

**YEAR 4**

# **ENGLISH**

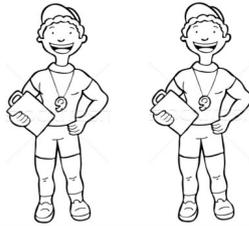
**KEY STAGE 1**

**UNIVERSAL  
ENGLISH ACADEMY**

Colour the ending "ck" digraph words. Read the passage twice. Colour a coach each time after you read. Then answer the comprehension questions.

## Kickball

Nick kicks the ball and starts to run. "Run quick, Nick!" said coach Rick. Nick looks back and says, "Okay coach." He turns to get back on track in getting to first base. When Nick got to first, he pulled up his socks and smiled. Coach said, "You made it Nick!"



1. Who kicked the ball?

---

2. What did coach Rick say to Nick after he kicked the ball?

---

3. What did Nick pull up when he got to first?

---

4. What is a synonym for quick?

sturdy  light  thin  fast

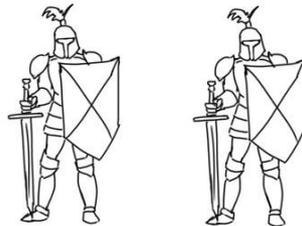
*Draw a picture of the story*

Colour the beginning "kn" digraph words. Read the passage twice. Colour a knight each time after you read. Then answer the comprehension questions.

## The Knight

Knights are very brave. A knight would guard the castle where the king and queen lived. They had a knack on how to put their armor on. Their armor and shield was to protect their body, knees and knuckles.

Knights even had their own horse. I want to be a knight!



1. Who guarded the castle where the king and queen lived?

---

2. What did Knights have a knack for?

---

3. What did their armor protect?

---

4. What is a synonym for knack?

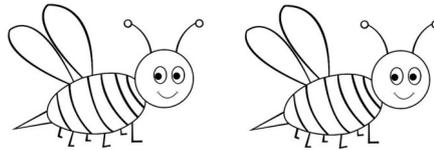
gift    leave    on    skill

*Draw a picture of the story*

Colour the ending "mb" digraph words. Read the passage twice. Colour a bumblebee each time after you read. Then answer the comprehension questions.

## The Lamb and the Honeycomb

One day, I saw a lamb standing by a tree. There on a limb there was a large honeycomb with a lot of bees around it. I knew not to climb the tree, because there was a bee the size of my thumb. The lamb and I got away from the bees and the honeycomb before we got stung.



1. What did I see standing by a tree?

---

2. What was on the limb of the tree?

---

3. One bee was the size of what?

---

4. What is a synonym for limb?

flower  branch  trunk  root

*Draw a picture of the story*

Colour the "dge" digraph words. Read the passage twice. Colour a mountain each time after you read. Then answer the comprehension questions.

## Winter Vacation

Our dad drove us to a ski lodge in his Dodge truck. It was pretty over the ridge of the mountain. We met a judge who made good fudge. He always kept some in the fridge. On the way home, we stopped at a bridge and took pictures close to a ledge to remember our winter vacation at the ski lodge.



1. Where did our dad drive us to?

---

2. What did the judge make that was good?

---

3. Where did we take pictures?

---

4. What is a synonym for ledge?

cliff  steam  pond  ocean

*Draw a picture of the story*



Colour the beginning "wr" digraph words. Read the passage twice. Colour a sock each time after you read. Then answer the comprehension questions.



## Mr. Wright's Socks



"Mr. Wright, your socks are wrinkled," said the class. Mr. Wright bends down and takes his hands and wrists and pulls up his socks. Down his socks fall again. Mr. Wright wrestles with his socks. The class wrappled a gift for Mr. Wright. It's a pair of new socks. Mr. Wright smiles because he's happy with his new socks.

1. What did the class say to Mr. Wright

---

2. What did Mr. White's class do for him?

---

3. What was Mr. Wright's gift?

---

4. What is a synonym for wrinkled?

stand  creased  sing  run

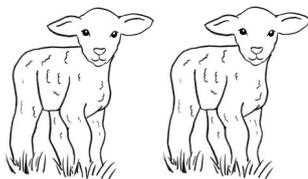
Draw a picture of the story



Colour the ending "mb" digraph words. Read the passage twice. Colour a lamb each time after you read. Then answer the comprehension questions.

## The Lamb and the Honeycomb

One day, I saw a lamb standing by a tree. There on a limb was a large honeycomb with a lot of bees around it. I knew not to climb the tree, because there was one bee the size of my thumb. The lamb and I got away from the bees and the honeycomb before we got stung.



1. What did I see standing by the tree?

---

2. What was on a limb of a tree?

---

3. One bee was the size of what?

---

4. What is a synonym for limb?

flower    branch    trunk    root

Draw a picture of the story





# Read and Retell

## The Big Test

Beth has a big math test **today**. Last **night**, Beth **learned** her math facts. She went to bed to get lots of sleep. She **ate** a good **breakfast**. Beth thinks she will get an A on the test today!



*Does this story remind you of anything?*

“ This story reminds me of \_\_\_\_\_.”

Draw a picture of the story

Number the sentences below in the order of which they happened in the story.

- Beth has a big math test today.
- She ate a good breakfast.
- She went to bed to get lots of sleep.



# Read and Retell

## The Best Vet

Jill's dog, Red, is very sick. Red will not **eat** or sleep. He does not want to play **outside**. Jill and her mum will take Red to see Mrs. Well, the pet vet. Mrs. Well gives Red a check up and some **medicine**. After a week, Red feels better! Mrs. Well, is the best vet.



*Does this story remind you of anything?*

"This story reminds me of \_\_\_\_\_."

Draw a picture of the story

Number the sentences below in the order of which they happened in the story.

- After a week, Red feels better!
- Jill's dog, Red, is very sick.
- He does not want to play outside.

# Read and Retell

## At the Park

Mel went to the park with her little brother on a hot summer day. They slid down the slide. They had fun on the swings. They played jump rope. "Can we come back tomorrow?" Mel's little brother asked. He had fun at the park!



*Does this story remind you of anything?*

"This story reminds me of \_\_\_\_\_."

Draw a picture of the story

Number the sentences below in the order of which they happened in the story.

- They had fun on the swings.
- He had fun at the park!
- Mel went to the park with her little brother.

# Read and Retell

## The Beach

Kris and her mum went to the beach last week. They swam in the cold water. Kris made a sandcastle and her mum read a book. They sat on the sand and ate hotdogs and chips for lunch. On the way home, Kris took a nap in the car. It was a great day at the beach!



*Does this story remind you of anything?*

“ This story reminds me of \_\_\_\_\_.”

Draw a picture of the story

Number the sentences below in the order of which they happened in the story.

- Kris and her mum went to the beach last week.
- It was a great day at the beach!
- They swam in the cold water.

# Tricky Words

Which is correct? Circle the correct word.



sed or said

soe or so

some or som

come or com

have or hav

lyke or like

littel or little

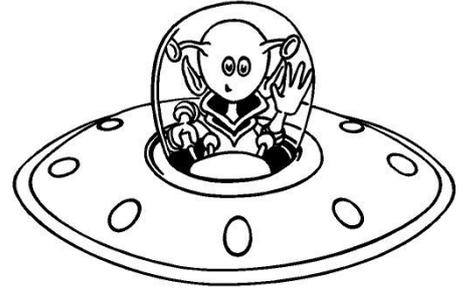
there or thare

Now write three sentences using the tricky words from above.

1. \_\_\_\_\_.
2. \_\_\_\_\_.
3. \_\_\_\_\_.

# Tricky Words

Which is correct? Circle the correct word.



were or weur

duw or do

owt or out

wone or one

wen or when

what or whot

werk or work

wonce or once

Now write three sentences using the tricky words from above.

1. \_\_\_\_\_.
2. \_\_\_\_\_.
3. \_\_\_\_\_.

# Tricky Words

Which is correct? Circle the correct word.



people or peple

their or thare

where or weer

who or whu

agen or again

thow or though

meny or many

becus or because

Now write three sentences using the tricky words from above.

1. \_\_\_\_\_.
2. \_\_\_\_\_.
3. \_\_\_\_\_.

# Tricky Words



Which is correct? Circle the correct word.

please or pleaze

lucked or looked

called or cawled

asked or askt

laught or laughed

different or differant

eyes or eiys

friends or frends

Now write three sentences using the tricky words from above.

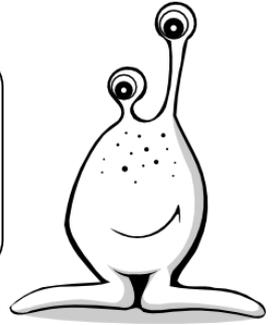
1. \_\_\_\_\_.
2. \_\_\_\_\_.
3. \_\_\_\_\_.

# Prefix un

The prefix **un** changes the root word to its opposite.

lucky  $\Rightarrow$  **un**lucky

Write **un** before the start of these words.



\_\_ \_\_ well

\_\_ \_\_ tidy

\_\_ \_\_ even

\_\_ \_\_ fair

\_\_ \_\_ happy

\_\_ \_\_ kind

\_\_ \_\_ dress

\_\_ \_\_ safe

\_\_ \_\_ zipped

\_\_ \_\_ plug

Choose words from the list above to complete the sentences.

Cinderella was \_\_\_\_\_ because the stepsisters were \_\_\_\_\_ to her. She had to do all the housework. It was \_\_\_\_\_. The stepsisters were very \_\_\_\_\_. They left all their clothes for Cinderella to pick up!

Now write a sentence using one of the words from above.

\_\_\_\_\_.

# Prefix re

If we put **re** before a verb it means the action will happen again..

For example, *redo* - to do again

Write **re** before these verbs.

\_\_ \_ pay

\_\_ \_ mix

\_\_ \_ fill

\_\_ \_ fuel

\_\_ \_ think

\_\_ \_ wind

\_\_ \_ name

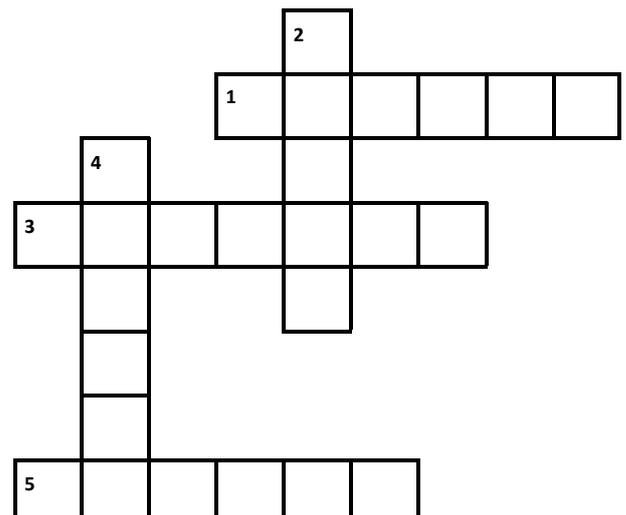
\_\_ \_ call

\_\_ \_ play

\_\_ \_ turn

Read the clues below and complete the crossword.

1. to play again or over
2. to mix again
3. to think again about something
4. to give a new name
5. to go back



## Sounds the Same

Some words sound the same but are spelt differently and mean different things.

Read the words below.

mail - male

plaice - place

new - knew

sow - sew

witch - which

new - knew

threw - through

their - there

were - wear

tail - tale

Choose a word from the list above to complete each sentence. Write the word in the space.

1. I have \_\_\_\_\_ school shoes.
2. A boy is a \_\_\_\_\_
3. The \_\_\_\_\_ flew on a broomstick.
4. It was a fun \_\_\_\_\_ to visit.
5. She \_\_\_\_\_ the ball.
6. The tiger has a long \_\_\_\_\_.

# Sounds the Same

Find 21 homophones in the wordsearch. Look across and down. Draw a ring around each word you find and cross it off the list.

b	p	l	a	c	e	s	s	v	s
n	l	d	d	w	h	e	r	e	o
m	a	i	l	m	a	l	e	e	w
a	i	d	t	w	e	r	e	t	w
i	c	t	h	r	o	u	g	h	r
n	e	h	e	t	a	i	l	r	w
m	t	e	i	n	e	w	n	e	i
a	d	r	r	d	k	n	e	w	t
n	w	e	a	r	s	e	w	b	c
e	t	a	l	e	w	h	i	c	h

tail tale mail male main mane sow sew  
witch which their there threw through  
place plaice new knew where were wear

Now write three sentences using the homophones from above.

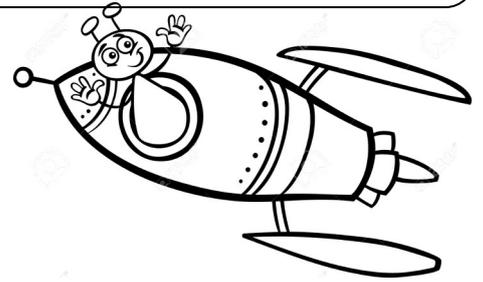
1. \_\_\_\_\_.
2. \_\_\_\_\_.
3. \_\_\_\_\_.

# The suffixes ER and EST

Adjectives are words that tell us more about nouns. The suffixes **er** and **est** can be added to most adjectives. **Er** is used to compare nouns and **est** tells us which is the most.

The rules for adding **er** and **est**:

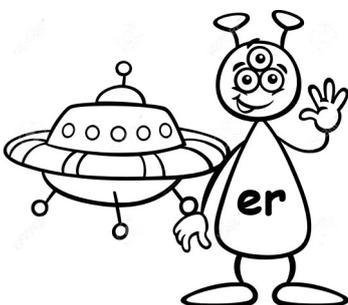
- Final **e** → add **r** or **st** as in *nice* - *nicer*, *nicest*
- Final consonants or a long vowel phoneme add **er** or **est** as in *cold* - *colder*, *coldest*.
- Final **y** after a consonant → change **y** to **i** and add **er** or **est** as in *funny* - *funnier*, *funniest*.
- Final consonant with a short vowel phoneme → double the consonant and add **er** or **est** as in *hot* - *hotter*, *hottest*.



Add **er** and **est** to the adjectives in these sentences by following the rules above.

1. **small** - A cat is \_\_\_\_\_ than a horse and a mouse is the \_\_\_\_\_ of the three.
2. **happy** - The boy who came second was \_\_\_\_\_ than the boy who came last, but the winner was the \_\_\_\_\_.
3. **brave** - I think a cat is \_\_\_\_\_ than a mouse but a lion is the \_\_\_\_\_.
4. **old** - My mum is \_\_\_\_\_ than me and my grandma is the \_\_\_\_\_.
5. **silly** - My twin sister is \_\_\_\_\_ than me, but my little brother is the \_\_\_\_\_.

Join each adjective to its antonym ( opposite ).



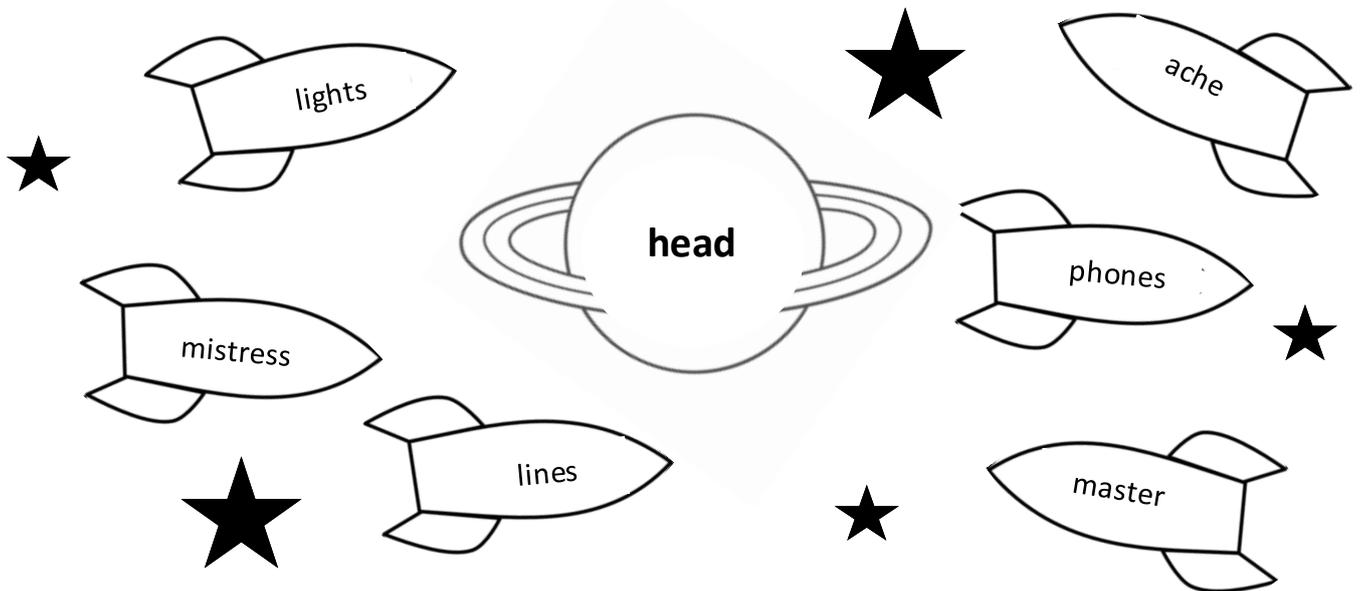
faster  
shortest  
wider  
easier  
oldest  
ugliest

longest  
thinner  
slower  
youngest  
prettiest  
harder



# Words with similar patterns and meanings

The words in this puzzle start with the word **head**. Read the clues and join the words in the rockets to the word in the planet to make your answers. Write them on the lines next to the clues.



