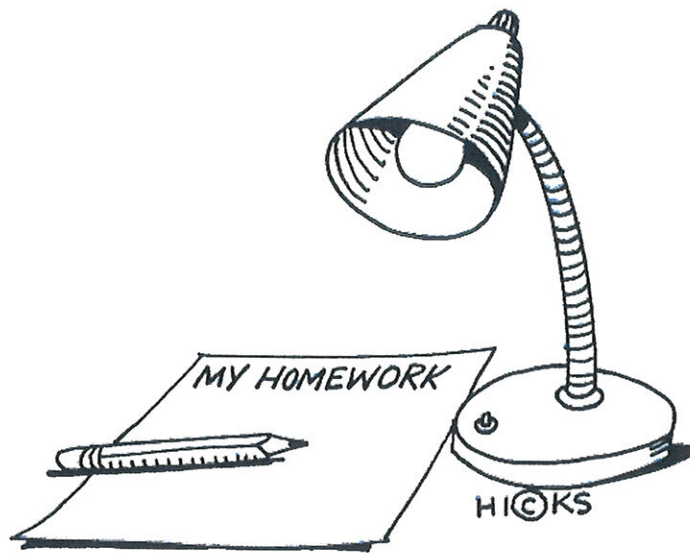


English Homework



Year 7

Level 5 - 6

Contents

Task	Task type	Date set	Date due	Completed (tick)
Spelling				
1	-ing words			
2	(A)			
3	(B)			
4	(C)			
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13	to, two and too			
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Reading				
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22	Text B			
23	Harry Potter and the Philosopher's Stone			
24	Skellig by David Almond			
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27	Emotive Language			
28	The Underground Railroad			
29	Holly jumps into the record books with Everest free-fall			
Punctuation				
30	Capital letters, commas, question marks and full stops			
31	The comma			
32	The apostrophe			
33	The belonging apostrophe			
34	Speech marks			
35	The colon			
36	The semicolon			

Task 1

Re-write the following lists of words and add -ing

Use the rules and examples to help you

Rules for adding -ing

1. Just add -ing

e.g. walk - walking

2. Short vowel sound – double the last letter

e.g. chat - chatting

3. Word ending in 'e' – drop the 'e' and add -ing

e.g. bite – biting

Each word list has a mixture of different types of words. You must identify which -ing rule applies to each word.

jump pack care decide save share hop hug shine take	make plan run skip ask do dream go say send	think clean drive hope write clap fit let shut shop
--	--	--

Spelling homework



Each week learn one of the following lists of spellings (as directed by your teacher). Once you have practised them, ask someone at home to read them aloud so that you can write them into your exercise book. Then, write a series of sentences which use each of the words correctly.

Task 2 (A)

Accident
Cinema
Circle
Circuit
Circumstance
City
Cities
Decision
Decisive
Incident

Task 3 (B)

Celebrity
Celery
Cement
Cemetery
Centigrade
Centipede
Ceremony
Certain
Cyclist
Cylinder
Cynical

Task 4 (C)

Beautiful
Boastful
Colourful
Fanciful
Helpful
Hopeful
Merciful
Pitiful
Plentiful
Thankful

Task 5 (D)

Acidic
Additional
Adorable
Allergic
Alliteration
Alliterative
Analyse
Analytical
Anecdote
Anniversary

Task 6 (E)

Apprehensive
Comical
Dramatist
Driest
Energetic
Library
Medical
Missionary
National
Seasonal

Task 7 (F)

Comprehensive
Correction
Dramatic
Instrumental
Islander
Manager
Necessary
Occasional
Personal
Revolutionary

Task 8 (G)

Agreeable
Collision
Edible
Horrific
Journalist
Machinist
Nastiest
Neatest
Reader
Seasonal

Task 9 (H)

Breakable
Credible
Disposable
Enjoyable
Envious
Forcible
Horrible
Indestructible
Invincible
Legible

Task 10 (I)

Attention
Confusion
Corrosion
Dietician
Discussion
Electrician
Magician
Mission
Ocean
Station

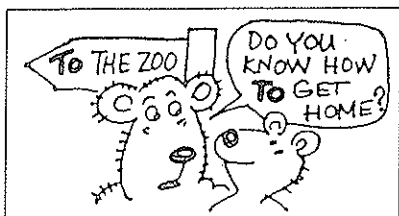
Task 11 (J)

Impossible
Possible
Possibility
Probability
Problem
Telepathy
Telephone
Telescope
Television
Terrestrial

Task 12 (K)

Identifiable
Manageable
Miserable
Probable
Reliable
Respectable
Responsible
Reversible
Susceptible
Tangible

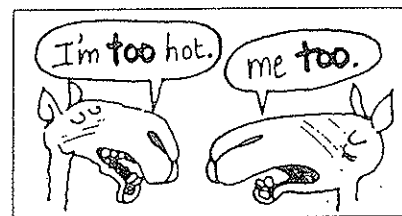
to, two and too



to = a little word which is very common



two = 2



too = 'more than enough'
too = 'as well' } two meanings

Fill **to**, **too** or **two** into these sentences:

- 1 The little boy was _____ years old last Friday.
- 2 My friend went _____ France for her holidays.
- 3 The water is _____ cold for swimming.
- 4 Do you know the way _____ our school?
- 5 The teacher looked as if he was going _____ explode.
- 6 She wore the same socks for _____ days.
- 7 I'd like some potatoes, please. And I'll have some peas _____.
- 8 It's _____ late for a story. Go straight _____ sleep.
- 9 At _____ o'clock we are going _____ the shops.
- 10 The tea was _____ hot _____ drink.

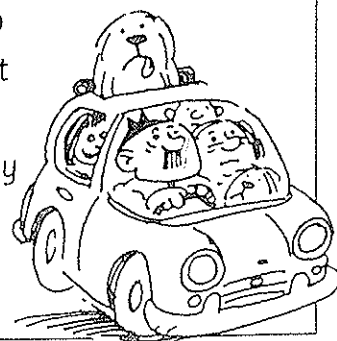
Check with your teacher before going on.

- 11 There were _____ birds sitting in a tree.
- 12 My sister is _____ young _____ join the Brownies.
- 13 I am going _____ watch TV for _____ hours.
- 14 Don't forget _____ put your coat on. And please bring my coat _____.
- 15 _____ girls on one chair is one _____ many.

The two meanings of 'too'

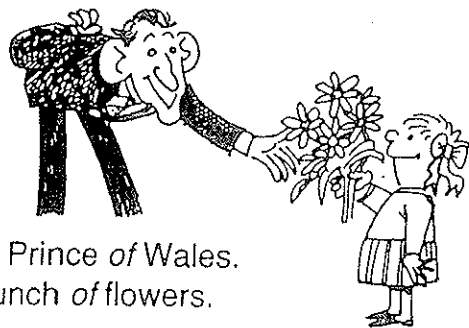
In the little story below, 'too' is used eight times. Wherever it means 'more than enough', underline it (five times). Wherever it means 'also', put a (ring) around it (three times).

There were too many people in the little car. There were too many pets in there too. Bess the sheepdog was too big to sit down in the boot and her puppy was too wriggly to sit on Mrs Brown's knee. The Brown family were too hot and sticky to enjoy their ride, and the animals were miserable too. 'I wish I'd stayed at home,' said Sarah Brown. 'Me too,' said her brother.



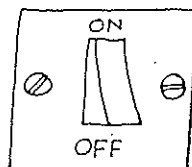
of and off

sounds like 'ov'



The Prince of Wales.
A bunch of flowers.

sounds like 'off'




On and off.
Take off your shoes.

