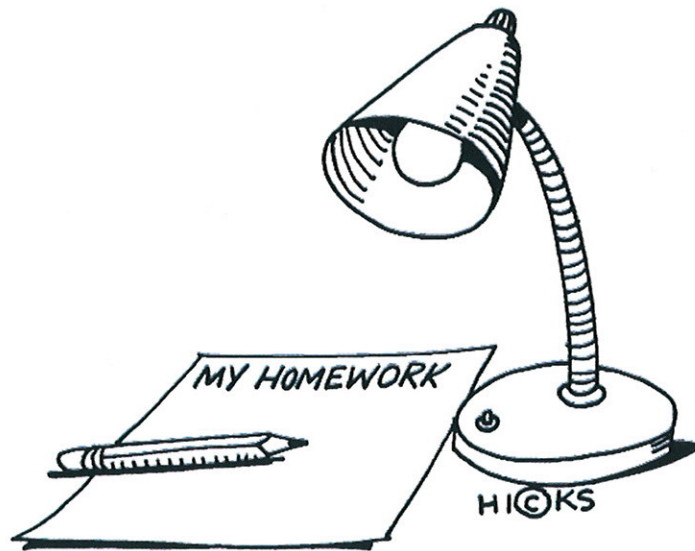


English Homework



Year 8

Level 5 - 6

Contents

Task	Task type	Date set	Date due	Completed (tick)
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32	The belonging apostrophe			
33	Indirect or reported speech; Indirect questions			
34	Semicolons			
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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

Academically
Beautiful
Campaign
Disappear
Exceptionally
Literature
Metaphor
Neighbour
Potential
Strategy

Task 2

Aerial
Cemetery
Disappoint
Fortunately
Humour
Loneliness
Mischief
Preparation
Queue
Technique

Task 3

Alcohol
Condemn
Deceit
Extraordinary
Jealous
Noticeable
Possession
Sincerely
Skilful
Tomorrow
Vicious

Task 4

Altogether
Concentration
Cruelly
Environment
Guarantee
Persuade
Prioritise
Strength
Success
Technology

Task 5

Alibi
Appalling
Anxious
Committed
Curiosity
Evaluation
Interrupt
Parallel
Participation
Texture

Task 6

Alternative
Appropriate
Audience
Councillor
Counsellor
Imaginary
Permanent
Proportion
Questionnaire
Recognise

Task 7

Argument
Atmosphere
Biology
Cylinder
Dungeon
Honourable
Mayor
Similar
Singular
Wonderful

Task 8

Associate
Assessment
Binocular
Feather
Heavy
Heavier
Quarter
Remember
Towards
Wardrobe

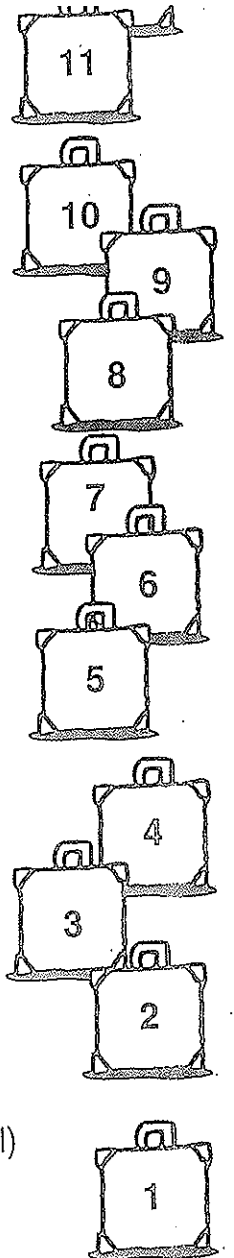
Task 9

Analyse
Analysis
Automatic
Caught
Cupboard
Puppy
Puppies
Pyramid
Rainbow
Spectacular
Taunt

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)



Homophones

EXERCISE 133

Insert each pair of **homophones** correctly in the spaces in the following sentences.

1. The daring — swam out to the — which was moored some distance from the shore. (**buoy; boy**)
2. The grass on the race — is rather —. (**course; coarse**)
3. We shall have to buy a new — for the boat before we advertise it for —. (**sail; sale**)
4. The cross-country runner vaulted over the — in fine —. (**style; stile**)
5. Mother — that Sandra had bought a — dress. (**new; knew**)
6. Everyone started to — as the full-back kicked the — into the crowd. (**bawl; ball**)
7. The — of both liners were tired after their long Mediterranean —. (**cruise; crews**)
8. The — of directors were — by the chairman's long speech. (**bored; board**)
9. Spring is the — to plant — in the garden. (**thyme; time**)
10. The children told — father that — was a holiday on Friday. (**there; their**)

Task 12

EXERCISE 134

Complete each of these sentences, using a suitable pair of **homophones**.

Example: Janet — Joan a bottle of violet —.

Janet sent Joan a bottle of violet scent.

1. The Rovers — the match by two goals to —.
2. Harry — down the country — on his new pony.
3. Most people — with their — hand.
4. The grizzly — climbed up into a — tree.
5. Talking — is not — in class.
6. The customer paid by — for his new — suit.
7. The cowboy — the hoofs of a large — of cattle.
8. The new — went upstairs and — the beds.
9. The artist had never — such a beautiful — as the one he was painting.
10. The new — is an improvement because it gives out — heat with little coal.

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.) Look at the clues below and see if you can make new words by changing just one letter in each of these words.

1. Change RIVER into a jockey
2. Change SHORT into something to play
3. Change RUMBLE into a fall.
4. Change BAKE into a garden tool.
5. Change MAST into a thin fog.
6. Change NEST into a direction.
7. Change STORE into something near the sea

B.) Complete the word ladder by changing just one letter each time. Write each word in your exercise book.

HOUR

___ a number

___ sometimes happens in sport

___ a young animal

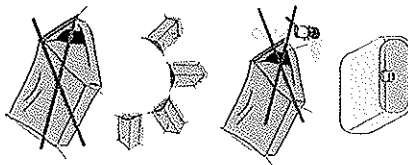
GOAL

Finding information and evidence in a text (2)



1 Walking and camping in the territory of the American Black Bear is popular but dangerous. Read the advice about how to camp safely in bear territory.

* Read the text first, then think about the question. Go back to the text to pick out the information you need.



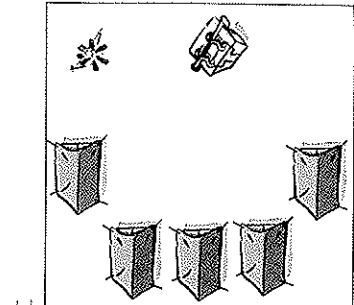
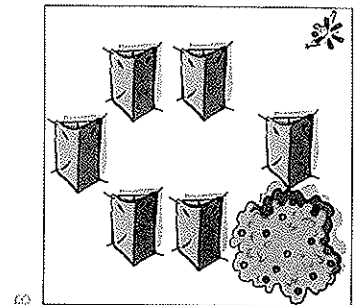
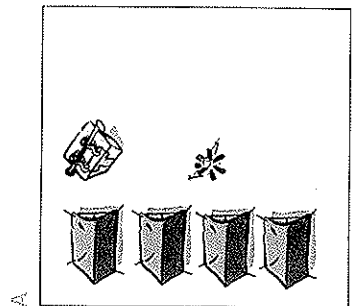
Don't pitch your tents near bear food sources (fruit bushes or trees, rubbish dumps, dead animals) or where you can see bear tracks or bear claw marks on trees.

