Answers and discussion

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1 · Main noun and detail

Mouse is the main noun. Tiny adds detail before it; under the chair adds detail after it. Chair is a noun within the added detail, but the whole phrase is about the mouse.

2 · Find the phrase

The brave firefighter. "Climbed the ladder" tells us what the firefighter did. Do not include that action in the requested noun phrase.

3 · Phrase or action?

What it did. "Jumped off the sofa" describes the action. In this sentence, the cat is the noun phrase; it has no added descriptive detail.

4 · Choose an adjective

Examples: **the muddy dog** or **the wet dog**. Accept another adjective if the learner can explain how it fits. One useful adjective is enough.

If an answer is difficult

Wrong main noun: ask who or what the whole phrase is about. In the mouse example, chair sits inside the extra detail.

Action mistaken for detail: compare the words naming the firefighter with the words telling what they did.

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5 · Detail after the noun

Example: **the bag beside the door**. Accept another sensible phrase after bag that tells us where it is, such as “under the table”.

6 · Use the whole phrase

Example: **The bag beside the door fell over.** Check that the learner keeps their own complete phrase, adds a verb so the sentence makes sense, and uses an initial capital and full stop.

7 · One adjective is enough

Yes. Sleepy adds detail about cat. Two adjectives and a comma are not requirements. Do not add a comma between sleepy and cat. The video’s “sleepy, ginger” example is not a rule to put commas between every pair of adjectives.

8 · Transfer to a new scene

Example phrase: **the small silver key**. Example sentence: **The small silver key opened the box.** Discuss which details distinguish the key and listen to the learner’s explanation. Accept other coherent phrases and sentences; this is not exact-match marking.

What to check next

Detail does not fit: ask how it helps a reader choose or picture the intended object.

Final task: accept “the silver key” or another phrase that identifies the intended key. Check that the learner uses their whole chosen phrase coherently in a sentence.

Ask for a fresh example without copying. Repeating the same key task online and on paper is a second encounter, not another unfamiliar test. Finishing the page alone does not establish independent understanding.