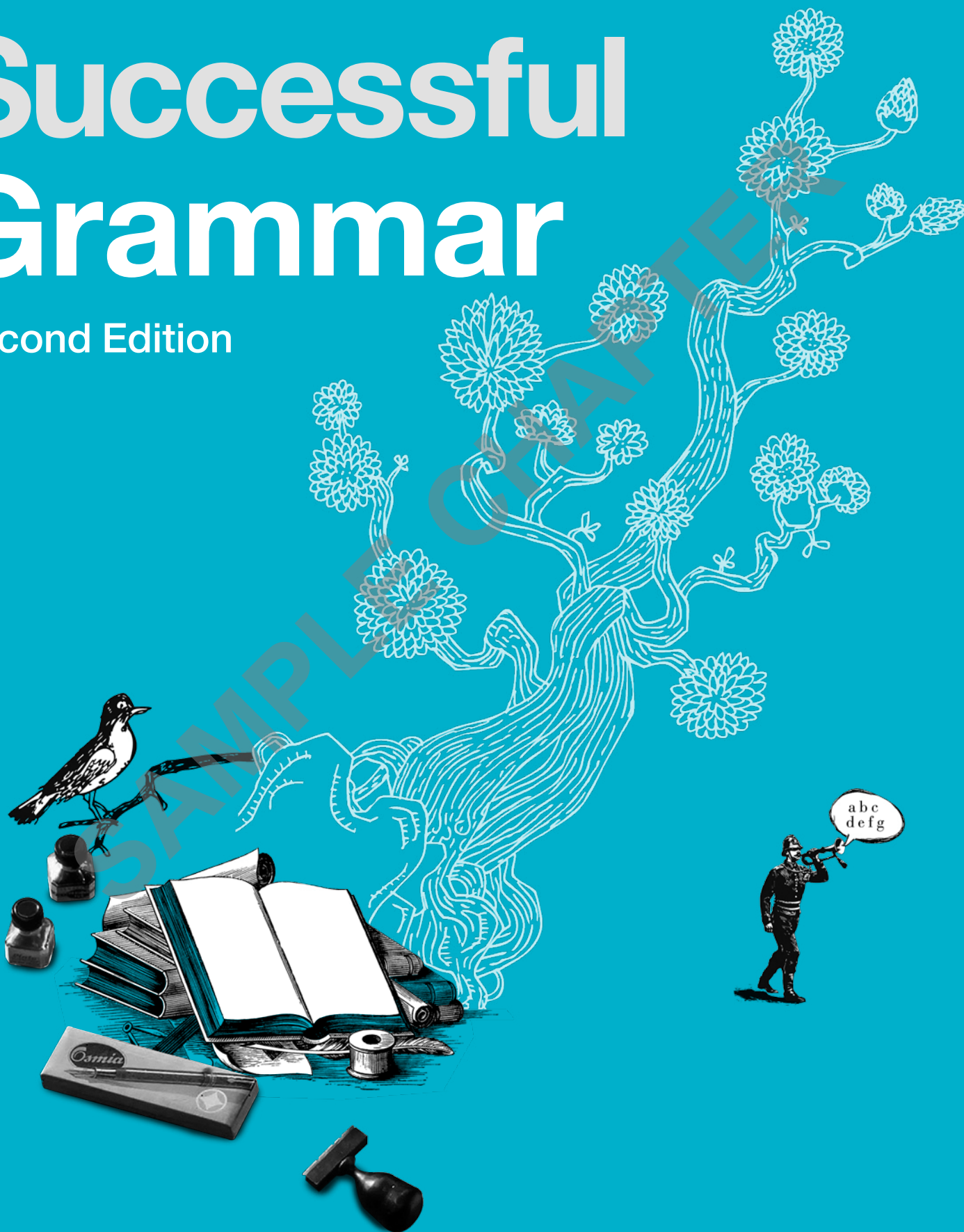


Heather McIntosh

OXFORD

Successful Grammar

Second Edition



SAMPLE CHAPTER

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OXFORD

UNIVERSITY PRESS

253 Normanby Road, South Melbourne, Victoria 3205, Australia

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Kuala Lumpur Madrid Melbourne Mexico City Nairobi
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With offices in

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First published 2002
This edition first published 2010

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ISBN 978 0 19 556875 2

Cover and text design by Canvas Group
Typeset by Milk & Honey Creative
Edited by Natasha Broadstock
Proofread by Jamie Anderson
Printed in China by Golden Cup Printing Co. Ltd

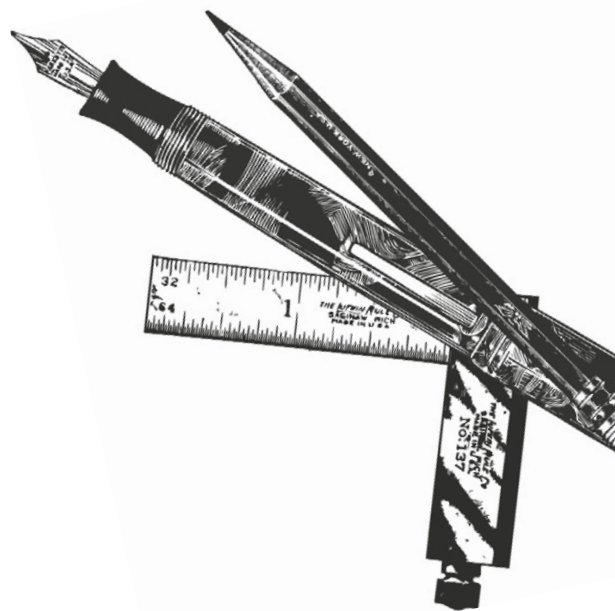
Contents



Preface	5	Unit 30	Direct and indirect speech	37
Acknowledgements	5	Unit 31	Punctuating direct speech revision	38
Unit 1	Parts of speech	Unit 32	Paragraphs	39
Unit 2	Punctuation	Unit 33	Topic sentences	40
Unit 3	Nouns	Unit 34	Introduction to prefixes and suffixes	41
Unit 4	Common and proper nouns	Unit 35	Parts of speech revision 1	42
Unit 5	Concrete and abstract nouns	Unit 36	Parts of speech revision 2	43
Unit 6	Collective nouns	Unit 37	First, second and third person	44
Unit 7	Pronouns	Unit 38	Possessive pronouns	45
Unit 8	Personal pronouns	Unit 39	Present and past participles	46
Unit 9	Verbs	Unit 40	Types of adjectives	47
Unit 10	Agreement of subject and verb	Unit 41	Comparative adjectives	48
Unit 11	Verbs and tense	Unit 42	Adverbs	49
Unit 12	Auxiliary verbs	Unit 43	Adverbs and adjectives	50
Unit 13	The verb 'to be'	Unit 44	Commas	51
Unit 14	Adjectives	Unit 45	Colons	52
Unit 15	Adverbs	Unit 46	Semi-colons	53
Unit 16	Prepositions	Unit 47	Brackets	54
Unit 17	Conjunctions	Unit 48	Dashes	55
Unit 18	Full stops	Unit 49	Hyphens	56
Unit 19	Question marks	Unit 50	Link hyphens	57
Unit 20	Exclamation marks	Unit 51	Apostrophes revision	58
Unit 21	Sentences	Unit 52	Commas, colons and semi-colons revision	59
Unit 22	More about sentences	Unit 53	Punctuation revision	60
Unit 23	Commas	Unit 54	Punctuating direct speech revision	61
Unit 24	More about commas	Unit 55	Paragraphs revision	62
Unit 25	Punctuation revision	Unit 56	Phrases	63
Unit 26	Apostrophes in contractions	Unit 57	Clauses	64
Unit 27	Apostrophes in possessives	Unit 58	Synonyms	65
Unit 28	Apostrophes revision	Unit 59	Antonyms	66
Unit 29	Quotation marks	Unit 60	Homonyms	67

Contents cont ...

Unit 61	Prefixes	68	Unit 82	Coordinating conjunctions	89
Unit 62	Suffixes	69	Unit 83	Subordinating conjunctions	90
Unit 63	Using a dictionary	70	Unit 84	Conjunctions and commas	91
Unit 64	Using a thesaurus	71	Unit 85	Punctuation revision 1	92
Unit 65	Common mistakes—have/of	72	Unit 86	Punctuation practice 1	93
Unit 66	Common mistakes—me, myself and I	73	Unit 87	Punctuation revision 2	94
Unit 67	Common mistakes—it's and its	74	Unit 88	Quotation marks	95
Unit 68	Some confusing words	75	Unit 89	More about quotation marks	96
Unit 69	Parts of speech revision 1	76	Unit 90	Punctuation practice 2	97
Unit 70	Relative pronouns	77	Unit 91	Punctuation revision 3	98
Unit 71	Interrogative pronouns	78	Unit 92	Punctuation practice 3	99
Unit 72	Reflexive pronouns	79	Unit 93	Using apostrophes revision	100
Unit 73	Using pronouns revision	80	Unit 94	Writing sentences 1	101
Unit 74	Parts of speech revision 2	81	Unit 95	Writing sentences 2	102
Unit 75	Infinitives	82	Unit 96	Double negatives	103
Unit 76	Finite and non-finite verbs	83	Unit 97	More prefixes	104
Unit 77	Subject/verb agreement	84	Unit 98	More suffixes	105
Unit 78	Verbs and tense	85	Unit 99	Using a dictionary revision	106
Unit 79	Active and passive voice	86	Unit 100	Using a thesaurus revision	107
Unit 80	Using verbs revision	87	Unit 101	Final revision 1	108
Unit 81	Parts of speech revision 3	88	Unit 102	Final revision 2	109




Preface

Successful Grammar is a companion volume to the other titles in the *Successful* series and is suitable for use in the first three years of secondary school. It introduces students to the essential rules of grammar, punctuation and word use through simple, concise explanations and a broad range of activities. It provides an ideal preparation for the Years 7 and 9 literacy component of NAPLAN.

The book is structured to allow students to work through the 102 units in sequence (34 units for each year level). However, each unit stands alone, so they can also be completed in any order, according to the needs of individual classes and students.

Topics are introduced with a concise definition and several examples, and key skills are revised throughout the book to ensure the ongoing consolidation of knowledge.

The activities are designed to cater to a variety of learning styles and abilities. Sufficient writing space is included to ensure most exercises may be completed on the page, but there are also extended writing activities to enable students to practise acquired skills in context. Writing to be completed off the page is indicated by the  icon.

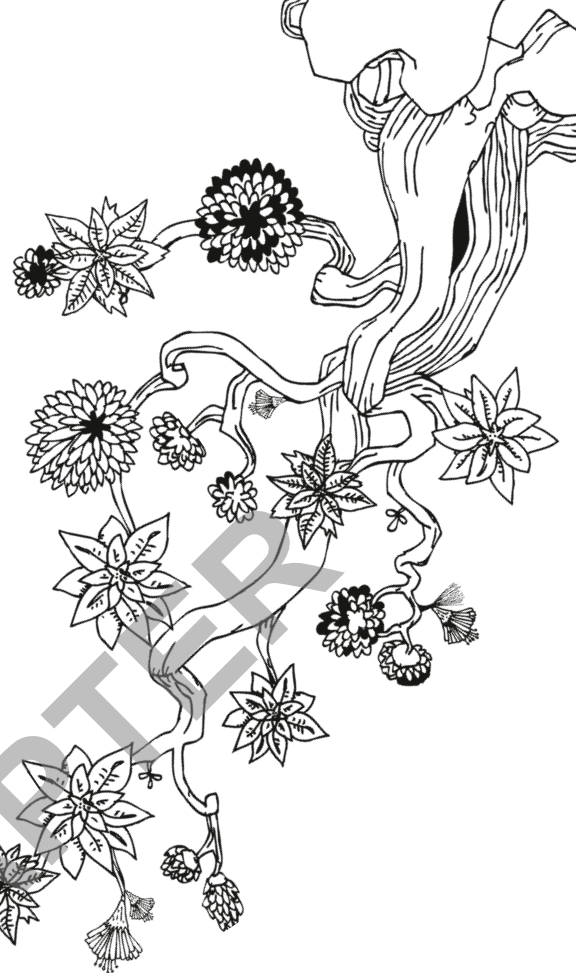
Answers and assessment resources for teachers are provided free at oup.com.au/SucGra

This new updated edition of *Successful Grammar* aims to provide a fresh, comprehensive and flexible learning resource that will give students a confident grasp of the fundamentals of grammar and punctuation to assist them in their writing at school and beyond.

Heather McIntosh

Acknowledgements

Thank you to Georgina, Alexander, Lachlan and Oliver, for sharing me with English grammar; and to my husband, Jonathan, for his constant support.



Unit 1

Parts of speech

Understanding grammar essentially means understanding how words work. All words have a job to perform and these jobs are called **parts of speech**.

There are nine different parts of speech:

1 **Nouns** *name* people, creatures, places, things, feelings, ideas or qualities. There are five kinds of nouns:

a **Common nouns** name people, places, animals and things:

sisters, car, city, bus, glasses, mice, lizards

b **Proper nouns** name specific people, places and things. They need a capital letter:

Venezuela, Elvis, Mazda, Queen Elizabeth, Toronto, Mars, Martin Luther King

c **Collective nouns** name groups of people, animals and things:

a *swarm* of ants, the *army* of soldiers, a *school* of fish, my *pair* of shoes, a *sheath* of arrows, a *bouquet* of flowers

d **Concrete nouns** name things we can see, hear and touch:

grass, pencil, rope, knives, shoes

e **Abstract nouns** name feelings and qualities we cannot see, hear or touch:

unhappiness, fear, disappointment, disgust, rage, love, anticipation

2 **Pronouns** are used to *replace* nouns, often in order to avoid repetition:

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

3 **Verbs** are *action* or *doing* words. All sentences must contain at least one verb. The *tense* of a verb helps the reader understand when the action in the sentence occurs:

I eat, you ate, he ran, he will run, they sing, they sang

4 **Adjectives** *describe nouns*. They explain what kind, colour, shape or size, or how many:

a *gorgeous* coat, the *blue* car, *horrendous* rain, a *tiny* problem, *endless* complaints

5 **Adverbs** *provide more information about verbs*:

it *often* rains, he *quickly* ran, she screamed *continuously*, the door slammed *loudly*, he spoke *rudely*

6 **Prepositions** are used to *link* nouns or pronouns with other words:

in, on, at, behind, near, onto, up,
across, down, up, since

7 **Conjunctions** are *joining* words:

rock *and* roll, happy *but* restless, white *or* brown bread, the car flipped *because* she was driving recklessly,
no television *until* homework is done

8 **Interjections** are 'thrown' into sentences to show an emotion or attitude:

Hey! Cool car! *Okay,* so you hate me, who cares? Sarah kissed Alex. *Yuk!*

9 **Articles** *give information about nouns*. The **definite** article *the* is used to refer to a particular noun:

Close *the* door, please. It's your turn to feed *the* dog. *The* car is a write off.

The **indefinite articles** *a* and *an* refer to any general noun:

Could you buy me *an* ice cream, please? I'm hoping to get *a* budgie for my birthday.

Don't worry! You will learn a lot more about parts of speech—and in greater detail—in later units.



1 Are these words nouns or adjectives?

- a planet _____ f guppy _____ k bravery _____
b plumber _____ g convex _____ l hunger _____
c green _____ h cruel _____ m bifocal _____
d apples _____ i ugly _____ n dedication _____
e fast _____ j unhappiness _____ o mild _____

2 Use appropriate conjunctions to complete these sentences:

- a I'd like ham _____ cheese in my sandwich, please.
b I can't wait _____ exams are over.
c He reads mystery novels _____ he is interested in crime and investigation.
d I think I like my new haircut, _____ I'm just not sure.
e You may have chicken _____ beef; it's up to you.

3 Complete these sentences using either a preposition or an adverb:

- a I hate it when my grandfather pats me _____ the head.
b The waiter walked _____ towards us.
c I can't believe you speak so _____ to your mother.
d Dimitri threw himself _____ the side of the boat, then swam _____ us.
e Climbing _____ a cliff with only one rope to save me is not my idea of fun.
f The room was _____ decorated, but they couldn't afford decent furniture.
g I am positive I left my homework _____ my bed.
h 'Go _____ Smith Street, left at Hunter Avenue, then turn right and go _____ Dinah Road.'

4 Each word in *italics>* is a different part of speech. Write the name of each:

- a *The* bus screamed to a halt and we all went flying. _____
b 'Who is it? Who is it? *Oh!* It's just you.' _____
c It is important to *discuss* bullying in schools before it becomes a problem. _____
d Julia threw the hairbrush in disgust. *She* hated her hair. _____
e Julia threw the hairbrush in disgust. She hated her *hair*. _____
f The *beautiful* dress sparkled and shimmered. _____
g The cat jumped *up* onto the couch. _____
h The batsman *quickly* realised he was about to be caught out. _____
i I put a lot of effort into my project *yet* only received a low grade. _____
j The *picnickers* were spotted by a flock of seagulls. _____
k *Important* guests should be introduced first. _____



2 Rewrite these sentences, using capital letters and commas correctly:

- a victor maryama brandon and rachel purchased return tickets to sydney. _____

- b when my son buster who is six years old grows up he wants to be a boxer a brickie or a bouncer. _____

- c the prime minister made a whistle-stop tour of europe and asia. _____

- d dad's old russian friend vladimir smolensky purchased a porsche on the black market. _____

3 Place quotation marks around the words that are actually spoken in this text:

Gypsy announced herself to the young man in reception.

Gypsy Jones to see Dr Cyst at four thirty.

Thank you, Miss Jones, said the receptionist. Take a seat.

Cheers, said Gypsy. She gave her hair a bit of a flick and strode over to a spare seat beside a young man in a bright red jumper.

Hi ya! she said boldly.

Yeh, hi, he replied casually.

What's your name then, gorgeous?

The young man was shocked, but not shy.

Fireater, he said quickly. What's yours?

Gypsy, said Gypsy. Gypsy Freedom Jones.

Cool, said Fireater. Sounds like your parents are as odd as mine.

This is a good beginning, thought Gypsy. This could turn into something beautiful.

4 Label each of these statements *true* or *false*:

- a Proper nouns do not need capital letters. _____
- b Apostrophes indicate missing letters and show possession. _____
- c The only way you can end a sentence is with a full stop. _____
- d Lots of commas make long sentences confusing. _____
- e One way of adding extra information to a sentence is to use brackets. _____

5 Write a short story on one of the following topics. Then swap with the person next to you and give them a mark out of ten for correct use of punctuation.

- A day in the life of a school bag.
- It was clearly going to be a battle to the death ...
- If I was stranded on a desert island I'd manage quite well. I'm calm, resourceful and ...



Unit 3

Nouns



Nouns are naming words. They name people, places, animals, things, ideas, feelings and qualities.

Nouns can be singular (one) or plural (more than one):

Singular: dog, track, hour, fantasy

Plural: dogs, tracks, hours, fantasies

The simplest way to change a singular noun to its plural form is by adding 's':

gnome → gnomes,

sock → socks,

noggin → noggins,

cannibal → cannibals

However this is not always the case. There are other rules governing the formation of plurals:

1 Add 'es' to nouns that end in 's', 'x', 'ss', 'sh' or 'ch':

wish → wishes,

church → churches,

box → boxes

2 If a noun ends in 'y' preceded by a consonant, change the 'y' to an 'i' and add 'es':

baby → babies,

story → stories,

army → armies,

fly → flies,

sky → skies

3 Add 'es' if a noun ends in 'o' preceded by a consonant:

potato → potatoes,

hero → heroes

4 If a noun ends in 'f' or 'fe', change to 'ves':

thief → thieves,

knife → knives,

half → halves

5 With some nouns, the vowels have to change:

foot → feet,

man → men,

goose → geese,

crisis → crises

6 Some nouns have no singular form:

scissors,

tweezers,

jeans,

police

1 Complete the following sentences using appropriate nouns:

- a** On Christmas morning my _____ and I always sneak down the _____ before our parents wake and check under the _____ to see how many _____ have been left by _____.
- b** My favourite public _____ is Anzac Day. Our _____ attends the dawn _____ and then the _____ through the city.

2 Highlight the nouns in this text:

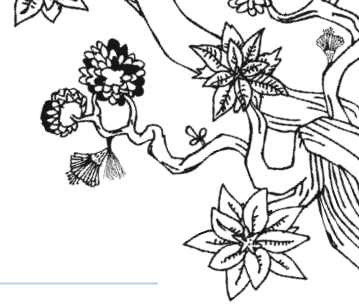
Coarsely chop 125 grams of dried peaches. Place in mixing bowl and cover with two cups of boiling water. Soak for thirty minutes. Drain and place one cup of the water in a medium-sized saucepan. Add peaches, one-quarter of a cup of brown sugar and sultanas. Sprinkle over half a teaspoon each of ground nutmeg and cinnamon. Stir over low heat until sugar dissolves. When thick, remove from heat and add grated lemon rind. Pour into sterilised jars and store in refrigerator.

3 Make the following nouns plural:

- a** tomato _____ **d** mouse _____ **g** calf _____
b fox _____ **e** axis _____ **h** lady _____
c boy _____ **f** life _____ **i** woman _____

Unit 4

Common and proper nouns



Common nouns name people, creatures, places and things:

People: carpenter, girl, man, footballer, solicitor, train driver, student, visitors, demonstrators

Creatures: cat, rabbit, zebra, fox, possum, armadillo, triceratops, springbok

Places: apartment, attic, office, desert, ocean, museum, garden, mosque, hell-hole

Things: minute, month, ruler, sandwich, party, comb, blog, grass, stereo, water tank

Common nouns do not need capital letters unless they are at the beginning of a sentence:

Grass needs a great deal of watering during the summer months.

Proper nouns on the other hand always commence with a capital letter. They name specific people, places or things, including days and months (but not seasons):

Person: Sarah, Barack Obama, Prince William, Shakespeare, Father Christmas, Tom Cruise, Nelson Mandela

Place: London, Paris, Darwin, Nigeria, Wellington, Sydney Harbour Bridge, National Gallery

Thing: Google, Mercedes Benz, Ikea, July, Monday, Vegemite, Buddhism

1 Decide whether these words are common or proper nouns:

- | | | | | | |
|---|-------------------|---|----------------------|---|----------------------|
| a | Shane Warne _____ | e | salmon _____ | i | shorts _____ |
| b | lion _____ | f | ink cartridge _____ | j | Prime Minister _____ |
| c | Yarra River _____ | g | Shrove Tuesday _____ | k | apple _____ |
| d | Mrs Smith _____ | h | Nike _____ | l | Apple _____ |

2 Highlight the common nouns in the following sentences:

- The gazelle spied the crouching leopard through the long grass and quickly turned to flee.
- Lucy asked her good friend, Zoe, to pass her the dictionary and pencil.
- Audi cars are far superior to Hondas.
- Tom asked his father for money so he could walk to the shops and buy a new calculator, pencil case and batteries.
- MP3 players are on sale at David Jones, so I'm going to catch a bus into the city.
- The small girls held hands and skipped off down the road.

3 Complete the paragraph below by filling in the gaps with common nouns:

My _____ always does the shopping. He writes a _____ and never forgets to buy anything. He catches a _____ to the _____ but this doesn't seem to bother him. He buys me _____ and _____ for school lunches, which I hate, but he also buys me _____ from the _____, which I love.

4 Write a list of ten proper nouns that name people (for example, *Muhammad Ali*), ten proper nouns that name places (for example, *The Great Wall of China*) and ten proper nouns that name things (for example, *Thursday*).



Unit 5

Concrete and abstract nouns



Concrete nouns are words that refer to anything that we can see, hear or touch. They may be the names of people, places or objects. They may be common or proper nouns:

book	kitchen	computer	bicycle	London	hamburger	iPhone
fence	castle	T-shirt	President	bushfire	X-box	YouTube

Abstract nouns are words that name qualities or feelings. They are things that we cannot see, hear or touch:

sorrow	greed	laziness	happiness	loudness	love	hunger
success	disappointment	joy	stupidity	tiredness	boldness	frustration

1 Fill in the gaps in the following sentences with appropriate concrete nouns. Use your imagination!

- a** I have to ride my _____ to the library to find some _____ on dinosaurs.
- b** Celia heard an _____ shrieking and shook with fear.
- c** Fahri's _____ was a complete mess. There were old _____ still filled with _____ sitting on top of a pile of _____. _____ pencils and screwed up bits of _____ lay everywhere. In one dark corner, there was even a rotten _____.
- d** _____ are great fun. There's always so much to do.
- e** My favourite _____ is chocolate pudding. I love it with _____.

2 Draw coloured lines to match these abstract nouns with their opposites:

- | | |
|---------------------|-----------|
| a joy | happiness |
| b sadness | sorrow |
| c pain | falsity |
| d admiration | pleasure |
| e sincerity | disgust |

3 Choose appropriate abstract nouns from the following word list to complete these sentences. (Be careful! Not all of these words are abstract nouns.)

books comedians fatigue fatigued fear food friendship frightened fun
humour ideas love mistake money pity rain stupidity tiring

- a** It's such a _____ that you didn't study properly for the test.
- b** Lachlan felt _____ set in after the third day of racing.
- c** The new sales assistant had plenty of _____ about how to improve efficiency.
- d** Without _____ the world would be a very dull place.
- e** My _____ with James was one I truly valued.
- f** 'The library is no place for _____ and games!' shouted the angry librarian.
- g** It was while fishing that I discovered Ben's irrational _____ of seagulls.
- h** It was my ridiculous _____ that got me in such trouble.

Unit 6

Collective nouns



Collective nouns are the names of groups of people, animals or objects:

A *flock* of sheep escaped from its paddock.

We were amazed to see a *herd* of elephants.

Other examples of collective nouns are:

a *clutch* of eggs,

a *shoal* of fish,

a *sloth* of bears,

a *pod* of seals,

a *plague* of locusts

1 Draw coloured lines to match each common noun with a collective noun:

- a events
- b golf clubs
- c shoes
- d bees
- e soldiers
- f angels
- g lions
- h ships

- choir
- pride
- set
- series
- pair
- armada
- army
- swarm



2 Fill in the collective noun for the following phrases:

- a a _____ of cattle
- b a _____ of puppies
- c a _____ of birds
- d a _____ of wolves
- e a _____ of geese

- f a _____ of camels
- g a _____ of flowers
- h a _____ of mountains
- i a _____ of books
- j a _____ of ships

3 What do these collective nouns describe?

- a a gang of _____
- b a school of _____
- c a colony of _____
- d a brood of _____
- e a stud of _____

- f a hand of _____
- g a tribe of _____
- h a deck of _____
- i a board of _____
- j a muster of _____

4 Write a short story on one of the following topics. The challenge is to include a minimum of 20 collective nouns! (About 150 words.)

- A disastrous visit to the zoo
- On safari
- A family holiday you'll never forget
- Once upon a time in a faraway land ...
- Freddie's fabulous fish fantasy



Unit 7

Pronouns



Pronouns are words that stand in place of nouns. They are often used to avoid repetition.

Becky was happy. *Becky* had won *Becky's* first race.

See how the repetition of the noun 'Becky' in the above example makes the sentence sound clumsy? Using pronouns is more effective:

Becky was happy. *She* had won *her* first race.

Here are some commonly used pronouns:

I, me, my, mine	you, your, yours	he, him, his	she, her, hers	it, its
we, us, our, ours	they, them, their, theirs			

1 Fill in the gaps in these sentences with appropriate pronouns:

- Ollie did not look forward to spring because _____ suffered from hay fever.
- The donkey lifted _____ head when the master called.
- Conchita and Zac were pretty disorganised. _____ had left _____ tickets behind and couldn't get into the concert.
- 'Come here quickly guys! _____ are not going to believe what _____ found!'
- Guy pushed away _____ plate. _____ hated lamb's fry.

2 Highlight the pronouns in the following sentences:

- My highest score is way better than yours.
- Harry loved his Labrador, Larry.
- I thought I heard you come home last night. Did you have a good time?
- I forced Tim and Felix to go to the races with me. They were completely bored.
- A tiny mouse scurried over our kitchen floor. It raised its head when it heard me shout and then bolted into its hole behind the fridge. I freaked.

3 Rewrite these sentences, using pronouns to replace some of the nouns. The aim is to make the sentences sound less clumsy.

- Aimee watched me for a moment before Aimee left the room. _____

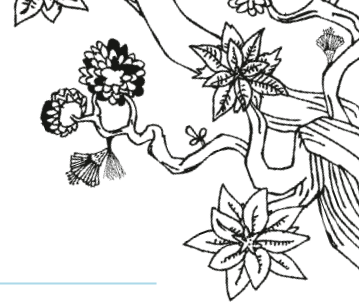
- Andy finished Andy's coffee, walked into Andy's study and pulled out a book. _____

- Vesna shuddered. Vesna was standing still with water lapping Vesna's waist. _____

- Ajit and Paul stood beside Ajit and Paul's unexpected visitor. For the first time Ajit and Paul were able to look at the unexpected visitor clearly. _____

Unit 8

Personal pronouns



Personal pronouns replace nouns that name people, animals or things:

He was very happy. *I* am confused. *They* are naughty. *We* were expelled.

The pronouns *I*, *we*, *he*, *she* and *they* are in the **subject form**. They *do* the action in a sentence:

I spilt milk over Jane.

The pronouns *me*, *him*, *her*, *us* and *them* are in the **object form**. The action *is done* to them:

I spilt milk over *her*.

We refer to personal pronouns in terms of **first, second or third person**:

First person: I, me, we, us Second person: you Third person: he, him, she, her, they, them, it

You may not be aware of it, but when you start a piece of writing, one of the first things you have to decide is whether to write in the first, second or third person. Look at these examples:

First person: *I* am thirteen years old and live in a small flat with *my* parents.

Second person: *You* are a twenty-first century astronaut. *You* are about to launch into space.

Third person: *Jean-Paul* is very handsome. *He* is tall, lean and very athletic.

1 Place a personal pronoun in the subject form in the spaces provided:

- a The boy next door behaves appallingly. _____ is always in trouble.
- b When _____ turned her gaze to me, I was struck by her astonishing eyes.
- c _____ must meet again. I enjoyed my time with you.
- d Heidi and Heath raised their hands. _____ looked pretty guilty.

2 Highlight all the personal pronouns in the object form in these sentences:

- a Three tigers escaped from the zoo. It took hours to find them and bring them back.
- b Ulan asked to copy my homework. No way was I going to give it to him.
- c The model shook her gorgeous locks, smiled her biggest smile and flounced off the catwalk. She was definitely the best model in the parade.
- d If it was up to me, I'd tell him what I think of him, then run.

3 Rewrite these sentences in the third person, using personal pronouns:

- a Sometimes I just want to kill that yapping dog next door. _____

- b I think I'm overweight but my mother thinks I'm just right. _____

- c I'm a legend. I can burp the whole alphabet. _____

- d You sit down. You observe. You plan. _____

Unit 9

Verbs



Verbs are action words. They express *doing, being* or *having*. The person or thing that carries out the action is called the **subject**.

Look at this example:

Georgie rode her bike.

- *Rode* is the verb. It is an action word.
- *Georgie* is the one who is carrying out the action—riding—so *Georgie* is the subject.

1 Highlight the verbs in the following sentences:

- a Michael bought himself a new jacket. d I love Christmas time.
b I replaced the grass with mulch. e We keep all of our junk under the house.
c I hope you remembered to buy bread. f Did you know that turtles can breathe through their butts?

2 Insert an appropriate verb to complete these sentences:

- a Every Saturday I _____ football.
b Jeremy loves peas but _____ beans.
c Please _____ your clean clothes away.
d Did you _____ a good time at the party?
e I am allowed to _____ television after I have _____ my homework.
f Blood _____ about 78 per cent water.

3 Make up five sentences using two verbs from the word list below in each sentence. When you have finished, highlight all of the subjects.

clap cry dance explain feel forbid gaze
hate have scrub sleep slurp swim whisper

4 Look at the following text carefully. Highlight every verb you can find and underline all of the subjects:

Isabella and I decided to have a party. We discussed whom to invite and chose a date and time. Isabella wrote the invitations and I bought the food. My brother helped decorate the garage and my sister hired a DJ. My mother was not happy about the DJ but had no choice. Dad declared he was going fishing that weekend.

The big day arrived. Everyone turned up. The DJ was excellent. The food was a disaster. Isabella danced with my brother and someone fed the dog beer. I love parties.

Unit 10

Agreement of subject and verb



When writing sentences it is important to remember that the **subject** (the noun or pronoun) must *agree in number* with the **verb**. Nouns may be singular or plural and this determines how the verb is written.

Look at these examples:

The dog plays.

The dogs play.

The subject (*the dog*) in the first example is singular. In the second example the subject (*the dogs*) is plural. Therefore the verb must change and become plural to agree with the plural noun:

Jemima was very ill.

Jemima and Jessie were very ill.

Remember:

- singular nouns go with singular verbs
- plural nouns go with plural verbs.

1 Highlight the correct form of the verb in these sentences:

- This (are, is) not good enough.
- My sister (prefer, prefers) to text rather than actually ring; she (thinks, think) it's cheaper.
- Football fans (are, is) often obsessive.
- Fluffy, Muffy and Buffy (run, runs) around happily.
- There's nothing worse than seeing someone (pick, picks) their nose.

2 These sentences contain singular nouns and verbs. Rewrite them in their plural form. The first has been done for you as an example:

- Thelma's cat is playing. → Thelma's cats are playing.
- Jon's iPod was stolen. _____
- It frightens me. _____
- A house was pulled down and a shop replaced it. _____

- He was a conventional man. _____
- I know I was probably wrong. _____

3 Your friend finds subject/verb agreement confusing. Please help him by rewriting his homework correctly:



One day my friends and I decided to go for a long bike ride. Joe and Macka was on their tandem and I was on my BMX. I were pretty sure about where we was headed but Macka wanted to fights with me. Macka always think he know best. Joe like to just goes with the flow. I likes Joe. He are a cool dude. After Macka and I shouts at each other and nearly has a punch up, we gots going.

We rode for half an hour and then Macka started whinging.

'When is we going to gets a break?' he moaned.

I decided it were time for us to stops anyway. Macka and Joe dropped their tandem and we plonks onto the dirt by the side of the road.

That were when Macka discovered he were sitting on top of a bull-ant's nest.

Unit 11

Verbs and tense



The **tense** of a verb indicates the *time* when the action takes place. This may be in the past, the present or the future. In general, the same tense should be used throughout a piece of writing.

Here are some examples of simple tenses:

• **Past tense:**

The plumber *fixed* the leak in our kitchen tap.

We *had* an excellent time last night.

• **Present tense:**

Dad *reads* the newspaper while he *eats* his breakfast.

I *listen* while Alex *talks*.

• **Future tense:**

Next weekend I *will go* to the movies with Adriana. I *am going* to the skate finals tomorrow. It *will be* awesome.

1 Fill in the gaps in this table with the correct tense of each verb. The first has been done for you as an example:

Past	Present	Future
I ate	I eat	I will eat
	he jumps	
she wrote	she writes	
	they complain	the secretary will laminate
the dog barked		the clock will tick

2 Using the verb in brackets, fill in the gap with the correct tense.

- a Last Christmas I (open) _____ my presents before anyone was awake.
- b If the bus is late I (ring) _____ you on the mobile.
- c Amanda stayed up late and (watch) _____ the live broadcast of the tennis.
- d Right this moment, I (to be) _____ very busy.
- e Donald Bradman (to be) _____ an excellent cricketer.

3 Identify the tense of the verbs in italics in each sentence:

- a The bicycle *hits* the gutter and *throws* him onto the road. _____
- b Jade *body surfed* while Jiao *tested* her new longboard. _____
- c Kings of Leon *will be releasing* their new album next month. _____
- d Liana *loved* life. _____

4 Now rewrite each of the above sentences using a different tense.

- a _____
- b _____
- c _____
- d _____

Unit 12

Auxiliary verbs



Auxiliary verbs are also known as helping verbs because they combine with action verbs to form verb phrases, for example:

My brother is driving me crazy.

In the above sentence:

- *is* is the auxiliary verb
- *driving* is the action verb
- *is driving* is the verb phrase.

Note that the auxiliary verb is the part of a verb phrase that indicates the tense:

Present tense: The cat *is* sitting on the mat.

Past tense: The cat *was* sitting on the mat.

In addition, auxiliary verbs are often used to form a question:

Are you happy with this explanation?

Could you pass the tomato sauce please?

Here is a list of the most common auxiliary verbs:

am	are	is	do	does	did	may	might	must	was	were
can	could		have	has	had	shall	should		will	would

1 Highlight the auxiliary verb in these sentences:

- a James and Rhian are having a party.
- b Do you always remember your dreams?
- c I am so pleased you are coming to stay.
- d Rajeev is crying like a baby.
- e Are you concentrating?
- f I'll never remember that.

2 Draw coloured lines to match an auxiliary verb from the left column with an action verb from the right column to form a verb phrase:

- | | |
|----------|---------|
| a am | miss |
| b should | skate |
| c can | dancing |
| d have | caught |
| e will | have |

3 Rewrite these sentences so that they make sense, adding appropriate auxiliary verbs:

- a I hoping to pass my exams this time. _____

- b Peter and Paul punished severely. _____

- c I seen that movie six times! _____

- d Your sister kill you when she finds out you read her diary. _____

4 Write a short paragraph containing a minimum of twenty auxiliary verbs on one of the following topics:

- Never say die!
- Our dog vomits whenever we take him in the car
- If I were Prime Minister for a day ...
- Fergal the feisty flea



Unit 13

The verb 'to be'



The verb **to be** is one of the more difficult ones to comprehend and use. This verb is not describing a concrete action but a *state of being or existing*.

To be may be used as a normal verb (called a **verb of doing**) as well as an auxiliary verb:

She *is* a tall girl.

In the above example, the verb *to be* stands alone as a *verb of doing*.

She *is trying* on new jeans.

In this second example, the verb *to be* is helping the action verb *to try*, so it is an **auxiliary verb**.

Set out below are all the different ways you can use the verb *to be*. You must learn these off by heart.

	Past tense	Present tense	Future tense
I	I was	I am	I will be
You	You were	You are	You will be
He, she, it	He was, she was, it was	He is, she is, it is	He will be, she will be, it will be
We	We were	We are	We will be
They	They were	They are	They will be

1 Complete the following verb phrases by inserting the correct form of the verb *to be*:

- I _____ reading an excellent book at the moment.
- Last night my brother _____ attacked by a gang of thugs.
- You _____ informed of the outcome of your interview next week.
- We _____ delighted to attend last week's celebration.
- I think they _____ asking for too much money.

2 Look at these grammatically incorrect notes to teachers. Rewrite them using the correct form of the verb *to be*.



Dear Miss Georgiou,
Sorry Alex were late this morning. He slept in.
Regards,
Bev Matthews

To Mr Petrov,
Please allow Melissa to leave school early today.
She was going to the dentist.
Thank you in anticipation.
Rod Gove

Dear Mrs Glaser,
I apologise for my son's behaviour last week. I think he were traumatised by the sudden death of his hamster.
Steve Sutton

Dear Miss Jenny,
I are concerned about Penny's English skills and think that her work will be too hard for her. Is you following her progress carefully? I is very worried.
Lenny Kenny

Unit 14

Adjectives



Adjectives are *describing* words. They describe or provide information about nouns and pronouns and are often the words that make writing (and reading) interesting.

Look at the following two examples:

The boy walked towards the castle.

The *small, frightened* boy felt *nervous* as he walked towards the *gloomy, forbidding* castle.

Can you see how much more information about a situation is provided when you use adjectives?

- In the first example, all we know is that there is a boy and that he is walking towards a castle.
- In the second example, however, the adjectives help us to understand more. We know that the boy is small, so he is probably quite young. We also know that he is frightened and nervous. The description of the castle helps us to understand why he is nervous.

Adjectives describe things such as size, shape, colour, number, taste, attitude, direction, age, weight and sound.

1 Highlight the words in this word list that can be used as adjectives:

agitated	apples	aquamarine	beautiful	boring	business	button	calling	cars
clanging	dingo	dirt	dirty	dog	dream	dusty	gigantic	glorious
gun	hair	haughty	he	hello	hospital	insist	insisted	insistent
insists	loud	lumpy	Margaret	newborn	pain	painful	pitted	postcard
ravishing	ring	rude	silence	sister	small	sour	speech	sprint

2 Describe the following nouns by using a number of appropriate adjectives. Write full sentences and remember to punctuate correctly. The first has been done for you as an example:

a behaviour → His behaviour in public was offensive, inappropriate and regrettable.

b pet lizard _____

c computer game _____

d science lab _____

e jeans _____

f autumn leaves _____

g baby _____

h website _____

i wedding dress _____

j rat _____

k river _____

3 Think about your favourite person in the world. Write a short paragraph describing this person, using as many interesting adjectives as you can. You could start by describing their physical appearance (size, shape, hair, eyes, clothes, etc.) and then move on to reveal their personality. Think about things such as:

- how they move
- how they look when they're really angry
- their funny little habits
- why they are your favourite person
- the sound of their laugh



Unit 15

Adverbs



Adverbs are words that *give extra information* about the meaning of verbs (also called *modifying* the meaning of verbs). Adverbs answer the questions *how, when* or *why* about the verb. Adverbs often end in 'ly'.

She sang *sweetly*. He *enthusiastically* helped. I *slowly* perused. We answered *immediately*.

Adverbs sometimes modify an adjective or another adverb:

It was a *very* boring film. She ate her food *too* quickly.

1 Complete these sentences using adverbs from the following word list. Use each adverb only once:

clumsily frequently often rather slowly
so there too very yesterday

- a I _____ forget to brush my teeth and need to be reminded.
- b We ran four miles _____, so it's no wonder I'm sore today.
- c The old man raised himself _____ from the bed and reached for his dressing gown.
- d I am _____ hungry!
- e Our jeep moved _____ slowly along the dirt track, but we still disturbed wildlife.
- f My aunt _____ travels overseas.
- g He goes _____ every day.
- h It's _____ heavy, so be careful.
- i My parents are far _____ strict.
- j The waiter _____ served the meal and spilt soup everywhere.

2 Highlight the adverbs in these sentences:

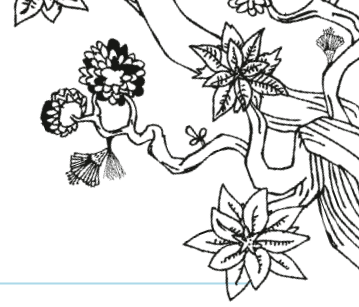
- a Our house is very old and slightly run down, but I rather like it.
- b I find it extremely frustrating that you don't listen to me properly.
- c The armoured knight bravely faced the snarling dragon.
- d I could happily eat Tim Tams for breakfast, lunch and tea.
- e I have never fully understood algebra.
- f After being banned for two matches, the cricket captain unreservedly apologised for biting the ball. Presumably, he thought he was secretly tampering, but was unknowingly caught on camera. Strangely, he later explained he had been trying to smell the ball.

3 For each of these sentences, suggest an adverb that could be used instead of the italicised words:

- a He left the room *without making a noise*. _____
- b My sister can run *as fast as a frightened deer*. _____
- c We accepted the invitation *with great joy and anticipation*. _____
- d Simon behaved *in the most ridiculous fashion and embarrassed us all*. _____
- e We were enjoying ourselves until it started to rain *with absolutely no warning at all*. _____

Unit 16

Prepositions



A **preposition** connects nouns with other words. A preposition plus a noun or pronoun forms a **prepositional phrase**, for example:

The cow jumped over the moon.

In the above sentence, *over* is the preposition and *over the moon* is the prepositional phrase.

Common prepositions include the following:

about	above	across	against	among	at	before	below
beside	beyond	by	down	during	for	from	in
near	of	off	on	over	since	through	to
towards	under	until	up	with	without		

1 Choose one of these prepositions to complete each of the following sentences: *about, at, beyond, during, over, until, with, without, at.*

- a It is sometimes difficult dealing _____ neighbours.
- b Ji took a massive swing _____ the ball and hit it _____ the fence.
- c 'Don't look _____ me like that!' shrieked Amy.
- d I need to talk to you _____ the money.
- e _____ a spellchecker on my computer, I'd be lost.
- f I can't wait _____ the holidays arrive.
- g It is important to conserve water _____ the summer months.
- h 'This has gone _____ a joke!' yelled the angry teacher.

2 Choose a preposition from the word list to complete these sentences:

- a Jack walked _____ the hill to fetch a pail of water.
- b Well, that threw the cat _____ the pigeons!
- c Everyone knows there's a good hiding spot _____ the shelter sheds.
- d I am really angry _____ you.



3 Highlight all prepositional phrases in the following sentences:

- a We walked along the beach.
- b The old man sat on a bench and watched his grandchildren play on the swings.
- c *Fox in Socks* is my favourite Dr Seuss book.
- d You look terrific in that photograph.
- e There were six puppies in the litter, but only four could fit in the kennel.
- f Since birth, Alex has been a happy chap.
- g Above the roar of the wind, we heard the command to get below deck.

4 Write five short sentences, each containing a prepositional phrase.



Unit 17

Conjunctions



Conjunctions are *joining words*, which *link* words or groups of words:

I love fish *and* chips. I'll wait here *while* you shop.

Note the following:

1 Although called joining words, conjunctions may be placed at the beginning of sentences:

Although Jia-li is fully qualified, she wasn't offered the job.

2 Traditionally, the conjunctions *and* and *but* were never placed at the beginning of sentences; however it is now acceptable in imaginative and informal writing. This practice should be limited.

3 Some conjunctions are used in pairs, such as *not only/but also*, *both/and*, *either/or*, *neither/nor*, for example:

The plumber was *not only* expensive *but also* incompetent.

- 1 There are seventeen conjunctions hidden in this word search. The names can be found in any direction— forwards, backwards, up, down or diagonally. You may use letters more than once. Try to find all seventeen and list them alongside.

Z	B	N	T	I	A	E	Q	H
I	S	U	A	F	T	E	R	G
A	B	E	C	A	U	S	E	U
R	E	V	E	R	E	H	W	O
L	W	B	E	L	I	H	W	H
W	H	E	T	H	E	R	D	T
Y	E	F	O	R	T	O	Y	L
E	N	O	N	C	E	W	A	A
T	S	R	O	L	I	T	N	U
S	S	E	L	N	U	D	M	R

- 2 Place appropriate conjunctions in the spaces provided:

- a Rory was angry _____ I'd borrowed his bike without asking.
- b _____ tea, we'll play Scrabble.
- c _____ you don't behave, you'll get in trouble.
- d Hollie was an hour late _____ I forgave her.

- 3 Highlight the conjunction you think is correct in these sentences:

- a I'll give you the CD (when, while) you give me the money.
- b This paint is amazing. It attracts, (or, yet) repels.
- c 'Okay,' screamed the masked bandit, 'hands on your heads (and, or) I'll shoot!'
- d (Whether, Although) it rains or not, this wedding is going ahead.

- 4 Write five sentences with at least one conjunction in each.



Unit 18

Full stops



Full stops are used to end sentences.

Sentences begin with a capital letter and must express a *complete idea*. Look at the following examples:

When you scream. When you scream, I can see your tonsils.

The first group of words may have a capital letter and a full stop, but it does not make sense because it does not express a complete idea. It is not a sentence. The second sentence, on the other hand, does express a full and complete idea and is therefore a proper sentence.

If you do not use full stops properly, your writing will become confusing and nonsensical.

1 Which of the following are sentences? Place a tick beside the ones that are sentences.

- a You drive me crazy.
- b After they arrived.
- c Aligning text and inserting images.
- d In this lesson, we will be looking at aligning text and inserting images.
- e Because there are ten.
- f Six girls dancing.
- g The shaggy dog shaking violently.
- h Climate change is real.
- i Have you ever experienced déjà vu?
- j Lexicology is the study of the form, history and meaning of words.
- k Honesty is the best policy.

2 We have a serious problem here: the following text has no full stops or capital letters. Place full stops where required and circle letters that should be capital letters:

edward 'weary' dunlop was an australian army surgeon who took exceptional care of prisoners of war during the second world war he was born in wangaratta, victoria, on 12 July 1907, and died in melbourne in 1993 his university friends called him weary because dunlop is a brand of tyres they played on the words tyres/tires; hence 'weary' weary was taken prisoner by the japanese in 1942 while he was running a hospital in indonesia later he was sent to thailand where prisoners were forced to build a railway to burma he had to perform surgical duties without equipment or painkillers for example, he cut tropical ulcers out of legs with a sharpened spoon he led the men by brave personal example and was regarded as a true hero once, he prevented an injured soldier from being bayoneted by standing in front of him

3 This text contains six full stops. Five of them are in the wrong place. Rewrite the paragraph ensuring that you place all full stops correctly. You will also have to add some capital letters.

Six boys turned up for football practice that's a pretty low turnout. considering there are twenty-two in the club the coach, John Roach, was hopping. mad our team has a good reputation. in the area and John's worried about the finals. robbly, our captain, joined in with the coach and shouted at us about motivation. and commitment I thought that was pretty rough. considering we were the ones who turned up



Unit 19

Question marks



Why do we need **question marks**? When do we use them? Where in a sentence does the question mark go?

As can be seen above, a sentence that requires an answer needs a question mark placed at the end of the sentence. Only one question mark is needed and a full stop is not required.

If you are unsure whether a question mark is appropriate, ask yourself whether the speaker or writer requires an answer. Consider the following:

'Do you want to come to my house?' asked Ravi. Ravi asked if I wanted to go to his house.

- In the first example, the speaker requires an answer; therefore a question mark is needed. It is a **direct question**.
- The second example is an **indirect question** and requires no answer. It is actually a statement of fact. No question mark is required.

If there is a series of questions in a row, then each question needs a question mark:

Where do you want to live? London? New York? Paris? A cardboard box?

1 Place either a question mark or a full stop at the end of these sentences:

- Dad wanted to know if I had done my homework _____
- Have you done your homework _____
- I need to know the time _____
- I am unsure about whether whales are the largest mammals _____
- Do you think whales are the largest mammals _____

2 Fill in the gaps below to provide a summary of question marks:

- Use a question mark at the end of a _____ question.
- Do not use a _____ at the end of an indirect question.
- Do _____ use a full stop as well as a question mark.
- If you are not sure whether a sentence requires a question mark, ask if _____

3 Someone has handed in some appalling homework (we won't mention names). Please fix it for them. (It's so bad you'll need to rewrite it!)

My mother always hassles me when I get home. She wants to know if I've had a good day? She wants to know if I enjoyed my lunch? Of course, she also wants to know if I've been in trouble again? She says to me, 'Did you get in trouble today.' It doesn't matter what my answer is, she always then says, 'You better not have received another detention?' Then she sends me to my room to change out of my uniform and start my homework. Half an hour later she starts again. 'Have you put your shirt in the dirty wash? Have you. Have you hung up your blazer. Have you polished your shoes yet??' It drives me crazy! I bet no one has a mum as bad as mine?



4 List ten direct questions you could ask the person sitting next to you in class.



Unit 20

Exclamation marks



You have learnt that a sentence may end in either a full stop or a question mark. There is one final way that a sentence may end: with an **exclamation mark**.

Exclamation marks are used to:

- indicate a command (**imperative sentences**) or
- emphasise a statement (**exclamatory sentences**).

Exclamation marks are useful to emphasise strong emotions, such as anger, pleasure or surprise.

Imperative sentences

Look at me!
Don't touch that!
Run faster!

Exclamatory sentences

Oh! You startled me!
I'm starving!
You are driving me crazy!

When writing casually, some people like to use a string of exclamation marks to make a really strong point. You may not do this in formal writing.

1 Answer the following questions about sentences.

- In how many different ways can you end a sentence? _____
- Exclamatory sentences indicate that a command has been issued. True or false? _____
- Imperative sentences emphasise emotions. True or false? _____
- What punctuation mark could you use to express fury and frustration? _____

2 Complete the following sentences by using full stops, question marks or exclamation marks:

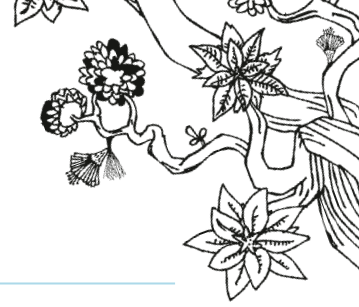
- Touch that one more time and I'll wring your neck _____
- You're incredible _____
- Charles Dickens often wrote very long sentences _____
- Are you familiar with the new BMW four-wheel drive _____
- Marvellous _____
- What a complete disaster _____
- Would you like coffee or tea _____ Perhaps a hot chocolate _____ A soft drink perhaps _____
- Paula asked me if this was necessary _____
- Are you angry and fed up _____
- Bob Dylan is not related to Dylan Thomas _____ True or false _____
- I'm sick of my ringtone _____
- 10/10 well done _____
- Love is blind _____
- Is it true that peanuts are one of the ingredients in dynamite _____
- What kind of dogs play in a band _____ Rocker spaniels _____

3 Write five examples of an imperative sentence and five examples of an exclamatory sentence.



Unit 22

More about sentences



Remember to structure your sentences correctly:

- A sentence must contain a **subject** and a **predicate**.
- The predicate must include a **verb**.

Sentences often contain an **object**, but this is not essential. The object may be a noun or pronoun and is the person or thing being *affected* by the verb. The object usually follows the verb.

To determine the object in a sentence, ask yourself: ‘who or what is the verb acting upon?’ For example:

I bought the album on eBay.

In the above sentence, *I* is the subject, *bought the album* is the predicate, *bought* is the verb and *the album* is the object.

Here are some tips for mastering simple sentences so that your writing is always clear, interesting and accurate:

- Avoid repetition in your sentence writing.
- Do not keep all sentences the same length: vary them. Short sentences can help emphasise statements or add tension and excitement.
- Do not begin all of your sentences the same way; try beginning with an adjective, adverb or verb:

Filthy looks followed her. *Purposefully* he crossed the floor. *Kneel* and await your fate.

- Avoid the overuse of words such as *and*, *then* and *that*.
- Do not use unnecessary words that you may hear in casual conversation (**fillers**). For example, don't write:

She was, like, so mad.

Instead write something more interesting and accurate:

She was extraordinarily mad. She was predictably mad. She was hot-headed and mad.

1 Circle the subject in these sentences, underline the predicate, highlight the verb and place a box around the object, if there is one:

- | | |
|---|---|
| a Gwyneth Paltrow is gorgeous. | d Xavier rudely grabbed the remote control. |
| b Many people find computers frustrating. | e Four turtle-doves frightened three French hens. |
| c Anxious parents listened to the radio for news. | f The partridge perched in the pear tree. |

2 Edit the following text. Make it more interesting by varying sentence length, removing repetition and avoiding fillers. (You will have to rewrite it.)



The sea ran higher, higher and higher, the wind shrieked poisonously past him and whole mountains of water heaved skyward, hesitated and then they came hurtling down on him. They seemed, like, a thousand metres high and he had never experienced anything like them before. Every time his little boat became buried in their swirling mass, he held his breath and prayed to see the sky again and every time he did see the sky, he breathed a sigh of relief and smiled with relief. The hurricane raged all day and then by nightfall, it was at its strongest and it was even more terrifying. Around four o'clock in the morning, he entered the eye of the storm and the wind stopped abruptly and the sea became almost nearly flat and it became eerily quiet and he became even more scared than before because he knew this respite would not last long and it could become, like, worse.

Unit 23

Commas



A **comma** is used:

1 to separate items in a series or list:

Everyone is talking of reprisals, retribution, punishment and justice.

Daniel Kolczynski has battled various health problems, including an eating disorder, depression, anxiety and reactive arthritis.

2 to separate elements of a sentence to avoid confusion:

If you're good, Father Christmas will be generous.

3 with words like *therefore*, *however*, *finally* and *nevertheless* when they interrupt a complete thought:

It is unnecessary, however, for you to worry.

Sunday, therefore, is our day of rest.

1 These sentences are grammatically incorrect. Place commas in the correct places:

- a Ali looked at the list of subjects offered and chose Biology Chemistry Physics Maths and PE.
- b However hard you try it will never be good enough for your father.
- c My favourite programs are *Neighbours Home and Away Hannah Montana* and *Gossip Girl*.
- d A guard dog barked ferociously the alarm sounded police sirens wailed in the background and Jack could hear people running in the corridors. He knew it was all over.
- e Make hay while the sun shines.
- f 'If we finish these questions quickly can we leave early?'
- g Can we therefore call all teenagers lazy brats?
- h Despite the heavy downpour yesterday the authorities imposed water restrictions early this morning.
- i The recipe required flour eggs nutmeg cheddar cheese ham and butter.

2 Complete these sentences. Make sure you use correctly placed commas:

- a Aydin's four favourite colours were _____
- b Lucy placed everything she would need in her schoolbag: _____
- c Many car companies were represented at the show: _____
- d _____ are Juno's best friends.

3 This text requires seven commas to be placed correctly. Cross off the commas as you use them.

, , , , , , , , ,

The tomato is a plant grown for its smooth round juicy fruit. The word tomato refers both to the fruit that people eat and to the entire plant. Botanists classify tomatoes as fruit. However most people consider tomatoes vegetables because fresh tomatoes are used in much the same way as lettuce onions cauliflowers and many other vegetables.