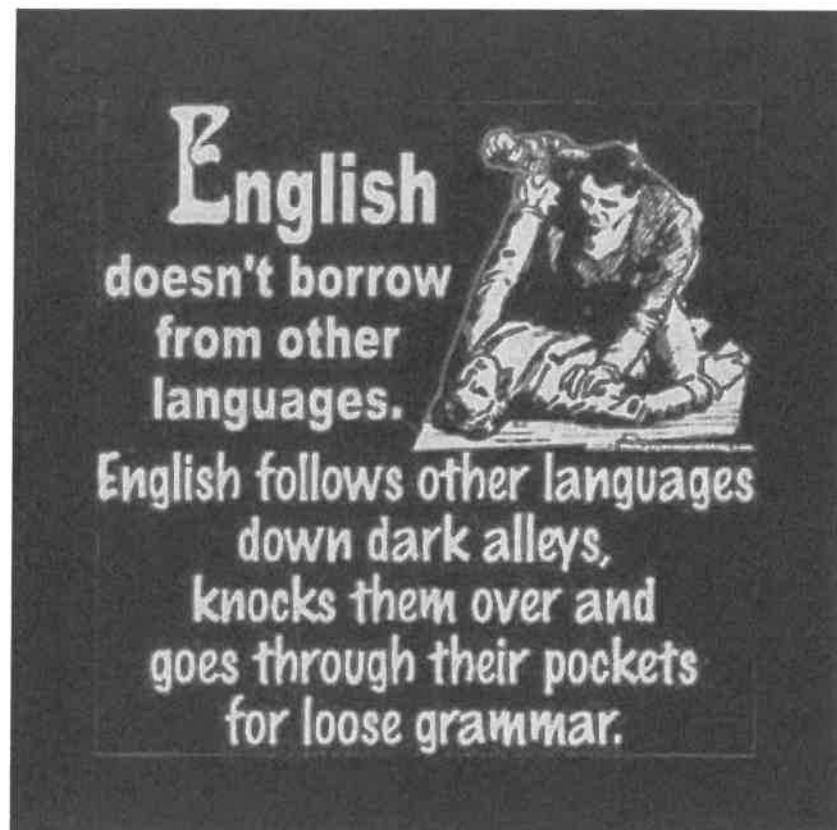


English




Homework Booklet

Name:.....

Teacher:.....

Introduction




Why is it important?

Learning at home is very important; it will help you become a more confident learner by developing your key skills within the subject.

In English the purpose of learning at home is to:

- Help you to find time and develop your love of reading outside of the lesson.
- Help you to build confidence in your writing skills.
- Help you to develop your proof-reading skills, which will be crucial across all subjects and in preparation for GCSEs.



What do I have to do?

Every week you will be expected to learn at least 5 vocabulary words. To help you understand the spelling, context and meaning of the word you will have activities to complete.

You will be tested at the beginning of your Weekly Writing Challenge lesson (which is the last English lesson of every week)

You must bring this booklet with you to your Writing Challenge lessons.

Vocabulary Score Sheet.

Date	Score	Focus

VOCABULARY:
Root words

Week 1 7/1/19	Week 3 21/1/19
Ambition	Ferocious
Solution	Suspicious
Collision	Cautious
Tension	Superstitious
Fiction	delicious
Week 2 14/1/19	Week 4 28/1/19
Reunite	Disappear
Rediscover	Dissect
Readjust	Dissolve
Return	Disavow
Reiterate	disqualify

VOCABULARY:
Root words

Week 5 4/2/19	Week 6 11/2/19
Cooperate	Antibacterial
Collaborate	Antithesis
Commemorate	Anticlimactic
Composition	Anticipate
	antibody

Word Work Week 1

Ambition

Definition

Using it in a sentence:

Word

Solution

Definition

Interesting Fact:

Word Work Week 1

Collison

Definition

Sentence (using your word):

Word

Tension

Definition

Sentence (using your word):

Root word- Latin.....

