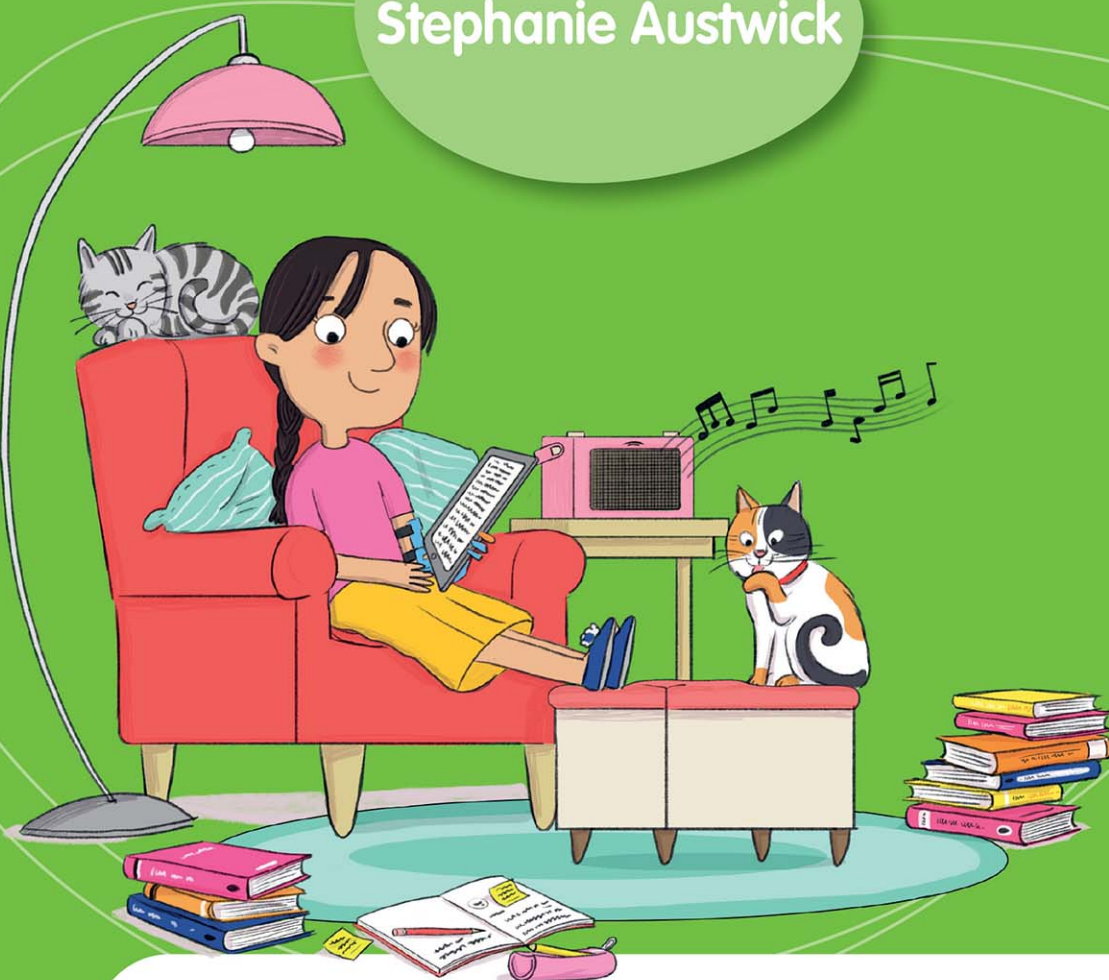


Cambridge Primary
Revise for Primary Checkpoint

English

Second Edition

Stephanie Austwick



Teacher's Handbook

Contents

Introduction	4	Section 3: Poetry	97
Unit 1 Grammar, punctuation and vocabulary	6	Narrative poetry	97
Section 1: Grammar	6	Figurative language and imagery	102
Nouns and pronouns	6	Section 4: Playscripts	107
Adjectives and alliteration	11	Developing characters	107
Verbs and adverbs	16	Check your understanding	112
Prepositions and connectives (conjunctions)	21	Unit 3 Writing	113
Sentence structures	26	Section 1: Fiction	113
Active voice and passive voice	31	Planning a story	113
Section 2: Punctuation	36	Openings and endings	120
Direct and reported speech	36	Developing characters	125
Commas, dashes and brackets	41	Setting descriptions	131
Apostrophes – for possession and contraction	46	Paragraphs and sentence variety	136
Colons, semi-colons and ellipses	51	Extended writing	141
Check your understanding	56	Section 2: Non-fiction	144
Unit 2 Reading	57	Information texts	144
Section 1: Fiction	57	Persuasive writing	150
Stories from other cultures:		Balanced argument	155
Traditional tales	57	Section 3: Poetry	160
Science fiction stories	62	Using language for effect	160
Stories with flashbacks	67	Section 4: Playscripts	165
Stories by a significant author	72	Developing characters through dialogue	165
Section 2: Non-fiction	77	Check your understanding	170
Biographies	77	Hints for revision; Glossary	171
Information	82	Revision: Practice test instructions	172
Persuasive articles	87	Practice test 1 (Non-fiction)	173
Arguments	92	Practice test 2 (Fiction)	179
		Practice test 1 (Non-fiction) answers	185
		Practice test 2 (Fiction) answers	189

Introduction

About the Series

The new *Revise for Cambridge Primary Checkpoint* series is designed to provide teachers and learners with a brand new range of resources that will allow them to revise the skills that have been developed during the Cambridge Primary Checkpoint courses in English, Mathematics and Science.

