

GRAMMAR and CREATIVITY

Year 6



Jim Edmiston

Grammar and Creativity

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CONTENTS

INTRODUCTION	6
<u>WORD</u>	
Poster – <i>A Way With Words</i>	7
Nouns – to understand the difference between common and proper nouns.	8
Nouns – to identify collective nouns.	9
Noun Challenge – to identify abstract nouns.	10
Noun – to work with singular and plural nouns.	11
Nouns – to investigate how nouns are part of word families.	12
Noun Phrases – to expand nouns into noun phrases.	13
Pronouns – to use personal pronouns correctly as subject and object.	14
Verbs – to recognise the infinitive of a verb.	15
Verbs Challenge – to ensure that the subject of a sentence and the verb agree.	16
Verbs – to use auxiliary verbs correctly.	17
Verbs Challenge – to explore the subtle changes in meaning when using modal verbs.	18
Verbs Challenge – to change verbs from one tense to another.	19
Adjectives – to revise adjectives.	20
Adjectives Challenge – to explore synonyms and antonyms of adjectives.	21
Adverbs – to revise adverbs of manner.	22
Adverbs – to revise adverbs of time, frequency and place.	23
Adverbs Challenge – to investigate how adverbs can affect adjectives.	24
Prefixes – to understand the effect of adding prefixes to words.	25
Suffix Challenge – to extend my use of suffixes.	26
Prepositions – to revise prepositions.	27
Determiners – to revise determiners.	28
TEST – to test my understanding of word classes.	29
NOTES	30
<u>SENTENCE</u>	
Poster – <i>Make Sentences Make Sense</i>	31
Sentence Types – to revise statements, questions and commands.	32
Sentence Challenge – to distinguish between active and passive verbs in sentences.	33
Phrases and Clauses – to distinguish between phrases and clauses.	34
Phrases Challenge – to use phrases to add extra information to sentences.	35
Conjunctions – to revise the use of conjunctions.	36
Conjunctions Challenge – to explore conjunctions and other connectives.	37
Clauses – to identify main clauses.	38
Clauses – to identify subordinate clauses.	39
Clauses – to add drop-in relative clauses.	40
Subjunctive Challenge – to understand how to use the subjunctive.	41
Sentences – to improve sentences in order to hold the reader’s attention.	42
TEST – to test my knowledge of grammar.	43

NOTES	44
Poster – <i>The Punctuation Store</i>	45
Capital Letters – to revise the use of capital letters.	46
Full Stops – to revise full stops.	47
Colons – to revise the use of colons.	48
Commas – to use commas in lists.	49
Commas Challenge – to use commas to mark phrases.	50
Commas – to use commas to mark clauses.	51
Semicolon Challenge – to use semicolons.	52
Semicolon Challenge – to use semicolons in a list.	53
Apostrophes – to revise apostrophes for contractions.	54
Apostrophes – to revise the use of apostrophes for possession.	55
Speech Marks – to revise speech marks (inverted commas).	56
Speech Marks Challenge – to explore further the use of speech marks.	57
Speech Marks – to revise indirect speech.	58
Ellipsis Challenge – to identify and know when to use ellipses.	59
Hyphens – to use hyphens appropriately.	60
Information Layout – to use headings, tables, underlining, brackets, bullets, colons.	61
Information Challenge – to improve the layout of an information text.	62
TEST – to test my punctuation skills.	63
NOTES	64
<u>TEXT</u>	
Poster – <i>Why Write?</i>	65
Personal / Impersonal – to compare personal and impersonal styles of writing.	66
Recount – to recognise the features of a personal recount.	67
Recount Challenge – to write an impersonal recount.	68
Explanation Challenge – to use my understanding of grammar to write an explanation.	69
Instructions – to write a set of instructions in an impersonal style.	70
Persuasion – to create a piece of persuasive writing.	71
Balanced Argument – to explore the features of a balanced argument.	72
Balanced Argument Challenge – to construct a balanced argument.	73
Narrative – to develop narrative skills.	74
Narrative – to create an atmospheric opening scene in a narrative.	75
Narrative Challenge – to use notes in planning a narrative.	76
Poetry – to use colourful imagery in poetry.	77
Poetry Challenge – to explore the possible uses of poetry.	78
NOTES	79
TERMINOLOGY	81
ANSWERS	85

INTRODUCTION

Grammar and Creativity for Year 6

Good writing may start with an exciting idea, but it needs structure to make sense to a reader. Grammar provides a framework on which to display the imagination.

Writing brings together individual expression and an understanding of the rules that allow our language (any language) to make sense.

This book has been written with the view that grammar and creativity go hand in hand to produce good writing. Developing children's understanding of the basics of English will encourage their literary adventures. The range of activities here has been designed to excite interest as well as guide children and teachers through the rules.

Organisation

The guide is organised in an incremental way, later tasks being built on earlier ones. Step by step, each exercise calls upon skills and terminology already explored. In this way, both the child and their teacher will develop a sense of the progress being made. At any particular age, of course, children will be working at different levels and may need either more fundamental or more challenging work set for them.

Where a lesson objective is presented as **My aim**, the child is introduced to a topic or is revising work from an earlier year. Here, a range of different outcomes should be expected with support (or *scaffolding*) being a necessary part of the learning process. An extension task is described as a **Challenge**. This assumes some understanding on the part of the child, with accompanying higher expectations. Teachers will also find it useful to refer to *Grammar and Creativity* editions for previous or subsequent years where appropriate.

The guide has three main sections: **word**, **sentence** (including **punctuation**) and **text**. Each section has an introductory page which can be enlarged to create an explanatory poster for display purposes. At the end, there is a glossary explaining the **terminology** used in the book, as well as an **answer** section. Teachers are encouraged to actively use the appropriate terms for the year group being taught. Sharing the language of grammar is the essence of detailed conversations about the child's work.

Assessment

As well as space for a comment – the **Suggestion Box** – by the teacher or work partner on almost every page, self-assessment and reflection by the child is encouraged. The picture of the target at the foot of the page is there to be used by the child to record their own feelings of how much they have understood, or how well they have achieved the aim of the exercise. The child could apply their own method here: perhaps colouring in one of the target areas or drawing an arrow pointing to the relevant one. Pages are also available for teachers to make their own notes.

Jim Edmiston

A WAY WITH WORDS

sky aeroplane
freedom



These **nouns** are my
favourites.

Me?

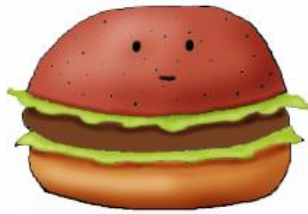


I am a pronoun.

sweet melodic
tuneful



Adjectives are
important.



Eat my words!

Is **this** word **the**
determiner, or...



is **that** word a
determiner too?

over below in on
beside behind
near outside
underneath



You know where you are
with a preposition.

Prefixes are like
starters: **re, un,**
mis, de, dis, sub...



Suffixes are like
afters: **est, ing,**
tion, ify, ness...

explode mutate



Whatever you **do,**
don't try these
verbs at home.

shortly doggedly

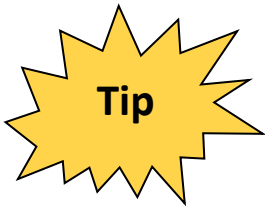


Exceptionally good
adverbs.

Name: _____

Date: _____

My aim: to understand the difference between **common** and **proper nouns**.



A **common noun** is the name of a type of person, animal, place or object. A **proper noun** is the name of a particular person, animal, place, day or month and is given a capital letter. For example:
*The **gorilla** called **Guy** visits the **city** of **London** on **Tuesdays**.*

Complete this grid with your own examples.

Common noun	boy		river		monarch		pet
Proper noun		Lucy		Vesuvius		Yorkshire	

Here is an excerpt from a story about emigrants to Canada. Underline the common nouns and give the proper nouns their missing capital letter.

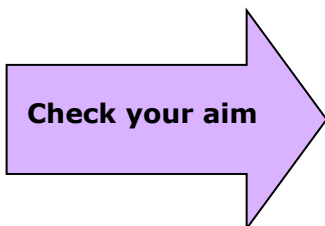
“Take rory up to the crag,” said mother, looking pale and tired, a darkness round her eyes like gathering rain. “It might stop his yelping. Up to the top of the hill. One last time. The last sunday in june. Do you good, jess. I like the thought of you up there with the eagles and the ravens and the grouse and all those wild flowers. You can see for miles up there. You can see the length of loch broom right out to where it meets the sea and the islands.”

I nodded and started up deerpath hill, but she called to me. “Wait!” She disappeared inside the house and returned with the shawl that had once belonged to her sister, joan. “Put this on. There’ll be a sharp wind up there. It’ll cut you to pieces. And you can have one last look for me too.”

“I will, mother.”

“Don’t be too long. I can see a queue of dark clouds hovering over the atlantic, and we must get over to ullapool. The tide’s not going to wait all day for us. The *lysander* mustn’t leave without us.”

On that hilltop, I could see across the straits to the island of lewis. East was the rough, deer path that took you down to our landlord’s house, gillandres, and the road the wagoners took. But, best of all, to the west, beyond the mists and faint horizon lay canada of our dreams.

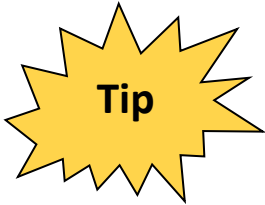


Suggestion Box

Name: _____

Date: _____

My aim: to identify **collective nouns**.



Tip

A **collective noun** is the name of a group of something. For example: *crowd, team, flock, swarm, gang*. Some are associated with particular animals or objects. For example: *A pride of lions. A fleet of ships*.

Draw a line connecting the collective noun and the things it relates to.

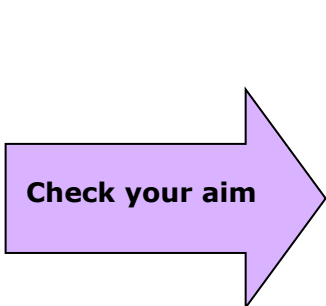
panel
swarm
gaggle
pack
plague
shoal
bunch
crew
string
chest

drawers
sailors
experts
bees
bananas
locusts
wolves
fish
geese
pearls

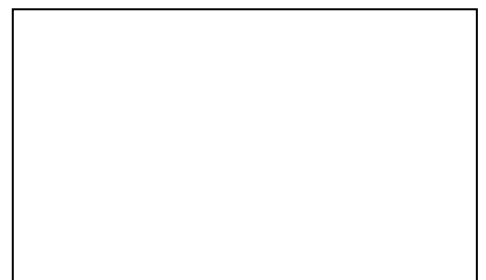


Use your imagination to create your own collective nouns for the following:

1. A of armadillos.
2. A of dentists.
3. A of geniuses.
4. A of holidaymakers.
5. A of pencils.
6. A of school lunches.
7. A of mathematicians.
8. A of spiders.
9. A of spies.
10. A of snails.



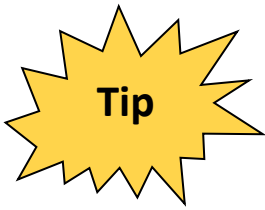
Suggestion Box



Name: _____

Date: _____

Challenge: to identify **abstract nouns**.



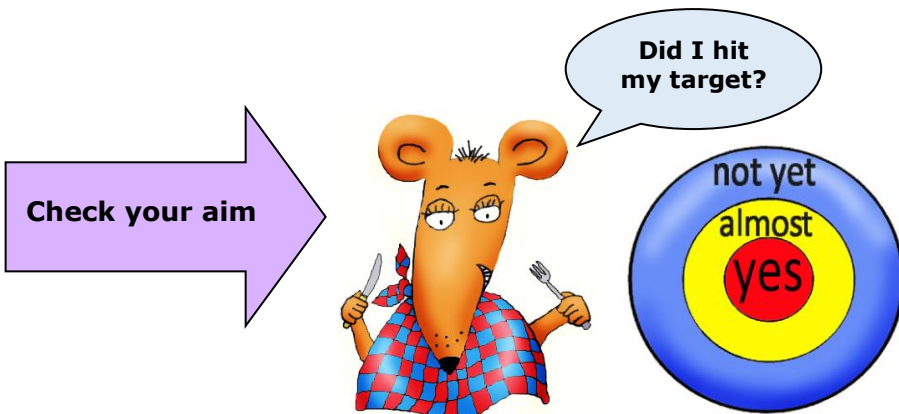
Abstract nouns are the names of qualities that can be felt but not seen or touched like objects. Some can be made plural: *sympathies, fears, hopes, disappointments, anxieties*. Many cannot: *hatred, peace, courage, despair, honesty, wisdom, luck, generosity, etc.*

Find the abstract nouns in this word search. Write your answers next to the clues.

T	E	D	U	C	A	T	I	O	N	S	P
H	C	H	A	O	S	T	R	U	T	H	R
U	X	I	T	R	U	S	T	T	G	O	I
M	B	L	Q	B	S	U	C	C	E	S	S
O	R	R	A	L	P	J	H	O	N	R	K
U	A	E	X	C	I	T	E	M	E	N	T
R	V	S	D	N	C	K	E	E	R	W	E
X	E	P	F	A	I	P	S	J	O	Y	N
F	R	E	E	D	O	M	E	U	S	I	V
E	Y	C	K	I	N	S	A	N	I	T	Y
A	O	T	A	L	E	N	T	S	T	C	M
R	C	E	R	T	A	I	N	T	Y	O	G

1. Schooling
2. Result
3. Jealousy
4. Jokes
5. Danger
6. Liberty
7. Happiness
8. Courage
9. Madness
10. Skill
11. Disorder
12. Honour
13. Doubt
14. Unselfishness
15. Fact
16. Dread
17. Triumph
18. Inevitability
19. Thrill
20. Reliability

A common noun sneaked into the word search. Did you spot it?

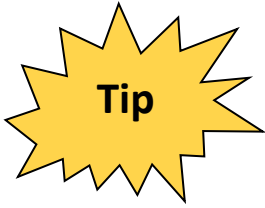


Suggestion Box

Name: _____

Date: _____

My aim: to work with **singular** and **plural nouns**.



Most **plurals** are created by adding an **s** to the **singular** noun, although there are many irregular plurals: *women, sheep, potatoes, lives, geese*, etc. Changing the subject of a sentence to plural will mean changing verb endings, pronouns and determiners.

Change all of the singular nouns in these sentences to the plural.

1. The greengrocer used his knife to cut the tomato in half.

.....

2. The policeman was called by a child who spotted a wolf.

.....

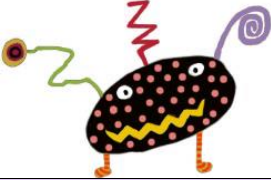
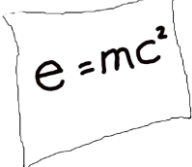




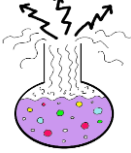

3. The mouse spent a day pushing a potato up the hill to its house.

.....

4. The hunter crept up on the deer drinking at the oasis.

.....

Change all the labels in this science lab to plural nouns. Adding an s won't work.

			
phenomenon	formula	bacterium	fungus
			
vertebra	tooth	crisis	datum

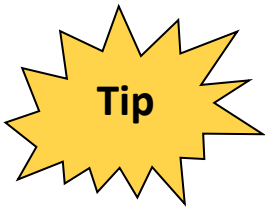


Suggestion Box

Name: _____

Date: _____

My aim: to investigate how **nouns** are part of **word families**.



Using **suffixes** in English changes what a word does in a sentence. The meaning of the root word remains, but it may change from a doing / being word (**verb**), a describing word (**adjective**), a word that modifies another word (**adverb**) to the name of something (**noun**).

Here are some verbs, adjectives and adverbs. Which nouns are part of their families?

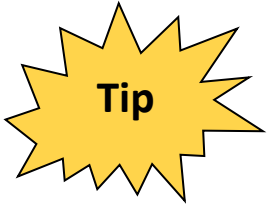
Verb	Adjective	Adverb	Noun
beautify	beautiful	beautifully	
horrify	horrible / horrific / horrid	horribly	
compete	competitive	competitively	
frequent	frequent	frequently	
reserve	reserved / unreserved	reservedly / unreservedly	
respect	respectful	respectfully	
think	thoughtful / thoughtless	thoughtfully / thoughtlessly	
appreciate	appreciative	appreciatively	
direct	direct	directly	
sense	sensitive / sensible / sensational / senseless	sensitively / sensibly / sensationally / senselessly	
impress	impressive	impressively	
persuade	persuasive	persuasively	
continue	continual / continuous	continually / continuously	

Suggestion Box

Name: _____

Date: _____

My aim: to expand nouns into **noun phrases**.



Noun phrases help us to be more specific about who or what we are talking about. They help to avoid misunderstandings and give more information to readers. For example, we can write: *The milk* **OR** *The cat's milk / The milk on the floor / The sour milk past its sell-by date.*

Make up two different noun phrases for each of these pictures.



.....
.....

Make these sentences more interesting by changing the underlined nouns to noun phrases.

1. They worked hard to become part of the team.

.....

2. The door of the room creaked open.

.....

3. Out on the moor, we were confronted by a wolf.

.....

4. The scientist invited us into his laboratory.

.....

5. The plane circled above the desert.

.....



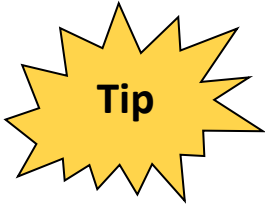
Suggestion Box

.....

Name: _____

Date: _____

My aim: to use **personal pronouns** correctly as subject and object.



Personal pronouns can be the subject or object of a sentence.
Subjects = *I, you, he, she, it, we, they*. These are all doing something.
Objects = *me, you, him, her, it, us, them*. Something is done to them.

EXAMPLE: *They took me to the match. I gave him the ticket. She put it in her pocket.*

Correct the pronouns in these sentences.

1. Grandma shared out the sweets between my sister and I.

.....

2. Jamila and me are getting ready for the party.

.....

3. It wasn't we who ate the last cake. It was either he or she.

.....

In the following sentences, which nouns can be changed to pronouns and still make sense?

1. Grandpa took his dog on holiday to the seaside.

.....

2. Zoë and Josh were too scared to open the lid and peer inside the mysterious box.

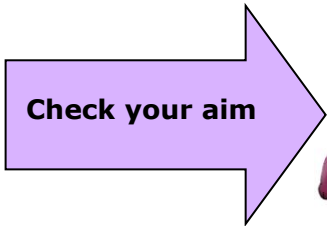
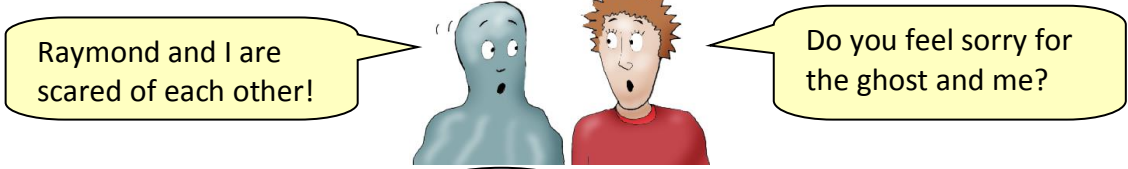
.....

3. The ghost ran for its life when it saw Raymond's staring eyes.

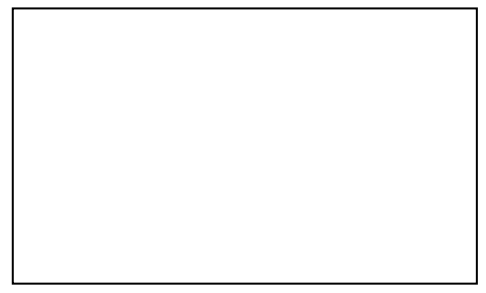
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It's polite to put other people first!



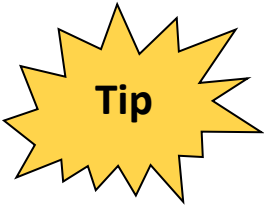
Suggestion Box



Name: _____

Date: _____

My aim: to recognise the **infinitive** of a **verb**.



An **infinitive** is the basic form of a verb. We often see it after the word *to*, as in: *To be, or not to be*. *Be* is the **infinitive** of *am, is, are, was, were, will be, am being, is being, was being, have been, has been, had been, etc.* The **infinitive** of *sang* is *(to) sing*. The **infinitive** of *drove* is *(to) drive*.

EXAMPLE: We often use the infinitive (after *to*) when explaining our actions.

*Why did you buy the flowers? I bought them **to cheer up** my mum.*

Answer the following questions in a similar way.

1. Why did you sneak into my private chambers?

.....

