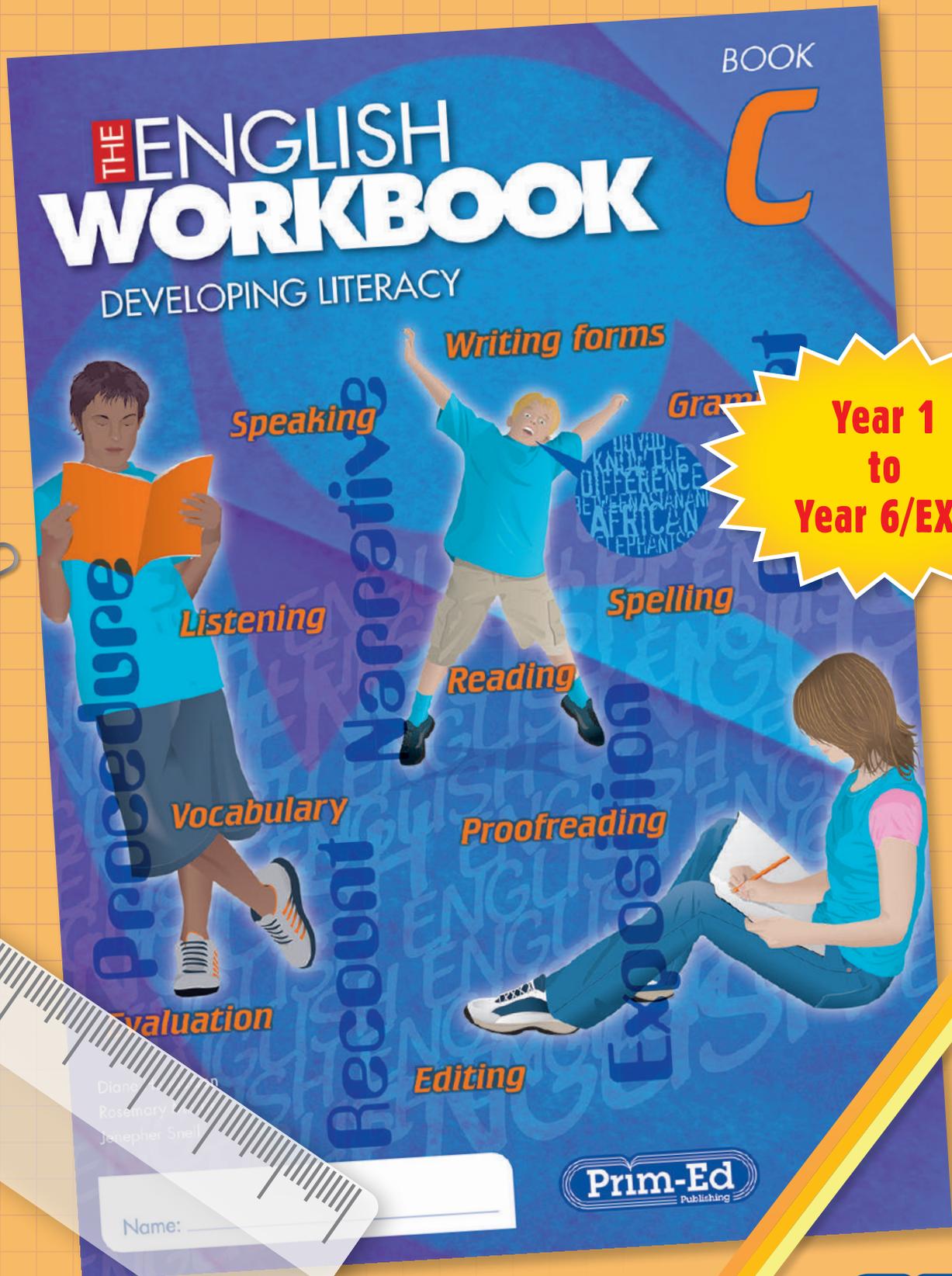


WORK PRACTISE REINFORCE CONSOLIDATE BOOKS

TEACHER'S EVALUATION COPY



BUILD CONFIDENCE AND COMPETENCE ACROSS ALL ASPECTS OF LITERACY

The English Workbook is designed to improve and develop pupils' literacy skills by helping them understand procedures, recounts, exposition, narratives and reports. Split across 10 units of work, pupils are given various literacy practice activities covering speaking, listening, writing, grammar, editing, vocabulary, spelling and reading.

Take a closer look at *The English Workbook* and see how to use this great resource with your pupils.

Reading passage written in one of the five writing genres covered in the book.

Step-by-step analysis of the structure of the writing genre.

Check pupils' understanding of the text with comprehension questions.

Recount - 1

Hospital visit

ANALYSIS

This recount is a retelling of past events in time order. Some recounts are factual, personal or imaginative.

Read the **recount** about a hospital visit.

Hospital visit



Last Sunday afternoon, Mum took us to the hospital to see Auntie Jenny. Dad decided to stay at home and work in the garden because he doesn't like hospitals very much. He said that he would rather see Auntie Jenny next week when she is at home. My brother Tim and I hadn't been in a hospital since we were born, so we were curious to see what it was like.

We stopped at the shop to buy some special chocolates for Auntie Jenny. I hoped that she would let us have some, but I didn't say this to Mum because I didn't want to hear one of her lectures about being a selfish girl!

When we arrived at the hospital we drove around the car park for ages looking for a parking spot. We finally found one, but then Mum had a stress attack because she needed to pay for a parking ticket and she didn't have any change. A kind man offered to help and actually gave Mum some coins so that she could buy a ticket.

Eventually we went inside the hospital. It seemed very large and confusing but the lady at the desk gave us directions to find Ward 44. The lift was very quick and in no time we were on the 4th floor. There was a big sign pointing to the different wards and we found Ward 44 without difficulty. Mum made us promise that we would be very good, quiet and not rush around because sick people need to be kept calm and visitors must be very considerate. Auntie Jenny had a room to herself. It looked a bit like a small hotel room with its own bathroom and there was a TV set on the wall. Auntie Jenny looked very tired but she said she was pleased to see us. We didn't stay long because a nurse said that she needed to give Auntie Jenny an injection, so we all said goodbye and left.

As we left I thought that although the hospital was quite a nice place and the people we met were friendly and helpful, I was pleased that I wasn't sick and that I could leave and go home.

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ANALYSIS Structure of a recount

Structure

A title: Tells: **What** the recount is about.
 A setting: Tells: **Who** the recount is about
Where the events happened
When the events happened
Why the events happened

The events: Tells: **What** happened
 Events are told in the **order** in which they happened.
 Each major event is written in a new paragraph.

An ending/comment: Tells: The ending and what the writer thinks about the events.

1. Read the recount about the hospital visit again. Answer the questions.

Title
 What is the recount about?

Setting

Who went to the hospital?
 Who did they visit?
 When did they go?
 Where did they go?
 Why did they go?

Events
 What was the first thing they did after they left home?
 What happened when they arrived at the hospital?
 What did they do next?

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WORKING WITH THE TEXT Reading

3. Dad didn't go to visit Auntie Jenny because he didn't like hospitals. Think of two possible reasons for this.

Applying your knowledge

1. The order of events in a recount is very important. Read each sentence and number them in the correct order from 1 to 8.

(a) They arrived in the car park.
 (b) Mum bought some chocolates.
 (c) They went up in the lift.
 (d) A man gave Mum some money.
 (e) They asked the lady at the desk for directions.
 (f) Auntie Jenny had an injection.
 (g) They looked around Auntie Jenny's room.
 (h) They said goodbye to Dad.

Vocabulary

Opposites

1. Look in the recount *Hospital visit* to find words with the opposite meaning to these words.

(a) sister (b) lost
 (c) uncle (d) noisy
 (e) started (f) small
 (g) boy (h) outside
 (i) sell (j) hello

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Opportunities to improve pupils' vocabulary, spelling, punctuation and grammar.

Writing framework template guides the pupils to write their own piece in the chosen genre.

Pupils can learn how to check their writing by editing and proofreading.

Spelling WORKING WITH THE TEXT

5. Sometimes, a short vowel sound can be represented by two vowels together. Read these words with short vowels. Circle the vowels. The first one has been done for you.

head bread threat thead tread

6. Read these words with long vowel sounds. Circle the vowels.

see me people stay need key
 find week been they kind so
 buy be needle pleased leave very

Did you notice?

Sometimes, the long vowel sound was represented by one vowel..... **me find**

Sometimes, two vowels together made the long vowel sound..... **week people**

Sometimes one vowel and one consonant together made the long vowel sound..... **stay key**

7. Complete these words using long sound vowels.

(a) c...t something you wear
 (b) oi...t not noisy
 (c) r...d something we do with books
 (d) m...t something we eat
 (e) r...n it makes things wet
 (f) sh...p an animal
 (g) t...t some animals have one
 (h) s...t something to sit on.



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Writing a recount WRITING

On a separate sheet of paper, write a recount about a visit you made to one of the following:

The zoo The supermarket The doctor or dentist A football match

First use the plan below to organise your ideas.

TITLE:

SETTING: Who?
 Where?
 When?
 Why?

EVENTS:

1.
 2.
 3.
 4.

CONCLUDING STATEMENT/COMMENT:

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WRITING Editing and proofreading

Use the checklist below to edit and proofread your work.

You will be self-editing for:
 Spelling Punctuation
 Grammar Sentence structure

You will be using a peer (partner) editor to:
 Check sequence and sense

Checklist

Title of recount:

1. Does your recount include:
 (a) specific characters? yes no
 (b) location or setting? yes no
 (c) time when the events took place? yes no
 (d) why the events occurred? yes no

2. Were your events listed in the correct order? yes no

3. Did your recount finish with a concluding comment or statement? yes no

4. Have you corrected any spelling errors? yes no
 (a) Have you used capital letters and full stops correctly? yes no
 (b) Did you include action verbs? yes no
 (c) Did you use conjunctions? yes no
 (d) Did you use the past tense? yes no

5. Ask a partner to read your recount.
 (a) Did he/she understand the sequence? yes no
 (b) Did it make sense? yes no

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Exposition – 1

Pets

Pets

I think every boy and girl should have a pet.

You don't have to have a big pet, like a horse or an elephant.

They could cost a lot of money to feed.

You can have small pets that don't eat much, like mice, fish or birds.

Or you could have a pet like a sheep.

They just eat grass and grass is free.

And, if you had a sheep, you wouldn't even have to cut the lawn!

A chicken is a good pet, too, and it could eat your leftover food scraps.

When boys and girls have a pet, they have to look after it.

It is good for children to learn to look after their pets.

They have to remember to give them food and water and not just go off and play.

Pets teach children to be kind and gentle.

Pets can be very friendly and loving if you are kind to them.

Pets can be your friends and it is good to have lots of friends.

I'm sure you will agree that everyone should have a pet.



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Speaking and listening

With your class

Talk about pets.

- What pets do you have?
- What are some things pets do?
- What pet would you most like to have?
- Why is this pet so special?
- How do you look after pets?
- Why is it important to look after pets?
- Do you think that all children should have pets?



Draw the pet you would most like to have.

With a partner

Tell your partner about the pet in your picture.

Listen to your partner tell you about the pet in his or her picture.

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Look at the exposition

TITLE:

1. Write the name of the exposition.

PURPOSE:

2. What does the writer want to happen? _____

ARGUMENTS:

3. Why does the writer think children should have pets?

CONCLUSION:

4. All children should _____

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Reading comprehension

Read

1. Colour **yes** or **no**.

(a) Horses don't eat much.	<input type="checkbox"/> yes	<input type="checkbox"/> no
(b) Children can look after pets.	<input type="checkbox"/> yes	<input type="checkbox"/> no
(c) Pets can be loving.	<input type="checkbox"/> yes	<input type="checkbox"/> no
(d) Sheep cost a lot to feed.	<input type="checkbox"/> yes	<input type="checkbox"/> no
(e) Pets need food and water.	<input type="checkbox"/> yes	<input type="checkbox"/> no
(f) No children should have pets.	<input type="checkbox"/> yes	<input type="checkbox"/> no

Read and think

1. Not many people keep elephants as pets because _____

2. Some people would like sheep as pets because _____

3. Some mums and dads won't let their children have big pets because _____

4. How can you look after a pet? _____

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Reading comprehension

Think

1. Draw two pets you like that would not cost a lot to feed.

2. Draw two pets you like that would eat a lot.

3. (a) Draw two pets you think would make a lot of noise.

(b) Draw two very quiet pets.

4. (a) A pet I would like to cuddle is _____.

(b) I think a _____ would be hard to cuddle because it

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Vocabulary

All about words

1. Unjumble these pets and draw a picture.

(a) o s h r e _____ (b) t o a g _____

(c) t a c _____ (d) s i h f _____

2. Match each pet to the food it eats.

- | | | |
|-------|---|----------|
| cat | • | • grass |
| sheep | • | • milk |
| dog | • | • seeds |
| bird | • | • meat |
| mice | • | • cheese |



3. What am I?

(a) I like to swim.

I don't eat much.

I am very quiet.

I am a _____.

Draw me.

(b) I have four legs.

I like to walk.

I bark.

I am a _____.

Draw me.

