

# Prince Henry's Grammar School



## English Department Literacy Support - Booklet 3

**Literacy** is really important to all your subjects and anything you want to do in life.

It might take effort and hard work to learn good handwriting, good spelling (use dictionaries to help you!) and good punctuation & paragraphing, but it's a skill to be proud of – and we will give you all the help you need to get there.

**Good luck!**

## 1) GRAMMAR: Word Class Revision

**Nouns** are the names of places, people or things (abstract things like moods – happy, sad etc, but also concrete things, like houses and tables)

**TASK:** Write out the following sentences and underline the **nouns**:

1. Annie bought some sweets.
2. I am going to see a film.
3. Peter owns a computer.
4. The car went fast.
5. I would like a dog.
6. Spring is a lovely season.

**Pronouns** are nouns that have been changed to refer to a person or thing. So, **Jim's** house becomes **His** house. Pronouns can be: he/his, her/hers, it/its, my/mine, theirs (etc!).

**TASK:** Write out the following sentences and change the underlined nouns into pronouns:

1. Jim fell over yesterday.  
\_\_\_\_\_
2. Did you talk to Richard?  
\_\_\_\_\_
3. I gave the dog some food,.  
\_\_\_\_\_
4. Where did Jess go?  
\_\_\_\_\_
5. I copied Jane's homework.  
\_\_\_\_\_
6. Helen and Paul went to the cinema  
\_\_\_\_\_
7. I can't find my work, Miss.  
\_\_\_\_\_

## 2) GRAMMAR: Word Class Revision

**Pronouns** are nouns that have been changed to **refer to a person or thing**. So, **Jim's** house becomes **His** house. Pronouns can be: **he/his, her/hers, it/its, my/mine, theirs** (etc!).

**TASK:** Write out the following pronouns and their **plural** version. This is more difficult than it seems!

Singular	Plural
I, me	_____
You	_____
He, him, she, her, it	_____
My, mine	_____
Your, yours	_____
His, her, hers, its	_____

Now, write out the following and insert the appropriate pronouns (singular or plural):

I have a dog called Milo. \_\_\_\_\_ love \_\_\_\_\_ but he can be very mischievous. One day my friends and \_\_\_\_\_ were coming home from school when \_\_\_\_\_ dog, Sam, ran out into the road and chased \_\_\_\_\_ friend Mick up the hill. \_\_\_\_\_ got scared and jumped over a fence into someone's garden. \_\_\_\_\_ shouted at Sam to come to \_\_\_\_\_ but \_\_\_\_\_ refused. An old man came out of the house brandishing a stick. \_\_\_\_\_ was scowling and looked furious. \_\_\_\_\_ all legged it down the hill and Sam followed \_\_\_\_\_. When \_\_\_\_\_ got home my mum said, "Why are \_\_\_\_\_ so hot and bothered?"



### 3) GRAMMAR: Word Class Revision

**Prepositions** (or **determiners**) are the little **words that join up** the more important nouns, adjectives, verbs and adverbs such as **from, in, on, by, at, of, to**.

Whilst they may only be small, they are very important!



**TASK:** Take each **preposition** in turn and **make it the first word in a line of a poem**. Then **fill in the line**. Try to make the poem make sense! The first line is written for you below as an example. You may choose a different line if you prefer.

From Monday to Friday I go to school

In.....

On.....

By.....

At.....

Of.....

To.....

#### 4) GRAMMAR: Word Class Revision

**Adjectives** are describing words: everything from tall, short, blue, black to **superlatives** such as biggest, shortest and fastest.

**TASK:** Write out the following, and insert the most appropriate adjectives from the list below:

Billy had never been to the circus before and he was so excited. The ringmaster came into the circus ring first. He was \_\_\_\_\_ and \_\_\_\_\_ and told the audience that they were about to be amazed and thrilled by what they were about to see. The circus ring became a blaze of colour and light, with \_\_\_\_\_ ladies standing high on \_\_\_\_\_ horses, \_\_\_\_\_ chimpanzees dressed up and bowing to the crowds and \_\_\_\_\_ trapeze artists, flying magnificently through the air. The clowns toppled in making the audience laugh. They wore \_\_\_\_\_ costumes and did all sorts of \_\_\_\_\_ tricks. One clown poured \_\_\_\_\_ water down his friend's \_\_\_\_\_ trousers and the audience roared. Then in came some more clowns in a \_\_\_\_\_, \_\_\_\_\_ car. The car jumped and jerked before exploding with a \_\_\_\_\_ bang. Next was the turn of the lion-tamer who wore a \_\_\_\_\_ suit and had a \_\_\_\_\_ moustache. Billy thought the lion-tamer was ever so \_\_\_\_\_ as he put his head into the jaws of his lions. At the end of the show, all the artistes paraded around the circus ring and the audience clapped and cheered. Billy had had a \_\_\_\_\_ time at the circus.

loud	beautiful	fancy	boiling
big	cold	tall	brave
daring	smart	awful	silly
funny	red	nice	wonderful

## 5) GRAMMAR: Word Class Revision

**Adverbs:** these words often end in -ly (but not all the time) and add detail to the verb.

For example: He ran (verb) **quickly** (adverb). Or he jumped (verb) **well** (adverb). She wore (verb) dresses (noun) **beautifully** (adverb).

**TASK:** Write out the following sentences. Underline the verb and then circle the adverb.

1. The baby ate his food noisily.
2. You must run there as quickly as possible.
3. Jenny walked slowly to school.
4. Don't breathe so heavily!
5. Look closely at the questions before answering them.


**TASK:** Write out the following sentences adding an appropriate **adverb** in the gaps.

1. Little Miss Naughty bounced \_\_\_\_\_ down the road.
2. Mr. Bump fell over the box \_\_\_\_\_.
3. Mr. Happy smiled \_\_\_\_\_ at his friends.
4. Mr. Tickle laughed \_\_\_\_\_ as he tickled Little Miss Sunshine.
5. Little Miss Neat dusted the house \_\_\_\_\_

## 6) GRAMMAR: Word Class Revision

**TASK:** Write out the following sentences in your books, and label the word-classes being used. Decide if the words are **nouns, verbs, adjectives or adverbs**.

**Extension:** Can you spot any **pronouns**?



1. Peter walked quickly to the shop.

2. Amy laughed loudly at the funny joke.

3. The dog wagged its long tail happily.

## 7) GRAMMAR: Word Class Revision

**TASK:** Write out the following sentences in your books, and underline all the adjectives. Once you have done this, write out which sentence you think is most effective and why.

1. The man was mean and greedy and wouldn't give the young children any of his sweets.
2. The thin, narrow-eyed man, selfish and miserly, wouldn't give the poor famished children any of his scrumptious sweets.

I think sentence \_\_\_\_\_ is more effective because \_\_\_\_\_

**TASK:** Write out the following sentences in your books, and deconstruct them – in other words, label any nouns, pronouns, verbs, adjectives and adverbs that you can find:

1. Frank had to decide quickly which way he would escape and then he planned a clever escape route.
2. They walked suspiciously over to the brown package lying in the middle of the floor.
3. The policewoman arrested the boys for stealing the car. They had to spend the night in a cold, dark cell.



8) GRAMMAR: Word Class Revision

ADJECTIVE NOUN ADVERB VERB ADJECTIVE NOUN						
b	big	boys	brutally	bash	bald	bullies

Choose four letters and write them in the table.

Taking each letter in turn, see if you can make a sentence, each word beginning with the letter given. The sentence must make sense. An example is given to start you off.

## 9) GRAMMAR: Proof-Reading

There is a word or punctuation mark in each sentence that is incorrect. Write out the sentences, then underline the evil, cruel mistake and write the correct word or punctuation mark after the sentence.

1. You drive good enough to win any race. *Well*
2. This group of kids are carving pumpkins.
3. Did you see my new coat.
4. I wonder whose eating the dog's favourite food.
5. It's not too early for you to lay down and go to sleep.
6. Elton seen the monster hiding in the bushes.
7. This is an once in a lifetime opportunity.
8. My sister's names are Mary and Scary.
9. I'm innocent; I didn't do nothing wrong.
10. The soldiers moved careful across the bridge.
11. There were many deers in the field.
12. Frank is to hungry to settle for one piece of pizza.
13. I'd like to know where you put my Halloween costume.
14. The wolf's howl was loud enough to attract three more wolfs.
15. The cars are approaching the finish line and there coming fast!

### 10) GRAMMAR: Proof-Reading

There are two mistakes in each sentence. Write the **incorrect** and **corrected** version of each sentence in your books. The first one has been done for you.

1. Their were ten broken egg's in the carton.  
**There** were ten broken **eggs** in the carton.
2. Each of the boys' are writing a different story.
3. Did Taylor and me borrow the wrong car.
4. how many people seen the strange object?
5. Randall said, "Its too late to go out"!
6. The title of the book is *a piece of Toast*.
7. I'd like to invite joan to visit us in florida.
8. We will meet every Friday during the Summer.

## 11) GRAMMAR: Synonyms and Antonyms

**Synonyms** are words that are **SIMILAR** to others, such as **crying, wailing, weeping, sobbing** and so on.

**Antonyms** are words that are **totally DIFFERENT**, and are **OPPOSITES** such as **night, day, early, late, rare, common, popular, unpopular**.

There are two underlined words in each passage. They are either synonyms or antonyms. Write them out and put an 'S' for synonym or an 'A' for antonym in the blank at the end of the passage to indicate how the words are related.

1. I couldn't recall her name and I don't even remember where we met.
2. Chris wasn't in his seat when the teacher handed out the morning assignment. He was tardy as usual. Then he missed the bus and was late for supper.
3. I thought I had a rare old bicycle that was worth a fortune. It turned out to be a common model that nobody wanted to buy.
4. "What is that awful smell?" Troy asked as Melinda entered the room. "That wonderful fragrance is my perfume!" she replied.
5. Yes, taking your shoes off as we entered Patrick's house was polite thing to do. However, placing them on his coffee table was rather rude.
6. Mr Smith never liked any of his daughter's boyfriends. He claimed that most of them were weird. He was even less comfortable about any that he considered to be normal.
7. Miss Snowflake was convinced that George had turned the heat up all the way. She demanded that he confess his guilt. The other kids knew that George would never admit that he had done wrong.
8. Drinking the water in that lake is strictly prohibited. It could make you sick. But for some reason, swimming is allowed.

## 12) GRAMMAR: Verbs

### **VERBS: FINITE: DOING AND BEING**

Let's start by drawing the distinction between being verbs and doing verbs.

**DOING** VERBS = words that show an action that one can **do**

They **moan**. He **cries**. She **screams**. It **moves**. They **understand**. You **know**. We **eat**. I **die**. They **drive**.

**BEING** VERBS = words that show **a state of being** = words that you can't do the action of.

They **are** children. He **is** a doctor. She **was** angry. It **can be** easy. They **are** here. I **am** mad.

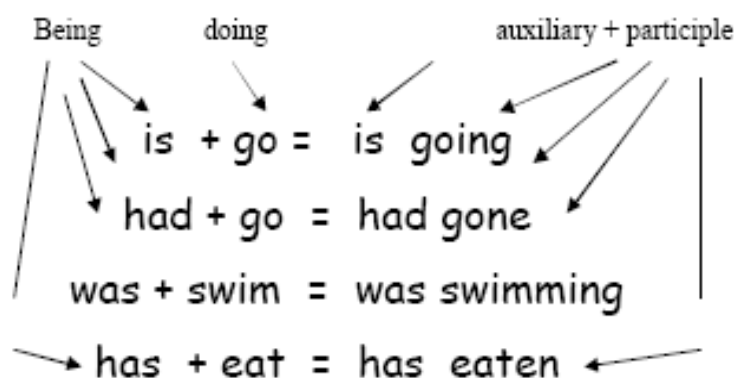
will	climbs	is	sits	was
builds	sings	ran	be	hopes
hops	delivered	can	shall	
sat	climbed	should	may	

**TASK:** Draw a table in your books, and write out which **verbs are DOING** and which are **BEING** from the box above.

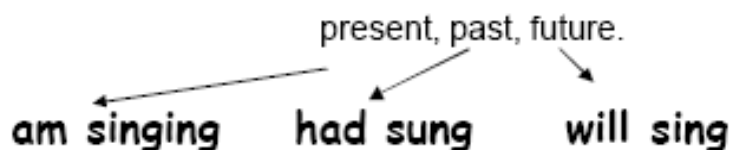
### 13) GRAMMAR: Verbs

## VERBS: FINITE: AUXILIARY VERBS AND PARTICIPLES

When you place a **being** verb next to a **doing** verb, the being verb is known as an **auxiliary verb** and the doing verb is known as a **participle**. The participle usually ends in -ing, or -ed/en/ne



The auxiliary verb helps to give the verb **TENSE**:



## ALL FINITE VERBS SHOW TENSE.

A verb can consist on one word = **eat**

Or a verb phrase (more than one word) = **am eating**

In a sentence like ***She is eating cakes.*** there is only one finite verb,

even though it consists of two words (a phrase). So the finite verb in the sentence is ***is eating.***

**ALL DOING VERBS, ALL BEING VERBS, ALL PARTICIPLES**  
**(BEING+DOING) ARE FINITE, AND ALL SHOW TENSE.**

### TASK TWO: answer these questions:

- 1) When you put a being verb next to a doing verb, what do they become known as?
- 2) What is the function of auxiliary verbs?
- 3) How many finite verbs are there in: *They are singing now* . ?
- 4) Which verbs are finite?

## 14) GRAMMAR: Verbs

### FINITE AND NON-FINITE VERBS

ALL verbs are finite, except for:

1. Verbs with **TO** in front of them.

These are known as **INFINITIVES** and are NON-FINITE.

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<b>eats</b> = finite	<b>to eat</b> = non-finite	<b>go</b> = finite	<b>to go</b> = non-finite
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2. **-ing** verbs on their own (participles without auxiliary verbs).

"Lonely" -ing verbs are NON-FINITE.

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<b>Is eating</b> = finite	<b>eating</b> = non-finite	<b>am being</b> = finite
<b>am walking</b> = finite	<b>walking</b> = non-finite	<b>being</b> = non-finite

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am running	to run	running	ran	
was living	to live	living	have lived	
to take	were taking	had taken	took	taking
crying	to cry	is crying	cried	will cry
glide	to glide	gliding	had glided	
said	will say	saying	to say	have said

**TASK:** List all the **FINITE VERBS** in the box above.

## 15) GRAMMAR: Verbs

### FINITE VERBS: WHY FINITE?

Finite verbs are called because they are limited (finite) by **TENSE**.

Also, a finite verb in a sentence, is finite because it always has a **SUBJECT**.

The **SUBJECT** of a sentence tells us *WHO* or *WHAT* is doing/being the action of the verb.

The verb is finite because it is **limited** by the number of subjects it can have.

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Example: They eat cake.

To find the SUBJECT ask *who/what* **before** the verb.

*Who/what* **eats** cake? Answer = They = the subject.

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The finite verb *eats* is finite because there are a limited number of subjects it can take which would make sense. *The table eats cake* doesn't really make sense. So the verb *eats* is FINITE.

HINT: IF A WORD HAS A, AN, THE BEFORE IT, IT IS NOT A VERB AT ALL.

1. He had hoped to win the race.
2. I take the kids to school.
3. We are trying to catch a fly.
4. Running down the road, I saw a neon sign.
5. To win is the point.




**TASK:** Write out the sentences above, and underline the FINITE VERBS.



## 16) GRAMMAR: Sentence Subject

**TASK:** Write out the following sentences in your books, then...

### **FINDING THE SUBJECT OF A SENTENCE**

1. First find the FINITE verb. Place a  around it.
2. Ask *WHO/WHAT* before the verb. Eg: Boys **play** football.  
*Who/what* play football?  
Answer = **boys** = the subject.  
Place a  around the subject. 

**TASK FIVE: Find the subjects of these sentences by completing steps 1 + 2 above.**

We took our medicine .

I grabbed the weapon.

You finished your work.

They wanted to win the race.

We are playing away next week.

Nobody knew her name.

The women built a rocket.

I am insane.

He is a doctor.

They want to be scientists.

The trees, dancing in the wind, sway gently.

## 17) GRAMMAR: Sentence Object

**TASK:** Write out the following sentences in your books, then...

### **FINDING THE OBJECT**

1. Find the finite verb.
2. Ask *WHO/WHAT* after the verb to find **the object**.
3. Place a  around the object.

Eg. The girls took the sweets.

1. Finite verb = **took**
2. The girl **took** *who/ what* ? Answer = the sweets = **the object**.

#### **TASK 6. FIND THE OBJECT IN THESE SENTENCES.**

(Follow steps 1-3 above)

The boys kicked the ball.

