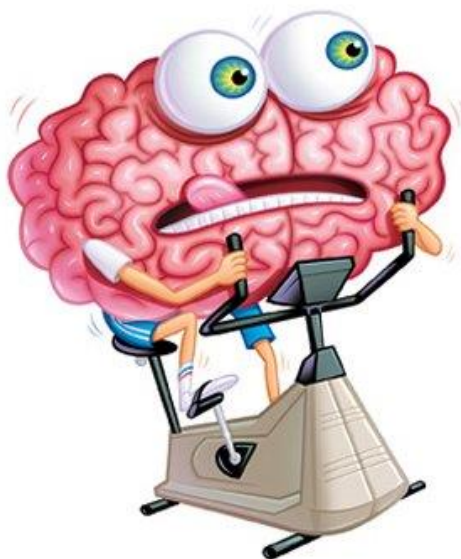


Exercise your brain!



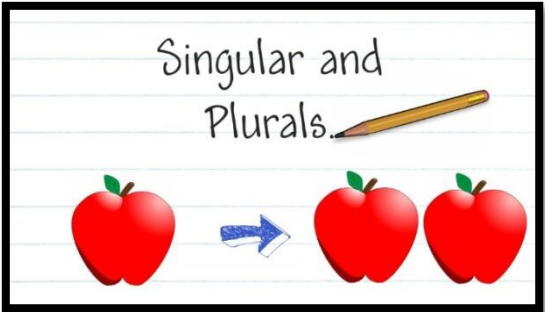
Literacy Booklet Weeks 3 and 4

Name: _____

Teacher: _____

Section one: Singular and plural

To be completed by:



What do I need to complete?



Spelling test 1	
Read the singular to plural rules	
Complete single to plural worksheet	
Read page on irregular plurals	
Complete sheet on irregular plurals	
New vocabulary G and H	
Reading comprehension: <i>The Pickwick Papers</i>	

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

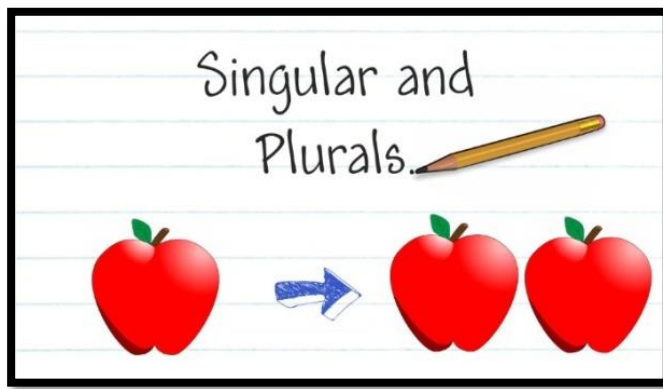
Spelling test 1



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	Committed		
	Conscience		
	Conscientious		
	Conscious		
	Definite		
	Definitely		
	Disappear		
	Discipline		
	Embarrass		
	Equipment		
	Exhilarate		
	Exceed		
	Existence		
	Experience		
	Fiery		
Topic specific words			



When writing it is very important to make sure we are using singular and plural nouns or our work won't make sense!

Unfortunately the rules for making a singular word into a plural word is not as easy as just adding an 'S' to the end, there are a few rules to look out for.

Just add an S!
Some rules for you

- | | |
|--|------------------|
| 1. The general rule is just add an S (but) | Cat > cats |
| 2. Sometimes you need to add an es | Boss > bosses |
| 3. Change the y to an i and add es | Lorry > lorries |
| 4. Words that end in ey add an s | Monkey > monkeys |
| 5. Change an F to a V and add an es | Leaf > leaves |




1 - 4 are called regular plurals
5 are called near-regular plurals

There are, of course, exceptions to all these rules.

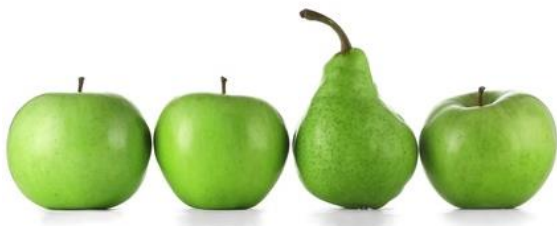


Change these words from single to plural or plural to single.

Gold task: Use the word in an ambitious language technique, e.g. Simile, metaphor, personification.

Singular 	Plural 	Language technique 
Planet		
Puppy		
Dwarf		
	Dominoes	
	Halves	
Baby		
Hero		
Knife		

Find an extra word for each rule and add it to the list below.






What are the exceptions to the rules?

What does that even mean?

For example, this pear is the exception to the rule, it is green and it is a fruit but it doesn't come in the same shape - it abides by different rules to the apples.

Words are the same. Some just have different rules to our five basic ones when changing from singular to plural. These are called irregular plurals.

Task: change these commonly used words from single to plural form, or the other way round - we like to keep you on your toes!

Singular 	Plural 	Language technique 
Child		
Sheep		
Mouse		
	People	
	Feet	
Man		
	Women	
Penny		
	Teeth	

Letter

G

Word

Definition

Sentence (using your word):

Synonyms

Antonyms

Letter

H

Word

Definition

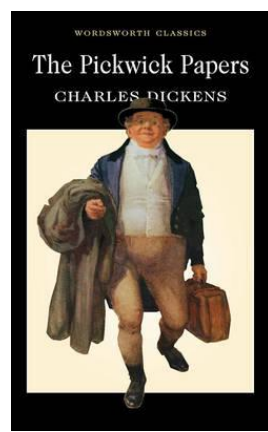
Sentence (using your word):

Synonyms

Antonyms

The Pickwick Papers by Charles Dickens

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



Old Wardle led the way to a pretty large sheet of ice; and the fat boy and Mr. Weller, having shovelled and swept away the snow which had fallen on it during the night, Mr. Bob Sawyer adjusted his skates with a dexterity which to Mr. Winkle was perfectly marvellous, and described circles with his left leg, and cut figures of eight, and inscribed upon the ice, without once stopping for breath, a great many other pleasant and astonishing devices, to the excessive satisfaction of Mr. Pickwick, Mr. Tupman, and the ladies; which reached a pitch of positive enthusiasm, when old Wardle and Benjamin Allen, assisted by the aforesaid Bob Sawyer, performed some mystic evolutions, which they called a reel.

All this time, Mr. Winkle, with his face and hands blue with the cold, had been forcing a gimlet into the sole of his feet, and putting his skates on, with the points behind, and getting the straps into a very complicated and entangled state, with the assistance of Mr. Snodgrass, who knew rather less about skates than a Hindoo. At length, however, with the assistance of Mr. Weller, the unfortunate skates were firmly screwed and buckled on, and Mr. Winkle was raised to his feet.

'Now, then, Sir,' said Sam, in an encouraging tone; 'off with you, and show 'em how to do it.'

'Stop, Sam, stop!' said Mr. Winkle, trembling violently, and clutching hold of Sam's arms with the grasp of a drowning man. 'How slippery it is, Sam!'

'Not an uncommon thing upon ice, Sir,' replied Mr. Weller. 'Hold up, Sir!'

This last observation of Mr. Weller's bore reference to a demonstration Mr. Winkle made at the instant, of a frantic desire to throw his feet in the air, and dash the back of his head on the ice.

'These--these--are very awkward skates; ain't they, Sam?' inquired Mr. Winkle, staggering.

'I'm afeerd there's a orkard gen'l'm'n in 'em, Sir,' replied Sam.

'Now, Winkle,' cried Mr. Pickwick, quite unconscious that there was anything the matter. 'Come; the ladies are all anxiety.'

'Yes, yes,' replied Mr. Winkle, with a ghastly smile. 'I'm coming.'

'Just a-goin' to begin,' said Sam, endeavouring to disengage himself.

'Now, Sir, start off!'

'Stop an instant, Sam,' gasped Mr. Winkle, clinging most affectionately to Mr. Weller. 'I find I've got a couple of coats at home that I don't want, Sam. You may have them, Sam.'

