


 English Booklet 22

Name:

Date started:

- Work neatly.
- Write in full sentences when you are given enough space.
- Check all spellings, especially when the word appears on the page.

For the writing task, your marks will be awarded for spelling, structure, demonstrating the aim, grammar and punctuation, general content and answering the task.

	Section A	Section B	Section C	Section D
WE643: Subject and Object	/5	/10	/10	/30
WE644: Punctuation	/5	/10	/10	/30

Subject and Object, Active and Passive

Aim: To demonstrate an ability to recognise subjects and objects within a sentence, as well as the active and passive voice in verbs, displaying an ability to utilise both voices in writing.

Little Women

Louisa May Alcott

Meg went back to toast her feet and read *Ivanhoe*, and Jo began to dig paths with great energy. The snow was light, and with her broom she soon swept a path all round the garden, for Beth to walk in when the sun came out and the invalid dolls needed air. Now, the garden separated the Marches' house from that of Mr. Laurence. Both stood in a suburb of the city, which was still country-like, with groves and lawns, large gardens, and quiet streets. A low hedge parted the two estates. On one side was an old, brown house, looking rather bare and shabby, robbed of the vines that in summer covered its walls and the flowers, which then surrounded it. On the other side was a stately stone mansion, plainly betokening every sort of comfort and luxury, from the big coach house and well-kept grounds to the conservatory and the glimpses of lovely things one caught between the rich curtains.

Yet it seemed a lonely, lifeless sort of house, for no children frolicked on the lawn, no motherly face ever smiled at the windows, and few people went in and out, except the old gentleman and his grandson.

To Jo's lively fancy, this fine house seemed a kind of enchanted palace, full of splendors and delights which no one enjoyed. She had long wanted to behold these hidden glories, and to know the Laurence boy, who looked as if he would like to be known, if he only knew how to begin. Since the party, she had been more eager than ever, and had planned many ways of making friends with him, but he had not been seen lately, and Jo began to think he had gone away, when she one day spied a brown face at an upper window, looking wistfully down into their garden, where Beth and Amy were snow-balling one another.

"That boy is suffering for society and fun," she said to herself. "He is locked in by his grandpa up there all alone. He needs a party of jolly boys to play with, or somebody young and lively. I've a great mind to go over and tell the old gentleman so!"

The idea amused Jo, who liked to do daring things and was always scandalizing Meg by her queer performances. The plan of 'going over' was not forgotten. And when the snowy afternoon came, Jo resolved to try what could be done. She saw Mr. Lawrence drive off, and then sallied out to dig her way down to the hedge, where she paused and took a survey. All quiet, curtains down at the lower windows, servants out of sight, and nothing human visible but a curly black head leaning on a thin hand at the upper window.

"There he is," thought Jo, "Poor boy! All alone and sick this dismal day. It's a shame! I'll toss up a snowball and make him look out, and then say a kind word to him."

Up went a handful of soft snow, and the head turned at once, showing a face which lost its listless look in a minute, as the big eyes brightened and the mouth began to smile. Jo nodded and laughed at the boy, and flourished her broom as she called out...

Now answer the questions below.

Section A - Practice

1. What was Jo reading?

2. What was the weather like?

3. Which two people live in the big stone mansion?

4. Which does Lawrence watch from the window of his room?

5. How does Jo try and attract the boy's attention?



Section B - Thinking about it

1. What activity is Jo doing at the beginning of this text?

2. 'Meg went back to toast her feet'

Which noun is the subject in this sentence?

3. Read the way in which the author describes the two houses. Whose house would you rather live in? Explain your answer.

4. Give two reasons that Jo thinks the Laurence house seems lonely and lifeless.

5. 'He is locked in by his grandpa up there all alone'

Is this an example of the active voice or the passive voice? Explain your answer.

6. Do you think Jo sounds like a nice person? Why/Why not?

7. 'Jo nodded and laughed, and flourished her broom'. Which word is the object in this sentence?

8. Using the nouns 'Jo' and 'snowball', construct a sentence which has one noun as the subject, and the other noun as the object. Make sure you highlight which noun you've made the subject and which you've made the object.

9. 'Jo nodded and laughed at the boy'

Is this an example of the active or the passive voice? Explain your answer.

10. What do you think will happen next?

Section C - Active and Passive Voice

A sentence is written with the active voice, when the subject is the one doing something. But when the subject is having something done *to it*, then we know that the sentence is using the passive voice. Let's practise using the passive voice.

Each of these questions is written in the active voice. For each one, re-write the sentence using the passive voice. Here's an example:

Eg. 'Julie hit Martin in the face' becomes: 'Martin was hit in the face by Julie'

Now you try!

1. Abdul kissed his mother every day.

2. Shree broke the vase in her kitchen.

3. Pati kicked the football across the pitch.

4. Delilah wrote many letters.

5. Agatha slapped the butler in her mansion.

6. Brunhilda sweeps the mice under the carpet.

7. I gave the snowman a bright smile and happy eyes.

8. When the car door slammed, it broke my left index finger.

9. The fish ate the tadpoles, who were eating little plants.

10. The dogs were biting at the man's leg.



Section D - Composition

Continue the story of Jo and the little boy in the big stone mansion. Write a detailed description of what happened next between them. Do you think Jo will get into the house and speak with him? What will he be like? What will they do together?

In your writing, you need to include at least one paragraph which describes an activity that Jo and the boy do together. In this paragraph, you should try to use the passive voice as well as the active voice, to make your writing more engaging for the reader.

Things to consider checklist:

- Remember to start where the story above left off;
- Think about what you want the reader to think about the boy in the house;
- Think about what kind of person Jo is. Is she a nice person? How are you going to make that clear to the reader?
- Think about what activity you think the boy and Jo are going to do together. Make sure you use the passive voice at least once in that description!
- Remember to use paragraphs to separate your ideas.

Planning Box

Punctuation

Aim: To demonstrate an ability to recognise and understand the function of a range of punctuation marks, displaying an ability to utilise them in your own writing.

Good Night and Good Morning

Lord Houghten

A fair little girl sat under a tree,
Sewing as long as her eyes could see;
Then smoothed her work, and folded it right,
And said, "Dear work, good night! good night!"

Such a number of rooks came over her head,
Crying, "Caw! Caw!" on their way to bed;
She said, as she watched their curious flight,
"Little black things, good night! good night!"

The horses neighed, and the oxen lowed,
The sheep's "Bleat! bleat!" came over the road;
All seeming to say, with a quiet delight,
"Good little girl, good night! good night!"

She did not say to the sun, "Good night!"
Though she saw him there like a ball of light,
For she knew he had God's time to keep
All over the world, and never could sleep.

The tall pink foxglove bowed his head,
The violets curtsied and went to bed;
And good little Lucy tied up her hair,
And said on her knees her favourite prayer.

And while on her pillow she softly lay,
She knew nothing more till again it was day;
And all things said to the beautiful sun,
"Good morning! good morning! our work is begun

Section A - Practice

1. Where was the little girl sitting?

2. What activity was the little girl doing at the beginning of the poem?

3. What type of bird came flying over the little girl's head?

4. Which three animals are mentioned in the third verse?

5. Give one activity the little girl does right before she goes to sleep.



Section B - Thinking about it

1. What adjective does the poet use to describe the little girl in the first verse?

2. One type of punctuation mark appears more than any other in the first verse. Can you spot which one it is?

3. Describe what you think this punctuation mark is used for.

4. Does this poem make you feel calm? Why/Why not?

5. 'Caw! Caw!'

This is an example of a poet using exclamation marks. What is the effect of these exclamation marks on the reader?

6. Which punctuation mark does the poet use to end each verse?

7. How does the poet show that somebody else is speaking within his poem?

8. Do you like how this poem makes you feel? Why/Why not?

9. Throughout this poem the poet uses the semicolon. Describe what you think the semicolon is used for.

10. Do you enjoying going to bed each night? Give a short description of everything you do before you go to sleep each night. Try and use at least one exclamation mark in your writing.

Section C - Punctuation Marks

Punctuation marks are used by writers to make sure their readers are reading and understanding their work in the right way. Different punctuation marks are used for different functions, and good writers don't just follow the rules of punctuation, they'll also use punctuation to make the reading experience more enjoyable for the reader.

Commas and full stops are the most basic types of punctuation mark. Full stops are used to mark the end of a sentence, and commas are used to break up sentences into smaller chunks - where the writer intends for us to take a breath! Commas are also used to break up items of one word, in lists.

Exclamation marks and question marks are used to indicate the tone in which the sentence is meant to be read. Exclamation marks mean the sentence is meant to be read in a loud, or excited way - almost as if we are meant to read it shouting out loud! Question marks are used to indicate that the sentence before it is a question.

Semicolons are tricky punctuation marks to use, and they have a lot of different functions that even famous writers have difficulty with sometimes. For now, you just need to know that semicolons are used to break up lists of items with more than one word for each item.

For each question below, the sentence has had all of its punctuation removed. Try rewriting each sentence but with all the appropriate punctuation put back in.

Now you try!

1. Today I went to the shops to buy cheese eggs ham and milk

2. Where are you going said Margaret to her brother

3. Rob screamed as loud as he could Look out for that bus

4. Abdul watched as the parachutist flew gracefully down delicately swaying in the breeze

5. Maylai made of a list of everything she need for the party it included: a large red balloon three small chocolate bars and a couple of party hats

Section D - Composition

Dear Diary

Today I woke up bright and early and began to get to ready to go to school...

Think of a really exciting day you've had recently. Why was it so exciting? What happened on that day? Write a diary entry for that day, describing in lots of detail everything that you did and why it was so exciting. Remember to begin with you waking up in the morning, and take us through to you going to sleep at night.

Think about everything you want to write in your diary. Remember people often write about how they felt about things in their diary, and not just what happened. Think about what you did that day and how it made you feel. In your writing you should try and correctly use all of the punctuation marks we've looked at above - including semicolons!

Things to consider checklist:

- Remember to use the first-person perspective, because it's a diary;
- Think about what exciting thing happened on the day you're going to talk about;
- Think about how you felt on the day;
- Be extra careful of the way you use punctuation, and think about how you're going to include all the different punctuation marks;
- Remember to use paragraphs to separate your ideas.

Planning box

Planning Box - continued

