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Which word correctly completes this sentence?

The car was very after it was polished.

- ☐ shine
- ☐ shiny
- ☐ shinier
- ☐ shiniest

Answer and discussion

Response	Proportion	Reasoning
A	8.6%	Students who chose this option are likely to have read the word <i>shine</i> as <i>shiny</i> because of the -e on the end of the word.
B	84.3%	Key
C	3.8%	The second most able students chose this option. They may have read over the <i>very</i> and read the sentence as <i>The car was shinier after it was polished</i> .
D	2.3%	These students may have left out the <i>very</i> , making the sentence <i>The car was shiniest after it was polished</i> .

Item Description Select the correct adjective to complete a complex sentence.

Strand Grammar

Link Year 5 — Question 27

Comments The word *very* tells the reader an adjective is most likely to follow. Nearly 95% of students correctly answered item 26, ten percent more than for this item, even though both items ask students to find the appropriate adjective. The difference is that item 26 has the adjective directly before the noun, *The cat had **soft** fur*. This item has the adjective following the noun it is describing, *The car was very **shiny***, and additional clause, *after it was polished*, which adds to the reading difficulty, and may make the decision about which word is needed more difficult.

Teaching Ideas Students need opportunities to use and understand how adjectives work in different parts of sentences. Teachers can build on the understanding they have about adjectives before a noun, as in *The cat had **soft** fur*, by showing them how to change the sentence into new forms:

- The cat's fur was *soft*.
- The fur of the cat was *soft*.
- *Soft* fur is what the cat had.

This activity can be extended to put the adjective in different places in a sentence to see if the meaning is changed. The teacher may choose to use sentences that do not make sense, in order to discuss why they don't; or sentences that are grammatically correct, but the meaning is incorrect e.g.

- The soft cat had fur.
- The fur had a soft cat.
- The cat had fur that was soft.
- The cat had fur soft.

The activity can be made more difficult by adding a clause to the sentence being used as a base sentence for investigation. Other adjectives, prepositional phrases and clauses can be added to the base sentence, e.g.

- The black cat had *soft* fur.
- The cat on the chair had *soft* fur.
- The cat had *soft* fur after it was cleaned.

Note: It is always a good idea to ensure students understand the sentence's boundary punctuation when showing them more complex sentence construction.

Reference

QSA *Scope and sequence: Grammar, Draft*,

http://www.qsa.qld.edu.au/downloads/early_middle/qcar_ss_english_grammar.pdf

Curriculum References

Statements of Learning

Year 3

Students draw on their knowledge of texts and language to use simple sentences in appropriate grammatical order for statements and knowledge of adjectives, adverbs and prepositional phrases to elaborate ideas, e.g. The old man rode his bike slowly on the bumpy road.

Australian Curriculum

LANGUAGE: Expressing and developing ideas (Word-level grammar)

Year 5: Students understand how noun and adjective groups can be expanded in a variety of ways to provide a fuller description of the person, thing or idea. They learn how to expand a description by combining a related set of nouns and adjectives, e.g. Two old brown cattle dogs sat on the ruined front veranda of the deserted house.

Scope and Sequence

Year 3

Adjectives describe nouns in particular ways (size, colour, shape, number) e.g. blue, round, four. Adjectives generally are included within the noun group, though they can also be used after a being/having verb, e.g. Mother is happy.