

Unit 5

The Only Problem is



English
Year 4
2023/2024



Name	
Class	

Spelling list 8

	Read	Check	Alphabetical order
1	Hideous		
2	Petrified		
3	Arrogant		
4	Brief		
5	Deafening		
6	Dull		
7	Elegant		
8	Colossal		
9	Gifted		
10	Grotesque		
11	Miniature		
12	Motionless		
13	Raspy		
14	Swift		
15	Spotless		

A) Now choose five words from the spelling list and write a sentence using the word. This does not mean the definition of the word.

1	
2	
3	
4	
5	

B) Now choose five different words and write their definition.

1	
2	
3	
4	
5	

Spelling list 9

	Read	Check	Alphabetical order
1	Pasture		
2	Adventure		
3	Departure		
4	Gesture		
5	Agriculture		
6	Signature		
7	Culture		
8	Lecture		
9	Texture		
10	Picture		
11	Structure		
12	Nature		
13	Nurture		
14	Vulture		
15	Puncture		

C) Now choose five words from the spelling list and write a sentence using the word. This does not mean the definition of the word.

1	
2	
3	
4	
5	

D) Now choose five different words and write their definition.

1	
2	
3	
4	
5	

(glance - terribly - briefly - piled in - lavishly - discomfit - swivel - peer - admiringly - padded)

A. Fill in with a suitable adverb from the brackets above.

1. They know each other _____ well.
2. Everyone looked _____ at the brave man who saved the boy.
3. I thanked my mom _____ for her generous gift on my birthday.
4. The principal spoke _____ in the morning

B. Replace the underlined words with powerful verbs from the brackets above.

1. After the storm we went out to look carefully at the damage.

2. She took a quick look at him when he entered the room.

3. She turned around to see who was calling her. _____
4. She entered the room through the door. _____
5. The silence _____ everyone in the room.
6. They _____ together to thank him for his gift.

(fondled - ambled - enraptured - sterner)

A. Fill in the spaces with words from the brackets above.

1. We _____ along the road as we talked.
2. Mary _____ the dog's ear.
3. The children were _____ with their grandfather's stories.
4. I am made of _____ stuff than feeling like a loser. I am going to work harder till I win.

Grammar:

Commas After Fronted Adverbials

Look at the sentences below. Add the missing comma after the fronted adverbial.

- 1 *After a while the mermaid realised her Prince was not returning and gave up.*
- 2 *Before long the Princess had formulated a plan to escape from her towery prison.*
- 3 *As the sun was setting all the fairies buzzed and fluttered around the palace, preparing for the ball.*
- 4 *Twice a year a group of young men from the village would venture into the forest in search of the great fabled beast.*
- 5 *Above the clouds the magical palace floated.*
- 6 *Between the sea and the sky there is a legendary place where all the magic in the world can be found.*
- 7 *Behind the waterfall a beautiful cave was hidden.*
- 8 *In the distance there were unicorns furiously galloping towards the beach.*
- 9 *As quick as a flash the wizard tapped his hat with his wand and disappeared.*
- 10 *Positively trembling with excitement the little girl reached out her hand and gripped the door handle.*

Spot the Fronted Adverbials

A fronted adverbial is a word, phrase or clause at the beginning of a sentence that gives more details about the time, place, frequency, possibility or manner of the action in the main clause. We always use a comma after a fronted adverbial to demarcate it from the main clause.

1. Can you place a comma after the fronted adverbial in these sentences?

For example:

After the storm, the people of the town cleared up the damage from the flooding.

- a) Baffled by the mathematical problem the professor felt frustrated.
- b) Under the bridge the misunderstood troll waited patiently for his goat friends.
- c) Once a year the people put on their costumes and partied at the carnival.
- d) Before the holidays the Y6 pupils had a farewell celebration at their junior school.
- e) Almost certainly Eva's team would win the upcoming sports day.

2. Now, write two fronted adverbial sentences of your own, where the fronted adverbials describe the time and place of the action in your main clauses.

time : _____

place: _____

A fronted adverbial is a word, phrase or clause at the beginning of a sentence that gives more details about the time, place, frequency, possibility or manner of the action in the main clause. We always use a comma after a fronted adverbial to demarcate it from the main clause.

1. Match up the fronted adverbials with the correct main clause making sure you add in the correct punctuation including a comma in the correct place. In the box, write what the fronted adverbial is describing.

several hours later

surely

the boy waited outside the headteacher's office

there was a mountain of books to mark

every single day

on the teacher's table

we arrived at the camp site

my sister ruins my model I have just made

with a nervous look on his face

he wasn't going to take that man's wallet

Sentence	time / place / frequency / possibility / manner?

Subject-Verb Agreement **Worksheet**

Why Do Subjects and Verbs Need to Agree?

Verbs are action or doing words, so they need to correspond with the person or people doing them.

Consider the following **incorrect** sentence:



The books *does* not belong on that shelf.

Because 'books' refers to more than one book, the plural form of the verb should be used (do).

Therefore, the **correct** sentence should read:

The books *do* not belong on that shelf.

Now take this more subtly incorrect example:

The rebellious class *laugh* when the teacher's face begins to redden with frustration.

In this case, 'class' is a **collective noun**. While it refers to a number of students, it captures that whole group in a single word like family, band or choir. This means the singular form of the verb - laughs - should be used. The correct sentence would be:

The rebellious class *laughs* when the teacher's face begins to redden with frustration.

Practising Subject-Verb Agreement

1. Complete the table below with the correct form of each verb.

	To Be	To Love	To Think	To Hope	To Do
I	am	love			do
We	are	love			do
He/She/It	is	loves			does
They	are	love			do

Subject-Verb Agreement **Worksheet**

2. Read through the following sentences and circle the correct form of the verb based on the subject.

You might like to use the table from Question 1 to help you. Sometimes it is easier to identify the correct form of the verb if we look more closely at the subject.

For instance: 'Family' uses the singular form of the verb. Even though there are multiple people in a family, this is a collective noun so we use the he/she/it form of the verb.

- a. My family **do / does** not mind that I have not chosen Science as a subject next year.
- b. I find it very unfair that my teachers **get / gets** to choose what they wear while I have to wear a uniform.
- c. As the audience **fill / fills** the hall, the band **start / starts** to chatter excitedly.
- d. The constant stream of cars **passes / pass** by, making me wonder if I'll ever be able to cross the road.
- e. The panel **judge / judges** contestants based on the quality of their presentation and costumes.

Taking It Further

Checking subject-verb agreement can be more difficult when sentences are longer or there are multiple subjects in a sentence.

For instance, consider the following sentences where **subjects** are in bold and the corresponding verb is underlined:

*The **crowd** of commuters - a sea of black and brown suits - surges forward as the next train pulls into the station.*

*As a constant **stream** of people and cars passes by, I worry about the likelihood of a future eruption here.*

In these examples, we have to look harder to check that the verbs agree with their subjects, as the verb does not come straight after its subject.

3. Write out the sentences below, taking care to use the correct form of the verb (in brackets) to suit the subject.

- a. After the final note is played, the orchestra takes a bow and then (to rush) off the stage.

- b. An enormous array of fine foods (to be) available in the dining room, so please make your way there.

The Raging River

*Shrouded in darkness from the slate, smoke-like
sky, it roars through the valley letting out its
battle cry. Gathering its men from side
streams and basins,
the foaming army marches onward as its pace
hastens.*

*Children playing on bridges watch their sticks hurry
away, as regal herons assemble searching for prey.*

*Down the mountain it slaloms, skiing down at
speed, guzzling and swallowing what's in its sight
with greed.*

*The rapids cascade on the rocks down
below, surging and crashing as the
water flows.*

*The strong current sweeps away everything in
sight, clearing the pebbled path with all its
might.*

*Rushing, spurting, shooting, leaping,
charging through the land, the water is
creeping
on its journey, wild and free,
tumbling on its way towards the sea.*

1. ... *slate, smoke-like sky*

What type of literary device is this? Tick one.

- simile
- personification
- metaphor
- alliteration

2. Draw **four** lines to match and complete the descriptions.

regal...

army

pebbled...

hero

foaming...

curre

strong...

path

3. Fill in the missing word.

The rapids _____ on the rocks down below

4. Where does the river tumble towards?

1. Find and copy one word from the second stanza that means the same as 'come together'.

2. In your own words, summarise what the poem is about.

3. Gathering its men from side streams and basins

What effect does the phrase 'Gathering its men' create?

