

# Technical Accuracy

S1



1. Letter writing
2. Capital Letters
3. Sentences and Ending the Sentence
4. Commas
5. Apostrophes
6. Dialogue
7. Their, there or they're; Where, were or we're and other homophones
8. Subject and Verb Agreement
9. Tense
10. Prefixes, Roots and Suffixes
11. Comparatives and superlatives
12. Adverbs
13. Conjunctions
14. Improving Description
15. Letter writing

## ***PUNCTUATION***

## ***GRAMMAR***

## ***UP-LEVELLING***



# What is 'Technical Accuracy'?



- Basically, 'Technical Accuracy' means ...
- Using punctuation correctly
- Writing in proper sentences



# Can you ...

- Use full-stops correctly?
- Use commas to separate items in a list?
- Punctuate dialogue?
- Use their, there and they're correctly?
- Use an apostrophe?
- Tell me what the superlative of 'great' is?
- ... If not, then this unit is for you!






# Technical Accuracy

- During the course of this unit, we will be brushing up on the skills that we developed in primary school
- By the end of this unit, you will be able to say ...





·I CAN WRITE IN PROPER  
SENTENCES!

·I CAN USE FULL-STOPS,  
EXCLAMATION MARKS, QUESTION  
MARKS, COMMAS, APOSTROPHES  
AND INVERTED COMMAS!

# Technical Accuracy Lesson One

## Letter Writing




# Technical accuracy – Lesson One

## Letter Writing


- By the end of today's lesson, you will have written a letter to your old Primary 7 teacher
- Don't worry if you're not entirely happy with it ...
- ... We'll be going back to it later!





•I CAN PROPERLY LAY OUT A  
FORMAL LETTER

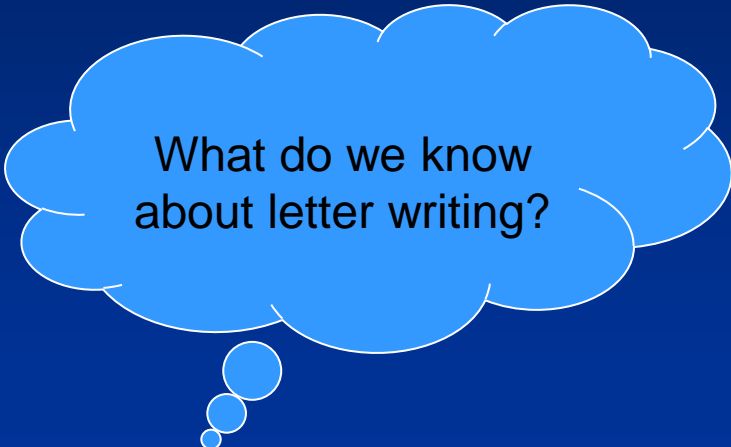
•I CAN CONTRIBUTE EFFECTIVELY  
AS A MEMBER OF A GROUP



• By the end of this lesson you will have written a FIRST DRAFT of a formal letter to your primary seven teacher

• ... Don't worry if you aren't happy with it - you'll have a chance to up-level your work at the end of the unit

# Brainstorm ...



What do we know  
about letter writing?

# Formal Letter Writing

Your Address

Addressee

Date

Written in  
paragraphs

Name and  
title

Formal  
greeting  
'Dear'

Formal sign-  
off 'Sincerely'

Lotus INC  
22 Blue Street  
Paris  
WIB 6DH  
Phone: 071 066 429  
7 January 2012

Peter Parker  
14 Plowden Road  
Torquay  
Devon  
TQ6 IRS

Dear Mr. Parker,

With reference to your letter of January 5<sup>th</sup>, we are sorry to inform you that we do not have any vacancies available at the moment. We are impressed with your qualification and work experience and will definitely consider your candidature when vacancies arise in future.

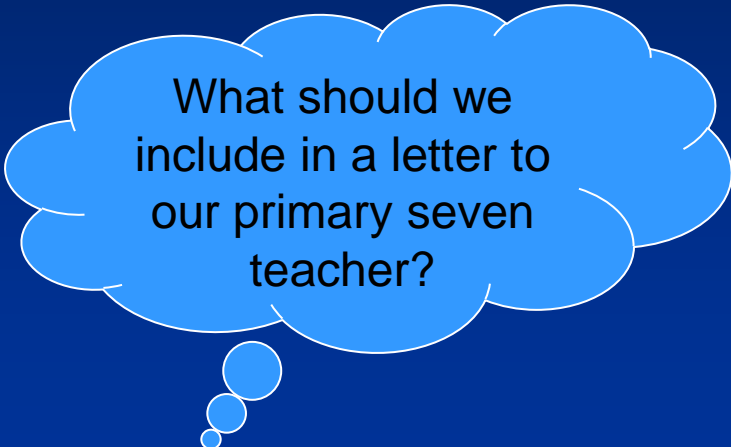
Please feel free to contact us again if we can help in any way.

Yours sincerely

James Mathews  
HR Manager of Lotus INC



# Brainstorm ...



What should we  
include in a letter to  
our primary seven  
teacher?



Your  
Address

Date

School's  
Address

Dear ...

**Paragraph One**

I hope you are well. You may remember me from last year. My name is ... and I am a pupil at Saint Peter the Apostle High School in Clydebank.

**Paragraph Two**

***Write about some of the things your P7 teacher may remember about you – trips you attended, work you did etc.***

### **Paragraph Three**

***Write about the subjects you study in high school and the new teachers you have. Which subjects do you like? Which subjects don't you like? Why?***

### **Paragraph Four**

***Write about the new friends that you have made. Also, write about any clubs you have joined and any new interests/hobbies you have since primary school***

### **Paragraph Five**

***Explain what you hope to improve whilst you are at high school (reading, writing, talking, listening, science, maths ...) and explain to your P7 teacher that you hope you see them soon.***

Yours sincerely,

***YOUR NAME***

S1 Pupil, Saint Peter the Apostle High School,  
Clydebank

# Peer Assessment

- Once you have finished, swap letters with your partner
- Give your partner two stars and a wish



# Can I ...

- ... properly lay out a formal letter?
- ... effectively contribute as a member of a group?



# Technical Accuracy - Capital Letters

A B C D E F G H I J  
K L M N O P Q R S  
T U V W X Y Z



·I CAN USE CAPITAL LETTERS  
PROPERLY

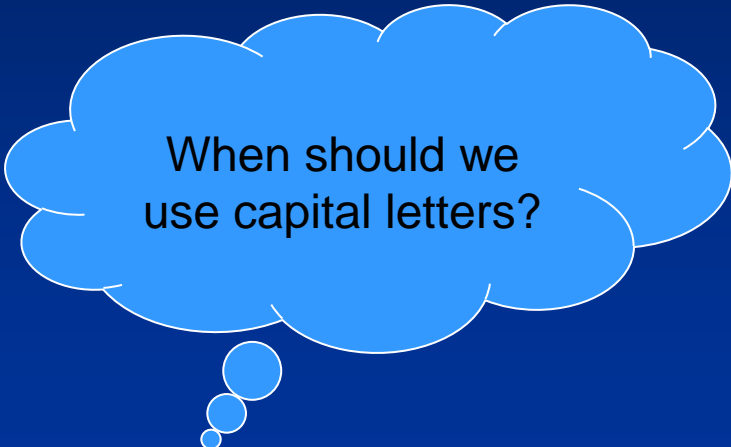
# Note Taking

- As you watch the following video, take notes on all the different uses for capital letters
- MINTS





# Brainstorm ...



When should we  
use capital letters?



**M** Months of the year and days of the week

**I** when you are writing about yourself – me, myself and I

**N** Names of people, streets, countries ...

**T** Titles of books, poems, films, computer games, plays ...

**S** The start of sentences




# Capital Letters

- Rewrite the sentences on the next slide
- Leave a line between each
- For each sentence underline where a capital letter should be used and write the capital letter above the incorrect letter



1. have you ever been to edinburgh zoo?
2. my computer is a dell but my friend sam has a toshiba computer.
3. my mum likes to get thorntons chocolates for valentine's day, which is in february, and lindt chocolates for christmas, which is in december.
4. i went on the waverley boat when I visited loch lomond last summer. it was on a tuesday.
5. the tiniest country in the world is vatican city.
6. 'call of duty' is my friend john's favourite game and i love it too.
7. i have never been able to taste the difference between pepsi cola and coca-cola.
8. my family wants to go disneyworld in florida for our holiday next july.
9. every morning my dad, stephen, reads the herald newspaper whilst drinking his tetley tea.
10. my teacher miss kelly told me that the biggest dinosaur was the argentinasauros.
11. i love going to the clydebank shopping centre.
12. jenny got a new apple iphone and a new ipad which made me very jealous.





• MARK YOUR WORK AND GIVE  
YOURSELF A MARK OUT OF 51

1. Have you ever been to Edinburgh Zoo?
2. My computer is a Dell but my friend Sam has a Toshiba computer.
3. My mum likes to get Thorntons chocolates for Valentine's Day, which is in February, and Lindt chocolates for Christmas, which is in December.
4. I went on the Waverley boat when I visited Loch Lomond last summer. It was on a Tuesday.
5. The tiniest country in the world is Vatican City.
6. 'Call of Duty' is my friend John's favourite game and I love it too.
7. I have never been able to taste the difference between Pepsi cola and Coca-Cola.
8. My family wants to go Disneyworld in Florida for our holiday next July.
9. Every morning my dad, Stephen, reads the Herald newspaper whilst drinking his Tetley tea.
10. My teacher Miss Kelly told me that the biggest dinosaur was the Argentinosaurus.
11. I love going to the Clydebank Shopping Centre.
12. Jenny got a new Apple iPhone and a new iPad which made me very jealous.





HOW MANY DID YOU GET?

# Capital Letters

- Make up five sentences that are missing all the capital letters – try to include names, the word I, titles, places, days of the week and months of the year
- Leave a few lines below each sentence
- Swap jotters with your partner
- Now, try to rewrite your partner's sentences, but include the capital letters
- Once you have finished, swap back and mark each other's work





# Can I ...

- ... use capital letters properly?



# Always remember ...

**Months of the year and days of the week**

**I when writing about yourself**

**Names of people, streets, countries and companies**

**Titles of books, computer games, poems, plays and films**


**Start of sentences**



**MINTS**

# Technical Accuracy – Proper sentences.





·I CAN WRITE IN PROPER  
SENTENCES!

·I CAN USE FULL-STOP,  
QUESTION MARKS AND  
EXCLAMATION MARKS!

# What is a Sentence?

- A sentence is a group of words that are a complete thought
- It starts with a capital letter and ends with a full-stop, question mark or exclamation mark
- Proper sentences contain at least two **nouns** (naming words) and a **verb** (a doing word)
- They can also contain **adjectives** (describing words), **adverbs** (describing words for verbs) and **conjunctions** (connecting words like and, but, so)



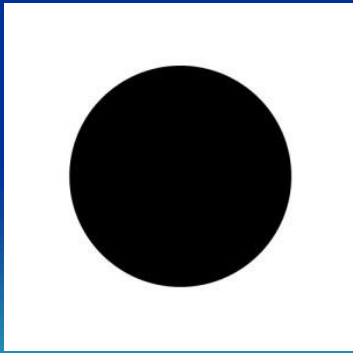
# What is a Sentence?

- A sentence can be a **statement** of a fact or an opinion
- A sentence can be a **command** like an instruction
- A sentence can be a **question**
- A sentence can be an **exclamation**



# What is a Sentence?

- These three punctuation marks can end a sentence – can you name them?



# What is a Sentence?

- On the next slide there are twelve 'sentences'
- Put a number for each in the margin of your jotter
- Write down if each sentence is a proper sentence or if it is not a proper sentence
- If it is not a proper sentence, give a reason why
- The first two are done for you





# REMEMBER

- A proper sentence should ...
- Start with a capital letter
- Contain at least two nouns and one verb



1. John walked *Not a proper sentence – only contains one noun*
2. I was disgusted by the man! *Proper sentence - exclamation*
3. Take your shoes off.
4. Can I have your number?
5. Looking forward to going home?
6. francis has an iPhone.
7. Help me I'm stuck in the lift!
8. Go to school.
9. Do you have to put your feet on the table?
10. Sarah went to the shops.
11. I have never been so scared in my life.
12. You should all remember to bring in your homework tomorrow.



