TEACHING WRITING STRATEGIES

Book 4

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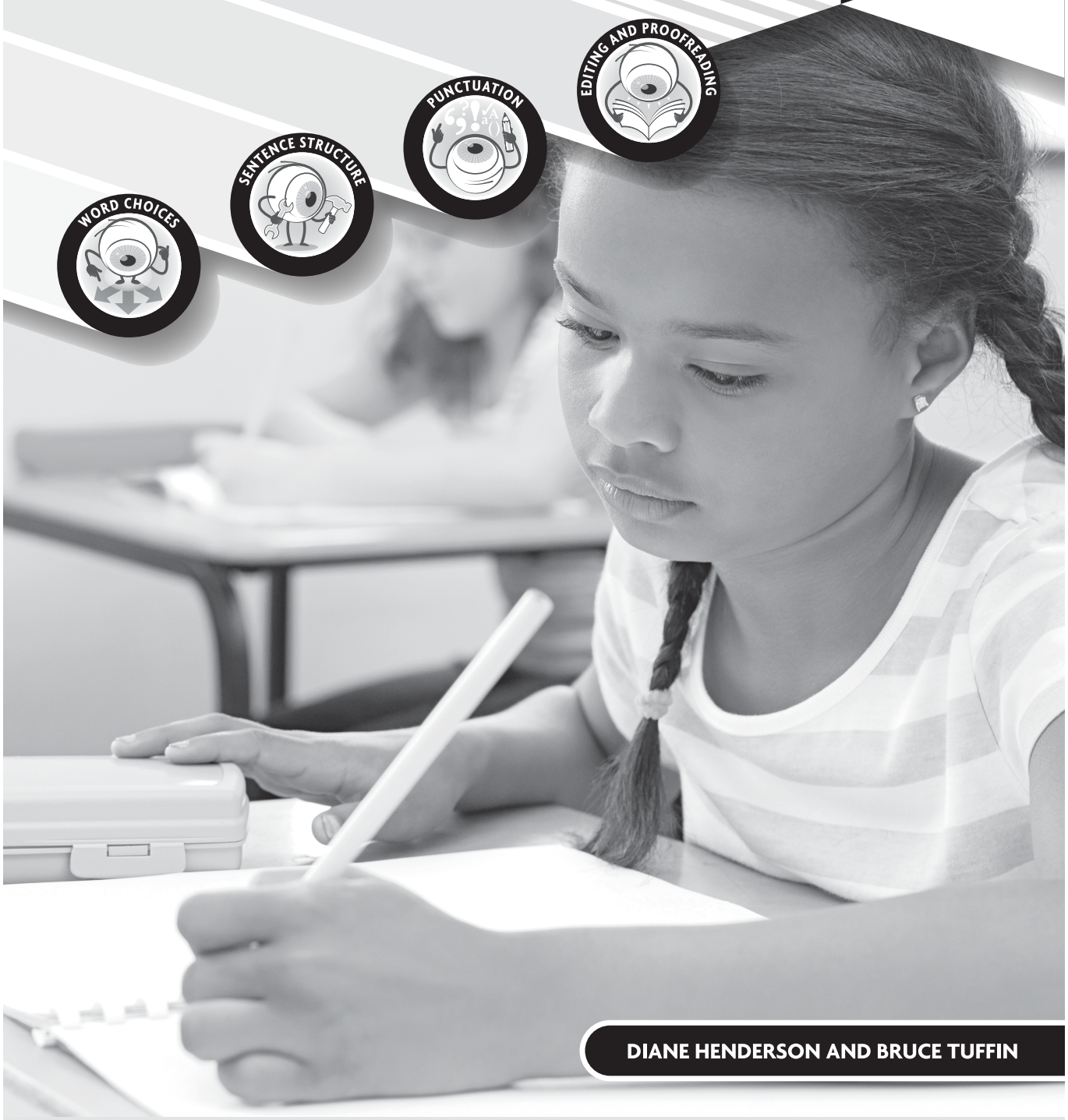

DIANE HENDERSON AND BRUCE TUFFIN

SAMPLE - NOT FOR SALE

FOREWORD

Teaching Writing Strategies is a series of six books using modelling, guided and independent practice to teach pupils strategies they can use to improve the clarity, correctness and richness of their writing. The focus is on sentences, their structure, punctuation and word choices and on developing editing and proofreading skills and their habitual use.

Titles in this series:

- *Teaching Writing Strategies* (Book 1)
- *Teaching Writing Strategies* (Book 2)
- *Teaching Writing Strategies* (Book 3)
- *Teaching Writing Strategies* (Book 4)
- *Teaching Writing Strategies* (Book 5)
- *Teaching Writing Strategies* (Book 6)

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NOUNS, NOUN GROUPS AND ADJECTIVES

UNIT 1

Focus

Word choices – nouns, noun groups and adjectives

Progression

Recognise
Pupils will recognise a noun/noun group/adjective from modelled examples.

Choose
Pupils will choose informative nouns/noun groups/adjectives from given examples, with teacher support.

Use
Pupils will choose and use appropriate, informative nouns/noun groups/adjectives in supplied and self-written sentences.

Definition of Terms

Nouns are words used to name people, places, things, feelings and ideas.

A **noun group** is a noun with other words used to name people, places, things, feelings and ideas.

Adjectives are describing words adding to or changing the meaning of a noun or pronoun.

Introduction

Good writers improve their writing by their choice of words used to correctly name people, places, things, feelings and ideas. They can choose words to add information to nouns to make a more precise noun group. Noun groups have a noun, plus:

- a **determiner**; for example, ***the*** *drone,* ***many*** *rules*
- a **possessive**; for example, *the* ***drone's*** *joystick,* ***Dad's*** *turn*
- an **adjective**; for example, ***colourful*** *paper,* ***remote*** *control*
- **nouns**; for example, ***practice*** *flight,* ***drone*** *models*
- a **number**; for example, ***four*** *rotors*

LESSON NOTES AND PLANS

Introduction

- Discuss the text title with pupils.
- Do they think the text will be an imaginative story or will it be giving them information?
- Why do they think this? What are some of the features of informative or imaginative texts?
- Introduce the term 'noun/noun group' and explain that the words naming different people, places, things, feelings and ideas are nouns. Use examples from the classroom: board, desks, pupils, teacher, Michael (any pupil name), school name.
- Read the text with or to the class.
- Identify some of the nouns used in the text to name people, places, things, feelings and ideas.
- Identify nouns with capital letters. What do these nouns name? Why do these nouns have capital letters?

Nouns – Page 5

- Read and discuss the definition at the top of the page.
- Discuss why nouns are an important part of every sentence and why it is important for writers to think about nouns and to choose interesting and informative nouns.
- Work through the activities with the class as a whole, ensuring they understand what is required of them.
- Work with those requiring additional assistance while the remainder of the class work independently on the activities.
- Encourage pupils to share and discuss their answers to Question 4(b).

Noun Groups – Page 6

- Read and discuss the definition at the top of the page.
- Explain that instead of using just one word to name something, good writers will often add more information by writing a group of words.
- Work through the examples of noun groups given on this page.
- Show by example how careful choice of noun groups can lead to a clearer understanding by the reader; for example, *The drone lifted off vs The powerful, remote-controlled drone lifted off.*

Adjectives – Page 7

- Read and discuss the definition at the top of the page.
- Explain that while adjectives can make writing more interesting and precise, they can be overdone.
- Encourage the pupils to discuss their answers to Question 5, and in particular why they chose the adjectives they did.

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NOUNS, NOUN GROUPS AND ADJECTIVES

UNIT 1

ANSWERS

Nouns – Page 5

1. (a) ground
   (b) rotors
   (c) joystick
   (d) feeling
2. (a) rules
   (b) handbook
   (c) screen
   (d) drone
3. Teacher check
4. (a) Mum, Dad, Sarah, Zycon, Mr Clumsy
   (b) Teacher check–should incorporate 'Mr Clumsy'

Noun Groups – Page 6

1. (a) an alien insect
   (b) a single, black eye
   (c) a startled horse
   (d) flaming red lettering
   (e) the first few flights

2.–3. Teacher check

4. bright red and yellow body; a single, black eye
5. Teacher check

Adjectives – Page 7

1. Teacher check
2. (a) colourful
   (b) sleek, strong
   (c) excited

3.–5. Teacher check

ASSESSMENT ANSWERS

Assessment Activity – Page 26

1. (a) body
   (b) joystick
   (c) insect
   (d) horse

2.–5. Teacher check

Class Record Sheet – Page vi

ASSESSMENT WRITING

- **Paragraph Topic** – *The Toy I Wish I Could Have*
- **Focus: Word Choices** – *nouns, noun groups and adjectives*

Self-evaluation – Page xiii

SAMPLE - NOT FOR SALE

TAKE-OFF!

1. I tore the colourful paper off my birthday present with shaking hands. The box was square–and heavy. Could it be? Was it? Please, please let it be … Yes! It was exactly what I wanted, what I'd been pestering Mum and Dad about for months.

2. In flaming red lettering on the front of the box it declared, 'Zycon remote-controlled drone'. The photo showed a young boy flying his drone. He was smiling happily.

3. 'Thank you so much', I said to Mum and Dad. 'I didn't think you'd remember.'

4. 'How could we forget, Sarah? You nearly nagged us to death about it!' laughed Mum.

