Literacy Booklet
Weeks 11 and 12

Name:_____

Teacher:_____

Section one: Denotation and connotation

To be completed by:

_____

What do I need to complete?

Spelling test 1	
Complete the *Do you understand these words?* page	
Complete the Think a Link page	
Read the page on Denotation and Connotation	
Complete the task on Denotation and Connotation: words	
Complete the task on Denotation and Connotation: phrases	
Picking out **relevant** quotes and phrases	
Answer the question on Curley's Wife	
Complete the task: Apply your knowledge	
Complete the task: A task for your friend	
New vocabulary Ph and Th	
Reading comprehension: England's most capped Player	

Self Assessment: What do I still need to practise from this section?

Spelling test 1

You will be tested on your spellings in every literacy lesson.

You are expected to get at least 17/20 right each time. If you do not manage this you will need to re-take the test at another time.

	Read	Write	Cover and write
Commonly misspelt words	Does not		
	Doesn't		
	Actually		
	Although		
	Argument		
	Audible		
	Audience		
	Autumn		
	Beautiful		
	Beginning		
	Believe		
	Beneath		
	Conclusion		
	Conscience		
	Consequence		
Topic specific words			

Do you know what all these words mean?

If there are any words on your spelling list that you don't understand then write them underneath with a definition.

Word	Definition

Can you think a link?

Sometimes when we learn words it helps us to learn a rhyme or a saying to help us remember how to spell the word.

EXAMPLE

Necessary

Every shirt has one Collar (represents the **C**) and two sleeves (represents the double **ss**)

Can you create any for the words in the spelling list to help you remember them?

Word	Think a link

Denotation or Connotation

We have previously looked at literally and figuratively in our literacy packs – we're going to look at this in more detail now and how it will affect our understanding when analysing a text.

Denotation – the literal meaning of what is being said. You do not need to infer anything from this, it is the dictionary definition.

Connotation – what we infer from the chosen quotes. What is implied by the words that the writer has chosen? You need to look for deeper layers of meaning.

Snake	
Denotation	**Connotation**
Dictionary definition: a long limbless reptile that has no eyelids, a short tail, and jaws that are capable of considerable extension. Some snakes have a venomous bite.	**Implied:** 1) If used in comparison to a person they may be considered as evil or deceitful. They may also be thought of as slippery and therefore easily escapes a situation. 2) You could also use it to describe the movement of an object to show that is has a fluid movement.

Denotation or Connotation: Words

Complete the denotation and connotation of each word – we will move onto phrases next.

	Denotation	Connotation
Blood		
Red		
Black		
Saint		
Blue		
Light		
Heart		

Denotation or Connotation: Phrases

Task

Complete the denotation and connotation of each word or phrase.
Tip: look at the important words in the sentence to decipher the <u>whole meaning.</u>

	Denotation	Connotation
"My lips, two blushing pilgrims, ready stand To smooth that rough touch with a tender kiss." Romeo to Juliet		
"Both men glanced up, for the rectangle of sunshine in the doorway was cut off." As Curley's Wife enters the barn in Of Mice and Men		
"She had full, rouged lips and wide-spaced eyes, heavily made up. Her fingernails were red." Curley's Wife – Of Mice and Men		
"handsome, clever, and rich, with a comfortable home and happy disposition," Description of Emma from Emma		
"He felt as though he were wandering in the forests of the sea bottom, lost in a monstrous world where he himself was the monster. He was alone." Description of Winston Smith from 1984		

How can we make it relevant?

When you are choosing a phrase or a quote to show the writer's effect you need to ensure that you are choosing something relevant and interesting to talk about!

Here is an extract from *Of Mice and Men* and it talks about the character of Curley's Wife. This extract tells us a lot about her character merely based on her description.

In the previous section we looked at the quote "for the rectangle of sunshine in the doorway was cut off." The denotation can tell us that the area is very bright and the weather is sunny at the time but when we are analysing we often have to think outside the box in several layers of meaning. For example, Sunshine can often represent hope and by her standing in the doorway and blocking this out could signify that she will in someway destroy their hope.

Both men glanced up, for the rectangle of sunshine in the doorway was cut off. A girl was standing there looking in. She had full, rouged lips and wide-spaced eyes, heavily made up. Her fingernails were red. Her hair hung in little rolled clusters, like sausages. She wore a cotton house dress and red mules, on the insteps of which were little bouquets of red ostrich feathers. 'I'm lookin' for Curley,' she said. Her voice had a nasal, brittle quality.

What do we find out about Curley's Wife in this extract?

1. Read through the extract and highlight any key words or phrases that tells you something about Curley's Wife. Number your points up – there are at least 4 more. Remember to be precise and relevant.

2. Explain what the connotations are in that specific piece.

You have been given two pages to ensure you write as much as possible!

It is time to **apply** your knowledge (and test a friend!)

Task: Write a short description of a character – you can choose all their qualities and the scenario but you need to think about your language choices carefully as your friend will be analysing your work!

Think! How will you tell them about your character without just saying it?

Plan your character first – don't forget your SAMOSAP.
What connotative word choices will you use?

Write your description here.

Note – write every other line to ensure your friend has space to annotate and correct your work!

A task for your friend!

1. Using a green pen go through and SPaG check your partners work
2. Highlight <u>four</u> phrases that you think you can analyse
3. Number these phrases
4. Underneath write a detailed explanation about what this tells us about their character
5. Write two more sentences to extend their description – think, show don't tell!

Letter

Ph

Word (Adjective)

Definition

Sentence (using your word):

Synonyms

Antonyms

Letter

Th

Word (Adjective)

Definition

Sentence (using your word):

Synonyms

Antonyms

England's most-capped player

Reading comprehension : Read the extract and answer the questions in as much detail as possible.

Arsenal Ladies star Yankey overtakes Shilton record with 126th England cap but neither achievement should be compared

It will be a quiz question that will perplex even the geekiest of football fans: 'Who is England's **most capped** player?'

'Easy, Peter Shilton,' the chaps in the pub will say, scribbling down the name of the twice European Cup-winning goalkeeper , a man who played 125 times for his country during a 20-year international career.

Wrong. Sorry fellas, you didn't even manage to get the gender right: it's Rachel Yankey now.

Most people will not have even heard of Yankey, the Arsenal midfielder who made history by winning her 126th England cap in a 1-1 draw against world champions Japan, but the accolade is now – strictly speaking – hers and hers alone.

Congratulations to Yankey on a remarkable achievement, but consider this: Shilton's last game was the 1990 World Cup third place play-off defeat by Italy. Yankey's record breaking feat came in a friendly in front of 4,500 school children taking advantage of free tickets at Burton Albion's Pirelli Stadium. Please let us not do either player a disservice by trying to compare the two.

I involuntarily cringe when I hear television and radio presenters ticking the equal opportunities box by lauding Yankey as England's 'most capped player of all time'. It might be technically true , but it is downright disrespectful to assume Shilton's 23 year old record should be scrubbed out and forgotten . If Shilton ventured this opinion he would no doubt be labelled as a sexist lout, so I'm going to argue on his behalf.

Yes he was a goalkeeper, but he also happened to be a professional sportsman vying to be his country's No1 in the same era as Ray Clemence. It is insulting to see those memories – the three World Cups , two European Championships and 65 clean sheets – erased in the rush to e politically correct. The tenuous comparison with Yankey's career is almost painful.

This is, however, in no way intended to disparage Yankey's achievement. She is a stunningly talented player in her own right a footballer who has been at the forefront of a quiet evolution in women's football during her 17 year career in an England shirt.

Laura Williamson, *Mail Online*, Wednesday 2 October 2013

Questions

1. Find two pieces of information about Peter Shilton and two about Rachel Yankee.
2. How does the writer suggest that we do *not* take Rachel Yankey's achievement at **face value**? You should write about:
   - The headline
   - The words the writer uses to compare Yankey's and Shilton's careers
   - The statistics that are used
3. What tells you that this is a newspaper article and not some other kind of text?
4. Find five strong adjectives in the article. What effect do they have on the *tone* (overall feel) of the piece?
5. Label the AFOREST techniques and explain their effect on the reader.
6. Look at the last two paragraphs.
   a) How does the writer want us to feel about Rachel Yankee? Which words and phrases tell you this?
   b) How does the writer want us to feel about Peter Shilton? How do you know?

Glossary

Most-capped: has represented their country's football team in the highest number of international football games.

