verbs.

Singular	(She)	dances	goes		makes		cries
Plural	(They)			watch		hold	

- 2 Tick the sentences that are correct.
- There is two skateboards for sale.
 - Mandy and Olaf have started their homework.
 - Isabella or Chiara are going to buy the food.
 - Where is my money?
 - Rasheed spends all his time gaming.
- 3 Draw the missing fish in the pictures below to show the meaning of these sentences.
- The fish is in the fishbowl.
 - The fish are in the fishbowl.



- 4 Circle the word that needs to be changed in each sentence below, then write the correct word in each space.
- Where is the new scissors? _____
 - All the farmyard animals is crying. _____
 - A violin, a flute and a keyboard sounds good together. _____
- 5 Rewrite these sentences correctly.
- Jeff and Beth sings well. _____
 - The trees is too tall. _____
 - Meg or her sister make lunch. _____
 - Why is the children shouting? _____



Read and apply

Read the text below and answer the questions that follow.

Bees are best known for making honey. But did you know that they are important for the production of other foods as well?

Every bee is vital for the food growing industry. As bees fly from plant to plant, they carry pollen, which enables plants to produce seeds. If no seeds are produced, then nothing can grow. Without seeds, we wouldn't have any fruit or vegetables. No technology exists yet that can pollinate plants like bees do.

Across the world, numbers of honeybees have been falling for some years. Wild honeybees is in crisis as their numbers are now very low. It is not clear why honeybee numbers have fallen so rapidly. It could be disease, bad weather or perhaps the chemical sprays that farmers are using.

What might the world be like without bees?

- 1 Underline the sentence in the text above that has a disagreement between the subject and the verb. Circle the incorrect verb in the text, then explain why it is incorrect.

- 2 Highlight three examples of sentences in the text that have correct subject–verb agreement.
- 3 In each sentence you have highlighted for the previous question, underline the subject and circle the verb to show which words are in agreement.
- 4 The above text ends with a question. Write a short answer to this question, then circle an example of subject–verb agreement in your response.

Writing challenge

Imagine you are giving a speech about the worrying decline in bee populations and why scientists and governments need to work hard to fix the problem. Write one paragraph of your speech.

In your paragraph, use at least six of the verbs from the boxes below. Make sure you write correct sentences with subject–verb agreement. Include at least three singular and three plural verbs.

become becomes change changes cry cries decline declines do
does improve improves prevent prevents save saves solve solves

1.6

Modal verbs

A **modal verb** can be used to indicate ability, probability, possibility, obligation or permission.

- e.g.** **can/could will/would shall/should must/ought may/might**
 I **might** go shopping later. You **should** carry the bags for Granny.
 You **must** go to bed!

Modal verbs help us to express ideas such as how certain or how strongly people feel about something, how likely something is to happen or how important something is.

For example, the modal verbs **must** and **will** express a high degree of certainty, while **might**, **should** and **may** sound less certain.

Sample question

Follow these steps to choose an appropriate modal verb to complete the following sentence.

Ben wondered whether he _____ complete his homework before or after dinner.

- 1** Read the question. What are you being asked to do? ➤ Add a modal verb that correctly completes the sentence.
- 2** Identify the main verb in the sentence. ➤ The main verb is **complete**.
- 3** Try some of these common modal verbs in the sentence by reading aloud. There will be more than one possible answer. ➤ can, could, will, would, shall, should, may, might, must, ought
- 4** This is a possible answer. ➤ Ben wondered whether he **should** complete his homework before or after dinner.
- 5** These modal verbs also work in the sentence. ➤ **could, would, might, must**

TRY THESE YOURSELF

- a** Our best player is injured, so our team _____ reach the grand final.
- b** You _____ go to the new trampolining centre – it's so much fun!

Tip: Modal verbs have positive and negative forms. For example:

- 'You **should** walk in the corridors.'
- 'You **shouldn't** run in the corridors.'



NOW ANSWER THESE QUESTIONS

- 1 Circle the modal verb in each sentence below.
 - 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.
- 2 Write out each sentence from Question 1, replacing each modal verb with a different one.

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

- 3 Complete the following table to explore how changing the modal verb changes the meaning of the sentence. An example has been provided for you.

Sentence	The meaning of the sentence
Nadal might ride his bike.	<i>Nadal has the option to ride his bike. The choice of whether to do so is his.</i>
Nadal should ride his bike.	
Nadal will ride his bike.	
Nadal must ride his bike.	

- 4 Write a sentence using each of these modal verbs.
 - a could _____
 - b might _____
 - c should _____
 - d must _____
- 5 Complete this table to show the positive and negative forms of modal verbs.

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



Read and apply

Read the text below, and answer the questions that follow.

Beware! There is a new virus called 'Badtimes' being spread via email. This is the most dangerous virus to date. It could wipe your hard drive.

Not only that, but it may scramble any devices that are within ten metres of your computer. It might recalibrate your freezer so your ice cream melts. It could demagnetise the strips on your bank cards. It will prank call your mobile phone all night. It could even eat your homework.

You could go crazy!

But seriously ... computer viruses are no joke! Sadly, many people may fall victim to new viruses. If it happens to you, you may not be very happy! So you **SHOULD NOT** click on any suspicious links ... **EVER!** You may never know when you're about to be tricked!

- 1 Circle all of the modal verbs in the text above.
- 2 Rewrite the following sentences with different modal verbs to make them sound more certain, urgent or persuasive.
 - a I might check my antivirus software tonight.

 - b If you click on a suspicious link, your computer could get a virus.

- 3 You can make the text above even more persuasive. Replace at least five modal verbs with other modal verbs that increase the impact of the warning.

Writing challenge

- 1 Choose one of the following topics and write a short persuasive text of one to two paragraphs. Use a variety of modal verbs to make your point. (You can choose whichever side of the argument you like.)
 - ▶ School starts too early in the day.
 - ▶ Zoos are bad.
 - ▶ Kids' sport is too competitive.
 - ▶ The best performer in the world is _____ [you choose!].
- 2 Read back through your work. Find at least one place where a different modal verb could be used to make your point more effectively, and edit your sentence accordingly.

1.7

Prepositions

Prepositions show the positions of things or how things relate to each other. Prepositions help us to understand the relationship between words in a sentence and the positions of things in a text relative to each other.

Tip: Sometimes two or more separate words can make up a preposition – e.g. *on top of, next to, in front of.* 

e.g. above behind below beneath between down in inside into
near off on onto opposite outside over through under
underneath upon before after

The bike was **inside** the shed **after** lunch, **under** the bench and **beside** an old wheelbarrow.

Sample question

Follow these steps to circle the prepositions in the following sentence.

The white rabbit stopped near Alice, then dived into a hole in the ground.

- | | |
|--|---|
| 1 Read the question. What are you being asked to do? | ► Find all the prepositions in the sentence. |
| 2 Find the words that tell you about the position of something – in other words, where something happens. | ► We are told where the rabbit stopped in relation to Alice (near her).
Then we are given two pieces of information about where the rabbit went next (into a hole, which was in the ground). |
| 3 This is the answer. | ► The white rabbit stopped near Alice, then dived into a hole in the ground. |

TRY THESE YOURSELF

- Would you like to shelter underneath my umbrella?
- The train has come through the tunnel and is about to go onto the bridge.
- Billie walked into her room and looked under the bed for her hat.
- Please take the clothes out of the washing machine and hang them on the line before breakfast.

NOW ANSWER THESE QUESTIONS

- 1 Draw lines to match each sentence opening with the ending that best suits its content and its preposition.

The cat was hiding underneath

The cat sat in the garden between

The cat squeezed through

Max made the coffee in

Renee took coffee out of

Let's go for a nice early swim before

There's a nice beach opposite

We can visit Henry tonight after

breakfast.

a gap in the fence.

the dinner party.

his hand.

my hotel.

the bed.

the rows of flowers.

the kitchen.

- 2 Complete each sentence below with a suitable preposition. Use a different word for each answer.

a Faroud put the bottle _____ the fridge.

b He parked the car _____ the main gate.

c Max sat _____ the bridge.

d Elly walked _____ the hill.

e The dog jumped _____ the fence.

- 3 Write one sentence that uses both of the following prepositions.

onto

before

- 4 Write one sentence that uses all three of the following prepositions.

up

beyond

around

- 5 Complete the following table. An example has been provided for you.

Less formal	More formal
This is the container we keep the pasta in .	<i>This is the container in which we keep the pasta.</i>
Maths is the first subject I need to concentrate on .	Maths is the first subject _____ _____.
This is dense bushland _____ _____.	This is dense bushland through which we are walking!

Tip: A preposition can sometimes be placed in different positions in a sentence. This can lead to a sentence sounding more or less formal, because according to an old rule of English, you shouldn't end a sentence with a preposition.



Read and apply

Read the text below, and answer the questions that follow.

Flynn lifted his head _____ with a jolt. Sunlight was streaming _____ the window. He looked at the clock _____ his bedside table. It said 8:15!

He jumped _____ bed, knocking his glass of water _____ the bedside table. He rushed _____ the bathroom and _____ again, then he threw _____ his school uniform. He quickly gulped _____ a bowl of cereal, leaving milk and cereal crumbs everywhere _____ the kitchen bench.

Why wasn't anyone moving _____ the house? Mum and Dad never slept _____ 7:30, and school started at 9:00!

'I have to wake everyone _____ I leave,' he thought.

He hoisted his backpack _____ his shoulder and was halfway _____ the hallway _____ his parents' room when the realisation dawned. 'Yesterday was the end of daylight saving time! I've got a whole extra hour!'

- 1 The prepositions are missing from the text above. Fill in each gap with an appropriate preposition and ensure that the story makes sense.
- 2 Write an ending paragraph for this story. Include at least three prepositions.

Writing challenge

Look at the picture below. Write as many sentences as you can to accurately describe what is happening in the picture. Include at least one correctly used preposition in each sentence. An example has been provided for you.



There is shade under the tree. ✓

1.8

Articles

An **article** is a word used with a noun. It can tell us which thing is being referred to, how many things there are or how much of something there is. The three articles in the English language are **a**, **an** and **the**.

A is used when the next word is (or refers to) a **singular noun** that begins with a consonant or a consonant sound.

An is used when the next word is (or refers to) a **singular noun** that begins with a vowel or a vowel sound.

The can be used with **singular** or **plural nouns**.

e.g.	Lucy will take an apple from the bowl.	The article an means Lucy is selecting one out of a number of apples. The article the means the sentence is referring to one particular bowl.
	Lucy will take the apple from the bowl.	The article the (used twice) means the sentence is referring to one particular apple and one particular bowl.
	Lucy will take an apple from a bowl.	The article a means there may be more than one bowl containing apples.

Sample question

Follow these steps to insert the correct articles in the sentence below.

Read _____ instructions, then write _____ essay using _____ blue or black pen.

- 1 Read the question. What are you being asked to do? ► Identify which articles are needed.
- 2 Look at the nouns that follow each gap. ► **Instructions** is a plural noun, so the article must be **the**. You wouldn't say 'write **the** essay' in this context. **Essay** begins with a vowel sound, so the article must be **an**. You wouldn't say 'using **the** blue or black pen' in this context. **Blue** begins with a consonant sound, so the article must be **a**.
- 3 This is the answer. ► Read **the** instructions, then write **an** essay using **a** blue or black pen.

TRY THIS YOURSELF

Sit in _____ comfortable position, think of _____ imaginary happy place, and let _____ relaxation begin.



NOW ANSWER THESE QUESTIONS

1 Write either **a** or **an** before the following words.

- | | |
|---------------------------|---------------------------|
| a _____ arrow | e _____ overheated engine |
| b _____ uniform | f _____ haunted house |
| c _____ xylophone | g _____ yellow submarine |
| d _____ heir to a fortune | h _____ x-ray |

2 Circle the article in each of the sentences below.

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

Tip: Even though the word **ukulele** starts with a vowel, it is pronounced with a **y** sound at the beginning. This is a consonant sound, so the article used before it is **a**. Similarly, the words **hour** and **honest** begin with vowel sounds, so the correct article to place before them is **an**.

3 Place a tick or a cross next to the sentences below to indicate whether the articles are correct or incorrect.

- a We need to buy an hamper for our dirty clothes.
- b Do you want a angel or a star on top of the Christmas tree?
- c The vet performed an examination.
- d I need a umbrella.
- e My sister is applying to a university.
- f Dad just cracked open an rotten egg!

4 Rearrange each set of words below to form a complete sentence.

- a a / found / in / the / abandoned / cave / bowl / old / I

- b for / once, / Minky / both / keen / on / trying / a / new / flavour / of / ice cream / were / Herx / and

- c a / sign / someone / from / for / searching / sweeping / shoreline, / Savannah / surveyed / the

Read and apply

Read the text below, and answer the questions that follow.

Last night, we went to the circus that arrived in town this week. There were acrobats, trapeze artists and clowns – and the ringmaster!

The acrobats made _____ human pyramid eight rows tall! _____ acrobat near the top wobbled a fair bit, but it was all okay. _____ clown with the green suit was the funniest one! He kept falling down on his backside, and each time he fell, one of the other clowns made a funny noise.

But the winners, in my opinion, were _____ trained dogs. There were five of them. They jumped over flaming hurdles. They did a dance routine standing on two legs. Some of them could spin around three times! And they even swung on a little trapeze swing made just for them. The finale of the act came when each dog broke through _____ small paper-covered hoop held high in the air by a trainer. It was incredible!

- 1 Circle the correct answer for each of the multiple-choice questions below based on the articles and other clues in the text.

<p>a How many circuses arrived?</p> <ul style="list-style-type: none"> i. one ii. more than one iii. it's impossible to tell 	<p>c How many acrobats were there?</p> <ul style="list-style-type: none"> i. one ii. six iii. at least ten
<p>b How many ringmasters were performing?</p> <ul style="list-style-type: none"> i. one ii. two iii. it's impossible to tell 	<p>d How many little trapeze swings for dogs were there?</p> <ul style="list-style-type: none"> i. one ii. five iii. it's impossible to tell

- 2 Fill in the gaps in the text with the appropriate articles.

Editing challenge

Read through the following short paragraphs and circle every incorrect article. Then, replace them with the correct article.

Australian circuses used to have the wider range of animals in them, including elephants, lions and bears, but an growing awareness of an cruel treatment of circus animals has put a end to this.

Many people believe that a animal has the right to be free, and not be punished for getting tricks wrong! Some people believe that even a dogs, goats and ponies that still appear in circuses today should not be restricted to an confined circus life.

1.9

Connectives and conjunctions

A **connective** links different phrases, sentences and paragraphs together. Connectives help to make our writing flow well and have clear meaning. They show how different ideas or events in a piece of writing relate to each other.

e.g. **Initially**, Tom wanted the latest phone. **However**, he discovered that it was too expensive. **In addition**, he heard that it wasn't very reliable. **Consequently**, he bought a cheaper, more reliable phone.

A **conjunction** is a connective word or words used to link different ideas in a sentence. Conjunctions are used to make clear how the different elements in a sentence relate to each other.

e.g. He went to the footy match **even though** it was raining. He caught a taxi **because** he was worried about being late. He arrived **as** the game was starting. **While** play began, his friend bought snacks.

Tip: All conjunctions are connectives. They are connectives that link things or ideas within one sentence. 

Sample question

Follow these steps to insert an appropriate connective in the sentence below.

I got the highest mark, _____ I won the competition.

- 1 Read the question. What are you being asked to do? ▶ Choose a connective that completes the sentence correctly.
- 2 Think about how the two parts of the sentence relate to each other. ▶ The first part of the sentence caused the second part to happen.
- 3 Think of a connective that tells us that one thing has caused another thing to happen. ▶ The first part of the sentence had to happen **so** the second part could happen. The conjunction **so** makes sense as the connective in this sentence.
- 4 This is a possible answer. ▶ I got the highest mark, **so** I won the competition.

TRY THESE YOURSELF

- a I like Mondays _____ we have Drama that day.
- b _____ she couldn't swim, Dani enjoyed going to the beach.
- c I would have called you, _____ I don't have your number.

