

How to use this booklet

This is your English Language Booklet. You will use it to help you develop the skills you need to improve your Literacy.

Each exercise contains an explanation of a grammar point and a task to check that you have understood what has been explained. You should neatly write all of your answers in the booklet.

If you do not understand one of the exercises, you must let your teacher know so that it can be explained in more detail.

Curriculum for Excellence Experiences and Outcomes

This booklet will help you with a number of skills. In particular, you will be looking at developing the skills found in the following Experiences and Outcomes:

Reading	Through developing my knowledge of context clues, punctuation, grammar and layout, I can read with increasing fluency, understanding and expression. Eng 3-12
Writing	As appropriate to my purpose and type of text, I can punctuate and structure different types of sentences with sufficient accuracy, and arrange these to make meaning clear, showing straightforward relationships between paragraphs. Lit 3-22a
	Throughout the writing process, I can review and edit my writing to ensure that it meets its purpose and communicates meaning at first reading. Lit 3-23a

Peer and Self Assessment

You will often be asked to peer or self assess the tasks in this booklet. This will help you to understand how to improve your work.

In order to do this you should use the following code:



Use the tick sign if the answer is correct.



Use the cross sign if the answer is incorrect.



Use the plus sign if part of the answer is correct.

There is a space at the bottom of the page for you to put your mark.

Nouns

A **noun** is a **Naming word**. It is a word for a person, place or thing.

Common nouns are used for **general**

persons
girl
boy
teacher
doctor

places
house
church
school
library

things
desk
chair
pen
cup

proper nouns are used for **particular**

persons
Mr Brown
James
Lisa

places
Glasgow
Seres Road
Italy

things
days
months
titles

You can spot **proper nouns** easily as they must always begin with **capital letters**.

You know that **nouns** are **naming words**. As well as **common nouns** and **proper nouns**, there are also:

collective nouns

The name for a special group of people or animals:

- **audience** of people:
- **herd** of cattle
- **flock** of sheep

abstract nouns

The name for something we cannot **see**, **hear** or **touch**, such as feelings or ideas:

- love
- truth
- hatred
- happiness

Task 1

Underline the **common** nouns and circle the **proper** nouns in the following sentences:

1. Lucy had been studying for her Higher German exam since last Tuesday.
2. The Showcase was showing the film, 'Pirates of the Caribbean', last month.
3. David tidied his room by making the bed, washing the windows and by scrubbing the carpet.
5. Jennifer needed to go into town to buy some new clothes, including a coat, a party dress and a cardigan. She also needed to pick up some groceries from Safeway, and if she had time, some tickets for the concert at the SECC.

Task 2

Write down what type of noun each of the following words is:

boy	John	troop
_____	_____	_____
evil	station	class
_____	_____	_____
sadness	crowd	imagination
_____	_____	_____
team	hope	courage
_____	_____	_____
chair	needle	swarm
_____	_____	_____
Tenerife	group	bunch
_____	_____	_____
September	computer	table
_____	_____	_____
Regiment	ambition	Jane
_____	_____	_____



Verbs

A verb is a doing word:

Example	Action
He walked to the shops.	Walking
She felt excited.	Feeling
They laughed at the show.	Laughing

Task 3

Underline the **verb** in each sentence:

1. The cat fought with the dog.
2. William writes stories.
3. The boy cried when he lost the race.
4. Jane rode her bike to school.
5. Roses grew in the park.

Some sentences also contain a **verb phrase**. This is a **main verb** plus a **helping verb**.

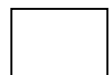
E.g. I **have talked** to him.

She **is listening** to music.

Task 4

Underline the **verbs** in the sentences below. Remember to look for **verb phrases**.

1. John ate all the cakes and the crisps.
2. Have you seen my handbag?
3. I read the magazine then I watched TV.
4. You have really grown since I last saw you.
5. We are moving at the end of the month.



Verbs

Agreement of the verb with its subject

A **singular** (when there is one) subject must be followed by a **singular verb**.

A **plural** (more than one) subject is followed by a **plural verb**.

E.g. The **height** of the walls **was** increased. (Singular)

The **walls** of the city **were** destroyed. (Plural)

Task 5

Complete the sentences with the correct answer.

1. The absence of the boys _____ reported. (**was, were**)
2. The boys of the school _____ taught swimming. (**is, are**)
3. The majority of the noise _____ made by the boys.
(**was, were**)
4. In general his answers _____ correct. (**is, are**)
5. Most of his money _____ been lost. (**has, have**)
6. The bikes in the shop _____ very expensive. (**is, are**)
7. Most of the neighbours _____ friendly. (**was, were**)
8. Almost all of the girls _____ nice. (**was, were**)
9. John _____ learning to swim. (**is, are**)
10. Most of his plans _____ failed. (**has, have**)



The Present Tense

The **present tense** is the one that we use to say what is happening at this moment. A verb changes in form depending on which “person” you are describing.

Examples: I eat	you eat (singular)	he/she/it eats
we eat	you eat (plural)	they eat

If we want to show that the action is going on for some time, we use **are** and add **ing** to the verb.

E.g. They are eating dinner (and have been for half an hour).

Task 6

Change the following sentences into the **present tense**. You should give both possible versions.

Example

I ran uphill.	<i>I run uphill</i>	<i>I am running uphill.</i>
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1. I walked to the shops.	<i>I _____ to the shops.</i>	<i>I _____ to the shops.</i>
2. I ate chocolate.	<i>I _____ chocolate.</i>	<i>I _____ chocolate.</i>
3. Lisa went to Brownies.	<i>Lisa _____ to Brownies.</i>	<i>Lisa _____ to Brownies.</i>
4. Stuart painted pictures.	<i>Stuart _____ pictures.</i>	<i>Stuart _____ pictures.</i>

The Future Tense

The future tense is the one we use to say what is going to happen in the future and has not happened yet. To do this we usually use “will” or “shall”.

E.g. *I learn* → *I will learn*.

If we want to show it will happen over a long period of time it should be *I am staying* → *I will be staying*.

Task 7

Complete the following sentences in the future tense.

I am learning German.	<i>I will be learning German.</i>
1. I am learning French.	<i>I _____ French.</i>
2. I watch 'Neighbours'.	<i>I _____ 'Neighbours'.</i>
3. We arrived on Monday.	<i>Lisa _____ on Monday.</i>
4. Sharon is studying tonight.	<i>Sharon _____ tonight.</i>
5. Tracey read that book.	<i>Tracey _____ that book.</i>
6. They swam for one hour.	<i>They _____ for one hour.</i>
7. They ran 4 miles on Monday.	<i>They _____ 4 miles on Monday.</i>
8. John did his homework after school.	<i>John _____ his homework after school.</i>
9. Sarah worked hard on Thursday.	<i>Sarah _____ hard on Thursday.</i>
10. We left on Saturday.	<i>We _____ on Saturday.</i>



The Past Tense

The **past tense** is the tense we use to say what has happened before and is no longer happening.

Most 'weak' verbs add '**ed**' to form the past tense.

E.g. walk = walked call = called

'Strong' verbs change when they are put into the past tense.

Examples:

eat = ate

is = was

drink = drank

have = had

sing = sang

cry = cried

Task 8

Change the following sentences into the past tense.

1. I swim.	<i>I _____.</i>
2. She cries at sad films.	<i>She _____ at sad films.</i>
3. John likes going on the roller coaster.	<i>John _____ going on the roller coaster.</i>
4. We watch T.V. in the afternoons.	<i>We _____ T.V in the afternoons.</i>
5. They run to the swing park.	<i>They _____ to the swing park.</i>
6. They eat their food quickly.	<i>They _____ their food quickly.</i>
7. Sam goes jogging in the park regularly.	<i>Sam _____ in the park regularly.</i>
8. Joe is kicking a can.	<i>Joe _____ a can.</i>
9. Lisa is reading a comic.	<i>Lisa _____ a comic.</i>
10. The children clap after the team score.	<i>The children _____ after the team score.</i>



Active and Passive

Verbs can be used in two different ways. We call these **active and passive 'voices.'**

The Active Voice

Stuart pushed the trolley.

In this sentence, Stuart (the subject) is doing the action of pushing.

The Passive Voice

The trolley was pushed by Stuart.

Here, the trolley (subject) was having the action done to it.

The **'active'** voice is stronger and more direct than the **'passive'** voice. The **'active'** is normally shorter and easier but we use the **'passive'** to give a different emphasis.

Task 9

Change the following 'active' sentences into 'passive' sentences.

1. Lisa drank the juice.

The juice was _____.

2. The cleaner waters the plants every week.

The plants are _____.

3. We walk the dog every day.

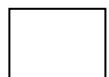
The dog is _____.

4. John collects Nadine from school.

Nadine is _____.

5. The boy hid the watch.

The watch was _____.



Adverbs

Adverbs are words that tell us more about **verbs** and other words.

There are different types of **adverbs**:

Adverbs
of manner

Tell us **how** something is done. You can often spot these as they end in 'ly'.

Examples:

The train arrives **slowly**.
The girls skipped **happily**

Adverbs
of time

Tell us
when

Examples:

I posted the letter **yesterday**.
I'll get it **later**.

Adverbs
of place

Tell us **where**

Examples:

Let's meet **here**.
Put it over **there**.

Task 10

Choose one of the adverbs to fill in the blanks in the sentences. Only use each word once.

slowly	loudly	quickly	angrily	brightly
---------------	---------------	----------------	----------------	-----------------

1. I want you to shout _____.
2. The sun shone _____ when we were on holiday.
3. The baby crawled _____ across the floor.
4. He glared _____ at the boy.
5. The girl ran _____ across the road.

Task 11

Change the following adjectives into adverbs.

1. calm = _____
2. quiet = _____
3. sad = _____
4. frosty = _____

Pronouns

A **pronoun** is a word used to refer to a person or thing without giving a name. This is used instead of a noun.

Examples:

it she he them us myself

Task 12

Choose a pronoun from the list below and complete the following sentences. **Only use each pronoun once.**

yourself	she	I	you	some
him	us	it	himself	any

1. Do _____ want to go to the cinema?
2. Our aunt gave _____ some sweets.
3. That is John's book. It belongs to _____.
4. I made ten pounds. Did you make _____?
5. Look after _____ when you are away.
6. This is Gillian's picture that _____ painted.
7. _____ am going to the disco on Saturday.
8. Alan brushed his teeth and dressed _____.
9. I'm having soup. Do you want _____?
10. I can't find the book. I'm sure I left _____ here.



Relative Pronouns

Relative pronouns are used to refer to the nouns or pronouns which have already been used earlier in the sentence. They are useful for joining two sentences together.

E.g. This is a girl. Her mother is a clothes designer.

becomes

There is a girl whose mother is a clothes designer.

Relative Pronouns	Use
Who/whom	Used for people.
Whose	Used mainly for people but can also refer to things.
Which	Used for things and animals.
That	Used to replace 'which'. It refers to things and people.

Task 13

Complete the sentences below by filling in the blanks with an appropriate relative pronoun.

1. I went swimming with Jackie _____ lives next door to me.
2. This is the top _____ I bought for the party.
3. I lost the ring _____ my gran gave to me.
4. That is the girl _____ sister got married.
5. I finished the cake _____ my mum baked yesterday.

Adjectives

An **adjective** is a word used to tell us more about a noun or pronoun.

E.g. She had **sparkling green eyes**

↓ ↓ ↓
adjectives noun

Task 14

Underline the **adjectives** in the following sentences.

1. The hungry lion killed its prey.
2. The little boy held his mother's hand when crossing the busy road.
3. The children believed the house was haunted.
4. John had brown, messy hair that fell over his eyes.
5. The house was massive!

Writers use **adjectives** to make their writing more **interesting**.

Adjectives can also add atmosphere.

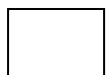
E.g. 'The screeching, icy wind howled through the bare, jagged tree branches of the dark, desolate forest.'

The writer could have written simply '**The wind blew through the branches of the forest.**' However, here, the adjectives, **screeching, icy, bare, jagged, tree, dark** and **desolate** help to create a bleak atmosphere.

Task 15

Write descriptive sentences using **adjectives** for the following scenes:

1. The _____ house looked haunted.
2. The _____ sun shone down on to the _____ beach.
3. The _____ wind blew against the _____ hut.



Forms of Adjectives

There are three forms of adjectives that you can use to describe a noun or pronoun.

Forms	Add	Example 1	Example 2
Ordinary		Lynne is young.	The card is special.
Comparative	'er' or 'more'	Lynne is younger than Paula.	This card is more special.
Superlative	'est' or 'most'	Susan is the youngest in the class.	This one is the most special.

Be careful, though, as not all adjectives follow the pattern above.

Task 16

Insert the correct form of the adjective using the word in the bracket.

1. Colin had the _____ test mark in the class. (bad)
2. Lynne is a _____ girl. (pretty)
3. Christine is _____ than Claire. (old)
4. Liam is the _____ boy of three. (small)
5. This CD is _____ than that one. (expensive)
6. Colin was _____ than Amy. (tall)
7. That boulder was the _____ one they had lifted. (heavy)
8. Those flowers are the _____ I have seen. (bright)



Conjunctions

Conjunctions are words used to join words or clauses. You should use them in your own writing to lengthen your sentences and add variety.

Note: A clause is a group of words which acts as a single unit and is built around a **verb**.

E.g. He lives in America.

↓
Verb

Task 17

Use one of the conjunctions in the list below to join two of the sentences together. Write the completed sentence below. Only use each conjunction once. The first one has been done for you.

then	but	if	until	because
------	-----	----	-------	---------

1. ~~Susan got up at ten.~~

A. You water the flowers.

2. John drinks coffee.

B. She went to bed.

3. I will clean the car.

C. This programme is over.

4. I won't go to bed.

~~D. She was on holiday.~~

5. Stacy brushed her teeth.

E. He doesn't drink tea.

1. Susan got up at ten because she was on holiday.

2. _____

3. _____

4. _____

5. _____



Prepositions

Prepositions are the words used to show what one person or thing has to do with another person or thing.

Examples:

Over Under Between On

Task 18

Choose a preposition from the list and complete the following sentences. Use each preposition only once.

on	before	over	into
past	up	near	under

1. Put the lid _____ the potato pot please.
2. Your jacket is in the cupboard _____ the stairs.
3. Her house is the first one _____ the sweet shop.
4. The boy climbed _____ the fence to escape.
5. I'll drop you off _____ your house.
6. We will need to get _____ at 8 o'clock tomorrow morning.
7. Put your toys back _____ the toy box!
8. Brush your teeth _____ you go to bed.



Sentence Types

Sentences finish with different punctuation marks depending on the sentence type.

A **STATEMENT** ends with a full stop. E.g. We've got the best bargains.

A **QUESTION** ends with a question mark. E.g. Have you booked a holiday?

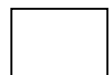
An **IMPERATIVE** statement (command) ends with a full stop. E.g. Send for our brochure today.

An **EXCLAMATION** ends with an exclamation mark. E.g. What a bargain!

Task 19

Complete the following sentences by adding the correct punctuation mark and stating what type of sentence it is.

Sentence	Punctuation	Sentence Type
<i>E.g. Did you buy any chocolate today</i>	<i>?</i>	<i>Question</i>
1. We went for a walk yesterday		
2. Are you busy tomorrow evening		
3. You can't wear that		
4. Can you afford to miss this opportunity		
5. Where are you going on holiday this year		
6. It was amazing		
7. Go to the shops now		
8. I will be twenty on my birthday		



Alphabetical Order

When you are asked to put words into **alphabetical order**, you begin by looking at the **first letter of each word**. The word that begins with the letter nearest the beginning of the alphabet comes first.

If two or more words begin with the same letter then you should look at the next letter in each word and apply the same rules.

E.g. carrot → clay → crayon

Task 20

Put the following lists of words into alphabetical order.

1. Chair Desk Computer Folder Book

2. Monkey Dog Cat Mouse Horse

3. House Caravan Bungalow Flat

4. Canada Japan France Australia Iceland

5. Where When Why Who What

