



Y7 Literacy Booklet

NAME:

TUTOR GROUP:

TEACHER:

Lesson 1: Introduction

Read the extract from As I Walked Out One Midsummer Morning by Laurie and correct all the SPaG mistakes you can find.

After a week on the road, I finally arrived in Southampton, where I'd been told I would see the sea. Instead, I saw a few rusty cranes and a compressed looking liner wedged tightly between some houses; also some sad allotments fringing a muddy river which they said was Southampton Water.

Southampton Town, on the other hand, came up to all expectations, proving to be salty and shifty at turns, like some ship-jumping sailor who'd turned his back on the sea in a desperate attempt to make good on land. The streets on the water appeared to be jammed with shops designed more for entertainment than profit including tattooists, ear-piercers, bump-readers, fortune-tellers, whelk-bars and pudding boilers. There were also shops selling kites and Chinese paper dragons, coloured sands and tropical birds; and lots of little step down taverns panelled with rum-soaked timbers and reeking of pickled eggs and onions.

Spelling Test 1:

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Lesson 2: Nouns

What is a noun?

Proper, common and abstract nouns

There are three main types of nouns:

Proper nouns name a particular place, person, time or event and begin with a capital letter.

Common nouns are general words for different kinds of people, animals, places or things.

Abstract nouns refer to things that cannot be sensed.

Let's see how these nouns feature in this lesson's key text: *Heart of Darkness* by Joseph Conrad. As you read this text, use three colours to identify the three types of noun within this passage. Create a key below:

Proper noun

Abstract noun

Common noun

Going up that river was like travelling back to the earliest beginnings of the world, when vegetation rioted on the earth and the big trees were kings. An empty stream, a great silence, an impenetrable forest. The air was warm, thick, heavy, sluggish. There was no joy in the brilliance of the sunshine. The long stretches of the river ran on, deserted into the gloom of overshadowed distances. On silvery sandbanks, hippos and alligators sunned themselves side by side.

The broadening waters flowed through a mob of wooded islands; you lost your way on that river as you would in a desert, till you thought yourself bewitched and cut off for ever from everything you had once known. There were moments when one's past came back to one, as it will sometimes; but it came in the shape of an unrestful and noisy dream, remembered with wonder in the midst of this strange world of plants, and water, and silence. And this stillness of life did not in the least resemble a peace.

On we went into the silence, along empty stretches, round the still bends, between the high walls of our winding way, the heavy beat of the stern-wheel echoing in hollow claps. Trees, trees, millions of trees, massive, immense, running up high; and at their foot, hugging the bank against the stream, crept the little steamboat, like a sluggish beetle crawling on the floor of a lofty building. It made you feel very small, very lost.

We penetrated deeper and deeper into the heart of darkness. It was very quiet there. At night, sometimes the roll of drums behind the curtain of trees would run up the river and remain, as if hovering in the air high above our heads, till the first break of day. Whether it meant war, peace, or prayer we could not tell. We were wanderers on prehistoric earth, on an earth that seemed like an unknown planet.

Nouns have been chosen and used beautifully in this piece of writing to help convey images to the reader. Let's have a think about four of the phrases the writer has constructed and how he has really thought about his noun choices to convey particular images to the reader.

1. Circle the two nouns used in the phrase below:

The big trees were kings

2. 'Kings' is an example of what type of noun? The writer has chosen the noun 'kings' cleverly here to convey an image to you, the reader of the trees. What is your impression of the trees as a result of Conrad's noun choice?

3. Circle the two nouns used in the phrase below:

Crept the little steamboat, like a sluggish beetle

4. 'Beetle' is an example of what type of noun? Conrad has chosen the noun 'beetle' carefully here to help you form an impression of the boat. What impression of the boat is formed through this noun choice?

5. Now look at the two phrases below. What impression of the setting is created by Conrad's choice of nouns 'mob' and 'curtain'?

*The broadening waters flowed through a **mob** of wooded islands*

*The **curtain** of trees*

6. To what extent do you think Conrad's noun choices have helped the reader to create an image of the setting in their mind?

Look at the abstract nouns below, what can we deduce about the narrator's feelings as he/she is travelling down-stream?

Joy	Peace	darkness	Silence	gloom
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Lesson 3: Adjectives

What are adjectives?

What are comparatives?

What are superlatives?

Read through this extract from ‘The Brazilian Cat’ by Sir Arthur Conan Doyle, published in 1898.

Several times those greenish eyes gleamed at me through the darkness, but never in a fixed stare, and my hopes grew stronger that my presence had been forgotten or ignored. At last the least faint glimmer of light came through the windows—I first dimly saw them as two grey squares upon the black wall, then grey turned to white, and I could see my terrible companion once more. And he, alas, could see me!

It was evident to me at once that he was in a much more dangerous and aggressive mood than when I had seen him last. The cold of the morning had irritated him, and he was hungry as well. With a continual growl he paced swiftly up and down the side of the room which was farthest from my refuge, his whiskers bristling angrily, and his tail switching and lashing. As he turned at the corners his savage eyes always looked upwards at me with a dreadful menace. I knew then that he meant to kill me. Yet I found myself even at that moment admiring the sinuous grace of the devilish thing, its long, undulating, rippling movements, the gloss of its beautiful flanks, the vivid, palpitating scarlet of the glistening tongue which hung from the jet-black muzzle. And all the time that deep, threatening growl was rising and rising in an unbroken crescendo. I knew that the crisis was at hand.

Answer the following questions:

1. What time of day is it, according to the second paragraph?

2. How has the arrival of morning affected the puma?

3. Where in the room does the puma pace up and down?

4. What does the narrator believe the puma intends to do?

5. What noise does the puma make?

6. Circle the word that is the correct meaning of 'grace' in this context.
 elegance prayer delay

Comparatives and Superlatives: complete the table

Adjective	Comparative	Superlative
Warm	Warmer	Warmest
elegant		
Big		
Empty		
Great		
Thick		
Heavy		
Long		
Gloomy		

Spelling Test 3:

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Lesson 4: Adjectives Continued

Re-read The Brazilian Cat and answer the questions.

Adjectives, like nouns, are chosen carefully to create impressions for the reader. We are now going to zoom in on the adjectives that have been used here and consider the inferences we can make.

1. What does the adjective 'savage' in the phrase 'savage eyes' imply about the puma?
2. Why does the writer use the comparative adjectives 'more dangerous and aggressive' to describe the puma's mood that morning?
3. The writer uses the adjectives 'continual', 'deep' and 'threatening' to describe the puma's growling. How do each of these adjectives help to convey the sound of the puma?
4. Rewrite the following clause removing the adjectives:
'the vivid, palpitating scarlet of the glistening tongue which hung from the jet-black muzzle'
5. What is the effect of the clause without the adjectives?

Use this space for your creative writing

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Lesson 5: Verbs

What are verbs?

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Use the table for your 10 dramatic verbs

Dramatic Verb	Upgrade

Verbs change depending on who is doing the action. The table below shows how the regular verb 'to look' changes.

	Singular	Plural
First person	I look	We look
Second person	You look	You look
Third person	He, she it looks	They look

A regular verb follows a set pattern, adding different endings, but the basic root of the word stays the same.

An irregular verb changes in a unique way, not following the usual pattern. The table below shows how the irregular verb 'to be' changes.

Singular	Plural
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First person
Second person
Third person

I am
You **are**
He, she it is

We **are**
You **are**
They **are**

The **infinitive** is the basic form of the verb; it has the word 'to' in front of it.
to open to think to run to dream

Now let's read a descriptive account from One Big Damn Puzzler by John Harding, published 2006. As we are reading this extract, highlight the verbs you think are particularly dramatic and help to create a sense of tension for the reader.

As the boat came close to shore William realised that the men had ceased laughing in order to put all their energy into their rowing. He could tell from the strained expressions that the going was getting harder all the time and he deduced that this was because of an undertow. The now fairly big waves broke upon a wall of coral that ringed the shore, and bounced back out from it, so that for every ten feet the men rowed the boat was hurled back five. At times it seemed as if they were thrown back further than they had rowed since the last time, but this must not have been the case as finally they managed to get past the undertow and were riding on the crest of a huge breaker, the oarsmen paddling frantically to steer the craft through a gap in the coral reef, and surfing in on a cauldron of white spray which finally spat the boat out onto a sickle-shaped sandy beach. For a moment the men rested over their oars, panting

As William disembarked into the foaming water swirling around the boat he cursed himself for wearing his loafers.

Answer the following questions:

- a) Why do the men rowing the boat stop laughing?
- b) What circles the shore of the island?
- c) Circle the correct meaning for the word 'surfing' in this context.
A watersport / browsing the internet / riding the crest of a wave
- d) How do the oarsmen feel when the boat lands?

e) What does William think as he gets out of the boat?

Spelling Test 5:

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Lesson 6: Verbs Continued

Verbs, like adjectives and nouns, are chosen carefully to create impressions. Re-read the extract from last lesson and zoom in on the verbs that have been used and consider the inferences we can make.

Complete the second column by adding verbs from the extract last lesson that describe the movements listing in the first column.

Movements	Verbs	Most powerful verbs, ranking 1 to 3
The movement of the sea		
The movement of the boat		
The movement of the men		

Answer the questions about the verbs in the extract:

1. What does the verb 'deduced' suggest about William?
2. What does the verb 'spat' convey in the image at the end of the first paragraph?
3. Rewrite the first paragraph from 'At times it seemed as if they....' In the present tense.

4. What effect does changing the verbs into the present tense have?

How has John Harding used dramatic verbs in this text to increase the tension for the reader?

Before you write your response, have a look at a response I constructed.

John Harding has used dramatic verbs in this text. This is evident when he writes 'waves broke down upon a wall of coral that ringed the shore, and bounced back' to describe the movements of the sea. The dramatic verb 'broke' implies that the actions are powerful and suggests that the sea was dominant and formidable for the little boat approaching the shore as supported by the use of the verb 'bounced'. However, the verb 'hurled' suggests a somewhat violent end to riding the waves and an action that isn't as controlled, increasing the tension for the reader as they wonder whether the boat will be able to steady itself again.

In this response I have

- ✓ Stated that John Harding has used dramatic verbs
- ✓ Copied out an example from the text using quotation marks
- ✓ Explained what the reader learns from the example from the text
- ✓ Focused in on the dramatic verbs she has used and begun to explore the effect of those verbs, especially in how they might help to increase tension

Identify where I have used the P (point), E (evidence/quotation), T (terminology - verb), A (analysis), L (link back to the question)

Now it is your turn. Construct a PETAL paragraph exploring how John Harding has used dramatic verbs to increase the tension for the reader.

Spelling Test 6:

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Lesson 7: Adverbs

What are adverbs?

Read the information below carefully and highlight key points:

The adverb 'very' is called an intensifier because it intensifies, or emphasises, another adjective or adverb. Other intensifying adverbs include: really, extremely, totally, terribly, completely, so and too.

Adverbs of time and frequency tell us when something is taking place and how often it happens. These include: tomorrow, later earlier, soon, often, sometimes and rarely.

Some adverbs can act as a cohesive device, which means that the adverb can link a sentence back to the previous one. (They are sometimes known as conjunctions.) These include: soon, later, finally, firstly, next, however, therefore.

Read this extract from an article by Octavia Hill 'Homes of the London Poor'; published in 1883. Hill campaigned for better housing and green spaces and helped establish the National Trust. Then complete the activities that follow.

First, then, as to places to sit in. These should be very near the homes of the poor, and might be really very small, so that they were pretty and bright, but they ought to be well distributed and abundant. The most easily available places would be our disused churchyards. I have myself no fear that the holy dead, or those who loved them, would mind the living sharing in some small degree their quiet. There is a small, square, green churchyard in Drury Lane, and even the sight of its fresh bright verdure through the railings is a blessing; but if the gates could be opened on a hot summer evening, and seats placed there for the people, I am sure the dwellers about Drury Lane would be all the better for it. Again, round St. Giles's Church there is space for many seats under the trees. The number of people to be seen in Leicester Square (since the garden was thrown open to the public) show how glad people are

of a seat in the open air. But Leicester Square shows us also another thing: such places must be made bright, pretty, and neat—a small place which is not so becomes painfully dreary, and it is quite curious to notice how little one feels shut in when the barriers are lovely, or contain beautiful things which the eye can rest on.

Comprehension Questions

1. Where does Octavia Hill believe pleasant open spaces should be located?
2. Circle the correct meaning of the word 'degree' in this context:
An academic qualification A measure of temperature An amount
3. What kind of place does Hill suggest could be used for this purpose?
4. What does Hill say these places should be like and why?

Adverb Questions

Adverbs, like nouns, verbs and adjectives, are chosen carefully to create impressions in the reader's mind. We are now going to zoom in on the adverbs that have been used here and consider the inferences we can make.

1. The writer begins this paragraph with the adverbs, 'First, then'. How does this help to introduce her argument?
2. Identify the three adverbs that act as intensifiers in the second sentence. Why do you think the writer uses two intensifiers together when she does? What effect does this have?
3. In the third sentence, Hill suggests that disused churchyards are the 'most easily available places' for people to use. How does the adverb 'easily' further her argument?
4. In the final sentence, Hill uses the phrase 'painfully dreary'. What effect does the adverb 'painfully' have in this phrase?

Spelling Test 7:

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Lesson 9: Tenses

What is tense?

Verbs tenses tell us whether something is happening now, has already happened, or will happen in the future.

Verbs change form for different tenses

Yesterday, you looked bored.

Past tense

Today, you look energetic.

Present tense

Tomorrow, you will look exhausted.

Future tense

Present simple (e.g. I work, I play, I study)

We use the present simple for

- Permanent states, repeated actions and daily routines (I go on holiday every six weeks)
- Scheduled actions (The plane to Italy leaves at 9am.)
- Likes and dislikes (He likes travelling).
- General truths or laws of nature (The sun rises every morning over Sydney Harbour Bridge)

Now construct four sentences using the present simple tense.

1. To describe something you do every time you go on holiday.
2. To describe a trip that is scheduled.
3. To describe a like or a dislike about travelling or making a journey.
4. To describe a general truth or law of nature about travelling or making a journey.

Present continuous (e.g. I am working, I am playing, I am studying)

We use the present continuous for

- Actions happening now, at the moment of speaking (I am writing a postcard)
- Temporary actions (I am searching for my passport at the moment)
- Actions that we have already arranged to do in the near future, especially when the time and place have been decided. (We are going to France tomorrow morning).

Now construct three sentences using the present simple tense.

1. Imagine you are on a beach. Write a sentence using the present continuous to describe an action happening now.

2. Imagine you are at the Eiffel Tower. Write a sentence using the present continuous to describe a temporary action – something you are doing at this point in time.

3. Imagine you are going on holiday. Write a sentence containing the present continuous that describes an action that has already been arranged to do in the near future in preparation for this holiday.

Look at the following sentences and decide whether the present simple or present continuous has been used:

	Present simple	Present continuous form.
The plane is flying to America.		
The tourist walks the streets of Ancient Greece.		
Lola is sunning herself on the beach.		
Jamie swims in the sea.		
The climber hikes up the mountain.		
They are buying souvenirs.		

Now re-write the sentences into the alternative form. So, for example 'The plane is flying to America' is written using the present continuous. To write it using the present simple, we would need to adjust the verb. The new sentence would read: 'The plane flies to America'.

1. The tourist walks the streets of Ancient Greece.
2. Lola is sunning herself on the beach.
3. Jamie swims in the sea.
4. The climber hikes up the mountain.
5. They are buying souvenirs.

Spelling Test 9:

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Lesson 10: Tenses Continued

Past simple

We use the past simple for

- Actions which happened or finished at a definite time or stated time in the past (We left the house at 7.30am this morning)
- Actions which happened repeatedly in the past but don't happen anymore. (I often played football when I was younger).
- Actions which happened immediately one after the other in the past. (First I showered, then I brushed my teeth and then I got dressed)

Now construct three sentences, that are travel related, using the past simple tense.

1. To describe an action which happened or finished at a definite time or stated time in the past.
2. To describe an action which happened repeatedly in the past but doesn't happen anymore.
3. To describe an action which happened immediately one after the other in the past.

Past continuous

We use the past continuous for

- An action which was in progress at a stated time in the past. We do not know when the action started or finished. (At 8 o'clock last night I was doing my homework)
- A past action which was in progress when another action interrupted it. The past continuous is used for the action in progress and the past simple for the action which interrupted it. (I was writing my essay when my friend phoned me)
- Two or more actions which were happening at the same time in the past. (My mum was reading the newspaper while my dad was watching the television)

Now construct three sentences using the past continuous tense that are travel related.

1. To describe an action which was in progress at a stated time in the past. We do not know when the action started or finished.
2. To describe a past action which was in progress when another action interrupted it. The past continuous is used for the action in progress and the past simple for the action which interrupted it.
3. To describe two or more actions which were happening at the same time in the past.

Now look at the following sentences and underline the correct form (past simple or past continuous) of the verb.

1. The plane flew / was flying to America at 9 o'clock this morning.
2. The tourist walked / was walking the streets of Ancient Greece.
3. Lola often sunned / was sunning herself on the beach.
4. Jane swam / was swimming in the sea.
5. The climber hiked / was hiking up the mountain this morning.
6. They bought / were buying souvenirs.

What helped you to identify the correct verb choice?

Summarise what you have learnt about the present simple and present continuous and the past simple and the past continuous in today's lesson.

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Lesson 11: Subject Verb Agreement

What is the subject verb agreement?

Today we are going to work with the following extract taken from Amundsen's diary entries about his excursion to the South Pole in 1911.

Amundsen's arrival at the South Pole (1911)

At three in the afternoon a simultaneous "Halt!" rang out from the drivers ... The goal was reached, the journey ended. I cannot say — though I know it would sound much more effective — that the object of my life was attained. That would be romancing rather too bare-facedly. I had better be honest and admit straight out that I have never known any man to be placed in such a diametrically opposite position to the goal of his desires as I was at that moment. The regions around the North Pole — well, yes, the North Pole itself — had attracted me from childhood, and here I was at the South Pole. Can anything more topsy-turvy be imagined?

After we had halted we collected and congratulated each other ... After this we proceeded to the greatest and most solemn act of the whole journey — the planting of our flag. Pride and affection shone in the five pairs of eyes that gazed upon the flag, as it unfurled itself with a sharp crack, and waved over the Pole. I had determined that the act of planting it — the historic event — should be equally divided among us all. It was not for one man to do this; it was for all who had staked their lives in the struggle, and held together through thick and thin. This was the only way in which I could show my gratitude to my comrades in this desolate spot. I could see that they understood and accepted it in the spirit in which it was offered. Five weather-beaten, frost-bitten fists they were that grasped the pole, raised the waving flag in the air, and planted it as the first at the geographical South Pole. "Thus we plant thee, beloved flag, at the South Pole" That moment will certainly be remembered by all of us who stood there.

A complete sentence contains a subject and a verb. We have already explored verbs but a subject is the person or the thing completing the action. So, for example, in the sentence

'We proceeded to the greatest and most solemn act of the whole journey',

'We' is the subject and 'proceeded' is the verb.

Look at the following sentences, taken from the extract above. Label the subject and the verb for each:

1. The goal was reached.
2. The journey ended.
3. ...we congratulated each other...

It is important that there is agreement between the subject and the verb. For example, Amundsen might say:

'We reached the South Pole' – this shows agreement between the subject and the verb.

However, 'We reaches the South Pole' – does not show agreement between the subject and the verb.

Look at the following sentences.

- 1) Identify the subject and the verb in each sentence.
- 2) Which sentences show subject-verb agreement and which don't? Identify by ticking the appropriate box.
- 3) Correct those sentences you don't feel have subject-verb agreement.

	Shows agreement	Doesn't show agreement	Corrections
There were a festivity in the tent that evening. Subject: Verb:			
We contented ourselves with a little piece of seal meat each. Subject: Verb:			
Outside we heard the flag Subject: Verb:			
It tasting well and did us good. Subject: Verb:			
Outside we heard the flag flapped in the breeze. Subject: Verb:			
Conversation was lively in the tent that evening. Subject: Verb:			
Our thoughts sending messages home of what we had done. Subject:			

Verb:			
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Rewrite these sentences, changing either the form of the subject or the form of the verb, so that they agree.

1. Amundsen lighting the fire.
2. The men dreams of reaching the South Pole.
3. Amundsen are leading the team on their trek.
4. The groups is happy that they reach the South Pole.
5. The flag was raising over the South Pole.

Spelling Test 11:

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Lesson 12: Clauses

What is a clause?

Demonstrate your understanding of clauses by writing an example of the following:

1. A sentence with a fronted clause:
2. A sentence with a subordinate clause at the end:
3. A sentence with a subordinate clause in the middle:

Read the extract from *Wives and Daughters* by Elizabeth Gaskell 1864

She did not see Roger Hamley returning from the meadows, nor hear the click of the little white gate. He had been out dredging in ponds and ditches, and had his wet sling-net, with its imprisoned treasures of nastiness, over his shoulder. He was coming home to lunch, having always a fine midday appetite, though he pretended to despise the meal in theory. But he knew that his mother liked his companionship then; she depended much upon her luncheon, and was seldom downstairs and visible to her family much before the time. So he overcame his theory, for the sake of his mother, and had his reward in the hearty relish with which he kept her company in eating.

He did not see Molly as he crossed the terrace-walk on his way homewards. He had gone about twenty yards on the small wood-path at right angles to the terrace, when, looking among the grass and wild plants under the trees, he spied out one which was rare, one which he had been long wishing to find in flower, and saw it at last, with those bright keen eyes of his. Down went his net, skilfully twisted so as to retain its contents, while it lay amid the herbage, and he himself went with light and well-planted footsteps in search of the treasure.

Comprehension Questions:

1. What has Roger Hamley been doing?
2. Find two reasons why Roger goes home for lunch.
3. What does Roger consider to be treasure?
4. How does Roger treat the natural world around him?

Exploring the Writer's Technique:

1. Circle the coordinating conjunction in the first sentence of the text. What kind of clauses does this conjunction link?
2. Re-read the following sentence: 'He was coming home to lunch, having always a fine midday appetite, though he pretended to despise the meal in theory'.
 - a. Underline the main clause.
 - b. Identify the two subordinate clauses and explain in your own words the extra information they provide about Roger
3. Rewrite the first two sentences using simple sentences that contain only one clause in each?
4. What do you notice about how different the text is now?
5. In the clause, 'and he himself went with light and well-planted footsteps in

search of the treasure', what impression is the reader given of Roger's approach to nature?

Spelling Test 12:

Spelling	✓/✗	Correction (if applicable)
1.		
2.		
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16.		
17.		
18.		
19.		
20.		

TOTAL /20:

Compound sentences

Compound sentences are made up of more than one clause. Some multi-clause sentences contain two or more main clauses, these are known as compound sentences. The main clauses in compound sentences are joined together by coordinating conjunctions, such as **and, but, or** and **yet**.

The cat sat on the mat. It thought about life.	Two single-clause sentences
The cat sat on the mat and thought about life.	Compound

Complex sentences

Some multi-clause sentences contain one main clause and at least one subordinate clause. These are known as complex sentences.

Main clauses make sense on their own, a subordinate clause does not.

The ship's maiden voyage had to be postponed	Main clause
--	-------------

As the forecast was so bad.	Subordinate clause
-----------------------------	--------------------

When put together, the subordinate clause supports the main clause, adding more information to it.

The ship's maiden voyage had to be postponed as the forecast was so bad.

Commas and subordinate clauses

When a subordinate clause begins a sentence, it has a comma after it. When the main clause begins the sentence, there is no comma to separate it from the dependent clause.

If I can find my wallet we can all go for ice cream.	Incorrect
--	-----------

Subordinate clause starts

If I can find my wallet, we can all go for ice cream.	Correct
---	----------------

We can all go for ice cream, if I can find my wallet.	Incorrect
---	-----------

Main clause starts

We can all go for ice cream if I can find my wallet.	Correct.
--	-----------------

Where the subordinating clause is in the middle of a sentence the commas are placed either side.

The cat, purring loudly, sat on the mat.

Demonstrate your understanding

In the text below, two people are having a conversation. Add the appropriate punctuation mark at the end of each sentence.

- a) Jo asked, "Are you looking forward to going to the stadium with your dad tomorrow "
- b) Harry shrugged, "Not particularly"
- c) Jo became irritated. "Well, why not"
- d) Harry said shortly, "Because we always lose"
- e) Jo lost her temper. "You are so ungrateful! Your father works all hours so he can take you to the football. Think about that"
- f) Harry, unfussed, muttered under his breath, "Oh, here we go again"

In a different colour, add in the proper punctuation and capital letters for the passage below. There are 55 punctuation errors in total.

visitors from minden who are in town for the town-twinning celebrations saw a display of dancing yesterday the display which was held on the seafront began at 2:30 pm the first performers who gave the programme a lively start were a modern dance group the dancers who are all members of the shorewell youth centre had been trained by mrs amy grover

the second group which was making its first public performance was the shorewell irish country dancing team they worked hard to entertain the packed crowd their performance which lasted fifteen minutes was marred by an unfortunate accident to mr john cullum who fell through the temporary platform mr buxton a local hotelier twisted an ankle

siobhan o'connell's irish dancers who are aged from five to eight concluded the programme they encountered some difficulties that resulted from the damage to the platform but most of the missing dancers were recovered later

Spelling Test 13:

Spelling	✓/X	Correction (if applicable)
1.		
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TOTAL /20:

Lesson 14: Sentence Types for Effect

Write an example for each of the sentence structures below:

1. Simple (one clause; one main verb)
2. Compound (two main clauses joined by a conjunction (and, but or or))
3. Complex (contains one or more subordinate clauses)
4. Adverb starter (start the sentence with an adverb, - e.g. cautiously,)
5. Preposition starter (start the sentence with a positional word – e.g. between)
6. Simile starter (start the sentence with a simile – e.g. Like the sea,)
7. Connective starter (start the sentence with a connective – e.g. Consequently,)
8. 3x adjective starter (start the sentence with a list of 3 adjectives – e.g. - Dark, desolate and disturbing,)

In the following extract from “Maze Runner,” the writer creates tension using a variety of sentence structures. Identify the different structures used and explain their effect.

He began his new life standing up, surrounded by cold darkness and stale, dusty air. Metal ground against metal; a lurching shudder shook the floor beneath him. He fell down at the sudden movement and shuffled backward on his hands and feet, drops of sweat beading on his forehead despite the cool air. His back struck a hard metal wall; he slid along it until he hit the corner of the room. Sinking to the floor, he pulled his legs up tight against his body, hoping his eyes would soon adjust to the darkness. With another jolt, the room jerked upward like an old lift in a mine shaft. Harsh sounds of chains and pulleys, like the workings of an ancient steel factory,

echoed through the room, bouncing off the walls with a hollow, tinny whine. The lightless elevator swayed back and forth as it ascended, turning the boy's stomach sour with nausea; a smell like burnt oil invaded his senses, making him feel worse. He wanted to cry, but no tears came; he could only sit there, alone, waiting. My name is Thomas, he thought. That... that was the only thing he could remember about his life. The effect created by the varied sentence structure is...

Rewrite this extract from Nigel Hinton's "Buddy," in which there is a description of an eerie setting. Use a variety of sentence structures and starters to convey the sinister feel of the house and to build tension through the piece.

Even in the daytime number 56 Croxley Street looked sinister. It was built of dark stone that had been stained darker in places where rain had dripped down from the broken gutters. From the grey slates of the roof down to the ground there was no lightness or colour anywhere. The trees and bushes in the garden were a miserable dark green that seemed to swallow up the light. Buddy noticed that where the branches of one of the bushes leaned against the stone of the house, the leaves had died as though poisoned by its touch. The worst thing of all was the boards on the windows. They were what made the whole place look so gloomy and lifeless, and anyone could be inside peering out through the cracks.

Challenge: Continue experimenting with sentence structure further by continuing the story, varying your sentence starters for effect.

Choose from the following:

Three adverbs *Slowly, carefully, cautiously, she pushed the door open.*

Last word, first word *It was close. Close enough to sense her.*

The more, the more *The more she listened, the more her hands trembled.*

When you have finished writing...

SELF REVIEW: Highlight all of the different sentence structures you have used in different colours. Check you have used the full range from the list and annotate some examples with the effect you wanted to create.