Face value: the apparent value of something , which might be different from its actual worth

Answer your questions in detail here:

Section two: Checking and proofing

To be completed by:

_____

What do I need to complete over the next two weeks?

Spelling test 2	
Complete *Do you know the meaning of this word?* page	
Complete the Think a Link page	
Complete the spider diagram on proof-reading	
SPaG check the writing	
Read the instructions on proof reading and editing	
Complete the tasks on planning and editing	
Re-write the text	
New Vocabulary: Au and Aw	
Comprehension on *The Boys' Toilets*	

Self Assessment: What do I still need to practise from this section?

Spelling test 2

You will be tested on your spellings in every literacy lesson.

You are expected to get at least 17/20 right each time. If you do not manage this you will need to re-take the test at another time.

	Read	Write	Cover and write
Commonly misspelt words	Continuous		
	Creation		
	Definite		
	Embarrass		
	Explanation		
	Furthermore		
	Imaginary		
	Improvise		
	Moreover		
	Outrageous		
	Parallel		
	Participation		
	Physical		
	Proportion		
	Proposition		
Topic specific words			

Do you know what all these words mean?

If there are any words on your spelling list that you don't understand then write them underneath with a definition.

Word	Definition

Can you think a link?

Sometimes when we learn words it helps us to learn a rhyme or a saying to help us remember how to spell the word.

Can you create any for the words in the spelling list to help you remember them?

Word	Think a link

Why is it important to proof read your work and make amendments?

Create a spider diagram below with as many ideas as you can think of. Don't just apply this to your school work – think about outside of school as well.

Why should I check my work?

When you are checking through your work the first thing you should check for is correct punctuation and spelling. This is going to be a large focus when you take your exams so it is better to ensure we have it all nailed now!

A wrongly placed comma or lack of full stops can change the whole meaning of your piece which could also mean that you lose marks.

Task: Use a green pen to add in any missing spelling and punctuation errors our writer has made.

suddenly i was feeling very sad and alone but i didnt know why i stared into the empty bowl but the gold fish just bobbed on the surfas in a lyfeless way the water was very clean and sparklin jeremy was dead and i had to dispose of his body should i bury him in the garden or should i flush him down the toilet as i thought about it time passed more quickly than i realised it was now two late too go into the garden i walked up the stares to the toilet carryin the heavy bowl i struggld to tip the water into the toilet bowl i didnt fink about what would happen next and as i tryed to flush the water rows up and poured out onto the floor jeremy slide across the tiles toward the door i saw a fluffy paw reach out from the doorway jeremy was gone

George Crum – accidental inventor of the crisp!

One day a customer sent back his plate of potatoes many times and kept asking for them to be more fried and thinner. Crum lost his temper, sliced the potatoes insanely thin and fried them until they were hard as a rock. To the chef's surprise, the customer loved them and wanted more!

Why did I tell you this?

It is important to realise that people make mistakes and they can be corrected to make something better through editing and experimenting. Do not be afraid to change your work after you have written it – it WILL make it better!

We are now going to spend time editing the writing from the page before – I think we all agree it is pretty poor!

1. Highlight any words that you think could be improved - put them into the table on the next page and use a thesaurus to find synonyms to replace them.
2. Use one colour to highlight two sentences – you are going to change these sentences into complex sentences
3. Use another colour to highlight two different sentences – you are going to change these sentences into –ly, -ed, -ing sentence starters
4. Highlight one sentence to change into a simile
5. Highlight one sentence to change into a metaphor
6. Highlight one sentence to change into personification
7. Can you add in any extra information that you think the writer has missed?

Use the following pages to help you create a plan!

Thesaurus skills needed!

Original word	Exciting and ambitious synonyms
Sad	Melancholy, depressed, miserable, gloomy, cheerless

	Original sentence	Improved sentence
Complex sentences		
-ly –ed -ing		
Simile		
Metaphor		
Personification		

Any additional information?

Task: You are now going to re-draft the first piece of writing

DO NOT simply re-write it how it was – use all your plans and additional ideas to make your work excellent!

