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GRAMMAR PROGRAMME

- **DIRECTLY TARGETS & QUICKLY IMPROVES GRAMMAR**
- **FEEDBACK ON TARGETS ENCOURAGES THE LEARNER**
- **PROMOTES ASSESSMENT TO SUPPORT LEARNING**
- **PARTNERS OUR SPELLING & PUNCTUATION PROGRAMMES**
- **PACK B - 20 INTERACTIVE 'SCORM' COMPLIANT QUIZZES**

TARGET YOUR GRAMMAR TO...

- improve your writing, reading, speaking and listening skills
- make your sentences and paragraphs clear and easy to understand
- make your written work more interesting and enjoyable to read
- allow you to speak clearly and tell people exactly what you mean
- give a good impression in formal situations, such as in an interview or when you are writing to apply for a job
- improve your grades and impress your teachers!



The 'Grammar Programme' supports rapid progress in the acquisition of grammatical and general language skills through a series of targets and regularly prompts the learner to revisit and review prior work. The Programme facilitates a student's understanding of the importance of good grammar and increases their self confidence. It is ideal for one-to-one tuition, group work, peer mentoring or whole class teaching. There are eleven main targets (60 pages), and the Programme uses a points system to quantify the level of success and offers a certificate for those who complete the units. The 'Grammar Programme' is particularly suitable for projection onto an IWB for class/group work and also acts as an editable duplication master. Use MS Word to customise the resource and produce new worksheets.

Pack B consists of 20 interactive exercises/quizzes which support the first ten topics in the core product.

Target 1: Nouns

Task 1 (Your first piece of evidence of success) **1 point**

A. The list of words below contains some common nouns, some proper nouns and five words that aren't nouns. To keep you on your toes, the capital letters are missing from the proper nouns! Write the words in the correct columns, making sure you put in the missing capital letters for the proper nouns.

sunday walked mr khan buckingham palace
 doctor going elephant italy
 anger john pencil eurc
 because atlantic ocean have wate

COMMON NOUNS	PROPER NOUNS	N

Did you find 7 proper nouns and 7 common nouns? Yes / No
 Did you find 5 words that are not nouns? Yes / No

B. Underline the common nouns and circle the proper nouns in the sentences.

- George saw the film on Monday.
- The children swam in the river.
- After stopping to talk to Simon, Greg missed his train.
- Birds build nests in trees.

Did you find 4 proper nouns and 7 common nouns? Yes / No
 (If not, read the information on common and proper nouns again and then try to find the ones you missed.)

Target 1: Nouns

NOUNS: Subject and Object

Ok, I have found out what a noun is, but what does it do in a sentence?

Nouns are the subjects and objects of sentences.

THE SUBJECT AND OBJECT OF A SENTENCE?

Find the subject and object by asking three questions.

1. "Who is doing the action?" (What is the ACTION in the sentence?)
 This is the SUBJECT.

2. "What is it being done to?"
 This is the OBJECT.

Example:
 Gareth cooked dinner.
 Who is doing the action? Gareth
 What is being done to? dinner

Another example:
 She fell into the river.
 Who fell? She
 What did she fall into? river

20 Interactive Exercises/Quizzes

Pack B

Target 2: Pronouns and Determiners (Quiz 1)

Question 1 of 1, Multiple Choice 1, 10

Target 2: Pronouns and Determiners - Quiz 1

Which of these statements is true?

Pronouns are words that can be used in place of verbs.

Pronouns are words that can be used in place of nouns.

Pronouns are words that can be used in place of adjectives.

Pronouns are words that can be used in place of full stops.

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THE EFFECTIVE WAY TO IMPROVE GRAMMAR & CONFIDENCE

Target 2: Pronouns and Determiners



Part One: Pronouns

Look at the sentence below:

It was Sally's birthday and Sally's sister was buying Sally the DVD player that Sally really wanted.

In this sentence, 'Sally' is repeated several times. This sounds much better.

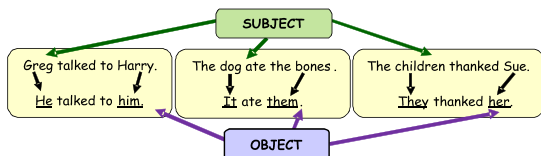
It was Sally's birthday and *her* sister was buying *her* the DVD player that *she* really wanted.

The words in italics that have replaced 'Sally' are called PRONOUNS. They are useful because you don't have to repeat yourself.

Pronouns are words that can be used in place of nouns. Like nouns, they can be the **subject** or the **object** of a sentence and they can be **singular** (one) or **plural** (more than one).

Look at the examples in the tables below:

Pronouns used as the SUBJECT of a sentence	
SINGULAR PRONOUNS	PLURAL PRONOUNS
I you he she it	we you they
Pronouns used as the OBJECT of a sentence	
SINGULAR PRONOUNS	PLURAL PRONOUNS
me you him her it	us you them



SUITABLE FOR USE IN CLASS OR AS HOMEWORK!

Target 3: Finding the Verb



Task 1

A) Underline or highlight the verbs in the sentences below. Some sentences have more than one verb.

- The cat ate the mouse.
- Leo sat on his sofa and watched TV.
- I was cold when I swam in the sea
- On Tuesday, Gary visited his friend in Leeds.
- The doctor checked my blood pressure.
- Fahad is a good basketball player.
- Susan acted and sang in the school play.
- Harry and Ben repair and sell cars.

Did you find twelve verbs? Yes/ No
(If not, read 'Part Two: Determiners' again and then try to find the ones you missed.)

Which two are 'being' verbs? and

B. The action verb is missing from the sentence below. Two possible choices have already been written in the box below.
How many more can you add to the box in 4 minutes?

The girl the door.

Painted hit

How many action verbs did you find in 4 minutes?

8 or more	Well done!
6 - 7	Good try! Use a thesaurus to make your total up to eight.
5 or less	Use a thesaurus to find some more words or ask your friends for ideas.

THE COURSE IS DESIGNED SO THAT LEARNERS PROGRESS THROUGH TARGETS AT A PACE THAT IS RIGHT FOR THEM - SUITABLE FOR ANYONE!

Target 3: Find the Verb



Task 2

A. As you know, a verb can be made up of more than one word.
Highlight or **underline** the words that make up the verb in the sentences below.

- George has been waiting for his parcel to arrive.
- I will listen to your story.
- I could be going home early today.
- They would like pasta for lunch.
- I should have eaten my sandwich.
- Fred was fishing in the lake.
- Mr Wan will be going to Paris tomorrow.
- Mario has been painting his room.
- Jim may be coming to the party.
- You should have been doing your homework.

How many answers were correct?
..... out of 10

(If any of your answers were incorrect, read the information on 'linking verbs' again and then see if you can spot your mistakes.)

B. Extend your vocabulary!

In your written work, try to add interest by varying your vocabulary. Unjumble the words below to find different words you could use instead of 'said'.

hispedwre = w..... htoedus = s.....

leripde = r..... umterted = m.....

asnedrwe = xeclmadie =

There are many other words you can use instead of 'said'. Here are some more examples:

announced, argued, begged, called, chuckled, cried, explained, grumbled, insisted, joked, laughed, mentioned, murmured, pleaded, queried, screamed, shrieked, sighed, sobbed, stammered, stated, stuttered, suggested, urged, uttered, yelled

Target 5: Verbs and the Three Persons



Task 1

A. Underline or highlight the subject of each of the sentences below and tick the box to show whether the subject is first, second or third person.

- I am going to visit my uncle.
FIRST PERSON SECOND PERSON THIRD PERSON
- Yesterday, they went fishing in Blackwood Lake.
FIRST PERSON SECOND PERSON THIRD PERSON
- Carl is learning to play the trumpet.
FIRST PERSON SECOND PERSON THIRD PERSON
- On Fridays, we go to the bowling alley in town.
FIRST PERSON SECOND PERSON THIRD PERSON
- I met my brother at Greg's party.
FIRST PERSON SECOND PERSON THIRD PERSON
- My brother stays at home on rainy days.
FIRST PERSON SECOND PERSON THIRD PERSON
- My brother enjoyed the football match on Saturday.
FIRST PERSON SECOND PERSON THIRD PERSON
- It was a fine, sunny day.
FIRST PERSON SECOND PERSON THIRD PERSON

B. Complete the following tables for the verbs 'to stop' and 'to think':

VERB: TO STOP	Singular	Plural
First person	I stop	we
Second person	you	you
Third person	he	they

VERB: TO THINK	Singular	Plural
First person	I think	
Second person		
Third person	she	

MS WORD FORMAT - EASY TO EDIT & PERSONALISE.

EACH TARGET IS SUPPORTED BY ENGAGING WORKSHEETS

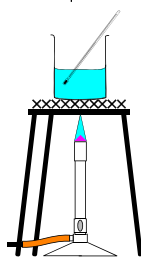
Target 5: Verbs and the Three Persons

2 points 

Task 3 Find your own evidence:

Two examples of writing that are usually in the third person are reports or instructions. We also use third person when we 'write up' experiments in Science. Look at the correct and incorrect examples below:

The apparatus was set up as shown in the diagram. The Bunsen burner was lit and the temperature of the water was recorded every two minutes.



I set up the apparatus as shown in the diagram. I lit the Bunsen burner and I recorded the temperature of the water every two minutes.

CORRECT!
This is written in 'third person.'

INCORRECT!
This is written in 'first person.'

- Find a sample of work that you have written in the 'third person'.
- If you cannot find an example from your previous work, then write a new example, using third person, for this assessment. Possible topics: instructions for making a cup of tea, instructions for washing a car, etc.

Teacher's comment on work samples:

Summary: Verbs and the Three Persons

- The subject of a sentence is who or what is doing the action.
- 'First person' is 'I' (singular) or 'we' (plural).
- 'Second person' is 'you' (singular or plural).
- 'Third person' is 'he', 'she' or 'it' (singular) or 'they' (plural).
- Make sure you use the correct form of the verb for the subject of the sentence (subject -verb agreement).

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Target 7: Joining Sentences with Conjunctions



Task 3 Find your own evidence

Choose a piece of written work, from any subject that shows you have used conjunctions to make compound sentences.

1. Find three compound sentences and underline their conjunctions in your chosen piece of writing.

1 point

2. For each of the three sentences, suggest a different conjunction that you could have used instead.

1 point

Note: If you do not have a suitable sample of work, you can write a paragraph about a topic of your own choice, making sure you have used three compound sentences and use this as evidence instead. For example, you could write about a holiday, a sport that you enjoy or a special event (like a wedding or birthday party).

Summary: Joining Sentences with Conjunctions

- A **SIMPLE SENTENCE** has one verb and one main idea (one complete piece of information).
- Simple sentences can be joined together by **CONJUNCTIONS** to make a **COMPOUND SENTENCE**.
- You can make your writing more interesting by using different conjunctions.

TARGETS INCLUDED ARE...

- Nouns
- Pronouns and determiners
- Finding the verb
- Verbs and the tenses
- Verbs and the three persons
- Sentences - general rules
- Joining sentences with conjunctions
- Describing words - adjectives and adverbs
- Prepositions and interjections
- Adding detail to sentences/complex sentences
- Evidence of proofreading to check grammar

EACH TARGET PROVIDES INFORMATION ON A SPECIFIC ASPECT OF GRAMMAR AND HAS TASKS WHICH ASSESS AND DEVELOP UNDERSTANDING.

Task 2 Adverbs



A. Build up a range of different adverbs that you can use to add detail to your sentence.

Here are some adverbs to describe how someone can speak:

loudly	shyly	noisily	angrily	unkindly	beautifully	hesitatingly
quietly	kindly	gently	quickly	caringly	thoughtfully	powerfully
nicely	softly	cruelly	clearly	harshly	sensitively	aggressively

How many adverbs can you think of to describe how someone can eat?

hungrily

He ate.....

Did you find 5 or more? If not, try using a thesaurus to find some more.

B. Underline the adverbs in the sentences below.

- Ashley wrapped the parcel neatly.
- Skilfully, the boy scored a goal.
- The boy easily won the race.
- Slowly and gently, Hamda picked up the baby.
- Jim was extremely tired.
- Mr Jones quickly entered the room and spoke loudly to the class.
- Greg sadly said goodbye to his friends.
- Bill sat nervously in the dentist's chair and closed his eyes tightly.
- Sara never sat quietly in the car.
- Usually, the dog barked loudly at strangers.

Did you find fifteen adverbs? Yes / No

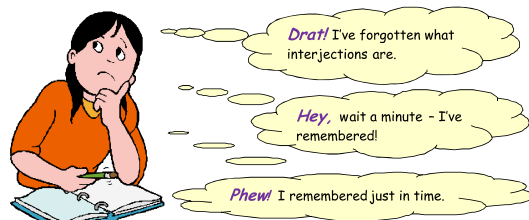
(If not, read the information on adverbs again and then see if you can find the ones you missed.)

1 point

Target 9: Prepositions and Interjections



Part 2: Interjections



- Interjections are words used to show feelings like anger, pain, surprise, happiness and disappointment. (Look at the examples in italics above.)
- They can stand on their own or be part of a sentence (usually at the beginning).
- If they stand on their own they are often followed by an exclamation mark!
- If they are part of a sentence, they are followed by a comma.

Here are some more examples of interjections:

Ah! Ouch! Cheers! Wow! Whoops! Ugh! Oh dear!

Oh, I thought you had gone. *Mmm,* that's delicious.

When do we use interjections?

- You can use interjections to add feeling and emotion when writing speech and in your stories.
- DO NOT use interjections in formal writing.

Don't use interjections too often - they have more impact if you use them occasionally.



Target 11: Proofreading

Structuring your sentences correctly (using good grammar) and making your writing interesting by adding detail will improve your grades.

PROOFREADING is another way to improve your grades.



What is proofreading?

Proofreading is checking your work for mistakes. Below are some tips to help you proofread your work.

Top Tips for Proofreading

- Read aloud, but if this is not possible (as you may be in the classroom), listen to the sound of your voice 'inside your head' as you read. It will help you spot mistakes.
- Read slowly to give yourself time to think.
- Try moving a ruler across each line as you read, or use a pen to follow the words on the page.
- If you can, take a break between doing your work and proofreading your work. Reading it with 'fresh eyes' will help you to spot mistakes.
- If you using a computer, print out a copy to proofread (it is harder to proofread online).

Task: Find your own evidence

2 points

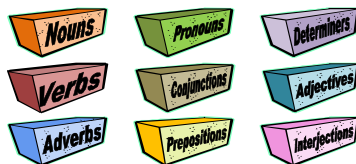
To gain your final two points, you must show your teacher some evidence that you have proofread your writing to check the grammar. This can be a copy of your writing or it can be a draft that you made. Show that you have spotted any errors and if there may be an error in subject/verb agreement, the many simple sentences. Show that you have made

NOTE!

- This task asked you to show that you have proofread for grammar, but what else should you look for when you proofread? You should also:
- check that your work makes sense
 - check your spelling
 - check your punctuation.

Well done, you have completed the targets!

You have learned about the different types of words (building blocks) and how they are used in a sentence.

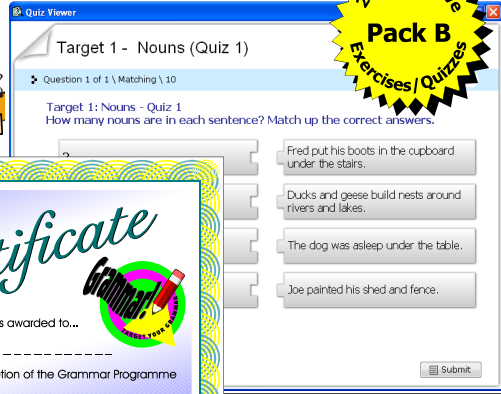
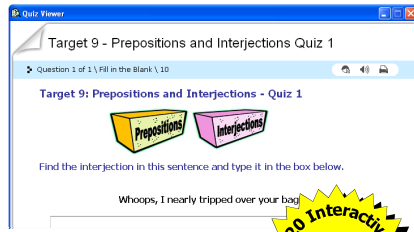


...and you know how they fit together to make a sentence.



Now you have finished the course, a copy of the booklet by working out your boxes.

If you are unsure about any of the words to improve your score.



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