

**Unit 11: Adjectives (prefixes and suffixes)****Practice:** 1. Write the opposite of each of these adjectives by adding a prefix (**in** or **im**)

|              |  |              |  |
|--------------|--|--------------|--|
| a) expensive |  | i) secure    |  |
| b) patient   |  | j) possible  |  |
| c) proper    |  | k) perfect   |  |
| d) formal    |  | l) definite  |  |
| e) sane      |  | m) pure      |  |
| f) mortal    |  | n) complete  |  |
| g) mature    |  | o) practical |  |
| h) attentive |  |              |  |

2. Match each adjective to its meaning.

|            |  |                  |
|------------|--|------------------|
| invisible  |  | cannot be passed |
| impassable |  | not pure         |
| imperfect  |  | not complete     |
| indistinct |  | not good to eat  |
| incomplete |  | not clear        |
| inedible   |  | cannot be moved  |
| immoveable |  | not perfect      |
| impure     |  | cannot be seen   |

**Making sure:** 1. Write the noun from which each of these adjectives comes.

|             |  |              |  |
|-------------|--|--------------|--|
| a) girlish  |  | g) energetic |  |
| b) athletic |  | h) faulty    |  |
| c) sunny    |  | i) gigantic  |  |
| d) volcanic |  | j) foolish   |  |
| e) childish |  | k) angry     |  |
| f) watery   |  | l) boyish    |  |

2. Now write the adjectives from Question 1 in three groups according to their suffixes.

| -ish | -ic | -y |
|------|-----|----|
|      |     |    |
|      |     |    |
|      |     |    |
|      |     |    |

3. Make adjectives from these nouns. Use the suffixes **al**, **ous** and **able**.

|              |  |           |  |
|--------------|--|-----------|--|
| a) music     |  | g) value  |  |
| b) adventure |  | h) poison |  |
| c) comfort   |  | i) nature |  |
| d) fashion   |  | j) centre |  |
| e) fame      |  | k) danger |  |
| f) accident  |  | l) misery |  |

4. Choose six of the adjectives you made in Question 3. Make up 5 sentences including each of the adjectives.

[illegible]

## Unit 12: Clauses

**Practice:** 1. Use either the conjunction **and** or the conjunction **but** to join each of these pairs of single-clause sentences.

- a) The giant looked frightening \_\_\_\_ \_\_\_\_ \_\_\_\_ he was friendly.
- b) The giant walked up to Sophie \_\_\_\_ \_\_\_\_ \_\_\_\_ put the case down.
- c) The case was small \_\_\_\_ \_\_\_\_ \_\_\_\_ it was very heavy.
- d) Sophie looked up at the giant \_\_\_\_ \_\_\_\_ \_\_\_\_ smiled at him.
- e) It was a sunny day \_\_\_\_ \_\_\_\_ \_\_\_\_ dark clouds were beginning to gather.

2. Underline the two clauses in each one.

Write **V** above the verb in each clause.

Circle the conjunction.

- a) The giant jumped into the air and swung the net.
- b) He caught something in the net and laughed excitedly.
- c) Sophie picked up the jar and held it up for the giant.
- d) The giant tipped something into the jar and screwed on the lid.
- e) He held the jar close to his ear but heard nothing.

**Making sure:** 1. The more important clause in a two-clause sentence is called the main clause. The main clause is often a sentence in itself. Underline the main clause in each sentence.

- a) Sophie was friends with the giant although she was a little scared of him.
- b) The night was dark so it was difficult to see.
- c) I played with my friend after I had eaten my tea.
- d) The frog was irritating because it croaked so much.
- e) The kangaroo hopped away when the snake hissed at it.

2. Choose a conjunction from the box and add a second clause to each of these main clauses.

|    |          |         |       |        |      |
|----|----------|---------|-------|--------|------|
| so | although | because | after | before | when |
|----|----------|---------|-------|--------|------|

- a) The disobedient boy sat down \_\_\_\_\_  
\_\_\_\_\_.

b) The doctor examined the patient \_\_\_\_\_  
\_\_\_\_\_.

c) The bird flew off \_\_\_\_\_  
\_\_\_\_\_.

d) The hedgehog walked across the lawn \_\_\_\_\_  
\_\_\_\_\_.

e) The children shivered in the cold wind \_\_\_\_\_  
\_\_\_\_\_.

