



Home Learning Pack

Learning Support
Department

First, second and third person 2

Explanation

The **first person** is used for personal writing such as diaries, personal letters and autobiographies. The **second person** is often used in instructions or to address the reader. The **third person** is usually used in reports and information writing.

Accounts and stories can be written in the first or third person. The first person gives a much more **personal** view of events.

Activities

- 1 Here is an extract from a story that is written in the **third person**.

The fisherman had been working all day, but still he had not caught one fish. He pulled up the last of his nets – it was empty, like all the others. The fisherman thought how unlucky he was. What would he tell his children? Just then something in the water caught his eye. The fisherman looked over the side of the boat to get a better look ...

Rewrite the story in the **first person** – as if the fisherman were telling the story.



I had been working all day,

When you are writing in the **first person**, be careful with the **pronouns I** and **me**. Use **I** before a verb and **me** after a verb.

Example I helped.

Zoë and I helped.

She helped me.

She helped Zoë and me.

← **subject** (I do the action)

← **object** (the action is done to me)

Subject and verb agreement

Explanation

Verbs can change their form depending on the **person** or **subject** (see page 33) you are writing about. It is important to choose the **verb form** that matches or **agrees** with the **subject** of the sentence.

Example I **have** a brother.
I **am** 10 years old.
I **play** the guitar.

He **has** a brother.
She **is** 10 years old.
He **plays** the guitar.

They **have** a brother.
They **are** 10 years old.
They **play** the guitar.

Say the sentence in your head before writing it down. Check that it sounds right.

Activities

- 1 Check the **verbs** in these sentences. Put a **tick** in the box if the **subject** and **verb agree**. Put a **cross** if the wrong form of the verb has been chosen.

a He **play** for the school team.

☐

b We **were** really pleased.

☐

c I **hates** cheese and onion crisps.

☐

d They **was** surprised by the result.

☐

e Yes, I **done** it.

☐

f You **have** five more minutes.

☐

- 2 You should have found four sentences where the wrong **verb form** has been chosen. Rewrite these four sentences using the **correct** verb.

- 3 Complete these sentences by choosing the **correct form** of the verb from the box.

a You _____ happy.

b She _____ lots of friends.

c I _____ pleased.

d They _____ a beautiful house.

e He _____ tired.

are

is

am

has

have

Standard English

Explanation

Standard English is used in most **writing**. Although you might use other forms when you speak, it is important to use Standard English in your writing. Here are some common errors to avoid.

Example them books

X

the race^{what} I won

X

It was real good

X

Polly and me helped.

X

those books

✓

(Standard English)

the race **that** I won

✓

(Standard English)

it was **really** good

✓

(Standard English)

Polly and **I** helped.

✓

(Standard English)

(See page 27 for more about when to use **I** and **me**.)

Activities

1 Check these sentences. Underline the word that needs changing and write it correctly.

a Zac and me ran all the way home.

b Look at them horses in the field.

c I done my homework last night.

d I'll have one of them cakes.

e This is the book what I read.

f Here is a real funny joke.

It is important not to use **two negative words** in a sentence.

Example I **never** said **nothing**. (meaning that you *did* say something)

2 Write the correct version of these sentences. The first one has been done for you.

a I never said ~~nothing~~.

I never said anything.

b Nobody did ~~nothing~~ to help.

c I never saw ~~nobody~~.

d I don't like ~~nothing~~ here.

Editing: checking consistency

Explanation

When you are writing there are a lot of things to remember. It is easy to use too many **pronouns** or to forget which **tense** or **person** you are writing in. This is why it is important to **read through your writing** and **check** that everything **makes sense**, and is **clear, complete** and **consistent**.

Activities

- 1 Read through this piece of writing. **Check** that the writing is **complete** and **makes sense** – for example, that it keeps to the same **tense**. **Make changes** where they are needed.

On Saturday, we went watch the school football team play in the Player's Cup. It a very exciting game. The final score was 2–2, was probably a fair result because both teams play well. Our team scores first thanks to awesome free kick from Jake Edwards. But then they equalise just before the whistle goes for half-time.

- 2 Read these sentences, checking the use of **pronouns**. Underline anything that is wrong, inconsistent or unclear. Make any changes that are needed.

- a Evie and Emily had left her coats on the bus.
- b Jack ran to the top of the beanstalk and he ran after him.
- c After we finished, Jordan and me were exhausted.
- d Becky was worried about Ethan and me. She tried to call them.
- e David couldn't open the door without the wizard's key. It was locked and he knew it was still in his workshop.

Editing: grammatical errors

Explanation

It is also important to check that everything is **grammatically correct** in your writing. Remember to check that **subjects and verbs agree** (see page 28) and that you have used **Standard English** forms (see page 29).

Activities

- 1** Check these sentences to see if they are **grammatically correct**. Underline any words that need to be changed and write the corrections.

a The old man said he weren't hungry.

b I think the computer is broked.

c Everyone have forgotten about us.

d Mrs Gardiner gived me them old photos.

e The film what we saw was real sad.

f I have writ the date in me diary.

- 2** Check that everything is grammatically correct in this piece of writing. Change any words that do not sound right.

live

Let me tell you about my family. We ~~lives~~ in a house on the corner of

Grant Street. I has two sisters and a older brother. My sisters am twins.

My brother and me share a room. My brother says he don't like sharing

with me because he hasn't no space for his things. Sometimes the twins

and me plays together, but sometimes we argue.

Did you know?

Standard English is used all over the world, wherever English is spoken. Even if people have different accents or different ways of saying things, they still need Standard English when writing.

Phrases and clauses

Explanation

Sentences are made up of **words**, **phrases** and **clauses**.

A **phrase** is a group of **words** that go together. A **noun phrase** includes words that go with a noun. A **prepositional phrase** starts with a preposition, usually followed by a noun phrase.

A **clause** is a special type of phrase – a group of words that includes a **verb**. Sentences are often made up of a clause and one or more additional phrases. The **clause** tells us the most **important information** and the **phrases** give **extra information**.

Example In a far and distant land, there once lived a wise man with three sons.

↑
prepositional phrase

↑
clause

↑
prepositional phrase

Activities

1 Write a label to show whether the **bold** part of each sentence is a **phrase** or a **clause**.

a Then **we went back** to the farmhouse.

b They ran **on the soft grass**.

c The man caught **a large fish**.

d **The man drove off** in the sports car.

e On Monday, **Vishal woke early**.

f **Polar bears** live in the Arctic.

2 Choose phrases from the box to add to the start and end of these clauses. You can use a phrase more than once.

with the class

in a car

within seconds

in the morning

in the corridor

only the other day

a _____ the teacher was furious _____

b _____ the robber had escaped _____

c _____ a boy slipped _____

d _____ I saw Mrs Johnson _____

One-clause sentences

Explanation

A **sentence** is a group of words that tells us something and **makes sense by itself**. A simple or basic sentence has **one main clause**, often with just a **subject** and a **verb**.

Example The dragon flew away.

This **one-clause sentence** can be made longer by adding adverbs, adjectives and prepositional phrases that give extra information about the event.

Example Fearfully, the little dragon flew away from the smoking mountain.

Activities

1 Here are some **phrases**. Make each one into a **complete sentence**.

- a the angry lion → The angry lion glared through the metal bars.
- b pieces on the floor → _____
- c two pointed ears → _____
- d on the way to school → _____
- e the excited children → _____

The **subject** is the 'doer' of the action. The **object** is the person or thing affected by the action.

2 Write a **one-clause sentence** that includes the verb **chased**. **Underline** the **subject** of your sentence and draw a **ring** round the **object**.

3 Select a **verb** from the box to help make each of these phrases into a one-clause sentence. Add a phrase of your own to complete the sentence.

- a The horse trotted down the road
- b The rock climbers _____
- c The witch _____
- d A butterfly _____
- e A dog _____

fluttered
trotted
vanished
barked
clambered

Joining main clauses

Explanation

You can **join** two **one-clause sentences** together to make a longer sentence. Two **sentences** or two **main clauses** (see page 35) can be joined using the **co-ordinating conjunctions** (**and**, **but**, **or**). A main clause is like a one-clause sentence: it makes sense by itself.

Example It was becoming dark. Joe was beginning to worry.

These two main clauses can be joined together to make one sentence.

Example It was becoming dark **and** Joe was beginning to worry.

Activities

- 1** Rewrite each pair of sentences as a **two-clause sentence**. Use one of these **co-ordinating conjunctions** to join the sentences together.

and but or

a I missed the bus. I wasn't late.

b The windows were open. I could hear birds singing.

c He picked up all the rubbish. He put it in the bin.

d It will be dry in the north. There will be rain in the south.

e We could go to the zoo. We could go into town.

- 2** Complete these sentences by adding another **main clause**.

a The car stopped **and** _____

The car stopped **but** _____

b Alex was tired **but** _____

Alex was tired **and** _____

c Simone can play football **but** _____

Simone can play football **or** _____

Subordinate clauses 1

Explanation

Some sentences have a **main clause** and a **subordinate clause**. The **main clause makes sense by itself**.

The **subordinate** clause gives **extra information** about the main clause. A subordinate clause does *not* make sense if you read it without the main clause.

Example The man became angry, when no-one would let him in.

↑
main clause

↑
subordinate clause

Screaming wildly, she ran from the house.

↑
subordinate clause

↑
the main clause

Activities

1 Read these sentences. Draw a **solid** line under the **main clause** and a dotted line under the **subordinate clause**.

- a The dog snarled at her, which made her nervous.
- b Although his heart was pounding, Emil stepped forward.
- c While she was reading, the doorbell rang.
- d The lights came on one at a time until the whole street was lit up.
- e When the factory closed, many people lost their jobs.
- f Stretch the fabric over the card, folding the edges under neatly.

2 Add a **main clause** to each of these subordinate clauses so the sentences make sense.

- a As it was dark, _____.
- b When we arrived home, _____.
- c _____ because it was cold.
- d _____ after winning the lottery.
- e _____ when he fell over.
- f Peering through the window, _____.
- g _____, which really annoyed me.

Subordinate clauses 2

Explanation

You can add a **subordinate** clause to a **main** clause by using a **subordinating conjunction** (like **so, as, when, because**). The conjunction introduces the subordinate clause and **shows how the ideas link** together.

Example The man was pleased to be home **as** he opened his front door.
He was pleased to be home **because** he was very tired.

Activities

1 Add a suitable **subordinate clause** to follow each **conjunction**.

- a Dad enjoys cooking **because** _____
- b Dad enjoys cooking **whenever** _____
- c Dad enjoys cooking **whereas** _____
- d Dad enjoys cooking **until** _____
- e Dad enjoys cooking **though** _____
- f Dad enjoys cooking **as long as** _____

Some **subordinate clauses** start with the **-ing** or **-ed** form of a **verb**.

Example **Pleased to be home**, the man opened the door.
Opening his door, he was pleased to be home.

2 Link these ideas into **one sentence**. Use a subordinate clause starting with the **verb** from the first sentence. The first one has been started for you.

- a Ellen was standing by the door. She watched the storm approaching.

Standing by the door, _____

- b The car was travelling at speed. It just missed the approaching lorry.

- c The runner was encouraged by the crowd. He sprinted for the line.

Relative clauses

Explanation

A **relative clause** is a special sort of **subordinate clause**. It begins with a **relative pronoun** (such as **who**, **that**, **which**). Relative clauses can give **extra information** about a **noun**.

Example Gregory, **who was the oldest**, took charge of the money.

Some relative clauses give extra information about a **main clause**.

Example They finished early, **which was unusual**.

Words like **who** or **that** are often missed out, especially in **everyday speech**.

Example The man (who/that) I saw yesterday.

Activities

1 Rewrite these sentences, adding the information from the brackets as a **relative clause**.

a Paula refused to move. (She was exhausted.)

Paula, **who** _____, refused to move.

b Mr King was now very late. (He had left early.)

Mr King, _____, was now very late.

c The beggar pleaded for help. (He was penniless.)

The beggar, _____, pleaded for help.

d The house once belonged to my father. (It is now empty.)

The house, _____, once belonged to my father.

e The vase lay on the floor. (It was broken.)

The vase, _____, lay on the floor.

2 Choose a **relative pronoun** to complete each sentence.

a We found the street _____ Tarik lives.

when where which that

b Today was the exam _____ she was dreading.

when where whose that

c I saw Joanna, _____ mother was waiting outside.

which where whose that

d That was the day _____ it all began.

when whose where which

e He chose the red door, _____ was a mistake.

when where which whose

The baby of the family



This poem was written by the bestselling British poet Wendy Cope, who has written poems for both adults and children.

Up on Daddy's shoulders
He is riding high –
The baby of the family,
A pleased, pork pie.
I'm tired and my feet are sore –
It seems all wrong.
He's lucky to be little
But it won't last long.

The baby of the family,
He grabs my toys
And when I grab them back he makes
A big, loud noise.
I mustn't hit him, so I chant
This short, sweet song:
"You're lucky to be little
But it won't last long."

Everybody looks at him
And thinks he's sweet,
Even when he bellows "No!"
And stamps his feet.
He won't be so amusing
When he's tall and strong.
It's lovely being little
But it won't last long.



Wendy Cope

1 What relation is the speaker to the baby of the family?

1 mark

2 Which word best describes the strongest feeling of the speaker? (ring **one**)

impatient tired jealous wary bored

1 mark

3 a) Why do you think the baby was riding on Daddy's shoulders?

1 mark

b) What else can the words 'riding high' mean?

1 mark

4 Name **one** of the adjectives that the speaker uses to describe his or her song.

1 mark

5 How do you think singing the song **makes** the speaker feel – and why?

1 mark

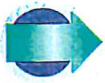
6 What 'won't last long' and why?

2 marks

7 Which **two** words in the poem are used to rhyme with the words 'high' and 'noise'?

2 marks

Invasion



This text is taken from a book called *I'm Telling You They're Aliens* by Jeremy Strong. He has written many funny stories for children.

The trouble is people think you're very strange if you go round saying things about alien invasions, and if you're not very careful they come and take you away and lock you up and feed you on things like rice pudding (which I hate).

So who do you tell? Do you go to the police? Do you tell the kids in your class? They already think I'm half-mad anyway, and they wouldn't listen to me anyhow, not after that episode with the non-existent asteroid.

I decided to keep quiet. I thought I'd keep a low profile, pretend there was nothing wrong, but all the time be on the lookout, watching for clues. I had already discovered that there were four of them altogether and now I had to find out what kind of aliens they were and why they had come to Planet Earth.



Actually the answer to that question was pretty obvious. Aliens only come to Earth for one reason, and that is to take it over, to invade every bit of it. Everyone knows that. I mean, they're not likely to drive halfway across the universe just to ask if they can borrow some sugar.

By this time you will probably have worked out for yourself that I hadn't taken my last breath and died, otherwise I wouldn't be able to write this down for you. Evidently the aliens were not going to use a deadly virus. They had some other plan up their sleeve . . . assuming aliens have sleeves. If they don't, then what can they hide things up? Their nostrils? Armpits? Ears? I seem to be going off-track here a bit.

You can imagine my surprise, and my rampaging feelings, when Mum made the following announcement, shortly after lunch. "I've met the new neighbours," she said. "They seem nice. I've asked them over for a cup of coffee this afternoon, so we can meet the family."

The aliens are coming to our house – for tea and biscuits!

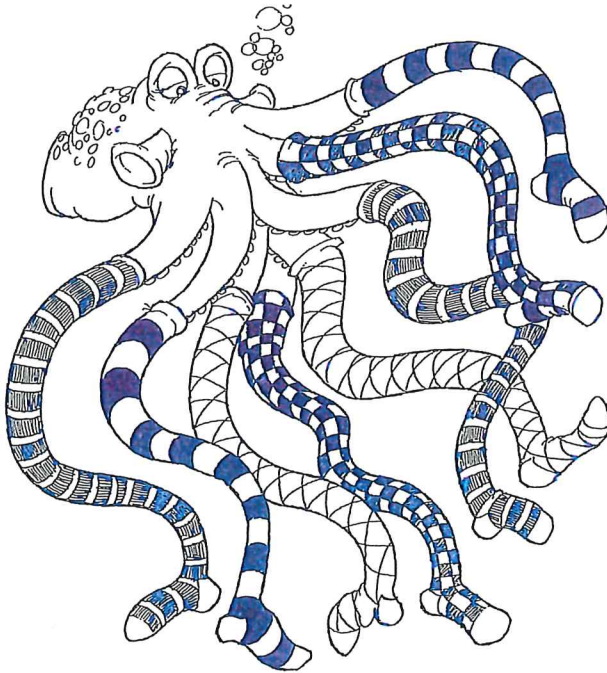
From *I'm Telling You They're Aliens*
Jeremy Strong

- 1 This story is written in (ring **one**):
- the first person the third person. 1 mark
- 2 At what point does the narrator stop using the present tense ('talking' to the reader) and begin using the past tense (saying what happened)? Quote the first five words in your answer.
- _____ 1 mark
- 3 A rhetorical question is a question where the speaker does not expect an answer. Give **one** example of a rhetorical question from this story.
- _____ 1 mark
- 4 The word 'invade' means
- _____ 1 mark
- 5 If aliens would not come 'halfway across the universe just to ask if they can borrow some sugar', who do you think might make such a request and where would they come from?
- _____ 2 marks
- 6 To have a plan 'up your sleeve' does not normally mean up a real sleeve. It means (ring **one**):
- all ready to put into action to warm them up written down. 1 mark
- 7  The word 'rampaging' means (ring **one**):
- uncomfortable wild thoughtful embarrassed. 1 mark
- 8  The phrase 'going off track' means (ring **one**):
- digesting digressing diluting. 1 mark
- 9 What do you think will happen after this text, when the new neighbours come for tea?
- _____
- _____ 1 mark

Octocure



This poem uses nonsense words to describe an imaginary octopus, Oliver, and a nasty illness that he catches. The author, Alison Chisholm, has written many poems for both adults and children. She has also written books about how to write poetry.



Oliver the Octopus
Was feeling rather ill.
He went to see the doctopus
Who sent him for a pill.
He said, "That's chickenpoptopus,
Your tentacles are spotty."
Poor Olly got a shocktopus –
He felt a little dotty.
He bought four pairs of socktopus
To hide his spotty legs,
And fed himself on choctopus
And jellyfishes' eggs.
In just a week the octopus
Felt better than before.
The spots had gone – the doctopus
Had found the perfect cure.

Alison Chisholm

1 Which **two** of the following words best describe this poem?

funny true rhyming limerick serious

2 marks

2 Which real word can you find in **both** 'doctopus' **and** 'choctopus'?

1 mark

3 Which made-up word reminds you of 'chicken pox'?

1 mark

4 Which symptom of this illness does the octopus have?

1 mark

5 Which **two** real words does the word 'doctopus' remind you of?

2 marks

6 What food does the word 'choctopus' remind you of?

1 mark

7 The name 'Oliver' is sometimes shortened. What is it shortened to in this poem?

1 mark

8 Imagine that Oliver the octopus heard a knock at the door. Make up a funny word for the knock, and make sure that it rhymes with 'octopus'.

1 mark

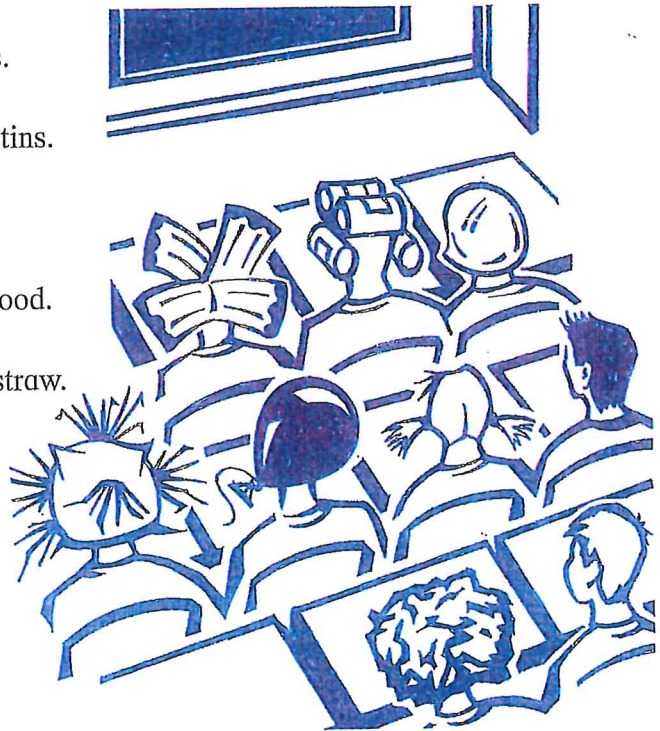
Odd girls



This is a rhyming poem written by John Coldwell – a teacher who also writes poems and stories for children.

There are some odd girls in our class
Like Sue whose head is made of glass.
She hangs around with Mary Minns
Whose head is built from baked bean tins.
Now, her best friend is Joanne Green
Whose head is made from plasticine.
And next to her sits Zara Good
Whose head is made from polished wood.
On the desk behind is Cathy Daw
Whose head's a bin bag stuffed with straw.
She is pals with Lucy Moon
And her head is a blue balloon.
At the back sits Tracey Dock
Whose head is just a lump of rock.

They think that I am strange
And leave me all alone.
Is it just because my head
Is made of flesh and bone?



John Coldwell

- 1 Read these statements.
Each is either 'True' (T), 'False' (F) or 'We cannot be sure' (?).
Put a tick in the correct box.

Tick one box only for each statement	T	F	?
a) Mary and Sue are good friends.			
b) Zara Good's head is made of oak.			
c) Sue's head is more fragile than Tracey's.			
d) Joanne is best friends with Zara.			
e) Lucy's head is green.			
f) The poem's narrator is a girl.			

6 marks

- 2 If the class register is arranged alphabetically, by surname, will Joanne come **before** or **after** Zara?

1 mark

- 3 Who has a metal head?

1 mark

- 4 Who sits in front of Cathy Daw?

1 mark

- 5 Which word does the poet use that means 'friends'?

1 mark

- 6 Whose surname do we not know?

1 mark

- 7 Why did the poet choose to make Zara's surname 'Good' and Tracey's surname 'Dock'?

1 mark

Rapid response: Addition and subtraction (1)

Okay! Fast as you can to see just how quickly you can complete the page. But, don't forget answers have to be correct!

1. $30 + 50 =$
2. $120 + 60 =$
3. $140 + 30 =$
4. $260 + 20 =$
5. $450 + 30 =$
6. $580 + 20 =$
7. $400 + 260 =$
8. $50 + 70 =$
9. $30 + 70 =$
10. $70 + 80 =$
11. $260 + 70 =$
12. $80 + 160 =$
13. $360 + 90 =$
14. $480 + 90 =$
15. $750 + 70 =$
16. $150 - 20 =$
17. $170 - 40 =$
18. $260 - 30 =$
19. $280 - 70 =$
20. $240 - 40 =$
21. $160 - 70 =$
22. $130 - 50 =$
23. $150 - 90 =$
24. $220 - 50 =$
25. $370 - 80 =$
26. $420 - 60 =$
27. $510 - 80 =$
28. $600 - 30 =$
29. $740 - 60 =$
30. $830 - 80 =$

What must be added? (1)

Without doing any written working, give the answers to these questions:

1. What must be added to 56 to make 100 ?
2. What must be added to 376 to make 400 ?
3. What must be added to 622 to make 700 ?
4. What must be added to 99 to make 100 ?
5. What must be added to 623 to make 700 ?
6. What must be added to 274 to make 300 ?
7. What must be added to 846 to make 900 ?
8. What must be added to 238 to make 300 ?
9. What must be added to 555 to make 600 ?

and lastly....

10. $532 + \quad = 600$
11. $835 + \quad = 900$
12. $726 + \quad = 800$
13. $79 + \quad = 100$
14. $476 + \quad = 500$
15. $375 + \quad = 400$

The Lion, The Witch And The Wardrobe

A great crowd of people were standing all around the stone table and though the moon was shining many of them carried torches which burned with evil-looking red flames and black smoke. But such people! Ogres with monstrous teeth, and wolves, and bull-headed men; spirits of evil trees and poisonous plants; and other creatures whom I won't describe because if I did the grown-ups would probably not let you read this book – Cruels and Hags and Incubuses, Wraiths, Horrors, Efreet, Sprites, Orknies, Wooses and Ettins. In fact here were all of those who were on the Witch's side and whom the Wolf had summoned at her command. And right in the middle, standing at the Table, was the Witch herself.

A howl and a gibber of dismay went up from the creatures when they first saw the great Lion pacing towards them, and for a moment even the Witch seemed to be struck with fear. Then she recovered herself and gave a wild fierce laugh.

"The fool!" she cried. "The fool has come. Bind him fast."

Answer in full sentences:

- 1.) What words does the author use to describe the flames and smoke?
- 2.) How many horrible people or creatures are mentioned in the passage? List them.
- 3.) What does the Witch mean when she says 'bind him fast'?
- 4.) How does the author describe the Witch's laugh?
- 5.) What is the table made of?
- 6.) To whom do you think the Witch is referring when she says 'the fool'? Who is the 'fool'?
- 7.) Why do you think she uses the term 'fool'? What does this tell us?

- 1.) the small boy looked up at the sky it was bright blue with hardly any clouds at all and he could see for miles and miles the sun was so bright that it hurt his eyes to look at it and he turned his face away so that he could gaze up at the trees instead which were towering above him really he wanted to swim in the sea but although the sun was out it was still a little bit too chilly and his mum wouldnt let him
- 2.) in the afternoons during the summer i dont want to go to school instead i want to go and find my mates and go down to the beach and have a laugh when i am at school i like seeing my friends but sometimes it would be nicer just to laze around and do no work but play football my friend leah likes playing even though shes a girl and some old-fashioned people pretend girls cant play but thats not true because ive seen her
- 3.) When we went to the cinema we saw harry potter and we had food to eat there i ate popcorn a hotdog fizzy cola bottles and some ice-cream too i felt very full up afterwards but still managed a pizza when we went to the restaurant after and i had two slices with cheese tomato peppers pepperoni and ham
- 4.) at christmas we went to watch the year r children perform their nativity they are really tiny compared to us because we are in year 6 and were much bigger one of them forgot their lines and cried a bit which made me remember when I was little in year r because i used to cry sometimes too especially when i first started and i missed my mum

Worksheet 18 (Chapter 14)

The Simile Game

The basic idea of this game is to unscramble the jumble of similes in the grid to make new ones, ones that mean something to you. There are no right answers, only interesting possibilities.

For example: which one do you like the most?

A dragonfly in flight is like

a helicopter

a captured rainbow

summer on the wing

a stained glass window.

1 An old man walks like	<i>A flash of volts across the sky</i>
2 As quiet as	<i>The hangman's smile</i>
3 The hurricane strikes like	<i>A walrus coming up on the beach</i>
4 As hot as	<i>A slow trap of steel</i>
5 The fish swims like	<i>Half-ton slabs of elastic</i>
6 As gentle as	<i>A bundle of old rope</i>
7 The tiger's teeth are like	<i>A great sea</i>
8 As lonely as	<i>The coalman's laughing eyes</i>
9 A swallow in flight is like	<i>A smoker's cough</i>
10 As wicked as	<i>A great man's funeral</i>
11 A headache is like	<i>A sleeping serpent</i>
12 As clumsy as	<i>A knife scraped on a plate</i>
13 A wheatfield moves like	<i>An overfull car in a traffic jam</i>
14 As swift as	<i>A pebble on a beach</i>
15 The lost child is like	<i>A lady's bright sewing needles</i>
16 As happy as	<i>The snowflake's kiss</i>
17 The raven's song is like	<i>Summer on the wing</i>
18 As innocent as	<i>An eye blink</i>
19 Young bulls jumping are like	<i>The last deckchair of summer</i>
20 As noisy as	<i>The murderer's knife</i>



Synonyms: Words with Similar Meanings

Use the words in the box to find synonyms for the italicized words:

destroy

try

remember

build

think about

tired

convince

forecast

attack

help

hardworking

allow

worried

complain

agree

Before you *attempt* to install it, you should read the directions.

(1) Attempt is a synonym for try.

I was *anxious* about my test results.

(2) _____

It is difficult to *predict* the weather.

(3) _____

When the students heard they would have a test, they started to *grumble*.

(4) _____

He began to *ponder* the reason that he failed.

(5) _____

After the earthquake, the villagers desperately needed *aid*.

(6) _____

Don't worry. She'll finish the job. She is very *diligent*.

(7) _____

I am *weary*. I need to rest.

(8) _____

I couldn't *persuade* her to stay in school.

(9) _____

I can't *recall* what his name is.

(10) _____

The captain began the *assault* in the middle of the night.

(11) _____

They started to *construct* the house yesterday.

(12) _____

You think it's too expensive? I *concur*. I won't buy it at that price.

(13) _____

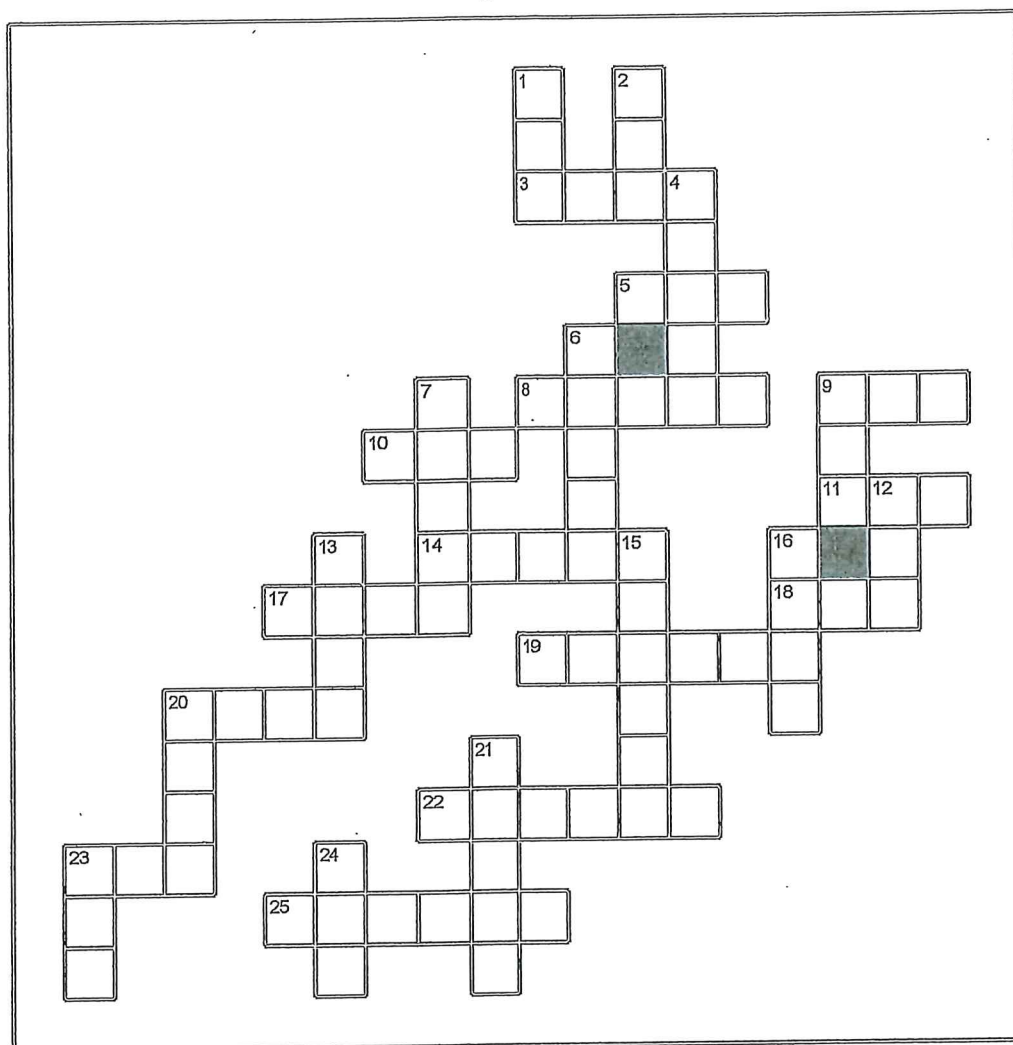
If water gets in the building, it will *ruin* the paintings.

(14) _____

I will not *permit* you to marry my daughter.

(15) _____

Homophones 8



Across

3. To cover something with paper (usually). You _____ up presents.
5. A woman monk.
8. A four legged animal you can ride on.
9. A type of evergreen tree - a conifer.
10. Past tense of win.
11. To hit or a type of music.
14. $2 \times 4 =$
17. The feet of dogs or cats.
18. $13 - 12 =$
19. Rubbish is _____ away.
20. Fixed with string or rope in a knot.
22. Not allowed any more.
23. You have ten of these on your feet.
25. A voice is _____ when it is croaky. Too much shouting can make it _____.

Down

1. To bend at the waist - sometimes as a show of respect.
2. A drink made from putting leaves in boiling water.
4. tips liquid out
6. Branch of a tree.
7. small holes
9. The warm coat of animals like cats, dogs or bears.
12. Past tense of eat.
13. A group of people or you can have a hair _____.
15. Where a king or queen sit.
16. Not any.
20. Water is pulled in and out at the seaside by the pull of the moon. You can have a high _____ and a low _____.
21. To stop and wait. You can _____ a song.
23. A small plastic holder for a golf ball.
24. To pull something - like a caravan.

Synonyms



Synonyms are words that **mean the same or nearly the same**. Many words have synonyms, and this is useful. You don't need to use the same word again and again – instead, you can use a synonym.

For example: He walked along the **dark** path until he came to the **dark** building. The sky above was **dark**.

It sounds much better if you write:

He walked along the **shadowy** path until he came to the **unlit** building. The sky above was **gloomy**.

Shadowy, unlit and gloomy are synonyms for dark.



1. Match up pairs of words that have the same or similar meanings. Write the pairs of synonyms in the column on the right.

amusing	adore
angry	penniless
strong	intelligent
stop	humorous
clever	assist
like	prevent
poor	powerful
help	annoyed

<u>amusing</u>	and	<u>humorous</u>
_____	and	_____
_____	and	_____
_____	and	_____
_____	and	_____
_____	and	_____
_____	and	_____
_____	and	_____



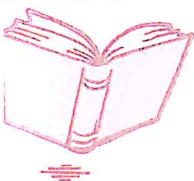
2. Write down a **synonym** for each of these words.

- | | |
|-------------------|-----------------|
| a) great _____ | d) little _____ |
| b) horrible _____ | e) stupid _____ |
| c) rich _____ | f) quiet _____ |

Did you know...

English has lots of words that mean nearly the same thing because it is a mixture of many languages. Some words used today existed in Old English, others were added by the Vikings – and more by the Normans when they invaded in 1066. Some of the words added by the Normans meant the same as words that already existed. All the words became part of the language and are still used today.

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Spelling words: the right choice

Explanation

Lots of short words can be spelt by breaking them up into **phonemes** (sounds), and then writing the letters that make those sounds. However, there is often more than one way to spell a sound so you need to choose the right letters for that word.

Example t-or-n w-ar-m b-oar-d f-our-th

All these words have the **same vowel sound** but it is **spelt differently** in each word.

Activities

1 Choose the correct spelling for the **vowel sound** to complete these words.

a gr _____ p

oo

ou

f s _____ prise

er

ur

b pr _____ d

ou

ow

g w _____ ld

er

or

c gr _____ t

ai

ea

h c _____ nt

ou

ow

d f _____ ty

or

our

i forw _____ d

er

ar

e p _____ pose

ur

er

j p _____ haps

er

ur

2 Look at these **compound words**. One part of each word is spelt wrongly. Write each compound word correctly.

a erthworm _____

f grapefoot _____

b overherd _____

g heartbraik _____

c evrybody _____

h headquarters _____

d iyesight _____

i meenwhile _____

e boyfrend _____

j therfore _____

Did you know?

The English alphabet has 26 letters, but only five are **vowels** (the letters **a, e, i, o** and **u**). The vowels are used in lots of different combinations to make about 20 different vowel sounds. This is why choosing the right spelling for vowel sounds can be difficult.

Checking your spelling

Explanation

If you want to improve your spelling, **check** everything you write, looking for spelling mistakes. When you write a word, look at it. Does it **look right**? You will start being a good speller when you can see if a word looks right.

Activities

1 Look closely at the words in these sentences. One word in each sentence is spelt incorrectly. Underline that word. Write it correctly.

a There were far too meny of us in the hall.

b We go back to sckuul next Tuesday.

c Warter was pouring out all over the floor.

d I wud have liked to go but I was too busy.

e In the street, peepel were shouting and cheering.

f Simon offten sees the funny side of things.

2 Tick the correct spelling of these words.

a shure

☐

sure

☐

g harf

☐

half

☐

b because

☐

becorse

☐

h bzy

☐

busy

☐

c pretty

☐

pritty

☐

i young

☐

yung

☐

d byootiful

☐

beautiful

☐

j tuch

☐

touch

☐

e prove

☐

proove

☐

k towards

☐

towords

☐

f stedy

☐

steady

☐

l walk

☐

wark

☐

Syllables

Explanation

Long words are made up of **syllables**. Syllables are like the beats in a word. **Each syllable** has a **vowel**. Breaking words into syllables can help you to spell long words. Say and spell each syllable in turn.

Example af/ter/noon (3 syllables) in/vi/ta/tion (4 syllables) hip/po/po/ta/mus (5 syllables)

Activities

1 Split these words into **syllables**. Draw a line between the syllables. The first one has been done.

- | | |
|--------------------------------|----------------------|
| a consider → <u>con/si/der</u> | g develop → _____ |
| b remember → _____ | h important → _____ |
| c following → _____ | i disgusting → _____ |
| d information → _____ | j operation → _____ |
| e probably → _____ | k experiment → _____ |
| f material → _____ | l particular → _____ |

2 Add the missing syllable in each of these words.

- | | | |
|-----------------|-------------------|-----------------|
| a fan _ _ _ tic | d un _ _ _ stand | g sud _ _ _ ly |
| b en _ _ _ tain | e di _ _ _ saur | h Sep _ _ _ ber |
| c re _ _ _ mend | f frigh _ _ _ ing | i in _ _ _ fere |

3 Add the missing letters in these words. Use the clues to help you.

- a u _ / b _ _ _ / l _ (something to use when it rains)
- b d _ _ / f _ / c _ _ _ (not easy)
- c i _ / t _ _ / _ i / g _ _ _ (very clever)
- d i _ / m _ / d _ / ate (instant)

Words within words

Explanation

Looking for **smaller words** inside long words can sometimes help you remember how to spell long words.

Example mother → other moth her he the soldier → sold old die

Activities

1 See if you can find three or four little words inside these longer words.

a vegetable → _____

b potatoes → _____

c according → _____

d programme → _____

e instrument → _____

2 Complete these words by adding one of the little words from the box.

tin

toes

late

nut

lie

pet

a be _____ ve

c mi _____ e

e toma _____

b com _____ ition

d con _____ ue

f choco _____

3 In each of these words, underline a three- or four-letter word that will help you remember **how to spell** the long word.

a favourite

d bargain

g money

j mathematics

b position

e recognise

h explanation

k learning

c calendar

f accident

i restaurant

l environment

Learning tricky words

Explanation

Many words are **not spelt** exactly **as they sound**.

Example busy sugar guide

You just have to **learn to spell** words like these. But in most words it is just a few letters that are not spelt as you would expect. So you can learn to spell these words by looking for the **tricky part** and learning to picture it in the word.

Activities

- 1 Look closely at each of these words. Underline the **part of each word** that you find **tricky**. Try to picture each word in your head.

guard	peculiar	special	length	bruise	ancient
actual	February	queue	rhyme	awkward	answer

- 2 Now cover up the words in the box above. Add the missing letters in these words.

g _ _ rd	Feb _ _ _ ry	len _ th	_ _ kw _ _ d
act _ _ l	spe _ _ al	r _ _ me	an _ _ ent
p _ c _ li _ r	que _ _	br _ _ se	ans _ _ r

- 3 Keep the words in the box covered. Write the correct spelling of each of these words.

a perculier _____

e lenth _____

b Febuary _____

f awkwerd _____

c ryhme _____

g broose _____

d speciul _____

h ainent _____

When you have finished activities 2 and 3, check your answers against the correct spellings shown in activity 1.

Using a dictionary

Explanation

You can use a **dictionary** to help check the **correct spelling** of a word. To find a word in a dictionary you need to have a good idea about the **first few letters**.

Example enthusiasm

Knowing the first four letters helps you find the word 'enthusiasm'.

Activities

1 Use a **dictionary** to find the words beginning with these letters.

a bui _ _ _ _ g

f guar _ _ _ _ e

k nui _ _ _ _ _

b fasc _ _ _ _ _

g veh _ _ _ _ _

l thor _ _ _ _ _

c rhy _ _ _ m

h obed _ _ _ _ t

m ridi _ _ _ _ _

d hau _ _ _ _ d

i exag _ _ _ _ _

n cem _ _ _ _ _

e nau _ _ _ _ _

j yac _ _ _

o skel _ _ _ _ _

2 Underline the **spelling error** in each sentence. Use a dictionary to help you write the correct spelling.

a He came twelth out of forty.

b She spoke a foreign langage.

c I suppose I can't perswade you.

d He played amature football in his youth.

e Tonight is a special occassion.

f We walked through the magnifisent hall.

Some words are difficult to find in a dictionary. For example, you won't find 'rhinoceros' if you look for words starting 'rino'. If you can't find a word, try an alternative spelling.

Tricky word endings

Explanation

Some **word endings** are difficult because they are **not spelt as they sound**. Read aloud the words below. Listen to the endings and look at how they are spelt.

Example fiction picture closure jealous

These four endings are found on lots of words so it is important to recognise them and learn to spell them correctly.

Activities

1 These words all end with a 'shun' sound. Write in the correct spelling.

- | | | | |
|---------------|--------------|---------------|--------------|
| a sta _____ | d men _____ | g lo _____ | j posi _____ |
| b mo _____ | e na _____ | h sec _____ | k frac _____ |
| c tradi _____ | f func _____ | i condi _____ | l ambi _____ |

2 Complete these words by adding the ending -ture or -sure.

- | | | | |
|-------------|--------------|---------------|---------------|
| a mea _____ | d crea _____ | g trea _____ | j furni _____ |
| b na _____ | e plea _____ | h adven _____ | k lei _____ |
| c fu _____ | f clo _____ | i fea _____ | l mix _____ |

3 Complete these words. Use the clues to help you.

- | | |
|----------------------------------|--|
| a en _ _ m _ _ _ (very big) | f dang _ _ r _ _ _ (not safe) |
| b s _ ri _ _ _ (not funny) | g obvi _ _ _ (clear) |
| c pr _ vi _ _ _ (the one before) | h fab _ l _ _ _ (wonderful) |
| d a _ xi _ _ _ (worried) | i trem _ _ d _ _ _ (great, incredible) |
| e c _ ri _ _ _ (interested) | j n _ _ v _ _ _ (timid, on edge) |

- ✓ Read the instructions carefully. Write your answers on the sheet.
- ✓ Try your best with each task.

Part 1 – Word Foundations

1. How many letters are in the alphabet?

2. Write the lower case alphabet on the lines below.

3. Write the upper case alphabet on the lines below.

4. What letters in the alphabet are vowels?

5. What letters in the alphabet are consonants?

6. Which letter can be used as a vowel and a consonant?

7. Circle the words that rhyme.

bit hit bat but kick fit hip nit hot kit

8. Circle the words that rhyme.

note boat book blow coat code wrote

9. Write as many words as you can think of that rhyme with mate.

10. Write as many words as you can think of that rhyme with kite.

11. Complete the following words:

sc_____	sl_____
st_____	sn_____
sh_____	sp_____
sw_____	sm_____

12. Complete the following words:

br_____	qu_____
bl_____	cr_____
pr_____	ch_____
pl_____	tr_____
dr_____	th_____

13. Complete the following words:

scr_____	spr_____
str_____	squ_____

14. Complete the following words:

wr_____	ph_____
wh_____	sph_____

15. Complete the following words:

_____ld	_____rt
_____rd	_____nt
_____st	_____sk

16. What is an adjective?

17. Give three examples of an adjective:

--	--	--

18. What is a verb?

19. Give three examples of a verb:

--	--	--

20. What is a noun?

21. Give three examples of a noun:

--	--	--

22. What is an adverb?

23. Give three examples of an adverb:

--	--	--

24. What is a connective?

25. Give three examples of a connective:

--	--	--

- ✓ Read the instructions carefully. Write your answers on the sheet.
- ✓ Try your best with each task.

Part 2 – Sentence Foundations

1. Name the punctuation symbols and explain when you should use them.

	Symbol	Name	Use
a	.		
b	?		
c	!		
d	,		
e	“ ”		
f	!		

