



BRITISH LEARNING CENTRE

YEAR 5

Grammar & Punctuation

Workbook

This workbook practises the Year 5 grammar and punctuation of the English National Curriculum, one short unit at a time.

Name:

English | Learn it · Practise · Challenge · Check

How to use this workbook

1

Learn it

Read the explanation, key words and worked example.

2

Practise

Answer the questions on Sheet A.

3

Challenge

Try the harder questions on Sheet B.

4

Check

Check with the answers at the back and tick the tracker.

My progress tracker

#	Unit · I can...	Tried	Nearly	Got it!
1	Making verbs with suffixes I can turn nouns and adjectives into verbs using -ate, -ise, -ify and -en.			
2	Verb prefixes I can use the prefixes dis-, de-, mis-, over- and re- to change verbs.			
3	Relative clauses: who, which, that I can use relative clauses beginning with who, which and that.			
4	Relative clauses: where, when, whose I can use relative clauses with where, when and whose, and can omit the pronoun.			
5	Possibility: adverbs I can use adverbs to show how likely something is.			
6	Possibility: modal verbs I can use modal verbs to show how likely something is.			
7	Cohesion within a paragraph I can link sentences in a paragraph using adverbials and pronouns.			
8	Cohesion across paragraphs I can link paragraphs using adverbials of time, place and number.			
9	Brackets for parenthesis I can use brackets to add extra information to a sentence.			
10	Dashes and commas for parenthesis I can use dashes and commas to show parenthesis.			
11	Commas to make meaning clear I can use commas to make my meaning clear and avoid ambiguity.			
12	Year 5 grammar words I can use the Year 5 grammar terms correctly.			



CHECK

Start test

Start test

Name _____ Date _____ Score _____ / 20

Answer each question. Do your best!

1 Which word is a verb made with a suffix? **Tick one.**☐ weakness ☐ weaken ☐ weakly ☐ weaker2 Which prefix means 'wrongly'? **Tick one.**☐ re- ☐ mis- ☐ over- ☐ de-

3 Add a prefix to make a word meaning 'build again': _____ build

4 Write who or which: The parrot, _____ can talk, is very old.

5 Which words are the relative clause? *The boy who lives next door is ten.* **Tick one.**☐ The boy ☐ who lives next door ☐ is ten ☐ next door is ten

6 Write where, when or whose: That is the girl _____ dog barks all night.

7 Which adverb shows the most certainty? **Tick one.**☐ maybe ☐ perhaps ☐ definitely ☐ possibly8 Which word is the modal verb? *You must wear a helmet.* **Tick one.**☐ You ☐ must ☐ wear ☐ helmet9 Rewrite the sentence so it is less certain: *It will rain later.*

10 Which adverbial shows time? **Tick one.**☐ Under the table ☐ The next day ☐ Secondly ☐ Nearby

11 Choose a pronoun: The pupils finished the project. _____ were very proud.

12 Add brackets: *The Amazon a huge rainforest is home to jaguars.*

13 Add a pair of commas: *My aunt a doctor lives in Paris.*

14 Which sentence uses dashes correctly? **Tick one.**

- ☐ The kitten – only a week old – mewed loudly.
☐ The kitten only – a week old mewed – loudly.
-

15 Add a comma to show who is being spoken to: *Wake up Leo!*

16 What is the name for extra information in brackets, dashes or commas? **Tick one.**

- ☐ parenthesis ☐ cohesion ☐ ambiguity ☐ suffix
-

17 Which word is a relative pronoun? **Tick one.**

- ☐ whose ☐ might ☐ perhaps ☐ then
-

18 Turn the adjective into a verb: Can you _____ this sentence? (simple)

19 Join the sentences with a relative clause: *The film was scary. We watched the film last night.*

20 Which sentence uses a comma to make the meaning clear? **Tick one.**

- ☐ After eating, the baby slept. ☐ After eating the baby slept.
-

1

UNIT 1 · LEARN IT

Making verbs with suffixes

I can... turn nouns and adjectives into verbs using -ate, -ise, -ify and -en.

A suffix is a group of letters added to the end of a word. The suffixes **-ate**, **-ise**, **-ify** and **-en** can turn a noun or an adjective into a verb.

Examples: *active* → *activate*, *apology* → *apologise*, *pure* → *purify*, *short* → *shorten*. Sometimes the spelling changes: we often drop a final *e* or *y* before adding the suffix.

Top tip: In British English, we usually spell -ise with an *s*: realise, apologise.

Key words

suffix

verb

noun

adjective

root word

Worked example

The tailor will shorten my trousers. (short)

Add a suffix to make a verb.

- 1 The sky began to _____ before the storm. (dark)

- 2 Please _____ your pencil before the test. (sharp)

- 3 We must _____ the rules so everyone can follow them. (simple)

- 4 Ravi forgot to _____ his teacher about the trip. (note)

- 5 Mei tried to _____ the list of French words. (memory)

- 6 Bees _____ flowers as they fly from plant to plant. (pollen)

- 7 The builders will _____ the road to make room for buses. (wide)

- 8 Scientists _____ animals into groups. (class)

- 9 Omar wanted to _____ to his sister for breaking her toy. (apology)

- 10 Press this button to _____ the alarm. (active)

- 11 Loud thunder can _____ small children. (fright)

- 12 The water will _____ into ice in the freezer. (solid)

How did I do? ☐ Tried ☐ Nearly ☐ Got it!

Answer each question.

1 Which word is a verb made with a suffix? **Tick one.**

☐ brightness ☐ brighten ☐ brightly ☐ brighter

2 Which words are verbs? **Tick all that apply.**

☐ terrify ☐ terror ☐ terrible ☐ horrify

3 Which suffix turns **length** into a verb? **Tick one.**

☐ -ate ☐ -ise ☐ -ify ☐ -en

4 Which suffix turns **beauty** into a verb? **Tick one.**

☐ -ate ☐ -ise ☐ -ify ☐ -en

5 Write the root word of each verb: **justify, modernise, captivate.**

6 Make a verb: The sun will _____ the chocolate. (soft)

7 Make a verb: Roll the dough to _____ it before you bake it. (flat)

8 Write a sentence using the verb **apologise**.

9 Write a sentence using the verb **strengthen**.

10 Explain what the suffix **-ify** does to the word **pure**.

How did I do? ☐ Tried ☐ Nearly ☐ Got it!