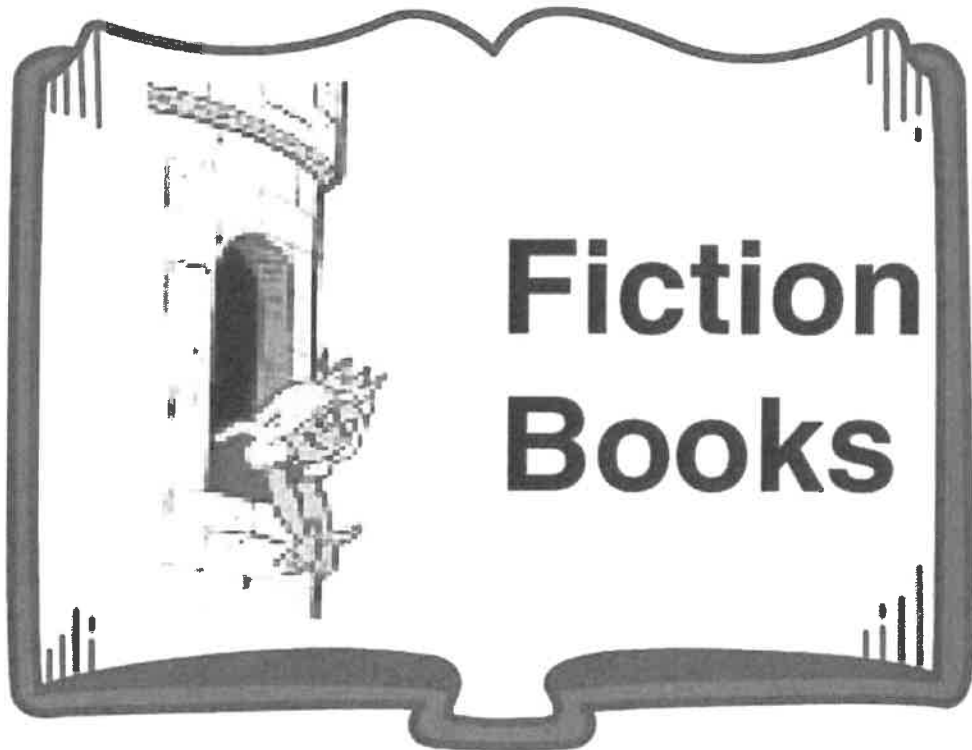
Word Work Week 1

Fiction

Definition

Sentence (using your word):

Different types of Fiction books you have read:



Week 2 'shun' and 'shus' spellings

Sound it out!!!

Exercise One: complete this table by following these instructions. Use the example to help you.

Read the word aloud and decide whether it is a 'shun' or 'shus' word?

Indicate which it is in the first column.

Copy out the spelling of the word in the 'copy' column. Check you have used all of the correct letters.

Cover all other columns and try to spell it correctly again.

If you have spelt it correctly, tick the 'check' box. If you haven't redo the spelling again in the check box.

Spelling	Shun or Shus?	Copy	Cover	Check
Ambition	Shun	Ambition	Ambition	Ambition
Electrician				
Attention				
Collision				
Tension				
Politician				
Fiction				
Ambitious				
Ferocious				
Suspicious				
Cautious				
Superstitious				
Delicious				

Week 2 Word Work

Word	Meaning	Synonym (an alternative word)
ferocious		
suspicious		
Cautious		
superstitious		
delicious		
Is there a pattern?		

Week 3 Word Work

Word	Meaning	Synonym (an alternative word)
Reunite		
Rediscover		
Readjust		
Return		
Reiterate		
Re		3 other words starting with RE
1.	2.	3.

Week 4 Word Work

Prefix – 'dis'

= to take away

Match the words to the root word.

= to take away

avow from the French
'avouer' =
acknowledge/accept

solvere = loosen
or break down

- 1) disappear
- 2) dissect
- 3) disqualify
- 4) dissolve
- 5) disavow

appear = be
visible

sect from secare
= to cut

qualify = entitled to
or be privileged

Week 4 Word Work

Complete the sentences using the words.

- Fill in the gaps:

- 1) Sugar will _____ quickly in a cup of coffee.
- 2) Her parents planned to _____ any knowledge that she was calling off the wedding.
- 3) He watched the elf _____ behind the door.
- 4) Cutting into it with a knife, the biologist began to _____ the animal to look for disease.
- 5) The lack of a good education might _____ you from some jobs.

- 1) disappear
- 2) dissect
- 3) disqualify
- 4) dissolve
- 5) disavow

Week 5 Word Work

Prefix – 'com' & 'co'

= together

Fill in the gaps:

- 1) All players will receive a championship ring to _____ the team's amazing season.
- 2) Bursting into flames, the crashing car was set ablaze by the impact of the _____.
- 3) Singers from many different musical genres will _____ on a song to raise money for cancer research.
- 4) The country agreed to _____ with the other nations on the trade agreement.
- 5) The chemical _____ of water is two hydrogen atoms and one oxygen atom.

