KS3: Year 9 Booklet

Year 9 Literacy Skills Builder

Name:

Year:

Form Tutor:

Week 1: Determiner articles

What is a determiner article and when do I use one?

Rules:

Determiners : many of the most frequent English words – the, a, my, this, some. They are used with nouns and they limit (ie determine) the reference of the noun in some way.

You wilsually find the determiner at the beginning of a noun phrase eg ***the*** *big dog*.

ALL ARTICLES are also determiners.

There are three articles — *a, an, the*. *The* is called the **definite article** because it usually goes in front of a specific or previously mentioned noun; *a* and *an* are called **indefinite** articles because they are used to refer to something in a less specific manner.

Types of Determiner

Articles	Demonstrative	Possessive Adjectives
the an A	this that these those	my, your his, her its, our your, their
Quantifiers	**Numbers**	**Ordinals**
some, any few, little more, much any, every	one, two three, four twenty, hundred	First, Second Third, Last next

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Task 1

Read each of the following noun phrases. If they are not correct, write them again. Make sure that the noun agrees with the determiner:

1. a green bag _____
2. some big table _____
3. a beautiful pictures _____
4. ten long dress _____
5. the new black trousers _____
6. an uncooked egg _____
7. a annoying person _____
8. some nice people _____
9. some fresh sandwich _____
10. a good programmes _____
11. an interesting journeys _____
12. a few young mans _____
13. lot of big problems _____
14. the left-hand side _____

15. a old suitcases _____

Merit Challenge!

Find an example of a determiner article in your reading book and write it down here:

Look through your exercise book. Have you used any determiners? Highlight an example and get your partner to check it.

Review learning

Record the rules for using determiner articles in the box below. You can bullet point them. No cheating!

Progress timeline

How confident are you with determiners?

Not confident at all → A little more practice needed → Pretty confident → Confident → Could do it with my eyes closed!

Week 2: Demonstratives

What is a demonstrative and when do I use one?

Rules:

The demonstratives ***this, that, these, those*** ,show *where* an object or person is in relation to the speaker.

This (singular) and *these* (plural) refer to an object or person near the speaker. *That* (singular) and *those* (plural) refer to an object or person further away. It can be a ***physical*** closeness or distance as in:

- Who owns ***that*** house? (distant)
- Is ***this*** John's house? (near)

Or it can be a ***psychological*** distance as in:

- ***That***'s nothing to do with me.. (distant)
- ***This*** is a nice surprise! (near)

2. Position

- Before the noun.
- Before the word *'one'*.
- Before an adjective + noun.
- Alone when the noun is 'understood'.

Task 1

Highlight the demonstrative in the following sentences. Next to it, write down whether it is singular or plural.

- This tastes good.
- Have you seen this?
- These are bad times.
- Do you like these?

- That is beautiful.
- Look at that!
- Those were the days!
- Can you see those?

- This is heavier than that.
- These are bigger than those.

Circle the demonstrative adjectives in each sentence.

(1) That bus ride is too bumpy for me to do my homework on.
(2) Is my term paper somewhere in that stack of papers?
(3) I think those kids are watching us.
(4) I think that battery is dead.
(5) We need to wash all of those dishes before we watch any television.
(6) What do you see in those clouds?
(7) Any of those computers should be good enough for what you need.
(8) We ate dinner at this restaurant last year.

Fill in the blanks with correct demonstrative adjectives.

(9) I just saw a skunk run into _____ bushes!

(10) _____ problem is too hard for me to solve.

(11) I can see the antenna at the top of _____ tall building.

(12) _____ is not the right way to eat your soup!

(13) The dress you bought can only be worn with _____ shoes.

(14) I'm sure that I will do a better job _____ time.

Merit Challenge!

Find three examples of demonstratives in your reading book or your exercise book. Why have they been used? Are there any times when you have forgotten to use a demonstrative in your exercise book?

Review learning

Record the rules for using demonstratives in the box below. No cheating!

Progress timeline

How confident are you with demonstratives?

Not confident at all → A little more practice needed → Pretty confident → Confident → Could do it with my eyes closed!

Week 3: Possessives

What types of possessive words are there and when do I use them?

Rules:

Possessive pronouns

We use possessive pronouns to refer to a specific person/people or thing/things (the "antecedent") belonging to a person/people (and sometimes belonging to an animal/animals or thing/things).

number	person	gender (of "owner")	possessive pronouns
singular	1st	male/female	**mine**
	2nd	male/female	**yours**
	3rd	male	**his**
		female	**hers**
plural	1st	male/female	**ours**
	2nd	male/female	**yours**
	3rd	male/female/neuter	**theirs**

We use possessive adjectives to show who owns or "possesses" something. The possessive adjectives are:

- my, your, his, her, its, our, their, whose

number	person	gender	possessive adjective	example sentence
singular	1st	male/female	my	This is **my** book.
	2nd	male/female	your	I like **your** hair.
	3rd	male	his	**His** name is "John".
		female	her	**Her** name is "Mary".
		neuter	its	The dog is licking **its** paw.

plural	1st	male/female	our	We have sold **our** house.
	2nd	male/female	your	**Your** children are lovely.
	3rd	male/female/neuter	their	The students thanked **their** teacher.
singular/plural	1st/2nd/3rd	male/female (not neuter)	whose	**Whose** phone did you use?

Task 1

Replace the personal pronouns with possessive adjectives

- Where are (you) _____ friends now?
- Here is a postcard from (I) _____ friend Dees.
- She lives in England now with (she) _____ family.
- (He) _____ wife works in Tilburg.
- (He) _____ company builds websites.
- Joanie is (John and Nancy) _____ daughter.
- Our names are Kathy and Robin. This is (Kathy and Robin) _____ mother.
- Jeremy and Valerie are (Tim and Carey) _____ parents.
- Tony is (Mary) _____ grandson.
- My name is Annie. This is (Annie) _____ father.

- (Alex) _____ name is Alex.

- Peggy and Martin are (Kelly) _____ children.
- Your name is Greg. They are (Grey) _____ parents.

Task 2

Write the possessive pronoun that should be used in each sentence.

(1) The barrette with the butterfly on it is _____.
that girl's

(2) I am amazed that you got a perfect score on _____ test.
you took

(3) Amber has a large collection of stuffed animals in _____ bedroom.
Amber's

(4) The envelope has a beautiful stamp on _____ front.
of the envelope

(5) The white Honda is _____.
Robert's and Elizabeth's

(6) The audience enjoyed _____ flute solo.
she played

(7) This slice of pizza is _____.
for you

(8) The book no longer has _____ cover.
of the book

(9) The basketball is _____.
that boy's

(10) I think that this package is _____.
for you

Merit Challenge!

In your book, find 3 examples of possessive pronouns and adjectives and highlight them. Now look for a possessive in your reading book. What rules does it follo

Review learning

Record the rules for using possessives in the box below. No cheating!

Progress timeline

How confident are you with possessives?

Not confident at all	A little more practice needed	Pretty confident	Confident	Could do it with my eyes closed!
☐	☐	☐	☐	☐

Week 4- Quantifier

What is a quantifier and when should I use one?

<u>Rules:</u>

We use quantifiers when we want to give someone information about the number of something: how much or how many.

Sometimes we use a **quantifier** in the place of a **determiner**:

Most children start school at the age of five.
We ate some bread and butter.
We saw lots of birds.

all	any	enough	less	a lot of	lots of
more	most	no	none of	some	

and some more **colloquial forms**:

plenty of	heaps of	a load of	loads of	tons of	*etc.*

Some quantifiers can be used **only with count nouns**:

both	each	either	(a) few	fewer	neither	several

Task 1

Write the correct quantifier on the line.

1. a little | a few — We have got _____ money.
2. a lot of | much — She has got _____ friends.
3. much | many — How _____ cheese is there in the fridge?
4. a lot of | much — Hasn't Mrs. Aktepe got _____ children?
5. some | many — They have got _____ butter in the tub.
6. a few | any — Mr. Blank hasn't got _____ grandchildren.
7. much | many — I haven't got _____ money this month.
8. a little | a few — Gary has got _____ pencils in his pencil box.

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1. Have we got *(any / a little)* honey jars in the fridge?

2. There *(are / is)* *(a little / many)* ice cream.

3. Have we got *(any / a few)* cheese in the fridge?

4. We haven't got *(a little / any)* apples in the basket.

5. There are *(a little / a lot of)* children in the garden.

6. Sandy has got *(a few / a lot of)* money in the bank.

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Merit challenge

Find an example of a quantifier in your reading book and write it down here:

Look through your exercise book. Have you used any quantifiers? Highlight an example and get your partner to check it.

Review learning

Record the rules for using quantifiers in the box below. No cheating!

Progress timeline

How confident are you with quantifiers?

Not confident at all → A little more practice needed → Pretty confident → Confident → Could do it with my eyes closed!

☐ ☐ ☐ ☐ ☐

Week 5- Modifiers

What are modifiers and when do I use them?

Rules:

A modifier is a word, phrase, or clause which functions as an adjective or an adverb to describe a word or make its meaning more specific.

Modifiers As Adjectives

When a modifier is an adjective, it modifies a noun or a pronoun. (In these examples, the modifiers are shaded, and the words being modified are bold).

- Lee caught a small **mackerel.**

  (Here, the adjective *small* modifies the noun *mackerel*.)

- Lee caught a small **mackerel.**

  (Don't forget that articles (i.e., *the*, *an*, and *a*) are adjectives too. Here, *a* modifies the noun *mackerel* as does *small*.)

- Lee caught another **one.**

  (Here, the adjective *another* modifies the pronoun *one*.)

Modifiers As Adverbs

When a modifier is an adverb, it modifies a verb, an adjective, or another adverb. For example:

- Lee accidentally **caught** a small whelk.

  (Here, the adverb *accidentally* modifies the verb *caught*.)

- Lee caught an incredibly **small** mackerel.

  (Here, the adverb *incredibly* modifies the adjective *small*.)

- Lee supposedly **accidentally** caught a small whelk.

  (Here, the adverb *supposedly* modifies the adverb *accidentally*.)

A misplaced modifier makes the meaning of a sentence ambiguous or wrong.

Examples of Misplaced Modifiers

Here are some examples of misplaced modifiers (shaded):

- Andrew told us after the holiday that he intends to stop drinking.

  (In this example, it is not clear whether Andrew made this statement after the holiday or whether he intends to stop drinking after the holiday.)

- Running quickly improves your health.

  (In this example, it is not clear if *running* modifies *running* or *improves*.)

Task 1

Revise the following sentences to correct misplaced or dangling modifiers.

1. The tall boy led the parade with red hair.

2. My brother just listens to one radio station.

3. After dancing solo on stage, the audience applauded Anna's performance.

4. While taking a nap, the volcano erupted.

5. The new student will take the corner seat wearing the muscle shirt.

6. Hoping the weather would improve, the corn was planted during the heat wave.

7. Unfortunately, I can only take three students to the concert.

8. Totally destroyed by the tornado, he had to rebuild his barn.

9. While standing in line, the thunder could be heard.

10. Kathy donated a television to the Youth Center that she no longer used.

Merit challenge

1) Find an example of where a modifier has been used in your reading book. Write it here:

2) Find an example of where a misplaced modifier has been used in your exercise book. Write it here:

Look through your exercise book. Have you used any modifiers? Highlight an example and get your partner to check it.

