

Word classes

Using adjectives and nouns

Combine each adjective below with one of the nouns, to create eight sentences.

Example: The **ancient prison** was feared by all creatures.

Adjectives	ancient	blue	incredible	massive
	rough	slippery	soft	terrifying
Nouns	castle	curse	eyes	gaze
	monster	prison	skin	warriors



If you want a challenge, try to create a sequence of sentences that develop an idea or a story.

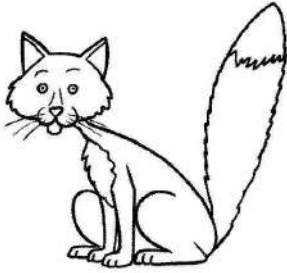
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Word classes

Expanding noun phrases

Build-a-phrase

Nouns can tell us the main piece of information about things, such as 'cat', 'house' or 'book', but they need to be modified to give more accurate information. Look at the bold words and how they modify the underlined nouns.



She owned a **large**, **grey** cat with a **bushy**, **white** tail.



He lived in the **ramshackle**, **lop-sided** house that **creaked** and **groaned** in the wind.



It was an **extraordinary** book that was **full** of **strange** words and **ideas**.

■ Use the nouns, adjectives and expressions below to build interesting noun phrases. You can change or add words to help your work make sense. For example: *It was a small, quiet cat that only came out at night.*

Adjectives	Nouns	Expressions
small	cat	that only came out at night.
large	house	who never washed during the week.
quiet	book	where everything seemed tinged with evil.
crazy	dog	that smelled of roses.
old	jewel	was made of stone.
cold	boy	from under the table.
lonely	girl	with eyes like large green pools.
young	teacher	that filled all who saw it with dread.
confused	horse	that glistened in the starlight.
rambling	town	with a cruel, twisted grin.
blue	message	which filled us with fear.
massive	mountain	who lived all alone.
filthy	coat	whose face was creased with laughter lines.
delightful	voice	of terrifying proportions.

Word classes

Creative noun phrases

Change each of these sentences Write different expanded noun phrases for the underlined nouns for the different scenarios.

Simple sentence:	They entered the <u>house</u> .
Spooky sentence:	
Silly sentence:	
Mysterious sentence:	

Simple sentence:	They heard a <u>noise</u> .
Spooky sentence:	
Silly sentence:	
Mysterious sentence:	

Simple sentence:	They walked up the <u>stairs</u> .
Spooky sentence:	
Silly sentence:	
Mysterious sentence:	

Simple sentence:	They saw a <u>mirror</u> .
Spooky sentence:	
Silly sentence:	
Mysterious sentence:	

Use your four favourite sentences as the basis of a story, which could be spooky, silly or mysterious.

Word classes

Getting technical

Identify the correct definition in the box at the bottom of the page, and write it next to the correct word class.

Then write some examples of each class.

Definitions	Examples
Adverbs	
Adjectives	
Conjunctions	
Determiners	
Nouns	
Prepositions	
Pronouns	
Verbs	

- give names to people, places, things and feelings.
- help to describe actions or events more clearly.
- can be used before a noun to help describe it.
- describe actions in the past, present or future.
- often describe locations or directions.
- are used to link words, phrases or clauses together.
- take the place of nouns.
- tell us if a noun is known or unknown, general or specific.

Word classes

Word classes

Word function



- Look at the bold words in these extracts.
- List the nouns, verbs, adjectives, adverbs, prepositions, conjunctions and determiners in the table.

Possul **gazed** at the lamplighter, whose flame-lit countenance resembled **an angry** planet in the gloom; **then** his eyes strayed to **Pallcat's** lamps that **winked** in the **obscure** air **down** either side of the Strand. It took sharp eyes to make them out, they glimmered so **feebly** within the accumulated filth of **the glass** that **enclosed** them. Although they complied with the letter of the law and burned from **sunset** to sunrise, they **mocked** the **spirit** of the law and provided not the smallest scrap of illumination. If ever **a world** **walked** in need of light, it was the world under Pallcat's **lamps**.

Leon Garfield: *The Lamplighter's Funeral*

Hands Up:

Get a friend to stand in **a doorway** **and** to push the backs of his hands against **the door frame** as **hard** as he can. Keep him there **for** at least a minute and make sure that he is pushing hard all the time.

Now tell him to **relax** the pressure and move away from the door. As he **does** so both of his **hands** will rise in the air **as if** pulled by **invisible** strings.

Peter Eldin: *The Trickster's Handbook*

Nouns	Verbs	Adjectives	Adverbs
Prepositions	Conjunctions	Determiners	

Word classes

NAME: _____

DATE: _____

Adverbials

Using adverbials of place

■ Look at these adverbial words and phrases for place. Write six sentences with them, or create your own adverbials.

Example: Go **into** the park and keep going **to the end of the path**. (This sentence has two adverbials.)



Adverbials of place

into	under	cross	near
by the window	in the box	at the bottom of the ocean	
past the lamp post		to the end of the lane	

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

■ Make three sentences that begin with adverbials.

1. _____

2. _____

3. _____

Adjectives and prepositions

Prepositions



Prepositions

Identifying prepositions

Circle all the prepositions on the page. These can be single words, or phrases.

instead of about except for
yesterday position before
into replace
in front of through because of black
behind time towards
after out of under while
across quickly
against words away from because
since between for table

Explain what a preposition is:

Prepositions

Using prepositions

Using prepositions

- Write sentences in the spaces provided, using both of the prepositions.

instead of	Instead of just standing beside it, we jumped into the pool.
into	
except for	
about	
away from	
between	
across	
because of	
in front of	
before	
through	
after	
against	
since	
towards	
out of	
while	
behind	
under	
for	

Adverbials

Adverbials

Underline the adverbial word or phrase in each sentence and say if it is for frequency, time, place or number.

