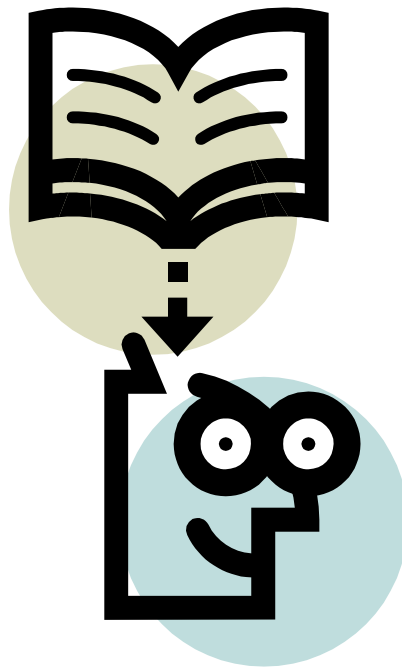




HELSTON COMMUNITY COLLEGE
ASPIRATION · AMBITION · ACHIEVEMENT

Year Eight English Homework Booklet



Name:

Tutor:

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 must 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: homophones	
	2	Vocabulary: using adventurous verbs	
	3	Punctuation: varying ending punctuation	
	4	Sentences: working with clauses	
	5	Grammar: using the right article	
	6	Text: identifying key quotes	
Half Term		Independent Learning Projects	
Autumn: Term Two	7	Spelling: silent letter spellings	
	8	Vocabulary: developing adverbs	
	9	Punctuation: apostrophes for contraction and possession	
	10	Sentences: changing word order	
	11	Grammar: understanding adverbs	
	12	Text: inferring meanings from quotes	
Christmas		Independent Learning Projects	
Spring: Term One	13	Spelling: -tious / -cious endings	
	14	Vocabulary: ambitious adjectives	
	15	Punctuation: colons and commas for lists	
	16	Sentences: adding detail with dependent clauses	
	17	Grammar: switching voices with active and passive verbs	
	18	Text: explaining language and structure	
Half Term		Independent Learning Projects	
Spring: Term Two	19	Spelling: ance / ence spellings	
	20	Vocabulary: formal and informal vocabulary	
	21	Punctuation: using complex commas	
	22	Sentences : varying complex sentences	
	23	Grammar: using modal verbs	
	24	Text: exploring poetry	
Easter		Independent Learning Projects	
Summer: Term One	25	Spelling: ei / ie spellings	
	26	Vocabulary: understanding and explaining similes	
	27	Punctuation: direct and reported speech	
	28	Sentences : understanding varied sentence lengths	
	29	Grammar: relative pronouns	
	30	Text: exploring descriptive language	
Half Term		Independent Learning Projects	
Summer: Term Two	31	Spelling: tian / cian spellings	
	32	Vocabulary: understanding personification	
	33	Punctuation: hyphens and dashes	
	34	Sentences: sentence types	
	35	Grammar: proofreading (finding and correcting errors)	
	36	Text: explaining the effect on the reader.	
Summer		Independent Summer 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!



Task One: Using Homophones



Exercise One: choose the correct word from each set of brackets to complete each sentence.

- a) I fell over (**there / their**) ; I tripped over (**their / there**) stupid dog.
- b) (**You're / Your**) looking beautiful today! (**You're / Your**) hair is so shiny.
- c) "This chocolate just tastes (**two/too/to**) good!" I said (**two/too/to**) my (**two/too/to**) friends, Charlotte and Izzy.
- d) I am not sure (**whose/who's**) hat this is.

Score: / 8

Exercise Two: In this passage there are eleven errors, all involving homophones. Underline the incorrect word and write the correct spelling above it.

My dog, Eric, is always board. He likes two sit for ours on an old tractor tire, chewing on old bits of rubber and eating grate lumps of meet. He used to be active, but he seams to have lost his energy for life. I am worried about him. I mite change his diet and see if that works. He used two run four hours and chase cats. His coat isn't shiny anymore. It looks short and dull, like the coat of a scrawny, old hoarse.

Score: / 11

Exercise Three: find a homophone for each of the following words.

- | | | |
|---------|--------|-------|
| need | flower | bread |
| currant | check | queue |

Score: / 6

Exercise Four: use the correct homophone from exercise three to fill in the gaps in these sentences.

- 1. I _____ to _____ the bread before I leave it to prove.
- 2. Have you got any spare _____ ? I have run out in the middle of baking.
- 3. Can I pay for that with a _____ ? I don't have any cash on me.
- 4. Jenny _____ her own prize winning sheep dog.

Score: / 5



Task Two: Using Adventurous Verbs



Exercise One: read the information box below and highlight five words that you feel are important.

A verb is a word for an action – “a doing word” or “a being word”.

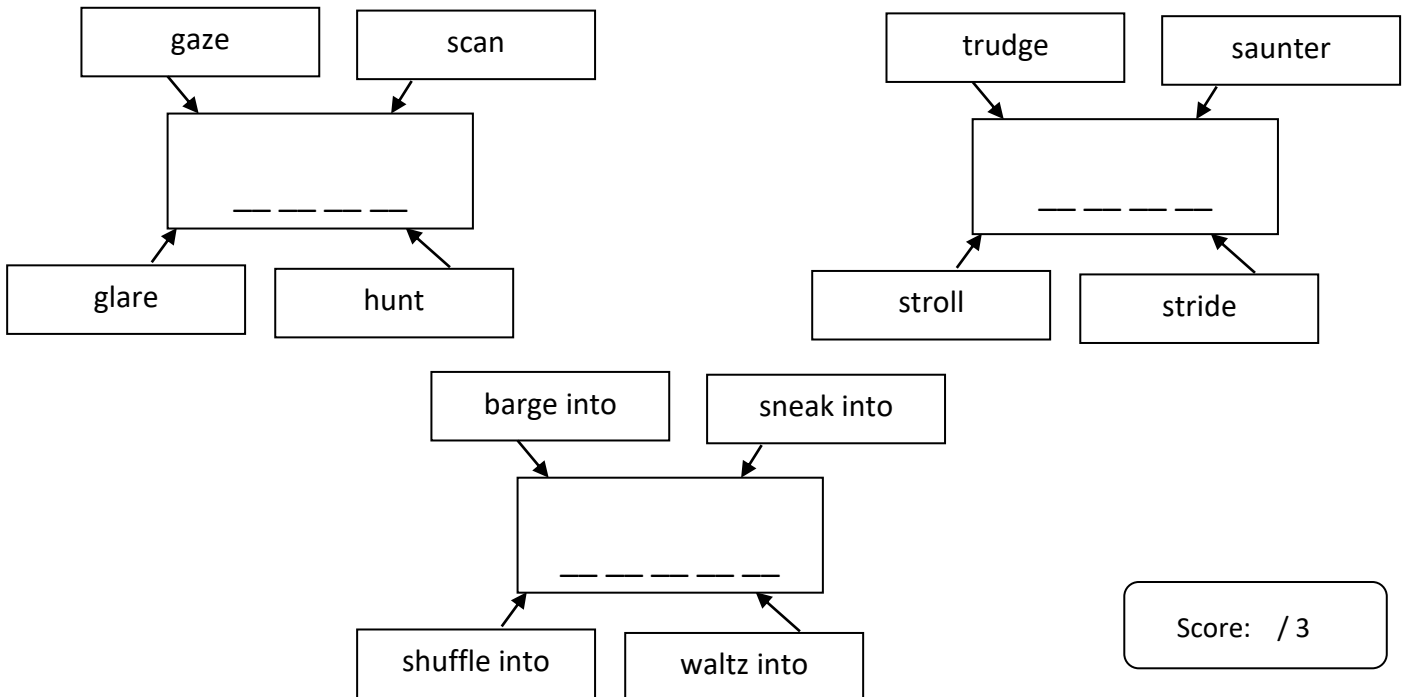
Every verb gives the reader a specific impression about the nature of the action being carried out.

For example:

“**Jack stormed into the classroom**” suggests that Jack is angry. On the other hand, “**Jack tiptoed into the classroom**” suggests that Jack is being furtive and doesn’t want to be seen.

Score: / 5

Exercise Two: each of the verbs below are synonyms of a more basic verb. Your job is to decide what the basic verb is. Use a thesaurus and the letter spaces to help you.



Score: / 3

Exercise Three: use the synonyms from exercise two to fill the gaps in the sentences below. Make sure each word’s meaning suits the context of the sentence.