Review learning

Record the rules for using a modifier in the box below. No cheating!

Progress timeline

How confident are you with modifiers?

Not confident at all	A little more practice needed	Pretty confident	Confident	Could do it with my eyes closed!
☐	☐	☐	☐	☐

Spring term 1and 2

Week 1 –Homonym

What is a homonym and when would I use one?

Homonyms are words that sound the same, and are sometimes spelled the same, but have different meanings. For example:

- Aunt - Ant
- Ate - Eight
- Berry - Bury
- Be - Bee
- Beat - Beet
- Brake - Break
- Buy - By - Bye
- Close - Clothes

Task 1

Select the correct homonym and write it on the line

Once upon a time _____ (their/there) was a beautiful princess. She lived with her Uncle and _____ (Auntie/Ante). She spent _____ (ours/hours) every day brushing her long _____ (fair/fare), curly _____ (hair/hare). Her favourite moment was when she let it flop down lightly on her _____ (bear/bare) neck.

Most days the princess liked _____ (to/too) go for long walks in the near by _____ (wood/would).

One day she was walking, and the sky was a wonderful _____ (blue/blew) colour. She stopped to admire the pretty view. The _____ (sun/son) was positively gleaming like a jewel. She didn't notice the approach of a hunched figure with a cloak, carrying a basket of _____ (flours/flowers). The figure stopped about _____ (ate/eight) feet from the princess and watched her carefully.

She turned around, and couldn't believe the _____ (sight/site) before her.

"What do you want with me?" she asked worriedly.

The figure merely _____(made/maid) a grumbling sound in _____ (they're/their) throat.

The princess didn't want to get _____ (to/too) _____ (clothes/close) because she had often been warned by her Uncle that she shouldn't talk to any _____ (mail/male) on her own.

Being uncommonly _____ (board/bored), the Princess decided to risk her life in discovering the identity of her strange companion.

She whipped the cloak _____ (of/off) with a flourish and gasped.

Standing before her was a massive _____ (mail/male) _____ (bare/bear).

The princess screamed all the way home.

Merit challenge

1) Find an example of a homonym in your reading book. Write it here:

Look through your exercise book. Have you used any homonyms, correctly or incorrectly? Highlight an example and get your partner to check it.

Review learning

Record the rules for using a homonym in the box below.

Progress timeline

How confident are you with homonyms?

Not confident at all → A little more practice needed → Pretty confident → Confident → Could do it with my eyes closed!

Week 2- homophones

What is a homophone and how is it different to a homonym?

Rules:

Homophones are a type of homonym that also *sound* alike and have different meanings, but have different spellings. A **homophone** is a word that is pronounced the same as another word but differs in meaning. The words may be spelled the same, such as rose (flower) and rose (past tense of "rise"), or differently, such as carat, caret, and carrot, or to, two and too.

Task 1

Homophones: two, to and too.

1. There were _____ trains standing in the station.

2. I usually go _____ the swimming pool on Saturdays.

3. The question was _____ hard for me.

4. My best subject is Geography but I'm quite good at English _____.

5. Maisie tries _____ train my dog at least four times a week.

6. The music was far _____ loud for Joe's parents.

7. "Today you will need _____ use your calculators" said the teacher.

8. Jack's ambition is _____ become an actor.

9. _____ heads are better than one!

10. "I'd like a cookie please," said Emma. "Me _____ !" shouted Mick.

11. I wouldn't bother _____ much about what to wear at the party.

There, their and they're.

1. The teacher told them to leave …….. books on the desk.
2. Billy is always ……. on time.
3. ……. are over 900 students at our school.
4. Ask them if …….. coming tomorrow.
5. Dad was pleased they had done well in ……. exams.
6. We'll go to McDonalds if ……. is time.
7. ……. baking a cake for their Grandma.
8. Can you give me …… telephone number?
9. My parents won't be coming as …… both working on Saturday.

Merit challenge

1) Find an example of a homophone in your reading book. Write it here:

2) Find an example of a homophone in your exercise book. Write it here:

Look through your exercise book. Have you used any homophones? Highlight an example and get your partner to check it.

Review learning

Record the rules for using a homophone in the box below.

Progress timeline

How confident are you with homophones?

Not confident at all → A little more practice needed → Pretty confident → Confident → Could do it with my eyes closed!

Week 3- fronting

What is fronting in grammar?

The most common word order in a sentence is to have a subject, followed by a verb plus an object. For example:

I bought a new camera

Sometimes, particularly in speaking, when we want to focus on something important, we bring it to the front of the clause. This is called 'fronting':

***I bought a new camera. And a very expensive camera it was.* (Most common word order: It was a very expensive camera.)**

***Carefully**, he removed the lid.*	*He removed the lid **carefully**.*
(fronted so as to focus on *carefully*)	(most common word order)
***All of a sudden**, it started to snow.*	*It started to snow **all of a sudden**.*
(fronted so as to focus on *all of a sudden*)	(most common word order)

Fronting is common with:

Adverbials (place and movement)
On the table stood a vase of flowers
(A vase of flowers stood on the table)

There is / there are
Next to the window was a bookcase
(There was a bookcase next to the window)

Participles
Gone were the designer sunglasses
(The designer sunglasses were gone)

Task 1

Re-write the following sentences to make them more emphatic by fronting or using inversion. For example, number 1 could be: 'Into the sky burst the rocket'.

1. **The rocket burst into the sky.**
2. **It doesn't work. That's the problem.**
3. **A drunken old man was lying in the street.**
4. **She answers routine letters herself.**
5. **I have no idea where he gets his money.**
6. **She had never felt so happy before.**
7. **The door flew open and George came in.**
8. **She barely knew her brother.**
9. **I can't stand prejudice.**
10. **His third book was particularly dull.**
11. **I waited all night for her to call.**
12. **My greatest fear is to grow old alone.**
13. **I really don't like those.**

Merit challenge

1) Find an example of fronting in your reading book. Write it here:

Review learning

Record the rules for fronting in the box below.

