

# Literacy Booklet

## Year 10

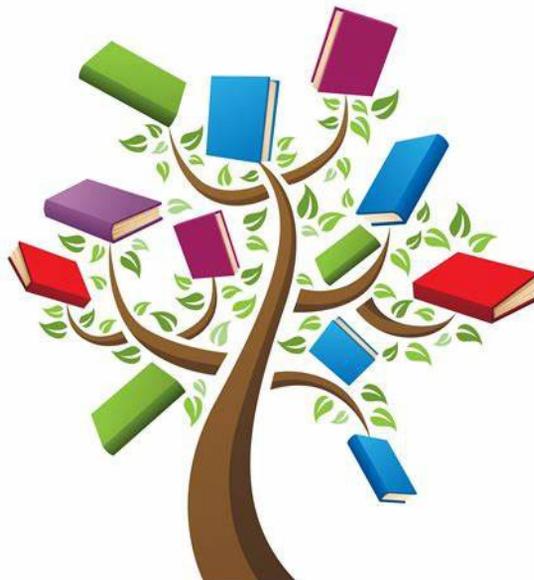
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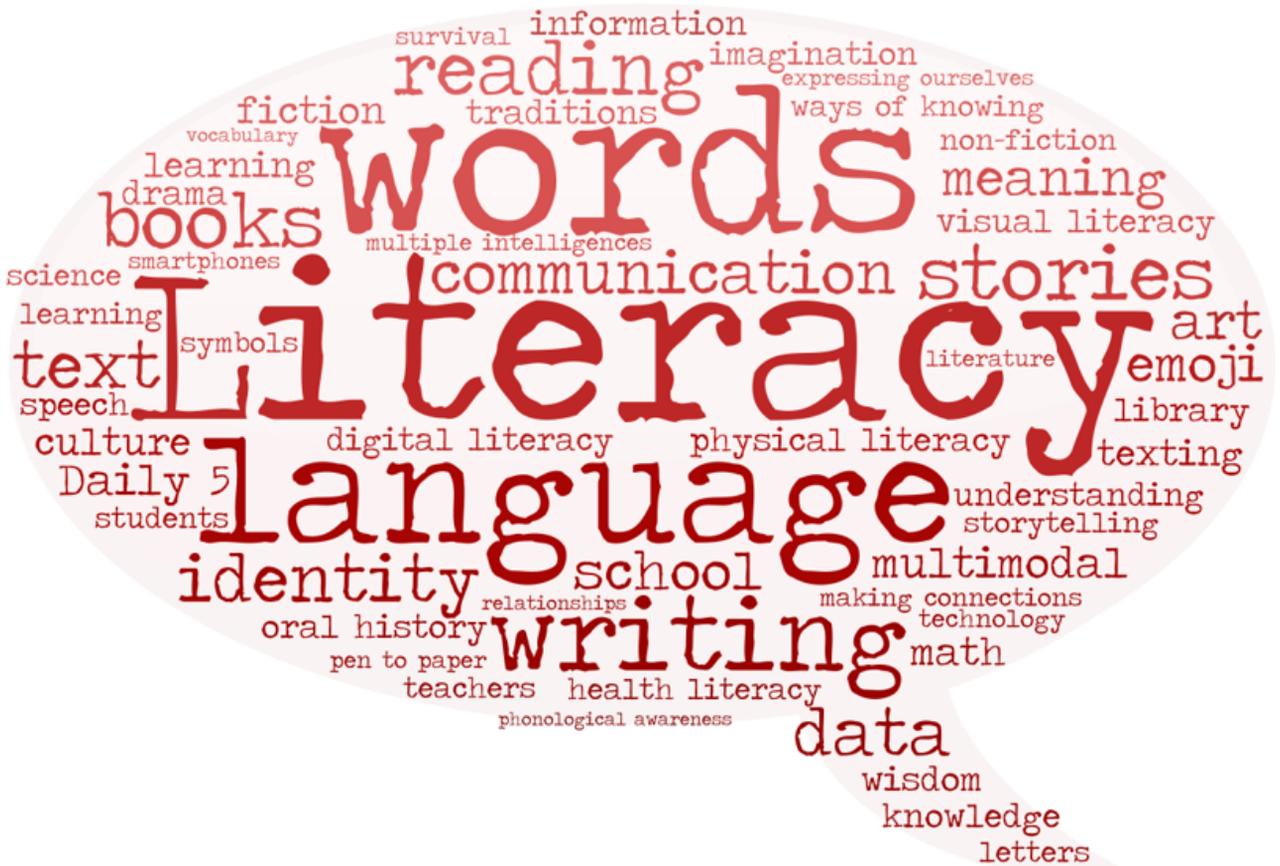
Literacy is the ability to read, write, speak and listen in a way that lets us communicate effectively and helps us to make sense of the world.

*(National Literacy Trust)*

The best way to improve your literacy is to read.



# Contents:



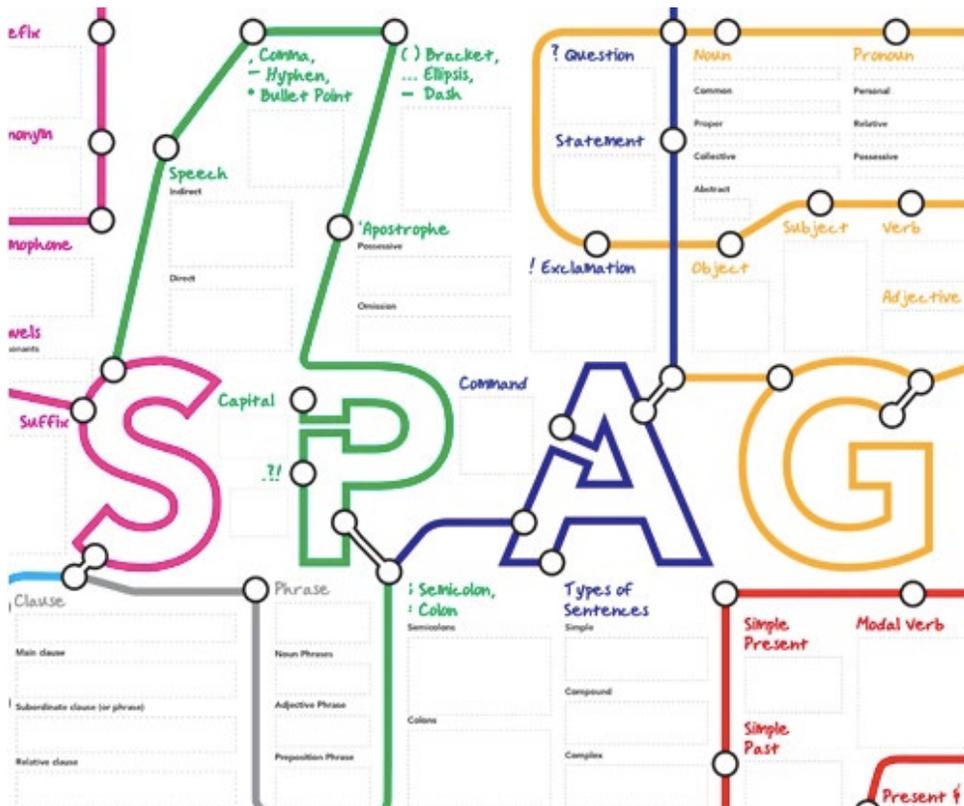
## Part One: SPAG

- Section 1: Spellings
- Section 2: Dictionary skills and vocabulary
- Section 3: Sentences
- Section 4: Punctuation
- Section 5: Homophones

## Part Two: Exploring writers' techniques

- Adjectives in context
- Verbs in context
- Adverbs in context

# PART ONE: SPAG



Spelling, punctuation and grammar



# Spelling test 1



	Read	Write	Cover and write
Commonly misspelt words	friend		
	character		
	conscientious		
	language		
	minuscule		
	definitely		
	disappear		
	miniature		
	embarrass		
	environment		
	repetition		
	finally		
	existence		
	argument		
beginning			
Topic specific words			

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# Spelling test 2

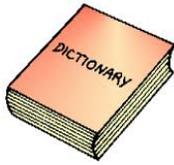


	Read	Write	Cover and write
Commonly misspelt words	foreign		
	fourth		
	gauge		
	generally		
	grammar		
	grateful		
	guarantee		
	great		
	height		
	hierarchy		
	ignorance		
	immediate		
	independent		
	wander v wonder		
intelligence			
Topic specific words			

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# Section 2: Dictionary skills and vocabulary

When using a dictionary and a thesaurus it is important to know how to use it properly otherwise your sentences won't make any sense!



1. The dictionary is in alphabetical order.
2. You may need to look for the root word . (See section on root words)
3. When you find your word it will look like this



The word you are looking for.

Which word class does your word fit into?

There may be several definitions for your word, each definition starts with a new number.

**abominable** ▶ **adjective** 1 very unpleasant and causing disgust. 2 *informal* very bad.

One definition may signify if it is a formal or informal expression.

Once you have checked the definition of your word check that it fits into your sentence properly, is this what you want to show your reader? Is it the right word class? If it is not, use the thesaurus to find one that says exactly and precisely what you want to.



1. The thesaurus works the same way as a dictionary, in alphabetical order.
2. There are two sections synonyms and antonyms
3. If you are using a combined dictionary and thesaurus the synonyms will come under the dictionary definition.

**SYNONYMS** loathsome, detestable, hateful, obnoxious, despicable, contemptible, disgusting, revolting, repellent, repulsive, repugnant, abhorrent.

**ANTONYMS** good, admirable.

**Synonym** - a word with similar meaning.

**Antonym** - a word with the opposite meaning.

Remember, once you have found your new word look it up in the dictionary before you put it in your sentence to check that it really makes sense and conveys what you want to say.

## Vocabulary choices

The words you choose when writing - creatively or in analysis - are vital to the effect you want to have on the reader. For example, are you telling the reader “Tommo cried because he was sad” or are you showing them? “Tommo’s face glistened with sorrowful tears”.



Task:



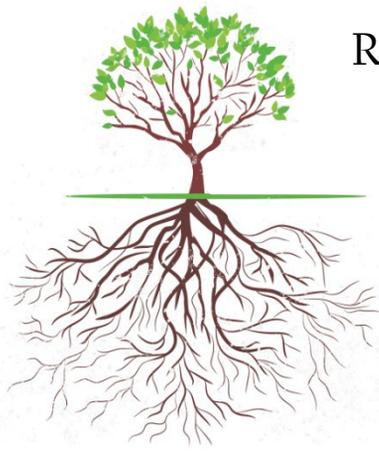
There are different levels of words: **relevant**, **interesting** and **ambitious**, however this doesn't mean you have to fill your work with exceptionally long words. Often the most interesting work uses a variety of all these words.

Task: using your skills from the dictionary and thesaurus pages, fill in the blanks in the table below.

Relevant	Interesting	Ambitious
said	shouted	
sad		
happy		
evil		
nice		
		barbaric
	moody	
		cascade
rush		
	drab	
	brutal	
attack		
		conventional

Remember

Create a word bank on the back of this booklet - and use your specialist vocab booklets from previous years to record and practise words you find interesting and could use in your writing.



# Root words

A root word is the base word to construct a longer word with a slightly different meaning.

Understanding how to structure words will help us when spelling and constructing longer words. It will also help when we read a text and don't understand a word, we can deconstruct it to help us!

First, we need to understand what a prefix and a suffix is:

Prefix - letters placed before the root word.

Suffix - letters placed after the root word.

Example:

Un employ ment

The prefix here is *un* - which means not / against / opposite

The root word is *employ* - give work to someone.

The suffix here is *ment* - which is a condition or state of being.

When you put your understanding of all these words together then you get the following meaning. A person who is in a state of not having a job or work.

Task:

Find as many words as you can from the root word given. Remember that the root word can go at the beginning, middle or end of the new word.  
EXT: Can you find two examples of your own?

Root word	What other words can be made from this root?
use	
friend	
faith	
act	
cycle	
be	
fix	
(your own)	

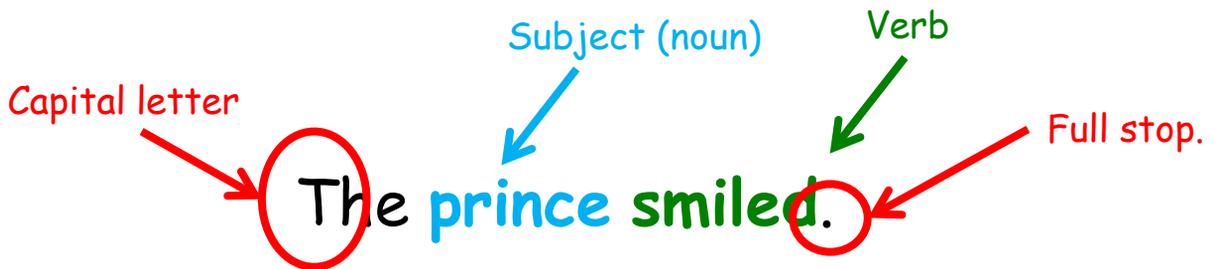
# Section 3: Different types of sentence

## Simple sentences

In a simple sentence you only need one main clause – a clause is a group of words that may be used as a whole sentence, or as part of a sentence.

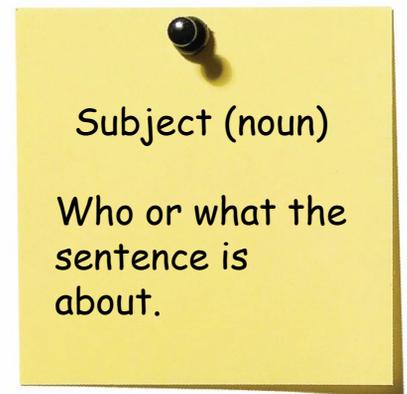
You will need the following elements to make up the sentence:

- A capital letter at the beginning
- A full stop at the end
- Must contain a subject (noun)
- Must contain a verb



In these sentences underline the subject and circle the verb:

1. The pop singer played a guitar.
2. The angry dog barked loudly.
3. The sheep grazed on the hillside.
4. My favourite football team won the cup.
5. Submarines travel underwater.



**Task:**

Create 5 simple sentences  
Ext: Use ambitious vocabulary

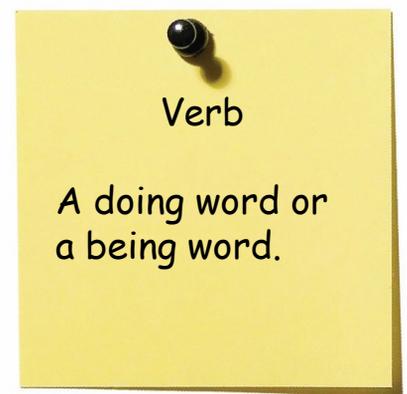
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## Complex and Compound sentences

The previous page looked at how to structure a *simple sentence* using a main clause. We are now going to look at how to construct a **complex sentence** and a **compound sentence**.

### How to write a complex sentence

The child smiled.

This is our main clause. To make it into a complex sentence you need to add a subordinate clause.

#### Subordinate clause

Part of a sentence that doesn't make sense on its own.

The subordinate clause can go at the beginning, middle or end of the sentence.

The child smiled, while skipping down the road.

While skipping down the road, the child smiled.

The child, while skipping down the road, smiled.

Examples of Complex sentences

### How to write a compound sentence – this one is much easier!

A complex sentence is basically two main clauses stuck together with a connective – and, if, so, but, yet etc.

The child smiled. He was happy.

The child smiled **because** he was happy.

By adding one connective in the middle you have transformed your sentence.

Try to use a variety of connectives in your work.

## Task

Highlight the subordinate clause in these complex sentences.

1. The sun was shining, trying to peep out from behind the cloud.
2. Running at full speed, the cheetah pounced on its prey.
3. The wizard, not seeing the gremlin, tucked his wand inside his cloak.
4. Shining in the autumn sun, the knight's armour reflected his bravery.
5. The wind tore through the trees, ripping the leaves from their branches.

## Task

Re-write these simple sentences turning them into different variations of complex and compound sentences.

Ext: You must have at least 5 complex sentences with the subordinate clause in different places.

I love chocolate.

---

---

The frog jumped really high.

---

---

The perfume smelt like roses.

---

---

The window was frosted.

---

---

Babies cry all the time.

---

---

I can use simple sentences in my writing.

---

---

Ben walked home from school.

---

---

The princess was annoyed.

---

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# Section 4: Punctuation



Punctuation is for both *clarity* and *effect*.

Use punctuation to control your writing and to show understanding of grammar.

Using punctuation for effect may mean sometimes breaking the rules... so first show that you know those rules!

## Commas

Punctuation marks are the traffic signals of language: they tell us to slow down, notice this, take a detour, or stop.

Of all the punctuation marks, the comma is the most used and misused. Commas can create havoc when they are in the wrong spot, and the results can be hilarious. This little dot with a tail has the power to change the meaning of a sentence by connecting things that shouldn't be connected or breaking apart things that should stay together.



### How to use a comma correctly- the rules

A comma should never take the place of a full stop.

1. It should be used to separate a main clause from a subordinate clause: **main clause**= makes sense on its own; **subordinate clause**= only makes sense next to a main clause.
  - As it was her birthday, **Zoe slept in until 10am.**
  - Sarah ran down the street, until she caught up with the bus.
2. It should also be used to separate items in a list (though you would use a semi-colon for this if you start the list after a colon). For example:

*I would like sausage, two eggs, beans and toast.*

Note: and is used to separate the final two items in a list.

Tip: Try to think how a passage sounds by reading it out loud – if you pause within a sentence then there should be a comma. If there is a longer pause at the end of a main clause, you need a full stop.

# Commas

## Why We Need Commas

Because

"I like cooking, dogs, and kids,"  
is not the same as

"I like cooking dogs and kids."

### Task

Put the correct **commas** and **full stops** into the sentences below.

Think – do they make sense?

1. After we left Grandma Mum and I had a picnic in the park.
2. Stinking bad breath swollen purple gums easy bruising bleeding eyeballs tiredness and death
3. Without saying another word she hurried into the airport shop and bought a copy for herself
4. Marc was the first to recover sitting by the kitchen he had been out of the line of fire and hadn't been hit
5. The choir was singing "Isn't she lovely?" and for some reason the choir was made up of chipmunks and Libby was in charge of them

Ext: Write your own complex sentence and ask your partner to add the commas in the correct place.

6. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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# Apostrophes

The rules about apostrophes



With practice you can really understand how to use apostrophes. Let's practise.  
Bonus point: what did you notice about the words in this sentence?

1

You never use an apostrophe just to form a plural, for example, you would have one shoe and two shoes – it would never be *shoe's*.



You use an apostrophe in omission – to omit something is to leave it out, eg one or more letters. For example, *do not* becomes *don't* – you use the apostrophe in the place of the *o* in *not*.

3

You can also use an apostrophe to show possession, before an *s*, to show that the **subject** of a sentence owns the **object** of the sentence. For example, *Katie's* pencil case – this tells us that Katie owns the pencil case.

**Exception to the rule:** If the person or subject already ends in an *s* then the apostrophe comes after the *s* and no extra *s* is added. For example, *James'* pile of books.

Task:  
Can you correct these errors?



Cakes for all occasions

- Wedding's
- Birthday's
- Anniversary's
- Christening's



# Apostrophes



There are two reasons to use an apostrophe:

## Possession

To show that one thing owns another.

The lady's hat.  
*The lady owns the hat.*

## Omission

Where you need to miss a letter out.

You've left some letters out.  
*'You have' becomes 'you've'.*

Task 1: add in any missing apostrophes from the sentences below.

Task 2: write down as many words as you can with omitted letters.

1. My best friends sister is called Jodie.
2. I havent done my homework.
3. If they go to the shops theyll miss the football.
4. Ronaldo's goal this weekend was brilliant
5. There werent any eggs left after Nishil dropped the box.
6. Weve won lots of cups this year; were Londons best school.
7. Im always late for school in the morning, its my dads fault
8. There arent many cars Id drive but I like BMWs
9. I shouldve caught the 10.30 bus but I was late.
10. Patricks car is not very reliable, its always breaking down.

Can't

Shouldn't

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# Semi-colons

## What are semi-colons?

A semi-colon can be used to link two main clauses that are of equal importance, but are closely related. It can also be used to separate longer items in lists.

## How do they work?

### Clauses

A semi-colon is used to show the close relationship between two main clauses. It is not as 'final' as a full stop. It makes the point to the reader that the clauses are closely related in subject matter. The clauses it separates must be of equal importance and both be main clauses.

semi-colon used to separate two linked main clauses, both about the tram

When I got to the tram stop it was already full of people; I had almost missed the tram for the second morning in a row!

Jake's nan and her pet snake, Matilda, lived close by; Singer Street was only a two-minute walk away from Edmoth Close.

semi-colon used to separate two linked main clauses, both about distance between family members

In these examples, the clauses make sense on their own. There could be a full stop between them, but they are closely linked in their subject matter, so a semi-colon helpfully shows their link.

### Lists

A semi-colon is used to separate items in a list when the list requires clearer division between items; for example, if the items are long and detailed, semi-colons should be used.

Cheryl had a great holiday: on Monday, she swam in the sea; on Tuesday, she went shopping at the local market; on Wednesday, she visited the local historical sites; Thursday and Friday were spent by the pool; on Saturday, she enjoyed the water park and on Sunday she packed.

semi-colons used to the separate items in a list

### Remember:

Each part of the sentence - on either side of the semi-colon - has to be able to stand alone; each needs to be a complete sentence, grammatically complete.  
(See what we did there?)

## Activity 1

**Add semi-colons in the correct places in the sentences below.**

- a) She checked her bag before she left to make sure she had everything: her bus pass and train ticket all the tools she needed for work her mobile phone and her house keys.
- b) The Shans liked the flat on Connell Avenue the best their house had already been sold but the buyers were being difficult.
- c) Charlie's bike screeched to a halt in front of the ice sculpture there were people watching so he was careful not to do anything yet.
- d) Bobby had a choice of cars: the white car with a new sound system the cute pink soft-top mini or the brand new black four-wheel drive with white leather seats.

/4

## Activity 2

**Add a semi-colon and then write a main clause to complete the following sentences. (Remember the clause must make sense as a sentence in its own right and should be of equal importance to the first clause. It might provide a contrast or it might be very closely linked to the first clause. You could think of this as a pair of scales which need to balance.)**

- a) My library card was out of date .....
- b) He was the most experienced player .....
- c) Doughnuts are one of my favourite foods .....
- d) They had nothing to lose .....
- e) The weather was perfect .....

/5

## Activity 3

**Rewrite the following sentences, moving or adding semi-colons if necessary.**

- a) I didn't do well in Science last year I failed French; my English result was another story!
- b) They sailed the seven seas; they climbed the highest; mountains and they crossed vast deserts.
- c) The ghost wailed as he wandered the streets the witch soared into the sky on her broomstick; the monsters loomed out of the dark alleyways: it was a strange and spooky night.
- d) Both boys enjoyed the funfair however, they thought the beach was better.
- e) You can choose from: trifle with; jelly and custard; chocolate profiteroles; with ice cream fresh fruit salad and cream.

/5

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# Colons

## What are colons?

A colon is used to signal the introduction of further information. It is found at the start of a list and sometimes between clauses.

## How do they work?

### Between clauses

A colon can be used between two main clauses where the second main clause explains or expands upon the first main clause.

I felt the snow start to fall upon on my hair: it immediately started to go frizzy!

The witch had a wart on her nose: it was green and poisonous.

### Lists

A colon can be used to introduce a list.

I packed my bag this morning: a wooden spoon, a ruler, a potato and some marbles.

In our team we had: Harry, Henry, Huila, Henrietta and Hailey.

### Introducing a quotation

A colon can be used to introduce a quotation.

Dr Jekyll begins to change in his behaviour and appearance: 'Dr Jekyll grew pale to the very lips and there came a blackness to his eye.'

In 'War Photographer', the poem starts by emphasising how much the man longs for solitude after being constantly surrounded by the devastating effects of war: 'In his dark room he is finally alone.'

### Using a dash instead of a colon

A dash can be used instead of a colon to separate the information at the end of a sentence. It is less formal than a colon, and can make the final piece of information sound much more dramatic.

Betty could see the ship powering across the waves and she was excited: he was coming home.

Betty could see the ship powering across the waves and she was excited – he was coming home.

Remember:

The part of the sentence after the colon cannot stand on its own: alone, abandoned, incomplete.

(See what we did there?)



# Task

## Colons

### Activity 1

Tick the box next to the sentences where the colon has been used correctly.

The sand oozed between her feet: this was paradise.	<input type="checkbox"/>
Fabian spotted the masked figure walking towards him: a car drove past as he waited to cross the road.	<input type="checkbox"/>
The island of Hawaii: is in the North Pacific Ocean.	<input type="checkbox"/>
Our team huddled together: it was our last chance to win.	<input type="checkbox"/>
The Natural History Museum was packed: with busy people.	<input type="checkbox"/>
Rosa sat quietly in the tree: listening to everyone.	<input type="checkbox"/>

/6

### Activity 2

Decide whether the statements below are true or false:

- |   |              |
|---|--------------|
| a) Colons can show the end of a sentence.                             | True / False |
| b) A colon can introduce a quotation.                                 | True / False |
| c) Always use a capital letter after a colon.                         | True / False |
| d) A colon separates two main clauses which contrast with each other. | True / False |
| e) A colon can introduce an explanation or an example.                | True / False |

/5

### Activity 3

Add a colon and then write a clause to complete the following sentences.

- a) Olwen needed several items at the supermarket .....
- b) I quote my best friend .....
- c) The world is a strange place .....
- d) Kit had all the gear for cycling .....
- e) I phoned all my friends that night .....
- f) I was all alone .....

/6

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# Direct speech

## What is direct speech?

Direct speech presents the exact words of a speaker. It is most common in fiction writing (for example, a conversation between characters) and in news reports (for example, eyewitness accounts of events).

## How does it work?

When using direct speech, there are rules that are followed to ensure that the reader can understand what is being said, by whom and in what way.

1 Every word of the direct speech is placed within inverted commas. These are also known as speech marks.

2 If the direct speech ends with an exclamation mark or question mark, there is no need for a capital letter to begin the speaker information.

3 Information about the speaker goes outside of the inverted commas. It can go before or after the direct speech.

4 Each time a new speaker speaks a new paragraph must be started. A paragraph can be just a short sentence.

5 A comma is used to introduce direct speech if information about the speaker comes before it.

6 When speaker information is placed in the middle of direct speech, a punctuation mark is needed to end the first part of their speech. A full stop or comma is also needed after the speaker information.

7 A comma, full stop, question mark or exclamation mark must follow the direct speech. These are placed inside the inverted commas.

"It can't possibly be true!" she gasped.

"I can assure you it is. He was caught red-handed by the security guard," the policeman replied.

She sat down muttering, "I'm in shock."

"I can imagine, ma'am," he said politely.  
"It must be very difficult to hear that your husband has committed such a crime."

# Direct speech

## Task

Don't use dialogue in creative writing just for the sake of it: use it to develop characters or plot.

### Activity 1

- a) Use inverted commas to show which words in the paragraph below are direct speech.  
b) Use two forward slashes // to show where a new paragraph for a new speaker should begin.

I can see it over there! she shouted loudly, pointing to the mountain in the distance. Where? I can't see anything, he answered. There, there! she continued to point. He rolled his eyes and sighed, You can keep pointing but I can't see it.

/7

### Activity 2

- Add the correct punctuation to the conversation below so that it is clear.  
You may need to use: commas, full stops, exclamation marks, question marks.

"Lois, can you go up and tidy your bedroom please "

Lois groaned "What now "

"Yes now, it is a tip "

"Can't I do it tomorrow " she asked

"No " Mum replied sternly "You gave me that answer last week and it is still in the same state "

/5

### Activity 3

Rewrite the dialogue below, using the speaker information (in bold) to make it an argument between the speakers.

Think about:

- how you might use adverbs to describe the way it is 'said'
- actions that the speakers might do during the conversation.

"Look, I couldn't get here any quicker!" **said Omar** .....

"Then you should have left earlier," **said Hanif** .....

"I left with plenty of time," **said Omar** ..... "I got caught in traffic!"

"What, like last week?" **said Hanif** ..... "And the week before that, and the ..."

"That is very unfair!" **said Omar** .....

"But true," **said Hanif** .....

"Oh! Don't get rude!" **said Omar** .....

"You'll make me late again! I'll be rude if I want to," **said Hanif** .....

/8

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# Full stops, exclamation marks and question marks

## Extract from *A Study in Scarlet* by Arthur Conan Doyle

This novel was published in 1887. It is the first of the Sherlock Holmes mysteries. Here, Holmes is showing Dr Watson his latest scientific discovery.

"Dr. Watson, Mr. Sherlock Holmes," said Stamford, introducing us.

"How are you?" he said **cordially**, gripping my hand with a strength for which I should hardly have given him credit. "You have been in Afghanistan, I perceive."

"How on earth did you know that?" I asked in astonishment.

5 "Never mind," said he, chuckling to himself. "The question now is about **haemoglobin**. No doubt you see the significance of this discovery of mine?"

"It is interesting, chemically, no doubt," I answered, "but practically –"

10 "Why, man, it is the most practical **medico-legal** discovery for years. Don't you see that it gives us an infallible test for bloodstains? Come over here now!" He seized me by the coat-sleeve in his eagerness, and drew me over to the table at which he had been working. "Let us have some fresh blood," he said, digging a long **bodkin** into his finger, and drawing off the resulting drop of blood in a chemical pipette ... In an instant the contents assumed a dull mahogany colour, and a brownish dust was precipitated to the bottom of the glass jar.

15 "Ha! ha!" he cried, clapping his hands, and looking as delighted as a child with a new toy. "What do you think of that?"

"It seems to be a very delicate test," I remarked.

20 "Beautiful! beautiful! The old **Guaiacum test** was very clumsy and uncertain. So is the microscopic examination for blood **corpuscles**. The latter is valueless if the stains are a few hours old. Now, this appears to act as well whether the blood is old or new. Had this test been invented, there are hundreds of men now walking the earth who would long ago have paid the penalty of their crimes."

"Indeed!" I murmured.

**cordially** in a friendly manner

**haemoglobin** a red protein which moves oxygen in blood

**medico-legal** describing something that has both medical and legal aspects

**bodkin** a blunt needle with a large eye

**Guaiacum test** one of the first methods of testing for blood in forensic (criminal) science

**corpuscles** tiny cells or bodies in an organism

Extract for activity on the next page →

## Activity 1 Understanding the text

a) Which two people are meeting for the first time?

.....

b) What does Sherlock do to his finger?

.....

c) What test is called "very clumsy and uncertain"?

.....

d) What question does Watson ask?

.....

.....

### Key term

**rhetorical question** a question asked without expecting an answer. It is often used to make an important point, e.g. 'Are you kidding me?'

## Activity 2 Exploring the writer's technique

a) Why does the sentence "Come over here now!" end with an exclamation mark?

.....

.....

b) What do Holmes' exclamations "Beautiful beautiful" in line 17 tell us about his thoughts on his new experiment?

.....

.....

c) How does the writer show that Holmes is "as delighted as a child with a new toy"?

.....

.....

d) Explain why Holmes uses **rhetorical questions** such as "Don't you see that it gives us an infallible test for bloodstains?" in line 8.

.....

.....

.....

## Activity 3 Try it yourself

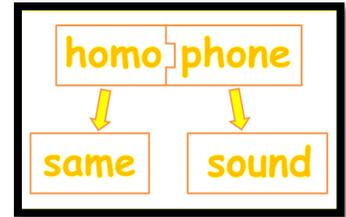
Write a conversation between two people. One person should be asking for directions, but he or she keeps getting confused. The other person is trying to give directions, and he or she is getting frustrated. Make sure you use correct punctuation throughout.

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# Section 5: Homophones

## What is a homophone?

Homophones are words that sound the same but have different meanings. If we get these words wrong it can create a completely different meaning to our writing and understanding.



Why is it important? You want people to understand what you are writing. In your GCSE exams, SPaG matters: across Literature and Language it gains you extra marks. Let's start practising now!

## The basics and most frequently confused:

<b>There</b>	<ul style="list-style-type: none"><li>• Use <b>there</b> when referring to a place, whether concrete ("over there by the building") or more abstract ("there are things that make this difficult").</li><li>• Also use <b>there</b> with the verb BE (is, am, are, was, were) to indicate the existence of something, or to mention something for the first time.</li></ul> <p>If you wrote <b>there</b>, will the sentence still make sense if you replace it with <b>here</b>? If so, you're using it correctly.</p>
<b>They're</b>	<p>A contraction of <b>they</b> and <b>are</b> where you simply add an apostrophe to omit (add in the place of a letter) the letter <b>a</b> in <b>are</b>.</p> <p>If you used <b>they're</b>, will the sentence still make sense if you replace it with <b>they are</b>? If so, you're on the right track!</p>
<b>Their</b>	<p>When you are talking about something that someone owns.</p> <p>If you chose <b>their</b>, will the sentence still make sense if you replace it with <b>our</b>? If so, you've chosen the correct word.</p>

## Task

Fill in the blanks using the correct **their** / **they're** / **there**.

1. \_\_\_\_\_ going to the funfair but \_\_\_\_\_ not sure what rides to go on yet.
2. \_\_\_\_\_ house was amazingly beautiful but \_\_\_\_\_ incredibly rude!
3. She couldn't collect her boots from the cupboard as \_\_\_\_\_ was a gigantic spider in \_\_\_\_\_.
4. This is \_\_\_\_\_ ball of green string and \_\_\_\_\_ going to build a helicopter with it.
5. Please go over \_\_\_\_\_ and speak to Mr. Smith about the topic. When you have finished ask group two if you can borrow \_\_\_\_\_ pencils.

Peer assessed by:

# Homophones

<b>Here</b>	<ul style="list-style-type: none"><li>• Use <b>here</b> when referring to a place, whether concrete (“please come over here by the entrance”) or more abstract (“here are some things I want to say”).</li><li>• Also use <b>here</b> with the verb BE (is, am, are, was, were) to indicate the existence of something, or to mention something for the first time.</li></ul> <p>If you wrote <i>here</i>, will the sentence still make sense if you replace it with <i>there</i>? If so, you're using it correctly. (Did you notice – this was very similar to <i>there</i>?)</p>
<b>Hear</b>	One of your five senses. Sounds made externally that our ears detect. Is there reference to a sound or noise in the sentence? Then you are using the right homophone!

1. You need to wait \_\_\_\_\_ patiently until the bus comes.
2. Can you \_\_\_\_\_ the bells in the distance?
3. “What is this over \_\_\_\_\_? Have you drawn on the wall?”
4. She rang the reception bell impatiently and eventually ended up yelling, “Hello, I am here!”
5. I feel ancient, I can barely \_\_\_\_\_ myself think of this racket they call music.

<b>To</b>	• Use <b>to</b> as a preposition before a noun or as an infinitive before a verb.
<b>Too</b>	• Use <b>too</b> as a <b>synonym</b> for <b>also</b> or to indicate <i>excessiveness</i> (a lot of something!) Can you replace <i>too</i> with <i>also</i> , you are probably using the right one!
<b>Two</b>	Simply the number after one.

1. I ate \_\_\_\_\_ much cake and now I think I am going \_\_\_\_\_ explode.
2. Annoyingly, when I opened my Skittles , I only had \_\_\_\_\_ red ones. I am going \_\_\_\_\_ complain.
3. This time he has gone \_\_\_\_\_ far.
4. Atticus talks \_\_\_\_\_ much. I need him to understand that I only have \_\_\_\_\_ minutes before my curfew runs out.
5. Meet me at \_\_\_\_\_ o'clock to catch the train to Upminster

# Homophones

<b>Where</b>	<ul style="list-style-type: none"><li>• <b>Where</b> is one of our 5 Ws for asking questions.</li><li>• Like there and here, it is also a place.</li></ul>
<b>Wear</b>	Used when referring to an item that you, or somebody else, have on their body.
<b>We're</b>	The same as you're, a contraction for we and are. <b>If you can replace it with we are then you have the right one!</b>
<b>Were</b>	The <u>past tense</u> of was. (It's not quite a homophone but people often confuse this word with the ones above).

1. “ \_\_\_\_\_ are we going? Is it some \_\_\_\_\_ fun?” Lucy squealed.
2. \_\_\_\_\_ going to go crazy if we sit here any longer.
3. I thought I was going to \_\_\_\_\_ a woolly hat but by the time I was ready it was sunny outside.
4. They \_\_\_\_\_ going to the gym but then they passed the ice cream parlour, \_\_\_\_\_ they spent the next hour.
5. \_\_\_\_\_ going to have to resort to plan B \_\_\_\_\_ we use the dancing crocodile instead of the gymnastic elephant.

## its and it's:

The possessive **its** does NOT have an apostrophe - because then it would look too much like **it's** which is always a contraction of **it is** and must always have an apostrophe.

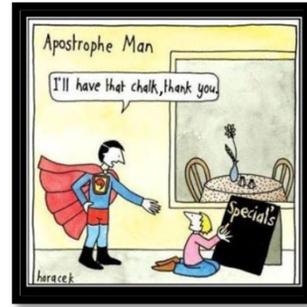
- **It's** clear that an example would be useful.
- The booklet was useful, and **its** examples made things clear.

Give examples of other homophones:

# Homophones

## Task:

Go through the writing below and correct it. There are 20 errors (including repeated ones). Look out for the incorrect use of homophones and apostrophes. Don't forget the rules you have learnt.



When my workdays over, and I have closed my notebook, hidden my pen, and sawed hole's in my rented canoe so that it cant be found, I often like to spend the evening in conversation with my few surviving friend's. Sometime's we discuss literature. Sometime's we discuss the people who are trying to destroy us, and if theres any hope of escaping from them. And sometime's we discuss frightening and troublesome animal's that might be nearby, and this topic always lead's to much disagreement over which part of a frightening and troublesome beast is the most frightening and troublesome. Some say the teeth of the beast, because teeth are used for eating children, and often they're parents, and nawing on there bones. Some say the claw's of the beast, because claws are used for ripping things to shreds. And some say the hair of the beast, because the hair can make allergic people sneeze.

But I always's insist that the most frightening part of any beast is it's belly, for the simple reason that if you are seeing the belly of the beast it mean's you have already seen the teeth and the claw's of the beast and even the hair of the beast, and now you are trapped and there is probably no hope for you. For this reason, the phrase "in the belly of the best" has become an expression which means "inside some terrible place with little chance of escaping safely," and its not an expression one should look forward to using.



Peer assessed by:

# PART TWO:

## Exploring writer's techniques



Choose 5 techniques/methods from the word cloud  
and create your own examples

# Analysing adjectives

## Extract from *Great Expectations* by Charles Dickens

The novel *Great Expectations* was published in 1861. It tells the story of Pip and his journey from boyhood to adulthood. Here he first enters the room of the bitter spinster, Miss Havisham.

I crossed the staircase landing, and entered the room she indicated. From that room, too, the daylight was completely excluded, and it had an airless smell that was **oppressive**. A fire had been lately kindled in the damp, old-fashioned grate, and it was more disposed to go out than to burn up, and the reluctant smoke which hung in the room seemed colder than the clearer air – like our own marsh mist. Certain wintry branches of candles in the high chimney-piece faintly lighted the **chamber**; or, it would be more expressive to say, faintly troubled its darkness. It was spacious, and I dare say had once been handsome, but every **discernible** thing in it was covered with dust and mould, and dropping to pieces. The most prominent object was the long table with a tablecloth spread on it, as if a feast had been in preparation when the house and the clocks stopped together. An epergne or centrepiece of some kind was in the middle of this cloth; it was quite **indistinguishable**; and, as I looked along the yellow expanse out of which I remember its seeming to grow, like a black fungus, I saw speckle-legged spiders with blotchy bodies running home to it, and running out from it, as if some circumstance of the greatest public importance had just **transpired** in the spider community.

**oppressive** heavy and harsh

**chamber** room

**discernible** visible

**indistinguishable** unclear, unidentifiable

**transpired** happened

### Activity 1 Understanding the text

a) What is Pip doing in the extract?

.....

b) What has been lit?

.....

c) What is 'the most prominent object' in the room?

.....

d) What are living in the centrepiece?

.....

# Analysing adjectives

## Activity 2 Exploring the writer's technique

a) What atmosphere do the descriptive adjectives 'airless' and 'oppressive' create?

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b) Why has the writer used the comparative adjectives 'colder than the clearer air'?

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c) In an essay, a student wrote:

"The use of the superlative adjective "most prominent" in the phrase "The most prominent object was the long table" is so our attention is drawn away from everything else to the table."

Explain why you agree or disagree with this statement.

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d) What atmosphere is created by the descriptive adjectives 'black' and 'yellow'?

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## Activity 3 Try it yourself

Look at this photo and write a short paragraph describing the scene. Think carefully about your use of the different types of adjectives.



# Analysing verbs

## Extract from *Cloudstreet* by Tim Winton

The novel *Cloudstreet* (published in 1991) is set in Perth, Australia during the 1940s and 50s. Here the young man, Quick Lamb, has rowed out to sea to fish for his family.

About five hundred yards out, over a wide patch of sandy bottom, he dropped the hook and felt the boat hang back on it. He baited up and then it began. The first bite rang in his wrist like the impact of a **cover drive**, a bat and ball jolt in his **sinews**. From below, a skipjack **broadsided** and bore down on the hook in its **palate**, sending water springing from the line as it came up. Then he saw another lunging towards it, and when he hauled the first into the boat, it was two fish, one fixed to the tail of the other. They thumped in the bottom round his ankles, the size of big silver slippers. He baited up again and cast out. He got a strike the moment the hook hit the water, and then another, and when he saw the upwards charge of the mob he felt something was happening that he might not be able to explain to a stranger. He dragged in four fish, two hooked and two biting their tails. He caught them cast after cast, sometimes three to a hook, with one fish fixed to the passenger fish. His hands bled and his arms ached. In his eyes the sweat rolled and boiled. Now the boat vibrated like a cathedral with all these fish arching, beating, sliding, bucking, hammering. In the water they bludgeoned themselves against the timbers, shine running off them in lurches, stirring the deep sandy bottom into a rising cloudbank until Quick was throwing out baitless hooks to drag in great silver chains of them. They shone like money. They slid and slicked about his knees. Quick Lamb's breathing got to be a hacking just short of a cough, and in the end he stopped casting and lay back in the smother and squelch of fish as they leapt into the boat of their own accord.

**cover drive** a cricket shot

**sinews** tissue linking muscle and bone

**broadsided** hit

**palate** roof of the mouth

### Activity 1 Understanding the text

a) What is Quick doing in the opening sentence of the paragraph?

.....

b) How far out is Quick when he 'drops the hook'?

.....

c) What is the first type of fish that Quick catches?

.....

d) What does Quick do when he gets tired?

.....

.....

# Analysing verbs

## Activity 2 Exploring the writer's technique

a) What does the verb 'rang' in line 3 suggest about the effect of the fish on Quick?

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b) What is the effect of the modal verb 'might' in the phrase 'he might not be able to explain' (line 10)?

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c) What is the effect of the list of verbs 'arching, beating, sliding, bucking, hammering' (lines 14–15) used to describe the actions of the fish?

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d) Explain how the writer uses verbs to show the difference in Quick's actions at the beginning and at the end of the extract.

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## Activity 3 Try it yourself

Imagine you are a travel writer wandering around a new city. Write a paragraph describing the actions happening in this photo. Include interesting details about the actions of each person you see.



# Analysing adverbs

## Extract from *Life of Pi* by Yann Martel

A young Indian man, Pi Patel, has been shipwrecked in a rowing boat in the Pacific Ocean. Here he is rationing his food intake to ensure his survival.

As the cartons of survival rations diminished, I reduced my intake till I was following the instructions exactly, holding myself to only two biscuits every eight hours. I was continuously hungry. I thought about food obsessively. The less I had to eat, the larger became the portions I dreamed of. My fantasy meals grew to be  
5 the size of India. A **Ganges** of **dhal soup**. Hot **chappatis** the size of **Rajasthan**. Bowls of rice as big as **Uttar Pradesh**. **Sambars** to flood all of **Tamil Nadu**. Ice cream heaped as high as the Himalayas. My dreaming became quite expert: all ingredients for my dishes were always in fresh and plentiful supply; the oven or frying pan was always at just the right temperature; the proportion of things was  
10 always bang on; nothing was ever burnt or undercooked, nothing too hot or cold. Every meal was simply perfect – only just beyond the reach of my hands.

By degrees the range of my appetite increased. Whereas at first I gutted fish and peeled their skin **fastidiously**, soon I no more than rinsed off their slimy slipperiness before biting into them, delighted to have such a treat between my  
15 teeth.

**Ganges** river that runs through India and Pakistan

**dhal soup** an Indian lentil soup

**chappatis** Indian bread

**Rajasthan** north-west Indian state

**Uttar Pradesh** north Indian state

**sambar** Indian stews

**Tamil Nadu** south Indian state

**fastidiously** very concerned with accuracy

### Activity 1 Understanding the text

a) What is the character doing in lines 1–4?

.....  
.....

b) How often does he eat the two biscuits? Why does he do that?

.....  
.....

c) What does the character 'fantasise' about in paragraph 1?

.....  
.....

d) In your own words, summarise what the character is doing differently with food in paragraph 2.

.....  
.....

# Analysing adverbs

## Activity 2 Exploring the writer's technique

**a)** What does the adverb 'exactly' (line 2) tell us about how the character acted?

.....

.....

**b)** The writer has used the adverb 'obsessively' at the end of the sentence: 'I thought about food obsessively.' Now look at this version: 'I thought obsessively about food.'

Why do you think the writer chose to put the adverb at the end of the sentence?

.....

.....

.....

**c)** The adverb 'always' is repeated three times in lines 8–10. What is the effect of this?

.....

.....

.....

**d)** In the following sentence, what does the adverb 'simply' tell us about his imagined meals?  
'Every meal was simply perfect.'

.....

.....

## Activity 3 Try it yourself

Imagine you've been stranded on a desert island. On a separate piece of paper, use the checklist below to write a description of your first day.

- when the action happened
- where the action happened
- how the action happened
- how much the action happened
- how often the action happened
- how long the action happened
- opinion on the action.

Your own notes/creative writing