Finish the sentences using the clues

1. A pain in the head \_\_\_\_\_
2. They help drivers see in the dark \_\_\_\_\_
3. A man in charge of a school \_\_\_\_\_
4. A woman in charge of a school \_\_\_\_\_
5. Use them to listen to music \_\_\_\_\_
6. The titles of stories in a newspaper \_\_\_\_\_

Read the clues. Unjumble the anagrams to make the words with **day** and write them on the lines.

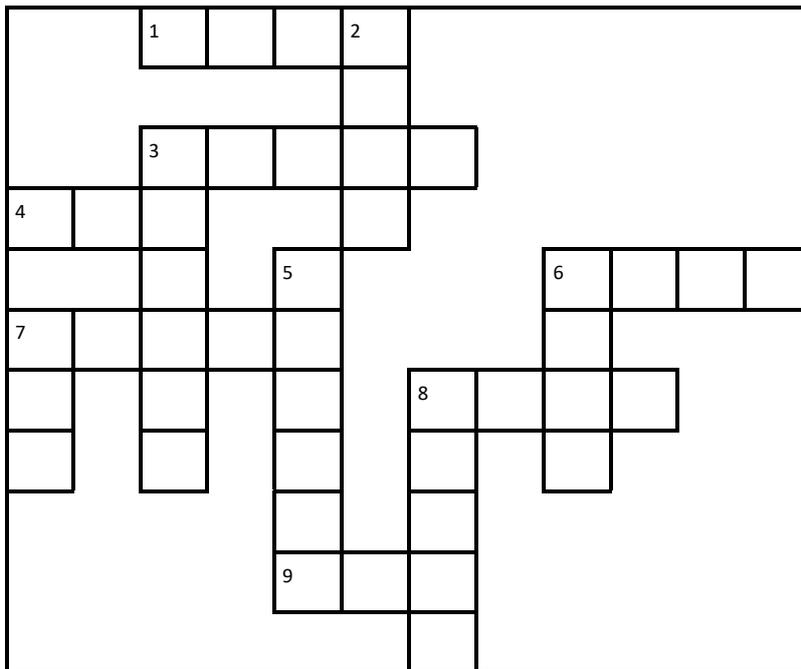
1. This **day** comes before today. STEERYAD \_\_\_\_\_
2. This **day** is the day we are in. YADOT \_\_\_\_\_
3. This **day** is the opposite of night-time. TIEDYAM \_\_\_\_\_
4. This **day** comes before Tuesday. DONYAM \_\_\_\_\_
5. This **day** happens when the sun rises. BAKEYARD \_\_\_\_\_
6. This **day** help us to see. TAGDHIYL \_\_\_\_\_

# Homophones



A homophone is a word that is pronounced the same as another word, but with a different spelling and meaning, for example, *wood* - *would*.

What is a homophone? Read the clues and write a homophone for the underlined word in the crossword.



Word Bank	
waist	
sun	
one	
stares	
rose	
weight	
weak	
poor	
plane	
wood	
sight	
wear	
sew	



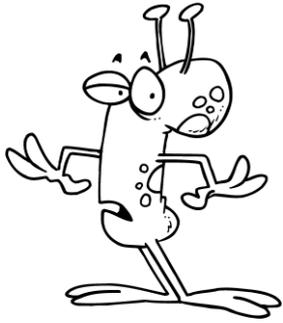
## ACROSS

1. Where is the exit? 3. Put the waste in the bin 4. I won the game 6. There are seven days in a week. 7. I found a good site online 8. My job was to pour the water 9. My friend has a new baby son.

## DOWN

2. We usually sit in rows. 3. We had to wait. 5. Walking up stairs is tiring. 6. I would like to play too. 7. The farmer had to sow the seeds. 8. The cake was plain and boring.

# Plural Nouns



We use singular nouns when there is one item and plural nouns for more than one, for example, one bed, two beds, To make most plurals we just add **s**, but it isn't always so simple. There are some rules for making plurals. Read each rule carefully, then look at the pictures and clues for each puzzle. The pictures show singular nouns which you must make into plurals.

**Rule** When nouns end **f** or **fe**, change the **f** to **v** and add **s** or **es**, for

1. Worn around your neck



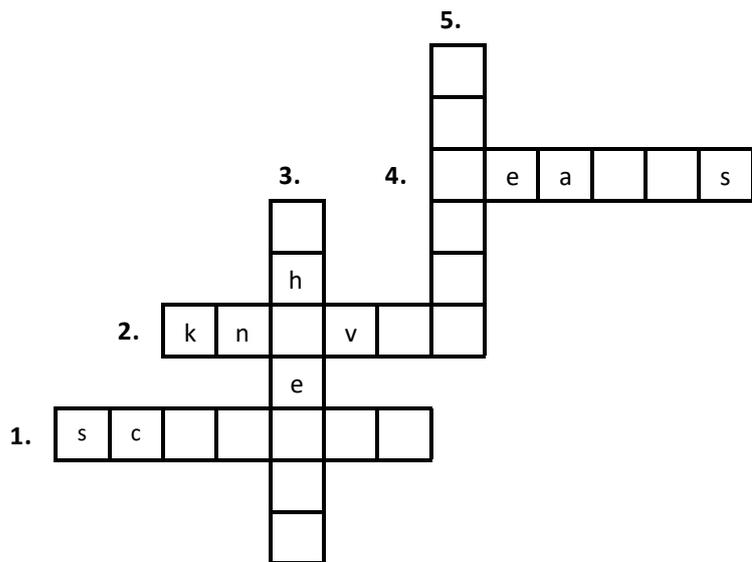
2.

3. A synonym for robbers

4.



5. They eat little pigs



**Rule** When nouns end in a consonant + **y**, change the **y** to **i** and add **es**, for example, **story** - **stories**. When nouns end in a vowel + **y** just add **s**, for example, **boy**—**boys**.

1. Baby dogs

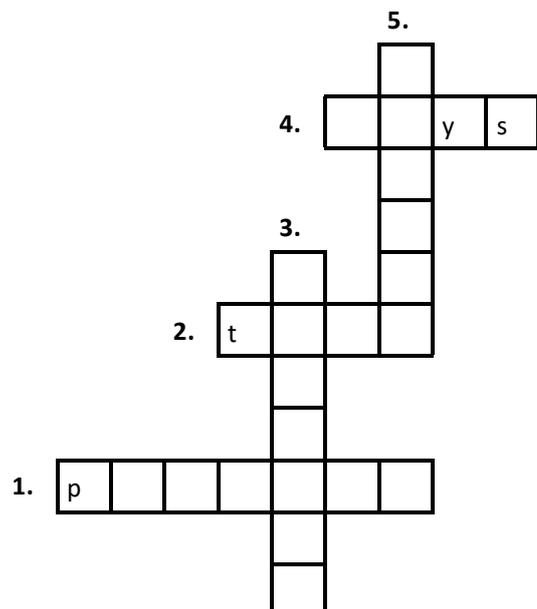
2. Things you play with



3.

4. There are seven in a week

5. When we are born, we are \_\_\_\_\_





# Compound Words

Read the clues and unjumble the anagrams to make compound words. Each of the words within the compound word has a separate anagram, for example, *tew situ = wet suit = wetsuit*.

Clue	Anagram	Compound word
1. This is wet and drops straight down	twear	lalf _____
2. All the people	ryvee	noe _____
3. Not the ground floor	pu	tassir _____
4. An antonym for hello	dogo	yeb _____
5. Not above the surface of the earth	duner	rogdun _____
6. People send these when on holiday	stop	dracs _____
7. The fringes of hair above the eyes	yee	worbs _____
8. The place you go to catch a plane	ria	trop _____
9. These can hold pieces of paper together	preap	plics _____
10. Put this on a brush to clean your teeth	thoot	stape _____
11. A very large golden flower	nus	rewolf _____
12. Time to have a midday meal.	chuln	mite _____

Now write three sentences using the compound words from above.

1. \_\_\_\_\_.
2. \_\_\_\_\_.
3. \_\_\_\_\_.

# Compound Words

Compound words are made up of two or smaller words joined together to make one long word. For example, *bedroom*, *eyesight* and *hair-brush*. Another type of compound word can be made when prefixes or suffixes are added to words, for example, *hopeless*, *hopeful*, *unhappy*, *undress* and *unaware*.

The table of compound-words have been muddled up. Join the words together to make longer compound words and write them in the empty column.



1st word	2nd word	Complete word
sauce	bow	saucepan
home	noon	_____
rain	fast	_____
after	print	_____
break	doors	_____
every	post	_____
paper	table	_____
sign	copy	_____
foot	quake	_____
time	where	_____
earth	work	_____
photo	back	_____
in	pan	_____

Add a second word to make compound words

Add a first word to make compound words

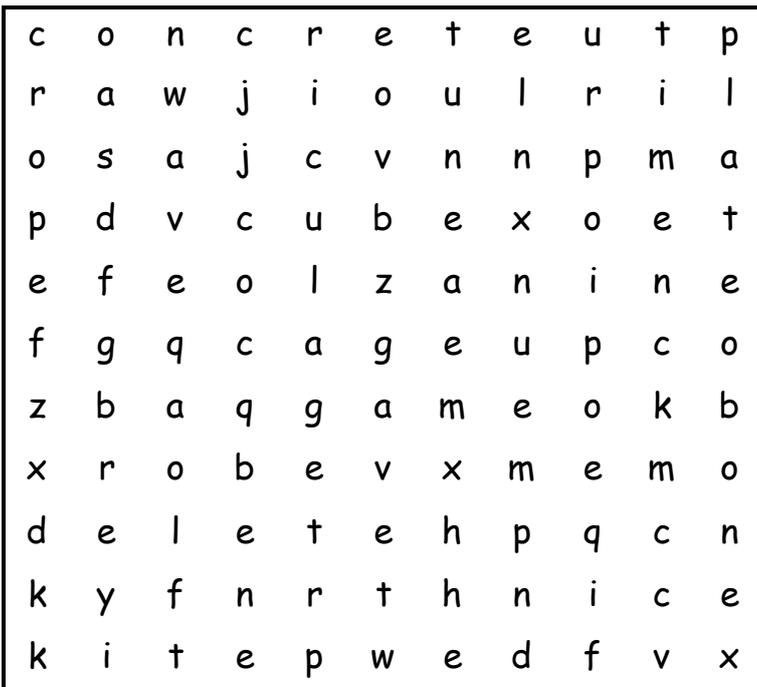
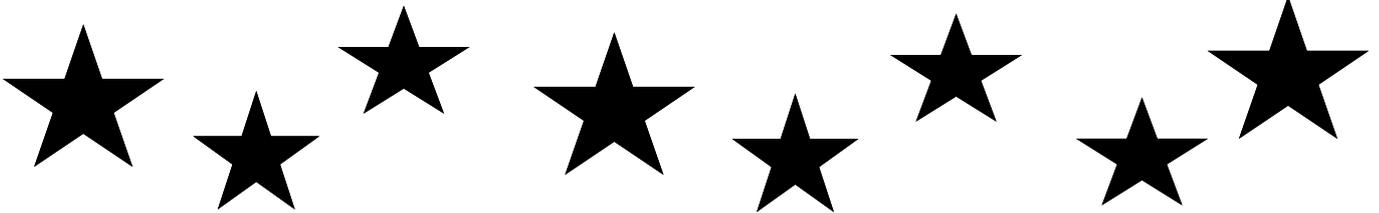
1. home \_\_\_\_\_
2. snow \_\_\_\_\_
3. week \_\_\_\_\_
4. paper \_\_\_\_\_

1. \_\_\_\_\_ lace
2. \_\_\_\_\_ room
3. \_\_\_\_\_ paper
4. \_\_\_\_\_ ache

# Silent E

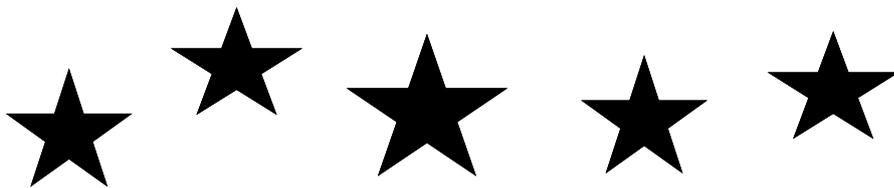
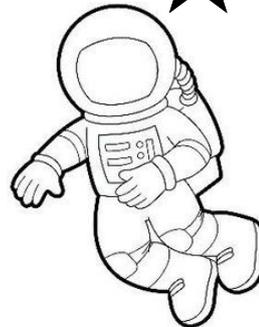
These words all end with a silent **e** which makes the vowel sound long, for example, **mad** - **made** and **cub** - **cube**.

Solve the clues and find the answers in the wordsearch. The words can only be read across and down.



## Word Bank

tune  
cube  
concrete  
rope  
kite  
robe  
delete  
plate  
gave  
nine  
game  
time  
bone  
nice  
wave  
cage



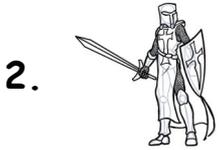
1. A clock will help you find what \_\_\_\_ it is.
2. An antonym for nasty (4)
3. A \_\_\_\_ makes the sea move.
4. A long elegant flowing coat. (4)
5. the past tense of give. (4)
6. Five plus four equals this. (4)
7. Something you play (4)
8. Like string, but thicker and stronger. (4)
9. Dogs like to chew on this. (4)
10. A six-faced 3-D shape. (4)
11. A song has words and a \_\_\_\_\_. (4)
12. To rub out or get rid of. (6)
13. To make a wall you need bricks and this. (8)
14. You can fly this diamond shape. (4)
15. My hamster lives in a \_\_\_\_\_. (4)
16. We eat food on one. (5)

# Silent Letters



Read the clues and look at the pictures. All the answers have silent letters. Write your answers in the stepword puzzles. Some silent letters are written in to help you.

1. As people grow older they get these on their faces



2.

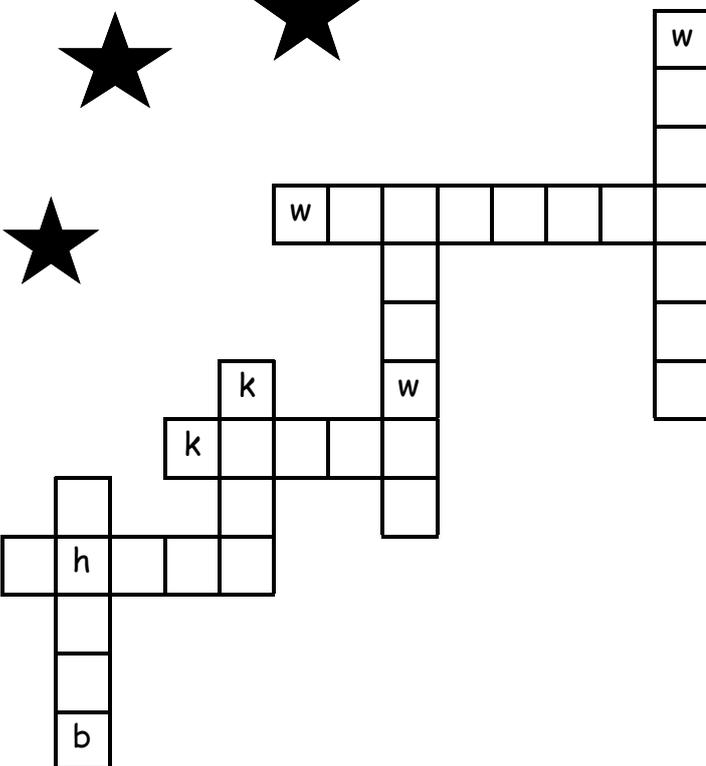
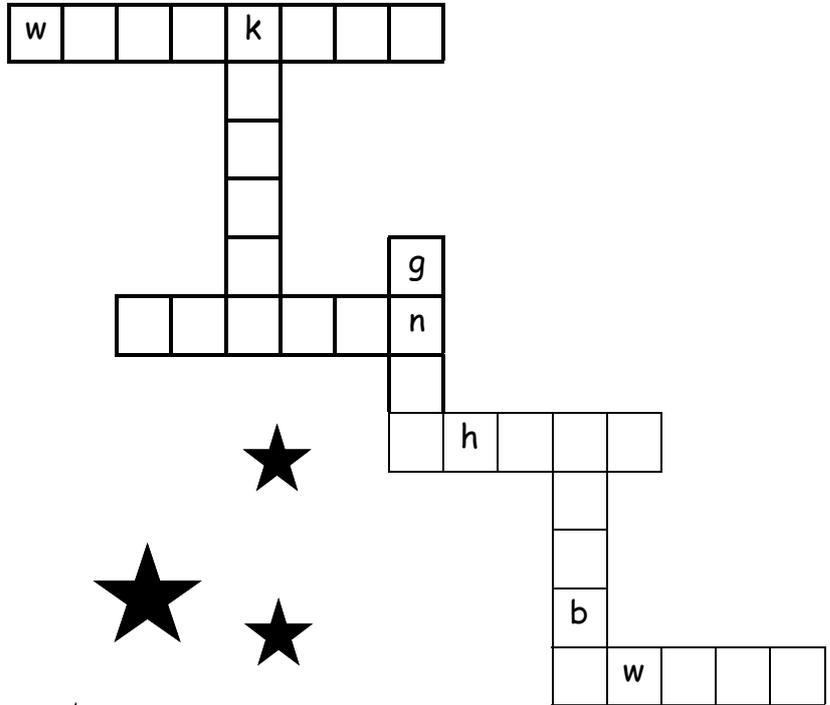
3. The season before winter

4. A dog will do this to a bone

5. The biggest animal in the sea

6. These are baby sheep

7.