Verb prefixes

I can... use the prefixes dis-, de-, mis-, over- and re- to change verbs.

A prefix is added to the start of a word. It changes the meaning of the word, but the spelling of the root word stays the same.

dis- and **de-** often mean 'the opposite of' or 'take away' (*disagree*, *defrost*). **mis-** means 'wrongly' (*misspell*). **over-** means 'too much' (*oversleep*). **re-** means 'again' or 'back' (*rebuild*).

Top tip: Adding a prefix never changes the root word: mis + spell = misspell.

Key words

prefix

verb

root word

opposite

meaning

Worked example

Which word means 'to heat too much'?

☐ reheat ☒ overheat ☐ misheat ☐ deheat

Tick one.

1 Which prefix means 'again'?

☐ dis- ☐ re- ☐ over- ☐ mis-

2 Which word means 'to understand wrongly'?

☐ reunderstand ☐ misunderstand ☐ disunderstand ☐ overunderstand

3 Which word means 'to remove the frost'?

☐ refrost ☐ defrost ☐ overfrost ☐ misfrost

4 Which word is the opposite of **appear**?

☐ reappear ☐ misappear ☐ disappear ☐ overappear

5 Which word means 'to cook too much'?

☐ recook ☐ miscook ☐ decook ☐ overcook

6 Which word means 'to put in the wrong place'?

☐ replace ☐ misplace ☐ displace ☐ overplace

7 Which word means 'to take the water out of something'?

☐ rehydrate ☐ dehydrate ☐ overhydrate ☐ mishydrate

8 Which word means 'to sleep for too long'?

☐ resleep ☐ missleep ☐ oversleep ☐ desleep

9 Which word is the opposite of **like**?

☐ relike ☐ dislike ☐ mislike ☐ overlike

How did I do? ☐ Tried ☐ Nearly ☐ Got it!

Use a word from the word bank.

Word bank: disagree · decode · misbehave · overflow · reuse · disconnect · misspell · overestimate · recharge · deactivate

- 1 If you keep pouring, the bath will _____.
- 2 Please _____ your tablet before the trip.
- 3 We can _____ these glass jars to store pens.
- 4 Try not to _____ the word 'necessary'.
- 5 The spies had to _____ the secret message.
- 6 I _____ with you. I think blue is better.
- 7 Pull out the plug to _____ the lamp.
- 8 The puppy may _____ if it is left alone.
- 9 Don't _____ how much time you have. It is less than you think!
- 10 Enter the code to _____ the alarm.

How did I do? ☐ Tried ☐ Nearly ☐ Got it!

Relative clauses: who, which, that

I can... use relative clauses beginning with **who**, **which** and **that**.

A relative clause adds information about a noun. It begins with a relative pronoun such as **who**, **which** or **that**.

Use **who** for people, **which** for things and animals, and **that** for people or things. When a relative clause adds extra information, we put commas around it: *My bike, which is red, is new.*

Key words

relative clause

relative pronoun

noun

clause

Top tip: Ask yourself: which noun is the clause telling me more about?

Worked example

The girl who (or that) won the race is my cousin.

Write who, which or that.

- 1 My uncle, _____ lives in Seoul, is a chef.

- 2 The bike _____ I got for my birthday is red.

- 3 Amara, _____ is ten, plays the violin.

- 4 The river, _____ flows through Bangkok, is called the Chao Phraya.

- 5 Did you see the man _____ fixed our roof?

- 6 Our dog, _____ is very old, sleeps all day.

- 7 The cake _____ Luca baked was delicious.

- 8 Children _____ read every day learn many new words.

- 9 The museum, _____ opened last year, has a dinosaur skeleton.

- 10 The teacher _____ helped me is called Mrs Park.

- 11 Elephants, _____ are the largest land animals, eat only plants.

- 12 I lost the book _____ you lent me.

How did I do? ☐ Tried ☐ Nearly ☐ Got it!

Answer each question.

1 Which sentence contains a relative clause? **Tick one.**

- ☐ Sofia ran to school because she was late.
- ☐ The jumper, which was too small, went to my brother.
- ☐ After lunch, we played football. ☐ Kai and Ana went swimming.

2 Which word is the relative pronoun? *The actor who played the king was brilliant.* **Tick one.**

- ☐ actor ☐ who ☐ played ☐ king

3 Which words are the relative clause? *My phone, which was new, fell in the pool.* **Tick one.**

- ☐ My phone ☐ which was new ☐ fell in the pool ☐ in the pool

4 Add a relative clause beginning with **which**: *The tiger slept in the shade.*

5 Add a relative clause beginning with **who**: *My grandmother makes noodles.*

6 Join the two sentences using **which**: *The bus was late. The bus was full.*

7 Join the two sentences using **who**: *Hana is my best friend. Hana loves art.*

8 Which sentence uses the relative pronoun correctly? **Tick one.**

- ☐ The pen who I found is blue. ☐ The pen which I found is blue.
- ☐ The pen whose I found is blue.

How did I do? ☐ Tried ☐ Nearly ☐ Got it!

Relative clauses: where, when, whose

I can... use relative clauses with where, when and whose, and can omit the pronoun.

Use **where** for places, **when** for times and **whose** to show that something belongs to someone: *The boy whose bag was lost cried.*

Sometimes the relative pronoun can be left out (omitted): *The film that we watched was funny.* → *The film we watched was funny.* The clause is still a relative clause.

Top tip: You can only leave out the pronoun when another noun or pronoun comes straight after it.

