

Nouns

A noun is a name of a person, place, thing or idea.

Circle the noun in each of these sets of words.

- | | | |
|--------------|---------|------------|
| 1. chair | happy | beautiful |
| 2. run | sing | car |
| 3. jump | shoe | shout |
| 4. shop | quickly | slowly |
| 5. sit | talk | television |
| 6. dog | chew | learn |
| 7. nurse | lunch | funny |
| 8. breakfast | count | children |
| 9. eat | table | chat |
| 10. hall | walk | little |

Underline the noun in each of these sentences.

1. Sally rode her bike.
2. The girl sat down on her chair.
3. Jimmy likes toys and computers.
4. The teacher is in the classroom.
5. Spiders have eight legs.
6. Pizza tastes great on a plate!
7. Kevin plays with his basketball every day.

Circle the nouns in these sentences. The number of nouns you need to find is in brackets.

1. My birthday is in May. (2)
2. Scarlett's favourite food is chocolate. (3)
3. The ancient oak tree was covered in ivy. (2)
4. Josh, Liam and Sam went to the cinema after school. (5)
5. Stealthily, the golden lion stalked its prey. (2)
6. The flowers were bright yellow and smelled beautiful. (1)
7. Kenny and Amy raced down the hill. (3)
8. Feeling excited, the children each opened their presents. (2)
9. Fluttering delicately, the butterfly landed onto Rosie's hand. (3)
10. Peeking through the window, Emily could see her mum icing chocolate cookies. (4)
11. Lucy and Jess are going to London on Saturday. (4)
12. Down the winding lane stood the witch's crooked house made from ginger-bread. (4)

List 10 nouns that you can see in the room you are in.

- | | |
|---|---|
| • | • |
| • | • |
| • | • |
| • | • |
| • | • |

Verbs

A verb is a doing or action word.

Circle the verbs in the word bank.

feeds skip horse painted cake napping
coat reads laugh grow umbrella shout
eat plays football fly pumpkin jump
run sing dance walk talk swim drink

Complete these sentences with a verb from the box below.

played	jump	read	crying
swim	fed	fly	drew

1. Max _____ a game on the computer.
2. The baby is _____.
3. The farmer _____ the animals.
4. I _____ a picture for my Mum.
5. I like to _____ in the sea.
6. I _____ my favourite book every night.
7. Birds _____ in the sky.
8. I can _____ higher than a kangaroo.

Underline the verbs in these sentences.

1. The mouse found the cheese.
2. The cat chased the mouse.
3. The frog leaped into the pond.
4. The boy ate the chocolate bar.
5. The car skidded round the bend and crashed.

Complete these sentences with a suitable verb.

1. I _____ when I go to a disco party.
2. I _____ to school in the morning.
3. My favourite thing to _____ is eggs on toast.
4. My mum _____ tea but my dad _____ coffee.
5. My brother _____ on the phone to his friends a lot.
6. Dad is always _____ silly songs in the shower.

Change the verbs in each of these sentences so that they have a different meaning.

1. The girl **dropped** the ice-cream.

2. The red team **won** the race!

3. The family **loved** camping.

4. The children **bake** a cake.

Subject, Verb, Object

The **subject** of a sentence is usually the person or thing actively doing in the sentence. It is what or who the sentence is about.

Underline the subject in each of these sentences. The first one has been done for you.

1. The **dog** runs around the field wildly.
2. Dad bought a new car.
3. My Nan fell off the bed.
4. I walked away from the building.
5. The ring glittered on my finger.

The **verb** in a sentence is the action. It is what the person or thing is doing.

In each of these sentences, underline the subject and circle the verb. There may be more than one verb in each sentence.

1. I wrote a shopping list in my new notebook.
2. He coughed and sneezed because he had a cold.
3. The robbers smashed the window and entered the warehouse.
4. The man stopped and turned when he heard me shout his name.
5. I gave my friend some flowers. I thought she would be pleased.

