

# Introduction

Photocopiable Punctuation and Grammar provides a variety of different activities and approaches to help Year 6 pupils understand various aspects of the English language.

It has been written with the 'Sentence Level Work' of the 'National Literacy Strategy' in mind but could be used equally as well in classes following other schemes of work.

The photocopiable pages could be used with whole classes, small groups or individual pupils at the discretion of the class teacher. They are ideal for the 'twenty minute independent activity time'.

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## Adverbs

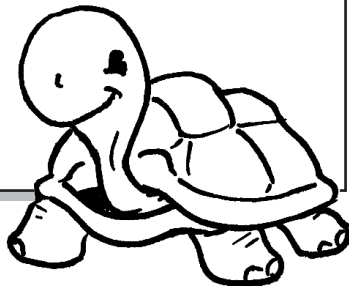
An **adverb** tells us more about a verb. It tells us how something happened and often ends in 'ly'. For example, in the sentence 'The girl shouted angrily at the man', the word angrily tells us more about how she shouted.

### Task 1

Choose an **adverb** from the box to complete each sentence.

**slowly proudly accidentally gently**  
**skilfully accurately heavily carefully**

1. The boy played football \_\_\_\_\_.
2. The man \_\_\_\_\_ rocked the baby to sleep.
3. The lady measured the curtain material \_\_\_\_\_.
4. A tortoise moves very \_\_\_\_\_.
5. The boy did not mean to break the toy but did it \_\_\_\_\_.
6. The girl \_\_\_\_\_ climbed the four metre wall.
7. It rained \_\_\_\_\_ all day.
8. The girl went \_\_\_\_\_ to collect her prize from the head-teacher.



### Task 2

Now find an **adverb** which has the **opposite** meaning to the one given.

- quickly \_\_\_\_\_
- softly \_\_\_\_\_
- carelessly \_\_\_\_\_
- politely \_\_\_\_\_
- heavily \_\_\_\_\_
- sadly \_\_\_\_\_
- quietly \_\_\_\_\_
- generously \_\_\_\_\_

### Task 3

**Highlight the adverbs** in the passage. Re-write the passage using **different adverbs** so that the passage still makes sense.

The boy walked fearfully up the steps of the deserted house. He peered carefully through the letterbox. He saw immediately that no one was there. Quietly, he opened the door and walked slowly inside. He whistled cheerfully to himself. Then he walked boldly into the empty sitting room and waited patiently. "Ghosts," he said quietly to himself, "do not exist!"

### Task 4

Use your reading book to collect at least fifteen different adverbs.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Pronouns

A **pronoun** stands in place of a noun. For example, 'Emma went to bed when she was told to.' In this sentence **she** stands in place of the name **Emma**. Other personal pronouns are: **I, you, he, it, they, me, him, her, we, us, them**.



### Task 1

In these sentences, change the word or words in **bold type** to a **personal pronoun**. The first one is done for you.

1. **The girl** gave **Ahmed** a sweet.

She gave him a sweet.

2. **The children** played in the garden.

\_\_\_\_\_

3. **My friend and I** went to the shop.

\_\_\_\_\_

4. Dad gave **Billy and George** a present.

\_\_\_\_\_

5. "Come and have tea with **John and me**," said Bob.

\_\_\_\_\_

6. **Sara** was a pretty girl.

\_\_\_\_\_

7. **The box** sat on the top shelf.

\_\_\_\_\_

8. **The class** went out to play.

\_\_\_\_\_

### Task 2

Put a **pronoun** in each of these gaps to make the passage make sense.

Sam and Jack found a hedgehog. \_\_\_\_ was obviously injured. \_\_\_\_ decided to take the hedgehog to the local vet, Mr. Smith. \_\_\_\_ told \_\_\_\_ that the hedgehog had a broken leg. The vet bandaged \_\_\_\_ and told \_\_\_\_ that he would look after the poor creature. Soon \_\_\_\_ was much better and \_\_\_\_ were able to release \_\_\_\_ in the woods.

### Task 3

**Possessive pronouns** tell us who something belongs to. For example, in the sentence, 'The dog is **mine**,' said Tom, the word **mine** tells us who the dog belongs to. Other possessive pronouns are: **my, your, yours, his, her, hers, its, our, ours, their theirs**.

Complete these sentences using the correct possessive pronoun.

1. The man gave \_\_\_\_\_ sandwich to the beggar.

2. "Is this \_\_\_\_\_?" the girl asked her friend.