The Cambridge Primary curriculum provides schools with an appropriate and internationally relevant framework to develop learners' skills, knowledge and understanding in English, Mathematics and Science. The curriculum frameworks set out detailed learning objectives for each year of primary education, from Stage 1 to Stage 6, and provide clear progression and expectations of what learners will achieve by the end of each stage.

The Cambridge Primary Checkpoint is a set of internationally benchmarked tests that enable the assessment of achievement in each subject area of the Cambridge Primary curriculum frameworks. These diagnostic texts are designed to help teachers track learners' performance, identify specific strengths and weaknesses, and provide progress reports for learners, parents or guardians. The tests focus on assessing knowledge and understanding of the learning objectives from Stages 4, 5 and 6, and include a wide range of question types.

The new *Revise for Cambridge Primary Checkpoint for English* provides focused revision activities for all strands of the framework examined in the Cambridge Primary Checkpoint tests. It includes a Teacher's Handbook and an accompanying Study Guide for learners.

The Teacher's Handbook contains guidelines for structured revision lessons that focus on the key areas of Grammar, punctuation and vocabulary; Reading; and Writing. It includes a wide range of original texts, ideas and activities to make the revision relevant, thorough and appealing.

The Study Guide mirrors the focus areas covered in the Teacher's Handbook, and allows learners to extend their revision independently, using interesting and engaging texts and activities.

Opportunities for assessment are provided through *Check your understanding* quizzes in the Study Guide and a Checkpoint-style practice test paper in the Teacher's Handbook, allowing both teachers and learners to identify gaps in knowledge and highlight areas that require additional practice.

How to use the Teacher's Handbook

This Teacher's Handbook is divided into three units: Grammar, punctuation and vocabulary; Reading; and Writing, supporting the *Cambridge Primary English Curriculum Frameworks*. Most of the revision lessons can be delivered in any order, and revisited according to need. However, the 'narrative writing' sessions follow a structure (*planning; openings/endings; characters; settings; paragraphs*) that builds to a final extended piece of writing – a complete story.

Each unit includes teachers' notes containing all the relevant information required to deliver the revision lessons. These notes can be delivered in full, or dipped into, according to learners' requirements.

Included in each section are:

- *Let's revise!*, with teaching notes linked to the Study Guide
- *Top Tips*, such as how to approach different question types
- *Study Guide answers* to support revision
- *Let's revise!*, with teaching notes linked to the Worksheet activities
- *Key vocabulary* (Units 1–2)
- *Worksheet answers* to support revision
- *Let's Go* and *Let's Go Further* suggestions for optional follow-up activities (Units 2–3)
- Photocopiable worksheets to support revision.

However, as the objectives covered in the Teacher's Handbook link directly to the units in the Study Guide, there is a degree of flexibility in how the whole resource can be used. For example:

- The Study Guide could provide the main resource for a revision lesson, raising important teaching points, reminders and discussions; or, it could provide activities for independent revision in school or at home.
- The photocopiable worksheets could be used *before* the revision lesson, to assess understanding; they could be used *within* the revision lesson, as a teaching resource; they could be given as homework; or they could even be used, without mediation, as an assessment *after* the Study Guide pages have been completed, to check understanding.

Making links across the units

There is also an opportunity to group revision content, making links between the *Reading*, *Writing* and *Grammar, punctuation and vocabulary* units. The table below shows an example of how this could be done.

Unit 2: Reading	Unit 1: G, P & V	Unit 3: Writing
Section 3: Poetry <ul style="list-style-type: none"> • Figurative language and imagery • Let's go further: Writing task 	Section 1: Grammar <ul style="list-style-type: none"> • Adjectives and alliteration • Verbs and adverbs 	Section 3: Poetry <ul style="list-style-type: none"> • Using language for effect

Further revision information

At the end of the Teacher's Handbook, you will also find information about the *Hints for Revision* and *Glossary* sections in the Study Guide. This includes guidance on the following:

- How to become a good reader
- How to become a good writer
- Reading strategies such as skimming and scanning
- The wording and expectations of different types of questions
- The Reading Star Challenge
- Top tips for Writing.

There are also two *Practice test* papers, with Checkpoint-style questions and answers, including two marking rubrics for writing.

Syllabus coverage

Used in conjunction with the Study Guide, the revision activities in this Teacher's Handbook cover most of the key objectives that will be assessed in the Cambridge Primary Checkpoint tests.