Progress timeline

How confident are you with fronting?

Not confident at all → A little more practice needed → Pretty confident → Confident → Could do it with my eyes closed!

Week 4 and 5-preposition phrase

What is a preposition phrase and when would I use it?

A preposition is a word that joins a noun to the rest of a sentence.

It explains where the noun is.

*The bag was **on** the table.*

*The girl walked **under** the scaffolding.*

*It sat **among** the bushes.*

The sentences would not work without the prepositions.

Common prepositions

about	*beneath*	*into*	*throughout*
above	*beside*	*near*	*to*
across	*between*	*of*	*toward*
against	*by*	*on*	*under*
among	*except*	*onto*	*up*
at	*for*	*out*	*upon*
behind	*from*	*over*	*with*
below	*in*	*through*	*without*

Prepositional phrases that begin sentences are usually followed by commas. However, short prepositional phrases need not be.

Original sentence:

A fat yellow cat lay sleeping on the narrow sill.

How would it read if it started with the preposition?

On the narrow sill, a fat yellow cat lay sleeping.

Task 1

Spot and underline the prepositions

* The cat sat under the bush as it was raining.
* The girl walked slowly across the playground.
* Helen put the book on the table.
* The postman posted the letter through the letterbox.
* James was hiding behind the sofa.

Add a prepositional phrase to the end of these sentences to show where the events happened.

a) The boy climbed ***over the fence***

b) The man was standing

c) The girl jumped

d) The dog ran

Add a prepositional phrase that tells us when each of these events happened.

a) Sally went for a run ***before she went to work***

b) James knocked on his friend's door

c) It began to rain

d) We went to the cinema

Merit challenge

1) Find an example of a prepositional phrase in your reading book. Write it here:

Look through your exercise book. Have you used any prepositions or prepositional phrases? Highlight an example and get your partner to check it.

Review learning

Record the rules for prepositional phrases here.

Progress timeline

How confident are you with prepositional phrases?

Not confident at all → A little more practice needed → Pretty confident → Confident → Could do it with my eyes closed!

Summer term 1and 2

Week 1-Past tense

What is the past tense, and when would I write in past tense?

The simple past tense:

We use this tense to talk about events or situations that are finished. Normally we use a time reference.

We also use the **Past Simple** tense in English to talk about long-lasting events or situations in the past;

"When I **was** a child, I **lived** in the countryside."

WAS, WERE, THERE WAS, THERE WERE, WENT

*"Last weekend, I **went** to the Leisure Centre for a swim very early in the morning. **There were** six people in the swimming pool, so it **was** not too bad. And they **were** all guys! **There was** nobody in the ladies' dressing room! After swimming, I **went** for breakfast with my friends. It **was** cold outside but we **were** indoors, so it **was** all right."*

Irregular past tense verbs

There are some verbs that don't follow a regular pattern; you simply have to learn these.

Task 1

Complete each sentence with the past tense of the irregular verb in brackets.

1. Ethan _____ late that morning. (sleep)
2. Ria _____ her new book yesterday. (get)
3. Harry _____ me waiting for an hour. (keep)
4. Mary _____ about her topic for the report before the class last week. (think)
5. My cat just _____ there while the mouse escaped. (sit)
6. I had _____ too much for the CD at the mall. (pay)
7. Akira _____ the art prize last year. (win)
8. Jessica _____ success to our track team last season. (bring)
9. I _____ this cold last week. (catch)
10. Mary had _____ the homework before I arrived. (begin)
11. The horse never _____ a race until yesterday. (lose)
12. Duwana had _____ in the choir before. (sing)
13. We had _____ before the buses arrived. (leave)

14. Mr. Hasan that class last year. (teach)
15. My front tire had a leak. (spring)
16. Cal bad about the test. (feel)
17. Susan's dog a sunny nook in which to sleep. (seek)
18. They have always new books for their birthdays. (get)
19. The cat up on me before he pounced playfully. (creep)
20. They they thought the snow was too good to be true. (say)
21. My little brother had all the orange juice. (drink)
22. The door bell sharply against the quiet. (ring)
23. Sheila across the lake last year. (swim)
24. Shawn had one last week. (buy)
25. I the book down somewhere and lost it completely. (lay)
26. Yesterday Tama her science project. (begin)
27. Two of the art students have the set for this play. (make)
28. He had his jacket to another member of the team. (lend)
29. Wendy had down before the music began. (sit)

Fill in the spaces with the correct form of the verb in any aspect of the past tense.

Eric and Ilsa are brother and sister. They (grow) _____ (1) up together in the city that used to be known as West Berlin, in the former West Germany. Eric (move) _____ _____ (2) to the United States decades ago, before the eastern and

western parts of both Berlin and Germany were reunited in 1990.

Ilsa and her family (visit) _____ (3) Eric and his family last year. Ilsa's

Family (fly) _____ (4) from Berlin to Detroit for the visit. Although the children (never, meet) _____ _____ _____ (5) before, except through e-mail, the families (have) _____ (6) a great time together.

Every day for a week, the adults and the children (play)_____ _____(7), talking, and eating together. One day, they (cook) _____ (8) some German recipes that (be) _____ _____(9) in the family for generations. For years, Ilsa (save)

_____ _____ _____ (10) them and treasuring them in a box their mother (give)

_____ _____(11) her just before she (die)_____ (12). One of their mother's favorites (be) _____ _____(13) a dessert called Apple Kuchen.

