



Year 8

English Key Skills

Booklet

Each page in this booklet links to a different target activity, designed to help you work independently to improve on the things you find more difficult in lessons.

If you wanted to, you could complete all of the tasks to practice and consolidate your skills.

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I can use textual references to support the comments I make about texts

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.

The women at the banjo club aren't very friendly. In fact they're downright rude.

...but this answer gives a reason from the writing to justify every point it makes. That's loads better.

This answer doesn't give any reasons

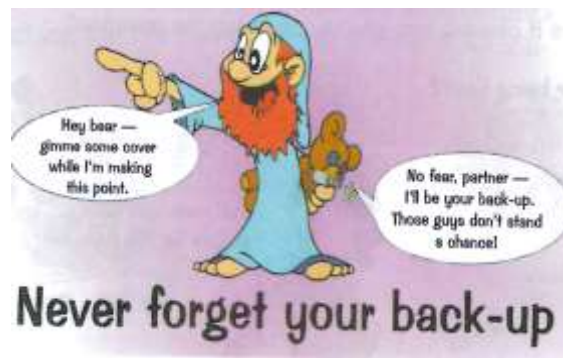
The women at the banjo club aren't very friendly – they ignore Mrs Icenoggle when she tries to say hello. In fact they're downright rude – they look at her, but then they start talking among themselves.

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.

I can use textual references to support the comments I make about texts

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.

I can understand 'hidden information' (subtext) in simple texts/examples and sometimes in more difficult texts

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,'** who are **'only teenagers.'**

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?
4. What kind of school is Kerry in?

KEYWORDS IN QUOTES

Within a medium to long quote (over 5 words), you should be able to find a keyword. The keyword is the word that will most help you to prove your point, the word that you can say the most about. A quote is not 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 eg 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."

How does the writer show that Ryan is nervous?

It is never specifically stated that Ryan is nervous, but the readers get that feeling anyway. The question is asking us why we get that feeling. It is asking us how did the writer make us understand that Ryan is nervous, without actually saying it.

The words underlined are the keywords.

Task:

For each Keyword, try to find:

- The word group
- A language device (if there is one)
- The connotations

Example: 'Ticking' is a verb. It is also one of the five senses, and has connotations of countdowns, time, repetitive noises and frustration.

EXTEND:

Say why you think each word shows that Ryan is nervous.

Task: HOW DOES THE WRITER CREATE TENSION AND ATMOSPHERE IN THIS EXTRACT?

Leo's heart was in his mouth, pretty sure that if he was spotted, there was every chance he would be accosted by armed guards, who would assume he was out to commit some sort of act of treason or terror, and probably shoot first and ask questions later. Turning the handle of the clock tower door, he was shocked to find that it twisted open with no resistance. In the back of his mind he started to wonder if things weren't going a little too well for him...surely he should have been caught? Surely the door should have been locked?

He couldn't think about that now; he raced up the stairs, taking them two at a time, legs burning, lungs bursting, heart beating wildly in his chest. Up, up, up he ran as the seconds ticked away. It normally took around half an hour to climb the tower, he recalled from his lessons, but he didn't have half an hour, so he ran as if Death himself was behind him. Breathless, exhausted, almost spent, Leo reached the three hundredth step. As he pushed his aching limbs up again, an almighty clanging noise echoed around the tower. Leo felt his heart sink. It was the first chime. Eleven more until midnight and it would all be over. He leapt over four more steps, and turned the corner of the staircase and scaled five more as the second clang sounded. Ten left. Then nine. He was almost there. He had to be. Finally a door. Leo stumbled through it.

There it was. The bell. Big Ben. As Leo came through the door and out onto the open air platform which surrounded it, it chimed once more, a sound so loud it made his bones shake. Leo had lost count now of exactly how long he had left, but it could be only seconds. Desperately he looked around. It had to be here! It had to! A swirl of darkness on the other side of the platform told Leo he was not alone – the Dark Moment had arrived, eager to claim his next victim. Every atom in Leo's body cried out against this fate. Partly in terror of the monster, partly in one last desperate attempt to find the numeral he turned and ran up the spiral staircase which led to the spire of the clock tower, scouring every area for the golden glint of the numeral which would save his life. Behind him the Dark Moment followed, leering and snarling.

Consider:

- Leo's reactions
- Leo's thoughts
- Leo's physical reactions
- Sentence structure
- Word choice

Task: TEST YOURSELF

- 1 What is a text?
- 2 Name each of the presentational devices used in the following extracts:

a)

Please help us make every penny count. Empty those jam jars, look under the sofa cushions and unearth those forgotten pennies.

b)

Then and now – where our money goes

c)

The rolling 17 acres are home to the rarest animals on earth. **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.

d)

The giant panda is a large black and white creature which feeds on bamboo shoots. They are very rare and, if nothing is done, could become *extinct* in the wild.

e)

Save the Children



- 3 Read the following text carefully. Pay attention to the presentational devices.



- 4 Make notes on:
 - The different sizes, kinds and colours of print
 - The pictures, map and logo
 - Anything else you think is important about the presentation
- 5 Look back to the example of writing about presentational devices given. Now write about the presentational devices used in 'The Wensleydale Experience' and say what is important about them.



Read the following poem aloud several times.

Nooligan

I'm a nooligan
don't give a toss
in our class
I'm the boss
(well one of them) **5**

I'm a nooligan
got a nard 'ead
step out of line
and you're dead
(well, bleedin) **10**

I'm a nooligan
I spray me name
all over town
footballs me game
(well, watchin) **15**

I'm a nooligan
violence is fun
gonna be a nassassin
or nired gun
(well, a soldier) **20**

Roger McGough

Task: Now answer these questions.

- 1 How many verses are there? What do the first four lines of each verse tell you about the 'nooligan'?
- 2 What do you learn about the 'nooligan' from the last line of each verse? Why do you think these words are put in brackets?
- 3 Make a list of the words that rhyme in each of these verses.
- 4 Which line is repeated in every verse? Why do you think the writer has done this?
- 5 Count the number of syllables in each line. Is there a pattern?
- 6 Try memorizing the first verse of the poem. In what ways does the use of rhyme, rhythm and repetition make the poem as a whole easy to remember?

You need to be able to explain how a writer uses language and structural features to communicate his/her viewpoint.

Task: Read this segment of A. A. Gill, writing about the rights and wrongs of wearing fur.

Pinpoint his viewpoint – is he pro-fur or anti-fur?

Then, pinpoint at least two language or structural features

Which he uses to convey that point of view.

Explain how each one helps to make clear his viewpoint.

We all belong to the same bare race. We all, ultimately, care for the same things, and we are all naked apes, the children of fur.

Wear it or don't wear it, but don't imagine you have a philosophical or anthropological right to tell anyone else what they should or shouldn't do.

We've all been wearing fur for a very long time, and if you really, really are concerned about the wild things and places and protecting nature, then you might reconsider cotton, the most destructive and wasteful crop on the planet.

Fur kills hundreds, cotton kills millions. Cotton demands enormous amounts of pesticide and ruinous phosphates. It uses semi-slave labour both to pick and manufacture, and every T-shirt wastes almost 3,000 litres of water. Cotton alone is responsible for the greatest ecological catastrophe on the planet, the drying up of the Aral Sea.

There masses of fur out there. It is self-sustaining, organic and natural, and it is your birthright.

Task: Read the following text, written by a woman.

Don't drop, while alone with your wife, the little courtesies you would offer to other women.

For instance always get up and open a door for her, as you would for a lady guest. Don't refuse to play tennis or croquet or billiards with your wife because it's 'not worth while' to play games with a woman. If she plays badly show her how to improve. She certainly won't play better by being left out of the game altogether.

What sort of life does the writer lead?

How do we know this?

What is her view on a husband's responsibilities?

What attitudes is she arguing against?

I can give a personal opinion about a text with reasons backed up with quotations from the text

'Catching Fire' by Suzanne Collins

Read the extract from Chapter 1 carefully and answer the question below.

The sun persists in rising, so I make myself stand. All my joints complain and my left leg has been asleep for so long that it takes several minutes of pacing to bring the feeling back into it. I've been in the woods three hours, but as I've made no real attempt at hunting, I have nothing to show for it. It doesn't matter for my mother and little sister, Prim, anymore. They can afford to buy butcher meat in town, although none of us likes it any better than fresh game. But my best friend, Gale Hawthorne, and his family will be depending on today's haul and I can't let them down. I start the hour-and-a-half trek it will take to cover our snare line. Back when we were in school, we had time in the afternoons to check the line and hunt and gather and still get back to trade in town. But now that Gale has gone to work in the coal mines — and I have nothing to do all day—I've taken over the job.

By this time Gale will have clocked in at the mines, taken the stomach-churning elevator ride into the depths of the earth, and be pounding away at a coal seam. I know what it's like down there. Every year in school, as part of our training, my class had to tour the mines. When I was little, it was just unpleasant. The claustrophobic tunnels, foul air, suffocating darkness on all sides. But after my father and several other miners were killed in an explosion, I could barely force myself onto the elevator. The annual trip became an enormous source of anxiety. Twice I made myself so sick in anticipation of it that my mother kept me home because she thought I had contracted the flu.

I think of Gale, who is only really alive in the woods, with its fresh air and sunlight and clean, flowing water. I don't know how he stands it. Well ... yes, I do. He stands it because it's the way to feed his mother and two younger brothers and sister. And here I am with buckets of money, far more than enough to feed both our families now, and he won't take a single coin. It's even hard for him to let me bring in meat, although he'd surely have kept my mother and Prim supplied if I'd been killed in the Games. I tell him he's doing me a favor, that it drives me nuts to sit around all day. Even so, I never drop off the game while he's at home. Which is easy since he works twelve hours a day.

The only time I really get to see Gale now is on Sundays, when we meet up in the woods to hunt together. It's still the best day of the week, but it's not like it used to be before, when we could tell each other anything. The Games have spoiled even that. I keep hoping that as time passes we'll regain the ease between us, but part of me knows it's futile. There's no going back.

Task:

To what extent do you believe that Katniss the narrator and Gale have a good friendship?

- Use the key phrases below to help you.
- Use quotes from the extract to support your personal opinions.

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 Katniss...
- I consider that their friendship...

EMERGENCIES

The novel *The Machine Gunners*, by Robert Westall, describes life in the Second World War from the point of view of a group of teenagers, who find themselves fighting their own war against the Nazis. In this text, the gang, led by Chas McGill, have just found a machine gun and are about to take it home, when they are caught in a violet air raid.

Air Raid

Chas despaired. And then suddenly the night turned white, black, white, black, white. A great hammer banged on the dart tin tray of the sky, crushing their ear-drums again and again. Anti-aircraft guns.

Then, in the following silence, came the noise of the aircraft engine.

Chug-chug-chug-chug.

'One of theirs,' whispered Cem. The dog whined and fled. Fatty Hardy shouted, and the whole group of bystanders were streaking away to the nearest shelter. Then that hammer was beating the sky again. Echoes of its blows rippled away, like someone slamming doors further and further off down a corridor.

Chas stared at the sky, trying to guess where the next white flashes would come from. They came in, in a scattered pattern moving west. Five at a time. That was the guns at the Castle. Ten a group of three together. That was the guns at Willington Quay.

'What shall we do?' whispered Audrey.

'Take you bike and get to the shelter. We can manage without you.'

'But I shouldn't be out in the open during an air-raid.'

'You don't think these trees will shelter you from anything?' said Chas brutally. She went, wobbling widely across the waste ground.

'What about us?' said Cem.

'I'm getting this gun home while the streets are empty. This air-raid's the best chance we got.'

'The wardens will stop us.'

'Not if we go by Bogie Lane.' Bogie Lane was a little-used cinder track that led through the allotments to near home. 'No one'll think of looking there.'

'Right, come on then.'

The blackness of night was back. As they dragged and bounced through the dark, the warning note of the air-raid siren sounded.

'Doxy wine. Caught asleep as usual,' said Cem in disgust.

'It's a sneak raider. They glide without engines.'

'And it's hit something.' Cem nodded to the west, where a rapidly growing yellow glare was lighting up the rooftops.

'Or else they got him. Must be Howdon Way.'

'Only the one. All-clear will sound in a minute.'

But it didn't. They were halfway up Bogie Lane when they heard the *chug-chug-chug* of enemy engines again.

'More than one.'

'Six or seven.'

Ahead, the night lit up as a great blue floodlight had been switched on. Blue points of light hung motionless in the sky, brighter than stars.

'They're dropping parachute flares.'

The *chug-chug-chug* grew nearer. They felt like two small flies crawling across a white tablecloth. Up there, though Chas, Nazi bomb-aimers were staring down through black goggles, teeth clenched, hands tight on bomb-release toggles, waiting for the cross-hairs of their bomb-sights to meet on Bogie Lane and the two flies crawled there.

Chug-chug-chug. Overhead now. They were safe, because bombs always dropped in a curve in front of bombers. He had watched them fall in newsreels of the Polish Campaign out of black Stukas ...

Bang, bang, bang. The hammer was at it again, right overhead. This meant a new danger: falling shell-fragment. Chas could hear it, whispering and pattering down like steel rain all round.

'Go on!' screamed Chas. 'Get the bastards, kill the bastards!' Then silence, blackness, nothing. The parachute flares had gone out.

'Come on,' shouted Chas, dragging Cem on his feet. 'They'll be back in a minute.'

The bogie wheels crunched along the cinders, and they could hear the hard knock, knock of the machine-gun on the bogie's planks. They got back to the Square before trouble started again. A rough hand grabbed Chas's shoulder.

'Where the hell you been?' It was his father, wearing a tin hat. 'Your mother's worried sick.'

'She knew I was going down Chirton,' squawked Chas.

'Get down the shelter. Who's that with you?'

'Cem.'

'Get him down as well. I'll go and tell his mother he's safe.'

'What about the Guy?'

Mr McGill dragged the bogie roughly against the garden hedge. 'It'll have to take its chance.'

From *The Machine Gunners* by Robert Westall

EVACUATION!

If you lived close to an active volcano that was expected to erupt, you would have to be prepared to evacuate your home at short notice. You may have to travel on foot, by car or by truck or even by ship in coastal areas.

- **Do not** argue with the authorities if you are told to leave your home. It is for your own safety. In most places you would face a fine if you were to enter a forbidden zone near an active volcano.
- **Do** stay calm.
- **Do not** guess where you need to go. The experts can predict with some accuracy which areas are most likely to be affected.
- **Do** find out exactly where the safe havens are located. Emergency shelters are often set up in schools and community halls.
- **Do** leave everything behind that you don't need.
- **Do not** stay around to watch the spectacle. It may be an incredible sight, but the consequences are not worth the risk.

You could increase your chances of surviving a volcanic blast by wearing an Emergency Escape Hood, which was developed by the US Navy. The hood is placed over your head and a tube connected to a canister of compressed air allows you to breathe. However, even this would keep you alive for no more than thirty minutes.

Poisonous, evil-smelling sulphurous volcanic gas and odourless carbon dioxide are more lethal than lava, pumice or ash. The ejected gas can remove all oxygenated air from a very large area in a matter of minutes.

Lava 'ash flows' or 'glowing avalanches' can speed down a volcano at up to 100 kmph and would be impossible to outrun, which is why it is so important to evacuate the area as soon as possible.

THE JOURNEY

- If you are travelling by car, be sure you have enough petrol. Take a spare can of petrol. It may already be scarce and you will need all the supplies you can obtain.
- Dust off any ash or debris that may have accumulated on your car if it has been left in the open.
- Check the engine. Electric cables can easily be torn or burned through by ash and pumice.
- Take plenty of bottled water or other drinks to quench your thirst throughout your journey. The heat and dry air near a volcano can make you especially thirsty.
- During the journey, you may need to keep on the wipers to clear any ash falling on the windscreen. Close all windows to avoid a build up of ash dust.
- Beware of ash bowls – large holes in the road filled to surface level with ash. They may be more than a metre deep, and like quicksand in places.
- If your vehicle is stuck, leave it and make your way on foot.

From *Survive Volcanic Fury* by Jack Dillon

EMERGENCIES

Some emergencies can't easily be prepared for by anyone. Volcanic eruptions are one such problem. This text is intended to provide helpful information that may prove useful to people before, during and after a volcanic eruption.

Volcanoes

VOLCANOES

Volcanoes create the greatest natural explosions in the world.

They're spectacular, but deadly, and can change the shape of the landscapes for ever.

If a volcano erupted at full strength you could expect some or all of the following:

- A continuous rain of smothering ash and super-heated mud
- Furnace-hot winds that flatten and burn everything in their path
- Fountains and rivers of molten lava
- Clouds of choking, suffocating gases
- Fiery rock bombs the size of cars
- Dense clouds that can obscure the sun for weeks
- Huge tidal waves (also known as tsunamis) that can flatten coastal cities
- Staggering, ear-splitting noise.

Volcanoes destroy.

WARNINGS

In recent years, satellites have been widely used to help detect imminent and increased volcanic activity around the world's hot spots. Satellite tracking systems can identify a build-up of the most common tell-tale gases and fluctuations in heat that may indicate an eruption is likely to occur.

Earth tremors or even earthquakes can also sometimes herald a major volcanic eruption.

If a volcano was about to blow near you, warnings would be issued from the local Disaster Prevention Office on the radio, in newspapers, on TV and by official monitors patrolling and surrounding affected areas.

You would be told:

- When the eruption is expected
- Which area is most likely to be affected
- What type of eruption to expect
- The timetable for evacuation procedures

In some countries, warnings are also given by ringing of church bells.




Despite improved warning systems, most volcanoes remain unpredictable. Even those considered dormant for many years can unexpectedly become active again.

EMERGENCIES

In exceptionally cold weather people have made good use of snow shelters to enable them to survive when caught in blizzard conditions. The text you are about to read gives a detailed explanation of how to build a snow shelter – it’s information to read before you need to build one, not when you are actually caught in a snowstorm!

Snow Shelters

Provided temperatures remain below 0° (32 °F), constructing snow shelters is relatively easy. Sheltering from the wind is the first priority, since the wind can drastically decrease the air temperature. Temperatures below -10°C (14°F) become increasingly unpleasant, so that it becomes necessary to construct shelters in which heat can be retained extremely well. These can range from simple, hollowed-out heap of snow to an igloo, which can take a few hours to construct. In a long-term shelter, such as an igloo, heavy, cold air can be diverted away from the occupants by digging a cold sink to channel the air down and away from the shelter. It is important to allow for adequate ventilation in all snow shelters in order to prevent suffocation.

BUILDING AN IGLOO		
		
<p>Cut blocks from dry, hard snow, using a snow saw or large knife. Each block should be about 1m (3ft) long, 40cm (15in) high, and 20cm (8in) deep.</p>	<p>Form a circle with blocks around the hole created where you cut the blocks. Cut the circle in a spiral from the top of the last block to the ground ahead of the first block. This will make it each to construct a dome.</p>	<p>Build up the walls, overlapping the blocks and shaping them so that they lean inwards. Cut the hole under the wall for the cold sink and entrance. Put several blocks along one wall as a sleeping platform.</p>

WARNING

It is vital to make at least one airhole in the roof to avoid suffocation. The igloo will get very warm inside with the heat from your body even if it is cold and windy outside. Without ventilation, lethal carbon monoxide will build up.

		
<p>The last block must initially be larger than the whole. Place the block on top of the igloo, then, from inside, shape and wiggle it to slot exactly into the hole.</p>	<p>Hot air from your body and stove rises, and is trapped inside the dome. Cold air falls into the sink and flows away to the outside. It is essential to cut ventilation hole in the walls with an ice axe.</p>	<p>Finished Igloo – With warmth inside the igloo, the surface of the walls will melt and freeze over, to form a smooth, airtight ice surface. Roof over entrance tunnel prevents snow from blowing into the igloo.</p>
<h2 style="color: purple;">BUILDING A QUINZE</h2>		
		
<p>Place rucksacks and other equipment in a tight cone. The equipment will form the inside core of the shelter, and will reduce the amount of snow needed to build the quinze (pronounced “kwinzee”).</p>	<p>Using a snowshoe or a space, pile snow over the rucksacks, compacting it. Wait at least 30 minutes for the snow to freeze before adding more snow to build up the thickness of the dome.</p>	<p>When the snow in the pile is about 1m (3ft) thick, smooth the dome and leave it for about an hour to harden. This period is important, since it allows the snow to recrystallize, bonding the particles together.</p>
		
<p>Gather several sticks about 60cm (2ft) long. Push them into the snow all over the dome as depth guides, pointing to the centre of the quinze.</p>	<p>Dig down beside the quinze and burrow under the wall until you can carefully remove the rucksacks. Then excavate inside with a cooking pot until the ends of the sticks appear.</p>	

Task: COMPARE

1 Each of the texts you have studied about emergencies is very different. Refresh your memory of each text by copying and completing the table below:

	Purpose of the text	Audience for whom text is written	Why you think this
Text 1: Air Raid			
Text 2: Volcanoes			
Text 3: Snow Shelters			

2 Although each text is very different, they all give the reader a very clear impression of what the emergencies that they describe would like. Skim read the three texts to help you to complete the table below:

	Main dangers to life	Key ways of avoiding death or injury	Most frightening aspects of the emergency
Text 1: Air Raid			
Text 2: Volcanoes			
Text 3: Snow Shelters			

3 Now choose one of the three texts to write your own imaginative account of the experience the writer describes, as if it had happened to you. **Empathise** and use as many details as possible from the information the text has given you. When you have completed the writing, which should be about 250-300 words, underline all the information that you have taken from the texts you have read.

You may wish to use one of the following sentences to start off your writing:

- Last night was the worst air raid of the war so far
- As soon as we heard the news broadcast we knew we had to get out. The volcano was
- The falling snow was getting thicker and faster, I began to think of

I can explain how the social/historical context of a text can help us to understand its meaning

Task: You will need to comment on social and historical events that link to the texts you will be studying.

Main: Research and create a poster of the life and times of Janni Howker who wrote 'the Topiary Garden.

Extend: Research and include in your poster the treatment of women during the Victorian era

It was the morning after her twelfth birthday, and she had run away. And by the time Saint Peter's struck six o'clock on that July morning Sally Beck was already on top of Holyroyd Hill with a bundle of stolen clothes.

"If tha'll not get into service, th'll get into mill tha's wed an' can wash me hands o' thee, Sally Beck- now get me supper." That's what me Dad said on me twelfth birthday. That's all the present I got.

Sally kept running until the mill chimney was hidden by the rise of the moor. Then she took off her skirt and her apron and her shawl and shoved them into a hole in the bottom of a dry stone wall. It felt like the first time her arms and legs had ever seen the sun. She enrolled the bundle of clothes which she stole from her brother Jack. She put on the trousers and shirt cut down from an old one of her dad's, brown waistcoat and muffler.

Stretch: Read the extract above carefully from Janni Howker's The Topiary Garden. ' How does the extract link with your research on the treatment of women during the Victorian era?

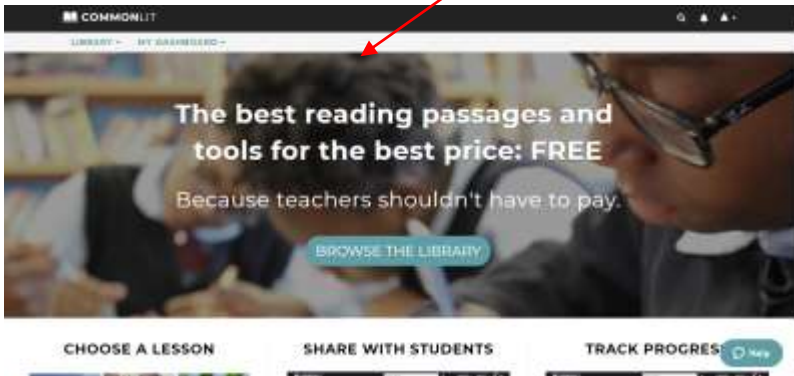
'Of Mice and Men' by John Steinbeck

Task: Read the essay questions below carefully. Pick and write one, remember to:

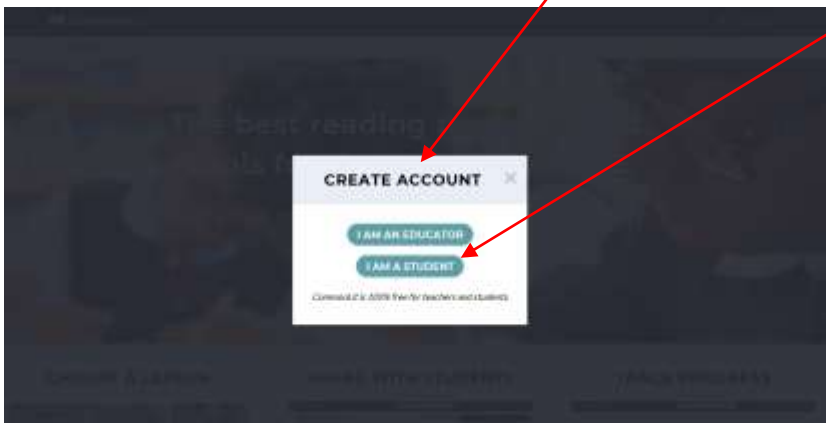
- Include an introduction
 - 'Dig into' keywords and phrases from your evidence to develop your explanations
 - Comment on any historical context (link to your evidence)
 - Comment on the writer's message which links to your chosen evidence and point
 - An effective conclusion
-
1. Discuss the theme of loneliness in the novel 'Of Mice and Men'?
 2. Explore the theme of friendship in 'Of Mice and Men'
 3. Discuss friendship in the novel 'Of Mice and Men'
 4. Discuss Steinbeck's description of the natural world. What role does nature play in the novella's symbolism?
 5. Analyse the characters of Slim, Crooks and Curley. What role does each character play?

I can read widely and independently, from a range of genres, periods and writers, considering the importance and relevance of these texts

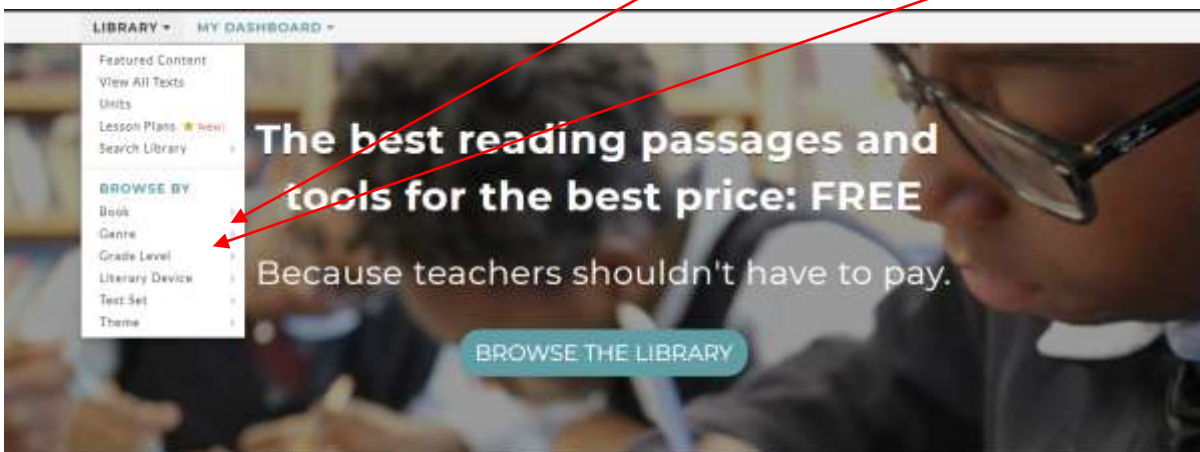
On an internet browser of your choosing, search for the website: <https://www.commonlit.org/>



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**



I can work out the Purpose, Audience and Format of a task

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

- 1) Your headmaster has requested that you write a report into the lunch facilities available in your school.
- 2) Write an article for a teen magazine about something that you are interested in.
- 3) A local counsellor has said that teenagers are a waste of space. Write a letter persuading him of your importance.
- 4) Write a review of a film that you have watched.
- 5) Mobile phones are to be banned for all under eighteens! Write a letter to the local newspaper explaining your opinion of this proposal.

Task:

MAIN – Identify the PAF for each of the tasks.

CHALLENGE – List what each one will need for the format (eg. Magazine article-headline, column).

EXTEND – Complete one of the written tasks.

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

TASK – 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

Task One

In a review it will be important that you use adjectives that bring your work alive, write three adjectives for each paragraph that the writer should use. You cannot repeat adjectives.

Task Two

Write a list of subject specific vocabulary that you should use when you write the review:

- 1 Masterpiece
- 2 Show stopping
- 3
- 4
- 5

Now write a list of vocabulary that you should use when you write the review.

Task Three

The local school is raising money for new playground equipment. Write a letter to local residents asking them to make a donation to the fundraising.

Write your plan and make sure you add your adjectives and list of subject specific vocabulary.

Challenge – Write the letter!

PARAGRAPHS

An old man sits alone playing a sad tune on the piano.

This is the topic paragraph but it needs to be developed

Remember a topic sentence is the sentence at the beginning of the paragraph which tells us what the paragraph is going to focus on.

In a dim empty room, a sad eyed old man sat at the piano. It was a huge black grand piano which produced a beautiful yet haunting sound. The old man's gnarled fingers ran effortlessly over the work black and ivory keys. This was a tune he knew so well and had played many, many times. Staring into the distance he seemed deep in thought.

Desperately lonely, he missed his wife and friends so much it hurt. Lost in the music the melody awakened powerful memories. As the melody filled the emptiness he felt her there with him.

Underline description of setting in **BLUE**.

Underline description of character in **RED**.

Underline the thoughts/feelings of the character in **GREEN**.

Now turn the following topic sentences into paragraphs using the same techniques:

As he plays he remembers his late wife who used to play along with him

He also remembers his friend who died in the war

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.

1) From a speech about problems faced by teenagers

Teenagers are at that age where the whole world is critical of them and it's not so much the pressures that society puts on them with their stereotypes and moral panics over 'folk devil' dramas, it's the pressures of them to conform to their friendship groups norms and values that is sending them crazy. It's quite sad really because when you're a teenager you're not confident enough to just leave the group and be independent, so you end up conforming to their stupid ways of life to feel accepted.

2) From an article about whether sixteen year olds should get the vote

Local Labour counsellor Bob Barnes certainly thinks so "Eighteen is too late for some youngsters" he says, "They go out and start work, and by the time the first election comes up they may hardly be aware of it. If they were allowed to vote and sixteen, schools could put in place a programme of education to help them decide who to vote for and remind them why it is so important to vote." Many people do believe that sixteen year olds should get the vote. Over 60% of the adults interviewed in a recent poll said that sixteen year olds should indeed be given the vote. When you are eleven, eighteen feels a lifetime away. Sixteen is not quite so far, so maybe kids would be more interested in politics as they would feel it is more relevant to them. With numbers of women and people from working class backgrounds or from ethnic minority groups still very low, anything that might promote an interest in politics from a younger age would be good!

3) From an article about food and health

Anorexics starve themselves to the point of death, and suffer from exhaustion, brittle bones, bad skin, and in extreme cases the loss of fertility and organ failure. Anorexia can lead to death. Young people are particularly vulnerable as they are the most body conscious. Kayleigh Stanley was aged just 11 when she began to skip meals after people bullied her at school for being fat. Soon Kayleigh was living off only 2 jaffa cakes and a bottle of water and her weight dropped to 5 stones. Surely, when girls as young as eleven feel such pressure over the way they look, we must see there is a problem.

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:

Dogs make wonderful pets because they help you to live longer.

The topic is "dogs make wonderful pets" and the controlling idea is "because they help you to live longer."

Topic Sentence:

Crime in poverty-stricken areas occurs as a result of poverty.

The topic is "crime in poverty stricken areas" and the controlling idea is "poverty."

Topic Sentence:

Teen pregnancy may be prevented by improved education.

The topic is "teen pregnancy may be prevented" and the controlling idea is "improved education."

Topic Sentence:

Cooking requires a number of different skills.

The topic is "cooking" and the controlling idea is "many different skills."

ADVERBIALS IN A PARAGRAPH

What you should know?

Students should know how to use conjunctions to link words, phrases, clauses in sentence, to add cohesion to their writing.

Key vocabulary

Adverbial, non-fiction writing.

Teaching Notes:

- Remind students that they have learned that conjunctions add cohesion to their writing. Give an example, eliciting that the conjunction links the two sentences, making the second sentence the result of the first.
- Tell students that we can also use **adverbials** to link our ideas in and across different paragraphs in our writing. Adverbials help us to organise our writing in a clear and logical way and to guide our readers through a train of thought, a sequence of events, an explanation, an argument or a discussion.
- Tell students that using adverbials to link ideas are particularly useful in **non-fiction writing**. Use the following example.

Example – Indicate the adverbial that links the two ideas.

Fruit is an important part of a healthy diet. **Similarly**, fresh vegetables and dairy products are considered healthy.

Here the adverbial 'similarly' indicates that the two ideas are similar and links the two sentences.

Ask students to change the adverbial and second sentence in the example so that it shows a contrasting idea. For example, the sentence could be changed to:

Fruit is an important part of a healthy diets. **In contrast**, too much sugar or salt in a diet is considered unhealthy.

- Elicit from students that they need to choose a suitable adverbial according to the relationship that links their ideas. We can use adverbials to show to show similarity (likewise, similarly, correspondingly, in the same way), and result (as a result, as a consequence therefore accordingly).
- Adverbials can also be used to contrast ideas (in contrast, nevertheless, yet, on the other hand, by comparison, on the contrary, instead, all the same), or to show sequence (to begin with, for one thing, for another thing, also, secondly, thirdly, moreover, furthermore, besides, finally, lastly).
- Tell students that they may use a linking adverbial at the start of paragraphs to signpost the development of ideas through a text.

ADVERBIALS IN A PARAGRAPH

Use and apply

Task A – Find the adverbials

Which adverbials link the ideas in these paragraphs?

After we took off from New York there was some turbulence, but most of the journey was fine. What a week we had!

First, we climbed to the top of the Empire State Building. It was magical.

Similarly amazing was the Statue of Liberty, which we saw the next day. That afternoon it rained. Consequently, we went shopping!

Next day, the weather improved. Furthermore, it was the day we had booked our tour of Yankee Stadium. I have always wanted to see inside the real stadium. Therefore, this was a dream come true for me.

In contrast to the tour of Yankee Stadium, the next day was not exciting. Nevertheless, the Guggenheim Museum was quite interesting !

In summary, I really enjoyed my week in New York!

Task B – Sequence the paragraphs

With a partner, decide the best sequence for these paragraph starter, which are from the text of an argument. The opening line of the argument is given below.

These days, there is some debate about whether school children should wear a uniform

Another thing to consider is ...

Others say

On the other hand, I agree that

Finally, I think that

On the other hand, I believe

Consequently, in my view

Although many people think that

When you have the paragraph starters in order, have a go at completing the argument.

Task C – Adverbials sort

Sort the words and phrases in the first table into the correct place in the second table.

last of all	likewise	correspondingly	for one thing	instead
also	yet	on the contrary	besides	as a result
accordingly	similarly	furthermore	on the other hand	nevertheless

ADVERBIALS THAT SHOW:			
Sequence	Similarity	Results	Contrast

IMPROVE YOUR VOCABULARY

Add more sophisticated vocabulary by replacing the italicised words in the following sentences. The first one has been done for you. Use a dictionary to help if you're stuck.

'carry on' is replaced by 'continue' here

The trouble with smacking is that it is easy to *carry on* continue smacking after the event when the child no longer knows what the smack is for.

Globalisation means that the big firms *get bigger* _____ and start to take over the towns.

GCSE coursework is very important. It will help me *get* _____ the grade I am looking for in my results.

Promoting size zero as the norm is a *bad* _____ idea.

I can improve my marks by using more *difficult* _____ vocabulary.

Using a mix of complex, compound and simple sentences is also a very *good* _____ way of increasing my marks.

Examiners get bored if all sentences *start* _____ with the same type of words.

To get better results, use a *mixture* _____ of sentence starters.

To increase my work I should use a *mix* _____ of punctuation.

I know that if I make some adjustments to my coursework, *getting* _____ more marks is possible.

I aim high because I want to do *well* _____ in English.

I can write well, I just need to make sure that the examiner can see this. This can be achieved by working smarter, not harder, which means ensuring that I obtain *loads* _____ of marks from checking my technique (eg including a mixture of sentences, some sophisticated vocabulary, a variety of punctuation and paragraphing well).

I can write in sentences which make sense

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.

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.
Opening the door.	The door opened.
Free strawberries	Get free strawberries when you buy a pot of cream.
Now on sale.	But 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.

I can use varied sentences

Make these sentences fragments into full sentences by adding some more information to them. Don't forget the full stop at the end.

1. As a referee blew their whistle

2. Accelerating to full speed

3. Capital letters

4. On hot days

5. Missing the bus

6. Growing up

7. Work the television remote

8. Musicians gather

9. Feed cats

10. Refrigerators

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.

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.

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

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.

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.

.....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, jealously 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.

VARYING SENTENCES

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



I can use a range of accurate punctuation

I can use a range of accurate punctuation			
Punctuation Mark	Some of their Job (s)	Example of a sentence that uses this punctuation mark	
Capital Letter CL	Start of each sentence For proper nouns (name of people, objects, places)	Our theme is kindness. Yesterday, Michael travelled by British Airways all the way to Mexico.	
Full Stop .	At the end of a sentence.	The full stop is the most important punctuation mark. It shows the end of the sentence.	
Question Mark ?	At the end of a direct question	Do you understand this rule?	
Exclamation Mark !	End of each sentence that shows strong feelings eg. Commands, shouting, surprise (instead of a full stop)	What a wonderful surprise! You are amazing! Tidy your room!	
Comma ,	To separate items in a list To mark clauses in a sentence	The colours in the Union Jack flag are red, white and blue. My father, who started this company, really knows his stuff.	
Inverted Commas “ ”	To show which words are actually spoken – to enclose the exact words of a speaker	“You’re late!” exclaimed Miss Boyd. Mrs Morris exclaimed, “You’re late!”	
Apostrophe '	To indicate possession (Belongs to somebody) To indicate a contraction (shortened word) which one or more letters are left out	Mrs Thompson’s music or Miss Boyd’s book. It’s instead of it is. Aren’t instead of are not.	
Ellipsis	Show words have been missed out To indicate suspense To show that a sentence has been left unfinished To indicate missing words in a quotation	The winner is To be continued “The sight was awesome Truly amazing!” exclaimed Jess.	
Brackets ()	To make something clearer or give more information	Jamie’s bike was red (bright red) with a yellow stripe. He smiled and shook the man’s hand warmly. (Inside, however, he was angrier than he had ever been.)	
Colon :	To introduce a list. To introduce an explanation or conclusion. To add more detail to the first description.	There are four nations in the United Kingdom: England, Scotland, Wales and Northern Ireland. After extensive research, the committee came to its conclusion: development could not take place without further funding. I was exhausted: I hadn’t slept for more than two days.	
Semi Colon ;	To separate parts of a sentence The semi-colon tells the reader that the second clause is closely linked to the first clause. It adds more detail to the first description.	I did not finish reading the text; instead, I got distracted and watched the football. Some people really loved the movie; it was full of exciting twists and turns.	
Dash -	To add emphasis or drama	He said he would go – and he did. The book was great – a really good read.	
Hyphen --	To join words and to separate syllables of a single word. Between numbers, money or dates.	Chocolate-covered peanuts September – October	Three-storey house In-depth Page 50 – 59 £26 - £87

PRACTISING PUNCTUATION!

Part A

Punctuate the following paragraph using full stops, capital letters, speech marks, question marks, exclamation marks and apostrophes.

on sunday anthony went over to johns house to play basketball. They played a game of one-on-one At the end of the game, anthonys score was six but Johns score was eight. John was the winner. After the game, the boy's went inside to have some snacks' and watch television they played with his new puppy. I love youre new puppy john! said anthony. Im very lucky. What shall we call him he asked. Poppy agreed and wagged his tail non-stop

Part B

Punctuate the following paragraph using full stops, capital letters, apostrophes, commas, semi-colons and colons.

we didnt know whether to trust them or not our train was due to arrive at four o'clock we were due at the house by five wed been given these instructions take the number 18 bus from the station travel on the bus for five stops look for the next set of instructions in a book on the back seat upstairs we found that alright and the address inside it the only problem was that the address was difficult to read. It looked like a childs handwriting

I can use a range of accurate punctuation

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.

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 ___

I can use a range of accurate punctuation

Punctuation Mark/Name	What it does
, Comma	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>
	Use a comma after an introductory element. <i>example: After a short snooze, Bob got right back to work.</i>
	Use commas to separate items in a series of three or more things. <i>example: I bought sugar, pasta, and juice.</i>
	Use commas to separate adjectives. <i>example: A thin, handsome man approached me after work.</i>

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.

I can use a range of accurate punctuation

Punctuation Mark/Name	What it does
“ Quotation or double speech marks/inverted commas	Used to show spoken words.
	Used around odd or unusual terms, jargon or slang.
	Used around titles when italics are unavailable.

“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:



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

What time is it? asked Angel.

I want chicken for dinner, said Monica.

Can I play on the computer Mum? asked Kayla.

I would like an ice cream please, said Sarah.

That costs 12 euro said the shop-keeper.

Would you like to read a book? asked the teacher.

John hit me, said Henry.

Where is the cheese? asked Kayleigh.

It is time to go to computers, said the teacher.

What is 10 + 2? asked Miss Byrne.

Hooray shouted the children

I can use a range of accurate punctuation

Punctuation Mark/Name	What it does
' Apostrophe	Used (often before "s") to show possession, eg the book's cover. Use 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.

- a. These are the student's books. *Several books belonging to 1 student.*
 - b. These are the students' books. *Books belonging to a group of students.*
 - c. My 3 friends' shirts are blue. *More than 1 friend.*
 - d. 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.)
 - e. 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:
 - a. Don't (Do not) go outside. I'll (I will – I'll) finish my homework later.

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.

I can use a range of accurate punctuation

Punctuation Mark/Name	What it does
() Round Brackets	Used around strong “additional information”, ie an inserted comment aside, explanation or additional information.

With brackets, they are used for extra information that could be put on a side note.

EXAMPLE:

Ellis my older sister lives in Manchester. → Ellie (my older sister) lives in Manchester.

Rewrite the sentences below using the brackets:

- 1 Jupiter the largest planet is made of gas.
- 2 The twins Ben and Billy have just played their first football match.
- 3 The ambulance which had sirens blaring and lights flashing moved swiftly through the traffic.
- 4 The student who was a new to the school got lost to her first lesson.

Can you spot where we need to put brackets in? Remember, they go around information that isn't directly related or massively important.

Denver and Max Denver's cousin went to the shopping centre. They had £10 in pound coins between them. Max was hungry he hadn't eaten all day so he bought a sandwich with halloumi a type of chees to eat. They had to be back home by dinner time 6.30pm or else they would be in trouble.

CORRECT THE GRAMMAR AND TENSE CHANGES IN THE PASSAGE

Nearly ten years had passed since the Dursleys had woken up to find their nephew on the front step, but you wouldn't of thought it, as Privet Drive had hardly changed at all. The sun rised on the same tidy front gardens and lit up the brass number four on the Dursleys' front door; it crept into their living room, which were almost exactly the same as it had being on the night when Mr. Dursley had saw that fateful news report about the owls. Only the photographs on the mantelpiece really shown how much time had past. Ten years ago, there had been lots of pictures of what looked like a large pink beach ball wearing different-colored bonnets - but Dudley Dursley was no longer a baby, and now the photographs shown a large blond boy riding his first bicycle, on a carousel at the fair, playing a computer game with his father, been hugged and kissed by his mother. The room held no sign at all that another boy lived in the house, too. It was like Harry don't exist.

Yet Harry Potter was still there, asleep at the moment, but not for long. His Aunt Petunia was awake and it was her shrill voice that made the first noise of the day.

"Up! Get up! Now! You're a disgrace!"

Harry woke with a start. His aunt rapped on the door again.

"Up!" she screeched. Harry heard her walking toward the kitchen and then the sound of the frying pan being put on the stove. He rolls onto his back and tried to remember the dream he had being having. It had been a good one. A flying motorcycle and a bearded man was in it. He had a funny feeling he'd had the same dream before.

His aunt was back outside the door.

"Are you up yet?" she demanded.

"Nearly," said Harry.

"You was going back to sleep wasn't you! Well, get a move on, I want you to look after the bacon. And don't you dare let it burn, I want everything perfect on Duddy's birthday."

Harry groaned.

"What did you say?" his aunt snaps through the door.

"Nothing, nothing . . ."

Dudley's birthday - how could he have forgotten? Harry got slowly out of bed and started looking for socks what he could wear. He found a pair under his bed and, after pulling a spider of one of them, put them on. Harry was used to spiders, because the cupboard under the stairs was full of them, and that was where he slept.

When he was dressed he went down the hall into the kitchen. The table were almost hidden beneath all the birthday presents what Dudley had got. It looked as though Dudley had gotten the new computer he wanted, and his other presents was a second television and a racing bike. Exactly why Dudley wanted a racing bike was a mystery to Harry, as Dudley was very fat and hated exercise - unless of course it involved punching somebody. Dudley's favourite punching bag was Harry, but he couldn't often catch him. Harry don't look it, but he was very fast.

PRACTISE WRITING TASKS

Your school / college is keen to save energy. Write an article for the school magazine on this issue.

You could include:

Examples of how energy is wasted at the moment

Your ideas about how the situation could be improved

A teenage magazine has invited readers to write a lively article about a well known person they admire or dislike. You have decided to send in a contribution.

The Rough Guide is a guide-book for tourists which prides itself on giving frank and honest opinions about places, both positive and the negative.

Write an entry about a place you know well for The Rough Guide, including details the tourist board would like visitors to see, but also providing an inside view of any less attractive features.

A local businessman has applied for permission to hold an outdoor music festival in your area. Write a letter to your local newspaper either supporting or opposing the idea.

Have we gone mad? We are paying pop stars, sportsmen and film stars more in a week than most people earn in a year. When people are homeless or living in poverty this is obscene and unjustified. Write a letter to a national newspaper giving your views on this issue. You may agree or disagree with the view.

You have been asked by a local radio station to talk about the problems people face in your local area and what can be done to overcome them. Write what you will say.

Write a report on the facilities in your area for teenagers.

Write a report about the use of ICT and new technologies within lessons in your school

Write about a time you felt pressured

Write about a time you felt ashamed of yourself

Write about a time you had to do something difficult

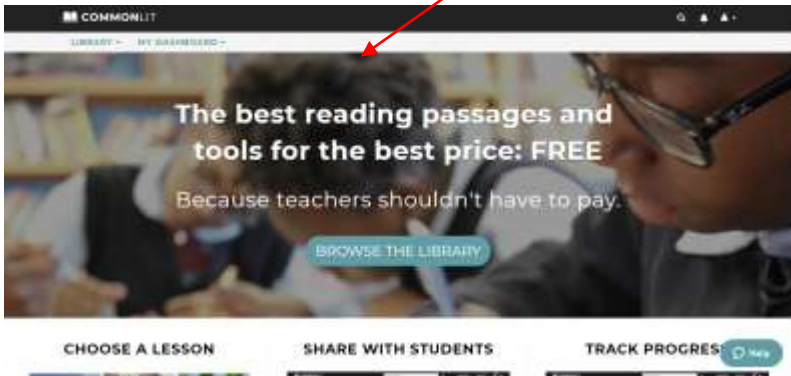
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The defeat

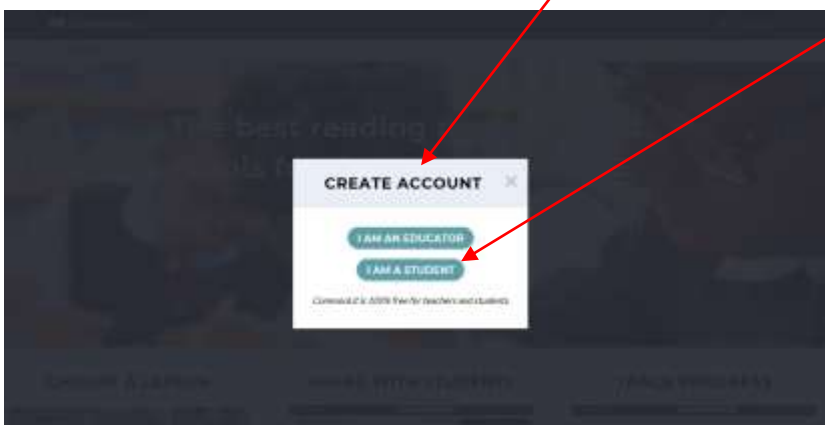
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