

# 1 Nouns

Pages 4–5

## Activity 1

Underline the proper nouns in the sentences below.

- Tegan kissed her Aunt Vanessa goodbye and headed to Heathrow Airport.
- The President of the French Republic waved to his people and climbed aboard the plane.
- The Prime Minister read the papers gloomily. The Times was very critical of the government.

## Activity 2

Circle/underline the common nouns in these sentences.

- The students were very reluctant to let the teachers play volleyball with them.
- A basket full of crayons, pencils, rulers and stickers fell on Jin's head as she tidied the cupboard.
- New members should get their passes stamped at the Head's table before heading into the hall.

## Activity 3

Fill in the gaps in the text below, using three proper nouns and three common nouns.

Example nouns are in **bold**, below. Student examples will vary.

Dear **Emma**

Having a lovely time in **Bali**. It is probably the best **holiday** I have ever had. The **food** is rather horrible, though, and yesterday I had to tell **Zac** to send the **crab** back because it was disgusting.

# 2 Adjectives

Pages 6–7

## Activity 1

Underline the adjectives in the following text.

Of all the revolting chocolates in the world, our sickly assortment is perhaps the most disgusting. Take, for example, our sticky caramel. Just one tiny taste and your mouth will be immobilised by gluey toffee!

## Activity 2

Choose the correct comparative or superlative adjectives in the examples below.

- These are **better** bananas. The ones you bought last week were much **worse**.
- I was even **more surprised** than Ali when I saw who'd emailed. Jake was **most surprised** of all when he saw that she had emailed to apologise.
- This is the **quickest** way to the cinema. It is even **quicker** than going past the park.

## Activity 3

Fill in the gaps below with appropriate adjectives.

Example adjectives are in **bold**, below. Student examples will vary.

Astrid was **elated** as she eagerly tore open the **cardboard** package. The contents fell out onto the **wooden** table. They were even more **thrilling** than she had hoped. She whooped excitedly as she studied the **complicated** instructions.

## Adjectives in context

Pages 8–9, extract from 'The Brazilian Cat' by Sir Arthur Conan Doyle, published 1898

### Understanding the text

#### Activity 1

- What time of day is it, according to the second paragraph?**  
It is (early) morning.

- How has the arrival of morning affected the puma?**

The arrival of morning has made the puma more dangerous / aggressive / irritable / angry / threatening / hungry.

- Where in the room does the puma pace up and down?**

He paces up and down in the part of the room which is furthest away from the narrator / the opposite side of the room to the narrator.

- What does the narrator believe the puma intends to do?**

The narrator believes the puma intends to kill him.

- What noise does the puma make?**

The puma makes a (constant) growling noise.

- Circle the word that is the correct meaning of the word 'grace' in this context.**

elegance

### Exploring the writer's technique

#### Activity 2

- What does the adjective 'savage' in the phrase 'savage eyes' imply about the puma?**

#### Sample Answer

The word 'savage' implies that the puma is aggressive / threatening / ready to attack / wild / brutal / mean.

- Why does the writer use the comparative adjectives 'more dangerous and aggressive' to describe the puma's mood that morning?**

#### Sample Answer

The comparative adjectives 'more dangerous and aggressive' suggest that the animal is an even greater threat at this point. It increases the tension because a puma is, by nature, dangerous, and the word 'more' implies that the threat and menace is steadily growing.

- The writer uses the adjectives 'continual' and 'deep, threatening' to describe the puma's growling. How do each of these adjectives help to convey the sound of the puma?**

#### Sample Answer

The adjective 'continual' shows that the puma is growling constantly / without stopping. The adjectives 'deep, threatening' convey how menacing / frightening the sound seems to the narrator, implying that there is great power waiting to be unleashed.