Pitch tents in a line or semi-circle. That makes a bear easier to spot if it wanders into the site and gives it an easy escape route.

Don't cook, eat or store food (including chocolate, sweets or their wrappers) in or close to your tents. Avoid using canned foods with strong odours (e.g. tuna, sardines). Wash out any food cans after use.

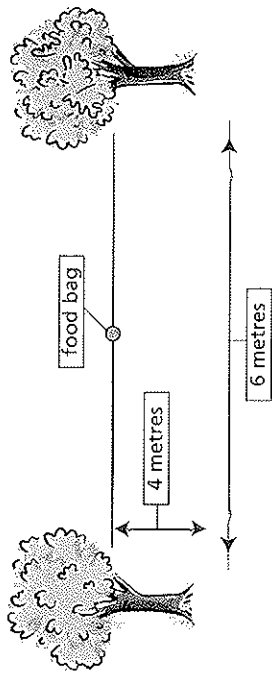
Keep food in bear-resistant storage containers. Always store food away from the camp.

2 Which camp site has been set up correctly?



3 There are other ways of trying to keep food away from bears. This diagram gives the correct information.

a) Which instruction (A or B) gives information that matches the diagram?



A

If you don't have a bear-proof container or vehicle, place food inside several layers of sealed plastic bags (to reduce odour) and put that inside a water-proof bag. If only one tree is available, sling your bag over a branch that is about 4 metres from ground level so that it hangs at least 6 metres from the main trunk. Or, find two trees about 2 metres apart and hang the bag between them at least 4 metres from the ground using nylon cord.

B

If you don't have a bear-proof container or vehicle, place food inside several layers of sealed plastic bags (to reduce odour) and put that inside a water-proof bag. If only one tree is available, sling your bag over a branch that is about 4 metres from ground level so that it hangs at least 1.5 metres from the main trunk. Or, find two trees about 6 metres apart and hang the bag between them at least 4 metres from the ground using nylon cord.

b)

Read these frequently-asked questions about travelling in bear country. Then match one answer to each question. One has been done for you. **Draw the table in your book.**

Frequently-asked questions	Answer
1 If a bear stands on its hind legs, is it preparing to charge?	
2 Is a bear's sense of smell better than a dog's?	
3 Are bears naturally aggressive towards humans?	
4 Is running the best way to escape from an aggressive bear?	
5 Does running downhill give you a better chance of escaping from a bear?	A
6 If you walk in bear country, is it best to make a noise to warn off the bears?	

A No. Bears can run faster than any human – in any direction!

B Yes. Bears have one of the most sensitive noses in the animal world.

C No. In that posture a bear is usually trying to identify you by scent or sight.

D No. Bears can run as fast as a racehorse for short distances.

E No. They are shy creatures that only act aggressively when threatened or surprised.

F Yes. That will give it time to move out of your way without feeling threatened.

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

Writers often leave things to the reader's imagination, but give clues to help.

1 Read the opening scene from a TV series about the Ashton family. Then write down the missing stage directions in the order that they should appear from the list (A to F) below.

Look for clues in the text, e.g.: 'What are you doing for tea?' Donna must be coming into the kitchen to know that her mother is cooking, so the missing stage direction is C.

- Mum: Is that you, Donna?
 Donna: (shouting from the hall) No, it's the local nutter.
 Mum: How often have I told you not to slam the door? You'll break the glass one day.
 Donna: **C** Sorry! What are you doing for tea?
 Mum: Beans on toast.
 Donna: Not again!
 Mum: If you want something different, cook it yourself. I've been at work all day, you know.
 Donna: No time. Got all this homework to do.
 Mum: Clear that lot out of the way. We need somewhere to eat.
 Donna: Can't I have mine in front of the TV?
 Mum: We eat at the table in this house.
 Donna: But look it's time for my favourite programme.
 Mum: So what? Get those things off there – now!
 Donna: Okay, I'm going to my room. Going to get started on my work right now.
 Mum: What about your tea?
 Donna: Not hungry!
 Mum: What have I told you about slamming doors!

- A Throwing her school bag on the table. _____
 B Pulls a face. _____
 C Entering the kitchen. _____
 D Slams kitchen door on the way out. _____
 E Pointing at the clock. _____
 F Picking up her bag. _____

2 Add an adverb to each of the stage directions in your book to show even more understanding of the characters' moods, e.g.: **C Hurriedly entering the kitchen.**

Read the next scene and answer the following questions:

* 'Explain' does not mean 'tell the story'. It means make points to answer the question using short quotations from the text.

Donna's bedroom. She flops on the bed, and makes a call on her mobile to her friend Nadia. Switch to split screen so both Donna's and Nadia's faces are visible throughout the call.

- Nadia: Hi, Donna, how's things?
 Donna: Same as usual. Mum's in a mood and she takes it out on me. I'd hardly got in the door before she started on at me.
 Nadia: What about? The usual ...?
 Donna: No. Makes a change, doesn't it? I don't care if she doesn't like Neil. He's my boyfriend, not hers. No, this time she just blew her top when I said I wanted to have my dinner in front of the TV. She's so moody at the moment.
 Nadia: Perhaps she's got something on her mind.
 Donna: Yeh, making my life a misery.
 Nadia: Well ... I was thinking that she might be missing your dad.
 Donna: What's that got to do with her making my life a misery? They never got on when they were together.
 Nadia: What I mean is that she might be under pressure ... you know, being a single mum now – money worries, that sort of thing. Missing him in that way.
 Donna: If anyone is missing him, it's me. She didn't think about me when she told him to get out, did she?
 Nadia: Hmm ... well, look, Donna, do you want to come round here for a bite? Might take the pressure off both of you. I can help you out with that maths assignment. I know you've been putting off doing it.
 Donna: Come on, we'll get it done in no time.
 Nadia: What do you mean putting it off?
 Donna: Just trying to ...
 Nadia: Well don't. I can look after myself, thanks very much.
 Donna ends the call and Nadia's face fades from the screen.

- a) How do you know that Donna and her Mum often argue?
 b) What impression is given of Donna's character? Use examples from the text to support your answer.
 c) What sort of friend is Nadia? Support your answer with examples from the text.

Task 22

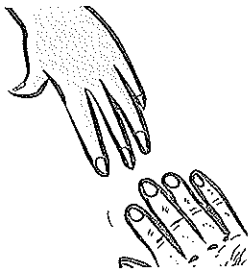
Commenting on the organisation of a text (2)



TIP

- ★ Identify any link between the beginning and ending of a story. Then try to work out how the other sections fit together.

- 1 Read this text. It is the beginning of a story set in China about a young girl called Lu Si-yan.