One night after everyone else (already, go) _____ _____ _____(14) to bed, Eric and Ilsa (quietly, sit) _____ _____ _____(15) and talking.

"What have you (miss) _____ (16) most about Berlin?" Ilsa wanted to know.

Eric (pause) _____ (17), then answered, "Mostly, I miss living in a city with such wonderful landmarks. The kids and I (look) _____ _____ _____(18) at some books about Berlin and Germany for a while before you and your family (arrive) _____(19). We (discuss) _____ _____ (20) the Brandenburg Gate when

Franz interrupted to ask why its image (use) _____ _____ _____ (21) as a design on some of the coins back when Germany had converted its money to euros."

"What (do) _____ (22) you tell him?" Ilsa asked.

"I (say) _____ (23) that I (not, be)_____ _____(24) sure," answered Eric, “but that I (think) _____(25) it was because the gate (become) _____ _____(26) a symbol for Germany, like the Statue of Liberty had emerged as a symbol for the United States."

Merit challenge

1) Find an example of a past tense verb in your reading book. Write it here:

Look through your exercise book. Have you used any past tense verbs? Highlight an example and get your partner to check it.

Review learning

Record the rules for using the past tense in the box below.

Progress timeline

How confident are you with the past tense?

Not confident at all → A little more practice needed → Pretty confident → Confident → Could do it with my eyes closed!

Week 2-present tense

What is the present tense and when would I use it in my writing?

Rules:

The present tenses in English are used:

- to talk about the **present**
- to talk about the **future**
- to talk about the **past** when we are telling a story in **spoken** English or when we are summarising a book, film, play etc.

There are **four** present tense forms in English:

Present simple:	**I work**
Present continuous:	I am working
Present perfect:	I have worked
Present perfect continuous:	I have been working

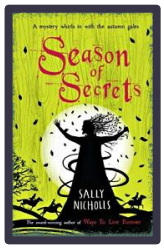
Task 1

This student was asked to write about her morning using the present tense. Which verbs seem out of place?

> At 7.30 exactly, I leap out of bed and stagger over to my alarm clock. It's the loudest alarm clock in the world. I walked downstairs and am greeted by my mum. She is always there fussing over me in the morning. She said I am going to be late, that I can't get up on time, and that she doesn't know what to do with me. I have the same thing for breakfast every day. I ate a banana with toast, and washed it down with tea. My brother eventually makes an appearance. He's incredibly lazy, and was really grumpy in the morning. After a few minutes of listening to him moan I'm ready to leave the house. I slammed the door shut with relief.

Task 2

Book blurbs are written in the present tense. This one has been switched to the past. Can you switch it back? The verbs in green are the ones you need to change or modify.



- On a wild and stormy night Molly **ran** away from her grandparents' house. Her dad [ ] **sent** her to live there until he Sorts Things Out at home. In the howling darkness, Molly **saw** a desperate figure running for his life from a terrifying midnight hunt. He **had** come to help her. But why? And who **was** he?

Merit challenge

1) Find an example of a present tense verb in your reading book. Write it here:

Look through your exercise book. Have you used any present tense verbs? Highlight an example and get your partner to check it.

Review learning

Record the rules for using the present tense in the box below.

Progress timeline

How confident are you with the present tense?

Not confident at all → A little more practice needed → Pretty confident → Confident → Could do it with my eyes closed!

Week 3-future tense

What is the future tense and when would I use it?

Rules:

Now, future tense is where the author writes about the future.

The author will probably write about the future in terms of ideas, plans, and probability of outcomes.

I will / he will / she will

I intend to / he intends to / she intends to.

"Nothing *will work* unless you do."
(Maya Angelou)

"I*'ll* be back."
(Arnold Schwarzenegger, *The Terminator*)

Task 1

Fill in the spaces with the correct form of the verb

Example: Governor Taylor (sign) is going to sign the new law.
Example: Stan (share) is going to share a room with Tim next year.
1) Mrs. Garrison (teach) _____ _____ _____ _____ the class next year.
2) The soldiers (march) _____ _____ _____ _____ for three hours.
3) The sorority sisters (paint) _____ _____ _____ _____ the house blue on Saturday.
4) Mom and I (rake) _____ _____ _____ _____ the yard tomorrow.
5) I (ski) _____ _____ _____ _____ in Colorado this winter.
6) Eduardo (marry) _____ _____ _____ _____ Carmen in June.
7) The baseball team (travel) _____ _____ _____ _____ to Florida for the playoffs.

Example: The grass (grow) will be growing faster in the summertime.
Example: At noon, the children (eat) are going to be eating lunch.
Example: Martha (plant) will be planting flowers while Katie is planting vegetables.
Example: Robert (receive) is going to be receiving the package when it arrives.
1) The class (listen) _____ _____ _____ closely during the review for the test.
2) Matthew (shave) _____ _____ _____ _____ _____ while Valerie is dressing.
3) I (cut) _____ _____ _____ these boards while you study the building plans.

4) If we lift weights, our muscles (get) _____ _____ _____ _____ _____ stronger.
5) The mayor (greet) _____ _____ _____ _____ _____Senator Arnold when the senator exits his plane.
6) When our company arrives, we (serve) _____ _____ _____ a delicious meal.
7) The sergeant (train) _____ _____ _____ the new recruits for the next month.
8) The children (laugh) _____ _____ _____ while the clown is riding his tricycle.
9) Before rehearsals begin, the director (cast) _____ _____ _____ _____ _____ actors for parts in the play.
10) If you don't watch them, the puppies (wander) _____ _____ _____ into the street.

Merit challenge

1) Find an example of a future tense verb in your reading book. Write it here:

Look through your exercise book. Have you used any future tense verbs? Highlight an example and get your partner to check it.

Review learning

Record the rules for using the future tense in the box below.

Progress timeline

How confident are you with the future tense?