Key words

relative pronoun

relative clause

place

time

belonging

Worked example

That is the café where we first met.

Write where, when or whose.

- 1 This is the park _____ I learnt to ride a bike.

- 2 Saturday is the day _____ we visit Grandpa.

- 3 The boy _____ bag was lost went to the office.

- 4 Phuket is the island _____ my aunt lives.

- 5 I remember the time _____ it snowed in Tokyo.

- 6 The girl _____ painting won the prize is in my class.

- 7 The hospital _____ I was born is in Dubai.

- 8 Summer is the season _____ the beach is busiest.

- 9 That is the author _____ books I love.

- 10 We found a shop _____ they sell old stamps.

- 11 Do you remember the morning _____ we missed the train?

- 12 Mr Ali, _____ car is blue, is our neighbour.

How did I do? ☐ Tried ☐ Nearly ☐ Got it!

Answer each question.

- 1 In which sentence has the relative pronoun been left out? **Tick one.**
☐ The song that we sang was long. ☐ The song we sang was long.
☐ The song, which was long, made us tired.
- 2 Rewrite the sentence without the relative pronoun: *The book that I borrowed is overdue.*

- 3 Rewrite the sentence without the relative pronoun: *The present that Nina chose was perfect.*

- 4 Which sentences contain a relative clause? **Tick all that apply.**
☐ The town where I grew up is small. ☐ I grew up in a small town.
☐ The pilot whose plane landed first waved. ☐ When it rains, we stay in.
- 5 Add a relative clause beginning with **whose**: *The man is a pilot.*

- 6 Add a relative clause beginning with **where**: *The kitchen is very small.*

- 7 Add a relative clause beginning with **when**: *I will never forget the day.*

- 8 Which relative pronoun completes the sentence? *The student ___ phone rang had to leave.*
Tick one.
☐ who ☐ which ☐ whose ☐ where

How did I do? ☐ Tried ☐ Nearly ☐ Got it!

Possibility: adverbs

I can... use adverbs to show how likely something is.

Some adverbs show how sure we are about something. *Perhaps*, *maybe* and *possibly* show that something might happen. *Probably* shows that it is likely.

Surely, *definitely*, *certainly*, *clearly* and *obviously* show that we are very sure: *Surely the bus will come soon.*

Top tip: Put the adverbs on a line from least sure (possibly) to most sure (definitely).

Key words

adverb

possibility

certain

likely

unlikely

Worked example

Which adverb shows the speaker is most certain? ___ *it will rain today.*

☐ Perhaps ☐ Possibly ☒ Definitely ☐ Maybe

Tick one.

- 1 Which adverb shows that something is **likely**?
☐ probably ☐ never ☐ quickly ☐ loudly
- 2 Which word is an adverb of possibility?
☐ happy ☐ perhaps ☐ table ☐ run
- 3 Which sentence shows the most certainty?
☐ Maybe we will win. ☐ We will definitely win. ☐ Perhaps we will win.
☐ We could possibly win.
- 4 Which sentence shows the least certainty?
☐ It will certainly snow. ☐ It will probably snow. ☐ It might possibly snow.
☐ It will definitely snow.
- 5 Which adverb completes the sentence? *Tom is not here. He has ___ gone home.*
☐ probably ☐ slowly ☐ loudly ☐ badly
- 6 Which adverb means the same as **maybe**?
☐ perhaps ☐ surely ☐ clearly ☐ certainly
- 7 Which adverb shows the speaker is very sure?
☐ possibly ☐ certainly ☐ maybe ☐ perhaps
- 8 Which word is the adverb of possibility? *Surely the shop will be open now.*
☐ Surely ☐ shop ☐ open ☐ now
- 9 Which word is the adverb of possibility? *We will obviously need a map.*
☐ will ☐ obviously ☐ need ☐ map
- 10 Which adverb best completes the sentence? *Look at those dark clouds! It will ___ rain soon.*
☐ certainly ☐ never ☐ softly ☐ sadly

How did I do? ☐ Tried ☐ Nearly ☐ Got it!

Answer each question.

- 1 Put these adverbs in order from least certain to most certain: **definitely, maybe, probably**.

- 2 Add an adverb of possibility: The bus is very late. It has _____ broken down.

- 3 Rewrite the sentence so it is more certain: *Maybe Priya will come to the party.*

- 4 Rewrite the sentence so it is less certain: *Jun will definitely be late.*

- 5 Write a sentence about tomorrow's weather using **perhaps**.

- 6 Write a sentence using **surely**.

- 7 Which words are adverbs of possibility? **Tick all that apply.**

☐ obviously ☐ happily ☐ possibly ☐ clearly ☐ early

- 8 Explain the difference: *We will probably win.* / *We will certainly win.*

How did I do? ☐ Tried ☐ Nearly ☐ Got it!

Possibility: modal verbs

I can... use modal verbs to show how likely something is.

A modal verb goes before a main verb. It shows how likely something is, or whether we should do it. Modal verbs include *can, could, may, might, will, would, shall, should, must*.

Might, may and *could* show that something is possible. *Should* shows it is likely or a good idea. *Will* and *must* show that we are certain or that something has to happen.

Key words

modal verb

possibility

certainty

main verb

Top tip: A modal verb never changes: I might, she might, they might.

Worked example

Which word is the modal verb? *You should drink more water.*

☐ You ☒ should ☐ drink ☐ water

Tick one.

- 1 Which word is the modal verb? *We might go to the beach.*
☐ We ☐ might ☐ go ☐ beach
- 2 Which word is the modal verb? *Lions can run very fast.*
☐ Lions ☐ can ☐ run ☐ fast
- 3 Which modal verb shows the most certainty?
☐ might ☐ could ☐ will ☐ may
- 4 Which modal verb shows that something is only possible?
☐ must ☐ will ☐ might ☐ shall
- 5 Which sentence means that you have to do it?
☐ You might tidy up. ☐ You must tidy up. ☐ You could tidy up.
☐ You may tidy up.
- 6 Which modal verb completes the sentence? *If you practise, you ___ get better.*
☐ should ☐ mustn't ☐ won't ☐ can't
- 7 Which word is the modal verb? *The train should arrive at six.*
☐ train ☐ should ☐ arrive ☐ six
- 8 Which sentence shows the least certainty?
☐ It will rain. ☐ It must rain. ☐ It might rain. ☐ It is raining.
- 9 Which word is the modal verb? *You may leave the table now.*
☐ You ☐ may ☐ leave ☐ table
- 10 Which sentence gives advice?
☐ You should take a coat. ☐ You took a coat. ☐ You are taking a coat.
☐ Your coat is here.

How did I do? ☐ Tried ☐ Nearly ☐ Got it!

Answer each question.

1 Which words are modal verbs? **Tick all that apply.**

☐ could ☐ walk ☐ shall ☐ would ☐ happy ☐ must

2 Add a modal verb: Mia is ill, so she _____ not come to school today.

3 Rewrite the sentence so it is certain: *The parcel might arrive today.*

4 Rewrite the sentence so it is only possible: *We will visit the zoo.*

5 Write a classroom rule using **must**.

6 Write a piece of advice using **should**.

7 Explain the difference: *You could help.* / *You must help.*

8 Which word is the modal verb? *Perhaps we could make pancakes.* **Tick one.**

☐ Perhaps ☐ could ☐ make ☐ pancakes

How did I do? ☐ Tried ☐ Nearly ☐ Got it!

Cohesion within a paragraph

I can... link sentences in a paragraph using adverbials and pronouns.

Cohesion means that sentences link together well. In a paragraph, adverbials such as *firstly*, *then*, *after that* and *finally* show the order of events.

Pronouns and words like *this* and *these* refer back to something already mentioned, so you do not repeat the same nouns:

Plants need light. This helps them grow.

Top tip: Read your paragraph aloud. If you repeat a noun many times, try a pronoun.

Key words

cohesion

paragraph

adverbial

pronoun

repetition

Worked example

Firstly, crack the eggs into a bowl.

Then (or Next / After that), whisk them with a fork.

Use a word from the word bank.

Word bank: Firstly · Then · Next · After · Finally · This · These · It · They

- 1 _____, wash your hands with soap.

- 2 Put the seed in the soil. _____, water it every day.

- 3 Leo trained every morning for months. _____ helped him win the race.

- 4 Maya found two old coins in the garden. _____ were over 100 years old.

- 5 We visited the temple in the morning. _____ that, we had lunch by the river.

- 6 The new robot was built in Japan. _____ can speak three languages.

- 7 Mix the flour and sugar together. _____, pour the mixture into a tin.

- 8 Kofi and Ama missed the bus. _____ had to walk to school.

- 9 _____, check your work carefully before you hand it in.

- 10 Whale sharks can grow to 12 metres long. _____ enormous fish eat tiny plankton.

How did I do? ☐ Tried ☐ Nearly ☐ Got it!

Answer each question.

- 1 Rewrite using a pronoun to avoid repetition: *The cat sat on the wall. The cat watched the birds.*

- 2 Rewrite using pronouns: *Sara and Ben built a den. Sara and Ben slept in the den.*

- 3 Which word best links the sentences? *The storm was very strong. ___ caused the power to go off.* **Tick one.**

☐ This ☐ Firstly ☐ Here ☐ Them

- 4 Which adverbial shows the last step? **Tick one.**

☐ Firstly ☐ Next ☐ Finally ☐ Then

- 5 Add adverbials to put these steps in order: ___ *fill the kettle.* ___ *switch it on.* ___ *pour the water into a cup.*

- 6 What does **it** refer to? *Nam found a wallet on the path. He took it to the police station.* **Tick one.**

☐ Nam ☐ the wallet ☐ the path ☐ the police station

- 7 Which word refers back to the whole first sentence? *Everyone forgot their homework. This made the teacher cross.* **Tick one.**

☐ Everyone ☐ This ☐ their ☐ teacher

- 8 Write three sentences about your morning. Use **firstly**, **after that** and **finally**.

How did I do? ☐ Tried ☐ Nearly ☐ Got it!

Cohesion across paragraphs

I can... link paragraphs using adverbials of time, place and number.

Adverbials at the start of a paragraph help the reader follow the writing. Adverbials of **time** show when (*Later that day*). Adverbials of **place** show where (*Back at the camp*). Adverbials of **number** show order (*Firstly, Secondly*).

When an adverbial starts a sentence, put a comma after it.

Top tip: Remember the comma: The next morning, the storm had passed.

Key words

cohesion

paragraph

adverbial

time

place

number

Worked example

Which adverbial of time could start the next paragraph?

- ☐ Under the bridge ☒ The following morning
☐ Secondly ☐ Nearby

Tick time, place or number for each adverbial.

1 *Later that night*

☐ time ☐ place ☐ number

2 *Deep in the forest*

☐ time ☐ place ☐ number

3 *Secondly*

☐ time ☐ place ☐ number

4 *At the end of the street*

☐ time ☐ place ☐ number

5 *Three days later*

☐ time ☐ place ☐ number

6 *On the other side of the river*

☐ time ☐ place ☐ number

7 *First of all*

☐ time ☐ place ☐ number

8 *The following summer*

☐ time ☐ place ☐ number

How did I do? ☐ Tried ☐ Nearly ☐ Got it!

Read the recount. Then answer the questions.

Our trip to the floating market FICTION

(1) _____, our class left school at seven o'clock. The coach drove for two hours before we reached the canal.

(2) _____, hundreds of boats were piled high with mangoes, noodles and flowers. Sellers called out prices to the busy crowds.

(3) _____, we sailed back along the canal in a long-tail boat. Everyone was tired but happy.

- 1 Write an adverbial of time for gap (1).

- 2 Write an adverbial of place for gap (2).

- 3 Write an adverbial of time for gap (3).

- 4 Which punctuation mark should follow each adverbial? **Tick one.**

☐ full stop ☐ comma ☐ question mark ☐ colon

- 5 Which adverbial of number could start a paragraph giving a second reason? **Tick one.**

☐ Secondly ☐ Nearby ☐ Yesterday ☐ Suddenly

- 6 Write the first sentence of a fourth paragraph. Start with an adverbial of time.

- 7 Rewrite with the adverbial at the start: *We ate lunch under a big umbrella after the boat trip.*

How did I do? ☐ Tried ☐ Nearly ☐ Got it!

Brackets for parenthesis

I can... use brackets to add extra information to a sentence.

Parenthesis is a word or phrase added to a sentence to give extra information. If you take it out, the sentence still makes sense.

Brackets () are one way to show parenthesis. They always come in pairs: *Mount Fuji (the highest mountain in Japan) is a volcano.*

Key words

parenthesis

brackets

extra information

sentence

Top tip: Cover the words in brackets. Does the sentence still make sense?

Worked example

Add brackets: *My brother who is six loves trains.*

My brother (who is six) loves trains.

Add brackets to show the parenthesis.

1 *Our new teacher Mr Kim is from Busan.*

2 *The Nile about 6,650 km long is a very long river.*

3 *My cat a fluffy grey Persian sleeps on my bed.*

4 *Singapore a small island country has a busy port.*

5 *Please bring a snack an apple or a banana on the trip.*

6 *The tickets 200 baht each sold out quickly.*

7 *Grandad aged 80 still swims every day.*

8 *The Great Wall of China over 2,000 years old attracts millions of visitors.*

9 *The Mekong River over 4,000 km long flows through six countries.*

10 *My best friend Zara is coming to stay.*

How did I do? ☐ Tried ☐ Nearly ☐ Got it!

Answer each question.

1 Which sentence uses brackets correctly? **Tick one.**

- ☐ The (film) was very long and boring. ☐ Yuki (my best friend) is moving to Osaka.
☐ Yuki my (best friend) is moving to Osaka. ☐ (Yuki my best) friend is moving to Osaka.

2 Which words could go in the brackets? *The recipe () was easy to follow.* **Tick one.**

- ☐ from my aunt's book ☐ was easy ☐ to follow

3 What is the name for extra information added to a sentence? **Tick one.**

- ☐ parenthesis ☐ paragraph ☐ prefix ☐ pronoun

4 Add your own parenthesis in brackets: *My favourite food is spicy.*

5 Add your own parenthesis in brackets: *The shark swam past the divers.*

6 Rewrite the sentence, adding *a tall white building* in brackets: *Our hotel was next to the beach.*

7 Explain why brackets are used here: *Dr Chen (a famous scientist) visited our school.*

8 Write a sentence about an animal. Use brackets for parenthesis.

How did I do? ☐ Tried ☐ Nearly ☐ Got it!

Dashes and commas for parenthesis

I can... use dashes and commas to show parenthesis.

Parenthesis can also be shown with a pair of dashes or a pair of commas: *The bus – which was very old – broke down.* *The bus, which was very old, broke down.*

Commas are used most often. Dashes make the extra information stand out more. Brackets make it feel like an aside.

Top tip: Parenthesis comes in pairs: two commas, two dashes or two brackets.

Key words

parenthesis

dash

comma

brackets

pair

Worked example

Add a pair of dashes: *The old clock a gift from Grandma still works.*

The old clock – a gift from Grandma – still works.

Add a pair of commas or dashes.

- 1 *Carlos my neighbour plays the drums.*

- 2 *The volcano which had been quiet for years suddenly erupted.*

- 3 *Our holiday a week in Vietnam was amazing.*

- 4 *Mrs Osei the head teacher gave out the prizes.*

- 5 *The octopus clever and quick escaped from its tank.*

- 6 *My new shoes bright orange ones were a present.*

- 7 *Kyoto an old city in Japan has many temples.*

- 8 *The last train due at midnight was cancelled.*

- 9 *The film a comedy about a talking dog made us laugh.*

- 10 *Lucas who is the fastest runner won the race.*

How did I do? ☐ Tried ☐ Nearly ☐ Got it!

Answer each question.

1 Which sentence uses commas for parenthesis correctly? **Tick one.**

- ☐ The lake, which was frozen, sparkled in the sun.
☐ The lake which, was frozen sparkled in the sun.
☐ The lake, which was frozen sparkled, in the sun.
☐ The, lake which was frozen, sparkled in the sun.

2 Which punctuation could replace the brackets? *Jamal (the tallest boy in class) played in goal.* **Tick all that apply.**

- ☐ a pair of commas ☐ a pair of dashes ☐ a pair of full stops
☐ a pair of question marks

3 What is missing? *The castle – built in 1450 stands on a hill.* **Tick one.**

- ☐ a second dash ☐ a full stop ☐ a question mark ☐ a capital letter

4 Rewrite using dashes instead of brackets: *The storm (the worst for years) closed the airport.*

5 Rewrite using commas instead of dashes: *My sister – a keen runner – won a medal.*

6 Add parenthesis between commas: *The pizza was delicious.*

7 Add parenthesis between dashes: *The monkey stole my sandwich.*

8 Explain why this sentence is wrong: *My uncle, who is a pilot flies to Dubai.*

How did I do? ☐ Tried ☐ Nearly ☐ Got it!

Commas to make meaning clear

I can... use commas to make my meaning clear and avoid ambiguity.

Ambiguity means that a sentence could have more than one meaning. A comma can make the meaning clear.

Compare *Let's eat, Grandma!* (talking to Grandma) with *Let's eat Grandma!* (a very different meaning). Commas also separate items in a list and come after fronted adverbials.

Top tip: Read the sentence aloud and pause where the comma should go.

Key words

comma

ambiguity

meaning

fronted adverbial

list

Worked example

Which sentence is talking **to** Sam?

☒ Do you know, Sam? ☐ Do you know Sam?

Tick one.

- 1 Which sentence is talking **to** Ella?
☐ Let's call Ella. ☐ Let's call, Ella.
- 2 Which sentence shows that you love three different things?
☐ I love cooking my family and my dog. ☐ I love cooking, my family and my dog.
- 3 Which sentence is talking **to** Grandpa?
☐ Stop Grandpa! ☐ Stop, Grandpa!
- 4 Which sentence makes the meaning clear?
☐ As the boys ate the pizza fell on the floor.
☐ As the boys ate, the pizza fell on the floor.
- 5 Which sentence has the comma in the right place?
☐ While Dad cooked, the cat sat on the table.
☐ While Dad cooked the cat, sat on the table.
- 6 Which sentence is asking Kim a question?
☐ Are you coming, Kim? ☐ Are you, coming Kim?
- 7 Which sentence is talking **to** Priya?
☐ Priya, the bus is here. ☐ Priya the bus is here.
- 8 Which sentence means that the teacher said Jack was late?
☐ The teacher, said Jack, was late. ☐ The teacher said Jack was late.

How did I do? ☐ Tried ☐ Nearly ☐ Got it!

Answer each question.

- 1 Add a comma to show you are talking to Nadia: *Can we go now Nadia?*
- _____
- 2 Add a comma to make the meaning clear: *While Nina was reading her little sister played.*
- _____
- 3 Add a comma to make the meaning clear: *When the lions had eaten the keepers cleaned the cage.*
- _____
- 4 Add commas: *We bought mangoes pineapples coconuts and limes.*
- _____
- 5 Why is the comma used? *Hurry up, Tariq!* **Tick one.**
- ☐ to separate items in a list ☐ to show who is being spoken to
- ☐ to show parenthesis ☐ after a fronted adverbial
- 6 Why is the comma used? *After the concert, we took a taxi home.* **Tick one.**
- ☐ to separate items in a list ☐ to show who is being spoken to
- ☐ to show parenthesis ☐ after a fronted adverbial
- 7 Explain how the comma changes the meaning: *Most of the time travellers worry about delays. / Most of the time, travellers worry about delays.*
- _____
- _____
- 8 Write the same words twice, with and without a comma, so that they mean different things.
- _____
- _____

How did I do? ☐ Tried ☐ Nearly ☐ Got it!

Year 5 grammar words

I **can...** use the Year 5 grammar terms correctly.

This unit revises the grammar words from Year 5. Knowing these terms helps you to talk about your writing and to answer test questions.

Read the table carefully. Then try to explain each term in your own words.

Top tip: Make a card for each term with a definition on one side and an example on the other.

Key words

modal verb

relative pronoun

relative clause

parenthesis

cohesion

ambiguity

Worked example

Term	Example
modal verb	We might go out.
relative pronoun	The boy who sings...
relative clause	The cake, which was pink , was tasty.
parenthesis	Leo (my cousin) is nine.
bracket / dash	() and –
cohesion	Firstly... This means... After that ...
ambiguity	Let's eat Grandma! / Let's eat, Grandma!

Tick one.

- 1 What is the underlined word? *We should leave soon.*
☐ modal verb ☐ relative pronoun ☐ adverb ☐ noun
- 2 What is the underlined word? *The girl whose kite flew away cried.*
☐ modal verb ☐ relative pronoun ☐ prefix ☐ preposition
- 3 What are the underlined words? *The shop, which sells toys, is closed.*
☐ relative clause ☐ main clause ☐ prefix ☐ modal verb
- 4 Which punctuation shows parenthesis here? *Emma – my cousin – is a nurse.*
☐ dashes ☐ brackets ☐ commas ☐ full stops
- 5 What is the underlined part? *Kenji (the goalkeeper) saved it.*
☐ parenthesis ☐ relative clause ☐ modal verb ☐ suffix
- 6 Which term means 'a sentence could have two meanings'?
☐ ambiguity ☐ cohesion ☐ parenthesis ☐ suffix
- 7 Which term means 'how well sentences and paragraphs link together'?
☐ ambiguity ☐ cohesion ☐ parenthesis ☐ prefix
- 8 What is the underlined part of the word? *mislead*
☐ prefix ☐ suffix ☐ root word ☐ clause
- 9 What is the underlined part of the word? *simplify*
☐ prefix ☐ suffix ☐ root word ☐ clause
- 10 Which word is an adverb of possibility?
☐ perhaps ☐ might ☐ which ☐ dash

How did I do? ☐ Tried ☐ Nearly ☐ Got it!

Answer each question.

- 1 Write a relative pronoun: The café _____ we had breakfast was busy.
- 2 Rewrite with a pair of dashes: *My bike, which is brand new, has a bell.*
- 3 Which verb is formed with a suffix? **Tick one.**
☐ redo ☐ beautify ☐ beauty ☐ beautiful
- 4 Add a comma to make the meaning clear: *Before we ate the dog barked.*
- 5 Add a prefix to make the opposite. Please do not _____ obey the rules.
- 6 Rewrite with a modal verb to show it is possible, not certain: *We will win the match.*
- 7 Which adverbial could start a new paragraph about a different place? **Tick one.**
☐ Meanwhile ☐ Back at home ☐ Thirdly ☐ Finally
- 8 What does **This** refer to? *Ali spilt paint all over the floor. This made Mr Lee very cross.* **Tick one.**
☐ Ali ☐ the paint ☐ spilling paint on the floor ☐ the floor
- 9 Write a sentence with a relative clause starting with **who**. Use commas for parenthesis.

How did I do? ☐ Tried ☐ Nearly ☐ Got it!



CHECK

End test

End test

Name _____ Date _____ Score _____ / 20

Answer each question. Do your best!