I loved my baby brother, until Uncle took me to market and sold me. He was the bright, shiny pebble in the water, the twinkling star in the sky. Until Uncle took me to market and sold me. Then I hated him.

'Lu Si-yan,' Uncle greeted me early one summer morning, 'today is a big day for you. From today, you must learn to find your own way in the muddy whirlpool of life. Your mother and I have given you a good start. Now it is your turn.'

My mother stood in the shadows of our kitchen, but she didn't look at me and she didn't say a word. Uncle took me tightly by the wrist. As he led me from the house, my mother reached out her hand towards me and clawed the air as though trying to pull me back. Then she picked up my little brother and hid behind the door, but I saw her face wither with pain and, in that moment, fear gripped my heart.

'Where are you taking me, Uncle Ba?' I cried.

Spilled Water by Sally Grindley

- What is the most shocking phrase in the first paragraph?
- How does this link with the last sentence?
- Why has the writer given away such important information in the first paragraph?

TIP

- ★ A one-sentence summary of the 'job' of each section can help you to see a pattern in the text.

Write down comments A-D in the right order so that they correctly describe what is happening in paragraphs 1, 2, 3 and 4.

- The mother knows a terrible thing is about to happen.
- The reader knows the girl is about to be tricked.
- The writer shows the girl's emotions.
- The uncle makes it sound like a good thing is going to happen

How does knowing that Lu Si-yan is going to be sold affect how you read the other paragraphs?

More questions on the next page

- ★ Identify the 'job' of each section. Then consider why the writer put the sections in this order.

- 4 Read the opening of this novel about a boy in the 1800s who wants to be a sailor.

One night at supper I told my father I wanted to become a sailor. He laughed at first, not taking me seriously. But when I insisted, his face grew darker.

'The Navy's a brutal calling, Sam, only suitable for brutal men. You're a thinker, you're a sensitive boy, and you're still young, for heaven's sake. I'll not have you waste your talents with the thugs and sweepings of our gaols that fill the Navy ships.' Then his voice softened. 'Besides – I want to see you grow up and marry. I want you to look after your mother and me in our old age! We don't want you getting yourself killed hundreds of miles away from home.'

My mother stayed silent, but her eyes filled with tears. There had been four of us boys once, rather than two. Smallpox carried off my two younger brothers when I was six. Now there was just my older brother Thomas and me. He was more of a timid soul and not so interested in the world. It was Tom who would inherit my father's shop.

My father had in mind that I would teach at the village school and help my uncle run his shop. A life selling groceries would suit Tom fine.

But not me. I always wanted to escape from the vast, flat horizon of Norfolk, with only the flapping sails of a few creaking windmills to break the silence. Grey and grim it is for two-thirds of the year, with a biting wind coming straight off the North Sea. Reverend Chatham, our village parson, says there are barely three hundred people in the parish. Imagine just seeing those same few faces for the rest of your life?

Powder Monkey by Paul Dowswell

Write down a comment to show what happens in each paragraph, and why the writer has placed it in that order.

- 5 How does the order of the information in the opening of this story help to keep the reader interested?

- ★ There may not be one correct answer to the practice question. You have to show that **you** can make connections and **explain** them to a teacher or examiner.

①

②

③

④

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



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

Level 6 readers can give more detailed comments on a writer's use of language.



- ★ Read a text once to find out what happens.
Then read it again to identify interesting language.

This story was written in 1860. It is about an orphan boy, Pip. It begins with him crying at the family tombstone. But suddenly, he is not alone ... Read it twice and make a note of any interesting language.



'Hold your noise!' cried a terrible voice, as a man started up from among the graves at the side of the church porch. 'Keep still, you little devil, or I'll cut your throat!'

A fearful man, all in coarse grey, with a great iron on his leg. A man with no hat, and with broken shoes, and with an old rag tied round his head. A man who had been soaked in water, and smothered in mud, and lamed by stones, and cut by flints, and stung by nettles, and torn by briars; who limped, and shivered, and glared and growled; and whose teeth chattered in his head as he seized me by the chin.

'O! Don't cut my throat, sir,' I pleaded in terror.
'Pray don't do it, sir.'

Great Expectations by Charles Dickens

- a) Write down an example of each of the following:
- ★ repetition – a word or phrase repeated several times;
 - ★ a list – it can be a list of words or phrases;
 - ★ alliteration – words beginning with the same letter or sound.

- b) Write an answer to explain each example.

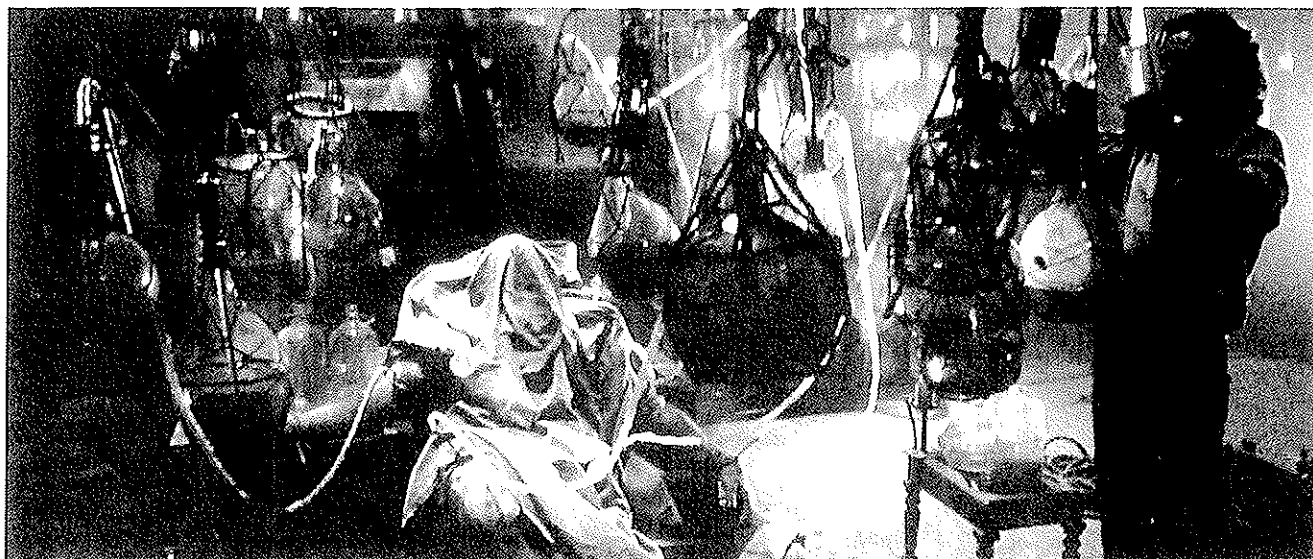
Sample Level 5 answer:

'Glared and growled' help to make the man seem frightening and maybe a bit like an animal.

5
 4
 3
 2
 1

- ★ At Level 6, readers may pick the same quotations as at Level 5, but their comments are more detailed.