1. The colour of snow



2.

3.



4.

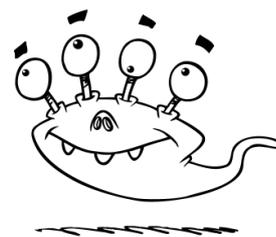
5. A type of paper used to cover presents

6. An antonym for ask

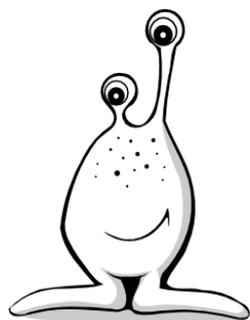
7. To move like a worm does

# Verbs in the past tense with ed

These verbs have a short vowel phoneme and one final consonant. To turn them into past tense verbs you need to double the final consonant and add **ed**, for example, *shop- shopped*. Write the past tense verbs in the empty boxes.



1.	stop	+	p	+	ed	
2.	pat		t			
3.	scrub		b			
4.	flap		p			
5.	beg		g			
6.	plan		n			
7.	trip		p			



These verbs have a consonant before a final **y**. To make them past tense verbs, change the **y** to **i** and add **ed**, for example, *hurry - hurried*. Write the past tense verbs in the empty boxes.

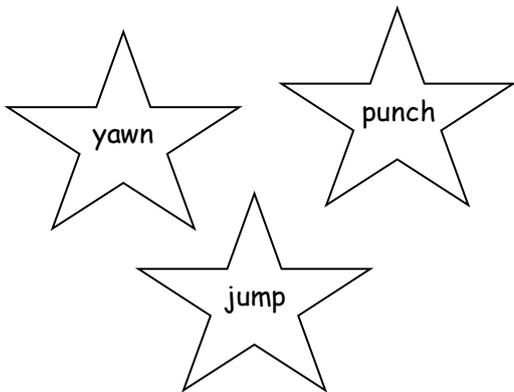
1.	hurry	→	hurr	+	i	+	ed	
2.	try	→	tr					
3.	carry	→	carr					
4.	cry	→	cr					
5.	spy	→	sp					
6.	worry	→	worr					
7.	marry	→	marr					

# Verbs in the past tense with ed

Verbs are sometimes called doing words as they describe what people do, for example, play and work. When we talk about the past we use **past tense verbs**, for example, yesterday I *played and worked*. The answers to these puzzles are all past tense verbs. Read the instructions for each section carefully to find out how to change the verbs from present tense to past tense, then write the past tense verbs on the lines.



These verbs end in two or more consonants. To make them past tense verbs, just add **ed**, for example, *crash-crashed*.



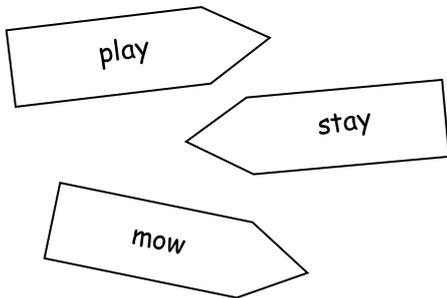
+ ed

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These verbs end in a vowel + **y** or **w**. To make them past tense verbs, just add **ed**, for example, *spray-sprayed*.



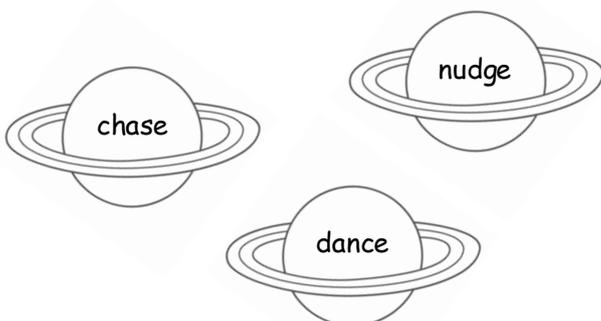
+ ed

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These verbs end in **e**. To make them past verbs, just add **d** because the **e** is already there, for example, *save-saved*



+ d

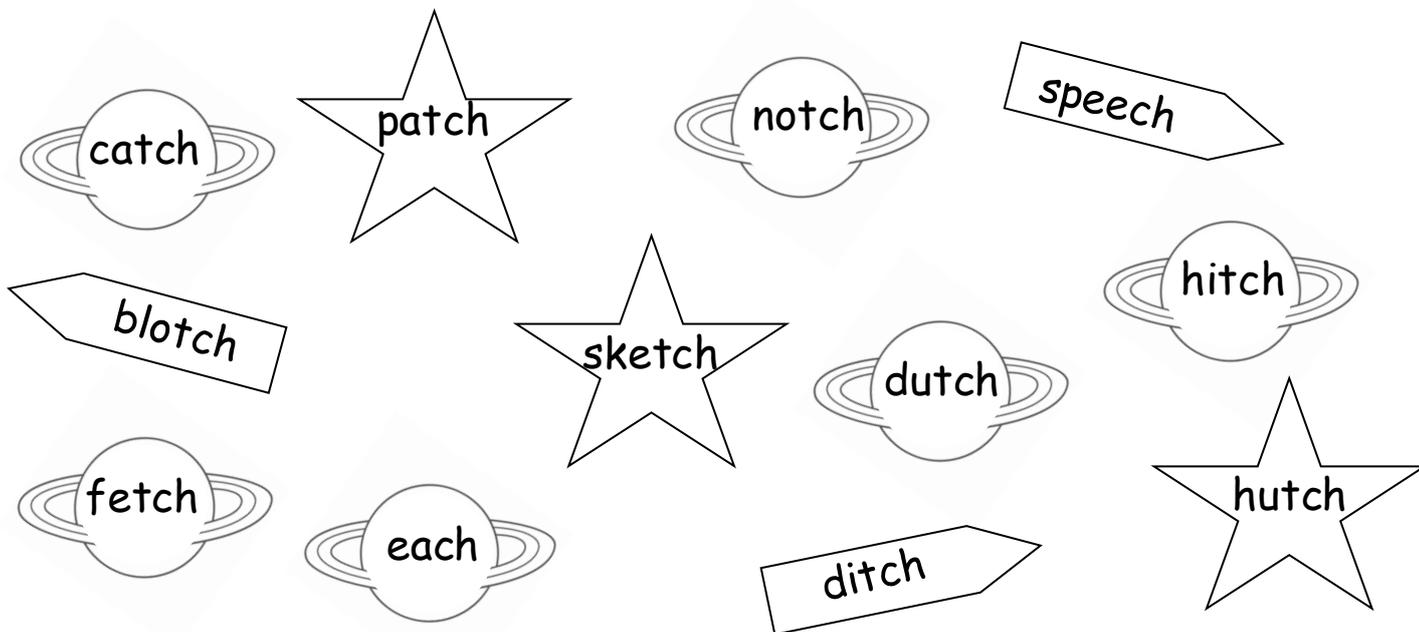
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# Words with TCH

The letter string **tch** is found in words such as *ditch* and *fetch*. **tch** should not be confused with the phoneme **ch**. Sort the words in the planets, rockets and stars into rhyming groups in the table below.



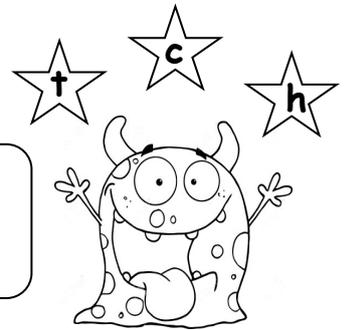
Words that rhyme with...					
atch	itch	etch	otch	utch	teach

Choose a phoneme or blend, then a vowel to make words that end in **tch**. Write your words on the lines next to the clues.

w	a		tch
str	e		
scr	i		
h	o		
n	u		

- She rides a broomstick  
\_\_\_\_\_
- Cats like to do this after a nap  
\_\_\_\_\_
- You may do this if you have an itch  
\_\_\_\_\_
- A box you keep a rabbit in  
\_\_\_\_\_
- A small V-shaped cut or mark  
\_\_\_\_\_

# Words with TCH



Choose a final letter string for these words and write them on the lines next to the clues

- pea
- pi
- wa
- pa
- scree

- ch
- or
- tch

1. This is a fruit \_\_\_\_\_
2. A football field is also called a ... \_\_\_\_\_
3. Wear it on your wrist to tell the time \_\_\_\_\_
4. Covers a hole in your trousers \_\_\_\_\_
5. Another word for scream \_\_\_\_\_

Circle the **tch** letter string in these words, for example, **catching**.

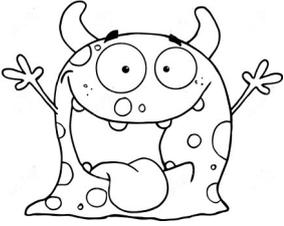
butcher                      kitchen                      matchstick

   stitches                      hopscotch

Find the words from above in this wordsearch and circle them.

b	u	t	b	u	t	c	h	e	r	t	d	o	l
k	i	t	c	h	e	n	h	o	s	t	r	p	c
a	k	i	h	s	t	i	t	c	h	e	s	w	j
m	a	t	c	h	s	t	i	c	k	h	q	c	j
b	h	o	p	s	c	o	t	c	h	q	g	z	u

# Verbs with ING

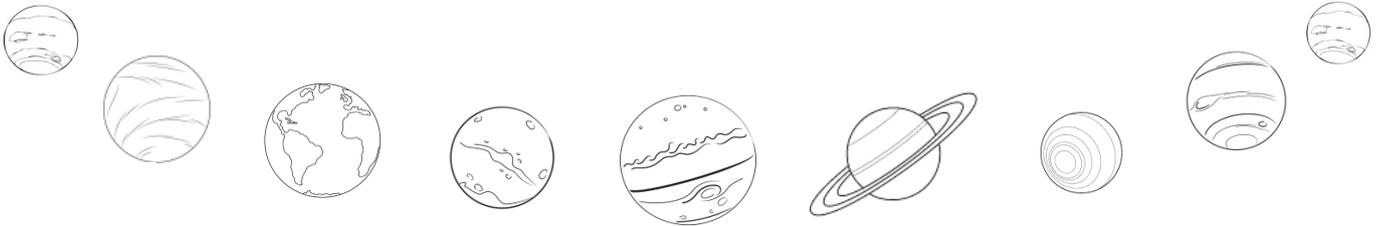


The verbs in the table below have short vowel phonemes and one consonant at the end. You need to double the final consonant and then add **ing**, for example, *shop* - *shopping*. Write the verbs with **ing** in the empty boxes.

1.	stop	+	p	+	ing	
2.	pat		t			
3.	scrub		b			
4.	flap		p			
5.	beg		g			

Make a sentence of your own using one of the verbs above.

\_\_\_\_\_.



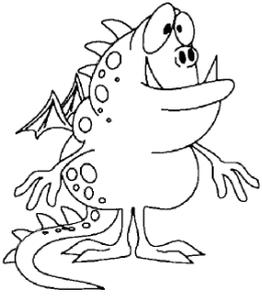
The verbs in the table below end in **e**. you need to take off the **e** then add **ing**, for example, *save* - *saving*. Write the verbs with **ing** in the empty boxes.

1.	chase	→		+	ing	
2.	dance	→				
3.	nudge	→				
4.	wiggle	→				
5.	like	→				

Make a sentence of your own using one of the verbs above.

\_\_\_\_\_.

# Verbs with ING



Verbs are sometimes called doing words as they describe what people do, for example, *laugh* and *play*. We can add **ing** to verbs, for example, *today we are reading*. *Yesterday we were reading*. *Tomorrow we will be reading*. Read the instructions for each section to find out how to add **ing**, then write the words with **ing** on the lines.

If verbs end in two or more consonants, you can add **ing** without changing the spelling of the verb, for example, *crash-crashing*.



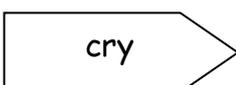
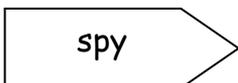
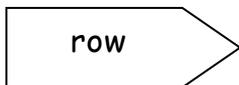
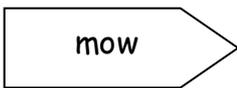
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If verbs end in **y** or **w**, you can add **ing** without changing the spelling of the verb, for example, *spray - spraying* and *show - showing*



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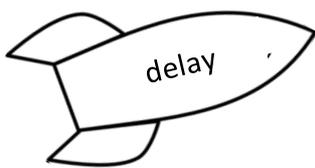
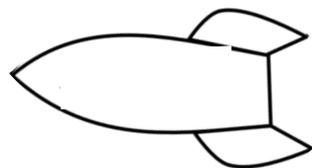
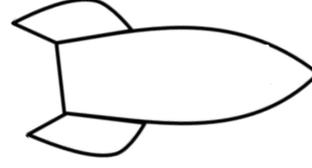
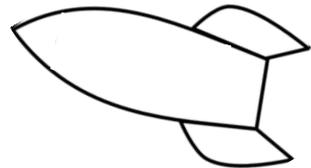
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# The prefixes DE, RE and PRE



These words begin with prefixes **de**, **re** and **pre**. **De** often means 'away' or 'get smaller' as in **depart** and **decrease**. **Re** often means 'again' or 'back' as in **repeat** and **reverse**. **Pre** often means 'before' as in **prehistoric** and **prepare**.

Join the words to the correct prefix and write them in a rocket.

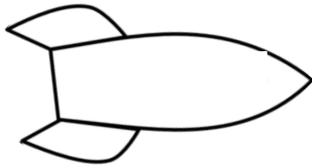
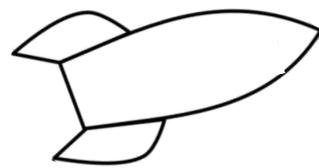
delay      fresh      pare      fer





lay      fend      feat      duce      tend



Sort these **de**, **re** and **pre** words into alphabetical order and write them on the lines. You will need to look at the letter that follows each prefix.

