

# → WELCOME

11+ ENGLISH

Education is not preparation  
for life; education is life itself.

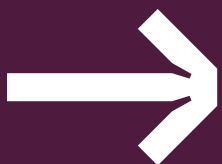
JOHN DEWEY



## **11+ ENGLISH SYLLABUS**

The question types in the 11+ English exam can vary depending on which type of exam your child is sitting. Generally speaking, there are five main types of exam: Generally speaking, there are five main exam types:

- The GL Assessment/CAT4/NFER exam (multiple choice)
- The independent school exams (standard paper/written response)
- The CEM exam (multiple choice)
- The ISEB exam (online adaptive tests/multiple choice)
- The CSSE exam (multiple choice)



# CONTENTS

# KNOWLEDGE REQUIRED

## Grammar

- Past, Present and Future Tenses
- Main and Subordinate Clauses
- Pronouns
- Prepositions
- Determiners
- Conjunctions
- Modal Verbs
- Verb Agreement
- Active and Passive Voice
- Subjunctive Verb Forms
- Nouns
- Verbs
- Adjectives
- Plurals
- Suffixes
- Compound words
- Prefixes

## Vocabulary

- Synonyms and Antonyms
- Latin and Greek Root Words
- Gendered Words
- Idioms

## Punctuation

- Speech
- Hyphens
- Parentheses
- Commas
- Full Stops
- Semi-Colons
- Hyphens

## Students should be able to:

- Write using clearly structured paragraphs
- Organise ideas effectively
- Convey feelings and opinions in an accurate way
- Write imaginatively and descriptively
- Use a range of literary devices in their compositions
- Respond accurately to the title, question or stimulus given
- Use stimuli as the basis for producing an effective story

# Comprehension

Students should be able to:

- Read factual and fictional passages and texts from a wide variety of sources
- Read passages and texts carefully and demonstrate the ability to identify and extract information
- Use the mark allocation given to gauge how much to write. The marks are usually written in brackets at the end of each question. For example (5) indicates that a maximum of 5 marks will be awarded for this particular question
- Explain the purpose behind a writer or poet's choice of words
- Explain the purpose of a text
- Explain the effect of specific words, phrases and sentences on the reader Show that they can summarise sections within passages and identify the main idea
- Support their answers using quotations from the text when prompted to do so
- Explain the meaning of high-level vocabulary words that appear in the text and understand their usage in relation to how each word is used
- Use inference and deduction skills to read between the lines and draw conclusions
- Demonstrate an awareness of how word choice, vocabulary, grammar and punctuation affect the meaning of a text
- Recognise literary devices and explain how create effect and also explain the writer's purpose when using such words

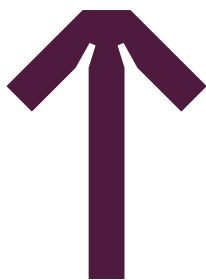






**The range of topics included in the composition or writing section varies and can include the following:**

- Writing to discuss, persuade, inform or instruct
- Factual or personal writing
- Descriptive writing
- Responding to picture stimulus
- Continuing a story
- A book review
- A diary entry
- Writing a letter to persuade, discuss, inform or instruct



# GRAMMAR GLOSSARY

Term	Explanation	Example
active voice	When the subject of the verb carries out an action.	David Beckham scored the penalty.
adjective	<p>A “describing word”. The surest way to identify adjectives is by the ways they can be used:</p> <ul style="list-style-type: none"> <li>before a noun, to make the noun’s meaning more specific</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>after the verb to be, as its complement.</li> </ul> <p>Adjectives cannot be modified by other adjectives. This distinguishes them from nouns, which can be.</p>	<p>The pupils did some really <u>excellent</u> work. [adjective used before a noun, to modify it] Their work was <u>excellent</u>. [adjective used after the verb to be, as its complement]</p>
adverb	<p>Adverbs are sometimes said to describe manner or time. This is often true, but it doesn’t help to distinguish adverbs from other word classes .The surest way to identify adverbs is by the ways they can be used: they can modify a verb, an adjective, another adverb or even a whole clause.</p>	<p>Joshua <u>soon</u> started snoring <u>loudly</u>. [adverbs modifying the verbs started and snoring] That match was <u>really</u> exciting! [adverb modifying the adjective exciting] We don’t get to play games <u>very</u> often. [adverb modifying the other adverb, often] <u>Fortunately</u>, it didn’t rain. [adverb modifying the whole clause ‘it didn’t rain’ by commenting on it]</p>
antonyms	Words which mean the opposite to each other.	<p>The antonym of up is down The antonym of tall is short The antonym of add is subtract</p>
apostrophe	Apostrophes have two completely different uses:	<u>We’re</u> going out and <u>we’ll</u> get something to eat.

Term	Explanation	Example
	<ul style="list-style-type: none"> <li>showing the place of missing letters (e.g. I'm for I am)</li> <li>marking possessives</li> </ul>	<p>[showing missing letters]</p> <p><u>Hannah's</u> mother went to town in <u>Justin's</u> car.</p> <p>[marking possessives]</p>
brackets (Parenthesis)	Punctuation Used for additional information or explanation.	<p>Jamie's bike was red (bright red) with a yellow stripe.</p> <p>His first book (The Colour Of Magic) was written in 1989.</p>
capital letter	A letter of the alphabet that usually differs from its corresponding lowercase letter in form and height; A, B, Q as distinguished from a, b, q. Used as the initial letter of a proper name, the pronoun I and in the first word of a sentence.	After school <b>T</b> ed plays football in <b>R</b> oyston.
colon	Punctuation which indicates that an example, a list, or more detailed explanation follows.	<p>On School journey you will need to bring: a waterproof coat, wellies, warm jumpers and any medication.</p> <p>Marvin was stunned: he had never seen a firework display like it!</p>
clauses	<p>A clause is a group of words which does contain a verb; it is part of a sentence.</p> <p>There are two kinds of clauses:</p> <ol style="list-style-type: none"> <li>1. A <b>main clause</b> (makes sense on its own) e.g.: Sue bought a new dress.</li> <li>2. A <b>subordinate clause</b> (does not make sense on its own; it depends on the main clause for its meaning)</li> </ol>	<p><b>Main clause:</b> My sister is older than me.</p> <p><b>Subordinate:</b> My sister is older than me <b>and she is very annoying.</b></p>
comma	A punctuation mark (,) indicating a pause between parts of a sentence or separating items in a list. In KS1 we focus on commas to separate items in a list.	<p>Tony went to the supermarket and bought tomatoes, onions, mushrooms and potatoes.</p> <p>[note no comma before and]</p>
command	See 'sentence'	
compound	A compound word contains	blackbird, blow-dry,



Term	Explanation	Example
	at least two root words in its make-up; e.g. whiteboard, superman. Compounding is very important in English.	English teacher, inkjet, one-eyed, daydream
conjunction/connective	A conjunction links two words or phrases together. There are two main types of conjunctions: <ul style="list-style-type: none"> <li>co-ordinating conjunctions (e.g. and) link two words or phrases together as an equal pair</li> <li>subordinating conjunctions (e.g. when) introduce a subordinate clause.</li> </ul>	James bought a bat <u>and</u> ball. [links the words bat and ball as an equal pair] Kylie is young <u>but</u> she can kick the ball hard. [links two clauses as an equal pair] Everyone watches <u>when</u> Joe does back-flips. [introduces a subordinate clause]
co-ordination	Words or phrases are co-ordinated if they are linked as an equal pair by a co-ordinating conjunction (i.e. and, but, or). In the examples given, the co-ordinated elements are shown in bold, and the conjunction is underlined.	<b>Susan</b> <u>and</u> <b>Amra</b> met in a café. [links the words Susan and Amra as an equal pair]  <b>Susan got a bus</b> <u>but</u> <b>Amra walked</b> . [links two clauses as an equal pair]
dash	Punctuation which indicates a stronger pause than a comma. Can be used like a comma or bracket to add parenthesis.	The woman – only 25 years old – was the first to win a gold medal for Britain.
dialogue	A conversation between two or more people.	“Who’s there?” asked Marvin. “Doctor”, replied the mysterious man behind the door. “Doctor Who?” Marvin enquired. “Exactly...” came the ominous response.
direct speech	When you write down the words that have been spoken and use speech marks.	“Who’s there?” said Marvin
determiner	Determiners are the most frequently used words in English. They are used with	This car is yours. Which colour do you prefer?

<b>Term</b>	<b>Explanation</b>	<b>Example</b>
	nouns to give more information about that noun - who it belongs to, how many, or sometimes to ask questions.	Some new cars.
ellipsis	Punctuation used to show a pause in someone's speech or thoughts, and to build tension or show that a sentence is not finished.	"The sight was awesome... truly amazing."
exclamation	See 'sentence'	
exclamation mark	A punctuation mark (!) indicating strong feelings, something unusual or high volume (shouting).	Stop that now!
full stop	A punctuation mark (.) used at the end of a sentence or an abbreviation.	English grammar has many rules and exceptions.
first person	When the writer speaks about himself or herself. Only 'I/we/me/us' are used as pronouns when writing in the first person.	My family all went to the park. We all loved it, me especially. I always love the slide.
future tense	Writing about what will happen. We usually place will in front of verbs when writing in the future tense.	Next week, Emma will be going to Secondary school. She will have to wear a blazer and tie!
fronted adverbial phrase	A fronted adverbial phrase goes at the beginning of a sentence It describes the verb in the sentence It describes where, when and how	As soon as the train had left the station, Tom jumped from the carriage door.  After my tooth fell out, I went I went to the dentist to get a false one!
homophones	Words which sound the same but are spelt differently and have different meanings.	Their, there, they're I, eye Our, are To, too, two
hyphen	Punctuation which joins one or more words or adds a prefix to a word.	Happy-go-lucky
idiom	An idiom is an expression or 'saying' that is not taken	You look a bit under the weather today.

Term	Explanation	Example
	literally. They come from a variety of different sources; some are regional as well as historical but can be heard in everyday conversations even though on their own they don't appear to make any sense.	She's the apple of his eye.
letter	A character representing one or more of the sounds used in speech. Written words are made up of letters.	In KS1 children have to be able to identify letters from <i>phonemes</i> or sounds. The word 'cat' has three letters and three phonemes. The word 'catch' has five letters and three phonemes. The word 'caught' has six letters and three phonemes.
metaphor	Compares different things by saying one thing is another.	
noun	Nouns are sometimes called 'naming words' because they name people, places and things. A noun can almost always be used after determiners such as <i>the</i> for example, most nouns will fit into the frame "The ____ matters/matter." Nouns may be classified as common (e.g. boy, day) or proper (e.g. Ivan, Monday)	Our <u>dog</u> bit the <u>burglar</u> on his <u>behind</u> !  <u>Actions</u> speak louder than <u>Words</u> .
noun phrase	A noun phrase is a phrase that plays the role of a noun. The head word in a noun phrase will be a noun or a pronoun. Noun phrases are most often used for description and specification e.g. plain flour, foxes with bushy tails.	He knows <u>the back <b>streets</b></u> .  I've met <u>the last remaining <b>chief</b></u> .  [Nouns in bold, noun phrases underlined.]
plural	A plural noun normally has a suffix—s or —es and means 'more than one'.	There are a few nouns with different morphology in the plural (e.g. mice, formulae).
prefix	A prefix is added at the beginning of a word in order to turn it into another word.	<b>o</b> vertake, <b>un</b> appealing, <b>dis</b> appear
paragraph	'Chunks' of related thoughts	



<b>Term</b>	<b>Explanation</b>	<b>Example</b>
	<p>or ideas. They make reading easier to understand. A new paragraph usually means a change of topic, idea, time, place or argument.</p>	
passive voice	<p>When a subject or verb has an action done to them. Often, the subject is not even mentioned.</p>	A window was smashed.
personification	<p>Giving human qualities to animals or objects.</p>	<p>The Sun smiled on the World. The birds sung their beautiful song.</p>
punctuation	<p>Punctuation includes any conventional features of writing other than spelling and general layout. One important role of punctuation is to indicate sentence boundaries.</p>	
plural	<p>More than one person, place or thing.</p>	<p><i>Most nouns are made into plurals by adding -s: Three bikes Some nouns ending in -o are made into plurals by adding -es: Two mangoes Most nouns ending in hissing, shushing or buzzing sounds are made into plurals by adding -es: Ten dresses For words ending in a vowel and then -y, just add -s: Eight turkeys For words ending in a consonant and then -y, change -y to -i and add -es: Five flies Most nouns ending in -f or -fe change to -ves in the plural: Six halves</i></p>
preposition	<p>Words which show the relationship between two things. They often tell you where</p>	<p>About, above, across, after, against, along, amid, amidst, among, amongst, before,</p>

Term	Explanation	Example
	one thing is as opposed to another.	<p>behind, below, beneath, beside, between, betwixt, beyond, by, down, during, except, for, from, in, into, near, of, off, on, over, round, since, though, till, to, towards, under, underneath, until, unto, up, upon, with, within, without.</p> <p>Tom jumped <b>over</b> the cat. The monkey is <b>in</b> the tree.</p>
pronoun	Words used to avoid repeating a noun.	<p>I, you, me, he, she, it, you, him, her, mine, yours, his, hers, its we, they, us, them, ours, yours, theirs</p>
question	See 'sentence'	
question mark	A punctuation mark (?) indicating a question.	How do we know who to call?
sentence	<p>A sentence is a group of words which are grammatically connected to each other but not to any words outside the sentence. The form of a sentence's main clause shows whether it is being used as a statement, a question, a command or an exclamation.</p> <p>A sentence may consist of a single clause or it may contain several clauses held together by subordination or co-ordination.</p>	<p>You are my friend. [statement] Are you my friend? [question] Be my friend! [command] What a good friend you are! [exclamation]</p>
singular	A word or form denoting or referring to just one person or thing.	I had one <b>dress</b> but Jane gave me another so now I have two dresses.
statement	See 'sentence'	
subordination	<p>A subordinate word or phrase tells us more about the meaning of the word it is subordinate to.</p> <p>Subordination can be thought of as an unequal relationship between a</p>	<p>big dogs [big is subordinate to dogs]</p> <p>Big dogs need long walks. [big dogs and long walks are subordinate to need]</p>

Term	Explanation	Example
	subordinate word and a main word. For example: <ul style="list-style-type: none"> <li>an adjective is subordinate to the noun it modifies</li> <li>subjects and objects are subordinate to their verbs.</li> </ul>	We can watch TV when we've finished. [when we've finished is subordinate to watch]
second person	When the writer speaks to the reader. The word 'you' is often placed before verbs.	You are reading a SPAG Glossary and I hope you are finding it useful.
simile	Compares two or more things, usually using the words 'like' or 'as'.	The water was as hot as lava. He was as scared as a mouse.
semi colon	Punctuation used in place of a connective. It separates two complete sentences which are closely related and can be used in lists of phrases.	The children came home today; they had been away for a week.
suffix	A suffix is an 'ending', used at the end of one word to turn it into another word. Suffixes cannot stand on their own as a complete word.	success – successful teach – teacher small – smallest
synonym	Words which have the same, or nearly the same meaning as each other.	Bad – awful, terrible, horrible Happy – content, joyful, pleased Look – watch, stare, glaze Walk – stroll, crawl, tread
tense (past, present)	Verbs in the past tense are commonly used to: <ul style="list-style-type: none"> <li>talk about the past</li> <li>talk about imagined situations</li> <li>make a request sound more polite.</li> </ul> Most verbs take a suffix –ed to form their past tense, but many commonly used verbs are irregular.  Verbs in the present tense are commonly used to: <ul style="list-style-type: none"> <li>talk about the present</li> </ul>	Antonio <u>went</u> on holiday to Brazil. [an event in the past] I wish I <u>had</u> a puppy. [an <i>imagined</i> situation] I <u>was</u> hoping you'd help tomorrow. [makes an implied request sound more polite]  Paula <u>goes</u> to the pool every day. [describes a habit that exists now]



Term	Explanation	Example
	<ul style="list-style-type: none"> <li>talk about the future. They may take a suffix –s (depending on the subject).</li> </ul>	She <u>can</u> swim. [describes a state that is true now] Her friends <u>are</u> coming to join her. [describes a plan in progress now]
third person	When the writer speaks about someone or something else. The pronouns 'he/she/it/they/him/her/it/them' are used when writing in the third person	He walked to the shops because he wanted to taste the new chocolate bar.
verb	Verbs are sometimes called 'doing words' because many verbs name an action that someone does; while this can be a way of recognising verbs, many verbs name states or feelings rather than actions. Verbs can usually have a tense, either present or past (also future).	He <u>lives</u> in Birmingham. [present tense] The teacher <u>wrote</u> a song for the class. [past tense] He <u>likes</u> chocolate. [present tense; not an action] He <u>knew</u> my father. [past tense; not an action]
word	A word is a unit of grammar: it can be selected and moved around relatively independently, but cannot easily be split. In punctuation, words are normally separated by word spaces.	

# TENSES

## What is simple past tense?

**Simple Past** is also known as **Past Simple** and describes events which happened at a specific time but are now completed. For example:

- I played

You played (singular)

He/She/It played
- We played

You played (plural)

They played

## What is simple present tense?

The **Simple Present** (also known as **Present Simple**) can be used to describe something that happens regularly, to give an instruction, to describe something that has been arranged or to talk about the future after certain conjunctions have been used (after, when, before, as soon as, until). For example:

- I play

You play (singular)

He/She/It plays
- We play

You play (plural)

They play

1. Tick **one** box to complete the sentence below in **simple present** tense.

Every morning, my nan rushes out of the door to \_\_\_\_\_ her dog while the park is quiet.

- is walking

walking

walk

will walk
- ☐

☐

☐

☐

2. Complete the following sentence in **simple past** tense.

Last year, my dad and uncle \_\_\_\_\_ the London Marathon.

1. Tick **one** box to complete the sentence below in **simple present** tense.

Every morning, my nan rushes out of the door to \_\_\_\_\_ her dog while the park is quiet.

- is walking

walking

walk

will walk
- ☐

☐

☐

☐

2. Complete the following sentence in **simple past** tense.

Last year, my dad and uncle \_\_\_\_\_ the London Marathon.

1. Tick **one** box to complete the sentence below in **simple present** tense.

Every morning, my nan rushes out of the door to \_\_\_\_\_ her dog while the park is quiet.

is walking

walking

walk

will walk

☐

☐

☒

☐

## What is past perfect tense?

**Past Perfect** describes completed events of the past which happened before another action took place.

**'had' + a past tense verb = past perfect tense**

For example:

**I had played**

**You had played (singular)**

**He/She/It had played**

**We had played**

**You had played (plural)**

**They had played**

## What is present perfect tense?

The **Present Perfect** can be used to describe something that happened in the past and is continuing today, for an action that was completed recently or an action that did not happen at a specific time.

**'has' or 'have' + a past tense verb = present perfect tense**

For example:

**I have played**

**You have played (singular)**

**He/She/It has played**

**We have played**

**You have played (plural)**

**They have played**

1. Which option completes the sentence in the **past perfect**?

Tick **one**.

Not long after my brother \_\_\_\_\_ his new model plane, I accidentally dropped and broke it.

has made ..... ☐

had made ..... ☐

made ..... ☐

was making ..... ☐

2. Complete the following sentence in **perfect present tense**.

I \_\_\_\_\_ the piano for three years.

1. Which option completes the sentence in the **past perfect**?

Tick **one**.

Not long after my brother \_\_\_\_\_ his new model plane, I accidentally dropped and broke it.

has made ..... ☐

**had made** ..... ☒

made ..... ☐

was making ..... ☐

2. Complete the following sentence in **perfect present tense**.

I **have played/learnt** the piano for three years.



## What is a modal verb?

might/might not

must/must not

can/cannot

could/could not

may/may not

should/should not

would/would not

ought/ought not

shall/shall not

Modal verbs can have many uses. In most cases, they work with another verb to describe the **possibility** of something happening, such as:

The netball team **might** win the tournament.

Or to describe what degree of **certainty** something is known. For example:

It **will** be very cold tonight.

They can also express the **obligation** for someone to do something, such as:

You **must** go to see the headteacher.

Or the **ability** to perform the action of another verb. For example:

Yolanda **can** cartwheel perfectly.

1. Tick **one** box in each row to show how the modal verb affects the meaning of the sentence.

Sentence	Modal verb indicates <b>certainty</b>	Modal verb indicates <b>possibility</b>
We could work together on the science project.		
Drew will help you to tidy your garden.		
Li might have missed the bus because she is late.		

1. Tick **one** box in each row to show how the modal verb affects the meaning of the sentence.

Sentence	Modal verb indicates <b>certainty</b>	Modal verb indicates <b>possibility</b>
We could work together on the science project.		✓
Drew will help you to tidy your garden.	✓	
Li might have missed the bus because she is late.		✓

2. Write a sentence including a **modal verb** to indicate **obligation**.

---



---

2. Write a sentence including a **modal verb** to indicate **obligation**.  
Pupils' own responses, such as: You must wear a seatbelt when travelling in a car.

3. Explain how the **modal verb** changes the meaning of the second sentence.

- Kamilah goes horse riding with her aunt.
- Kamilah might go horse riding with her aunt.

---



---

3. Explain how the **modal verb** changes the meaning of the second sentence.

1) Kamilah goes horse riding with her aunt.

2) Kamilah might go horse riding with her aunt.

Pupils' own responses, such as: In the first sentence, Kamilah definitely goes horse riding but in the second sentence it is only a possibility that she could go horse riding.

## What is present progressive?

**Present Progressive** is also known as **Present Continuous** and describes events which are happening right now in the present moment.

**'am' or 'is' + a present tense verb = present progressive**

For example:

**I am playing**

**You are playing (singular)**

**He/She/It is playing**

**We are playing**

**You are playing (plural)**

**They are playing**

## What is past progressive?

**Past Progressive** is also known as **Past Continuous** and describes events which happened in the past over a period of time.

**'were' or 'was' + a present tense verb = past progressive**

For example:

**I was playing**

**You were playing (singular)**

**He/She/It was playing**

**We were playing**

**You were playing (plural)**

**They were playing**

1. Tick **one** box in each row to show if the sentence is in the **present progressive** or the **past progressive**.

Sentence	Present Progressive	Past Progressive
Your tennis skills are improving every day.		
Uma was hitting the ball too softly.		
I am hoping to watch a live tennis tournament this summer.		

2. Complete the following sentence in the **past progressive**.

Ewan \_\_\_\_\_ on the trampoline for over an hour this morning.

Sentence	Present Progressive	Past Progressive
Your tennis skills are improving every day.	✓	
Uma was hitting the ball too softly.		✓
I am hoping to watch a live tennis tournament this summer.	✓	

2. Complete the following sentence in the **past progressive**.

Ewan **was jumping/bouncing/playing** on the trampoline for over an hour this morning.

## What is tense consistency?

Verb tenses tell us when an action took place in the present, past or future. In any piece of writing, it is important to be consistent with tenses. This means **keeping the tense the same** throughout. For example:

The heavy snow **made** our journey slow so we **were** late home

## What is subject/verb agreement?

A **singular subject** needs a **singular verb**; a **plural subject** needs a **plural verb**. For example:

The lady's **cat was** poorly.

The lady's **cats were** poorly.

### Be careful!

**Each** of the lady's cats **were** poorly. X

**Each** of the lady's cats **was** poorly. ✓

1. Which sentence is grammatically correct?

Tick **one**.

Yesterday we go to our swimming lessons. .... ☐

Last week, we are on holiday. .... ☐

Next year, I will be in year seven. .... ☐

Last Christmas, we will visit Lapland. .... ☐

2. Circle the two words that show the **tense** in the sentence below.

We often go to the zoo – the animals are well cared for.

1. Which sentence is grammatically correct?

Tick **one**.

Yesterday we go to our swimming lessons. .... ☐

Last week, we are on holiday. .... ☐

**Next year, I will be in year seven.** .... ☒

Last Christmas, we will visit Lapland. .... ☐

2. Circle the two words that show the **tense** in the sentence below.

We often go to the zoo – the animals are well cared for.

## What is the subjunctive verb form?

The **subjunctive mood** is all about how the verb appears in a sentence. Subjunctives make language sound more **formal**.

They can be used for:

- showing conditions that are **not true**.  
For example: If I **were** in charge, I would make lunch breaks two hours long.
- making a **command** more formal.  
For example: The teacher **demands that** you **be** present in P.E.
- making a **wish** more formal.  
For example: My dad **wishes to be** able to purchase a Ferrari.
- making a **request** more formal.  
For example: Our queen **requests that** you **be** at the palace gates for 9am.

The subjunctive verb form isn't common in everyday British speech. However, it is often used after **formal verbs** such as **require, demand, suggest, propose**.

1. Complete the sentence below so that it uses the **subjunctive form**.

The head teacher demands that you \_\_\_\_\_ quiet during assembly.

2. Which verb completes the sentence so that it uses the **subjunctive form**?

If I \_\_\_\_\_ the prime minister, I would make it compulsory to learn gardening at school.

Tick **one**.

am ..... ☐  
was ..... ☐  
were ..... ☐  
be ..... ☐

1. Complete the sentence below so that it uses the **subjunctive form**.

The head teacher demands that you **be** quiet during assembly.

2. Which verb completes the sentence so that it uses the **subjunctive form**?

If I \_\_\_\_\_ the prime minister, I would make it compulsory to learn gardening at school.

Tick **one**.

am ..... ☐  
was ..... ☐  
**were** ..... ☒  
be ..... ☐



## What is active voice?

In an active sentence, the **subject** performs the **action** (the verb) to the **object**. For example:

**The family boarded the plane.**

## What is passive voice?

In a passive sentence, the thing that would normally be the object gets turned into the **subject** through the use of the **passive form of the verb**. They often include a **prepositional phrase** starting with 'by'. For example:

**The plane was boarded by the family.**

Sometimes the prepositional phrase can be removed and the sentence will still make sense – you just won't know who/what performed the verb. For example:

**The plane was boarded.**

**Helpful Hint** – If faced with sentences like this, try adding 'by Alex'. If this makes sense, the sentence must be written in the passive voice.

1. Rewrite the sentence below in the **passive voice**.

Remember to punctuate your answer correctly.

The lazy girl ignored her alarm clock.

---

---

2. Rewrite the sentence below in the **active voice**.

Remember to punctuate your answer correctly.

The trapped swan was rescued by the vet.

---

---

1. Rewrite the sentence below in the **passive voice**.  
Remember to punctuate your answer correctly.

The lazy girl ignored her alarm clock.

**The alarm clock was ignored by the lazy girl.**

2. Rewrite the sentence below in the **active voice**.  
Remember to punctuate your answer correctly.

The trapped swan was rescued by the vet.

## ENGLISH REVISION AID (5)

There are many tools we can use in speech and writing to give what we are saying greater emphasis.

### Doubles

- 1) **By repeating a word:** again and again, by and by, over and over, round and round
- 2) **By repeating a meaning:** beck and call, part and parcel, safe and sound
- 3) **By using alliteration:** fast and furious, rough and ready, one and only
- 4) **By using opposites:** thick and thin, on and off, in and out, high and low
- 5) **By using words which sound similar:** out and about, high and dry, wear and tear
- 6) **By using related words:** body and soul, lock and key, hammer and tongs
- 7) **Other examples:** hard and fast, rough and tumble, touch and go, over and above

### Colour

By using colour in speech or writing, we can make things so much more interesting. This could be a very useful tool for writing stories.

We can use colour to sound more elaborate;

Blood-red, brick-red, coal-black, milk-white, pea-green ruby-red, sea-green, shell-pink, sky-blue, slate-grey, snow-white

Or we can use colour as metaphors;

- It was in **black and white** (it was in print/writing)
- The boy was **feeling blue** (he was feeling sad)
- The shop was a **white elephant** (it was a failure)
- She was the **black sheep** of the family (she was seen as a disgrace to her family)
- My grandmother is in **the pink of health** (she is in the best of health)
- He was a **yellow-belly** scoundrel (he was a cowardly scoundrel)
- He suddenly **saw red** (he suddenly became very angry)
- She was **green fingered** (she was very good at gardening)
- The old man was **purple** with rage (he was so angry that his face had changed colour)
- The book was **yellow-paged** (the book was so old that the pages had turned yellow)
- The little girl **turned white** with fear (she was so scared that all the colour had drained from her face)

We can even have 'I'm **feeling off colour**' to mean 'I'm not feeling very well'



# Figurative Language

## Metaphor

She is a ray of sunshine.  
Heart of stone.  
He is the light of my life.  
A rollercoaster of emotions.

## Personification

The snow speaks.  
The grass tickled my feet.  
The leaves danced on the trees.  
The husky corn spoke.

## Onomatopoeia

Crash! Splash! Boom!  
Pop! Bam! Snap!  
Honk! Buzz! Drip!  
Swish! Ring! Crackle!

## Alliteration

Evil eagles eat eels.  
Dreary, dismal darkness.  
Pretty purple purses.  
Adjectives and adverbs.

## Simile

Pure as snow.  
Quiet as a mouse.  
Busy as a bee.  
Cute as a kitten.

## Idiom

Time flies.  
Cat got your tongue.  
Broken heart.  
Face the music.

## Hyperbole

For the millionth time, be quiet!  
He's got a brain the size of a pea.  
These shoes are killing me.  
Speed up- a snail can go faster than you!

## Definition

Personification is a figure of speech in which an object, an idea or an animal is given human qualities.

If you can imagine an object doing actions or behaving like a person, that's personification.

## Activity

1. Match the object to the human quality to complete the sentence.

Object		Human quality
The candle flame		nodded in the wind.
The chocolate cake in the fridge		crept into the classroom.
The party		danced in the dark.
The wallflowers		sang a lonely song.
Along with the teacher, silence		was calling her name.
The wind		died as soon as he left.

2. What effect does the use of personification have on the reader?

---

---

---

1.

Object		Human quality
The candle flame		nodded in the wind.
The chocolate cake in the fridge		crept into the classroom.
The party		danced in the dark.
The wallflowers		sang a lonely song.
Along with the teacher, silence		was calling her name.
The wind		died as soon as he left.

2. What effect does the use of personification have on the reader?

Writers can help the reader make an image of something in their minds when they use personification. Using a human characteristic for an object that is easy to recognise is an effective way to create a specific impact on the reader.

Draw a line to match the idiom to the non-literal meaning.

It costs an arm and a leg! •

Break a leg! •

I'm going to hit the sack. •

It's a piece of cake. •

I'm all bent out of shape! •

Hang in there! •

I've let the cat out  
of the bag! •

He's off his rocker! •

I'm on the fence. •

It's raining cats and dogs. •

Let's hit the road. •

I've got butterflies in  
my stomach. •

Fingers crossed! •

• It's very easy.

• I'm going to go to bed.

• Don't give up!

• It was very expensive.

• Good luck!

• I've told a secret  
by mistake.

• Time to leave.

• I'm upset.

• I'm not sure what to do.

• He's crazy!

• There's heavy rainfall.

• I'm feeling hopeful.

• I'm feeling nervous.





## **ENGLISH REVISION AID (6)**

Colloquialisms are expressions which can be used in everyday conversation, but also when writing direct speech to make things more interesting.

- **Beside oneself** – out of one's mind (with grief, worry, anger)
- **Carried away** – over-excited
- **Down on one's luck** – not having much luck with anything
- **To nip in the bud** – to cut something short in its early stages
- **A peppery individual** – a hot-tempered person
- **Sit on the fence** – avoid taking sides
- **Burn the candle at both ends** – overdoing oneself by working too much
- **Make no bones about it** – to be outspoken
- **Have a feather in one's cap** – to have something to be proud of

Proverbs may sound like colloquialisms, but they are actually popular sayings expressed in a clever way.

- Absence makes the heart grow fonder
- Birds of a feather flock together
- Don't carry all your eggs in one basket
- Every cloud has a silver lining
- From little acorns mighty oak trees grow
- He laughs best who laughs last
- Look after the pennies and the pounds will look after themselves
- None so deaf as those who will not hear
- Once bitten, twice shy
- When the cat's away, the mice will play

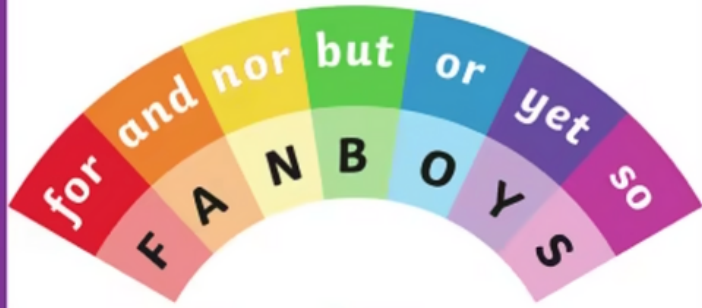
Replacing words very often there will be more useful and original words that we can use in writing than the ones which first pop into our heads, so it's worth spending an extra moment or two thinking about an alternative word – you never know, it may even get you that extra good mark!

<b>Instead of using....</b>	<b>Try using....</b>
Nice	Lovely, pretty, pleasant, fine
Good	Excellent, fair, splendid, kind
Sad	Blue, crestfallen, dispirited, glum
Fun	Enjoyable, amusing, pleasurable,
Bad	Beastly, dreadful, terrible, unfortunate
Wrong	Mistaken, in error, dishonest, faulty
Very	Greatly, highly, particularly, especially
Said/to say	Announce, comment, mention, exclaim, express, come out with, declare
Thought/think	Brood, concentrate, dwell on, deliberate
Before	Already, earlier, previously, sooner



## Co-ordinating Conjunctions

There are seven co-ordinating conjunctions.  
They give equal importance to the words or sentences they connect.



### Conjunctions

Conjunctions are little words which connect different parts of a sentence or a phrase together. The simple, little ones are called *coordinating conjunctions*, try using the acronym FABNOSY to remember them:

For And But Neither...nor Or So Yet

It may also help to remember that all of these words have fewer than four letters.

The most common of these coordinating conjunctions are AND, BUT and OR. Here are just a few examples of the ways it is possible to use these little words:

#### 1) **AND**

- When one action or idea follows another: *Paul kicked the ball and scored a goal.*
- When an action or an idea is the direct result of another: *Claire saw the accident and immediately phoned the ambulance.*
- When an idea is in contrast to another (sometimes *and* is replaced by *but* here): *my cat is clever and my dog has a friendly personality.*
- When one part of a sentence (usually the second) is dependant on another: *don't do your homework and you'll soon find yourself at the bottom of your class.*

#### 2) **BUT**

- When there is an unexpected contrast in the second part of the sentence: *Billy was an extremely poor man but he was very honest.*
- When you want to connect two ideas with the meaning 'with the exception of': *all the girls but Sarah had finished their homework.*

#### 3) **OR**

- When only one of the two possibilities can be realized: *Gregg can study for his vocabulary test or he can fail.*
- When there are alternatives: *we can play cricket or just stay indoors.*

### The Others ...

- Neither...nor: although this pair does not come up often in speech, it is a useful when using negative expressions: *that is neither what James said nor what he meant.*
- Yet: a distinctive way of saying 'nevertheless' or 'but': *Rachel plays tennis extremely well yet her favourite sport is netball.*
- For: this is used as a conjunction when giving a reason for something: *the children were happy to be running around for it had been a long journey in the car.*
- So: using this as a conjunction usually means that the second part of a sentence is a consequence of the first: *Helen raised her voice so that she could be heard.*

# Using Different Types of Conjunction

L.O: To recognise and use different types of conjunctions.

Choose the correct type of conjunction from the box to complete these sentences.

## Coordinating Conjunctions

and but or so

## Subordinating Conjunctions

although because so that even if whenever before even though until

## Correlative Conjunctions

whether/or either/or both/and not only/but

Use a **coordinating conjunction** to rewrite these pairs of sentences as one sentence.

1. We enjoy watching films. We enjoy going bowling.
2. He wants to win the race. He is running more slowly than the others.
3. My mum loves cake. I am going to bake a cake for her birthday.

Use a **subordinating conjunction** to rewrite these pairs of sentences.

4. My hands are freezing cold. I forgot to bring my gloves today.
5. My mum takes me to the match every week. She doesn't like football.
6. I take the dog for a walk every day. Sometimes it is raining.

Use a pair of **correlative conjunctions** to rewrite these pairs of sentences.

7. I like carrots. I like asparagus.
8. I don't know if it's going to be sunny. I don't know if it's going to be raining.
9. She is the regional champion. She is also the national champion.

Name the type of conjunctions used in each of these sentences. Write your answers in the boxes.

1. She said she was going to come, although I don't think she was that keen.

2. He was chosen to represent the school because he was the most talented swimmer.

3. We are going to go to either Spain or Portugal next year.

4. She had walked all the way to school before realising that she was wearing odd socks.

5. He always seemed so confident, yet he was actually quite shy.

6. Our neighbours are not quiet, nor are they particularly friendly.

Use a **coordinating conjunction** to rewrite these pairs of sentences as one sentence.

1. We enjoy watching films **and** we enjoy going bowling.
2. He wants to win the race **but** he is running more slowly than the others.
3. My mum loves cake **so** I am going to bake a cake for her birthday.

Use a **subordinating conjunction** to rewrite these pairs of sentences.

4. My hands are freezing cold **because** I forgot to bring my gloves today.
5. My mum takes me to the match every week **even though** she doesn't like football.
6. I take the dog for a walk every day **although** sometimes it is raining.

Use a pair of **correlative conjunctions** to rewrite these pairs of sentences.

7. I like **both** carrots **and** asparagus.
8. I don't know if it's **either** going to be sunny **or** raining.
9. She is **not only** the regional champion **but** she is also the national champion.

1. She said she was going to come, although I don't think she was that keen.

subordinating

2. He was chosen to represent the school because he was the most talented swimmer.

subordinating

3. We are going to go to either Spain or Portugal next year.

correlative

4. She had walked all the way to school before realising that she was wearing odd socks.

subordinating

5. He always seemed so confident, yet he was actually quite shy.

coordinating

6. Our neighbours are not quiet, nor are they particularly friendly.

coordinating

## **ENGLISH REVISION AID (8)**

### **Prepositions**

A preposition is one of a group of words used to define a relationship to a noun or a pronoun by being placed in front (pre) a noun or a pronoun.

Here are the most common prepositions you'll find:

about	along	before	into	underneath	until
above	amid	except	of	up	unto
across	among	for	near	with	
after	around	from	until	within	
against	at	in	unto	without	

Sometimes it is difficult to know which is the correct preposition to use. The following list should help (note all the differences when referring to an object or a person):

According to	Differ from (opinion)	Opposite to
Agree to (something)	Differ with (person)	Part from (something)
Agree with (somebody)	Disagree with	Part with (somebody)
Aim at	Disappointed in(something)	Prevail on
Angry at (something)	Disappointed with (somebody)	Protest against
Angry with (somebody)	Disgusted at (something)	Pursuit of
Ashamed of	Disgusted with (somebody)	Recoil from
Attack on	Dislike for	Regard for
Blame for	Divide among (many)	Rely on
Change for(something)	Divide between (two)	Similar to
Change with (somebody)	Equal to	Suffer from
Comment on	Filled with	Tired of (something)
Compared with	Full of	Tired with (action)
Complain of	Good for	Thirst for
Compared with	Guilty of	Vexed at (something)
Complain of	Indignant at (something)	Vexed with(somebody)
Confer with	Indignant with (somebody)	Victim of
Conscious of	Inspired by	Wait for (person, thing)
Defiance of	Interfere with	Wait upon (somebody)
Despair of	Invasion of	Write about (something)
Die of	Meddle with	Write to (somebody)



## Compound and Complex sentences

Short sentences can be useful as a writing tool to make something sound more effective, but many times it feels odd to read if there are too many short sentences all together.

To make your writing more interesting, you can use either compound or complex sentences. To make a compound sentence, all you need are two or more simple sentences joined together by a conjunction. You can tell that it is a compound sentence by taking away the conjunction and seeing if the two clauses by themselves still make sense:

*I love reading, but I hate horror stories* → *I love reading* + *but* + *I hate horror stories*

Both sentences here make sense by themselves as they are complete.

Complex sentences, however, depend on the conjunction to bring together **clauses** – groups of words containing a verb and a subject. With these sentences, if you take away the conjunction, one or more of the clauses will not make sense by themselves:

*She read the book because it was interesting.*

- **she read the book** = **complete short sentence**
- **because** = **conjunction**
- **it was interesting** = **subordinate clause**. By itself this sentence does not make sense – what was interesting? Because it depends on the rest of the sentence, we call it a subordinate clause.

*Whenever it gets dirty, John cleans his car.*

- **Whenever** = **conjunction**. Yes, they can go at the beginning of sentences too!
- **It gets dirty** = **subordinate clause**. By itself this sentence does not make sense – what was dirty? Because it depends on the rest of the sentence, we call it the subordinate clause.
- **John cleans his car** = **complete short sentence**

## Be careful!

Commas **cannot** be used as conjunctions in this case because they can't be used to 'stick' short sentences and clauses together:

**Incorrect** – *she read the book, it was interesting.*

**Correct** – *she read the book **because** it was interesting.*

This is a rule for both compound and complex sentences.



## Personal Pronouns

A **noun** is another name for a place or thing, for example: a chair, Rita, telephone Big Ben.

We use **personal pronouns** to replace nouns which are people or things.

**Personal pronouns for people:** I, me, my, you, yours, he, him, his, she, her, hers, we, us, ours, they, them, theirs

**Personal pronouns for things:** it, they, them

These personal pronouns are useful when writing as it means you can use them to talk about things in more detail without repeating words you have already used.

*When Sally wants a cup of tea, Sally puts the kettle on.*

To make the sentence sound better, it should really be written as

*When Sally wants a cup of tea, **she** puts the kettle on.*

The word 'she' has replaced the word 'Sally' in the sentence, making it more interesting to read.

Personal pronouns can be divided into groups:

- **Subject Pronouns:** the 'who' or 'what' the sentence is about.

I, you, he, she, it, we, they

Eg: ***I (subject)** ate the cake*

- **Object Pronouns:** the 'who' or 'what' the verb was directed at

Me, you, him, her, it, us them

Eg: *the ball hit **me (object)***

In the sentence *Sally put the kettle on* 'Sally' is the subject and is doing the action (putting on) 'the kettle' is the object, or the thing the action is done to – it is the thing which she puts on.

You could repeat this sentence by saying *she put it on*.

- **Possessive pronouns** show us that something belongs to someone:

This pencil is *yours* → *your* pencil

The cat sat on *my* mat → the mat is *mine*

## **Common mistakes:**

- When *that* is used for *who*: 'It was her, not me *that* spilt it' (wrong)
- Using *me* instead of *I*: 'It's you and *me* who lose' (wrong)
- Thinking 'everyone' is a plural: 'Everyone must pay *their* fair share' (wrong)