- 
- How did you do?
  - Give yourself a mark out of 10

1. John walked *Not a proper sentence – only contains one noun*
2. I was disgusted by the man! *Proper sentence – exclamation*
3. Take your shoes off. *Proper sentence - command*
4. Can I have your number? *Proper sentence - question*



7. Help me I'm stuck in the lift! *Proper sentence - exclamation*

9. Do you have to put your feet on the table? *Proper sentence - question*

10. Sarah went to the shops. *Proper sentence - statement*

11. I have never been so scared in my life! *Proper sentence - exclamation*

12. You should all remember to bring in your homework tomorrow. *Proper sentence - command*



# Writing in Proper Sentences

- On the next slide there are a few short paragraphs
- Write each in your jotter, and include the capital letters and full-stops



1. sam woke and he noticed a dramatic drop in temperature it was below 0 degrees he felt his nose and it was ice cold
2. to find where a sentence ends read it aloud to yourself you should then find where the statement ends each sentence should make sense on its own
3. nick's hand was shaking he felt sick because he'd lost a big fish
4. on tuesday I went to my friend's house i had a great time he had just bought a new car



- 
- Swap jotters with your partner
  - Correct your partner's work



1. **S**am woke and he noticed a dramatic drop in temperature. **I**t was below 0 degrees. **H**e felt his nose and it was ice cold.
2. **T**o find where a sentence ends read it aloud to yourself. **Y**ou should then find where the statement ends. **E**ach sentence should make sense on its own.
3. **N**ick's hand was shaking. **H**e felt sick because he'd lost a big fish.
4. **O**n **T**uesday I went to my friend's house. **I** had a great time. **H**e had just bought a new car.



# Writing in Proper Sentences

- On the next slide is a paragraph
- It has no capital letters and no punctuation
- Copy the paragraph down in your jotter and include the capital letters and full stops



when the people came to where the dragon lay stretched out on the ground the sight made them scared they didn't dare approach it or touch it some ran away some warned their friends not to go near the creature in case it had any life left in its body they explained that it might still be able to breathe fire over them others thought the dragon might have little dragons in its womb one person even claimed that the dragon's eyes were moving



- 
- Swap jotters with your partner
  - Correct your partner's work

When the people came to where the dragon lay stretched out on the ground, the sight made them scared! They didn't dare approach it or touch it. Some ran away. Some warned their friends not to go near the creature in case it had any life left in its body. They explained that it might still be able to breathe fire over them. Others thought the dragon might have little dragons in its womb. One person even claimed that the dragon's eyes were moving.



# Can I ...


- ... write in proper sentences?
- ... use full-stops, exclamation marks and question marks?



# Technical Accuracy Lesson

## Commas



- 
- I CAN USE COMMAS TO SEPARATE INDEPENDENT CLAUSES
  - I CAN USE COMMAS TO CREATE PARENTHESIS!
  - I CAN USE COMMAS TO CREATE A LIST!



# Commas

- Commas are tricky wee things
- They are in almost every sentence we read
- We see them everywhere
- But what are they for?

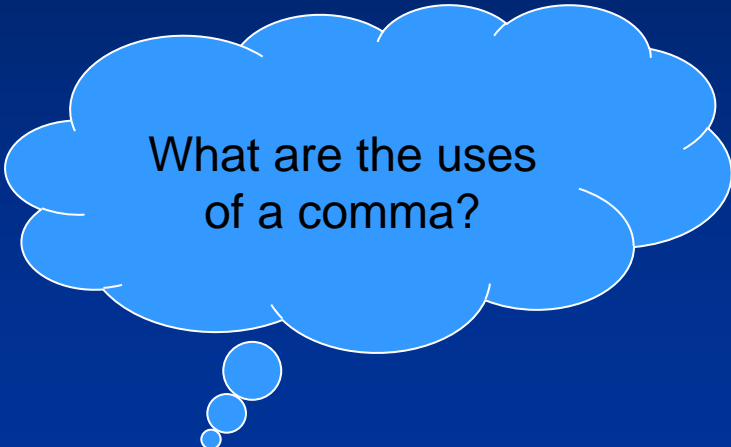


# Commas

- Watch the following video
- As you watch the video, take notes on what the uses of a comma are
- [Einstein explains commas](#)



# Brainstorm ...



What are the uses  
of a comma?

# Uses of a Comma

1. **Put a comma before a conjunction that separates two independent clauses**

*The alien has a spaceship, but he doesn't have any friends.*

2. **Use a comma after introductory words, phrases or clauses in a sentence**

*Yes, my spaceship really flies.*

3. **Use a comma to set off elements that interrupt or add information to a sentence (this is called parenthesis)**

*The alien, who has now found a new friend, is very happy.*



# 1. Put a comma before a conjunction that separates two independent clauses

- A **clause** is a group of words that can stand on its own as a complete sentence

*The alien has a spaceship. He doesn't have any friends*

Clause One

Clause Two



- When we put two clause together in the one sentence, we use a ***conjunction***
- A ***conjunction*** is a joining/linking word
- The words ***for, and, but, so, nor, yet*** are examples of ***conjunctions***



- So, the two separate clauses

*The alien has a spaceship. He doesn't have any friends*

- Becomes

*The alien has a spaceship but he doesn't have any friends.*



- And we add in a comma ***before*** the conjunction

*The alien has a spaceship, but he doesn't have any friends.*





# Put a comma before a conjunction that separates two independent clauses

- On the next slide there are ten groups of sentences
- Join them together by adding a ***conjunction*** and a ***comma***
- The first one has been done for you



1. John's favourite colour is green. Jane's favourite colour is yellow.  
*John's favourite colour is green, however Jane's favourite colour is yellow.*
2. The dog ran away. The cat climbed a tree.
3. I hate Maths. I love English.
4. I am looking forward to Christmas. I am not looking forward to going back to school.
5. Today it is sunny. Tomorrow it will be raining.
6. Freddy loves McDonald's. Bernadette loves McDonald's.
7. The policeman rides a bicycle. He prefers driving a car.
8. Chelsea's manager is Jose Mourinho. Liverpools manager is Jurgen Klopp.
9. Christmas is my favourite holiday. James' favourite holiday is Easter.
10. Frank had completed his homework. I had not completed mine.



- 
- Swap jotters with your partner
  - Give your partner a mark out of 10

1. John's favourite colour is green. Jane's favourite colour is yellow.

*John's favourite colour is green, however Jane's favourite colour is yellow.*

2. The dog ran away. The cat climbed a tree.

*The dog ran away, and the cat climbed a tree.*

3. I hate Maths. I love English.

*I hate Maths, but I love English.*

4. I am looking forward to Christmas. I am not looking forward to going back to school.

*I am looking forward to Christmas, however I am not looking forward to going back to school.*

5. Today it is sunny. Tomorrow it will be raining.

*Today it is sunny, but tomorrow it will be raining.*

6. Freddy loves McDonald's. Bernadette loves McDonald's.

*Freddy loves McDonald's, and Bernadette loves McDonald's.*

7. The policeman rides a bicycle. He prefers driving a car.

*The policeman rides a bicycle, however he prefers driving a car.*

8. Chelsea's manager is Jose Mourinho. Liverpool's manager is Jurgen Klopp.

*Chelsea's manager is Jose Mourinho, and Liverpool's manager is Jurgen Klopp.*

9. Christmas is my favourite holiday. James' favourite holiday is Easter.

*Christmas is my favourite holiday, but James' favourite holiday is Easter.*

10. Frank had completed his homework. I had not completed mine.

*Frank had completed his homework, but I had not completed mine.*



## 2. Use a comma after introductory words, phrases or clauses in a sentence

- We also use a comma after introductory words or phrases in a sentence
- For example, imagine somebody writes you a text message inviting you to go and see Star Wars at the pictures ...



Fancy going to see Star Wars at the iMax?

- You might reply ...





Fancy going to see Star Wars at the iMax?



I would like to go to the pictures.



- But ... that sounds a bit blunt, doesn't it?
- We usually begin with an answer, like yes, or no, or maybe
- So, we'll change that reply





Fancy going to see Star Wars at the iMax?



Yes I would like to go to the pictures.

- Because we've added an *introductory word or phrase* we also need to add a comma *after* the word 'yes'





Fancy going to see Star Wars at the iMax?



Yes , I would like to go to the pictures.

# Use a comma after introductory words, phrases or clauses in a sentence

- Add *introductory words or phrases* and *commas* to the following sentences
- The first one has been done for you



1. I can't be bothered going to the pictures.

*No thanks, I can't be bothered going to the pictures.*

1. I might be able to do that.

2. I can't believe she said that!


3. What a goal!

4. It would be lovely to meet up.

5. I enjoyed doing you a favour.

6. That's great news!





HOW DID YOU DO?

1. I can't be bothered going to the pictures.

***No thanks, I can't be bothered going to the pictures.***

2. I might be able to do that.

***Maybe, I might be able to do that.***

3. I can't believe she said that!

***No way, I can't believe she said that!***

4. What a goal!

***Wow, what a goal!***

5. It would be lovely to meet up.

***Absolutely, it would be wonderful to meet up.***

6. I enjoyed doing you a favour.

***No problem, I enjoyed doing you a favour.***

7. That's great news!

***Fantastic, that's great news!***





### 3. Use a comma to set off elements that interrupt or add information to a sentence (this is called parenthesis)

- Sometimes writers interrupt or add extra information to a sentence
- This is called *parenthesis*



# For example

*The alien had a spaceship, however he didn't have any friends.*

- We could **interrupt** the sentence by saying something about the where the alien is

*The alien **who was very far from home** had a spaceship, however he didn't have any friends.*

- We could also **add information to the sentence** by describing the spaceship

*The alien **who was very far from home** had a spaceship **which was very large and red**, however he didn't have any friends.*



# Parenthesis

- To punctuate parenthesis we add two commas:

*The alien, who was very far from home, had a spaceship, which was very large and red, however he didn't have any friends.*



# Parenthesis

- Parenthesis can be taken away from the sentence and it will still make sense

*James, the boy with the curly hair, sat at the end of the table.*

*James sat at the end of the table.*



# Parenthesis

- Separate the additional information from the rest of the sentence by adding two commas
- The first one has been done for you



1. No one and I mean no one should be allowed to smoke in a restaurant.

***No one, and I mean no one, should be allowed to smoke in a restaurant.***

2. Sally the girl with the Adidas bag and Nike shoes had not completed her homework.

3. Celtic play Dundee Utd who are currently bottom of the league on Saturday.

4. For my dinner which is my favourite meal of the day I had lasagne.

5. Christmas the holiday on the 25<sup>th</sup> of December is coming soon.

6. I fed the dog who was grateful to be fed and then I fed the cat who didn't seem that bothered.



- 
- Swap jotters with your partner
  - Give your partner a mark out of 7

1. No one and I mean no one should be allowed to smoke in a restaurant.

***No one, and I mean no one, should be allowed to smoke in a restaurant.***

2. Sally the girl with the Adidas bag and Nike shoes had not completed her homework.

***Sally, the girl with the Adidas bag and the Nike shoes, had not completed her homework.***

3. Celtic play Dundee Utd who are currently bottom of the league on Saturday.

***Celtic play Dundee Utd, who are currently bottom of the league, on Saturday.***

4. For my dinner which is my favourite meal of the day I had lasagne.

***For my dinner, which is my favourite meal of the day, I had lasagne.***

5. Christmas the holiday on the 25<sup>th</sup> of December is coming soon.

***Christmas, the holiday on the 25<sup>th</sup> December, is coming soon.***

6. I fed the dog who was grateful to be fed and then I fed the cat who didn't seem that bothered.

***I fed the dog, who was grateful to be fed, and then I fed the cat, who didn't seem that bothered.***





# Listing

- Commas can also be used to separate items in a list
- [The Comma Song](#)




# Listing

- Use commas to separate the items in the lists



1. For breakfast he had chips peas kippers pasta and cornflakes.
2. We are going to eat talk and watch a movie.
3. I have homework due on Monday Tuesday and Wednesday
4. The crowd yelled cheered clapped and sang for their team.
5. She studied prepared and practiced for the test.





HOW DID YOU DO?

1. For breakfast he had chips, peas, kippers, pasta, and cornflakes.
2. We are going to eat, talk, and watch a movie.
3. I have homework due on Monday, Tuesday, and Wednesday
4. The crowd yelled, cheered, clapped, and sang for their team.
5. She studied, prepared, and practiced for the test.



