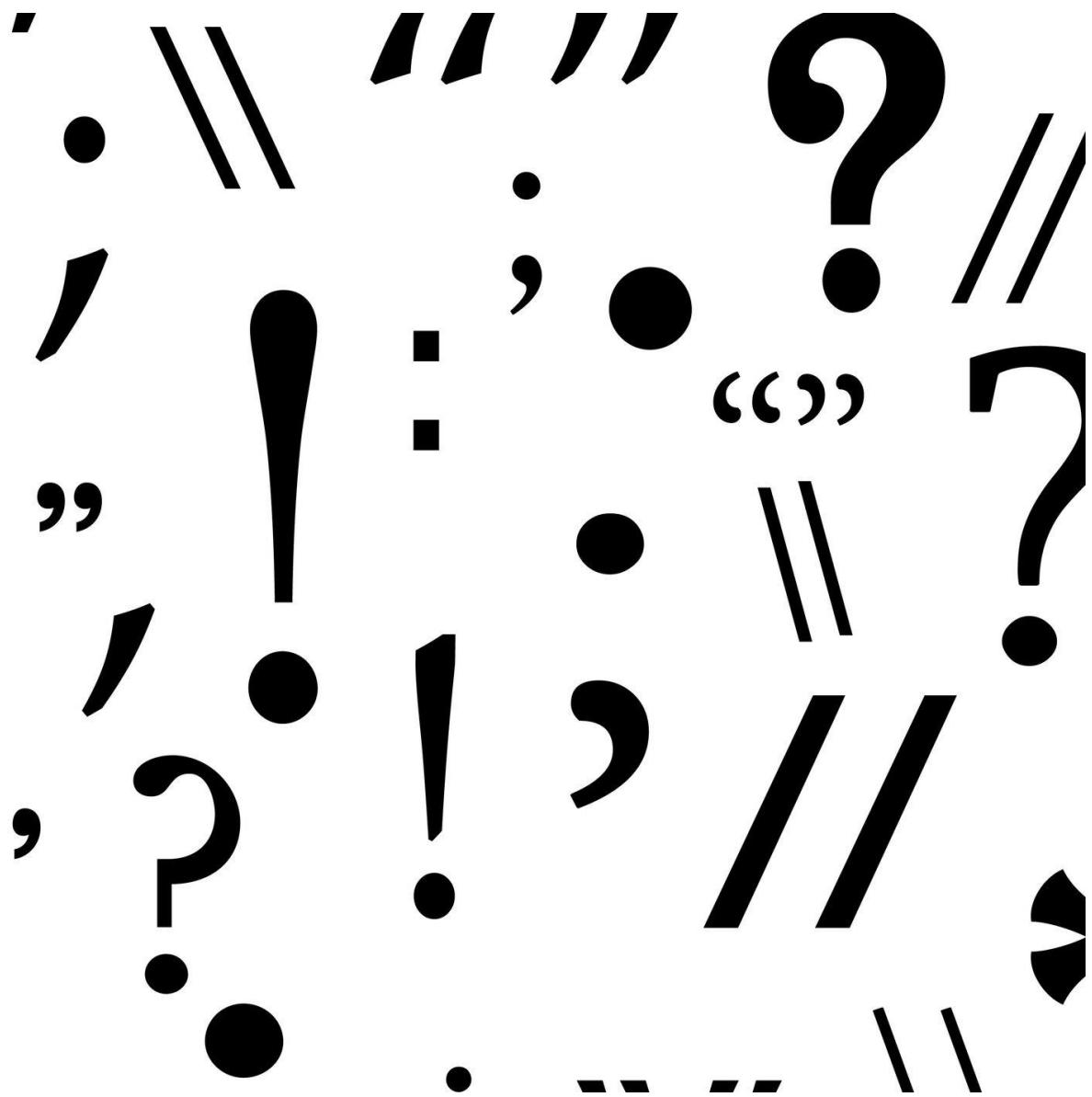


Hillhead High School
English Department



The Language Pack

Introduction

In this pack pupils will learn about the terminology and features of language. Simple explanations are followed by exercises to develop the pupils' awareness of language.

Contents

Section 1: Parts of Speech

Section 2: Common Mistakes

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Section 1: Parts of Speech

Nouns

A noun is a naming word. There are different kinds of nouns.

There are common nouns, proper nouns, pronouns, collective nouns and abstract nouns!

The word **noun** comes from the Latin word "nomen" which means **a name**.

In this section you will find out all about nouns.

Common Nouns

- **What is a common noun?**

A noun is a naming word.

It could be the name of an object or person or place or any thing really!

Look at these common nouns! (**desk, chair, boy, girl, pencils, ruler, classroom, windows, rain, etc.**)

Nouns are everywhere!

These nouns are called **common nouns**.

Hint 1: You can check if a word is a noun by putting the words: **a, an** or **the** before the word.

- **a face, an orange, the people**

Hint 2: Nouns can be **singular** which means one **e.g. a game** or **plural** which means more than one **e.g. games**

Exercise 1

- **Identifying Nouns**

Read the paragraph below and see if you can find at least **eight common nouns**.

Write them into your jotter.

The hall was filled with excited fans. The concert was due to start but the group had not shown up. The audience was very impatient. Suddenly the lights went out and smoke rose from the stage.

The music started and a roar erupted from the crowd. The lead singer ran on to the stage and began screaming into the microphone. The music was deafening.

Exercise 2

Here are 5 common nouns.

1. guitar 2. tent 3. room 4. stadium 5. hammer

Write a sentence for each noun.

- Remember to begin with a capital letter and end with a full stop.

Exercise 3

- Noun Games

4 Columns

Divide your jotter into four columns and put the headings: **animal**, **person**, **fruit** and **thing** at the top.

Now write a noun for each column.

For example if you chose **b**, you could write **bear**, **boxer**, **banana** and **bicycle** in the columns.

1. an animal

a bear

bicycle

2. a person

a boxer

3. a fruit

a banana

4. a thing

a

- Now try the following letters: **p, c, g, l, t, s, r, and m.**

- You will get one point for each correct answer.

Exercise 4

Look at the sentences below and write down all the nouns from each one.

1. The janitor piled up the desks and chairs.
2. A dragon was breathing fire and shaking its mighty head.
3. The trolley was filled with fruit, cakes, bread and biscuits.
4. Lucy's dog ran fast to catch the stick.
5. The film was about a marvellous wizard and evil creatures.
6. The cottage in the forest was dingy, damp and scary.
7. The horrible monster had red, bloodshot eyes.
8. The terrifying story described evil trolls and nasty orcs.

Exercise 5: Cloze Passage

- Complete each space by putting in a noun.
- There could be many words that make sense!
- The idea is to discuss different words and then choose one that makes the story make sense.

This passage is about a wizard and a castle that is attacked!

The Wizard

The wizard was dressed in a long, black 1..... and his 2..... was white and flowing. His 3..... were grey and determined. He carried an old 4..... in his hands. His 5..... echoed on the stone floor of the castle.



He walked into the great 6..... and everything fell silent. The 7..... sat on the golden throne. The 8..... stepped forward and bowed.

"I have terrible 9..... your majesty. The 10..... is in danger. A great army of 11..... is going to attack the 12....."

The king stood up and spoke in a loud 13.....
"The 14..... must be defended against this enemy. Ring the 15..... and gather all our 16..... at the West Gate."

Suddenly a terrifying 17..... was heard and 18..... started to panic. Flaming 19..... started to fall on the people as they ran.

Only the 20..... of the wizard could save them now!

- You could write the next part of the story - if you find all the answers.
- What do you think could happen next?

Proper Nouns

- **What is a proper noun?**

A proper noun is a naming word that has a **capital letter**.

A proper noun is a particular or special noun so a **capital letter** is used.

All proper nouns must be written with a **capital letter**.

Look at the groups of proper nouns below!

• peoples' names	(Paul, Craig, Ellen, Sophie)
• makes of car	(Ford, Renault, Mercedes, Nissan)
• names of streets	(Sauchiehall Street, Cypress Avenue, Abbey Road)
• names of towns or cities	(Glasgow, Edinburgh, Dublin, Cairo)
• names of countries	(Brazil, Italy, Sweden, America)
• languages	(French, Russian, English)
• days of the week	(Monday, Wednesday, Sunday)
• months of the year	(May, December February)
• rivers	(Clyde, Tay, Nile)
• seas/oceans	(Atlantic, Pacific,)
• the names of companies/shops	(British Telecom, Safeway)
• the names of teams/clubs	(Arsenal, Whitemill Athletic Club)

These nouns are called **proper nouns**.

Exercise 1

- **Identifying Nouns**

Read the extract below and see if you can find the **proper nouns**.

"Peter Smedley lived on Sonic Road next to Luton Airport. When he went to work he drove his Mercedes. He normally dropped his children at Crooklands Primary School before heading for work. He worked for Cruiser Airlines as a pilot. He liked to fly to countries like Jamaica and Tahiti. Peter spoke four languages: English, Spanish, French and German."

Exercise 2

- **Proper Noun Games**

4 Columns

Divide your jotter into three columns and put the headings below at the top.

Now write a **proper noun** (with a capital letter) for each column.

Each person in the group has a turn at choosing the letter.

For example if you chose **B**, you could write Belgium, Beth, Brian and Birmingham in the columns.

1. A country	2. A girl's name	3. A boy's name	4. A city
Belgium	Beth	Brian	Birmingham

Pronouns

Pronouns are words that take the place of a noun.

For example: Joanna was very happy. She had been selected to play for the school team.

Here *she* is written to mean Joanna.