NOW ANSWER THESE QUESTIONS

- 1 Draw lines to match these sentence openings to the most appropriate endings.

I ran the fastest although

I was selected to run the race.

I ran the fastest because

my eyes are the bluest in the class.

I ran the fastest, so

my shoes didn't fit properly.

I ran the fastest and

I had trained the hardest.

- 2 Complete each sentence below with a suitable connective.

- a Henry was tired _____ he got lots of sleep.
 b Barbara scraped her knee _____ she climbed over the fence.
 c Juan dragged himself to school, _____ he really wanted to go fishing.
 d Liane stayed up late _____ she could watch the fireworks.

- 3 Circle the connectives and conjunctions 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?

- 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 _____.

- 5 Combine the following sentences with an appropriate conjunction.

- › She loves to read.
 › He enjoys playing soccer.

Combined sentence: _____.

- › The sun was shining.
 › It was a cold day.

Combined sentence: _____.



Read and apply

Read the text below, and answer the questions that follow.

Fridges keep food cool. Cooling food makes it stay fresh for longer. Many foods need to be kept in a fridge or a freezer. You should set the temperature in your fridge to below 5° Celsius. Higher than 5° is warm enough for bacteria to survive. It is important to check the temperature in your fridge. Bacteria are harmful. Bacteria often cause poisoning.

Make sure you cool hot food down. Place the cooled food in the fridge. Putting warm food in the fridge is unwise. Putting warm food in the fridge can raise the temperature of the fridge. Other food in the fridge can spoil. Bacteria can breed when conditions are warm enough.

- 1 How would you describe the text above?
 - a Informative and easy to read, with a very clear flow of ideas.
 - b Informative but disjointed, repetitive and a little hard to read.
 - c Entertaining, well written and full of fun ideas for cooking.
- 2 The text above has very few connectives in it to show how the ideas in the text relate to each other. Find three places in the text where using connectives to combine sentences would be helpful, and write the combined sentences below.

Editing challenge

Read the sentences below. The top sentence is the opening sentence of the story, but all the others have been jumbled. Arrange them into a sequence that makes the story make sense.

- **Our cat Muppet escaped from the house yesterday.**
- Consequently, I twisted my ankle!
- Despite us spotting her fairly quickly, that was just the start.
- Finally, Muppet got bored and hungry, and raced back inside.
- For example, Muppet jumped over a tall fence and we had to follow her.
- Furthermore, Sam fell in a puddle while chasing Muppet.
- However, it took us a lot longer to limp home!
- Because she's an inside-only cat, everyone became extremely anxious.
- In addition, Mum was sick and Dad was waiting for the electrician.
- Therefore, Sam and Laura and I had to go and look for Muppet.

1.10

Statements, questions and commands

A **statement** is a sentence that tells someone something. It ends with a full stop (or sometimes an exclamation mark if it is stating something exciting).

e.g. The boy stood up. The class did their work.

A **question** is a sentence that asks something. It ends with a question mark.

e.g. Did the boy stand up? Did the class do their work?

A **command** is a sentence that orders someone to do something. It can end with an exclamation mark or a full stop.

e.g. Stand up! Do your work.

Statements, questions and commands help us to communicate in ways appropriate to the situation.

Sample question

Follow these steps to put the correct punctuation at the ends of the sentences.

1. Where are we going 2. Go away 3. Today is Monday

- | | | |
|---|--|--|
| 1 | Read the question. What are you being asked to do? | ▶ Work out which punctuation is needed at the end of each sentence. |
| 2 | Is there a sentence that asks something? | ▶ Sentence 1 is the only sentence asking a question. It needs a question mark. |
| 3 | Is there a sentence that orders someone to do something? | ▶ Sentence 2 is the only sentence ordering someone to do something. It is a command. It would probably be said quite strongly, so use an exclamation mark. |
| 4 | Is there a sentence that is just conveying a fact? | ▶ Sentence 3 is a statement of an ordinary fact, so it can have a full stop. |
| 5 | This is the answer. | ▶ Where are we going? Go away! Today is Monday. |

TRY THESE YOURSELF

- a I'm so glad to see you ____
- b Do we have any milk ____
- c Stop that right now ____



NOW ANSWER THESE QUESTIONS

- 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
What time is it?			
Keep driving until you reach the lake.			
The owl stared unblinkingly.			
When can we go?			
Be quiet!			

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

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

- 3 Change these questions into statements.

- a Can we go to the beach?

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

- 4 Change this statement and question into commands.

- a Perhaps you should tidy up this mess.

- b Would you please tell Caitlin? _____

- 5 Draw lines to match the sentences with the type of text in which they are most likely to be used.

Stir the mixture well.

The spy crept through the castle.

What was the best part of acting in this film?

Turn right at the bridge.

The ferns waved gently in the breeze.

When did you first see Mount Fuji?

a transcript of an interview

a narrative

a set of instructions

Tips

- Questions often start with words like **how**, **can**, **who**, **what**, **when**, **where** and **why**.
- Commands are usually short and often start with verbs.
- Some types of texts are more likely to contain statements, some might contain more questions, and others may have a lot of commands. It's all about communicating in a way that suits the situation.

Read and apply

Read the text below, and answer the question that follows.



One of the most common diseases in the world today is tooth decay.
 Many children already have some tooth decay by the age of 9. How does this happen?

Decay is caused mainly by sugary food. Do you sometimes eat food like that? We all do from time to time! But when you do, it's vital that you remove the bits of food that get stuck between your teeth. Sugar that stays in the mouth helps to form acid that attacks teeth. Thankfully, there's a solution! Brush your teeth!

Fizzy drinks are particularly acidic, but all sweet drinks are a recipe for disaster in terms of tooth decay.

So what can you do to look after your teeth? Reduce the number of acidic drinks you consume. Floss to get rid of food between your teeth. Brush your teeth after eating sugary food.

Look after those pearly whites! They're the only ones you've got!

The text above contains a mixture of statements, questions and commands. Write **S** for statement, **Q** for question or **C** for command in the box at the end of each sentence.

Writing challenge

Look at the infographic titled 'How to brush your teeth' above. Based on the infographic, write a detailed set of instructions explaining how to clean teeth thoroughly.

Your instructions should be numbered 1–6. Each instruction should start with a command. Include at least three questions and statements in your instructions.

1.11

When to use 'I' and 'me'

I and **me** are pronouns that refer to yourself.

 **I** went to the netball game. Show **me** how to win the game!

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

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

Which one is correct? Try leaving out the other person. What if you went skating alone?

I went skating.  **Me** went skating. 

What about these sentences?

Dad bought skates for Jen and **I**. Dad bought skates for Jen and **me**.

Which one is correct? Leave Jen out of the sentence and see what happens.

Dad bought skates for **I**.  Dad bought skates for **me**. 

Sample question

Follow these steps to fill the blank correctly in this sentence using **I** or **me**.

Mrs Ryan asked Matt and _____ to stack the chairs.

Tip: Many people think '... and I' should always be used, because they believe it sounds more formal or polite, but this is incorrect! It always depends on the structure of the sentence. 

- | | | |
|----------|--|---|
| 1 | Read the question. What are you being asked to do? | ▶ Work out whether to use I or me . |
| 2 | Take the other person out of the sentence and test the new sentence using I and me . | ▶ Mrs Ryan asked I to stack the chairs.
Mrs Ryan asked me to stack the chairs. |
| 3 | Put the correct choice into the original sentence to get the correct answer. | ▶ Mrs Ryan asked Matt and me to stack the chairs. |

TRY THESE YOURSELF

- a** Vincent and _____ caught the bus into town.
- b** Frances gave Joanna and _____ our presents.

NOW ANSWER THESE QUESTIONS

1 Tick the sentences below that use **I** and **me** correctly.

- a Josie and I went to the park.
- b Please don't disturb Sandy and I!
- c Lachlan and me had pizza for lunch.
- d They presented awards to Kate and me.
- e You and me are going to do well!
- f William left when Konrad and I arrived.

Tip: When you leave the other person out of the sentence to test the use of **I** and **me**, you may sometimes also need to change or leave out other words in the sentence so that it still makes sense.

e.g. 'My friend and **I/me** are both sick' becomes '**I** am sick'.

2 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 swimming pool is near where Max and _____ went walking.
- e Give the paints to Tom and _____ so we can finish our model.
- f Why do you and _____ always get the blame?
- g Thanks to you and _____, that game went really well.
- h Jimmy and _____ are here.
- i Why do you always ask Xia and _____?
- j Do you see the same problem as Clara and _____ do?

3 When you write about yourself and another person, you should generally put the other person first.

Rewrite the following sentences on the lines below. Make sure you put the other person first and ensure that you use **I** and **me** correctly in your rewritten sentences.

- a Me and Macey want to go to the movies.

- b Give the chocolates to I and Dad.

- c Me and you have been friends since kindergarten.

- d You should come with me and Dave when we go out.



Read and apply

Read the text below, and answer the questions that follow.

Hi Granny,

Mum, Stephen and me have finally arrived in Queensland! Mum made Stephen and I mad as she drove up the freeway like a snail and stopped at all the little towns. He and I were just desperate to get to the beach!

But now that we've arrived, my dream holiday is coming true. At the resort where we're staying, the beach is perfect for learning to surf. Mum has promised Stephen and I that she'll book us some surfing lessons soon. But only if he and I both leave her to read in peace!

There's a pool, too, and yesterday a waiter brought Mum and me some drinks while we were in the water! Mum and me couldn't have been happier!

I really don't want to come home. Two weeks in paradise is not enough! But I am looking forward to seeing you. Maybe you could come to the beach with Stephen and I some day!

Love, Maddie

- 1 In the text above, **I** and **me** have been used correctly in some places but not in others. Highlight the incorrect sentences.
- 2 Choose one of the incorrect sentences. Explain how you know it is incorrect.

Writing challenge

- 1 The text above is written in the first person (from Maddie's point of view). Read the following two paragraphs, which follow on from the text above. They are written in the third person about Maddie and her family. Write a third paragraph from the same point of view.

The next morning, Mum got Maddie and Stephen out of bed really early. When they finally stopped complaining long enough to hear what Mum was saying, Stephen and Maddie realised it was going to be a good day after all. They were going to Sea World! They hurried to get ready.

Mum gave the tickets to Stephen and Maddie. She put her arms around both of them and said, 'I hope you have a great day!' Maddie and Stephen wriggled out of the hug and raced out the door. They didn't want to waste any time! Then they ran back in and yelled, 'Thanks Mum!'

- 2 Now imagine that Stephen is the one writing to Granny. Rewrite these two paragraphs in the first person from Stephen's point of view, making sure you use **I** and **me** correctly.

2.1

Capital letters and full stops

A **capital** (or upper case) **letter** is used:

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

e.g. We'll go now. Alex Iceland Japanese October Christianity
Diwali New Year's Day *The Very Hungry Caterpillar*

A **full stop** is used to finish a sentence. It can also indicate that a word has been abbreviated.

e.g. They have arrived. etc. (et cetera) A. B. Paterson

Sample question

Follow these steps to edit this sentence with capital letters and full stops placed correctly.

when i went to melbourne last june, i went to the theatre with mum and dad we saw a musical called *the king and i*

- | | | |
|----------|---|--|
| 1 | Read the question. What are you being asked to do? | ▶ Place capital letters and full stops correctly. |
| 2 | Check how many sentences there should be. Ensure each one starts with a capital letter and finishes with a full stop. | ▶ W hen i went to melbourne last june, i went to the theatre with mum and dad.
W e saw a musical called <i>the king and i</i> . |
| 3 | Make sure the pronoun I is written using a capital letter. | ▶ When I went to melbourne last june, I went to the theatre with mum and dad. We saw a musical called <i>the king and I</i> . |
| 4 | Check for any proper nouns and make sure they receive capital letters. | ▶ When I went to M elbourne last J une, I went to the theatre with M um and D ad. |
| 5 | Check for any titles and ensure they have the capital letters they need. That completes the correct answer. | ▶ When I went to Melbourne last June, I went to the theatre with Mum and Dad. We saw a musical called <i>The King and I</i> . |

TRY THIS YOURSELF

my brothers james and michael will travel to new zealand in september
they're excited because they'll see where *the lord of the rings* was filmed

NOW ANSWER THESE QUESTIONS

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

araluen river

beauty and the beast

christmas tree

creek

eucalyptus tree

hilton hotel

jessie

stars

school

spanish restaurant

hill end public school

- 2 Write the title and author's name on this book cover using capital letters in the correct places.



- 3 Cross out the capital letters that are not needed in the following paragraph.

Many Foxes have invaded towns and even large Cities like Sydney. They are Active in Spring when they often steal young Chickens. Frank Hunter, a Biologist, is hoping Science may give us a solution.

- 4 Circle the sentence that is correct.

Next, Pat went to the Hospital.

- 5 Put a tick or a cross beside each of the following sentences to show whether they are correct.

a Is that your grandad?

b I'm meeting dad here.

c My Mum is the best!

d I'm going to visit Grandma.

Tip: When writing words like **mum** and **dad**, you only need to use capital letters when the words are being used as people's names.

e.g. I know Mum will pick me up. / I know my mum will pick me up. (The second example is the same as saying 'my mother'. you would not use a capital letter there.)



Read and apply

Read the text below, and answer the questions that follow.

Hi team!

Our Presentation Day is coming up on Saturday 31 August at 12:30! Please let the Club Secretary Mr Singh know by this Friday if you're coming.

To get to the event, drive along Eastley Road towards the city and turn left at St Andrew's Presbyterian Church. Drive along Finchley Road for about three kilometres. Just after you cross the Mitchells Creek Bridge, turn right onto the dirt track that leads to the Dearborne River.

Now, keep this bit a secret! We've bought a team present for Coach Cassidy – *The Ultimate Manchester United Trivia Book!* She's been such a great coach ever since the season began in April.

Well done this season (especially in the Grand Final last Sunday), and I'm looking forward to seeing you there!

Sally Smith

Team Manager

P.S. Bring your mums and dads, brothers and sisters, nans and pops – everyone's welcome to come along!

- 1 Fill in the following table with proper nouns from the text above. Make sure you capitalise them appropriately.

Names of places	Names of people	Days/months	Names of official positions	Names of special events	Titles

- 2 Explain why the word 'Coach' is given a capital letter the first time it appears but not the second time.

Writing challenge

Set a timer for five minutes. Within that time, write three names for each of the following categories. Make sure you capitalise them appropriately.

- famous people
- months
- cities
- book titles
- countries
- films
- languages
- public holidays

2.2 Commas

A **comma** is a punctuation mark that separates words within a sentence.

Commas are used:

- ▶ to separate more than two items in a list instead of repeating **and** or **or**
 - e.g. I saw a magpie, a rainbow lorikeet and some cockatoos on the bushwalk.
- ▶ to separate direct speech from the speaker
 - e.g. He said, 'Let's go to the gym this week.'
- ▶ in a **complex sentence** when the extra information (the subordinate clause) comes first.
 - e.g. **Whenever I saw the shop**, I thought about how much money I had spent.

Tip: A **subordinate** or **dependent** clause is a part of a sentence that cannot be a sentence on its own. e.g. **Whenever I saw the shop** isn't a full sentence on its own, so it is a subordinate clause. A **complex sentence** consists of a subordinate clause and a main clause (a part of the sentence that could be a sentence on its own).

Sample question

Follow these steps to put commas in the correct places.

Paul said 'When we go to the movies tonight I would like to get popcorn a choc top and a lemonade.'

- | | | |
|----------|---|--|
| 1 | Read the question. What are you being asked to do? | ▶ Place commas correctly in the sentence. |
| 2 | Look for any lists with more than two items. Put commas where and or or could be written in the list. | ▶ Paul wants popcorn and a choc top and a lemonade. Instead, write popcorn, a choc top and a lemonade . |
| 3 | Look for any direct speech that needs to be separated from the speaker. | ▶ We need a comma to separate Paul from what he said: Paul said , 'When we go ...' |
| 4 | Look for any complex sentences that begin with extra information. | ▶ When we go to the movies tonight is a subordinate clause, so it needs a comma. |
| 5 | This is the answer. | ▶ Paul said, 'When we go to the movies tonight, I would like to get popcorn, a choc top and a lemonade.' |

TRY THIS YOURSELF

'If I finish my homework walk the dog clean my room and take out the rubbish I can come over to your house tonight' said Marley.

