Grammar

KS3 English · Follows the national curriculum

Name _____ Class _____ Date _____

1. Worked example

Combine three simple sentences into one controlled complex sentence: 'The storm grew worse. The fishermen stayed in the harbour. They were worried about their boats.'

Step 1 · Decide which idea matters most

The main action is that the fishermen stayed in the harbour. That becomes the main clause.

Step 2 · Turn a cause into a subordinate clause

'The storm grew worse' explains why, so it can become 'As the storm grew worse' — a subordinate clause introduced by 'as'.

Step 3 · Turn the extra detail into a relative or non-finite clause

'They were worried about their boats' can become 'worried about their boats', placed next to the noun it describes.

Step 4 · Assemble and punctuate

'As the storm grew worse, the fishermen, worried about their boats, stayed in the harbour.' A comma follows the opening subordinate clause, and a pair of commas marks off the extra detail.

Answer: As the storm grew worse, the fishermen, worried about their boats, stayed in the harbour.

Check: One main clause ('the fishermen stayed in the harbour') can still stand alone ✓

2. Now try one with the steps

Classify: 'She ran, but he walked.'

Step 1 · Find the clauses

Step 2 · Find the conjunction

Step 3 · Classify

Answer:

3. Practice

Show your working. The marks tell you how much is expected.

1. What is the difference between a main clause and a subordinate clause? [2]

2. Identify the sentence type and explain: 'Because she was tired, she went to bed early.' [2]

3. How many main clauses are in the sentence 'She ran but he walked.'? Write the number. [1]

4. How many coordinating conjunctions does the memory aid FANBOYS stand for? Write the number. [1]

5. Identify the subordinating conjunction in: 'Although she was tired, she kept running.' [1]

6. What word class is 'quickly' in 'She ran quickly'? [1]

7. What is the present perfect tense? Give an example. [2]

8. Explain the difference between an adjective and an adverb. [2]

9. Rewrite in the active voice: 'The window was broken by Sam.' [1]

10. What is a relative clause? Give an example and explain the use of defining vs non-defining. [3]

11. Correct this and explain: 'Neither the teacher nor the students was ready.' [3]

12. Correct the subject-verb agreement: 'The box of chocolates are on the table.' [1]

13. Combine into one complex sentence: 'The bell rang. The students left. They were excited.' [2]

14. Why might a writer of a science report choose the passive voice? [2]

4. Before you hand it in

'Because it was raining.' (written full sentence)
Attach it to a main clause: 'Because it was raining, we stayed inside.'

'We was late' / 'I done it'
In formal writing use Standard English: 'we were late', 'I did it' (or 'I have done it').

Switching tense mid-story: 'She opened the door and sees a figure.'
Choose a tense and keep it: 'She opened the door and saw a figure.'