

g1 key skill – I can use is, am and are correctly

When using the verb to be in the present tense, it must be changed to match the subject of the verb.

Singular

I = am

You = are

He / She / It = is

Plural

We = are

You = are

They = are

Put the verb to be in the correct form so that it agrees with the subject of the sentence:

1. I _____ tired.
2. "You _____ wrong!" he shouted.
3. She _____ beautiful.
4. We _____ happy.
5. "You _____ doing really well," the teacher told the class.
6. They _____ friendly.
7. John _____ naughty.
8. Susan _____ hard-working.
9. The class _____ well-behaved.
10. I _____ clear on how to use the verb to be!

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g2 key skill – I can use was and were correctly

When using the verb to be in the past tense, it must also be changed to match the subject of the verb.

Singular

I = was

You = were

He / She / It = was

Plural

We = were

You = were

They = were

Put the verb to be in the correct form so that it agrees with the subject of the sentence:

1. I _____ tired.
2. "You _____ really rude to me yesterday," he said.
3. She _____ the most beautiful girl I had ever seen.
4. We _____ happy when school was cancelled.
5. The class _____ working really hard when the headmaster walked in.
6. The staff at the hotel _____ very friendly.
7. Mr Smith _____ naughty when he was a child.
8. Susan _____ hard-working at school so she got a good job.
9. We _____ well-behaved in English yesterday.
10. I _____ an expert at using was or were in my writing.

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g3 key skill – I can make the verb to agree with the third person singular

When you use the third person (he, she, it) in the present tense, you must make the verb agree by adding an **-s**, **-es** or **-ies** to the end of it.

For example: I work Mary works
 I brush Lola brushes
 I study Bob studies

Look at these sentences and change the verb to the third person singular:

1. He _____ (sleep) 8 hours everyday.
2. My mother _____ (cook) a really tasty stew.
3. The barman _____ (mix) the cocktail very quickly.
4. She _____ (go) to the school by bus from Monday to Friday.
5. Bob _____ (try) to study but he can't.
6. Pamela _____ (write) an email to her cousin in America once a week.
7. My mum _____ (read) the book when she has got time.
8. The man _____ (wash) the car in the petrol station.
9. She _____ (watch) the TV 2 hours in the afternoon.
10. Alan _____ (like) puppies.

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g4 key skill – I can form regular past tense verbs

When regular verbs are written in the past tense, you add **-ed** to the end of the word.

For example: I play > I played

Look at these words and decide whether they are present tense or past tense:

stamp	needed	clean	danced
washed	learn	visited	
ask	rained	need	

Past tense	Present tense
1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

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g5 key skill – I can make the negative form of the verb

We make negatives by putting **not** after the auxiliary verb (*be* or *have*) or modal verb (can, should). If there is no auxiliary, then we put **do not/does not** or **did not** before the verb.

For example:	I am working	I am not working
	I know	I don't know
	He gets it	He doesn't get it

Positive statement	Negative
I am a student.	1.
She has gone.	2.
We can leave early.	3.
You should drink the water.	4.
I like Maths.	5.
He plays football.	6.
They do homework.	7.
I watched the game.	8.
We have to work.	9.
You have done it.	10.

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ANSWERS: 1) I am not a student. (2) She has not gone. (3) We cannot leave early. (4) You should not drink the water. (5) I do not like Maths. (6) He does not play football. (7) They do not do homework. (8) I did not watch the game. (9) We do not have to work. (10) You have not done it.

g6 key skill – I can form irregular past tense verbs

In the English language, there are a number of verbs which are not changed to past tenses by adding –ed to the end. These verbs are irregular and therefore have different patterns, which you must be aware of.

Look at the example of a regular verb past tenses and then write the irregular past tense verbs in the boxes next to the base verb.

VERB	<i>I did</i>	<i>I have done</i>
jump	I jumped	I have jumped
run	1.	2.
sing	3.	4.
tell	5.	6.
say	7.	8.
go	9.	10.
know	11.	12.
take	13.	14.
put	15.	16.
get	17.	18.
buy	19.	20.

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g7 key skill – I can use modal and auxiliary verbs correctly

Modal verbs include **can, could, may, might, will, would, must** and **should**.

They are different from traditional verbs because:

- They don't use an 's' for the third person singular.
- They make questions by inversion ('She can go' becomes 'Can she go?').
- They are followed directly by another verb (without 'to').

