



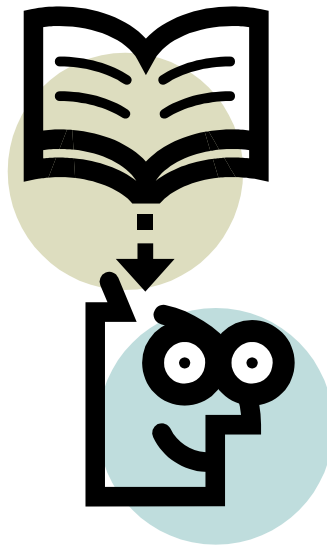
HELSTON COMMUNITY COLLEGE
ASPIRATION · AMBITION · ACHIEVEMENT

Year Eight

Extended English

Homework

Booklet



Name:

Tutor:

Effort Percentage:

KS3 English Homework at Helston

- Students are expected to complete one task per week. This will be allocated by the teacher and a deadline will be given.
- Students are expected to make a note of which task the teacher has set, and the deadline that it needs to be completed by.
- Teachers will sign the 'done' column, when a piece of homework has been marked and seen.
- If students have any worries, concerns or are confused about any aspects of their homework, they should go to see their teacher, who will be happy to help them, well in advance of the deadline. (eg. *not the breaktime before it is due to be handed in or marked*).
- Students are expected to take good care of this booklet and not to lose it. It can be used for revision and can help with other areas of their school work.
- If it is lost, students will need to see Miss Godzicz (KS3 Subject Leader for English) and pay £1.00 to cover the cost of a new one or they can print off their own copy from the electronic booklet which is available on the school's website.
- Please note that all lost work will need to be completed again so that students have adequate notes for test and exam revision.

Please sign to show that you agree with the expectations outlined above.

(Student)

(Parent)

Topic	Number	Task	Done
Reading List		Year Eight Recommended Reading List & Extension Challenges	
Autumn: Term One	1	Spelling: commonly mistaken spellings	
	2	Vocabulary: using modal verbs	
	3	Punctuation: proofreading punctuation	
	4	Sentences: interrogative and imperative statements	
	5	Grammar: controlling the subject, verb and object	
	6	Text: using multiple quotes to prove one point	
Half Term		Independent Learning Projects	
Autumn: Term Two	7	Spelling: ie / ei spellings	
	8	Vocabulary: developing adverbs	
	9	Punctuation: revising commas	
	10	Sentences : varying dependent clauses	
	11	Grammar: understanding indefinite pronouns	
	12	Text: developing inferred meaning	
Christmas		Independent Learning Projects	
Spring: Term One	13	Spelling: 'ough' spellings	
	14	Vocabulary: developing adjectives	
	15	Punctuation: using colons appropriately	
	16	Sentences : developing ideas with connectives	
	17	Grammar: demonstrative pronouns	
	18	Text: how is meaning created?	
Half Term		Independent Learning Projects	
Spring: Term Two	19	Spelling: adding suffixes to 'fer' words	
	20	Vocabulary: formal and informal vocabulary	
	21	Punctuation: developing colon use	
	22	Sentences : connectives for contrasting ideas	
	23	Grammar: using relative pronouns	
	24	Text: exploring poetry	
Easter		Independent Learning Projects	
Summer: Term One	25	Spelling: confusing spellings (-ar/-er/-or endings)	
	26	Vocabulary: describing emotions	
	27	Punctuation: using semicolons	
	28	Sentences : connectives for cause and effect	
	29	Grammar: creating interest and complexity (subject, verb, object)	
	30	Text: exploring descriptive language	
Half Term		Independent Learning Projects	
Summer: Term Two	31	Spelling: top 14 misspelt words	
	32	Vocabulary: exploring figurative language	
	33	Punctuation: apostrophe revision	
	34	Sentences : sentences for effect	
	35	Grammar: reflexive pronouns	
	36	Text: exploring the writer's ideas	
Summer		Summer Independent Learning Projects	

Effort Percentage:

Year Eight Recommended Reading List

How many of these books can you read before you go into Year Nine?

Use the categories to help you choose a book which suits you and your reading ability, but remember to challenge yourself whenever possible!

I find reading challenging...

- | | |
|---|---|
| <input type="checkbox"/> Wonder (PJ Palacio) | <input type="checkbox"/> Geek Girl (Holly Smale) |
| <input type="checkbox"/> The Graveyard Book (Neil Gaiman) | <input type="checkbox"/> Dead Man's Cove (Lauren St John) |
| <input type="checkbox"/> The Great Ice-Cream Heist (Eben Caldecott) | <input type="checkbox"/> Street Cat Named Bob (James Bowen) |
| <input type="checkbox"/> Disgusting Dave (Jim Eldridge) | <input type="checkbox"/> Mermaid Curse (Louise Cooper) |
| <input type="checkbox"/> The World of Norm (Jonathan Meres) | <input type="checkbox"/> Gallagher Girls (Ally Carter) |
| <input type="checkbox"/> Something Wickedly Weird (Chris Mould) | <input type="checkbox"/> Mountwood School for Ghosts (Toby Ibbotson) |
| <input type="checkbox"/> The Naturals (Jennifer Lynne Barnes) | <input type="checkbox"/> Awful Auntie (David Walliams) |
| <input type="checkbox"/> Muncle Trogg (Janet Foxley) | <input type="checkbox"/> Five Children on the Western Front (Kate Saunders) |
| <input type="checkbox"/> Middle School (Jane Paterson) | <input type="checkbox"/> Murder Most Unladylike (Robin Stevens) |
| <input type="checkbox"/> The Tin Snail (Cameron McAllister) | |
| <input type="checkbox"/> The Lost Series (Tracey Turner) | |

I am an average reader for my age...

- | | |
|---|---|
| <input type="checkbox"/> Teacher's Dead (Benjamin Zephaniah) | <input type="checkbox"/> Split Second (Sophie Mckenzie) |
| <input type="checkbox"/> Goblins (Phillip Reeve) | <input type="checkbox"/> Divine Freaks (Fiona Dunbar) |
| <input type="checkbox"/> Young Bond (Chris Higson) | <input type="checkbox"/> The Grimm Legacy (Polly Shannon) |
| <input type="checkbox"/> Skullduggery Pleasant (Derek Landy) | <input type="checkbox"/> Gallagher Girls (Ally Carter) |
| <input type="checkbox"/> Fighting Fantasy (Steve Jackson) | <input type="checkbox"/> Love Aubrey (Suzanne Lafleur) |
| <input type="checkbox"/> The Fastest Boy in the World (Elizabeth Laird) | <input type="checkbox"/> Listen to the Moon (Michael Morpurgo) |
| <input type="checkbox"/> The Earth is Singing (Vanessa Curtis) | <input type="checkbox"/> The Earth is Singing (Vanessa Curtis) |
| <input type="checkbox"/> The Curious Incident of the Dog in the Nighttime (M. Haddon) | <input type="checkbox"/> The Fault in Our Stars (John Green) |
| <input type="checkbox"/> Young Sherlock (Andrew Lane) | <input type="checkbox"/> The Glass Bird Girl (Esme Kerr) |
| <input type="checkbox"/> The Spook's Apprentice (Joe Delaney) | <input type="checkbox"/> The Company of Ghosts (Berlie Doherty) |
| <input type="checkbox"/> My Brother's Secret (Dan Smith) | <input type="checkbox"/> One (Sarah Crossan) |
| | <input type="checkbox"/> Seven Days (Eve Ainsworth) |

Effort Percentage:

I am a good reader for my age...

- Maximum Ride (James Paterson)
- In the Bag (Jim Carrington)
- Mr Creecher (Chris Priestly)
- Bang Bang, You're Dead (N. Dhami)
- Jekyll's Mirror (William Hussey)
- Dark Matter (Michelle Paver)
- The Fire Sermon (Francesca Haig)
- Tinder (Sally Gardener)
- Cherub Series (Robert Muchamore)
- Game Changer (Tim Bowler)
- Big Game (Dan Smith)
- Divergent (Veronica Roth)
- Uglies (Scott Westerfield)
- Cold Hands, Warm Heart (Jill Wolfson)
- Charmed Summer (Ellen Richardson)
- Ketchup Clouds (Annabel Pitcher)
- Doll Bones (Holly Black)
- Frost Hollow Hall (Emma Carroll)
- Looking for Seventy-Seven (Ann Cassidy)
- Maximum Ride (James Paterson)
- Numbers (Rachel Ward)
- Noughts and Crosses (Malorie Blackman)

Effort Percentage:

Reading Extension Challenges

Once you have read a book, there are hundreds of different things you can do with it to help develop your knowledge and skills. Why not try one of these?

Reading tasks to get you thinking about what you've read...

- Write a 400 word review of the book's structure: how was the book ordered? How were the events organised? How did the organisation of the book intrigue you or make you feel at each stage? How did it make you want to read on?
- Pick a character and write a detailed evaluation of them: How do they look in your head? How do they sound? How do they feel? What's their personality like? How do they feel about different characters, situations and places?
- Pick a location from the text and write a detailed evaluation of it: what does it look like in your head? What is it like to be there? How do other characters feel about being there? How did it get to be there / look the way it does? How will it change in the future?
- Pick a moment that the story totally relies upon (i.e. without this moment, the story wouldn't exist or would collapse). Explain why it is so important: what are the consequences of this moment for individual characters? How does it link to other moments in the book? How does it move the story forward? What the book be like without it?
- Write a letter to the author: tell them what you thought of the novel and why.

Writing tasks to boost creativity and imagination...

- Write the next chapter to the book: what happens to the characters? Where do they go? How do they get there?
- Pick a moment from the text and tell it from another character's perspective: how do they view the event? How does it affect their lives and their thoughts?
- Use the book as inspiration: choose a theme, a place, a character, an emotion (etc) and write your own short story around it.
- Transform the text: turn the plot into a poem, a play, a news article, a diary entry, a film script or anything else you can think of!

One letter can make the biggest difference to the meaning. Make sure you learn these!

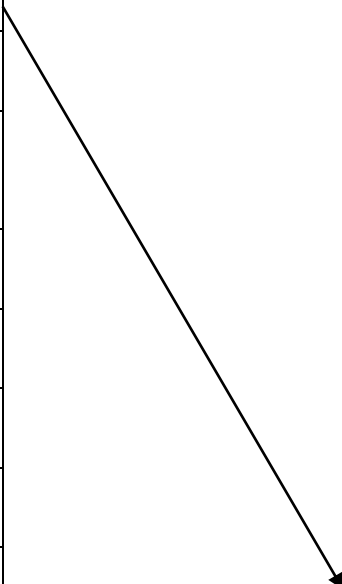
Task One: Commonly Mistaken Spellings



Exercise One: draw a line to match the definition to the correct word. One has been done to help you.

1. To go to the gym
2. Something you'd have to end a meal
3. An adjective used to describe something, somewhere or someone religious.
4. Not including
5. A place where rain rarely/never falls
6. To get rid of evil spirits
7. To be correct
8. A word used to describe material which is no longer complete
9. Garments
10. To consent to or recognise something
11. Material that has been woven
12. A social custom, practice or conventional act
13. To put letters on paper

A. Holy
B. Holey
C. Except
D. Accept
E. Dessert
F. Desert
G. Exorcise
H. Exercise
I. Rite
J. Right
K. Write
L. Clothes
M. Cloths



Exercise Two: choose the correct word for each situation by underlining it.