Not confident at all → A little more practice needed → Pretty confident → Confident → Could do it with my eyes closed!

Week 4-pariticple

What is a participle and how/when do I use them in English?

Participles are added to verbs in the present or past tenses. In the present participle, parts of the verb *to be* is used with the infinitive verb;

-ing is added to the infinitive. In the past participle, parts of the verb to have is used with the infinitive verb; -ed is added to the infinitive.

A participle is a word formed from a verb which can be used as an adjective.

The two types of participles are the present participle (ending *ing*) and the past participle (usually ending *-ed*, *-d*, *-t*, *-en*, or *-n*).

Here are some participles being used as adjectives:

The Verb	The Past Participle	The Present Participle
To rise	the risen sun	the rising sun
To boil	the boiled water	the boiling water
To break	the broken news	the breaking news
To cook	the cooked ham	the cooking ham

Participle Phrases

It is really common to see participles in participle phrases. A participle phrase also acts like an adjective. In the examples below, the participle phrases are shaded and the participles are in bold:

- The man **carrying** the bricks is my father.

  (The participle phrase *carrying the bricks* describes the *the man*.)

- She showed us a plate of scones **crammed** with cream.

  (The participle phrase *crammed with cream* describes the *scones*.)

- **Whistling** the same tune as always, Ted touched the front of his cap with his forefinger as she dismounted.

  (The participle phrase *Whistling the same tune as always* describes *Ted*.)

- **Stunned** by the blow, Mike quickly gathered his senses and searched frantically for the pepper spray.

  (The participle phrase *Stunned by the blow* describes *Mike*.)

Task 1

Rewrite the sentences replacing the italic part with a present participle.

1. *She was talking to her friend* and forgot everything around her.
   →
2. *Since we watch the news every day* we know what's going on in the world.
   →
3. *They are vegetarians* and don't eat meat.
   →
4. *The dog wagged its tail* and bit the postman.
   →
5. *While she was tidying up her room* she found some old photos.
   →
6. *He was a good boy* and helped his mother in the kitchen.
   →
7. *As they didn't have enough money* they spent their holidays at home last year.
   →
8. The man was sitting in the cafe. *He was reading a paper*.?
   →
9. *Since I didn't feel well* I didn't go to the cinema.
   →
10. *She walked home* and met an old friend.
    →

The verbs in italics are sometimes followed by a participle. Complete the sentences using the Present Participle.

1. I *smelled* something (burn) _____ in the house.
2. She did not *see* the car (come) _____ closer.
3. Do you *notice* Tom (talk) _____ to Amelie?
4. We *heard* the boys (knock) _____ at the door.
5. We *listened* to the mother (sing) _____ her child to sleep.
6. She could *feel* herself (blush) _____.
7. I *found* my two cats (sit) _____ on the table.
8. She jealously *watched* her boyfriend (flirt) _____ with another girl

Merit challenge

1) Find an example of a participle in your reading book. Write it here:

Look through your exercise book. Have you used any participles? Highlight an example and get your partner to check it.

Review learning

Record the rules for using participles in the box below.

Progress timeline

How confident are you with the past and present participles?

Not confident at all → A little more practice needed → Pretty confident → Confident → Could do it with my eyes closed!

Week 5-perfect

What is the perfect in English?

Rules:

The perfect tenses are built from the verb 'to have'.

Think of the tenses like a timeline (Let's conjugate the verb 'to ask')

X_____X_____X

PAST	PRESENT	FUTURE
(had, ed)	**(have, ed)**	**(will have, ed)**

We use the Present Perfect to say that an action happened at an unspecified time before now. The exact time is not important. You CANNOT use the Present Perfect with specific time expressions such as: yesterday, one year ago, last week, when I was a child, when I lived in Japan, at that moment, that day, one day, etc. We CAN use the Present Perfect with unspecific expressions such as: ever, never, once, many times, several times, before, so far, already, yet, etc.

Examples:

- I **have seen** that movie twenty times.
- I think I **have met** him once before.
- There **have been** many earthquakes in California.
- People **have traveled** to the Moon.
- People **have not traveled** to Mars.
- **Have** you **read** the book yet?
- Nobody **has** ever **climbed** that mountain.

Task 1

Using the words in parentheses, complete the text below with the appropriate tenses

1. It is already 9:30 PM and I (wait) _____ here for over an hour. If John does not get here in the next five minutes, I am going to leave.

2. I was really angry at John yesterday. By the time he finally arrived, I (wait) _____ for over an hour. I almost left without him.

3. Did you hear that Ben was fired last month? He (work) _____ for that import company for more than ten years and he (work) _____ in almost every department. Nobody knew the company like he did.

4. I (see) _____ many pictures of the pyramids before I went to Egypt. Pictures of the monuments are very misleading. The pyramids are actually quite small.

5. Sarah (climb) _____ the Matterhorn, (sail) _____ around the world, and (go) _____ on safari in Kenya. She is such an adventurous person.

6. Sarah (climb) _____ the Matterhorn, (sail) _____ around the world and (go) _____ on safari in Kenya by the time she turned twenty-five. She (experience) _____ more by that age than most people do in their entire lives.

7. When Melanie came into the office yesterday, her eyes were red and watery. I think she (cry) _____

Merit challenge

1) Find an example of an example of the perfect in your reading book. Write it here:

Look through your exercise book. Have you used any perfect tense forms? Highlight an example and get your partner to check it.

Review learning

Record the rules for using the perfect in the box below.

Progress timeline

How confident are you with the perfect tense?

Not confident at all → A little more practice needed → Pretty confident → Confident → Could do it with my eyes closed!

Week 6-register

What do we mean by 'register' in English? When is it important to consider register?

