

Essential English



Book 2 – Grades 5/6

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Introduction

This comprehensive English book provides lessons and exercises for a wide variety of students, including:

- Students between Grades 5 and 6
- Intermediate to Advanced ESL pupils
- Secondary students needing revision of basic skills

Towards the back of the book, several sections are provided for special needs:

- For ESL pupils, a large choice of conversation topics is offered
- For students wanting more writing practice, extra topics are set
- For unconfident spellers, a phonics summary is provided
- For children keen to read more books, a booklist is included
- For parents and tutors, dictations and answers are supplied

By using this book:

- Students in Grades 5 to 6 will advance in their grammar, spelling, vocabulary and writing skills
- ESL students will improve their comprehension, vocabulary, spelling and conversation technique
- Remedial students will be able to revise their spelling, dictation, reading and comprehension
- Parents will be assured that their children are learning traditional, academic English of a high standard
- Teachers will have a useful resource book for the mixed-ability, multicultural classroom.
- In the classroom, native English-speakers will have the opportunity to guide and help their ESL friends with conversation practice
- Home-schoolers and self-taught students will have a comprehensive English course for home-study.

Chapter 1:

Nouns

Grammar is the science of language. It involves the study of words and sentences. By knowing the rules of grammar, you will be able to speak and write with better English. To understand grammar, you have to think very clearly, and this is a good exercise for your brain. **Learning grammar will help you to become a better thinker.**

Nouns are “naming words”. They are the names of people, places, things, feelings, ideas and activities:

People: girl, boy, mother, grandfather, plumber, policeman, Jenny, Paul, Dr. Jones.

Places: beach, hills, city, Camden Road, Korea, China, the Nile, the Pacific Ocean.

Things: pen, paper, book, knife, shell, sky, rock, computer, flower, tree, water.

Feelings: love, hunger, thirst, sleepiness, fear, hatred, curiosity.

Ideas: education, sport, health, wealth, poverty, silence, disease.

Activities: running, sleeping, swimming, reading, talking, writing.

There are five types of nouns:

- 1) **Common Nouns** are the *names of everything you can see around you*, such as book, cup, window, mouse, television, father, desk and dog.
- 2) **Proper Nouns** are the *names of special people, places and things*. They are always spelt with capital letters and include words such as Mr. Smith, Adam, America, Seoul, Christmas, Sydney Grammar School and Nintendo.
- 3) **Collective Nouns** are the *names of groups or collections of things*, such as crowd, team, herd, flock, fleet, gang, bunch and audience.
- 4) **Abstract Nouns** are the *names of things that can't be seen or touched*, and include feelings and ideas such as dream, fun, happiness, boredom, government and religion.
- 5) **Gerunds** are the *names of activities*. They always end in “ing” and include words such as walking, studying, laughing, jumping, skipping and working.

Exercise 1:

See if you can put the following nouns into their correct columns in the table on the next page:

cat, singing, Mrs. Brown, Lindfield Primary School, group, heat, class, pencil, music excitement, nightmare, sand, collection, king, King Arthur, crocodile, sewing, the Amazon River.

Common	Proper	Collective	Abstract	Gerund

Nouns have number. They can be **singular** (just one) or **plural** (two or more). Most nouns just add an “s” to form the plural. For example: one dog → two dogs; one cat → two cats. However, a lot of nouns follow other **rules for making plurals.** Look at the rules below:

- 1) Most nouns add an “s”:
rock → rocks; pen → pens; bird → birds
- 2) Nouns ending in “ss”, “sh”, “ch” or “x” add “es”:
kiss → kisses; wish → wishes; beach → beaches; fox → foxes
- 3) Nouns ending in “y” with a consonant before it, change the “y” into “i” before adding “es”:
pony → ponies; dairy → dairies; daddy → daddies; country → countries
- 4) Nouns ending in “y” with a vowel before it, such as “ey”, just add an “s”:
donkey → donkeys; bay → bays; toy → toys
- 5) Nouns ending in “f” or “fe” usually change the “f” to a “v” before adding “es”:
dwarf → dwarves; knife → knives; thief → thieves
- 6) Nouns ending in “o” usually add “es”:
tomato → tomatoes; potato → potatoes; tornado → tornadoes; volcano → volcanoes
- 7) Some nouns which end in “o”, including musical and shortened nouns, just add “s”:
piccolo → piccolos; cello → cellos; memo → memos; photo → photos; zero → zeros
- 8) Some nouns have strange plurals which just have to be learnt:
tooth → teeth; child → children; mouse → mice; man → men; goose → geese
- 9) Some nouns are the same in the singular and plural:
sheep → sheep; deer → deer; moose → moose
- 10) Some nouns have Latin or Greek endings and need special treatment:
radius → radii; oasis → oases; alga → algae; appendix → appendices;
medium → media; phenomenon → phenomena; index → indices

Exercise 2:

In the table below are some singular nouns. Using the rules for plurals, see if you can write the plural for each noun in the spaces provided:

dog		potato	
cat		tooth	
peach		deer	
box		sheep	
puppy		ox	
journey		piano	
wharf		zero	
life		photo	
mango		house	
tomato		foot	
child		mouse	
crisis		hippopotamus	

Nouns have gender: “boy” nouns are **masculine**; “girl” nouns are **feminine**; “it” nouns are **neuter**; “boy/ girl” mixed nouns are **dual gender**.

Here are some examples:

Masculine Gender: man, boy, uncle, nephew, bull, cock, king, prince, Robert, waiter

Feminine Gender: woman, girl, aunt, niece, cow, hen, queen, princess, Roberta, waitress

Neuter Gender: shoe, sock, table, chair, car, robot, football, train

Dual Gender: people, adults, children, cattle, sheep, doctors, workers.

Look at the masculine and feminine nouns shown below and learn any that you don't already know:

<u>Masculine</u>	<u>Feminine</u>
man	woman
boy	girl
son	daughter
grandfather	grandmother
uncle	aunt
nephew	niece
king	queen
prince	princess
emperor	empress
duke	duchess
lion	lioness
tiger	tigress
drake	duck
bull	cow

<u>Masculine</u>	<u>Feminine</u>
fox	vixen
wolf	she-wolf
cob	swan
gander	goose
dog	bitch
rooster	hen
boar (pig)	sow
stag (deer)	doe
stallion (horse)	mare
ram (sheep)	ewe

Exercise 3:

The sentences below are written in the masculine. Turn them into the feminine. I'll show you how to do the first one:

The country boy was proud of his pet ram. → The country girl was proud of her pet ewe.

- 1) The king sat on his stallion.
- 2) The wolf chased the fox.
- 3) The emperor owned a pet stag.
- 4) The bull made friends with the cob.
- 5) The drake chased the gander.
- 6) The duke and his son visited the prince.
- 7) The uncle took his nephew to the cinema.
- 8) The grandfather read his grandson a story.
- 9) The lion killed the boar.
- 10) The rooster sat in the man's hat.

Exercise 4:

Change the number in these sentences by turning the singular ones into the plural, and the plural ones into the singular. I'll show you how to do the first one:

The man is taking his ox to the field. → The men are taking their oxen to the fields.

- 1) The girls gave some flowers to their mothers.
- 2) The babies' bottles are empty.
- 3) The sheep likes to eat grass with the deer and the goat.
- 4) The radius of this circle is short, and the vertex of that triangle is acute.
- 5) The woman's tent was set up at the oasis during the crisis.
- 6) The dwarf has a sharp knife, a pretty wife and a happy life.
- 7) The hippopotamus can be a very aggressive animal.
- 8) I put a tomato and potato on the piano, while I was playing the cello.

- 9) The student has to write a synopsis and then an analysis on the book he is reading.
- 10) At night, the puppies' mothers sleep in the kennels with their babies.
- 11) Wolves, mice, geese and ponies are all mammals.
- 12) The boys' teeth were decayed because they never brushed them.

Exercise 5:

1) Give three of your own examples of:

- A common noun
- A proper noun
- An abstract noun
- A gerund
- A collective noun

2) Underline all the nouns in the following sentences:

- a) Susan went to the shops and bought some bread, milk, cheese, ham and eggs.
- b) David flew to India, Kate drove to Melbourne, Sarah sailed to China, and Michael went on a train to Perth. Their love of travel gives them great pleasure.

Comprehension:

Information Report:

Read the passage and answer the questions in full sentences:

The Big Bang.

Have you ever wondered how the Universe began? Where did all the stars and planets come from, and how did we get here? These are very big, important questions, and scientists are trying to find the answers to them.

When you blow your breath onto a cold mirror, you will see that the warm, moist gas that comes from your mouth turns into little, cool drops of water on the mirror. Most scientists think that the same thing happened when the Universe began.

Out of nothing came a huge burst of energy. This was called the "Big Bang". It was so hot that there was no matter at all. There were no stars and no planets, just super-hot boiling heat. After a while, the heat cooled down, and when it did, matter appeared, just as the water drops appeared on the mirror from your warm breath.

At first, the matter was just made of tiny particles. But slowly, due to gravity, it pulled itself into clumps, and then into the stars, planets and galaxies that we know today.

The Universe has been here for about fourteen billion years, and one day, a long, long time in the future, it will fade away into the nothing from which it came.

How could something as big as the Universe have come from nothing, and how could it disappear into nothing again? These big questions are what make science such an exciting subject. Would you like to be a scientist when you grow up?

- 1) What happens when you blow onto a mirror?
- 2) What happened at the “Big Bang”?
- 3) When the Universe was super-hot, were there any stars or planets?
- 4) How did matter form?
- 5) How did the tiny particles of matter become stars and planets?
- 6) How long ago did the “Big Bang” happen?
- 7) What will happen to the Universe in the end?

Spelling:

Basic:

rain, train, grain, brain day, play, say, hay cake, bake, snake, lake tree, bee, see, feet

dream, stream, meat, heat thief, chief, belief bike, like, bite, spike night, light, fight

choke, smoke, hole boat, goat, coat, foal pillow, shadow, window cute, mule, tune

photo, phone, elephant little, middle, bottle, battle king, bang, lungs, song, long

Advanced:

national, mineral, punctual, gradual, liberal, parental, special, several, natural, general

Vocabulary:

When using collective nouns, it is important to use the right collective noun for the right item. Study the list below to make sure you know how to use collective nouns correctly:

Collective Nouns

An audience of listeners	A herd of cattle
A congregation of worshippers	A flock of birds
A crowd of people	A swarm of bees
A band of musicians	A gaggle of geese
A company of actors	A pack of wolves
A gang of thieves	A murder of ravens
A choir of singers	A brood of chickens
A flock of sheep	A fleet of ships
A class of pupils	A galaxy of stars
A pod of whales	A collection of stamps
A school of fish	A ream of paper

A pride of lions	A pack of cards
A litter of puppies	A bouquet of flowers
A parliament of owls	An ambush of tigers
A colony of penguins	A plague of locusts

Conversation:

The Solar System

Do you know much about the planets in our Solar System? Here are their names, in order from the Sun: *Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune*. Find a partner to talk to about the following discussion questions. This could be a parent, elder brother or sister, classmate, tutor or teacher. Make sure you use your best English, use whole sentences and avoid slang and sloppy language. If you are studying alone, just write down what you would like to say in an exercise book, and make sure you use your best grammar, punctuation and spelling. If there is any question you know nothing about, look it up in an encyclopaedia to broaden your knowledge:

- 1) Which planet do you think is the hottest?
- 2) Which one would be the coldest?
- 3) Which is the biggest planet and which is the smallest?
- 4) From the pictures that have been sent back by unmanned rockets and the space telescope, which planet do you think is the most beautiful? Why?
- 5) Do you think there might be life on any of the other planets? Why or why not?
- 6) Would you like to fly in a rocket to the Moon or Mars one day?
- 7) Which “planet” is no longer called a planet? Why?
- 8) What is the difference between an asteroid and a comet?
- 9) Where are the asteroids located?
- 10) What is the Kuiper Belt?
- 11) What is the Oort Cloud?
- 12) What is the Sun made of?
- 13) What is a sunspot?
- 14) What is the Solar Wind?

Writing:

Read about the planet Venus, make notes on what you learn, and then write an information report about this amazingly horrible planet!

Start with an *introduction* to tell your reader what your report will be about, then write the *body* of your work, splitting your information up into separate paragraphs for each different aspect of your topic, and finally finish with a *conclusion* to make a final statement about your topic. Include pictures, diagrams, information tables or graphs to add interest to your report. To help you get started, a possible writing plan is shown ahead, but if you want to design your own, all the better:

Possible Report Plan:

Introduction: Venus – a very nasty place (include a picture or photo)

Body:

Paragraph #1 – Position in Solar System (include diagram)

Paragraph #2 – Thick atmosphere – describe what the “air” is made of, sulphuric acid rain, huge atmospheric pressure would squash us!

Paragraph #3 – Temperature – hot enough to melt lead, draw graph to compare temperature with other planets

Paragraph #4 – Volcanoes and lava flows on surface (show map of surface)

Conclusion: The Planet from Hell!

Dictation:

The dictations in this book are linked to the *basic* spelling lists provided in each chapter. They will give extra practice to students who feel unconfident with spelling. Ask a parent, tutor or older sibling to read out Dictations #1 and #2 for you, so that you can practise your spelling and punctuation. Check your work carefully before marking it. Write out any spelling mistakes correctly several times, so that you learn not to make the same errors again. You will find the Dictations towards the back of the book.