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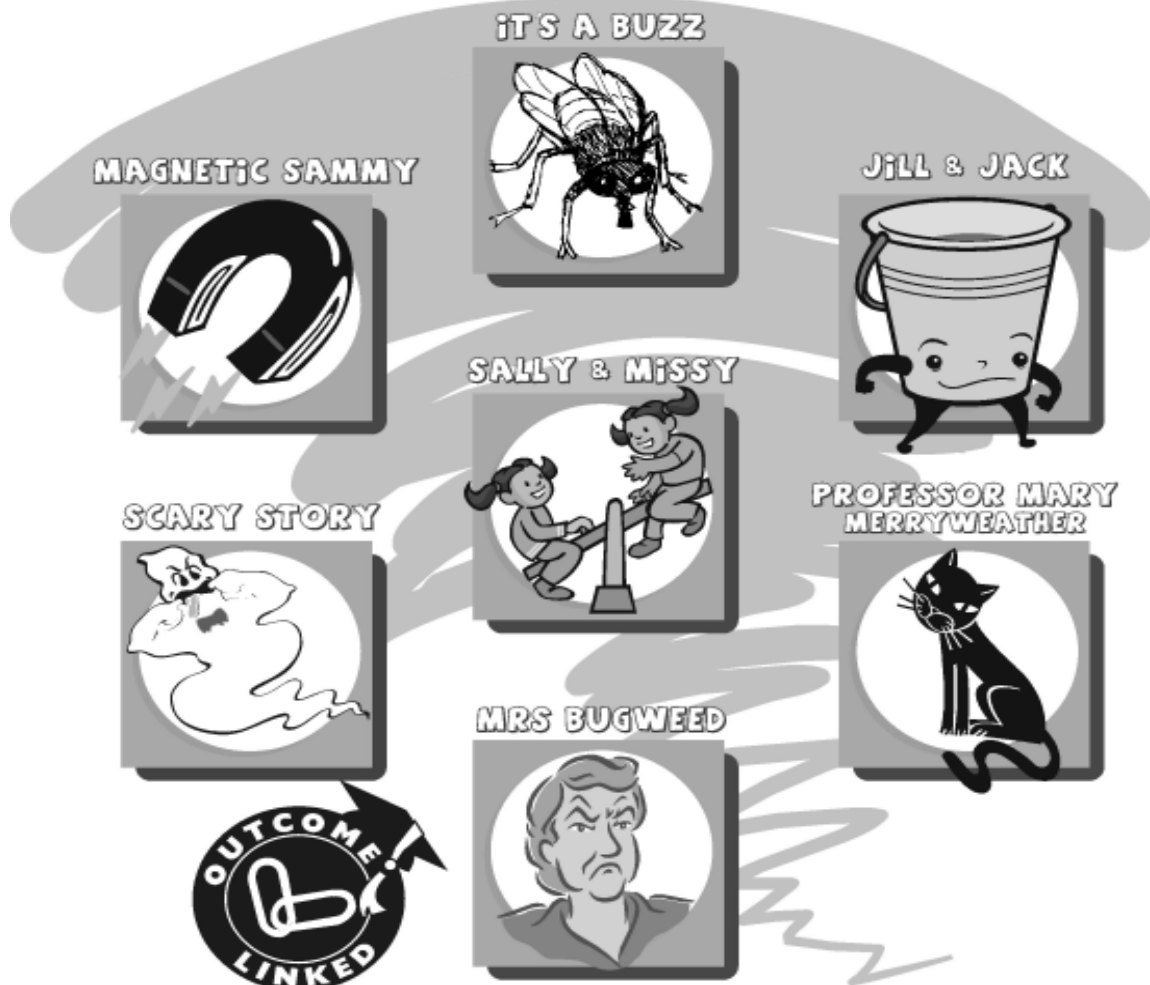


Ages 8+



Grammar Focus

Contains a set of fun language activities and games for consolidating grammar, comprehension and literacy skills.



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About this Book

This book is designed for students aged 8+ years. The principal thrust of the book is to encourage students to learn to focus their reading and to provide the groundwork for teachers to teach some aspects of English grammar.

The book is arranged in seven sections, each of which begins with a story. Students will be asked to focus on specific areas (paragraphs) of the text.

Comprehension: Each of the seven sections begins with a set of comprehension questions that also provide a framework for the answers to assist students.

Word Study: These sheets look at the meaning and grammatical use of specific words in the stories.

Scanning: Exercises to encourage scanning the text for specific points.

Grammar: Some of the sheets are designed to be the focal point for teaching various aspects of English grammar. These include nouns and adjectives, verbs and adverbs, apostrophes, direct speech, synonyms and antonyms, pronouns, comparisons, singular and plural, collective nouns, homophones and tenses.

Activity Sheets: These sheets are designed to appeal to children's sense of fun and to challenge them to focus more closely on the written word. They include: Word Bingo, Sentences from the Story, Worm-Words, Spot the Differences, Word Lines, Crosswords and Word Searches.

Links to Student Outcome Statements

The activities contained in **Grammar Focus** address the following English strands and outcomes.

Victoria

Strand: Reading

Texts – 2.5 (a) (b); 3.5 (a) (b)

Aspects of Language:

Contextual Understanding – 2.6 (a) (b); 3.6 (a) (b)

2.7 (a) (b); 3.7 (a) (b)

Strategies – 2.8 (a) (b); 3.8 (a) (b)

Strand: Writing

Texts – 2.9, 3.9

Aspects of Language:

Contextual Understanding – 2.10, 3.10

Linguistic Structures and Features – 2.11, 3.11

Strategies – 2.12, 3.12

New South Wales

Strand: Learning to Read – RS 2.5, 3.5; RS 2.6, 3.6

Strand: Learning to Write – WS 2.9, 3.9; WS 2.12, 3.12

Strand: Learning About Reading – RS 2.7, 3.7; RS 2.8, 3.8

Strand: Learning About Writing – WS 2.13, 3.13; WS 2.14, 3.14

South Australia

Strand: Texts and Contexts – 2.3, 3.2, 3.3, 3.4;

Strand: Language – 2.5, 2.6, 2.7, 2.8, 3.5, 3.6, 3.7, 3.8

Strand: Strategies – 2.9, 2.10, 2.11, 2.12, 3.10, 3.11, 3.12

Queensland

Sub-strand: Speaking and Listening – Cultural 3.1

Sub-strand: Reading and Viewing – Cultural 2.2, 3.2;

Operational 2.2, 3.2; Critical 2.2, 3.2

Sub-strand: Writing and Shaping – Cultural 2.3, 3.3;

Operational 2.3, 3.3; Critical 2.3, 3.3

Western Australia

Strand: Viewing – Level 2-3

Use of Texts V 2.1, 3.1; Contextual Understanding V 2.2, 3.2; Conventions V 2.3, 3.3

Strand: Reading – Level 2-3

Use of Texts R 2.1, 3.1; Contextual Understanding R 2.2, 3.2; Conventions R 2.3, 3.3

Strand: Writing – Level 2-3

Use of Texts W 2.1, 3.1; Contextual Understanding W 2.2, 3.2; Conventions W 2.3, 3.3

National Curriculum (NT, ACT, Tas)

Strand: Reading and Viewing – Level 2-3

Texts 2.5, 3.5; Contextual Understanding 2.6, 3.6; Linguistic Structures and Features 2.7, 3.7;

Strategies 2.8a, 3.8a

Strand: Writing – Level 2-3

Texts 2.9, 3.9; Contextual Understanding 2.10, 3.10;

Linguistic Structures and Features 2.11, 3.11;

Strategies 2.12a, 3.12a

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magnetic sammy



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Scary Story

Beware, beware, beware! This is a very scary story. It is so scary that it frightened me so much while I was writing it that I almost wet my pants. If you read it you might wet your pants. Perhaps you should wear a nappy while you read it just to be safe. Like people say, "It's better to be safe than sorry." But to be perfectly safe you should beg your teacher not to make you read this story.

* * * * *

If begging doesn't change your teacher's mind you should throw a tantrum. Throw a good old fashioned tantrum right here on the floor. I'm sure you know how to do it. Just fall onto your back, kick your legs out, flay your arms about, shake your head vigorously, scream and shout over and over, "I hate you! I hate you!"

* * * * *

If that doesn't work you can try the ever popular "Holding Your Breath" trick. But you must do it properly, too many kids these days are just not expert enough in the ever popular "Holding Your Breath" trick, not like they were when I was young. We were the best ever at the "Holding Your Breath" trick! Here are a few good tips for you.

* * * * *

First: you must puff your cheeks out as hard as you can. Second: you must close your eyes as tightly as you can. (But don't do that until you finish reading the rest of the instructions because you will find you can't read with your eyes closed.) Third: you must stand rigid and as motionless as a statue. Fourth: you must bunch your hands up into tight fists. And most importantly, fifth: you must not breathe. It would hardly be the ever popular "Holding Your Breath" trick if you took even one sneaky little

breath. Now would it? Although it would be a good trick.

* * * * *

I hope that works for you, but it wouldn't work if your teacher is like mine was when I was at school. Her name was Mrs Bugweed. She was so mean that even her stupid shadow tried to run away from her. If a child so much as sneezed at the wrong time she would slowly stuff him in her desk drawer. But it scares me too much to talk about her so I won't.

* * * * *

Now let's get back to this scary story, if you are sure you want to continue reading and you can't get out of it. At least it's not a long story and it's not hard to read. It hasn't got many characters in it that you have to remember. It isn't complicated with too many things happening that confuse you and it hasn't got any big words in it that give children headaches. In fact it's only got one word ... "Boo!"

* * * * *





For the Teacher:

On the three pages following this one are twelve sets of words taken from the story. Give each student a set of words to play **Word Bingo**. Some students may have to be given copies of the same set of words or they could work in pairs. All the words are listed below. Pick words at random to read out to the class and tick off the words as you read them. Students should tick words off as they appear on their lists. Naturally the first students who tick off all their words are the winners.

As you read the words emphasise those that are the focus of the following worksheet. That is the verbs, nouns, adverbs, adjectives and the words with apostrophes.

beware	frightened	happening	back	breath	fourth	rest	desk
second	writing	children	onto	shout	statue	until	time
tightly	perfectly	headaches	just	about	finish	don't	tried
shadow	perhaps	characters	sure	right	close	hard	mean
reading	begging	complicated	I'm	throw	cheeks	must	name
confuse	teacher's	because	good	sorry	young	first	hope
enough	tantrum	sneezed	mind	nappy	expert	were	little
doesn't	fashioned	breathe	safe	might	scream	trick	fists
people	vigorously	although	wear	pants	change	work	bunch
teacher	holding	instructions	read	while	better	over	stand
remember	popular	importantly	much	story	should	flay	third
continue	properly	motionless	very	scary	almost	kick	can't
wouldn't	hardly	sneaky	tight	fifth	school	mine	works
drawer	hasn't	talk	would	too	scares	won't	let's
word	back	least	it's	hard	many	isn't	things



The following are comprehension questions on the story. Answers have been partly done for you but words have been left out. Fill in the missing words.

1 Q: In the **first paragraph** what were you warned might happen if you read the Scary Story?

A: If you read the story you might end up _____ your _____.

2 Q: In the **second paragraph** what was the reader advised to throw?

A: The reader was _____ to throw a _____.

3 Q: In **paragraph three** who did the narrator claim were the best ever at the "Holding Your Breath" trick?

A: _____ were the best ever at the "_____ " trick.

4 Q: What did **paragraph four** say was the most important tip?

A: To _____ was the most _____ tip.

5 Q: Who was Mrs Bugweed, mentioned in **paragraph five**?

A: Mrs _____ was the narrator's _____ when he was at _____.

6 Q: In the **last paragraph** what was the one word of the Scary Story?

A: The one _____ in the _____ was "_____!"

7 Q: What did you have to do as hard as you can?

A: You had to _____ as _____
_____.

8 Q: What did you have to kick and what did you have to flay?

A: You had to kick _____ and you had to _____.



Words in the Story

The following questions are on the words used in the story. The paragraphs are numbered to make it easier for you. Give simple one or two word answers.

1 In **paragraph one**, which word means the same as “maybe”?

2 In **paragraph two**, which word means the same as “forcefully”?

3 In **paragraph three**, which word means the same as “correctly”?

4 In the **fourth paragraph**, which word means the same as “shut”?

5 In the **fifth paragraph**, which word means the same as “incorrect”?

6 In the **sixth paragraph**, which word means the same as “bamboozle”?

7 Which verb (or doing word) in the **first paragraph** begins with a “w”?

8 Which adverb (word that describes the verb and tells how something was done) in the **second paragraph** begins with the letter “v”?

9 Which noun (the name of something) in the **third paragraph** begins with “t”?

10 Which adjective (a word that describes a noun) in the **fourth paragraph** begins with the letter “l”?

11 Which adverb and verb in the **fifth paragraph** both start with “s”?

12 Which adjective and noun in the **sixth paragraph** both start with “s”?

13 In the story there are words that have apostrophes. What do these words mean? The words are: it’s, doesn’t, I’m, don’t, can’t, wouldn’t, won’t, let’s, hasn’t and isn’t.

14 There is another word with an apostrophe: teacher’s. What does this word mean?

15 See how many nouns you can find throughout the story.



◆ **Types of Words:** Nouns are names of things and adjectives are words that describe nouns. For example: the word *cat* is a noun because it is the name of something, and the word *big* is an adjective because it can be used to describe what a noun looks like. We can say: “The **big cat** is dangerous.”

Verbs are doing or action words and adverbs are words that describe how something is done. For example: the word *run* is a verb as it is an action, and the word *quickly* is an adverb as it can be used to describe how the action is done.

We can say: “I **run quickly** to the shop.”

Choose words from the word list on Page 11 to fill in the missing words. They appear in the order that you can use them. Some of the words have been marked as **NOUN**, **ADJECTIVE**, **VERB** or **ADVERB** to show what they are. Choose words from the correct set. Discuss the sentences before you do the writing.

1 (adjective) (noun) (verb) (adjective) (noun) (verb)
The enormous gorilla read a scary story and it _____.

2 (adjective) (noun) (verb) (adjective) (noun)
A naughty ghost screams “BOO!” in the _____ forest.

3 (adjective) (noun) (verb) (adjective) (noun)
That greedy _____ ate the _____ goat.

4 (adjective) (noun) (verb) (adjective) (noun)
The unhappy _____ wanted its _____ doll.

5 (adjective) (noun) (adjective) (noun)
I _____ escaped from the _____ witch.

6 (adjective) (noun) (adverb) (verb) (adjective) (adjective) (noun)
Seven dwarves _____ ate seven fat _____.