The **object** of a sentence is the person or thing being done. It receives the action.

Underline the object in each of these sentences. The first one has been done for you.

1. George jumps over the **gate** every morning.
2. Melanie watched a sad film and cried uncontrollably.
3. The boss gave the employee a raise.
4. I bought a present for my sister.
5. The paper boy delivers my newspaper late most days.

Annotate each of these sentences to show which words are the subject, the verb and the object.

Subject Verb Object
Carefully, Angela, picked up the vase.

1. The huge spider crept across its silvery web.
2. Kate was too frightened to go in the room.
3. Andrew threw the ball and broke a window.

Capital Letters

Put the capital letters in the correct places in these sentences.

The number of capital letters you need are in brackets.

1. it was raining when pam and i went shopping in liverpool. (4)
2. we went to asda to buy some milk and a tv times magazine. (5)
3. the star wars film will be on sale in march. (4)
4. my newspaper, wiltshire daily, said it was a very good idea. (3)
5. my friend and i are going on holiday on saturday june 3rd. (4)
6. we are staying in a caravan in weymouth, dorset. (3)
7. the caravan park is called happyland holiday centre. (4)
8. it is at the end of beach road, llanelli, sa15 2lk (8)
9. the school is run by mr daniels. (3)
10. the smiths have a son called sam who spends all of his time reading beano and dandy comics. (5)
11. when i go back to manchester, i will be starting a new job at new hall hospital. (7)
12. my gp, dr williams, also works in a & e at the hospital. (7)

Rewrite these sentences putting capital letters in the correct places.

1. at the end of every sentence there is a full stop.

2. she is older than me.

3. yesterday shazia sian was absent from school.

4. i have a baby brother named alan.

5. peaches and bananas are delicious fruits.

6. robert and i went to the cinema on tuesday.

7. dr daly and lord carter live in manchester.

8. ben and alfie are in the library.

Correct the capital letter mistakes in this paragraph.

it was my birthday And sarah and I had tickets to go and see lady gaga in cardiff. when I knew that MY mother HAD got me some Tickets I was so Excited! everyone in my class was going including miss dawkins . sarah was so Excited!

Full Stops

Put the full stops (and capital letters) in the correct places in these pairs of sentences.

1. i saw a giraffe at the zoo it was as tall as a house

2. after tea I went to the park my friend peter was there

3. we went to blackpool on holiday it rained heavily all week

4. the power cut lasted for six hours we had to use candles to see

5. my nan is a very good cook her cakes are delicious

6. i live at number forty nine it is the house with the dark blue gate

Put the full stops in the correct places in this paragraph.

The giant crept up behind me I was scared stiff I could feel his breath on the back of my neck I decided to make a run for it He chased me along High Street and into the shop I rushed to the checkout and clutched the counter

Put the full stops (and capital letters) in the correct places in these pairs of sentences.

1. the sick man was taken to hospital he was kept there for the night

2. it was a cold, wet day tomorrow will be sunny

3. he felt hungry and stopped to eat his lunch a lady came by and spoke to him

4. the holidays came at last the children were delighted

5. she got a new watch for her birthday it was made in Japan

6. the leaves were falling from the trees we went to the woods to collect chestnuts

7. when the dogs came, the rabbits ran away we did not see them again

8. the fairy granted a wish to the prince his wish came true

Put the full stops (and capital letters) in the correct places in this paragraph.

it was a freezing cold day it had been snowing all night in london tom and i went outside to play in the fresh snow we hadn't seen this much snow since we went skiing in france last year Uncle toby was right when he said that we would wake up this morning and see white

Put the full stops (and capital letters) in the correct places in each of these sets of sentences.