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Spelling

ck comes after a short vowel. For example: **sack, peck, sick, sock, luck**

1. Circle the short vowel in each word.



2. Add **ack, eck, ick, ock** or **uck** to make these words.

- | | | | |
|--------------|--|--------------|--|
| (a) tr _____ | | (b) br _____ | |
| (c) s _____ | | (d) st _____ | |
| (e) n _____ | | (f) l _____ | |
| (g) b _____ | | (h) bl _____ | |
| (i) s _____ | | (j) p _____ | |

3. Join the rhyming words. Look at the last three letters.

- | | | |
|------|---|---------|
| band | • | • silk |
| jump | • | • send |
| milk | • | • camp |
| mend | • | • sand |
| lamp | • | • nest |
| post | • | • gift |
| best | • | • lump |
| lift | • | • ghost |

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Spelling

4. Add **st** or **nt** to make words.

- | | | | |
|--------------|--|--------------|--|
| (a) ve _____ | | (b) ve _____ | |
| (c) be _____ | | (d) be _____ | |
| (e) te _____ | | (f) te _____ | |
| (g) re _____ | | (h) re _____ | |

5. Use a word from the box to finish the sentences.

sent wind stamp must help desk gift

(a) You m _____ run home.

(b) He gave me a g _____.

(c) I put a s _____ on my letter.

(d) The boy s _____ a letter to his nan.

(e) My d _____ is made of wood.

(f) The w _____ blew the leaves off the tree.

(g) Please h _____ me.



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Language

Capital letters

Every sentence begins with a capital letter. Capital letters are big letters.

1. Circle the capital letter.
(a) M m (b) s S (c) a A (d) K k (e) L l (f) r R (g) T t

Every sentence must start with a capital letter.

2. Tick ✓ the sentence that starts with a capital letter.
(a) I went to the park. (b) we played on the swings.
(c) there were fish in the pond. (d) a bird was in the tree.

Full stops

A full stop looks like a dot. A sentence ends with a full stop.

3. Read each sentence and put a full stop at the end.
(a) A rabbit is a good pet (b) My brother likes snakes
(c) Children like to have a pet (d) Pets need food and water

Joining words

4. Circle all the joining words. 5. Add a joining word.

My pet is:
Black and white, smart and bright,
Soft and strong, little but long,
Cute and funny, likes jam and honey,
Can run and walk, but doesn't talk.

(a) bread _____ 
butter

(b) knife _____ fork 

(c) I can run _____
hop, _____ 
I can't skip.

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Plan and write

1. Plan an exposition to say what you think about the idea that all children must learn how to swim.

TITLE:
My exposition is called _____

INTRODUCTORY STATEMENT:
Do you think all children must learn to swim? yes no
I think _____

ARGUMENTS:
(Make a list starting with the strongest one.)

CONCLUSION:
What do you think should happen? _____

2. Write your exposition on a sheet of paper and draw a picture.

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Check your work

After you finish writing, check these things to make your work better.

Writing

TITLE: _____

INTRODUCTORY STATEMENT:
Did you state what the topic was? yes no
Did you say what you thought about it? yes no

ARGUMENTS:
Did you explain your ideas clearly? yes no
Did you start with your strongest one? yes no

CONCLUSION:
Did you say what you thought at the end? ... yes no

Spelling

Did you check your spelling? yes no

Words

Did you think of interesting words to use? yes no

Punctuation

Did you put a capital letter at the start of every sentence? yes no
Have you used a capital letter for I? yes no
Did you remember full stops? yes no
Have you used question marks? yes no

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Test

1. Circle the short vowel in each word.

 back  neck  stick  clock  truck

2. Add **ack**, **eck**, **ick**, **ock** or **uck** to make these words.

(a) tr _____  (b) bl _____ 
(c) s _____  (d) p _____ 

3. Join the rhyming words. Look at the last three letters.

stamp	•	•	stand
lend	•	•	swift
band	•	•	ramp
sift	•	•	spend
test	•	•	rest

4. Add **st** or **nt** to make words.

(a) ne _____  (b) te _____ 

5. Use a word from the box to finish the sentences.

lift **gust**

(a) Can you _____ that box? (b) It was a cold _____ of wind.

6. Tick ✓ the sentence that starts with a capital letter.
(a) a cat likes milk. (b) mice eat cheese. (c) Rabbits are cute.

7. Use **and** or **but** to join the sentences.
(a) My pet runs _____ walks _____ it can't talk.
(b) My rabbit eats grass _____ lettuce _____ not meat.

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Recount – 1

Going fishing

Going fishing

Dad said he would take me to the river and teach me how to fish.
He showed me how to put the bait on the hook, but the hook went into his finger.
So, I had to do it myself.
We put our lines in the water and waited.
I felt a tug on my line and I yelled to Dad.
He told me how to bring in the fish.
It was a very big one!
I put more bait on my line and put it back in the water.
I felt another tug and soon I had another fish.
We went home with ten big fish.
I caught all the fish.
I had a great day, but Dad didn't look very happy.



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Speaking and listening

With your class

Talk about fishing.

- What do you need to take when you go fishing?
- Where can you go fishing?
- What do you need to do to catch a fish?
- What kinds of fish are there?
- Have you been fishing?
- Have you caught a fish?
- Why do you think Dad was unhappy?



With a partner

Tell your partner where you would like to go fishing and why.

Listen to your partner talk about fishing.

Draw where you would like to fish.

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Look at the recount

Use the recount on page 14 to complete the page.

1. Write the name of the recount.

2. Where did the recount happen? _____

at school at home at the river at a party in a boat

3. Who was there?

4. Write some of the things they did.

1. _____
2. _____
3. _____
4. _____
5. _____

5. Draw what happened at the end.

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Reading comprehension

Read

1. Colour **yes** or **no**.

- (a) Mum, Dad and the boy went fishing. yes no
- (b) The boy caught 10 fish. yes no
- (c) Dad caught two fish. yes no
- (d) The boy was happy. yes no
- (e) They went fishing at the river. yes no
- (f) The fish were small. yes no

Read and think

1. Read the sentences and number them in the right order.

- The boy caught 10 fish.
- Dad put bait on his hook.
- They went to the river.
- Dad was sad.
- The boy felt a tug on his line.



2. (a) Why do you need to be careful when you put bait on a hook?

- (b) Why did Dad have a sore finger? _____

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Reading comprehension

Think

1. Finish the sentences.

(a) I think the boy was happy because _____

(b) I think Dad was sad because _____

(c) I think _____ is the better fisherman because he _____

2. (a) Draw a picture about what you think will happen next time they go fishing.



(b) Finish the sentence.

I think next time they go fishing _____

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Vocabulary

All about words

1. Read the clue, finish the **er** words and draw a picture.

river father water mother finger

(a) She has children.

(b) He has children.

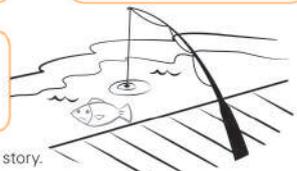


(c) A place to fish.

(d) It's on your hand.



(e) You drink it.



2. Unjumble these words from the story.

(a) upt _____

(b) asdi _____

(c) vrye _____

(d) lal _____

(e) oson _____

(f) apyhp _____

3. What am I?

Draw me with my friends.

I am wet.

My skin is shiny.

I have fins.

I can swim.

I am a _____



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Spelling

We can add **r** to all the vowel sounds to make new sounds.



1. Make words using the middle sound and the letters around it. Draw pictures.

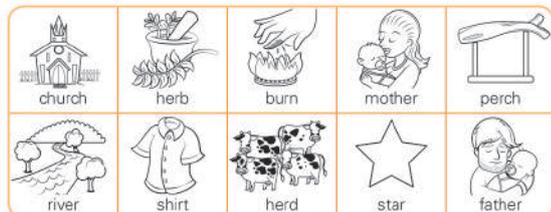


(a) _____

(b) _____ (c) _____

(d) _____ (e) _____

2. Read all the words. Circle the words with **er**.



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Spelling

3. Add **ir** to make words. Draw the pictures.

(a) b_____d

(b) d_____t

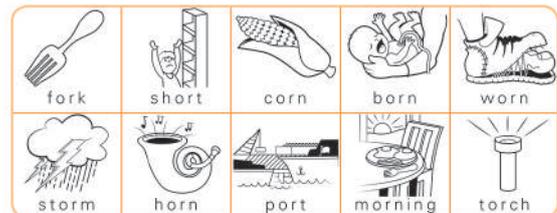
(c) sh_____t

(d) g_____l

(e) sk_____t

(f) th_____d

4. Read the words. Circle the **or** in each word.



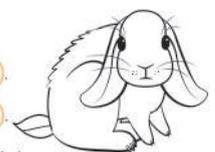
5. Colour the boxes with the right words.

(a) Don't **burn** **turn** yourself.

(b) My rabbit has soft **nurse** **fur**.

(c) I put money in my **curl** **purse**.

(d) The boy fell and **fur** **hurt** his leg.



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Language

Nouns

Nouns are naming words for people, places and things.

1. Circle three places, underline three people and colour three things.

mum	home	teacher
ball	nest	beach
school	boy	cake

Pronouns

Pronouns take the place of a noun; for example: *I, me, she, he, you, it.*

2. Add a pronoun to each sentence.

(a) _____ went to the beach.
_____ went too.

(b) _____ walks to the park.
_____ walks to school.

(c) _____ likes apples.
_____ likes them too.

(d) My dog likes _____.
because ____ feed _____.

(e) _____ are my friend.
I play with _____.

(f) _____ plays ball.
_____ can catch it.

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Plan and write

1. Plan a recount about a trip with your dad or a friend.

TITLE: _____

ORIENTATION:

Where? _____

Who? _____

When? _____

Why? _____

EVENTS:

What happened?

CONCLUSION:

What happened at the end?

2. Write your recount on a sheet of paper and draw a picture.

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Check your work

After you finish writing, check these things to make your work better.

Writing

Has your recount got a name? yes no

Does it make sense? yes no

Did you leave out any words? yes no

Is it easy to understand? yes no

Are the events in the right order? yes no

Spelling

Did you check your spelling? yes no

Words

Did you think of interesting words to use? yes no

Punctuation

Did you put a capital letter at the start of every sentence? yes no

Did you write people's names with a capital letter? yes no

Have you used a capital letter for I? yes no

Did you remember full stops? yes no

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Test

1. Add **ar** to make words.

(a) p_____k (b) st_____ (c) f_____m (d) c_____

2. Circle the **er** words.



3. Add **ir** to make words.

(a) g_____l (b) b_____d (c) sh_____t (d) d_____t

4. Circle the **or** sound in the words.



5. Colour the box with the right word.

(a) I fur hurt my finger.

(b) My toy is soft and furry turn.

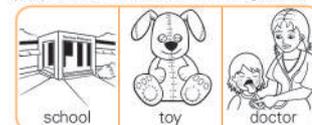
(c) She has a new purse burnt.

(d) My mother is a purse nurse.

7. Add pronouns.

(a) My dog has a ball.
_____ plays with _____.

6. Circle the place noun, underline the people noun and colour the thing noun.



(b) Mum is baking a cake.
_____ will eat _____.

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Narrative - 1

House of dreams

ANALYSIS

A narrative tells about a series of events, often involving fictitious characters.

Read the **narrative** about Peter's dream.



House of dreams

Once upon a time there was a boy called Peter who lived with his parents in a small cottage. They were so poor that they didn't always have enough food and Peter sometimes had to go to bed hungry.

Many nights when he finally fell asleep in his cold bed, he had the same dream. He was living in a big warm house with a huge table covered with food. Sitting around the table, dressed in rags, were about twenty children, hungrily eating. Peter was sitting at one end of the table, with a happy smile on his face. He was dressed in beautiful clothes and looked rich and happy. As Peter woke up, he seemed to fade out of the picture and the food faded too. The children looked so sad and disappointed. Peter had real tears in his eyes because he was crying for those poor hungry children.

Peter decided that he had to make his dream about helping children come true. He didn't know where he was going, but he knew that he just had to go. He trudged along the road for two days, feeling tired and hungry. While resting beside the road, he heard a weak groaning noise. He climbed over the ditch and went to investigate. There was an old man, unable to move, lying beside some bushes. Peter shared his food and water with the man, who asked him to go to the big house at the top of the hill and ask for help. They agreed to send a horse and cart to bring the old man up to the house.

As soon as the servants saw the old man they bowed and raced to help him. He was the owner of the big house and all the land around it. Robbers had attacked him, stolen his money and his clothes and had left him for dead. Peter was a hero for saving him and they invited him to stay there for a few days.

Finally, the old man recovered and sent for Peter. He asked why he was travelling and when Peter told him about his dream, the old man was so interested that he decided to make the dream come true. He opened his house to poor hungry children and invited Peter to stay there and live his dream.

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Speaking and listening **ANALYSIS**

Partner activity

- Tell your partner about a dream that you have had.

Remember to tell:

- Who was in your dream?
- Where and when did it happen?
- How did your dream start?
- Was there a problem and what was it?
- How was the problem solved?
- Have you had this dream more than once?



Class activity

- Choose one of these characters and situations to perform for the class.

Pretend that you are Peter and tell about your dream.

Pretend that you are Peter; knock on the door and tell the servant what has happened.

Pretend that you are the old man and tell how you were attacked.

Structure of a narrative

Structure

Title: Indicates what the story is about.
Gets the attention of the reader.