2. Correct the sentences by adding punctuation:

- the cat jumped off the fence into the bushes
- suddenly a large spider jumped from the box of cereal
- which way is it to the nearest train station
- the policewoman shouted get out of the car and put your hands up

3. Shorten the following words using an apostrophe:

I am	
can not	
did not	
I will	
she is	
would not	

4. Correct the paragraph with punctuation:

Mark slung his fishing bag over his shoulder and ran the bus company had just introduced a new bus route over the cliffs in the distance Mark could see the sea sparkling with a smile he paid for his ticket and sat down there was a newspaper with a bold headline saying KILLER AT LOOSE AT THE SEASIDE a commotion started up with two teenage boys arguing over the bridge the bus travelled on until it pulled up at Mark's stop below amongst the deep water in the canal fish swam in the murky depths suddenly a large dark shadow swam up out of the water a man walking his dog shouted what on earth is that Mark stared at it closely and shuddered

English Skills Baseline Test A – Recording Form

Part 1 – Word Foundations

		Initial learning achieved	More practise required	Re-teaching required
1.1, 1.2, 1.3	Knowledge of the alphabet			
1.4, 1.5, 1.6	Knowledge of vowels and consonants			
1.7	Reading and rhyming with CVCs			
1.8, 1.9, 1.10	Reading and rhyming with vowel blends			
1.11 – 1.14	Writing consonant blends (word starters)			
1.15	Writing consonant blends (word ends)			
1.16 – 1.21	Word types – basic - adjectives, verbs, nouns			
1.22, 1.23	Word types – adverbs			
1.24, 1.25	Word types - connectives			

Part 2 – Sentence Foundations

		Initial learning achieved	More practise required	Re-teaching required
2.1a	Recognising and using full stops			
2.1b	Recognising and using question marks			
2.1c	Recognising and using exclamation marks			
2.1d	Recognising and using commas			
2.1e	Recognising and using speech marks			
2.1f	Recognising and using apostrophes			
2.2	Correct sentences using a range of punctuation			
2.3	Using apostrophes for contracting words			
2.4	Correct a paragraph using a range of punctuation			

Name: _____

Date: _____

English Skills Baseline Test B

This test will help your English teacher plan what you need to do next to improve your reading and writing. Please complete it as carefully as possible.

1. Read Source 1 about 'food poisoning'.

What three key things about food poisoning do you learn from the text?

Remember to:

- show your understanding by explaining in your own words
- use statistics or quotes from the text to support your ideas

2. Read Source 2 which is an extract from the story 'Private Peaceful'.

What persuasive techniques does the writer use?

Try to find examples of techniques such as:

- a) Repetition
- b) Similes
- c) Alliteration

You might also be able to find techniques such as:

- Direct Address
- Personal Testimony
- Rule of Three

3. Write a short funny rant describing your *most favourite* or *least favourite* food.

Remember to:

- Give reasons for your opinions
- Use entertaining language



1MILLION Brits fall ill to food poisoning a year: The facts about dining out and food hygiene

The NHS estimates that between 600,000 - 1 million people suffer from food poisoning a year - here's what you need to know about contamination and treat.

Food poisoning is caused by contamination, usually by bacteria such as salmonella, E. coli or campylobacter. It can also come from viruses such as the norovirus, which is actually the most common stomach bug in the UK.

It usually takes 1-3 days for food poisoning to develop, and symptoms include feeling sick, vomiting, stomach cramps and diarrhoea.

The most common causes are undercooked meat, unrefrigerated or out-of-date ingredients, and sick or dirty people touching the food.

The Food Standards Agency (FSA) runs a scheme where kitchens are inspected and rated out of five. They inspect everything from restaurants and pubs to hotels and supermarkets, and you'll see their green Food Hygiene Rating stickers in many places. There's a useful search function on ratings.food.gov.uk, however, which will reveal all about the businesses in your area.

A government study released in June 2014 found that, while 500,000 people are diagnosed with food poisoning from specific bugs each year, there are enough 'unknown pathogens' in untested sufferers to more than double that number.

The report also found that campylobacter was the most common cause with 280,000 cases, while salmonella caused the most hospital admissions – around 2500 per year.

The riskiest foods include poultry and veg

Poultry was the runaway riskiest food with 244,000 cases per annum, but more surprisingly vegetables, fruit, nuts and seeds were second as a group with 48,000 victims.

There's little that can be done to treat food poisoning, though you should rest and drink plenty of water. It's best to avoid food until you've really improved, and then eat easily digested things such as toast.

The main thing is to avoid dehydration, say the NHS, who recommend Oral Rehydration Salts for the over 65s and anyone with immune system problems, such as sufferers of cancer or HIV.

An extract from 'Private Peaceful' by Michael Morpurgo. In this scene, Tommo Peaceful listens to a recruitment speech from a sergeant major aimed at encouraging young men to sign up to fight in World War One.

'I shan't beat about the bush, ladies and gentlemen," he began. "I shan't tell you it's all tickety-boo out there in France – there's been too much of that nonsense already in my view. I've been there. I've seen it for myself. So I'll tell you straight. It's no picnic. It's hard slog, that's what it is, hard slog. Only one question to ask yourself about this war. Who would you rather see marching through your streets? Us lot or the Hun? Make up your minds. Because, mark my words, ladies and gentlemen, if we don't stop them out in France the Germans will be here, right here in Hatherleigh, right here on your doorstep."

I could feel the silence all round.

"They'll come marching through here burning your houses, killing your children, and yes, violating your women. They've beaten brave little Belgium, swallowed her up in one gulp. And now they've taken a fair slice of France too. I'm here to tell you that unless we beat them at their own game, they'll gobble us up as well." His eyes raked over us. "Well? Do you want the Hun here? Do you?"

"No!" came the shout, and I was shouting along with them.

"Shall we knock the stuffing out of them then?"

"Yes!" we roared in unison.

The sergeant major nodded. "Good. Very good. Then we shall need you." He was pointing his stick now into the crowd, picking out the men. "You, and you and you." He was looking straight at me now, into my eyes. "And you too, my lad!"

Until that moment it had honestly never occurred to me that what he was saying had anything to do with me. I had been an onlooker. No longer.

"Your king needs you. Your country needs you. And all the brave lads out in France need you too." His face broke into a smile as he fingered his immaculate moustache. "And remember one thing, lads – and I can vouch for this – all the girls love a soldier."

The ladies in the crowd all laughed and giggled at that. Then the sergeant major returned the stick under his arm.

"So, who'll be the first brave lad to come up and take the king's shilling?"

No one moved. No one spoke up. "Who'll lead the way? Come along now. Don't let me down, lads. I'm looking for boys with hearts of oak, lads who love their King and their country, brave boys who hate the lousy Hun.