### **Practise your punctuation**

1. Underline the main clause in each sentence. (The main clause does not always come at the beginning of a sentence.)

a) The Odeon Theatre was full, because Gary Gold was so popular.

b) When Gary came on to the stage, the audience roared.

c) Gary sang his latest song, after a fan requested it.

d) Although the band played loudly, no one complained.

e) Gary signed autographs, after the show had finished.

2. Rewrite each sentence in a different way.

a) \_\_\_\_\_  
\_\_\_\_\_

b) \_\_\_\_\_  
\_\_\_\_\_

c) \_\_\_\_\_  
\_\_\_\_\_

d) \_\_\_\_\_  
\_\_\_\_\_

e) \_\_\_\_\_  
\_\_\_\_\_

## Unit 13: Complex Sentences

### Practice

1. Match each main clause with a suitable subordinate clause.

| Main clauses              |  | Subordinate clauses                   |
|---------------------------|--|---------------------------------------|
| Everyone started talking  |  | although I watered them regularly.    |
| Clouds form               |  | where I saw the Pope.                 |
| The flowers did not grow  |  | as soon as the teacher left the room. |
| The rabbit escaped        |  | unless they are with their parents.   |
| Children are not admitted |  | when water vapour in the air cools.   |
| I visited Rome            |  | because the hutch door was left open. |

2. Make up a subordinate clause to finish each of these sentences.

It often rains in winter so \_\_\_\_\_  
\_\_\_\_\_.

The lollipop lady stopped the traffic until \_\_\_\_\_  
\_\_\_\_\_.

We saw many elephants when \_\_\_\_\_  
\_\_\_\_\_.

Mrs Kennedy won the lottery so \_\_\_\_\_  
\_\_\_\_\_.

You cannot have a sweet unless \_\_\_\_\_  
\_\_\_\_\_.

The dog went to sleep after \_\_\_\_\_  
\_\_\_\_\_.

**Making sure:** 1. Sometimes a subordinate is introduced by the pronoun **who** (when referring to a person) or the pronoun **which** (when referring to an animal or a thing). Add either **who** or **which** in the gap. Underline the main clause and circle the subordinate clause in each sentence.

- a) I found the key \_\_\_\_\_ opens the box.
- b) Emma wrote to her uncle, \_\_\_\_\_ had sent her a present.
- c) Amir is the boy \_\_\_\_\_ won first prize.
- d) The police officer caught the thief, \_\_\_\_\_ had run away.
- e) I found the missing bag, \_\_\_\_\_ had been lost.

2. Choose the most suitable subordinate clause to complete each sentence.

- a) The girl, \_\_\_\_\_, was punished by her mother.
- b) The old boat, \_\_\_\_\_, sank in the lake.
- c) Emma, \_\_\_\_\_, was limping badly.
- d) The bird, \_\_\_\_\_, was a lark.
- e) The thin dog, \_\_\_\_\_, gobbled up all the food.

### **Practise your punctuation**

- 1. Underline the main clause and circle the subordinate clause in each sentence.
  - a) P.C. Sharp arrested the man, who had robbed the bank, in Runcorn Road.
  - b) Sharon bought a magazine, which was full of pictures, of her favourite band.
  - c) Robin Hood, who was an outlaw, lived in Sherwood Forest.
  - d) The man, who invented television, was called John Logie Baird.
  - e) Mr Cusack praised Jamie, who had tried very hard, at English.

## Unit 14: Brackets and Hyphens

### Practice

1. Rewrite these sentences without brackets. Make each sentence into two sentences.

a) The puppies (rolling around the floor as usual) were playing when Mr Smith came in.

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b) Brackets (often used in a similar way to a pair of commas) are useful punctuation marks.

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c) Tower Bridge (which opens up to let ships pass along the river) is quite an old bridge.

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d) Police officers (sometimes called “bobbies” or “peelers”) get their nicknames from Sir Robert Peel.

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e) The shoes (made from the best leather) were very expensive.

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2. Put in the missing brackets.

- a) The picture shown on page 7 is of an aeroplane landing.
- b) Commas like brackets are often used in pairs.
- c) You will find ants practically everywhere except on the summits of very high mountains.
- d) When the liquid evaporates changes into a gas it draws off heat.
- e) If you eat a balanced diet you will get all the vitamins you need with the possible exception of Vitamin D.

