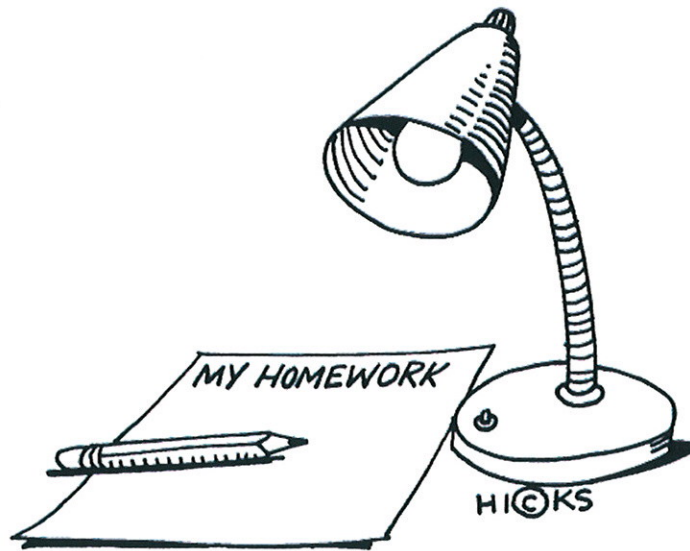


English Homework



Year 8

Level 4 - 5

Contents

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33	Punctuation: Commas			
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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 1

Article
Beggar
Column
Diamond
February
Improvise
Meanwhile
Nervous
Receive
Separate

Task 2

Actually
Balloon
Calendar
Despair
Furthermore
Interesting
Jealous
Library
Soldier
Stomach

Task 3

Attitude
Bicycle
Developed
Except
Familiar
Industrial
Murmur
Offered
Reference
Straight

Task 4

Believe
Beneath
Careful
Carefully
Completely
Exercise
Happened
Original
Process
Sequence

Task 5

Although
Biscuit
Conclusion
Daughter
Engagement
Excitement
Exciting
Moreover
Resources
Surprise

Task 6

Beginning
Buried
Chocolate
Decision
Definite
Enquire
Humour
Opinion
Performance
Remember

Task 7

Business
Caught
Creation
Description
Experience
Extremely
Grateful
Shoulder
Surely
Whistle

Task 8

Chorus
Forensic
Illegal
Mischievous
Nursery
Pattern
Question
Tabloid
Weather
Whether

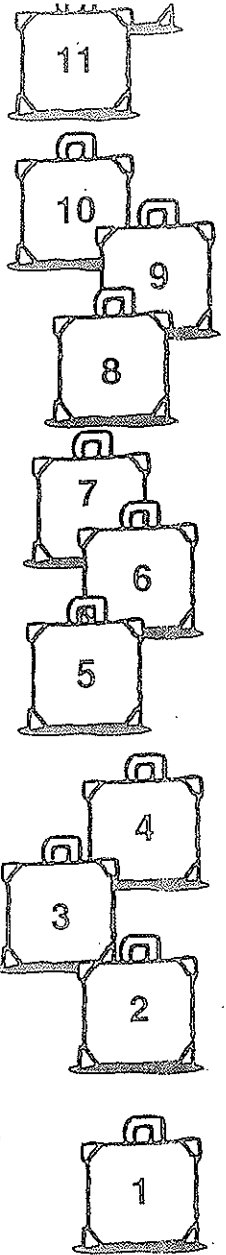
Task 9

Actually
Creation
Design
Fracture
Habitat
Licence
Meanwhile
Penalty
Straight
Wrinkle

Task 10 _____

Choose the best connective to join each pair of clauses.

1. He was not tired _____ he had to go to bed. (nevertheless/and)
2. I couldn't decide whether to go _____ stay. (and/or)
3. She put up her umbrella _____ it was raining. (so that/because)
4. We stopped for a cup of tea _____ we were early. (as/so)
5. I ate my lunch _____ I went out. (because/before)
6. The cat chased the birds _____ they landed. (since/when)
7. I turned up the radio _____ I could hear it. (as/so that)
8. I won't go out _____ it is raining. (and/if)
9. If you are late _____ you will get into trouble. (when/then)
10. I had a wash _____ I went to the party. (in case/until)
11. I shouted _____ someone heard me. (until/because)
12. I could not do it _____ hard I tried. (however/in case)
13. I don't like cheese _____ my mum does. (and/but)
14. We went home _____ the match finished. (as soon as/until)
15. We ran fast _____ we were late. (after/because)



Task 11

SPELLING : Prefixes and Suffixes



Prefixes are the letters that go on the start of words. For example:

<i>prefix</i>		<i>whole word</i>
anti-	⇒	antibody
semi-	⇒	semidetached
dis-	⇒	dishonest
under-	⇒	underrated

Suffixes are the letters that go on the end of words. For example:

<i>suffix</i>		<i>whole word</i>
-less	⇒	ageless
-ness	⇒	friendliness
-ance	⇒	reassurance
-age	⇒	wastage

TASK

- Add the prefix or suffix indicated to the words below, writing the whole word out in your English book.
- List as many other examples as you can of whole words which use each prefix or suffix (e.g. for the prefix *anti-*, you could list anticlimax, antiseptic, antihero, etc.).



Add any new words to your vocab book!

1. Dis-

appear
advantage
satisfy
similar

4. -ness

sleepy
foolish
hopeless
idle
careless

2. Un-

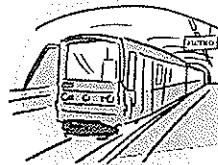
necessary
natural
encumbered
sophisticated

5. -ary

function
caution
example

3. Under-

achieve
represent
state
rehearse
ground



EXTENSION

- Below are five common **prefixes**. For each one, think of two or three examples of whole words which use them and write them in your English book. *Hint*: a dictionary might help you!
ex- fore- micro- non- pro-
- ish* and *-ment* are two common **suffixes**. For each one, think of as many examples of whole words which use them and write them in your English book.
- Make a list of any other suffixes and prefixes you can think of.
- For each one you listed in c), list as many examples of whole words as you can find.



Task 12

SPELLING : Problem Words

Some spellings cause special problems. Try to learn which spelling to use from the examples below.

TASK A



Advise, advice

Advise with an **s** is the verb. You use it to depict the act of advising.

Advise will be seen with a subject: I, he, she, it, people's names.

Examples: I advise you. I am advising you. He advised you. Paul will advise you.

Advice with a **c** is the noun. You use it to depict the substance: a piece of advice.

Advice will be seen with verbs: gave, is, was, received, got.

Examples: I gave you advice. This advice is free. Advice is welcome.

Complete the sentences below in your English book. Is the missing word "advise" or "advice"?

1. The _____ you gave me was very valuable.
2. I _____ you to listen to your teachers.
3. My _____ is: stay positive.
4. He _____ me to make the most of life.
5. They _____ us to listen to more music.
6. The best _____ I ever had was: think of others too.

TASK B



Practise, practice

Practise with an **s** is the verb. You use it to depict the act of practising.

Practise will be seen with a subject: I, he, she, it, people's names.

Examples: I practised the violin. He practises every day. You need to practise.

Practice with a **c** is the noun. You use it to depict the substance: an example of practice.

Practice will be seen with verbs: is, was, did.

Examples: This practice is dangerous. The practice session was great. He did his practice.

Complete the sentences below in your English book. Is the missing word "practise" or "practice"?

1. It was an important _____ session.
2. He _____ nearly every day.
3. His veterinary _____ is very successful.
4. I don't _____ enough.
5. Which is the _____ piece?



TASK C



Whole, hole

Whole means complete: the whole story.

Hole means a pit or gap in something: my jumper has a hole in it.

1. Write five sentences that would feature **whole** in your English book.
2. Write five sentences that would feature **hole** in your English book.

Word Puzzles



9 letter word grids.

Use each of the letters in the grid once to make as many words as you can. Each word should have a minimum of 3 letters. In each grid there is also one word which uses all of the letters. Can you find it? Write your list of words in your exercise book.

Task 13

C	D	O
I	P	B
L	R	A

Task 14

T	L	O
L	F	A
S	O	B

Task 15

B	M	W
S	O	O
O	R	K

Task 16

F	R	O
T	W	P
E	O	L

Task 17

A	I	E
D	B	R
S	K	M

Task 18

C	R	T
E	E	I
U	S	N

Word Play

Task 19

A.) Can you make new words by adding two letters to the front of the words? Write the new words into your exercise book.

1. Change ANT into something huge
2. Change APE into a fruit
3. Change OWL into an animal sound

B.) Put a different letter in front of EAR each time to make words with the following meanings.

1. Animal
2. Close
3. Fruit

C.) Put a different letter in front of **ARE** each time to make words with the following meanings.

1. Challenge
2. Female horse
3. Uncommon

Finding information and evidence in a text (2)



★ Read a text right through once to get a general idea. Then read the question and find the answers. DON'T try to just remember them.

In this story, two teenagers meet in the park.

Tina is pushing her small cousin on the swing in the park.

A boy appears and wanders towards the roundabout, sits on it and takes out a phone. She hears him talking to someone.

He jumps off the roundabout, leaps over the end of the slide and comes to swing casually on a tyre hanging nearby.

'I know you, don't I?' she says.

The boy blushes. 'You're in my science class.' 'Yeah, I remember. It was you who nearly blew the place up, wasn't it? On Friday?'

The boy twists the tyre round and lets it go. 'Sort of. But it was an accident.'

He jumps off the tyre. 'Got a trip to the Head's office for that one.'

'Do accidents follow you around then?' asks Tina. 'You were the one who dropped a tray of food in the canteen, last week.'

The boy goes red. 'Yep, you weren't the only one who enjoyed that show. I slipped on the beans too – Head suggested I apply to be a circus clown.'

Tina laughs. 'You're all right, really, aren't you! Gavin Tubb, isn't it?' The boy looks pleased. 'Yeah. I'll walk back with you if you like.'

- a) Find two examples to show that Tina has seen Gavin before.
- b) Find three accidents Gavin has had.
- c) Find four pieces of play equipment.
- d) Find evidence to suggest that Gavin might fancy Tina.

2 This news report is about a music tour by a singer called Jacinta.

Jacinta's tour to start off in UK

Jacinta will perform in a number of major cities.

Pop superstar Jacinta has announced that she will launch her 20-date world tour in Sheffield on 24 August.

The 'Sun and Sand' tour will start at the Hallam Arena, winding up in Chicago on 29 November.

Tickets go on sale from 10.00 a.m. on 15 May with prices for the Sheffield show starting at £35.

The tour will cover many cities across Europe, including Paris, Rome and Berlin, as well as cities in America.



Her last tour was in 2005. More than 1.1 million people went to her shows at venues across the world which makes it the highest-earning concert tour by a female singer at the time.

Her recent album, 'Emotional Avenue', has charted at number one in 12 countries so far, including the UK, France, Germany, Japan and Australia, according to her record company.

a) Copy the table and fill in the details

i)	Tour name	
ii)	Tour starts – when/where	
iii)	Tour ends – when/where	
iv)	Cheapest ticket price	
v)	How many people saw last tour	
vi)	Name of album	

b) Support your answers copying out the evidence to support each point on your table

c) Write a paragraph explaining how you can tell that Jacinta is really successful. Use at least five pieces of evidence from the article to support your answer.

What does the 'write' mean but not tell you directly? (2)



In exam questions, the word 'suggest' means you have to work out what the writer means but doesn't actually say.

Sue didn't like Jenny. ➡ means that ➡ Sue didn't like Jenny.
 Sue scowled at Jenny. ➡ could suggest that ➡ Sue didn't like Jenny.

↑ In this story, a schoolgirl, Charlie, describes the arrival of a new teacher.

Miss Beckworth. She was new so I thought she'd be young. When you get a new teacher they're often ever so strict the first few weeks just to show you who's boss, and then they relax and get all friendly. Then you can muck about and do whatever you want.

I love fooling around about, doing crazy things and being a bit sassy* and making everyone laugh. Even the teachers. But the moment I set eyes on Miss

Beckworth I knew none of us were going to be laughing. She might be new but she certainly wasn't young ...

There are some teachers – just a few – who have **YOU'D BETTER NOT MESS WITH ME!** tattooed right across their foreheads. She frowned at me with this incredibly fierce forehead and said, 'Good morning. This isn't a very good start to the new school year.'



* sassy – cheeky, rude, disrespectful

The Lottie Project by Jacqueline Wilson

True or False? Write down your answer.

- Charlie usually knows how to handle new teachers.
- Charlie doesn't like most teachers.
- Some teachers find Charlie fun.
- Miss Beckworth has a tattoo.
- Miss Beckworth is strict.

Write down the evidence from the text for any of the statements above that you think are true.

- 2 In this story, the writer tells us of a conversation about cats between her father and their neighbour, Mrs Waller.



My dad has a standard answer if anyone asks him whether he likes animals.

'Animals,' he starts up enthusiastically. 'Yes, I love animals. They taste great!'

That usually brings a look of absolute horror to the face of the poor person who asked him. But this is nothing compared to what happened one day when Mrs Waller, next door, complained to him about the feral* cats in our neighbourhood.

'They're getting out of hand, don't you think? What are we going to do with them all?' she complained.

'Ah,' Dad sighed in sympathy. 'So many cats, so few recipes.'

Mrs Waller said she would report him to the RSPCA**.

Dad said he would buy her a sense of humour for Christmas.

They haven't talked much over the fence since then.

*feral – living wild

**RSPCA – Royal Society for the Prevention of Cruelty to Animals

a)

b)

Dad enjoys teasing Mrs Waller

c)

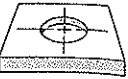
d)

The Truth about Possums by James Moloney

- a) Write down what you learn about Dad and Mrs Waller from the highlighted parts of the story (a, b, c, d). An example has been done for you.
- b) Explain, in one paragraph, what you learn about Dad and Mrs Waller. Use quotations as evidence for your comments.

Task 22

Identifying the writer's purpose (1)



Level 4 readers can identify the purpose of a text.

Level 5 readers can identify the purpose of a text and begin to explain the effect of the text on the reader.



Read these short texts and copy and complete the table below. The first one is done for you.

1) Pelling Cricket Club. New members welcome. Come along to nets on a Tuesday at 7 p.m. We run two Saturday League teams and a Sunday friendly side. The Club runs various events throughout the year, including a Race Night, a Quiz and a Dinner Dance.

2) Peter Kay is, without doubt, one of Britain's funniest and best-loved comedians. And for the first time in his own words, he tells us how he came to achieve his extraordinary success and the hilarious journey that got him there.

3) Hearing Dogs are asking for volunteers to run in a charity event, with their dogs or their friends' dogs, to raise money to train more 'Hearing Dogs'. They need funds and they need to find dog lovers prepared to foster a dog during its training. They hope this event, in September this year, will do both.

4) Wire Chair £123

Try this polished steel design if you want to give your dining area a space-age look. It is more comfortable than it looks and with a clear glass table, looks stunning.

Where might you find this text?	Who is it written for? READER	Why has it been written? PURPOSE
Local newspaper/notice outside the club	People interested in cricket	To encourage new people to join the club

There is often a **main purpose**, and then **other purposes** within a text.

2 This text is from a letter about school trips for KS3.

We hope to answer some of your questions below.

Is there a choice of trips?

Yes, there is:

- 1
- a football tournament in Spain;
 - an activity holiday in Derbyshire;
 - an orchestra trip to Holland;
 - an art department trip to Italy.

Will my child be in any danger on a school trip?

- 2
- We do everything we can to ensure that your child is not in danger. We have clear safety policies and there is a member of staff whose job it is to make sure your children are safe. The school's priority on any trip is safety.

Is our money spent well?

- 3
- We stay in clean, comfortable accommodation, but not in luxury. We eat well, but simply. We make sure that the trips are good value for money.

What if we can't afford to pay for a trip?

- 4
- If a trip is more expensive than you can afford, we will help with the cost.

a) Who is the intended READER? Choose the correct answer.

teacher children parents

b) What is the purpose of the **whole** text? Write down the correct answer.

- ★ To give information about the next school trip.
- ★ To offer to meet the cost of school trips.
- ★ To persuade them to go on school trips.
- ★ To persuade parents to let their children join in school trips.

c) What is the purpose of each section of the text?

Copy the answers below and write the correct number next to each one in your book.

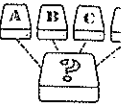
explains how children will be protected

gives information about costs

lists the different trips

describes conditions on the trips

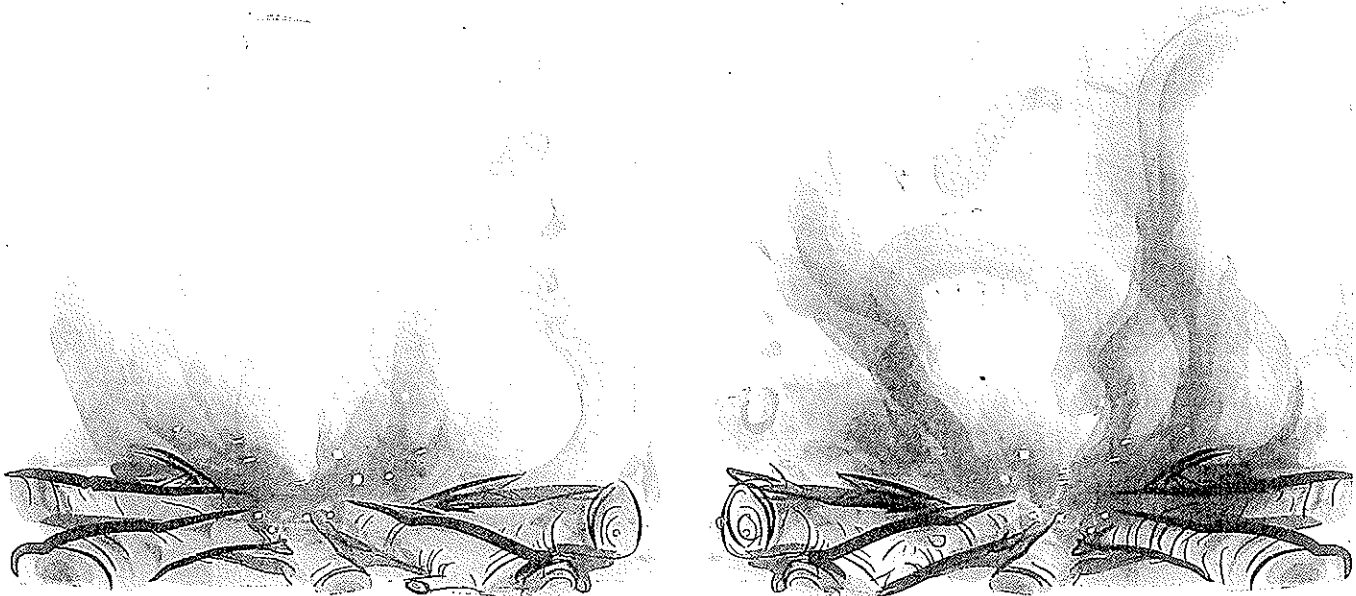
Commenting on how a writer uses language for effect (1)



Level 4 readers can identify interesting language and make simple comments about it.
Level 5 readers can identify interesting language effects and make short comments about them.

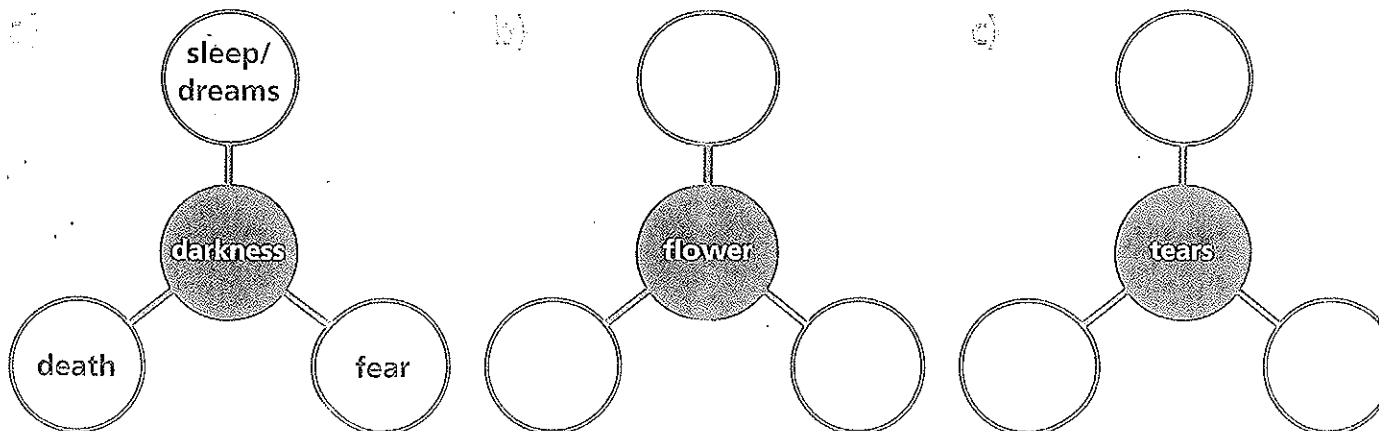
★ You will need to use your imagination to work out 'extra' meanings in the choice of words.

What do you see?



The following technique is called **word association**. Use it to help you think about the reasons why a writer chooses a particular word.

What associations do you have with these words? Copy and complete b) and c).



2 This poem is about an unloved boy who sets fire to farm buildings and fields. The writer uses some interesting phrases to make the reader's brain work out another layer of detail in the poem.

a) What does the writer mean by burnt-out little eyes?

That one small boy with a face like pallid cheese
And burnt-out little eyes could make a blaze
As brazen, fierce and huge, as red and gold
And zany yellow as the one that spoiled

c) How does a list help to describe the fire?

b) Why is the fire described as roaring hungrily?

Three thousand guineas' worth of property
And crops at Godwin's Farm on Saturday
Is frightening – as fact and metaphor:
An ordinary match intended for
The lighting of a pipe or kitchen fire
Misused may set a whole menagerie
Of flame-fanged tigers roaring hungrily.
And frightening, too, that one small boy should set
The sky on fire and choke the stars to heat
Such skinny limbs and such a little heart
Which would have been content with one warm kiss
Had there been anyone to offer this.

Incendiary by Vernon Scannell

d) Why has the writer used such twice here? Choose and write down the correct answer.

★ To emphasise how small the boy is compared to the fire.

★ Because he ran out of words.

TIP ★ Look out for repetition. There is usually a reason for it.

Commenting on the organisation of text (2)

Practise working with a longer text in this task. Read this article.

RSPCA says pets are falling prey to a throwaway society

Valerie Elliott, Countryside Editor

The number of pets being abandoned by owners in the UK has grown by almost 25 per cent in a year, raising concern that animals are the latest victims of a 'throwaway society'.

Figures from the RSPCA, the country's biggest animal welfare charity, also show that half of the 7,347 animals rescued from the streets last year were cats.

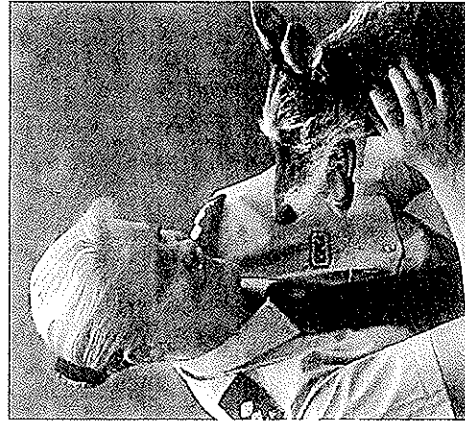
The trend is particularly disturbing because cats have traditionally been thought of as relatively easy to care for. They can be let out into a garden without supervision whereas dogs require daily exercise. Nine million people own cats in Britain, compared with 6.5 million who have dogs. The RSPCA is concerned that people are ready to give up their pets for the most bizarre reasons. One owner told an inspector: 'My cat doesn't match my new carpet.' Another said: 'I've just bought a new leather sofa and I don't want the cat to scratch it.'

Dogs and rabbits are also being discarded by their owners. Animal officers employed by local authorities have reported that animals are routinely abandoned when owners go on holiday. Pets are turned out on the streets for two weeks and then owners often wish to reclaim them on their return.

The RSPCA says the trend shows no sign of diminishing. In the first four months of this year the charity has rescued 2,621 abandoned animals.

Two weeks ago, a three-legged cat with no tail was dumped in Portishead, near Bristol. The cat, named Harry, was microchipped so the RSPCA could find out his details. His owners had moved house and inspectors are trying to trace them while the cat is being cared for at a home. Other dumpings last year included a litter of kittens found in a refuse bag in London; a rabbit abandoned in a box in a crushing machine at a recycling centre ... a puppy left in an empty chocolate box ...

Tim Wass, chief officer of the RSPCA Inspectorate, said: 'It is an offence to abandon an animal and there is never any excuse for doing so. If people have pets they cannot care for, for any reason, then help and advice is always available from the RSPCA.'



1 Look at how the ideas change from paragraph to paragraph. Copy and complete the table to show what kind of information each paragraph contains.

Paragraph number	Statistical evidence	Real-life examples	Other
1	✓		
2			
3			
4		✓	
5			
6			
7			

2 How does the opening of the article prepare the reader for what it is about?

3 Why has the writer broken up the statistical evidence with real-life examples?

4 How does the ending link to the opening of the article?

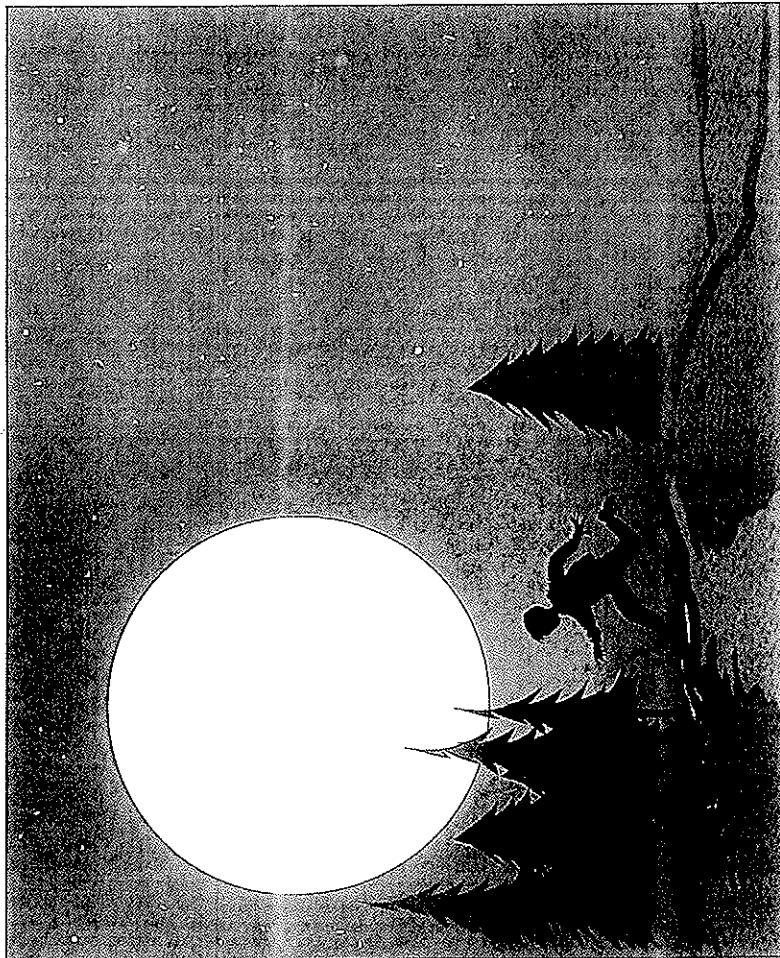
5 Why has the writer used some shorter paragraphs and some longer paragraphs?

Task 25

Reading test 2: Freedom

Text A

In this story, David, a teenage boy, is escaping from a German prison camp during the Second World War. He still has to cross the fence and run for cover.



Nineteen, twenty ... the half minute would be up when he had counted to thirty ... David set his foot in a gap higher up the barbed wire ... When would the searchlight come? They could not be certain of hitting him in the dark ... and if they did not hurry he would be over.

A moment later he had touched the ground on the other side, and as he ran he said angrily to himself, 'What a fool you are! There's plenty of ground to cover yet – all this great flat stretch without so much as the stump of a tree for shelter. They'll wait till you've nearly reached the thicket they'll think it more amusing if you believe you've almost got to safety.'

Why didn't they hurry up? The thought pounded through his head as every moment he expected to see the ground lit up in front of him. Then he stopped. He would run no more. When the beam of light caught him, they should see him walking away quite calmly. The they would not enjoy it so much, they would feel cheated. The thought filled David with triumph.

I Am David by Anne Holm

1 From paragraph 1, give two quotations that show how it is difficult for David to escape from the prison camp.

AF2 1
1 mark

2 Explain the effect of the ellipses (...) in the first paragraph.

AF5 2
2 marks

3 ... *without so much as the stump of a tree for shelter.*
In paragraph 2, what does this suggest about the ground David has to cross?

AF3 3
1 mark

4. In paragraph 3:

a) *Why didn't they hurry up?*

What does David think will happen?

AF3 4a
1 mark

b) *Then he stopped.*

Why did David stop running?

AF3 4b
1 mark

5 Explain how the writer organises the story to vary the tension of the escape.

AF4 5
3 marks

History Alive.com

Battle of
Hastings

THE
LONDON
BLITZ

The
Spanish
Armada

War in
the
Trenches

The Great Escape has been a hugely successful film but, unlike many other popular war movies, it is based on fact. In April 1942, with the Second World War raging, the Germans built a special prisoner of war camp. English and American airmen who had escaped from other camps and been re-captured were sent to this 'escape-proof' establishment.

Here, the prisoners were treated quite well, and the accommodation facilities were better than many other camps, but these men desperately wanted to re-join the war against Germany. Careful planning and good organisation were needed to turn their dreams into reality. An escape committee and a chief escape officer were chosen to consider all escape ideas. Finally, it was decided to dig three tunnels ('Tom', 'Dick', and 'Harry') to allow the escape of some 200 prisoners. There was a major problem: how to get rid of the dirt from the tunnel-digging?

'Penguins' were the answer. That meant making long bags which were filled with the dug earth. These were placed inside the trouser legs of volunteers. With overcoats on, they would shuffle round the camp, pull a cord attached to the bag and slowly, secretly scatter the earth. Their appearance and stiff-legged walk gave rise to the nickname!

One tunnel ('Tom') was discovered but 'Harry' was ready to go. On a moonless night in 1944, 200 men, all with maps, false papers and clothing, tensely waited for the escape to start ...

Interested in what happened next? No problem. Just click on the SHOP button to browse our DVD and book collection. Go on, bring history to life!

SHOP

6 In paragraph 1, why is the prison camp 'special'?

AF3

6

1 mark

7 From paragraph 2, give two reasons why prisoners might not have wanted to escape from this camp.

AF2

7

2 marks

8 Explain why you need to read all of paragraph 3 to understand why 'Penguins' has been placed in inverted commas.

AF4

8

2 marks

9 Explain how the web page tries to persuade the reader to visit the shopping site. You should consider how the writer:

AF6

9

- ★ gets the reader interested;
- ★ gets the reader wanting to know more;
- ★ tries to get the reader to click the 'SHOP' button.

3 marks

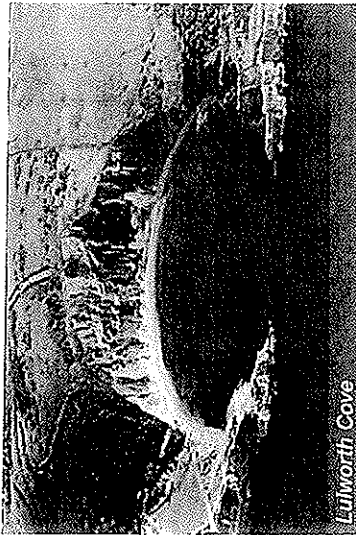
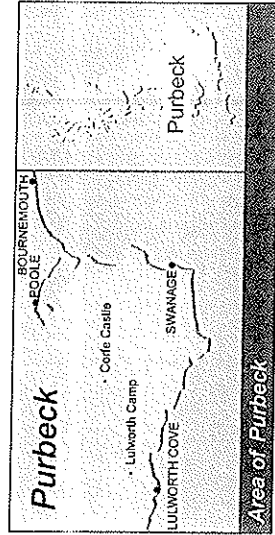
Are some tourist spots just too popular for their own good? This case study, from a textbook written by Jonathan Croall, looks at the problems caused by tourism in Purbeck, an area in Dorset.

Purbeck under attack

The place

It is, there's no doubt about it, a gem of a bay, Lulworth Cove. Within the sheltered cove lie a scattering of small yachts, dinghies, fishing boats and the occasional motor boat, interspersed with blue and red buoys, touched here and there by the bright May sun. For a moment the tranquil scene is broken by the sudden appearance of a pleasure cruiser, which stops briefly at the edge of the bay. A man booms out information about its history through a loudspeaker, before the cruiser backs out again into open water, and heads over to Weymouth.

Walking up here on the cliffs, the feeling is one of calm and space. But this is deceptive, as you quickly realise if you look across to the cliff on the other side of the cove. There, an almost unbroken line of people is moving relentlessly, like an unending snake, up the steep and clearly eroded path to Durdle Door, determined in their hundreds to catch a glimpse of another unique formation that the sea has carved out of the local stone.



The problem

Lulworth Cove, like many other small but beautiful places, has a visitor problem. Nearly half a million visits are made here every year. Over the last two summers repairs have had to be made to the badly eroded footpaths that wind up and along the cliffs. The car park is often full to overflowing, as it is on this early summer Sunday. At such times it becomes a severe intrusion on the lovely and dramatic landscape.

But the problems at Lulworth merely reflect what is happening throughout Purbeck, this very popular part of Dorset. Four and a half million visits are made here every year, a figure predicted to grow to five million. Most people come to relax on the sandy beaches or to sample the unique coastline and heathlands.

Tourism is a crucial part of the local economy in many parts of Purbeck. Encouraging more visitors to come here is obviously good for business, but the area is now seriously at risk because of the huge numbers attracted to it. Many locals in Purbeck feel that, in particular spots at certain times of the year, saturation point has been reached. It was the realisation that action was urgently needed that led to the setting up of the Purbeck Heritage Committee.

One of the problems for Purbeck is that most tourists come at the busiest times of the year, and visit certain well-known spots on the coast, including Lulworth Cove. Yet there are many beautiful areas inland – old stone villages within the Purbeck Hills, such as Corfe Castle – that visitors almost ignore. So the Purbeck Heritage Committee is now considering how to persuade people to come and enjoy the Purbeck countryside as well as the beaches, and how to convince tourists that it's better to visit the most popular areas out of season. The majority of visitors come to Purbeck for the day, many driving in from Bournemouth or Poole, where they may already be on holiday. So one aim of the committee is to get visitors to consider alternative forms of transport – for instance, to use the train for their day trips.

Only time will tell whether the Purbeck Heritage Committee will be able to save beautiful places like Lulworth Cove from destruction at the hands – and feet – of the masses of visitors who love it so much.

Purbeck under attack

Read the text and answer the following questions:

1.
 - a) From the first sentence in paragraph 1, write down one word which suggests that the writer admires Lulworth Cove.
 - b) What is the effect of the use of this word?

2. In paragraph 2, the writer describes the *line of people* as *moving relentlessly*.
What does the phrase *moving relentlessly* suggest about the people?

3. From the whole text identify:
 - a) one way in which the people who visit Purbeck are spoiling the area.
 - b) one way in which the people who visit Purbeck benefit the area.

4. What do you learn about the writer's viewpoint and purpose in the text overall?



Allacott Hill the Opening

It loomed up out of the dark, its massive bulk blotting out the darkening sky. This was not a time to stand and stare; it was a time to run. But they couldn't run; they couldn't move; they couldn't even breathe. Sarah's fingers dug deeply into Joseph's arm in terror. Slowly but steadily the shape rose and swelled until it loomed over them, swaying in the fierce breeze that was scraping across its ragged outline.

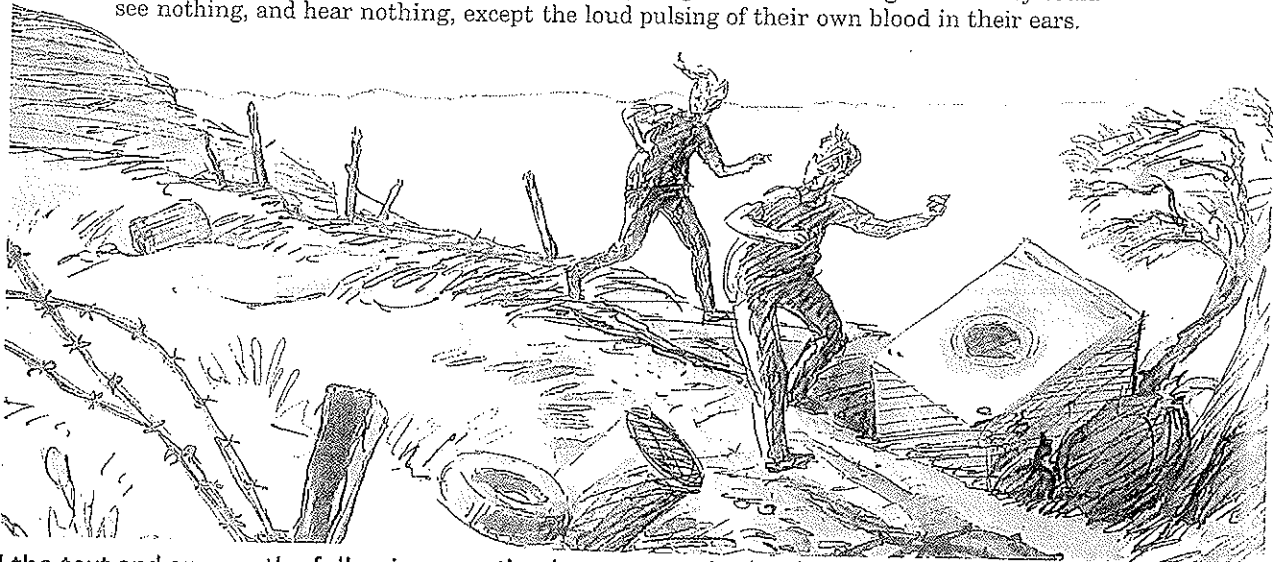
"It's alive!" Sarah gasped. "Oh God, what have we done?" But Joseph knew only too well what they had done. At last he knew the hill's terrible secret, and now he understood what the old man had meant when he had begged them not to mess with the past. Well, it was too late now: Strogor had been roused from her sleep and was very much alive.

"Come on, we have to warn Toby!" Joseph yelled at Sarah. He dragged her round so that they were facing the familiar twinkle of street lamps down in Shebbear village. For a moment they stopped and looked back. Then they ran, skipping over worn-out tyres, dumped fridges and tangles of rusted bicycles, desperate to return to the calm, sane world below. But they hadn't gone far when from behind them came an angry, disappointed growl, and the ground shuddered beneath them.

They were running faster now, leaping over rubbish and bushes, dodging round the thin trees that seemed to snatch at them from the darkness. The edge of the village was getting closer, but so were the low, throaty growls from behind.

"Keep going!" Joseph screamed, and stopped – or rather fell headlong. He had banged his shin on some discarded kitchen appliance, and the impact had flung him on to his face and shoulders and tumbled him into a shallow ditch. Immediately Sarah was with him, grabbing his hand, yanking him back to his feet and pulling him on down the hill. Suddenly they burst into a pool of streetlight in a quiet Shebbear cul-de-sac only two streets from their own home. They draped themselves round a lamp post, gasping for breath.

"Shhhhhh!" Sarah insisted, and wrapped her hand tightly over Joseph's mouth to stifle his whimpers of fear and pain. "Listen." In the distance they could hear a tractor engine shutting down, a dog barking and a cheery 'goodnight'. Just to their right a tumble-drier was rumbling in a half-closed garage. And that was all. They held their breath and peered back the way they had come, shielding their eyes against the harsh light. But they could see nothing, and hear nothing, except the loud pulsing of their own blood in their ears.



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

1. How does the writer suggest that Sarah and Joseph are afraid? Copy and complete the following table.

P	E	E
The writer uses the rule of three	'But they couldn't run; they couldn't move; they couldn't even breathe.'	This shows that they were so scared they couldn't do anything. The rule of three draws our attention to their fear.
The writer uses exclamation marks		
The writer uses strong verbs	a) b) c)	

What price our planet?

We know people are concerned about the kind of world our children will inherit, and they are worried about the legacy we are creating for them.

It is not that people don't care about the environment, but people often see the environment as a huge issue affecting the planet, almost too huge, not something they themselves can directly affect.

We need to bring the environmental debate into local communities, and right into people's daily lives.

Not by ignoring the big issues like climate change, but by bringing home to people just how affected they are by the environment on their doorstep.

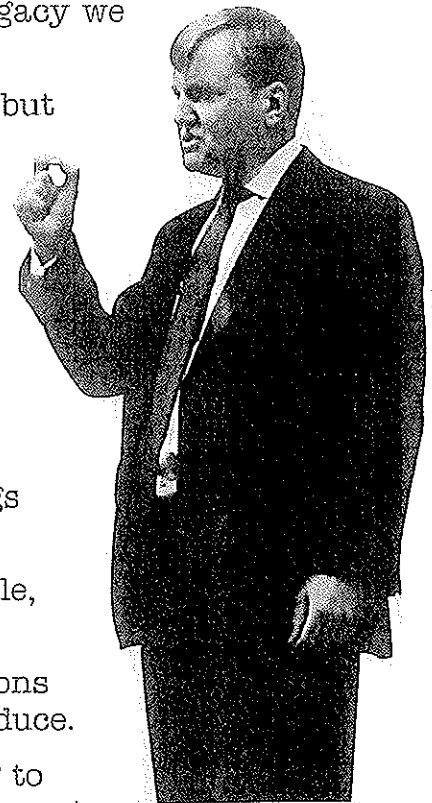
Being green is about the decisions we take on the things we buy and even how we carry them home.

It is about local planning decisions, taken by local people, in local town halls.

It is about the place we work in – the creation of emissions by the companies we work for, and the products we produce.

And ultimately, it is about our Government being willing to take tough decisions at home and convince other governments across the globe to take those tough decisions too.

Challenging behaviour in the home, challenging the behaviour of our businesses, and challenging the behaviour of governments on the international stage.



Purpose bank

Persuade, Argue, Advise

Inform, Explain, Describe

Analyse, Review, Comment

- 1 What is the purpose of this speech? Choose one or more of the words in the 'Purpose bank'.
- 2 Who do you think might be Charles Kennedy's target audience for this speech?
- 3 Using the glossary below, try to identify examples of persuasive language in the speech.

Glossary of rhetorical devices

Alliteration: The repetition of a letter or sound, usually at the start of two or more words in a sentence. Gives a dramatic tone or emphasises a point. *This senseless suffering must stop.*

Direct address: using the pronoun *you* to talk directly to the audience, often to encourage action. *You can make this happen.*

Emotional appeal: an idea intended to create an emotional response, e.g. sympathy. Often refers to children, the elderly, animals. *Imagine how you would feel if this happened to your family.*

Emotive language: a word chosen to create an emotional response in the audience, e.g. sympathy, anger, etc. *Businesses are being forced to make savage cuts.*

First person plural: use of the pronoun *we* to create a feeling of unity between speaker and audience. *None of us can do this alone. We must work together.*

Pattern of three: a list of three words or phrases, sometimes linked by repetition. *This will affect every single one of us: men, women and children.*

Repetition: using a word or phrase more than once to emphasise a point. *We must not give up, we must fight, and fight until we win.*

Rhetorical device: a way of using language to influence an audience.

Rhetorical question: a question that does not expect an answer but leads the audience to the answer which the writer wants. *Should we really be encouraging our children to eat more chins?*

Punctuation: Sentences

Point 2: Where to use full stops

Elliott got carried away when he wrote his diary that evening.

- **Where** should he have put **full-stops** to end his sentences?
- **Where** did he miss out **capital letters**?

mrs witt went wild in school today she has no sense of
humour she told us to get the best mark we could in our test
i did that by copying off christopher then she said I should
have done my own work i told her that if i had done it
myself my mark would not have been as good she shouted
at me again teachers can be very confusing

Point 3: Where to use question marks

When Mrs Witt got in touch with Elliott's parents about his recent behaviour, they were angry. This is what his father had to say to him.

"I am really worried about you. What do you think you are doing. You know you have to work at school. Can you see why Mrs Witt is disappointed in you. Do you think you can go through life copying off Christopher. Will he let you. You need to change your attitude — immediately."

- **Where** does his speech need **question marks**?

Punctuation: Sentences

Task 1



Imagine you are the sergeant in charge of the police officers in the picture.

Write **five questions** you would ask them about:

- what was happening
- or
- what they were doing.

You **must** make sure you use **capital letters** and **question marks**!

Task 2

Write **fifteen sentences** to describe what is happening in the picture.

You can write about:

- the vehicles and drivers
- the passers-by
- the police officers.

Use capital letters, full stops, commas and exclamation marks.

Task 3

Read your answers **out loud** to someone else, to make sure they make sense.

Correct any sentences that **confuse** them.

Punctuation: *Commas*

Point 2: Commas to add information to a main sentence

- We can write sentences that contain more information by **adding extra information**, using noun phrases.

Here we will look at **noun phrases**, which tell us more about nouns.

1. Suhra, a quiet girl, cries for the home she has lost in Bosnia.
2. A large crowd turned out to see Marge Simpson, the new Prime Minister.
3. I live in Blackpool, a famous town, which has a tower and promenade.
4. Pat visited Fuerteventura, one of the Canary Islands, before coming home.

Copy out the short passage and complete the activity below.

- **Insert noun phrases after the underlined nouns** in this explanation:

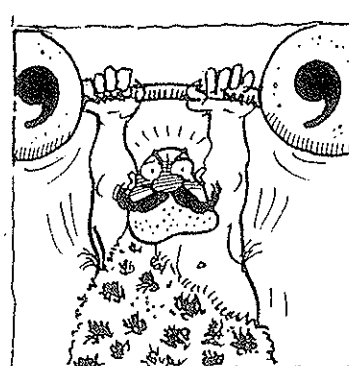
We had permission to be out of school.
The headteacher said we had to get our
games kits. We decided to take the bus.
When we arrived, my Mum was out.
That was why I was heading for the
garage, to see my Dad. A woman said I
should be at school. I suppose she went
straight to the telephone box and told
you about me.

Punctuation: Commas

Activity 1

Copy these sentences and add the commas where necessary.

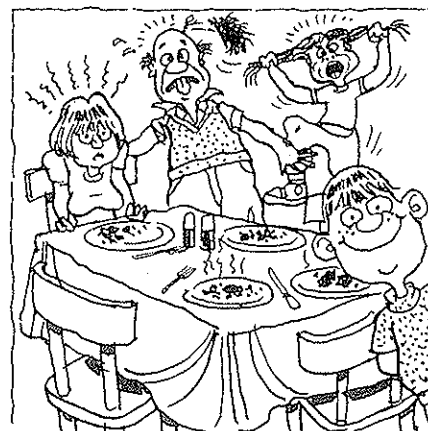
1. Do you want eggs bacon sausage and pickled onions?
2. I hate cleaning my room washing up after tea and helping in the garden.
3. She says that she needs several new CDs clothes for the party lots of new make-up and a brand new boyfriend.
4. The stadium was full of noise colour smoke and excitement.
5. DVD films BMX racing and girlfriends are what interest me!



Activity 2

- Write out this opening from a children's novel.
- Three commas have been put in by mistake.
- Leave them out of your copy.

Jack had never seen his family like this. His sister was screaming, pulling her hair, sweating, and stomping her feet. Dad was blue in the face, his tongue was purple, and his wig had come off. Mum sat silently. She gazed first at the ceiling, then the floor, the walls, and the door. She was in pain. Jack smiled happily. He had told them not to try his curry. They would listen to him in future.



Activity 3

- Add **more information** to each of the following sentences.
- Use **commas** to help the reader:
- For example, "We were shocked by Anish, **the first one to reach the end of the pool.**"

1. My best friend is crazy.
2. Holidays with my family can be boring.
3. Jeremy refused to move from his seat.
4. Prestatyn won the award.
5. I adore English.

Speech marks

Remember:

*spoken words sometimes end with a question mark or an exclamation mark.

The question mark or exclamation mark always comes before the final speech marks.

e.g. "What time is it?" he asked.
"Help!" she cried.

Rewrite the following sentences. Add all the punctuation marks and capital letters.

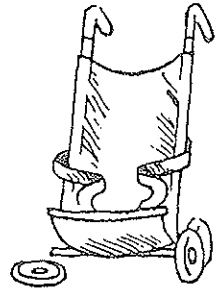
1. can I go too she asked
2. goodness he exclaimed
3. where am I asked the man
4. wheres my rabbit asked alice
5. quick said peter
6. come in said jane
7. i hate exams said paul
8. leave me alone screamed Deana
9. stop said the team manager and listen to my advice
10. does your head go to the top of your hat said the little boy to the policeman
11. will the new bridge take all the heavy lorries asked the man
12. if you go to the fair will you buy me some popcorn she asked

Task 35

The apostrophe

Look carefully at the following examples.

1. It's my turn. It's means It is. It is my turn.
2. The pushchair has lost one of its wheels.
Its means belonging to it.



There is no apostrophe before the s.
It is very important to remember this rule.

3. Hers means belonging to her. Ours means belonging to us.
Yours means belonging to you. Theirs means belonging to them.

There is no apostrophe before the s.

e.g. The green pencil is hers, the red one is ours, the blue pencil is yours and the black one is theirs.

It's or its?

1. time to go home now, children.
2. Have you seen the castle with tall towers?
3. The school had Christmas party yesterday.
4. I hope not too busy.
5. Isa says that always hot in India.
6. The monkey sat in own dinner.

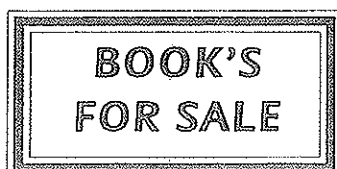
*Never use an apostrophe to make words plural.



✓



✓



NO



NO