2. Why did you mess around with my magic potions?

.....

3. Why did you drink the potion marked: Do Not Drink?

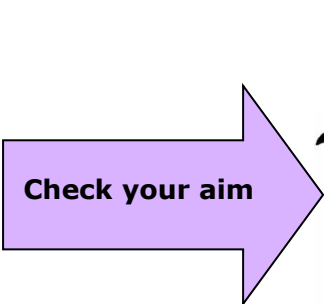
.....

4. Why have you turned me into an anteater?

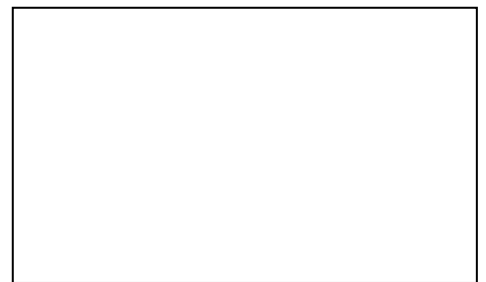
.....

Here are some examples of verbs being used. Can you identify the infinitives of each?

Verbs in context – some sentences have more than one.	Infinitives
Billy was pushing the door open.	
Billy and Roberta hadn't seen the wizard hiding.	
Roberta froze as soon as he spoke.	
She had no idea he was there.	
They would have gone home if they had known.	
Billy picked up the potion and threw it at the wizard.	
The wizard laughed and disappeared.	



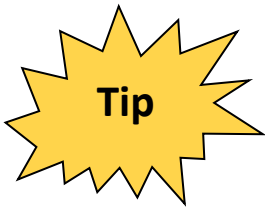
Suggestion Box



Name: _____

Date: _____

Challenge: to ensure that the **subject** of a sentence and the **verb** agree.



When we speak, we don't always get **verb endings** right. We might be chatting to friends, have a dialect that is different from standard English, or it may just be a mistake. When writing, it's useful to know the standard English version.

Choose the correct verb from the list.

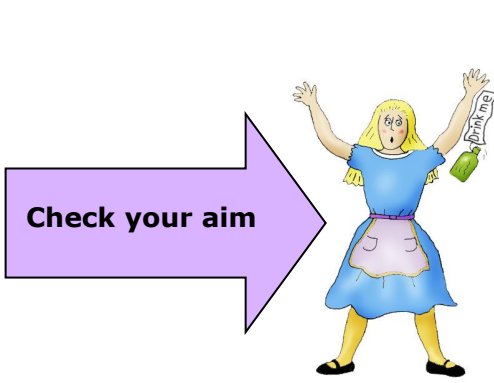
1. A secret garden behind the high wall. [**growed**, **grew**, **grown**]
2. The football fans all the hamburgers. [**eats**, **eaten**, **ate**, **eated**]
3. I the candle [**lit**, **lighted**, **lightened**] and work. [**begun**, **began**, **began**]
4. Alice the whole bottle. [**drank**, **drinked**, **drunk**, **dranked**]
5. I have to France many times. [**flew**, **flown**, **flied**, **flewed**]
6. This is the best poem I have ever [**wrote**, **written**, **writ**, **wried**]

Circle the non-standard verbs in this speech and write the standard form underneath.

I am only about seven when the headmaster comes up to me and said, "If I was you, Henry, I wouldn't comes to school with such dirty knees." I'm explaining that, yesterday, I scrub them so hard that my mother is able to see her face in them, if I am doing a handstand, that is.



.....
.....

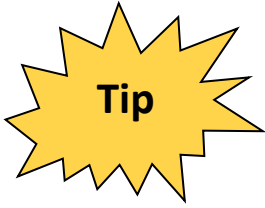


Suggestion Box

Name: _____

Date: _____

My aim: to use **auxiliary verbs** correctly.

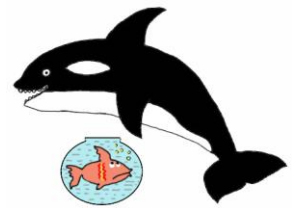


Auxiliary verbs help other main verbs to do their job in a sentence. For example: *I **am** writing. She **has** spoken. He **does** listen.* The verbs *to be*, *to have* and *to do* are used in this way. (Of course, they are also used as main verbs: *I am eleven. I have a cold. I do exercises.*)

Using the list in the box, fill in the missing auxiliary verbs.

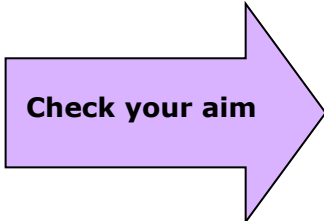
- your mother know you had a burger?
- I looking for my PE kit all morning.
- I wonder who phoning at this time of night.
- You not feed the goldfish yesterday.
- Until our visit to Ocean World, I never seen a killer whale.
- the postman delivered my birthday presents yet?
- How I recognise the secret agent?
- What you look like in that false moustache and blond wig?
- They given to me by my Aunt Edith, who trained as a spy.
- When you asked to join the Secret Service?

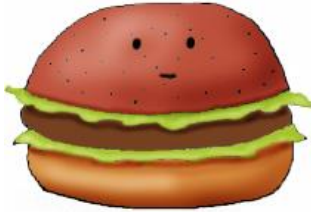
am	is	are	was
	were	will (be)	
have (been)		has (been)	
		had (been)	
do	does	did	




In the following sentences, underline the main verbs and circle the auxiliary verbs.

Chris and Jemima have admitted that they do look like characters from a James Bond film, but they are trying to reassure MI6 that they were just going to a fancy dress party. Consequently, they will be arriving a bit late for the celebrations. They did text to say that they are doing their best to get here. It would help if you could phone the Security Service and explain that they had armour-plated their Aston Martin for a joke, and nothing more.





Did I hit my target?

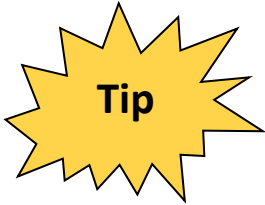


Suggestion Box

Name: _____

Date: _____

Challenge: to explore the subtle changes in meaning when using **modal verbs**.



Modal verbs – *can, could, have to, must, might, should, would, ought to, will* – help you to say how you feel about something or what you plan to do in a situation. *I **could** go for a walk. I **ought to** say sorry but...*

How do each of these people feel about going to a party? Have they been given permission to go? Is it certain or likely that they will go? Is it possible they will not go? Write what you think underneath.

I will go to the party...



.....
.....
.....

I could go to the party...



.....
.....
.....

I might go to the party...



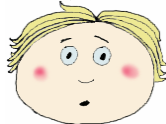
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I can go to the party...



.....
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I should go to the party...



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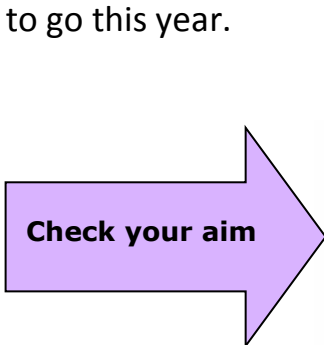
I may go to the party...



.....
.....
.....

Insert the appropriate modal verb.

Some summers it rain every day. Last year, I have gone to Spain, but I not afford it. If I start saving now, I be able to go this year.



Did I hit my target?



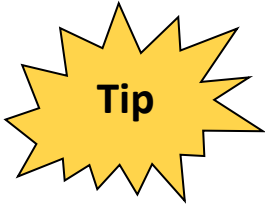
Suggestion Box

.....
.....
.....

Name: _____

Date: _____

Challenge: to change **verbs** from one **tense** to another.



You know that a verb is a **doing** or a **being** word. Another way of identifying a word as a verb is by asking: can it be changed to the present, past or future tense?

Write past, present or future after these examples of verbs.

crept *is hiding* *will arrive*

would like to know *would have liked to have known*

will be waiting *practises* *learnt*

Change these sentences from one tense to another.

Past	Present	Future
	I am eating a sandwich.	
		She will be waiting at the gate.
I had remembered my trainers.		
	He works hard and earns a lot of money.	
		They will be late for the party.
It always rained on my birthday.		

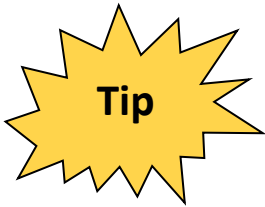


Suggestion Box

Name: _____

Date: _____

My aim: to revise **adjectives**.



When you are writing a story, it helps the reader to have some idea what the characters look like. Use your **thesaurus** to find words like *sinister* rather than *weird*, which gets used too often and doesn't tell you much.

Think of a few adjectives to describe the people in these pictures. They could be characters from a detective mystery.



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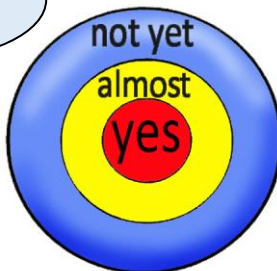
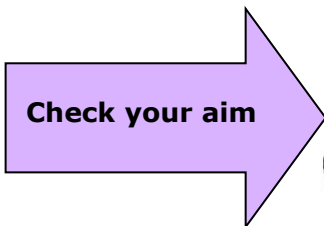


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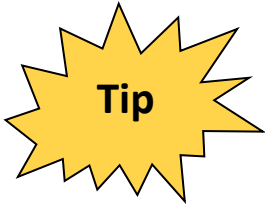


Suggestion Box

Name: _____

Date: _____

Challenge: to explore **synonyms** and **antonyms** of **adjectives**.



A **synonym** has a similar meaning to another word.
Synonyms of *big* = *large, grand, gigantic, enormous, immense*, etc.
An **antonym** means the opposite of another word.
Antonyms of *big* = *small, little, minute, miniature, microscopic*, etc.

Groups of children are playing hangman. In the first group, all the mystery words are synonyms of *happy*. In the second group, all the mystery words are antonyms of *happy*.

Synonyms of *happy*

p _ _ _ _ d

s _ t _ s _ _ _ _

_ _ n _ _ n _

_ _ p h _ _ _ _

j _ _ _ l _ _ t

o _ _ _ _ o y _ _

d e _ _ g _ _ e d

_ c _ t _ t _ c

_ _ e e _ _ u _

Antonyms of *happy*

_ _ _ _ p p _

m _ _ e r _ _ _ e

_ o r r o _ _ _ _

d e _ e _ _ e d

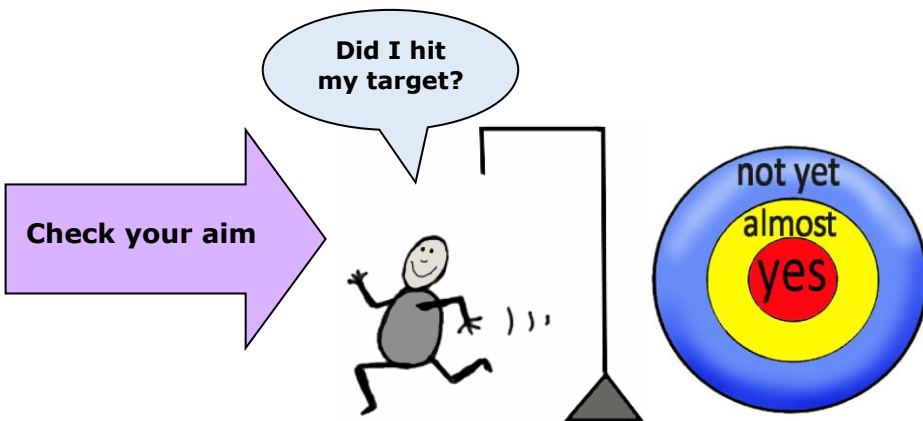
_ e _ _ _ u l

d _ _ _ p p _ _ _ _ d

d _ s _ _ _ s s _ d

h o _ e _ e _ _

_ o u _ n _ u _

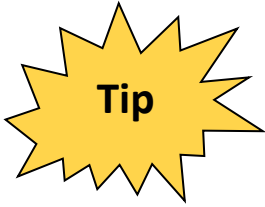


Suggestion Box

Name: _____

Date: _____

My aim: to revise **adverbs of manner**.



Adverbs of manner describe **how** something is done. For example: *slowly, hesitantly, grudgingly, gracefully, unwittingly, accidentally.*

Many adverbs are based on adjectives. Use a thesaurus to make your own list.

Adjective	Adverb
dangerous	dangerously

How many different ways might someone catch a ball? Enthusiastically? Courageously?

.....
.....

How many different ways might your grandfather approach a penalty shoot-out?

.....
.....

If you weren't allowed to watch a late film on TV, how might you go off to bed?

.....
.....

Describe how you might leave a haunted house.

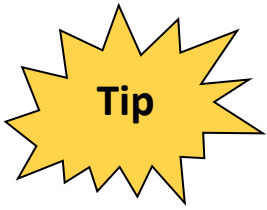
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Suggestion Box

Name: _____

Date: _____

My aim: to revise **adverbs of time, frequency and place.**



Adverbs of time (*now, then, meanwhile, recently, soon, tonight*) tell you **when** some action took place.

Adverbs of frequency (*daily, weekly, always, never, often, regularly*) tell you **how often** something was done.

Adverbs of place (*here, there, downstairs, elsewhere, outdoors*) tell you **where** something happened.

Underline the adverbs in each sentence. There may be more than one.

1. The litter-picking squad is planning to meet tomorrow.
2. We could do the recycling later, before we leave school.
3. I often tell my friends to use the litter bins, but they normally forget.
4. If you'd like to join the squad today, be here at lunchtime.
5. I've finished inside, so I'll start now to do outside.

Make up a sentence for each of these adverbs:

yesterday

meanwhile

monthly

outdoors

backwards

.....

.....

.....


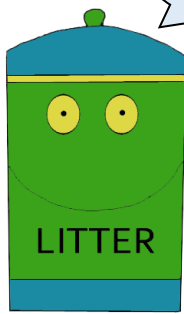
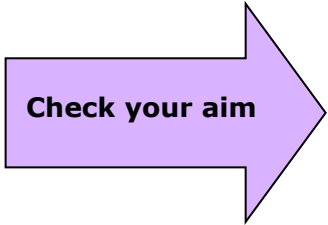
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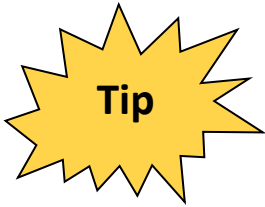
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Suggestion Box

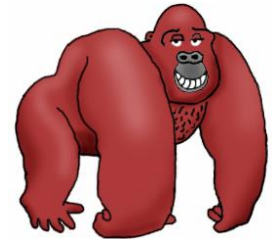
Challenge: to investigate how **adverbs** can affect adjectives.



Adverbs tell you more about a verb. They can also be used with adjectives to make a statement more **personal**. Notice how the second of these two statements tells us a bit more about the speaker's opinion:
*That coat is expensive. That coat is **horribly** expensive.*

In these sentences, underline the adjective and circle the adverb that modifies (changes) it.

1. To suggest there is no such thing as a tooth fairy is simply ridiculous.
2. I find some mathematical calculations ridiculously simple.
3. Some of the special effects in the film were incredibly real.
4. The scenes with the giant gorilla were really incredible.



These adverbs can be used to modify adjectives in the personal opinions below.

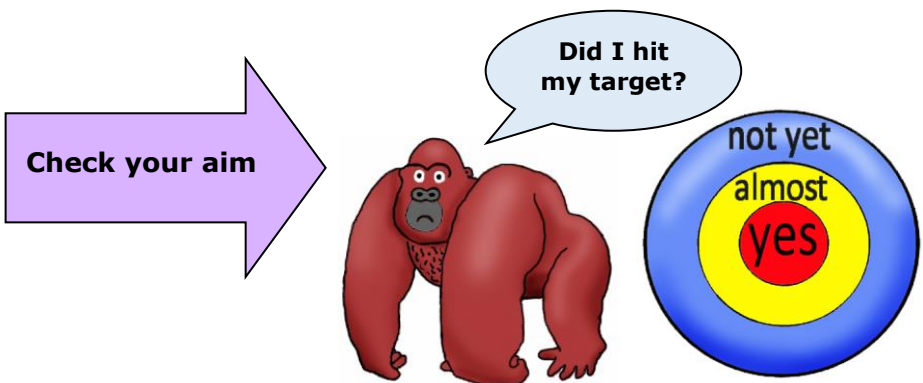
so too quite usually unusually really very completely slightly seldom occasionally rarely almost
always nearly extremely hardly basically barely gradually amazingly badly horribly extraordinarily
terribly incredibly unbelievably suspiciously ridiculously surprisingly shockingly exceedingly
tremendously outrageously increasingly technically frighteningly wonderfully desperately

Two people went to see a film. This person loved it:

The film was entertaining and long. The central character was played by an actor, who is talented. He starred as a accident-prone pet shop owner, who had a lot of trouble with his cute and cuddly pets.

This person didn't like quite so much:

The film was entertaining and long. The central character was played by an actor, who is talented. He starred as a accident-prone pet shop owner, who had a lot of trouble with his cute and cuddly pets.

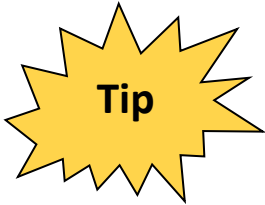


Suggestion Box

Name: _____

Date: _____

My aim: to understand the effect of adding **prefixes** to words.



Prefixes go at the beginning of **root words** and change their meaning. Thinking of a word you know with a prefix will help you work out the meaning of the prefix.

Which prefixes can be added to the following words?

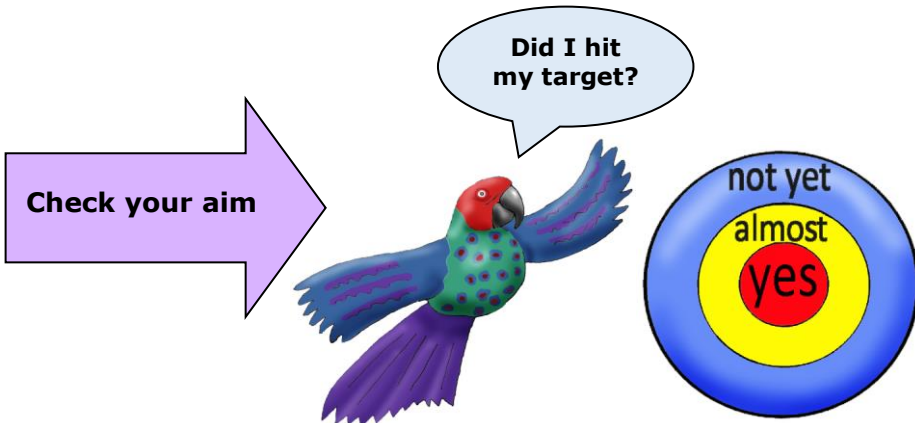
- hero
- stick
- trust
- cover
- action
- script
- take
- condition
- atlantic
- detached
- zero
- fuse
- operate
- attack
- awaken
- confident
- circle
- tropical

<u>Prefixes</u>		
<i>de</i>	<i>dis</i>	<i>co</i>
<i>inter</i>	<i>counter</i>	
<i>non</i>	<i>anti</i>	<i>sub</i>
<i>un</i>	<i>re</i>	<i>mis</i>
	<i>post</i>	<i>over</i>
<i>pre</i>	<i>semi</i>	<i>trans</i>



What do these words mean? You may need to use a dictionary.

- confuse
- defuse
- refuse
- suffuse
- transfuse

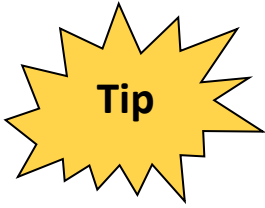


Suggestion Box

Name: _____

Date: _____

Challenge: to extend my use of **suffixes**.



Suffixes enable us to extend our vocabulary by creating verbs and altering verb endings, creating nouns and adjectives, and changing adjectives to adverbs. Here are just a few: *ed, ify, tion, ful, less, est, ary, ate, ise*.

How many boxes can you fill by changing the suffixes or adding new ones to the given words?

Noun	Verb	Adjective	Adverb
decision			
	marvel		
		sleepy	
speciality			
			hastily

Think Suffix!

SPECIAL CHALLENGE – you may need to work on these clues with a partner. The answers all end in the suffix: *tion*.

Clue: The *nation* you arrive at:

destination

The *nation* of tests:

.....

The *nation* of creativity:

.....

The *nation* of light:

.....

The *nation* of kings and queens:

.....

The *nation* of flowers and bees:

.....

The *nation* that gives to charity:

.....