- 2 Read this text about a man, Victor Frankenstein, who creates a creature made from parts of other bodies. This is the moment the creature comes to life.



phrase to suggest dull light

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

Frankenstein by Mary Shelley

- a) Sample text question:

How does the writer use language to create a miserable setting?

(i) Write down all the words or phrases linked to light or colour.

(ii) Then build your answer like this:

The writer makes the scene seem miserable by referring to dull light. It is 'dreary', which sounds dull and heavy, and darkness is suggested by 'night' and 'November'.

explanations linking quotations and question

short quotations

- b) Choose two more words or phrases from the text to comment on in detail. Write a few sentences about the words as in the example above.
- c) Underline three short explanations in your answer.
- d) Now check your work. Do your comments:
- ★ link to the question? YES or NO
 - ★ use short supporting quotations? YES or NO

Understanding the writer's viewpoint and the overall effect of the text (1)



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

Level 6 readers can explain how the writer achieves a purpose, using quotations and references from the text.

1 Read this autobiographical text by Roald Dahl. He recalls pretending to be ill, so he could be sent home from boarding school (which he hated). He is talking to the family doctor who is a friend of his mother's.

He sat himself down behind his desk and fixed me with a penetrating but not unkindly eye. 'You're faking, aren't you?' he said.

'How do you know?' I blurted out.

'Because your stomach is soft and perfectly normal,' he answered. 'If you had had an inflammation down there, the stomach would have been hard and rigid. It's quite easy to tell.'

I kept silent.

'I expect you're homesick,' he said.

I nodded miserably.

'Everyone is at first,' he said. 'You have to stick it out. And don't blame your mother for sending you away to boarding school. She insisted you were too young to go, but it was I who persuaded her it was the right thing to do. Life is tough, and the sooner you learn how to cope with it the better for you.'

'What will you tell the school?' I asked him, trembling.

'I'll say you had a very severe infection of the stomach which I am curing with pills,' he answered smiling. It will mean that you must stay home for three more days. But promise me you won't try anything like this again ...'

Boy by Roald Dahl

a) On a separate piece of paper, try to answer the practice question below.

PRACTICE QUESTION

What impressions are given about the young Roald Dahl as he sits in front of the doctor? Support your answer with references to the text. (3 marks)

b) Now look at this pupil response. Is the answer correct or incorrect?

He's frightened because he has done something wrong and he thinks he might get into trouble.

c) Look at the descriptions of Level 5 and Level 6 readers at the top of this page. What level do you think this answer is?

The answer was okay, but does not give the whole picture and there are no references or quotations to back it up.

★ Take time to research a full answer.

2 Write down whether each of these statements is True or False.

- a) Roald Dahl owns up almost immediately. True / False
 b) He's too frightened to make excuses. True / False
 c) He becomes sad and fearful. True / False
 d) He is amazed at the doctor's cleverness. True / False
 e) He is disappointed that his plan did not work. True / False

3 Write down a list of words and phrases that show what sort of character the doctor is in this extract.

★ It is important to scan through the whole text to form an opinion rather than just look closely at one area. This will help you to do well in questions that give 3 or 5 marks.

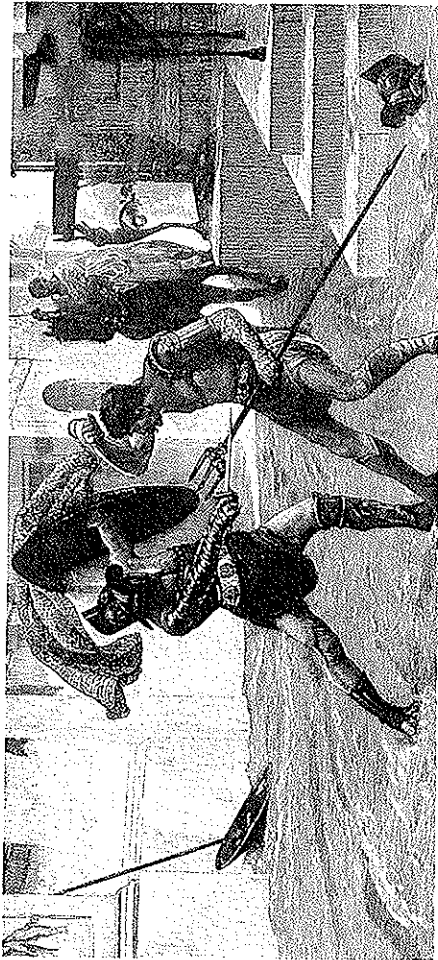
PRACTICE QUESTION

What different impressions does the reader get about the doctor in this text? Support your answer with references from the text. (3 marks)

Reading test 2: Attack!

Text A

Read this account of gladiators in combat. In Ancient Rome, gladiators fought to the death in front of huge audiences. In this account, one gladiator is armed with a sword and buckler (a small, round shield). The other is named 'Fisher' because he uses a weighted net and a trident (a three-pronged spear).



The roar which greeted the pair of fighters had fallen to a breathless hush. In the centre of the arena the two men were being placed by the captain of gladiators, placed with exquisite care, ten paces apart, with no advantage of light or wind allowed to either. The thing was quickly and competently done, and the captain stepped back to the barriers. For what seemed a long time neither of the two moved. Moment followed moment, and still they remained motionless, the centre of all that great circle of staring faces. Then, very slowly, the swordsman began to move. Never taking his eyes from his adversary, he slipped one foot in front of the other; crouching a little, covering his body with the round buckler, inch by inch he crept forward, every muscle tensed to spring when the time came.

The Fisher stood still as ever, poised on the balls of his feet, the trident in his left hand, his right lost in the folds of the net. Just beyond reach of the net, the swordsman checked for a long, agonising moment, and then sprang in. His attack was so swift that the flung net flew harmlessly over his head, and the Fisher leapt back and sideways to avoid his thrust, then whirled about and ran for his life, gathering his net for another cast as he ran, with the young swordsman hard behind him ...

... The two came flying round the curve of the barrier, and the Fisher whirled about and flung once more. The net whipped out like a dark flame; it licked round the running swordsman, so intent on his chase that he had forgotten to guard for it; the weights carried the deadly folds across and across again, and a howl burst from the crowd as he crashed headlong and rolled over, helplessly meshed as a fly in a spider's web.

The Eagle of the Ninth by Rosemary Sutcliffe

Read the text and answer the questions in your book.

1 Write out the events, A-F, in the order they happened.

- | | |
|---|---|
| 1 | E |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |

- A The Fisher was chased by the swordsman.
- B Both gladiators faced each other, motionless.
- C The swordsman made the first move.
- D The net was thrown but missed its target.
- E The captain moved aside after setting the gladiators in place.
- F With his second throw, the Fisher trapped his victim.

2 What three things did the captain have to check before the contest could begin?

1 mark

3 What does *breathless hush* in the first sentence suggest about the mood of the crowd?

1 mark

4 From paragraph 3, what do these words suggest about the net and its movements?

AF5

4

The net whipped out like a dark flame; it licked round the running swordsman.

2 marks

like a dark flame: _____

licked: _____

5 Explain how the writer uses the order of events in paragraph 1 to build a sense of expectation for the reader. Refer closely to the text to support your answer.