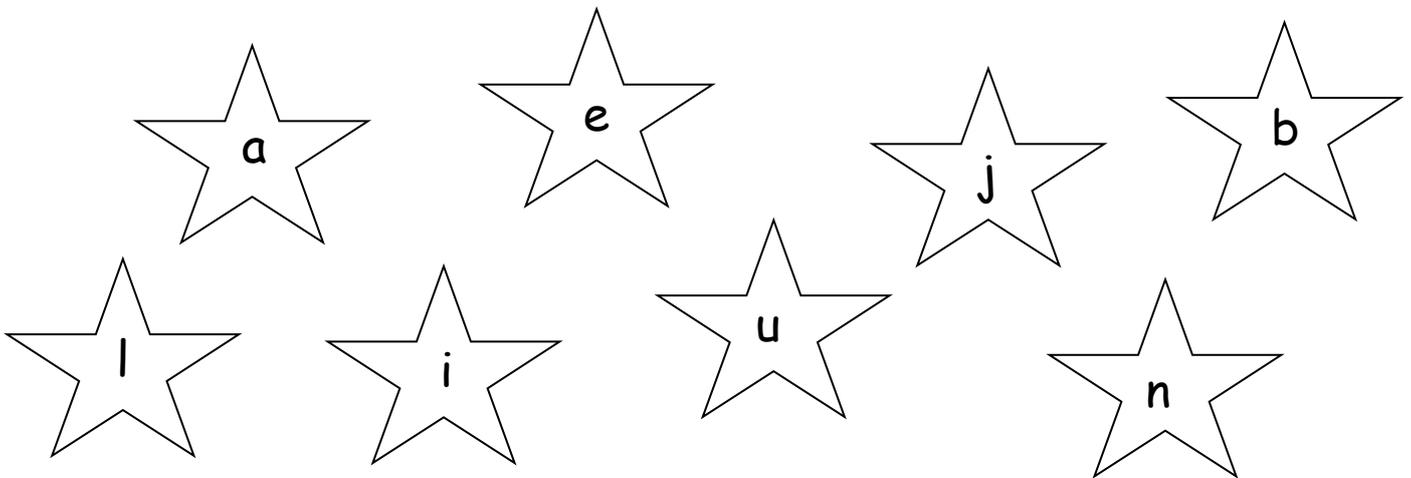
- |    |              |          |           |         |            |
|----|--------------|----------|-----------|---------|------------|
| 1. | defy         | decay    | detective | depart  | demand     |
|    | <u>decay</u> | _____    | _____     | _____   | _____      |
| 2. | replace      | research | reward    | recycle | reverse    |
|    | _____        | _____    | _____     | _____   | _____      |
| 3. | prevent      | pretend  | prefix    | prepare | precaution |
|    | _____        | _____    | _____     | _____   | _____      |

# Words with DGE

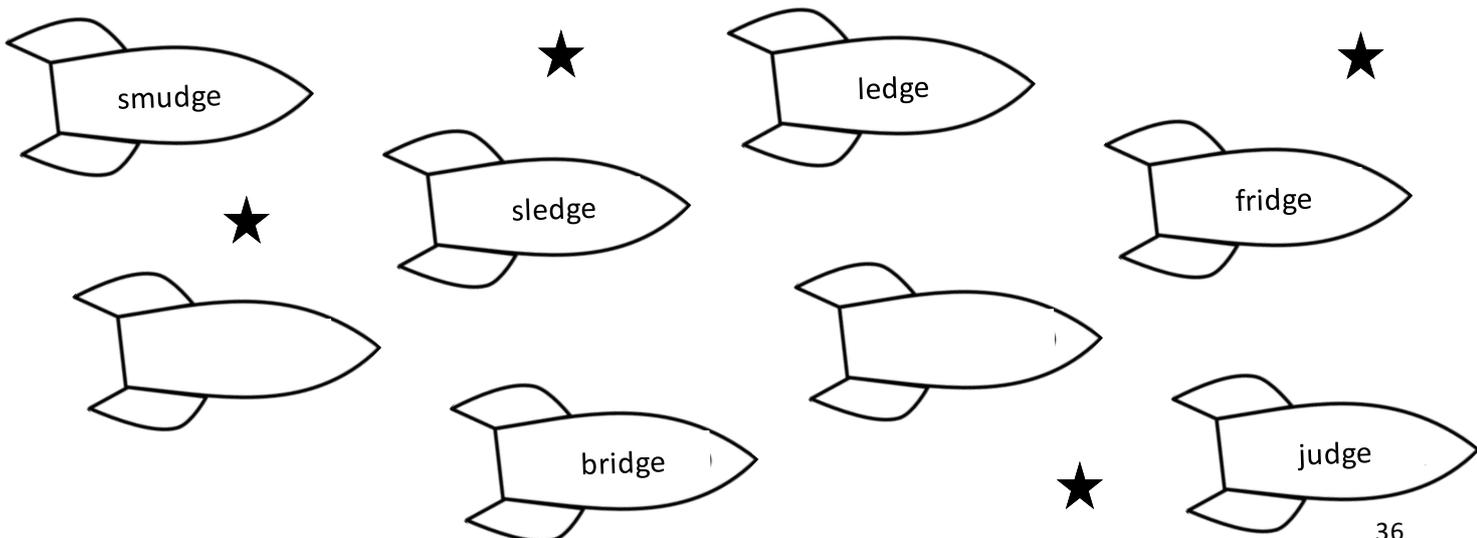


Use the letters in the stars to fill in the missing letters in the **dge** words below. You can use the phonemes as many times as you like.

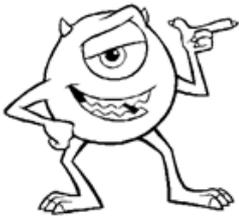
1. A sheriff wears a silver \_\_ dge.
2. A narrow shelf is called a \_\_ dge.
3. If you're on a cliff, stay away from the \_ dge.
4. The person who decides who wins a competition is a \_\_ dge.
5. To push someone with your elbow to get them to look is called a \_\_ dge



Look at the **dge** words in the rockets. Join each word to another word that rhymes with it. Can you add more rhyming words?

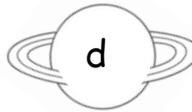
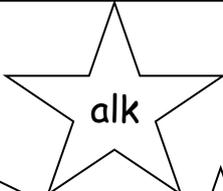
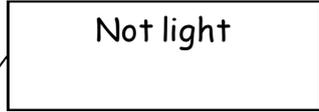
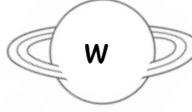
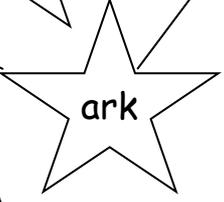
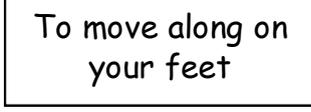
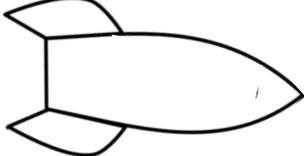
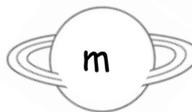
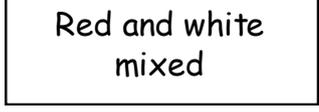
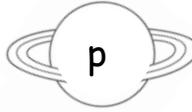
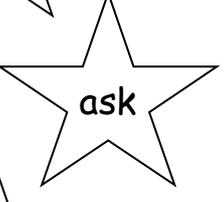
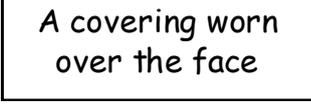
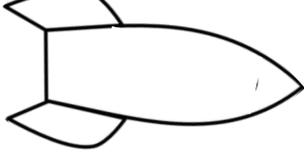
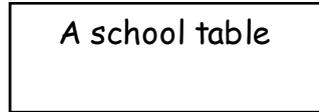
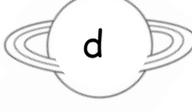
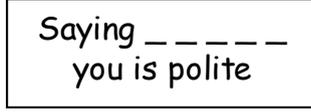
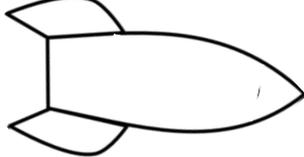
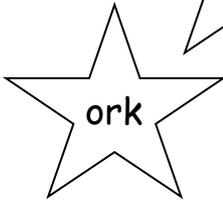
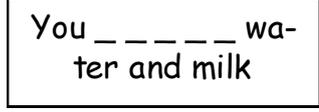
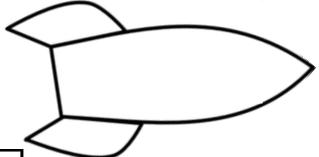
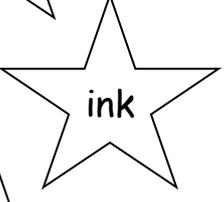
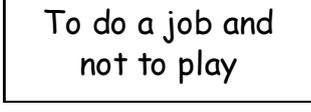
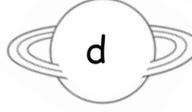
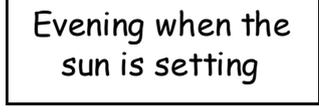


# Final blends with K

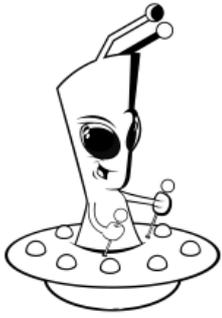


Final blend means a blend at the end of a word.  
The words in these puzzles all have final blends that end with K.

Find your way across the page. Join a planet to a star to make a word with a final k blend. Then match the word to the clue and write your answer in the rocket.

# The suffix LY



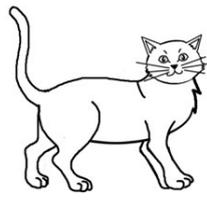
**LY** can be added to adjectives to make words which tell us more about verbs, for example, *the dog barked loudly*. In this sentence *barked* is the verb and *loudly* tells us how the dog barked.



Add **ly** to these adjectives to complete the sentences like the example.

Example: The **slow** snake moved **slowly**.

1. The **quiet** cat purred \_\_\_\_\_.
2. The **neat** children wrote \_\_\_\_\_.
3. The **nervous** driver drove \_\_\_\_\_.
4. The **shy** girl smiled \_\_\_\_\_.
5. The **quick** runner ran \_\_\_\_\_.
6. The **kind** nurse treated people \_\_\_\_\_.
7. The **nice** lady spoke \_\_\_\_\_.
8. The **bold** puppy barked \_\_\_\_\_.
9. The **loud** teenager yelled \_\_\_\_\_.
10. The **sweet** bird sang \_\_\_\_\_.



These adjectives end in **y** so before you add **ly** you must change the **y** to **i**, for example, *crazy—crazily*. Add **ly** to these words and write them on the lines.

- happy
- funny
- noisy
- lazy
- pretty

Change the **y** to **i**



+ **ly**

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

Make a sentence of your own using one of the adverbs above.

\_\_\_\_\_.

# Irregular Past Tense Verbs

Some past tense verbs end in **ed**, for example, *yesterday I hopped and skipped*. Some verbs are not regular and they do not end in **ed**. These irregular verbs need to be learned, for example, *I run away - I ran away*.

Write the past tense for the following verbs. Then highlight them in the wordsearch

Present tense	Past tense		Present tense	Past tense
have			understand	
go			wear	
eat			run	
do			steal	
see			buy	
think			bring	
write			hit	
sit			grow	
stand			shake	
shine			bite	
take			throw	

d	i	d	a	q	w	e	r	t	y	i	o	a
g	c	c	w	r	o	t	e	u	v	o	s	t
r	s	a	t	x	c	r	a	n	v	s	h	e
e	s	a	g	h	n	u	n	t	h	t	o	b
w	x	a	w	v	n	m	j	o	a	o	o	r
u	n	d	e	r	s	t	o	o	d	l	k	o
p	c	y	n	c	o	u	x	k	r	e	b	u
c	o	u	t	h	o	u	g	h	t	t	i	g
s	h	o	n	e	r	c	g	s	i	y	t	h
v	f	r	e	a	w	o	r	e	h	u	l	t
s	t	o	o	d	b	t	h	r	e	w	o	a
b	o	u	g	h	t	y	s	n	y	i	p	t

# Sentences

**Sentences** start with a **capital letter** and end with a **full stop** (.), **question mark** (?) or **exclamation mark** (!).

**Part 1** - Choose a beginning and an ending from the two lists to make complete sentences. Copy and complete the sentences you have made.

We lay on the beach	sand in them.
The sea was	reading our books.
Our sandwiches had	cold but we had fun.

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**Part 2** - Add the missing punctuation to these sentences.

Watch out, that dog looks cross \_\_\_\_ Come towards me slowly \_\_\_\_  
Whose dog is it \_\_\_\_ The dog went for a walk \_\_\_\_

**Part 3** - Write a sentence ending with:

**A full stop**

---

**A question mark**

---

**An exclamation mark**

---

**Part 4** - Untangle the words below to make a sentences.

your / friend / Ask / a / question.

---

# Nouns

**Nouns** are naming words.

**Proper nouns** are **nouns** that are the particular name of something, like a person, a day, a month, a special time or a place.

Tilly went to London on Saturday by train.

**Proper nouns** begin with capital letters.

**Part 1** - Complete the sentences with a noun.

Every Monday I go to \_\_\_\_\_.

I enjoy reading my \_\_\_\_\_.

This morning I ate my \_\_\_\_\_.

**Part 2** - Underline all the nouns in the sentences.

The horse jumped over the hedge.

On Friday we are going to Liverpool to visit Uncle Brian.

The dentist pulled out my wobbly tooth.

**Part 3** - Answer the questions with a proper noun.

Which month comes before October? \_\_\_\_\_

What is the capital of England? \_\_\_\_\_

What do people celebrate during December? \_\_\_\_\_

**Part 4** - Ask the student to think of some questions like those found in part 3 to ask their classmates. Remind the student that all answers should be proper nouns. Write the question and answer below.

---

---

# Verbs

A **verb** is usually a doing word. It tells us what is happening (present tense) or what has already happened (past tense).

Tyler **kicks** the ball.  
(present tense)

Tyler **kicked** the ball.  
(past tense)

**Part 1** - Complete the sentences with a verb from the box.

broke      licks      sat      mows

Dan \_\_\_\_\_ his ice cream quickly.

Mum \_\_\_\_\_ the lawn every Saturday.

The swing \_\_\_\_\_ when Jay \_\_\_\_\_ on it.

**Part 2** - Complete the table with the verbs.

	Present tense verbs	Past tense verbs	
paints			drank
sleeps			skips
laughs			wrote

**Part 3** - Write two of your own sentences in the past tense. (Past tense = something that has already happened)

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---

**Part 4** - Mime some actions and ask your classmate to write the word you are miming. Then ask him/her to write the verb in the past tense.

---

---

# Questions

A **question** begins with a capital letter and ends with a **question mark**.

*What shall we do today?*

**Questions** help us find out things.

**Part 1** - Write three questions you would like to ask an adult. Write down who you are going to ask.

Who my questions are for: \_\_\_\_\_

My questions: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Part 2** - Write a question for each of these answers.

1. \_\_\_\_\_? I'm going to take my coat.

2. \_\_\_\_\_? We are going to a restaurant.

3. \_\_\_\_\_? We will get there soon.

4. \_\_\_\_\_? I like dogs.

**Part 3** - Untangle the words below to make questions. Answer the question with a **full sentence**.

your / What's / name / ?

\_\_\_\_\_

**Part 4** - Discuss different types of questions with the student. Closed questions can be answered with a 'yes' or 'no'. Open questions have a variety of different answers. Think of an animal and ask the student to ask closed questions to discover what it might be.

Can it + verb?

Is it + adjective?

# Adjectives

**Adjectives** are describing words. They tell us more about **nouns**.

*The hen laid **big** eggs.*

**Part 1** - Circle the adjective in each sentence.

1. The Walton family walked in the cold wind.
2. The toddler slipped on the wet mud.
3. The three children ran to the park.
4. The grumpy cat scratched Tom's hand.

**Part 2** - Complete each sentence with an adjective.

1. Mum made a \_\_\_\_\_ lunch.
2. The \_\_\_\_\_ dog had fun on the beach.
3. The \_\_\_\_\_ sun rose high in the sky.
4. Hannah forgot her \_\_\_\_\_ coat.

**Part 3** - Write these adjectives into your own sentences.

lumpy

\_\_\_\_\_

cold

\_\_\_\_\_

loud

\_\_\_\_\_

funny

\_\_\_\_\_



It helps students if they realize there are different categories of adjectives, e.g. colours, numbers, comparative etc

# Adjectives 2

**Adjectives** are describing words. They tell us more about **nouns**.

The dog slept soundly.

The **exhausted, muddy** dog slept soundly.

Adjectives make writing more interesting.

**Part 1** - Look at the picture.

Write adjectives to describe the nouns.



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**Part 2** - Rewrite these sentences adding at least one adjective to make them more interesting.

The leaves fell off the tree.

---

My sister is annoying.

---

My bike was bought on ebay.

---

The camel spat in my face.

---



Show the student an object they should recognize. Encourage them to write as many different adjectives about it as they can

# Exclamation marks



This is an **exclamation mark** ! It can be used at the end of a **sentence** to show shock, fear, pain, danger, humour, surprise, joy, anger or an order.

*I love it!*

**Part 1** - Complete the table with the exclamations. Remember to add the exclamation marks.

That hurt

Don't touch

Watch out

Quick, get over here

Ouch, please don't

Pain!	Surprise!	An order!

Stop, right now

Help, I can't move my foot

I don't believe it

Wow, look at that

**Part 2** - Write an example of each type of exclamation.

shock

---

anger

---

upset

---

joy

---



Show the student different facial expressions, then ask them to write

# Singular and Plural

**Nouns** can be **singular** or **plural**. **Singular** means one. **Plural** means more than one.

You add **s** to many singular nouns to make them plural. If the singular noun ends in *sh*, *ch*, *ss* or *x* you add **es** to make the noun plural.

church - churches    kiss - kisses

**Part 1** - Complete the table.

Singular	Plural
class	
	foxes
dish	
	glasses
lunch	
	bushes

**Part 2** - Underline the plural nouns.

1. The dresses looked beautiful on the bridesmaids.
2. The apples and peaches tasted delicious.
3. The farmer checked his fields before letting in the cows.
4. Mrs Damage dropped the tray of dishes and glasses.

**Part 3** - Write the plural nouns you have underlined in **part 2** in their singular form.

\_\_\_\_\_

\_\_\_\_\_



Ensure the student learns the spelling rules in this topic.

# Articles ( a and an )

It is important to know if **a** or **an** is needed in front of a word. **a** is used in front of words beginning with a consonant.

