



**English  
Mastery**

**Mastery Writing  
student self-study  
workbook**

## **Mastery Writing Self-Study Unit: Parent and Student Guide**

This booklet is for KS3 students to practice writing on their own or with the help of a parent or carer.



### **What will I do and learn?**

- You will learn to write a well-structured love story with an opening, problem, solution and happy ending.
- You will learn about key grammatical rules that will make your writing more accurate and precise.



### **How do I use the booklet?**

- Set aside 1 hour to complete each lesson (20 minutes on grammar tasks and 40 minutes on the writing task).
- Read the grammar rules and explanations carefully before completing the tasks.
- For the grammar tasks, you can find the answers in the answer booklet.



### **How do the lessons work?**

Each lesson is divided into four parts:

1. **Do Now** reviewing previously studied grammar: *5 minutes*
2. New grammar instruction and **exercise one**: *5 minutes*
3. Revision **exercises two and three**: *10 minutes*
4. **Explanation** of how to structure your story: *10 minutes*
5. Planning and **writing** your story: *25 minutes*
6. Reading and **checking** your story: *5 minutes*



### **How can I check the quality of my writing?**

- After finishing your writing, re-read and check through it. Circle the key vocabulary. Underline and label the Mastery Checks.
- If you have not used all of the Mastery Checks or key vocabulary, edit your work to include them.



### **Can parents, carers and siblings help?**

Yes, of course! Family members can help in the following ways:

- Help you check your work using the answer booklet we provide.
- Help you with the planning of the story and check their writing after you have completed it using the Mastery Checks.
- Write a story at the same time as you. You could then compare your stories and check each other's writing.



### **What else can I do if I love writing and I want more of a challenge?**

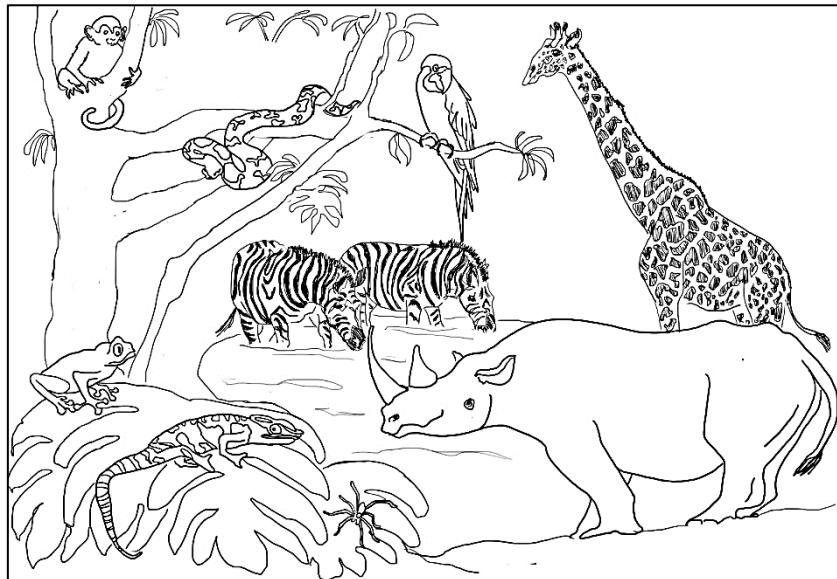
- Keep writing stories using your own ideas.
- Use the structure you learn in this unit to write other types of stories, such as fantasy quests and mysteries.

## Lesson 1

**Do Now:** Complete the sentences by writing a correct list.

**RULE:** In a list, replace all the **ands** with commas, except the last one.

You are mastering how to punctuate a list.



a frog

a monkey

a giraffe

a lizard

a snake

a rhino

a spider

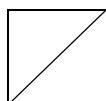
a parrot

two zebras

1. \_\_\_\_\_ sat on the leaf.

2. By the watering hole, \_\_\_\_\_ drank.

3. You could see \_\_\_\_\_ peeping from the tree.



Read the information below to understand how to punctuate **when it happened**.



## Grammar

### Exercise 1: Identifying when or where it happened

Each of the sentences below say **when it happened**. I have underlined the parts of the sentence that state **when it happened**.

1. The team scored the winning goal in the last minute.
2. Ishrat relaxed after a long day at work.
3. Sally and Sarah made a curry on Tuesday night.



## Grammar

### Exercise 1: Punctuating when it happened

Here is the rule for punctuating **when it happened**.

**RULE:** when you start with when it happened, you put a comma right after when it happened.

The team scored the winning goal in the last minute.

In the last minute, the team scored the winning goal.

Ishrat relaxed after a long day at work.

After a long day at work, Ishrat relaxed.

Sally and Sarah made a curry on Tuesday night.

On Tuesday night, Sally and Sarah made a curry.

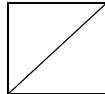
## Exercise 1

**RULE:** when you start with when it happened, you put a comma right after when it happened.

**Task: Underline when it happened in each of these sentences.**

**Task: Re-write each sentence so that it begins with when it happened.**

1. The telephone rang as she was leaving the office.	1.
2. You will be given your pocket money at the end of the month.	2.
3. The man and the woman held hands while they walked.	3.
4. Nelli blushed when her name was called.	4.

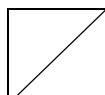


## Exercise 2

**RULE:** When you combine two sentences with the word **but**, you put a comma before the word **but**.

**Task: Punctuate the sentences correctly.**

1. Adrian wanted to see the film but it was fully booked.
2. The elephants were huge but they were also gentle.
3. I read the book but I didn't enjoy it.
4. We tried to go to Spain but our flights were cancelled.
5. Sasha looked for you but she couldn't find you.



### Exercise 3

**RULE:** What a person **said** should start and end with speech marks.

What a person **said** should start with a capital letter and end with a full stop.

"X said" should always be followed by a comma if it is before what a person said.

**Task:** Write what each person said in the space below.

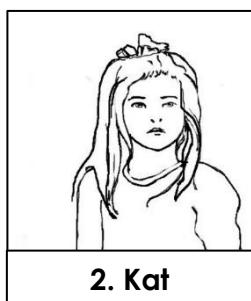
This is satisfying.

I know.

Look at this.



1. Mina

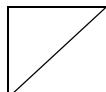


2. Kat



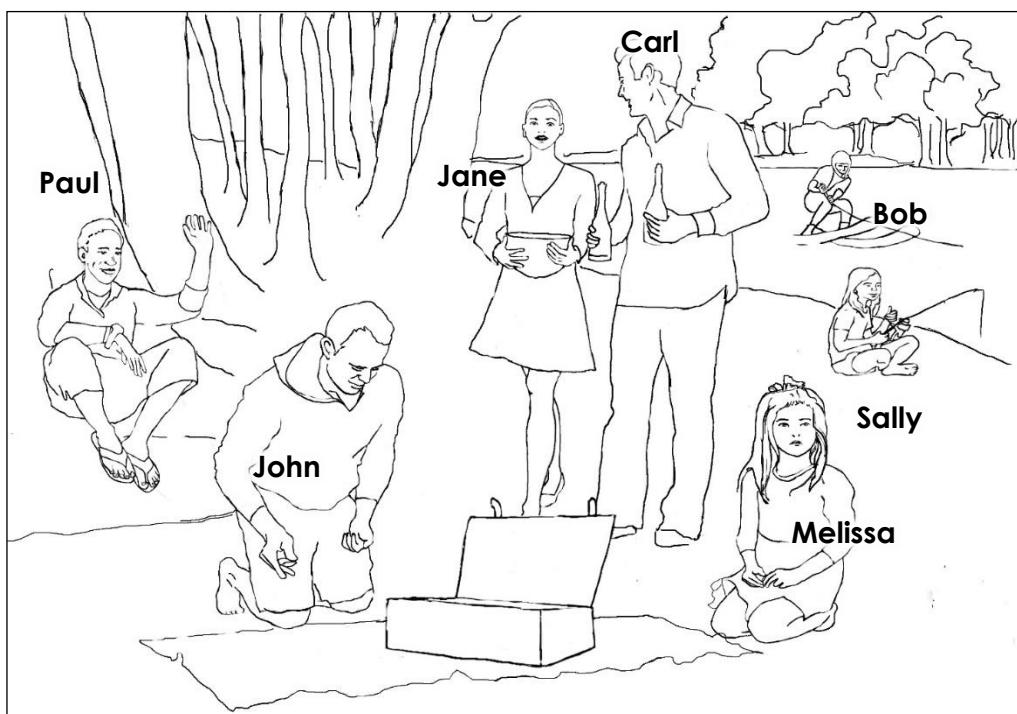
3. Alex

Example	Sam said, "Let me help."
1.	Mina said, "
2.	Kat said,
3.	Alex said,



### **Story Writing:**

- Look at the **vocabulary** below the image. You will need to use each of these words in your writing to say what happened in the image. Tick off the words as and when you use them.
- You will also need to make sure you have included all of the **mastery checks** in your writing. You have **30 minutes** to complete your writing
- You should use the notes and pictures in each box to help you plan your story.