NOW ANSWER THESE QUESTIONS

- 1 Insert commas where they are needed in the sentences below.
 - a He ate sandwiches chips a pie some cherries and a biscuit.
 - b The house was big old dirty dark and cold.
 - c We bought balloons streamers flags and sparklers for the party.
 - d They packed warm socks gloves coats and boots.
- 2 Insert commas in these speech sentences only if they are needed.
 - a 'Come here!' shouted the ticket inspector.
 - b 'The water is really cold' declared Tom.
 - c Olivia asked 'Why is your face red?'
 - d 'The train is arriving' announced the stationmaster.
 - e Joshua whispered 'I've forgotten my homework.'
 - f 'Where are you going?' enquired the teacher.
- 3 Tick the sentences in which 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 Ferris wheel and the dodgem cars and, the roundabout.
 - d Suzy was an unhappy, worried and tired little girl.
- 4 Rewrite the incorrect sentences from the previous question here, using commas correctly.

- 5 Cross out the unnecessary commas in these sentences.
 - a I walked into, the shop, shut the door and looked around.
 - 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.
- 6 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 I walked ran swam and biked.
 - c Oscar muttered 'If I study maths French and science today I'll be shattered!'

Tip: If a piece of direct speech finishes with a question mark or an exclamation mark, you don't need to add a comma before the quotation mark.

e.g. 'Don't forget your beach towel!' called Mum.



Read and apply

Read the text below, and answer the questions that follow.

‘We had a fencing lesson in PE today’ said Ella.

‘Fencing? I didn’t know your school taught fencing’ said Mum.

Ella explained that the class had been taken by a new teacher. ‘She’s really good!’ said Ella. ‘She’s kind funny and energetic. She even made Jamie Chris Jo and Harry get involved.’

Nan phoned later that evening. Ella told her about the fencing lesson and then Nan invited Ella over the next day.

When Ella arrived at Nan’s Grandpa was out in the garden. Nan had a twinkle in her eye. ‘I told Grandpa about your fencing lesson’ she said ‘and now he wants you to show him.’

They went outside. Grandpa was standing beside a spade a pile of posts and some fence palings. ‘I’m glad someone knows what to do with this stuff!’ he exclaimed.

Feeling a bit embarrassed for Grandpa Ella opened her mouth to speak.

‘Just kidding!’ said Grandpa.

- 1 All of the commas are missing from the text above. Using a different colour from the text, insert the commas where they belong.
- 2 This is one of the incorrect sentences: ‘Feeling a bit embarrassed for Grandpa Ella opened her mouth to speak.’ Explain why this sentence is incorrect and why you decided to place the comma where you did.

Writing challenge

Rewrite all of the sentences below as complex sentences beginning with subordinate clauses. An example has been provided for you.

‘I like to go swimming after breakfast’ becomes ‘After breakfast, I like to go swimming.’

- › Sarah is going to go travelling when she graduates.
- › My gaming time is limited because I have to do my homework.
- › Could you please tidy the kitchen before you go to Susan’s house?
- › I’ll be able to help you as soon as I’ve found my shoes.
- › My cousin with the new car can pick us up if you’re ready to go.

2.3

Apostrophes

An **apostrophe** is a punctuation mark used to show:

- ▶ **possession** (ownership) – indicating that something belongs to someone or something
- ▶ **omission** – indicating that a letter or letters have been **omitted** (left out) in a **contraction** joining two words into one.

e.g. **Possessives:** Lou's key the dog's paws the women's meeting
Contractions: can't = cannot she's = she is / she has it's = it is

To show possession, follow the rules below.

- ▶ If the word doesn't end in **s**, add **'s** to the end of the word.
- ▶ If the word does end in **s**, just add **'** to the end of the word.

In contractions, the apostrophe is placed where the letter or letters have been omitted from the original words.

e.g. **Should not** becomes **shouldn't**. The letter **o** has been left out of the word **not**, so the apostrophe goes where the **o** used to be.

Sample question

Follow these steps to insert apostrophes correctly in the sentence.

When Li brothers arrived, they werent sure where the boys changing room was.

- | | | |
|----------|---|--|
| 1 | Read the question. What are you being asked to do? | ▶ Put apostrophes where they are required to show possession and contractions. |
| 2 | Look for any words that mean ownership. Does anything belong to someone or something? | ▶ The brothers belong to Li . We add 's to her name: Li's .
The changing room belongs to the boys . We just add ' and write boys' . |
| 3 | Are any words contractions? | ▶ werent is a contraction of were not , so it should be written as weren't . |
| 4 | This is the answer. | ▶ When Li's brothers arrived, they weren't sure where the boys' changing room was. |

TRY THESE YOURSELF

- a Isn't that Ed's pen?
- b Darius' injury wasn't serious.
- c That's the children's pool.



NOW ANSWER THESE QUESTIONS

- What is the apostrophe indicating in each of the sentences below: possession or omission (contraction)? Circle the correct answer.
 - Here is Meg's house. **possession / omission**
 - He can't see me. **possession / omission**
 - That is Ruby's key. **possession / omission**
 - It's mine! **possession / omission**

Tip: *It's* is a contraction. *Its* is a pronoun. Do you see the difference?

Pronouns don't need apostrophes. So *it's* (the contraction) always means it is, and *its* (the pronoun) shows that something belongs to it. This is an exception to the possessive apostrophe rule!



- Rewrite these words as contractions with apostrophes in the correct places.

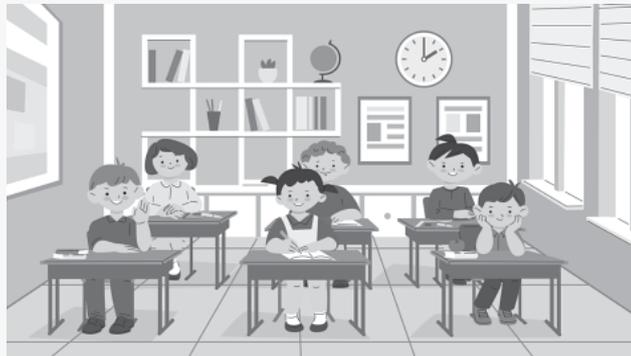
- | | |
|-------------------|-----------------|
| a could not _____ | d I have _____ |
| b he is _____ | e we will _____ |
| c they are _____ | f it is _____ |

- Put a tick or a cross next to the following sentences to show whether **its** and **it's** have been used correctly.

- | | |
|--|---|
| a The cat licked its tail. <input type="checkbox"/> | c It's going to rain later. <input type="checkbox"/> |
| b Why is it's roof leaking? <input type="checkbox"/> | d Listen to the way its ticking. <input type="checkbox"/> |

- Put the apostrophes in the correct places so the text accurately reflects the picture.

- the clocks hands
- our floors tiles
- Adams hand
- the students desks
- the childrens pens
- my classrooms windows



- Circle the sentence in each column below that reflects the correct meaning.

The bird's nest	The children's lollies	The neighbours' cats	The woman's ideas
One bird has one nest.	One child has one lolly.	One neighbour has one cat.	One woman has one idea.
One bird has some nests.	One child has some lollies.	One neighbour has some cats.	One woman has some ideas.
More than one bird has a nest.	More than one child has lollies.	More than one neighbour has cats.	More than one woman has some ideas.

Read and apply

Read the text below, and answer the question that follows.

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

The boy's were on detention in the art room during lunch. They had to clean old paint off the wall's, desk's and chair's, and they missed playing on the basketball courts with their friend's.



Tip: Sometimes when people add an **s** to a word to make a plural, they also put an apostrophe before it. This is incorrect!



The text above is full of errors involving apostrophes! Some are missing; some are in the wrong position; and some should never have been used in the first place. Rewrite the text on the lines below with all of the apostrophes used correctly.

Writing challenge

Compose a very short story in which you use apostrophes correctly. Your challenge is to include in your story:

- ▶ a character named Chris
- ▶ at least one word with an apostrophe indicating **possession**
- ▶ at least one word with an apostrophe indicating **omission** (a contraction)
- ▶ at least three **plural** words with no incorrect apostrophes added
- ▶ at least one mention of each of the key items pictured here.



2.4

Question and exclamation marks

A **question mark** is used to punctuate a question.

e.g. What did you say? Why are they late to class? Is it going to rain?

An **exclamation mark** is used to punctuate a command or exclamation.

e.g. Stop! That tastes disgusting! Give that back! It's great to see you!

Question marks and exclamation marks help us to know the purpose of a sentence and often the tone of a sentence – in other words, how it would be spoken or heard.

Sample question

Follow these steps to identify where the missing question mark and exclamation mark belong in these sentences.

'We'll be late' Dad shouted. 'Where are my keys'

Tip: When using direct speech, the question mark or exclamation mark goes inside the quotation marks if it is part of what is being spoken.

e.g. 'How are you?' she asked. 'Wait!' he yelled. Note that they replace the full stop or comma.

Also note that in formal writing, we use just one question or exclamation mark – so don't use !! or ?! unless you are writing in a very informal style.

- 1 Read the question. What are you being asked to do? ▶ Insert the correct punctuation.
- 2 Identify which part is a question. ▶ **Where are my keys** is a question.
- 3 Identify which part is being exclaimed with strong emotion. ▶ Dad is agitated, shouting **We'll be late**, so that is an exclamation.
- 4 Check where the question mark and exclamation mark should be placed. Are they part of what is spoken? ▶ The question mark belongs with what Dad asks, so it goes inside the quotation marks: **'Where are my keys?'** The exclamation mark is part of expressing Dad's mood, so it also goes inside the quotation marks: **'We'll be late!'**
- 5 This is the answer. ▶ **'We'll be late!' Dad shouted. 'Where are my keys?'**

TRY THIS YOURSELF

'How could you say that' sobbed Margie. 'You're my best friend'

'Why do you always make everything so complicated' I shrieked. 'You're so hot and cold'

NOW ANSWER THESE QUESTIONS

- 1 Cross out the punctuation marks that have been used incorrectly in the following sentences and insert the correct punctuation.
 - a Dan wondered why the bus was late?
 - b Do you know? where I can find a phone charger.
 - c Wilbur asked whether Zola could come over?
- 2 Tick the sentences that are punctuated correctly.
 - a I can't believe you made it?
 - b Happy birthday!
 - c There are five apples! and three bananas in the bowl!
 - d Can you imagine how amazing it would be to win the lottery?
- 3 Read the sentences in the table below. Decide whether each of them should end with an exclamation mark. Explain your decision for each one.

Sentence	Exclamation mark (Y/N)	Explanation
I don't want to go and you can't make me.		
Canberra is the capital city.		
Quick, cross before the lights change.		
The frogs breed in summer.		
I just saw a lion escaping.		

- 4 In the following sentences, replace commas and/or full stops with question marks or exclamation marks where appropriate.
 - a 'I can't believe we won,' Lydia shrieked. 'Do you think we'll make the final.'
 - b Jack sighed. 'I've told you a thousand times already,' he said. 'Why aren't you listening.'
 - c 'What am I going to do with you,' laughed Mum. 'That's the third spilt drink this week.'
- 5 Explain why the punctuation marks are in the wrong place in the following sentence, then rewrite the sentence with appropriate punctuation.

'There's a slug in my lunchbox' Lavinia screamed! 'Can you help me get rid of it' she pleaded?



Read and apply

Read the text below, and answer the questions that follow.

‘Dad,’ I yelled, as I burst through the door. ‘Dad, where *are* you.’

‘Whoa. Slow down,’ said Dad. ‘Where’s the fire.’

‘What,’ I replied, then realised he was making some sort of joke. I ignored him. ‘Elleni’s cat had kittens last night,’ I squeaked. ‘Can I go and play with them.’

Dad looked doubtful. I held out my phone and showed him a picture of the kittens. ‘Look.’ How could I persuade him.

‘They won’t be old enough to play yet,’ said Dad. ‘Shouldn’t you wait a few weeks.’

‘Oh, please can I go. I can’t wait.’

My sister came in and looked at my phone. ‘Oh, they’re *adorable*.’

- 1 Write question marks and exclamation marks into the text above where you think they are required.
- 2 Finish the story by writing five more lines of dialogue. Include at least two more questions.

Reading challenge

Read the following extracts from famous works of literature. Why are question marks used in them? What effect do they have?

‘Take some more tea,’ the March Hare said to Alice, very earnestly.

‘I’ve had nothing yet,’ Alice replied in an offended tone, ‘so I can’t take any more.’

‘You mean you can’t take less,’ said the Hatter. ‘It’s very easy to take more than nothing.’

‘Nobody asked your opinion,’ said Alice.

‘Who’s making personal remarks now?’ the Hatter asked triumphantly.

From *Alice’s Adventures in Wonderland* by Lewis Carroll

O mighty Caesar! Dost thou lie so low?

Are all thy conquests, glories, triumphs, spoils

Shrunk to this little measure?

From *The Merchant of Venice* by William Shakespeare

2.5

Quotation marks

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

e.g. ‘This is good,’ said Mrs Lahiri. ‘Where are we?’ asked Huang.

Rules for punctuating direct speech:

- ▶ Put ‘ and ’ around what the speaker says.
- ▶ A new speech sentence starts with a capital letter, even if it is in the middle of another sentence.

e.g. Mum asked, ‘Which way?’

- ▶ Separate what was said from the speaker with a comma (unless there is already a ? or an !).

e.g. ‘Over there,’ I replied.

- ▶ Start a new line when a new sentence begins and the speaker changes.

e.g. ‘Where did you leave your bag?’ asked Dad.
‘I can’t remember,’ I cried.

Sample question

Follow these steps to insert punctuation correctly in the following sentence.

The man shouted get out of the way!

- | | | |
|----------|--|---|
| 1 | Read the question. What are you being asked to do? | ▶ Add correct punctuation to the speech. |
| 2 | Work out what was said and exactly what needs to be enclosed in quotation marks. | ▶ The man shouted get out of the way .
The exclamation mark is part of what was said: get out of the way and ! belong inside the quotation marks. |
| 3 | Check whether what was said is separated from the speaker by a comma. | ▶ A comma is required after shouted . |
| 4 | Make sure the direct speech sentence starts with a capital letter. | ▶ The speech sentence begins with the word get , so it is written Get . |
| 5 | This is the answer. | ▶ The man shouted, ‘Get out of the way!’ |

TRY THIS YOURSELF

Grandad smiled and said what doesn’t kill you makes you stronger.



NOW ANSWER THESE QUESTIONS

- Circle the punctuation errors in these sentences.
 - 'Give me the chocolate' said Dan.
 - 'Sam didn't finish his work, said Max.'
 - Ibrahim asked, 'shall I go next.'
 - The girl snarled 'you'll be sorry!'
- Rewrite these sentences with quotation marks and other punctuation marks in the correct places.
 - Jac whispered are we safe yet? _____
 - The manager called bring me that bag! _____
 - I need another drink gasped Louis. _____
- 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 Haru.

- Put a tick beside the correctly punctuated sentences below and a cross beside the incorrect ones.

a 'Keep writing,' said the teacher. <input type="checkbox"/>	d 'Give him a chance,' pleaded Ilina. <input type="checkbox"/>
b Charlie shouted 'Help!' <input type="checkbox"/>	e Hal whispered, 'Can you see the platypus?' <input type="checkbox"/>
c Annie said, 'my hand hurts.' <input type="checkbox"/>	f 'Go away! shouted' Sam loudly. <input type="checkbox"/>
- Look at the incorrect sentences in the previous question. For each one, explain why it is incorrect.

- Invent a short conversation between the two people in this picture. Make sure you start a new line each time the speaker changes.



Read and apply

Read the text below, and answer the questions that follow.

A sloth named Herman was minding his own business in the forest one day when a gang of snails came and beat him up. The attack was brutal, and Herman was very upset. Several hours later, he arrived at the local police station to report the crime. Fred Banks, the police officer on duty, looked up as Herman came through the door.

