THE STRIVING

MUSLIM ACADEMY

Islamic and Academic Education

STAGE 6 · ENGLISH · GRAMMAR PACK

Grammar and punctuation

What year 6 is required to be taught, quoted from the framework, with an exercise for each part of it that is practised on paper.

WHAT IS INSIDE

- Active and passive
- Modal verbs
- Relative clauses
- How each one is worked

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3 sets · a hint on every question

Written for a parent teaching at home. No training assumed, and nothing else to buy.

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The statutory list for this year

Everything in this table is quoted from English Appendix 2.



WHAT THIS YEAR MUST COVER

Word	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] How words are related by meaning as synonyms and antonyms [for example, big, large, little].
Sentence	Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]
Text	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
Punctuation	Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]
Terminology for pupils	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points

This is the statutory list for the year, quoted from English Appendix 2. The exercises in this pack practise the parts of it that are practised on paper.

The rest, such as using the right terms when you talk about writing together, is done in conversation, and the list is here so you know what those are.

How each one is worked

Every answer here follows from the rule stated beside it. If you think one is wrong, tell us and we will look at it and correct the pack for everybody who has it.



ACTIVE AND PASSIVE

1. Rewrite this in the passive: Amina opened the book.

1. In the active sentence, Amina does the action.
2. In the passive, what the action was done to comes first.
3. The verb becomes **was opened**, and **by Amina** goes at the end.
4. So it is: **The book was opened by Amina.**

Answer: **The book was opened by Amina.**

2. Rewrite this in the passive: Bilal carried the market.

1. In the active sentence, Bilal does the action.
2. In the passive, what the action was done to comes first.
3. The verb becomes **was carried**, and **by Bilal** goes at the end.
4. So it is: **The market was carried by Bilal.**

Answer: **The market was carried by Bilal.**

3. Rewrite this in the passive: Hafsa climbed the orchard.

1. In the active sentence, Hafsa does the action.
2. In the passive, what the action was done to comes first.
3. The verb becomes **was climbed**, and **by Hafsa** goes at the end.
4. So it is: **The orchard was climbed by Hafsa.**

Answer: **The orchard was climbed by Hafsa.**

4. Rewrite this in the passive: Yusuf washed the lantern.

1. In the active sentence, Yusuf does the action.
2. In the passive, what the action was done to comes first.
3. The verb becomes **was washed**, and **by Yusuf** goes at the end.
4. So it is: **The lantern was washed by Yusuf.**

Answer: **The lantern was washed by Yusuf.**

5. Rewrite this in the passive: Maryam planted the kitten.

1. In the active sentence, Maryam does the action.
2. In the passive, what the action was done to comes first.
3. The verb becomes **was planted**, and **by Maryam** goes at the end.
4. So it is: **The kitten was planted by Maryam.**

Answer: **The kitten was planted by Maryam.**

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How each one is worked, continued

ACTIVE AND PASSIVE, CONTINUED



6. Rewrite this in the passive: Idris counted the book.

1. In the active sentence, Idris does the action.
2. In the passive, what the action was done to comes first.
3. The verb becomes **was counted**, and **by Idris** goes at the end.
4. So it is: **The book was counted by Idris.**

Answer: **The book was counted by Idris.**

7. Rewrite this in the passive: Khadijah painted the market.

1. In the active sentence, Khadijah does the action.
2. In the passive, what the action was done to comes first.
3. The verb becomes **was painted**, and **by Khadijah** goes at the end.
4. So it is: **The market was painted by Khadijah.**

Answer: **The market was painted by Khadijah.**

8. Rewrite this in the passive: Musa mended the orchard.

1. In the active sentence, Musa does the action.
2. In the passive, what the action was done to comes first.
3. The verb becomes **was mended**, and **by Musa** goes at the end.
4. So it is: **The orchard was mended by Musa.**

Answer: **The orchard was mended by Musa.**

MODAL VERBS

1. Is might used for something certain, something possible, or something expected?

1. A modal verb changes how sure the sentence is.
2. **will**, **must** and **shall** are used when something is certain.
3. **might**, **could** and **may** are used when it is only possible.
4. **should** and **would** are used when it is expected.
5. So **might** is used for something **possible**.

Answer: **possible**

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SAMPLE PAGES

You have read a few pages. The pack is longer.

What you are holding is a short sample, taken from different parts of the pack so that you can see how a week is planned and what a child is actually asked to do, before you decide.

The complete pack, and the rest of the academic materials, are on our website: schemes of work for a parent teaching at home, and practice packs for the skills children get stuck on.

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Members of the homeschool community do not buy these. If you have joined the community, the pack for the term you are working on is given to you at no cost.

Our Islamic Education classes are free. These packs are part of what pays the teachers who teach them.