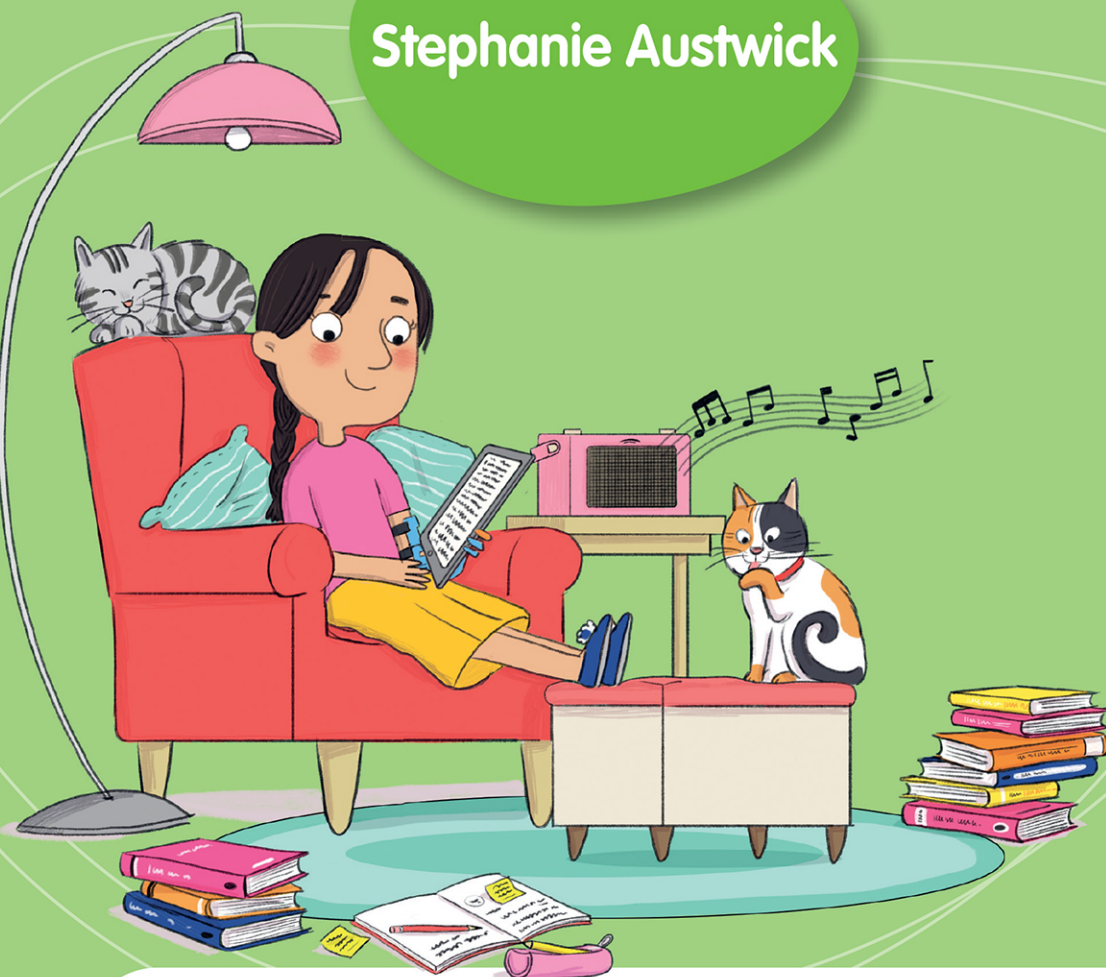


Cambridge Primary
Revise for Primary Checkpoint

English

Second Edition

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Study Guide

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What is this book about?

This Study Guide helps you to recall key information and ideas, and to build your understanding of the English topics that you have been learning during Stage 6. It will also help you to remember what you have learned for a long time.

As you work through this book, think about which approaches help you to:

- access your memory and remember ideas and words
- remember the most ideas or information
- organise what you know
- spot gaps in your learning and understanding
- enjoy doing revision.