Orientation: Who - Main characters and possibly minor characters
What - Initiating event that starts the story
Where - The setting or location
When - Time the story takes place

Complication: The problem which involves the main character(s)

Resolution: How the problem is solved

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ANALYSIS **Structure of a narrative**

- Reread the narrative *House of dreams* and answer the questions.



Title
What is the title of the story?

Orientation

<p>Who? List the characters in the story.</p>	<p>What? What did Peter decide that he had to do?</p>
<p>Where? Where was Peter when he found the old man?</p>	<p>When? When did this story happen?</p>

Complication
What was Peter so worried about that he decided to leave home?

Resolution
How did the old man help Peter?

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Reading **WORKING WITH THE TEXT**

Reading for information

- True or false? Tick the correct box.

(a) Peter had the same dream many times.	<input type="radio"/> true <input type="radio"/> false
(b) Peter's parents were rich.	<input type="radio"/> true <input type="radio"/> false
(c) Peter had a horse.	<input type="radio"/> true <input type="radio"/> false
(d) The old man's clothes were dusty and torn.	<input type="radio"/> true <input type="radio"/> false
(e) The old man had been attacked quite close to home.	<input type="radio"/> true <input type="radio"/> false

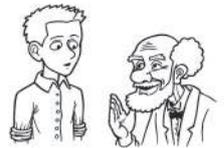
Reading for understanding

- Why do you think other people travelling along the road hadn't found the old man?

- Why didn't Peter think that the old man was rich when he first saw him?

- Do you think Peter was a kind boy? yes no
Explain why you think this. _____

- Why did the old man want to make Peter's dream come true?



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WORKING WITH THE TEXT **Reading**

Applying your knowledge

One good turn deserves another.

- Explain to a partner or your class what this saying means. You could use the story *House of dreams* to help your explanation or you may like to think about how somebody rewarded you for doing them a good turn.
- Write your answers in the table below.
 - List three good things you have done for others.
 - Who did you help?
 - Did something good happen because of what you did?
 - What was it?

An example has been completed for Peter.

Good turn	Who was helped?	Reward		What was your reward?
Got help	Old man	Yes	No	He fed children and let me stay
		Yes	No	
		Yes	No	
		Yes	No	



Vocabulary

'Beautiful' is a word used in the story to describe clothes. Words used to describe nouns (naming words) are called adjectives.

- Look through the story and find six adjectives (descriptive words).

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Vocabulary **WORKING WITH THE TEXT**

- Write six other words (adjectives) which could be used to describe a cottage. For example: pretty.

- 'Small' is the word used to describe the cottage where Peter lived. Write three words which mean the same as **small** (synonyms).

- In the story, the dining room table was **huge**. Write three other words which could be used as synonyms for huge. For example: **massive**

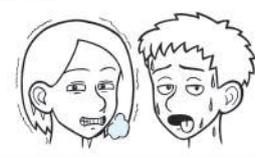
- Write three words that could be used as the opposites (antonyms) of **huge**. For example: **minute**

- Un** is a prefix which means not, opposite or the reverse. Use **un** in front of these words from the story to make antonyms.

(a) kind _____	(b) able _____
(c) happy _____	(d) covered _____
(e) invited _____	(f) interesting _____
(g) helpful _____	(h) opened _____
(i) dressed _____	(j) true _____

- Write an antonym for each word from the narrative.

(a) boy _____	(b) poor _____
(c) old _____	(d) cold _____



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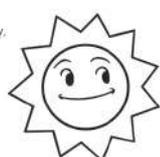
WORKING WITH THE TEXT **Spelling**

There are many ways to represent a single sound in the English language. For example, **n, nn, kn, gn** all make the same sound.

- Circle the **n** sound in these words.

groaning runner knocked sign hungry
know invited gnome winner finally

- Give two examples of your own for each of the ways to make **n**. Use a dictionary to help you spell them correctly.
 - n** _____
 - nn** _____
 - kn** _____
 - gn** _____



- Make up a 'word snake' using as many **n** words as you can. Ask a partner to separate the words. For example:

kindfunnyknowbringchildren



- Complete these words using the correct 'n' sound.

(a) gri____ing	(b) ____aw	(c) ____ock
(d) ____eat	(e) ____ee	(f) desi____
- Find a rhyming word for each of these **n** words.

(a) night _____	(b) gnash _____
(c) dinner _____	(d) wagon _____
(e) knife _____	(f) land _____

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LANGUAGE FEATURES

Adjectives

Adjectives are describing words. They tell us more about people, places and things.



- (a) Read these. (The adjectives are in bold.)

(i) small cottage	(ii) big warm house	(iii) huge table
(iv) beautiful clothes	(v) cold bed	(vi) happy smile
- (b) Choose a different adjective to describe each of these:

(i) _____ cottage	(ii) _____ house
(iii) _____ table	(iv) _____ clothes
(v) _____ bed	(vi) _____ smile

Good writers choose their adjectives wisely to make their stories more interesting and informative.

For example:

There is a big difference between these two descriptions of a boy.

a sad, lonely, unhappy boy a friendly, smiling, popular boy

- (a) Use some informative, suitable adjectives to describe a boy you know.

a _____ boy
- (b) Do you think other readers would like the boy you describe? yes no
- Add adjectives to make this writing more interesting and informative.

One _____ morning the _____ children decided to go walking in the park. It was very hot but they forgot to wear their _____ hats and they didn't take any _____ drinks with them. They wandered off the _____ path and soon became lost. By the time their _____ parents found them, they were _____ sunburnt and _____ thirsty.

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LANGUAGE FEATURES

Punctuation: commas

Commas are needed to separate words in lists.

For example: a huge, delicious, tuna, lettuce and tomato sandwich

- Add commas to separate the adjectives.
 - the bright sunny cloudless sky
 - a wonderful kind generous man
 - the cute cuddly fluffy kitten
 - the snappy noisy annoying dog



Paragraphs

Paragraphs make stories easier to read and understand by breaking them into parts.

Short, simple stories sometimes have only three paragraphs—a beginning, a middle and an ending—but most stories have a lot more paragraphs or parts.

- Look at the story *House of dreams* and count the paragraphs.

Writers use a new paragraph for a new idea. They start with a capital letter and the first word is sometimes indented. A space should be left between paragraphs.

- Answer these questions about the paragraphs in *House of dreams*.

- How many paragraphs are there?
- What is the last word in Paragraph 1? _____
- What is the first word in Paragraph 3? _____
- Does the first word in every paragraph start with a capital letter? yes no
- What is the first word in the last paragraph? _____
- Why do writers use paragraphs? _____

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Activities WRITING

Parts of a narrative

A story = Characters + Complication + Resolution

Characters: are described so that the reader can 'see' and 'understand' them. Good writers make their characters seem real and interesting by telling us what they look like, their personality and what they are likely to do.

Complication: the problems facing the character. It is something the main character wants to happen and what stops him/her from getting it.

Resolution: tells how the problem is solved. The main character must do something about the problem. If there is no action, there is no story.



Let's see how this works with some well-known fairytales.

TITLE: <input type="text" value="Hansel and Gretel"/>	
ORIENTATION:	
Characters (appearance, personality, likely actions)	<p>Hansel and Gretel—young, sad, obedient, clever, frightened, kind</p> <p>Stepmother—jealous, selfish, cruel</p> <p>Father—weak, gentle, trusting</p> <p>Witch—poor eyesight, ugly, wicked, greedy</p>
Setting/location	Forest
Time	Once upon a time

INITIATING EVENT:

What event starts the action?	Stepmother tries to get rid of the children.
How does this involve the characters?	The children are left in the forest.

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WRITING Activities

COMPLICATION:

What problems do the characters have?	The children are captured by the witch.
What caused the problem?	The witch wanted to fatten them up and eat them.

RESOLUTION:

How are the problems solved?	Gretel pushed the witch into the oven.
------------------------------	--

CONCLUSION:

What happened in the end?	The children escaped and lived happily ever after with their father.
---------------------------	--

Sequencing

The order in which events happen in a story is very important.

- Write numbers 1–5 in the boxes to correctly order or sequence these events from *Hansel and Gretel*.

- The witch was pushed into the oven.
- They lived happily ever after.
- Their stepmother took them into the forest.
- Hansel was kept in a cage.
- The children couldn't find their way home.



Little Red Riding Hood

Cinderella

The three billy goats gruff

Sleeping Beauty

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Activities WRITING

TITLE:

ORIENTATION:

Characters (appearance, personality, likely actions)	
Setting/location	
Time	

INITIATING EVENT:

What event starts the action?	
How does this involve the characters?	

COMPLICATION:

What problems do the characters have?	
What caused the problem?	

RESOLUTION:

How are the problems solved?	
------------------------------	--

CONCLUSION:

What happened in the end?	
---------------------------	--

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WRITING Writing a narrative

Choose a topic from the box below and write a narrative. Use the plan first.

<i>My hero</i>	<i>A helping hand</i>	<i>My special friend</i>
<i>In trouble again</i>	<i>My dream came true</i>	<i>A lucky escape</i>

TITLE: _____

ORIENTATION:

Characters (appearance, personality, likely actions)	Setting/ location	Time

INITIATING EVENT:

What event starts the action?	How does this involve the characters?

COMPLICATION:

What are the problems?	What caused the problems?

RESOLUTION:

How are the problems solved?	

CONCLUSION:

What happened in the end?	

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WRITING Editing and proofreading

When you have completed your story, proofread and edit it using the following questions as a guide.

Checklist

Title of the narrative: _____

Title:
Does the title indicate what the story is about? yes no
Does it get the attention of the reader? yes no

Orientation:
Does the beginning draw readers into the characters' world? yes no
Are the characters believable? yes no
Do their actions fit their personalities? yes no
Is the setting realistic? yes no

Initiating event:
Is the problem known at the beginning of the story? yes no

Complication:
Is the problem believable? yes no
Are the events in sequence? yes no

Resolution:
Does the resolution grow naturally from the complication? yes no
Have the problems been solved? yes no

Conclusion:
Is the ending satisfying to the reader? yes no

Punctuation and spelling:
Have you:
• used a dictionary or asked someone to check your spelling? yes no
• included punctuation such as capital letters, full stops and commas? yes no
• started a paragraph for each new idea? yes no

Vocabulary:
Have you used some interesting adjectives? yes no

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EVALUATION Test your knowledge

1. Choose a title from the box and plan and write a narrative in full on a separate sheet of paper. Plan your narrative using the framework on page 65.

<i>The sad prince</i>	<i>A brave knight</i>	<i>The invisible witch</i>
<i>The princess and the ant</i>	<i>The magic forest</i>	

2. (a) A narrative has four parts, which are a t_____, an orientation, a c_____, and a r_____.
(b) The orientation tells who, _____, _____ and when.
(c) The resolution tells how the problem is _____.

3. (a) Synonyms are words which have the same, or similar _____.
(b) Write three synonyms for the word 'nasty'.
[] [] []

4. (a) Antonyms are words with the _____ meaning.
(b) Write antonyms for these words.
(i) unkind _____ (ii) happy _____
(iii) ugly _____ (iv) fat _____
(v) tall _____ (vi) long _____
(vii) quick _____ (viii) good _____

5. Circle the letter or letters making the **n** sound in these words.
(a) knife (b) nut (c) running
(d) sign (e) night (f) knight

6. Write five descriptive words (adjectives) to describe your bedroom.
[] [] []
[] [] []

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EVALUATION Test your knowledge

7. Choose an interesting adjective to describe each of these.

(a) _____ ball	(b) _____ sky
(c) _____ river	(d) _____ boat
(e) _____ book	(f) _____ game
(g) _____ park	(h) _____ flower

8. Add commas to separate the adjectives.

(a) tired grumpy wrinkled old man
(b) ferocious snarling scary brown dog
(c) beautiful tall shady oak tree
(d) cool clear inviting swimming pool



9. Underline the adjective in each sentence.

(a) The frightened boy ran home.
(b) Look at that amazing animal.
(c) My old grandfather likes to catch fish.
(d) Her dog is huge.
(e) I love chocolate ice-cream.
(f) George enjoys reading adventure stories.

10. (a) Writers use a new paragraph for a _____ idea.
(b) Paragraphs start with a _____ letter and the _____ word is sometimes indented.
(c) A _____ should be left between paragraphs.

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Procedure – 2

Getting to school

ANALYSIS

This procedure explains how to do something. The main purpose is to direct, inform or explain.

Ryan moved into Davies Road, the street where Jeremy and his family live. He will be attending Jeremy's school. Ryan's mother, Mrs Gill, was asked to attend an interview with the principal. Mrs Gill asked Jeremy for directions to the school. Read the discussion between Ryan's mother and Jeremy.



Getting to school

Mrs Gill: Jeremy, can you please explain to me how I get to your school?

Jeremy: Of course! It's not very far. First you have to drive along Davies Road until you reach the T-junction at the end. This is Gallop Road. Turn right into Gallop Road and continue until you reach the next T-junction.

Mrs Gill: OK. You mean go to the end of this road and then turn right. What happens at the T-junction?

Jeremy: That's correct. Gallop Road forms a T-junction with Adelma Road. Turn left into Adelma. You will go past Watkins Road on your right and a little further on you will see Edna Road on your left. Continue past these two streets. You will come to a roundabout which has a large oak tree in the middle. This road is Brook Avenue.

Mrs Gill: Is that the street with the shopping centre?