#### **Vocabulary**

dangled	fishing rod	lake	skimmed
---------	-------------	------	---------

knelt	picnic	water skis	brought
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#### **Mastery Checks**

<b>Mastery Check 1</b>		<b>Mastery Check 2</b>		<b>Mastery Check 3</b>	
------------------------	--	------------------------	--	------------------------	--

I have used every word from the vocabulary box correctly.	I have commented on all the important things that happened in the image.	I have used capital letters and full stops correctly.
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## Lesson 2

**Do Now: Complete the sentences by writing a correct list**

You are mastering how to punctuate lists.



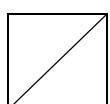
<b>the men</b>	<b>logs</b>	<b>soup</b>
<b>the women</b>	<b>tree stumps</b>	<b>sandwiches</b>
<b>the children</b>	<b>rugs</b>	<b>marshmallows</b>

1. \_\_\_\_\_ sat round

the campfire.

2. The campers sat on \_\_\_\_\_

3. They ate \_\_\_\_\_



Read the information below to understand how to punctuate **when it happened**



### Exercise 1: Punctuating when it happened

You have looked at the following rule:

**RULE:** when you start with when it happened, you put a comma right after when it happened.

When James fell off his chair, Amir laughed hysterically.

Today, we are going to look at a new rule:

**RULE:** you don't use a comma if when it happened is at the end.

When James fell off his chair, Amir laughed hysterically.

Amir laughed hysterically when James fell off his chair.

## Grammar

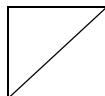
### Exercise 1

**RULE:** You don't use a comma if when it happened is at the end.

**Task: Re-write these sentences. If when it happened is at the start, move it to the end.**

**If when it happened is at the end, move it to the start.**

1. Sulef gazed out of the window as he drank his coffee.	1.
2. After break, the class trooped back to lessons.	2.
3. The family went on holiday every summer.	3.
4. Before he ate it, John sniffed the food.	4.



## Exercise 2

Read the information below to understand how to punctuate **where it happened**.



### Grammar

**Exercise 2:** Punctuating where and when it happened

You have looked at how to punctuate **when it happened**. You punctuate **where it happened** in the same way.

**RULE:** when you **start** with **where it happened**, you put a comma right after **where it happened**.

**At the front of the classroom**, you will hand in your essays.

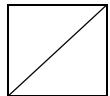
**RULE:** when you **end** with **where it happened**, you **don't** put a comma before **where it happened**.

Amir laughed hysterically **in front of James**.

**Task: Re-write these sentences.**

1. If **where or when it happened** is at the start, move it to the end.
2. If **where or when it happened** is at the end, move it to the start.

1. In the next room, the baby cried.	
2. On the desk, there was a pile of papers.	
3. The sun started to shine over the city.	
4. At the café, he bought a coffee.	
5. There was a clock next to the image.	
6. Melt the chocolate above a pan of boiling water.	



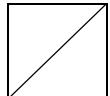
### Exercise 3

You are mastering how to punctuate speech.

**RULE:** If the sentence starts with the words someone said, put a comma before the final speech marks.

**Task: Punctuate the sentences below correctly.**

1.	I want to return this package Karim said
2.	This is my favourite book the lady said
3.	The wedding was moving the old man said
4.	Do not be late again my teacher said
5.	You need to eat more fruit Doctor Black said
6.	Don't be afraid to call Alex said to me



Read the information below to understand how to infer. You will need to look at the images on the next page to help you.



## PP 2 Writing

*What do we know about what happened in picture 1?*

- Bridget approached the frozen lake.
- She carried ice skates.
- There was a sign that warned about thin ice.

*What do we know about what happened in picture 2?*

- Bridget was in the hole in the ice.
- A passerby helped Bridget out of the ice.

ice skates	smashed	rescued	crack
sprawled	lake	skidded	weight



## PP 2 Writing

**DEFINITION:** When you infer, you decide what the most likely explanation is, based on what you know.

**Use the remaining vocabulary to say what we can infer happened between picture 1 and picture 2.**

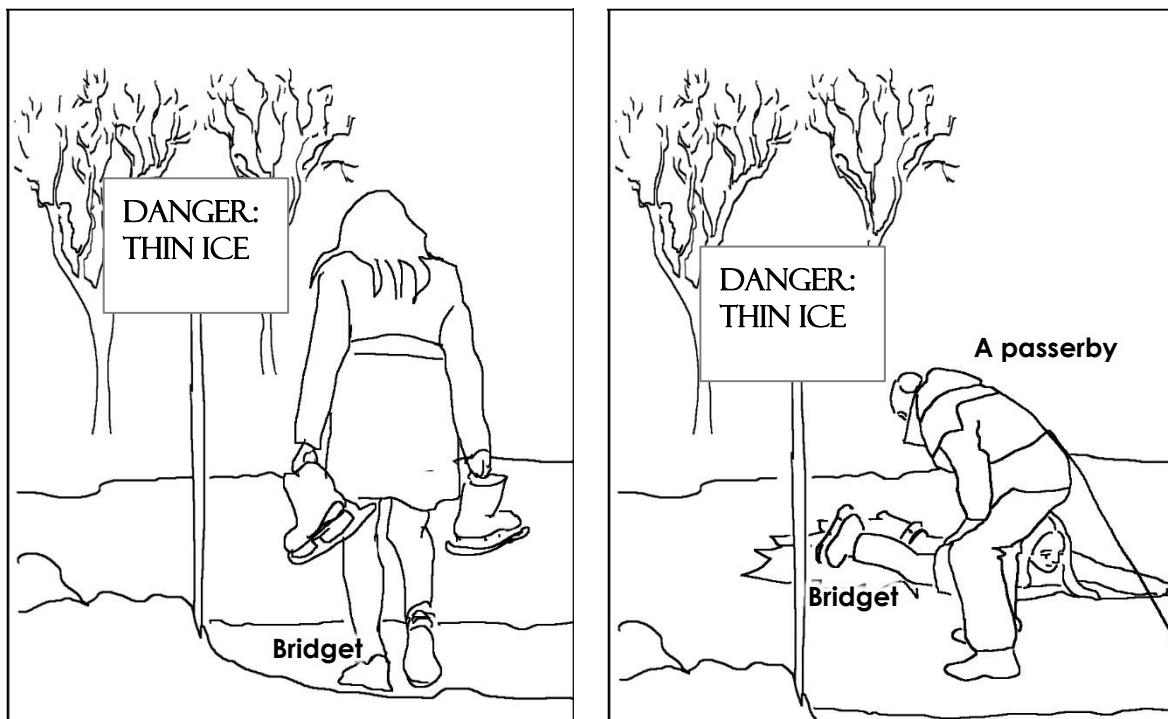
**We can infer that...**

- Bridget didn't see the sign.
- Bridget put on her skates and went on the ice.
- The ice cracked under Bridget's weight.

ice skates	smashed	rescued	crack
sprawled	lake	skidded	weight

### **Story Writing:**

- Look at the **vocabulary** below the images. You will need to use each of these words in your writing to say what happened in the image. Tick off the words as and when you use them.
- You will also need to make sure you have included all of the **mastery checks** in your writing. You have **30 minutes** to complete your writing
- You should use the pictures in each box to help you plan your story.



Vocabulary			
ice skates	smashed	rescued	crack
sprawled	lake	skidded	weight
Mastery Checks			
Mastery Check 1		Mastery Check 2	
I have used a list and punctuated it correctly.	I have said when or where it happened and punctuated this correctly.	I have used speech and punctuated it correctly.	
Mastery Check 3			

## Lesson 3

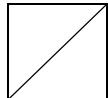
**Do Now: Punctuate this paragraph correctly.**

You are mastering how to punctuate **but**.

Kevin decided it was time to buy a new jacket but he needed help. He always felt envious of the way his friends dressed. They seemed to just know what made them look good but Kevin was the opposite.

Kevin asked his friend Kwasi to come with him on his shopping trip. "Of course I'll come but I don't know if I'll be able to help that much," Kwasi said. "I always get the sense that everyone else knows what to wear but, I don't have a clue."

"That makes two of us," Kevin replied. "I'm sure we'll muddle through together." He felt relieved and reflected that maybe he wasn't the only one who didn't know what he was doing.



### Exercise 1

Read the information below to understand how to punctuate speech.

 **Exercise 1:** Punctuating speech correctly  
You have looked at the following rule:

**RULE:** If the speech at the start of a sentence is a **question**, replace the comma with a question mark. The next word only has a capital if it is a name.

	"What do you mean?" <u>t</u> he student asked.
--	--

The same rule applies for exclamations:

**RULE:** If the speech at the start of a sentence is an **exclamation**, replace the comma with an exclamation mark. The next word only has a capital if it is a name.

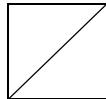
	"Help!" <u>t</u> he woman shouted.
	"Ow, that hurt!" <u>T</u> erry exclaimed.

**Grammar**

**RULE:** If the speech at the start of a sentence is **an exclamation**, replace the comma with an exclamation mark. The next word only has a capital if it is a name.

**Task: punctuate the speech correctly.**

1.	What a mess my mum said
2.	That lightening is terrifying Clare exclaimed
3.	I don't want to talk about it the boy shouted
4.	Happy Birthday They cheered
5.	Wow, what an incredible painting nabil said.



## Exercise 2

Read the information below to understand paragraphing.



### Grammar

#### Exercise 2: Paragraphing speech correctly.

**RULE:** Only one person can speak in each paragraph.  
If a new person speaks, start a new paragraph.

In some paragraphs, other people are mentioned, but only one person ever speaks.

Cynthia took Matthew and Emily to get an ice cream. On the way to the café, Cynthia asked, "What kind of ice cream would you like?"

Emily said, "I would like chocolate. That's my favourite." She stared ahead of her with a determined look.

Cynthia looked at Matthew. She asked, "What about you, Matthew?"

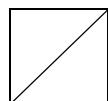
"I don't know," he said. He looked a bit faint and started to sway from side to side.

"Are you alright, Matthew?" Cynthia asked. Matthew looked up at her. Just as he opened his mouth to speak, he collapsed! "I think the ice cream might need to wait. Let's find somewhere for Matthew to rest," Cynthia said.

**Write a  whenever a new paragraph should start.**

**RULE:** Only one person can speak in each paragraph. If a new person speaks, start a new paragraph.

Cynthia took Matthew and Emily to get an ice cream. On the way to the café, Cynthia asked, "What kind of ice cream do you each want?" Emily said, "I would like chocolate. That's my favourite." She stared ahead of her with a determined look. Cynthia looked at Matthew. She asked, "What about you, Matthew?" "I don't know," he said. He looked a bit faint and started to sway from side to side. "Are you alright, Matthew?" Cynthia asked. Matthew looked up at her. Just as he opened his mouth to speak, he collapsed! "I think the ice cream might need to wait. Let's find somewhere for Matthew to rest," Cynthia said.



### **Exercise 3**

You are mastering how to punctuate when and where it happened.

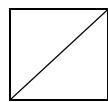
**Task: Correct this passage so that every sentence is punctuated correctly.**

Zain and Trevon walked along the gangway. As they approached the plane Zain began to feel nervous. At the entrance to the plane the air steward greeted them.

As they took their seats Trevon kept spouting facts about how rare plane crashes were. In his head Zain knew that this was true. His stomach seemed to have other ideas.

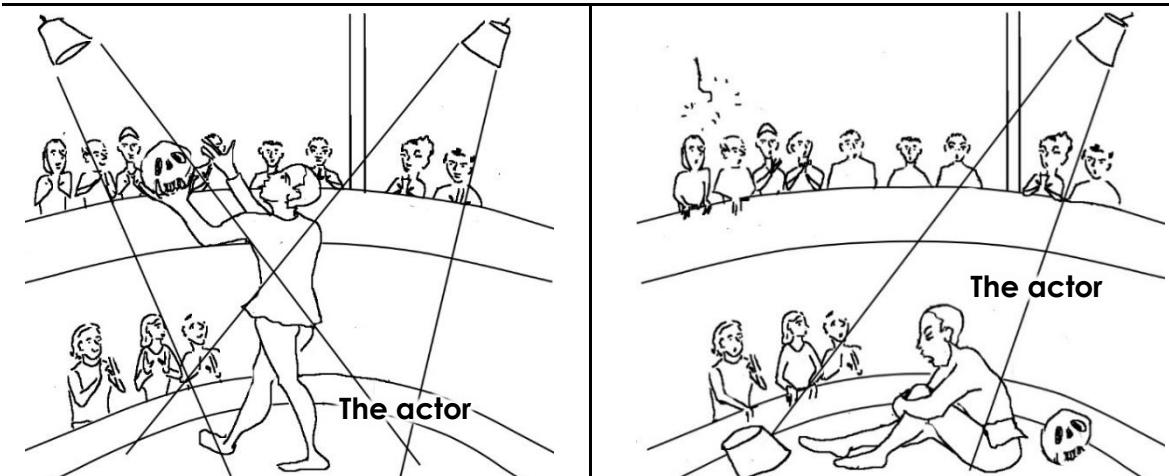
Up ahead the safety demonstration began. Zain began to feel less convinced that crashes were rare. He fastened his seatbelt across his lap.

Once the announcement was over he put his headphones in. It was going to be a long flight.

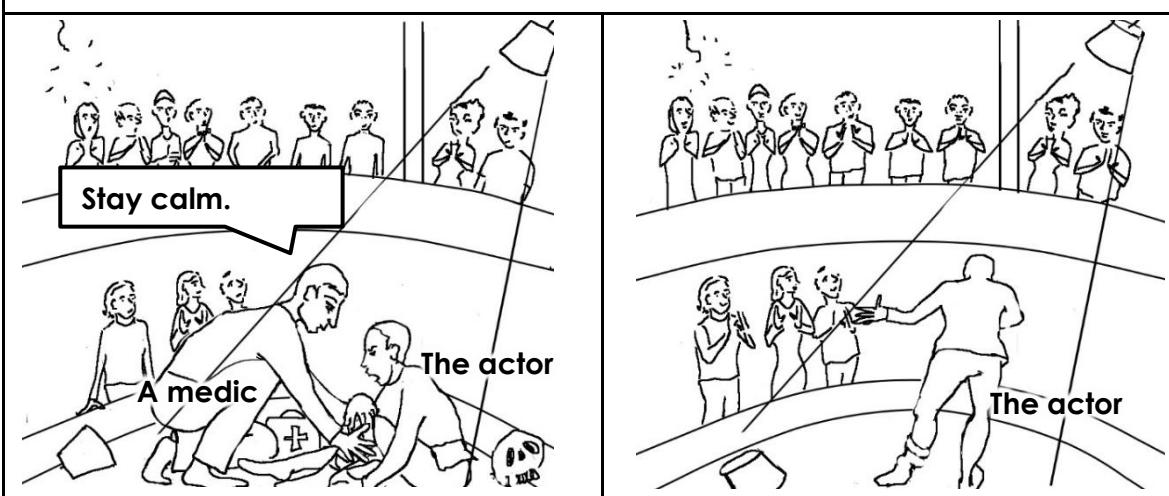


### Story Writing:

- Look at the **vocabulary** below the images on the next page. You will need to use each of these words in your writing to say what happened in the image. Tick off the words as and when you use them.
- You will also need to make sure you have included all of the **mastery checks** in your writing. You have **30 minutes** to complete your writing
- You should use the pictures in each box to help you plan your story.



*A medic ran onto the stage. He said...*



Vocabulary			
plummeted	theatre	crack	bandage
audience	light	knelt	wires
Mastery Checks			
Mastery Check 1		Mastery Check 2	Mastery Check 3
I have used the word <i>but</i> and punctuated it correctly.		I have included speech and punctuated and paragraphed it correctly.	I have included <i>when</i> and <i>where</i> it happened and punctuated this correctly.

## Lesson 4

**Do Now: Write a P whenever a new paragraph should start.**

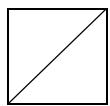
You are mastering how to paragraph speech.

Josh said, "I'm not sure I can do this." He was sweating and looked very pale.

"What if they hate me?" he asked. "Don't be ridiculous, Josh." Amir replied.

"Seriously, I think I'm going to be sick." Josh said. Amir took him by the shoulders.

Josh said, "Help me Amir." "Take a deep breath," his friend said. He breathed in to show Josh what he meant. Josh nodded and took a deep breath too. "That's it," said Amir. "Now, off you go," he said as he gave Josh a firm shove onto the stage.



### **Exercise 1**

Read the information below to understand how to punctuate two-part speech.

 **Exercise 1:** Two-part speech

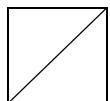
When you want to divide what someone said into two, you add the second bit like this:

"Look at the sky," she said. <u>"It's so full of stars."</u>
"We are sorry," they muttered. <u>"We didn't mean it."</u>
"We need to be quiet," Harley whispered. <u>"He's asleep."</u>
"I didn't do it," the man claimed. <u>"I wasn't there."</u>
"This is my sister," I declared. <u>"She's called Sally."</u>

**Extension:** create a conversation from number 1. /

**Task: Punctuate these sentences correctly.**

1.	"That's strange," the man said. I thought I looked there
2.	"Have a sweet," Will offered they are very tasty
3.	Chloe isn't here they said she's gone home
4.	Pass the popcorn her mum whispered I'm hungry
5.	I write poetry said Kelvin to George it helps me think
6.	What a great coat the man said I must get one



## Exercise 2

Read the information below to understand how to punctuate **although, unless** and **if**.



**Exercise 2:** Punctuating although, unless and if

**Although, unless or if** work the same way as **when it happened** and **where it happened**.

**RULE:** If the part that starts with **although, unless** or **if** is at the start of the sentence, it is followed by a comma.

Although the sun was shining, it was still quite a cold day.

Just like **when it happened** and **where it happened**, this rule also applies:

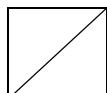
**RULE:** You don't put a comma before the part that starts with **although, unless** or **if** if it is at the end of the sentence.

It was still quite a cold day although the sun was shining.

### Grammar

**Task: Re-write the sentences. Move the part that starts with although, unless or if to the start or end of the sentence.**

1. If you could tell me the time, it would be helpful.	1.
2. We can't allow you in unless you are on the guest list.	2.
3. Although it was raining, I did not take an umbrella.	3.
4. You should follow your passion if it is important to you.	4.
5. Unless he stops eating, he will be sick.	5.
6. Samira could not sleep, although she was tired.	6.



### Exercise 3

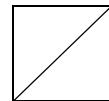
You are mastering how to paragraph place shifts.

**RULE:** Start a new paragraph whenever there is a change in **where** the main action happens.

**Task: Correct this passage so that every sentence is punctuated correctly.**

Outside the forest, Johnnie stopped for a minute to read the sign. 'Experts only,' it said. He watched three cyclists whizz past him on their flashy mountain bikes.

Johnnie looked down at his bike. It was hardly high tech because he'd only been cycling for a couple of weeks. Johnnie shrugged. "I'm sure I'll be fine," he said to himself. Inside the forest, Johnnie found the track. His eyes followed it through the trees. It did look quite tricky. There were lots of bends and some very steep declines. Johnnie proceeded. He was very wobbly, but was determined to keep up with the other cyclists. After some shaky cycling, Johnnie reached the top of a hill and had to take a minute to catch his breath. He nearly got knocked off his bike as other cyclists flew past him down the slope. "Here goes," he said to himself. He took a deep breath and pushed off from the top of the hill. The next thing he knew, Johnnie was flying through the air before he landed with a loud "splash" in the nearest pond. His bicycle landed just next to him, showering him in a cold wave of pond water. On the edge of the pond, a lady stood and giggled. She had dismounted from her professional bike and was looking at Johnnie with a mixture of disgust and pity. "I think you may be on the wrong course, mate!" she laughed.



## Writing

One way to structure a story is as a “problem solved story”. Read the information below to understand how these stories work.



### Problem solved stories

*Some of the stories you have read and written are problem solved stories.*

**Let's look at the different parts of a problem solved story.**

**Part 1: Opening**

- Introduces the main character(s)
- Makes it clear where the main action takes place

**Part 2: Problem**

- Explains a problem the character(s) face(s)

**Part 3: Solution**

- Explains how the problem is solved

**Part 4: Happy ending**

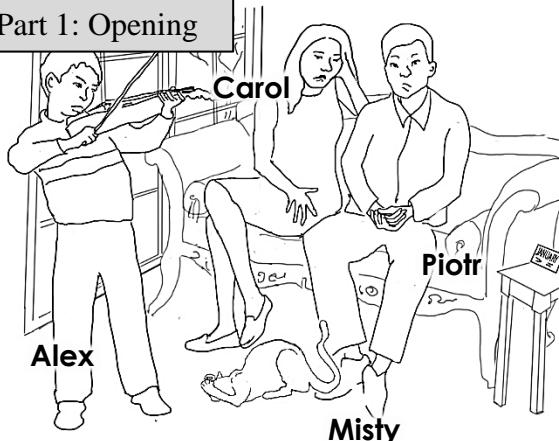
- Concludes the story
- Shows how solving the problem is a good thing

## Grammar

### Story Writing:

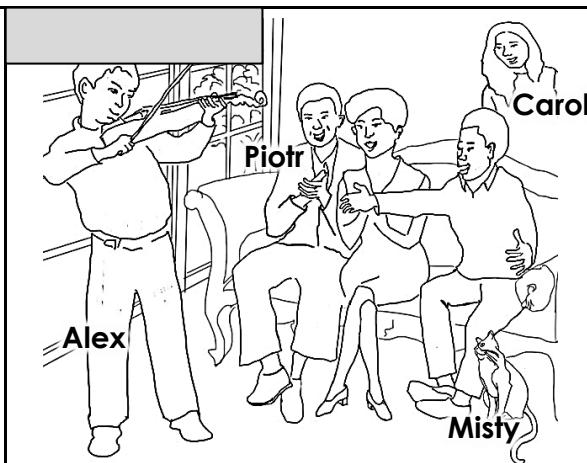
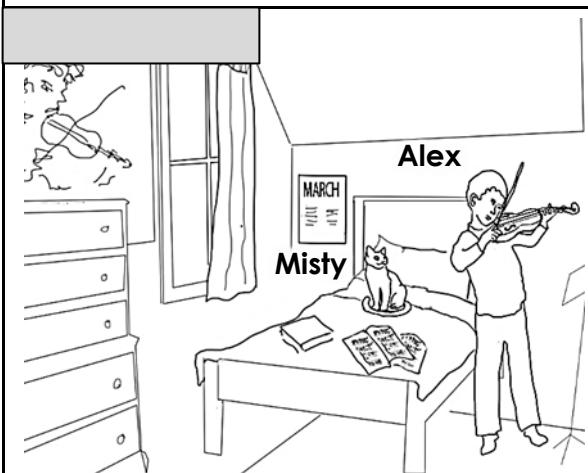
- Look at the **vocabulary** below the images on the next page. You will need to use each of these words in your writing to say what happened in the image. Tick off the words as and when you use them.
- You will also need to make sure you have included all of the **mastery checks** in your writing. You have **30 minutes** to complete your writing
- You should use the notes and pictures in each box to help you plan your story.

Part 1: Opening



Alex ran up to his room  
and looked at his  
poster of his hero.

*The next night, he began to practice...*



Vocabulary

January	practise	celebrated	screeched
inspired	strings	June	bow

Mastery Checks

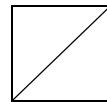
Mastery Check 1	Mastery Check 2	Mastery Check 3
I have included speech and have punctuated and paragraphed it properly.	I have included although, unless or if and punctuated it correctly.	I have paragraphed my work correctly.

## Lesson 5

You are mastering punctuating lists.

### **Do Now: Punctuate these lists correctly.**

1. The man turned smiled waved at the lady
2. I cleaned the windows the floors the walls the kitchen surfaces.
3. Kirsten painted hummed. Mercedes sat on the sofa read listened to music.
4. The twins ordered the food sat at the table chatted whilst I went outside called my mum
5. Although I enjoy swimming playing tennis, I dislike running cycling weightlifting.



### **Exercise 1**

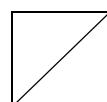
#### **RULE:**

- If the part that starts with even though, because or whenever is at the start of the sentence, it is followed by a comma.
- You don't put a comma after this part if it is at the end of the sentence.

You are mastering how to punctuate **even though, because** and **whenever**.

**Task: Underline the part of the sentence that starts with even though, because or whenever. Then, put a comma in the sentence that need one.**

1. Whenever I go to the cinema I buy popcorn.
2. Even though I don't think you should have done it I understand why you did.
3. They went shopping because he needed new shoes.
4. Even though it's too big I still wear this jumper.
5. He laughed whenever Kelly told a joke.
6. Because Ella cheated she was disqualified.

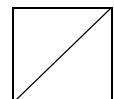


## Exercise 2

You are mastering how to paragraph.

**Task: Write a P whenever a new paragraph should start.**

Mandy decided to bake a cake. She worked for hours to make and decorate a delicious chocolate cake. Outside, Sarah and Raj watched through the kitchen window. They couldn't take their eyes off the luxurious sponge, the chocolaty icing and the tempting fruit decorations. The children sneaked into the kitchen when Mandy went to have a shower. Raj gave Sarah a look and she knew exactly what he was thinking. It was as if the cake was begging them to eat it. They crept up to the counter and started to devour the cake. When Mandy came back into the kitchen, the children were covered in chocolate cake. The kitchen was a mess as well. Crumbs were everywhere and chocolate was on every surface. "If you are quite finished, I would like a slice!" Mandy exclaimed. The children turned around guiltily. "Sorry Mandy, but there's none left," replied Sarah sheepishly. "Well, you had better make another cake then," Mandy replied. She strutted away to leave the children to it. Raj and Sarah worked all afternoon to make a new cake. After many hours, they told Mandy that it was ready to try. Mandy enjoyed a slice of the cake in peace because the children felt too sick to even look at it.



### **Exercise 3**

You are mastering how to punctuate speech.

**Task: Punctuate this passage carefully.**

As Tim and Samira trekked through the jungle, Tim saw something that made his blood freeze.

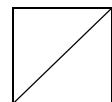
Samira can you see what I can see? Tim asked.

Samira looked up and whispered yes Tim. I can see that enormous snake right in front of us.

Ok, we need to get past it, but we must be careful not to disturb it Tim said.  
Let's tread really carefully around the tree.

I'll go first Samira said. I've dealt with snakes before. Follow me.

Samira carefully stepped past the snake being very careful not to make a noise. Tim followed softly behind. The snake continued to doze.



## Writing

You have written a problem solved story. Another kind of story you can write is a "comeuppance story". Read the information below to understand what these stories look like.

## Grammar

### Comeuppance stories

17 March 2020

*Some of the stories you have read and written are comeuppance stories, because the main character gets their comeuppance.*

**Let's look at the different parts of a comeuppance story.**

**Part 1: Opening**

- Introduces the main character(s)
- Makes it clear where the main action takes place

**Part 2: Bad deed**

- Explains what the character did wrong

**Part 3: Bad deed is revealed**

- What the character did wrong becomes clear to themselves or others

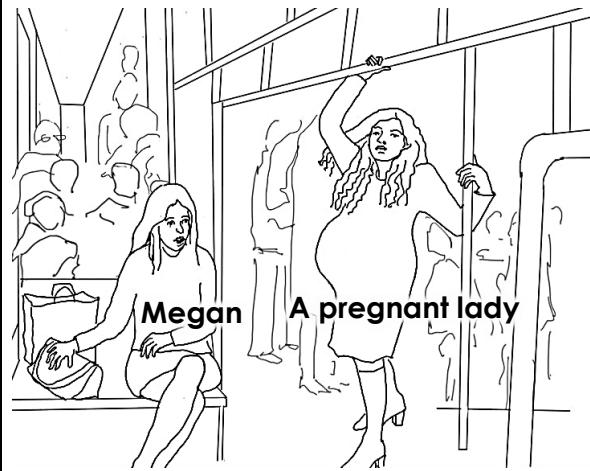
**Part 4: Comeuppance**

- Concludes the story
- The character is punished for their bad deed

## Story Writing:

- Look at the **vocabulary** below the images on the next page. You will need to use each of these words in your writing to say what happened in the image. Tick off the words as and when you use them.
- You will also need to make sure you have included all of the **mastery checks** in your writing. You have **30 minutes** to complete your writing
- You should use the notes and pictures in each box to help you plan your story.

On the bus, Megan sat down on one seat and put her bag on the other.



**Megan tripped as she exited the bus and twisted her ankle...**

Megan decided she needed to get back onto the bus.



### Vocabulary

exhausted	ignored	pleaded	dumped
-----------	---------	---------	--------

pain	hobbled	cried	nobody
------	---------	-------	--------

### Mastery Checks

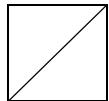
<b>Mastery Check 1</b>		<b>Mastery Check 2</b>		<b>Mastery Check 3</b>	
------------------------	--	------------------------	--	------------------------	--

I have used even though, because or whenever and punctuated it correctly.	I have paragraphed my work correctly.	I have included speech and have punctuated and paragraphed it correctly.
---	---------------------------------------	--

## Lesson 6

### **Do Now: Correct the errors in the following passage**

miranda looked at the ocean where a wild sea was raging and she watched as the waves went wild and she said "What a dramatic storm.



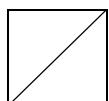
### **Exercise 1**

**DEFINITION:** *The subject of a sentence is who or what is doing the main action.*

**Task: Underline the subject in these sentences.**

**Task: Circle the main verb. Main verbs tell what the subject was doing.**

1. Tim threw the paper in the bin.
2. The rain caused flooding in Shropshire.
3. In the city, many people lived in poverty.
4. After they ran away from Athens, Lysander and Hermia escaped into the forest.
5. Leaves, twigs and sticks littered the ground.
6. Although he loved the theatre, Sam was not confident enough to go to the audition.
7. "I want to be a dinosaur!" yelled Diana.
8. After he came home from school, James completed his homework straight away because he didn't want to get a detention from Mr Rowley the next day.



## Exercise 2

You are now mastering sentences.

**RULE:** To be complete, a sentence must:

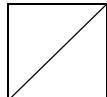
1. Contain a subject
2. Contain a verb
3. Express a complete idea

<b>✓ Complete sentence ✓</b>	<b>Fragment</b>
<u>Katrina had</u> a new job.	Had a new job. <b>No subject</b>
<u>People walked</u> down the street.	People down the street. <b>No verb</b>
<u>Although the sun shone,</u> <u>it was</u> cold.	Although the sun shone. <b>Not a complete idea</b>

**Task:** Decide whether the following examples are complete sentences or fragments.

Sentence	Complete sentence or Fragment?
1. Sikes, a violent, vicious and venomous criminal.	
2. The island looked stunning.	
3. Starting to shine through the clouds.	
4. Gabriel really loved to play football.	
5. Although the hurdles were really hard.	
6. Jill carelessly tripped over the muddy stick.	
7. Anita won several awards at the school presentation evening.	

8. I enjoyed fishing.	
9. Fagin and Dodger stole all the jewels.	
10. Robin hadn't quite mastered badminton.	



### Exercise 3

**RULE:** If when it happened is at the start of the sentence, you put a comma after it.

**Rewrite these sentences so that *when it happened* is at the start.**

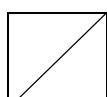
1. The ground gets very soggy when it rains.

---

2. People applauded when Tyren had finished his cello performance.

---

3. Shelly clapped her hands as the monkeys performed their tricks.

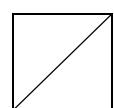


## Error Correction

**Task: Correct the errors in this passage (There are 6 errors).**

I cannot describe to you what it was like to be stood alone in the darkness. I was so lonely and cold. The silence was as deep as death. The only sounds that I could hear was the ones I made myself. I tried to keep still. For as long as possible.

I listened and listened. I held my breath and listened again. I had a strange feeling. That the whole wood was listening with me. I could hear the trees the bushes the little animals hiding in the bushes and the birds roosting in the trees. I could even hear the snuffling of a stray hedgehog. Although the moon lit up the clearing. I couldn't see past the shadows.



You have written a problem solved story. Read the information below to revise what these stories involve.

**Grammar**

**Lesson 1 Writing**      17 March 2020

**Let's look at the different parts of a problem solved story.**

Part 1: Opening	<ul style="list-style-type: none"><li>Introduces the main character(s)</li><li>Makes it clear where the main action takes place</li></ul>
Part 2: Problem	<ul style="list-style-type: none"><li>Explains a problem the character(s) face(s)</li></ul>
Part 3: Solution	<ul style="list-style-type: none"><li>Explains how the problem is solved</li></ul>
Part 4: Happy ending	<ul style="list-style-type: none"><li>Concludes the story</li><li>Shows how solving the problem is a good thing</li></ul>

You can use a problem solved structure to write a love story. Read the information below to see an example of how this might work. This picture could show the opening of the story or the happy ending.

**Grammar**

**Lesson 1 Writing**      17 March 2020

**Write the outline of your story into the boxes so that you have a plan. You may use one of the examples.**



*It could also show the **happy ending** of the story.*

*Here's what could happen in the rest of the story.*

Part 1: Opening	Part 2: Problem
Anna and Manu sat next to each other in Maths.	Anna was in love with Manu, but she was scared to tell him.
Part 3: Solution	Part 4: Happy Ending
Anna left an unsigned love note on his desk. Manu recognised her writing.	Manu found Anna and invited her for a walk on the beach.

approached	fascinated	infatuated	embrace
immediately	heartbroken	nervous	rumour

## Story Writing:

- Look at the **vocabulary** below the image. You will need to use each of these words in your writing to say what happened in the image. Tick off the words as and when you use them.
- You will also need to make sure you have included all of the **mastery checks** in your writing. You have **30 minutes** to complete your writing
- You should plan your story by writing your ideas for each part in the boxes.



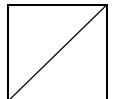
<b>Part one: Opening</b>	<b>Part two: Problem</b>					
<b>Part three: Solution</b>	<b>Part four: Happy ending</b>					
<b>Vocabulary</b>						
approached	fascinated	infatuated	embrace			
immediately	heartbroken	nervous	rumour			
<b>Mastery Checks</b>						
<b>Mastery Check 1</b>	<b>Mastery Check 2</b>	<b>Mastery Check 3</b>				
I have used capital letters correctly.	I have written consistently in the past simple tense.	I have included when it happened and punctuated it correctly.				
<b>Crafting check:</b> I have written a problem solved story with a clear opening, problem, solution and happy ending.						

## **Lesson 7**

### **Do Now:**

**Task: Correct the errors in this student's work.**

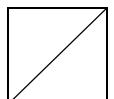
Thunder rolled and cracked across the hills. as rain lashed the rocky mountainside. the two travellers staggered on they were tired cold and hungry they felt more dead than alive. "There is hope one of them gasped, "because I can see lights in the castle



### **Exercise 1**

**Task: Underline the subject in these sentences.**

1. Last December, a party of students set out to climb Mount Everest.
2. Ahmed Khan, a drama teacher, said that their performance was fantastic.
3. After they had filled the raisins with sleeping pills, Danny and his father fed them to the pheasants.
4. It was a few days later than this that the pigs discovered a case of whisky in the cellar.
5. It is a 3 pipe problem.
6. I have done nothing but in care of thee.
7. Fortunately, the fall was not serious.



## Exercise 2

Read the information below to understand what an independent clause is.



### Exercise 2

*Sentences must contain a subject and a verb and must express a complete idea.*

Because it was warm, **Kelly sat outside** every night.

*A sentence can also contain other elements.*

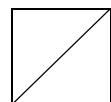
**DEFINITION:** **An independent clause** is a group of words that:

1. Contains a **subject**
2. Contains a **verb**
3. Expresses a complete idea

*To be complete, a sentence must either **be an independent clause** or **contain an independent clause**. Otherwise, it is a **fragment**.*

**Task: Decide whether the following examples are independent clauses or fragments.**  
**If they are independent clauses, name the subject and the verb. If they are fragments, explain why.**

Sentence	Independent Clause or Fragment?	If it is an independent clause, what is the subject/verb? If it is a fragment, explain why.
1. The lonely boy stumbled into the dingy room.		
2. The guard laughed loudly.		
3. Despite his many flaws.		
4. Billy thought about dancing.		
5. Because her mother encouraged her to be ambitious.		
6. Although she couldn't explain it.		
7. The characters display a variety of emotions.		
8. The geese, ducks and hens staged a month-long strike.		
9. Jeremy dodged the ball.		
10. Claudia's cat stretched out on the rug laid before the fire.		



## Exercise 3

**DEFINITION:** An **independent clause** is a group of words that:

1. Contains a **subject**
2. Contains a **verb**
3. Expresses a complete idea

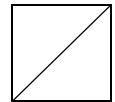
**DEFINITION:** A subordinate clause adds extra information to an independent clause.

Read the information below to understand the difference between an independent clause and a subordinate clause.

 <p>Alex felt very proud when his mum got the award.</p> <p><b>Grammar</b></p> <p>This is an <b>independent clause</b>. It has a <b>subject</b> (<b>Alex</b>) and a <b>main verb</b> (<b>felt</b>). It expresses a <b>complete idea</b>.</p> <p>This is a <b>subordinate clause</b>. It <b>doesn't express a complete idea</b>, but it still has a <b>verb</b> and a <b>subject</b>. It gives more information about when Alex was proud.</p> 	 <p>Nobody goes into the classroom until Mr Martinez has had his coffee.</p> <p><b>Grammar</b></p> <p>This is an <b>independent clause</b>. It has a <b>subject</b> (<b>Nobody</b>) and a <b>main verb</b> (<b>goes</b>). It expresses a <b>complete idea</b>.</p> <p>This is a <b>subordinate clause</b>. It <b>doesn't express a complete idea</b>, but it still has a <b>verb</b> and a <b>subject</b>.</p> 
 <p>Sometimes the subordinate clause can go at the front of the sentence.</p> <p><b>Grammar</b></p> <p>After Amy sneezed on the tuna salad, Jane threw it away.</p>  <p>Just like when you punctuate when it happened, if you move this part to the front, you <b>must use a comma</b>.</p>	

**Task: Circle the subordinate clauses in these sentences. Underline the independent clauses.**

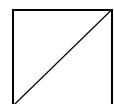
1. As Sherri blew out the candles on top of her birthday cake, her hair caught on fire.
2. Sara begins to sneeze whenever she opens the window to get a breath of fresh air.
3. When the doorbell rang, my dog barked loudly.
4. After the basement flooded, we spent all day cleaning up.
5. Even though my alarm had gone off twenty times, I hit the snooze button.
6. After we had had lunch, we went back to work.
7. The children need to take the bus no matter how much it costs.
8. I first saw her in Paris where I lived in the early nineties.



**Correct the errors in this passage (There are 4 errors)**

**Error Correction**

Although Orwell presents Boxer as a stupid animal, the reader is also sympathetic towards him. They want him to succeed even though they know that he is wrong to trust Napoleon. Orwell shows that Boxer cannot learn the alphabet past “d” can’t remember anything and doesn’t listen to Benjamin when he is being warned about the pigs. Whilst Boxer may be stupid. He does have some moments of clarity. This is demonstrated when he says “Then we have won back what we had before. He recognises that the war was pointless.



Read the information below to revise how you can use a problem solved structure to write a love story. We will look at the opening in more detail.

**F**

## Lesson 2 Writing

17 March 2020

Last lesson, you will probably have written a love story. Many **love stories** build on the problem solved structure.

**Let's look at the opening in more detail:**

Part 1: Opening	The boy and girl meet for the first time. It's obvious that they will fall in love.	
Part 2: Problem	Their love faces a problem e.g. the girl already has a boyfriend.	
Part 3: Solution	The couple overcome the problem e.g. the boy proves he is a better match for her.	
Part 4: Happy ending	The boy and girl marry/ go to "prom" together/ live happily ever after.	

**Grammar**

Red hearts decorative graphic.

Read the information below to find out more about what the opening of a love story involves.

**F**

## Lesson 2 Writing

17 March 2020

**Part 1: Opening**

The boy and girl meet for the first time. It's obvious that they will fall in love.



The opening of a **problem solved love story** should also do the following:

- Introduce the main characters
- Make it clear where the main action takes place
- **Make it obvious that the two main characters will fall in love.**



**Grammar**

### Story Writing:

- Look at the **vocabulary** below the image. You will need to use each of these words in your writing to say what happened in the image. Tick off the words as and when you use them.
- You will also need to make sure you have included all of the **mastery checks** in your writing. You have **30 minutes** to complete your writing
- You should plan your story by writing your ideas for each part in the boxes.



**Christina**

**Kaito**

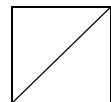
Part one: Opening	Part two: Problem				
Part three: Solution	Part four: Happy ending				
<b>Vocabulary</b>					
approached	fascinated	infatuated	nervous		
rival	smiled	realised	heartbroken		
<b>Mastery Checks</b>					
<b>Mastery Check 1</b>		<b>Mastery Check 2</b>		<b>Mastery Check 3</b>	
I have used capital letters correctly.		I have written consistently in the past simple tense.		I have not used any fragments.	
<b>Crafting check:</b> I have written a problem solved love story with a clear opening, problem, solution and happy ending.					

## Lesson 8

**Do Now:**

**Underline the subjects and circle the main verbs in the sentences below. Remember, main verbs tell the action that the subject was doing.**

A bowler hat, magnifying glass and old boot lay on the table. Sherlock's face furrowed in contemplation. This case had attracted attention from across the world. A loud bang, followed by a noisy crash, interrupted Sherlock's reverie. Suddenly, the table and all its contents flew into the air. Watson, who was late for his meeting with Holmes, dashed into the room.



## Exercise 1

Read the information below to understand the difference between singular and plural.

### Grammar

**Exercise 1**

Sometimes the **verb** used in a sentence changes depending on whether the subject is singular or plural.

<b>Singular</b> One 	<b>Plural</b> More than one 
---	---

### Grammar

**Exercise 1**

When we **use a verb**, we need to make sure that it matches the **subject** and the tense.

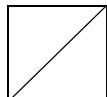
**Singular subject:**  
**The dog was** well behaved.  
**The dog went** to the park.

**Plural subject:**  
**The dogs were** well behaved.  
**The dogs caught** the ball.

Be careful! Sometimes the verbs are different for singular and plural nouns.  
Oo.

**Task: Complete the table.**

Subject	Singular/Plural	Convert the verb into past simple tense
He		[teach] _____ geography.
The girls		[drink] _____ lemonade.
They		[build] _____ a wall.
Twigs and leaves		[lie] _____ on the forest floor.
Holmes		[ban] _____ the boy from speaking.
Deborah's pet goldfish		[eat] _____ algae.
Ashley and her friends		[do] _____ their homework every Friday night.



## Exercise 2

Read the information below to understand how what makes an independent clause rather than a subordinate clause or fragment.



### Exercise 2

We have looked at the following definitions:

**DEFINITION:** An **independent clause** is a group of words that:

1. Contains a **subject**
2. Contains a **verb**
3. Expresses a complete idea

Charlie went to the shops.  
Charlie went to the shops on Saturday morning.  
After school, Charlie went to the shops.  
Because she needed milk, Charlie went to the shops.

**DEFINITION:** A **subordinate clause** adds extra information to an **independent clause**.



### Exercise 2

We have also looked at **fragments**. These are mistakes.

Although Judy was hungry.  
Judy was hungry.  
Although Judy was hungry, she didn't eat lunch.  
  
Because I love running.  
I love running.  
Because I love running, I am quite physically fit.

**RULE:** You can correct a **fragment** in two ways:

1. Change it into an **independent clause**
2. Change it into a **subordinate clause** as part of a longer sentence

**Task: Change the first 3 fragments into independent clauses.**

1. Because Linda had eaten all of the cake.

---

2. Even though Nick loved Drama.

---

3. Whilst Emma ran home.

---

**Task: Change the last 3 fragments into subordinate clauses in longer sentences. You can make up the rest of the sentence.**

---

4. Sherlock Holmes, Doctor Watson, and Irene Adler.

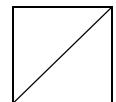
---

5. In the battered old suitcase.

---

6. At 5 o'clock in the morning.

---



## Exercise 3

Read the information below to understand what a temporal clause is.