1 Which word is a verb? **Tick one.**☐ solid ☐ solidify ☐ solidity ☐ solidly

2 Turn the adjective into a verb: The dentist will _____ your teeth. (white)

3 Which word means 'to charge again'? **Tick one.**☐ discharge ☐ recharge ☐ overcharge ☐ mischarge

4 Add a prefix to make the opposite: _____ connect

5 Write who or which: The chef, _____ came from Italy, made pasta.

6 Write where, when or whose: I love the time _____ the fireflies come out.

7 Rewrite without the relative pronoun: *The game that we played was fun.*

8 Which sentence shows the least certainty? **Tick one.**☐ Surely we will win. ☐ Perhaps we will win. ☐ We will definitely win.
☐ Clearly we will win.9 Which word is the modal verb? *The plane could land early.* **Tick one.**☐ plane ☐ could ☐ land ☐ early10 Write a sentence using the modal verb **should**.

11 Which adverbial of number could start a paragraph? **Tick one.**☐ Firstly ☐ Tomorrow ☐ Upstairs ☐ Suddenly12 What does **it** refer to? *Aya dropped her phone in the sea. Luckily, it still worked.* **Tick one.**

☐ Aya ☐ the phone ☐ the sea

13 Add brackets: *My grandad a keen gardener grows chillies.*

14 Add a pair of dashes: *The ice cream strawberry flavour melted fast.*

15 Which sentence uses commas for parenthesis correctly? **Tick one.**

☐ Oscar, our captain, scored twice. ☐ Oscar our, captain scored, twice.

16 Add a comma to make the meaning clear: *While the girls were painting the cat walked in.*

17 Which word means 'a sentence could have more than one meaning'? **Tick one.**

☐ cohesion ☐ ambiguity ☐ parenthesis ☐ prefix

18 Which words are modal verbs? **Tick all that apply.**

☐ will ☐ shall ☐ happy ☐ might ☐ slowly

19 Add a relative clause beginning with **whose**: *The artist is famous.*

20 Write a sentence that starts with an adverbial of place. Remember the comma.

**Start test**

1 weaken 2 mis- 3 re 4 which 5 who lives next door 6 whose 7 definitely 8 must 9 Answers will vary, e.g. It might rain later. 10 The next day 11 They 12 The Amazon (a huge rainforest) is home to jaguars. 13 My aunt, a doctor, lives in Paris. 14 The kitten – only a week old – mewed loudly. 15 Wake up, Leo! 16 parenthesis 17 whose 18 simplify 19 The film that (or which) we watched last night was scary. (or The film we watched last night was scary.) 20 After eating, the baby slept.

Unit 1 • Sheet A — Making verbs with suffixes

1 darken 2 sharpen 3 simplify 4 notify 5 memorise 6 pollinate 7 widen 8 classify 9 apologise 10 activate 11 frighten 12 solidify

Unit 1 • Sheet B — Making verbs with suffixes

1 brighten 2 terrify; horrify 3 -en 4 -ify 5 just, modern, captive 6 soften 7 flatten 8 Answers will vary, e.g. I will apologise to Lena for being late. 9 Answers will vary, e.g. Swimming every day will strengthen your arms. 10 It turns the adjective pure into the verb purify (the final e is dropped).

Unit 2 • Sheet A — Verb prefixes

1 re- 2 misunderstand 3 defrost 4 disappear 5 overcook 6 misplace 7 dehydrate 8 oversleep 9 dislike

Unit 2 • Sheet B — Verb prefixes

1 overflow 2 recharge 3 reuse 4 misspell 5 decode 6 disagree 7 disconnect 8 misbehave 9 overestimate 10 deactivate

Unit 3 • Sheet A — Relative clauses: who, which, that

1 who 2 which (or that) 3 who 4 which 5 who (or that) 6 which 7 which (or that) 8 who (or that) 9 which 10 who (or that) 11 which 12 which (or that)

Unit 3 • Sheet B — Relative clauses: who, which, that

1 The jumper, which was too small, went to my brother. 2 who 3 which was new 4 Answers will vary, e.g. The tiger, which had eaten a large meal, slept in the shade. 5 Answers will vary, e.g. My grandmother, who lives in Chiang Mai, makes noodles. 6 The bus, which was full, was late. (or The bus, which was late, was full.) 7 Hana, who loves art, is my best friend. 8 The pen which I found is blue.

Unit 4 • Sheet A — Relative clauses: where, when, whose

1 where 2 when 3 whose 4 where 5 when 6 whose 7 where 8 when 9 whose 10 where 11 when 12 whose

Unit 4 • Sheet B — Relative clauses: where, when, whose

1 The song we sang was long. 2 The book I borrowed is overdue. 3 The present Nina chose was perfect. 4 The town where I grew up is small. The pilot whose plane landed first waved. 5 Answers will vary, e.g. The man whose son is in my class is a pilot. 6 Answers will vary, e.g. The kitchen where my dad cooks is very small. 7 Answers will vary, e.g. I will never forget the day when my baby brother was born. 8 whose

Unit 5 • Sheet A — Possibility: adverbs

1 probably 2 perhaps 3 We will definitely win. 4 It might possibly snow. 5 probably 6 perhaps 7 certainly 8 Surely 9 obviously 10 certainly

Unit 5 • Sheet B — Possibility: adverbs

1 maybe, probably, definitely 2 probably (or perhaps / possibly) 3 Answers will vary, e.g. Priya will definitely come to the party. 4 Answers will vary, e.g. Jun will possibly be late. 5 Answers will vary, e.g. Perhaps it will be sunny tomorrow. 6 Answers will vary, e.g. Surely you have finished your homework by now. 7 obviously; possibly; clearly 8 Probably means winning is likely but not sure; certainly means the speaker is sure they will win.

Unit 6 • Sheet A — Possibility: modal verbs

1 might 2 can 3 will 4 might 5 You must tidy up. 6 should 7 should 8 It might rain. 9 may 10 You should take a coat.

Unit 6 • Sheet B — Possibility: modal verbs

1 could; shall; would; must 2 might (or may / will) 3 Answers will vary, e.g. The parcel will arrive today. 4 Answers will vary, e.g. We might visit the zoo. 5 Answers will vary, e.g. You must put your hand up to speak. 6 Answers will vary, e.g. You should wear a hat in the sun. 7 Could means helping is possible (you have a choice); must means you have to help. 8 could

Unit 7 • Sheet A — Cohesion within a paragraph

1 Firstly 2 Then (or Next) 3 This 4 These 5 After 6 It 7 Next (or Then) 8 They 9 Finally 10 These

Unit 7 • Sheet B — Cohesion within a paragraph

1 The cat sat on the wall. It watched the birds. 2 Sara and Ben built a den. They slept in it. 3 This 4 Finally 5 Firstly, fill the kettle. Then (or Next), switch it on. Finally, pour the water into a cup. 6 the wallet 7 This 8 Answers will vary, e.g. Firstly, I brush my teeth. After that, I eat breakfast. Finally, I catch the bus to school.

Unit 8 • Sheet A — Cohesion across paragraphs

1 time 2 place 3 number 4 place 5 time 6 place 7 number 8 time

Unit 8 · Sheet B — Cohesion across paragraphs

1 Answers will vary, e.g. Early in the morning 2 Answers will vary, e.g. On the canal / At the market 3 Answers will vary, e.g. Later that afternoon 4 comma 5 Secondly 6 Answers will vary, e.g. The next day, we wrote about our trip in class. 7 After the boat trip, we ate lunch under a big umbrella.

Unit 9 · Sheet A — Brackets for parenthesis

1 Our new teacher (Mr Kim) is from Busan. 2 The Nile (about 6,650 km long) is a very long river. 3 My cat (a fluffy grey Persian) sleeps on my bed. 4 Singapore (a small island country) has a busy port. 5 Please bring a snack (an apple or a banana) on the trip. 6 The tickets (200 baht each) sold out quickly. 7 Grandad (aged 80) still swims every day. 8 The Great Wall of China (over 2,000 years old) attracts millions of visitors. 9 The Mekong River (over 4,000 km long) flows through six countries. 10 My best friend (Zara) is coming to stay.

Unit 9 · Sheet B — Brackets for parenthesis

1 Yuki (my best friend) is moving to Osaka. 2 from my aunt's book 3 parenthesis 4 Answers will vary, e.g. My favourite food (green curry) is spicy. 5 Answers will vary, e.g. The shark (a huge hammerhead) swam past the divers. 6 Our hotel (a tall white building) was next to the beach. 7 They add extra information about Dr Chen. The sentence still makes sense without it. 8 Answers will vary, e.g. The koala (a marsupial from Australia) sleeps for most of the day.

Unit 10 · Sheet A — Dashes and commas for parenthesis

1 Carlos, my neighbour, plays the drums. (or dashes) 2 The volcano, which had been quiet for years, suddenly erupted. (or dashes) 3 Our holiday – a week in Vietnam – was amazing. (or commas) 4 Mrs Osei, the head teacher, gave out the prizes. (or dashes) 5 The octopus, clever and quick, escaped from its tank. (or dashes) 6 My new shoes – bright orange ones – were a present. (or commas) 7 Kyoto, an old city in Japan, has many temples. (or dashes) 8 The last train, due at midnight, was cancelled. (or dashes) 9 The film – a comedy about a talking dog – made us laugh. (or commas) 10 Lucas, who is the fastest runner, won the race. (or dashes)

Unit 10 · Sheet B — Dashes and commas for parenthesis

1 The lake, which was frozen, sparkled in the sun. 2 a pair of commas; a pair of dashes 3 a second dash 4 The storm – the worst for years – closed the airport. 5 My sister, a keen runner, won a medal. 6 Answers will vary, e.g. The pizza, which had extra cheese, was delicious. 7 Answers will vary, e.g. The monkey – a cheeky macaque – stole my sandwich. 8 Parenthesis needs a pair of commas. There should be a comma after pilot.

Unit 11 · Sheet A — Commas to make meaning clear

1 Let's call, Ella. 2 I love cooking, my family and my dog. 3 Stop, Grandpa! 4 As the boys ate, the pizza fell on the floor. 5 While Dad cooked, the cat sat on the table. 6 Are you coming, Kim? 7 Priya, the bus is here. 8 The teacher said Jack was late.

Unit 11 · Sheet B — Commas to make meaning clear

1 Can we go now, Nadia? 2 While Nina was reading, her little sister played. 3 When the lions had eaten, the keepers cleaned the cage. 4 We bought mangoes, pineapples, coconuts and limes. 5 to show who is being spoken to 6 after a fronted adverbial 7 Without the comma, it sounds as if 'time travellers' worry. With the comma, it means travellers worry most of the time. 8 Answers will vary, e.g. Let's paint, Dad! / Let's paint Dad!

Unit 12 · Sheet A — Year 5 grammar words

1 modal verb 2 relative pronoun 3 relative clause 4 dashes 5 parenthesis 6 ambiguity 7 cohesion 8 prefix 9 suffix 10 perhaps

Unit 12 · Sheet B — Year 5 grammar words

1 where 2 My bike – which is brand new – has a bell. 3 beautify 4 Before we ate, the dog barked. 5 dis 6 Answers will vary, e.g. We might win the match. 7 Back at home 8 spilling paint on the floor 9 Answers will vary, e.g. My aunt, who works in a bank, loves dancing.

End test

1 solidify 2 whiten 3 recharge 4 dis 5 who 6 when 7 The game we played was fun. 8 Perhaps we will win. 9 could 10 Answers will vary, e.g. You should eat more vegetables. 11 Firstly 12 the phone 13 My grandad (a keen gardener) grows chillies. 14 The ice cream – strawberry flavour – melted fast. 15 Oscar, our captain, scored twice. 16 While the girls were painting, the cat walked in. 17 ambiguity 18 will; shall; might 19 Answers will vary, e.g. The artist whose paintings hang in the museum is famous. 20 Answers will vary, e.g. At the top of the hill, we stopped for a picnic.