It is assumed that all learning objectives will have been covered in depth during prior teaching of the curriculum. For this reason, some minor learning objectives are not covered in great detail and skills-based objectives are often found in practice opportunities throughout the revision lessons, for example, in the speech bubbles and *Challenge yourself!* sections. Also, in the *Top tips* section in this Teacher's Handbook, teachers are encouraged to remind learners to practise skills such as reading more widely, reviewing and editing their written work, and presenting their written work appropriately.

Speaking and Listening objectives are not covered explicitly as they are not assessed in the Cambridge Primary Checkpoint tests. However, there is a renewed focus on the teaching of vocabulary in both the Study Guide and the Teacher's Handbook.

Unit 1

Grammar, punctuation and vocabulary

Section 1: Grammar

Nouns and pronouns



Study Guide pages 5–7



Key skills: Recognising, understanding and using different word classes.

Let's revise! Study Guide (pages 5–7)

Nouns and pronouns

Revise this information with learners:

- Every word in a sentence performs a different job, and each has a specific name or 'word class', depending on the job it is doing.
- A **common noun** is a name of a person, place or thing, for example: *doctor, city, table*.
- A **proper noun** is the name of someone, somewhere or something specific and must be written with a capital letter, for example: *John, Africa, January*.
- Sometimes there may be two words acting as a noun, for example: *a library book*. This is called a **noun phrase**.
- If more is added to the noun phrase, it becomes an expanded noun phrase, for example: *the library book on the top shelf*.
 - **Activity:** If learners have limited vocabulary, play these games:
 - 'Name those nouns': Display an image and ask learners to spot the nouns.
 - 'I spy' around the classroom: Say 'I spy with my little eye, something beginning with *s*' and remind learners that these are all nouns.
 - 'What is it?': Create a 'feely bag' containing a number of objects / fruits / shapes – they describe each object first and then say the noun.
- A **collective noun** is the name for a group of things or people, for example: *a swarm of bees*.
 - **Activity:** Start a 'collection' of collective nouns.
- Most nouns are **concrete nouns**, which means that you can see, touch, taste, smell or hear the things they name, for example: *clouds, desk, cheese, smoke, music*.
- There are some nouns that are described as **abstract**. They name something that you cannot see or touch, although you might feel it, for example: *sadness, hunger, excitement, tiredness*.
 - **Activity:** Name some abstract nouns.
- A **pronoun** is a word that stands in place of a noun or proper noun to avoid repetition: *Shappi saw the stick and she picked it up*.
- Some pronouns show possession (belonging to), for example: '*their*' – *their bikes*.
 - **Activity:** Make a list of pronouns and underline the possessive pronouns.
- Some pronouns are singular (*he, she, its, his, her, that*) and some are plural (*them, their, those*).
- **Relative pronouns** relate extra information to a noun or pronoun, such as *who, when, what, that* and *which*. For example: *The sky, which had been blue, was now covered in black clouds*.
- It is important to have a balance of nouns, proper nouns and pronouns in a text. The subject or object should be introduced using the noun or proper noun, but pronouns can then be used to avoid repetition.

Top tips!

Revise this tip with learners. If you can put words such as *a, an, the* and *some* in front of a word, it is a noun.

Study Guide answers

Warm up

Learners' own responses.

Try this

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

Read and review

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

Try this

Learners' own responses, showing balance. For example:

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

Further practice

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

Vocabulary

The words are taken from an age-appropriate spelling list:

committee

community

competition

Encourage learners to:

- use a dictionary to find the meaning
- underline or highlight any 'tricky' parts of the word
- spell the words aloud – like a spelling bee
- use each word in a sentence.
- **look, cover, write** and **check** to embed the spelling

Let's revise! Worksheet 1: Nouns and pronouns

Work through the questions and the vocabulary with learners.

1 Nouns and proper nouns

- Invite learners to read through the complete passage first.
- Explain that they must underline nouns or proper nouns in different colours, but they should not underline pronouns in this activity.

2 Collective nouns

- Ask learners to read through both lists and explain that they should draw lines to match appropriate nouns and collective nouns.

3 Pronouns

- Invite learners to read through the complete text first. Then, they should reread it and underline all the pronouns.
- As an extension, they could be asked to circle the possessive pronouns.

4 Relative pronouns

- Read through this list of relative pronouns with learners and discuss any that are unfamiliar: *who, whom, whose, which, what, that, whoever, when, where*.

Unit 1 Grammar, punctuation and vocabulary

- Remind learners that it is important to have a balance – if all nouns and pronouns are removed, then the meaning will be unclear.
- Remind them that the relative pronoun and the noun must agree.
- Explain that they can choose any appropriate relative pronoun to go with the noun, but that some relative pronouns would not be suitable, for example: *We visited the seaside town **who** ...* (The relative pronoun 'who' can only be used for a person or people.)

5 Key vocabulary

- The words are taken from an age-appropriate spelling list:

environment

equipment

explanation

- Encourage learners to:
 - use a dictionary to find the meaning
 - spell the words aloud – like a spelling bee
 - **look, cover, write** and **check** to embed the spelling
- underline or highlight any 'tricky' parts of the word
- use each word in a sentence.

Worksheet 1 answers (Nouns and pronouns)

1 Nouns and proper nouns

The nouns are underlined (learners underline in blue) and the proper nouns are underlined and in bold (learners underline in red).