- i. Rewrite the following clause removing the adjectives: 'the vivid, palpitating scarlet of the glistening tongue which hung from the jet-black muzzle'.**

the scarlet of the tongue which hung from the muzzle

- ii. What is the effect of the clause without the adjectives?**

#### Sample Answer

Without the adjectives, the clause is not as descriptive, so the reader cannot picture the puma in the same level of detail in terms of colour or movement.

### Try it yourself

#### Activity 3

On a separate piece of paper, write a description of an exotic animal you have seen at a zoo, on holiday or in the media. Think carefully about the adjectives you use. You could use some of the adjectives you have learned from this text.

#### Sample Answer

Only the bars of the enclosure separated me from the untamed Indian tiger that paced restlessly up and down, searching the world around him with menacing eyes. His movements were fluid and sinuous; every muscle and stripe seemed to ripple like water as he moved. His huge velvety paws padded silently across the tracks of his prison, and every now and again he paused to emit a low threatening growl. It was clear to me that his savage nature longed for freedom. Despite his swishing tail and his terrifying stare, my heart went out to him – he was such an exceptionally beautiful monster that I almost wished I could break open those bars and watch him run.

# 3 Verbs: simple present tense and infinitive forms

Pages 10–11

## Activity 1

Circle/underline the verbs in the sentences below.

- I mow the lawn and I eat my lunch.
- Donna wonders whether to turn left or right at the junction.
- Zahra daydreams and then decides to do her homework.
- The ice statue melts until the only evidence is a puddle of water.

## Activity 2

- Complete the sequences of irregular verbs in the table below. Make sure they are all in the present tense.

	to do
First person	I do
Second person	You do
Third person	He, she, it does
	to be
First person	I am
Second person	You are
Third person	He, she, it is
	to have
First person	I have
Second person	You have
Third person	He, she, it has

- Choose two of the verbs you have filled in and write two sentences, using one verb in each.

### Sample Answer

He **does** the dishes on Fridays.

I **am** tired today.

It really **is** a beautiful day.

You **have** a clever idea for the play.

He **has** got to have a drink.

## Activity 3

- Circle/underline the verbs in the infinitive form in the sentence below.

My worst holiday would be to go on a long flight, to share a room with my brother, to visit museums and art galleries and to eat food I don't like.

- On a separate piece of paper, complete this sentence using at least three examples of verbs in the infinitive form.

Example verbs are in **bold**, below. Student examples will vary.

My perfect holiday would be **to stay** in a hotel in Paris, **to visit** the Eiffel Tower and **to find** a little restaurant for lunch.

## Verbs in context

Pages 12–13, extract from *One Big Damn Puzzler* by John Harding, published 2006

### Understanding the text

#### Activity 1

- Why do the men rowing the boat stop laughing?  
The men stop laughing to concentrate on the rowing they need to do.
- What circles the shore of the island?  
A coral reef circles the shore.
- Circle the correct meaning for the word 'surfing' in this context.  
riding the crest of a wave
- How do the oarsmen feel when the boat lands?  
The oarsmen feel tired when the boat lands.

- What does William think as he gets out of the boat?

William feels cross with himself for wearing unsuitable shoes.

### Exploring the writer's technique

#### Activity 2

- Complete the **second** column below by adding verbs from the extract that describe the movements listed in the first column.
  - Complete the **third** column by choosing the three verbs (one from each row) you think are most powerful and rank these from 1–3, with 1 being the most powerful. Explain your decision.

Movements	Verbs	Most powerful verbs, ranking 1 to 3
The movement of the sea	broke, bounced, spat, swirling	spat (2)
The movement of the boat	hurled, thrown, riding, surfing	hurled (1)
The movements of the men	rowed, managed, paddling, steer, rested, panting	panting (3)

#### Sample Answer

I think the verb 'hurled' is extremely powerful because it conjures up an image of great strength, flinging something a long distance, as if in a mighty temper, fuelled by anger or frustration.

- What does the verb 'deduced' suggest about William?  
The word 'deduced' suggests that William is a logical / intelligent thinker.
- What does the verb 'spat' convey in the image at the end of the first paragraph?