Score: / 12

- I will go to the gym to (exercise / exorcise) later. I will choose the (right/write/rite) equipment.
- After (exercising/exorcising), I can hardly draw breath but I want (dessert/desert)!
- It is important to wear the (rite / right/ write) (cloths / clothes).
- I have to (accept/except) that I'm not as fit as I was.
- At the weekend we visited a (holy / wholly/holey) well, where people performed a (holey/wholly/holy) (right/rite/write.)
- So which jumper do you want me to throw away? Is it this (holy/wholly/holey) one?

Score: / 11

Effort Percentage:



Task Two: Using Modal Verbs



Exercise One: read the information box below on modal verbs to refresh your memory.

Highlight six pieces of important information that you need to remember about using modal verbs.

<p>Modal verbs often they tell you whether something is possible, expected, necessary or likely. They usually change a sentence from being certain to less certain. For example:</p> <p>I do my homework after school → I <i>might</i> do my homework after school</p>	<p>There are five main pairs of modal verbs:</p> <p>Can Will Shall May Must Could Would Should Might Ought</p>
<p>We often see modal verbs used in conditional sentences. That means we use them to explain what might be the result of some other action. For example:</p> <p>If it is raining, I <i>might</i> do my homework after school.</p> <p>As long as I've got time, I <i>will</i> do my homework after school.</p> <p>Providing I can find it, I <i>shall</i> do my homework after school.</p>	<p>Starting conditional sentences...</p> <p>As long as...</p> <p>If...</p> <p>Providing that ...</p> <p>Unless ...</p>

Exercise Two: use an appropriate modal verb to fill the gaps in the sentences below.

1. You _____ curtsy or bow when you meet royalty. It's the rules.
2. I _____ do my homework on the night I get it, without fail!
3. Lucy _____ eat sweets once she's eaten her vegetables, if she wants.
4. Everyone _____ like to win the lottery, but it's not always possible.
5. Lucas _____ pass his exams, but only if he works hard enough.

Score: / 5

Exercise Three: the sentences below are conditional but the commas and modal verbs have been missed out. Correct them by putting a comma and an appropriate modal verb into the sentence.

1. As soon as I have enough money I _____ buy a new car.
2. If only my dog would stop barking I _____ get some sleep!
3. Providing that you get your forms in you _____ be considered for a place on the trip.
4. Unless you get your act together the Headteacher _____ expel you.

Score: / 4

Effort Percentage:



Task Three: Proofreading Punctuation



Exercise One: the letter below was found in a bottle on a beach. Unfortunately, the writer forgot to use any punctuation. Make it accurate by putting in the punctuation using the following:

1. Full stops, exclamation marks and question marks.
2. Capital letters
3. Commas
4. Ellipses
5. Semicolons.

they call me their slave that wretched sorcerer forces aches
and pains upon me my life is full of suffering and work it
wasn't always this way

before they came I was free and happy my mother
gave me the island she said that I would be a King i
welcomed them on to my island showed them where to
find water and berries i liked learning about the sun and the
moon and it seemed that they were my friends i only
wanted to have the girl as my Queen but that's when
things changed

this beautiful island has become a cage i used to love
the sounds of the island the humming voices the cliffs ringed
with yellow sands and sparkling seas that make this magical
peaceful atmosphere

but now I carry firewood for their fires now I use
their language now my heart is heavy

i don't want someone to save me i want to save
myself why won't they listen to me HELP ME



Task Four: Imperative vs Interrogative Sentence Types



An **imperative** statement is a command. It is a statement which gives an order.

An **interrogative** statement is a question statement. It is designed to obtain information.

Choosing the **right sentence type** is essential, as each one creates a specific tone.

Exercise One: use the words in the grid to fill in the gaps in the sentences. Label them as interrogatives or imperatives.

who	lie	when	speak	fold	why
wash	what	spread	where	how	pick

- _____ are you with?
- _____ those sheets properly.
- _____ down and relax.
- _____ are we leaving?
- _____ do you think that?
- _____ a side and just go with it.
- _____ do you intend to do that?
- _____ do you want for dinner?
- _____ your hands first!
- _____ the butter evenly.
- _____ when you are spoken to!
- _____ are you going on holiday?

Score: / 12

Exercise Two: decide whether the sentences below are interrogative or imperative, and comment on the effect they will have.

'Caliban, collect firewood!'	Interrogative <u>Imperative</u>	The reader will feel... <i>Pity for Caliban – he is just being told what to do and no one cares about him.</i>
'Miranda, will you marry me?'	Interrogative Imperative	The reader will feel...
'Create the tempest, Ariel!'	Interrogative Imperative	The reader will feel...
'Will my father know I am alive?'	Interrogative Imperative	The reader will feel...

Score: / 6

Effort Percentage:

Object = the
noun receiving
the verb

Task Five: Controlling the Subject, Verb and Object

Subject = the
noun doing
the verb.

Verb = the action word that shows what action is taking place

Exercise One: label the subject (s), verb (v) and object (o) in the sentences below. TIP: remember that the subject doesn't always come first. Use the example to help you.

S V O

Example: Michael saw his friend on the other side of the street.

1. The flowers were watered by the old lady.
2. The restaurant owner created his menu quickly.
3. The children were told off by their teacher.
4. The housewife cleaned the carpet enthusiastically.
5. Three friends were chased by a massive dog.

Score: / 5

Exercise Two: underline the subject, object and verb in each sentence below. Then rewrite the sentence so that the subject and object have been reversed. Remember to tweak the verb slightly.

1. Caleb washed all of the clothes. All of the clothes were washed by Caleb.
2. The Greeks invented the pizza. _____
3. Peter yelled at Caleb because he shrunk his coat _____
4. My dog was kept outside by my dad. _____
5. Freddy threw his cup on the floor. _____
6. The cat watched the mouse eagerly. _____
7. Jelly is set by the cold air in a fridge. _____
8. Oscar-dog was teased by the postman. _____
9. My face was burnt by the sun. _____
10. Julian was captured by the evil overlord. _____

Score: / 9

Effort Percentage:



Task Six: Using Multiple Quotes to Prove One Point



Exercise One: read the description, written by a shipwrecked man, about arriving on a desert island.

I woke up with the smile of the sun on me and the abundance of sand surrounding me. The sand was rough like glass paper and lying down on it stung your back like walking on hot coals. If the amount of sand on this island were rocks it would cover all of Africa twice! The water around the island was as clear as glass and blue like the sky, so the infinite depths of the sea were just a blink away. Fish small as rice grains flickered to and fro from the sandy beaches of the island to the cold gloomy depths of the sea.

From the beach, all there was to be seen was green leaves: sea green, grass green and bottle green. Birds of large stature were abundant on this island. The birds were distinguished easily as one type had bright orange and shiny blue feathers, while the other had a mixture of grey and black feathers, so when the light struck at different angles I saw the different coloured feathers. Rain fell suddenly on the island in a never-ending waterfall. It fell straight down onto the island, forcing away the sand as it fell. With the rain came the sweet smell of damp sand, mixed with the arising aroma of the salty sea, which created a feeling I had never encountered.

Exercise Two: a Year Eight student has analysed the extract and has inferred four thoughts that he had about the man's arrival on the island. Find two quotes to support each point and identify any language features. Use the example to help you.

Idea	Quotes	Language Feature(s)
He likes the island	'smile of the sun'	<i>Pathetic fallacy, metaphor</i>
	'sweet smell of damp sand'	<i>Sibilance, senses</i>
The island is exotic		
He is impressed by the island's magical qualities.		
He is worried about the size of the island.		

Effort Percentage:



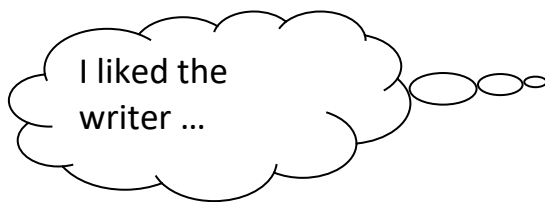
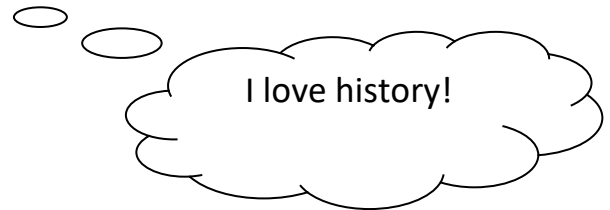
Independent Learning Projects



Complete these projects to extend your learning and gain CV points!

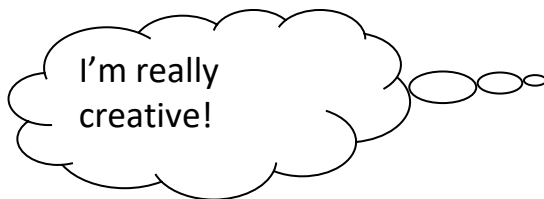
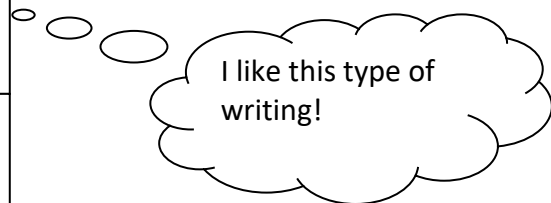
Choose one that suits your interest: if you want to, do more than one

Task One: Exploring Context <ul style="list-style-type: none"> Find out when the Gothic Period was. Create a timeline of important historical and scientific events in that time. 	Checked by:
	CV points



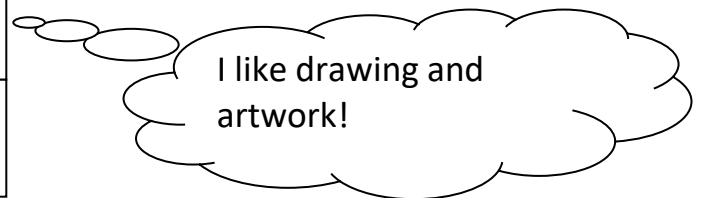
Task Two: Exploring Writers <ul style="list-style-type: none"> Find out some information about Susan Hill and her other books. Write a biography about her. 	Checked by:
	CV points

Task Three: Exploring the Genre <ul style="list-style-type: none"> Read three poems from the Gothic genre. Write a summary of what each one is about, using your own words. 	Checked by:
	CV points



Task Four: Text Transformations <ul style="list-style-type: none"> Choose a chapter/part of the story you've been studying. Rewrite it from a different character's perspective. 	Checked by:
	CV points

Task Five: Cartoon Versions <ul style="list-style-type: none"> Turn the text you have been studying into a comic book. Make sure you include all the main characters and events. 	Checked by:
	CV points



Task Six: Writing Creatively <ul style="list-style-type: none"> Write your own story that is based around a character who is creepy or unusual in some way. 	Checked by:
	CV points

Effort Percentage:



Task Seven: 'ie' and 'ei' spellings

LEARN

Exercise One: read the rules for ei/ie spellings. Highlight a few words in each box which you feel are important to know, learn or remember.

Rule One: a general rule is 'i' before 'e' except after 'c'. However, this is not a universal rule – there are exceptions...

Rule Two: if there is a "sh" sound in the word, the spelling generally includes an "ie".
For example: Ancient, sufficient,

Rule Three: The "i before e, except after c" rule does not apply if the ie is part of a suffix (eg: the plural of agency = agencies)



Rule Four: Words making an "ee" sound in them usually use "ie". For example: Priest, diesel

However, if the word makes an "ee" sound but it follows the letter "C", then the rule "i before e except after c" DOES apply. For example: pieces, perceived

Rule Five: if there is an "i", an "igh" or an "ay" sound in the word, then generally you use "ei". For example: height, eight.