Also think about which approaches you enjoy using. If you enjoy using an approach in revision, it can make revising a topic more interesting and easier to learn and remember.

Different approaches suit different learners, so work out which ones suit you best, and then you can make your brain work and grow!

This Study Guide helps you to revise the language skills you have learned this year, in preparation for your examination. It also helps you to remember useful language skills for life! The Study Guide is organised into three sections, focusing on the language skills you will be tested on: *Grammar, punctuation and vocabulary*, *Reading* and *Writing*. Each section revises an aspect of the curriculum, and then gives you the opportunity to practise, test and extend your skills.

Learn

Learn boxes highlight important skills and language rules that you can apply to all aspects of English.

Do you remember?

Do you remember? boxes contain important facts, explanations and examples to make revising easier.

Warm up

Warm up activities are little exercises to get you started, helping you to recall your previous learning.

Let's talk

Let's talk activities encourage you to discuss your learning and give you practice in speaking and listening.

Try this

Try this activities give you an opportunity to 'have a go', applying and extending what you have learned.

Hint

Hint boxes provide useful information to help you with your revision activities.

Further practice

Further practice activities give you another chance to consolidate your learning.

Challenge yourself

Challenge yourself activities extend your learning and provide opportunities to further develop your English language skills.

Vocabulary

Vocabulary boxes highlight key words for you to learn, spell and use in your writing.

Read and review

Read and review activities invite you to proofread, edit, improve or comment on an existing model.

Review

Review boxes prompt you to revisit your planning and make changes if necessary.

Check your understanding

Check your understanding sections allow you to revisit everything covered in the previous unit in order to make sure that you understand.

Unit 1

Grammar, punctuation and vocabulary

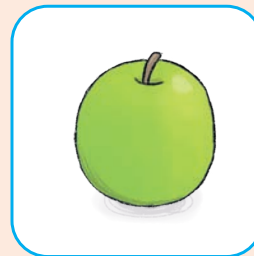
Section 1 Grammar

Nouns and pronouns

Do you remember?

Revise the different types of **nouns**:

- **Common nouns** – the name of a person, a place or an object, for example: *teacher, school, book*
- **Proper nouns** – the name of a particular person, place or thing: *Mrs Day; King Henry XIII; Africa; Olympic Games*
- **Collective nouns** – the name for a group: *flock of birds; shoal of fish; pack of wolves*
- **Concrete nouns** – things you can see, touch, smell, hear or taste: *apple, rain, song*
- **Abstract nouns** – ideas, qualities and conditions that you can't see or touch: *happiness, danger, curiosity*
- **Noun phrases** – two or more words acting as a noun: *a lot of food*



Warm up

Write **three** new examples for each of the following types of nouns:

Common nouns: _____

Proper nouns: _____

Collective nouns: _____

Concrete nouns: _____

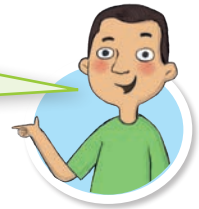
Abstract nouns: _____

Noun phrases: _____

Learn

If you can put **a**, **an** or **the** in front of a word, it is a common noun. Proper nouns often stand on their own and begin with capital letters.

Remember to change **a** to **an** if the noun begins with a vowel, for example: **a** house; **an** eagle



Try this

Complete the 's' page of a dictionary by adding the noun to the definition:

- 1 s _____ (noun) – salt water that covers most of the earth
- 2 s _____ (noun) – a thing made for sitting on
- 3 s _____ (noun) – something that must not be told to anyone else
- 4 s _____ (noun) – a part of a plant that can grow into a new plant

Do you remember?

Revise the different types of **pronouns**:

- **Pronouns** – these are used instead of repeating the noun, for example: *Mia took the ball and she threw it.*
- **Possessive pronouns** – these tell you who or what owns the noun, for example: *its, his, her, their: The bird sat on its perch.*
- **Relative pronouns** – these introduce more detail related to the noun, for example: *who, whom, which: The baker who worked for the king ...*

Read and review

Read this sentence and then rewrite it. Replace some of the proper nouns with pronouns, but make sure that the meaning is still clear.

