

# GRAMMAR

Student Book



My Name

## Reading Eggspress Grammar Year 6 Student Book

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# In this book



The **Reading Eggspress Grammar** program provides exercises on parts of speech, punctuation and sentence construction. It aims to show students how understanding the 'language of language' can help them identify effective writing and – importantly – improve their own.

Each lesson introduces a topic and includes cloze questions, identification tasks (multiple choice, linking tasks, true/false, etc.) and short writing exercises. 'In Context' lessons expand on the topic through study of a short real-world text.

Topics in this book align with the following components of the Australian Curriculum:

## Australian Curriculum content codes and descriptions

**ACELA1521** – Understand the uses of commas to separate clauses

**ACELA1522** – Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas

**ACELA1523** – Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases

**ACELT1615** – Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts





# Verbal nouns

Verbal nouns are based on verbs but act as nouns. For example:

*Walking* is good exercise. Their *arrival* is cancelled.

## 1 Underline the verbs and circle the verbal nouns.

- a Horseracing is a popular sport.
- b The army mounted a surprise attack on the Romans.
- c Stargazing is a fascinating hobby.
- d Jake enjoys bike riding, but Paul prefers skateboarding.
- e A constant buzzing was heard coming from the computer lab.
- f The money will fund the building of a bridge.
- g I don't approve of the hunting of wild animals.
- h That was an awful decision by the referee.



## 2 Draw lines to complete these sentences. Underline the verbal nouns.

- |                                  |                              |
|----------------------------------|------------------------------|
| a The sheep were frightened      | is dangerous.                |
| b Abseiling requires             | woke me from my sleep.       |
| c We heard the croaking of frogs | by the howling of wolves.    |
| d Playing on the street          | a lot of skill and training. |
| e The baby's crying              | in the waterhole.            |

## 3 Highlight the verbal nouns in this passage.

Waiting for the storm to hit was scary. The wind started with a soft murmuring, which soon grew to a terrible roar. The constant screaming of the wind soon filled our ears and rattled the windows. Then there was the unmistakable cracking of branches being broken by the storm's fury. In horror we watched as the fierce wind tore the roofing off the shed. The whistling and whining of the wind seemed to go on for a very long time. Gradually it died down to a low moan, followed by a deathly silence. The storm had finally passed.

# Verb groups

A **verb group** is the group of words that is built around a main verb. It acts as a single verb. For example:

*Liam **may have just won** the race!*

## 1 Underline the main verb in these sentences.

- a I will meet him at his house.
- b He has been practising all week.
- c She has to eat her breakfast.
- d We might be joining them soon.
- e They will have finished by then.
- f Their plane should be landing soon.



## 2 Tick ✓ the sentence which is closest in meaning.

- a *We might catch the later bus.*
  - ☐ We will be catching the later bus.
  - ☐ We will possibly catch the later bus.
  - ☐ We will not be catching the later bus.
- b *Lachlan is going to sing next.*
  - ☐ Lachlan may have to sing next.
  - ☐ Lachlan will be singing next.
  - ☐ Lachlan has to sing next.

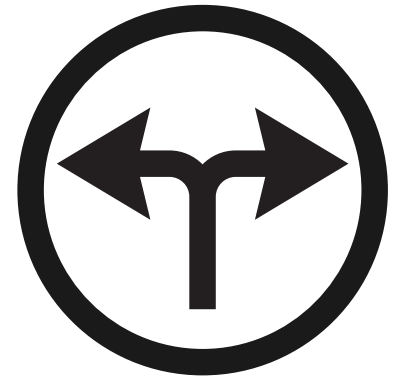
## 3 Complete the verb group in each sentence with a word from the box.

- a She \_\_\_\_\_ been waiting for you.
- b Dad might \_\_\_\_\_ still sleeping.
- c They may \_\_\_\_\_ arrived earlier.
- d I \_\_\_\_\_ going to help them.
- e The boys have \_\_\_\_\_ playing outside.
- f She \_\_\_\_\_ swimming in the pool.

be	has
was	have
am	been

## 4 Circle the verb group.

- |                      |                     |
|----------------------|---------------------|
| a in the room        | over there          |
| a new car            | is jumping          |
| b by the way         | could have tried    |
| with great care      | some ripe tomatoes  |
| c will be happening  | on the shelf        |
| the last page        | at the shops        |
| d behind the door    | has been sleeping   |
| a beautiful pearl    | many blue balloons  |
| e since last year    | in the meantime     |
| is going to draw     | two fit athletes    |
| f were skipping      | the thirsty animals |
| this tall tree       | across the road     |
| g a chest of drawers | a great surprise    |
| five muffins         | must be resting     |
| h after a while      | may have helped     |
| for example          | in the bag          |
| i happy times        | a great book        |
| was talking          | around the corner   |



## 5 In each sentence, what is the purpose of the underlined verb group?

- a *They have played the game many times.*

- ☐ It shows that something has already happened.
- ☐ It shows that something has yet to happen.
- ☐ It shows that something is happening now.

- b *That could be a winning score.*

- ☐ It shows that something is happening now.
- ☐ It shows possibility.
- ☐ It shows certainty.

## Verb groups

---

**6 Underline the verb groups. Note: Sometimes the sentence's object appears between the verb and the preposition.**

- a Our class figured out the answer.
  - b The troops eventually wore down their enemy.
  - c Tia pointed out my mistake.
  - d The children are looking forward to the school holidays.
  - e His parents dropped him off at the station.
  - f I sometimes look after my little brother.
  - g The explorers have embarked on a long journey.
  - h He turned up half an hour late for his appointment.
  - i We have to hand in our projects tomorrow.
  - j The alarm went off at six o'clock.
- 

**7 Write a preposition to complete the verb groups.**

- a Our car **broke** \_\_\_\_\_ on the highway.
  - b She asked me **to listen** \_\_\_\_\_ her poem.
  - c The enemy **gave** \_\_\_\_\_ without a fight.
  - d He wanted me to **try** \_\_\_\_\_ his new invention.
  - e Liam chose not **to join** \_\_\_\_\_ with the other children.
  - f We waited for the excitement to **die** \_\_\_\_\_.
- 

**8 A verb group often has a meaning different to the main verb in the group. In these sentences, underline the verb group and write its meaning.**

- A thief might break a window to break in.      enter illegally
- a The smoke will set off an alarm. \_\_\_\_\_
  - b The bus pulled up outside the school. \_\_\_\_\_
  - c Their team will drop back in the rankings. \_\_\_\_\_

# Verb groups in context

Use your knowledge of verb groups to answer the following questions.

Read the extract.

In this paragraph,  
**circle** three **verb groups**.

In the second sentence, put a  
**box** around the **verb group**.

In this sentence,  
**highlight** two **verb groups**.

In this paragraph,  
**colour** the **verb groups**.

## A Safer Place to Hide

The eye of the storm is passing over us," said Uncle Lou. "We don't have a lot of time. We must go downstairs to the laundry."

"Uncle Lou's right," said Dad. "We can't stay here. If the rest of the house goes, the laundry's our best chance."

With his torch, Dad led the way out of the bathroom. The inside of the house was a mess. The Christmas tree had blown across the room, and now the tip of it was wedged under the fridge. Broken furniture and glass lay everywhere. All the windows were broken. Everything was wet.

Uncle Lou was already outside. "Be careful of the stairs, they aren't holding on by much."

Mum carried Baxter and cautiously made her way down.

**Circle** the correct answers.

Which verb group completes the sentence?

- 1 Mum \_\_\_\_\_ the cyclone would cause so much trouble.  
**a** don't think      **b** didn't think      **c** can think      **d** won't think
- 2 The family \_\_\_\_\_ any longer.  
**a** can wait      **b** could wait      **c** couldn't wait      **d** would wait
- 3 Broken glass \_\_\_\_\_ everywhere.  
**a** were lying      **b** are lying      **c** weren't lying      **d** was lying
- 4 By next morning, the wind \_\_\_\_\_.  
**a** has stopped      **b** had stopped      **c** have stopped      **d** is stopping
- 5 The plants in the yard \_\_\_\_\_.  
**a** had been destroyed      **b** was being destroyed      **c** has been destroyed

### 6 Complete each sentence with a main verb.

- a We were \_\_\_\_\_ dinner when lightning struck the house.
- b By the time we got there, it had \_\_\_\_\_ raining.
- c You can \_\_\_\_\_ outside when the weather clears.
- d You must \_\_\_\_\_ the windows before the storm gets here.
- e He hasn't \_\_\_\_\_ the mud off his rain boots.

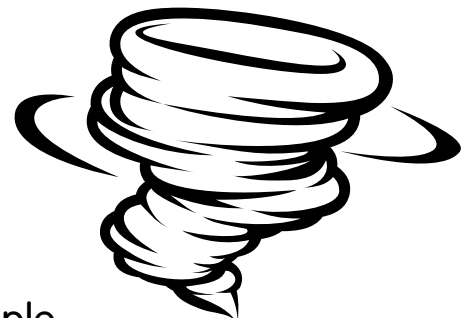
### 7 Complete each sentence with a word from the box below.

do    been    studying    given    don't    should    can

- a Most tropical cyclones are \_\_\_\_\_ people's names, such as Cyclone Tracy.
- b The meteorologist has been \_\_\_\_\_ the weather patterns.
- c During the cyclone, all the people could \_\_\_\_\_ was follow some basic rules.
- d Cyclones \_\_\_\_\_ suck up anything from cows to cars.
- e You \_\_\_\_\_ check that the roofs, gutters and eaves are secure.
- f You \_\_\_\_\_ want a cyclone to twist through your kitchen.
- g At least 70% of houses had \_\_\_\_\_ seriously damaged.

### 8 In each sentence, underline the verb group.

- a The cyclone had ripped the roof off the house.
- b The branches were blowing about in the wind.
- c Cyclone Tracy had washed away their presents.
- d Entire parts of the city had been destroyed.
- e Many families had been left with nothing.
- f The evacuation centres were overflowing with people.
- g Women and children would be evacuated first.



# Technical verbs

Technical language helps a writer to be specific about what they want to say. It also helps people working in the same field communicate with each other. A **technical verb** carries a lot more meaning than a general verb. For example:

***whisk:** beat ingredients with a special tool in order to add air to the mixture*

## 1 Match the technical verb to its definition.

fillet    debug    dice    upgrade    convert    fabricate    poach

- a \_\_\_\_\_: cook by simmering in water
- b \_\_\_\_\_: change the appearance or purpose of something
- c \_\_\_\_\_: cut into small cubes
- d \_\_\_\_\_: remove problems from a computer program
- e \_\_\_\_\_: invent facts, so as to deceive someone
- f \_\_\_\_\_: cut meat or fish into boneless strips
- g \_\_\_\_\_: raise something to a higher standard

## 2 Choose a technical verb from the box to complete each sentence.

deformed    contract    immunise    x-rayed

- a Hard work and old age had \_\_\_\_\_ the farmer's body.
- b Everyone's luggage was \_\_\_\_\_ before it went on the plane.
- c Most metals \_\_\_\_\_ when they are cooled.
- d The nurse visits on Thursdays to \_\_\_\_\_ newborn babies.

## 3 Match the technical verb to the verb group that means the same.

- |                |           |
|----------------|-----------|
| a extract      | pick up   |
| b anaesthetise | throw up  |
| c amputate     | take out  |
| d contract     | put out   |
| e vomit        | put under |
| f dislocate    | cut off   |

# Simple past and present tenses

**Simple present tense** describes what's happening now or what happens regularly in the present. It's common in fiction and nonfiction. For example:

*Tayla dries her hair. Whales migrate up the east coast.*

**Simple past tense** describes completed past actions. For example:

*Tayla dried her hair. Whales migrated up the east coast.*

**1 Find the verbs in these sentences and make them past tense, so that they end in -ed.**

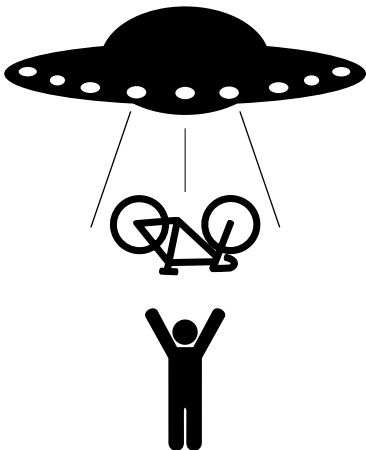
- a He cooks for at least ten people each night. \_\_\_\_\_
- b After the storm we walk home through the park. \_\_\_\_\_
- c The friends chase each other to the top of the street. \_\_\_\_\_
- d Builders shout to each other over the noise. \_\_\_\_\_
- e After the service we place flowers at the memorial. \_\_\_\_\_

**2 These film advertisements are in past tense. Write them in present tense.**

- a The Beast that Ate Sydney! \_\_\_\_\_
- b She wasn't your usual hero! \_\_\_\_\_
- c Mad Frank was so creepy \_\_\_\_\_
- d Alicia knelt for the king \_\_\_\_\_

**3 These book titles are in present tense. Change the verb to past tense.**

- a How I Make My Fortune  
\_\_\_\_\_
- b Doc Smith Comes to Town  
\_\_\_\_\_
- c They Go to War  
\_\_\_\_\_
- d They Fly from Space!  
\_\_\_\_\_





# Simple past and present tenses

## 4 Complete these sentences with present tense verbs.

- a Bower birds \_\_\_\_\_ blue objects for their bowers.  
b Pelicans \_\_\_\_\_ long distances to find water and food.  
c Bilbies \_\_\_\_\_ at night and \_\_\_\_\_ during the hot daylight hours.

## 5 Write these present tense verbs in the simple past tense.

- |               |                |
|---------------|----------------|
| a play _____  | b stand _____  |
| c wring _____ | d bear _____   |
| e find _____  | f bite _____   |
| g wear _____  | h overdo _____ |
| i tell _____  | j quit _____   |
| k sit _____   | l sink _____   |
| m race _____  | n tread _____  |

## 6 Circle the verbs and write their present tense form.

- a We flew for the first time today. \_\_\_\_\_  
b Who broke the chair? \_\_\_\_\_  
c The coach yelled her encouragement from the sidelines. \_\_\_\_\_  
d The stockman tied the rope. \_\_\_\_\_  
e He answered very gruffly. \_\_\_\_\_

## 7 Write the verbs in brackets in past tense.

- a The officials \_\_\_\_\_ us that our team was best! (tell)  
b The crowd \_\_\_\_\_ in the rain to watch us. (stand)  
c Before the race my stomach \_\_\_\_\_ with nerves. (churn)  
d Many people \_\_\_\_\_ the distant thunder. (hear)  
e Birds \_\_\_\_\_ deeply from the water trough. (drink)

# Simple present and continuous present tenses

**Simple present tense** shows an action happening now or that happens regularly in the present. For example:

*I **dance** badly    He **rides** to school    They **laugh** at my jokes*

**Continuous present tense** shows that the action is happening now and is continuing. It has a helping verb before the main verb. For example:

*I **am dancing**    He **is riding**    They **are laughing** at me!*

## 1 Put the verbs in brackets into simple present or continuous present tense so that the sentences make sense.

- a She \_\_\_\_\_ (work) every day.
- b The dog \_\_\_\_\_ (sleep) under the table at the moment.
- c Wait just a minute. I'm \_\_\_\_\_ (walk) through the door just now.
- d It never \_\_\_\_\_ (rain) at this time of year but it sure  
\_\_\_\_\_ (rain) now.

## 2 Circle the present continuous verb and underline the simple present tense verbs.

- a The baby is having a tantrum because he wants food.
- b While we are waiting, let's take selfies!
- c Since school is over, they are planning their holiday activities.
- d Jack is doing well and he knows it.
- e Freya wants chocolate but is not willing to wait.



## 3 Write SP (simple present) if the action happens regularly. Write CP (continuous present) if the action is happening now.

- |                             |                              |
|-----------------------------|------------------------------|
| a We are sleeping. _____    | b He snoozes. _____          |
| c I play hockey. _____      | d Sam loves pizza. _____     |
| e I am writing. _____       | f The choir rehearses. _____ |
| g Mia is watching TV. _____ | h Dad is not eating. _____   |

# Referring to the future

There are different ways of referring to the future. For example:

*I will play   I will be playing   I am going to play   Tomorrow I am playing*

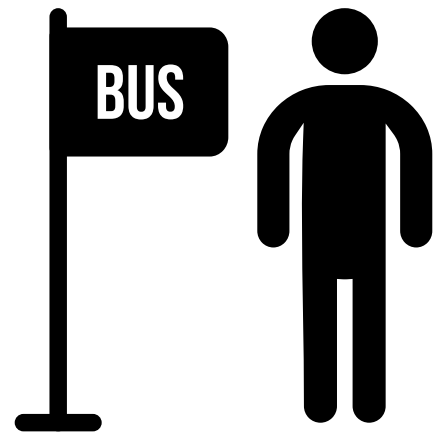
**1 Complete each sentence with a helper verb. Use each verb once.**

- a It \_\_\_\_\_ rain at any moment.
- b I \_\_\_\_\_ not leave until the credits roll.
- c \_\_\_\_\_ I open the door for you?
- d You \_\_\_\_\_ be staying in the upstairs room.
- e \_\_\_\_\_ she be driving my car?

will   might  
could   shall  
won't

**2 Tick ✓ the sentences that use one or more present tense verbs to show a future action or event.**

- a ☐ Tanya will join us soon.
- b ☐ Dad is going to cook a huge meal.
- c ☐ My bus arrives at 5 p.m.
- d ☐ You are to go to the library, please.
- e ☐ The sun will set earlier and earlier.
- f ☐ The movie is about to start.



**3 Complete these sentences to show a future action.**

- a Will you be swimming this afternoon?

Yes, I \_\_\_\_\_

- b Won't you be cold without a jacket?

No, \_\_\_\_\_

**4 Write each sentence to show a future action or event.**

- a Grandma taught me to tie my shoelaces.

\_\_\_\_\_

- b Dad meant to invite the whole street to the party.

\_\_\_\_\_

# Future perfect tense

**Future perfect tense** shows an action will be completed before something else happens. It uses **will have** and the past participle of the main verb. For example:

*They **will have arrived** by the time we get there.*

## 1 Complete each sentence with a verb from the box.

will have labelled    will have realised    will have listened  
will have milked    will have repaired



- a The mechanic \_\_\_\_\_ the car by now.
- b The farmers \_\_\_\_\_ the cows by then.
- c By now they \_\_\_\_\_ their mistake.
- d He \_\_\_\_\_ the parcel before sending it to his friend.
- e The teacher \_\_\_\_\_ to every child.

## 2 Find the word that is wrong and write it correctly.

- a The dogs will have ate all their food by the time we get home. \_\_\_\_\_
- b By then, they will have went without water for 24 hours. \_\_\_\_\_
- c They will have drove right across the country by January. \_\_\_\_\_
- d Everyone will have chose a topic before the end of the day. \_\_\_\_\_
- e By tomorrow the wind will have blew away all the leaves. \_\_\_\_\_
- f Within minutes she will have swam another five laps! \_\_\_\_\_
- g Mum will have hid the chocolate well. We'll never find it! \_\_\_\_\_

## 3 Tick ✓ any sentence with a verb in the future perfect tense.

- a ☐ We will go to school once we've eaten breakfast.
- b ☐ By the time they get to school, the bell will have rung.
- c ☐ They have packed their bags and are ready to leave.
- d ☐ I will have finished my homework before Dad gets home.
- e ☐ I will do whatever I can to help.

## 4 Write the verb in brackets in the future perfect tense.

- a Hopefully she (find) \_\_\_\_\_ the key by then.
- b Don't worry—they (test) \_\_\_\_\_ the product many times before launching it.
- c The weather (warm up) \_\_\_\_\_ by the time we go on holiday.
- d By the end of the season, I (play) \_\_\_\_\_ 10 matches at fullback.
- e She (rest) \_\_\_\_\_ by then and will be ready to keep hiking.
- f They (leave) \_\_\_\_\_ the house long before you get there.
- g By five o'clock, the doctor (see) \_\_\_\_\_ all her patients.

## 5 Build sentences with the following words.

- a afternoon. have raining It by will this stopped  
\_\_\_\_\_
- b time. have will home by She gone that  
\_\_\_\_\_
- c by will else helped then. Someone have him  
\_\_\_\_\_
- d more will grown some She then. before have  
\_\_\_\_\_
- e concert o'clock. begun by will The seven have  
\_\_\_\_\_

## 6 Write a sentence with each verb.

- a will have returned: \_\_\_\_\_
- b will have started: \_\_\_\_\_
- c will have received: \_\_\_\_\_

# Future tense in context

Use your knowledge of future tense to answer the following questions.

Read the passage.

In paragraph 3,  
underline four **verb groups** that express actions that will happen in the future.

In the final paragraph,  
put a **box** around two **verb groups** that express actions that will happen in the future.

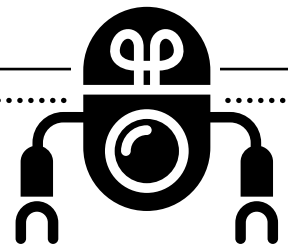
## ROBOTS TO THE RESCUE

Nanorobots, or nanobots, are very, very small robots— smaller than the width of a human hair.

Nanobots are still in the development stage. They are expected to revolutionise the way doctors treat diseases.

In the future, scientists believe that doctors will inject nanobots into our blood. The nanobots will swim through our bodies, looking for signs of illness. If, for instance, they detect a virus, they will destroy it before it makes us sick. In addition, these little helpers will give us medicine when we need it.

Some scientists are even predicting that in the future, people won't grow old. As soon as our cells show signs of wear and tear, nanobots will replace them with healthy ones.



**Circle** the correct answers.

In each sentence, identify the verb that shows future time.

- 1 Scientists think that nanorobots will exist in the not too distant future.  
**a** think that      **b** will exist      **c** not too distant      **d** distant future
- 2 Scientists are developing nanorobots that will change the way doctors treat illnesses.  
**a** are developing      **b** treat illnesses      **c** doctors treat      **d** will change
- 3 By the time I grow up, doctors will be treating patients with nanobots.  
**a** I grow      **b** grow up      **c** will be      **d** will be treating
- 4 Scientists predict that robots will be playing a bigger role in our lives in the future.  
**a** predict that      **b** will be      **c** be playing      **d** will be playing
- 5 Some scientists believe that nanobots are going to wipe out all diseases.  
**a** are going      **b** believe that      **c** are going to wipe out      **d** to wipe

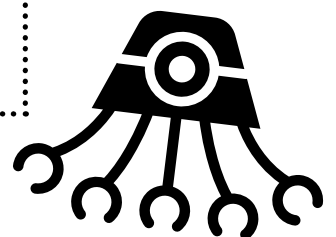
## 6 In each sentence, fill in the gap with a helper (auxiliary) verb.

- a In the future, robots \_\_\_\_\_ be able to do more jobs around the house.
- b This week, my mother \_\_\_\_\_ going to buy a robotic vacuum cleaner.
- c In ten years, some robots will \_\_\_\_\_ able to do things we have never imagined.
- d This week in science, I \_\_\_\_\_ going to help my friend build a robot.
- e Do you think robots \_\_\_\_\_ ever be able to do our homework for us?

## 7 Complete each sentence with a verb group from the box below.

- a Robots of the future \_\_\_\_\_ small enough to go right inside our bodies.
- b We \_\_\_\_\_ to a talk about nanobots.
- c Nanobots \_\_\_\_\_ the way diseases are treated.
- d Eventually, many of the jobs that humans do \_\_\_\_\_ by robots.
- e The robots \_\_\_\_\_ with computer brains.
- f Some people are worried that one day, robots \_\_\_\_\_ the world.
- g By the time I grow up, scientists \_\_\_\_\_ the first nanobots.

will have built      are going to listen  
will be fitted      will be done      will change  
will be      will take over



# Adjectives of degree

**Adjectives of degree** show how people and things compare with each other.

For example:

*tall    taller    tallest*

- 1 For adjectives of one syllable, add **-er** and **-est**. For two-syllable adjectives ending in **y**, change the **y** to **-i** before adding **-er**. Connect the matching adjectives of degree.

Positive degree	Comparative degree	Superlative degree
<b>a</b> loud	wetter	strongest
<b>b</b> tall	thinner	loudest
<b>c</b> fierce	louder	fiercest
<b>d</b> wet	stronger	wettest
<b>e</b> thin	fiercer	tallest
<b>f</b> strong	taller	thinnest

- 2 Complete the table of adjectives.

Positive degree	Comparative degree	Superlative degree
<b>a</b> long	<i>longer</i>	<i>longest</i>
<b>b</b> old		
<b>c</b> wild		
<b>d</b> scary		
<b>e</b> sleepy		
<b>f</b> funny		

- 3 Complete the adjectives of degree correctly. Add **-er** or **-est**.

- a** That was the cold\_\_\_\_\_ day in winter.  
**b** It is hot today, but I think it was hot\_\_\_\_\_ yesterday.  
**c** My grandma is old\_\_\_\_\_ than yours, but young\_\_\_\_\_ than Henry's.  
**d** Jackson is the fast\_\_\_\_\_ runner in our class.



## Adjectives of degree

- 4 Some adjectives are irregular—they don't follow a pattern. Complete the sentences with adjectives from the box.

good better best bad worse worst many more most little less least

- a It was awful! Our coach told us it was the \_\_\_\_\_ game we had played this season.
- b He told us that we must do \_\_\_\_\_ next time.
- c He really wanted us to be the \_\_\_\_\_ team in the competition.
- d However, things went from \_\_\_\_\_ to \_\_\_\_\_.
- e By the end of the season, our team had the \_\_\_\_\_ number of points.

- 5 When an adjective already ends in a suffix, add *more* and *most* to show comparative and superlative degrees. Underline the suffix of the adjective in bold. Then, **circle** the correct word in brackets to complete the sentence.

- a That is the (more most) **beautiful** sunset I have ever seen!
- b The main bedroom is (more most) **spacious** than all the others.
- c Andre is the (more most) **adventurous** person in our group.
- d The machine will be (more most) **efficient** if you oil the motor.
- e Amber's picture is (more most) **colourful** than mine.

- 6 For two-syllable adjectives not ending in -y and for all three-or-more-syllable adjectives, also use *more* or *most*. Add *more* or *most* to these sentences.

- a That is the \_\_\_\_\_ unusual dog I have ever seen.
- b Jess grew \_\_\_\_\_ despondent as each day passed.
- c The director told us she needed a \_\_\_\_\_ dramatic performance.
- d Is the taipan the \_\_\_\_\_ venomous snake in Australia?
- e He is the \_\_\_\_\_ famous footballer I know.
- f She became \_\_\_\_\_ cheerful when her friends visited.



# Modal adjectives

**Modal adjectives** help us describe the certainty of people and things.

For example:

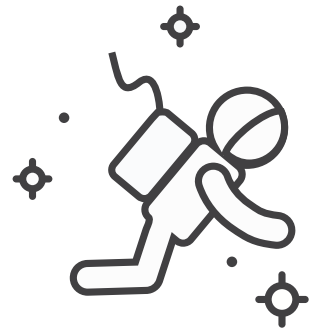
*Winning the grand final was an **unlikely** result.*

## 1 Circle the modal adjectives.

failure	certainly	something	possible	possibility
unnecessary	probably	solution	definite	like

## 2 Match the positive and negative adjectives.

- |               |               |
|---------------|---------------|
| a certain     | unlikely      |
| b likely      | inconceivable |
| c necessary   | unnecessary   |
| d conceivable | uncertain     |



## 3 Choose adjectives from the box to complete the sentences.

unlikely    possible    impossible    certain    definite    unnecessary

- a The city is an \_\_\_\_\_ place to find a emu.
- b Technology has made it \_\_\_\_\_ for people to visit space.
- c I can't choose. You've put me in an \_\_\_\_\_ position.
- d Your entry is very good! You have a \_\_\_\_\_ chance of winning.
- e We'll travel light. Leave any \_\_\_\_\_ equipment at home.
- f Jumping from a plane without a parachute would cause \_\_\_\_\_ death.

## 4 Number the adjectives to show decreasing likelihood.

<input type="text" value="1"/> certain	<input type="text"/> improbable	<input type="text"/> likely
<input type="text"/> feasible	<input type="text" value="5"/> impossible	

# Adverbs of degree

**Adverbs of degree** tell how much or to what extent something is done. Like adjectives, they have three degrees of comparison. For example:

*early    earlier    earliest*

1 **Circle the correct adverb of degree to complete each sentence.**

- a The team's performance was less/so good that they made the finals.
- b The weather in the mountains is extremely/barely bad.
- c I very/almost forgot which bus I was meant to catch.
- d You're absolutely/just correct in your technique.
- e Ouch! That coffee is least/awfully hot.

2 **For adverbs of one syllable, add *-er* to make the comparative degree and *-est* to make the superlative degree. Complete the table.**

Positive degree	Comparative degree (between two things)	Superlative degree (between three or more things)
a near		
b soon		
c early	<i>earlier</i>	
d loudly		<i>loudest</i>

3 **For most adverbs of two syllables, add *more* to make the comparative degree and *most* to make the superlative degree. Write *most* or *more* to complete each sentence.**

- a Of all the dancers, she danced the \_\_\_\_\_ gracefully.
- b I walk our large dog \_\_\_\_\_ often than our small dog.
- c Lynnette sings \_\_\_\_\_ confidently than me.
- d That's the \_\_\_\_\_ stunning sunset I've ever seen.

## Adverbs of degree

- 4 A few adverbs are irregular—they don't follow a pattern. Complete the following table.

Positive degree	Comparative degree (between two things)	Superlative degree (between three or more things)
a well	<i>better</i>	
b much		<i>most</i>
c badly		<i>worst</i>
d little	<i>less</i>	

- 5 Choose an adverb from the box to complete each sentence.

always    less    least    never    vastly    rather    barely

- a I train \_\_\_\_\_ often than Matt.
- b Tanya is the \_\_\_\_\_ likely person to forget her ticket.
- c He's an honest guy. He \_\_\_\_\_ lies and  
\_\_\_\_\_ keeps his word.
- d I felt \_\_\_\_\_ shy.
- e She \_\_\_\_\_ underestimated how much time the project would consume.
- f He \_\_\_\_\_ was able to keep his balance.

- 6 Adverbs can modify other adverbs. Tick ✓ the phrases that are NOT double adverbs.

- |  |   |
|--|---|
| a <input type="checkbox"/> remarkably quickly  | b <input type="checkbox"/> quite well         |
| c <input type="checkbox"/> simpler still       | d <input type="checkbox"/> mildly intelligent |
| e <input type="checkbox"/> extremely large     | f <input type="checkbox"/> rather well        |
| g <input type="checkbox"/> horrendously slowly | h <input type="checkbox"/> honestly incorrect |

# Adverb groups

An **adverb group** is a phrase that does the work of an adverb. Adverb groups tell about when, where and how. For example:

*I go to swimming training **early every morning**.*

1 **Underline the adverb group that tells you when things happened.**

- a Rabbits gathered in the paddock during the night.
- b Lightning cracked directly above our heads during the fierce storm.

2 **Underline the adverb group that tells where things happened.**

- a Monstrous squid live kilometres below the ocean surface.
- b We race around our town when the annual bicycle race is held.

3 **Underline the adverb group that tells how things happened.**

- a The last swimmer pulled herself out of the water very slowly.
- b Riding very carefully, the girl nursed the tired horse home.

4 **Write how, when, where or why about what the underlined adverb group shows.**

- a Mum took us to the pool during the school holidays. \_\_\_\_\_
- b Moonlight was streaming through my window. \_\_\_\_\_
- c The infant dug a huge hole with a plastic spade. \_\_\_\_\_
- d We're going there for a holiday. \_\_\_\_\_
- e Large waves smash on the rocks along this coast. \_\_\_\_\_
- f Riding a bike without a helmet is dangerous. \_\_\_\_\_
- g Before going to the play, I didn't enjoy drama. \_\_\_\_\_
- h Hundreds of mosquitos appeared after sunset. \_\_\_\_\_
- i Penny met her football coach for extra coaching. \_\_\_\_\_
- j A packs of wolves circled beneath the tree. \_\_\_\_\_

**5 Adverb groups usually start with a preposition. Choose a preposition from the box to complete each sentence.**

without before above through until within behind

- a The lost pilot trudged slowly \_\_\_\_\_ the swamp.
- b \_\_\_\_\_ water, people can only survive a few days.
- c \_\_\_\_\_ seconds the drone crashed to the ground.
- d The explorers dug \_\_\_\_\_ the tree and buried their treasure.
- e Both dragons stood quietly \_\_\_\_\_ sunset.
- f The balloon flew high \_\_\_\_\_ the smoke.
- g The space ship touched down \_\_\_\_\_ running out of fuel.

**6 The following sentences have an adverb. Rewrite each sentence so that it has the same meaning but uses an adverb group.**

He answered rudely.

\_\_\_\_\_ He answered in a rude way. \_\_\_\_\_

- a He does his work carelessly.

\_\_\_\_\_

- b No such diseases were known then.

\_\_\_\_\_

- c The mango fell here.

\_\_\_\_\_

- d This product is available everywhere.

\_\_\_\_\_

- e He has gone overseas.

\_\_\_\_\_

- f We built this house recently.

\_\_\_\_\_

# Sequence adverbs

**Sequence adverbs** show the order in which things happen. For example:

***First** I combed my hair, and **then** I put on my cap.*

Sequence adverbs include the following words and phrases:

after    after that    afterwards    before    eventually    finally    first  
last    last of all    lastly    later    meanwhile    next    then

## 1 Complete the following procedure with sequence adverbs from the box.

- a \_\_\_\_\_, butter two sides of the bun.
- b \_\_\_\_\_, place lettuce and sliced tomato on one of the slices.
- c \_\_\_\_\_, arrange the sliced cheese and meat pattie on top of the lettuce and tomato.
- d \_\_\_\_\_, put the two sides of the bun together.
- e \_\_\_\_\_, eat your burger!

## 2 Unravel the adverbs in the following sentences.

- a I devoured my breakfast and htne \_\_\_\_\_ I got ready for school.
- b He waited for the cake to cool and tarel \_\_\_\_\_ he iced it.
- c We really enjoyed the concert and radtfearswr \_\_\_\_\_ we walked home together.
- d After trying many different hairstyles, she ailnfyl \_\_\_\_\_ found one she liked.
- e We Inveueytal \_\_\_\_\_ got to the part where the pirates landed on the island.

## 3 Match the adverb to its meaning.

- |   |                 |  |
|---|-----------------|--|
| a | meanwhile       | arranged in the order in which events happened |
| b | eventually      | while something else is happening              |
| c | chronologically | in the end                                     |

4 **Circle** the word in brackets that correctly completes each sentence.

- a Everyone was happy when it was (meanwhile, finally) time to go home.
- b (First, Then) you have to fix your bicycle, and (first, then) you can ride it.
- c If you leave your skateboard out in the weather, it will (eventually, afterwards) rust.
- d Nadeem stood at the front of the line, Charlie was behind him, and I came (lastly, next).
- e I started by pulling out the weeds and (afterwards, before) I watered all the plants.

5 Use the adverb groups in the box to sequence the following activities.

after basketball      at 10 am      in the evening      in the morning  
after school      at 9 pm      at midday

- a I eat breakfast \_\_\_\_\_.
- b I have a snack \_\_\_\_\_.
- c I eat lunch \_\_\_\_\_.
- d I play basketball \_\_\_\_\_.
- e I go home \_\_\_\_\_.
- f I eat dinner \_\_\_\_\_.
- g I go to bed \_\_\_\_\_.

6 Write sentences that start with the following adverbs.

- a First \_\_\_\_\_  
\_\_\_\_\_
- b Eventually \_\_\_\_\_  
\_\_\_\_\_
- c Later \_\_\_\_\_  
\_\_\_\_\_



# Review: subject, verb, object

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A clause is a group of words with a **subject** and a **verb**. It is the basic unit of a sentence. For example:

***My dog** is sleeping.*

A clause may take an object, which is what is affected by the verb.

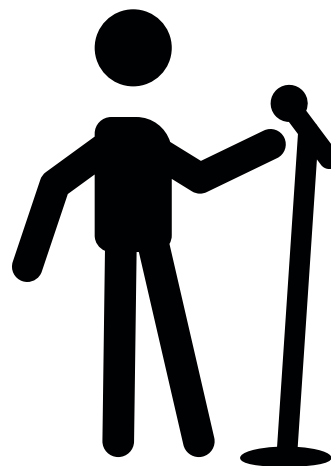
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## 1 Underline the subjects.

- a Sleepy cats are fun to watch.
  - b Kylie loves pizza.
  - c Mrs Russell's car is parked right outside.
  - d Massive banks of rain-bearing clouds gathered above us.
- 

## 2 A sentence needs a subject but doesn't need an object. Tick ✓ the sentences that don't have an object.

- a ☐ Dad snores.
- b ☐ Amy left her sandwich on the bench.
- c ☐ I caught a bad cold.
- d ☐ My brothers and I left early.
- e ☐ Run!
- f ☐ Mali sang really well.
- g ☐ Shani picked up the phone and dialled.



## 3 To find the object, ask *who* or *what* after the verb. Circle the verb and underline the object in these sentences.

- a The mechanic knows the problem.
- b The flashing lights hurt my eyes.
- c A guide showed us around.
- d The mayor will announce the winners.
- e A strong wind could blow down that tree.

## Recap: Subject, verb, object

- 4 Verbs create the relationship between the subject and the object of the verb. Choose a verb from the box to complete each sentence.

loves    has been wanting to see    knows    is  
are tired of    organised    are waiting

- a Peta \_\_\_\_\_ the new episode.  
b My new science teacher \_\_\_\_\_ the answer to question 3.  
c That song \_\_\_\_\_ the best choice.  
d Kate \_\_\_\_\_ the items on the top shelf.  
e He \_\_\_\_\_ green chillies.  
f My friends and I \_\_\_\_\_ for the early bus.

- 5 In active voice, the subject of the sentence acts. In passive voice, the subject is acted upon. Write A (active) or P (passive) to identify each sentence.

- a The house was sold. \_\_\_\_\_  
b He was woken by a thumping noise. \_\_\_\_\_  
c A big mistake was made. \_\_\_\_\_  
d Taylor borrowed my new shirt. \_\_\_\_\_  
e A great battle is being fought. \_\_\_\_\_  
f All the doors have been locked. \_\_\_\_\_  
g Our teacher left the room for a moment. \_\_\_\_\_



- 6 Cross out ~~X~~ the incorrect forms of the verb in these sentences.

- a All three swimmers (placed/is placing/was placing/places) their towels next to the pool.  
b Sam (are kicking/kick/kicks/were kicking) the ball against the wall.  
c Mum (am planting/plant/planted/were planting) spring seedlings in the front yard.  
d The hailstones (leaving/leaves/had left) big dents on our car's roof.

# Prepositional phrases

A **preposition** shows the relationship between a noun, noun group or pronoun and other words. Most phrases start with a preposition. They add detail to sentences. For example:

*I recognise that girl **in** the red T-shirt.*

## 1 Join the parts to make sense.

- |  |                                  |
|--|----------------------------------|
| a The weary sailors returned           | <b>in</b> the blink of an eye.   |
| b There were severe water restrictions | <b>in</b> such polluted water.   |
| c The meteor disappeared               | <b>on</b> the walls of the cave. |
| d There are ancient rock paintings     | <b>after</b> months at sea.      |
| e You will not be able to swim         | <b>during</b> the drought.       |

## 2 Complete the sentences with prepositions.

- a I will not go \_\_\_\_\_ you \_\_\_\_\_ that cave.
- b \_\_\_\_\_ the night, we had a shower \_\_\_\_\_ rain.
- c He stood \_\_\_\_\_ top of the mountain and looked  
\_\_\_\_\_ the land.
- d Pick a number \_\_\_\_\_ one and ten.
- e The horse galloped \_\_\_\_\_ the open gate.
- f There are banks of coral \_\_\_\_\_ the sea.
- g We run \_\_\_\_\_ the oval twice each morning.
- h They cast their votes \_\_\_\_\_ the election.
- i Is it far \_\_\_\_\_ Adelaide \_\_\_\_\_ Alice Springs?
- j Flowering trees grow \_\_\_\_\_ the river bank.

## 3 Write the missing vowels to complete the prepositions.

- a He looked at the crowd b\_\_\_\_f\_\_\_\_r\_\_\_\_ his eyes.
- b D\_\_\_\_r\_\_\_\_ng her performance, the clown fell over her feet.
- c Jay caught his breath \_\_\_\_ft\_\_\_\_r the big race.
- d The sky was clear and the sun shone w\_\_\_\_th\_\_\_\_ \_\_\_\_t a single cloud.

## Prepositional phrases

### 4 Choose prepositions from the box to complete the sentences.

past after against since

- a The awards were given out \_\_\_\_\_ the bands left the stage.
- b She was thrown \_\_\_\_\_ the rocks by the wave.
- c In the \_\_\_\_\_, athletes ran barefoot.
- d \_\_\_\_\_ the holidays, I have been very ill.

### 5 Underline the adverbial phrases and circle the prepositions.

- a James ran quickly after dark as he was scared.
- b We all had to climb through the gap in the rocks.
- c Gemma won't go camping without her own tent.
- d There were massive crowds at the show.



### 6 Match the preposition and its definition.

- |                   |                                       |
|-------------------|---------------------------------------|
| a alongside       | despite                               |
| b notwithstanding | approximately (especially with years) |
| c excluding       | next to someone or something          |
| d circa           | not including                         |

### 7 A compound preposition has two words that act as a preposition.

Complete the sentences with a compound preposition from the box.

because of as of next to prior to according to instead of

- a \_\_\_\_\_ yesterday, our team is in third place.
- b I was late \_\_\_\_\_ heavy traffic.
- c Jake waited inside \_\_\_\_\_ in the car.
- d Please leave your dirty glass \_\_\_\_\_ the sink.
- e The suspect visited the scene \_\_\_\_\_ the day of the crime.
- f I've always been a funny kid \_\_\_\_\_ my grandpa.

# Conjunctions

A **conjunction** joins sentences, clauses or words within a clause. For example:

*My brothers are twins, **so** they share a lot of clothes.*

- 1 Coordinating conjunctions join words or groups of words that are equal, such as two nouns, two phrases or two clauses. Choose a conjunction from the box to complete each sentence.**

nor or but yet

- a Oscar waited at the airport, \_\_\_\_\_ his flight was very late.
- b Mum doesn't like soccer, \_\_\_\_\_ she does like cricket.
- c Rock climbing can be a dangerous sport, \_\_\_\_\_ people still do it.
- d Jemma has to arrive on time, \_\_\_\_\_ she'll miss the connecting bus.

- 2 Circle the correct conjunction.**

- a Sheri always trained hard at swimming, (yet so) she has not won a race.
- b I don't like snorkelling, (or but) I would like to try scuba diving.
- c We have to learn first aid, (for so) it's a good skill to have.
- d She has the voice of an angel, (but so) of course she got the lead role in the musical.

- 3 Use the conjunctions in the box to complete each sentence.**

although before unless while because

- a Amy was taken to the doctor \_\_\_\_\_ her cough got any worse.
- b You can't go out \_\_\_\_\_ you have helped tidy up.
- c \_\_\_\_\_ the forecast is for bad weather, the tournament will go ahead.
- d Make sure you visit us \_\_\_\_\_ you are visiting the area.
- e We could join in \_\_\_\_\_ it's our turn.

# Conjunctions

- 4 **Correlative conjunctions come in pairs. 'Correlate' means 'to match'. Like coordinating conjunctions, they join words or groups of words that are equal. Complete each sentence with a pair of correlative conjunctions from the box. Use each pair of conjunctions once.**

either/or not/but both/and not only/but also neither/nor whether/or

- a You can wear \_\_\_\_\_ a cap \_\_\_\_\_ a sunhat.  
b I have been to Disneyland \_\_\_\_\_ just once \_\_\_\_\_ many times.  
c We weren't sure \_\_\_\_\_ to get him a drone \_\_\_\_\_ a scooter.  
d Mia wanted \_\_\_\_\_ the caramel flavour \_\_\_\_\_ the mint flavour.  
e We had to catch \_\_\_\_\_ a bus \_\_\_\_\_ a train to get home.  
f She managed \_\_\_\_\_ to unpack the pieces, \_\_\_\_\_ to put them back together.

- 5 **Underline the conjunction that is incorrect in each sentence and write it correctly.**

- a Today I feel neither happy or sad. \_\_\_\_\_  
b He was wearing not one and two pairs of socks. \_\_\_\_\_  
c I wasn't sure whether to phone her but to email her. \_\_\_\_\_  
d I tried not only to juggle and also to stand on my hands. \_\_\_\_\_  
e The forecast is that next week will be both wet nor cold. \_\_\_\_\_

- 6 **A subordinating conjunction joins a main clause to a clause that is not as important. They often show a comparison (*than*), a reason (*because*, *since*), a purpose (*so that*, *in order that*), time (*until*, *as*) or place (*where*).**

**Circle** the best conjunctions to complete these complex sentences.

- a Early morning training was a pain (although before) most players turned up.  
b (Unless Before) they knew the whole story, people began to judge him.  
c (Although When) it was expensive, Tran decided to hire the tools he needed.  
d Stacey didn't stay up late (before because) she was so tired.

# Complex sentences

A **complex sentence** has one main clause and one or more subordinate clauses. The main clause has the main idea, and the subordinate clause(s) gives more information about the main idea. For example:

***We held a class party** because it was the end of the year.*

## 1 **Circle** the conjunctions in these complex sentences.

- a Shelly was really glad because she had been elected class captain.
- b Although playing the drums is noisy, it's also fun.
- c While it was tiring climbing up, sliding down the sandhill was worth it.
- d We won't finish on time unless everyone pulls together.

## 2 **Circle** the best conjunction for each complex sentence.

- a We got to the cricket (after before) the crowd got too large.
- b Seeing the art exhibition was great (although when) there was little room.
- c (As Until) they are rare, the marsupials are protected by high fences.
- d (While Until) building the scale model was difficult, it was very rewarding.

## 3 **Choose conjunctions from the box to complete the sentences.**

because    until    after    once

- a Sunshine streamed through my window \_\_\_\_\_ it was morning.
- b \_\_\_\_\_ the storm ceased, we found many shells on the beach.
- c \_\_\_\_\_ the game started, I calmed down.
- d She rang the bell loudly \_\_\_\_\_ everyone was at assembly.

## 4 **Underline** the main clauses in these sentences.

- a We aren't allowed to eat the apples until they are ripe.
- b Layla was voted captain this year because she is a great runner.
- c Although Jess is fantastic at riding, she has fallen from her horse three times this year.

## 5 Underline the subordinate clause in these sentences.

- a Rebecca, who is in Grade 5, likes science and netball.
- b Jack won't take part in the competition unless Cooper joins him.
- c Because my dinner was too cold, I heated it in the microwave.

## 6 Write 1, 2 or 3 to show how many clauses in the sentence.

- a ☐ My little brother always cries when he doesn't get his way.
- b ☐ The teacher spent the whole lesson reviewing the difference between simple and complex sentences.
- c ☐ Since no one could pick us up, we had to get ready quickly and Dad called a taxi.

## 7 Tick ✓ the sentence which does NOT contain a main and a subordinate clause.

- a ☐ Wherever you go, you can always find beauty.
- b ☐ The ferry ride was very interesting, as I expected.
- c ☐ Alex likes to be on time, so he is not going to stand for lateness.
- d ☐ I really didn't like the movie even though the soundtrack was great.

## 8 Write T for true or F for false for each statement.

- a *I stumbled and fell but I didn't hurt myself.* In this sentence, the word *but* ...
  - ☐ joins two independent clauses.
  - ☐ is a conjunction.
  - ☐ joins a main and a subordinate clause.
  - ☐ is part of a complex sentence.
- b *Although she had some doubts, Deni found the training course very useful.* In this sentence, the word *although* ...
  - ☐ joins two independent clauses.
  - ☐ is a preposition.
  - ☐ joins a main and a subordinate clause.
  - ☐ is part of a complex sentence.



# Complex sentences in context

Use your knowledge of complex sentences to answer the following questions.

Read the extract.

In this sentence,  
circle the **verbs**.

In this sentence,  
put a **box** around  
the **verbs**.

In this sentence,  
**highlight** the  
**verbs**.

In the final  
sentence, **colour**  
the **verbs**.

## The Sit-in

→ I felt a tug on my sleeve and turned around. It was Billy, who just smiled. I tried to smile back, but I was worried that we were all about to lose our jobs.

→ The workers chose three men who would speak on their behalf. For hours they negotiated with Mr Perkins, while the rest of us remained sitting.

→ Finally, one of the workers returned and announced that four windows upstairs would stay open all day, and that the girls on my line could have two twenty-minute breaks during our twelve-hour shift.

With a show of hands, we voted to go back to work. No one saw much of Mr Perkins for the rest of the day. There was a rumour that he went home because he had lost his voice.

Circle the correct answers.

In each sentence, identify the number of clauses. Circle the verbs to help you.

1 It was Billy, who just smiled.

- a one                      b two                      c three                      d four

2 I tried to smile back, but I was worried about our jobs.

- a one                      b two                      c three                      d four

3 They negotiated with Mr Perkins, while the rest of us remained sitting.

- a one                      b two                      c three                      d four

4 No one saw much of Mr Perkins for the rest of the day.

- a one                      b two                      c three                      d four

5 My fellow workers had come downstairs and they were demanding better working conditions, including fresh air while they stirred the large vats.

- a one                      b two                      c three                      d four

## Complex sentences in context

### 6 Join the clauses to make sentences.

#### Main clause

- a Molly wanted to complain,
- b Molly had to work,
- c Molly walked past Mr Perkins
- d Mr Perkins yelled at Molly
- e Mr Perkins was angry,

#### Main Clause

or her family would starve.  
but he listened to their complaints.  
and he made her stay back.  
and she joined the sit-in.  
but she was afraid of losing her job.

### 7 Join the clauses to make sentences.

#### Main clause

- a Mr Perkins was angry
- b Molly worked in a factory
- c Molly was upset
- d Molly saw a woman
- e Mr Perkins threatened to sack people

#### Subordinate clause

that produced soap.  
if they didn't get back to work.  
because Molly was late.  
when Mr Perkins yelled at her.  
who was handing out pamphlets.

### 8 Complete each sentence by adding another clause.

- a Molly couldn't afford to lose her job because her little brother was sick and \_\_\_\_\_
- b When she got to the factory, Molly tried to explain why she was late, but \_\_\_\_\_
- c Someone who was yelling even louder than Mr Perkins barged past and \_\_\_\_\_
- d Molly rushed to help the woman, who assured her that \_\_\_\_\_

# Active and passive voice

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Verbs have two voices: active and passive.

**Active voice** is when the subject of the verb acts. For example:

**Koalas** (subject) eat leaves.

**Passive** voice is when the subject of the verb is acted on. For example:

**Leaves** (subject) are eaten by koalas.

Write mainly in the active voice because it lets your reader know who or what is acting. However, use the passive voice to draw attention to a process (the action of the verb), rather than who or what does the process. This is often necessary when writing about scientific subjects.

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## 1 **Circle** the subjects of these sentences.

- a Mum keeps our fruit in the fridge.
  - b A good seat was being kept for you.
  - c Why was the road crossed by the chicken?
  - d The chip was caught by a crazy seagull.
  - e The paddock was ploughed.
  - f The book was written many years ago.
- 

## 2 Tick ✓ the sentences in the passive voice.

- a ☐ The host welcomed the guests.
- b ☐ The guests were welcomed by the host.
- c ☐ The problem was solved by Dr Anusha.
- d ☐ Dr Anusha solved the problem.
- e ☐ A protestor interrupted her speech.
- f ☐ Her speech was interrupted by a protestor.
- g ☐ Blood is pumped around the body by the heart.
- h ☐ The heart pumps blood around the body.
- i ☐ Someone informed the office that Liam was absent.
- j ☐ The office was informed that Liam was absent.



### 3 Complete the second sentence in each pair so that it is in the passive voice.

- a He added an egg to the mixture.

An egg was \_\_\_\_\_.

- b They are expanding the empire.

The empire is \_\_\_\_\_.

- c We could hear a hissing sound.

A hissing sound could \_\_\_\_\_.

- d Someone is writing a new set of rules.

A new set of rules is \_\_\_\_\_.

- e Declan sent a long email.

A long email \_\_\_\_\_.

- f Yesterday they measured the water levels.

Yesterday the water levels \_\_\_\_\_.

### 4 Rewrite these sentences in the active voice.

His records have been updated by Simon. Simon has updated his records.

- a A change in plans was suggested by Maria.

\_\_\_\_\_.

- b A lot of time has been wasted by this process.

\_\_\_\_\_.

- c The area was searched by the groups of volunteers.

\_\_\_\_\_.

- d Votes were collected by the school captains.

\_\_\_\_\_.

- e The building will be constructed by a well-known company.

\_\_\_\_\_.

- f The gates were locked by the guards at midnight.

\_\_\_\_\_.

# Active and passive voice in context

Use your knowledge of active and passive voices to answer the following questions.

Read the extract.



## Africa

Africa is the second largest continent on Earth. It contains more than 50 countries.

North Africa is mostly dry and features Mount Kilimanjaro and the Sahara, the world's largest hot desert.

Central Africa is crossed by the equator. The warm rain forests of this region are home to many rare animals such as forest elephants and leopards.

Southern Africa has many mines. They provide a major portion of the world's 12 main mineral resources.

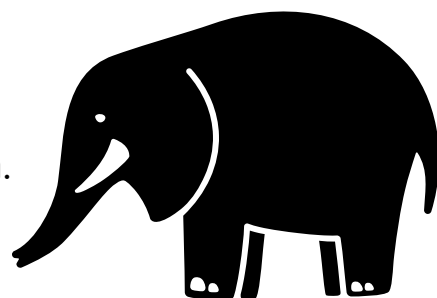
Africa has the second highest population in the world, including hundreds of different ethnic groups. More than 2000 languages are spoken here.

In this paragraph, underline the sentence that is in the **passive voice**.

In this paragraph, **highlight** the sentence that is in the **passive voice**.

**Circle** the correct answers. In each sentence, identify the subject.

- 1 Many Africans speak English.  
a Many                      b Africans                      c Many Africans                      d English
- 2 English is spoken by many Africans.  
a English                      b many                      c Africans                      d many Africans
- 3 The Mediterranean Sea separates Africa from Europe.  
a Europe                      b Africa                      c The Mediterranean Sea
- 4 Africa is separated from Europe by the Mediterranean Sea.  
a Europe                      b Africa  
c Mediterranean                      d the Mediterranean Sea
- 5 Many African animals have been hunted to extinction.  
a Many                      b African  
c animals                      d Many African animals



## Active and passive voice in context

### 6 Identify the sentences that are in the passive voice.

- a ☐ African countries produce one third of the world's gold.
- b ☐ One third of the world's gold is produced by African countries.
- c ☐ Africa was colonised by European countries in the late 1800s.
- d ☐ European countries colonised Africa in the late 1800s.
- e ☐ Snow covers the peak of Mount Kilimanjaro throughout the year.
- f ☐ The peak of Mount Kilimanjaro is covered in snow throughout the year.

### 7 Choose the correct verb to complete each sentence.

- a French \_\_\_\_\_ by the people of some African countries.  
☐ spoken      ☐ is spoken      ☐ are spoken      ☐ spoke
- b In some African cultures, tribal clothing \_\_\_\_\_ during traditional ceremonies.  
☐ are worn      ☐ worn      ☐ is wearing      ☐ is worn
- c Cocoa \_\_\_\_\_ by farmers in West Africa.  
☐ is grown      ☐ are grown      ☐ grown      ☐ were grown
- d These artworks \_\_\_\_\_ by the people of West Africa.  
☐ has created      ☐ have created  
☐ have been created      ☐ has been created
- e Nelson Mandela \_\_\_\_\_ president of South Africa in 1994.  
☐ is elected      ☐ will be elected  
☐ elected      ☐ was elected



### 8 Complete each sentence in the passive voice.

- a The Zambian people made us feel welcome.  
We were made to feel welcome \_\_\_\_\_
- b The African people gave the tourists directions.  
The tourists were given directions \_\_\_\_\_
- c A group of volunteers is rebuilding the African village.  
The African village is being rebuilt \_\_\_\_\_

# Commas to separate clauses and phrases

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**Commas** help to separate parts of a sentence and add meaning to writing. They are not meant to show where to breathe when reading.

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**1 Commas separate main clauses joined by a coordinating conjunction (*for, and, nor, but, or, yet, so*). Add commas to these sentences.**

- a You can read a book or Dad could put on a movie.
  - b Shiama had to listen carefully for the teacher spoke with a strong accent.
  - c Alex turned with the ball and ran but the other players caught up with him.
- 

**2 Commas separate verb groups (actions) in a sentence. For example: *The kangaroo jumped the fence, hopped through the paddock and escaped into the bush*. Add commas to these sentences.**

- a After swimming all day, she spread her towel lay down and closed her eyes.
  - b He put on his helmet checked his visor adjusted his gloves and jumped on his motorcycle.
  - c She measured the wood sawed another piece and then glued them together.
- 

**3 Commas separate adverbial phrases and clauses of usually more than three words when they are at the beginning of a sentence. For example: *Over the long weekend, my sister finished tidying her room*. Add commas to these sentences.**

- a From our tour boat we could see whales breaching in the distance.
- b Before making his decision Tom studied each option for hours.
- c When the clock struck midnight Cinderella rushed for the door.
- d After a long nap in the dappled shade of the backyard Mum felt great.
- e From outside the fishing limits off the coast people have spotted many bird species.



## Commas to separate clauses and phrases

- 4** Commas separate dependent clauses in sentences, but only when they add extra meaning to a sentence. For example: *Our orange tree, which was planted years ago, still bears fruit.* If the information is essential to the meaning, don't put commas around it. Add commas to separate the clauses in these sentences.
- a** Although we woke up late we still made it to the bus stop on time.
  - b** When we have beach holidays my family swims every day.
  - c** While the scones are cooling on the rack Jack should wash the mixing bowl.
  - d** In her backyard which is dark and overgrown there's a huge mulberry tree.
  - e** Treehouses which can be great places to hide should not be too high off the ground.
  - f** The retired footballer who had an obvious limp was surrounded by fans at every game.

- 5** If an adverb modifies a whole sentence or clause—not just a single word—separate it from the sentence with a comma. For example: *Honestly, I didn't think we could do it.* Add an adverb from the box and a comma to complete these sentences.

sadly    frankly    incidentally

- a** \_\_\_\_\_ the old building was completely destroyed.
  - b** \_\_\_\_\_ your cousin dropped by earlier.
  - c** I don't care which flavour you choose \_\_\_\_\_.
- 6** Commas show who is being spoken to. For example: *Elise, would you come here?* Add commas to these sentences.
- a** Darcy you should see if a friend will come with you.
  - b** With due respect sir I did try to be on time.
  - c** I can Chloe I certainly can.





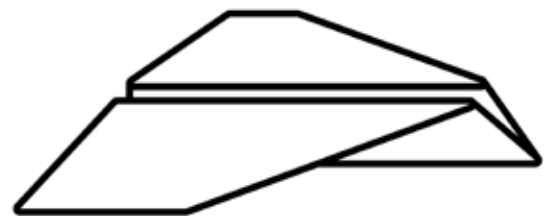
## Commas to separate clauses and phrases

**7** Tick ✓ the sentences with correct punctuation. Remember: only main (independent) clauses need to be separated by commas; that is, the sentence will still make sense if you remove the information between the commas.

- a ☐ Oil which is lighter than water rises to the surface.
- b ☐ Despite very low temperatures at night, the campers enjoyed their trip.
- c ☐ After a good washing, and clipping the dog looked like a different species.
- d ☐ The Greek goddess Athena sprang from Zeus's head, fully grown and dressed in armour.
- e ☐ After a hard day at work Ryan liked to relax with a walk in the park.
- f ☐ Hannah, her head still spinning, got out of her seat and approached the stage, that was crowded with other winners.

**8** Commas separate interjections (short, sudden expressions), asides (extra comments) and the words 'yes' and 'no' from answers. Add commas to these sentences.

- a Yes the reviewer made a good point.
- b No that plane will never fly.
- c Oh I never thought I would see him again!
- d Well maybe I'll give it a try.



**9** In each sentence, add two commas.

- a Ava has a kelpie and I have a poodle and a cat and Savannah has a budgie.
- b My sister who trained hard for months won a medal.
- c The school fair which is on next weekend is going to be even better than last year's.
- d We saw beautifully decorated floats people in colourful costumes marching bands and inflatable characters bobbing about.
- e Noah who lives just down the street will feed our pets while we're away.

# Commas to separate clauses and phrases

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## 10 In each sentence, add three commas.

- a Nate has found his jacket which he thought he'd lost but now he can't find his football boots which were under his bed a moment ago!
  - b Olivia the girl sitting next to my sister is an excellent musician but she doesn't like to play in front of an audience.
  - c Although some of the tribespeople now have access to electricity their way of life has changed very little in hundreds perhaps thousands of years.
- 

## 11 Rewrite each sentence, so that the adverbial is at the beginning of the sentence. Add a comma if required.

*Niall's team finally pulled ahead during the third quarter.*

\_\_\_\_\_ During the third quarter, Niall's team finally pulled ahead. \_\_\_\_\_

- a I'm going to start my school project next.  
\_\_\_\_\_
- b Our art teacher explained the task as we retrieved our art materials from the cupboard.  
\_\_\_\_\_  
\_\_\_\_\_
- c The mountaineer trained for many months to climb the highest mountain in the world.  
\_\_\_\_\_  
\_\_\_\_\_
- d People head north to warm their bones and moods during the much cooler months in the southern states.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Avoid run-on sentences

A **run-on sentence** is a common punctuation mistake. It has two independent clauses that can stand on their own but are joined without a conjunction or correct punctuation. For example:

*The sun is harsh put on some sunscreen.*

A comma splice is a type of run-on sentence. It is the incorrect use of a comma to join two main clauses. For example:

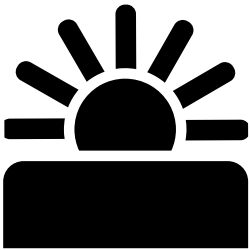
*The sun is harsh, put on some sunscreen.*

There are four ways to join or separate the clauses:

1	Separate them with a full stop.	<i>The sun is harsh. Put on some sunscreen.</i>
2	Join them with a comma AND a coordinating conjunction.	<i>The sun is harsh, so put on some sunscreen.</i>
3	Join them with a semicolon (if the clauses are related).	<i>The sun is harsh; put on some sunscreen.</i>
4	Join them with a semicolon and a conjunctive ('joining') adverb.	<i>The sun is harsh; therefore, put on some sunscreen.</i>

1 Tick ✓ the sentences that have correct punctuation.

- a ☐ The flowers are beautiful, they brighten the room.
- b ☐ Megan is joining us, you should too.
- c ☐ Roses are red, and violets are blue.
- d ☐ It's getting dark, but my dog knows how to get home.
- e ☐ I had training early this morning I woke up at dawn.



2 Circle ANY correct option to fix the run-on sentence.

- a *I'm not tired I'm just resting.*  
tired; I'm      tired, I'm      tired for      tired. I'm
- b *Dan was late we left without him.*  
late, we      late, so      late. We      late; we
- c *My mum's name is Olga my dad's name is Oliver.*  
Olga, and      Olga, so      Olga, my      Olga, whereas
- d *She often watched TV he preferred to read.*  
TV: he      TV; he      TV, but      TV, he

# Paired punctuation

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Used in pairs, commas, dashes and parentheses can:

- give an **explanation or aside**, for example:

*Dad's cooking—smelling great as usual—was welcome after our hike.*

- show an **interruption**, for example:

*A storm rolled in (the second one this week) late in the day.*

- link **two nouns or noun groups** that refer to the same person or thing (this is called apposition), for example:

***The first Australian prime minister, Edmund Barton,** was born in Sydney.*

More so than commas, dashes increase the focus on what is between them.

---

**1 Mark the location of paired punctuation marks with arrows. Tick ✓ the sentence if it includes an example of apposition.**

- a** ☐ Isaac and his trusty German shepherd dog was always welcome in our home.
- b** ☐ Sophia on the other hand is considered extremely rude.
- c** ☐ Gold a precious metal is yellow and soft.
- d** ☐ Zac finally answered after taking five minutes to think about it that he did not understand the question.
- e** ☐ When he got home it was already dark outside he fixed dinner.
- f** ☐ Lionel Messi the great Barcelona footballer scored three times in 10 minutes.
- g** ☐ This new recipe according to Mum is the best yet.
- h** ☐ Alexandre Gustave Eiffel a French engineer is best known for the tower that carries his name.
- i** ☐ Ancient stone weapons among other artefacts were found at the site.
- j** ☐ Isaac Newton 1643–1727 wrote about maths, physics, astronomy and theology.

# Punctuating more complex dialogue

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In dialogue, **commas** mark off the spoken words from the rest of the sentence. When the direct speech is written first, the comma is inside the speech marks. For example:

*“Sit,” Frank said to his dog.*

When the speaker is written first, the comma is outside the speech marks. For example:

*Frank said, “Fetch the ball!”*

When the speaker is in the middle of the spoken text, there are two commas. For example:

*“It’s still raining,” whinged May, “and our game is about to start.”*

---

## 1 Add a comma and speech marks to each sentence.



- a Come over here said Kylie.
  - b Don't forget reminded Georgia's father.
  - c His skills are very good commented our coach.
  - d The giant pink alien said This really isn't a dream.
  - e The driver announced This bus makes all stops until we reach the depot.
- 

## 2 Add speech marks and commas where needed.

- a Flying down the sandhill, he yelled “This is fantastic fun!”
- b Get into line, Byron! the instructor yelled.
- c “Everything has changed” reminded the coach.
- d She finished the race and gasped “That was the hardest thing I’ve ever done.”
- e “No” Nate shouted “I don’t want to go!”
- f May I have more, please? Tina asked politely.
- g Dad called Come inside you two. There’s a storm coming!
- h Close the door! shouted the theatre owner.
- i Are we invited? asked Mum.
- j We’ve done well Emma said even though we didn’t win.

## Punctuating more complex dialogue

### 3 Add two commas to each sentence.

- a "It isn't fair" complained Ryan "that Josh can sit up front."
- b "Can I have a turn" asked Shari "after you've finished?"
- c "Yep" Jeff replied "I'm up for that."
- d "Shine those boots" the sergeant commanded "or there will be trouble."
- e "Yes" the farmer said, looking at his dusty boots "we really need that rain."

### 4 Use single quotation marks to show quoted speech or titles (paintings, songs, books, poems, movies, etc.) inside quoted speech with double quotation marks. For example: *"I couldn't believe Mum said 'Time for bed' while it was still daylight!"* Add single quotation marks to these sentences.

- a Sophie told me, "Lily said, This will never work."
- b "My favourite poem is The Fishers."
- c "When I say immediately, I mean some time before Christmas!"
- d Ruby said, "I read the article, Ten Great Winter Journeys."
- e "Didn't she say, That was wonderful?"
- f The English professor explained, "I love that quote by Mark Twain that goes, Always do right—this will gratify some people and astonish the rest."

### 5 Tick ✓ the sentences that are punctuated correctly.

- a ☐ The reporter told me, "When I interviewed the captain, he said the other team 'simply played a better game.'"
- b ☐ "Yes, I was too young to understand what he meant by the words, 'Never forget your family, Tom.' He told me I would never be poor if I had them, 'especially *your* family because it is priceless'. Those were his exact words."
- c ☐ "The Cook's Secret is my favourite chapter in the whole series," Amy said.
- d ☐ The people we surveyed described themselves as "fun-loving" and "generous".
- e ☐ He said, "I may forget your name, but I never forget a face."