

Prince Henry's Grammar School



English Department Literacy Support Tasks - Booklet 2

Literacy is really important to all your subjects and anything you want to do in life.

It might take effort and hard work to learn good handwriting, good spelling (using dictionaries to help you!) and good punctuation & paragraphing, but it's a skill to be proud of – and we will give you all the help you need to get there.

Good luck!

1) Vocabulary: Dictionary Use

- One way to expand your vocabulary is to choose a WORD OF THE WEEK, each week.
- This means that you choose a word at the beginning of the week that you are going to try and use as often as possible during the week. Amaze and amuse your friends and family by using your chosen word in lots of surprising situations. Impress your teachers with what you say and write.
- Use a dictionary or dictionary.com and a thesaurus to find a word that is new to you but will be useful and impressive. No swear words!
- Once you have your word, make sure that you know what the word means and how it is used.
- Make sure that understand how to read a dictionary definition. Here is the definition for the word 'abate':

a-bate - [uh-beyt] **verb**, a-bat-ed, a-bat-ing.

-verb (used with object)

1. to reduce in amount, degree, intensity, etc.; lessen; diminish: *to abate a tax; to abate one's enthusiasm.*
2. Law.
 - a. to put an end to or suppress (a nuisance).
 - b. to suspend or extinguish (an action).
 - c. to annul (a writ).
3. *to deduct or subtract*: to abate part of the cost.
4. *to omit*: to abate all mention of names.
5. to remove, as in stone carving, or hammer down, as in metalwork, (a portion of a surface) in order to produce a figure or pattern in low relief.

-verb (used without object)

6. to diminish in intensity, violence, amount, etc.: *The storm has abated. The pain in his shoulder finally abated.*
7. Law. to end; become null and void.

[Origin: 1300-50; ME < MF *abatre* to beat down, equiv. to *a-* + *batre* < LL *batere* for L *battuere* to beat; *a-* perh.]

- Firstly, we have the headword: abate. That's what we're defining here. The next thing that you see is a guide to how to say the word: 'uh-beyt'. Then there are some variations of the word with alternative endings - 'abated, abating'.
- Next the definition tells you which part of speech this word fits. 'Abate' is a 'verb' - a word that conveys an action or a state of being. It is important that you know what part of speech the word fits, otherwise you won't know how to use it in a sentence.
- This definition offers two types of verb - one that takes an object and one that does not take an object - which means that it can be used with a word following it or on its own. You get some useful examples of how the word is used. This will be helpful.

TASK: Pick your first word of the week and learn what it means!

2) Vocabulary: Subjects

- Here's a list of some key words for each subject in school. Try to learn the meanings, the usage and the spellings of these words.

TASK: Pick a word from each subject area (11 in total), and write it in your books along with a definition. Go for words you don't understand, or have trouble spelling.

• Art

abstract	crosshatch	easel	frieze
collage			
illusion	perspective	spectrum	
landscape			

• D and T

Aesthetic	disassemble	fibre	hygiene
component			
knife/knives	nutrition	presentation	recipe
manufacture			
technology			
vitamin			

• Drama

Applause	entrance	improvise	movement
curtain			
Position			
Scene			
Scenario			
spotlight			

• Geography

Abroad	country	employment	function
authority			
Infrastructure	nation/national	poverty	rural
latitude			
Tourist			
tourism			
wealth			

• History

Agriculture	citizen	conflict	current
cathedral			
Document	imperial	motive	priest
emigration			
Rebellion	source		
republic			

• ICT

Binary	computer	database	document
cable			
Hardware	justify	memory	monitor
interactive			
Output	sensor	spreadsheet	
Processor			

• **Mathematics**

Addition	average	centimetre	co-ordinate
angle			
Denominator	equation	guess	kilogram
division			
Measure		perpendicular	questionnaire
Multiplication			
numerator			
Recurring	subtraction	tonne	volume
rhombus			

• **Music**

Choir	harmony	lyric	minim
composition			
Octave	rhythm	semibreve	tempo
percussion			
triad			

• **PE**

Activity	field	injury	mobility
athletic			
Pitch	tournament		
relay			

• **RE**

Baptism	Christian	creation	funeral
burial			
Immoral	morality	pilgrimage	prophet
Judaism			
Sign	temple		
spiritual			

• **Science**

Absorb	circulation	cycle	evaporation
amphibian			
Frequency	laboratory	method	oxygen
growth			

3) Vocabulary: Multiple Choice

- **Learn and use the words below.**
- **Select the correct meaning from the choices.**
- **Check your answer in a dictionary or at dictionary.com.**
- **Write a sentence for each word, using it correctly.**

1. abate

- a. To hate someone
- b. To have eaten something
- c. Another word for a bear
- d. To reduce in amount or intensity

2. abhor

- a. To be bored
- b. To feel amazed
- c. To hate something very much.
- d. To make a hole in something

3. cacophony

- a. A fake
- b. A fizzy drink
- c. A loud, unpleasant noise
- d. A type of cake

4. defer

- a. To postpone
- b. To be different
- c. To not hear
- d. To cut fur off

5. ebullient

- a. A male cow
- b. A high energy drink
- c. Overflowing with enthusiasm
- d. A type of email

6. facsimile

- a. A copy of something
- b. A fact
- c. A mobile phone card
- d. A dream

7. grace

- a. A colour
- b. How sheep eat
- c. A small scratch
- d. Beauty of movement

4) Vocabulary: Multiple Choice

- **Learn and use the words below.**
- **Select the correct meaning from the choices.**
- **Check your answer in a dictionary or at dictionary.com.**
- **Write a sentence for each word, using it correctly.**

1. hindrance

- a. A form of dance
- b. A thing that delays or obstructs
- c. A rare monkey

2. insular

- a. Not open to outside influence
- b. Used to keep heat in houses
- c. A traditional South American greeting

3. jubilation

- a. An illness of the stomach
- b. The Queen's birthday
- c. A feeling of great happiness

4. kleptomania

- a. An urge to steal
- b. An addiction to seaweed
- c. An urge to play Call of Duty

5. loquacious

- a. Tasty
- b. Tending to talk a lot.
- c. Able to hold breath under water

6. muster

- a. To search for mustard
- b. A person who demands a lot
- c. To gather people/things together

7. nucleas

- a. A nuclear reactor
- b. Most important part of an object or group
- c. Phlegm

5) Vocabulary: Multiple Choice

- **Learn and use the words below.**
- **Select the correct meaning from the choices.**
- **Check your answer in a dictionary or at dictionary.com.**
- **Write a sentence for each word, using it correctly.**

1. ostracize

- a. To make a bird flightless
- b. To exclude a person from a group
- c. To obtain Australian nationality

2. paragon

- a. A person who is a perfect example of something
- b. A four-sided rectangle
- c. A person who freefall skydives

3. quagmire

- a. A run down Pub
- b. A difficult or complicated situation
- c. A throat infection

4. rehash

- a. A Middle Eastern greeting
- b. To reuse old ideas or materials
- c. A dish containing corned beef

5. sagacious

- a. A person who travels after retirement
- b. Having a nice smile
- c. Having good judgement or wisdom

6. temperamental

- a. Tending to change mood in an unreasonable way
- b. A madness caused by heat
- c. A person who likes to holiday in Tampa

7. uppity

- a. Self-important
- b. Hilly area of landscape
- c. An extreme form of sympathy

8. vivacious

- a. To be vicious
- b. Someone who uses French in conversation
- c. Attractively lively

9. wit

- a. The capacity for inventive thought and quick understanding
- b. A Yorkshire dialect word for 'with'
- c. Width of a boat

10. xenophobia

- a. A dislike of people from other countries
- b. A dislike of xylophones
- c. A dislike of Lancashire

11. yokel

- a. A form of Alpine singing
- b. An unsophisticated country person
- c. A dish containing corned sweetcorn

12. zeitgeist

- a. The spirit of mood of a period of history
- b. A troublesome ghost
- c. A person with a wide vocabulary

6) Vocabulary: Everyday Use

- **TASK: Find the definitions for these words and write them out in your books.**
- Use a dictionary or dictionary.com to check the meaning.
- Make sure that you understand how you use the word in a sentence.
- Try out the word with family and friends.
- Try putting the word into a piece of writing for any subject.
- Next to each word is a clue about how you might use it, but you'll still need to find out the precise definition.

habitat - this is a useful word for describing places in which people of animals live.

ichneumon - what a great word! You pronounce it "ick-new-mon". It's an animal.

jubilant - a useful word for describing happy feelings.

kestrel - a bird worth finding out about. Ever seen one?

laborious - a good word to describe certain kinds of work.

magnum opus - a Latin term that is used in English.

nefarious - this word describes a type person or activity.

obliterate - a strong word, useful for powerful writing.

palatial - a good descriptive word that goes with a certain type of building.

EXTENSION

Write a story that uses all of the words in this list.

7) Vocabulary: Everyday Use

- **TASK: Find the definitions for these words and write them out in your books.**
- Use a dictionary or dictionary.com to check the meaning.
- Make sure that you understand how you use the word in a sentence.
- Try out the word with family and friends.
- Try out the word into a piece of writing for any subject.
- Next to each word is a clue about how you might use it, but you'll still need to find out the precise definition.

quench - a useful verb to describe a common activity.

radiate - a verb that gives a strong, specific impression.

sacred - a word that will be useful in RE.

tenacious - a word that describes a certain type of attitude.

ultimate - a word for extremes.

valiant - a strong descriptive word.

yearn - a powerful verb that conveys a particular feeling.

zeal - a strong quality.

EXTENSION

Write a story that uses all of the words in this list.

8) VOCABULARY: Synonyms

- A **synonym** is a word that is similar to another word, but slightly different (such as crying, wailing, weeping, sobbing, etc).
- Below are some words that tend to be over-used.
- Find interesting alternatives for these words.

1. **said**

Try: bellowed, whispered

What else?

2. **big**

Try: massive, huge

What else?

3. **walked**

Try: marched, ambled

What else?

4. **ran**

Try: rushed, hurtled

What else?

5. **thought**

Try: considered, wondered

What else?

6. **sad**

Try: melancholy, miserable

What else?

7. **happy**

Try: joyful, merry

What else?

8. **wanted**

Try: wished for, desired

What else?

9. **ate**

Try: consumed, devoured

What else?

10. **bored**

9) VOCABULARY: Round Up

TASK

- **Fill in the missing words in these sentences (write them out in your book).**
- The first two letters have been given for you, which should help you find them in a dictionary.
- Don't worry if you can't find them all!

1. To shorten a word is to ab _____ it.
2. To put a complete stop to something is to ab _____ it.
3. To avoid eating is to ab _____ .
4. To achieve something is to ac _____ it.
5. To judge is to ad _____.
6. To make a mistake is to make a bl _____.
7. To be cruel and uncaring is to be ca _____.
8. To give up completely is to ca _____.
9. A formal presentation might be a ce _____.
10. To be secretive is to behave in a cl _____ way.
11. To be well-suited is to be co _____.
12. The voice in your head that tells you what is right is your co _____.
13. To confirm what someone else has said is to co _____.

EXTENSION

- **Try to write a story that uses all of the words that you had to find.**

10) VOCABULARY: Round Up

TASK

- **Fill in the missing words in these sentences (write them out in your book).**
- The first two letters have been given for you, which should help you find them in a dictionary.

Don't worry if you can't find them all!

1. A casual or disconnected speech is de ____.
2. To persuade someone not to do something is to di _____ them.
3. Lying or double dealing is du _____.
4. A strong word for hatred is en_____.
5. Special knowledge known only to a few is called es _____.
6. A person who explains or expounds a topic is known as an ex _____
7. Faithfulness is known as fi _____.
8. Something that is frantic or frenzied is called fr _____.
9. Looking back on something that has already happened is called hi,
10. To be poor is to be im _____.

EXTENSION:

- **Try to write a story that uses all of the words that you had to find.**

11) VOCABULARY: Semantic Field

A **semantic field** is an area of language. For example 'farming' could be a semantic field. It would include vocabulary such as: **tractor, sheep, fence, plough, harvest, veterinary surgeon, till, hoe**, etc.

- **TASK: Look at the general topics below, and try to list at least ten words that would go with that topic.**
- Use a thesaurus to expand your list.
- Check the meaning of the words in a dictionary.
- Follow up on chains of vocabulary, looking up more and more words in the thesaurus and so finding more words to look up.

1. School

Find words for: subjects; teachers; pupils; types of lesson; types of work; assessment; exams; displays; equipment; etc.

2. Sport

Find words for: different sports; players; moves and types of action; equipment; things a commentator would say; etc.

3. Health

Find words for: doctors, nurses, other professionals; illnesses; equipment; medicines; getting better; therapies; hospitals; surgeries; etc.

4. The Theatre

Find words for: plays; actors; other performers; audience; programmes; refreshments; sections of plays; equipment and props; reviews, opinions, responses; etc.

12) VOCABULARY: Semantic Field

A semantic field is an area of language. For example 'farming' could be a semantic field. It would include vocabulary such as: tractor, sheep, fence, plough, harvest, veterinary surgeon, till, hoe, etc.

- **TASK: Look at the general topics below, and try to list at least ten words that would go with that topic.**
- Use a thesaurus to expand your list.
- Check the meaning of the words in a dictionary.
- Follow up on chains of vocabulary, looking up more and more words in the thesaurus and so finding more words to look up.
- Write a paragraph about each topic, using as many of your words as you can.

4. The countryside

Find words for: animals; plants; trees; hills; rivers; lakes; rocks; walking; birds and bird watching; climbing; etc.

5. The Media

Find words for: films; television; radio; the internet; advertising; pop music; magazines; performers; technicians; etc.

6. What else?

Think of some of your own **semantic fields** and make vocabulary lists to go with them.

EXTENSION

- **Divide your lists into two sections: those words that seem powerful, interesting and unusual; and those words that seem predictable and obvious.**
- **Write sentences using the powerful, interesting and unusual words.**

13) VOCABULARY: English Subject Words

- Below are some words that you might need to use in your English work.
 - Look up each word in a dictionary to check its precise meaning.
 - Write a sentence for each word.
 - Try to use each word at least once in discussion or in writing in English this year.
- There are some clues about how you might use them.

advertisement: you might create or analyse one in English

alliteration: a poetic and rhetorical technique that makes writing powerful

apostrophe: a helpful punctuation mark

atmosphere: you might create this for a story

chorus: a poem might have one; so might a Greek play

clause: a key part of a sentence

cliché: something to be avoided

comma: a key punctuation mark

comparison: a key technique in reading

conjunction: an important type of word

consonant: you'll need these to make words

dialogue: a way of adding life to a story; central to a play

14) VOCABULARY: English Subject Words

- Below are some words that you might need to use in your English work.
 - Look up each word in a dictionary to check its precise meaning.
 - Write a sentence for each word.
 - Try to use each word at least once in discussion or in writing in English this year.
- There are some clues about how you might use them.

exclamation: a type of sentence

expression: you need to think about this in your writing

figurative: a way of writing that adds interest

genre: you need to be able to define different types of text

grammar: you need to learn about this

imagery: a way of making writing interesting

metaphor: a poetic and rhetorical device to spot and use

myth: a key type of story

narrative: a useful word in responding to reading

onomatopoeia: a poetic technique to use and spot

pamphlet: a text type to write and read

paragraph: a key part of structuring your writing

personification: a type of metaphor

playwright: Shakespeare, for instance

15) VOCABULARY: English Subject Words

- Below are some words that you might need to use in your English work.
 - Look up each word in a dictionary to check its precise meaning.
 - Write a sentence for each word.
 - Try to use each word at least once in discussion or in writing in English this year.
- There are some clues about how you might use them.

plural: you need to get plurals right

prefix: a part of a word

preposition: a small but significant word

resolution: a useful term for responding to reading

rhyme: you know what this is!

scene: how plays are made up

simile: a useful poetic technique

soliloquy: Shakespeare uses them all the time

subordinate: a useful word for describing sentences

suffix: a part of a word

synonym: words that mean similar things (cry, wail, weep)

vocabulary: now that's what I'm talking about!

vowel: a type of letter

16) READING: Read a book!

Not wanting to be too dramatic, but reading is the single most powerful element of literacy! It does all sorts of amazing things to your brain (called cross-hemispheric – meaning both sides of the brain are engaged!). And let's not forget, you can make whole universes in your imagination – so why not do it as often as possible?

TASK:

This homework is very easy. All you need to do is **read the opening chapter of a book you have never read before, and write a prediction of what you think might happen.** Books are available in the library, or you may have some around the house.

EXTENSION:

Read the book and see if your predictions come true.

Here are some suggested writers:

Frank Cottrell Boyce

Millions is about a couple of boys who find fortune and have to decide how to spend it in just a few days. Great fun

Malorie Blackman

Malorie Blackman writes stories about interesting and controversial issues. **Pig-Heart Boy** features, as you might have guessed, a boy who has a pig's heart transplanted into him.

Michael Morpurgo

Michael Morpurgo writes memorable and unusual books. **Why the Whales Came** is a classic kids' adventure.

Lemony Snicket

This American author has a lot of fans for the books that document **A Series of Unfortunate Events**. These are weird, dark, funny books, peopled by strange characters with sinister motives.

Jacqueline Wilson

A very popular author, especially with girls. Her famous **Tracy Beaker** books are especially well-loved. **Double Act** is another popular choice. Wilson writes about real issues and deals with some strong emotions, so she's not for everyone, but many young people love her books.

Noel Steatfield

Ballet Shoes is a classic book, also popular with girls.

Louisa M Alcott

An old classic American book is **Little Women** which tells the emotional tale of a group of sisters.

Anne Fine

Anne Fine is a funny, inventive, clever writer. Her book **Madame Doubtfire** was made into a film a few years ago. **Flour Babies** is about a school project in which children learn about what it's like to have to care for a baby by carrying a bag of flour around.

Gillian Cross

Cross writes varied and interesting books. Her **Demon Headmaster** books are very popular. **Wolf** is an interesting take on the werewolf legend.

Rosie Rushton

Rosie Rushton writes funny, lively books about teenage traumas. **How Could You Do this to Me, Mum?** is a typical example - funny, true-to-life.

Michelle Magorian

Goodnight Mr Tom is an involving, emotional book about a boy who is evacuated to the country in the Second World War.

Philip Pullman

Pullman's trilogy **His Dark Materials** features an invented parallel universe, in which people have animal spirits as constant companions. Pullman has also written many other books, in various genres.

Jonathan Stroud

Stroud writes fantasy books. His **Bartimaeus Trilogy** is popular with fans of the genre. They are certainly imaginative, lively and clever.

Roald Dahl

You probably read all his classic books in primary school. But you might not have got round to his more grown-up stories. He wrote two volumes of autobiography - **Boy** and **Going Solo** - and some weird tales with a twist, found in **The Collected Short Stories of Roald Dahl**.

Terry Pratchett

Pratchett's many **Discworld** books are funny versions of Tolkien and all the sword and sorcery stuff. Very popular with boys.

J. K. Rowling

You've probably never heard of her, but there is this writer who has written several books about a boy wizard called **Harry Potter**. Perhaps you've been put off by all the hype, the dressing up in costumes, and all that fanatic behaviour. But the books are popular for a good reason, so it might be time to give them a go if you haven't yet. The first one's quite short!

Classics

Want a challenge? Try some of these famous old books: **Robert Louis Stevenson: Treasure Island** (pirates, a parrot, buried treasure); **Kidnapped** (an adventure set in the time of the Jacobite revolts in Scotland). **Charles Dickens: Oliver Twist** (an orphan boy falls in with a gang of pickpockets in London). **Jane Austen: Pride and Prejudice** (the Bennett girls go looking for the right men to marry in this witty depiction of how people generally behave).

17) Grammar, Spelling & Punctuation: Changing Language

Read the section below then answer the questions on the next page.

Changing language

There are rules about the ways in which the words we use can be put together and spelt but it is important to remember that these rules can change. Different groups of people have had different attitudes to how we should use words and, as language is constantly changing, so too are the rules which control it.

Some points worth remembering:

- William Shakespeare spelt his name many different ways – no-one seemed to mind! Until dictionaries became popular in the eighteenth century there were no 'official' lists of words so people usually just spelt the words as they sounded to them. Dictionary writers, then, had a great deal of power because they decided how words should be spelt.
- New words have had to be used when things were invented such as *telephone* and *refrigerator*. In recent years there has been a huge increase in new words because of the swift spread of information technology, for example, *program*, *byte* and phrases such as *surfing the net*.
- Paragraphs used to be indented (ie they began a little way in from the margin). Although this is still the case as far as handwritten work is concerned, more printed material has 'blocked' writing because this is how it is done on a word processor. Therefore the rules governing how we set out addresses on letters and on envelopes are changing because of developments in technology.
- Young people, especially, like to have their own language. They have words to describe things which are 'good' (eg hip, trendy, cool, wicked, top) or 'bad'. These words go out of fashion very quickly.
- Many people find the use of the apostrophe difficult. You can spot this easily if you look at notices in shops. It is very possible, therefore, that the apostrophe to show ownership might be dropped in the future.
- Words evolve and change as people use them. You are much more likely to see *alright* written today than the more technically correct *all right*. Frequently, too, you will see *thank you* written as one word.
- Most people in the world today who speak English use American English and not British English. This has a tremendous impact on spelling in particular, eg *color* and *marvelous*. It also affects the choice of words. *Candy* is used in America instead of the word *sweets* and *trash can* is used instead of *dustbin*.

So, are all these people wrong? Language is a living thing. It is not static; it is in a constant state of change. The rules of grammar, then, respond to how people actually use language. They do not have the power to dictate how people actually speak and write. We are likely to be influenced much more by our friends, by television and films, by pop music and so on than by rules in a book. Nevertheless, by understanding these rules or conventions you can have considerable power. You will be able to make sure that people are aware of what you want to say and so your ideas will get the attention they deserve.

Changing Language

1. When were the first dictionaries invented?
2. What big difference did dictionaries make?
3. Make a list of 10 words – 5 which you think are ‘new’ words and 5 that you think are very ‘old’ words
4. Why are we changing the way we write?
5. Are there any words you use which you know your parents didn’t use?
Make a list of as many as you can.
6. Write down three sentences where apostrophes are used.
For example:

Sarah’s grandma visits her daughter’s house even if it’s raining.
7. If you have access to the internet, use Google and research American and English spelling. Find as many examples as you can of the differences.

18) Grammar, Spelling & Punctuation: Jaberwocky

'Correct' grammar

The text below was written by Lewis Carroll in his novel, *Through the Looking Glass*. Although some words are not familiar, this text is grammatically correct, that is, it is in the expected order and patterns. The layout of the poem's rhyme scheme and line length are consistent too. The structure helps us to guess what the words mean.



- a Read the poem and in two or three sentences explain what happens in this text.



- b What clues are there in the text that help you to know what pace and emphasis to use? You might even be able to memorise it. Why might it be easy to remember even if the words are strange?



- c Underline the words that you do not know. Substitute other words from your vocabulary that you think would have the same meanings and make sense. (Do not worry about the names: Jabberwock, Jubjub, Bandersnatch, Tumtum.)



- d Carroll often created the new words by combining two existing words. Choose four of his words and discuss what the originals might have been, for example, *brillig* might have been *brilliant* and *light*.



- e Try your hand at creating ten new words by combining two other words or parts of words and then give your new words definitions. Remember they can be objects, action words or descriptive words.

Jabberwocky

'Twas brillig, and the slithy toves
Did gyre and gimble in the wabe:
All mimsy were the borogroves,
And the mome raths outgrabe.

'Beware the Jabberwock, my son!
The jaws that bite, the claws that catch!
Beware the Jubjub bird, and shun
The frumious Bandersnatch!'

He took his vorpal sword in hand:
Long time the manxome foe he sought-
So rested he by the Tumtum tree,
And stood awhile in thought.

And, as in uffish thought he stood,
The Jabberwock, with eyes of flame,
Came whiffling through the tulgey wood,
And burbled as it came!

One, two! One, two! And through and through
The vorpal blade went snicker-snack!
He left it dead, and with its head
He went galumphing back.

'And hast thou slain the Jabberwock?
Come to my arms my beamish boy!
O frabjous day! Callooh! Callay!
He chortled in his joy.

'Twas brillig, and the slithy toves
Did gyre and gimble in the wabe:
All mimsy were the borogroves,
And the mome raths outgrabe.

19) Grammar, Spelling & Punctuation: Shaping Sentences

Types of sentences

A sentence is a group of words which makes complete sense on its own. Sentences can be very long or very short so make sure that you are not guided by length alone.

My name is Jane

would be a sentence because it is a complete statement and makes sense on its own.

My name is Jane and I am going to

would not be a sentence because there is still some information missing. It is not complete on its own.



For each of the following put a tick in the appropriate box to show whether or not it is a sentence. No punctuation has been put in yet.

	Yes	No
1 We went to Spain last summer	<input type="checkbox"/>	<input type="checkbox"/>
2 Julie's brother was chosen for the football team	<input type="checkbox"/>	<input type="checkbox"/>
3 On my way home	<input type="checkbox"/>	<input type="checkbox"/>
4 My mum is a vegetarian	<input type="checkbox"/>	<input type="checkbox"/>
5 All the colours of the rainbow	<input type="checkbox"/>	<input type="checkbox"/>
6 The cat chased the mouse	<input type="checkbox"/>	<input type="checkbox"/>
7 The baby cried	<input type="checkbox"/>	<input type="checkbox"/>
8 When I phoned my friend	<input type="checkbox"/>	<input type="checkbox"/>
9 Our class visited the museum	<input type="checkbox"/>	<input type="checkbox"/>
10 John played the guitar	<input type="checkbox"/>	<input type="checkbox"/>

All sentences should begin with a capital letter and end with a full stop. Let's look now at what else they have in common. In order for words to make complete sense (ie to be a sentence) they have to be about someone or something and we have to be told what that person or thing is doing, for example:

Sarah wrote a letter.

This sentence is about Sarah and what she has done has been to write a letter. Who or what a sentence is about is called the **subject**.

TASK: Write out 5 more sentences using Sarah as the **subject** of the sentence.

20) Grammar, Spelling & Punctuation: Nouns

Nouns

The subject of the sentence will often be a noun or pronoun. Nouns are very common because a noun is the name given to a particular person or place, an object or an idea. Nouns do not only act as the subjects of sentences, of course, but this is one of the important jobs they do. There are four different types of nouns.

Proper nouns

A proper noun is the name of a particular person or place, for example:

Sarah	Brighton
Lake Como	Mars Bar
St John's Church	Madonna

Days of the week and months of the year are also proper nouns although, strangely, this does not usually apply to seasons. All proper nouns have capital letters, no matter where they come in the sentence.

Common nouns

Common nouns are usually objects but they also include living things, for example:

man	story
cat	chair
teacher	sky



Look at the list of nouns below. Next to each one put a P or a C to show whether it is a proper noun or a common noun. The proper nouns have been written without capital letters.

cambridge	photograph
keyboard	mrs jones
ruler	candle
wall	river thames
february	computer
tuesday	teacher

TASK: Write out 2 lists of your own – one a list of 5 **Proper nouns** (with capital letters) and the other a list of 5 **common nouns**.

21) Grammar, Spelling & Punctuation: Homophones

Homophones are words that sound the same but mean different things.

For example: **Where** is Harry? What should Harry **wear**?

GRAPHIC HOMOPHONES

In the examples below, students chose to record their spellings in a non-conventional way. Why do you think each set of homophones is recorded the way it is?



Can you record these homophones graphically?

rose/rows; board/bored; rain/reign; buy/bye; cent/sent;
vein/vane/vain; too/to/two; him/hymn; herd/heard; main/mane;
dear/deer; cell/sell; so/sew/sow

TASK: In your books, create graphic homophones for those listed above.

22) Grammar, Spelling & Punctuation: Homophones

YOU NEED TO KNOW ...

there = in that place; *their* = belonging to them; *they're* = short for "they are"

Write out these sentences in your books with the correct homonyms.

- a are some ripe ones. Where? Over
- b books were too large for bags.
- c aiming to win andfairly confident.
- d sure to return to collect luggage.
- e hotel is in Margate where are lots of hotels.
- f looking for friends up on that mountain.

YOU NEED TO KNOW ...

two = 2; *too* = also / in excess; *to* = in that direction / used with a verb

Write out these sentences in your books with the correct homonyms.

- a heads are better than one but four legs are faster than
- b much of the wrong food will make one fat.
- c quote from a famous play: "..... be or not be."
- d men, travelling Birmingham, went far, Crewe.
- e The train to London arrived at twenty, late make my interview.
- f The of us were invited the other party but it was all much.

23) Grammar, Spelling & Punctuation: Homophones

YOU NEED TO KNOW ...

were = past tense of *are*; *we're* = short for "we are"; *where* = a "place" word

Write out these sentences in your books with the correct homonyms.

- a** you asleep or you awake when they arrived?
- b** abroad in June but hoping to back for the wedding.
- c** The money is not you said it was, so is it?
- d** you aiming to throw it it landed.
- e** happy with the trees planted.
- f** they going last year is going this year.

This passage contains 24 errors involving the three sets of homonyms that you have studies. Rewrite the passage in your books, underlining each correction you make.

"We we're travelling too Scotland, the to of us, were their where too castles we where planning two visit. Were interested in old buildings for there history and there beauty. Edinburgh and Stirling where the too castles we we're going too see on this journey. It was two far too see the to in one or to days so we where planning two stay their for a week because there well worth it."

24) Grammar, Spelling & Punctuation: Verbs

Let's start by drawing the distinction between being verbs and doing verbs.

DOING VERBS = words that show an action that one can **do**

They **moan**. He **cries**. She **screams**. It **moves**. They **understand**. You **know**. We **eat**. I **die**. They **drive**.

BEING VERBS = words that show **a state of being** = words that you can't do the action of.

They **are** children. He **is** a doctor. She **was** angry. It **can be** easy. They **are** here. I **am** mad.

will	climbs	is	sits	was
builds	sings	ran	be	hopes
hops	delivered	can	shall	
sat	climbed	should	may	

TASK: Create a table for **doing verbs** and **being verbs**, and then put the above verbs in the correct list.

25) Grammar, Spelling & Punctuation: Adjectives

Adjectives are describing words, such as 'big' or 'small' – but are not the names of people, places and things (they are nouns). Read the following lyrics from the song 'Adjectives' by The Mr T Experience. If you have internet access, it may help you to listen to the song online: http://www.youtube.com/watch?v=ib_qLipyliis

*Got home from camping last spring,
Saw people, places, and things.
We barely had arrived,
Friends asked us to describe
The people, places, and every last thing.
So we unpacked our adjectives.
I unpacked frustrating first,
Reached in and found the word worst.
Then I picked soggy, next I picked foggy, and
Then I was ready to tell them my tale.
'Cause I'd unpacked my adjectives.
Adjectives are words you use to really describe things,
Handy words to carry around.
Days are sunny, or they're rainy.
Boys are dumb, or else they're brainy.
Adjectives can show you which way.
Adjectives are often used to help us compare things,
Say how thin, how fat, how short, how tall.
Girls who are tall get taller,
Boys who are small get smaller,
'til one is the tallest and one is the smallest of all.
We hiked around without care,
Then we ran into a bear.
He was a hairy bear, he was a scary bear,
We made a hasty retreat from his lair.
And described him with adjectives.
Woah boy, that was one big ugly bear.
Next time you go on a trip,
Remember this little tip,
The minute you get back, they'll ask you this and that,
You can describe people, places and things,
Simply unpack your adjectives.*

Task: List all the **adjectives** in the lyrics above.

26) STRUCTURE: Narratives

ENTER AND EXIT: WAYS TO START AND END STORIES

START AT THE BEGINNING

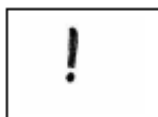
"One day" and "Once upon a time" are common ways used by younger children to begin their stories. Unfortunately, they often use it when they get older, and many find it difficult to start more originally. Here are a few suggested alternatives:

THE SPIRAL OPENING = Describe the surroundings before you mention the characters. This forces the reader to read to the end of the paragraph to "meet" the main character/s. Essentially, you are building atmosphere before launching into the plot. It's a useful technique that helps establish the genre very early on. It is like you are zooming in from a great height, gradually getting closer to the main character/s.



The kingdom of Syrius The First lies four thousand miles east of Planet Jimjam, and to those who have seen it, the land is as wondrous and mysterious as anything on Earth. Great craggy mountain ranges loom over dense, mineral-rich valleys filled with fruit-infested forests and silver streams. At one such stream, near the Hill of Good Fortune, sat Mildred Mildew, one of the Kingdom's unluckiest inhabitants...

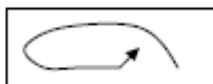
START IN THE MIDDLE = Try and grab your reader's attention, by starting the story in the middle of an action and using a sound effect with an exclamation mark. It's a nice jolt into the story, and a good way to introduce an adventure or action-type story. You can also use flashbacks to explore how they characters got there.



