Name: .....

FIX IT WRITING

STUDENT WORKBOOK

teachit

by Richard Durant

This student workbook accompanies the *Fix it writing* ***teacher handbook***, which includes detailed guidance on how to deliver these sessions to develop students' core writing skills.

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This student workbook accompanies the *Fix it writing* ***teacher handbook***, which includes detailed guidance on how to deliver these sessions to develop students' core writing skills.

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Writing and punctuating sentences

CHAPTER

01

SESSION 01: CAPITAL LETTERS AND FULL STOPS

By the end of this session you should be much better at:

- marking the beginning and endings of sentences correctly
- recognising and writing units of sense (sentences).

What is a sentence?

A sentence is a group of words which are grammatically connected to each other and which usually includes a subject and a verb. Here is a complete sentence:

Most people like holidays.

It is a sentence because:

- it has a subject (a ‘doer’) – ‘Most people’
- it has a verb (a 'doing' word) – ‘like’
- it starts with a capital letter and it ends with a full stop
- it makes sense to us because it is complete.

Look at the groups of words in the chart below. Are they sentences or not? Mark the chart to show your choice**.** The first two have been done for you as examples.

	Complete sentence	Not a complete sentence
1. The beach was crowded and noisy.	X	
2. In the sea.		X
3. Rock pools are good to explore.		
4. The rough waves.		
5. Because we were hungry.		
6. My mother was asleep.		
7. They went on the pier.		
8. Running along the beach.		
9. My father smeared sunscreen on all of us.		
10. The sun was hot.		
11. Ice-cream.		
12. Playing football on the beach.		
13. I dug carefully in the bright yellow sand.		

Your own sentences



Here are some sentences about holidays:

Most people like holidays. Beaches get very crowded in holiday times. Parents love to swim and sunbathe. Many children play happily in the warm sand.

Write two more sentences of your own about holidays.

Make sure:

- you start each sentence with a capital letter and end it with a full stop
- your sentences make sense.

Putting sentences together

Read the definition of a sentence again to remind you of what you need to make a sentence.

Now write a whole paragraph of your own with at least three sentences.

- Write about something you are interested in.
- Start each sentence with a capital letter and end it with a full stop.
- Make sure that your sentences all include a subject and a verb.
- Make all your sentences have the same basic topic (e.g. holidays or football).

What have you learned?

Write down two important things you have learned in this session. Say how you will use what you have learned before the next session. One example has been done for you below.

What I have learned	What I will do
I must <u>always</u> use a capital letter at the start of a sentence.	*I will check back through everything I have written in my geography book and put in every capital letter I have missed out, and then circle these in green. I will bring my geography book to the next session.*

Extension task



Task 1

The Best Holiday Ever

my sister and I ran through the sea she was laughing I was laughing too the water was warm the sky was blue the clouds were thin and pure white we splashed and sprayed the water at each other

1. Put in punctuation to show the end of each sentence. (You should find seven sentences.)

2. Put a capital letter at the start of each sentence.

Task 2

Think of a 'Kung Fu' action or movement to represent the purpose and/or shape of capital letters and full stops. Try out a few different ones to decide on the best way to show these.

Writing and punctuating sentences

CHAPTER

01

SESSION 02: ENDING SENTENCES

By the end of this session you should be much better at:

- marking the beginnings and endings of sentences correctly
- recognising and writing units of sense (sentences)
- understanding the purpose of basic punctuation marks.

Using full stops

It is very easy to keep writing, and to forget to include all the full stops we need in our writing. Here is an example:

The fair wasn't crowded we could go on all the big rides because there were no queues.

This sentence is actually two sentences, but there is no punctuation between the two sentences.

What is a sentence?

A sentence is a group of words which are grammatically connected to each other and usually includes a subject and a verb. It may not tell you everything you need to know, but it makes sense. For example, this is a sentence:

People shrieked on the rides.

This sentence has a 'doer' (a subject) *People* and an action (a verb) *shrieked*.

Sort out the sentences

Read through the pairs of sentences below and add the punctuation that is needed. You will need to use full stops and capital letters.

1. more and more people arrived It got much more crowded and it felt lively
2. people laughed and shrieked on the rides or gobbled pizza and ice-cream from the food stands Music was blaring from the loud speakers
3. the queues for the rides went past the entrance gates people ate snacks and sat on the floor while they waited
4. a bell rang to let everyone know a show was starting at the lake the acrobats fell from high above
5. it started to rain so people headed to the exit they stopped at the shop for souvenirs on their way out
6. all the lights came on as darkness fell I had had a great time

Ending sentences

Sentences sometimes end with exclamation marks or question marks. Exclamations are used at the end of sentences to show a strong emotion such as surprise, horror or excitement, or which include a command or order. Question marks are used at the end of sentences which ask a question.

There are four sentences below. End each of these with a full stop, question mark or exclamation mark.

1. How much did the ice-cream cost
2. More and more people arrived
3. Look out
4. What an enormous queue

Your own sentences

Now write out some of your own sentences about a fairground. Practise writing a range of sentences, so that you include questions and exclamations too. Use exclamation marks, question marks and full stops to end the sentences.

1.
2.
3.
4.
5.

What have you learned?

Write down two important things you have learned in this session.

Say how you will use that learning before the next session.

One example has been done for you:

What I have learned	What I will do
I can use full stops at the end of sentences.	*I will check through longer writing tasks in my exercise books. If there are sentences missing full stops, I will write these in.*

Extension tasks

Write some sentences without punctuation. Swap these with a partner and ask them to add the correct punctuation.

An adjective is a word which tells you more about what a noun is like: *The pupils did some really **good** work.*

An adverb is a word which tells you more about other words in a sentence (but not nouns): *The pupils did some **really** good work.*

Rewrite some of the sentences about the fairground, from the activity you completed earlier. Add in adjectives or adverbs to make the writing more interesting.



Using conjunctions

CHAPTER

02

SESSION 01: VARYING CONJUNCTIONS

By the end of this session you should be much better at:

- identifying and using conjunctions.

What is a conjunction?

A conjunction is a linking word. The simplest conjunctions are *and*, *but*, *or.*

I like fish ***and*** *chips,* ***and*** *I also like curry.*

I eat pizza ***or*** *chicken,* ***or*** *sometimes I eat a burger.*

I drink tea, ***but*** *I don't drink coffee.*

There are other more complex conjunctions that link information together in other ways.

Read the three sentences on the next page. Underline the linking word (the conjunction) in each sentence.

The first one has been done for you as an example.

I took my umbrella <u>because</u> it was raining. I ran through the rain and jumped over every puddle. I was still quite dry when I got to my friend's house.

Joining words

Here are some conjunctions you will often come across:

and ✓	when ✓	whenever ✓
while	before	or
after	where	but

In the football report below, the joining words have been blanked out. Three gaps have been filled with conjunctions from the list above.

- Fill the gaps with six different linking words from the list above.

Another hat-trick for Thomas as Tadbury are clean beaten by Washley

Star player, Sarah Thomas, scored another hat-trick <u>when</u> Washley Athletic beat Tadbury Tigers 6-1 on Saturday. Tadbury struggled throughout the first 45 minutes, <u>and</u> the match was really all over by half time. Tadbury spent most of the first half defending desperately getting the ball out of their own net. Washley hit back strongly <u>whenever</u> Tadbury tried to get out of their own half. Thomas fired both of her first half goals into the top corner of the net the Tadbury goalkeeper could not reach. Both times Thomas shot the Tadbury keeper was ready.

The home team dominated the second half as well,

the visitors did manage to score just *the break. A*

few seconds later, Thomas completed her third hat-trick of

the season. She scrambled the ball into the net <u>after</u> the Tadbury defence failed

to clear a corner. At the final whistle, Thomas held the ball up in the air

her team mates cheered.

Joining information with conjunctions

Here's the list of conjunctions again, but with a few more added in.

and	but	or	because	as	when
whenever	once	while	before	after	until
where	wherever	although	as soon as	so / so that	since

Below are four examples of sentences which use conjunctions. Using the list of conjunctions and the set of cards your teacher has given you, create other sentences. Your sentences must make sense, and use a conjunction. Underline the conjunctions you use.

I searched the bag <u>while</u> Liam was sleeping.

The teacher didn't say anything <u>but</u> he was angry.

Gita picked up her watch <u>as</u> she left the room.

Ibrahim wrote a shopping list <u>before</u> he went to the supermarket.

Write your new sentences here:

Starting sentences with conjunctions

Look at the sentences below.

Add a conjunction to each sentence and then finish it off with some of your own words, so that the whole sentence makes sense.

Three sentences have been done for you as examples.

Whenever the art teacher turned on the radio, the children cheered.

Whenever she heard a joke, Freya laughed loudly.

Before Mansoor reached the door, he stumbled twice.

she found her keys,

David was late for school,

Daniel was out playing football,

it was sunny outside,

the box was empty,

the music had stopped,

What have you learned?

Write down two things you have learned in this session. Say how you will use what you have learned before the next session.

What I have learned	What I will do
I should choose conjunctions carefully.	*I will check back through the last week's work in my English book and I will put a green circle around conjunctions I have used. I will bring my book to the next session.*

Extension task

You have already seen how you can start some sentences with conjunctions. Here are two more examples:

<u>When</u> he arrived at school, he realised he had left his planner at home.

<u>Because</u> she was unwell, she didn't go on the school trip.



Notice that it is normal to put a comma at the end of the clause if you start a sentence with a conjunction.

Finish off the sentences below with your own words. Make sure your sentences make sense.

While

After

Although

Keep a copy of the conjunctions you have used in this session. Try to use some of them in your lessons. Sometimes use them at the start of sentences.

Using conjunctions

CHAPTER 02

SESSION 02: TO SUIT PURPOSE

By the end of this session you should be much better at:

- using conjunctions to link information usefully in different ways.

What are conjunctions *for*?

Different conjunctions do different things: they have different *purposes*. For example:

Charlotte ate her sandwiches ***because*** *she was hungry.*

Because is a conjunction, and its purpose is to give a reason. In this sentence *because* introduces the reason why Charlotte ate her sandwiches. Here are some more conjunctions:

because	and	but	if	when
where	although	or	wherever	so that

Task 1

In the table below you will find some purposes. Write each conjunction from the previous page next to the purpose that it seems to fit best.

Some conjunctions have already been put in the right boxes as examples.

Purpose	Conjunctions
Reasons (cause and effect)	because
Time	when
Place	wherever
Conditions	if, even if
Balancing or contradicting	although

Task 2

In the text below, the conjunctions have been underlined.

Above each conjunction, write its purpose. The first two have been done for you as examples.

Tropical rainforests

Tropical rainforests grow in warm climates. They are called rainforests

REASON

because *they get lots of rain. Rainforests grow on four continents* ***but***

CONTRADICTING

the largest one is the Amazon rainforest in South America. Rainforests only grow in the tropics ***where*** *conditions are just right. Rainforests cannot grow* ***unless*** *the climate is sunny, warm and wet throughout the year.*

Although *rainforests are important places, they are being cut down all the time. Many more animals and plants will die out* ***if*** *the rainforests go on being cut down.* ***Wherever*** *the trees are felled, the animals living there have to look for new places to live.* ***As*** *the forests shrink, there are fewer places for the animals to flee to. Most rainforest has already been cut down* ***so that*** *humans can have wood for furniture and land for grazing cattle. Rainforests are also threatened by climate change.*

The increasing heat dries out the leaf litter ***until*** *it catches fire.* ***Whenever*** *fires start, they spread quickly.* ***While*** *temperatures continue to rise, more and more forest will be destroyed by fire.*

Using conjunctions to show how information is joined

Below is a student's report on their trip to the zoo. They were asked to write about their day out and what they learned.

We went to the zoo. We were doing a study for science. We set out very early. We got there late. The traffic was bad. We finally arrived. We split up into small groups. We weren't allowed to go round on our own. We always had to wait for our teacher. We couldn't just go to the toilet. We had to have permission. We had to take notes and pictures. That was going to help us to remember what we saw. I ran out of money quickly. I kept buying sweets and drinks. I'll take more money next time.

This writing:

- is not very well organised
- doesn't use conjunctions to show how things link up
- doesn't explain very clearly.

Rewrite the student's zoo visit text so that it is clearer and better organised. Use conjunctions to link information together. Choose from these conjunctions:

because	where	whenever	even if	unless
and	although	until	wherever	when
but	or	while	as	so that

Write your better version below. An opening has been suggested as an example:

Because we were doing a study for science, we went to the zoo

Writing about your own day out

You are going to write about a day out *you* have had. You could write about a school trip or a day out with your family or friends. For example, your trip might

have been to a castle, a town in France, an amusement park, or somewhere else.

First, try to remember as much as you can about:

- where you went
- why you went there
- who you were with
- what it was like
- what happened
- what you learned or discovered.



Write about your visit on the lines below.

Remember how you improved the '*Zoo visit*', and

- organise your writing clearly
- use **conjunctions** to show how ideas and information link together
- sometimes try putting the conjunction at the start of the sentence (e.g. *When I first saw the lion, I thought …).*

My visit to

What have you learned?

What I have learned	What I will do
I should use a wider range of conjunctions.	*I will use these conjunctions next week in English: although, whenever, unless. I will bring in my English book to the next session.*

Extension task

Read what another student has written. Notice what they have done well, and help them to make the writing even better.

Keep a copy of the conjunctions you have used in this session. Try to use some of them in your lessons. Sometimes use them at the start of sentences.

Using commas

CHAPTER

03

SESSION 01: LISTS AND CLARITY

By the end of this session you should be much better at:

- using commas to separate items in a list
- using commas to create clarity of meaning.

What are commas used for?

Look at the pairs of sentences below:

Pair 1

a. I like pizza fish and chips and curry.

b. I like pizza, fish and chips, and curry.

Pair 2

a. I knew he wouldn't come because my sister said so.

b. I knew he wouldn't come, because my sister said so.

How do the commas stop the sentences being confusing for the reader?

Pair 3

Here is another pair of sentences. The first version of this sentence has lost its commas.

a. *If you are hungry you can eat biscuits and cheese and if you are still hungry then there are plenty of other things to eat including bread pizza sausages and yoghurt.*

b. *If you are hungry, you can eat biscuits and cheese, and if you are still hungry, then there are plenty of other things to eat, including bread, pizza, sausages, and yoghurt.*

Explain how the commas in the second version help the reader.

Putting commas in the right places

Commas in lists

You can only use a comma in a list if you could use the word *and* instead of the comma:

The sports I like best are football, badminton, table tennis and horse-riding.

The sports I like best are football and badminton and table tennis and horse-riding.

Cross out the two commas that are wrong in this sentence:

In the box I found six rings, a hat, a silk, scarf and an empty, wallet.

Commas to make meaning clearer

Sometimes you must use a comma to make the reader pause so that they do not become confused. Read this sentence:

James saw that Sarah was upset and didn't want to leave.

The trouble with this sentence is that we don't know who didn't want to leave: was it James or was it Sarah? If we use a comma to make the reader pause after 'upset', we understand that it is James who didn't want to leave:

James saw that Sarah was upset, and didn't want to leave.

In the text below, some commas have been taken out.

Write the commas back in. You should add five more commas - some in lists and some to make meaning clearer for the reader.

Pizza

Smothered in cheese, tomato, pineapple, bacon and whatever else we fancy, pizza has become one of our favourite foods. The pizza dough is mixed and stretched and baked and we just can't get enough of it. On sale everywhere pizzas are always available. We buy them



from takeaways restaurants and supermarkets munching them down with chips salads baked potatoes or just on their own.

Commas for different purposes

Task 1

- Draw a circle around one comma that you have used in the 'pizza' text in a list of words.
- Draw a double line under a comma you have used to make the meaning clearer for the reader.

Task 2

- Read the text about fish and chips below.
- Add five commas.

Fish and chips

Even though they are expensive fish and chips are very popular. Fish and chips are greasy fattening and delicious. However not everyone likes fish and chips and burgers sausages or pies are what some people choose instead.



Using commas in your own writing

Write at least three sentences about things you like. These could be your favourite foods or tv programmes or something else. Try to use commas for two different reasons:

- to separate words in lists
- to make meaning clearer for the reader.

If you like, you could start your three sentences with these openers:

My favourite foods/lessons/programmes are ...

Even though ...

However ...

My favourite

What have you learned?

Write down two important things you have learned or remembered in this session. Say how you will use that learning before the next session. An example has been done for you.

What I have learned	What I will do
Commas should be used to separate different words in a list.	*I will try to use commas in lists when I write about celebrations in RE on Wednesday. I will bring my RE book to the next session.*

Make a note of where you use commas for different reasons in your writing in the next few days. Bring some examples with you to the next session.

Extension activity

We can also use commas to make the reader pause and notice details, and for dramatic effect. We call this ‘using commas for emphasis and effect’.

Here is one more sentence to go on the end of the pizza text you read earlier:

Americans eat 350 slices of pizza per second which adds up to a lot of toppings.

1. Put a comma in the sentence above to make the reader pause for emphasis and effect.

2. Read the sentences below. They are interesting facts about the food we eat in the UK. Add some extra information to the sentences by adding a comma, followed by your reaction, in a similar way to the sentence above.

Britons bin 1.4m edible bananas every day

Nearly half of Britons keep bread in the fridge

Chocolate was once used as a form of money by the Mayans

Some extra information that you might find useful when finishing your sentences:

- one supermarket has set up a banana rescue station
- keeping bread in the fridge speeds up the growth of mould.

Using commas

CHAPTER

03

SESSION 02: CLARITY AND EFFECT

By the end of this session you should be much better at:

- using commas for clarity, making the reader pause so that they notice something important
- using commas for dramatic effect.

What do you already know about commas?

In the sentence below, there are three commas.

Read the sentence aloud, and then try to explain why the writer might have used the commas.

Dicky Perrott, with his shut fist deep in his breeches pocket, and a gold watch in the fist, ran full drive for the Old Jago.

from *A Child of the Jago* by Arthur Morrison (1896)

Commas in a text

Dicky lives in a very poor part of London called Old Jago. He feels sorry for another family and decides to get them a present.

Read ‘The Gift’ and see how the writer sometimes uses commas to make the reader pause.

The Gift

Now he came to Bishopsgate Street, [pause] and here at last he chose the gift. It was at a toy-shop: a fine, flaming toy-shop, with carts, dolls, and hoops dangling above, [pause] and wooden horses standing below, [pause] guarding two baskets by the door.

from *A Child of the Jago* by Arthur Morrison (1896)

Here is how the story goes on. The commas have been missed out.

One contained a mixed assortment of tops whips boats and woolly dogs; the other was lavishly filled with shining round metal boxes nobly decorated with coloured pictures each box with a little cranked handle.

Read the text aloud so that you can hear where a pause would be useful.

Write the commas in:

- for lists of words
- where you want the reader to pause.

Commas for dramatic effect

Dicky has no money, so he steals a present for his neighbours and runs away with it. He runs through the narrow London streets, back to his own area of the city.

Running Away



The beating in his head grew slower and lighter, and presently he could breathe with no fear of choking. He rose and moved off, still panting, and feeble in the legs.

Notice how commas are used to make the reader pause:

The first comma ('and lighter,')	This stops the reader from expecting another word about the beating in his head.
The second comma ('moved off,')	This comma creates drama by emphasising how desperate and exhausted Dicky feels.
The third comma ('still panting,')	This comma creates a pause to emphasise how weak Dicky feels.

Now read on to see what happens to Dicky. (All the commas have been missed out.)

The court ended in an arched passage through which he gained the street beyond. Here he had but to turn to the left and he was in Brick Lane and thence all was clear to the Old Jago. Regaining his breath and his confidence as he went he bethought him of the Jago Row retreat where he might examine his prize at leisure embowered amid trucks and barrows. Thither he pushed his way and soon in the shade of the upturned barrow he brought out the music box.

– lane
e – from there
ıt – hideout
wered – hidden
d – reached
ught him – he thought about
r – towards that place

Task 1

Put commas in the places where you want the reader to pause

- for dramatic effect, or
- to notice particular details.

Use at least six commas.

Task 2

You are going to write two more sentences to continue *Running Away*. Use at least one comma in each sentence to make the reader pause for emphasis or dramatic effect.

- Ask yourself what Dicky might be feeling as he looks at the music box.
- What might the music box look like?
- What might Dicky do now?

Continue the story with at least two more sentences of your own.

You could use this sentence next:

Slowly, filled with wonder, he lifted the lid of the box, its polished surface gleaming in the shadows of the hideout.

Continue the story here:

What have you learned?

Write down two important things you have learned in this session. Say how you will use that learning before the next session. An example has been done for you.

What I have learned	What I will do
A comma can be used to make the reader pause so that they notice something important.	*I will try hard to use commas to make my reader pause and notice an important detail in the story I am writing in English. I will bring my English book to the next session.*

Make a note of where you use commas for emphasis or effect in your writing in the next few days. Bring some examples with you to the next session.

Extension activities

It is important NOT to use commas when you should use a full stop. At the end of a statement (a sentence) you should use a full stop, not a comma. There are two activities on the next page to help you sort out this common problem.

Task 1

In the text on the next page, two commas have been used where full stops should have been used instead.

Find the two incorrect commas and cross them out.

The sun shone brightly, he took off his coat, and walked down to the river. When he got there, he stood and stared across the water, two sailing boats were drifting along in the breeze, which gently ruffled the trees. He lifted his hands to his mouth and shouted.



Task 2

Copy a short section from a novel you are reading. Circle a few of the commas and explain the purpose of each one. See if you can find commas with different purposes.

Varying sentences

CHAPTER

04

SESSION 01: SENTENCE STARTS AND WORD ORDER

By the end of this session you should be much better at:

- starting sentences in different ways
- varying the order of words in sentences.

What do you already know about sentences?

Look back through the work you have already done in this book. Use the boxes on the next page to remind yourself about the key things you have learned about sentences.

Refer to these sentences to explain some of the key things you have learned:

We sort our rubbish into boxes before we put it outside.

Before we put it outside, we sort our rubbish into boxes.



Key questions	What I have learned
What is a sentence?	
How does a sentence begin and end?	
How can we join sentences together?	
What is a conjunction? Give some examples.	
What are commas for in sentences?	
Anything else?	

Making sentences more interesting

Read these sentences:

I put the rubbish out every week. I sort it into boxes before I put it outside. I don't mind doing this although I always moan when I have to do it.

The sentences all begin with the 'doer' (the subject). This means that they are all organised in the same order: the *subject* followed by the *verb* - or *verb phrase* ('put', 'sort', 'don't mind').

Rewrite the sentences so that they are not so dull. Try to:

- change the order of words in the sentences, and
- join two of the sentences together.

Start the first sentence with *Every week …*

Every week

Putting the parts of a sentence into a different order

In the table on the next page are some parts of sentences. Your teacher will give you a set of cards with these words on them.

- Try to put the sentences back together again.
- Use as many of the parts as you can.
- Try to use the cards in more than one order, but make sure the sentences make sense.

adverts get in the way	whenever	they
we are enjoying them	adverts are on TV	they
adverts are unavoidable	they	they
adverts can be annoying	when	because
in the street and on the internet	adverts interrupt our favourite TV programmes	,
,	,	,
.	.	.

There are no capital letters: it's up to you which cards begin sentences but make sure you add the capitals in when you have finished. If you need some extra words then you could make a few extra cards.

Write out your finished sentences here:

Your own writing

Think of a chore you have to do, or something that often annoys you. Write three sentences about the chore or the thing that annoys you.

If you are really stuck, you could try beginning your three sentences like this:

What annoys me is ....

Because (or Although/While) ...

Whenever (or When) ...

Sentence 1

Sentence 2

Sentence 3

Improving your writing

Read back over your sentences. Check that you have:

- varied the way you start your sentences
- varied the order of the parts of the sentences
- made your writing sound lively and interesting.

Assessing other students' writing

Below are the sentences that three other students wrote.

Read the three pieces of writing (A, B and C) and then:

- Decide which is best, which is second best, and which is third.
- Rewrite the second and third best to improve them.

Make some notes next to the three versions so that you have some ideas before you decide a rank order and before you rewrite any of the versions to improve them. Two examples have been done for you.

A *I have to take the dog for his walks. I don't mind doing that even though I have to get up early in the morning. Because the dog is young, I have to give him two good walks every day.*	Could the beginning two sentences start differently?
B *I hate the dinner queues that I have to wait in every day. So much of my time is wasted in the queue when I could be doing things with my friends. If there were more tills, the queues would be shorter.*	Only one of these sentences starts with the subject, so there is variety here.

C *I have to do the washing once a week. I do the washing on a Saturday morning when both my parents are at work. I am annoyed because my younger brother doesn't have to do anything.*	

What have you learned?

Write down two important things you have learned in this unit. Say how you will use that learning before the next session. An example has been done for you.

What I have learned	What I will do
Starting lots of sentences in the same way makes the writing sound dull.	*In history, when I write about the Battle of Hastings, I will look out for the subject of each of my sentences and try to move it away from the front of a couple of my sentences.*

Bring some examples of your sentence writing with you to the next session.

Extension activities

Task 1

Copy three sentences from a book or a magazine. Underline the subject in each sentence. Answer these questions briefly:

- How do the sentences start?
- How have the sentences been organised to make them interesting?

Task 2

Read *The Long Train Ride* below. Notice how the three sentences have been written to make them interesting. The main subjects (the 'doers') of the sentences have been underlined.

> Mary is a child. She is being taken on a long train ride to a place she has never been before.

The Long Train Ride

On and on they drove through the darkness, and though the rain stopped, the wind rushed by and whistled and made strange sounds. The road went up and down, and several times the carriage passed over a little bridge beneath which water rushed very fast with a great deal of noise. Mary felt as if the drive would never come to an end and that the wide, bleak moor was a wide expanse of black ocean through which she was passing on a strip of dry land.

from *The Secret Garden* by Francis Hodgson Burnett (1911)

Explain how the writer, Francis Hodgson Burnett, has tried to make her sentences interesting to read. You could comment on the different subjects she has included in the sentences.

Use the space next to the text on the previous page to make a few notes before you write your explanation on the lines below.

Varying sentences

SESSION 02: VARYING FOR EFFECT

CHAPTER

04

By the end of this session you should be much better at:

- varying the length of sentences
- varying the order of words in sentences for effect.

Designing sentences to have the best effect

Read four versions of the same sentence. Use the spaces underneath each version to note down your thoughts about the differences. Which version do you prefer?

A. *On the road they turned and looked back, and they had to shut their eyes, and open them very slowly, a little bit at a time, because the sight was too dazzling for their eyes to be able to bear it.*

B. *On the road they turned and looked back, and - because the sight was too dazzling for their eyes to be able to bear it - they had to shut their eyes, and open them very slowly, a little bit at a time.*

C. *On the road, because the sight was too dazzling for their eyes to be able to bear it, when they turned and looked back, they had to shut their eyes, and open them very slowly, a little bit at a time.*

D. *On the road they turned and looked back. They had to shut their eyes, and open them very slowly, a little bit at a time. The sight was too dazzling for their eyes to be able to bear it.*

One of the versions is the real one – the one that actually appears in *Five Children and It* by Edith Nesbit. Here are two more sentences from *Five Children and It*:



The gravel-pit is very large and wide, with grass growing round the edges at the top, and dry stringy wildflowers, purple and yellow. It is like a giant's wash-hand basin.

Notice how the writer, Edith Nesbit, keeps adding details in the first sentence, using commas to introduce new details. The first sentence gets very long, but the next sentence is a contrast: it is short and straightforward. It seems to sum up all the detail in the first sentence.

Here is a similar long sentence. Finish the second sentence so that it seems to sum up the first sentence in an interesting way.



The mountain is very high and rocky, with bushes growing round the point at the top, and dwarf-like, scrubby trees, grey and twisted. It is like a ...

Finding short sentences for effect

In this part of *Five Children and It*, a policeman is investigating reports that the children have been trying to spend gold money.

Where is the gold?

Cyril desperately plunged his hands in his pockets, stood still a moment, and then began to laugh - an odd sort of laugh that hurt, and that felt much more like crying. His pockets were empty. So were the pockets of the others. For of course at sunset all the fairy gold had vanished away.

'Turn out your pockets, and stop that noise,' said the inspector.

Cyril turned out his pockets, every one of the nine which enriched his Norfolk suit. And every pocket was empty.

Notes

- Underline the three sentences that have fewer than eight words.
- Think about why the writer, Edith Nesbit, decided to stop her storytelling at those points, and to break it into short sentences.
- What effect was she creating for the reader? Use the space next to the text to note down your thoughts.

Read 'Where is the gold?' out loud. Make sure you use the punctuation marks to help you read with expression. Hearing the text will help you notice the effect it should have.

Creating short sentences for effect

In this part of *Five Children and It* the children have discovered the power of making wishes come true. Sometimes this power has startling results. Cyril is speaking:

The Wish

'... directly I'd wished we were in a besieged castle, everything seemed to go upside down, and, when it came straight we looked out of the window, and saw the camp and things and you - and of course we kept on looking at everything. Isn't this room jolly? It's as real as real!'

Task 1

The next paragraph is one long sentence, but it might be better if it were divided into some shorter sentences.

- Mark where you think the paragraph could be broken into sentences.
- If you have to, add some words to make the paragraph work as a few shorter sentences.

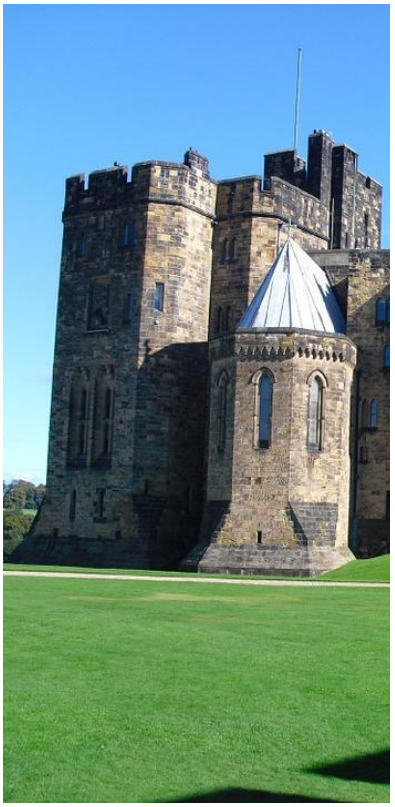
It was very real, being square, with stone walls four feet thick, and great beams for ceiling, with a low door at the corner leading to a flight of steps, up and down, which the children went down and found themselves in a great arched gatehouse, whose enormous doors were shut and barred.



Task 2

Now read on:

Inside the castle



There was a window in a little room at the bottom of the round turret up which the stair wound, rather larger than the other windows, and looking through it they saw that the drawbridge was up and the portcullis down. The moat looked very wide and deep. Opposite the great door that led to the moat was another great door, with a little door in it. The children went through this, and found themselves in a big paved courtyard, with the great grey walls of the castle rising dark and heavy on all four sides.

The writer, Edith Nesbit, tries to keep us interested by including enough detail to get our imaginations going. She also varies the length and order of her sentences.

Write three sentences of your own to continue the story. At least one of the sentences should have fewer than eight words.

- Think about what else the children might see, and what might happen.
- Find some pictures of castles, turrets and drawbridges to help you imagine the rest of the scene.
- If you are really stuck, you could start the next sentence with one of these phrases: *Holding their breath …* or *In the corner of the courtyard …*

Write here:

Sentence 1

Sentence 2

Sentence 3

What have you learned?

Write down two important things you have learned in this session. Say how you will use that learning before the next session. An example has been done for you.

What I have learned	What I will do
It's good to use some short, sharp sentences for effect.	*In English, when I write my story, I will deliberately use a couple of short, sharp sentences straight after longer ones.*

Bring some examples of your sentence writing with you to the next session.

Extension tasks

Below are four different versions of the same sentence. The same information has been presented in a different order.

1. The neatly dressed man grinned between his thinly stretched lips as he sat next to me on the park bench.

2. Grinning between his thinly stretched lips, the man, who was neatly dressed, sat next to me on the park bench.

3. As he sat next to me on the park bench, the neatly dressed man grinned between his thinly stretched lips.

4. Grinning between his thinly stretched lips, the neatly dressed man sat next to me on the park bench.

Which version sounds the most sinister and worrying? Why?

Here are some other activities that should allow you to practise designing your sentences for deliberate effect:

- persuasive writing or any writing to express a point of view
- writing about an event in history so as to 'bring it to life' for the reader
- writing a report of a school trip you have been on.

When you are writing, try shifting the parts of your sentences around so that you get the best effect.

Expanding sentences

CHAPTER

05

SESSION 01: ADDING DETAIL

By the end of this session you should be much better at:

- expanding sentences by adding useful detail.

Adding detail to sentences

A sentence is a group of words that make sense and give the reader some information. Here is a sentence:

The king lost the battle.

This sentence makes sense but does not give us much information. Here is the same sentence with some information added:

The old king lost the battle.

Add some more words to the sentence to give more information.

Make the information up for yourself, but don't change the order of the words, and make sure the sentence still makes sense when you have finished adding.

1. Add words below:

The	king	lost	the	battle

2. Add more detail to this sentence:

The	woman	forgot	her	appointment

If you're stuck, here are two details you could add to the second sentence: '*often'*, '*with the dentist'*. Where could you add those two details? Add some more words of your own.

Different sorts of detail

We can add all sorts of detail to sentences to make them clearer for the reader. For example, we can add:

how something happened	*where*	*when*
what something *looked* like	... or *sounded* like	... or *smelt* like

Next are two more sentences.

Underline or highlight details in the sentences and explain what sort of details they are. If you can do this easily, use different colours to show the different sorts of details. Two examples have been done for you.

where it peeped

1. Out of the hole peeped a **tiny** head with a pair of frightened eyes in it.

what the head looked like

2. The sun shone down for nearly a week on the secret garden.

Words between words

There are lots of different sorts of details you can add to a sentence to make it more useful for the reader. Here is a short sentence:



The bench was broken.

Here is the same sentence with more detail added:

***The** old wooden **bench** in the corner of the playground **was** dirty and **broken**.*

Task 1

Here is another short sentence:

The boy was angry.

Copy the sentence on the lines on the next page, but add useful details before, after and between the words.

Sometimes it is a good idea to ask yourself questions about your sentence. The answers will give you ideas about the sorts of details your reader might find helpful.

For example, you might ask yourself questions such as:

- How angry was the boy?
- What did the boy look like?
- When was he angry?
- Where was he when he was angry?

Now you can rewrite the sentence with some useful detail:

Task 2

There are three more sentences for you to add detail to. Remember:

- Don’t change the words, and don’t change their order.
- Add detail that makes the sentence better for the reader.
- Ask yourself questions about the sentence.
- Don’t add so much detail that the sentence ends up sounding silly.

My sister is playing.

Stir the sauce.

The girls danced.

What have you learned?

Write down two important things you have learned in this session. Say how you will use that learning before the next session. An example has been done for you.

What I have learned	What I will do
Sometimes I should add some words to my sentences to give more detail to my reader.	*In history, when I write about events, I will write some sentences with more detail to help my reader.*

Bring some examples of your sentence writing with extra detail to the next session.

Extension task

Make sure that you give enough detail to be helpful to your reader. However, be careful not to make your sentences very long for the sake of it. Short sentences are often better than long sentences. Look for the *essential* words in the sentence. For example, here is a sentence from *The Secret Garden* by Francis Hodgson Burnett:

During the confusion and bewilderment of the second day Mary hid herself in the nursery ...

The *essential* words in the sentence are:

Mary hid herself.

Below are three more sentences from *The Secret Garden*.

Underline the essential words in each sentence.

A. *The woman was his housekeeper at Misselthwaite Manor.*

B. *She stared out of the window with her lips pinched together ...*

C. *... she turned her face toward the streaming panes of the window of the railway carriage ...*

Expanding sentences

CHAPTER

05

SESSION 02: RELATIVE CLAUSES

By the end of this session you should be much better at:

- using relative clauses to add useful detail to sentences.

Different sorts of detail

You have already learned some ways of adding detail to sentences. For example, you could use an *adjective* such as 'big', 'old' or 'delicious' to describe something. You could use an *adverb* such as 'quickly' or 'well' to describe *how* something is done. You could use a few words together as an *adverbial* to say *where* or *when* something was done: 'last week', 'every morning' or 'on the floor'. There are lots of simple and ordinary ways of giving more detail to help the reader.

Here are some of the sorts of details you can add:

1. adjective	**2.** adverb/ adverbial	**3.** where
4. when	**5.** … who …	**6.** … which …

Roll a dice. Choose the word on the previous page that matches the number on the dice. Use that word to help you add a detail to this sentence:



Cars are useful for people.

Keep rolling the dice and choosing the word that matches the number on the dice. Roll the dice as often as you like.

Two examples have been done below to get you started:

Number	Sentence
1	Reliable cars are useful for people.
4	In the winter, cars are useful for people.

Relative pronouns

We can add details with a *relative pronoun*. The main relative pronouns are *who*, and *which* or *that*. See how these relative pronouns can add information for the reader:

Cars that are cheap to run are useful for people.

Cars are useful for people who can't walk far.

Finish the sentence below by writing some words that make sense after the **relative pronouns**:

*People **who*** *like to play*

*games **that*** .

You can also use relative pronouns to join some sentences in helpful ways. Here are two sentences:

I saw an actor. He was in 'Coronation Street'.

You can join these two sentences by using the relative pronoun *who*:

*I saw an actor **who** was in 'Coronation Street'.*

Use a relative pronoun to join these two sentences into one:

I found the book. I had lost it.

You will have to lose the 'it'! Write your joined sentence here:

Adding relative clauses

Task 1

Below are some phrases that could begin sentences.

Finish each phrase by adding a relative pronoun (‘who’, ‘which’ or ‘that’) and a few words.

Two examples have been done for you.

An elephant that was in the zoo ...

A policeman who ran down the street ...

The table

A girl

Seven women

Those cakes

The dog

A lorry

Each student

All the boxes

My uncle

Task 2

Finish off the sentence starters you have been writing by adding words that turn your starters into whole sentences.

The examples that were done for you in the table could be finished like this:

An elephant that was in the zoo stole my sandwiches.

A policeman who ran down the street was shouting for help.

Relative pronouns in a text

The following sentences have all been taken from *The Secret Garden*, but their relative clauses are missing. Finish the sentences so that they make sense, by adding relative clauses.

*The high walls **which*** *were covered with the leafless stems of climbing roses.*

*All the ground was covered with grass of a wintry brown and out of it grew clumps of bushes **which***

*There were other trees in the garden, and one of the things which made the place look strangest and loveliest was that climbing roses had run all over them and swung down long tendrils **which***

Now write three of your own sentences describing the garden. Use a relative clause starting with the word 'who', 'which' or 'that' in each of your three sentences. Begin one of these sentences with 'Mary, who …'

1.

2.

3.

What have you learned?

Write down two important things you have learned in this session. Say how you will use that learning before the next session.

An example has been done for you.

What I have learned	What I will do
Sometimes I should introduce some extra detail with the words 'who', 'which' or 'that'.	*In RE, when I write about religious feasts, I will introduce some useful detail with relative pronouns.*

Bring to the next session some examples of how you have used relative pronouns.

Extension task

Choose some of the subjects you used in your sentences about the garden, and write these down in the table below. Next, add words, one at a time, to each side of the sentence. There's an example to get you started:

	Subject	
The / green, / tatty	**door**	in the wall.

This will help you to add detail to your sentences for the reader.

CHAPTER

Using verbs

SESSION 01: IDENTIFYING VERBS

06

By the end of this session you should be much better at:

- identifying verbs
- choosing the right verb endings and forms.

Formal or informal? Right or wrong?

We all have different ways of speaking. Because of that, we have to have a standard form of the language so that we can all understand each other. **Standard English** is the formal, 'official' form of the language – the English used between strangers and in polite circumstances such as in lessons at school or in interviews for jobs. On the following page are twelve sentences. Some of them are in formal, Standard English; the rest are not.

Read each of the sentences. Decide if each sentence is written in Standard English or not.

You might think quite simply that some of the sentences are right, and the rest are wrong. The ones you think are right are probably in Standard English. The first two have been done for you as examples.

Sentence	Standard English?
1. They was lost.	*no*
2. Aftab sits at the back.	*yes*
3. Ollie done it.	
4. He did his homework.	
5. You knows that.	
6. The dogs goes for a walk.	
7. The children were unhappy.	
8. We sits outside in the sunshine.	
9. The students know their teachers well.	
10. I already seen that film.	
11. We swam in the pool.	
12. You go.	

What is a verb?

Try to remember what you have learnt about verbs. A verb is a ‘doing’, ‘being’ or ‘having’ word. Every one of the twelve sentences above contains a verb.

Underline the word that is a verb in each of the twelve sentences above.

Verbs and their subjects

Most verbs have a subject – the 'doer' of the action. Look at this sentence:

An elephant weighs up to six tonnes.

The verb (the 'doing word') is 'weighs'. What weighs? An elephant. So 'an elephant' is the subject of the verb 'weighs'.



In the next two sentences the **subject** is **highlighted** and the verb is underlined:

It *has large ears and a long trunk.* ***Elephants*** *are the largest land animals in the world.*

In the next sentence, the verb is slightly wrong. What is wrong with it?

They *eats leaves and other plants.*

Task 1

In the two sentences about elephants on the next page, there are four subjects and four verbs.

The subject is not always the first word in a sentence, and sometimes the subject (the 'doer') is more than one word.

- Read the rest of the text about elephants on the next page.
- Highlight the subjects and underline the verbs.
- Find the verb that is wrong. Change the ending of the wrong verb so that it is right.

Although we love them, elephants are in danger of extinction. Poachers kill elephants every day because their customers pays high prices for the elephants' ivory tusks.

Task 2

Below is another text with its verbs missed out. This time the text is about foxes in towns.

1. Fill in the blanks with verbs that you think make sense.

Foxes in towns

Foxes often in towns nowadays. Most foxes shiny red coats and bushy tails, and in many towns the fox is now a very common wild animal. These bold urban foxes bins and sometimes kitchens. Because many of us even them, town foxes are growing in number.

Some councils fox populations because local people about the foxes' noise and mess.

2. Draw a line from each verb to its subject. Put a circle round each subject. Remember that the subject is not always the first word in a sentence, and sometimes the subject is more than one word.

Your own writing

Write your own short text, giving information about something.

Write about a simple topic that you know something about. For example, you could write something about snakes or mountains or pizzas. You could begin your text very simply: *Snakes/Pizzas/Mountains are …*

Underline every verb that you use, and draw a line to its subject. Use at least six verbs. Use ‘being’ and ‘having’ verbs as well as ‘doing’ verbs.







Write your information text here:

What have you learned?

Write down two important things you have learned in this session. Say how you will use that learning before the next session. An example has been done for you.

What I have learned	What I will do
A verb is a doing, being or having word.	*I will underline some of the verbs I write in my science and RE books.*

Bring to the next session some examples of verbs you have used in your writing.

Extension task

In this session you have looked at simple verbs that are in the present ‘tense’. When verbs talk about the past they have to change: for example, ‘am’ becomes ‘was’, ‘have’ becomes ‘had’, ‘run’ becomes ‘ran’.

Imagine that poachers have killed all the elephants in the world, so that sadly we can only write about what elephants *were* like.

Change all the verbs in the text below into the past tense.

The first two have been done for you. There are six more.

An elephant <u>weighed</u> up to six tonnes. It <u>had</u> large ears and a long trunk. Elephants are the largest land animals in the world. They eat leaves and other plants. Although we love them, elephants are in danger of extinction. Poachers kill elephants every day because their customers pay high prices for the elephants' ivory tusks.



CHAPTER

Using verbs

SESSION 02: THE PAST

06

By the end of this session you should be much better at:

- using verbs to write about things that happened in the past.

Verbs in the past tense

Verbs are ‘doing’, ‘being’ or ‘having’ words, and they change when they are telling us about things that have already happened. Here are some examples:

Verb in the present tense	Verb in the past tense
We are.	We were.
He has.	He had.
I help.	I helped.
I run.	I ran.
I cry.	I cried.

In the boxes below, the present tense verbs are underlined.

Write the past tense form of the verbs in the boxes on the right.

The first two have been done for you as examples.

Verb in the present tense	Verb in the past tense
I leave at 8 o'clock.	left
I sing every day.	sang
I walk.	
I am happy.	
I do it.	
I know her.	
She looks ill.	
They try hard.	
We have maths most days.	
No one cares.	
They stand on the platform.	
I see them on the bus.	

Changing the tense of a text

Here is what one student wrote about the author, Roald Dahl, in a piece of biographical writing:

Roald Dahl is an author who often writes about his own life. He really knows a nasty shopkeeper, and he puts a dead mouse into a jar of sweets.

Roald Dahl died some time ago, and so the student could have written about him in the past tense like this:

Roald Dahl was an author who often wrote about his own life. He really knew a nasty shopkeeper, and he put a dead mouse into a jar of sweets.

Here is the rest of what the student wrote about Roald Dahl:

did tested

He ~~does~~ that as an act of revenge. He ~~tests~~ chocolate bars and he dreams of making a new kind of chocolate. One of his books has a crazy chocolate maker in it. This is inspired by his love of chocolates and sweets. The book is called 'Charlie and the Chocolate Factory'. He uses a sweetshop in another story too. Dahl grows up in a Welsh village. When he is older he moves nearer to London, where he writes his books in a garden shed.

Cross out the present tense verbs that the student uses, and replace these with verbs in the past tense. The first two verbs have already been changed into the past tense as examples. There are nine more present tense verbs for you to change.

Choosing the best verbs

On the next page is part of one of Roald Dahl's most famous novels, *Charlie and the Chocolate Factory*.

The verbs have been missed out.

Fill in the blanks with past tense verbs that make sense.

The first one has been done for you as an example. Don't worry about what Roald Dahl actually wrote, just think of a good verb to go in each gap. You never know, you might even make a better word choice than Roald Dahl!

The Great Gum Machine

It was a lovely sight. And when the tub *nearly full, Mr Wonka*
another button, and
immediately the runny stuff *, and a whizzing*
whirring noise *its place; and then a giant*
whizzer *whizzing round inside the enormous*
tub, mixing up all the different coloured liquids like an ice-cream soda.
Gradually, the mixture
to froth. It *frothier and frothier, and it*
from blue to white to green to brown to yellow, then back to blue again.

'Watch! *Mr Wonka.*

Click the machine, and the whizzer
whizzing. And now there *a sort of sucking*
noise, and very quickly all the blue frothy mixture in the huge basin
sucked back into the stomach of the machine.

from *Charlie and the Chocolate Factory* by Roald Dahl (1964)

Writing in the past tense

Write your own short information text, using verbs in the past tense. Here are some verbs you must use in your writing: ‘am’, ‘has’, ‘begin’, ‘die’, ‘do’. Use these verbs in their past tense forms.

You could write about a famous person who has died, who you know something about. For example, you could write about a historical figure, a pop star or a sports personality. You must write in the past tense. For example, ‘Michael Jackson was a famous singer’.



By Zoran Veselinovic [CC BY-SA 2.0 (http://creativecommons.org/licenses/by-sa/2.0)], via Wikimedia Commons

Write your information text here:

What have you learned?

Write down two important things you have learned in this session. Say how you will use that learning before the next session. An example has been done for you.

What I have learned	What I will do
Verbs change to show the past tense.	*I will underline some past tense verbs I write in lessons.*

Generating and sorting ideas

CHAPTER

07

SESSION 01: NON-FICTION

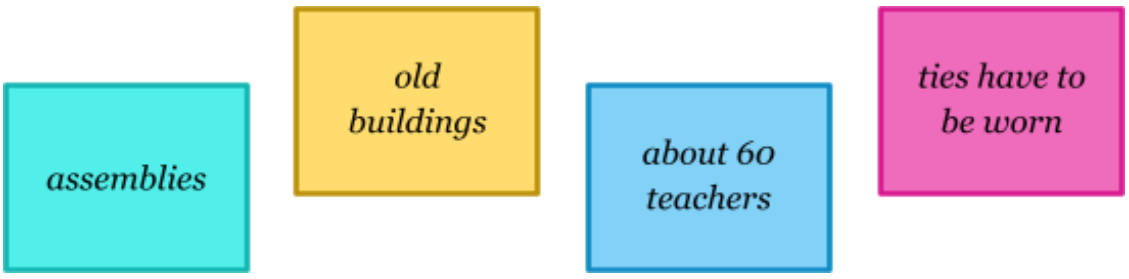
By the end of this session you should be much better at:

- coming up with relevant ideas, and sorting them in simple ways.

Ideas, ideas, ideas

Find some sticky notes – very small ones if possible. If you haven't got any notes, then small squares of card or paper would do.

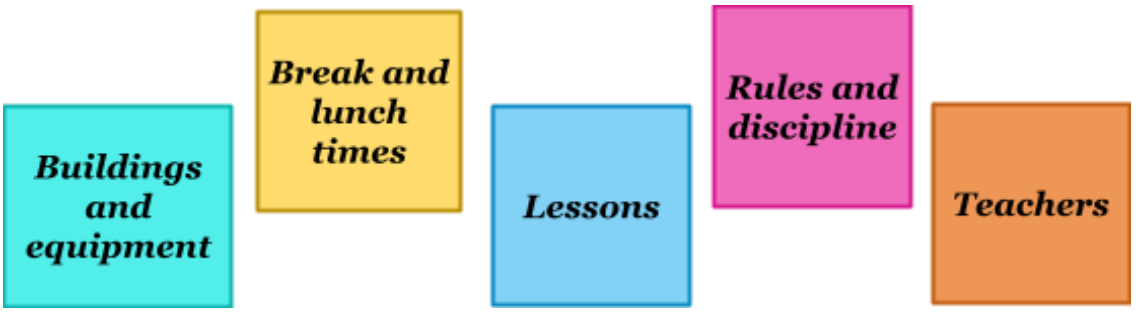
On each note write down something about your school. Here is an example:



Write as many notes as you can. Try to write at least 15 notes.

Quick sort

Try to think of about two simple categories to sort your cards into. For example, you might choose two of these categories:



Write your categories on cards and place them in a row on the table in front of you.

Now look at your ideas cards. Take each card and place it under the category that it best belongs to. If you find a card that doesn't belong to one of the categories, then just put it to one side.

Sorting out your own ideas

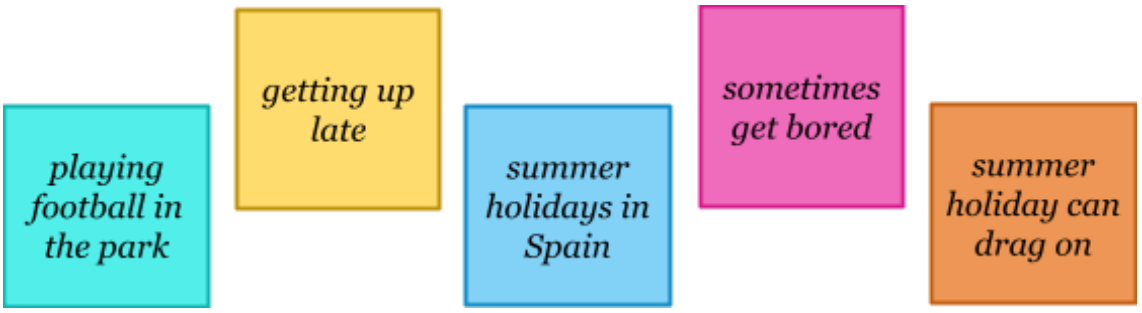
The topic you have been working on is your school. Now choose your own topic. Choose one you are very interested in. The choice is all yours! For example, you could choose:

- a football team
- the local shopping centre
- the internet
- your favourite games console
- something else.

Find some more small sticky notes or cards. On each one, write down something to do with your chosen topic. Don't think too hard about it – just write down ideas and thoughts as they come to you.

If you just can't think of a suitable topic that you are interested in, then don't worry: use the topic and the ideas in the section called *If you are really stuck* below.

Here are some ideas that one student wrote down about his chosen topic – school holidays:



Quick sort

Now, just like before, try to think of three simple categories to sort some of your cards into.

Write your categories on cards and place them in a row on the table in front of you.

Now look at your ideas cards for the topic you chose. Take each card and place it under the category that it best belongs to. If you find a card that doesn't belong to one of the categories, then just put it to one side for the time being.

Here is how one student began to sort his cards about school holidays:

Category: What I do	Category: Going on holiday	Category: The low points
playing football in the park	*summer holidays in Spain*	*sometimes get bored*
getting up late / lying in		*summer holiday can drag on*

If you are really stuck …

Think about a park that you know well.

Here are various ideas that you might find relevant:

swings and slides	children laughing	bowling green	closed down toilets	playing football
ducks	pond	flowers	safety	football pitches
dog poo	graffiti	park keeper	green open space	trees
keep out after dark	bandstand	dogs	runners	valuable space
feeding ducks	damage/ vandalism	keep fit	all ages use it	mowing the grass
expensive to look after	lots of grass	rules		

Write some of these ideas on your cards or sticky notes. Add some other ideas about your park if you like.

Here are some categories you could use to begin to sort out your park ideas.

Category: **Facilities**	Category: **Benefits**	Category:	Category:

More categories

Look at the two categories you decided on. Look also at any ideas cards you have put on one side because they did not belong to your two categories.

Think of two more relevant categories. Write them on sticky notes or cards and put them next to the categories you have already written down.

Use your leftover cards

Look through the cards you put to one side. Find any cards that fit your new categories and place them under the right category.

Don't force cards into any of your categories. If any cards don't belong, then:

- put them aside again, or
- create a new category that they could go under.

Sorting out your own ideas from scratch

Choose a new, interesting topic that you haven't worked on yet.

Find some small sticky notes or some small squares of card, and jot down on each one an idea to do with your chosen topic. When you have jotted down at least 20 ideas, look for three or four useful categories. Write each category on its own sticky note or card, and place these in a row so that they are next to each other. Now look at your ideas cards and try to place each one under a category that it most belongs to.

When you finish, you will have a sort of plan for writing about the topic.

What I have learned	What I will do
To sort ideas into categories.	*I will plan my next piece of writing using sticky notes to categorise topics.*

Extension tasks

Task 1

Listen to your teacher reading the text about parks and jot down on cards or sticky notes pieces of information as you hear them. There is lots of information, but it is not in a useful order. Your task is to sort it all out!

Task 2

Think about the lessons you will be having in the next few days. Try to think of a lesson in which you might be asked to write about something.

Try to use mini sticky notes or cards to help you to come up with lots of ideas and to sort them into categories.

Generating and sorting ideas

CHAPTER

07

SESSION 02: FICTION

By the end of this session you should be much better at:

- coming up with interesting ideas for a story
- beginning to organise your ideas.

The Empty House: story chart

On the next page is a story chart to help you come up with ideas for a story called ‘The Empty House’. The chart has a few categories such as 'setting' and 'characters'. One box has been left blank in case you think of another category.

Fill in as many ideas as you can. A few suggestions have been filled in for you. Cross them out if you don’t like them.

Just fill in ideas for a couple of the categories – setting and characters, for example. You can always come back to the other categories later.

Setting: what the house looks like

-
-
-
-
-
-

Characters: who is involved

-
-
-
-
-
-

Setting: what the area around the house looks like

- a big, abandoned factory
-
-
-
-
-

The Empty House

Other ideas:

Setting: when

-
-
-
-
-
-

Plot: what happens

-
-
-
-
-
-

The Traveller: characters



You are now going to develop ideas for a story called ‘The Traveller’. A traveller is a person who is going on a journey – probably a long one.

Use the space below to come up with as many ideas as you can for characters for your ‘Traveller’ story. A couple of suggestions have been filled in for you. Cross them out if you don’t like them.

Here are some questions to help you to think about characters in your story:

- What do they (or he or she) look like?
- What do people notice about them?
- What sort of person are they? For example, are they lively, disturbing, friendly, or what?

Characters: who is involved

- traveller, late twenties, male
- mysterious
- he has a large scar running down from his left ear
-
-
-
-

Just jot down ideas as they come to you. Don’t worry if ideas clash with each other: you can always cross out some ideas later.

The Traveller: setting

Now use the space below to jot down some ideas for the setting of the opening of the story.



A few suggestions have been filled in for you. Cross them out if you don't like them.

Here are some questions to help you to think about where your story might begin:

- Where is it?
- What does the place look like?
- Does the place have a particular mood or atmosphere?

Setting: where the story takes place

- a quiet, country road
- lonely place
- the road is not often used because it isn't the main route
-
-
-
-

The Traveller: other categories

In the same way, note down some ideas for other categories for 'The Traveller' story.

As before, just note down as many ideas as possible. Don't worry if ideas clash with one another: you can always cross out ideas later.

The wider setting: the area around where the traveller is.	**The time setting (when)**: time of day, season, year, etc.	**The plot**: what happens?

Now try it all on your own

Either finish the work you were doing on ‘The Empty House’ or work on a new story title, jotting down ideas for all the categories you worked on above.

You could invent your own story title or you could use one of these:

- The Match
- A Surprise
- The Secret Place

On the next page, there is another complete story chart for you to write your ideas into. If you need more room (and you probably will), then draw a larger version of this chart onto a large sheet of paper or card.

Setting:

Characters:

Setting: the surrounding area

Title of your story:

Setting: when

Plot: what happens

What I have learned	What I will do
To plan a story.	*The next time I write a story I will use a template to help me plan key elements, like character and setting.*

Extension tasks

Task 1

If you think you are ready for it, then write the first paragraph of one of the stories you have been working on. Use your ideas about the setting, characters and plot.

Task 2

If you are told to write a story in a lesson, then ask the teacher if you could spend plenty of time thinking up and writing down ideas like you have been doing here.

Sequencing and organising texts

CHAPTER

08

SESSION 01: NON-FICTION

By the end of this session you should be much better at:

- arranging ideas and putting them into a useful order.

Organising an information text

Read the information text about buzzards – your teacher should give you this as jumbled paragraphs. The text has five paragraphs and these are labelled A–E. Read through the paragraphs and decide on the best and most sensible order for the paragraphs.

Write your chosen order in the table, and very briefly explain your choices.

An example has been done for you. Cross it out if you have a better idea.

Paragraph order	Letter	Why it comes here in the text
1	C	Introduction to buzzards.
2		

Paragraph order	Letter	Why it comes here in the text
3		
4		
5		

Paragraph topics

Read the first two paragraphs of an advice text about choosing pets to buy (below). They are in the right order. Next to each paragraph is a very brief summary of what the paragraph is about, and then a reason for where it comes in the text.

	Paragraphs	**Summary** (no more than three words)	**Why it comes here in the text**
1	Pets can be wonderful friends and playmates, but you must choose them carefully. Every pet, whether it is a stick insect or a Labrador, will need a lot of looking after. Any pet is a living creature and it will depend on you, but some pets will need more looking after than others.	Choosing carefully	General introduction to the topic. It introduces some of the joys and the problems of having pets.
2	Can you afford a pet? Even a hissing cockroach needs the right sort of tank, the right conditions and the right food. These things are not cheap. A large dog will have an expensive appetite, and both cats and dogs need regular attention from a vet if they are to stay healthy and happy.	Cost	This problem is dealt with first because it is the biggest one. You might be so happy that you can buy the pet that you forget how much keeping it will cost.

Here are the three remaining paragraphs of the text about choosing pets:

Paragraphs	**Summary** (no more than three words)	**Why it comes here in the text**
Will your pet be sharing a home with small children? Small, nervous dogs can be frightened of children and snap at them. Cute kittens can grow into vicious cats with sharp claws. Even very small pets, such as hamsters, are not always right for children: they might bite when handled.		
Have you got room for a pet? Dogs and cats are often content to curl up and sleep for much of the day, but you will need room for their beds and their feeding bowls. Smaller pets, such as hamsters or fish, need their own living areas – tanks or cages and exercise apparatus. All of that takes up space.		
Do you have enough time to look after a pet? Some pets are very time-consuming. All pets need to be fed and watered every day, and they need to be kept clean. Hamsters need their cages cleaned out and their bedding changed every week. Dogs need to be walked at least twice a day.		

1. In the middle column, fill in a summary for each of these three paragraphs. Use no more than three words to sum up the topic of each paragraph.

2. These paragraphs could be in a different order. Decide which order you would put them in and why.

   - Give each paragraph a number, and write the number in the first column to show where it would come in the text.
   - In the last column, write why you think the paragraph should go where you have put it.

Organising topic sentences

Read the topic sentences about school uniform.

A	If everyone wears a uniform, they all feel like they belong, and no one feels left out.
B	Taking everything into consideration, I think we should stick with uniforms.
C	Not all parents can afford to buy expensive fashions instead of uniforms.
D	Some people think school uniform is a good idea, but other people disagree.
E	Uniform is smart.

Put the five paragraphs in the best order, and explain your choice.

Paragraph order	A-E	Why it comes here in the text
1		
2		
3		
4		
5		

What I have learned	What I will do
To arrange ideas and put them in a useful order.	*The next time I read an article I will take note of the paragraph order and think about why they were put into that order.*

Extension task

You have only been given the first sentence of each paragraph in the school uniform text. Look back at your chosen order for the five paragraphs. Copy out one of the topic sentences. This would be the first sentence of the paragraph; now write the rest of the paragraph.

Sequencing and organising texts

CHAPTER 08

SESSION 02: FICTION

By the end of this session you should be much better at:

- arranging ideas and putting them into a useful order.

Film or TV drama storylines

Think about a film or TV drama you have enjoyed recently: for example, *Star Wars* or *Doctor Who.* Choose something you enjoyed and then remember what happened.

Ask yourself these questions about the film or programme:

- Did you predict what would happen at any point?
- What helped you to predict what would happen?
- Were you surprised at any point?
- What challenges or problems did the main character face during the action?
- How did they deal with those challenges? Or did the challenges *deal with them*?

Share your ideas with a partner or your teacher.

Story structures

Real life is messy and disorganised. Stories are more organised. A writer is in charge to make sure that the action and the characters are kept in order. Many stories are based on a simple structure like this:

A five-step structure

First …	Normality	We meet the main character and see what their life is like.
Then …	Buildup	The character meets someone new or things start to change the character's normal life.
Then …	Problem/ challenge	Something happens that poses an unusual problem for the character.
Then …	Solution/ reaction	The character deals with the problem – not necessarily very well.
Finally …	Result/ new normality	How the character or their life is changed.

A story in five steps

Let's see how a simple tale such as *Little Red Riding Hood* fits with the five-step structure you have just looked at. Here is an outline of the story:

A young girl called Red Riding Hood often goes through the woods to visit her grandmother. Her mother always warns her to keep to the path. One day she sees some wild flowers growing in the wood and leaves the path to pick some. A cunning wolf asks her where she is going and – because she is a trusting little girl – she tells the wolf. The wolf goes on ahead, shuts the grandmother in a cupboard and takes her place in bed. When Red Riding Hood arrives, she is surprised at the whiskery appearance of her grandmother. The wolf springs at Red Riding Hood, who screams. A woodcutter is passing and he runs in and chops off the wolf's head. Red Riding Hood and her grandmother are saved.

Here are the first two parts of the Red Riding Hood story matched to the basic story structure. Fill in the other three story details for *Little Red Riding Hood*.

Normality	Red Riding Hood is a young girl on her way to visit her grandmother.
Buildup	Distracted by flowers, she disobeys her mother's instruction, leaves the path and unwittingly gives important information to a cunning wolf.
Problem/ challenge	
Solution/ reaction	
Result/ new normality	

Never Mind

Here is another story. It is called 'Never Mind'. Mark the points in the story where each step in the story sequence starts:

Never Mind

Andrew was a star. He had all the cups to prove it, and he felt very proud when he was made captain of the football team. No wonder he was so upset when he woke up on the morning of his first match as captain to find a thunderstorm was in progress. 'Never mind,' smiled his mum. 'It'll clear up soon.' And it did. At last, the match began, and it was going so well – until he woke up in hospital with a thick bandage around his head. He couldn't remember what had happened, but his head throbbed. 'Concussion,' his mum told him, grinning with relief. 'Never mind. It'll clear up in the next few weeks!'

Your own story

Now choose a story that you have already written. Try to match its essential details to the five-step structure, using the table below:

Your story title:

Step	Story detail
Normality	
Buildup	
Problem/ challenge	
Solution/ reaction	
Result/ new normality	

If you haven't got your own story to match to the five-step structure, then use the plot of a film or TV drama you have seen.

What I have learned	What I will do
To arrange story ideas into a useful order.	*The next time I write a fiction story I will check the orders of the paragraphs afterwards and change them around if I need to.*

Extension task

The five-step story sequence is very simple and probably will not be a perfect fit for every story. Think about other stories you have read or seen. Here are some questions for you to think about:

- Do any of these stories not fit the five-step structure very well?
- Which points in the story do not seem to fit?
- Can you think of any story that has extra problem-solution steps before reaching the big problem?
- Do some films or books actually *start* with the problem and work back from there?

Use the five-step sequence to plan the outline of a new story of your own. Use this table for your planning:

Your story title:

Step	Story detail
Normality	
Buildup	
Problem/ challenge	
Solution/ reaction	
Result/ new normality	

Now start writing the story based on your plan.

Organising paragraphs

CHAPTER 09

SESSION 01: TOPIC SENTENCES

By the end of this session you should be much better at:

- identifying topic sentences
- understanding how topic sentences give a clear focus to a paragraph.

Summarising

Read the text below.

Inspiring forest school adventures

Choose from our range of exciting outdoor based activities and training

Our forest school was created over four years ago by passionate, experienced outdoor educators. Our team of qualified Forest School Leaders believe in the importance and benefits of outdoor learning.



Exeter Forest School specialises in outdoor learning; engaging students in forest school activities; providing alternative education, adult courses and team building activities.

We offer a wide range of activities for people of all ages. We work with schools to create bespoke session plans ranging from one day to a whole term, weaving the curriculum into excellent Forest School activities. We offer facilities for birthday parties, holiday clubs, toddler clubs, home education groups and team building.

Our staff have experience of working with young adults with behavioural problems and mental health issues and we believe Forest School can be a great tool for furthering the educational possibilities of young people facing those challenges.



Task 1

Using the table, write the topic of each paragraph. An example has been done for you. Use no more than six words for each paragraph.

	What the paragraph is about
Our forest school was created over four years ago by passionate, experienced outdoor educators. Our team of qualified Forest School Leaders believe in the importance and benefits of outdoor learning.	*Who runs the school and why*

	What the paragraph is about
Exeter Forest School specialises in outdoor learning; engaging students in forest school activities; providing alternative education, adult courses and team building activities.	
We offer a wide range of activities for people of all ages. We work with schools to create bespoke session plans ranging from one day to a whole term, weaving the curriculum into excellent Forest School activities. We offer facilities for birthday parties, holiday clubs, toddler clubs, home education groups and team building.	
Our staff have experience of working with young adults with behavioural problems and mental health issues and we believe Forest School can be a great tool for furthering the educational possibilities of young people facing those challenges.	

Task 2

Check what you have written in the 'What the paragraph is about' boxes. Ask yourself these questions:

- Have I used no more than six words for each paragraph?
- Have I summed up the main point of the whole paragraph?

Paragraph topics

Here is the first paragraph of a text about tigers:

Tigers are the largest of the big cats. In many cultures, tigers are seen as symbols of bravery and masculinity, and because in some parts of the world men test their strength by hunting tigers, they are endangered; there are only about 3000 tigers left in the wild.



See how the short first sentence shows us that the whole paragraph is going to be about how large tigers are. This idea links to 'strength and courage' in the next sentence, and it is part of the reason why they are hunted in the third sentence. So tigers' size is a key idea in this paragraph. The paragraph is a good introduction to the whole text about tigers. The first sentence is the **topic sentence**.

Here are paragraphs two and three of the tiger text. The topic sentences are underlined.

The topic of the first paragraph below (*Tigers are easily recognised by their stripes*…) is 'stripes and colour'. What is the key idea of the paragraph that starts *On average, tigers are*…? Write the topic in the box on the right. Don't use more than three words.

Paragraphs	**What the paragraph is about**
<u>Tigers are easily recognised by their stripes.</u> These markings help them blend into their jungle environment when they are stalking prey. Except for very rare albino (white) animals, all tigers are striped. However, the colour of their coats and their stripes does vary from area to area: black on brown, black on orange, even brown on white.	Stripes and colour

Every tiger’s stripe pattern is as unique as a human’s fingerprint.	

Paragraphs	What the paragraph is about
Tigers' size and weight also varies. They can be anything from 1.5 to 3m long, and 75 to 325kgs in weight. Siberian tigers are the largest, measuring typically 3.3m in length and 300kg in weight. Tigers' long tails can add as much as another metre to their length.	

More topics about tigers

Now read paragraphs four, five and six about tigers.

1. Underline the topic sentence in each paragraph.
2. Write down the key idea of each paragraph in the boxes on the right. Don't use more than three words for each key idea.

Paragraphs	What the paragraph is about
Tigers can live in hot or cold climates. Larger sorts of tiger – such as the Siberian tiger - mainly live in the cold north of Asia, while smaller sorts prefer warmer countries in the south of Asia, such as India and Indonesia. These tigers' natural habitats include dry forests, mangrove forests and tropical forests. All tigers like the cover they find in forests.	
Tigers are meat eaters. Much of their prey is large - pigs, deer, even rhinos or elephant calves. Although tigers have sharp teeth and claws, they actually kill their prey by suffocating it between their powerful jaws. In most cases, their prey gets away, so tigers have to attack many times to be sure of getting a meal.	

Paragraphs	What the paragraph is about
Tigers don't like company. Each tiger tends to hunt and live on its own. They stick to their own territory, but this can be enormous. The territory claimed by a very large tiger can be as large as 4000 square miles. Like pet cats, tigers mark their territory. Scratch marks on trees are often tiger boundary markers.	

Check

Check what you have written in the 'What the paragraph is about' boxes. Ask yourself these questions:

- Have I used no more than *three* words for each paragraph key idea?
- Have my words summed up the main point of the *whole* paragraph?

Final paragraph mystery

Now read the final paragraph of the tiger text. The first sentence of the paragraph has been missed out.

- In the *What the paragraph is about* box, write down what you think is the key idea or main topic of the paragraph. Don't use more than three words.
- Now write a first, topic sentence for the whole paragraph. Don't use more than nine words for your sentence.

Topic sentence	What the paragraph is about
They weigh around only 1kg. There are up to seven cubs in a tiger litter, but many of these starve to death or are killed by other animals. The mothers are forced to leave their cubs to go and hunt. They are often gone for some time, and they can rarely find enough prey to feed more than two cubs.	

What I have learned	What I will do
To identify a topic sentence.	*The next time I read an article or piece of work I will underline the topic sentences.*

Extension task

Here is the second paragraph from the tiger text. The topic sentence is underlined, and the key information that is relevant to the topic sentence is highlighted.

You will see that the topic sentence is about the stripes on tigers' coats, so words to do with stripes and coats are highlighted:

Tigers are easily recognised by their stripes. *These* ***markings*** *help them blend into their jungle environment when they are stalking prey. Except for very rare* ***albino (white)*** *animals, all tigers are* ***striped.*** *However, the* ***colour*** *of their coats and their* ***stripes*** *does vary from area to area:* ***black on brown****,* ***black on orange****, even* ***brown on white****. Every tiger's* ***stripe pattern*** *is as unique as a human's fingerprint.*

Your teacher may give you a different paragraph from the text about tigers. Have a go at the following tasks:

- Underline the topic sentence in the paragraph.
- Highlight the keywords relevant to the topic sentence.

Organising paragraphs

SESSION 02: WRITING PARAGRAPHS

CHAPTER

09

By the end of this session you should be much better at:

- grouping and shaping sentences into a clear paragraph.

Topic sentences and key information

Think of one of your favourite things to do – perhaps a sport, a type of music or a video game, or something else you like doing or watching.

Write down five paragraph headings/categories to do with your chosen topic. For example, if your favourite thing is a sport then three of your paragraph headings/categories could be:

1. Equipment needed
2. Rules
3. Famous players

Now write a sentence to introduce your whole topic. Make it the **topic sentence** of your very first paragraph. You will come back to this later in the session.

Organising ideas into topics

Imagine a holiday destination. If possible, think of a place you have been to.

Below are five categories that could be relevant to the overall topic of your holiday destination. Beneath the first two categories, there is a list of things to do and places to go that belong to those categories.

Categories

Places to go for families	*Accommodation*	*Adventurous activities*	*Cultural activities*	*Shopping and restaurants*
Things to do and places to go				
theme park	hostels			
leisure pool with slides	hotels			
local parks	self-catering apartments or chalets			
forest trails	campervan hire			
beach	camping and caravan sites			

Here are some other ideas to include in a text about a holiday destination:

takeaways	canoeing	out of town shopping	theatre	visiting historic buildings
mountain bike trails	museums	farm shop or garden centre cafe	cinema	gift shops
climbing wall	restaurants	cathedral visit	surfing	moorland walking

Look at all the other places to go and things to do in the ideas list on the previous page. Write them under the categories they belong to.

Writing a topic sentence

Each of the five categories could be the start of a topic sentence for a paragraph. In this case, the paragraphs are intended for a persuasive text about the holiday destination.

Here is a topic sentence about the accommodation category:

Where you will want to stay in this destination will depend on what you like and how much you can afford.

Here is another topic sentence – this time for the category of cultural activities:

This destination could be a cultural experience for you and your family.

Now write a topic sentence for each of the other three categories:

Category	My topic sentence
Places to go for families	
Adventurous activities	
Shopping and restaurants	

Writing a full paragraph

Below is part of a paragraph about *places to go for families* at the holiday destination. The topic sentence is underlined.

This is an ideal location for families. For those who enjoy parks, there are two to choose from. The first is in the centre of town with a pretty garden, with play areas to suit all ages and even a splash park. The second is located under trees near the beach – it's the perfect spot for playing in the shade when the beach sun gets too much …

Now finish the paragraph, choosing two or three ideas about places to go for families. You could write about:

- the beach
- the forest trails
- the leisure pool
- the theme park.



Writing your own paragraph

Task 1

Choose one of the other four category headings for a holiday destination. Write a paragraph for that category.

Don't forget to

- use the 'things to do and places to go' ideas you sorted out earlier
- start with a short, clear topic sentence
- use at least three more sentences after the topic sentence.

Cross out the holiday categories that your paragraph is not going to be about:

Cultural activities	Accommodation	Adventurous activities	Shopping and restaurants

Write your paragraph on the lines below:

Task 2

Now go back to the ‘favourite thing’ you thought of at the start of this session. You wrote a topic sentence for the first paragraph, which was about a sport, a type of music or a video game, or something else you like doing or watching.

Write a paragraph for one of your headings/categories:

What I have learned	What I will do
To group sentences into a paragraph.	*Next time I write a paragraph I will make sure the sentences are in an appropriate order.*

Extension task

Try writing a series of three to five paragraphs on a topic of your choice. This could instead be more paragraphs about your favourite thing, or about the holiday destination you have been working on.

CHAPTER

Cohesive devices

SESSION 01: TO SUIT PURPOSE

10

By the end of this session you should be much better at:

- understanding that ideas in a paragraph can be linked with appropriate cohesive words and phrases.

Cohesive devices

'Cohesive devices' are words and phrases that are used to show how the different parts of a text fit together.

What is the purpose?

On the next page are six different sorts of text that people might read. Each text does one of the following:

- instructs
- persuades
- informs.

Next to each text, write what it does. You should find two examples of each sort of text. The first one has been done for you.

Text	Purpose
A letter to parents telling them about changes to school uniform.	informs
A leaflet showing what to do in case of an emergency on a plane.	
A note from your dad suggesting that you tidy your room.	
An advertising leaflet for a new theme park in your area.	
A recipe for chocolate cake.	
A leaflet about the different types of animals in a zoo.	

Different cohesive devices for different purposes

Your teacher will give you three cards. Each card of cohesive words and phrases would be suited to a different purpose. One would be best suited to texts giving instructions, one would be more suitable for a persuasive text and the last card would be suitable for a text giving information about a topic.

Once you know what a text is *for* – its purpose – you will also know what sort of cohesive words and phrases to use when you write it.

Focus on one text

Think again about the *letter to parents telling them about changes to school uniform* that you thought about earlier. Which of the three cards would be most useful if you were writing that letter?

I would use card: (A, B or C)

To help you, here is a sentence you might write in the letter to the parents:

Naturally, you may have some concerns over the cost of the new uniforms.

Write another sentence from the letter. Use a suitable cohesive word or phrase from one of the cards:

Texts and useful cohesive words and phrases

Now think again about the other sorts of text you looked at before. Decide which set of cohesive words and phrases (A, B or C) would be most useful for each text. More than one card might be useful for a text. Just decide which one is likely to be *most* useful. Two have been done for you.

Text	Most useful card (A, B or C)	Why that card would be most useful
A leaflet showing what to do in case of an emergency on a plane.	A	These cohesive words and phrases are good at telling you the order in which to do something, e.g. *Then … Next … Finally …*
A note from your dad suggesting you tidy your room.	C	These cohesive words and phrases are good for adding reasons to explain why you think it would be a good idea.

Text	Most useful card (A, B or C)	Why that card would be most useful
An advertising leaflet for a new theme park in your area.		
A recipe for chocolate cake.		
A leaflet about the different types of animals in a zoo.		

The cohesive words and phrases in card A are very useful for giving step-by-step instructions. Now decide what the cohesive words and phrases in cards B and C are particularly useful for:

The cohesive words and phrases in card …	would be very useful for….
A	giving step-by-step instructions
B	
C	

Choosing words

Here are some useful cohesive words and phrases:

however	just like	alternatively	ultimately
after all	on the other hand	therefore	in the end
consequently	as a result	in contrast	finally
as	because	thus	so
	in conclusion	on the contrary	

Below are three different examples of text. Next to each text example write any cohesive words and phrases from the list above that you think would be used in that sort of text. A few have been done for you to start you off.

Text examples	**Suitable cohesive words and phrases**
A paragraph that shows a contrast between two things, e.g. differences between football and rugby.	However, nevertheless, , ,
A paragraph that shows cause and effect, e.g. the causes of a fire.	Consequently, as a result, , , , .
A paragraph that shows a conclusion, e.g. what you learn from a science experiment.	In conclusion, after all, , , , .

What I have learned	What I will do
To understand the difference between cohesive devices.	*Read through a recipe and underline the cohesive devices that have been used.*

Extension task

Look at these six texts again:

- a recipe for chocolate cake
- a leaflet showing what to do in case of an emergency on a plane
- an advertising leaflet for a new theme park in your area
- a note from your dad suggesting you tidy your room
- a leaflet about the different types of animals in a zoo
- a letter to parents telling them about changes to school uniform.

Write a paragraph for one of the texts. Use at least three suitable cohesive words and phrases that you have seen in this session.

CHAPTER

Cohesive devices

SESSION 02: COMPARING AND CONTRASTING

10

By the end of this session you should be much better at:

- understanding that writing is linked by a range of cohesive devices that reflect the purpose of the text.

Cohesive writing

Here is a list of cohesive words and phrases.

whereas	instead of	alternatively	at first
even though	but	by contrast	consequently
however	on the other hand	as a result	equally
in the same way	as with	in spite of	unlike
otherwise	similarly	therefore	just as
while	even so	finally	in the end

You can practise using these words to link sentences together, and work with a partner to take turns sounding out these sentences aloud. Here's an example of sentences you could start with:

I don't like horror films, just as I don't like thrillers. Consequently, I choose to watch comedies or action films.

Write your shared sentences here.

Comparing and contrasting

Cakes and biscuits are alike in some ways and very different in other ways:

Biscuits

- Biscuits are baked.
- Biscuits contain sugar and fat.
- Biscuits can be baked in many different shapes and flavours.
- Biscuits snap when they are broken in half.
- Biscuits do not usually contain eggs.

Cakes

- Cakes are baked.
- Cakes contain sugar and fat.
- Cakes can be baked in many different shapes and flavours.
- Cakes are usually soft and spongy in texture.
- Cakes usually contain eggs.

Here are lists of cohesive words and phrases that help you compare:

Cohesive words and phrases to show similarities	Cohesive words and phrases to show differences
equally	whereas
in the same way	instead of
similarly	by contrast
likewise	however
as with	unlike
in the same way	on the other hand
	while

Read the start of a paragraph comparing cakes and biscuits. Cohesive words and phrases are underlined:

Cakes and biscuits are <u>equally</u> delicious, and <u>just like</u> cakes, biscuits can be eaten at any time of the day. <u>Similarly</u>, both cakes and biscuits can be made into many different shapes and textures. <u>On the other hand</u>, <u>while</u> biscuits are usually known for snapping as they are broken in half, cakes…

Finish writing the paragraph. Use suitable cohesive words and phrases and look at the facts about cakes and biscuits on the previous page.

Looking for similarities and differences

Make a list of at least five similarities and differences between swimming and trampolining. Some examples have been done for you:

Similarities	**Differences**
Both are sports.	You need special clothing for swimming.
Both are great ways to exercise.	Swimming takes place in water.

Write a paragraph about the similarities and differences between swimming and trampolining. Write at least three sentences. Use some cohesive words and phrases to *compare* and *contrast* from the list above. Begin with a clear and simple topic sentence.

Making comparisons

Choose two other things that are different in some ways and similar in other ways. For example, you could choose two places, books or animals that you know well.

Make a list of the differences and the similarities here:

My two things are:

Similarities	Differences

Write a paragraph about the similarities and the differences between your two things. Write at least three sentences and use some suitable cohesive words and phrases.

What I have learned	What I will do
How to use cohesive devices to write about similarities and differences.	*Practise writing a comparison paragraph, using appropriate cohesive devices.*

Extension task

Choose another two things you know well. Write one paragraph about their similarities. Write a second paragraph about their differences.

Paragraph 1

Paragraph 2

Linking paragraphs

CHAPTER

11

SESSION 01: ADVERBS AND DETERMINERS

By the end of this session you should be much better at:

- linking paragraphs in varied ways.

Thinking about linking

Look through the advice text your teacher has given you. It has four paragraphs, but they are in the wrong order. Put the paragraphs in the best order. The link words near the start of each paragraph might help you.

Write your paragraph order here:

Adverbs and determiners

Look at the lists of link words below. Some are adverbs and some are determiners. Remember that adverbs are words which tell you more about other words in a sentence (but not nouns). Determiners are words which identify whether a noun is known or not known (e.g. the, a, an, this, those, my, your, some, every).

Adverbs *(showing time and order)*	**Determiners**
firstly/secondly/thirdly	the
next	this/that
then	these/those
meanwhile	
finally	

Write some sentences using words from the list above. One has been done to start you off. The sentences can be about anything you like, although you might like to stick to the bullying topic.

1. *Firstly, we need to think about other people's feelings.*
2.
3.
4.
5.

Find the links

Now look again at the *Bullying – telling an adult* paragraphs you put into the right order.

Find and underline the linking words in the first sentences of each paragraph.

Now write the linking words into the table below. B has been done for you and C doesn't have any.

Paragraph	Linking words
A	
B	Firstly/preparing/bullied. These words all refer back to the first paragraph.
C	No link words
D	

Paragraph five

Here is the fifth paragraph without its first sentence.

Adults tend to be busy people with a lot on their minds. Don't ask your teacher during a lesson. Ask to see them at the end of the lesson or in a break. Don't ask a parent while they are juggling the cooking, a phone call and your brother's homework. Pick your moment carefully. You have the right to be heard, but adults are more ready to listen at some times than others.

What is this paragraph mainly about? Choose one topic:

1. Time and place	
2. Teachers	
3. Listening	
4. Something else. Write your own idea for the paragraph topic here:	

Topic sentence

Now write a first, **topic sentence** for this paragraph, using at least one word that links the paragraph to paragraph **A**. You *could* (but you don't have to) start with these words: *Finally, pick the right ...*

Another paragraph?

Remember that the topic of the whole text is advice on how to tell an adult about bullying so that you can get their advice and help. Now think about likely topics for another paragraph. What else could you include?



What I have learned	What I will do
How to link paragraphs.	*Look back at some paragraphs I have already written in science lessons and see if I can improve on the cohesive devices I have used.*

Extension

Keep the bookmark of cohesive words with you and use it in your lessons. Try to use linking words in the first sentences of your paragraphs.

Linking paragraphs

SESSION 02: MAKING COMPARISONS

CHAPTER

11

By the end of this session you should be much better at:

- linking paragraphs by using comparing and contrasting words, adverbials and determiners.

Putting an opinion text in the right order

Your teacher will give you paragraphs of an opinion text. It has four paragraphs. Choose the best order for these four paragraphs and write the letter of these paragraphs into the boxes below.

Write your paragraph order here:

Compare and contrast – useful words and phrases

On the next page are some useful words and phrases to compare and contrast. Read them through carefully. There are also some handy determiners as a reminder from the last session.

Useful cohesive words and phrases		Determiners
alternatively	instead of	the
besides	in the same way	this
similarly	unlike	these
otherwise	therefore	that
however	equally	those
by contrast	just like/as	
on the other hand	even so	

Choose the most suitable cohesive words and phrases from the list above as sentence starters and write them in the left–hand column. The first one has been done as an example for you.

In the same way… Similarly…	*… Instagram can use up a lot of time.*
	… I've been doing a lot of thinking about Facebook, Instagram and Snapchat.
	… I've decided to stop using all these social media apps.
	… I'm going to concentrate on my school work, and in the evening I'm going to talk to the people I actually like.

Finding cohesive words and phrases

Look at how the paragraphs in the text on social media link together. Here are two paragraphs with these linking words and phrases underlined:

C	I've been doing a lot of thinking about *Facebook, Instagram and Snapchat*. I use all of *these social media apps,* but I've just realised that they waste a lot of time, and they put a lot of pressure on me. Some of my friends have been driven half mad by the need to keep responding to updates, and to keep uploading perfect selfies.
A	Therefore I have decided to stop using all these social media apps. Well, I'm not going to be so obsessed by them anyway. I'm going to switch off my phone in school, and I'm going to switch it off again at 9 o'clock every evening, and I'm not going to turn it on again until I get home from school. I know I'm going to miss out, but I'm already missing out on so many other things because I have to keep checking my phone.

Look at these two paragraphs. Find the words at the start of paragraph D that link back to paragraph B.

Underline the words or phrases that create links between these paragraphs.

B	By contrast with the phone-obsessed life that I have been leading, I'm going to start living well: I'm going to concentrate on my school work, and in the evening I'm going to talk to the people I actually like and do the things I used to like doing. For example, I'm going to go out and play football with my friends and just hang out with them.
D	Besides enjoying myself again in these ways, I'm going to stop worrying about keeping up with all the rumours and gossip. Most of the time that's all you get on social media. One person says something. Someone else adds to it, and before you know it there is hysteria all round. Usually the rumour everyone is getting excited about was completely untrue in the first place.

Paragraph five

Here is the fifth paragraph without its first or **topic sentence**.

It's good to find out what's going on - or what people think is going on. Sometimes there is some truth behind rumours. That's why I will always keep some time for 'social media'. Perhaps I will switch on at lunchtime and straight after school. I will leave a bit of time in my life for social media. At the moment social media leaves a bit of time for my life.



What is this paragraph mainly about? Choose one topic:

1. Rumours	
2. Social media	
3. Keeping in touch	
4. Something else. Write your own idea for the paragraph topic here:	

Topic sentence

Now write a first, **topic sentence** for paragraph five. Use at least one word that links the paragraph to paragraph **D**. You *could* (but you don't have to) start with these words:

On the other hand ...

Another paragraph?

Now think about likely topics for another paragraph.

Remember: the topic of the whole text is an individual's views on how they and their friends should/shouldn't use social media.

What I have learned	What I will do
How to use contrasting cohesive devices.	*Use my bookmark to help me with writing tasks where I am making comparisons.*

Extension task

Keep the bookmark of cohesive words with you and use it in your lessons. Try to use linking words in the first sentences of your paragraphs.

CHAPTER

12

Writing formally

SESSION 01: CHOOSING THE RIGHT WORDS

By the end of this session you should be much better at:

- choosing formal words that are appropriate for the audience.

Making informal words more formal

Read the start of a letter to a local newspaper on the next page. The writer needs to use a formal style.

Three different words or phrases are offered in each gap. Draw a circle around the most formal word or phrase.



Dear Sir or Madam,

I wonder if any of your readers are as concerned / hacked off / bothered as I am about the nasty / manky / deplorable state of the playground. I went there recently with my three-year-old kid / brat / child, only to find that the slide was mashed up / wrecked / grotty. When we tried it, we discovered that the once shiny / fab / nice surface had been covered in yellow paint. The paint was dry but it had taken away / messed up / ruined the slide's slippery surface so that it no longer worked.

Below is the ending of the letter. The **blue** words or phrases are not formal enough. Write over each **blue** word or phrase a formal word that means the same thing.

hooligans

*It seems that **yobs** are doing a lot of damage. However, they are not to blame for the state of the roundabout. It simply didn't **go**. It's about time the council looked after the **slide, roundabout and things** and stopped **copping out**.*

Yours faithfully,

Mr Mark Oaner

Making formal choices

Imagine this: you have been on holiday and a lot went wrong with it.

You are going to write to the holiday company (or hotel owner) complaining and asking for your money back. You need to choose words that are clear, formal and certainly not insulting!

Your letter could begin with the sentences below. You will see that some examples of alternative, informal choices are crossed through. Finish the letter with your own ideas and formal words.

Dear Manager of Overlook Hotel,

I am ~~well fed up~~ unhappy about my stay in your ~~dump of a~~ hotel. The staff were ~~a joke~~ rude and very often they seemed to have just ~~bunked off~~ disappeared. When I did find a member of staff they were ~~useless~~ unhelpful or even weird ...

Synonyms

Look at the lists of three words below. Which word (or phrase) in each three is the most formal? Circle your answer. The first two have been done for you as examples.

1	(meal)	grub	chow
2	bloke	server	(waiter)
3	toilet	loo	bog
4	dessert	pud	afters

5	boo-boo	mistake	bungle
6	threw up	vomited	was sick
8	hopeless	rubbish	incompetent
9	got	received	was given
10	inform you	fill you in	tell you

What I have learned	What I will do
How to adapt my language for a formal audience.	*Next time I write to a teacher or professional person, I will choose more formal words where appropriate.*

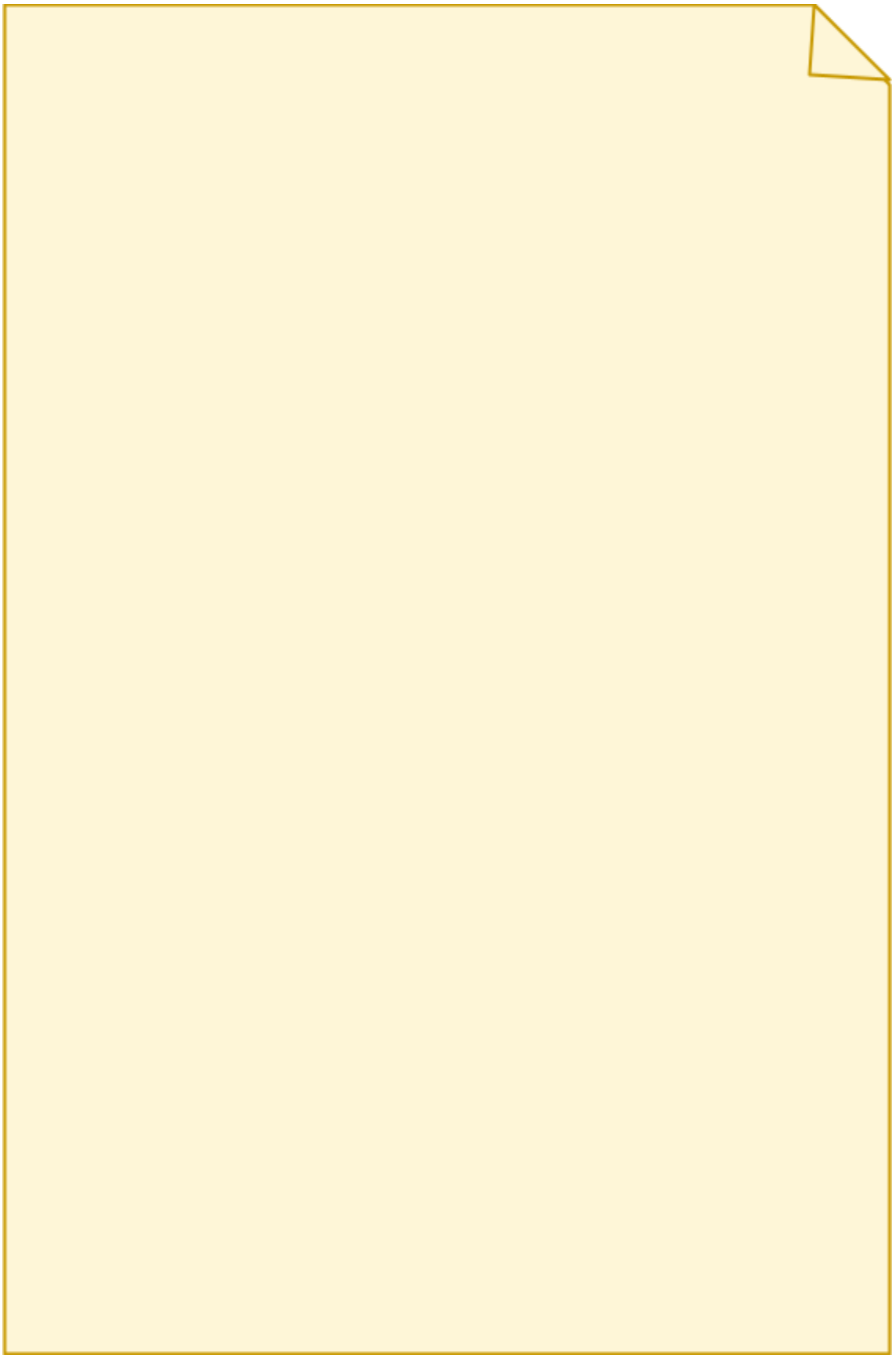
Extension task

Making a formal complaint

Now imagine you have been to a restaurant or café, and you were unhappy with an aspect of the service. Maybe you had a hair in your sandwich, the chips were like cardboard or one of the staff was rude – or all of those things happened in one visit!

Write a short letter of complaint. Remember to choose formal, polite but firm words, and to make your demand for compensation clear. These questions will help you come up with some ideas.

- What sort of restaurant did you go to?
- What was the food like?
- What was the building like?
- What was the service like?
- What happened?
- What do you want now?



Finish the letter on your own paper if you need to.

Writing formally

SESSION 02: CHOOSING THE RIGHT TONE

CHAPTER

12

By the end of this session you should be much better at:

- writing with a formal tone and grammar when appropriate for the audience.

Letters to parents about uniform

On the next page is a letter to parents. Read the letter carefully, and then:

- decide what is wrong with the letter
- underline at least three parts of the letter that need changing
- write your ideas for improving the letter in the column.

Underline a maximum of six words at a time.

	How I would make the letter better
olks. *just gotta tell you what's on my mind about uniform. The kids what come to this school just aren't wearing it properly. Some of them's wearing brown shoes, some of them's wearing black, and just the other day I found one young clown with yellow trainers on her tootsies.* *l, it's got to stop, know what I mean? You've got to start sending your darlings to school properly dressed - or I am going to get well heavy about it.* *ry to rattle on, but rules is rules.* *ya!* *rlie Rackpot* *dteacher*	

Ideas board

Think about what a headteacher is likely to worry about when it comes to uniform. Make a list. You can use these ideas in the letter you will be working on next.

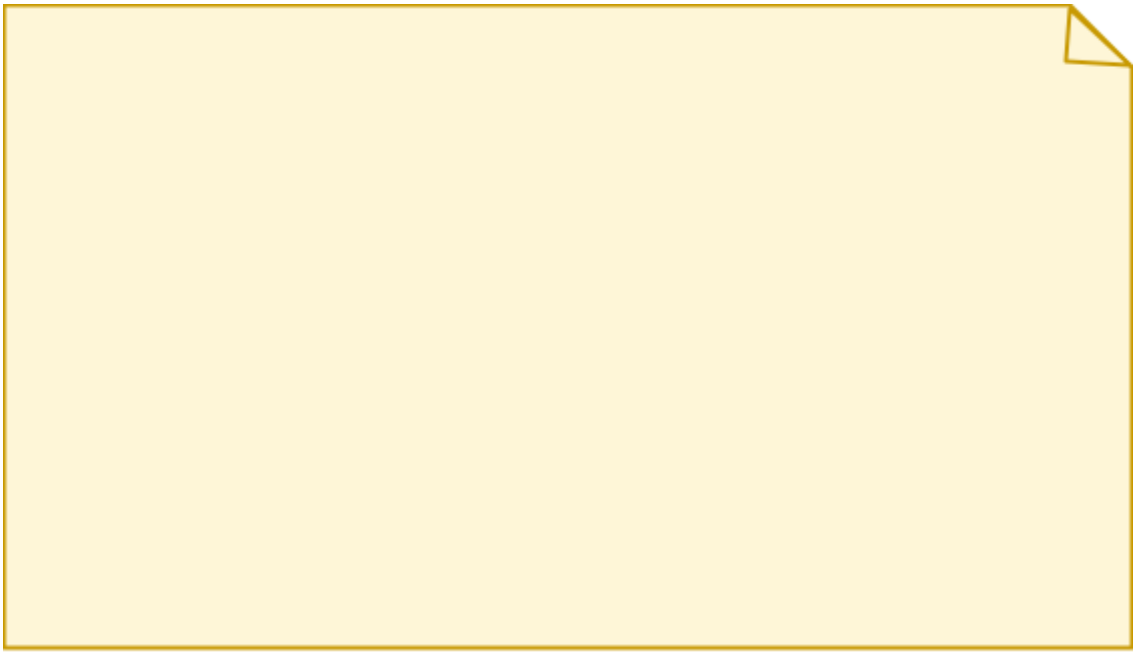


A more formal letter

Now look below at the opening to a letter to parents about uniform. The words next to the letter show you what the writer was thinking as they wrote the letter:

r Parents,	This is polite and shows respect for parents.
delightful to see just how smart most of our young people look in their new school uniform. However, a few students seem to be struggling to keep up the standards of the rest of the school.	Start on a positive note.
ve noticed that a small number of students seem to be unclear about the rules about footwear. All students should be wearing black lace-up shoes. Other colours and styles are not acceptable ...	I should express this so that students not in correct uniform have made a mistake rather than being naughty. The phrase 'seem to be unclear' is less accusing. This is a firm, no-nonsense statement so that the message of the letter does not get lost.

Finish the letter here:



Your own formal letter

Write your own letter to parents about a sensitive topic: for example, the importance of

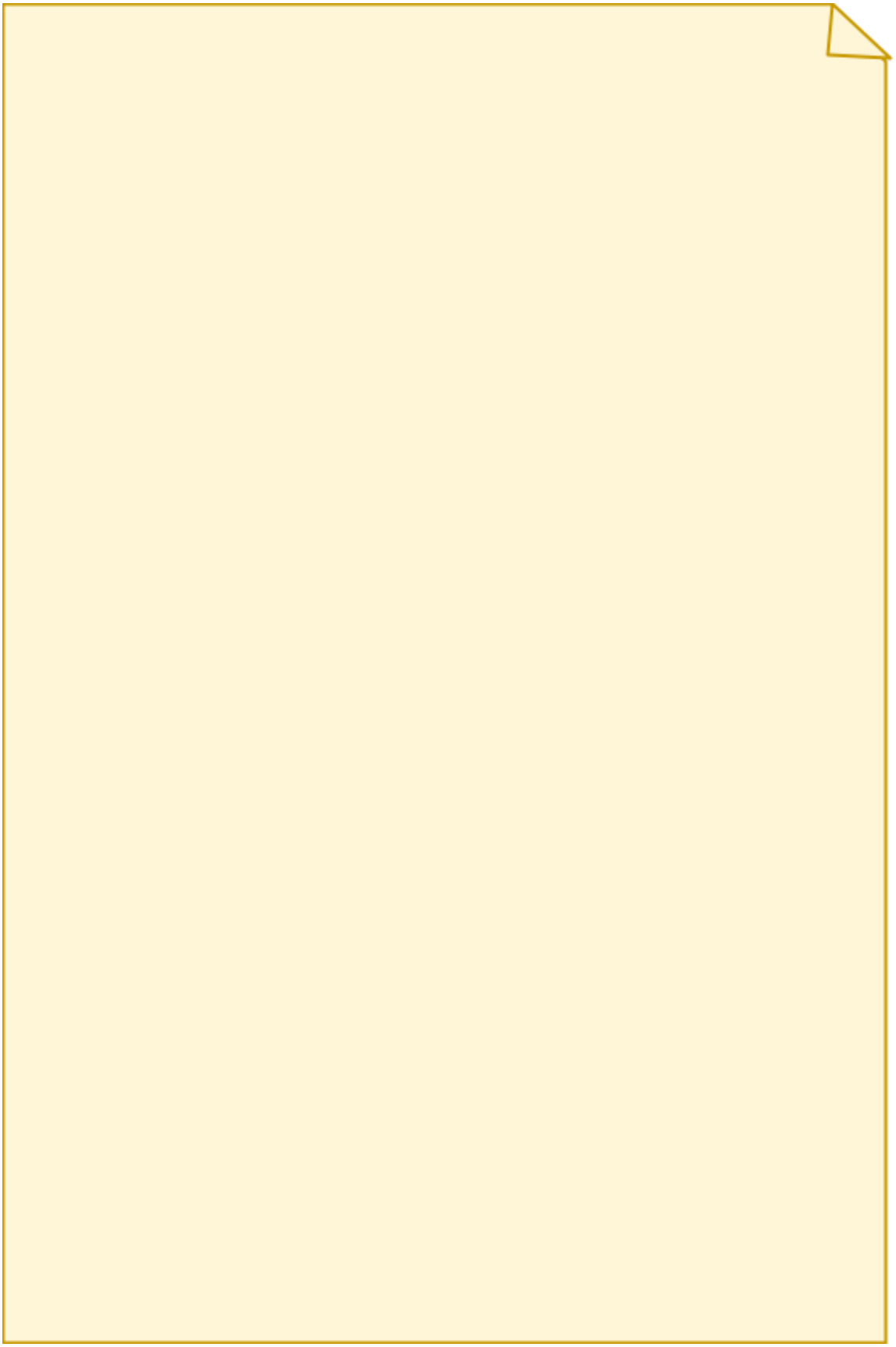
- arriving on time for school
- bringing equipment
- behaving on school buses
- something else.

Think about the sorts of words you should use before you write the whole letter. For example, make sure that you are polite and considerate. Here are some sentence starts that might help.

- We are all late sometimes for reasons we cannot help …
- We all live busy lives and everyone forgets a pen or a book occasionally …

- We know that young people are often excited to go home after a hard day at school …

Write your letter here:



Use more paper if you need to.

What I have learned	What I will do
How to use the correct tone in my writing.	*Next time I complete a piece of writing in geography I will check it to make sure the tone is appropriate and change any necessary words.*

Extension task

Find some examples of your own writing.

- See where you could have used a more formal and clear style in your writing.
- Try to rewrite a part of your writing, using a more formal vocabulary and a less chatty style.
- Show your teacher how you have rewritten something to improve it.

Choosing effective words

CHAPTER 13

SESSION 01: SETTING AND ATMOSPHERE

By the end of this session you should be much better at:

- understanding how writers choose words to create a particular atmosphere.

Words suggesting 'fear'

Here are ten words that suggest 'fear'.

afraid	horror	terror	distress	alarm
dread	fright	anxiety	panic	worry

Put the words into rank order from the word that is used for the smallest amount of fear (number 1) up to the biggest (number 10).

1		**2**	
3		**4**	

5	
7	
9	

6	
8	
10	

Words about the weather

Writers choose their words carefully to create a mood or atmosphere.

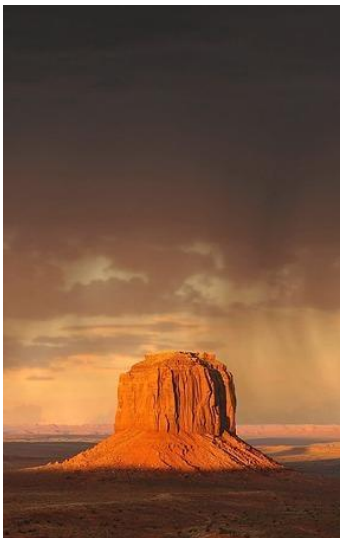
Read this section from the novel *Holes* by Louis Sachar (1998).

There was a change in the weather.

For the worse.

The air became unbearably humid. Stanley was drenched in sweat. Beads of moisture ran down the handle of his shovel. It was almost as if the temperature had gotten so hot that the air itself was sweating.

A loud boom of thunder echoed across the empty lake.



The writer tells us that the weather is going to get worse – much hotter and damper. The underlined words and phrases show us that the heat is damp.

Underline one more word that shows us that the heat is wet.

Building an atmosphere with words

Here is how the description continues. Underline any words or phrases about the weather and the land. Three have been done for you.

A storm was way off to the west, beyond the mountains. Stanley could count more than thirty seconds between the flash of lightning and the clap of thunder. That was how far away the storm was. Sound travels a great distance across a barren wasteland.



Usually, Stanley couldn't see the mountains at this time of day. The only time they were visible was just at sunup, before the air became hazy. Now, however, the sky was very dark off to the west, and every time the lightning flashed, the dark shape of the mountains would briefly appear.

Choose four words or phrases about the weather and/or the land. Explain what atmosphere or picture each one helps to create. Two examples have been done for you.

Word or phrase	**Atmosphere or picture**
'barren wasteland'	'Barren' makes us think of things that are dead or dying.
'dark shape of the mountains'	'Dark' suggests danger and threat.

Identifying an atmosphere

Read this section from the novel *Coraline* by Neil Gaiman (2002).

The day after they moved in, Coraline went exploring.

She explored the garden. It was a big garden: at the very back was an old tennis court, but no one in the house played tennis and the fence around the court had holes in it and the net had mostly rotted away; there was an old rose garden, filled with stunted, flyblown rose bushes; there was a rockery that was all rocks; there was a fairy ring, made of squidgy brown toadstools which smelled dreadful if you accidentally trod on them.

What atmosphere does the garden have? Circle any of the following words that fit the atmosphere of the garden:

happy unloved lovely neglected sad

Write down any other words you can think of to describe the atmosphere of the garden.





Read again the section from *Coraline* above. Underline any words and phrases that help to create the atmosphere. Two suggestions have been underlined for you.

A different mood

Look at the words you have underlined in the *Coraline* extract you read. Now try to create a more positive mood and atmosphere just by using different words and phrases.

For example, you could make these changes:

Words in *Coraline*	Words to create a more positive atmosphere
…**old** tennis court	… **modern** tennis court
…the fence around the court had **holes in it**	… the fence around the court **was in perfect order**

Now change some of the words you underlined, so that you create a more positive atmosphere for the garden. Write down the atmosphere you are trying to create.

Words in *Coraline*	Words to create a atmosphere

You might need to rewrite parts of *Coraline* to make the atmosphere more positive.

What I have learned	What I will do

How authors can create atmosphere and setting.	*When I read the next chapter of my reading book I will make a note of all the words that help to create the atmosphere or setting.*

Extension task

If you look up a word in a thesaurus, you will find a list of other words that mean roughly the same. Be careful though: don't choose a word from a thesaurus list unless you know what the word means. Words might only mean the same as each other in certain circumstances. For example, if you looked up 'stunted' in a thesaurus, you might be offered 'small', 'restricted', 'curbed', 'diminutive', and other words instead. Most of these words would not make sense in the *Coraline* extract. A thesaurus is best for getting a word you already knew from the back of your mind.

Look again at the *Coraline* extract. Find a good alternative for the words in the table below.

Word from *Coraline*	**My alternative word**
explored	
big	
rotted	
dreadful	

Choosing effective words

CHAPTER 13

SESSION 02: CREATING ATMOSPHERE/CHARACTERS

By the end of this session you should be much better at:

- understanding how writers choose words to create a character.

Creating atmosphere with words

Read this short description:

*The sky was **black** and the trees **moved** in the night breeze. All along the edge of the lake, creatures **walked slowly**. The forest seemed **big** to the boy as he **made his way** through the **thick** undergrowth.*



Choose an atmosphere you would like to create for this description by circling ONE of the words below:

mysterious frightening relaxed tense

You could create a relaxed atmosphere by choosing these words for the first sentence:

*The sky was **shady** and the trees **gently waved** in the night breeze.*

In the text below, write in more interesting words to replace the ones that were in blue above. Use words that will help you create a different atmosphere.

The sky was *and the trees*

in the night breeze. All along the edge of the lake, creatures *. The forest seemed to the boy as he through the* *undergrowth.*

Choosing words carefully

Read through all these words that could be used to describe a soldier:

unafraid	strong	powerful	brave
daring	weak	heroic	afraid
fearless	fragile	courageous	gallant
resilient	valiant	cowardly	keen
super-human	adventurous	frightened	scared
faint-hearted	confident	bold	anxious
terrified	troubled	undaunted	daunted

Some of these words would give a positive view of the soldier. Some would give a negative view. For example:

Positive	Negative
Resilient – able to recover quickly from difficult circumstances	**Faint-hearted** – timid and easily scared
Undaunted – not put off or worried	**Daunted** – easily put off
Valiant – showing bravery and determination	

Look at the rest of the words. Write five of these words into the positive or the negative column below, with definitions for each word.

Positive	Negative

Describing a character









Choose one of the pictures of soldiers. Describe the soldier, using five of your positive or negative words as appropriate.

If you are really stuck and your teacher suggests that it would help you, then instead you could put words into the spaces below.

Always , the soldier moved away from the battle proving his . He knew that he was and this knowledge him. He was a .

Share your description

Show your soldier description to someone else, and read what they have written. Talk to that person about the words you have chosen, and the words they have chosen. Try to help each other to make the descriptions even better.

Remember: the description should be either positive OR negative.

Different views of people



Now choose a person from the pictures on the last page.

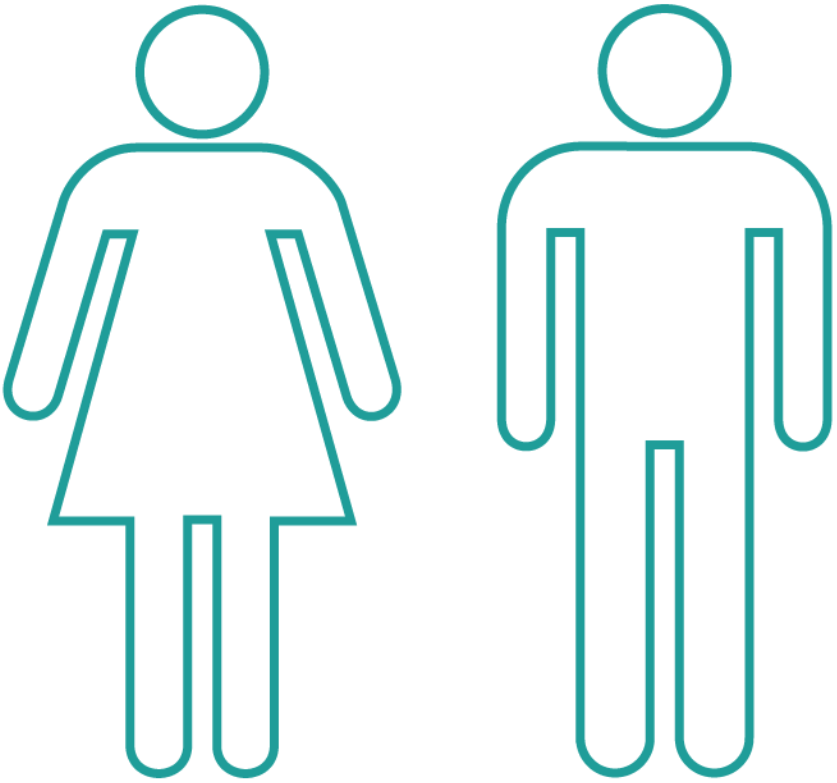
Decide what sort of view of the person you would like to suggest when you describe them. For example, they could be:

- a person to be admired
- a villain
- a good actor
- a poor boss.

What view of the person will your description try to create?

In the people outlines below, write down some words that would help you to describe the person in the view you have chosen for them.

Words I could use in my description:



Use your word list to write a description of the person.

What I have learned	What I will do
How to choose words to create a character.	*Next time I write a story, I will brainstorm descriptive words to help develop my character.*