

De Lisle College**ENGLISH**



**HOMEWORK**

**BOOKLET**

**YEAR 9**

# SECTION 1: PUNCTUATION AND GRAMMAR REVISION

OK, you’re in Year 9, but that doesn’t mean that you can’t benefit from more revision of some of the key writing techniques. The next ten pages each contain a separate homework exercise that will help you to improve the accuracy of your writing.

For each exercise:

1. Read the information.

2. Copy and correct the sentences.

These tasks are worth attempting several times – each time you do them, you should find your knowledge of what is correct increases. Unfortunately, our memories are such that we tend to forget much of what we learn, so we need to repeat exercises like these, in order to reinforce the learning.

## SENTENCE OPENINGS

*A key feature of successful writing is the use of a variety of sentence openers. Poor writing tends to use the same word at the start of each sentence. Try to avoid this!*

 *One thing that markers look for in your writing is:* ***A variety of sentence openings****.*

Use connectives at the start of sentences.

*Examples:*

However, …;

Similarly, …;

Therefore …;

etc.

Try starting sentences with these words:

If …;

When …;

After …

Try using participles:

Having …;

Entering the room …;

Noticing his friend …

### TASK

Rewrite the paragraph below. It has far too much repetition at the start of the sentences.

* Rewrite the paragraph, changing the sentence openings.
* Add a connective as the first word in a sentence.
* Combine sentences if that will help.
* Use words like ‘If’, ‘When’ and ‘After’ as the first word.
* Use participles (-ing words) as the first word.

|  |
| --- |
| **EXTENSION**   Design a poster explaining how to vary sentence openings. |

* Use connectives at the start of sentences.  How else can you start the sentences?

Pele was a great footballer. Pele knew it from an early age. Pele was born in Brazil. Pele played for Brazil. He played at the 1958 World Cup Finals.

He played very well. He was only 17. He showed amazing ball control. He was strong. He was imaginative. He could foresee situations. He could predict what his opponents would do. He had speed and stamina. He was in the World Cup winning team that year. He scored twice in the final. He played again in 1962. He was even better. He only played in the early matches. He was injured. He was due to play for Brazil in 1966. He was injured again. He did not make an impact in the tournament. He had to watch his team fail to win the cup. He came back in 1970. He played in one of the greatest football teams ever. He was in the Brazil team that won the cup. He scored a goal in the final. He retired from the Brazil team after that. He played some games in America. He played with George Best. He thought George Best was the greatest footballer ever. Pele was the greatest really. He scored over 1,000 goals.

## CONNECTIVES

*You need to use a range of connective words in your writing. These words make precise links within and between sentences. They also make precise links within and between paragraphs.*

 *One thing that markers look for in your writing is:* ***A range of connectives****.*

There are connective words and connective phrases. A connective can come at the start of a paragraph. A connective can come at the start of or in the middle of a sentence. Each connective word or phrase implies a particular type of connection.

### TASK A

Below is a set of categories of different types of connective. Following this is a list of connectives. Draw a table showing which connective goes in which category.

### Categories

* alternative interpretation
* structure and sequence

In conclusion…

Doubtlessly, …

It must be…

Finally, …

A lot of people seem to think…

To begin with…

Undeniably, …

The most important reasons are…

In addition, …

Looking at it in this way…

This is also true of…

Despite…

To sum up…

Subsequently,…

All this adds up to…

Contradictorily…

On the other hand…

Also…

Moreover, …

Not only…but also…

Alternatively, …

Unarguably, …

If you think…, then you must also…

### TASK B

* cohesion • logic • discrimination • exploration
* qualification • sensitivity • development

It could be… Unquestionably,…

Indisputably, … Likewise…

Conclusively, … …, because…

Even if…

Similarly…

Bearing this in mind… Another meaning could be

People may disagree… that…

In order to be consistent… Just as…

As a result…

In the same way…

Secondly,…

The usual opinion is…

Therefore… Equally…

Firstly,…

Although…

Thus… …, but…

Consequently,… Nevertheless,…

…, so…. Not many people would

It is often said that… deny…

This could mean… Whereas…

It may be… Whilst…

This suggests…

However,…

Perhaps… A different way of looking at

Possibly… this…

It seems to me that…

Logic dictates that…

If…

Some people may think…

Someone who thought

You must concede that…

It is hard to ignore the fact…

On the face of it… It would be hypocritical to

Most people would agree… say…

Do some research: Find out about boxer Mohammad Ali. Write an encyclopaedia entry about him.

* Try to use as many of the above connectives as you can.
* Remember to use the task as a chance to practise your handwriting too.

## COMMAS

*Using commas accurately is an essential skill for a successful writer. You need to avoid the ‘comma splice’. This is where a comma is used where a full stop should be.*

 *One thing that markers look for in your writing is:* ***Accurate use of commas***.

A sentence is a complete unit of meaning. It has a subject and a verb. If you go on to include a new subject and a new verb, you need a new sentence.

You can use a comma if the two parts of the sentence are linked by a connective. The connective can come in the middle of the sentence…

*Example*: I like English, **because** I love commas.

…or the connective can come at the start of the sentence and point forward to a second clause…

*Example*: **When** I get home, I will have tea.

This is what you need to ***avoid***:  I like English, I love commas.

### TASK

Copy the following sentences, making changes where appropriate – add connectives where needed, or replace a comma with a full stop.

1. Martin Luther King was American, he was a civil rights activist.

2. That means he spoke up for people’s rights, he was a leader.

3. He was born in 1929, he lived in Atlanta.

4. Black people in America were not free, they were discriminated against.

5. Some schools and colleges refused to accept black students, King protested against this.

6. King was a Baptist preacher, he was a very skilful speaker.

1. A woman called Rosa Parks was arrested for sitting in a whites only seat on a bus, King protested against this, he led a boycott of the buses.

1. He led a march on Washington in 1963, he made a powerful and impressive speech, he spoke in favour of a non-violent response to attacks by racists.

1. He said that he had a dream, his dream was of a society in which people of different races could live in harmony together as equals, he ended the speech by quoting from an old song: ‘Free at last, free at last, thank God almighty I’m free at last.’

1. He was assassinated in 1968, he had achieved real victories, the struggle for equality continues.



## COLONS: Revision

*You should be using colons in your writing. The more you think about them: the more you are likely to use them. You need to plan ahead: create sentence structures that allow you to use colons. Here’s a chance to practise using them.*

 *One thing that markers look for in your writing is:* ***A range of punctuation – including colons****.*

A colon poi

nts forward to more information.

Use

one:



before a long list



before bullet points



before an answer



to create a

sense of drama and expectation

*Exam*

*ples:*



My favourite lessons are: English, maths, science, PE, art and music.



The answer was: yes.



The worst thing about school: the days are just too short.

### TASK

Copy the following sentence, adding colons where appropriate.



1. Henry II the greatest English King?

2. Henry’s parents were Matilda and Geoffrey Plantagenet.

3. The year of Henry’s birth 1133.

4. Henry’s wife Eleanor of Aquitaine.

5. 1154 Henry was crowned King of England.

6. Henry’s main achievements were he brought order to England after years of upheaval; he took control of the royal estates; he restricted the power of the church.

7. Henry’s biggest problem the archbishop of Canterbury.

8. Thomas Becket was chancellor, archbishop, friend and foe to Henry.

9. They struggled over power, authority, the rights of the church, the rights of the king.

10. Furious about Thomas, Henry made his most famous speech who will rid me of this turbulent priest?

11. Some soldiers responded they rushed off to Canterbury and murdered Thomas.

12. Henry had several sons Henry the Younger, Geoffrey, Richard and John.

13. Two of them became Kings after Henry Richard and John.

14. Henry ruled over lands in France, England and Ireland.

15. Henry died 1189.

## SEMICOLONS: Revision

*Semicolons are useful in dividing sentences into sections. They are rarely used, and so tend to impress when they appear. They can create a sense of sophistication, elegance and precision.*

 *One thing that markers look for in your writing is:* ***A range of punctuation – including semicolons****.*

A semicolon is used to divide items in a list, where each item is a separate list itself.

*Example*: My favourite meals are: fish, chips and peas; curry, rice and garlic bread; sausage, egg and chips; ice cream, honey and sprinkles.

A semicolon is also used to divide lists of separate sentences.

*Example*: Some points to remember: you must never swim in reservoir; you should close gates after you have been through them; you should take all your litter with you.

Finally, a semicolon can be used to divide two closely related sentences.

*Example*: I like Bob Dylan; my sister prefers Leonard Cohen.

### TASK

Copy the following sentences, adding semicolons where appropriate.

1. Mesopotamia is the cradle of Western civilisation it is the land between the rivers Tigris and Euphrates.

1. Modern Mesopotamia is known as Iraq that country’s recent history has somewhat overshadowed the glories of the past.

1. There are several reasons why this area is known as the place where civilisation began: people first cultivated crops here this was one of the first places where animals were farmed the first large settlements were established here.

1. The ancient cultures in this area included: the early farmers at Nemrik, who lived here about 8000 B.C. the Samarra people from 5500 B.C. the Ubaid people of 5000 B.C.

5. The town of Uruk grew into a city this happened around 3000 B.C.

6. The Sumerian civilisation rose in the years following 3000 B.C. it is remembered as one of the first cultures to use written language.

7. The Babylonians came to dominate the area they produced many fine works of art.

1. Other powerful groups from the region include: the Assyrians, who established Nimrud as their capital the Seleucids, who ruled the area from about 300 B.C. the Parthians, who were famous for their trickery in battle.

1. The region was conquered by Muslims in 650 A.D the Abbasid Dynasty was established a century later.

1. The great Muslim leader Harun al-Rashid became caliph in 786 A.D. he made Baghdad a glorious city.

## SENTENCE INTRODUCTIONS

*There are three simple ways to structure your sentences that will help create variety and get you using commas. Firstly, you can use an introductory clause or phrase followed by a comma.*

* *One thing that markers look for in your writing is:* ***A range of sentence structures****.*

Use words like ‘When’, ‘If’ or ‘After’ to start a sentence – or use a participle (–ing word). Both these usages will lead to a two part sentence with a comma in the middle.

*Examples*:

* When she got there, the cupboard was bare.
* Having seen this, she decided to go shopping.

### TASK

Copy the following pairs of sentences, making changes where appropriate – combine them into one sentence, with an introduction, a comma and a main clause.

1. Charles Dickens read a lot as child. This made him want to write.

1. He grew to be 12 years old. His father went to prison.

1. His father was in debt. Dickens had to go work in a factory.

1. He grew up. He became a journalist.

1. He wrote reports on parliament. Then he started to write imaginative pieces.

1. He wrote journalism for a while. Then he published a book of his pieces, called *Sketches by Boz*.

1. This was successful. He published *Pickwick Papers* in instalments.

1. The stories about Mr Pickwick were very successful. Dickens became a famous man.

1. Dickens built on this success. He published *Oliver Twist*.

1. He continued writing. He published many books.

1. First there was *A Christmas Carol*. Then he wrote *Dombey and Son*.

1. He was now very famous. Every book he wrote attracted a lot of interest.

1. He wrote many books. Then he started doing public readings from his stories.

1. This wore him out. He died at the age of 58.



## SENTENCE MIDDLES

*Another way to structure sentences is to put a middle section of extra information within the main statement. This will require you to use two commas. You will need to think ahead to plan appropriate sentences. It will suggest to markers that you have control of your material.*

 *One thing that markers look for in your writing is:* ***A range of sentence structures****.*

Commas can act like brackets, surrounding extra information in the middle of a sentence.

*Example*

*s*

:



The dog, which was sleeping by

the fire, gave off a strong smell.



The boy, a keen footballer, rushed to the playing field.

### TASK

Copy the following sentences, adding commas where appropriate.

1. Gawain one of King Arthur’s knights is the hero of a medieval poem.

2. The story which is written in middle English begins on New Year’s Eve.

3. King Arthur the heroic king of the Britons is celebrating with his knights.

4. To everyone’s surprise in the middle of this feast there is a loud knock at the door. 5. A Knight who is strangely coloured green all over enters the hall.

6. The Knight who is riding a huge horse challenges Arthur’s men.

7. The challenge which the Green Knight issues is a very a strange one.

8. The Knight who is fierce and commanding demands that one of Arthur’s men cut off his head.

9. Arthur’s men amazed by the bizarre offer do not know what to do.

10. Gawain not wanting Arthur to risk the challenge agrees to accept the Green Knight’s offer.

11. The Green Knight in all seriousness tells Gawain to cut off his head.

12. He warns Gawain just as he kneels to take the blow that Gawain himself must take a similar cut in one year’s time.

1. Gawain who thinks that the Green Knight can’t cut his head off if he is dead swings his sword.
2. Gawain bringing his sword down upon the Green Knight’s neck cuts off his head.
3. The Green Knight’s head which has been cut clean from his shoulders rolls about the floor.
4. Arthur’s knights thinking that the Green Knight was a madman begin to laugh and cheer.

## SENTENCE CONCLUSIONS

*The simplest way to structure longer sentences is to add a clause to the end of the sentence, with a comma and a connective.*

 *One thing that markers look for in your writing is:* ***A range of sentence structures****.*

A comma is used before a connective when you are adding extra information

to

the end of a

sentence.

*Example*

:

I like English, because I love punctuation work.

### TASK

Copy the following pairs of sentences, making changes where appropriate – combine them into one, using a comma and a connective.