Mr Mac was very cross because Mr Mac had told Mr Mac's children to be ready by 8 o'clock but Mr Mac's children were late, so Mr Mac had to call Mr Mac's children again.

Try this

Improve this passage by creating a balance of proper nouns, nouns and pronouns, but make sure that the meaning is still clear.

The old tree-house stood in the middle of a thick forest. Sid had discovered the old tree house while Sid was staying with Sid's Grandma, and Sid had decided that the old tree-house would be a great place for a den. Sid's Grandma had given Sid some old blankets, a torch and some cushions, so Sid was going to take the old blankets, the torch and the cushions to Sid's tree-house after lunch.

**Further practice**

Insert an appropriate relative pronoun to complete each sentence:

- 1 The driver, _____ was sitting in the car, was getting very impatient.
- 2 This is the place _____ we left our things.
- 3 I don't like clothes _____ are scratchy.
- 4 That is the neighbour _____ house is for sale.

**Vocabulary**

Add these nouns to your vocabulary. Use a dictionary to find out the meaning of each one. Then use them in a sentence and spell them accurately.

committee

community

competition

Adjectives and alliteration

Do you remember?

An **adjective** gives more information about the **noun**.

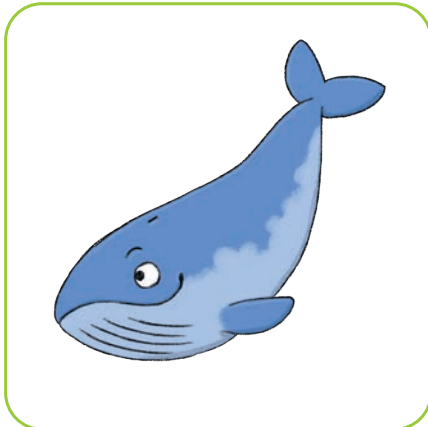
- In English, adjectives often go in front of the noun, for example: *The **naughty** goat liked to eat all the **juicy** plants in the **vegetable** garden.*
- Sometimes an adjective can be separated from the noun by a verb, for example: *The sea was **calm**.*



Warm up

Write **three** interesting **adjectives** to describe each of these nouns:

whale



cake



friend



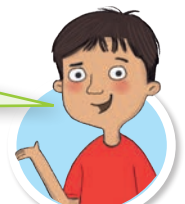
Learn

When an adjective is added to the noun, we say that it is modifying the noun. This means that the adjective is describing the noun, or giving more information.



Sometimes another noun can **act** as an adjective: a **tennis ball**; a **rose bush**

Sometime a verb can act as an adjective: a **towering tree**; a **swerving ball**



Try this

Choose the most appropriate adjectives to complete these sentences. Take care and plan your answers, because you can only use each adjective once.

delicious

exciting

beautiful

eye-catching

stunning

tasty

- 1 There was a/an _____ view across the lake.
- 2 Peter baked a/an _____ apple pie.
- 3 The new building had a/an _____ design.
- 4 We all enjoyed a/an _____ trip on the speed-boat.
- 5 Salma made a very _____ bride.
- 6 I like to cook a/an _____ fish stew on a Friday.

Do you remember?

Revise these different ways to use **adjectives**:

- **In a list** – a comma should be used to separate two or more adjectives that describe the same noun: *She was a kind, generous person.* The comma is taking the place of the word 'and'.
- **In a phrase** – a group of two or more words used to describe the noun: *She was **extremely late** for the meeting. The car was **far too expensive**.*
- **With alliteration** – adjectives with the same initial sound as the noun: ***fabulous** friend; **curious** cat*

Read and review

Read these three sentences. Which do you prefer and why? Write your explanation below.

- 1 The boat sailed into the harbour.
- 2 The ancient sailing boat slipped silently into the empty harbour.
- 3 The large, ancient, wooden sailing boat with the cream, billowing, tall sails drifted into the large, empty, quiet, gloomy harbour.



Try this

Edit and improve this passage by choosing appropriate adjectives where you think they are needed to make the description come to life. Remember to read your passage aloud to see how it sounds.

*Hint: Don't forget the power of three, for example: The road was **long, dark and winding**.*

It was late. Jamal walked along the street, glancing at the shop windows on either side. Clouds were gathering in the sky, so he pulled up the collar of his jacket to protect himself from the rain. The moon shimmered on the pavement as he turned into a square and made his way towards the clock tower. Suddenly, a sound filled the air.



Further practice

Circle or highlight the adjectives in this passage.

The cave was cold and dark. I crept cautiously along the narrow passage, stumbling over the uneven ground. There was an eerie, high-pitched whine in the distance and my battered old torch began to flicker.

Vocabulary

Add these adjectives to your vocabulary. Use a dictionary to find out what they mean. Then use each word in a sentence, making sure to spell it accurately.

aggressive

disastrous

excellent

Verbs and adverbs

Do you remember?

Verbs and **adverbs** have the following functions:

- **Verbs** – name or describe an action, for example:
*Oti **crunched** the apple.*
- **Adverbs** – add to (modify) the verb, or give more information about a verb, such as *how*, *when*, *where* and *how often* something happens: *Oti **crunched** the apple **noisily**.*



Warm up

Write **three** interesting **verbs** to improve each of these sentences.

Shamina **went** through the park.



The mouse **moved** into the hole.



Learn

A **verb** or **adverb** can infer (suggest):

- how a character is feeling: *He **trudged slowly** down the road.*
- atmosphere: *The wind **moaned eerily** across the moor.*

Try this

Choose an appropriate verb and adverb to complete these sentences:

- 1 The sailor _____ at his damaged boat.
- 2 _____, Eddie _____ the chick back in the nest.
- 3 I had to _____ to catch the bus.

Learn

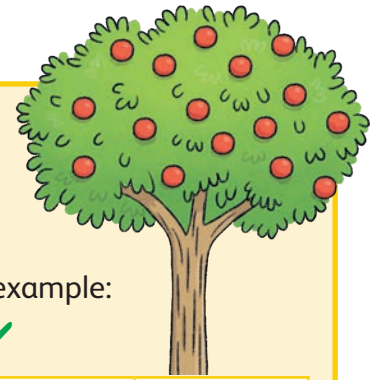
A **verb** tells us:

- when an action takes place – in the past, present or future
- whether the subject (noun) is singular or plural.

It is important that the subject (noun) and verb agree (fit together), for example:

The apples is on the tree. ✗

*The **apples are** on the tree.* ✓



Present tense	I am	You are	He/she/it is	We are	You are	They are
Past simple tense	I was	You were	He/she/it was	We were	You were	They were

Try this

Complete these sentences by circling the correct form of the verb.

- 1 The boys *is / are* very hungry.
- 2 The wind *was / were* very strong.
- 3 I *were / was* nine in May, but Jack and Jill *were / was* nine in June.

Do you remember?

Note these points about adverbs and adverbial phrases:

- **Adverbial phrases:** Two or more words that give more information about the verb (but the individual words may not be adverbs on their own), for example:
 - *The lion sleeps **during the day**.*
 - ***Yesterday afternoon**, I went to the park.*
- **Adverbs and adverbial phrases:** Sometimes an adverb, or an adverbial phrase, appears at the beginning of a sentence followed by a comma, for example: ***Noisily**, Oti crunched the apple.*

Read and review

Read these two sentences aloud. Which do you prefer and why? Write your explanation below.

- 1 The cheetah crept silently through the long grass.
- 2 Silently, the cheetah crept though the long grass.



Try this

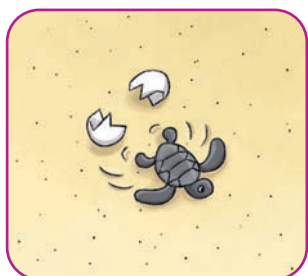
Adverbial phrases can be used to link sentences or paragraphs together. This is called text cohesion. Choose adverbial phrases from the list below to complete this text.