The *nation* of hedgehogs in winter:

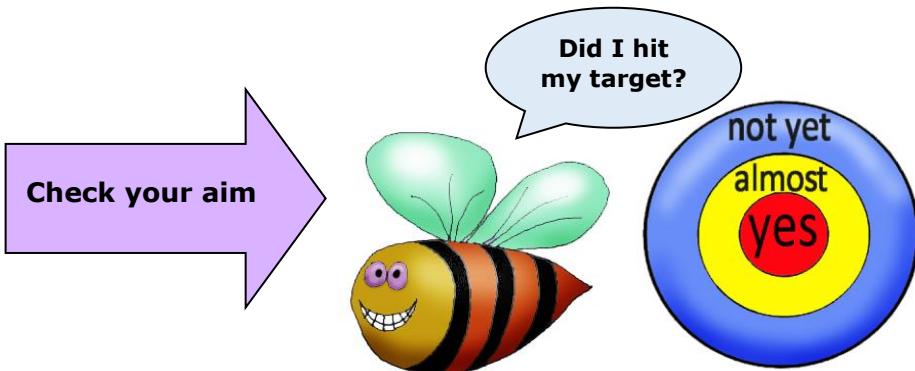
.....

The *nation* of Daleks:

.....

The *nation* of safes and locks:

.....

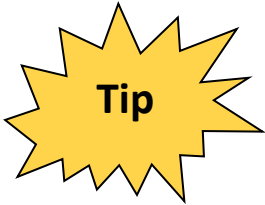


Suggestion Box

Name: _____

Date: _____

My aim: to revise **prepositions**.



Where would we be without **prepositions**? They are essential in locating things. For example: *The shop is **round** the corner. My bike is **by** the shed.*

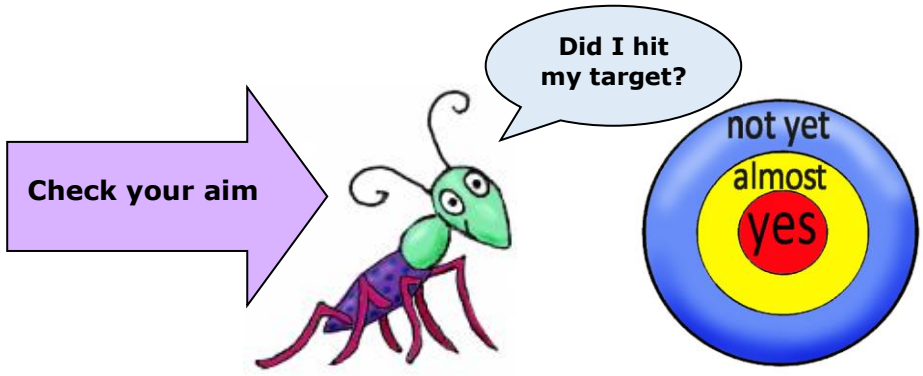
There are a number of creatures in this picture. Describe where they are.



The anteater is standing _____, but the ant is _____
_____. Although the monkey is _____, the elephant is
_____. The snake is _____, while the duck
is _____.

Add a cat and mouse to the picture and complete this sentence:

The cat is _____, while the mouse is _____.

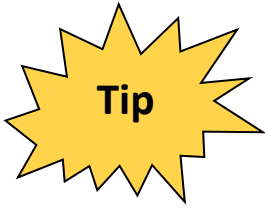


Suggestion Box

Name: _____

Date: _____

My aim: to revise **determiners**.



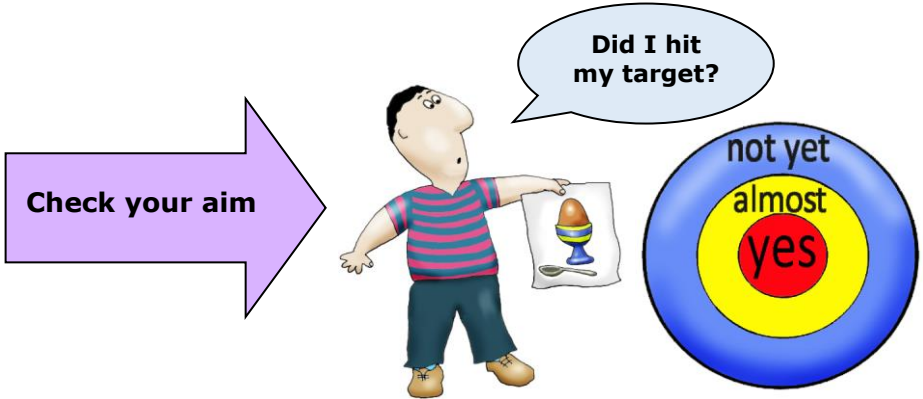
Determiners help us to be specific. Compare these commands: *Pass me **a** bag. Pass me **the** bag. Pass me **that** bag. Pass me **any** bag. Pass me **every** bag. Pass me **my** bag. Pass me **your** bag.* Some determiners are called **articles**: *a, an* and *the*.

Words that do the job of determiners:

Specific	General	Number / Quantity
my your his her its our their this that these those	a an any another other	each every some much more many most few all either neither both several no

Add the missing determiners to this text.

..... eggs are much fresher than ones.
 brand is better quality than brand. are things you should
 know. time I go to supermarket, however, I forget
 of things on list. I believe that person who
 manages to find way around supermarket must be
 sort of genius. Tom claims he never has trouble, but you should see
 size of shopping list. It's tiny! family wouldn't last five
 minutes on groceries. We would be in place
 day. And thing: I prefer farm shops and markets.

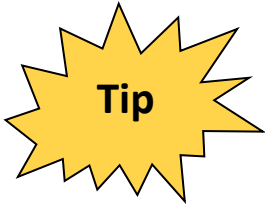


Suggestion Box

Name: _____

Date: _____

My aim: to test my understanding of **word classes**.



Knowing which **word class** a word falls into helps you stand back and think about the English language. You will also be at an advantage when it comes to learning any other language.

Complete these definitions:

A noun

A pronoun

A verb

An adjective.....

An adverb

Think about the job the underlined word is doing in each sentence and decide whether it is a noun, pronoun, verb, adjective or adverb.

1. Our basketball players need to practise their moves.
2. The way the basketball team moves is outstanding.
3. As a piano teacher, my advice is to practise every day.
4. Daily practice will benefit your piano-playing skills.
5. When it comes to multiplication tables, I do practise daily.
6. My father buys a daily newspaper but only for the basketball results.
7. He could always find them on the Internet.
8. The trouble is he is always watching television.
9. He says, if he stopped, he would be bored.
10. I think it is boring watching so much television.



Suggestion Box

MAKE SENTENCES MAKE SENSE

Spend some time thinking about what you want to write.

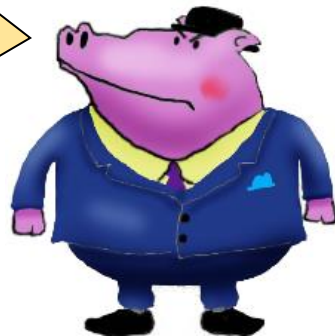


You say you want to write a sentence without a verb? Don't be silly!

Don't let them run on and on without a conjunction.



One is rather formal by nature, more impersonal; less inclined to state one's feelings.



I'm much less formal. More personal – that's me – friendly, chatty, easy-going – know what I mean?

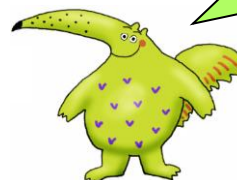
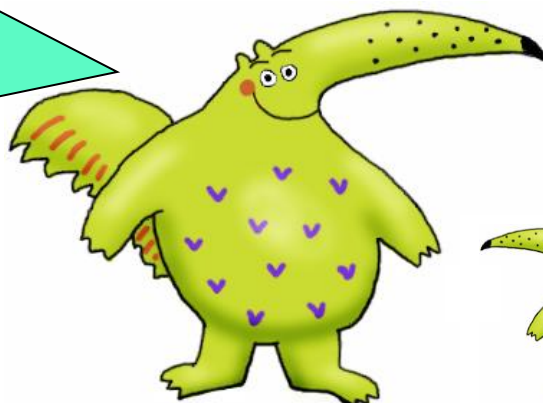


Relative clauses, which are a bit like my relatives, often drop in when they're passing.

I'm the Connective Detective. Complicated journey ahead? Don't leave home without a connective.



Look at me. I can get by without any help from subordinate clauses. I'm the main clause.

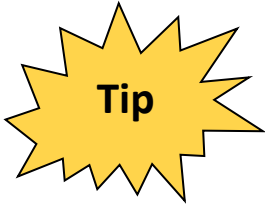


I do need a main clause...because it's true...because I'm a subordinate clause.

Name: _____

Date: _____

My aim: to revise **statements, questions** and **commands**.



A **statement** ends with a full stop. Does a **question** end with a question mark? When I scream or yell I end with an exclamation mark, which might involve a **command**. *Get ready!*

Here are some answers (in the form of a statement). What were the questions?

1. Jake borrowed the ball from Jarnel.
.....
2. Jake got the ball from Jarnel at noon.
.....
3. Suzy asked Emily for her red pen because she had lost her own one.
.....
4. Emily explained to Suzy that she'd left her red pen at home.
.....
5. The teacher announced that there would be no homework for Monday.
.....

The following people were told to do something. What were they commanded to do?

EXAMPLE: Jake gave the ball back to Jarnel.

Give me back my ball!

1. Immediately, Simon dropped the pies.
2. The dog fetched the stick.
3. The toddler nodded and stopped at the kerb.
4. The class stopped talking all at once.
5. The soldiers stopped firing their rifles.

Check your aim



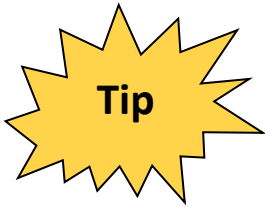


Suggestion Box

Name: _____

Date: _____

Challenge: to distinguish between **active** and **passive** verbs in sentences.



When the subject of a sentence has done something – *Goldie ate the porridge* – the **verb** is described as **active**.
If we write – *The porridge was eaten by Goldie* – here *porridge* is having something done to it and the verb is **passive**.

Write active or passive against these sentences.

1. Every six months Bertie takes a bath.
2. The chocolate was eaten by the mouse.
3. The clock was knocked off the shelf.
4. Hattie sat on the birthday cake.

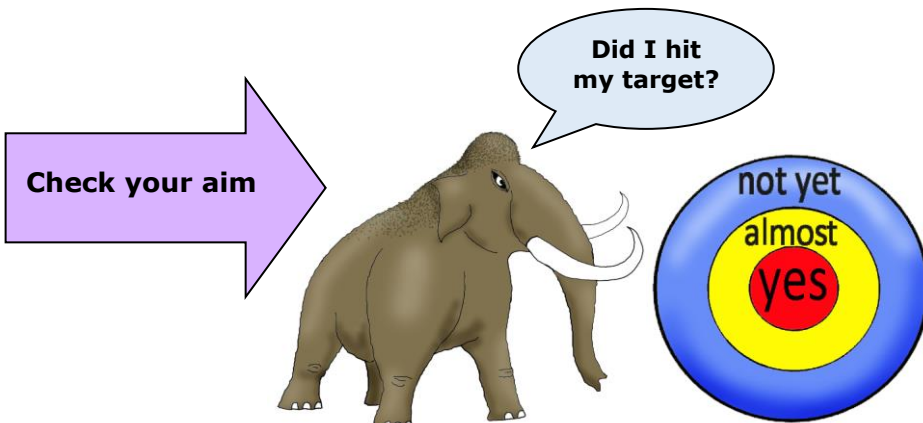
Change these active verbs to passive verbs.

1. The mammoth chased Iggy the caveman.
.....
2. The striker scored a goal.
.....



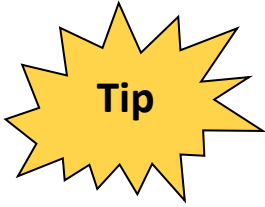
Change these passive verbs to active verbs.

1. The camping holiday was ruined by ants.
.....
2. The flowers were pollinated by bees.
.....



Suggestion Box

My aim: to distinguish between **phrases** and **clauses**.



Clauses, whether they are **main** or **subordinate**, contain a partnership between **subject** and **verb**. For example: ***Toby**, still in his pyjamas, **called** the fire brigade. **Lucy**, exhausted by overwork, **fell asleep** in her chair.*
Phrases don't: *still in his pyjamas / exhausted by overwork.*

Check the words underlined. Are they phrases or clauses?

1. On a distant hill, Beryl sang as sweetly as a nightingale.
2. Dave played his saxophone in the street, despite the rain.
3. Embarrassed by her father's line dancing, Georgia left the party.
4. Out of control, the lawnmower swerved into the daffodils.

Choosing phrases and clauses from these two piles, make up your own sentences.

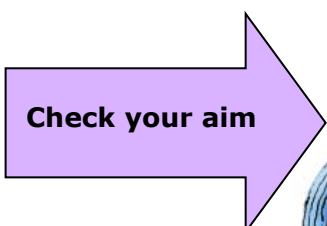
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holding the pig by the tail
driven mad by hunger
trapped in the bathroom
on a silver cloud
eating out of the dog's bowl
at the guitar festival
avoiding the teacher's gaze

Bob screamed for his mother
My dad phoned for a pizza
Jessie won the competition
Anya practised her tap-dancing
Rasheed played the saxophone
I finished the jelly

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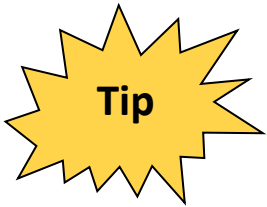


Suggestion Box

Name: _____

Date: _____

Challenge: to use **phrases** to add extra information to sentences.



Phrases are movable, but you have to be careful where you put them in a sentence. Here is an example of a phrase in the wrong place:
*It was reported that a fossilised bird has been discovered **on the six o'clock news**.* The phrase should be at the beginning or after *reported*.

Add the phrases to the following sentences.

- The zookeeper told the children to put their fingers in their ears.
+ frightened by the roaring noise + in front of the cage of lions

.....
.....

- The teacher shouted for the caretaker to come and deal with the mouse.
+ jumping on to the desk + an ex-professional wrestler

.....
.....

- A big cat was spotted by tourists on the Yorkshire moors.
+ with tiger-like markings + on holiday from Cornwall

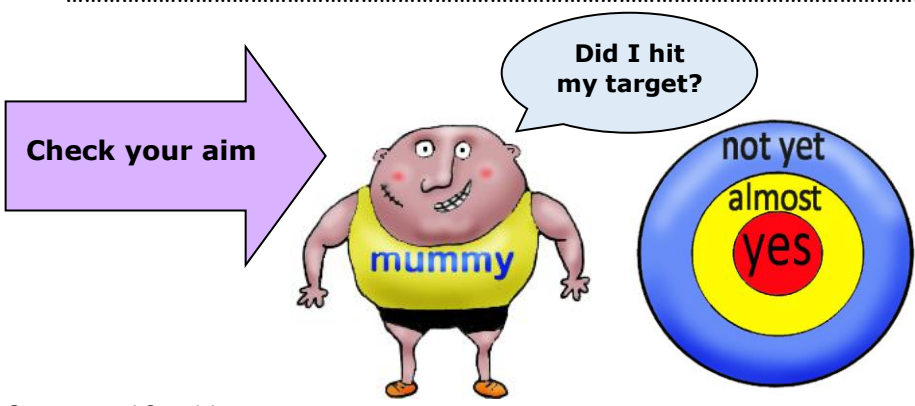
.....
.....

- A rare picture was sold to a gallery owner at an auction in the town hall.
+ painted by Picasso + with a view of the High Street

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- The wind created huge waves and blew the Spanish galleons off course.
+ from the west + built from solid oak

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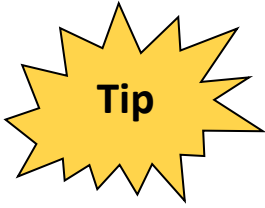


Suggestion Box

Name: _____

Date: _____

My aim: to revise the use of **conjunctions**.



A **conjunction** enables a **subordinate clause** to join on to a **main clause**, like two jigsaw pieces. A conjunction can change the meaning of a sentence completely.

Use two different conjunctions to join each pair of sentences to see how the meaning can change.

after before then until when whenever while so so that although apart from
but despite though as because (of) for since in case in order to unless if even if

I cannot come to the party



I have finished my homework

1.
2.

We can make some toast



The chef is busy in the kitchen

1.
2.

We held the reins tightly



The horses were frightened

1.
2.

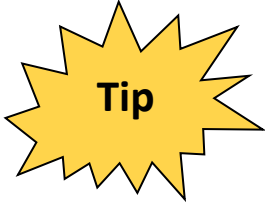


Suggestion Box

Name: _____

Date: _____

Challenge: to explore **conjunctions** and other **connectives**.



In any discussion, **conjunctions** and other **connecting words** and **phrases** will play an important role in explaining your position, supporting what you want to say while disagreeing with an opposing point of view.

In this discussion about whether or not to have a school garden, conjunctions and other connectives have been omitted. Can you use the list of suggestions to fill the gaps?

Traditionally, children have run out of the door asked to 'eat their greens',a school garden can change all that. the way it involves everyone, growing your own vegetables has all kinds of benefits. a class may appear to be spending time away from their studies, gardening can be linked to other parts of the curriculum;, calculations in maths, writing in English, scientific research geographical work related to the environment can all be tied in with outdoor tasks.

- although
- because but
- and for example
- where in which
- despite
- in spite of
- whenever
- as a result of
- since as
- when
- because of
- while
- consequently

Continue the discussion about health benefits, appreciating wildlife, the environment, as well as any negative aspects. Underline any conjunctions or connectives that you use.

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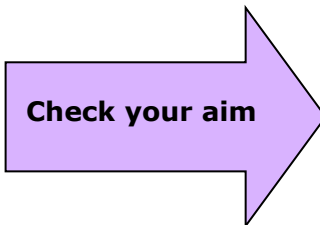
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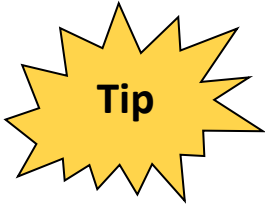


Suggestion Box

Name: _____

Date: _____

My aim: to identify **main clauses**.



A **main clause** can stand as a simple sentence. Interestingly, adding a **conjunction** to it makes it less complete. It becomes a **subordinate clause**.
Main clause: *The game is cancelled.*
Subordinate clause: *If the game is cancelled...*

Underline the main clause in these sentences. In some cases, the main clause might be split into two by a drop-in, subordinate clause.

1. Hopscotch, often played by children in the 1950s, is a traditional street game.
2. Because it required no equipment whatsoever, hide-and-seek was very popular.
3. The game of tag, which has lots of variations, can be played by any number of children.
4. Board games, useful to have on wet holidays, often involve four players.
5. Although some of them can be quite expensive, computer games are lots of fun.
6. Because of amazing computer graphics, some game levels can be a real challenge.
7. Games are great fun, even when you don't win.

Write a few sentences about your favourite games, underlining the main clauses.

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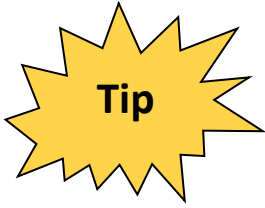


Suggestion Box

Name: _____

Date: _____

My aim: to identify **subordinate clauses**.



A sentence may contain more than one **subordinate clause**. In the following example, there are two subordinate clauses.
As it is snowing, we can climb the hill, where we can play on our sledges.

Underline the subordinate clauses in these sentences.

1. Once we reach the theme park, we'll go on the wildest ride, which is called Death Planet.
2. After we finish breakfast and as soon as we're packed, we can set off on holiday.
3. Before you sunbathe, apply sunblock, because you could get burnt.
4. If you watch the passing scenery, or listen to your music, we'll be there in no time.

Here are some main clauses. Can you add two subordinate clauses to each?

1. It's my turn to take the dog for a walk.

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.....

