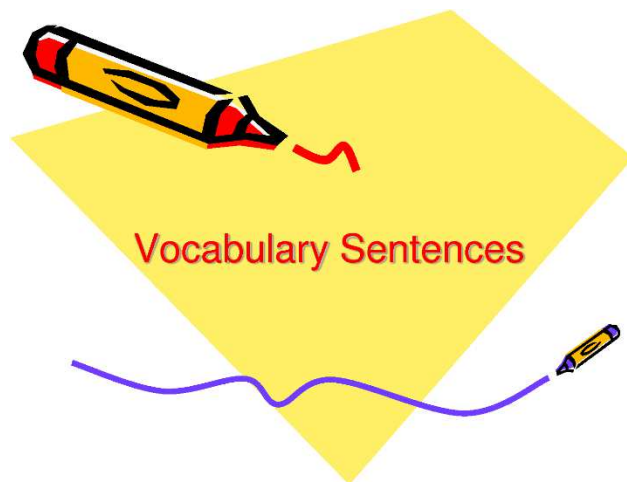


Year 8

Grammar booklet 3 and tasks

More on sentences and vocabulary...



Vocabulary Sentences

Joining Sentences

These two sentences are separated by a **full stop**.

Jason was feeling unwell. He went back to sleep.

These two statements are connected by a **connective/conjunction** (the joining word 'so'). Jason was feeling unwell so he went back to sleep.

In the following sentence the **word order** has been changed and a new word (as) has been added. A **comma** has been used, to join the sentences together. As he was feeling unwell, Jason went back to sleep.

Make the pairs of sentences below into one sentence. Choose the best connective to help you.

- a) My mum ran for cover. It was snowing.
- b) He turned the handle very hard. He could not move it.
- c) The man sat down. He watched football.
- d) Jane sprained her ankle. She was skateboarding.
- e) This computer is useless. It is broken.

and, while, because, so, but, after, if
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Rewrite each sentence below as two shorter sentences.

- a) Jock could not lift the box because it was too heavy.
- b) I went to the window and looked out.
- c) As it was late, Edward went to bed.
- d) When Tom told a lie, his mother was very angry.
- e) This is the girl who lost her bag.
- f) We walked across the road which ran through town.
- g) It rained heavily so I got soaked.
- h) I read my book while Emma watched television.

Write two sentences of your own in which the connective 'because' suggests a cause and effect.

Write two sentences where the connective 'but' suggests an alternative.

Clauses - revision

A **clause** is a group of words. It can be used either as a whole sentence or as part of a sentence. It does not necessarily make a sentence in its own right. It **must contain a verb** and it usually has a subject.

This is a single-clause sentence: **Tracey** went to the shops.

'Tracey' is the subject; 'went' is the verb.

We can make a **two-clause sentence** by **joining** two single-clause sentences together with a **connective** such as: 'so', 'unless', 'how', 'which', 'that'.

This is a two-clause sentence: Tracey went to shops so that she could buy some trainers.
(clause 1) (clause 2)

Add clauses beginning with 'when' to these sentences. Do it like this: I will give her a ticket **when she pays me some money**.

- | | |
|--------------------------------|---------------------------------|
| a) Dad hit his thumb... | b) I sat quietly watching TV... |
| c) I stopped reading... | d) Can you see clearly... |
| e) Don't go into the snow... | f) I will learn to drive... |
| g) The ship sank in the bay... | h) I entered the dark cave... |

Now turn the sentences around to make them more interesting, starting with the connective.

Do it like this: **When she paid me**, I gave her a ticket.

Join these single-clause sentences with 'until' or 'though' or 'although'. Write them out.

- He won all the national chess games. He was only eight
- The policeman could not arrest the man. He would like to do so.
- My mum complained about the mess in my room. I had tidied it up.
- Gwen twisted my arm behind my back. I screamed.

Rewrite the sentences. Begin each sentence with the second clause. You may have to change the wording slightly in some cases, perhaps beginning with the connective.

Subordinate Clauses

Every simple sentence must contain one clause.

A simple sentence makes sense on its own e.g. Pinocchio's nose grew bigger.

Complex sentences contain a main clause and another, less important clause e.g. Pinocchio's nose grew bigger as he told more lies.

The underlined is the **less important (subordinate)** clause because it **does not** make sense by itself.

A subordinate clause depends on another clause, the main clause, for its meaning.

Subordinate clauses are often introduced by key words such as 'if' or 'as'.

Copy the sentences. Underline the subordinate clause.

- a) Because the video was so dull, I fell asleep
- b) Since the market stall was not making them enough money, they sold it.
- c) When I am seventeen, I am allowed to get a driving licence.
- d) Until I check with my mum, I can't tell you my plans.
- e) Clean up that mess in the kitchen before I tell your mother!
- f) You will never find the secret plans unless you look in the right place.

Use 'who' or 'which' or 'that' to join these pairs of sentences. Underline the main clause.

Identify the verb or verbs in each clause.

I like our teacher. He makes lessons interesting.

I like our teacher who makes lessons interesting. ('To like' and 'to make', are the verbs.)

- a) He had an argument with his mother. His mother was very angry.
- b) Ben has a new girlfriend. She is a keen marathon runner.
- c) The bolt of lightning hit the car. It burst into flames.
- d) I am playing against my brother. He is a better tennis player than me.
- e) Max was sent to see the head teacher. She sent a letter to his parents.
- f) My mother is looking for the children. They had all walked away in the museum.
- g) The young man complained to the driver. He is very patient with him.

Choose three sentences from the ones above and rewrite them in a new way, adding words if you need to.

Accuracy

Using full stops and capital letters correctly is a level 3 skill! Accuracy across a range of punctuation and grammar is essential for hitting level 5 and using punctuation for effect is key to success in level 6+. Get practising your accuracy now to make sure you don't miss out on those crucial levels.

Full stop/ capital letters	.	Always use a full stop at the end of a sentence. Use more full stops and shorter sentences to create tension. Use longer more descriptive sentences, with fewer full stops, to explore in more detail. Use a combination of these for variety and range. Always use capital letters for the names of people, places, days of the week, months of the year...Capital letters are a level 3 skill and you MUST use them correctly.
Semi colon	;	You can use a semi colon instead of a connective to link two sentences together when the subject of the second sentence is very closely linked to the first.
Colon	:	You can use a colon to introduce a list. Make sure you separate the items on your list with commas.
Apostrophe	'	Use an apostrophe for a contraction or for possession. A contraction is when two words have been joined together e.g. don't and the apostrophe indicates the missing letter. For possession the apostrophe goes before the s e.g. Bob's car, unless the possession is plural e.g. the teachers' staff room or the word ends in s e.g. James' book.

Commas

1. Words in a List

Use commas to separate three or more words in a list.

Andrew's favourite sports are football, badminton, rugby and cricket.

2. Subordinate Clauses

A subordinate clause has a subject and a verb but doesn't make sense on its own. Place a comma after a subordinate clause that begins a sentence.

When I go to the cinema, I like to eat popcorn.

3. Phrases

A phrase is a word or group of words that explains another word in a sentence. Use commas to set off a phrase from the rest of the sentence.

Mr Long, my favourite teacher, gave us extra homework today.

4. Introductory Words

Punctuating speech	<p>Use speech marks at the beginning and the end of the words that are spoken. Use a punctuation mark before the speech marks close. Start a new line for a new speaker. Use a comma before the first speech mark and/or before the last speech mark. Use a capital letter to begin the speech.</p>	<p>Place a comma to separate introductory words and phrases, such as a) connectives b) discourse markers and c) the name of a person the sentence addresses directly.</p> <p>a) However, I don't believe this to be the case. b) Yes, I would like some more sauce on my pasta. c) Dan, is this your key?</p>
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Grammar - Word classes - revision

Grammar is the study of the way in which we use words to make sentence.

All words can be divided into groups called word classes.

The grey, young dog bounded down the road before he stopped quickly at the edge of the road.

- 'young' is an adjective – it describes the dog.
- 'down' is a preposition. It tells us about the position of one thing in relation to another.
- 'dog', 'edge' and 'road' are all nouns, the name of something.
- 'bounded' is a verb. It is an action word.
- 'quickly' is an adverb. It tells us about the verb.
- 'he' is a pronoun. It replaces a noun.

Copy the sentences. Underline the nouns in blue and the verbs in red.

- a) The road ran across the heath.
- b) When she was frightened, Sophie hid behind the door.
- c) The pen had fallen down between the floorboards.
- d) Our dog ran suddenly into the road and the car swerved.
- e) The farmer walked quickly across the field.

Prepositions - Copy the sentences and choose a suitable preposition from the box to complete them.

- a) He was swept down the river _____ the fast flowing water.
- b) The snake disappeared _____ the rock.
- c) I ran _____ the thief, but he escaped in a car.
- d) Grandma found the old letters _____ a pile of books.
- e) I counted the money _____ taking it to a bank.

into, after,
before, beneath,
under, by

Copy and complete the table with as many adverbs as you can think of.

quickly	slowly				

Copy and complete the table with adjectives to describe the item in the first column.

A dog					
A tree					
A girl					
A car					

One skill that can improve your writing is to use more varied and imaginative vocabulary. **Copy and complete the table below and think of more original alternatives to the words used.** Some examples have been provided.

Verb: walked	Noun: child	Adverb: slowly	Adjective: red	Verb: said	Adverb: carefully
stumbled	Rug rat		scarlet		
	infant				

Use your words to create three new sentences.

More complex homophones

Homophones are words that sound the same but are spelled differently. They often cause errors in writing.

- | | |
|-------------|------------|
| 1. carrot | 11. mussel |
| 2. carat | 12. muscle |
| 3. navel | 13. knew |
| 4. naval | 14. new |
| 5. alter | 15. pedal |
| 6. altar | 16. peddle |
| 7. balmy | 17. vain |
| 8. barmy | 18. vein |
| 9. cheater | 19. your |
| 10. cheetah | 20. you're |

Vocabulary Task: Choose ten of your spellings and write a sentence for each, demonstrating you know the meaning of the word. Use a dictionary to look up the meaning if you are unsure.

Apostrophes - revision

Apostrophes can be used in only two ways:

- In a *contraction*, where two words are combined to show that a letter has been missed out. E.g. don't, won't, wasn't.
- An apostrophe may be used to show *possession* (that something belongs to someone). E.g. Sophie's book.

In possession, when an owner is singular, we usually add an apostrophe and 's after the noun:
The house belonging to the girl = The girl's house.

If the owner is plural and the noun ends in 's', to show ownership we put the apostrophe after the 's':
The house belonging to the girls = The girls' house.

When the plural noun does not end in an 's', we show ownership by adding an apostrophe and an 's':
The sweets belonging to the children = The children's sweets.

Write the contraction for these words. Don't forget your apostrophe goes where the letter/s are missing.

Would not She is They are Does not We have Was not I am They will You are Who is

Copy the sentences. Circle the possessive apostrophes. Underline the apostrophes that show letters are missing.

- a) Mum couldn't clean the stain from Ben's t -shirt
- b) Greek myths are about heroes' deeds or lovers' troubles.
- c) She'd told us we could play with Jenny's ball.
- d) The children's bags were left in the school's minibus.
- e) I'm always borrowing my sister's clothes.
- f) My father's car wasn't ready to be picked up.

Write sentences containing possessive apostrophes. The first one is done for you.

A horse + a hoof = The horse's hoof had a stone in it.

Two lions + manes =

The bicycle + a tyre =

My cat + fur =

The mountain + summit =

Fred the hamster + cage =

Copy the paragraph below and place the apostrophes correctly.

Lets look at the human skeleton. Its made of hundreds of bones, to see them together you cant believe they all come from one animal. Ancient skeletal bones have been discovered in many countries mountains, suggesting ancient people mustve lived in caves. The remains suggest that peoples ancestors lived intricate and complicated lives, Im surprised at the skill used in their painting and pottery, as theyre so detailed.

Noun Plurals

The most common way of making a noun a plural is by adding an 's' to the end of it. Two blue cars.

When you make a plural from most words ending in 'ch', 'sh', 'ss' and 'x', you add 'es'.

I bought two brushes in boxes, some matches and three wine glasses.

When you make into plurals most nouns ending in 'f' or 'fe', you change the 'f' or 'fe' into 'ves'.

There are two knives on the shelves.

If a word ends in 'ff', just add 's'

The dragon breathed out puffs of smoke.

When you form the plural of nouns ending in 'y', two rules apply:

If a consonant comes before the 'y', it changes to 'ies' eg. one lady - two ladies.

If a vowel comes before the 'y', just add 's' e.g. one monkey - two monkeys.

Copy and complete the chart, writing the plurals of the nouns.

One	Two
cat	
brush	
banana	
bench	
scratch	
kiss	
thrush	
church	
brass	
fox	
lunch	
glass	

Find three more examples to illustrate each rule.

English contains a number of irregular plurals. Write the plurals of these words.

Singular	Plural	Singular	Plural
Man		Foot	
Woman		Tooth	
Child		Mouse	

Look in a dictionary and find the plurals of the following words.

automaton, criterion, larva, stimulus, appendix, formula, focus, stratum,
synthesis, index