Using all its strength,

After a few minutes,

At first,

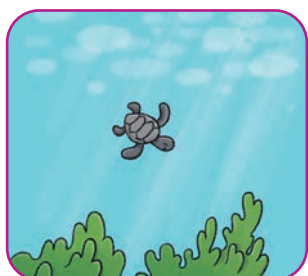
Finally,



the newly-hatched turtle lay quite still, exhausted by its efforts.



it looked around and began to prepare for its first journey.



the ocean carried it away for the next part of its adventure.



it hauled itself out of the nest and began to head for the sea.

Further practice

Adverbial phrases answer questions such as: When? How? How often? How long?

Underline the adverbial phrases in these sentences:

- 1 He was walking in a strange way.
- 2 I had been trying to speak to him for over a week.
- 3 Without opening his eyes, he knew someone was there.

A verb in the past tense might sound like it ends in a 't' but it is usually an 'ed', for example: walked, jumped, stopped.



Vocabulary

Add these verbs to your vocabulary. Use a dictionary to find what they mean. Then use each verb in a sentence, making sure to spell it accurately.

exaggerate

recommend

suggest

Prepositions describe the position of things or show how things are related. They tell us where or when something is, in relation to something else. They can link nouns and pronouns to other words in sentences. For example:

Prepositions are often used as part of an adverbial phrase:

- 
- A green lizard with yellow markings is perched on a dark, textured tree branch. The lizard's body is primarily green with yellowish-orange spots and stripes. It has a large, prominent eye and a small crest of spines along its back. The background is a soft-focus green, suggesting foliage.

Use these prepositions in sentences. Write a sentence for each preposition.

towards

Learn

A **prepositional phrase** is made up of two or more words, beginning with a preposition. It tells us where or when something is, in relation to something else:



on top of



next to



in front of



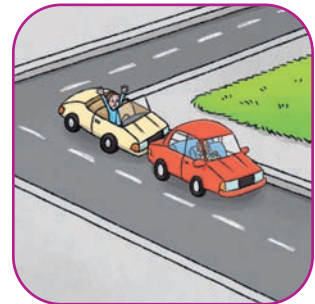
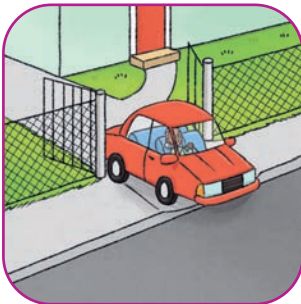
at the back of

Try this

Circle the prepositions in this passage. There are 13.



My aunt is a terrible driver. She drives over roundabouts when she should go around them. She drives through red traffic lights and stops before green ones. She crawls slowly up hills and then speeds down the other side. She scrapes her car against gate-posts; crashes into walls and never looks behind when she is reversing. If I see her driving towards me, I jump out of the way and hide between parked cars. I really think she shouldn't be on the road.



Some words belong to more than one word class, depending on how they are being used in a sentence, for example: *past*.

Here are some examples:
Preposition: *The boy ran **past** the tree.*
Noun: *We learned about things that happened in the **past**.*



Cambridge Primary Revise for Primary Checkpoint English Study Guide

Second Edition

Build, reinforce and assess knowledge with additional practice and revision activities for all strands of the Cambridge Primary English curriculum framework.

- Boost confidence with end of unit review tests and practice questions to check student's progress in Reading, Writing and Grammar.
- Improve technique with a range of engaging 'Try this' and 'Do you remember?' activities as well as worked examples 'Let's Talk' speaking and listening exercises.
- Consolidate knowledge with key content presented in a manageable and focused format such as character speech bubbles and Top Tips throughout.

Cambridge Primary Revise for Primary Checkpoint English Study Guide can be used independently for homework or additional practice, or alongside the Cambridge Primary English Teacher's Handbook in the classroom.

To explore the entire series visit www.hoddereducation.com/cambridgeprimary-english