

LEARN...
Sample pages
from English 4

A world of words 13 to 18

L13. Asking questions

how
what
who
why
when
where
which
whose

L14. Connecting words

after
before
until
while
during
because
although
whether

L15. Sound and music

hear
music
quiet
loud
listen
noise
concert
instrument

L16. Living things

animal
wildlife
human being
habitat
insect
people
endangered
species

L17. The natural world

flowers
leaves
nature
forest
countryside
valley
fields
jungle

L18. Cool, clear water

lake
river
waves
waterfall
shore
stream
puddle
ocean

A world of words 19 to 24



L19. Night time

sunset
midnight
darkness
sleepy
dream
awake
pillow
nightmare

L20. Not feeling well

sick
doctor
illness
hospital
pain
hurt
medicine
allergic

L21. Food and drink

ate
snack
knife
picnic
hungry
thirsty
juice
delicious

L22. Young ones

children
toddler
babies
teenager
infants
youngster
junior
youth

L23. Friends and family

mother
father
uncle
aunt
classmates
friends
colleagues
neighbours

L24. Pay and money

pocket money
wages
earn
wallet
purse
bank account
salary
finance

LEARN...
Sample pages
from English 4

Rules, patterns and important words 43 to 48

L43. Suffix: ous

humour
humorous
glamour
glamorous
courage
courageous
outrage
outrageous

L44. Suffix: ous

famous
various
dangerous
poisonous
enormous
jealous
tremendous
serious

L45. Sounds like ay

weight
weigh
obey
prey
eight
eighth
vein
neighbour

L46. Sounds like sh

chevron
chute
chef
chalet
chauffeur
brochure
machine
parachute

L47. Letter string: sc_

scene
scent
science
scientific
disciple
discipline
fascinate
crescent

L48. Double letters

grammar
possess
address
pressure
suppose
opposite
occasion
occasionally

Rules, patterns and important words 49 to 54

L49. Word families

mention
mentioned
unmentionable
nature
natural
unnatural
naturally
unnaturally

L50. Word families

consider
considerable
consideration
continue
continuation
complete
completely
incomplete

L51. Word families

actual
actually
accidental
accidentally
tomato
tomatoes
potato
potatoes

L52. Slippery spellings

describe
enough
heart
minute
backwards
forwards
decide
decision

L53. Slippery spellings

history
interest
knowledge
material
medicine
strange
regular
recent

L54. Slippery spellings

guard
guide
believe
centre
century
question
remember
purpose

PRACTISE...

Sample pages from English 4

Practising Language 7a and 7b

Powerful verbs

Try to use **verbs that pack a punch!** Choose verbs with **strong, precise meanings** to make your writing clearer and more exciting.



*gushing cascading dripping
trickling splashing leaking*

P7a

Look for these **powerful verbs** in the wordsearch:

- stumble
- grab
- groan
- hobble
- sprint
- giggle
- gasp
- crunch
- heave

S	T	U	M	B	L	E	A
P	H	E	A	V	E	B	C
R	O	S	H	O	U	T	L
I	B	G	I	G	G	L	E
N	B	R	D	R	A	E	A
T	L	A	F	O	S	G	P
H	E	B	I	A	P	J	K
L	C	R	U	N	C	H	M

Can you find two more **verbs** in the wordsearch?

P7b

Draw a line to match each **verb** with a **stronger, more exciting alternative**:

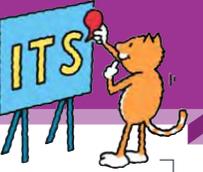
- run
- fall
- eat
- break
- like

- tumble
- devour
- sprint
- adore
- smash

Find a **stronger alternative** for these **verbs**:

- smile _____
- dislike _____
- cry _____
- hit _____
- talk _____
- sit _____
- walk _____

Practising Language 7c and 8a



P7c

Rewrite this nursery rhyme, replacing each **verb in green** with a more **powerful** one:

Little Miss Muffet
 Sat on a tuffet
 Eating her curds and whey.
 Along came a spider
 Who sat down beside her
 And frightened Miss Muffet away.

Adverbs

It's not only **what** you do that's important, but also **how** you do it. **Adverbs** are there to tell us **where, when** and **how** the action takes place.



A snail moves slowly.



A racehorse runs quickly.

P8a

Underline the **adverbs** in these sentences:

- Matthew carefully climbed the ladder.
- The cat clung tightly to the branch.
- Matthew reached out gently to help the cat.
- The ladder wobbled dangerously as he leant forward.
- The cat jumped easily to the grass.
- Matthew yelled angrily as it disappeared.

Circle the best **adverb** to complete each sentence:

- I shouted *carefully* / *loudly* for my friend to win the race.
- He ran *swiftly* / *sweetly* and won the race, *neatly* / *narrowly* beating my sister, who yelled *quietly* / *angrily* that she should have won.

You usually make **adverbs** by adding **-ly** to the end of an adjective.

PRACTISE...
Sample pages
from English 4

Practising Language 15a and 15b

Read all about it!

Read carefully to work out what is going on.

P15a

What were the boxes in the garden?

boxes John had brought to make a den

boxes Dad had got from the tip

boxes the new TV had come in

What was Dad planning to do with the boxes?

put the TV in them

take them to the rubbish tip

use them for picnics

Who had the idea of flying to the moon?

Zubin John Dad

Why did Dad go inside?

he was going to the rubbish tip he had to finish installing the new TV

he needed to do something with the boxes

P15b

Write down all the words that tell you that these statements are true:

- There was more than one box. _____
- Zubin and John are not brothers. _____
- The television had just been delivered. _____

Voyage to the Moon

There was a pile of cardboard boxes in the garden left over from the new television Zubin's dad had bought.

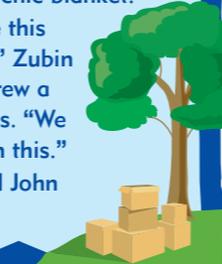
"Do you need these boxes, Dad?" Zubin asked.

"No. I'm going to take them to the tip later," Dad said and went indoors to finish wiring up the TV speakers.

"Let's build a den," John yelled. He grabbed the largest cardboard box and covered it with a picnic blanket.

"Here! We could use this box as a control panel." Zubin dragged it inside. He drew a screen and some buttons. "We could fly to the moon in this."

Zubin and his friend John climbed inside.



Practising Language 15c and 16a



P15c

What else could Dad have done with the boxes?

What would you do with the boxes?

Continue the story for another few lines. Include some speech:

Be your own editor!

It's important to review your work by reading it through when it is finished to see if you can find ways of improving it.

Boring!

The dog ate its dinner.



Impact!

The dog ate its dinner ravenously because it was the first time it had eaten for three days.

P16a

Add adverbs and details to improve these sentences:

- The girl got off the bus. _____

- The boys walked to school. _____

- Jamie read a poem. _____

Words which are carefully chosen help to make writing much more interesting.

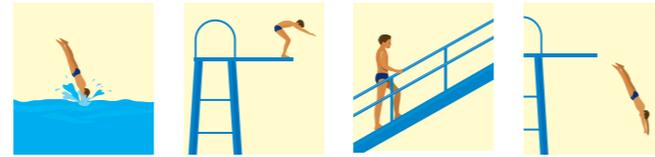
PRACTISE...

Sample pages from English 4

Practising Language 27a and 27b

Sentence construction

Sentences can be short or long, simple or complex...but they all need to make sense.



P27a

Underline the two words that need to change places for the sentence to make sense.

- Tom would have run the race if he had won slightly faster.
- A fish is not a whale and is actually a mammal.
- My friend and I measured the length of the answer and wrote the playground in our books.
- It was three for the free youngest children to go into the theme park.
- We climbed over to the top of the tower and looked out up the city.

When things are out of order, they just don't make sense!

P27b

Verb tenses tell us if we are talking about events in the present, in the past or in the future. Read these sentences and write **today**, **tomorrow** or **yesterday** in the space:

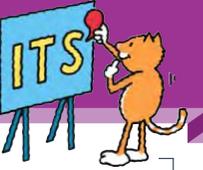
- When Mum was in the shopping mall _____ she bought a new sofa.
- "I'm not watching television _____ as my friend is here with me."
- "I'm going to bed now as we're getting up very early _____ morning to go to the airport."

Rewrite these sentences, using the correct tenses and forms of the verbs:

- We go camping last weekend and we was lucky because it doesn't rain.

- My mother doesn't learn to swim until she is an adult, but she swim very well now.

Practising Language 27c and 28a



P27c

Put these words into the correct order to make sensible sentences. To help get you started, the first word of each sentence is in blue:

what look a means dictionary know you in don't If word a

use our methods Advertisements of get lots attention to different

Rabbits like carrots. Change whatever is necessary to make this:

- a negative sentence _____
- a question _____

Connectives

We can choose how to link our ideas together to express our opinions. A **connective** is a word or phrase that links sentences or parts of sentences.



Living in the countryside can be lovely.



On the other hand, it can be very annoying!

P28a

Often there are two different sides to a question. Write a sentence starting with **On the other hand** to give a different point of view:

- Television is a waste of time. _____
- Summer is the best time of the year. _____
- Sweets taste nice. _____

Connectives can help you argue your point of view.

THINK...

Sample pages from English 4

Thinking Tasks 13 to 18

T13. Discover a fantasy world

- Think about books you have read that involve imaginary, fantasy worlds.
- Choose one and imagine you've discovered this world yourself.
- Write a description as an entry in an explorer's journal of what it's like and what you would find.

An amazing thing happened today as I opened the wardrobe...

T14. Are you afraid of the dark?

- Settings influence events and the way characters behave, for example, when it's dark, a familiar room or your own home may appear scary.
- Describe somewhere that frightens you.
- Use short sentences and hint at things with words such as chilly, shiver, etc.

T15. Animal magic

- Choose an animal and write a poem about it using similes, for example:

Eyes like...

Ears like...

Legs like...

Sounds like...

As tiny/fierce/fast etc...



- Neatly present and illustrate your poem.
- Learn your poem and recite it to an audience.
- Can people guess the animal you are describing?

T16. Life on Mars

- It's the year 2025 and you're on holiday on the planet Mars.
- Write a postcard home, describing what it's like and what you've been doing.
- Use some vivid and expressive adjectives, for example:

Dear Mum,
The colours here on Mars are just incredible - the earth is a deep, rich red...

T17. Here's what happened

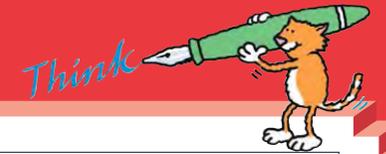
- Read a book or watch a TV programme and note down what happens.
- Use key words and abbreviations to help you remember.
- Edit your notes, taking out what is not important.
- Write a brief summary for somebody who has missed the programme or never read the book.

T18. Pamper your pet

- Draw a diagram on how to look after a pet.
- Choose the pet you would like to look after and put it in the middle, e.g. a hamster, gerbil, fish, bird, etc.
- List the things it may need under different headings, e.g. food, home, exercise, toys, etc. Use books or the internet to help you find information.



Thinking Tasks 19 to 22



T19. Have you heard the news?

- Journalists often write their stories by using the **five Ws**:

What? Who? When? Where? Why?

- The headline is usually the 'What?' with a punchy sub-heading to give more detail.
- The rest of the **five Ws** are then organised into paragraphs, often with quotations as supporting evidence.
- Using no more than 200 words, write a post for a blog discussing this headline:

Year 4 Pupil Wins Prize

- Read it aloud and check that it sounds like a real blog posting.

Year 4 Pupil Wins Prize



T20. My robot

- Invent a machine that can do one of these things:
 - walk the dog
 - make breakfast
 - teach a baby how to walk
 - help someone to learn to swim
- Draw a diagram of your machine with labels and explain how it works.

T21. Facing up to problems

- Characters in books very often face problems, e.g. bullying, feeling lonely, etc. The stories tell us how they deal with their difficulties.
- Think of a story you know that raises these kinds of problems.
- Briefly explain the problems and how the character deals with them.
- What do you think of the writer's solutions? What could be alternative courses of action? For example:

In the end, Joe goes to another school and makes new friends so he's not lonely any more. I think there could be other solutions...

T22. The moral of the story

- We learn something from every book we read, but some books have a particular moral (or lesson) they want to teach us.
- Choose a book which really taught you something and explain what the moral was.
- Then write a short alternative ending to the story. What's the moral now? For example:



So, as you see, the moral is that you shouldn't judge people by their appearances. However, if things had been different and...