**a** dog      **a** monkey

**an** is usually used in front of words beginning with a vowel. The letters **a e i o u** are vowel letters.

**an** orange      **an** elephant

**Part 1** - Add **a** or **an** in front of these nouns.

\_\_\_\_\_ jacket      \_\_\_\_\_ book      \_\_\_\_\_ goat  
\_\_\_\_\_ egg      \_\_\_\_\_ scarf      \_\_\_\_\_ igloo  
\_\_\_\_\_ apple      \_\_\_\_\_ cake      \_\_\_\_\_ oven  
\_\_\_\_\_ octopus      \_\_\_\_\_ animal      \_\_\_\_\_ gate

**Part 2** - Now add **a** or **an** in front of these adjectives.

\_\_\_\_\_ young      \_\_\_\_\_ interesting      \_\_\_\_\_ smelly      \_\_\_\_\_ amazing  
\_\_\_\_\_ sad      \_\_\_\_\_ worried      \_\_\_\_\_ open      \_\_\_\_\_ cold

**Part 3** - Write four nouns from **Part 1** and four adjectives from **Part 2** into four different sentences.

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---



Look around the room. Point to different objects and ask the student if it needs an 'a' or 'an'. If the student grasps this quickly you could introduce the exceptions to the rule. 'an' is also used before silent 'h' and 'a' is used with 'u' or 'eu' when the sound is 'y' ( as in 'yes').

# Speech Marks

Speech marks ("...") show the exact words someone has spoken.

"I am going to the park," said James.

What the person says is written inside the **speech marks**.

**Part 1** - Write in the speech marks what is said in the speech bubbles.

It is time to leave.

"\_\_\_\_\_,"

said Abby.

Do we have to?

"\_\_\_\_\_?"

said Dom.

Yes, or we will be late.

"\_\_\_\_\_,"

said Abby.

Ok, I'm coming.

"\_\_\_\_\_,"

said Dom.

**Part 2** - Abby and Dom then go home and see their mum. Finish the conversation between Abby, Dom and their Mum. What do you think Dom says next?

"\_\_\_\_\_,"

said Abby.

"\_\_\_\_\_,"

said Mum

"\_\_\_\_\_,"

said Abby.

"\_\_\_\_\_,"

said Dom.



Highlight to the student the link between speech bubbles and speech marks. Have a private conversation with the student - the two of you need to write everything down on paper using speech marks!

# Prepositions 1

Prepositions compare the position of one thing to another.

The cat slept in the box.

**Part 1** - Circle the preposition in each sentence.

The muddy dog jumped in the puddle.

Kylie sat beside her brother.

The horse jumped over the fence.

The walkers climbed up the hill.

**Part 2** - Add a preposition to each of the sentences.

The old man walked \_\_\_\_\_ the bridge.

Garry swam \_\_\_\_\_ the icy pool.

Meena climbed \_\_\_\_\_ the tree.

Toby jumped \_\_\_\_\_ the wall.

**Part 3** - Write your own sentences using the prepositions.

inside \_\_\_\_\_

behind \_\_\_\_\_

above \_\_\_\_\_



With the student look for the word 'position' in the word 'preposition'. Link it with the definition of a preposition ( i.e. ' prepositions' compare the ' position' of one thing to another.

# Prepositions 2

**Prepositions** compare the position of one thing to another.

The cat walked **on** the table.

**Part 1** - List the prepositions found in this passage.

Jess searched in the wardrobe and under the bed. She hunted inside the cupboards, looking among the clothes. She desperately wanted to find her birthday present. She was sure her mum had hidden it somewhere in her bedroom.

\_\_\_\_\_

**Part 2** - Finish the sentences with a preposition and ending.

Daniel Jumped \_\_\_\_\_

Hannah slept \_\_\_\_\_

The teacher looked \_\_\_\_\_

The snow lay \_\_\_\_\_

**Part 3** - Write your own sentences using the prepositions.

**among** \_\_\_\_\_

**beyond** \_\_\_\_\_

**within** \_\_\_\_\_



The following words are all prepositions: towards, upon, beyond, by, near, within, past, off, inside, into, behind, above, on, across, against, at, among, beside. Ask the student to make a list of all the prepositions they can

# Paragraphs

**Paragraphs** are groups of **sentences** about a similar topic. **Paragraphs** make it easier to read longer pieces of writing. When a new **paragraph** is started the first line is usually indented.

→ The children rushed home after school. They wanted to change as quickly as possible for the party.....

The Kelly family arrived at Blunsdon Caravan Park at 3.00pm. This gave them enough time to unpack and have fun in the pool before tea. The next day they decided to explore the local area. First they headed to the shops, then they went for a long walk along a coastal path, arriving at a beautiful beach.

**Part 1** - Copy the short passage. Split it into two paragraphs. Remember to indent the beginning of each paragraph.

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**Part 2** - Continue the passage, adding two more paragraphs describing what the Kelly family did that evening and the next day.

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---

---



The best way to reinforce paragraphs is to look in a reading book and highlight why a new paragraph has been introduced each time.

# Commas 1

**Commas** are used to separate items on a list.

My garden is home to a shy rabbit, a small mouse and a sneaky fox.

**Part 1** - Write these lists into sentences.

book toothbrush pyjamas teddy sleep

---

school English science lunch homework

---

**Part 2** - Add the missing commas to these sentences.

Carl packed his football boots towel mouth guard and shorts ready for the match.

Mum bought crisps sweets biscuits and fruit for the party.

Aimee loved feeding the lambs cute baby rabbits pink piglets and long-legged foal.

**Part 3** - Write three of your own sentences that include lists. The subjects in the box will give you some ideas.

football school food friends holidays colours

---

---

---



This topic looks at commas in a list. Remind the student that a comma is not needed before the word 'and' which comes before the final word in the list.

# Pronouns 1

**Pronouns** are used instead of **nouns**. **Pronouns** avoid repeating nouns in **sentences**.

Tim walked the dog before **Tim** went to meet **Tim's** friends.  
Tim walked the dog before **he** went to meet **his** friends.

**Part 1** - Use the pronouns in the box to complete the sentences.

I it we you them

Jay said \_\_\_\_\_ was his book.

The teacher asked \_\_\_\_\_ if their boots were clean.

\_\_\_\_\_ love to eat hot chips.

Can \_\_\_\_\_ go to the Ice Show?

Did \_\_\_\_\_ see who made that mess?

**Part 2** - Underline the pronouns in the sentences.

They loved performing and the parents watched them with pride.

"That is hot," she said.

It frightened me.

He came to visit us but we were out.

**Part 3** - Copy the sentence, replacing the underlined words with a pronoun.

Laila looked forward to seeing the boy each weekend.

---



Ask the student to list as many pronouns as they can.

# Pronouns 2

**Pronouns** are used instead of **nouns**. **Pronouns** avoid repeating **nouns** in **sentences**.

Brian's dad bought Brian a new puppy.

Brian's dad bought **him** a new puppy.

**Pronouns** can be singular or plural

**Part 1** - Circle the pronouns.

him it when behind we where them return on you

**Part 2** - Complete the table with the words from the box.

her us they he she we

Singular	Plural

**Part 3** - Copy the sentences, replacing the underlined words with pronouns so it makes sense.

Tom jumped in a puddle so Tom could splash his brother.

---

Finn and Ben are twins and Finn and Ben are often mixed up.

---

Lucy has a puppy and Lucy enjoys playing with her puppy.

---



Give the student a number of pronouns and ask them to include them in sentences of their own.

# Connectives

Two **sentences** can be joined when a word is added between them. The joining word is called a **connective** or conjunction.

Tom tripped on the step. He didn't hurt himself.  
Tom tripped on the step **but** he didn't hurt himself.

**Part 1** - The words in the box can all be connectives. Copy and join each pair of sentences using a different connective.

However or so as because but yet and when

Darren tried to call Gareth. His phone had no service.

---

Sunita climbed to the top of a tree. She wasn't scared at all.

---

John was very hungry. He hadn't had any breakfast.

---

**Part 2** - Complete these sentences.

The radio played Kate's favourite song **but** \_\_\_\_\_

---

Alex will finish his homework **when** \_\_\_\_\_

---

**Part 3** - Write your own sentence using these connectives.

**so** \_\_\_\_\_

**but** \_\_\_\_\_



Give the student further connectives ( as shown in part 1 ) and ask them to write sentences using them.

# Verbs ( to be )

The verb **to be** is very common. It can either be used on its own or used to help another **verb**.

The horse **is** black.      The horse **is** eating.

**Present Tense;**                      **is**                      **are**

**Past Tense;**                         **was**                      **were**

**Part 1** - Add the correct form of the verb **to be** to the sentences.

The lions \_\_\_\_\_ chasing the buffalo.                      [is or are?]

Jamie \_\_\_\_\_ not feeling very well.                      [is or are?]

Janine \_\_\_\_\_ a great gymnast.                      [is or are?]

The children \_\_\_\_\_ late for school.                      [is or are?]

**Part 2** - Write sentences of your own using the verb **to be**, as listed below.

**is** \_\_\_\_\_

**was** \_\_\_\_\_

**are** \_\_\_\_\_

**were** \_\_\_\_\_

**Part 3** - The noun form has to match the verb form. Fill the gap in the sentences with the correct noun form.

The \_\_\_\_\_ *were* delicious.                      [sweet or sweets?]

The \_\_\_\_\_ *is* asleep.                      [baby or babies?]

The \_\_\_\_\_ *was* jumping                      [lamb or lambs?]

# Phrases

**Phrases** are short groups of words.

**Phrases** don't make sense on their own.

**Phrases** usually don't have a verb

The ball was kicked **over the hedge**.

*Over the hedge is a phrase.*

**Part 1** - Which of the following are phrases? Write the phrases below.

*In the kitchen*

*He had to wait*

*It began to rain*

*Through the keyhole*

*along the beach*

---

---

---

**Part 2** - Complete these sentences with a phrase.

The friends played ball \_\_\_\_\_

Dad drove carefully \_\_\_\_\_

**Part 3** - Write the phrases onto your own sentences.

through the village

on the phone

 Ensure that the student spends time looking at the difference between a sentence and a phrase. Later they will become aware of the different types of phrases ( adjectival, adverbial and noun phrases ) but for now its important they recognize what a phrase is.

# Adverbs

**Adverbs** tell us more about **verbs**. They give a **verb** more meaning.

Alan **excitedly** opened his presents.

**Adverbs** tell us how, when or where something happens or is done.

**Part 1** - Look carefully at the sentences. Circle the adverb in each one.

The mum gently laid down her baby.

Kylie sang beautifully.

Always check for cars carefully.

We quickly ran for the bus.

**Part 2** - Use each of these adverbs in your own sentences.

sensibly \_\_\_\_\_

angrily \_\_\_\_\_

quietly \_\_\_\_\_

fiercely \_\_\_\_\_

**Part 3** - Complete the table with adverbs that can be used with these verbs.

walk	draw	argue	eat



This topic deals with adverbs of manner, however there are two other types. These are adverbs of time ( when actions takes place ) and ad-

# Parts of speech

**Parts of speech** are the names of types of words. **Nouns, verbs, adjectives, prepositions, pronouns, adverbs and connectives** are all parts of speech.

**Part 1** - Write which part of speech each underlined word is.

Jenny happily played on the fallen tree when she got home from school.

happily \_\_\_\_\_  
played \_\_\_\_\_  
on \_\_\_\_\_  
fallen \_\_\_\_\_

tree \_\_\_\_\_  
when \_\_\_\_\_  
she \_\_\_\_\_  
school \_\_\_\_\_

**Part 2** - Write your own sentences. Include and underline the listed parts of speech.

noun      adjective      pronoun

verb      adverb      connective

noun      adverb      preposition

verb      preposition      pronoun



This topic revises the parts of speech the student has learnt so far. Remind your child of the previous topics, running through any aspects they are confused about.

# Direct Speech

**Speech marks** or **inverted commas** ("...") show the exact words someone has spoken. This is called **direct speech**.

What a person says is written inside **speech marks**.

" the film starts in ten minutes," said Sonia.

**Part 1** - Copy the sentences. Add the missing speech marks.

I wish this lesson would finish, said Tim.

---

Why? Asked Mark.

---

I am starving and want my lunch, answered Tim.

---

Didn't you have a snack earlier? said Mark.

---

**Part 2** - Write a conversation you have recently had. Remember to use speech marks.

\_\_\_\_\_, said \_\_\_\_\_.



To help the student remember how to correctly write speech marks highlight the fact that they are raised commas in the shape of 66 and 99.

# Comparative and superlative adjectives

**Adjectives** are describing words. A **comparative adjective** compares two nouns. Many **comparative adjectives** end in **er**.

A **superlative adjective** compares three or more nouns. Many **superlative adjectives** end in **est**.

**Part 1** - Complete the sentences with words from the box.

long longer longest hot hotter hottest

My drink \_\_\_\_\_, Mum's is \_\_\_\_\_ but Dad's is the \_\_\_\_\_.

Jane's daisy chain is \_\_\_\_\_, Becky's is \_\_\_\_\_ but Heidi's is the \_\_\_\_\_.

**Part 2** - Complete the table. **Remember** to check your spellings.

Adjective	Comparative	Superlative
small		
		wettest
	softer	
large		
		prettiest
strong		

**Part 3** - Write these adjectives into sentences. **busy busier busiest**

\_\_\_\_\_

\_\_\_\_\_



Show the student that these adjectives compare nouns and pronouns. Look at things around your home that can be compared.

# Apostrophes

An **apostrophe** can show when someone owns something.

One owner	= noun + 's	Kate's
More than one owner	= noun + 's	Children's
More than one owner	= but noun ending in s + '	girls'

**Part 1** - These are all singular nouns. Copy the phrases and add the missing apostrophe.

- the builders hat \_\_\_\_\_
- the horses saddle \_\_\_\_\_
- the nurses thermometer \_\_\_\_\_
- the climbers rope \_\_\_\_\_

**Part 2** - These are all plural nouns. Copy the phrases and add the missing apostrophe.

- The animals food \_\_\_\_\_
- The childrens sweets \_\_\_\_\_
- The flowers stems \_\_\_\_\_
- The policemen's helmets \_\_\_\_\_

**Part 3** - Write each phrase into a sentence. **Remember** to add the missing apostrophe.

Bens books

\_\_\_\_\_

Pigs piglets

\_\_\_\_\_

Work through the rules on this page. Discourage the student from adding apostrophes anywhere, only when they know they are needed.

# Commas 2

**Commas** are used to separate items in a list. **Commas** can also be used to show where there is a slight pause. This helps a reader understand what they are reading.

In a cavern, deep under the ocean, lived a sea monster.

**Part 1** - Add the missing commas to the sentences.

Gita the youngest in the choir sang beautifully.

The cat wet and shivering tried to get home out of the rain.

The snow fell throughout the night leaving roads icy and dangerous.

Tanya rushed to the station arriving just as the train was about to leave.

**Part 2** - Look at these sentences. How many commas are missing in each one?

The policeman brave and courageous caught the burglar.

Grass grows quickly through summer slowing during the winter.

Nick who came first in the chess competition was delighted.

Jane who fell off the climbing frame was comforted by Mrs Hill.


**Part 3** - Write the sentences in **Part 2**. include the missing commas.

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---

---



This topic looks at the use of commas as a slight pause. Ask the student to look for examples of this use of commas in books in the classroom

# Main clauses

A **main clause** is a group of words that is the main part of a **sentence** and could be a **sentence** by itself

Our sheep love to eat apples, though too many can make the sick.

A **main clause** ( underlined above) must contain a subject ( main thing or person) and a verb.

**Part 1** - List the subject and verb in each of the underlined main clauses.

The teacher tidied the classroom before he went home.

\_\_\_\_\_

The dog chased after the ball which my granddad had given her.

\_\_\_\_\_

A lion pounced on its prey and ate it greedily.

\_\_\_\_\_

**Part 2** - Write these subjects and verbs into a main clause.

deer to eat

\_\_\_\_\_

sister to annoy

\_\_\_\_\_

**Part 3** - Underline the main clause in these sentences.

The dentist pulled out one of my teeth which really hurt!

I dropped my book in a puddle on the way home from school.

↓  
Ensure the student knows the difference between phrases and clauses. Phrases are usually short and don't have a verb, clauses contain verbs and they can be a sentence in their own right.

# How am I doing?

The next two pages revise many grammar and punctuation subjects covered in this book.

If you get stuck, look back at earlier topics.

**Part 1** - Copy the sentences. Add the missing **speech marks**.

Are we nearly there yet? Asked Tim

---

It is freezing outside, said Jake.

---

I feel very tired tonight, yawned meg.

---

**Part 2** - Add **a** or **an** in front of the nouns.

\_\_\_\_\_ dog

\_\_\_\_\_ elephant

\_\_\_\_\_ bucket

\_\_\_\_\_ cup

\_\_\_\_\_ icebox

\_\_\_\_\_ monk

\_\_\_\_\_ lock

\_\_\_\_\_ angel

\_\_\_\_\_ towel

\_\_\_\_\_ explorer

\_\_\_\_\_ icicle

\_\_\_\_\_ wagon

**Part 3** - Add an **adverb** to each of the sentences.

The children played \_\_\_\_\_.

The trees blew \_\_\_\_\_ in the wind.

Fiona slept \_\_\_\_\_ despite the storm.

I ran \_\_\_\_\_ to get help.

