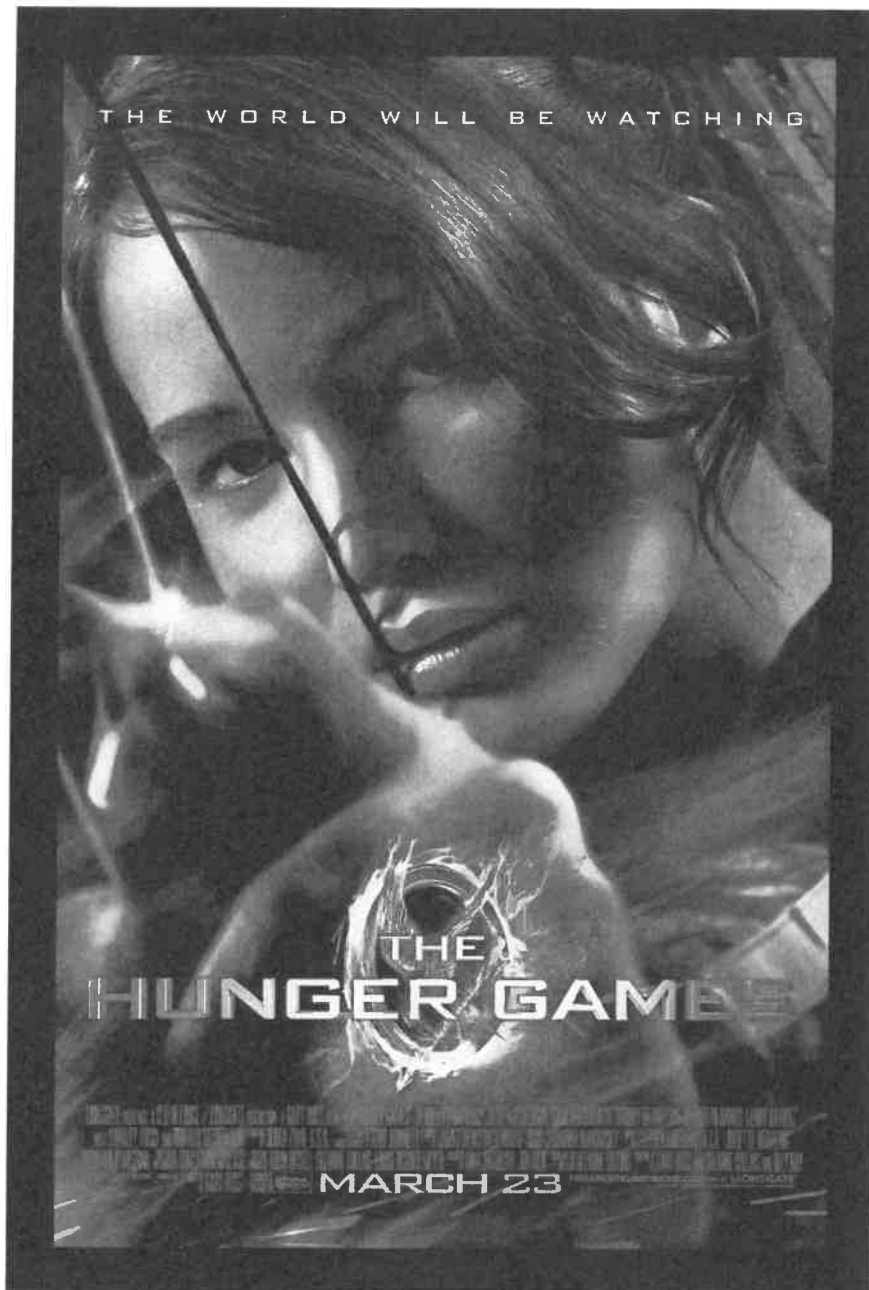


# English





# **The Hunger Games**

## **Literacy and Grammar Booklet**



## **An introduction to The Hunger Games-capital letters and full Stops**

**Read the paragraphs. Add full-stops and capital letters.**

### **the hunger games- an introduction**

the hunger games is a science fiction book by suzanne collins it was published in 2008 it was made into a movie in 2012