They drank milk.

He had eaten sweets.

I am hoping to catch a fish.

We drive cars.

Someone threw a stone.

He is holding a medal.

Objects can be one word = They kick balls.

Objects can be more than one word (a phrase) =

They kick the rugby balls.

**OBJECTS** always come after **DOING** verbs.

We climb mountains.

We punch walls.

#### **THE SUBJECT AND THE OBJECT = ALWAYS A NOUN OR A NOUN PHRASE**

= answers the questions *who* or *what* ? before and after the verb.

= nouns are things you can see, touch, hear, smell, taste, feel.

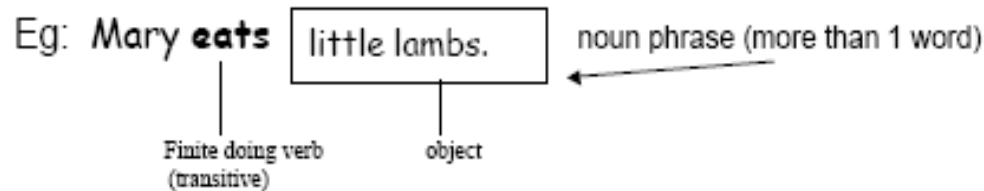
= can have **a, an, the** in front of it = **the** hand; **an** apple; **a** home

## 18) GRAMMAR: Objects, Complements, Adverbs

### VERBS: (TRANSITIVE AND INTRANSITIVE), OBJECTS, COMPLEMENTS AND ADVERBS

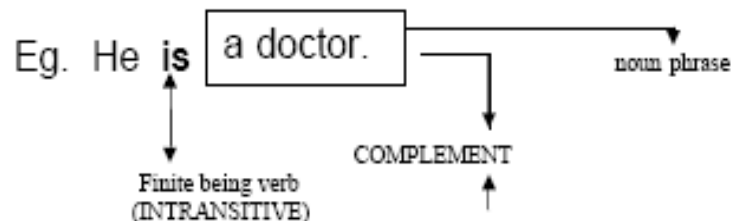
When a noun comes directly after a DOING verb, we call that noun the **object** of the verb.

When a noun comes directly after a DOING verb, we call that verb **transitive (Vt)**.



When a noun comes after a BEING verb, we call that noun the **complement** of the verb.

Verbs that have complements are **INTRANSITIVE**.

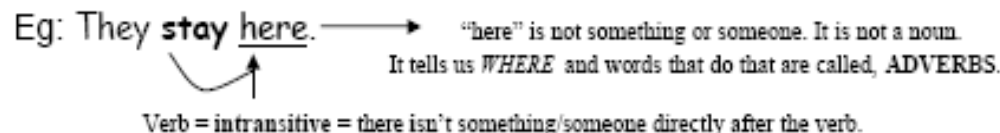


COMPLEMENTS CAN BE NOUNS OR ADJECTIVES.

Eg. He **is** mad.

Objects answer *who/what* after the verb.

If there ISN'T a thing (object/noun) after the verb, then the verb is said to be **INTRANSITIVE (Vi = verb+isn't a thing/someone after the verb)**



We **are going** home.

intransitive verb

BEWARE: "home" looks like a noun in the sentence, but look again – it answers the question *WHERE*, and so is an **adverb**. (Where are we going? Home = adverb)

The man **was** sad.

"sad" comes after a being verb and describes the man, so it's an **adjective**.

## COMPLEMENTS AND ADVERBS.

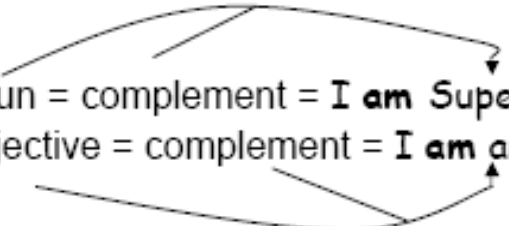
So:

Doing verb (**vt**) + noun = object = The girls **grow** flowers.



Being verb (**vi**) + noun = complement = I **am** Superman!

(**vi**) + adjective = complement = I **am** angry.



BOTH BEING AND DOING VERBS CAN BE FOLLOWED BY ADVERBS  
(words which tell us when, where, how, why).

WHEN VERBS ARE FOLLOWED BY ADVERBS, THE VERBS ARE CALLED  
**INTRANSITIVE.**

I go there. *There* tells us *where*, so is an adverb of **PLACE**

I go now. *Now* tells us *when*, so is an adverb of **TIME**


I go quickly. *Quickly* tells us *how*, so is an adverb of **MANNER**.

ADVERBS can be ONE WORD [now]

or a PHRASE (more than one word): [in the evening] = tells us *when*, so is an  
ADVERB PHRASE.

ADVERBS can sometimes be placed between a being and a doing verb:

I **am** slowly **walking**. here is still only one finite verb, even though the verb has been  
split.  
(am walking)  
(is trying)



He **is** always **trying** hard.

"hard" tells us HOW he is trying, so is an adverb of MANNER.



"always" tells us when he is trying, so is an adverb of TIME

## PUTTING IT ALL TOGETHER

**TASK** Read the sentences below and answer the questions that follow:

A.

The silly boy climbed over the wall.


- A.1 What is the finite verb in the sentence? Place a  around it.
- A.2 Is the verb present, past or future tense?
- A.3 What is the subject? Place a  around it.
- A.4 Is there an object?
- A.5.1 What question does over the wall answer?
- A.5.2 So, is over the wall the object, the subject or an adverb?
- A.6 Underline the adverb twice.
- A.7 Is the finite verb transitive or intransitive?
- A.8.1 Which word describes the boy?
- A.8.2 Is that word a noun or an adverb or an adjective?
- A.8.3 Place an arrowed line  beneath the describing word, pointing to the word it describes.
- A.9 Is the silly boy a noun, a noun phrase, an adverb, or an adverb phrase?
- A.10 What is the minimum number of words in any phrase?

**Write out the sentence in your books, and write out the answers.**

## 19) GRAMMAR: Putting It All Together

**TASK:** Read the sentence below, write it in your books and answer the following questions in your books.

*We are always eating yummy crisps to satisfy our hunger.*


- B.1 What is the finite verb? Place a  around it.
- B.2 Who are always eating crisps? Place a  around the subject.
- B.3 Underline the adverb of time(when?) twice.
- B.4 Underline the adverb of reason (why) twice.
- B.5 Why are we always eating crisps? Underline the answer twice.
- B.6 Is to satisfy our hunger an adverb phrase of time, place, manner, or reason?
- B.7 Place a  around the object.
- B.8 What is the adjective in the object? Place an arrowed line beneath it, pointing to the thing that it describes.
- B.9 Is the finite verb transitive or intransitive?
- B.10 How do you know that hunger is a noun?

## 20) GRAMMAR: Putting It All Together

**TASK:** Read the sentences below, write them in your books and answer the following questions in your books.

C.

Running down the road, I saw a mad

- C.1 Put a  around the finite verb.
- C.2 Place a  around the subject and one around the object.
- C.3 Is running a finite verb?
- C.4 Is running down the road a phrase? If it is, underline it twice.
- C.5 Provide another example of a phrase from the sentence above.

D.

I am a quiet fool in the mornings.

- D.1 Is a quiet fool the object or the complement?
- D.2 Is the mornings the object of the sentence?
- D.3 Is fool a noun or a verb in the sentence?
- D.4 Is am a being or a doing verb?
- D.5 Is the finite verb transitive or intransitive?
- D.6 Is I the subject or the object in the sentence?
- D.7 Which part of the sentence answers the question *when*?
- D.8 What do we call words which tell us *when*?
- D.9 What do we call an adverb when it consists of more than one word?
- D.10 How do we know that the word quiet is an adjective?

## 21) GRAMMAR: Sentences

### SIMPLE SENTENCES

A **PHRASE** is a group of words **without** a finite verb.

A group of words **with** a finite verb is called a **CLAUSE**.

A **SIMPLE SENTENCE** has only **ONE** finite verb.

It can have many, many phrases, but must only have 1 finite verb.

A simple sentence can also be called **THE MAIN CLAUSE**, because it is a group of words containing a finite verb.

Eg. I shot the arrow, hoping to win the tournament.

In this sentence the finite verb is shot because it has tense (**past**) and a subject (**I**).

Hoping is a non-finite verb (a lonely -ing word).

To win is a non-finite verb (it has to in front).