#### Sample Answer

The verb 'spat' conveys an image of the sea violently throwing the boat onto the shore. It is as if the sea is disgusted by/angry with the boat being there.

- On a separate piece of paper, rewrite the first paragraph from 'The now fairly big waves...' in the present tense.

The now fairly big waves break upon a wall of coral that rings the shore, and bounce back out from it, so that for every ten feet the men row, the boat is hurled back five. At times it even seems as if they are thrown back further than they have rowed since the last time, but this must not be the case, as finally they manage to get past the undertow and are riding on the crest of a huge breaker, the oarsmen paddling frantically to steer the craft through a gap in the coral reef, and surfing in on a cauldron of white spray that finally spits the boat out onto a sickle-shaped sandy beach. For a moment the men rest over their oars, panting.

- What effect does changing the verbs into the present tense have?

#### Sample Answer

The effect of the present tense is that the action seems more immediate, as if it is happening in front of our eyes rather than being reported back to us.

## Try it yourself

### Activity 3

On a separate piece of paper, write a description of a small boat making its way ashore in a calm sea. Use a range of verbs which convey the ease with which the boat moves. You could also describe the feelings of someone in the boat.

#### Sample Answer

Having survived rough seas, the calm that greeted our little boat as we approached the shore was a welcome relief. We rose and dipped gently on the smallest of waves, skimming the surf and gliding easily towards the wide golden sands ahead of us. As we drew close to the beach, we lowered the sail and our little vessel rocked like a cradle in the warm evening sunshine. It was bliss to be so close to home and to know that all we had to do was to cruise casually landwards. The small splash of our oars was the only sound between us and the silent horizon.

# 2 Full stops

Pages 60–61

## Activity 1

Read the following statements about full stops in the table below. Tick whether they are true or false.

- a) A full stop shows where to pause in a sentence. **(False)**
- b) A full stop is used to show the end of a sentence. **(True)**
- c) A full stop must always be used to show an abbreviation. **(False)**
- d) Full stops are sometimes used to show abbreviations. **(True)**
- e) An acronym always needs full stops. **(False)**

## Activity 2

There are two sentences in each of the examples below, but they are missing the correct punctuation. Add the missing full stop and capital letter in each example.

- a) Salman looked carefully at the grim-faced men standing before him. Any moment now, one of them was going to try to sell him something he didn't want.
- b) The maths exercise was child's play to Sophia. She had taken hundreds of similar tests in the last six months.
- c) Jamie contemplated the food without enthusiasm. As usual, his brother hadn't bothered to cook it properly.
- d) He was close to tears. He had been learning the spells for hours now but could not remember a single one of them.
- e) She threw the cricket ball hard. It sailed over the fence and broke the greenhouse's window.

## Activity 3

Write these abbreviations out in full.

- a) Reverend
- b) Number
- c) Professor

# 4 Commas

Pages 64–65

## Activity 1

There are three pairs of sentences in the table below. Which of them use commas correctly? Tick either 'correct' or 'incorrect' for each sentence.

- a) i. Maya wanted to visit Egypt, France, Spain and Australia. **(Correct)**  
 ii. Maya wanted to visit, Egypt, France, Spain and, Australia. **(Incorrect)**
- b) i. "No one can blame me," he laughed. **(Correct)**  
 ii. "No one can blame me" he, laughed. **(Incorrect)**
- c) i. The light was fading, fast so we headed home. **(Incorrect)**  
 ii. The light was fading fast, so we headed home. **(Correct)**

## Activity 2

Insert a comma in each of the sentences below, to separate out the clauses.

- a) Dorothy devoured the orange, tossing the skin aside after eating the last piece.
- b) I think you should go home and change, even though the others disagree.
- c) Although no reason was given, the wedding invitation was withdrawn.
- d) As it was her birthday, Zoe slept in till nine o'clock.
- e) Let's take some money, although I doubt we'll need it.
- f) You are asking for trouble, going back to your home town.