Exercise Two: using the rules above, complete the following words using 'ie' or 'ei' correctly. For each one, state which rule (from exercise one) applies. Use the example to help you.

Example: My conscience is clear. (rule three)

- 1) Have you sufficient money for a taxi home?
- 2) My Aunt Susan fancys going to Crete for her holiday.
- 3) David can be vain. He is so concentrated.
- 4) My friend Tim is great at fencing. He wields a sword like a real professional.
- 5) Have you lied to me? I have been deceived!
- 6) My friend Lydia is moving to Tenerife at the end of the month. I am so jealous!
- 7) Make sure that you put diesel in the car, not petrol!
- 8) Oh no! The ceiling has just fallen down!

Score: / 16

Effort Percentage:

Adverbs describe
how a verb is done.

Task Eight: Developing Adverbs



Exercise One: a Year Eight student has written a description of what he did after school. He has used four different adverbs. You need to find them and highlight them.

I sat on the beach, watching the waves roll slowly towards the shore. I got up and picked up my surfboard. I had been looking forward to this all day. At school, time had progressed tediously and I had been counting down the hours until I could surf.

As I paddled out, I saw lot of other surfers who were older than me. Some were happy but others were talking grumpily to each other; they were discussing who should be in the water that night, and who shouldn't be. I started paddling more quickly... I was going to have my fun!

Score: / 4

Exercise Two: using the adverbs you highlighted in exercise one, complete this table.

Be careful to match the adverb to the appropriate possible synonyms.

Adverb	What it describes (i.e. what verb or action?)	Possible Synonyms
		lazily, gradually, progressively
		monotonously, drearily
		irritably, petulantly, tetchily
		hastily, speedily, swiftly

Score: / 8

Exercise Three: fill the gaps in the extract with appropriate synonyms for the original adverbs.

I sat on the beach, watching the waves roll _____ towards the shore. I got up and picked up my surfboard. I had been looking forward to this all day. At school, time had progressed _____ and I had been counting down the hours until I could surf.


As I paddled out, I saw lot of other surfers who were older than me. Some were happy, but others were talking _____ to each other; they were discussing who should be in the water that night, and who shouldn't be. I started paddling more _____, I was going to have my fun!

Score: / 5

Effort Percentage:

Task Nine: Revising Commas

Exercise One: read the rules for using commas in the speech bubbles. Highlight three words from each bubble that you feel are important to remember.



Commas **separate direct speech** from non-speech.
Eg: I shouted, "Come here!"

Commas **separate dependent clauses** from main clauses, especially when the dependent clause has been moved to the front of the sentence.
Eg: Despite my anger, I was able to speak to my students quietly.

Commas **separate question phrases** from main clauses.
Eg: I love peas, don't you?

Exercise Two: using the rules above, put the commas in the correct places in the sentences below.

1. "I have been walking for miles" he said.
2. He exclaimed "What a nightmare journey!"
3. "Air travel is so exciting" she enthused.
4. A train journey has a special appeal doesn't it?
5. I prefer to travel by balloon don't you?
6. It would be better to take a helicopter don't you think?
7. They were perfectly happy until the water pump broke.
8. When he bruised his ankle walking became very difficult.
9. As they drove along they caught sight of the volcano.

Score: / 9

Exercise Three: using the rules above, put the commas in the correct places in the sentences below.

Despite the forecast of rain we went hiking last weekend. It was the first time that we had been to this mountain range for many months mostly due to illness and my mother was keen to do as much of it as possible. "Get up" she shouted up the stairs on Saturday morning "The best time to hike is before lunch don't you think?"

Score: / 6

Effort Percentage:

Dependent means that it relies on something else to make sense. In this case, they need the main clause.

Dependent clauses don't make sense alone.

Task Ten: Varying your Dependent Clauses



Dependent clauses can go anywhere in a sentence. Commas separate them from the main clause.

Dependent clauses add detail and often follow connectives.

Exercise One: highlight the dependent clauses in the following sentences.

Example: I am going to eat a banana, if I can find one anywhere.

1. Although it was late, he waited patiently for the last bus.
2. The car, which was on its last legs, ground to a halt.
3. Simon, who had completed his assignment, waited at the bus stop.
4. The questionnaire is blank so you can fill it in on your own.
5. As long as we were sitting down, I felt cold.
6. I caught a cold, which destroyed my focus, right before my exams.
7. As the chemicals mix, the oxygen is released.
8. The sunlight, bursting through the window, woke Jim up.
9. Laughing like a drain, Jim sat up.
10. The car, smashed-in at the back, made it to the finishing line.

Score: /10

Exercise Two: these sentences have dependent clauses which haven't been marked. Put the commas in the right place.

1. As I opened my eyes the countdown clock started ticking away.
2. I pushed forward edging my skis over the lip of the start line because I was so eager to start the race.
3. The wind icy and bracing slammed against my skin as I rocketed down the slope
4. When the cheers surrounded me I knew I had won!



Score: /4

Effort Percentage:

Pronouns represent people, places or things.

Task Eleven: Understanding Indefinite Pronouns

Indefinite pronouns are used for **vague / unspecified nouns**.

Some Any Few
Several Most More



Each Nobody Somebody
Everybody Anywhere
No-one Either Neither

Exercise One: highlight the indefinite pronouns in the famous quotes below.

1. "For many are called, but few are chosen." (Bible, Matthew 22.14)
2. "You can fool all the people some of the time; you can fool some of the people all the time; but you can't fool all the people all the time." (Abraham Lincoln, May 29, 1856)
3. "No one wants to hear about my sciatica." (Bart Simpson, The Simpsons)
4. "I will not dance on anyone's grave." (Bart Simpson, The Simpsons)

Score: /4

Exercise Two: use the indefinite pronouns from the top of the page to fill the gaps below.

1. _____ of the walkers have been seen since ten o'clock this morning.
2. _____ can only be expected to do his or her best.
3. _____ of the seven teams has to play four games in the first round.
4. _____ will care if I show up to the party or not.
5. I haven't seen my English book _____ .
6. _____ people replied to my email but there are still a _____ who haven't.

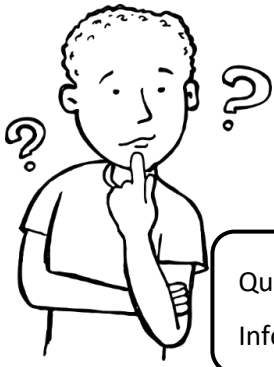
Score: /7

Exercise Three: the indefinite pronouns in these sentences are incorrect. Highlight and correct them.

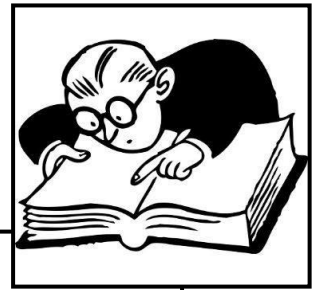
1. I can't find my shoes anybody.
2. Miss Hubert has collected in any of the forms, but still has one or two to get from 10B.
3. There are any areas that I need to improve: attendance, punctuality, effort and ambition.
4. Somebody has seen Lucy this week. She hasn't been to each of her friends' houses.

Score: /4

Effort Percentage:



Task Twelve: Developing Inferred Meanings



Quotes = parts of the text that students **pick out** to prove a point.

Inferences = **reading between the lines** to see what's not said but is still true

Exercise One: read the passage below

It was perfect sleeping weather, cool enough to need a bag but warm enough that you could sleep in your underwear, and I was looking forward to a long night's snooze - indeed I was enjoying a long night's snooze--when, at some indeterminate dark hour, there was a sound nearby that made my eyes fly open. The sweeping winds crackled through the forest canopy and bounced off the sides of my tent. It was as if the forest was talking to me. Suddenly, there is was again – the sound that made my spine tingle...

Exercise Two: look at the quotes below. For each one:

- Identify the language feature used
- The correct inference – there could be more than one correct inference for each quote.
- Justify your choice of inference by selecting key words from the quote.

Example: 'It was perfect sleeping weather'

a. Adjective	<input checked="" type="checkbox"/>	b. Alliteration	<input type="checkbox"/>	c. Hyperbole	<input type="checkbox"/>
a. The character was happy on the island.	<input checked="" type="checkbox"/>	b. Everything was peaceful.	<input checked="" type="checkbox"/>	c. The weather was alright.	<input type="checkbox"/>

The key words from the quote are: 'perfect' as it means that everything is calm and content. This makes it seem happy.

1. 'a sound nearby that made my eyes fly open.'

a. Personification	<input type="checkbox"/>	b. Imagery	<input type="checkbox"/>	c. Hyperbole	<input type="checkbox"/>
a. The character was aware of his surroundings.	<input type="checkbox"/>	b. The character was startled.	<input type="checkbox"/>	c. The place was dangerous	<input type="checkbox"/>

The key words from the quote are:

2. 'The sweeping winds crackled through the forest canopy'

a. Metaphor	<input type="checkbox"/>	b. Alliteration	<input type="checkbox"/>	c. Onomatopoeia	<input type="checkbox"/>
a. The character was afraid.	<input type="checkbox"/>	b. The place was dangerous at night.	<input type="checkbox"/>	c. The atmosphere was eerie.	<input type="checkbox"/>

The key words from the quote are:

Score: / 4

Effort Percentage:



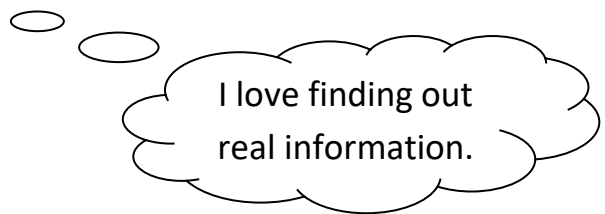
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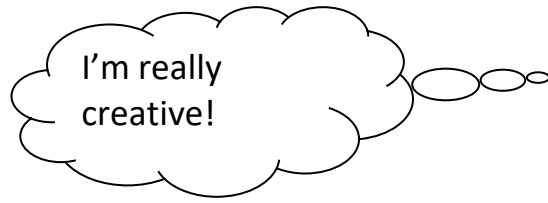
Choose one that suits your interests: if you want to, do more than one!