*(7 capital letters, 3 full-stops)*

the story takes place in a fictional country named panem panem is controlled by the "capitol" which controls the twelve poorer "districts" every year one girl and one boy are chosen from each district to fight to the death this event is called the hunger games

*(8 capital letters, 4 full-stops)*

katniss everdeen is a 16-year-old girl she is poor but she is good at hunting katniss is from the poorest district, district 12 her father died in an explosion her mother is sad over the death of her husband katniss also has a 12-year-old sister named prim her family is very poor and does not have enough food to eat katniss must hunt in the forest to get food for her family

*(11 capital letters, 8 full-stops)*

the boy chosen from district 12 is peeta mellark peeta once helped katniss and her family by giving her bread peeta's family owns a bakery they have more money than katniss' family peeta loves katniss she does not know it

*(11 capital letters, 5 full-stops)*

**Complete the sentences to show your knowledge of capital letters and full-stops**

We use full-stops \_\_\_\_\_.

We use capital letters \_\_\_\_\_.



**a**

**Look at the sentences below. What do they all have in common?**

I like apples.

This room is very small.

He has three brothers.

She is wearing a blue dress.

Yesterday, I went to the cinema.

All sentences must contain a capital letter, a full stop or other punctuation at the end, a subject and a verb. Circle these in the sentences above.

capital letter → I like apples. ← full stop  
subject      verb



Look at the phrases about the Seam. Which ones are sentences? Which are not sentences? Why?

There big trees.

The houses are old.

you can mountains

It very green.

it isn't very modern.

You can see electricity pylons.

There no sun.

Everybody seems very depressed.

There is no new technology.

Life hard there





## The day of The Reaping- basic connectives

We can make sentences longer by using the simple words 'and', 'but' and 'because'. Look at the examples in the box.

Katniss lives in The Seam **and** her life is hard.  
She doesn't have much money, **but** she can hunt for food.  
Her father died **because** there was an explosion at the mine.

Complete the sentences to describe when we use these words.

We use the word '\_\_\_\_\_ ' to connect two things that are the same.

We use the word '\_\_\_\_\_ ' to give a reason for something.

We use the word '\_\_\_\_\_ ' to connect two things that are different.

Use the word 'and' 'but' or 'because' to complete the sentences.

It's the day of the reaping \_\_\_\_\_ everyone is nervous.

They are nervous \_\_\_\_\_ they don't want their name to be picked.

Katniss is sixteen, \_\_\_\_\_ her sister is younger.

Everyone stands \_\_\_\_\_ watches the film.

Effie picks a name \_\_\_\_\_ calls out Prim's name.

Katniss volunteers \_\_\_\_\_ she knows that Prim would die.

Effie picks another name \_\_\_\_\_ calls out Peeta's name.

The guards take them away \_\_\_\_\_ they don't want them to escape.

Katniss feels scared, \_\_\_\_\_ she tries to be brave.

Katniss wants to run away, \_\_\_\_\_ she can't.





## The journey to The Capitol- past tense verbs

To make a regular past tense verb, we add "ed" to the infinitive of the verb.

He *watches* television every day. → Yesterday, he *watched* television.

There are some past tense verbs that are irregular and don't follow the rules.

I *go* to school every day. → Yesterday, I *went* to school.

Match up the verbs with the correct past tense verb. Write "I" next to irregular verbs and "R" next to regular verbs.

say	was
go	travelled
leave	had
travel	wasn't
is	arrived
are	were
have	told
tell	said
meet	watched
isn't	saw
watch	left
arrive	met
see	went



Read the summary of the scene. Change the present tense verbs in to past tense verbs.

Katniss and Peeta say goodbye to their families and go to the station. They leave District 12 and travel by train to the Capitol. The train is very new.

On the train, Katniss and Peeta are amazed because they have never seen so much food before. There is lots of delicious food.

Effie tells them all about The Hunger Games. They meet Haymitch, who is a Hunger Games winner. Haymitch isn't really interested in helping them but he is interested in eating and drinking.

Katniss watches some videos of past Hunger Games competitions.

When they arrive in the Capitol, they are amazed when they see lots of people wearing strange clothes. Everything is very different to District 12.



## The opening ceremony- adverbs

We use adverbs to describe actions.

The man walked *slowly* down the street.  
She ran home *quickly*.