Sentence

Adverbial of frequency, time, place or number?

1. She feeds her pet snake once a week. _____
2. Firstly, arrange all of your work on the desk. _____
3. Meet me next to the school. _____
4. From next Tuesday, assemblies will be cancelled. _____
5. I sat near the window to watch the world go by. _____
6. We go abroad for our holidays every year. _____
7. Sometimes I wish I was a bird so that I could fly. _____
8. I was ill with flu last December. _____
9. Within the next three hours, the volcano will erupt. _____
10. He looked under the sofa and found three coins. _____



Adverbials

Cambridge

Adverbials

Using adverbials of frequency and time

■ Look at these adverbial words and phrases for frequency and time. Write six sentences with them, or create your own adverbials.

Example: They **usually** watch television **in the evening**. (This sentence has two adverbials that describe the verb 'watch'.)



Adverbials of frequency and time

yesterday later usually
sometimes tonight all night since 2012
from next Tuesday the day after tomorrow last week

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

■ Make three sentences that begin with adverbials.

1. _____
2. _____
3. _____

Adverbials

Using fronted adverbials

Insert each of the adverbials into one of the spaces below to make ten complete sentences. Some adverbials will work in more than one sentence, but all ten must make sense.

Before sunrise,

By the light of the moon,

In the third drawer down,

At the bottom of the sea,

The week after next,

The day after tomorrow,

All day and all night,

Since the beginning of the year,

The day before yesterday,

Under hill and over dale,

- _____ we will depart forever.
- _____ they made their way home.
- _____ they had been living on biscuits.
- _____ he searched for the missing treasure.
- _____ the festival begins!
- _____ he hid the stolen ring.
- _____ they counted the stolen money.
- _____ a strange man had called at their door.
- _____ there lived an evil creature.
- _____ your homework must be complete.

Clauses

Revisiting clauses

Find the main clause

In sentences like this:

We played outside after we finished our tea.

there is a main clause:

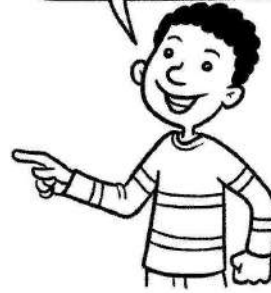
*We played **outside** after we finished our tea.*

This is the main thing stated in the sentence.

Other bits, like this, are called 'subordinate clauses'.

*We played outside **after we finished our tea.***

This bit tells you when we did the main bit.



They are linked to the main clause and tell us a bit more about it.

The main clause is the main thing the sentence has to say.

It makes sense on its own.

■ Look at these sentences and sort the main clauses from the subordinate clauses. Circle the main clauses in red and the subordinate clauses in blue.

We played outside when the rain stopped.

I made my tea because I was hungry.

Because we were good this morning we got five minutes extra play.

Mum bought a motorbike so she could visit Gran.

The aeroplane took off after everyone was on board.

We are careful when we cross the main road.

Our teacher went home because he was ill.

The caretaker took us outside to teach us some football skills.

Because it was raining we stayed indoors.

Since we started school in September we've been on three trips.

While we were waiting for the bus we played a game of catch.

The garden was ruined after the cows trampled through it.

Clauses

Revisiting clauses

Clause or not?

Clauses are distinct parts of a sentence. They usually contain a verb. They can look like a sentence. For example, this sentence:

I will *see* you when I *get* a chance after I *eat* my tea.



contains three clauses:

I will *see* you | when I *get* a chance | after I *eat* my tea.

each of which has its own verb and makes sense.

I will **see** you

when I **get** a chance

after I **eat** my tea.

■ In the sentences below, some strings of words are in bold. Some of the bold bits are clauses. Some are not. Can you sort the clauses from the non-clauses?

	Clause	Not a clause
Jamie ran away and he hid in the tree house.		
The little, green house is very old.		
My friend made a cake but it tasted horrible .		
My best friend in the whole school is leaving!		
My gran says she was around before the dinosaurs.		
One of the children let off a stink bomb and it made the whole playground smell.		
Every Saturday my sister works on her motorbike then she goes out for a ride.		

Clauses

Subordinate clauses

Shade or underline the subordinate clause in each sentence.

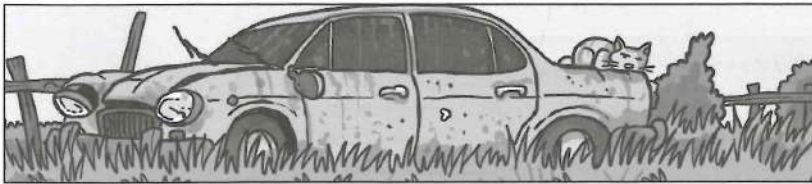
1. You should walk to school each day because the exercise is good for you.
2. His computer, which is ten years old, is very slow and noisy.
3. That's the girl who won all the races.
4. Since the holidays ended he had been bored and restless.
5. They telephoned a carpenter to come and fix their door because it kept getting stuck.
6. The black lake, where no one dared to swim at night, looked cold and uninviting.
7. I love classical music even though my friends all think it is stupid and boring.
8. Main clauses, which must always have a verb in them, contain the most important information in a sentence.



Clauses

Main clauses, subordinate clauses and phrases

Tick the appropriate box to say if the bold part in each sentence is a main clause, a subordinate clause or a phrase.



	Main clause	Subordinate clause	Phrase
1. I talked to the lady whose dog was curled up in the basket.			
2. I talked to the lady whose dog was curled up in the basket.			
3. I talked to the lady whose dog was curled up in the basket.			
4. Although it tasted quite nice, they didn't enjoy their meal in the posh restaurant.			
5. Although it tasted quite nice, they didn't enjoy their meal in the posh restaurant.			
6. Although it tasted quite nice, they didn't enjoy their meal in the posh restaurant.			
7. The old car, which had not been used for years, moved slowly down the road.			
8. The old car, which had not been used for years, moved slowly down the road.			
9. The old car, which had not been used for years, moved slowly down the road.			