Task One: Exploring Context <ul style="list-style-type: none"> • Research Wilkie Collins and 'The Woman in White'. • Make a poster of the similarities and differences between the two authors and books. 	Checked by:
	CV points



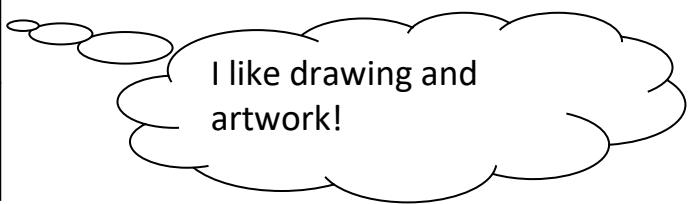
Task Two: Exploring Writers <ul style="list-style-type: none"> • Read another book written by the writer you've studied. • Write a review of it, picking out what you liked and what you did not. 	Checked by:
	CV points

Task Three: Exploring the Genre <ul style="list-style-type: none"> • Find and read another gothic novel. • Compare it to the text that you've read this term. 	Checked by:
	CV points



Task Four: Text Transformations <ul style="list-style-type: none"> • Write the next chapter to the story you have just read in class. • Consider what would logically happen next. 	Checked by:
	CV points

Task Five: Arty Interpretations <ul style="list-style-type: none"> • Imagine your text was going to be turned into a new film. Create a DVD cover for the box. • Make sure you include all the relevant characters and information. 	Checked by:
	CV points

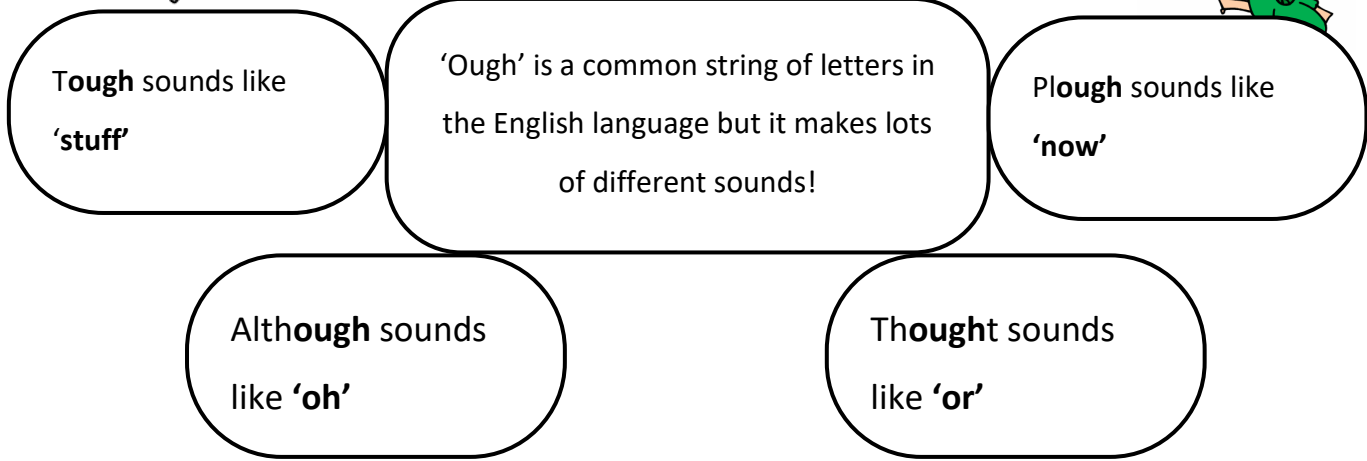
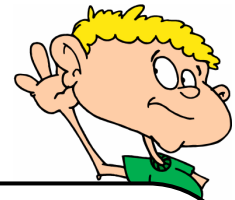


Task Six: Writing Creatively <ul style="list-style-type: none"> • Pick a character from the novel who is not a main character. • Write a chapter to add to the novel, focusing on them and their perspective or ideas. 	Checked by:
	CV points

Effort Percentage:



Task Thirteen: 'Ough' Spellings



Exercise One: complete the following tasks in the table below...

1. Highlight the 'ough' letter string in each word
2. Copy the spelling exactly
3. Cover the first two columns and try to spell it independently
4. Check you can do it properly by spelling the word independently one more time.

Score: /13

Highlight	Copy	Cover	Check
1. Bought			
2. Through			
3. Thorough			
4. Thought			
5. Tough			
6. Ought			
7. Enough			
8. Trough			
9. Bough			
10. Nought			
11. Drought			
12. Although			
13. Though			

Exercise Two: use five colours to put the words into groups based on the sound the letter string creates (see the top of the page).

Score: /5

Effort Percentage:

Remember:
adjectives describe

Task Fourteen: Developing Adjectives



Exercise One: below there is a collection of adventurous adjectives. Match the basic adjectives to suit the synonyms and write it in the correct 'basic adjective' box. One has already been done to help you.

Basic Adjective	Adventurous Adjective	Basic Adjective	Adventurous Adjective	Basic Adjective	Adventurous Adjective
Funny	entertaining		lanky		attractive
	comical		lofty		delightful
	hilarious		soaring		gorgeous
	witty		towering		alluring

Basic Adjective	Adventurous Adjective	Basic Adjective	Adventurous Adjective
	creepy		bumpy
	eerie		tough
	terrifying		rocky
	unnerving		rugged

Basic Adjective Options

Funny

Rough

Scary

Beautiful

Tall

Score: / 5

Exercise Two: use the adventurous adjectives from exercise one to fill the gaps in these sentences. You will need to make sure that they make sense in the sentence!

- The old house on the hill is really _____. I can hardly look at it without panicking!
- My uncle Ian is absolutely _____; he really cracks me up sometimes.
- Models are always so _____; they remind me of giraffes!
- The beaches in Cornwall are so _____ - even in real life they look like paintings.
- Your driveway is so _____ that my car's exhaust just fell off.
- Caves are _____ because you can't see what's there. I always feel on edge.
- The barn is so _____ to allow us to stack bales really high.
- Oh! What _____ weather we are having!
- I like having _____ friends. They always make my day better.

Score: / 9

Effort Percentage:



Task Fifteen: Using Colons

Appropriately

Colons introduce information that **does not make sense** alone!

Use a colon to introduce **lists, quotations** or **simple definitions**.

How do you know if it's been used correctly?

There should be a complete clause (that makes sense alone) on one side of the colon. The words on the other side of the colon should:

- a) Not make sense alone
- b) Link very firmly to the information on the other side of the colon.

Exercise One: the colons below are in the wrong places. Highlight the incorrect colon and put it in the correct place.

- 1) Mum is going to the shops to buy the ingredients for my cake eggs: butter, sugar and honey.
- 2) Only one quality really is important: to me loyalty.
- 3) An alien a being: that is not from Earth.
- 4) Churchill uttered the world's most inspiring words: during WW2: 'We shall not surrender'.
- 5) I have never seen such: chaos traffic everywhere, burst water-mains, children crying!
- 6) Lawyers, it is said, only want one: thing money.
- 7) Dogs man's best: friend.

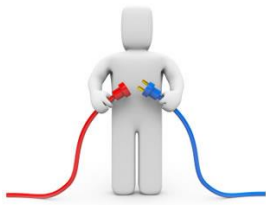
Score: / 7

Exercise Two: the sentences below need colons but they have not been used. Correct the sentences by putting the colon in the correct place.

- 1) Bill caught three fishes a tench, a carp and a minnow.
- 2) Elephant (noun) a large grey mammal found in Africa and India.
- 3) I'll tell you what I'm going to do quit!
- 4) Here's what I found in this pocket a comb, a pen and a tie.
- 5) In Macbeth, the witches say lots of nonsense phrases "Hubble Bubble".
- 6) For Christmas, I would like the following items a bike, a PSP and a kitten.
- 7) When she switches the light off, Mum always says the same thing "Go to sleep or else!"
- 8) A the first letter in the alphabet.
- 9) My English teacher gave the best advice "Work hard!"

Score: / 9

Effort Percentage:



Task Sixteen: Developing Ideas with Connectives

Connectives
link ideas
together. They
also allow you
to add detail.

Exercise One: there are five main types of connectives. Read the lists below and highlight the connectives you use on a regular basis.

TIME	QUALIFYING	ADDING	COMPARISON	EFFECT: tell us
Shows when something happened.	Linking changes to their cause	Give us more information	Compares something to something else	WHY something happened
<ul style="list-style-type: none">➤ Subsequently➤ Meanwhile➤ During➤ Before➤ Finally➤ Firstly➤ After	<ul style="list-style-type: none">➤ Consequently➤ As a result➤ Therefore➤ Because➤ Since➤ So➤ As	<ul style="list-style-type: none">➤ Besides which➤ Furthermore➤ Additionally➤ In addition➤ Moreover➤ As well as➤ Also➤ And	<ul style="list-style-type: none">➤ Nevertheless➤ Despite this➤ In spite of➤ However➤ Whereas➤ Similarly	<ul style="list-style-type: none">➤ Whenever➤ Whether➤ Which➤ Unless➤ Then➤ Or➤ If

Exercise Two: the following sentences have statements that link but no connectives have been used. Rewrite them so that connectives link the statements together in the right way.

Example: The table soon fell apart, the screws that they had used were far too short!

The table soon fell apart **as** the screws that they had used were far too short! (Q)

1. The man had stopped shouting, he was still extremely angry.

2. Three long months passed, still there was no sign of rain.

3. My mother went into the supermarket to get peas, my dad parked the car.

4. Your attitude isn't good enough. You don't show enough respect.

5. Sue's daughter had a high temperature, she took her to the doctor.

Score: / 5

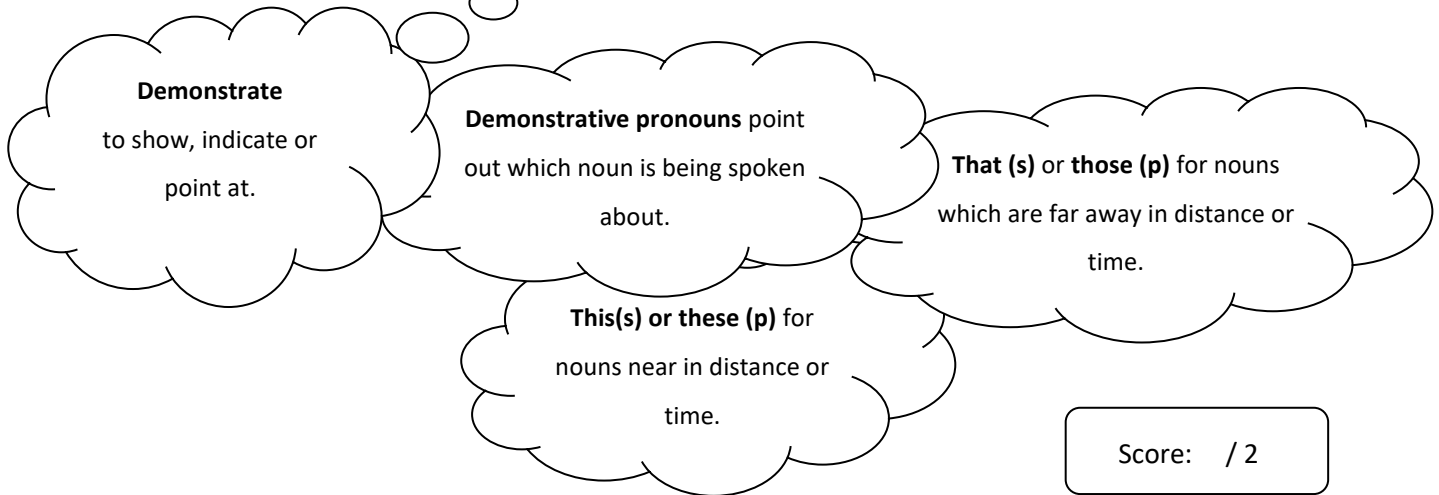
Effort Percentage:



Task Seventeen: Demonstrative



Pronouns



Exercise One: read the four thought bubbles above. Highlight the two words from each bubble that you feel are important to know or pay attention to.

Exercise Two: the statements below all contain demonstrative pronouns. Highlight the pronoun and then the box to say whether the noun is close or far away in terms of time/distance and whether it's singular or plural.

a) This tastes good.	Far away	Close	Singular	Plural
b) Have you see these?	Far away	Close	Singular	Plural
c) Do you like those?	Far away	Close	Singular	Plural
d) That is beautiful.	Far away	Close	Singular	Plural
e) Those cakes are delicious!	Far away	Close	Singular	Plural
f) That is the best thing I've ever seen.	Far away	Close	Singular	Plural
g) These are the worst curtains in the house.	Far away	Close	Singular	Plural
h) These boys play rugby really well.	Far away	Close	Singular	Plural

Score: / 2

Exercise Three: put the appropriate demonstrative pronouns into the gaps below.