‘What happened to you?’ asked _____.

‘I’m going to tell you. Don’t rush me!’ said _____.

‘Okay,’ _____ sighed. He waited. He waited some more.

‘It was that rough gang of snails,’ _____ eventually explained in a bewildered voice. ‘They attacked me.’

‘That’s terrible!’ exclaimed _____.

‘Can you describe what they looked like?’

‘No,’ wailed _____. It all happened so fast.’

- 1 Taking notice of what is said and where new lines are started, fill in the gaps in the text above with the appropriate character names.
- 2 Highlight the sentence in the text where a new line has been started incorrectly. Explain why it was incorrect to start a new line here.

Editing challenge

Read the following extract adapted from Kenneth Grahame’s classic novel *The Wind in the Willows*. All the sentences are in one big paragraph, and all the quotation marks are missing. Edit this text to make it clear who is speaking. You will need to add quotation marks, as well as indicate where a new line should be started because the speaker changes.

As the Mole gazed, something bright and small seemed to twinkle, vanished, then twinkled once more like a tiny star. Then, as he looked, it winked at him, and so declared itself to be an eye; and a small face began gradually to grow up round it, like a frame round a picture. A brown little face, with whiskers. A grave round face, with the same twinkle in its eye that had first attracted his notice. It was the Water Rat! Then the two animals stood and regarded each other cautiously. Hullo, Mole! said the Water Rat. Hullo, Rat! said the Mole. Would you like to come over? enquired the Rat presently. Oh, it’s all very well to talk, said the Mole rather pettishly, he being new to a river and riverside life and its ways. The Rat said nothing, but stooped and unfastened a rope and hauled on it; then lightly stepped into a little boat which the Mole had not observed. Then he held up his fore-paw as the Mole stepped gingerly down. Lean on that! he said. Now then, step lively! The Mole, to his surprise and rapture, found himself actually seated in a real boat.

2.6

Direct and indirect speech

Direct speech represents exactly what somebody has said. It is indicated with quotation marks.

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

Indirect speech (sometimes called **reported speech**) tells you about what someone has said, thought or felt but doesn't use their exact words. It doesn't need quotation marks.

e.g. Piper said that she had a great time in Bali.

When writing, it is often a good idea to switch between direct and indirect speech to avoid your writing becoming boring.

Tip: When changing direct speech into indirect speech, you might need to change pronouns, tenses and place and time expressions.

You might also need to add extra words, such as **that, if, so** or **whether**.



Sample question

Follow these steps to change this direct speech to indirect speech.

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

- 1** Read the question. What are you being asked to do? ▶ Change the direct speech to indirect speech.
- 2** Start the new sentence with the person who was speaking. ▶ **Joe announced ...**
- 3** Check the pronouns. ▶ The **I** needs to change to **he**.
- 4** Check whether the tense needs to change. ▶ Change **am going** to past tense: **was going**.
- 5** Check the words referring to time and place. ▶ We need to change **now** to the past: **Joe announced he was going on the flying fox next**.
- 6** This is the answer. ▶ **Joe announced that he was going on the flying fox next.**

TRY THESE YOURSELF

a 'Give the ball to me,' Leanne ordered Luke.

b 'I prefer chocolate to strawberry,' said Lorelei.

NOW ANSWER THESE QUESTIONS

- 1 Write **D** for direct speech or **I** for indirect speech on the lines below.
 - a 'I want that one,' said Lani. _____
 - b Cal said we could come. _____
 - c Sally apologised for being late. _____
 - d Freya called, 'Where are you?' _____
- 2 In each sentence below, fill in the gap with a word other than 'said' that could be used to indicate indirect speech. Use each word only once.
 - a Dan _____ that it was too cold to go outside.
 - b James _____ whether the ticket office would open again later.
 - c Imogen _____ for a new bike and helmet.
 - d Vani _____ that it was the darkest sky she'd ever seen.

- 3 Complete this table. The first answer has been done for you.

Direct speech	Indirect speech
<i>Jack said, 'Give the book to me.'</i>	<i>Jack told me to give the book to him.</i>
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.

- 4 Change this conversation from direct speech to indirect speech.

'What a cute puppy!' Anthea said to Ellen.

'I know! My mum got her for me for Christmas,' explained Ellen.

'You're so lucky!' exclaimed Anthea.

- 5 Change the following conversation from indirect speech to direct speech.

Andy told Ewan that Ewan's new phone was fantastic.

Ewan explained that his father had bought it for him.

Andy said that he was very jealous.



Read and apply

Read the text below, and answer the questions that follow.

Once upon a time there were three little pigs. Each pig decided to build himself a house.

The first pig was lazy. He told his brothers that he didn't want to work too hard, and built his house out of straw. The second pig also commented that work wasn't his favourite thing. He built his house out of sticks.

The third pig warned his brothers that they were being foolish. They told him he was the fool. He ignored them, and built himself a strong house made of bricks, complete with a fireplace and chimney.

Soon, a wolf turned up. He was hungry. He could smell pig. He saw the straw house and walked up to the front door. He asked the pig to let him in. The pig refused. The wolf threatened to blow the pig's house in.

- 1 In the text above, highlight at least five sentences that you think would work better as direct speech.
- 2 Take the sentences you highlighted in the previous question and rewrite them below as direct speech.

- 3 The story above isn't finished. Continue it below.

Writing challenge

You might remember that at the end of the story of the three little pigs, the third pig sends the wolf running.

Imagine the conversation that takes place between the three pigs after the wolf's departure. Write this conversation. Use a mixture of indirect speech and direct speech. You should use at least two of each type of sentence.



3.1 Plurals

Plurals are nouns that name more than one of something.

 cats sandwiches loaves jetties mangoes

The following is a table listing common ways to make words plural.

Word type	Rule	Examples	Exceptions to the rule
Most words	Add -s	schools, books, houses, tigers	Lots! See the other rules.
Words that end in -s, -ss, -ch, -sh, -x, -z	Add -es	buses, messes, matches, dishes, boxes, sizes	
Words that end in -f or -fe	Change the -f or -fe to -v and add -es	hooves, calves, wives	roofs, motifs, chiefs, safes
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, potatoes	pianos, halos, solos

Sample question

Follow these steps to circle the plurals that are spelled correctly.

wishes halves ditches turkeys foxes parties

- Read the question. What are you being asked to do? ▶ Identify the correctly spelled plurals.
- Look for words that end in **-s, -ss, -ch, -sh, -x** or **-z**. ▶ **wish, ditch** and **fox** – **wishes** and **foxes** follow the rule, **ditches** *does not*.
- Look for words that end in **-f** or **-fe**. ▶ **half** – **halfs** doesn't follow the rule.
- Look for words that end in **-y**. ▶ **turkey** and **party** – **parties** follows the rule. **turkey** ends in **-ey**, so it is an exception.
- This is the answer. ▶ Circle **wishes, turkeys, foxes, parties**.

TRY THESE YOURSELF

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



NOW ANSWER THESE QUESTIONS

- 1 Circle the correct plural for the noun at the beginning of each line.

dish	dishs	dishes	dishies
ray	raies	rayes	rays
elf	elves	elfies	elfs
watch	watchies	watchs	watches
daisy	daisies	daisyies	daisys
crush	crushs	crushes	crushies

- 2 Sort the nouns in the boxes into the correct columns in the table below.

fairy	hitch	tray	city	hoax	glass	loss
home	hand	scarf	mat	puppy	self	shelf

Add -s	Add -es	Remove the -y and add -ies	Remove the -f and add -ves

- 3 Write the correct plural in each gap below.
- The _____ for the excursion arrived on time. (**bus**)
 - Jennifer has piano _____ on Mondays. (**lesson**)
 - Seb made _____ for the class party. (**jelly**)
 - When Josh goes home to the farm, he helps with the _____. (**calf**)
 - We watched a lot of cricket _____ this summer. (**match**)
 - Karina's dad lost his wallet and his _____. (**key**)
- 4 Some plurals don't have an **-s** on the end at all. Fill in this table with the correct plural spellings. (You can look up the tricky ones!)

Noun	Plural	Noun	Plural	Noun	Plural
sheep		mouse		goose	
tooth		child		woman	
person		aircraft		moose	

Read and apply

Read the text below, and answer the question that follows.

I've always loved going to the library! The first book I ever borrowed from a library was *Miffy* by Dick Bruna, when I was about four year old! Even baby, toddler and very small child can enjoy regular library visit, and many parent's and grandparent enjoy taking their little ones to borrow book or join in children's activity.

But library are not just important for young person, and they are much more than just books on shelf.

Libraris can be centre of their community. They can provide area to gather, work, study or read quietly. They can offer internet access to those who don't have it at home. All community member can access what a library provides, no matter how much money they have.

Librarian's are great at helping you find information, too! Need information about volcano? Ask a librarian! Want to know the difference between apes and monkies? No worries! A librarian can always point you in the right direction.

There are 20 errors in the text above. Some are singular words that should be plurals, and others are plurals that have been spelled incorrectly.

On each of the lines below, write an incorrect word from the text with its correct plural beside it.

Tip: Remember, some people incorrectly add apostrophes when creating plurals - e.g. *tomato's*. Don't fall into this trap!

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

Writing challenge

Write your own paragraph about libraries, reading or books. You can write about your own experiences or make up a story. In your response, use each type of plural listed below at least once. Do not re-use plurals from the text about libraries above.

- ▶ A plural that does not end in **s**
- ▶ A plural of a singular noun ending in **-ey**
- ▶ A plural of a singular noun ending in **-f**

3.2 Prefixes

Prefixes are letters placed at the beginning of a word to alter its meaning.

e.g. **displace** **incomplete** **misjudge** **nonliving** **preschool** **revisit**
subconscious

The following is a list of some common prefixes and their meanings.

Prefix	Meaning	Examples
de-	remove, undo	dethrone, deconstruct
dis-	not, away	disadvantage, disconnect
en-	make, put into	enable, endanger, enmesh
im-	not	immature, impossible
in-	not	inhuman, insane, indistinct
mis-	wrong	mistreat, misspell
non-	not	non-existent, nonfiction
re-	again	redesign, reconsider
super-	above, beyond	superhuman, superimpose, superscript
un-	not	uncertain, unfinished, unnatural

Sample question

Follow these steps to choose the right prefix to change each word's meaning to its opposite.

Prefixes: non- mis- dis- im- in- un-

Words: appear probable verbal

- 1 Read the question. What are you being asked to do? **▶** Make the words into their opposites by adding prefixes.
- 2 Look at the first word. What is its opposite? **▶** The opposite of **appear** is **disappear**.
- 3 Look at the next word. What is its opposite? **▶** The opposite of **probable** is **improbable**.
- 4 Look at the next word. What is its opposite? **▶** The opposite of **verbal** is **nonverbal**.
- 5 These are the answers. **▶** **disappear, improbable, nonverbal**

TRY THESE YOURSELF

Prefixes: en- mis- pre- in- re- super- im- un-

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?

a _____ kind

c _____ sense

b _____ match

d _____ possible

- 2 For each prefix in the table below, circle the four words that it could be used with to make new words.

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

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

a Jack had _____ his hat; he couldn't find it. (**misplaced / displaced / implaced**)

b The witch _____ the prince into a frog. (**transformed / enformed / reformed**)

- 4 Which prefix is correct in each of the following sentences: **pre-** or **pro-**?

a Louis likes making _____ dictions about the weather.

b I would like to _____ pose a solution to this problem.

c We need to _____ pay to go on the rides at the show.

d 'I didn't do it!' _____ tested the prisoner.

- 5 Which prefix is correct in each of the following sentences: **de-** or **dis-**?

a If we cheat in the race, we will be _____ qualified.

b The secret agent had to _____ code the message.

c Take water on the hike so you don't get _____ hydrated!

d Don't tell lies that _____ credit other people.

- 6 Put a word with each of these prefixes to form a new word. The meanings have been given to help you. (You can do an internet search for ideas if you get stuck! Some are quite difficult.)

Prefix	Meaning
ante_____	before, in front of
anti_____	opposite, opposed to
intra_____	within
semi_____	half, partial
mal_____	bad, poorly

Read and apply

Read the text below, and answer the question that follows.

When Raphael and Susan _____ the cave, they weren't even exploring! Susan had _____ her sunglasses on the rocks at the end of the beach. The only way they could be _____ was for her to go back. She'd already _____ one lost pair earlier that summer.

Thankfully, they were still there. After she picked up the glasses, she looked up at the cliff. At first she thought it was an optical _____. Birds flying near the cliff face were suddenly _____! She _____ Raphael of what she could see, but he laughed, and said she was suffering from a _____.

'I'm not! We have to climb the cliff and figure out where they've gone, and why they're not _____!' she cried.

'No way,' said Raphael. He had been a notorious risk-taker until recently, but there had been one near-miss too many. 'Maybe I would have a year ago, but I'm _____!'

'Well, I'm going!' said Susan, and she began scrambling up the cliff. Clods of dirt and rocks, _____ by her feet, fell dangerously close to Raphael.

'Wait!' said Raphael, as he began climbing, too.

When they reached the cave, the birds weren't the only things they found. A large, embroidered cloth covered a box-shaped object in the back of the cave. Susan pulled the cloth and _____ the box. Then Raphael lifted the lid. Light poured out of the box, and as their eyes adjusted, they could see that the cave had been _____ into a golden room full of precious stones, coins and marble statues. And a human skull.

The text above is missing a number of words with prefixes. Choose the correct words from the boxes below to complete the story, and write them in the gaps. Use each word only once!

discovered

recovered

uncovered

reformed

informed

transformed

delusion

illusion

displaced

misplaced

replaced

reappearing

disappearing

Writing challenge

Write the beginning of a different story about an exciting discovery. Add a prefix to each of the following words, then include at least three of those new words in your story.

understanding

prepared

penetrable

realistic

exact

3.3 Suffixes

A **suffix** is a group of letters placed at the end of a word to modify its meaning.

e.g. leadership teacher terrify beautiful colourless sleepy edible

The following is a table listing some common suffixes.

Suffix	Meaning	Examples	Word type
-ship	position, state of being	apprenticeship, scholarship	noun
-er/-or	one who	writer, orator	
-ian	person	magician, mathematician	
-ify	to make or become	beautify, signify, solidify	verb
-ate	to do or become	activate, medicate	
-able/-ible	capable of being	comfortable, terrible	adjective
-ful	full of	bountiful, spiteful	
-y	having	cloudy, hungry	
-less	without	sleepless, clueless	
-wise/-ward	in the direction or manner of	timewise, homeward	adverb
-ly	in that way	quickly, frantically	

Sample question

Follow these steps to change the following word twice by adding different suffixes and explain their meaning.

joy

Tip: Adding a suffix often requires changes to the spelling of the original word.



- 1 Read the question. What are you being asked to do? ▶ Make new words by adding suffixes, and explain the meanings.
- 2 Find suffixes that could be added to the word. Say them out loud to help find ones that work. ▶ **joyful** and **joyless** both work.
- 3 Think about the meanings of the words with their suffixes. ▶ **-ful** means full of and **-less** means without.
- 4 This is the answer. ▶ **joyful** means **full of joy**.
joyless means **without any joy**.

TRY THIS YOURSELF

friend _____

friend _____

NOW ANSWER THESE QUESTIONS

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

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

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

Root word	New words	Root word	New words
thought		time	
soft		active	

- 3 For each suffix in the table, circle the four words that it could be added to in order to make new words.

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

- 4 Choose either **-able** or **-ible** to end each of the adjectives in the following sentences. (You can look them up if you're not sure!)

- a When the meal arrived it smelled horr _____ and looked ined _____.
 b The resort was very comfort _____ and the price was reason _____.
 c We need sens _____, reli _____ and depend _____ students to help with the barbecue.
 d The behaviour was unaccept _____ and it was imposs _____ to give anybody a sticker.