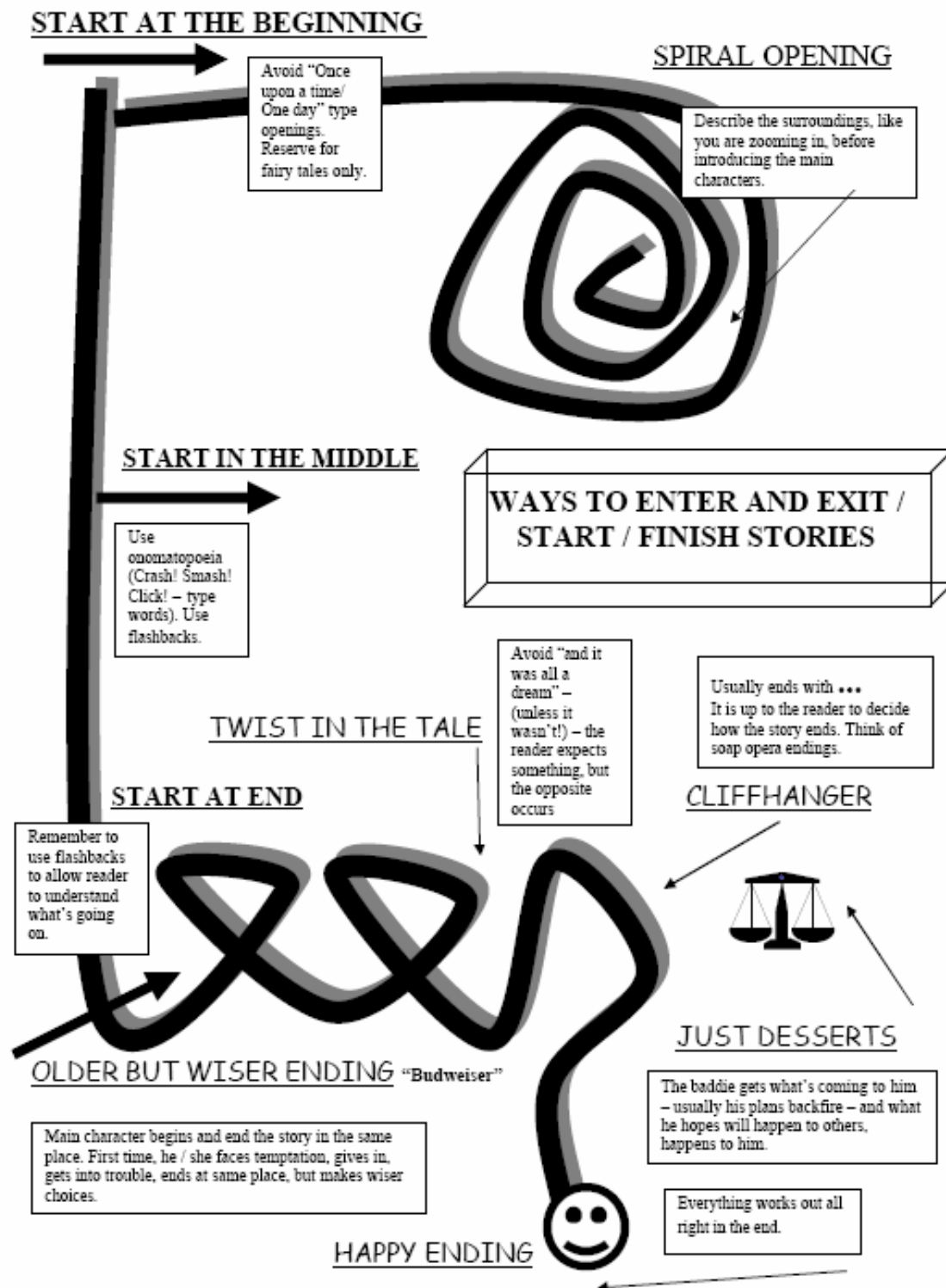
"Crash!"

John watched the priceless antique, his grandmother's favourite jade china jug, shatter into a million I'll-never-be-able-to-fix-that pieces. How could he have been so careless? He thought back to earlier that morning, when, just before catching the bus, he had ...

START AT THE END = Try starting your story, with the main character's final thought. Then show the reader how that thought came about.



"I'll never get out of here alive," Macey's terrified eyes widened at the sight of the giant blade moving menacingly closer. She could see the blood-stained evidence of previous victims, and try as she might, there was no way she was going to untie the rigorous knots around her wrists. "Think! Think!" she kept screaming as the rotating saw inched ever closer... Earlier, before the madness had begun, before all of this, Macey had been at home, trying to bake a cake for Robert, a good pal and soon-to-be boyfriend...



TASK: Use any of the suggested opening styles to start a story... about anything! You should aim to write at least 200 words.

If you are stuck for a scenario, write about a girl/boy lost in London – or who has slipped into an alternative universe!

27) STRUCTURE: Sentences

Varying your sentences

Types of sentences

1. Simple sentence:
contains only one piece of information ...

e.g. 'The cat sat on the mat.'



Top tip: these can be very dramatic and build suspense. Fragments or minor sentences can also be used for this purpose, e.g. Stop!

2. Compound sentences:
contain more than one piece of information. The words 'and', 'but' and 'or' are used to join two simple sentences together.

e.g. 'The cat sat on the mat and licked his paw.'

3. Complex sentences:
also contain more than one piece of information. They are made up of several parts or clauses. At least one of these will be a main clause, which contains the main information of the sentence. There will also be one or more subordinate clauses which give extra information about what is happening. The subordinate clause cannot make sense on its own. There are numerous ways of making complex sentences - some are listed below:

a. An embedded subordinate clause:

e.g. The cat, who was eyeing my goldfish hungrily, needed lots of food.

b. Beginning with a subordinate clause:

e.g. Eyeing my goldfish hungrily, the cat paced back and forth beside the fish bowl.

c. Surrounding the main clause with subordinate clauses:

e.g. Even though he had just eaten half a tin of cat food, Felix paced back and forth beside the fish bowl, eyeing my goldfish hungrily.

TASK: Write 2 of each type of sentence on a subject of your choice: **SIMPLE, COMPOUND, COMPLEX.**

28) STRUCTURE: Sentences

Read the definitions of SIMPLE, COMPOUND and COMPLEX sentences to remind yourself of what they are.

TASK: Read the following extract, and write out an example of each type of sentence.

Extract from *Regeneration* by Pat Barker

Burns, Rivers had become adept at finding bearable aspects to unbearable experiences, but Burns defeated him. What had happened to him was so vile, so disgusting, that Rivers could find no redeeming feature. He'd been thrown into the air by the explosion of a shell and had landed, head-first, on a German corpse, whose gas-filled belly had ruptured on impact. Before Burns lost consciousness, he'd had time to realise that what filled his nose and mouth was decomposing human flesh. Now, whenever he tried to eat, that taste and smell recurred. Nightly, he relived the experience, and from every nightmare, he awoke vomiting. Burns, on his knees, as Rivers had often seen him, retching up the last ounce of bile, hardly looked like a human being at all. His body seemed to have become merely the skin-and-bone casing for a tormented alimentary canal. His suffering was without purpose or dignity, and yes, Rivers knew *exactly* what Burns meant when he said it was a joke.

TASK: Rewrite the following extract using a **variety of sentences**:

Re-write this passage from a children's story, taking care to use a variety of the sentence types and to make the story more sophisticated for an adult audience.