To make most adverbs, we add "ly" to an adjective.

slow → slowly  
quick → quickly

Some adverbs don't follow these rules.

good → well

Look at the sentences. Complete them by changing the adjective in brackets in to an adverb. Write the sentence.

Caesar talked (excited) about the opening ceremony.

---

The crowd waited (patient) for the ceremony to begin.

---

Katniss looked (nervous) at the other tributes.

---

Cinna talked (kind) to Katniss and Peeta.

---

The crowds cheered (wild) as the tributes came out.

---

The tributes from District one waved (confident) at the crowds.

---

President Snow watched the ceremony (serious)

---

Katniss and Peeta held their hands up (proud)

---





## Training for The Hunger Games- subject/verb agreement

In English, the subject and verb of a sentence need to agree.

I play football.  
She plays tennis.

Choose the correct verb to complete each sentence.

The tributes *is/are* all in the training room.

There *is/are* lots of weapons there.

Katniss *don't/doesn't* look comfortable and relaxed

Cato *look/looks* relaxed.

The tributes *listen/listens* carefully to the rules for the training room.

The tributes *think/thinks* Peeta is weak.

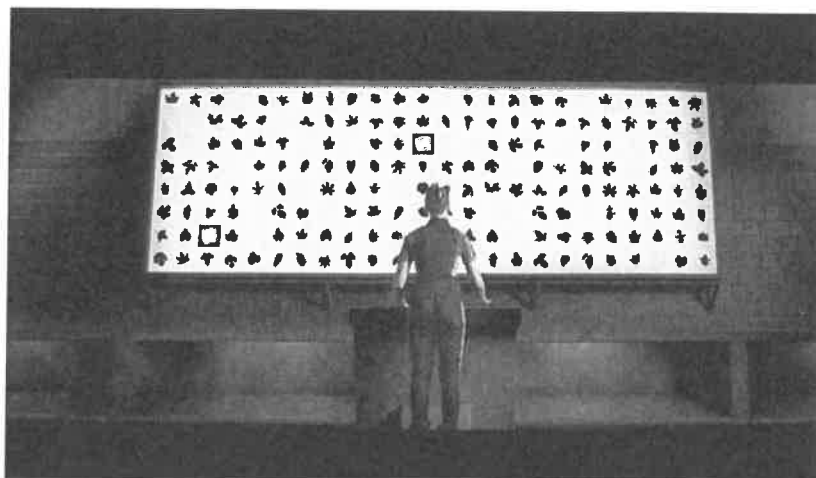
He *show/shows* them that he is strong.

The tributes *practise/practise* their survival skills.

Some of the tributes *is/are* very aggressive in the training room.

Peeta *is/are* good at camouflage.

Rue *watch/watches* Katniss.







## Katniss's Hunger Games evaluation-commas

We use commas for:

1) Lists

I like apples, pears and bananas

2) When there is a short pause in a sentence between two clauses

I like apples, but I don't like strawberries.

**Look at the sentences. Write them out with commas in the correct places.**

Katniss and Peeta felt worried anxious and tense before their evaluations.

When she went in to the room Katniss saw a bow and arrow.

In the viewing gallery Katniss could see people talking laughing and eating.

She tried to hit the target but failed.

When Katniss missed the target everyone laughed.

When Katniss tried again she hit the target.

Because people were annoying her Katniss got angry.

In the viewing gallery people were eating fruit pig and vegetables.

Suddenly Katniss shot an arrow in to the gallery.

Katniss bowed to the gallery put the bow down and left.





## Interviews with Caesar- Speech Marks

Look at the extract from the book. Circle the speech marks, the capital letters and other punctuation. Try to write some rules about when we use speech marks.

My mouth has gone as dry as sawdust. I desperately find Cinna in the crowd and lock eyes with him. I imagine the words coming from his lips. "What's impressed you most since you arrived here?" I rack my brain for something that made me happy here. Be honest, I think. Be honest.  
"The lamb stew," I get out.  
Caesar laughs, and vaguely I realize some of the audience has joined in.  
"The one with the dried plums?" asks Caesar. I nod. "Oh, I eat it by the bucketful." He turns sideways to the audience in horror, hand on his stomach. "It doesn't show, does it?" They shout reassurances to him and applaud. This is what I mean about Caesar. He tries to help you out.

We use capital letters \_\_\_\_\_

We use speech marks \_\_\_\_\_

We use question marks \_\_\_\_\_

We use a comma \_\_\_\_\_

We use a full-stop \_\_\_\_\_

Look at the sentences below. Add speech marks, capital letters and other necessary punctuation.

1. are you excited said caesar
2. welcome said Caesar
3. Marvel said caesar
4. i'm ready to go said cato
5. are you a hunter said caesar
6. you know her as the girl on fire said caesar
7. what said katniss
8. my heart stopped said caesar
9. is it safe said caesar
10. steady. steady said Caesar



### Extension

Use a thesaurus. Replace the word "said" with a more creative word.



## Let The Games begin!- negative past tense verbs

To make the negative past tense, we use don't/didn't and the infinitive of the verb.

He played. → He didn't play.  
I like apples. → I don't like apples.

There are some common exceptions to the rule

was → wasn't or was not

were → weren't or were not

Read the sentences. Change them from positive sentences in to negative sentences.

Katniss moved from her plate.

She was very happy about being in The Hunger Games.

The bow was very close to her.

People from the districts were bored.

The other tributes cared about being nice to people.

Katniss stayed in the centre of the arena for a long time.

Katniss killed Foxface.

Katniss and Peeta stayed together.

Katniss was badly injured when she fell.

Lots of people survived the first day of The Hunger Games.

Katniss was with the other tributes.

Katniss moved slowly through the forest.





## Fire!- synoymys

A synonym is a word that means the same as another word.

For example, 'outstanding', 'stunning' and 'amazing' all mean the same as 'good'.

'Appalling', 'atrocious' and 'dreadful' all mean the same as 'bad'.

Read the sentences. Use a thesaurus to help you to replace the word in red with a more creative word.

Katniss ran through the forest.

She was scared.

She looked at the contents of her rucksack.

She was sad that there was no water.

She heard the loud boom of the cannon that signalled the death of tributes.

A beautiful butterfly landed on her finger.

Katniss was happy when she found water.

She knew that it was important to hunt for food.

Katniss climbed a big tree to get a good view of the area.

She was surprised to find a camera in the tree.

She ran away quickly from the hot fire.

A ball of fire gave her a bad wound on her leg.

She is happy when she finds the cold water of the lake.







## Trackerjackers- more connectives

Connectives are words that we use to join two parts of a sentence. Match the connectives with their function.

or	for a condition/until an event
so	comparing two things
as long as	if something doesn't happen
after	time
whereas	a choice between two things
until	time
unless	to explain a reason for something

Complete the sentences using one of the connectives above.

Katniss had to find cold water \_\_\_\_\_ her burns would get worse.

She was safe in the water \_\_\_\_\_ the other tributes didn't see her.

She saw the other tributes \_\_\_\_\_ she started to run.

Katniss knew the other tributes would kill her \_\_\_\_\_ she found a safe hiding place.

She climbed a tree \_\_\_\_\_ that the other tributes couldn't reach her.

She waited there \_\_\_\_\_ she decided what to do.

Rue helped her \_\_\_\_\_ she had spent the night in the tree.

She cut the branch \_\_\_\_\_ that the tracker jacker hive would fall on the tributes.

The tributes ran away \_\_\_\_\_ the tracker jackers attacked them.

The other tributes managed to run away \_\_\_\_\_ one of them couldn't.

Katniss was stung by the tracker jackers \_\_\_\_\_ she started to hallucinate.

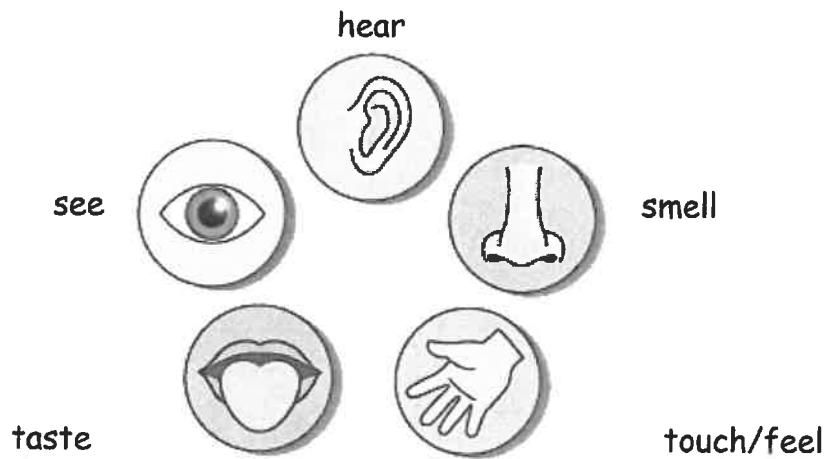
She will die \_\_\_\_\_ she runs away from the tracker jackers.





