

Year 7
English
Key Skills
Booklet

This booklet has been designed to help you to work on your areas of development. The table below lists all of the essential key skills you need to be successful in your English lessons. Please use your English subject report to identify which areas you need to work on and complete the tasks as numbered below.

If you have any issues with the below please speak to your English teacher.

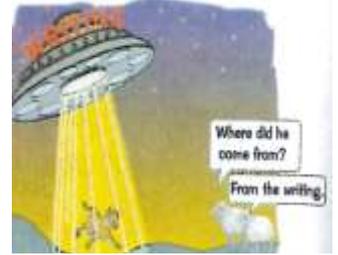
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Give Reasons

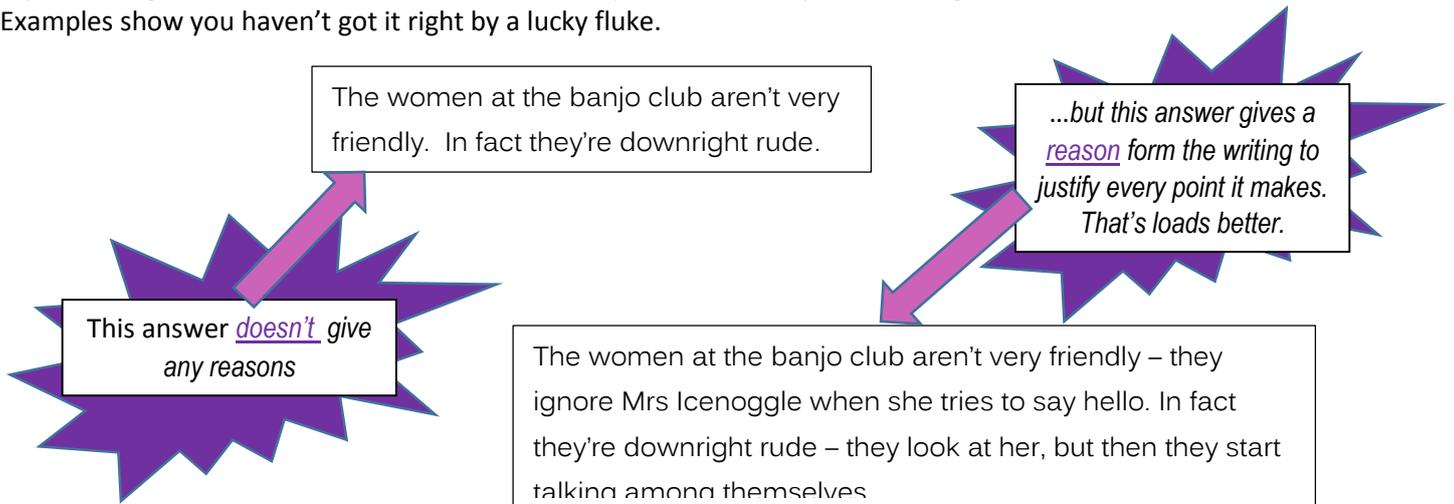
Here's one of those things that you just have to do whether you like it or not. You have to give reasons for what you say, and your reasons have to come from the piece you read.

Give Reasons from the bit of Writing

You have to give reasons for what you say – examples from the passage you've read that show where your answer comes from.



If you don't give reasons the examiners can't tell if you know what you're talking about. Examples show you haven't got it right by a lucky fluke.

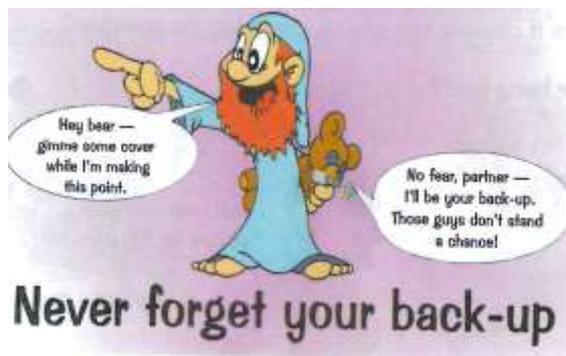


Every Time you make a Point - give an Example

It's easy to forget to give examples from the bit of writing you've read. You'd think because the examiner knows what you've read they'd know why you're saying something about it.

But that's the road to losing loads and loads of marks. They want you to refer to the writing anyway – as if they don't know it. Drum this simple rule into your head:

Every time you make a point, back it up with an example.



Give reasons – and currants, and sultanas ...

The sure-fire way to get good marks in these English SATs is to make sure you put loads of examples in your answer. Reasons and examples – nothing else is going to do.

When writing about a text, you have to give reasons for what you say.

Miss Icenoggle is the newest member of the banjo club.

"Hello," Mrs Icenoggle began to say tentatively, but the sour faced Mrs. Snip took one look at her dishevelled appearance, turned away and started to talk to her companions in a snobbish voice.

"Did you go to Iona's party last weekend?" She asked, ignoring the newcomer.

All the other women glanced briefly at Mrs Icenoggle, and decided to join in with Mrs. Snip's game. "I certainly did," replied one of them whilst raising her eyebrows, "and I don't like the way Iona has redecorated her toilet." Everyone broke into catty laughter.

Mrs Icenoggle, who had no idea who Iona was, stood helplessly in the doorway pulling at the frayed cuffs of her ragged coat.

TASK: Try to answer the following questions. Use the text to figure out your answers, and try to give a quote to prove your answer. The same quote can be used as evidence for more than one question.

Remember, a quote is always surrounded by 'quotation marks.'

- 1) Mrs Icenoggle is trying to be friends with the ladies in the banjo club.
- 2) The women of the banjo club are rude to people they don't know.
- 3) The women of the banjo club like to gossip about other people.
- 4) The women of the banjo club don't like Mrs Icenoggle because she is poor.
- 5) Mrs Icenoggle feels bad that she cannot join in the conversation.
- 6) Mrs Icenoggle has nervous habits.

Hidden information, also known as the 'subtext', is all the information that is never specifically written, but that you can guess anyway. You can find it by looking at the descriptions and actions in the text.

Kerry stood in front of the door. One hand gripped the door handle fiercely. Her breathing was rapid, and she trembled under the cheap fluorescent light of the hallway. Beyond the door, she could hear the animal cries of thirty students.

Clutching the class register to herself, Kerry tried to muster her courage. They were only teenagers. Barely more than children. She pulled herself up and made an attempt to straighten her jacket. With one high-heeled shoe Kerry squashed down on some litter, and quickly turned the handle down on the door.

At least, she thought as she stepped into the room, it was only for one week.

(Kerry is a cover teacher who has to take over a class for a week)

TASK: Answer the following questions, explaining yourself by using quotes.

Example: Where is this extract set?

This extract is set inside a school, because Kerry can hear the sound of 'thirty students.'

Although the text never actually says that Kerry is in a school, we can tell that she is because of the 'thirty students' in the class.

1. Is Kerry happy to be teaching the class?
2. Does the school seem like a nice school to you?
3. What do you think the students are like?

Keywords in Quotes

In most quotes, you should be able to find a keyword. The keyword is the important word in the sentence, the most interesting one that you can say a lot about. A quote is not always limited to one keyword. As long as you can talk about a word in detail, then it can be counted as a keyword.

A keyword may be important because of its **word group** (verb, adjective etc), because it is a language device (repetition, onomatopoeia, etc) and because of its connotations.

A connotation of a keyword is all the things that keyword makes you think of. For example, the word 'red' has connotations of anger, blood, love, etc.

"The clock was ticking in the corner. Ryan's hand gripped the back of the chair. The sound started to grate against his ears. Ryan watched the door, waiting for news. His heavy eyes lost focus as they glazed over the posters pinned up next to the light switch. He sat down when his legs started shaking too much to stand." The words underlined are the keywords.