2. The park is open till 7:30pm.

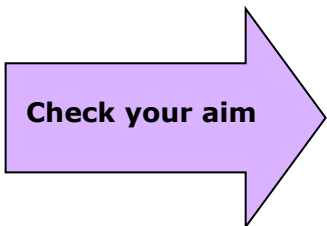
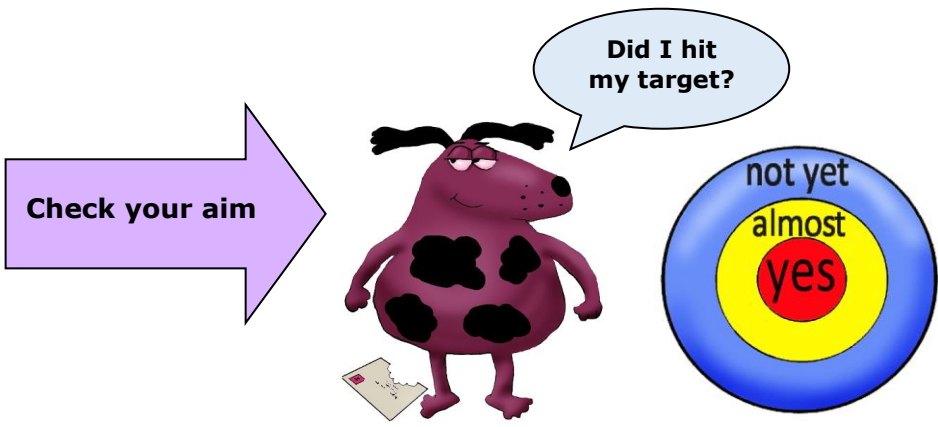
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3. Our dog bit the postman.

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4. The postman bit the dog.

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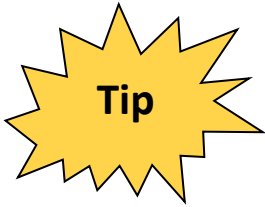


Suggestion Box

Name: _____

Date: _____

My aim: to add drop-in **relative clauses**.



Relative clauses begin with **relative pronouns**: *who, whose, which, or that*. Clauses are called **relative** when they relate to the subject or object of the sentence. For example:

*The crocodile (subject) **that ate the clock** is really alarmed.*

*Jack (subject), **who built his own house**, is now starting on a shed.*

Which relative pronoun is missing from these relative clauses?

1. This is the cactus burst my balloon.
2. My Uncle Charlie, lizard escaped, found it in his sock drawer.
3. The Empire State Building, used to be the tallest in the world, features in the film *King Kong*.
4. The artist, painted *Guernica*, was Pablo Picasso.

Drop a relative cause into the gaps in these sentences.

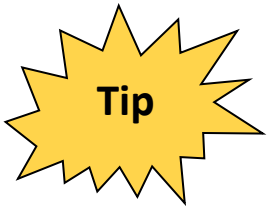
1. Our end-of-year assembly,, lasted all morning.
2. The school caretaker,, is due to retire soon.
3. Pizza,, is very easy to make.
4. The pet shop owner,, seems to be running out of lizards.
5. The chest of drawers,, is making some strange noises.
6. A superhero's life,, is full of danger.
7. Our art teacher,, runs a club every Monday.






Suggestion Box

Challenge: to understand how to use the **subjunctive**.



Occasionally, we think about how things could have been different if the conditions had been right. For example: *If I **were** the Queen for a day... **Had** I known about your part-time work as a spy...*

These examples of *were* and *had* are the **subjunctive**. You'll find people use it less and less, but it is useful when describing imaginary situations.

Here are some examples of the subjunctive being used. Complete the sentences.

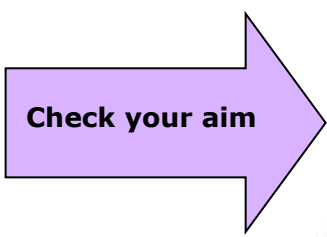
1. If you were to ask my advice,
2. Had the police suspected the beard was false,
3. If they had arrived a minute earlier,
4. If I were President of the world,

Now you try. Complete these sentences using the subjunctive.

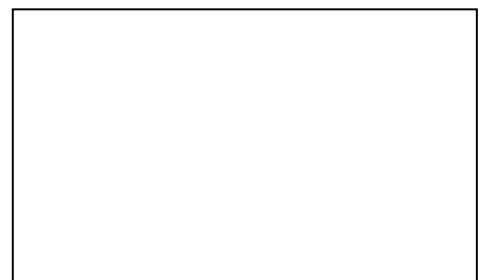
1. , I would make a million.
2. , you could have been a star.
3. , they'd still be running wild.
4. , I'd be a lead guitarist now.

Now make up your own sentences.

1.
2.
3.
4.



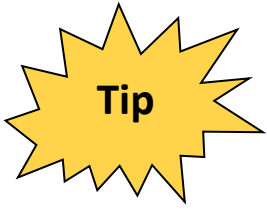
Suggestion Box



Name: _____

Date: _____

My aim: to improve sentences in order to hold the reader's attention.



This is where your **thesaurus** and knowledge of **synonyms** come in handy. What effect do you want to create? Put yourself in the shoes of the character in each situation and choose the most appropriate words.

Write out the best version of each sentence.

1. Jack walked / strolled / wandered / raced into the class and said / muttered / announced / claimed that he had won a large / huge / enormous / stupendous lottery prize.

.....
.....

2. The nearby / approaching / close / impending howls of the wolves filled us with fear / terror / anxiety / horror.

.....

3. Spotting Jane leaving her house / residence / mansion / bungalow / stately home, made us realise that she had to be very rich / wealthy / well-off / prosperous.

.....
.....

How many other ways could you say: "Are we there yet?"

.....
.....
.....
.....
.....



Suggestion Box

Name: _____

Date: _____

My aim: to test my knowledge of **grammar**.

Put these words into short sentences.

it's

you're

they're

their

Tick, if correct. Put a X, if wrong.

"Who done it?"

"I done it."

"You did it?"

"Done what?"

"Did that."

"Yes, I did do that."

"Well done!"

What's wrong with this?

Frankie is a cycling genius, she was doing wheelies when she was four years old.

.....

.....

.....

Did this person have a five- year-old grandfather?

At the age of five, my grandfather gave me a bike.

Write it a better way.

.....

.....

.....

.....

Rewrite these correctly:

How much cooks does it take to boil an egg?

.....

.....

I would of done my homework if I had known what it was.

.....

.....

I'm not speaking to you never again.

.....

.....

Would you like to come to are party?

.....

.....

Circle the incorrect verb and write the correct verb above.

Have you took your medicine today?

Has she spoke to her mother since yesterday?

Reading recipes are useful.

If he had drove carefully, he would have avoided the accident.

Tick, if correct. Put an X, if wrong.

Who's that?

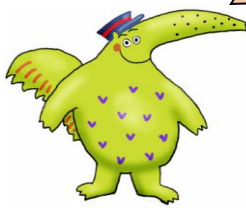
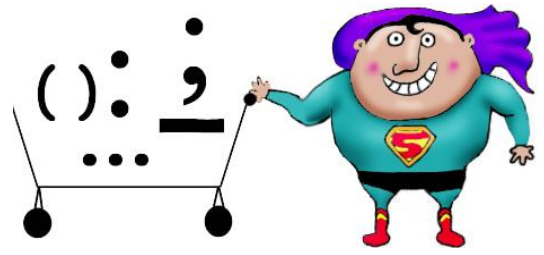
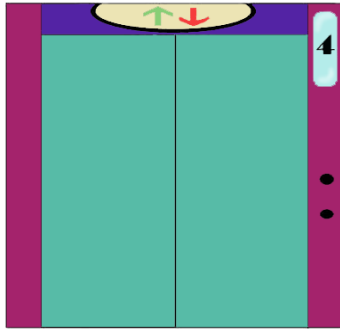
Whose here?

Who's hat is that?

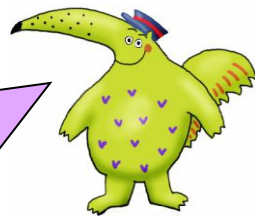
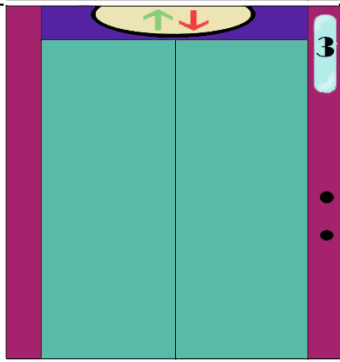
Whose that in the hat?

THE PUNCTUATION STORE

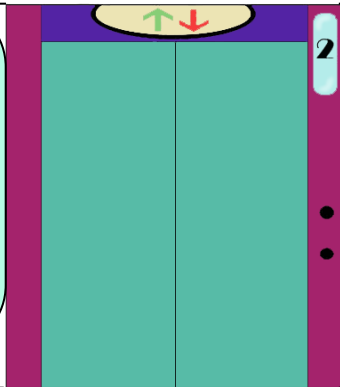
4th floor:
brackets,
hyphens,
colons,
ellipses and
semicolons.

3rd floor:
café, lots
of chat
and
speech
marks.

2nd floor:
commas for
lists, phrases
and clauses;
apostrophes for
contractions
and possession.

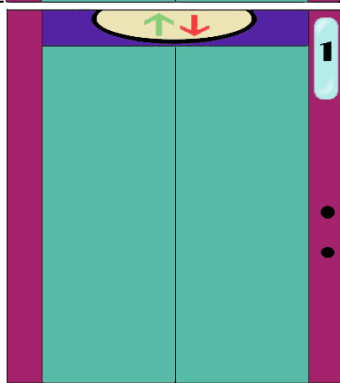



’	’
APOSTROPHES	
‘	’
COMMAS	

Don't
leave
without
today's
bargain.



1st floor:
enquiries
and
complaints.
Special
offers on
??? and **!!!**

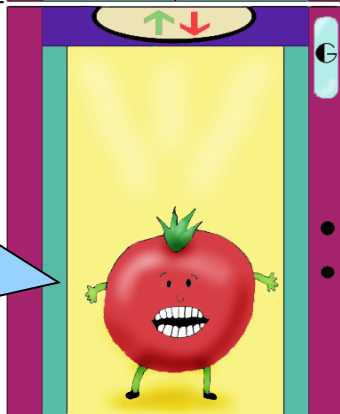



Where are the
instructions?
I want my
money back!
Then get me
out of here!



**YOU ARE
HERE.**

On the
ground floor,
the lift
comes to a
full stop.



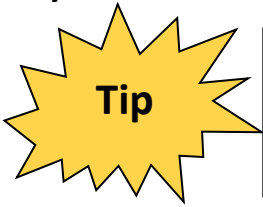
FOLLOW SIGNS TO THE CAR PARK.

TAKE THE LIFT TO ALL LEVELS.

Name: _____

Date: _____

My aim: to revise the use of **capital letters**.



Using email, mobile phones, Internet forms and search engines that work with either upper case or lower case letters (not case-sensitive) can mean that people are less used to writing formally.

Here are an email message, an online review of a holiday hotel and a phone text. Rewrite them with capitals in the correct places.

thank you for your email concerning litter. mrs jones of avalon council will contact you soon. to report an emergency, phone 01234 5678910 monday – friday 8:00am – 6:00pm. other public services available:
avalon fire brigade
avalon constabulary
environmental agency (rivers, flooding).

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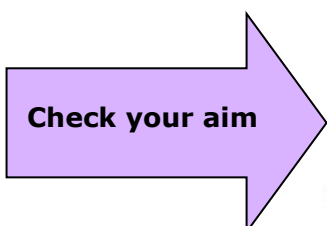
the granda orlonda is a great earthling hotel. the lobby is spacious. the rooms are comfortable. sadly, there was no opportunity to check out the pool. i must say the gift shop cashier, gabriella, was very helpful to my two martian children, satine kruze and lando calrossian.

☆☆☆☆

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hi harry, c u at the greasy spoon café in 5 min. ok? rich is coming 2.

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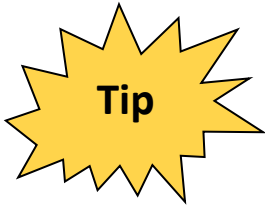
Suggestion Box

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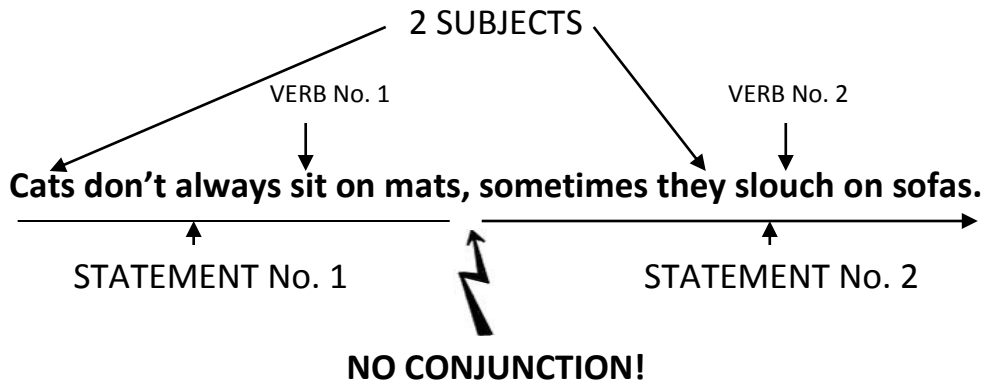
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My aim: to revise **full stops**.



Full stops are used at the end of complete **statements**. How do you know when you've reached that point? Ask yourself, "Have I written one statement, or two or more statements?"

EXAMPLE: Here, a comma has been used incorrectly to join two statements.



Rewrite this paragraph. It needs full stops to help it to make sense.

Jan caught the train to Paris in her bag she had a map of the city a few euros was all the money she possessed at the back of her mind a nagging voice urged her on the train eventually pulled into her dream destination beside the river Seine she watched the sun set and the city lights sparkle in the silvery water her reflection gave her a smile.

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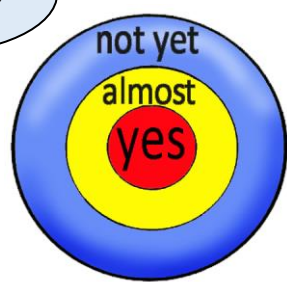
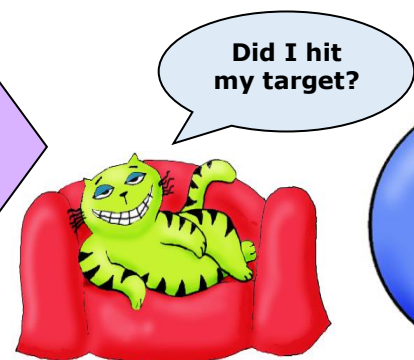
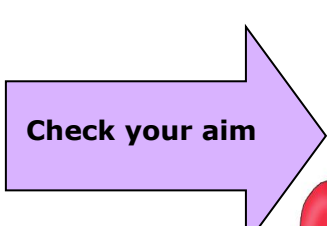
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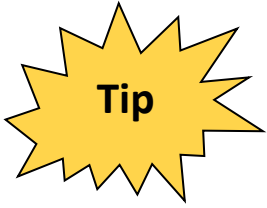
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Suggestion Box

My aim: to revise the use of **colons**.



A **colon** is like an introduction, inviting you to read some information, such as a list of single-word items, descriptive phrases or a list with bullet points. It can be followed by, for example, a quotation, a piece of advice or an announcement. For example:
These are my favourite foods: cheese, salad, pasta and chocolate.

Use colons in sentences that introduce any of the following lists:

- favourite bands / books
- positions in a football / netball / cricket / hockey team
- different swimming strokes

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EXAMPLE: *Fairytales often start like this: "Once upon a time."*

Copy this way of using a colon, by quoting something from a book, something said by a well-known historical figure, or words spoken by a character from a film.

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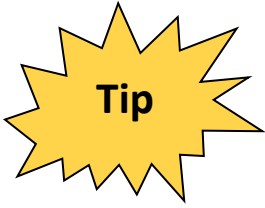
Check your aim

Suggestion Box

Name: _____

Date: _____

My aim: to use **commas** in lists.



Since you probably know how to use **commas** in lists, here is a chance to apply your knowledge to the creation of a list poem. Rhyming is not important, but you can make that choice. Interesting, colourful words and **commas** are essential, however.

Add some of your own ideas to these poems.

FOR SALE

Shiny car never crashed,
Jimmy's gym kit never washed,
A broken buggy (baby grown),
Action movie never shown,
Grandfather clock slightly haunted
And a ball and chain nobody wanted.

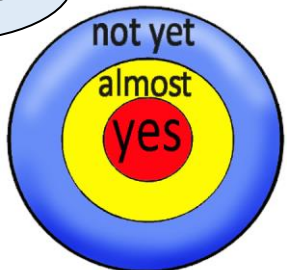
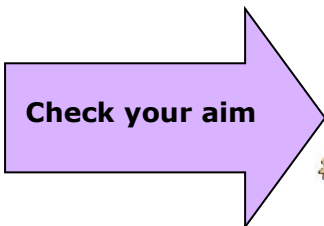
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IN THE WITCH'S SWEET SHOP, I BOUGHT...

Sugared newts, ginger rats,
Sherbet fleas, liquorice bats.
Wonderslugs, beetle mix,
Crocodile tears and rhino licks.

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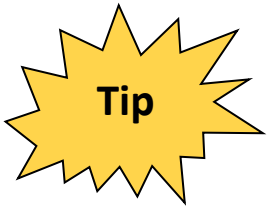
Suggestion Box

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Name: _____

Date: _____

Challenge: to use **commas** to mark phrases.



Commas are used to separate parts of a sentence to make its meaning clear. Readers would have a difficult time without them.

EXAMPLE: *I'm sure, now the waves are too dangerous.* Here, the comma comes before *now*. The waves have become more dangerous than they were before.
I'm sure now, the waves are too dangerous. Here, the comma comes after *now*. The speaker's mind is now made up. The waves were always dangerous.

Change the position of the comma in these sentences and explain the difference in meaning.

1. I have always liked watching my hamster, playing with my twin brother, computer games and going for walks.

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2. I explained to Dad, yesterday I forgot my appointment at the dentist.

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3. For breakfast, I had a red apple, orange, toast, blue cheese and a green salad.

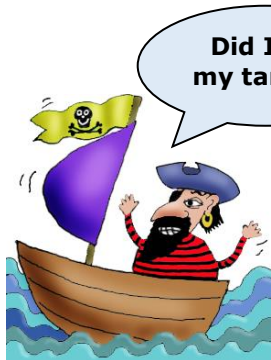
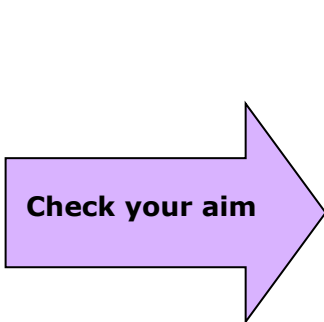
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4. Shortly after we left the dog, my sister and I went shopping for a rubber bone.

.....
.....

Try creating your own ambiguous sentence with the help of commas:

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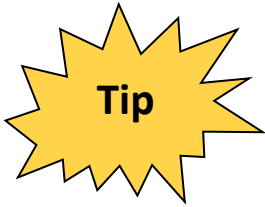


Suggestion Box

Name: _____

Date: _____

My aim: to use **commas** to mark **clauses**.



Commas sometimes separate words and phrases, but the biggest chunks of meaning in a sentence are the **clauses**. As always, commas aren't about telling the reader where to take a breath. They help the reader to make sense of what you have written.

Where does the comma go in these sentences consisting of two or more clauses?

1. If I had to choose a circus skill to practise it wouldn't be tightrope-walking.
2. Jacqui who is captain of the hockey team was presented with the winner's trophy.
3. When it's wet and muddy I go out in my wellies which I got last birthday.
4. While Mum who is a TV soap addict was glued to the box I secretly wrapped up the birthday present which as it happens cost me four weeks' pocket money.

Add a clause to these simple sentences at the front, back or in the middle, remembering to use commas.

1. The player scored a last-minute goal.

.....

2. The pole-vaulter cleared the bar.

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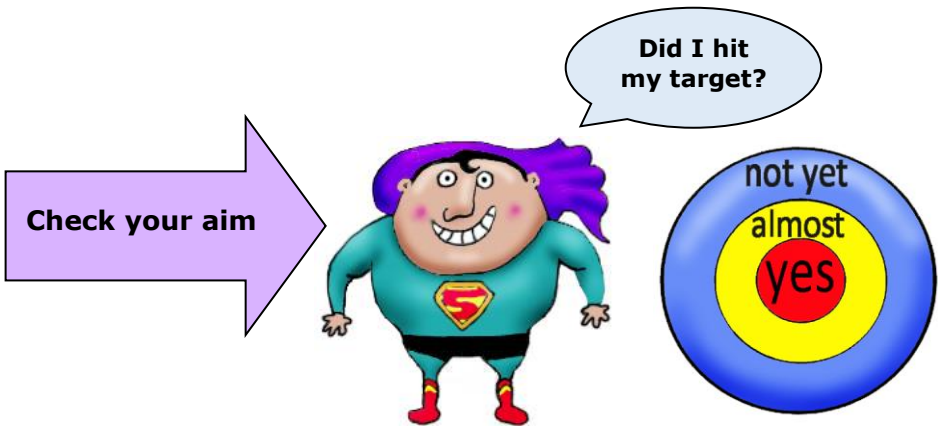
3. The acrobat regained her balance.

