

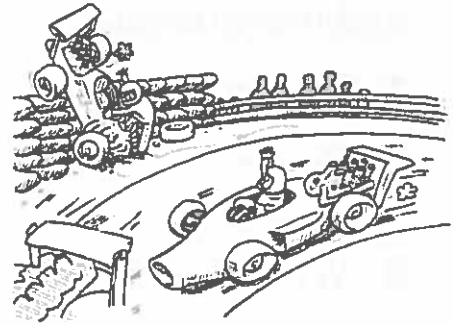
Sentences

Support

A Underline the *subject* of each sentence.

Circle the *object*.

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



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

- 1 The manager closed the shop.
- 2 Meg broke the plate.
- 3 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.

- 1 the waves _____

- 2 our old dog _____

- 3 the bee _____

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. 

1 sun = subject

The sun slipped behind the clouds.

sun = object

The clouds covered the sun.

2 football = subject _____

football = object _____

3 mouse = subject _____

mouse = object _____

4 gate = subject _____

gate = object _____

Sentences

Support

A Circle the *subject* of each sentence and underline the *predicate*.

- 1 The town centre was crowded with tourists.
- 2 Our cat has had kittens.
- 3 The bus broke down on the bridge.
- 4 This sandwich is horrible!
- 5 Everyone joined in the cheering.

B Complete each sentence with an interesting *predicate*.

- 1 The deserted house _____

- 2 My bedroom _____

- 3 The gloomy wood _____

- 4 Mum and Dad _____

- 5 Today's news _____

Sentences

Extension

Write two sentences using each of the following phrases.

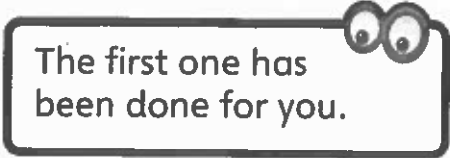
In the first sentence, make the *noun* the *subject*.

In the second sentence, make the *noun* part of the *predicate*.

1 the orange

a The orange was rotting in the bowl!

b I ate a delicious, juicy orange.



The first one has
been done for you.

2 that caterpillar

a _____

b _____

3 our friends

a _____

b _____

4 the cottage

a _____

b _____

5 the valuable diamond

a _____

b _____

Homophones and homonyms

Support

A Choose the correct *homophone*.

- 1 Is a *pear* or a *pair* a type of fruit? _____
- 2 Is a *been* or a *bean* a type of vegetable? _____
- 3 Is *bred* or *bread* something you eat? _____
- 4 Is a *deer* or a *dear* an animal? _____
- 5 Is a *yew* or a *ewe* a female sheep? _____

B Look at the *homonyms* in bold. Which part of speech do they form?

- 1 a He won the **race**. _____
- b I have to **race** to the bus stop every morning! _____
- 2 a Will you **ring** the bell? _____
- b I have lost my wedding **ring**! _____
- 3 a **Tip** that into the bin. _____
- b Give the waiter a **tip**. _____

C Write sentences to show two meanings for each of these words.

- 1 mean
 - a _____
 - _____
 - b _____
 - _____
- 2 play
 - a _____
 - _____
 - b _____
 - _____

Homophones and homonyms

Extension

A Write a *homophone* for each of these words.

- | | |
|--------------|----------------|
| 1 bow _____ | 2 caught _____ |
| 3 days _____ | 4 fur _____ |
| 5 read _____ | 6 sole _____ |

B Write two *homophones* for each of these words.

- | | |
|---------------|-------|
| 1 sent _____ | _____ |
| 2 right _____ | _____ |
| 3 rain _____ | _____ |
| 4 pear _____ | _____ |

C Write sentences using the words as indicated.

1 fast = adjective

2 fast = verb

3 fine = adjective

4 fine = noun

5 flat = adjective

6 flat = noun

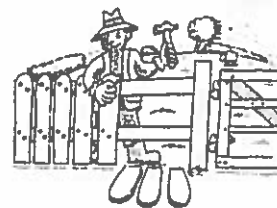
Pronouns

Support

A Rewrite each pair of sentences as a *single sentence* using the *relative pronouns who, which or that*.

1 The farmer mended the fence.

It had come down in the gale.



2 We pulled up the weeds.

They had taken over the flowerbed.

3 The bus picked up the passengers.

They were waiting in the rain.

4 I drew a map for my friend.

She was coming to visit.

B Use *whom* or *whose* to complete each sentence.

1 _____ homework is this?

2 The cyclist, _____ tyre had a puncture, had to walk home.

3 This is the boy _____ dog has gone missing.

4 With _____ do you wish to speak?

Pronouns

Extension

Write sentences using *who*, *which* or *that* about these things.

1 a burnt-out building

2 a letter

3 a woman with an umbrella

4 a planet with two moons

5 a story with an unhappy ending

6 a crying baby

Verbs

Support

A Imagine you were lost in a dark, frightening wood.

Write:

1 what you *would* do.

I would _____

2 what you *could* do.

I could _____

3 what you *should* do.

I should _____

B Use these *pairs of verbs* in sentences of your own.

1 may cook

2 might plant

3 must decide

4 can feel

5 should like

Verbs

Extension

Write sentences that show:

1 you *must* do something in the morning

2 you *can* do something after school

3 you *may* do something at playtime

4 you *should* do something for your Mum

5 you *might* do something if the weather is good

6 you *would* do something if it snowed

7 you *could* do something in the kitchen

Sentences

Support

A Complete each sentence by adding a *relative clause*.

1 The pirates boarded the ship _____

2 The teacher gave out the books _____

3 I watched the swimmers _____

4 She bought the vegetables _____

5 Do you have any idea _____

B Write a *description* of your school.

Use at least *three relative clauses* and underline them.

Sentences

Extension

You should always put the relative clause as near to the noun it refers to as possible.

If you don't, you can end up with some very funny sentences!

The boy bought some sweets who had a cap.

Do you think that's what the writer meant?

Or do you think the writer meant:

The boy who had a cap bought some sweets.



Can you sort out the sentences to show what the writer *meant*?

1 The fish lives in a tank that has a yellow stripe.

2 The dog chewed the slipper that has a red collar.

3 There is a snake in the garden that is black and white.

4 We have a vase on the shelf which is 100 years old.

Verbs

Support

Rewrite these sentences changing the tenses as shown.

- 1 I *paint* the door and then I *wash* the brush.

↓
past perfect

↓
past simple



- 2 I see my friend in the street.

↓
perfect tense

- 3 I *hear* the thunder before I *go* to bed.

↓
past perfect tense

↓
past simple tense


- 4 I *was carrying* the heaviest bag.

↓
future tense



Verbs

Extension



You can use **other tenses** in each sentence as well.

Write a sentence about:

1 your favourite colour

Use the *present simple tense*.

2 what you are having for lunch

Use the *past progressive tense*.

3 a volcano

Use the *perfect tense*.

4 a doctor

Use the *past perfect tense*.

5 your pet

Use the *future tense*.

Sentences

Support

A Underline the *two main clauses* in each sentence.

Circle the *conjunction*.

- 1 I went to the leisure centre and swam 50 lengths.
- 2 Our neighbour is very quiet but his dog is noisy.
- 3 We could wait in the queue or we could go home.
- 4 He tried to persuade me but I wasn't convinced.
- 5 The sportsman could stay an amateur or he could turn professional.

B Join each pair of simple sentences to make a *multi-clause sentence*.

1 I remembered my bag.

I forgot my lunch.

2 Is this a sentence?

Is this a phrase?

3 It was an amazing experience.

I wouldn't want to do it again.

4 Have you had enough?

Do you want some more?

5 The guard blew his whistle.

The train pulled out of the station.

Sentences

Extension

A Write a *single-clause sentence* using each of these phrases.

1 a mysterious box

2 hanging dangerously

3 the excited crowd

4 feeling frightened

B Make each of your sentences into *multi-clause sentences*.

1

2

3

4

Confusing words

Support

A Fill each gap with *all together* or *altogether*.

- 1 It's _____ too much trouble.
- 2 If we work _____, we should get it done.
- 3 Let's say the alphabet _____.

B Fill each gap with *lay* or *lie*.

- 1 If you _____, you will always be found out.
- 2 _____ your coats on the chair.
- 3 If you _____ down for a few minutes, you may feel better.

C Fill each gap with *past* or *passed*.

- 1 I have _____ my driving test!
- 2 Do you go _____ the shops on your way to the station?
- 3 History is about what happened in the _____.

D Use these *phrases* in sentences of your own.

1 am lying

2 have lain

Confusing words

Extension

Use a dictionary to help you.



Here are some more *confusing* words.
Put each word into a sentence of your own.

1 license

2 licence

3 complimentary

4 complementary

5 stationary

6 stationery

7 personal

8 personnel

Sentences

Extension

A Write a *single-clause sentence* using each of these phrases.

1 without stopping _____

2 the broken gate _____

3 feeling lonely _____

4 the garden swing _____

B Make each of your sentences in A into sentence with a *subordinate clause*.

1 _____

2 _____

3 _____

4 _____

Sentences

Support

A Underline the *subordinate clause* in each sentence.

- 1 I couldn't answer the question because my mind went blank!
- 2 The new business was doing well even though it had only been open a month.
- 3 Unless we tackle global warming, we will face real problems in the future.
- 4 The police talked to the girl whose bicycle was stolen.
- 5 After the sun had set, the air was filled with insects.

B Join each pair of sentences to make a sentence with a *subordinate clause*.

- 1 I read my book. It was time to go to sleep.

- 2 The army surrounded the castle. The people surrendered.

- 3 The lead actor recovered. The play went on.

- 4 It is difficult to judge. I don't have all the facts.

- 5 You made a promise. You have to stick to it.

Improving writing

Extension

Rewrite the sentences so they do not begin with *I*.

1 I got up early although it was cold and dark.

2 I went downstairs, creeping quietly so as not to wake anyone.

3 I went to the back door and, turning the key very quietly, I went outside.

4 I felt very cold even though I was wearing my dressing gown.

5 I hid behind the big tree and waited for the hedgehogs to come out from under the shed.

6 I soon saw the first hedgehog emerging.

7 I watched it eat some of the food I had left out for it.

Nouns

Support

A Underline the *noun phrases* in each sentence.

- 1 The cold, weary boy trudged through the freezing fog.
- 2 My sister's car is in the garage.
- 3 Have you seen his new black shoes?
- 4 The screeching owl could be heard in the wood.
- 5 A blue car and a red van were parked outside the school.



B Each of these *noun phrases* is made up of an *article* + *noun*.

Expand each *noun phrase* and use it in a sentence of your own.

- 1 the castle _____

- 2 a basket _____

- 3 an octopus _____

- 4 the highwayman _____

- 5 a storm _____

Nouns

Extension

A Copy and complete these sentences by adding *noun phrases* as indicated.

1 (indefinite article) (adjective) horse was in (definite article) (adjective) field.

2 (possessive adjective) (ing adjective) finger really hurts!

3 Where is (possessive noun) (adjective) coat?

4 (indefinite article) (adjective) (ing adjective) road stretched into (definite article) distance, passing (possessive adjective) (possessive noun) house.

B Use these *infinitives* as part of *noun phrases* in sentences of your own. Underline the noun phrases.

1 to wear I need a scarf to wear.

2 to catch _____

3 to do _____

4 to pay _____

5 to eat _____

The first one has been done for you.

Improving writing

Support

Read this information paragraph about Henry VIII and his six wives. Henry VIII is famous for having six wives! He married Katherine of Aragon in 1509. They had a child called Mary. He divorced Katherine in 1533. His next wife was Anne Boleyn. They were married in 1533 and she gave birth to a daughter called Elizabeth. Anne had an unhappy ending as she was beheaded in 1536. Henry's next wife was Jane Seymour. They married in 1536 and Jane gave birth to a son, Edward, in 1537. Two weeks after the birth, Jane died. In 1540, Henry married and divorced Anne of Cleves. The marriage only lasted six months. In the same year, Henry married Katherine Howard. This marriage was no more successful than any of the others and Katherine was beheaded in 1542. Henry's last wife was Katherine Parr. They were married from 1543 to 1547. Katherine Parr was luckier than Henry's other wives. She outlived him!

Using the information in the passage, draw a *table* on a separate piece of paper that shows the following:

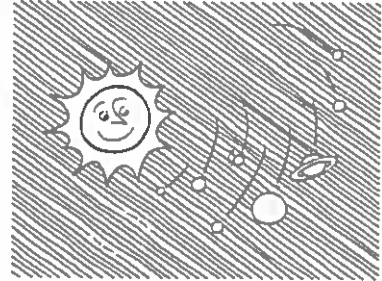
- the wives' names
- when they married
- their children and the children's names
- the date they were no longer queen
- what happened to them

Improving writing

Extension

Research each planet in our solar system and find out:

- the origin of its name
- its distance from the Sun
- its diameter
- the main moons that orbit it.



Create a *chart* below to show the information you have found out.