## Activity 3

The paragraph below has been written by a student who is comma splicing. Decide where full stops should be used instead of commas and mark them in the paragraph.

He reached the bottom of the cliff. **W**hen he looked up, he could barely see the top. **T**he clouds were so low that they hung half way down the sheer wall. **T**he seagulls wheeled and cried above him. **H**e inspected the rock face for hand and toe holds. **T**here were none. **I**t was going to be an almost impossible climb.

# 5 Colons and semi-colons

Pages 66–67

## Activity 1

Use a semi-colon to join these sentences together.

- Victoria laced up her bowling shoes reluctantly; she didn't much like the noisy, crowded bowling alley on Saturday nights.
- Mike wanted to go to Bristol Zoo very much; he was much less interested in the proposal to visit the Science Museum.
- She pulled on her running gear and trainers; she was out of the door before her aunt had noticed that she'd gone.
- She realised she'd left something behind as soon as she left the house; her memory was definitely getting worse.

## Activity 2

Add a colon in the correct place in the following examples.

- He replied: "It's only dangerous if you don't take the proper precautions."
- These, then, were the reasons for her delight: her mother's kindness and the gift of two tickets to the Broadway musical.
- Moon Chi approached the new headteacher's door with terror: the new headteacher was his father.

## Activity 3

Add either a semi-colon or colon in the square brackets in the sentences below.

- Hugh asked [:] "Are you really going to marry him?"
- Saskia pulled open the curtains [:] the sun had risen with dazzling beauty.
- Don't forget to bring these items on the plane [:] sunglasses, a book, your phone, your passport and the tickets.

## Colons and semi-colons in context

Pages 68–69, extract from *The Secret History* by Donna Tartt, published 1993

### Understanding the text

#### Activity 1

- What specific objects does the narrator remember best from his childhood?**  
He remembers his 'sneakers', his 'coloring books' and 'comics'.
- What kind of student was he at school?**  
He was a good student but not an exceptional one.
- Circle the meaning of the word 'vein' in this context:**  
a pathway
- The narrator describes his childhood as 'depressing'. Pick out four facts that support this description.**

Students should pick four of the following:  
His father was 'mean' / unkind; his house was 'ugly'; his mother didn't pay him much attention; his clothes were 'cheap'; his hair was 'too short'; he didn't have any friends, 'no-one at school seemed to like me that much'.

### Exploring the writer's technique

#### Activity 2

- In the first sentence, the writer uses a colon and semi-colons. What does the colon do here and what do the semi-colons do?**  
The colon introduces the list of objects the narrator remembers. The semi-colons separate longer items in this list.
- Look again at the sentence beginning, 'I did well in school...'. Here the semi-colon links two closely related points. Explain how they are linked.**

#### Sample Answer

They are linked because the second part of the sentence helps to explain why the narrator did well at school but not particularly well. He probably 'did well' because he 'liked to read' but he also liked to watch television a lot which might explain why he did not do 'exceptionally well'.

- The narrator sums up his feelings with the phrase 'In short' and follows this with a colon. Circle what you think the colon is helping to do: introduce an explanation
- Why does the writer use a colon instead of a comma after 'In short'? Think about the effect it has on the reader.

#### Sample Answer

By using a colon, the writer emphasises the point which follows. It shows clearly that he is summing up what was wrong with his life.

### Try it yourself

#### Activity 3

On a separate piece of paper, write a short description of something you remember from your childhood. Make sure that it includes:

- semi-colons to separate longer items in a list
- a semi-colon to link two closely related clauses
- a colon to introduce an explanation.

Use the extract as a model for your writing.

#### Sample Answer

When I remember my childhood, I can easily recall my favourite toys: a pink fluffy elephant with a broken trunk; a doll which could cry real tears; a doll's cradle made by my grandmother. My father was always out, it seemed to me; my mother was always home looking after us. This suited us well: we were a little more afraid of my dad than my mum so if Dad was out we knew we could make more noise and do more fighting. School was something we had to do whether we liked it or not, so we never really thought about it. My brother had plenty of friends; my friends were imaginary people drawn from books and films.

## 1 Why is spelling important?

Page 80

### Activity 1

In the following words, circle/underline the pairs of letters that make just one sound.

- |       |         |
|-------|---------|
| photo | mash    |
| thud  | inch    |
| shed  | sloth   |
| chips | Ophelia |

## 2 Vowels and consonants

Pages 81–82

### Activity 1

Write down two words that would fit for each sound. Circle/underline the letters that make up the long vowel sounds in your words.

#### Sample Answers

- a) the long 'ay' sound: cake / stay
- b) the long 'e' sound: dream / seem
- c) the long 'i' sound: sky / fight
- d) the long 'o' sound: toad / snow
- e) the long 'oo' sound: spoon / super
- f) the 'yu' sound: new / university

## 3 Plurals

Page 83

### Activity 1

In the following extract, the writer has made mistakes with all the plurals. Write the corrections in the spaces provided.

The monkees monkeys were wondering how best to bring up their babys babies. Should they teach them to believe in fairys fairies or was that something that would only confuse monkey childs children? It was hard enough getting them to be wary of human man's men and womans women, who didn't always have good intentions towards creature's creatures like them. In the end, the monkey parent's parents decided to leave it to the senior monkey's monkeys to make the decision.

## 4 Silent letters

Pages 84–85

### Activity 1

Circle/underline the silent letters in the words below.

- |                 |                   |
|-----------------|-------------------|
| <u>g</u> nat    | sc <u>i</u> ssors |
| doub <u>t</u>   | <u>k</u> nee      |
| cast <u>l</u> e | <u>k</u> now      |
| dumb <u>l</u> e | recei <u>p</u> t  |
| design          | <u>w</u> rite     |

### Activity 2

All the words below are missing their silent letters. Rewrite them in their complete form in a sentence below.

- a) The cold weather was making my fingers numb.
- b) A library is full of knowledge.
- c) It can be chilly on autumn days.
- d) She gave the rusty door handle a wrench.
- e) 'You fascinate me,' said Tom.
- f) He had a knack for getting out of trouble.
- g) The muscle in his neck twitched angrily.
- h) Humans cannot hear a dog whistle.
- i) I cannot condemn your behaviour.
- j) On her wrist she wore a lovely new watch.

## 5 Prefixes

Page 86

### Activity 1

Draw a line to match a prefix with a suitable root word. Write out the new word and a definition for each one.

The new words and sample definitions are:

- a) unusual: different/out of the ordinary
- b) disappear: cease to be visible
- c) monochrome: coloured only in one colour
- d) superhero: someone with superhuman powers
- e) subheading: a secondary or less important heading
- f) bifocal: a two-part lens that allows you to see both far away and near
- g) autograph: a written signature, especially one belonging to a celebrity

## 6 Suffixes

Pages 87–89

### Activity 1

Add the suffixes –ed (to make the past tense) and –ing (to make the present continuous tense) to these root verbs. Write out the new words in the spaces provided. Remember that the final e on some root verbs will need to be dropped.

Root word	Past tense	Present continuous
rain	rained	raining
pollute	polluted	polluting
tangle	tangled	tangling
work	worked	working

### Activity 2

Turn the adjectives below into adverbs.

- a) quiet: quietly
- b) lazy: lazily
- c) beautiful: beautifully
- d) horrible: horribly

### Activity 3

Turn the following words into nouns by adding either –ness or –er.

- |                |             |
|----------------|-------------|
| a) whistler    | e) listener |
| b) healthiness | f) shopper  |
| c) jumper      | g) gladness |
| d) madness     |             |