Auxiliary verbs are **be, do** and **have**. They are auxiliary (helping) verbs when they are followed by another verb in order to form a question, a negative, a perfect verb tense or a passive.

Look at these sentences and add the modal or auxiliary verb:

1. _____ I help you with that?
2. _____ you lend me some money to buy some lunch?
3. You _____ go to the doctor if you're sick.
4. He _____ come to the party.
5. We _____ try harder in English lessons.
6. _____ you do your homework?
7. I _____ never read that book before.
8. The man _____ arrested by the police.
9. She _____ missed the bus.
10. James _____ understood because he got 10 out of 10!

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g8 key skill – I can use the passive voice in my writing

A passive verb is usually preceded by a form of the verb **be** and indicates that something is being done to the subject.

Rewrite the following active sentences using the passive voice.

1. They grow rice in China.

Rice _____

2. My grandfather built this house in 1943.

This house _____

3. Picasso painted Guernica.

Guernica _____

4. The cleaner has cleaned the office.

5. The government is planning a new road in Bristol.

6. Somebody should have done the homework.

7. Everybody loves English.

8. The headmaster will tell everyone later.

9. The traffic might have delayed John.

10. You completed the passive voice worksheet correctly.

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ANSWERS: (1) Rice is grown in China. (2) This house was built by my grandfather in 1943. (3) Guernica was painted by Picasso. (4) The office has been cleaned. (5) A new road is being planned in Bristol. (6) The homework should have been done. (7) English is loved by everybody. (8) Everyone was told by the headmaster. (9) John might have been delayed by traffic. (10) The passive voice worksheet was completed correctly.

g9 key skill – I can use a, an or the in my writing

There are only three articles: **the**, **a** and **an**. They are very small words which cause very large problems if used incorrectly.

For example, if you ask someone to pass you **the** book, it suggests that you are talking about a specific book. However, if you asked someone to pass you **a** book, it wouldn't matter which book they chose for you (The article **an** is only used when the noun or adjective begins with a vowel sound).

Look at these sentences and decide whether to use a, an, the or no article (X) in the spaces provided:

1. I want ____ apple from that basket.
2. ____ church on the corner is Catholic.
3. Miss Smith speaks ____ Spanish.
4. I borrowed ____ pencil from your pile of pencils and pens.
5. One of the students said, " ____ teacher is late today."
6. Fred likes to play ____ rugby.
7. I bought ____ umbrella to go out in the rain.
8. My daughter is learning to play ____ violin at her school.
9. Please give me ____ cake that is on the counter.
10. I lived on ____ Hengrove Road when I first moved to Bristol.

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g10 key skill – I can use prepositions in my writing

There are about 150 prepositions in English. Yet this is a very small number when you think of the thousands of other words (nouns, verbs etc).

Prepositions are important words. We use individual prepositions more frequently than other individual words. In fact, the prepositions **of**, **to** and **in** are among the ten most frequent words in English.

Look at the extract below and write a suitable preposition in the spaces:

Suddenly Uncle Henry stood [1]_____.

"There's a cyclone coming, Em," he called [2]_____ his wife. "I'll go look after the stock." Then he ran toward the sheds where the cows and horses were kept.

Aunt Em dropped her work and came [3]_____ the door. One glance told her of the danger close [4]_____ hand.

"Quick, Dorothy!" she screamed. "Run for the cellar!"

Toto jumped [5]_____ of Dorothy's arms and hid under the bed, and the girl started to get him. Aunt Em, badly frightened, threw open the trap door [6]_____ the floor and climbed down the ladder [7]_____ the small, dark hole. Dorothy caught Toto [8]_____ last and started to follow her aunt. When she was halfway across the room there came a great shriek [9]_____ the wind, and the house shook so hard that she lost her footing and sat down suddenly [10]_____ the floor.

(Taken from "The Wonderful Wizard of Oz" by L. Frank Baum)

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g11 key skill – I use appropriate conjunctions in my writing

They may be small words, but conjunctions are highly functional and very important for constructing sentences. As you can see in the first sentence I used the coordinating conjunction **and** to link different parts of the sentence, which is the main job of conjunctions. Basically, conjunctions join words, phrases and clauses together.