### **Making sure**

- 1. Find and underline the compound adjectives in these sentences.
  - a) The man shaved off his beard and became clean-shaven.
  - b) The dog is house-trained. It never makes a mess.
  - c) What is the difference between a man eating mammoth and a man-eating mammoth?
  - d) My football-mad brother supports Liverpool.
  - e) The sweet-tasting orange was from Spain.
- 2. Write out 4 of the compound adjectives you found in the table below.

|  |  |
|--|--|
|  |  |
|  |  |

- 3. Choose a word to complete each compound adjective.

- a) Someone who is mean is \_\_\_\_\_-fisted.
- b) Someone who steals is \_\_\_\_\_-fingered.
- c) Someone showing surprise may be \_\_\_\_\_-eyed.
- d) Someone who is nervous may be \_\_\_\_\_-tied.
- e) Someone who loves dogs is \_\_\_\_\_-loving.

### **Practise your punctuation**

Add brackets to the following sentences.

- 1. Ben Sam's floppy-eared dog was barking.
- 2. The monster with the flashing blue-green eyes ate anything it could find.
- 3. "Do you know the way to Norwich?" asked the stranger as he parked his car a blue hatchback.
- 4. Much of London including the original St Paul's Cathedral was destroyed in the great fire which happened in 1666.

## Unit 15: Paragraphs

**Practice:** Write a number next to each paragraph to indicate the correct order.

|  |                                                                                                                                                                                                                       |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | In ancient times, the Greeks bathed in tubs made of polished stone. We know this because remains of such have been found. Homer, a Greek poet, describes a beautiful silver tub in one of his poems                   |
|  | By the Middle Ages, attitudes had changed. People rarely bathed at all. There were few private baths in homes. Many people used perfumes and cosmetics as a substitute for bathing to cover up any unpleasant smells. |
|  | Remains of the oldest known baths have been discovered on Crete. They are thought to be 4000 years old. There are footbaths and a very modern-looking tub.                                                            |
|  | It was not until Victorian times that bathrooms began to evolve as separate rooms in houses. The tub, made of wood, copper or iron, often had a cover over it to make it look like a sofa.                            |

**Making sure:** 1. Use these notes to write four paragraphs about the development of swimming.

|   |                                                                                                                                                 |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Animals - natural swimmers - humans are not - had to learn - watched and imitated animals                                                       |
| 2 | Noticed how dogs swam - imitated "dog paddle" - developed breaststroke<br>- co-ordinates arm and leg movements better                           |
| 3 | Next development - sidestroke - used scissor-kick - developed overarm stroke to accompany it -<br>greater speed than breaststroke or dog paddle |
| 4 | 1902 - Richard Cavill - introduced crawl from Australia first called Australian crawl<br>- fastest stroke - now most popular stroke             |

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|   |                                                                                                                                                                                                                                  |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | There are 25 miles of thick jungle of thick jungle to be cut through. Inhabiting the jungle are a variety of dangerous animals, as well as many poisonous insects.                                                               |
| 2 | After this, you have to get across the wide, fast-flowing, muddy river. There is no bridge but there are many hungry crocodiles.                                                                                                 |
| 3 | The Temple is at the top of the mountain, which has steep, rocky sides, requiring ropes to climb them. Another problem is the danger of frequent landslides.                                                                     |
| 4 | Once you get to the Temple you still have to find a way in. Its walls are high and smooth, and its doors are heavy and impossible to open. There are no windows, but there is a talk of invisible guardians who keep its secret. |

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Moles are found mainly in Europe. They spend most of their time underground, digging complicated systems of tunnels and chambers. The soil they dig up appears on the surface as molehills. The appearance of moles is distinctive. Moles' fur is soft like black velvet. Their front paws, large and powerful, are specially designed for digging. Their small eyes are nearly hidden by their fur. In fact, moles are virtually blind. Moles have an enormous appetite and seem to be constantly hungry. The moles' diet consists chiefly of earthworms. A mole will eat up to its own weight of earthworms in a day. They also eat larvae but will eat almost any animal matter.