1. the snow lay deep on the ground it was very cold in the tents even though the campers had sleeping bags, they were not warm

2. we agreed to meet at the shops when I arrived Paul was not there I waited for twenty minutes

3. the robin gave the stick to the squirrel he threw it to the frog the frog took the stick in his mouth and dived into the pond

4. a thick fog covered Dublin last night parts of the city were very badly affected motorists were advised to drive carefully

5. a bad storm was blowing out at sea all the fishing ships made for the harbour the lighthouse keeper was worried for their safety

6. he caught the ball he passed it to Jenny she kicked it to Shane who slammed it into the back of the net

Adjectives

An adjective is a describing word. It gives us more information about a noun.

Underline the adjectives in each of these sentences. The first one has been done for you.

1. The **red** fox leapt over the **tall** fence.
2. The sweet little girl played in the massive trees.
3. The horrible old man fell over the dead leaves.
4. Frightened and lonely, the young woman crept along the corridor.
5. Mrs Jones, the strict teacher, shouted at the naughty boy.

Look at each of these sentences and state what the adjective is describing. The first one has been done for you.

1. The shiny spaceship fell to the earth.
The adjective "shiny" describes the spaceship.
2. A brown rabbit hopped into the garden and scared the cat.
The adjective _____ describes the _____.
3. Quickly, the frightened boy ran into the house.
The adjective _____ describes the _____.
4. Maddie put the golden key into the lock and opened the door.
The adjective _____ describes the _____.
5. Annie played beautiful music on her guitar.
The adjective _____ describes the _____.

Choose the best adjectives to complete each of these sentences.

1. Adjective choices: *wet, green, floppy, annoying*
The dog had a _____ nose and _____ ears.
2. Adjective choices: *dull, sandy, hot, cheesy*
We all ate the _____ pizza.

Rewrite each of these sentences so that they contain suitable adjectives.

1. James cleaned his bedroom.

2. Mrs White drove her car to work.

3. Sara looked for her dog.

4. Tammy went to the shop to buy eggs.

5. I went to the park with my friends.

Noun Phrases

A **noun phrase** is a group of words which contain a noun but is not a complete sentence.

For example:

big sturdy desk

cold empty room

Abbie's books

dragon in the cave

Each of these sentences contains a noun phrase. Underline the phrase. The first one has been done for you.

1. The wooden desk stood in the centre of the room.
2. The bright white snow shone on the ground.
3. Carefully, Brad walked across the smelly swamp.
4. Bending her head, Lauren started to read the massive book.
5. Alex picked up an old rotten apple.

Create a noun phrase for each of these nouns. Focus on using interesting adjectives.

1. Boy _____
2. Table _____
3. Room _____
4. Mug _____
5. Phone _____

Noun phrases can include people, numbers or a/an/the. Underline the noun phrase in each of these sentences.

1. There were four apples in the fruit bowl.
2. Mum's hands are wrinkled from cleaning so much.
3. Could you take a photo of me please?
4. There was a man at the door. The man had long, grey hair.
5. The dog is carrying a stick.

Rewrite the following passage by changing the underlined noun phrases to make them more positive.

Imagine a steep hill filled with sad, dying sunflowers. Freezing wind bites at your skin as you stomp your black, sturdy walking boots along the path of dried mud. Dead leaves blow around you. A towering wall of rock crumbles when you step near it.

Adverbs

Adverbs give us more information about a verb, explaining how, when, where or why an action is taking place.

Adverbs can be of time (when), of place (where), of manner (how) and of degree (how much or how often).

Adverbs usually end in -ly, but there are lots of exceptions (fast, never, well, very, now, yesterday, here, there).

Circle the adverb in each of these sets of words.

- | | | |
|-------------|---------|-----------|
| 1. amazing | tiptoe | carefully |
| 2. chew | quickly | yellow |
| 3. paper | always | stare |
| 4. suddenly | run | colourful |
| 5. old | wall | silently |

Underline the adverbs in this passage.

As the rat sat calmly on the soft, green grass and looked happily across the river, a dark hole in the bank opposite suddenly caught his eye. He smiled and imagined dreamily what a warm, comfortable home it would make for an animal like himself.

