

Hyphens and dashes

Hyphens **link** two words so the word or phrase makes sense.

Dashes **separate** information and are a type of parenthesis, like brackets.

Dashes can be used for:

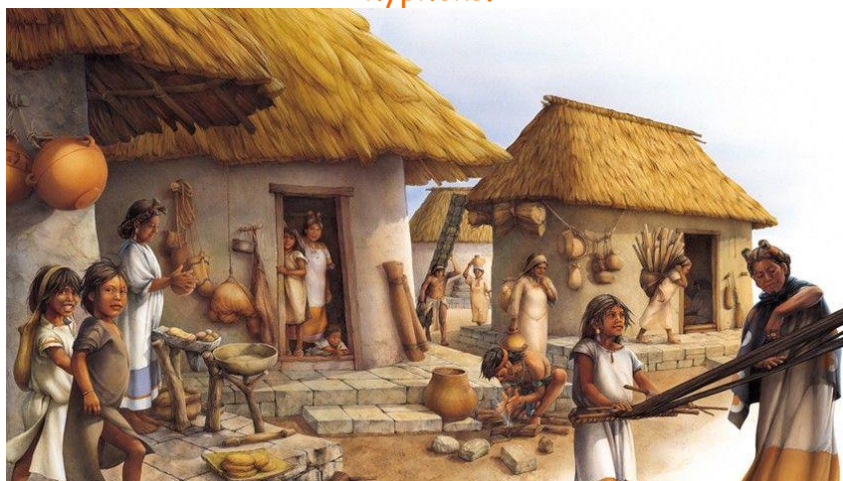
1. Repetition
2. Subordinate Clause
3. or Suspense

For example: " *You-you evil king!*" cried the blue-eyed Aztec woman. (*repetition*)

Re-write each sentence into your home-learning book, inserting the hyphen or dash in the right place.

1. Sacrificing her was a mistake a mistake that could have been avoided.
2. As the temple door opened, I peered inside the pitch black room and saw nothing.
3. It was only when I squinted that I could see what lay at the bottom of Lake Texcoco gold lots of gold.
4. When we get there if we get there I will have something to say about this terrible journey to Tenochtitlan.
5. As I wandered through the city on this damp cold night, I found two Aztec farmers cultivating crops on a Chinampa, which they co owned together.
6. " Go Go away!" the red faced, murderous priest shouted.
7. Aztec children respected their elders most of the time as this was important in their civilized Aztec society.

Now use the picture below to write some sentences about what is happening using dashes and hyphens.



Modal verbs

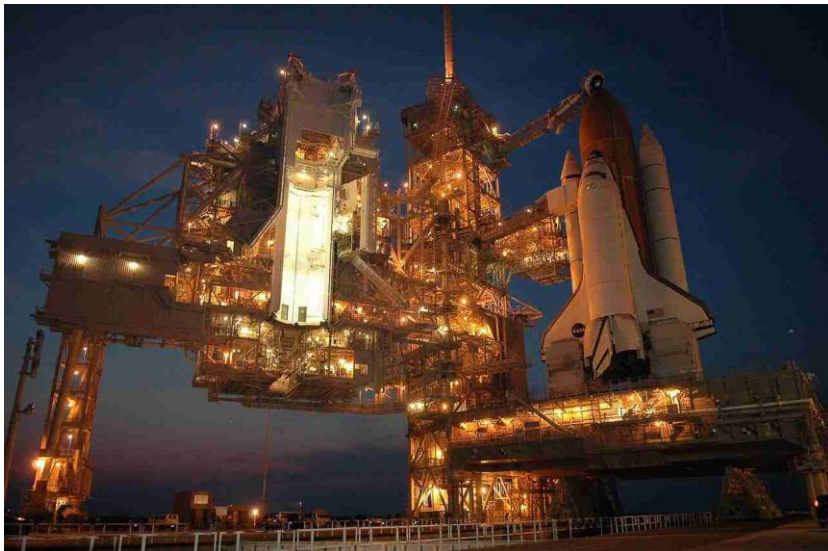
Here is a list of modal verbs:

- can/could/be able to
- may/might
- shall/should
- must/have to
- will/would

Try and use all these modal verbs in a form of writing of your choice e.g. the beginning of a story, a poem, a newspaper report, a letter...be creative!

Are you writing to entertain, persuade, inform...? Keep your writing to 100 words.

Use one of the images below to inspire your writing.



Active and passive verb forms

Part A - The definitions of subject, object and verb are jumbled up. Write the correct definition of each into your books. Then write the order they usually come in a sentence.

Subject

person or thing that the action is done to

Object

an action, or a state of being

Verb

person or thing that does the action

The usual order of these in an English sentence is:

--	--	--

Part B - Passive verbs

Here are two sentences. Write them into your book and underline the subject of each sentence.

Daniel broke his finger.

Daniel's finger was broken.

Sometimes, the person or thing that the action is done to appears as the **subject** of the sentence. Then we use a **passive** verb form.

To make a verb passive, use a form of the verb "to be" (*am, are, is, was, were, be*) with the **past participle** of the action verb (*broken, taken, helped, stolen, created, pleased, eaten ...*) Use the preposition *by* to indicate the person or thing that does the action.

Rewrite each of the following sentences using a passive form of the verb.

1. Greta skilfully milked the cow.
2. The loggers cut down a giant redwood tree.
3. The immune system defends the body from infection.
4. The examiners will carefully mark your papers.
5. A dog bit two children in the park.



Now rewrite these sentences using an **active** form of the verb:

1. Philip was persuaded to come along by Gloria.
2. Drivers who break the speed limit will be caught by automatic cameras.
3. The field was ploughed by the farmer with his blue tractor.

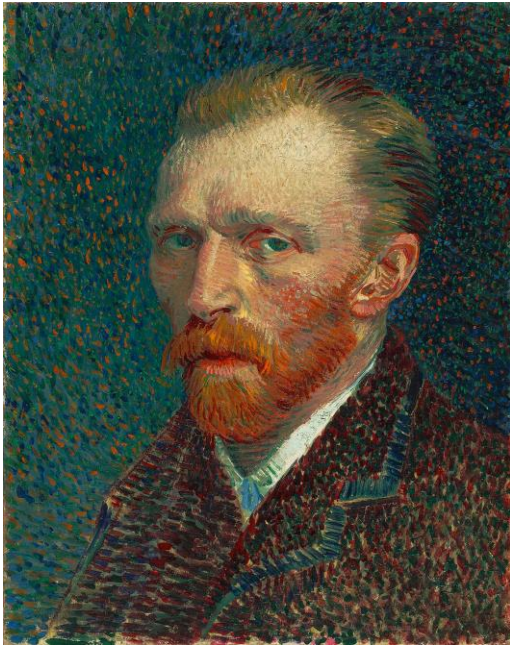
Relative clauses

A relative clause can be used to give additional information about a noun. They are introduced by a relative pronoun like 'that', 'which', 'who', 'whose', 'where' and 'when'.

I won't stand by the man who smells of slime.

In this example, the relative clause is 'who smells of slime'. It provides more information about the man. The relative pronoun, 'who', is used to connect these clauses in the sentence.

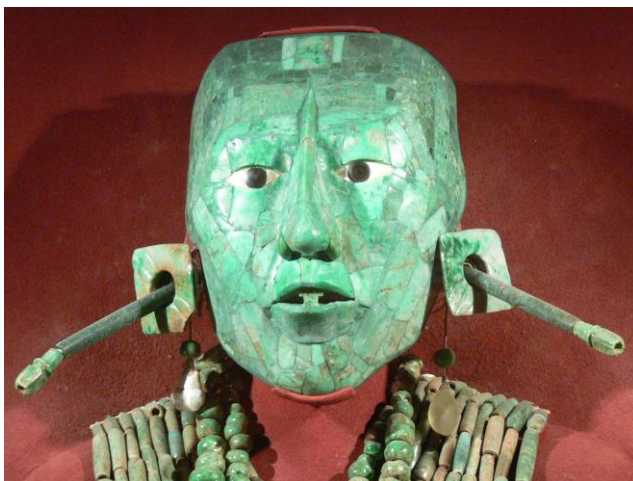
Here are four different nouns. Write a description of each, no more than 30 words. Make sure that you use two relative clauses in each description.



Vincent Van Gogh



Mary Anning



Mayan death mask



Venus flytrap

Semi-colons

Semi-colons can be used to join two independent clauses. The important thing to remember is that the two clauses:

- Make sense by themselves as separate sentences.
- Are about a similar subject.

For example,

Ben chose to play football after school; he regretted this because he damaged his new boots.

This makes sense by itself!

This makes sense by itself - however you need the first sentence to really know what the second part is about.

But, importantly, they are both linked by their subject matter!

Rewrite the sentences into your home learning books, inserting semi-colons in the correct place.

- 1) Harry looked up Slughorn was just passing.
- 2) Some people love football others just can't stand it.
- 3) Nana sits by the window she's afraid she's going to miss something.
- 4) I am going home I intend to stay there.
- 5) It was raining heavily we still managed to have our picnic.
- 6) Tom reads novels his friends read comics.
- 7) Our goal was to run eight miles we only ran four miles.
- 8) Call me tomorrow I will give you my answer then.
- 9) English was Anna's hardest subject additionally, she struggled with science.
- 10) Susan loves to swim her brother likes to dive.
- 11) My hair is very wet I have just washed it.
- 12) Climbing a mountain shouldn't be done when it is raining the rocks become slippery.
- 13) I always recommend Nandos they have a great menu.

Now write five of your own sentences, using semi colons to join independent clauses, about a topic of your choice.