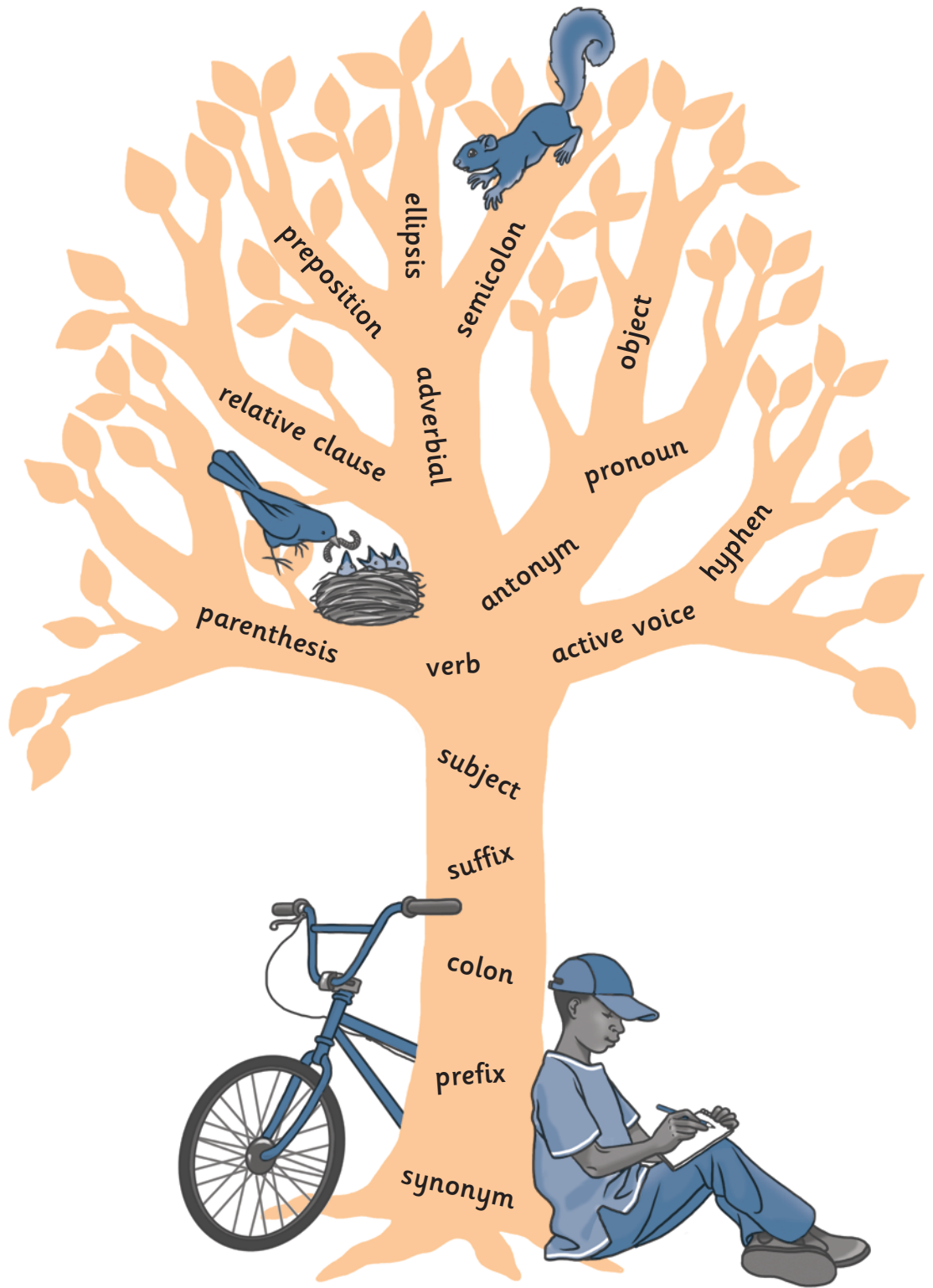


Grammar 6 Answers



Name _____

Subordinate clauses

Remember

A **subordinate clause** adds more to the **main clause** of a sentence. Subordinate clauses, including **relative clauses**, can be used to clarify, expand and link ideas in sentences. Subordinate clauses start with a **subordinating conjunction** or a **relative pronoun**.

My space boots sank into the soft grey powder that covered the surface of the planet. Even though I was excited, I was trembling inside my space suit.

← relative pronoun
← subordinating conjunction

Try it

1 Underline the subordinate clause in each sentence.

As the nights are getting cooler, we will have to put the plants in the greenhouse.

After many years, they discovered the tomb where the Pharaoh was buried.

At the end of the talk, we went outside so that we could sketch the building.

Nyla, who had trained for many months, was pleased with her time in the marathon.

We will take part in the competition as long as everyone agrees.

Dominic halted, wondering whether he should climb all the way to the top.

2 Rewrite each sentence, adding at least one subordinate clause to clarify or add to the idea.

He collapsed on the ground.

Clutching his stomach, he collapsed on the ground in agony.

The building was impressive.

The building that we visited was impressive even though it was not yet complete.

Sofia hid behind the tree.

Sofia, who did not want the robbers to see her, hid behind the tree.

Sentence practice

Write two sentences with **subordinate clauses** to follow the one below.

He opened his eyes. As the mist cleared, he could see he was on the moors

where the beast lived. Staggering to his feet, he looked around the windswept

landscape.

Relative clauses

Remember

A **relative clause** gives more information about a **noun**. When the information is essential to your meaning because it helps to clarify which noun, no comma is used to separate it from the main clause.

The hydra was a monster that had many heads.

When the information just gives an extra detail, one or two commas are used to separate it from the main clause.

Apollo, who was the son of Zeus, was responsible for the sun.

The hydra was a many-headed monster, which was killed by Hercules.



Try it

- 1 Complete each sentence by adding a **relative clause** that helps to clarify the **noun** with **essential** information.

It was the village chief who had three daughters.

The stomach is the place where food is digested.

Kavita was a beautiful princess who lived in India hundreds of years ago.

He had these enormous eyes that stared back at you.

Harvest is the time when farmers gather in their crops.

- 2 Complete each sentence by adding a **relative clause** with extra information that is **not essential**.

I could see the serpent's head _____, which was sticking up out of the trees.

The caretaker _____, who will retire this year, _____ has worked here for thirty years.

Kieran Cooper revisited his old school _____, which brought back lots of happy memories.

The artefacts _____, which were very interesting, _____ came from the museum.

Mrs Khan _____, whose daughter is in my class, _____ gave a cookery demonstration.

Sentence practice

Write two sentences about an escaped tiger. Use both types of **relative clause** in your sentences.

The tiger that escaped from the zoo has been seen in the park. The tiger, which could be dangerous, was seen close to the children's play area.

Active voice

Remember

The **subject** of a sentence is who or what the sentence is about. In the **active voice**, the subject performs the action stated in the **verb**. The person or thing that receives the action is called the **object**.

Dad dropped the bucket of water. The water drenched Isla.

↑ subject verb object ↑ subject verb object



Try it

1 Read each sentence. Write whether the **subject** or **object** is underlined.

The woodcutter's mighty axe struck the tree. subject

The police stopped the red car at the traffic lights. object

The hurricane destroyed the beachside resort. object

He raised the glass to his lips. subject

The woman on the motorcycle delivered the pizzas. object

The river flooded the surrounding fields. subject

2 Rewrite each sentence with a different **subject** and **object** but the same **verb**.

The waiter poured the coffee. Mum poured the milk.

The traffic blocked the road. An elephant blocked the motorway.

He destroyed the sandcastle. The angry girl destroyed the letters.

Lightning struck the tall tree. The batsman struck the cricket ball.

The dog licked my cheek. The little girl licked her ice lolly.

Vegetables provide vitamins. Houses provide shelter.

Sentence practice

Write two sentences in the **active voice**. Use the word 'cushion' as the **subject** in the first sentence and the **object** in the second sentence.

subject A cushion hit Jamie's head.

object Lauren threw the cushion.

Passive voice

Remember

To write a sentence in the **passive voice**, you turn the active sentence around so that the **object** (the person or thing that receives the action) becomes the **subject**. An **auxiliary verb**, such as 'was', should be added before the main verb.

Active voice

Thick smoke choked Eric.

↑
subject

↑
object

Passive voice

Eric was choked by thick smoke.

↑
subject

↑
object

Try it

1 Read each sentence and write whether it is in the active or passive voice.

The documents were examined by an expert.

passive

This magnificent cake was made by Elena's mother.

passive

The mayor opened the new shopping centre.

active

The prime minister signed the agreement yesterday.

active

The rocket was propelled into the air.

passive

The invaders attacked the castle walls.

active



2 Rewrite each sentence so that it is written in the passive voice.

The referee postponed the game. The game was postponed (by the referee).

A tap on the window surprised them. They were surprised by a tap on the window.

Photographers surrounded the film star. The film star was surrounded by photographers.

Bad weather delayed our flight to Spain. Our flight to Spain was delayed (by bad weather).

Qualified instructors teach the children. The children are taught by qualified instructors.

Sentence practice

Write two sentences in the **passive voice** to describe the effects of a storm.

Trees were blown over by the gales. Roofs were damaged by the strong winds.

Colons and semicolons in lists

Remember

A **colon** is used at the end of a clause that introduces a list. If the list includes longer **phrases**, **semicolons** rather than **commas** should be used to separate them – particularly if the phrases already contain other punctuation marks. You should only use a semicolon before ‘and’ if it is needed to clarify the meaning.

There was a choice of four puddings: apple pie, which was my choice; a chocolate dessert with a gooey centre; strawberry cheesecake; and ice cream in a choice of flavours.



Try it

1 Insert a colon and semicolons in the correct places in each sentence.

Wood is used to make many items: the furniture in our houses; flooring; sports equipment, such as hockey sticks and cricket bats; musical instruments and even children's toys.

There are five oceans: the Pacific Ocean, the largest and deepest; the Atlantic Ocean, which separates America and Europe; the Indian Ocean; the Arctic Ocean and the Southern Ocean.

We bundled the shopping into the car: bags stuffed with groceries; a huge box of washing powder, which we almost left behind; cartons of milk and juice; and a toy donkey.

2 Complete each sentence, using semicolons in your list.

I have packed everything in my rucksack: a waterproof coat, which is essential; my camera and spare film; a pair of socks (just in case); a bottle of water and my packed lunch.

David has travelled to many countries: Kenya, which he has visited many times; Japan, where he worked for a while; Australia, to visit his brother; and, most recently, China.

Sentence practice

Write a sentence that includes a list of friends and a detail about each one. Use one colon and at least one semicolon.

I have three best friends: Guy, who I sit next to in class; Finn, who I walk to school with; and Freya, who lives next door.

Bullet points

Remember

Bullet points can be used to present a list of information. The introductory clause usually ends with a **colon**. There is no single correct way of punctuating a list of bullet points, but the important thing is that the punctuation is consistent throughout.

Try it

1 Add more information to each list. Punctuate your **bullet points** consistently.

For a healthy diet, include foods from each of these food groups:

- carbohydrates, such as bread and cereals;
- proteins, such as meat and fish;
- fruit and vegetables, which have lots of vitamins;
- milk and dairy;
- some fats.

At Green Acres Adventure Centre you can try many exciting activities:

- orienteering
- rock climbing
- zip wire
- kayaking
- archery



2 Write a **bullet point** list that shows the information from the sentence below.

To make a Caribbean fruit salad, the recipe says you need a ripe mango, a papaya, two satsumas and a tablespoon of brown sugar.

To make a Caribbean fruit salad, you will need:

- a ripe mango
- a papaya
- two satsumas
- a tablespoon of brown sugar

Sentence practice

Write a **bullet point** list giving ideas on how to save water. Punctuate it consistently. Write your list on a separate piece of paper.

Synonyms

Remember

Synonyms are words that have the same or very similar meanings.

We serve **healthy** meals made with **nutritious** ingredients.

A thesaurus gives lists of synonyms for words – for example, you will find lots of synonyms for the word ‘happy’. However, not all synonyms of a word have exactly the same meaning.

We were **glad** to be home. The team’s supporters were **ecstatic**.

Try it

1 Draw a line to match words that are **synonyms** of each other.

immediate	_____	sufficient
childish	_____	chaos
important	_____	convince
enough	_____	instant
havoc	_____	significant
persuade	_____	immature



2 Write a **synonym** of the underlined word that could be used in the sentence.

It tasted really horrible.

repulsive

In the rush to the exit, I was pushed out of the way.

jostled

The path to the summit was dangerous.

treacherous

Her jokes and stories began to annoy me.

irritate

The robot’s head turned round.

swivelled

There is a roomy kitchen at the back of the house.

spacious



Sentence practice

Write **two** sentences about a grandmother, using **synonyms** of the words ‘funny’, ‘jolly’ and ‘friendly’.

Our grandmother is very amiable. She is a jovial character who tells the most hilarious stories.

Antonyms

Remember

Antonyms are words that have opposite meanings.

Grogan Greyheart was a **mean, cantankerous, sneaky** wizard.

Wenlock Whitebeam was a **generous, good-natured, honest** wizard.



Try it

1 Underline the **antonym** of each word in **bold**.

transparent	solid	<u>opaque</u>	flexible	frozen
predictable	superior	hospitable	preferable	<u>unexpected</u>
assist	<u>hinder</u>	interfere	evade	direct
important	discreet	fortunate	<u>insignificant</u>	empty
encourage	discover	<u>dissuade</u>	succeed	permit
permanent	particular	frivolous	original	<u>temporary</u>

2 Complete each sentence using **two** words that are **antonyms** of each other.

This famous piece of music was written by a composer who was unknown.

If I send you this parcel in the post, will you be there to receive it?

Cotton is a natural material but nylon is a synthetic fabric.

The first attempt was a success but the second attempt was a failure.

The doctors hope that his condition will improve and not worsen.

The accused said that he was innocent but the judge decided he was guilty.

Sentence practice

Write a sentence using the word 'attach' and its **antonym**.

Detach the entry form at the bottom of the page and attach it to your painting.

Standard English

Remember

Standard English is nearly always used in writing. However, in **informal** speech, people sometimes use non-Standard English words and expressions.

“They’re not stealing my potatoes, are they?”

said Mr Twig. (Standard English)

“They ain’t pinching me spuds, is they?”

said Mr Twig. (non-Standard English)



Try it

1 Underline the words that are non-Standard English.

“I ain’t gonna tell you again,” said Granddad. “Take them noisy games and buzz off. I’m havin’ a kip.”

“I’ve got this dead good idea for the show,” said Mia. “It’s gonna be well cool.”

I read about a bloke in the paper what won a million quid and then blew it in a year.

“I done it!” shouted Ruby, proudly waving her swimming certificate. “It were a doddle. Is yous proud of me?”

I’ve gotta go now ‘cos me mum’s calling me. It were good talking to yer.

“Them swings is real dangerous,” said Ian. “Ali busted his arm but it could of bin worse.”

2 Rewrite the sentence so that it uses only words that are Standard English.

It’s right nippy in ‘ere, innit? It’s really cold in here, isn’t it?

All me mates was there ‘cept Dan. All my friends were there except Dan.

There ain’t nowt to see ‘ere. There is nothing to see here.

What are yous on about? What are you talking about?

Them kids ain’t done owt. Those children haven’t done anything.

I’m shattered so let’s just chill out. I’m exhausted so let’s just relax.

Sentence practice

Write at least **two** sentences of **direct speech** between two characters using **non-Standard English**.

“I ain’t half ‘ungry,” said Lisa. “Shall we get some grub?”

“I fancy some of them sandwiches. They was wicked,” said Luke.

Formal and informal vocabulary

Remember

Different words and phrases are used in **formal** and **informal** situations. Formal language is needed when speaking or writing to someone official or to someone you do not know.

Informal

I only **got** it on Saturday.
This is **not good enough**.

Formal

I only **purchased** it on Saturday.
This is **unacceptable**.

Try it

- 1 Complete the tables with words that could be used in a **formal** situation.

Informal	Formal
find out	discover
get	obtain
need	require
ask for	request
show	demonstrate

Informal	Formal
live at	reside
help	assist
go ahead	proceed
a hold-up	a delay
enough	sufficient

- 2 Rewrite each sentence using words that are more suitable for **formal** writing.

It would be great if you could come to our do and we hope you'll think about it.

It would be an honour if you could attend our celebration and we hope you will consider it.

I reckon we can stop people spoiling the park and make it a better place.

I believe that we can prevent people from ruining the park and improve the outdoor space.

Please be sure that all your things have the right labels on them.

Please ensure that all personal possessions are correctly labelled.

Sentence practice

Write two or three sentences about returning an item to a shop, using **formal** words and phrases.

I hope you will consider my request to exchange this item. I did obtain a receipt when I purchased the item. Unfortunately, I seem to have misplaced it.

Revision 1

- 1 Rewrite these sentences, punctuating them as **direct speech**.

Let's make a start said Mrs Marshall and Becky can join in when she's ready.

I'm ready now said Becky, dragging up a chair. I've finished tidying up.

"Let's make a start," said Mrs Marshall, "and Becky can join in when she's ready."

"I'm ready now," said Becky, dragging up a chair. "I've finished tidying up."

- 2 Each sentence has at least **one** incorrect use of an **apostrophe**. Write the sentences correctly.

The teams' are ready for Saturday's final. The teams are ready for Saturday's final.

Who's going to Megans' party? Who's going to Megan's party?

Peoples' homes were flooded. People's homes were flooded.

Both castle's tower's are 400 years old. Both castles' towers are 400 years old.

- 3 Insert a pair of **brackets** in the correct place in each sentence.

Matthew (who had been ice-skating before) made it look easy.

I made a poster (quite a good one, in fact) to advertise our campaign.



Rewrite the sentences above using a different **punctuation mark** instead of brackets.

Matthew, who had been ice-skating before, made it look easy.

I made a poster – quite a good one, in fact – to advertise our campaign.

- 4 Circle the incorrect use of a **comma** in the passage below.

For a long while, he continued to climb the rocky path. It couldn't be much further now, could it? Suddenly, he heard a noise, he whipped round. Staring out from a hole in the mountainside, he saw two jet black eyes.

Explain why it is incorrect.

'He heard a noise' and 'he whipped round' are both main clauses, so the comma should be a full stop.

5 Underline the main clause in this sentence.

One day after tea, when everyone was watching television, he slipped out of the back door.

Rewrite the sentence above using a different subordinate clause.

One day after tea, while his father was washing the dishes, he slipped out of the back door.

6 Add another main clause to each sentence. Use a different co-ordinating conjunction each time.

Ben was a sheepdog but he didn't like sheep.

The train arrived and people climbed aboard.

Millie knew she must stop crying or the other girls would laugh at her.



7 Add words before and after each noun to make an expanded noun phrase.

a flat a basement flat in a big old house

a cellar a musty cellar with giant cobwebs

the pool the filthy pool of polluted water

8 Rewrite this sentence, adding an adverbial that is a phrase to the start of it. Punctuate the sentence correctly.

He was feeling better. Within a few days, he was feeling better.

9 Change the wording of this statement to make it into a question and then an exclamation.

It was a terrible mistake.

question Was it a terrible mistake?

exclamation What a terrible mistake it was!

10 Rewrite this sentence, adding a subordinate clause that gives a condition.

We will have some free time on Friday.

If you behave well this week, we will have some free time on Friday.

Writing task 1

Who are they?

There is going to be a new encyclopedia containing biographies of famous people. Your task is to write an entry for the book. Choose an idea from the pictures or one of your own – it does not have to be a real person. Your task is to tell the reader about the person and why she or he is famous.



Before you start writing, think about:

- who the person is
- the most important events in their life
- why they are famous

Use this space to write down some ideas.

Structures of informal speech

Remember

The sentence patterns used in **informal** speech are different to those used in **formal** speech and writing. Sentences are often incomplete or cut short. The listener is addressed directly. **Question tags, exclamations and contractions** are often used.

Hi, Jo. That you? Have you heard about Beth? A fracture, apparently. What a shock it was! You only saw her the other day, didn't you? Hope she's OK.

Try it

- 1 Tick which of each pair of sentences uses a sentence structure usually found in **informal speech**. Explain your choice.

A You'll help, won't you?

B I do hope you will be able to help.

A is a question with a question tag.

A There is no way that is possible.

B No way.

B is an incomplete sentence.

A Do you want to hear some news?

B I have some interesting news to share.

A addresses the audience directly.

- 2 You are sending a message to a friend who is ill. Write a sentence using each of the **informal sentence structures** given below.

incomplete sentence *Heard you're ill.*

exclamation *How awful for you that is!*

question tag *You'll be back at school soon, won't you?*

contraction *We'll miss you.*

Sentence practice

Write a short message to a friend using patterns of **informal speech**.

Hi Chloë. How's it going? Coming to my house after school?

Structures of formal writing

Remember

Formal speech and writing uses language with no **contractions**, **exclamations** or **question tags**. Sentences are always complete and often use **clauses** and **phrases** to add additional information. Sentences are carefully constructed to give a formal tone, sometimes using the **passive voice**.

Mr and Mrs Atkins request the pleasure of your company at a party to celebrate the eighteenth birthday of their daughter Ellie. Formal dress is required.



Try it

1 Complete the formal version of each sentence.

Don't smoke in here!

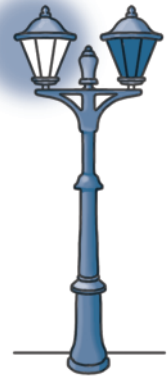
Please refrain from smoking while on these premises.

That's not what we decided, is it?

There seems to be a misunderstanding about what was decided.

We've noticed some street lights aren't working.

It has been brought to our attention that some of the street lighting is not functioning.



2 Rewrite the following as sentences appropriate for formal writing.

I'm sorry to tell you, you haven't got the job.

I regret to inform you that your application for the post has been unsuccessful.

Fill in the form and get it signed by a grown-up.

Once all sections have been completed in full, the form should be signed by a responsible adult.

Thanks to your rubbish bus service, I'm always late for school.

The buses on this route are so unreliable that I am frequently late arriving at my destination.

Sentence practice

Write two sentences of a formal letter asking for information about disabled access to a town hall.

I am writing to enquire about disabled access to the town hall. I would be very grateful if you could provide me with the necessary information.

Impersonal writing

Remember

Formal writing is often **impersonal** (although not always). Impersonal writing includes no personal references or personal pronouns – sentences start with ‘It’ or ‘There’ rather than ‘I’ or ‘We’. The **passive voice** is often used to ‘hide’ the person doing the action.

We will give all entrants a certificate. (active voice – personal)

All entrants will be given a certificate. (passive voice – impersonal)

Try it

1 Tick the impersonal version of each sentence.

Air travel can be expensive.

Air travel is too expensive for me.

We will check all passports on arrival.

All passports will be checked on arrival.

I would advise you to arrive early at the check-in desk.

It is advisable to arrive early at the check-in desk.

The flight in question was delayed for three hours.

The flight I'm talking about was delayed for three hours.



2 Rewrite each sentence using the passive voice to make it impersonal.

We chose Tom to represent the school. Tom was chosen to represent the school.

I have designed posters for the play. Posters have been designed for the play.

He added another bulb to the circuit. Another bulb was added to the circuit.

We will hold the quiz in the hall. The quiz will be held in the hall.

I grew the tomatoes in the tub. The tomatoes were grown in the tub.

You can obtain a form from the office. Forms can be obtained from the office.

Sentence practice

Write three sentences about a science experiment, using an impersonal style.

A spoonful of the powder was added to the water. The water was stirred for one minute. It was then left for five minutes.

Verbs: subjunctive form

Remember

The **subjunctive form** of a verb is only used in a few special situations in very **formal** speech or writing. The subjunctive form is always the same, regardless of person or tense.

If Jay **were** to apologise, I am sure the matter would be resolved.
Therefore, I propose that Jay **write** a letter of apology to Mr Gill.
It is important that this matter **be** dealt with swiftly.

Try it

1 Underline the subjunctive form of the verb in each sentence.

I suggest that Amy try harder to control her temper even when she is provoked.

If the school were awarded the grant, we would use it to build a new library.

I am recommending that Ahmed be given a special award for his efforts.

If I were prime minister, I would make many changes to our laws.

It is essential that the swimming pool remain open to members of the public.

We demand that everyone be treated equally.

2 Complete each sentence with the subjunctive form.

The school insists that pupils be here on time. (be are)

I wish I were able to help more people. (were was)

It is vital that Isabella complete the quest. (completes complete)

It is very important that Jack attend school every day. (attend attends)

The doctor proposed that he avoid eating certain foods. (avoids avoid)

If she were to have one wish, it would be to visit her family in Australia. (was were)

Sentence practice

Write two sentences about things you wish for, using the **subjunctive form**.

I wish I were faster so I could be an Olympic sprinter. If I were to win the lottery,

I would give a substantial donation to charity.

Linking paragraphs

Remember

It is important to show how **paragraphs** in a text link together. You can use **adverbials** to show the relationships between ideas. You can use **determiners** and **pronouns** to refer back to earlier ideas. Repetition of key words can also help to maintain the focus.

Back in the 1960s, travelling into space was an incredible achievement. (paragraph 1)

However, even at that time, some people believed the cost of **space travel** could not be justified. (paragraph 2)



Try it

- 1 Underline the words and phrases that show how each sentence links to a previous paragraph.

On the other hand, there were other children who thought homework was a good idea.

After all that excitement, I slept in late the next morning.

Once I was there, I realised he was right.

Despite all these careful preparations, the expedition started badly.

These suggestions will help you to improve your fitness – but now what about diet?

However, not everyone agreed with this decision and some said it was a foolish idea.

- 2 Plan a piece of writing called 'Should cars be banned from city centres?'. Write the first sentence for each paragraph, making it clear how the ideas fit together.

Traffic congestion is clearly a problem in the city centre.

As a result of congestion, city centres often have very high levels of pollution.

However, if we ban cars, everyone will have to rely on public transport.

Consequently, some people say that a ban on cars is unrealistic.

What all this means is that we need to develop other cleaner types of transport.

Sentence practice

On a separate piece of paper, expand and write the text about space travel, or cars in the city centre. Use **paragraphs**, thinking about how to link your ideas across and within them.

Ellipsis

Remember

You can often improve your writing by avoiding unnecessary repetition of words. Sometimes you can miss out a word or phrase because it is expected or predictable and the meaning is quite clear without it. Omitting words in this way is called **ellipsis**.

Have you ever wanted to **fly**? Well, now you can ~~fly~~.

With a Merlin Magic Carpet, you can **fly** whenever you want to ~~fly~~.



Try it

- 1 Cross out the word or phrase in each sentence that could be missed out using **ellipsis**.

They looked in the garage and then ~~they looked~~ in the shed.

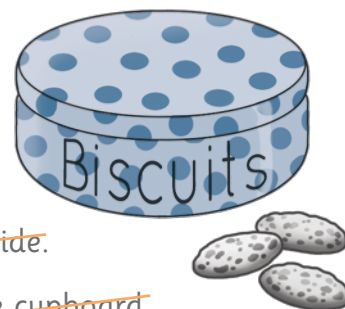
I don't think it will snow today but it might ~~snow today~~.

He waved to Lucy and ~~he~~ watched her walk away.

Archie was playing outside and I was watching him ~~play outside~~.

She opened the cupboard and placed the biscuit tin inside ~~the cupboard~~.

One of the robbers distracted the shop owner while the other ~~robber~~ stole the money.



- 2 Rewrite each sentence using **ellipsis** to avoid repeating a word or phrase.

Michael is cooking dinner and I am helping him cook dinner.

Michael is cooking dinner and I am helping him.

She grabbed the telescope and then she ran outside.

She grabbed the telescope and then ran outside.

He started to write it all down, but then he gave up writing it down.

He started to write it all down, but then gave up.

Sentence practice

Write two versions of the same sentence to show how **ellipsis** can help to avoid repetition.

I don't think I will go but I might go.

I don't think I will go but I might.

Semicolons between clauses

Remember

A **semicolon** can be used to separate two **main clauses** in a sentence if they are closely linked in meaning. Semicolons are 'stronger' than commas, which cannot be used to separate main clauses.

Spectators were flooding into the stadium; the excitement was mounting.
The athletes crouched in their starting positions; the crowd fell silent.

Try it

- 1 Insert a **semicolon** between the two **main clauses** in each sentence.

The sun was out; the sky was blue.

It was a cold February morning; a thick layer of frost coated the footpath.

Sanjay was one of the oldest in the class; Shay was one of the youngest.

The two sisters had been apart for a long time; they had much to talk about.

Plenty of his friends had already signed up; William wanted to join them.

On the one hand, a parachute jump would be a thrilling experience; on the other, I don't really like heights.

- 2 Rewrite each line as necessary, using a **semicolon** between the two **main clauses**.

The man set off down the road. Thomas and Grace followed him.

The man set off down the road; Thomas and Grace followed him.

Robbie enjoys playing chess. His sister Tasha, on the other hand, hates playing board games.

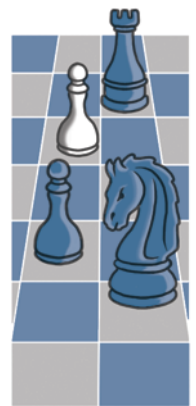
Robbie enjoys playing chess; his sister Tasha, on the other hand, hates playing board games.

On the outside, Max was calm but on the inside, he was fuming.

On the outside, Max was calm; on the inside, he was fuming.

Children should live without fear and they should live without hunger.

Children should live without fear; they should live without hunger.



Sentence practice

Add a **semicolon** and complete the sentence with another **main clause**.

I love mint choc chip ice cream; my brother Louis prefers chocolate ripple.

Colons between clauses

Remember

A **colon** can be used to separate two **main clauses** in a sentence if the second clause explains or expands on the first.

The mill workers' demands were clear: they wanted better working conditions.

Current working conditions were inhumane: some workers were dying.



Try it

1 Insert a colon in the correct place in each sentence.

Maya should definitely take charge of the money: she is so good with figures.

The family have reached a decision: they will go to Spain.

With all sports, the message is the same: practice makes perfect.

At that moment, we realised the truth: everything he had told us was a lie.

The pilot explained why the flight was delayed: there was a problem with the engine.

Cody couldn't wait to tell his friends: he knew they would be excited.



2 Complete each sentence by adding a colon and another main clause.

Geeta was an excellent student : she worked hard and always listened.

The book club have made their choice : they will read Treasure Island next.

The weather is very changeable here : some days are fine and others are wet.

Stepping outside, he felt a sudden shiver : it was well below zero out there.

Rowan had always liked Reece : he made everyone laugh.

Sentence practice

Write a sentence about a decision you have made, using two main clauses and a colon.

After much discussion, we have decided on a suitable pet: we will be getting a hamster.

Dashes between clauses

Remember

A single **dash** can be used to separate two **main clauses** in a sentence. Dashes tend to be used more in **informal** writing or in stories – especially for adding something surprising.

Fear gripped Leila – she did not dare move.
She heard a cry – actually, it was more of a sob.

Try it

- 1 Insert a **dash** in the correct place in each sentence below.

Rhys had done his best – he could do no more.

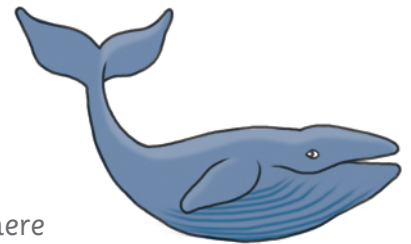
No-one knows what happened – they simply disappeared.

Suddenly, a hole appeared in the wall – there was just a small circle of light.

Blue whales are the largest living creatures on Earth – they can weigh up to 150 tonnes.

She groped around on top of the wardrobe – there was nothing there but dust.

Sport taught me to play fair – a lesson that has stayed with me throughout my life.



- 2 Add a **dash** and another **main clause** to complete each sentence.

The man was clearly very angry – his face was bright red.

We heard a siren in the distance – help was on the way.

Never play with fireworks – they can be fatal.

They never thought it would be a problem – they were wrong.

As he dug, there was a clank of metal – something was buried there.

They heard a shout from across the bay – it was a cry for help.

Sentence practice

Write a sentence about something surprising, using **two main clauses** and a **dash**.

The mysterious man turned round – it was my neighbour Jack!

Hyphens

Remember

A **hyphen** is sometimes used to join words together. It shows that those words should be read together to understand their meaning. Hyphens are used in this way to avoid ambiguity or misunderstanding.

Katie is my **fun loving** sister.

Dad teaches **seven year-old** children.

Mum's going to **recover** the old chair.

Katie is my **fun-loving** sister.

Dad teaches **seven-year-old** children.

Mum's going to **re-cover** the old chair.

Try it

1 Explain the meaning of these phrases, with and without the hyphen.

hyphen my short-sighted cousin

a cousin with poor sight

no hyphen my short sighted cousin

a cousin who is short and can see

hyphen plant-eating dinosaurs

dinosaurs that eat plants

no hyphen plant eating dinosaurs

a plant is eating dinosaurs

hyphen re-serve a meal

to serve a meal again

no hyphen reserve a meal

to order a meal

2 Rewrite these sentences using hyphens to avoid ambiguity.

I demand a recount of the votes.

I demand a re-count of the votes.

Joe was a quick thinking child.

Joe was a quick-thinking child.

Jet was a green eyed cat.

Jet was a green-eyed cat.

We invited thirty nine year old boys.

We invited thirty nine-year-old boys.

I liked the two seater cars best.

I liked the two-seater cars best.

Try our three course meals.

Try our three-course meals.

Sentence practice

Write **two** sentences to illustrate why a **hyphen** is needed when adding the **prefix re-** to the word 'signed'.

The manager of the club re-signed his contract.

The manager of the club resigned.

Revision 2

1 Rewrite each sentence with a different modal verb.

It might be good news.

It will be good news.

The aeroplane can land at any time.

The aeroplane could land at any time.

I will save you a seat.

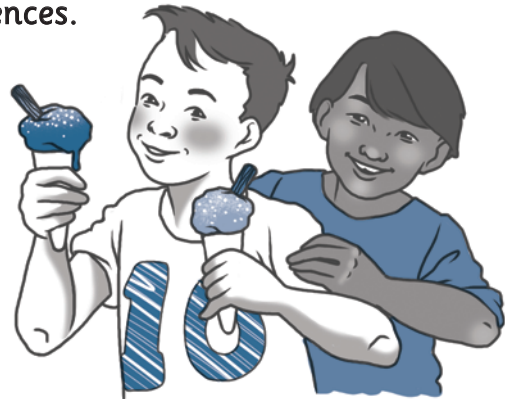
I may save you a seat.

2 Underline all the pronouns in these sentences.

The boys told me they were going to treat themselves to an ice cream.

Did you see someone take those flowers and put them in a vase?

I found some photos of Dad when he was a baby – let me show you them.



3 Write four sentences, using each pair of words in brackets as determiners.

The dog wants those biscuits.

(the those)

You need six players to make a team.

(a six)

Most metals are silver in colour but some metals are gold.

(most some)

I know that several people voted for his idea.

(several his)

4 Write whether the word 'since' is used as a subordinating conjunction or a preposition. Write 'conjunction' or 'preposition'.

A lot has happened **since** we last met.

conjunction

We have been here **since** last Tuesday.

preposition

Since I was seven, I have not missed a day of school.

conjunction

Since the start of the month, it has rained every day.

preposition

5 Rewrite this sentence with a different possessive pronoun.

She knew it was his but she took it anyway.

She knew it was ours but she took it anyway.

6 Complete each sentence using the determiner 'a' or 'an'.

After attending an appointment, an elderly lady waited for a taxi for an hour and a half.

An off-duty police officer saw an accident and called an ambulance immediately.

A guide told us about a unique opportunity to see an island from a hot-air balloon.

7 Write four sentences about a farmer. Choose a different subordinating conjunction from the box to use in each sentence.

before while once unless

The farmer ploughed the field before he planted the turnips.

While watering his crops, the farmer avoided the angry bull.

Once the crops are gathered in, the farmer will have a rest.

The farmer will not be able to feed the animals unless his crops grow well.



8 Underline the relative pronoun in the sentence below.

I am sure he is the man who sold us the car.

9 Rewrite each sentence with a different preposition.

Charlie stood beneath the sycamore tree. Charlie stood by the sycamore tree.

Alice sits with Jasmine. Alice sits behind Jasmine.

Our homework is due in on Friday. Our homework is due in before Friday.

There will be cakes for tea. There will be cakes after tea.

10 Complete each sentence with an adverb to make the event seem more certain.

I will definitely be there by six o'clock.

She is surely going to make the team this time.

Writing task 2

What I saw

You witness an incident outside your school. Your task is to write two accounts of what happened. First, write a quick email to a friend to tell them what you saw. Next, write a formal account for the head teacher's official incident report. Write about one of the pictures below or use your own idea.



Before you start writing, think about:

- what the incident was
- what you saw
- what you will tell your friend
- what details you need to include in the formal account

Use this space to write down some ideas.

Remember

- Think about the grammar and vocabulary you use.
- Use correct punctuation.
- Check your work carefully.

What I saw**Email to a friend**

Official incident report

Word classes and homonyms

Remember

Homonyms are words that sound the same and are spelt the same but have different meanings. They can belong to different **word classes** (for example, verbs, nouns, adjectives, adverbs). You can tell the word's meaning and its word class from how it is used in the sentence.

The tree **bark** was rough. (noun)

The dogs **bark** loudly. (verb)

She found an old **grave**. (noun)

It was a **grave** mistake. (adjective)

Try it

- 1 Write whether each underlined word is a **noun**, **verb**, **adjective** or **adverb**.

We decided to take the most direct route.

adjective

It was time to free the birds from their cage.

verb

Spaghetti is a type of pasta used in Italian cooking.

noun

I just saw Ivan a minute ago in the playground.

adverb

He left the meeting at six o'clock.

verb

In history we learn about events in the past.

noun



- 2 Write a sentence to include each word from the activity above, using it as in the **word class** shown.

verb (direct)

Can you direct me to the railway station?

adjective (free)

There is a free gift with the magazine this week.

verb (type)

She asked the secretary to type a letter.

adjective (just)

The judge said it was a just punishment.

adverb (left)

Go to the end of the street and turn left.

adverb (past)

The band marched past.

Sentence practice

Write three sentences, using the word 'cross' as a **verb**, a **noun** and then an **adjective**.

verb Look both ways before you cross the road.

noun Put a cross in the box.

adjective My mum was cross this morning.

Nouns with suffixes

Remember

Nouns name a variety of things: **common nouns** name things around us; **abstract nouns** name qualities, feelings, ideas or conditions. Many abstract nouns are formed by adding a **suffix** to another word.

cruelty
freedom

captivity
conservation

entertainment
fairness

Try it

- 1 Add or replace a **suffix** to make each word into an **abstract noun**. Write the noun.

calm	<u>calmness</u>	weariness	<u>weariness</u>
astonish	<u>astonishment</u>	achieve	<u>achievement</u>
aggressive	<u>aggression</u>	desperate	<u>desperation</u>
sincere	<u>sincerity</u>	real	<u>reality</u>
innocent	<u>innocence</u>	relevant	<u>relevance</u>
wise	<u>wisdom</u>	just	<u>justice</u>



- 2 Write a sentence to include an **abstract noun** formed from each word given in brackets.

<u>There was an awkwardness in the cat's movements.</u>	(awkward)
<u>It did not take much persuasion to make him change his mind.</u>	(persuade)
<u>Her determination to succeed impressed everyone.</u>	(determined)
<u>His curiosity got the better of him and he had to look inside.</u>	(curious)
<u>It is important that older children have some independence.</u>	(independent)
<u>You can check the availability of tickets on the website.</u>	(available)

Sentence practice

Write two sentences, including an **abstract noun** formed from each of the words 'educate' and 'require'.

Education is very important. It is a legal requirement in many countries.

Sentence variation

Remember

Good writing uses a range of different sentences. For example, you can vary the length of your sentences. You can also use different types of sentence: **statements, questions, commands and exclamations**. In addition, sentences can be started in different ways or reordered for effect.

What would it be like in a world without gravity?

When the correct date appears, press 'OK'.

Nobody moved.



Try it

- 1 Rewrite this sentence in a variety of ways, using the instructions given in **bold** below.

Harry dropped the bottle on the floor.

shorter (more impact) Harry dropped it.

longer (more detail) In his hurry to escape from the laboratory, Harry dropped the bottle on the stone floor and it shattered in an explosion of tiny fragments.

add to the start Unfortunately, Harry dropped the bottle on the floor.

use passive voice The bottle was dropped on the floor (by Harry).

question Did Harry drop the bottle (on the floor)?

command Harry, drop the bottle (on the floor).

- 2 Write at least **four** sentences to publicise the event below, using a variety of sentence types and lengths.

We are having a jumble sale to raise money for charity. We need your items to sell.

Is your garage full of junk? Is your attic overflowing? Donate your junk to our car boot sale and let us turn it into cash. We are looking for unwanted items that we can sell to raise money for charity. Toys, books, ornaments or clothes will all be gratefully accepted.

Sentence practice

Write a wide variety of sentences, using the word 'fascinating' in each one. Write your sentences on a separate piece of paper.

Multi-clause sentences

Remember

A **single-clause sentence** has just one clause – a **main clause**. A **multi-clause sentence** contains two or more clauses, which are linked by **conjunctions** or **relative pronouns**. In a multi-clause sentence you can develop and link together a number of ideas.

Jason could not become king until he had claimed the Golden Fleece, which was guarded by a huge snake.

Try it

1 Underline all the subordinate clauses in these multi-clause sentences.

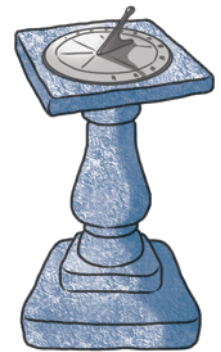
Although the museum has only been open a month, it has already attracted many visitors after it was featured on a national television programme.

Of course, I knew that something was wrong when Mum kept piling the spaghetti on to the plate until it started to spill all over the floor.

Long before clocks were invented, people measured time using sundials, which showed the time of day by the movement of shadows.

The two vehicles were travelling at speed when they crashed into the cyclist, who was later taken to hospital.

When the police returned to the scene of the crime, the witness soon found the place where he had seen the stolen painting but it had vanished.



2 Rewrite each set of single-clause sentences as a multi-clause sentence.

Leah liked the colour of her new coat. She took it back the next day. It was too big.

Although Leah liked the colour of her new coat, she took it back the next day because it was too big.

The cacao tree is an evergreen tree. It originally came from the Amazonian rainforest. It is now grown throughout the tropical regions of the world.

The cacao tree, an evergreen tree that came originally from the Amazonian rainforest, is now grown throughout the tropical regions of the world.

Sentence practice

Write a **multi-clause sentence** giving several facts about a snake or lizard.

Although it is not poisonous, the python, which lives in Africa and Asia, is one of the longest and most deadly snakes.

Punctuation to avoid ambiguity

Remember

Punctuation helps the reader to understand what you have written. For example, **commas** separate parts of sentences to make the meaning of a sentence clear – they help to avoid ambiguity.

The gymnasts, who had practised all week, were brilliant. (all of them)

The gymnasts who had practised all week were brilliant. (only those who had practised)



Try it

- 1 Explain how the **commas** change the meaning in each pair of sentences.

The meals, which were cold, were sent back to the kitchen.

The meals which were cold were sent back to the kitchen.

commas All the meals were sent back.

no commas Only the meals that were cold were sent back.

Olivia, thought Lucy, could be hiding something.

Olivia thought Lucy could be hiding something.

commas Lucy thought Olivia could be hiding something.

no commas Olivia thought Lucy could be hiding something.

The children all behaved, naturally.

The children all behaved naturally.

comma Of course the children behaved well.

no comma The children behaved in a natural way.

- 2 Rewrite each sentence using a **comma** or **commas** to make the meaning clear.

Amelia went off eating chocolate. Amelia went off, eating chocolate.

Tigers which have stripes live alone. Tigers, which have stripes, live alone.

I hate liars like you. I hate liars, like you.

He said nothing strangely. He said nothing, strangely.

Sentence practice

Write two versions of a sentence to show how **commas** change the meaning.

Everyone joined in happily.

Everyone joined in, happily.

Punctuation for effect

Remember

Punctuation can make your writing more effective. For example, **dashes** can be used to emphasise part of a sentence or create a dramatic pause; **exclamation marks** to indicate humour or surprise; **inverted commas** to draw attention to a word or phrase; and **ellipses** (...) to suggest a pause or a cliff-hanger.

“The ... the ... there’s a monster outside,” whimpered Emily.

I approached the door – very slowly. I flung it open.

You wouldn’t believe it ...

There was Emily’s ‘monster’ – it was a fluffy white cat!



Try it

- 1 Name each circled **punctuation mark**, and explain why the sentence uses it.

Oh no! The bucket landed on Emma’s head!

exclamation mark It shows surprise and perhaps humour.

After all, nothing could go wrong now ...

ellipsis It creates a cliff-hanger.

I tried ⊖ but it was no use.

dash It emphasises that it was no use.

He said she was just being friendly. She was ⊖friendly⊖ all right.

inverted commas They show it is not quite true.

- 2 Rewrite each sentence using a **punctuation mark** for effect.

“It’s it’s impossible,” he stammered. “It’s ... it’s ... impossible,” he stammered.

I am your friend truly. I am your friend – truly.

Then everything began to go wrong. Then everything began to go wrong ...

The dragon lay dead on the floor. The dragon lay – dead – on the floor.

We started with the easy questions. We started with the ‘easy’ questions.

Sentence practice

Write three sentences about being trapped in a lift. Use **punctuation** for effect.

I was trapped in a lift with a gorilla! “N ... n ... nice gorilla,” I stammered.

Actually, he didn’t look very nice – quite the opposite, in fact.

Varied verb forms

Remember

English has two basic tenses: **past** and **present**. However, within these tenses you can use different **verb forms** to make clear time references.

He **looked** up one last time. (simple past tense)

He **was looking** up at the window. (past progressive)

He **had looked** up there before. (past perfect)

Try it

- 1 The passage below is written in the **present tense**. Circle the **two present perfect verb forms** and underline the **two present progressive verb forms**.

It is Saturday afternoon and we are at the Rossley Stadium. The manager has chosen an attacking team and it seems to be working. The United players have started brightly. Anderson is looking lively and United are pressing the opposition's goal.

Rewrite the passage above using the **past tense**. Then circle the **two past perfect verb forms** and underline the **two past progressive verb forms**.

It was Saturday afternoon and we were at the Rossley Stadium. The manager
(had chosen) an attacking team and it seemed to be working. The United players
(had started) brightly. Anderson was looking lively and United were pressing the
opposition's goal.

- 2 Complete each sentence using the **perfect form** of a verb.

The soldiers arrived as soon as the family had hidden in the barn.

We can have a break now because we have completed the task.

We had to pick up all the bins after the wind had blown them over.

Complete each sentence using the **progressive form** of a verb.

We heard a noise and saw that someone was following us.

Ryan prefers acting but at the moment he is singing in a band.

It was late by now and the street lights were coming on outside.

Sentence practice

Write some sentences to show as many different forms of the verb 'fly' as you can. Write your sentences on a separate piece of paper.

Changing tense

Remember

You usually keep to the same **tense** within a piece of writing. However, sometimes more than one tense is needed, so that you can refer to events in the past, present or future. It is important to clearly signal any changes in tense.

I always thought time travel was impossible. **Now**, as I sit here in my time pod, I am a believer. **In the future**, we will all travel through time.

Try it

1 Complete each sentence using the correct tense.

The town is now a busy port but back then it was just a small fishing village.

He used to just sing in front of friends but today he fills huge stadiums.

Today, his paintings are priceless but in his lifetime he could not sell them.

Currently, he has three shops but in the future he is going to open more.

2 Write another sentence after each sentence below, about something that happened earlier.

He suddenly remembered where the key was. He had hidden it in the library months ago.

Now it is almost time to announce the winner. Earlier today, we chose three finalists.



Write another sentence after each sentence below. This time, write about something that will happen in the future.

At the moment, solar power is expensive. In the future, it might become more affordable.

I thought the concert was brilliant. I will definitely go to see this band again.

Sentence practice

Write three sentences about computers in the past, the present and the future.

At first, computers were used to do complicated calculations. Today, computers have many uses at home and in the workplace. In the future, computers will do even more tasks.

Standard English: confusing words

Remember

The meanings of some words are often confused with each other, for example 'learn' and 'teach'. In **Standard English**, it is important to use the correct word.

Miss Li is **learning** us about grammar. ✗

Miss Li is **teaching** us about grammar. ✓



Try it

1 Complete each sentence using the correct word from the brackets.

The club may need to borrow some money from the bank. (borrow lend)

Of course, I will lend you my guitar if you think it will help. (borrow lend)

Some people say we should try to eat less meat. (less fewer)

Write a summary of the main events using fewer words. (less fewer)

This week, the instructor taught us how to dive. (learnt taught)

At the end of a dramatic game, City beat United on penalties. (won beat)

2 Rewrite these sentences using **Standard English** words.

I need to lend them books from you. I need to borrow those books from you.

We should of won them easy. We should have beaten them easily.

Lily and me learnt Aliyah how to swim. Lily and I taught Aliyah how to swim.

Lucky, there was less mistakes this time. Luckily, there were fewer mistakes this time.

Dad is learning me sister to drive proper. Dad is teaching my sister to drive properly.

Sentence practice

Write a sentence using each pair of words: 'beat' and 'won'; 'teach' and 'learn'; 'less' and 'fewer'.

I beat my opponent and won the trophy.

Our teachers teach us and we learn.

The dentist told me to eat less sugar and fewer sweets.

Layout devices: tables

Remember

Sometimes **columns**, **lists** or **tables** are used to organise information and present it concisely. This makes it easier for the reader to understand. A suitable title and column headings help to clarify what information is shown.

How the Olympic Games have grown

	1908	1948	2012
Nations	22	59	205
Athletes	2800	4104	12500



Try it

- 1 Complete this **table** of information about different foods.

Getting the right nutrients

Nutrient	Where are they found?	What do they do?
Proteins	fish, meat, eggs, cheese	aid growth and repair
Carbohydrates	bread, rice, pasta, cereals	give the body energy
Fats	oil, margarine, butter	store energy for use later

- 2 Read the information below. Then present the information as a **table**.

The highest mountain in the world is Mount Everest, in the Himalayas on the border between Tibet and Nepal. It is 8850m high, although the heights of mountains do change over time. The second highest mountain is K2, at 8611m. It is on the border between China and Pakistan. The third highest mountain is on the border between India and Nepal. It is called Kanchenjunga and stands at 8597m.

The world's highest mountains

Mountain	Location	Height
Everest	Tibet/Nepal	8850m
K2	China/Pakistan	8611m
Kanchenjunga	India/Nepal	8597m



Sentence practice

Find some information about three or four different types of sea creature. On a separate piece of paper, organise and present this information as a **table**.

Revision 3

1 What does the prefix anti- mean in these nouns?

antidote antiseptic anti-gravity antifreeze against

What does the prefix auto- mean in these nouns?

autobiography autograph automaton autopilot self or own

2 Add a prefix to each verb to change its meaning.

It is time to rediscover these beautiful gardens.

The spy began to decode the message.

I misunderstood what he said.

First, we need to unwind the ball of wool.

Help me deflate the air mattress.

Yesterday, the bath overflowed while I was on the phone.



3 Use a suffix to make each noun into an adjective. Write the adjective.

doubt doubtful glamour glamorous

accident accidental time timeless

noise noisy athlete athletic

courage courageous metal metallic

4 Write a sentence using a verb formed from each word shown in brackets.

It's easy to criticise when you haven't tried it yourself. (critic)

Bees help to pollinate our crops. (pollen)

She could not justify her reckless behaviour. (just)

Dairy products help to strengthen your teeth. (strength)

Let the chocolate pudding solidify in the fridge. (solid)

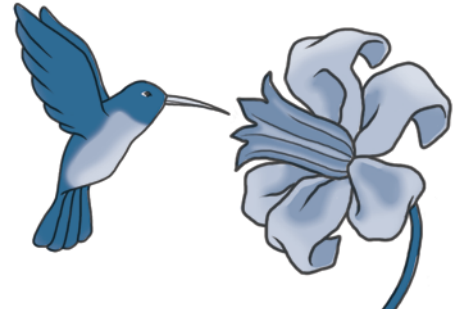
5 Write a sentence using an adverb formed from the word 'fortunate'.

Fortunately, Mum had kept the receipt so we could take the shoes back.

6 Insert two commas in each sentence below to indicate a parenthesis.

Leonardo da Vinci's most famous painting, called the Mona Lisa, is a portrait of a mysterious lady.

Hummingbirds, which are not much larger than a bumblebee, are brightly coloured birds that feed at flowers.



Name another **punctuation** mark that could be used in place of the commas in the sentences above.

_____ brackets or two dashes _____

7 Complete each sentence by adding a relative clause. Use the correct punctuation.

Many tasks are now done by computers, which are much quicker.

We are raising money for a charity that provides shelter for homeless people.

8 Complete each sentence by adding a subordinate clause that gives a condition, starting with 'if' or 'unless'.

My little brother won't go to bed unless we leave the door open.

Some animals will not survive if they cannot adapt to the changing climate.

9 Rewrite each sentence to include a parenthesis.

Michelle was the youngest ever national champion.

Michelle, who was only sixteen at the time, was the youngest ever national champion.

The factory was closed down many years ago.

The factory, which was at the end of our street, was closed down many years ago.

10 Underline the **pronoun** that could lead to ambiguity in the passage below, and explain why.

Jess parked her car outside her house. It was new and she felt very proud.

'It' could refer to the car or the house.