3. We told the vet that the rabbit was \_\_\_\_\_.

4. The dog buried \_\_\_\_\_ bone in the garden.

5. Susie lost \_\_\_\_\_ coat on the bus.

6. "Today is \_\_\_\_\_ driving test," said Mike.

7. "Are you sure the ball belongs to them?" asked Tom. "Yes it is \_\_\_\_\_," replied Priya.

### Task 4

Count the number of **personal** and **possessive pronouns** used in two pages of your reading book.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Active and Passive Verbs

If the subject of a sentence is the **doer** of the action, the **verb** is said to be in **the active voice**. For example: 'The boy played the violin', the **verb** played is an **active** verb.



### Task 1

Choose **one** of these **active verbs** to complete each sentence.

caught    clapped    spend    invaded    prosecuted    dropped    preached    designed

1. Customers \_\_\_\_\_ money in the shop.
2. The judge \_\_\_\_\_ the driver for speeding.
3. The audience \_\_\_\_\_ at the end of the performance.
4. The vicar \_\_\_\_\_ a sermon.
5. The artist \_\_\_\_\_ some new Christmas cards.
6. The Romans \_\_\_\_\_ Britain.
7. The juggler almost \_\_\_\_\_ one of the skittles.
8. The fisherman \_\_\_\_\_ a salmon.

If the subject is the **victim** or **the receiver** of the action, the **verb** is said to be **passive**.

For example: The diamond ring **was stolen** by the robber.

### Task 2

Choose one of these **passive verbs** to complete each sentence.

was read    was sung    was eaten    was caught    were planted  
was broken    was operated on    was played

1. The game of football \_\_\_\_\_ by the school team.
2. The bulbs \_\_\_\_\_ by a gardener.
3. The restaurant food \_\_\_\_\_ by the diners.
4. The rat \_\_\_\_\_ by the cat.
5. The boy \_\_\_\_\_ by the surgeon.
6. The song \_\_\_\_\_ by the opera singer.
7. The safe \_\_\_\_\_ open by the thieves.
8. The book \_\_\_\_\_ by the teacher.

### Task 3

**Notices** are often written using **passive verbs**. For example, **This door must be closed**, sounds more polite and less rude than if it said, **You must keep this door closed**. Re-write these notices in the **passive form**.

1. You must not touch the computer.  
\_\_\_\_\_
2. You must write this in capital letters.  
\_\_\_\_\_
3. You are not to use this lift without permission.  
\_\_\_\_\_
4. You must not bring dogs into the shop.  
\_\_\_\_\_
5. You are to show your ticket to the driver.  
\_\_\_\_\_
6. You should leave wet coats in the cloakroom.  
\_\_\_\_\_
7. You must keep this window open.  
\_\_\_\_\_
8. You must not use the glue gun without permission.  
\_\_\_\_\_

### Task 4

Look at a reading book and see if you can collect together some more examples of **active** and **passive verbs**.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Idioms

An idiom is an expression used often in conversation. Its meaning cannot be taken literally and cannot be worked out by understanding the individual words in the phrase. It has often gained this meaning over a long time.

### Task 1

*Match the idiom with its meaning.*

#### Idiom

In the same boat

A chip off the old block

Down in the mouth

At a loose end

Hard up

Stuck up

Mind your p's and q's

To have forty winks

To get into hot water

To bury the hatchet

#### Meaning

make peace

to get into trouble

to be careful how you behave

have a short sleep

to be fed up

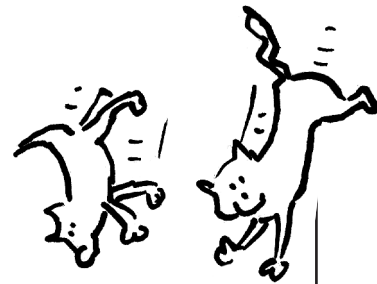
like his or her parents

someone who has the same problems

to have nothing to do

proud - looks down on others

short of money



### Task 2

*Underline the idiom in each of the following sentences and explain its meaning on the line below.*

1. We could not go out for a walk as it was raining cats and dogs.

2. Dad threw cold water on our idea of going to Spain on holiday.

3. The football team was losing twenty - nil so it threw in the towel.

4. My heart was in my mouth watching the girl on the high wire at the circus.

5. The old lady struggled to make ends meet.

6. Our teacher has a bee in her bonnet about the class being tidy.