

Lesson 1

Grammar

Modal Verbs

What is a verb?

Verbs are doing or being words. In the following sentence the underlined words are verbs.

Sam ran to the park and sat on the swings.

Write three of your own sentences and underline the verbs.

What do you think a modal verb could be?

Modal verbs are auxiliary verbs (they need a verbs to make sense) and they indicate necessity or possibility.

They include words like: must, shall, will, should, would, can, could, may and might.

Here is a setting description, list all of the modal verbs used.

Like beams of hope and joy, the sun's ray break through the stubborn clouds and shine down upon the ancient castle. Birds, who will circle for hours in search of food, make proud noises in the air and shout to their fellow air-borne companions; the echo of their voices can be heard from miles away. Mountains and trees stand tall around the castle and protect it from any harmful weather that may come its way. Unchanged for hundreds of years, the walls of the castle must be strong and sturdy to keep out enemies and attackers. The scene might look peaceful, however precious jewels are hidden inside this fortress and they may be under threat at any moment.

Now write a short setting description based on the picture below. You need to include modal verbs in your setting description and should write these in a different colour pen.



Lesson 2

Grammar

Relative Pronouns

What is a noun?

What is a pronoun?

What do you think a relative pronoun could be?

A relative pronoun is used to connect a clause or phrase to a noun or pronoun. You see them used every day with the most common relative pronouns being: **who, whom, which, whoever, where, when, and that.**

Identify the relative pronouns in these sentences:

1. The lady, who was here to see you yesterday, called again this morning.
2. Bring me the letters that lie on the table.
3. Is this the train which leaves for New York at six o'clock?
4. The church, where the carol service was held, is always busy.

In these sentences the words who, that, which, and as, used to introduce the clauses which explain some word that goes before them, are called relative pronouns.

Here is a character description, identify the relative pronouns:

Stuart is a Minion of average height. His goggles, that cover his lone eye, are made of super strength metal and glass and protect his all-important vision. This Minion wears blue dungarees and stylish black gloves which match his comfortable footwear. When he wakes up in the morning, Stuart's first thought is his hair; he hates how he can't get it to stick up like his friend Kevin's does. Stuart, who is the most creative and talented Minion in the group, often serenades his two friends; much to their dislike!

Write a character description based on one of the characters I'm about to show you. Your character description needs to be about 6 sentences long and you have to include at least 4 relative pronouns, which should be written in a different colour pen.



Lesson 3

Grammar

Active and Passive Voice

Can anyone explain what the active and passive voice is?

Which one is active and which one is passive, and why?

The worm crawled through the apple.

The apple was crawled through by the worm.

The active voice describes a sentence where the subject performs the action stated by the verb. It follows a clear subject + verb + object construct that's easy to read

With passive voice, the subject is acted upon by the verb. It makes for a murky, roundabout sentence.

Complete these tables.

ACTIVE VOICE and PASSIVE VOICE

The dog bit the girl.	The girl was bitten by the dog.
The wind blew out the candle.	
Peter bought some sweets.	
	The car was driven by Steve.

ACTIVE VOICE and PASSIVE VOICE

	This song was sung by The Beatles.
England beat Australia!	
The builders will finish the wall tomorrow.	
	Kate was hugged by her aunt.

Complete a very simple action (such as lifting up a pencil) and write down what was done as an active sentence. Underneath, change the sentence to the passive voice. For example:

Mr Turner lifted up the pencil.

The pencil was lifted up by Mr Turner.

Complete at least 5 each.

Lesson 4

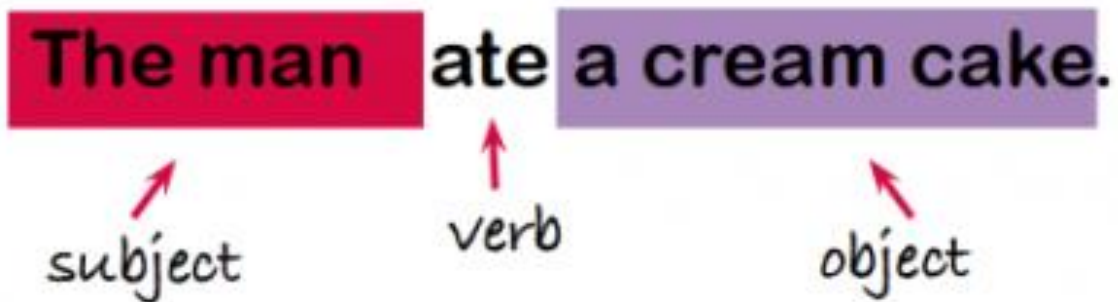
Grammar

Subject and Object of a Sentence

What do you think the different might be between the subject and the object of a sentence?

The man ate the cake.

The **subject** is usually **the thing or person who is carrying out an action**. The **object** is the **thing or person that is involved in an action, but does not carry it out**.



Come up a 5 sentences and identify the subject and object like above.

Does it matter what order the sentence is in?

The cake was eaten by the man.

Is the subject still the man?

Yes, because the man is still carrying out the action, however this is now in the passive voice.

Use the pairs of emojis to write a sentence. The first emoji has to represent the subject, and the second has to represent the object of the sentence. For example:

1. The cool kid of the class made a beautiful Valentine's Day card.





Lesson 5

Grammar

Synonyms and Antonyms

What are synonyms and antonyms?

Can you come up with a simple definition for both of these words?

Synonyms are words that have the same meaning.

Antonyms are words that have opposite meanings.

Remember synonyms are similar.

Why would you need to use synonyms?

Complete this table.

Word	Synonym	Antonym
Happy		
Hungry		
Angry		
Bored		

Give this game a go:

https://www.abcya.com/games/wordtoss_synonym_antonym

Sort these words into piles of synonyms. The little number tells you how many synonyms there should be for that word.

Once you have finished sorting them all, choose 5 words and find antonyms for them.

nice ¹³	pleasant	delightful	agreeable
enjoyable	favourable	call	cry
affable	obliging	scream	considerate
friendly	shout ¹¹	screech	move
civil	exclaim	bellow	advance
polite	hail	thunder	progress
courteous	roar	yell	dart
slither	leap	waddle	shuffle
dance	travel	run ¹⁶	strut
travel	swagger	march	amble

Lesson 6

Grammar

Apostrophes for Contraction

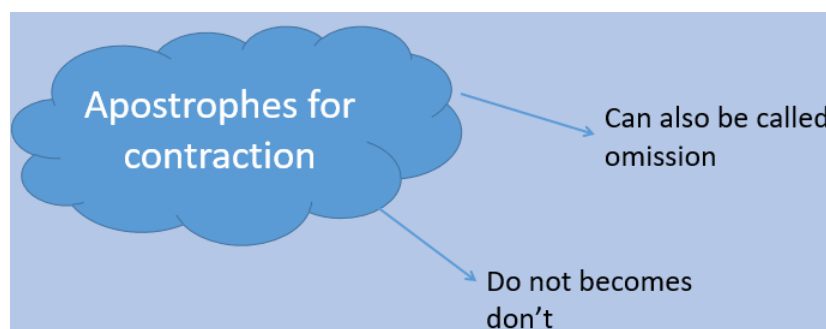
What are the two ways they are used?

Omission (contractions)

To show possession

Today we are focusing on apostrophes for contraction.

Complete a thought bubble to show what you already know about them or any words that contain them.



A little story to help you remember

When two words come together they form a contraction. However, not all the letters from the two words are needed. In order to remember and recognise that there used to be other letters there, kind and considerate grammarians place a simple apostrophe in to mark where they used to be- almost like a little gravestone.

So be kind and considerate (as well as grammatically accurate) and use an apostrophe to remember those letter which are not longer with us.

Why do we not just always say do not rather than don't?

can not do not it is who is there is they are we are

You have to write a short story which includes the contracted version of these words. Write the contractions in a different coloured pen. Your story must be about a stolen chocolate doughnut.

Lesson 6

Grammar

Apostrophes for Possession

How are apostrophes used for possession?

They are used to show that something belongs to someone or something.

For example:

Sarah's bag was brand new.

The children's toys were in the toy box.

The teddy bear's buttons were falling off.

Why is this not correct?

The boy's had so much fun at the party!

Box method

When it comes to an object belonging to more than one person, things can get a little tricky.

The girls lobby was very messy.

Where could the apostrophe go in this sentence? Does where it goes affect the meaning of the sentence?

The girl's lobby was very messy.

The girls' lobby was very messy.

Box method

Put a box around the word that the item belongs to; the apostrophe then goes on the outside of the box.

All the boys shoes were on the shelf.

David's house was at the end of the road.

The twelve horses hay barrel was nearly empty.

Mums hairdryer was noisy!

Sammy had two dogs. The dogs bowl was full of food.

Explain a situation where something belongs to someone and then write down what was explained, but include an apostrophe for possession.

For example:

The two chickens had some corn to eat.

The chickens' corn was being eaten.

Complete 5.