Score: / 4

- I would like a piece of _____ cake on the shelf over there.
- Mmmmm, _____ chicken is delicious. I am so happy to be eating it!
- There is so much selection but _____ shoes, the blue ones, over there, are the best.
- _____ pens are useless. They've smudged my pretty drawing!

Effort Percentage:



Task Eighteen: How is Meaning Created?



'Meaning' is what a piece of text tells, or suggests, to you. In other words, you have to think about how the words or phrases make you feel, or what they make you think about?

Extract from 'A Case of Murder'

So he took Daddy's stick and he hit the cat.
Then quick as a sudden crack in glass
It hissed, black flash, to a hiding place
In the dust and dark beneath the couch,

And he followed the grin on his new-made face,
A wide-eyed, frightened snarl of a grin,
And he took the stick and he thrust it in,
Hard and quick in the furry dark.
The black fur squealed and he felt his skin
Prickle with sparks of dry delight.
Then the cat again came into sight,
Shot for the door that wasn't quite shut,
But the boy, quick too, slammed fast the door:

Exercise One: read the extract from 'A Case of Murder' by Vernon Scannell and answer the questions below. Circle the correct answer.

- 1. What emotions does the boy feel?**
a. Pride b. Happiness c. Anger
- 2. What emotions does the reader feel for the boy?**
b. Sadness b. Pride c. Dislike
- 3. What emotions does the reader feel for the cat?**
c. Anger b. Sadness c. Relief

Exercise Two: Pick three different emotions from anywhere in the poem and complete the table below. Use the emotions from **Exercise One** to help you.

Emotion	Quote	Language Feature(s) & Meaning
EG: The boy feels pride.	'the grin on his new-made face'	Imagery = implies he's pleased with himself for attacking the cat; the grin suggests he's smug.

Score: / 12

Effort Percentage:



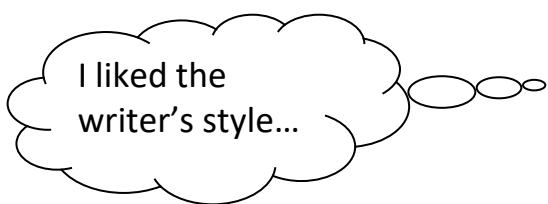
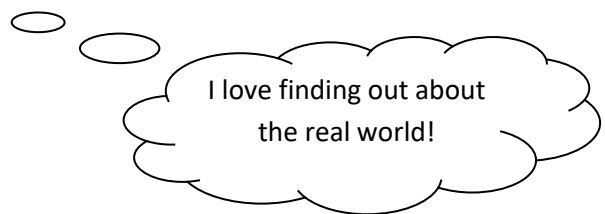
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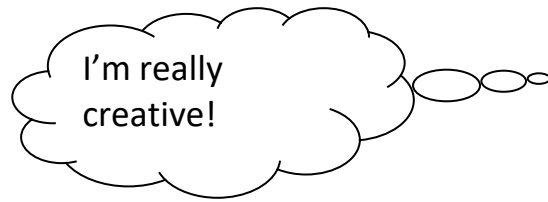
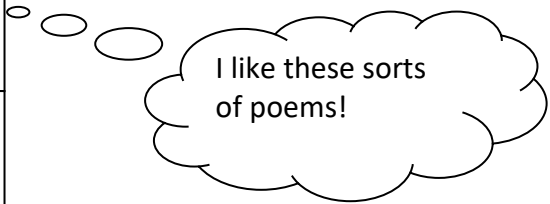
Choose one that suits your interests: if you want to, do more than one!

Task One: Exploring Context <ul style="list-style-type: none"> Make a list of the themes that you have studied in poems this term. Find and read current news stories that relate to that theme. Make a scrapbook of the stories. 	Checked by:
	CV points



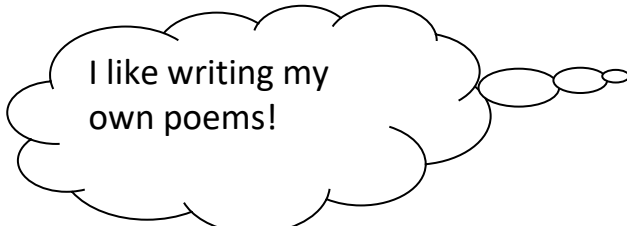
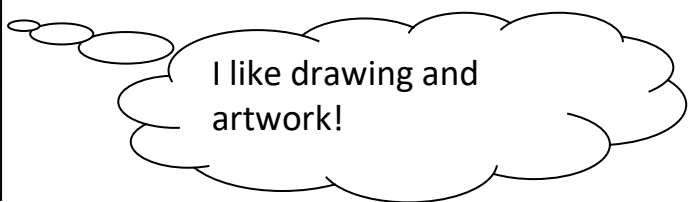
Task Two: Exploring Writers <ul style="list-style-type: none"> Research William Blake's life in more detail. Create an illustrated fact-file to present your findings. 	Checked by:
	CV points

Task Three: Exploring the Genre <ul style="list-style-type: none"> Research two modern poems about a theme you have studied (I.e. power) Create a poster to compare their similarities and differences. 	Checked by:
	CV points



Task Four: Text Transformations <ul style="list-style-type: none"> Take a poem and rewrite it from another character's perspective. 	Checked by:
	CV points

Task Five: Arty Interpretations <ul style="list-style-type: none"> Use one of the poems we've studied and create your own modern illustrations in the style of William Blake. 	Checked by:
	CV points



Task Six: Writing Creatively <ul style="list-style-type: none"> Use a theme you have studied in class as a basis for your own poem(s). Consider the language and structure you use. 	Checked by:
	CV points

Effort Percentage:

Task Nineteen: Adding Suffixes

to 'fer' Words

Suffix

letters added to the end of the root word.

When I add a suffix to a word with an 'fer' ending, I always get confused. Do I add an extra 'r' or not?



It depends on how you pronounce the word after you've added the suffix.

1. If you pronounce the 'fer' strongly, use a double r.
2. If you don't pronounce the 'fer' strongly, use one 'r'

Exercise One: read the speech bubbles above. Use them to help you answer these questions.

1. What is a suffix?

2. When should you use two 'r's when changing an 'fer' word?

3. When should you use one 'r' when changing an 'fer' word?

Score: / 3

Exercise Two: read these words aloud and circle the correct spelling.

Use the rules above to help you. Then create a definition for each word.

Score: / 9

Example: Difference / difference a quality which makes one thing unlike another thing

1. Preference / Preference _____
2. Transferring / Transferring _____
3. Conferring / Confering _____
4. Inference / Inference _____
5. Offerring / Offering _____
6. Reference / Reference _____
7. Deference / Deference _____
8. Suffering / Sufferring _____
9. Buffering / Bufferring _____

Effort Percentage: _____

Task Twenty: Formal and Informal Vocabulary



Dear Sir/Madam...
 Dear Potential Customer...
 Dear fellow citizen...
 Dear friend...
 Mon ami...
 Hey you gorgeous thing, you...
 Dude...

Formal vocabulary is used for professional situations, whereas informal vocabulary is used for more relaxed, friendly situations.

You may see formal vocabulary on official letters and documents (such as CVs, job applications or in newspapers), on websites or other publicity texts. You would also be expected to use formal vocabulary in professional or serious conversations.

Informal vocabulary, on the other hand, would be found in emails or on social media. It is also used more in conversation between friends.

Informal Words	Formal Words
Eat	consume

Exercise One: the box below contains pairs of formal and informal words, both are ways of expressing the same idea but they are muddled.

Put the words into the table, matching them to their meaning pair.

eat distinguishing marks,
 sweets dwelling pay
 endorse ~~consume~~ superior reside
 drinks scars hide beverages house
 request ask sign on the back
 remuneration boss conceal live
 confectionery

Exercise Two: rewrite these sentences so that they are more formal.

- I need to eat some cheese. _____
- My boss lives next door to me. _____
- She asked for the bill ten minutes ago. _____

Score: / 3

Exercise Three: rewrite these sentences so that they are more informal.

- I fully endorse your job application, sir. _____
- Kerry demanded remuneration for her labour. _____
- Would you like to reside in my dwelling for a week or two? _____

Score: / 3

Effort Percentage:



Task Twenty-One: Developing Colon Use



Colons can be used to emphasise one word or idea in a sentence.

When you read the sentence, you would pause slightly on the colon so that it is clear what you want to emphasise. This is a good way to check your punctuation is correct .

Exercise One: put the colon in the right place in the sentences below, so that emphasis is placed on an important word or phrase. Use the example to help you.

Example: There is only one word I can use to describe that; fabulous!

1. There can be only one reason for this problem Pete.
2. He only had one thing in life that he loved football.
3. Flossie had thought of one thing in the last hour bed.

Score: / 3

Exercise Two: each of the sentences below has a colon in it but it has been used for a different reason. First, highlight the colon and then identify the reason it has been used by labelling the sentence L (list), D (definition), E (emphasis) or Q (quotation). Use the example and task 15 to help you.

Eg: There are many ways to make money: sell a kidney, rob a bank or invent something. (L)

1. There is one thing I hate: injustice.
2. My dad always gave me advice: "Be good and Santa will visit!"
3. Cat (noun): a feline creature which appears frequently on the internet doing silly things.
4. There is only one way to success: hard work.
5. Grapes: nature's Malteasers.

Score: / 5

Exercise Three: put colons into the correct places in these sentences.

1. When considering the debate over eating meat, I agree with the commonly held view vegetables have more life.
2. Now carry out the following turn the lid to the left, press the blue button and run.
3. The poem touches upon our common experience "Life and love are hard, take care the way you play each card."
4. When the police searched the body they found an amazing selection of curiosities two lizards, a red jelly, a jar of Marmite and some chewing gum.

Score: / 4

Effort Percentage:

Task Twenty-Two: Connectives for Contrasting Ideas

Connectives are words which link sentences and ideas

They show your ideas and help your reader to understand you

Contrasting ideas are ones which are dramatically different from one another.

Like this guy... he's really different to the rest of us.

Exercise One: read the information on how to use specific connectives below and highlight five words from each box that you feel are important.

<p>'But' and 'However'</p> <ul style="list-style-type: none"> • 'But' is less formal than 'however'. • However can be used at the start of a sentence; 'but' can only be used in the middle of a sentence. • Don't use 'however' after a comma. 	<p>'Although' and 'Even Though'</p> <ul style="list-style-type: none"> • Both need to be followed by a subject and a verb. • They can be used in the same way. 	<p>'Despite' and 'In spite of'</p> <ul style="list-style-type: none"> • They can be used in the same way. • They are followed by a noun or the -ing form of a verb.
---	---	--

Exercise Two: using the rules from exercise one, circle the correct connective for each of the sentences below.

1. We called her five times, _____ she didn't pick up. (but / however)
2. I really liked the film _____ it got bad reviews. (however / even though)
3. He became an actor _____ the fact that his parents hated the theatre. (despite / although)
4. The disease is spreading _____ the efforts to stop it. (in spite of / but)
5. The students are working hard in class; _____ their homework is still shockingly bad. (despite / however)
6. I'm still coming to the cinema _____ my mum has told me I can't. (but / even though)
7. _____ your lack of trust in me, I will make sure the kids stay safe. (although / in spite of)
8. _____ it's covered in green fuzz, I am still going to eat this cheese. (however / although)

Score: / 8

Effort Percentage:

Task Twenty-Three: Using Relative Pronouns (who, which, where, whose, that)

Exercise One: highlight two words in each box that you feel are important to know or remember.