Jeremy: Yes. Go straight ahead at the roundabout and continue along Adelma Road. After you cross Riley Road, which is the next street, you will see the school playing fields. Turn right into Colin Street. There is a car park for visitors near the main entrance. Then you will see the signs for the principal's office.

Mrs Gill: Thank you, Jeremy. I should be able to follow your directions quite easily.

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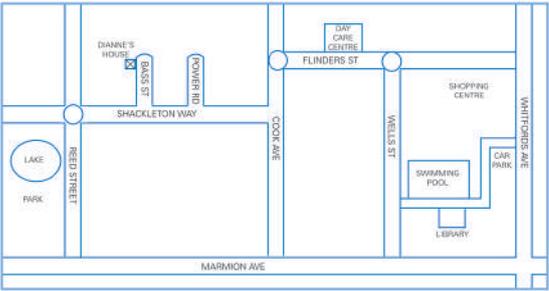
Speaking and listening **ANALYSIS**

Partner activity
Following directions

- Choose one of the destinations listed below.
- Using the map, start at Dianne's house and give clear concise instructions to your partner on how to reach the destination you chose.
- Ask your partner to listen carefully and mark the route on the map.
- When you finish, swap roles.

Destinations:

- the library
- the park
- the day care centre
- the shopping centre
- the swimming pool.



- Did your partner follow your directions correctly? _____
- Did you need to repeat any instructions? _____
- Did you need to change any instructions? _____
- What could have happened if your partner took a wrong turn?

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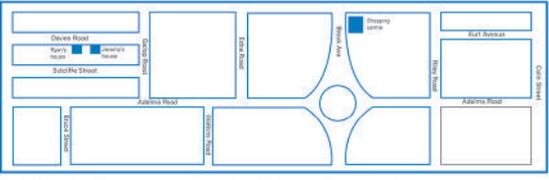
ANALYSIS Structure of a procedure

Structure

The format of the procedural text *Getting to school* is different from the one studied previously (*Mini pizzas*). *Getting to school* is a set of directions to follow.

Answer the following questions on the structure of this procedure.

- Does this procedure have a **goal**? yes no
What is it? _____
- Are there any **requirements** listed? yes no
Explain why/why not. _____
- Are there **instructions** to follow? yes no
Is it important that they are followed in a particular order? yes no
- Use the map to mark the route Mrs Gill needed to follow. Draw the school and the oak tree.



- Write a list of the important **steps** Mrs Gill had to follow to reach the school.

Test

- How would you know if Mrs Gill followed this procedure correctly?

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Reading **WORKING WITH THE TEXT**

Reading for information
True or false? Reread the discussion between Jeremy and Mrs Gill. You will need to refer to the map. Colour the correct answer.

- Mrs Gill lives in Gallop Road. true false
- The school is in Colin Street. true false
- There is a roundabout where Brook Avenue crosses Adelma Road. true false
- The shops are in Riley Road. true false
- The oak tree is in the middle of the roundabout. true false

Reading for understanding

- Which street do you think is the busiest?
Why? _____

- On which two streets would you expect to find a person to help pupils cross the road safely?
Why? _____

- The shops are located close to the school.
What is one advantage of this? _____
What is one disadvantage of this? _____



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WORKING WITH THE TEXT Reading

Applying your knowledge

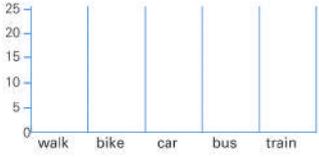
- (a) How long does it take you to travel from home to school? _____
 (b) Do you walk to school? _____
 (c) Draw a map showing the way from your home to school.

(d) Use your map to explain to a partner how you travel to school.

Class activity

- (a) How many children usually walk to school? (b) How many ride a bike?
 (c) How many travel by car? (d) How many travel by bus?
 (e) How many travel by train? (f) Complete the bar graph showing this information.

How children travel to school




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Vocabulary **WORKING WITH THE TEXT**

Homophones

Homophones are words that sound the same but have a different meaning. For example:

hare and hair



- Tick the correct meaning. You may need to use a dictionary.

(a) buoy	<ul style="list-style-type: none"> a male child a marker which floats on water
(b) weather	<ul style="list-style-type: none"> the state of the atmosphere – hot, cold, wet, dry a sheep
(c) weak	<ul style="list-style-type: none"> seven days liable to break or fall down
(d) threw	<ul style="list-style-type: none"> tossed or flung in the air to go in at one place and out of another
(e) plane	<ul style="list-style-type: none"> a tool for smoothing wood not fancy
(f) gorilla	<ul style="list-style-type: none"> a member of a small band of soldiers who carry out surprise attacks the largest kind of ape
- Circle the correct homophone.

It was Ryan's first day at school. He did not like being a (knew, new) (boy, buoy). As he (road, rode) to school he wondered (weather, whether) he (would, wood) (meet, meat) (some, sum) (knew, new) friends. He had already met Jeremy, but he was sick today and (would, wood) (not, knot) (bee, be) at school. As he arrived at the school (gate, gait), he was greeted (by, buy) the school principal.

"Welcome Ryan. I have (heard, herd) a lot about (you, ewe). You are just the sort of (boy, buoy) we like to have (hear, here) at our school."

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WORKING WITH THE TEXT Vocabulary

- Write a homophone for each word.

(a) road _____	(b) meet _____
(c) new _____	(d) for _____
(e) two _____	(f) read _____
(g) past _____	(h) right _____
(i) you _____	(j) see _____
(k) which _____	(l) through _____
- Read the words in the box. Complete the sentences using the correct word. Circle the correct homophone in the brackets.

course plane morning witch coarse
 boarder mourning which plain border

 - The (dew, due) covered the grass early in the _____.
 - During the (rain, reign) of Queen Victoria, women used to (wear, where) _____ jewellery after their husbands died.
 - When we were in France we had to undergo very strict security (cheques, checks) at the _____.
 - My mother was (cent, sent) to school as a _____ from the age of (eight, ate).
 - My friend asked me (to, two, too) (meat, meet) her at the local golf _____.
 - The fabric on the (knew, new) sofa was very _____.
 - I don't know _____ footballers will be playing in (our, hour) team next (weak, week).
 - The wicked _____ poked Hansel to (sea, see) if he had gained (weight, wait).
 - My _____ landed at (for, four) o'clock.
 - The tourists (rode, road) (their, there) horses across the _____ towards the desert.

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Spelling **WORKING WITH THE TEXT**

Suffixes

A suffix is a group of letters attached to the end of a word. For example:

love lovely loves loved lover loving loveless

Rule

The general spelling rule for adding a suffix to a word is simply to add it. For example:

Adding ly

soft – softly sad – sadly sudden – suddenly

- Add the suffix **ly** to these words.

(a) glad _____	(b) rude _____
(c) proud _____	(d) slow _____
(e) quick _____	(f) sure _____
(g) bad _____	(h) serious _____
(i) brave _____	(j) savage _____
(k) swift _____	(l) light _____
(m) rapid _____	(n) coward _____
- Use this rule to add **ly** to these words. Is there a consonant before the **le**?

(a) simple _____	(b) terrible _____
(c) visible _____	(d) idle _____
(e) noble _____	(f) feeble _____
(g) comfortable _____	(h) noticeable _____
(i) sensible _____	(j) possible _____

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WORKING WITH THE TEXT Spelling

3. Complete these sentences.

(a) The boy sat **comfortably** _____

(b) The teacher explained **simply** how _____

(c) After _____
_____ was **visibly** distressed.

(d) The girls watched **idly** while _____

(e) The girl looked **noticeably** different _____

(f) He was **terribly** frightened by _____

(g) Everything went **horribly** wrong when _____

(h) She was dressed **sensibly** for _____

Adding suffixes to some words is more difficult and there are other spelling rules we need to know.

The one-one-one rule

To apply this rule you need to understand:

- short vowels (see page 8)
- consonants (see page 9)
- syllables (see page 9)

Rule

When adding a suffix beginning with a vowel (for example: **er, ed, est, ing**) to words of **one** syllable, with **one** short vowel followed by **one** consonant, double the consonant.

For example: get – getting shop – shopper

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Spelling **WORKING WITH THE TEXT**

4. (a) Look at each word and write **yes** or **no** to decide if you need to use the **one-one-one-rule**.

Word	one syllable	one short vowel	one final consonant
belt	yes	yes	no
boat	yes	no	yes
chop			
skip			
nest			
grind			
stick			
map			
swim			

(b) How many words fit the **one-one-one rule**?
(Remember you need a **yes** in each column.)

(c) Choose three of these words and add two different suffixes. (Remember to double the consonants).

Word	Word and suffix	Word and suffix

(d) How many words do not fit the one-one-one rule?

(e) Choose three of the words and add two different suffixes. (Remember to just add the suffix.)

Word	Word and suffix	Word and suffix

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LANGUAGE FEATURES

Verbs

Verbs are the most important words in sentences.

There are: **doing verbs** *He swims.* **being verbs** *It is hot.* and **having verbs** *He has a cold.*

1. Here are some **doing, being** and **having** verbs from the procedure *Getting to school*. Write them in the correct boxes.

explain	drive	turn	go	see	continue
is	cross	follow	has	be	have

Doing	Being	Having

Did you notice that most of the verbs in the procedure *Getting to school* are **doing** verbs?

2. Think about some of the tasks people in your school do. Write two **doing** verbs for each person.

Person	Verb	Verb
librarian	stamps	lends
cleaner		
gardener		
teacher		
principal		
pupil		
secretary		



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LANGUAGE FEATURES

Adverbs

An adverb is a word which can add meaning to a verb.

They are used to tell **where, when** or **how** something happens.

For example:

Adverbs of place (where): above, below, outside, inside, near, behind He ran outside .	Adverbs of time (when): today, often, soon, then, later, never He often walks.	Adverbs of manner (how): sweetly, suddenly, quickly, roughly She sang sweetly .
---	---	--

Place, time and manner

1. Choose one adverb from the box below to tell **where, when** or **how** these things happened.

inside	upstairs	yesterday
lazily	early	loudly

(a) Jeremy's shoes were lost _____ (when)

(b) Ryan sang very _____ (how)

(c) The cat stretched _____ (how)

(d) Mum put her key _____ her handbag. (where)

(e) The principal greeted Ryan _____ (when)

(f) The children ran _____ (where)

2. Choose an adverb of **place** from the box below.

behind	out	close
inside	here	everywhere

(a) The art room is a long way from our class but the library is _____

(b) The librarian wants the returned books placed _____

(c) The librarian dropped the box and the papers went _____

(d) The teacher told us to go _____

(e) Mr Smith's class came into the library _____ as we went _____

(f) When I went back to class I left my pencil case _____

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LANGUAGE FEATURES

3. Use each **adverb of place** in a sentence.

(a) outside

(b) upstairs

(c) below

(d) somewhere

(e) nowhere

(f) near

Adverbs of time

Adverbs of time tell **when** something happens.

4. Choose an adverb of time from the box below to replace the words highlighted in each sentence.

yesterday early often later now today

(a) We will make some cakes **the day it is now**.

(b) The teacher bought the ingredients we needed to school **the day before today**.



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LANGUAGE FEATURES

(c) The children arrived at school **before the usual time**.

(d) Our class has cooking lessons **lots of times**.

(e) The cakes need to go into the oven **straightaway**.

(f) We will eat the cakes **at a future time**.

5. Write sentences using these words as **adverbs of time** (when).

(a) never

(b) soon

(c) before

(d) seldom

(e) often

(f) occasionally

(g) sometimes

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LANGUAGE FEATURES

Adverbs of manner

Adverbs of manner tell **how** something happens.

6. Circle the adverb of **manner** to complete each sentence.

(a) Ryan ran (quick, quickly).

(b) Jeremy jumped the hurdle (easy, easily).

(c) Richard showed his medal (proud, proudly).

(d) Alex swam (strong, strongly) to win the race.

(e) All the children dressed (warm, warmly) for the ski trip.

(f) Tom wrote the letter (careful, carefully).

7. Change the word in brackets into an adverb of **manner** to complete each sentence.

(a) Mary cheered _____ (loud)

(b) Kate ran _____ (slow)

(c) Nicky hurt herself _____ (bad)

(d) Ann cleared the high jump _____ (safe)

(e) Kay tucked her shirt in _____ (neat)

(f) After the race, Jessie ate _____ (quick)

8. Write sentences using the words as **adverbs of manner** (how).

(a) softly

(b) sadly

(c) angrily

(d) roughly

(e) suddenly

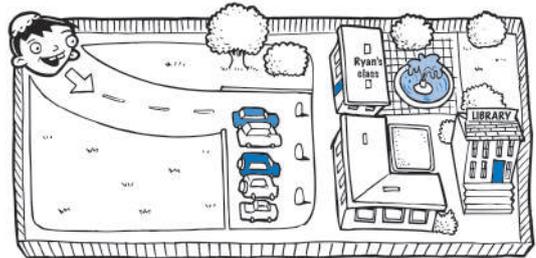
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Activities WRITING

Look carefully at the map of Ryan's new school.



Write the steps to help Ryan find his way from the car park to his classroom to collect his library bag and then go on to the library.

GOAL: To reach the library

EQUIPMENT: Library bag

STEPS:

TEST: Ryan arrives at the library.

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WRITING Writing a procedure

Write a procedure to explain: **How I get to school**

Use the planner below.



GOAL: _____

EQUIPMENT: _____

STEPS: _____

TEST: _____

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Editing and proofreading **WRITING**

Editing and proofreading are very important parts of writing. Use the checklist below to edit and proofread your work.

You will be self-editing for:
Spelling Punctuation
Grammar Sentence structure
Capitalisation

Your partner will edit for:
Clear instructions
Correct order

Checklist

Title of the procedure: _____

- Does your procedure make sense? yes no
- Did you include a goal? yes no
- Did you need any equipment or tools? yes no
- Are the steps in the correct order? yes no
- Did you add a test to check that your procedure works? yes no
- Have you used common verbs? yes no
- Are your statements short, clear and concise? yes no
- Does each sentence make sense when you read it on its own? ... yes no
- Have you corrected any spelling errors?
 - Did you check that your words look right? yes no
 - Did you use a dictionary? yes no
 - Did you ask someone? yes no
- Have you used capital letters and full stops correctly? yes no
- Ask a partner to read your procedure.
 - Did he/she find it easy to understand? yes no
 - Did your partner find any errors? yes no

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EVALUATION Test your knowledge

- Choose a topic from the box and write a procedure on a separate sheet of paper.

How to get to: the principal's office from your class
the library from your class
the sports hall from the office
the shops from your home
a train or bus stop from home
the bedroom from the kitchen


- Complete the following statements.

Text: What is a procedure? _____

Language: The statements in a procedure must be _____ and _____
- Answer the questions.
 - Why do some procedures include maps?

 - Why is order important in procedures?

- Homophones are words that sound the same but have _____ meanings(s).
 - Find a homophone for each word.

to _____	knew _____
four _____	witch _____
write _____	sea _____

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Test your knowledge **EVALUATION**

- Complete the following:
 - A suffix is added to the _____ of a word.
 - Add a suffix to each word:

(i) quick _____	(ii) serious _____
(iii) slow _____	(iv) proud _____
(v) hard _____	(vi) soft _____
- Use the rule for adding **ly** to words ending in **le** to change these words so that they end in **ly**.

(a) horrible _____	(b) idle _____
(c) sensible _____	(d) visible _____
(e) feeble _____	(f) possible _____
- Use the **one-one-one rule** to add **ing** to these words.

(a) hit _____	(b) shut _____
(c) ban _____	(d) let _____
(e) stop _____	(f) slap _____
(g) chop _____	(h) quit _____
- Add **er** to these words. (Hint: Some words will need the one-one-one rule, some won't.)

(a) shake _____	(b) thin _____
(c) farm _____	(d) ride _____
(e) bat _____	(f) paint _____
(g) slip _____	(h) find _____
(i) hold _____	(j) swim _____
(k) jump _____	(l) wipe _____

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Exposition - 1

Sports prefect

ANALYSIS

Expositions are written or spoken to persuade others to think or do something.

Read this speech about the election of school prefects.

My fellow pupils

Allow me to introduce myself. My name is Ellie McDonald and I am standing for election as the school Sports Prefect for next year. Please take a minute to listen to why I believe I am your best choice for this important position.

I have been a pupil of Moorecroft School since I was five years old. I know the school, I know the area and I grew up with most of the pupils. Moorecroft is my school, and I have a strong sense of loyalty towards it.

My sports interests are very wide, both at school and at home. At school, I have been Captain of the swimming team, and have played in the school netball and tennis teams. Outside school, I am on the County Junior Archery Team, and hope to be able to compete in the next Commonwealth Games trials.

Those of you who know me well know that I am fair, easy to approach and talk to and dedicated to sport and our school. These are all qualities that I believe a Sports Prefect *must* have.

If I am elected, I promise to work my hardest for sport, for Moorecroft, and for YOU. My very first task will be to approach the Parents' Association on your behalf and ask them for increased funding to replace the old and worn-out equipment used by the school's cricket teams. I also hope to start a long-term fundraising plan to buy a school minibus, so that interschool teams can go to their matches in comfort.

A vote for me will be a vote for the benefit of ALL Moorecroft pupils. On Voting Day, vote **1** for me, Ellie McDonald, for Sports Prefect.



Speaking and listening

Partner activity

- (a) Would you vote for Ellie McDonald? yes no
- (b) Tell your partner the reasons for your decision.
- (c) Working with your partner, compile a list of the five most important qualities you think a sports prefect needs.

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Speaking and listening **ANALYSIS**

Class activity

- Discuss these issues.
 - How important is sport at school?
 - Is there too much or too little time spent on sport at your school?
- Brainstorm positive and negative aspects of sport.
 - Prepare a two-minute talk on either:

Sport - a waste of time
Sport - the most important subject at school

Remember, your task is to persuade others to agree with your views.

Structure of an exposition

An exposition can promote by using persuasive language.

Structure

A title: Tells what the exposition is about.

An overview: Briefly tells what the speaker thinks about the subject.

Reasons: Arguments to persuade people.

Conclusion: Final comment and summing up.

Read the election speech again. Answer the questions.

- Title** What is the speech about? _____
- Overview** What does the speaker want people to do? _____
- Reasons**
 - How long has Ellie been at the school? _____
 - Why does she have a strong sense of loyalty to the school? _____
 - What sports has Ellie played for the school? _____
 - What sport does she hope to compete in at an international level? _____
 - What does Ellie want the school to help buy? _____
- Conclusion** What does Ellie want the pupils to do on voting day? _____

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WORKING WITH THE TEXT **Reading**

Reading for information

- True or false? Colour the correct answers.
 - Ellie played in the school netball and hockey teams. true false
 - Ellie is a good swimmer. true false
 - Moorecroft School has both primary and secondary pupils. true false
 - Ellie is going to the trials for the Commonwealth Games swimming team. true false
 - Ellie wants the school to raise money to buy a new school minibus. true false

Reading for understanding

- How could Ellie know that the school needed new cricket equipment? _____

- Do you think that the school already has a school minibus? yes no
 What makes you think this?

- Do you think Ellie cares about her school? yes no
 Explain why you think this.
- Do you think Ellie would make a good sports prefect? yes no
 Explain your reasons.

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Reading **WORKING WITH THE TEXT**

Applying your knowledge

A sports prefect has a leadership role in a school. Not all pupils are interested in becoming leaders or have the necessary qualities to make a good leader. Ellie believes she would make a really good leader.

- (a) What are some of the qualities she says that she has? Make a list.

Quality	Important?
_____	<input type="radio"/> yes <input type="radio"/> no
_____	<input type="radio"/> yes <input type="radio"/> no
_____	<input type="radio"/> yes <input type="radio"/> no
_____	<input type="radio"/> yes <input type="radio"/> no
_____	<input type="radio"/> yes <input type="radio"/> no
_____	<input type="radio"/> yes <input type="radio"/> no
- (b) Do you agree that these qualities are important? Tick **yes** or **no** for each one above.
- (c) List some other qualities that you think a sports prefect needs.

- (a) Write the name of a leader you know. _____
- (b) Write the name of a boss you know. _____
- (c) What is one difference between a leader and a boss?



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LANGUAGE FEATURES

Punctuation

1. (a) Read these passages.

(i) one very dark stormy night we decided to go out and buy some hamburgers we were feeling so hungry on the way there it started to rain we all got very wet by the time we arrived home the hamburgers were cold and wet we didn't enjoy them much

(ii) I really love hamburgers. They must be my favourite food. My mother says that they are not very healthy and she only lets me have one at the weekend. It's not fair. My friend, Ben, can have lots of them.

(b) Which passage was easier to read and understand? (i) or (ii)

(c) Which was quicker to read? (i) or (ii)

(d) Why do you think one passage was easier? _____

One difference between (i) and (ii) is the punctuation. Punctuation usually helps readers to read and to understand. Did it help you?

(e) Go back to passage (i) and add the full stops and capital letters. It isn't always easy to work out sentences. Ask someone to read passage (i) with your punctuation and ask if he or she agrees with the sentences you have made.

Question marks

How old are you?

Do you like ice-cream?

Can you ride a bike?

What is your favourite book?

Where do you live?

Notice that all of the questions above have question marks at the end.

2. (a) Write three questions you could ask someone who plays sport professionally.

- _____
- _____
- _____

(b) Check that you started with a capital letter and ended with a question mark.

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LANGUAGE FEATURES

Commas

Commas are used in writing to:

- separate words in lists,
- show where to have a short pause.

For example: Jill, Peter, Tom and Sue were going to school on the bus, but it was early and they all missed it.

Look at the commas and work out why they were used.

3. Add commas where they are needed.

- (a) The slow old grey dog barked at the children but didn't chase them.
- (b) Please go to the shop and buy me some bread eggs sugar and milk then bring them straight home.
- (c) My friends yelled shouted jumped and waved their arms when our school won its first football grand final last Saturday.
- (d) On Sunday night I am allowed to sit in the lounge eat my dinner and watch TV then I have a shower clean my teeth put on my pyjamas and go to bed.

Apostrophes for ownership

Apostrophes can be used to indicate ownership.

For example: the school's prefects The prefects belong to the school.
the captain's jumper The jumper belongs to the captain.

Notice that the apostrophe is placed directly after the owner.

If there is more than one owner, the apostrophe is still placed after the owners, but it looks quite different.

For example: the ants' nest The nest belonging to the ants.
the prefects' blazers The blazers belonging to the prefects.

4. Circle the owner or owners in each of these.

Remember, the apostrophe is placed after the owner or owners.

- (a) the babies' toys (b) their sons' room
(c) the sheep's back (d) the frog's legs
(e) the horses' hooves (f) the table's shape



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LANGUAGE FEATURES

Apostrophes can indicate different meanings.
the son's hats means one son
the sons' hats means more than one son

5. Write singular (s) (one owner) or plural (p) (more than one owner) after each of these:

- (a) the girls' party (b) the table's legs (c) the pool's filters
(d) the teacher's cars (e) the chefs' hats (f) the criminal's records

6. Write these using an apostrophe to show ownership.

- (a) the bikes belonging to the boys

- (b) the computers belonging to the school

- (c) the flags belonging to the teams

- (d) the tyres belonging to the tractors

- (e) the clothing belonging to the women

WRITING Activities

Titles

Titles are important. Titles explain or give clues as to what a piece of writing is about. A good title is the first chance an author has to capture a reader's attention.

- A good title:
- attracts attention
 - relates the topic
 - explains the topic using up to six words
 - is easy to remember

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Activities WRITING

1. Read these passages and write a title for each.

(a) Title

Off the east coast of the United States, in the Gulf of Maine, there is a humpback whale that I have known for over fifteen years. Her name, at least the name I have given her, is Sandy. She has a white stripe across her dorsal fin, which looks like beach sand that has been glued to her. Sandy is a large female and the mother of at least four offspring.

(b) Title

Hunting is a major activity for whales. Some, like the baleen whales, feed for only parts of the year. Others eat year round and do not undergo seasonal fasts. Baleen whales feed on small schooling fish or tiny organisms. Sperm whales take larger fish and squid and killer whales eat other marine animals.

Fact and opinion

Expositions try to persuade people to think or do something by presenting **opinions** as **facts**.

For example:

'I am fair, easy to approach and talk to and dedicated to sport and our school.'

2. Read *Sports prefect* again and find four **facts** to add to this list.

- (a) I was captain of the swimming team.
(b) _____
(c) _____
(d) _____
(e) _____

3. Find four **opinions** to add to this list.

- (a) I am your best choice.
(b) _____
(c) _____
(d) _____
(e) _____

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WRITING Writing an exposition

Choose a title from the box below and write an exposition. It may be in the form of an essay, a letter or a speech. Use the plan to help you organise your ideas. Then write your exposition in full on a separate sheet of paper.

Compulsory school sport
School uniforms

Good sporting conduct
Computers in schools

Title

Introductory statement
(What do you believe?)

Arguments
(Thoughts and ideas which support what you believe.)

Conclusion
(Link your ideas together to form a final comment which summarises your position.)

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Editing and proofreading WRITING

After you have written your exposition, use the following checklist to edit and proofread your work.

You will need to self-edit for:
Spelling Punctuation
Grammar Sentence structure

You will be using a peer (partner) editor for:
Arguments sequenced from strongest to weakest
Sense



Checklist

Title of exposition: _____

- Do you understand the purpose of an exposition? yes no
- Does your exposition:
 - clearly state a problem in the introduction? yes no
 - provide background information? yes no
 - list reasons to support your belief or view? yes no
 - use facts to support arguments? (diagrams, photographs, facts and figures) yes no
 - sequence arguments from strongest to weakest? yes no
 - include a final paragraph which reinforces and summarises main points? yes no
- Have you used persuasive words? yes no
- Ask your partner to read your exposition.
 - Did she/he understand your point of view? yes no
 - Did it make sense? yes no
 - Were you able to persuade your partner to agree with your point of view? yes no

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EVALUATION Test your knowledge

- Choose a topic from the box and write an exposition in full on a separate sheet of paper. The exposition may be in the form of an essay, a speech or a letter. Use a framework.

Competitive sport for young children
School captains
Punishing bullies
- Complete the following.
Expositions are written to _____ others to think or do something.
An exposition can be in the form of a _____

Structure of an exposition An exposition has:

- a title _____
- _____

- Complete these statements about expositions.
 - The title tells _____
 - The overview tells what the writer _____
 - The _____ are the arguments which try to persuade the audience.
 - The conclusion is the _____
- Join pairs of these words to make compound words.

rain	snow	play	coat	foot	place
ball	fire	arm	ground	chair	man
- Write these words in alphabetical order.
 - breakfast brakes before bargain banana
 - follow flower fast fish famous feet

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Test your knowledge EVALUATION

- Use the correct word to complete each sentence. Remember some words need capitals.

there	their	they're
--------------	--------------	----------------

 - _____ my shoes.
 - They lost _____ way.
 - _____ dog had six puppies.
 - Go and sit over _____
 - _____ are five people in our family.
 - I think that _____ going to be in trouble for leaving the tap on.
- Write the sentences using contractions to replace the words in bold print.
 - My sister **will not** attend training if **it is** raining but **I will** be there.

 - They will** be playing tennis with us tomorrow, but **I am** worried because **we are** not fit and **they are** super-fit and play really well.

- Punctuate these sentences using full stops, question marks and capital letters.
 - the boys enjoyed surfing _____
 - do you like going to the beach _____
 - why do you need to wear a hat _____
- Add commas where they are needed.
 - My uncle used to work hard but now he enjoys reading cooking swimming and golf.
 - Don't forget to take your hat sunscreen towel shoes and sunglasses to the beach.

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Report – 2

Magnifying lenses

ANALYSIS

Reports give facts clearly without unnecessary information or opinions.

Read the report.

Magnifying lenses

Introduction
Although the Egyptians and Phoenicians made glass over 3000 years ago, it was not until some time before the year 1200 that an unknown inventor in China or Europe made a curved lens.

At that time, scientists did not understand about light, but they noticed that the curved lens changed the way things looked.

The first lenses
The word 'lens' came from the Latin word for lentil, because the first lenses looked similar in shape to lentil seeds.

In 1280 an Italian inventor, probably a man named Salvino degli Armati, fitted two lenses side by side to make eyeglasses. But people with poor eyesight just had to manage as best they could for many years until eyeglasses were readily available.

Early spectacles
The first glasses, known as 'discs for the eyes', were not made of glass. They were made from crystals of a mineral called 'beryl', which although not as clear as glass, was tough and easier to shape and polish.



The frames were made of wood or animal bone.

Eyeglasses were first sold to the public in Italy in 1451. Early spectacles were worn wedged on the nose.

Cheap glasses with metal frames went on sale to the public in the 1800s.

New improved lenses
It took scientists another 200 years to put lenses together in line, instead of side by side, to make microscopes and telescopes. In 1590 Zacharias Jansen made the first microscope and the first telescope was invented in 1608.

Scientific knowledge, especially in the field of medicine, was facilitated by the development of microscopes.

Medical scientists learnt more about the human body, enabling them to effectively treat many illnesses.

Telescopes advanced human understanding of the universe and led to the development of space programmes which have contributed to technology in many ways, particularly in the area of communication.

Today, most spectacle lenses and frames are made of tough plastic, as are contact lenses, which were first developed in 1887.

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ANALYSIS Speaking and listening

Class activity

- Brainstorm the advantages and disadvantages of wearing glasses.
- Discuss the reasons why people may need to wear glasses.
- Compile a list of things we can do to protect our eyes.

Partner activity

- Talk with your partner about some famous people you know who wear glasses. Compile a list.
- Discuss with your partner any friends or relatives who wear glasses or contact lenses.
- Talk about how people who wear glasses may feel about them and why they may choose to wear contact lenses instead.

Structure of a report

This report has:	A title:	Identifies the subject of the report.
	Classification:	What is it? Provides information about the focus of the report.
	Description:	When they were invented? Who invented them? How they developed? Where they are used?
	Conclusion:	A summary or comment.

Read the report *Magnifying lenses* and answer the questions.

TITLE

(a) What is the title of the report?

(b) Write an appropriate alternative title.

CLASSIFICATION

What is a magnifying lens?

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Structure of a report ANALYSIS

DESCRIPTION

- Where did the word 'lens' originate?

- What was one disadvantage of using beryl?

- When and where were eyeglasses first sold to the public?

- What are two other uses for magnifying lenses?

CONCLUSION

What are most lenses and frames made of today?

WORKING WITH THE TEXT Reading

Reading for information
True or false? Colour the correct answer.

- Glass has been produced for over 3000 years. true false
- The first glasses, known as 'discs for the eyes', were made of glass. true false
- Eyeglasses were first sold to the public in Italy in 1651. true false
- Cheap glasses with metal frames went on sale to the public in the 1800s. true false
- The first microscope was invented in 1590 by Zacharias Jansen. true false

Reading for understanding

- Give some reasons why it took so long for glasses to become readily available.

- Why was the invention of the microscope so important?

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WORKING WITH THE TEXT Reading

- Why was the telescope useful to our understanding of the universe?

- How has plastic changed the wearing of glasses?

Applying your knowledge
'Magnification' makes objects appear larger. The amount of magnification can vary. Use the grid system to magnify the drawing of a butterfly x 3 and x 8.



Magnified x 3

Magnified x 8

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Vocabulary **WORKING WITH THE TEXT**

Alliteration

'Alliteration' is the repeated use of the same sound or letter at the beginning of two or more words close together. It can be used to great effect in advertisements, newspapers, proverbs, poetry and other forms of writing.

For example: The slimy, slippery snake slid into the shadowy straw.

1. Create your own alliteration using adjectives (descriptive words) for these nouns.

(a) basketballers

(b) swimmers

(c) caterpillars

(d) worms

(e) flowers

(f) trees

(g) boys

(h) girls

(i) ships

(j) boats

Adverbs

Adverbs (words to modify or add to the meaning of verbs) can also be used for alliteration.

For example: swimming swiftly
singing sweetly

2. Add adverbs to these verbs to create alliteration.

(a) ran (f) hopping

(b) sipped (g) sleeping

(c) walking (h) climbing

(d) jumping (i) stared

(e) laughed (j) drove

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WORKING WITH THE TEXT **Vocabulary**

Word pairs

3. Words are often paired or associated with each other.
For example: cup and saucer.

Complete the following word pairs.

(a) salt and (b) knife and

(c) table and (d) bread and

(e) art and (f) shoes and

(g) pins and (h) needle and

(i) sons and (j) bits and

(k) fish and (l) shirt and



Words to replace phrases

4. Often, we can use a single word to replace a phrase.
For example: free time – leisure.

Choose one of the words in the box to replace each phrase.

(a) to do over again

(b) to last for a short time

(c) calm and peaceful

(d) a meat eater

(e) no longer in existence

(f) talk given in a church

(g) let go

(h) not very good quality

(i) not very clear

(j) a small town

(k) someone who speaks

(l) to say you will not accept

(m) to find the place of

(n) to put your name down



locate	obscure
repeat	village
speaker	released
carnivore	enrol
sermon	temporary
extinct	refuse
inferior	tranquil

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Vocabulary **WORKING WITH THE TEXT**

Alphabet addition

5. Use the initial letter plus the given clue to form the new word. The first one has been done for you.

(a) A + a labyrinth = surprise or astound
A + maze = amaze

(b) B + opposite to left = shiny or intelligent (6)

(c) C + warmth = to play unfairly (5)

(d) D + fire residue = a mark used to join words (4)

(e) E + to say = a piece of landed property (6)

(f) F + anger = something hot (4)

(g) G + male sheep = unit of weight (4)

(h) H + a joining word = a body part (4)

(i) I + a degree of speed = angry (5)

(j) J + a female relative = a short journey (5)

(k) K + an indication of a maiden name = a body part (4)

(l) L + frozen water = plural of louse (4)

(m) M + a word meaning to consume = animal flesh (4)

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WORKING WITH THE TEXT **Vocabulary**

(n) N + an imperial land measure = mother-of-pearl (5)

(o) O + a writing implement = the opposite of closed (4)

(p) P + something used to hear = a fruit (4)

(q) Q(u) + opposite of difficult = nauseous (6)

(r) R + a top card or tennis shot = a running competition (4)

(s) S + to listen = to cut a sheep's fleece (5)

(t) T + having sufficient power or strength = a piece of furniture (5)

(u) U + profoundly wise person = the act of using or employing (5)

(v) V + a cry of pain = to give one's assurance (5)

(w) W + the back of the foot = a circular frame which turns on an axis (5)

(x) X + a sunbeam = pictures of inside the body (4)

(y) Y + a listening organ = a period of 52 weeks (4)

(z) Z + the first number = an area or district (4)

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Spelling **WORKING WITH THE TEXT**

Plurals

Revision

There are a number of spelling rules for changing singular nouns (one) to plural (more than one).

- Usually we just add **s**.
For example: one book two books
- We need to add **es** to nouns ending with:
ch sh o s x and **z**
because it usually makes them easier to say.
For example: lunches, dishes, potatoes, atlases, boxes, waltzes
- Words ending with **f** or **fe** change to **ves**.
For example: calf calves
 life lives

To revise these rules and the exceptions, refer back to pages 85.

1. Change these words from singular to plural.

(a) besch _____ (b) fox _____
(c) footballer _____ (d) yourself _____
(e) shelf _____ (f) potato _____
(g) watch _____ (h) stadium _____
(i) outdoor _____ (j) half _____

Rule

Words ending in **y** after a consonant change the **y** to **i** before adding **es**.
For example: story stories
 baby babies

2. Write the plurals of these words.

(a) activity _____ (b) library _____
(c) puppy _____ (d) hobby _____
(e) responsibility _____ (f) key _____
(g) donkey _____ (h) display _____

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WORKING WITH THE TEXT **Spelling**

Changed vowels

The vowels are changed in some words to form plurals.
For example: man men

3. Write the plurals of these words.

(a) tooth _____ (b) goose _____
(c) foot _____ (d) gentleman _____
(e) woman _____ (f) crisis _____

No change

Some nouns have the same singular and plural forms.
For example: The injured **sheep** didn't stay with all the other **sheep** in the paddock.
The fisherman removed the **cod** he'd just caught from the hook and put it in the tub with the five **cod** he'd caught earlier.

4. Write two sentences using each noun.

One should be as a singular noun and the other a plural noun. The first one has been done.

innings: He played one very good **innings**.
Ken scored a century in his two **innings**.

sheep: _____

reindeer: _____

cod: _____

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Spelling **WORKING WITH THE TEXT**

No singular

Some nouns have no singular form. Some things that come in pairs are sometimes already plurals.
For example: jeans tweezers

5. Complete these sentences.

(a) Older people often need g. _____ to read.
(b) P. _____ should be comfortable to wear to bed.
(c) The birdwatcher forgot to take his b. _____ with him.
(d) Use those t. _____ to lift the hot potatoes out of the oven.
(e) His t. _____ were made of fine merino wool and fitted him well.



Confusing words

Some words are confused because they sound similar but have different meanings.
For example: accept and except

Accept is 'to agree to take something or somebody'.
Except means that 'something is not included'.

6. Choose the right word to complete these sentences.

(a) Everyone _____ Joshua was invited to the party.
(b) Chloe did not _____ her invitation.
(c) Olivia hoped that Sophie would _____ the party, and attend the party.
(d) The food was delicious _____ for the cold sausage rolls.

Some words are confused because the noun (naming word) and verb (doing word) sound similar.
For example: effect and affect
 advice and advise

Effect is a noun, so you can say 'the effect'.
Affect is a verb, so it is something that makes a difference.

7. Use the correct word to complete these sentences.

(a) The cyclone had a devastating _____ on the town.
(b) How did it _____ you?
(c) Communication to the whole area was _____ ed.
(d) One _____ of the storm was that roads had to be closed.

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WORKING WITH THE TEXT **Spelling**

Advice (noun) Listen to my advice.
Advise (verb) I advise you to listen.

8. Write a sentence using each word correctly.

(a) advice _____

(b) advise _____

Some words are confused because, although they sound the same, the noun and verb are spelled differently. These are called homophones.
For example: practice and practise
 licence and license

Practice (noun) Do some practice tonight.
Practise (verb) Practise the recorder later.

9. Choose the correct word to complete these sentences.

(a) I don't want to _____ now.
(b) You must do some _____.
(c) I think _____ is a waste of time.
(d) Riley does some _____ every day.

Licence (noun) Where is my driver's licence?
License (verb) I must license my motorbike.

10. Choose the correct word to complete these sentences.

(a) I passed my driver's _____ yesterday.
(b) You need a _____ to catch crayfish.
(c) The traffic office will not _____ my car until I fix the tyres.



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LANGUAGE FEATURES

Prepositions

Prepositions connect one thing with another showing how they are related.
For example: **After** taking his patient's temperature **with** a thermometer, the doctor looked **at** it and put it **in** his pocket.

1. Complete each sentence using a preposition from the box.

after with in while at outside

- (a) Emma had to visit the dentist _____ school.
(b) She went _____ her mother.
(c) Sitting waiting _____ the surgery was very boring.
(d) At last the dentist told her to sit _____ the chair.
(e) _____ she had her mouth open, the dentist asked lots of questions.
(f) Her mother dropped her back _____ school before lunch.



Prepositions are followed by a **noun**, **noun phrase** or **pronoun**.

For example: The children are hiding **behind** the shed – noun.
Put your books **on** the round table – noun phrase.
Give the books **to** him – pronoun.

2. All the highlighted words can be prepositions but only when followed by a noun, noun phrase or pronoun. Colour **yes** or **no** to indicate if they are prepositions in these sentences.

- (a) The helicopter flew **above** the cliffs. yes no
(b) I saw a whale **at** the beach. yes no
(c) The teacher threw his hat **down**. yes no
(d) Pick that ball **up**. yes no
(e) He leans **against** the fence. yes no
(f) Isabella gave her chocolates **to** me. yes no
(g) Our house is **opposite** the park. yes no
(h) Our class went camping **for** the weekend. yes no
(i) He watched the aircraft **above**. yes no
(j) When we went to the beach, we left our dog **behind**. yes no

LANGUAGE FEATURES

Note:

The words that are not prepositions in Question 2 are **adverbs** because they describe how, when or where something happened.

For example: He ran **behind**. Behind is an **adverb** telling where he ran.

Confused prepositions

among and **between**
Things are shared **between** two people and **among** three or more people.
We walk **between** two trees and we walk **among** many trees.

3. Write **among** or **between** in each sentence.

- (a) The staff distributed the prizes _____ the students.
(b) My sister and I ate the cake _____ us.
(c) The four goals scored in the game were shared _____ the three forwards.
(d) The two thieves divided the money _____ them.
(e) We swam _____ many shoals of fish.

Confused verbs

bought and brought

Because **bought** and **brought** look and sound alike they can be confusing.

Remember: **brought** is the past tense of **bring**. Think **br**
bought is the past tense of **buy**. Think **b**

4. Write **bought** or **brought** in each sentence.

- (a) The teacher _____ his stamp collection to school and showed us the new stamp he _____ in America.
(b) The school _____ some magnifying lenses so the pupils could examine the insects they _____ to school.
(c) I _____ a skateboard for my birthday and I've _____ it to show you.

LANGUAGE FEATURES

seen and saw

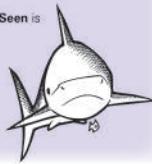
Seen and **saw** are both PAST TENSE verbs. **Saw** is used alone. **Seen** is used with a 'helper' or helpers.

For example: I **saw** a gigantic shark yesterday.

I **have seen** a gigantic shark.

A gigantic shark **was seen** yesterday.

A gigantic shark may have **been seen**.



5. Write **seen** or **saw** to complete these sentences.

- (a) I _____ you at the beach.
(b) The intruder was _____ creeping behind the shed.
(c) The airline pilot _____ the runway lights.
(d) I've _____ this film before.
(e) The horse _____ its owner and galloped towards her.
(f) The thief was _____ climbing in the window.
(g) He hasn't been _____ since yesterday.
(h) We _____ the light twinkling in the distance.

did and done

Did and **done** are both PAST TENSE verbs. **Did** is used alone. **Done** needs a 'helper' or 'helpers'.

For example: I **did** my homework last night.

My homework **was done** last night.

My sister **should have done** her homework too.

6. Write **did** or **done** to complete these sentences.

- (a) Sean _____ the dishes.
(b) Put your hand up when you've _____
(c) We _____ it. _____ the worksheet.
(d) I think that you should have _____ all the gardening.
(e) _____ your homework. (f) Where _____ you put it?
(g) My father has _____ a great job of fixing my bike.
(h) The baking was _____ very quickly.

WRITING Activity

Descriptions

When writing the description part of a report, the information or facts provided change according to the focus of the report as stated in the classification.

For example:

When writing about a machine, the focus may be on the uses of the machine rather than its appearance.

You might include some of the following facts.

CLASSIFICATION: Name of the machine

DESCRIPTION: Why it is used?

When it is used?

How it is used?



1. Write a description suitable for a report about a machine you use or are familiar with; for example: a microwave, CD player. Remember to write **FACTS** not **OPINIONS** and to focus on **why**, **when** and **how** it is used. Use clear and concise language and technical terms.
- Mystery machine
2. (a) Write a description of a machine using clear, concise and some technical language. Remember to focus on **why**, **when** and **how** it is used.

CLASSIFICATION:

DESCRIPTION:

CLASSIFICATION: Mystery Machine

DESCRIPTION:

(b) Ask a partner to identify your mystery machine and to draw it on a separate sheet of paper.

(c) Did your partner solve the 'mystery'?

Year 6 EVALUATION COPY

Writing a report **WRITING**

Choose a topic for a report from the box below and use the plan to prepare it. Remember to use **facts** not **opinions** and technical terms where appropriate. You may need to research information for your topic.

television	walkman	microscope	telescope
binoculars	prisms	clocks	

TITLE: _____

CLASSIFICATION: (type) _____

DESCRIPTION:

Appearance: _____ Inventor: _____

Function: _____ Place and time of invention: _____

Any other relevant facts _____

Conclusion _____

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WRITING **Editing and proofreading**

After you have written your report in full on a separate sheet of paper, use the checklist below to edit and proofread your work.

You will self-edit for:

Spelling Punctuation

Grammar Sentence structure

You will use a peer editor to check for:

Sense

That you have used facts

Checklist

Title of report: _____

- Does your report include:
 - the appearance? yes no
 - the function? yes no
 - inventor? yes no
 - place and time of invention? yes no
 - any other relevant facts? yes no
- Have you written facts, not opinions? yes no
- Do you have a concluding statement? yes no
- Have you corrected any spelling errors? yes no
- Have you used capital letters and full stops correctly? yes no
- Did your peer editor:
 - understand your report? yes no
 - believe your facts are true? yes no

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Test your knowledge **EVALUATION**

- Choose a topic from the box below and write a report. Use a report plan to help you to organise your ideas before writing your report in full on a separate sheet of paper.

cameras	microwaves	alarm clocks
biros	DVD players	hair dryers
- Reports should provide facts not _____ and should not have unnecessary _____.
- Create your own alliteration using adjectives for these nouns.
 - _____ dogs
 - _____ tigers
 - _____ river
- Write the plural of these words.

(a) half _____	(b) box _____
(c) church _____	(d) wish _____
(e) tomato _____	(f) athlete _____
(g) duty _____	(h) monkey _____
(i) woman _____	(j) mouse _____
(k) deer _____	(l) camera _____
- Circle the correct word in the brackets.
 - Everyone (accept/except) me is allowed to go.
 - Please (accept/except) my apology for being late.
 - In science we studied the (effect/affect) of pollution.
 - The rain had a positive (affect/effect) on the crops.
 - Please (advise/advice) me when the parcel arrives.
 - Grandma gave the children lots of (advise/advise).
 - Our team (practise/practice) was cancelled.
 - Please (practise/practice) multiplication of fractions.
 - My brother passed his driver's (license/licence) test.



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EVALUATION **Test your knowledge**

- Underline the prepositions in each sentence.

Last Thursday we went on the bus to Kangaroo Island. We stayed until Sunday in small cottages near the beach. One group was taken fishing in a beautiful boat; one abseiled down a cliff and another snorkelled under the jetty.
- Are the highlighted words prepositions? Circle **yes** or **no**.
 - The seagull flew **over** the wharf. yes no
 - One of the buttons **on** my jacket is loose. yes no
 - Can you see the beautiful rainbow **above**?
 - We have played this game **before**. yes no
 - He ran to the edge of the pool and jumped **in**. yes no
 - I was scared when the cockroach crawled **on** me. yes no
 - The aircraft flew **around**. yes no
 - Put your shoes **under** the bed. yes no
- Circle the correct word in the brackets.
 - Share these books (among/between) the class members.
 - Dad (bought/brought) home the new car he (bought/brought) on Tuesday.
 - The patient (saw/seen) the doctor.
 - I've (did/done) all my shopping.
 - Haven't we (saw/seen) this film before?
 - The ball went (among/between) the goal posts.
 - The team have (did/done) their very best to reach the grand final.
 - Please (accept/except) my apologies.
 - You need to do more (practise/practise).
 - If I need your (advise/advise) I'll ask for it.

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Recount - 1

Looking for work

ANALYSIS

A recount is a retelling of past events in time order. Recounts can be in the form of a newspaper article, diary or a letter. Some recounts are personal, factual or imaginative.

Read the following **recount**.

Looking for work

Mum had been nagging me for days to get a job. 'Alex, you're not sitting around here for the next eight weeks watching TV and making a mess in my kitchen', she snapped at me.

'Yes Mum, OK Mum', I'd mutter under my breath and continue to stretch out on the sofa in front of the television. This was the life for me. It was just heavenly, especially since I'd just completed my first year in secondary school. I'd had enough of hard work for a while - putting up with grumpy teachers (except for French - Madame Casey was nice, she liked me), smelly classrooms, 'bully boys' and tasteless canteen food. Oh yes, this was the life for me.

Well, you can imagine my surprise two days later, when once again I was enjoying myself in front of my favourite television programme and Mum came marching in and told me she'd found me a job.

'You start at 6.30 am tomorrow. Peta will pick you up at 6.15.'

'What?' I was furious. Peta is Mum's friend who earns a living by gardening. I whinged and groaned at Mum all day long. I thought that if my life was going to be hell, so would hers be.

'You can't make me work. You have to be fourteen years and nine months. I'm only thirteen and eight months. I'll report you for this.'

'OK', replied Mum, with a sweet look of victory on her face. I was so mad.

In exasperation I stormed around the house slamming doors and yelling abuse at my sister, who just laughed at me. But we all knew that at 6.15 I'd be sitting on the doorstep waiting, despite anything I said or did.



Speaking and listening

Partner activity

- With a partner discuss your ideal holiday. List some of your ideas below.

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Speaking and listening **ANALYSIS**

- Do you think secondary school pupils have a difficult life? yes no
Discuss this and decide on the three main reasons for your decision.

Individual activity - persuasive argument

- What was your reaction to the main character in this story? Do you think his response to his mother was unreasonable? Prepare a one minute talk to justify your opinion of this person and present it to a small group or the class.
Plan the talk to ensure that you provide evidence to support your views and to persuade others to agree with you.
The audience should listen carefully to your talk and take notes, recording the main points presented.

Structure of a recount

Structure

A recount has:

A title:	What the recount is about	
A setting:	Who the recount is about	Where the events happened
	When the events happened	Why the events happened
The events:	What happened Events are told in the order in which they happened. Each major event is written in a new paragraph.	
An ending/comment:	What the writer thinks about the events.	

Reread the recount about the holiday job and answer these questions.

Title

(a) Does the title really describe what the recount is about? yes no

(b) Do you think that it's an appropriate title? yes no
Explain your opinion.

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ANALYSIS **Structure of a recount**

Setting

- Who are the people in this recount? _____
- Where are they? _____
- When did the events occur? _____
- Why did they happen? _____

Events

Number these events in the order they occurred.

Mum found Alex a job.

Alex was watching TV all the time.

Alex was angry and thought it was unfair.

Mum told Alex the 'good' news.

Alex had to go to work.

Alex slammed doors and yelled at his sister.



Ending/comment

Who eventually achieved success?

WORKING WITH THE TEXT **Reading**

Reading for information

True or false? Colour the correct answer.

- Alex enjoyed the food provided by his school canteen. true false
- Alex's sister laughed at him because he was so mad that he was yelling and slamming doors. true false
- Peta is Mum's friend. true false
- Alex is fourteen years old. true false
- Madame Casey is a grumpy teacher. true false

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Reading **WORKING WITH THE TEXT**

Reading for understanding

Use complete sentences to explain your answers to these questions.

- Do you think Alex was lazy? yes no
Explain why you think this. _____
- Does Alex's mother have a strong personality? yes no
Why do you think this? _____
- Do you think Alex should have to go to work? yes no
Give reasons to support your opinion. _____

Applying your knowledge

- Is watching TV good for you? yes no
List the advantages and disadvantages. This would be a good topic for a class debate.

- How good was the relationship between Alex and his sister? _____
 - What could she have done to help support her brother? _____
- Alex decided that because his mother was making his life hell, he would make hers hell too. yes no
 - What did he do to achieve this? _____
 - Was he successful? yes no
 - Do you think it was possible for Alex to change his mother's mind on this issue? _____
- Do you think the title *Looking for work* is a good one? yes no
 - Suggest some alternatives. _____
- What are some non-negotiable issues in your home? _____

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WORKING WITH THE TEXT Vocabulary

Overworked words

1. The word **said** is a verb (or doing word) that is often used when a more descriptive or informative verb would be preferable.

(a) Read these verbs used in the recount *Looking for work*.

(b) Use your dictionary and the knowledge gained from the context in which they are used in the recount, to give a definition of each word, explaining their differences.

nag _____

mutter _____

whinge _____

groan _____

yell _____

report _____

NOTE:
Although it would be possible to write the word 'say' after each word, this would not explain their differences.

Vital verbs

2. Find ten alternatives for each of these frequently used verbs.

went _____

saw _____

said _____

Taking the time and making the effort to select appropriate verbs can make a great difference to the quality of your writing.
A thesaurus is a useful writing tool. Find out what a thesaurus contains and how you can use it.

E words

3. In these words some **e**'s have been left out. Put in the **e**'s to make words from the recount.

(a) havrily _____ (b) complitd _____

(c) tastlss _____ (d) ight _____

(e) thvision _____ (f) xaspiration _____

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Vocabulary **WORKING WITH THE TEXT**

Heads and tails

4. These words start and finish with the same two letters. Use the clues to complete the words. The first one has been done for you.

(a) to...ma...to A fruit used in salads (b) _____ur_____ A place of worship

(c) _____l_____ Cutting one makes your eyes water (d) _____rml_____ An insect that eats wood.

