

- Ⓐ Underline the most appropriate modal verb each time so that the sentences make sense. [6]

Example: (Can/Should/Shall) you make it to the match on Sunday?

- 1 I am so tired I (can/could/shall) fall asleep right now.
- 2 I am going to the dentist today so I (could/may/must) brush my teeth after breakfast.
- 3 (May/Will/Would) I ask a question?
- 4 We (could/must/would) go to the park but it depends upon the weather.
- 5 (Can/Should/Would) I open the door for you?
- 6 I (may/might/should) do my homework but I want to play outside.

Modal verbs are 'helper' **verbs** that change the meaning of other **verbs**. **Modal verbs** can suggest how likely something is to happen. **Modal verbs** include 'can', 'could', 'may', 'might', 'must', 'shall', 'ought', 'should', 'will' and 'would'.

Example: She may go to the cricket match.

- Ⓑ Turn these past tense sentences into the present progressive form using 'is', 'are' or 'am' and the 'ing' ending of the verb. [5]

Example: *I watched a film. I am watching a film.*

- 1 We shouted out loud.

- 2 I jumped high.

- 3 Rose cried with joy.

- 4 They fought over the computer game.

- 5 He tidied his bedroom.

Verbs can be used in the past or the present tense. In the present tense, the progressive form of a **verb** describes events that are in progress: an action that is happening. The **present progressive** form uses 'is', 'are' and 'am' and the 'ing' ending of the **verb**.

Example: I am learning the guitar.



Helpful Hint

Remember that a **verb** is a doing or being word and can be used in different tenses: past, present and future.

- © Add the correct pronoun in each space so that the paragraph makes sense. One has been done as an example. [5]

1–5 Mo and Dev were pond dipping at the butterfly park.

They had been at the park for an hour and were feeling very proud of _____. Mo had identified lots of little creatures, while Dev had found a newt, _____ was really amazing as _____ are so shy. Mo's dad was picking the boys up in his taxi so they packed up _____ pond-dipping nets and waited outside for _____.



Helpful Hint

Remember that **personal pronouns** are used instead of the name of a person, place or object (such as 'I', 'you', 'he', 'she' and 'them') and that **possessive pronouns** show who or what the **noun** belongs to (such as 'his', 'hers', 'its', 'ours' and 'theirs').

Pronouns are used in place of **nouns**.

Relative pronouns are used to introduce a **relative clause** (which can give more information about the **main clause**). **Example:** This is the match that we want to see. **Reflexive pronouns** end in 'self' or 'selves' and refer back to the **subject** (the **noun** or **pronoun** that the sentence is about) of the sentence or clause. **Example:** She saw herself in the photo.

Relative pronouns: that, when, where, which, who, whom, whose.

Reflexive pronouns: myself, yourself, himself, herself, itself, ourselves, yourselves, themselves.



- Ⓓ Add a relative pronoun in each space so that each relative clause makes sense. [5]

Example: *Have you seen the pencil ~~that~~ was on the table?*

- 1 They visited Tom, _____ lived in Wales.
- 2 Caleb, _____ is 9, is the eldest child.
- 3 _____ we went camping, our tent leaked.
- 4 Where is the book _____ I was reading?
- 5 Jade, _____ birthday is today, is 11.



Helpful Hint

Essential information can be linked to the clause using either 'that' or 'which'. This is called a **restrictive clause**. **Example:** We are staying in a villa that/which is near the coast. To provide inessential information to the sentence, a **comma** is added first and it is followed by 'which'. This is a **non-restrictive clause**. **Example:** She loves the villa, which is just as well!

A **relative clause** either identifies the **noun** or it gives extra information about the **main clause**. It begins with a **relative pronoun**: that, when, where, which, who, whom, whose.



- Ⓔ Write out these sentences, adding a dash before and after the parenthesis in each sentence. [5]

Example: *Mrs Jackson everyone's favourite postwoman sorted the mail.*

Mrs Jackson – everyone's favourite postwoman – sorted the mail.

- 1 Copper with the chemical symbol Cu is a soft, orange-red metal.

- 2 Lady Jane Grey the nine-day queen was imprisoned in the Tower of London.

- 3 Silk a fabric first developed in China is created by silkworms.

- 4 William also known as the Conqueror was England's first Norman king.

- 5 Jess began to write as she did each morning in her diary.