TASK:

For each keyword, try to find:

- The word group (verb, noun, adjective, adverb)
- The connotations (at least 3 for each word)

Example: 'Ticking' is a verb, and has connotations of countdowns, time, repetitive, noises and frustration.

TASK: How does the writer create a sense of Leo's growing unease?

As his mother had tucked him in, he had tried one last time to convince her to get rid of the clock, but to no avail. He lay quietly, feeling terrified and betrayed, willing himself to fall asleep – if only so he could escape the tick, tick, ticking of the clock. Leo twisted and turned, ruffling the sheets up around him, growing hot and bothered and less and less sleepy with every moment that passed. Eventually, he gave up, sighed and sat upright, staring unhappily at the clock. In the darkness, the clock face seemed to glow a faint green colour, making it look all the more sinister. Locked in a silent world of fear and misery, Leo sat and watched the clock hands creep around. Nine thirty. Ten Fifteen. Eleven o'clock. Eleven thirty. If you had asked him at nine thirty if he could fear the clock any more than he already did, Leo would have said no, but as the hands crept closer and closer to midnight, Leo knew that would have been a lie, as unease turned to fear and fear turned to terror. He felt an icy hand constrict his heart, and his windpipe seemed to shrink inside his throat, making every breath a struggle. What would happen at midnight? For every horror film he had ever seen, every spooky story he had ever been told, made him certain beyond all doubt that whatever it was that was going to happen would happen then. And something WAS going to happen. He knew that as surely as he knew his own name. He just didn't know what to expect. Would a laser beam of crimson light leap out and end his short life? Would the clock explode? Would it emit from its mechanical cervices a dark and deadly smoke that would creep inside his lungs and poison him? He didn't know, but he knew he would soon find out.

When, at midnight, the clock began to glow a deeper green, Leo felt no surprise. This is it, he thought dully. A low hum of noise began to fill the room as the clock started to vibrate, its metal feet buzzing rapidly on the bookcase. Leo shrank back against his pillows. He had to get out of this room, away from the clock. Throwing back the cover, Leo slipped out of bed and stumbled the few steps to his bedroom door. Reaching out his hand, he somehow knew even before it touched the door that it wouldn't open. Trying to remain calm, he rattled the handle, but though it moved up and down, it didn't activate the mechanism inside which would actually open the door. 'Dad!' Leo screamed, calling for the one person he had always relied on to protect him. 'Daddy! Help me, please!'

Consider:

- Word Choice
- Sentence Structure
- Questions
- Character's thoughts
- Character's reactions
- Punctuation

How information is presented

Some of the texts you read use particular features to present the ideas. These features are known as presentational devices.

The first step in being able to write about presentational devices is to identify them.

Look at the leaflet (see part of its cover and contents below) advertising an animal park.

TASK

The labels around the leaflet are numbered

1. Make a list of the numbers.
2. Choose the description from the list below which you think matches the label and write it beside the correct number.

Heading, sub-headings, photographs, map, bold print, direct question, use of colour, different print size, timetable, logo, slogan



3

4

5

6

Safari Railway • Children's Farm • Lake View Café • Gift Shop • Picnic Areas



South Lakes Wild Animal Park



The Lake District's only zoological park is recognized as one of Europe's leading conservation zoos.

The rolling 17 acres are home to the rarest animals on earth. They are participants in co-ordinated breeding programmes to save them from almost certain extinction in the wild.

We are the only zoo in Britain to hold both Amur and Sumatran Tigers, the biggest and smallest tigers left in the world.

We have been called the most animal friendly zoo in Britain because of our unique way of looking after the animals. Many animals have complete freedom to wander at will, such as lemurs, kangaroos, wallabies and exotic deer. Parrots fly freely in the trees. So if you want a great day out and wish to help the vital work of conserving the natural world, then there is only one place you can do it, South Lakes Wild Animal Park.

**new
for 97**

**Red Panda
White Rhinoceros
Maned Wolves
Cheetah
Otters**

daily events

- 12.00pm** Meet a snake and cure any fears.
- 1.00pm** Meet the Owls display and talk.
- 2.00pm** Lemur feeding. You can help the keepers.
- 2.30pm** Tiger feeding. Unique in Europe!!!
- 3.00pm** All the many other animals get fed.

Why not leave the car behind and take the Zoo bus?

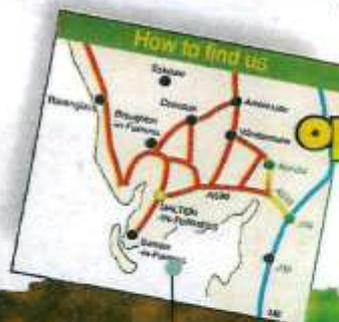
The Stagecoach Service X18 from Bowness-on-Windermere brings you via Newby Bridge and Ulverston directly to the park then returns later in the day.

(Witham Holiday and Summer only)

**Enjoy your day,
our visit will help
our vital work.**

admission

Adults	£3.75
Child (3-16)	£2.75
O.A.P.s	£2.75
Family of 2 adults, 2 children	£10.25



opening times

1st April to 30th September 10am-6pm
1st October to 31st March 10am-Dusk
Closed: 25th December

South Lakes Wild Animal Park, Crossgates, Dalton-in-Furness, Cumbria LA15 8JR Telephone: 01229 466086

7

8

9

10

11

Thinking about presentation

How can you tell at first glance that a piece of writing is a poem and not a prose passage?

Look at the following two texts. They are both, in different ways, about cruelty to dogs. One is a poem and one is a prose passage.

The Dog Lovers

So they bought you
And kept you in a
Very good home,
Central heating
5 TV
A deep freeze
A very good home –
No one to take you
For that lovely long run –
10 But otherwise
'A very good home'.
They fed you Pal and Chum
But not that lovely long run,
Until, mad with energy and boredom
15 You escaped – and ran and ran and ran
Under a car.
Today they will cry for you –
Tomorrow they will buy another dog.
Spike Milligan.



First Impressions

Read the poem aloud. Experiment with pausing in different places. Which words should you give most emphasis to? What tone of voice should you use? Should this change for different parts of the poem?

Form

When we talk about the way a poem is set out on the page and the way the words are put together we are talking about the poem's **form**. Form is an important feature of poetry. In order to write about the form of a poem you need to think about what the poet is trying to achieve in setting his words out in this particular way.

TASK

Think about the ways the words in the poem have been set out on the page. Find examples of the following:

- Lines that are not the same length
- Lines that end in the same word
- Lines that end in a dash (like this -)
- Words that are not written in sentences
- Phrases (groups of words) that are repeated.

What is the effect of these features?

Stray dogs on increase

DOZENS of dogs have been abandoned on Britain's streets over Christmas, animal lovers said last night.

The number of strays arriving at the country's leading home for abandoned dogs has increased steadily since Christmas Eve.

Staff are working around the clock to care for unwanted Christmas pets at Battersea Dogs' Home, in south London, which has taken in 33 animals left to roam the city's streets over the past three days – eight per cent more

than last year. A total of 706 abandoned dogs are at the centre, and spokesman Stephen Danos said he expects this figure to increase over the festive season.

He said: 'What is worrying is that if the number of stray dogs in the home is up now, just a few days into Christmas, what will it be like in late January?'

The 137-year-old sanctuary for abandoned dogs saw nine arrivals on Christmas Eve, a dozen more on Christmas Day, and another dozen by mid-afternoon yesterday.

List the ways in which the two texts *look* different

www.bbc.com

You need to be able to infer the writer's viewpoint.

No matter what the text, you need to be able to work out the writer's attitude to what s/he is exploring.

Are they hostile?

Are they enthusiastic?

Are they critical?

Are they excited?