'Thank'ee, Sir,' replied Mr. Weller.

'Never mind touching your hat, Sam,' said Mr. Winkle hastily. 'You needn't take your hand away to do that. I meant to have given you five shillings this morning for a Christmas box, Sam. I'll give it you this afternoon, Sam.'

'You're wery good, sir,' replied Mr. Weller.

'Just hold me at first, Sam; will you?' said Mr. Winkle. 'There--that's right. I shall soon get in the way of it, Sam. Not too fast, Sam; not too fast.'

Mr. Winkle, stooping forward, with his body half doubled up, was being assisted over the ice by Mr. Weller, in a very singular and un-swan-like manner, when Mr. Pickwick most innocently shouted from the opposite bank—

'Sam!'

'Sir?'

'Here. I want you.'

'Let go, Sir,' said Sam. 'Don't you hear the governor a-callin'? Let go, sir.'

With a violent effort, Mr. Weller disengaged himself from the grasp of the agonised Pickwickian, and, in so doing, administered a considerable impetus to the unhappy Mr. Winkle. With an accuracy which no degree of dexterity or practice could have insured, that unfortunate gentleman bore swiftly down into the centre of the reel, at the very moment when Mr. Bob Sawyer was performing a flourish of unparalleled beauty. Mr. Winkle struck wildly against him, and with a loud crash they both fell heavily down. Mr. Pickwick ran to the spot. Bob Sawyer had risen to his feet, but Mr. Winkle was far too wise to do anything of the kind, in skates. He was seated on the ice, making spasmodic efforts to smile; but anguish was depicted on every lineament of his countenance.

'Are you hurt?' inquired Mr. Benjamin Allen, with great anxiety.

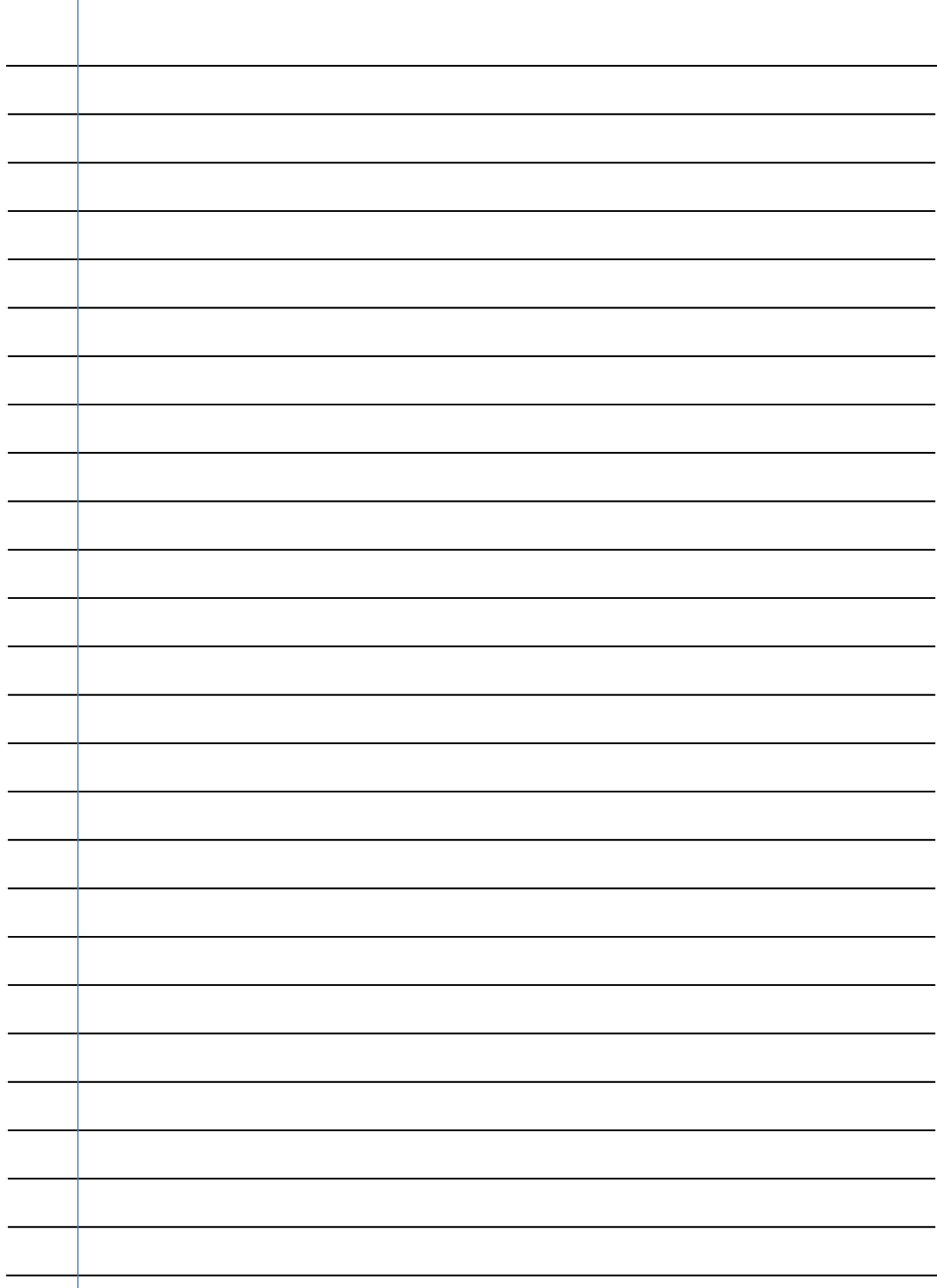
'Not much,' said Mr. Winkle, rubbing his back very hard.