Rules:

Register often refers to the degree of formality of language, but in a more general sense it means the language used by a group of people who share similar work or interests, such as doctors or lawyers. *Register* is the term used to indicate degrees of formality in language. Register can be arranged into a spectrum from formal to informal.

The way we speak changes depending on a great many things.

You wouldn't talk to your parents the same way you would talk to your siblings. You wouldn't speak to your head teacher the same way as you would talk to your mates. You change the way you speak, often without knowing it, but now it's time to study that phenomenon…

Example
For formal and informal register; 'Would you mind passing the salt?' is appropriate for a formal situation with strangers, whereas 'Pass me the salt' would be used for a situation where friends are talking, or possibly when being rude.

- **Standard English – informal, neutral, formal and very formal. Standard English (SE) is the term used for vocab and grammar constructions considered to be 'correct' English, there is still a spectrum within this register.**

- **Colloquialism – a loose term meaning 'language as it is spoken'. This could be applied to some kinds of slang or to the most informal language accepted as SE.**

- **Non-Standard (regional) dialect – words considered not to be 'good' or 'correct' SE. These words are usually region specific but do vary between person to person (Idiolects).**

- **Slang – a broad term for different use of language not considered to be 'proper' SE but may be fairly widespread.**

- **Vulgarism – language which falls short of taboo and not usually used in 'polite' society.**

- **Taboo Language – words that are generally considered to be deeply offensive and unacceptable – swearing! There is also an undefined spectrum within this register.**

Task 1

Pair each of the following sentences with their intended audience.

- "What lesson do we have next?"
- "Sorry I'm late Sir."
- "I am an effective communicator and I work well with others."
- "What ya doin Friday? Still goin to pics?"
- "I'll do it later, honest."

- An employer
- A peer / acquaintance
- A close friend
- A teacher
- A parent

Task 2

Read the different situations below and choose which of the three options would be most suited, circle your choice and write a sentence saying why underneath.

i) You are in court as a witness in a case. One of the barristers is asking you to point out a woman in the courtroom. What is the most appropriate answer?

a) "It was her. I saw her do it, honest."

b) "I'm certain it was her."

c) "I'm certain it was the lady over there."

ii) You are at an interview for a job you really want. You are asked why you want the job. What is the most appropriate answer?

a) "Don't know."

b) "I'd love to work for you. I think it would be enjoyable and rewarding."

c) "I reckon it'll be ok. If I go for it, I'd be good at the job."

iii) You are on a building site and a bricklayer shouts over to you to pass him a trowel. What is the most appropriate answer?

a) “Here you go, mate.”

b) “Take this, my friend.”

c) “Is this the one you require?”

iv) In class, a teacher asks you a question, but you don't know the answer.

a) “I don't know.”

b) “How am I supposed to know?”

c) “I'm not sure. Could you explain, please?”

Merit challenge

1) Find an example of an example of where the writer has used an informal register in your reading book. Write it here:

Look through your exercise book. Have you used any formal register? Highlight an example and get your partner to check it.

Review learning

Record the rules for using the appropriate register in the box below.

Progress timeline

How confident are you with register?

Not confident at all → A little more practice needed → Pretty confident → Confident → Could do it with my eyes closed!

Bright Sparks Extension tasks

What is an auxiliary verb and when would I use one?

Helping verbs or **auxiliary verbs** such as *will, shall, may, might, can, could, must, ought to, should, would, used to, need* are used in conjunction with **main verbs** to express shades of time and mood. The combination of helping verbs with main verbs creates what are called **verb phrases** or **verb strings.** In the following sentence, "will have been" are helping or auxiliary verbs and "studying" is the main verb; the whole verb string is underlined:

- As of next August, I <u>will have been studying</u> chemistry for ten years.

Be	Do	Have
am	does	has
is	do	have
are	did	had
was		having
were		
being		
been		

Modal Auxiliary Verbs – *can, could, do, may, might, ought, used to.*

Examples: ***Can*** *I take your dog, Toto, for a walk to the park?*
Susana ***could*** *sing as well as dance.*
Do *you know the Eight Parts of Speech, my dear?*
May *I have the pleasure of dancing with you?*
I ***might*** *go to the party with Hannah.*
Michael ***ought*** *to look for another job in the hospital.*
I ***used to*** *design pencil sharpeners before I became famous*

Task 1

Underline the complete verb in each sentence. Circle the helping verb (auxiliary verb).

1. Jason will play video games tomorrow.
2. The surgeon has operated many times before.
3. My little sister is singing like a rock star.
4. Scott can kick better than anyone on the team.
5. The beautiful sailboat was built in 1985.
6. Sarah is walking her puppy in the park.
7. Jake and his dad are using the computer.
8. Mom will bake special cookies for the party.
9. Tim had given his mother some flowers.
10. The very small girl can ski all by herself.

Identifying the Complete Verb. Underline the main verb and the auxiliary verb(s) in the following sentences. Do not include any modifiers.

1. When are you going on your canoe trip?
2. Mr. Costello is constantly giving us directions.
3. Jim should have pitched his tent sooner.
4. Joe could have been badly injured.
5. The new paints are constantly being improved.
6. We will be electing class officers tomorrow.
7. The snowfall had not quite ended at six this morning.
8. I shall certainly miss you next week.
9. Mrs. Barnes has always given generously to charity.
10. The price of most food is rising again.
11. How many books have you read this year?
12. I have already seen that TV program.
13. The old man does not walk to town any more.
14. Nancy and Mark have been given major parts in the school play.
15. Your good deed will never be forgotten.
16. Ms. Smith has definitely agreed to our suggestions.

17. The new club officers will have been chosen by tomorrow evening.

18. You could have gone to the party without me.

19. Mr. Davis has never neglected his work before.

20. Our team could have played in the state tournament.

Finite and non-finite verbs

What is a finite verb and when would I use one?