Complete these sentences with a suitable adverb.

1. Mike ran _____ into the garden.
2. Jane's cat miaows _____ when you step on its tail.
3. Monkeys swing _____ through trees.

Make up the rest of the sentence so that it makes sense with the adverb.

1. _____ beautifully.
2. _____ hungrily.
3. _____ angrily.

Change the adverbs in these sentences so that they have a different meaning.

1. The teacher spoke **sternly**.

2. The boy **carefully** wrote his name.

3. The car **quickly** came to a halt.

4. The children played **noisily**.

5. **Usually** the pupils behaved **excellently**.

Verb Phrases

A **verb phrase** is a group of words which contain a verb but is not a complete sentence. It could contain an adverb or another piece of information which support the verb.

For example:

walk quickly	smashing into a fence
very tired	leaving behind the dog

Each of these sentences contains a verb phrase. Underline the phrase. The first two have been done for you.

1. The girl **happily ran** down the street.
2. He **is reading** a book.
3. Waving at the woman, my mother was happy.
4. I was absolutely exhausted when I got home from school.
5. The teacher shouted angrily in the corridor.
6. Mr Andrews was learning French in his spare time.
7. My Uncle John usually gets up at 6am in the morning.

Write your own sentences (which include a verb phrase) using these verbs and circle the verb phrase.

1. Play

2. Read

3. Take

4. Run

5. Ask

Circle the verb phrase in each of these sentences.

1. Matthew had been sleeping in his bed.
a) had b) had been c) had been sleeping d) been sleeping in
2. Sarah is giving a present to Mark.
a) is b) is giving c) is giving a present d) giving present
3. Angela tiptoed silently across the landing.
a) Angela tiptoed b) Tiptoed c) tiptoed silently d) tiptoed silently across
4. Tyler had to grab the dog before it ran away.
a) had b) had to c) had to grab d) had to grab the
5. I am going to visit my Auntie Jane this evening.
a) am going b) am going to c) am going to visit d) this evening

Dictionary Skills

Put the words in these lists into alphabetical order.

	<u>List 1</u>		<u>List 2</u>
Daffodil	1. _____	Mouse	1. _____
Rose	2. _____	Mule	2. _____
Petal	3. _____	Monkey	3. _____
Daisy	4. _____	Moose	4. _____
Buttercup	5. _____	Mole	5. _____
Lily	6. _____	Moth	6. _____
Pansy	7. _____	Magpie	7. _____

A **guide word** is a word printed at the *top* of a page indicating the first or last word entry on that page. The guide word at the *top of the left hand page* indicates the *first word on that page* and the guide word at the *top of the right hand page* indicates the *last word on that page*.

Find the word 'curious' in the dictionary and answer these questions.

1. What are the guide words for the page? _____
 2. Does the word 'curious' come before or after the word 'curiosity'? _____
 3. Is the word 'curious' a noun, a verb or an adjective? _____
 4. What is one meaning of the word 'curious'? _____
-

Look at each pair of guide words for a dictionary page and underline the words which you would find on that page.

- | | | | | | |
|----------------------------------|-----------|--------|---------|----------|---------|
| 1. beaver / beehive | bear | beetle | bee | beak | bedbug |
| 2. mink / mongoose | millipede | monkey | minnow | moose | mole |
| 3. transportation / truck | trolley | train | tractor | tricycle | tugboat |

Circle the correct pair of guide words for each of these words.

1. **Pool**
a) play / police b) poem / pot c) prosper / pull
2. **Bagpipe**
a) bag / bear b) bait / banter c) bad / baffle
3. **Monkey**
a) money / monk b) mole / mount c) more / move
4. **Car**
a) careful / cast b) carry / cart c) candle / carp

Look up these words and write down a definition.

1. Relentless

2. Serpent

3. Coward

4. Scenery

5. Combine

Sometimes there is more than one definition of a word. It is important to use the correct one.

Select the correct definition for each of these sentences using the dictionary entry to help you.

1. Is there any tea in the pitcher?

Definition 1

Definition 2

pitcher

1. A container to hold liquids (noun)
2. A person that throws the baseball to the batter (noun)

2. The girl dropped her ring on the floor.

Definition 1

Definition 2

ring

1. A piece of jewellery (noun)
2. A sound caused by a bell (verb)

Look up each of these words and write a sentence using it correctly. If there is more than one definition, choose one.

1. Antique

2. Engrossed

3. Reserved

4. Uneasy

Simple and Compound Sentences

A **simple sentence** is one which has one piece of information. It usually contains one subject and one verb.

A **compound sentence** is where two simple sentences have been joined together with a conjunction (and, but, or, so, etc.)

Read these sentences and tick the boxes to show whether they are simple or compound. The first two have been done for you.

	Simple	Compound
My little puppy is very cute.	✓	
Six small zebras climbed the hill and two big zebras ate grass.		✓
The cat chased the mouse so the mouse ran into the hole.		
The sly old fox crept sneakily into the chicken hutch.		
The little boy cried when the dog ran away.		
I bought an ice cream but my friend bought a bag of crisps.		
My best friend is kind, friendly and helpful.		

Underline the simple sentences within each of these compound sentences. The first one has been done for you.

1. Mrs Twine held Janet's hand but she did not speak.
2. Alex needs to work harder or he will never improve.
3. I missed my train to Cardiff so I had to get a taxi.
4. Would you like a coffee or would you prefer tea?
5. Jamie went to the park and he played football with his friends.
6. Carly wanted to do well on the test but she hadn't revised.

Join these simple sentences together to make compound sentences. Choose the most suitable conjunction from the list below. Try to only use each conjunction once.

and	because	so
then	or	but

1. I enjoy reading. I don't enjoy cooking.

2. I went to the park with my friends. We went to the cinema.

3. Kate walked home from school slowly. She was tired.

4. Babies cry all of the time. They can get some attention from their mum.

5. My brother's name is John. My sister's name is Sarah.

6. I can use simple sentences in my writing. I can use compound ones to make it more interesting.

Coordinating conjunctions

A **conjunction** is a word which is used to combine two words or pieces of information together.

A **coordinating conjunction** in particular, joins two equal pieces of information such as in a compound sentence where two simple sentences are combined.

Conjunctions in English are: **and, but, or, so**

"and" is used to show an agreement

"but" is used to show a disagreement

"so" is used to show a reason

"or" is used to show agreement or disagreement

Complete the following sentences with a coordinating conjunction from the box below.
Each conjunction can only be used once.

and	or	so	but
-----	----	----	-----

1. I had a cute puppy _____ I lost him.
2. They didn't want to be late _____ they hurried.
3. You can have vanilla ice cream _____ you can have chocolate ice cream.
4. Jill runs a mile every day _____ she swims on Fridays.

Combine each of these simple sentences to create a compound sentence using a suitable coordinating conjunction.

1. I wanted to backpack through Europe last summer. My mom told me I couldn't.

2. Julie bought her mom a sweater. Her mother loved it.

3. You can take a cruise to Greece. You can travel to Mexico.

4. Ted didn't have enough money to fly to Boston. He took the train.

5. We sprayed the ants but they keep coming back.

6. Let's go to Roaring Springs this summer, and go down the new slide.

7. My mother called, she told me not to stay out past dark.

8. The cloud is fluffy but won't last long.

Skimming for Information

Skimming is when you read a text quickly to get a general idea/overview of what it's about. You don't need to read every word to do this.

Skim the following extract and circle the words in the box.

flawless	white
dazzling	coat

The first thing you noticed about Miss Root was her teeth. She had the most dazzling white smile. Whiter than white. Like a fluorescent light. Her teeth were absolutely flawless. So flawless they couldn't possibly be real. The second thing you noticed about Miss Root was that she was impossibly tall. Her legs were so long and thin, it was like watching someone walk on stilts. She was dressed in a white laboratory coat, like the one a Science teacher wears when it's time for an experiment. Underneath the coat, her white blouse was matched by a long white flowing skirt. As she passed, Alfie looked down and noticed a large splash of red on the toe of one of her shiny white high-heel shoes.

Read the information in this extract from a school prospectus and answer the questions.

Portham Village Primary School

ABSENCE

Illness

If your child is absent from school you should telephone the school office on the first day. When he / she returns to school, a written explanation about the nature of the illness must be provided so that school records can be kept up-to-date.

All medical and dentist appointments should be made outside school hours unless unavoidable.

Holidays

The Board of Governors states that annual holiday should not be taken during term time. Although, at the discretion of the head teacher, pupils may take up to two weeks off school. If possible, this should be avoided as it is important that children do not miss out on their education (see page 9 regarding examinations).

1. Is this prospectus aimed at children or their parents?

2. Would you use this text to:
 - a) Find directions to the school?

 - b) Find out what time the school opens?

 - c) Find out about taking holidays?

3. Does the prospectus give parents information about examinations?

4. True or false: this text gives you the telephone number to call if your child is ill.

Scanning for Information

Scanning is when you use key words to search for specific information in a text. You don't need to read every word to do this.

Scan the word search to find these words.

ADJECTIVE
APOSTROPHE
COMMA
COMPLEX
COMPOUND
FULL STOP
NOUN
SCAN
SENTENCE
SIMPLE
SKIM
VERB

S	C	I	M	C	N	O	F	D	R	A
E	K	N	C	O	M	P	O	U	N	D
N	A	I	O	M	A	R	T	P	O	J
T	F	G	M	M	L	D	S	O	U	E
E	U	H	P	A	J	S	C	A	N	C
N	L	M	L	D	Y	I	I	E	T	T
C	L	K	E	K	A	M	T	S	Y	I
E	S	P	X	L	C	P	K	C	B	V
S	T	D	E	E	H	L	D	A	V	E
B	O	L	D	N	V	E	R	B	U	T
A	P	O	S	T	R	O	P	H	E	G

Read this information about chocolate and answer the questions which follow.

People think that chocolate causes spots and tooth decay, and has a reputation for being fattening. On the other hand, chocolate is also known for being an excellent anti-depressant. While there's still much we don't know about chocolate, recent research is helping us to understand how eating chocolate affects our health.

The good news is that most of the bad effects of eating chocolate are either exaggerated or entirely false. It has been proven eating chocolate does not cause acne. Eating chocolate (or not eating it) did not produce any changes to people's spots. These results are supported by research which shows that acne is not primarily linked to diet.

Dental research has proven that chocolate does not cause cavities or tooth decay. In fact, there are indications that the cocoa butter in the chocolate coats the teeth and may help protect them by preventing plaque from forming.

Obviously, eating too much of any food may cause health problems. The cocoa butter in chocolate does contain fat, which can cause heart problems.

1. What three things do people think eating chocolate causes?

2. What is one thing chocolate is excellent at doing?

3. What has it been proven that chocolate does not cause?

4. What in the chocolate causes heart disease?

5. How did you use scanning to answer these questions? Describe what you did.

Clauses

A **clause** is a collection of words that has a subject actively doing the verb.

For example,

since she laughs at different men

while she was wandering the streets

I despise individuals of low character

That man is uglier than a rabid racoon

*If a clause can stand alone, and form a complete sentence (with punctuation), it is a **main clause**. If the clause can't stand by itself it is a **subordinate clause**.

Show whether each of the following is a phrase or a clause by putting P (phrase) or C (clause). Remember that a phrase has no subject.