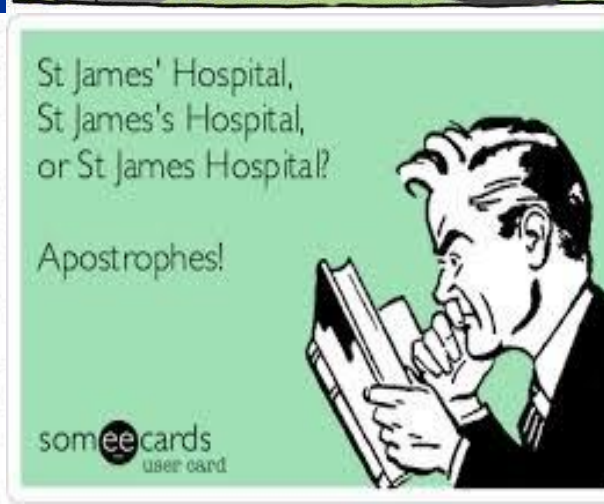
# Can I ...

- ... use commas to separate independent clauses?
- ... use commas to create parenthesis?
- ... use commas to separate words in a list?



# Technical Accuracy Lesson Five

## Apostrophes





•I CAN USE APOSTROPHES TO SHOW  
CONTRACTION!

•I CAN USE APOSTROPHES TO SHOW  
OWNERSHIP!



# Apostrophes

- Have two uses:
  - 1.To Show *contraction*
  - 2.To show *ownership*



# Apostrophes to Show Contraction


- Contraction



# Apostrophes to Show Contraction

- A ***contraction*** means a reduction
- We can join two words together to make one, shorter word.
- For example:
- ***I have*** becomes ***I've***
- ***I am*** becomes ***I'm***
- We add an apostrophe to show where the missing letters should go






•Contract the following phrases by joining them together and adding an apostrophe to show where the missing letter should go

1. I am = *I'm*
2. Does not =
3. They are =
4. We have =
5. She had =
6. He is =
7. Are not =
8. Do not =
9. Will not =
10. It is =





HOW DID YOU DO?

1. I am = *I'm*
2. Does not = *Doesn't*
3. They are = *They're*
4. We have = *We've*
5. She had = *She'd*
6. He is = *He's*
7. Are not = *Aren't*
8. Do not = *Don't*
9. Will not = *Won't*
10. It is = *It's*



# Apostrophes to Show Ownership

- Ownership





# Apostrophes to Show Ownership

- Apostrophes show possession – ***Fabian's bag***
- There are a number of rules that make using an apostrophe a lot easier
- ... copy these down in your jotter



# Apostrophe Rules

- If the owner is singular (just one) put an apostrophe then an S – ***Tom's cat, the cat's whiskers***
- If the owner is plural (more than one) put an s then an apostrophe – ***The ladies' cats, the pupils' test results***
- If the plural does not end in an S , put an apostrophe then an S – ***The children's games***



# Apostrophe Rules

- For phrases and joint owners put the apostrophe in the last noun – ***James sisters best friends dads brother's house; William and Mary's house***
- For names with an S at the end that have more than one syllable, just add an apostrophe – ***Moses' tablet; Jesus' cross***
- For names with an S at the end with only one syllable add an apostrophe and another s – ***Chris's bag; James's computer***



# Apostrophe Rules

Do not use an apostrophe:


- After plurals that are not owners
- With these words: his, hers, ours, yours, theirs
- With its



- 
- Change the following sentences
  - Add apostrophes to the following sentences to show ownership
  - Make sure you use your notes on 'Apostrophe Rules' to help you!
  - The first one has been done for you

1. The paw of the monkey = ***The monkey's paw***
2. The paws of the monkeys
3. The games belonging to the children
4. A holiday lasting a week
5. The exhausts of the lorries
6. The votes of the people
7. The shop belonging to the baker
8. The wife of the Prime Minister





HOW DID YOU DO?

1. The paw of the monkey = ***The monkey's paw***
2. The paws of the monkeys = ***The monkeys' paws***
3. The games belonging to the children = ***The children's games***
4. A holiday lasting a week = ***A week's holiday***
5. The exhausts of the lorries = ***The lorries' exhausts***
6. The votes of the people = ***The people's votes***
7. The shop belonging to the baker = ***The baker's shop***
8. The wife of the Prime Minister = ***The Prime Minister's wife***





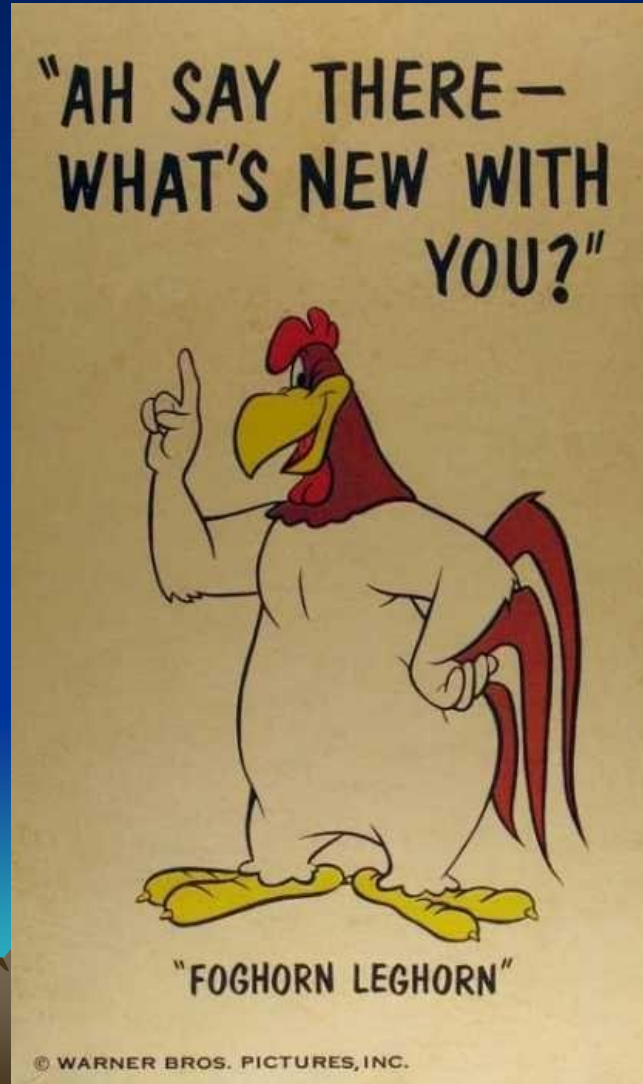
# Can I ...

- ...use apostrophes to contract words?
- ... use apostrophes to show ownership?



# Technical Accuracy Lesson Six

## Inverted Commas and Dialogue





·I CAN PUNCTUATE DIALOGUE CORRECTLY!





We are learning...

The Rules of  
**DIALOGUE...**



**Direct speech**



**Divided direct speech**





# The Rules of DIALOGUE



**Dialogue is crucial to the success of your story.**

**A written story without dialogue is like watching a film where the characters never speak.**



**Just as in a silent movie, an essay without dialogue has to *compensate* for this by exaggerating the other aspects of the story.**

**The point? USE DIALOGUE!**



# The Rules of DIALOGUE



- 1: Always take a new line when a character is about to speak, and for any new speaker
- 2: Open speech marks “
- 3: Any time a character begins to speak, you must use a capital letter “**D**
- 4: When a character has finished speaking, use punctuation “**Did you see the game?**
- 5: Close the speech marks after the punctuation “**Did you see the game?”**
- 6: Add a reporting clause “**Did you see the game?” asked Bob.**





# The Rules of DIALOGUE



Always strive to use the *most appropriate* punctuation mark. It should reflect *the way a sentence was spoken* and must *match the reporting clause*.



Look at the examples on the next slide...





# The Rules of DIALOGUE



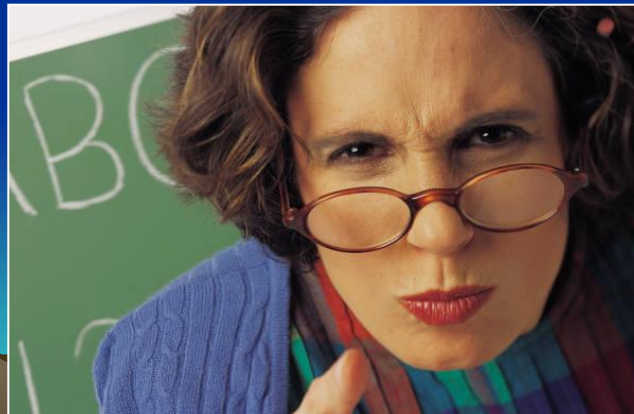
**“Pass me your jotter,” the teacher said.**

**“Pass me your jotter!” the teacher boomed.**

**“Will you pass me your jotter?” the teacher asked.**

**“Pass me your... jotter...” the teacher hesitated.**

**“Pass me your jott-” the teacher tried to say.**







# The Rules of DIALOGUE



You can always do better than **said...**

**'Said'** doesn't tell you much about **how** something was spoken. You should always try to use a reporting clause that accurately reflects **HOW** the character spoke...

roared

whispered

"How many can you get?" asked the teacher.



# The Rules of DIALOGUE



Match the **punctuation marks** to the **reporting clauses**.

*Which ones make the **best** match?*

... said

... whispered

... roared

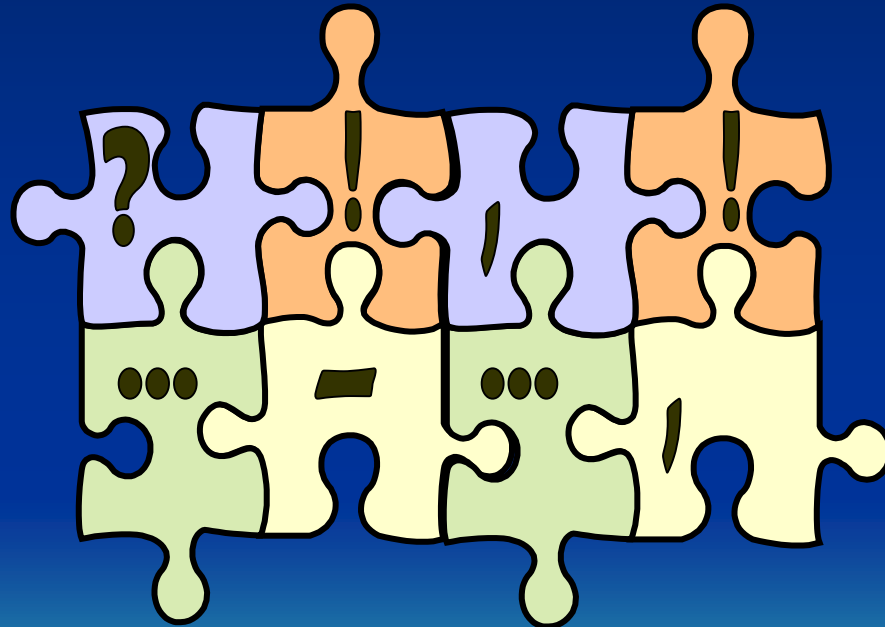
... enquired

... thundered

... hesitated

... stuttered

... tried to say





# The Rules of DIALOGUE



**DIALOGUE** is not always laid out the way we've just seen...

*Sometimes*, it begins with the **reporting clause**:

**The teacher boomed, "Pass me your jotter!"**

If you do it this way, **REMEMBER**:

1. Reporting clause (**The teacher boomed**)
2. Punctuation (**, or :**)
3. Open speech marks (**"**)
4. Capital letter (**P**)
5. Punctuation (**. ? ... ~ !**)
6. Close speech marks (**"**)





# The Rules of DIALOGUE



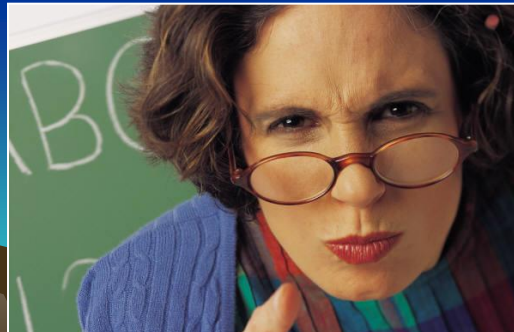
It can also be used as in the following example:

**“Pass me your jotter,” the teacher said. “Now!”**

**“Pass me your jotter,” the teacher said, “as soon as you can.”**

In *this* case, the rules are:

- |                       |                     |                |
|-----------------------|---------------------|----------------|
| 1. Open speech marks  | 2. Capital letter   | 3. Punctuation |
| 4. Close speech marks | 5. Reporting clause | 6. Full stop   |
| 7. Open speech marks  | 8. Capital letter   |                |





# The Rules of DIALOGUE



Try these examples, putting in the **punctuation**  
with appropriate reporting clauses...

Janet \_\_\_\_\_ where did you put the rest of the chocolates

Mr Smith \_\_\_\_\_ who was the last person to use the radio

Do you think I can afford to wait here all day Simon \_\_\_\_\_



Do you take tea or coffee sir the steward \_\_\_\_\_

If pressed to make a choice \_\_\_\_\_ Mr Briggs, I prefer tea

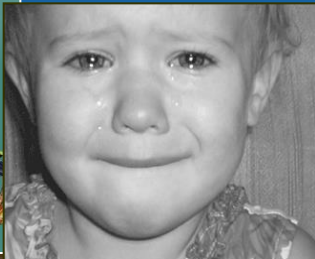
I regret, sir, that there is only coffee \_\_\_\_\_ the steward



# The Rules of DIALOGUE



- **Arthur exclaimed we have forgotten our tickets**
- **What a lovely show said Samantha. I am enjoying it**
- **What is that bird called whispered Trixie. Can you tell me**
- **He fought back the tears and sobbed Mark kicked my ankle**
- **How many weeks is it from the party asked Ralph. Is it five or six he went on doubtfully. I can't be sure**
- **The speaker addressed the meeting we have gathered here to do honour to our chairman. He coughed, and then continued. He has served us well for twenty years**





# The Rules of DIALOGUE



Janet asked, "Where did you put the rest of the chocolates?"

Mr Smith asked, "Who was the last person to use the radio?"

"Do you think I can afford to wait here all day?" Simon muttered.

Arthur exclaimed, "We have forgotten our tickets!"

"What a lovely show," said Samantha. "I am enjoying it."

"What is that bird called?" whispered Trixie. "Can you tell me?"

He fought back the tears and sobbed, "Mark kicked my ankle."

"How many weeks is it from the party?" asked Ralph. "Is it five or six..." he went on doubtfully. "I can't be sure."

The speaker addressed the meeting: "We have gathered here to do honour to our chairman." He coughed, and then continued, "He has served us well for twenty years."





# The Rules of DIALOGUE



Well done!

Well done!

Well done!

Well done!

Well done!

Well done!

Well done!

Well done!

I can use dialogue  
correctly and effectively.






# Technical Accuracy Lesson Seven

## There, their or they're?


## Where, were or we're?

I will not interchange "there",  
"they're", and "their" on  
Facebook again.




your  cards  
[www.ecards.com](http://www.ecards.com)

Designed by  
[Grammarly.com](http://Grammarly.com)




- I CAN USE THE CORRECT WORD.
- THERE, THEY'RE AND THEIR
- WERE, WHERE, WEAR AND WE'RE
- DID AND DONE
- IS AND ARE
- WAS AND WERE
- TO, TWO AND TOO, OF AND OFF
- NO, KNOW AND NOW

# Technical Accuracy

- During the course of this unit so far, we have focussed on our use of punctuation
  - We have covered:
    1. Capital letters
    2. Full-stops, exclamation marks and question marks
    3. How to use commas properly
    4. How to use apostrophes
    5. How to punctuate dialogue with inverted commas
- 

# Technical Accuracy

- Now we are going to focus on common mistakes that some S1 pupils make in their writing
  - We'll be looking at ***HOMOPHONES***
  - There, they're and their
  - Where, wear, were and we're
  - Did and done
  - Is and are
  - Was and were
  - To, two and too, of and off
- 

# Technical Accuracy

- We'll begin by looking at

*THEIR ...*

*... THERE ...*

*... AND THEY'RE*





·I CAN USE THEIR, THEY'RE OR THEIR!



Their, There and They're



# Their

- Belonging to a group

‘The children handed in *their* homework.’

‘Cats lick *their* paws.’

‘Footballers celebrate *their* goals.’





# There

- A place either in time or space
- Imagine pointing to an area –  
‘The kettle is over *there*.’
- Or, pointing back in time –  
‘*There* were hardly any cars when I was a boy



# They're

- Contraction of *they are*

‘The boys are home. They are in the kitchen.’

‘The boys are home. *They're* in the kitchen.’



# Which one?

- How often do they tidy \_\_\_\_\_ mess up? Never!



# Which one?

- How often do they tidy **their** mess up?  
Never!



# Which one?

- \_\_\_\_\_ legs are so long, they can just walk over fences!



# Which one?

- **Their** legs are so long, they can just walk over fences!



# Which one?

- The Science Books are over \_\_\_\_\_.



# Which one?

- The Science Books are over **there**.





# Which one?

- “\_\_\_\_\_ over \_\_\_\_\_!” shouted Mr Studd.



# Which one?

- “They’re over there!” shouted Mr Studd.



# Which one?

- \_\_\_\_\_ lazy! That is \_\_\_\_\_ rubbish  
over \_\_\_\_\_.



# Which one?

- They're lazy! That is their rubbish over there.





•Copy and complete the following  
sentences in your jotter

1. The library book is over ... .
2. Cats use ... tongues to groom themselves.
3. Did they leave ... lunches at home?
4. The students handed in ... best work.
5. This is a day ... not going to forget.
6. It's too far away, we don't go ... anymore.
7. Is ... any point in learning grammar?
8. When they get home, ... in for a surprise.
9. When I was young ... weren't many cars.
10. Go and get your lunch, it's over ... .



- 
- How did you do?
  - Give yourself a mark out of 10

1. The library book is over **there** .
2. Cats use **their** tongues to groom themselves.
3. Did they leave **their** lunches at home?
4. The students handed in **their** best work.
5. This is a day **they're** not going to forget.
6. It's too far away, we don't go **there** anymore.
7. Is **there** any point in learning grammar?
8. When they get home, **they're** in for a surprise.
9. When I was young **there** weren't many cars.
10. Go and get your lunch, it's over **there** .





# Can I ...

- ... use their, there and they're correctly?



# Technical Accuracy

- Now we're going to look at

***WERE ...***

***... WHERE ...***

***... WEAR ...***

***... AND WE'RE***






·I CAN USE WERE, WHERE, WE'RE AND  
WEAR!

# Where, were, wear or we're?

- **Where** = a question about a place
- **Were** = the past tense of are. Eg. We are going to the cinema/We were going to the cinema
- **We're** = abbreviation of 'we are'
- **Wear** = to be dressed





•Copy and complete the following  
sentences in your jotter

# Were, where, wear or we're?

1. \_\_\_\_\_ you in town? I asked you to buy something for dinner! \_\_\_\_\_ hungry!
  2. \_\_\_\_\_ is the shirt you have to \_\_\_\_\_ to school?
  3. At home, \_\_\_\_\_ nobody sees me, I \_\_\_\_\_ old clothes.
  4. \_\_\_\_\_ will the dog go when \_\_\_\_\_ on holiday?
  5. \_\_\_\_\_ you surprised when we said we \_\_\_\_\_ going to the town \_\_\_\_\_ you  
\_\_\_\_\_ born?
- 
1. \_\_\_\_\_ you late this morning?
  2. \_\_\_\_\_ \_\_\_\_\_ you hiding?
  3. \_\_\_\_\_ the books on the table yesterday?
  4. \_\_\_\_\_ all excited about the school holiday.
  5. Do you want to \_\_\_\_\_ the red shoes? They \_\_\_\_\_ nice with that outfit the last time.



- 
- How did you do?
  - Give yourself a mark out of 19

# Were, where, wear or we're?

1. **Were** you in town? I asked you to buy something for dinner! **We're** hungry!
  2. **Where** is the shirt you have to **wear** to school?
  3. At home, **where** nobody sees me, I **wear** old clothes.
  4. **Where** will the dog go when **we're** on holiday?
  5. **Were** you surprised when we said we **were** going to the town **where** you **were** born?
- 
1. **Were** you late this morning?
  2. **Where were** you hiding?
  3. **Were** the books on the table yesterday?
  4. **We're** all excited about the school holiday.
  5. Do you want to **wear** the red shoes? They **were** nice with that outfit the last time.





# Can I ...

- ... use were, where, we're and wear correctly?



# More Homophones

## Homophone

the same

sound

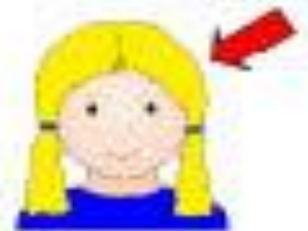
right



see



hair



write



sea



hare



# to, too, two



## to

Means to go somewhere  
or to do something  
(to do with an action or a place - shows  
movement)

- *I am going to cook.*
- *I am going to the park.*

## too

Means also or as well

- *Are you coming too?*

Can also mean too much of  
something

- *She felt sick because she  
ate too much pudding.*

## two

The number 2.



Fill in the space with either to, too  
or two.

1. Jade is  today.
2. Becky is coming  my house for  
tea.
3. He was  tired  cook.
4. Brian was  lazy  get a  
job.
5. Are you coming out ?
6. It is  hot in this room to study.
7. We are going  the leisure centre.
8. Do you want  come ?





# hear, here



## hear

To do with sound.

- ***Can you hear me?***
- ***Do you hear that music coming from next door?***
- ***Did you hear the thunder last night?***
- ***I can hear next door's dog barking.***



## here

Is to do with place.

- ***Did you find it easy to get here?***
- ***How long did it take you to get here today?***
- ***You left your coat here.***
- ***I put the flowers over here, on the table.***

Fill in the space with either to, too or two.

I woke up early and could  the birds singing.

Did you  that Sandra had a baby boy?

I thought I left my cars keys  in this pot.



It is always really warm in .

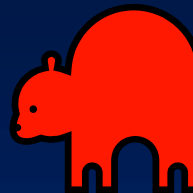
is the money that I borrowed from you.

This spot over  looks like a nice place to put up the tent.





# bare, bear



## bare

As an adjective means not covered, not clothed or basic.

- ***Apart from an old set of drawers, the room was bare.***
- ***She kicked off her shoes and ran through the park in bare feet.***

## bear

As a noun is a large furry mammal.

As a verb can mean to carry, to support, to turn or to tolerate.



- ***How can you bear to live with her after what she did?***
- ***After this road junction bear left.***
- ***How are you bearing up? (How are you coping?)***

Fill in the space with either bare or bear.

Jane was wore a jacket with her dress as it was too cold to go out with  arms.

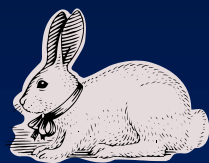
Steve could not  his toothache and so he went to the dentist and had his tooth filled.



Alice took her little  to bed every night.

Asif found the amount of work he had to do hard to .

Jean was hungry but the cupboards were .



hare, hair



Hare: an animal like a rabbit but larger

Hair: grows on the surface of your skin / on your head

flee, flea

Flee: to run away / to escape



Flea: a small insect that jumps and bites people or animals



tyre, tire



Tyre: thick rubber ring – covers the edge of a wheel



Tire: to become tired

## bee or be?

bee



be

As in the verb 'to be'.

- *He wants to be an actor.*
- *She wants to be a mother.*
- *I like to be at home with my children.*

Write some sentences of your own using the word 'be' correctly.

# sauce, source

**sauce:**

a liquid that food is served with or  
is cooked in

e.g.

- I like tomato sauce with chips!



**source:**

the place where something starts  
from

e.g.

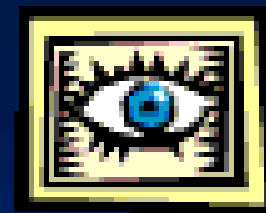
- it is a rich source of gas
- let's find the source of the problem
- this spring is the source of the river







# site, sight



## Site:

- a place where something was, is or is to be.

e.g.

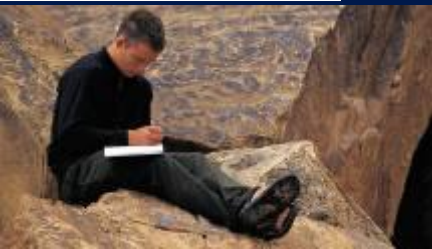
- They found the perfect site to pitch their tent.
- Historians believe that this was the site of the famous battle.

## Sight:

- to see something.

e.g.

- It was a beautiful sight.
- You look a sight! (to look ridiculous or funny)
- It was a sight she would never forget.



read, reed



## Read:



- to look at a thing and to understand it
- to say written words out loud



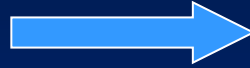
## Reed:

- tall grass that grows nearby or in water
- part of the mouthpiece of some wind instruments





write,  
right, rite



## Write

To write is to form letters and words /  
to write to someone / to write  
Something.

- ***I am going to write a letter.***
- ***I would love to write a novel.***

## Right

To do with direction. The opposite of  
left.

- ***Turn right after the traffic lights.***

To be correct.

- ***Nearly all of my answers were right!***

## Rite

A religious ceremony / a ceremony

Add the correct word to complete  
these sentences

1. He likes to  poetry.
2. You need to take the first  after those big houses.
3. She always thinks that she is .
4. He is usually .
5. You need to  to the bank to ask about those charges.



pear

pair



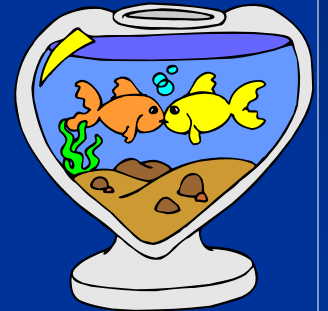
## Pear:

- the pear was very juicy.



## Pair:

- two of something / two of a kind



- something made of two parts (a pair of shoes)

your  
you're

**your**

Shows that something belongs to the person you are speaking to

e.g.

can I borrow your red handbag?



**you're**

*you are*

(short for you are)

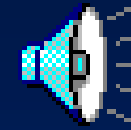
This word is called a contraction – it is a 'short form' that uses an apostrophe to show the missing letter 'a'.

,



wine

whine



Wine:

- alcohol - a drink that is usually made with grapes.



Whine:

- a complaining voice
- the sound a dog or another animal makes.





# hire higher



Use the dictionary to look up the meaning of the word hire. Write the meaning in the box below.

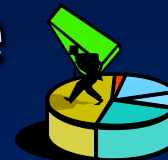
Use the dictionary to look up the meaning of the word higher. Write the meaning in the box below.

Put these words into your own sentences showing their correct meaning.



peace

piece



Peace: quiet, calm e.g. a place that is quiet is peaceful.

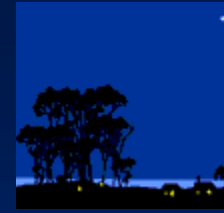
Piece: a part of something, a bit of a thing.

In the boxes write a sentence that shows the correct meaning of the word.





# knight, night



## Knight:

- an historical man trained to fight
- a man honoured by the Queen / King that gives him the title 'Sir-'
- the chess piece shaped like a horse.

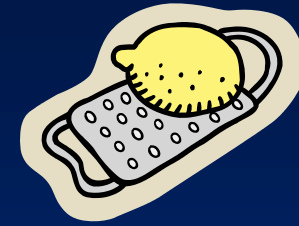


## Night:



- the time between the sun going down and the sun rising again in the morning.

# great, grate



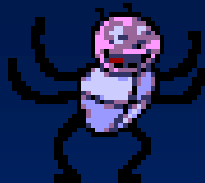
## Great:

- someone or something very large
- someone or something amazing / someone very talented
- something enjoyable.



## Grate:

- to cut into fine shreds
- to make a horrible scratching sound
- metal bars around a fireplace.



# mite, might



## Mite:

- a tiny, spider-like creature.

## Might:

- a possibility  
e.g. I might come out tonight.
- power / strength  
e.g. she pulled at the rope with all her might.

# through, threw

## Threw:

- the past tense of 'to throw'  
e.g. he threw the ball.



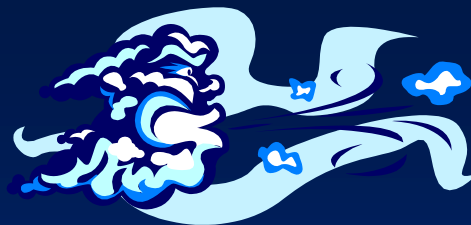
## Through:

- to start at one end and come out at the other  
e.g. he drilled through the wall.
- because of something  
e.g. he got news of the job through a friend.





blue, blew



## Blue:

- the colour blue which is the colour of the sky
- If someone is feeling sad then they could be said to be 'feeling blue'.

## Blew:

- the past tense of 'blow'
- e.g. a strong wind blew his hat off of his head.

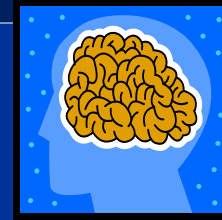


# knew, new



## Knew:

- past tense of 'to know'



e.g. she knew all about the history of Ireland because she had read about it.

## New:

- just discovered
- just made
- just bought.





# need, knead



## Need:

- to not have something that is useful or that you have to have  
e.g. they need warm clothes for the winter.

## Knead:

- to use your hands to press and shape clay or dough to make it ready to use.



# bred, bread



## Bred:

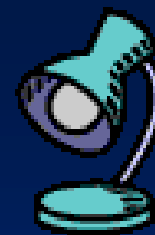
- animals that have mated and produced young  
e.g. the award winning breeder only **bred**  
the finest pedigree dogs, they were purebred  
spaniels.

## Bread:


- a dough made with flour and baked in the oven  
to produce bread.





of off



## Of:

- *belonging to* e.g. are you a friend of his?
- *made from* e.g. a house of clay
- *about* e.g. I hear stories of your trip to Paris
- *within* e.g. a box of tissues 
- *cause* e.g. he died of a heart attack.

## Off:

- not working e.g. to switch off 
- to exit from, to get off of e.g. we got off the bus too early. 



# which      witch



## Which:

- a questioning word about choosing one thing over another  
e.g. Which cake shall I have?

## Witch:

- a girl or woman who is meant to have magical powers.



licence      license



## **Licence**

With a c is a **noun**... it is the official document that lets you do something e.g. drive a car.

## **License**

To give someone permission to do something (a **verb**) e.g. license a restaurant to serve alcoholic drinks.

# Technical Accuracy Lesson Eight

## Subject and Verb Agreement

BE → ~~am, is, are,~~  
~~was, were~~



·I CAN MAINTAIN SUBJECT-VERB  
AGREEMENT!


# Subject-Verb Agreement

- A ***subject*** is the most important noun in a sentence – it carries out the action
- The ***action*** is called the ***verb***
- One of the most common mistakes S1 pupils make is to confuse subjects and verbs
- Take a look at the following sentences and see if you can spot the mistakes



- The children is playing in the garden.
- Dogs barks when they want to go for a walk.
- Our teacher, Miss Kelly always like it when we hand in our homework.
- The cars drives on the road.





·HOW DID YOU DO?





- The children **is** playing in the garden.
- Dogs **barks** when they want to go for a walk.
- Our teacher, Miss Kelly always **like** it when we hand in our homework.
- The cars **drives** on the road.



# Subject-Verb Agreement

- This is because the ***verbs*** in the sentence do not match up with the ***subjects*** (the nouns)
- This is one of the most common mistakes S1 pupils make



# Subject-Verb Agreement

Do I need an **s** at the end of the verb?

Or should I leave the **s** off?



This presentation  
covers maintaining  
***agreement***  
between ***subjects***  
and ***verbs***.



**A subject-verb agreement item  
on an objective test might look  
like this ...**



# Sample Item

The foods that provide good nutrition are often the least tasty; a hamburger and fries, on the other hand, satisfy the tongue but clog the arteries.

- A. provides  
B. **are**  
C. satisfies  
D. No change is necessary.

***Is*** needs to be the plural ***are***, which option ***B*** fixes.

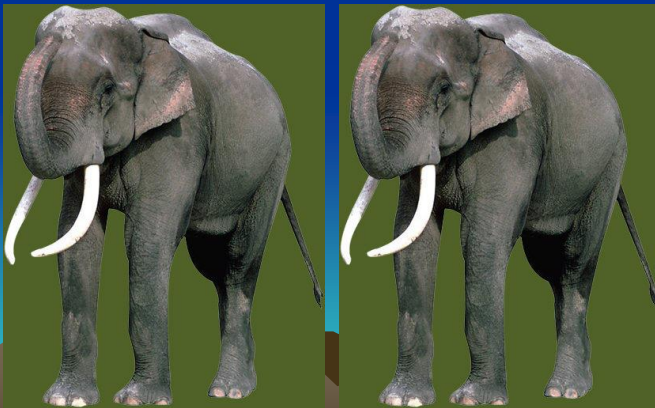


# Agreement in a Nutshell



The **elephant**  
trumpet**s** for a peanut.

**elephant** = singular subject  
**trumpets** = singular verb



The **elephants**  
**trumpet** for peanuts.

**elephants** = plural subject  
**trumpet** = plural verb

In the ***present tense, singular*** verbs end in the suffix ***s***; ***plural*** verbs do ***not***.





Two [or more] singular nouns joined by **and** make a **plural** subject.

The chicken **wing** and pork **rib sit** untouched on Ruth's plate.



Because there's no **s** at the end of **sit**, you know it's a **plural** verb.

When ***each*** or ***every*** precedes two [or more] singular nouns joined by ***and***, you have a ***singular*** subject.

***Every*** chicken wing ***and*** pork rib sit***s*** untouched on Ruth's plate.



Because there ***is*** an ***s*** at the end of ***sit***, you know it's a ***singular*** verb.

In this situation, no matter **how many** singular nouns you join with **and**, the subject is **still** singular.

**Every** chicken wing, pork rib, slice of pepperoni pizza, hotdog, hamburger, steak, **and** fried shrimp **sits** untouched on Ruth's plate.



I'm a  
**vegetarian!**



Use caution with these three conjunctions: ***either ... or***, ***neither ... nor***, and ***not only ... but also***.

Not only the boss but also her ***employees wish*** the shift would end.

If you ***flip*** the two subjects, so that ***employees*** is next to the verb, then ***wish*** will work!



These ***indefinite pronouns*** are always ***singular*** [even when they ***seem*** plural].

- Each, either, neither
- Anyone, anybody, anything
- Everyone, everybody, everything
- No one, nobody, nothing
- Someone, somebody, something

***Everyone*** on Earth =  
***more than*** one  
person—***billions*** of  
people, in fact.  
The word ***everyone***,  
however, is still  
***singular***.





# Beware interrupting phrases.

- As well as
- Along with
- Together with
- Including
- In addition to
- Especially

The squirrel ~~as well as the pigeons~~ **keeps** an eye on Sammy, the sneaky cat.



Bad  
**kitty!**

This sentence might  
**sound** right, but it is  
completely **wrong!**



# Beware inverted word order.

~~Here~~ **are** the onions you need for the chili. ~~In the refrigerator~~ **are** the jalapeño peppers you might want to add.

***Here*** and  
***there*** are  
***never*** the  
subjects.



Cross through  
***prepositional  
phrases*** to find  
the ***real*** subject!



# Quick Test

**Directions:** In the items that follow, choose the option that corrects an error in the underlined portion(s). If no error exists, choose “No change is necessary.”

Show me  
what ***you***  
***know.***



# Item 1

In the cabinet are the tools that you will need to

**A**

unclog the bathroom sink; I have found that a

**B**

plunger and a prayer often do the trick.

**C**

**A. are**

B. has

C. does

D. No change is necessary.

## Item 2

Here are the books that Thomas and Darlene

**A**

need for their research, and here are the earplugs

**B**

that you'll require once they both doze off in

**C**

boredom and start snoring.

A. is

**B. are**

C. dozes

D. No change is necessary.

# Item 3

Jasmine and Rodney have  
A  
number of cupcakes that they are  
B  
everyone loves  
C  
moist cake and chocolate frosting.

- A. has
- B. is
- C. loves**
- D. No change is necessary.

# Item 4

Not only those students but also their professor

looks forward to the final exam; everyone has

A

B

exciting vacation plans that start next Monday.

C

A. looks

B. have

C. starts

D. No change is necessary.

# Item 5

At the pet store, each iguana, mouse, and gerbil

tries to climb the walls of its glass cage while

**A**

humans hover outside like giant predators who are

**B**

**C**

ready to strike.

**A. tries**

B. hovers

C. is

D. No change is necessary.

# Item 6

Tyrone, as well as his cousins, hopes that Grandma  
A

brings her famous brownies and peach pie that  
B

drip with generous scoops of vanilla ice cream.  
C

A. hopes

B. bring

C. drips

D. No change is necessary.

# Item 7

Either the dogs or the cat **sleeps** on the bed while  
A  
everyone **is** out; Lorraine always **finds** an  
B C  
indentation in the center of her comforter.

A. **sleeps**

B. are

C. find

D. No change is necessary.



# Item 8

Meryl, together with her friends Beatrice and Laverne,

plans a daily trip for ice cream, for these women

**A**

have discovered that the calories are worth seeing

**B**

**C**

Theo scoop their servings with his muscular arms.

A. plan

B. has

C. are

D. No change is necessary.

# Item 9

The scissors are sharp, so neither the cousins nor  
A

Timmy is allowed to play with them, even when the  
B

boys need to finish a school project.  
C

A. is

B. are

C. need

D. No change is necessary.

# Item 10

Each fork, spoon, and knife is scarred from the

A

disposal since Drew refuses to check the drain

B

before he throws the switch.


C

A. is

B. refuse

C. throw

D. No change is necessary.

- 
- Copy and complete the following sentences in your jotter
  - Make sure that the SUBJECT matches the VERB

# Was or Were?

1. The rain ... falling heavily
2. The birds ... singing in the trees.
3. The old man ... tired.
4. We ... having a good time.
5. Mrs Shah ... driving her car.
6. You ... very kind to help me.



# Is or Are?


1. The children ... in the garden.
2. Mr Smith ... our Math teacher.
3. The sun ... shining brightly.
4. The dogs ... barking.
5. A lot of people ... coming to the party.
6. Everyone ... very excited.



# Change the subject and verb to plural

1. The man was playing football. *The men were playing football.*
2. The child was very noisy.
3. The dog was hungry.
4. The robber was running away.
5. He was going to a party.



- 
- HOW DID YOU DO?
  - GIVE YOURSELF A MARK OUT OF 17



# Was or Were?

1. The rain WAS falling heavily
2. The birds WERE singing in the trees.
3. The old man WAS tired.
4. We WERE having a good time.
5. Mrs Shah WAS driving her car.
6. You WERE very kind to help me.



# Is or Are?

1. The children ARE in the garden.
2. Mr Smith IS our Math teacher.
3. The sun IS shining brightly.
4. The dogs ARE barking.
5. A lot of people ARE coming to the party.
6. Everyone IS very excited.



# Change the subject and verb to plural

1. The man was playing football. *The men were playing football.*
2. The child was very noisy. *The children were very noisy.*
3. The dog was hungry. *The dogs were hungry.*
4. The robber was running away. *The robbers were running away.*
5. He was going to a party. *They were going to a party.*



# Can I ...

- ... maintain subject-verb agreement by using is, are, was and were?



# Technical Accuracy Lesson Nine

## Tense

# ENGLISH TENSES

## PAST

**PAST SIMPLE**  
He *studied* English

**PAST CONTINUOUS**  
He *was studying* English

**PAST PERFECT**  
He *had studied* English

**PAST PERFECT CONTINUOUS**  
He *had been studying* English

## PRESENT

**PRESENT SIMPLE**  
He *studies* English

**PRESENT CONTINUOUS**  
He *is studying* English

**PRESENT PERFECT**  
He *has studied* English

**PRESENT PERFECT CONTINUOUS**  
He *has been studying* English

## FUTURE


**FUTURE SIMPLE**  
He *will study* English

**FUTURE CONTINUOUS**  
He *will be studying* English

**FUTURE PERFECT**  
He *will have studied* English

**FUTURE PERFECT CONTINUOUS**  
He *will have been studying* English





·I CAN USE PAST, PRESENT AND  
FUTURE TENSE CORRECTLY

# Tense

- The ***tense*** of a verb can show us when something happened
- ... either in the past (**past tense**)
- ... happening just now (**present tense**)
- ... or will happen in the future (**future tense**)



In this lesson you will learn that verbs show us when something happened.

For example, I am playing football.

Yesterday I played football.

Tomorrow I will play football.







**Write each sentence again but put it into past tense.**

Stefan plays football.

Hayley sings in the choir.





James is helping his teacher.

David is writing a story.

Well done !



Joseph works well in a group.

He tries hard to listen to others.

Abbie speaks clearly to the class.



Well done so far.

So sometimes we add -ed

helped

laughed

shouted

cheered

wanted

asked



To change the meaning to future tense you add another word.

**What word ?**

**Write each sentence again to mean a future action. Remember you may have to add an extra word.**

The boy worked very hard.

Sophie sings like an angel.

**Well done !**





At 3 o'clock I usually run home.

Mum drives carefully in town.

Mrs Flockhart helps children in school.

Well done !



Well done so far.



# Shout out the tense !

watched

fishing

will run

ran

falling

sing

sang

fell

going to dance



**Here's a mixture of tenses, write the tense for each sentence.**

Nicole laughed out loud at the mess of her desk.

Steven is playing a beautiful tune on his violin.

**Well done !**



## Interactive task

Jay is going to be a professional footballer one day.



Emily is spinning around on the ice, watch out!

Kieran danced all night at the party, what a rocker!

Well done !

**So good work everyone !**

**Here's a task which will check your understanding of today's lesson on tenses.**

**Being able to rewrite a paragraph in another tense by changing the verbs and sometimes adding new words.**



**Rewrite the following paragraph but change it into past tense.**

I sit at my computer and email my friends. They are so funny online. They have stupid nicknames like Treebor and Kippy. I laugh out loud and type a message.

Dad shouts from downstairs to turn my music down. I forgot to turn it down earlier. I brush my teeth and say goodnight. I switch off the computer. I curl up and close my eyes awaiting the darkness and stillness of the night.

Next slides shows  
larger version of  
text.



**Rewrite the following paragraph but change it into past tense.**

I sit at my computer and email my friends. They are so funny online. They have stupid nicknames like Treebor and Kippy. I laugh out loud and type a message.

Dad shouts from downstairs to turn my music down. I forgot to turn it down earlier. I brush my teeth and say goodnight. I switch off the computer. I curl up and close my eyes awaiting the darkness and stillness of the night.

I sat at my computer and emailed my friends. They were so funny online. They had stupid nicknames like Treebor and Kippy. I laughed out loud and typed a message.

Dad shouted from downstairs to turn my music down. I forgot to turn it down earlier. I brushed my teeth and said goodnight. I switched off the computer. I curled up and closed my eyes awaiting the darkness and stillness of the night.

## Extension task :

Write a few more sentences to continue this paragraph.  
Keep it in the future tense.

*When I am older I will buy really nice clothes and have dinner parties all the time. I am going to study cooking at college and I will become a chef. I might even try to get on T.V. like a celebrity chef.*





# Can I ...

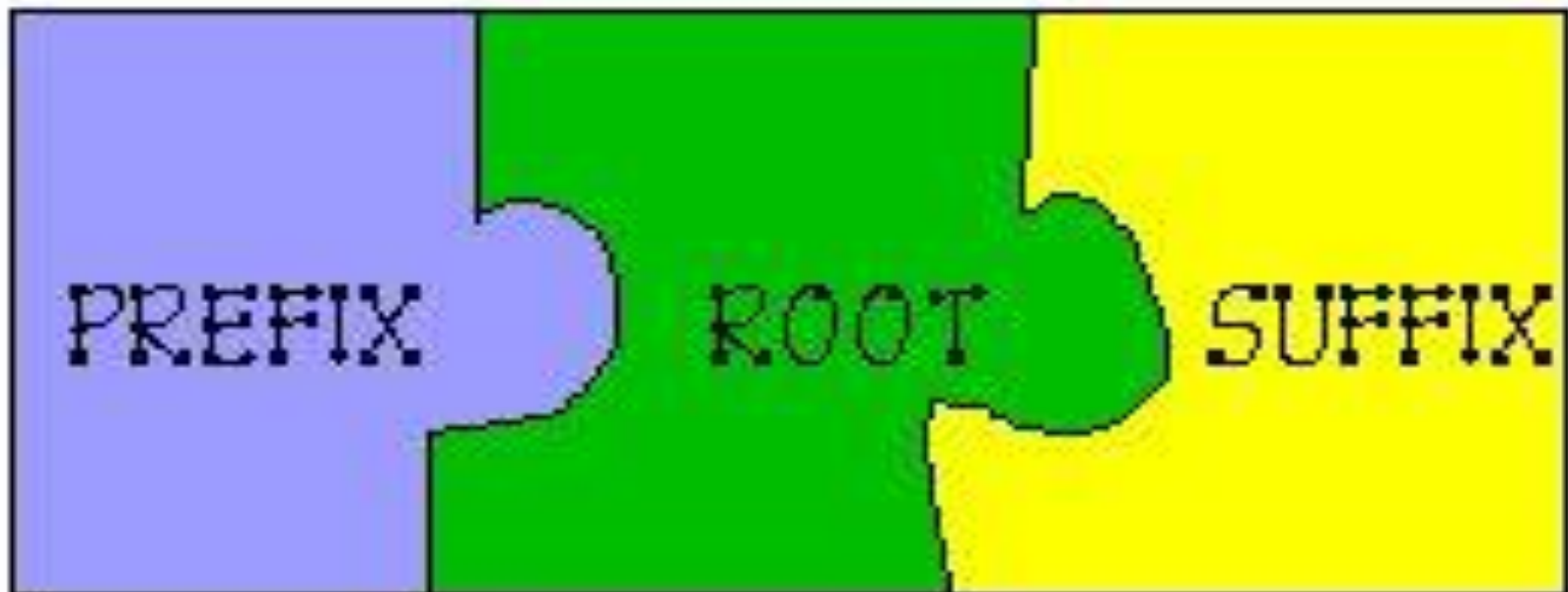
- ... use past, present and future tense correctly?




# Technical Accuracy Lesson Ten

## Prefixes, Roots and Suffixes

WORD PARTS ARE  
LIKE PARTS OF A PUZZLE!





•I CAN IDENTIFY PREFIXES, ROOTS  
AND SUFFIXES

•I CAN SAY WHAT DIFFERENT  
PREFIXES, ROOTS AND SUFFIXES  
MEAN

# Prefixes, Roots and Suffixes

- The different parts of words are like parts of a puzzle
- For example, *unhelpfully*
- This word is made up of **three** parts
- **Un,**      **helpful,** and      **ly**



# Prefixes, Roots and Suffixes

- **Un** is a **PREFIX** which comes at the beginning of words it changes the meaning of the ...
- **ROOT** which is **helpful**
- **Ly** is a **SUFFIX** which comes at the end of a word





# Prefixes, Suffixes, and Root Words

In this lesson we will learn how to use prefixes, suffixes, and base words to find the meanings of words.

# Root Words

A root word is a word in its simplest form. A root word has nothing added to it.

Examples:

Do

Heat

Write

Read

Pack



# Root Words

Find the root word in the following and write down the definition.

1. Played – ***‘Play’, which means to take part in a game or activity***

2. Running

3. Reheat

4. Quickly

5. Unhappy





# Prefixes

Prefixes are added to the beginning of a root word. They change the meaning of the root word.

Un + happy = unhappy

Re + do = redo





# Prefixes

- The prefix re means again.
- Reread means to read again.
- Rewrite means to write again.
- What does rehear mean?
- The prefix un means not or the opposite of.
- Uncomfortable means not comfortable.
- Unpack means the opposite of pack.
- What does unclear mean?

## Prefixes

Add a prefix to the beginning of each word to make a new word. Draw a line from the word to its meaning.

1. \_\_\_\_\_do

2. \_\_\_\_\_happy

3. \_\_\_\_\_clear

4. \_\_\_\_\_read

5. \_\_\_\_\_pack

- The opposite of pack

- Do again

- Opposite of clear

- Read again

- Not happy





# Suffixes

Suffixes are added to the end of a root word. They change the meaning of the base word.

wonder + ful = wonderful

rest + ful = restful

# Suffixes

- The suffix **ly** means in a certain way.
- Quickly means in a quick way.
- Loudly means in a loud way.
- What does suddenly mean?
- The suffix **ful** means full of.
- Colorful means full of color.
- Playful means full of play.
- What does thankful mean?



# Suffixes

Add a suffix to the end of each root word. Draw a line to its new meaning.

- |                |                   |
|----------------|-------------------|
| 1. Loud_____   | • In a loud way   |
| 2. Color_____  | • Full of play    |
| 3. Wonder_____ | • Full of wonder  |
| 4. Sudden_____ | • In a sudden way |
| 5. Play_____   | • Full of color   |



Match each word with its definition.

healthful

slowly

unlock

reheat

sadly

uncomfortable

reread

in a sad way

to heat again

the opposite of lock

to read again

full of health

in a slow way

not comfortable



# Can I ...

- ... identify prefixes, root words and suffixes?
- ... say what different prefixes and suffixes mean?





# Technical Accuracy Lesson Eleven

## Comparatives and Superlatives



hot



hotter



hottest




fat



fatter



fattest



·I CAN EXPLAIN WHAT  
COMPARATIVES AND SUPERLATIVES  
ARE!

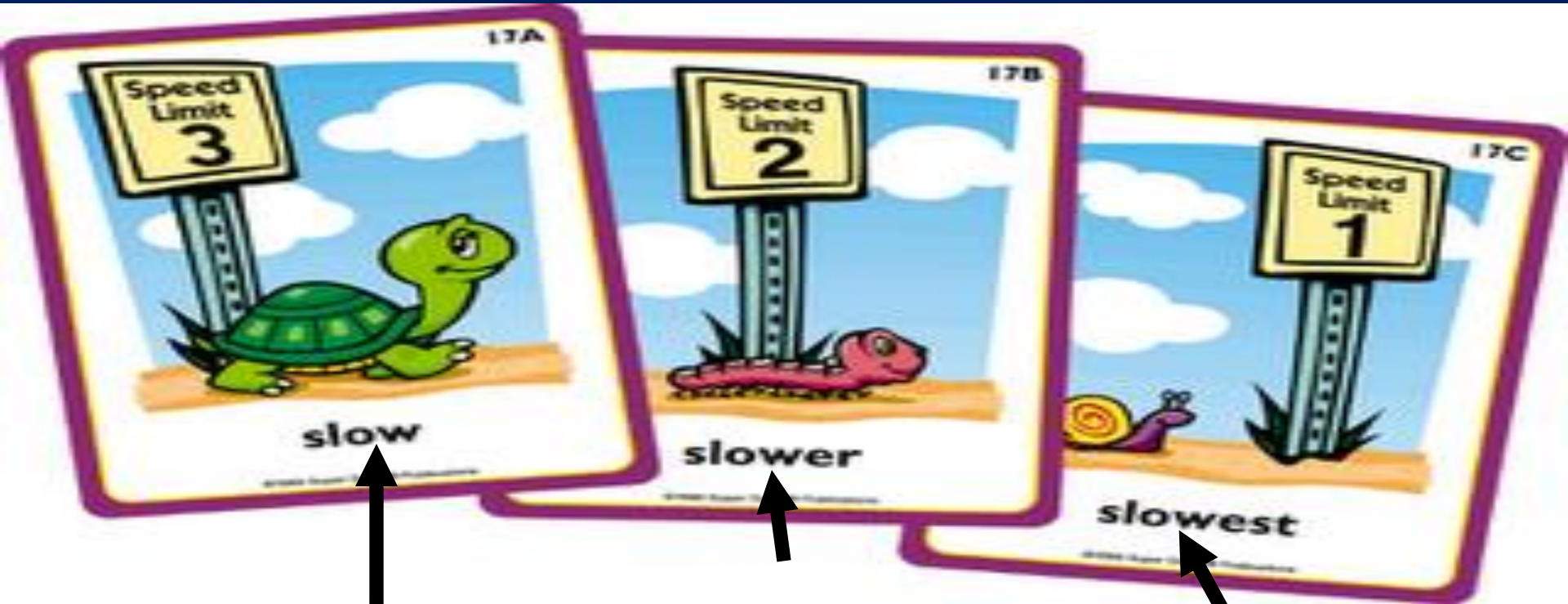
·I CAN IDENTIFY COMPARATIVE  
AND SUPERLATIVE WORDS!

# Comparatives and Superlatives

- When we compare two nouns (naming words) we use a **comparative adjective** (an adjective is a describing word)
- When we compare more than two nouns we use a **superlative adjective**



# Comparatives and Superlatives



This is the root  
adjective

Comparative  
adjectives usually  
end with the suffix  
'er'

Superlative  
adjectives usually  
end with the suffix  
'est'

# Comparatives and Superlatives

- Copy and complete the table on the following slide into your jotter



Root Adjective	Comparative Adjective	Superlative Adjective
Small	Smaller	Smallest
Sweet		
Poor		
Wild		
Fair		
Soft		

# Comparative and Superlatives

- Copy and complete the table on the next slide into your jotter
- Can you work out any rules for spelling comparatives and superlatives from these words?



Root Adjective	Comparative Adjective	Superlative Adjective
Large	Larger	Largest
Safe		
Wet	Wetter	
Slim		
Busy		Busiest
Lucky		



# Spelling comparatives and superlatives

- One syllable adjectives are made into comparatives by adding **-er** and made into superlatives by adding **-est**, e.g.:

Adjective	Comparative	Superlative
Soft	Softer	Softest
Cheap	Cheaper	Cheapest
Sweet	Sweeter	Sweetest
Thin	Thinner	Thinnest

# SPELLING RULES

- If a one syllable adjective ends in a single vowel letter followed by a single consonant letter, the consonant letter is doubled, e.g.: thin → thinner, big → biggest.
- If an adjective ends in -e, this is removed when adding -er/-est, e.g.: wide → wider/widest.
- If an adjective ends in a consonant followed by -y, -y is replaced by -i when adding -er/-est, e.g.: dry → drier/driest.



# Comparatives and Superlatives

- Two syllable adjectives usually form a comparative by adding the word 'more'
- And they form a superlative by adding the phrase 'the most'
- Copy and complete the following table in your jotter



Root Adjective	Comparative Adjective	Superlative Adjective
Worried	More worried	The most worried
Handsome		
Dangerous		
Terrible		
Delicious		
Foolish		

# Comparatives and Superlatives

- Copy the following sentences into your jotter
- Leave a line above each
- For each, correct the mistake that has been made in the way it has been written



1. This is the comfortablest chair I have ever sat on.
2. Grant was powerfuller than Ben.
3. James is generouser than his brother.
4. Shirley is the sensiblest of all the children in the class.
5. My trousers are fashionabler than yours.
6. Sir Francis Drake was the famousest explorer of all.



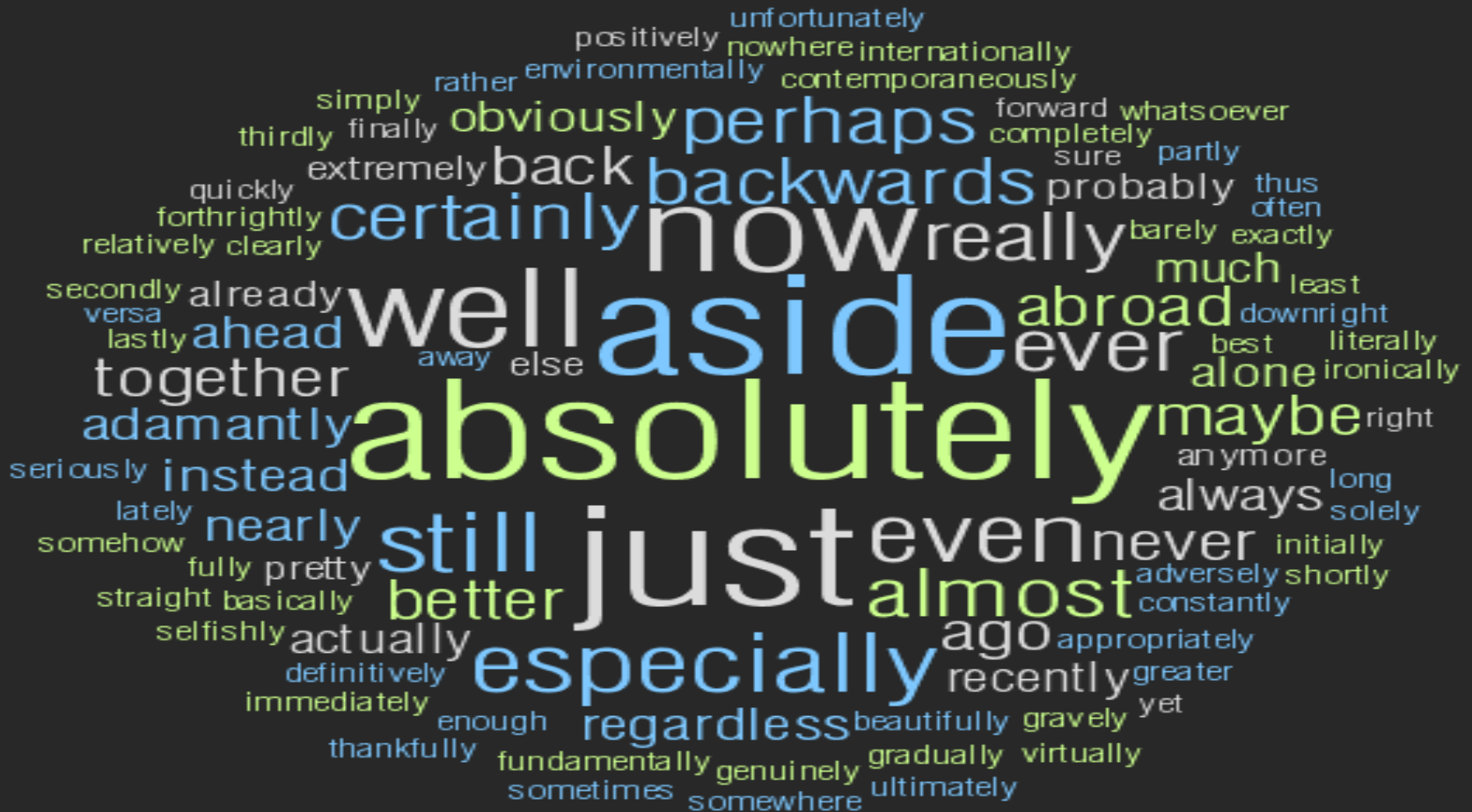
# Can I ...

- ... explain what adjectives, comparatives and superlatives are?
- ... identify comparative and superlative adjectives?



# Technical Accuracy Lesson Twelve

## Adverbs







# Technical Accuracy

- So far we have studied how to use punctuation, looked at some common errors and we have looked at adjectives, comparatives and superlatives
- For the remainder of this unit we will study how to up-level our writing
- We will do so by looking at adverbs, conjunctions, similes and metaphors

# Technical Accuracy

- We will begin by looking at ***ADVERBS***



- 
- 
- I CAN EXPLAIN WHAT AN ADVERB IS
  - I CAN IDENTIFY ADVERBS
  - I CAN USE ADVERBS TO UP-LEVEL MY OWN WRITING

# Adverbs

- Adverbs tell us more about a verb
- Adverbs most often tell us how something happened
- Many adverbs, but not all, end in **–ly**

*‘The champion **proudly** lifted the trophy.’*



# Adverbs

- Copy the rhyme on the following slide into your jotter
- Underline all the adverbs you can find



William writes neatly. Sarah smiles sweetly.  
Leroy lays about lazily. Amy giggles crazily.  
Sam snivels sadly. Ben behaves badly.  
Tom yawns sleepily. Wesley wails weepily.  
Matt murmurs mildly. Wendy waves wildly.  
Hatty acts haughtily. Ned sniggers naughtily.  
Cara snaps crossly. Bert orders others  
around bossily.



# Adverbs

- Copy and complete each sentence on the following slide
- Think of a suitable adverb ending in –ly to complete each sentence



1. The greedy child crunched the apple ... .
2. Are you sitting ... ?
3. You must always listen ... to your teacher's instructions.
4. The man who drove ... caused an accident.
5. I spoke ... to our special visitor.
6. ... , the man shouted at the children who had broken his window.





# Adverbs

- Write three different adverbs ending in –ly which could be used to describe the way you can do the things on the following slide



1. You can eat – *greedily, hungrily, slowly*

2. You can sing –

3. You can talk –

4. You can walk –

5. You can behave -



# Adverbs

- We can make lots of adverbs by adding –ly to the end of adjectives

The boy ran **quickly**

**Quick + ly = quickly**

We can add ly to many adjectives to make an adverb.

He shouted **noisily**

**Noise + ly = noisily**

If the adjective ends with a consonant + y, we change the y to i and add ly

He stroked the cat **gently**

**Gentle + ly = gently**

If the adjective ends in le, we drop the e and add y



# Adverbs

- Copy and complete the table on the following slide



Adjective	Add 'ly' to make an adverb
Clever	
Brave	
Clear	
Glad	
Willing	
Careful	
Accidental	
Sudden	

# Adverbs

- The adverbs we choose affect the meaning of what we write

*Tara smiled **politely** ... Tara smiled **slyly***

- Copy the sentences on the following slide into your jotter
- Cross out the adverb and replace it to change the meaning of the sentence

1. Ella waited nervously.
2. The man spoke clearly.
3. The girl did her work neatly.
4. It was raining steadily.
5. The boy ate his dinner greedily.
6. The man left the room quickly.

# Adverbs

- Copy the sentences on the following slide
- Cross out the adverb in each and replace it with an adverb that means the exact opposite.





1. I cried happily.
2. The crowd murmured noisily.
3. I put the books tidily on the shelf.
4. I answered all the questions incorrectly.
5. The nurse bandaged my arm gently.
6. The footballer tackled his opponent fairly.

# Adverbs

- An adverb tells us about how, when or where a verb takes effect

An adverb of **manner** tells us **how** something happened.

The owl hooted **loudly**.  
The boy ran **quickly**

An adverb of **time** tells us **when** something happened.

The owl hooted **yesterday**.

An adverb of **place** tells us **where** something happened.

The owl hooted **over** the trees.



# Adverbs

- Copy and complete the table on the following slide
- Use the word bank of adverbs to fill it in



there, soon, awkwardly, since, sadly, now,  
already, here, greedily, nowhere, heavily,  
later, often, always, last, up, afterwards,  
angrily, down, first, neatly, left, happily, on,  
lazily

**Adverbs of Manner**  
(How?)

**Adverbs of Time**  
(When?)

**Adverbs of Place**  
(Where?)

# Can I ...


- ... explain what an adverb is?
- ... identify adverbs?
- ... use adverbs to up-level my own writing?



# Technical Accuracy Lesson Thirteen

## Conjunctions



- 
- I CAN EXPLAIN WHAT A CONJUNCTION IS!
  - I CAN IDENTIFY CONJUNCTIONS!
  - I CAN USE CONJUNCTIONS TO UP-LEVEL MY OWN WRITING!

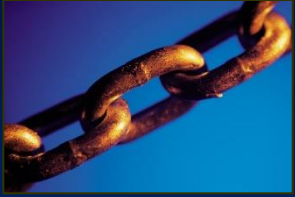


# **CONNECTIVES**

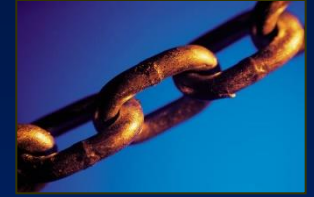
**We are learning...**

**How to improve our writing by  
using better CONNECTIVES...**





# CONNECTIVES



**CONNECTIVES** are joining words. They join two sentences together to make one longer sentence.

The most commonly used connective is 'and'.

'I am happy and so are Billy and Betty.'



Look at the next slide. Copy the sentences and underline the **connectives**.





# CONNECTIVES



**We ate lunch and then we played the computer.**

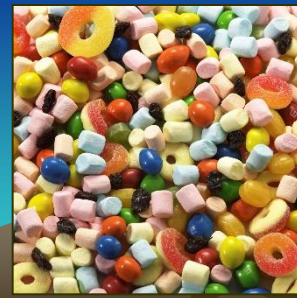
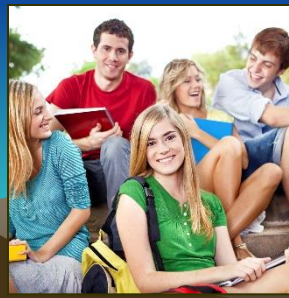
**I was in a rush but I stopped to say hello.**

**The girls laughed because the boys told jokes.**

**Will I watch 'Eastenders' or will I watch football?**

**Eat the sweets after you've eaten your dinner.**

**We can't go to the concert unless we get tickets.**





# CONNECTIVES



**Now use connectives to join these sentences:**

**I like chocolate. I prefer chips.**

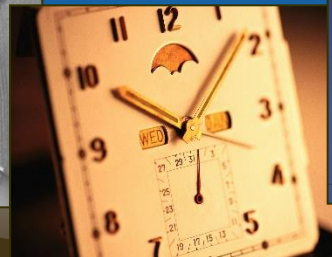
**I had to wear sunglasses. The sun was so bright.**

**We'll be ready to go. Your father returns from work.**

**You must sit there. You are ready to say sorry.**

**You can watch Celtic. You can watch Rangers.**

**You can have pocket money. You tidy your room.**





# CONNECTIVES



**You can do better than 'and'...**

**Suggest a better connective:**

**The explorer wore a thick jacket and he was still cold.**

**The boy was small and he was very strong.**

**I lived in France and my French is quite good.**

**He was a nice man and he became a teacher.**





# CONNECTIVES



**WELL DONE!**

**WELL DONE!**

**WELL DONE!**



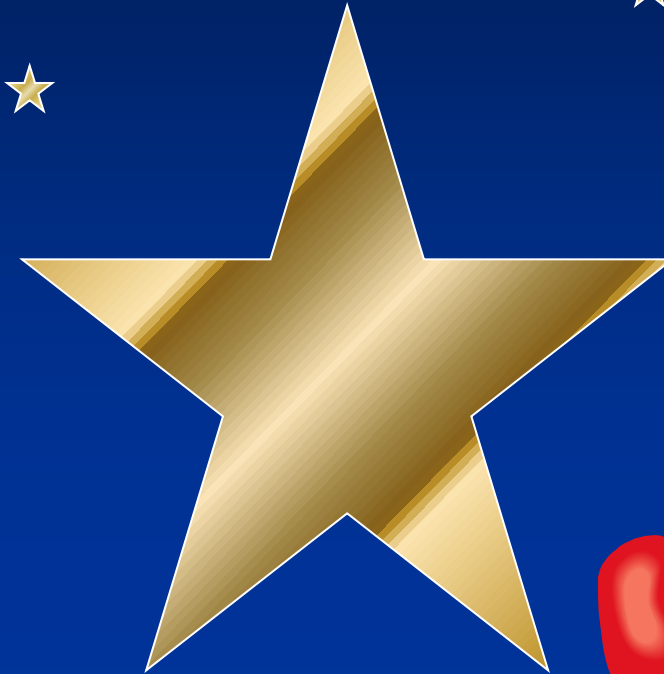
**WELL DONE!**

**WELL DONE!**



**WELL DONE!**

**WELL DONE!**



I can use **CONNECTIVES** to improve my writing.



# Can I ...

- ... explain what a conjunction is?
- ... identify conjunctions?
- ... use conjunctions to up-level my own writing?



# Technical Accuracy Lesson Fourteen

## Improving Description



adjectives

similes



metaphors

adverbs





·I CAN USE SIMILES, METAPHORS,  
ADJECTIVES AND ADVERBS TO  
IMPROVE MY DESCRIPTION





# Improving DESCRIPTION



In this lesson, you will learn to use a strategy that will improve your description.

It involves replacing the **ADJECTIVES** and **ADVERBS** you use with better ones, and adding **IMAGERY**.

Look at the worked example on the next page...





# Improving DESCRIPTION



- Adjectives – Words that describe nouns

The *grey* sky; The *fast* car; The *purple* jumper; The *clever* boy; The *angry* policeman...

As you can see, the adjectives describe a person, thing or place.

- Adverbs – Words that describe verbs

He played *skilfully*; She worked *conscientiously*;  
The witch cackled *wickedly*; The dog howled *sadly*...

As you can see, the adverbs describe how an action was made.



# Improving DESCRIPTION



- You will need to learn the following **IMAGERY** techniques...

**SIMILE** – A comparison the uses the words ‘like’ or ‘as’.

**METAPHOR** – A comparison that says one thing *is* another.

**PERSONIFICATION** – When a non-living object is given human qualities.



# Improving DESCRIPTION



- Let's see if you can remember what **IMAGERY** is.



What is a **SIMILE**?



What is a **METAPHOR**?



What is **PERSONIFICATION**?





# Improving DESCRIPTION



Some similes, such as 'like a house on fire', are called **cliches** because they are *so* overused that they have very little impact. It's a good idea to use *new* similes in your writing, as they will attract interest and help your reader to imagine what you are describing.

Practice writing new similes by thinking of original comparisons for these adjectives:

As light as...	As good as...	As dull as...	As clean as...
As quick as...	As dry as...	As heavy as...	As pretty as...
As big as...	As rich as...	As green as...	As cold as...

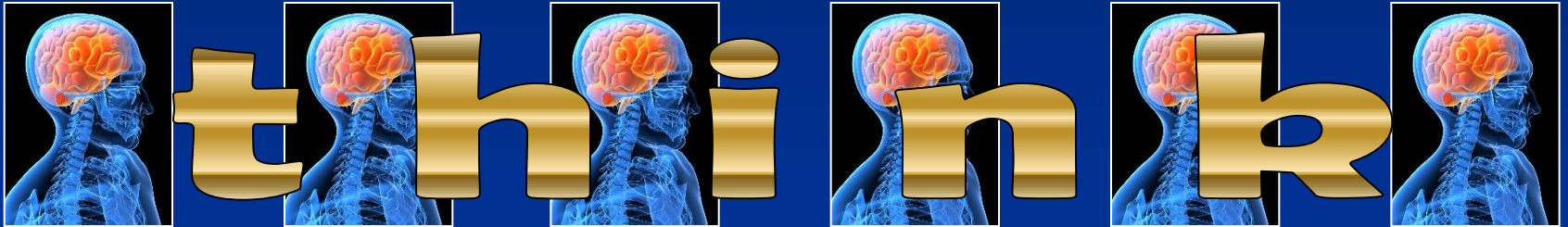




# Improving DESCRIPTION



- ★ Complete the sentences by thinking of similes for the **verbs**:  
He **crawled** like... The athlete **ran** like...  
The small boat **sank** like... It **rained** like...



- ★ Complete the sentences by thinking of similes for the **nouns**:  
The fresh **water** tasted like... The thick **mud** felt as if...  
The black **smoke** felt like... The overgrown **lawn** looked as if...  
The **music** she played sounded like... The **heat** was like...  
The overgrown **garden** looked as if...





# Improving DESCRIPTION



- Take a basic sentence...  
'It was a **hot** day.'



- (1) Replace the **adjective** with two better ones...  
Perhaps '*boiling*', '*baking*', '*sunny*', '*scorching*', '*sticky*'

- The basic sentence becomes...  
'It was a **boiling, sticky** day.'



- (2) Now add a simile...  
'As hot as a furnace.'
- The sentence then becomes...

- 'It was a **boiling, sticky day** as hot as a furnace.'





# Improving DESCRIPTION



Try it with the following basic sentences...

- **'It was a cold night.'**



- **'He was a strong man.'**



- **'She was a strict teacher.'**







# Improving DESCRIPTION



- You can also improve your writing by upgrading your ADVERBS (as well as adjectives) and adding METAPHOR...
- ‘The strong man lifted the box easily.’  
(1) Replace the adjective and adverb...
- ‘The powerful man lifted the box effortlessly, smoothly.’  
(2) Then add metaphor...
- ‘The powerful man lifted the box effortlessly, smoothly, a crane lifting a ten ton weight.’



# Improving DESCRIPTION



- Try the following examples:

**The footballer played well.**

**The sun shone brightly.**

**The car left the lights quickly.**

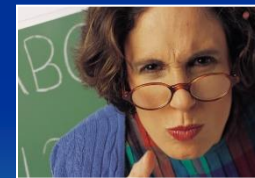
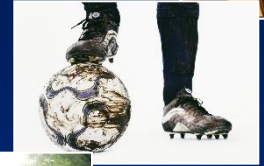
**The girl worked hard.**

**The teacher shouted loudly.**

**It was a great football match.**

**It was a difficult test.**

**REMEMBER: Replace the **adjectives** and **adverbs** with better ones, then add **imagery**.**





# Improving DESCRIPTION



- Some more examples:

**It was a sharp knife.**

**The vampire's fangs were sharp.**

**The smoke moved upwards.**

**The meerkat fought the snake bravely.**

**The angry dog chased the cat quickly.**





# Improving DESCRIPTION

**WELL DONE!!!**

**WELL DONE!!!**

**WELL DONE!!!**

**WELL DONE!!!**

**WELL DONE!!!**

**WELL DONE!!!**

**WELL DONE!!!**

**WELL DONE!!!**



**I CAN IMPROVE MY WRITING BY USING BETTER**  
**ADJECTIVES, ADVERBS AND IMAGERY**



# Technical Accuracy Lesson Fifteen

## Letter Writing



# Technical Accuracy

- Phew!
- You've made it right to the end!
- Now, you should use the skills you have learned during the course of this unit to up-level the letter that you wrote at the beginning of the unit

