

**LITERACY BASICS:
SENTENCE
WORKSHEETS**

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based on an idea by
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**ILLUSTRATED BY
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INTRODUCTION

- The pack** *Literacy Basics: Sentence Worksheets* provides practice in writing simple sentences and in building more complex sentences including phrases and clauses. Each sheet explains basic points, gives examples and provides exercises. The pack covers the same topics as the equivalent pages on verbs and building sentences in the pack *Literacy Basics: Grammar Worksheets*, but with a simpler approach and vocabulary. Some of the more complex concepts covered in *Literacy Basics: Grammar Worksheets* are omitted from this pack and, equally, this pack goes into more detail on some concepts than *Literacy Basics: Grammar Worksheets* does.
- Student suitability** The pack is aimed at KS3 and KS4 students. Because the pack is photocopiable, you can use it flexibly – with individual students, small or large groups, or across a whole year set.
- Using the pack** The pack provides a complete course in writing and building sentences but you can also use the worksheets separately. Where students have done little previous work on sentences, you may need to go over the grammatical points covered in each sheet with them. In other cases, students should be able to tackle the worksheets on their own. The eight 'check what you know' sheets can be used either for testing purposes or for revision. If you have a query about how best to use the pack, we are happy to help; please write to us at the address below.
- Other linked Chalkface packs** *Literacy Basics: Grammar Worksheets* provides parallel coverage of many of the topics in this pack, in a format suitable for more advanced students. You may also find the following packs useful: *Literacy Basics: Punctuation Worksheets*, *Literacy Basics: Word Worksheets*, *Literacy Basics: Spelling Worksheets 1, 2 and 3*.
- The people involved** Anat Arkin, the author of this pack, is a freelance journalist and former teacher of English and Communication. Stuart Sillars, the author of *Literacy Basics: Grammar Worksheets*, is a writer and freelance lecturer. This pack was illustrated by Lucy Watson, Rob Redfern was the editorial co-ordinator and Bridget Gibbs was the layout artist and copy editor.
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— THE FRAMEWORK FOR TEACHING ENGLISH —

The topics covered in this pack come under the sentence level objectives in the Framework for teaching English: Years 7, 8 and 9.

Word level	Sentence level	Text level: Reading	Text level: Writing	Text level: Speaking & Listening
<ul style="list-style-type: none"> · Spelling · Spelling strategies · Vocabularies 	<ul style="list-style-type: none"> · Sentence construction & punctuation · Paragraphing & cohesion · Stylistic conventions · Standard English & language variation 	<ul style="list-style-type: none"> · Research & study skills · Reading for meaning · Study of literary texts · Understanding the author's craft 	<ul style="list-style-type: none"> · Imagine, explore, entertain · Inform, explain, describe · Persuade, argue, advise · Analyse, review, comment · Plan, draft & present 	<ul style="list-style-type: none"> · Speaking · Listening · Group discussion & interaction · Drama

The overall aim of the Framework is to enable all pupils to develop sophisticated literacy skills. By the end of Year 9, each pupil is expected to be:

A shrewd and fluent independent reader:

- orchestrating a range of strategies to get at meaning in text, including inferential and evaluative skills;
- sensitive to the way meanings are made;
- reading in different ways for different purposes, including skimming to quickly pick up the gist of a text, scanning to locate specific information, close reading to follow complex passages and re-reading to uncover layers of meaning;
- reflective, critical and discriminating in response to a wide range of printed and visual texts.

A confident writer:

- able to write for a variety of purposes and audiences, knowing the conventions and beginning to adapt and develop them;
- able to write imaginatively, effectively and correctly;
- able to shape, express, experiment with and manipulate sentences;
- able to organise, develop, spell and punctuate writing accurately.

An effective speaker and listener:

- with the clarity and confidence to convey a point of view or information;
- using talk to explore, create, question and revise ideas, recognising language as a tool for learning;
- able to work effectively with others in a range of roles;
- having a varied repertoire of styles, which are used appropriately.

The following lesson structure is highly recommended to teachers using the Framework:

- 1 Short lesson starter activity (e.g. spelling, vocabulary) lasting 10–15 minutes
- 2 Introduce the main teaching points (e.g. teacher exposition or questioning)
- 3 Develop the main teaching points (e.g. through group activity)
- 4 Plenary to draw out the learning (e.g. through feedback and presentation), lasting 5–10 minutes

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— WHAT ARE SENTENCES? —

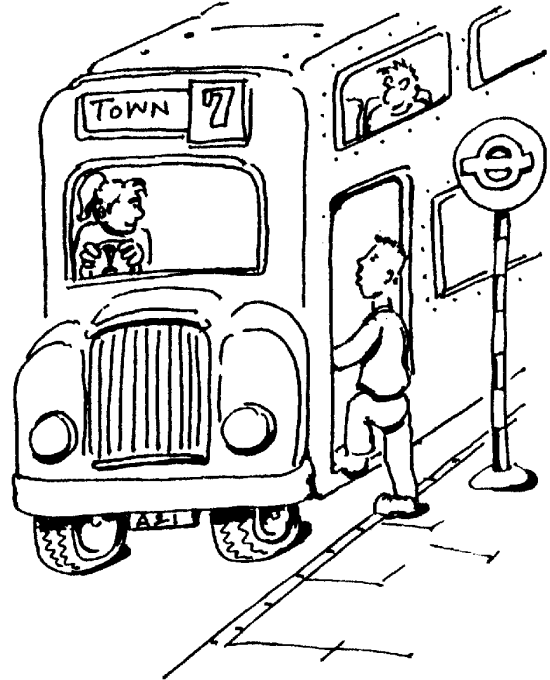
Every piece of writing is made up of sentences. A sentence is a complete idea. Here are some examples.

Fred **won** the lottery.

Sharon **smiled**.

I **caught** the bus.

A sentence always has a verb in it. Verbs are 'doing' words. They tell you about the action in a sentence. In the sentences above, **won**, **smiled** and **caught** are all verbs.



Try filling in the gaps in the following sentences with verbs from this list: laughed, cried, wrote, drove, danced.

- 1 John _____ a long letter.
- 2 Mrs Swift _____ too fast.
- 3 They _____ by the light of the moon.
- 4 I _____ till I _____.

Now think of some more verbs and use them to complete these sentences.

- 1 The parrot _____ off its perch.
- 2 The robot _____ the house.
- 3 Mavis _____ a song.
- 4 I _____ some new trainers.

WHO DID IT?



Every sentence must have a verb in it. Run, shout, eat and read are all verbs. But on their own, verbs don't tell you a lot. They don't tell you *who* is running, shouting, eating or reading. So when you write a sentence, you must say who is doing something.

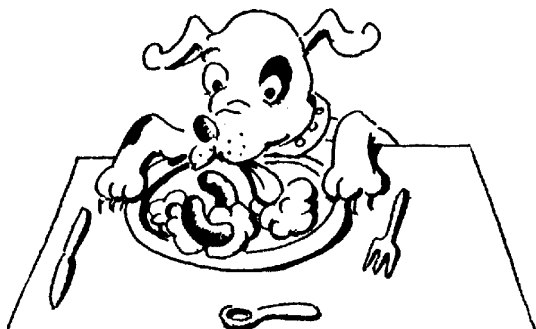
In the following examples, the words showing who (or what) has done something are shown in dark type.

She ran.

They are shouting.

The dog ate my dinner.

Wayne read the comic.



See if you can spot who or what has done something in each of the following sentences. Put a line under the right word.

- 1 Marmeduke finished his homework.
- 2 She yawned.
- 3 Thieves stole our TV.
- 4 The spider crawled up my leg.



Now fill in the gaps with words of your own to show who has done something in these sentences.

- 1 ____ jumped.
- 2 The ____ roared.
- 3 ____ had her tea.
- 4 ____ waited.

– CHECK WHAT YOU KNOW: 1 –

See if you can spot which of the following examples is *not* a sentence – because it doesn't tell you who has done something.

I hurried home.

Went to the disco.

Sue lost her purse.

The old lady.



Now fill in the gaps with words of your own to show who or what has done something in each of these sentences.

1 ____ went out.

2 ____ laughed.

3 The ____ wagged its tail.

4 ____ woke up.

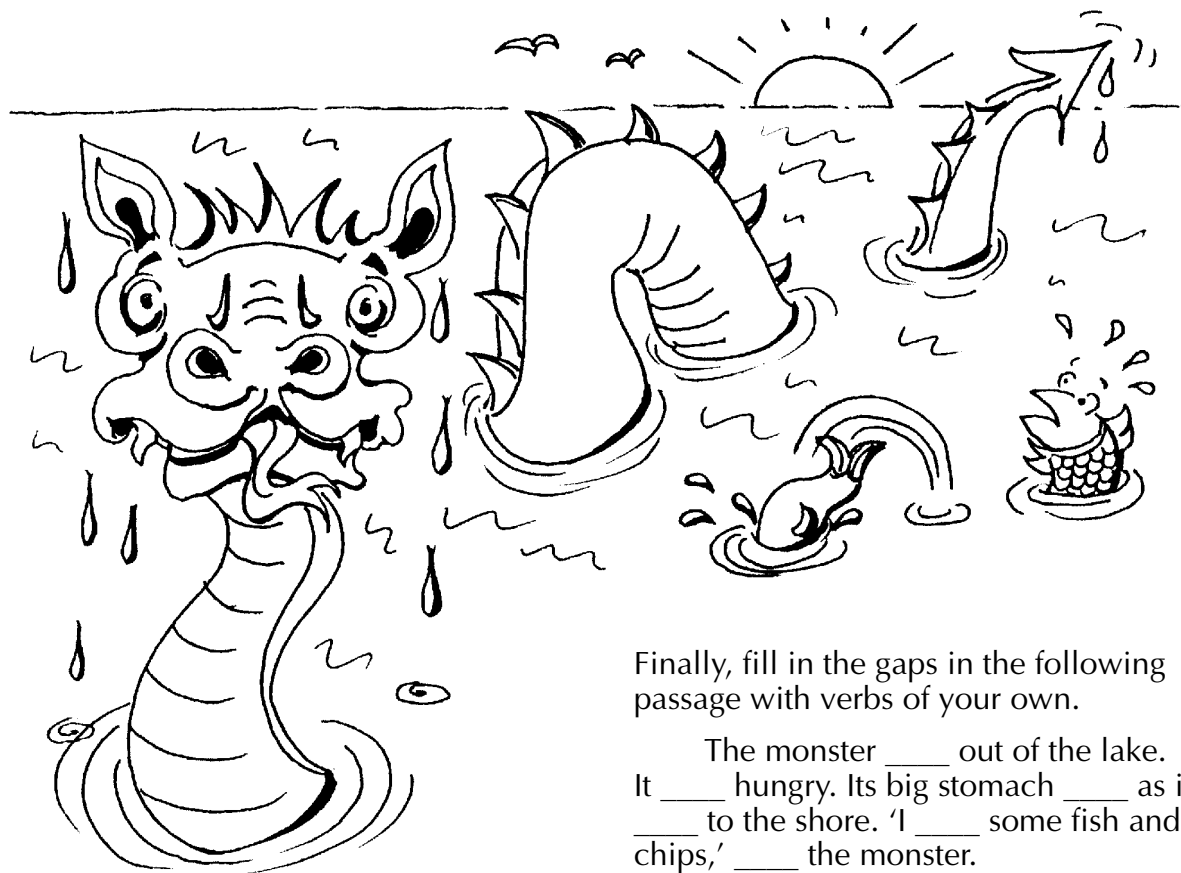
Do the same with the gaps in these sentences.

1 ____ sat down.

2 The ____ purred.

3 ____ all shouted at once.

4 ____ and ____ are going out with each other.



Finally, fill in the gaps in the following passage with verbs of your own.

The monster ____ out of the lake.
It ____ hungry. Its big stomach ____ as it
____ to the shore. 'I ____ some fish and
chips,' ____ the monster.

VERBS

Verbs tell you what is going on. They can also tell you *when* something is happening. Look at these examples.

Laura **met** her boyfriend. (past)

Laura **is meeting** her boyfriend. (now)

Laura **will meet** her boyfriend. (future)

Sometimes we use verbs with 'to' in front of them – to go, to sleep, to run. This way of using verbs doesn't tell you *who* is doing something or *when*. So on its own, a verb with 'to' in front of it will not give you a complete sentence.

A complete sentence must always answer these three questions: Who is doing something? What are they doing? When are they doing it?

Here are a few sentences that show both ways of using verbs.

I want to go home.

They ran to catch a bus.

Joe will go to meet her.

See if you can spot which of the following examples is not a sentence because it doesn't tell you who is doing something or when.

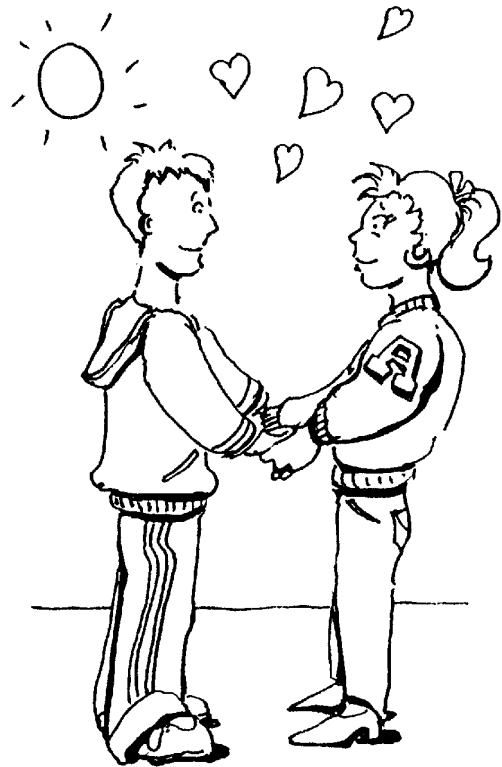
Mrs Clutterbuck sneezed.

To go home.

The lights went out.

Now fill in the gaps in these sentences with verbs that tell you when something is happening.

- 1 They _____ a video.
- 2 Sadia _____ the car.
- 3 I _____ my homework later.
- 4 He _____ a mistake yesterday.
- 5 My tortoise always _____ in winter.



Do the same with the gaps in this passage.

In the future, people _____ on different planets. They _____ little spaceships instead of cars. Robots _____ all the work. Kids _____ not _____ to go to school. I _____ I lived in the future.

LIVING VERBS

Every sentence must have a verb in it. Walk, eat, run, drive and talk are all verbs. It's easy to picture people doing these things. But some verbs are more tricky. They tell you what people or things *are* and not what they are *doing*. Look at the examples of these 'living' verbs shown in dark type in the following sentences.

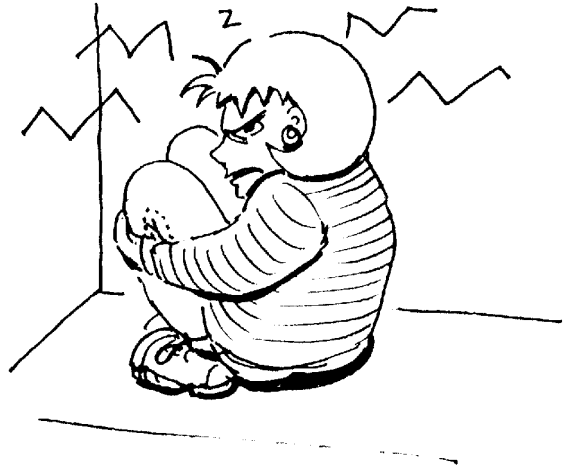
The books **are** on the desk.

She **was** in a bad mood.

I **am** hungry.

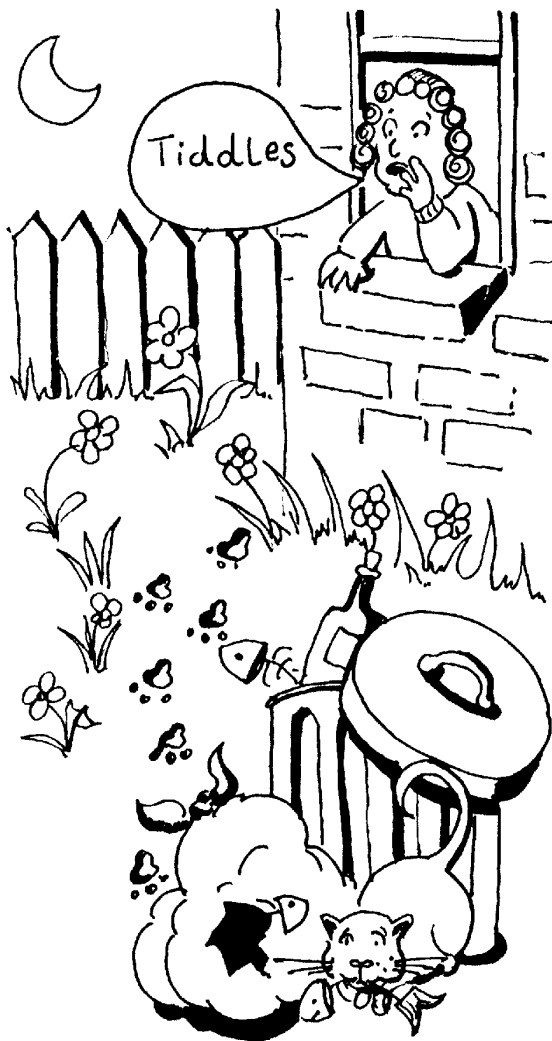
Her mum and dad **were** out.

Mr Singh **seems** happy.



See if you can fill the gaps in the following sentences with verbs that say what people or things are.

- 1 Emma ___ in Year 10.
- 2 We ___ hungry.
- 3 Tiddles, where ___ you?
- 4 The dishes ___ piled up in the sink.
- 5 You ___ cheerful today.



Do the same with the gaps in this passage.

The sounds ___ coming from the room upstairs. But when I got there, the room ___ empty. The window ___ open and there ___ some footprints on the window ledge. I ___ sure they ___ the biggest footprints I had ever seen. ___ our mysterious visitor a human, an animal – or something else?

— MORE ABOUT VERBS —

Verbs that tell you when something is happening are often made up of more than one word. For example:

I am going out tonight.

We **have finished** the job.

Mr Summs **will be taking** us for maths this year.

See if you can underline the verbs in the following sentences.

- 1 I am writing a letter.
- 2 Mr Benson has lost his job.
- 3 Tony is playing in today's match.
- 4 She felt sleepy because she had stayed out late last night.
- 5 Where are you going?



Complete the following sentences with words of your own.

- 1 I am _____ my friends at 6 o'clock.
- 2 Janice is _____ out with Kevin.
- 3 Rover was _____ Mrs Smith's cat.
- 4 She will _____ to go home.
- 5 I shall _____ you some sandwiches.

Now fill the gaps in these sentences with verbs that are made up of more than one word.

- 1 Some aliens _____ in my back garden.
- 2 He _____ like a lunatic.
- 3 Aunt Mabel was cross because I _____ her old clock.
- 4 I _____ you a nice cup of tea.
- 5 They _____ so loudly you could hear them for miles.