**Part 4** - Add the missing punctuation.

Watch out the wall might collapse

Where are we going to eat

Go and tidy your room

**Part 5** - Complete the table with words from the sentence.

The sheep raced into the lush field and they quickly started to eat the grass.

noun	verb	adjective	preposition	pronoun	connective

**Part 6** - Copy the phrase and add the missing apostrophe.

The lions cub \_\_\_\_\_

The childrens parents \_\_\_\_\_

The teachers car park \_\_\_\_\_

**Part 7** - Complete the table

Singular	Plural
family	
	stories
pony	
	cities

When a noun ends in a consonant + y, the y is changed to an i before es is added.

**Part 8** - Write the comparative and superlative adjectives for each of the adjectives,

old \_\_\_\_\_

red \_\_\_\_\_

# Unit 1

# Let's Talk About You

- Months
- School subjects
- Hobbies
- Jobs

Practice the vocabulary in the word banks below. Use the vocabulary to complete the sentences about yourself.

## Word Banks

### Months

January	July
February	August
March	September
April	October
May	November
June	December

### Subjects

English	History
Science	Geography
Maths	Physics
Art	Chemistry
PE	Biology
Music	IT(computers)

### Hobbies

singing, dancing, shopping, reading, swimming, Playing football, playing badminton, going to cinema, playing with friends, listening to music

Let

me introduce myself....

- Hi, my name's \_\_\_\_\_.
- I'm from \_\_\_\_\_. ( country )
- I live in \_\_\_\_\_. ( city )
- I'm \_\_\_\_\_ years old.
- My birthday is in \_\_\_\_\_. ( month )
- I'm a student at \_\_\_\_\_.
- My favorite subject is \_\_\_\_\_.
- My favorite sport is \_\_\_\_\_.
- There are \_\_\_\_\_ people in my family.
- My father is a \_\_\_\_\_. ( job )
- My mother is a \_\_\_\_\_. ( job )
- I would like to be a \_\_\_\_\_. ( job )
- My favorite hobby is \_\_\_\_\_.
- My favorite food is \_\_\_\_\_.
- My favorite drink is \_\_\_\_\_.
- I study English because \_\_\_\_\_.

### Jobs

Teacher	Firefighter
Nurse	Police officer
Doctor	Shop keeper
Cleaner	Builder
Postman	Engineer
Pilot	



### Because

... I like it a lot.  
... I think it's important.



# Let's Talk About My Friend

Practice asking your classmate some of the questions below to find out more about them. Make notes of their answers so you can talk about them later

What's your name?  
What's your surname?

Do you have any brothers and sisters?  
Talk about them.

Where do you live?  
Talk about it.

What do you do?  
Do you like being a \_\_\_?

Do you have a pet?  
Talk about it.

What's your favourite food?  
What foods don't you like?

When's your birthday?  
What do you do for your birthday?

What's your favourite day of the week?  
Why?

What do you do in your free time?  
Talk about it.

How often do you ...? Make a sentence below using one of the adverbs of frequency

always	usually	often	sometimes	not often	rarely	never
100%	80%	60%	40%	20%	10%	0%

Once	}	a	{	day/week/
Twice				month/

- Interview another student ( choose 3-5 questions )
- Write down their answers below.
- Now tell the class about the person that you've interviewed.

For example: Let me introduce (name). She's a student at (school name). She has 2 sisters and 1 brother. She goes to the cinema once a week and likes action movies. Her favourite food is spaghetti and her favourite drink is orange juice. On Saturdays, she usually goes shopping with friends and has dinner at with her parents.

Friends name \_\_\_\_\_

What can you tell us about them?

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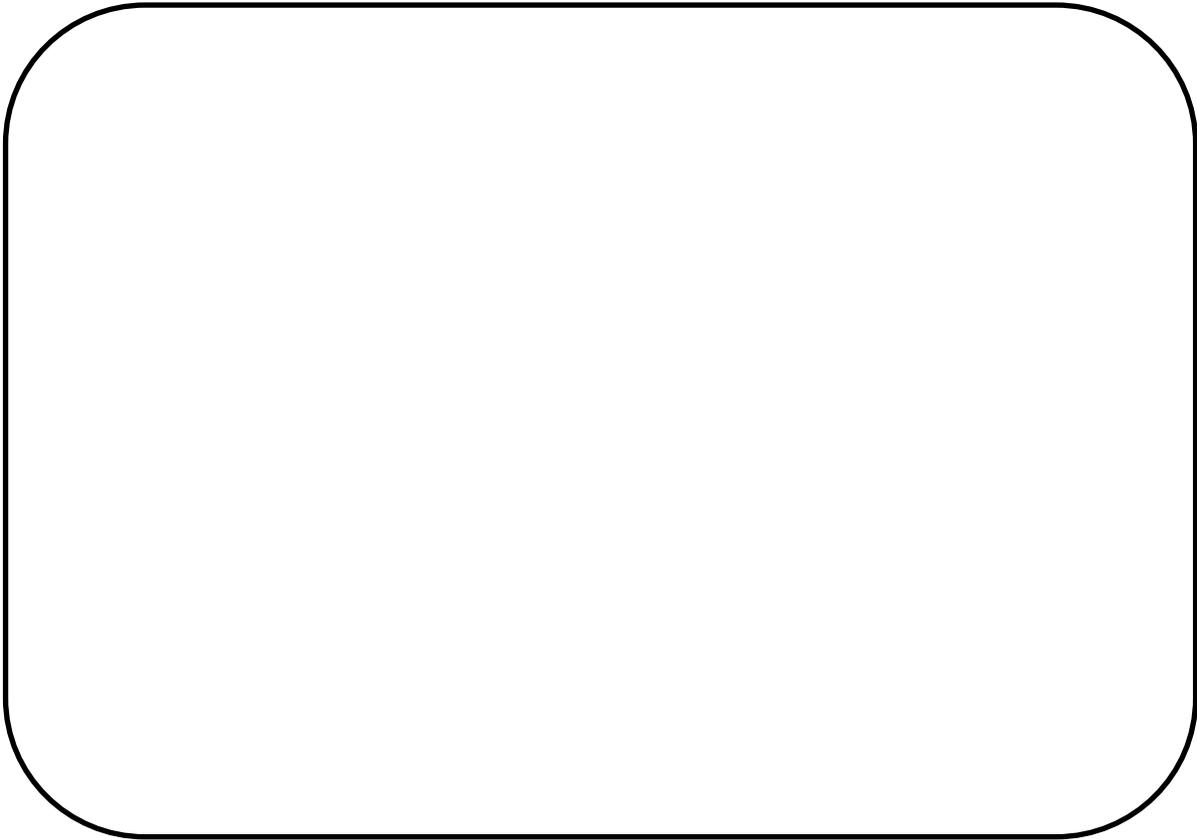
# Let's get to know each other

Play the game below so that you can get to know your classmates. Finish the sentences provided with information about yourself. Speak in full sentences.

<b>START</b> 	I love... 	I hate... 	My favourite place is... 	My favourite food is... 
I never get tired of...	I shouldn't... 	I should... 	My favourite drink is... 	<b>Go back 2</b>
I am happy when... 	<b>Go back 2</b>	I am sad when... 	I am angry when...	I am excited when...
<b>Miss a turn</b>	I was born in... 	I live in ...	I'm from ...	I'm scared of...
I think boys are... 	I think girls are... 	I think my teacher is... 	My first memory is...	People think I'm...
In ten years I'll...	In five years I'll... 	I'm bad at...	I'm good at...	<b>Miss a turn</b>
<b>Go back 2</b>	Tomorrow I'd like to...	Tomorrow I have to... 	My best friend is...	<b>FINISH</b> 

# Let's Talk More About You

Draw a picture of yourself for your oral presentation. You can draw yourself in a place that you like, doing something that you like or with people that you like. You will have to talk about yourself to the class for one minute.



Make some notes about yourself to help you with your oral presentation.  
Talk about what you like to do using at least **three verbs**.

---

---

Describe your appearance or personality using at least **three adjectives**.

---

---

Name some of your favourite things or people using at least **three nouns**.

---

---

# Unit 2

# Let's Talk About School

- School subjects
- Verbs
- Time
- Nouns

Practice the vocabulary in the word banks below. Use the vocabulary to complete the sentences about your school.

## Word Banks

### Verbs

Read	Check
Write	Ask
Listen	Answer
Practice	Think
Do	Help
Make	Study

### Subjects

English	History
Science	Geography
Maths	Physics
Art	Chemistry
PE	Biology
Music	IT(computers)

### Times

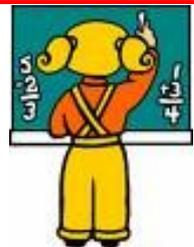
1 o'clock	7 o'clock
2 o'clock	8 o'clock
3 o'clock	9 o'clock
4 o'clock	10 o'clock
5 o'clock	11 o'clock
6 o'clock	12 o'clock

Let me talk about my school...

- Hi, my name's \_\_\_\_\_.
- I'm \_\_\_\_\_ years old.
- I'm a student at \_\_\_\_\_.
- I'm in grade \_\_\_\_\_.
- My homeroom teacher's name is \_\_\_\_\_.
- My favorite teacher's name is \_\_\_\_\_.
- My favorite subject is \_\_\_\_\_.
- There are \_\_\_\_\_ students in my class.
- I go to school at \_\_\_\_\_. ( time )
- I finish school at \_\_\_\_\_. ( time )
- I get the most homework from \_\_\_\_\_. ( subject )
- I don't like to study \_\_\_\_\_. ( subject ) because
- At break time I \_\_\_\_\_. ( verb )
- I'm good at \_\_\_\_\_. ( subject )
- I'm bad at \_\_\_\_\_. ( subject )
- I take \_\_\_\_\_ in my school bag.
- I go to school because \_\_\_\_\_.

### Nouns

Book	Pencil case
Pencil	Diary
Pen	Dictionary
Eraser	Ruler
Sharpener	Calculator



- ... I like it a lot.
- ... I think it's important.
- ... I have to.
- ... my friends are there.
- ... I want to learn.

# Let's Talk About My Friend's School

Practice asking your classmate some of the questions below to find out more about them. Make notes of their answers so you can talk about them later

What school do you go to?  
Where is it?

What time do you go to school? What time do you finish?

What do you do at break times?

What do you like best about your school?

Have you ever been late for class? If so, why?

Is your school far from your home?

Explain.

How do you get there?

Who wakes you up for school? What time?

What time do you eat lunch at school?

Who takes you to school?

What do you eat there?

How often do you ...at school? Make a sentence below using one of the adverbs of frequency

always	usually	often	sometimes	not often	rarely	never
100%	80%	60%	40%	20%	10%	0%

Once	}	a	{	day/week/
Twice				month/

- Interview another student ( choose 3-5 questions )
- Write down their answers below.
- Now tell the class about the person that you've interviewed.

For example: Let me talk about my friend's school. (He/ She ) goes to ( school name ).  
At break time (he/she) plays with friends in the playground.

Friends name \_\_\_\_\_

What can you tell us about their school?

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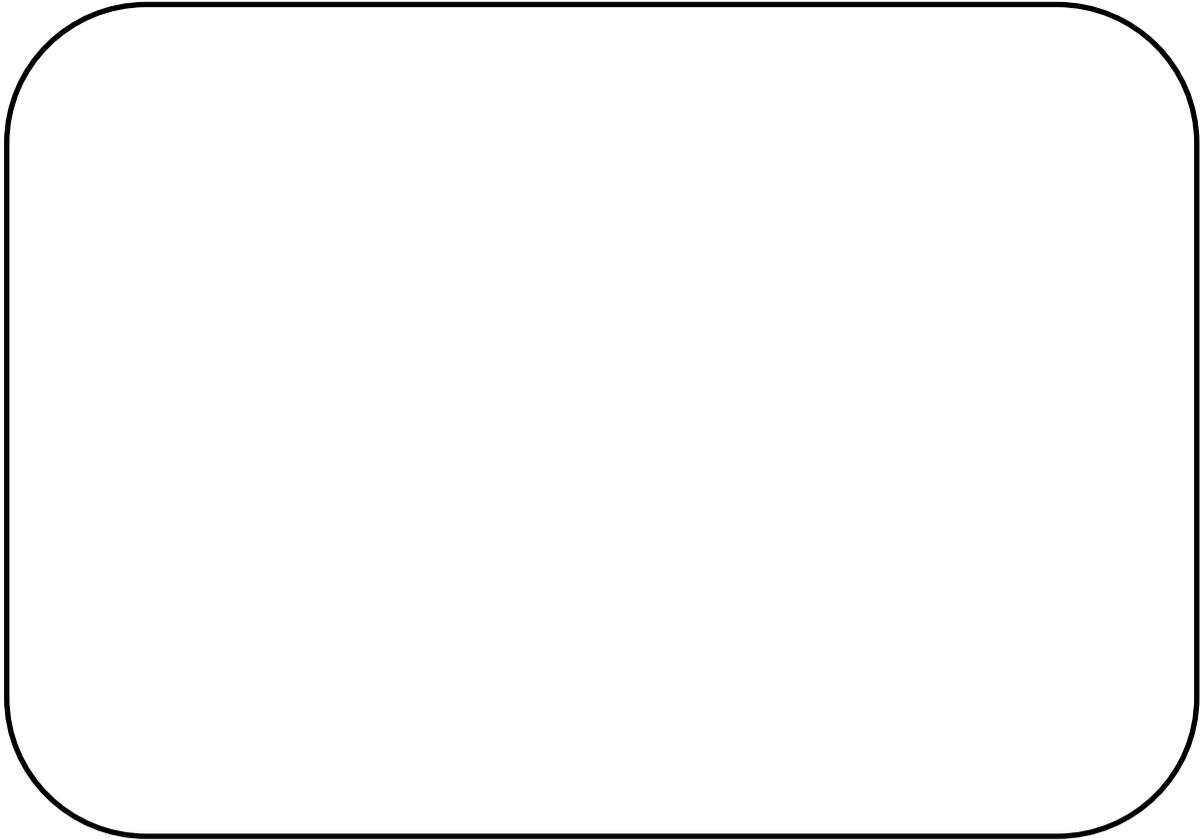
# Let's get to know each other

play the game below so that you can get to know your classmates. Finish the sentences provided with information about yourself. Speak in full sentences.

<b>START</b> 	My school is...	My school has...	My school isn't...	My school hasn't got...
At school I always...	At school I never...	At school I sometimes...	I started school when I was...	<b>Go back 2</b>
I will finish school when I'm...	<b>Go back 2</b>	I like my school because...	School is important because...	When I'm not at school...
<b>Miss a turn</b>	I have ... classmates	My favourite teachers name is...	I'm in grade...	My favourite subject is...
At school I'm looking forward to...	My behaviour is...	I do my homework ...	I listen to ...	I'm allowed to...
I'm not allowed to...	I help with...	My teachers are...	My favourite place at school is...	<b>Miss a turn</b>
<b>Go back 2</b>	My classroom is...	My school uniform is...	My school playground is ...	<b>FINISH</b> 

# Let's Talk More About My School

Draw a picture of yourself at school for your oral presentation. You will have to talk about your school to the class for one minute.



Make some notes about your school to help you with your oral presentation. Talk about what you like to do at school using at least **three verbs**.

---

---

Describe your school using at least **three adjectives**.

---

---

Name some of your favourite things or people at school using at least **three nouns**.

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# Unit 3

# Let's Talk About My Home

- Cities
- Buildings
- Rooms
- Furniture

Practice the vocabulary in the word banks below. Use the vocabulary to complete the sentences about yourself.

## Word Banks

### Cities

Bangkok	Rome
Chonburi	Tokyo
London	Munich
Liverpool	Amsterdam
Madrid	New York
Paris	Washington

### buildings

House	Tree house
Flat	Bungalow
Apartment	Igloo
Hut	Shed

### Rooms

Kitchen	Dining room
Living room	Utility room
Bedroom	Attic
Garage	Cellar
Loft	Bathroom

Let me introduce myself....

- Hi, my name's \_\_\_\_\_.
- I was born in \_\_\_\_\_. ( city )
- I live in \_\_\_\_\_. ( city )
- I live in a \_\_\_\_\_. ( building )
- My house has \_\_\_\_\_ rooms.
- My favourite room at home is \_\_\_\_\_.
- In the kitchen there is a \_\_\_\_\_.
- In the living room there is a \_\_\_\_\_.
- In my bedroom there are some \_\_\_\_\_.
- I have lived in this house for \_\_\_\_\_.
- I eat in the \_\_\_\_\_. ( room )
- I sleep in the \_\_\_\_\_. ( room )
- I watch TV in the \_\_\_\_\_. ( room )
- I do my homework in the \_\_\_\_\_.( room )
- I love my home because...\_\_\_\_\_.

### furniture

Bed	Lamp
Sofa	Table
Sink	Chair
Cupboard	Television
Bookcase	Window
Race	



### Because

... my family live there.  
 ... i'm happy there.  
 ... it's comfortable.



# Let's Talk About My Friends Home

Practice asking your classmate some of the questions below to find out more about them. Make notes of their answers so you can talk about them later

Where do you live?

Talk about it

How many rooms are there in your home?

Name them.

What is there in your bedroom?