### Grammar

#### Exercise 3

There are many different types of **subordinate clauses**. We have met some of them already.

- **When** it happened
- **Where** it happened
- Sentences that begin with **if, although or unless**

**Each of these has a technical name.**

The name for **when** it happened is the **temporal clause**.



**DEFINITION:** Temporal = time.

Temporal clauses are about **when** it happened.

#### Exercise 3

When the **temporal clause** comes after the **independent clause**, it doesn't need a comma.

Q: When did Mary lift the box?  
A: As Jamie lowered the rope.

Mary lifted the box as Jamie lowered the rope.

### Grammar



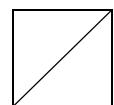
This is an **independent clause**. It has a **subject** (**Mary**) and a **main verb** (**lifted**). It makes sense on its own.



This is a **temporal clause**. It doesn't make sense on its own, but it still has a verb and a subject. It gives more information about **when** Mary lifted the box.

### Task: Punctuate these sentences correctly.

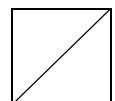
1. Whenever Daisy looked through the window she always saw things that she wanted to buy
2. Kaleigh twisted the dial on the machine before Makayla could reach it
3. As Holmes and Watson investigated the case more clues were revealed
4. Brenda said before I go to the shops I need to get some petrol



## Error Correction

**Correct the errors in this passage (there are 5 errors).**

Until 1547, King Henry VIII reigned over England, Ireland Scotland and Wales. Catherine of Aragon, his first wife and a Princess of Spain. The only child she had was a girl called Mary. King Henry was angry. He wanted a son. After he realised Queen Catherine was not able to have a son. He divorced her. He married a woman called Anne Boleyn, soon afterwards. She was incredibly pretty and funny. Anne Boleyn had a daughter called Elizabeth, but no sons. Lots of people thinks that Anne Boleyn was the most intelligent wife. King Henry executed her in 1536.



# Writing

You have written problem solved love stories. Read the information below to revise this structure.

**Grammar**

**Lesson 3 Writing**      17 March 2020

Last lesson, we looked at problem solved **love stories**.

**Let's look at the problem in more detail.**

Part 1: Opening	The boy and girl meet for the first time. It's obvious that they will fall in love.	
Part 2: Problem	Their love faces a problem e.g. the girl already has a boyfriend.	
Part 3: Solution	The couple overcome the problem e.g. the boy proves he is a better match for her.	
Part 4: Happy ending	The boy and girl marry/ go to "prom" together/ live happily ever after.	

Read the information below to understand what the problem part of a love story looks like.

**Grammar**

**Lesson 3 Writing**      17 March 2020

**Part 2: Problem**

Their love faces a problem e.g. the girl already has a boyfriend

**There are a few different problems that could stand in the way of the couple's happiness. Here are a few common problems in love stories:**

- One of the lovers already has a boyfriend or girlfriend.
- The parents or family disapprove of the love or the couple are from different worlds.
- The lovers face a separation e.g. one lover is moving away.
- One of the lovers hurts the other.

### Story Writing:

- Look at the **vocabulary** below the image. You will need to use each of these words in your writing to say what happened in the image. Tick off the words as and when you use them.
- You will also need to make sure you have included all of the **mastery checks** in your writing. You have **30 minutes** to complete your writing
- You should plan your story by writing your ideas for each part in the boxes.



<b>Part one: Opening</b>	<b>Part two: Problem</b>		
<b>Part three: Solution</b>	<b>Part four: Happy ending</b>		
<b>Vocabulary</b>			
threatened	departed	infatuated	painful
career	desperate	relieved	romantic
<b>Mastery Checks</b>			
<b>Mastery Check 1</b>	<b>Mastery Check 2</b>	<b>Mastery Check 3</b>	
I have written consistently in the past simple tense.	I have not used any fragments.	I have included a temporal clause and punctuated it correctly.	
<b>Crafting check:</b> I have written a problem solved love story with a clear opening, problem, solution and happy ending.			

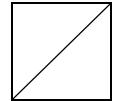
## Lesson 9

### **Do Now:**

**Task: The verbs in the box are in the present tense. Change them into the past simple tense and fill in the blank spaces in the passage.**

teach	lie	do	sleep	have	bring	try	is
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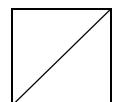
Gwen \_\_\_\_\_ a horse called Barry. Barry loved to do tricks. Every day after school, Gwen \_\_\_\_\_ Barry a new trick. The best trick was when he \_\_\_\_\_ down and pretended to be asleep. When he did well, Gwen \_\_\_\_\_ Barry a carrot. He always \_\_\_\_\_ to eat it quietly, but often he just gobbled it up. In the evening, Barry \_\_\_\_\_ in the stables. Barry and Gwen \_\_\_\_\_ lots of things together. He \_\_\_\_\_ a very happy horse!



### **Exercise 1**

**Task: Underline the independent clause and circle the temporal clause in these sentences.**

1. While Sabine drove, Katie navigated.
2. Whenever his mum wasn't looking, Callum rode his bike too fast.
3. Angela explained what had happened before Stephanie could interrupt.



## Exercise 2

Read the information below to understand fragments and subordinate clauses.

 **Exercise 2**  
Last lesson, we looked at the difference between a **fragment** and a **subordinate clause**.

**DEFINITION:** A **fragment** is an incomplete sentence that does not have **a subject** or **a verb** or does not **express a complete idea**.

**DEFINITION:** Subordinate clauses are parts of sentences. They add information to the independent clause. **They do not express complete ideas.**

**Example fragments:**

- Despite the rain.
- From the long tall barn.
- As he wandered down the lonely road.



**Task:** Change the first three fragments into independent clauses.

**Example:** Before Francis drank his drink → Francis drank his drink.

1. After Tim paid for his lunch.

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2. As he laid it beneath the red and yellow striped umbrella.

---

3. Even though he did well in his exams.

**Task:** Change the next three fragments into subordinate clauses in longer sentences. You can make up the rest of the sentence.

**Example:** Instead of leaving it alone. → Instead of leaving it alone, John messed around with the toy on his desk.

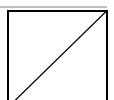
- 
4. Rather than asking someone else.

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  5. In the middle of the long, cold night.

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  6. At the edge of the paper.



## Exercise 3

Read the information below to revise temporal clauses.



### Exercise 3

Last lesson, we learned about the technical term for the **when it happened**. This was called a **temporal clause**.

## Grammar

**DEFINITION:** Subordinate clauses are parts of sentences. They add information to the **independent clause**. They do not make sense on their own.



**Temporal = time.**  
Temporal clauses are about **when** an action happened.

**DEFINITION: Temporal = time.**

Temporal clauses are about **when** it happened.

Read the information below to understand what a prepositional phrase is.



## Exercise 3

We have learned about the **where it happened**. The technical term for this is a **prepositional phrase**.



**Prepositional = where**

Prepositional phrases give more information about **where** (in what **position**) an action happened.

**DEFINITION:** Prepositional phrases are parts of sentences and add information to the **independent clause**. **They do not make sense on their own**.



## Grammar

**DEFINITION:** Prepositional phrases are parts of sentences and add information to the **independent clause**. **They do not make sense on their own**.

Q: Where did Harry sneeze?  
A: In the kitchen.

Harry sneezed in the kitchen.



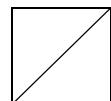
This is an **independent clause**. It has a **subject** (**Harry**) and a **main verb** (**sneezed**). It makes sense on its own.



This is a **prepositional phrase**. It doesn't make sense on its own, but it gives more information about **where** Harry sneezed.

**Task: Underline the independent clauses and circle the prepositional phrases.**

1. Nicholas put his bottle down on the table.
2. At the restaurant, James waited to be served.
3. Jemima would not sit down in her chair.
4. Inside, the room was nice and cosy.
5. In the corner of the box, two mice lay sleeping.



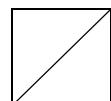
**Error Correction**

**Task: Read these paragraphs. This student has made some mistakes when punctuating the prepositional phrases. They have also made some other errors with punctuation.**

**Correct these errors (there are 5 errors).**

Henry VIII had a total of six wives. He divorced his first wife and beheaded his second wife. Henry's third wife was called Jane Seymour. She died, soon after she gave birth to her son. She named the son Edward.

After Jane's death, Henry married a German princess called Anne of Cleves, in Westminster Cathedral. There was celebrations all over England. In Greenwich lots of celebrations and parties were held. Henry had originally thought that Anne was pretty, but after the wedding he decided that she was too ugly to be his wife. He sent her away to live in Kent. In the countryside. She learned to ride horses and hunt deer.



## Writing

You have written problem solved love stories and thought about what the opening and problem should involve. Read the information below to understand what the solution should involve.



### Lesson 4 Writing

17 March 2020

We have looked at problem solved **love stories**.