(e) _____qui_____ To need something (f) _____sul_____ A drug diabetics use

Challenge

5. How many 'heads and tails' words can you find? Your class may like to compete to find some and compile a class list.
Some parents may also enjoy the challenge.

Fancy foods

6. Use the clues and three groups of the letters in the table to solve the nine foods. The three groups of letters left over will make a sweet treat.

tli	bes	orns	lon	ise	ple
ate	esc	pin	ots	ghe	ant
arg	ara	cro	hro	roc	cho
iss	col	spa	asp	ma	mus
kme	esp	enc	ada	gus	hil

(a) long thin pasta _____ (b) a tropical fruit with spiky leaves _____

(c) Mexican tortilla _____ (d) French snails _____

(e) edible fungi _____ (f) a cantaloupe _____

(g) a crescent-shaped breakfast roll _____ (h) a green vegetable with edible shoots _____

(i) a sauce for steak, made with butter, egg yolks and lemon _____ (j) the sweet treat is _____

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WORKING WITH THE TEXT Spelling

English spelling is complicated for a number of reasons.
One is that the pronunciation has changed over time but the spelling has not. Another is that many thousands of words are of foreign origin and are therefore difficult to spell.
e.g. **pyjamas** (India), **yacht** (Holland).
The languages that have influenced English the most are Latin and Greek.

Latin

Some examples of everyday words that have come from Latin are seen below.

Bi

1. The Latin **bi** means **two**. Read the words and select the correct one to write on each line.

biannual bicycle bilingual bigamist biped bisect

(a) to cut into two parts _____ (b) to have two feet _____

(c) a vehicle with two wheels _____ (d) someone married to two people at the same time _____

(e) to happen twice in one year _____ (f) to speak two languages _____

Centum

The latin **centum** means **one hundred**.

2. Match these definitions.

cent centigrade century centimetre centipede centenary

(a) a hundred years _____ (b) one-hundredth of a euro _____

(c) the hundredth anniversary _____ (d) one-hundredth of a metre _____

(e) an animal with one hundred legs _____ (f) divided into one hundred degrees _____

Greek

There are many technical and scientific words with Greek origins.
For example: ph – making a **f** sound – physical, telephone
ch – making a **k** sound – chemist, chiropractor
au – making an **or** sound – nautical, dinosaur

3. Find two more examples of each of the above.

(a) ph _____

(b) ch _____

(c) au _____

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LANGUAGE FEATURES

Confusing words

These three words from the recount—**eight**, **morning** and **knew**—can all be spelled differently and have different meanings, but sound exactly the same. They are called **homophones** (same sound).
Read these sentences.

- Alex has **eight** brothers and sisters.
- He **ate** food from the school canteen.
- The **next morning**, Alex would be waiting for Peta.
- Alex was **mourning** the loss of his freedom.
- Alex **knew** that he had to go to work.
- He started his **new** job at 6.15 am.

4. Use the correct words to complete these sentences.

(a) The team was _____ the death of their coach's dog, Rex, who had been their mascot for two years.

(b) They _____ their breakfast quickly so that they could leave the house before _____ o'clock in the _____.

(c) I _____ that my _____ shoes were missing and that Mum would be furious.

Make the meaning clear

5. Write a sentence using each pair of homophones correctly. (You may need to consult a dictionary – be inventive.)

(a) knight, night _____

(b) soul, sole _____

(c) serial, cereal _____

(d) practise, practice _____

(e) stationary, stationery _____

(f) affect, effect _____

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LANGUAGE FEATURES

Nouns
Nouns are naming words and are used to name:
people – teacher, gardener
places – St Stephen's School, canteen
things – television, door
qualities – anger, exasperation
events – carnival, festival, Christmas

Match the nouns
1. Draw a line to match the nouns in the left column (people) with the nouns (things they are associated with) in the right column.

People	Things
(a) librarian	• broom
(b) athlete	• rake
(c) gardener	• sport
(d) cleaner	• books
(e) driver	• whiteboard
(f) teacher	• vehicle



Noun categories
2. Write each noun in its correct category.

	ant	refrigerator	surfing	carrots	tractor
(a) vegetables	<input type="text"/>				
(b) insects	<input type="text"/>				
(c) vehicles	<input type="text"/>				
(d) appliances	<input type="text"/>				
(e) books	<input type="text"/>				
(f) clothing	<input type="text"/>				
(g) sport	<input type="text"/>				

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LANGUAGE FEATURES

Collective nouns
Collective nouns are commonly used for groups of people, animals or things.
For example: a litter of puppies

3. Find a suitable noun for each of these groups of animals.
(a) a herd of _____
(b) a pride of _____
(c) a flock of _____
(d) a gaggle of _____
(e) a shoal of _____
(f) a pack of _____
(g) a swarm of _____
(h) a pod of _____

4. Find a collective noun for these groups.
(a) a _____ of keys
(b) a _____ of beads
(c) a _____ of yachts
(d) a _____ of stars
(e) a _____ of banknotes
(f) a _____ of directors
(g) a _____ of angels
(h) a _____ of robbers

Abstract nouns
Words used to name qualities, emotions and actions (things you cannot touch or see) are called abstract nouns.
For example: failure, happiness, life

5. Underline the abstract nouns in the lists below.
(a) ambition, furniture, vision, accessories
(b) dwarves, education, tomatoes, factories
(c) sweetness, document, libraries, weakness
(d) fascination, forgetfulness, crockery, maturity
(e) bookshelves, popularity, greenery, responsibility

Proper nouns
Proper nouns start with a capital letter and name people, geographical places, proprietary names and so on.
Examples of proper nouns include:
January, Robin Hood, Dublin, Tower of London, Harley-Davidson.

6. Write two proper nouns for each category.

(a) days of the week	<input type="text"/>	<input type="text"/>
(b) products you drink	<input type="text"/>	<input type="text"/>
(c) cities	<input type="text"/>	<input type="text"/>
(d) countries	<input type="text"/>	<input type="text"/>
(e) film characters	<input type="text"/>	<input type="text"/>
(f) television personalities	<input type="text"/>	<input type="text"/>

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LANGUAGE FEATURES

(g) religious festivals

(h) geographical features

(i) buildings

(j) titled people

(k) company names

Pronouns
A pronoun is a word used instead of a noun. We need to use pronouns to avoid repeating nouns, which otherwise makes a piece of writing monotonous and boring.
For example:
Alex thought that **Alex** should be allowed to watch television because **Alex** enjoyed **television** and **Alex** didn't think **television** was a waste of **Alex's** time.
Alex thought that **he** should be allowed to watch television because **he** enjoyed **it** and **he** didn't think **it** was a waste of **his** time.

Personal pronouns
Personal pronouns take different forms for each category of people they represent. This is why they are called personal pronouns.

First person
Many writers use the first person in their writing, especially if it is a recount. The narrator of a story tells the story personally and uses first person pronouns such as: I, me, mine, we, us, ours.

Second person
The second person is often used in procedures and is found in instruction manuals and recipe books. Second person pronouns are: you, yours.

Third person
Writers of novels often use the third person so that they can describe the thoughts, actions and feelings of a number of characters.
Third person pronouns are: he, his, she, her, him, it, its, they, them, theirs.

1. Underline the personal pronoun and write **first**, **second** or **third** at the end of sentences.

(a) Where did you leave your basketball?

(b) We worked very hard to complete our homework.

(c) Mary can't perform in the school play because she has chickenpox.

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Activities WRITING

Using pronouns in your writing
1. Write three short paragraphs using one of the two opening sentences provided in each of the three categories.

(a) **First person** I was home alone when I heard a very strange noise.
or
We looked everywhere but we couldn't find ...

(b) **Second person** You must do your best so you ...
or
If you want to make this, you must ...

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WRITING Activities

(c) **Third person** He yelled in terror as he saw his brother disappear,
or
They were the unluckiest people. Just when they believed they were safe...

Personal pronoun table

Personal pronouns have been categorised as 1st, 2nd or 3rd person, singular or plural and subject, object and possessive in this table.

Person	Subject	Object	Possessive
first person singular	I	me	mine
second person singular	you	you	yours
third person singular	he, she, it	him, her, it	his, her, its
first person plural	we	us	ours
second person plural	you	you	yours
third person plural	they	them	theirs

Changing pronouns

1. Rewrite each sentence in the plural, changing the highlighted pronouns. The first one has been done for you.

(a) Look at the beautiful horse. I am so proud it is **mine**.
Look at the beautiful horses. We are so proud they are ours.

(b) **He** is sitting watching television.

(c) **You** were busy working on your car while **he** was working on **his**.

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Writing a recount **WRITING**

Choose a topic from the box below and write a recount. Remember, recounts record past events, so use the past tense.

- My mean mum
- My holiday nightmare
- The job I hated
- I was a hero

Use the plan as a guide.

Title _____

Setting

who _____

where _____

when _____

why _____

Events 1. _____

2. _____

3. _____

4. _____

Concluding statement/comment

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WRITING Editing and proofreading

Use the checklist below to edit and proofread your work.

You will be self-editing for:
Spelling Punctuation
Grammar Sentence structure
Sequence and sense

You will need to use a peer editor to:
Check sequence and sense

Checklist

Title: _____

1. **Title:**
Does your title reflect the topic? yes no
Does it generate interest? yes no

2. **Setting:**
Does your recount include:
• specific characters? yes no
• location? yes no
• time of the events? yes no
• the reason for the events? yes no

3. **Events:**
Were the events sequenced correctly? yes no
Were all relevant events included? yes no

4. **Concluding Statement:**
Did you conclude with a statement or comment? yes no

5. **Spelling:**
Have you corrected any spelling errors? yes no

6. **Punctuation:**
Have you checked your punctuation? yes no
Is each event recorded in a separate paragraph? yes no

7. **Language Features:**
Have you used the past tense? yes no
Is the vocabulary you used interesting and varied? yes no

8. **Peer Editor:**
Did you use a peer editor? yes no
Did she make any constructive comments? yes no

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Test your knowledge **EVALUATION**

1. Choose a topic from the box below and plan, then write, a recount in full.

- My worst day at school
- A family crisis
- A true friend
- A day I'll never forget

2. (a) What is a recount? _____ (b) Describe its features.

3. Write five alternatives for these overworked verbs.

(a) went _____

(b) saw _____

(c) got _____

4. (a) Two languages that have influenced English the most are _____ and _____ (b) What does **bi** mean?

(c) Write a meaning for each of these words:

bilingual _____

bisect _____

biannual _____

bigamist _____

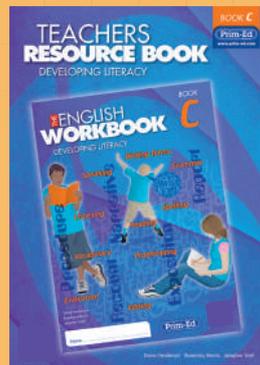
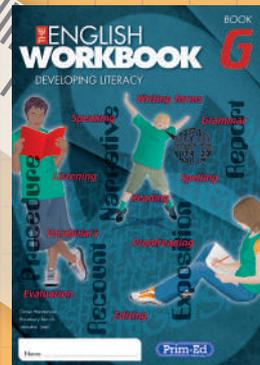
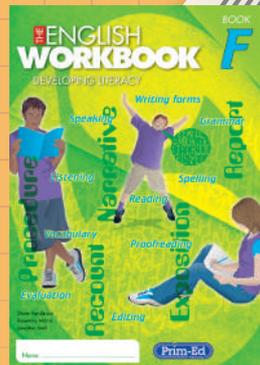
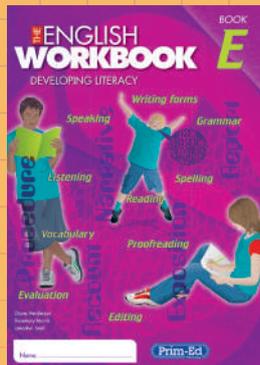
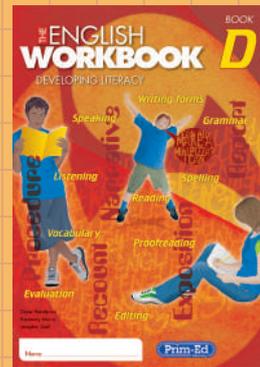
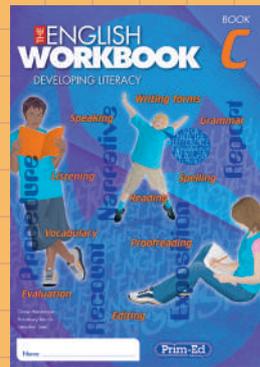
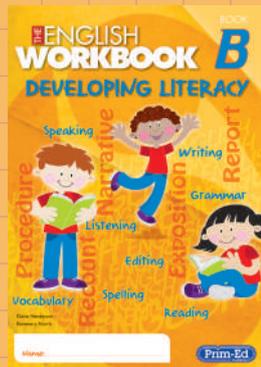
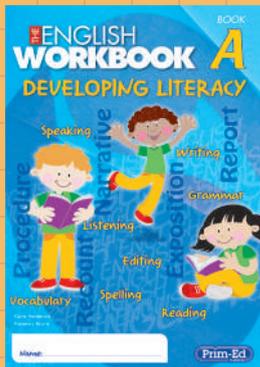
5. (a) What does **centum** mean? _____ (b) Write two English words from this Latin origin. _____ and _____

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