It was an important day for **Sunil**. He had invited all the neighbours to his garden. He was excited to show all the beautiful flowers, the elegant trees and the pond with all its colourful fish. First to arrive was **Mr King**, who took lots of photographs. Next came **Daisy** and **Mabel**, the ladies from **Branston House**, closely followed by **Jim**, who owned the shop.

2 Collective nouns

Collective noun	Noun
a flock of	footballers
a class of	grapes
a team of	birds
a herd of	schoolchildren
a bunch of	buffalo

3 Pronouns

The possessive pronouns are also circled.

Juno grabbed his coat and walked out of his front door. He was very excited about going to the match. It was the first of the season and he had butterflies in his tummy. Joe, Eli and Abe were also going and they had arranged to meet up at 7 o'clock. He couldn't wait to see them. The ground was near his house and he could see its floodlights above the rooftops. They were already on. They had a great team this season; he just hoped they could win.

4 Relative pronouns

Learners' own responses, for example:

- a We visited the sea-side town where all the houses are painted white.
- b I remember the birthday party when I was ten.
- c Have you seen the cake that looks like a unicorn?
- d What was the name of the teacher who left last year?
- e My phone has an alarm that sounds like a wolf howling.
- f Is that the person who owns the sports car?
- g That is the Olympic stadium where I won a gold medal.
- h I always get up early when I have to go to school.

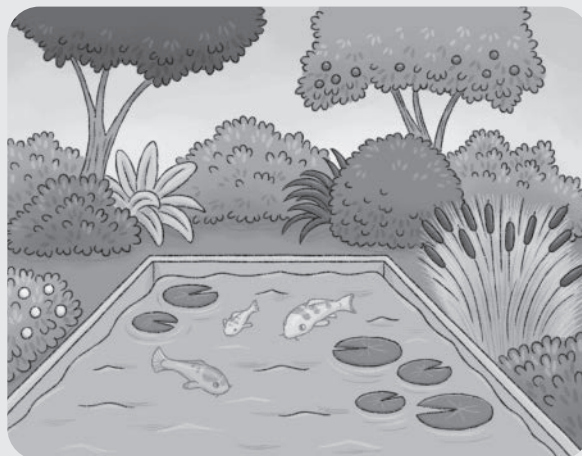
Worksheet 1

Nouns and pronouns

1 Nouns and proper nouns

Underline the nouns in blue and the proper nouns in red.

It was an important day for Sunil. He had invited all the neighbours to his garden. He was excited to show all the beautiful flowers, the elegant trees and the pond with all its colourful fish. First to arrive was Mr King, who took lots of photographs. Next came Daisy and Mabel, the ladies from Branston House, closely followed by Jim, who owned the shop.



2 Collective nouns

Match each collective noun to its correct noun.

Collective noun
a flock of
a class of
a team of
a herd of
a bunch of

Noun
footballers
grapes
birds
schoolchildren
buffalo

3 Pronouns

Underline the pronouns in this text:

Juno grabbed his coat and walked out of his front door. He was very excited about going to the match. It was the first of the season and he had butterflies in his tummy. Joe, Eli and Abe were also going and they had arranged to meet up at 7 o'clock. He couldn't wait to see them. The ground was near his house and he could see its floodlights above the rooftops. They were already on. They had a great team this season; he just hoped they could win.

Worksheet 1 (continued)

4 Relative pronouns

Complete the sentences below, choosing appropriate relative pronouns from this list.

For example: *I spoke to the man **who** worked for the bank.*

who

whom

whose

which

what

that

whoever

when

where

Remember to use the correct punctuation in each sentence.



a We visited the seaside town _____

b I remember the birthday party _____

c Have you seen the cake _____

d What was the name of the teacher _____

e My phone has an alarm _____

f Is that the person _____

g That is the Olympic stadium _____

h I always get up early _____

5 Key vocabulary

Add these nouns 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.

environment

equipment

explanation

Adjectives and alliteration



Study Guide pages 8–10



Key skills: Recognising, understanding and using different word classes.

Let's revise! Study Guide (pages 8–10)

Adjectives and alliteration

Revise this information with learners:

- Every word in a sentence is performing a different job, and each has a specific name or 'word class', for example: *nouns, verbs and adjectives*.
- **Adjectives** give more information about the noun. They are often referred to as 'describing words' – they describe someone, somewhere or something.
- Adjectives are used to make writing more interesting and to help the reader visualise the scene, the object or the person.
- In English, the adjective generally comes before the noun, for example: *The **naughty** goat liked to eat all the **juicy** plants in the **vegetable** garden.*
 - *Activity:* Play the game, 'Mystery object'. Place an item in a feely bag. Choose someone to describe the feel of the object to the class. The class then tries to guess the object.
- Sometimes the adjective can be separated from the noun by a verb, for example: *The sea was **calm**.*
- Often a single adjective is used to describe the noun, for example: ***long** road; **sly** fox.* Sometimes more than one adjective is used, for example: *A **black and white** horse.* This is called a **phrase**, which is a group of words (adjectives in this case) that acts as an extended description of the noun.
- The **power of three** is a popular technique that uses three adjectives in a list, for example: *The road was **long, narrow and winding**.* (Ask learners to notice the comma that takes the place of the first 'and').
 - *Activity:* Display artefacts or images of them, and encourage learners to describe them using adjectives, including the power of three.
- It is not good practice to use more than three consecutive adjectives. Therefore, it is important to select adjectives carefully for maximum impact.
- Don't use adjectives in a list that mean the same thing. This is called tautology and it is not good practice, for example: *the **big, huge, enormous** bear.*
- Sometimes another noun is used as an adjective, for example: *a **birthday** present.*
- It is also possible to use a verb as an adjective, for example: *the **twisting** branch.*
- **Alliteration** occurs when an adjective has the same initial sound as the noun, for example: ***beautiful** butterfly; **curious** cat.*
 - *Activity:* Write nouns on the board and invite learners to suggest adjectives to create alliteration.

Top tips!

Revise this tip with learners. Avoid repeating the same adjective in a piece of writing, unless doing so for effect, for example: *the **long, long** road.*

Study Guide answers

Warm up

Learners' own responses.

Try this

Learners' own responses where appropriate. Check that learners have noted the use of 'a' and 'an'. For example:

- 1 There was **a/an stunning** view across the lake.

Unit 1 Grammar, punctuation and vocabulary

- 2 Peter baked **a/an delicious** apple pie.
- 3 The new building had **a/an eye-catching** design.
- 4 We all enjoyed **a/an exciting** trip on the speedboat.
- 5 Salma made a very **beautiful** bride.
- 6 I like to cook **a/an tasty** fish stew on a Friday

Read and review

Learners' own preferences between sentences 1 and 2, with an appropriate explanation. For example: *I like sentence 1 because it is clear and simple. I prefer sentence 2 because it describes the scene so that I can picture it.* Do not accept sentence 3!

Try this

Learners' own responses, showing some use of adjectives but not too many. For example:

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

Further practice

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

The words are taken from an age-appropriate spelling list:

aggressive

disastrous

excellent

Encourage learners to:

- use a dictionary to find the meaning
- spell the words aloud – like a spelling bee
- **look**, **cover**, **write** and **check** to embed the spelling
- underline or highlight any 'tricky' parts of the word
- use each word in a sentence.

Revise! Worksheet 2: Adjectives and alliteration

Work through the questions and the vocabulary with learners.

1 Adjectives

- Invite learners to read through the incomplete text first.
- Explain that they must choose appropriate adjectives, depending on their point of view. They should avoid repetition.

2 Edit and improve

- Remind learners that editing is an important skill when writing. They should choose vocabulary carefully and not always go for the most obvious or predictable, for example: *The tall giraffe searched for the green leaves.*

3 Alliteration

- Explain that learners can choose nouns that interest them. Encourage them to use a thesaurus to find other adjectives to create alliteration.

4 Challenge yourself

- Encourage learners to organise their nouns in the order they think sounds best and select the most appropriate or interesting adjectives to complete their poem.

5 Write a description

- Remind learners to use appropriate adjectives in their descriptions and to try and use some alliteration if possible.

6 Key vocabulary

- The words are taken from an age-appropriate spelling list:

familiar

foreign

frequent

- Encourage learners to:
 - use a dictionary to find the meaning
 - spell the words aloud – like a spelling bee
 - look, cover, write and check to embed the spelling
 - underline or highlight any ‘tricky’ parts of the word
 - use each word in a sentence.

Worksheet 2 answers (Adjectives and alliteration)

1 Adjectives

Learners’ own responses, making appropriate and consistent choices. For example:

I **hate** spiders. I think they are **creepy**, **crawly** creatures. They can be **hairy**, **speedy** and **long-legged**. I **hate** watching them make their **sticky**, **slimy** webs and I think it **disgusting** how they catch their prey.

2 Edit and improve

Learners’ own responses, with evidence of careful selection. For example:

- The elegant giraffe searched for the juiciest leaves.
- The angry bee darted between the plastic flowers.
- The talented, young pianist played a haunting tune.
- The frightened boy sat on the broken bench.

3 Alliteration

Learners’ own responses, showing appropriate choices.

4 Challenge yourself

Learners’ own responses, using nouns and adjectives from question 3.

5 Write a description

Learners’ own responses, demonstrating the use of appropriate adjectives; may include some alliteration. For example:

My mum is very pretty with curly, dark hair and bright blue eyes. She is very tall and slim and she wears long, floaty dresses. When she speaks, she has a soft, gentle voice and her perfume smells of fresh flowery meadows.

Worksheet 2

Adjectives and alliteration

1 Adjectives

Do you like spiders? Why? What is it you like or dislike about them?
Choose appropriate adjectives to complete this text:



I (love / hate) spiders. I think they are _____,
_____ creatures. They can be _____,
_____ and _____. I (love / hate)
watching them make their _____,
webs and I think it _____ how they catch their prey.

2 Edit and improve

Rewrite these sentences, making them more interesting and descriptive by adding adjectives.
*Hint: Select your words carefully. For example, the giraffe could be *elegant, towering, thirsty, lonely* or *gentle*.*

a The giraffe searched for the leaves.

b The bee darted between the flowers.

c The pianist played a tune.

d The boy sat on the bench.

3 Alliteration

Choose four nouns and select some interesting adjectives to describe them and to create alliteration, for example: *sun – summer, scorching, sizzling*. You could use a thesaurus to help you discover new words.

a _____

b _____

Worksheet 2 (continued)

c _____

d _____

4 Challenge yourself

Create your own poem using alliteration. Choose nouns and adjectives from question 3.
For example:

I love to sit in the sun, sizzling and scorching
I love to listen to the wind, wild and whistling.

5 Write a description

Write a description in 40–50 words to describe someone, somewhere or something that you like – for example, your best friend, your pet or your favourite place.

6 Key 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.

familiar foreign frequent

Verbs and adverbs



Study Guide pages 11–13



Key skills: Recognising, understanding and using different word classes.

Let's revise! Study Guide (pages 11–13)

Verbs and adverbs

Revise this information with learners:

- Every word in a sentence performs a different job, and each one has a specific name or 'word class', depending on the job it does.
- A **verb** names an action. Verbs are often referred to as 'doing, having or being' words, for example: *the girl **ran**; I **have** a new coat; the boy **is** kind.*
- **Verbs tenses** tell us when something occurs – in the past, the present or the future, for example: *Yesterday, I **ran** to school; Today, I **am running** to school; Tomorrow, I **will run** to school.*
 - *Activity:* As verb tenses can be particularly confusing, include as much oral work as possible. For example, ask learners to compose their own yesterday, today and tomorrow sentences.
- There are a number of verb tenses, such as the **present continuous tense**: *am going*; the **past continuous tense**: *was going*; and the **perfect tense**: *has gone*.
- Some verbs are known as **regular verbs**, which means that they follow a pattern when their tense changes. For example, the root word stays the same and the endings 's', 'ing' and 'ed' are added – *to walk: walks; walking; walked*.
- **Irregular verbs** do not follow this pattern, for example: *to go – went*.
 - *Activity:* Begin a class list of irregular verbs and encourage learners to add to it over time.
- An **adverb** adds to the verb and gives us more information about the action, for example: *The gymnast walked **carefully** across the beam.*
 - *Activity:* Play the 'Manner of the word' game. Give learners an adverb to act out, and the class must guess the adverb. This can generate a number of synonyms.
- An **adverbial phrase** is made up of two or more words to describe the action, but the individual words may not be adverbs, for example: *He walked **in a straight line**.*
- Adverbial phrases answer questions such as:

Where?

When?

How?

How often?

How long?

Top tips!

- Subject and verb agreement can be tricky for many learners, particularly those with English as a second language. Revise this tip with learners:
 - We often write in the way that we speak, which is not always standard English.
- Speaking and listening activities, games and role play can help to extend vocabulary and rehearse grammatically correct sentences. If a learner makes a grammatical error when speaking, do not draw attention to it; just repeat the sentence or phrase correctly.

Study Guide answers

Warm up

Learners' own responses.

Try this

Learners' own responses, as appropriate. For example:

- 1 The sailor **looked angrily** at his damaged boat.
- 2 **Carefully**, Eddie **placed** the chick back in the nest.
- 3 I had to **sprint quickly** to catch the bus.

Try this

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

Read and review

Learners' own responses, with appropriate explanations. For example: *I prefer sentence 2 because the adverb at the beginning of the sentence makes it sound more dramatic.*

Try this

Learners match the adverbial phrases to the correct pictures.

- **At first**, the newly-hatched turtle lay quite still, exhausted by its efforts.
- **After a few minutes**, it looked around and began to prepare for its first journey.
- **Using all its strength**, it hauled itself out of the nest and began to head for the sea.
- **Finally**, the ocean carried it away for the next part of its adventure.

Further practice

- 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.

Vocabulary

The words are taken from an age-appropriate spelling list:

exaggerate

recommend

suggest

Encourage learners to:

- use a dictionary to find the meaning
- spell the words aloud – like a spelling bee
- **look, cover, write** and **check** to embed the spelling
- underline or highlight any 'tricky' parts of the word
- use each word in a sentence.

Let's revise! Worksheet 3: Verbs and adverbs

Work through the questions and the vocabulary with learners.

1 Verbs

- Remind learner that good writers choose their verbs carefully, for effect.
- Explain to learners that they can infer information by choosing appropriate verbs.
- They should also be mindful of this when they are reading. They should ask: *What is the verb telling us about the subject.*

2 Adverbs and adverbial phrases

- Remind learners that the choice of verbs and adverbs can create completely different images. They might wish to create some alliteration for effect.

3 Noun-verb agreement

- If necessary, revise the terms *singular, plural, first person, second person* and *third person*.

Unit 1 Grammar, punctuation and vocabulary

- Explain that this is one of the most common mistakes made by people when talking and also when writing. We must take into account the subject, the tense and whether the subject is singular or plural. It is a good idea for learners to learn the verb *to be* off by heart as a chant. *I am, you are, he is*, and so on.

4 Challenge yourself

- Remind learners to look out for regular and irregular verbs.

5 Adverbs

- Explain to learners that they should choose appropriate and interesting adverbs that will work well with the text. They can also use a dictionary or a thesaurus.

6 Key vocabulary

- The words are taken from an age-appropriate spelling list:

curiously

immediately

sincerely

- Encourage learners to:
 - use a dictionary to find the meaning
 - spell the words aloud – like a spelling bee
 - **look, cover, write** and **check** to embed the spelling
 - underline or highlight any ‘tricky’ parts of the word
 - use each word in a sentence.

Worksheet 3 answers (Verbs and adverbs)

1 Verbs

Learners’ own responses, making the appropriate choices for effect. For example:

a Annoyed: stomped, stamped, clomped

b Excited: bounded, jumped, leaped

c Nervous: crept, tiptoed, slunk

2 Adverbs and adverbial phrases

Learners’ own responses, for example:

a The snake **slithered silently** through the long grass.

b **Swiftly**, the man opened the window.

c I had been waiting **since 9 o’clock**.

d **Pour** the cake mix **carefully** into the tin.

3 Noun–verb agreement

	Subject	Present tense	Past simple tense
First person	I	am	was
	we	are	were
Second person	you	are	were
Third person	he / she/ it	is	was
	they	are	were

4 Challenge yourself

The sloth climbed **slowly up the tree**. **When it reached the top**, it looked **around cautiously**. **After a while**, it closed its eyes and listened to the noise of the rainforest. Then it hung **upside-down** and fell **asleep**.

5 Adverbs

Learners’ own responses, for example:

Mimi stepped **cautiously** onto the stage. **Nervously**, she nodded to her teacher and the music began to play. **Gracefully**, Mimi danced across the stage, leaping **effortlessly** into the air. As the music stopped, Mimi **proudly** took a bow and the audience applauded **enthusiastically**.

Worksheet 3

Verbs and adverbs

1 Verbs

Rewrite this sentence, using an appropriate verb each time to replace the one in bold, to show how the girl felt in each instance.

The girl **walked** down the stairs.

a Annoyed: _____

b Excited: _____

c Nervous: _____

2 Adverbs and adverbial phrases

Complete these sentences using appropriate verbs, adverbs or adverbial phrases:

a The snake _____ the long grass.

b _____, the man opened the window.

c I had been waiting _____.

d _____ the cake mix _____ into the tin.

3 Noun–verb agreement

Complete this table for the verb 'to be':

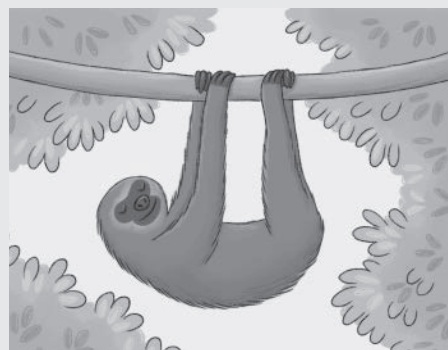
	Subject	Present tense	Past simple tense
First person	I	am	
	we		were
Second person	you		
Third person	he / she / it		
	they	are	

Worksheet 3 (continued)

4 Challenge yourself

Rewrite this passage in the past tense. Then underline the adverbs and adverbial phrases.

The sloth climbs slowly up the tree. When it reaches the top, it looks around cautiously. After a while, it closes its eyes and listens to the noise of the rainforest. Then it hangs upside-down and falls asleep.



5 Adverbs

Complete this text with appropriate adverbs. Then compare texts with a partner.

Mimi stepped _____ onto the stage. _____, she
nodded to her teacher and the music began to play. _____ Mimi danced
across the stage, leaping _____ into the air. As the music stopped, Mimi
_____ took a bow and the audience applauded _____.

6 Key vocabulary

Add these adverbs 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.

curiously

immediately

sincerely

Prepositions and connectives (conjunctions)



Study Guide pages 14–17



Key skills: Recognising, understanding and using different word classes.

Let's revise! Study Guide (pages 14–17)

Prepositions and connectives (conjunctions)

Revise this information with learners:

- Every word in a sentence performs a different job, and each one has a specific name or 'word class', depending on the job it does.
- **Prepositions** describe the relationship or position of things in a sentence, for example: *The book is **on** the table / **under** the chair / **behind** the vase.*
- Prepositions include words such as: *in, on, into, near, over, above.*
- Prepositions can also link nouns to other nouns or pronouns in a sentence, showing how they are related for example: *from, to, with, at, for.*
*My coat is different **from** Jan's but similar **to** yours.*
*I like strawberries **with** cream.*
*This present is **for** you.*
- A preposition is always followed by a noun, noun phrase or pronoun – never a verb. For example: *The lion prowled **through** the eerie jungle.*
 - **Activity:** Make a class list of prepositions for learners to refer to throughout the year.
- A **prepositional phrase** is two or more words that demonstrate position or relationship in a sentence. It consists of the preposition **and** the information that follows it, for example: *on time; in good time; on top of; under the bed; from his grandparents; with a little help.*
 - **Activity:** Play the 'Preposition I-spy' game. Learners can play the game in pairs.
 - One learner should choose a visible object in the room and then give a preposition clue, for example: *It is near something red.*
 - Each clue must contain a different preposition, or prepositional phrase, but shouldn't give too much away at the beginning. For example, 'on top of something wooden' would be better than 'on top of Sammi's desk'.
 - After each clue, the partner is allowed one guess.
 - Play the game a few times so that both learners have a go at describing where the object is.
- **Connectives** are also called **conjunctions**. They link words or groups of words in a sentence or phrase (like a junction connects roads).
- **Coordinating conjunctions** link words or groups of words of the same importance in a sentence. There are seven main coordinating conjunctions: *for, and, nor, but, or, yet, so (fanboys).*
- Coordinating conjunctions also link two equal clauses in a sentence, for example: *The wind blew **and** the rain beat down.*
- **Subordinating conjunctions** link clauses that are not equal – a main clause and a subordinate clause, for example: *The road was wet **because** it had rained.*

Top tips!

Revise this tip with learners. When making comparisons, the correct prepositions to use are:

similar **to**

different **from**

same **as**

Study Guide answers

Warm up

Learners' own responses.

Try this

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.

Read and review

Learners' own responses, for example:

1 I was too hot, **so** I stayed in the shade.

2 **Although** she was painting, she wore her best clothes.

Try this

Learners' own responses, but they should be appropriate for the sentences. For example:

1 The pan boiled over **because** the gas was too hot.

SC

2 **Although** I had visited before, I still got lost on the way.

SC

3 The goat was friendly **but** the llama was grumpy.

CC

4 **As** I felt very tired, I didn't go to the party.

SC

5 I have a sweet tooth **so** I bake lots of cakes.

CC

6 **When** I get into bed, I like to read.

SC

Further practice

Learners' own responses, for example:

- The finishing line was **out of sight**.
- The park was **not far from** my house.
- We arrived at the party **at the same time**.

Vocabulary

The words are taken from an age-appropriate spelling list:

underwater

underline

undercook

Encourage learners to:

- use a dictionary to find the meaning
- spell the words aloud – like a spelling bee
- **look, cover, write** and **check** to embed the spelling
- underline or highlight any 'tricky' parts of the word
- use each word in a sentence.

Let's revise! Worksheet 4: Prepositions and connectives (conjunctions)

Work through the questions and the vocabulary with learners.

1 Coordinating conjunctions

- Invite learners to read the sentence openers and choose appropriate conjunctions to complete the sentence.
- There should be no repetition.

2 Subordinating conjunctions

- Encourage learners to read the sentence halves first and spot the subordinating conjunctions.

3 Prepositional phrases

- Ask learners to compose the most interesting sentences they can, using the prepositional phrases imaginatively.
- They could try orally constructing the sentences in different ways to evaluate which sounds best.

4 Challenge yourself

- Remind learners to include some interesting verbs in their story, for example, *squeezed*, *leaped*, *crept* or *tiptoed*.

5 Key vocabulary

- The words are made using prepositions as prefixes:

overeat

overconfident

overcharge

- Revise the term 'prefix'.
- Encourage learners to:
 - use a dictionary to find the meaning
 - spell the words aloud – like a spelling bee
 - **look**, **cover**, **write** and **check** to embed the spelling
 - underline or highlight any 'tricky' parts of the word
 - use each word in a sentence.

Worksheet 4 answers (Prepositions and connectives)

1 Coordinating conjunctions

Learners' own responses, for example:

- I didn't have a coat **so** I borrowed my friend's fleece.
- The volcano erupted **but** no lives were lost.
- It was the holidays **and** I didn't have to go to school.
- The teacher was strict **yet** she was fair.

2 Subordinating conjunctions

- **Although** she was old, she could still do a cartwheel.
- I like cream on my cornflakes **because** milk is too tasteless.
- **After** I have eaten, I go for a long walk.
- I can juggle **while** walking a tightrope.

3 Prepositional phrases

Learners' own responses, for example:

- He piled the stones **on top of** the soil.
- I was late so I ran **out of the door**.
- When I grow up, I will travel **around the world**.

4 Challenge yourself

Learners' own responses, using all the given prepositions. For example:

We had a great game of hide and seek. I climbed **over** the fence and hid **behind** the tree. Jim crawled **under** the bush and squeezed **between** the pillars. Sam ran **across** the bridge and hid **in** a rowing boat. Jo ran **around** the lake and lay **on** a flat rock. Mark crept **inside** the shed and hid **next to** the lawnmower.

Cambridge Primary **Revise** for Primary Checkpoint **English** Teacher's Handbook Second Edition

Focus revision where learners need most support with clearly identified success criteria and easy to follow teaching notes.

- Assess knowledge and progress with structured practice tests and whole-class activities.
- Improve understanding and technique with photocopiable resources such as practice questions and games.
- Introduce strategies for supporting recall and revision with further ideas to stretch learners and marking guidance.