Name the furniture.

What is there in your living room?

Name the furniture.

What is there in your kitchen?

Name the furniture.

Do you prefer living in the city or the country?

Explain your answer.

How many times have you moved house?

Did you enjoy it?

Whose house do you like to visit?

Explain why.

Who does the housework in your family?

What do you do to help?

How often do you ...? Make a sentence below using one of the adverbs of frequency

always	usually	often	sometimes	not often	rarely	never
100%	80%	60%	40%	20%	10%	0%

Once	}	a	{	day/week/
Twice				month/

- Interview another student ( choose 3-5 questions )
- Write down their answers below.
- Now tell the class about the person that you've interviewed.

For example: Let me introduce (name). ( He / She ) lives in a ( building ) in ( city )

Friends name \_\_\_\_\_

What can you tell us about them?

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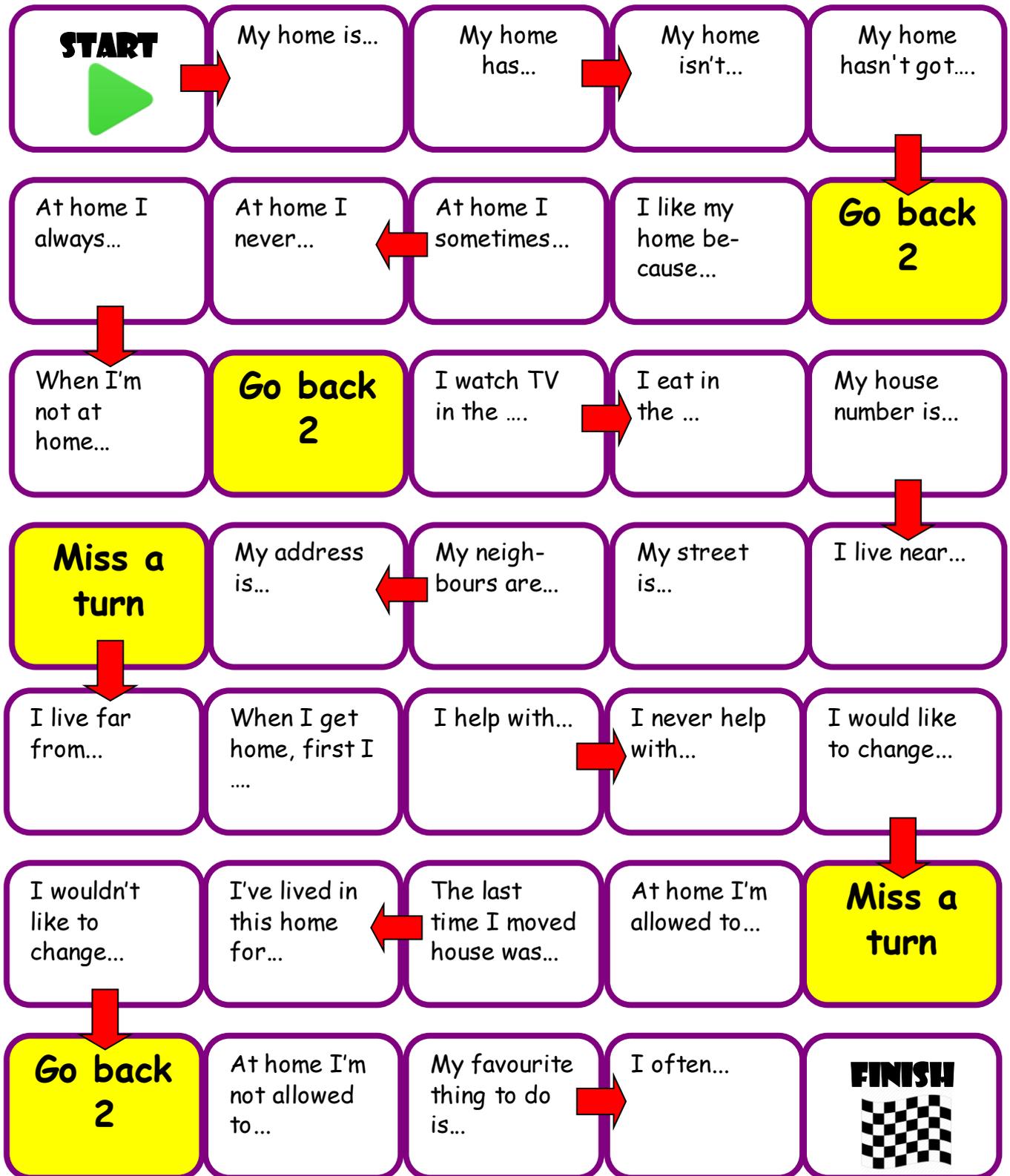
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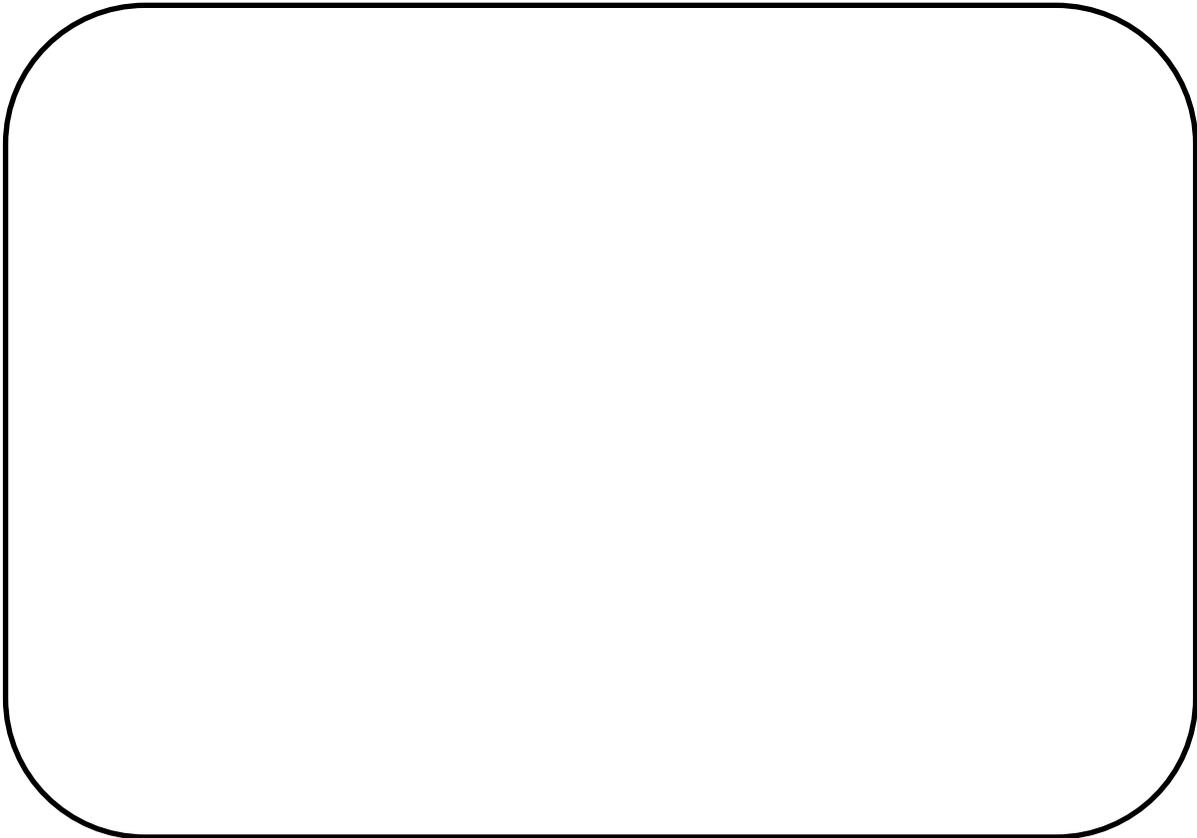
# Let's get to know each other

Play the game below so that you can get to know your classmates. Finish the sentences provided with information about yourself. Speak in full sentences.



# Let's Talk More About My Home

Draw a picture of yourself for your oral presentation. You can draw yourself in a place that you like, doing something that you like or with people that you like. You will have to talk about yourself to the class for one minute.



Make some notes about yourself to help you with your oral presentation. Talk about what you like to do at home using at least **three verbs**.

---

---

Describe your house using at least **three adjectives**.

---

---

## Explain and discuss

- Home sweet home.
- Home is where the heart is.
- A man's home is his castle.
- Charity begins at home.

Match BrE (left) with AmE (right)

1	cellar	a	apartment
2	lift	b	yard
3	garden	c	basement
4	flat	d	elevator

# Unit 4

# Let's Talk About Food

- Fruit
- Vegetables
- Drinks
- Popular food

Practice the vocabulary in the word banks below. Use the vocabulary to complete the sentences about yourself.

### Word Banks

#### Fruit

Banana	Pear
Apple	Watermelon
Mango	Pineapple
Coconut	Strawberry
Orange	Cherry
Grapes	Peach

#### Vegetables

Broccoli
Carrot
Cauliflower
Mushroom
Pepper
Cucumber

#### Drinks

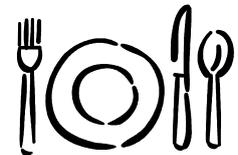
Water
Orange juice
Milk
Coke
Coffee
Tea

Let me introduce myself....

- Hi, my name's \_\_\_\_\_.
- My favourite food is \_\_\_\_\_.
- My favourite fruit is \_\_\_\_\_.
- My favourite vegetable is \_\_\_\_\_.
- My favourite drink is \_\_\_\_\_.
- My favourite restaurant is \_\_\_\_\_.
- I always eat \_\_\_\_\_.
- I sometimes eat \_\_\_\_\_.
- I never eat \_\_\_\_\_.
- I like \_\_\_\_\_ food. ( taste )
- I don't like \_\_\_\_\_ food. ( taste )
- I can cook \_\_\_\_\_.
- At home I usually eat \_\_\_\_\_.
- Food at school is \_\_\_\_\_.
- For breakfast I eat \_\_\_\_\_.
- For lunch I eat \_\_\_\_\_.

#### Popular food

Chicken	Chilli
Rice	Curry
Burger	Salad
Chips	Pork
Pasta	Beef
Soup	Sandwich



#### Tastes

Spicy
Salty
Sweet



# Let's Talk About My Friend

Practice asking your classmate some of the questions below to find out more about them. Make notes of their answers so you can talk about them later

What's your favourite food?  
How often do you eat it?

What's your favourite restaurant?  
Why?

Which country do you think has the best food?

Do you eat fast food?  
If yes, what fast food do you eat?

What is the most popular food in your county?

Can you cook?  
If yes, what can you make?

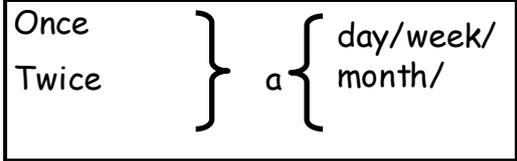
What does your pet eat?

Why is it important to eat healthy food?

Why shouldn't you eat too much sugar and fast food?

How often do you ...? Make a sentence below using one of the adverbs of frequency

always	usually	often	sometimes	not often	rarely	never
100%	80%	60%	40%	20%	10%	0%



- Interview another student ( choose 3-5 questions )
  - Write down their answers below.
  - Now tell the class about the person that you've interviewed.
- For example: Let me introduce (name).

Friends name \_\_\_\_\_

What can you tell us about them?

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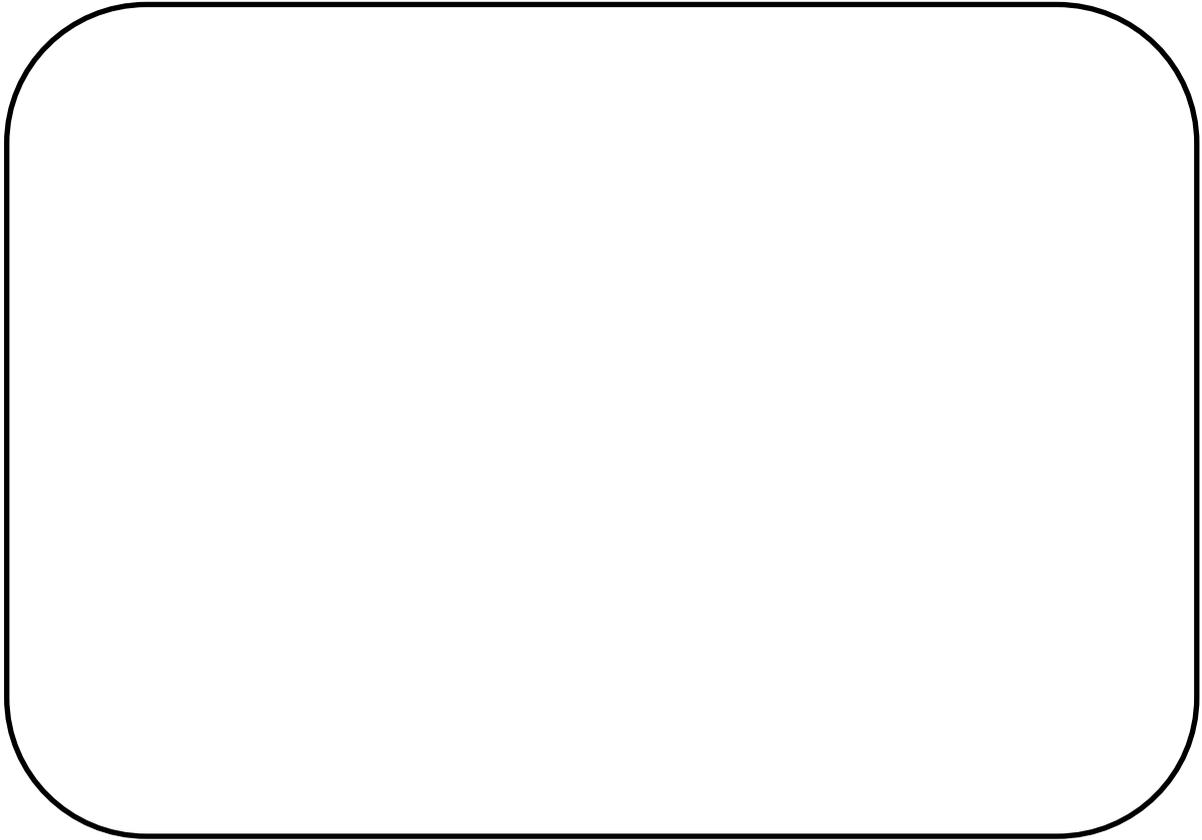
# Let's get to know each other

Play the game below so that you can get to know your classmates. Finish the sentences provided with information about yourself. Speak in full sentences.

<b>START</b> 	I like to eat ...	I don't like to eat...	Today I ate...	Yesterday I ate...
I always eat...	I never eat...	I sometimes eat...	Right now I want to eat...	<b>Go back 2</b>
My favourite healthy food is...	<b>Go back 2</b>	My favourite unhealthy food is...	My family eats a lot of...	My favourite vegetable is...
<b>Miss a turn</b>	My favourite fruit is...	My favourite fast food is...	My favourite restaurant is...	Fruit is...
Cake is...	Thai food is...	Desserts are...	The first food I tried was...	I have never tried...
The strangest food I've tried is...	My pet eats...	My best friend eats...	School food is...	<b>Miss a turn</b>
<b>Go back 2</b>	I drink a lot of...	I never drink...	I sometimes drink...	<b>FINISH</b> 

# Let's Talk More About Food

Draw a picture of yourself with some of your favourite foods. You will have to talk about food to the class for one minute.



Make some notes about your school to help you with your oral presentation. Describe your favourite food using at least **three adjectives**.

---

---

Tick the food you have tried.

apple		cabbage		stew	
banana		mushroom		chicken	
rice		tomato		duck	
paella		celery		pork	
spaghetti		eggs		beef	
avocado		curry		frog	
coffee		burger		snail	
water		lasagne		fish	

# Unit 5

# Let's Talk About Travel

- Countries
- Transport
- Cities

Practice the vocabulary in the word banks below. Use the vocabulary to complete the sentences about yourself.

## Word Banks

### Countries

England	Korea
Thailand	Holland
America	Australia
Japan	Portugal
France	Spain
Cambodia	India

### Transport

Bus
Train
Car
Boat
Airplane
Helicopter

### Cities

Bangkok	Beijing
London	Liverpool
Madrid	Barcelona
Tokyo	Munich
Chonburi	Vientiane
Paris	Sydney

Let

me

introduce myself....

- Hi, my name's \_\_\_\_\_.
- I have been to \_\_\_\_\_. ( country / city / place )
- I have never been to \_\_\_\_\_. ( country / city / place )
- My favourite place to visit is \_\_\_\_\_.
- My last holiday was \_\_\_\_\_.
- I went with \_\_\_\_\_.
- I travelled by \_\_\_\_\_. ( transport )
- I've never travelled by \_\_\_\_\_. ( transport )
- My next holiday will be \_\_\_\_\_.
- I usually eat \_\_\_\_\_.
- I usually try \_\_\_\_\_.
- I wouldn't like to go to \_\_\_\_\_.
- The first place I ever visited was \_\_\_\_\_.
- On holiday I like to \_\_\_\_\_

because \_\_\_\_\_.