AF4

5

3 marks

Text B

Read this text about Rodney Fox. On 8 December 1963, he was competing in the South Australia Spearfishing Championships. This involves swimming in the water with a spear to catch fish. He had won the title the previous year, but this time things were going to be different.



Fox was in superb form, drifting, gliding, spearing his quick elusive targets with the practised ease of a born competitor. With an hour left, he looked likely to win the title again. He was one kilometre (1110 yards) offshore, drifting in for a shot at a dusky morwong*, sure of the kill, his finger tensing on the trigger, when something huge hit his left side – ‘it was like being hit by a train’ – knocking the gun from his hand and tearing the mask from his face. His next impression was of speed, surging through the water faster than he had ever done, a gurgling roar in his ears, and of the easy, rhythmical power of the shark, holding him as a dog does a bone.

With his right arm he clawed for the shark’s eyes; it released its grip and Fox instinctively thrust out his right arm to ward it off. The arm disappeared into the shark’s mouth, lacerating** the underside on the bottom row of teeth. As the horrified Fox jerked it out, the arm caught the upper jaw. In extremity men do amazing things: Fox, terrified of the open maw**, tried to bear-hug the shark, to wrap his arms and legs round the abrasive skin, to get a purchase*** away from the teeth. It did not work – the shark was too big for him to hug.

He suddenly realised another need even more urgent than fending off the shark – air. He pushed away, kicked for the surface, gulped one breath and looked down on a scene that burnt itself into his memory. His mask gone, his vision blurred, he floated in a pink sea, and a few metres away was a pointed nose, and a mouth lined with razor sharp teeth, coming at him.

*dusky morwong – a type of fish
 **lacerating – tearing
 ***maw – mouth
 ****get a purchase – get a hold

AF4

6

6 The writer deliberately uses contrast in paragraph 1. Copy and complete this table to explain how the mood of the first half of the paragraph is contrasted to the second half.

2 marks

Mood in first half of paragraph	Mood in second half of paragraph

7 In paragraph 3, why did Fox swim to the surface?

AF2

7

1 mark

8 a scene that burnt itself into his memory

AF5

8

Give two reasons why burnt is an effective word to use here.

2 marks

9 How does the writer use language to create horror in paragraph 2? You should comment on the writer’s choice of:

AF5

9

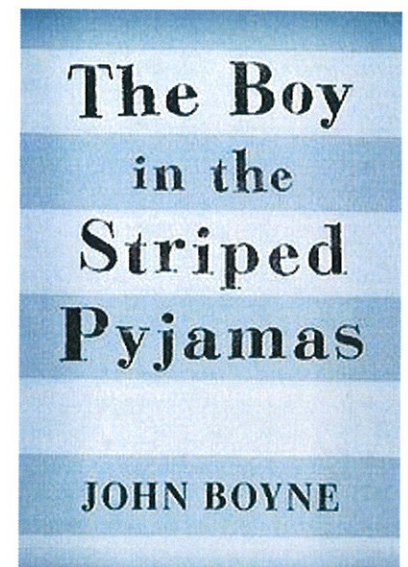
- ☆ particular words;
- ☆ sentence structures;
- ☆ punctuation.

5 marks

Use brief quotations to support your answer.

The Boy in the Striped Pyjamas

Chapter 10 – The Dot That Became a Speck That Became a Blob That Became a Figure That Became a Boy.



The walk along the fence took Bruno a lot longer than he expected; it seemed to stretch on and on for several miles. He walked and walked, and when he looked back the house that he was living in became smaller and smaller until it vanished from sight altogether. During all this time he never saw anyone anywhere close to the fence; now did he find any doors to let him inside, and he started to despair that his exploration was going to be entirely unsuccessful. In fact although the fence continued as far as the eye could see, the huts and building and smoke stacks were disappearing in the distance behind him and the fence seemed to be separating him from nothing but open space.

After walking for the best part of an hour and starting to feel a little hungry, he thought that maybe that was enough exploring for one day and it would be a good idea to turn back. However, just at that moment a small dot appeared in the distance and he narrowed his eyes to try to see what it was. Bruno remembered a book he had read in which a man was lost in the desert and because he hadn't had any food or water for several days had started to imagine that he saw wonderful restaurants and enormous fountains, but when he tried to eat or drink from them they disappeared into nothingness, just handfuls of sand. He wondered whether that was happening to him now.

But while he was thinking this his feet were taking him, step by step, closer and closer to the dot in the distance, which in the meantime had become a speck, and then began to show every sign of turning into a blob. And shortly after that the blob became a figure. And then, as Bruno got even closer, he saw that the thing that was neither a dot nor a speck nor a blob nor a figure, but a person. In fact it was a boy.

Bruno had read enough books about explorers to know that one could never be sure what one was going to find. Most of the time they came across something interesting that was just sitting there, minding its own business, waiting to be discovered (such as America).

Other times they discovered something that was probably best left alone (like a dead mouse at the back of a cupboard).

The boy belonged to the first category. He was just sitting there, minding his own business waiting to be discovered. Bruno slowed down when he saw the dot that became a speck that became a blob that became a figure that became a boy. Although there was a fence separating them, he knew that you could never be too careful with strangers and it was always best to approach them with caution. So he continued to walk, and before long they were facing each other.

'Hello,' said Bruno. 'Hello,' said the boy. The boy was smaller than Bruno and was sitting on the ground with a forlorn expression. He wore the same striped pyjamas that all the other people on that side of the fence wore, and a striped cloth cap on his head. He wasn't wearing any shoes or socks and his feet were rather dirty. On his arm he wore an armband with a star on it.



When Bruno first approached the boy, he was sitting cross-legged on the ground, staring at the dust beneath him. However, after a moment he looked up and Bruno saw his face. It was quite a strange face too. His skin was almost the colour of grey, but not quite like any grey that Bruno had even seen before. He had very large eyes and they were the colour of caramel sweets; the whites were very white, and when the boy looked at him all Bruno could see was an enormous pair of sad eyes staring back.

Read the text and answer the following questions in full sentences using quotes from the text:

1. What was Bruno looking for in the first paragraph?
2. Which word means a few?
3. How long was it before Bruno got bored?
4. Bruno tells the story of a man – what was the man seeing in the desert?
5. How does the author describe the journey of the second boy? (Clue: It begins with a Dot)
6. Bruno describes the main two things that explorers tend to find, what are they?
7. How is the second boy described?
8. Bruno describes one thing about the second boy in a nice way – what is it or are they?

This leaflet aims to persuade young people that choosing food products with the Fairtrade Mark can change people's lives for the better.



CHOOSE FAIRTRADE



A farmer collecting cocoa pods

Food for thought

Did you know that when you spend £1.75 on a cup of coffee in a café in Britain, the farmer who grew the beans may get as little as 5p? Or that some farmers get less than 2p for every kilogram of bananas that they grow?