Score: / 3

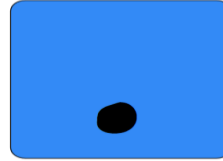
1. I like to _____ a room to make people notice me.
2. Look at that boy _____ through the corridor. He looks so miserable.
3. Lucy _____ at Peter; she wasn’t going to let him get away with it.

Effort Percentage:

Full stops.
Question Marks?
Exclamation Marks!
Ellipsis ...

Task Three: Varying Ending Punctuation

Prove your skills by using as many different types of punctuation as possible.



Exercise One: the end of a sentence needs punctuation. Rewrite each sentence and put in full stops, question marks or exclamation marks where appropriate. Use the example to help you.

Example) Who are you? Stay right there! I am going to call the police.

1. Isn't it a terrible day What a pity Yesterday was a beautiful day, wasn't it

2. Ouch That hurt Do you realise how much that hurt It was really painful

3. Please sit down Mr Miles will be with you shortly Would you like a cup of coffee

4. I asked you if you would like coffee I wonder if you would prefer tea

5. You were lost How frightening How long before they found you

Score: / 5

Exercise Two: separate this passage into sentences by putting in all necessary ending punctuation (including full stops, exclamation marks, ellipsis and question marks)

We went camping for the weekend Leaving after school on Friday, the journey to Southwold on the East coast took two hours Have you ever been there in June? It is usually great, but it rained this weekend Did I say rained I meant poured What a time we had We were soaked before we had put up the tents On Saturday morning, Mum and Aunt Amy wanted to go back to London My father said that the weather would change by Saturday afternoon It got worse Torrential rain and gale force winds We ended up spending the night in the Red Lion What a weekend Don't you wish you'd been with us

Score: / 15

Effort Percentage:

Task Four: Working with Clauses

A **clause** contains a **subject** and a **verb**.
It usually contains an object too.

A **phrase** doesn't make sense alone
because it is **missing a subject or a verb**.



Object = the **noun**
receiving the verb.

Subject = the **noun**
doing the verb

Verb = the action being
done / **the doing word**.

Exercise One: the boxes below contain phrases and clauses. Decide which are which and label the phrases (P) and clauses (C). Use the example ones to help you.

Fiona liked chocolate	All golden and crisp (P)	Travelling broadens the mind	Despite lacking any talent for it.
Abroad or otherwise	Only when melted though	Paul enjoyed singing	Autumnal scenes are my favourite (C)
Like a snake	Steak is her favourite food.	Grilled with garlic butter	The road weaved through the trees

Score: / 10

Exercise Two: pair the clauses from exercise one with their relevant phrases. Write them out below. You may need to use a conjunction, embedded phrase or some form of punctuation to link them. Use the example to help you.

Example: Autumnal scenes, **all golden and crisp**, are my favourite.

1. _____

2. _____

3. _____

4. _____

5. _____

Score: / 5

Effort Percentage:



Task Five: Using the Right Article



Exercise One: read the information below and then answer the questions.

An article (in grammatical terms) is the word that goes before a noun when it is singular. There are different types of article: definite and indefinite.

- A definite article is the word 'the'. It is used when we are talking about something very particular or definite. *Eg: I have the kid, get in the car!* In this sentence, the speaker is talking about particular children and a particular car.
- Indefinite articles are the words 'a' and 'an'. These are used when talking about general, singular nouns. For example: *"I have a kid, get in a car."* By changing the article, the sentence becomes less specific and more vague. 'An' is used when the noun starts with a vowel **sound** (not necessarily a vowel letter). For example, these are some vowel sounds: an **h**our, an **a**pple, an **i**gloo, an **e**lephant, an **u**mbrella. 'A' is used when the noun starts with a consonant. Some examples of consonant sounds are: a **d**uck, a **ch**icken, a **l**lama, a **z**ebra.

Score: / 4

1. What is an article? _____
2. How do you know when to use a definite article (the)? _____
3. When do you use an indefinite article (a/an)? _____
4. How do you know when to use 'a' and 'an'? _____

Exercise Two: the sentences below are missing their articles. Underline the noun and decide whether it should be 'a' or 'an' in the gap.

1. I only have ____ hour before my train. I must rush!
2. I am looking for ____ box of dog biscuits. Have you got any?
3. Jane really wants ____ orange; she needs the vitamin C.
4. ____ lorry got in my way. Sorry I am late.

Score: / 4

Exercise Three: some of the sentences below are talking about specific nouns whereas others are talking about more general things. Decide which articles should go in the gap.

1. Lucy had ____ most boring day at school, last week, didn't you dear?
2. Have you got ____ ticket for the journey tomorrow? I put it on ____ table.
3. I would like ____ cake please; any one will do.

Score: / 3

Effort Percentage:



Task Six: Identifying Key Quotes

A key quote is one that is **really relevant** to the point being made!

Exercise One: read this boy's account of being shipwrecked on a strange island. Highlight any words or phrases that describe what the island is like. Use the example to help you.

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 back and forth from the sandy beaches of the island to the cold gloomy depths of the sea. From the beach, all I could see were green leaves, green sea, green grass....

Birds of large stature were all over this island. The birds were distinguished easily: one type had bright orange and shiny blue feathers, while the others had a mixture of grey and black feathers. 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: find evidence to support the statements and identify the language feature(s) present. The first one has been done for you.

Idea	Evidence	Language Feature(s)
The terrain was uncomfortable to lie on.	'...The sand was rough like glass paper'	Simile
The weather was pleasant.		
The island was a beautiful place.		
The weather could sometimes take you by surprise.		

Score: / 6

Effort Percentage:



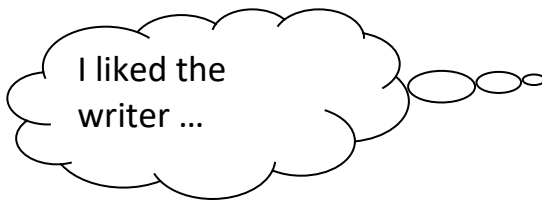
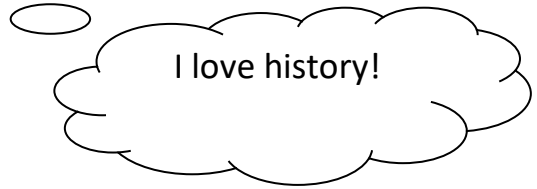
Independent Learning Projects



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

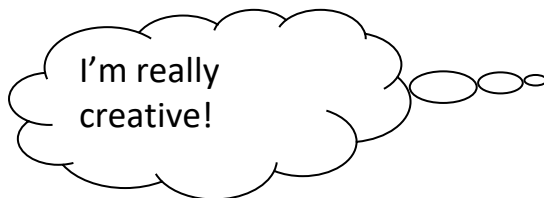
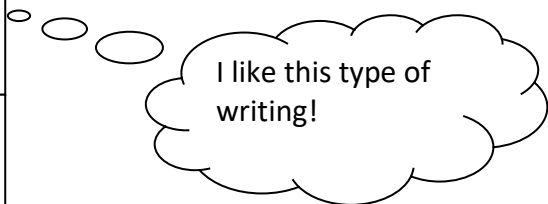
Choose one that suits your interest: if you want to, do more than one

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



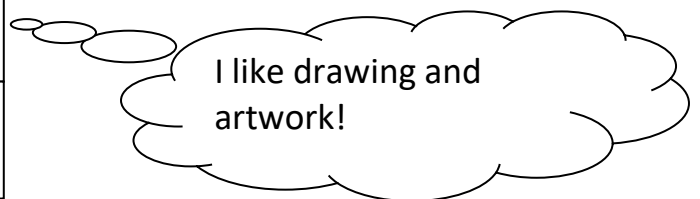
Task Two: Exploring Writers <ul style="list-style-type: none"> Find out some information about Susan Hill and her other books. Write a biography about her. 	Checked by:
	CV points

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

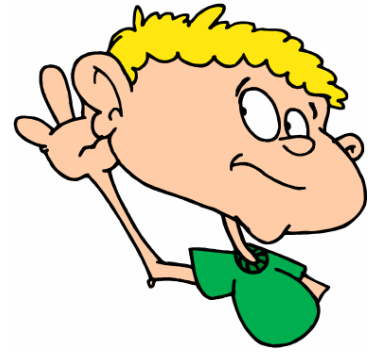


Task Six: Writing Creatively <ul style="list-style-type: none"> Write your own story that is based around a character who is creepy or unusual in some way. 	Checked by:
	CV points

Effort Percentage:

Silent letters appear in spellings but not in pronunciation!