Fill the correct word – **of** or **off** – into each space:

- 1 The King _____ Spain's daughter came to visit me.
- 2 The clock fell _____ the shelf and landed on the cat.
- 3 We are _____ to sunny Spain.
- 4 There are lots _____ boys called James.
- 5 A pair _____ robins have made a nest in our garage.

Check with your teacher before going on.

- 6 The gun went _____ by mistake.
- 7 My cards were the three _____ clubs and the ace _____ hearts.
- 8 Switch _____ the kettle and make a cup _____ tea.
- 9 As I was getting _____ the bus, I saw some _____ my friends.
- 10 Plenty _____ children have time _____ school.
- 11 Take _____ your coat and sit down.
- 12 _____ we go!
- 13 They had to put _____ the girl's birthday party because she was ill.
- 14 One _____ the kittens was black and white. 
- 15 I looked out _____ the window and saw Fred fall _____ his bike.

Make up two sentences of your own containing the word **of**, and two sentences containing the word **off**. Write the sentences here and underline the words **of** or **off** in each one.

our and are



our means 'belonging to us'.
It is a pronoun (like your).

are is part of the verb 'to be' (like is).

Complete:

___ house, ___ street, ___ town. We ___, ___ you, they ___.
 ___ coats, ___ shoes, ___ socks. Here ___, there ___, where ___?
 ___ hands, ___ heads, ___ brains. Who ___, what ___, why ___?

Fill **our** or **are** into the spaces:

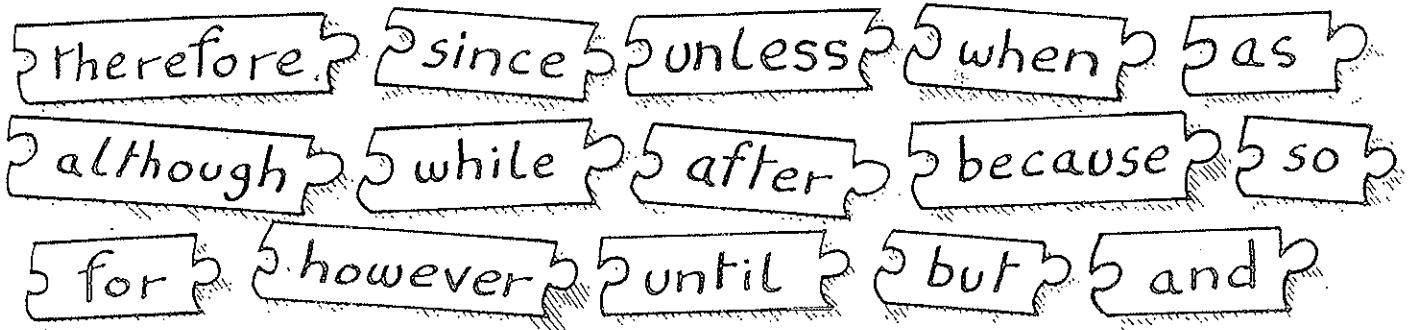
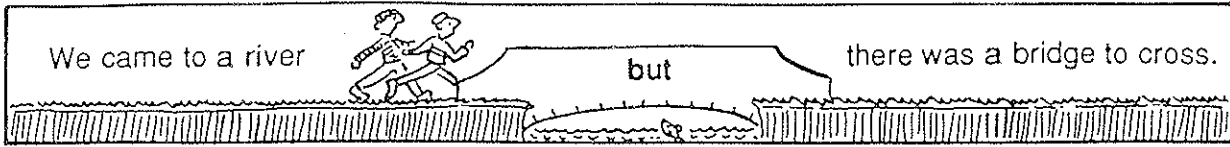
- 1 Where _____ the children playing?
- 2 We put _____ sandwiches in the box.
- 3 _____ teacher is called Mr Singh.
- 4 There _____ lots of flowers in the park.
- 5 We called _____ dog Tramp because he was so scruffy.
- 6 The police _____ searching the building.
- 7 How many people _____ in there?
- 8 You can put your car in _____ garage for now.
- 9 We don't know where they _____.
- 10 We gave _____ names to the man at the door.
- 11 Your books _____ over there, but I don't know where _____ s _____.
- 12 _____ Father, which art in Heaven.
- 13 There _____ strangers at front door.
- 14 We left _____ coats in the cloakroom and now they _____ missing.



Task 16

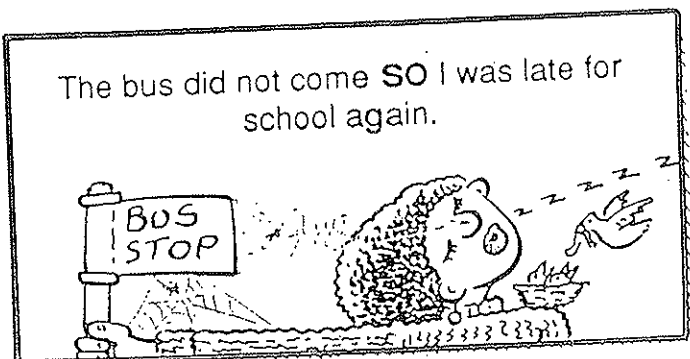
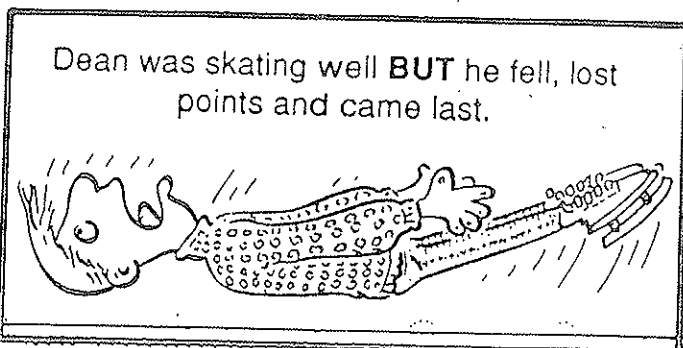
Connectives

Connectives are joining words. They help to make better, more interesting sentences.



Choose a connective to join the sentences below.

- 1. It was a really dark night I had a torch and could see my way.
- 2. I had lost my wallet I had to borrow some money to get home.
- 3. I cannot speak French my mother comes from Paris.
- 4. The car was stuck in the snow we always have a shovel in the boot.



Now

- With a partner, decide how you would finish these sentences:
 1. Chris was run over by a car and was sent to hospital although ...
 2. My alarm didn't go off this morning so ...
 3. All the shops in the High Street were shut because ...
 4. We had booked a room in the hotel but ...
 5. I hate swimming since ...
- Turn over and write five sentences of your own using connectives

33. Homophone hunt

Homophones are words that sound the same but have different spellings and meanings.

Can you select which is the correct one in each sentence?

Example: *The weather is so unpredictable at the moment. But whether it's cold or hot tomorrow, we'll still go on our picnic.* (WHETHER, WEATHER)

Your turn!

1. I just don't _____ any more. There is _____ reason for his disgraceful behaviour! (NO, KNOW)
2. _____ do you think is the ugliest? (WITCH, WHICH)
3. The _____ of us would like _____ go _____ the beach _____. (TO, TOO, TWO)
4. As he was walking _____ the shop window, he saw a man who had _____ out on the floor inside. (PASSED, PAST)
5. _____ going to a place _____ we can _____ whatever we like. (WEAR, WE'RE, WHERE)
6. Do you know the _____ way to _____ an essay? (WRITE, RIGHT)
7. Come _____. I can't _____ you when you are so far away. (HEAR, HERE)
8. This _____ _____ once have been unpainted. (WOULD, WOOD)
9. I _____ him when he was just _____ in the neighbourhood. (KNEW, NEW)
10. Be _____ and pay your _____. (FARE, FAIR)



Finding information and evidence



Task 18

in a text (1)

Level 5 readers can find information from large amounts of text, and find evidence to support opinions.