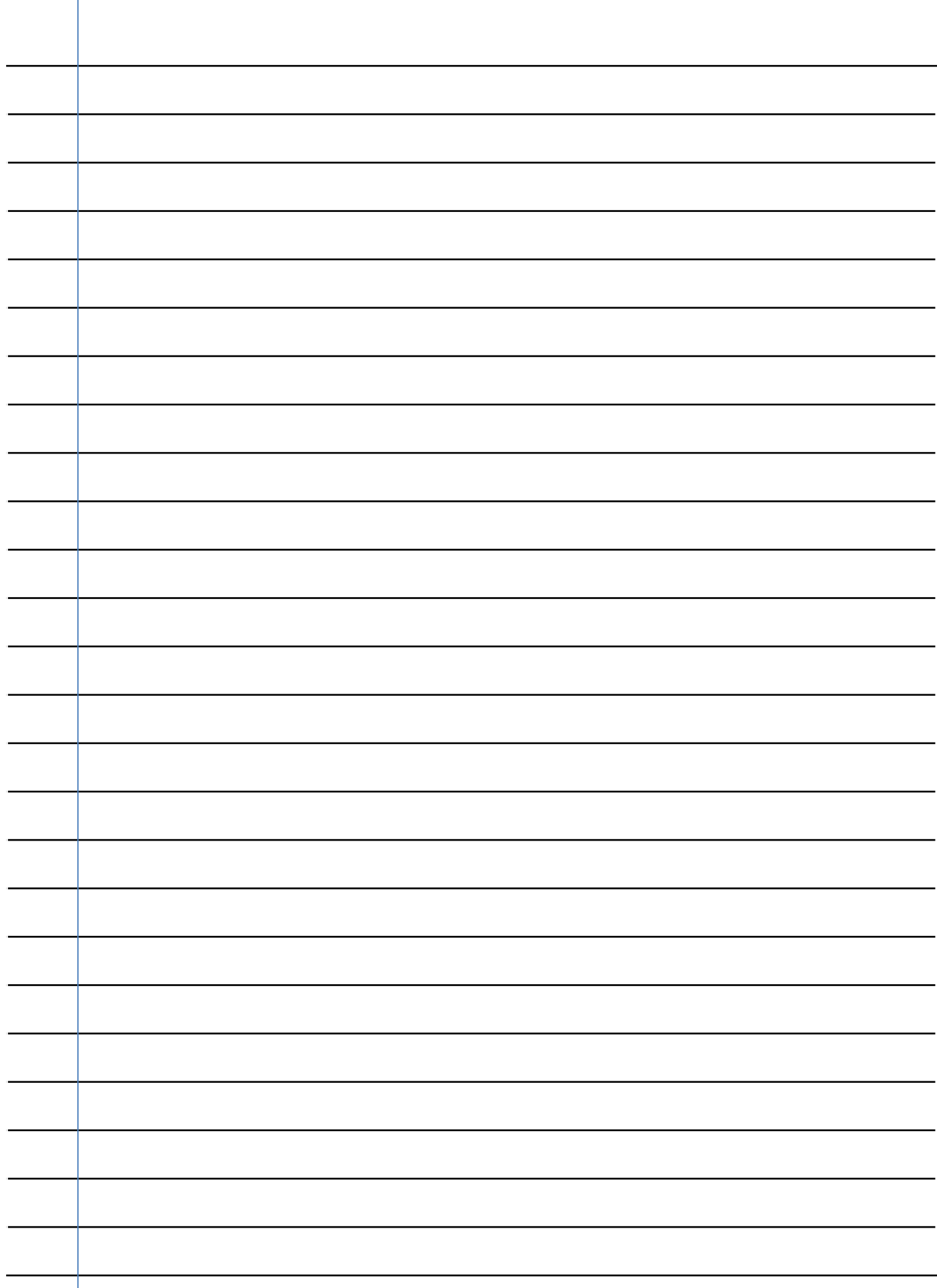


uestions

1. What shows that Mr Sawyer was an experienced skater?
2. Write down five sentences that show Mr Winkle was new to skating.
3. Why does Dickens use the phrase 'knew rather less about skates than a Hindoo' to show Mr Snodgrass' unfamiliarity with skating?
4. Why did Mr Winkle offer Sam two coats and five shillings?
5. Why did Mr Winkle not want Sam to touch his hat?
6. Write out in correct modern English the four phrases underlined.
7. Write in your words an account of what happened in the paragraph beginning: 'With a violent effort'.
8. What is the meaning of these words?
 - a. Dexterity
 - b. inscribed
 - c. mystic
 - d. gimlet
 - e. singular
 - f. impetus
 - g. spasmodic
9. Was Mr Winkle hurt by the fall? How do we know?
10. Describe Mr Winkle in your own words. What sort of a man do you think he was?

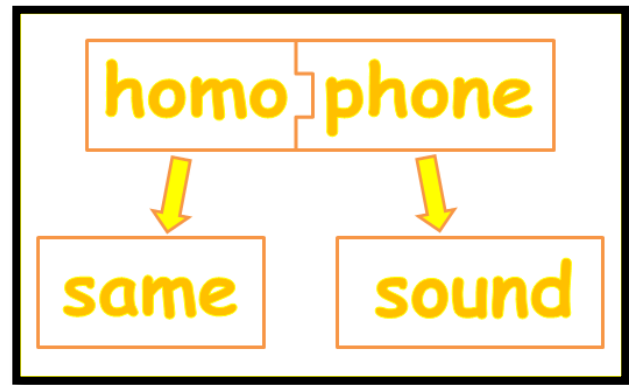
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Section two: Homophones

To be completed by:



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



Spelling test 2	
What is a homophone? - read	
Homophone tasks (x4)	
Extended writing task	
New vocabulary I and J	
Reading comprehension: <i>Frankenstein</i>	

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

Spelling test 2



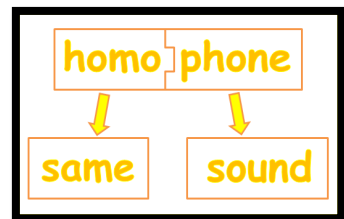
You will be tested on your spellings in every literacy lesson.

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	Foreign		
	Fourth		
	Gauge		
	Generally		
	Grammar		
	Grateful		
	Guarantee		
	Harass		
	Height		
	Hierarchy		
	Ignorance		
	Immediate		
	Independent		
	Indispensible		
	Intelligence		
Topic specific words			

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? Moving forward there will be a larger emphasis on SPaG in your GCSE exams. Across literature and language it will now be worth 20% of the grade, so let's start practising now!

The basics and most frequent

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

Here	<ul style="list-style-type: none"> • Use <i>here</i> when referring to a place, whether concrete ("please come over here by the entrance") or more abstract ("it must be difficult to live here"). • Also use <i>here</i> with the verb BE (is, am, are, was, were) to indicate the existence of something, or to mention something for the first time. <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>
Hear	<p>One of your five senses. The noises that go into your ear.</p> <p>Is there reference to a sound or noise in the sentence, then you are using the right homophone!</p>

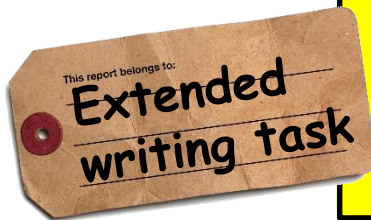
1. You need to wait _____ patiently until the bus comes.
2. Can you _____ the bells in the distance?
3. "What is this over _____? Have you drawn on the wall?"
4. She rang the reception bell impatiently and eventually ended up yelling, "Hello, I am here!"
5. I feel ancient, I can barely _____ myself think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

To	• Use to as a preposition before a noun or as an infinitive before a verb.
Too	<ul style="list-style-type: none"> • Use too as a synonym for also or to indicate <i>excessiveness</i> (a lot of something!) <p>Can you replace too with also, you are probably using the right one!</p>
Two	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

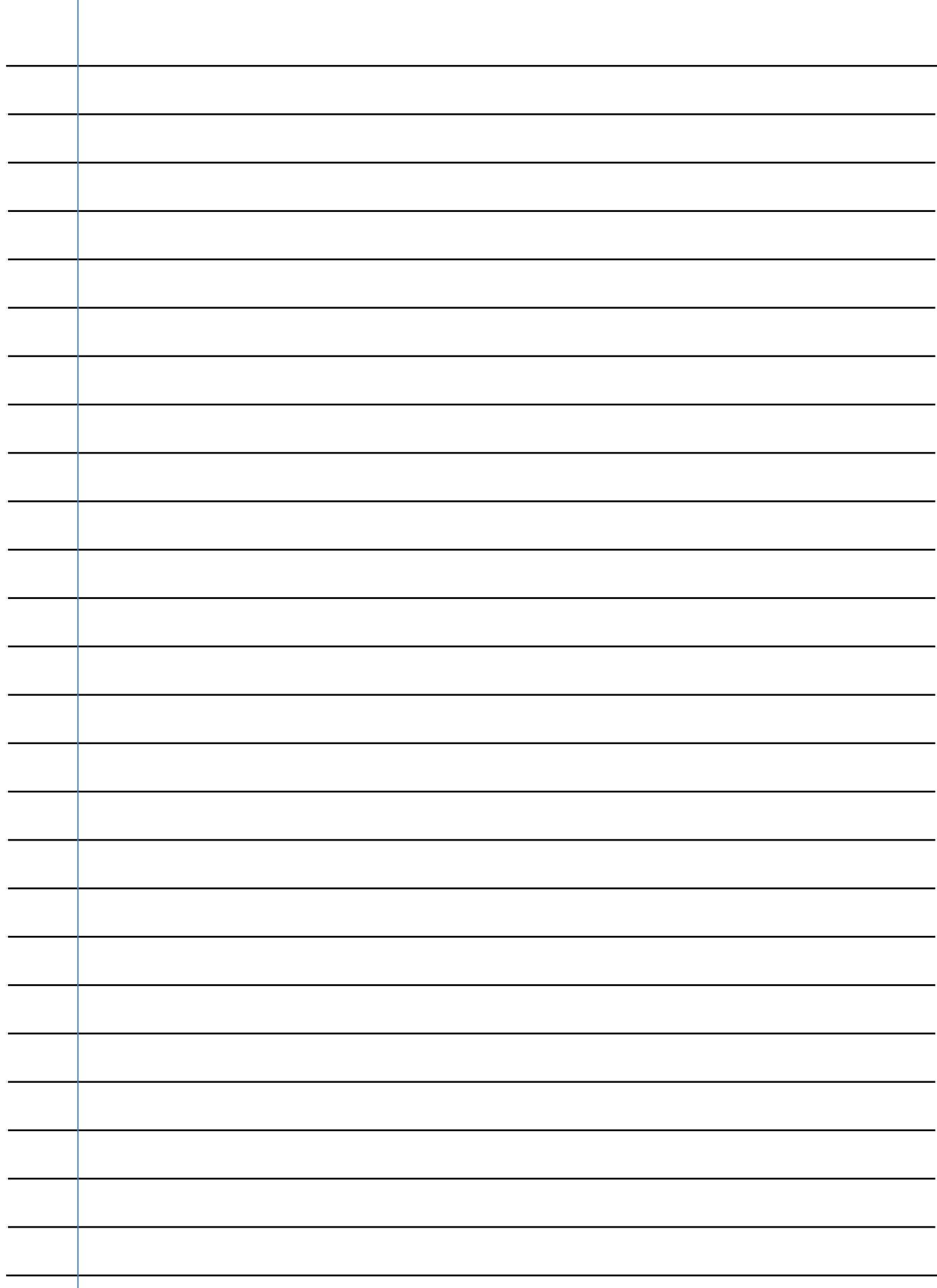
Where	<ul style="list-style-type: none"> • Where is one of our 5 Ws for asking questions. • Like there and here, it is also a place.
Wear	Used when referring to an item that you, or somebody else, have on their body.
We're	<p>The same as you're, a contraction for we and are.</p> <p>If you can replace it with we are then you have the right one!</p>
Were	The <u>past tense</u> of was.