Task Seven: Silent Letter Spellings



Exercise One: for each of the words below...

1. Identify the silent letter
2. Copy out the spelling exactly
3. Cover the first three columns and see if you can spell it independently
4. Spell it independently a second time, just to make sure you can do it.

	Silent letter	Copy it	Cover it	Check it
Cupboard	r	cupboard	cupboard	cupboard
environment				
Knight				
Pneumonia				
Receipt				
Whole				
Asthma				
Gnat				
Depot				
Psalm				

Exercise Two: find two other words which contain each silent letter.

Silent opening letter	
K	Knee
G	Gnome
P	Psychology
W	Wrist
Silent "hidden" letter inside a word.	
U	guess
G	sign
L	calm
T	mortgage

Score: / 8

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 five adverbs. You need to find and highlight them. He has used some of them more than once.

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
		tiresomely, 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: / 4

Effort Percentage:

Contraction = where words are squeezed together

Task Nine: Apostrophes for Contraction and Possession

Possession = who owns the objects or things.



Exercise One: put the words and phrases below in the correct column to show whether they use an apostrophe for possession or contraction.

Apostrophes for possession	Apostrophes for Contraction

- a) It's hot b) He didn't c) The cat's whiskers d) Dickens' novels
e) Who doesn't? f) The dog's tail g) I shan't go h) Who's there?

Score: / 8

Exercise Two: a Year Eight student is practising their apostrophes. This is what they've written.

1. Circle all of the apostrophes which have been used correctly.
2. Highlight the apostrophe errors (where they are in the wrong place or where they've been missed out).
3. Make appropriate corrections.

Angel's are something that everybody would love to believe in. The idea of a presence watching over us all the time, it's magical powers protecting us from harm. It's a lovely idea and one I'd like to believe in. My brother cant accept that angels exist. Hes a realist and only believes in what he see's with his own eye's. My guardian angels name is Fred. I picture him as a "normal" man, rather than looking like the stereotypical angel with white wings and a halo. Freds favourite food is cake and he doesn't like fruit. He keep's an eye on me and keeps me from harm.

Score: / 12

Effort Percentage:



Task Ten: Changing Word Order



Exercise One: read the information box and highlight ten pieces of information which you feel are important. Then, say whether the statements below are true or false.

A sentence is built up of four main types of words; these are called parts of speech.

A clause (or sentence) revolves around its verb (V). This is the action which is taking place. It also needs a subject; this is the noun (N) which is 'doing' the verb. Adjectives (Adj) describe the noun and adverbs (Adv) describe the verb. Adjectives and adverbs should go as close to the words they're describing as possible.

The **old** man **hungrily** ate a pie.

Adj. N Adv. V

To make a sentence more complex, you need to move these parts around. The easiest way to do it is to separate the descriptions (adjectives or adverbs) from the thing they describe, however to do this successfully you may need to add words and commas to make everything make sense.

Hungrily, the old man ate a pie. (look, the adverb has moved to the front!)

The man, who was very **old**, hungrily ate a pie. (look, the adjective has fallen into a dependent clause)

1. The verb is the least important part of a sentence.
2. Adjectives don't go near their noun.
3. When you move phrases or adverbs to the front of a sentence, you need to use a comma.

True	False
True	False
True	False

Score: / 3

Exercise Two: highlight the adverbs and/or adjectives in the sentences below.

Exercise Three: rewrite the sentences to make them more complex, moving the descriptions around.

1. The new zoo is fun for children.

2. Louise energetically ran towards the fridge.

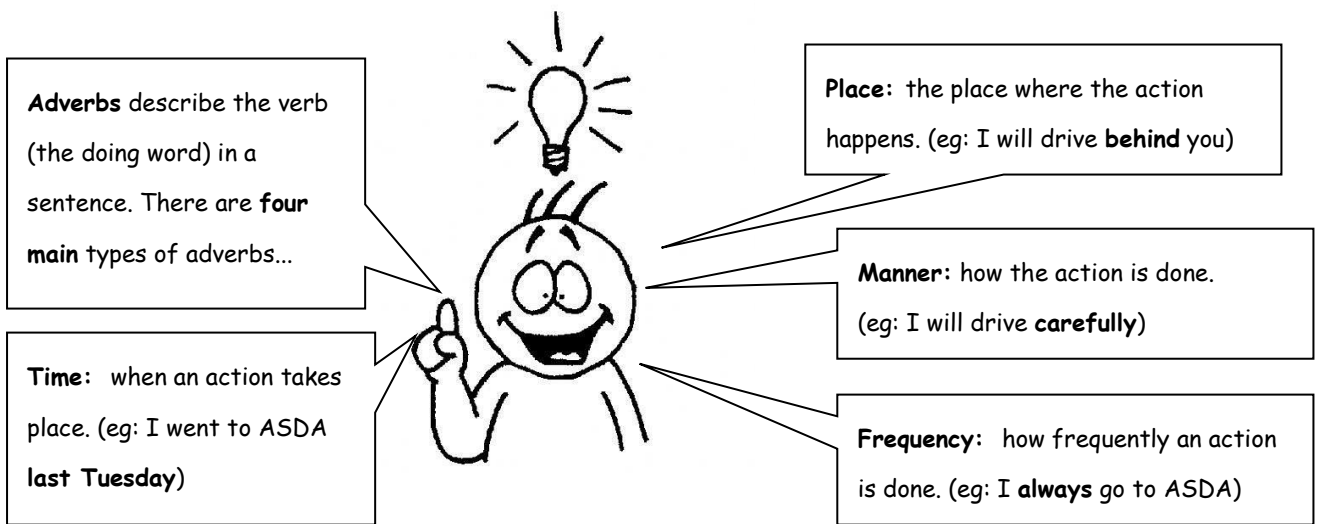
3. The precious, delicate earth is being destroyed by global-warming.

4. We swam lazily around the lake before doing some sunbathing on the shore.

Score: / 4

Effort Percentage:

Task Eleven: Understanding Adverbs



Exercise One: label the verb and adverb in each sentence. In the brackets, say what type of adverb it is.

Eg: Neil eats (V) his lunch quickly (Adv). (manner)

1. You need to visit the doctor regularly. (_____)
2. Jamie swims beautifully. (_____)
3. The cat crossed the road here. (_____)
4. She will never go to school. (_____)
5. Three weeks ago, I travelled to Yorkshire. (_____)
6. People eagerly look for pandas in China. (_____)

Score: / 6

Exercise Two: the sentences below have been written incorrectly: the adverbs are in the wrong place. Rewrite the sentences so that they are grammatically correct.

Eg: **Always** I have handed my homework in on time. → I have **always** handed my homework in on time.

1. Michelle last week borrowed my bike. → _____
2. My quietly mum closed the door. → _____
3. He rarely and his brother go shopping. → _____
4. The ballet gracefully dancer moves on stage. → _____
5. Goldfish can remember something for seven seconds well. → _____

Score: / 5

Effort Percentage:



Task Twelve: Inferring Meanings from Quotes



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 which is still true

Exercise One: what do you infer from the sentences below? The first one has been done for you.

1. We bought tickets and some popcorn.

They are at the cinema because you buy tickets and popcorn there.

2. I forgot to set my alarm clock last night.

3. Sam grabbed his coat and umbrella.

Score: / 2

Exercise Two: read the passage below. Then, look at the quotes which have been taken out of the passage.

For each one, make an inference about the character or situation. One has been done to help you.

It was perfect sleeping weather; cool enough to need a bag but warm enough that you could sleep in your underwear. 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.

Example: 'Perfect sleeping weather'.

a. It was too hot to get comfortable.		b. The temperature was just right and everything was calm	X	c. It was clear and bright.	
---------------------------------------	--	--	---	-----------------------------	--

1. 'I was looking forward to a long night's snooze'

a. He was exhausted.		b. It was hard to sleep in that environment.		c. He didn't need much sleep	
----------------------	--	--	--	------------------------------	--

2. 'some indeterminate dark hour'

a. The darkness confused him		b. He was unsure of the time		c. He thought it was almost morning	
------------------------------	--	------------------------------	--	-------------------------------------	--

3. 'a sound nearby'

a. He was anxious of his surroundings		b. He was scared		c. He was aware of his surroundings	
---------------------------------------	--	------------------	--	-------------------------------------	--

4. 'made my eyes fly open'

a. He was scared and panicked		b. He was feeling brave		c. He couldn't sleep	
-------------------------------	--	-------------------------	--	----------------------	--

Score: / 4

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 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

I love finding out real information.

I liked the writer's style...

