Year 8

English Work Pack 5

Parents/Carers – only complete as much, or as little, of these booklets as your circumstances allow at this difficult time.

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| Welcome to this week’s English topic!  **Improving Our Sentences**  **We will have fun improving our sentences by adding:**   * **Fronted Adverbials** * **Expanded Noun Phrases** * **Subordinating Conjunctions**   **Choose your own task level (green = easy, amber = slightly harder, red = challenge)** |

**LO: To be able to identify grammatical features used to make sentences more interesting – Fronted Adverbials**

How do we make our sentences more interesting? There are lots of ways to do this. Look at the sentence below:

**The cat sat on the cushion.**

This is a boring sentence that gives us very little information. For example, we don’t know:

* how the cat was feeling while sitting on the cushion
* what sort of cat was sitting on the cushion
* what sort of cushion it was sitting on
* when it was sitting on the cushion

However, we could rewrite the sentence like the example below, and it would be much more interesting to read:

**Contentedly,** the **sleepy, tabby cat** sat on the **comfortable,**

**soft cushion while** her owners were out shopping.

What have we added to make the sentence more interesting?

A Subordinating Conjunction

An Expanded Noun Phrase

A Fronted Adverbial

**What is a fronted adverbial?**

Fronted adverbials are words or phrases at the beginning of a sentence which are used to describe the action that follows.

For example: example

**Without a sound,** Jonah slipped his ballot card into the box.

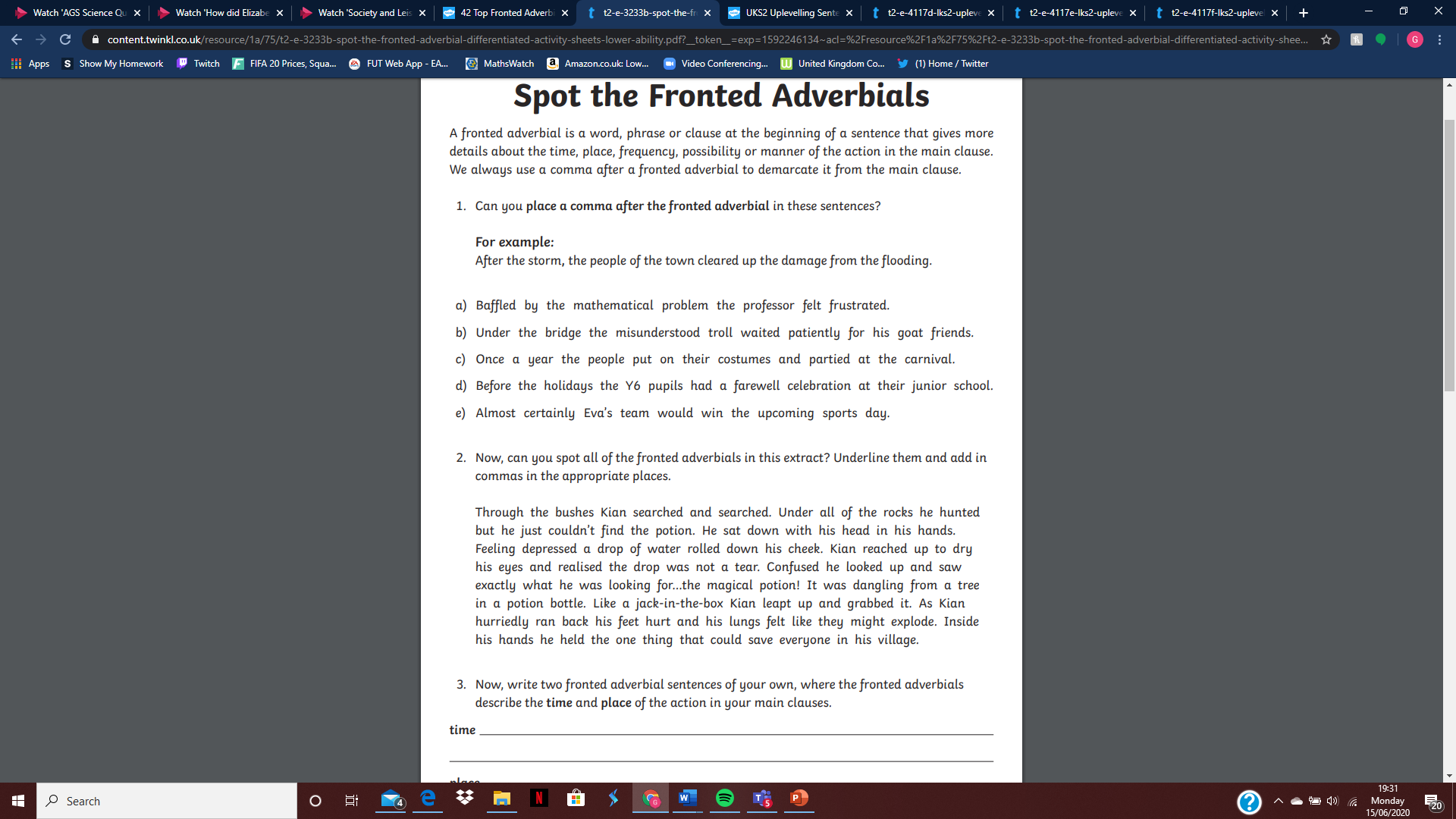
**In May,** Dr Foster waited for a bus to Gloucester.

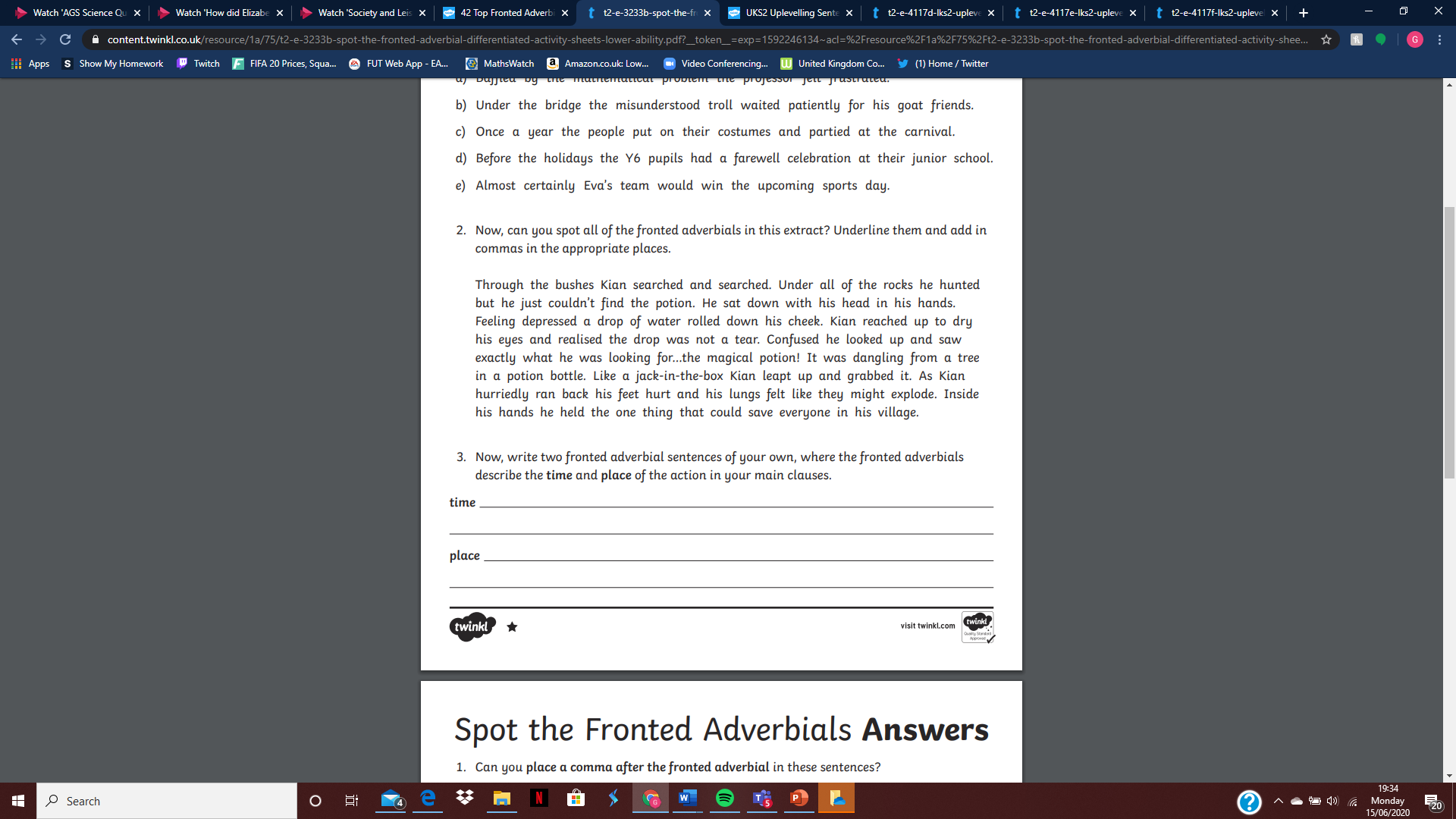
**Nervously,** Simon waited for his test results.