Level 6 readers can find relevant information from different places in a text to provide a summary or to support opinions.

TIP

* Highlighting and underlining are useful ways of keeping track of evidence.

- 1 Read this text by television presenter Ray Mears about his experience of 'real' life with a tribe in East Africa.

Our campsite was in the heart of Masai country, where the rolling hills provide plenty of lush pasture for their cattle. Throughout the year, the Masai, the largest tribe in Tanzania, travel in small groups, and they live almost entirely on the meat and milk of their herds. The guide for my two-day trek through this stunning landscape was a warrior called Mtele, who had an intimate knowledge of the area, and as we were heading into big-game country, we had also arranged for an experienced, armed ranger to travel with us.

Before setting out, each of us prepared our individual supplies for the trip. For Mtele this meant cutting out the lining of a goat's stomach and filling it with the animal's meat and fat before 'vacuum-sealing' it with a small strip of bark and some wooden pegs. His only other equipment was a sword, a spear and a stick to which he attached his pouch of food. Mtele provided a shining example of how to travel light in the wilderness and although my preparations were slightly different, I too had only a modest amount of kit with me in addition to my ready-prepared rations. I also took a water purifier, which is essential for anyone who is not local, and a sleeping bag because it can get fairly cold under the cloudless skies of Africa.



Ray Mears Bushcraft Survival by Ray Mears

Decide if statements a) and b) are True or False. Write down your answer and find a quote from the text to support it.

- a) The Masai are the smallest tribe in Tanzania.
b) The Masai's only food is their cattle.

These were fairly easy statements to decide on because each answer could be found in one place. The next statement needs three lines to the text to bring together three bits of information for a correct answer.

c) The Masai landscape is flat, ugly and desert.

- 2 a) Give two reasons why Mears had Mtele and a ranger with him on his safari.
b) Give three reasons why Mears took along a water purifier but Mtele didn't.

- 3 Read the next part of Ray Mears' account.

Later in the day we began to look for a site to set up camp in good time as night falls quickly in this region. We were camping Masai style which meant no tents or modern equipment of any description, just the vegetation we could find near our chosen site. I am always fascinated to see how different cultures go about organising their camp and this was the first time I had seen how the Masai sleep safely in the bush away from the village. You need protection at night from the hyenas and cheetahs, and other predators that roam this region. Your first line of defence is a fire, which will also serve as a source of heat, light and general comfort. Wild animals do not like smoke or fire and they will generally tend to turn tail at the sight or smell of it. The fire, Mtele explained, is not just a deterrent to predators, but also a beacon for fellow journeymen in the area which can be seen for miles around.

Ray Mears Bushcraft Survival by Ray Mears

Explain five reasons why fire is an important part of setting up camp for the night in Masai country.

What does the writer mean but



not tell you directly? (1)

Level 5 readers can understand the writer's meanings and explain them in their own words.

Level 6 readers can find deeper meanings in the text and begin to explain them using details to support their answers.

4 Read this story, set in Ancient China. It is about Haoyou, a 12-year-old boy whose father has recently died.

(a) When Haoyou woke, he tried to move so fast that his dream could not cling to him. He determined to shake it off by the sheer speed with which he scuttled out of bed, fetched in the water, brought it to the boil. He concentrated entirely on pouring the hot water into the two cups, without spilling a drop, sprinkling the tea leaves in exactly equal numbers on to the steaming liquid. He spaced two of the

(c) → cups in the precise centre of the tray, and carried it so carefully that not a single drop spilled. Then he circled the partition to where his parents' bed lay beneath a grey-morning window.

'Good morning, honoured mother and father,' he said, as he had said a thousand times.

Then the tray fell from his hands with a crash, and he stood staring at the shards* of pottery, the spreading puddle of tea. He had been trying so hard to bury his dream under everyday routine that everyday routine had undone him. This was the day after his father's funeral, and he had forgotten his father was dead. 'I'm sorry! I'm sorry! I didn't mean to say it! I forgot! No! I mean I didn't forget. Of course I didn't forget, but'

(b) → His mother sat up, still wearing the clothes of the previous day. It was plain she had not slept. She held out her arms and Haoyou ran to her, like a boat running for harbour in a storm.

*shards – broken pieces

The Kite Rider by Geraldine McCaughrean

1 a) Look at the text that has been labelled (a). Read this Level 5 answer to the question:
How do you know that Haoyou's dream was unpleasant?

It says he moved 'so fast that his dream could not cling to him'.

✓ Does the answer choose the right quotations?

★ Does the answer explain how you can tell that Haoyou's dream was unpleasant?

2 Look at the text labelled (b). Plan an answer to this question:
Explain what you learn about Haoyou's character from the way he makes the tea.

a) Choose two quotations that contain **only** the important words.

b) Consider what they show you about Haoyou.

c) Write up your answer as a paragraph.

3 Look at the text labelled (c).
What do you learn about the feelings of Haoyou's mother from this section?

a) Write a paragraph using the method in question 2 as a guideline.

b) Using a highlighter, identify the quotations you used in one colour and the explanations in another colour.

c) Check whether you are 'telling the story': If so, add another colour.

★ Telling the story means just repeating the information in the text. Learn to spot 'telling the story' and remove it from your answers.

Commenting on the organisation of a text (1)



Level 5 readers can identify the pattern of ideas in a text and make comments about it.
 Level 6 readers can understand the reason why a writer places ideas in a particular order.

Look at this argument about school uniform. You will see that the writer uses a FOR + AGAINST + FOR organisation. Ending on a positive note is one way to persuade a reader that the writer is right.

School uniform is the same for everyone, which is fair.

FOR

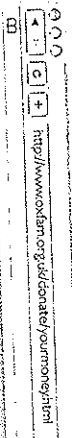
However, it doesn't give pupils much freedom of expression.

AGAINST

Overall, it is usually a practical style that lets everyone focus on their work.

FOR

3 Read this web page from the charity Oxfam. Then write down the topic sentences.



How your money helps

You're only a few clicks away from providing the support that could change someone's life. It's amazing how much can be achieved with just a small amount of money from people like you and a little help from Oxfam.

Giving regularly really is the best way to support Oxfam. It means we have reliable income we can count on which allows us to plan in advance and budget more effectively.

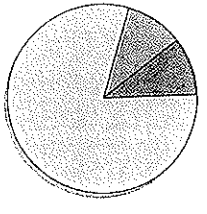
What can you buy for 16p a day? You might think 'not much these days' but a gift of 16p a day (that's just £5 per month), can provide basic essentials like clean water and healthcare, and life-changing opportunities like education and small-business training to the people who need them most.

For every £1 you give to Oxfam

- is spent directly on emergency development and campaigning work

- is spent on support and running costs

- is invested to generate future income



At Level 6, readers are expected to identify the reason why a writer puts ideas in a particular order, e.g.:

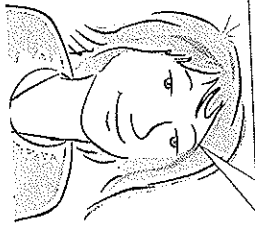
Level 5 part of answer

The writer begins the third paragraph with a question to challenge the reader rather than just giving facts.