Task Two: Exploring Writers <ul style="list-style-type: none"> • Read another book by a writer you have 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

I like these sorts of stories!

I'm really creative!

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

I like drawing and artwork!

I like writing my own stories!

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: – tious and -cious endings.

Different letter combinations make different sounds. You will need to learn them.

Exercise One: complete the table by following these instructions...

1. Copy the spelling of the word.
2. Cover the first two columns and spell the word from memory.
3. Spell it one last time (without looking) to make sure you can do it independently.

	Copy	Cover	Check
Conscious			
Delicious			
Cautious			
Spacious			
Suspicious			
Fictitious			
Ambitious			
Pretentious			
Repetitious			
Nutritious			

Score: / 10

Exercise Two: now you know the spelling, you need to be able to use them. Use the correct word to fill each gap below. You may need to use a dictionary to help you. Make sure you spell them correctly.

1. Sugar is not a _____ food.
2. My mum is so _____, she just keeps telling me to clean my room.
3. I am so tired that I am not sure if I am _____ !
4. Oooooo, this pie is absolutely _____ !
5. My new room is so _____ that I'm not sure how I am going to fill it.
6. There is no danger in being _____ .
7. Characters in stories are _____ .
8. That girl is so _____ ! She'll definitely go far in life.
9. My brother is the most _____ person I know.
10. I hate that you are so _____. Please just trust me.

Score: / 10

Remember: adjectives
describe nouns

Task Fourteen: Ambitious 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: / 4

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 _____ that 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 _____ due to the height of the ceilings.
- Oh! What _____ weather we are having!
- I like having _____ friends. They are intelligent and clever.
- The north coast's cliffs are much more _____ than the south coast.

Score: / 10

Effort Percentage:

Task Fifteen: Colons and Commas for Lists



Exercise One: the following sentences have colons in the wrong place. Make the corrections by crossing out the wrong ones and putting the colon in the right place.

1. There are three main types of writing errors spelling: punctuation and grammar.
2. The following hair products are selling really well: at the moment gel, mousse and spray.
3. Moving house causes lots of problems address confusion: lost cutlery, bill redirection and tiredness!

Score: / 3

Exercise Two: the following sentences have commas in the wrong place. Make the corrections by crossing out the wrong ones and putting the commas in the right place.

1. I don't want any of the following silly bits of stationary: duck shaped, pens overly-large sharpeners, and comedy rubbers.
2. The airport was packed with different people: travellers business-men, and aircrew.
3. Popcorn comes in three flavours: salted sweet, and bacon.

Score: / 3

Exercise Three: the following sentences are missing their colons and commas. Correct the sentences by putting the punctuation into the correct places.

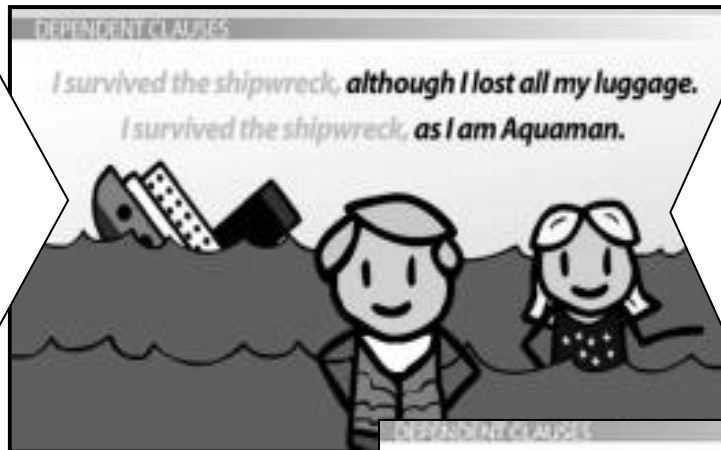
1. I've bought all the ingredients eggs butter flour and milk.
2. On the table stood lunch plates of meat dishes of salads bowls of fruit and a selection of drinks.
3. Here is the team Holden Carey Giles and Paul.
4. This is why I hate him he is cruel mean and aggressive.
5. Lots of smells drifted on the air cakes being baked bonfires burning grass cuttings from mown lawns and strong car fumes.
6. Here are the winning numbers 64 72 8 10 5 and 16.

Score: /6

Task Sixteen: Adding Detail with Dependent Clauses

Independent clauses

- Make sense alone.
- Give the main or messages about the character or situation.



Dependent clauses

- Rely (depend) on the independent clause to make sense.
- Add information to main idea or message in the independent clause.

Important!

The dependent clause does not have to go at the end of the sentence!
Commas 'bracket' the dependent clause!



Exercise One: the following sentences contain dependent clauses. Underline the dependent clause and then also underline the part of the main sentence which it adds detail about. Use the example to help you.

Eg: Lenny was exhausted, not suprisingly, after his gym session.

1. No matter how hard I try, I cannot get from my house to school any quicker.
2. Julia, the girl from down the road, just got a new puppy called Bob.
3. Frank didn't pass his driving test yesterday, although he tried hard to.
4. Oscar, who is a small dog, has the loudest bark of any other dog I know.
5. Beautiful and polite, Lily was the admiration of everyone else.

Score: / 5

Exercise Two: the following complex sentences have incorrect punctuation. Put the commas in the correct place to show the location of the dependent clause.

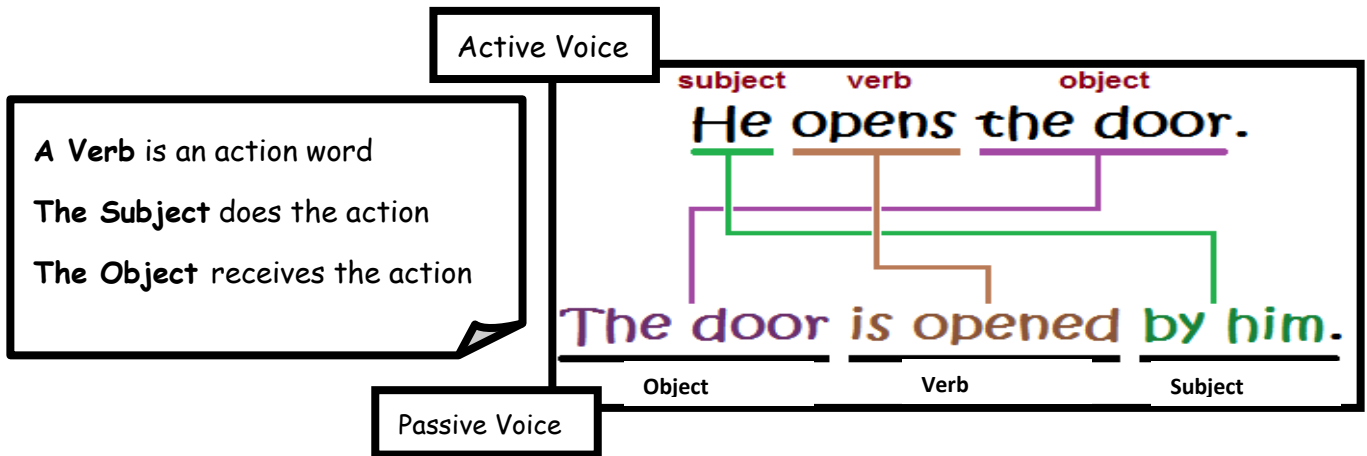
1. Despite only getting him a week ago Helen lost her kitten yesterday.
2. My birthday party which has the theme of pirates will be on the 29th June.
3. Jelly and ice-cream although it might seem a bit odd is always a good combination.
4. Doing sport whether its team or individual is important for a healthy lifestyle.
5. My mum's brother Uncle Tony is coming to stay for a week.

Score: / 5

Effort Percentage:

Task Seventeen: Switching Voices with Active and Passive Verbs

Exercise One: read the information and the diagram below. Then, answer the questions.



1. How would you describe the difference between the active and passive voice to an alien?

2. Name the two things you must do when going from an active voice to a passive voice?

Score: /2

Exercise Two: underline the subject, verb and object in the sentences below. Then say whether it is an active voice or a passive voice. The first one has been done to help you.

- | | | |
|---|--------|---------|
| 1. The <u>wind (s)</u> <u>battered (v)</u> the <u>house (o)</u> . | Active | Passive |
| 2. His appearance shocked me. | Active | Passive |
| 3. The plate was dropped by my brother. | Active | Passive |
| 4. The sweets were cracked by the sunlight. | Active | Passive |
| 5. Suddenly, the door slammed into the wall. | Active | Passive |

Score: /4

Exercise Three: decide whether the following sentences are active or passive. Then rewrite them so that they are the opposite voice. Use the example to help you.