Clauses

Find the clause

Circle the main clauses in the sentences below.

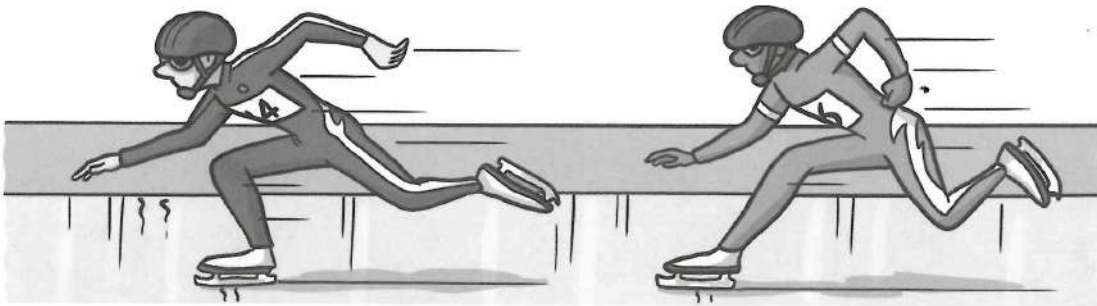
1. I like ice skating because I take part in competitions.
2. Tomorrow the weather will be good though it will rain on Tuesday.
3. Jim travels to work by bus even though he had a car.
4. Charlotte was born in France whereas her mother was born in England.

Circle the subordinate clauses in the sentences below.

5. I am going to Glastonbury Festival this year although I can't go next year.
6. I am good at maths because I like numbers.
7. I am going to buy a new skirt before I get the bus home.

Circle the conjunctions that link the clauses in these sentences.

8. Jerry was sent home from school because he was unwell.
9. The umpire was usually good but he made some bad decisions today.
10. We went to the zoo where we saw some penguins.



Clauses

Link the clauses



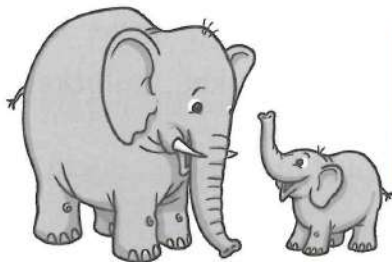
and, but, for, nor, or, so, and yet are coordinating conjunctions.

Link the following independent clauses by using coordinating conjunctions.

1. I like playing tennis _____ I am not very good at it.
2. My sister gets the bus to town _____ she doesn't have to walk.
3. I have lots of friends _____ I like them all equally.
4. My cousin might come to see me on Saturday _____ she might come on Sunday instead.
5. I didn't get in the team _____ I hadn't practised enough.

Complete the sentences by using subordinating conjunctions.

6. I bought the dress _____ of the colour.
7. We had maths and PE _____ lunch.
8. I've been able to swim _____ last year.
9. Big elephants eat more food _____ smaller elephants.
10. This is the house _____ Shakespeare used to live.



after, although, as, because, if, since, than, that, though, when, where and **while** are examples of subordinating conjunctions, but there are others.



Relative pronouns and relative clauses

Inserting relative pronouns

Add the appropriate relative pronoun to complete each sentence.

who

whose

that

which

1. That's the teacher _____ runs the netball club.
2. That's the teacher _____ car is always breaking down.
3. I gave the prize to the person _____ had tried the hardest.
4. We always go to the shop _____ has the best prices.
5. Pass me the pencil _____ has the sharpest point.
6. Trevor is the one _____ pen has leaked.
7. We chose the bike _____ seemed the safest.
8. Hennaz is the pupil _____ always tries hardest.
9. The teacher helped the boy _____ had fallen over.
10. We are supporting the team _____ outfit is black and white stripes.

Clauses

Matching clauses

Match these clauses.

Then write the clauses as a complete sentences using a relative pronoun.
Circle the relative pronoun that connects the clauses.

We climbed the tree

no one dared enter.

It was a house

had the lowest branches.

She was the only one

had made the most effort.

This is the book

had just arrived.

Their mum owns the car

birthday was in July.

He gave his pen to the man

I enjoyed the most.

She gave an 'A' to the pupil

has broken down.

1. We climbed the tree that had the lowest branches.
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Clauses

Add a clause

Extend the sentences by adding a relative clause.

1. Aneka hit the ball _____
2. Christopher approached the castle's gates _____
3. Sonia raced up the aircraft steps _____
4. Andrea tried on some new shoes _____
5. My parents were born in Jamaica _____

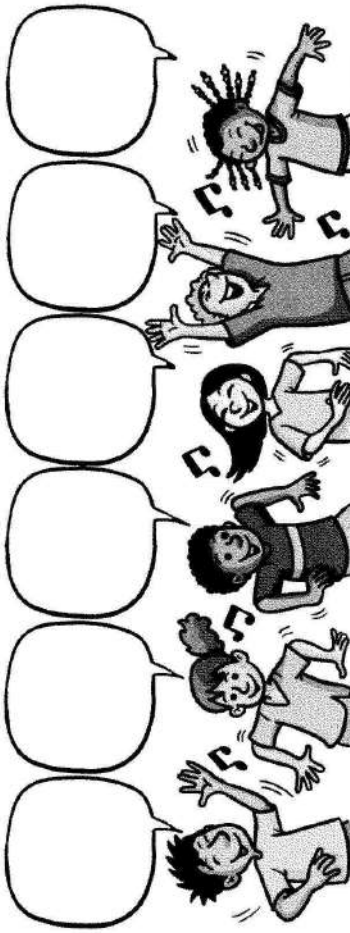
Extend the sentences by adding a subordinate clause.

6. The meal was served _____
7. Three prisoners were locked up _____
8. My broken radio was repaired _____
9. A new 100 metres world record was set _____
10. Alex was taken to dance lessons _____



Verbs and verb tenses

The modal verbs

<p>would</p> <p>Modal verbs The verbs shown on this poster are called modal verbs. These express such things as possibility, probability, permission and obligation. Modal verbs are used to change the meaning of other verbs. Modal verbs cannot be changed.</p>	<p>might</p>	<p>must</p>	<p>ought</p>	<p>should</p>
				<p>Notes Adverbs can also express probability, such as: 'certainly', 'definitely', 'undoubtedly', 'maybe', 'perhaps', 'possibly', 'probably', 'surely', 'unlikely'.</p>
<p>may</p>	<p>will</p>	<p>shall</p>	<p>can</p>	<p>could</p>

Modal verbs

What is a modal verb?

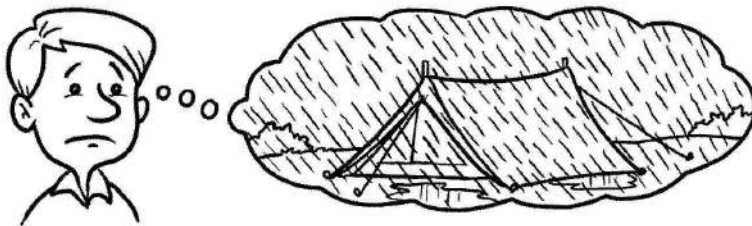
Uncertain Ernie – identifying modal verbs

■ Poor Ernie has been invited on a camping holiday but can't make up his mind! Look at the passage of writing below and circle or shade every modal verb. (There are fifteen altogether, and all ten appear at least once.)

■ Look out for negatives and questions – the modals stay the same but other words change.

Modal verbs:

will would can could may
might shall should must ought



Dear Albert,

I would love to come camping with you but I'm afraid it might rain, and I can't get my new haircut wet - it might not look nice when it's wet. Perhaps we could stay in a hotel instead, although it may be rather expensive. I wouldn't mind paying, though I couldn't afford anything posh.

I suppose we ought to go. No, in fact we must go: I'm sure it will be fun. I just feel we should wait and see if the weather will be good. Can you give me a day or two to decide, and then I promise I shall give you my answer?

Yours worryingly,

Ernie

Modal verbs

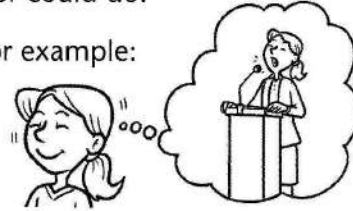
Writing with modal verbs
and adverbs

In your dreams

Modal verbs can be used to show things we will do, or could do.

- Match the situations below with a modal verb. For example:

If I become prime minister I will



- Finish off the sentence. For example:

If I become prime minister I will extend the school holidays.

- Write the full sentence down on another sheet of paper.

Situations

If I become a millionaire
If I became prime minister
If I get shipwrecked on a desert island
When I am old enough to do a job
If I became famous
When I move into my own house
When I can go on holiday by myself
When I can choose a pet of my own

Modals

I would
I could
I might
I should
I can
I will
I shall
I may

Modal verbs

What is a modal verb?

Modal nuances

Modal verbs are used alongside other verbs to suggest things like probability, obligation or ability. When we talk we use them without thinking, but it is a bit harder to write effectively with them.

■ Look at each of the statements below and write a response to each one using a modal verb in your answer. It is possible to use a different modal verb each time, but you do not have to.

Modal verbs:

will would can could may
 might shall should must ought

Example: Rain in the desert. It can rain in the desert.

1. Snow at Christmas. _____
2. Go shopping. _____
3. Play tennis. _____
4. Learn your spellings. _____
5. Eat your greens. _____
6. Say thank you. _____
7. Be nice to teachers. _____
8. Go to school. _____
9. Be kind to others. _____
10. Win the lottery. _____

Active and passive

Actions can be written in the active voice or the passive voice.

In the **active voice** the action in the verb is done by a subject to an object:

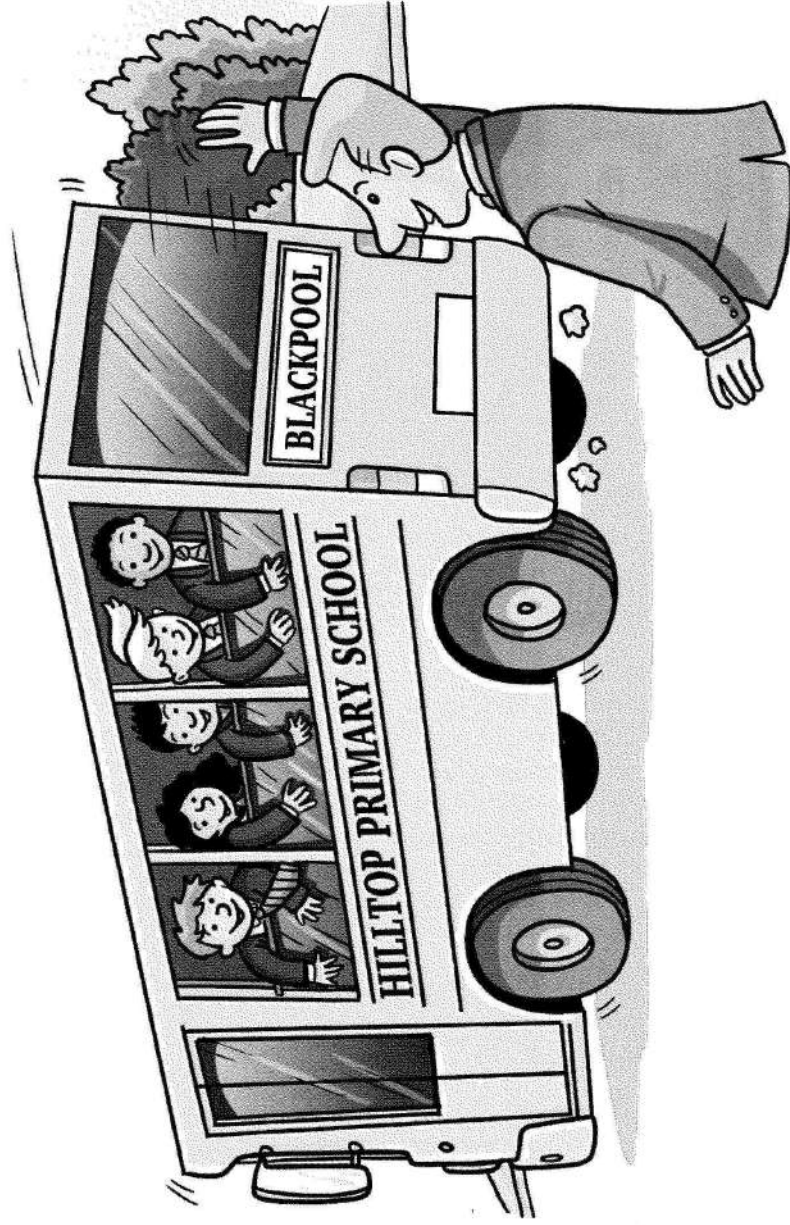
The school (*subject*) **arranged** (*verb*) **a visit** (*object*).

In the **passive voice**, the object moves to the front of the sentence to become the subject.

A visit (*subject*) **was arranged** (*verb*) **by the school**.

The **visit** has moved to the front of the sentence and become the subject.

When the passive is used, the verb has either **was** or **were** placed in front of it, and **by** placed after it.



Active and Passive form

From active to passive

All of the sentences below are write in the active voice. Rewrite them in the passive.

1. The pirate counted the treasure.

2. The wizard practised two new spells.

3. Four boys sailed model boats.

4. Gemma and Martha held an online video conference.

5. The head teacher wrote a letter to the parents.

6. Sal ordered fish and chips.

7. The taxi brought my aunt from the station to our house.

8. John Logie Baird gave the first public demonstration of televised images in 1925.

9. The Duke of Wellington's army won the Battle of Waterloo.

10. The storm battered the pier at Southend.

Active and Passive form

From passive to active

All of the sentences below are written in the passive voice. Rewrite them in the active.

1. *Treasure Island* was written by Robert Louis Stevenson.

2. The role of the Mad Hatter in *Alice in Wonderland* was played by Johnny Depp.

3. Mount Everest was first climbed by Sir Edmund Hillary.

4. In 2014, the FIFA World Cup was won by Germany.

5. St Paul's Cathedral was designed by Sir Christopher Wren.

6. Much of London was destroyed in the Great Fire of 1666.

7. South East England was struck by a hurricane in 1987.

8. The English Channel was first flown across by Louis Blériot.

9. Traffic is being held up by an accident on the M25 again.

10. Over a hundred medals were won by British athletes at the 2012 Paralympic Games.

Active and Passive form

Changing the subject

Rewrite each of these sentences so that the object becomes the subject. The first one has been done for you.

For example: The cat sat on the mat. The mat was sat on by the cat

1. Katie drank a litre of milk.

2. Felix caught a burglar.

3. Heavy rain flooded the streets.

4. A power cut turned all of the lights out.

5. JK Rowling wrote the *Harry Potter* books.

6. William the Conqueror won the Battle of Hastings.

7. The Queen awarded medals for bravery.

8. The bank robbers used a getaway car.

9. A volcanic eruption destroyed Pompeii.

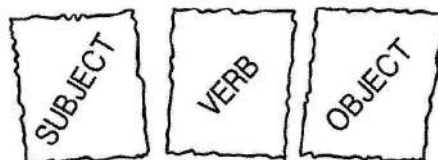
Active and Passive form

Getting verbs right

Breaking down the sentences

■ Break down these sentences by spotting the verbs, subjects and objects within them. Then write them in the table below.

1. Prince Charming woke Sleeping Beauty.
2. Anne Frank wrote a diary.
3. Neil Armstrong went to the Moon.
4. Captain Cook discovered Australia.



Subject (who or what is doing the action)	Verb (the action)	Object (who or what is having the action done to them)

■ Sometimes sentences are more complicated. In this sentence there are two verbs, two subjects and two objects. Find them all and write them in the table.

5. The driver stopped the bus and the passengers left it.

Subject (who or what is doing the action)	Verb (the action)	Object (who or what is having the action done to them)

Sometimes the subject is not included in the sentence. It is implied and we simply understand it. For example, there is no subject stated in this sentence.

"Go to the head teacher's office."

■ Write what you think the subject could be and why you think that.

I think the subject could be _____ because

Active and Passive form

**Making sure
the verb agrees**

Switching subjects

Verbs must match their subject (who or what the sentence is about). They can be written in the first, second or third person, and in singular or plural.

First-person verbs	I, We
Second-person verbs	You
Third-person verbs	He, She, They, It

- Rewrite the sentences in the spaces below.
- Change any sentences written in the first person to the second person.
- Change any sentences written in the second person to the third person.
- Change any sentences written in the third person to the first person.
- Make sure your subjects and verbs agree.

I am going to school. _____

You play the piano. _____

He shouts his name. _____

They support united. _____

You draw brilliant pictures. _____

She says the alphabet quickly. _____

You were singing. _____

We climbed the rope. _____

They play in the park. _____

We are all alone. _____

PARENTHESIS

Words and phrases that provide explanations are called parenthesis.
For example, consider the sentence: *Mr Brown shouted.*

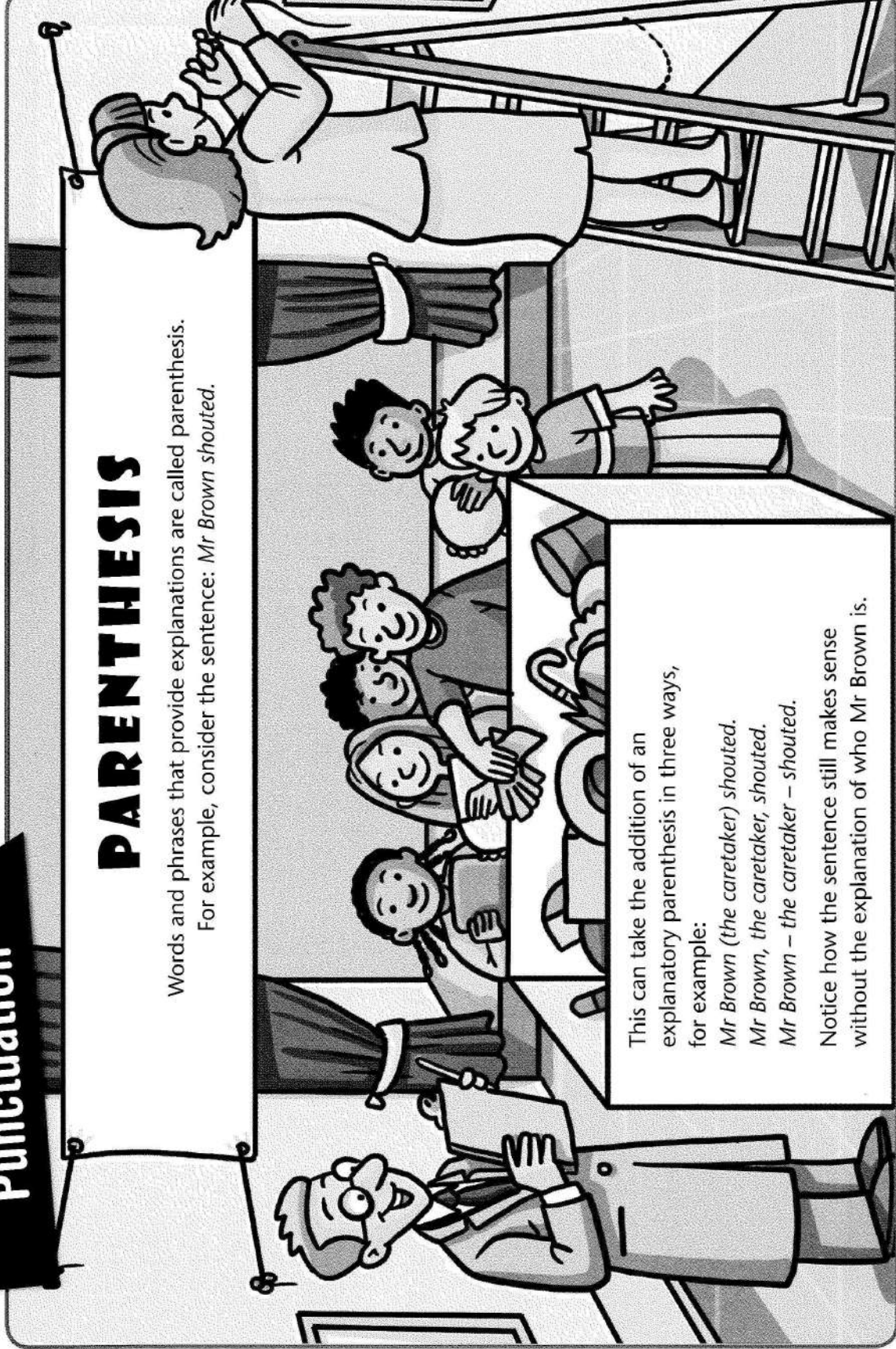
This can take the addition of an explanatory parenthesis in three ways, for example:

Mr Brown (the caretaker) shouted.

Mr Brown, the caretaker, shouted.

Mr Brown – the caretaker – shouted.

Notice how the sentence still makes sense without the explanation of who Mr Brown is.



Parenthesis

Brackets, dashes and commas

Using parenthesis

- These clauses fit into the sentences below using parenthesis.

the one with the puncture
my mum's sister
the green one
my mother's mother
the new one
the one with the bandaged paw
the big old building
the one in the village



- Try to put the right clause in the right sentence.

My dog, _____, needs to see a vet.

My gran, _____, has got false teeth.

Our school (_____) is getting knocked down.

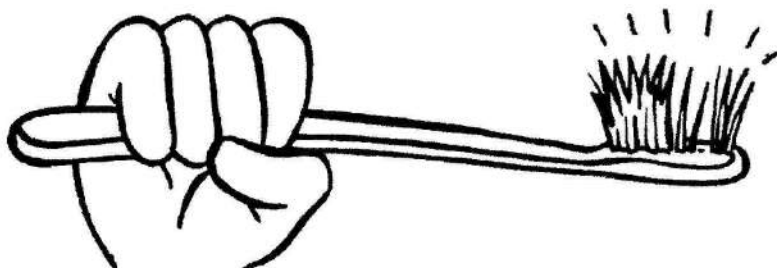
My sister's bike – _____ – needs repairing.

Today the computer, _____, broke down.

Aunty Lou (_____) is visiting us.

The old oak tree (_____) blew down in the storm.

My toothbrush – _____ – has lost its bristles.



Verb tenses

Mix and match



The verb must be in the correct form and the verb and subject must agree.

Look at these sentences. In each one there is a verb missing.

Use the clues in the sentences to help you choose the correct verb from the word bank to fit the space. You must only use one word of each pair.

knows knew competed compete arrive arrived
ate eat end began go went bring brought
watch watched finish finished complete completed

1. Yesterday I _____ a television programme about mice.
2. We _____ breakfast at 8 o'clock this morning.
3. The school holidays _____ next week.
4. Last Saturday I _____ to the football with Demetri and Zak.
5. Laura _____ home at 4.45pm.
6. No one _____ who our new class teacher will be.
7. The athlete _____ in ten events.
8. I have _____ my homework.
9. On Saturday we _____ my new dog home.
10. The holidays _____ a long time ago.

Choose one of your sentences and explain why you chose the verb form.

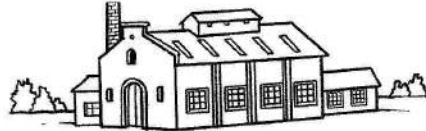
Verb tenses

Checking verb
tense in writing

Get it right

■ For each passage below insert the correct verbs. Remember you may have to change the spelling of the verb or add a modal verb.

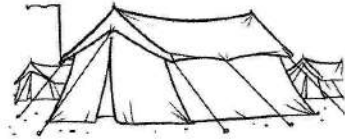
Victorian children



Verbs: go, eat, live, catch, work, drink, learn

Conditions for many children were often harsh in Victorian times. They often _____ in factories and _____ in squalid conditions. Poor children _____ little and often _____ nasty diseases, often because they _____ dirty water. Lucky children _____ to school where they _____ to read and write.

Refugee children



Verbs: provide, live, have, sleep, catch, keep up, get

Many children around the world have to flee from war and famine. They often _____ in camps and _____ in cramped rooms. Charities _____ some food for them, but they can still _____ nasty diseases because sometimes they cannot _____ clean water. In some refugee camps children _____ lessons so that they can _____ with their learning.

One day all children...

Verbs: drink, have, learn, go, eat, work, fight

Many people hope that one day all children _____ equal rights. They _____ to school and they _____ enough to make them independent. They _____ healthy food, and they _____ clean water. They _____ never _____ in wars, and they _____ only _____ in jobs that they want to do, and that are safe.

Speech

“ ” ‘ ’

Speech marks, or **inverted commas**, are used in writing direct speech. Direct speech is the exact words that someone has said.

“I’m beginning to understand,” he said.

“Finally!” she replied.

“We’re too late,” I said.

“Can we meet up tomorrow?” Sarah asked.



WATCH OUT

The punctuation at the end of the words that are spoken always comes **inside** the final set of speech marks.



✓ “Can I talk to you please?” she whispered.

✗ “Can I talk to you please”? she whispered.

Inverted commas, or quotation marks, are used in writing to show that you are quoting what someone has written or said.

Candy describes The Boss as ‘a pretty nice fella’.

Duffy uses the words ‘puce’, ‘yellow’, ‘green’ and ‘red’ to make the reader think of the colours they might see in a bruise.

EASY TO REMEMBER

You may see single (‘ ’) or double (“ ”) speech marks when you are reading. Both of these are correct, and, unless you are given specific instructions, it is not important which style you use in your own writing. However, whichever you choose, you must use it consistently through your work.

‘I’ll bring chocolate and popcorn,’ Kate said.

“Where are you?” I whispered nervously.

Speech

- For each pair of sentences, decide which is more likely to be used in speech and which is more likely to be used in writing.



You were mucking about.	Please leave immediately.	That telly programme was great.	I went to the loo.
I used the bathroom.	Your behaviour was inappropriate.	I'd love another plate of pudding.	Go away now.
Thank you for inviting me to your house.	Cheers for asking me round.	The television programme was immensely enjoyable.	The room had a terrible smell.
I sure was glad when the racket stopped.	I would have enjoyed a further helping of the sweet course.	The place stank something shocking.	It was a huge relief when the noise finally ended.

- Choose one sentence that is more likely to be used in speech and explain why.

Sentence: _____

Reason: _____

- Choose one sentence that is more likely to be used in writing and explain why.

Sentence: _____

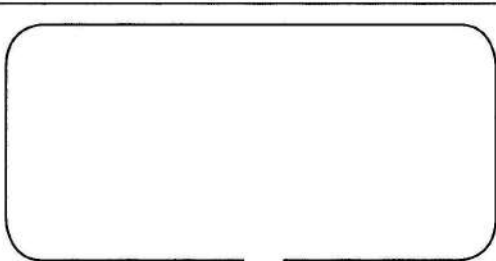
Reason: _____

Speech

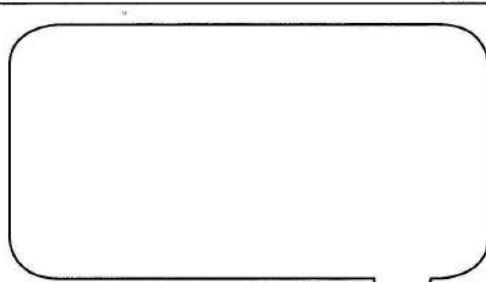
Vocabulary in speech
and writing

Right words, right occasion

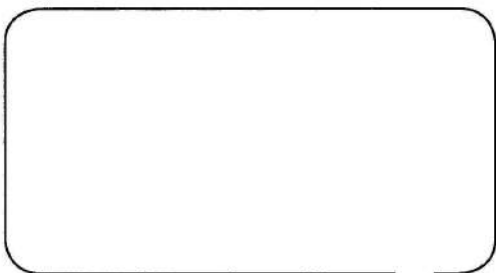
■ Here are four different occasions. How will the people in each situation speak? What is different about the way they will talk?



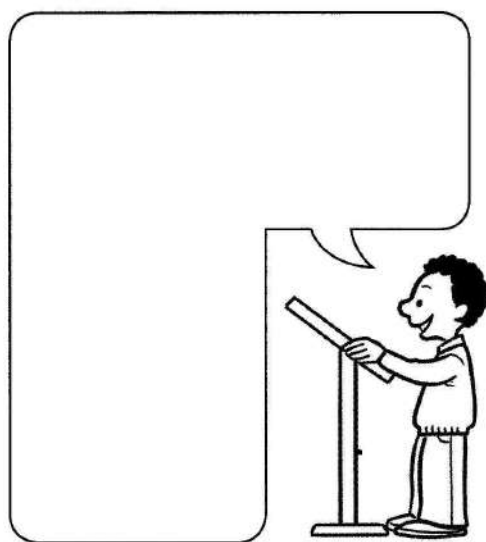
This man is taking a pair of trousers that were too small back to the shop. How will he talk?



This man has just been served food that was cold. How will he talk?



This girl is meeting the prime minister. How will she talk?



This boy is making a speech to the whole school. How will he talk?

Punctuation



Punctuation notes


Capital letter at start of sentence.


Dash to tag bits on to a sentence  like this.

Full stop to end a sentence 

What does a question mark do? 

The teacher said  *Inverted commas demarcate speech.*  (Sometimes they are called speech marks, too.)

Commas are used to separate certain parts of sentences  making them easier to read and avoiding ambiguity.

Brackets can be used for additional information  (like the earlier speech marks note).

Wow – exclamation mark 

Apostrophes show a noun's possession or they show contraction – they mustn't be put in the wrong place.

Don't forget that commas, brackets and dashes can all be used for parenthesis. For example:

Mr Brown *(the caretaker)* shouted.

Mr Brown, *the caretaker,* shouted.

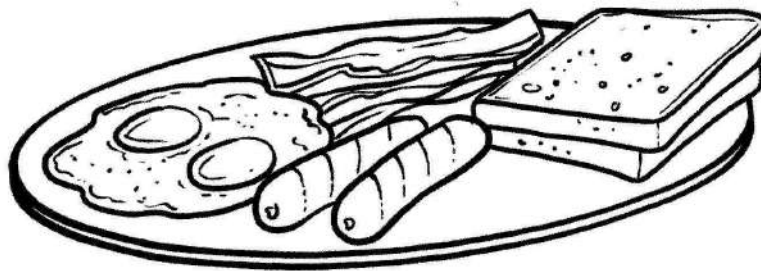
Mr Brown – *the caretaker* – shouted.

Punctuation

Commas in writing

Using commas

■ Draw lines to match the explanations for uses of commas to the correct examples.



Explanations for comma uses

Commas are usually used to separate items in small lists within a sentence.

Commas are sometimes used to demarcate parenthesis.

Commas are often used in direct speech.

Commas are usually used to separate clauses.

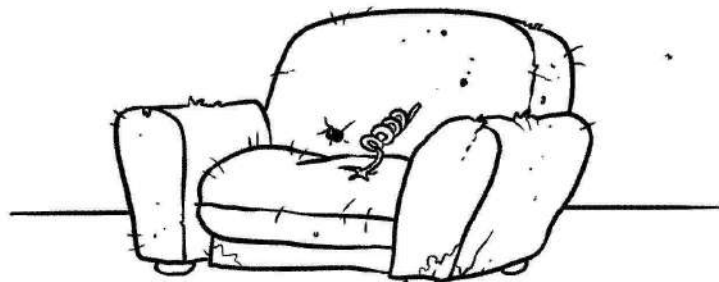
Examples

My favourite armchair, the one with saggy cushions, has got a hole in it.

They travelled to Cardiff, where they had lunch and visited the castle.

They started the day with a breakfast of scrambled eggs, bacon, sausage and toast.

"Be quiet," he said, "and stay in your seats!"



Punctuation

Commas, dashes, brackets

Add each word or phrase in the box into an appropriate sentence below. You can decide whether to use commas, dashes or brackets to show parenthesis.

despite our fight who never smiles reluctantly
the best singer in the school although a bit long or earlier
porridge and burnt toast which is rather untidy

1. This book _____ is a fantastic read.
2. Mr Evans _____ is a scary teacher.
3. We returned _____ to our camp at the bottom of the mountain.
4. Jodie _____ is in the choir.
5. Complete this homework by Friday _____ if you want a house point.
6. We shook hands _____ and agreed to be friends.
7. My bedroom _____ is covered in posters.
8. We had a quick breakfast _____ and then ran to catch the bus.

Punctuation

Adding commas

All the commas are missing from these sentences. Insert them in the correct places.

1. We went to the supermarket and bought eggs cheese apples and potatoes.
2. Our house which is over 100 years old has a leaky roof.
3. "I'd like an ice cream" said Tina "with a flake in it please."
4. For lunch we had fish fingers peas carrots and chips.
5. I looked everywhere for my pen having lost it on my way to school.
6. Our teacher the most forgetful member of staff never gets us to assembly on time.
7. Josh dropped his drink which soaked his T-shirt.
8. I have been to Scotland England Wales and Northern Ireland.
9. Dad took a hay fever tablet which stopped him sneezing.
10. "Come on" said Eleanor "or we'll be late!"



Punctuation

Revisiting punctuation

Punctuation spotting

■ Use this sheet to record examples of different punctuation marks from books you know. Write the sentence from your book and circle the punctuation that you are interested in. Explain why the punctuation has been used.

Punctuation mark	Example sentence	Explanation
• Full stop		
? Question mark		
! Exclamation mark		
“ ” Inverted commas		
' Apostrophe		
() Brackets		
— Dash		
, Comma		

■ There are several different jobs that commas do. Find an example for each type. Write these on a separate piece of paper.