Letter

Au

Word (Adjective)

Definition

Sentence (using your word):

Synonyms

Antonyms

Letter

Aw

Word (Adjective)

Definition

Sentence (using your word):

Synonyms

Antonyms

'The Boys' Toilets ' by Robert Westall, From Ghost Stories

Reading comprehension : Read the extract and answer the questions <u>in as much detail as possible.</u>

Section 1: The January term started with a scene of sheer disaster. A muddy excavator as chewing its way across the netball-court, breakfasting on the tarmac with **sinuous** lunges and terrifying swings of its yellow dinosaur neck. One of the stone balls had been knocked of the gate posts, and lay in crushed fragments, like a Malteser trodden on by a giant. The entrance to the science wing was blocked with pile of **ochreous** clay, and curved glazed drainpipes were heaped like school dinners ' macaroni.

The girls hung round in groups. One girl came back from the indoor toilets saying Miss Bowker was phoning the Council, and using words that Eliza Bottom had nearly been expelled for last term...

The next girl came back from the toilets saying that Miss Bowker was nearly crying.

Which was definitely a lie, because here was Miss Bowker now, come out to to address them in her best sheepskin coat. Though she was wearing fresh make-up, and her eyes were suspiciously bright, her famous chin was up. She was brief and, and to the point. There was an underground link in the central heating; till it was mended they would be using the old Harvest Road Boys' school. They would march across now, by forms, in good order, in charge of the prefects.

Section 2: Then the marching little columns came to a miserable little hump-backed bridge over a solitary railway line., empty and rusting. Beyond were the same kind of houses; but afflicted by some dreadful disease, of which the symptoms were a rash of small window-panes, flaking paint, overgrown funereal privet-hedges and sagging gates that would never shut again. And then it seemed to grow colder still, as the slum-clearances started, a great empty plain of broken brick, and the wind hit them full, sandpapering faces and sending grey berets cartwheeling into the wilderness.

uestions

1. What kind of atmosphere is built up in section 1?
2. Pick three images from section 1 that help to build up this atmosphere. Write down two ideas for each image what is the **denotation**? What is the **connotation**? (If you cannot remember what this means check in section one of the literacy pack!)
3. What mood and effect is created by the following quotes?
   a) 'a miserable little hump-backed bridge'
   b) 'a solitary railway line'
   c) 'houses...afflicted by some dreadful disease'
4. How does the description of the weather add to the mood?
5. What does the word 'funereal' suggest about the privet hedges?
6. Can you highlight any other language devices in this piece and explain their detonation and connotation?

Answer your questions in detail here:

Section three: Metalanguage

To be completed by:

_____

What do I need to complete over the next two weeks?

Spelling test 3	
Complete *Do you know the meaning of this word?* page	
Complete the think a link page	
Complete the task on revising metalanguage	
Read the page on Adverbs	
Complete the three tasks on adverbs	
New Vocabulary: Au and Aw	
Comprehension on *Nothing to be afraid of*	

Self Assessment: What do I still need to practise from this section?

Spelling test 3

You will be tested on your spellings in every literacy lesson.

You are expected to get at least 17/20 right each time. If you do not manage this you will need to re-take the test at another time.

	Read	Write	Cover and write
Commonly misspelt words	Queue		
	Reaction		
	Reference		
	Saturday		
	Separate		
	Sequence		
	Sincerely		
	Straight		
	Strategy		
	Technique		
	Unfortunately		
	Wednesday		
	Threw		
	Through		
	Conjunction		
Topic specific words			

Do you know what all these words mean?

If there are any words on your spelling list that you don't understand then write them underneath with a definition.

Word	Definition

Can you think a link?

Sometimes when we learn words it helps us to learn a rhyme or a saying to help us remember how to spell the word.

Can you create any for the words in the spelling list to help you remember them?

Word	Think a link

Last term we started to learn about metalanguage, before we learn anymore we are going to revise some of the ones that we looked at before.

Task: Write a short definition and then show a short example. You can work as a group or pair on this task.

Active voice

Definition:
Example:

Passive voice

Definition:
Example:

Preposition

Definition:
Example:

Acronym

Definition:
Example:

Antagonist

Definition:
Example:

Adverb

How can we tell what an adverb is?

Adverbs can modify (change) a verb, an adjective, a whole clause or another adverb. By using them it adds more detail and therefore more marks – to our writing.

The way I like to remember what an adverb is by breaking the word down. **Ad** (you are adding something) to the **verb** (or adjective).

Here are some examples:

Gregory **soon** started snoring **loudly**.
The adverbs modify the verbs started and snoring.

That hockey match was **really** exciting!
The adverb modifies the verb exciting.

We don't get to play on the Xbox **very often**.
The adverb modifies the adverb.

Fortunately, it didn't rain.
The adverb modifies the whole main clause.

Task!

You now have two tasks to complete.

1. Underline the adverb and explain what the adverb is modifying – like I have shown above.
2. Read the adverb word bank and add in an extra one for each letter of the alphabet
3. Modify the sentences <u>adding in an adverb</u> and explaining what you have done.

Underline the adverb(s)	Explain what has happened
The class was abnormally loud.	
It was bitterly cold outside and i quickly wrapped my scarf around my neck.	
Coincidentally, I bumped into my old friend at the busy supermarket.	
She eloquently spoke to the crowd while she accepted her Oscar.	
He haphazardly chopped up the vegetables and rapidly boiled the water.	
Skilfully she flew down the slopes on.	
Visibly annoyed, the tired mother begrudgingly purchased the sweets.	

Alphabet adverb bank

Arrogantly		Impatiently		Quaintly	
Blindly		Joyfully		Reluctantly	
Clumsily		Keenly		Silently	
Decently		Loosely		Thoroughly	
Emotionally		Mechanically		Unexpectedly	
Famously		Nightly		Viciously	
Graciously		Obviously		Widely	
Habitually		Painlessly		Yearly	

Original sentence

New and improved sentence

What did I add?

	She went to the park to meet her friends.
	I love the taste of chocolate.
	The rain was pouring down and hitting the concrete.
	The beach was beautiful and the sea was blue.
	The dead body was rotting in the alleyway.
	The cork popped out of the champagne bottle.

Nothing to be afraid of by Jan Mark

Reading comprehension : Read the extract and answer the questions in as much detail as possible.

This extract is from the beginning of a novel

Section 1: 'Robin won't give you any trouble,' said Auntie Lynn. 'He's very quiet.'

Anthea knew how quiet Robin was. At present he was sitting under the table and, until Auntie Lynn mentioned his name, she had forgotten he was there. Auntie Lynn put a carrier bag on the armchair.

'There's plenty of clothes, so you won't need to do any washing, and there's a spare pair of pyjamas in case – well, you know. In case...'

'Yes,' said Mum firmly [...]

Mum almost told Auntie Lynn to stop worrying and have a good time, which would have been a mistake because Auntie Lynn was going up North to a funeral.

Auntie Lynn was not really an Aunt, but she had once been at school with Anthea's mum. Robin was not anything much, except four years old, and he looked a lot younger; probably because nothing ever happened to him. Auntie Lynn kept no pets that might give Robin germs, and never bought him toys that had sharp corners to dent him or wheels that could be swallowed. He wore balaclava helmets and bobble hats i winter to protect his tender ears, and a knitted vest under his shirt in summer in case he overheated himself and caught a chill from his own sweat.

Section 2: His face was as pal and flat as a saucer of milk, and his eyes floated in it like drops of cod liver oil; also with extract of milk, concentrated orange juice and calves-foot jelly. When you picked him up you expected him to squelch, like a hot water bottle full of half-set custard.

Anthea lifted the table cloth and looked at him.

'Hello, Robin.'

Robin stared at her with his flat eyes and went back to sucking his wooly doggy that had flat eyes also, of sewn-on felt, because glass ones might find their way into Robin's appendix and cause damage.

Questions

1. In **section 1** what kind of things can you infer (understand) about 'Auntie' Lynn's treatment of her son? Choose three quotes from the text and explain what they tell you.
2. Write a detailed response explaining what you infer about the character of Robin in **section 1.**
3. What is implied about Robin in **section 2**? Use quotes to back up your ideas.
4. Who do you think the narrator is and why? What specific language tells us this?
5. Why do you think the writer chose to show the story from this perspective?
6. Do you think Auntie Lynn's protective nature is over the top? Remember to justify your answer in detail.

Answer your questions in detail here:

Letter

Wh

Word (Adjective)

Definition

Sentence (using your word):

Synonyms

Antonyms

Letter

W

Word (Adjective)

Definition

Sentence (using your word):

Synonyms

Antonyms

Spelling test time

	Test 1	Test 2	Test 3
Commonly misspelt words			
Topic specific words			
	Total: /20	Total: /20	Total: /20

Choose your words wisely!

Relevant	Interesting	Ambitious