1. leaving open the door _____
2. while she was running _____
3. although he wanted to play football _____
4. watching carefully _____
5. I hate waking up early _____

In each of these sentences, underline the main clause and circle the subordinate clause. The first one has been done for you. This about which is the essential information and which is extra.

1. The prince and his knights rode into the valley because the dragon had burned the village.
2. I like to eat lunch outside when the sun is shining.
3. Since his car broke down, Mr. Evans rides the bus to work.
4. While the family slept, the mouse ran through the kitchen and ate the bread.
5. The ball bounced into the hole where Casey and Robert could not reach it.

Add your own main clause to each of these subordinate clauses to make a complete sentence.

1. because she liked to sing

2. which was against the chair

3. who was still at work

Below are sentences with a clause underlined. In the blank below the sentence, write whether the underlined clause is a main clause or subordinate.

1. The teacher who lives next door to Rob is Mrs Johnson. _____
2. Our dog will run away if the gate is left open. _____
3. Because the storm knocked out the power, school will be cancelled on Thursday. _____
4. This is the homework assignment that you missed last week. _____
5. The movie was good although it was too long. _____
7. The moon shone on the ocean while the whales rose to the surface. _____
8. At the end of his class, Jim walked to his locker where the coach was waiting. _____

Commas for Listing

Commas are used to separate items in a list.

Example:

Robbie is a sweet, caring and polite boy.

We will need a saw, a hammer and some nails to build the shed.

Identify which of these sentences uses commas in the correct places.

1. Grandma went to the shop and bought, carrots, broccoli, pork and gravy granules, to make a roast dinner.
2. My brother is going to Spain, France, Portugal and Italy in the summer.
3. My favourite chocolates are Bounty, Whisper, Kinder Bueno and Galaxy.
4. The perfect cup of tea should have a, tea bag, milk and sugar.

Correct these sentences by adding commas where needed.

1. Carlos wants to visit Paris Italy Germany and China.

2. My favourite colours are blue red and pink.

3. I like to go hiking fishing swimming and camping during summer.

4. I have to clean my room walk the dog and take out the rubbish.

5. The tree is very tall old and green.

6. I need to visit my mother wash my car and buy six stamps.

Rewrite this diary entry. Add commas where you think they are needed.

I was really busy this morning preparing for my family to come over for dinner. First thing this morning I got the cleaning done and I put on all the washing and I hoovered the house and I cleaned the windows and then I put the washing on the line.

After that I took the bus to town and went to the market to get the vegetables and I went to get a bag of rice and I went to the butcher's and then I picked up some fresh flowers.

Avoiding Splicing

Splicing is when two sentences are joined together without using a full stop or conjunction.

Comma splicing is when two sentences are joined together using a comma instead of a conjunction or full stop.

Examples:

David dragged his heels to the shop he was in a foul mood. (splice) **X**

David dragged his heels to the shop, he was in a foul mood. (comma splice) **X**

David dragged his heels to the shop because he was in a foul mood. (corrected with conjunction) ✓

David dragged his heels to the shop. He was in a foul mood. (corrected with new sentence) ✓

Correct the mistakes in each of these sentences by either adding a conjunction or by creating two separate sentences with a full stop and capital letter.

1. Ali stepped cautiously onto the pad he couldn't believe what he saw.

2. "It's amazing!" exclaimed Anna she was completely taken aback.

3. I think it would be better to go home now we need to go to bed.

4. Adam was extremely pleased with his work Beth was completely disgusted.

5. Eventually John was allowed to go home he had completed his work.

6. The door stopped rattling itself off its hinges it had been screwed securely to the wall.

7. The seven boys were determined to win they had lost the last two matches.

Rewrite this passage by correcting the comma splices.

The umbrella was large and stripy with a curved handle like an elephant's trunk, it was so huge that four people could walk underneath it, they had great fun. Sometimes the whole family would venture out in the rain just to hear it pattering on the great umbrella, people laughed at them but it was only because they wished they had one too, there was not a single shop in the whole world where you could buy another one like it.