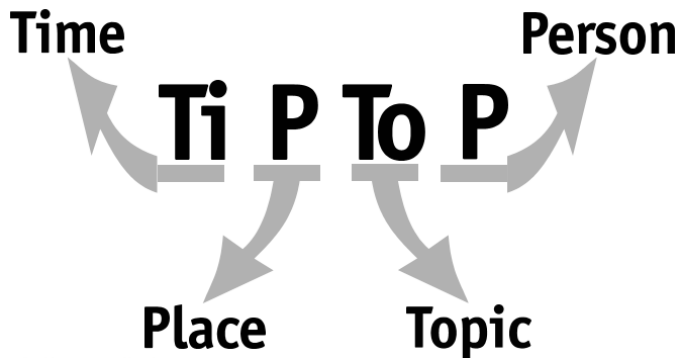
Extract from *The Haunted House*

The boy was very small. He looked up at the haunted house. It was big and scary. He wondered what was waiting inside. He opened the door. It was very dark. There was silence. He could feel himself shaking. A floorboard creaked. He jumped. He looked up the staircase. There was nothing there. He couldn't shake the feeling he was being watched. He turned around...

29) STRUCTURE: Paragraphing

How to have TiPToP paragraphing skills

Start a new paragraph when...



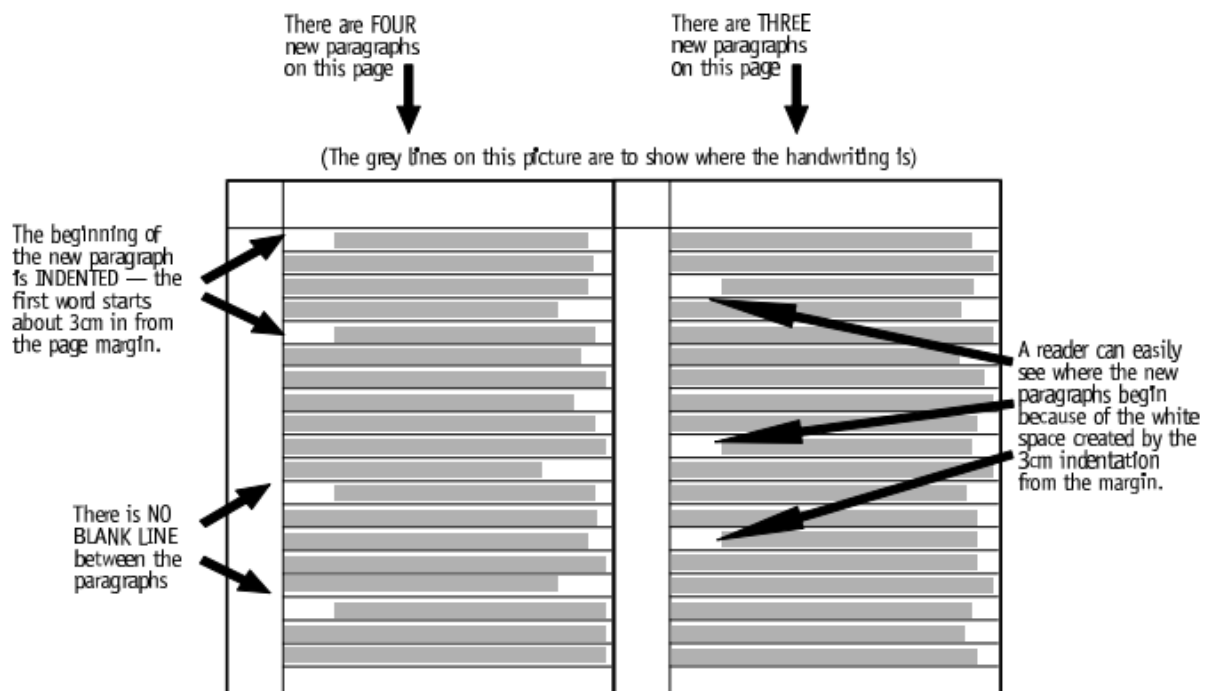
Ti.. Start a new paragraph when you move to a new period of **time**

P.. Start a new paragraph when you move to a different **place**

To.. Start a new paragraph when you move on to a new **topic** or subject

P.. Start a new paragraph when you bring a new **person** into your writing, or when you change from one person to another (especially when writing conversations)

How to show a paragraph break on a page of your exercise book



TASK: Using the guidance above, write **two paragraphs** for students new to Prince Henry's entitled '**How To Use Paragraphs**'.

30) PUNCTUATION: Commas Changing Meanings

TASK: Write the following sentences out in your books and **add in the missing commas.**

Insert commas into the following sentences where you think appropriate.

1. Slow children crossing.
2. Look at that huge hot dog!
3. Go get him doctors!
4. After we left Grandma Dad and I went to the cinema.
5. James walked on his head a little higher than usual.
6. What is this thing called honey?
7. The student said the teacher is crazy.

Now check on the following page...

Answers:

1. Slow children crossing.
Slow, children crossing.
2. Look at that huge hot dog!
Look at that huge, hot dog!
3. Go get him, doctors!
Go, get him doctors!
4. After we left Grandma, Dad and I went to the cinema.
After we left, Grandma, Dad and I went to the cinema.
5. James walked on, his head a little higher than usual.
James walked on his head, a little higher than usual.
6. What is this thing called honey?
What is this thing called, honey?
7. The student said the teacher is crazy.
The student, said the teacher, is crazy.

How has the meaning been changed?

TASK: Choose two of the sentences above and write how a comma has changed the meaning of the sentences.

31) PUNCTUATION: Speech Marks

TASK: Write the following sentences out using **speech punctuation**.

Put other punctuation like ! . ? **inside** the speech marks.

The first one has been done for you (you still need to write this out).

1. Why do we have to do homework asked the pupil miserably.
"Why do we have to do homework?" asked the pupil miserably.
2. Susan shouted watch out!
3. What's on TV I said.
4. What's the time asked Mark. It's 9 o'clock replied Tom.
5. I watched carefully as the teacher did the example. Now have a go at doing it yourself she said. I still wasn't sure so I asked her to go through it again.
6. What do you want to do when you grow up said John. I don't know replied Dan I might be a pilot.
7. What are your hobbies asked Jill. Well said Jack I like collecting model cars. How dull laughed Jill. Jack sulked and wouldn't speak to Jill for the rest of the day.

32) PUNCTUATION: Direct Speech

Direct speech means to use talking in stories. The punctuation needed can be very complicated. This is a step-by-step guide to getting it right. "Speech marks" always need to go at the start and end of what is being said (including punctuation).

Activity A: Copy these sentences into your books, putting speech marks in the correct place:

Example: Are you coming to tuck? asked John.
"Are you coming to tuck?" asked John.

1. Beckham is a great free-kick taker, said Joe.
2. No he isn't, argued Pete.
3. Joe replied, but he kept us in the World Cup, he's brilliant.
4. Well, he's not as good as Lampard, said Pete
5. You're talking rubbish! Joe shouted back.

Sometimes, what one person says in one go is broken up by narrative (story) ...

Example: Well, I had no idea you felt like that!
said Clare,
"Well," said Clare, "I had no idea you felt like that!"

Activity B: Now try adding speech marks in these sentences ... be careful!

1. Hello, said Andy, I haven't seen you about in ages.
2. No, replied Nicky, I've just got back from holiday.
3. Where did you go? Andy asked. Was it sunny?
4. I went skiing with the school, Nicky grinned. It was fantastic but really cold.
5. I've always wanted to go. Was it difficult staying on the skis?

You must ALWAYS start a new paragraph each time the speaker changes.

Activity C: Here is a conversation between two people, Sue and Chris, but it's all one block even though the speech marks have been put in for you. Re-write it putting it in new paragraphs (get the speech marks right too!):

"Have you been to see Harry Potter?" asked Sue. "No," said Chris, "I want to go tomorrow. Is it any good?" "It's OK, for little kids really. I preferred Lord of the Rings, my mum took me over Christmas." "Isn't it really long?" "It's as long as Harry Potter," said Sue. Chris said, "I really want to get Scary Movie out on video again." "That was rubbish!" "It was good! I laughed a lot." "It's boring," said Sue, "I fell asleep."

33) PUNCTUATION: Run-on Sentences

What are run-on sentences?

- ❖ Run-on sentences occur when a sentence goes for too long!
- ❖ They happen because the writer doesn't use enough full stops.....

These sentences are grammatically correct because they use correct **connectives**, but feel breathless and show a lack of control by the writer.
Read the following run-on sentence:

English is my favourite subject because the things we do are amazing and cool and I really enjoy writing stories because I like creating new worlds and in the lessons we do writing then we do drama and speaking and listening then we work on the computers.

TASK: Rewrite the paragraph in your books, using **full-stops** and **removing connective words** to create sentences.

34) PUNCTUATION: Colons

:

These are the rules for using colons:

Before a list that is introduced by a complete sentence.

Example: The reporter interviewed the following people: the department heads, the members of the faculty council, and a representative group of students.

To introduce the effect, or logical consequence of an action.

Example: There was only one way he could win: he had to cheat.

Before a quotation.

Example: This is what Plato had to say about mathematicians: "I have hardly ever known a mathematician who was capable of reasoning."

To separate chapter and verse in scripture.

Example: The Sunday school class studied James 4:10

To separate hours from minutes.

Example: Our soccer game starts at 7:30.

To show ratios.

Example: Pour in the milk and water at a 3:1 ratio.

TASK: Write out the following in your books with colons in the correct places:

I gave you the spray bottles for one reason to clean the windows.

You will need the following ingredients milk, sugar, flour, and eggs.

Johann set the alarm clock for 6 00.

My father ended every conversation the same way "Don't give up."

Mix the oil and vinegar at a 1 2 ratio.

I have invited the following people to my party Kevin, Amy, and Keeley.

There is only one way to make it to the top hard work.

The soldier shouted the following before leaving to war "We shall return victorious!"

35) PUNCTUATION: Semi-Colons

What is a semi-colon?

- A small piece of punctuation that looks like this



Why is it used?

1. To separate two clauses of a sentence when they are closely related
2. To separate items in a list when the items are long phrases and to use a comma might lead to ambiguity

Two connected clauses joined together

- Elephants live in hot countries. They cool off by bathing.
- Technology at Bath High School is a real success. The computers are top quality.

These single sentences can be connected simply by using the semi-colon...

- Elephants live in hot countries; they cool off by bathing.
- Technology at Bath High School is a real success; the equipment is top quality.

Long items in a list

🌐 Bath High School is great for many things. This includes the quality of the teaching. Also, its success is due to the excellence of the buildings and the wonderful cafeterias and the intelligence and helpfulness of the pupils.

These more complicated sentences can be connected simply by using the semi-colon...

Bath High School is great for many things: the quality of the teaching, especially in English; the excellence of the buildings; the wonderful cafeterias, serving an array of healthy food; the intelligence and helpfulness of the pupils.

TASK: Write out the following, **using semi-colons to connect the clauses together** – remember, they are used to connect clauses that are related in subject or idea. You may also need to use a COLON (:) to start a list.

English is my favourite subject for lots of reasons. The things we do are amazing and cool. I really enjoy writing stories because I like creating new worlds, new characters and using my imagination.

In the lessons we do the following things. Writing, reading, drama and speaking and listening. This can be anything from role-play to presenting in groups to the whole class.

36) PUNCTUATION: Apostrophes

Apostrophes are used when we take letters out of words to shorten them.

For example: **do not** becomes **don't** when the **o is** removed and the words put together (contraction).

For example: **are not** becomes **aren't** when the **o is** removed and the words put together (contraction).

They are also used to show when something belongs to someone.

For example: **Johns PS3** becomes **John's PS3**

TASK: With these rules in mind, write out the following sentences in your books with **apostrophes in the correct place:**

1. My best friends sister is called Jodie.
2. I havent done my homework.
3. Mrs Williams English lessons are the best.
4. If they go down the shops theyll miss the start of the football.
5. Frank Lampards goal this weekend was brilliant.
6. There werent any eggs left after Jamie dropped the box.
7. "Youre my best friend," said Hasib.
8. Michelle shouldve caught the half-past eight bus, but she missed it.
9. Judys car isnt very reliable, its always breaking down.
10. Im always late for school in the mornings, its my dads fault.
11. Weve won lots of cups this year; were Worcestershires best school.
12. There arent many cars Id drive but I like Mazdas, like Miss Smiths.

37) PUNCTUATION: Round Up

punctuation ' : , - () . ! ? ;			
,	apostrophe	Used to indicate possession of something	the boy's book Nicholas' coat
		Used to mark an omission of one or more letters	he's we'll
:	colon	Used to introduce an example or a list	Please send the following items: a passport, two photographs and the correct fee.
,	Comma	Used to separate items in a list or clauses in a sentence (extra information)	The British flag is red, white and blue.
—	dash or brackets	Used to interrupt a sentence with a phrase that doesn't fit grammatically	Zinedine Zidane , the best footballer in the world, was bought recently for 55 million pounds! My son — he was here a moment ago — would like to meet you.
()			Buffy the Vampire Slayer (scary stuff!) was on TV last night.
.	full stop	Used at the end of all sentences that are not exclamations or questions They can also be used for abbreviations	I went to the local shop to buy some milk. Jan. (January) a.m. p.m. etc. H. G. Wells
!	Exclamation mark	Used when a word or sentence has been shouted out or said suddenly	Get lost!
?	question mark	Used after every question	Why is he here? Who invited him?
;	semi colon	Used to separate parts of a sentence which require a more distinct break than a comma but are too closely connected to be broken by a full stop	Homer Simpson is stupid; he thinks milk comes from trees.

Using your understanding of punctuation, paragraph variety and sentence variety, write **at least two paragraphs for or against** the following subjects:

- Chocolate versus chips
- Uniform in schools versus no uniform
- Barbie versus Ken