



**English
Mastery**

**Mastery Writing
Student Self-study
Workbook 2**

Mastery Writing Self-Study Unit 2: Parent and Student Guide

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



What will I do and learn?

- You will learn to write well-structured action stories and fantasy quests featuring an opening, problem, solution and happy ending.
- You will learn about key grammatical rules that will make your writing more accurate and precise.



How do I use the booklet?

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



How do the lessons work?

Each lesson is divided into four parts:

1. **Do Now** reviewing previously studied grammar: *5 minutes*
2. New grammar instruction and **exercise one**: *5 minutes*
3. Revision **exercises two and three**: *10 minutes*
4. **Error correction**. *5 minutes*
5. **Explanation** of how to structure your story: *10 minutes*
6. Planning and **writing** your story: *20 minutes*
7. Reading and **checking** your story: *5 minutes*



How can I check the quality of my writing?

- After finishing your writing, re-read and check through it. Circle the key vocabulary. Underline and label the Mastery Checks.
- Use the online [Cambridge Learner's Dictionary](#) to check any key vocabulary you do not know.
- If you have not used all the Mastery Checks or key vocabulary, edit your work to include them.



Can parents, carers and siblings help?

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

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



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

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

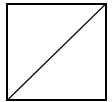
Lesson 1

Do Now

Task: Add in the correct **past simple** tense verb below.

bring	buy	do	lay	sew
-------	-----	----	-----	-----

1. Jen _____ a new hat.
2. Zara and Mia _____ their homework.
3. The Prime Minister _____ a wreath at the Cenotaph.
4. Gavin _____ a button onto his shirt.
5. Shu-Wei _____ some crisps to the party.



Exercise 1

Here is some grammar explanation to help you with Exercise 1.

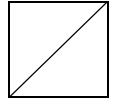
When trying to punctuate a subordinate clause and list:

- **First**, find the **independent clause** in the sentence.
- **Next**, punctuate the **subordinate clause**.
- **Finally**, punctuate the list.

Task: Punctuate these sentences correctly

1. As Kevin fell off his horse rolled down the hill and landed in a puddle he saw his life flash before his eyes.
2. The library is open on Friday Saturday and Sunday.
3. Every Saturday evening they watched films whilst they ate popcorn chocolate and crisps.
4. Whilst the pigs made evil plans drank beer in the farmhouse and wore Mr Jones's clothes Boxer was completely unaware of what was going on.
5. As the storm was wrecking the ship Ariel appeared as fire a demon and even the sea god Neptune.
6. As he thought about the journey Jason gathered up his keys wallet phone and watch.

7. Ever since Bernie Joanna and Archie arrived it's been chaos!
8. Whenever Felicia played the harp read her book or painted a picture her mother exclaimed "Look how talented my daughter is!"



Exercise 2

Exercise 2

If we use lists in a **prepositional phrase**, we can tell about all the different **places** something happened.

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

I like to play in my room, at my friend's house and at my cousin's flat.

Both of these **prepositional phrases** keep the commas where they are. They are punctuated like a normal list.

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

In my room, at my friend's house and in my cousin's flat, I like to play.

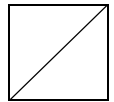


This is the **prepositional phrase**. **It doesn't make sense on its own**, but it gives more information about **where** I like to play.

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

Task: Punctuate the sentences correctly.

1. George Orwell wrote books in a café at his house and on the streets of Paris.
2. He lived in India England France and Spain.
3. In the barn in the field and at the water trough all the animals were working hard.
4. The workhouse Animal Farm and Caliban's island are all places where people worked for little or no pay.
5. Puck put the love potion on Lysander Demetrius and Titania.
6. Dickens Orwell and Conan Doyle wrote stories that were published in England.




Exercise 3

Exercise 3

We have already looked at the difference between **fragments** and **subordinate clauses**.

A **fragment** is an incomplete sentence that does not have **a subject**, **a verb** or does not **makes sense on its own**.

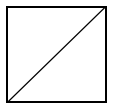
Subordinate clauses are parts of sentences. They add information to the **independent clause**. **They do not make sense on their own**.



DEFINITION: Temporal clauses are a type of subordinate clause. They tell us **when** the event in the independent clause happened. **Prepositional phrases** tell us where it happened.

TASK: Decide whether the examples use prepositional phrases, temporal clauses or are fragments?

Sentence	Correct/ Fragment?	If correct, does it have a temporal clause/prepositional phrase?
1. I call my aunt at 3 o'clock, 5 o'clock and 7 o'clock.		
2. Unless this behaviour stops soon.		
3. I keep pet spiders in my house, on top of my locker and in my garden		
4. Although the bottle was smooth and green.		
5. Because of the terrible rain, violent storms and loud thunder.		
6. It landed in the bin.		
7. The teenagers raced to the back of the bus.		



Error Correction

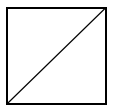
Correct the errors in this passage (There are 10 errors)

When he was younger Henry was a very athletic young man. He enjoyed sport and often played dangerous games. When he went jousting hunting and horse riding he was energetic and happy. The best times of his life were spent in the forest.

Back at the palace he had an accident when he was jousting in a competition. He wounded his leg and fell off his horse. Many people thought he was going to die, but he survived.

During February March and April he was forced to stay in bed. He applied a mixture of mashed worms the bone marrow of a pig and the hair from a black cat to the wound every day. He was very bad tempered, whilst he was ill.

Eventually Henry got slightly better. His bruises and broken bones healed. On his leg the wound still festered. Years later, he had still not recovered.



Writing

You are going to write an action story. It builds on the problem-solution story structure. It's important to remember that the hero escapes danger through **skill** and **not magic**. We will learn about magical stories and fantasy quests later.

Let's look at the structure for an action story.

Grammar


It's important to remember that the hero escapes danger through **skill** and **not magic**. We will come to magical stories later.

Part 1: Opening	We meet a hero who is attempting a difficult task and has one extraordinary skill to help them.	
Part 2: Problem	The hero encounters a problem along the way.	
Part 3: Solution	They use their skill to overcome the problem and accomplish their task.	
Part 4: Happy ending	They are rewarded.	

Before you write your action story, plan the story in the boxes on the next page. Use the slide below to help you.

Grammar

Write the outline of your story into the boxes so that you have a plan. You may use this example.



Bill

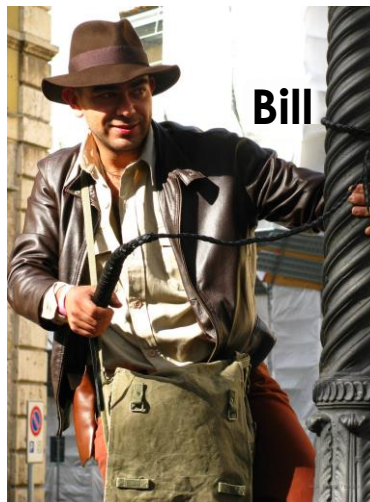
Here is one way you could use the picture.

Part 1: Opening	Part 2: Problem
The archaeologist, Bill, needed to rescue an ancient vase from an Egyptian tomb. He was armed with only his whip.	When he picked up the vase, lots of traps were triggered. A pit opened up in front of the exit.
Part 3: Solution	Part 4: Happy Ending
He used his whip to attach to a column across the pit and swung across.	He gave the vase to the Museum of Egypt and was rewarded for his heroism.

desert	golden	hieroglyphics	artefact
priceless	statue	rubble	perilous

Story Writing:

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



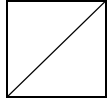
Part one: Opening		Part two: Problem	
Part three: Solution		Part four: Happy ending	
Vocabulary			
desert	golden	hieroglyphics	artefact
priceless	statue	ruddle	perilous
Mastery Checks			
Mastery Check 1		Mastery Check 2	Mastery Check 3
I have not used any fragments.		I have included a prepositional phrase with a list in it and punctuated it correctly.	I have included a temporal clause with a list in it and punctuated it correctly.
Crafting check: I have written a problem solved action story with an opening, a problem, a solution and a happy ending.			

Lesson 2

Do Now:

TASK: Add temporal clauses to the independent clauses given below. Make sure to punctuate them correctly.

1. Damien played rugby.
2. Simone won the gymnastics competition.
3. Matthew dove into the sparkling blue pool.



Exercise 1

Exercise 1
So far, we have learned how to punctuate lists in prepositional phrases and in temporal clauses.


If you get stuck...

- First, find the **independent clause** in the sentence.
- Next, punctuate the **subordinate clause**.
- Finally, punctuate the list.

DEFINITION: An **independent clause** is a group of words that contains a **subject** and a **main verb**. **It makes sense on its own.**

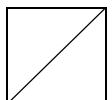
DEFINITION: A **subordinate clause** adds extra information to an **independent clause**. **It does not make sense on its own.**

In the barn, in the field, and at the water trough, **all the animals were working hard.**



TASK: Punctuate these sentences correctly.

1. As I ate my sandwich with ham lettuce tomatoes and pickles I noticed that the chef had left out the chicken.
2. Nearby three llamas four goats and an emu waited to be fed.
3. Whenever Dillan Bernard or Tristan stumbled a buzzer would sound.
4. Within the grounds gardens or car par, it is forbidden to exercise dogs.
5. If you leave the house car or garage, remember to lock the doors.



Exercise 2

Exercise 1
So far, we have learned how to punctuate lists in **prepositional phrases** and in **temporal clauses**.


If you get stuck...

- First, find the **independent clause** in the sentence.
- Next, punctuate the **subordinate clause**.
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DEFINITION: An **independent clause** is a group of words that contains a **subject** and a **main verb**. **It makes sense on its own.**

DEFINITION: A **subordinate clause** adds extra information to an **independent clause**. **It does not make sense on its own.**

In the barn, in the field, and at the water trough, **all the animals were working hard.**



Grammar

If he washes the dishes, Jim can watch TV.
This tells us that Jim can watch TV, but adds the information that it is dependent on him doing the dishes.

Although she felt sick, Adeysia still went to the party.
Here, we learn that Adeysia attended the party and that she didn't feel well.

Unless I run every day, I won't win the race.
The person explains the way she will win. We know she needs to run each day.

Remember, if the **subordinate clause** comes before the **independent clause**, put the comma after it. **It cannot be a sentence on its own.**

Remember, if the subordinate clause comes after the independent clause, it does not need a comma.

I will play video games rather than eat my dinner.
This adds the information that the person will play video games instead of having her dinner.

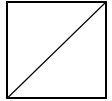
Bob will go to France whether it's raining or sunny.
This **subordinate clause** adds in the information that Bob will go to France regardless of the weather.

Sue finds carrot cakes delicious because she likes carrots.
Here, we learn that Sue's enjoyment of carrot cakes is caused by her love of carrots.

Grammar

TASK: Punctuate these sentences correctly.

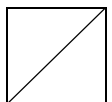
1. Although James loved basketball he represented his school in badminton.
2. You may go outside if you have finished your work.
3. Unless Dad made the phone call Jane would not be allowed on the school trip.
4. Even though Andrea loved playing Angry Birds she stopped playing to do her homework.
5. Max started to improve his performance because Sandeep had joined the team.



Exercise 3

TASK: Below are subordinate clauses. Make up your own independent clause to complete the sentence. These can be either before or after the subordinate clause.

1	Rather than eating the entire cheesecake	
2		even though the phone was ringing
3	Despite eating all the melon	
4		because you can swim
5	Whether Jodie buys the dress or not	



Error Correction

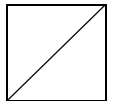
Correct the errors in this passage. There are 7 errors.

King Henry's final wife was called Catherine Parr. She was about the same age as him. She was very kind and spent a lot of time looking after the sick old king.

Catherine Parr was incredibly intelligent. She spoke French Latin and Italian. Because she was interested in religion. She wrote a book about how to be a good Christian. It was called 'Lamentations of a Sinner'.

When King Henry was away fighting battles she ruled in his place. When someone ruled a country for a monarch, they was called a regent. Queen Catherine was a regent for nearly a year. If Henry had been killed she would have ruled until his children were old enough to do so. Until the king returned she was in complete control of the country.

King Henry died in 1547. In order to let the new King Edward rule from London without her. Catherine decided to live in the countryside.




Writing

In this lesson, we will focus on the openings of action stories in more detail.

Grammar





Part 1: Opening

We meet a hero who is attempting a difficult task and has one extraordinary skill to help them.



The opening of a problem solved action story should do the following:

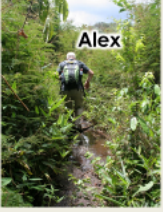
- Introduce the hero
- Tell the reader what they are attempting to do
- Make it clear what their extraordinary skill is

The information below will help you plan your story in more detail in the boxes.

Grammar

Write the outline of your story into the boxes so that you have a plan. You may use this example.



Alex

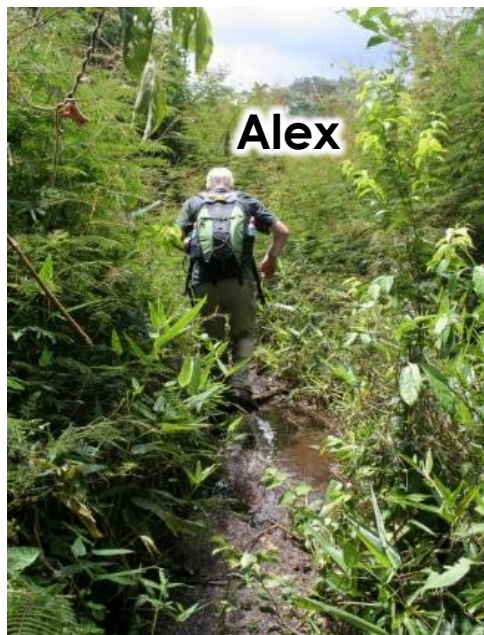
Part 1: Opening	Part 2: Problem
Alex M was a renowned biologist. He was trying to find the last two Amachu Monkeys alive.	As he was nearing the monkey, a tiger leapt in front of him and roared.
Part 3: Solution	Part 4: Happy Ending
Alex knew all about tigers because they eat Amachu Monkeys. He made himself look big and made a noise he knew would repel it. The tiger stalked away.	Alex found the endangered Monkeys, and brought them into captivity to protect them until they were strong.

Here is an example of a problem solved action story that uses this image as the opening.

undergrowth	backpack	endangered	predator
machete	compass	terror	basecamp

Story Writing:

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



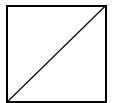
Part one: Opening		Part two: Problem	
Part three: Solution		Part four: Happy ending	
Vocabulary			
undergrowth	backpack	endangered	predator
machete	compass	terror	basecamp
Mastery Checks			
Mastery Check 1		Mastery Check 2	Mastery Check 3
I have not used any fragments.		I have included a temporal clause with a list in it and punctuated it correctly.	I have included a subordinate clause that is not a temporal clause or prepositional phrase.
Crafting check: I have written a problem solved action story with an opening, a problem, a solution and a happy ending.			

Lesson 3

Do Now

TASK: Punctuate these sentences correctly.

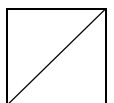
1. Because the sweets were in plain sight Sharmin was tempted to eat them.
2. Provided that he got good results Brendon's mother would take him out for a treat.
3. Rather than working hard for his mother's treat Brendon just wanted to do his best.



Exercise 1

TASK: Punctuate these sentences correctly

1. Provided that you have finished your homework your chores and the washing up you may watch TV.
2. When he raised funds for the library the canteen and the PE department the school gave him a badge.
3. The garden would have too many weeds pests and insects if it ran wild.
4. You will have to go home until you sign the register a permission form and the contract.
5. Vegetables fruit and grains are good for you when you eat lots of them.
6. In the kitchen Macy prepared the carrots peas broccoli and potatoes the day before.
7. Cigarettes are bad for you because they cause cancer in your lungs blood and liver.



Exercise 2

Exercise 2

We have looked at several ways that we can combine **independent clauses** with a **subordinate clause**. Now we are going to look at how to add more than one **subordinate clause** to an **independent clause**.

After dinner, Christina played video games in her room.

This is a temporal clause. This is an independent clause. This is a prepositional phrase.

RULE:


- The **subordinate clause** that comes **before** the independent clause is separated from the **independent clause** with a **comma**.
- The **subordinate clause** that comes **after** the **independent clause** does not need a comma.

Grammar

It doesn't matter which way round the **subordinate clauses** go.

The writer makes a choice about which information to include first.

This sentence is grammatically correct, but does not "sound right".



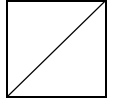
In her room, Christina played video games after dinner.

This is a prepositional phrase. This is an independent clause. This is a temporal clause.

In this example, it would probably be better to say, **After dinner, Christina played video games in her room.**

TASK: Circle the subordinate clauses and underline the independent clauses.

- 1) In the garage, Ben kept all of his old toys for years.
- 2) After a little while, Becca swept out the leaves from under the bench.
- 3) In town, there are lots of places to eat after work.
- 4) At seven o'clock, Pedro liked to eat biscuits on his sofa.
- 5) In the folder, the pages stayed perfect for a long time.



Exercise 3

Grammar

Exercise 3
 We have learned a lot about proofreading our own work for errors. Now we are going to use the technical terms to explain how to fix the errors.

Here are the three most common errors students made:

- * **no comma after the temporal clause.**
- * **an extra comma in the list.**
- * **an extra comma after the independent clause.**

Match each sentence on the left to one of the three mistakes on the right, then correct the error. There is one correct sentence. Do not match this one to an error. The first one has been done for you.

Before he went to sleep Rob took off his glasses, and put on his shoes and socks. Brenda, Laura, and Harry couldn't decide what to eat. Whenever Wilma went upstairs she skipped the third step. Missy did not like football, basketball or rugby. You can play football, in the playground. My cupcake tasted of strawberry, coconut, and vanilla.

There is no comma after the temporal clause.

There is an extra comma in the list.

There is an extra comma after the independent clause.

TASK: The task is written at the bottom of the PowerPoint slide above. The first one has been done for you.

- | |
|-------------------------------------------------------------|
| 1. Before he went to sleep Rob took off his glasses. |
| 2. I eat porridge and toast, every morning. |
| 3. Brenda, Laura, and Harry couldn't decide what to eat. |
| 4. Whenever Wilma went upstairs she skipped the third step. |
| 5. Missy did not like football, basketball or rugby. |
| 6. You can play football, in the playground. |
| 7. My cupcake tasted of strawberry, coconut, and vanilla. |

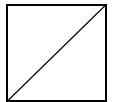


- | |
|-------------------------------------------------------|
| There is no comma after the temporal clause. |
| There is an extra comma in the list. |
| There is an extra comma after the independent clause. |

Error Correction. Correct the errors in this passage. There are 6 errors.

Just before dawn this morning. I woke up cold hungry and shivering. I dressed hurriedly in the cold and dark room. I had to light all the fires in the kitchen before the other servants came down.

Once I was downstairs I lit the kitchen fire so that the other servants could wash in warm water. One by one, they stumbled down. Cook came down last. She is usually bad tempered at this time in the morning. She scolded us fiercely for giggling, when Sarah dropped a pan. Although it was funny it was not worth the clip around the ear that I got for it afterwards! We thought we done well to be able to carry the pan. It was heavy!



Writing

In this lesson you are going to be focusing on the problem part of an action story in more detail.

Grammar

Part 2: Problem
The hero encounters a problem along the way.

The problem in a **problem solved action story** also does the following:

- It explains a problem the character(s) face(s)
- **Shows that the hero could die**
- **Sometimes shows that the problem is actually a person – a villain**

Use this slide to help you plan your writing in the boxes on the next page.

Grammar

Write the outline of your story into the boxes so that you have a plan. You may use this example.

Karl

Here an example of a **problem solved action story** that uses this image as the problem.

Part 1: Opening Karl led a life of secrecy as his super human strength meant he was different. He had to prevent Dr. Dark from blowing up the city.	Part 2: Problem Karl dressed as a detective and tracked down Dr. Dark. Dark surrounded him immediately with his henchmen.
Part 3: Solution Karl ripped off his coat and hat. His cloak billowed in the wind. He tore his way through the barriers and threw trucks in the air.	Part 4: Happy Ending Dr. Dark surrendered. Before the city could reward Karl, he flew off into the night. The people's safety was all the reward he needed.

crushed	darkness	duty	reputation
nemesis	cackled	terror	henchmen

Story Writing:

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

Karl



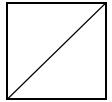
Part one: Opening		Part two: Problem	
Part three: Solution		Part four: Happy ending	
Vocabulary			
crushed	darkness	duty	reputation
nemesis	cackled	terror	henchmen
Mastery Checks			
Mastery Check 1		Mastery Check 2	Mastery Check 3
I have not used any fragments.		I have included a temporal clause with a list in it and punctuated it correctly.	I have included a subordinate clause that is not a temporal clause or prepositional phrase.
Crafting check: I have written a problem solved action story with an opening, a problem, a solution and a happy ending.			

Lesson 4

Do Now

TASK: Punctuate these sentences correctly.

1. All over town across fields and through the country bells rang out in celebration on Christmas day.
2. Tim loved reading books magazines and blogs as he went on journeys.
3. In cars trains and boats the small bible was placed in drawers for the weary traveller to read in his free time.
4. On the quiet island Andrew Cristina Marky and Paulo lived a quiet life until the tempest wrecked their peaceful ways.



Exercise 1

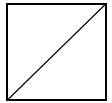
TASK: Match the sentence on the left to the mistake on the right, then correct the error. There is one correct sentence. Do not match this one to an error. The first one has been done for you.

1. They did their exams, in the summer.	There is no comma after the temporal clause.
2. Danielle messaged Crystal, Darren, and Samiha on the way to school.	There is an extra comma in the list.
3. His mum did the shopping, every Wednesday evening.	There is an extra comma after the independent clause.
4. In the morning Jessica ate cornflakes for breakfast.	
5. The deal included a sandwich, crisps, and a drink.	
6. Toddlers, teenagers and adults are all grumpy, in the morning.	
7. As they ate breakfast, Lana realised they were late.	

Exercise 2

TASK: This student has made several errors in their work. Some sentences are correct. Fix the errors.

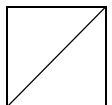
1. Even though my teacher asked me to write about Pancake Day I've never eaten a pancake I don't know what one is and I'm allergic to eggs.
2. I know that they involve flour eggs and milk.
3. A few days ago I asked if we were going to have them at home for breakfast lunch or pudding.
4. My sister said if you are prepared to buy the ingredients find an alternative to eggs and cook them yourself then you can have them.



Exercise 3

TASK: Look at the independent clauses below. Add in two more subordinate clauses to each independent clause. One should go before and one should go after the independent clause. One subordinate clause must include a list.

1. Paolo hated vegetables
2. you must not go into the dining hall
3. we love watching television.



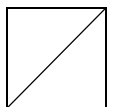
Error Correction

Correct the errors in this passage. There are **12 errors**.

After breakfast we went to church. Even though it rained, we walked over fields through the streets and up the hill to get to the chapel. It took an hour! I heard John and Grace laughing. Because Cook does not sing in tune she was making fun of her behind her back. I turned away because I don't want to get into any more trouble.

Later on that morning, I fetched water from the pump. Morning noon and night I had to go down to the well in the yard and fill up a wooden bucket with water. If people needed water, I brung it to them.

We had lunch, when we got back. Once I finished washing the pans scrubbing the floor and fetching the water I sat down to sew my new uniform in the kitchen. Although I like sitting down. It was really boring. While Sarah and I done our sewing, we could smell a treacle tart being baked.




Writing

We are now going to be looking at the “solution” section of an action story.

Grammar

Part 2: Solution

They use their skill to overcome the problem and accomplish their skill.



When we wrote love stories, we looked at how to make stories satisfying.

- Stories are more satisfying if the solution is prepared in the opening.
- Stories are also more satisfying if all the information given in the opening is used later on in the story.

For these reasons, it can be helpful to plan your story backwards from your solution.

Let's look at some examples. We will leave the happy ending out of the stories for now.


One technique you can use to help you write good solutions is Chekhov's gun. Here is some more information about it.

Grammar

*To make sure our stories are satisfying, we can use what is known as **Chekhov's Gun**.*

***Anton Chekhov** was a famous, Russian playwright and short-story writer. He also wrote tips for making great stories. Here is one of his tips:*

'If, at the start of your play, you have a gun hanging on the wall, then it must be fired at the end of your play'.



Chekhov's Gun is the idea that every individual part of the story should be important to the whole story.


- Ideas that are important to the whole story should be included early on.
- Ideas that are not important to the whole story should not be included.

Here is an example of how Chekhov's gun can work in a story.

Grammar

Let's look at how a story can be planned from solution to the opening. Remember:

- Ideas that are important to the whole story should be included early on
- Ideas that are not important to the whole story should not be included
- This is satisfying because the solution has been prepared. Jamila is able to solve the problem because she's a brilliant space engineer. This important idea is introduced early on.




Jamila

Part 1: Opening	Part 2: Problem	Part 3: Solution
Jamila was an excellent space engineer. She and her crew were on their way to a new planet.	The crew felt a shudder. They looked out of the window. Part of the engine was dangling outside!	Jamila left the rocket and fixed the broken engine on the side of the rocket.

Here is some information to help you plan your story.

Grammar

Write the outline of your story into the boxes so that you have a plan. You may use this example.



Here is an example of a problem solved action story that uses this image as the solution.

Part 1: Opening	Part 2: Problem
Antony was an expert helicopter pilot in the army. He was called to lead a team to rescue children from an orphanage that was on fire.	When the team arrived, the building was about to explode. There was hardly any time. His crew hesitated.
Part 3: Solution	Part 4: Happy Ending
He handed the cockpit to a crew member. He used a rope to help the children into the helicopter before dashing back to the cockpit.	He pulled the helicopter away just as the building exploded. He was given a medal for quick thinking and bravery.

deafening	emergency	duty	reputation
screamed	rescue	terror	perilous

Story Writing:

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



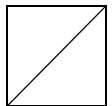
Part one: Opening		Part two: Problem	
Part three: Solution		Part four: Happy ending	
Vocabulary			
deafening	emergency	duty	reputation
screamed	rescue	terror	perilous
Mastery Checks			
Mastery Check 1		Mastery Check 2	Mastery Check 3
I have not used any fragments.		I have included two subordinate clauses with lists in them.	I have included at least one sentence with two subordinate clauses in it.
Crafting check: I have written a problem solved action story in which the solution is prepared in the opening and all the information in the opening is relevant later in the story.			

Lesson 5

Do Now:

TASK: Add in a listing temporal clause before the independent clause.

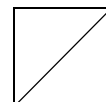
1	
	Marvin tripped over the step.
2	
	the robot learned how to play chess.
3	
	the child played with the balloon animal.



Exercise 1

TASK: Match the sentence on the left to the mistake on the right, then correct the error. There is one correct sentence. Do not match this one to an error. The first one has been done for you.

1. In the Percy Jackson books Rick Riordan wrote about myths.	There is no comma after the first subordinate clause.
2. His son asked him to tell him stories, that were like Greek myths.	
3. Riordan says that his son and Percy have the same sense of humour, age, and personality.	There is an extra comma in the list.
4. If Percy Jackson was based on the author's son he is also inspired by the author's students.	
5. Because his son has ADHD and dyslexia, so does Percy.	
6. These books are popular because they are exciting, gripping and teach you a lot.	There is an extra comma after the independent clause.
7. Although eight year olds can read them they still interest teenagers and adults.	



Exercise 2

DEFINITION: A **comma splice** is a common mistake. It occurs when two independent clauses have been joined by a comma. One way to correct a comma splice is to make the independent clauses into separate sentences.

Grammar

Exercise 2

So far, we have looked at how to join **subordinate clauses** and **independent clauses** together. When the **subordinate clause** is put at the front, it requires a comma to separate it from the **independent clause**.

Because Shannon got a higher mark, Gemma wasn't happy.

A common error that people make is to join two **independent clauses** with a comma.

Shannon got a higher mark, Gemma wasn't happy.

This is called a **comma splice**.
It is not correct.

Grammar

Exercise 2

This is an **independent clause**. It has **a subject** and a **verb AND expresses a complete idea**.

This is an **independent clause**. It has **a subject** and a **verb AND expresses a complete idea**.

Mud splashed on her dress, Gemma wasn't happy.

This is called a **comma splice**.
It is not correct.

It joins two **independent clauses** with a comma.

RULE: A comma splice happens when a comma joins two **independent clauses**. It is a **mistake**.

Exercise 2

This is a **subordinate clause**. It **doesn't express a complete idea**. It gives more information about the **independent clause**.

This is an **independent clause**. It has **a subject and a verb AND expresses a complete idea**.

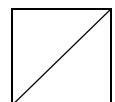
Because mud splashed on her dress, Gemma wasn't happy.

This a **correct sentence**.
It joins a subordinate clause with an independent clause.

RULE: A **comma splice** happens when a comma joins two **independent clauses**. It is a **mistake**.

TASK: Fix the following **comma splices** by making them into two separate sentences. Some sentences are correct. Do not change these.

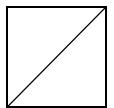
1. I didn't like the film, it was far too long.
2. Sara and Jerry are getting married in the autumn, they didn't want a summer wedding.
3. My favourite bands are all really loud because playing loud music is good for stress relief.
4. Baking cupcakes is amazing, they taste delicious.
5. The long, dark tunnel loomed before us, its darkness was almost intoxicating.
6. Nancy wanted to stand up for Oliver, her conscience was bothering her.
7. Because Bill was a nasty man, he hated Oliver for what he had done.
8. Conan Doyle wrote the novel Sherlock Holmes, he published each chapter in a magazine first.



Exercise 3

TASK: Correct the following sentences.

1. In a rush my younger brother ran across the road stepped out of his shoe and left it behind him.
2. Cars at the traffic lights honked their horns, flashed their lights, and shouted to get his attention.
3. As the lights changed he could no longer run into the road, retrieve his shoe, and put it back on.
4. Rather than risk his life he waited pressed the button on the pedestrian crossing and stood at the side of the road with just one shoe on his foot.
5. On the positive side most of the cars that went past saw the shoe, slowed down, and went round it.
6. Although several cars did drive over the shoe it remained intact, unbroken, and surprisingly clean.



Error Correction. Correct the errors in this passage. There are 6 errors.

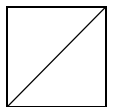
Later on the family ate their fine dinner. I rushed about all evening. As I collected pans scrubbed pots and fetched more water, I could hear the music and laughter from the dining room. It sounded like heaven! Although I wanted to go and see the beautiful ladies in their dresses jewels and finery, I was not allowed. John and Mark took some wine upstairs for the gentlemen.

“They were very handsome and rich, they are so lucky!” he said.

Mark said “They sat in the parlour drinking brandy, port and wine. I wish that I could be a gentleman instead of being rushed off my feet as a groom!”

As the night drew to a close, I felt like my feet was about to drop off. Sarah and I did not go upstairs straight away, we ate some bread and cheese. After we had climbed six flights of stairs, we said our prayers, got into our nightgowns, and went to bed.

“Just imagine if I was a fine lady” I thought. “How different my life would be!




Writing


In the next lesson, you will study a new story structure. This is the last action story you will write. For this final problem solved action story, you will form a happy ending. In an action story happy ending, the hero is rewarded

Grammar

Discuss what kind of reward would be most appropriate for each of these heroes.



It has always been Jamila's dream to discover a new planet. That's why she worked so hard to come top of her class in space school.




Jane loves her country and will do anything she can to protect it. The navy is her home and she has become a skilled captain over the years.

Here is some information to help you plan your story.

Grammar

Write the outline of your story into the boxes so that you have a plan.



Jamila

You can use some of the ideas we have discussed in previous lessons and the vocabulary below to help you.

Part 1: Opening	Part 2: Problem
We meet a hero who is attempting a difficult task and has one extraordinary skill to help them.	The hero encounters a problem along the way.
Part 3: Solution	Part 4: Happy Ending
They use their skill to overcome the problem and task.	They are rewarded.

deafening	emergency	pressure	void
oxygen	mission	terror	perilous

Story Writing:

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



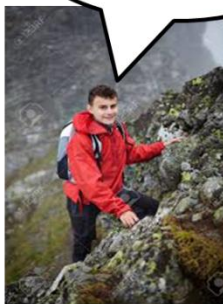
Jamila

Part one: Opening		Part two: Problem	
Part three: Solution		Part four: Happy ending	
Vocabulary			
deafening	emergency	pressure	void
oxygen	mission	terror	perilous
Mastery Checks			
Mastery Check 1		Mastery Check 2	Mastery Check 3
I have included two subordinate clauses with lists in them.		I have included at least one sentence with two subordinate clauses in it.	If I have used any comma splices, I have identified them.
Crafting check: I have written a problem solved action story with an appropriate happy ending for the hero.			

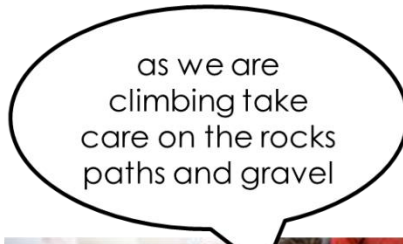
Lesson 6

Do Now:

TASK: Turn these into sentences that use speech punctuation and the name of the speaker.



Theo



the hiking instructor

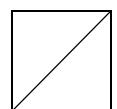


Brendon

1.

2.

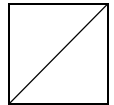
3.



Exercise 1

TASK: Fix these comma splices by making the independent clauses into separate sentences. Two sentences are correct. Do not change these.

- 1) The nurse screamed, she had seen a mouse.
- 2) It was a beautiful, sunny and warm day. I sat outside and sunbathed.
- 3) The long, hot days made me feel sleepy and tired, I couldn't bear the thought of any more heat.
- 4) The lark sang, the eagle soared.
- 5) Specks of dust flew through the air, the old bookshop felt as though nobody had been in there for centuries.
- 6) Orwell was very interested in language because he thought it influenced the way that people thought.



Exercise 2

Exercise 2

*Last lesson, we learned that **comma splices** occur when two **independent clauses** have been joined by a comma.*

Sally jumped over the fence, she was scared of dogs.

*We also learned that you can correct a **comma splice** by turning the **independent clauses** into separate sentences:*

Sally jumped over the fence. She was scared of dogs.

*There is a second way to correct a **comma splice**.*

RULE: You can correct a **comma splice** by changing one of the **independent clauses** into a **subordinate clause**.

Because she was scared of dogs, Sally jumped over the fence.



Exercise 2

To change an **independent clause** into a **subordinate clause**, we need to add a word or a phrase that means it does not make sense on its own without the **independent clause** anymore.

Grammar

 Sally jumped over the fence, she was scared of dogs.

She was scared of dogs

This is the second independent clause.



We can make this into a **subordinate clause**.

because she was scared of dogs.

Sally jumped over the fence **because** she was scared of dogs.



TASK: Fix the comma splices by adding in one of the words below to make second clause a subordinate clause.

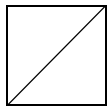
unless

although

because

as soon as

1. Susie, Ahmed and Chelsea all qualified for the 100 metre final, _____ they had all won their previous races.
2. Raelyn enjoyed the film, _____ she did not like the main character.
3. You can go to the football match, _____ you finish your homework.
4. Recycling is a good idea, _____ it costs more than throwing things away.



Exercise 3

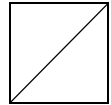
Correct the passage. There are 8 errors.

As charlotte and Sarah sat by the fire, Charlotte said, "it's not fair, although I done all my work well, I didn't get paid very much at all."

Sarah said, "when you get married, you will be able to stay at home all day. Your husband will have to work and earn money for you."

Charlotte replied, "If I got married, I would have to cook, clean and look after the children. I would also miss my friends, I wouldn't be allowed to work here anymore.

Sarah laughed she thought it was very funny that charlotte was angry. "Why don't you stay here and work forever?" she asked. "You could become the next cook."



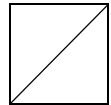
Error Correction

Correct the errors in this passage. There are 7 errors.

The Brontës were a Victorian family who lived in a village called Haworth. There were three sisters called Charlotte Emily and Anne. They became very famous authors and poets. They were very determined and independent. Charlotte Brontë said "I try to avoid looking forward or backward, and try to keep looking upward."

Their father was a vicar called Patrick Brontë and their brother was called Branwell. Because he couldn't cope when his wife died, their Aunt Elizabeth came to look after the family.

When they left school the sisters became governesses. A governess lived with rich families and taught the children maths English and French. None of the Brontës enjoyed being a governess, they thought that the children were spoiled and rude. The sisters wanted to set up a school together. Although Charlotte and Emily spent a year abroad to improve their French. They had to come back early because their Aunt Elizabeth died and their brother was addicted to drink and drugs.







Writing


Over the last five lessons, you have learnt how to write a problem-solution action story. In the past, you have learnt how to write a problem-solution love story. In the next few lessons, we are going to look at a new story type called a fantasy quest.

Here is the outline of a fantasy quest story:

Grammar

***Fantasy quests** follow a similar structure, but there are some key differences:*

Part 1: Opening	The hero is sent on a journey to find a great treasure. They are given a magical object to help them.	
Part 2: Problem	The hero encounters a monster along the way.	
Part 3: Solution	They use the magical object to overcome the problem and reach the treasure.	
Part 4: Happy Ending	The hero returns home and is rewarded.	



It is also important to learn about what heroes in a fantasy quest are like.

Grammar

*The hero in a **fantasy quest** is quite different.*

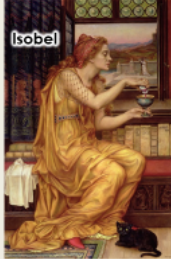


- They are young or inexperienced
- Although they are brave, they don't have a particular skill
- The person tells them about their quest and gives them a magical object to help them
- The treasure they are looking for can be a special person e.g. someone they must rescue. Something terrible will happen if they don't go

Here is an example to help you plan your story. You can plan your story in the boxes on the next page.

Grammar

Write the outline of your story into the boxes so that you have a plan. You may use this example.



Isobel

Part 1: Opening	Part 2: Problem
The witch, Isobel, sent Ata to find a magic herb guarded by a troll in the caves to heal his grandfather. She gave him a potion to give him perfect aim.	Ata set out on his journey and entered the caves. The troll was bigger than he had ever imagined. It blocked the herb completely.
Part 3: Solution	Part 4: Happy Ending
Ata drank the potion and threw a rock at the troll. It landed right between its eyes. Whilst it reacted, Ata grabbed the herb and ran.	Ata ran back to the village as soon as he could to give the herb to Isobel. She used it to make a potion which saved his sick grandfather.

Here an example of a fantasy quest story that uses this image as the opening.

grotesque	groaned	scrambled	escape
determined	trapped	thumped	terror

Story Writing:

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

Isobel



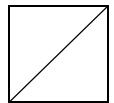
Part one: Opening		Part two: Problem	
Part three: Solution		Part four: Happy ending	
Vocabulary			
grotesque	groaned	scrambled	escape
determined	trapped	thumped	terror
Mastery Checks			
Mastery Check 1		Mastery Check 2	
I have avoided comma splices.		I have included speech and punctuated it correctly.	
		Mastery Check 3	
		I have used capital letters correctly.	
Crafting check: I have written a fantasy quest with an appropriate opening.			

Lesson 7

Do Now:

TASK: Fix comma splices by making the independent clauses into separate sentences.

1. I bought a new pen and pencil for the start of term, I like to be prepared.
2. Maisie's dog is called Jethro, it barks a lot.
3. I love apple pie, dessert is my favourite part of a meal.
4. The beetle ran across the scorching sand every evening, it liked to sleep under a certain rock.
5. It's really hot outside, people are buying icecream, sun tan lotion and sunglasses.



Exercise 1

Grammar

Exercise 1

RULE: You can correct a **comma splice** by changing one of the **independent clauses** into a **subordinate clause**.

To make the clause into a **subordinate clause**, we can add a word or a phrase which means that the **independent clause** will no longer make sense on its own but the **whole sentence** will.

Here are some examples:

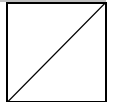
- ✗ Susie, Ahmed and Chelsea all qualified for the 100 metre final, they had all won their previous races.
- ✓ Susie, Ahmed and Chelsea all qualified for the 100 metre final **because** they had all won their previous races.
- ✗ Holmes is an excellent detective, Irene Adler outsmarted him in 'A Scandal in Bohemia'.
- ✓ Holmes is an excellent detective **even though** Irene Adler outsmarted him in 'A Scandal in Bohemia'.

TASK: Fix these comma splices by turning them into a sentence with one independent clause and one subordinate clause.

1. Joel waited for the pizza to cool, he had already burned his mouth with the French fries.

2. Mr Burton rode his motorcycle to school, he could get to school faster.

3. Latifa passed her exams, she studied every evening.



Exercise 2

TASK: Add one independent and one subordinate clause to each of these fragments. One has been done for you.

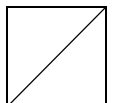
1. Whilst they were in the car, **John listened to music because he was bored.**

2. In 2014, _____

3. At the end of the day, _____

4. When they arrived in the classroom, _____

5. In four days' time, _____

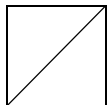


Exercise 3

TASK:

- A) Decide whether the following examples are independent clauses or fragments. Write your answer in column 2.
- B) If they are independent clauses, name the subject and the verb. If they are fragments, explain why. Write your answer in column 3.

Column 1: Example	Column 2: Independent Clause or Fragment?	Column 3: Subject + Verb or Explanation
1. The handbag, pretty, stylish and elegant.		
2. The monkey ate a banana.		
3. Amin really loved to cook.		
4. Starting to read lots of books.		
5. The worm slowly slithered over the damp grass.		
6. The orange and red leaves on the trees and on the ground.		
7. I sang loudly.		
8. Napoleon and Snowball, both pigs in animal farm.		
9. Tania hadn't quite passed French.		



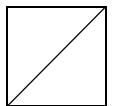
Error Correction

Correct the errors in this passage. There are **11 errors**.

From a very early age the three sisters wrote lots of stories. They created tiny books for their toy soldiers to read. They used tiny handwriting, they believed adults couldn't read it. Although Emily and Anne were the main writers. Charlotte also contributed.

When they grew up the sisters published a book of poetry in order to pay their bills. Because women were discriminated against they had to use pseudonyms, a pseudonym is a fake name. They called themselves Currer, Acton and Ellis Bell. They were able to get their work published and earn a small amount of money. The sisters continued writing.

Between them, they wrote many novels that people read today, including 'Jane Eyre' 'Agnes Grey' and 'Wuthering Heights'. At the time many people thought that the novels were shocking. Today they are considered classics.




Writing

We are now going to look at the problem section of a fantasy quest in more detail. In this section, the hero encounters a monster on their journey.

Grammar

Let's think about what makes each monster dangerous and what sort of thing we would want to equip our hero with to defeat them.



Dangers:

- Clever
- Can create illusions to confuse
- Can use magic to hurt physically

Good weapons:

- Cold iron – witches can be killed with it
- Ability to see through tricks
- Element of surprise


a sorcerer or witch

Here are some ideas to help you plan your story:

Grammar

Lesson 12 Writing 19 March 2020

Using the image as the problem of your story, discuss the questions below:



- Who is your hero?
- What will they need to get that is guarded by the dragon? Why?
- Who tells the hero about the quest?
- What **one thing** do they give your hero to help them defeat the dragon?

Part 1: Opening	Part 2: Problem	Part 3: Solution	Part 4: Happy Ending
The hero is sent on a journey to find a great treasure. They are given a magical object to help them.	The hero encounters a monster along the way.	They use the magical object to defeat the monster and reach the treasure.	The hero returns home and is rewarded.

searing	groaned	scrambled	escape
thrust	fiery	grasped	terror

Story Writing

- You should make sure you have planned your story by writing your ideas for each story part in the boxes on the next page.
- Look at the **vocabulary** below the planning boxes on the next page. You will need to use each of these words in your writing to help you write your action story. Tick off the words as and when you use them in your story.
- You will also need to make sure you have included all of the **mastery checks** in your writing. You have **30 minutes** to complete your writing



Part one: Opening		Part two: Problem	
Part three: Solution		Part four: Happy ending	
Vocabulary			
searing	groaned	scrambled	escape
thrust	fiery	grasped	terror
Mastery Checks			
Mastery Check 1		Mastery Check 2	
I have not used any fragments.		I have avoided comma splices.	
		Mastery Check 3	
		I have included speech and punctuated it correctly.	
Crafting check: I have written a fantasy quest in which the hero is given one magical object that helps them fight the monster.			

Lesson 8

Do Now:

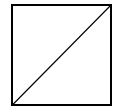
Fix the following fragments by adding an independent clause.

1. As soon the boy shouted.

2. During the well-attended, very busy and rather noisy show.

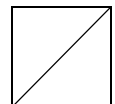
3. Because she had seen a beautiful ballerina dancing on the stage.

Exercise 1



Task: Fill in the blanks with the correct irregular past tense verb. Remember, *we have previously looked at some irregular past simple tense verbs. They do not simply add -ed on the end. For example, 'awake' becomes 'awoke', 'run' becomes 'ran'.*

One sunny morning, a young boy [awake]_____ to the smell of bacon and eggs. He quickly [run]_____ down the stairs. He [stick]_____ his tongue out at his sister. "I [hide]_____ your teddy bear in the cupboard last night," he said. "You [do]_____ not notice!" The boy [spin] _____ on the stool as he [swing] _____ his legs. His sister [weep]_____ loudly. The boy laughed. Their mother [come]_____ into the room to see what all the fuss was about. When she saw that the boy had [fight]_____ with his sister, she [forbid]_____ him to play outside for the whole day. It definitely [teach] _____ him a lesson!



Exercise 2

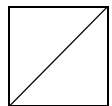
Task: Correct the comma splices below by using the words because or but.

1. Emma had salad, chicken and rice for lunch, she loved healthy food.

2. It wasn't a very good play, the actors hadn't learned their lines.

3. The play went on too long, Emma wished she had eaten a larger lunch.

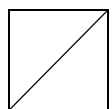
4. Emma's stomach rumbled, she stayed until the end anyway.



Exercise 3

Task: Correct these sentences using commas, full stops and your knowledge of the past tense. There are 12 errors in total.

1. After an hour I left, because I was tired.
2. Although, it was rainy windy and cold I walked to the shops.
3. Meanie said "I took the last cookie, I'm sorry"
4. "I thought that film was rubbish" said Georgia but, Toby disagreed.
5. The stars and moon glistening in the sky, the leaves rustling in the wind.
6. Wendy took out her camera she took a photograph, Justine smiled.

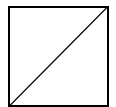


Error Correction

Task: Correct the errors in the paragraph below. There are 10 errors in total.

Anne Brontë was born on 17th of January 1820. She was taught by her eldest sister, at school. After she had finished her education she became a governess at Blake Hall for the Ingham family, they were horrible to her. Their children were very badly behaved, and Anne was very unhappy. Her second job was as a governess for a family, in York. Initially the children were as badly behaved as the ones in her previous family but this soon changed. She was very happy and became friends with the family. Even though she loved working there, she had to leave when the children grewed up.

Even though Charlotte didn't think her writing was good enough Anne contributed 19 poems to a book of poetry by the sisters. The book was a failure, but Anne sent her Poems to be published in a magazine under the pseudonym of Acton Bell. They were published, lots of people read her work.



Writing

We are going to look at the solution section of a fantasy quest in more detail.

Let's look at the solution in more detail.

Part 1: Opening	The hero <u>is sent on a journey</u> to find a great treasure. <u>They are given a magical object to help them.</u>	
Part 2: Problem	The hero encounters a monster along the way.	
Part 3: Solution	They use <u>the magical object</u> to overcome the problem and reach the treasure.	
Part 4: Happy Ending	The hero <u>returns home</u> and is rewarded.	

Here is some more information about the magical object your hero will need.

Grammar

Your hero will need to be given a magical object to help them either kill or slip past the monster to get to the treasure.
Task: Which would you use to fight the following:
 1) a giant 2) a dragon 3) a witch or wizard?



a potion that helps you see the truth



a flame proof sword and shield



a bow and arrow that never misses



a flying carpet




a phoenix

Here is some more information to help your plan your story.

Grammar

Write the outline of your story into the boxes so that you have a plan. You may use this example.



Part 1: Opening	Part 2: Problem
Juan was sent to rescue his brother from the evil witch, Innis. Innis was known for tricks, so his mother gave him a potion to see the truth.	On entering the wood, Juan came across a huge lion. It started to bound towards him bearing its teeth.
Part 3: Solution	Part 4: Happy Ending
Juan drank the potion. The lion shrunk into the witch Innis. He demanded to know where his brother was and she couldn't lie to him.	Juan found his brother and took him back to the village. The village celebrated his return and praised his bravery.

Here is an example of a fantasy quest that uses this image as the solution.

quaked	groaned	scrambled	escape
choked	shrivelled	gasped	terror

Story Writing:

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



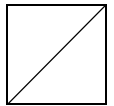
Part one: Opening		Part two: Problem	
Part three: Solution		Part four: Happy ending	
Vocabulary			
quaked	groaned	scrambled	escape
choked	shriveled	grasped	terror
Mastery Checks			
Mastery Check 1		Mastery Check 2	
I have written consistently in the past simple tense.		I have avoided comma splices.	
		Mastery Check 3	
		I have included speech and punctuated it correctly.	
Crafting check: I have written a fantasy quest in which the hero is given one magical object that helps them fight the monster.			

Lesson 9

Rule: A subject is the person or thing doing the main action in a sentence.

Do Now: Underline the subject in these sentences.

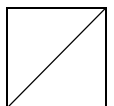
1. As Nicky raced over the finish line, Dave, Maria and Carly cheered her on in the crowds.
2. Whilst Margaret went to University, got her degree and studied Geography, her brother and his friends completed 6th Form.
3. In spite of the delays, turbulence and lost luggage, Jeremy still said "I'm so glad to be in Florida!" when he landed.
4. Although she had not finished all of her meal, drank only a little of her juice and still had coffee in her cup, Jill left.



Exercise 1

Task: Circle the correct verb for each of these sentences.

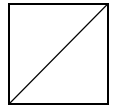
1. Everybody was/were eating wedding cake.
2. Tim and Yasmin was/were watching television.
3. Nobody was/were touching the quiche.
4. The teacher and the student was/were working on the test together.
5. Either Hester or Sam was/were responsible for this mess.
6. Everyone was/were very tired.



Exercise 2

Task: Correct these sentences by fixing the comma splices or adding an independent clause to any fragments.

1. I had a really bad day today, everything went wrong.
2. I woke up and found that my sister was in my room, she had emptied my pants drawer on the floor.
3. Even though I tried to eat my breakfast nicely.
4. Things didn't improve in my dance lesson, my outfit was really itchy.
5. While we were shopping in the very crowded supermarket.
6. Our neighbour, my teacher and my mum's boss heard me shouting, I felt so embarrassed that I cried.



Exercise 3

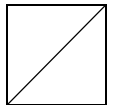
Task: Fix the following fragments by adding an independent clause.

1. As soon as the sun came out.
2. Because she had just had her nails done.
3. Due to the snow on the ground.
4. Despite my warnings.
5. If you go to the shops today.
6. After the film.
7. Behind the sofa.
8. Under the sea.

Error Correction

Task: Correct the errors in the paragraph below. There are 10 errors.

Because her poetry was so successful Anne Brontë wrote a book called 'Agnes Grey'. It was a book about a governess who taught in two rich familys. In both families, Agnes Grey was treated very cruelly. It was based on her experiences with her first Family. She also wrote a book called 'The Tenant of Wildfell Hall', which was about an artist who had run away from her abusive husband. At the time she was writing it was illegal for women to live separately from their husbands, this was a scandalous novel. It caused lots of people to discuss whether this were an appropriate topic for a woman to be reading and writing about. Anne replied "All novels should be written for both men and women to read"



Writing

Read the information below to revise how you can use a problem solved structure to write a fantasy quest. We will look at the ending in more detail. The opening and the ending of a story work together. For example:



- Ideas that are important to the whole story should be included early on
- Ideas that are not important to the whole story should not be included.

Now look at the examples below. It shows how ideas that are important to the whole story are included early on.

Grammar

Here is one student's story plan. Each piece of information from the opening becomes important in the rest of the story.


Part 1: Opening	Part 2: Problem
<ul style="list-style-type: none"> • Girl sent to recover magic stone to heal dying mother. • Stone guarded by dragon. • Given magic carpet to fly around dragon. 	<ul style="list-style-type: none"> • Meets terrifying dragon.
Part 3: Solution	Part 4: Happy Ending
<ul style="list-style-type: none"> • Used magic carpet to fly around dragon. 	<ul style="list-style-type: none"> • Brings stone home and heals mother.

Here is an example of what your own plan could look like. You will want to include specific details in your plan.

Grammar

Write the outline of your story into the boxes so that you have a plan. You may use this example.



Here an example of a fantasy quest story that uses this image as the solution.

Part 1: Opening	Part 2: Problem
An old man told Sam he must rescue his sister from an evil wizard in the forest and gave him a wolf who never tired called Greyjacket.	When Sam reached the wizard, the wizard used a spell to freeze Sam next to his sister.
Part 3: Solution	Part 4: Happy Ending
Greyjacket attacked the wizard which broke the spell. Sam grabbed Clara and jumped onto Greyjacket's back.	Clara clung tightly to Sam as they rode Greyjacket all the way home. They talked of the adventure they had had for years to come.

snarled	groaned	bounded	escape
crept	ripped	shock	terror

Story Writing:

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

Clara (the lady)



Sam (the man)

Greyjacket (the animal)

Part one: Opening		Part two: Problem	
Part three: Solution		Part four: Happy ending	
Vocabulary			
snarled	groaned	bounded	escape
crept	ripped	shock	terror
Mastery Checks			
Mastery Check 1		Mastery Check 2	
I have not used any fragments.		I have avoided comma splices.	
		Mastery Check 3	
		I have included speech and punctuated it correctly.	
Crafting check: I have written a fantasy quest in which all information given in the opening is used by the end of the story.			

Lesson 10

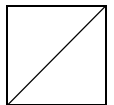
Do Now

Task: These sentences are run-ons. Use a full stop to divide them into two sentences.

1. After lunch, Joe, Naruma and Charlie went shopping, they needed to buy new trainers.

2. Once their mother had left, the brothers started to play their Xbox, they had bought a new game that morning.

3. Every day last week, it rained, autumn had arrived.



Exercise 1

Task: Fix the comma splices in the sentences below. You can use a full stop or a connective.

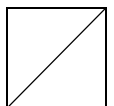
1. Jim yelled, "I want an icecream too!", he was not allowed one.

2. Squealer said, "You are not hungry, we are very good at producing food."

3. Bill Sikes was a violent criminal, as he assaulted Nancy, he yelled, "You she-devil!"

4. Benji, Khadija and Tracy loved to sing, their music teacher said, "I think you should join a choir."

5. Veronica was a very spoilt child, every day she said to her father, "I want that golden ticket!"



Exercise 2

Task: Write using correct speech punctuation and correct what the students said by using a full stop to prevent the comma splice.

The fire alarm sounded for hours and hours, it was horrible!



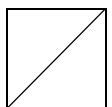
My heart was pounding, I was so scared.



I just followed my teacher, she told me to stay with Imran, Natalie and Callum.



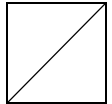
1.	
2.	
3.	



Exercise 3

Task: There are a range of errors in the sentences below. Correct them using either full stops, commas or the word because or when. There are 7 errors.

1. I don't think I'm too short to play basketball, it's just that the net is too tall.
2. The captains pick their teams in P.E., I'm always last.
3. I find basketball games so boring, nobody ever passes to me.
4. Josee threw the ball, it sailed into the air and landed in my hands, I knew this was my chance!
5. I gripped the basketball firmly jumped as high as I could and planted it in the net, the team roared with approval.



Error Correction

Task: Correct the errors in the paragraph below. There are 10 errors.

Emily Brontë was born on the 20th July 1818. When she was a child she loved to create imaginary characters from the world of Gondal with her sister, Anne. When she was seventeen, she attended school, she was taught by her older sister Charlotte. However, she was very homesick, and soon returned home. She decided to set up a school with her sisters, and travelled to brussels to practice her french and german. Because the sisters had not advertised very well the school did not succeed. Emily Brontë's first published novel was 'Wuthering Heights', which was about a forbidden love between catherine and heathcliffe. Readers was shocked by the vivid imagery and strong female character of cathy. They thought it was incredible that anybody could write about such shocking scenes. a woman. Emily wrote under the psuedonym Ellis bell.



Writing

We have learnt a lot about **fantasy quests** over the past few lessons. Look at the slide below to remind yourself what makes a good fantasy quest. You are going to plan your story.

Grammar

What makes a good fantasy quest?


- A clear, four part structure with an opening, problem, solution and happy ending.
- The hero is given a **clear goal** e.g. rescue someone or find treasure
- The hero is young or inexperienced so is given a **magical object** to help them.
- The hero either defeats or slips away from a **terrifying monster**
- **Chekhov's Gun: All information given in the opening is used later in the story.**

Here is an example of what your story plan could look like.

Grammar

Write the outline of your story into the boxes so that you have a plan.



Part 1: Opening	Part 2: Problem
The hero is sent on a journey to find a great treasure. They are given a magical object to help them.	The hero encounters a monster along the way.
Part 3: Solution	Part 4: Happy Ending
They use the magical object to overcome the problem and reach the treasure.	The hero returns home and is rewarded.

You will first need to consider which part of your story this picture shows.

snarled	glowed	carpet	escape
crept	floating	dismounted	terror

Story Writing

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



Part one: Opening		Part two: Problem	
Part three: Solution		Part four: Happy ending	
Vocabulary			
snarled	glowed	carpet	escape
crept	floating	dismounted	terror
Mastery Checks			
Mastery Check 1		Mastery Check 2	
I have included two subordinate clauses with lists in them.		I have included speech and punctuated it correctly.	
		Mastery Check 3	
		All my verbs are in the right form for their subjects.	
Crafting check: I have written a fantasy quest with a clear goal, terrifying monster and magical object.			

Lesson 11

Do Now:

Use commas to punctuate the subordinate clauses. Use speech marks to indicate the speech.

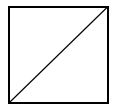
After the storm had passed we took time to assess the damage. It had been quite scary even though we had stayed indoors. When the storm first began we thought that it probably wouldn't be that bad. As time went on we began to think about food supplies. We had collected emergency food in the shed some time ago.

My father said our only option is to run out in the garden, grab some tins and run back indoors.

Everybody said no it is too dangerous. After a while the storm calmed and we could go outside see which trees had fallen and grab a bite to eat.

Exercise 1

Task: Correct the comma splices in this passage by using the words “but” and “because” or creating a new sentence. There are 6 comma splices.



The final day of primary school is such an exciting time, it feels like the end of an era and the start of something new. Some students really enjoy starting secondary school, most can feel mixed emotions. You go from being the oldest student to being the youngest, the worst thing is that you are also the smallest. Some schools take Year 7 for an early lunch, after a while you just queue up with everyone else. It is a bit daunting walking through the corridors, lots of older students bump into you with their bags. Behaviour improved when the Head Teacher put up mirrors in the corridors, the bigger students can now see how they are behaving and calm down.

Exercise 2

Task: All these students have made an error in what they say. Explain what the error is and how they should fix it.

Some of these words may help you. Some may not.

Tense

Singular

Comma splice

Plural

Subordinate clause

Al: Caliban and Ariel were both slaves even though they done nothing wrong.

Error:

Denice: Nobody were happy when they found out the cake was stale.

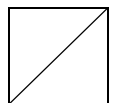
Error:

Bryson: Squealer and the other pigs was not a good influence on the farm.

Error:

Rebekah: Everybody were fighting every day.

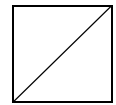
Error:



Exercise 3

Task: Correct these sentences. You should make 5 edits to the sentences in total.

1. On my walk I stayed on the Right-hand side of the pavement by the buildings and away from the main road.
2. If I walk too closely to the main road the pollution makes me cough.
3. The next moment I squealed a large rat must have fallen off a window ledge above plummeted to the street below and landed in front of me.
4. Although there had been a loud noise when it landed it seemed fine, it lolloped away steadily.



Error Correction

Task: Correct the errors in the paragraph below. There are 9 errors in total.

Charlotte was born on the 21st April 1812. She faced a lot of hardship in her life but proved to be a very determined woman. She attended two different schools. The first school was for daughters of vicars. Charlotte's sisters, Maria and Elizabeth, became very ill at the school and died, Charlotte returned home to be with her family. Her second school was better for her, and she became a teacher there. This inspired her to set up a school, she travelled to Brussels with her sister Emily to practice her french. Despite trying very hard the school was not successful and the book of poetry she published with her sisters was a failure. Eventually Charlotte's first novel was published under the pseudonym curren Bell. It was called "Jane eyre." Even her publisher didn't believe that a woman could write such a detailed book at first! "Jane Eyre" was a great success. Charlotte enjoyed the life of an author in London. She went to the opera art museums and the theatre. She made friends with other authors and artists.

Writing

We have looked at three different story types. Look at the slide below to revise their names.

Grammar

We have looked at 3 different story types:



Problem solved love story **Problem solved action story** **Fantasy quest**





In the next few lessons, we will revise these story types. You will still use a picture to inspire your writing, but **you** will decide which part of the story the picture represents.


This lesson, you will write a **problem solved love story**.

This lesson, you will write **a problem solved love story**. Read the information below to revise this structure.

Grammar

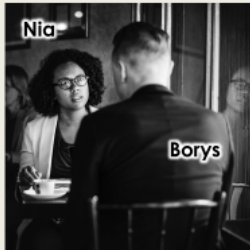
What are the different parts of a **problem solved love story**?

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



Here is an example showing how you could plan your story.

Grammar



You will first need to consider which part of your story this picture shows.

Write the outline of your story into the boxes so that you have a plan.

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

aghast	infatuated	relieved	approached
determined	nervous	confessed	delighted

Story Writing:

- You should make sure you have planned your story by writing your ideas for each story part in the boxes on the next page.
- Look at the **vocabulary** below the planning boxes on the next page. You will need to use each of these words in your writing to help you write your action story. **Tick off the words** as and when you use them in your story.
- You will also need to make sure you have included all of the **mastery checks** in your writing. You have **30 minutes** to complete your writing.



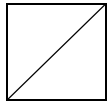
Part one: Opening		Part two: Problem	
Part three: Solution		Part four: Happy ending	
Vocabulary			
aghast	infatuated	relieved	approached
determined	nervous	confessed	delighted
Mastery Checks			
Mastery Check 1		Mastery Check 2	
I have not used any fragments.		I have avoided comma splices.	
		Mastery Check 3	
		All my verbs are in the right form for their subjects.	
Crafting check: I have written a problem solved love story with four clear parts.			

Lesson 12

Do Now:

Punctuate these sentences correctly.

1. In spring winter and summer the birds migrate out of town.
2. The youngest child threw a tantrum cried and shouted when she fell over.
3. In the forest Lysander, Hermia and Helena all got hopelessly lost.
4. Over the hills valleys and mountains the fog rolled in quickly.



Exercise 1

Task: Correct the punctuation in the sentences below using (where required) full stops, commas and speech marks. Each sentence requires multiple pieces of punctuation to make it accurate.

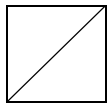
1. Richman said Because I love peas the dinner lady gave me an extra large helping
2. Although I loved the show Laura Tom and Sarah hated it Kiandra explained.
3. If I could ask one question to my local MP I would ask What are you going to do for education
4. Bob said If I had the latest iPhone I would install Snapchat Whatsapp and Instagram
5. Although I look young I'm actually 14 said Shanelle I'm allowed to travel to school on my own.

Exercise 2

Task: Match each sentence to the error it has made. One sentence is correct. Leave this sentence unmatched.

1. He phoned his mum, his sister, and his grandmother every Tuesday.
2. "I adore your new bag" said Chenelle. I wish I had one that nice."
3. Danny and his father planned a daring escape, from the dangerous poacher.
4. Although I ate some cake, I bought some more, yesterday.
5. Shakespeare wrote about lots of interesting characters in this play, my favourite part is when Hermia says to Helena, "How low am I, thou painted maypole?"
6. "I want to buy sweets chocolate and oranges," her mum said.
7. Neveah said, "Although it will be difficult, I'm determined to go to university in Oxford, Cambridge or Harvard."
8. Paula called her mother, it was her birthday.

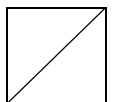
A. Forgets to put commas in lists.
B. Doesn't punctuate speech correctly.
C. Splices commas
D. Adds commas in where there aren't supposed to be any.



Exercise 3

Task: Underline the subject in each sentence. Circle the main verb in each sentence. Main verbs tell what the subject was doing.

1. I called upon my friend, Mr. Sherlock Holmes, one day in the autumn of last year.
2. The stout gentleman rose from his chair.
3. At the moment, I do not know the details of the case.
4. Holmes, the greatest detective London has ever seen, sucked on his ancient wooden pipe.
6. The portly client puffed out his chest and pulled a dirty and wrinkled newspaper from the inside pocket of his greatcoat.
7. After we had heard the strange tale, Holmes pulled me to one side and whispered quietly into my ear.
8. I did not learn very much, however, from my inspection of Mr. Wilson.



Error Correction

Task: Correct the errors in the paragraph below. There are seven errors.

Charlotte's life was not a completely happy one. Her brother and sisters all died from tuberculosis within a 9 month period. After they died she lived in Yorkshire with her father, she also married a man called Arther Nicholls. Although she was happy with her new husband her father did not like him. She was happy with her life, and published another novel, 'The professor' before she died.





Throughout their lives and up until the present day all the Brontë sisters have been influential characters. Even though it wasn't normal for the time they wrote about strong women who survived lots of difficult times. Their writing included characters that were interesting funny and radical.

Writing

We have looked at three different story types. Last lesson, you wrote a problem solved love story. This lesson, you will write a **problem solved action story**. Look at the slide below to remind you of this structure.

Grammar

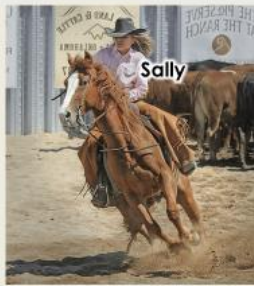
What are the four parts of a problem solved action story?

Part 1: Opening	We meet a hero who is attempting a difficult task and has one extraordinary skill to help them.	
Part 2: Problem	The hero encounters a problem along the way.	
Part 3: Solution	They use their skill to overcome the problem and accomplish their task.	
Part 4: Happy ending	They are rewarded.	

Here is an example of showing what your plan could look like. Your plan will need to be more detailed.

Grammar

Write the outline of your story into the boxes so that you have a plan.



Sally

You will first need to consider which part of your story this picture shows.

Part 1: Opening	Part 2: Problem
We meet a hero who is attempting a difficult task and has one extraordinary skill to help them.	The hero encounters a problem along the way.
Part 3: Solution	Part 4: Happy Ending
They use their skill to overcome the problem and accomplish their task.	They are rewarded.

ranch	protect	sheriff	lasso
determined	wagon	revolver	gallop

Story Writing:

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



Sally

Part one: Opening		Part two: Problem	
Part three: Solution		Part four: Happy ending	
Vocabulary			
ranch	protect	sheriff	lasso
determined	wagon	revolver	gallop
Mastery Checks			
Mastery Check 1		Mastery Check 2	
I have not used any fragments.		I have avoided comma splices.	
		Mastery Check 3	
		I have included speech and punctuated it correctly.	
Crafting check: I have written a problem solved action story with four clear parts and with a solution that is prepared in the opening.			

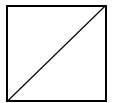
Lesson 13

Do Now:

Task: Underline the subject in each sentence. Circle the main verb in each sentence.

Main verbs tell what the subject was doing.

1. As she entered the room, Hannah was shocked because there was no one there.
2. Although the sun was blisteringly hot and blinded people, it made Dominic happy.
3. Whilst Abigail went rock climbing, had a shower and watched television, Samira read her book because she was tired.
4. Far away from the hubbub of the playground, Jesse, Tom and Azeez secretly plotted their revenge on Narayan.



Exercise 1

You are now mastering plurals.



Exercise 1

Plurals are words that refer to more than one of something.

For a lot of nouns, you simply need to add '-s' to the end of the word.

Cat – **Cats**

Dog – **Dogs**

Professor – **Professors**

Office – **Offices**

Grammar

These are **regular** plurals. For these words, you just add '-s' onto the end of the word to show that there is more than one.

But not all plurals are regular.

Some are irregular. This means they are not normal. They do not follow the normal rules.



Exercise 1

For **nouns** that end in a **consonant** + 'y' you need to take off the 'y' and replace it with 'ies'.

Cherry – **Cherries**

Lorry – **Lorries**

Activity – **Activities**

For **nouns** that end in a vowel + 'y' you usually simply add an 's'.

Toy – **Toys**

Boy – **Boys**

Monkey – **Monkeys**

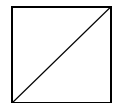
Remember: all of these are nouns – parts that name

Grammar

Task: Complete the table by writing in the singular or plural of each noun.

Single	Plural
house	
shoe	
detective	
	magicians
island	
	babies
city	
family	

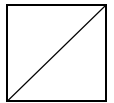
Single	Plural
story	
essay	
	bays
tray	
stairway	
	cowboys
	aunties
county	



Exercise 2

Task: Correct these sentences by fixing the comma splices or adding an independent clause to any fragments.

1. Whenever I try to eat a more healthy diet
2. Fizzy drinks are harmful, most teenagers don't even realise how much sugar is in them.
3. If I don't remember to eat a good breakfast in the morning
4. I eat five different vegetables a day, it puts me in a really good mood.
5. Whenever I eat a lovely home-cooked meal
6. South Koreans eat an average of ten portions of fruit and vegetables a day, they have the highest life expectancy in the world.



Exercise 3

Task: In the next exercise, you will need to:

- a) enter the correct punctuation in the spaces (speech marks and a question mark)
- b) enter the correct words into the spaces.

The words in the box at the bottom of the passage will help. Be careful, though. You might need to change the words slightly to make them make sense.

On the second day after Christmas__I called upon my friend Sherlock Holmes. I intended to give him my best_____of the season. He was lounging upon the sofa wearing a purple dressing-gown__his favourite leather slippers and ragged hat on his head.___What a miserable present___I said to Holmes.___What kind of monster would give you such a tattered hat for Christmas___.

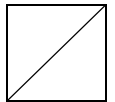
Holmes_____over his paper. "And Merry Christmas to you too, Watson_ Holmes cried. "The hat was indeed a present__but the gift_____in the mystery it brings me, not the wearing of it. Here, take it and look closely____I want to know your opinion of who it could possibly belong to."

lies	regards	peered	
------	---------	--------	---------------------------------------------------------------------------------------

Error Correction

Task: Correct the errors in the paragraph below. There are 3 errors.

Regrettably, our story must begin on a note of sadness. It is an unfortunate truth that: not all beginnings are happy ones. This particular story opens in a workhouse. There was a time – the same time that our story takes place – when too many towns and cities were home to these large cold lonely buildings. Men who could not pay their bills was sentenced to hard labour here. Women and children with no place else to go lives and worked here. Children left on doorsteps with no family to call their own spent their days in the bottle-washing factorys. There is nothing beautiful or warm one can say about a workhouse. Only that this is where our young hero, Oliver Twist, came into the world.







Writing

We have looked at three different story types. Last lesson you revised the problem solved action story. This lesson you will revise a fantasy quest. Look at the slide below to revise this story structure.

Grammar


What are the key parts of a **fantasy quest**?

Part 1: Opening	The hero is sent on a journey to find a great treasure. They are given a magical object to help them.	
Part 2: Problem	The hero encounters a monster along the way.	
Part 3: Solution	The hero uses the magical object to overcome the problem and reach the treasure.	
Part 4: Happy Ending	The hero returns home and is rewarded.	

Here is an example of what your plan could look like. Your plan will need to be more detailed.

Grammar

Write the outline of your story into the boxes so that you have a plan.



Part 1: Opening	Part 2: Problem
The hero is sent on a journey to find a great treasure. They are given a magical object to help them.	The hero encounters a monster along the way.
Part 3: Solution	Part 4: Happy Ending
The hero uses the magical object to defeat the monster and reach the treasure.	The hero returns home and is rewarded.

You will first need to consider which part of your story this picture shows.

phoenix	perilous	terror	tears
squawked	swooped	rescued	relieved

Story Writing

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



Akan

Part one: Opening		Part two: Problem	
Part three: Solution		Part four: Happy ending	
Vocabulary			
phoenix	perilous	terror	tears
squawked	swooped	rescued	relieved
Mastery Checks			
Mastery Check 1		Mastery Check 2	
I have avoided comma splices.		All my verbs are in the right form for their subjects.	
Mastery Check 3			
All my plural nouns are spelt correctly.			
Crafting check: I have written a fantasy quest with four clear parts and all information from the opening used later in the story.			

Lesson 14

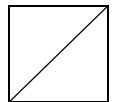
Do Now:

TASK:

- a) Underline the subject of each sentence.
- b) Turn every singular subject into a plural subject. Make sure the sentence still makes sense.

1. The detective looked at me with terror in his eyes.
2. Even after all these years, the boy still loved to play football with his friends.
3. The dog, without realising what it had done, ran back into the house.

Exercise 1



You are now mastering plurals.



Exercise 1

Plurals are words that refer to more than one of something.

For a lot of nouns, you simply need to add '-s' to the end of the word.

Cat – **Cats**

Professor – **Professors**

For **nouns** that end in a **consonant** + 'y' you need to take off the 'y' and replace it with 'ies'.

Cherry – **Cherries**

Lorry – **Lorries**

For **nouns** that end in a vowel + 'y' you usually simply add an 's'.

Toy – **Toys**

Boy – **Boys**

Grammar



Exercise 1

For nouns that end in -ch, -s, -sh, -x, or -z you add 'es'.

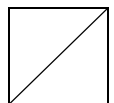
Church – **Churches**

Bus – **Buses**

Kiss – **Kisses**

Task: Complete the table by writing in the singular or plural of each noun.

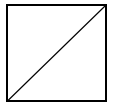
Single	Plural	Single	Plural
shirt			pathways
fox			societies
	arteries	brush	
canary			castaways
peach		melody	
cockroach		key	



Exercise 2

Task: Underline the subject in each sentence. Circle the main verb(s) in each sentence. If the subject is a singular, write 'S' after the sentence. If the subject is a plural, write 'P' after the sentence.

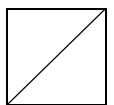
1. The witches mixed a love potion for the knight.
2. After a week, the peach went mouldy.
3. The key was under the pile of papers.
4. The boys wore dark glasses to the concert.
5. Despite the locked gate, the baby escaped.
6. Every Halloween, the group of children rings doorbells up and down our street.
7. The plastic bottles were dropped by the careless student.



Exercise 3

Task: Correct the sentences below. You will need to rely on your knowledge of commas, full stops and the simple past tense.

1. The guests was gathered in the corridor. Jane offers to take their coats for them.
2. Although the party was fun. I came home early. Because I was tired.
3. Her hair was long, it came all the way down to her waist
4. After Christina had showered eaten dinner and done her homework she played games to relax.
5. If you want to. You can come round and help me paint the room but I can't give you any money.

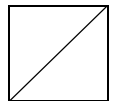


Error Correction

Correct the errors in the passage below. There are **5 errors**.

I was at Baker street at three the next afternoon, but Holmes was not. I had been waiting for about an hour when the street-level door opened. A man entered, dressed in dirty, ragged clothes. His chin was covered by a scraggly beard, and he walked with a limp it was Sherlock Holmes. I knew my friend was a master of disguise, but it was still hard to recognize him. Went into the bedroom and returned looking like himself again. He sat down by the fire and laughed.

“What a morning I’ve had, watson,” he said. “As you can guess from my disguise, I visited Miss Adler’s house in order to watch Miss Adler.”



Writing

We have now revised the three story types we have looked at so far: a problem solved love story, a problem solved action story and a fantasy quest. In the next two lessons, you will choose which kind of story type to write using a picture as inspiration. Look at the slide below for three pieces of advice about good story writing.

 **Grammar**

Now that you are going to choose which kind of story to write, we also need to consider that:


- Ideas that are important to the whole story should be included early on.
- Ideas that are not important to the whole story should not be included.
- **Stories that mix more than one “type” can be confusing and unsatisfying for the reader.**

The next two slides give guidance on how to write satisfying plots. Read them carefully before you plan your own story. The first slide is an example of an unsatisfying story. Read the slide to find out why.

Grammar

Decide whether this story will be satisfying for the reader.



This story will not be satisfying for the reader. It will be confusing because this is an action story, not a fantasy story. The boy and the magic wand do not fit.

Part 1: Opening	Part 2: Problem
Army cadet has 24 hours to disable a bomb. A little boy gives her a magic wand to help her.	When the cadet arrives, the bomb timer speeds up. She only has 2 minutes to disable it.
Part 3: Solution	Part 4: Happy Ending
Cadet climbs down from helicopter and swishes magic wand. Bomb is disabled.	Cadet returns home a hero and thanks the boy for the magic wand.

This is an example of a satisfying story for the reader. Read the slide to find out why.

Grammar

Decide whether this story will be satisfying for the reader.

This is a satisfying story as it each part makes it a fantasy quest and all the information from the start is used later in the story.

You could add the idea that Atracia always dreamed of being a knight to the opening to make even better.

Part 1: Opening	Part 2: Problem
A noble wizard gives Atracia a magical sword. It is made of sun ore which he says will kill goblins. She must rescue the prince.	Atracia journeys to where the prince is held prisoner. The fort is guarded by bloodthirsty goblins.
Part 3: Solution	Part 4: Happy Ending
Atracia uses the sword to fight the goblins. She is injured, but manages to kill enough to get to the prince.	Atracia finds the prince and they flee from the fort. The prince thanks Atracia by making her a knight.

Story Writing:

- You should make sure you have planned your story by writing your ideas for each story part in the boxes on the next page. Remember, you can choose whether you write a: love story, action story or action quest.
- Look at the **vocabulary** below the planning boxes on the next page. You will need to use each of these words in your writing to help you write your action story. **Tick off the words** as and when you use them in your story.
- You will also need to make sure you have included all of the **mastery checks** in your writing. You have **30 minutes** to complete your writing



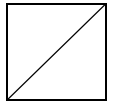
Part one: Opening		Part two: Problem	
Part three: Solution		Part four: Happy ending	
Vocabulary			
armour	perilous	terror	tears
sword	swooped	rescued	relieved
Mastery Checks			
Mastery Check 1		Mastery Check 2	Mastery Check 3
I have used capital letters correctly.		All my verbs are in the right form for their subjects.	All my plural nouns are spelt correctly.
Crafting check: I have written one type of story with a satisfying structure.			

Lesson 15

Do Now:

Task: Correct the errors in the paragraph below. There are 5 errors.

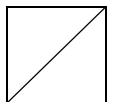
The sun glinted above the mountains like a diamond the sky became a rosy pink. Standing tall and proud. The pine trees nodded gently in the delicate breeze. At the top of the hill Bill and Ron looked at one another. He said, "It makes you realise how lucky we are to be alive, doesn't it"



Exercise 1

Task: There are four errors in the sentences below. There is one error in each sentence. Correct the errors.

1. The School Council held a vote about whether to paint the hall or leave it as it was and spend the money on something else, it would be a democratic process.
2. The students voted to leave it, they liked the idea of spending the money on new sports equipment a disco night or maybe even a new vending machine.
3. The Head Teacher was disappointed, she told the students that she was ashamed of their behaviour and not even sure that she needed to honour the outcome of the vote, even democracies need strong leadership.
4. The school hall was never painted and the money never given to the school council, it was noticed that the Head Teacher's car had nice new alloy wheels soon afterwards.

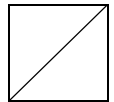


Exercise 2

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

Task: Add speech punctuation and a P whenever you think there should be a new paragraph. There should be six paragraphs.

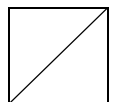
Good morning said the head of the School Council to the Head Teacher. Good morning replied the Head Teacher, looking sheepish. Those are nice-looking wheels said the head of the School Council. Thank you blushed the Head Teacher they're new. The paint in the hall isn't new said the head of the School Council it's all horrible and peeling off the walls. Is that so said the Head Teacher. The head of the School Council didn't reply.



Exercise 3

Task: Punctuate the sentences below correctly, remembering the rules about speech, commas and full stops.

1. At the end of the day you can always count on me to be there for you said Jamal to Ricky.
2. Maga stopped what she was doing turned to Zoe and whispered you'll never guess what I just heard.
3. When he had finished the washing up Olly said I would like to sit down drink my tea and watch TV.
4. The team captain said to the team we need to make sure we make shorter passes when we're near the goal.
5. Before he waded into the sea Brian waved and shouted we'll see you when we get back.
6. After she had tasted it the judge said you have prepared baked and decorated the cake perfectly.



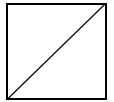
Error Correction

Task: Correct the errors in the passage below. There are 6 errors.

It was Mr. Bumble who gave Oliver his last name. He used the alphabet to keep track of all the new orphan names. When the last orphan came to them, Bumble is at the letter S. Therefore, Bumble gave him the name Swubble. As T was next in line this babies was named Twist. The orphan after Oliver received the name Unwith, and the one after that Vilkins.

“Very good, Mr. Bumble,” Mrs. Bumble said. She wrote Oliver’s name, in the registry book. “It’s official now.”

“It’s all a part of the job, Mrs. Bumble” Mr. Bumble answered. “A town official’s job is rarely done. Mr. Bumble did not notice his wife rolling her eyes at him.



Writing

We have now revised the 3 story types we have looked at so far: a problem solved love story, a problem solved action story and a fantasy quest.


In this lesson, you will choose which kind of story type to write using a picture as inspiration.

Look at the next slide. It reminds you about what makes a satisfying story.

Grammar

What are the 3 things you need to remember to make sure a story is satisfying for the reader?

- Ideas that are important to the whole story should be included early on.
- Ideas that are not important to the whole story should not be included.
- Stories that mix more than one "type" can be confusing and unsatisfying for the reader.



Task: Before you start writing, answer these two questions:

1. Which type of story you will write?
2. Which part of the story will the picture below show?



Story Writing:

- You should make sure you have planned your story by writing your ideas for each story part in the boxes on the next page. Use the image on the previous page to help you plan your answer.
- Look at the **vocabulary** below planning boxes. You will need to use each of these words in your writing to help you write your action story. Tick off the words as and when you use them in your story.
- You will also need to make sure you have included all of the **mastery checks** in your writing. You have **30 minutes** to complete your writing



Part one: Opening		Part two: Problem	
Part three: Solution		Part four: Happy ending	
Mastery Checks			
Mastery Check 1		Mastery Check 2	Mastery Check 3
I have included at least one sentence with two subordinate clauses in it.		I have included speech and punctuated it correctly.	All my verbs are in the right form for their subjects.
Crafting check: I have written one type of story with a satisfying structure.			