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4. Superman is faster than a speeding bullet.

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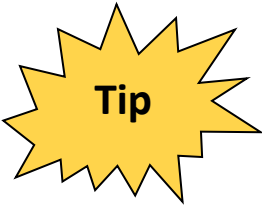


Suggestion Box

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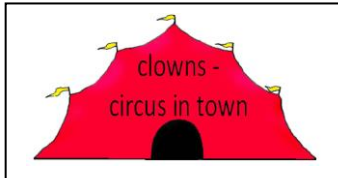
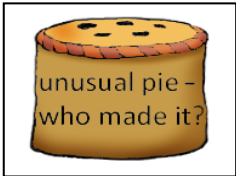
Date: _____

Challenge: to use **semicolons**.



People aren't always sure what to do with **semicolons**. Use them between two main clauses that are linked and that you might have connected with *and, or, but* or *yet*. For example: *My piano teacher has extremely long fingers; she can play the piano from a few feet away.*

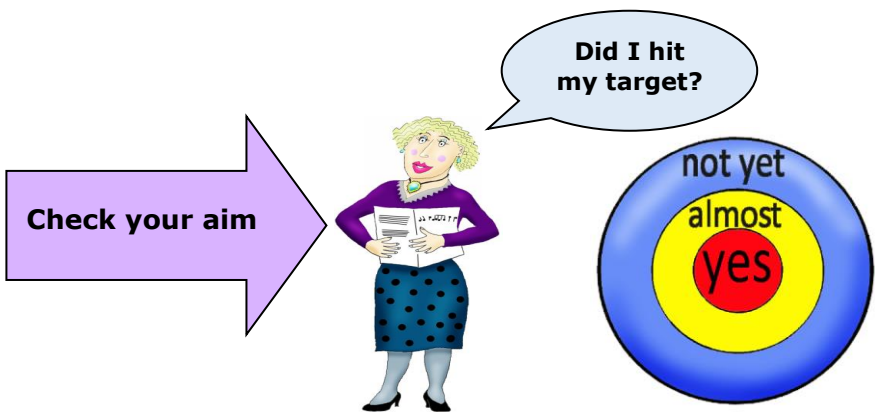
Make up a sentence about each of these topics using semicolons.



1.
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2.
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Make up your own sentence, using a semicolon to join two main clauses that could have been joined by an *and*.

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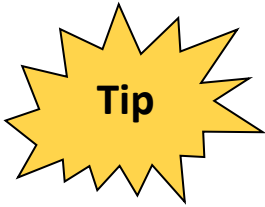
Suggestion Box



Name: _____

Date: _____

Challenge: to use **semicolons** in a list.



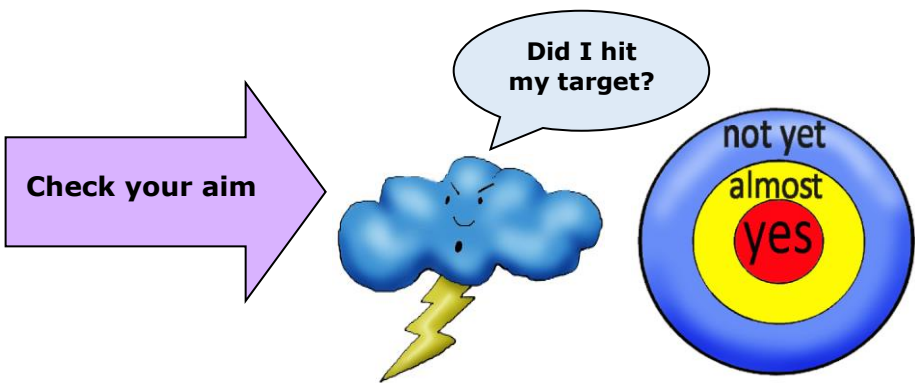
Semicolons can be used to separate lists of things that already contain commas. For example: *We went to the park, where we played tag, hide-and-seek and rounders; had a picnic of sandwiches, apples and lemonade; and then searched for conkers, picked up litter and drove home.*

Complete these sentences, using semicolons to list the activities suggested by the opening phrase or clause.

1. In our supermarket trolley,
2. After watching the scary movie,
3. When the storm broke,

Make up your own list of actions, separating them with a semicolon.

4.
5.
6.

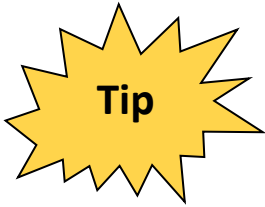


Suggestion Box

Name: _____

Date: _____

My aim: to revise **apostrophes** for **contractions**.



One use of an **apostrophe** is to show that a letter or letters are missing (an **omission**) which results in a word becoming shorter (a **contraction**).

Here are some contractions. They have letters omitted. Write the words out in full.

haven't wouldn't it's

won't he'll she'd

they've can't we're

Explain what is wrong with the contractions in these sentences?

They are'nt coming to my party after all.

.....

You're dog can do some amazing tricks.

.....

The team put it's best player in defence.

.....

Rewrite the following using contractions:

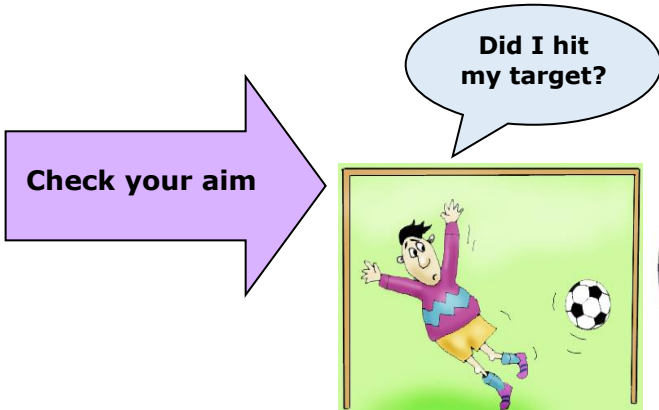
I have got a lovely bunch of coconuts.

He could not see the wood for the trees.

A leopard cannot change its spots.

You have never had it so good.

I have not got a clue.

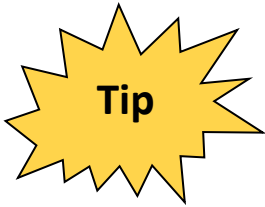


Suggestion Box

Name: _____

Date: _____

My aim: to revise the use of **apostrophes** for **possession**.



The possessive form of **singular nouns** = **apostrophe + s**.
For example: *The day's timetable. The parrot's vocabulary. John's pet.*
The possessive form of **plural nouns** = **apostrophe without s**.
For example: *The bees' honey. The wolves' prey.*
Note there are exceptions: *The children's party. The sheep's field.*

Rewrite the following paragraph using apostrophes for possession.

The summit of Mount Everest is over 29,000 feet above sea level. The age of the mountain is over 60 million years, having been created by the tectonic plate of India pushing up against the plate of Asia. Although it was named after the leader of a British survey team in 1841, the name of the mountain in Tibet is Chomolungma; the name of it in Nepal is Sagarmatha. The rocky peak of Everest is covered in deep snow throughout the year. It was first conquered by Edmund Hillary of New Zealand and Sherpa Tenzing Norgay of Nepal on 29th May 1953.

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Change these singular nouns to plural and adjust the apostrophes.

the hen's egg

the giraffe's neck

the deer's antlers

the baby's tooth

the week's winner

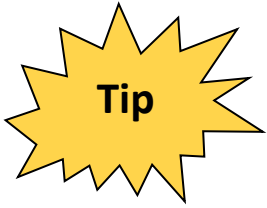
the city's attraction



Suggestion Box

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My aim: to revise **speech marks (inverted commas)**.



Speech marks – sometimes called **inverted commas** – show what someone has actually said. Putting full stops, commas, question marks and exclamation marks in the right place, as well as giving a new speaker a new line, helps the reader to understand who is saying what. For example: *“Where is my bike?” asked Dennis.*

What is wrong with how this written conversation has been punctuated and set out?

“I share my bedroom with a pig, said George.” “really! What about the smell”? said Anna, horrified. Oh, the pig doesn’t seem to mind replied George”.

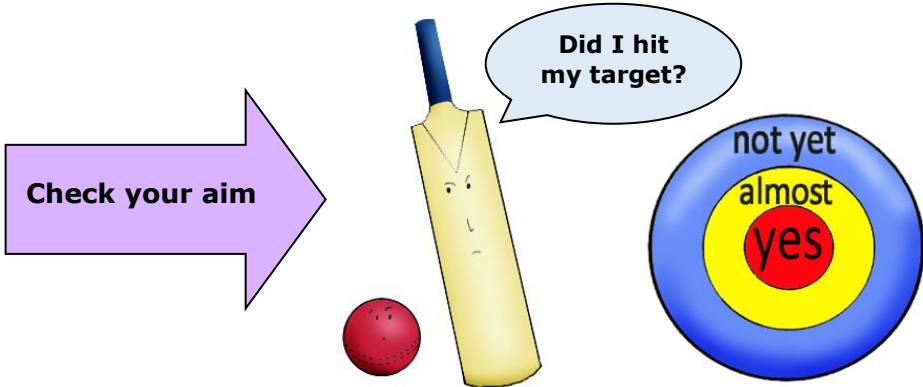
Mistakes:

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These examples of speech have been punctuated wrongly. Circle the mistakes.

1. “Hello, Mrs Tomkins said Derek. Is Tony in?”
2. If that’s Derek at the door wanting to borrow my cricket bat, tell him I’m not at home”! called Tony from upstairs.
3. “He’s on his way up! called Tony’s mum.”
4. He says he doesn’t want your bat, added Tony’s mum. “He wants your cricket ball.

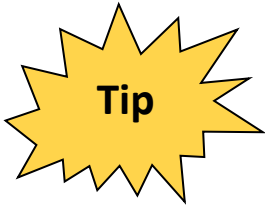


Suggestion Box

Name: _____

Date: _____

Challenge: to explore further the use of **speech marks**.



Look at the punctuation of speech when the speaker is put in the middle.
Saying two sentences: *“Can you help me?” said the tourist. “I’m looking for the bus station.”*

Saying one sentence: *“Turn first left,” replied the newspaper seller, “and it’s on the right.”*

Rewrite the following examples of speech in which the punctuation has been omitted. (In each example, the speech consists of two sentences.)

1. we’re collecting for charity explained Lyn would you like to sponsor me

.....

2. what’s the name of the charity her mother asked is it a good cause

.....

3. it’s Children In Need replied Lyn you must have heard of it

.....

4. i’m a child in need interrupted her brother Sam I need an ice cream

.....

Punctuate the following examples in which only one sentence is being spoken.

1. if it’s for a good cause said Dad I’ll certainly sponsor you

.....

2. my plan explained Lyn is to be silent for a whole day

.....

3. make it a week said Sam and you can have my pocket money

.....

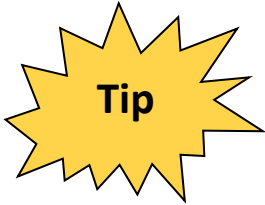
Check your aim

Did I hit my target?

not yet
almost
yes





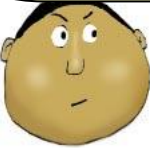

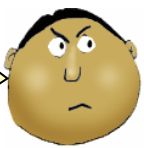

Suggestion Box

My aim: to revise **indirect speech**.



Indirect speech is a report of what someone has said. This is why it is often called **reported speech**. It's written in the past tense and doesn't need **speech marks (inverted commas)** or a new line for a new speaker.

Here, Mr Wolf is being interviewed about his negative image in various fairytales.

<p>Why are you always lurking in the woods?</p> 	<p>The woods are my natural habitat. I never lurk!</p> 	<p>Why did you want to know where Little Red Riding Hood was going?</p> 	<p>I was lost. I asked her for directions.</p> 
<p>Do you mind answering questions about pigs?</p> 	<p>Have you seen the state of their houses? They look like pigsties!</p> 	<p>Did you huff and puff and blow a pig's house down?</p> 	<p>It wasn't me. The slightest breeze will blow down a straw house.</p> 

Rewrite the interview in indirect speech, using this format:

When asked why he was always lurking in the woods, Mr Wolf replied that

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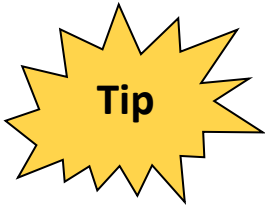
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Check your aim →  **Did I hit my target?** 

Suggestion Box

Challenge: to identify and know when to use **ellipses**.



Words can be omitted from sentences without changing their meaning, for example: *I know it's true.* The word *that* has been missed out. This is **ellipsis** (plural = **ellipses**). No punctuation is needed. When it's important to show that words are missing, we use three dots, like this: ...

EXAMPLES: Missing word

I'll help you [to] work it out.

Avoiding repetition

Some people talk to plants; others, [talk] to themselves.

Quoting part of speech

I have a dream that one day... the sons of former slaves and the sons of former slave owners will... sit down together...

Creating suspense

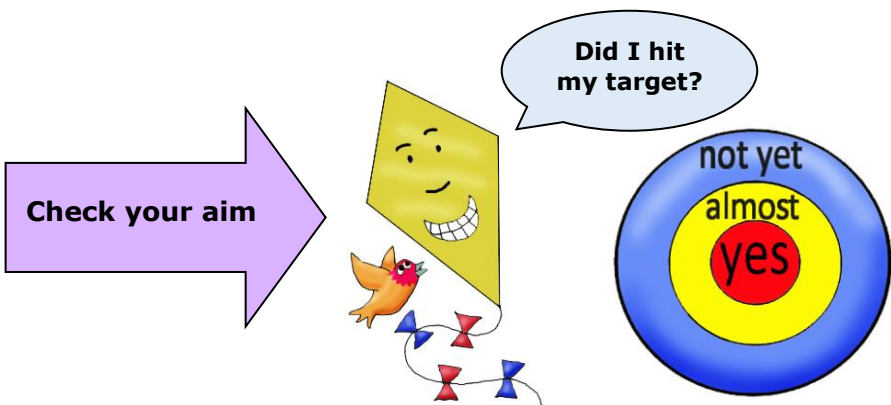
George couldn't believe his eyes... His dad was really Spiderbloke.

What words have been missed out of these sentences?

1. Is this the shirt you bought?
2. Some people go on holiday to have fun; others, to relax.
3. Fancy a game of football?
4. The sky was blue, the grass green and the kite red.
5. Windows had to be boarded up, doors locked and children evacuated.

Here are sentences ending in ellipses. What might the next sentence be?

1. Eva glanced up and gasped... ..
2. I would never have believed I'd ever see such an extraordinary thing... ..
.....
3. When we left the house, we thought the car ride would take a few minutes... ..
.....

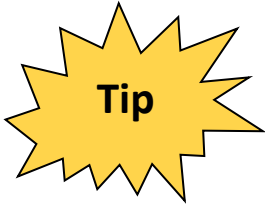


Suggestion Box

Name: _____

Date: _____

My aim: to use **hyphens** appropriately.



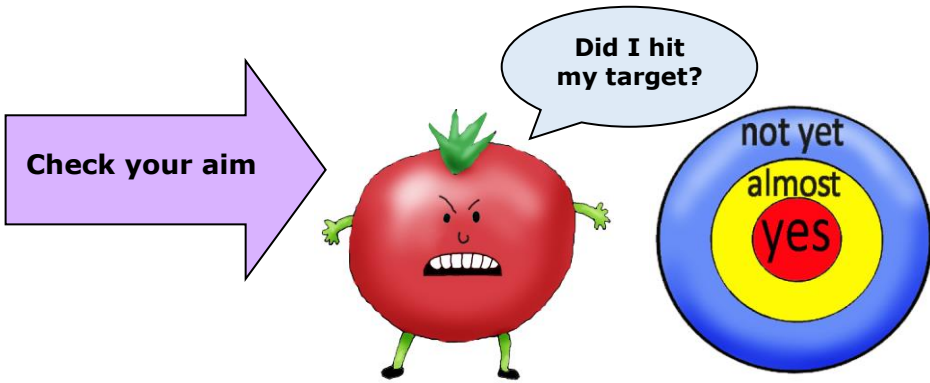
English is very flexible. Lots of new words are made by joining existing words with a **hyphen**. For example: *well-known, kind-hearted, half-eaten, mother-in-law, ninety-nine, absent-minded, high-speed.*

Hyphens can help to avoid misunderstandings. Compare the meanings of these words.

Word or phrase	Meaning
recover	to find or to get better
re-cover	to cover again (a chair, book, etc.)
man-eating tomatoes	
man eating tomatoes	
mother-to-be congratulated	
mother to be congratulated	
heavy-metal detector	
heavy metal detector	
three-foot-high fences	
three foot-high fences	
hold-up	
hold up	

HAVE FUN! Make up your own hyphenated words.

- happy
- mean
- risky
- clever
- scary

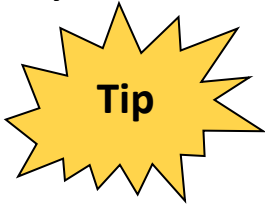


Suggestion Box

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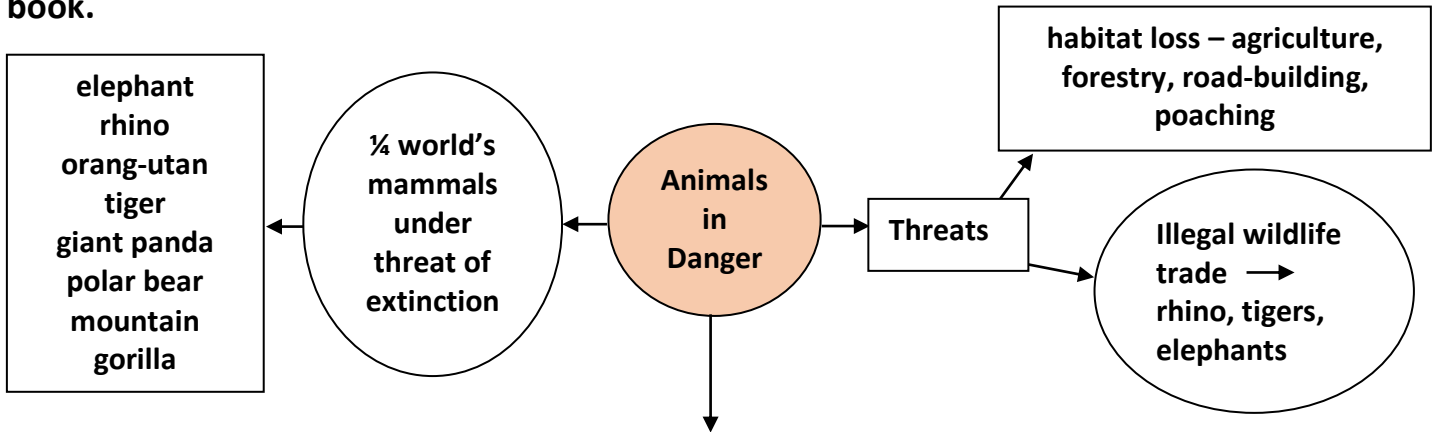
Date: _____

My aim: to use **headings, tables, underlining, brackets, bullets and colons.**



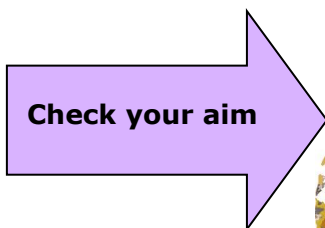
Information books, which set out each page clearly, help you to find the information you want easily. You can use the same techniques.

Choose some of these facts about endangered species and set them out like a page of a book.



Facts: in 2011, authorities seized 23 tonnes of illegal ivory (2,500 elephants). As few as 3,200 wild tigers left. WWF works to protect black rhino – only 4,848 still surviving in the wild.

A large rectangular area with a dotted line for writing, flanked by two empty boxes on the left and right sides.

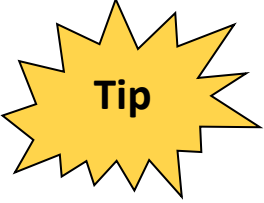


Suggestion Box

Name: _____

Date: _____

Challenge: to improve the **layout** of an **information** text.



Headings and **subheadings** all help to make information easier to access, but it is important that they suggest what is written underneath.

Here are some tips about cycling and road safety, but they are not in an order that is easy to read. Think up some possible headings and subheadings to organise it better.

When you stand over your bicycle, there should be 2 to 5cm between you and the top bar if using a road bike and 7 to 10cm if a mountain bike. Before riding, inflate tyres properly and check that your brakes work. Make sure you have lights and reflectors on the front and rear of your bicycle as well as reflectors on your tyres, so others can see you. A properly fitted bicycle helmet will protect your head. Wear something that reflects light, such as reflective tape or markings. Always ride with both hands on the handlebars, except when signalling. Be on the lookout for hazards such as potholes, broken glass, gravel, puddles and dogs. Ride on the left and obey all traffic signs, signals, and lane markings. At road junctions, stop to see if the way is clear before proceeding. Ride in a straight line and signal your moves to others. Before making a turn, always look behind you for a break in traffic, then signal your intention. Watch out for pedestrians and parked cars.

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Suggestion Box

Name: _____

Date: _____

My aim: to test my **punctuation** skills.

Circle the mistakes in each of these sentences and write your corrections clearly.

1. Who's job is it to tidy up the paints?

.....

2. I have a part time job at the newsagent.

.....

3. Do other dog's think poodle's have their own hairdressing business?

.....

4. Jo whose father is a firefighter persuaded the fire service to bring a fire engine to school.

.....

5. My tortoises' name is Harold.

.....

6. Is this my coat, or is it your's?

.....

7. Its very common to come across punctuation errors.

.....

8. These are your group members; Anya, Joseph, Jamila and Seth.

.....

9. I asked him, "How many electricians does it take to change a light bulb"?

.....

10. The kangaroo is a nervous beast, it's very jumpy.

.....

11. I would'nt waste time trying to reason with your parrot.

.....

12. Once everyone left we had only an hour to tidy up.

.....

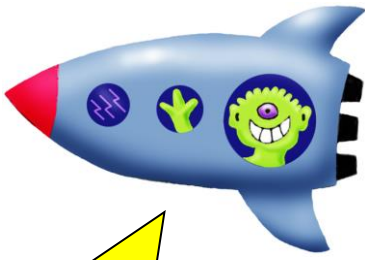


Suggestion Box

Notes

WHY WRITE?

I want to know how things work.

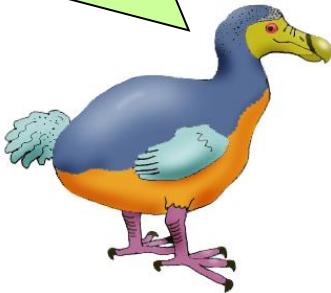


What will happen in the future?



I want to use my imagination.

What happened in the past?



Save me!



I must mention you in my diary.



What's your opinion? Write me a letter or send an email.



Entertain me!



Do you need the recipe?



What's happening in the world?



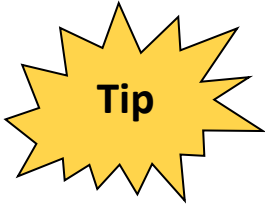
Why should you buy me?



Name: _____

Date: _____

My aim: to compare **personal** and **impersonal** styles of writing.



A **personal** style involves using *I, me, my, we, us* or *our*, referring to the reader as *you*, and using words, such as *lovely* and *appalling* that describe personal feelings. An **impersonal** style avoids these things. Compare biography with autobiography.

Rewrite this autobiography (a life story written by the person whose life it is about) as a biography (written by someone else).

Evacuated – an autobiography by Rita Holmes

I was really scared when I first heard about the enemy planes bombing the cities. Sometimes, we'd hear the air-raid siren in the middle of the night and scramble out to the Anderson shelter in our pyjamas.

I was ten when Mum and Dad explained that my seven-year-old brother, Alfred, and I would be moving to the countryside for our safety. I was excited, but poor Alfred – he'd never seen a cow in his life before and he was terrified of meeting one face to face!

The train journey took forever. It was packed with children. Some too little to understand what was going on. Alfred and me... well, I think we were lucky. A farmer and his wife, Mr and Mrs Parsons, kindly took us in. I missed home dreadfully, especially at Christmas. But Mrs Parsons showed me how to bake cakes using their own hens' eggs and Alfred became a dab hand at milking Daisy the cow.

Rita Holmes – Evacuee: a biography

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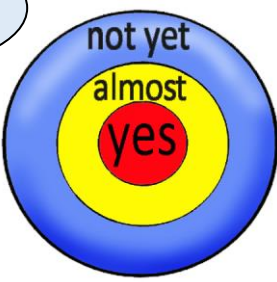
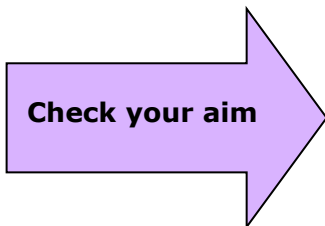
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Suggestion Box

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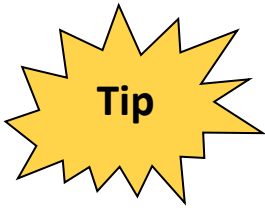
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Name: _____

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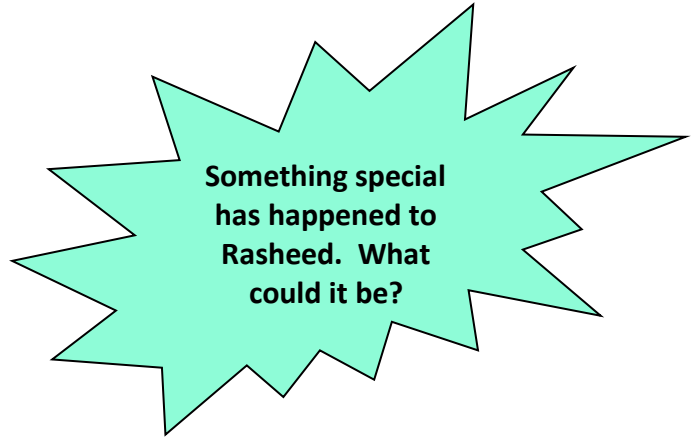
My aim: to recognise the features of a **personal recount**.



Writing a **recount** involves using words to do with time (chronology): *then, after that, before that, eventually, meanwhile, all at once*, etc. A diary entry or autobiography is **personal**. Since you might re-read your diary when you're older, write as if you are talking to your future self.

Every day, in his diary, Rasheed describes his daily routines, but one Friday something extraordinary happens.

got up at 7:30 -
fed Justin the dog -
late for school -
Mr Smith told me
off for swinging on
my chair again -
couldn't believe it!
I got picked for...



Using these notes, write Rasheed's diary entry for that particular day.

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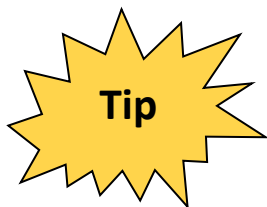


Suggestion Box

Name: _____

Date: _____

Challenge: to write an **impersonal recount**.



A **recount** which is **impersonal** (history, newspaper article or biography) uses **time connectives** to describe events in the order in which they happened. Unlike a **personal recount**, however, it won't refer to *I* or *me*.

Arrange these notes about Martin Luther King in the correct order, using time connectives?

1944 – entered college.

Born 15 Jan. 1929 – Atlanta, Georgia.

1967 speech against Vietnam War.

Assassinated
– 4 April 1968
in Memphis,
Tennessee.

1963, Birmingham,
Alabama – 11 days in
jail – demonstrating
without permit.

1965, his campaign –
black people to vote –
persuaded US Congress
to change the law.

1 Dec. 1955 – Montgomery,
Alabama, Rosa Parks refused
bus driver's order to give up
seat to white passenger. Her act
of defiance and Montgomery
Bus Boycott, organised by King –
major symbol of civil rights
movement.

After release – civil rights
march on Washington in
August 1963 – delivered
famous 'I have a dream'
speech, predicting
freedom and equality for
all Americans.

1955 – helped the 382-
day black boycott of
buses in Montgomery.
Bus company changed
rules – Supreme Court
declared segregation
against the law.

Became
a pastor
in 1955.

1957, demonstrated
against racial
discrimination.

Awarded the Nobel
Peace Prize in
1964.

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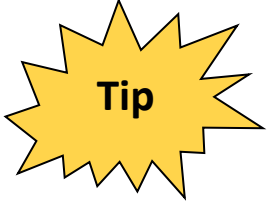
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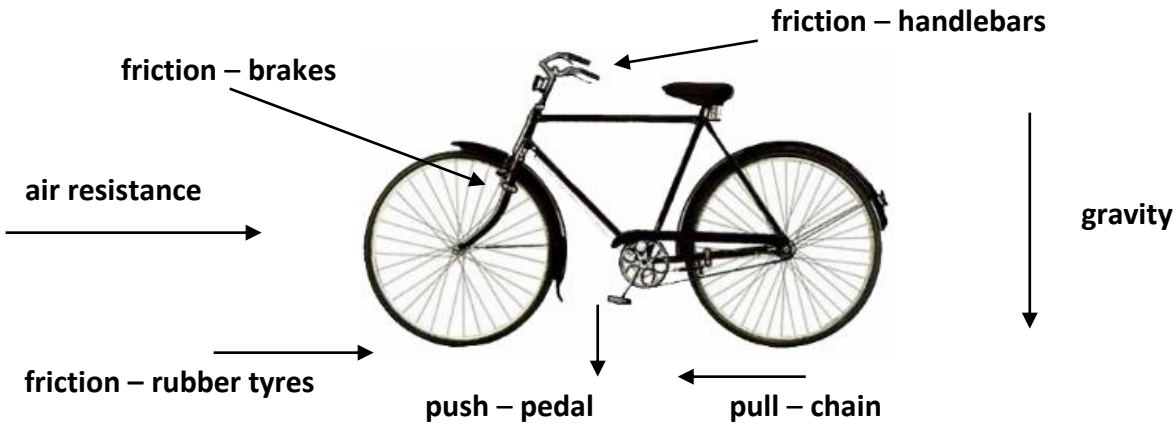
Name: _____

Date: _____

Challenge: to use my understanding of grammar to write an **explanation**.



An **explanation** of how a machine works, for example, has to apply to all similar machines, not just yours or mine. The style will be **impersonal** and could contain a mixture of **active** and **passive** verbs.



Here are some opening phrases to help you complete the sentences in an impersonal style.

When the pedal is pushed down

Rubber grips on the handlebars enable

Maintaining the body in a central position avoids

Air resistance can be reduced to a minimum by

The speed of the bicycle is controlled by

Rubber tyres

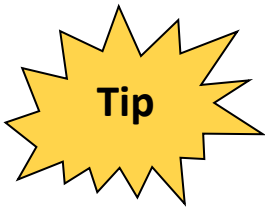


Suggestion Box

Name: _____

Date: _____

My aim: to write a set of **instructions** in an **impersonal** style.

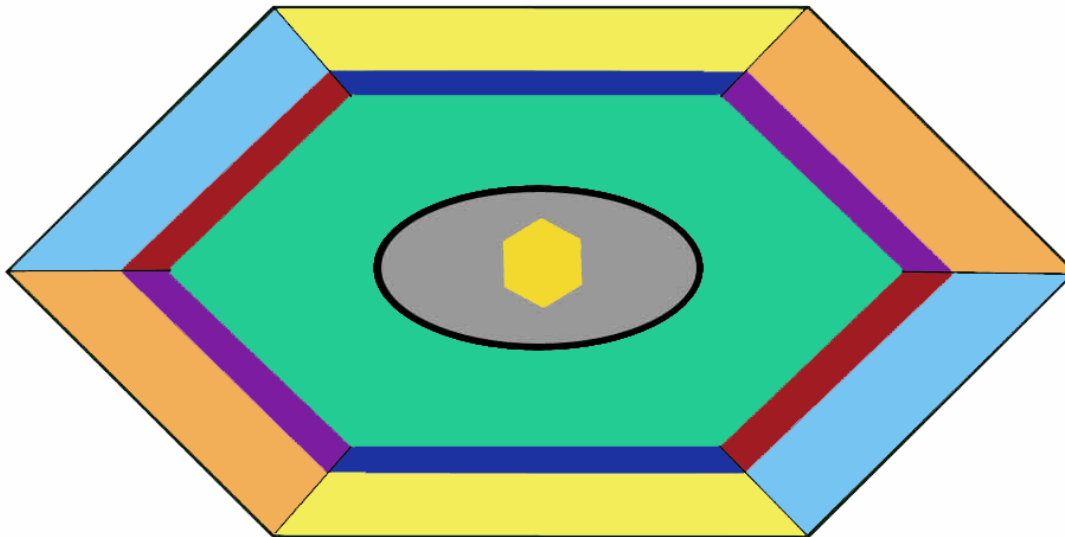


When you tell a friend how to do something, your instructions would be **personal** and refer to your particular experiences: *I did this... then you do that... and this is what happened to me.*

Instructions for unknown readers have to be **impersonal**, and include imperative verbs: *Do this... fold that... choose these...*

Here are the early stages of a game design. Finish the layout and describe how it is played.

TITLE OF GAME:



Playing pieces

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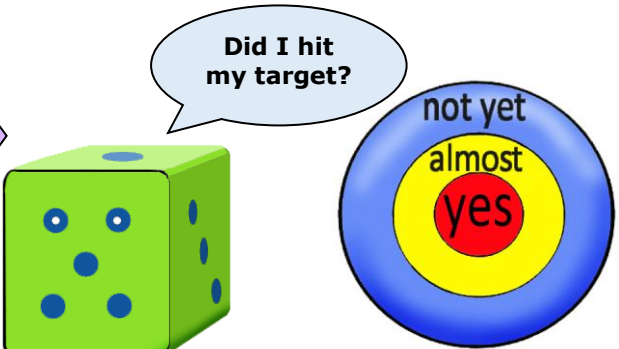
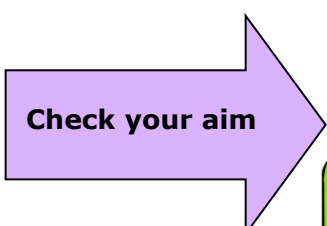
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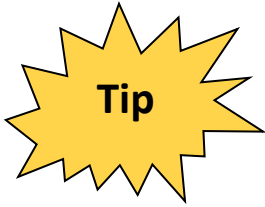


Suggestion Box

Name: _____

Date: _____

My aim: to create a piece of **persuasive writing**.



Persuasive writing comes in many different forms. It depends whether you want the reader to think in a particular way, do something to improve their life, or buy something from you.

Before I buy the SuperSock from you, with all of its toe-controlled special features, to add to my superhero equipment, you will need to persuade me by filling in the boxes:

Eye-catching heading:

Play on words

Catchphrases



Easily remembered slogans

Appealing descriptions

Will it make me more super?

Other benefits I will receive for such a reasonable price:

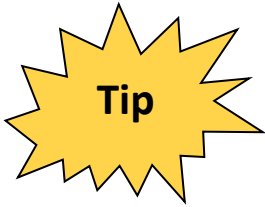


Suggestion Box

Name: _____

Date: _____

My aim: to explore the features of a **balanced argument**.



Reviews of books, holidays or games that you buy from a website reveal different opinions. They aren't always balanced. They might be good or bad. A **balanced argument** should be clearly presented step-by-step and support your opinion by referring to evidence.

Some superheroes have written positive and negative reviews of the SuperSock on the SuperGear website. Include some of the connectives in the box.



firstly	first of all	secondly	also
as well as	in addition	for example	
for instance	although	on the other hand	
despite	consequently	with the result that	
finally		in conclusion	



Positive review

Negative review

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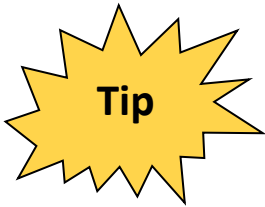
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Check your aim

Did I hit my target?

Suggestion Box

Challenge: to construct a **balanced argument**.



When presenting a **balanced argument**, it is important to set out your view as formally and politely as possible. Support your argument by referring to evidence, consequences and countering opposing opinions.

Someone has the idea that children should go to school at the weekend. Use the suggested connectives to express your own opinion while considering other points of view in a reasonable way.

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Adding evidence

- also
- furthermore
- moreover
- in addition
- for example
- to illustrate my point
- consider the following
- as well as

An opposing idea

- however
- nevertheless
- on the other hand
- despite
- whereas
- it has been argued
- nonetheless
- but
- although
- yet
- on the contrary

Consequences

- as a result
- therefore
- consequently
- inevitably
- because of
- with the effect that
- unquestionably
- this leads to
- this is the cause of

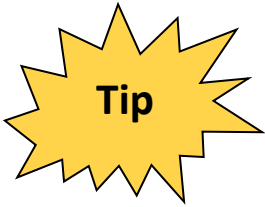


Suggestion Box

Name: _____

Date: _____

My aim: to develop **narrative** skills.



Films are quite different from plays or story books. Scenes and visual images, often with dialogue, have to suggest what characters are like, what is going on inside their heads and the direction of the plot. Films often use **images** and **props** to suggest what is going on.

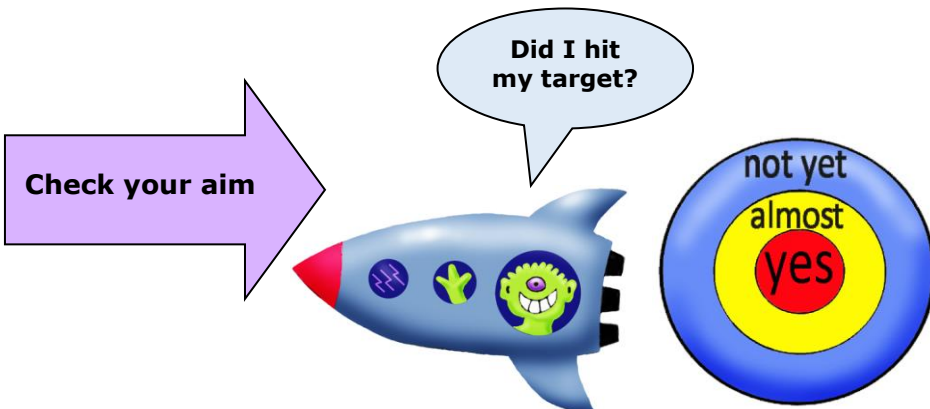
Here are some noun phrases. What film scenes might they suggest? Add some notes.

Unidentified big cat prints on a desolate moor

A crumpled photograph of an old friend

A blue light racing across the sky

A page ripped out of a diary

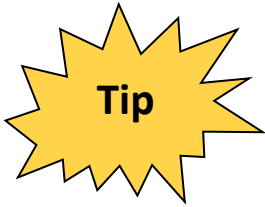


Suggestion Box

Name: _____

Date: _____

My aim: to create an atmospheric opening scene in a **narrative**.




To tell a story well, go straight into the action without giving away too much information at the start. Set up questions in the reader's mind. To get the answers, they must keep reading.

If you were to open your story with these sentences, what would a reader want to know?

Opening sentences	What might the reader want to know?
"Don't you hear it, Jem?" whispered Kathy.	
"What's that howling noise?" Jem slammed the door shut.	
"Have you been watching scary monster movies again?" asked Dad.	
"I'll never go near that place again," gasped Sam.	
"I'd say we're lucky to be alive, Sue," said Joe.	

Coax the reader into your story by giving only limited information about these big events.

Big event in story	Opening sentence
An alien craft races across the sky and lands in the woods.	
Some children find an ancient relic upon which a curse has been placed.	
Someone has overheard criminals planning to steal the Crown Jewels.	

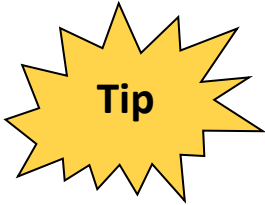
Check your aim →  

Suggestion Box

Name: _____

Date: _____

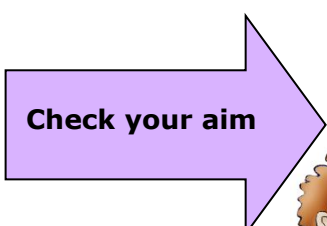
Challenge: to use **notes** in planning a **narrative**.



Planning and making **notes** are essential activities when writing a story or a play. You might have new ideas as you write and need to change your plan, but it's useful to start with something.

Here are notes for beginnings, middles and endings. Imagine what could happen and add your notes in the empty boxes.

At the beginning	Somewhere in the middle	At the end
Peaceful picnic spot – sister and brother, Ellen and Joe, leave parents relaxing while they explore the woods – they are confronted by a pack of angry wild boar...		
	Mo and Rasheed are hiding in the scrap-yard – wind howls – the rusty cars above them start to creak and move...	
		Queen Elizabeth I rewards Leah – silver bracelet – Leah puts it on – returns through time to her class outing to museum – teacher doesn't believe the explanation she gives for her strange disappearance...
Suzy is late for school – comes out of sweet shop – across the street, two men in masks run into the bank...		

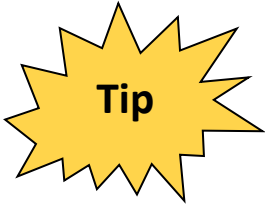


Suggestion Box

Name: _____

Date: _____

My aim: to use colourful **imagery** in poetry.



You may have heard of an **acrostic** where the first letter of the title of the poem, written vertically, starts each line of poetry. A **mesostic** is similar but the title is written down the middle.

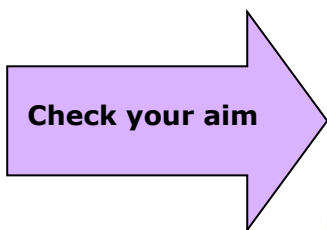
Think of the name of a superhero – making up your own will be more fun – and list his or her special abilities. Use *comparative adjectives*. Here is an example.

ELECTRONICA

Jumpi **E**r than a crazy hare
more bril **L**iant than a neon glare
sparkier than th **E** the Northern Lights
more energeti **C** than Sunday nights
quie **T**er than a kitten's mew
slippie **R** than celebrity shampoo
and so much co **O**ler than you.
Deadlier tha **N**a lightning strike
much bus **I**er than a karaoke mike
faster than a ra **C**ing car
and re **A**dier than a breakfast
bar.



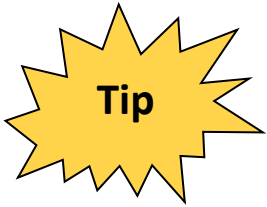
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Challenge: to explore the possible uses of **poetry**.

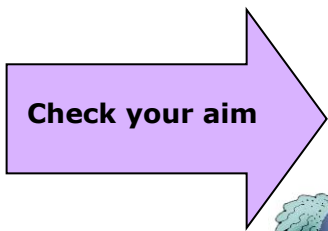


Poetry allows you to play with the language. You could be wildly creative with instructions, an explanation of strange phenomena or extreme positions taken by people in an argument. A humorous approach can often be very **persuasive**. Use your knowledge of words and sentences.

In this example, rhetorical questions and irony (saying the opposite of what you mean) are being used to entertain but also make people think about wildlife and the environment. Continue where it leaves off, or try to create your own.

Don't you agree, historically, the dodo gets what it deserves?
Does the constant grumbling of tigers get on your nerves?
The kookaburra's laugh – does it drive you insane?
Those colourful birds of paradise – aren't they a pain?

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Suggestion Box

Notes

Notes

TERMINOLOGY

Term	Meaning	Some Examples
abstract noun	The name of a quality, emotion or concept that has no physical form.	<i>fear, peace, love, joy, hatred, intelligence, freedom.</i>
active and passive voice	The active voice is where a subject acts on an object. The passive voice is where the subject and object are reversed.	Active: <i>She threw the ball.</i> Passive: <i>The ball was thrown by her.</i>
adjective	Although they are often referred to as <i>describing words</i> , verbs and nouns are also very descriptive. The function or job of an adjective is to add extra descriptive information to the noun.	<i>yellow, frantic, busy, excited</i> NB The <u>job</u> being done by the word is what matters. Common ground. Here common is an adjective. <i>The village common.</i> Here common is the name of something – it is a noun.
adverb	Although sometimes described as ly words, this can be confusing and is also wrong. Adverbs add further descriptive information to a verb or an adjective.	<i>slowly, fast, together, very, silently</i> (not friendly, lively, lovely, weakly) <i>She runs fast.</i> Fast is an adverb describing how she runs. <i>She runs very fast.</i> Very is an adverb describing how fast.
adverbial phrase	Depending on position in a sentence, sometimes referred to as a fronted adverbial . A phrase that describes where, when or how something is taking place.	Where: <i>At school, Outside the newsagent</i> When: <i>At sunrise, Before breakfast</i> How: <i>Full of optimism, Without concern for his own safety.</i>
antonym	A word that means the opposite of another.	<i>big and small, dry and wet, cold and hot</i> are antonyms.
alliteration	A series of words where the first consonants are the same.	<i>Peter Piper picked a peck of pickled peppers.</i>
apostrophe	An apostrophe shows that a letter or letters are missing, or indicates possession.	<i>Where's the cat?</i> is a shortened version of <i>Where is the cat?</i> <i>The cat's food</i> indicates that the food belongs to the cat. <i>The cats' food</i> would indicate that the food belongs to more than one cat.
auxiliary verb	These accompany other verbs and help to create the continuous present tense, the future, the past and to form questions.	<i>To be, have and do.</i> <i>Will you be at home?</i> <i>I have lost my money.</i> <i>I do like my new classmate.</i>
clause	A clause is part of a sentence that contains a verb; so it could be a simple sentence on its own.	<i>We lost the dog.</i> This is a clause as well as a simple, stand-alone sentence. <i>We lost the dog, but it returned.</i> This consists of two clauses with a verb in each.
cohesion	A text demonstrates cohesion when its sentences and paragraphs fit together, often by some repetition of key words, the use of pronouns, or opening adverbs.	<i>We tried our best to make a cake today.</i> Unfortunately, it sagged in the middle, but, tomorrow, you will be amazed by the cake we produce.

colon	A colon introduces a list, an announcement or a quotation from another text.	<i>This is what you need: a tea bag, milk and hot water.</i>
comma	A comma separates words in lists, phrases or clauses to make it easier for a reader to understand the meaningful building blocks of a sentence.	<i>I need an apple, two pears, a banana and some grapes to make a fruit salad. At midnight, the clock struck, sending a shiver down my spine.</i>
common noun	The general name of people, animals and things.	<i>boy, girl, policeman, carer, nurse, dog, owl, chair, pencil, strawberry.</i>
comparative	An adjective that compares one person or thing with another.	<i>bigger, shorter, happier, better, worse, more dangerous, more popular.</i>
compound word	A word created by joining two existing words.	<i>riverbank, windowsill, teacup, wallflower, quicksilver, raincoat, pullover.</i>
conjunction	A conjunction links words, phrases and / or clauses to other parts of the sentence.	<i>and, but, or, so, because, although, if, when, whenever.</i>
connective	A common term to describe a whole range of conjunctions, prepositions, adverbs and relative pronouns that are used to connect parts of a sentence.	<i>Although it was snowing, our teacher, who is an expert igloo builder, told us not to worry about the cold, because we would warm up soon.</i>
determiner	A determiner stands in front of a common noun (or an adjective describing that noun) in order to show how specific that named thing is.	<i>a, an, the, those, this, some, many, few several, my, our, your, his, her, their</i>
direct speech	These are the exact words used by a speaker and are contained within speech marks.	<i>"I'd like a cup of tea, please," the customer replied.</i>
ellipsis	Ellipsis occurs where a word or phrase has been missed out without affecting the meaning of the sentence. Where necessary, this can be punctuated using the dot-dot-dot (...) sign.	<i>I'll do what I want. This is an elliptical form of I'll do what I want to do.</i>
imperative	The form of the verb that gives instructions or commands. It is the same form as the infinitive. The subject is not stated but is assumed to be 'you.'	<i>Be good. Play quietly. Add an egg.</i>
indirect speech	The reporting of something that somebody has already said.	<i>She said that she was happy. Often, the word that is missed out: She said she was happy.</i>
inverted commas	SEE 'SPEECH MARKS'.	
main clause	The main clause makes sense on its own. It doesn't necessarily come at the beginning of a sentence. A simple sentence consists of a main clause without a subordinate clause.	<i>She smiled when she saw the kitten. When she saw the kitten, she smiled.</i>
modal verb	Modal verbs precede other verbs in order to express a degree of possibility or certainty, ability or obligation.	<i>I would lend you my bike, but Dad might tell me off.</i>
noun	Nouns are usually referred to as 'naming words', and are the subject or object of	<i>On Saturday, when Jack received his present, he was overwhelmed by his</i>

	a verb, or preceded by a preposition and determiner.	grandmother's kindness. NB The <u>job</u> being done by the word is what matters. Here Saturday is a noun. But: <i>a Saturday job</i> . Here Saturday describes job and so it is an adjective.
object	The object of a verb is the noun or pronoun being acted upon by the verb.	<i>She kicked the ball. It hit him.</i>
plural	The plural of something named by a noun refers to more than one example of that noun. A plural subject will affect the form of the verb that follows.	Often indicated by adding an s. But there are many exceptions: <i>children, flora, men, geese, mice, wolves, sheep, oxen</i> . Nouns and verbs must 'agree'. <i>The man dances. The men dance.</i>
prefix	A prefix is a letter or letters added to the beginning of a word, changing its meaning.	unhappy, intolerant, irregular, illegal, supernova, automobile, remind, disconnect, mislead, transport, television.
preposition	A preposition links a noun or pronoun to the rest of the sentence, often in terms of where or when some action takes place.	<i>in, inside, outside, on, under, near, below, behind, after.</i> <i>They jumped into the pool.</i>
pronoun	A pronoun, as the name suggests, stands in place of a noun.	She found it. As subjects: <i>I, you, he, she, it, we, they</i> . As objects: <i>me, you, him, her, it, us, them</i> . As possessive pronouns : <i>my, mine, your, yours, his, her, hers, its, our, ours, their, theirs</i> .
proper noun	The name of a person, place or object.	<i>Sam, Paris, Venus.</i>
punctuation	The role of punctuation is to organise letters, words, phrases and sentences into a meaningful order to help the reader make sense of a text.	Full stop, question mark, exclamation mark, capitalisation, comma, apostrophe, colon, semicolon, brackets, speech marks, hyphen, dash, bullet points, ellipsis.
reported speech	SEE 'INDIRECT SPEECH'.	
relative clause	A relative clause is a subordinate clause (introduced by a relative pronoun) that says more about the preceding noun.	<i>The biscuits that were on the table have disappeared.</i>
relative pronoun	Words that introduce subordinate clauses that refer back to a noun in the main clause.	<i>who, whom, whose, which, that.</i> The words <i>where</i> and <i>when</i> often have the same function.
root word	The root word is the basic, meaningful form of the word to which prefixes and suffixes can be added.	reader, teaching, unhelpfully, especially, artist
semicolon	A semicolon joins two related sentences that could have been joined by <i>and, or, but</i> or <i>yet</i> .	<i>I went north; my brother went south.</i>
sentence	A group of words that, by containing a verb, make sense. A sentence begins with a capital letter and ends with a full stop, question mark or exclamation mark.	<i>He laughed.</i> This is an example of a simple sentence. A complex sentence might be: <i>Despite finding himself in a storm without an umbrella, he laughed.</i>
singular	A noun or pronoun indicating one of its kind. If it is the subject of a sentence the	<i>child, woman, goose, mouse, wolf, sheep, chair.</i>

	form of the verb will also take the singular form.	<i>The woman laughs. The women laugh.</i>
speech marks	Punctuation used to indicate what is actually said. Other punctuation, such as the full stop, comma, question mark or exclamation mark that is part of what is said is contained within the speech marks. A comma is used to introduce the spoken part of a sentence.	<i>“What’s that?” he said.</i> <i>He said, “What’s that?”</i>
standard English	This is the variety of English used in formal speech and writing. It can be spoken in any accent.	
subject	The subject of a sentence is the person, place, thing, or idea that is doing or being something.	<i>The horse jumped the fence.</i> <i>The ball was kicked over the fence.</i> <i>I am tired.</i> <i>The weekend came round quickly.</i> <i>Peace of mind is important.</i>
subordinate clause	Part of a sentence, introduced by a conjunction or relative pronoun that has a subject and a verb of its own but does not make sense by itself.	<i>Because it was raining does not make sense on its own; nor does that Jack built.</i>
suffix	Part of a word added to the end of a root word, often, but not always, changing it from one word class to another.	<i>childish, careless, wonderful</i> (nouns to adjectives) <i>justice</i> (adjective to noun) <i>assistant</i> (verb to noun) <i>kingdom</i> (noun to noun)
subjunctive	Forms of verbs can be used to suggest uncertainty, unlikely opportunities and wishes. Possibly the most common example is in the description of a past that never quite happened as hoped.	<i>The school insists that pupils be quiet during assembly.</i> <i>If I were to go, what would it be like?</i>
superlative	An adjective that describes one person or thing to be better or worse than all the others.	<i>biggest, shortest, happiest, best, worst, most dangerous, most popular.</i>
synonym	Synonyms are words with identical or similar meanings.	<i>fast – quickly, buy – purchase, big – huge</i>
tense	Tense is indicated by the changing form of the verb showing that something is happening now in the present, happened in the past, or will happen in the future.	<i>I walk. I walked. I will walk.</i>
verb	A verb describes an action or a state of being.	<i>I run. I am.</i>
word family	Words that are related to each other in terms of their meaning, spelling and grammatical use.	<i>teach, teaching, teacher</i> <i>film, filming, filmgoer</i> <i>family, familiar, familial</i>

ANSWERS

PAGE 8 – to understand the difference between **common** and **proper nouns**.

Common noun	boy	girl, woman, etc.	river	volcano	monarch	county	pet
Proper noun	John etc.	Lucy	Thames etc.	Vesuvius	Henry VIII etc.	Yorkshire	Rover etc.

Underline the common nouns and give the proper nouns their missing capital letter.

“Take **Rory** up to the crag,” said **Mother**, looking pale and tired, a darkness round her eyes like gathering rain. “It might stop his yelping. Up to the top of the hill. One last time. The last Sunday in June. Do you good, **Jess**. I like the thought of you up there with the eagles and the ravens and the grouse and all those wild flowers. You can see for miles up there. You can see the length of Loch **Broom** right out to where it meets the sea and the islands.”

I nodded and started up **Deerpath Hill**, but she called to me. “Wait!” She disappeared inside the house and returned with the shawl that had once belonged to her sister, **Joan**. “Put this on. There’ll be a sharp wind up there. It’ll cut you to pieces. And you can have one last look for me too.”

“I will, **Mother**.”

“Don’t be too long. I can see a queue of dark clouds hovering over the **Atlantic**, and we must get over to **Ullapool**. The tide’s not going to wait all day for us. The *Lysander* mustn’t leave without us.”

On that hilltop, I could see across the straits to the island of **Lewis**. East was the rough, deer path that took you down to our landlord’s house, **Gillandres**, and the road the wagoners took. But, best of all, to the west, beyond the mists and faint horizon lay **Canada** of our dreams.

PAGE 9 – to identify **collective nouns**.

Draw a line connecting the collective noun and the things it relates to.

- panel – experts
- swarm – bees
- gaggle – geese
- pack – wolves
- plague – locusts
- shoal – fish
- bunch – bananas
- crew – sailors
- string – pearls
- chest – drawers

PAGE 10 – to identify **abstract nouns**.

1. Schooling EDUCATION
2. Result OUTCOME
3. Jealousy ENVY
4. Jokes HUMOUR
5. Danger RISK
6. Liberty FREEDOM
7. Happiness JOY
8. Courage BRAVERY
9. Madness INSANITY
10. Skill TALENT
11. Disorder CHAOS
12. Honour RESPECT
13. Doubt SUSPICION
14. Unselfishness GENEROSITY
15. Fact TRUTH
16. Dread FEAR
17. Triumph SUCCESS
18. Inevitability CERTAINTY
19. Thrill EXCITEMENT
20. Reliability TRUST

A common noun: CHEESE

PAGE 11 – to work with **singular** and **plural nouns**.

Change all of the singular nouns in these sentences to the plural.

1. The greengrocers used their knives to cut the tomatoes in half (halves).
2. The policemen were called by the children who spotted the wolves.
3. The mice spent days pushing (the) potatoes up the hills to their houses.
4. The hunters crept up on the deer drinking at the oases.

Change all the labels in this science lab to plural nouns.

phenomena formulae bacteria fungi vertebrae teeth crises data

PAGE 12 – to investigate how **nouns** are part of **word families**.

Verb	Adjective	Adverb	Noun
beautify	beautiful	beautifully	beauty / beautician
horrify	horrible / horrific /horrid	horribly	horror
compete	competitive	competitively	competition / competitiveness
frequent	frequent	frequently	frequency
reserve	reserved / unreserved	reservedly / unreservedly	reserve / reservation
respect	respectful	respectfully	respect
think	thoughtful / thoughtless	thoughtfully / thoughtlessly	thought / thoughtfulness / thoughtlessness
appreciate	appreciative	appreciatively	appreciation
direct	direct	directly	direction / director
sense	sensitive / sensible / sensational / senseless	sensitively / sensibly / sensationally / senselessly	(non)sense / sensitivity / sensibility / sensation / sensor
impress	impressive	impressively	impression
persuade	persuasive	persuasively	persuasion / persuasiveness
continue	continual / continuous	continually / continuously	continuation / continuity

PAGE 14 – to use **personal pronouns** correctly as subject and object.

Correct the pronouns in these sentences.

1. Grandma shared out the sweets between my sister and **me**.
2. Jamila and **I** are getting ready for the party.
3. It wasn't **us** who ate the last cake. It was either **him** or **her**.

In the following sentences, which nouns can be changed to pronouns and still make sense?

1. **He** took **it** on holiday to the seaside.
2. **They** were too scared to open the lid and peer inside **it**.
3. **It** ran for its life when it saw **his** staring eyes.

PAGE 15 – to recognise the **infinitive** of a verb.

Here are some examples of verbs being used. Can you identify the infinitives of each?

Verbs in context – some sentences have more than one.	Infinitives	
Billy was pushing the door open.	to push	to open
Billy and Roberta hadn't seen the wizard hiding.	to see	to hide
Roberta froze as soon as he spoke.	to freeze	to speak
She had no idea he was there.	to have	to be
They would have gone home if they had known.	to go	to know
Billy picked up the potion and threw it at the wizard.	to pick up	to throw
The wizard laughed and disappeared.	to laugh	to disappear

PAGE 16 – to ensure that the **subject** of a sentence and the **verb** agree.

Choose the correct verb from the list.

1. A secret garden **grew** behind the high wall.
2. The football fans **ate** all the hamburgers.
3. I **lit** the candle and **began** work.
4. Alice **drank** the whole bottle.

5. I have **flown** to France many times.
6. This is the best poem I have ever **written**.

Circle the non-standard verbs in this speech and write the standard form underneath.

I **was** only about seven when the headmaster **came** up to me and said, "If I **were** you, Henry, I wouldn't **come** to school with such dirty knees." I **explained** that I **scrubbed** them so hard yesterday that my mother **was** able to see her face in them, if I (**did**) **were** to **do** a handstand, that is.

PAGE 17 – to use **auxiliary verbs** correctly.

Using the list in the box, fill in the missing auxiliary verbs.

1. **Does** your mother know you had a burger?
2. I **was** / **have been** looking for my PE kit all morning.
3. I wonder who **is** phoning at this time of night.
4. You **did** not feed the goldfish yesterday.
5. Until our visit to Ocean World, I **had** never seen a killer whale.
6. **Has** the postman delivered my birthday presents yet?
7. How **will** / **do** / **did** I recognise the secret agent?
8. What **do** / **will** you look like in that false moustache and blond wig?
9. They **were** / **have been** / **had been** given to me by my Aunt Edith, who **was** / **has been** / **had been** trained as a spy.
10. When **were** you asked to join the Secret Service?

In the following sentences, underline the main verbs and circle the auxiliary verbs.

Chris and Jemima **have** admitted that they **do** look like characters from a James Bond film, but they **are** trying to reassure MI6 that they **were** just going to a fancy dress party. Consequently, they **will be** arriving a bit late for the celebrations. They **did** text to say that they **are** doing their best to get here. It **would** help if you **could** phone the Security Service and explain that they **had** armour-plated their Aston Martin for a joke, and nothing more.

PAGE 18 – to explore the subtle changes in meaning when using **modal verbs**.

- I will go to the party... **certainty**
 I could go to the party... **nothing to stop them going, but not certain**
 I might go to the party... **it's a possibility**
 I can go to the party... **fairly certain – nothing stands in the way of going**
 I should go to the party... **feels some obligation but might not go**
 I may go to the party... **permission has been granted**

Insert the appropriate modal verb.

Some summers it **can** rain every day. Last year, I **would** have gone to Spain, but I **could** not afford it. If I start saving now, I **might** be able to go this year.

PAGE 19 – to change **verbs** from one **tense** to another.

crept – **past** *is hiding* – **present** *will arrive* – **future** *would like to know* – **present** *would have liked to have known* – **past**
will be waiting – **future** *practises* – **present** *learnt* – **past**

Change these sentences from one tense to another.

Past	Present	Future
I was eating a sandwich.	I am eating a sandwich.	I will be eating a sandwich.
She was waiting at the gate.	She is waiting at the gate.	She will be waiting at the gate.
I had remembered my trainers.	I have remembered my trainers.	I will remember my trainers. (OR – I will have remembered my trainers.)
He worked hard and earned a lot of money.	He works hard and earns a lot of money.	He will work hard and (will) earn a lot of money.
They were late for the party.	They are late for the party.	They will be late for the party.
It always rained on my birthday.	It always rains on my birthday.	It will always rain on my birthday.

PAGE 21 – to explore **synonyms** and **antonyms** of **adjectives**.

Synonyms of happy

pleased satisfied content
 euphoric jubilant overjoyed
 delighted ecstatic cheerful

Antonyms of happy

unhappy miserable sorrowful
 dejected tearful disappointed
 distressed hopeless mournful

PAGE 23 – to revise **adverbs of time, frequency and place**.

Underline the adverbs in each sentence. There may be more than one.

- The litter-picking squad is planning to meet tomorrow.
- We could do the recycling later, before we leave school.
- I often tell my friends to use the litter bins, but they normally forget.
- If you'd like to join the squad today, be here at lunchtime.
- I've finished inside, so I'll start now to do outside.

PAGE 24 – to investigate how **adverbs** can affect adjectives.

In these sentences, underline the adjective and circle the adverb (in bold) that modifies (changes) it.

- To suggest there is no such thing as a tooth fairy is **simply** ridiculous.
- I find some mathematical calculations **ridiculously** simple.
- Some of the special effects in the film were **incredibly** real.
- The scenes with the giant gorilla were **really** incredible.

PAGE 25 – to understand the effect of adding **prefixes** to words.

super / anti hero	semi detached
non / un stick	sub zero
dis / mis trust	con / de / re fuse
dis / re / un cover	co operate
inter / counter / non / re / trans action	counter attack
post script	re awaken
re / over / mis take	over / un confident
pre / re condition	semi circle
trans atlantic	sub tropical

PAGE 26 – to extend my use of **suffixes**.

How many boxes can you fill by changing the suffixes or adding new ones to the given words?

Noun	Verb	Adjective	Adverb
decision	decide	decisive	decisively / decidedly
marvel	marvel	marvellous	marvellously
sleep	sleep	sleepy	sleepily
speciality	specialise	special	(e)pecially
haste	hasten	hasty	hastily

Clue: The <i>nation</i> you arrive at:	destination
The <i>nation</i> of tests:	examination
The <i>nation</i> of creativity:	imagination
The <i>nation</i> of light:	illumination
The <i>nation</i> of kings and queens:	coronation
The <i>nation</i> of flowers and bees:	pollination
The <i>nation</i> that gives to charity:	donation
The <i>nation</i> of hedgehogs in winter:	hibernation
The <i>nation</i> of Daleks:	extermination
The <i>nation</i> of safes and locks:	combination

PAGE 27 – to revise **prepositions**.

The lizard is **behind / beside / next to the flowers**, whereas the alligator is **in front of / beside / near the mirror**. The anteater is standing **by / next to / near the chair (between the chair and the rug)**, but the ant is **inside the jar**. Although the monkey is **above / over**, the elephant is **outside the window**. The snake is **under the bed**, while the duck is **on / on top of the chest of drawers**.

PAGE 28 – to revise **determiners**.

Add the missing determiners to this text.

These / Those eggs are much fresher than **those / these** ones. **This / That** brand is better quality than **that / this** brand. **These** are things you should know. **Every / Any** time I go to **the / a / that** supermarket, however, I forget **some / many / most / several / all** of **the** things on **the / my** list. I believe that **any** person who manages to find **their** way around **a / the / that** supermarket must be **some** sort of genius. Tom claims he never has **any** trouble, but you should see **the** size of **his** shopping list. It's tiny! **My / Our** family wouldn't last five minutes on **their** groceries. We would be in **that** place **every** day. And **another** thing: I prefer farm shops and markets.

PAGE 29 – to test my understanding of **word classes**.

Complete these definitions:

A noun is the name of a person, object, place, day, month, feeling or idea.

A pronoun stands in the place of a noun.

A verb is a *doing* or *being* word.

An adjective describes a noun or pronoun.

An adverb changes / modifies a verb, adjective or another adverb.

Think about the job the underlined word is doing in each sentence and decide whether it is a noun, pronoun, verb, adjective or adverb.

- | | |
|---|------------------|
| 1. Our basketball players need to practise their <u>moves</u> . | noun |
| 2. The way the basketball team <u>moves</u> is outstanding. | verb |
| 3. As a piano teacher, my advice is to <u>practise</u> every day. | verb |
| 4. Daily <u>practice</u> will benefit your piano-playing skills. | noun |
| 5. When it comes to multiplication tables, I do practise <u>daily</u> . | adverb |
| 6. My father buys a <u>daily</u> newspaper but only for the basketball results. | adjective |
| 7. He could always find <u>them</u> on the Internet. | pronoun |
| 8. The trouble is he is <u>always</u> watching television. | adverb |
| 9. <u>He</u> says, if he stopped, he would be bored. | pronoun |
| 10. I think it is <u>boring</u> watching so much television. | adjective |

PAGE 32 – to revise **statements, questions and commands**.

Here are some answers (in the form of a statement.) What were the questions?

EXAMPLES:

- | | |
|---|--|
| 1. Jake borrowed the ball from Jarnel. | Who did Jake borrow the ball from? |
| 2. Jake got the ball from Jarnel at noon. | When did Jake get the ball from Jarnel? |
| 3. Suzy asked Emily for her red pen because she had lost her own one. | Why did Suzy ask Emily for her red pen? |
| 4. Emily explained to Suzy that she'd left her red pen at home. | Why didn't Emily give Suzy her red pen? |
| 5. The teacher announced that there would be no homework for Monday. | Is there any homework for Monday? |

The following people were told to do something. What were they commanded to do?

- | | |
|--|-----------------------|
| 1. Immediately, Simon dropped the pies. | Drop the pies! |
| 2. The dog fetched the stick. | Fetch! |
| 3. The toddler nodded and stopped at the kerb. | Stop! |
| 4. The class stopped talking all at once. | Quiet! |
| 5. The soldiers stopped firing their rifles. | Cease fire! |

PAGE 33 – to distinguish between **active** and **passive** verbs in sentences.

Write active or passive against these sentences.

- | | |
|--|----------------|
| 1. Every six months Bertie takes a bath. | active |
| 2. The chocolate was eaten by the mouse. | passive |
| 3. The clock was knocked off the shelf. | passive |
| 4. Hattie sat on the birthday cake. | active |

Change these active verbs to passive verbs.

1. The mammoth chased Iggy the caveman.
2. The striker scored a goal.

Iggy the caveman was chased by the mammoth.
A goal was scored by the striker.

Change these passive verbs to active verbs.

1. The camping holiday was ruined by ants.
2. The flowers were pollinated by bees.

Ants ruined the camping holiday.
The bees pollinated the flowers.

PAGE 34 – to distinguish between **phrases** and **clauses**.

Check the words underlined. Are they phrases or clauses?

1. On a distant hill, Beryl sang as sweetly as a nightingale. **phrase**
2. Dave played his saxophone in the street, despite the rain. **clause**
3. Embarrassed by her father's line dancing, Georgia left the party. **phrase**
4. Out of control, the lawnmower swerved into the daffodils. **phrase**

PAGE 35 – to use **phrases** to add extra information to sentences.

Add the phrases to the sentences.

1. **In front of the cage of lions**, the zookeeper told the children, **frightened by the roaring noise**, to put their fingers in their ears.
2. The teacher, **jumping on to the desk**, shouted for the caretaker, **an ex-professional wrestler**, to come and deal with the mouse.
3. A big cat, **with tiger-like markings**, was spotted by tourists, **on holiday from Cornwall**, on the Yorkshire moors.
4. A rare picture, **painted by Picasso**, was sold to a gallery-owner at an auction in the town hall **with a view of the High Street**.
5. The wind **from the west** created huge waves and blew the Spanish galleons, **built from solid oak**, off course.

PAGE 36 – to revise the use of **conjunctions**.

Use two different conjunctions to join each pair of sentences to see how the meaning can change.

I cannot come to the party **although** / **until** / **before** I have finished my homework.

We can make some toast **while** / **even though** / **even if** / **when** / **whenever** / **because** the chef is busy in the kitchen.

We held the reins tightly **because** / **although** / **whenever** / **as** / **since** / **in case** the horses were frightened.

PAGE 37 – to explore **conjunctions** and other **connectives**.

Traditionally, children have run out of the door **when** asked to 'eat their greens', **but** a school garden can change all that. **Because of** the way **in which** it involves everyone, growing your own vegetables has all kinds of benefits. **Although** a class may appear to be spending time away from their studies, gardening can be linked to other parts of the curriculum; **for instance**, calculations in maths, writing in English, scientific research **and** geographical work related to the environment can all be tied in with outdoor tasks.

PAGE 38 – to identify **main clauses**.

Underline the main clause in these sentences. In some cases, the main clause might be split into two by a drop-in, subordinate clause.

1. Hopscotch, often played by children in the 1950s, is a traditional street game.
2. Because it required no equipment whatsoever, hide-and-seek was very popular.
3. The game of tag, which has lots of variations, can be played by any number of children.
4. Board games, useful to have on wet holidays, often involve four players.
5. Although some of them can be quite expensive, computer games are lots of fun.
6. Because of amazing computer graphics, some game levels can be a real challenge.
7. Games are great fun, even when you don't win.

PAGE 39 – to identify **subordinate clauses**.

Underline the subordinate clauses in these sentences.

1. Once we reach the theme park, we'll go on the wildest ride, which is called Death Planet.
2. After we finish breakfast and as soon as we're packed, we can set off on holiday.

3. Before you sunbathe, apply sunblock, because you could get burnt.
4. If you watch the passing scenery, or listen to your music, we'll be there in no time.

PAGE 40 – to add drop-in **relative clauses**.

Which relative pronoun is missing from these relative clauses?

1. This is the cactus **that** burst my balloon.
2. My Uncle Charlie, **whose** lizard escaped, found it in his sock drawer.
3. The Empire State Building, **which** used to be the tallest in the world, features in the film *King Kong*.
4. The artist, **who** painted *Guernica*, was Pablo Picasso.

PAGE 43 – to test my knowledge of **grammar**.

Put these words into short sentences.

GUIDE:

it's = it is

you're = you are

they're = they are

their = belonging to them

What's wrong with this?

Two sentences:

Frankie is a cycling genius. She was doing wheelies when she was four years old.

Rewrite these correctly:

How much cooks does it take to boil an egg?

How many cooks does it take to boil an egg?

I would of done my homework if I had known what it was.

I would have done my homework if I had known what it was.

I'm not speaking to you never again.

I'm not speaking to you ever again.

Would you like to come to are party?

Would you like to come to our party?

Tick, if correct. Put a X, if wrong.

"Who done it?"

X

"I done it."

X

"You did it?"

✓

"Done what?"

X

"Did that."

✓

"Yes, I did do that."

✓

"Well done!"

✓

Did this person have a five-year-old grandfather?

At the age of five, my grandfather gave me a bike.

Write it a better way.

At the age of five, I was given a bike by my grandfather.

Circle the incorrect verb and write the correct verb above.

Have you **taken** your medicine today?

Has she **spoken** to her mother since yesterday?

Reading recipes **is** useful.

If he had **driven** carefully, he would have avoided the accident.

Tick, if correct. Put a X, if wrong.

Who's that?

✓

Whose here?

X

Who's hat is that?

X

Whose that in the hat?

X

PAGE 46 – to revise the use of **capital letters**.

Here are an email message, an online review of a holiday hotel and a phone text. Rewrite them with capitals in the correct places.

Thank you for your email concerning litter. **Mrs Jones** of **Avalon Council** will contact you soon. **To** report an emergency, phone 01234 5678910 **Monday** – **Friday** 8:00am – 6:00pm. **Other** public services available:

Avalon Fire Brigade

Avalon Constabulary

Environmental Agency (rivers, flooding).

The Granda Orlanda is a great Earthling hotel. The lobby is spacious. The rooms are comfortable. Sadly, there was no opportunity to check out the pool. I must say the gift shop cashier, Gabriella, was very helpful to my two Martian children, Satine Kruze and Lando Calrossian.

Hi Harry, c u at the Greasy Spoon Café in 5 min. Ok? Rich is coming 2.

PAGE 47 – to revise **full stops**.

Rewrite this paragraph. It needs full stops to help it to make sense.

Jan caught the train to Paris. In her bag, she had a map of the city. A few euros was all the money she possessed. At the back of her mind, a nagging voice urged her on. The train eventually pulled into her dream destination. Beside the river Seine, she watched the sun set and the city lights sparkle in the silvery water. Her reflection gave her a smile.

PAGE 51 – to use **commas** to mark **clauses**.

Where does the comma go in these sentences consisting of two or more clauses?

1. If I had to choose a circus skill to practise, it wouldn't be tightrope-walking.
2. Jacqui, who is captain of the hockey team, was presented with the winner's trophy.
3. When it's wet and muddy, I go out in my wellies, which I got last birthday.
4. While Mum, who is a TV soap addict, was glued to the box, I secretly wrapped up the birthday present, which, as it happens, cost me four weeks' pocket money.

PAGE 54 – to revise **apostrophes** for **contractions**.

Here are some contractions. They have letters omitted. Write the words out in full.

haven't	have not	wouldn't	would not	it's	it is
won't	will not	he'll	he will	she'd	she had / would
they've	they have	can't	cannot	we're	we are

Explain what is wrong with the contractions in these sentences?

CORRECTIONS:

They **aren't** coming to my party after all.

Your dog can do some amazing tricks.

The team put **its** best player in defence.

Rewrite the following using contractions:

I've got a lovely bunch of coconuts.

He **couldn't** see the wood for the trees.

A leopard **can't** change its spots.

You've never had it so good.

I **haven't** got a clue.

PAGE 55 – to revise the use of **apostrophes** for **possession**.

Rewrite the following paragraph using apostrophes for possession.

Mount Everest's summit is over 29,000 feet above sea level. The mountain's age is over 60 million years, having been created by India's tectonic plate pushing up against Asia's plate. Although it was named after the British survey team's leader in 1841, the mountain's name in Tibet is Chomolungma; its name in Nepal is Sagarmatha. Everest's rocky peak is covered in deep snow throughout the year. It was first conquered by New Zealand's Edmund Hillary and Nepal's Sherpa Tenzing Norgay on 29th May 1953.

Change these singular nouns to plural and adjust the apostrophes.

the hens' eggs	the giraffes' necks
the deer's antlers	the babies' teeth
the weeks' winners	the cities' attractions

PAGE 56 – to revise **speech marks (inverted commas)**.

CORRECT VERSION:

“I share my bedroom with a pig,” said George.

“Really! What about the smell?” said Anna, horrified.

“Oh, the pig doesn’t seem to mind,” replied George.

These examples of speech have been punctuated wrongly. Circle the mistakes.

CORRECTIONS:

1. “Hello, Mrs Tomkins,” said Derek. “Is Tony in?”
2. “If that’s Derek at the door wanting to borrow my cricket bat, tell him I’m not at home!” called Tony from upstairs.
3. “He’s on his way up!” called Tony’s mum.
4. “He says he doesn’t want your bat,” added Tony’s mum. “He wants your cricket ball.”

PAGE 57 – to explore further the use of **speech marks**.

Rewrite the following examples of speech in which the punctuation has been omitted. (In each example, the speech consists of two sentences.)

1. “We’re collecting for charity,” explained Lyn. “Would you like to sponsor me?”
2. “What’s the name of the charity?” her mother asked. “Is it a good cause?”
3. “It’s Children In Need,” replied Lyn. “You must have heard of it.”
4. “I’m a child in need,” interrupted her brother, Sam. “I need an ice cream.”

Punctuate the following examples in which only one sentence is being spoken.

1. “If it’s for a good cause,” said Dad, “I’ll certainly sponsor you.”
2. “My plan,” explained Lyn, “is to be silent for a whole day.”
3. “Make it a week,” said Sam, “and you can have my pocket money.”

PAGE 58 – to revise **indirect speech**.

Rewrite the interview in indirect speech, using this format:

When asked why he was always lurking in the woods, Mr Wolf replied that the woods were his natural habitat and that he never lurked.

When asked why he wanted to know where Little Red Riding Hood was going, Mr Wolf replied that he was lost and asked her for directions.

When the interviewer asked if he minded answering questions about pigs, Mr Wolf answered by asking if him if he had seen the state of their houses. Mr Wolf claimed that they looked like pigsties.

When asked if he huffed and puffed and blew one of the houses down, Mr Wolf said that it wasn’t him and that the slightest breeze will blow down a straw house.

PAGE 59 – to identify and know when to use **ellipses**.

What words have been missed out of these sentences?

1. Is this the shirt ▲ you bought? **that**
2. Some people go on holiday to have fun; others ▲ to relax. **go on holiday**
3. ▲ Fancy a game of football? **Do you**
4. The sky was blue, the grass ▲ green and the kite ▲ red. **was x 2**
5. Windows had to be boarded up, doors ▲ locked and children ▲ evacuated. **had to be x 2**

PAGE 60 – to use **hyphens** appropriately.

Hyphens can help to avoid misunderstandings. Compare the meanings of these words.

Word or phrase	Meaning
recover	to find or to get better
re-cover	to cover again (a chair, book, etc.)
man-eating tomatoes	tomatoes that eat human beings
man eating tomatoes	a man is eating tomatoes
mother-to-be congratulated	the woman who is going to have a baby is congratulated
mother to be congratulated	a woman who is already a mother is going to be congratulated

heavy-metal detector	a machine that detects heavy metals
heavy metal detector	a heavy machine that detects metal
three-foot-high fences	fences that are three feet high
three foot-high fences	three fences that are one foot high each
hold-up	a robbery, a traffic jam or a delay
hold up	to raise something up

PAGE 62 – to improve the **layout** of an **information** text.

EXAMPLE:

CYCLING SAFETY

THE RIGHT BICYCLE FOR YOU

When you stand over your bicycle, there should be 2 to 5cm between you and the top bar if using a road bike and 7 to 10cm if a mountain bike.

SAFETY CHECKS

Before riding, inflate tyres properly and check that your brakes work. Make sure you have lights and reflectors on the front and rear of your bicycle as well as reflectors on your tyres, so others can see you. A properly fitted bicycle helmet will protect your head. Wear something that reflects light, such as reflective tape or markings.

ON THE ROAD

Always ride with both hands on the handlebars, except when signalling. Be on the lookout for hazards such as potholes, broken glass, gravel, puddles and dogs. Ride on the left and obey all traffic signs, signals, and lane markings. At road junctions, stop to see if the way is clear before proceeding. Ride in a straight line and signal your moves to others. Before making a turn, always look behind you for a break in traffic, then signal your intention. Watch out for pedestrians and parked cars.

PAGE 63 – to test my **punctuation** skills.

Circle the mistakes in each of these sentences and write your corrections clearly.

1. **Whose** job is it to tidy up the paints?
2. I have a **part-time** job at the newsagent.
3. Do other **dogs** think poodles have their own hairdressing business?
4. Jo, whose father is a firefighter, persuaded the fire service to bring a fire engine to school.
5. My **tortoise's** name is Harold.
6. Is this my coat, or is it **yours**?
7. **It's** very common to come across punctuation errors.
8. These are your group members: Anya, Joseph, Jamila and Seth.
9. I asked him, "How many electricians does it take to change a light bulb?"
10. The kangaroo is a nervous beast. **It's** very jumpy.
11. I **wouldn't** waste time trying to reason with your parrot.
12. Once everyone left, we had only an hour to tidy up.

PAGE 66 – to compare **personal** and **impersonal** styles of writing.

Rita Holmes – Evacuee: a biography

Rita Holmes was scared when she first heard about the enemy planes bombing the cities. Sometimes, they'd hear the air-raid siren in the middle of the night and scramble out to the Anderson shelter in their pyjamas.

She was ten when her mum and dad explained that she and her seven-year-old brother, Alfred, would be moving to the countryside for their safety. She was excited, but poor Alfred had never seen a cow in his life before and he was terrified of meeting one face to face!

The train journey took forever. It was packed with children. Some too little to understand what was going on. Rita thought she and Alfred were lucky. A farmer and his wife, Mr and Mrs Parsons, kindly took them in. Rita missed home dreadfully, especially at Christmas. But Mrs Parsons showed her how to bake cakes using their own hens' eggs and Alfred became a dab hand at milking Daisy the cow.