### Places

Mountains  
Beach  
Forest  
Campsite  
Farm  
Waterpark



### Because

It's fun.  
It's good.  
It's interesting

# Let's Talk About My Friend

Practice asking your classmate some of the questions below to find out more about them. Make notes of their answers so you can talk about them later

Have you ever been abroad?

Where did you go?

How many countries have you visited?

Talk about them.

Where do you usually go on holiday?

Talk about it.

How do you usually travel?

How do you prefer to travel?

Have you ever travelled by plane?

How did you feel?

What's your favourite city?

Why? What can you do there?

Do you ever go camping?

How do you feel about it?

Where did you spend your last holiday?

Talk about it.

How often do you go on holiday?

How often do you ...? Make a sentence below using one of the adverbs of frequency

always	usually	often	sometimes	not often	rarely	never
100%	80%	60%	40%	20%	10%	0%

Once	} a {	day/week/
Twice		month/

- Interview another student ( choose 3-5 questions )
- Write down their answers below.
- Now tell the class about the person that you've interviewed.

For example: Let me introduce (name). (He/She ) has visited ( country )

Friends name \_\_\_\_\_

What can you tell us about them?

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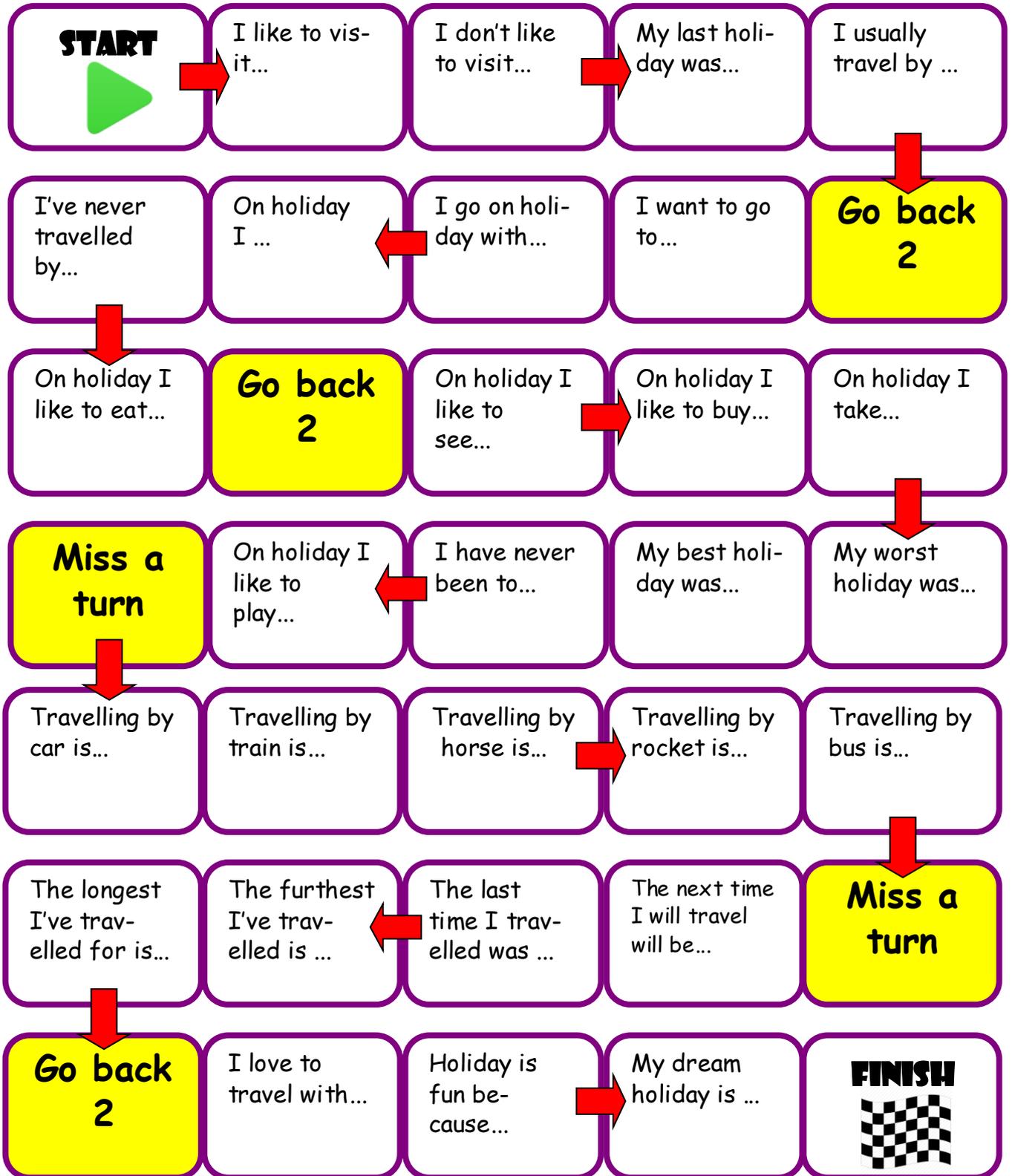
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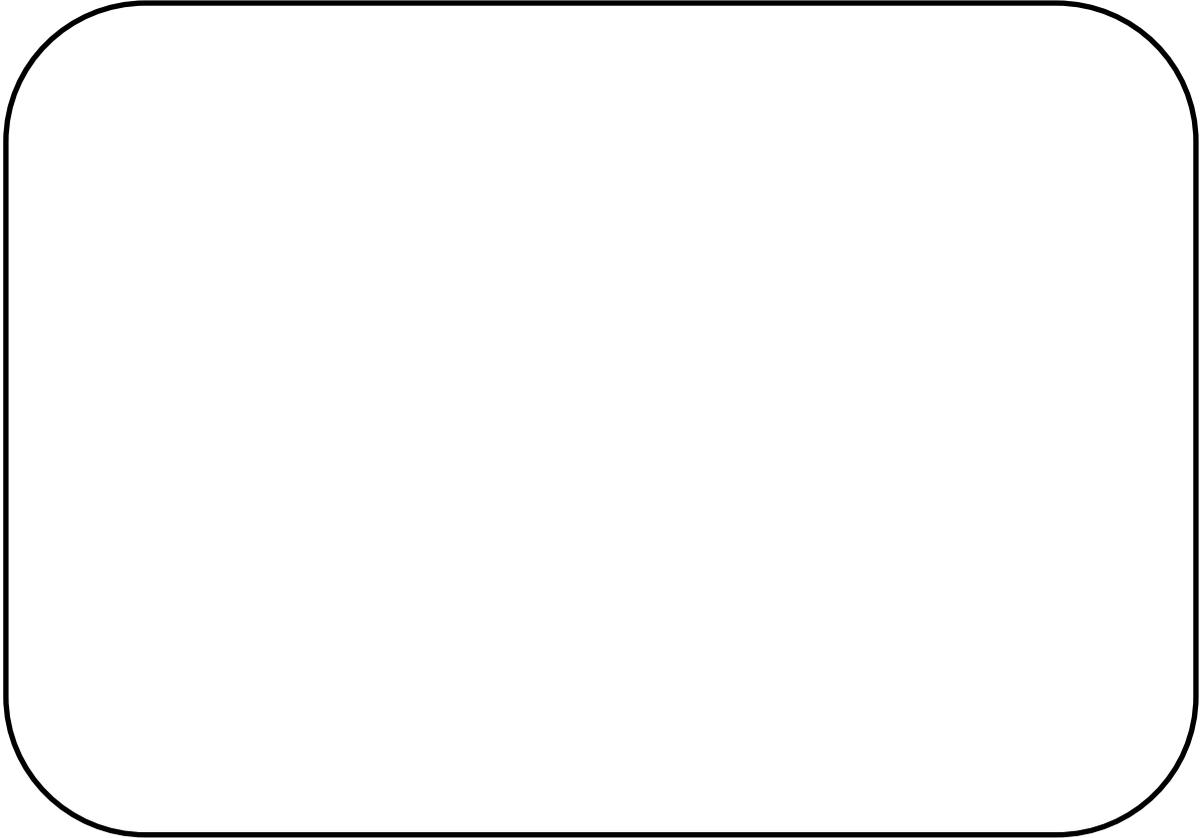
# Let's get to know each other

Play the game below so that you can get to know your classmates. Finish the sentences provided with information about yourself. Speak in full sentences.



# Let's Talk More About Travel

Draw a picture of yourself for your oral presentation. You can draw yourself in a place that you like, doing something that you like or with people that you like. You will have to talk about yourself to the class for one minute.



Make some notes about yourself to help you with your oral presentation. Talk about what you like to do on holiday using at least **three verbs**.

---

---

Describe your last holiday using at least **three adjectives**.

---

---

Draw the flag of your country:      Draw the flag of a country you have visited:



# Unit 6

# Let's Talk About the Future

- Will / wont
- Environment
- Should / shouldn't
- verbs

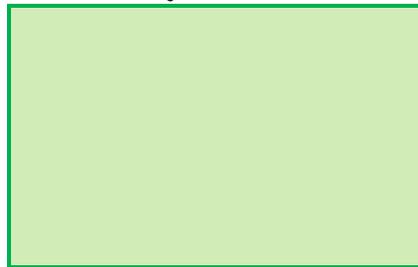
Practice the vocabulary in the word banks below. Use the vocabulary to complete the sentences about yourself.

### Word Banks

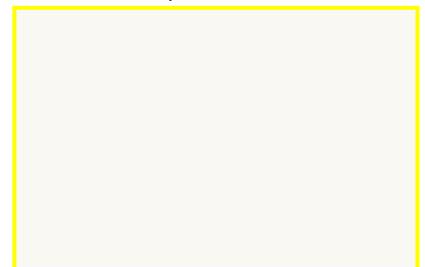
#### verbs

eat	try
play	make
go	play
do	work
see	learn
help	take

#### adjectives



#### places



Let me introduce myself....

- Hi, my name's \_\_\_\_\_ . ( verb )
- Tomorrow I will \_\_\_\_\_ . ( verb )
- Next week I will \_\_\_\_\_ . ( verb )
- Next year I will \_\_\_\_\_ . ( verb )
- In ten years I will \_\_\_\_\_ . ( verb )
- I will travel to \_\_\_\_\_ . ( place )
- I will be a \_\_\_\_\_ . ( occupation )
- I will live \_\_\_\_\_ . ( place )
- Pollution will be \_\_\_\_\_ . ( adjective )
- Robots will \_\_\_\_\_ . ( verb )
- Technology will be \_\_\_\_\_ . ( adjective )
- The earth will be \_\_\_\_\_ . ( adjective )
- Transport will be \_\_\_\_\_ . ( adjective )
- Global warming will be \_\_\_\_\_ . ( adjective )
- I'm \_\_\_\_\_ about the future because

#### Because




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# Let's Talk About My Friend

Practice asking your classmate some of the questions below to find out more about them. Make notes of their answers so you can talk about them later

What do you think the weather will be tomorrow?

What are you going to do tomorrow?  
Talk about your plans.

What are you going to do tonight?  
Talk about your plans.

Where do you see yourself in ten years time?

Do you think people will live longer?  
Explain your answer.

Will robots ever replace humans?  
Why do you think this?

Do you think the world will be better or worse in the future? Why?

How do you think your country will change in the future?

What new inventions would you like to see in the future?

How often will you ...? Make a sentence below using one of the adverbs of frequency

always	usually	often	sometimes	not often	rarely	never
100%	80%	60%	40%	20%	10%	0%

Once	} a {	day/week/
Twice		month/

- Interview another student ( choose 3-5 questions )
  - Write down their answers below.
  - Now tell the class about the person that you've interviewed.
- For example: Let me introduce (name).

Friends name \_\_\_\_\_

What can you tell us about them?

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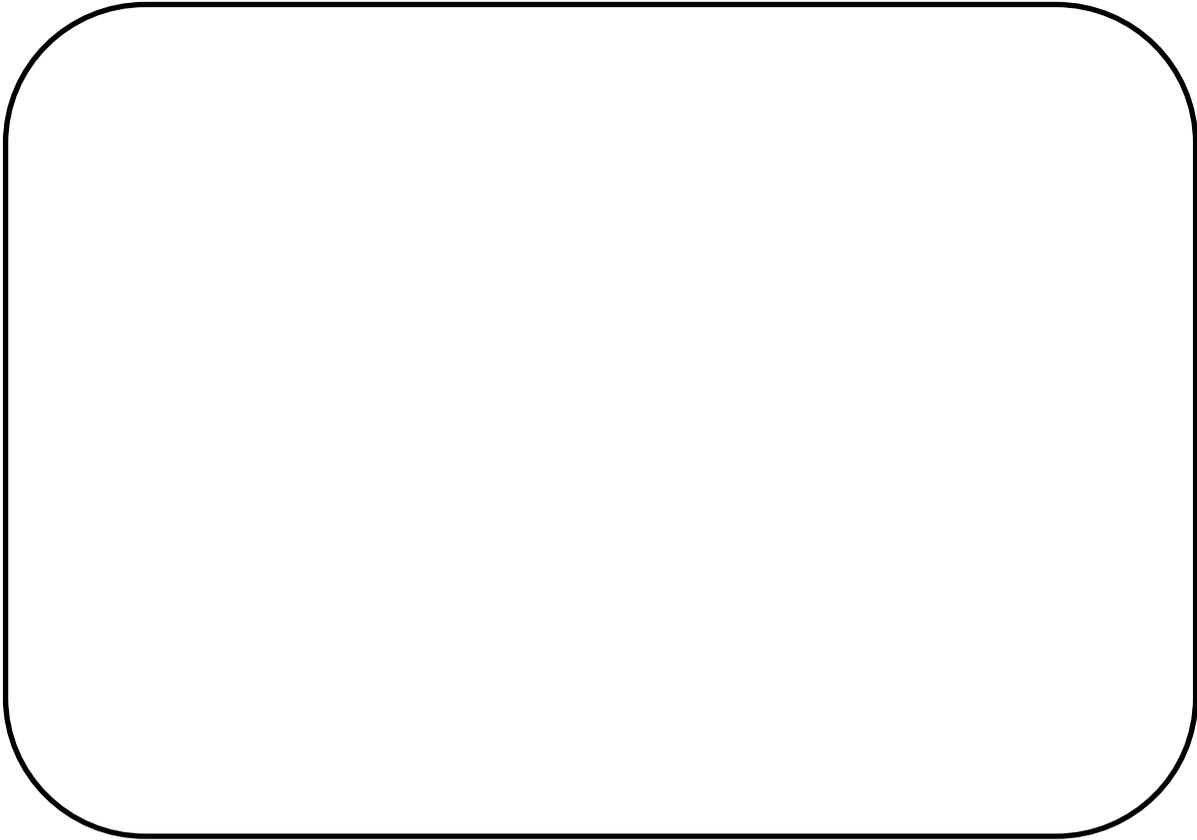
# Let's get to know each other

Play the game below so that you can get to know your classmates. Finish the sentences provided with information about yourself. Speak in full sentences.



# Let's Talk More About the Future

Draw a picture of yourself in the future for your oral presentation. You will have to talk about your future to the class for one minute.



Make some notes about your future to help you with your oral presentation. Talk about what you would like to do in the future using at least **three verbs**.

---

---

Do you think this will happen? Discuss	yes	no	maybe
Aliens will invade the earth.			
Flying cars will fix the traffic problems.			
Robots will take over the earth.			
Humans will fix the damage we've caused to the planet			
Tourists will go on space holidays.			
Scientists will invent time machines.			
People will live longer.			
There will be a friendly alien encounter.			

# Essential Vocabulary

Students should learn

Student can name all the pictures and the first sound. Date completed \_\_\_\_\_

# Essential Vocabulary

Students should learn all of this vocabulary gradually throughout the course. Students

Student can blend the individual sounds to make the words. Date completed \_\_\_\_\_

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Student can name all the pictures and the first sound. Date completed \_\_\_\_\_

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Students should learn all of this vocabulary gradually throughout the course. Students

Student can blend the individual sounds to make the words. Date completed \_\_\_\_\_

# Essential Skills

Students should learn

Student can name all the pictures and the first sound. Date completed \_\_\_\_\_

# Essential Vocabulary Skills

Students should learn all of this vocabulary gradually throughout the course. Students

Student can blend the individual sounds to make the words. Date completed \_\_\_\_\_

# Essential Skills

Students should learn

Student can name all the pictures and the first sound. Date completed \_\_\_\_\_

# Essential Vocabulary Skills

Students should learn all of this vocabulary gradually throughout the course. Students

Student can blend the individual sounds to make the words. Date completed \_\_\_\_\_





# YEAR 4

This book is created to support Year 4 students in improving their English skills as part of the Key **Stage 1** curriculum.

Through engaging activities and age-appropriate content, children will develop essential language skills in reading, writing, speaking, and listening.

[www.universalenglishacademy.com](http://www.universalenglishacademy.com)