And notice that we always use a **comma** after a fronted adverbial.

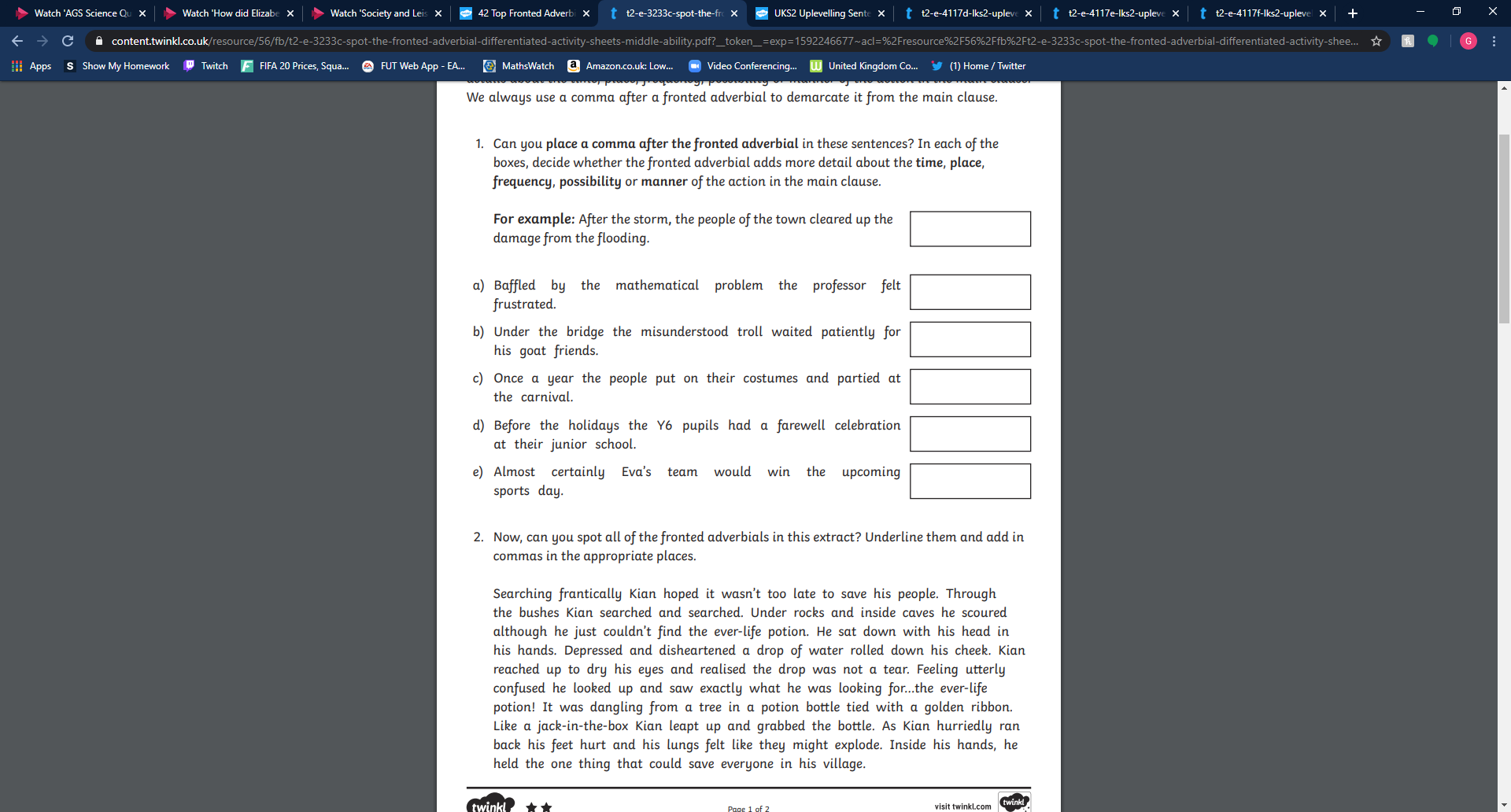
(Remember, **verbs** are action/doing words, so an adverb is a word **ad**ded to a **verb** to give us more information about time, place, frequency, possibility or manner of the action being performed.

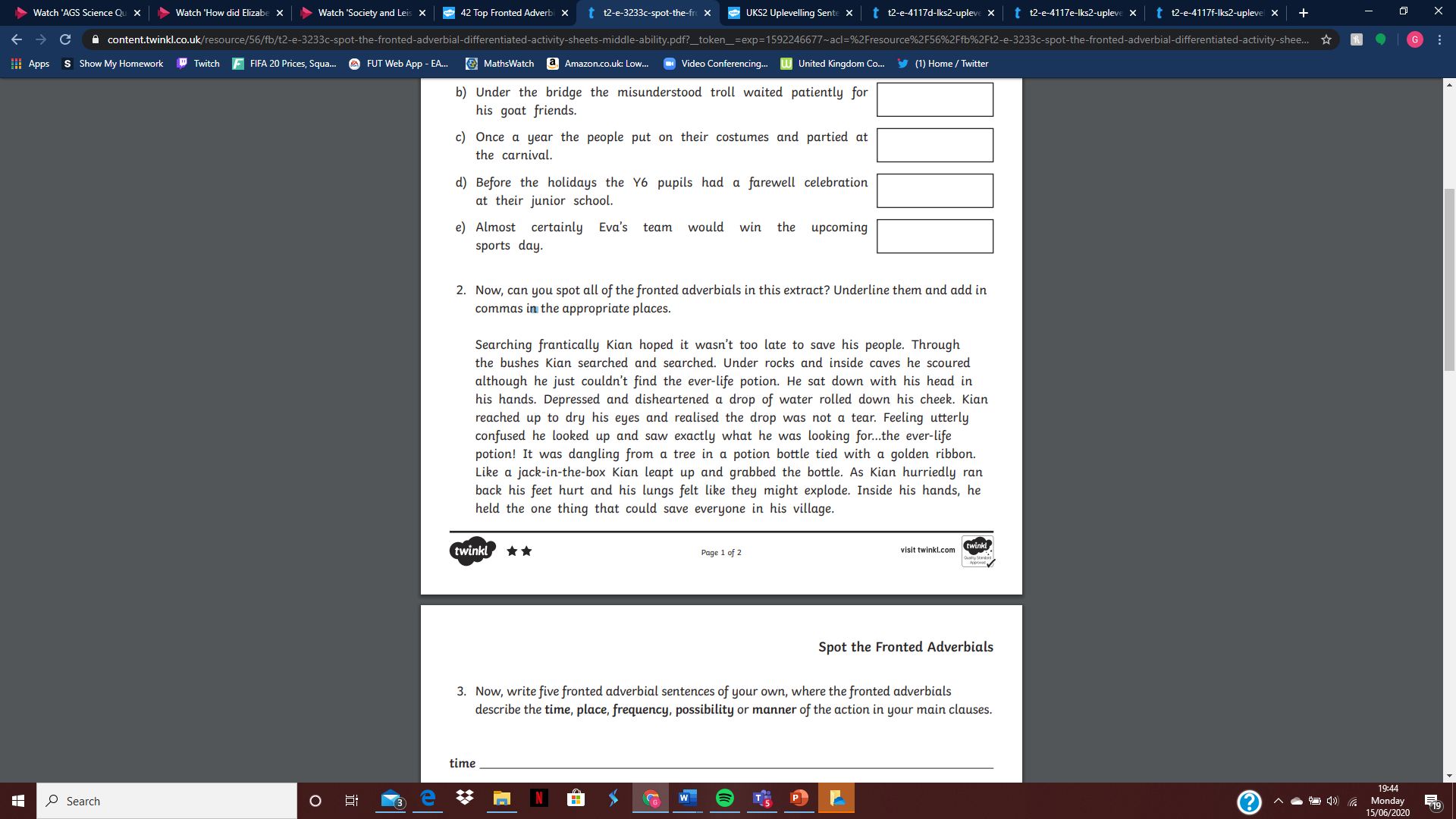
**Task 1 (Green)**

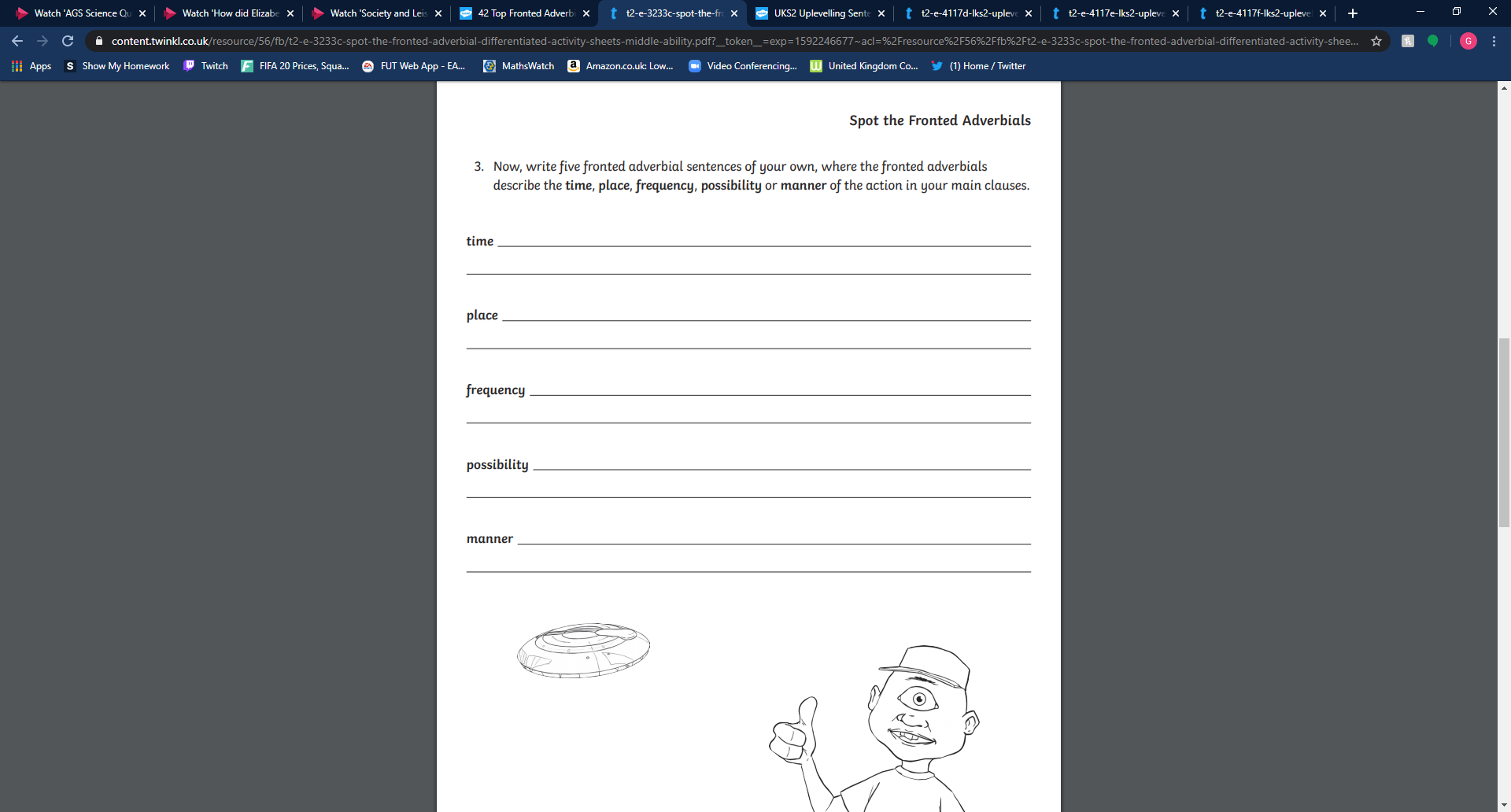




**Task 2 (Amber)**

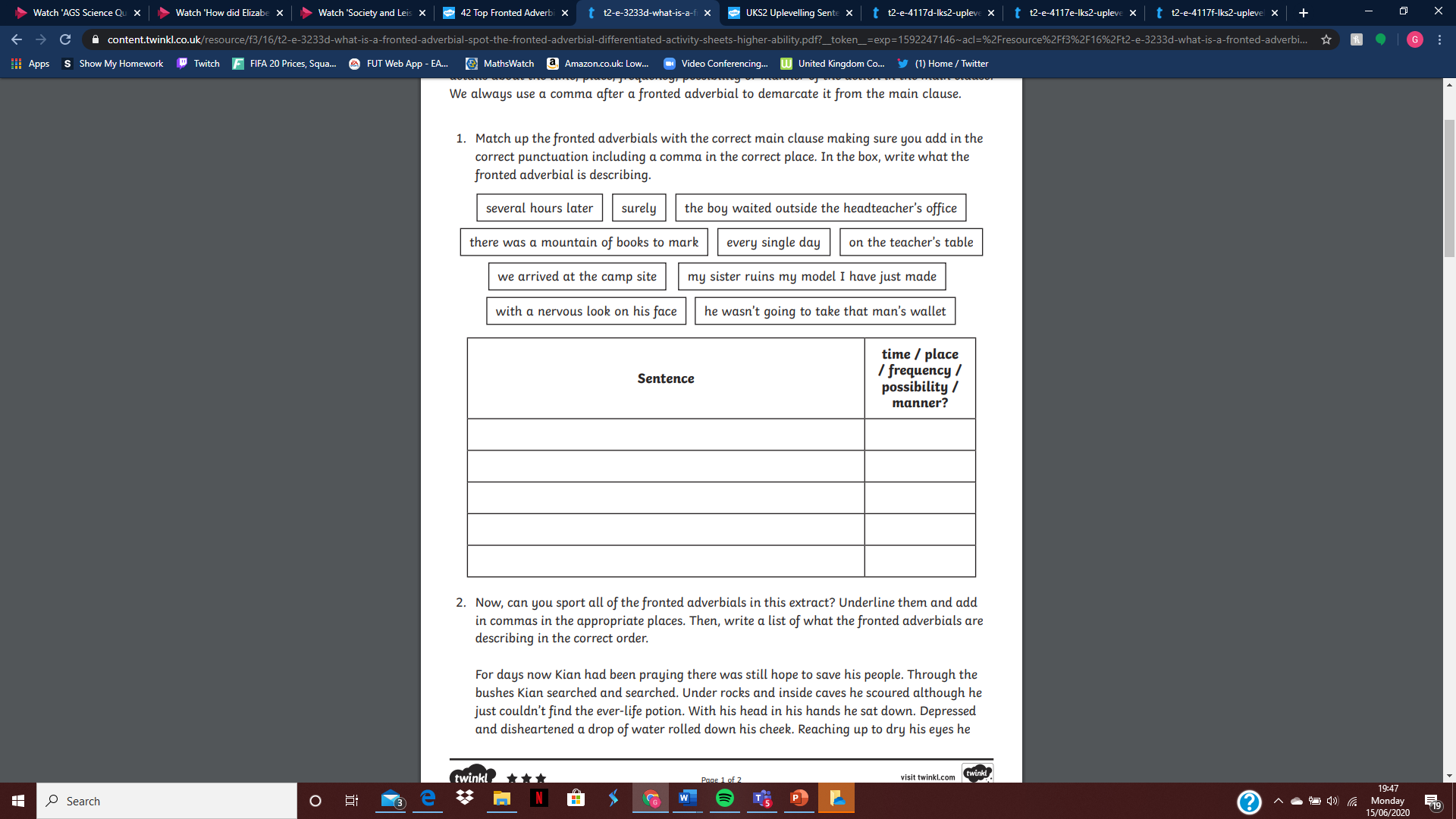




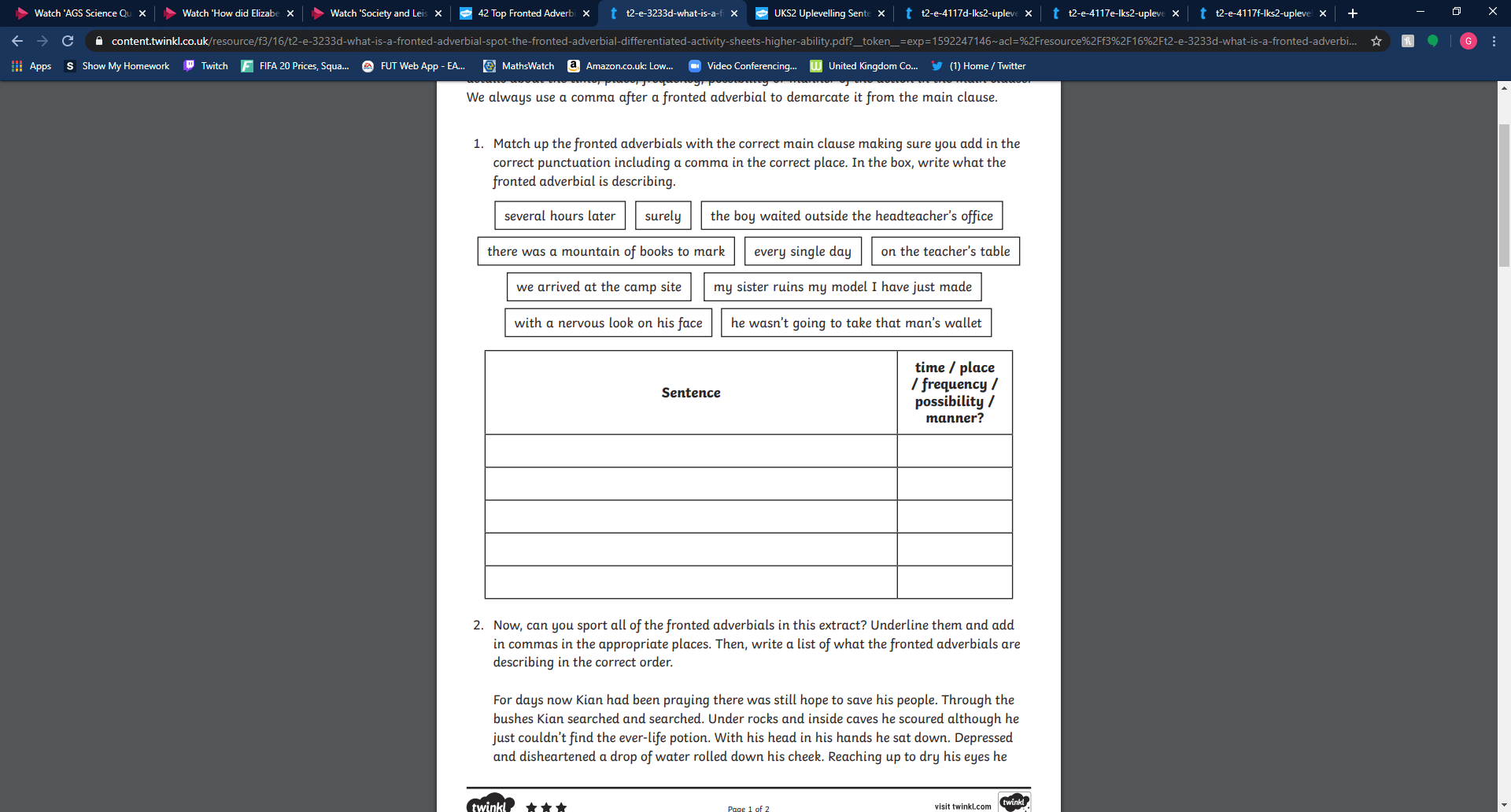


**Note: Clauses are the different parts of a sentence. They don’t always make sense on their own.**

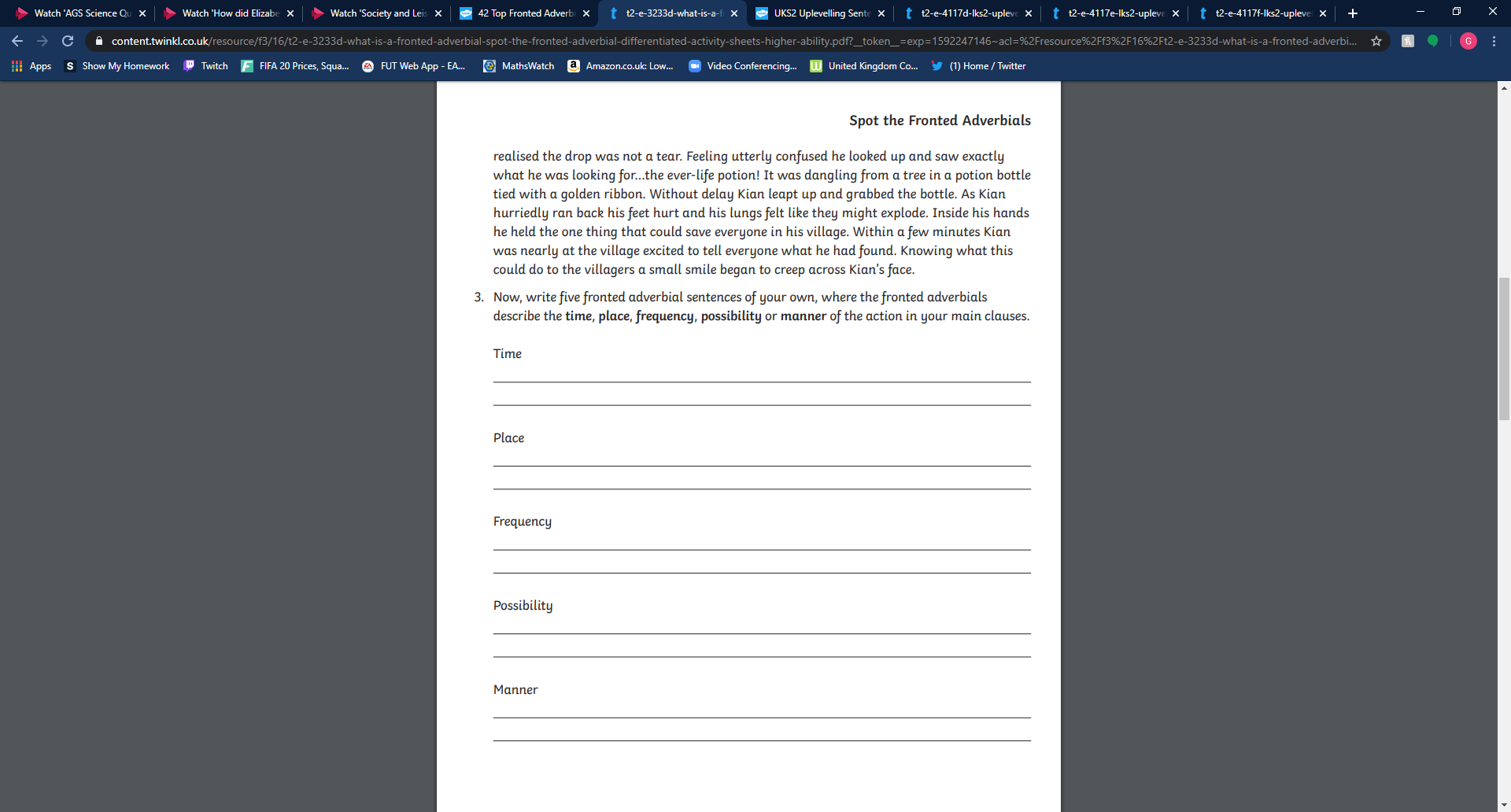
**Task 3 (Red)**



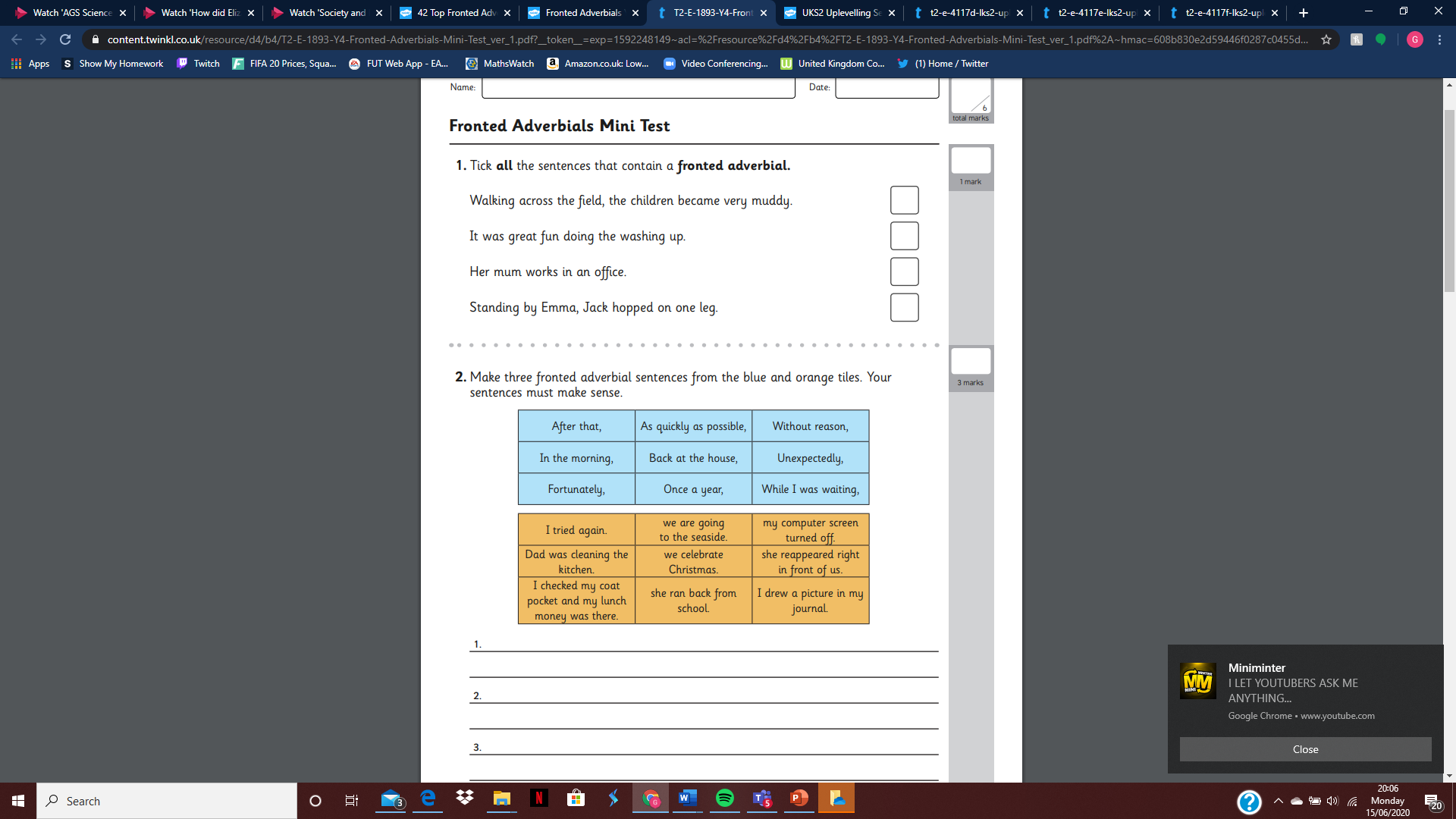
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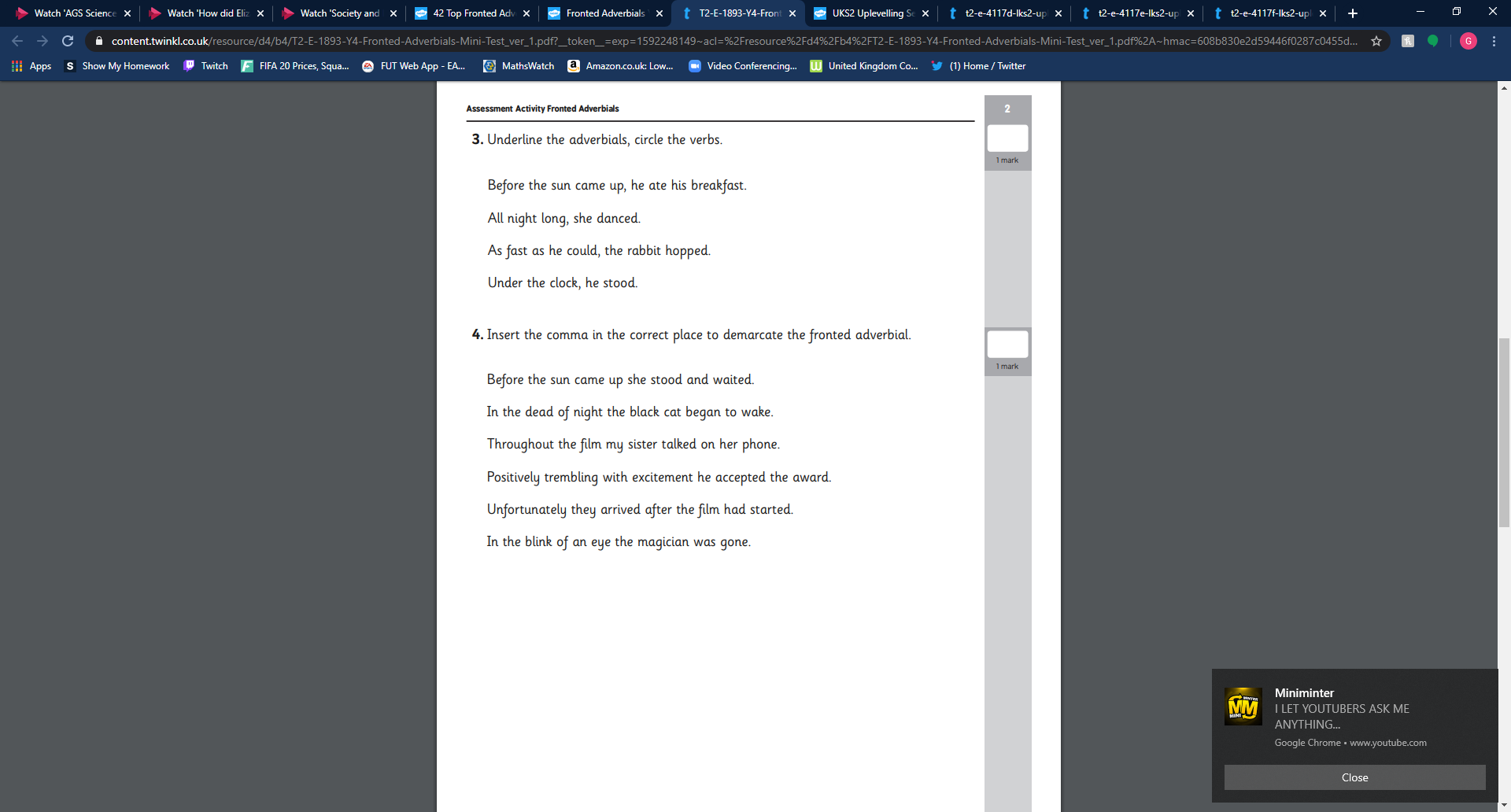
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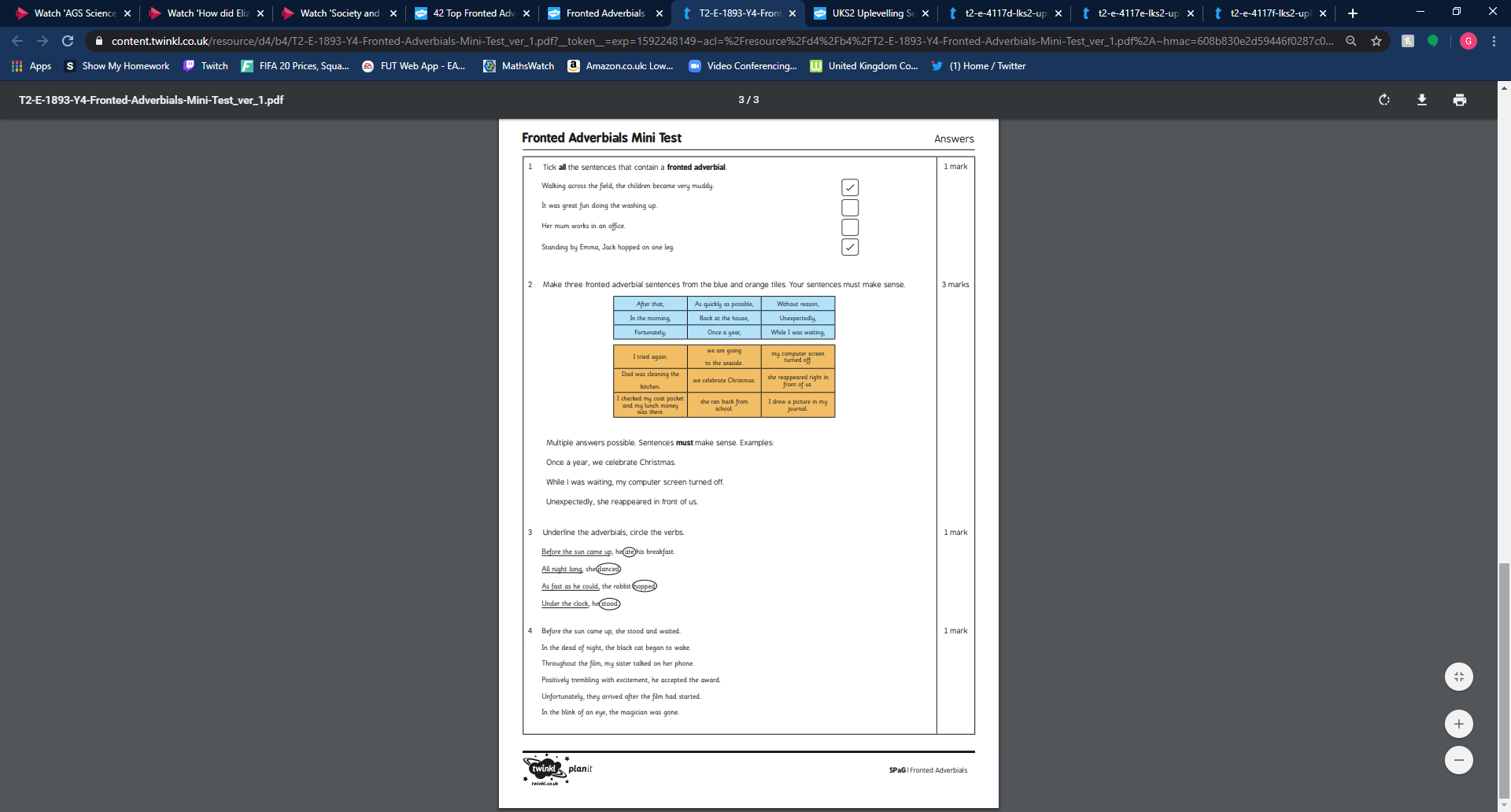


**Extension – Try the mini test to see how well you can identify and use a fronted adverbial.**





**Answers are on the next page.**



**LO: To be able to identify grammatical features used to make sentences more interesting – Expanded Noun Phrases**

What else can we do to make our sentences more interesting and more informative?

We could add an expanded noun phrase. What is this?

An **expanded noun phrase** provides extra information about the noun. You create an expanded noun phrase when you add **adjectives** tonouns.

Remember:

* A noun = a person, place or thing e.g. table, woman, city
* A phrase = a small group of words that often go together within a sentence e.g. ‘to improve standards’
* An adjective = a describing word e.g. tiny, quiet, hungry

Let’s look at our previous example:

**Expanded Noun Phrase**

**Expanded Noun Phrase**

**Fronted Adverbial**

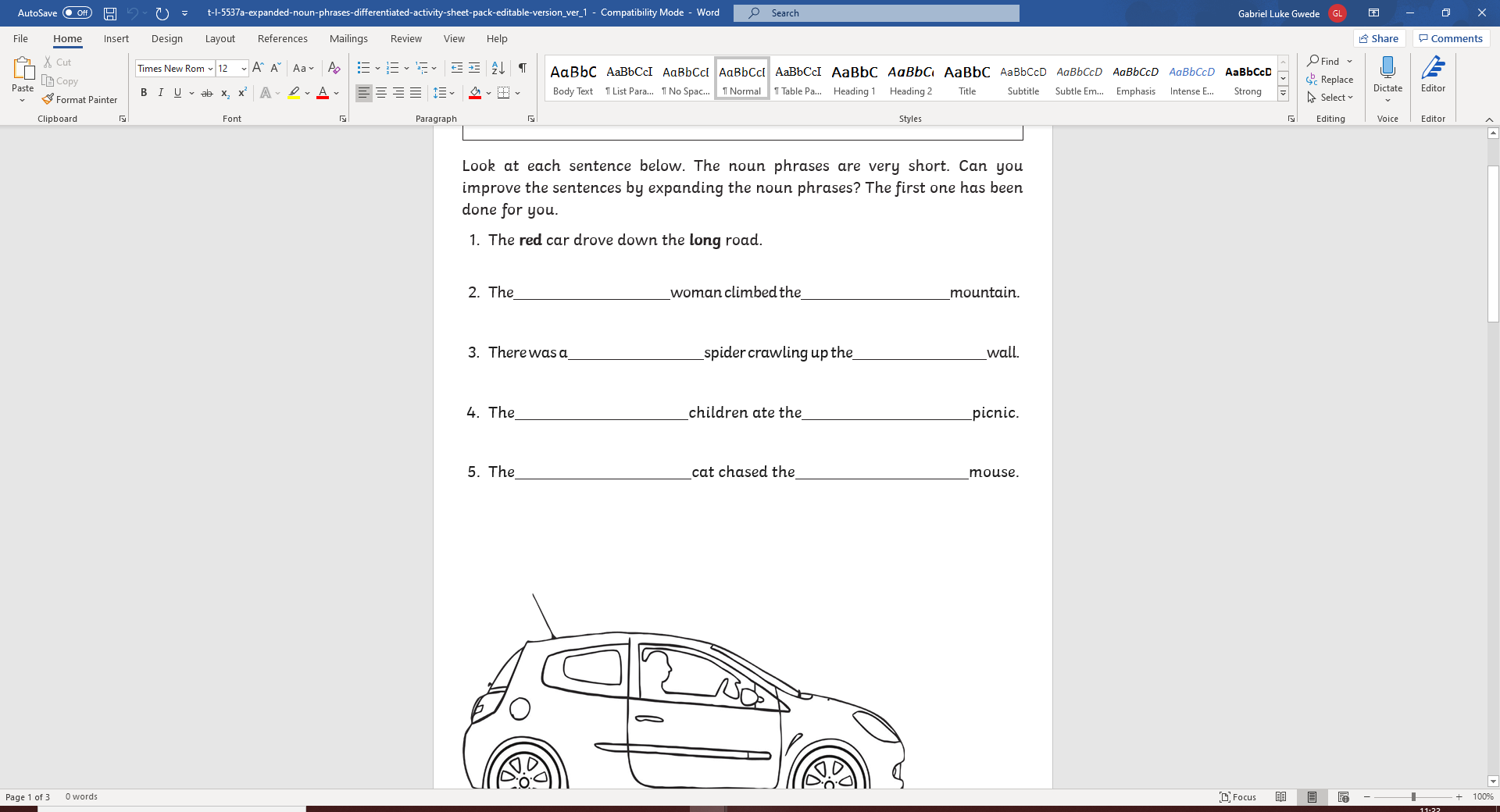
**Contentedly,** the **sleepy, tabby cat** sat on the **comfortable,**

**soft cushion while** her owners were out shopping.

The expanded noun phrases in this sentence provide us with more information about two of the nouns (the cat and the cushion). The cat is sleepy and is a tabby, and the cushion is soft and comfortable.

We **expand** (extend or make longer) a noun by adding one, or more, adjectives to give the reader more details about it.

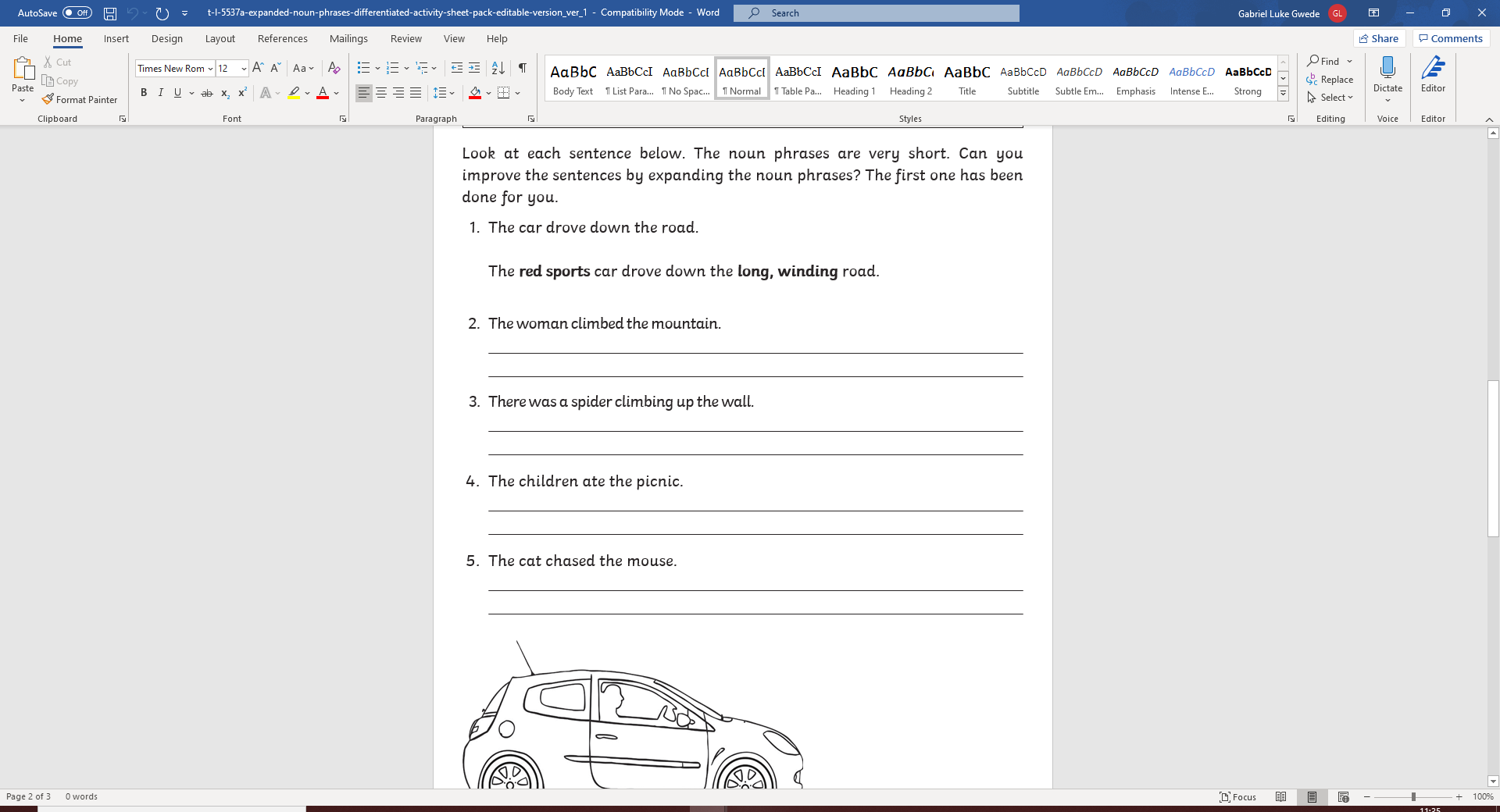
**Task 1 (Green)**



**Write five sentences of your own containing expanded noun phrases.**

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**Task 2 (Amber)**

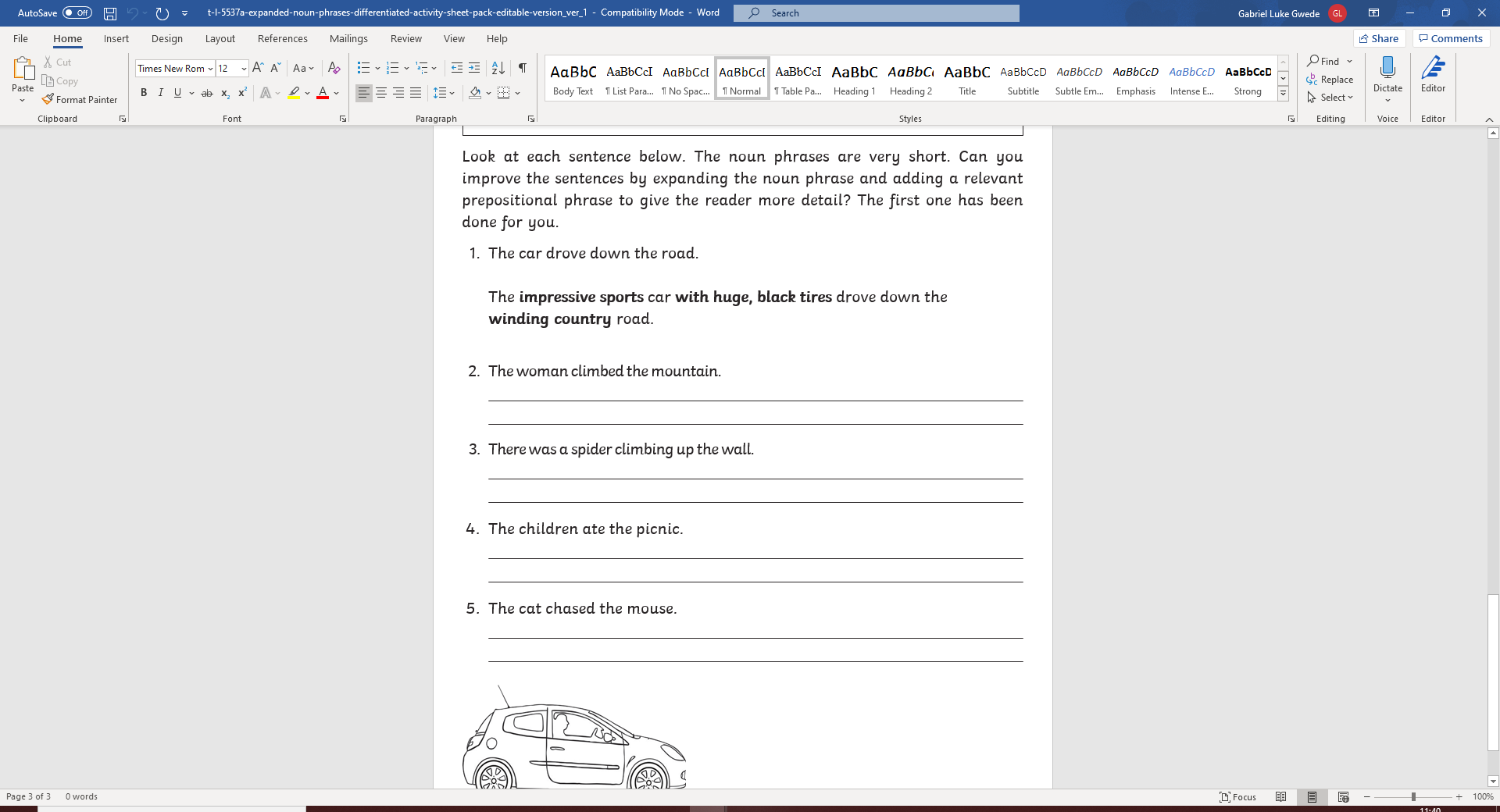


**Write five sentences of your own containing expanded noun phrases.**

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**Task 3 (Red)**



**Remember: A prepositional phrase is a phrase that begins with a preposition** **and ends in a noun** e.g.

* **According** to the weather forecast
* **After** many tries
* **Around** the world
* **Before** we start the meeting
* **Between** a rock and a hard place
* **By** the light of the moon
* **Like** a beautiful swan
* **Near** the ocean
* **Off** the top
* **Out** the door
* **Through** the looking glass
* **Throughout** the thick forest
* **To** the amusement park

**Write ten sentences of your own containing expanded noun phrases.**

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**LO: To be able to identify grammatical features used to make sentences more interesting – Subordinating Conjunctions**

What else can we do to make our sentences more interesting and more informative?

We could add a subordinating conjunction. What is this?

Subordinating conjunctions are the first words within a subordinate clause. Subordinate clauses do not make sense on their own.

Look at the example below:

**Conjunction**

Emily had wanted a pet elephant **since she was a little girl**.

**Subordinating Clause**

**Main Clause**

The phrase, ‘since she was a little girl’, doesn’t make sense on it’s own. Therefore, it is a subordinate clause.

Subordinate clauses add extra information to the main clause to make the sentence more interesting or informative. For example, the subordinate clause below gives the reader more information about how long the couple danced:

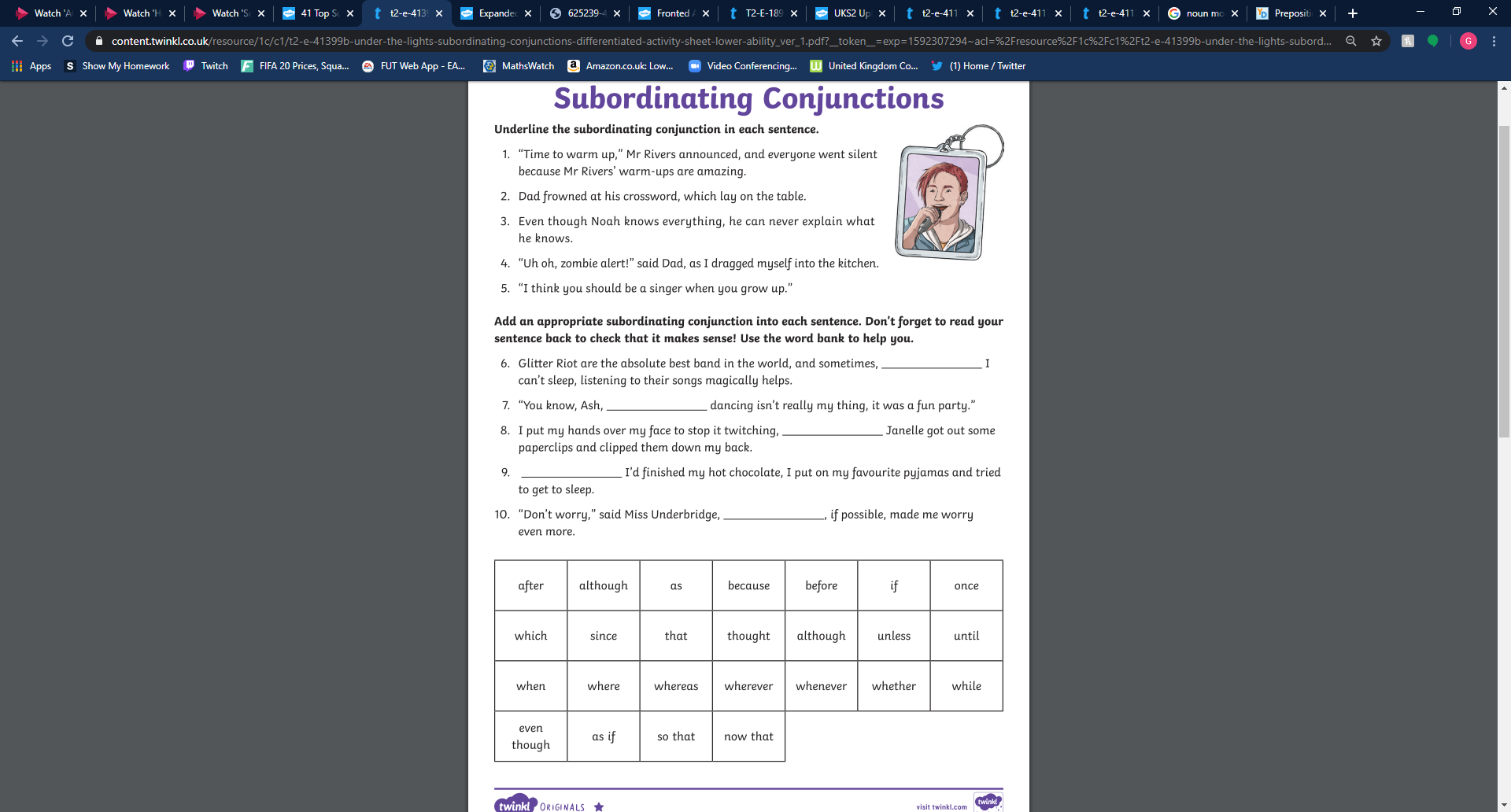
**Conjunction**

They danced together at the competition **until the music stopped.**

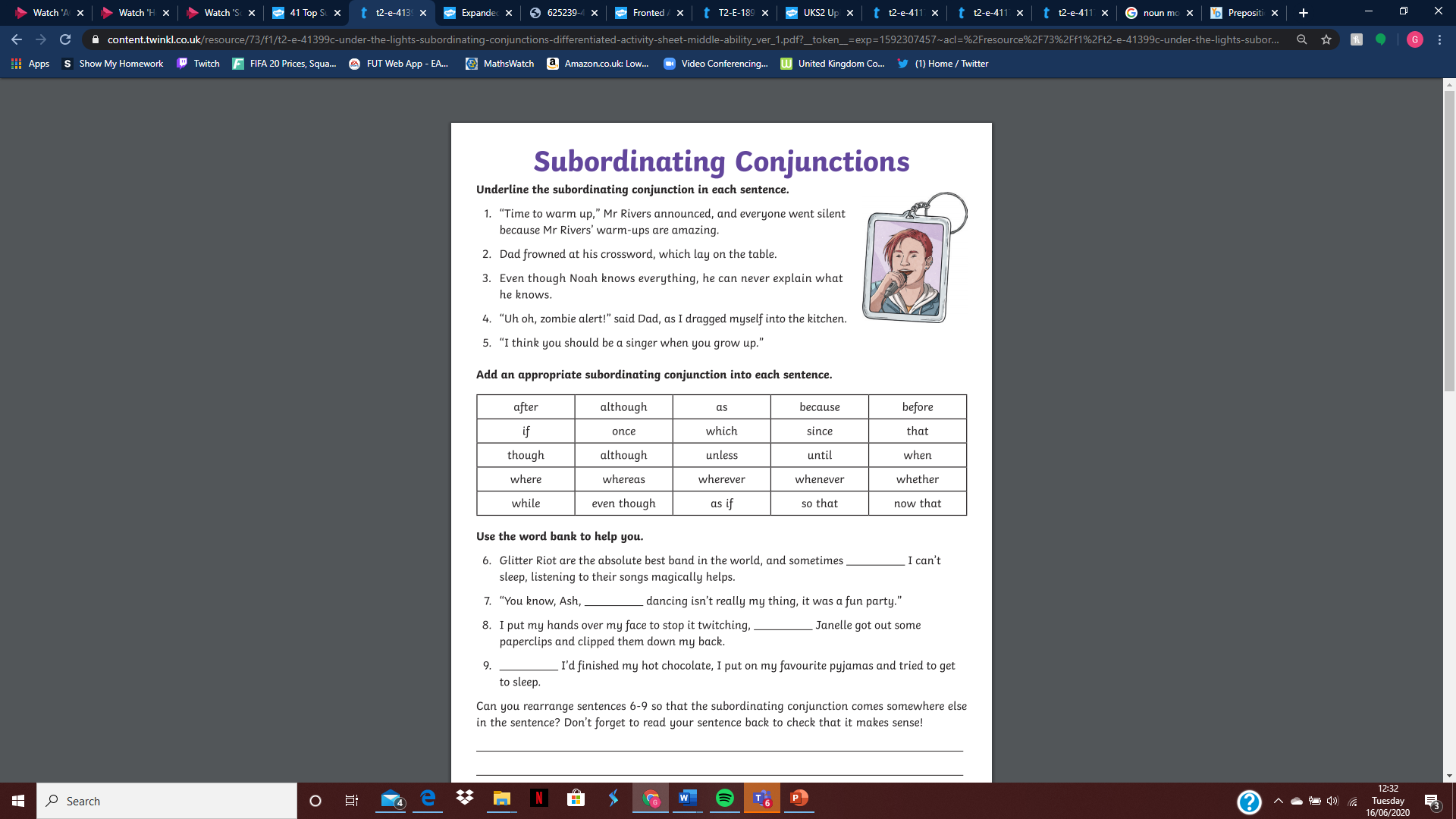
**Main Clause**

**Subordinating Clause**

**Task 1 (Green)**



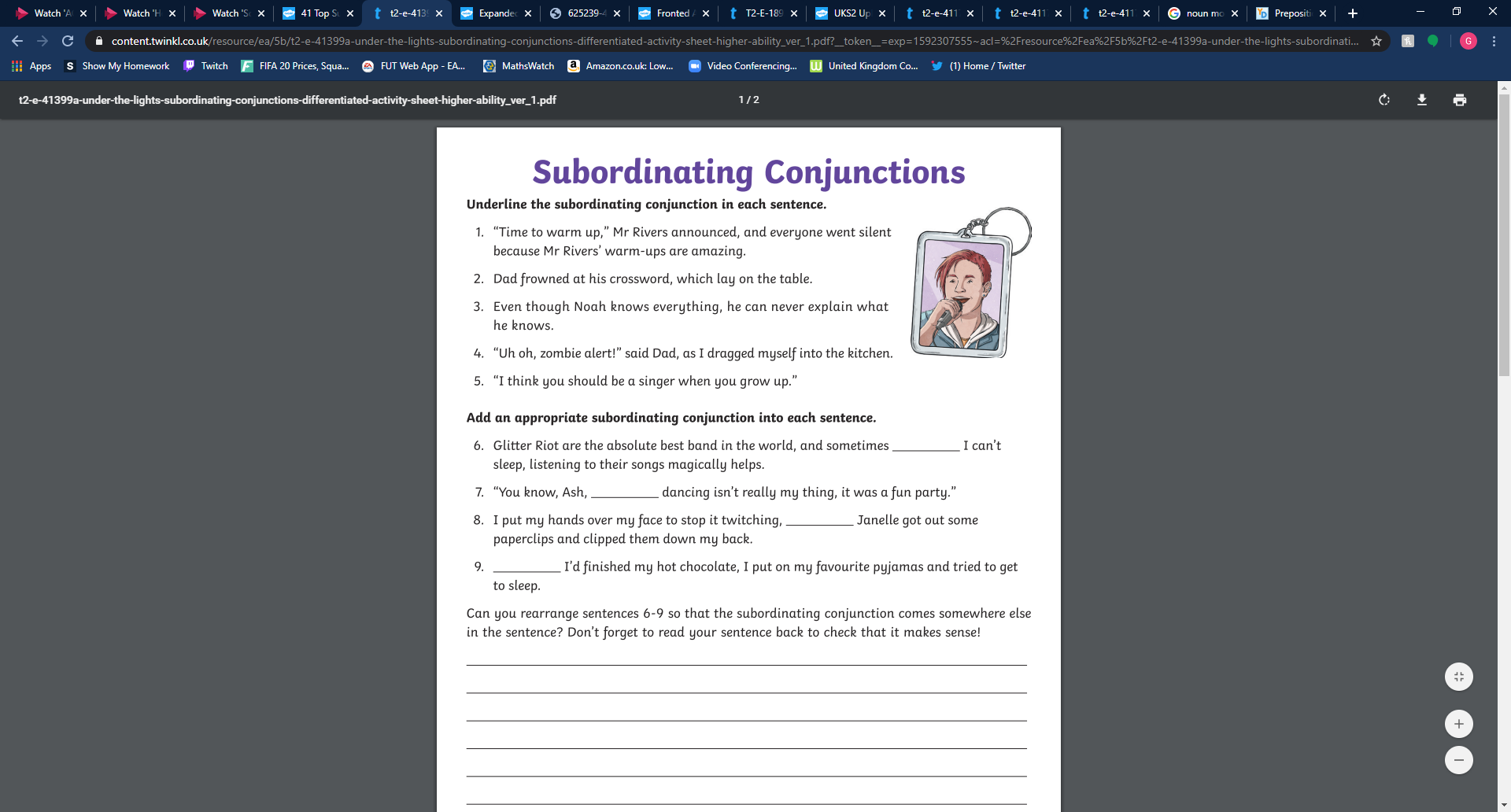
**Task 2 (Amber)**



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**Task 3 (Red)**



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**LO: To be able to use a range of grammatical features to make our sentences more interesting and informative**

Let’s recap the grammatical features and terms we have learned so far:

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| **Grammatical Feature** | **What it is** |
| **Fronted Adverbials** | Words or phrases at the beginning of a sentence used to describe the action that follows e.g. **Happily, she skipped down the path.** |
| **Expanded Noun Phrases** | Provide extra information about the noun. You create an expanded noun phrase when you add **adjectives** tonouns e.g. **The fluffy, friendly dog greeted me at the gate.** |
| **Subordinating**  **Conjunctions** | Subordinating conjunctions are the first words within a subordinate clause e.g. **Since it was warm, I left my coat at home.** |
| **Prepositional Phrase** | A phrase that begins with a preposition and ends in a noun e.g. **According** to the weather forecast… |

We are now going to practise using the skills we have learned. Look at the following sentence:

**My mum went to the shop.**

We are going to improve this sentence one step at a time.

First, we will create expanded noun phrases.

Next, we will add a fronted adverbial.

Finally, we will add a subordinating conjunction.

Use ambitious adjectives and modifying nouns to add extra information about both of the nouns in the sentence. Which two things   
will you be describing?

The two nouns (people, places or things) in the sentence are ‘Mum’ and ‘shop’, so the noun phrases are ‘My mum…’ and ‘…the shop.’ To expand these phrases, we need to give extra information.

**Task 1a (Green) Answer the following questions to help you expand your noun phrases and make your sentence more interesting:**

What does Mum look like?

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What age is Mum?

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How does Mum feel?

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What does the shop look like?

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What age is the shop e.g. new and modern/ old and dilapidated?

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**Rewrite the sentence using your expanded noun phrases e.g. My kind, hardworking mum went to the old, sweet shop.**

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**Task 1b (Green) Remembering that fronted adverbials are words or phrases at the beginning of a sentence which are used to describe the action that follows, answer the following questions:**

**My mum went to the shop.**

**When** did she go? **e.g. Last week, my kind, hardworking mum went to the old, sweet shop?**

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**Where** was the shop?

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**How** did she get there?

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How long did it take her?

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**What** state was she in?

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**Rewrite the sentence using your fronted adverbial.**

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**Task 1c (Green)** **Choose one of the following subordinating conjunctions to start a subordinate clause. What extra information will you add to your sentence to make it interesting?**

**since**

**that**

**until**

**when**

**while**

**after**

**although**

**as**

**because**

**before**

**if**

**e.g. Last Thursday, my kind, hardworking mum went to the old sweet shop because she wanted to buy herself a treat.**

**Rewrite the sentence using your subordinating conjunction.**

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**Task 1d (Green) Now write five sentences of your own that include:**

* **A fronted adverbial**
* **At least one expanded noun phrase**
* **A subordinating conjunction**

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**Task 2 (Amber) In addition to completing Task 1a-d in the spaces provided for green level, try to include ambitious adjectives when writing your expanded noun phrases e.g. menacing, quaint, ecstatic, hideous, malignant .**

**Task 3 (Red) In addition to following the instructions in the amber level, try to include a prepositional phrase to your sentences e.g. According** **to my aunty**, **last Thursday**, **my kind, hardworking mum went to the old sweet shop because she wanted to buy herself a treat.**