- *he, she, we, they, them, those, it, my, their, herself, his, etc* are all pronouns.

Exercise 1

Write a sentence using four of the pronouns in the list above.

Exercise 2

Copy out the sentences below and choose the correct pronoun to complete the sentence.

she they their them he

1. Matches can be dangerous and should not be given to children.
2. The woman was very old and struggled up the stairs.
3. team easily won the match.
4. The diamond that found was very valuable.
5. The boy watched as they played the game.

Some information about pronouns.

There are different kinds of pronouns.

- Personal pronouns are the most common type in use.
I, me, you, he, him, it, they, them, we, us, she, her, are examples.

E.g. *He* went to the shops for bread.

- Reflexive Pronouns end in self or selves.
Myself, yourself, himself, herself, itself, ourselves, yourselves and themselves, are examples

E.g. She told **herself** not to worry.

- Possessive Pronouns indicate that something belongs to someone.
My, mine, yours, his, hers, its, our, ours, their, theirs are examples.
E.g. This is **my** favourite game.

- Relative Pronouns link two parts of a sentence.
Who, which, whose, that and whom are examples.

E.g. I am reading a book **that** was recommended by my friend.

- Interrogative Pronouns are used to ask a question.
What, whose, who, which are examples.

E.g. **Whose** bag is this?

- Demonstrative Pronouns indicate the thing or person referred to.
This, that, these, those are examples.

E.g. **This** is the ring I lost.

Collective Nouns

Collective nouns are used to refer to animals or people, as a group.
A collective noun is like a *collection* of people, animals or things!

A group of birds is called a **flock**!

A group of people at a football match is called a **crowd**.

Try to answer the questions below.

Exercise 1

1. What do you call a group of people at a cinema watching a film together?
2. What do you call a group of players playing a game?
3. What do you call a group of children being taught by a teacher?
4. What do you call a group of actors in a play?
5. What do you call a group of soldiers?
6. What do you call a collection of musicians?
7. What do you call a group of people waiting for a shop to open?
8. What do you call a group of lions?

Abstract Nouns

Abstract nouns are the names of qualities or emotions or ideas.
Emotions and feelings and ideas cannot be seen.

- fear, love, hatred, jealousy, bravery, patience, freedom, laziness, etc.

Exercise 1

- Make a list of ten more feelings or qualities.

Exercise 2

Look up the following abstract nouns in a dictionary and write down what the words mean.

- loyalty, avarice, wrath, envy, pride, malice, courage,

Exercise 3

Write a sentence explaining what each of these abstract nouns means.

- You might find them quite hard to explain.
- You might want to use a dictionary to help you.

- *truth mercy pride*
- *happiness intelligence patience*
- *childhood cruelty weakness*
- *strength jealousy greed*
- *hope love hatred*
- *justice fear envy*
- *time bravery kindness*

- Can you think of four other abstract nouns of your own?

Adjectives

- **What is an adjective?**

An adjective is a describing word. It describes a noun. It tells you more about a noun.

e.g. a **busy street** - a street (street is a noun)

- **busy** is an adjective because it tells you more about the street!

You could also write this as "**the street was busy**".

busy is still an adjective because it describes the street.

- **Why are adjectives useful?**

Writers use lots of adjectives to make their stories interesting.

If you wanted to describe a witch you would have to use adjectives.

For example:

"The **evil** witch lived in a **crooked** cottage in the middle of the **terrifying** forest. She wore a **pointed**, **black** hat and her skin was **wrinkled** and **green**. Her fingers were **long** and **curled**."

Exercise 1

- **Picking out adjectives**

Write down **only the adjectives** from the list below!

red, large, yesterday, quiet, lonely, loud, snow, run, small, green, fall, beautiful, terrible, car, over, and, sizzling, scream, wolf, bright, gruesome, because, clear, horrible, fire, sneaky

Exercise 2

Write a sentence of your own for **ten** of the adjectives in the list above you have chosen.



Exercise 3

Write out the passage below and choose adjectives to complete the passage that make sense.

You should discuss possible adjectives in your pairs/groups and then decide on the best one!

This passage is about a haunted house.



"The House on Crabtree Lane"

It was an 1..... house at the end of Crabtree Lane. Everyone said the house was 2..... The man who lived in the house was 3 Nobody ever dared to go near it. Until one night when a 4..... girl decided to find out what it was like inside.

Emily looked up at the 5..... sky . The sun was going down and a 6..... wind was beginning to blow. She walked along the road wondering if she was doing the right thing.

The gate of the mansion was 7..... and 8..... She pushed it open and continued up the 9..... path. A 10..... tree with 11..... branches swished as she passed and she shivered. The 12..... garden was filled with 13 plants and weeds.

She looked up at the 14..... house and stopped. She felt that something was watching her. She moved on until she stood on the porch in front of the 15..... door. She slowly turned the handle and it opened with a 16..... sound.

As she stepped inside she saw 17..... cobwebs and a 18 , 19..... staircase that led upstairs. She had only taken a few paces when she heard a 20..... sound and the door slammed shut behind her. The darkness was 21 and there was a 22..... smell in the air. 23..... shadows flitted across the walls. The 24..... noise grew louder and Emily realised she had made a 25..... mistake.

She turned and grabbed the door handle but it would not open!

- What could happen next?
- Perhaps your teacher will let you finish the story!
- Or you could make up your own scary story! Use lots of great adjectives

Exercise 4

Use all the adjectives in the lists below to **make up a paragraph** of your own.

A

- **green, scaly, terrifying, fierce, swishing, enormous**

What could you describe using these adjectives?

B

- **angry, bloodshot, huge, black, powerful, dangerous**

What could you describe using these adjectives?

Adjectives : "Comparatives and Superlatives"

Sometimes we use adjectives to compare one thing with something else.

Look at the example below.

1. A hare is **fast**.
 - "fast" is an **adjective**.
2. A greyhound is **faster**.
 - "faster" is a **comparative adjective**.

If we compare more than two things we could use a superlative adjective.

Look at the example below.

1. A hare is **fast**.
2. A greyhound is **faster**.
3. A cheetah is the **fastest** animal.
 - "fastest" is a **superlative adjective**.

Look at the different forms of **fast - faster - fastest**.

When we are comparing two things we use a comparative adjective.

Comparative adjectives usually end in: "er".

If we are comparing **three or more things** we use a superlative adjective.

Superlative adjectives usually end in: "est".

Here is a simple example!

- **big** is an adjective
- **bigger** is a comparative
- **biggest** is a superlative

Exercise 1

Use these adjectives, comparatives and superlatives in sentences of your own.

1. tall - taller - tallest
2. wet - wetter - wettest
3. bright - brighter - brightest
4. light - lighter - lightest
5. strong - stronger - strongest
6. short - shorter - shortest

Exercise 2

Copy out the table below and fill in the correct answers.

For adjectives that end in **y** - remember to change the **y** to an **i** and then add **er** or **est**.

For example: pretty > prettier > prettiest.

Adjective	Comparative	Superlative
fast	faster	fastest
wide	?	widest
dark	darker	?
?	?	largest
soft	softer	?
small	?	?
Adjectives ending in y	Comparative	Superlative
heavy	heavier	heaviest
busy	?	?
noisy	?	noisiest
slimy	slimier	?
dry	?	driest

- Some adjectives do not add "er or est" to make a new word.

- Look at the examples below. Complete the table.
- Some words need to have more or most!

Adjective	Comparative	Superlative
beautiful	more beautiful	most beautiful
generous		
miserable		
annoying		
comfortable		most comfortable
sensitive	more sensitive	

- Some adjectives do not add “er or est” to make a new word.
- Look at the examples below.
- Some words need to change completely.

Adjective	Comparative	Superlative
good	better	best
bad	worse	worst

least > **more** > **most**

Verbs

1. What is a verb?

A verb is an action or "doing" word.

- to run, to eat, to jump, to think, to swim, to grow, to cook, to go, to begin, to like, etc.

Look at the sentences below. The verbs have been highlighted in bold letters.

- The girl **ran** to the shop.
- The boy **bought** some chips.

2. A verb can take many forms!

- to run is a verb but we can use different forms of the verb.

"running, ran, will run, did run" - all come from the same base word - run!

3. Past, Present and Future Tenses

The **past** tense is used when something has already happened.

- *Yesterday I **played** football.*
- *I **wrote** a story about a wizard.*

The **present** tense is used when something is happening now.

- *I **am playing** football with my friends.*
- *I **am writing** a story about a wizard.*

The **future** tense is used when something will happen in the future.

- *I **will play** football tomorrow.*
- *I **will write** a story about a wizard.*

Look at the table below.

Verb	Past	Present	Future
to run	ran	is running	will run
to speak	spoke	is speaking	will speak
to write	wrote	is writing	will write
to read	read	am reading	shall read
to stand	stood	am standing	will stand
to think	thought	is thinking	will think
to make	made	is making	will make

- Notice how the future tense is often written with the word **will** or **shall**.
- Notice how the present tense is often written with the words **am** or **is**.

Exercise 1

Write a sentence of your own for each word in the past tense column. e.g. He ran as fast as he could.

Exercise 2

Write **past**, **present** or **future** for each sentence.

1. I will play with my computer game later on. >> future
2. I played the guitar for two hours.
3. She went to the shops to buy some sweets.
4. I am eating my lunch.
5. The postman will deliver the letters tomorrow.
6. The policeman had waited for four hours.

Exercise 3

Now write **4** sentences about what you have done today in the **past** tense.

Exercise 4

Now write **4** sentences about what you will do later on today in the **future** tense.

Exercise 5

Write out the sentences below and complete them by choosing any suitable word from the list.

am	is	has	did	done	will
would	can	were	was	have	could

1. "I my homework."
2. He not share his sweets.
3. The runner running as fast as he could.
4. My friend phone me later on.
5. The firemen not scared of the smoke and flames.
6. The wizard lost his book of spells.
7. The evil creature destroy the village.
8. The team heading for the stadium.

9. "I have enough work for one day," the worker said wearily.
10. He going home before it gets too late.
11. "You buy the video at the shop," replied his mum.
12. "I going to Greece for my holidays," announced the girl.

Exercise 6 : Using Better Verbs.

If you are writing a story you can choose interesting verbs. Some verbs are used too often.

A

The verb "walked" is often overused. Use the following verbs in sentences of your own.

- staggered, strolled, plodded, raced, marched, hobbled, dashed, strolled.

B

The verb "said" is also an overused verb. Use the following verbs in sentences of your own.

- shouted, exclaimed, asked, stated, screeched, enquired, pleaded, demanded.

Adverbs

What is an adverb?



- An adverb is a word that tells you more about a verb.
- An adverb usually gives you more information about a verb.
- The boy walked **quickly** in the corridor.
- The girl read **carefully** to try and find the answer.
- The lorry swerved **dangerously** across the street.

The adverbs above tell us **how** something was done.

Exercise 1: Identifying Adverbs

Write down the adverbs from the sentences below.

1. The headmistress spoke **quietly** to the pupils.
2. The ballerina danced **gracefully** on the stage.
3. The singer sang **terribly**.
4. The dog barked **loudly**.
5. The boy threw the stone **carelessly**.

6. "I can't be bothered doing anything," the boy said lazily.
7. The runner sprinted brilliantly and won the race.
8. The gardener patiently cut the grass.

Exercise 2

Complete the sentences below by adding a suitable adverb.

1. The sun shone on the blue water of the ocean.
2. The cat purred as he lay in front of the fire.
3. The alarm rang and woke everyone up at 3 a.m.
4. The rain fell during the day.
5. The volcano rumbled and the people were afraid.
6. The fire spread through the house.
7. The cyclist pedalled up the hill.
8. The actress performed in the play.

Some more information about adverbs.

Some adverbs do not end in - "ly".

Some adverbs tell us when something happened.

Some adverbs tell us where something happened.

Different kinds of Adverbs

1. Adverbs can tell us **how** something was done. *(These are called adverbs of manner.)*

quickly happily quietly carelessly

- Write a sentence using each word from the list.

2. Adverbs can tell us **where** something was done. *(These are called adverbs of place.)*

inside outside there everywhere

- Write a sentence using each word from the list.

3. Adverbs can tell us **when** something was done. *(These are called adverbs of time.)*

later recently now soon

- Write a sentence using each word from the list.

4. Adverbs can tell us **how often** something was done. *(These are called adverbs of frequency.)*

never often frequently later

- Write a sentence using each word from the list.

5. Adverbs can also **change** the effect of verbs. *(These are called adverbs of degree.)*

very more fairly quite

- Write a sentence using each word from the list.

Section 2: Common Mistakes

The following words are often confused. Read over the explanations and try to learn these tricky words!

Common Mistakes 1 was or were?

The words, **was** and **were**, are both parts of the verb to be.

Very often they are used incorrectly.

- I **was** going to the cinema.
- They **were** going to the cinema.

The word, **was**, is used when you are describing **one** person or thing. (**Was** > think > **one** or **singular**)

She was, he was, the man was, the hammer was, etc

The word, **were**, is used when we are describing **more than one** thing.

They were, we were, the teachers were, etc
(**Were** > think > **more than one**)

Exercise 1

Complete these sentences using **was** or **were**.

1. The postman very late yesterday.
2. We going to the cinema to see "Lord of the Rings".
3. The actors rehearsing the play.
4. She happy with all the presents she received.
5. Her mum going and so her sisters.

Exercise 2

- Write four sentences with the word "**was**".
- Write four sentences with the word "**were**".

Common Mistakes 2 did or done?

People often confuse **did** and **done**!

Look at the lists below to see the difference between did and done!

- I **did**, she **did**, they **did**, we **did**, the pupils **did**, etc.
- I **have** **done**, she **has** **done**, we **have** **done**, they **have** **done**, the pupils **have** **done**, etc.

The word "**done**" is usually used with **has** or **have** before it.

Exercise 1

Complete these sentences using **did** or **done**.

1. The gardener hasa lot of work in the park.
2. She the best she could to finish her homework.
3. "I everything I could to help the old lady."

Exercise 2

- Write two sentences with the word "**did**".
- Write two sentences with the word "**done**".

Common Mistakes 3 **saw** or **seen**?

People often confuse **saw** and **seen**!

Look at the lists below to see the difference between **saw** and **seen**!

- I **saw**, she **saw**, they **saw**, we **saw**, the pupils **saw**, etc.
- I **have seen**, she **has seen**, we **have seen**, they **have seen**, the pupils **have seen**, etc.

The word "**seen**" usually is used with **has** or **have** before it.

Exercise 1

Complete these sentences using **saw** or **seen**.

1. The teacher them in the town centre.
2. She **has** the film four times already.
3. She should not **have** what she!

Exercise 2

- Write two sentences with the word "**saw**".
- Write two sentences with the word "**seen**".

Common Mistakes 4 **wrote** and **written**?

People often confuse **wrote** and **written**!

Look at the lists below to see the difference between **wrote** and **written**!

- I **wrote**, she **wrote**, they **wrote**, we **wrote**, the pupils **wrote**, etc.
- I **have written**, she **has written**, we **have written**, they **have written**, the pupils **have written**, etc.

The word "**written**" usually is used with **has** or **have** or **was** before it.

Exercise 1

Complete these sentences using **wrote** or **written**.

1. The angry customer has a letter of complaint.
2. The kind girl..... to her friend who was in hospital.
3. The book was many years ago.

Exercise 2

Write four sentences with the word "**wrote**".

Write four sentences with the word "**written**".

Common Mistakes 5

now or know?

Look at the sentences below that show you the difference between **know** and **now**.

I **know** a lot about spiders.

The word "**know**" is a verb!

I will have to my homework **now**.

The word "**now**" is to do with time!

Exercise 1

Write four sentences with the word "**now**".

Write four sentences with the word "**know**"

Common Mistakes 6

passed or past?

Look at the sentences below that show you the difference between **passed** or **past**.

The car **passed** down the road slowly. He **passed** the ball to me.

The word "**passed**" is a verb!

Nobody knew about his **past**.

The word "**past**" is to do with something that has already happened!

Exercise 1

Write two sentences with the word "**past**".

Write two sentences with the word "**passed**"

Common Mistakes 7

off or of?

Look at the sentences below that show you the difference between **off** or **of**.

The plane took **off**.

She was the last **of** the children to leave the party.

Hint: **of** is pronounced "ov"!

Exercise 1

Write two sentences with the word "**off**".

Write two sentences with the word "**of**"

Common Mistakes 8

where/were

Look at the sentences below that show you the difference between **where** and **were**.

They were going to the shops.

The word "**were**" is a verb. It is the past tense of the verb "to be".

The word "**were**" usually has "they" or "we" before it: **we were** or **they were**!

Look at this sentence: The men **were** working on the road.

The word "**were**" is a verb. "**Were**" comes after a noun or pronoun!

The word "**where**" is pronounced and used differently.

Where are you going?

Think of **where** as a question. It never has "**we**" or "**they**" written before it!

Think also about the sound "**wh**" in the word "**where**".

Exercise 1

Complete these sentences with **were** or **where**.

1. Very often the pupils late for school.
2. ".....are you going on holiday?" asked the teacher.
3. We went to the café we supposed to meet.
4. "Where you going this morning?" asked the girl.

Exercise 2

Write two sentences with the word "were".

Write two sentences with the word "where".

Common Mistakes 9

to/too/two

Using the correct words can sometimes be confusing. Look at the sentence below!

- We had **two** tickets for the match but we were **too** late **to** get in **to** the match!

Look at the sentences below that show you the difference between: to/too/two.

Two is the number!

- I ate **two** sandwiches.

Too is an adverb! E.g. **too** big, **too** small, **too** late, **too** early!

- We were **too** late for the start of the film.

To comes before a verb: **to** watch, **to** swim

- We went early **to** collect the tickets for the concert.

To comes at the end of a question.

Where are you going **to**?

Exercise 1

- Write two sentences with the word "**too**".
- Write two sentences with the word "**two**".
- Write two sentences with the word "**to**".

Common Mistakes 10

here or hear?

Look at the sentences below that show you the difference between here or hear.

I can **hear** the choir singing.

The word "**hear**" is a verb. (Remember the word "**ear**" can be found in the word "**hear**"!) This should help you to remember that the word **hear** is about listening or using your ears!

Here is an adverb or preposition!

The town centre is a few miles from **here**. I will wait **here** for a while.

Exercise 1

Write two sentences with the word "here".

Write two sentences with the word "hear".

Common Mistakes 11

lose or loose

Look at the sentences below that show you the difference between lose or loose.

The word "loose" is an adjective.

- The tooth was **loose** and very painful.

The word "lose" is a verb.

- It was a game they could not afford to **lose**.

Exercise 1

Write two sentences with the word "lose".

Write two sentences with the word "loose".

Common Mistakes 12

there/their/they're

Look at the sentences below that show you the difference between: there/their/they're.

- **There** was no hope of escape from the prison.

The word "there" is usually an adverb.

- Some of **their** friends did not turn up for the party.

The word "their" means: belonging to, e.g. their shoes, their uniforms,
(Hint: If you learn how to use this word the other versions will be easier to remember!)

- **They're** going to be late for the concert because the bus broke down.

They're is short for **they are**!

Exercise 1

Write two sentences with the word "their".

Write two sentences with the word "there".

Write two sentences with the word "they're".

Section 3: Punctuation

What is punctuation?

These are marks made by a writer to guide you through a passage or story.

The marks can tell you when to stop, pause, raise your voice, emphasise a word, etc.

Can you imagine trying to read a story with no full stops?

It would make the story very difficult to read or understand.

Punctuation marks are there to help you read correctly!

Punctuation Marks (Information)

The full stop .

Full stops are placed at the end of a sentence.

Remember! (You will also find them at the bottom of question marks and exclamation marks!)

The question mark ?

Question marks are placed at the end of a question.

The exclamation mark !

An exclamation mark is placed at the end of a sentence.

The comma ,

1. A comma is used to separate items in a list.

2. A comma is also used for clauses or phrases added to a sentence.

The apostrophe '

The apostrophe has two uses.

- Omission/Shortening Words e.g. don't = do not

- Belonging to: e.g. the wizard's hat = the hat belonging to the wizard

The colon :

A colon is used to introduce a list or an explanation or an example.

e.g. To make pizza you need: flour, tomatoes, herbs, cheese and herbs.

The semi-colon ;

A semi colon is used to separate items/phrases in a list.

e.g.

To make pizza you need: the finest flour; sun-ripe tomatoes; the best Parmesan cheese and a variety of herbs.

Using Direct Speech

Direct speech means that someone is actually speaking.

In a story you must use direct speech if someone is actually speaking.
You must use speech marks to show that someone is actually speaking.

Speech Marks

We use speech marks to show that someone is speaking.

Look at the example below.

The teacher said, "Take out your work please."

Speech marks look like this " " .

We use speech marks to show when someone is speaking.

You must write what the person actually says inside the speech marks.

The speech mark " looks like 66. We use the 66 mark when someone begins speaking.
This speech mark opens the direct speech.

The speech mark " looks like 99. We use the 99 mark when someone has finished speaking.
This speech mark closes the direct speech.
Remember to use speech marks when someone is supposed to be speaking.

Look at these two sentences.

1. The teacher told the class to take out their books.
2. The teacher said, "Take out your books please." (In this sentence the teacher is actually speaking.)

Only use direct speech when someone is actually speaking.

Put inverted commas only around what is actually said.

Exercise 1

Put in direct speech marks and punctuation marks into the sentences below.

1. I will not go to the party then, moaned the girl.
2. Get out of my way. I am a crazy guy, shouted Bart
3. Can you tell me how to get to the train station? enquired the American tourist.

Rules for Direct Speech

Rules!

Direct Speech

- It is important to learn the rules for using direct speech.
- Try to learn the six main rules below.

Look at this sentence: "The shop was closed," said the boy.

- Read over the points about direct speech which are highlighted in the 6 rules.

1 Open the speech marks > "The shop was closed," said the boy.

2 Put a capital letter for the first word the person says > "The shop was closed," said the boy.

3 Write the words spoken > "The shop was closed," said the boy.

4 Add a comma between the words that are spoken and the words which tell you who is speaking. > "The shop was closed," said the boy.

5 Close the speech marks after the last word the person says.
"The shop was closed," said the boy.

- Now look at the final rule for direct speech.

6 Take a new line for each new speaker

If there is more than one person speaking you must take a new line for each new speaker.

1. "The shop was closed," muttered the boy.
2. "That is a shame," replied his mum.

If you are writing a story and more than one person is speaking remember to take a new line as if you were writing a new paragraph.

Hint: Look at the way writers use direct speech in stories you have read.

- Look at the exercises on the next page.
- Remember to look back at the rules as you complete the exercises on the next page.

Exercise 2

Work in pairs and write down three questions and answers using speech marks.

For example:

- "Where did you go on holiday?" asked Claire.
- "I went to America," replied Stephanie.

(One person could ask the questions and the other person could answer them. Write down what each person says.)

Exercise 3

Write out a conversation between a wizard and his new apprentice.

- Here are a few lines to help get you started.

Conrad the wizard spoke gently, "So they have sent you to me have they. Do you wish to become a wizard?"

"More than anything in the world," replied Tarquin.

"You must.....

Exercise 4

Write out an argument between two people in a supermarket.

Exercise 5

Write out a conversation between three people.

Write out the conversation between the three people below after a road accident has taken place.

- a policeman and the truck driver and an angry motorist

Exercise 6

Write out a conversation between:

- three friends
or
- three people in your group
or
- three characters in a television programme of your choice

Section 4: Sentences

Writing Sentences

Basic Rules

Sentences have a **capital letter** at the beginning of the sentence.

Sentences have a **full stop** at the end of the sentence.

Sentences must make **complete sense**.

Basic Sentences

A Statement Sentence - a sentence that states something.

I like chips. The dragon was fierce.

A Question Sentence - a sentence that asks a question.

Remember to put a question mark at the end of the sentence.

Do you like chips? Did you see that terrible dragon?

A Command Sentence - a sentence that is a command.

Eat your chips! Run before the dragon catches us!

An Exclamation Sentence - a sentence that shows surprise or anger / or someone is upset or shouting.

These chips are cold! That dragon will not get away with this!

Notes

- Using sentences is important when you are writing a story.
- Can you imagine trying to read a story with no full stops?
- Sentences are used to make our ideas clear and to let other people understand what we are writing.
- Remember to check your sentences to make sure they make sense.
- The following exercises will help you with writing sentences.

The Golden Rule : sentences must make complete sense!

Super Sentences

Exercise 1

The following sentences have not been completed. They do not make sense.

Complete the following sentences using a word that makes sense.

These are all statement sentences.

These are the most common type of sentence and are used all the time in stories.

1. The knight carried an enormous
2. He was dressed in a grey
3. He walked slowly along the path to the dragon's
4. His heart pounded as he thought of the
5. From inside the dark cave there came a huge
6. Smoke started to pour from the mouth of the..... .
7. The knight stepped back in
8. Suddenly a monstrous, purple dragon flew into the

Exercise 2

Write six more sentences to continue the story above.

Use your own ideas.

Remember to check that your sentences make sense.

Exercise 3

In this exercise you have to answer the questions!

You must answer using a statement sentence.

1. What is your favourite colour?
2. Who is your favourite person?
3. What can you see out of the window of your class?
4. When is your birthday?

5. What is your favourite television programme?

Exercise 4

Teachers are usually good at using **command sentences** or telling you what to do!

- "Take out your books!"
- "Line up quietly!"

Write down **6** more commands that your teacher uses all the time.

Listen carefully and you will hear them!

Writing Longer Sentences

Joining Words or **(conjunctions – the proper name for joining words!)**

Sometimes we like to write long sentences. We need to use joining words to do this. Joining words are used to join parts of sentences together so that they still make sense.

Joining words like **and**, **but** and **because** are used quite a lot!

Look at the example below.

- We went to the town centre. We had to go home again because the shops were closed.
(2 sentences!)

We can use a joining word to make the two sentences into one.

- We went to the town centre **but** we had to go home again because the shops were closed.

Here is another example.

- I went to my gran's house. She gave me a present. It was my birthday yesterday. (3 sentences!)

We can use two joining words to make the three sentences into one.

- I went to my gran's house **and** she gave me a present **because** it was my birthday yesterday.

Exercise 1

Complete the sentences below by using the correct conjunctions.

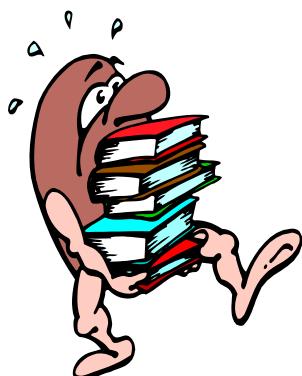
- but or and because so

1. I was tired I had stayed up so late yesterday.
2. I thought the film would be great I did not like it much.
3. "Do not drive so fast pay more attention to the road," complained the driving instructor.
4. "Would you like chips would you prefer rice?"
5. The old man was very sleepy he went to bed.

Exercise 2

The words: **that, since, until, while, although, as, before**, are also conjunctions. Complete the following sentences using the correct conjunction from the list above.

1. Everything was great the rain started.
2. He always listens to music he is driving home.
3. The angry man was served first I had been waiting in the queue much longer than him.
4. We had to stand at the back of the hall all the seats were taken.
5. The policemen made the arrest just in time the thief escaped.
6. It was so warm we had to sit in the shade.
7. He has worked as a waiter leaving school four years ago.



Information about more "Advanced Sentences"

Topic Sentences

A topic sentence is usually placed at the beginning of a paragraph. The topic sentence tells you what the paragraph will be about. Topic sentences are very useful if you are giving information. Look at the topic sentence below.

- "There are many reasons why bullies hurt other people."

If this sentence was at the beginning of the paragraph - what would the rest of the paragraph be about?

The writer would give the **reasons** why bullies hurt other people.

Look at this topic sentence.

- "There are many solutions to the problem of bullying."

In this sentence the writer will describe the **solutions** to the problem of bullying.

- Topic sentences can be used to help you organise your ideas when you are writing about a topic.

Complex Sentences

A complex sentence is a long sentence with many parts.

A writer uses **clauses** and the sentence becomes longer!

Look at the simple sentence.

- **The cat sat on the mat.**

This is a statement sentence and is easy to understand.

Look what happens when you add in clauses.

- **The cat**, which I was given as a present when I was ten, **sat**, all curled up and snug, **on the mat**, which was placed in front of the big, warm, roaring fire.

A simple sentence has been turned into a **complex** sentence.

Remember that inside every complex sentence there is a simple sentence!

- Clauses are phrases that are added to a sentence to give you more information.
- Clauses are usually placed inside **commas**.

Turn these simple sentences into complex sentences by adding some clauses and ideas of your own.

Exercise 1

1. The athlete ran fast.
2. The castle was haunted.

Section 5: Building a Vocabulary

Word Power

In this section we will look at how you can develop your vocabulary.

You can learn lots of new words by looking at the sections below.

Prefixes

A prefix comes at the start of a word. Many words begin with a prefix.

Look at this example. "Re" is a prefix which means **again!** Look at these words that begin with **re**.

repeat, redo, rearrange, reorder, renew, etc.

List of Prefixes and Meanings

anti>	against	e.g. anti-clockwise
auto>	self	e.g. automatic
bi>	two	e.g. bicycle
co>	with, together	e.g. cooperative
con>	with	e.g. context
contra >	against	e.g. contravene
counter >	opposite	e.g. counterproductive
de>	take something away	e.g. deduct
deca>	ten	e.g. decade, decathlon
dis>	reverse/opposite	e.g. dislike
ex>	former	e.g. ex-footballer
extra>	very more than usual	e.g. extra-terrestrial
fore >	before or first	e.g. foreground
im>	not	e.g. improper
in>	not	e.g. insufficient
il>	not	e.g. illegal
ir>	not	e.g. irregular
inter>	between	e.g. international
maxi>	most, very large	e.g. maximum
mega>	million, very large	e.g. megastar
micro>	very small	e.g. microchip
mid>	in the middle	e.g. mid-sentence
milli>	thousandth	e.g. millisecond
mini>	small	e.g. mini-market
mis>	bad or wrong or not	e.g. mislead
mono>	one or single	e.g. monochrome
multi>	many	e.g. multi-storey
non>	not	e.g. non-stop
octa>	eight	e.g. octagon
out>	more	e.g. outbid
over>	too much	e.g. overprotective
penta>	five	e.g. pentagon
post>	after	e.g. post
pre>	before	e.g. preschool
pro>	for/ in favour of	e.g. proactive
quad>	four	e.g. quadruple
re>	again	e.g. remake
semi>	half	e.g. semiconscious
sub>	below or less than	e.g. submarine
super>	much more than	e.g. superhero
tele>	far	e.g. telecommunications
trans>	across or through	e.g. transatlantic
tri>	three	e.g. triangle
ultra>	extremely	e.g. ultra
un>	not	e.g. unheard
under>	below	e.g. underground
uni>	one or single	e.g. unicycle

Exercise 1:Prefixes

Write down as many words as you can find/think of using the prefixes below.

1. **re**

2. **pre**

3. **fore**

Exercise 2:Prefixes

Add a prefix from the list to the words below to change the meaning of the word.

dis **un** **re** **multi** **super** **pre**

- **tidy**
- **connect**
- **human**
- **start**
- **coloured**
- **historic**

Exercise 3:Prefixes /Opposites

The prefixes - dis, un, in, im, mis, non, il - make a word into an opposite.

e.g. clear would become **unclear**.

A. Add the correct prefix to the words below to change the meaning of the word.

- **kind**
- **legal**
- **happy**
- **correct**
- **behave**
- **regular**
- **possible**

B. Now put each word into a sentence of your own.

C. Now write down ten words of your own using the prefix **un**.

Exercise 4: Prefixes/Dictionary Work

Write down the meaning of the following words that all have prefixes.

- underground, extraordinary, unbelievable, supersonic, premonition, microscope, subway, millennium.

UNDER **UNDERGROUND** **UNDERNEATH** Undercover Undertaker **UNDERHAND**

Suffixes

A suffix is the name given to a letter or group of letters added to the end of a word. Look at the following words that share the same suffix.

- childhood, boyhood, manhood, brotherhood, - **hood** is a suffix.
- information, registration, collaboration, renovation - **ion** is a suffix.

There are many common suffixes like: **ing**, **er**, and **y**.

- Many words end in “**ing**” like: interesting, frowning, growling, swirling, etc.
- Many words end in “**er**” like: harder, faster, bigger, etc.
- Many words end in “**y**” like: thirsty, flowery, cloudy, etc.

List of Suffixes

• able	acceptable
• al	comical
• age	shortage
• ance	resistance
• ant	important
• ation	migration
• ed	limited
• ee	employee
• en	weaken
• er	stronger
• ese	Viennese
• ess	waitress
• ful	beautiful
• hood	neighbourhood
• ian	comedian
• ible	irreversible
• ical	magical
• ify	simplify
• ing	interesting
• ish	foolish
• ist	artist

• ion	conversion
• ive	effective
• ise	modernise
• less	hopeless
• like	warlike
• ly	badly
• ment	excitement
• ness	happiness
• ology	biology
• or	actor
• ous	dangerous
• ship	friendship
• ward	backward
• y	cloudy

Exercise 1

- How many words can you think of that end in "y".
- How many words can you think of that end in "less".

Exercise2

The suffix: "ology" is quite common. It means "**study of**".

For example: geology, biology, archaeology, zoology, technology, criminology, etc.

Look up the meaning of these words and write them down.

Root Words

Many words can be formed from a "root" word. Sometimes this is called the stem. You can change the meaning of words by adding letters to the beginning or to the end!

Look at the examples below.

"Run" is the stem or root!

- runs, running, runner, outruns, overruns

Make up as many words as you can think of by adding letters to the beginning and the end of the stem word.

1 jump

2 point

3 cook

4 under

Antonyms

An antonyms is a word that is opposite in meaning to another.

kind is the opposite of unkind

love is the opposite of hate

bad is the opposite of good

Exercise 1

Write down antonyms or opposites for these words.

- happy
- generous
- small
- old
- dull
- fast

Synonyms

A synonym is a word that means the same as another word.

1. big and huge are synonyms

2. small and tiny are synonyms

Write down words that mean the same as:

large >

happy >

clever >

pretty >

Homophones

Homophones are words that sound the same but are spelled differently and have different meanings.

For example: "there and their" and "see and sea" etc.

Exercise 1

Write a sentence for each word.

Use your dictionary if you are not sure about the meaning of each word.

- hear here
- beach beech
- write right
- flour flower

Dictionary Skills

The dictionary contains lots of useful information about words.
It is important to be able to find the information quickly.

Alphabetical Order

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
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

Exercise 1

Write down the following words in alphabetical order.

- phoenix, rescue, order, novel, mystery, suspicious, betrayal, author

Exercise 2

Write down the following words in alphabetical order.

These words all begin with the letter "s".

- snake, sister, support, sad, sabre, sneaky, syllable, screech, sinister, spray

Exercise 3

The dictionary can also tell you about the meaning of words.

Sometimes words can have more than one meaning.

For example the word "ring" has the following meanings.

1. Ring - a piece of jewellery
2. Ring - a circle formed by people
3. Ring - the sound a phone makes

- Look up the words below and write down the different meanings for each word.
- Bat, fly, row, switch, bowl, fresh.

Exercise 4: Searching for Meaning Quiz!

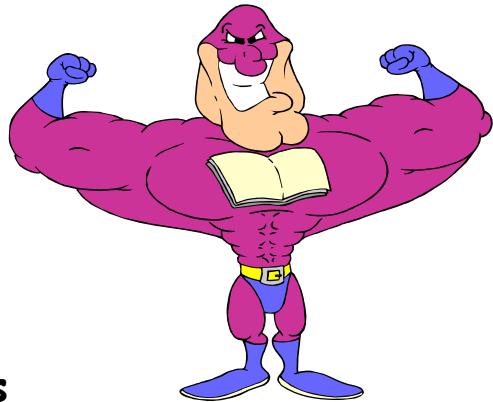
How quickly can you find the answer to these questions? Use a dictionary to help you.

1. What would you do with an **aubergine**?
2. How many sides does an **octagon** have?
3. What does the word **pungent** refer to?
4. What number do you get if you **quadruple** 7?
5. What is a **facsimile**?
6. What job does a **draughtsman** do?
7. If you were **despondent**, would you be happy or sad?
8. What would you do with **chintz**?
9. What two meanings can the word **cape** have?
10. Why would **vermin** be dangerous?
11. If you were in a **crypt** - where would you be?
12. What kind of animal is an **elk**?
13. If you were playing an **oboe**, how would you do it?
14. What colour is **paprika**?
15. What is a **monsoon**?
16. What is a **labyrinth**?

Exercise 5

Look up the following words in your dictionary and then write a sentence using each word.

- **lava**, **luminous**, **manuscript**, **merciless**, **meteor**,
- **mind-boggling**, **mythical**, **nocturnal**, **nutritious**, **marquee**



Common Expressions

The English language is always changing and new expressions and words are invented all the time.

Write down what you think these expressions could mean.

Do not worry if your guess is not correct!

Discuss these expressions and then try to work out what they could mean.

A.

- You're dead meat
- To turn over a new leaf
- To cry wolf
- To bury the hatchet
- To give up the ghost
- To lose the rag
- To face the music
- To smell a rat
- To get into hot water
- To hit the nail on the head
- To throw in the towel
- To rain cats and dogs
- The coast is clear
- To fly off the handle

B. More Common Expressions.

Can you explain what these expressions mean?

- He is barking mad.
- A wild goose chase.
- The light at the end of the tunnel.

C.

Can you think of any more common expressions?
Try to write three more and explain what they mean.

Proverbs

A proverb is a wise saying. Sometimes proverbs can be puzzling!
Some of these sayings are very strange because they come from a long time ago.

Try to write down, in your own words, what these proverbs could mean.

1. Look before you leap
2. There is no smoke without fire
3. A fool and his money are soon parted
4. A rolling stone gathers no moss
5. Every cloud has a silver lining
6. Once bitten : twice shy
7. Too many cooks spoil the broth
8. Love is blind

Section 6: Figures of Speech

Figures of speech are used all the time by writers to make their stories more interesting.

A figure of speech is just a way of saying or describing something.

In this section we will look at onomatopoeia, alliteration, similes and metaphors.

These are difficult words to remember (and spell!) but do not worry, they are not as difficult as you might think.

Sound Words

Some words, phrases and sentences are important because of the sound they make.

The words create a sound effect.

Think of them as sound words!

Alliteration

This means the **repetition of a sound**.

Alliteration is an interesting sound effect.

Look at the examples below.

- The snake slithered silently through the grass. (Can you hear the "ssss" sound?)
- The train rocked and rolled and rattled across the rickety rails! (Can you hear the sound of the train?)
- The sausages sizzled succulently in the saucepan. (What sound can you hear?)

Alliteration is used to create a sound and sometimes to help you form an image or picture in your mind!

You can find alliteration in newspaper headlines, in stories, in descriptions and in poems.

- The prancing pony, proudly pouted and pranced perfectly.

Exercise 1

Make up a short one line description about an animal using alliteration.

- a skunk, a rat, a bat, a horse,

Onomatopoeia

This a difficult word to spell but it is quite a simple figure of speech.

It is a word that has a particular sound!

Crash bang wallop

Snap crackle pop

Look at the examples below!

- thump, crackled, snap, pop, crash, buzz, rattle, scuttled, sizzling, hissed

Exercise 1

Try to write a sentence for each word in the list.

Exercise 2

Describe a rollercoaster ride and use sound words in your description.

Here are some possible words. Try to use some of your own as well.

- screeched, shrieked, whooshed, rattled, swooshed, shaking, rattling, quaking, plunges, twisting, speeding, whizzing, roaring, thundering, clattering, rumbling, shaking,

You can begin with the sentence below if you wish.

"The passengers screeched in horror as the rollercoaster whooshed down the tracks. As the rollercoaster turned upside down, they ..."

Exercise 3

Write down 6 words of your own that are examples of onomatopoeia.

Exercise 4: A Sound Poem

Try to write a poem using lots of sound words. Look at the two examples below. The first poem is about the sound the wind makes and the second poem is about horrible sounds.

"The Wind"

Whistling and whooshing all the time
Whining and wailing in the night
Crying and moaning like a child
Crashing and roaring loud and wild
(Alex (12))

"Sounds I Hate"

The **screech** of chalk on the blackboard
The **clatter** of the plates
The **whinging** of my brother
These are the sounds I hate

The **ringing** alarm clock
Screeching that I am late

The whining of the kettle
These are the sounds I hate
(Stephanie (11))

Write a poem about one of the following:

- The sound of an orchestra
- A raging storm
- A huge crowd of people
- A fairground
- A waterfall
- A pop concert
- Someone snoring!
- Sounds you dislike!
- You could also make up your own idea

Similes

- A simile is a comparison using *like* or *as*.

There are many common similes.

- He was as quiet as a mouse.
- She was as tall as a giraffe.
- The man was as stubborn as a mule.
- She had eyes like diamonds.

Look at the examples below.

Example 1

If we write "the girl was as pale as a ghost" we are using a figure of speech called a **simile**.
(This is a comparison!)

We can write that one thing is similar to something else.

In this example we are saying the colour of the girl is "pale"- just like a ghost.
We are saying the girl and the ghost have one thing in common.

The simile gives us a picture of what the girl looked like!

a girl > colour = pale/white (like) > a ghost

- What does this simile tell us about the girl?
- Could she be frightened?

Example 2

"The wrestler was like a tiger in the fight."

We can write that one thing is similar to something else.

In this example we are saying the quality of the wrestler is "fierce" just like a tiger.

We are saying the wrestler and the tiger have one thing in common.

The simile gives us a picture of what the wrestler was like!

a wrestler > quality = fierce or ferocious (like) > a tiger

What does this simile tell us about the wrestler?

Is the wrestler desperate to win? Is he fighting ferociously?

Super Similes >>> as quiet as a mouse - as mad as a hatter - as greedy as a pig

What do similes tell us?

When you are looking at similes think of the following questions!

What two things are being compared?

What do they have in common?

It could be colour, size, shape, movement, or the quality that they have in common!

- Colour
- Size
- Sound
- Shape
- Feature
- Feeling
- Movement
- Quality

Exercise 1

Look at the examples below. What does the simile tell you?

1. The athlete ran like a greyhound. (What does this tell you about the athlete?)
2. The teacher laughed like a hyena. (What does this tell you about the teacher?)
3. The fire-fighter was as brave as a lion. (What does this tell you about the fire-fighter?)
4. The roads were like tangled spaghetti. (What does this tell you about the roads?)

5. The woman had eyes like sapphires. (What does this tell you about the woman?)
6. The man was as quiet as a mouse. (What does this tell you about the man?)
7. The helicopter was like a tiny insect. (What does this tell you about the helicopter?)
8. The boy ran like a cheetah to get away. (What does this tell you about the boy?)

Exercise 2

Complete the following similes with an idea of your own!

1. The man was as cheeky as
2. The professor was as clever as
3. The woman was as beautiful as
4. The girl was as hungry as
5. The boy was as scared as
6. The wrestler was as strong as
7. The school was as old as
8. The river was as twisty as
9. The runner was as slow as
10. The farmer's face was as red as
11. The swimmer was as cold as
12. The puzzle was as complicated as

Advanced Figures of Speech

Metaphor

A metaphor is a comparison.

Metaphors are used to describe something.

A writer may use a metaphor to compare one thing with something else.

Example 1

Look at the example below.

- The wrestler was a tornado in the ring.

Obviously the wrestler is not really a tornado. So what does the writer mean?

To find the answer we have to think about **what a wrestler and a tornado have in common**.

A tornado is powerful and dangerous and fast!

Therefore the writer is telling us that the wrestler was powerful, strong, dangerous and fast!

- In metaphors this is called "the point of comparison!"

- This means *the one thing* which is similar between two things: *that do not seem to be similar at all*

Example 2

Look at the next example.

- **Her eyes were glued to the television!**

What does this tell us about the girl?

Is it really true that her eyes were actually glued to the screen? Of course not! The writer is describing how she cannot take her eyes away from the television.

Exercise 1

Try to explain the metaphors below.

1. **The boy was a cheeky monkey.**
2. **The eyes of the actress were diamonds glittering in the sky.**
3. **A hurricane of shoppers swept towards the bargains.**
4. **The cloak of darkness fell over the world.**

- Remember these three key questions:
 1. What two things are being compared?
 2. What picture does the metaphor give you in your head?
 3. Was the metaphor effective?

Extended Metaphors

Writers sometimes write more about a comparison.

They use lots of words to make clear what the metaphor is describing.

This is called an extended metaphor.

1. Look at this example.

- **The hungry pack of reporters encircled the actress.**
(What does the writer compare the reporters with?)
The writer then continues the idea in the next sentence!
- **They snarled and howled, desperate for a juicy morsel of gossip.**
(How does the writer continue the metaphor?)

2. Look at another example.

You could also compare the reporters with bees!

- The swarm of reporters buzzed with excitement as they chased the actress with their stinging questions!

Which words in this sentence do we associate with bees?

- Remember to look for **groups of words** in an extended metaphor.

Imagery

An image is a picture in words.

We read something and we can imagine what it was like.

Images can be created by using sound words or comparisons or by choosing an interesting way of describing something.

Read over these examples.

"The helicopter buzzed like a tiny insect as it hovered near the skyscraper."

What picture do you get of the helicopter?

Exercise 1

Look at the descriptions below and write down what image you get from the descriptions.

1. The surface of the loch was a mirror
2. The porridge "ooped" and gurgled and plopped and in the pot!
3. The housing scheme was a vast desert of abandoned buildings and boarded up windows.

Word Choice

Choosing the right word is important!

Look at all these words that describe someone walking.

- **walked, strolled, marched, paced, sauntered, hobbled, trudged, strutted, shuffled.**

Although the words all describe someone walking, they do not all mean exactly the same thing.

For example:

Who would **hobble**? Who would **strut**?

The Effect of Words

Choosing a particular word can have an effect on the meaning of the sentence.

A writer could write: **The boy walked home.**

Does this tell us about the feelings of the boy?

The writer could choose to write: **The boy trudged slowly home.**

This makes the boy sound sad or unhappy!

By choosing the word **trudged** the writer is suggesting something about the way he walked and his feelings.

- The fancy name for this is “connotation” which means: the suggested meaning of the word.
- This is sometimes called: “reading between the lines.”

The word “trudged” gives the reader a hint or **suggestion** about the boy.

Exercise 1

Look at this sentence : “The headmaster marched into the classroom.”

1. What does “marched” suggest about the headmaster?
2. Use each of the words below in a sentence of your own.
 - strolled, marched, paced, sauntered, hobbled, trudged, strutted, shuffled.

Look at this sentence: “The boy muttered, “I did not do it.”

3. What does “muttered” suggest about the boy?
4. Use each of the words below in a sentence of your own.
 - screeched, whispered, yelled, shouted, exclaimed, grumbled

Section 7: Language Tests

Language Test 1: Parts of Speech

A. Nouns

1. What is a common noun?
2. What is a proper noun?
3. What is an abstract noun?
4. What is a pronoun?

5. Look at the list of words below and complete the table putting them in the correct column.

Copy the table into your jotter.

dog	freedom	house	she	crowd	mistake	themselves	window	
courage	Jaguar	they	Barcelona	witch	mine	cottage	her	justice
team	we	popularity	group	Sheila	batch	Transylvania	posse	
German	it	fear	Iceland	queue				

	Common noun	Proper noun	Collective noun	Abstract noun	Pronoun
1					
2					
3					
4					
5					
6					

B. Adjectives

Look at the list of words below and complete the table by choosing a word that makes sense.

Copy the table into your jotter.

Adjective	Noun
1	sun
2	house
3	lawnmower
4	dinosaur
5	castle
6	window
7	picture
8	view
9	mountain
10	cave

Adjective	Noun
delicious	11
intelligent	12
sneaky	13
silent	14
fierce	15
raging	16
curious	17
heavy	18
snarling	19
creepy	20

C. Verbs

1. What is a verb?

2. Write down all the verbs in the following paragraphs.

The man opened the door. He went into the garage and dragged out the lawnmower. He connected the cable and plugged it into the extension socket. He adjusted the lawnmower cutting level and checked the grass box was empty. He pressed the switch and the lawnmower burst into life. The engine roared as he tried to cut the long grass. He pushed the lawnmower as hard as he could but the grass was very long.

The man worked for two hours, pushing and pulling the lawnmower. He had emptied the grass box at least seven times and he had collected four black bags full of grass. The man then put the lawnmower back in the garage and brushed the path. He looked at his garden and thought about his next job: cleaning the car!

3. Now describe someone cleaning their car.

Try to use at least **eight** verbs in your description.

D. Adverbs

1. What is an adverb?

2. Pick out all the verbs in the following passage.

"The Thief"

The thief waited quietly at the end of the street. He looked sneakily up and down the street. It was really quiet. He walked quickly to back of no.22 and jumped over the fence. He had noticed that the kitchen window had been left open by mistake. He nimbly jumped on to the window-sill and hopped down, landing silently on the kitchen floor. That was when he heard the growling!

The huge dog started barking loudly and charged wildly at the thief. The dog grabbed the man's arm and shook him. The thief struggled ferociously to escape but it was no use. A man's voice thundered loudly and his footsteps echoed on the stairs. The man switched on the light and glared angrily at the thief.

"Good boy, Prince!" the man said proudly.

3. Now describe what happens next to the thief when the police arrive.

Try to use at least six adverbs in your description.

Language Test 2

Read the following poem and then answer all the questions.

"The Storm"

The wind was a howling wolf
Crying in the night
The storm was a raging bull
The thunder roared in fright
The lightning flashed like electric scars
Cutting across the sky
The moon peered through the clouds
A pale and ghostly eye

Questions

Discuss the following questions and then write down your answers.

1. Write down three adjectives from the poem.
2. What is the wind compared with in the poem? Is this a good comparison? Explain why!
3. How does the poet describe the storm?
4. What is the similarity between a storm and a raging bull?

5. There is one simile in the poem. Write it down.
6. How would you describe the lightning in your own words?
7. Why do you think the poet chose the word "scars"?
8. What image do you get of the moon?
9. What is the moon compared with? Explain why this is a good comparison?
10. There are four main images in the poem. Write down what they are!

(Hint: 1.lines 1-2, 2.lines 3-4, 3.lines 5-6, and 4.lines 7-8. What is described in each pair of lines?)

Language Test 3: "The Vikings"

Read over the following passage and then answer the questions.

1. The Vikings lived in the countries of Norway, Sweden and Denmark. They were fierce warriors and great sailors. They sailed the seas in "longships" and they travelled to many countries. They mainly came in search of farm land but they also fought many battles. They attacked with swords and axes and they protected themselves with wooden shields. The Vikings were said to be ruthless in battle.
2. The Vikings invaded Scotland and England and they were very fierce and bloodthirsty. The first Viking attack took place in the year 793. The raiders attacked the monastery of Lindisfarne in the north-east of England. They killed the monks mercilessly and they ransacked and stole many of the treasures from the monastery. This was the beginning of many Viking raids in various parts of Britain.
3. In the year 865 an army of Vikings invaded England and terrible battles raged for several years. Eventually the Vikings took over most of England. The Viking rulers imposed taxes on the people.
The Vikings ruled over England until 1066.
4. The Vikings also occupied parts of Scotland. They attacked many islands in the Orkneys. They also invaded Largs. They conquered many parts of Scotland. There is an exhibition in Largs called "Vikingar", that tells you about the influence of the Vikings in Scotland. Many people in the Orkneys are descended from the Vikings and have Viking names.

5. There are many myths and legends about the great adventures of the Viking warriors. The Vikings told great stories of adventure and bravery called "sagas". A saga would describe the great feats of courage and strength performed by Viking leaders, with names such as Eric Bloodaxe, Harold Bluetooth, Swein Forkbeard and Thorfinn the Mighty! Many sagas were passed on from one generation to the next by word of mouth. It was only in the 13th century that many of the sagas were written down. One of the most famous saga writers was called Snorri Sturluson.

6. The Vikings believed in many Gods. They believed the Gods would help them to be brave in their battles. Thor was the God of Thunder and Odin was the powerful God of War. Odin was supposed to live in a heavenly kingdom called "Asgard". Thor was a brave God who carried a mighty hammer called Mjollnir. Vikings also believed that warriors who died bravely in battle would be sent to Valhalla - a marvellous kingdom where they would wait to be called to meet Odin.

Questions on the passage: "The Vikings".

1. Close Reading

1. What countries did the Vikings come from?
2. Why did the Vikings travel to other countries?
3. What happened at the monastery of Lindisfarne in the year 793?
4. When did the Vikings invade England? When did their rule end?
5. What two places in Scotland did the Vikings attack?
6. What is "Vikingar"?
7. What was a "saga"?
8. What kind of names did the great Viking warriors have?
9. When were sagas first written down?
10. Write down the names of two Viking Gods?
11. What was Asgard?
12. Where did Vikings believe they went when they died?

2. Knowledge about language

1. Write down four proper nouns from the passage.
2. Write down two adjectives that describe the Vikings from paragraph 2.
3. Write down an adverb from paragraph 2.
4. Write down two verbs from paragraph four, that describe the Vikings when they came to Scotland.
5. Write down two words that are abstract nouns from paragraph 5.
6. Write down an adverb from paragraph 6.

3. Vocabulary

Look up the following words in your dictionary and write down what they mean.

1. ruthless
2. mercilessly
3. ransacked
4. myth
5. feats

Language Test 4: "The Golgrum"

Read over the following passage and then answer the questions.

This passage is about a knight called Eldred who enters the Forbidden Forest. A terrible creature called "The Golgrum" lives in the terrible forest.

1.

Eldred gazed at the long, twisting path that led into the heart of the Forbidden Forest. He stepped on to the path determined to continue his quest. He had to find the creature and destroy it. When he thought of the terrifying monster his heart shuddered in terror and his blood ran like ice in his veins. The local people called the creature: Golgrum. Carrying his enchanted sword, he marched briskly along the path.

2.

The trees of the forest seemed to loom larger as he walked deeper and deeper into the heart of the wood. The air grew colder and Eldred wrapped his cloak around himself to keep out the chill. High above he could see a burning sun but because of the thick, brooding branches, little warmth reached him in the gruesome forest. The path narrowed as he continued and he began to search from side to side. He felt as if something was watching him.

3.

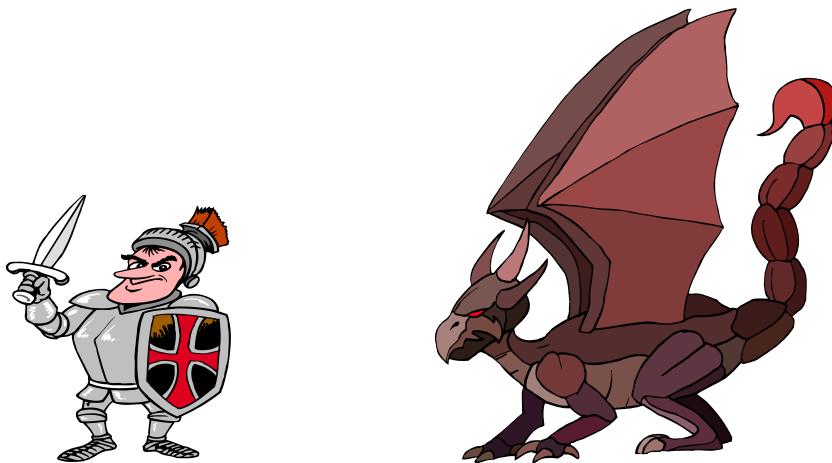
Suddenly he heard a blood-curdling screech and he froze in terror. The silent forest was suddenly alive as strange birds with enormous flapping wings rose into the trees. Small creature scuttled and scurried for safety. The Golgrum was near. He could not see it but he knew. His hand tightened on his glowing sword and he proceeded slowly until the path came to a sudden stop. Before him lay dense bushes and at the top of a small hill, stood a dark and sinister cave.

4.

He climbed slowly but he had to stop as a terrible smell filled his nostrils, a damp and ghastly reek; the smell of old bones and death. As Eldred looked in awe at the entrance to the Golgrum's lair, filthy brown smoke began to pour out of the mouth of the cave. An ear-crushing whine filled the air and the ground began to shake. Then a strange, slimy, slushing, slithering noise began as if a huge body was being dragged across the ground.

5.

As the gigantic creature slowly appeared, Eldred turned into a statue, rooted to the spot. He had never seen anything like it before. Eldred stared with eyes that popped out of his head. The Golgrum was.....



Exercise 1

Answer the following questions on the passage, "The Golgrum".

1. Write down **two adjectives** which describe the path into the forest.

2. Why did Eldred go into the Forbidden Forest?
3. Which **adjective** is used to describe Eldred's sword?
4. Write down **the simile** that shows you that Eldred was afraid.
5. Write down **an adverb** from paragraph one that tells you how Eldred walked.
6. Write down **the words that describe the trees** in paragraph 2.
7. Why did the warmth of the sun not reach Eldred?
8. Write down **an adjective** that describes the forest.
9. Write down **two sound words** (onomatopoeia) from paragraph 3.
10. Write down **two adjectives** that describe the Golgrum's cave.
11. What **smell** is described in paragraph 4?
12. Why is "lair" a good word to choose?
13. Write down an example of **alliteration** from paragraph 4.
14. What do you think the Golgrum will be like?
15. Write down **a metaphor** from paragraph 5 that describes Eldred's terror.

Exercise 2

Write a short paragraph describing the Golgrum!
Remember to use lots of adjectives.

Exercise 3

You may wish to write the rest of the story.

- a. Describe carefully what happens to Eldred.
- b. Will he defeat the Golgrum or will he be devoured!

Answer Scheme for Language Exercises

The answers for some of the exercises might be useful so we have included them here.

Page 2: Exercise 1 (Nouns) hall, fans, concert, group, audience, lights, smoke, stage, music, roar, crowd, singer, microphone.

Page 2: Exercise 2 (Nouns) eyes, nose, hair, chin, skin, nostrils, cheek, eyebrow, ears, teeth, lips, eyelashes, brow, wrinkles! etc.

Page 3: Exercise 6 (Nouns)

1. janitor, desks, chairs 2. dragon, fire, head 3. trolley, fruit, cakes, bread, biscuits 4. dog, stick 5. film, wizards, creatures 6. cottage, forest 7. monster, eyes 8. story, trolls, orcs

Page 4: Exercise 7 (Nouns) Cloze passage: "The Wizard"

Possible answers include:

1. cloak or robe, costume?
2. hair or beard
3. eyes
4. book, staff, wand, etc.
5. footsteps or shoes
6. chamber, hall, room
7. king
8. wizard
9. news or information or tidings!
10. country or kingdom or castle or land
11. warriors, creatures, soldiers, orcs, etc.
12. castle or citadel or stronghold, etc
13. voice
14. castle or country or land
15. alarm or bell
16. forces or people or knights or warriors or soldiers, etc
17. noise, roar, sound, etc.
18. everyone or everybody or they
19. arrows or missiles or boulders or rocks
20. magic or spells or bravery.

Page 5: Exercise 1 (Nouns)

The Square 1: car cape cage clip clap caper man men mane plane plan pen pear grip grin spring spine space lace lemon lips smile mile meal race rice ring etc.

Page 5: Exercise 2 (Nouns)

The Square 2: hair heart head hag ham hem dare dream dart dirt tear team man men mist snare side seam shirt string etc.

Page 6: Exercise 1 (Proper Nouns)

Peter Smedley, Sonic Road, Luton Airport, Mercedes, Crooklands Primary School, Cruiser Airlines, Jamaica, Tahiti, English, Spanish, French, German.

Page 7: Exercise 2 (Pronouns) 1.they 2.who 3.Their 4.that 5.whose

Page 8: Exercise 1 (Collective Nouns)

1. audience 2.team 3.class 4.cast 5.troop or platoon or squad or army? 6. a band or group or orchestra 7. queue 8.a pride

Page 8: Exercise 2 (Collective Nouns)

1. clothes or rags 2. cows 3. whales 4. thieves 5.sheep 6.geese 7. bees 8. fish 9. people 10.monkeys or soldiers

Page 10: Exercise 1 (Adjectives)

red large quiet lonely loud small green beautiful terrible sizzling bright gruesome clear horrible sneaky

Page 11: Exercise 3 (Adjectives) Cloze Passage: "The House on Crabtree Lane"

1 old abandoned
2 haunted scary frightening spooky
3 strange evil odd unusual
4 brave young foolish
5 night dark darkening black grey
6 chill
7 old
8 rusty
9 twisting overgrown crooked
10 tall huge
11 swaying twisted
12 untidy overgrown
13 spreading strange exotic
14 ancient old spooky
15 old panelled wooden
16 creaking whining
17 dusty murky gigantic
18 twisting
19 spiral rickety
20 terrifying screeching moaning
21 unbelievable scary frightening
22 horrible musty ghastly disgusting
23 Moving Silent Eerie Ghostly
24 terrible moaning screeching blood-curdling
25 stupid costly terrible

Page 15: Exercise 2 (Adjectives) "The Grid"

small smart grey smelly slimy great grimy greedy green large lame light tidy tame hairy mighty right dry dirty dark, etc.

Page 15: Exercise 3 (Adjectives)

1. horrible or grotesque and red, terrifying, three! 2. green, reckless, and busy, main
3. heavy torrential endless and cold and deserted 4. old, nasty, and haunted, ancient

Page 19: Exercise 5 (Verbs)

1. did 2.will or did or would 3.was 4.will or can 5.were 6.has 7.will or can or could 8.is
9. done 10.is 11.can or will 12.am

Page 20: Exercise 3 (Verbs)

1. completed 2. caught 3. finished 4. stole 5. discover 6. jumped 7. raised 8. hobbled

Page 21: Exercise 1 (Adverbs)

1quietly 2 gracefully 3 terribly 4 loudly 5 carelessly 6 lazily 7 brilliantly 8 patiently

Page 21: Exercise 2 (Adverbs)

1brightly or down 2contentedly or quietly 3loudly or unexpectedly 4 heavily or endlessly 5 threateningly or loudly
6rapidly or quickly 7furiously or strongly 8 well or brilliantly or poorly or badly or pathetically

Page 36: Exercise 1 (Conjunctions)

1because 2 but 3 and 4 or 5 so

Page 36: Exercise 2 (Conjunctions)

1until 2 while 3 although 4 as 5 before 6 that 7 since

Page 43: Exercise 4 (Search for Meanings Quiz)

1cook it or eat it 2 eight 3 smell 4 28 5 a copy 6 designs/technical drawings 7 sad 8 material for curtains/furniture
9 cloak **or** a piece of high land 10 they carry diseases/ could bite you! 11 dark cellar/under a church/monastery
12 a deer 13 blow into it/wind instrument 14 red 15 rain storm/heavy rain 16 a maze

Page 49: Exercise 2 (Similes - Other answers are of course possible!)

1 a monkey or schoolboy 2 a computer 3 a film star /model/actress 4 a horse/pig 5 a fox being chased by hounds
6 an ox 7 the hills 8 snake 9 treacle 10 a beetroot 11 ice/ an iceberg 12 giant crossword/ an intricate maze

Page 54: Language Test - Verbs

opened, went, dragged, connected, plugged, adjusted, checked, pressed, burst into, roared, cut, pushed, was, worked, pushing, pulling, emptied, collected, put, brushed, looked, thought, cleaning

Page 54: Adverbs

quietly, sneakily, really, quickly, over, nimbly, down, silently,
loudly, wildly, ferociously, loudly, angrily, proudly

Page 55: Questions on the poem "The Storm"

1 howling raging electric pale ghostly (Any three)
2 a howling wolf - crying > sound of the wind
3 like a raging bull - angry bull
4 they are both angry/frightening/powerful, etc.
5 lightning like electric scars
6 jagged etc. fork lightning! sheet lightning!
7 cuts across the sky
8 like a huge eye/looking down

9 a pale and ghostly eye

10 a wolf, a raging bull, a scar, a ghostly eye

Page 56: Questions on the passage: "The Vikings"

Close Reading

1. Norway, Sweden and Denmark
2. in search of farm land
3. Monks killed/treasure stolen/first Viking raid
4. The years: 865 and 1066
5. Orkneys and Largs
6. An exhibition about Vikings in Largs
7. A Viking story of adventure
8. bloodthirsty, frightening names
9. the 13th century
10. Odin and Thor
11. the kingdom of Odin
12. Valhalla

Knowledge about Language

1. Norway, Sweden, Denmark, Odin, Thor, Vikings, Vikinkgar or any name from the passage.
2. fierce and bloodthirsty
3. mercilessly
4. occupied, attacked, invaded or conquered (any two)
5. legend, courage, adventures strength
6. bravely

Vocabulary

1. **ruthless** - without mercy or feelings
2. **mercilessly** - to show no pity
3. **ransacked** - destroyed, plundered
4. **myth** - a story from the past that is not really true/ story about ancient Gods
5. **feats** - acts of strength or courage

Page 58: Answers for the passage: "The Golgrum"

1. long and twisting
2. to find/kill/destroy the Golgrum
3. enchanted
4. blood ran like ice in his veins
5. briskly
6. loom larger
7. because of the thick branches
8. gruesome
9. screech, flapping, scuttled, scurried
10. dark and sinister
11. smell of death or old bones
12. sounds creepy or scary
13. strange, slimy, slushing, slithering
14. horrible! terrifying, monstrous, etc.
15. statue metaphor/Eldred and a statue are compared