Let's look at the **solution** in more detail.

## Grammar

Part 1: Opening

The boy and girl meet for the first time. It's obvious that they will fall in love.



Part 2: Problem

Their love faces a problem e.g. the girl already has a boyfriend.



Part 3: Solution

The couple overcome the problem e.g. the boy proves he is a better match for her.



Part 4: Happy ending

The boy and girl marry/ go to "prom" together/ live happily ever after.



### Lesson 4 Writing

17 March 2020

Part 3: Solution

The couple overcome the problem.



Discuss a relevant solution for each problem.

## Grammar

Problems



The boy's parents disapprove of the girl as she comes from the wrong family.

The couple are separated by war.

The boy already has a girlfriend.

Sara hurts Ivy's feelings badly.

Solutions



The girl arranges a dinner for both families to bring them together.

The couple write to each other until the war ends.

The girl shows the boy she is a better match for him.

Sara apologises and makes Ivy a special gift.



### Story Writing:

- Look at the **vocabulary** below the image. You will need to use each of these words in your writing to say what happened in the image. Tick off the words as and when you use them.
- You will also need to make sure you have included all of the **mastery checks** in your writing. You have **30 minutes** to complete your writing
- You should plan your story by writing your ideas for each part in the boxes.



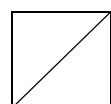
<b>Part one: Opening</b>	<b>Part two: Problem</b>		
<b>Part three: Solution</b>	<b>Part four: Happy ending</b>		
<b>Vocabulary</b>			
specialty	dejected	hope	pastry
skilled	inseparable	sublime	romantic
<b>Mastery Checks</b>			
<b>Mastery Check 1</b>	<b>Mastery Check 2</b>	<b>Mastery Check 3</b>	
I have written consistently in the past simple tense.	I have not used any fragments.	I have included a temporal clause at the start of a sentence and at the end of a sentence.	
<b>Crafting check:</b> I have written a problem solved love story in which the solution is prepared in the opening.			

## Lesson 10

### Do Now:

Punctuate these sentences correctly.

1. After the men had gone home the building site was deserted
2. Amelia smiled as she opened her exercise book
3. Whenever the siren went off the school children evacuated the building
4. The insects flew away when they ran out of food



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### Exercise 1

Read the information below to find out more about irregular past simple tense verbs.



#### Exercise 1

Some past simple tense **verbs** are **regular**.

This means that they add **-ed**.

Some **past simple tense verbs** are **irregular**. This means that they do not follow this pattern.

The next exercise **uses irregular past simple tense verbs** that are commonly confused. Fill in the gaps with the correct past simple tense verb.

e.g.

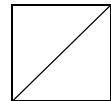
**Bring** → Daniel and Usman **brought** a basketball with them.



**Task: Read this passage and add in the correct version of the past simple tense verbs. Some may appear more than once.**

do	choose	bring	come	find	buy	drive
break	can	eat	tell	is	begin	

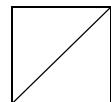
We did it! Mum's surprise birthday party \_\_\_\_\_ a success. Everyone \_\_\_\_\_ on time and people \_\_\_\_\_ very thoughtful presents. People who \_\_\_\_\_ not come sent beautiful cards. When she \_\_\_\_\_ out, Mum \_\_\_\_\_ to cry with happiness. We \_\_\_\_\_ lots of work to make sure that she had a good time. We \_\_\_\_\_ her a nice cake, \_\_\_\_\_ her a lovely card and \_\_\_\_\_ all the way to Yorkshire to find the perfect balloon animal maker. Even though Orhan \_\_\_\_\_ the plate of sausage rolls, nothing \_\_\_\_\_ spoil this day. We all \_\_\_\_\_ lots of food and danced to music. At the end of the day, Mum \_\_\_\_\_ us that she \_\_\_\_\_ the proudest mother in the world!



### **Exercise 2**

**Task: Underline the independent clauses and circle the prepositional phrases.**

1. Beryl waited in a queue at the Post Office.
2. In the city, life is much faster.
3. On a faraway island full of tropical birds and exotic animals, Sycorax reigned.
4. You will find the information on the left.
5. From the very first page of a book, one can imagine what great adventures await.
6. "I want the yellow one!" Jessica yelled down the corridor.



Read the information below to understand how to punctuate lists in subordinate clauses.

## Grammar

### Exercise 3

We have learned about how to punctuate lists.

We know that you remove all the **ands** in a list, apart from the final one. You replace all of the **ands** with **commas**.

I like cake, ice-cream, doughnuts, sweets and biscuits.



## Grammar

### Exercise 3

We can use lists in subordinate clauses.

If we use them in a **temporal clause**, we can tell about all the different **times** something happened.



This is an **independent clause**. It has a **subject** (I) and a main **verb** (take). It makes sense on its own.

I take my medicine before school, when I get home and before I go to bed.

All of these temporal clauses keep the commas where they are. They are punctuated like a normal list.

I take my medicine at four o'clock, nine o'clock and six o'clock.

## Grammar

We know that we can move **temporal clauses** to the front of a sentence. We need to **add a comma after the temporal clause** to show that a part of the sentence is out of its usual place. **This is the same for a temporal clause that lists**.

This is a **temporal clause**. The comma comes **after** the last item in the list.



In the morning, at noon and at night time,  
I take my medicine.



This is the **independent clause**. It has a **subject** (I) and a main **verb** (take). It makes sense on its own.



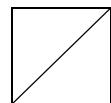
**Task: Punctuate the sentences in Exercise 3 correctly.**

**Exercise 3**

1. At three seven and nine o'clock the performances will begin.
2. When Lucy started yelling Mercy Victor and Hazel started to cry.

**Exercise 3**

1. I like to eat blackberries on summer mornings at lunch time and as I'm walking home.
2. Bertie does his homework on a Monday Tuesday Thursday and Friday.
3. In March April and May the daffodils are beautiful.
4. When it's raining thundering or snowing we have fewer visitors.
5. On the 18<sup>th</sup> 19<sup>th</sup> and 20<sup>th</sup> of July a large funfair will arrive in Birmingham.
6. As Pippa played basketball Chad opened his bag took out a book and started to read.



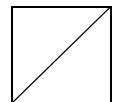
## Error Correction

**Read this paragraph. The writer has made some mistakes when punctuating the subordinate clauses. They have also made some other errors with punctuation. Correct these errors (there are 7 errors).**

After he had sent Anne of Cleves to Kent, King Henry refused to speak to anybody. He was furious that she had not given him a son. He was now an old man. Throughout the winter autumn and spring Henry moped.

Just as everyone was about to give up hope Henry fell in love with a woman called Catherine Howard. They spent all of their time together. During breakfast lunch and dinner Henry sat next to her and gave her fine food and good wine. He married her in 1540.

Because she was very young and pretty. Catherine got lots of attention from other men. King Henry was so jealous that he had her executed, after less than two years of marriage.



## Writing

You have written problem solved love stories. Read the information below to revise the solution part of a problem solved love story.

**Grammar**

**Lesson 5 Writing** 17 March 2020

**Decide which solution is most appropriate in a problem solved love story.**

*This solution is more appropriate for an adventure story, which we will come to later.*

Solution A	Solution B	Solution C
George finds Amber a lawyer and does everything he can to make sure they prove her innocence. Thanks to George, she is set free. 	George breaks Amber out of prison. He uses his catlike reflexes to move past all the guards and blows up her cell with dynamite.	George leaves Amber where she is. He was getting a bit fed up of her drama anyway to be honest.



Read the information below to understand what the happy ending part of a problem solved love story should involve.

**Grammar**

**Lesson 5 Writing** 17 March 2020

**Part 4: Happy ending**

 **The couple marry/ go to "prom" together/ live happily ever after.**

*It is also satisfying if the happy ending is prepared in the opening.*

**Which is the best happy ending for these couples?**

 Sajid is disorganised and always late.  
Farrah is anxious and hates lateness.

**Opening**

1. Sajid starts being annoyed when people are late
2. Farrah starts being late for things too.
3. Farrah learns to be calmer and Sajid starts to show up on time.

 **Happy ending**

## Story Writing:

- Look at the **vocabulary** below the image. You will need to use each of these words in your writing to say what happened in the image. Tick off the words as and when you use them.
- You will also need to make sure you have included all of the **mastery checks** in your writing. You have **30 minutes** to complete your writing
- You should plan your story by writing your ideas for each part in the boxes.



Part one: Opening	Part two: Problem		
Part three: Solution	Part four: Happy ending		
<b>Vocabulary</b>			
threatened	terrified	infatuated	determined
sacrificed	inseparable	intrigued	romantic
<b>Mastery Checks</b>			
Mastery Check 1		Mastery Check 2	
I have written consistently in the past simple tense.	I have included a prepositional phrase and punctuated it correctly.	I have included a prepositional phrase with a list in it and punctuated it correctly.	
<b>Crafting check:</b> I have written a problem solved love story in which the happy ending and the solution are prepared in the opening.			