

HOW TO USE THIS BOOK

This bright and colourful workbook has been written to help you test your Grammar, Punctuation and Spelling knowledge, up to and including Year 6. Work through the tasks, practise the key skills you need to improve, and prepare for the test with the SATs Practice sections!

There are lots of ways you can use this book, but let us keep it simple!

If you know a **particular skill** or **area** you struggle with ...

- ❶ **LOOK UP** the page or section (e.g. 'Subject and object') you need in the Contents.
- ❷ **TURN** to that page or section.
- ❸ **READ** the **information box** with a yellow background carefully at least twice.
- ❹ **WORK THROUGH** the numbered tasks.
- ❺ **CHECK your answers** by looking in the back of the book.
- ❻ How did you do? **TICK** one of the '**Got it/Try again/Ask an adult**' boxes. If you need to 'Ask an adult' for help, it could be a parent or other member of your family, or a teacher.
- ❼ When you feel ready, have a go at the **SATs PRACTICE** section at the end of each section. This will give you an even better idea of how you are getting on and help you prepare for the test. Then check your answers on that too.

If you would prefer to **work through the book a section at a time**, that is fine too! Put some time aside for each section (or just a number of pages). Then, follow stages 3–6 above.

Good luck!

Practice makes perfect. It's your time to shine!



CONNECTING SENTENCES AND PARAGRAPHS

We use **cohesive devices** to link sentences and paragraphs. They help writing flow and show the relationship between ideas. They can be single words or phrases, and they usually come at the beginning of a sentence:

There was no heating in the office. Nevertheless, everyone was expected to continue working.

Smoking can cause serious diseases. Moreover, it is unpleasant for people around you.

1 Draw a line to connect each **cohesive device** with its function.

<i>Therefore</i>	<i>showing the result of something</i>
<i>Later on</i>	<i>giving extra reasons</i>
<i>Consequently</i>	<i>showing the order of something</i>
<i>Moreover</i>	<i>showing when something happens</i>
<i>Lastly</i>	<i>giving reasons for something</i>

2 Link each pair of sentences with an appropriate **cohesive device**. More than one answer may be possible.

- a) *Lucas couldn't bear to leave his home city of Durham., he turned down the job in Edinburgh.*
- b) *Spread the icing all over the cake, decorate it with chocolate curls.*
- c) *I'm hoping to get a job as an actor., I'm working in a café.*
- d) *She told me the meeting was on Friday., it was on Thursday.*
- e) *The oven was too hot., the meat was burnt.*
- f) *I have lots of homework to do this weekend., I need to tidy my room.*

Got it!  

Try again  

Ask an adult?  

USING AN ELLIPSIS

An **ellipsis** is shown by three dots (...). We use it to show that a sentence isn't finished, or to show pauses in speech, perhaps because a person in a story is **hesitating**.

You can use an ellipsis to **build tension and suspense** in your writing.

- 1** After each sentence, write the number of the reason from the box below that explains how an **ellipsis** has been used.

- 1) to build tension
- 2) to show pauses in speech while doing something
- 3) to show that a sentence is not finished
- 4) to show that someone is uncertain or hesitating

- a) *'I hope to be able to explain why ...,' Before Max could finish, there was an explosion.*
- b) *'I think there were ... um ... about twenty people in the hall.'*
- c) *We were all sitting in the theatre when suddenly the lights went out ...*
- d) *'You need to press the switch ... like this ... and then pull the lever ... like this.'*

- 2** Underline the places in this paragraph where an **ellipsis** has been used correctly. Circle the places where it has been used incorrectly.

Mark was ... angry.

'Why didn't you tell me ... the truth?' he demanded.

'I ... um ... I ...,' stammered Kyle.

'Come on! Just tell me where the jewels are ...!'

'OK,' Kyle agreed. 'Come with me. This is the key. Put it in the lock ... that's right.'

Slowly, Mark lifted the lid of the box. When he saw ... what was in it, he turned white



FORMAL AND INFORMAL LANGUAGE

We use **informal language** with our friends and family:

Could you chuck that pen over here?

The question would be even more informal with the question part at the end of the sentence, (a **question tag**):

Chuck that pen over here, would you?

If we asked a person who we didn't know well to do the same thing, we might use more **formal language**:

Please could you pass me that pen?

We also use formal language for serious writing, for example, an essay.

- 1** Replace the underlined word in each sentence with a **formal** word from the box.

cease evaluate comprehend await

- a) *It is to be hoped that the fighting will soon stop.*
- b) *Neither of us could begin to understand why she had done what she did.*
- c) *There is a room where you can sit while you wait for results.*
- d) *The examiner will then judge the performance.*

- 2** Circle the correct meaning that matches the underlined **formal word** in the sentence.

- a) *Jamie's maths skills are average but he excels in literacy.*

enjoys does very badly does very well

- b) *Presently, it can take up to two months to obtain a passport.*

get check change

- c) *I called them to inquire about ticket availability.*

complain ask for information give information



3 Underline the **informal** word from each pair to complete these sentences.

a) I [*hit / bashed my leg*] on the desk as I was getting up.

b) By the time the police arrived, the building had been [*trashed / destroyed*].

c) Dad was [*snoozing / sleeping*] in front of the television.

4 Rewrite these sentences in a less **formal** style. Focus on the underlined parts.

a) My father requested that we have some water.

.....

b) My mother is unwell.

.....

c) Does she possess the right skills?

.....

In very formal language, we sometimes use the **subjunctive** form of the **verb** to talk about things that should be done. We use it in sentences that include words like '**insist**', '**recommend**' or '**vital**':

She recommended that he speak to a lawyer.

Usually, after 'he', 'she', 'a patient', etc. verbs in the present tense have an 's' on the end.

We also use the subjunctive for imaginary situations and giving advice, using the form '**If I/he/she were ...**'.

If I were you, I'd tell the teacher about it.

5 Underline the **verb** that is in the **subjunctive** in each sentence.

a) My daughter was reluctant to visit a doctor but I insisted that she go.

b) Please inform him that it is essential that he follow the correct procedures.

c) I'd complain to the head teacher if I were you.

Got it!  

Try again  

Ask an adult?  

① Draw a line to match each **noun** to its type.

ankle

abstract noun

determination

proper noun

Molly

concrete noun

② Circle the **adverbs** in the sentences below.

Ethan was really upset by the news.

We'll certainly go to the party.

③ Tick the option that shows how the **underlined words** in the sentence below are used.

We both ran down the road.

Tick **one**.

adverb

adverbial

subjunctive

relative pronoun

④ Replace the **underlined words** in each sentence with the correct **pronoun**.

By the time Daisy and I got to the party, Daisy and I were starving.

We were given a pizza to share and we gobbled the pizza up.

⑤ Replace the **underlined word** in each sentence with the correct **possessive pronoun**.

These cards belong to me. These cards are

The garden belongs to us. The garden is

These DVDs belong to my sister. These DVDs are

⑥ Tick the sentence that contains the **passive voice**.

Tick **one**.

We were told that our teacher was leaving.

They explained they'd had to cancel the show.

We asked why the bus was late.

⑦ Tick the sentence that is written in **formal English**.

Tick **one**.

She inhaled the roses' delicate fragrance.

Give me that towel, would you?

I'm gonna have some food – I'm starving!