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.



Imagine you are secret agent trying to stop the mastermind of the criminal world from stealing the crown jewels.

Describe your plan in detail using all the homophone words we have looked at today.



Letter

I

Word

Definition

Sentence (using your word):

Synonyms

Antonyms

Letter

J

Word

Definition

Sentence (using your word):

Synonyms

Antonyms

Frankenstein by Mary Shelley

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

Chapter 5



It was on a dreary night of November that I beheld the accomplishment of my toils. With an anxiety that almost amounted to agony, collected the instruments of life around me, that I might infuse a spark of being into the lifeless thing that lay at my feet. It was already one in the morning; the rain pattered dismally against the panes, and my candle was nearly burnt out, when, by the glimmer of the half-extinguished light, I saw the dull yellow eye of the creature open; it breathed hard, and a convulsive motion agitated its limbs.

How can I describe my emotions at this catastrophe, or how delineate the wretch whom with such infinite pains and care I had endeavoured to form? His limbs were in proportion, and I had selected his features as beautiful. Beautiful! -- Great God! His yellow skin scarcely covered the work of muscles and arteries beneath; his hair was of a lustrous black, and flowing; his teeth of a pearly whiteness; but these luxuriances only formed a more horrid contrast with his watery eyes, that seemed almost of the same colour as the dun white sockets in which they were set, his shrivelled complexion and straight black lips.

The different accidents of life are not so changeable as the feelings of human nature. I had worked hard for nearly two years, for the sole purpose of infusing life into an inanimate body. For this I had deprived myself of rest and health. I had desired it with an ardour that far exceeded moderation; but now that I had finished, the beauty of the dream vanished, and breathless horror and disgust filled my heart. Unable to endure the aspect of the being I had created, I rushed out of the room, continued a long time traversing my bed chamber, unable to compose my mind to sleep. At length lassitude succeeded to the tumult I had before endured; and I threw myself on the bed in my clothes, endeavouring to seek a few moments of forgetfulness. But it was in vain: I slept, indeed, but I was disturbed by the wildest dreams. I thought I saw Elizabeth, in the bloom of health, walking in the streets of Ingolstadt. Delighted and surprised, I embraced her; but as I imprinted the first kiss on her lips, they became livid with the hue of death; her features appeared to change, and I thought that I held the corpse of my dead mother in my arms; a shroud enveloped her form, and I saw the grave-worms crawling in the folds of the flannel. I started from my sleep with horror; a cold dew covered my forehead, my teeth chattered, and every limb became convulsed: when, by the dim and yellow light of the moon, as it forced its way through the window shutters, I beheld the wretch -- the miserable monster whom I had created. He held up the curtain of the bed and his eyes, if eyes they may be called, were fixed on me.

His jaws opened, and he muttered some inarticulate sounds, while a grin wrinkled his cheeks. He might have spoken, but I did not hear; one hand was stretched out, seemingly to detain me, but I escaped, and rushed down stairs. I took refuge in the courtyard belonging to the house which I inhabited; where I remained during the rest of the night, walking up and down in the greatest agitation, listening attentively, catching and fearing each sound as if it were to announce the approach of the demoniacal corpse to which I had so miserably given life.

Oh! no mortal could support the horror of that countenance. A mummy again endued with animation could not be so hideous as that wretch. I had gazed on him while unfinished he was ugly then; but when those muscles and joints were rendered capable of motion, it became a thing such as even Dante could not have conceived.

I passed the night wretchedly. Sometimes my pulse beat so quickly and hardly that I felt the palpitation of every artery; at others, I nearly sank to the ground through languor and extreme weakness. Mingled with this horror, I felt the bitterness of disappointment; dreams that had been my food and pleasant rest for so long a space were now become a hell to me; and the change was so rapid, the overthrow so complete!



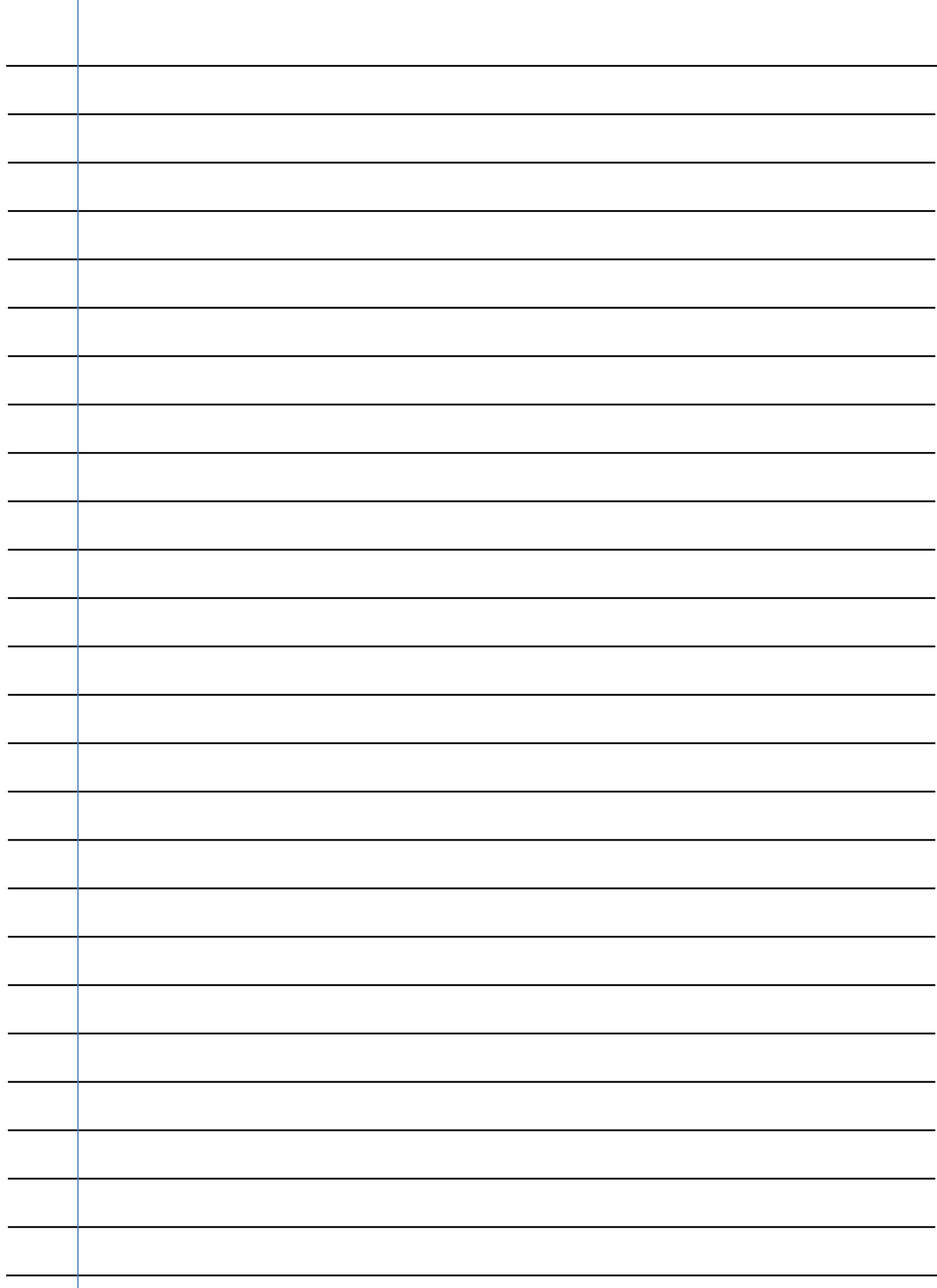
Questions

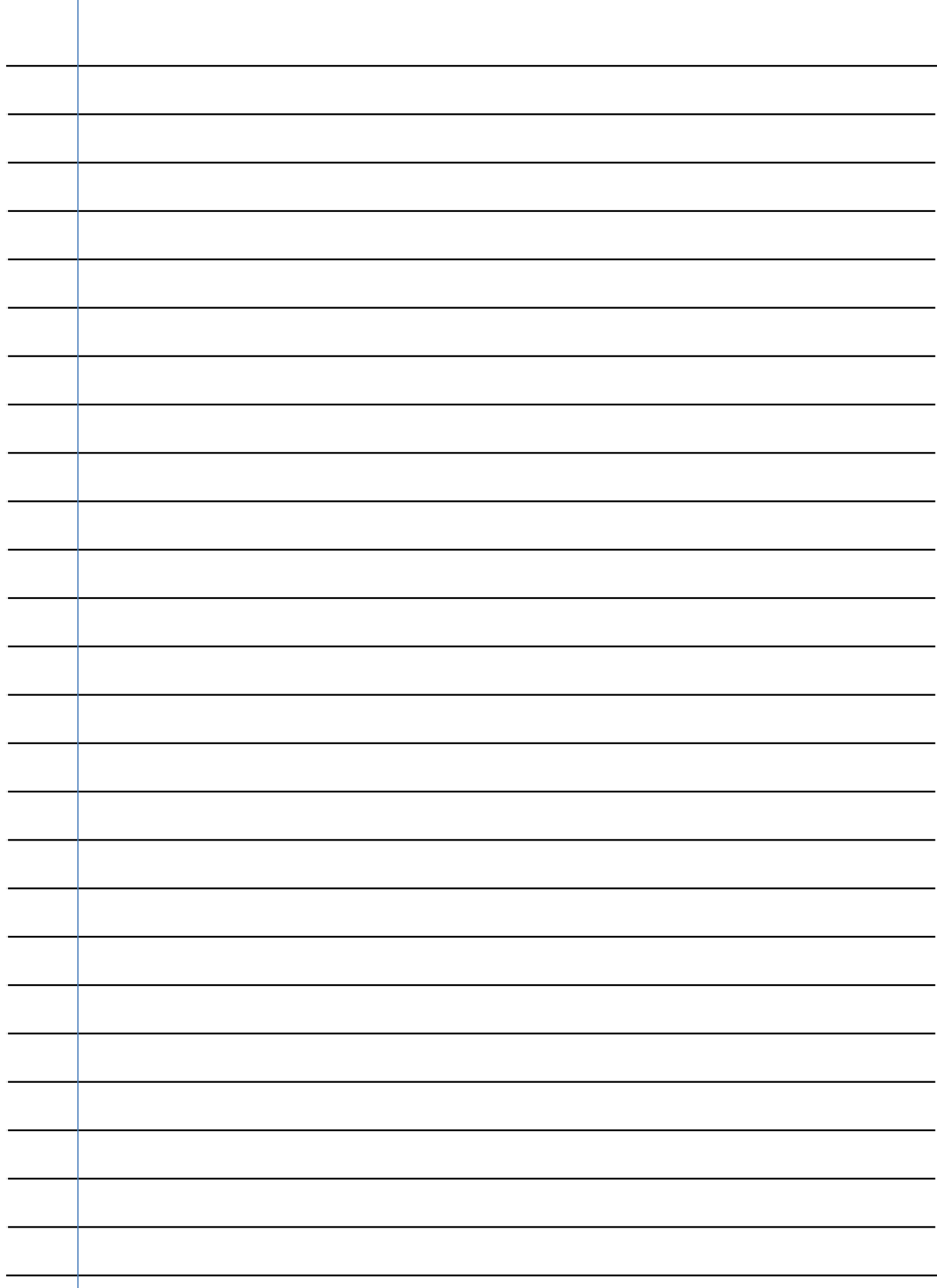
1. Summarise in 50 - 100 words what has happened in the passage you have read.
2. How does Dr Frankenstein feel about the monster he has created? How do you know this?
3. How does the author describe the monster? What effect does this create?
4. Find 3 quotes that tell you Dr Frankenstein is afraid.

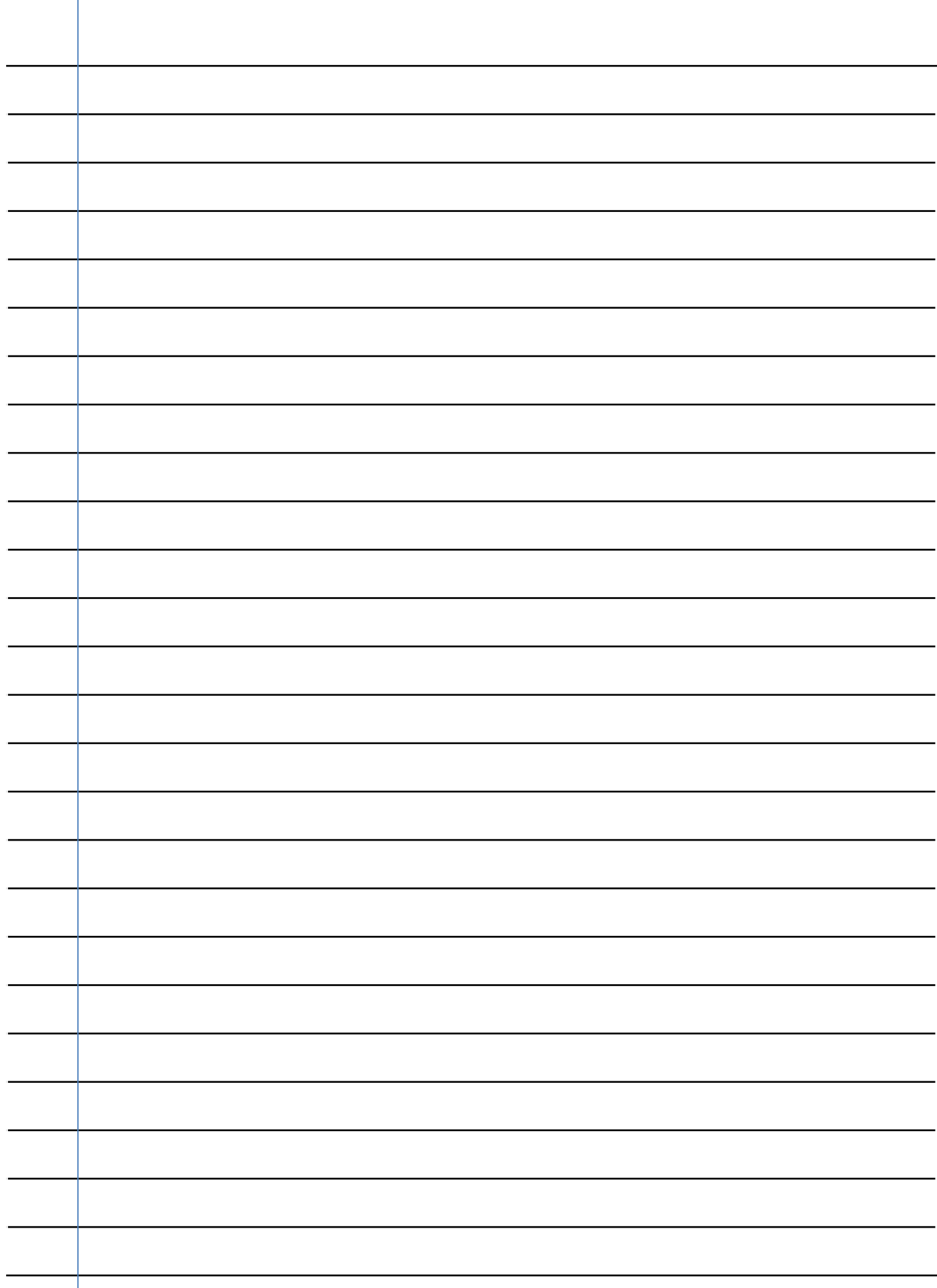
Extended writing

Create a diary entry as if you are Dr Frankenstein and you have just created your monster. Include thoughts and feelings. Also, include lots of description so that the reader can imagine what you are seeing and doing.

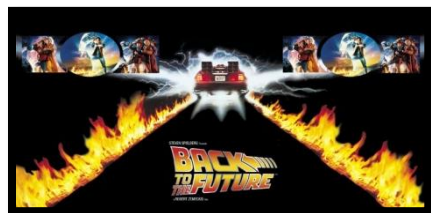
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Section three: Past, present, future



To be completed by:

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



Spelling test 3	
What are the rules?- read	
Which present tense?	
Recap verbs	
Complete the tenses grid	
Extended writing	
New vocabulary K and L	
Reading comprehension: <i>Mo Farah</i>	

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	Judgement		
	Knowledge		
	Leisure		
	Library		
	Lightning		
	Maintenance		
	Manoeuvre		
	Memento		
	Millennium		
	Miniature		
	Mischievous		
	Noticeable		
	Occasion		
	Occasionally		
	Occur		
Topic specific words			

Past tense

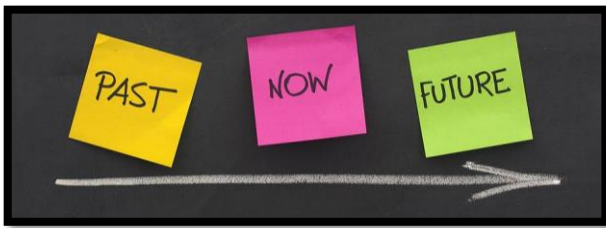
We use the **past tense** to talk about things that have already happened.

Present tense

We use the **present tense** to talk about things that are happening now.

Future tense

We use the **future tense** to talk about things that are going to happen.



What are the rules?

These are the basic ones, but like with all rules, there are exceptions.

Key: **Past tense** **Present tense** **Future tense**

Present to past

When changing a verb (a doing word) into the past tense you need to add an -ed on the end.

Want + ed = wanted

Present with subjects

In the present tense verbs can also change with different subjects (the person or thing in the sentence).

We add an s to the word when the subject is **he**, **she** or it or a **single noun** (person, place or thing).

For example; I love chocolate. We love chocolate. They love chocolate but, Sara loves chocolate.

Exceptions, or more formally - irregular verbs

Is	Are
Eat	Ate
Do	Did
Go	Went
Have	had

There are three different ways to write in the future tense.

1. Future tense = *Will* or *shall* + verb
2. Present continuous = where plans about the future are being discussed. (Verb + ing)
3. 'going to' + verb = when you are talking about making a decision

Future tense

We use the **future tense** to talk about things that are going to happen.

Examples

1. I will go to the cinema tomorrow.
2. What time are you leaving tomorrow? I am leaving at 7am.
3. I'm going to watch a film on TV.

Task



Which version of the future am I?

Underline the key part of the sentence that tells me this.

Example, Tomorrow <u>I shall eat a whole chicken at Nandos.</u>	1
I am going to have a bath and go to bed.	
She will run a marathon next week.	
She is getting married in 2 months time at 3pm.	
They're determined to eat carrots every day until they can see in the dark.	
I shall dance at the ball until my feet can't take anymore.	



Recap: In term 1 we looked at what a verb is. Explain here what you can remember about them:

Task 1: highlight all the verbs in the sentences below.

Task 2: convert these sentences into past / present / future tense.

Past tense

Present tense

Future tense

	1. The gate creaks in the wind.	
2. We went to the fish and chip shop and it was delicious.		
	3. Jo is wearing jeans.	
		4. James will be playing in a band. .
		5. Cassandra will be walking to school tomorrow .
6. Barbara went shopping.		
	7. I am very hungry.	
8. They ate lunch very quickly.		

Let's get these skills and ideas in writing.



(What tense? _____)

Task:

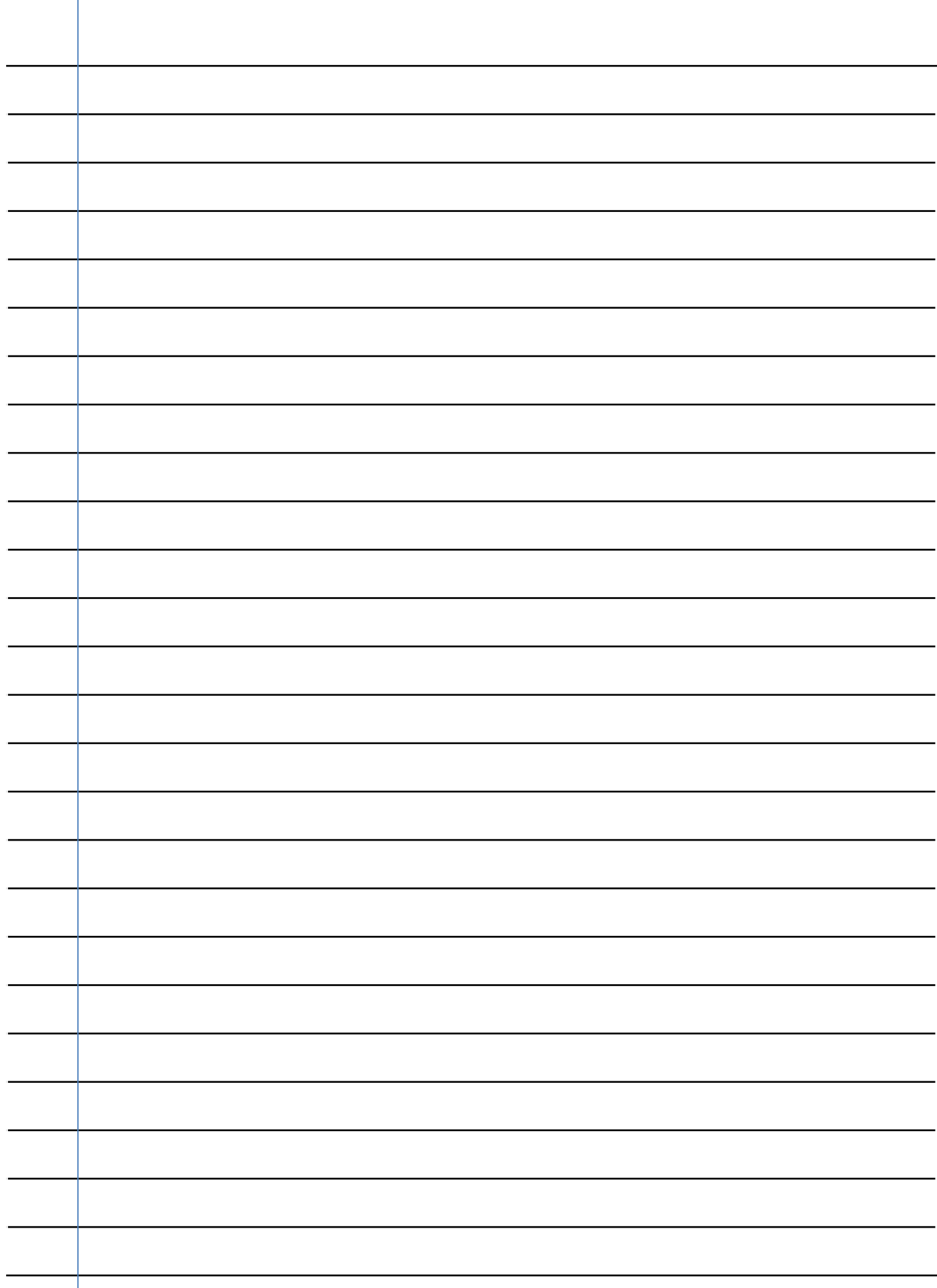


Write three paragraphs to show your understanding of tenses we have been studying.

- 1: What did you do last weekend? (Past)
- 2: What are you doing today? (Present)
- 3: What are you doing next weekend? (Future)

Remember: Try to use a variety of sentence structures and vocabulary choices - you need all your skills!

This image shows a blank sheet of white paper with horizontal ruling lines. A single vertical blue line runs down the left side of the page, creating a margin. There are 20 horizontal black lines in total, evenly spaced across the page. The lines extend from the right edge of the paper towards the margin line.



Letter

K

Word

Definition

Sentence (using your word):

Synonyms

Antonyms

Letter

L

Word

Definition

Sentence (using your word):

Synonyms

Antonyms

Mo Farah an interview



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



The Weather

"There was still so much I had to get used to when it came to life in Britain. Like the weather, for example. I'd never seen snow before. That first winter it snowed so heavily I couldn't believe what I was seeing. The whole town was blanketed in thick white. Then there was the cold. Djibouti stayed hot all year round. In December and January the temperature might drop to around 29°C. That's about as cold as it ever got. My first winter in England, I remember my fingers and toes turning numb from the freezing cold. I wore gloves but I could never warm up my hands. I'm fine with the rain, but I can't be dealing with the cold. I'll probably never get used to it.

1. What happened Mo's first winter in England?
2. Had he ever seen snow before?
3. What was the weather like in his home town?
4. What does he think about the cold now?
5. What do you think about the weather in this country?



English

"My biggest struggle in those days was with my English. I could speak a few words but I couldn't read or write, and sometimes I had to communicate with people using hand gestures because I didn't know the word for certain things. To help improve my English, the school placed in an English as an Additional Language (EAL) group. I still struggled..... Instead, I found myself sitting in this EAL class and finding it difficult to concentrate. There was a Ukrainian kid in the group called Sergiy. We used to fight all the time. It was like Frazier-Ali between Sergiy and me. I learnt more about fighting than I did about English in that class.

1. What problems did Mo have with English?
2. How did he communicate when he didn't know a word?
3. What did the school do to help him?
4. Why do you think he found it difficult to concentrate?
5. Why do you think he got involved in teaching?

Being Different

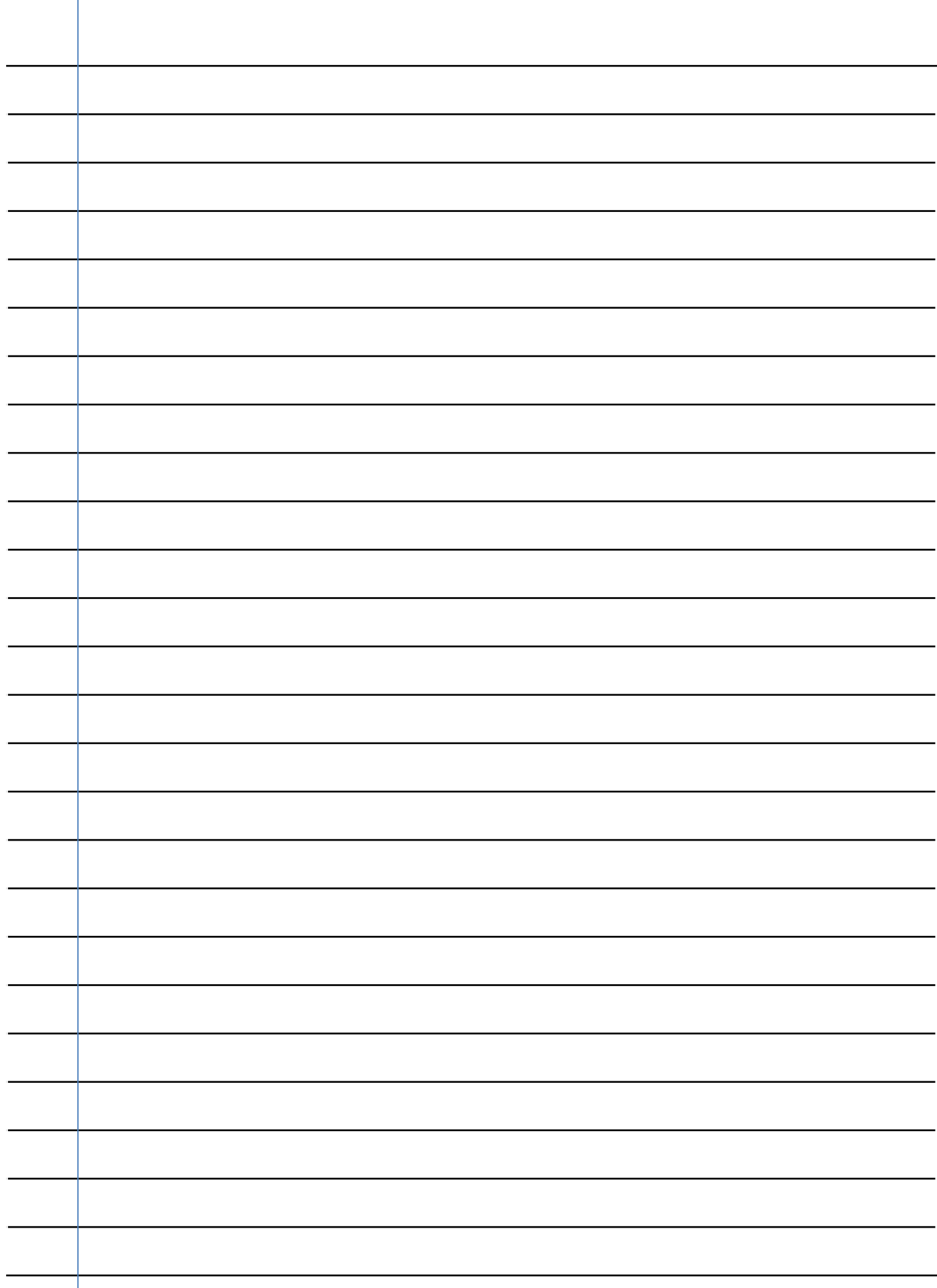
"I got into a fair few fights in my early days at Feltham. It was never anything serious, just the odd scrap here and there. Because I usually have a smile on my face and try to be nice to people my kindness often gets mistaken for weakness. I suppose I stood out at school. I was slightly different from the other kids. I came from another continent, I was a Muslim, I spoke another language. Some kids probably looked at me and thought, 'Yeah, here's someone we can push around.' They didn't know me. I've never been afraid to stick up for myself. I'd had a tough childhood- a lot tougher than a lot of kids. From a young age I had to learn to be a fighter. I never backed down from a fight"

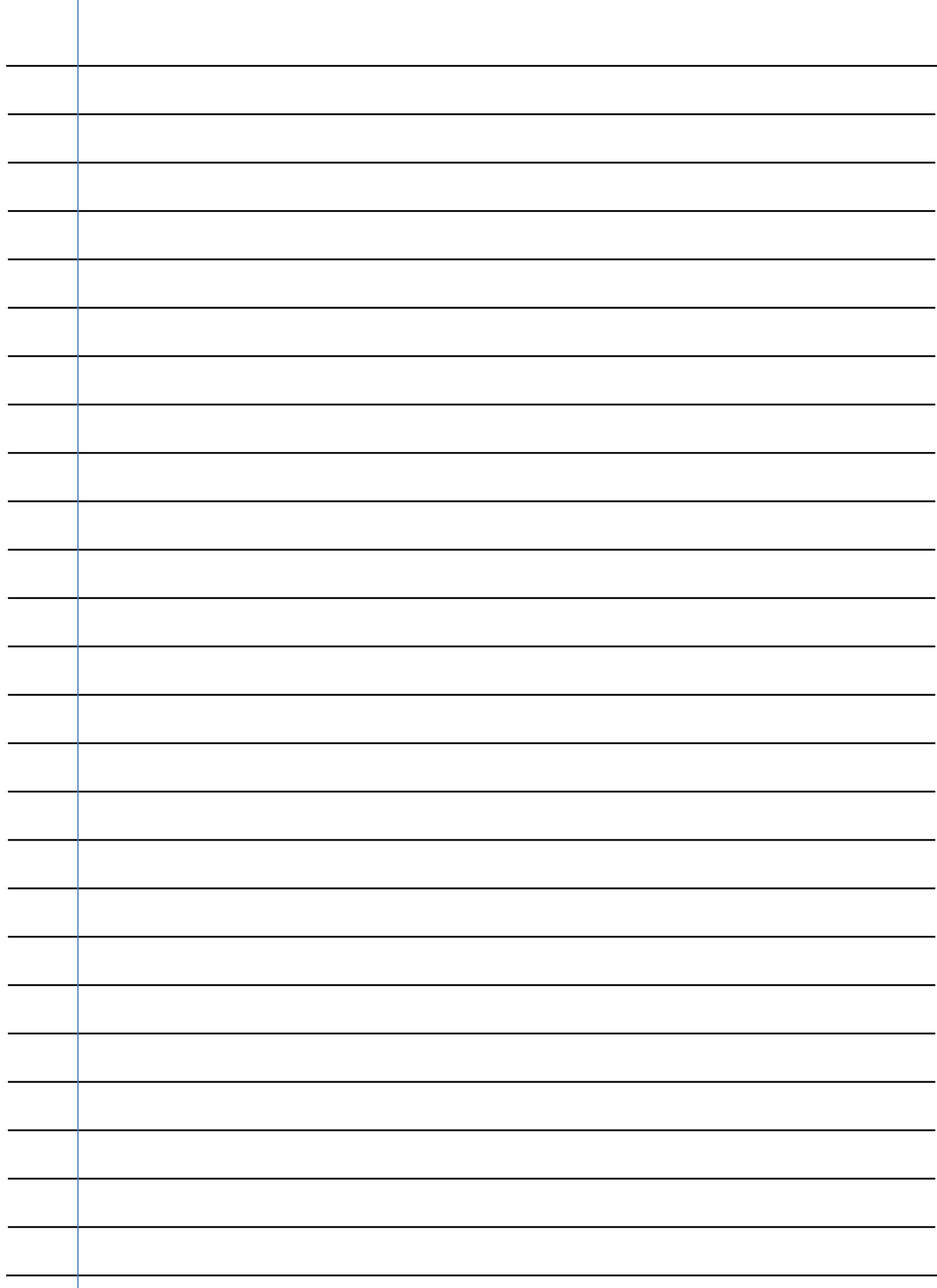
1. Why did people think Mo was weak?
2. Was Mo afraid of other people?
3. What did he mean when he said "I'd had a tough childhood"?
4. What did he learn from a young age?

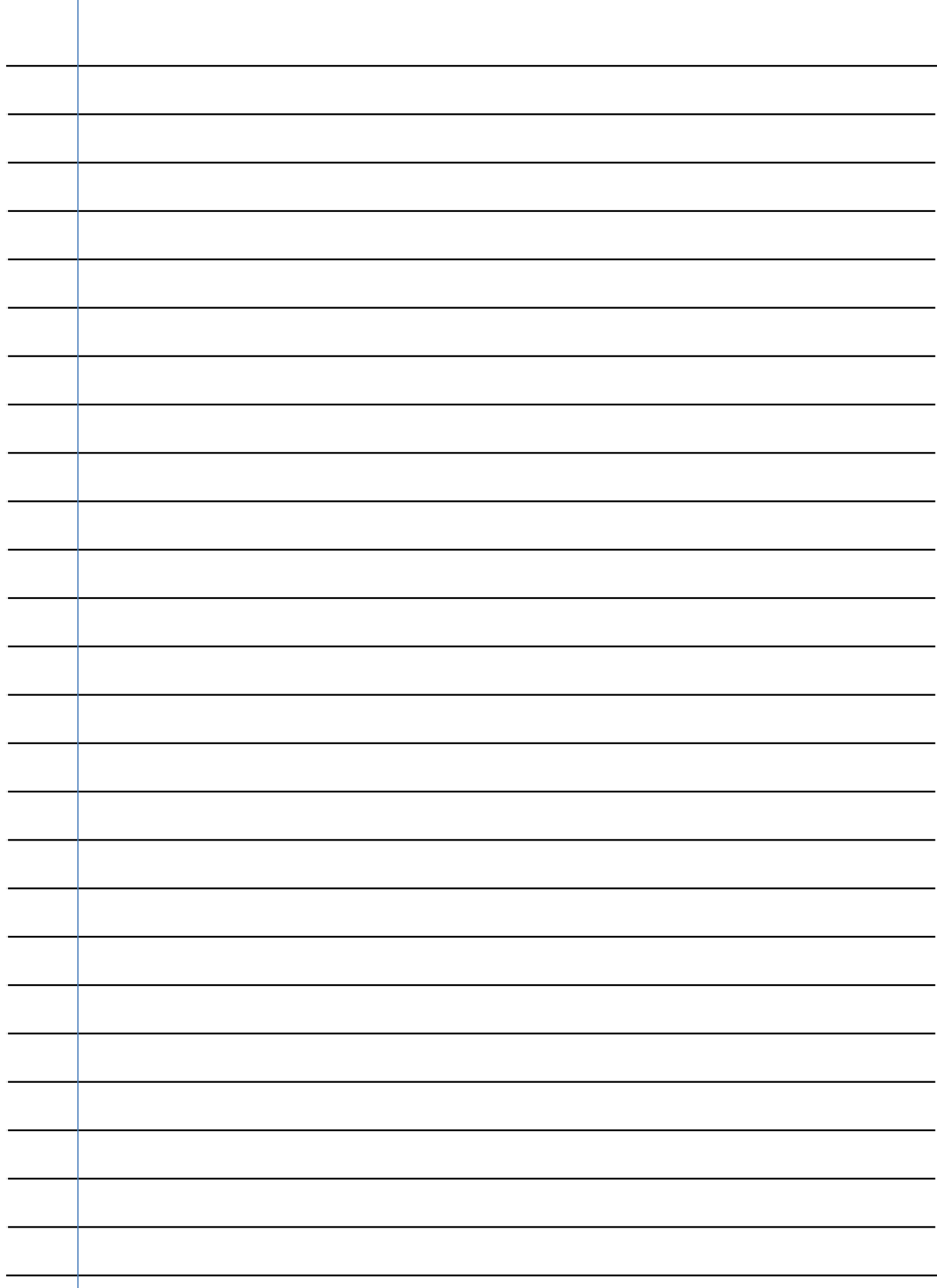
Extended writing task:

1. Compare your thoughts on British weather with Mo's
2. How do people in this country/ class/ college treat you? Explain why you think that is so

[illegible]







Spelling test time



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

Choose your words wisely!

[illegible]