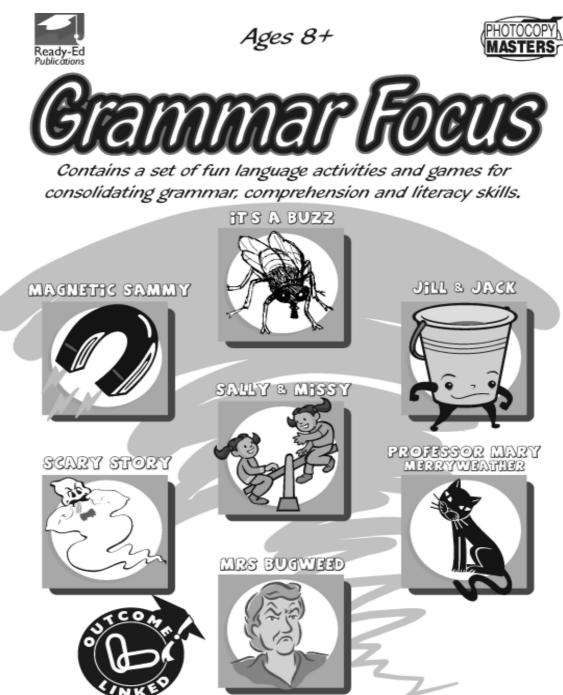
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About this Book

This book is designed for students aged 8+ years. The principal thrust of the book is to encourage students to learn to focus their reading and to provide the groundwork for teachers to teach some aspects of English grammar.

The book is arranged in seven sections, each of which begins with a story. Students will be asked to focus on specific areas (paragraphs) of the text.

Comprehension: Each of the seven sections begins with a set of comprehension questions that also provide a framework for the answers to assist students.

Word Study: These sheets look at the meaning and grammatical use of specific words in the stories.

Scanning: Exercises to encourage scanning the text for specific points.

Grammar: Some of the sheets are designed to be the focal point for teaching various aspects of English grammar. These include nouns and adjectives, verbs and adverbs, apostrophes, direct speech, synonyms and antonyms, pronouns, comparisons, singular and plural, collective nouns, homophones and tenses.

Activity Sheets: These sheets are designed to appeal to children's sense of fun and to challenge them to focus more closely on the written word. They include: Word Bingo, Sentences from the Story, Worm-Words, Spot the Differences, Word Lines, Crosswords and Word Searches.

Links to Student Outcome Statements

The activities contained in Grammar Focus address the following English strands and outcomes.

Victoria

Strand: Reading Texts -2.5 (a) (b); 3.5 (a) (b) Aspects of Language: Contextual Understanding -2.6 (a) (b); 3.6 (a) (b) 2.7 (a) (b); 3.7 (a) (b) Strategies -2.8 (a) (b); 3.8 (a) (b) Strand: Writing

Texts – 2.9, 3.9 Aspects of Language: Contextual Understanding – 2.10, 3.10 Linguistic Structures and Features – 2.11, 3.11 Strategies – 2.12, 3.12

New South Wales

Strand: Learning to Read – RS 2.5, 3.5; RS 2.6, 3.6 Strand: Learning to Write – WS 2.9, 3.9; WS 2.12, 3.12 Strand: Learning About Reading – RS 2.7, 3.7; RS 2.8, 3.8 Strand: Learning About Writing – WS 2.13, 3.13; WS 2.14, 3.14

South Australia

Strand: Texts and Contexts – 2.3, 3.2, 3.3, 3.4; Strand: Language – 2.5, 2.6, 2.7, 2.8, 3.5, 3.6, 3.7, 3.8 Strand: Strategies – 2.9, 2.10, 2.11, 2.12, 3.10, 3.11, 3.12

Queensland

Sub-strand: Speaking and Listening – Cultural 3.1 Sub-strand: Reading and Viewing – Cultural 2.2, 3.2; Operational 2.2, 3.2; Critical 2.2, 3.2 Sub-strand: Writing and Shaping – Cultural 2.3, 3.3; Operational 2.3, 3.3; Critical 2.3, 3.3

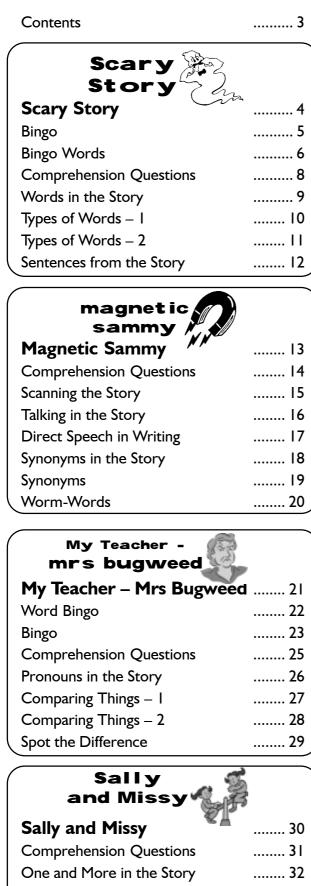
Western Australia

Strand: Viewing – Level 2-3 Use of Texts V 2.1, 3.1; Contextual Understanding V 2.2, 3.2; Conventions V 2.3, 3.3 Strand: Reading – Level 2-3 Use of Texts R 2.1, 3.1; Contextual Understanding R 2.2, 3.2; Conventions R 2.3, 3.3 Strand: Writing – Level 2-3 Use of Texts W 2.1, 3.1; Contextual Understanding W 2.2, 3.2; Conventions W 2.3, 3.3

National Curriculum (NT, ACT, Tas)

Strand: Reading and Viewing – Level 2-3 Texts 2.5, 3.5; Contextual Understanding 2.6, 3.6; Linguistic Structures and Features 2.7, 3.7; Strategies 2.8a, 3.8a Strand: Writing – Level 2-3 Texts 2.9, 3.9; Contextual Understanding 2.10, 3.10; Linguistic Structures and Features 2.11, 3.11; Strategies 2.12a. 3.12a

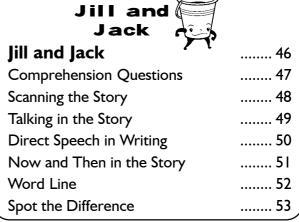
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Scary Story

Beware, beware, beware! This is a very scary story. It is so scary that it frightened me so much while I was writing it that I almost wet my pants. If you read it you might wet your pants. Perhaps you should wear a nappy while you read it just to be safe. Like people say, "It's better to be safe than sorry." But to be perfectly safe you should beg your teacher not to make you read this story.

If begging doesn't change your teacher's mind you should throw a tantrum. Throw a good old fashioned tantrum right here on the floor. I'm sure you know how to do it. Just fall onto your back, kick your legs out, flay your arms about, shake your head vigorously, scream and shout over and over, "I hate you! I hate you!"

If that doesn't work you can try the ever popular "Holding Your Breath" trick. But you must do it properly, too many kids these days are just not expert enough in the ever popular "Holding Your Breath" trick, not like they were when I was young. We were the best ever at the "Holding Your Breath" trick! Here are a few good tips for you.

* * * * *

First: you must puff your cheeks out as hard as you can. Second: you must close your eyes as tightly as you can. (But don't do that until you finish reading the rest of the instructions because you will find you can't read with your eyes closed.) Third: you must stand rigid and as motionless as a statue. Fourth: you must bunch your hands up into tight fists. And most importantly, fifth: you must not breathe. It would hardly be the ever popular "Holding Your Breath" trick if you took even one sneaky little breath. Now would it? Although it would be a good trick.

* * * * *

I hope that works for you, but it wouldn't work if your teacher is like mine was when I was at school. Her name was Mrs Bugweed. She was so mean that even her stupid shadow tried to run away from her. If a child so much as sneezed at the wrong time she would slowly stuff him in her desk drawer. But it scares me too much to talk about her so I won't.

Now let's get back to this scary story, if you are sure you want to continue reading and you can't get out of it. At least it's not a long story and it's not hard to read. It hasn't got many characters in it that you have to remember. It isn't complicated with too many things happening that confuse you and it hasn't got any big words in it that give children headaches. In fact it's only got one word ... "Boo!"



➢ For the Teacher:

Scary Story

On the three pages following this one are twelve sets of words taken from the story. Give each student a set of words to play **Word Bingo**. Some students may have to be given copies of the same set of words or they could work in pairs. All the words are listed below. Pick words at random to read out to the class and tick off the words as you read them. Students should tick words off as they appear on their lists. Naturally the first students who tick off all their words are the winners.

Bingo

As you read the words emphasise those that are the focus of the following worksheet. That is the verbs, nouns, adverbs, adjectives and the words with apostrophes.

beware	frightened	happening	back	breath	fourth	rest	desk
second	writing	children	onto	shout	statue	until	time
tightly	perfectly	headaches	just	about	finish	don't	tried
shadow	perhaps	characters	sure	right	close	hard	mean
reading	begging	complicated	ľm	throw	cheeks	must	name
confuse	teacher's	because	good	sorry	young	first	hope
enough	tantrum	sneezed	mind	nappy	expert	were	little
doesn't	fashioned	breathe	safe	might	scream	trick	fists
people	vigorously	although	wear	pants	change	work	bunch
teacher	holding	instructions	read	while	better	over	stand
remember	popular	importantly	much	story	should	flay	third
continue	properly	motionless	very	scary	almost	kick	can't
wouldn't	hardly	sneaky	tight	fifth	school	mine	works
drawer	hasn't	talk	would	too	scares	won't	let's
word	back	least	it's	hard	many	isn't	things



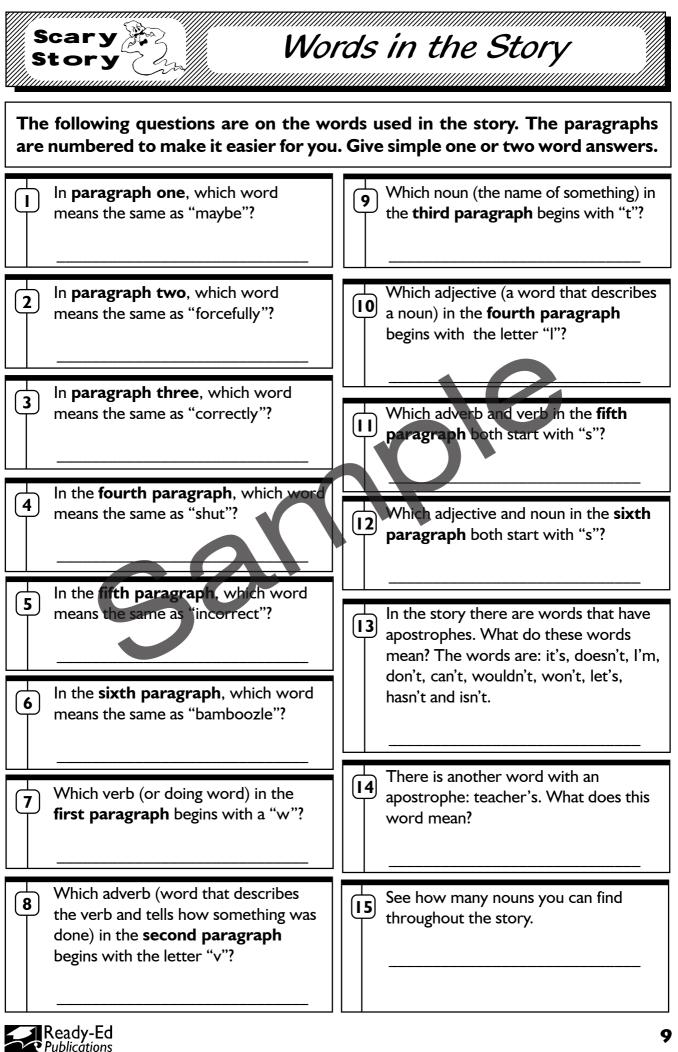
Comprehension Questions

The following are comprehension questions on the story. Answers have been partly done for you but words have been left out. Fill in the missing words.

		_
	Q: In the first paragraph what were you warned might happen if you read the Scary Story	?
	A: If you read the story you might end up your	
2	Q: In the second paragraph what was the reader advised to throw?	
	A: The reader was to throw a	
3	Q: In paragraph three who did the narrator claim were the best ever at the "Holding You Breath" trick?	
	A: were the best ever at the " , trick.	,,
4	Q: What did paragraph four say was the most important tip?	
	A: To was the most tip.	
5	Q: Who was Mrs Bugweed, mentioned in paragraph five?	
	A: Mrs was the narrator's when he was at	
6	Q: In the last paragraph what was the one word of the Scary Story?	
	A: The one in the was "!"	
7	Q: What did you have to do as hard as you can?	
	A: You had to as	
	·	
8	Q: What did you have to kick and what did you have to flay?	
	A: You had to kick and you had to	
/////		

Scary

Story



Types of Words – 1 Story **Types of Words:** Nouns are names of things and adjectives are words that describe nouns. For example: the word *cat* is a noun because it is the name of something, and the word big is an adjective because it can be used to describe what a noun looks like. We can say: "The **big cat** is dangerous." Verbs are doing or action words and adverbs are words that describe how something is done. For example: the word run is a verb as it is an action, and the word quickly is an adverb as it can be used to describe how the action is done. We can say: "I run quickly to the shop."

Choose words from the word list on Page 11 to fill in the missing words. They appear in the order that you can use them. Some of the words have been marked as NOUN, ADJECTIVE, VERB or ADVERB to show what they are. Choose words from the correct set. Discuss the sentences before you do the writing.

		(adjective)	(noun) ▼	(verb)	(adjective) ▼	(noun)			(verb)
	The	enormous	gorilla	a read	a scary	story	and	it	·
		(adjective)	(noun)	(verb)				(adjective)	(noun) ▼
	A	naughty	ghost	screams	"BOO!"	in	the _		forest.
				-					
3		(adjective)	(r	noun) ▼	(verb) ▼		(a	djective) ▼	(noun) ▼
	That	greedy _			ate	the			goat.
T									
4		(adjective)		(noun)	(verb)		(a	djective) ▼	(noun) ▼
4	The	•		•	(verb)		(a	djective) ▼	^(noun) ▼ doll.
4	The	•		•	•		(a	djective) ▼	•
4	The	•	۲	•	wante		(a	djective) (adjective)	•
	The	unhappy	۲	(noun	wante	ed its _		(adjective)	▼ doll.
	The	unhappy	۲	(noun	wante	ed its _		(adjective)	_ doll. (noun)
	1	unhappy	۲	(noun	wante) d from	ed its the		(adjective)	_ doll. (noun)



Scary