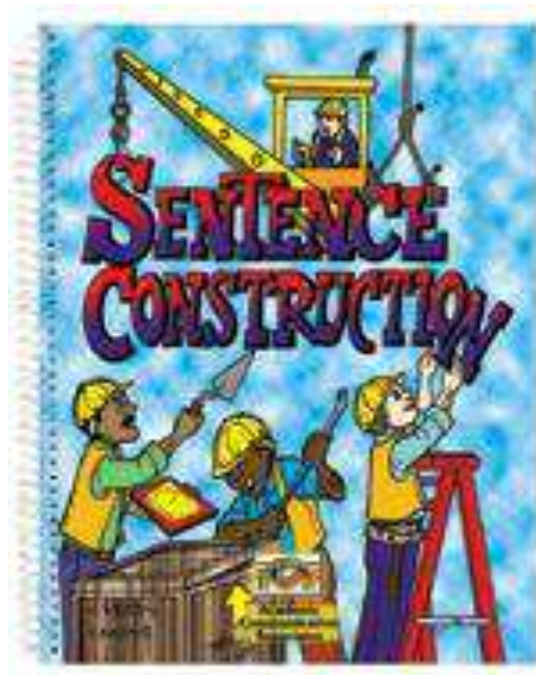


Year 8 Grammar Booklet 1 and tasks

Sentence construction, verb
tenses and homophones



Word classes

Grammar Focus

Grammar is the study of the way in which we use words to make sentence. All words can be divided into groups called word classes.

The old man walked unsteadily down the road before he stopped outside the greengrocer's.

- 'old' is an adjective - it describes the man.
- 'down' is a preposition. It tells us about the position of one thing in relation to another.
- 'man', 'road' and 'greengrocers' are all nouns, the name of something.
- 'walked' is a verb. It is an action word.

- 'unsteadily' is an adverb. It tells us about the verb.
- 'he' is a pronoun. It replaces a noun.

Read the following rhyme to help you learn the different word classes. Which six words are missing from the ends of some of the lines?

Every name is called a noun
Like 'field' and 'fountain', 'street' and _____

In place of a noun a pronoun stands
Like 'he' and 'she' can clap 'their' _____

An adjective describes a thing
Like 'magic' wand or 'silver' _____

A verb shows action - something done
To 'read' and 'write' and 'jump' and _____

How quickly things are done the adverb may tell Like
'quickly', 'slowly', 'badly', _____

A preposition shows relation
Like 'in' the street and 'at' the _____

Word Classes Continued.

Copy out the following sentences and label the word classes for each word in the sentence.

1. Amy skipped down the road happily after she received her test results.
2. The huge ocean liner sailed over the horizon towards the tropics.
3. I would love a cup of tea, thank you very much.
4. Suddenly, I leapt to my feet.
5. I lost my black jacket in the park.

One skill that can improve your writing is to use more varied and imaginative vocabulary. **Copy and complete the table below and think of more original alternatives to the words used.** Some examples have been provided.

Verb: went	Noun: dog	Adverb: quietly	Adjective: blue	Verb: said	Adverb: fast
strolled	puppy		azure	muttered	
	hound				

More homophones

Homophones are words that sound the same but are spelled differently. They often cause errors in writing.

- | | |
|--------------|--------------|
| 1. hay | 11. patience |
| 2. hey | 12. patients |
| 3. hoarse | 13. piece |
| 4. horse | 14. peace |
| 5. know | 15. scene |
| 6. no | 16. seen |
| 7. missed | 17. stair |
| 8. mist | 18. stare |
| 9. morning | 19. witch |
| 10. mourning | 20. which |

Vocabulary Task: Choose ten of your spellings and write a sentence for each, demonstrating you know the meaning of the word. Use a dictionary to look up the meaning if you are unsure.

- | | |
|------------|------------|
| 1. aisle | 11. cell |
| 2. isle | 12. sell |
| 3. allowed | 13. chance |
| 4. aloud | 14. chants |
| 5. ate | 15. fair |
| 6. eight | 16. fare |
| 7. ball | 17. gene |
| 8. bawl | 18. jean |
| 9. board | 19. grown |
| 10. bored | 20. groan |

Test yourself! Try to use at least 20 homophones in different sentences and check your accuracy!

Word order

Word order (or syntax) is very important to consider when making sure your sentences make sense, or when you are working towards variety in your sentence construction. For example:

The girl threw a ball and it hit a tree.

Or Hitting the tree, the girl threw a ball. Or

Throwing a ball, the girl hit a tree.

Rearrange the words below to make sensible sentences. Punctuate the sentences correctly.

- | | |
|-----------------------------------|----------------------------------|
| a. man asleep the fell | f. jumper lady knitted the |
| b. by town went we to bus | g. tree squirrel the the climbed |
| c. car muddy my very got | h. made cakes I mum and |
| d. carried bag old lady heavy | i. washed dog the we dirty |
| e. workmen drinking tea some were | j. hair I Friday cut got my |

Now **rearrange your sentences to begin with another word keeping the meaning.** You may have to add in smaller words, use a suffix like 'ing' or change the punctuation to make the new sentence make sense.

Experiment with the word order in the following sentences. **Rearrange the words, but try and keep the same meaning.** You can change the punctuation or add in another word of two if you wish.

- A car came speeding down the road.
- After a week, my new computer broke down.
- The tree in my garden needs cutting down.
- The children played in the park.
- I hurt my knee when I fell off my bike in the garden.
- One day a lion was sleeping in the shade under a tree.
- A mouse stole across the kitchen floor to get the cheese.
- The explorer hacked through the foliage of the jungle.

Verb tenses

- Tense is derived from the Latin word meaning 'time'.
The tense of a word tells us when something is happening in the past, present or future.
- Note how the verb can change as the tense changes.

Now, I see the ghost. Yesterday, I saw a ghost. Tomorrow, I will see a ghost.

- Some verbs have 'helper', or 'auxiliary' verbs.

Starter>

1. Look at the verbs in the box and copy and complete the chart, using the verbs from the box.

He told me, I will play, he is, she will run, the man walks, we ate, they will see, you stole, we will read, they talk, you are.

Present tense	Past tense	Future tense

2. Copy and complete the chart with past tense and auxiliary verbs.

Present tense	Present + auxiliary	Past tense	Past + auxiliary
I play	I am playing	I played	I was playing
You jump			
He writes			
She thinks			
We throw			
You hear			
They choose			
We skip			
She begins			

Verb tenses continued.

Rewrite this paragraph in the past tense. Start with 'Yesterday, we...'. Underline your changes.

We will arrive at Majorca airport at about 10 o'clock in the morning.

Samantha will sunbathe all day without using any sun protection. At 6 o'clock she will realise she is very sunburnt and spend the evening complaining to her family about how much her shoulders hurt. This will bore everyone greatly and everyone will think it is her own fault; however they will be sympathetic and too polite to tell her so.

Rewrite the following paragraph correcting the mistakes in verb tense. Underline your changes.

We was walking down the road when we seed an accident. A cyclist has been knock off his bike and is lying on the road. I were very concerned about him and rung for an ambulance. When it comes the paramedic treat the cyclist at the side of the road. Although he were unhurt, the paramedic insists he goes to hospital to be thoroughly assessed. I were happy I were able to helped.

Spelling and vocabulary - unstressed sounds

Some vowels are difficult to make out because they are spoken quickly or quietly. They do not 'sound out' clearly because the 'beat' in the word falls elsewhere. Many of these words contain the 'er' and 'en' patterns. When trying to learn these, think of related words e.g. definite-finite.

- | | |
|----------------|-----------------|
| 1. boundary | 11. interesting |
| 2. business | 12. library |
| 3. centre | 13. marvellous |
| 4. company | 14. offering |
| 5. desperate | 15. original |
| 6. difference | 16. parliament |
| 7. family | 17. poisonous |
| 8. frightening | 18. secretary |
| 9. general | 19. separate |
| 10. hospital | 20. Wednesday |