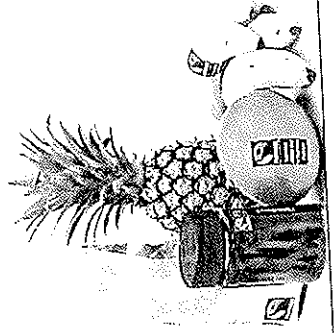
So, what is Fairtrade?

Farmers in developing countries depend on rich countries to buy their products, whether it is cocoa from Africa or bananas from South America. But many companies in wealthy countries pay very low prices so that we can too. The Fairtrade Foundation helps farmers to get a fair price from companies. Produce sold in the UK with approval from the Fairtrade Foundation gets the Fairtrade Mark.

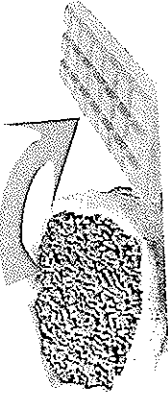


And the Foundation's vision?

The Foundation's vision is to make products with the Fairtrade Mark part of everyday life – to make sure that these products can be bought all over the UK, in every newsagent, supermarket, café and school canteen. Buying food with the Fairtrade Mark is the only way to be sure farmers get a fair price.



Focus on cocoa



There are about 1.5 million cocoa farmers in Ghana (West Africa). They sell most of their cocoa beans to European countries, where the beans are then made into chocolate.

Lucy Mansa, like other cocoa farmers, used to sell her cocoa to companies who did not pay a fair price. Despite the gruelling work she had to do, she struggled to make enough money even to feed her children.



Lucy, a cocoa farmer

Fair? Of course not. But there was very little she could do about it. As a poor farmer she was powerless. That is until she and several other cocoa farmers in the same desperate situation got together to sell some of their cocoa beans to companies approved by the Fairtrade Foundation.

The extra money that these farmers now earn has helped transform completely the lives of people in the whole community. Their situation has been dramatically improved and they can finally take control of their own lives.

Lucy explains: 'In our village, we decided to build a brand new well, so at long last we have our very own supply of clean water. Now my children can even go to school. It makes all the hard work worthwhile.'



Children in Lucy's village

More and more farmers want to sell their cocoa beans to companies approved by the Fairtrade Foundation. But they cannot, because not enough chocolate with the Fairtrade Mark is sold around the world.

Make a difference ... NOW!

- Choose products with the Fairtrade Mark. You'll know your pocket money has helped farmers in developing countries.
 - Buy gifts which are approved by the Foundation. Your friends will love the quality of the products and they'll be proud of your concern for social justice.
 - Use your power as a consumer. Ask your local shop or youth club to stock products with the Fairtrade Mark.
 - Spread the word about the benefits of Fairtrade among your friends at school. The more people who know about Fairtrade, the better.
- Remember, you can help to make Fairtrade's vision a reality. By choosing to buy products with the Fairtrade Mark, more farmers will benefit and you will be sending a powerful message that you want to help fight poverty around the world.



Publicising Fairtrade

Choose Fairtrade

Read the text and answer the following questions:

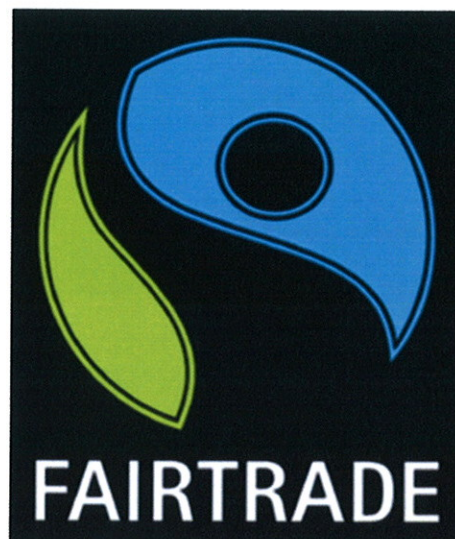
1. Copy and complete the following table

Quotation	How this quotation tries to make the reader feel like the writer is talking directly to them about Fairtrade.
<i>Did you know...</i> (from Food for thought)	It Says you which makes the reader feel like the writer is talking directly to them about Fairtrade.
<i>may get as little as 5p</i> (from Food for thought)	
<i>companies in wealthy countries pay very low prices so that we can too</i> (from So, what is Fairtrade?)	

2. The section headed 'And the foundation's vision?' is about the aims of the Fairtrade Foundation. What are its two aims?

3. The section headed 'Focus on cocoa' is about cocoa farmers in Ghana. In what ways does the choice of language in paragraphs 2, 3 and 4 of this section show how much difference Fairtrade has made to some of these farmers? Refer to specific words and phrases and comment on them.

4. Give two different quotations from the section headed 'Make a difference...NOW!' which show that the leaflet is aimed at young people.



In this opening of a short story, Gregor, a young man in his early twenties, wakes up to face an extraordinary situation: he has changed into a gigantic beetle.

Transformed

As Gregor Samsa awoke one morning from uneasy dreams, he found himself transformed, in his bed, into a gigantic insect. He was lying on his armour-plated back, and when he lifted his head a little he could see his dome-like brown belly divided into stiff, arched segments. The bed quilt was about to slide off his rounded belly completely. His numerous legs, which were pitifully thin, waved helplessly before his eyes.

What has happened to me? he thought. It was no dream. His room, an ordinary bedroom, lay quiet between the four familiar walls. Above the table hung the picture which he had recently cut out of a magazine and put into a frame.

Gregor's eyes turned next to the window, and the overcast sky made him feel quite melancholy. What about sleeping a little longer and forgetting all this nonsense? he thought. But it could not be done, for he was accustomed to sleep on his right side and in his present condition he could not turn himself over. However violently he forced himself towards his right side, he always rolled onto his back again.

He looked at his alarm clock ticking on the chest. Heavens! he thought. It was after half past six and the hands were quietly moving on. Had the alarm clock gone off? Of course it must have gone off. But usually it was impossible to sleep quietly through that ear-splitting noise...