- 5 The 'shun' sound at the ends of words can be spelled in different ways: **-tion** as in 'motion', **-cian** as in 'magician' and **-sion** as in 'profession'. For each word below, create a new word ending in **-tion**, **-cian** or **-sion**.

music		inspect		possess	
beauty		political		attract	
physical		divide		conclude	
express		educate		collect	

Tips:

- The suffix **-able** is more common than the **-ible** ending. **-ible** is usually used with root words that are incomplete on their own. e.g. incredible, audible (unlike remarkable, adaptable, affordable).
- When a root word ends with a **y** (for example, **vary**), change the **y** to an **i** and then add **-able**. e.g. vary becomes variable.



Read and apply

Read the text below, and answer the questions that follow.

I am speaking to you today in defendship of wearing school uniforms. By the end of my speech, I hope to convincify you that wearing school uniform is not only easy but beneficial for everyone.

Now, I know many of you think uniforms are boreful, but isn't that the point? The intendship is that you can get up and get dressed quickwise without having to decisionise about clothing on a dayful basis.



Furthermore, no teachians have to tell us what's acceptful and what isn't. There are no fashion stateships to be made, and we don't have to be competible about what we wear. We don't have to be leaders of style; we can show leaderness in other, more valuey ways. We simplewise don't have to worry about who dresses in the most fashionful way.

And there's one more advantage of a uniform: it binds us together and signifates that we are all from one school. So don't be so disgustified about wearing your uniform! Instead, show gratefulitude for the many ways in which it makes life easily!

- 1 Edit the text above to fix the 20 errors involving suffixes.
- 2 Write a short response to the text above arguing from the opposite perspective. Include at least five words with suffixes in your response.

Research challenge

Find as many words containing suffixes as you can on one double-page spread in a book. List these words and research their meanings to expand your vocabulary and improve your spelling.

3.4

Some other word endings

-ough, -ought and -aught

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

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

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

e.g. thought caught

-il, -al, -el and -le

Words ending with **-il**, **-al**, **-el** and **-le** often end with very similar sounds.

e.g. stencil animal squirrel little

Sample question

Follow these steps to find the words in the boxes that are spelled incorrectly, and correct them.

baught doubil multiple giggal cought stencil coff although bough
naturel

- | | | |
|---|---|--|
| 1 | Read the question. What are you being asked to do? | ► Identify incorrectly spelled words and spell them correctly. |
| 2 | Read the words aloud. How are they meant to sound? Even if they sound right, do they look right? | ► multiple , stencil , although and bough look right, but the others look strange! |
| 3 | If in doubt, write the words a few different ways until you see the correct one. Check that you are correct by looking them up! | ► baught sounds right but does not look right. Substitute the other spelling that sounds like this (bought) and it's fixed! |
| 4 | These are the answers. | ► baught > bought , doubil > double , giggal > giggle , cought > caught , coff > cough , naturel > natural |

TRY THESE YOURSELF

doughter rough enaugh nought faught peopel normil electrical



Read and apply

Read the text below, and answer the questions that follow.

It was the first day of my first job, making deliveries for a bakery in town. I hopped on my bicycel and headed off, my basket full of sourdow. The deliveries were in alphabeticle order, so my first stop was grumpy Mr Anderson.

He lived in a rurel area just out of town. At first, the trip was tranqual. I rode past freshly ploud fields and threw tall trees with the wind sowing gently in their bows. Then the road got ruff, and steep. I had to peddle really hard. It was tuff! I noticed a skin that a snake had sluffed off on the road, and I shivered. I'd also heard stories of vicious feril animels out here. This was not very enjoyabel!

Finally, tho, I arrived. A sign on the gate said, 'Enter at your own perel!'

'Great!' I thaught.

Althow I was scared, I had a job to do. I went up to the door and knocked. Silence. I coffed nervously. If there was such a thing as a guardian angle, I needed one right now! Then the door swung open, and out stepped Mr Anderson.

'I ... I've bought your delivery from the bakery,' I squeaked. 'Two loaves with basel and fennal.' I held out the parcil.

'Hmph,' he said, stooping down at an awkward angel to sniff at my bike basket. 'Smells dowy. Not cooked long enuff. How dare you come here and pedal undercooked bread! And where are the bagles and waffels I brought?'

I mumbled an apology, got on my bike and rode away, hoping my next delivery wouldn't be so frought!

- 1 Highlight the 34 misspelled or misused words in the text above.
- 2 On the lines below, write the corrected versions of all the highlighted words. Make sure you write them in the order in which they appear in the text.

Writing challenge

Write a short paragraph that uses all of the following **-ough** words.

cough

dough

through

rough

thorough

brought

3.5

Commonly confused words

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

- e.g. **there** (place), **their** (belongs to them) and **they're** (they are)
to (towards), **too** (also, excessive) and **two** (number 2)
bear (noun, animal), **bear** (verb, endure) and **bare** (adjective/verb, exposed/expose)
present (noun, gift), **present** (noun, the current time) and **present** (verb, to give or show)

You should also watch out for other commonly confused words that aren't homonyms.

- e.g. **quite** and **quiet** **of** and **off** **lose** and **loose**

Sample question

Follow these steps to fill in the gaps using **there**, **their** and **they're**.

Sadly, _____ trip has been a disaster! A storm hit them on the way
 _____, then _____ bus broke down and they had to walk in the rain.
 Now _____ soaked!

- 1 Read the question. What are you being asked to do? ► Choose correctly from **there**, **their** and **they're** to fill in the gaps.
- 2 Look at the first gap. The trip belongs to someone. ► We use **their** to indicate possession.
- 3 Look at the second gap. The storm hit on the way to a place. ► We use **there** for place.
- 4 Look at the third gap. The bus belongs to someone. ► We use **their** to indicate possession.
- 5 Look at the fourth gap. Someone is soaked. ► We use **they're** (contraction of **they are**) to indicate people's state of being.
- 6 This is the answer. ► Sadly, **their** trip has been a disaster! A storm hit them on the way **there**, then **their** bus broke down and they had to walk in the rain. Now **they're** soaked!

TRY THIS YOURSELF

They liked Bali so much that _____ planning to go _____
 again when _____ exams are over and _____ on holidays.



NOW ANSWER THESE QUESTIONS

1 Fill in the gaps correctly using the following homonyms.

a (there, their, they're)

_____ car is packed, and _____ dad says _____ going to get _____ before dark.

b (to, too, two)

We're going _____ the beach with our _____ cousins if it's not _____ cold.

c (of, off)

We raced _____ to the national park. Lots _____ us took cameras. We had a lot _____ fun, but the best part _____ the day was taking our boots _____ after the walk!

2 Write a homonym for each of these words.

cheap	_____	might	_____	blue	_____
night	_____	mail	_____	peace	_____
meat	_____	groan	_____	grate	_____
main	_____	knot	_____	rain	_____

3 Circle the correct homonym in each sentence below.

a Everyone's gone (accept / except) me.

b The rules ensure it's (fair / fare) for all.

c Dad said (he'll / heel / heal) pick us up.

d Johnno (mist / missed) the train.

e This is the best (scene / seen) of the film.

f Don't (brake / break) that vase!

4 Draw lines to show which word belongs in each gap.

You use a protractor to measure an _____.

reign

I think the couch would look good over _____.

quite

Annie was _____ pleased with her sewing project.

angle

There was an _____ on top of the Christmas tree.

quiet

Don't be afraid to _____ your horse in when needed.

rein

Listen! This is something we need to _____!

here

Joy went to the cabin for some peace and _____.

angel

Queen Victoria's _____ was one of Britain's longest.

hear

Read and apply

Read the text below and answer the questions that follow.

‘I really hope we see a bare,’ Lisa whispers to Richard. ‘I couldn’t bear it if we came all the way to Hokkaido and mist out.’

It’s early in the morning, and the mist has just cleared. They’re standing on a bridge, hands in their pockets, trying to keep warm. They’re gazing along the river towards where it meets the sea.

‘We’ve been here nearly an hour,’ whines Lisa. ‘What if we don’t make it to the train in time?’

‘Shh,’ hisses Richard. ‘A bear might hear you and get scared off!’

‘I know they eat fish, but do they eat any other meats?’

‘Know,’ says Richard. ‘Not that I know of.’

Then Lisa sees something moving towards the riverbank. Richard sees it too. It’s a bear, right? They’re under the bridge. He raises his camera.

‘This is the best thing I’ve ever seen!’ whispers Lisa, grinning. The bear looks up. It’s seen them, but it stays there in the river, fishing for salmon.

- 1 There are ten sets of homonyms in the text above. Some are written correctly and some are incorrect. Highlight them all.
- 2 Sort the homonyms into their ten sets by writing them correctly in the table below. One group has been done for you.

<i>bear (noun)</i>				
<i>bear (verb)</i>				
<i>bare</i>				

- 3 Now go back to the text. Put a tick beside each homonym that is used correctly and a cross beside each one that is incorrect.

Research challenge

Make your own list of homonyms that you haven’t already seen in this unit of work.

How many sets of homonyms were you able to find?

3.6 Synonyms

A **synonym** is a word whose meaning is the same as or very similar to that of another word.

- e.g. These words are all synonyms of **quiet**: **silent, still, hushed, noiseless, soundless, tranquil, calm, peaceful.**

Using **synonyms** avoids repetition and makes your writing more interesting.

- e.g. Rather than using **said** every time a person speaks, you could sometimes use words like **whispered, hissed, shouted, called, exclaimed** or **cried**. (Don't overdo this, though! Sometimes **said** is fine!)

Sample question

Follow these steps to match the pairs of words that mean the same thing.

exact	join
regret	beginning
unite	rue
origin	precise

- Read the question. What are you being asked to do? ▶ Find the pairs of synonyms.
- Start with a few words whose meanings you are certain of. ▶ **beginning** means the start. **unite** means to put together. **exact** means accurate. **regret** means to feel sorry.
- Match these with the words you know are similar in meaning. ▶ **beginning** and **origin** both mean the start. **unite** and **join** both mean to put together. **exact** and **precise** both mean accurate. So **rue** must be a synonym for **regret**.
- This is the answer. ▶ **origin > beginning / unite > join / exact > precise / regret > rue**

TRY THESE YOURSELF

intelligent	malevolent
bloodthirsty	distraught
consider	violent
nasty	ponder
upset	clever

NOW ANSWER THESE QUESTIONS

1 Write synonyms for the following words.

- a happy _____ d hungry _____ g kind _____
 b went _____ e cried _____ h tiny _____
 c rush _____ f thrilled _____ i likely _____

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

We moved into our new house today. It's really nice. It's got really nice big bedrooms and a really big garden. The cupboards are really big and the bathrooms are nice. It's great fun unpacking!

3 Sort these words into the correct groups of synonyms by writing them into the table below.

immense	request	moisture	refuse	hardy	vast
rapid	observe	legend	yarn	sturdy	enquire

see, notice, watch,	story, myth, tale,	large, huge, enormous,	demand, desire, ask,
deny, decline, reject,	dampness, wet, mist,	tough, robust, bold,	speedy, fast, quick,

4 Provide a synonym for each of these words. Look them up if necessary.

- a respect _____
 b contemplate _____
 c inhabitant _____
 d awkward _____
 e conscious _____

3.7 Antonyms

An **antonym** is a word whose meaning is the opposite of another word's meaning.

e.g. These words are all antonyms of **quiet**: **noisy, rowdy, loud, deafening, raucous** and **blaring**.

You can make an antonym by adding a prefix to a root word, but antonyms can also be totally different words.

e.g. One antonym for **happy** is **unhappy**, but there are many others such as **sad, miserable, tragic, depressed, displeased, upset** and **discontented**.

Sample question

Follow these steps to find the pairs of antonyms among the following words.

extend	unconscious
conscious	melt
darken	reduce
freeze	lighten

- 1 Read the question. What are you being asked to do? ▶ Find the pairs of antonyms.
- 2 Look for any words in which a prefix has been used to make an antonym. ▶ **unconscious** is the opposite of **conscious**.
- 3 Look for other words that you know are opposite in meaning. ▶ **darken** and **lighten** are opposites.
freeze and **melt** are opposites.
That leaves **reduce** and **extend**, so they must be opposites.
- 4 This is the answer. ▶ **conscious > unconscious / darken > lighten / freeze > melt / extend > reduce**

TRY THESE YOURSELF

appear	specifically
perfect	enthusiasm
generally	imperfect
reluctance	vanish
suspect	trust



NOW ANSWER THESE QUESTIONS

1 Write antonyms for the following words.

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

2 Rewrite each of the following sentences, replacing each word in bold 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.

3 Draw lines to match each word with its antonym.

innocent

uncertain

real

guilty

confident

artificial

legible

ordinary

special

illegible

4 Circle all words that are antonyms of each word in bold.

- | | | | | |
|-------------------|-----------|-----------|-------------|-------------|
| 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 |

Read and apply

Read the texts below, and answer the questions that follow.

<p>Hickory dickory dock, The mouse strolled down the clock, The clock struck one, the mouse ambled up, Hickory dickory dock.</p>	<p>Hey diddle diddle, the cat and the fiddle, The cow crouched under the moon, The huge dog cried to hear such trouble, And the dish walked nearer without the spoon.</p>
<p>Humpty Dumpty stood off the wall, Humpty Dumpty had a small jump, All the queen's horses and all the queen's women, Could put Humpty together again.</p>	<p>Baa, baa, white sheep, have you any wool? No sir, no sir, three bags empty! None for the servant and none for the knight, And none for the big boy who lives up the highway.</p>

Help! The nursery rhymes above have been invaded by antonyms!

- 1 Highlight all the words that you think need to be changed in order to put the verses back the way they should be. You may need to look up each nursery rhyme.
- 2 Edit the text by writing in the correct antonyms where they belong.

Writing challenge

- 1 Write a list of antonyms for each of the following words.
 - ▶ ignorance
 - ▶ cowardice
 - ▶ safety
- 2 Choose one word from each of your lists. Using these three words as inspiration, write the opening few sentences of a story about a character going on a quest.

Tip: A quest in literature is usually an adventurous journey with the purpose of finding something precious or important. It often involves the opposite of ignorance, cowardice and safety!

3.8 The 'i before e' rule

Many words contain the letters **i** and **e** together, and it can be hard to remember which order they go in.

In many cases, you can use this rule to decide whether **i** comes before **e** or after it:

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

e.g. believe piece perceive

However, some words break the **i before e** rule! There are some exceptions that you need to learn.

e.g. weird seize weigh science sufficient

Tip: In most cases, if the **e** sound in the word is a long **e** sound (rhyming with **me**), the rule applies (as in **believe** and **perceive**).

However, there are exceptions to this too. (Consider **seize**, **protein** and **species**.)

The 'rule' is just a starting point. It's always best to check how a word is spelled and learn its spelling for yourself.

Sample question

Follow these steps to use the 'i before e' rule to identify which of these words are spelled correctly.

achieve cheif decieve neice preist shriek conceited

- Read the question. What are you being asked to do? ▶ Identify correctly spelled words that use **i** and **e** together.
- Say the words out loud. Do they make the **long e** sound, as in 'tree'? ▶ They all do, so this rule is likely to apply.
- Look for words in the list in which the **i** or **e** follows a **c**. ▶ **decieve** and **conceited**
- Apply the rule. Is the **i** before the **e** when it shouldn't be? ▶ **decieve** is spelled incorrectly, as the **i** follows a **c**.
- Now look at the other words. According to the rule, they should all have **i** before **e**. ▶ **cheif**, **neice** and **preist** are spelled incorrectly.
- This is the answer. ▶ The correctly spelled words are therefore **achieve**, **shriek** and **conceited**.

TRY THESE YOURSELF

ceiling

inconcievable

receipt

recieving

theiving

NOW ANSWER THESE QUESTIONS

- Circle the correctly spelled word in each pair of words below.
 - The shopkeeper suspected the man was a **thief / theif**.
 - I bought my **freind / friend** a present for her birthday.
 - We played games on the **feild / field** today.
 - We must respect other people's **beliefs / beleifs**.
 - I **perceived / percieved** that she was feeling sad.
- Write **ie** or **ei** in each space below to complete the words.
 - rel_____f
 - gr_____f
 - sh_____ld
 - conc_____ve
 - repr_____ve
- Bearing in mind the exceptions to the **i before e** rule, circle the correctly spelled word in each pair of words below. (If you are unsure, you can look them up!)
 - The warriors **seized / siezed** the fort following the **siege / seige**.
 - My dad measures my **hieght / height** every six months.
 - A new **leisure / liesure** centre is opening up in our suburb.
 - Those **frieght / freight** trains are so noisy!
 - The life savers **retreived / retrieved** the stranded swimmer from the rocks.
 - Keith loves visiting **foreign / foriegn** countries and **anceint / ancient** ruins.
 - The transport ran very **efficiently / efficeintly**.
 - The new **nieghbours / neighbours** moved in this morning.
- Circle the words in the boxes that are spelled incorrectly and write them correctly on the lines below.

mischief

thier

sleigh

patient

peirce

niether

vien

casheir

brief

Tip: Some words with **e** and **i** in them make a **long a** sound (rhyming with 'say'). The **i** before **e** rule does not apply in these cases! Some examples include **weight** and **beige**.

The **ei** combination can also make a **long i** sound (as in **heist** and **feisty**). Once again, they are exceptions to the rule!



Read and apply

Read the text below, and answer the question that follows.

Makim was trying to study for his spelling test when it happened. Everything was silent in the room except for a wierd howling noise. Makim percieved that it was getting louder and louder, like an approaching frieght train. It was hurting his ears! He looked across at his nieghbour, but she was deep in concentration. No freindly face there!

He put up his hand.

Mrs Brown said, 'Yes, Makim?'

'What's that noise, Miss?' Everyone looked up. Several students, impateint at the interruption, shook thier heads.

'There's no noise, Makim,' said Mrs Brown, rolling her eyes towards the cieling. 'I think you're up to mischeif. Are you bieng decietful again? Get back to work.' (She clearly hadn't forgotten his most recent prank.)

Although it was difficult to beleive – almost inconcievable – that he was the only one who could hear the noise, Makim obediently treid to go back to his work, but he dropped his pencil. As he bent to retrieve it, he saw four hairy feet sticking out from under his desk.

He bent lower. There was a wolf under his desk! Siezed with fear and confusion, Makim let out a peircing shriek.

'That's it!' said Mrs Brown. 'If you can't be queit, you can go outside.'

Releived, Makim got up to leave the room. Maybe some fresh air would help shake off this hallucination, or whatever this expereince was that he was having. He went out to the playing feilds, breathing deeply.

'Okay,' he said to himself as he turned back towards the classroom. 'It's all going to be—' And then he recieved an even bigger shock ...

There are 24 spelling errors in the text above. Highlight them all, then write the words correctly on the lines below.

Writing challenge

Design a poster to display in a primary school classroom to help younger students understand this rule. Think carefully about what information and examples you will need to include.

3.9

Silent letters

Some words contain letters that we don't pronounce when we say the words. These are called **silent letters**.

e.g. knee gnat wrong hour scissors league island thistle sign
lamb solemn

Silent letters are sometimes there because the words used to be pronounced differently hundreds of years ago, or because they have been borrowed from other languages and absorbed into the English language using English ways of pronouncing things.

e.g. Centuries ago, the word knight used to be pronounced with the **k** sound at the beginning. It is thought that this was dropped off to make it easier to pronounce, as **kn** is an awkward sound to produce!
English speakers tend to say sunami when pronouncing the Japanese word tsunami, because the **ts** sound at the beginning of the word does not exist at the beginning of any English words.

Sample question

Follow these steps to circle the silent letters in the words below.

listen orchestra comb wrench knot

- 1 Read the question. What are you being asked to do? ▶ Identify which letters are silent.
- 2 Say each word out loud as you would normally say it, then say it again sounding every letter. Notice which letters cause the words to sound wrong!
▶ **listen** sounds wrong if you say the **t**.
orchestra sounds wrong if you say the **h**.
comb sounds wrong if you say the **b**.
wrench sounds wrong if you say the **w**.
knot sounds wrong if you say the **k**.
- 3 This is the answer. ▶ list**e**n, or**ch**estra, com**b**, w**r**ench, **k**not

TRY THESE YOURSELF

climb

doubt

bristle

gnaw

write

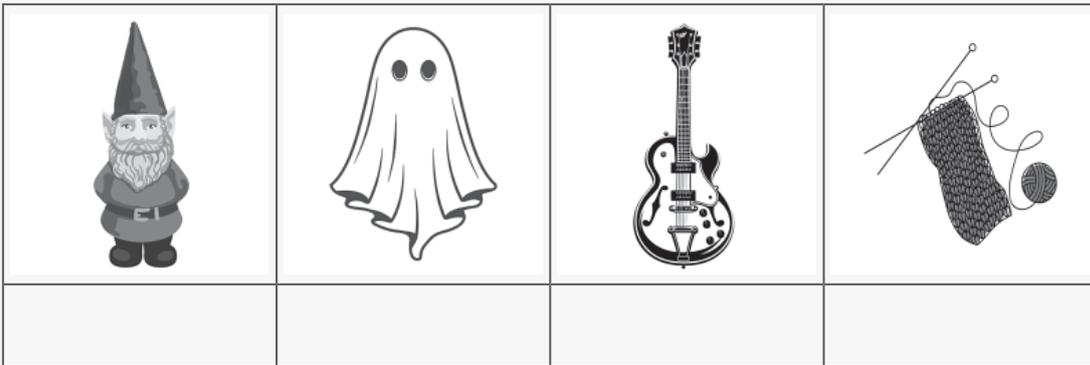


NOW ANSWER THESE QUESTIONS

1 Circle the silent letters in these words.

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

2 Label these pictures with words that contain silent letters.



3 Fill in the gaps in each of the following sentences with the most appropriate word from the boxes below. Use each word only once.

hour	jam	knew	knight	rap	lent
new	write	night	our	rite	wrap

- a I'm going to _____ a _____ story.
- b We'll have _____ on _____ toast.
- c Jenny _____ that a _____ is the same as a ritual.
- d I could listen to _____ music all _____.
- e Carrie _____ Mel a blanket to _____ around her.
- f The _____ rescues the princess in the second _____ of the film.

4 Add a silent letter to correct the spelling of each word below.

anser _____	musle _____	sychology _____
nashing _____	succum _____	receit _____
rinoceros _____	corus _____	colum _____
reckage _____	asended _____	boming _____

Read and apply

Read the text below, and answer the questions that follow.

The honorable **adventurer** _____ rode his horse up to the **fortress** _____ gate, his silver armour **gleaming** _____. He **banged** _____ loudly on the door. He waited solemnly to see **if** _____ the inhabitants would welcome a **visitor** _____.

The gate opened, and an owl with **snowy** _____ feathers flew out. There appeared to be no one else there. The owl perched nearby and turned to look back at him. A strange glow came from its feathers. 'A **spirit** _____?' he wondered aloud, but received no answer.

He ventured in, crossed the courtyard and **went up** _____ the steps to the tower. He rested with his fear, but he did not **give in** _____ to it. He stepped outside. The **view** _____ before him was magnificent. He could see everything for miles around, right down to the last cow and her **baby** _____. The trees were ablaze with **fall** _____ colours of red and orange, and the landscape was bathed in golden **sunshine** _____.

A sudden noise behind him made him reach for his **rapier** _____ and his **dagger** _____. It seemed to be coming from a closet _____ in the corner of the tower. He listened closely, and heard the sound again. He **stepped** _____ slowly over to it, swung the door open, and ...

- 1 Replace every highlighted word or phrase in the text above with an appropriate word that contains a silent letter. Then circle each silent letter in the words you have written.
- 2 The text above contains five words missing silent letters. Identify them and write the correct spelling for each on the lines below.

Writing challenge

Continue the story above. In your continuation, use at least five words that contain silent letters and that haven't already been used in the story.

Answers

1.1

Try these yourself

- a A frightened horse galloped past.
 b The excited students lined up quickly.
 c The aggressive aardvark attacked quickly.

Now answer these questions

1 **Nouns:** house, gift, television, airport, Hassan, happiness, library

Adjectives: ridiculous, curly, distant, blue, enormous

2 **Answers may vary. A possible answer is:** We bought an enormous television. They have to drive to a distant airport. It was a ridiculous gift.

Sentence	Noun or adjective?
The car drove down the <u>bumpy</u> road.	<i>adjective</i>
We noticed that there was an open <u>door</u> .	<i>noun</i>
The tourists found the cathedral <u>fascinating</u> .	<i>adjective</i>

4 a ancient; b frightened; c noisy

5 a lion; b cake; c mirror

Read and apply

1 **Answers may vary. Possible answers include any five of:** cabin, hours, traffic, sun, roof, verandah, walls, bricks, car, area, lake, kayaks, paddleboards, shore, trampoline, trees, clearing, room, bag, sister

2 **Answers may vary. Possible answers include:** heavy, hot, small, cute, tin, wide, mud, biggest, selfish

3 Rachel, Mum, Dad

4 selfish

5 **Answers may vary. Possible answers include:** The bricks were made of mud. I stepped in some mud.

1.2

Try these yourself

- a Emily gave Siddharth's book back to him.
 b Who was surprised when her results were revealed.
 c The CEO said they wanted Jackson to start on Monday.

Now answer these questions

- 1 a The dog got to it first.
 b Rosie sent flowers to her partner.
 c He swam across the pool when it wasn't crowded.
 d Although it was snowing, they still went out on a bushwalk.
 e Whenever the noise started, he looked angrily around to find the source of it.
 f Despite having seen him upstairs, she told them that he wasn't home.
- 2 a Toby told Agheel that Toby had locked the door. (he replaces Toby)
 b Max lifted the boxes and placed the boxes on the table. (them replaces the boxes)
 c Olivia waved goodbye as Liam drove away in Liam's car. (his replaces Liam's)
 d 'Have you seen my phone?' Haruki asked Haruki's brother. (his replaces Haruki's)

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

3 a his; b their; c your; d they

4 **Answers may vary. A possible answer is:** Mum and Dad left the cake on top of the car. The climbers left a flag on top of the mountain.

Read and apply

1 a Julian; b Oscar, Julian and Sheena; c Mohammed; d the cheetahs and jaguars

2 **Answer may vary. Possible answers include:**

- a **Julian, Mohammed, Sheena and Oscar** were all disappointed.
 b **The kids** didn't see any of **the animals / the cats / the giraffes**.

1.3

Try these yourself

- a The mysterious figure watched silently.
 b The audience laughed uncontrollably at the comedian's joke.
 c Ben's performance skills developed quickly.

Now answer these questions

1 rapidly (A), ferociously (A), gathered (V), calculates (V), merrily (A), soon (A), hold (V)

2 a adverb; b verb; c verb

3 a The whistle blew shrilly.

b Hastily, he hid the box.

c They argued angrily about the broken phone.

4 The dragon flew gracefully over the distant hills.

Answers may vary. Possible answers include: slowly, swiftly, smoothly, joyfully, silently

5 **Answers may vary. Possible answers include:**

Verb	How	When	Where
rode	<i>quickly</i>	<i>yesterday</i>	<i>uphill</i>
will travel	<i>slowly</i>	<i>soon</i>	<i>overseas</i>
ate	<i>ravenously</i>	<i>today</i>	<i>outside</i>
practises	<i>intently</i>	<i>always</i>	<i>nearby</i>
skipped	<i>happily</i>	<i>earlier</i>	<i>away</i>

6 **Answers may vary. A possible answer is:**

I sing joyfully with my choir on Wednesdays. I arrive at the hall early. I enthusiastically greet my friends at the door.

Read and apply

1 Verb: Windsurfing; Adverb: well

2 **Answers may vary. Possible answers include:**

first checking Wait **patiently** pointing **directly**

pull yourself up **carefully** **firmly** grasp Rise to your feet **slowly**

pull **hard** **greatly** improves gliding **gracefully**

3 **Answers may vary. Possible answers include:**

- a slice/cut; b roughly/violently; c smoothly/cleanly;
 d swimming/racing

1.4

Try this yourself

Seb enjoys himself when he plays football on Saturdays. **b**

Now answer these questions

- 1 **a** future; **b** future; **c** present; **d** past; **e** past;
f past; **g** past; **h** present; **i** future; **j** present;
k past; **l** present

2

Past tense	Present tense	Future tense
I drove / was driving	I drive / am driving	I will drive
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

- 3 **a** I went to the party.
b He competed against Joe.
c Chloe saw / could see the moon.
- 4 **a** Jake will be extremely late.
b Amika will work well.
c Sofia will want a cool drink.
- 5 **a** I watch / am watching the film.
b She hears / is hearing / can hear some loud music.
c I teach / am teaching Josiah to swim.

- 6 The answer is **b**.

Read and apply

- 1 The problem is that the text is written in a mixture of past, present and future tenses, and keeps switching between them incorrectly. For example, the first line is in past tense ('looked disbelievingly'). However, the second line is in present tense ('they think').
- 2 The Year 7 students looked disbelievingly at their substitute teacher. 'Is he even qualified to teach?' they **thought**. They **were** supposed to be doing last-minute revision for their maths exam starting in 20 minutes, but instead he **asked** / **had asked** them to sit back, shut their eyes and listen. Classical piano music **flowed** / **was flowing** out of a speaker. They thought he **was** crazy, but they **did** as he asked. As the music **played**, they **discovered** that they gradually **felt** relaxed. It was working! After a few minutes, their heart rates **slowed** down, they **felt** less stressed, and their minds **became** clearer. When it **was** time to open their exam papers and get started, the students **felt** calm and confident.

1.5

Try these yourself

- a** Is Olivia or Marcus presenting the award?; **b** Julia and her brother **are** meeting me there.

Now answer these questions

1

Singular	(She)	dances	goes	watches	makes	holds	cries
Plural	(They)	dance	go	watch	make	hold	cry

- 2 Options **b**, **d** and **e** are correct.

- 3 Draw one fish in **a** and two or more fish in **b**.

- 4 **a** Where **are** the new scissors?
b All the farmyard animals **are** crying.
c A violin, a flute and a keyboard **sound** good together.

1 Answers may vary. Possible answers include:

- a** Jeff and Beth sing well.
b The trees are too tall.
c Meg or her sister makes lunch.
d Why are the children shouting?

Read and apply

- 1 **Answers may vary. A possible answer is:** Wild honeybees **is** in crisis as their numbers are now very low. It is incorrect because the subject of the sentence is 'Wild honeybees', which is plural, so the plural verb 'are' is needed.
- 2 **Answers may vary. Possible answers include:** Bees **are** best known for making honey. Every bee **is** vital for the food growing industry. No technology **exists** yet that can pollinate plants like bees do.
- 3 **Answers may vary. Possible answers include:** Bees are best known for making honey. Every bee is vital for the food growing industry. No technology exists yet that can pollinate plants like bees do.
- 4 **Answers may vary. A possible answer is:** A world without bees wouldn't be worth living in. It would be unbearable. Bees are the lifeblood of this beautiful world.

1.6

Try these yourself

Answers may vary. Possible answers include:

- a** won't; **b** should

Now answer these questions

- 1 **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
- 2 **Answers may vary. Possible answers include:**
a The concert must ...
b I will be able to ...
c Dermot knew he might ...
d I could meet you ...
- 3 **Answers may vary. Possible answers include:**

Sentence	The meaning of the sentence
Nadal might ride his bike.	Nadal has the option to ride his bike. The choice of whether to do so is his.
Nadal should ride his bike.	Nadal has the option to ride his bike. He can choose, but the sentence suggests that riding his bike is the best option.
Nadal will ride his bike.	The plan is definitely for Nadal to ride his bike, and it seems certain that this is going to occur.
Nadal must ride his bike.	Nadal needs to ride his bike and there is no other option.

4 Answers may vary. Possible answers include:

- a** Mum **could** pick us up after work.
b She **might** see Rachel at the party.
c You **should** put that rubbish in the bin.
d I **must** remember Dad's birthday.

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

Read and apply

- 1 Beware! There is a new virus called 'Badtimes' being spread via email. This is the most dangerous virus to date. It **could** wipe your hard drive.

Not only that, but it **may** scramble any devices that are within ten metres of your computer. It **might** recalibrate your freezer so your ice cream melts. It **could** demagnetise the strips on your bank cards. It **will** prank call your mobile phone all night. It **could** even eat your homework.

You **could** go crazy!

But seriously ... computer viruses are no joke! Sadly, many people **may** fall victim to new viruses. If it happens to you, you **may not** be very happy! So you **SHOULD NOT** click on any suspicious links ... EVER! You **may** never know when you're about to be tricked!

- 2 **Answers may vary. Possible answers include:**

- a I **must** check my antivirus software tonight.
b If you click on a suspicious link, your computer **will** get a virus.

- 3 **Answers may vary. Possible answers include:**

could>can, may>will, might>will, could>can, will (no change required), could>can, could>will, may>will, may not>will not, should not>must not, may>will

1.7

Try these yourself

- a underneath; b through, onto; c into, under;
d out of, on, before

Now answer these questions

- 1 The cat was hiding underneath **the bed**.
The cat sat in the garden between **the rows of flowers**.
The cat squeezed through **a gap in the fence**.
Max made coffee **in the kitchen**.
Renee took the coffee out of **his hand**.
Let's go for a nice early swim before **breakfast**.
There's a nice beach opposite **my hotel**.
We can visit Henry tonight after **the dinner party**.
- 2 **Answers may vary. Possible answers include:**
a in/on; b beside/near/inside; c on/under/near;
d up/down/over; e over/through
- 3 **Answers may vary. A possible answer is:** Xavier moved the plates **onto** the table **before** dinner.
- 4 **Answers may vary. A possible answer is:** Michelle walked **around** the corner and continued **up** the hill until she'd gone **beyond** the end of her street.

Less formal	More formal
This is the container we keep the pasta in.	This is the container in which we keep the pasta.
Maths is the first subject I need to concentrate on.	Maths is the first subject <u>on which</u> I need to concentrate.
This is dense bushland <u>we are</u> walking through!	This is dense bushland through which we are walking!

Read and apply

- 1 Flynn lifted his head **up** with a jolt. Sunlight was streaming **through** the window. He looked at the clock **on** his bedside table. It said 8:15!
He jumped **out of** bed, knocking his glass of water **off** the bedside table. He rushed **into** the bathroom and **out** again, then he threw **on** his school uniform. He quickly gulped **down** a bowl of cereal, leaving milk and cereal crumbs everywhere **on** the kitchen bench.
Why wasn't anyone moving **in/within/inside** the house?
Mum and Dad never slept **past/after** 7:30, and school started at 9:00!
'I have to wake everyone **before** I leave,' he thought.
He hoisted his backpack **onto/over** his shoulder and was halfway **along/down** the hallway **near/outside** his parents' room when the realisation dawned. 'Yesterday was the end of daylight saving time! I've got a whole extra hour!'
- 2 **Answers may vary. A possible answer is:**
Flynn groaned, tiptoed **back** to his room, dived **between** his sheets fully clothed, and pulled the covers **over** his head.

1.8

Try this yourself

a, an, the

Now answer these questions

- 1 a **an** arrow; b **a** uniform; c **a** xylophone; d **an** heir to a fortune; e **an** overheated engine; f **a** haunted house; g **a** yellow submarine; h **an** x-ray
- 2 a Vishnu wanted **a** new charger for his laptop and another for his phone.
b Some students needed **an** hour or two to complete their task.
c Sarah had forgotten **the** password for her email account.
d **The** reason I forgot was because I was rushing to get to class.
- 3 c and e are correct, and the rest are incorrect.
- 4 **Answers may vary. Possible answers include:**
a I found a bowl in the abandoned old cave.
b For once, Herx and Minky were both keen on trying a new flavour of ice cream.
c Savannah surveyed the sweeping shoreline, searching for a sign from someone.

Read and apply

- 1 a (i)
b (i)
c (iii)
d (i)
- 2 Last night, we went to the circus that arrived in town this week. There were acrobats, trapeze artists and clowns – and the ringmaster!
The acrobats made **a** human pyramid eight rows tall! **An** acrobat near the top wobbled a fair bit, but it was all okay. **The** clown with the green suit was the funniest one! He kept falling down on his backside, and each time he fell, one of the other clowns made a funny noise.
But the winners, in my opinion, were **the** trained dogs. There were five of them. They jumped over flaming hurdles. They did a dance routine standing on two legs. Some of them could spin around three times! And they even swung on a little trapeze swing made just for them. The finale of the act came when each dog broke through **a** small paper-covered hoop held high in the air by a trainer. It was incredible!



1.9

Try these yourself

- a because/since/as
- b Although/While
- c but/however

Now answer these questions

- 1 I ran the fastest although **my shoes didn't fit properly**.
I ran the fastest because **I had trained the hardest**.
I ran the fastest, so **I was selected to run the race**.
I ran the fastest and **my eyes are the bluest in the class**.
- 2 **Answers may vary. Possible answers include:**
a although; b when/as/because; c but/although;
d so/; therefore
- 3 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?
- 4 **Answers may vary. Possible answers include:**
a I apologised. b he tripped. c Dad made lunch.
d she hurried.
- 5 **Answers may vary. Possible answers include:**
She loves to read and he enjoys playing soccer.
The sun was shining but it was a cold day.

Read and apply

- 1 b
- 2 **Answers may vary. Possible answers include:**
You should set the temperature in your fridge to below 5° Celsius, **because** higher than 5° is warm enough for bacteria to survive.
It is important to check the temperature in your fridge **as** bacteria are harmful **and** they often cause poisoning.
Make sure you cool hot food down **before** you place it in the fridge. Putting warm food in the fridge is unwise, **as** this can raise the temperature of the fridge **and** other food in the fridge can spoil.

1.10

Try these yourself

- a ! or .
- b ?
- c !

Now answer these questions

1

Sentence	Question	Command	Statement
What time is it?	✓		
Keep driving until you reach the lake.		✓	
The owl started unblinkingly.			✓
When can we go?	✓		
Be quiet!		✓	

- 2 a . d .
b ? e ?
c ! f ! or .

- 3 a We can go to the beach.
b We're supposed to turn here. / Here is where we're supposed to turn.
- 4 a Tidy up this mess!
b Tell Caitlin.

5

- Stir the mixture well. (instructions)
- The spy crept through the castle. (narrative)
- What was the best part of acting in this film? (interview)
- Turn right at the bridge. (instructions)
- The ferns waved gently in the breeze. (narrative)
- When did you first see Mount Fuji? (interview)

Read and apply

- One of the most common diseases in the world today is tooth decay. (S) Many children already have some tooth decay by the age of 9. (S) How does this happen? (Q)
Decay is caused mainly by sugary food. (S) Do you sometimes eat food like that? (Q) We all do from time to time! (S) But when you do, it's vital that you remove the bits of food that get stuck between your teeth. (S) Sugar that stays in the mouth helps to form acid that attacks teeth. (S) Thankfully, there's a solution! (S) Brush your teeth! (C)
Fizzy drinks are particularly acidic, but all sweet drinks are a recipe for disaster in terms of tooth decay. (S)
So what can you do to look after your teeth? (Q) Reduce the number of acidic drinks you consume. (C) Floss to get rid of food between your teeth. (C) Brush your teeth after eating sugary food. (C)
Look after those pearly whites! (C) They're the only ones you've got! (S)

1.11

Try these yourself

- a I; b me

Now answer these questions

- 1 a, d and f are correct.
- 2 a I; b me; c I; d I; e me; f I; g me; h I; i me; j I
- 3 a Macey and I want to go to the movies.
b Give the chocolates to Dad and me.
c You and I have been friends since kindergarten.
d You should come with Dave and me when we go out.

Read and apply

- 1 Hi Granny,
Mum, Stephen and me have finally arrived in Queensland! Mum made Stephen and I mad as she drove up the freeway like a snail and stopped at all the little towns. He and I were just desperate to get to the beach!
But now that we've arrived, my dream holiday is coming true. At the resort where we're staying, the beach is perfect for learning to surf. Mum has promised Stephen and I that she'll book us some surfing lessons soon. But only if he and I both leave her to read in peace!
There's a pool, too, and yesterday a waiter brought Mum and me some drinks while we were in the water! Mum and me couldn't have been happier! I really don't want to come home. Two weeks in paradise is not enough! But I am looking forward to seeing you. Maybe you could come to the beach with Stephen and I some day!
Love, Maddie

- 2 **Answers may vary. A possible answer is:**
'Mum and me couldn't have been happier!' is incorrect because if you leave Mum out, it says 'Me couldn't have been happier'. This should be changed to 'Mum and I ...'.

2.1

Try this yourself

My brothers James and Michael will travel to New Zealand in September. They're excited because they'll see where *The Lord of the Rings* was filmed.

Now answer these questions

- 1 Araluen, River, Beauty, Beast, Christmas, Hilton, Hotel, Jessie, Spanish, Hill, End, Public, School
- 2 *Alice's Adventures in Wonderland* by Lewis Carroll
- 3 Cross out the capital letters in Foxes, Cities, Active, Spring, Chickens, Biologist, Science.
- 4 Next, Pat went to the hospital.
- 5 **a** and **d** are correct.

Read and apply

1

Names of places	Names of people	Days/ months	Names of official positions/ roles	Names of special events	Titles
Eastley Road	Mr Singh	Saturday August	Club Secretary	Presentation Day	<i>The Ultimate Manchester United Trivia Book</i>
St Andrew's Presbyterian Church	Coach Cassidy	Friday	Team Manager	Grand Final	
Finchley Road	Sally Smith	April Sunday			
Mitchells Creek Bridge					
Dearborne River					

- 2 The first time, 'Coach' forms part of someone's name, so it needs a capital letter. The second time, the word is used in a more general sense.

2.2

Try this yourself

'If I finish my homework, walk the dog, clean my room and take out the rubbish, I can come over to your house tonight,' said Marley.

Now answer these questions

- 1 **a** He ate sandwiches, chips, a pie, some cherries and a biscuit.
b The house was big, old, dirty, dark and cold.
c We bought balloons, streamers, flags and sparklers for the party.
d They packed warm socks, gloves, coats and boots.
- 2 **a** This sentence is correct.
b 'The water is really cold,' declared Tom.
c Olivia asked, 'Why is your face red?'
d 'The train is arriving,' announced the stationmaster.
e Joshua whispered, 'I've forgotten my homework.'
f This sentence is correct.
- 3 **a** and **d** are correct.
- 4 **b** After he had stopped, we went to the beach.
c We went on the Ferris wheel, the dodgem cars and the roundabout.

- 5 Cross out: **a** comma after 'into'; **b** commas after 'like' and 'splash'; **c** comma after 'don't'; **d** commas after 'bread' and 'cheese'.
- 6 **a** 'Have a good look,' said Charlie, 'because you won't see it again.'
b To raise money for charity, I walked, ran, swam and biked.
c Oscar muttered, 'If I study maths, French and science today, I'll be shattered!'

Read and apply

- 1 'We had a fencing lesson in PE today,' said Ella. 'Fencing? I didn't know your school taught fencing,' said Mum.

Ella explained that the class had been taken by a new teacher. 'She's really good!' said Ella. 'She's kind, funny and energetic. She even made Jamie, Chris, Jo and Harry get involved.'

Nan phoned later that evening. Ella told her about the fencing lesson and then Nan invited Ella over the next day.

When Ella arrived at Nan's, Grandpa was out in the garden. Nan had a twinkle in her eye. 'I told Grandpa about your fencing lesson,' she said, 'and now he wants you to show him.'

They went outside. Grandpa was standing beside a spade, a pile of posts and some fence palings. 'I'm glad someone knows what to do with this stuff!' he exclaimed.

Feeling a bit embarrassed for Grandpa, Ella opened her mouth to speak.

'Just kidding!' said Grandpa.

- 2 **Answers may vary. A possible answer is:**

'Feeling a bit embarrassed for Grandpa' is not a sentence on its own. Therefore it needs a comma after it to separate it from the main clause: 'Ella opened her mouth to speak.'

2.3

Try these yourself

- Isn't that Ed's pen?
- Darius' injury wasn't serious.
- That's the children's pool.

Now answer these questions

- 1 **a** possession; **b** omission; **c** possession; **d** omission
- 2 **a** couldn't; **b** he's; **c** they're; **d** I've; **e** we'll; **f** it's
- 3 **a** and **c** are correct.
- 4 **a** the clock's hands; **b** our floor's tiles; **c** Adam's hand; **d** the students' desks; **e** the children's pens; **f** my classroom's windows

5

The bird's nest	The children's lollies	The neighbours' cats	The woman's ideas
One bird has one nest.	One child has one lolly.	One neighbour has one cat.	One woman has one idea.
One bird has some nests.	One child has some lollies.	One neighbour has some cats.	One woman has some ideas.
More than one bird has a nest.	More than one child has lollies.	More than one neighbour has cats.	More than one woman has some ideas.

Read and apply

The boys' excursion was cancelled because they played a trick. It's lucky that its victim wasn't a teacher! Anyway, they hid Olly's books in Mr Berry's water tub, which he was using to clean the paintbrushes. The books' covers weren't very clean afterwards and Mr Berry's response wasn't a happy one. He's scary when he's angry.

The boys were on detention in the art room during lunch. They had to clean old paint off the walls, desks and chairs, and they missed playing on the basketball courts with their friends.

2.4

Try this yourself

'How could you say that?' sobbed Margie. 'You're my best friend!'

'Why'd you have to go and make things so complicated?' I shrieked. 'The way you're acting like somebody else gets me frustrated!'

Now answer these questions

- a Dan wondered why the bus was late.
b Do you know where I can find a phone charger?
c Wilbur asked whether Zola could come over.

2 b and d are correct.

3 Answers may vary. Possible answers include:

Sentence	Exclamation mark (Y/N)	Explanation
I don't want to go and you can't make me.	Yes	Needed to express strong emotion.
Canberra is the capital city.	No	Just an ordinary fact.
Quick, cross before the lights change.	Yes	Needed to express the urgency of the command.
The frogs breed in summer.	No	Just an ordinary fact.
I just saw a lion escaping.	Yes	Needed to express excitement/fear/urgency of the situation.

- a 'I can't believe we won!' Lydia shrieked. 'Do you think we'll make the final?'
b Jack sighed. 'I've told you a thousand times already!' he said. 'Why aren't you listening?'
c 'What am I going to do with you?' laughed Mum. 'That's the third spilt drink this week!'

5 Answers may vary. A possible answer is:

Both the exclamation mark and the question mark belong inside the quotation marks because they belong with the words that are spoken.

'There's a slug in my lunchbox!' Lavinia screamed. 'Can you help me get rid of it?' she pleaded.

Read and apply

1 Answers may vary. Possible answers include:

'Dad!' I yelled, as I burst through the door. 'Dad, where are you?'

'Whoa! Slow down!' said Dad. 'Where's the fire?'

'What?' I replied, then realised he was making some sort of joke. I ignored him. 'Elleni's cat had kittens last night!' I squeaked. 'Can I go and play with them?'

Dad looked doubtful. I held out my phone and showed him a picture of the kittens. 'Look!' How could I persuade him?

'They won't be old enough to play yet,' said Dad.

'Shouldn't you wait a few weeks?'

'Oh, please can I go? I can't wait!'

My sister came in and looked at my phone. 'Oh, they're adorable!'

2 Answers may vary. A possible answer is:

'See!' I exclaimed, pointing to my sister. 'She gets it!'

I turned to Dad and fixed him with a pleading look.

I've always been able to get my own way when I do this, but would it be enough this time?

'Go on Dad,' my sister interjected. 'Why shouldn't she be allowed to go?'

Dad sighed. 'Fine. But make sure you're incredibly careful with them.'

'Thanks Dad!' I shouted, giving him a massive hug then racing out of the room before he could change his mind.

2.5

Try this yourself

Grandad smiled and said, 'What doesn't kill you makes you stronger.'

Now answer these questions

- a 'Give me the chocolate,' said Dan.
b 'Sam didn't finish his work,' said Max.
c Ibrahim asked, 'Shall I go next?'
d The girl snarled, 'You'll be sorry!'
- a Jac whispered, 'Are we safe yet?'
b The manager called, 'Bring me that bag!'
c 'I need another drink!' gasped Louis.
- '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 Haru.'
- a, d and e are correct.
- b There is a comma missing after 'shouted' (to separate speaker from direct speech).
c 'my' should have a capital letter because it is the beginning of a new speech sentence.
f The misplaced quotation mark after 'shouted' belongs where the speech finishes, after 'away!'

6 Answers may vary. A possible answer is:

'Hi, Jay. Did you get a new bike?'

'Sure did! Do you like it?' answered Jay.

'It's great!' said Carrie.

'Do you want to come for a ride after school?' asked Jay.

Read and apply

- Names in order: Fred, Herman, Fred, Herman, Fred, Herman
- Highlight 'Can you describe what they looked like?' It was incorrect to start a new line here because it is still Fred speaking. The speaker has not changed.

2.6

Try these yourself

- Leanne ordered Luke to give the ball to her.
- Lorelei said she preferred chocolate to strawberry.

Now answer these questions

- a D; b I; c I; d D
- Answers may vary. Possible answers include:
a complained/observed/lamented
b enquired/asked/wondered
c pleaded/begged/asked
d commented/exclaimed/marvelled

3 Answers may vary. A possible answer is:

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

4 Answers may vary. A possible answer is:

Anthea told Ellen that her new puppy was cute. Ellen explained that her mum had got her the puppy for Christmas. Anthea exclaimed that she was very lucky.

5 Answers may vary. A possible answer is:

'What a fantastic new phone, Ewan!' said Andy.

'My father bought it for me,' Ewan explained.

'Cool! I'm so jealous!' exclaimed Andy.

Read and apply**1 Answers may vary. A possible answer is:**

He told his brothers that he didn't want to work too hard, and built his house out of straw.

The second pig also commented that work wasn't his favourite thing.

The third pig warned his brothers that they were being foolish. They told him he was the fool.

He asked the pig to let him in.

The wolf threatened to blow the pig's house in.

2 Answers may vary. A possible answer is:

He said to his brothers, 'I don't want to work too hard! I'm building my house out of straw.'

The second pig said, 'Work's not my favourite thing either!'

'You're both being very foolish!' snapped the third pig.

'You're the fool!' they chorused.

The wolf said, 'Little pig, little pig, let me come in!'

'If you don't let me in, I'll blow your house down,' threatened the wolf.

3 Answers may vary. A possible answer is:

'Then I'll huff, and I'll puff, and I'll blow your house in!' yelled the wolf.

3.1**Try these yourself**

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

Now answer these questions**1**

dish	dishes	dishes	dishies
ray	raies	rayes	rays
elf	elves	elfies	elfs
watch	watchies	watchs	watches
daisy	daisies	daisyies	daisys
crush	crushs	crushes	crushies

2

Add -s	Add -es	Remove the -y and add -ies	Remove the -f and add -ves
tray	hitch	fairy	scarf
home	hoax	city	self
hand	glass	puppy	shelf
mat	loss		

3 a buses; b lessons; c jellies; d calves; e matches; f keys**4**

Noun	Plural	Noun	Plural	Noun	Plural
sheep	sheep	mouse	mice	goose	geese
tooth	teeth	child	children	woman	women
person	people	aircraft	aircraft	moose	moose

Read and apply

year > years, baby > babies, toddler > toddlers, child > children, visit > visits, parent's > parents, grandparent > grandparents, book > books, activity > activities, library > libraries, person > people, shelf > shelves, Libraries > Libraries, centre > centres, community > communities, area > areas, member > members, Librarian's > Librarians, volcano > volcanoes, monkeys > monkeys

3.2**Try these yourself**

inhuman, unsure, immature

Now answer these questions**1 a unkind; b mismatch; c nonsense; d impossible****2**

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

3 a misplaced; b transformed**4 a predictions; b propose; c prepay; d protested****5 a disqualified; b decode; c dehydrated; d discredit****6 Answers may vary. Possible answers include:**

Prefix	Meaning
anteroom, antenatal, antecedent	before, in front of
antiwar, anticlockwise	opposite, opposed to
intranet, intracity, intrastate	within
semitrailer, semidetached, semicircle	half, partial
malnourished, malware, maladjusted	bad, poorly

Read and apply

discovered, misplaced, recovered, replaced, illusion, disappearing, informed, delusion, reappearing, reformed, displaced, uncovered, transformed

3.3**Try this yourself****Answers may vary. Possible answers include:**

friendship, meaning to be friends with someone; friendless, meaning to have no friends

Now answer these questions**1 a satisfy; b companion; c adventure; d beauty; e gold; f music****2 Answers may vary. Possible answers include:**

Root word	New words	Root word	New words
thought	thoughtful, thoughtless	time	timely, timeless
soft	softly, softness	active	actively, activate

3

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

4 a horrible, inedible

b comfortable, reasonable

c sensible, reliable, dependable

d unacceptable, impossible

5

music	musician	inspect	inspection	possess	possession
beauty	beautician	political	politician	attract	attraction
physical	physician	divide	division	conclude	conclusion
express	expression	educate	education	collect	collection

Read and apply

1 defendship > defence, convincify > convince, beneficous > beneficial, boreful > boring, intendship > intention, quickwise > quickly, decisionise > decide, dayful > daily, teachians > teachers, acceptful > acceptable, stateships > statements, competible > competitive (or competing), leaderness > leadership, valuey > valuable, simplewise > simply, fashionful > fashionable, signifates > signifies, disgustified > disgusted, gratefultitude > gratitude, easily > easy

2 Answers may vary. A possible answer is:

As a student, I disagree. I hate wearing a uniform! It just doesn't look nice, and I don't like looking indistinguishable from everyone else around me when I wear it. I've lived in a country where they let us choose our clothes and no one was bullied for it — if anything, it was a way to bond with people and make friends through admiring each others' clothes. Plus we're not going to wear uniforms as adults, so why force us to wear them as students? It doesn't make sense!

3.4

Try these yourself

daughter > daughter, enaugh > enough, faught > fought, peopel > people, normil > normal

Now answer these questions

1 Answers may vary. Possible answers include:

a cough, doff; b rough, stuff; c tough, buff; d borough, thorough; e enough, gruff; f though, throw; g trough, off; h plough, now; i bough, cow; j sough, how; k dough, glow; l chough, puff

2 a brought; b caught; c drought; d taught; e fraught; f distraught; g thought; h sought

3

rumble	petal	hospital
ladle	middle	example
council	general	metal
possible	loyal	beetle
numeral	normal	pencil
utensil	swivel	muddle

4 troubil > trouble, huddel > huddle, cycil > cycle, saddel > saddle, uncil > uncle, wiggil > wiggle

Read and apply

1 It was the first day of my first job, making deliveries for a bakery in town. I hopped on my bicycel and headed off, my basket full of sourdow. The deliveries were in alphabeticle order, so my first stop was grumpy Mr Anderson.

He lived in a rurel area just out of town. At first, the trip was tranqual. I rode past freshly ploud fields and threw tall trees with the wind sowing gently in their bows. Then the road got ruff, and steep. I had to peddle really hard. It was tuff! I noticed a skin that a snake had sluffed off on the road, and I shivered. I'd also heard stories of vicious feril animels out here. This was not very enjoyabel!

Finally, tho, I arrived. A sign on the gate said, 'Enter at your own perel!'

'Great! I thought.

Althow I was scared, I had a job to do. I went up to the door and knocked. Silence. I coffed nervously. If there was such a thing as a guardian angle, I needed one right now! Then the door swung open, and out stepped Mr Anderson.

'I ... I've bought your delivery from the bakery,' I squeaked. 'Two loaves with base! and fennal! I held out the parcil.

'Hmph,' he said, stooping down at an awkward angel to sniff at my bike basket. 'Smells dowy. Not cooked long enuff. How dare you come here and pedal undercooked bread! And where are the bagles and waffles I brought?'

I mumbled an apology, got on my bike and rode away, hoping my next delivery wouldn't be so frought!

2 bicycle, sourdough, alphabetical, rural, tranquil, ploughed, through, sougning, boughs, rough, pedal, tough, sloughed, feral, animals, enjoyable, though, peril, thought, Although, coughed, angel, brought, basil, fennel, parcel, angle, doughy, enough, peddle, bagels, waffles, bought, fraught

3.5

Try this yourself

They liked Bali so much that they're planning to go there again when their exams are over and they're on holidays.

Now answer these questions

- a Their car is packed, and their dad says they're going to get there before dark.
- We're going to the beach with our two cousins if it's not too cold.
- We raced off to the national park. Lots of us took cameras. We had a lot of fun, but the best part of the day was taking our boots off after the walk!

2

cheap	cheep	might	mite	blue	blew
night	knight	mail	male	peace	piece
meat	meet	groan	grown	grate	great
main	mane	knot	not	rain	reign

3 a except; b fair; c he'll; d missed; e scene; f break

4 angle; here; quite; angel; rein; hear; quiet; reign

Read and apply

1 'I really hope we see ✓ a bare X', Lisa whispers to Richard. 'I couldn't bear ✓ it if we came all the way to Hokkaido and mist X out.'

It's early in the morning, and the missed X has just cleared. Their X standing on a bridge, hands in there X pockets, trying to keep warm. They're ✓ gazing along the river towards where it meats X the sea ✓.

'We've been here ✓ nearly an our X,' whines Lisa. 'What if we don't make it to hour X train in time?'

'Shh,' hisses Richard. 'A bear ✓ might hear ✓ you and get scared off!'

'I know ✓ they eat fish, but do they eat any other meats X? 'Know X,' says Richard. 'Not that I no X of.'

Then Lisa seize X something moving towards the riverbank. Richard sees ✓ it too. It's a bear ✓, right they're X under the bridge. He raises his camera.

'This is the best thing I've ever scene X!' whispers Lisa, grinning. The bear ✓ looks up. It's seen ✓ them, but it stays there ✓ in the river, fishing for salmon.

2

bear (noun), bear (verb), bare	they're, their, there	meets, meats	seen, scene	know, no
see, sea	mist, missed	seize, sees	here, hear	our, hour

3 See answer for 1

3.6

Try these yourself

intelligent > clever; bloodthirsty > violent; consider > ponder;
nasty > malevolent; upset > distraught

Now answer these questions

1 Answers may vary. Possible answers include:

- a joyful, pleased; b travelled, moved; c hurry, race;
d ravenous, famished; e sobbed, wept;
f delighted, overjoyed; g gentle, thoughtful;
h miniature, minute; i probable, expected

2 Answers may vary. A possible answer is:

We moved into our new house today. It's magnificent. It's got wonderful large bedrooms and a truly enormous garden. The cupboards are absolutely massive and the bathrooms are elegant. It's great fun unpacking!

3

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

4 Answers may vary. Possible answers include:

- a honour, esteem; b think, muse, ponder;
c resident, dweller;
d uncomfortable, embarrassing, clumsy;
e aware, mindful, intentional

Read and apply

Answers may vary. A possible answer is:

Visiting the glorious botanic gardens is always enjoyable. It's a pleasant place to go when the weather is fine; and even when the weather is inclement, you can always have a lovely time wandering through the glasshouse.

Outside, the gardens are filled with spectacular flowers. Many of them smell fragrant. You can see blooms in many vibrant colours. It's really relaxing strolling slowly among the lush garden beds.

The trees are amazing, too. Many are ancient and enormous, providing welcome shelter from the sun on a sweltering day.

The botanic gardens provide a peaceful haven away from hectic city life. Plan your visit today! You're guaranteed to have a fabulous time!

3.7

Try these yourself

appear > vanish; perfect > imperfect; generally > specifically; reluctance > enthusiasm; suspect > trust

Now answer these questions

1 Answers may vary. Possible answers include:

- a nasty > sweet; b went > came; c rush > stroll
d hungry > full; e cried > laughed;
f thrilled > disappointed; g kind > mean;
h tiny > huge; i likely > unlikely

2 Answers may vary. Possible answers include:

- a When running downhill, the woman is slower than me. She has shorter legs and she loses all the races she enters.
b He had a stunning haircut and was creative and popular. His paintings were cheap. They were very dull and I hated them.
c On the hot summer's afternoon, the shiny new car drove down the street, before speeding up and disappearing out of sight.

3 innocent > guilty; real > artificial; confident > uncertain;
legible > illegible; special > ordinary

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

Read and apply

1 and 2

Hickory dickory dock, / The mouse ran up the clock, / The clock struck one, the mouse ran down, / Hickory dickory dock.

Hey diddle diddle, the cat and the fiddle, / The cow jumped over the moon, / The little dog laughed to see such sport [or fun,] / And the dish ran away with the spoon.

Humpty Dumpty sat on the wall, / Humpty Dumpty had a great fall, / All the king's horses and all the king's men, / Couldn't put Humpty together again.

Baa, baa, black sheep, have you any wool? / Yes sir, yes sir, three bags full! / One for the master and one for the dame, / And one for the little boy who lives down the lane.

3.8

Try these yourself

Correct words: ceiling, receipt

Now answer these questions

- 1 a thief; b friend; c field; d beliefs; e perceived
2 a relief; b grief; c shield; d conceive; e reprieve
3 a seized, siege; b height; c leisure; d freight;
e retrieved; f foreign, ancient; g efficiently;
h neighbours
4 thier > their, peirce > pierce, niether > neither, vien > vein,
casheir > cashier

Read and apply

Makim was trying to study for his spelling test when it happened. Everything was silent in the room except for a wierd howling noise. Makim percieved that it was getting louder and louder, like an approaching frieght train. It was hurting his ears! He looked across at his nieghbour, but she was deep in concentration. No freindly face there!

He put up his hand.
Mrs Brown said, 'Yes, Makim?'

'What's that noise, Miss?' Everyone looked up. Several students, impateint at the interruption, shook thier heads.

'There's no noise, Makim,' said Mrs Brown, rolling her eyes towards the cieling. 'I think you're up to mischeif. Are you bieng decietful again? Get back to work.' (She clearly hadn't forgotten his most recent prank.)

Although it was difficult to beleive - almost inconcievable - that he was the only one who could hear the noise, Makim obediently treid to go back to his work, but he dropped his pencil. As he bent to retrieve it, he saw four hairy feet sticking out from under his desk.

He bent lower. There was a wolf under his desk! Seized with fear and confusion, Makim let out a peircing shriek.

'That's it!' said Mrs Brown. 'If you can't be quiet, you can go outside.'

Relieved, Makim got up to leave the room. Maybe some fresh air would help shake off this hallucination, or whatever this expereince was that he was having. He went out to the playing feilds, breathing deeply.

'Okay,' he said to himself as he turned back towards the classroom. 'It's all going to be—' And then he recieved an even bigger shock ...

Corrected words (in order):

weird, perceived, freight, neighbour, friendly, impatient, their, ceiling, mischief, being, deceitful, believe, inconceivable, obediently, tried, retrieve, seized, piercing, shriek, quiet, relieved, experience, fields, received

3.9

Try these yourself

clim**h**, doub**t**, brist**l**e, gnaw, writ**e**

Now answer these questions

1 a wrigg**l**e; b hym**n**; c sci**e**n**c**e; d deb**t**; e cho**i**r

2 a gnom**e**; b gh**o**st; c guit**a**r; d knitt**i**ng

3 a write, new; b jam, our; c knew, rite; d rap, night; e lent, wrap; f knight, hour;

4

answer	muscle	psychology
gnashing	succumb	receipt
rhinoceros	chorus	column
wreckage	ascended	bombing

Read and apply

1 **Answers may vary. Possible answers include:**

kn**ig**ht, cast**l**e, gl**i**st**e**ning, kn**o**ck**e**d, wh**e**th**e**r, g**u**est, wh**o**te, gh**o**st, clim**e**d/asc**e**nd**e**d, succumb, sc**e**n**e**/sc**e**n**e**ry, cal**f**, aut**u**m**n**, l**i**ght/sun**l**ight, sw**o**rd, kn**i**fe, cup**o**ard, walk**e**d

2 honourable; solemnly; answer; wrestled; listened