## Rue- Writing using senses

When we write, we can improve our work by including more detail. One way to include more detail is to refer to senses.



Look at each picture. Write phrases about what the characters could see, hear, smell, taste and touch.



When she woke up, Katniss could hear \_\_\_\_\_.  
She could smell \_\_\_\_\_.  
She could feel \_\_\_\_\_.  
She could see \_\_\_\_\_.  
She could taste \_\_\_\_\_.



At night, as they lay together in the forest, Katniss and Rue \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



As the food exploded, \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



As Rue died, \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Finding Peeta- Paragraphs

When writing, your work needs to be structured in to paragraphs. This will make your work clearer and easier to read.

You need to start a new paragraph when you start writing about a new topic or when you introduce a new scene, setting or character.

Look at the writing below. Mark each new paragraph with two lines (/ /).

Katniss is depressed after the death of Rue. Suddenly, an announcement is made that there has been a rule change: Now, two tributes from the same district can be declared winners. Katniss knows that she must find Peeta. Katniss goes looking for Peeta, and it takes her a day but finally she finds him, camouflaged by mud next to the river. He's severely injured from his fight with Cato and can barely walk, but Katniss helps him to a cave where they'll be hidden. In the cave, Katniss starts to take care of Peeta. Thinking Peeta may die, Katniss impulsively kisses him. A moment later she hears a noise outside and finds a pot of broth sent from Haymitch. She realizes that Haymitch will reward her for playing up the romance between her and Peeta. The next morning Katniss sees that Peeta's leg is badly infected and he'll die without treatment. Another announcement is made, this time saying each tribute will find an item they desperately need at the Cornucopia. Katniss knows that means medicine for Peeta's leg, but Peeta thinks it's too dangerous and doesn't want Katniss to go. Using a sleep syrup sent from Haymitch, Katniss knocks him out.

Use the space below to explain why you have started each new paragraph.

*(I have started the second paragraph because.....)*





## Back at the Cornucopia- Adding detail to work

We can add detail to work by including adjectives, adverbs, description and senses.

*Example: Katniss and Peeta were in the cave.*

*Katniss and Peeta were in the cold, dark cave. They sat nervously in silence*

*They could hear the wind blowing through the trees and feel the cool, hard floor beneath them.*

Read the simple sentences below. Turn them in to more interesting sentences by adding more detail.

Katniss waited at the side of the Cornucopia.

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She saw Foxface run in to the Cornucopia.

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Katniss was attacked by Clove.

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---

---

Thresh killed Clove.

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---

---







## The finale- other punctuation

You can raise the level of your work by including a wider range of punctuation.

Match up the punctuation with when it is used.

"....."	<i>when a phrase is shouted, emphasised or said with humour</i>
!	<i>to show that someone is speaking</i>
?	<i>to add extra, less important information</i>
:	<i>between two closely related clauses</i>
;	<i>before a list or explanation</i>
(...)	<i>at the end of a question</i>

Add punctuation to the sentences below.

Katniss and Peeta knew that there were only three other tributes left Cato, Thresh and Foxface.

Katniss and Peeta needed food they hunted in the forest.

I'll take the bow joked Peeta.

Peeta screamed Katniss.

Foxface lay dead she had berries in her hand.

What time is it asked Peeta.

Suddenly it got dark which they knew signalled the end of the games.

The creatures were terrifying they chased them back to the Cornucopia.

At the Cornucopia they found three things the metal shelter danger and Cato.

Cato attacked them but later was killed by Katniss.

Katniss and Peeta threatened to poison themselves but were only trying to scare the Capitol.