1. The customs officer inspected my luggage. (Active) → My luggage was inspected by the customs officer

2. The nursery children play with the donated toys.

3. Our plane was delayed by storms.

4. Jamie loved chocolate pudding.

Score: /3

Effort Percentage:

Task Eighteen: Explaining Language and Structure

Structure = patterns, developments and changes that a writer uses in their text to build their ideas and create meaning.

and Structure



Language = the types of words, tone and sentences that a writer uses in a text to create meaning.

Exercise One: read this extract from 'A Case of Murder' by Vernon Scannell. Then, label one of each of the language and structural features in the boxes. Some examples have been found to help you.

Structural Features:

- Rhyme
- Turning Point
- Mid-line Punctuation

Language Features:

- Verb
- Simile
- Imagery
- Powerful verbs

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:
 The cat, half-through, was cracked like a nut
 And the soft black thud was dumped on the floor.

→ adjective

→ Mid-line punctuation

Score: / 7

Exercise Two: Complete the table below by selecting a quotation from the poem and writing into the 'Example' column. Look at the inference in the last column to help you select the correct quotation. One line has been done as an example.

Language/structural feature	Example	This makes the reader imagine...
Mid-line punctuation	'the boy, quick too, slammed'	An energetic and tense situation
Simile		A gruesome event.
Adjective		There wasn't much respect for the cat.

Effort Percentage:



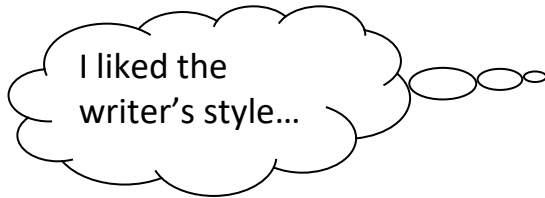
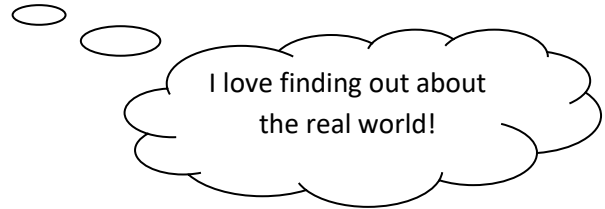
Independent Learning Projects



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

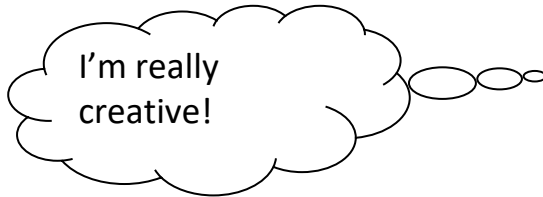
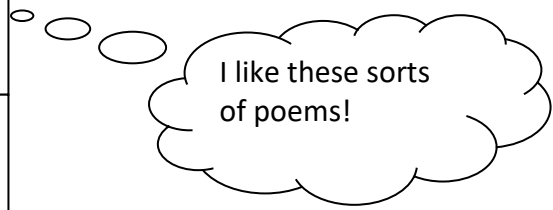
Choose one that suits your interests: if you want to, do more than one!

Task One: Exploring Context <ul style="list-style-type: none"> 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



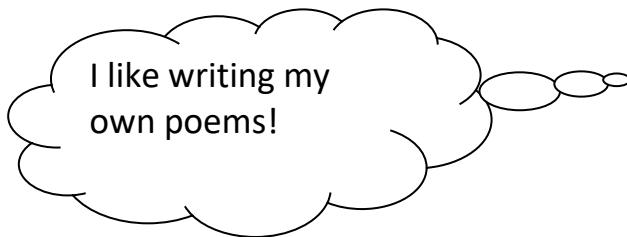
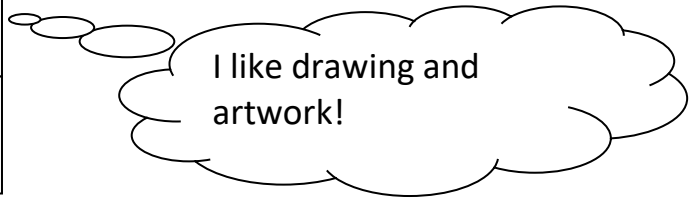
Task Two: Exploring Writers <ul style="list-style-type: none"> Research William Blake's life in more detail. Create an illustrated fact-file to present your findings. 	Checked by:
	CV points

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

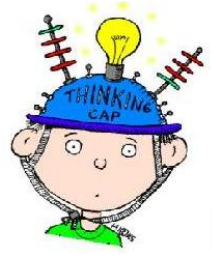


Task Six: Writing Creatively <ul style="list-style-type: none"> Use a theme you have studied in class as a basis for your own poem(s). Consider the language and structure you use. 	Checked by:
	CV points

Effort Percentage:

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

Task Nineteen: -ance and -ence spellings



Exercise One: Read the spelling rules in the information boxes below. Highlight fifteen words that you feel are important to remember.

Words ending in -ance

- If the word is formed from a verb that ends in *-y*, *-ure*, or *-ear*, then the ending will be spelled *-ance*. For example: alliance (from ally), endurance (from endure), or appearance (from appear)
- If the main part of the word (i.e. the bit before the ending) ends in a 'hard' c (pronounced like the c in cab) or a 'hard' g (pronounced like the g in game), then the ending will be spelled *-ance*. For example: elegance or significance.
- If the noun is related to a verb ending in *-ate*, then the ending is likely to be *-ance*, e.g. tolerance (from tolerate)

Words ending in -ence

- If the word is formed from a verb ending in *-ere*, then the ending will be spelled *-ence*. For example: reverence (from revere), adherence (from adhere), or coherence (from cohere).
- If the main part of the word ends in a soft c (pronounced like the c in cell) or a soft g (pronounced like the g in gin), then the ending will be *-ence*.

NB: these rules have exceptions (perseverance, vengeance)

Score: / 15

Exercise Two: using the rules from exercise one, turn these words into nouns using *-ance* endings or *-ence* endings. Use the example to help you.

1. Disappear Disappearance
2. Signify _____
3. Dominate _____
4. Insure _____
5. Attend _____
6. Revere _____
7. Adhere _____
8. Fragrant _____
9. Assist _____
10. Patient _____

Score: / 10

Exercise Three: use the words from exercise two to fill the gaps. Not all words need to be used.

1. The sky-scraper's _____ was very odd.
2. I need so buy some _____ for my car.
3. Your _____ is not so great; you've missed 15% of lessons.

Score: / 5

Effort Percentage:

4. My mum loves the _____ of roses.
5. In English, we focus on the _____ of language and structure in texts.



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

Task Twenty: Formal and Informal Vocabulary



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, two ways of expressing the same idea. Put the words into the table, taking care to keep them in their meaning pairs.

~~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

Score: / 20

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

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

4. The sweets industry is massive in the UK. _____

5. Can I get you some drinks? _____



Task Twenty Writing Complex Commas

Score: / 5



Complex Comma Use #1

Putting adverbs at the start of a sentence.

Example:

Quickly, I collected my books.

Complex Comma Use #2

Including dependent clauses into a sentence

Example:

My dog, who enjoys eating shoes, is a bit fat.

Complex Comma Use #3

Separating some key connectives in sentences

Use commas with:

However, finally, nevertheless...

Exercise One: add the commas to the sentences below, using the advice above to help you put them in the correct place:

1. Apart from the clothes they were wearing they lost everything.
2. In spite of having lost the team remained cheerful.
3. Although there was a full moon it seemed very dark that night.
4. It was therefore not the best of holidays.
5. However they did find us another room eventually.
6. As soon as he had finished his homework James was allowed to go out.

Score: / 6

Exercise Two: commas make the sense of the sentence clear. For each pair, explain how the commas have altered the meaning of the sentence. (*TIP: try saying them out loud and pausing when you get to the comma*)

1. a) Opposite the house was a derelict building. _____

1. b) Opposite, the house was a derelict building. _____

2a) I am going to Birmingham possibly, with John. _____

2b) I am going to Birmingham, possibly with John. _____

3a) Outside the garden was flooded. _____

Effort Percentage:

3b) Outside, the garden was flooded.



Score: / 6

Unit-Two: Varying Complex Sentences



Exercise One: read the information box above and answer the following questions.