The tournament tells us WHAT I was hoping to win, so it is a noun phrase.

Therefore, there is only one finite verb in this sentence, so it is a **SIMPLE SENTENCE**.

1. We saw the thief escaping through the window next to the lampshade.
2. They heard a call to come and to rescue the animals.
3. The cowboy was thrown off the horse yesterday evening just before dark.
4. I came, I saw, I conquered.
5. We shall overcome, despite difficulties laying ahead of us on this bleak and dreadful journey to the far and ancient empires.
6. I wish I had a million pounds so I can buy, oh, everything.
7. Now is the winter of our discontent.
8. Fly me to the moon and let me sing amongst the stars.
9. Being a teenager, he could honestly say nothing of value whatsoever.
10. Watch me soar, see me glide, hear me squeal.

**TASK:** Write out the sentences above in your books and highlight, tick or underline the ones that are **SIMPLE SENTENCES**



## 22) GRAMMAR: Sentences

### **COMPOUND AND COMPLEX SENTENCES**

When two (2) or more SIMPLE SENTENCES are joined by the words

**AND, BUT, OR, NOR**

the sentence is said to be a **COMPOUND SENTENCE**.

So, when you find a sentence with more than one finite verb, look for the joining word. The number of joining words depends on the number of finite verbs in the sentence.

Here is the rule:

2 finite verbs = 1 joining word

3 finite verbs = 2 joining words

4 finite verbs = 3 joining words (and so on)

**Finite verb + joining word + finite verb**

IF THE JOINING WORD IS and, but, or, nor – THEN THE SENTENCE IS A **COMPOUND SENTENCE**.

IF THE JOINING WORD IS ANY OTHER JOINING WORD (i.e. NOT and, but, or nor) THEN THE SENTENCE IS CALLED A **COMPLEX SENTENCE**.

Examples:

1) **I eat and I sleep.** There are two finite verbs (eat, sleep) joined by the word and, so this sentence is COMPOUND.

2) **I hope to win the race.** There is only one finite verb = SIMPLE

3) **I do it because I can.** There are 2 finite verbs (do, can) – the joining word is because, so the sentence is COMPLEX

## **JOINING WORDS:**

When looking for joining words in a sentence so that you can name the sentence as simple, complex or compound, it is important to know that the joining word must be joining two or more finite verbs.

So,

I **eat** cake and sweets.

is still a simple sentence because there is only one finite verb. The word (and) joins two nouns, not two verbs.

I **eat** cake and **drink** beer.

The joining word (and) joins two finite verbs (eat, drink), so this sentence is a COMPOUND sentence.

Here is a list of the two main types of joining word (CONJUNCTION)

1. **Co-ordinating Conjunctions = Compound joining words/conjunctions**  
= AND, BUT, OR, NOR

2. **Subordinate conjunctions/ joining words**  
= BECAUSE, SO, THEREFORE, THUS, CONSEQUENTLY, HOWEVER, ALTHOUGH, UNLESS, EXCEPT, IF, AS LONG AS, APART FROM, YET, WHEREAS, OTHERWISE, SIMILARLY, THEN, AFTER, LIKE, WHEN, WHO, WHENEVER, WHERE (etc)

**TASK 9:** Answer the following questions:



1. Which joining words indicate the COMPOUND sentence?
2. If there are five finite verbs in a sentence, how many joining words should there be?
3. If the joining word is NOT and, but, or, nor - AND COMES BETWEEN TWO OR MORE FINITE VERBS - what do we call that sentence?

**Write the answers in your books.**

### 23) GRAMMAR: Sentences

**TASK:** Read the sentences below, write them in your books and answer the following questions in your books.

#### **SIMPLE, COMPLEX AND COMPOUND**

1. Place a  around the finite verbs in each sentence.
2. How many joining words should there be in each sentence?
3. Place a  around all the joining words.
1. Identify the sentence as simple, complex or compound

a) The little boy sleeps and dreams of becoming rich. =

b) If it rains, bring a raincoat. =

c) I see stars whenever you kiss me. =

d) Here we sit, broken-hearted. =

e) However long it takes, I will wait for you.  
=

f) The man who is mad married my sister.  
=

g) They want success, but they are afraid to try.  
=

## 24) GRAMMAR: Sentences

### CLAUSES: MAIN + SUBORDINATE/CO-ORDINATE

Remember a clause is a group of words containing a finite verb.

A simple sentence is also called a MAIN CLAUSE because it contains a subject, a finite verb, AND CAN MAKE SENSE ON ITS OWN.

**I eat worms.**

A compound sentence has 2+ MAIN CLAUSES = so it is almost like saying a compound sentence is 2+ simple sentences joined by and, but, or nor.

**I eat worms but I prefer slugs.**

"I eat worms" and "I prefer slugs" can stand as independent sentences. They make sense on their own. I eat worms is the main clause and the second main clause, starting with but, is known as the co-ordinating clause.

In a complex sentence, there is one main clause (a simple sentence with a finite verb, a subject, and tense ) 1+ subordinating clauses (starting with a joining word that is **not** and, but, or, nor). This subordinate clause generally can't stand alone / does not make sense on its own = needs a main clause in order to make sense.

They went home because it rained.

The verbs are went and rained and the joining word is because.

"Because it rained" is not complete – it needs the main clause "They went home"

to make complete sense. For this reason, the clause because it rained is known as the **subordinate clause**.

If there is a sentence where there are and, but, or, nor joining the verbs as well as other joining words, the sentence is still known as COMPOUND.


I **eat** worms but I **prefer** slugs that **are boiled** slowly.

SIMPLE SENTENCE = 1 finite verb + one/more phrases = a main clause.

COMPLEX SENTENCE = 2/more finite verbs joined by subordinate Conjunction / Has a main clause and 1/more subordinate clauses.

COMPOUND SENTENCE = 2/more finite verbs joined by and, but, or, Nor / Has 2/more main clauses, the second which is called the co-ordinate clause.

## THE COMPLETE GUIDE TO IDENTIFYING SIMPLE, COMPLEX AND COMPOUND SENTENCES

1. FIND the FINITE VERB and place a  around it.
2. COUNT the finite verbs. If there is only ONE finite verb, the sentence is SIMPLE.
3. How many joining words should there be?  
CIRCLE the JOINING WORDS.
4. If the joining words are AND, BUT, OR, NOR the sentence is COMPOUND.
4. If the joining words are anything else, draw a line beneath the joining word and stop when you get to the next punctuation mark or the next verb.  
You have just identified the subordinate clause and the sentence is COMPLEX.

What is not underlined is the **MAIN CLAUSE**.

Eg: They **play** cricket (because) they like it.

The girl, (who) is blind, **likes** listening to stories.

(Whenever) I am angry, I **shout** loudly.

The match (which) was cancelled **will be played** tomorrow.

**TASK:** Read the sentences below, write them in your books and answer the following questions in your books.

1. Place a zig-zag around the finite verbs
2. Place a square around the subject and the object
3. Place a circle around the joining words
4. Underline the adverbs twice
5. Place an arrowed line beneath the adjectives, pointing to the words they describe.
6. Place a large dot above words which show position (in, out, behind, over, with, by, of) = called PREPOSITIONS
7. Underline any subordinate clauses.
8. Is the sentence simple, complex, compound?

- 
1. The lonely lady, who likes juicy apples, met an apple-seller yesterday.
  2. The house, which is empty, will be sold quickly.
  3. We ran away because we wanted to buy ice-cream.
  4. I will go but you must stay here.
  5. Running up the hill, we saw people eating fish while knitting socks.
  6. Knowing the reasons, we understand the issues.
  7. They wanted to win and they wanted to be the champions.

## 25) GRAMMAR: Sentences

### MORE ABOUT THE SUBJECT

The subject of a sentence tells us who/what is doing/being the action of the verb.

Subjects can consist of:

a noun = **Boys** play football.

a noun phrase = **The boys** = article + noun

**The happy boys** = article + adjective + noun

**The boys with short hair** = article + noun + adjective phrase\*

**To fight** is useless. = infinitive acting as a subject

**Running daily** helps the heart = participle + adverb acting as the subject.

a noun clause = **That he stole** is the truth.

(Who/what is the truth? Answer = that he stole. Even though it has a **verb**, it is a clause acting as a subject and so is doing the job of a **noun**. So we call it a noun clause).

\*With short hair = called an adjective phrase because it describes the boys. Words which describe are called adjectives – it is more than one word, so is an adjective phrase. (A phrase because it does not have a finite verb.)

We can turn with short hair into an adjective clause, like so:

The boys, who **have** short hair, play football.

The adjectival clause is the subordinate clause in this sentence.

The subject usually contains a noun or a pronoun.

A pronoun takes the place of a noun.

**The boys** play football.      **They** play football.

Other pronouns are: I, us, we, you, he, she, it, they, this, that, these, some, many, none. Eg: **These** are fresh; **those** are stale.

## MORE ABOUT OBJECTS

**The objective of a sentence can consist of:**

- A noun = They eat apples.
- A noun phrase = They eat the delicious apples.
- A gerund = They enjoy running.  
Running satisfies them. as a subject or object)
- An infinitive/ infinitive phrase = They hope to win.
  - They hope to win the race.

A direct object appears directly after the verb. = I ate the cakes.

An indirect object appears

before the direct object. = I gave her the cakes.  
She gave the boy a kiss.

IF A NOUN APPEARS AFTER A PREPOSITION, IT IS CALLED THE OBJECT OF THE PREPOSITION.

= in the morning, after the rain, by someone, with him

Prepositions are words like: in, by, with, over, near, round, up, in



**TASK:** Read the sentences below, write them in your books and answer the following questions in your books.

## **LOOSE, BALANCED AND PERIODIC SENTENCES**

A sentence is **loose** when the subject and verb are placed next to each other, at the start of the sentence.

The meaning is complete at the beginning, and extra information can be added afterwards.

They **eat** apples.

The football teams **eat** apples with their bare hands and a little salt.

A sentence is **balanced**, when the joining word appears in the middle of the sentence.

They eat apples so they can stay healthy.

A sentence is **periodic (end-stopped)**, when the subject and verb are separated, and the verb usually moved to the end of the sentence.

They, because they want to stay healthy, **eat** apples.

**TASK** : Which of these sentences are loose, balanced, periodic?

- a) I wanted to win the race yesterday afternoon.....
- b) The team, which had lost all season, finally won.....
- c) Our teacher is ill so we should visit her.....
- d) Our teacher, who has measles, is absent.....
- e) The pupils were unlucky to lose their pocket-money.....
- f) The house, built by Jack and his charming wife,  
burnt down.....
- g) If it takes forever, if it costs the earth, I will  
meet you again.....

## 26) GRAMMAR: Sentences

**TASK:** Read the following and write out the topic sentences in your books. The first one has been done for you, but write this out anyway.

### **FINDING TOPIC SENTENCES**

The first paragraph has been done for you.

The topic sentence in a paragraph is like the headline for a newspaper article. It summarises the gist of the paragraph, and is the sentence upon which the entire paragraph is built. **Also**, the topic sentence provides clues as to the main idea expressed with the paragraph. **Often**, it contains words that will be elaborated on in other sentences.

If a topic sentence appears at the start of a paragraph, the paragraph is known as **LOOSE**. This allows for elaboration, expansion, discussion, cause-and-effect; implications, results, description. Thus, the general meaning is complete and easily obtained right at the start.

Having the topic sentence at the start is a common structure for a paragraph, because it “sets the scene” as it were, and allows for structured elaboration. But take a minute to think about the structure of jokes, and in particular, how they build up towards a punch-line. In essence, all jokes have the same structure in that the listener/ reader is forced to listen/read to the very end in order to get the essence of the joke. When paragraphs have a topic sentence at the end, they are known as **END-STOPPED** or **PERIODIC**.

Periodic paragraphs are used to great effect in persuasive writing and by writers wishing to create suspense. Descriptive writers, however, favour the use of loose paragraphs. But there is another kind of paragraph which is suitable for writers wishing to evaluate information. This is known as a **BALANCED** paragraph because the topic sentence is placed in the middle of it. Because of this, the writer can create for/against, positive/negative, pro's/con's constructions to assist in argumentative and analytical essays. It also provides stylistic variation to a piece of writing.

## 27) GRAMMAR: Sentences

**TASK:** Read the following tips. Write out any **three of the tips you think you need to remember most!**

### GRAMMAR TIPS: SUMMARY

1. Find the **finite verb** first  
= all verbs are finite except verbs with TO in front (to swim = infinitive = **non-finite**)  
and verbs that end in -ING (swimming = tenseless participle/gerund = **non-finite**; they need an auxiliary verb to give them tense and thus make them finite.  
Eg: **eating** = **non-finite**; **am eating** = present participle = **finite**).
2. Ask **WHO/WHAT?** before the verb to find the **SUBJECT**  
= The girl eats fruit ... *who/what* eats fruit? = the girl = the subject
3. Ask **WHO/WHAT?** after the verb to find the **OBJECT**  
= The girl eats *who/what*? = fruit = the OBJECT.
4. **Nouns** and **Pronouns** form the subject and object of a sentence.
5. Ask **WHEN/WHERE/HOW/WHY?** to find the **ADVERB**.  
= The girl eats fruit quickly. *How* does she eat fruit? = **quickly** = adverb
6. **Nouns** and **adverbs** can be single words or groups of words (**PHRASES**).  
= a **phrase** is a group of words without a finite verb  
= Girls = single noun; The charming girl = group of words without a verb = phrase  
= Quickly = single adverb; in a hurry = adverb phrase  
= **PHRASES** sometimes begin with **PREPOSITIONS**, eg. in a hurry; over the moon  
= **Phrases** sometimes begin with **infinitives**: to win a race  
= **Phrases** sometimes begin with **participles**: running down the road ...
7. **Nouns** can grow into phrases by adding **articles, adverbs, adjectives**  
= ..... The very old man
8. **Adverbs** can be placed at the beginning, in the middle, at the end of a sentence.  
= **Suddenly** I viciously responded by shouting.
9. **Adverbs** can also appear between verbs – between the **aux.verb** and **participle**.  
= **am** always **laughing**
10. **Adjectives** can appear before a noun or after a **"being" verb** – is, am, was etc  
= The tired boy .... The boy **is** tired.

### Finding Clauses

1. Find the **finite verb/s**. If only 1 finite verb, then sentence is **SIMPLE**.
2. Circle the **joining words**. (2 verbs = 1 j/word; 3 verbs = 2 j/words; 4=3 etc)
3. If the joining word is **AND, BUT, OR, NOR** then sentence is **COMPOUND**.
4. If the joining word is *anything else*, the sentence is **COMPLEX**.
5. Draw a line from the joining word to next punctuation mark to find **subordinate clause** (= A **CLAUSE** is a group of words *with* a finite verb)
6. Non-underlined part is **MAIN CLAUSE**.

## THE GRAMMAR READING GAME

# BASIC TRAINING

■ You are Recruit Whatsitsname. You have  
■ been sent to planet SENTENCE.

That is all you need to know for now.

**Learning objectives:**

- to be able to identify the finite verb in a sentence.
- To distinguish between finite and non-finite verbs.
- To identify the subject, object and adverb in a sentence.
- To practise reading skills

**TASK:** Decode the following message in your books. Answer the question, check what number your answer receives and read the message...

**Stage One. Sector One. Pre-Mission Status:RECRUIT.**

**Monday 34<sup>th</sup> 5005, 8:30am.**

**(You wake up to discover this note in your pocket.)**

reDa cruReti  
oYur boj si ot lacre a thap roughth het fledminie ni Scoret woT. refoBe  
ouy nac od hatt, oyu vahe ot tendat nad plometec Tarinnig Sosines  
enO.

**My Secret Journal Page One:**

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
---

## **Progress Check**

1. Your job is to:

- a) race a field mouse = 3
- b) clear a path in Sector 2 = 4
- c) recruit others = 2

2. Although you may think that that is your job you are so wrong and now you are wasting precious time by reading this piece of nonsense so I suggest you go back to block 1.

3. Race a field mouse? I think not my dear friend and this is yet another opportunity to waste precious time by reading a load of old rubbish when you should just go back to 1.

4. That's right. I see we made the right choice when picking you. As part of your secret mission you need to undergo Training Session One. Locate this section and do the tasks. Then go to Sector 2 for your first assignment.

## 29) GRAMMAR: Skills Round-Up

**TASK:** Decode the messages and write the answers in your books.

### Stage Two. Pre-Mission Status: RECRUIT

Monday 34<sup>th</sup> 5005. 9am.

(Before moving on, you receive this text message on your galactic phone.)

A=1, b=2, c=3, d=4, e=5, f=6, g=7, h=8, i=9, j=10, k=11, l=12, m=13, n=14, o=15,  
P=16, q=17, r=18, s=19, t=20, u=21, v=22, w=23, x=24, y=25, z=26

20, 18, 1, 9, 14, 9, 14, 7 - 19, 5, 19, 19, 9, 15, 14 - 20, 23, 15

You will be expected to **INTERROGATE** the sentence on your next assignment. Your job is to find the **SUBJECT** and the **OBJECT** and the **ADVERB** in a sentence.

Here are the steps you need to follow:

1. Identify the finite verb eg: The girl ate the apples yesterday.
2. Ask **WHO** or **WHAT** before the verb eg. Who/what ate the apple? Answer = The girl = **THE SUBJECT** of the sentence.
3. Ask **WHO/WHAT** after the verb to find the **OBJECT**  
Eg: The girl ate **WHO?/WHAT?** Answer = the apples = the **OBJECT** of the sentence.
4. Ask **WHEN, WHERE, HOW, WHY?** to find the **ADVERB** in the sentence. Eg: The girl ate the apples **when/where/how/why?** Answer = yesterday = **ADVERB** because it tells us **when** she ate the apples.

Interrogate the following sentence to identify the subject, the object, and the adverb.

**THE BOY KICKED THE BALL HARD.**

Finite verb = .....

Subject = .....

Object = .....

Adverb = .....

Check your answers and if correct, move to assignment Stage 3.

If not, try again. Answers = verb=kicked; subj=the boy; object=the ball; adverb = hard

20,18,1,9,14,9,14,7 - 19,5,19,19,9,15,14 - 20,8,18,5,5

Adverbs don't always appear near the end of a sentence. Often they can be found at the start, or sometimes in the middle of a sentence.

EG: Suddenly I was swimming in the sea.

I was suddenly swimming in the sea.

Notice how the adverb splits the finite verb in the second example. Look out for this in assignment two in sector 3. Despite splitting the verb, there is still only **ONE** finite verb in each sentence. This is important. Read this again. Now go back to sector 4.

20,18,1,9,14,14,7-19,5,19,19,9,15,14 - 15,14,5

This assignment will ask you to clear a path through a minefield by asking you to place a dot over all the **FINITE** verbs. There are 3 kinds of **FINITE** VERBS:

- 1) **DOING** VERBS = verbs that you can do (eat, laugh, jump)
- 2) **BEING** VERBS = verbs that you can't do (is, was, were, has, shall be, are, am, can, should)
- 3) **PARTICIPLES** = a **BEING** verb next to a **DOING** verb ( *is eating*; *was laughing*, *shall jump* ).  
**PARTICIPLES** give the word tense (present, past, future)

**ALL VERBS ARE FINITE** except for:

- a) verbs with **TO** in front of them (to eat, to laugh) = **NON-FINITE**
- b) -ing verbs without a being verb in front ( eating, laughing, jumping ) = **NON-FINITE**  
but  
( am eating, is laughing, was jumping ) = **FINITE**

**DO NOT PLACE A DOT OVER NON-FINITE VERBS IN THE MINEFIELD.** To show that you have understood this training session, answer the following question.

Which block contains only **FINITE** VERBS?  
A? B? C?

ANSWER = .....

A: laughing, crying, to eat, jumping, to go

B: run, is asking, scream, had been crying

C: apple, orange, pears, blue, green, red

Check your answer by decoding this:  
1, 14, 19, 23, 5, 18 9, 19 2; 14, 15, 23 7, 15  
20, 15 19, 5, 3, 20, 15, 18 20, 23, 25



### 30) GRAMMAR: Skills Round-Up

**TASK:** Write out all the **FINITE verbs** in the following Minefield to clear a path...  
**Translate the message** that you find at the other side, **using the code from the last homework.**

Sector Two: THE MINEFIELD. Tuesday 35<sup>th</sup> 5005. ( You know what to do)

START HERE

\*

running jumping to fly runs to swim building to build to scare taking

to sing to laugh is running hoping hopping to take to make to fake to give

swimming is swimming to jump to climb to be giving to die to dye dyeing

is to lose winning wanting living to win to deliver dying to want wanting

to skip to dance to twirl swims to understand twirling shining to shine to row

was to giggle to smirk being losing swimming rowing to send sending typing

to find to explore was giggling to hope to hop delivering receiving believing

skipping smirking finding am to hold to have dreaming sleeping waking to wake

am holding to go going to stay understanding demanding throwing knowing



7,15 20,15  
19,20,17,5 20,8,18,5,5



7,15 2,13,11 20,15  
19,20,17,5 20,23,15



7,15 2,13,11  
19,20,17,5 20,23,15



7,17 2,13,11  
19,20,17,5 20,23,15



### 31) GRAMMAR: Skills Round-Up

**TASK:** Using your understanding of how sentences make sense, **rewrite the following statements in your books with the words in the correct order:**

**Sector Three: Pre-Mission status: TRAINEE**  
**Wednesday 35<sup>th</sup> 5005:**

**You receive this letter from High Command:** (Decide what to do and then do it)

a finite Finding in verb of verbs is easy a list  
you are But on tend Sentence and the Planet aliens their to place in  
sentences verbs.  
a sentence? you to spot the finite be able Will verb in  
help Go to Two for tips Training and Session.  
mission status Once completed the you have task, your successfully will  
upgraded be.  
be Good and may the luck force with you.



## 32) GRAMMAR: Skills Round-Up

**TASK: Write out the following sentences and then interrogate them as instructed...**

**Stage Three: Assignment Status: Interrogator. Wednesday 36<sup>th</sup> 5005.**

The following sentences have been captured. Your job is to interrogate them to discover the SUBJECT, OBJECT and ADVERB in each. BEWARE THE FLOATING ADVERB. Look out for NON-FINITE VERBS.

**(Training for this more Session Three help Go to with.)**

SENTENCE ONE: The aliens eat rocks daily. Finite verb  $\longrightarrow$  .....

Subject  $\longrightarrow$  .....

Object  $\longrightarrow$  \_\_\_\_\_

Adverb → .....

SENTENCE TWO: We are always fighting enemies here. Finite verb  $\longrightarrow$  .....

Subject 

Object 

Adverb → .....

Place a V above the finite verb, a box around the subject, and a box around the object. Underline the adverb twice. Place a squiggly line beneath the non-finite verbs.

**SENTENCE THREE:** Yesterday, the ugly martian drew his weapon.

**SENTENCE FOUR:** Our captain wanted to win the battle immediately.

**SENTENCE FIVE** : They were constantly monitoring our movements.

**THE ANSWERS  
CAN BE  
FOUND IN  
SECTOR  
FOUR.**

**When you have completed the above TASK, answer the following questions...**

## SECTOR 4a:

1. Quest 1: If you think the finite verb is:

- aliens (go to 6)
- eat (go to 3)
- rocks (go to 9)
- daily (go to 15)

6. One useful test to identify finite verbs is to ask "Can I" before the word. Can I aliens? Can I eat? Can I rocks? Which makes sense? Now go back to 1.

11. Quite correct. *The aliens* is the subject. Now, if you think the object of the sentence is:

- the aliens (read block 11 carefully)
- daily (15 then 11)
- rocks (go to 13)

16. *We* tells us who are fighting. Words which tell us who are either the subject or the object. Back to 12.

2. You're halfway there. The finite verb has been split by the adverb *always*. Back to 12.

7. Quest 4: What is the finite verb in sentence 4?

- wanted (go to 19)
- to win (go to 25)
- the battle (go to 33)

12. Quest 2: If you think the finite verb is:

- always (go to 10)
- are (go to 2)
- fighting (go to 2)
- are fighting (go to 8)
- we (go to 16)

17. That's right, *we* is the subject because it tells us who are fighting. The object of the sentence can be found in 18. Read and return here. To find the adverb go to 20 and return here. Now to 23.

3. Correct. You are making brilliant progress. Now, if you think the subject is:

- The aliens (go to 11)
- Eat (go to 14)
- Rocks (go to 5)

8. Yes, the finite verb is are fighting. What's the subject of the sentence?

- we (go to 17)
- aliens (go to 18)
- here (go to 20)

13. Quite right. *Rocks* is the object of the sentence. If you think the adverb of the sentence is:

- the aliens (11 then 13)
- daily (15 then 4)

18. To find the subject ask who/what before the verb. Aliens answers who/what after the verb. *We* are always fighting who what. *Aliens* is the object. Back to 8.

4. Yes, *daily* tells us when and words which tell us when, where, how, why are known as adverbs. Did you get that question correct? Score one mark for each answer. Go to 12.

9. Rocks tell you what the aliens eat and words that tell you who or what are either the subject or the object of a sentence. Now go back to 1.

14. The subject tells us who/what is doing the action in the sentence. *Eat* is a doing word – it is an action you can do. Read block 6 and then go back to 1.

19. *Wanted* is the finite verb. Well done. Did you place a V above it? To find the object, go to 33. Then come back here. Did you put a box around it? What is the subject?

- to win (go to 25 then 19)
- Our captain (go to 40)
- Immediately (go to 22)

5. To find the object, ask who or what after the subject and verb: The aliens eat who or what? To find the subject ask who or what before the verb: *Who* or *what* eat rocks? Back to 3.

10. *Always* tells us when we are fighting, so it's an adverb. Take *always* out of the sentence. The finite verb consists of a being and a doing word (a participle). Go to 12.

15. "Daily" tells us when the aliens eat rocks and words that tell us when are known as adverbs. Now go back to 1.

20. *Here* tells us where we are fighting, so it's an adverb. Back to 8.

**21.** No, ugly describes how something looks. The verb tells us what the subject does. Ugly is an adjective because it describes the martian. Back to 23.

**22.** Immediately tells us when the captain wanted to win the battle and words that tell us when are known as adverbs. Go back to 19.

**29.** Yes, were monitoring is the finite verb because it has a subject (they). What is the object in sentence 5?

- a) constantly (go to 38 then 29)
- b) they (read 29 carefully)
- c) our movements (go to 27)

**24.** Re-read Training Session Three. Were is a verb, but it is part of were monitoring which has been split by the adverb constantly. Back to 35.

**25.** To win is a verb with to in front of it. When you put to in front of a verb, it is called an infinitive and that is always non-finite. Back to 7.

**26.** Yesterday tells us when the martian drew his weapon. Words which tell us when are known as adverbs. Adverbs also tell us where, how, why. Go to 30.

**27.** Yes, our movements tells us what they were constantly monitoring, so it's the object of the sentence. Now go to 34.

**28.** Have you placed a box around the subject and a box around the object? Carefully check. Now go to

**33.** The battle tells us what the captain wanted. He wanted what? To win the battle, so to win the battle is the object. Back to 7.

**37.** Martian tells us who drew the weapon, so martian is the object of the sentence. Back to 23.

**34.** You have by now received all the answers. Add up your final total and fill it in in 36. Then go to 31.

**38.** Constantly tells us when they were monitoring our movements, so it is an adverb. Back to 35.

**39.** Correct. His weapon tells us what he drew. It is the object of the sentence. To find the adverb go to 26. Then go to 7.

**30.** Correct. Drew is the finite verb because it has a subject (the ugly martian). What is the object?

- a) his weapon (go to 39)
- b) the ugly martian (go to 30)
- c) yesterday (go to 26)

**32.** Total so far =

17

**31.** Go to sector 5 and write your name next to the star rating for this assignment.

FOR

20/21 get 5 stars;  
17,18,19 get 4 stars;  
14,15,16 get 3 stars;  
11,12,13 get 2 stars  
0-10 get 1 star.

**36.** TOTAL

21

**40.** Our captain tells us who wanted to win, so it's the subject. Did you place a box around it? Remember to give yourself one point for every correct thing you do. The total so far is out of 17. Fill your total in box 32, then go to 35.

**23.** Quest 3: The finite verb is:

- a) drew (go to 30)
- b) ugly (to 21)
- c) martian (go to 37)

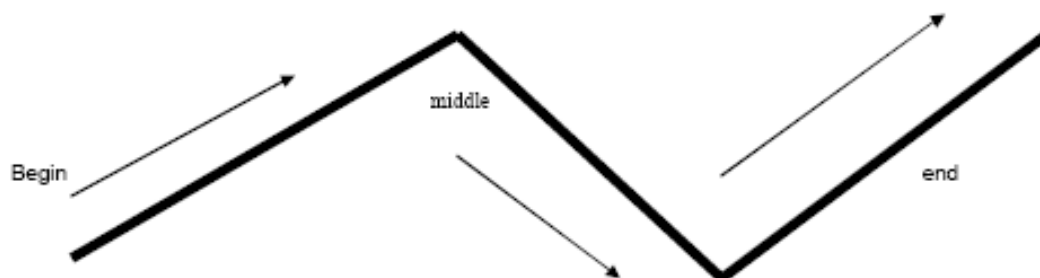
### 33) STRUCTURE: Narratives

#### **THE 3-PART SUMMARY SENTENCE: Generating ideas**

The aim of this activity is to be able to construct a simple story with a beginning, middle and end. The task is to write one sentence that summarises the story. To begin with, you have 3 minutes to create a story summary. Then, on your next attempt, try to cut the time to 2 and a half minutes. Then, on the next attempt, see if you can create a story summary sentence within exactly 2 minutes. For the following attempt, you should aim to finish in a minute and a half, with the ultimate objective of being able to write a story sentence in under a minute. The sentence does not have to be grammatically correct.

Choose from the following titles/ideas. Write a story summary sentence within the given times:

<p>The Escape   Fire!   Penalty Kick Mike's Message   Our Challenge The Dare   Mission   The Light Revenge   Hostile Planet Valentine's Day   Ground Zero</p>	<p>1. 3 mins 2. 2min 30s 3. 2min 4. 1min 30s 5. 1 minute</p>
---	--



Eg: Girl wakes, smelling fire + brother in danger + girl rescues brother.

**TASK:** Write three story summary sentences using the titles above, or

**EXTENSION:** Create your own titles.

### 34) STRUCTURE: Narratives

**TASK:** Read the following tips for creating narratives (stories!). There is a task at the end.

## ENTER AND EXIT: WAYS TO START AND END STORIES

### START AT THE BEGINNING

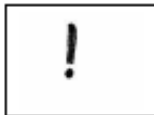
"One day" and "Once upon a time" are common ways used by younger children to begin their stories. Unfortunately, they often use it when they get older, and many find it difficult to start more originally. Here are a few suggested alternatives:

**THE SPIRAL OPENING** = Describe the surroundings before you mention the characters. This forces the reader to read to the end of the paragraph to "meet" the main character/s. Essentially, you are building atmosphere before launching into the plot. It's a useful technique that helps establish the genre very early on. It is like you are zooming in from a great height, gradually getting closer to the main character/s.



The kingdom of Syrius The First lies four thousand miles east of Planet Jimjam, and to those who have seen it, the land is as wondrous and mysterious as anything on Earth. Great craggy mountain ranges loom over dense, mineral-rich valleys filled with fruit-infested forests and silver streams. At one such stream, near the Hill of Good Fortune, sat Mildred Mildew, one of the Kingdom's unluckiest inhabitants...

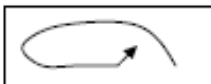
**START IN THE MIDDLE** = Try and grab your reader's attention, by starting the story in the middle of an action and using a sound effect with an exclamation mark. It's a nice jolt into the story, and a good way to introduce an adventure or action-type story. You can also use flashbacks to explore how they characters got there.



"Crash!"

John watched the priceless antique, his grandmother's favourite jade china jug, shatter into a million I'll-never-be-able-to-fix-that pieces. How could he have been so careless? He thought back to earlier that morning, when, just before catching the bus, he had ...

**START AT THE END** = Try starting your story, with the main character's final thought. Then show the reader how that thought came about.



"I'll never get out of here alive," Macey's terrified eyes widened at the sight of the giant blade moving menacingly closer. She could see the blood-stained evidence of previous victims, and try as she might, there was no way she was going to untie the rigorous knots around her wrists. "Think! Think!" she kept screaming as the rotating saw inched ever closer... Earlier, before the madness had begun, before all of this, Macey had been at home, trying to bake a cake for Robert, a good pal and soon-to-be boyfriend...

## START AT THE BEGINNING



Avoid "Once upon a time/ One day" type openings. Reserve for fairy tales only.

## SPIRAL OPENING

Describe the surroundings, like you are zooming in, before introducing the main characters.



## START IN THE MIDDLE



Use onomatopoeia (Crash! Smash! Click! – type words). Use flashbacks.

## **WAYS TO ENTER AND EXIT / START / FINISH STORIES**

## TWIST IN THE TALE

Avoid "and it was all a dream" – (unless it wasn't!) – the reader expects something, but the opposite occurs

Usually ends with ...  
It is up to the reader to decide how the story ends. Think of soap opera endings.

## START AT END

Remember to use flashbacks to allow reader to understand what's going on.

## CLIFFHANGER



## JUST DESSERTS

The baddie gets what's coming to him – usually his plans backfire – and what he hopes will happen to others, happens to him.

## OLDER BUT WISER ENDING "Budweiser"

Main character begins and end the story in the same place. First time, he / she faces temptation, gives in, gets into trouble, ends at same place, but makes wiser choices.

## HAPPY ENDING



Everything works out all right in the end.

## THE Y?Y?Y? METHOD : ANOTHER EXAMPLE

1. Draw the final image: A boy runs out of an abandoned house.
2. Ask why this is so: He is being chased by a monster.
3. Ask why this is so: The monster needs human blood to survive.
4. Ask why this is so: Monster was a boy, cursed long ago when he trespassed into a witch's house.
5. When you are ready, start from the bottom and work your way to the top to generate ideas for a story.

Perhaps a story which begins two centuries ago. The setting is an old house near the edge of the woods. Locals claim it is inhabited by a witch, who turns children into monsters. A local lad is dared by his friends to break into the house. He never returns. He is doomed and can only survive by feeding off the blood of others.

We jump forward to the present day. Our hero is a young boy being taunted by older bullies. They dare him to break into the abandoned house near the edge of the woods. To prove he is brave, he sneaks into the garden and creeps in through the window of the basement ....





### 35) STRUCTURE: Narratives

**TASK:** Write a minimum **three paragraph (very) short story** using the ideas about **structure generated in your last homework.**

**REMEMBER:** The way to *score highly* on the Assessment Foci is to use **a full range of punctuation** for effect, a range of **paragraph lengths** for effect, a full range of **sentences** (simple, compound, complex) and **stylistic devices** such as **sensory description** (smell, touch, taste, sight, sound) and poetic devices like **similes** (like or as), **metaphor, personification, alliteration, repetition, onomatopoeia** etc.

### 36) STRUCTURE: Narratives (self-assessment)

**TASK:** Using the following **self-assessment**, write answers to the questions in your books about the story you have written. **See which elements of Literacy you have taken control of!**

1. **Is the handwriting clear and fluent?**

Yes: It is always a pleasure reading legible writing.

No : You need to work on the following areas: a) keep letters on the line .....  
b) make spaces between words even .....  
c) straighten down/up strokes eg. H,J, T,K, Y .....  
d) make spaces between letters even .....  
e) dot your i's, j's .....  
f) cross your t's .....  
g) write i as I .....  
h) form these letters more carefully:.....

a b c d e f g h i j k l m n o p q r s t u v w x y z

2. **Have paragraphs been used correctly to show Time, Idea, Place, Speaker?**

Yes: Using paragraphs like you have helps the reader to follow the story more easily. Thanks.

No: a) Paragraphs not used at all = Use paragraphs in future writing.  
b) Paragraphs used, but not always correctly = Remember to start a new paragraph whenever there is a change in **time, idea, place, speaker**.

3. **Is the title and the date written and underlined?**

Yes: Keep doing the right thing.

No: a) title and date written, not underline = remember to underline title and date.  
b) no title and/or no date = remember to include and underline title and date.

**4. Does the first paragraph tell you WHERE, WHEN and WHO?**

**Yes:** Your introduction makes it easier to follow the rest of the story,

**No:** Remember that the first paragraph should generally tell the reader who the main character/s is/are, provide an idea of the setting, and let the reader know the time in which the story is set.

**5 . Is the genre clearly established and maintained?**

**Yes:** You have a grasp of the genre and convey it well.

**No:** Find out what "genre" means and try to write stories in a particular genre.

**6. Are the characters well described, directly or indirectly?**

**Yes:** It was enjoyable meeting your characters.

**No:** Try to make your characters more vivid by:

- a) describing what the characters look like: size, shape, interesting features, clothes, colours .....
- b) describing what the characters do and how they move .....
- c) showing us their character through their speech and actions .....
- d) showing us their characters/looks through the eyes of other characters .....

**7. Is the setting important to the story?**

**Yes:** The setting helped me imagine the story better.

**No:** Next time you write a story, ask yourself the question, "Why have I set the story in this setting/ location. Make sure you have an answer before writing the story.

**8. Has the writer used a variety of describing words to bring the story to life?**

**Yes:** The rich descriptions made the story more vivid and easy to see in my mind's eye.

**No:** a) few descriptive words used = try describing feelings, colours, shapes, textures, smells.....  
b) same descriptive words repeated = use a thesaurus next time you write/plan a story .....

**9. Has a variety of action words/verbs been used?**

**Yes:** Your story is enriched by your choice of vocabulary.

**No:** Find alternatives for words like walk, move, run, said - and use them in future stories.

**10. Have full stops been used correctly?**

**Yes:** Your use of full stops makes your story flow fluently.

**No:** Read your story aloud to at least two people to hear where your full stops need to go.

**11. Do names, titles, days of week/months, addresses begin with capital letters?**

**Yes:** Continue to give proper nouns capital letters.

**No:** Remember to use capital letters to start words that are: names, titles, days/months, addresses.

**12. Spelling errors:** a) fewer than five errors = well done.

b) more than five errors = keep a dictionary near when writing.

**13. Does the story have a clear beginning, middle and end?**

**Yes:** It's always a pleasure reading a story that has a clear beginning, middle and end.

**No:** Practise planning your story thoroughly before starting writing. Make sure you know how it is going to end before you write the beginning. Make sure your stories have endings by giving yourself enough time to think, plan and write.

**14. Is there a variety of joining words?**

**Yes:** Well done, the story flows nicely.

**No:** a) "and" + "then" used too often = find and use alternatives to "and" + "then" .....  
b) keep a list of joining words nearby and refer to when writing.

**15. In my opinion, the story needs:**

- |                                      |  |
|--------------------------------------|--|
| a) More colours .....                | f) More direct speech .....            |
| b) More sounds .....                 | g) Less direct speech .....            |
| c) More movement words .....         | h) More focus on essentials .....      |
| d) More character descriptions ..... | i) Less description/ more action ..... |
| e) More setting descriptions .....   | j) More unusual/ creative ideas .....  |

**17. I would rate the story as: (circle one of a) then 1+ of b) )**

a) very rather quite somewhat almost

b) enjoyable entertaining enthralling exciting amusing funny

delightful moving sad disturbing uplifting scary frightening

entertaining informative well-thought out surprising thought-provoking

### 37) READING: First Chapter (15 tasks to choose from)

**TASK:** Find a book round the house, in the school library or borrow one from your English teacher. It has to be a novel, and it has to be fiction (imagined by the writer). Once you have found one of these magical devices, read the first chapter and complete any one of the following:

Imagine the main character has run away from the book. You are a reporter sent to question the other characters. Write the questions you would ask and the responses you might get.

Redesign the cover of the book, so that it will appeal to a different audience.

Pretend that the main characters have lost their memories and can't find their way to their homes. Draw a map of their setting, showing the street map and route they need to take to get back home.

Make a giant wordsearch, using the names of the characters and locations in the book.

What 3 birthday gifts would you buy for 3 of the characters in the book? Make a list and next to each item, explain why you think it is suited to the characters you have chosen.

Pretend you are the author. On a radio show, you are challenged to give ten reasons why you chose the title of the book. How many are you able to come up with?

Design a quiz booklet, full of puzzles and quizzes, based entirely on the novel you are presently reading. Include crosswords, questions and answers, multiple choice, dot-to-dot and a colouring-in picture.

Draw the bedroom for one of the characters. Label and colour carefully.

Imagine inviting some of the characters to a party to meet some of your friends. Write the gossip page article from a teenage magazine about the event.

Compare and contrast this book with any other book that you have read. Make two columns. Label one, SAME, and the other DIFFERENT. Can you come up with more than 13 items in each column?

Create a WANTED POSTER for three of the characters. Include a written description beneath your drawing of the characters.

Pretend that you are one of the characters in the book. Keep a detailed diary for one week. Write your entries in past tense.

Make a comic book version of the book you are reading. But you are only allowed 5 frames. Which five events will you include to summarise the story so far?

If you had to turn the book into a film, which actors would you choose to play the lead roles? Provide 3 reasons for each actor/character.

Why should someone read this book? Compile a list of 10 detailed reasons FOR reading the book, and 10 reasons AGAINST reading book.