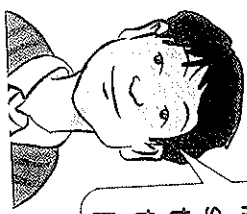
Level 6 part of answer

2 How does the writer organise the text to have an impact on the reader? Read these comments and decide whether they are Level 5 or Level 6. Write down the part of the response that makes it a Level 6 answer.

1) Paragraphs 1 and 4 are both about how little money is needed to make a difference.



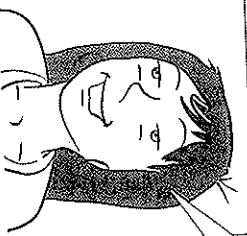
2) Paragraph 3 gives general examples of how money can help. Paragraph 4 then gives precise information about how money is spent to show the reader that every penny counts.



3) The writer refers to money in paragraphs 3 and 4, and gives examples of how money is spent.



4) The first and last paragraphs are linked because they show readers that even a little makes a difference. The writer uses the first section to open up the idea and the last section to prove it.



3 In the bullet points, why has the writer presented the figures in this order?

Task 21 Test yourself: practice reading tests

Reading test 1: Story Maker

Text A

This text is from a story set in Afghanistan in 1975. Amir is the son of a wealthy man. Hassan is a servant in the house but Amir treats him as a friend. Amir can read fluently but Hassan has received no education and cannot.

One day, in July 1973, I played another little trick on Hassan. I was reading to him, and suddenly I strayed from the written story. I pretended I was reading from the book, flipping pages regularly, but I had abandoned the text altogether, taken over the story, and made up my own. Hassan, of course, was oblivious to this. To him, the words on the page were a scramble of codes, indecipherable, mysterious. Words were secret doorways and I held all the keys. After, I started to ask him if he'd liked the story, a giggle rising in my throat, when Hassan began to clap.

'What are you doing?' I said.

'That was the best story you've read me in a long time,' he said, still clapping.

I laughed. 'Really?'

'Really.'

'That's fascinating,' I muttered. I meant it too. This was ... wholly unexpected. 'Are you sure, Hassan?'

He was still clapping. 'It was great, Amir. Will you read me more of it tomorrow?'

'Fascinating,' I repeated, a little breathless, feeling like a man who discovers buried treasure in his own backyard. Walking down the hill, thoughts were exploding in my head like fireworks. Best story you've read me in a long time, he'd said. I had read him a lot of stories.

The Kite Runner by Khaled Hosseini

- 1 Answer True or False to these statements in your book. Find a quotation to support each TRUE answer.
 - a) Hassan thought Amir was reading a story.
 - b) Amir was at first amused by the way he had tricked Hassan.
 - c) Hassan was laughing at Amir.
 - d) Amir knew Hassan would prefer his made-up story.
- 2 *Words were secret doorways and I held all the keys.*
Explain what this sentence tells you about the relationship between Hassan and Amir?
- 3 What is the effect of the ellipsis (...) in: *This was ... wholly unexpected?*
- 4 *exploding in my head like fireworks*
What is the effect of using these words to describe Amir's thoughts?
- 5 Explain how the writer shows Amir's mood changing through the text. Use quotations to support your opinions.

Text B

Read this account by Dick King-Smith, who is the author of the children's story *The Sheep-Pig*. The story was made into a successful film called *Babe*. Here, he describes how he and his wife, Myrtle, felt when they watched it.

The opening credits came up on the huge screen. Among them: ADAPTED FROM THE BOOK BY DICK-KING SMITH.

We nudged each other.

Myrtle and I sat enthralled throughout the film. It was soon plain to us that the adaptation from the book had been wonderfully well done.

There were differences, of course – there always are when you change something from one medium to another. There were additional pieces of action, and quite an array of new characters – another dog, the cat, that marvellous duck – but the director had stuck pretty faithfully to the central theme of my original story: the tale of an orphaned piglet who is adopted by a farmer and his sheep-dog. This little pig, by virtue of his intelligence and determination, his courage, and especially through his realisation that politeness pays, comes eventually to win the Grand Challenge Sheep-dog Trials. One particular thing about the film that delighted me was that, as soon as I set eyes on the actor who played Farmer Hogget, I saw to my amazement that he was the spitting image of the imaginary figure I'd had in my head when I wrote the book all those years before.

I've seen *Babe* six times now and every time I've laughed and I've cried, but of course at that first viewing we had no idea that the film would become such a huge international success. During the many years that it was in the making, I'd written masses of other children's books. But *The Sheep-Pig* was to be the one that would bring me so much publicity and do me such a lot of good.

If you were to ask me to choose a favourite from among the dozens and dozens of books I've produced, I would probably say I think it may be the best.

It's always nice for me to think that, in a funny way, *Babe* was born here, in the little village where we live. I mean that he was born in my head, in my imagination, thanks to our annual village Summer Fete.

One particular year I was in charge of the Guess-the-Weight-of-the Pig stall, and I must, I suppose, have thought as I stood upon the village green, recording people's guesses and taking their money, that it was such a shame that such a lovely little pink pig should end up, once he was big enough, in the deep-freeze.

Suppose fate had something quite different in store for him? Suppose he should go and live on a farm, with a sheep-dog as his foster-mother? Suppose he should want to do what she did?

He couldn't be a sheep-dog.

But he could be a sheep-pig.

Task 22

6 Answer True or False to these statements in your book. Find a quotation to support each TRUE answer.

- a) Farmer Hogget was based on a real character. True False
- b) As soon as Dick King-Smith saw the film, he knew it would be a world-wide success. True False
- c) The film made Dick King-Smith better known. True False
- d) The film was made very quickly. True False

7 Which one of the following statements best describes Dick King-Smith's reaction to the changes made when the book was turned into a film?

- ☆ He was surprised and pleased about the changes.
- ☆ He thought the film director had made too many changes.
- ☆ He expected some changes and was pleased with them.
- ☆ He thought the additional characters spoil the theme of the original story.

8 Refer to the paragraph beginning *I've seen Babe six times now ...* to the end of the text. How does the writer feel about the pig character, Babe, that he created?

Support your answer with brief quotations from the text.

Explain how the writer builds up a sense of

increasing excitement in the final part of the text, from *It's always nice for me to think ... to be a sheep-pig*. You should comment on:

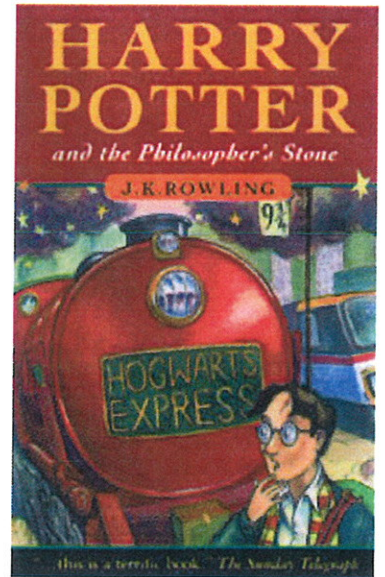
- ☆ his description of how the idea for his story started;
- ☆ the effect of his use of questions;
- ☆ the effect of the two single-line paragraphs at the end.

Support your answer with references to the text.

Harry Potter and the Philosopher's Stone

Chapter 5 - Diagon Alley.

Harry had never been to London before. Although Hagrid seemed to know where he was going, he was obviously not used to getting there in an ordinary way. He got stuck in the ticket barrier on the Underground, and complained loudly that the seats were too small and the trains too slow. "I don't know how the Muggles manage without magic," he said as they climbed a broken-down escalator that led up to a bustling road lined with shops.



Hagrid was so huge that he parted the crowd easily; all Harry had to do was keep close behind him. They passed book shops and music stores, hamburger restaurants and cinemas, but nowhere that looked as if it could sell you a magic wand. This was just an ordinary street full of ordinary people. Could there really be piles of wizard gold buried miles beneath them? Were there really shops that sold spell books and broomsticks? Might this not all be some huge joke that the Dursleys had cooked up?

If Harry hadn't known that the Dursleys had no sense of humour, he might have thought so; yet somehow, even though everything Hagrid had told him so far was unbelievable, Harry couldn't help trusting him. "This is it," said Hagrid, coming to a halt, "the Leaky Cauldron. It's a famous place."

For a famous place, it was very dark and shabby. A few old women were sitting in a corner, drinking tiny glasses of sherry. One of them was smoking a long pipe. A little man in a top hat was talking to the old bartender, who was quite bald and looked like a toothless walnut. The low buzz of chatter stopped when they walked in. Everyone seemed to know Hagrid; they waved and smiled at him, and the bartender reached for a glass, saying, "The usual, Hagrid?" "Can't, Tom, I'm on Hogwarts business," said Hagrid, clapping his great hand on Harry's shoulder and making Harry's knees buckle.

"Good Lord," said the bartender, peering at Harry, "is this? Can this be?" The Leaky Cauldron had suddenly gone completely still and silent. "Bless my soul," whispered the old bartender, "Harry Potter... what an honor." He hurried out from behind the bar, rushed toward Harry and seized his hand, tears in his eyes. "Welcome back, Mr. Potter, welcome back!" Harry didn't know what to say. Everyone was looking at him. The old woman with the pipe was puffing on it without realizing it had

gone out.

Hagrid was beaming. Then there was a great scraping of chairs and the next moment, Harry found himself shaking hands with everyone in the Leaky Cauldron. "Doris Crockford, Mr. Potter, can't believe I'm meeting you at last." "So proud, Mr. Potter, I'm just so proud." "Always wanted to shake your hand, I'm all of a flutter." "Delighted, Mr. Potter; just can't tell you, Diggle's the name, Dedalus Diggle." "I've seen you before!" said Harry, as Dedalus Diggle's top hat fell off in his excitement. "You bowed to me once in a shop." "He remembers!" cried Dedalus Diggle, looking around at everyone. "Did you hear that? He remembers me!" Harry shook hands again and again; Doris Crockford kept coming back for more.

A pale young man made his way forward, very nervously. One of his eyes was twitching. "Professor Quirrell!" said Hagrid. "Harry, Professor Quirrell will be one of your teachers at Hogwarts." "P-P-Potter," stammered Professor Quirrell, grasping Harry's hand, "c-can't t-tell you how p- pleased I am to meet you." "What sort of magic do you teach, Professor Quirrell." "D-Defense Against the D-D-Dark Arts," muttered Professor Quirrell, as though he'd rather not think about it. "N-not that you n-need it, eh, P-P-Potter?" He laughed nervously. "You'll be g-getting all your equipment, I suppose. I've g-got to p-pick up a new b-book on vampires, m-myself." He looked terrified at the very thought.

But the others wouldn't let Professor Quirrell keep Harry to himself. It took almost ten minutes to get away from them all. At last, Hagrid managed to make himself heard over the babble. "Must get on -- lots ter buy. Come on, Harry." Doris Crockford shook Harry's hand one last time, and Hagrid led them through the bar and out into a small, walled courtyard, where there was nothing but a trash can and a few weeds.

Hagrid grinned at Harry. "Told yeh, didn't I? Told yeh you was famous.

Questions:

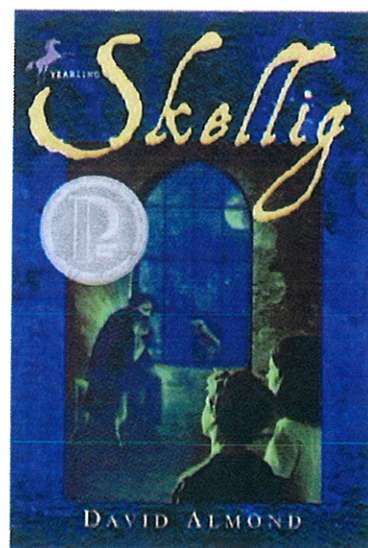
1. What did Hagrid complain about on the way to London?
2. Which types of shop did Harry and Hagrid pass on their way through London?
3. What is the name of the pub they enter before going to Diagon Alley?
4. How does J. K. Rowling describe the bartender?
5. Who did he meet in the pub?
6. Who has Harry met before? Can you explain why Harry remembers him?
7. What do we learn about Professor Quirrell in this extract?
8. What magical items are mentioned in this extract?

Skellig by David Almond

Chapters 8 and 9.

Eight

When he came down from his bath, Dad started moaning that there was no bread and there were no eggs, and in the end he said, 'I know. Let's have a takeaway, eh?' It was a light went on in my head. He had the menu from the Chinese round the corner in his hand. 'We'll get it in for when your mum gets back,' he said. 'What'd you fancy?' '27 and 53,' I said. 'That's clever,' he said. 'You did that without looking. What's your next trick?' He wrote it all down. 'Special chow mein for Mum, spring rolls and pork char sui for you, beef and mushroom for me, crispy seaweed and prawn crackers for the baby. And if she won't eat them, we will and serve her right, eh? She'll be back on boring mother's milk again.'



He phoned the Chinese, gave me the cash, and I ran round to collect it all. By the time I got back again, Mum and the baby were there. She tried to make a fuss of me and kept asking me about the journey and about school. Then the baby puked over her shoulder and she had to get cleaned up. Dad belted through his beef and mushroom and the seaweed and prawn crackers. He said he was all clogged up with Ernie's dust and he swigged off a bottle of beer.

When he saw I was leaving half of mine, he reached over with his fork. I covered it with my arm. 'You'll get fat,' I said. Mum laughed. 'Fatter!' she said. 'I'm famished,' he said. 'Worked like a bloomin' slave for you lot today.' He reached out and tickled the baby's chin and kissed her. 'Specially for you, little chick.' I kept me arm in front of the food. 'Fatso,' I said. He lifted his shirt and grabbed his belly with his fingers. 'See?' said Mum. He looked at us. He dipped his finger into the sauce at the edge of my plate. 'Delicious,' he said. 'But enough's enough. I've had an ample sufficiency, thank you.'

Then he went to the fridge and got another beer and a great big lump of cheese. I tipped what was left of 27 and 53 into the takeaway tin and put it in the outside bin.

Nine

I saw Mina again later that evening. I was in the little front garden with Dad. We stood there in the thistles and dandelions. He was telling me as usual how wonderful it would be – flowers here and a tree there and a bench under the front window. I saw her further along the street. She was in a tree in another front garden on the same side of the street as us. She was sitting on a fat branch. She had a book and a pencil in her hand. She kept sticking the pencil in her mouth and staring up into

the tree. 'Wonder who that is?' 'She's called Mina.' 'Ah' She must have seen us looking at her but she didn't move.

Dad went in to check the cement in the dining-room. I went out the gate and along the street and looked up at Mina in the tree. 'What you doing up there?' I said. She clicked her tongue.

'Silly you,' she said. 'You've scared it away. Typical.' 'Scared what away?' 'The blackbird.' She put the book and the pencil in her mouth. She swung over the branch and dropped into the garden. She stood looking at me. She was little and she had hair as black as coal and the kind of eyes you think can see right through you. 'Never mind,' she said. 'It'll come again.' She pointed up to the rooftop. The blackbird was up there, tipping its tail back and forward, and squawking. 'That's its warning call,' she said. 'It's telling its family there's danger near. Danger. That's you.' She pointed up into the tree. 'If you climb up where I was and look along that branch there you'll see its nest. There's three tiny ones. But don't you dare go any nearer.

She sat on the garden wall and faced me. 'This is where I live,' she said. 'Number Seven. You've got a baby sister.' 'Yes.' 'What's her name?' 'We haven't decided yet.' She clicked her tongue and rolled her eyes towards the sky.

She opened her book. 'Look at this,' she said. It was full of birds. Pencil drawings, lots of them coloured in blues and greens and reds. 'This is the blackbird,' she said. 'They're common, but nevertheless very beautiful. A sparrow. These are tits. And Lovely chaffinches. And look, this is the goldfinch that visited last Thursday. She showed me the goldfinch, the greens and reds and bright yellows in it. 'My favourite,' she said. She slapped the book shut. 'Do you like birds?' she said, and she looked at me as if something I'd done had made her cross. 'I don't know,' I said. 'Typical. Do you like drawing?' 'Sometimes.' 'Drawing makes you look at the world more closely. It helps you to see what you're looking at more clearly. Did you know that?' I said nothing. 'What colour's a blackbird?' she said. 'Black.' 'Typical!' She swung round into the garden. 'I'm going in,' she said. 'I look forward to seeing you again. I'd also like to see your baby sister if that can be arranged.'

Questions on Chapter Eight

1. What were numbers 27 and 53 on the Chinese menu?
2. What did the baby do to Mum when she was fussing over Michael?
3. What were Mum and Michael teasing Dad about?
4. What were used to describe people in Chapter 8 (Clue: there are three!)?
5. What meals from the Chinese did Dad order for Mum and himself?

Questions on Chapter Nine

1. What were Michael and Dad standing in at the start of the chapter?
2. Where was Mina at this point?
3. How many different types of birds are mentioned? Can you name them all?
4. Why does Mina say 'Typical' when Michael says a blackbird is black?
5. Mina says Michael is seen as dangerous to the birds. Why?

The Tropical Rainforest

Rainforest Series, Part 1 - by Mikki Sadil

Tropical rainforests are among the most mysterious of all geographical biomes in the world. A biome is an area with very distinctive plants and animals that have adapted to life in that particular environment.

Rainforests have covered large portions of the Earth for millions of years, and can have trees that are 1,000 years-old or more. They are called *rainforests* because they are among the wettest areas on Earth, receiving anywhere from 80 to 100 inches of rain a year. In most rainforests, the temperature ranges from 70 to 85 degrees Fahrenheit all year long, and the air is almost always humid.



Rainforests have four very distinct layers of trees. The first is the emergent layer which has giant trees growing from 100 to 240 feet tall. These trees have umbrella-shaped crowns that grow high above the rest of the forest. They have their own distinct plant and animal life.

The next layer is called the canopy. These trees grow up to 130 feet tall, and they form a tight canopy, or covering, over the rest of the forest which allows very little sunlight to come down. The branches and trunks of these trees are covered with smaller plants and appear to be tied together with hundreds of vines. About 90% of all rainforest animals live way up high in the canopy.

The third layer is the understory, and it's very shady. Only about 15% of the sunlight from the canopy falls, and it tends to be very warm and humid. Trees and leafy plants that require little sun grow here, with the trees growing to about 60 ft. This layer has many smaller trees, shrubs, vines, and plants, but little air movement. There are many animals and insects living in this layer.

The final layer of the rainforest is the forest floor. It is surprisingly dark and less than 2% of the sun's light reaches this area. Because the sun's rays don't shine on the ground, there is very little plant life on the forest floor. It is an area covered with fallen leaves, seeds, dead flowers, and fruits and branches that decompose very quickly. It also has a distinctive variety of animals and plants that live here.

Rainforest Facts

- Rainforests produce about 40% of the world's oxygen.
- About 25% of all medicines come from rainforest plants.
- 1,400 plants in the rainforest are believed to offer cures for cancer.



Read the text and answer the following questions:

1. How tall are the tallest trees in the rainforest?
2. The forest floor tends to be very dark. Why?
3. What is a biome?
4. Where do most animals in the rainforest live?

Writers often give animals human characteristics. In this article, Jane Channer considers the reasons why writers use this technique.

Animals in Fiction

Do you remember learning to read?

As you developed as a reader, it is likely you read stories with animal characters, such as *Kipper*, *Elmer*, *The Sheep-Pig*, *101 Dalmatians* or *The Jungle Book*. The animals in these stories all have something in common – they act like humans. When writers give animals human characteristics, they are using *anthropomorphism*. This complex name comes from two Greek words meaning *man* (anthrop) and *form* (morph), and was used as far back as 570 BC in Ancient Greece. This link between animals and fiction occurs in many myths, legends and fables throughout the world. But why do writers do this and why is it especially popular in children's stories?

Writers sometimes use anthropomorphism because:

- Animals are thought to be popular with children as they are easier to remember than humans.
- Animals are often familiar to children, so they relate to these characters more easily. They become, as the writer John Townsend said, 'ourselves in fur'.
- Using animals allows a writer to raise difficult topics in stories without unsettling the reader.
- Animals in fiction sometimes help us to understand ourselves more clearly and provide lessons from which we learn. This idea is common in fables like those by Aesop, for example *The Hare and the Tortoise*, which suggests that speed is not always best. This type of animal tale is also very popular in the Anansi stories from West Africa.



There are stories where animals are linked closely with their natural surroundings to make readers more aware of the animals' environment, as happens in *Watership Down*. In others they may act as symbols to represent something or someone else, such as the soul of a person in Philip Pullman's *His Dark Materials* trilogy. We therefore read such stories at different levels and understand them in different ways.

The reasons why animals in fiction are so popular with writers are clear. They are memorable and familiar. They help the writer to deal with difficult issues and add layers of meaning. Remember, the next time you come across animals in fiction, think about the writer's purpose. Think about the reasons why the writer would want animals to be just like us.

Animals in Fiction

Read the text and answer the following questions:

1. Describe what writers do when they use anthropomorphism.
2. What is the origin of the word anthropomorphism?
3. All writers want to attract their readers' attention in the first line of a text. How does this text achieve this?
4. Copy and complete the table

Book	Reason for reference to book
Elmer / Kipper	Book probably read as a young child
	Can show readers the animal environment
His Dark Materials	

5. The purpose of this text is to provide information for people of your age. How effectively does it do this? You should write about:

- The variety of information provided
- The presentation of the text
- The ways the ideas are introduced and explained

Use evidence from the text to support your answer.

Emotive language

Read the two newspaper reports and answer the questions below, looking at the emotive language that is used.

School Mob Runs Riot

HUNDREDS of children rampaged through a school yesterday as their teachers joined in a lunchtime strike over a pay claim.

At another school six boys were suspended after a mob of children smashed windows and threatened the headmaster.

Trouble flared across the country as teachers working for thirty education authorities refused to supervise children at lunchtime.

The worst violence was at Bideford School in Devon where a gang estimated at up to 300 strong stormed through the school smashing windows.

It took eight policemen to help headmaster John Dare restore order after he had tried in vain to supervise 18,00 pupils single-handed.

Last night Mr. Dare said there were about a dozen ringleaders. Those who could be identified would be "dealt with severely."

(Daily Mirror)

SCHOOLKIDS RUN RIOT AT LUNCH

CHILDREN ran riot through a town yesterday after being locked out of their school by teachers.

About 300 pupils roamed the streets smashing windows and terrifying families.

Police were called to quell the lunchtime rumpus - the second day running there had been trouble at the 1780-pupil Bideford Comprehensive School in Devon.

Headmaster John Dare said later his staff were working to rule in support of the pay claim by the National Union of Teachers. Teachers have banned voluntary supervision and there were only three on duty to control pupils during breaks.

Angry

Mr Dare - who said he was "saddened" by the incident - will be making a full report to the Devon Education Authority. A spokesman for the authority said: "We have yet to establish the extent of the damage caused."

(The Sun)

1. One of the reports talks about the students as 'a mob'. What does this make you think about them? What other words could have been used?
2. What is the effect of writing that the students 'stormed through the school'? Why doesn't it say they 'ran' through?
3. What other examples of emotive language can you find? Explain the effect it has.

The Underground Railroad

The Underground Railroad was the name given to the system by which escaped slaves from the South were helped in their flight to the North. It is believed that the system started in 1787 when Isaac T. Hopper, a Quaker, began to organize a system for hiding and aiding escapee slaves. Opponents of slavery allowed their homes, called *stations*, to be used as places where escaped slaves were provided with food, shelter and money. The various routes went through 14 Northern states and Canada. It is estimated that by 1850 around 3,000 people worked on the underground railroad. Some of the most best known of the people who provided help on the route included William Still, Gerrit Smith, William Wells Brown, and Frederick Douglass.

The underground railroad also had people known as conductors who went to the south and helped guide slaves to safety. Harriet Tubman was a runaway slave from Maryland who became known as the "Moses of her people." Over the course of 10 years, and at great personal risk, she led hundreds of slaves to freedom along the Underground Railroad. Her experience leading slaves along the Underground Railroad was especially helpful because she knew the land well. Whenever Tubman led a group of slaves to freedom, she placed herself in great danger. There was a bounty offered for her capture because she was a fugitive slave herself, and she was breaking the law in slave states by helping other slaves escape.

If anyone ever wanted to change his or her mind during the journey to freedom and return, Tubman pulled out a gun and said, "You'll be free or die a slave!" Tubman knew that if anyone turned back, it would put her and the other escaping slaves in danger of discovery, capture or even death. She became so well known for leading slaves to freedom that Tubman became known as the "Moses of Her People." Many slaves dreaming of freedom sang the spiritual "Go Down Moses." Slaves hoped a saviour would deliver them from slavery just as Moses had delivered the Israelites from slavery.

Tubman made 19 trips to Maryland and helped 300 people to freedom. During these dangerous journeys she helped rescue members of her own family, including her 70-year-old parents. At one point, rewards for Tubman's capture totaled \$40,000. Yet, she was never captured and never failed to deliver her "passengers" to safety. As Tubman herself said, "On my Underground Railroad I [never] run my train off [the] track [and] I never [lost] a passenger."

Stations were usually about twenty miles apart. Conductors used covered wagons or carts with false bottoms to carry slaves from one station to another. Runaway slaves usually hid during the day and travelled at night. Some of those involved notified runaways of their stations by brightly lit candles in a window or by lanterns positioned in the front yard. By the middle of the 19th century it was estimated that over 50,000 slaves had escaped from the South using the underground railroad.

Plantation owners became concerned at the large number of slaves escaping to the North and in 1850 managed to persuade Congress to pass the Fugitive Slave Act. In future, any federal marshal who did not arrest an alleged runaway slave could be fined \$1,000. Any person aiding a runaway slave by providing shelter, food or any other form of assistance was liable to six months' imprisonment and a \$1,000 fine.

The Fugitive Slave Act failed to stop the underground railroad. Thomas Garrett, the Delaware station-master, paid more than \$8,000 in fines and Calvin Fairbank served over seventeen years in prison for his anti-slavery activities. Whereas John Fairfield, one of the best known of the white conductors, was killed working for the underground railroad.

Answer the questions below in as much detail as you can, using the information you have just read.

1. What was the Underground Railroad?
2. Who was Harriet Tubman and what did she do?
3. What kind of transport was used to help slaves escape?
4. Where did slaves usually attempt to go?
5. How many people worked on the Underground Railroad?
6. What were the dangers to fugitive slaves and those who helped them?

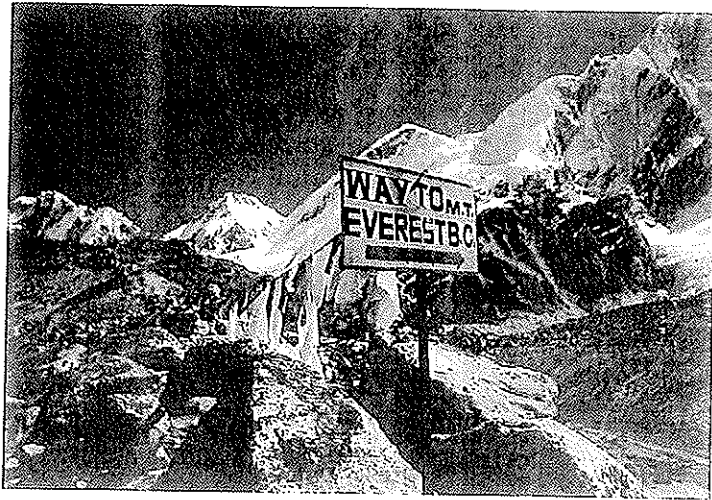
Holly jumps into the record books with Everest free-fall

SHE had an incredible bird's eye view of the world's highest mountain.

Hampshire's Holly Budge has entered the record books as the first woman ever to jump at 29,500 ft out of a plane over Mount Everest.

After she returned to Earth with barely a bump at 12,350 ft – the highest drop zone achieved by a parachutist – the 29-year-old skydiver said it had been an unforgettable experience.

She said: "It was amazing. There are views that you don't get anywhere else in the world. It's seriously beautiful. All you could see were mountains popping out of the top.



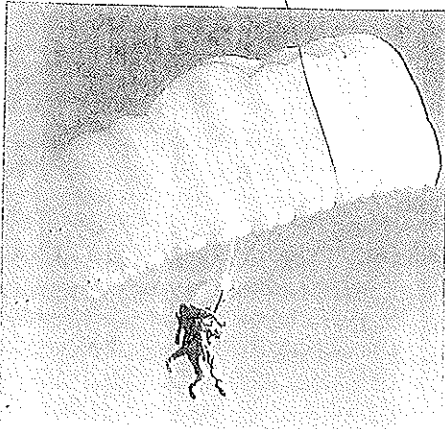
"It took 45 minutes to climb to the 29,500 ft and we had oxygen masks on all the way up as the air was so thin. Mount Everest looked amazing and it was just so bizarre being at that height. I free-fell for about a minute and it was strange as I had an oxygen mask on the whole time so I could hear my breathing. It felt great."

Holly, who was born at the Royal Hampshire County Hospital and attended Four Marks Primary School, Alton Convent and Alton Sixth Form College, has worked in the extreme sports industry for eight years as a skydiver and rock climbing instructor.

She has made more than 2,000 jumps from planes, filming travellers skydiving in New Zealand.

For the Everest jump she had an oxygen cylinder strapped to her waist to prevent her lungs collapsing and her parachute was three times the normal size because the air was so thin. Her free fall reached speeds of up to 190 mph as she hurtled towards the snowcapped peaks of the world's highest mountain in Nepal.

Holly's mother, Linda, was there to see her daredevil daughter land safely after sailing through the skies – and into the history books.



Mrs Budge, 58, a housewife, who lives in Goatacre Road, Medsted, near Alton, accompanied Holly on a six-day acclimatisation trek to near the base camp. This involved walking seven hours a day to get used to the extremely high altitude and low pressure which can cause dizziness and sickness.

Holly's proud father, Nick, who spoke to his daughter after her jump, said: "She was very excited. She said it was awesome and that she was 'flying on gas,' as she put it. My wife was very relieved to see her down safely."

Mr Budge said his daughter's ambition now was to climb Everest. Holly was joined by 32 other skydivers. Holly was the second jumper and the first woman to jump out of a plane over Everest.

Holly aims to raise £30,000 for the Hampshire Autistic Society, the Himalayan Trust and sports charity Regain.

Read the text and answer the following questions in your exercise book.

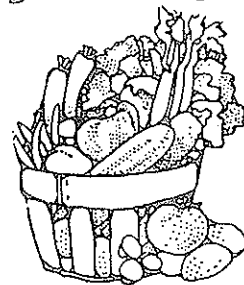
- How has the writer used language for effect in the title?
- Find three quotes which show that Holly is fearless. Present them in a table like this:

Quote	Why it suggests that Holly is fearless

- What difficulties did Holly have to overcome? Write a PEE answer.

*Capital letters, commas, question marks and full stops

Revision page



Add capital letters, commas, question marks and full stops.

1. kevin keegan the well-known footballer became a manager

2. my favourite fruits are bananas apples and pears

3. the coach driver mrs. smith is a good and careful driver

4. did you know that the fat bear winnie the pooh likes honey

5. the old church saint mary's is on the corner

6. shall i buy red or white large or small potatoes from the market

7. by the way i am going to cornwall next week

8. my favourite aunt mrs spencer has a shop

9. the duke of westminster a very rich man has three children

10. did i tell you that i went to hear eric clapton sing jane

11. eros a famous statue stands in piccadilly circus

12. i saw the large tigers fred and sam at the zoo

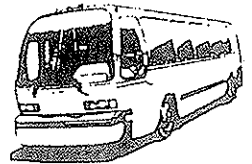
13. the gospel of saint matthew the first book in the new testament
tells of the life of jesus

The comma

Remember:

a comma is used to include an added thought.

e.g. He will go, too, of course.



Rewrite the sentences below and add the commas.

1. The walk so I am told takes two hours.

2. The bus by the way is always late.

3. Australia it is said was discovered by Captain Cook.

4. The lions in the park I believe can be dangerous.

5. You will of course win a prize.

6. Saturday I feel is a good day for shopping.

7. Whatever happens do not cross the road until it is safe.

8. He parked by accident at a bus stop so he said.

9. She is a good cook I think but she uses too much salt.

10. The Hobbit although long is an exciting book.

11. Peter in spite of my warning jumped into the pool.

The apostrophe

*Sometimes an apostrophe takes the place of two or three letters.

e.g. I cannot see him. I can't see him.

The apostrophe takes the place of the n and the o.

e.g. I shall go. I'll go.

The apostrophe takes the place of the s, the h and the a.

In the examples below change one word into two by leaving out the apostrophes. Write the extra letters at the side.

The first one is done for you.

I'll	.....	.shall..	<u>s</u> <u>h</u> <u>a</u>	I've	.....	.....	—	—
you'll	.....	.....	—	—	you've	.....	.....	—	—
he'll	.....	.....	—	—	he's	.....	.....	—	—
she'll	.....	.....	—	—	she's	.....	.....	—	—
it'll	.....	.....	—	—	it's	.....	.....	—	—
we'll	.....	.....	—	—	we've	.....	.....	—	—
they'll	.....	.....	—	—	they've	.....	.....	—	—
can't	.....	.....	—	—	who've	.....	.....	—	—

In the examples below change two words into one by adding an apostrophe. Write the word at the side.

1. I know that he will like his present.
2. I shall see you next week.
3. They cannot come with us.
4. I think that he has already left.
5. Can you tell me if they have had tea?
6. Are you sure you have had enough to eat?
7. See if it has arrived.
8. They are very good value for money.
9. He has not practised his spelling today.
10. I do not like to wear thick shirts.

*See Page 44, (vi).

The belonging apostrophe

The apostrophe has another use.

It is used with s at the end of a noun.

It shows that something or someone belongs to that noun.

e.g. the dog's tail

the tail of the dog

e.g. my friend's sister

the sister of my friend

e.g. the car's driver

the driver of the car

Put the apostrophes into the examples below.

1. the horses head

2. the fishs fin

3. the cats owner

4. the lorrys tyres

5. the babys rattle

6. Williams uncle

7. my dads job

8. the teams mascot

9. Jennys bag

10. the swimming pools edge

11. the Queens head

12. the rats tail

13. the dogs dinner

14. the boys cricket bat



Make up four examples of your own.

.....

.....

.....

.....

Put in the apostrophes in the sentences below.

1. The wasps sting hurt the child.

2. I hope the dogs bark will not wake the neighbours.

3. It is Janes birthday next week.

4. Do you know if that is Stephens photograph?

5. Can you find your mothers purse?

Speech marks

Remember:

start a new line every time the speaker changes.

e.g. "Hello," said John.

"Hello," said Lucy. "How are you feeling today?"

Rewrite the following sentences, starting a new line where necessary. Always indent a new line with a new speaker: to indent means to leave a space (about 1cm) between the margin of the paper and the first word.

Add the speech marks and the correct punctuation.

1. How can I help you asked the doctor I've got a pain in my back said Ben

.....

.....

2. You are clear to land said the controller Thank you replied the pilot

.....

.....

3. Why are you shouting asked Dad You've shut my finger in the car door said Mum

.....

.....

4. Halt! said the watchman Who goes there?

.....

.....

5. You have won first prize the judge said Thank you said Mrs Button.

.....

.....

Rewrite the story below on a separate sheet of paper. Put in the speech marks, start a new line when needed and remember to indent it.

It's no good. I can't do my homework, said Jean. Why? said her mother. You always like doing maths. I just don't understand it. What am I going to do? sobbed Jean. Let me see. Look! It's not page 45 you should be doing. It's page 21. No wonder you can't do it! You're looking at the wrong page, laughed Jean's mother.



A colon has three main uses.
 It is often used to introduce a list.
 e.g. I love sweets: mints, jellybabies and toffees.

Add the colons to the examples below.

1. When I go camping I need all these things a sleeping bag, a torch, a pan and some matches.
2. I like bright colours red, orange, yellow and green.
3. Mrs Blob bought lots of fruit apples, pears and bananas.
4. I like everything about the seaside the sea, the sand and the rocks.
5. My new mountain bicycle has everything wide wheels, twenty-five gears and a racing saddle.

Rearrange the words, add the colons and the commas where needed in the examples below.

1. six week The days a postman mail delivers Tuesday Friday Wednesday
 Monday Thursday Saturday

.....

2. traffic change lights Watch the amber to red green to

.....

3. order the The in are colours rainbow of this green blue red violet
 yellow indigo orange

.....

4. the year order Put the into seasons right the of autumn spring
 winter summer.

.....

.....

The semicolon

A semicolon can be used instead of joining words,
e.g. but, and, because or since.

e.g. He wanted to come home but I told him to stay away.
He wanted to come home; I told him to stay away.

Rewrite the following examples putting a semicolon instead of a joining word.

1. The old lady was shivering because her coat was too thin.

2. He began the book but he didn't finish it.

3. I am going to see my friend and I will take her Christmas present with me.

4. I do not trust him since he lied to me.

5. He has left already so I will not see him.

Now rewrite the following examples putting in a joining word instead of a semicolon. Use each of the following joining words once: but, because, since, and, so.



1. My dog is fat; he eats too much.

2. The iron was too hot; I ruined my skirt.

3. I went to the library; I used the reference books.

4. He sent her a message; she cannot meet him.

5. It was difficult to read; one of the light bulbs was missing.