A complex sentence is made from a main clause with dependent clauses or additional phrases added into it. The important thing to remember that phrases and dependent clauses do not make sense on their own; they add information to the main sentence. These additional pieces of information are placed into the sentence using commas, most commonly. To show confidence with your writing, you should try and vary the way that you put your complex sentences together. There are a few options:

a) The dependent clause 'drop in' in the **middle of the sentence**.

Global warming, **which is a problem for everyone**, is on the increase.

b) **Starting** your sentence with a dependent clause.

Despite governmental campaigns, the general public are still not recycling as much as they should.

c) Putting **adjectival phrases** into dependent clauses (adjectives to describe the subject).

Scientists, **who are knowledgeable and wise**, expect that the effects of global warming will be devastating.

1. What is a dependent clause? _____
2. What is an adjectival phrase? _____
3. What punctuation should be used with complex sentences? _____

Exercise Two: below you have been given main clauses and some developing information (in brackets). Use your knowledge to turn them into complex sentences. Remember to vary your complex sentence construction. An example has been done to help you.

Score: / 5

Example: The new girl at school is nice. (arrived from New York)

The new girl at school, **who has just arrived from New York**, is nice.

1. My car broke down on the motorway. (unfortunately for me)

2. Mum is baking bread tonight. (using the new bread-maker)

3. My homework is overdue. (really boring)

Effort Percentage:

4. Tea keeps me going during the day (well-brewed and sugary)



Task Twen Using Modal Verbs

Score: / 4



Exercise One: read the information boxes below on modal verbs. Highlight seven pieces of important information that you need to remember about using modal verbs.

Modal verbs often tell you whether something is possible, expected, necessary or likely. They usually change a sentence from being certain to less certain. For example:

I do my homework after school → I *might* do my homework after school

There are five main pairs of modal verbs:

**Can Will Shall May Must
Could Would Should Might Ought**

Starting conditional sentences...

As long as...

If...

Providing that ...

Unless ...

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:

If it is raining, I *might* do my homework after school

As long as I've got time, I *will* do my homework after school

Providing I can find it, I *shall* do my homework after school

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.

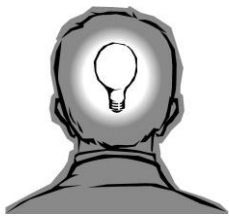
1. As soon as I have enough money I _____ buy a new car.
2. If only my dog would stop barking I _____ get some sleep!
3. Providing that you get your forms in you _____ be considered for a place on the trip.

Effort Percentage:

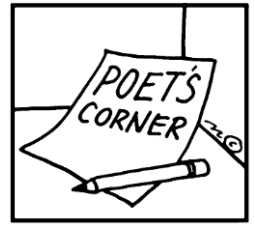
4. Unless you get your act together the Headteacher _____ expel you.

Score: / 4

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.	

Score: / 4

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.

Effort Percentage:



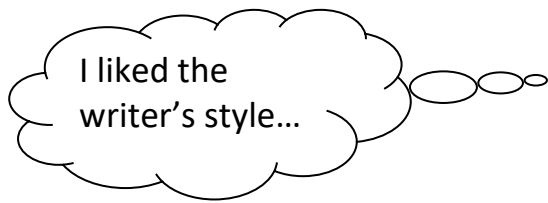
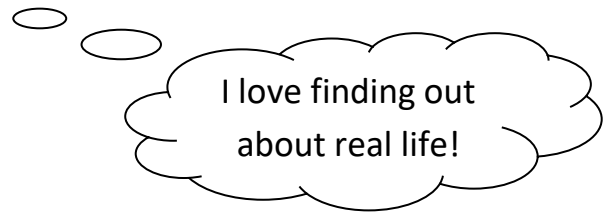
Independent Learning Projects



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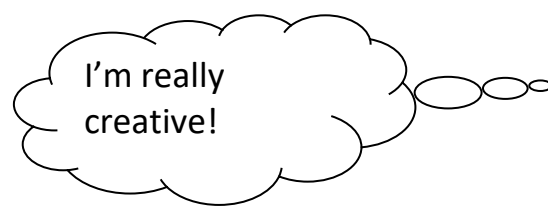
Choose one that suits your interests: if you want to, do more than one!

Task One: Exploring Context <ul style="list-style-type: none"> 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



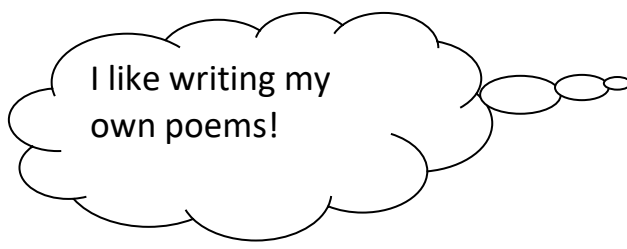
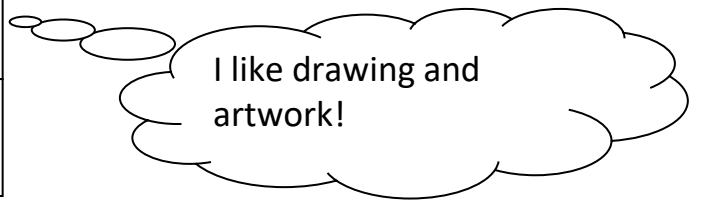
Task Two: Exploring Writers <ul style="list-style-type: none"> Research five famous British poets from the 20th century. Create top trump cards for them and their poems. 	Checked by:
	CV points

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



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 poem we have studied and create a cartoon based around it. Keep the emotion and message the same as in the poem. 	Checked by:
	CV points



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: 'ie' and 'ei' spellings



Exercise One: read the rules for ei/ie spellings. Highlight two words in each box that 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". (eg: 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.

(eg: 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.

- 1) My consc__nce is clear.
- 2) Have you suffic__nt money for a taxi home?
- 3) My Aunt Susan fanc__s going to Crete for her holiday.
- 4) David can be vain. He is so conc__ted.
- 5) My friend Tim is great at fencing. He w__lds a sword like a real professional.
- 6) Have you lied to me? I have been dec__ved!
- 7) My fr__nd Lydia is moving to Tenerife at the end of the month. I am so jealous!
- 8) Make sure that you put d__sel in the car, not petrol!
- 9) Oh no! The c__ling has just fallen down!
- 10) One of my strengths is that I am really effic__nt; I get work done quickly and to a good level.

Score: / 10

Effort Percentage:

Simile =

When one object is compared to another, using like or as.

Task Twenty-Six: Understanding and Explaining Similes



Exercise One: Each of these pictures represents a commonly used simile. Write out each simile in the spaces below.

- A. _____

- B. _____

- C. _____

A

B

Score: / 3

Exercise Two: explain the sense, feeling, meaning or idea given by the similes listed below. Explain what you think the writer is trying to say about each thing. Develop your inferences by using 'because' and remember not to use the words from your simile in your explanation, unless you are using a quote.

1) 'His marriage was like an electrical storm.'

The writer is trying to say that the marriage is...

2) 'Her daughter entered the room like a hurricane.'

The writer is trying to say that the daughter must be...

Score: / 2

Effort Percentage:

Task Twenty-Seven: Direct and Reported Speech

Direct speech is when someone is actually speaking. Speech marks are used to show this.

Reported speech is when someone tells us what was said. Speech marks are not used for this.



"I think we should go to the beach..." suggested Dan.

Dan **suggested that they went to the beach** during their chat.

Exercise One: read the rules for punctuating direct speech and then complete the true/false task below.

Rule #1	Rule #2	Rule #3	Rule #4	Rule #5
Only the words that are spoken should go inside the speech marks	The first word inside speech marks need a capital letter.	Always use a comma or colon before opening speech	Always use some punctuation before closing speech marks	New speaker, new line. Always.

1. You never put a capital letter at the start of speech.	True	False
2. You can end speech without a punctuation mark.	True	False
3. You use a new line for some new speakers, not all.	True	False
4. All words that were spoken should be in speech marks.	True	False
5. Speech does not need punctuation to introduce it.	True	False
6. You can end speech with , ! ?	True	False

Score: / 6

Exercise Two: label the examples below as direct (D) or reported (R) speech.

Then put all of the necessary punctuation into the sentences. Use the examples to help you.

Example 1: "I do get a bit fed up sometimes" she said. (Direct)

Example 2: The boy told me that he wanted to have a break. (Reported)

1. James said Good morning Mr Smith.
2. She told the reporter that she wanted to emigrate as soon as possible.
3. Do we have to asked Cath
4. Peter said that he was the oldest boy in the room
5. I am absolutely starving can we get some food asked Lucy

Score: / 5

Effort Percentage:

Task Twenty- Eight: Understanding Varied Sentence Lengths



Exercise One: read the box below and highlight four pieces of important information.

In writing, the length of a sentence can have a real impact on how the information is understood or how the narrator sounds. In fiction, an author may choose the length of their sentence depending on the emotions their character is experiencing:

- A long sentence might suggest (among other things): confusion, excitement or enthusiasm, knowledge or a lack of control.
- A short sentence might suggest (among other things): panic or fear, concern or anxiety, anger or passion.

Exercise Two: read the following sentences and think about how it sounds. Explain what emotions are presented by talking about the length of the sentence.

1. 'Mum had said we'd be moving in just in time for spring. Nobody else was there. Just me'

The short sentences at the end suggest that he is scared because he is stopping quite a lot. This suggests that he's too scared to say much more. It also sounds quite sharp; people tend to sound sharp when they feel scared.

2. 'He was lying there in the darkness behind the tea-chests, in the dust and the dirt'

3. 'I looked away. I didn't want anything to do with him'.

4. 'I wanted to get out, to get back to our old house again, but Mum and Dad took it all in.'

Score: /3

Effort Percentage:


Relative pronouns are used when **additional information** is given about nouns.


Task Twenty-Nine: Relative Pronouns (who, which, where, whose and that)


Relative pronouns tell us **which noun** any additional information relates to.

Whose (relative pronoun)

The dog (noun)







tail is wagging
(added detail)

The dog, **whose** tail is wagging, is hungry.

Exercise One: read the information on different types of relative pronouns. Highlight two words in each box that you feel are important.

Who	Which	Where	Whose	That
For when the additional detail is about a person.	When the additional detail isn't vital to the main sentence.	When the added detail is about a place or location.	When the noun being referred to owns something.	When the additional detail is vital to the main sentence.

Exercise Two: complete the sentences by choosing the correct relative pronoun from the brackets.

1. Peter's parents, _____ are retired now, live in Italy. **(who/which)**
2. There is a poem in this book _____ you might like. **(that/which)**
3. Could you please tell me _____ you live? **(who/where)**
4. The dress _____ Mum wanted was sold out when we got to the shop. **(that/which)**
5. Those people, _____ son got into Oxford, are really proud! **(who/whose)**
6. My last piece of work, _____ took hours to do, was about zebras. **(where/which)**

Score: /6

Exercise Three: the sentences below have incorrect relative pronouns. Highlight and correct them.

1. That old man, that house is down the road, used to be in the SAS!
2. Helen has gone to the hotel in Spain whose the beaches have black sand.
3. I don't know anyone that has a parent in the army.
4. My pencil case, that I keep in my desk, is broken.
5. This plate of food whose I am carrying is very hot.

Score: /5

Effort Percentage:

Task Thirty: Exploring Descriptive Language

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

Similes: comparison using like/as.

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

Metaphor: saying an object is another.

Alliteration: words that 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:



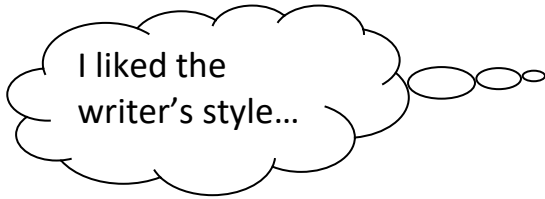
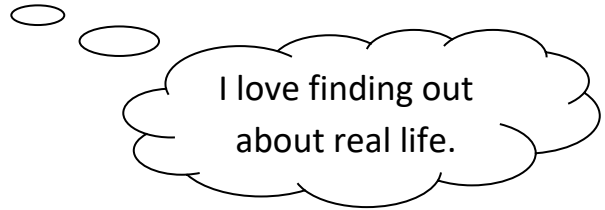
Independent Learning Projects



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

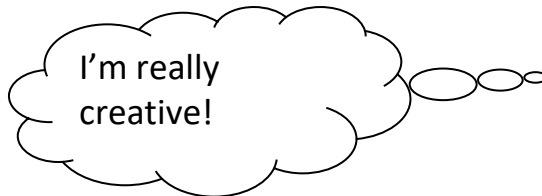
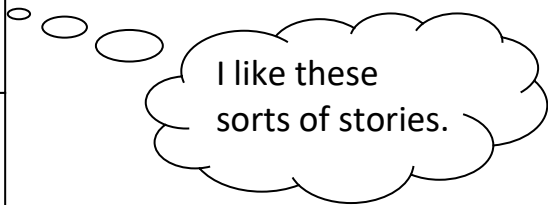
Choose one that suits your interests: if you want to, do more than one!

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



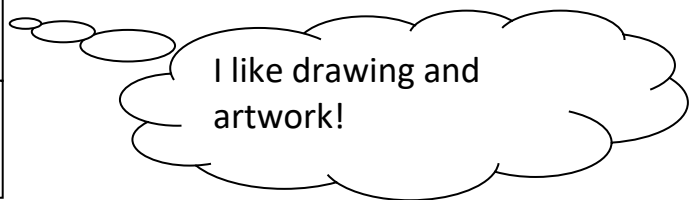
Task Two: Exploring Writers <ul style="list-style-type: none"> Find 10 facts out about the writer you are currently studying. Create a fact-file to present your findings. 	Checked by:
	CV points

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



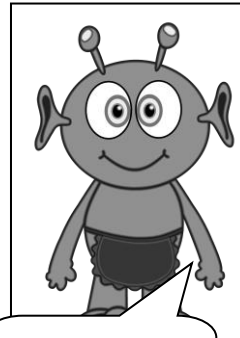
Task Thirty-One: -tian and -cian spellings



Adding **-cian** or to a noun shows that a person is **good at** a particular skill!

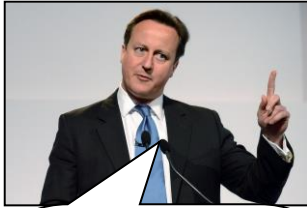


Beauticians know the art of creating beauty



Martians come from Mars.

Adding **-tian** to a proper noun shows the **origin** of that thing or what they **belong** to.



Politicians know the art of politics



Musicians know the art of music



Venetians come from Venice and belong to that community.

Exercise One: the words below all refer to a type of person. Underline the suffix in each word and then say what skill each person is good at or where they come from. Use the example to help you.

Person	Skill / Origin
Musici <u>an</u>	They are good at music
Dalmatian	
Mathematician	
Croatian	
Magician	
Mortician	
Christian	
Technician	
Statistician	
Beautician	
Egyptian	

Exercise Two: learn these spellings for a test during the next lesson.

Score: / 10

Effort Percentage:



Task Thirty-Two: Understanding Personification



Exercise One: read the information box below and highlight five words that you feel are important.

Personification is a language device used to improve descriptive writing. It is a device used to give an object human or animal qualities to make it sound like they are alive. It is used to create a particular emotion or atmosphere.

The simplest kind of personification is created by giving a humanising adjective (one we normally associate with a human) to a non-human noun. For example:

Welcoming, inviting, sleeping, lonely, proud, angry, selfish, disapproving, growling, grateful, impatient, humble, laughing, happy, hungry, forgiving, cheeky, well-dressed, hopeful, suffering.

Exercise Two: give each of these nouns a humanising adjective from the list. There are no right or wrong answers. Look for a combination that creates a believable and powerful image.

- 1) A tree 2) The.....dawn 3) A road
4) A book 5) The sea 6) The walls

Score: / 6

Exercise Three: add verbs (v) and adverbs (adv) to the sentences to create personification.

An example has been done to help you.

Eg: The table silently (adv) observed (vb) the chairs' every move.

- a) The castle looked _____ (adv) across the sea, _____ (adv) guarding the little island.
b) A thick, white mist _____ (v) silently over the hill and sidled _____ (adv) into the house.
c) The clouds of war _____ (v) _____ (adv) over Europe.
d) The mountain called them _____ (adv) and _____ (v) them ever upwards.
e) The high towers _____ (v) up _____ (adv) and _____ (v) the clouds.

Score: / 11

Effort Percentage:



Task Thirty-Three: Hyphens and Dashes



Exercise One: read the following information and then complete the sentences below by filling the gaps with words from the smaller box that suit the meaning.

Hyphens are smaller than dashes. They join words. For example: “My **mother-in-law** wore a **sky-blue** dress.” You can create compound words using hyphens in this manner, joining two words into one.

Hyphens can make all the difference to meaning. For example: “a hot water-tap” describes a water-tap which is hot. However, a “hot-water tap” describes a tap which is used for hot water.

Dashes, on the other hand, hold words apart. Dashes are used to show a sharp change of direction in the sense of a sentence or to insert words as an explanation or after-thought into a sentence. For example: “There is only one meal worth eating – spaghetti!” Or: “We saw a bird of prey – an eagle, I think – wheeling overhead.”

The main difference between a hyphen and a dash is their _____. Dashes are _____ than hyphens. Hyphens are used for _____ words together to create _____. Dashes, on the other hand, _____ words for an _____ or to introduce an _____ idea.

- explanation
- bigger
- additional
- linking
- separate
- size
- compounds

Score: / 7

Exercise Two: explain how the hyphen is used to change the meaning in the phrases below.

	The first meaning	The second meaning
1) ten-pound notes 2) ten pound-notes	One note worth ten pounds	Ten notes worth one pound each
1) three-year-old dogs 2) three year-old dogs		
1) a hard working-man and 2) a hard-working man		

Exercise Two: put the dashes into the sentences below.

- 1) I’m going to buy cars loads of them.
- 2) She was wearing a new designer outfit obviously very expensive.
- 3) We saw a whale on holiday the first one we had ever seen.

Score: / 4

Score: / 3

Effort Percentage:

Task Thirty-Four: Sentence types



Writers **craft** their sentences' length, vocabulary, type and punctuation to ensure their readers respond in a specific way.

They know what they're doing - it's not accidental!

Exercise One: read the extract from 'My Name is Mina'. Select the four different sentence features that have been used by David Almond and copy them into the table below.

and sing.
 Sometimes there should be no words at all.
 Just silence.
 Just clean white space.
 Some pages will be like a sky with a single bird in it. Some will be like a sky with a swirling swarm of starlings in it. My sentences will be a clutch, a collection, a pattern, a swarm, a shoal, a mosaic. They will be a circus, a menagerie, a tree, a nest. Because my mind is not in order. My mind is not straight lines. My mind is a clutter and a mess. It is my mind, but it is also very like other minds. And like all minds, like every mind that there

Features to find:

- ✓ Lists?
- ✓ Simple sentences?
- ✓ Complex sentences?
- ✓ Repeated sentence starters?

Sentence Feature	Quote...
Lists	
Simple sentence	
Complex sentence	
Repeated sentence starters	

Score: / 4

Effort Percentage:



Task Thirty-Five: Effective Proofreading

(finding and fixing the errors)



Exercise One: a Year Eight student wrote the following review of 'My Name Is Mina'. Unfortunately, they forgot to put their punctuation in. Go through and put the punctuation in.

If you use this order, it will be easier:

- | | |
|--------------------|----------------------|
| 1. Full stops | 4. Apostrophes |
| 2. Capital letters | 5. Exclamation marks |
| 3. Commas | 6. Spelling errors |

'my name is mina' is a really important book and i think that everyone should read it the basic plot is quite simpl its about a girl called mina who is quiet unusual in the way she sees and experiences life the story focuses on her struggle with live because she doesnt see things in the same way as everyone else she is a creative spirit and is immensely curious sadly she cant cope with school and her mum educates her at home but this turns out to be a good thing in so far as she is able to explor and learn in the way that she wants to however it becomes obvious that actually she does want to be good and fit in with the other kids even when she says that she doesnt

i think this book is important not because its a nice story but because of the message it gives when were teenagers its really easy to think of wierd kids as being just weird and not very important when I read 'my name is mina' i realised that thinking a kid is weird

is a really nasty way to look at people because mina isnt weird shes exiting and creative she seems weird because she struggles to fit in and thats certainly not a reason to be horribel to anyone

Exercise Two: count the number of errors that you found for each skill and record them in the table below.

Punctuation	Number found	Punctuation	Number found
Capital letters		Commas	
Full stops		Spelling Errors	
Exclamation marks		Apostrophes	
		Total errors found	

Effort Percentage:

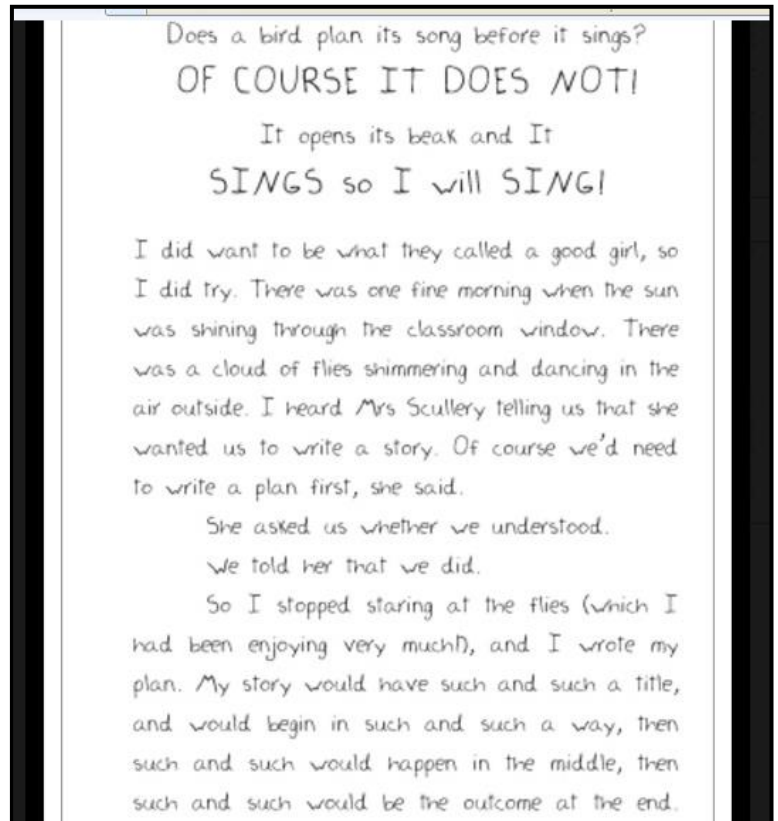


Task Thirty-Six: Explaining the Effect on the Reader



Exercise One: Read the extract below from *My Name is Mina*. List three things you learn about Mina from extract. The first one has been done for you.

1.	<i>Mina wanted to be a good girl.</i>
2.	
3.	
4.	



Exercise Two: For each fact about Mina, explain how this will affect the reader's thoughts and feelings.

Use the example to help you.

	Fact	Effect on the reader
1.	<i>Mina wanted to be a good girl.</i>	<i>Makes us pity her because she has good intentions and wants to do the right thing. Makes us like her because she wants to please others.</i>
2.		
3.		
4.		



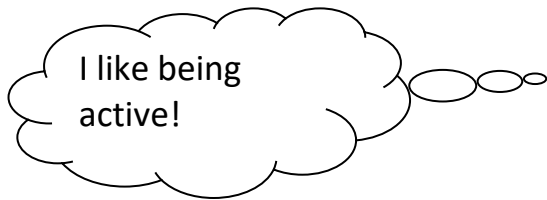
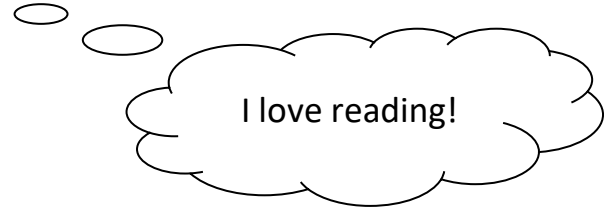
Independent Summer Projects



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

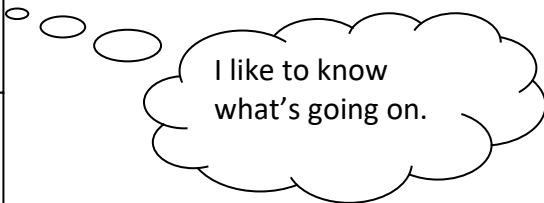
Choose one that suits your interest: if you want to, do more than one.

<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



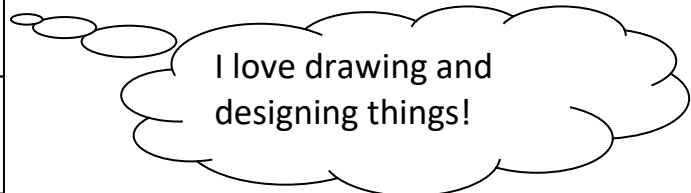
<p>Do one new thing every week (i.e. go to a new place, see a new thing).</p> <p>Keep a record of what you have done, describing the experience.</p>	Checked by:
	CV points

<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: