



Nelson
Grammar

Pupil Book 6



OXFORD



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Great Clarendon Street, Oxford, OX2 6DP, United Kingdom

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Text © Wendy Wren 2014

Illustrations © Tony Forbes

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First published 2014

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British Library Cataloguing in Publication Data

Data available

ISBN: 978-1-4085-2393-3

1 3 5 7 9 10 8 6 4 2 1

Paper used in the production of this book is a natural, recyclable product made from wood grown in sustainable forests. The manufacturing process conforms to the environmental regulations of the country of origin.

Printed in Italy by L.E.G.O S.p.A.

Acknowledgements

Series editor: John Jackman

Cover illustrations: Tony Forbes

Page make-up: OKS Prepress, India



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Book 6 Scope and Sequence

Unit	Pupil Book	Pupil Book Focus	Pupil Book Practice	Pupil Book Extension	Resource Book Support	Resource Book Extension
1	sentences: subject and object	identifying the subject and object in given sentences	completing sentences with interesting objects	adding adjectives to subjects and objects to make interesting sentences/constructing sentences from given subject-object pairs	identifying subjects and objects in sentences/ completing chart/writing sentences with given subjects	making given nouns the subject, then the object of own sentences
2	sentences: subject and predicate	identifying subjects and predicates in sentences	matching subjects and predicates to form sentences	writing interesting subjects to complete sentences/writing interesting predicates to complete sentences	identifying subject and predicate in sentences/ completing sentences with interesting predicates	using given nouns as both subject and predicate in pairs of sentences
3	homophones and homonyms	completing sentences with correct homophone/identifying parts of speech – homonyms	solving clues with correct homophone – homonym/sentence writing	using unusual homophones in sentences	choosing the correct homophone/identifying parts of speech – homonyms/sentence writing	writing homophones for given words/using pairs of homonyms in sentences
4	pronouns: relative	completing sentence with relative pronouns	joining pairs of sentences with relative pronouns	completing sentences with <i>whose</i> and <i>whom</i>	joining pairs of sentences with relative pronouns/ completing sentences with <i>whose</i> and <i>whom</i>	writing sentences with relative pronouns about given subjects
5	verbs: modals	identifying modal verbs in sentences	completing sentences with <i>may – can; might – must; could – would – should</i>	writing sentences with given modal verbs	using <i>could – would – should</i> in own writing/ writing sentences with given modal verbs	using modal verbs in given scenarios
6	sentences: relative clauses	identifying relative clause and associated noun in sentences	completing sentences with <i>who</i> or <i>which</i>	adding relative clauses to main clauses/adding main clauses to relative clauses	completing sentences with relative clauses/ writing description using relative clauses	positioning relative clauses to make sense
7	verbs: round-up	putting given verbs into a variety of tenses	changing sentences into a variety of other tenses	writing sentences with past simple and past perfect tenses	changing sentences into given tenses	writing sentences with given tenses about given subjects
8	sentences: single- and multi-clause	identifying main clauses and conjunctions in sentences	joining pairs of sentences with co-ordinating conjunctions	adding conjunctions and main clauses to given main clauses	identifying main clauses and conjunctions in sentences/joining pairs of sentences to make multi-clause sentences	writing single-clause sentences with given phrases/turning single-clause sentences into multi-clause sentences
9	confusing words	correcting mistakes in sentences using <i>all together – altogether; lie – lay; past – passed</i>	completing sentences with <i>all together – altogether; lie – lay; past – passed</i>	completing sentences with verb <i>to lie</i>	completing sentences with <i>all together – altogether; lie – lay; past – passed</i> /sentence writing with verb <i>to lie</i>	sentence writing with more unusual confusing words
10	sentences: single- and multi-clause	identifying main and subordinate clauses in sentences	joining pairs of sentences with subordinating conjunctions	adding subordinate clauses to main clauses	identifying subordinate clauses/joining single-clause sentences to make multi-clause sentences	writing single-clause sentences with given phrases/turning sentences into multi-clause sentences
11	improving writing: vocabulary and detail	replacing overused words in sentences	expanding simple sentences/rewriting sentences to avoid repetition	improving sentences with vocabulary and detail	rewriting simple passage to improve vocabulary	rewriting sentences to avoid beginning with <i>I</i>
12	nouns: phrases	identifying noun phrases in sentences/ forming noun phrases	identifying and expanding noun phrases	identifying noun phrases with infinitives/ sentence writing with given noun phrases	identifying noun phrases in sentences/expanding noun phrases and using them in sentences	completing sentences with noun phrases as indicated/ writing sentences with given infinitives
13	improving writing: presenting information	answering questions about structure of extended writing	completing a chart from given information	researching and presenting information	using information given in continuous prose about <i>Henry VIII's wives</i> to create a chart	researching information about the <i>Solar System</i> and creating a chart
14	confusing words	correcting mistakes in sentences	completing sentences with <i>who's</i> or <i>whose</i>	writing sentences with pairs of often confused words	choosing correct word to complete sentences	completing traditional poem/writing sentences
15	punctuation: hyphens in compound words	adding hyphens where appropriate	adding hyphens where appropriate	correcting ambiguous headlines with hyphens	contracting phrases into compound adjectives/ writing numbers and fractions as words/ making hyphenated and non-hyphenated compound words from given root words	explaining meaning of hyphenated and non-hyphenated phrases/ contracting phrases into hyphenated compound adjectives

Unit	Pupil Book	Pupil Book Focus	Pupil Book Practice	Pupil Book Extension	Resource Book Support	Resource Book Extension
16	sentences: direct speech round-up*	punctuating direct speech sentences/setting out as conversation	completing and punctuating direct speech sentences	writing conversation in direct and indirect speech	writing a conversation with speech marks from speech bubbles	writing a conversation from picture stimulus
17	verbs: modal/auxiliary verbs*	identifying auxiliary verbs	completing sentences with <i>must – ought to/ have to, has to or had better</i>	writing sentences with modal and auxiliary verbs	ranking statements with auxiliary verbs in order of strength of purpose/ sentence writing with auxiliary verbs	writing a conversation about a given situation to include auxiliary verbs
18	verbs: active and passive	identifying active and passive verbs in sentences	changing sentences from active to passive/ passive to active	writing active sentences with given verbs/ changing sentences to passive	identifying active and passive verbs in sentences/changing active sentences to passive sentences	completing sentences with active and passive verbs/ writing active and passive sentences with given verbs
19	Standard English: slang	identifying how Non-standard English sentences would be written in Standard English	changing words into Standard English in sentences	interpreting Cockney rhyming slang	changing slang words and phrases in sentences to Standard English/ rewriting sentences in Standard English/ interpreting Cockney rhyming slang	rewriting a slang conversation in Standard English
20	sentences: conditional clauses*	identifying conditional clauses in sentences	completing sentences with conditional clauses	completing sentences with frontal conditional clauses	completing sentences with conditional clauses/ writing about the weekend including conditional clauses	writing sentences with given conditional conjunctions
21	punctuation: semicolon and colon	explaining use of semicolon and colon in sentences	punctuating sentences	writing sentences about given topics with semicolons, colons and dashes	adding missing semicolons and colons to sentences/ writing sentences with semicolons and colons	constructing sentences from given situations using semicolons and colons
22	paragraphs: discursive writing	answering questions about structure in extended writing	supported writing for a discursive piece on given subject	writing a discursive piece on choice of subject	writing discursive piece with given paragraph plan and arguments	researching and writing discursive piece
23	verbs: active and passive	identifying active and passive verbs in sentences	completing passive sentences with agents/ with actions	writing active and passive sentences from given pairs of subjects and objects	identifying active and passive sentences/ changing active sentences to passive sentences	completing sentences with active and passive verbs/ writing active and passive sentences with given verbs/supplying agents for passive sentences
24	Standard English: grammatical constructions	changing Non-standard English sentences into Standard English	choosing correct word to complete sentences/ rewriting sentences in Standard English	writing Non-standard English conversation/ changing it to Standard English	identifying Non-standard words and phrases in sentences/correcting Non-standard English in sentences/rewriting double negative sentences	correcting Non-standard English sentences/writing sentences in Standard English
25	punctuation: hyphens with prefixes	adding hyphens	writing hyphenated words with given prefixes/using hyphenated words in sentences	writing sentences with <i>re</i> words unhyphenated and hyphenated	identify and correcting words needing a hyphen/matching hyphenated words to correct definition/ sentence writing	sentence writing with hyphenated/non-hyphenated words
26	sentences: clause round-up*	identifying main clauses in sentences	completing sentences with given type of clause	extending sentences with adverb, relative and conditional clauses	writing story opening from picture stimulus and given clauses	writing story opening from picture stimulus to include given clauses
27	verbs: active/passive/ subjunctives	identifying subjunctive verbs in sentences	rewriting active sentences as passive sentences/rewriting sentences to use the subjunctive form	changing informal sentences into formal sentences using the subjunctive <i>were</i>	writing active and passive sentences for each pair of nouns	forming the subjunctive from infinitives/writing sentences with subjunctives from word equations
28	Standard English: vocabulary	discussing different forms of writing for different purposes and audiences	translating and writing text messages/ translating and writing emails/identifying formal English expressions in letter	writing text message, email and letter on chosen subject	rewriting a Non-standard English email for a non-native speaker	creating a Non-standard English email to a classmate/correcting an email

Sentences

Simple sentences have a **subject**, a **verb** and an **object**.

Subjects and **objects** are nouns and pronouns.



subject

The lion hunts the antelope.

object



Nouns are naming words. **Pronouns** are words that can take the place of nouns.

The **subject** tells you who or what the sentence is about.

The sentence is about **the lion**.

The **object** tells you who or what is having something done to it.

The antelope is being hunted.

Here are some more examples.



subject

The cricketer hits the ball.

object

subject

The puppy chews a slipper.



object

Focus

A What is the *subject* of each sentence?

- 1 Sam concentrated on his reading.
- 2 The horse jumped the fence.
- 3 The archers shot at the targets.
- 4 Nina ate a biscuit.



B What is the *object* in each sentence?

- 1 Ali washed the car.
- 2 My friends bought me a present.
- 3 Policemen catch robbers.
- 4 The spider devoured the fly.



Practice

Copy and finish each sentence by adding an interesting *object* to each one.

- 1 Kali grabbed _____.
- 2 The young girl spilt _____.
- 3 Frank bought some _____.
- 4 The giraffe ate _____.
- 5 My cousin made _____.



Extension

- A** Copy the sentences into your book. Make each one more interesting by adding an *adjective* in front of each *subject* and each *object*.

- 1 The man ate the pie.
- 2 The decorator painted the wall.
- 3 The boy flew his kite.
- 4 The cobra hissed at the woman.
- 5 Blackbirds eat worms.



- B** Write sentences of your own using these pairs of *subjects* and *objects*.

subject

object

- | | |
|---------------|----------|
| 1 cat | tree |
| 2 pirate | treasure |
| 3 musician | song |
| 4 bird | nest |
| 5 policewoman | traffic |

Make your sentences interesting by using **adjectives**.



Sentences

A **sentence** has two parts.

The **subject** is the person or thing that the sentence is about.

The **predicate** is the rest of the sentence.

subject

My family

The dog

Everyone

predicate

is very large.

barked at the stranger.

cheered loudly.



To find the **subject** of a sentence, first find the **verb**.

The dog **barked** at the stranger.

Ask who or what **barked** in the sentence: **the dog**

The subject is **The dog**.

This is a very simple sentence that does not tell us very much.

It is not very interesting!

We can make the sentence more interesting by adding to the **subject**.

subject

predicate

The fierce, angry dog barked at the stranger.

We can make the sentence even more interesting by adding to the **predicate**.

subject

predicate

The fierce, angry dog barked at the mysterious stranger.

We add **adjectives** to make the subject more interesting.



Focus

A What is the *subject* of each sentence?

- 1 That valuable book has been left in the rain!
- 2 A flock of geese frightened the children.
- 3 The enthusiastic audience clapped wildly.



B What is the *predicate* in each sentence?

- 1 The mist lingered in the bottom of the valley.
- 2 Every old car causes pollution.
- 3 The gigantic tree had fallen across the road.



Practice

Join each *subject* with the correct *predicate* to make a sentence.

- | Subject | Predicate |
|---------------------|---------------------------------------|
| 1 An octopus | went all the way around the building. |
| 2 The tennis player | don't like flying. |
| 3 The queue | is coming to visit. |
| 4 My aunt | has eight legs. |
| 5 Some people | served an ace. |



Extension

A Add an interesting *subject* to each *predicate*.

- _____ swayed dangerously in the wind.
- _____ crept through the undergrowth.
- _____ cast magic spells.
- _____ burst through the clouds.
- _____ journeyed in space.



B Add an interesting *predicate* to each *subject*.

- The firework display _____.
- Many athletes _____.
- The red squirrel _____.
- Ancient monuments _____.
- The weird sculpture _____.



Homophones and homonyms

Homophones are words that sound the same BUT they:

- are spelled differently
- have a different meaning.



Using the wrong **homophone** can make what we write ridiculous!

He made a sandcastle on the **beech**.

What the writer means is: He made a sandcastle on the **beach**.

Homonyms are words that are **different parts of speech** BUT they:

- sound the same
- are spelled the same.

We watched the **play**.

They **play** musical instruments.



noun

verb

Focus

A Choose the correct *homophone* from the brackets to complete each sentence.

1 The cowboy _____ into town. (rode/road)

2 The _____ approached the castle. (night/knight)

3 I _____ what I had to do. (new/knew)

B Say if the italic word in each sentence is used as a *noun* or a *verb*.

1 a I have to *type* this letter again!

b What *type* of butterfly is that?

2 a Put the fruit in the *bowl*.

b I *bowl* left-handed.

3 a *Book* the tickets before they all go.

b A *book* of raffle tickets costs a pound.



Practice

A Solve the clues with the correct *homophone*.

- | | |
|--------------------------------|----------------|
| 1 material obtained from trees | (would/wood) |
| 2 a type of fish | (plaice/place) |
| 3 opposite of left | (write/right) |
| 4 to pull along behind | (toe/tow) |
| 5 a facial feature | (nose/knows) |

B Write clues for the *homophones* that were NOT the answers in **A**.

C The answer to each pair of clues is a *homonym*. Write the *homonym*.

- | | |
|-------------------------------------|----------------------------------|
| 1 a very serious | b where people are buried |
| 2 a outer part of a tree | b noise a dog makes |
| 3 a move back and forwards | b large stone |
| 4 a where ships unload cargo | b a type of drink |
| 5 a to let something go | b does not cost anything |

D Choose a *homonym* for two of the clues in **C**.

Write two sentences for each *homonym* showing you understand the different meanings.

Use a dictionary to help you. 

Extension

These pairs of *homophones* are more unusual.

Use each of them in a sentence of your own to show you clearly understand the meaning.

- | | |
|--------------|--------------|
| 1 chord/cord | 2 coin/quoin |
| 3 flow/floe | 4 queue/cue |
| 5 sight/cite | 6 wrote/rote |



Pronouns

A **pronoun** takes the place of a **noun**.

The doctor examined the patient.

She examined the patient.

The following pronouns are called **relative pronouns**.

who whom whose which that



Relative pronouns are special because they do two jobs.

- 1 They take the place of **nouns**.
- 2 They act as **conjunctions**, and they are **related** to the **noun** that comes before them in a sentence.

We have a cousin.

He lives in America.

We have a cousin **who** lives in America.

The artist painted a picture.

The picture won a prize.

The artist painted a picture **which** won a prize.

Who is used for people. **Which/That** are used for animals and things.



Conjunctions are joining words.



Focus

Copy the sentences.

Use the *relative pronoun who* or *which* to complete each one.

- 1 She was on the bus _____ broke down.
- 2 I mowed the grass _____ had grown very tall.
- 3 We listened to the street musicians _____ played outside the town hall.
- 4 She likes poetry _____ tells a story.
- 5 The photographer, _____ takes wildlife pictures, is very talented.



Sometimes **verbs** are made up of more than one word.

These verbs are made up of **auxiliary** or **helper verbs** + **main verb**.
This group of **auxiliary verbs** is very useful.

may	might	could
can	must	would
		should



These are called **modal verbs**.

can and **may**:

She **can** recite her 12 times table.
May I recite my 12 times table to you?



might and **must**:

You **must** learn your 12 times table.
I **might** ask Dad to help me.



could, **would** and **should**:

I **could** practise every day.
I **would** like to get them all right.
I **should** spend more time learning them.



Focus

What is the *modal verb* in each sentence?

- 1 I must remember to take my homework to school.
- 2 I should warn you that the weather will get worse.
- 3 It might be a good idea to ring up and check what time it starts.
- 4 Can you reach the top shelf?
- 5 They would like to visit in the spring.
- 6 I could eat a horse!
- 7 You may leave at six o'clock.
- 8 May I borrow that CD?



Practice

A Copy and complete the sentences with *can* or *may*.

- 1 _____ I have a cup of tea and a slice of toast?
- 2 _____ you find your way?
- 3 You _____ go to the library if you _____ find your library card.

B Copy and complete the sentences with *might* or *must*.

- 1 If you _____ sing along, do it quietly!
- 2 The river _____ flood if it keeps on raining.
- 3 She _____ set off now because the bus _____ be early.

C Copy and complete the sentences with *could*, *would* or *should*.

- 1 We _____ easily climb that mountain.
- 2 We _____ not attempt to climb that mountain.
- 3 We _____ be foolish to climb that mountain.



Extension

Write sentences using these pairs of verbs.
Underline the *modal verb* in each sentence.

- | | |
|--------------------|------------------|
| 1 a can go | b may go |
| 2 a might arrive | b must arrive |
| 3 a would remember | b could remember |
| 4 a should leave | b could leave |

To make sentences more interesting, we can use **relative clauses**.

A relative clause:

- begins with a relative pronoun:

who whom whose which that

- tells us more about a **noun** or **pronoun** in the main clause.

main clause = Grandad had some stamps

relative clause = **which were very valuable.**

Grandad had some stamps **which were very valuable.**

main clause = The audience applauded the actor

relative clause = **who had given a wonderful performance.**

The audience applauded the actor **who had given a wonderful performance.**

We use **who** when we are writing about a person.

I helped the boy **who** had fallen off his bicycle.

We use **which/that** when we are writing about an animal or thing.

Will you hang out the towels **which** have been washed?

This is the jigsaw piece **that** completes the puzzle.



Another name for a relative clause is an **adjective clause**.



Focus

Copy the sentences.

Underline the *relative clause* in each sentence.

Put a ring around the noun it tells us about.

- 1 Where is the sock that matches this one?
- 2 I received a postcard from my sister who is on holiday in Greece.
- 3 She watered the plant that had drooping leaves.
- 4 May I speak to the person who left this message?
- 5 The farmer made a scarecrow that frightened the birds.



Practice

Copy and complete the sentences with *who* or *which*.

- 1 I found an old coin _____ had been buried for hundreds of years.
- 2 These people, _____ use the well, live in the village.
- 3 Is Saturn the planet _____ has the rings around it?
- 4 The plane, _____ flew faster than the speed of sound, was called Concorde.
- 5 I know the people _____ have moved in next door.



Extension

A Copy and complete each sentence by adding a *relative clause* to the main clause to make interesting sentences.

- 1 They found the bag _____.
- 2 Do you know the fairy tale _____?
- 3 The police caught the robber _____.
- 4 We saw the film _____.



B Copy and complete each sentence by adding a *main clause* to the relative clause to make interesting sentences.

- 1 _____ who works in the garage.
- 2 _____ which the dog had buried.
- 3 _____ that the postman delivered.
- 4 _____ who sells fruit and vegetables.



Verbs tell us what **happens**, **has happened** or **will happen**.

The **tense** of a verb tells us **when** something happens – in the **past**, the **present** or the **future**.

- | | |
|------------------------------------|-------------------------|
| • past simple tense | It snowed . |
| • past progressive tense | It was snowing . |
| • perfect tense | It has snowed . |
| • past perfect tense | It had snowed . |
| • present simple tense | It snows . |
| • present progressive tense | It is snowing . |
| • future tense | It will snow . |



This is a round-up of the **verb tenses** you know.



Focus

A Say the verb *tenses* with *It* for each verb.

past simple	past progressive	perfect	past perfect
present simple	present progressive	future	

1 to rain 2 to blow 3 to hail 4 to shine 5 to drizzle

B Identify the *verb* in each sentence and say which *tense* it is.

- 1 The wind had gusted at 40kph.
- 2 The hail is battering the windows.
- 3 The fog swirled across the moors.
- 4 The lightning has struck the oak tree.
- 5 It will snow tomorrow.



Practice

A Write these sentences in the *present progressive tense* and the *past progressive tense*.

- 1 I shelter under a tree.
- 2 The thunder rumbles in the distance.
- 3 Flags flutter in the breeze.



B Write these sentences in the *perfect tense* and the *past perfect tense*.

- 1 The wind blows strongly.
- 2 The sun is shining brightly.
- 3 The clouds are obscuring the sun.



C Write these sentences in the *present simple tense* and the *past simple tense*.

- 1 It will rain.
- 2 The wind will blow.
- 3 It will drizzle.



Extension

Write a sentence using each pair of verbs.

Use the *past simple tense* and the *past perfect tense*.

Action 1

1 to eat

I ate my lunch after I had washed my hands.

2 to burn

3 to borrow

4 to post


Action 2

to wash

to build

to lose

to write

The first one  is done for you.



Sentences

A sentence can sometimes be made up of **one main clause**. This is called a **single-clause sentence**.

The hawk soared in the sky.

A sentence can also be made up of two or more main clauses joined by co-ordinating conjunctions:

and **but** **or**

This is a **multi-clause sentence**.

main clause

main clause

multi-clause sentence

The hawk soared in the sky.

We watched it disappear in the distance.

The hawk soared in the sky **and** we watched it disappear in the distance.

main clause

main clause

multi-clause sentence

We were caught in a traffic jam.

We made it on time.

We were caught in a traffic jam **but** we made it on time.

main clause

main clause

multi-clause sentence

It might rain tomorrow.

It might be fine.

It might rain tomorrow **or** it might be fine.



This is sometimes known as a **simple sentence**.



This is sometimes known as a **compound sentence**.

Focus

Copy these multi-clause sentences.

Underline the *two main clauses* in each sentence and circle the *conjunction*.

- 1 The famous explorer went to Africa and she stayed there for many months.
- 2 The volcano erupted and lava poured down its sides.
- 3 I enjoy basketball but I'm too tired to play it now.
- 4 Are you going shopping today or will you wait until tomorrow?
- 5 It's my birthday tomorrow but I'm not having a party.



Practice

Use a *co-ordinating conjunction* to make a multi-clause sentence.

main clause

- 1 My sandal is broken.
- 2 The library was busy.
- 3 I might have pizza for lunch.
- 4 I like this poem.
- 5 The bird's feathers were blue.
- 6 The castle was ancient.

main clause

- 1 I think I can mend it.
- 2 There was nowhere to sit.
- 3 I might have soup.
- 4 I don't like that one.
- 5 Its beak was yellow.
- 6 Its walls were in ruins.



The conjunctions you can use are **and**, **but** and **or**.

Extension

Add a *conjunction* and a *main clause* to each of these simple sentences to make a *multi-clause sentence*.

- 1 The diver was looking for pearls _____.
- 2 My head is aching _____.
- 3 The factory is closing down _____.
- 4 I might go for a swim _____.
- 5 I may have misjudged you _____.
- 6 We are a small community _____.
- 7 Is this sufficient _____.
- 8 The restaurant was very good _____.

The conjunctions you can use are **and**, **but** and **or**.



Confusing words

Some words are very confusing!

- **all together and altogether**

all together = collectively/as a group

Let's sing **all together**.

altogether = all things considered/completely

Altogether, Sam is the better football player.

Altogether, the bill came to £25.



- **lay and lie**

lay = put *something* in a horizontal position

Will you **lay** the table for dinner?

lie = to put *yourself* in a horizontal position/to speak an untruth

I think I will **lie** down.

Did you **lie** to me?



- **past and passed**

past = adjective / noun / adverb / preposition

adjective This **past** year has been amazing.

noun I am interested in the **past**.

adverb Amy raced **past**.

preposition Amy raced **past** her friends.

passed = simple past tense of *to pass*

He **passed** the potatoes to me.



Focus

Discuss and correct the *mistake* in each sentence.

- 1 We must walk to the library altogether.
- 2 The cars zoomed passed.
- 3 Lay down and have a rest.
- 4 Lie those sheets flat.
- 5 I am all together sure I am right.
- 6 In the passed, people travelled by horse and carriage.
- 7 He past by unnoticed.



Practice

A The writer has confused *all together* and *altogether*. Copy and correct the sentences.

- 1 It's all together a bit of a mess!
- 2 Let's go altogether.
- 3 All together, it is a difficult problem.



B The writer has confused *lay* and *lie*. Copy and correct the sentences.

- 1 He lays down for a 10-minute nap every day.
- 2 Are you lying the table?
- 3 Why are you laying down?

C The writer has confused *past* and *passed*. Copy and correct the sentences.

- 1 The dog ran passed me.
- 2 In the passed, I have visited Australia.
- 3 The tiger strolled passed the water hole.



Extension

The verb **to lie** (to move into a horizontal position) is tricky.

Verb family name	Present tenses	Past tenses
to lie	I lie I am lying	I lay I have lain I had lain

Copy and complete each sentence with the *correct part of the verb*.

- 1 Last night, I _____ on the sofa.
- 2 I am _____ down for a little while.
- 3 I had _____ awake all last night.
- 4 He has _____ in bed all day!

A **sentence** can be made up of one **main clause**.

The election was held on Thursday.

Some **multi-clause sentences** use co-ordinating conjunctions to join two main clauses together.

and but or

The election was held on Thursday.

The result was announced on Friday.

The election was held on Thursday **and** the result was announced on Friday.

Some **multi-clause sentences** use **subordinating conjunctions**.

These conjunctions introduce a clause which is less important than the main clause.

There is one **main clause**.

There are one or more **subordinate clauses**.

Here are some useful **subordinating conjunctions**.



These are sometimes known as **compound sentences**.



Subordinate means **less important**.

Conjunctions

before	where	unless
until	because	so
although	while	as
wherever	even though	after
when	if	

Pronouns

who
which
that
whose

main clause



The house had been empty for many years

subordinate clause



before we bought it.

Focus

In these sentences identify:

- the *main clause*
- the *subordinate clause*

- 1 The guitar was broken before I borrowed it.
- 2 Although it was very steep, we climbed the mountain.
- 3 My sister will come over when she has finished her work.
- 4 The people next door have a noisy dog which barks all day long.
- 5 If you remember to buy it, we can post the card in the morning.



Practice

Join these pairs of sentences using *subordinating conjunctions*.

- | | |
|---------------------------------|-------------------------------|
| 1 The microscope isn't working. | I checked it this morning. |
| 2 We are going on holiday. | We have bought new suitcases. |
| 3 The flowers died. | I watered them every day. |
| 4 We saw the wrecked ship. | It had crashed on the rocks. |
| 5 That's the man with the dog. | He lives in the old cottage. |

Extension

Complete these sentences by adding *subordinate clauses*.

- 1 He was very frightened _____.
- 2 I can't go to school _____.
- 3 The children had to play inside _____.
- 4 I enjoyed the mystery story _____.
- 5 We were almost asleep _____.
- 6 She put the scissors on the table _____.
- 7 He did his exercises _____.
- 8 The magician pulled a rabbit out of a hat _____.
- 9 The sheep were grazing in the field _____.
- 10 We grow rhubarb in the garden _____.



Improving writing

We need to look very carefully at what we write to see if we can **improve** it.

- We can **improve** our writing by changing some of the **vocabulary**, e.g.
 nice: wonderful fantastic amazing exciting
 said: shouted yelled cried sobbed
- We can improve our writing by **adding detail to** our sentences, e.g.
 The boy climbed the tree. The **daring** boy climbed the **enormous** tree.
 I rode my bike. **Yesterday**, I **reluctantly** rode my bike **to school**.

Ask:

Use:

What kind?
How many?
How much?