## After The Games- proofreading

After writing, it's a good idea to check your work.

You need to check: spelling

tenses

capital letters

punctuation

subject/verb agreement

paragraphs

missing words

that your work makes sense

Read the summary of the final part of *The Hunger Games*. Underline the mistakes. Write out the correct version underneath.

Katniss and peeta returning triumphant to Capitol. haymitch warnned Katniss that she were in dagner. The Capitol were not hapy with her cos they viewed the berries as act of defiance. As a result, she has to convins everyone that his actions was caused by her love for peeta and that she could not bear the think of not being with her. She needs to persuade that Capitol that it were not an act of rebbellion against them. If she is not able to do this, her family cannend be risk. In their finall interveiw, katniss was reunited with Peeta. After, when Haymitch told him she did well, Peeta wondered what he meant, and Katniss explaining everything, including the romance strategy during the Games. Peeta was angry and Hurt, but as they arrivved back in District 12, they holded hands one more to greet the croud and camerrras.





## Self-assessment of skills

Look at the list of skills. Draw a symbol for each skill.

😊 = Yes, I feel confident about this.

😐 = I feel fairly confident about this, but could improve.

☹️ = I don't feel very confident about this.

Skill	before 😊, 😐 or ☹️	after 😊, 😐 or ☹️
capital letters		
full-stops		
writing in full sentences		
basic connectives (and, but, because)		
past tense verbs		
adverbs		
subject/verb agreement		
commas		
speech marks		
negative past tense verbs		
synonyms		
other connectives		
senses		
paragraphs		
adding detail to work		
other punctuation		
proofreading		

**Skills that I have made progress with**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Skills that I still need to improve**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



# **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:** \_\_\_\_\_





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## 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.**

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**The car was driven down the road.**

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**The wind blew.**

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

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### 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?

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**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.

<b>Peer Work</b>		<b>Peer Work</b>



## 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	



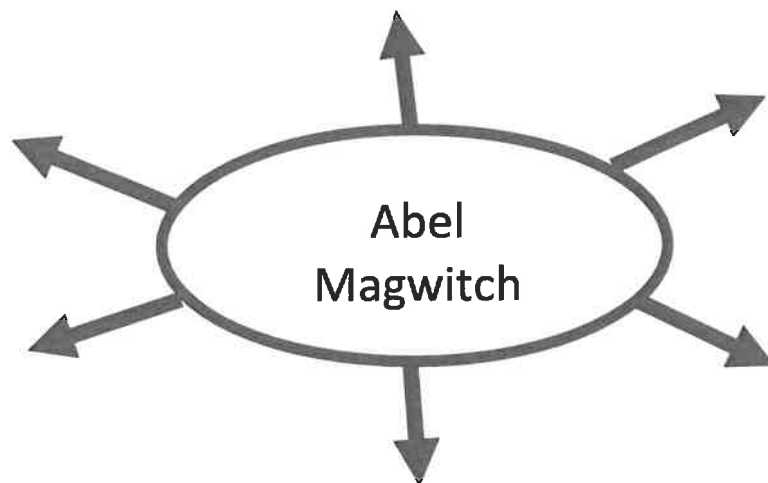
## 7: Extracting Details from a Fiction Text

Read this extract taken from Charles Dickens' *Great Expectations*. Pip – the 1<sup>st</sup> 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:

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## 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



## 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 <sup>th</sup> 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.

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**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.

<b>Peer Work</b>		<b>Peer Work</b>



### 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 <sup>st</sup> , 3 <sup>rd</sup> 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:

<b>Peer Work</b>	



## 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.

<b><u>so,so</u></b>  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.	<b><u>simile</u></b>  The boy's grubby face was flecked with mud and oil, like beard stubble across his young face.	<b><u>noun triplet:</u></b>  Dirt, oil, grease: the boy's face was smeared with his grubby work of the day.
<b><u>(despite...)</u></b>  The boy's face was grubby (despite his best attempts to wipe the muck away) and a greasy oil covered his pale cheeks.	<b>The boy looked grubby.</b>	<b><u>adverb.</u></b>  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:

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



## 17: Tackling Unfamiliar Language

19<sup>th</sup> and 20<sup>th</sup> 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."	