A **parenthesis** is a word or a short phrase that gives extra information in a sentence. The plural is '**parentheses**'.

Parentheses can be marked in three ways: dashes show importance or urgency by drawing attention to the words; brackets show less importance and enclose the **parenthesis**; **commas** show the least level of importance and don't make the information stand apart from the text as much. **Example:** Sam – Mrs Wood's son – is coming to stay.

Yes, I should love to come and stay with you (in Devon) next July.

The suspect, Mr Moss, will attend court on Friday 17th October.

- Ⓕ Underline the modal verbs and negative modal verbs, and circle the conjunctions in this paragraph. One has been done as an example. [6]

1–6 “When you finish your breakfast, we could go to the shops,”

Dad said. He looked at the sky thoughtfully. “If it starts to rain though, we might need to take our coats,” he added.

Rav said, “Dad, if it is sunny, can we go to the park afterwards?”

Dad looked at his watch. “Unless you hurry up with your breakfast, we won't be going anywhere!”

A **conditional sentence** has two clauses and the **main clause** is dependent, or conditional, on the other clause. **Conditional sentences** often use modal and negative **modal verbs** (such as 'ought' or 'wouldn't') and the **conjunctions** 'if', 'when' or 'unless'. **Example:** I may go if Mum takes me.

- Ⓒ Write whether the use of ellipsis in these sentences shows suspense, omission or stopping. [7]

Example: *She said she was going out ... but didn't say where.* omission

- 1 We had a great time at the party then, well ...

- 2 The car rounded the corner at breakneck speed and into the path of the oncoming lorry ... _____
- 3 I was halfway through the field ... I saw the bull heading towards me. _____
- 4 We thought about doing it, but decided not to.

- 5 Driving on the motorway will be easier. _____
- 6 “Well,” hesitated Mrs Piper, “I wonder ...” _____
- 7 Just as he thought he was safe, Miss Fu span round furiously ... _____

Ellipsis is where an expected word has been missed out (omission).

Example: ‘I love sweets so I went to the shop to buy some sweets.’ can be written as ‘I love sweets so I went to the shop to buy some.’ The word ‘sweets’ has not been repeated at the end of the sentence.

In writing, **ellipsis** can show suspense using three dots (...).

Example: He stared up in horror ...

It can also be used to show that someone is stopping their thoughts or speech.

Example: Now, what was I doing ...

- Ⓗ Underline the preposition phrases. There are two in each sentence. [6]

Example: *The book from the library had been borrowed by my brother.*

- 1 The tall, thin man beside the street light is watching the house over the road.
- 2 The woman peered through the window as the police car pulled up at the kerb.
- 3 The young shepherd appeared over the hill with his flock of sheep.
- 4 The boy from next door came to the quiz.
- 5 “The tennis racquet over there is mine,” she said, pointing at the bench.
- 6 She believed an ogre lived under the bridge but she had never been down to see it.

Prepositions often describe the location of a **noun**.

Example: The picture is on the wall.

A **preposition phrase** begins with the **preposition** and is followed by a **noun**, **pronoun** or **noun phrase**.

Example: ‘inside the box’. A **preposition phrase** helps to give more detail to a sentence.

Unit 1

- A 1–6** could, must, May, could, Can, should
- B 1** We are shouting out loud.
2 I am jumping high.
3 Rose is crying with joy.
4 They are fighting over the computer game.
5 He is tidying his bedroom.
- C 1–5** themselves, which, they, their, him
- D 1–5** who, who, When, that, whose
- E 1** – with the chemical symbol Cu –
2 – the nine-day queen –
3 – a fabric first developed in China –
4 – also known as the Conqueror –
5 – as she did each morning –
- F 1–6** “When you finish your breakfast, we could go to the shops,” Dad said. He looked at the sky thoughtfully. “If it starts to rain, though, we might need to take our coats,” he added.
Rav said, “Dad, if it is sunny, can we go to the park afterwards?”
Dad looked at his watch. “Unless you hurry up with your breakfast, we won’t be going anywhere!”
- G 1–7** stopping, suspense, suspense, omission, omission, stopping, suspense
- H 1** beside the street light, over the road.
2 through the window, at the kerb.
3 over the hill, with his flock of sheep.
4 from next door, to the quiz.
5 over there, at the bench.
6 under the bridge, down to see it.