Look at the sentences below and fill the gaps with suitable conjunctions.

1. I need to work hard _____ I can pass the exam.
2. _____ he was the best candidate, he didn't win the election.
3. _____ you come back from your trip, we'll meet to discuss the problem.
4. They said that the movie was fantastic _____ I watched it.
5. _____ he was very ill, he didn't take any medicine.
6. I don't know _____ I can buy a pair of jeans.
7. She went to the shops _____ couldn't find anything that suited her.
8. Everybody likes him because he is nice _____ helps others.
9. _____ he was angry with her, he didn't utter a word.
10. Keep quiet _____ get out!

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g12 key skill – I can use adjectives in my writing

An adjective is a kind of word (a part of speech) that modifies (describes) a noun. Nouns are words that name a place, a person, a thing, or an idea. An adjective is a word that gives more information about the noun that goes with it (accompanies).

As a rule, in English, the adjective comes before the noun it describes.

Circle the adjective in each sentence and underline the noun which it describes.

1. They live in a beautiful house.
2. Lisa is wearing a sleeveless shirt today.
3. She wore a purple dress.
4. He writes meaningless letters.
5. This shop is much nicer.
6. Ben is an adorable baby.
7. This soup is inedible.
8. Linda's hair is really long.
9. This glass is breakable.
10. I met a homeless person in the town centre.

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g13 key skill – I can create noun phrases in my writing

A noun phrase includes a noun—a person, place, or thing—and the modifiers which distinguish it.

You can find the noun dog in a sentence, for example, but you don't know which canine the writer means until you consider the entire noun phrase: that dog, Aunt Audrey's dog, the dog on the sofa, the neighbor's dog that chases our cat, the dog digging in the new flower bed.

Add modifiers to the nouns in these sentences to create descriptive noun phrases:

1. They live in _____ house

_____.

2. I was bitten by _____ dog

_____.

3. She wore _____ dress

_____.

4. He drives _____ car

_____.

5. _____ teacher

gave the students a ton of extremely difficult homework.

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g14 key skill – I can use adverbs to describe verbs, adjectives and adverbs

Adverbs are words that modify; a verb (He drove **slowly**. — How did he drive?), an adjective (He drove a **very** fast car. — How fast was his car?), or another adverb (She moved **quite slowly** down the aisle. — How slowly did she move?). Adverbs often tell when, where, why, or under what conditions something happens or happened. Adverbs frequently end in -ly; however, an -ly ending is not a guarantee that a word is an adverb. The words lovely, lonely, motherly, friendly, neighborly, for instance, are adjectives.

Look at sentences below and choose a suitable adverb from the box:

quietly	comfortably	fearfully	
promptly	calmly	quickly	
suddenly	gracefully	silently	carefully

1. Nibbles crept _____ across the carpet towards the open door and _____ sneaked through while no one was looking.
2. Sue edged _____ over the ice as she talked _____ to her dog clinging to a tree.
3. _____, Eliot's car skidded across the road. As it went out of control, the others looked on _____.
4. Yesterday they _____ ate their dinner so they could get to the concert _____.
5. The birds flew _____ towards the cliff top and sat _____ on a ledge.

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g15 key skill – I can use figurative language in my writing

Figurative language can be found in literature and poetry where the writing appeals to the senses. It can do this by giving a word with a specific meaning, by comparing two things in such a way that you find the comparison interesting or by using words that have unusual constructions or sounds.

Identify the correct form of figurative language used in each selection. Write the correct word in the blank: [Use a dictionary to find the meaning of words you don't know.]

alliteration

onomatopoeia

imagery

idiom

personification

hyperbole

metaphor

simile

1. She's short and has shiny hair. _____
2. He made a mountain out of a molehill _____
3. He is as solid as a rock _____
4. Cars danced across the icy road. _____
5. Splat went the pancake as it fell on the floor! _____
6. He made about a billion mistakes in his essay. _____
7. Mr Smith works us like dogs. _____
8. Poppy and peter picked up the popcorn. _____
9. They were strange blue flowers with velvety ridges and
fragrant buds. _____
10. This exercise was as easy as ABC. _____

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g16 key skill – I can write in simple sentences

A simple sentence, also called an independent clause, contains a subject and a verb, and it expresses a complete thought.

The rabid dog ran towards me.