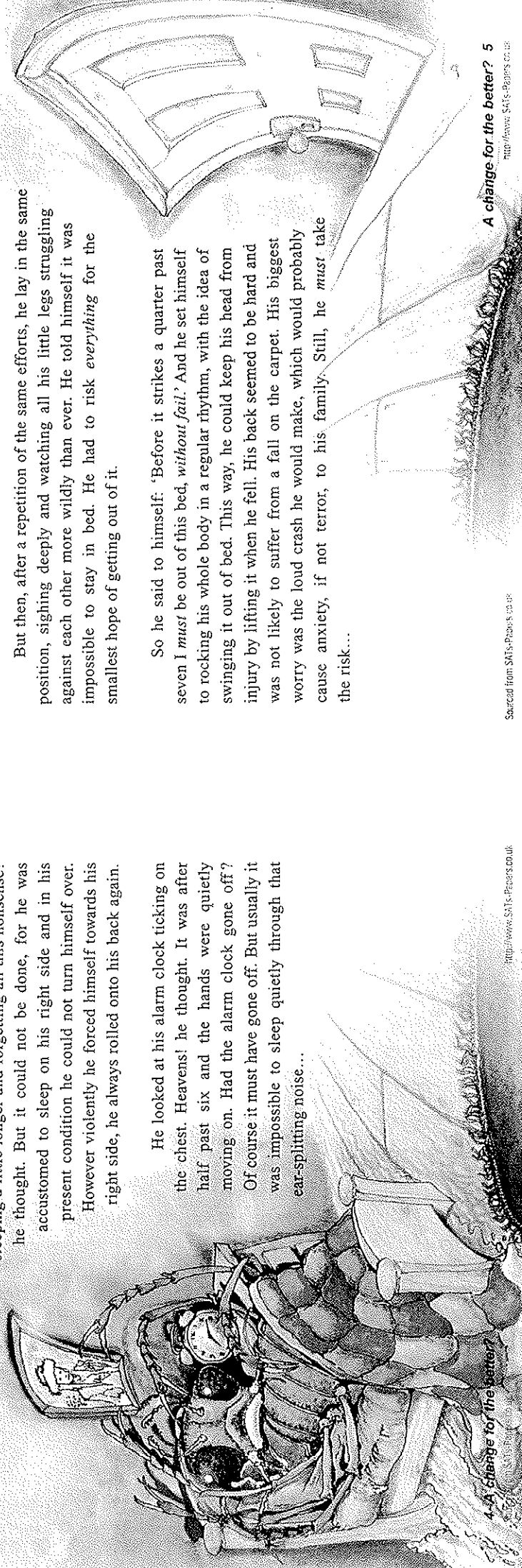
As this was running through his mind, there came a cautious tap at the door. 'Gregor,' said his mother's voice, 'it's nearly quarter to seven. Haven't you a train to catch?' Gregor really wanted to explain everything, but he just said: 'Yes, yes, I'm nearly ready.' He had a shock as he heard his voice answering hers. It was unmistakably his own voice, but with a persistent, horrible, twittering squeak behind it like an undertone.

He *had* to get out of bed. To get rid of the quilt was quite easy; he only had to inflate himself a little and the quilt fell off by itself. But the next move was difficult, especially because he was so broad. He needed arms and hands to hoist himself up; instead he had only the numerous little legs which never stopped waving in all directions.

Gregor thought that he might get out of bed with the lower part of his body first. But this lower part proved too difficult to move. When finally, almost wild with annoyance, he gathered his forces together and thrust out recklessly, he bumped heavily against the end of the bed. So he tried to get the top part of himself out first, but when he got his head over the edge of the bed, he felt too scared to go further. He knew that if he let himself fall in this way he would injure his head. And he must not lose consciousness now. It would be better to stay in bed.

But then, after a repetition of the same efforts, he lay in the same position, sighing deeply and watching all his little legs struggling against each other more wildly than ever. He told himself it was impossible to stay in bed. He had to risk *everything* for the smallest hope of getting out of it.

So he said to himself: 'Before it strikes a quarter past seven I *must* be out of this bed, *without fail*.' And he set himself to rocking his whole body in a regular rhythm, with the idea of swinging it out of bed. This way, he could keep his head from injury by lifting it when he fell. His back seemed to be hard and was not likely to suffer from a fall on the carpet. His biggest worry was the loud crash he would make, which would probably cause anxiety, if not terror, to his family. Still, he *must* take the risk...



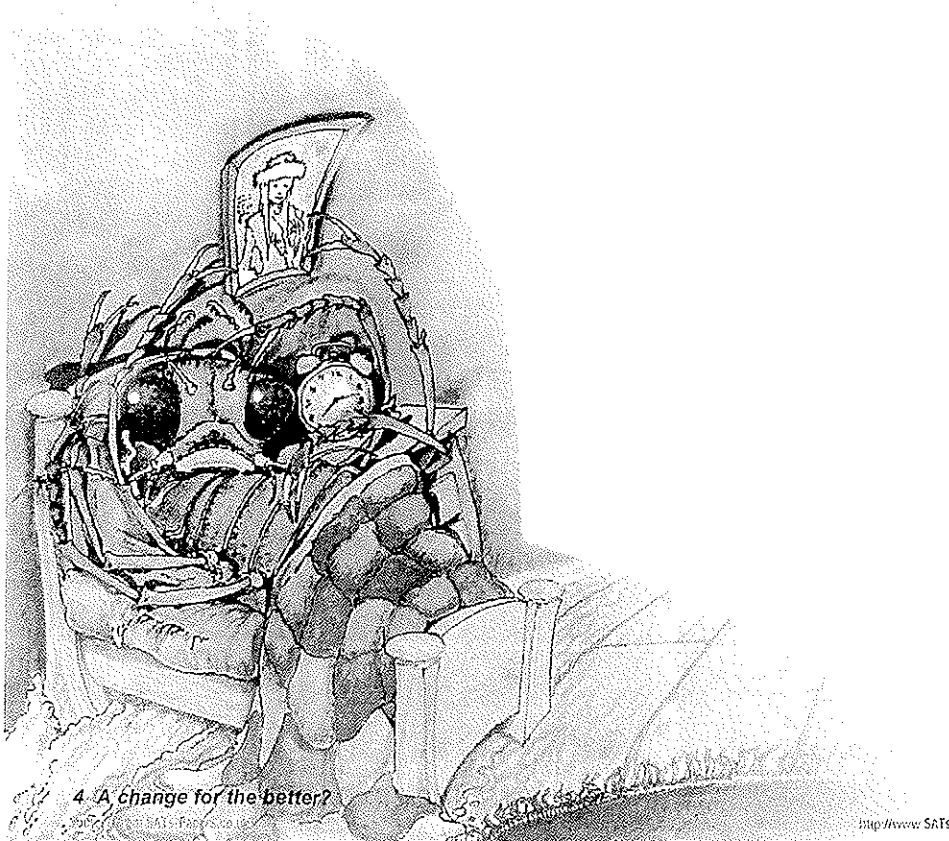
A change for the better?

A change for the better? 5

Transformed

Read the text and answer the following questions:

1. Give two quotations from paragraphs 1 to 3 which show that Gregor is finding it difficult to control his movements.
2. *He was lying on his armour-plated back* (paragraph 1)
Explain what the choice of language in the phrase *armour-plated back* suggests about Gregor's insect body.
3. In paragraph 4, explain two impressions you get of Gregor's state of mind at this point in the story. Support each explanation with a quotation from paragraph 4.
4. The writer shows Gregor beginning to feel desperate as he hears his mother's voice (paragraph 5). How does the writer build up a sense of Gregor's increasing desperation in **paragraphs 5 to 9**? Support your ideas with quotations from paragraphs 5 to 9.
5. Readers might find this story both horrifying and funny. Explain why this story could be seen as both horrific and humorous.



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:

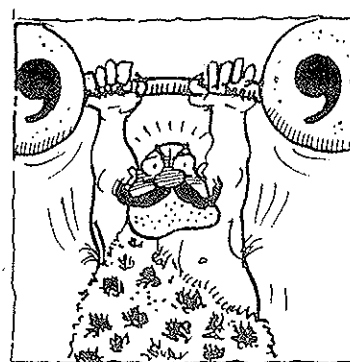
We had permission to be out of school.
The headteacher said we had to get our games kits. We decided to take the bus.
When we arrived, my Mum was out.
That was why I was heading for the garage, to see my Dad. A woman said I should be at school. I suppose she went straight to the telephone box and told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

Punctuation: *Commas*

Activity 1

Copy these sentences and add the commas where necessary.