TASK: What's the attitude here to
Trump and to Obama?
How do you know?



TASK: Read the below. What's Tony Parsons' viewpoint on tattoos?

'The modern world has no more disgusting sight than some cretinous mark linked into the flabby back and front of you in the supermarket queue, or mindlessly desecrating the lithe leg of some otherwise flawless beauty sitting at a bar, or proudly worn on the arm of some middle-aged business executive as if it was a certificate for swimming his width'.

TASK: Please read Tony Parsons on boxing.

Highlight at least pieces of evidence that strongly communicate his viewpoint. For each of those pieces of evidence, express his viewpoint in your own words.

Boxing changes a man.

And if they taught boxing in our schools, then boxing could change the world.

What can save the damaged children of the internet? Every older generation always despairs about the younger generation. But in our obese, porn-saturated digital age, a little despair seems in order.

The youth of today are doomed – grown fat on junk food and years spent on their behinds, rendered stupid by their beeping smartphones, their sexuality neutered and twisted by a steady diet of hard-core porn.

What can save them? Only boxing.

Only boxing can toughen them up, only boxing can put them back in the physical world, only boxing can remind them that they a body, containing a head and a heart, only boxing can make them beautiful and find them a girlfriend.

Those poor, useless kids! Allegedly more connected to the world than any generation in human history, and yet hopelessly disconnected from the world of muscle and blood. Young people do not carry knives because they are tough. Young people carry knives because they are weak, because they are scared, because they are terrified. Because they don't box. If they taught boxing in schools, all of this – the obesity, the porn addiction, the nervous knives – would vanish overnight.

'Wonder' by R.J Palacio (10)

TASK: Read the chapter below carefully. The main character August is being shown around his new school by three students, Charlotte, Jack Will and Julian.

Jack Will, Julian, Charlotte, and I went down a big hallway to some wide stairs. No one said a word as we walked up to the third floor. When we got to the top of the stairs, we went down a little hallway full of lots of doors. Julian opened the door marked 301.

"This is our homeroom," he said, standing in front of the half-opened door. "We have Ms. Petosa. They say she's okay, at least for homeroom. I heard she's really strict if you get her for math, though."

"That's not true," said Charlotte. "My sister had her last year and said she's totally nice."

"Not what I heard," answered Julian, "but whatever." He closed the door and continued walking down the hallway. "This is the science lab," he said when he got to the next door. And just like he did two seconds ago, he stood in front of the half-opened door and started talking. He didn't look at me once while he talked, which was okay because I wasn't looking at him, either. "You won't know who you have for science until the first day of school, but you want to get Mr. Haller. He used to be in the lower school. He would play this giant tuba in class."

"It was a baritone horn," said Charlotte.

"It was a tuba!" answered Julian, closing the door.

"Dude, let him go inside so he can check it out," Jack Will told him, pushing past Julian and opening the door.

"Go inside if you want," Julian said. It was the first time he looked at me. I shrugged and walked over to the door. Julian moved out of the way quickly, like he was afraid I might accidentally touch him as I passed by him. "Nothing much to see," Julian said, walking in after me. He started pointing to a bunch of stuff around the room. "That's the incubator. That big black thing is the chalkboard. These are the desks. These are chairs. Those are the Bunsen burners. This is a gross science poster. This is chalk. This is the eraser."

"I'm sure he knows what an eraser is," Charlotte said, sounding a little like Via.

"How would I know what he knows?" Julian answered. "Mr. Tushman said he's never been to a school before."

"You know what an eraser is, right?" Charlotte asked me. I admit I was feeling so nervous that I didn't know what to say or do except look at the floor.

"Hey, can you talk?" asked Jack Will.

"Yeah." I nodded. I still really hadn't looked at any of them yet, not directly.

"You know what an eraser is, right?" asked Jack Will.

"Of course!" I mumbled.

"I told you there was nothing to see in here," said Julian, shrugging.

"I have a question . . .," I said, trying to keep my voice steady. "Um. What exactly is homeroom? Is that like a subject?"

"No, that's just your group," explained Charlotte, ignoring Julian's smirk. "It's like where you go when you get to school in the morning and your homeroom teacher takes attendance and stuff like that. In a way, it's your main class even though it's not really a class. I mean, it's a class, but—"

"I think he gets it, Charlotte," said Jack Will.

"Do you get it?" Charlotte asked me.

"Yeah." I nodded at her.

"Okay, let's get out of here," said Jack Will, walking away.

"Wait, Jack, we're supposed to be answering questions," said Charlotte. Jack Will rolled his eyes a little as he turned around.

"Do you have any more questions?" he asked. "Um, no," I answered.

"Oh, well, actually, yes. Is your name Jack or Jack Will?"

"Jack is my first name. Will is my last name."

"Oh, because Mr. Tushman introduced you as Jack Will, so I thought . . ."

"Ha! You thought his name was Jackwill!" laughed Julian. "Yeah, some people call me by my first and last name," Jack said, shrugging. "I don't know why. Anyway, can we go now?"

"Let's go to the performance space next," said Charlotte, leading the way out of the science room. "It's very cool. You'll like it, August."

TASK:

Using the phrases below to help you give your opinion about the statement below:

'From the three students, Charlotte, Jack Will and Julian, Jack Will is the most helpful and kindest character to August the new student.'

Remember:

- Use some of the phrases below in your answer
- Use quotes from the chapter to support your personal opinion

Key Phrases

- I highly agree/disagree with the statement because...
- I agree/disagree a little with the statement because...
- I agree/disagree to some extent with the statement because...
- I totally agree/disagree with the statement because...
- I believe that Julian/Charlotte/Jack Will...
- I consider that Julian/Charlotte/Jack Will...

Growing Up

Nelson Mandela spent 26 years of his life in prison for his political beliefs. He is now a much-admired and influential political figure, travelling all around the world. Yet he was born in a small village in rural South Africa and, from an early age, learning the traditions, beliefs and ways of his ancestors. This text is an extract from his autobiography. *Long Walk to Freedom*, and describes his childhood experience.

A country childhood

My mother presided over three huts at Qunu¹ which, as I remember, were always filled with the babies and children of my relations. In fact, I hardly recall any occasion as a child when I was alone. In African culture, the sons and daughters of one's aunts or uncles are considered brothers and sisters not cousins.

Of my mother's three juts, one was used for cooking, one for sleeping and one for storage. In the hut in which we slept, there was no furniture in the Western sense. We slept on mats and sat on the ground. My mother cooked food in a three-legged iron pot over an open fire in the centre of the hut or outside. Everything we ate we grew and made ourselves.

From an early age, I spent most of my free time in the veld² playing and fighting with the other boys of the village. A boy who remained at home tied to his mother's apron strings was regarded as a sissy. At night, I shared my food and blanket with these same boys. I was no more than five when I became a herd-boy looking after sheep and calves in the fields. It was in the fields that I learned how to knock birds out of the sky with a slingshot, to gather wild honey and fruits and edible roots, to drink warm, sweet milk straight from the udder of a cow, to swim in the clear, cold streams, and to catch fish with twine and sharpened bits of wire. I learned to stick-fight – essential knowledge to any rural African boy - and became adept at its various techniques, parrying blows, feinting in one directions and striking in another, breaking away from an opponent with quick footwork. From these days I date my love of the veld, of open spaces, the simple beauties of nature, the clean line of the horizon.

¹Qunu – A small village in South Africa

²Veld - Grassland



As boys, we were mostly left to our own devices. We played with toys we made ourselves. We moulded animals and birds out of clay. We made ox-drawn sledges out of tree branches. Nature was our playground. The hills above Quno were dotted with large smooth rocks which we transformed into our own roller-coaster. We sat on flat stones and slid down the face of the large rocks. We did this until our backsides were so sore we could hardly sit down. I learned to ride by sitting atop weaned calves – after being thrown to the ground several times, one got the hang of it.