— adjectives / adjective phrases / relative clauses

When?
How?
Where?
How often?

— adverbs / adverb phrases / adverb clauses

- We can improve our writing by avoiding repetition.

When we are writing about ourselves, it is very boring to begin every sentence with **I**, e.g.

I got up late. **I** was in a rush. **Getting up late**, I was in a rush.
 I got up late **and** was in a rush.

We can avoid using words that are not necessary. e.g.

Tom opened the box and put the crayons inside **the box**.
 Tom opened the box and put the crayons inside.



This is called **ellipsis**.

Focus

Rewrite these sentences to *improve* them.

Replace the coloured words with more *interesting* ones.

- 1 I **walked slowly** to the shops.
- 2 I **walked quickly** to the shops.
- 3 I **spoke quietly**.
- 4 I **spoke loudly**.
- 5 The meal was **nice**.
- 6 The film was **nice**.
- 7 That's a **small** mouse.
- 8 That's a **big** mountain.
- 9 I have **got** a letter.
- 10 I have **got** a new pen.

Practice

- A** Rewrite these sentences to give *details* that answer the questions in brackets.
- 1 The land rover stopped on the road. [What kind? Where?]
 - 2 We swam in the river. [How? What kind?]
 - 3 The jug smashed. [What kind? When? How?]
 - 4 Can you see the lion? [What kind? Where?]
 - 5 I ran into the shop. [How? What kind? Where?]
- B** Rewrite each sentence in a shorter way to avoid repetition.
- 1 He drove to the shops and then he drove to the park.
 - 2 I sat on the wall and I waited for the bus.
 - 3 The tree was battered by the wind and eventually the tree fell over.
 - 4 Dad is mending the car. Will you help him mend the car?

Extension

Look carefully at each of the sentences below.

Rewrite them so that:

- they include more *interesting vocabulary*, replacing the words *got, said, nice, lot, and big*
- they include *words, phrases and clauses* that give the reader more *detail*
- they do not begin with *I*.

- 1 "Look at that!" said Lucy.
- 2 I got up early so I wouldn't be late.
- 3 This cake is nice.
- 4 "Where are you?" said Andrew.
- 5 She's a bit sad.
- 6 The squirrel got the nuts.
- 7 We got a lot of presents.
- 8 Where's the big box?



A **noun** is a person, place or thing.

A **phrase** is a group of words that do not make sense on their own.

A **noun phrase** includes a **noun** and **other words** linked to it.

A **noun phrase** can begin with:

definite article: **the** cat

indefinite article: **a** cat

demonstrative adjectives: **that** cat / **this** cat / **those** cats / **these** cats

possessive adjective: **her** cat / **their** cat

When we mean something **specific** we can use these determiners:

definite article demonstrative adjectives possessive adjectives

When we mean something **general** we use the indefinite article.

A **noun phrase** can be expanded with:

adjectives: a **timid** cat / that **purring** cat

possessive nouns: the **neighbour's** cat / Aunt **Sue's** cat



Words that begin noun phrases are called **determiners**.

Focus

A What are the *noun phrases* in each sentence?

- 1 The police officer's dog caught the thief.
- 2 Their house is on fire!
- 3 The long river wound its way across the plain.
- 4 This sandwich is made with juicy tomatoes.
- 5 The howling wind damaged the old chimney pot.



B Make each noun into a *noun phrase* by adding the part of speech indicated.

- 1 _____ elephant [definite article]
- 2 _____ orange [indefinite article]
- 3 _____ house [possessive noun]
- 4 _____ sister [possessive adjective]
- 5 _____ tree [adjective]
- 6 _____ tiger [*ing* adjective]



Practice

Find the two *noun phrases* [article + noun] in each sentence.

Rewrite each sentence, expanding the noun phrases.

Underline the noun phrases.

1 A tree has fallen on the garage.

Their tallest tree has fallen on the new garage.

2 The lighthouse is on the coast.

3 A lion was prowling in the grass.

4 A crowd gathered at the stadium.

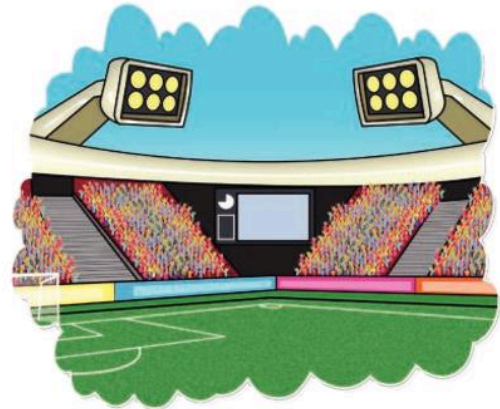
5 The flag fluttered in the breeze.

6 The crows are on the lawn.

7 A car broke down in the lane.

8 The girl passed the test.

The first one is done for you.



Extension

Noun phrases can also be made with **infinitives**.

This is **the runner to watch**.

That is **the place to go**.



Infinitives are verb family names.

A What is the *noun phrase* in each sentence?

1 That is the correct attitude to adopt.

2 I haven't got a warm coat to wear.

3 I need somewhere to sleep.

4 Have you got a book to read?

5 That's the film to watch.

B Write sentences with *noun phrases*.

1 noun + to go 2 noun + to travel 3 noun + to solve



Improving writing

The **main heading** of a piece of writing has capital letters. We usually put the **main heading** in the middle of the top line. If we use **subheadings** to divide our writing, we use a capital letter for each important word.

All About the Wind

In the 19th century, Sir Francis Beaufort worked out what happens when the wind moves at different speeds.

Types of Wind

Wind can be a force 0, right up to a force 12.

As well as subheadings, we can use other **devices** to help **organise** our writing.

• **Bullet points.** Use capital letters and full stops for full sentences.

- **Types of Wind**

Wind can be a force 0, right up to a force 12.

- **Effect of the Wind**

Different things happen depending on the wind speed.

- **Speed**

Winds can blow at less than 1 kph to over 117 kph.

- **Charts**

This is the Beaufort Scale.

Force	Type of wind	What you can see	Speed
0	calm	smoke rises straight up	0 kph
1	light air	smoke drifts	1–5 kph
2	light breeze	leaves rustle/weather vane moves	6–11 kph

Focus

Answer the questions.

- 1 What should always come at the top of a piece of writing?
- 2 In what three ways can you organise information in your writing?
- 3 How do you think using devices to organise writing helps the reader?
- 4 Why do you think it is called the Beaufort Scale?
- 5 Find an example of a chart in a non-fiction book and discuss what it tells you.

Practice

Here is the rest of the information you need to complete the Beaufort Scale.

force 7 / near gale /
whole trees bend over /
50–61 kph

force 3 / gentle breeze /
twigs move and flags flap /
12–19 kph

force 11 / violent storm /
general destruction /
103–117 kph

force 8 / gale / twigs break off /
62–74 kph

force 5 / fresh breeze /
small trees start to sway /
30–39 kph

force 10 / storm / trees uprooted,
buildings badly damaged /
89–102 kph

force 4 / moderate breeze / dust
and paper blown about, small
branches move / 20–29 kph

force 6 / strong breeze /
large branches move /
40–49 kph

force 9 / strong gale /
chimneys and slates fall /
75–88 kph

force 12 / hurricane/coastal
flooding and devastation /
118 kph

Use the information for force 0, 1 and 2 on the previous page.

Sort out the correct order for the information above.

Draw and complete a chart for the Beaufort Scale.

Extension

Choose three animals to research. Find out about:

- where they live – habitat
- what they look like – description
- what they eat – diet.

Make notes on the information you find.

Show the information in a chart. Your chart should have:

- a main heading
- columns and column headings.



Confusing words

Some words are very confusing!

- **who's and whose**

who = who is / who has
Who's that at the door?

whose = relative pronoun – belonging to
There was a boy **whose** name was Jim.



- **you're and your**

you're = you are
You're soaking wet!

your = possessive adjective
Is this **your** umbrella?



- **fewer and less**

fewer = adjective with nouns that can be counted
There are **fewer** people here than last time.

less = adjective with nouns that cannot be counted
Could I have **less** milk in my tea?



- **weather and whether**

weather = noun
The **weather** is very good today.

whether = conjunction
I do not know **whether** it's going to rain or not.

Focus

Discuss and correct the *mistake* in each sentence.

- 1 Whose coming to play football?
- 2 You're story was very exciting.
- 3 There are less cars in the village now they have built the bypass.
- 4 I'm not sure weather I want to go or not.
- 5 There's fewer time than I thought.
- 6 I think your going to be late!
- 7 We had very good whether on our holidays.
- 8 I don't know who's this book is.



Practice

A Copy and complete the sentences with *who's* or *whose*.

- 1 The man _____ car was damaged is furious.
- 2 _____ taken the last biscuit?
- 3 I know _____ responsible for the mess.



B Copy and complete the sentences with *your* or *you're*.

- 1 If _____ very tired, go to bed.
- 2 What's _____ name?
- 3 If _____ certain, I'll take _____ word for it.



C Copy and complete the sentences with *fewer* or *less*.

- 1 That checkout says 'Five items or _____'.
- 2 If you eat _____ sugar, you will be healthier.
- 3 If you spend _____ time, you will sell _____ tickets.



D Copy and complete the sentences with *weather* or *whether*.

- 1 The _____ is unusual for this time of year.
- 2 I'm wondering _____ to play tennis or not.
- 3 I don't know _____ the _____ will be good or not.



Extension

Write a sentence that contains each pair of words.

- | | | | |
|--------|--------|---------|-------|
| 1 its | it's | 2 win | beat |
| 3 of | have | 4 teach | learn |
| 5 lend | borrow | 6 there | their |

A **hyphen** is a small dash used between words.

amiable-looking

- **compound nouns**

These can be: one word – sunbed
two words – sun cream
hyphenated – sun-bonnet

- **compound verbs**

These can be: one word – to waterproof
hyphenated – to water-ski

- **compound adjectives**

These are: hyphenated – sweet-tasting
two-seater

- **adverbs NOT ending in *ly***

These form compound words in front of a noun: well-known
good-looking

- **numbers**

All numbers from 21 to 99: twenty-one
ninety-nine

- **fractions**

All fractions, e.g. $\frac{1}{4}$, $\frac{2}{3}$, are hyphenated: one-quarter
two-thirds



Better check in a dictionary!



Use a comma, not a hyphen, between two adjectives if you can put *and* between them.

Focus

In each group of *compound nouns*, one is one word, one is two words, and one is hyphenated. Which is which?

- | | | |
|----------------|--------------|-------------|
| 1 a film clip | b film maker | c film set |
| 2 a sea anchor | b sea angel | c sea bed |
| 3 a land yacht | b land slide | c land wind |
| 4 a rain drop | b rain cloud | c rain worm |

Use a dictionary to help.



Practice

Copy these *compound words*.
Some need *hyphenating*. Some are one word.

- | | | |
|--------------------|-----------------|---------------|
| 1 a light fingered | b light hearted | c light house |
| 2 a wet suit | b wet land | c wet weather |
| 3 a team mate | b team teaching | c team work |
| 4 a drift net | b drift ice | c drift wood |
| 5 a cheese burger | b cheese cutter | c cheese cake |

Use a dictionary to help.



Extension

Look at these newspaper headlines.
Each one should include a *hyphen*.
Explain what each one means without the hyphen.

**HEAVY METAL DETECTOR
FINDS TREASURE TROVE**

**Small business men
launch new superstore**

**Foreign car dealer
goes under**

**Man eating
snakes spotted
in village**

Copy each headline and include the hyphen.
Explain what each one means with the hyphen.

Direct speech is when we write the **actual words** that someone says.

- speech marks go at the **beginning** and the **end** of the spoken words
- punctuation at the end of the spoken words goes **before** the speech marks
- when a different person speaks, we begin a **new line**.

“Do you know where the Houses of Parliament are?” asked Oscar.

Peter thought for a while. “In London, I think.”

Sometimes we **split the spoken words**, so we have to be very careful with the punctuation.

1 “I would like to visit Egypt,” said Ken, “because the photos of the ancient pyramids are amazing!”

The **sentence has been split** by the words *said Ken*, so we use **two sets of speech marks** and put a **comma** after *said Ken*.

2 “I would like to visit Egypt,” said Ken. “The photos I’ve seen of the ancient pyramids are amazing!”

This time, Ken says **two sentences**. We still use **two sets of speech marks** but we put a **full stop** after *said Ken* before we begin **a new sentence**.



Focus

Copy and punctuate the *direct speech sentences*. Set this out as a conversation.

- 1 Have you visited Australia before asked the travel agent
- 2 Harry replied I was there when I was three
- 3 So said the travel agent I don't suppose you remember much about it
- 4 Not much agreed Harry I do remember it was very hot
- 5 Where did you stay the travel agent inquired
- 6 We stayed in Sydney said Harry and I think we went on to Melbourne
- 7 Where to this time asked the travel agent
- 8 Ayers Rock and Alice Springs said Harry I'm really looking forward to travelling across the desert

Imagine this is part of a story. What would it look like on the page?



Practice

Copy and finish each sentence with what you think the speaker *might say*. Add the missing *punctuation*.

- 1 They've landed in Smuggler's Cove shouted the fisherman and _____
- 2 That rabbit's cage needs a thorough clean said Dad so _____
- 3 The television programme was interrupted said Mum because _____
- 4 _____ said the gardener until I've dug up the weeds
- 5 _____ asked Fred although I think you are wrong.

Extension

Indirect speech is when we write about what someone has said.

- We **don't** use the actual spoken words.
- We **don't** use speech marks.

direct speech

"I like this cake," said Maria.

"The chimney is falling," shouted the fireman.

indirect speech

Maria said that she liked the cake.

The fireman shouted that the chimney was falling.



Indirect speech is also called **reported speech**.

- A** Write a conversation in *direct speech* between a travel agent and a customer who is booking a holiday.

Remember to:

- use *speech marks* and other *punctuation*
- begin a *new line* when a different person speaks
- use synonyms for *said*.

- B** Write the same conversation in *indirect speech*.

Remember that you do NOT need speech marks because you are not writing the actual words that were spoken.

Choose a place you would like to visit.



Sometimes **verbs** are made up of more than one word.

Some verbs are made up of **a modal verb** + **a main verb**.

This group of **modal verbs** is very useful.

may	might	could
can	must	would
		should



Modal verbs are helper verbs.

My brother **can** ride a bicycle.

You **may** ride my bicycle.

You **must** learn to ride a bicycle.

I **might** ride my bicycle to school.

I **could** ride my bicycle if I mended the tyre.

I **would** ride my bicycle if it wasn't raining.

I **should** ride my bicycle more often.



Here are some more useful **auxiliary verbs**.

have/has to	ought to	have/has got to	had better
--------------------	-----------------	------------------------	-------------------

I **have to** learn these spellings.

I **ought to** learn these spellings.

I **have got to** learn these spellings.

I **had better** learn these spellings.



Focus

What is the *auxiliary verb* in each sentence?

- 1 I had better water the plants before they all die!
- 2 You ought to take more care of yourself.
- 3 I have got to warn him before it is too late.
- 4 He had better do as he is told this time!
- 5 It has got to stop raining soon!
- 6 She has to go to the dentist.
- 7 They ought to keep to the footpath.
- 8 We have to win this match.



Practice

A Copy and complete the sentences with *must* or *ought to*.

- 1 They _____ look at the map but I don't think they will!
- 2 I'm so hungry I _____ have something to eat.
- 3 You can play in the garden but you _____ not go into the lane.
- 4 Do you think we _____ phone an ambulance?



B Copy and complete the sentences with *have to*, *has to* or *had better*.

- 1 He _____ meet his friends at one o'clock.
- 2 The neighbours _____ turn the music down or I will phone the police!
- 3 She _____ hurry or the coach will go without her.
- 4 Nurses _____ work at the weekend.

Extension

Write a sentence about what you:

- 1 should do
- 2 can do
- 3 may do
- 4 ought to do
- 5 have to do
- 6 have got to do



When the **subject** of a sentence does **the action of the verb**, the verb is called an **active** verb.

The man bought a ticket.



In this sentence, **bought** is an **active** verb.

When the **subject** of the sentence has **the action done to it**, the verb is called a **passive** verb.

The ticket was bought by the man.



In a passive sentence, the **agent** is the person or thing **doing the action**.

In this sentence, **was bought** is a **passive** verb.

Focus

Find the *verb* in each sentence.

Say whether it is an *active verb* or a *passive verb*.

- 1 The judge banged the table.
- 2 A sailor was hit by the rigging.
- 3 A few regular customers went into the shop every day.
- 4 The monster attacked the town.
- 5 One of the escalators was stopped by the shop manager.
- 6 The bridge fell into the river.
- 7 The library was broken into by a thief.
- 8 I have lost my dictionary.



Practice

A Rewrite each of the sentences, changing them from *active* to *passive*.

1 Our teacher read the class a story.

A story was read to the class by our teacher.

2 The captain won a famous victory.

3 The hikers heard thunder in the afternoon.

4 Lucy tidied the room yesterday.

5 The striker scored a goal.

B Rewrite each of the sentences, changing them from *passive* to *active*.

1 The new vase was cracked by the boy.

The boy cracked the new vase.

2 The windows were cleaned this morning by my dad.

3 The play was disliked by the audience.

4 The house was shaded by the trees.

5 Rabbits are shot by some farmers.

The first one
is done for you.



The first one
is done for you.



Extension

A Write sentences where each of the verbs is *active*.

1 to carry

2 to lift

3 to see

4 to write

5 to cover

6 to bury

Use any
tense you like.

B Rewrite your sentences from **A**, making the verbs *passive*.

Standard and Non-standard English

When we **write for an audience**, we use **Standard English**.

This is so that, whatever part of the country our readers are from, they can understand what we have written.

When we **write for ourselves** or have a **conversation** with people we know, we often use **Non-standard English**.



Non-standard English is also known as **slang**.

Standard English

It's very cold.

I haven't got a scarf.

I haven't got any gloves.

I'm freezing.

I need a scarf and some gloves.



Non-standard English

It's right cold.

I ain't got a scarf.

I ain't got no gloves.

I'm freezin'.

I need a scarf an some gloves.

Focus

Each of these sentences is written in Non-standard English. How would they be written in *Standard English*?

- 1 We're gonna be late for school.
- 2 That goal was ace!
- 3 The park keeper told us to buzz off.
- 4 You do talk a load of rubbish!
- 5 I think these shoes are cool.
- 6 He's stuffed!
- 7 You're always picking on me.
- 8 The thief stashed the loot in his garage.
- 9 That's wicked!
- 10 I'm really fed up.



Practice

- A** Each sentence contains a *noun* that is Non-standard English. Copy the sentences, changing the nouns into *Standard English*.

- 1 May I have some more spuds?
- 2 That cost me five quid!
- 3 Who was that bloke you were talking to?
- 4 Our neighbours have seven kids.
- 5 The old dears like the park.
- 6 This is my favourite grub!
- 7 He wants to be a copper when he grows up.
- 8 The guys in the football team are really good.



- B** Each sentence contains a word that is *Non-standard English*. Copy the sentences, changing the word into *Standard English*.

- 1 I'm sure that ain't right.
- 2 We had a right good time.
- 3 He's tired coz he didn't sleep very well.
- 4 They gotter win the match.
- 5 She's gonna have a party at the weekend.
- 6 Are you tellin me the truth?



Extension

Cockney rhyming slang is interesting. A Cockney is someone who is born within the sound of the bells of St Mary Le Bow church in East London.

apples and pears = stairs

tea leaf = thief

These are Cockney rhyming slang for parts of the body. Can you work them out?

- | | | |
|-----------------------|----------------|-------------------|
| 1 mince pies | 2 clothes pegs | 3 loaf of bread |
| 4 north and south | 5 brass bands | 6 plates of meat |
| 7 biscuits and cheese | 8 Chevy Chase | 9 Hampstead Heath |

We can use **conditional clauses** in sentences when one thing depends on another.

The swallows will nest here **if we leave them alone**.

The swallows nesting here **depends on** us leaving them alone.



Pandas will die out **unless we save them**.

Pandas not dying out **depends on** us saving them.



A **conditional clause** begins with a **conjunction**.

Here are some useful **conjunctions**.

if	unless	provided
if only	on condition that	providing that
only if	as long as	assuming that



The **conjunction** can be one word or a phrase.

Focus

What is the *conditional clause* in each sentence?

- 1 The old man will go fishing as long as the weather remains fine.
- 2 I'm going into town assuming I can get a bus.
- 3 The house will not be finished this month unless the builders work more quickly.
- 4 I will call in the morning only if I have news.
- 5 The concert will go ahead provided that no more of the cast becomes ill.
- 6 You can watch the film on condition that you go to bed as soon as it has finished.
- 7 Sports day will be great fun if it doesn't rain!
- 8 She doesn't like carrots unless they are roasted.



Practice

Use as many different **conjunctions** as you can.

Copy and complete the sentences with suitable *conditional clauses*.

- 1 The village will be destroyed by fire _____.
- 2 We can't climb the mountain, _____.
- 3 You can have your friends for tea _____.
- 4 The famous pianist agreed to play _____.
- 5 The workers were to get a raise _____.

Extension

Like adverb clauses, **conditional clauses** can come at the **beginning** of a sentence.

The fox will get into the chicken house **unless we repair it**.

Unless we repair the chicken house, the fox will get in.

Complete each sentence with a *conditional clause*.

Use each *conjunction* in the box only once.

only if assuming that unless as long as if

- 1 _____, the ships will crash onto the rocks.
- 2 _____, we cannot go on holiday!
- 3 _____, can we go to the concert?
- 4 _____, you can borrow my bicycle.
- 5 _____, we will leave this afternoon.



The **semicolon ;** and the **colon :** are mainly used in formal writing.

- A **semicolon** separates **two or more statements** which are related to each other in a sentence. The sentence would still make sense if we used a **conjunction**.

The house was very spooky; the wind whistled through the broken windows.

The house was very spooky **and** the wind whistled through the broken windows.



A **semicolon** can also be used instead of a comma for **items in a list** where the items are **more than one word**.

There were many animals in the zoo: stately giraffes with their long, graceful necks; lumbering elephants plodding around the enclosure; mischievous monkeys chattering and swinging from the branches; brightly coloured parrots squawking and talking.

- The **colon** is used to introduce a list.

You will need the following: eggs, flour, milk, sugar and butter.

A **colon** is also used to **introduce a result**, or instead of **for example**.

The committee made a decision: it would fund the new sports centre.

We have some things to discuss: the cost and the time it will take.

A **colon** is also used to **balance one statement against another**.

Jim remembered his passport: Tom forgot his.



Focus

A Say why a *semicolon* has been used in these sentences.

- 1 The shops were busy; people were in search of a bargain.
- 2 Sam thought about all he had to do: feed the rabbits; take the dog for a walk; get the car serviced; mow the lawn.

B Say why a *colon* has been used in these sentences.

- 1 Remember to bring: pens, pencils, a ruler, a rubber and a notebook.
- 2 The choice was made: the Christmas pantomime would be *Cinderella*.
- 3 Arguing doesn't solve anything: talking sensibly does.



Practice

Copy and *punctuate* these sentences.

- 1 Young men play football older men play golf.
- 2 The park looked beautiful gardeners worked tirelessly through the seasons.
- 3 We need a good striker someone from the Premier League.
- 4 Kim looked around down the High Street many well-known shops had closed litter blew about the once tidy streets graffiti scarred the walls.
- 5 The fire alarm went off the fire brigade was quickly on the scene.

Semicolons and colons are missing.



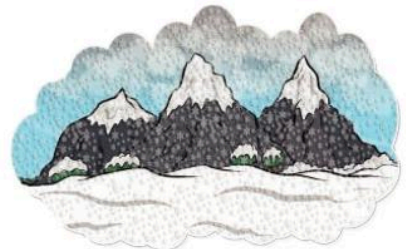
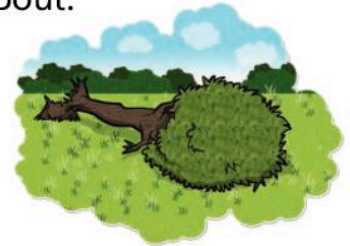
Extension

In less formal writing, you can use a dash to introduce further information instead of a colon.

All the apples were the same – red and juicy.

Using *semicolons*, *colons* and *dashes*, write sentences about:

- 1 a high wind and a fallen tree
- 2 a detailed list of what you did in school yesterday
- 3 a list of fruit to buy in the supermarket
- 4 Mum and Dad making a decision about something, and what that decision is
- 5 the sort of place you would like to go on holiday, and an example
- 6 one person doing something – another person doing the opposite.



Paragraphs

A **paragraph** is a **group of sentences** about one main idea.

Having **paragraphs** in **discursive writing** makes it easier for the reader to follow.

There are usually many points **for** and **against** any subject.

We write about each point in **a new paragraph**.

We **link** the paragraphs with phrases such as:

In my view ... On the other hand ... In addition ...

We have an **introductory paragraph** so the reader knows what the subject is.

We have a **concluding paragraph** to sum up for the reader.

Discursive writing is when you look at both sides of an argument.



Should Animals Be Kept in Zoos?

introductory paragraph

→ **Some people** are in favour of zoos. Others think that it is cruel and unnatural.

paragraph 2

→ **One argument** for having zoos is that we can see animals from all over the world. Most people would never get to see these animals in the wild.

paragraph 3

→ **In addition**, zoos protect animals. Many species would have become extinct if they had not been able to breed in zoos.

paragraph 4

→ **On the other hand**, animals in zoos are not free. They cannot roam about as they would in the wild.

paragraph 5

→ **Consequently**, they do not behave naturally as they do not have to hunt for their food or protect themselves from predators.

concluding paragraph

→ **To sum up**, some people think animals are better off in their natural habitat and should take their chances in the wild. Others, however, think zoos do useful work and protect endangered species.

Focus

Look at each *paragraph* in turn.

- 1 How is it started?
- 2 What point is it making?
- 3 How many arguments for zoos does the writer include?
- 4 How many arguments against zoos does the writer include?

Practice

Write a short *discursive* piece with the title:
Are Mobile Phones a Good or Bad Thing?



- Think about the introductory paragraph.

Here are some useful ways to begin.

This piece of writing will ... I will present ... I will begin by ...

- Think of *two reasons* why mobile phones are a *good thing*.

Here are some useful ways to begin.

One opinion is that ... In addition ... Let's consider ...

- Think of *two reasons* why mobile phones are a *bad thing*.

Here are some useful ways to begin.

Another point of view is ... Many people disagree ...

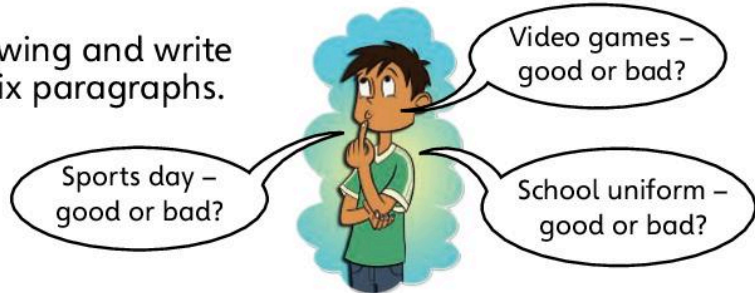
- Think about the *concluding paragraph*.

Here are some useful ways to begin.

To sum up ... It is clear that ...

Extension

Choose one of the following and write a *discursive* piece with six paragraphs.



- introductory paragraph: what you are writing about.
- second paragraph: first reason **for**
- third paragraph: second reason **for**
- fourth paragraph: first reason **against**
- fifth paragraph: second reason **against**
- concluding paragraph: sum up

Use this paragraph plan.



When the **subject** of a sentence does **the action of the verb**, the verb is called an **active** verb.

The eagle built a nest.



In this sentence, **built** is an **active** verb.

When the **subject** of the sentence has **the action done to it**, the verb is called a passive verb.

The nest was built by the eagle.



In this sentence, **was built** is a **passive** verb.

Sometimes in a **passive sentence**, the **agent** is not included.

The window was broken.

We don't know who or what broke the window.

It's a mystery!



In a passive sentence, the **agent** is the person or thing **doing the action**.



Focus

Say which of these sentences has an *active* verb and which has a *passive* verb.

- 1 The soldier was hidden by the bushes.
- 2 The yacht sailed into the harbour.
- 3 The booking was taken by the restaurant manager.
- 4 Competitors were given a number by the organiser.
- 5 My neighbour keeps bees.
- 6 The birds are frequently chased by the cat.



Practice

A All of these sentences have passive verbs but no agents. Copy each sentence and add a *suitable agent*.

- 1 The painting was completed.
- 2 The cows are milked every morning.
- 3 The traffic was held up.
- 4 The curtains were drawn.
- 5 Everyone was congratulated.



B Copy and complete these *passive sentences*.

- 1 _____ by the mysterious stranger.
- 2 _____ by our uncle.
- 3 _____ by two fierce swans.
- 4 _____ by a meteor.
- 5 _____ by a hawk.



Extension

These are pairs of *subjects* and *objects*.

Write an *active sentence* using each pair.

Write a *passive sentence* using each pair.

- | subject | object |
|-------------|---------|
| 1 baker | cake |
| 2 postman | parcel |
| 3 shopper | bargain |
| 4 secretary | minutes |
| 5 lightning | tree |



Standard English

When we **write for an audience**, we use **Standard English**.

This is so that, whatever part of the country our readers are from, they can understand what we have written.

When we **write for ourselves** or have a **conversation** with people we know, we often use **Non-standard English**.

In writing, we must be careful with:

- double negatives

I didn't do nothing. ✗

I didn't do anything. ✓

- mixing up words

May I lend that book. ✗

May I borrow that book? ✓

Will you learn me? ✗

Will you teach me? ✓

I could of come. ✗

I could have come. ✓

Me and my friends play netball. ✗

My friends and I play netball. ✓

This is the letter what I wrote. ✗

This is the letter that I wrote. ✓

- noun/verb agreement

We was tired. ✗

We were tired. ✓

I is curious. ✗

I am curious. ✓

They is the winners. ✗

They are the winners. ✓

You must also be careful with:

- them/those

Them are my shoes. ✗

Those are my shoes. ✓

- me/my

I can't find me keys. ✗

I can't find my keys. ✓

Focus

Each sentence below is written in Non-standard English.

How would they be written in *Standard English*?

- | | |
|-----------------------------------|-----------------------------------|
| 1 I don't want nothing to eat. | 2 Would you borrow me a pencil? |
| 3 He learned me to speak French. | 4 We should of left earlier. |
| 5 Me and my brother like cricket. | 6 Give me the key what you found. |
| 7 The tigers was hungry. | 8 You was so noisy! |
| 9 We is the best team. | 10 Them are beautiful flowers. |
| 11 They has gone on holiday. | 12 I need me glasses. |

Practice

A Copy and complete the sentences with the correct word from the brackets.

- 1 I _____ books from the library. (lend/borrow)
- 2 Will you put _____ flowers in a vase. (them/those)
- 3 We should _____ brought an umbrella. (have/of)
- 4 Can you tell me _____ time it is? (that/what)
- 5 I would like a packet _____ biscuits. (have/of)
- 6 Give me the plate _____ you broke. (that/what)
- 7 Will you _____ me that DVD? (lend/borrow)
- 8 I saw _____ outside the shop. (them/those)

B Rewrite the sentences in *Standard English*.

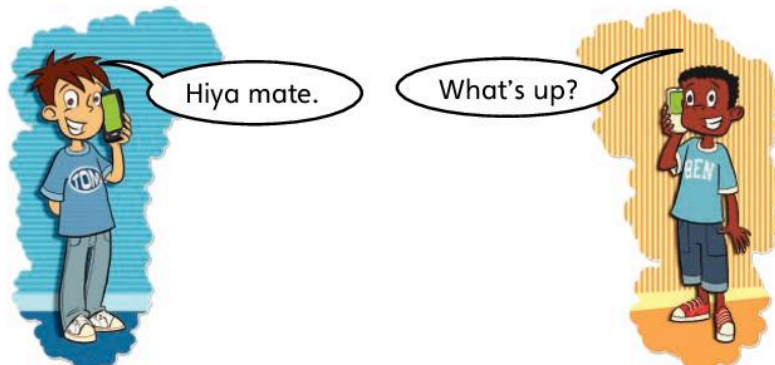
- 1 Me and Mum go shopping on Saturday.
- 2 Sam never goes nowhere.
- 3 The elephants is huge!
- 4 I would of been on time but the bus broke down.
- 5 She go to her friend's house after school.



Extension

Tom and Ben are talking on their mobile phones. They are using *Non-standard English*. Continue their conversation in *Non-standard English*. Give each boy at least four more things to say. Rewrite their conversation in *Standard English*.

Remember to set out the conversation correctly, and use speech marks and any other necessary punctuation.



A **hyphen** is a small dash used between words. e.g.

- compound nouns **sun-bonnet**
- compound verbs **to water-ski**
- compound adjectives **hair-raising**
- adverbs NOT ending in *ly* **well-known**
- numbers **twenty-one**
- fractions **one-quarter**



Always check with a dictionary!

A **hyphen** can also be used with **prefixes**.

- prefix + hyphen + proper noun, e.g. **un-American**
- If the prefix ends in a **vowel** and the word begins with the **same vowel**, use a hyphen.

semi-invalid
pre-election
co-opt



Most **semi** words are hyphenated.

- Use a hyphen with all words beginning with **self**, except **selfish**, **selfsame** and **selfless**.

self-respect
self-addressed

- Use a hyphen with the prefix **ex** when it means **no longer**.

ex-wife
ex-colleague

- Use a hyphen with the prefix **re** when it means **again**.

re-cover
re-count

Focus

Where should the *hyphen* go?

- | | | | | | |
|----|------------------|----|--------------|----|--------------|
| 1 | expressident | 2 | coown | 3 | exservice |
| 4 | preestablish | 5 | selfadhesive | 6 | semidetached |
| 7 | antiinflammatory | 8 | reroof | 9 | excon |
| 10 | semifinal | 11 | antiBritish | 12 | selfaware |

Practice

A Write a *hyphenated word* that begins with each of these *prefixes*.

- | | |
|--------|--------|
| 1 un | 2 pre |
| 3 ex | 4 co |
| 5 semi | 6 self |

Use a dictionary to help you find **hyphenated words**.

B Put each of your hyphenated words in sentences of your own.

Extension

We use a **hyphen** with the prefix **re** meaning **again**.

There are some **re** words that mean one thing **with a hyphen** and something very different **with no hyphen**.

The chair is very shabby so I must **re-cover** it.
I hope you **recover** from your illness soon.



A Write a sentence using each of these words *without a hyphen*.

- | | |
|-----------|-------------|
| 1 reserve | 2 recollect |
| 3 recount | 4 resent |
| 5 resign | 6 redress |
| 7 repress | 8 rebound |

B Add a *hyphen* to each word.

C Write a sentence using each of these words *with a hyphen*.



Sentences contain **clauses**.

- A **main clause** is a sentence in itself.

It has a subject	The gardener
It has a predicate	pruned the roses.
It has a proper verb in the predicate	= The gardener
	= pruned the roses
	= pruned
- An **adverb clause** tells us more about the **verb** in the main clause. An **adverb clause** begins with a **conjunction**.

The gardener pruned the roses so that they would bloom again .	
main clause	= The gardener pruned the roses
adverb clause	= so that they would bloom again
- A **relative clause** tells us more about the **noun** in the main clause. A **relative clause** begins with a **relative pronoun**.

The gardener pruned the roses that grew around the door .	
main clause	= The gardener pruned the roses
relative clause	= that grew around the door
- A **conditional clause** is when one thing depends on another. The gardener will prune the roses **if they get too straggly**.

Conditional clauses begin with conjunctions such as:

if	unless	provided
if only	on condition that	providing that
only if	as long as	assuming that

Focus

Copy the sentences. Underline the *main clauses*.

- 1 That boat won the race although the sail was damaged.
- 2 She read the book that had been recommended.
- 3 We can fly the kite unless the wind drops.
- 4 The twins could go on the trip provided they saved their pocket money.
- 5 The gardener who pruned the roses works hard.



A relative clause is also known as an **adjective clause**.



Practice

Copy and complete the sentences as indicated.

- 1 (adverb clause) _____, I don't know the registration number.
- 2 I will never get this finished _____ (conditional clause).
- 3 The pirate buried the treasure _____ (relative clause).
- 4 (conditional clause) _____ you can leave early.
- 5 I must learn to swim _____ (adverb clause).
- 6 Our new Head Teacher is a woman _____ (relative clause).



Extension

A Copy and complete each sentence in two ways:

- by adding an *adverb clause*
- by adding a *relative clause*.

1 The dog chased the rabbit.

adverb clause: The dog chased the rabbit *after it popped up from its burrow*.

relative clause: The dog chased the rabbit *that lived in the garden*.

2 People went to the concert.

3 Adventurers climb mountains.

4 We met his brother.

5 An iceberg sunk the Titanic.

B Use the sentence beginnings from **A**.

Complete each one with a *conditional clause*, making any changes necessary.

1 The dog *will chase* the rabbit *if it comes too near*.



The **passive form** of a verb is usually used in **formal speech and writing**.

active: The committee **outvoted** the chairman.

passive: The chairman **was outvoted by** the committee.

Another **verb form** that is only used in formal speech and writing, is the **subjunctive**.

The manager recommended **that he join** the company.

It was important **that the voters be** at the meeting.

The **subjunctive form** of the verb is the same as the verb family name **without the 'to'**.

verb family name	to start	to vote	to be
subjunctive	start	vote	be



The verb family name is **the infinitive**.

That + subjunctive is often used with these:

- verbs

ask	command	demand	insist
propose	recommend	request	suggest
- expressions

it is desirable	it is essential	it is important
it is necessary	it is a good idea	it is a bad idea

The **subjunctive form** is **always the same**. It does not matter whether the sentence is **present** or **past**.

He asks that the people stay quiet .	present
He asked that the people stay quiet .	past
It is important that everyone be polite .	present
It was important that everyone be polite .	past

Focus

Read each pair of sentences. Which one uses the *subjunctive*?

- | | |
|---|---|
| 1 You must go home. | I insist that you go home. |
| 2 It was great that you finished the test. | It was important that you finish the test. |
| 3 It is a good idea that she send the letter. | Great idea that she sends the letter! |
| 4 Jill wanted us to go to her party. | Jill requested that we attend her party. |
| 5 I suggest that you stop eating chocolate. | You should stop eating chocolate. |
| 6 Don't swim in the sea today. | It is recommended that you don't swim in the sea today. |

Practice

A Rewrite these active sentences as *passive sentences*.

- 1 Everyone on board wore life jackets.
- 2 The speaker delivered an interesting talk.
- 3 The rough sea swamped the boat.
- 4 Fire damaged several buildings.
- 5 Voters elected a new Mayor.



B Rewrite these sentences using the *subjunctive form*.

- 1 He is recommending great changes.
- 2 She suggested that she needed an assistant.
- 3 The doctor suggested that they swam everyday.
- 4 I insisted he should leave immediately.
- 5 They proposed longer working days.

Extension

For very formal speech and writing, we use the subjunctive form of **were** instead of **was** with **I**, **he**, **she** and **it**.

informal: If I **was** you, **I'd** take the chance.

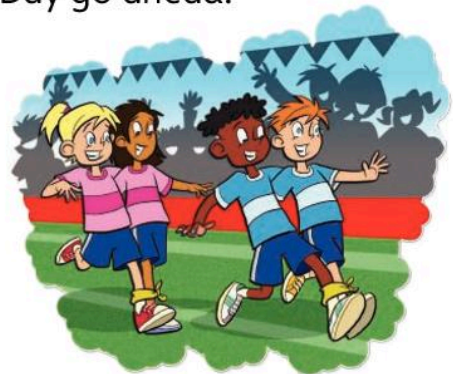
formal: If I **were** you, I **would** take the chance.



Notice as well that in formal speech and writing, we **don't use contractions**.

Write these informal sentences *formally*.

- 1 If I was the Head Teacher, I'd let Sports Day go ahead.
- 2 I wish I was more successful.
- 3 If he was you, he'd do the same.
- 4 If it was only that simple, everyone could do it.
- 5 She wished it was the weekend.



Standard English

When we write **Standard English** we should not use slang, and we should be **very careful with our grammar**.

Non-standard English

We was right pleased.

I like them shoes coz there red.

Standard English

We were very pleased.

I like those shoes because they are red.

It is very important to use **Standard English** when we are speaking or writing in formal situations.

- Here is a text message from one friend to another.

This is **informal**.

how r u? im gr8

- Here is an email from a girl to her sister. This is **informal**.

Hi Sis How are things? Pretty dull here. Going shopping with Mum later – hope she'll buy me some stuff! Skype later? Beth

- Here is a letter Beth's sister has written to go with a job application. This is **formal**.



21 Brook Close
Manchester
12.08.14

Dear Sir,

Please find enclosed my application form for the post of manager.

It has always been my ambition to work for your company and I trust that my CV and previous experience will be of interest to you.

Should you wish to meet with me, I would be delighted to come for an interview at your convenience.

I also enclose references for your attention, given by my current employers.

Yours faithfully,
Lorraine Bow

Focus

Read the text message, email and the letter.

Discuss the differences between the *three types of writing*.

Practice

A Think about *text messaging*.

Rewrite the text message on the previous page for an older relative who does not understand textspeak.

Write your own text message to a friend.

Rewrite it for your older relative.



B Think about *emailing*.

Rewrite the email on the previous page in Standard English.

Write your own email to a friend.

Rewrite it in Standard English.

Imagine your teacher is going to mark it!



C Think about *letter writing*.

Read the letter on the previous page again.

What *words* and *phrases* has the writer used instead of the following?

- | | |
|---------------------------|-------------------------------|
| 1 It's in the envelope | 2 the job |
| 3 I've always wanted to | 4 I think |
| 5 what I've done before | 6 If you want to meet up |
| 7 it would be OK | 8 when it suits |
| 9 there's some references | 10 the people I work for now. |



Extension

Choose one of these subjects to write about.

Think carefully about the **vocabulary** you will use.



My pet



My holiday



My hobby



Write a *text message* to a close friend.

Write an *email* to an older relative.

Write a *letter* to an older relative who always speaks and writes in Standard English.



How to use this book

The heading tells you what the grammar topic is.

The information box tells you about the grammar topic.

The owl gives you extra information.

UNIT 1

Sentences

Simple sentences have a **subject**, a **verb** and an **object**.
Subjects and **objects** are nouns and pronouns.



Nouns are naming words. **Pronouns** are words that can take the place of nouns.

The **subject** tells you who or what the sentence is about.
The sentence is about **the lion**.

The **object** tells you who or what is having something done to it.
The antelope is being hunted.

Here are some more examples.



Focus

A What is the **subject** of each sentence?

- 1 Sam concentrated on his reading.
- 2 The horse jumped the fence.
- 3 The archers shot at the targets.
- 4 Nina ate a biscuit.



B What is the **object** in each sentence?

- 1 Ali washed the car.
- 2 My friends bought me a present.
- 3 Policemen catch robbers.
- 4 The spider devoured the fly.



Practice

Copy and finish each sentence by adding an interesting **object** to each one.

- 1 Kali grabbed _____.
- 2 The young girl spilt _____.
- 3 Frank bought some _____.
- 4 The giraffe ate _____.
- 5 My cousin made _____.



Extension

A Copy the sentences into your book. Make each one more interesting by adding an **adjective** in front of each **subject** and each **object**.

- 1 The man ate the pie.
- 2 The decorator painted the wall.
- 3 The boy flew his kite.
- 4 The cobra hissed at the woman.
- 5 Blackbirds eat worms.



B Write sentences of your own using these pairs of **subjects** and **objects**.

- | subject | object |
|---------------|----------|
| 1 cat | tree |
| 2 pirate | treasure |
| 3 musician | song |
| 4 bird | nest |
| 5 policewoman | traffic |

Make your sentences interesting by using **adjectives**.



You might want to discuss these questions with a talk partner before answering them.

The tips box tells you more about answering the question.

Sometimes your teacher might ask you to fill in Activity Sheets.


UNIT 1 Name _____ Date _____

Sentences

Support

A Underline the *subject* of each sentence. Circle the *object*.

- The racing driver crashed the car.
- The nurse bandaged the boy's arm.
- They rowed the boat.
- Huge clouds hid the stars.
- Ben bought the winning ticket.



B Fill in the chart for each of the sentences below.

- The manager closed the shop.
- Meg broke the plate.
- Everyone loves ice cream.

	Sentence 1	Sentence 2	Sentence 3
subject			
verb			
object			

C Use each of these as the *subject* of a sentence of your own.

- the waves _____
- our old dog _____
- the bee _____

UNIT 1 Name _____ Date _____

Sentences

Extension

Write two sentences using each of the following nouns. In the first sentence, make the noun the *subject*. In the second sentence, make the noun the *object*.

The first one has been done for you.

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UNIT 15 Name _____ Date _____

Punctuation

Support

A Write a *hyphenated compound adjective* for each of these.

- a poker that is red hot _____
- a boy who works hard _____
- a box that is proof against fire _____
- a dog with smooth hair _____
- a tin that will not let in air _____

B Write these as words.

- 41 _____
- $\frac{7}{10}$ _____
- 85 _____
- $\frac{3}{5}$ _____

C Make each word into a *hyphenated* and *non-hyphenated* compound word.

	with hyphen	without hyphen
1 dry	_____	_____
2 eye	_____	_____
3 gold	_____	_____
4 pipe	_____	_____
5 cross	_____	_____

Use a dictionary to help you.

UNIT 15 Name _____ Date _____

Punctuation

Extension

A Explain what these mean:

- five year-old children _____
- five-year-old children _____
- light-blue bag _____
- light blue bag _____

B An interval that lasts for ten minutes is: a **ten-minute** interval
not a ten minutes interval

Use a hyphen.

What are these things called?

- A jug that holds one litre _____
- A booklet with six pages _____
- A car with four doors _____
- A bill for ten pounds _____
- A race over five miles _____

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Nelson Grammar

Nelson Grammar provides a step-by-step course for the teaching and learning of essential grammar concepts. The course carefully builds children's confidence in applying grammatical knowledge and understanding to their everyday work. Designed with ease of use in mind, the course provides three levels of differentiation as well as assessment materials to help ensure that all children are on track.

The course provides:

- Differentiated materials for plenty of practice, extension and reinforcement
- A clear progression and full curriculum coverage
- Support for assessing children's knowledge and understanding in preparation for national tests

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OXFORD
UNIVERSITY PRESS

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ISBN 978-1-4085-2393-3



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