Name: _________________________________________________

Date:  __________________________________________________

SPIVEY

_________________________
If you want to become a better writer you must do the following:

1. **PAY ATTENTION**
2. **PARTICIPATE**
3. **PRACTICE**.

You need to look at THREE THINGS before trying to write these kinds of sentences.

1. First, look at the **PATTERN**— it will tell you the order of the things you need to write.
2. Next, look at the **EXAMPLE** provided for you and look at how it is put together.
3. Finally, examine the **TRIGGER WORDS** that go with each group and choose one that will express what you want to say.

**Your order of operation:**

**P-E-T**

---

<table>
<thead>
<tr>
<th>P</th>
<th>E</th>
<th>T</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
***Every sentence needs a SUBJECT and PREDICATE***

"Who" or "What" serves as the SUBJECT

"Action" serves as the PREDICATE (aka: the VERB)

------------------------------------------------------------------------------------------

**Working With the "Main Sentence Trunk"**

Name something and tell what it did, is doing, or will do

1. Pattern- "Who" or "What" + Action

Pattern: Who + Action
Example: Mr. Donati / teaches history class.

Pattern: What + Action
Example: The box turtle / swam away.

Pattern: Who + Action
Example: Ms. Tyson / coaches softball.

**Your Turn!**

Now, write sentences using the "Who" or "What" + Action pattern.

Label the "Who" or "What" + Action in each example sentence you write along with the class

(Who + Action) 1. ____________________________________________________________________________________________

(What + Action) 2. ____________________________________________________________________________________________

(Who + Action) 3. ____________________________________________________________________________________________

(What + Action) 4. ____________________________________________________________________________________________
FIVE ways to “EXPAND the Action” of a sentence
Find the verb and ask yourself one of these questions:

- **When?**
- **Where?**
- **Why?**
- **How?**
- **Condition?**

The dog **barked** at the cat.

**WHEN** did the dog bark? The dog / barked at the cat / until it walked around the corner.

**WHERE** did the dog bark? Behind the garage, / the dog / barked at the cat.

**WHY** did the dog bark? The dog / barked at the cat / because it was near his food.

What were the **CONDITIONS** with which the dog barked?
  
  Even though they were usually friends, / the dog / barked at the cat.

**HOW** did the dog bark? The dog / barked at the cat / loudly.

Stretch your sentences by adding GROUPS and expanding!
All groups will still work if you flip them to the other side:

Label these sentences with the pattern (P) it follows.

1. **Until** it walked around the corner, / the dog / barked at the cat.

2. The dog / barked at the cat / **behind** the garage.

3. **Because** it was near his food, / the dog / barked at the cat.

4. The dog / barked at the cat / **even though** they were usually friends.

5. **Loudly**, / the dog / barked at the cat.

Where?           Why?

When?           Condition?

How?
Expanding the Action...

These are your two options for the “Expand the Action” Spivey sentences:

- **Pattern #1**
  “_______ Group”, + Who/What + Action

  The “who/what” always follows the comma if the group comes at the beginning.

- **Pattern #2**
  Who/What + Action + “_______ Group”

Here are two examples of how the different groups can make a sentence more specific:

**Condition Group**

If the students make a serious effort, / they / will become much better writers.

**What**

Spivey sentences / are easy to write / when the students pay attention to the teacher.

**Use COMMAS when the group comes at the beginning of the sentence**

**How Group**

Quickly, / my parents / walked over to the neighbor’s house.

**Who**

My parents / walked over to the neighbor’s house / quickly.
“Order of Operations”

1. **Look at the PATTERN**. . .

   Example Pattern: **Where Group**, + **Who or What** + **Action**

2. **Look at the EXAMPLE**. . .

   Example Sentence: **Above the rumbling volcano**, / the villagers / saw a massive cloud of smoke and ash.

3. **Look at the TRIGGER WORDS**. . .

   “**Where Group**” Trigger words:
   
   above, across, against, along, among, around, at, before, behind, below, beneath, beside, between, beyond, by, down, from, in, inside, into, near, off, on, out, outside, over, past, through, to, toward, under, up, upon

4. **Think** about what you want to say and write. . .

   1. ____________________________________________________________________________________

   2. ____________________________________________________________________________________
When you start writing these sentences by yourself, these **six steps** will help out a lot!

1. **P-E-T:** Look at a pattern, example, and the trigger words
2. **Write your sentence:** Using the Spivey method, write a sentence
3. **Break the sections up:** Draw vertical lines to break up the sentence
4. **Box your trigger word:** Draw a box around the trigger word in your sentence
5. **Label it:**
   a. Label the “Group”
   b. Label the “Who/What”
   c. Label the “Action”
6. **Circle the comma if you used one:** If the group was used at the beginning, circle your comma

**Double check everything:** This ensures that you didn’t make any careless errors
Adjectives and adverbs bring detail to your writing!

ADJECTIVE - words that are used to modify a noun or a pronoun

- **What kind?** - English class, goofy students, excellent grades, superior effort, curly hair, lazy worker
- **Which one?/Which ones?** - eighth grade, that building, this puppy, these people, those campers
- **How many?/How much?** - sixteen candles, many people, several days, no luck, some news, various kids

ADVERB - words that modify a verb, an adjective, or an adverb

- **Where?** - away, here, there, up, everywhere
- **When?** - later, soon, tomorrow, yesterday, now
- **How?** - quietly, easily, wisely, slowly
- **How often?/How long?** - always, usually, forever, never
- **To what extent?/How much?** - certainly, almost, not, quite, very, so, too

Think about the “Order of Operations” every time you write a sentence - it only takes an extra 10 seconds...

- Look at the "Pattern" for the group for the “Action Expanders”
- Look at my "Example sentences" and the ones we have written in class
- Look at the "Trigger word" and think about what you want to say
- Write your sentence
- Double check it for correctness...
Making the Action Grow: Part I

I. Expand the action to add a WHEN GROUP, telling when the action occurred

**TRIGGER WORDS:** as, after, before, during, since, until, when, while

-------------------------------Ask yourself WHEN the action occurred-------------------------------

1. Pattern: When group + Who + Action
   Example: After completing his weekly assignments, / the student / mastered the material.

2. Pattern: Who + Action + When group
   Example: The wonderful student / studied for the test / while she listened to Mozart.

3. Pattern: When group + Who + Action
   Example: Before the Cold War ended, / the U.S and the Soviet Union / were bitter enemies.

4. Pattern: Who + Action + When group
   Example: My great-grandfather / traveled to Cuba / during the Spanish-American War.

5. Pattern: When group + What + Action
   Example: As I asked the salesman my question, / the stack of clothes / fell to the floor.
How many “WHEN Group” trigger words can you remember?

_________________________________________________________________

What does P-E-T stand for?

1. ________________  2. ________________  3. ________________

Practice writing “WHEN Group” Spiveys

1. **Pattern:** When group + What + Action

Example: ____________________________________________________________________

2. **Pattern:** Who + Action + When group

Example: ____________________________________________________________________

3. **Pattern:** When group + Who + Action

Example: ____________________________________________________________________

4. **Pattern:** What + Action + When group

Example: ____________________________________________________________________

***At this point, label the patterns for each sentence on your own***

(Please remember to use a variety of patterns and trigger words)

5. **Pattern:**

Example: ____________________________________________________________________

6. **Pattern:**

Example: ____________________________________________________________________
Making The Action Grow: Part II

II. Expand the action to add a WHERE GROUP; telling where the action occurred

TRIGGER WORDS: above, across, against, along, among, around, at, before, behind, below, beneath, beside, between, beyond, by, down, from, in, inside, into, near, off, on, out, outside, over, past, through, to, toward, under, up, upon

(match the opposites...or think of where you could be in relation to a mountain)

1. Pattern: Where group + What + Action
   Example: In the dense forest, / the lost bear cub / cried for its mother.

2. Pattern: Who + Action + Where group
   Example: Stacy's friend / threw the frisbee / into the patch of poison ivy.

3. Pattern: Where group + Who + Action
   Example: Across the bridge, / the courteous police officer / directed traffic away from the accident.

4. Pattern: Who + Action + Where group
   Example: My hiking partners / climbed the cliff / between the trail and the waterfall.

5. Pattern: Where group + What + Action
   Example: Beyond the city limits, / the coyote's calls / were heard by the farmer.

Beyond
How many “WHERE Group” trigger words can you remember?

______________________________________________________________________

What does P-E-T stand for?

1. ___________________ 2. E_________________________ 3. T_________________________

Practice writing “WHERE Group” Spiveys

1. **Pattern:** Where group + What + Action

Example: ____________________________________________

2. **Pattern:** Who + Action + Where group

Example: ____________________________________________

3. **Pattern:** Where group + Who + Action

Example: ____________________________________________

4. **Pattern:** What + Action + Where group

Example: ____________________________________________

***At this point, label the patterns for each sentence on your own***

(please use a variety of patterns and trigger words)

5. **Pattern:** ____________________________________________

Example: ____________________________________________
Making the Action Grow: Part III

III. Expand the action to add a WHY GROUP, telling why the action occurred

TRIGGER WORDS: because, since, so that, "to + action"

*Examples of “to + action”: to smile, to write, to play, to study, to go, to hike, to send, to laugh, to buy, to travel, to eat, to climb

1. Pattern: \( \text{Who} \quad \text{Action} \quad \text{Why group} \)
   Example: My friend and I / drove to Philadelphia / to watch Johnny Cash.

2. Pattern: \( \text{Why group} + \text{Who} + \text{Action} \)
   Example: Because they wanted to win, / the soccer players / concentrated on their defensive skills.

Because

3. Pattern: \( \text{Who} + \text{Action} + \text{Why group} \)
   Example: The young artist / entered the contest / to gain her teacher’s respect.

4. Pattern: \( \text{Why group} + \text{Who} + \text{Action} \)
   Example: Since the kids were misbehaving, / my aunt Kathy / sent them to bed early.

Since

5. Pattern: \( \text{Who} + \text{Action} + \text{Why group} \)
   Example: The teachers / stayed after school / because they are dedicated to their jobs.
How many “WHY Group” trigger words can you remember? 

__________________________________________

What does P-E-T stand for?

1. ___________________ 2. ___________________ 3. ___________________

Practice writing “WHY Group” Spiveys

1. Pattern: Why group + What + Action

Example: _______________________________________________________

2. Pattern: Who + Action + Why group

Example: _______________________________________________________

3. Pattern: Why group + Who + Action

Example: _______________________________________________________


Example: _______________________________________________________

***At this point, label the patterns for each sentence on your own***
*(please remember to use a variety of patterns and trigger words)*

5. Pattern: _______________________________________________________

Example: _______________________________________________________

6. Pattern: _______________________________________________________

Example: _______________________________________________________
Making The Action Grow: Part IV

IV. Expand the action to add a group that places a CONDITION on it

**TRIGGER WORDS:** although, if, in spite of, though, even if, even though, unless, despite, regardless

1. Pattern: Condition group + Who + Action
   Example: **Although** the test was easy, / some students / hadn’t prepared themselves for it.

2. Pattern: Who + Action + Condition group
   Example: Students / must work hard / if they want to become successful.

3. Pattern: Condition group + Who + Action
   Example: **Even though** the accident wasn’t Monica’s fault, / the truck driver / childishly yelled at her.

4. Pattern: Who + Action + Condition group
   Example: My cousin Bob / bought the copper kettle / **regardless** of the fact that it was damaged.

5. Pattern: Condition group + Who + Action
   Example: **Despite** having the directions with him, / Mr. Flood / still got lost for hours and hours.
How many “CONDITION Group” trigger words can you remember?

What does P-E-T stand for?

1. __________________  2. __________________  3. __________________

Practice writing “CONDITION Group” Spiveys

1. **Pattern**: Condition group + What + Action

Example: ______________________________________________________________

2. **Pattern**: Who + Action + Condition group

Example: ______________________________________________________________

3. **Pattern**: Condition group + Who + Action

Example: ______________________________________________________________

4. **Pattern**: What + Action + Condition group

Example: ______________________________________________________________

***At this point, label the patterns for each sentence on your own***

(please remember to use a variety of patterns and trigger words)

5. **Pattern**: __________________________________________________________

Example: ______________________________________________________________

6. **Pattern**: __________________________________________________________

Example: ______________________________________________________________
Making The Action Grow: Part V

V. Expand the action to add a **HOW GROUP**, telling how the action occurred

**TRIGGER WORDS:** Adverbs with "-ly," with/without/by, like/as

**Adverbs** tell us more about the verb: quickly jumped, patiently waited, carefully stood,

----------------------------------------------- Ask yourself HOW the action occurred -----------------------------------------------

1. Pattern: How group + Who + Action
   Example: Eagerly, / the steel workers / waited to hear if their jobs would be saved.

2. Pattern: Who + Action + How group
   Example: The environmental club members / moved the debris from the trail / quickly.

   Example: The photographer / finished printing the photos / with great care.

4. Pattern: Who + Action + How group
   Example: The students / presented their reports / like seasoned professionals.

5. Pattern: "How group" + Who + Action
   Example: As quick as a wild animal, / the wide receiver / caught the ball and scored.

As

6. Pattern: Who + Action + "How group"
   Example: The lawyer / gained everyone’s respect / by being ethically and morally stable.
How many “HOW Group” trigger words can you remember?

___________________________________________________________________________

What does P-E-T stand for?
1. ___________________ 2. ___________________ 3. ___________________

Practice writing “HOW Group” Spiveys

1. **Pattern:** How group + What + Action
   
   Example: __________________________________________________________________________

2. **Pattern:** Who + Action + How group
   
   Example: __________________________________________________________________________

3. **Pattern:** How group + Who + Action
   
   Example: __________________________________________________________________________

4. **Pattern:** What + Action + How group
   
   Example: __________________________________________________________________________

***At this point, label the patterns for each sentence on your own***
(please remember to use a variety of patterns and trigger words)

5. **Pattern:** _______________________________________________________________________
   
   Example: __________________________________________________________________________

6. **Pattern:** _______________________________________________________________________
   
   Example: __________________________________________________________________________
“Two Group Spiveys”

This is a way to make the best of your sentences by having two groups in one sentence. . .

Pattern: Group , + Who/ What + Action + Group

1. Choose one of the five “Groups” for the beginning of your sentence
2. Place a comma at the end of the first “Group”
3. Choose the “Who” or “What” for your sentence
4. Choose an “Action” for your sentence
5. Choose a different one of the five “Groups” for the end of your sentence
6. Check it for correctness!

“How”  Who  Action  “When”
Patiently, I waited for my ride home after the monthly scout meeting.

“How”  Who  Action
Since she took a semester off during college, Claire traveled around America with her friends.

1. __________________________________________________________________________________________

2. __________________________________________________________________________________________

3. __________________________________________________________________________________________

4. __________________________________________________________________________________________
“Making the "Who" or "What" Grow”

1. **Describer**: One way to expand the meaning of "Who/What" is to describe it.
   a. **One Describer** - Add **ONE** adjective before the “who/what” to create a **One Describer**

   The *appreciative* teacher thanked his students for working so hard.

   The __________ student lost his planner for the third time this year.

   The __________ musician tuned his bass guitar before the concert.

   **Pattern**: Adjective + Who/What + Action

1. __________________________________________________________________________________________
2. __________________________________________________________________________________________
3. __________________________________________________________________________________________
4. _______________________________________________________________________________________

2. **Two Describers** -- Add **two adjectives** before the “who or what” to create a **Two Describer**

   The *tall, magnificent* tree watched over us at the campsite.

   The __________, __________ car broke down in front of the supermarket.

   A __________, __________ television show was cancelled due to low ratings.

   **Pattern**: Adjective, Adjective + Who/What + Action

1. __________________________________________________________________________________________
2. __________________________________________________________________________________________
3. __________________________________________________________________________________________
4. _______________________________________________________________________________________


“Making The "Who" or "What" Grow”

~Describers continued~

1. **Two Describers and an "and"**- Add **two adjectives** after the “who or what” to create a Two Describers and an "and

   The farmhouse, **rustic and charming**, was sold to my sister.

   The cowboy hat, ____________ and ____________, sat along the highway.

   The textbook, ____________ and ____________, was replaced by a new edition.

   The state park, ____________ and ____________, won a prestigious award.

   **Pattern:** Who/What +, Adjective and Adjective, + Action

1. __________________________

2. __________________________

3. __________________________

4. __________________________

5. __________________________

6. __________________________

7. __________________________

8. __________________________
“Re-Namers”

The next step in this writing process will be to complete “Re-namers.” “Re-namers,” also known as APPOSITIONS, are an excellent way to bring clarity and maturity to your writing. If you follow the simple pattern, you can easily write like a professional.

Making The "Who" or "What" Grow

I.  **Re-namer**- One way to expand the meaning of "Who/What" is to rename it (APPOSITION)

*Write out the subject and think of another word to replace it with . . .

The **car** = Honda Civic, station wagon, sedan, automobile

The **student** = kid, teenager, Michael, pupil, child

The **guy** = teacher, dad, hiker, volunteer, Eddie, employee

The **dog** = Smokey, mutt, puppy, canine, Husky

Patterns:  The cat stole the dog’s food.

#1 Subject, + [ **Renamer** ] + , Action
#2 Subject, + [ **Renamer** + Description ] + , Action
#3 Subject, + [Description + **Renamer** ] + , Action
#4 Subject, + [Description + **Renamer** + Description] + , Action

*Use an **ARTICLE** (a, an, or the) at the beginning unless a proper noun is used

*The cat stole the dog’s food. #1 The cat, [a **calico**] stole the dog’s food.

#2 The cat, [a **calico that frightens me**] stole the dog’s food.

#3 The cat, [a **huge calico**] stole the dog’s food.

#4 The cat, [a **huge calico that frightens me**] stole the dog’s food.

**The actual "Re-namer" is typed out in **bold print;**

#2 **The computer**, a **Dell** with an 80 gigabyte hard drive, was delivered by UPS today.

#4 **The house**, a stunning **mansion** built in the 1920’s, was up for sale.
Break the sentence down by writing lines and labeling each section (as done on page 22). Then you create your own “re-namer” below using the same base sentence. Follow the pattern set for you with the sentence.

1. The dog, a big Husky with long gray fur, sat by the window.

   The dog, _________________________________________________, bit the mailman.

2. The man, an old lumberjack with a gray beard, waited for his breakfast.

   The man, _________________________________________________, saved our lives.

3. The monkey, a small animal with a bad temper, scared the tourists.

   The monkey, _________________________________________________, ate the mango.
Re-namer Practice

Pay attention to the pattern and pay attention to the commas

1. __________________________________________________________________________________________________________________________________________

2. __________________________________________________________________________________________________________________________________________

3. __________________________________________________________________________________________________________________________________________

4. __________________________________________________________________________________________________________________________________________

5. __________________________________________________________________________________________________________________________________________

6. __________________________________________________________________________________________________________________________________________

7. __________________________________________________________________________________________________________________________________________

8. __________________________________________________________________________________________________________________________________________
II. **Surround the Subject**—Add an adjective before the subject to add to the "Re-namer"

- All you need to do to change a “Re-namer” into a “Surround the Subject” is to place an adjective before the subject (the “Who/What”) at the beginning of the sentence.

**Pattern:**

Adjective + Who/What, + *(description)* **Re-namer** *(description)* + , Action

**Example #1**

Re-namer: The house, a stunning mansion built in the 1920's, was up for sale.

Changes into…

<table>
<thead>
<tr>
<th>The <strong>beautiful</strong> house,</th>
<th>a stunning mansion built in the 1920's,</th>
<th>was up for sale.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Describer</strong></td>
<td><strong>Subject</strong></td>
<td><strong>Description + Re-namer + Description</strong></td>
</tr>
</tbody>
</table>

**Example #2**

Re-namer: The computer, a Dell with an 80 gigabyte hard drive, was delivered by UPS today.

Changes into…

<table>
<thead>
<tr>
<th>The <strong>top-of-the-line</strong> computer,</th>
<th>a Dell with an 80 gigabyte hard drive,</th>
<th>was delivered by UPS today.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Describer</strong></td>
<td><strong>Subject</strong></td>
<td><strong>Re-namer + Description</strong></td>
</tr>
</tbody>
</table>

1. **Re-namer:** The artist, a **painter** with incredible talent, finally sold his artwork.

   The _____________ artist, a **painter** with incredible talent, finally sold his artwork.

2. Our _____________ car, a **beat up sedan** from the 1970's, sat along the busy highway.

3. My _____________ friend, a **guy** with the worst luck in the world, finally got his car fixed.
You Turn! Complete 1 from example #1 and 1 from example #2 below.

1. __________________________________________________________________________
   __________________________________________________________________________

2. __________________________________________________________________________
   __________________________________________________________________________
Surround the Subject Practice

1. _____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________

2. _____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________

3. _____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________

4. _____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________

5. _____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________

6. _____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________

7. _____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________

8. _____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________

Pay attention to the pattern and pay attention to the commas