## Unit 16: Apostrophes (contractions and possessive nouns)

### Practice

1. Write each of these contractions in full.

|        |  |          |  |         |  |
|--------|--|----------|--|---------|--|
| I'm    |  | haven't  |  | we're   |  |
| I've   |  | couldn't |  | let's   |  |
| she's  |  | wasn't   |  | they've |  |
| you're |  | aren't   |  | she'll  |  |
| it's   |  | who's    |  | we'd    |  |

2. Add the shortened form of the words in brackets.

|                                        |                             |
|----------------------------------------|-----------------------------|
| I _____ seen the film before.(had not) | _____ a good idea.(It is)   |
| He _____ want it.(did not)             | You _____ come.(should not) |
| _____ a good book.(that is)            | _____ late.(they are)       |
| _____ help.(we will)                   | It _____ matter.(would not) |
| _____ be sorry.(you will)              | _____ got two.(we have)     |
| _____ go.(do not)                      | You _____ go in.(need not)  |

### Making sure

1. Write the possessive form of each of these singular nouns.

a) the hat of the clown → the \_\_\_\_\_ hat

b) the antlers of the biggest deer → the biggest \_\_\_\_\_ antlers

c) the watch of the nurse → the \_\_\_\_\_ watch

d) the shell of the tortoise → the \_\_\_\_\_ shell

e) the tail of the tiger → the \_\_\_\_\_ tail

f) the claws of the cat → the \_\_\_\_\_ claws

g) the bike of my friend → my \_\_\_\_\_ bike

2. Now write the possessive form of each of these plural nouns.

a) the whiskers of the cats → the \_\_\_\_\_ whiskers

b) the eggs of the birds → the \_\_\_\_\_ eggs

c) the den of the wolves → the \_\_\_\_\_ den

d) the tools of the workmen → the \_\_\_\_\_ tools

e) the wool of the sheep → the \_\_\_\_\_ wool

f) the club of the children → the \_\_\_\_\_ club

g) the paws of the dogs → the \_\_\_\_\_ paws

h) the manes of the lions → the \_\_\_\_\_ manes

i) the uniforms of the men → the \_\_\_\_\_ uniforms

3. Complete each one with the possessive form of the nouns in brackets.

a) The \_\_\_\_\_ leg was broken in the crash. (motorist)

b) The department store stocks lots of \_\_\_\_\_ clothes. (babies)

c) Our \_\_\_\_\_ athletes always do well. (country)

d) The \_\_\_\_\_ manes were well groomed. (horses)

e) The \_\_\_\_\_ meeting took place after school. (teachers)

f) We could not see the \_\_\_\_\_ flag. (ship)

### **Practice your punctuation**

Add the missing apostrophes to the sentences below.

1. Shanaz and Ali, who were playing in the park, pulled a thorn out of the dogs paw.

2. Charles Dickens, a famous author, wrote a book called "Oliver Twist", in which Oliver became one of Fagins thieves.

3. Dawns early light crept into the caves entrance allowing the explorers to see the paintings on the wall.

4. My fathers job selling shoes takes him all over the ground.

5. "Im going to take a photograph of the dinosaurs skeletons." said the professor.

## Unit 17: Standard English

**Practice:** Write these sentences using Standard English vocabulary.

Did you see that bloke with purple hair? \_\_\_\_\_

\_\_\_\_\_

The old dear's got lots of moggies. \_\_\_\_\_

\_\_\_\_\_

Button your lips and stop talking rubbish! \_\_\_\_\_

\_\_\_\_\_

She's always stuffing her face, the greedy guts. \_\_\_\_\_

\_\_\_\_\_

Shall we bunk off school today? \_\_\_\_\_

\_\_\_\_\_

I spent five quid on the chocolates. \_\_\_\_\_

\_\_\_\_\_

That's cool, man. \_\_\_\_\_

\_\_\_\_\_

Tell me where you stashed the loot. \_\_\_\_\_

\_\_\_\_\_

I think Chelsea are wicked! \_\_\_\_\_

\_\_\_\_\_

I'll have bangers and mashed spuds for dinner, please? \_\_\_\_\_

\_\_\_\_\_

**Making sure:** These sentences are grammatically incorrect. Write them again in Standard English.

1. Me and Darren watched telly. \_\_\_\_\_

\_\_\_\_\_

2. Who's got me pen? \_\_\_\_\_

\_\_\_\_\_

3. They coming soon. \_\_\_\_\_

\_\_\_\_\_

4. He don't know nothing. \_\_\_\_\_

\_\_\_\_\_

5. I ain't got none. \_\_\_\_\_

\_\_\_\_\_

6. We was just looking. \_\_\_\_\_

\_\_\_\_\_

7. I don't want no trouble. \_\_\_\_\_

\_\_\_\_\_

8. What you want? \_\_\_\_\_

\_\_\_\_\_

9. I'm gonna get you. \_\_\_\_\_

\_\_\_\_\_

10. That's the picture what I drew. \_\_\_\_\_

\_\_\_\_\_

**Practise your punctuation**

Underline all the words in non-standard English.

Carlo opened the door, looking very grubby and dirty. Mrs Roberts, her mum, looked at him, open mouthed "Just look at the state you're in. What you have been up to?". "Well, me and Ruth was climbing the wall, when I fell off of it." replied Carlo. "I ran home quickly to tell you.". Mrs Roberts looked at Carlo, "You think I'm gonna believe that? Go and wash and get changed." she ordered. "It's not fair!" Carlo muttered, "I ain't done nothing wrong. You're always picking on me."

## **Unit 18: Sentences (double negatives; subject and verb agreement)**

### **Practice**

Underline the negative words in each of these incorrectly written sentences. Cross out one of the negative words so the sentence makes sense.

1. There isn't no point in going out because it's raining.
2. The referee said that he didn't want no trouble.
3. The burglar claimed that he wasn't nowhere near the house when it was burgled.
4. I don't belong to no swimming club.
5. The crocodile hasn't got no whiskers.
6. The toy robot didn't do nothing when I wound it up.
7. The witness said that she never saw nobody.
8. Ranjit would never try nothing new.
9. We haven't got no bananas.
10. I never went nowhere yesterday.

### **Making sure**

Underline the correct form of the verb in brackets.

1. There (was/were) many feathers in his headdress.
2. Here (is/are) the winning Lottery numbers.
3. None of the dogs (was/were) hungry.
4. Emma (isn't/aren't) coming to art club today.
5. (Do/Does) anyone know Tom's address?
6. Jamal (did/done) his work before he watched television.
7. It (don't/doesn't) look a very nice day.
8. Every present (was/were) wrapped carefully.
9. Hannah and James (wasn't/weren't) playing on the computer.
10. All children (have/has) to go to school.
11. Each of the children (was/were) telling the truth.
12. The teacher (give/gave) a spelling test.

## Practise your punctuation

Write this passage correctly, putting in the punctuation marks.

robert who was smiling like a cat with the cheese opened the door and shouted mum guess what i done really well in the test at school today thats nice his mum replied what was in the test you did it was a spelling test three of us which done well were allowed to go out and play early its a pity I havent got sweets or else i would give you some for trying so hard his mum said my friend jamie didnt get none right robert said as he made himself a jam sandwich

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## Unit 19: Nouns (gender)

### Practice

1. Match the masculine nouns to the feminine nouns. Write them in pairs.

| Masculine nouns |  | Feminine nouns |
|-----------------|--|----------------|
| boy             |  | aunt           |
| father          |  | queen          |
| uncle           |  | girl           |
| son             |  | wife           |
| nephew          |  | daughter       |
| king            |  | mother         |
| prince          |  | woman          |
| bridegroom      |  | niece          |
| man             |  | princess       |
| husband         |  | bride          |
| brother         |  | sister         |

2. Rewrite these sentences. Change all the masculine nouns into feminine nouns.

a) My mother was talking to my aunt. \_\_\_\_\_

\_\_\_\_\_

b) The bride smiled at the woman who was taking the photographs. \_\_\_\_\_

\_\_\_\_\_

c) The queen was not pleased with her daughter, the princess. \_\_\_\_\_

\_\_\_\_\_

d) The eldest sister was going to be the queen. \_\_\_\_\_

\_\_\_\_\_

**Making sure:** 1. Write each noun in the correct column.

|             |        |            |           |        |        |        |       |             |
|-------------|--------|------------|-----------|--------|--------|--------|-------|-------------|
| Nun         | pupil  | tap        | secretary | doctor | monk   | friend | hotel | policewoman |
| grandmother | wizard | stepmother | bachelor  | earl   | cousin | rocket |       |             |

| Masculine | Feminine | Common | Neuter |
|-----------|----------|--------|--------|
|           |          |        |        |
|           |          |        |        |
|           |          |        |        |
|           |          |        |        |
|           |          |        |        |

2. Write the answers to these clues. Write **m** after each masculine noun, **f** after each feminine noun, **c** after each common noun and **n** after each neuter noun.

- a) The son of a queen \_\_\_\_\_
- b) A woman who is getting married \_\_\_\_\_
- c) A child whose parents have died \_\_\_\_\_
- d) A bat used in tennis \_\_\_\_\_
- e) Someone who writes books \_\_\_\_\_
- f) A person being treated by the doctor \_\_\_\_\_
- g) Your uncle's son \_\_\_\_\_
- h) A person who looks after your teeth \_\_\_\_\_

**Practise your punctuation:** Underline all the nouns in the sentences below. Write **m** above each masculine noun, **f** above each feminine noun, **c** above each common noun and **n** above each neuter noun.

- a) Hissing angrily, the snake slithered towards the child.
- b) The duke and duchess of Windsor attended the theatre to see a play by William Shakespeare.
- c) "What sort of soup is this?" the old man asked the restaurateur. "It's tomato soup, sir." she replied.
- d) The tongue-tied boy, who was blushing nervously, plucked up courage to ask the girl for a dance.
- e) The doctor examined the patient and said "I think it's a bad cold. You should be better in a few days."

## Unit 20: Shortening and Extending Sentences

**Practice:** 1. Shorten these sentences. First, take out all the adjectives and adverbs. Then change the nouns into pronouns.

a) The fierce dog angrily chased the frightened boy.

b) The suntanned girl really enjoyed swimming.

c) The chattering monkeys noisily climbed the dangling creepers.

d) My best friend and I ran quickly to the shop.

e) The handsome, dashing prince swiftly mounted his prancing white stallion.

f) The glamorous female tennis star eagerly telephoned her new boyfriend.

2. Extend these sentences. Add some adjectives to the nouns. Add an adverb to the verb in each sentence.

a) The elephant lumbered through the jungle. \_\_\_\_\_

\_\_\_\_\_

b) The man ordered a pizza. \_\_\_\_\_

\_\_\_\_\_

c) A princess sang a song. \_\_\_\_\_

\_\_\_\_\_

d) The film was showing at the cinema. \_\_\_\_\_

\_\_\_\_\_

e) The car spun off the road. \_\_\_\_\_

\_\_\_\_\_

f) The girl read a book. \_\_\_\_\_

\_\_\_\_\_

**Making sure:** 1. We can extend a sentence by adding a phrase or a clause. (look back at Units 5 and 12 to check that you know what phrases and clauses are.) Extend each of these sentences with a phrase from the box.

|                       |                            |                                     |
|-----------------------|----------------------------|-------------------------------------|
| During the night      | with red and white stripes | an enormous, gas-filled monstrosity |
| very soft and squashy | a great tower of a man     | Early in the morning                |

\_\_\_\_\_, the tired, dusty camels crossed the hot, sandy, desert.

The hot air balloon, \_\_\_\_\_, floated over the countryside.

The spectators threw \_\_\_\_\_ rotten tomatoes at the actors.

The sun umbrella \_\_\_\_\_ blew into the sea.

The giant, \_\_\_\_\_, strode towards the castle.

\_\_\_\_\_, the owl went out hunting.

2. Extend each of these sentences by adding a clause.

a) The tired, dusty camels crossed the hot, sandy desert and rested at a cool oasis.

\_\_\_\_\_

b) The bright sun beat down mercilessly on the desert as the thirsty people are looking for clean, spring water.'

\_\_\_\_\_

c) The panda quietly chewed the bamboo shoot and suddenly swallowed it along with the dark, green leaves.

\_\_\_\_\_

d) The mountaineer tried to climb down the steep cliff but he tripped over a big, hard rock.

\_\_\_\_\_

e) The team was really fed up because the nasty, opposite team were cheating in this game.

\_\_\_\_\_

f) We will never be able to reach the cabin unless we make it nice and clean.

\_\_\_\_\_

\_\_\_\_\_

### Progress Test B

1. Add a **prefix (im or in)** to each of these **adjectives** to give it the opposite meaning.

|           |  |         |  |
|-----------|--|---------|--|
| patient   |  | perfect |  |
| visible   |  | pure    |  |
| expensive |  | sane    |  |

2. Now write a sentence containing each of the **adjectives** you formed in Question 1.

1 \_\_\_\_\_

\_\_\_\_\_

2 \_\_\_\_\_

\_\_\_\_\_

3 \_\_\_\_\_

\_\_\_\_\_

4 \_\_\_\_\_

\_\_\_\_\_

5 \_\_\_\_\_

\_\_\_\_\_

6 \_\_\_\_\_

\_\_\_\_\_

3. These **adjectives** have all been made from nouns by the addition of a **suffix**. Write the noun from which each **adjective** comes.

|           |  |          |  |
|-----------|--|----------|--|
| careful   |  | golden   |  |
| circular  |  | graceful |  |
| woollen   |  | wintry   |  |
| friendly  |  | muscular |  |
| beautiful |  | cowardly |  |

4. Underline the **main clause** in each sentence. Circle the **subordinate clause**.

a) The dog chased the postman because it thought he was a burglar.

b) The greedy girl ate all the sweets before the others got me.

c) After I had eaten my meal, I brushed my teeth.

d) I opened the door when the bell rang.

e) The old lady was still cold although the sun was shining.

5. Write the **conjunction** in each sentence in Question 4.

|    |    |    |
|----|----|----|
| a) | c) | e) |
| b) | d) |    |

6. Choose either the **pronoun who** or the **pronoun which** to complete each **complex sentence**.

a) I lost the bag \_\_\_\_\_ contained my packed lunch.

b) My uncle, \_\_\_\_\_ is very rich, is buying a Rolls Royce.

c) The toy yacht, \_\_\_\_\_ was made of wood, sailed down the river.

d) The model, \_\_\_\_\_ looked very elegant, came down the catwalk.

7. Complete each sentence with a **compound adjective** from the box below.

|              |            |                 |               |             |
|--------------|------------|-----------------|---------------|-------------|
| clean-shaven | fun-loving | green-fingering | smooth-coated | sleepy-eyed |
|--------------|------------|-----------------|---------------|-------------|

a) People who really enjoy themselves are \_\_\_\_\_.

b) A man without a beard is \_\_\_\_\_.

c) Someone who is good at gardening is \_\_\_\_\_.

d) Someone who is very tired may be \_\_\_\_\_.

e) Most cats are \_\_\_\_\_.

8. Write the **possessive** form of each of these.

- a) the claws of the cat - \_\_\_\_\_.
- b) the apron belonging to the chef - \_\_\_\_\_.
- c) the car belonging to the thieves - \_\_\_\_\_.
- d) the hats of the soldiers - \_\_\_\_\_.
- e) the coat belonging to Mr Bristow - \_\_\_\_\_.
- f) the headlights of the cars - \_\_\_\_\_.

9. Rewrite the following incorrectly written in sentences in **Standard English**. Look out for **double negatives** and nouns which do not **agree** with verbs.

- a) The girl said, "I aint done nothing wrong."

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- b) Tom said he didn't want no sweets.

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- c) Mrs Cook never saw nobody she knew in town.

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- d) I haven't been nowhere near the wet paint.

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- e) Neither Jane nor Mersha were late.

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- f) My teacher give me some homework yesterday.

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- g) My dad done the crossword easily.

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- h) Each of the apples were round and red.

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- i) The boys was fighting.

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10. Write each **noun** in the correct column according to its **gender**.

|     |      |       |          |         |       |               |         |
|-----|------|-------|----------|---------|-------|---------------|---------|
| son | aunt | paper | lollipop | tourist | zebra | bus conductor | husband |
|     |      |       | cup      | niece   | bride | child         |         |

| Masculine | Feminine | Common | Neuter |
|-----------|----------|--------|--------|
|           |          |        |        |
|           |          |        |        |
|           |          |        |        |
|           |          |        |        |

11. Match these sentence beginnings and endings. Write each sentence correctly.

|                        |  |                                                                               |
|------------------------|--|-------------------------------------------------------------------------------|
| An adverb of time      |  | is the name of a thought, idea or feeling.                                    |
| An adjective phrase    |  | contains at least one main clause and one or more subordinate clauses.        |
| An abstract noun       |  | tells us when an action took place.                                           |
| A transitive verb      |  | is the form of English usually used in writing.                               |
| A suffix               |  | is any verb that can take an object.                                          |
| A complex sentence     |  | is a small group of words without any verb that tells us more about the noun. |
| Standard English       |  | may be masculine, feminine, common or neuter.                                 |
| The gender of the noun |  | is a group of letters we can add to the end of a word to change its meaning.  |