Pronouns represent nouns.

Relative means to be related to something.

A relative pronoun links comments about nouns in the main clause, so it is clear who/what is being spoken about.



Where = additional information linking to a place or location.

Which = additional information that isn't essential to the sentence

Whose = when the referenced noun owns something.

Who = additional detail that refers to a person.

That = additional information that is essential to the main sentence.

Exercise Two: complete the sentences by choosing the correct relative pronoun from the brackets. Write the correct word in the gap.

1. Peter's parents, _____ are retired now, live in Italy. (who/which)
2. There is a poem in this book _____ you might like. (where/which)
3. Could you please tell me _____ you live? (who/where)
4. Mum told me _____ dress she liked the best. (where/which)
5. People _____ live in glass houses shouldn't throw stones. (who/which)
6. _____ do you like better, apples or pears? (where/which)

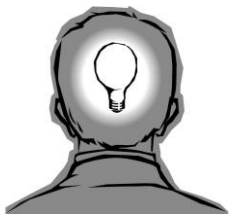
Score: / 6

Exercise Three: choose a the correct relative pronoun from exercise one to complete these sentences.

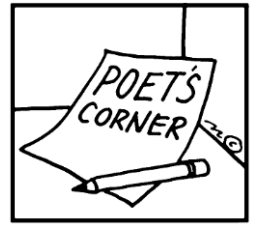
1. Terry, _____ wife is a teacher, drives a red car.
2. Dublin, a city _____ many go for stag/hen parties, is famous for Guinness and pubs.
3. This shoe _____ I found in the gutter is probably riddled with germs.
4. My pen, _____ was given to me by my uncle, is red.
5. Miss Fathom, _____ is actually a vicious dinosaur, really hates me.
6. The head teacher, _____ office is down that way, would like to see you now.

Score: / 6

Effort Percentage:



Task Twenty-Four: Exploring Poetry



Exercise One: a teacher is telling their class how to examine poetic techniques. They have missed out some of the words from their instructions. Use the words in the box to fill the gaps in their sentences.

infer	imagine	understand	why	identify	patterns	quotes
sound	different	affect	language	structural	meaning	turning points

First, you must _____ what the poet is trying to tell you. Then, you might _____ some poetic _____. These can be used as _____ in a PEE paragraph. You will need to _____ the _____ from them. Once you've done that, you can talk about the how they make the character or scene _____ and how the reader might _____ things. You need to say _____ the poet might want these things to happen. Then it's time to look for any _____ or _____ in the text and explain how they _____ the way the poet presents their ideas, characters or settings. This is called _____ analysis and is _____ to analysing language.

Score: / 14

Language = similes, imagery, metaphors, adjectives, verbs, symbolism, alliteration,, personification...

Structure = patterns, changes, rhyme, rhythm, turning

Exercise Two: Read the poem on the right. List four things you learn about the speaker in the poem. The first one has been done for you.

1.	<i>The speaker was utterly feeble and weak</i>
2.	
3.	
4.	
5.	

Eight years gone but I wish it was more,
 'Cause looking back now it seems like less,
 All those years that I thought I was strong,
 I was utterly feeble and weak,
 If I had freed myself from the curse long ago,
 I could be the person you will now never know,
 If only I could steal away the hope you sow,
 I could have all I need to be able to grow,
 I try to always do what is right,
 But even so I am always wrong,
 The journey to salvation's too far,
 So best make do with all that is near,
 If only I was not cursed with wretched regret,
 I could put all of it behind me and forget,
 If only I could find a way out of your debt,
 I'd gain my freedom from a life of toil and sweat.

Score: / 4

percentage:



Independent Learning Projects



Complete these projects to extend your learning and gain CV points!

Choose one that suits your interests: if you want to, do more than one!

Task One: Exploring Context <ul style="list-style-type: none"> Find out who the current 'Poet Laureate' is and research them and their work. Write a biography about them and their poetry. 	Checked by:
	CV points

I love finding out about real life!

I liked the writer's style...

Task Two: Exploring Writers <ul style="list-style-type: none"> Research five famous British poets from the 20th century. Create top trump cards for them and their poems. 	Checked by:
	CV points

Task Three: Exploring the Genre <ul style="list-style-type: none"> Find four poems about 'nature' that were written before 1900. Print them out and create your own annotations of them. Pick out the meaning as well as language and structural features. 	Checked by:
	CV points

I like crime stories!

I'm really creative!

Task Four: Text Transformations <ul style="list-style-type: none"> Take a poem that you've studied and change its form (eg: to a diary entry or a newspaper article) 	Checked by:
	CV points

Task Five: Cartoon Versions <ul style="list-style-type: none"> Pick a a poem we have studied and create a cartoon based around it. Keep their emotion and message the same as in the poem. 	Checked by:
	CV points

I like drawing and artwork!

I like writing my own poems!

Task Six: Writing Creatively <ul style="list-style-type: none"> Choose an emotion from one of the poems we have studied and use it as the basis for your own poems. 	Checked by:
	CV points

Effort Percentage:



Task Twenty-Five: Confusing Letters

(-er, -or, -ar)

Spelling is
~~difficult~~
~~challenging~~
hard.

Exercise One: use three colours to identify words with –er endings, –or endings and –ar endings.

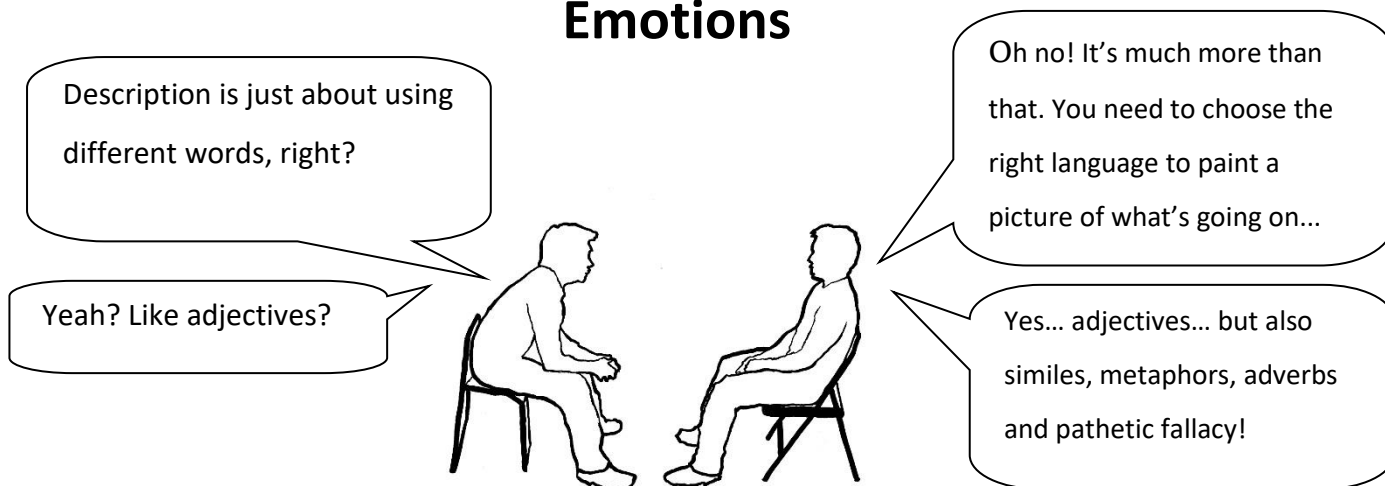
Exercise Two: create definitions for each word. Use the example to help you.

Exercise Three: create a mnemonic for each word to help you remember how to spell them.

Word	Definition	Mnemonic
Vinegar	An acidic liquid that you put on chips.	V ery I nfirm N ice E lderly G rannies A te R ice
1. Professor		
2. Prisoner		
3. Peculiar		
4. Foreigner		
5. Calendar		
6. Escalator		
7. Collar		
8. Successor		
9. Skyscraper		
10. Proprietor		
11. Jeweller		

Score: / 22

Task Twenty-Six: Describing Emotions



Exercise One: read the speech bubbles above. Highlight ten words from the conversation that you feel are important to know or remember.

Exercise Two: the box contains examples of all of the descriptive devices discussed in the conversation above. Label them appropriately: adjectives (adj), similes (s), metaphors (m), adverbs (adv) and pathetic fallacy (pf).

a) Her eyes were black holes.	b) Darkly	c) Rain began falling in solid droplets
d) The clouds began to gather.	e) She spoke as a newborn deer walks – jolting and unstable.	f) Her hands gripped the bar like a child grips its mother.
g) Beautiful	h) The sun shone down across the valley.	i) Edgily
j) Gently	k) Sharp	l) Tormented
m) Her mouth was a zip, sealed and tense.	n) His smile radiated sunbeams around the room.	o) Like a bear, he hugged her close to his chest.

Score: / 15

Exercise Two: each of the descriptive devices above describes one of the emotions

below. Put the letter in the right column to show where it belongs. One has been done to help you.

Scared	Happy	Sad
		A

Score: / 15

Effort Percentage:

Task Twenty–Seven: Using Semicolons

Exercise One: read the information below and highlight ten words which you feel are important.

Option One: to link related sentences

Option Two: in a
descriptive list

“ I gnaw on old car tires; it strengthens my jaw so I’ll be better conditioned for bear combat. ”

Use a semicolon when you want to form a bond between two statements, typically when they are related to or contrast with one another. In the example above, the relationship between gnawing on tires and combatting bears is strengthened by using a semicolon.



Use a semicolon when describing the items in a list. For example: I love ice-cream: delicious mint choc-chip; luxurious chocolate; smooth vanilla and zesty lemon!



Score: / 10

Exercise Two: answer these questions about semicolons using your own words.

1. How many ways are there to use a semicolon? _____
2. What sort of list uses semicolons? _____
3. How do you know which sentences to link together with a semicolon?

Score: / 3

Exercise Three: put the semicolons in the correct place in the sentences below. Use the example to help you.

Example: There was going to be a pond; it would have fish and frogs in it.

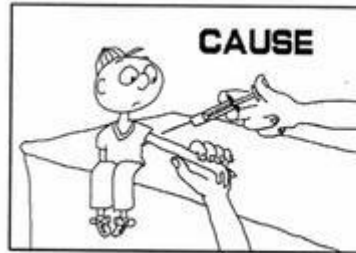
- 1) The girls looked magnificent. Their hair glittered and cascaded across their shoulders jewellery glinted in the moonlight dresses swooshed majestically across the dance floor.
- 2) The wedding was perfect: gloriously warm sunshine beautiful bride mouth-watering food and tinkling music.
- 3) I heard the doorbell ringing it had an unusual quality to it.
- 4) Dead bluebottles were everywhere they looked like scattered pieces of blackened lava.
- 5) Never before had I seen such luscious and expansive countryside such an endless sky such peaceful and tranquil creatures.

Score: / 5

Effort Percentage:

Task Twenty-Eight: Connectives for Cause and Effect

Cause = the action which causes a change.



Effect = the consequences of the change.

Exercise One: highlight the connectives in each of the sentences below. Use the example to help you.

Example: I wanted to go to the beach because the weather was gorgeous.

- 1) As a result of my laziness, I failed all of my exams.
- 2) Lucille hasn't turned up today. Therefore, I will not be putting her on the trip.
- 3) The bus is late again, thus I am late again.
- 4) His eyes hurt and consequently he was unable to attend school.
- 5) My food is cold due to my oven breaking.

Score: / 5

Score: / 5

Exercise Two: for each of the sentences above, label the cause (c) and the effect (e).

Exercise Three: label the cause (c) and effect (e) in each of the sentences below. Then, fill the gap with an appropriate connective from exercise one. Use the example to help you.

E

C

Example: The room was hot **due to** the sun's intense rays coming in through the windows.

1. I didn't see my mum last night _____ her flight being delayed.
2. _____ of poor weather, the traffic has built up on the M4.
3. The surf was amazing last night; _____ I spent all of it at the beach.
4. I hate the smell of meat; _____ I tend to avoid butcher shops.
5. I am not good at organisation and _____ I missed my homework deadline.

Score: / 10

Effort Percentage:



Task Twenty-Nine: Creating Interest and Complexity (Subject, Verb and Object)



Exercise One: answer the questions below on subject, verbs and objects.

(TIP: look back to Task Five for help!)

1. What is the subject of a sentence? _____
2. What is the verb in a sentence? _____
3. What is the object of a sentence? _____
4. Which two elements are needed to create a clause? _____

Score: / 6

There are two forms of verbs: active verbs and passive verbs. Varying them creates complexity.

Active verb = the subject comes first.
Eg: The dog ate the bone.

Passive verbs = the object comes first.
Eg: The bone was eaten by the dog.

Exercise Two: label the subject (s), verb (v) and object (o) in each of these sentences. Then decide whether they are active or passive, writing the correct word next to them. Use the example to help you.

S V O

Example: Mina supported him from behind. (Active)

- 1) His feet dragged across the ruined floor.
- 2) The toast was thrown in the bin by my mother.
- 3) Unseen things scuttled across us.
- 4) The garage creaked.
- 5) My car was cleaned by Brian last week.
- 6) The dust fell onto the floor.
- 7) He turned again and faced the daylight.
- 8) His face was pummelled by the falling hailstones.

Score: / 8

Exercise Three: rephrase sentences 6-8 (from exercise two), changing active to passive and passive to active.

6. _____
7. _____
8. _____

Score: / 3

Task Thirty: Exploring Descriptive Language

Good descriptive language should make **the reader imagine** what characters, events and scenes:

Pathetic Fallacy: using the weather to set an atmosphere or emotion.

Similes: comparison using like/as

Metaphor: saying an object is another

Alliteration: words which start with the same sound.



- ✓ Look like
- ✓ Sound like
- ✓ Feel like
- ✓ Smell like
- ✓ Taste like

Exercise One: Read the description below and then complete the sentences below. Use the example.

There was no possibility of taking a walk that day. We had been wandering, indeed, in the leafless shrubbery an hour in the morning; but since dinner, the cold winter wind had brought with it clouds so sombre, and a rain so penetrating, that further out-door exercise was now out of the question. A breakfast-room adjoined the drawing-room, I slipped in there. I mounted into the window-seat: gathering up my feet, I sat cross-legged, like a Turk. With the ceaseless rain sweeping away wildly outside; it was my shrine and sanctuary.

The writer has used a simile to describe... *the way that the narrator is sitting.*

For example, you can see this in the line ... *'I sat cross-legged, like a Turk'.*

This makes it sound... *like he is sitting in a very exotic and mystical way.*

This makes me think... *that he is unusual and different to other people because these are not normal qualities.*

The writer has used alliteration to describe...

For example, you can see this in the line ...

This makes it sound ... This makes me think...

The writer has used a metaphor to describe...

For example, you can see this in the line ...

This makes it seem that ...

This makes me think...

Score: /12

Effort Percentage:



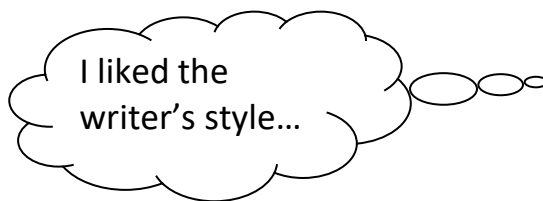
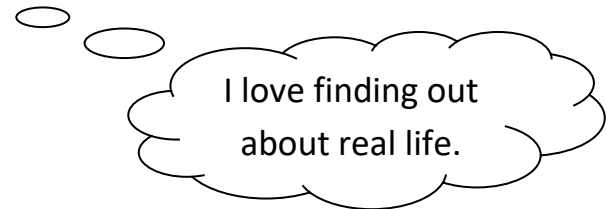
Independent Learning Projects



Complete these projects to extend your learning and gain CV points!

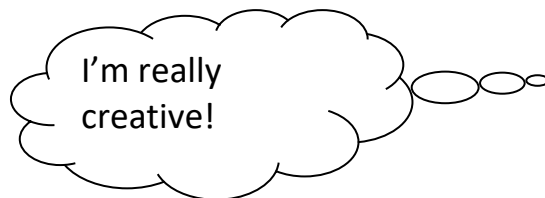
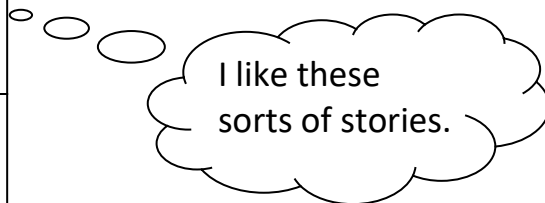
Choose one that suits your interests: if you want to, do more than one!

Task One: Exploring Context <ul style="list-style-type: none"> Research how people travelled nationally and internationally during the 16th century. Create a poster to present your findings. 	Checked by:
	CV points



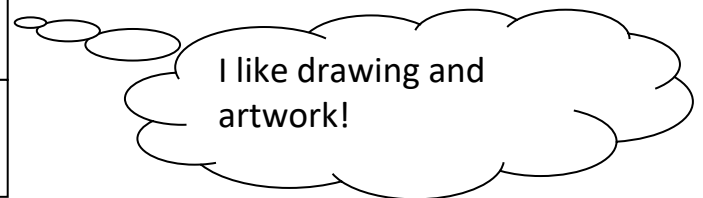
Task Two: Exploring Writers <ul style="list-style-type: none"> Find 10 facts out about the writer you are currently studying. Create a fact-file to present your findings. 	Checked by:
	CV points

Task Three: Exploring the Genre <ul style="list-style-type: none"> Read a modern piece of travel writing (an article or a book). Write a review of it: what is good? What isn't good? 	Checked by:
	CV points



Task Four: Text Transformations <ul style="list-style-type: none"> Rewrite a scene/extract studied in class from a different perspective. 	Checked by:
	CV points

Task Five: Arty Interpretations <ul style="list-style-type: none"> Imagine you are a costume designer for the film industry. Choose a character from your text and design their costume. Explain your choices – match it to their personality! 	Checked by:
	CV points



Task Six: Writing Creatively <ul style="list-style-type: none"> Create your own travel piece of writing. Make it as exciting and creative as possible. 	Checked by:
	CV points

Effort Percentage:



Task Thirty-One: Top 14



Misspelt Words

Exercise One: create a definition for all of the words below. You may need to use a dictionary to help you. If you don't have a paper copy, then use Google to help you.

Word	Definition	Word	Definition
Acceptable	<i>Something we see as being OK</i>	Referred	
Separate		Changeable	
Questionnaire		Believe	
Particularly		Familiar	
Parallel		There	
Conscience		Their	
Embarrass		Liquefy	

Score: / 13

Exercise Two: find each of the words from exercise one in the word search.

L	C	O	N	S	C	I	E	N	C	E	T	T	S
I	A	E	C	E	L	B	A	E	G	N	A	H	C
Q	U	E	S	T	I	O	N	N	A	I	R	E	E
U	E	A	I	I	S	N	L	Y	D	U	Q	I	L
I	E	A	N	P	C	E	O	C	E	A	R	R	P
F	P	F	D	A	L	M	B	A	R	R	A	S	S
Y	R	A	I	L	I	M	A	F	R	C	H	A	N
F	Q	U	A	C	U	L	E	V	E	I	L	E	B
I	E	R	E	H	T	I	A	R	F	T	H	E	I
L	A	I	E	T	A	R	A	P	E	S	A	E	G
P	A	R	T	I	C	U	L	A	R	L	Y	B	L

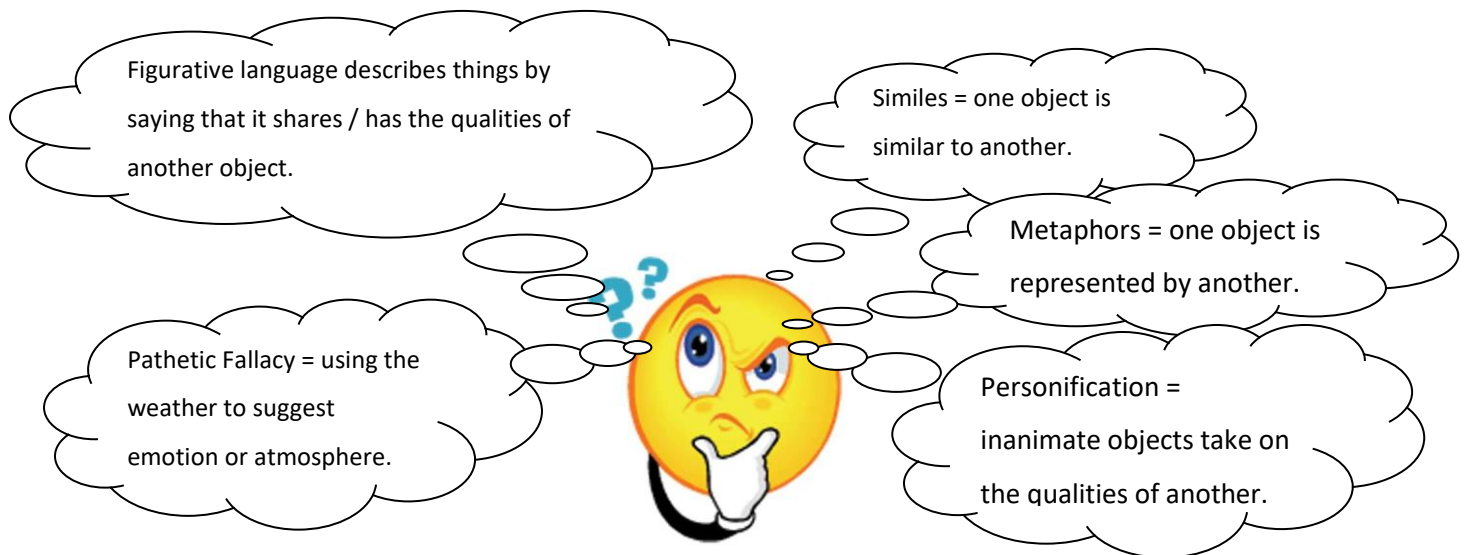
Score: / 13

Exercise Three: find the spelling errors in the passage below and correct them.

I needed to fill in a questionnaire but I couldn't seperate my pens. For some reason, there changable nibs had become glued together, which was partucly odd since they were new. So I refered to the box that they came in and I belive that it was written by an alien because the instructions made no sense!

Score: / 7

Task Thirty-Two: Exploring Figurative Language



Exercise One: highlight the noun being described and then say what technique is being used. Use the example to help you.

Example: The girls waltzed through the corridors like dancers. (Simile)

- 1) As the couple's wedding day approached, storm clouds gathered.
- 2) The altar glared at them, beckoning them to sign their futures away.
- 3) The wedding organ sounded like a death-toll.
- 4) The congregation were vultures, just watching for it all to go wrong.

Score: / 4

Exercise Two: for each of the examples, explain why that particular comparison has been used, commenting on what that comparison says about the original noun. Use the example to help you.

Example: The girls waltzed through the corridors like dancers. (Simile)

This suggests that they moved elegantly and consistently, paying attention to where they put their limbs. Also, they like being centre of attention.

- 1) As the couple's wedding day approached, storm clouds gathered. _____

- 2) The altar glared at them, beckoning them to sign their futures away. _____

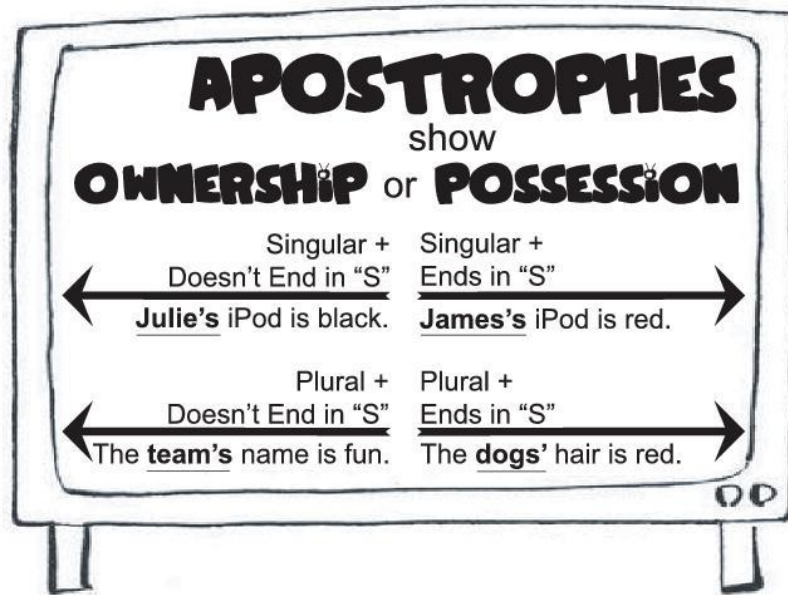
- 3) The wedding organ sounded like a death-toll. _____

- 4) The congregation were vultures, just watching for it all to go wrong. _____

Score: / 4

Effort Percentage:

Task Thirty-Three: Apostrophe Revision



Exercise One: underline the correct use of the possessive apostrophe for each sentence and then explain why you've chosen that one. Use the example to help you.

	Because...
Example: (<u>Lucy's</u> / Lucys') car, that one over there, is brand new.	<i>There is only one Lucy.</i>
1) The boys left the (girls' / girl's) bags by the bin. They were mad!	
2) (James' / James's) sister has just moved to Chester.	
3) The (trees' / tree's) leaves quietly fell beneath it.	
4) Our (cows' / cow's) field only just fits them all in.	
5) Blue is my (cousin's / cousins') favourite colour; he wears it all the time!	

Score: / 5

Exercise Two: the sentences below are missing apostrophes to show where two words have been merged together (contracted). Put the apostrophes in the right place.

Score: / 8

- | | |
|--|--|
| 1) I cant think about that problem now. | 5) Id like to see where you live. |
| 2) Linda hasnt got a clue where her sister is. | 6) Oliver is coming here at ten oclock. |
| 3) My baby sister isnt talking yet. | 7) No matter what you say, I shant obey you. |
| 4) When I write, youve got to leave me alone. | 8) Garethll see you at the cinema. |

Effort Percentage:

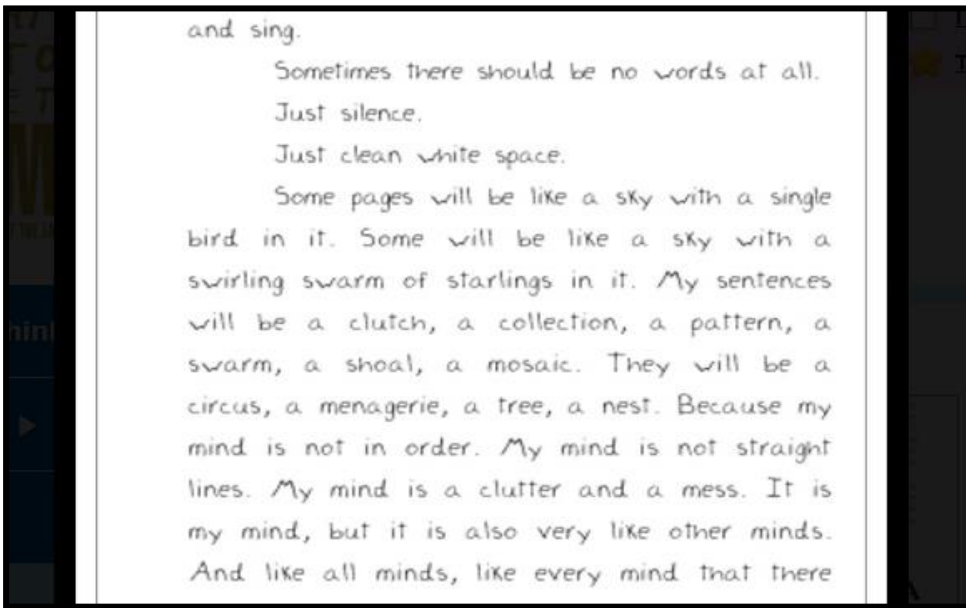
Task Thirty-Four: Sentences for effect

Different sentences =

Long, short, simple, compound, complex, lists, sentence starters.

Effect = the way it makes the reader imagine, hear, understand or feel about the characters or situation.

Exercise One: read the extract from 'My Name is Mina'.



Can you find?

- Lists?
- Simple sentences?
- Compound sentences?
- Repeated sentence starters?

Exercise Two: identify the different types of sentences features from the extract and use them to complete the table.

Sentence Feature	Quote...	Summarise in <u>one word</u> how this makes Mina appear to the reader.
Lists		
Simple sentence		
Compound sentence		
Repeated sentence starters		

Score: / 8

Effort Percentage:

Task Thirty-Five: Reflexive Pronouns

Exercise One: read through the following information, highlighting six words in total that you feel are important to understanding reflexive pronouns.

Did you know? www.GrammarRevolution.com

REFLEXIVE PRONOUNS are objects that refer to the subject.

They end in **-self** or **-selves**.

The boy kicked **HIMSELF**. *HIMSELF = direct object*

She made **HERSELF** coffee. *HERSELF = indirect object*

You should address the letter to **YOURSELF**. *YOURSELF = object of the preposition*



The reflexive pronoun is the word 'myself'.

The man is the subject AND the object because he did the verb to his own hand.

The subject is 'I've' and the object is the pronoun 'myself' because it receives the verb.

Exercise Two: there are sixteen pronouns below but only eight are reflexive. Highlight the eight reflexive pronouns.

Myself	I	Herself	Itself
Their	Yourself	She	We
Themselves	Him	Himself	Ourselves
His	Yourselves	It	My

Exercise Two: circle the correct reflexive verb for each sentence.

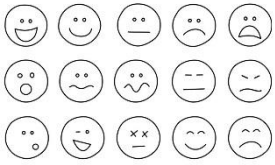
Score: / 8

Remember to pay attention to who is doing the verb (the subject).

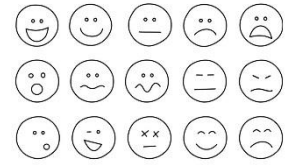
1. Carol gave (herself/himself) a slice of cake instead of giving one to Toby.
2. Be careful! That pan is very hot – don't burn (myself/itself/yourself)
3. The cat has locked (myself/itself/themselves) out of the garage again.
4. The girls have given (herself/themselves/myself) a makeover; the room is a mess!
5. Morning ladies. I have put breakfast on the table. Please, help (myself /yourself/yourselves)

Score: / 5

Effort Percentage:



Task Thirty-Six: Exploring the Writer's Ideas



Exercise One: read the extract from 'My Name is Mina' and pick out three things that David Almond (the author) tells us about Mina's personality and character.

I learn that Mina...

-
-
-
-

Does a bird plan its song before it sings?
OF COURSE IT DOES NOT!
 It opens its beak and It
SINGS so I will **SING!**

I did want to be what they called a good girl, so I did try. There was one fine morning when the sun was shining through the classroom window. There was a cloud of flies shimmering and dancing in the air outside. I heard Mrs Scullery telling us that she wanted us to write a story. Of course we'd need to write a plan first, she said.

She asked us whether we understood.
 We told her that we did.

So I stopped staring at the flies (which I had been enjoying very much!), and I wrote my plan. My story would have such and such a title, and would begin in such and such a way, then such and such would happen in the middle, then such and such would be the outcome at the end.

Exercise Two: use the ideas from exercise one to fill in the table to explain why you think these things.

Ideas about Mina's personality and character	Quote...

Exercise Three: Underline or highlight the word or words from each quote that are particularly important at proving your idea.

Effort Percentage:



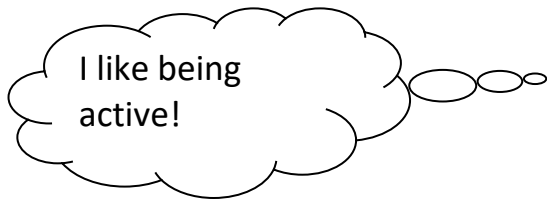
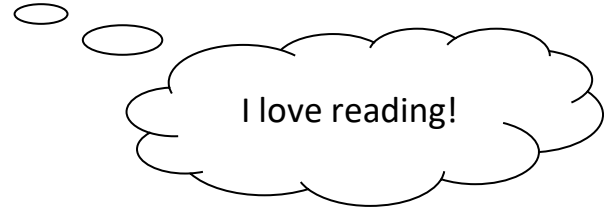
Independent Summer Projects



Complete these projects to extend your learning and gain CV points!

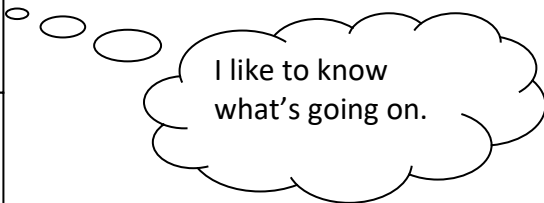
Choose one that suits your interest: if you want to, do more than one.

<p>Read as many books as you can by a specific author.</p> <p>Write a letter to that author talking to them about what you liked and disliked.</p>	Checked by:
	CV points



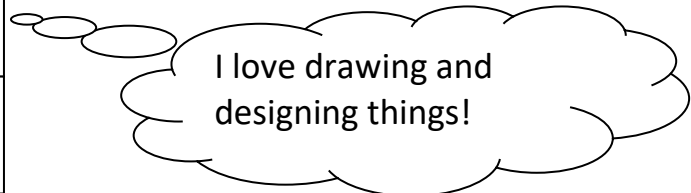
<p>Do one new thing every week (i.e. go to a new place, see a new thing).</p> <p>Keep a record of what you have done, describing the experience.</p>	Checked by:
	CV points

<p>Read a newspaper (or a news website) every day.</p> <p>Keep a scrapbook of interesting stories or articles you have read and talk to friends and family about them.</p>	Checked by:
	CV points



<p>Choose a topic that interests you and talk to someone about it for 30 minutes each week.</p> <p>Make sure you can keep it going!</p>	Checked by:
	CV points

<p>Create your own illustrated book or story.</p> <p>It can be about anything and be for any audience.</p>	Checked by:
	CV points



<p>Set up your own blog (wordpress.com) and write regular reviews of sporting events you've watched and taken part in.</p>	Checked by:
	CV points

Effort Percentage: