

SPaG Booklet

Contents

Topic	Page Number
Nouns	3-4
Commas	5-6
Sentence types: simple, compound and minor	7-8
Sentence types: complex	9-10
Reading skills practice - Skateboarding	11-12
Homophones and homonyms	13-14
Punctuation and paragraphing	15-16
Descriptive language - Frankenstein	17-18
Descriptive writing	19-20
Collective Nouns	21
Reading skills practice – Percy Jackson	22-24
Tense- Past, present and future	25-26
Synonyms and Antonyms	27-28
Prepositions	29
Analysing descriptive writing - setting	30
Creating setting – Descriptive writing practice	31-32
Rhetorical techniques – How to be Persuasive	33-34
Skills Practice - Pets	35-38
Ambitious Vocabulary	39

1- Nouns – A noun is a word used to NAME a person, place, thing or idea.

Common Noun	Words to name a type of person or thing	boy, woman, window, doctor, dog, house, person, animal
Proper Noun	The names of particular people, places, days and months.	Mr Jones, Paris, Wednesday, Austin Friars School, Evie, July
Abstract Noun	Names for things you can't touch, see or hear	life, love, freedom, boredom, sleep, wish, hour, month
Concrete Noun	Names for things you can touch.	table, chair, school, dog, jumper
Collective noun	Name for a group of things	A herd of cows

1- Underline the nouns in the following passage

October arrived, spreading a damp chill over the grounds and into the castle. Madam Pomfrey, the nurse, was kept busy by a sudden spate of colds among the staff and students. Her Pepperup Potion worked instantly, though it left the drinker smoking at the ears for several hours afterward. Ginny Weasley, who had been looking pale, was bullied into taking some by Percy. The steam pouring from under her vivid hair gave the impression that her whole head was on fire.

Raindrops the size of bullets thundered on the castle windows for days on end; the lake rose, the flower beds turned into muddy streams, and Hagrid's pumpkins swelled to the size of garden sheds. Oliver Wood's enthusiasm for regular training sessions, however, was not dampened, which was why Harry was to be found, late one stormy Saturday afternoon a few days before Halloween, returning to Gryffindor Tower, drenched to the skin and splattered with mud.

2- Proper nouns always begin with a

3- Sort the following nouns into the correct type using The Great Noun Sorter and write your answers in the table

anger	bunch of flowers	Mr Harris	Thursday	pen
hedgehog	girl	truth	pride of lions	book
Star Wars	brush	London	flock of sheep	stress

The Great Noun Sorter

Is it the name of a particular, person, place or time?

Proper nouns	
Concrete nouns	
Abstract nouns	

Collective nouns	YES	NO
------------------	-----	----

It is a **proper noun**

It is a **common noun**

Can you touch it with your hand?

YES

NO

Does it always mean a group of things?

YES

NO

It is an **abstract noun**

It is a **collective noun**

It is a **concrete noun**

2- Punctuation practice – Commas

Comma - Creates a small interruption within a sentence to help clarify meaning.

1. Used between items in a list.
2. Used before a speech mark.
3. Used to create a slight pause and emphasis before a FANBOYS connective (for, and, nor, but, or, yet, so).
4. Used before words that help connect ideas in a sentence- e.g: because, though

1- Read the following sentences and add commas in the places where you think they should be.

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

2- Try to alter the meaning of the sentences, by rewriting them and putting commas in different places.

.....

.....

.....

.....

.....

.....

.....

3- Choose one sentence and explain how moving the comma has changed the meaning of the sentence.

.....

.....

4-Create a sentence of your own where moving the comma can alter the meaning.

.....

.....

.....

3- Sentence types :

Simple, compound and minor sentences

Simple Sentences:

A simple sentence puts across one simple idea - it has only one clause in it.

A clause must have a **subject** and a **verb** in it, and will sometimes have an **object**.

Subject = Who or what performs the action

Object = Who or what receives the action

Verb= What the action is

A **book** **fell** on **John's** **foot**.

1. Identify the subject, object and verb in each of the following simple sentences.

Daphne walked to the shop.

Duncan changed his clothes.

The dog is happy

The golf ball hit Daphne.

Damien's new t-shirt is blue

Compound sentences:

A compound sentence joins two simple sentences (clauses) together using a **connective**. Both clauses make sense on their own.

A book fell on John's foot **and** a book fell on Martha.

Connectives

and	but	so	however	then	because	
	nonetheless		although	yet	while	if

2. Use *and*, *but*, *or* or *so* to join these pairs of simple sentences together.

- | | |
|----------------------------|---------------------------|
| a) We went to the cinema. | We bought some popcorn. |
| b) Mike bought a cap. | It was too small. |
| c) Erica caught the train. | She went into Birmingham. |
| d) The fridge was empty. | We went to a restaurant. |
| e) Would you like tea? | Would you prefer coffee? |
| f) We found the café. | It was closed. |

3. Add another simple sentence and any connective to the sentences below to create some interesting compound sentences of your own.

(Tip: Does the sentence you are adding make sense by itself?)

- i. They missed the premiere.
- ii. I broke my leg.
- iii. The weather was terrible.
- iv. The flight was cancelled.

- a)
-
- b)
-
- c)
-
- d)
-

Minor sentences: a kind of sentence missing a main verb or a subject.

Used to help emphasise a point, create drama or show surprise.

E.g. I needed help. **Fast!**

4 – Sentence types: Complex sentences.

Complex sentences: contain more than one piece of information. They are made up of several parts or clauses.

Every complex sentence has at least one **main clause**, and one or more **subordinate clauses** which give extra information about what is happening.

A subordinate clause does not make sense on its own.

1. Identify the main and subordinate clauses in the following sentences using the following code

_____ = main clause

○ = subordinate clause

- a) Glancing over her shoulder, the girl ran, filled with hope.
- b) With an evil glint in her eyes, the cat approached the nest.
- c) The boy, excited and ready to welcome his guests, opened the door.
- d) Bounding with joy, the dog rushed towards his owner, his eye on the ball.

Complex sentences add extra detail and information, and can help a reader create a vivid picture in their mind.

2. Identify the main clauses in the following extract.

It was a town of machinery and tall chimneys, out of which interminable serpents of smoke trailed themselves for ever and ever, and never got uncoiled. It had a black canal in it, and a river that ran purple with ill-smelling dye, arid vast piles of building full of windows where there was a rattling and a trembling all day long, and where the piston of the steam engine worked monotonously up and down, like the head of an elephant in a state of melancholy madness.

Hard Times by Charles Dickens

3. Describe the effect of the extra information given.

.....
.....

Using commas in a complex sentence

Commas are usually used to separate a subordinate clause from a main clause but there are rules.

4. Challenge: Finish this rhyme to help you remember how to use commas in a complex sentence.

If the sub-clause is first, the comma goes next.

If the sub-clause is last, no comma in the text.

If the sub-clause is in the middle, there is a comma on either side...

.....

5. Add a subordinate or main clause to the sentences below AND put the commas in where necessary.

- a) The birds soared through the sky _____
- b) Singing loudly _____
- c) _____ looking elated _____
- d) Enjoying himself immensely _____
- e) _____ feeling hopeful.

Peer assessment:

Comment on the success and accuracy of your partner's sentences.

Which is the most effective sentence? Why?

.....

.....

.....

.....

Reading skills practice: Skateboarding

In recent years there has been a huge increase in the popularity of skateboarding, particularly among 12-14 year olds



Skateboarding began in the late 1950's on the West Coast of America, where a group of bored Californian surfers tried putting a surfboard on rollerskate wheels.

The earliest skateboards were very crude and dangerous forms of transport. The main problem was their rattling steel wheels, which made the skateboard shake. The steel wheels were soon replaced by ones made of baked clay, and eventually in the early 1970's by the smooth urethane plastic that is still used today.

The board shape stayed similar to the miniature wooden surfboard that it was modelled on. These 'old school' boards were made from wood, plastic or even metal and were designed to be cruised on. The introduction of the kicktail – an upturned back end- in the late 1960's, allowed new tricks to be invented. There were many changes in board shape throughout the 1970's and 1980's. Most modern boards are made from maple wood and have both a kicktail and an upturned nose.

The two main types of skateboarding are street and ramp. Street skating is skateboarding using urban obstacles such as kerbs, stairs and handrails. This can be dangerous and is banned in most cities. However, many skateparks have streetcourses that copy the urban landscape. Skateparks offer a safe place to practise and can introduce you to ramp skating. These are also known as halfpipes and are shaped like the letter 'U'. Ramps come in three main sizes – mini, midi and vert, which is vertical at the top.

Once you've stepped on a skateboard you'll understand why so many people love it. It holds many challenges and is constantly fun and exciting. As you begin to perfect tricks you will become more and more addicted to this fun pastime.

Questions:

1. Read paragraph one. Explain **in your own words** how skateboarding began. (2 marks)

.....
.....
.....

2. Read paragraph two. Explain in your own words why the earliest skateboards were dangerous. (2 marks)

.....
.....

3. Name two different materials that have been used to make wheels for skateboards (2 marks)

.....

4. Read paragraph three.

a) What change took place in the shape of the skateboard in the 1960's? (1 mark)

.....

b) What effect did this have on skateboarding? **Support your answer using a quote.** (2 marks)

.....
.....
.....

5. Read paragraph four. What are the two main types of skateboarding? (2 marks)

.....
.....

6. Read paragraph five. **Quote** four different words which the writer uses which show that they enjoy skateboarding. (2 marks)

.....

7. Re-write the final sentence and add a comma in the correct place. (1 mark)

.....
.....

Homophones and homonyms

Which is a **homophone**, and which is a **homonym**?

a).....are words that sound the same, but have different meanings and different spellings.

b).....are words that sound the same and are spelled the same, but have different meanings.

2. Give an example of a homophone from the clip

.....

3. Give an example of a homonym from the clip

.....

4. **Homophone Holiday:** complete the following text by inserting the correct homophone from the words provided.

The girls were all getting ready (to/too/two) go on a camping trip. They were all really excited about it. They had (to/too/two) bring lots of things with them – including (to/too/two) coats! (There/They're/Their) had been lots of talk about what (to/too/two) (where/wear).

They had to meet at the school at (to/too/two) o'clock on Saturday. When Sarah and Jane arrived with (there/they're/their) bags lots of people were (there/they're/their) already. They just couldn't wait for this trip. They all (knew/new) it was going (to/too/two) be so much fun!

Finally everyone got (there/they're/their) bags onto the bus and they were on (there/they're/their) way! They sang songs on the bus and chatted with each other. Soon people started (to/too/two) get bored though - (to/too/two) hours is a very long time on a bus. The teacher could (hear/here) people asking "When will we be (there/they're/their)?" and "

(Are/Our) we (there/they're/their) yet?"

Eventually they arrived at the camp site. The girls ran off the bus quickly, grabbing (there/they're/their) things as they went. The first thing they had to do was get (there/they're/their) tents set up. Everyone (knew/new) how (to/too/two) do this as they had had lessons about it last weekend. It took some girls quite a long time (to/too/two) get all the pieces assembled.

Later that day, Sarah and Milly had a nasty surprise. Due to (there/they're/their) excitement to get away, they had left a bag at the school. It was the one with (there/they're/their) extra warm clothes. They didn't (know/no) what to do. Luckily for them the (weather/whether) was lovely that weekend and they didn't need (there/they're/their) thermals.

The girls all had a great time on the camping trip. They sat around the bonfire telling scary stories and were really well behaved. On (there/they're/their) way home the teachers all agreed that they had all had a great time.

Self reflection: Which homophones did you struggle with?

.....

Punctuation practice:

to		there	
two		they're	
too		their	

Carefully read and remind yourself of the rules for each type of punctuation.

Symbol	Name	Rules for use
.	Full stop	Marks the end of a sentence that is not a question or exclamation.
,	Comma	Separates clauses and items in a list. Used before speech and some conjunctions.
!	Exclamation mark	Use at the end of a sentence to show surprise or a strong emotion.
?	Question mark	Use to indicate a question or a feeling of disbelief.
;	Semi-colon	Use to add a linked idea to your sentence and to break up lists of long clauses/ideas.
:	Colon	Use before a list, extra information, or an explanation .
'	Apostrophe	Used to replace missing letters or show possession.
...	Ellipsis	Used at the end of a sentence to create suspense by showing an unfinished idea.
()	Brackets	Used to add an extra piece of information to a sentence.
“ ”	Speech marks	Used to show direct speech : what someone has actually said, not what they're reported as having said.

1. Add capital letters, speech marks, full stops and commas to the following passage.
2. Show where you would begin a new paragraph in the extract with //

The iron man stood up straight slowly he turned till he was looking directly at hogarth we're sorry we trapped you and buried you shouted the little boy we promise we'll not deceive you again follow us and you can have all the metal you want brass too aluminium too and lots of chrome follow us the iron man pushed aside the boughs and came into the lane hogarth joined the farmers slowly they drove back down the lane and slowly with all his cogs humming the iron man stepped after them they led through the villages half the people came out to stare half ran to shut themselves inside bedrooms

and kitchens nobody could believe their eyes when they saw the iron man marching behind the farmers at last they came to the town and there was a great scrap-metal yard everything was there old cars by the hundred old trucks old railway engines old stoves old refrigerators old springs bedsteads bicycles girders gates pans - all the scrap iron of the region was piled up there rusting away

Descriptive language – identifying adjectives, verbs and adverbs.

Analysing descriptive language can help you understand what effect the writer is trying to achieve.

1. Write a definition for each word class:

Adjective =

Verb =

Adverb =

2. Read the following passage taken from Mary Shelley's *Frankenstein*.

Sort the words into the correct word classes and complete the table. (You do not need to repeat words or use ALL the words)

... 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 it's 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.

Delineate – describe

Endeavoured – tried

Luxuriances- luxuries

Dun- pale/grey

Adjectives	Verbs	Adverbs	Nouns
half-extinguished	breathed	hard	glimmer

2. Based on the choice of descriptive words used, how do you think the narrator feels about the creature he has made? Explain your answer using quotes.

.....

.....

.....

.....

Descriptive language – writing

Using descriptive techniques in your own writing will make it more interesting and exciting.

1. Complete the table below; matching the technique with the definition

	Giving an object human qualities	
	A word that describes an action	
	Comparison using 'like' or 'as'	
	Describing word	
	Use of exaggeration	

	Comparison- as though the object 'is' something else	
	Action word	
	Words that imitate the sound or action they describe	

onomatopoeia

adverb

personification

simile

metaphor

adjective

hyperbole

verb

2. Using as many descriptive techniques as you can, write a short story based on this image.



.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

- 2- What Old English word means the same as shoals?
- 3- Which two collective nouns are usually used to describe groups of domesticated farm animals?
- 4- Name 3 other animals these terms could also be used for
.....
- 5- Which types of animal are usually described using the collective term 'swarm'?.....
- 6- When does the phrase a 'murder of crows' date from?.....
- 7- What is the title of the 1486 book which introduced several new collective nouns that we still use today?.....
- 8- What two terms are used to describe a group of geese on the ground?
.....
- 9- What modern collective noun is used to describe a group of giraffes?
.....
- 10- What modern collective noun is used to describe a group of hyenas?
.....

What collective nouns would you use to describe groups of:

Unicorns teachers wizards artists puppies?

Reading skills practice:

Read the following extract from *Percy Jackson and the Lightning Thief* and answer the questions that follow.

'I Accidentally Vaporize My Maths Teacher'

1. Look, I didn't want to be a half-blood.
2. If you're reading this because you think you might be one, my advice is: close this book right now. Believe whatever lie your mom or dad told you about your birth, and try to lead a normal life.
3. Being a half-blood is dangerous. It's scary. Most of the time, it gets you killed in painful, nasty ways.
4. If you're a normal kid, reading this because you think it's fiction, great. Read on. I envy you for being able to believe that none of this ever happened.
5. But if you recognize yourself in these pages – if you feel something stirring inside – stop reading immediately. You might be one of us. And once you know that, it's only a matter of time before *they* sense it too, and they'll come for you.
6. Don't say I didn't warn you.
7. My name is Percy Jackson.

8. I'm twelve years old. Until a few months ago, I was a boarding student at Yancy Academy, a private school for troubled kids in upstate New York.
9. Am I a troubled kid?
10. Yeah. You could say that.
11. I could start at any point in my short miserable life to prove it, but things really started going bad last May, when sixth-grade class took a field trip to Manhattan – twenty-eight mental-case kids and two teachers on a yellow school bus, heading to the Metropolitan Museum of Art to look at ancient Greek and Roman stuff.
12. I know- it sounds like torture. Most Yancy field trips were.
13. But Mr Brunner, our Latin teacher, was leading this trip, so I had hopes.
14. Mr Brunner was this middle-aged guy in a motorized wheelchair. He had thinning hair and a scruffy beard and a frayed tweed jacket, which always smelled like coffee. You wouldn't think he'd be cool, but he told stories and jokes and let us play games in class. He also had this awesome collection of Roman armour and weapons, so he was the only teacher whose class didn't put me to sleep.
15. I hoped the trip would be okay. At least, I hoped that for once I wouldn't get in trouble.
16. Boy, was I wrong.
17. See, bad things happen to me on field trips. Like at my fifth-grade school, when we went to the Saratoga battlefield, I had this accident with a Revolutionary War cannon. I wasn't aiming for the school but, but of course I got expelled anyway. And before that, at my fourth-grade school, when we took a behind-the-scenes tour of the Marine World shark pool, I sort of hit the wrong level on the catwalk and our class took an unplanned swim. And the time before that ... Well, you get the idea.
18. This trip, I was determined to be good.
19. All the way into the city, I put up with Nancy Bobofit, the freckly red-headed kleptomaniac girl, hitting my best friend, Glover, in the back of the head with chunks of peanut butter-and-ketchup sandwich.
20. Grover was an easy target. He was scrawny. He cried when he got frustrated. He must've been held back several grades, because he was the only sixth grader with acne and the start of a wispy beard on his chin. On top of all that, he was crippled. He had a note excusing him from PE for the rest of his life because he had some kind of muscular disease in his legs. He walked funny, like every step hurt him, but don't let that fool you. You should've seen him run when it was enchilada day in the cafeteria.
21. Anyway, Nancy Bobofit was throwing wads of sandwich that stuck in his curly brown hair, and she knew I couldn't do anything back to her because I was already on probation. The headmaster had threatened me with death-by-in-school-suspension if anything bad, embarrassing, or even mildly entertaining happened on this trip.
22. 'I'm going to kill her,' I mumbled.
23. Grover tried to calm me down. 'It's okay. I like peanut butter.'
24. He dodged another piece of Nancy's lunch.
25. 'That's it.' I started to get up, but Grover pulled me back to my seat.
26. 'You're already on probation,' he reminded me. 'You know who'll get blamed if anything happens.'

27. Looking back on it, I wish I'd decked Nancy Bobofit right then and there. In-school suspension would've been nothing compared to the mess I was about to get myself into.

1. List three adjectives from the opening 3 paragraphs.

.....

2. According to the narrator, who should 'close this book right now'?

.....

.....

3. Explain the effect of the italicised '*they*' in paragraph 5.

.....

.....

4. List three things you discover about the narrator in paragraphs 7-8.

.....

.....

5. Where is the school trip headed to?

.....

6. Explain in your own words how Percy feels about Mr Brunner.

.....

.....

.....

7. What is the effect of the ellipsis used in paragraph 17?

.....

.....

.....

8. When the narrator uses the word 'you', who is he speaking to?

.....

9. What is the effect of this?

.....
.....

10. Give an example of exaggeration used in paragraph 21.

.....

11. In your own words, explain why you think the narrator is 'on probation'.

.....
.....
.....
.....

12. How does the writer use different sentence types to help emphasise the narrator's feelings? Explain using quotes to support your answer.

.....
.....
.....
.....
.....
.....

Tense – Past, present and future

A verb is an action word, but sometimes a verb is made up of more than one word to show a different time (tense) like past, present or future.

1. Read each sentence and underline the verbs. Part a is done for you.

- | | |
|--|----------------------------------|
| a) Joe <u>was helping</u> the old woman. | b) The cat had killed the bird. |
| c) A tree was growing in the garden. | d) Lucy will win the race. |
| e) Jack has read a great deal. | f) Kelly used to like chocolate. |

To be or not to be?

A verb can also be a state of being – part of the verb to be. This has many forms such as:

(I) am, (you, we, they) are, (he, she, it) is, (I, he, she) was, (we, they) were, will be, was being, would have been

2. Underline the verbs in these sentences:

- a) I am hungry.
- b) The sky was blue.
- c) Jane is sad.
- d) People were waiting.
- e) Ducks are funny.
- f) It was open.

3. Read this passage and underline the 15 verbs.

Dan awoke suddenly and wondered what had disturbed him. It was dark so he switched on the lamp. Light flooded the room for a moment before the bulb exploded and it seemed blacker than before. He heard the church clock strike three. He had woken at the same time the previous night. He groped his way to the window and opened the curtains. It was there again and this time it spoke.

Add another two sentences to the story; be careful to stay in the same TENSE.

.....

.....

.....

.....

YOU NEED TO KNOW Remember the verb *to be* from the previous task. It takes various forms depending on the tense.

Present Simple Tense

- I am
- you (s) are
- he / she / it is
- we are
- you (pl) are
- they are

Past Simple Tense

- I was
- you (s) were
- he / she / it was
- we were
- you (pl) were
- they were

4. Complete the table using the guide to help you.

Present	Past	Future
I walk	I walked	I will walk
She breaks		
	They wrote	
		They will be
He teaches		
		We will take
	It stood	

Challenge:

Rewrite the first part of the story in a different tense.

Dan awoke suddenly and wondered what had disturbed him. It was dark so he switched on the lamp.

.....

.....

.....

What is the effect of changing the tense; does it change the mood?

.....

.....

Synonyms and antonyms

Synonyms:

.....

.....

Antonyms:

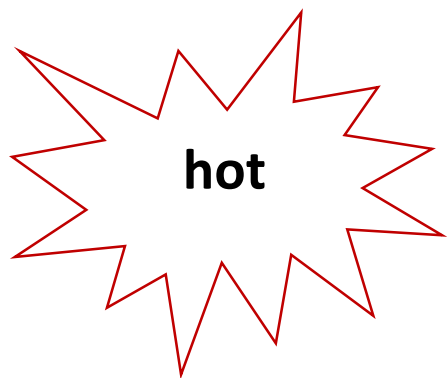
.....

.....

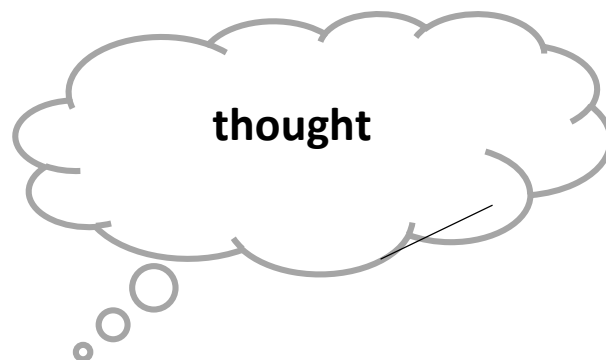
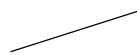
Synonyms: using a varied vocabulary in your writing will make it more interesting.

Think of as many synonyms as you can for the following words.

Use a thesaurus if you get stuck.



scorching



pondered

benevolent



Synonyms:

Circle the odd one out in each row. Five are synonyms, one isn't.

ask quiz puzzle plead request claim

postpone defer implement delay stall put off

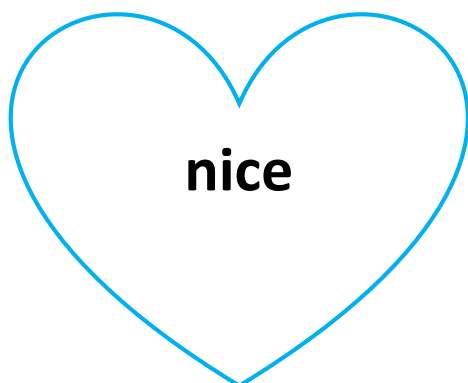
fetch acquire attain get redundant obtain

think ponder contemplate ignoreconsider

conceive

fib lie fabrication bluff

accuracy falsehood



Antonyms: Think of two antonyms for each of these words.

Smooth

Generous

Loud

Mistake

Young

Challenge:

Prepositions: a word which shows the position of one noun or pronoun in relation to another. Such as:

to, at, before, after, since, on, off, under, beneath, above, against, until, near, with, without, of, across, for, from, over, around, by, along, between, among, opposite, below, through, beside, up, in.

1. Use a suitable preposition from the list above to complete each of these sentences.

- a) The cat sat the mat.
- b) The cow jumped the moon.
- c) Alice went the looking glass.
- d) E.T came Outer Space.
- e) Jack went the hill Jill.
- f) 24 blackbirds were baked a pie.

Match up the synonyms from each column and the final opposite (just like the example)

	<u>synonym</u>	synonym	synonym	antonym
<u>calm</u>	change	prodigious	scrutinise	self sufficient
<u>legal</u>	colossal	modify	view	conserve
<u>effervescent</u>	vista	conceal	bubbly	obscure
<u>amend</u>	quiet	licit	adapt	few
<u>addiction</u>	courageous	adapt	obsession	minute
<u>panorama</u>	appraise	lob	audacious	reveal
<u>immense</u>	fizzy	assess	gargantuan	criminal
<u>throw</u>	obscure	outlook	chuck	cowardly
<u>review</u>	lawful	muted	copious	constant
<u>change</u>	lots	ebullient	convert	noisy
<u>brave</u>	dependence	numerous	legitimate	drop
<u>mask</u>	hurl	habit	shroud	flat
<u>many</u>	amend	chivalrous	inaudible	accept

- g) Pride comes a fall.
- h) Which egg fell a wall?
- i) The robin was a victim archery.
- j) The sparrow was blamed the murder.
- k) Bill was similar Ben.
- l) A spider sat Little Miss Muffett.
- m) Cindy, you can stay twelve.
- n) You won't get in a ticket.
- o) Who set the cat the pigeons?
- p) Sinbad sailed the sea.
- q) Mrs Farmer chased the rodents.
- r) The rugged rascal ran the rocks.

2. Correct these sentences by obeying the rules above.

a) Miss Oliver is a teacher who I have a great deal of respect for.

.....

b) She is a star who there have been many rumours about.

.....

c) Am I the person who your remarks are aimed at?

.....

Preposition rules:
 You should never end a sentence with a **preposition**.
 After a **preposition** "who" is changed to "whom".
EXAMPLES:
 "You are the person to whom I wrote." instead of : "You are the person who I wrote to."

.....

Analysing descriptive language – setting

Soon we were hemmed in with trees, which in places arched right over the roadway until we passed through a tunnel. And again great frowning rocks guarded us boldly on either side. Though we were in shelter, we could hear the rising wind, for it moaned and whistled through the rocks, and the branches of the trees crashed together as we swept along. It grew colder and colder still, and fine powdery snow began to fall, so that soon we and all around us were covered with a white blanket. The keen wind still carried the howling of the dogs, though this grew fainter as we went on our way. The baying of the wolves sounded nearer and nearer, as though they were closing round on us from every side. I grew dreadfully afraid, and the horses shared my fear.

Read the following extract taken from Bram Stoker's *Dracula*

How does the writer use setting to help create a particular atmosphere?

Complete the table, identifying the techniques used in the extract, and analysing the connotations of the language choices and the effect on the reader.

Quotation	Technique	What effect does this have?
'great frowning rocks guarded us boldly on either side'	personification	The verb 'frowning' is used to make the rocks seem menacing, but the fact they are 'guarding' them could mean either that they are trapping them, or protecting them from something.
'the branches of the trees crashed together as we swept along'		
'we could hear the rising wind for it moaned and whistled'		
'soon we and all around us were covered in a white blanket'		
'The keen wind still carried the howling of the dogs'		

Rhetorical techniques – How to be Persuasive!

Anecdote	Direct Address	Opinion	Alliteration
	Repetition	Superlatives	Rhetorical Question
Emotive Language	Facts/Statistics	Tripling	Hyperbole

1. Complete the table using the correct definition from the selection of terms given.

	Language used to generate an emotional response from the reader.
	Using adjectives that describe something as the most or least.
	Repetition of the same sound at the beginning of a series of words within the same sentence or paragraph.
	When written or numerical evidence is given to support a point.
	The use of exaggeration for rhetorical effect.
	Expression of a particular viewpoint.
	A short account of an incident or event linked to the topic.
	Using personal pronouns such as 'I', 'we', 'us', or 'you' to directly appeal to the audience.
	Questions posed to influence the audience's thinking towards a particular viewpoint.
	Repeating certain words or phrases for impact.

Including a list of three connected ideas for effect.

Read the following speech by a father whose son was killed in a hit and run while trying to protect his neighbourhood from looters during the 2011 London riots:

I don't blame the Government, I don't blame the police, I don't blame anybody. I'm a Muslim. I believe in divine fate and destiny, and it was his destiny and his fate, and now he's gone. And may Allah forgive him and bless him.

Tensions are already high in the area. It's already bad enough what we are seeing on the streets without people taking the law into their own hands. My family wants time to grieve for my son, People should let the law deal with this.

Today we stand here to plead with all the youth to remain calm; for our communities to stand united. This is not a race issue. The family has received messages of sympathy and support from all parts of society.

I lost my son. Blacks, Asians, Whites – we all live in the same community. Why do we have to kill one another? Why are we doing this? Step forward if you want to lose your sons. Otherwise, calm down and go home. Please.

2. Complete the table – identify the techniques used and try to explain the effect on the audience.

Quotation	Technique(s)	Effect
'I don't blame the Government, I don't blame the police, I don't blame anybody.'		
'I lost my son.'		
'Why do we have to kill one another? Why are we doing this?'		

'Step forward if you want to lose your sons.'		
---	--	--

Skills Practice

1. Read the following passage and answer the questions that follow.

Should we give in to our children's pleas for pets?

By Rachel Carlyle

There's nothing like children nagging for a pet to make you feel like Cruella De Vil. After all, there are only so many times you can point out the benefits of a goldfish when what they really want is something furry. An Andrex puppy would be top of the list, closely followed by a mewling kitten with big eyes and an oversized head (a bit like Barbie, really, but more needy). After completely failing to convince my daughter about the joys of goldfish ownership, we are at a stalemate: I've said no pets; she sulks.

As it turns out, my approach may simply be wrong. There's a whole load of studies that have proved that having a pet actually benefits children. One showed that kids aged between five and 11 who kept pets were healthier and more emotionally balanced than those who didn't. They were also more kind and patient. "If you are kind to animals, you tend to be kind to humans too," said Dr Deborah Wells, a psychologist who specialises in animals. She believes a pet can help children's self-esteem because it loves you unconditionally – even when you're convinced that your parents hate you and you're definitely adopted. It's also a cheerful companion to them, as one survey discovered: a third of children with pets went to them when they felt unwell; 85 per cent used them as a playmate; and 37 per cent had their pet beside them when they were doing their homework. In adults, pets have been shown to lower their owners' blood pressure and stress levels, so there's no reason to think they won't do the same for children. In one rather bizarre bit of research, children with pets were even shown to have more stable immune systems and be less prone to minor illness, hence they had almost two weeks more schooling each year than non-pet owners.

But just as I am feeling like relenting, friends have warned me off. They say a child loses interest in the pet incredibly quickly once they have got their way – and it will always be the parent who is left to clean out the rabbit hutch, feed the cat and take the dog for walks. One said: "The kids had pestered me for at least a year to get a dog, and when I finally gave in, their interest was incredibly short-lived. Tara, the oldest, had been reading dog-rearing manuals at bedtime for several months, but even she had lost interest after the first few weeks and complained about going out on long walks."

Animal experts say a parent should never assume that the child will look after the pet, and should never get one unless they are happy to do the work themselves. It's also unrealistic to give a child under five or six a pet thinking that they will understand the responsibility involved: they won't. And, strangely, they warn that even if a child has constantly nagged for a pet, once they have an animal it can take up to a year for them to accept it, especially if it's a boisterous puppy.

The RSPCA points out that dogs are probably the most expensive (at nearly £10,000 over their lifetime) and time-consuming and are also completely unsuitable if you're out of the house all day. A cat is clean and can be a good companion, but will probably damage furniture and carpets. They

advise steering clear of certain small, furry creatures: rabbits because they can be lonely on their own but aggressive with other rabbits; hamsters are nocturnal, which isn't such a good bet for those under 10; rats and guinea pigs are good but get lonely on their own; and mice can smell.

Which, I'm afraid to say, leads us right back to the goldfish.

1. Find definitions for the following words.

Stalemate

.....
.....

Relenting

.....
.....

2. Who is the narrator of the passage?

.....

3. Who is Cruella De Vil? Why does the mother make an allusion to her?

.....
.....

4. In your own words give two reasons that having a pet could benefit children.

.....
.....

5. How does the writer use anecdotes to strengthen her argument?

.....
.....

6. "It is also unrealistic to give a child under five or six a pet thinking that they will understand the responsibility involved: they won't."

The writer uses a colon in this sentence ':' before the last two words. What is the effect of this punctuation?

7. Using your knowledge of rhetorical techniques: Choose a quote, identify the persuasive technique being used and explain the effect.

.....

.....

.....

.....

.....

2.

Write a letter to your form teacher asking for a school trip.

Make your letter persuasive by including some of the rhetorical techniques you have been practising. Include some of the arguments about why trips are good for children from the article as well as your own reasons.

Tips

- Layout your letter properly.
- Use formal vocabulary to make your arguments convincing.
- Organise your points convincingly paying particular attention to paragraphing: include benefits, your own reasons, your promises/ assurances, potential counter-arguments.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Ambitious Vocabulary

Adjectives		Verbs		Nouns	
1. belligerent	argumentative	1. abhor	hate	1. animosity	hatred
2. charismatic	charming	2. alleviate	ease	2. antonyms	opposite meanings
3. complacent	lazy	3. augment	increase	3. benevolence	kindness
4. ephemeral	fleeting	4. connive	plot	4. crescendo	climax
5. homogenous	same kind/alike	5. coerce	force	5. discrepancy	inconsistency
6. industrious	hardworking	6. collaborate	work together	6. hybrid	mixture
7. liminal	in-between	7. empathise	understand feelings	7. malevolence	wickedness
8. melancholic	sad	8. emulate	imitate	8. melancholy	sadness
9. munificent	generous	9. endeavour	try	9. modicum	little bit
10. narcissistic	self-obsessed	10. exacerbate	worsen	10. nadir	lowest point
11. ostentatious	showy	11. interrogate	question	11. paragon	role model

12. soporific	sleep inducing	12. ostracise	alienate	12. plethora	lots of
13. tenacious	determined	13. reconcile	reunite	13. stoicism	calm self-control
14. vindictive	vengeful	14. retaliate	hit back	14. synonyms	similar meanings
15. zealous	enthusiastic	15. sympathise	pity	15. zenith	highest point