1. Gawain was pleased. He had survived the challenge.

2. Someone screamed. The Green Knight’s headless body was moving.

3. He was headless. He was not dead.

4. The Green Knight’s body moved towards its head. It could not reach it.

5. The hands grasped the head. The hands put the head back on the shoulders.

6. The Green Knight stared at Gawain. He was not angry.

7. Gawain was shocked. He could not believe what he had seen.

8. The Green Knight was back to normal. He acted as if nothing had happened.

9. The Green Knight looked at Gawain. The Green Knight reminded him of the challenge.

10. The Green Knight said he would see Gawain in a year. He would cut Gawain’s head off then.

11. Gawain was very worried. He had not got magic powers.

12. Gawain thought about what would happen in a year. He realised that he would be killed.

13. The Green Knight had performed his deed. He turned and left.

14. Gawain was depressed. He had only one year to live.

|  |
| --- |
| **EXTENSION**   * Write your own description of the Green Knight’s challenge. * Try to use commas. |

## PARAGRAPHS: Revision

*Here’s another chance to think about paragraphs.*

 *One thing that markers look for in your writing is:* ***A range of paragraphs****.*

Start a new paragraph when you change topic.

Start a new

paragraph to show changes in time and place.

Start a new paragraph to create drama.

### TASK

Look back at the previous exercise (‘Sentence Conclusions’, page 10*).* Answer the following questions.

1. How many paragraphs would you need to tell a full version of the story of the Green Knight’s challenge?

1. What would be the topic of your first paragraph?

1. How would you begin this paragraph?

1. What would be the topic of your second paragraph?

1. How would you link the first two paragraphs?

1. How would you end the first paragraph?

1. How would you begin the second paragraph?

1. How would these sentences help you to link the paragraphs?

1. How many descriptive paragraphs would you include?

1. How much speech would you include?

1. How would you mix description with action?

1. What other topics would you have for your paragraphs?

1. How many short paragraphs would you include?

1. Which connectives would you use at the start of the paragraphs?

1. How would you use paragraphs to create drama?

1. How would you use paragraphs to create surprises?

1. How long would your longest paragraph be?

1. How would you finish the final paragraph in this section of the story?

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| **EXTENSION**   1. Plan your version of the story. Make a list of the topics of the paragraphs. 2. Now write your version of the story. What happens when Gawain goes to see the Green Knight in a year’s time? |

## CORRECTING A PASSAGE

*Here’s a test for you! Try to put all the skills you have used in the preceding exercises together here.*

 *One thing that markers look for in your writing is:* ***Accuracy with punctuation, grammar and spelling****.*

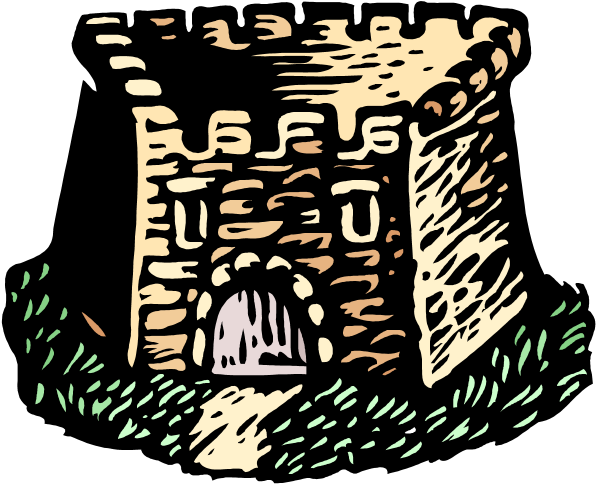
### TASK

Copy out the passage below, correcting all the mistakes as you go:

|  |  |
| --- | --- |
| * Full stops * Capital letters * Colons * Semicolons * Apostrophes | * Speech * Commas * Spellings * Paragraphs |

when the new year aproachd gawain new that he had to go and meat his fate he saddld his hoarse and road off into the wildrness feeling the cold wind upon his back he tryed to rap himself up but it was to no evail the moor an empty wasteland was unwelcming and frightening the all of a sudden a castle out off the mists emerged a huge threatening shape it was a massive gothic bilding it was coverd with ivy and moss it loomd over the barren land gawains horse disturbed by the grimm sigt reared dangerously but gawain was able to steady it at last boldy he rode towards the castle he was hoping to find shelter there he could continue his search for the green night the next day nervously gawains shaking hand knocked on the huge caslte door who or what would emerge from inside having waited for some time gawain was about to give up hope when suddenly with a creak and a clang the door started to move holding his breath gawain peered round the door to see who was there what he saw surpised him just a harmless old woman gawains fears were quelled he even laughted at his own timid behaviour the old woman invited him in saying that her master was keen to welcome a guest on christmas eve

having been offered a seat in a bankueting hall of imense proporcionsgawain sat wondering about his host suddenly a door fluw open and there stood an emormous but friendly looking man my name is bertilak the man bellowed you are welcome to my home feeling at ease in his presence gawain rose to shake his hosts large hand the old woman returned she brought food to the table remaining jovial and welcoming bertilak offered gawain the pick of the food gawain fed well that night he was delighted with his repast in the middle of the meal bertilak suddenly announced you must meet my wife at once the most beautiful woman gawain had ever seen stood before him she long flowing golden hair her eyes were two profound emeralds her smile was like sumer breze gawains jaw dropped



SECTION 2: READING

# What you need to do

* **SELECT** information to show that you **UNDERSTAND** a text.

* Read between the lines, picking up on **HINTS** in a text: **INFER** and **DEDUCE**.

* Comment on the **STRUCTURE** of a text.

* Comment on the **LANGUAGE** of a text.

* Comment on the **OVERALL INTENTIONS** and **EFFECTS** of a text. 

## READING 1: *Hard Times*

*Read the passage below and complete the task that follows.*

This passage is the opening of **Charles Dickens’** (1812-1870) novel about a town in the north of England. Here we see how the school is run on very strict lines. An important local businessman, Thomas Gradgrind, is telling one of the teachers how to teach.

 The difficulty of this passage is: MEDIUM

### Chapter I — The One Thing Needful

‘NOW, what I want is, Facts. Teach these boys and girls nothing but Facts. Facts alone are wanted in life. Plant nothing else, and root out everything else. You can only form the minds of reasoning animals upon Facts: nothing else will ever be of any service to them. This is the principle on which I bring up my own children, and this is the principle on which I bring up these children. Stick to Facts, sir!’

The scene was a plain, bare, monotonous vault of a schoolroom, and the speaker’s square forefinger emphasized his observations by underscoring every sentence with a line on the schoolmaster’s sleeve. The emphasis was helped by the speaker’s square wall of a forehead, which had his eyebrows for its base, while his eyes found commodious cellarage in two dark caves, overshadowed by the wall. The emphasis was helped by the speaker’s mouth, which was wide, thin, and hard set. The emphasis was helped by the speaker’s voice, which was inflexible, dry, and dictatorial. The emphasis was helped by the speaker’s hair, which bristled on the skirts of his bald head, a plantation of firs to keep the wind from its shining surface, all covered with knobs, like the crust of a plum pie, as if the head had scarcely warehouse-room for the hard facts stored inside. The speaker’s obstinate carriage, square coat, square legs, square shoulders, — nay, his very neckcloth, trained to take him by the throat with an unaccommodating grasp, like a stubborn fact, as it was, — all helped the emphasis.

‘In this life, we want nothing but Facts, sir; nothing but Facts!’

The speaker, and the schoolmaster, and the third grown person present, all backed a little, and swept with their eyes the inclined plane of little vessels then and there arranged in order, ready to have imperial gallons of facts poured into them until they were full to the brim.

### Chapter II — Murdering The Innocents

THOMAS GRADGRIND, sir. A man of realities. A man of facts and calculations. A man who proceeds upon the principle that two and two are four, and nothing over, and who is not to be talked into allowing for anything over. Thomas Gradgrind, sir — peremptorily Thomas — Thomas Gradgrind. With a rule and a pair of scales, and the multiplication table always in his pocket, sir, ready to weigh and measure any parcel of human nature, and tell you exactly what it comes to. It is a mere question of figures, a case of simple arithmetic. You might hope to get some other nonsensical belief into the head of George Gradgrind, or Augustus Gradgrind, or John Gradgrind, or Joseph Gradgrind (all supposititious, non-existent persons), but into the head of Thomas Gradgrind - no, sir!

### TASK

Answer **at least one** question in each section. Answer questions at different grades if you wish.

SELECT AND RETRIEVE

GRADE 4: What kind of teaching does Gradgrind favour?

GRADE 5: Select one simile from the passage.

GRADE 6: Explain the effect of one simile or metaphor.

GRADE 7: Select the key phrase that describes Gradgrind. Why did you choose it?

INFER AND DEDUCE

GRADE 4: What would life be like at this school?

GRADE 5: What kind of man is Gradgrind?

GRADE 6: What is Dickens’ attitude to Gradgrind?

GRADE 7: Why did Dickens write this passage?

STRUCTURE

GRADE 4: Why does Dickens begin with Gradgrind’s speech?

GRADE 5: Why does Dickens not mention Gradgrind’s name at first?

GRADE 6: Why does Dickens start a second chapter where he does?

GRADE 7: How can you tell that this is the start of a book?

LANGUAGE

GRADE 4: Why does Dickens use so much repetition in the passage?

GRADE 5: How does Dickens describe Gradgrind?

GRADE 6: Explain five examples of Dickens’ powerful language from the passage.

GRADE 7: Which techniques does Dickens use? To what effect?

OVERALL EFFECT

GRADE 4: How do you respond to this passage?

GRADE 5: What does Dickens want his readers to feel or think?

GRADE 6: What is Dickens’ message?

GRADE 7: What do you think will happen in the rest of the book?

|  |
| --- |
| **EXTENSION**   1. Write your own description of a school – set it now. 2. Write an article outlining your views on education. 3. Read the rest of *Hard Times*. |

## READING 2: *The Mill on the Floss*

*Read the passage below and complete the task that follows.*

This is the first chapter of a novel by **George Eliot** (1819-1880). Eliot was a woman writer who took a male pseudonym, partly because books by men were taken more seriously then. Here she sets the scene for her novel. It is set in a small midlands town on the River Floss.

 The difficulty of this passage is: MEDIUM

A WIDE plain, where the broadening Floss hurries on between its green banks to the sea, and the loving tide, rushing to meet it, checks its passage with an impetuous embrace. On this mighty tide the black ships – laden with the fresh-scented fir-planks, with rounded sacks of oil-bearing seed, or with the dark glitter of coal – are borne along to the town of St Ogg's, which shows its aged, fluted red roofs and the broad gables of its wharves between the low wooded hill and the river brink, tingeing the water with a soft purple hue under the transient glance of this February sun. Far away on each hand stretch the rich pastures and the patches of dark earth, made ready for the seed of broad-leaved green crops, or touched already with the tint of the tender-bladed autumn-sown corn. There is a remnant still of the last year's golden clusters of bee-hive ricks rising at intervals beyond the hedgerows; and everywhere the hedgerows are studded with trees: the distant ships seem to be lifting their masts and stretching their redbrown sails close among the branches of the spreading ash. Just by the red-roofed town the tributary Ripple flows with a lively current into the Floss. How lovely the little river is with its dark, changing wavelets! It seems to me like a living companion while I wander along the bank and listen to its low placid voice, as to the voice of one who is deaf and loving. I remember those large dipping willows … I remember the stone bridge …

And this is Dorlcote Mill. I must stand a minute or two here on the bridge and look at it, though the clouds are threatening, and it is far on in the afternoon. Even in this leafless time of departing February it is pleasant to look at – perhaps the chill damp season adds a charm to the trimly-kept comfortable dwelling-house, as old as the elms and chestnuts that shelter it from the northern blast. The stream is brim full now, and lies high in this little withy plantation, and half drowns the grassy fringe of the croft in front of the house. As I look at the full stream, the vivid grass, the delicate bright-green powder softening the outline of the great trunks and branches that gleam from under the bare purple boughs, I am in love with moistness, and envy the white ducks that are dipping their heads far into the water here among the withes – unmindful of the awkward appearance they make in the drier world above.

The rush of the water and the booming of the mill bring a dreamy deafness which seems to heighten the peacefulness of the scene. They are like a great curtain of sound, shutting one out from the world beyond. And now there is the thunder of the huge covered waggon coming home with sacks of grain. That honest waggoner is thinking of his dinner, getting sadly dry in the oven at this late hour; but he will not touch it till he has fed his horses, – the strong, submissive, meekeyed beasts, who, I fancy, are looking mild reproach at him from between their blinkers, that he should crack his whip at them in that awful manner, as if they needed that hint! See how they stretch their shoulders, up the slope towards the bridge, with all the more energy because they are so near home. Look at their grand shaggy feet that seem to grasp the firm earth, at the patient strength of their necks bowed under the heavy collar, at the mighty muscles of their struggling haunches! I should like well to hear them neigh over their hardly-earned feed of corn, and see them, with their moist necks freed from the harness, dipping their eager nostrils into the muddy pond. Now they are on the bridge, and down they go again at a swifter pace and the arch of the covered waggon disappears at the turning behind the trees.

Now I can turn my eyes towards the mill again and watch the unresting wheel sending out its diamond jets of water. That little girl is watching it too: she has been standing on just the same spot at the edge of the water ever since I paused on the bridge. And that queer white cur with the brown ear seems to be leaping and barking in ineffectual remonstrance with the wheel; perhaps he is jealous because his playfellow in the beaver bonnet is so rapt in its movement. It is time the little playfellow went in, I think; and there is a very bright fire to tempt her: the red light shines out under the deepening grey of the sky. It is time too for me to leave off resting my arms on the cold stone of this bridge....

Ah, my arms are really benumbed. I have been pressing my elbows on the arms of my chair and dreaming that I was standing on the bridge in front of Dorlcote Mill as it looked one February afternoon many years ago. Before I dozed off, I was going to tell you what Mr and Mrs Tulliver were talking about as they sat by the bright fire in the left-hand parlour on that very afternoon I have been dreaming of.

### TASK

Answer **at least one** question in each section. Answer questions at different grades if you wish.

SELECT AND RETRIEVE

GRADE 4: What is the name of the town?

GRADE 5: What is the name of the mill?

GRADE 6: Where is the narrator whilst she tells this part of the story?

GRADE 7: What mood does this passage evoke? How?

INFER AND DEDUCE

GRADE 4: How can you tell that the narrator knows the place well?

GRADE 5: What does the narrator feel about the place?

GRADE 6: What do you think the story will be about?

GRADE 7: Why does the narrator mention the young girl with the dog?

STRUCTURE

GRADE 4: How can you tell this is the start of the book?

GRADE 5: Why does Eliot start the book like this?

GRADE 6: What expectations does this section create?

GRADE 7: How does Eliot use shifts in verb tenses and time and place here?

LANGUAGE

GRADE 4: Select one strongly descriptive sentence from the passage.

GRADE 5: How does Eliot describe the place?

GRADE 6: How does Eliot create a mood?

GRADE 7: Which techniques does Eliot use? To what effect?

OVERALL EFFECT

GRADE 4: What is your response to the passage?

GRADE 5: What does Eliot want us to feel and think?

GRADE 6: What kind of book is this going to be?

GRADE 7: How does Eliot use the narrative voice here?

|  |
| --- |
| **EXTENSION**   1. Write your own description of a place you know well. 2. Research and write a feature article about how the memory works. 3. Read the rest of *The Mill on the Floss*. |

## READING 3: *The Secret Agent*

*Read the passage below and complete the task that follows.*

Beware! This passage is about a murder. Don’t read it if you don’t like that sort of thing. It is from a novel by **Joseph Conrad** (1857-1924). In the book, the lazy Mr Verloc has caused his wife’s handicapped brother (Stevie) to get blown up! Mr and Mrs Verloc have argued. Mr Verloc thinks his wife has accepted his excuse, but she hasn’t. Here, she takes her revenge.

 The difficulty of this passage is: HARD

Her face was no longer stony. Anybody could have noted the subtle change on her features, in the stare of her eyes, giving her a new and startling expression; an expression seldom observed by competent persons under the conditions of leisure and security demanded for thorough analysis, but whose meaning could not be mistaken at a glance. Mrs Verloc's doubts as to the end of the bargain no longer existed; her wits no longer disconnected, were working under the control of her will. But Mr Verloc observed nothing. He was reposing in that pathetic condition of optimism induced by excess of fatigue. He did not want any more trouble – with his wife, too – of all people in the world. He had been unanswerable in his vindication. He was loved for himself. The present phase of her silence he interpreted favourably. This was the time to make it up with her. The silence had lasted long enough. He broke it by calling to her in an undertone:

'Winnie.'

'Yes,' answered obediently Mrs Verloc the free woman. She commanded her

wits now, her vocal organs; she felt herself to be in an almost preternaturally perfect control of every fibre of her body. It was all her own,

because the bargain was at an end. She was clear sighted. She had become cunning. She chose to answer him so readily for a purpose. She did not wish that man to change his position on the sofa which was very suitable to the circumstances. She succeeded. The man did not stir. But after answering him she remained leaning negligently against the mantelpiece in the attitude of a resting wayfarer. She was unhurried. Her brow was smooth. The head and shoulders of Mr Verloc were hidden from her by the high side of the sofa. She kept her eyes fixed on his feet.

She remained thus mysteriously still and suddenly collected till Mr Verloc was heard with an accent of marital authority, and moving slightly to make room for her to sit on the edge of the sofa.

'Come here,' he said in a peculiar tone, which might have been the tone of brutality, but was intimately known to Mrs Verloc as the note of wooing.

She started forward at once, as if she was still a loyal woman bound to that man by an unbroken contract. Her right had skimmed slightly the end of the table, and when she had passed on towards the sofa the carving knife had vanished without the slightest sound from the side of the dish. Mr Verloc heard the creaky plank in the floor, and was content. He waited. Mrs Verloc was coming. As if the homeless soul of Stevie had flown for shelter straight to the breast of his sister, guardian and protector, the resemblance of her face with that of her brother grew at every step, even to the droop of the lower lip, even to the slight divergence of the eyes. But Mr Verloc did not see that. He was lying on his back and staring upwards. He saw partly on the ceiling a clenched hand holding a carving knife. It flickered up and down. Its movements were leisurely. They were leisurely enough for Mr Verloc to recognize the limb and the weapon.

They were leisurely enough for him to take in the full meaning of the portent, and to taste the flavour of death rising in his gorge. His wife had gone raving mad – murdering mad. They were leisurely enough for the first paralysing effect of this discovery to pass away before a resolute determination to come out victorious from the ghastly struggle with that armed lunatic. They were leisurely enough for Mr Verloc to elaborate a plan of defence, involving a dash behind the table, and the felling of the woman to the ground with a heavy wooden chair. But they were not leisurely enough to allow Mr Verloc the time to move either hand or foot. The knife was already planted in his breast. It met no resistance on its way. Hazard has such accuracies. Into that plunging blow, delivered over the side of the couch, Mrs Verloc had put all the inheritance of her immemorial and obscure descent, the simple ferocity of the age of caverns, and the unbalanced nervous fury of the age of bar-rooms. Mr Verloc, the secret agent, turning slightly on his side with the force of the blow, expired without stirring a limb, in the muttered sound of the word 'Don't' by way of protest.

### TASK

Answer **at least one** question in each section. Answer questions at different grades if you wish.

SELECT AND RETRIEVE

GRADE 4: What is Mrs Verloc’s name?

GRADE 5: Whom does Mrs Verloc look like during this passage?

GRADE 6: Pick one detail that suggests that Mr Verloc is lazy. GRADE 7: What suggests that Mrs Verloc has changed?

INFER AND DEDUCE

GRADE 4: What does Mrs Verloc think of her husband?

GRADE 5: What does Mr Verloc think of his wife?

GRADE 6: What did Mr Verloc think of Stevie?

GRADE 7: What kind of relationship did Mrs and Mr Verloc have?

STRUCTURE

GRADE 4: Why does Conrad start by describing Mrs Verloc’s face?

GRADE 5: How does Conrad hint that Mrs Verloc is going to stab her husband?

GRADE 6: How does Conrad create tension?

GRADE 7: How does the passage rise to a climax?

LANGUAGE

GRADE 4: What are the key words used to describe Mrs Verloc?

GRADE 5: Which words and phrases give you an impression of Mr Verloc?

GRADE 6: How does Conrad’s language create pace?

GRADE 7: Which techniques does Conrad use? To what effect?

OVERALL EFFECT

GRADE 4: What is your response to this passage?

GRADE 5: What does Conrad want the reader to feel or think?

GRADE 6: What is dramatic about this passage?

GRADE 7: What will happen next?

|  |
| --- |
| **EXTENSION**   1. Write your own description of a murder. 2. Write an article about the depiction of violence in films and on TV. 3. Read the rest of *The Secret Agent*. |

## READING 4: ‘Kubla Khan’

This poem is by **Samuel Taylor Coleridge** (1772-1834). Here he describes a magical palace belonging to the Mongolian Emperor, Kubla Khan. He then compares this place to a vision he once had of a woman playing a dulcimer (a kind of guitar). He suggests that a poet is a kind of mad visionary.

f

 The difficulty of this passage is: MEDIUM

### Kubla Khan

In Xanadu did Kubla Khan

A stately pleasure-dome decree:

Where Alph, the sacred river, ran Through caverns measureless to man Down to a sunless sea.

So twice five miles of fertile ground

With walls and towers were girdled round: And there were gardens bright with sinuous

rills,

Where blossomed many an incense-bearing tree; And here were forests ancient as the hills, Enfolding [sunny spots](http://etext.lib.virginia.edu/stc/Coleridge/poems/Reflections_Retirement.html#30) of greenery.

But oh! that deep romantic chasm which slanted Down the green hill athwart a cedarn cover! A savage place! as holy and enchanted

As e'er beneath a waning moon was haunted By woman wailing for her demon-lover! And from this chasm, with ceaseless turmoil

seething,

As if this earth in fast thick pants were breathing,

A mighty fountain momently was forced:

Amid whose swift half-intermitted burst

Huge fragments vaulted like rebounding hail, Or chaffy grain beneath the thresher's flail:

And 'mid these dancing rocks at once and ever It flung up momently the sacred river.

Five miles meandering with a mazy motion Through wood and dale the sacred river ran, Then reached the caverns measureless to man, And sank in tumult to a lifeless ocean:

And 'mid this tumult Kubla heard from far Ancestral voices prophesying war!

The shadow of the dome of pleasure

Floated midway on the waves; Where was heard the mingled measure From the fountain and the caves.

It was a miracle of rare device,

A sunny pleasure-dome with caves of ice!

A damsel with a dulcimer In a vision once I saw:

It was an Abyssinian maid,

And on her dulcimer she played, Singing of Mount Abora.

Could I revive within me

Her symphony and song,

To such a deep delight 'twould win me,

That with music loud and long,

I would build that dome in air,

That sunny dome! those caves of ice! And all who heard should see them there, And all should cry, Beware! Beware!! His flashing eyes, his floating hair!!

Weave a circle round him thrice,

And close your eyes with holy dread,

For he on honey-dew hath fed, And drunk the milk of Paradise.

Samuel Taylor Coleridge

### TASK

Answer **at least one** question in each section. Answer questions at different grades if you wish.

SELECT AND RETRIEVE

GRADE 4: Who built the pleasure dome? GRADE 5: Where was it built?

GRADE 6: What is the name of the river?

GRADE 7: What did the Abyssinian maid sing about?

INFER AND DEDUCE

GRADE 4: What feelings does the poem include?

GRADE 5: What does Coleridge find interesting about the pleasure dome?

GRADE 6: What does the poem suggest about what poets are like?

GRADE 7: How does the poem suggest that the imagination is important?

STRUCTURE

GRADE 4: How many different sections does the poem have?

GRADE 5: What is each of the different sections about?

GRADE 6: How does the poem create contrasts?

GRADE 7: How does the poem rise to a climax?

LANGUAGE

GRADE 4: Select three descriptive phrases from the poem.

GRADE 5: How does Coleridge use language to create emotional effects?

GRADE 6: How does Coleridge use rhythm in the poem?

GRADE 7: Which techniques does Coleridge use? To what effect?

OVERALL EFFECT

GRADE 4: What is your response to the poem?

GRADE 5: What is Coleridge trying to tell us?

GRADE 6: What does Coleridge believe about the importance of poetry?

GRADE 7: What does Coleridge believe about the importance of the imagination?

## READING 5: ‘For Whom the Bell Tolls’

This very famous sermon is by **John Donne** (1572-1631). In it he suggests that all people are connected, so that when anyone dies, a little part of the rest of us dies too. The bell tolls (or rings) to ask for prayers for someone else who is dying, but we should realise that it also tolls for us.

 The difficulty of this passage is: HARD

Perchance he for whom this bell tolls may be so ill as that he knows not it tolls for him; and perchance I may think myself so much better than I am, as that they who are about me and see my state may have caused it to toll for me, and I know not that.

The church is catholic, universal, so are all her actions; all that she does belongs to all.

When she baptizes a child, that action concerns me; for that child is thereby connected to that head which is my head too, and ingrafted into the body whereof I am a member.

And when she buries a man, that action concerns me: all mankind is of one author and is one volume; when one man dies, one chapter is not torn out of the book, but translated into a better language; and every chapter must be so translated.

God employs several translators; some pieces are translated by age, some by sickness, some by war, some by justice; but God's hand is in every translation, and his hand shall bind up all our scattered leaves again for that library where every book shall lie open to one another.

As therefore the bell that rings a sermon calls not upon the preacher only, but upon the congregation to come, so this bell calls us all; but how much more me, who am brought so near the door by this sickness.

The bell doth toll for him that thinks it doth; and though it intermit again, yet from that minute that that occasion wrought upon him, he is united to God.

Who casts not up his eye to the sun when it rises? but who takes off his eye from a comet when that breaks out? Who bends not his ear to any bell which upon any occasion rings? but who can remove it from that bell which is passing a piece of himself out of this world?

No man is an island, entire of itself; every man is a piece of the continent, a part of the main. If a clod be washed away by the sea, Europe is the less, as well as if promontory were, as well as if a manor of thy friend's or of thine own were.

Any man's death diminishes me, because I am involved in mankind; and therefore never send to know for whom the bell tolls; it tolls for thee.

### TASK

Answer **at least one** question in each section. Answer questions at different grades if you wish.

SELECT AND RETRIEVE

GRADE 4: Which continent is mentioned in the piece?

GRADE 5: What are people compared to?

GRADE 6: What or who is God compared to?

GRADE 7: What is Donne’s main point?

INFER AND DEDUCE

GRADE 4: What is the mood of the passage?

GRADE 5: What does Donne believe about people?

GRADE 6: What is Donne’s message?

GRADE 7: What religious ideas does Donne believe in?

STRUCTURE

GRADE 4: How many different sections are there?

GRADE 5: How many different comparisons does Donne make?

GRADE 6: How does Donne link his points?

GRADE 7: How does the passage rise to a climax?

LANGUAGE

GRADE 4: How can you tell that the passage is old?

GRADE 5: How does Donne use comparisons in the passage?

GRADE 6: Which is the strongest sentence? Why?

GRADE 7: Which techniques does Donne use? To what effect?

OVERALL EFFECT

GRADE 4: How do you respond to the passage?

GRADE 5: What were Donne’s intentions in writing the passage?

GRADE 6: What does Donne believe?

GRADE 7: What would an ideal world be for Donne?

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| **EXTENSION**   1. Read some of John Donne’s poems. 2. Write an opinion piece for a newspaper about the importance of community, thinking of others, etc., and how these values are being ignored in our society. |

### READING 6: *The Vampires*

This is a passage from a horror story.



The difficulty of this passage is: MEDIUM

The night was black; the moon was obscured by a thick blanket of cloud. In the still, silent graveyard, Perpetua shivered. Trying to shelter behind one of the crumbling gravestones, she waited for Tom to arrive. How could he be so late? Why did they have to meet in such a terrible place? A breath of wind moaned in the branches of the crooked yew tree; an owl whispered an eerie kind of hoot; somewhere in the distance a dog began to howl mournfully.