5. Dad said seriously, 'Don't forget there are rules about flying drones. You can't fly near people, or close to buildings or near airports …'

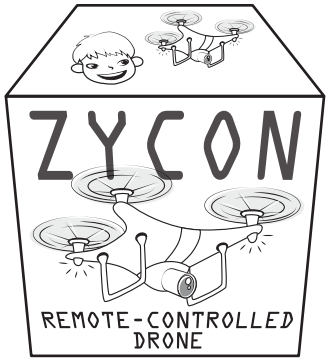
6. 'I know the rules, Dad', I interrupted. 'I learned them off by heart.'

7. 'Well, OK. But I think I had better be with you for the first few flights. Don't you?'

8. I didn't really, but I was too busy unpacking the drone. Its bright red and yellow body looked sleek and strong, with the camera lens like a single, black eye. I plugged in the charger. The battery had to be fully charged before use.

9. I ate breakfast quickly, skimming through the handbook. It all looked easy. I hadn't flown a real drone before, but I had flown drone models on the Internet–many, many times.

10. By the time breakfast was finished, the light on the drone had changed to green. Fully charged! I gathered the remote control, called Dad and we took the drone outside.



11. Luckily, our back garden was big enough for a practice flight. And as a bonus, there was almost no breeze. Perfect! I sat the drone on the grass and turned on the controller.

12. The screen flickered and suddenly I was seeing the world through the drone's camera lens. Cool! I pressed the 'Start' button and the four rotors whirred into life. I pushed forward on the joystick, the rotors started to whine–and my drone left the ground. When it was as high as the roof, I pushed the 'Hold' button. The drone stopped climbing and sat there, waiting. It looked like an alien insect, hovering. I moved the left joystick and the drone turned to face us. Dad and I appeared in the picture on the remote control's screen, looking upwards. It was a weird feeling seeing ourselves like that.

13. 'Let me have a go', said Dad. He sounded like an excited kid. Reluctantly, I passed over the controls. I started to say, 'Go gently on the controls, Dad', but it was too late. Mr Clumsy jammed the controls all over the place. The drone reared upwards like a startled horse, then dropped its nose and hurtled down–straight at us! Dad threw himself flat on the grass. I snatched up the control and hit 'Hold' again. The drone stopped in mid-air.

14. 'Well,' said Dad, brushing grass off his shirt as he stood up, 'now I've deliberately taught you how *not* to fly a drone, I guess you can carry on.' He smiled weakly–and headed inside.

SAMPLE - NOT FOR SALE

NOUNS

Nouns are naming words for people, places and things.
For example: drone, Mum, camera.
Good writers choose their nouns carefully and add words to make noun groups.
For example: Instead of writing 'thunder', a better writer would perhaps write, 'ear-shattering thunder'.

1. Which noun in Paragraph 12 means:

(a) Earth's surface? _____

(b) horizontal propellers? _____

(c) a control column? _____

(d) an emotion? _____

2. Choose the best noun for each sentence.

drone *handbook* *screen* *rules*

(a) There are _____ about where drones can be flown.

(b) Read the instructions in the _____.

(c) The _____ displayed what the camera was seeing.

(d) Pushing forward on the joystick made the _____ climb.

3. Write an interesting sentence using each noun.

(a) flights _____

_____

(b) lens _____

_____

(c) Internet _____

_____

4. Proper nouns name specific things or people. They always start with a capital letter.

(a) Find five proper nouns in the text.

_____ _____ _____

_____ _____

(b) On the back of this page, write an interesting sentence using the most unusual proper noun you found.

SAMPLE - NOT FOR SALE

NOUN GROUPS

A **noun group** is a noun with other words which add more information about the noun.
For example: cold, white iceberg; some pencils; my drone.
Good writers use informative noun groups to make their writing more precise.

1. Write the whole noun group from the text.

(a) insect _____

(b) eye _____

(c) horse _____

(d) lettering _____

(e) flights _____

2. Add some words to each noun to make an informative noun group.

(a) drone _____

(b) airport _____

(c) screen _____

(d) box _____

(e) rules _____

3. Write an interesting sentence using two of the noun groups from Question 2.

_____

_____

_____

4. Write two noun groups from Paragraph 8.

(a) _____

(b) _____

5. (a) Write a noun group using the word 'camera'.

_____

(b) Use this noun group in an interesting sentence.

_____

_____

_____

SAMPLE - NOT FOR SALE

ADJECTIVES

Adjectives are describing words. They can tell more about a noun.
For example: a sleek, powerful drone.

1. Write three interesting adjectives you could use to describe each noun.

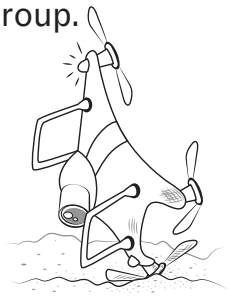
(a) drone _____ _____ _____

(b) Dad _____ _____ _____

(c) insect _____ _____ _____

(d) joystick _____ _____ _____

2. Write the adjective(s) used in the text to describe each noun/noun group.



(a) _____ paper

(b) red and yellow body _____ _____

(c) _____ kid

3. Use each adjective to describe a *noun* in an interesting sentence.

(a) remote-controlled _____

_____

(b) flaming _____

_____

4. Add adjectives to make the sentences more descriptive.

(a) One _____ boy broke his _____ toy.

(b) My _____ present came in a _____ box.

(c) A _____ drone flew above the _____ trees.

(d) The _____ screen showed the _____ picture.

5. On the back of this page, write a descriptive paragraph about your favourite toy. Before you start, think about adjectives you could use to tell how it looks, what it does and how it sounds. Write some of these adjectives in the box below.

SAMPLE - NOT FOR SALE

PRONOUNS, CONFUSING PRONOUNS (ME/I), WHICH PRONOUN?

UNIT 2

Focus

Word choices – pronouns, confusing pronouns (me/I), which pronoun?

Progression

Recognise
Pupils will recognise a pronoun from modelled examples.

Choose
Pupils will choose appropriate pronouns from given examples, with teacher support.

Use
Pupils will choose and use correct and appropriate pronouns in supplied and self-written sentences.

Definition of Terms

Pronouns are words used to replace nouns.

Personal pronouns are used in place of a person or thing.

A **relative pronoun** comes before the clause describing the noun or pronoun to which it refers.

A **possessive pronoun** replaces a noun identifying ownership by the person or thing to which it refers.

A **noun group** is a noun with other words used to name people, places and things.

The **subject** of a verb is the person or thing 'doing' the action.

The **object** of a verb is the person or thing affected by the action.

Introduction

Good writers improve their writing by replacing nouns with appropriate and correct pronouns. The use of pronouns prevents constant repetition of a noun, making text more manageable and fluid. It is important for pupils to know the correct pronouns to use in the context of a sentence.

Possessive pronouns are used to replace the name of a person or thing; for example, That book belongs to ***him*** (John), it is ***his***.

Note: The words 'his' and 'its' can be used as a possessive determiner as well as a possessive pronoun; for example, his bag, its tail.

The following table shows subjective, objective and possessive personal pronouns.

Note: Subjective and objective pronouns are required when the pronoun refers to the subject or object of the verb; for example, I (subject) boarded the ship. The crew welcomed us (object) onboard.

Personal Pronouns				
Person	Subjective	Objective	Emphatic/ reflexive	Possessive
First singular	I	me	myself	mine
Second	you	you	yourself	yours
Third (male)	he	him	himself	his
Third (female)	she	her	herself	hers
Third (neuter)	it	it	itself	its
First plural	we	us	ourselves	ours
Second	you	you	yourselves	yours
Third	they	them	themselves	theirs

The **relative pronouns** 'who', 'which' and 'that' are used to refer to nouns and pronouns; for example, the boy who, he who, the team that, the book which.

The correct use of 'who' for people is more critical. Although 'which' and 'that' can both be used in many contexts, 'which' should strictly be used to refer to a particular desk (telling which one); for example, the desk which is by the door. The relative pronoun 'that' has a broader reference and doesn't refer to one desk; for example, the desks that are by the door.

LESSON NOTES AND PLANS

Introduction

- Discuss the text title with pupils.
- Do they think the text will be an imaginative story or will it be giving them information?
- Why do they think this? What are some of the features of informative and imaginative text?
- Introduce the term 'pronoun' and explain that words replacing nouns are pronouns. Use examples from the classroom; for example, Paul = he, Mary = she, the board = it, the tallest boy in the class = he.
- Read the text with or to the class.
- Identify some of the pronouns used in the text to replace people, places and things.
- Identify single and plural pronouns from the text.

Pronouns – Page 11

- Read and discuss the definition at the top of the page.
- Explain that good writers use pronouns instead of repeating the same nouns.
- Explain why it is important to use the correct pronoun for the noun it replaces.
- Work through the activities with the class as a whole, ensuring they understand what is required of them.
- Work with those requiring additional assistance while the remainder of the class work independently on the activities.
- Encourage pupils to share their answers to Question 5.

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PRONOUNS, CONFUSING PRONOUNS (ME/I), WHICH PRONOUN?

Confusing Pronouns – Me or I? – Page 12

- Discuss the examples at the top of the page and the terms 'subject' and 'object'.
- Encourage pupils to read the sentences aloud to help them to choose the correct pronouns. Encourage them to ask the question 'Who did it?'; if the answer is 'I', then 'I' is correct; if not, it should be 'me'.
- Explain that adding another person in front of 'me' and 'I' makes selecting the correct pronoun difficult, even for many adults. Some of them always say 'somebody and I', which can be incorrect.
- Read the 'Hint' and examples with pupils and have them practise omitting the other person.
- Provide opportunities for the class to share their answers to Question 4 and to discuss how they tackled the task.

Which Pronoun – Who, That or Which? – Page 13

- Questions 1 and 2 focus on the relative pronouns 'who', 'that' and 'which'.
- Explain that 'who' must be used for people. NOTE: 'That' and 'which' refer to things, places and can both be used for groups of people; for example, the team ***which***, a class ***that***, (but 'the members of the team ***who***').
- Before completing Question 3, discuss nouns that the pronouns in the box could be used to replace.

ANSWERS

Pronouns – Page 11

1. (a) she (b) them (c) it (d) they

2. she – Carly
it – the cruise ship
they – the passengers/people on board

3. (a) Repeating nouns/noun groups instead of using pronouns.
(b) When Carly told her friends she was going on a cruise they were horrified and they yelled at her.

4. (a) They (b) It
(c) them (d) him

5. (a)–(c) Teacher check; could include it, they/them, he/she/him/her

Confusing Pronouns – Me or I? – Page 12

1. (a) I (b) I (c) me (d) me

2. (a) ✓ (b) ✘ (c) ✓ (d) ✘

3. (a) I (b) me (c) me (d) me

4. Teacher check

Which Pronoun – Who, That or Which? – Page 13

1. (a) that (b) who (c) that
(d) that (e) who

2. (a) who – Teacher check
(b) that – Teacher check
(c) which – Teacher check

3. (a) hers (b) yours (c) mine (d) theirs
(e) his (f) ours

ASSESSMENT ANSWERS

Assessment Activity – Page 27

1. (a) they (b) she

2. When Carly's parents went to the buffet, they were so horrified they called it 'The Zoo'.

3. it, hers

4. (a) me
(b) I
(c) I
(d) I
(e) me

5. (a) who
(b) that

6. (a) which/that – Teacher check
(b) who – Teacher check

Class Record Sheet – Page vi

ASSESSMENT WRITING

- **Paragraph Topic** – *The Best Holiday Ever*
- **Focus: Word Choices** – *pronouns*

Self-evaluation – Page xiii

SAMPLE - NOT FOR SALE

CRUISE ON

1. Carly was having great fun. She had never been on a cruise ship before. It was ginormous! There was so much to see and do—even when they weren't in port.

2. Her parents had told her she would have a great time, and they weren't kidding! Her favourite place was the 'Kids' Klub', which was full of books and video games and beanbags and computers hooked up to the Internet. Best of all, no adults were allowed! Carly's dad wanted to have a look inside, but the crew member who was in charge said he wasn't allowed! Carly's mum laughed when she heard that.

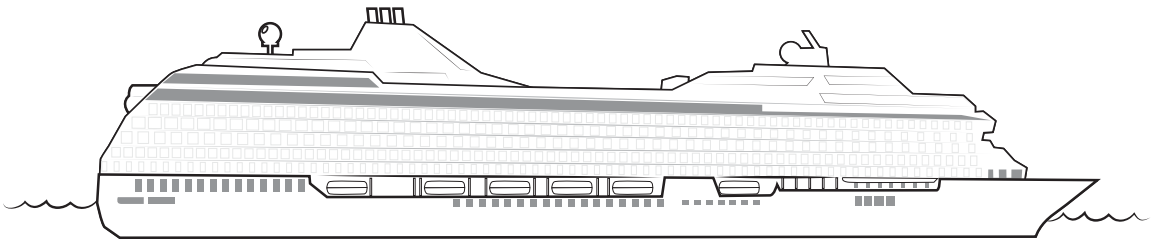
3. And the food! Anything, anytime, anywhere. Apart from the dining rooms and the buffet, there was a pizza bar, a burger bar, an ice cream bar—and they were open from sunrise until midnight! Carly's parents liked to eat in the dining room. They said it was nicer to have their food served to them by a waiter. Some passengers were so rude in the buffet, pushing and shoving to take far more food than they needed, that Carly's parents called it 'The Zoo'! 'We don't like to fight for our food', Dad explained. 'We prefer ours delivered to us. Other people may like to help themselves to theirs.'

4. During the day, Carly spent a lot of time in the swimming pool. Actually, she had a choice of four pools and two spas. She tried them all. One had a waterslide so tall you needed a lift to get to the top. Another had a machine that made waves you could 'bodysurf' the full length of the pool.

5. There was also a climbing wall that went right up the funnels and a flying fox from the top of the funnel down to the stern. It was very fast. But the scariest ride, Carly thought, was a sort of cage on top of a long hydraulic arm. People were strapped inside the cage, then the arm lifted them way, way up until they could see inside the funnels. Then it swooped over the side of the ship and down until the passengers thought they were going to be swimming. Carly was a little frightened, but she loved it! Her parents, though, went once and said, 'We won't do that again'.

6. At night, after dinner, there was an outdoor cinema near the pool. People sat in deckchairs to watch films. The screen was as large as the side of a two-storey house! The best part for Carly was when they brought around free popcorn.

7. When she had told her friends at school that she was going on a cruise, they were horrified. 'All that time with old people!' 'Yuck!' 'There's nothing to do!' 'I would die of boredom!' 'Who would want to do that?' She could hardly wait to tell them just how wrong they were.



SAMPLE - NOT FOR SALE

PRONOUNS

A **pronoun** is used to replace a noun/noun group.
For example: *a favourite place* – it; *friends at school* – they.

1. Which pronoun is used in each sentence?

(a) Carly was a little frightened but she loved the ride. _____

(b) There were four pools and Carly tried all of them. _____

(c) The film was shown outside for people to watch it. _____

(d) Greedy passengers took more food than they needed. _____

2. Write the three pronouns used in Paragraph 1 and the noun/noun group replaced.

_____ _____

_____ _____

_____ _____

3. (a) What mistake has the writer of this sentence made?

When Carly told her friends Carly was going on a cruise her friends were horrified and her friends yelled at Carly.

_____

(b) Rewrite the sentence.

_____

_____

4. Write a pronoun to replace the underlined noun group.

(a) <u>Carly's parents</u> preferred to eat in the dining room. _____

(b) <u>The flying fox</u> was an exciting ride. _____

(c) The waiters served food to <u>Carly's parents</u>. _____

(d) 'Kids' Klub' staff said the club was not for <u>Carly's dad</u>. _____

5. Think of a short sentence for each noun group. Write the sentence using a pronoun.

(a) a scary ride _____

(b) passengers at the buffet _____

(c) a waiter _____

SAMPLE - NOT FOR SALE

CONFUSING PRONOUNS – ME OR I?

Good writers choose correct pronouns.
The pronoun 'I' is used as *the subject of a verb*.
The pronoun 'me' is used as *the object of a verb*.
For example: *I* was writing a story. (who was writing? = subject = I)
The story was written by *me*. (was written by whom? = object = me)

1. Circle the correct pronouns. The verbs are underlined.

(a) I'm sure (I, me) would die of boredom on a cruise.

(b) There were four pools and (I, me) tried all of them.

(c) The crew brought (I, me) some popcorn.

(d) Dad didn't believe (I, me) when I said he was banned from the Kids' Klub.

2. Are the pronouns correct? Put a tick or a cross in the box.

(a) Will you meet me at the buffet for lunch? ☐

(b) He asked I to go for another swim. ☐

(c) I think, for me, the cage was the scariest ride. ☐

(d) Mum told I about the cruise last summer. ☐

When 'I' and 'me' are used with two or more other people, it can be more difficult to choose the correct pronoun.
Hint: Try saying the sentence with only the pronoun.
Example 1: *My parents and* (I or me) *enjoyed the flying fox.*
Try saying the pronouns separately: 'I' enjoyed the flying fox./'Me' enjoyed the flying fox.
Example 2: *The flying fox was enjoyable for my parents and* (I, me).
Try saying: The flying fox was enjoyable for 'I'./The flying fox was enjoyable for 'me'.

3. Circle the correct pronoun.

(a) My friends and (I or me) will talk about the cruise.

(b) Dad took Mum and (I or me) to have a pizza.

(c) A friend I met came to the cinema with Mum and (I or me).

(d) Mum took a photo of Dad and (I or me) swimming in the pool.

4. Write an interesting sentence on the back of this page using:

(a) Dad and I …

(b) … Mum and me

SAMPLE - NOT FOR SALE

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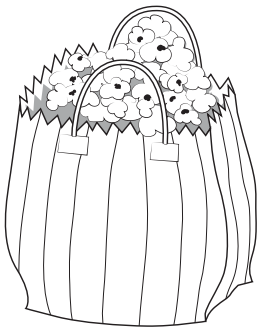
WHICH PRONOUN – WHO, THAT OR WHICH?

Good writers use the pronoun 'who' for people and 'that' or 'which' for everything except people.
For example: The waiter *who* served us dinner ...
The holiday *that* we enjoyed ...
The cruise, *which* went to Italy, ...

1. Add 'who' or 'that'.



(a) We went on a waterslide _____ had a lift to the top.

(b) The people _____ were strapped inside the cage screamed.

(c) The machine _____ made waves was fantastic.

(d) The popcorn _____ the crew gave us was delicious.

(e) Some of the adults _____ were banned were quite upset.

2. Write 'who', 'that' or 'which' on the first line, then complete the sentence.

(a) The captain, _____,
_____

(b) The climbing wall, _____,
_____

(c) The cinema, _____,
_____

3. Complete the sentences using these pronouns.

mine *yours* *his* *hers* *ours* *theirs*

(a) Mum was asked if a watch they found was _____.

(b) They told her, 'If it's _____, you can take it'.

(c) Mum said, 'Yes, please give it to me, it's _____'.

(d) I found my cabin easily, but my parents couldn't find _____.

(e) Mum used her cabin key because Dad had lost _____.

(f) Mum and I didn't want to lose _____, so we wore them on a lanyard around our necks.

SAMPLE - NOT FOR SALE

VERBS, DESCRIPTIVE AND OVERUSED VERBS, ADVERBIALS

UNIT 3

Focus

Word choices – verbs, descriptive verbs, overused verbs, adverbials

Progression

Recognise
Pupils will recognise a verb/adverbial from modelled examples.

Choose
Pupils will choose the more or most informative verb/adverbial from given examples, with teacher support.

Use
Pupils will choose and use appropriate, informative verbs/adverbials in supplied and self-written sentences.

Definition of Terms

Verbs or 'doing' words show actions or states of being or having.

A **verb group** is a verb combined with other auxiliary verbs.

An **action verb** is one which describes an action or feeling.

Adverbials are words or groups of words that add information, usually to a verb or verb group. They can tell how (manner), when (time) or where (place) something happens. Adverbs can modify (add information to) any words that are not nouns or pronouns. (These are modified by adjectives.)

Introduction

Good writers improve their writing by their choice of informative and appropriate verbs and adverbials.

LESSON NOTES AND PLANS

Introduction

- Discuss the text title with the class. What do they think would make a dog 'dangerous'? What might a dangerous dog do? Elicit answers such as 'bite', 'snarl' and 'attack'.
- Point out that these are verbs or verb groups that show (in this case) an action.
- Show by example how careful choice of action verbs can lead to a clearer understanding by the reader; for example, *The dog barked at the man* vs *The dog snarled at the man*.

Descriptive Verbs – Page 17

- Read and discuss the information at the top of the page.
- Discuss why verbs are an important part of every sentence and why it is important for writers to think about verbs and choose good, interesting and informative verbs.
- Work through the activities with the class as a whole, ensuring they understand what is required of them.
- Work with those requiring additional assistance while the remainder of the class work independently on the activities.

Overused Verbs – Page 18

- Review pupils' understanding of the term 'verb' and ask them to provide examples.
- Discuss the overuse of boring verbs like ***saw***, ***went*** and ***said*** and give alternatives for said, such as yelled, screamed and whispered.
- Explain that better verbs can give more information about what is happening and can change the meaning of a sentence.
- Brainstorm and list more informative verbs for ***got***. This will assist the class to complete the questions on the page.
- Provide opportunities for the class to share the paragraphs they wrote for Question 5.

Descriptive Adverbials – Page 19

- Read and discuss the definition of adverbials and the examples given.
- Explain that good writers add adverbials to give the reader more information about verbs and to make their writing more interesting.
- Brainstorm and make three lists of adverbials that could tell how, when and where.
- Work through the activities with those requiring assistance. Others should complete the activities independently.

SAMPLE - NOT FOR SALE

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VERBS, DESCRIPTIVE AND OVERUSED VERBS, ADVERBIALS

UNIT 3

ANSWERS

Descriptive Verbs – Page 17

1. (a) reported – a more authoritative context
   (b) described – implies more detail
2. (a) smothered
   (b) staggered
   (c) mistreated
3. Teacher check
4. (a) euthanised
   (b) put down; destroyed
   (c) Teacher check
5. (a) assaulted; but accept others with reason
   (b) Teacher check

Overused Verbs– Page 18

1. (a) witnessed
   (b)–(d) Teacher check

2.–5. Teacher check

Descriptive Adverbials – Page 19

1. (a) viciously – describes the attack
   (b) sympathetically – he gave Stella another chance
2. (a) savagely
   (b) yesterday afternoon
   (c) on the leg
3. cruelly

4.–7. Teacher check

ASSESSMENT ANSWERS

Assessment Activity – Page 28

1. (a) accused
   (b) explained

2.–7. Teacher check

Class Record Sheet – Page vi

ASSESSMENT WRITING

- **Paragraph Topic** – *A Dangerous Animal*
- **Focus: Word Choices** – *verbs and adverbials*

Self-evaluation – Page xiii

SAMPLE - NOT FOR SALE

A VERY DANGEROUS DOG

1. When I heard the words, 'That's a very dangerous dog and I'm seriously considering recommending that it should be euthanised immediately before it harms somebody else', I felt sick.

2. I couldn't believe my ears! Could the dog warden be referring to Stella, our beautiful black Staffy cross? She was sitting quietly on my knee, licking my hand lovingly. She really is a softy and it's hard to believe that she could or would hurt a fly.

3. However, a man who lives in our street would disagree. He reported Stella, accusing her of biting him savagely on the leg. I wouldn't have believed it, but he has four stitches in his leg and Dad actually witnessed the attack. Stella assaulted him as he was bringing in his empty rubbish bin yesterday afternoon.

4. It just doesn't make sense. I know Stella is a bit wary of men until she gets to know them, but to actually bite one is totally out of character for our much-loved pet.

5. We adopted Stella about a year ago. She was our friends' dog and we were told they couldn't keep her. I was so excited and pleased to have her I didn't ask why they had given up such a loveable animal. But the reason didn't matter to us. She was ours and we loved her more and more each day.

6. But now, Dad was explaining her sad history to the dog warden. He told him that before she was given up, she had been cruelly mistreated by our friend's partner, who just didn't like her. After looking into her beautiful, brown eyes, Dad knew he had to rescue her immediately.

7. I was shocked by this story—and so was the dog warden. Dad went on to say that he thought it was possible Stella may have been thrown into a rubbish bin at some time, or perhaps the neighbour reminded her of the man who had treated her so cruelly.

8. Fortunately, the dog warden decided it was worth giving Stella one more chance, but she has been given a warning.

9. Now, we all watch Stella like hawks, making sure she is never outside by herself, and she's always on a lead when we walk her. Although she is perfectly behaved for us, we are very aware of how careful we all must be.

SAMPLE - NOT FOR SALE

DESCRIPTIVE VERBS

Good writers want their readers to have the clearest understanding of what is happening in their writing. One of the ways they can do this is by choosing their action verbs carefully.
For example: instead of writing, 'The dog *ate* its food', a better writer would try to think of a more descriptive verb or verb group and perhaps write, 'The dog *wolfed down* its food'.

1. Think about each verb and circle the one that gives more information.

(a) The man told the authorities about Stella.
The man reported Stella to the authorities.

(b) The man described the attack.
The man said he was attacked.

2. Choose the best verb to complete each sentence.

staggered *smothered* *mistreated*

(a) The loving dog _____ me with kisses.

(b) The injured man _____ into the house.

(c) Her cruel partner _____ the dog.

3. Write each descriptive verb in an interesting sentence.

(a) adored _____

(b) attacked _____

(c) threatened _____

4. Good writers often find new or unusual verbs to use.

(a) Which verb in Paragraph 1 do you think the writer used because it was new or unusual? _____

(b) What do you think it means? _____

(c) Write an interesting sentence using this new verb.

_____

_____

5. (a) Which verb from Paragraph 3 do you think is the most unusual? _____

(b) Write a good sentence using this verb.

_____

_____

SAMPLE - NOT FOR SALE

OVERUSED VERBS

There are some verbs we use all the time in our writing that are boring and not very informative.
For example: 'took', 'said', 'went' and 'got'.

1. (a) Which verb in Paragraph 3 did the writer use instead of the verb 'saw'? _____

(b) Use the verb you chose in a new and interesting sentence.

_____

_____

(c) Write two other descriptive verbs you could use instead of 'saw'.

_____ _____

(d) Write a sentence using one of these verbs.

_____

_____

2. (a) Choose a different verb to describe exactly what may have happened to Stella. (Paragraph 7)

Stella may have been _____ into a rubbish bin.

(b) Write an interesting new sentence using the descriptive verb you chose.

_____

_____

3. (a) Write a sentence using the verb 'got'.

_____

(b) Write the sentence again using a better, more descriptive verb.

_____

4. (a) Write a sentence using the verb 'went'.

_____

(b) Write the sentence again using a better, more descriptive verb.

_____

5. Write a short paragraph on the back of this page about a trip you made to an interesting place. Think of some good, descriptive verbs to include in your writing. You must not use the verb 'went'.

SAMPLE - NOT FOR SALE

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DESCRIPTIVE ADVERBIALS

An **adverbial** can tell when, how or where the verb happens. Good writers can add meaning to verbs by choosing informative adverbials.
For example: Instead of writing 'The dog wolfed down its food', a better writer could add information about how he ate and write, 'The dog wolfed down its food hungrily' or tell when by adding 'in ten seconds flat'.

1. Circle the adverbial that helps the reader to better understand what happened.

(a) The dog attacked the man (viciously/sadly).

(b) The dog warden listened to Dad (angrily/sympathetically).

2. Which adverbial in Paragraph 3 tells:

(a) how Stella bit the man? _____

(b) when the man was bringing in his rubbish bin? _____

(c) where Stella bit the man? _____

3. Which adverbial in Paragraph 6 tells *how* Stella had been mistreated in the past? _____

4. Think of a descriptive adverbial of *time* to tell when each verb could happen.

(a) We take our dog for a walk. _____

(b) Our dog is fed. _____

5. Think of a descriptive adverbial of place to tell where each verb could happen.

(a) The puppies pounced on the squeaky toy. _____

(b) The dog buried the bone. _____

6. Think of a good adverbial to add to each sentence to tell how, when or where an event could have happened.

(a) The dog barked. _____

(b) A vet examined the injured animal. _____

7. Complete the sentences. Each one starts with an adverbial. You will need to think of a good verb to match it. Underline the verbs you chose.

(a) Amazingly, the dog _____.

(b) Angrily, Dad _____.

(c) After she attacked the man, she _____

_____.

SAMPLE - NOT FOR SALE