I learned my lesson one day from an unruly donkey. We had been taking turns climbing up and down its back and when my chance came I jumped on and the donkey bolted into a nearby thornbush. It bent its head, trying to unseat me, which it did, but not before the thorns had pricked and scratched my face, embarrassing me in front of my friends. Like the people of the east, Africans have a highly developed sense of dignity, or what the Chinese call 'face'. I had lost face among my friends. Even though it was a donkey that unseated me, I learned to humiliate another person is to make him suffer an unnecessarily cruel fate. Even as a boy, I defeated my opponents without dishonouring them.

Usually the boys played among themselves, but we sometimes allowed our sisters to join us. Boys and girls would play games like *ndize* (hide and seek) and *icekwa* (tag). But the game I most enjoyed playing with the girls was what we called *khetha*, or choose-the-one-you-like. This was not so much an organized game, but a spur-of-the-moment sport that took place when we accosted a group of girls our own age and demanded that each select a boy she loved. Our rules dictated that the girl's choice be respected and once she had chosen her favourite, she was free to continue on her journey escorted by the lucky boy she loved. But the girls were nimble-witted – far cleverer than we doltish³ lads – and would often confer among themselves and choose one boy, usually the plainest fellow, and then tease him all the way home.

The most popular game for boys was *thinti*, and like most boys' games it was a youthful approximation of war. Two sticks, used as targets, would be driven firmly into the ground in an upright position about a hundred feet apart. The goal of the game was for each team to hurl sticks at the opposing target and knock it down. We each defended our own target and attempted to prevent the other side from retrieving the sticks that had been thrown over. As we grew older, we organized matches against boys from neighbouring villages and those who distinguished themselves in the fraternal⁴ battles were greatly admired, as generals who achieve great victories in war are justly celebrated.

³doltish – Silly

⁴fraternal – Brotherly

After games such as these, I would return to my mother's kraal⁵ where she was preparing supper. Whereas my father once told stories of historic battles and heroic Xhosa⁶ warriors, my mother would enchant us with Xhosa legends and fables that had come down from numberless generations. These tales stimulated my childish imagination, and usually contained some moral lesson.

Like all Xhosa children, I acquired knowledge mainly through observation. We were meant to learn through imitation and emulation, not through questions. When I first visited the homes of whites, I was often dumbfounded by the number and nature of questions that children asked their parents – and their parents' unflinching willingness to answer them. In my household, questions were considered a nuisance; adults imparted such information as they considered necessary.

The schoolhouse consisted of a single room, with a Western-style roof, on the other side of the hill from Qunu. I was seven years old, and on the day before I was to begin, my father took me aside and told me that I must be dressed properly for school. Until that time, I, like all the other boys in Qunu, had worn only a blanket, which was wrapped round one shoulder and pinned at the waist. My father took a pair of his trousers and cut them at the knee. He told me to put them on, which I did, and they were roughly the correct length, although the waist was far too large. My father then took a piece of string and drew the trousers in at the waist. I must have been a comical sight, but I have never owned a suit I was prouder to wear than my father's cut-off trousers.

⁵kraal – Hut

⁶Xhosa – South African Tribe

From *Long Walk to Freedom* by Nelson Mandela

TASK: Interpreting the meanings

- 1 Close read the two paragraphs starting '*From an early age...*' to '*... one got the hang of it.*' Find evidence to show how Mandela's childhood was both similar to and different from your own. Present your information in a table like the one below:

Similarities	Differences
Boys playing and fighting	Shared food and blankets with the same boys

- 2 How do we know from this text that Mandela is proud of his upbringing and his homeland? Find four examples that demonstrate this pride, and deduce what is suggested by each one of your quotations. The first one is done for you.
He writes in the third paragraph: '*I learned to stick-fight – essential knowledge to any rural African boy – and became adept at its various techniques.*' This suggests that he is proud of having learned a necessary skill.

Growing Up

Arriving at a new school can be a very scary experience. You have to get used to new rules, new systems, new teachers and new friends. We all want to be accepted, but making new friends can be a very tricky business! This text is taken from an information book, *Staying Cool, Surviving School*, and offers advice about making friends.

The first week

Making friends

This is what everyone dreads. ‘Supposing no-one talks to me’ is the works worry of all as the school bus draws up at the bus stop. With a bit of luck some of your primary school friends will be going to the same school so there will be a few familiar faces. While it is terribly tempting to stick like limpets to people you know, and quite okay to do so for the first couple of days it’s a good idea to get to know other people as well. But to do this with any degree of success you need to observe a while. There are a lot of tell tale signs that will help you pick out those you want to cultivate¹ and those best avoided.

The Queen Bees (or King Pins)

‘Well, hi there, I’m Stella, who are you?’ This is a typical introduction from the Potential Leader of the Pack, the sort of embryo PR type who has no qualms² about anything – or so it seems. Oozing self-confidence from every pore, they purport to know everything about everybody and far from exhibiting first-day nerves, usually end up as Class Prefect, Person in Charge of Library Tickets and Producer of the Class Play by the middle of the first week. The male variety, the King Pins, are somewhat more aggressive. They will assure anyone with the time and inclination to listen that they are going to carve a path through school, make people sit up and take notice. And change anything they don’t like.

WARNING: Queen Bees and King Pins tend to ditch anyone who is not prepared to worship at their throne, or dares to suggest that their way is not necessarily the best. In short, they are only happy when they are the centre of attention and may well use other people for their own ends. Handle with care.

The Bullies

These are the worst type of kid anywhere. They use their own strength to play on other people’s weaknesses and can make the lives of their victims sheer hell. Basically they are cowards who can only feel at ease with themselves when they are making someone else’s life a misery. There is never any good reason for bullying if you ever see anyone being bullied, make it your business to tell someone in authority at once. Not tomorrow, not later today. NOW. Tomorrow may be too late.

If it is *you* that is being bullied, you must also tell someone at once. The bullies may say they get you for it, but they won’t be allowed to if you go straight to the top.

Tell the Head, tell you class teacher, tell the police if necessary. But don’t let them get a hold over you. If you want more advice, read *Don’t Pick On Me* (Piccadilly Press, £5.99) – it’s a great book and stops you feeling that no-one out there understands. But DO something. Your life and your peace of mind are too precious to be threatened by anyone.

¹cultivate – Develop

²qualms – Worries

The Cool Trendies

These are the guys and girls who wear the hip outfits with that certain style that is always The Look of the Moment. Never mind *in* fashion; they *make* the fashion. They are totally on top of every situation, set the trends for the rest of the school and appear to lick every problem into place at breaktime. You are bound to envy them but don't; the trouble with their lifestyle is that it is very transient. They have to keep thinking up new scams to keep ahead. Exhausting.

The Majority

Having listed all the quicks of kids above, you may wonder if you will find anyone just like you. In fact, the vast majority are thoroughly ordinary, normal everyday types who have their good days, bad days and bored days. Whatever you think as you stand, knees-a-tremble, in line for your first Assembly, they all have their worries, as well, be they difficult parents, BO or sticking out teeth. Give them all a chance and you will end up with a whole clutch of new friends.

From *Staying Cool, Surviving School* by Rosie Rushton

TASK: Explaining the ideas

- 1 Scan the text and infer the disadvantages of befriending the Queen Bees and King Pins, the Bullies and the Cool Trendies. Present these as a series of bullet points using your own words.

Queen Bees/King Pins	The Bullies	The Cool Trendies
They ditch anyone not prepared to worship them	Pick on people's weaknesses	Have to be fashionable

- 2 Close read the sections 'Making Friends' and 'The Majority'.
 - a List the advice that is given in these two sections about making friends at school.
 - b Turn the advice into a series of 'Dos and Don'ts' about friendship. You could turn this into a poster that could be displayed in the classrooms. **Make judgements** about the important advice to include on the poster.

Compare

Compare Text 3: A country childhood with one of the other texts. You are now going to explain the similarities and differences in attitudes towards young people in both texts.

1 You will need to scan the text to find the references or quotations you might need to help you to answer this question. Think about the way the texts deal with:

- Things that happen to the young people
- Young people's relationships with each other
- Adults' attitudes towards young people
- Young people's attitudes towards adults

You should prepare your reading response in a table like this:

Example from Text 3: A country childhood	Example from Text 1: The first week	How are they similar?	How are they different?
Mandela 'loses face' amongst his friends and feels humiliated	'Supposing no-one talks to me'	Both texts show the importance of the good opinion of you peer group	

2 Nelson Mandela writes about a childhood in rural Africa that had not changed for centuries. Compare it with your own upbringing. What are the advantages and disadvantages of the type of childhood Nelson Mandela describes? **Empathise.**

Make some spider diagram notes and prepare a brief presentation for the rest of the class.



In Year 7 we will be covering the Victorian era through the novel 'A Christmas Carol.

TASK: Research and create a poster of the life and times of Charles Dickens. Include in your poster the lives of the upper class and working class during the Victorian era.

Then up rose Mrs Cratchit, Cratchit's wife, dressed out but poorly in a twice-turned gown, but brave in ribbons, which are cheap and make a goodly show for sixpence; and she laid the cloth, assisted by Belinda Cratchit, second of her daughters, also brave in ribbons; while Master Peter Cratchit plunged a fork into the saucepan of potatoes, and getting the corners of his monstrous shirt collar (Bob's private property, conferred upon his son and heir in honour of the day) into his mouth, rejoiced to find himself so gallantly attired, and yearned to show his linen in the fashionable Parks. And now two smaller Cratchits, boy and girl, came tearing in, screaming that outside the baker's they had smelt the goose, and known it for their own; and basking in luxurious thoughts of sage-and-onion, these young Cratchits danced about the table, and exalted Master Peter Cratchit to the skies, while he (not proud, although his collars nearly choked him) blew the fire, until the slow potatoes bubbling up, knocked loudly at the saucepan-lid to be let out and peeled.

Stretch: Read the extract above carefully. How does the extract link with your research on the upper class and working class?

'A Christmas Carol' by Charles Dickens

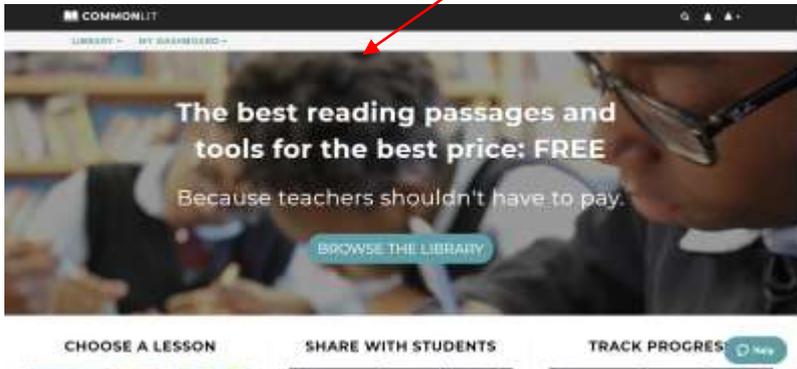
TASK: Read the essay questions below carefully. For each essay remember to:

- Include an introduction
- 'Dig into' keywords and phrases from your evidence to develop your explanations
- Comment on any historical context (link to your evidence)
- Comment on the writer's message which links to your chosen evidence and point
- An effective conclusion

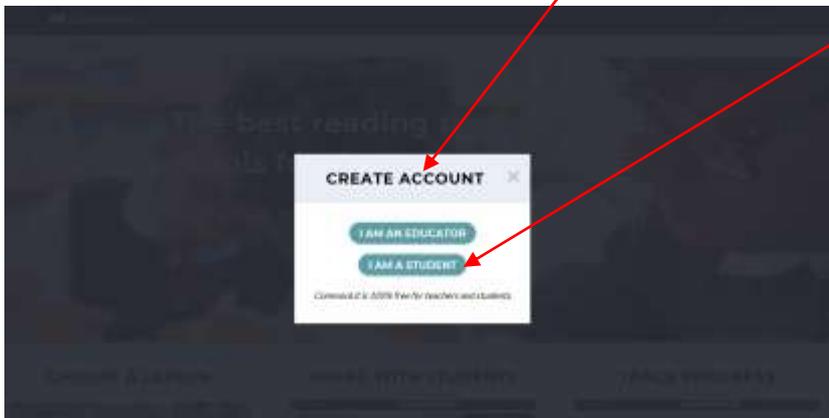
1. How is Scrooge presented in Charles Dickens' 'A Christmas Carol'?
2. How are the ghosts presented in 'A Christmas Carol'?
3. Compare the characters of Fred and Scrooge
4. How does Dickens show the issue of poverty in 'A Christmas Carol' during the Victorian era?
5. How is the Cratchit family portrayed in Dickens' 'A Christmas Carol'?
6. How does Dickens present the redeemed Scrooge?
7. Explain how Scrooge changes throughout the novel

I can read widely and independently, from a range of genres, periods and writers

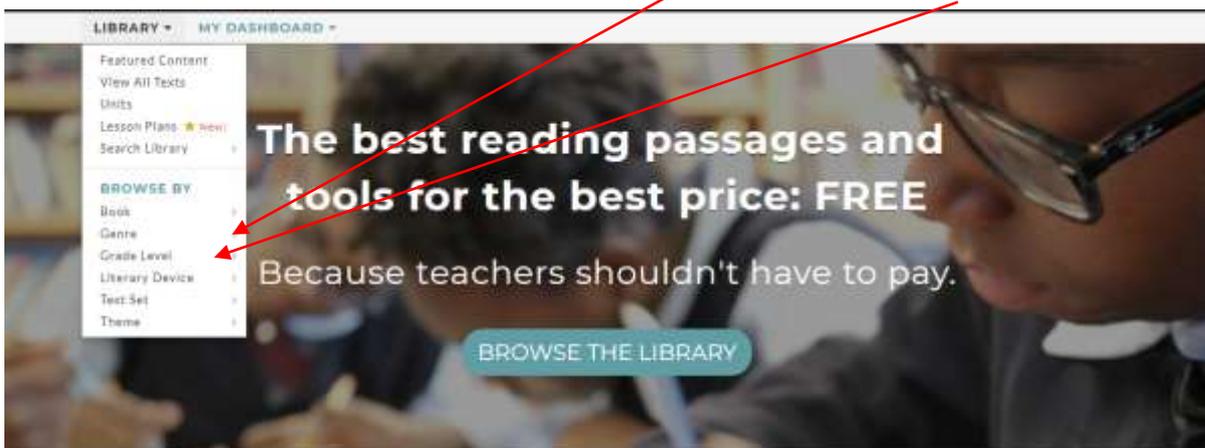
On an internet browser of your choosing, search for the website: <https://www.commonlit.org/>



On the website page, select **the create account tab** and register as a student **'I am a student'** and enter the class code **44PKY**.



You can browse through the library to find a range of **texts of different genres, themes**



Purpose	Why you are writing it?
Audience	Who are writing for?
Format	How should your writing be structured?

TASK: Identify each of the PAF for each of the tasks above.

Challenge – list what each one will need for the format (for example, magazine article – headline, columns)

Extend – complete one of the written tasks – challenge yourself. They are in order of difficulty.

- 1) Your friend has moved away, but wants to know what has been happening in your fantastic English lessons. Write her an email to fill her in.
- 2) The school show was a huge hit! You now have the task of writing a review for the school magazine.
- 3) The school council have asked for opinions regarding the new school uniform that has been produced. You must send a letter by the 28th of July, 2018.
- 4) You have been asked to submit a letter of application for the role of student ambassador. It must be no more than 500 words and addressed to Mr. Gelder.
- 5) The local primary school is raising money for new playground equipment. Write a letter to local residents asking them to make a donation to the fundraising

Plan, Plan, Plan

Even when you write a text message you will plan it, it might only be in your head, but you will have to consider what you want to say. When you are writing a

lengthier piece it is important that you plan it more formally because it will mean that your work has direction and you aren't left half way through thinking, what do I want to say now?

These are the steps any good English student goes through:

Step 1 – Read the task

Step 2 – Decide on the PAF

Purpose	Why you are writing it?
Audience	Who are writing for?
Format	How should your writing be structured?

Step 3 – Plan what you will say in each paragraph of your answer.

Example

Question– The school show was a huge hit! You now have the task of writing a review for the school magazine.

Introduction – Play name, when I saw it, How the audience loved it.

Paragraph one – What the plan was about

Paragraph two – The cast. I will focus on the two lead characters. Their best moments

Paragraph three – My favourite part and why

Paragraph four- Who the play would appeal to and why

Conclusion – How many stars that I would give it. Advice for an audience watching it.

TASK: Now, can you plan an answer?

Write a review of a sporting event that you have watched.

Extend – can you write a review of your own?

Paragraphs

Paragraphs break up writing and make it easier to read.

You show a paragraph by missing a line OR indenting the first word of the new paragraph

If you forget to paragraph, you can add them after with this symbol //

There are rules for when you can change paragraphs.

TIP TOP: Time, Place, Topic, Person (speaker)

Split this passage into paragraphs by putting // where each new paragraph should start

The cage must be cleaned thoroughly every week. The rats' bed must be kept clean. Your rats will enjoy being brushed gently with a very soft hairbrush. If your rat becomes unwell, you should take it to a vet to be treated. Do not delay as rats can become seriously ill very quickly. The National Fancy Rat Society hold shows across the country. You can show your pet rats and perhaps win a prize. You can get information about shows at www.nfrs.org

TASK: Now write three paragraphs of your own.

Topic Sentences

A topic sentence essentially tells readers what the rest of the paragraph is about. All sentences after it have to give more information about that sentence, prove it by offering facts about it, or describe it in more detail. For example, if the topic sentence concerns the types of endangered species that live in the ocean, then every sentence after that needs to develop that subject.

TASK: Create a topic sentence for each of the following paragraphs:

1) From a speech persuading people to make changes to their teen's life.

No longer will your teen be holed up in their room on their laptop, or lost in a world of their own on their phone. You can be a family again! And what parent doesn't want that? Your teens can rediscover the joy of reading books, playing board games and simply talking away from the influence of the dreaded screen. I know there may be people who say the internet is needed for schoolwork, but studies have shown that the internet actually negatively affects students learning as they are too dependent on it and cannot use other research methods.

2) From a speech advising parents how to gain a better relationship with their children

Take me for example, when my daughter was going through a rough patch at 16, I always treated her to a 'girl day', just the two of us, and as long as I made her happy, I was happy. Treat them. Take them on a day out. Just get to know them better. Just adore the time you have with them before they grow up to spend time with their own children. Gaining a better relationship with your child is one of the best things you could ever be proud of.

3) From a letter complaining about the no make-up policy of a school

Have you also considered those students who wear foundation to cover bad skin? To be forced to face the world without this protective mask could be very upsetting. Let me tell you about the events of last year. The school adopted a very confrontational policy of greeting students at the gate and insisting removal of any and all make-up. Given that 90% of girls wear some kind of make up to school, you may well imagine the scale of the chaos. There were many tears and stubborn refusals to remove the make-up, with even students who are commonly helpful and polite growing angry and resentful at this treatment.

TASK: Write your own letter to the Headmaster on issues in school you feel strongly about. Make sure you use topic sentences effectively.

Developing Topic Sentences

What is wrong with this paragraph?

One reason I am strongly against this funfair is the high levels of noise it will cause in the neighbourhood. The fair will go on until late at night and keep residents awake. It will also cause a lot of excess traffic which will cause delays for locals as they go about their everyday business. Not only this, but there will be increased litter which will make the area look dirty and uncared for. This may also cause problems for the natural environment and the animals that live in it.

All of the points are in one paragraph. Points need to be separated out into different paragraphs, with one topic sentence which is then added to in more detail.

One reason I am strongly against this funfair is the high levels of noise it will cause in the neighbourhood. What sort of noise might we anticipate? Well, firstly there will be the noise generated by the fair itself, playing late into the night in the open air, meaning the sound will carry much further than it does at an indoor concert. Can you imagine how awful that will be for elderly residents who just want an early night to have the sound of some awful Punk band blasting into their bedroom? Also, the noise of people making their way to and from the concert, all chattering and singing, and on the way back probably also drunk and loud. Studies have shown that residents that live near to pubs and clubs experience 50% higher noise levels than those who do not, so for one weekend the residents can expect to suffer at least 50% more noise than they normally do. This will be very disruptive. I myself have a small baby and dread to think about the impact this extra noise will have on his sleeping patterns.

TASK: Develop the below topic sentences in more detail

To develop your paragraphs use:

Description

Examples

Anecdote

Figures/facts

- Topic Sentence: To be an effective teacher requires certain characteristics.
- The topic is "To be an effective teacher" and the controlling idea is "certain characteristics."

- Topic Sentence: There are many possible contributing factors to global warming.
- The topic is "global warming" and the controlling idea is "contributing factors."

- Topic Sentence: Fortune hunters encounter many difficulties when exploring a shipwreck.
- The topic is "exploring a shipwreck" and the controlling idea is "many difficulties."

- Topic Sentence: It is important to be ready before buying a house.
- The topic is "buying a house" and the controlling idea is it's "important to be ready."

TASK: Improve these sentences by adding an adjective, adverb, adjective:

Example:

The *(adjective)* man *(adverb)* entered the *(adjective)* arena *becomes*
The powerful man quickly entered the huge arena.

- 1 The *(adjective)* sun shone *(adverb)* on the *(adjective)* sea.
- 2 The *(adjective)* student *(adverb)* looked out of the *(adjective)* window.
- 3 The *(adjective)* cat sat *(adverb)* in front of the *(adjective)* fire.
- 4 The *(adjective)* car drove *(adverb)* along the *(adjective)* street.
- 5 The *(adjective)* lady *(adverb)* pushed in the *(adjective)* queue.

A piece of writing needs three things in order to be a sentence:

- It has to make sense on its own.
- It must have a verb or an action word.
- It has to have a capital letter and a full stop

All sentences include these features. Some writers use parts of a sentence by mistake, putting a full stop in where it is not needed. This is called a sentence fragment. It is a grammatical error.

TASK: Look at the following sentences and sentence fragments. Write 'S' in the boxes that have full sentences in them and 'SF' in the boxes that have a sentence fragment. The first two have been done for you.

He was acting like a baby.	Crying over spilt milk.
Alison has blond hair.	The hair products were on special offer.
The hair products.	Basil sat down.
Opening the door.	The door opened.
Free strawberries.	Get free strawberries when you buy a pot of cream.
Now on sale.	Buy it today.
I always recycle my newspapers.	Bottles and jars too.
When you get to Oxford.	You need to take the M4.
You look really cool.	In that jacket.

Varying Sentences

TASK: Writing in first person, describe the picture below. Use a range of sentences to engage your reader and use the sentence worksheet to help you.

You could include:

- Description of the setting/people
- Your thoughts and feelings
- Possible actions taking place
- Use senses to describe



A04 USE THESE SENTENCE TYPES TO DEVELOP YOUR WRITING SKILLS.

2A sentence

(expanded noun phrase)

Examples:

The rain fell on the cold, hard concrete.
He was a tall, awkward man with an old crumpled jacket.

It was an overgrown, messy garden with a lifeless, leafless tree.

Simile sentence

Examples:

The buildings stood to attention like soldiers.
It was a difficult job like climbing a steep hill.
His stare was as cold as a December day

Frontal adverbial sentence

Examples:

Cautiously, he walked into the room
Slowly, the care pulled out of the junction

Emotion word, comma sentence

Examples:

Desperate, he screamed for help.
Terrified, they froze.
Anxious, they realised they were lost.

3_ed (3 related adjective) sentence

Examples:

Frightened, terrified, exhausted he ran from the situation.
Confused, worried, troubled she did not understand what happened.

Tell: Show sentence

(expanded noun phrase)

Examples:

The town was deserted: shops shuttered; traffic free streets; no trace of man.

I felt nervous: pulse racing; palms sweating; legs shaking.

It was a busy city: a sea of people; traffic at a stand still; deafening noise.

This is that (metaphor) sentence

Examples:

His eyes were dark brooding pools.
The lake was a mirror.
The night sky was a blanket of darkness.
My bedroom is a bomb site.

Alliteration sentence

Examples:

The ran fell on the cold concrete.

Imagine 3 examples sentence

Examples:

Imagine a place where the sun never shines, where wars never happened, where no one dies.
Andromeda is such a place.

Simile subordinates sentence

Examples:

Like soldiers, the building stood to attention
Like climbing a steep hill, it was a difficult day
As cold as a December day, his stare was icy.

.....ing,ed sentence

Examples:

Laughing like mad, I wiped away the tears from my face

Running across the beach, he halted as the sand gave way.

Avoiding the crowd, they jumped into the car.

De:De (description: detail) sentence

Examples:

He was exhausted: he hadn't slept for days..

A compound sentence with 2 independent clauses separated by a colon. First clause is descriptive. Second adds detail.

Short sentence or Fragment

Examples:

It was over.
Smoking kills.
A single shot rang out.
Then it happened.

Personification sentence

Examples:

The rain poured relentlessly. (Pathetic fallacy)
The fire swallowed the entire building.

3 bad-(dash) question sentence

Examples:

Greed, jealousy hatred- which was worse?
Thirst, heatstroke, exhaustion- which would kill him first?

Extended metaphor sentence

Examples:

The building stood in regimented rows waiting patiently for their order. For the building were soldiers of the skyline, not letting any enemy get past them.

Double LY Ending sentence

Examples:

His walked determinedly and swiftly.
He laughed loudly and heartily.

Anaphora

Examples:

It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it was the epoch of incredulity, it was the season of Light, it was the season of Darkness, it was the spring of hope, it was the winter of despair.
(Charles Dickens)

2 A Pairs sentence

Examples:

Worried and exhausted, cold and hungry, they did not know how much further they had to go.
Angry and bewildered, numb and fearful, he couldn't believe this was happening to him.

Punctuation is the traffic light for reading; it tells the reader when to pause, when to stop, and how to proceed.

Punctuation mark	Name	What it does
.	Full stop	Creates an interruption to mark the end of a sentence.
?	Question mark	A replacement for a full stop when the sentence is a question.
!	Exclamation mark	A replacement for a full stop to suggest surprise or shock.

TASK: Use punctuation to correct these sentences. It will either be a . ? !

1. Kyle loves to help his dad cook dinner ____
2. What do you think Kyle and his dad will cook tonight ____
3. "Oh no ____", Jean yelled, "Why didn't you tell me I'm late ____"
4. Jeremy won the game and shouted, "Hooray ____"
5. Let's go to the park and have a picnic tomorrow ____
6. Ouch ____ The stove is hot ____
7. Do you have any money left in your pocket ____
8. I stayed up past midnight reading the book ____

Punctuation mark	Name	What it does
,	Comma	<ol style="list-style-type: none"> 1. Use a comma before a conjunction (and, but, or, yet, so) to join two independent clauses. <i>example: I went to the game, but my team lost.</i> 2. Use a comma after an introductory element. <i>example: After a short snooze, Bob got right back to work.</i> 3. Use commas to separate items in a series of three or more things. <i>example: I bought sugar, pasta, and juice.</i> 4. Use commas to separate adjectives. <i>example: A thin, handsome man approached me after work.</i>

TASK: Read each sentence. Put commas in the correct places in each sentence.

1. Even though the paint was still wet I couldn't resist touching it.
2. After the fire burned out I went inside the house.
3. In English class we read Old Man and the Sea Dracula and Beowulf.
4. I watched television took the dog for a walk and drove to the store to get milk.
5. William Shakespeare a famous playwright wrote Macbeth and Hamlet.
6. The three pound bass which was the biggest fish I ever caught tasted delicious.
7. Jane I would like you to meet my mother and father.
8. I need to go to the hardware store to get nails paint and light bulbs.
9. If you liked Harry Potter you'll love Lord of the Rings.
10. I've had enough of your silly wild and inappropriate behaviour.

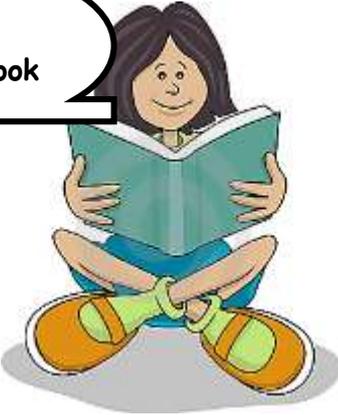
"	Quotation or double speech marks/inverted commas	<ol style="list-style-type: none"> 1. Used to show spoken words. 2. Used around odd or unusual terms, jargon or slang. 3. Used around titles when italics are unavailable.
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“Speech Marks”

We use speech marks when we are writing to show what somebody has said. It is very important to also write who has been talking.

Example :

I love
this book



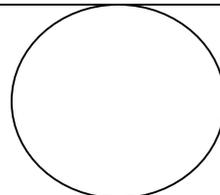
“I love this book,” said Lucy

TASK: Put the speech marks in the correct places in the sentences below:

- 1) What time is it? asked Angel.
- 2) I want chicken for dinner, said Monica.
- 3) Can I play on the computer Mum? asked Kayla.
- 4) I would like an ice cream please, said Sarah.
- 5) That costs 12 euro said the shop-keeper.
- 6) Would you like to read a book? asked the teacher.
- 7) John hit me, said Henry.
- 8) Where is the cheese? asked Kayleigh.
- 9) It is time to go to computers, said the teacher.
- 10) What is $10 + 2$? asked Miss Byrne.
- 11) Hooray shouted the children

Remember to check your work when you are finished.

Then draw a face to show how you think you did.



'	Apostrophe	3 Used (often before "s") to show possession, eg the book's cover.
		4 Used to show a missing letter, eg "hasn't".

The apostrophe has 2 functions: One is to show possession/ownership and the other is to show where letters or words have been left out.

1. An apostrophe shows ownership:

John's new shoes are red.

1a. These are the student's books. *Several books belonging to 1 student.*

1b. These are the students' books. *Books belonging to a group of students.*

1c. My 3 friends' shirts are blue. *More than 1 friend.*

1d. Amos' books (instead of Amos's books)

(Sometimes a name ending on an s is given an apostrophe instead of an additional s and apostrophe as seen in the name Amos and Janis typically both are correct.)

1e. Add an apostrophe to the end of plural nouns that end in s: Boys' hats.
Players' uniforms

2. An apostrophe is used in contractions when a word or letter(s) is missing:

2a. Don't (Do not) go outside. I'll (I will - I'll) finish my homework later.

TASK: Circle the words that are missing apostrophes, add the apostrophes.

1. Scientists studies of cancer helps them to find cures.
2. Many bats make their homes in caves.
3. The suns rays are really warm today.
4. The frogs croaking is annoying me.
5. The students grades in math are down this term.
6. The librarys collection of books also contains audio books.
7. This is the way to the ladys room.
8. You are sitting in James seat.
9. This is the girls change room.
10. The robins nest has eggs in it.
11. My aunts flight was delayed by an hour.
12. The students books were scattered all over the floor.

TASK: Correct the grammar and tense changes in the passage.

October arrive, spreading a damp chill over the grounds and into the castle. Madam Pomfrey, the nurse, were kept busy by a sudden spate of colds among the staffs and students. Her Pepperup potion worked instantly, though it left the drinker smoking at the ears for several hours afterward. Ginny Weasley, who has been looking pale, was bullied into taking some by Percy. The steam pouring from under her vivid hair gave the impression that her whole head is on fire.

Raindrops the size of bullets thundered on the castle windows for days on end; the lake rose, the flower beds turned into muddy streams, and Hagrid's pumpkins swelled to the size of garden sheds. Oliver Wood's enthusiasm for regular training sessions, however, was not dampened, which was why Harry and Ron was to be found, late one stormy Saturday afternoon a few days before Halloween, returning to Gryffindor Tower, drench to the skin and splattered with mud.

Even aside from the rain and wind it hadn't been a happy practice session. Fred and George, who was spying on the Slytherin team, had seen for themselves the speed of those new Nimbus Two Thousand and Ones. They reported that the Slytherin team was no more than seven greenish blurs, shooting through the air like missiles. 'He don't stand no chance!' they muttered under their breaths.

As Harry squelched along the deserted corridor he came across somebody who looked just as preoccupied as he was. Nearly Headless Nick, the ghost of Gryffindor Tower, was staring morosely out of a window, muttering under his breath, ". . . It don't fulfil their requirements . . . half an inch, if that . . ."

"Hello, Nick," said Harry.

"Hello, hello," said Nearly Headless Nick, starting and looking round. The clothes what he was wearing was smart. He wore a dashing, plumed hat on his long curly hair, and a tunic with a ruff, which concealed the fact that his neck was almost completely severed. He was pale as smoke, and Harry seen right through him to the dark sky and torrential rain outside.

"You look troubled, young Potter," said Nick, folding a transparent letter as he spoke and tucking it inside his doublet.

"So do you," said Harry.

"Ah," Nearly Headless Nick waves an elegant hand, "a matter of no importance. . . . It's not as though I really wanted to join. . . . Thought I'd apply, but apparently I 'don't fulfil requirements' -"

In spite of his airy tone, there's a look of great bitterness on his face.

"But you would think, wouldn't you," he erupted suddenly, pulling the letter back out of his pocket, "that getting hit forty-five times in the neck with a blunt axe would qualify you to join the Headless Hunt? Have you saw the state of it?"

"Oh - yes," said Harry, who were obviously supposed to agree.

"I mean, nobody wishes more than I do that it would of all been quick and clean, and my head had come off properly, I mean, it would of saved me a great deal of pain and ridicule. However -" Nearly Headless Nick shook his letter open and read furiously: "'We can only accept huntsmen who's heads have parted company with their bodies. You will appreciate that it would be impossible otherwise for members to participate in hunt activities such as Horseback Head-Juggling and Head Polo. It is with the greatest regret, therefore, that I must inform you that you do not fulfill our requirements. With very best wishes, Sir Patrick Delaney-Podmore.'" 'It just don't seem fair,' Nick mourned.

Fuming, Nearly Headless Nick stuffed the letter away into the pocket of the trousers what he was wearing.

TASK: Write a lively article with the title 'The Joys of Exercise' for a magazine for people your age.

Write an article for a teenage magazine discussing what life is like for teenagers in the 21st Century.

Write an article for a magazine aimed at teenagers about a particular interest or sport.

Write an entry about a place you know well, for THE ROUGH GUIDE (a guide book for tourists) including details of things visitors would like to see, but also providing an insider's view of any less attractive features.

Write an article for a travel magazine that describes the attractions of a place of your choice

Your local council wants to encourage re-cycling and to reduce waste. They have suggested: separating recyclable waste from rubbish; charging to collect rubbish; fining people who don't re-cycle; only collecting rubbish every two weeks instead of every week. Write a letter to your local council giving your opinion on some or all of these suggestions.

Imagine you have a friend or relative who has decided to run the London Marathon. Write a letter to your friend or relative giving your opinions.

The head teacher/principal of your school/college has proposed that all students should take part in a camping and outdoor activities week every year. Write a letter to him/her giving your views on this proposal.

A discussion is being held in your class on the subject of how to deal with teenage crime. You have to present your views on the subject. Write what you will say.

Write a review of a book, film, or music CD for a magazine read by people of your age. Include:
Details about the b, f, or c
Comments on its strengths, if any
Comments on its weaknesses, if any
A clear recommendation

Write a leaflet persuading people to donate money to a charity of your choice

The Crash

The Worst Mistake

The Last Day

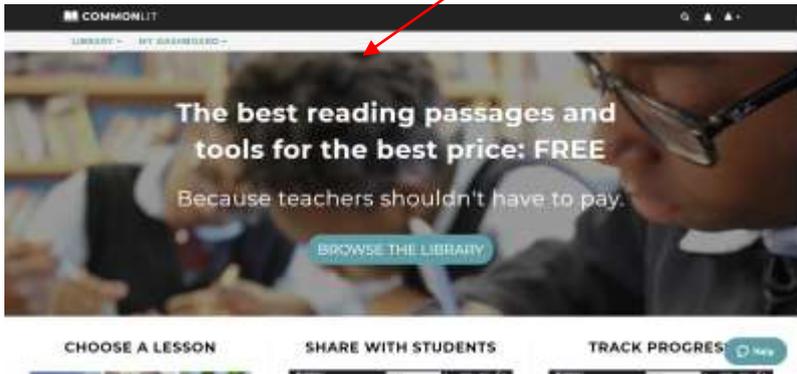
The most important day of my life

The Birthday Party

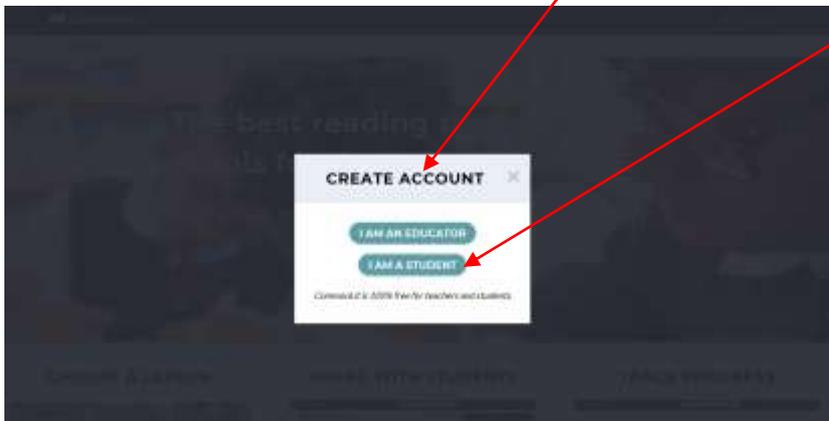
The Best Christmas

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On an internet browser of your choosing, search for the website: <https://www.commonlit.org/>



On the website page, select **the create account tab** and register as a student **'I am a student'** and enter the class code **44PKY**.



You can browse through the library to find a range of **texts of different genres, themes**