Suddenly, something fluttered right in front of Perpetua’s face. She shrieked and flayed her arms about her wildly. One hand made contact with something: something winged, bony, leathery – a bat. Perpetua let out another scream. She leapt to her feet and began to run towards the old porched gateway; she felt that the bat was chasing her, swooping about her head, flapping and gliding across her path. Furiously, she windmilled her arms through the air, hoping to scare the wretched creature away. Why was it so persistent? Why would it not retreat?

Stumbling along the cinder path, Perpetua fixed her eyes on the gateway, feeling that if she could just get out of this place, she would be safe; she could go home and forget about this stupid midnight rendezvous. Just as her hand touched the top of the gate, she sensed that the bat had finally flown away. She sighed in relief. As she opened the gate, she muttered to herself, ‘That’s it for you, Tommy Masters. Think you can play a trick on me … stand me up …You’re dum…’ Bump. Her exit was blocked. She had bumped straight into him. Who?

‘Tom!? Where did you come from?’ Perpetua shouted. ‘I didn’t see you … How did you get there so fast? You must have come up the lane like …’ She fumbled for the words.

‘Like a bat out of hell?’ Tom ventured, with a kind of laugh in his voice.

#### TASK

Answer **at least one** question in each section. Answer questions at different grades if you wish.

SELECT AND RETRIEVE

GRADE 4: What type of tree is in the graveyard?

GRADE 5: Which animals are mentioned in the passage?

GRADE 6: What kind of gate does the graveyard have?

GRADE 7: What does Perpetua want to say to Tom?

INFER AND DEDUCE

GRADE 4: Why is Perpetua waiting in the graveyard?

GRADE 5: How does Perpetua feel?

GRADE 6: Why did Tom want to meet there at that time?

GRADE 7: Why does the bat chase Perpetua?

STRUCTURE

GRADE 4: Why does the writer begin by describing the darkness?

GRADE 5: What is the effect of the word ‘suddenly’ at the start of the second paragraph?

GRADE 6: How is the third paragraph structured to create drama?

GRADE 7: What is the effect of the end of the passage?

LANGUAGE

GRADE 4: Which words create an atmosphere?

GRADE 5: Which words describe Perpetua’s feelings?

GRADE 6: How does the writer’s language create an atmosphere?

GRADE 7: Which techniques does the writer use? To what effect?

OVERALL EFFECT

GRADE 4: How do you respond to the passage?

GRADE 5: What do you think will happen next?

GRADE 6: How does the writer create surprises?

GRADE 7: How does the writer manipulate the reader in the passage?

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| **EXTENSION**   1. Write the next part of the story. 2. Write your own description of a spooky setting. |

### READING 7: *The Miller’s Tale*

This is a passage by **Geoffrey Chaucer** (1343-1400). It is written in Middle English – how English was spoken and written in the 1300s. Words that need explaining are explained at the end of the line. In this passage, Chaucer describes a pretty young woman, who has married an older man. In the story, she cheats on her husband.

 The difficulty of this passage is: MEDIUM

***Vocabulary***

Fair was this younge wife, and therewithal

As any weasel her body gent and small. gent: slender

A seint she weared, barred all of silk, seint: belt

A barm-cloth eke as white as morning milk barm-cloth: apron eke: even

Upon her lendes, full of many a gore. lendes: thighs gore: with twists

White was her smock, and broider'd all before, smock: top (as in clothing)

And eke behind, on her collar about

Of coal-black silk, within and eke without.

The tapes of her white volupere volupere: headscarf

Were of the same suit of her collere;

Her fillet broad of silk, and set full high: fillet: headband

And sickerly she had a likerous eye. sickerly: certainly likerous: flirtatious

Full small y-pulled were her browes two,

And they were bent, and black as any sloe. bent: curved sloe: a black berry

She was well more blissful on to see blissful on to see: nice to look at

Than is the newe perjenete tree; newe perjenete: young pear-tree

And softer than the wool is of a wether. wether: male sheep

And by her girdle hung a purse of leather,

Tassel'd with silk, and pearled with latoun. pearled with latoun: with brass decorations In all this world to seeken up and down

There is no man so wise, that coude thenche thenche: think of

So gay a popelot, or such a wench. popelot: sweetheart

Full brighter was the shining of her hue, hue: colour

Than in the Tower the noble forged new. noble: a gold coin

But of her song, it was as loud and yern, yern: lively

As any swallow chittering on a bern. bern: barn

Thereto she coulde skip, and make a game thereto: also make a game: be playful

As any kid or calf following his dame.

Her mouth was sweet as braket, or as methe braket, methe: sweet alcoholic drinks

Or hoard of apples, laid in hay or heath.

Wincing she was as is a jolly colt, wincing: lively

Long as a mast, and upright as a bolt.

A brooch she bare upon her low collere,

As broad as is the boss of a bucklere. bucklere: shield

Her shoon were laced on her legges high;

She was a primerole, a piggesnie, primerole, piggesnie: both mean sweetheart

For any lord t' have ligging in his bed, ligging: lying

Or yet for any good yeoman to wed. yeoman: ordinary man

#### TASK

Answer **at least one** question in each section. Answer questions at different grades if you wish.

SELECT AND RETRIEVE

GRADE 4: Which animal is the wife first compared to?

GRADE 5: Which words mean sweetheart?

GRADE 6: What different things is the wife compared to?

GRADE 7: How many words seem old-fashioned to you?

INFER AND DEDUCE

GRADE 4: How old is the woman?

GRADE 5: Is she lively or dull?

GRADE 6: What kind of person is she in general?

GRADE 7: What is her relationship with her old husband like?

STRUCTURE

GRADE 4: Why does Chaucer mention that she’s young in the first line of the section?

GRADE 5: How does Chaucer use rhyme?

GRADE 6: How does Chaucer use rhythm?

GRADE 7: How does Chaucer order his points about the woman?

LANGUAGE

GRADE 4: How many similes and metaphors does Chaucer use?

GRADE 5: Select the most memorable description of the woman. Why did you choose this example?

GRADE 6: How does Chaucer’s language reveal the woman’s personality? GRADE 7: Which techniques does Chaucer use? To what effect?



OVERALL EFFECT

GRADE 4: What is your response to the passage?

GRADE 5: How does the passage seem old-fashioned?

GRADE 6: What does the narrator think of the woman?

GRADE 7: What reaction did Chaucer expect his readers to have?

|  |
| --- |
| **EXTENSION**   1. Read the whole poem. 2. Write your own description of an attractive person. |

## READING 8: ‘Ah, well that’s this world over’

This is a newspaper opinion

piece

. In it,

the writer

argues that we need to do something about

the environment.

This is the first half of the article.



The difficulty of this passage is: MEDIUM

Ever seen that film *The Day After Tomorrow*? You know, the one where the whole of America freezes over in a couple of days, because of global warming. Yes, it freezes over, because of warming! Well, apparently the warming is going to melt the ice at the North Pole; this will turn the Atlantic cold and shut off the Gulf Stream – a flow of warm water and air that comes up from the Caribbean and heats North America and Europe. Without the Gulf Stream, there will be another Ice Age in the Northern parts of the globe! And guess what?! We’ll all die. Depressing, huh?

‘So what are we gonna do about it?’ I hear you wail. Well, the answer is simple: switch off. Switch off your TV; switch off the million lights that are blazing all over your house; switch off the kettle, the computer, the DVD, the washing machine, the microwave, the lot! We all need to cut down on our consumption of energy. Why? Because making electricity creates greenhouse gases; and it’s greenhouse gases that are making our planet heat up like a dog left in the car on a baking hot summer’s afternoon.

OK, so you’ve flicked a few switches – we’re saved, right? Well, not quite. We also need to start recycling a heck of a lot more. You see, we produce too much stuff; we consume too much stuff. Making all this stuff – all these plastic bottles, these tin cans, these magazines and papers – takes an awful lot of energy. So, if we could reuse some of it, we could cut down on those gases again.

What are greenhouse gases anyway? They’re the gases that are produced when coal is burnt. We burn coal in our power stations. And what do the greenhouse gases do? They turn the planet into, you guessed it, a greenhouse. They get stuck in the atmosphere, blocking the exit of excess heat. So the planet can’t cool down. Like a greenhouse, Earth will keep hold of its heat, getting hotter and hotter as time goes on. Good if you’re a gardener trying to grow tomatoes; not so good if you’re an iceberg trying to avoid being melted away into the sea.

Which film does the author mention?

Why will there be another Ice Age?

What is the Gulf Stream?

What does the author compare to a dog in a car?

INFER AND DEDUCE

GRADE 4: What is the author’s message?

GRADE 5: What is the tone of the piece?

GRADE 6: What does the author think that we should do?

GRADE 7: Is the piece fact or opinion? How can you tell?

STRUCTURE

GRADE 4: What is the topic of the first paragraph?

GRADE 5: What are the topics of the other paragraphs?

GRADE 6: How are the points linked?

GRADE 7: Why does the piece start with a question?

LANGUAGE

GRADE 4: How many questions does the passage include?

GRADE 5: What strong images does the author include?

GRADE 6: Why does the author use a lot of conversational language?

GRADE 7: Which techniques does the author include? To what effect?

OVERALL EFFECT

GRADE 4: How do you respond to the passage?

GRADE 5: What is the author’s message?

GRADE 6: What else will the author say in the article?

GRADE 7: How does the author manipulate her readers?

|  |
| --- |
| **EXTENSION**   1. Do your own research on global warming. 2. Write your own article about the issue. |

### READING 9: *Jamie and the Skylarks*

*Read the passage below and complete the task that follows.*

This is a passage from a children’s nov

el. In it, a girl

fights to defend her

local nature reserve

from being destroyed.



The difficulty of this passage is: EASY

Out in the fields again, Jamie felt free. She threw back her head and hallooed as loud as she could. The vast sky was blue from one edge to the other; the air was clean, sweet even. She listened: nothing. Then she listened harder and the sounds started to emerge: a high pitched twittering – there was a skylark; a more melodious fluting – a thrush; the soft rushing of the wind the trees; the distant burr of a tractor; a dog barking in the farmyard on the edge of the wood; the silvery trickle of water over rocks – the nearby stream.

Here, Jamie could feel free; here, she could think; here, she could forget about her so-called family – all their rowing and stupidity. Everyone needs a place for themselves, and this was Jamie’s.

She reached the footbridge and propped herself on the railing: her usual spot. She gazed contentedly out towards the hills that surrounded her. They were lush with green growth. Summer was taking over from spring. Everything was in its fullness: the trees, the shrubs, the grasses, the ferns – all rich with vibrant energy. In between the flat peak of one hill and the strange hump of the next, Jamie could see the distant moorland stretching out for miles. It seemed to her that she was alone in the world, that no-one else existed, that she could walk for mile after mile without ever being disturbed by noisy, ignorant people.

SELECT AND RETRIEVE

GRADE 4: What is the first sound that Jamie hears?

GRADE 5: What other sounds does she hear?

GRADE 6: What surrounds the fields?

GRADE 7: Where does Jamie sit?

INFER AND DEDUCE

GRADE 4: How does Jamie feel?

GRADE 5: What is Jamie’s family like?

GRADE 6: Why does Jamie value her time in the countryside?

GRADE 7: What does Jamie think about other people? Why?

STRUCTURE

GRADE 4: What is the topic of the first paragraph?

GRADE 5: How are the paragraphs linked?

GRADE 6: Why is the middle paragraph shorter than the others?

GRADE 7: How does the author structure his paragraphs?

LANGUAGE

GRADE 4: Which senses does the author refer to?

GRADE 5: How does the author describe the scene?

GRADE 6: How does the author create an atmosphere?

GRADE 7: Which techniques does the author use? To what effect?

OVERALL EFFECT

GRADE 4: How do you respond to this passage?

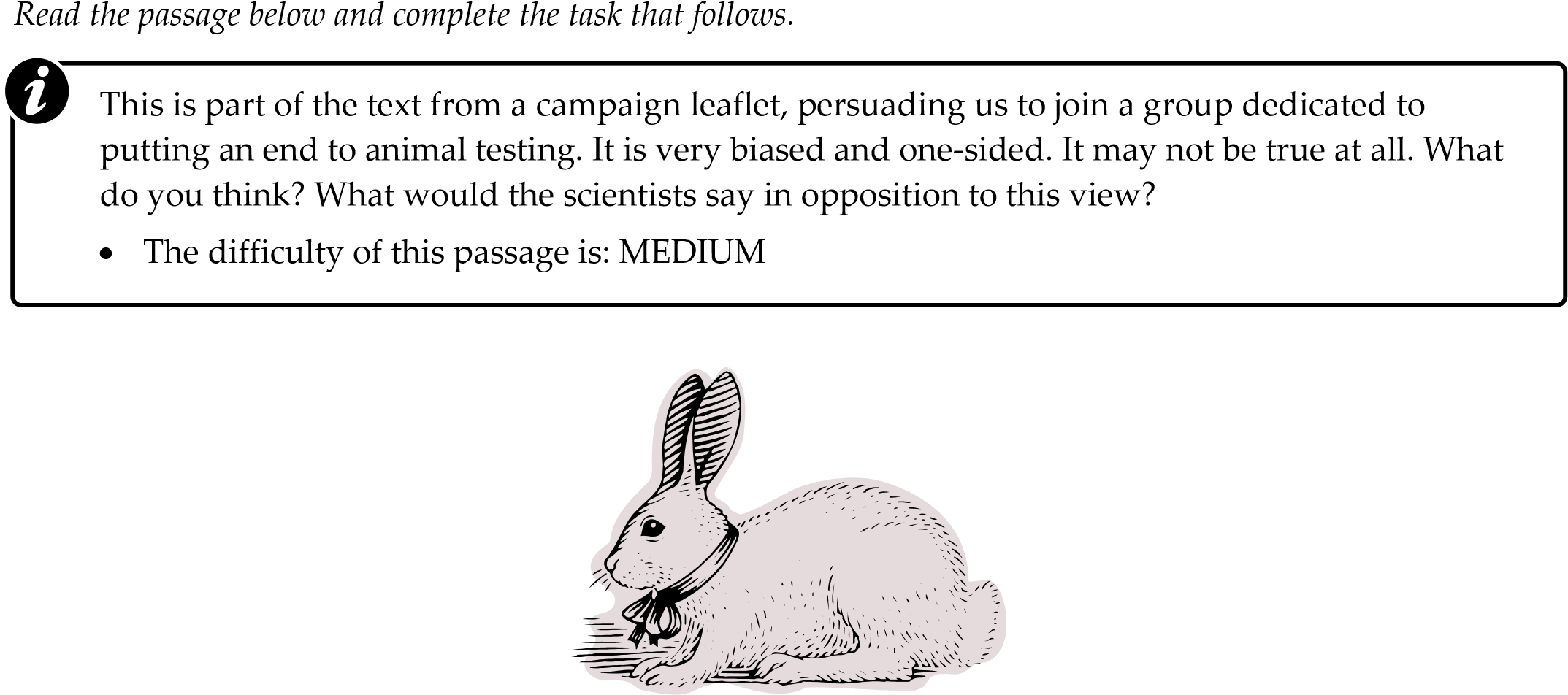
GRADE 5: What is the author’s message?

