
Year 9

Grammar booklet and revision resource with tasks



Verb Forms Revision

Verbs may be written in different ways depending on the job they do:

Verb:	Use:	Example:
Interrogative	To ask questions.	Were you there?
Imperative	To give orders, commands and requests.	Search for it.
Active	Where the subject of the verb performs the action.	Fred drove the car.
Passive	Where the subject of the verb has something done to it.	The car was driven by Fred.

Copy the sentences. Say whether they are interrogative, imperative, active or passive.

- a) Come to the football game with me.
- b) What time does it start?
- c) The football was kicked away by the goalie.
- d) The programme was paid for by Dave.
- e) Dave's mum drove us home from the match.

Copy the instructions and underline the imperative verbs.

First, turn on the warm water and fill a bowl. Add washing up liquid to the water and stir to make bubbles. Pull on rubber gloves to protect your hands. Place dirty cups, plates and cutlery into the bowl. Using a sponge or brush, scrub items until they are clean. Place in drainer to dry.

Write step-by-step instructions for making buttered toast. Underline your imperative verbs.

Rewrite this extract, changing the passive verbs to active ones, like this: The chef shaped the dough and placed it...

The bread dough was shaped by the chef and was placed into a bread tin. It was then covered by a cloth and left to rise until it was seen to double in size. The oven was heated to 230 degrees and the bread baked for 35 minutes.

Changing parts of speech.

The building blocks of sentences are called 'parts of speech' and they can be changed to vary the meaning or sense of a sentence. They can be prefixed or suffixed (something added to the front or end of the word) and some words can fall into two parts of speech depending on their context.

E.g. 'Leaf' can be used as a noun and a verb - **The leaf fell from the tree / He leafed through a magazine.**

Copy each sentence and underline the verb, then rewrite each sentence using the 'ing' and 'ed' form of the verb. The first one is done for you.

- a) Julius Caesar invades Britain/**Julius Caesar was invading Britain/Julius Caesar invaded Britain.**
- b) Paul copies Emma's email address
- c) Mr Brown walks quickly away.
- d) The army defends the camp.
- e) Ben and Marcus try hard to pass their exams.

Write a sentence for each of the following words using it as the part of speech indicated.

- | | |
|----------------------|------------------------|
| a) giant (noun) | b) ring (verb) |
| c) giant (adjective) | d) pine (noun) |
| e) lie (verb) | f) pine (verb) |
| g) lie (noun) | h) along (preposition) |
| i) fall (noun) | j) along (adverb) |
| k) fall (verb) | l) blossom (noun) |
| m) ring (noun) | n) blossom (verb) |

Write sentences beginning with active verbs (verb + ing) using the sentences below, written in the present tense. You will have to extend the sentences with a clause of your own. E.g **Snapping his jaws, the alligator gobbled up the fisherman.**

- | | |
|----------------------------------|---|
| a) The alligator snaps its jaws. | b) My favourite band tours all over Europe. |
| c) My mum snores loudly. | d) Dad stops at the traffic lights. |
| e) All the children behave well. | |

Spelling and Vocabulary - Plurals

- | | |
|------------|-------------------|
| 1. babies | 11. donkeys |
| 2. benches | 12. dresses |
| 3. buses | 13. dwarves |
| 4. calves | 14. foxes |
| 5. chiefs | 15. graves |
| 6. cities | 16. handkerchiefs |
| 7. clashes | 17. hoaxes |
| 8. coats | 18. jellies |
| 9. cuffs | 19. knives |
| 10. days | 20. leaves |

Vocabulary Task: Write a short, rhyming poem using some of the plurals in your spellings.

Connecting Clauses

A clause is a group of words. It can either be used as a whole sentence (simple) or a part of a sentence (compound or complex). It doesn't necessarily make a sentence on its own. It contains a verb and a subject.

This is a single clause sentence.

Tina went to the shops. - 'Tina' is the subject and 'went' is the verb.

This is a two clause sentence, joined with a connective.

Tina went to the shops so she could buy a book.

[-----clause 1-----] [-----clause 2-----]

1. Copy each pair of single clause sentences and join them using a suitable connective to make a compound sentence.
-

-
- a) I will not talk to her. I do not like her. b) There was no moon. It was difficult to see.
c) The giant looked big. He was friendly. d) The TV was annoying. It was much too loud.
e) My bag was small. It was very heavy. f) She listened at the door. She heard nothing.
g) The dog ran away. The cat hissed at it. h) I saw the lions at the zoo. I was a bit scared.

Join up these sets of three single-cause sentences, making them into complex sentences.

The first one is done for you.

- a) Our teacher walked into the hall. She sat at the piano. She played it softly.
Our teacher walked into the hall, sat down at the piano and played it softly.
b) The leopard climbed down from the tree. It crept through the undergrowth. It chased the antelope.
c) The two boys stood in front of him. He tapped them on the shoulder. He could not see any of the match.
d) I cannot lift the bag with my hand. It is painful. I injured it yesterday.
e) The castle stood on the slope. It was under siege from all sides. It looked like the enemy would win.
f) The manager shouted at the girl. She was late for work again. This was the third time in a week.

Choose three of the above sentences and create as many different sentence structures as you can, maintaining the meaning. Try starting with an active verb (verb +ing) or an adverb.

Sentence Construction - Complex Sentences

A simple sentence contains just one clause. A simple sentence makes sense on its own: My nose is red.

A complex sentence contains a main clause and at least one other, less important clause. The less important (subordinate) clause does not make sense by itself: My nose was red because I had a bad cold. [main clause] [subordinate clause]

Simple sentences can only provide basic information. A subordinate clause adds extra detail and interest to a sentence and makes it into a complex sentence.

Copy the sentences. Underline the verbs. Write by the side of them whether they are simple (S) or complex (C) sentences. Explain why. The first one is done for you.

- a) My books are in the desk. (S) This is a simple sentence because it contains only one clause
-

- b) She took my books as soon as the teacher looked away.
- c) Water leaked out.
- d) Water dripped out where the drainpipe was leaking.
- e) Our snowman melted yesterday.
- f) All the snow melted because the air temperature rose in the country. g) I visited Paris.
- h) We visited France where I saw many fascinating castles.
- i) All the dogs in the kennels barked loudly.

Make these simple sentences into more interesting complex ones by adding a subordinate clause to each. You will find examples of helpful connectives in the box.

- | | |
|--------------------------------------|--|
| a) Katie did not understand | b) The rider fell off her horse |
| c) It will not be possible to travel | d) She had three stitches in her elbow |
| e) The house fell down | f) It is best to check the bus timetable |
| g) He visited the ancient ruins | h) Harry caught chicken pox |
| i) She stood on the chair | j) The bike will go off the road |

where,
 unless,
 although, so
 whether,
 when,
 until,
 because,
 before, if

Underline the subordinate clauses you have added to the sentences above.

Extending Sentences

You can make your writing more interesting by **extending your sentences**. There are many ways of doing this.

You can ask yourself questions about the facts of what you have written: **When? Why? How? Where?** The answers to these questions will be **phrases** or **clauses**.

Phrases are small groups of words. They form part of a sentence but not a sentence by themselves, because most of them do not contain a verb:

The man walked down the road. **When?** The man walked down the road in the early hours of the morning.

Extend these sentences by asking 'When?' Underline the phrase or clause you have added.

- | | |
|--|---|
| a) I need to do my homework... | b) The firefighters had put out the fire... |
| c) My aunt travelled to Cyprus... | d) England won four-nil... |
| e) The temperature never rises above freezing... | f) Two fans travelled to see the rock band... |

Extend these sentences by asking 'Why?' Underline the phrase or clause you have added.

-
- | | |
|---|---|
| a) The owls flew from the nest... | b) It rained heavily... |
| c) The arctic has six months of darkness... | d) My sister sat in the living room... |
| e) Suddenly, there was a loud noise... | f) Max decided to dig a hole... |
| g) I saw the man take the bag... | h) Our teacher told us to read the board... |

One way of extending your sentences is to add more detail.

Consider this simple format: **The dog followed the man.** This is not a very interesting sentence. Write more about the dog and the man. Add some adjectives: **The brown dog followed the tall man.** Use a different verb: **The brown dog shuffled behind the tall man.** Add an adverb: **The brown dog shuffled painfully behind the tall man.** Add facts: **The brown dog from the rescue centre shuffled painfully behind the tall man.** Add another adjective: **The brown dog from the rescue centre shuffled painfully behind the tall, burly man.** After extending this sentence, how do you feel about the dog and the man?

Follow the above format to make these 'uninteresting' sentences more interesting.

- a) The man walked down the road.
- b) Two boys came to school.
- c) The girl listened to the music.

Sentence Construction - Ambiguity

Words are ambiguous when they can have more than one meaning. Often, ambiguous phrases are funny.

- I saw an elephant in my pyjamas. (Were you wearing your pyjamas when you saw the elephant? Was the elephant wearing your pyjamas when you saw it?)

Pronouns are used to avoid repetition. Trying to avoid repeating nouns, can sometimes produce an ambiguous statement.

- If your kitten does not like fresh milk it should be boiled.

The pronoun 'it' should refer to the milk: it should be boiled. However, it sounds as if the pronoun 'it' refers to the kitten and as though the kitten should be boiled. To avoid ambiguity you often have to restructure the sentence: Milk should be boiled if your kitten does not like it fresh.

For each of the following words write two sentences to show that the word can have more than one meaning. Use a dictionary to help. An example is below.

Spring - We drank water from the spring. See the rider spring onto his horse.

a) match b) well c) blind d) seal e) fine f) ruler g) strike h) mine i) pound

Explain what is ambiguous in each of the following sentences.

- a) I paint myself in my spare time.
- b) I shot an elephant in my dressing gown.
- c) I have a cure for spots which I have developed over years.
- d) Keep these tablets in a cabinet and if you have young children in the house, lock them away.
- e) The sergeant made the soldiers take off their back-packs and then he threw them all in the river.

Rewrite the sentences above so that they have one sensible meaning.

Explain the two meanings that each of the following sentences could have.

- a) The jeweller took the chain from her neck and polished it.
- b) You will all go outside and collect the rubbish left from yesterday, including the teachers.
- c) Whenever my sisters make gingerbread-men for me at school, they look really happy.
- d) The surgeon told his patient that he would feel no pain.
- e) I enjoy eating spaghetti more than my friends.

Write each of the sentences again to make the meaning clear. You may need to restructure the sentence or to split each example into more than one sentence.

Accuracy

Using full stops and capital letters correctly is a level 3 skill! Accuracy across a range of punctuation and grammar is essential for hitting level 5 and using punctuation for effect is key to success in level 6+. Get practising your accuracy now to make sure you don't miss out on those crucial levels.

Commas

1. Words in a List

Use commas to separate three or more words in a list.

Full stop/ capital letters	<p>.</p> <p>Always use a full stop at the end of a sentence. Use more full stops and shorter sentences to create tension. Use longer more descriptive sentences, with fewer full stops, to explore in more detail. Use a combination of these for variety and range. Always use capital letters for the names of people, places, days of the week, months of the year...Capital letters are a level 3 skill and you MUST use them correctly.</p>	<p>Andrew's favourite sports are football, badminton, rugby and cricket.</p> <p>2. <u>Subordinate Clauses</u> A subordinate clause has a subject and a verb but doesn't make sense on its own. Place a comma after a subordinate clause that begins a sentence.</p>
Semi colon	<p>;</p> <p>You can use a semi colon instead of a connective to link two sentences together when the subject of the second sentence is very closely linked to the first.</p>	<p>When I go to the cinema, I like to eat popcorn.</p> <p>3. <u>Phrases</u></p>
Colon	<p>:</p> <p>You can use a colon to introduce a list. Make sure you separate the items on your list with commas.</p>	<p>A phrase is a word or group of words that explains another word in a sentence. Use commas to set off a phrase from the rest of the sentence.</p>
Apostrophe	<p>'</p> <p>Use an apostrophe for a contraction or for possession. A contraction is when two words have been joined together e.g. don't and the apostrophe indicates the missing letter. For possession the apostrophe goes before the s e.g. Bob's car, unless the possession is plural e.g. the teachers' staff room or the word ends in s e.g. James' book.</p>	<p>Mr Long, my favourite teacher, gave us extra homework today.</p> <p>4. <u>Introductory Words</u></p>
Punctuating speech	<p>"</p> <p>"</p> <p>Use speech marks at the beginning and the end of the words that are spoken. Use a punctuation mark before the speech marks close. Start a new line for a new speaker. Use a comma before the first speech mark and/or before the last speech mark. Use a capital letter to begin the speech.</p>	<p>Place a comma to separate introductory words and phrases, such as a) connectives b) discourse markers and c) the name of a person the sentence addresses directly.</p> <p>a) However, I don't believe this to be the case. b) Yes, I would like some more sauce on my pasta. c) Dan, is this your key?</p>

Discursive Markers

Firstly

Secondly

...because/as

Consequently

Therefore

Accordingly

Since

Thus

...so...

Hence

Equally

Similarly

In the same way

As with

Likewise

However

Although

Nevertheless

Despite this

Alternatively

Whereas

In particular

Notably

...more important...

Significantly

Specifically

...especially

Above all

For example

...such as...

...also

...as well as

...as suggested by

To show that

It would seem

In fact

Clearly

...of course

Naturally

Obviously

Evidently

Surely

Certainly

Furthermore

What is more

Moreover

In addition

To sum up

Finally

In conclusion

Use a wide variety of connectives to help link your ideas, sentences and paragraphs. You may already use **sequencing**, **cause and effect**, **comparing** and **contrasting** connectives when you write.

Writer's wordbank

Use a wider variety of connectives to help link your ideas, sentences and paragraphs to give extra and different information. You will present ideas more clearly if you can use **emphasising** connectives, or connectives that **express opinions**, **recognise others' opinions**, **show interpretations** or **explore meanings**.

Sequencing

firstly
the most important reason

secondly
in addition

another
this is also true of

next subsequently

finally after

before

in conclusion
to sum up

Emphasising

emphasising above all
 in particular

especially significantly

notably clearly

Showing interpretations

alternatively
on the other hand

a different way of
looking at

this is
looking at it this way

Cause and effect

because so as
a result

thus therefore
consequently

Comparing

equally similarly in
the same way

likewise like
as

with

Recognising others' opinions

some people may think that

it is often said that

people may disagree

many people seem to think that

most people would agree

it is hard to ignore

it could be argued that

Expressing opinions

apparently certainly e
 in

fortunately in
my experience

naturally logically

oddly officially in
my view

possibly rationally
superficially

surprisingly
understandably

unfortunately of course
 incidentally

Contrasting

whereas

alternatively

instead of
otherwise

unlike on the
other hand

Exploring meanings

this could mean
it may be

this suggests perhaps

it seems to me that if
on the face of it

Punctuation

Punctuation allows you to express your ideas clearly. You should aim to use a wide variety of punctuation marks accurately in your writing.

Full stop.

This is the most common way to mark the end of sentence and is used for statements.

Most people are afraid of spiders.

Question mark?

This is used at the end of a sentence that asks a question.

How many people are afraid of spiders?

Exclamation mark!

This is used to express strong feelings, excitement or orders.

Afraid of spiders? Not me!

CAPITAL LETTERS

Capital letters mark the beginning of every sentence. They are also used with proper nouns (names of people, places, days of the week and months),

Once upon a time ...

Fred

London

Friday

July

Comma,

Commas are used to show a pause. This can be to...

separate two parts of a sentence, sometimes joined by a connective, e.g. *First came the lightning, then the thunder.*

separate words in a list

separates a phrase or clause that gives extra information, e.g. *Fred, a boy in my class, was late for school.*

Speech marks "..."

These are used at the beginning and end of speech (words spoken out loud). The punctuation mark for the words spoken goes inside the speech marks.

Fred asked, "Would you like some chocolate cake?"

Brackets (...)

These are used to mark off extra information that isn't part of the main sentence.

England (last year's winners) will play India in November.

Colon:

A colon is often used at the start of a list:

To do well in your test you will need: good revision notes, a nutritious breakfast and a decent night's sleep

Inverted commas or quotation marks '...'

These are used at the beginning and end of quotations (words and phrases taken from a text).

Macbeth says, 'This is a sorry sight.'

Apostrophe

Apostrophes have two functions: to show that a letter(s) has been left out, e.g. *I'm, haven't.*

to show possession, e.g. *Newcastle's team, last year's winner.*

NB. Don't confuse **it's** (meaning 'it is') with **its** (meaning 'belonging to it', e.g. *Its branches swayed in the wind.*)

Semi-colon;

A semi-colon indicates a stronger pause than a comma and has two main functions:

to separate main clauses that are in some way connected, e.g. *That night I crept out of the house; I would never see it again.*

or they can break up lists containing more than one word, like a comma, e.g. *Before the picnic we packed everything: a box for the plates and cutlery; cartons of sandwiches; two bottles of lemonade; a table cloth and napkins.*

Dash –

A dash is used to give extra information in an informal way, as you would separate two clauses with brackets or commas.

A dash can also be used to emphasise the word or phrase that follows it, e.g. *It was more than just good – it was perfect.*

Dashes can sometimes be used to show a sudden shift in thought, e.g. *What she demonstrated was incredible – or so we thought.*

More punctuation

❖ Colons are used to introduce a list:

They urgently needed some shopping: milk, cheese and toilet paper. These are some of our classroom rules:

- 1. No shouting out.*
- 2. Treat each other with respect.*
- 3. Work hard.*

❖ You can also use colons to join main clauses without a conjunction, where the second clause provides further explanation or an example to the sentence which came before:

*She was sure of one thing: she was not going to watch **that** again.*

The rule is simple: never speak to me during 'Big Bang Theory'.

❖ You can also use colons to introduce quotations or direct speech:

The film contains the best quote of all time: 'I'll be back!'

Add a colon where appropriate:

1. He is addicted to coffee he drinks five cups a day.
2. I'll tell you my favourite programme *EastEnders*.
3. She didn't have much in her bag a phone, three sweets and a bag of peanuts.
4. Last night I ate the most delicious food ever my Gran's roast is incredible.
5. I love Joey Essex he's handsome and funny.

Looking at Structure

Story Structure (narrative/descriptive) – Parts of a Story

Directions: Take a story that you have read or a film that you have seen and identify the parts of the story. You may use the story that you read last night or any other.

Title of Work: _____

1. Exposition:

Characters and the setting.

Events before the conflict is introduced

2. Inciting Incident: _____

What initiates the conflict?

3-4. **Rising Action:** List some events that occur before the climax.

- A. _____
- B. _____
- C. _____

5. Climax:
The turning point

6-7. **Falling Action:** List some events that occur after the climax.

- A. _____
- B. _____
- C. _____

8. **Moment of Final Suspense:** _____

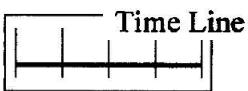
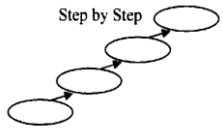
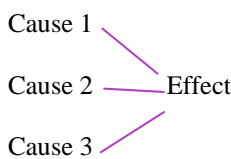
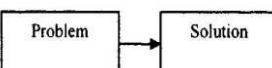
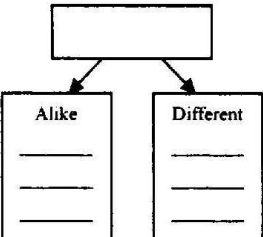
Is the character tested a final time? How?

9. Resolution:
How the story ends.

10. What does the main character learn or how does the main character change during the climax?

Text Structure

Directions: Read the passages and on a sheet of paper, **identify the main pattern of organization used in each paragraph and put information from each passage into an appropriate planning device.** Feel free to make changes to the planning devices, if necessary.

Chronological	Sequence	Cause and Effect	Problem and Solution	Compare and Contrast
				

1. Why Do We Have Schools?

Education in our society serves many purposes, but there are three main functions. First, students learn skills that will help prepare them for society. Writing, reading, and mathematics are essential in today's workplace and many people learn these skills in school. Second, schools serve communities. Whether by functioning as polling locations during elections, or providing safe havens for students in temporary living situations, public schools add value to communities. Third, public schools provide a structured environment for children to engage in productive activities during many days of the year while their adult caretakers may be working. In other words, public schools also provide day care. These are three of the primary reasons why we have schools in our society.

2. Milestones

In 1871 the first public secondary school in Britain was founded. By 1900, all children were required to attend school from the ages of 8 to 12. As a result, by 1910 92 percent of British children attended school. Half the nation's children attended one-room schools. In 1918, every state required students to stay in school until the age of 14. By the 1950s, almost all children were staying in school until the age of 15 and in the 1960s, it was made compulsory for all students to stay at school until they were 16.

3. Have a Great Day

There is more than one way to have a successful school day, but a great way is to be well prepared. The first thing you should do is complete your homework the night before. Don't try to do your work in the morning, it will be too stressful and you may not have enough time. Next, you need to go to bed at a reasonable time. If you stay up too late, you will not be able to focus on assignments or instruction as well and you may even fall asleep during class. Lastly, you should wake up early. This will give you time to get ready and feel good about yourself, and you'll also be able to get something to eat before the day begins. So remember, one way to have a successful school day is to do your homework the night before, go to bed early, and wake up early. Have a great day.

4. Attendance

Having good attendance is important because attendance determines the school's funding. Some students have poor attendance, and the school has tried many ways of addressing this: teachers have talked to parents on the phone and the school has mailed letters. Yet, some students still maintain poor attendance. Next, the staff will attempt to schedule parent/teacher meetings with students who are habitually absent. Hopefully, this will help more students get to school every day.

5. Are new Academy Schools more efficient than 'ordinary' state schools?

These days, students and their carers have more choice when it comes to selecting a secondary school. Academy schools have popped up in major cities across the country. Both these and traditional state schools provide instruction, serve lunch and other meals and administer the national exams. But there are differences

between the two types of schools. One key difference is the involvement of local businesses and sponsors. In a state comprehensive, governors are closely involved in the running of schools and may be from the world of business. On the contrary, in an Academy, a board of business people will be directly responsible for the overall running of the school. While both types of schools are linked with the wider community, academy schools are more directly responsible to the businesses which run them.

Planning & Structuring Writing

- ✓ Use spider diagrams or mind maps to collect all your ideas.
 - ✓ Arrange your points together in topic groups; these topics will be your paragraphs.
 - ✓ Arrange your paragraphs in a logical order e.g. from big to small or from the general to the specific.
-
- ✓ Start with an introduction.
 - ✓ Sentences should only contain one idea. When you have finished that idea use a full stop.
 - ✓ If your next idea follows on from the previous one so that you could join them with 'and', then join them with a semi-colon.
 - ✓ If your next idea follows on from the previous one as a kind of explanation, or where you might use 'because', then join them with a colon.
-