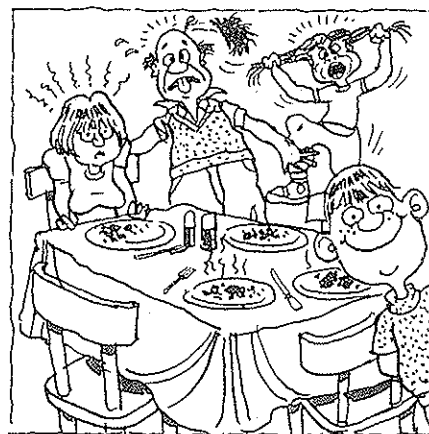
1. Do you want eggs bacon sausage and pickled onions?
2. I hate cleaning my room washing up after tea and helping in the garden.
3. She says that she needs several new CDs clothes for the party lots of new make-up and a brand new boyfriend.
4. The stadium was full of noise colour smoke and excitement.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

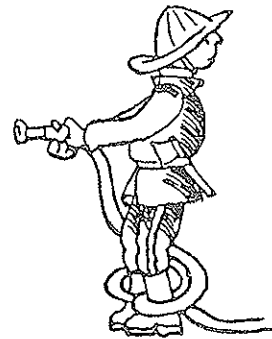
- Add **more information** to each of the following sentences.
 - Use **commas** to help the reader:
 - For example, "We were shocked by Anish, **the first one to reach the end of the pool.**"
1. My best friend is crazy.
 2. Holidays with my family can be boring.
 3. Jeremy refused to move from his seat.
 4. Prestatyn won the award.
 5. I adore English.

The belonging apostrophe

Revision page

Add the apostrophes to the sentences below.

1. Williams coat is too big.
2. The boys football team did well.
3. The firemens hoses were tangled.
4. Somebodys watch has a loud alarm.
5. It was Nigels fault.
- *6. Abrahams son was called Isaac.
7. It is hard to find bears dens.
8. I clung to the horses mane.
9. I can't remember the songs name.
10. She met me at my uncles house.



Space out the words and put in the apostrophes.

1. Harrysparrotisveryclever.

.....

2. IsawLukesteamwin.

.....

3. Inearlyfelloverthecliffsedge.

.....

4. Jacksbrotherisgoodatmaths.

.....

5. Thethievescarbrokedown.

.....

6. Iwenttotheladieshairdresser.

.....

7. Thatrulersnumbersareveryfaint.

.....

8. Aeroplanescargoesarekeptinthehold.

.....

Indirect or reported speech

Indirect questions

An indirect question reports that a question has been asked.
It does not need a question mark.

Here is an example of how a direct question has been changed to an indirect question.

“Where have I put the teapot?” asked Grandma.

Grandma asked where she had put the teapot.

Remember:

- | | |
|-------------------------------------|---------------------------------|
| a) there are no speech marks | b) the person may change |
| c) the tense of the verb may change | d) there are no question marks. |

Change the following direct questions into indirect questions.

1. “Where am I?” asked Sleeping Beauty.

.....

2. “Why is the door unlocked?” enquired the puzzled detective.

.....

3. “Can you see the water in the well?” I asked the surveyor.

.....

4. “How many stars can you see?” the astronomer asked the children.

.....

Change the following indirect questions to direct questions.

Remember:

- | | |
|--------------------------|-------------------------------------|
| a) you need speech marks | b) the tense of the verb may change |
| c) the person may change | d) you need question marks. |

1. I asked the photographer when the proofs would be ready.

.....

2. Sherlock Holmes asked Doctor Watson if he wanted to study the case.

.....

3. The chef asked when the potatoes would be ready.

.....

4. The bus driver asked if I wanted to get off at the next stop.

.....

Task 34

SEMICOLONS

Semicolons are not as difficult as some people seem to think. They can be used to separate parts of a sentence. They provide a stronger break than a comma, but one that is not as strong as a full stop. Elegant, sophisticated writers use semicolons.



A semicolon can be placed between items in a list, where each item has several parts. If the list is a list of sentences, semicolons should be used to separate each item. If the items in the list have commas in them already, then semicolons should be used. More simply, they are used in long lists.

A semicolon can also be used to divide two closely related sentences. They are used to replace a full stop in these cases.

Examples:

- My favourite meals are: fish, chips and peas; pizza, beans and salad; curry, rice and garlic bread; choc ice, snails and raw onions.
- My brother likes jam; I like marmalade.

TASK

Copy the sentences below into your English book. Add the semicolons where they belong. This is a very good opportunity to practise your handwriting.

1. The key facts about Rembrandt are: he was born in 1606 he lived in Amsterdam he was a famous painter he is most remembered for his self-portraits.
2. Some of his best self portraits are: one in which he is young, dashing and handsome one in which he is holding his painting materials one in which he is old, troubled and rather bewildered.
3. Rembrandt's painting of Abraham is powerful it shows Isaac's terror and Abraham's intensity.
4. Rembrandt's painting of The Night Watch is well regarded it features vivid portraits of the men of Amsterdam.
5. Rembrandt's paintings feature: dramatic, powerful effects of light realistic, detailed and thoughtful portrayals of people a forceful, expressive and free handling of paint.
6. Rembrandt expresses human experiences directly he captures what it is to be human on canvas.



Task 35

COLONS

A good punctuation mark to use is the colon. It impresses folk, even though it's pretty easy to use. So, here's a chance to make sure that you can use colons perfectly.



A colon points forward to more information. It comes before **lists** and **bullet points**, saying: "Here it is! Here's the information I promised you!"

A colon can also be used for dramatic emphasis, creating a pause and a brief sense of anticipation.

Examples:

- The best school subjects are: English, maths, drama and science.
- The next thing that happened: a bull crashed through the gate.
- The answer was: Yes!

TASK

Copy the sentences below into your English book. Place the colons where they should go. Remember to use this task as a chance to practise your handwriting too.

1. Charles Darwin the most important scientist Britain ever produced.
2. He developed a theory the theory of evolution.
3. He added one key idea to the theory natural selection.
4. He wrote several books *On the Origin of Species, The Voyage of the Beagle, The Descent of Man.*
5. He was educated at Shrewsbury School, The University of Edinburgh and Christ's College Cambridge.
6. On the voyage of The Beagle, he travelled to Argentina, Chile and Australia.
7. The most famous place he visited was the Galapagos Islands.
8. Darwin's theory stated animals evolve when individuals that are well-adapted to the prevailing conditions out-breed less "fit" members of the species.
9. Darwin's most controversial idea the notion that human beings might be descended from apes.
10. Darwin's other works include *Insectivorous Plants; Climbing Plant; The Power of Movement in Plants; The Formation of Vegetable Mould through the action of Worms.*