GRADE 6: What ideas about Jamie’s life do you get here?

GRADE 7: What do you think will happen next?

|  |
| --- |
| **EXTENSION**   1. Write your own description of a place that is special to you. 2. Write the next part of the story. |

## READING 10: ‘Because You’re Worth It?’



Ever got shampoo in your eye? Stings doesn’t it? Imagine having that feeling all day, every day, only a thousand times worse. Not nice, huh? Well, that’s what some people do to animals – little puppy dogs and sweet innocent kittens – and they do it in the name of science and – believe it or not – in the name of beauty.

Animal testing is wrong and should be banned immediately. Torturing our fellow creatures for our own gain is never excusable. If a teenager put perfume in his pet’s eyes, it would be a national disgrace, and he’d be branded the worst thug alive. But if a middle-aged man or woman in a lab coat does the same, we turn a blind eye. A blind eye: how ironic! Because blindness is just one of the conditions that so-called scientists inflict on our fellow creatures without a thought for their welfare.

Think of the misery, the wretched suffering, the agonising torment. An animal that is given no chance to live, no chance to play, no chance to enjoy freedom, life, happiness, must live its every waking moment in terror, dreading the next assault that the scientists will ruthlessly inflict upon it.

And for what? So that vain human beings can make themselves look pretty or smell sweet. Are you really worth it? Are you really that important? Is your make up, your shampoo, your perfume worth the appalling pain and unfathomable fear that animals in laboratories must endure?

SELECT AND RETRIEVE

GRADE 4: What does the article start by mentioning?

GRADE 5: Which words in the first paragraph create an emotional response?

GRADE 6: How does it feel for the dogs and cats?

GRADE 7: Which types of people does the writer mention?

INFER AND DEDUCE

GRADE 4: What would someone who disagrees with this view say?

GRADE 5: What does the writer feel about animals?

GRADE 6: Which facts does the writer include?

GRADE 7: How much of the passage is mere opinion?

STRUCTURE

GRADE 4: What is the topic of the first paragraph?

GRADE 5: What are the topics of the other paragraphs?

GRADE 6: How are the paragraphs linked?

GRADE 7: How does the writer structure each paragraph?

LANGUAGE

GRADE 4: Which strong words does the writer use?

GRADE 5: What images of suffering does the writer include?

GRADE 6: How does the writer manipulate our emotions?

GRADE 7: How does the writer use techniques to persuade us?

OVERALL EFFECT

GRADE 4: How do you respond to the passage?

GRADE 5: What is factual about the passage and what is just opinion?

GRADE 6: Does the passage reveal or obscure the truth?

GRADE 7: Is the piece over the top? In what way?

|  |
| --- |
| **EXTENSION**   1. Write a response to the passage, explaining the opposite point of view. 2. Write a piece that develops your own point of view. 3. Do some research. Find out the facts. Write a letter to a newspaper outlining the truth of the situation. |

SECTION 3: WRITING

# What you need to do

* Be **IMAGINATIVE.**

* Write for particular **AUDIENCES** and **PURPOSES.**

* **ORGANISE** the whole text: beginning, middle, end, etc.

* Use and links **PARAGRAPHS.**

* Vary **SENTENCE** lengths and structures.

* **PUNCTUATE** accurately.

* Use a wide **VOCABULARY.**

* **SPELL** accurately.



**WRITING TASKS**

## WRITING TASK 1

Write a leaflet advising Year 9 students how to do well in their assessments.

14 year olds – so make it lively, relevant, funny, etc.

Leaflet – use headings, images, captions, bullet points.

**PURPOSE:** To inform and advise – make it clear.

**ASSESSMENT CRITERIA**

### GRADE THREE

* Simple sentences will be correct.
* Some full stops will be used.
* There may be some blocks of text separated from other parts.
* There will be basic content words.

### GRADE FOUR

* Some long sentences will be used.
* A few commas will be included.
* There may be an opening paragraph and some other sections.
* The vocabulary will be more expressive and refer to details.

### GRADE FIVE

* A variety of sentences will be used: long and short.
* Commas will be used to divide different clauses.
* There will be subheadings, separate sections and paragraphs.
* There will be a variety of words to depict the key skills.

### GRADE SIX

* Longer sentence structures will be used accurately.
* Commas will be used effectively.
* Paragraphs and sections will start with link words.
* The vocabulary will be strong and funny.

### GRADE SEVEN

 A full range of sentence types and structures will be included.

Commas will be used to create interesting effects.

There will be lots of variety in paragraphs, boxes, subsections, etc.

Vocabulary will include sophisticated terminology.

## WRITING TASK 2

Write a letter to a friend advising them how to cope with bullying.

A friend who is your age but who is unhappy about being bullied.

Letter – make it quite formal in layout: just to show you can do it.

**PURPOSE:** To advise – make it supportive, friendly, clear.

**ASSESSMENT CRITERIA**

### GRADE THREE

* Simple sentences will be correct.
* Some full stops will be used.
* There may be a sense of an opening and conclusion.
* The vocabulary will include obvious references to bullying.

### GRADE FOUR

* Some long sentences will be used.
* A few commas will be included.
* There may be an opening paragraph that sets out key points.
* The vocabulary may include references to feelings.

### GRADE FIVE

* A variety of sentences will be used: long and short.
* Commas will be used to divide different clauses.
* Paragraphs will be used to show changes in topic.
* Interesting vocabulary about personal perceptions will be included.

### GRADE SIX

* Longer sentence structures will be used accurately.
* Commas will be used effectively.
* Paragraphs will focus on opinions and emotions.
* Vocabulary will be supportive, helpful and personal.

### SEVEN

A full range of sentence types and structures will be included.

Commas will be used to create interesting effects.

Paragraphs will be structured to create expectations and make things clear.

Impressive vocabulary about people, relationships and ideas will be used.

## WRITING TASK 3

Write a chapter from a spy story, which features an exciting chase.

Aim it at any reader who is looking for an exciting read.

Novel – make it descriptive and dramatic.

**PURPOSE:** To entertain and thrill – make the reader want to read on.

**ASSESSMENT CRITERIA**

### GRADE THREE

* Simple sentences will be correct.
* Some full stops will be used.
* There may be a clear opening section.
* The vocabulary may include basic references to what has happened.

### GRADE FOUR

* Some long sentences will be used.
* A few commas will be included.
* There will be some paragraph breaks.
* The vocabulary will be more mature and serious.

### GRADE FIVE

* A variety of sentences will be used: long and short.
* Commas will be used to divide different clauses.
* Paragraphs will be used to structure the section and round it off.
* A variety of vocabulary will be expressive.

### GRADE SIX

* Longer sentence structures will be used accurately.
* Commas will be used effectively.
* The opening will hint at what is to come.
* The vocabulary will be appropriately thrilling.

### SEVEN

* A full range of sentence types and structures will be included.
* Commas will be used to create interesting effects.
* Paragraphs will be of varied lengths and clear topics.
* Vocabulary will be varied in conveying the drama of events.

## WRITING TASK 4

Write a letter to the school governors asking for changes to be made to the school.

The governors of the school – so make it formal.

Letter – use all the features of the letter form.

**PURPOSE:** To argue and persuade – make it change the governors’ minds.

**ASSESSMENT CRITERIA**

### GRADE THREE

* Simple sentences will be correct.
* Some full stops will be used.
* There may be a sense of a beginning and conclusion.
* The vocabulary will give the basic facts.

### GRADE FOUR

* Some long sentences will be used.
* A few commas will be included.
* Paragraphs will be used to show different ideas.
* The vocabulary will include some persuasive language.

### GRADE FIVE

* A variety of sentences will be used: long and short.
* Commas will be used to divide different clauses.
* Paragraphs will be used when the topic changes.
* Vocabulary will be used to create a strong effect.

### GRADE SIX

* Longer sentence structures will be used accurately.
* Commas will be used effectively.
* Paragraphs will be linked to show the progress of the argument.
* Vocabulary will reflect feelings and detailed ideas.

### GRADE SEVEN

A full range of sentence types and structures will be included.

Commas will be used to create interesting effects.

Paragraphs will be used to create surprises and emphasis.

Vocabulary will be appropriate, expressive, memorable.

## WRITING TASK 5

Write a section from a comedy novel, which describes the main character.

Aim at a boy or a girl of your age.

Teenagers’ novel – make it lively, fun, relevant.

**PURPOSE:** To entertain, amuse – make it funny.

**ASSESSMENT CRITERIA**

### GRADE THREE

* Simple sentences will be correct.
* Some full stops will be used.
* There may be an introduction and conclusion.
* The vocabulary will feature simple facts about the character.

### GRADE FOUR

* Some long sentences will be used.
* A few commas will be included.
* There will be some paragraphing, marking off different ideas about the character.
* The vocabulary will be funny and lively in places.

### GRADE FIVE

* A variety of sentences will be used: long and short.
* Commas will be used to divide different clauses.
* Paragraphs will mark changes in topic.
* Vocabulary will be detailed and specific.

### GRADE SIX

* Longer sentence structures will be used accurately.
* Commas will be used effectively.
* Paragraphs will be linked to show how the story progresses.
* Vocabulary will make the audience laugh and take an interest in the character.

### GRADE SEVEN

* A full range of sentence types and structures will be included.
* Commas will be used to create interesting effects.

Paragraphs will be varied in length and will be used to create drama. Vocabulary will be varied, playful, different.



## WRITING TASK 6

|  |  |
| --- | --- |
|  | Write a description of a monster from a scary story.  Any teenage reader who likes a scary book. |
| **FORM:** | Novel – make is detailed, but give a sense of how it fits in the story. |
| **PURPOSE:** | To entertain, scare – make it dramatic, powerful. |

### ASSESSMENT CRITERIA

### GRADE THREE

* Simple sentences will be correct.
* Some full stops will be used.
* There may be some separate sections.
* The vocabulary may simply record basic information.

### GRADE FOUR

* Some long sentences will be used.
* A few commas will be included.
* There will be some paragraphs for different sections.
* The vocabulary will be more descriptive and detailed.

### GRADE FIVE

* A variety of sentences will be used: long and short.
* Commas will be used to divide different clauses.
* Paragraphs will be used to mark off different ideas.  Vocabulary will be scary and powerful.

### GRADE SIX

* Longer sentence structures will be used accurately.
* Commas will be used effectively.
* Paragraphs will be linked as they take the story forward.
* The vocabulary will suit the teenage audience, being lively, scary, but not too explicit.

### SEVEN

A full range of sentence types and structures will be included.

Commas will be used to create interesting effects.

Paragraphs will vary in length and structure to create drama and tension.

Vocabulary will be specific, expressive and detailed.

## WRITING TASK 7

Write a diary entry of a person going to see a play at Shakespeare’s Globe in 1606.

Yourself – historians would be very interested to read it too!

|  |  |
| --- | --- |
| **FORM:** | Diary – express feelings and opinions. |
| **PURPOSE:** | To describe, inform, explain – make it detailed. |

### ASSESSMENT CRITERIA

### GRADE THREE

* Simple sentences will be correct.
* Some full stops will be used.
* There may be some sense of an opening and conclusion.
* The vocabulary may be too basic for the task.

### GRADE FOUR

* Some long sentences will be used.
* A few commas will be included.
* There will be some paragraph breaks.
* The vocabulary will be detailed in places.

### GRADE FIVE

* A variety of sentences will be used: long and short.
* Commas will be used to divide different clauses.
* Paragraphs will mark changes in topic and focus.
* Interesting vocabulary will describe the place fully.

### GRADE SIX

* Longer sentence structures will be used accurately.
* Commas will be used effectively.
* Paragraphs will be linked into a coherent picture.
* More varied and mature vocabulary will create memorable images.

### GRADE SEVEN

* A full range of sentence types and structures will be included.
* Commas will be used to create interesting effects.
* Paragraphs will be used in creative ways to create surprises and emphasis.
* Very impressive vocabulary will express opinions and feelings, as well as giving a vivid picture of the place.

## WRITING TASK 8

Write a tourist guide to your local area.

Holidaymakers, travellers – so make it refer to what will be interesting to people who are interested in travel.

**FORM:** Tourist brochure – set it out in a lively and varied way.

**PURPOSE:**

To persuade and describe.

**ASSESSMENT CRITERIA**

### GRADE THREE

* Simple sentences will be correct.
* Some full stops will be used.
* There may some sense of different sections.
* The vocabulary will give simple facts about the places.

### GRADE FOUR

* Some long sentences will be used.
* A few commas will be included.
* There will be some signs of paragraphing to show different topics.
* The vocabulary will be more specific.

### GRADE FIVE

* A variety of sentences will be used: long and short.
* Commas will be used to divide different clauses.
* Paragraphs will show changes in focus and topic; subheadings will be used.
* Vocabulary will be descriptive.

### GRADE SIX

* Longer sentence structures will be used accurately.
* Commas will be used effectively.
* There will be a variety of sections: lists, boxes, etc.
* Vocabulary will vary as different places are described.

### SEVEN

A full range of sentence types and structures will be included.

Commas will be used to create interesting effects.

Paragraphs will create interesting contrasts and twists.

Vocabulary will be vigorous, exciting, varied.

## WRITING TASK 9

Write a leaflet persuading people to support a charity of your choice.

Aim it at pupils in your class.

**FORM:** Leaflet – so use a variety of sections, subheadings, etc.

**PURPOSE:** To persuade – make it strong.



### GRADE THREE

* Simple sentences will be correct.
* Some full stops will be used.
* There may some sense of different sections.
* The vocabulary may be factual.

### GRADE FOUR

* Some long sentences will be used.
* A few commas will be included.
* There will be some paragraph breaks.
* The vocabulary will be more persuasive.

### GRADE FIVE

* A variety of sentences will be used: long and short.
* Commas will be used to divide different clauses.
* Paragraphs will be clearly used to shape the leaflet.
* Vocabulary will attract attention and shape responses.

### GRADE SIX

* Longer sentence structures will be used accurately.
* Commas will be used effectively.
* Paragraphs will be varied – with boxes and lists, etc.
* More detailed and persuasive language will be used.

### GRADE SEVEN

* A full range of sentence types and structures will be included.
* Commas will be used to create interesting effects.
* Paragraphs will be used to create memorable, surprising effects.
* Vocabulary will appeal to the audience’s interests and concerns.

## WRITING TASK 10

Write a magazine article about a topic of special interest.

Aim it at 14 year old girls or boys – so make it fit the gender you choose.

**FORM:** Magazine article – use subheadings, images, captions.

**PURPOSE:** To inform and explain – make it clear.



### GRADE THREE

* Simple sentences will be correct.
* Some full stops will be used.
* There may some sense of structure – a beginning, for example.
* The vocabulary may be mostly basic and factual.

### GRADE FOUR

* Some long sentences will be used.
* A few commas will be included.
* There will be some use of paragraphs to show topic changes.
* The vocabulary will be more descriptive.

### GRADE FIVE

* A variety of sentences will be used: long and short.
* Commas will be used to divide different clauses.
* Paragraphs will structure the piece in a logical order.  Interesting vocabulary creates emotional responses.

### GRADE SIX

* Longer sentence structures will be used accurately.
* Commas will be used effectively.
* Paragraphs will show how the ideas are linked.
* Varied and mature vocabulary will excite and surprise the readers.

### GRADE SEVEN

* A full range of sentence types and structures will be included.
* Commas will be used to create interesting effects.
* Paragraphs will be used to create interest and surprises.
* Very impressive vocabulary will engage and grip the readers.

**SECTION 4: SPELLING**

*What can you do to improve your spelling? Here are some strategies for you to try and a task for you to complete, which will let you try the strategies out.*

### 1. Look/Say/Cover/Write/Check

This is the most efficient way to learn a spelling. Look at the correct spelling. Say it out loud – perhaps emphasising the letters used by pronouncing the word in an exaggerated way. Cover up the correct spelling. See if you can write out the correct spelling without looking. Check if you got it right. Repeat the process to make sure that it wasn’t a fluke! The more often you do this, the better.

### 2. Common Patterns

Look for common letter patterns in words and try to learn them. Look at –tion endings; –ed endings; double letters, etc. The exercises here will help with this.

### 3. Learn your Phonics

You need to know which letters make which sounds. Most letters can make a range of different sounds, especially the vowels – 'a', 'e', 'i', 'o', 'u'. Think also about clusters of letters that make particular sounds – 'sh', 'sn', 'ch', 'ght', and many more!

### 4. Look for words within words

Sometimes long words can be broken down into sections of smaller words. If you know how to spell the short words, then you can piece together the long one. The famously long word ‘antidisestablishmentarianism’ is basically the word ‘establish’ with lots of prefixes and suffixes, for example.

### 5. Mnemonics

These are sentences that you use to help you remember something. For example, you might give a word to each letter in a difficult spelling: A well-known way of remembering the word BECAUSE is by using the phrase ‘**B**ig **E**lephants **C**annot **A**lways **U**se **S**mall **E**ntrances’*.*Try inventing some of your own for words that you have struggled with.

### 6. Play word games

Crosswords, wordsearches, anagrams, Scrabble, and any number of other word games can be a fun way to expand your vocabulary and get you thinking about spelling.

### 7. Look for Progress

Simply add up the number of mistakes made and compare pieces from a while ago to more recent work. Are you making fewer errors? Are the errors different? Are you trying to use a wider vocabulary – in which case, you will be likely to make a few more errors?

### TASK

Keep a spelling list, in which you collect words that you need to learn.

## SPELLING 1: Words from Other Languages

*A number of English words have been taken from other languages.*

**TASK**

a)

Write

down

th

e correct spelling of each word

.

b)

For each of th

e words, write a sentence that uses

it.

c)

Write down which language you think the word came from

originally.



Use a dictionary or dictionary.com to check your answers.



1. a) apartheid 6.a) boomarang
   1. aparteide b)bomerang
   2. appartheid c) boomurang
   3. aparthied d) boomerang

1. a) cetchup 7. a) sauna
   1. ketcshup b) sawna
   2. ketchupp c) sorena
   3. ketchup d) sauner

1. a) alcohol 8. a) biskit
   1. alcoholl b) buiscit
   2. alchohol c) biscuit
   3. alcolol d) biuscuit

1. a) bungalo 9. a) democracy
   1. bunngallow b) democracie
   2. bungalow c) demmocracky
   3. bungelow d) demockracy

1. a) barbecuw 10. a) geezar
   1. barbecue b) guyser
   2. barbarcu c) gizer
   3. barbiecue d) geyser

## 2: Technical Vocabulary

*Words that depict new and not so new technologies can cause particular problems.*

**TASK**

Write down the correct spelling of each

word

.



1. Something that runs on a computer:
   * 1. program
     2. programme
     3. proggram
     4. prograrm

1. A part of a car:
   * 1. carburettor
     2. carburetta
     3. carbureta
     4. carburetor

1. A process of burning:
   * 1. combushton
     2. combustion
     3. combushion
     4. combuston

1. Something that orbits the earth:
   * 1. satilite
     2. satellight
     3. satellite
     4. satelite

1. A way of finding your way:
   1. navigashion
   2. navegation
   3. navygation
   4. navigation

1. A type of television of camera:
   1. digittal
   2. digital
   3. digitle
   4. dijital

1. Food that you cook in a certain kind of oven:
   1. microwaveable
   2. mikrowaveable
   3. microwavalble
   4. microwavible

1. What you fly in:
   1. airoplane
   2. airoplain

c)

aroplane

d)

aeroplane

|  |
| --- |
| **EXTENSION**   1. Design some posters to illustrate these spellings. Think of some mnemonics to help students remember the correct spellings: *e.g.*  ***B****ig* ***E****lephants* ***C****annot* ***A****lways* ***U****se* ***S****mall* ***E****ntrances –*   **BECAUSE**!   1. What other technological words can you think of? Make posters to illustrate the spellings. 2. Try to write an encyclopaedia entry for each word, which will explain its meaning and how it is used. |

**SPELLING 3: Which Vowel?**

*A common problem with spellings is to use the wrong vowel. Should it be 'e' or 'i'? Should it be 'a' or 'e' or 'u'?*

**TASK**

Write down the correct spelling of each word .



1. a) accommadation 4. a) defanate 7. a) original



* 1. accommudation b) definate b) origunal
  2. accommidation c) definite c) oregenal
  3. accommodation d) definete d) origenal

1. a) chocalate 5. a) evidence 8. a) permanant)



b)chocolate b) evadunce b) permanent

* 1. choculate c) everdance c) permenent
  2. chocelate d) evidance d) permonent

1. a) consequence 6. a) imaginary 9. a) privalege



1. b) consequence b) emaginary b)privelege
   1. consaquence c) imaginary c)privelige
   2. consuquence d) imaginery d) privilege

*The problem gets worse when you have two vowels together. Is it ‘au’, ‘ea’, ‘ee’, ‘ou’, ‘ai’, ‘ei’, etc?*

**TASK**

Write down the correct spelling of each

word .



1. a) audience 4.a)endevour 7.a) feesible

b) ordience b)endaevor b)feesable

c) awdience c)endeavor c)feasable d)ourdience d)endeavour d)feasible



|  |  |  |
| --- | --- | --- |
| 2. a) acquaintance | 5. a) miniature | 8. a) foraign |

* 1. acqueintence b) miniachure b) forain



* 1. acqueatance c) minture c) foreign
  2. acquantence d) miniatuer d) forein

|  |  |  |
| --- | --- | --- |
| 3.a) trechery | 6.a) lietenant | 9.c) restarant |

* 1. traechery b) lieutenant b) restaraunt



* 1. treachery c) lieutenent c) restaurant
  2. trecheary d) lutenant d) resturant

**4: Which Consonant?**

*Choosing the wrong consonant is another source of errors. Should there be a single or a double letter?*

**TASK**

Write down th

e correct spelling of each word

.



1. a) solem 7. a) outradgeous 13. a) questionnaire

b) Solemn b)outrageous b) questionairre



c) solumn c)outraygus c)questionnaire

d) solum d)outrajeous d)questionnairre

|  |  |  |
| --- | --- | --- |
| 2. a) success | 8. a) posesion | 14. a) stomack |

* 1. succes b) possesion b) stomac



* 1. suces c) possession c) stomach
  2. sucsess d) possetion d) stomache

|  |  |  |
| --- | --- | --- |
| 3. a) trajedy | 9. a) recomend | 15. a) disapeer |

b)tragdedy b) reccomend b) disappear



c)tragedy c)recommend c) dissappear

d)tradjedy d) reccommend d) dissapear

|  |  |  |
| --- | --- | --- |
| 4. a) twelvth | 10. a) parallel | 16. a) skillful |

* 1. twelth b)parrallell b)skillfull



* 1. twelf c)paralel c)skilfull
  2. twelfth d)parrallel d) skilful

|  |  |  |
| --- | --- | --- |
| 5. a) yat | 11. a) tommorow | 17. a) harrass |

* 1. yaght b)tomorrow b)haras



* 1. yacht c)tommorrow c)harass
  2. yot d)tomorow d) harras

|  |  |  |
| --- | --- | --- |
| 6. a) Mediterranean | 12. a) necessary | 18. a) embarrass |

* 1. Medditeranean b) nessecary b) embarass



* 1. Meditteranean c) nesecary c) embaras
  2. Mediterenean d) nessessery d) embarras

## 5: Commonly Mixed Up Words

*These words are often mistaken for each other, because they sound alike.*

### TASK

Copy the following pairs of sentences, adding in the correct missing words.

1. allowed/aloud

If you are \_\_\_\_\_\_\_\_\_ to do something, you are permitted. The boy did not realise that he was singing \_\_\_\_\_\_\_\_.

The trees had no leaves; they were \_\_\_\_\_\_\_\_.

3.

by/buy



1. bear/bare

The animal was a \_\_\_\_\_\_\_\_\_.

The song was written \_\_\_ Bob Dylan. I went to \_\_\_ the CD.

1. groan/grown

If you are \_\_\_\_\_\_\_ up, you are mature. The boy let out a miserable \_\_\_\_\_\_\_\_.

1. here/hear

If you can \_\_\_\_\_ me, nod your head. The entrance is \_\_\_\_\_\_.

1. male/mail

If you are \_\_\_\_\_\_ you are a boy or a man. The postman brings the \_\_\_\_\_\_\_.

1. minor/miner

If you are a \_\_\_\_\_\_ you work underground. A \_\_\_\_\_\_ is a young person.

1. pain/pane

If you are in \_\_\_\_\_, go to the doctor.

The boy smashed the window \_\_\_\_\_\_.

1. piece/peace

A small part of something is a \_\_\_\_\_\_. The end of war brings \_\_\_\_\_\_\_.

1. prey/pray

In church, people \_\_\_\_\_.

The eagle hunted its \_\_\_\_\_\_.

1. write/right

If you are \_\_\_\_\_\_\_, you are correct. You use a pen to \_\_\_\_\_\_\_.

1. through/threw

If you go \_\_\_\_\_\_\_\_\_ the door, you’ll enter the room. The girl \_\_\_\_\_\_\_\_\_ the ball to her friend.

1. weather/whether

The \_\_\_\_\_\_\_\_\_\_ is fine today.

I cannot decide \_\_\_\_\_\_\_\_\_\_ to go or not.

## 6: Silent Letters

Some words include letters that most people do not pronounce at all when they say them. These

can

cause some spelling problems, because it’s easy to forget where the silent letters should go.

One way to remember these spellings is to play with pronouncing the words in a way that

emphasises the silent letters.

**TASK**

Write down the correct spelling of each word .



1. a) rhythm b) enviroment c) nife

b)rhytm b)environment b) nyfe

c)rythm c)envirorment c) knife

d)rithm d) enviranment d) knyfe

1. a) newmonia 8. a) goverment 14. a) ortumn
   1. pneumonia b) govement b) autumn
   2. neumonia c) govament c) autum
   3. numonia d) government d) awtum

1. a) cupboard 9. a) honest 15. a) doubt
   1. cubord b) onest b) dout
   2. cubbord c) honnest c) doutt
   3. cupbord d) honist d) doubtt

1. a) ansir 10. a) lamm 16. a) playrite
   1. anser b) lam b) playright
   2. annswer c) lamb c) playwright
   3. answer d) klamb d) playwrite

1. a) nocc 11. a) reyem 17. a) nott
   1. nock b) rhyme b) knot
   2. knock c) rhime c) knnot
   3. knokk d) ryme d) nobt

1. a) suttle 12. a) goest 18. a) debt
   1. subtle b) goast b) dett
   2. subttle c) gost c) deat
   3. suttel d) ghost d) kdebt

|  |
| --- |
| **EXTENSION**  For each correctly spelt word, try to write a sentence that includes that word. Make sure you spell it correctly! |

## 7: Problem Words

*Some spellings cause special problems. Try to learn which spelling to use from the examples below.*

**TASK A**

**To, two, too**

**To**

is used in various ways: go

**to**

your house;

**to**

listen well; he is going

**to**

come today. It is

not easy

**to**

confuse, because the other two words are very precise in their meaning.

**Two**

is

the number:

**2**

.

**Too**

is used for:

**too**

much; I can come

**too**

(

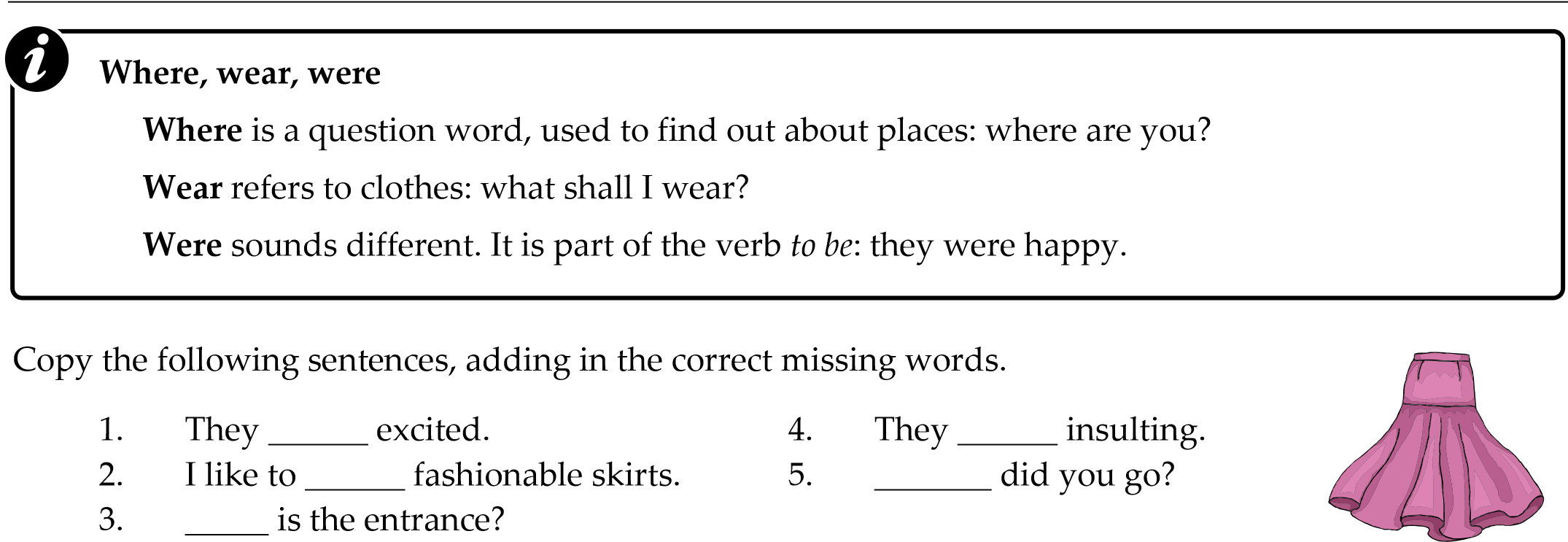
as well

).

Copy the following sentences, adding in the correct missing words.

1. I am \_\_\_ tired to play. 6. The animals went in \_\_\_ by \_\_\_.
2. It is \_\_\_ o’clock. 7. The water is \_\_\_ hot.
3. He is \_\_\_\_ busy today. 8. What is there \_\_\_ do here?
4. I want \_\_\_ visit your house. 9. What are you going \_\_\_ do?
5. I went \_\_\_ the zoo. 10. There are \_\_\_ days in a weekend.

### TASK B



**TASK C**

**Our, are**

**Our**

means belongs to us: it is our house.

**Are**

is part of the verb to be: we are happy.

Copy the following sentences, adding in the correct missing words.

|  |  |
| --- | --- |
| 1. \_\_\_ dog is not like yours. 2. That is \_\_\_ right. 3. Rights \_\_\_ balanced against responsibilities. | 1. We love \_\_\_ school. 2. We \_\_\_ good students. |

## 8: Your Own List

*As you might have learnt in Years 7 and 8, the best way to improve your spelling is to work on your own mistakes.*

**TASK**

**A**

Spend a few minutes looking back

ov

er

your writing from recent months.



List all the spelling errors that you find.



* Use a dictionary or dictionary.com on the internet to check what the correct spelling is.
* Try to spot patterns in your mistakes. Do you have problems with particular patterns – like ‘–tion’? Do you get your double letters wrong? Do you mix up vowels or consonants?

* Use the Look, Say, Cover, Write, check method to learn the correct spellings.
* Get someone to test you.
* Spend time learning any words that you still get wrong.
* Try to invent mnemonics to help you remember some of these words.

A mnemonic is sentence you can use to help you remember a spelling.

*Example*: ‘**L**ucy **E**ats **I**ce **C**ream **E**very **S**aturday **T**hen **E**ats **R**hubarb’ – LEICESTER!

**IMPORTANT:**

* Once you know the spellings, you need to make an effort to use it in some of your writing. Otherwise, you will probably forget the spelling again.
* Get someone to test you again after a week or so. You need to make sure that you haven’t forgotten any spellings.

Now you need to keep an eye on your spelling all the time. Every time you make a mistake in any writing for any subject, you need to check what the correct spelling is and learn it.

Occasionally, get someone to test you on words that you have made mistakes on over the recent months.

If you do a little work on spelling each day – five minutes, for example – you will make a difference to your spelling.

accommodation actually although analysis beginning



**TASK**

**B**

Here are some words that people often find difficult to spell.



|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| believe | caught | column | conscience | conscious |
| consequence | daughter | design | diary | enquire |
| evaluation | furthermore | guard | improvise | interrupt |
| issue | knowledge | miscellaneous | murmur | physical |
| potential | proportion | queue | remember | secondary |
| shoulder | straight | strategy | surprise | technique |
| unfortunately | weight | weird |  |  |

1. Try to think of ways to remember as many of the words as you can.
2. Write them down and learn them. Also learn what they mean.
3. Get someone to test you on them.

## SECTION 5: VOCABULARY

### Introduction

*Expanding your vocabulary is a key part of developing into a mature writer. You need to be able to say more and say things more precisely. Many people will judge your intelligence and maturity by the words you write and speak. You need to be able to impress! So what can you do?*

1. **Look it up!**

When you read a word that you do not recognise, get a dictionary and look it up.

1. **Not sure – look it up!**

Sometimes you will see a word that you recognise and sort of understand, but if pressed to

define it, you’d struggle. These are words that you need to look up as well. You’re not likely to use the word yourself if you are not exactly sure what it means.



1. **Use it or lose it!**

Once you have worked out what a word means, you need to start using it, or you’ll be likely to forget what it means. So start amazing and amusing your friends and family, by slipping the odd new bit of vocabulary into your conversations. The same goes for writing: make a real effort to write words that you have just learnt – this will help you to fix the spelling in your mind.

#### 4. Read for vocabulary

Mostly, you want to read for enjoyment or to gain information. However, sometimes it is useful to read with the specific aim of developing your vocabulary. This means you’ll have to read something challenging, so that you are likely to find difficult words. Try reading news reports and feature articles from the so-called broadsheet newspapers – *The Guardian*, *The Independent*, *The Times*, *The Observer*. They all have websites, so you don’t have to spend any money to get their articles. Another website that might help would be Wikipedia, which is an online encyclopaedia – but be aware that Wikipedia is not checked to the same Grade as an ordinary encyclopaedia. Of course, you could look into a real encyclopaedia, which any library will have if you don't have one at home.

#### 5. Use a thesaurus

No, it’s not a kind of dinosaur. A thesaurus is a book that offers alternative words for a word that you might have used too much. They are a good way to expand your vocabulary. You’ll find a thesaurus function on your computer, too! You need to look up the meaning of a word before you try to use it, so you’ll need to use a dictionary or dictionary.com to make sure that you know exactly how to use the word.

#### 6. Listen to the radio and the television

Listening to the radio and watching television, you’ll hear words that you might not recognise. You need, sometimes, to look these words up and try to use them. The news, documentaries, and programmes featuring Stephen Fry are good sources for interesting words.

|  |
| --- |
| **EXTENSION**  Develop your own ideas to help you to widen your vocabulary. Let your teacher know what you are doing so he or she can pass the idea on. |

### 1: Fill in the Missing Words

*These sentences suggest the meaning for a useful, interesting word. Try to think what the missing word might be. Use a thesaurus to help you.*

**TASK**

Complete these sentences by

adding in the correct missing words.

The fir

st letter(s)

of each

word

have been given for

you

.



* Check your answer in a dictionary to make sure that it is right.
* Ask for help from your family if you are stuck.

1. To have a lot of something is to have an **a**\_\_\_\_\_\_\_\_\_\_.

2. To speed up is to **a**\_\_\_\_\_\_\_\_\_\_\_.

3. To collect things is to **acc**\_\_\_\_\_\_\_\_\_.

4. Something that is real is **ac**\_\_\_\_\_.

5. To speak in favour of something is to **a**\_\_\_\_\_\_\_ it.

6. You might **a**\_\_\_\_\_ someone’s fears.

7. A poetic technique that involves using words beginning with the same letter is **a**\_\_\_\_\_\_\_\_.

8. Another word for height is **al**\_\_\_\_\_\_\_.

9. If something is not clear or could mean two different things it is **am**\_\_\_\_\_\_.

10. Another word for friendly is **a**\_\_\_\_\_\_\_.

11. Another word for old is **an**\_\_\_\_\_\_\_.

12. To look forward to something is to **an**\_\_\_\_\_\_\_ it.

13. Another word for clothing is **app**\_\_\_\_\_.

14. If something is not natural, it is **ar**\_\_\_\_\_\_\_\_.

15. To hope is to **as**\_\_\_\_\_.

16. To convince someone is to **ass**\_\_\_\_ them.

17. If something is easily got, it is **a**\_\_\_\_\_\_\_\_\_\_\_.

18. If something is flavourless, it is **b**\_\_\_\_\_.

19. A disease might be called a **b**\_\_\_\_.

20. The study of plants is **b**\_\_\_\_\_\_.

21. A defensive earthwork is a **b**\_\_\_\_\_\_\_.

22. A word for an organised society is a **c**\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

23. Noble, knightly behaviour was called **ch**\_\_\_\_\_\_\_\_.

24. To celebrate the memory of something is to **co**\_\_\_\_\_\_\_\_\_\_ it.

25. A society is a **c**\_\_\_\_\_\_\_\_\_\_.

26. To talk down on someone is to **c**\_\_\_\_\_\_\_\_\_ to them.

27. To be friendly is to be **co**\_\_\_\_\_\_\_\_\_.

28. A horn full of flowers and food is a **c**\_\_\_\_\_\_\_\_\_.

29. To do something secretly is to do it **c**\_\_\_\_\_.

30. A shade of blue is **c**\_\_\_.

### 2: Subject Words

#### TASK

Chose three of your favourite subjects and look up the meanings of each of the words in a

dictionary or at dictionary.com. Write the definitions and make sure you know what the words mean and how to use them.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |
| **Art**      **D and T**        **Drama**      **Geography**        **History**        **ICT**        **Mathematics**          **Music**      **PE**      **RE**        **Science** | charcoal kiln  carbohydrate  machine  textile  costume role  atlas landscape urban  castle  economy  religious  CD ROM  Internet scanner  alternate digit  minus regular  chromatic ostinato  bicep squad  Buddhist  Islam Sikh  alkaline  friction reproduce | colour pastel  diet natural  dramatise share  contour longitude  chronology  immigrant siege  cursor megabyte software  approximately estimate negative square  dynamics quaver  gymnastic triceps  ceremony marriage symbol  chemical hazard thermometer | display sketch  fabric portfolio  freeze theatrical  desert pollution  colony invasion traitor  disk module  calculate graph perimeter triangle  interval score league  commitment Muslim wedding  condensation liquid | foreground  flowchart protein  lighting  estuary region  contradict politics  graphic network  corresponding isosceles quadrilateral vertical  melody syncopation muscle  faith prayer  element nutrient | highlight  innovation specification  playwright  habitat situation  disease Protestant  input preview  degree  litre ratio  musician timbre quadriceps  Hindu  religious  exchange particles |

### 3: Multiple Choice

**TASK**

Learn and use the words below.

a)

Write each word and its meaning. Check your answer in a dictionary or at

dictionary.com.



b) For each word, write a sentence. Make sure you use the word correctly.

1. dilapidated

* 1. Without rabbits
  2. Old-fashioned
  3. Broken or worn down
  4. Having no computer

1. dishevelled

* 1. Without shelves
  2. To do the washing up
  3. To have an untidy appearance
  4. To be evil

1. domestic

* 1. A type of bleach
  2. To do with the home
  3. The top of a dome
  4. A type of glue

1. Draconian

* 1. Like a dragon
  2. Smoking
  3. Harsh rules
  4. A type of ice cream

1. erratic

* 1. A type of rodent
  2. An error
  3. A twitch
  4. Inconsistent

1. exempt

* 1. Used to be in the army
  2. A secretary
  3. Not included
  4. An egg producer

1. expedient

* 1. A former walker
  2. A way of getting out of difficulty
  3. A steep path
  4. A fast move

### 4: Define and Use

**TASK**

Find the definitions for these words and try to speak them at least 10 times this week.

Use

them once in the next two weeks.



* Use a dictionary or dictionary.com to check the meaning.
* Make sure that you understand how you use the word in a sentence.
* Try out the word with family and friends.
* Put the word into a piece of writing for any subject.

Next to each word is a clue about how you might use it, but you’ll still need to find out the precise definition.

forfeit ................ a precisely useful word.

illustrious ......... a useful descriptive word.

implicate .......... a verb that allows you say something specific.

intuition ........... can you guess what it means?

irrepressible ..... a strong descriptive word.

justify ................ a precisely useful word.

lissome ............. a rather beautiful descriptive word.

lurid .................. a strong word, a great one to use.

manifest ........... a precise term.

miscreant ......... a useful term for describing a certain type of person.

monotone ......... a word that allows you to describe a type of sound.

multifarious ..... a useful alternative to more obvious terms.

munificence ..... a great alternative.

nourish ............. an impressive sounding word.

oscillate ............ a precise term.

perpetual .......... a specific term.

pious ................. a precise description of a certain type of behaviour.

**5: Fun with Puns!**

*And now for some light relief!*

Puns are words that sound like other words. They are at the heart of many great jokes.

A classic kids’ joke is book titles with appropriate, punning names for the author.

#### TASK

Write down the following phrases , adding the punch lines to complete the jokes.

*Example*: *The* *Umbrella* by Justin Case (i.e. 'just in case')

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | **Punchlines** |  |  |
| Marrianne Orwill | Ellie Phant | Fay Kerr | Sean Locks | Belinda Tower |
| Diane Curl | Jocelyn Shoppers | Jack Pott | Chris Paneven | Lauren Order |
| Alice Klarr | Rich Mann | Dan D. Dresser | Liza Lott | Roseanne Candle |
| Nick A. Racer | Isabel Ringing | Alan Drover | Phil A. Form | Ken Downing-Street |

1. *Bicycle Thieves* by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. *Dumbo* by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. *How to Win the Lottery* by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. *Sounds Familiar?* by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. *Romantic Dinner* by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. *The Fibber* by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. *The Hair Salon* by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. *January Sales* by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. *One Big Car* by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. *The Haircut* by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. *Big Ben* by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. *The Bill* by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. *The* *Millionaire* by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. *Fashion* *Victim* by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. *Snowfall* by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. *The* *Application* by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. *The German Enlightenment* by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. *Forgeries* by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. *How to Join the Royal Family* by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. *The Prime Minister’s Home* by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| **EXTENSION**  Try to invent some of your own book author puns. |

### 6: Similes and Metaphors

A simile is a comparison using the word

'

like

'

or

'

as

'

.

*Examples*

:

As cold as ice; Like a

r

olling

s

tone.

A metaphor is a simile

*without*

the

'

like

'

or

'

as

'

. It transforms t

hings. It says that something

*is*

something else.

*E*

*xamples*

:

He was a raging bull; T

he

sun has got his hat on.

#### TASK

Invent some interesting similes and metaphors to describe the following emotions and write them down.

 Animals, weather, natural scenery, machines: these are all good sources for comparisons.

1. Anger

Anger is like …

He was as angry as …

When I am angry, I am …

1. Love

Love is like …

He was as loving as …

When I am in love, I am …

1. Fear

Fear is like …

He was as frightened as …

When I am afraid, I am …

1. Happiness

Happiness is like …

He was as happy as …

When I am happy, I am …

1. Excitement

Excitement is like …

He was as excited as …

When I am excited, I am …

1. Regret

Regret is like …

He was as sorry as …

When I am regretful, I am …

|  |
| --- |
| **EXTENSION**  Write a story that uses all of the words in this list. |

### 7: Fill in the Missing Words

*These sentences suggest the meaning for a useful, interesting word. Try to think what the missing word might be.*

**TASK**

Complete the following

sentences

by adding in the correct missing words. The first letter(s) of

each word have been given for you.



* Check your answer in a dictionary to make sure that it is right.
* Ask for help from your family if you are stuck.

* 1. To dive in is to **p**\_\_\_\_\_\_\_.

* 1. Someone who is powerful is **p**\_\_\_\_\_.

* 1. To stand out is to be **pr**\_\_\_\_\_\_\_\_.

* 1. Official lies are **pr**\_\_\_\_\_\_\_\_\_.

* 1. To go over something again is to **re**\_\_\_\_\_\_\_\_\_.

* 1. A rebel is a **re**\_\_\_\_\_\_\_\_.

* 1. A reply is a **ri**\_\_\_\_\_\_.

* 1. To keep things or people apart is to **se**\_\_\_\_\_\_\_ them.

* 1. To hide something away is to **se**\_\_\_\_\_\_\_ it.

* 1. To pretend is to **si**\_\_\_\_\_\_\_\_.

* 1. Another word for comfort is **s**\_\_\_\_\_\_\_.

* 1. Something worth watching is a **sp**\_\_\_\_\_\_\_\_.

* 1. Something that is very good is **sp**\_\_\_\_\_\_\_\_.

* 1. Another word for sneezing is **ste**\_\_\_\_\_\_\_\_\_\_\_.

* 1. To be severe or strict is to be **str**\_\_\_\_\_\_.

* 1. Something of lesser status is **sub**\_\_\_\_\_\_\_\_.

* 1. Something that is awe-inspiring is **su**\_\_\_\_\_\_.

* 1. If you can see through it, it is **tr**\_\_\_\_\_\_\_\_\_.

* 1. To cut something short is to **tr**\_\_\_\_\_\_\_ it.

* 1. Another word for an uproar is a **t**\_\_\_\_\_\_\_.

* 1. A person who can do lots of different things is **v**\_\_\_\_\_\_\_.

* 1. A picture that is very life-like is **v**\_\_\_\_.

* 1. To give up is to **y**\_\_\_\_\_.

### 8: Collective Nouns

A collective noun is the name that we give to a group of things.

Animals, for example, have

different collective nouns, according to what species they are.

*Examples*

:

A

**flock**

of sheep;

A

**herd**

of cows.

**TASK**

a)

M

atch the collective nouns to the

categories

.

b)

There are

six

spare ones. What do they go with?



|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| armada | bank | barren | battery | belt | bevy |
| bloat | bouquet | brigade | brood | bunch | cavalcade |
| charm | chorus | clutch | colony | congregation | conspiracy |
| constellation | coven | embarrassment | exaltation | fleet | flight |
| gaggle | labour | litter | mob | murder | nest |
| ostentation | pod | pride | rumpus | skulk | swarm |

1. A \_\_\_\_\_\_\_\_\_\_\_ of finches 16. A \_\_\_\_\_\_\_\_\_\_\_ of stairs
2. A \_\_\_\_\_\_\_\_\_\_\_ of whales 17. A \_\_\_\_\_\_\_\_\_\_\_ of worshippers
3. A \_\_\_\_\_\_\_\_\_\_\_ of ships 18. A \_\_\_\_\_\_\_\_\_\_\_ of vipers
4. A \_\_\_\_\_\_\_\_\_\_\_ of crows 19. A \_\_\_\_\_\_\_\_\_\_\_ of lions
5. A \_\_\_\_\_\_\_\_\_\_\_ of ravens 20. A \_\_\_\_\_\_\_\_\_\_\_ of bees
6. A \_\_\_\_\_\_\_\_\_\_\_ of larks 21. A \_\_\_\_\_\_\_\_\_\_\_ of mules
7. A \_\_\_\_\_\_\_\_\_\_\_ of peacocks 22. A \_\_\_\_\_\_\_\_\_\_\_ of asteroids
8. A \_\_\_\_\_\_\_\_\_\_\_ of witches 23. A \_\_\_\_\_\_\_\_\_\_\_ of hippopotami
9. A \_\_\_\_\_\_\_\_\_\_\_ of moles 24. A \_\_\_\_\_\_\_\_\_\_\_ of flowers
10. A \_\_\_\_\_\_\_\_\_\_\_ of piglets 25. A \_\_\_\_\_\_\_\_\_\_\_ of geese
11. A \_\_\_\_\_\_\_\_\_\_\_ of grapes 26. A \_\_\_\_\_\_\_\_\_\_\_ of riches
12. A \_\_\_\_\_\_\_\_\_\_\_ of beauties 27. A \_\_\_\_\_\_\_\_\_\_\_ of soldiers
13. A \_\_\_\_\_\_\_\_\_\_\_ of tests 28. A \_\_\_\_\_\_\_\_\_\_\_ of kangaroo
14. A \_\_\_\_\_\_\_\_\_\_\_ of monitors 29. A \_\_\_\_\_\_\_\_\_\_\_ of baboons
15. A \_\_\_\_\_\_\_\_\_\_\_ of horsemen 30. A \_\_\_\_\_\_\_\_\_\_\_ of hens



## READING: DIFFERENT APPROACHES

**Do you read much?**

* If the answer is **yes**, go to point 1.

* If the answer is **no**, go to point 2.

* Don’t read books, but do read **magazines** or the **internet**? Go to point 3.

1. **Yes, you read quite a bit.**

Great! Well done! Reading is a tremendous way to stretch your intellectual powers. Reading will help especially with English KS3 tests and GCSE exams, because you will be assessed on your reading in these exams. If you are reading lots, it will be easy to respond to reading in the exams. Do you read a variety of books? Do you read magazines and newspapers? Is your reading challenging you? It’s important to enjoy your reading, so don’t feel burdened to change too much. However, by widening your horizons, you might be able to expand your pleasure. See your English teacher or your librarian to find out what else you could be reading.

1. **No, you don’t read much.**

Firstly, you probably do more reading than you think. Our world is full of messages: road signs, adverts, cereal boxes, leaflets, magazines, posters, internet sites, computer games, emails, MSN, text messages, etc. So you’ll be reading all sorts of things without really thinking about it. But you still may not be reading much for enjoyment. You’re missing out! You’re also making it hard for yourself. You are tested on your reading abilities a lot in school – not just in English. Success in GCSEs depends on your ability to read questions and pieces of information. This is true of exams in science, maths, history, geography, etc. If you are out of practice where reading’s concerned, you’ll be slower and more likely to misunderstand things in all your exams. So what can you do about it? Ask for advice about magazines, internet sites, funny, lively, interesting books. Ask a teacher, a librarian, a friend, anyone really. Get started!

1. **You only read magazines or internet pages.**

So you do read. Reading is not all about books. Magazines, papers, internet sites: they all stretch your reading muscles. Get the most out of what you do read. Enjoy. Think. Learn.

**BUT IT’S BORING!**

That’s an easy excuse for not trying something new or different. Lasting pleasures often require effort before they can be fully appreciated, but their value is greater. Making an initial effort pays off in the longer term, because reading can open up worlds of possibility to you. Expect more of yourself! Be proud of your achievements. Achieve something to be proud of!

**BUT I’M NO GOOD!**

Lots of people find reading hard, especially when they are out of the habit. But if you keep trying, you’ll see how it gets easier. The only way to improve your reading is to read. Speak to your teacher or a librarian about books that will suit you. Build up from simple books to more complicated reads.

## CROSSWORD PUZZLES

Crossword clues give you a description of a word. You have to guess the word.

Clues follow a set format.

* The first or last part of the clue should be a synonym for the answer – so, if the answer was ‘football’, then the first or last word of the clue might be ‘game’ or ‘sport’ or something less obvious like ‘what's played at Wembley’.

* The rest of the clue will help you to guess just what ‘game’ or ‘sport’ or ‘cause of depression’ the answer might be.

### THE MAIN TYPES OF CLUE 1. Anagram

In these clues the answer is in the clue, but the letters have been rearranged. You have to unscramble the letters to find the answer.

*Example*: ladder = red lad

You can usually tell when it’s an anagram because the clue will contain a word that means unscramble, move or rearrange.

*Example*: Shake red lad to help him climb.

Answer: Ladder

*Explanation*: ‘Shake’ means move, so tells you it’s an anagram.

‘Red lad’ is the anagram.

‘To help him climb’ is the synonym for ‘ladder’.

### 2. Hidden Word

In these clues, the answer is hidden inside a word or across two words.

*Example*: wet all = tall

You can usually tell this type of clue by the use of the word ‘in’ or some other suggestion that you need to look inside the words.

*Example*: In the wet all look big.

Answer: Tall

### 3. Homophone

In these clues the answer is a word that sounds like another.

*Example*: raw = roar

You can usually tell this type of clue by the use of references to hearing and sound.

*Example*: Hear lion’s call in uncooked meat.

Answer: Roar.

**4. Other types**

There are many other types of clue. If you get into crosswords, you’ll start to learn about them.

### CROSSWORD CLUES

Here are some clues for you to work out. Doing crosswords is good mental exercise.It can also help develop your vocabulary. It gets you thinking about spelling. It’s very satisfying when you get the answer!

#### TASK

Work out the answers to these clues and write them. All the answers are words that come from the subject vocabulary list in this booklet.

1. Clue: Goodness from nutter in mix up (8 letters)

Answer: N U \_ \_ \_ \_ \_ \_

1. Clue: Indian religious type found in thin duvet (5 letters)

Answer: \_ \_ \_ \_ \_

1. Clue: Ruin amid sync, makes volume changes (8 letters)

Answer: \_ \_ \_ \_ \_ \_ \_ \_

1. Clue: Take away sun I’m back to front (5 letters)

Answer: M \_ \_ \_ \_

1. Clue: Messed up chip rag is quite a picture (7 letters)

Answer: \_ \_ \_ \_ \_ \_ \_

1. Clue: Troubled I see sad illness (7 letters)

Answer: \_ \_ \_ \_ \_ \_ \_

1. Clue: Line on map is trick trip (7 letters)

Answer: \_ \_ \_ \_ \_ \_ \_

1. Clue: Pine rot decays to produce food stuff (7 letters)

Answer: \_ \_ \_ \_ \_ \_ \_

1. Clue: Dream it as confused way to add excitement (9 letters)

Answer: \_ \_ \_ \_ \_ \_ \_ \_ \_

1. Clue: Find picture in desk etching (6 letters)

Answer: \_ \_ \_ \_ \_ \_

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| **EXTENSION**   1. Invent some of your own clues. 2. Try to construct a complete crossword, making the grid work so that the overlapping letters fit. |