Rules:

A Finite verb is one that can be used with a subject to make a tense.
*I **walked** to school yesterday. We **watched** the cricket match together.*

The finite forms of the verb are those which signal contrasts of number, tense, person and mood.

Show a contrast in **tense:**
She **works** in London. She **worked** in London.

Show a contrast in number and person:
He **works.** They **work**. I **am.** You **are.**

Allow the expression of facts, possibilities wishes, and other contrasts of **mood**:

He asked that the car **be** moved. It **was** moved.

A **finite verb** is a word like **break, work, broke, sing, write** etc. Finite verbs change their form according to the number and person of the subject. For instance, when the subject is a singular noun, the *finite verb break* changes its form into *breaks*. Finite verbs are also governed by the tenses. For instance, when the sentence is in the simple past tense, *the finite verb break changes its form into broke*. Similarly, *work changes into worked and sing changes into sang in the past tense.*

Non-finite verbs do not change their form according to the number and person of the subject. Examples are **gerunds, participles and infinitives.**

I like reading.
He likes reading

Here the verb **like** is finite because it changes its form according to the number and person of the subject. The gerund **reading** is non-finite because it does not change its form according to the number and person of the subject.

There are three non-finite forms of the verb:
The **-ing** participle: I'm **going**. They're **going**. He was **going**. **Going** home, I/ we/they felt concerned.

The **-ed** participle:
I've **asked**. He was **asked**. They were **asked**. **Asked** to come home early, I/you/we arrived at 3.

The base from used as an **infinitive**: They might **see**. I'll **see.** He wants to **see.**

Task 1

Add a finite verb to the subordinate clause in each sentence:

When the bus _____, the children all rushed off.

The horses were grazing happily until the motorbike _____ past their field.

When Thomas _____ the news, he did not believe it.

Find out the finite and non-finite verbs in the sentences given below:

1. He gave me a chair to sit.
2. It was a sight to see.
3. I want to buy some clothes.
4. Barking dogs seldom bite.
5. He is about to leave.
6. It is time to start.
7. He was wearing a torn shirt.
8. He had his shoes polished.
9. They got the roof repaired.
10. Finding the door open I went inside.

Wuthering Heights by Emily Bronte

Reading comprehension : Read the extract and answer the questions in as much detail as possible.

The narrator, Mr Lockwood, is here visiting Wuthering Heights. He was prevented by heavy snow from leaving for home but Heathcliff, the bad tempered owner of Wuthering Heights is unwilling to let Lockwood stay the night. A servant takes pity on him, and shows him upstairs, where he finds an unused room in which he decides to spend the night. He is unable to sleep because of noises outside the window and disturbing dreams.

This time, I remembered I was lying in the oak closet, and I heard distinctly the gusty wind, and the driving of the snow; I heard, also, the fir bough repeat its teasing sound, and ascribed it to the right cause: but it annoyed me so much, that I resolved to silence it, if possible; and, I thought, I rose and endeavoured to unhasp the casement.
The hook was soldered into the staple: a circumstance observed by me when awake, but forgotten. 'I must stop it, nevertheless!' I muttered, knocking my knuckles through the glass, and stretching an arm out to seize the importunate branch; instead of which, my fingers closed on the fingers of a little, ice-cold hand! The intense horror of nightmare came over me: I tried to draw back my arm, but the hand clung to it, and a most melancholy voice sobbed, 'Let me in--let me in!' 'Who are you?' I asked, struggling, meanwhile, to disengage myself. 'Catherine Linton,' it replied, shiveringly (why did I think of Linton? I had read Earnshaw twenty times for Linton). 'I'm come home: I'd lost my way on the moor!' As it spoke, I discerned, obscurely, a child's face looking through the window. Terror made me cruel; and, finding it useless to attempt shaking the creature off, I pulled its wrist on to the broken pane, and rubbed it to and fro till the blood ran down and soaked the bedclothes: still it wailed, 'Let me in!' and maintained its tenacious grip, almost maddening me with fear.
'How can I!' I said at length. 'Let me go, if you want me to let you in!' The fingers relaxed, I snatched mine through the hole, hurriedly piled the books up in a pyramid against it, and stopped my ears to exclude the lamentable prayer. I seemed to keep them closed above a quarter of an hour; yet, the instant I listened again, there was the doleful cry moaning on! 'Begone!' I shouted. 'I'll never let you in, not if you beg for twenty years.' 'It is twenty years,' mourned the voice: 'twenty years. I've been a waif for twenty years!' Thereat began a feeble scratching outside, and the pile of books moved as if thrust forward. I tried to jump up; but could not stir a limb; and so yelled aloud, in a frenzy of fright. To my confusion, I discovered the yell was not ideal: hasty footsteps approached my chamber door; somebody pushed it open, with a vigorous hand, and a light glimmered through the squares at the top of the bed. I sat shuddering yet, and wiping the perspiration from my forehead: the intruder appeared to hesitate, and muttered to himself. At last, he said, in a half-whisper, plainly not expecting an answer, 'Is anyone here?' I considered it best to confess my presence; for I knew Heathcliff's accents, and feared he might search further, if I kept quiet. With this intention, I turned and opened the panels. I shall not soon forget the effect my action produced.

Questions

1. How does Bronte build up fear in the passage?
2. How is this reflected in the way the narrator acts and talks?
3. Why did Lockwood have to break the glass?

4. What are the definitions of these words:

Tenacious	Importunate	Casement	Ascribed
Unhasp	Discerned	Doleful	Obscurely

5. What is the narrator's attitude towards Catherine Linton? How do we know this?
6. Extended writing task: Using the image write a paragraph describing East Riddlesden Hall. Think about your choice of adjectives.

Answer your questions in detail here: