Year 11 Noun Groups

*The below is how it is possible to build onto a noun in order to exclude other details from the sentence.*

The really old oak table

A fluffy tabby cat

My 2 most favourite lollies in front of me

John’s many super annoying gold fish in the bowl

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Pointer (which one?)**  *(a, the, these, your, his)* | **Numerator (how many?)**  *(lots, some, a few, ten)* | **Intensifier (how intense?)**  *(very, incredibly, quite)* | **Describer (what like?)**  *(beautiful, soft, dangerous, pink)* | **Classifier (which type?)**  *(Persian, wooden, painted, female)* | **Thing/Noun** | **Qualifier (more about it)**  *(who I met last week, with brown eyes)* |
| The |  | really | old | oak | table |  |
| A |  |  | fluffy | tabby | cat |  |
| My | 2 | most |  | favourite | lollies | in front of me |
| John’s | many | super | annoying | gold | fish | in the bowl |

Rules for Nominalisation

1. Identify verbs and nouns
2. Exclude verbs and proliferate nouns and noun groups – include as many details from the sentence into the noun group and change verbs to nouns (try to limit number of verbs per sentence to 1-2)
3. Join sentences together – same method as above
4. Condense verb groups (usually groups of little words) by choosing 1 noun that covers their meaning
5. Often the most useful verbs for rewrites are being words (is, were etc) or cause/effect verbs (causes, results in)