



Between Years 3 and 4

# BACK ON TRACK

READING • WEEK 3



[www.readingeggpress.co.uk](http://www.readingeggpress.co.uk)



## Welcome to Week 3

Welcome to Week 3 of your Back on Track literacy programme! This programme is for pupils between Years 3 and 4 to reinforce the learning from Year 3 and prepare them for Year 4.

The ten-week programme is designed to build upon foundational comprehension skills by completing close readings of a wide range of literary and informational texts.

To practise phonics skills, broaden vocabulary and improve writing outcomes, a spelling programme has also been included.

You can access both of these online programs, as well as an extensive library of more than 2,500 e-books, with your single **Reading Eggs** subscription.

Each week you'll receive a 20 page booklet. Inside you'll find an overview for that week's learning, online lessons to complete, 14 pages of pupil worksheets (with answers), as well as 4 bonus pages and certificates to reward all of the hard work. With a target of just 30 minutes per day, we've packed lots in so that you can maximise your learning now!

We recommend you follow these simple steps to get your child Back on Track.

- 1 Print the pupil pages for the week. Ensure your child has pencils and erasers to complete the worksheets.
- 2 Encourage your child to read the recommended books from the **Reading Eggspress library**.
- 3 Once each day's work is complete, fill in the incentive chart. There is also a certificate at the end of the week to celebrate your child's achievement.
- 4 Enjoy the learning.



## Week 3

### Reading skills focus

Comprehension: Nonfiction

- Literal comprehension: find facts and information and identify the main idea and find supporting details.
- Inferential comprehension: make predictions, make judgements and make inferences.
- Vocabulary and usage: understand the meanings of words, identify word building, identify connections between words and use context clues to understand complex vocabulary.

Spelling and Grammar

- Build spelling skills with spelling patterns: **squ, sch, sph**
- Grammar: **Prepositions, adjectives, adjectival phrases, adverbs and adverbial phrases**

### Online

#### Reading Eggspress, Lesson 86

- Comprehension focus: **Finding facts and information**
- Build comprehension skills by making predictions, finding facts and information and making judgements.
- Understand the meaning of the words: **imagine** (verb), **curse** (noun), **disturb** (verb), **relative** (noun), **mummy** (noun).
- Complete a quiz testing literal, inferential, vocabulary and usage, text analysis and critical literacy comprehension skills.

#### Reading Eggspress, Lesson 87

- Comprehension focus: **Making connections**
- Build comprehension skills by making predictions, making judgements, identifying connections between words and using context clues to understand new vocabulary.
- Understand the meaning of the words: **shrub** (noun), **except** (preposition), **conifer** (noun), **vine** (noun), **nectar** (noun).
- Complete a quiz testing literal, inferential, vocabulary and usage, text analysis and critical literacy comprehension skills.

#### Reading Eggspress, Lesson 88

- Comprehension focus: **Cause and effect**
- Build comprehension skills by making predictions, finding facts and information and making judgements.
- Understand the meaning of the words: **desert** (noun), **act** (verb), **insulator** (noun), **soil** (noun), **thermometer** (noun).
- Complete a quiz testing literal, inferential, vocabulary and usage, text analysis and critical literacy comprehension skills.

#### Reading Eggspress, English Skills Lesson 3.28

- Spelling patterns: **squ, sch, sph**
- Build spelling skills by developing knowledge of word structures, spelling patterns and morphology.
- Activities use proof reading, visual memory, definitions, word families and word sorts.
- Complete a spelling quiz.

### Worksheets

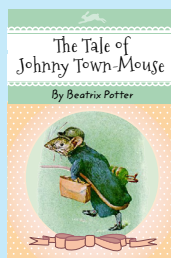
- Day 1:** Finding facts and information
- Day 2:** Making connections
- Day 3:** Cause and effect
- Day 4:** Spelling patterns: **squ, sch, sph**
- Day 5:** Prepositions; Adverbial phrases

### Bonus worksheets

- Adjectives
- Adjectival phrases
- Comparative adjectives
- Comparative adverbs

### Additional Library Books

- A Light in the Forest* by John Townsend
- The Tale of Johnny Town-Mouse* by Beatrix Potter
- Shaky, Breaky School Sleuth* by J.L. Anderson
- How the Toad Got His Bruises* – A traditional tale
- Big Cats* by Ian Rohr
- Are Ants Like Plants?* by Sue Heavenrich



# Week 3 • Answers

## Day 1

### Monsters

Big things are big trouble. Enormous monsters cause chaos and destruction wherever they go. **Godzilla** is Japan's favourite monster. He first blasted onto Japanese movie screens in **1954** and he's still there today. Godzilla slept on the bottom of the sea until an atomic bomb forced him up to the surface. He looks like a giant **Tyrannosaurus rex** having a temper tantrum. He is angry because he thinks people are destroying the world.



- d
- b
- c
- a
- as a way to explain the unknown
- in every country
- Anyone who looked at her turned to stone.
- Perseus
- to find out where, or what its weak spot is

Every country has its own stories, or myths, about monsters. Monsters were a good way to explain the unknown. If people didn't know what caused an earthquake, for example, they could say a monster did it.

When Native Americans first dug up dinosaur bones, they thought they were the bones of giant lizards that lived deep in the earth. When these giants shivered, the whole earth quaked!

Many myths tell of monsters with terrible powers. Medusa had snakes instead of hair. Anyone who looked at her was turned to stone. But the hero Perseus was able to defeat her by looking at her reflection in a mirror.

Every monster has a weak spot. The trick is to find out where, or what, it is.

## Day 2

Many animals feed on the nectar from flowers. As a result, the animals carry pollen from flower to flower.

Many insects feed on flowers. Flowers have colour and perfume to attract insects. As insects feed on the nectar, they also pick up some pollen. The pollen catches a ride to the next flower. After being pollinated, flowers make seeds. Birds, bats and even some lizards are also attracted to flowers.



Pollination is an important part of the life cycle of plants. Insects such as bees, butterflies and ladybugs are attracted by the bright colours and smells of certain flowers. They know that these flowers contain the sweet (nectar) that they need to grow and lay eggs. While sucking the nectar, some of the pollen on the flowers sticks to their legs. This pollen gets transferred to the next flower they move to. The pollen fertilises the flower's egg cells to make seeds.



Flowering plants are able to live in many different parts of the world. Rainforests, deserts and cold mountains are all home to different flowering plants.

Rainforests get plenty of what plants need—rain, warmth and sunshine—so plants grow in great numbers. A huge variety of flowering plants, such as trees, vines and other tropical plants, grow in rainforests.

Rainforests cover about 6% of the earth's surface but contain more than half of the world's plant and animal species. Rainforests have hot, humid climates. They also have a very high annual rainfall. That's why they are called rainforests! At least two-thirds of the world's plant species grow in rainforests.

- a, b, d, g, h
- Answers will vary.  
Suggested answer:  
a Climate: Rainforests have hot and humid conditions with lots of sunshine. They have a very high annual rainfall.  
b Plants: More than two-thirds of the world's plant species grow in rainforests including, trees, vines and other tropical plants.

## Day 3

### Deserts

Desert animals conserve water. They try to avoid very hot and very cold temperatures.

The fur or hair of large desert animals keeps them cool. The outer layer of a camel's coat can be 30 degrees Celsius hotter than its body.

Some desert animals, such as the marsupial mole, burrow underground to escape extreme temperatures. It is cooler underground in hot deserts. In cold deserts, it is warmer underground.

- b
- c
- a
- d
- drilling for oil, mining, tourism, farming
- Tourists can damage desert water supplies.
- They break up the soil with their hooves, making it more likely to be eroded by wind and rain.

Deserts often contain oil and iron ore. Drilling for oil and mining can harm desert environments.

Tourists can damage desert water supplies. Vehicles damage desert soils and plants.

When farms are on the edge of a desert, they can damage the fragile desert soil.

Farm animals pound the soil with their hooves. This breaks up the soil. It is then more likely to be eroded by wind and rain.



## Day 4

- Check for correct spelling of each word.
- Words with squ: squad, squat, squid, squint, square, squish, squeal, squash, squirt, squiggle, squirrel, squeeze, squelch, squeaky, squirm, squall  
Words with sch: school, scheme  
Words with sph: sphere, sphinx
- a squeeze b squat c squirrel d square  
e school f squeaky g squint h squelch  
i squad j squiggle
- a squid b square c squirrel d sphinx

- a squirt squirt b skweaky squeaky  
c sqweeze squeeze d sqwish squish  
e sqweal squeal f sqwash squash  
g sqwad squad h sqwint squint
- Check for correct spelling of each word.
- a squabble b atmosphere c squawk  
d squadron e spherical f squatter
- a hemisphere b spherical c squadron
- a squeamish b hemisphere c atmosphere d squelchy

## Day 5

- a when b where c when d where e how f why
- Across: 1 after 3 at 5 before 6 across 7 in 8 under 9 to  
Down: 2 through 4 than 5 beside 8 until
- a when b where c why d how e where f how
- a around the track b after midnight c with both hands  
4 a up the hill b on a wall c before midnight  
d over the moon e with the spoon

## Bonus Worksheet 1

- a huge, big, heavy, gray, wrinkly, large, enormous, magnificent, smart
- Smiling: joyful, cheerful, happy, glad, pleased  
Grimacing: furious, angry, irritated, annoyed, mad  
Unsure: anxious, scared, worried, frightened, nervous
- a funny b brown/blue c rich/large  
d freezing e rotten/bad f juicy

## Bonus Worksheet 2

- a during the night b under an umbrella c with long hair
- a in the smart suit b on the corner c with happy endings
- a The Wonderful Wizard of Oz  
b The Cat in the Hat  
c Alice's Adventures in Wonderland  
d The Tale of Peter Rabbit  
e The Wind in the Willows
- The Secret of the Treasure Seekers
- a in the blue dress b with the wand

## Bonus Worksheet 3

- a funniest b funnier c cutest d cuter
- Comparing two: more obedient, happier, more pleased, younger, cuddlier, better  
Comparing more than two: scariest, weakest, angriest, most anxious, loosest, worst  
a coldest b largest c straighter  
d most interesting e sweeter

## Bonus Worksheet 4

- a faster b farthest c less brightly  
d worse e harder f soonest g highest
- a more politely b more neatly  
c more frequently d less often  
e more warmly f most clearly  
g more healthily

| 3 | Adverb     | Comparing two   | Comparing more than two |
|---|------------|-----------------|-------------------------|
|   | carefully  | more carefully  | most carefully          |
|   | proudly    | more proudly    | most proudly            |
|   | gracefully | more gracefully | most gracefully         |
|   | calmly     | more calmly     | most calmly             |
|   | recently   | more recently   | most recently           |






# Week 3

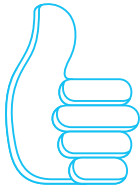




## Incentive chart for:

\_\_\_\_\_

Colour each one when you have completed each day's work.

| Week 3        | Monday    | Tuesday   | Wednesday | Thursday      | Friday        |
|---------------|-----------|-----------|-----------|---------------|---------------|
| Online Lesson | Lesson 86 | Lesson 87 | Lesson 88 | Spelling 3.28 | Spelling 3.28 |

|            |                                                                                    |                                                                                    |                                                                                     |                                                                                      |                                                                                      |
|------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Worksheets |  |  |  |  |  |
|------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|

|           |                                                                                     |                                                                                     |                                                                                     |                                                                                       |                                                                                       |
|-----------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Day Done! |  |  |  |  |  |
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### Notes/thoughts/ideas

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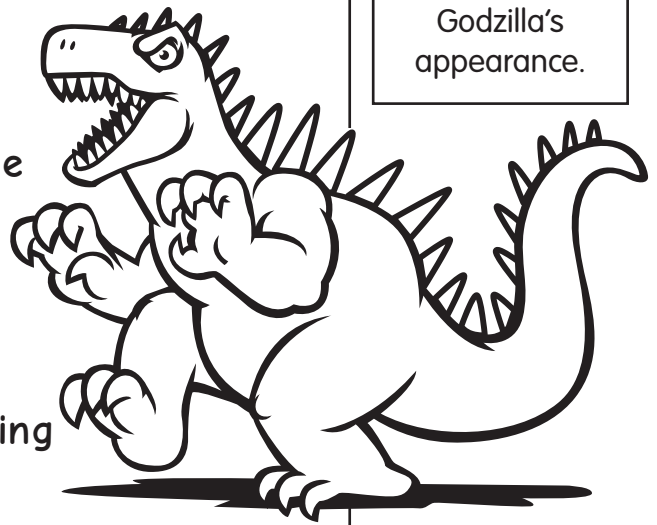
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Read the passage.

# Monsters

Big things are big trouble. Enormous monsters cause chaos and destruction wherever they go. Godzilla is Japan's favourite monster. He first blasted onto Japanese movie screens in 1954 and he's still there today. Godzilla slept on the bottom of the sea until an atomic bomb forced him up to the surface. He looks like a giant *Tyrannosaurus rex* having a temper tantrum. He is angry because he thinks people are destroying the world.



Circle the name of Japan's favourite monster.

Underline the phrase that tells us where Godzilla used to live.

Highlight the year of the first Godzilla movie.

Colour the words that describe Godzilla's appearance.



Circle the correct answers.

- 1 **Who** is Japan's favourite monster?  
 a a giant                      b a dinosaur                      c *Tyrannosaurus rex*                      d Godzilla
- 2 **When** did Japan's favourite monster first appear on movie screens?  
 a 1945                      b 1954                      c 1956                      d 1964
- 3 **Where** did Godzilla live before he was forced into the world?  
 a on an island                      b in a forest  
 c on the bottom of the sea                      d in the sky
- 4 **What** does Godzilla look like?  
 a a huge *Tyrannosaurus rex*                      b a giant  
 c an angry person                      d a sea monster

Read the passage.



Underline the words that tell us why people tell monster stories.

**Highlight** what Native Americans believed dinosaur bones to be.

Circle words that describe Medusa's appearance.

Every country has its own stories, or myths, about monsters. Monsters were a good way to explain the unknown. If people didn't know what caused an earthquake, for example, they could say a monster did it.

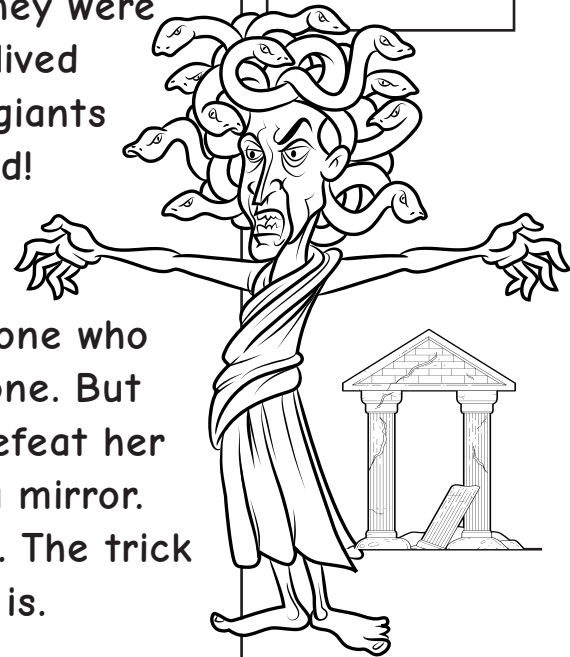
When Native Americans first dug up dinosaur bones, they thought they were the bones of giant lizards that lived deep in the earth. When these giants shivered, the whole earth quaked!

Many myths tell of monsters with terrible powers. Medusa had snakes instead of hair. Anyone who looked at her was turned to stone. But the hero Perseus was able to defeat her by looking at her reflection in a mirror. Every monster has a weak spot. The trick is to find out where, or what, it is.

**Colour** Medusa's terrible power.

Underline the actions of Perseus.

Circle the key to defeating monsters.



- 5 **What** are monster myths used for? \_\_\_\_\_
- 6 **Which countries** have monster myths? \_\_\_\_\_
- 7 **What** was Medusa's terrible power? \_\_\_\_\_
- 8 **Who** defeated Medusa? \_\_\_\_\_
- 9 **Which** steps will help you defeat any monster? \_\_\_\_\_

Read the passages.

Many animals feed on the nectar from flowers. As a result, the animals carry pollen from flower to flower.

Many insects feed on flowers. Flowers have colour and perfume to attract insects. As insects feed on the nectar, they also pick up some pollen. The pollen catches a ride to the next flower. After being pollinated, flowers make seeds.

Birds, bats and even some lizards are also attracted to flowers.



**Circle** the word in each text that tells us what insects feed on.

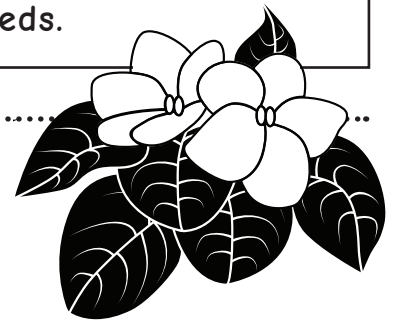
**Underline** the words in each text that tell us what attracts insects to certain flowers.

**Highlight** the word in each text that tells us what insects carry from flower to flower.

**Colour** the words in each text that tell us what flowers produce after they have been pollinated.



Pollination is an important part of the life cycle of plants. Insects such as bees, butterflies and ladybugs are attracted by the bright colours and smells of certain flowers. They know that these flowers contain the sweet nectar that they need to grow and lay eggs. While sucking the nectar, some of the pollen on the flowers sticks to their legs. This pollen gets transferred to the next flower they move to. The pollen fertilises the flower's egg cells to make seeds.



**Circle** the correct answers.

- 1 What do both texts tell us?
  - a Many insects feed on the nectar from flowers.
  - b The bright colours and perfumes of plants help to attract insects.
  - c Insects lay their eggs in flowers.
  - d Insects play an important role in pollination.
  - e Bees and butterflies need nectar to grow and lay eggs.
  - f Some flowers grow into fruits.
  - g Insects carry pollen from flower to flower.
  - h Flowers make seeds after they have been pollinated.
  - i Birds and other animals also play a role in pollination.





Read the passage.

Flowering plants are able to live in many different parts of the world.

Rainforests, deserts and cold mountains are all home to different flowering plants.

Rainforests get plenty of what plants need—rain, warmth and sunshine—so plants grow in great numbers. A huge variety of flowering plants, such as trees, vines and other tropical plants, grow in rainforests.



Underline all the words in both texts that refer to the climate in rainforests.

**Highlight** all the words in both texts that refer to the number of plants found in rainforests.

Rainforests cover about 6% of the earth's surface but contain more than half of the world's plant and animal species.

Rainforests have hot, humid climates. They also have a very high annual rainfall. That's why they are called rainforests!

At least two-thirds of the world's plant species grow in rainforests.



- 2 Use the information in the texts to write a short report about rainforests. Use the headings provided.

Rainforests

Climate: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Plants: \_\_\_\_\_

\_\_\_\_\_

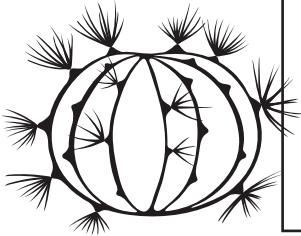
\_\_\_\_\_

\_\_\_\_\_

Read the passage.

Circle the reason large desert animals are able to stay cool.

Underline the effect a fur covering has on a large desert animal's body temperature.

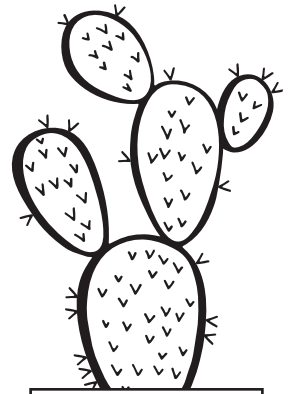


## Deserts

Desert animals conserve water. They try to avoid very hot and very cold temperatures.

The fur or hair of large desert animals keeps them cool. The outer layer of a camel's coat can be 30 degrees Celsius hotter than its body.

Some desert animals, such as the marsupial mole, burrow underground to escape extreme temperatures. It is cooler underground in hot deserts. In cold deserts, it is warmer underground.

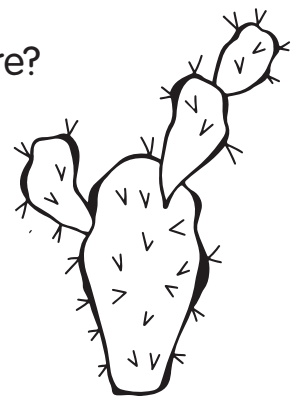


Highlight what the marsupial mole does to stay cool.

Colour the key word that tells why animals in cold deserts might burrow underground.

Circle the correct answers.

- 1 What **causes** large desert animals to stay cool?
  - a their skin
  - b their fur
  - c their tails
  - d river breezes
  
- 2 How does a desert animal's hair or fur **affect** its body temperature?
  - a It keeps it warm.
  - b It causes it to overheat.
  - c It keeps it cool.
  - d It causes it to freeze.
  
- 3 **Why** is the marsupial mole able to stay cool in the desert?
  - a It burrows underground.
  - b It lies in the shade.
  - c It drinks lots of water.
  - d It sprays water on itself.
  
- 4 What **effect** does burrowing underground have on the marsupial mole? It enables it to ...
  - a stay warm.
  - b find water.
  - c find food.
  - d stay cool.



**Read the passage.**

Put a **box** around the key word that tells us what drilling and mining do to desert environments.

**Circle** the word that tells us who causes damage to desert water supplies.

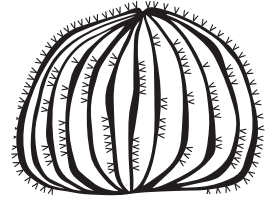
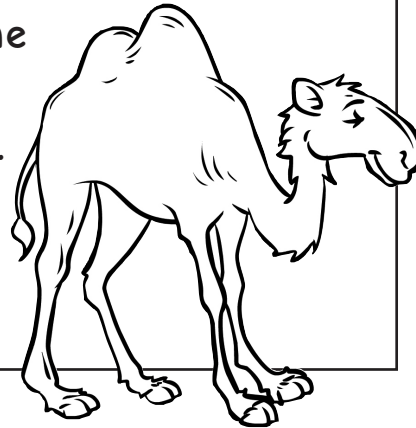
**Colour** the words that show how farm animals damage desert environments.

Deserts often contain oil and iron ore. Drilling for oil and mining can harm desert environments.

Tourists can damage desert water supplies. Vehicles damage desert soils and plants.

When farms are on the edge of a desert, they can damage the fragile desert soil.

Farm animals pound the soil with their hooves. This breaks up the soil. It is then more likely to be eroded by wind and rain.



**Highlight** the effect vehicles have on desert environments.

**Colour** the effect farms have on desert environments.

Underline what happens when farm animals break up desert soil.

**5** What human activities **cause** damage to desert soils?

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**6** What **effect** do tourists have on deserts?

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**7** Explain how farm animals **cause** damage to desert soils.

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# Spelling patterns: *squ*, *sch*, *sph*

**List 1 Write the word.**

- squad \_\_\_\_\_
- squat \_\_\_\_\_
- squid \_\_\_\_\_
- squint \_\_\_\_\_
- school \_\_\_\_\_
- sphere \_\_\_\_\_
- square \_\_\_\_\_
- squish \_\_\_\_\_
- squeal \_\_\_\_\_
- squash \_\_\_\_\_
- squirt \_\_\_\_\_
- squiggle \_\_\_\_\_
- sphinx \_\_\_\_\_
- scheme \_\_\_\_\_
- squirrel \_\_\_\_\_
- squeeze \_\_\_\_\_
- squelch \_\_\_\_\_
- squeaky \_\_\_\_\_
- squirm \_\_\_\_\_
- squall \_\_\_\_\_

**2 Sort the words.**

Words with *squ*

|       |       |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

Words with *sch*

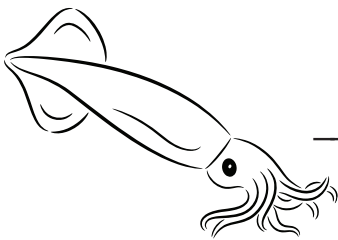
Words with *sph*

|       |       |
|-------|-------|
| _____ | _____ |
|-------|-------|

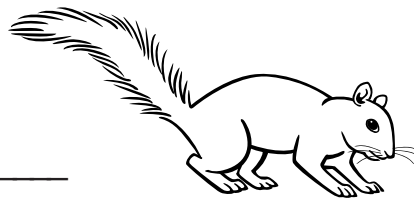
**3 Unscramble these words.**

- |                |                |
|----------------|----------------|
| eezqus _____   | suatq _____    |
| rrelqusi _____ | qusare _____   |
| oolchs _____   | queaksy _____  |
| unitsq _____   | elchqus _____  |
| qusad _____    | gugliqse _____ |

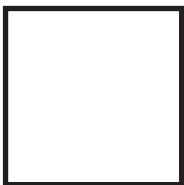
**4 Name.**



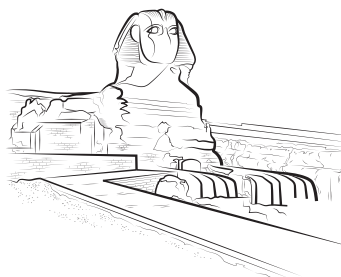
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

# Spelling patterns: squ, sch, sph

**5 Underline the spelling mistake.** Write the word correctly.

Please squert plenty of detergent into the sink.

When I blew the whistle, it made a skweaky sound.

I had to sqweeze the mayonnaise out of the bottle.

I tried to sqwish the annoying mosquito.

The girl's piercing sqweal hurt everyone's ears.

I tried to sqwash as many clothes as possible into my suitcase.

A sqwad of police officers arrived quickly at the scene.

The sun's light was so bright it made me sqwint.

Our skewl is getting a new library and a new hall.

My favourite 3D object is a sfhere.

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## Challenge words

**6 Write the word.**

squawk \_\_\_\_\_

scholar \_\_\_\_\_

squabble \_\_\_\_\_

squadron \_\_\_\_\_

squeamish \_\_\_\_\_

squatter \_\_\_\_\_

sqwelchy \_\_\_\_\_

spherical \_\_\_\_\_

atmosphere \_\_\_\_\_

hemisphere \_\_\_\_\_

**7 Hidden words.** Find the challenge word.

ncassquabbleioyd \_\_\_\_\_

msloatmospherejshu \_\_\_\_\_

sdfgsquawkcasoh \_\_\_\_\_

aloesquadronobsaj \_\_\_\_\_

asdhusphericaldfgua \_\_\_\_\_

uianlsquatteroiadh \_\_\_\_\_

**8 Complete the sentence.**

Canada is in the northern \_\_\_\_\_.

The ball was \_\_\_\_\_ in shape.

The \_\_\_\_\_ of fighter jets took off.

**9 Word clues.** Which challenge word matches?

made sick by unpleasant sights \_\_\_\_\_

a half of a sphere \_\_\_\_\_

the gases surrounding a planet \_\_\_\_\_

describes a squishing or sucking sound \_\_\_\_\_

a person who studies \_\_\_\_\_

to quarrel over unimportant matters \_\_\_\_\_

# Prepositions

**Prepositions** show the relationship between nouns or pronouns and other words in a sentence. They tell **when, where, how** or **why**; e.g., I will meet you **at** midday. The milk is **in** the fridge. They travelled **by** bus. She did it **for** them.



**1 Does the underlined preposition show WHEN, WHERE, HOW, or WHY?**

- a I woke up before sunrise.
- b I have just come from the shops.
- c We should be home by six o'clock.
- d I immediately took him to the doctor.
- e She ate her food with a knife and fork.
- f I made the card for her.

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**2 Complete the crossword puzzle.**

|   |  |   |  |   |  |   |  |  |  |  |  |
|---|--|---|--|---|--|---|--|--|--|--|--|
|   |  | 1 |  |   |  | 2 |  |  |  |  |  |
|   |  |   |  |   |  |   |  |  |  |  |  |
| 3 |  | 4 |  |   |  | 5 |  |  |  |  |  |
|   |  |   |  |   |  |   |  |  |  |  |  |
|   |  |   |  | 6 |  |   |  |  |  |  |  |
| 7 |  |   |  |   |  |   |  |  |  |  |  |
|   |  |   |  | 8 |  |   |  |  |  |  |  |
|   |  |   |  |   |  |   |  |  |  |  |  |
|   |  |   |  | 9 |  |   |  |  |  |  |  |
|   |  |   |  |   |  |   |  |  |  |  |  |
|   |  |   |  |   |  |   |  |  |  |  |  |



**Across:**

- 1 Six comes \_\_\_\_\_ five.
- 3 I will meet you \_\_\_\_\_ the movies.
- 5 Five comes \_\_\_\_\_ six.
- 6 He walked \_\_\_\_\_ the road.
- 7 The milk is \_\_\_\_\_ the fridge.
- 8 They are sitting \_\_\_\_\_ an umbrella.
- 9 I am going \_\_\_\_\_ school.

**Down:**

- 2 I saw him \_\_\_\_\_ the window.
- 4 Your dog is bigger \_\_\_\_\_ mine.
- 5 I sat \_\_\_\_\_ her on the bus.
- 8 I waited \_\_\_\_\_ the end.

# Adverbial phrases

A **phrase** is a part of a sentence that has more than one word. An **adverbial phrase** does the work of an **adverb**; e.g., He dropped his sock **on the floor**.



**1** Does the underlined phrase tell **WHERE, WHEN, HOW, or WHY?**

- a The campers woke up before sunrise. \_\_\_\_\_
- b They arrived at the campsite yesterday. \_\_\_\_\_
- c The match was cancelled because of the rain. \_\_\_\_\_
- d She read the instructions in a clear voice. \_\_\_\_\_
- e They are planting more trees in the park. \_\_\_\_\_
- f They travelled to the match by bus and train. \_\_\_\_\_

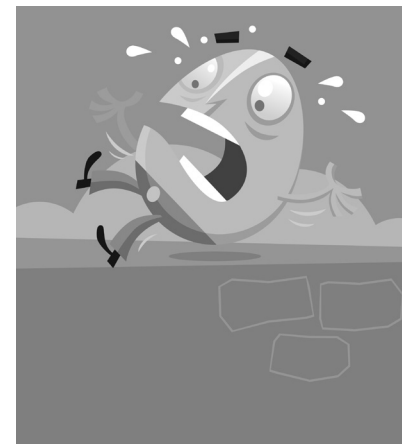
**2** Fill in the adverbial phrases.

with both hands      after midnight      around the track

- a The athletes are running \_\_\_\_\_.
- b We arrived home \_\_\_\_\_.
- c He was banging on the door \_\_\_\_\_.

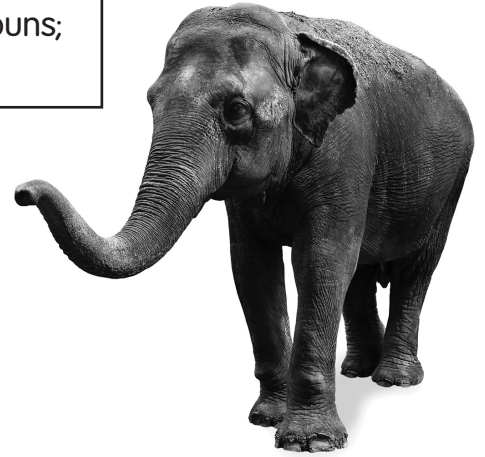
**3** Underline the adverbial phrases in these sentences.

- a Jack and Jill went up the hill.
- b Humpty Dumpty sat on a wall.
- c Cinderella had to be home before midnight.
- d The cow jumped over the moon.
- e The dish ran away with the spoon.



# Adjectives

**Adjectives** give information about nouns or pronouns; e.g., the **blue** bicycle.




**1 Circle the adjectives that can describe the elephant.**

- |        |       |         |             |
|--------|-------|---------|-------------|
| huge   | small | grey    | enormous    |
| little | big   | wrinkly | magnificent |
| tiny   | heavy | large   | smart       |

**2 Sort the adjectives.**

- |         |         |          |            |           |
|---------|---------|----------|------------|-----------|
| joyful  | scared  | furious  | angry      | happy     |
| anxious | pleased | mad      | frightened | irritated |
| glad    | worried | cheerful | nervous    | annoyed   |



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**3 Complete the sentences with adjectives from the box.**

- a The children laughed at the \_\_\_\_\_ clown.
- b Melissa has \_\_\_\_\_ hair and \_\_\_\_\_ eyes.
- c The \_\_\_\_\_ man lives in a \_\_\_\_\_ house.
- d The water turned to ice in the \_\_\_\_\_ weather.
- e The \_\_\_\_\_ egg has a \_\_\_\_\_ smell.
- f We enjoyed eating the \_\_\_\_\_ oranges.

brown juicy  
large funny  
blue bad  
rich rotten  
freezing



# Adjectival phrases

A **phrase** is a part of a sentence that has more than one word. An **adjectival phrase** does the work of an adjective; e.g., The girl **in the white hat**.



## 1 Match the phrase to the picture.

with long hair

under an umbrella

during the night



**a**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**b**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**c**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## 2 Fill in the phrases.

in the smart suit

with happy endings

on the corner

**a** The man \_\_\_\_\_ is my uncle.

**b** The shop \_\_\_\_\_ sells toys.

**c** Stories \_\_\_\_\_ are my favourites.

## 3 Match the beginnings and endings.

- |                               |                 |
|-------------------------------|-----------------|
| <b>a</b> The Wonderful Wizard | of Peter Rabbit |
| <b>b</b> The Cat              | of Oz           |
| <b>c</b> Alice's Adventures   | in the Willows  |
| <b>d</b> The Tale             | in the Hat      |
| <b>e</b> The Wind             | in Wonderland   |

## 4 Underline the adjectival phrase.



## 5 Underline the adjectival phrases in these sentences.

**a** The girl in the blue dress is Cinderella.

**b** The lady with the wand is her fairy godmother.

# Comparative adjectives

**Adjectives** can be used to **compare** two or more people or things with each other. They end in **er** or **est**, or they have **more** or **most** in front of them; e.g., taller, tallest, **more** comfortable, **most** comfortable.



**1 Fill in the words.**

cutest cuter funnier funniest

- a All three chimps are funny, but the little one is the \_\_\_\_\_.
- b The clown with the red nose is \_\_\_\_\_ than the one wearing the purple hat.
- c All of the kittens are cute, but the black one is the \_\_\_\_\_.
- d This little kitten is much \_\_\_\_\_ than that one.

**2 Sort the words.**

**Comparing two**

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more obedient  
 scariest weakest  
 angriest happier  
 most anxious  
 more pleased  
 loosest younger  
 cuddlier worst  
 better

**Comparing more than two**

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**3 Circle the adjectives that compare.**

- a Of all the seasons, winter is the coldest.
- b The elephant is the largest animal on land.
- c We travelled on the straighter of the two roads.
- d That is the most interesting book I have ever read.
- e These oranges are sweeter than the ones we bought last week.



# Comparative adverbs

**Adverbs** can compare **how** or **when** something happens or is done; e.g., The Smiths arrived **earlier** than the Delgados. Sometimes the **comparison** is shown by placing **more**, **most**, **less**, or **least** before the **adverb**; e.g., She sang **most beautifully** of all.



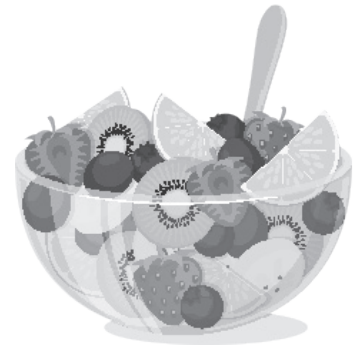
**1 Circle the adverb that correctly completes each sentence.**

- a Felix can run (fast, faster, fastest) than Jasper.
- b Of the three girls, Ellie threw her ball the (far, farther, farthest).
- c Some stars sparkle (brightly, less brightly, least brightly) than others.
- d I am feeling (bad, worse, worst) than I did this morning.
- e Ruby works (hard, harder, hardest) than her brother.
- f The (soon, sooner, soonest) they can get here is 12 o'clock.
- g Cameron jumped (high, higher, highest) of all the competitors.



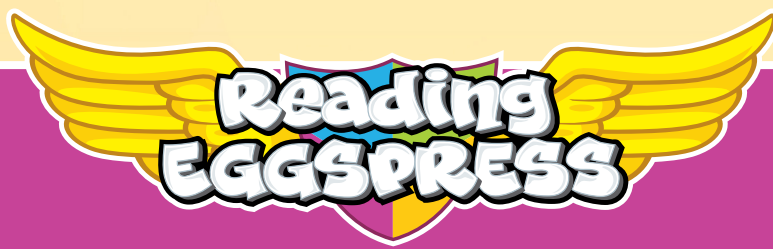
**2 Colour the adverb in each sentence.**

- a He greeted me more politely the second time.
- b She writes more neatly than her sister.
- c The buses run more frequently than the trains.
- d I see her less often than I used to.
- e The girls are more warmly dressed than the boys.
- f Of all the students, Fran speaks the most clearly.
- g The doctor told me to eat more healthily.



**3 Complete the table.**

| Adverb    | Comparing two  | Comparing more than two |
|-----------|----------------|-------------------------|
| carefully | more carefully | most carefully          |
|           | more proudly   |                         |
|           |                | most gracefully         |
| calmly    |                |                         |
|           | more recently  |                         |



# HOORAY!



**You have completed  
Week 3!**



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