Identify the subject and verb in these simple sentences. Circle the simple subject and underline the verb.

1. My best friend in the whole world is coming over to my house to visit me this afternoon.
2. Three beautiful little kittens looked up at me from inside a box of old clothes.
3. At the stroke of midnight, the carriage turned into a huge orange pumpkin.
4. A really friendly old man with long white whiskers lives in the house next door to mine.
5. Several of her favorite love songs were playing on the radio.
6. Cool, deep, dark blue water flowed through the rough limestone rocks in the gorge.
7. The large red book sitting on the hall table was a dictionary.
8. The three girls carried bags filled with books, food, sweets, clothes, make-up, pens, paper, hairbrushes, and other items.
9. I don't remember the name of that tall, thin actor with the sparkling blue eyes.
10. Do you understand how to write simple sentences now?

g17 key skill – I can write compound sentences using FANBOYS

A compound sentence contains two independent clauses joined by a coordinating conjunction. The coordinating conjunctions are as follows: for, and, nor, but, or, yet, so (FANBOYS).

Except for in very short sentences, they are always preceded by a comma.

Use an appropriate coordinating conjunction (FANBOYS) to link these clauses into a compound sentence:

1. The black dog doesn't know many tricks _____ he has won many prizes.
2. You can cry about it _____ you can just do your detention.
3. Let's go to the swimming pool _____ it's hot inside the house.
4. She saw a kitten left in the road _____ she called the RSPCA.
5. I want to go to the circus _____ I want to ride a pony.
6. I have never visited Asia _____ have I ever visited Africa. (I have never visited Africa)
7. The little boy did not like going to school _____ he went anyway.
8. I wanted to buy the new Xbox game _____ I started to save my money.
9. Rabbits make good pets _____ they don't make too much noise and they are clean.
10. I didn't know how to make compound sentences _____ now I do!

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g18 key skill – I can write complex sentences

A complex sentence has an independent clause joined by one or more dependent clauses. A complex sentence always has a subordinator such as because, since, after, although, or when (and many others) or a relative pronoun such as that, who, or which.

Look at the following sentences. Underline the main clause (the clause which makes sense on its own) and circle the subordinating conjunction:

Example: The postman wouldn't deliver our post **after** my dog bit him.

1. Because we were all so tired, we decided to go home early.
2. Unless we do all of our homework, we won't be able to play.
3. My dog waited at the door for us until we got home.
4. Although none of us wanted to leave, we had to be home before midnight.
5. If Charlie doesn't stop teasing that dog, the dog is going to bite him.
6. We took pictures while the monkeys swung from the trees.
7. Whenever my sister gets in trouble, my dad makes her wash the car as a punishment.
8. Once school starts, you must wear your blazer in class.
9. Before you accuse someone of stealing your pencil, make sure it isn't just lost.
10. I had to do this worksheet because I wasn't forming complex sentences correctly.

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g19 key skill – I can write embedded clauses

Embedded clauses are also called subordinate clauses. They are part of a larger sentence, and they explain time, place, reason, or other conditions in which an action took place. They often use the **pronouns** who (when referring to people), which (when referring to things), where (when referring to places), or when (when referring to a time).

Add an embedded clause to the middle of these complex sentences, using an appropriate pronoun.

1. The music _____ gave me a headache.
2. The boy _____
climbed into the space rocket.
3. The ants _____ invaded our picnic.
4. The elderly man _____
struggled across the road.
5. I got CoD Advanced Warfare _____
for Christmas.
6. The man _____ was late.
7. The mobile phone _____
couldn't be fixed.
8. My English teacher _____
lives in Bristol.
9. Last week, I bought a new game _____
_____.
10. I have completed this worksheet _____
_____.

g20 key skill – I start my sentences in a variety of ways

Rather than always starting sentences with the subject + verb, you can start sentences in a variety of ways including: verb+ing, verb+ed, a place, a time, or a reason.

Use the following prompts to re-write this sentence:

[You do not need to copy all the information in the sentence each time]

“The happy, friendly man quietly walked down the street on a beautiful summer’s day, and he waved at passers-by as he went”

1. Start with the adverb: _____

2. Start with the prepositional phrase for place: _____

3. Start with the prepositional phrase for time: _____

4. Start with the –ing form of the verb: _____

5. Start with a reason for his actions: _____