- 1) cooperate
- 2) commemorate
- 3) composition
- 4) collaborate
- 5) collision

Week 5 Word Work

Prefix – 'com' & 'co'

= together

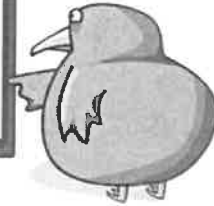
- 1) cooperate
- 2) commemorate
- 3) composition
- 4) collaborate
- 5) Collision

Write a student friendly definition for each word OR use each one in your own sentence.

Week 6 Word Work

- 1) antibacterial
- 2) antithesis
- 3) anticlimactic
- 4) antipathy
- 5) antibody

Anti = against/the opposite

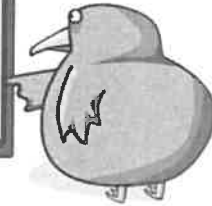


Fill in the gaps:

- 1) Her _____ towards her teacher was obvious to everyone in the classroom.
- 2) It was an _____ finish to the match.
- 3) Finding the right _____ to fight the infection is critical and can determine between life and death.
- 4) Use _____ gel after washing your hands for maximum protection.
- 5) His behaviour was the very _____ of cowardly.

Week 6 Word Work

- 1) antibacterial
- 2) antithesis
- 3) anticlimactic
- 4) antipathy
- 5) antibody



Anti = against/the opposite

Student friendly definition

Example of it being used in a sentence

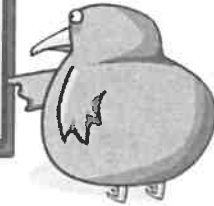
Synonyms

antipathy

Antonyms

Week 6 Word Work

- 1) antibacterial
- 2) antithesis
- 3) anticlimactic
- 4) antipathy
- 5) antibody



Anti = against/the opposite

Student friendly definition

Example of it being used in a sentence

Synonyms

anticlimactic

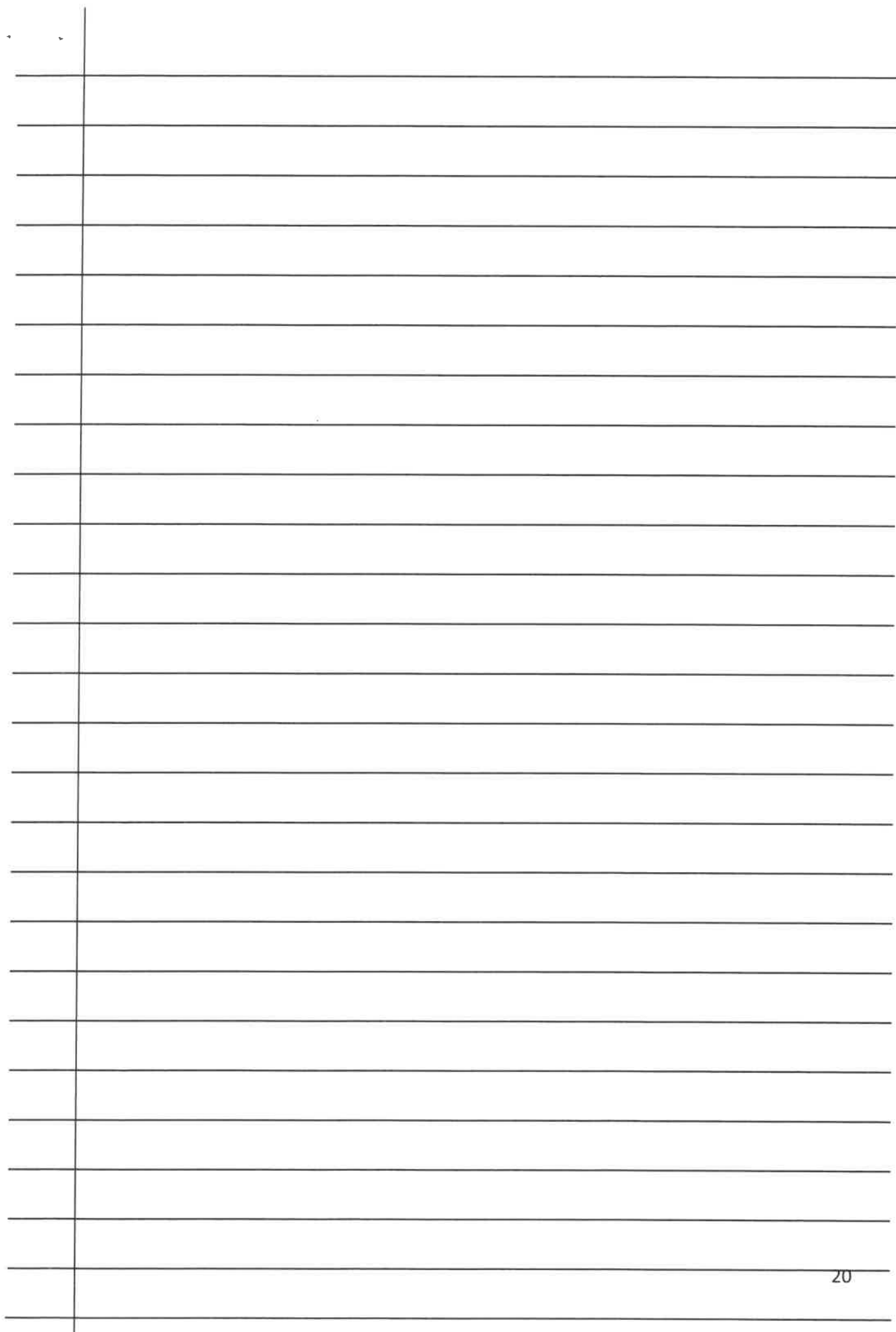
Antonyms

Would you like to challenge yourself a little more?

(There may even be merits- hand in your challenge work to your teacher)

Find 15 alternative words for good	Write a song entitled....All I want for English	Draw your favourite character from Literature
Write a book review for a recent read	How are men and women presented in the poem you are studying? Create a power point presentation that discusses how men and women are shown in this poem and why.	Find 20 alternative words for bad
Produce a guide to English for a new year 6	Write a poem about homework	Write a sonnet about a topic you love
Research and produce a fact file for an author of your choice	Write a question that you think might come up in an English exam. Write a practice opening paragraph answering the question you've set.	Propose a new topic for the English curriculum and explain why it should be included
Write a monologue from the point of view of one of the characters in your narrative poetry.	Identify 15 key terms we have used in this topic and write a dictionary of terms	Design a text book page about a language technique used in the text you are studying. E.G. Repetition.





KS3 English Homework Booklet – Summer Term

AQA English Language Paper 1: Explorations in creative reading and writing.

AQA English Language Paper 2: Writers' viewpoints and perspectives



Name: _____

Class: _____

Teacher: _____

Contents

1: Identifying Word Classes	3
2: Adding Descriptive Detail	4
3: Analysing the Effect of Descriptive Language Techniques	5
4: Using Descriptive Language Techniques in our Writing	6
5: Identifying How Language Choice Influences Writing	7
6: Editing and Improving Descriptive Writing	8
7: Extracting Details from a Fiction Text	9
8: Punctuating Writing for Clarity and Coherence	10
9: Extracting Details from a Nonfiction Text	11
10: Structuring a Nonfiction Text	12
11: Planning an Argument	13
12: Arguing For/Against a Statement	14
13: Comparing Nonfiction Texts	15
14: Improving a Piece of Writing	16
15: Analysing Language Techniques in a Fiction Text	17
16: Upgrading Your Sentences	18
17: Tackling Unfamiliar Language	19
18: Using Unfamiliar Language	20
19: Analysing the Use of Characterisation in a Fiction Text	21
20: Analysing the Use of Rhetorical Devices	22

1: Identifying Word Classes

It is important to have a secure knowledge of each of the word classes in the English language. Read the passage below, adapted from Charlotte Brontë's *Jane Eyre*, and sort the words within it into the appropriate word class columns. (You do not need to duplicate any words that are repeated. Some have been completed for you.)

The red-room was a square chamber, very seldom slept in, yet it was one of the largest and stateliest chambers in the mansion. A bed supported on massive pillars of mahogany, hung with curtains of deep red damask, stood out like a tabernacle in the centre; the two large windows, with their blinds always drawn down, were half shrouded in festoons and falls of similar drapery; the carpet was red; the table at the foot of the bed was covered with a crimson cloth; the walls were a soft fawn colour with a blush of pink in it; the wardrobe, the toilet-table, the chairs were of darkly polished old mahogany. Out of these deep surrounding shades rose high, and glared white, the piled-up mattresses and pillows of the bed, spread with a snowy Marseilles counterpane. Scarcely less prominent was an ample cushioned easy-chair near the head of the bed, also white, with a footstool before it; and looking, as I thought, like a pale throne.

Nouns	Verbs	Adverbs	Pronouns
red-room	was	very	it

Prepositions	Determiners	Adjectives	Conjunctions
on	the	square	yet

2: Adding Descriptive Detail

Improve the given simple sentences below by adding relevant and interesting detail using a variety of word classes, as demonstrated below.

The boy ate a burger. → After what seemed like an eternity, the ravenous boy devoured his juicy double-decker burger, the concoction of grease and cheap ketchup dripping off his round chin as he chomped on it greedily.

The teacher was angry.

The car was driven down the road.

The wind blew.

Peer work: which of the sentences above is the most successful in terms of its description and why?

3: Analysing the Effect of Descriptive Language Techniques

a) Read the following quotations taken from classic fiction texts. Comment on the **effect** of each quotation in terms of its meaning and the **impact** on the reader in each quotation. Try to refer to the **language technique** used, too.

Quotation	Effect (connotations, meanings, impact on reader)
'I wish I were a girl again, half-savage and hardy, and free.'	
'Moonlight drowns out all but the brightest stars.'	
"Stuff your eyes with wonder,' he said, 'live as if you'd drop dead in ten seconds."	
'Until I feared I would lose it, I never loved to read. One does not love breathing.'	

b) Of the quotations above, which do you believe is the most powerful (in terms of its descriptive features) and why?

4: Using Descriptive Language Techniques in our Writing

Look at the following image:



Write one detailed descriptive paragraph based on this image in the lined space below. Do not write in the columns on either side of the lines.

[illegible]

5: Identifying How Language Choice Influences Writing

Read the following extract taken from Bram Stoker's *Dracula*. Version One is an adaptation of the extract; Version Two is the original extract.

Version One

There were trees all around us as we walked through. There were rocks on either side. Though we were sheltered, we could hear the rising wind as it blew through the rocks. The branches of the trees swayed in the wind. It was cold and the snow began to fall until it covered us.

Version Two

Soon we were hemmed in with trees, which in places arched right over the roadway till we passed as through a tunnel. And again great frowning rocks guarded us boldly on either side. Though we were in shelter, we could hear the rising wind, for it moaned and whistled through the rocks, and the branches of the trees crashed together as we swept along. It grew colder and colder still, and fine, powdery snow began to fall, so that soon we and all around us were covered with a white blanket.

Complete the following table, analysing the effect of the writer's choice of vocabulary:

Version One	Version Two	Effect
'trees all around us'	'hemmed in with trees'	suggests a sense of entrapment, creating tension
'we walked through.'	'we passed as through a tunnel.'	
'There were rocks on either side.'		
'we could hear the rising wind as it blew'		
'the trees swayed in the wind.'		
'It was cold'		
'began to fall until it covered us.'		

6: Editing and Improving Descriptive Writing

Read the passage below. Consider how you could make this passage more interesting for the reader. Then, rewrite the passage including any relevant improvements. Do not write in the column on the left of the lines.

The black horse stands tall on its back legs. Its front legs are bent and its hooves are as hard as stone. The horse's hair flutters in the wind and its tail dangles down behind its legs. Its coat is black and shiny in the sun. The horse's muscles are strong and powerful. Its eyes are as black as midnight and its teeth are hidden inside its mouth. The horse's ears point into the air above its mane. It is about to gallop into the distance.

Peer Work

[illegible]

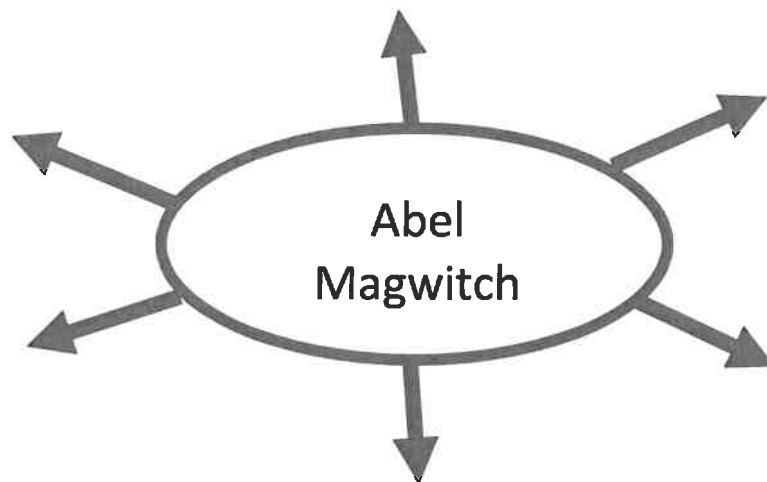
7: Extracting Details from a Fiction Text

Read this extract taken from Charles Dickens' *Great Expectations*. Pip – the 1st person narrator – has just come across a convict named Abel Magwitch in the marshes:

"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 gray, 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.

a) Complete the mind map below by adding six things you learn about the man (Magwitch) described in this extract:



b) Write one thing you can **infer** about how the **narrator** would have felt at this point in the story below, using a quotation from the extract:

8: Punctuating Writing for Clarity and Coherence

Re-write the following extract, taken from F. Scott Fitzgerald's *The Great Gatsby*, using appropriate punctuation (including capital letters) to add control and coherence:

there was music from my neighbours house through the summer nights in his blue gardens men and girls came and went like moths among the whisperings and the champagne and the stars at high tide in the afternoon i watched his guests diving from the tower of his raft or taking the sun on the hot sand of his beach while his two motor boats slit the waters of the Sound drawing aquaplanes over cataracts of foam on weekends his rolls royce became an omnibus bearing parties to and from the city between nine in the morning and long past midnight while his station wagon scampered like a brisk yellow bug to meet all trains and on mondays eight servants including an extra gardener toiled all day with mops and scrubbing brushes and hammers and garden shears repairing the ravages of the night before

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page or a sheet of stationery.

9: Extracting Details from a Nonfiction Text

Read the following extract adapted from an online American history guide about witchcraft:

Surely the Devil had come to Salem in 1692. Young girls screaming and barking like a dog? Strange dances in the woods? This was behaviour hardly becoming of virtuous teenage maidens. The town doctor was called onto the scene. After a thorough examination, he concluded quite simply — the girls were bewitched. Now the task was clear. Whomever was responsible for this outrage must be brought to justice.

The ordeal originated in the home of Salem's Reverend Samuel Parris. Parris had a slave from the Caribbean named Tituba. Several of the town's teenage girls began to gather in the kitchen with Tituba early in 1692. As winter turned to spring the townspeople were aghast at the behaviours exhibited by Tituba's young followers. They were believed to have danced a black magic dance in the nearby woods. Several of the girls would fall to the floor and scream hysterically. Soon this behaviour began to spread across Salem. Ministers from nearby communities came to Salem to lend their sage advice. The talk turned to identifying the parties responsible for this mess.

Puritans believed that to become bewitched a witch must draw an individual under a spell. The girls could not have possibly brought this condition onto themselves. Soon they were questioned and forced to name their tormentors. Three townspeople, including Tituba, were named as witches. The famous Salem witchcraft trials began as the girls began to name more and more community members.

Circle the letters of the four statements below that are **true** according to this text:

- | | |
|---|--|
| a) The townspeople were intrigued by how the girls behaved. | e) The people thought that the girls were witches. |
| b) The girls claimed Tituba was a witch. | f) A medical professional decided that the girls were bewitched. |
| c) Preachers from other places came to offer their wisdom. | g) It began in the late 17 th century. |
| d) The girls only named 3 people as witches. | h) The girls affected were adults. |

What can you infer about how women were supposed to behave at this time, based on this extract? Include a quotation from the extract to justify your inference.

10: Structuring a Nonfiction Text

Read the following extracts taken from an argument written by a student and number them in chronological order.

Extract	Number
Furthermore, they do not offer any guard against intruders.	
This is because they provide companionship and protection.	
Overall, I would prefer to have a dog as a pet.	
Dogs make better pets than cats do.	
However, cats are more aloof.	
In addition, it is great fun to take them for a walk.	

Then, use the ordered statements above to write a more detailed argument, adding relevant vocabulary to develop and strengthen this basic structure.

Peer Work	

11: Planning an Argument

Read the following statement: 'Sugar should be banned for children under the age of 11.'
Complete the table below with as many reasons for/against this statement that you can think of. Use the internet to research the effect of sugar on children to help you.

For	Against

*You do not have to complete the **whole** table, but should have at least six different ideas in total.*

12: Arguing For/Against a Statement

Re-read the following statement from the previous task: ‘Sugar should be banned for children under the age of 11.’

Decide overall whether you are **for** or **against** this statement.

Write two detailed paragraphs below, arguing your opinion by developing your points from your table. **Do not** write in the columns on either side of the lines.

Peer Work		Peer Work

13: Comparing Nonfiction Texts

Read the following nonfiction extracts and complete the comparison table below:

Source A - Adapted from Discovery Channel News, Oct 21st, 2011

Ghost hunters often report personal feelings and experiences like, "I felt we were being watched," or "I felt like something didn't want us there." They also describe, for example, getting goose bumps upon entering a room or panicking at some unseen presence. There's nothing wrong with personal experiences, but this is not proof that ghost exists. It just proves that people get scared in dark, spooky places.

Many ghost hunters and books on hauntings claim that ghosts can be photographed, appearing as round white shapes called orbs. Many things cause orbs to appear in photographs, including insects, dust and reflections from the camera flash. People think orbs are proof of ghosts because they only appear in photographs and are usually invisible to the naked eye. To those who don't know what causes orbs, they can seem spooky, but there is nothing paranormal about them.

Source B - Adapted from Arthur Conan Doyle's 1930 autobiography 'The Edge of the Unknown'

For two hours I had sat in the dark upon my hard seat when suddenly, quite suddenly, something occurred which no one could explain away.

Roughly twenty feet away from me there was a dull haze of light, a sort of glowing cloud, a foot or so wide, and about a man's height from the ground. We had been rustling and whispering, but the sudden, complete silence showed me that my companions were also seeing what I was. The light glimmered down, and hardened into a definite shape--or I should say shapes--since there were two of them.

They were two perfectly clear-cut figures in black and white, with a dim glow all their own. I thought they were both wearing priest's clothing. Whether they were facing the altar or facing each other was more than I could say, but they were not misty figures, they were solid shapes. For two or three minutes we all gazed at this amazing spectacle.

Feature	Source A	Source B
Genre? Audience? Purpose?		
Narrative perspective (1 st , 3 rd person)		
Overall tone (e.g. positive, negative)		
Example of a quotation + explanation of effect created		

14: Improving a Piece of Writing

‘Snow seems like it is picturesque, exciting and fun, but in reality it causes accidents, inconvenience and economic disruption.’ Write an article for a broadsheet newspaper in which you explain your point of view on this issue.

Read the following response to the task above:

Children love playing in the snow and throwing it at each other but I think that the snow is very bad. This is because when people are going to work their car might get stuck and they won’t be able to move again. If they do not leave they have to get a taxi or a bus or a train and they might get cancelled so that’s why it’s so bad.

Rewrite this response below, improving the writing to make it more engaging, interesting and convincing:

Peer Work	

15: Analysing Language Techniques in a Fiction Text

Read the following extract taken from *A Tale of Two Cities* by Charles Dickens:

Samples of a people that had undergone a terrible grinding and re-grinding in the mill, and certainly not in the fabulous mill which ground old people young, shivered at every corner, passed in and out at every doorway, looked from every window, fluttered in every vestige of a garment that the wind shook. The mill which had worked them down, was the mill that grinds young people old; the children had ancient faces and grave voices; and upon them, and upon the grown faces, and ploughed into every furrow of age and coming up afresh, was the sign, Hunger. It was prevalent everywhere. Hunger was pushed out of the tall houses, in the wretched clothing that hung upon poles and lines; Hunger was patched into them with straw and rag and wood and paper; Hunger was repeated in every fragment of the small modicum of firewood that the man sawed off; Hunger stared down from the smokeless chimneys, and started up from the filthy street that had no offal, among its refuse, or anything to eat. Hunger was the inscription on the baker's shelves, written in every small loaf of his scanty stock of bad bread; at the sausage-shop, in every dead-dog preparation that was offered for sale. Hunger rattled its dry bones among the roasting chestnuts in the turned cylinder; Hunger was shred into atomies in every farthing porringer of husky chips of potato, fried with some reluctant drops of oil.

How does the writer use language to describe the setting of Saint Antoine in this extract? Complete the table below using three specific quotations from the text.

Quotation	Descriptive technique(s) used + suggestion + effect on reader

16: Upgrading Your Sentences

Look at the table below. Notice the variety of meanings and the interest added when the writer considers different methods for structuring their sentence.

<u>so,so</u> The boy's face was so grubby, so filthy, it was not until he turned his head and smiled that I realised he was a boy at all.	<u>simile</u> The boy's grubby face was flecked with mud and oil, like beard stubble across his young face.	<u>noun triplet:</u> Dirt, oil, grease: the boy's face was smeared with his grubby work of the day.
<u>(despite...)</u> The boy's face was grubby (despite his best attempts to wipe the muck away) and a greasy oil covered his pale cheeks.	The boy looked grubby.	<u>adverb.</u> Smiling self-consciously, the boy's little cherubic face was just about visible through the layers of grub that had built up over the long days and weeks.

Now, complete the table below using the methods demonstrated above for the given simple sentence:

<u>so,so</u>	<u>simile</u>	<u>noun triplet:</u>
<u>(despite...)</u>	He felt sad.	<u>adverb.</u>

17: Tackling Unfamiliar Language

19th and 20th century English language is often very different to the language we read today. Read the following extract taken from Jane Austen's *Pride and Prejudice*. Use a dictionary to write a definition of the words taken from the extract.

Mr. Collins was not left long to the silent **contemplation** of his successful love; for Mrs. Bennet, having dawdled about in the **vestibule** to watch for the end of the conference, no sooner saw Elizabeth open the door and with quick step pass her towards the staircase, than she entered the breakfast-room, and congratulated both him and herself in warm terms on the happy **prospect** of their nearer connection. Mr. Collins received and returned these **felicitations** with equal pleasure, and then proceeded to relate the particulars of their interview, with the result of which he trusted he had every reason to be satisfied, since the refusal which his cousin had **steadfastly** given him would naturally flow from her **bashful** modesty and the genuine **delicacy** of her character.

Word	Definition
<i>contemplation</i>	
<i>vestibule</i>	
<i>prospect</i>	
<i>felicitations</i>	
<i>steadfastly</i>	
<i>bashful</i>	
<i>delicacy</i>	

18: Using Unfamiliar Language

Use your definitions from the previous task to write your own sentence containing the words you have defined. Ensure that your sentence is different from the original example.

Word	Example sentence
<i>contemplation</i>	
<i>vestibule</i>	
<i>prospect</i>	
<i>felicitations</i>	
<i>steadfastly</i>	
<i>bashful</i>	
<i>delicacy</i>	

19: Analysing the Use of Characterisation in a Fiction Text

Read the following extract taken from John Steinbeck's *Of Mice and Men*:

A girl was standing there looking in. She had full, rouged lips and wide-spaced eyes, heavily made up. Her fingernails were red. Her hair hung in little rolled clusters, like sausages. She wore a cotton house dress and red mules, on the insteps of which were little bouquets of red ostrich feathers. 'I'm lookin' for Curley,' she said. Her voice had a nasal, brittle quality.

George looked away from her and then back. 'He was here a minute ago, but he went.' 'Oh!' She put her hands behind her back and leaned against the door frame so that her body was thrown forward. 'You're the new fellas that just come, ain't ya?' 'Yeah.'

Lennie's eyes moved down her body, and though she did not seem to be looking at Lennie she bridled a little. She looked at her fingernails. 'Sometimes Curley's in here,' she explained.

George said brusquely, 'Well, he ain't now.'

'If he ain't, I guess I better look some place else,' she said playfully.

Lennie watched her, fascinated. George said, 'If I see him, I'll pass the word you was looking for him.'

She smiled archly and twitched her body. 'Nobody can't blame a person for lookin',' she said. There were footsteps behind her, going by. She turned her head. 'Hi, Slim,' she said.

How does the writer use language to present the character of Curley's wife?

Select three key quotations and complete the table below, analysing the effect of each quotation. Try to include relevant subject terminology where appropriate:

Quotation	What does this suggest? What is the impact on the reader?

20: Analysing the Use of Rhetorical Devices

Read the following quotations taken from Martin Luther King's 1963 *I Have a Dream* speech. Identify the language techniques used and comment on their effect.

Quotation	How does this persuade the listener? What specific use of language achieves this?
"I have a dream that one day right there in Alabama little black boys and little black girls will be able to join hands with little white boys and white girls as sisters and brothers."	
"Now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice"	
"We will not be satisfied until justice rolls down like waters and righteousness like a mighty stream."	
"Let us not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred."	
Now is the time to open the doors of opportunity to all of God's children. Now is the time to lift our nation from the quick-sands of racial injustice to the solid rock of brotherhood."	