

# Yr 8 Homework Booklet

## ANSWERS

### Section 1: Punctuation and Grammar Revision

#### The Clause

1. Galileo Galilei was born in Italy in 1564. He became an important scientist.
2. Galileo observed the planets and he discovered Jupiter's moons.
3. He improved the telescope, but he did not invent it.
4. He is called the father of modern astronomy, because he discovered a lot.
5. He said that the Earth is not at the centre of the universe; it goes round the Sun.
6. This was controversial at the time, because the Church did not teach this idea.
7. Galileo was summoned to Rome where he had to answer questions.
8. He was forced to say that the Earth was the centre of the universe. It is not.
9. Galileo made other scientific discoveries so he is called the father of science.
10. He showed how maths and physics go together. He was also a philosopher.
11. He thought that the meaning of life is written in the universe.
12. He proposed new ideas about motion, which were important to scientists.
13. He observed sunspots. He was one of the first people to understand them.
14. He described craters on the moon, which he had seen through his telescope.
15. He observed the Milky Way, which is a star system not a chocolate bar.
16. He was silenced by the Church but he did not change his views.
17. His views are now accepted. Most people know he was right.
18. He was brave and curious. Many scientists revere him.
19. He is important because he furthered our understanding.
20. He shows us how to live; he was true to his beliefs.

#### Colons

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.  
A colon has been used to begin this list, but it would be perfectly acceptable to leave it out.
6. On the voyage of The Beagle, he travelled to Argentina, Chile and Australia.  
Although this is a list, it is relatively short and the items are individual words so there is no need to start it with a colon.
7. The most famous place he visited was the Galapagos Islands.  
There is no need for a colon in this sentence.
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*.

#### Semicolons

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.

#### Nouns

1. James Cook went to schools in a village called Great Ayton.
2. He learnt about sailing in a town called Whitby.

3. He sailed on a ship that went to Newfoundland.
4. In 1768 he commanded the ship The Endeavour.
5. The Endeavour sailed to New Zealand and Australia.
6. The purpose of the voyage was to observe the stars in the skies.
7. Cook sailed round the many islands in the Pacific.
8. In three years of sailing there was only one death on his ship.
9. Cook is known as a skilful navigator.
10. His several voyages made many important discoveries.
11. He helped further various sciences.
12. He was the first European to see many of the Pacific islands.
13. He landed in Australia when few people had been there.
14. His name is remembered in many Australian locations.
15. There is a huge monument to him on a hill near Great Ayton.
16. Cook was killed by a group of Pacific islanders.
17. He returned to get a boat back.
18. A group of islanders set upon him.

### Verbs

1. The London Underground map is a design classic.
2. The red telephone box has been praised as an icon.
3. Mini cars are nippy and sporty.
4. The angle poise lamp has been described as an elegant solution to an everyday problem.
5. Concorde has the look of a futuristic plane.
6. The Bauhaus chair is ergonomically perfect.
7. Many people love the Routemaster London bus.
8. The miniskirt was a popular sixties sign of women's liberation.
9. The Sinclair C5 was a bizarre buggy that no-one bought.
10. An American Quilt is a sign of community effort.
11. Experts revere Chippendale furniture designs.
12. The cat's eye is a smart invention that helps road safety.
13. The Spitfire plane is a design that is fit for purpose.
14. The World Wide Web is a British invention.
15. The E-type Jaguar was another elegant British design.
16. Some people think that computer games like *Tomb Raider* are design classics as well.

### Combine Sentences

*There is more than one correct answer for these questions. A number of suggested answers have been given for question 1, but after that only one suggestion for each question. You may have written something different. Make sure that you have not simply changed the full stop into a comma, which would be wrong, because two sentences must not be divided by a comma.*

1. Gilgamesh is the first story known. It was written in Iraq.  
**These sentences can be combined in various ways as follows:**  
 Gilgamesh is the first story known and it was written in Iraq. Gilgamesh, the first story known, was written in Iraq.  
 Gilgamesh, which was written in Iraq, is the first story known.  
**However, the following is wrong:**  
 Gilgamesh is the first story known, it was written in Iraq.
2. The story was written in the year 2700 BC, but it has survived over 4,000 years.
3. Gilgamesh is an unpopular king who fights Enkidu.
4. The fight goes on for a long time until they decide neither can win.
5. Gilgamesh and Enkidu become friends as they are equal in strength so they respect each other.
6. They set out on an adventure and they go to the forest where they aim to kill Humbaba.
7. Because Gilgamesh and Enkidu use team work, they succeed in killing Humbaba, but they feel guilty afterwards and regret this.
8. When Enkidu dies, it is a punishment so Gilgamesh is very sad.
9. Since Gilgamesh fears his own death, he goes in search of immortality. He knows of a place where he can find eternal life.
10. On his way, he meets an old woman who tells him to give up his search, but he ignores her.
11. He travels over the ocean which is dangerous and takes a long time.
12. When he gets there, he finds a herb, which will keep him young and healthy all his life.
13. He returns to the old woman but while he sleeps, a snake steals the herb.
14. The old woman tells him to return home to his family and value them.

15. So there is a message to the story, that family is important and that you should value what you have.

## Paragraphs

### Task A

- D. Gilgamesh is king of Uruk.
- G. Gilgamesh decides to fight Enkidu.
- J. Gilgamesh and Enkidu fight.
- L. Gilgamesh and Enkidu are equals.
- A. Gilgamesh and Enkidu become friends.
- N. Gilgamesh and Enkidu return to Uruk together.
- O. Gilgamesh and Enkidu set out to kill Humbaba.
- C. Gilgamesh and Enkidu kill Humbaba.
- H. Gilgamesh and Enkidu regret killing Humbaba.
- E. Enkidu dies.
- B. Gilgamesh decides to seek eternal life.
- I. Gilgamesh is warned not to seek eternal life.
- F. Gilgamesh finds the secret of eternal life.
- K. Gilgamesh loses the secret herb of youth.
- M. Gilgamesh returns to his family.

## Dashes

- 1. Beowulf – one of the oldest English poems – tells a heroic story.
- 2. It is set in Denmark – many settlers came from there to England.
- 3. Grendel – a lonely, hairy monster – terrorises the Danish court.
- 4. Grendel feasts on the Danish soldiers – there is no escape.
- 5. Hrothgar is the Danish king – he cannot rid his nation of Grendel.
- 6. Beowulf – a soldier from over the seas – comes to challenge Grendel.
- 7. No-one believes that Beowulf can kill Grendel – a man called Unferth is especially negative about Beowulf's chances.
- 8. Unferth asks Beowulf to tell a story – he has heard it features Beowulf losing a swimming race.
- 9. Beowulf puts him right – he lost the race because he stopped to fight a sea monster.
- 10. That night Grendel visits the feast hall – he attacks the sleeping warriors.
- 11. Beowulf – lying in wait just for this moment – surprises Grendel.
- 12. Grendel fights with Beowulf – he is shocked by Beowulf's strength.
- 13. Beowulf holds onto Grendel's shoulder – his grip is like iron.
- 14. Grendel screams – he doesn't know what to do.
- 15. Beowulf wrenches Grendel's arm off – the original poem describes this very powerfully.
- 16. Grendel slinks off – he is nearly dead.
- 17. Everyone in the Danish court celebrates – they think their troubles are over.
- 18. Grendel is dead – his mother is not pleased.
- 19. Beowulf's work is just beginning – he'll soon have another fight to undertake.
- 20. Grendel's mother is worse than her son – she'll be hard to kill.

## Commas

1. When Beowulf reached the lake, he knew he was at Grendel's mother's lair.
2. Having waited for hours, he decided that he would have to dive into the murky water.
3. Swimming down through the waters, Beowulf looked out for Grendel's mother.
4. He was uneasy, because the lake was littered with corpses.
5. Waiting at the edge of the lake, Beowulf's men began to fear that he would not return.
6. When Beowulf caught sight of the huge monster, he swam towards it.
7. Beowulf struggled with the monster and soon he began to realise that he could not defeat it.
8. Beowulf began to feel terror, because he was being crushed by the monster.
9. When he felt that the end was near, he touched something with his hand.
10. He was lucky because he had found a sword on the bottom of the lake.
11. Having grabbed the sword, he swung it towards Grendel's mother.
12. The sword cut through the monster's neck and so Grendel's mother was defeated.
13. Exhausted but satisfied, Beowulf swam for the surface.
14. When Beowulf returned, everyone was amazed.
15. Their questions were answered straight away because Beowulf was holding Grendel's mother's head in one hand.

## FEEDBACK TASKS

### Choose one:

- a) Write your own description of the fight between Beowulf and Grendel's mother.
- b) Write a description of the celebration feast that takes place after Beowulf defeats Grendel's mother.
- c) Write a guide to using commas for Year 5 pupils.

## Correcting a Passage

Beowulf was a happy successful king for many years and the people loved him. He was his people's protector; they relied on him. When the winter nights were cold, he would recall his adventures. "Once," he said, "I was a young warrior who could defeat anyone. Imagine me then: a strong, athletic, arrogant hero." These were the stories he would tell: the killing of the sea monster, the battle with Grendel, the fight with Grendel's mother. He loved to tell tales. Those were his glory days.

As he got older, his people began to forget his many youthful exploits. They saw him as an old man. Few people could imagine that he was ever a mighty fighter – he seemed so frail. Then one day a terrible event took place. From nowhere, a dragon appeared. The dragon's breath was fire and his bite was bitter. He preyed on Beowulf's land. The dreadful dragon laid waste to many villages. How the people complained! "Help us, King Beowulf," they cried. "Send for a warrior who can rid us of this terrible threat."

Beowulf, old as he was, rose to answer his subject. "I will fight this terrible beast," he promised. Wishing to be respectful, the people did not laugh but they felt that Beowulf was being ridiculous. They could not believe, whatever he said, that Beowulf could fight any kind of beast. The next day Beowulf set out to the dragon's lair, sure that he could kill it. He was brave; perhaps he was foolish. His people followed him. They hoped he would fulfil his promise but they feared that he would fail miserably. How could such an old man fight such a grim monster?

## Section 2: Reading

### Reading 1: *Bleak House*

#### Select and Retrieve:

Grade 4: A Megalosaurus is the dinosaur mentioned.

Grade 5: The dogs cannot be seen in the muddy conditions.

Grade 6: It is after daybreak but the narrator questions "if the day ever broke" which suggests it is still dark.

Grade 7: The most important key word is the endlessly repeated "fog". Choices made by students may include: "the death of the sun"; "a general infection of ill temper"; "defiled"; "cruelly pinching" and the sentence beginning: "the raw afternoon is rawest...". Other appropriate choices may also be made.

#### Infer and Deduce:

Grade 4: The people of London feel cross and irritable.

Grade 5: He wants to give a sense of the setting – the bad weather, the fog and the darkness, and how it makes people feel cross and miserable all over London and beyond.

Grade 6: The fog represents confusion and unhappiness; no-one can see properly in the fog, it makes them feel miserable and it covers the whole of the city and beyond – nothing escapes. This is like the confusion and oppression caused by the Court of Chancery.

Grade 7: The Court of Chancery is at the centre of the densest fog in London and the Lord High Chancellor is in charge of Chancery. The fog represents the fog of confusion and unhappiness created by Chancery and the Lord Chancellor seems to be responsible for this.

#### Structure:

Grade 4: He starts the passage with the weather because he wants to emphasise the importance of the fog and how it covers everything and everyone.

Grade 5: He lists so many examples in order to make it vivid and to show that no-one escapes some kind of effect from the fog.

Grade 6: The passage builds to a climax as it moves from general details about the fog, to considering its effects on individual people and then focuses right in on the source of the fog. Using superlatives, Dickens tells us that the worst of the fog is in Chancery, and narrowing the field of vision even further, the passage zooms in on one individual: "right at the very heart of the fog sits the Lord High Chancellor".

Grade 7: We might expect the rest of the book to show exactly how the court of Chancery causes confusion and suffering to various people involved in it; we might also expect it to be set in London and to focus in on a number of different people. We can expect Dickens to continue to be critical about the court of Chancery.

#### Language:

Grade 4: Repeating the word "fog" has a deadening effect, a bit like the fog itself. It really demonstrates how the fog covers every place and affects every person.

Grade 5: Plenty of choice here. Some suggestions follow: a) The flakes of soot are said to be as big as snowflakes but "gone into mourning". This is powerful because it gives a sense of sadness and darkness, in contrast to the brightness and joy that snow brings.

b) The phrase "the death of the sun" suggests that it will never be light again.

c) A Megalosaurus, “waddling like an elephantine lizard up Holborn Hill”. This gives a vivid and bizarre image of a dinosaur and the way it walks, contrasted with an ordinary city street in London.

Grade 6: These sentences do not contain main verbs. Including main verbs would change the sentences to: ‘Fog is everywhere. Fog is up the river...’, etc. Dickens creates a more impressionistic feel which does not limit the fog’s effects to the present.

Grade 7: Dickens uses the fog as a symbol of the misery and confusion caused by Chancery and much of the effect of the passage comes from the repetition of the word “fog”. His message is made especially clear in the last passage that the worst of the fog is to be found in the Court of Chancery by using three superlatives: “the raw afternoon is rawest, and the dense fog is densest, and the muddy streets are muddiest...”. The passage is full of descriptions of darkness and the misery caused by the fog and the mud, and the negative effects on a wide range of people.

### **Overall Effect**

Grade 4: Any appropriate personal response.

Grade 5: Dickens’ main message is that the fog is everywhere and affects everybody.

Grade 6: Dickens is being critical of the Court of Chancery and the Lord High Chancellor. He also shows that he thinks London is both a great city and a dirty, polluted one.

Grade 7: Dickens uses the fog and the mud as symbols of the confusion and misery brought about by the Court of Chancery. The repetition of certain words and the use of balanced clauses create the effect that the fog is everywhere and completely inescapable; for example: “fog up the river, where it flows among green islands... fog down the river, where it rolls defiled among the tiers of shipping...”. He also uses similes, including the striking one from the start of the passage where he suggests that London in November is so muddy it looks primeval, and a dinosaur would not be a surprising sight.

## **Reading 2 – “All the World’s a Stage”**

### **Select and Retrieve**

Grade 4: Stage; players; exits; entrances

Grade 5: The seven ages are: the infant, the schoolboy, the lover, the soldier, the justice, the pantaloon and finally second childhood.

Grade 6: Plenty of choice. Five suggested descriptive phrases that have a memorable effect: “mewling and puking”; “shining morning face”; “creeping like snail”; “sighing like furnace”; “in fair round belly with good capon lined”.

Grade 7: The effect of “mewling and puking” makes a baby sound as though it just creates mess and noise – it is not an attractive view of an infant. The “shining morning face” of the schoolboy suggests he is full of happiness at the new morning, but “creeping like snail” tells us how unwilling and slow he is on his journey to school. The soldier is “seeking the bubble reputation / even in the canon’s mouth” which suggests that the soldier is trying to do something heroic to win a great reputation and this means he puts his life in danger.

The final line “sans teeth, sans eyes, sans taste, sans anything” is used to describe extreme old age when people have lost their teeth, are going blind, have no sense of taste any more and seem to have lost everything to age.

### **Infer and Deduce**

Grade 4: Any apt response.

Grade 5: The speech suggests that it is not enjoyable to age and start losing your ability to do things. However, at a younger age, there are other difficulties too – the schoolboy has to go to school, and the lover is unhappy.

Grade 6: It suggests that the speaker is quite a critical person. He makes the infant sound nothing but trouble, and he mocks the lover for his sadness and obsession with the woman he loves. He is also scornful of the older man, the pantaloon, who has shrunk in size and whose voice has lost its depth.

Grade 7: It is a very cynical view of human existence. No age seems very desirable and it all seems to be leading towards the indignity of old age and eventual death.

### **Structure**

Grade 4: The passage begins by comparing life to a stage and the people to actors who play many different roles.

Grade 5: It ends with the last age – extreme old age, after which there is nothing left but death.

Grade 6: The passage creates tension and expectation in the reader as he/she waits to find out what each age will be, and how it will be characterised.

Grade 7: The passage rises to a climax by describing each age in turn, introduced by “First... and then... and then” before introducing the seventh age as: “Last scene of all”. It is ironic that the point of the speech that has been built up to is the line which tells us about everything that has been lost: “Sans teeth, sans eyes, sans taste, sans everything.”

### **Language**

Grade 4: “Creeping like snail” is a simile to describe the schoolboy.

Grade 5: Shakespeare uses similes and metaphors to enhance his description of the characters’ actions or features. A simile is used to describe the schoolboy as “creeping like snail” because we all understand how slowly snails move and

this suggests just how much the boy does not want to go to school. The soldier is “bearded, like the pard”. A pard is a leopard, and using this simile could suggest that the soldier is fierce like a wild animal. In the next line Shakespeare uses the metaphor “the bubble, reputation” to suggest that reputation is something fragile that can easily be lost.

- Grade 6: A range of possibilities, but they may include the following: “Puking” is a powerful word to use in the description of the infant. Babies are usually pictured as cute and sweet and this slang word, with its hard sounds, creates quite a contrasting, repulsive impression. “Second childishness” is a powerful phrase because we might expect the seventh age to describe something new, but in fact it shows us an age where everything diminishes and goes backwards, like a second childhood. “Oblivion” is a strong word to describe the state of forgetfulness that very old people can suffer.
- Grade 7: Shakespeare uses an extended metaphor throughout this speech by comparing life to the theatre, and the different stages of life as a series of parts for actors: “All the worlds’s a stage, and the men and women merely players.” This makes the different stages of life seem like a series of different roles that people adopt at different times, before their inevitable move onto the next stage. The word “merely” suggests that life is not as significant as people think. (See also answer to Grade 5 for more comment on metaphor and simile.) Shakespeare also uses repetition very effectively in the last line – “Sans teeth, sans eyes, sans taste, sans everything” – which helps to slow the line down and make it even more hard-hitting.

### Overall Effect

- Grade 4: Shakespeare is telling us that for each person, life is full of different stages.
- Grade 5: Shakespeare was a playwright and an actor, so that is why he might have chosen this as a metaphor for life.
- Grade 6: Shakespeare’s message is that we play lots of different roles in our lives, just as an actor plays many parts, and that each of these roles is replaced by the next.
- Grade 7: The character’s misery is reflected by the negative way in which he views each of the seven ages; he does not see anything good in human life and it is all moving on towards death.

## Reading 3 – England in 1819

### Select and Retrieve:

- Grade 4: “Blind in blood” and “starved and stabbed” are examples of alliteration.
- Grade 5: Negative words: mad, despised, dregs, dull, scorn, leech-like, starved, stabbed, liberticide, prey, tempt, slay, Christless, Godless, worst, graves. Others are negative in context.
- Grade 6: Princes: “the dregs of their dull race”, “mud from a muddy stream”, “fainting country”, “drop blind in blood”; the army: “a two-edged sword”, “golden and sanguine” laws; religion: “a book seal’d”; the senate: “Time’s worst statute”, “graves”, “a phantom”, “tempestuous”.
- Grade 7: Personal choice. A suggested answer: a very powerful image is the comparison of the princes to leeches. Leeches suck blood from humans and animals until they are full, when they drop off. The princes are being compared with something parasitic, which is quite repulsive in itself, and quite a striking contrast with what one might expect, but it also suggests they think only of their own needs and drain the country of its energy and life.

### Infer and Deduce

- Grade 4: Shelley thought he was mad and that everyone scorned him.
- Grade 5: He thought it was in a very bad state and that those in charge were harming the people.
- Grade 6: Shelley wanted to see change, especially to the leadership of the country and to the way that ordinary people were treated.
- Grade 7: Shelley would have been pleased that there is much more democracy now and power in the hands of the people, but he would probably still have thought that there should be no Royal family.

### Structure

- Grade 4: He wanted to create an impact and shock people with his view of the king.
- Grade 5: This is a protest poem. You can tell from the kinds of images he uses and what he hopes will happen.
- Grade 6: There may be different answers here. (This sonnet does not divide neatly into either 8 lines and 6, or 3 quatrains and a rhyming couplet, like most.) Some might choose to divide the poem into sections dealing with the different groups Shelley pictures, and then have the last two lines as the final section, but it perhaps makes more sense of the content to divide it simply in two – the first 10 lines, which outline the state of the country, and the last two which point towards a better future.
- Grade 7: The poem rises to a climax by listing all the things that are wrong with the country, in a series of vivid and forceful images, and by delaying the main verb “are” until line 13, so that Shelley is able to define all of those problems as “graves, from which a glorious Phantom may / burst” and therefore this contrasting hope for the future is given much more impact.

## Language

- Grade 4: “despised and dying”; “dregs of their dull race”; “mud from a muddy spring”; “leech-like”; “blind in blood”; “starved and stabbed”.
- Grade 5: Suggested ideas: “Despised”. This word suggests that everyone hated and scorned the king. “Starved and stabbed”. Both the sounds of these words and the alliteration convey the suffering of the people. “Burst” sounds like an energetic movement, which in the poem fits the idea of something new bursting out to change things.
- Grade 6: The language of the poem is metaphorical and full of strong feeling. Words and phrases that suggest this are “the dregs of their dull race” which suggests that the princes are the last worthless rubbish from their kind. The rulers are described as clinging “leech-like”, like parasites from the country, as though they are draining its blood.
- Grade 7: Shelley uses alliteration and metaphor to create memorable and contemptuous phrases to describe those in authority and the state of England as he saw it at the time. He describes them as “dregs”, “mud from a muddy spring” and depicts them as clinging “leech-like” to the country. All of these metaphors reflect Shelley’s hatred of those in power and his conviction that they were worthless and parasitic, draining the life from the country. Further metaphors explain the effects of these problems. The country is personified as “fainting” like a person who has been overcome, and the turbulent times are pictured as stormy weather: “our tempestuous day”.

## Overall Effect

- Grade 4: Shelley was angry when he wrote this poem.
- Grade 5: Shelley’s message is that those in charge are worthless and the country is in desperate need of change.
- Grade 6: The poem is aimed at people who could take over and make the kinds of change that Shelley thinks the country needs; the last part of the poem talks about the emergence of a “glorious Phantom” which could shine a light over the problems of the times.
- Grade 7: Shelley believed in liberty and republicanism. He is critical of the death of freedom, using the word “liberticide” for this. He clearly did not think that there was anything to be gained from having a Royal family, describing the princes as the “dregs of their dull race”. Dull here means stupid.

## Reading 4 – “The Tyger”

### Select And Retrieve

- Grade 4: The first verse is repeated as a last verse. (There is one change in the last line.)
- Grade 5: The lines “the forests of the night”, “its deadly terrors”, and “Did he who made the Lamb make thee?” all suggest that the tiger is evil.
- Grade 6: The following lines suggest that the tiger was made by some kind of blacksmith: “What the hammer? What the chain? / In what furnace was thy brain? / What the anvil?”
- Grade 7: burning; fearful; dread; deadly; dare. These key words suggest the danger and deadly power of the tiger and the fear that it causes. The word “dare” suggests the daring of a creator to make such a creature.

### Infer And Deduce

- Grade 4: He thinks it is terrifying and powerful.
- Grade 5: Blake clearly believes in God but he struggles with the idea that God created a gentle lamb and a fierce tiger.
- Grade 6: They are total opposites. A lamb is gentle, innocent and vulnerable, whereas a tiger is a total contrast: strong, predatory and frightening.
- Grade 7: It could be said that Blake is afraid – not so much of the tiger, but of a creator that would “dare” to create something like this.

### Structure

- Grade 4: Blake repeats most of the first verse at the end to bring the poem to a close.
- Grade 5: He has changed the word “could” to “dare”.
- Grade 6: The first verse introduces the tiger, and begins to question who could have created it; the second verse concerns the tiger’s burning eyes, and where they could have been found; the third verse wonders who could have created the heart and muscles of the tiger and set them going; the fourth verse imagines the creator at work like a blacksmith working on the tiger at an anvil; the fifth verse imagines the stars crying at the creation of the tiger and asks if the creator was pleased with what he had done; and the final verse returns to the original description of the tiger, with the word “dare” changed – what kind of creator could have dared to create something so fearful?
- Grade 7: The poem rises to a climax through the use of questions about different aspects of the creation of the tiger. Some of these questions are cut in half as the tone becomes more tense: “What dread hand? & what dread feet?” Gradually the poem builds a sense of the tiger coming powerfully to life. The climax of the poem comes with the question: “Did he smile his work to see? / Did he who made the Lamb make thee?” as Blake tries to understand the nature of a god that could create something so fearful.

### Language:

Grade 4: Words suggesting strength: sinews; dread grasp; clasp

Grade 5: Lines suggesting the tiger is evil: "What dread grasp / dare its deadly terrors clasp". The reference to the "forests of the night" might make us think of night being used as a metaphor for evil.

Grade 6: The rhythm is a pounding one which emphasises the word "tiger" and "burning".

Grade 7: Blake uses a lot of questions, without giving any answers, which helps to convey the astonishment and awe the narrator feels at the tiger and also the god which dared to create it. He uses the contrast between lamb and tiger to give a sense of two different sides to creation: good and evil, or gentleness and cruelty. He uses images from a blacksmith's workshop to suggest the way in which the tiger is created: heated in a furnace and twisted into shape like hot metal on an anvil.

### Overall Effect

Grade 4: Blake thinks the tiger is strong, fearsome and powerful.

Grade 5: Blake's message is that God must have created both the powerful tiger and the innocent lamb.

Grade 6: Blake is saying that both good and evil exist in the world, and that God created both.

Grade 7: Blake is impressed by the tiger's power and its mesmerising quality. The opening lines – "Tiger tiger, burning bright / in the forests of the night" – create a striking image of the tiger and its energy and attraction. It is like a fire, which has both danger and the power to fascinate us.

## Reading 5 – "Daffodils"

### Select and retrieve

Grade 4: The daffodils were fluttering and dancing.

Grade 5: a) "I wandered lonely as a cloud" b) "Continuous as the stars that shine..."

Grade 6: It mentions the "hills and dales" – hills and valleys, typical of the Lake District; it also mentions the lake where the daffodils were. Wordsworth lived in the Lake District.

Grade 7: He tells us he was lonely at first, then the sight of the daffodils made him happy, and whenever he is back at home, thinking perhaps, or maybe not thinking of anything at all, the daffodils come back in his mind's eye and make him happy again.

### Infer and deduce

Grade 4: Wordsworth feels happy about the daffodils.

Grade 5: He cannot help feeling happy when he sees them at the time: "A poet could not be but gay / In such a jocund company!" and afterwards, the memory of seeing them makes him happy.

Grade 6: Wordsworth is a solitary, thoughtful person, who has been wandering "lonely as a cloud". The natural world is very important to him.

Grade 7: Wordsworth thinks nature has a powerful influence on human emotions.

### Structure

Grade 4: He starts with the idea in the first line because he wants us to understand how he is feeling before he sees the daffodils.

Grade 5: Wordsworth creates a contrast between himself "lonely as a cloud" and the "crowd" of daffodils.

Grade 6: The first verse sets up a contrast between Wordsworth and the daffodils; the second verse continues the description of the daffodils; the third verse explains the effect the sight had on him; and the last verse explains the way in which the memory often comes back to cheer him.

Grade 7: The first part of the poem presents Wordsworth's isolation compared with the crowd of daffodils, and develops contrasting moods between him, "lonely as a cloud", and the rest of nature, as he sees the daffodils "fluttering and dancing in the breeze". The flowers are described in more detail and are personified as "a jocund company", lightening Wordsworth's mood. The final verse explains the importance of that moment as it presents the power of memory – whenever Wordsworth remembers the sight of the daffodils, they have the same effect on him as the first time.

### Language

Grade 4: Key words are: "lonely"; "dancing"; "glee" "wealth"; "bliss"; pleasure"; "dances".

Grade 5: Students will have their own responses, but are likely to draw attention to the "dancing" of the daffodils, and the way Wordsworth emphasises their numbers – e.g. by comparing them to the stars of the Milky Way.

Grade 6: Another answer which is likely to be a personal one. A suggested answer: Wordsworth personifies the daffodils and tells us they are "dancing" with "glee". This makes us associate the daffodils with happiness.

Grade 7: Wordsworth uses both similes and metaphors. He describes himself as being "lonely as a cloud / which floats on high...". This suggests that he feels isolated and detached from his surroundings. The daffodils, by contrast, are personified as "a crowd" and a "host" – like lots of people "dancing" – and it is this infectious gaiety which draws Wordsworth in, almost as if he is joining a party: "a poet could not be but gay / In such a jocund company!" He

uses another simile to describe the way the daffodils are “continuous as the stars that shine” which gives a sense of their numbers, and also conveys the way in which the breeze made them flutter and move like twinkling stars. Wordsworth uses the word “wealth” metaphorically to convey that a memory such as this is worth much more than any money.

#### **Overall effect:**

Grade 4: Wordsworth’s message is that nature makes him happy.

Grade 5: Wordsworth tells us that sights in nature are worth far more than material wealth.

Grade 6: Wordsworth expects us to imagine the scene and agree with him, and to feel the sense of happiness that he felt.

Grade 7: Wordsworth’s philosophy is that nature sustains us.

### **Reading 6 – “The Kraken”**

#### **Select And Retrieve**

Grade 4: The word “thunders” suggests a noise in the first line.

Grade 5: The kraken is sleeping.

Grade 6: Huge sponges, enormous polypi and sea worms are mentioned.

Grade 7: The kraken has been asleep “for ages”. This means more than we mean when we use the phrase colloquially. Here it means for millennia.

#### **Infer And Deduce**

Grade 4: The mood is quiet and peaceful.

Grade 5: Readers will have their own ideas here. They may suggest that Tennyson was interested in the unknown depths of the ocean or that he wanted to reimagine a creature from ancient myth, for example.

Grade 6: “The Kraken” could be interpreted in different ways. The description of the kraken’s death might represent the end of the world and the end of time. In myths, the kraken is a fearsome sea monster, but here it is portrayed as something much less dangerous, and so it might symbolise the way our fears distort reality.

Grade 7: Tennyson is trying to create an enigmatic effect, contrasting the peace and undisturbed ages through which the kraken sleeps, with the drama of the end when the kraken rises to the surface only to die.

#### **Structure**

Grade 4: The poem ends with the kraken rising to the surface and dying.

Grade 5: It is a surprise because the writer has spent the poem describing the kraken, almost as if it is sleeping for some purpose, so when it rises to the surface at the end of the poem, you might expect it to do something, not just die.

Grade 6: There are contrasts between the “thunder” of the upper depths and the quiet of the “abysmal depths” where the kraken sleeps, and also a contrast between the sleeping kraken in most of the poem and the “roaring” at the end.

Grade 7: The poem leads towards its conclusion by describing the uninterrupted, lengthy sleep of the kraken: “there he hath lain for ages”. The tense changes to the future tense to mark how this sleep will finally end when he rises to the surface and dies. The change is also signalled by the word “until” in line 13. The description of the kraken’s rising to the surface and death is the conclusion of the poem.

#### **Language**

Grade 4: Powerful words: thunders, huge, enormous, giant, roaring

Grade 5: Tennyson’s language creates a strange effect by using old-fashioned words: “the Kraken sleepeth” / “there hath he lain” which makes the kraken sound old and mysterious. The description also creates a mysterious unknown world where things seem to grow huge: “unnumbered and enormous polypi”; “giant arms”; “huge sea-worms”.

Grade 6: Students will make their own choices here. A suggested answer: “faintest sunlights flee / about his shadowy sides”. This line makes me feel it is very dark and shadowy in the depths of the ocean, and that only very faint shafts of light show up the sides of the kraken, but most of it is in the gloom.

Grade 7: Tennyson uses a number of techniques to give a mythical or fairy-tale feel to the setting. He uses repetition effectively at the start of the poem: “far, far beneath”. The archaic forms of the verbs “the Kraken sleepeth” / “there hath he lain” also help to create the sense of something ancient. Adjectives convey how strange and enormous the creatures of the deep are: “huge”; “giant”; “wondrous and secret”. Tennyson also reverses sentence structure to create particular effects, for example in the last line where he ends on the word “die”, giving it greater impact.

#### **Overall Effect**

Grade 4: Any apt personal response.

Grade 5: Tennyson has a powerful imagination and creates a sense of mystery about the ocean depths.

Grade 6: Tennyson’s message is that the kraken sleeps for millennia, growing enormous until it finally rises to the surface in a brief burst of activity before dying.

Grade 7: Tennyson wants us to feel intrigued and awed by the mysterious kraken, the ocean depths it inhabits and its strange death.

## Reading 7 – “The Diary of a Pre-teen Prom Queen”

### Select and Retrieve

- Grade 4: You can tell she is a young girl because she says she was hanging around with her friends (all girls) at break – so she is obviously at school. She says they all “did the giggly girlie act”.
- Grade 5: Terry is good at football, good-looking and popular.
- Grade 6: She is so excited because she thinks his offer to teach her football is like being asked out on a date.
- Grade 7: She expresses shock, excitement and wonder.

### Infer and Deduce

- Grade 4: She thinks he is very attractive, but not someone who would notice her.
- Grade 5: She thinks it is the best thing that has ever happened to her.
- Grade 6: They laugh because she tried to impress Terry and ended up making a fool of herself.
- Grade 7: She is a chatty, excitable girl, who seems reasonably popular, with her own set of friends, but quite self-aware. (She remarks “we did the giggly girlie act” as the boys approach.) Underneath it all, she is desperate to be liked and noticed by the best-looking boy in the school – she talks about how she was “feeling so wanted”. She clearly enjoys confiding in her diary as if she is talking to a friend.

### Structure

- Grade 4: When the writer starts with “OMG!” it makes you expect that something amazing has happened.
- Grade 5: By starting with “OMG!” the writer makes the reader keen to read on as it is like she is talking to you, and you want to find out what has happened to make her say that.
- Grade 6: The first word creates drama because the “OMG!” at the start makes us wonder what has happened. Then tension is created because of what she says she *thought* she would be writing about, and how terrible it would have made her feel. Then the writer says “But then...” to create a sense of tension, before referring to something “miraculous” which definitely makes us want to read on.
- Grade 7: *This answer could include points made in the Grade 6 answer, as well as the following:* The opening paragraph prepares the reader for something dramatic to have happened in the life of the narrator. It is clear that it is something she thinks is fantastic – because she starts the paragraph with “OMG!” and ends it with “this might just have been the best day of my life!” and uses exclamation marks both times.

### Language

- Grade 4: She describes her feelings by saying that what happened was miraculous and perfect.
- Grade 5: The writer’s language makes the passage funny because of the way she describes her reactions: “I just gawped and nodded and tried to keep breathing.”
- Grade 6: The writer writes as she speaks, so the language is colloquial and familiar to the girls who will be reading it. For example, she describes Terry as “the lush, cool, too-gorgeous-to-look-at Terry Casper”.
- Grade 7: The writer uses lots of questions, which involve the reader and make it feel as if the passage is asking their opinion: “I mean, I’m not imagining it, am I?” She also includes dialogue, which makes the piece livelier and the characters more convincing. She mixes narration of events with her commentary and reactions, creating an involving character. Colloquial language also draws the reader in and makes the character realistic.

### Overall Effect:

- Grade 4: This will be a personal response.
- Grade 5: Again, likely to be personal, but claims could be made on either side. It is narrated by a girl, and is a subject of interest particularly to girls, but since girls read plenty of books narrated by and about boys, that should not matter. The plot will clearly involve Terry and football, so it could be argued that it will be of interest to boys. However, both girls and boys might dislike the passage because it seems to present stereotypes.
- Grade 6: The writer makes us sympathise with the narrator because she mocks herself and does not take herself too seriously. She comes across as likeable and so excited at the chance to spend time with Terry that we might feel pleased that she has the chance to do so.
- Grade 7: This will be a personal response, backed up by apt examples. Students might refer positively or negatively to the personality of the narrator, the subject matter, the colloquial style of the passage or the presentation of girls and boys.

## Reading 8 – “The Galaxy of a Thousand Earth-like Planets”

### Select and Retrieve

Grade 4: Three droids accompany Thorg.

Grade 5: The Pro-consul is “wizened” which means he is wrinkled with age.

Grade 6: The detail that tells you that this is a science fiction book is the setting, which clearly takes place somewhere other than on Earth, and at some point in the future – the “Fifth Era”. There are references to robots and aliens, and a battle is about to break out between those in charge – the Pro-consul and the councillors, and Thorg and his robots.

Grade 7: The key word to describe Thorg is “threatening”.

### Infer and Deduce

Grade 4: Thorg is cruel and brutal, and does not let anything or anyone get in his way.

Grade 5: He tells the councillors what is going to happen; he does not ask them or announce it quietly. He “bellows” at them, telling them he is “in control”.

Grade 6: The robots are described as “coldly metallic” so they are made of metal, but it also suggests they have no feelings. They are described as moving “silently, smoothly” which suggests they have no legs, and makes them sound menacing and unstoppable.

Grade 7: We are on the side of the Pro-consul. This is because Thorg has taken over in what seems to be a military coup, without any mercy for those who disagree. He represents brute force, whereas the council represents democracy. The murder of the Boolian delegate makes us see what kind of leader Thorg will be.

### Structure

Grade 4: After you read the first sentence, you expect a battle to take place.

Grade 5: The first sentence creates expectations with its mention of the battle-class lasers and the fact that Thorg “marched” into the council chamber with the three guards.

Grade 6: The writer uses new paragraphs for speech or for a new moment in the action.

Grade 7: The writer creates tension and drama from the words and actions of Thorg and the responses of those in the council chamber. There is a contrast between Thorg’s dominance and the councillors’ intimidated, weak responses. The death of the Boolian candidate is a dramatic moment. The repeated comment “We are in charge” creates tension at the end of the passage.

### Language

Grade 4: “Marched”, “bulk”, “bellowed”, “glaring”, “threatening”, “cruel” and “barked” are all powerful words.

Grade 5: The most memorable details are the description of the Boolian delegate’s “single eye starting out of its purple forehead” and the way he dies: “froze, shivered, glowed as red as the laser, then evaporated.”

Grade 6: The reader is manipulated by the descriptions of Thorg (“cruel”/“defiant”) and the way he acts (“marched”/“barked”/“let out a cruel laugh”).

Grade 7: The author uses contrast to show the power of Thorg compared with the weakness of the Pro-consul: “his wizened frame cut an unimpressive figure next to Thorg’s massive, armour-plated bulk”. He uses adjectives and adverbs to make the description more vivid and detailed, often in lists of three: “It extended its five twisting, rubbery tentacles”/ “his proud, defiant, threatening eyes”.

### Overall Effect

Grade 4: This will be a personal response.

Grade 5: Most would expect the rest of the council to be taken prisoner, and a war to break out.

Grade 6: The author’s main aim was to establish the power of Thorg and the way in which he takes control.

Grade 7: The author might expect us to be intrigued and involved by this beginning and to read on to see how Thorg is eventually defeated.

## Reading 9 – “Rambling On”

### Select and Retrieve

Grade 4: He likes being outside in the fresh air, the exercise, socialising and enjoying nature.

Grade 5: The three problems he has are: other people’s attitudes to him, dogs and litter.

Grade 6: He notices birds, trees and flowers.

Grade 7: His personality is revealed by what he tells us about why he enjoys going for walks – his enjoyment of nature and a slower pace of life – and the way in which he defends himself against critics – often in a light-hearted way.

### Infer and Deduce

Grade 4: He is serious about enjoying walking, but he writes in a light-hearted tone.

Grade 5: The author is a person who enjoys walking in the natural world, and who is not too impressed by the modern world; he refers to other people’s cars as “turbo-charged gas guzzlers” while his own car (when he uses it) dates from 1985.

Grade 6: The author’s aim is to entertain us at the same time as persuade us that going for country walks can be enjoyable.

Grade 7: The author is aiming to amuse us with his deliberate contrast between his 1985 Trabant and his jokey reference to it being “stapled together” and the way he describes other people’s cars as “turbo-charged gas guzzlers”.

However, what we can infer is that he thinks cars are functional, for transport, and that modern cars go too fast and use too much petrol.

### Structure

Grade 4: The end is missing.

Grade 5: The author establishes himself and his enjoyment of walking in the first paragraph; he outlines his three problems in the second (other people’s attitudes, dogs and litter). In paragraphs three and four he explains in more detail the first two problems he has mentioned.

Grade 6: The author includes this paragraph because it sets up an interesting contrast between himself and what he expects the attitude of his readers to be, in the form of a conversation. This draws us in.

Grade 7: He links his paragraphs by creating a clear structure in paragraph two, with the three problems he outlines; he also links paragraphs by using an opening sentence which refers back to the previous paragraph (e.g. “Well, nothing’s that simple, is it?”)

### Language

Grade 4: Positive words: pleasant, healthy, relaxing, pleasure.

Grade 5: The author creates contrast and humour in the following example where he says some people react to the idea of a “pleasant stroll in the country” as if he “was proposing to swim the Atlantic underwater, naked”. The exaggerated nature of this contrast also makes it entertaining. Later on he refers to dog excrement as “little brown messages” and the way that owners treat the countryside as a “dogs’ toilet”.

Grade 6: He uses sentence structure to outline the three problems he has by saying: “I have three crows to pluck”, and following this with a colon to list the three problems. Each problem is marked off by a semicolon. This kind of sentence structure makes the passage easy to understand. He also uses questions to draw attention to different viewpoints, and then explains the answers in more detail.

Grade 7: The author presents himself as a “geeky weirdo”, inviting us to laugh at him, and mocking himself by his references to his ancient, “stapled together” car, and even in pun in the title “Rambling On” which suggests he is boring his listeners. He presents arguments in dialogue form – “You do what?” they groan” – which is more enjoyable to read. He also entertains us with his use of exaggeration (for example in the reference to swimming the Atlantic naked). By these means, he draws us in and makes us more willing to listen to him.

### Overall Effect

Grade 4: Going for walks in the countryside is a great pleasure which more people should try instead of criticising. Dog owners should be more considerate.

Grade 5: He persuades us by asking us questions; for example, telling us about birds and flowers: “Remember them?”, and later on “Why not... give walking a try?”

Grade 6: The author portrays himself through his attitudes to cars and his language (e.g. “I have three crows to pluck”) as someone who is rather stuck in the past, but he is not afraid to stand up to the critics.

Grade 7: The author manipulates the reader by suggesting that they share the intolerant attitudes shown to people who enjoy walking. This makes the reader all the more anxious to feel that they are more broad-minded than that (that they would never dismiss somebody as a “geeky weirdo”), and therefore persuades them to see the writer’s viewpoint.

## Reading 10 – “Stacey Treebling and the Demolition Man”

### Select and Retrieve

Grade 4: She has dark eyes / black hair. She is loud.

Grade 5: “She would blow through the house like a hurricane”.

Grade 6: “Stacey was a feisty little ball of flames”.

Grade 7: Personal choice, but students may well select: “she looked like a pocket-sized Armoured Personnel Carrier, with attitude”. The reference to the Armoured Personnel Carrier makes her sound as if nothing could attack her, as if she was hugely strong and capable, but this is contradicted by “pocket-sized” which reminds us that she is tiny, and so the contradictory image is quite humorous and shows that she may be small, but she has a huge impact on those around her.

### Infer and Deduce

Grade 4: Stacey is a strong character who cannot be ignored.

Grade 5: Her family are nervous of her moods and the chaos she causes.

Grade 6: Stacey is the sort of character who would refuse to accept no for an answer, and would probably stand in the way of a bulldozer rather than allow it to demolish the street.

Grade 7: The author makes us interested in Stacey by making her stand out from the rest of her family, and making her a strong, forceful personality whose response to things will be individual.

### Structure

Grade 4: It is about Stacey’s character.

Grade 5: The second paragraph begins the action of the story: Stacey returning home and calling a family meeting; the third paragraph describes her as she enters the room for the meeting.

Grade 6: The first paragraph links to the rest by describing Stacey’s character, so it paves the way for us to understand the way she is likely to respond to the threat of demolition, which starts the story.

Grade 7: We can tell it is the start of the book, because it introduces the character and then shows her in action. She is acting in her usual way and “none of her family was at all surprised” but then, when a family meeting is mentioned, it is clear that this is something new and that something is about to happen.

### Language

Grade 4: Stacey is described as being a “ball of flames” and like a “hurricane” which makes her sound destructive and powerful.

Grade 5: The author describes her family as people who avoid Stacey’s difficult moods, pretending to be doing something different, or hiding away until she is calmer.

Grade 6:

Grade 7: The author uses similes and metaphors to convey how forceful a personality Stacey is. Stacey is described as being a “ball of flames” and like a “hurricane”. Both of these comparisons suggest destructive forces which leave chaos and devastation behind them. The author also uses strong verbs to create the character and her energy: “Slamming, hurling, stomping” and like this example, they can be used in lists of three to add emphasis.

### Overall Effect

Grade 4: We want to find out what she is so angry about, and what she will do.

Grade 5: This is a story about a problem and an ordinary girl who has to sort it out.

Grade 6: The intended audience is children / young teenagers, because it is about a young girl. Stacey is a strong personality who might be somebody young people would want to read more about.

Grade 7: The author wanted to establish the character of Stacey and contrast her with the rest of her family. He also wanted to start the story off by making the readers wonder what was different about her mood this time and why she was calling a family meeting.

## Section 4: Spelling

### Spelling 1 – -ible or -able

1. d) Irritable
2. a) Sensible
3. b) Invisible
4. c) Excitable
5. d) Responsible
6. b) Incredible
7. a) Accessible
8. a) Indispensable
9. a) Admirable
10. c) Incurable

### Spelling 2 – Drop the -e

1. a) Excitement
2. b) Sensible
3. d) Racing
4. b) Moving
5. a) Motivation
6. b) Desirable
7. a) Lateness
8. a) Safety
9. a) Commencement
10. c) Slicing

### Spelling 3 – Prefixes and Suffixes

*Task a) answers follow. For task b), consult a dictionary.*

1. Disappear/Disadvantage/Dissatisfy/Dissimilar
2. Unnecessary/Unnatural/Unencumbered/Unsophisticated
3. Underachieve/Underrepresent/Understate/Under-rehearse/Underground
4. Sleepiness/Foolishness/Hopelessness/Idleness/Carelessness
5. Functionary/Cautionary/Exemplary

### Spelling 4 – Change y to i

1. Employment/Enjoyment/Merriment
2. Silliness/Jolliness/Shyness/Business
3. Carried/Worried/Played/Dismayed/Hurried/Fried
4. Beautiful/Pitiful/Playful
5. Boys/Follies/Babies/Ladies

### Spelling 5 – Double letters

1. Hitter/Fitter/Sitter/Blotter/Fatter/Spitter/Splitter/Batter/Matter
2. Stopping/Cropping/Cutting/Shutting/Fitting/Sitting/Patting/Dropping
3. Topped/Tipped/Flipped/Flopped/Snogged/Flogged/Plotted/Propped/Trapped

### Spelling 6 – Plurals

1. Schools
2. Snakes
3. Sneezes
4. Catches
5. Latches
6. Wishes
7. Quizzes
8. Searches
9. Misses
10. Swindlers
11. Boxes

12. Elves
13. Catchers
14. Fish
15. Foxes
16. Lice
17. Houses
18. Women
19. Calves
20. Kisses
21. Dishes
22. Guesses
23. Fezzes
24. Washes
25. Cashes
26. Businesses

## Spelling 7 – Problem words

### Advice/Advise

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

### Practice/Practise

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

## Section 5: Vocabulary

### Vocabulary 3 – Multiple Choice

1. b) Hateful, unpleasant
2. a) To confuse
3. a) An organised series of activities
4. d) Notorious
5. c) A gap
6. d) Flickering
7. b) An opponent that can't be beaten

### Vocabulary 4 – Define and Use

abject – lowly; base

basilisk – a mythical snake that could kill with a glance or with its breath

capacity – the ability to hold or contain; the maximum amount that can be contained

delicate – not strong, needing careful handling

elaborate – highly detailed

fascinate – to keep someone spellbound

gratitude – what you feel when you are grateful

homage – knights would pay homage (show their loyalty and reverence) to their king

identical – exactly the same as

juxtaposition – (usually words) placed side by side

kowtow – bowing down to others; from the old Chinese custom of putting the head to the ground to show deference to others

languish – to lose strength, to fade, to become depressed

malapert – bold, impudent

nostalgia – wishing to return to the past; fond memories of the past

obstinate – stubborn  
panache – a sense of style or swagger  
quincunx – a pattern of five things at the corners and centre of a square (like on dice)  
rational – based on reason  
sagacious – wise  
tepid – lukewarm

### Vocabulary 5 – Alternatives for Common Words

1. small  
*Try:* tiny, minute  
What else? Little; diminutive; miniscule
2. fast  
*Try:* rapid, urgent  
What else? Speedy; swift; quick
3. slow  
*Try:* laboured, snail-like  
What else? Leisurely; sluggish; deliberate
4. beautiful  
*Try:* attractive, stunning  
What else? Gorgeous; lovely; exquisite
5. take the mick  
*Try:* ridicule, mock  
What else? Satirise; tease; scorn
6. excited  
*Try:* thrilled, energetic  
What else? Stirred; exhilarated; fired up
7. bad  
*Try:* terrible, awful  
What else? Appalling; evil; dreadful
8. good  
*Try:* virtuous, wonderful  
What else? Fantastic; fine; superb
9. drank  
*Try:* slurped, sipped  
What else? Downed; drained the cup; swigged

### Vocabulary 7 – Fill in the missing words

1. To be worthless is to be abject.
2. Another word for a home is an abode.
3. To be kind is to be benevolent.
4. A small case or little spaceship is a casket.
5. To stroke someone is to caress them.
6. To come to an agreement is to cooperate.
7. A riddle-like crossword clue is called cryptic.
8. To argue against something is to denounce it.
9. A very run-down house would be described as derelict.
10. To beg is to entreat.
11. To be very careful, difficult to please and easily disgusted is to be fastidious.
12. Another word for leaves is foliage.
13. To be distinguished and noble is to be illustrious.
14. Money left in a will is a legacy.
15. To speak evil of someone is to malign them.
16. Another word for weak or thin is meagre.
17. To be a liar is to be mendacious.
18. A word for a total change is a metamorphosis.
19. A word that sounds like what it means is an example of onomatopoeia.
20. To be thoughtful is to be pensive.
21. To set out on a foolish mission is to be quixotic.
22. To be unwilling is to be reluctant.
23. To be slow and dignified is to be stately.

24. Something strange or underhand might be called sly.
25. To put up with something is to tolerate it.
26. Enthusiasm might be called zeal.

## Crossword

**Bold** – instruction; *italics* – meaning; underline – anagram / letters given

1. Clue: *Story is **found in** confused rap label (7 letters)*  
Answer: **parable**
2. Clue: *Blueprint singed, **changed** (6 letters)*  
Answer: **design**
3. Clue: *Sword sap **arranged** *code* (8 letters)*  
Answer: **password**
4. Clue: *Stop I'm a **mixed up** *artistic technique* (7 letters)*  
Answer: **impasto**
5. Clue: ***Get material from** line **narrowing** (5 letters)*  
Answer: **linen**
6. Clue: *To **act in** super form (7 letters)*  
Answer: **perform**
7. Clue: *E-blog misread **reveals** the *whole world* (5 letters)*  
Answer: **globe**
8. Clue: *[Hold up] [a] [goose]? Sounds like *official lies* (10 letters)*  
Answer: **[prop][a][ganda]**
9. Clue: *Pit choir **holds** *particular note* (5 letters)*  
Answer: **pitch**
10. Clue: *Movement **found in** a tin root decaying (8 letters)*  
Answer: **rotation**

**Writing Task 1: "Write the opening to a detective novel."**

1. Look at the criteria on the task page. What Grade would you give yourself from there?
2. Now look at the table below and add up how many marks you have got. The bottom section of the table tells you what Grade you have achieved in this task.

<b>Add up your marks.</b>	<b>1 mark</b>	<b>2 marks</b>	<b>3 marks</b>	<b>4 marks</b>
1. How many commas did you use?	0	1-3	4-10	More than 10
2. How many paragraphs did you use?	1	2-3	4-6	More than 6
3. How many words were in your longest sentence?	Less than 6	6-10	10-20	More than 20
4. How many different first words did you use at the start of a sentence?	2-5	6-9	9-12	More than 12
5. How many letters were in your longest word?	5	6-9	9-12	More than 12
6. How many sentences about setting did you include?	0	1-3	4-10	More than 10
7. How many words about crime did you include?	0	1-3	4-10	More than 10
8. How many descriptive paragraphs did you use?	0	1-3	4-6	More than 6
<b>What Grade did you achieve?</b>	<b>8-10 marks</b>	<b>11-18 marks</b>	<b>19-26 marks</b>	<b>27-32 marks</b>
	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>

**MARK YOUR OWN WORK**

**Writing Task 2: "Write a description of your idea of a perfect birthday party."**

1. Look at the criteria on the task page. What Grade would you give yourself from there?
2. Now look at the table below and add up how many marks you have got. The bottom section of the table tells you what Grade you have achieved in this task.

<b>Add up your marks.</b>	<b>1 mark</b>	<b>2 marks</b>	<b>3 marks</b>	<b>4 marks</b>
1. How many commas did you use?	0	1-3	4-10	More than 10
2. How many paragraphs did you use?	1	2-3	4-6	More than 6
3. How many words were in your longest sentence?	Less than 6	6-10	10-20	More than 20
4. How many different first words did you use at the start of a sentence?	2-5	6-9	9-12	More than 12
5. How many letters were in your longest word?	5	6-9	9-12	More than 12
6. How many facts about the party did you include?	0	1-3	4-10	More than 10
7. How many sentences explicitly referred to the fact the readers are your age?	0	1-3	4-10	More than 10
8. How many people did you describe?	0	1-3	4-6	More than 6
<b>What Grade did you achieve?</b>	<b>8-10 marks</b>	<b>11-18 marks</b>	<b>19-26 marks</b>	<b>27-32 marks</b>
	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>

**MARK YOUR OWN WORK**

**Writing Task 3: "Write a description of a setting for a horror story."**

1. Look at the criteria on the task page. What Grade would you give yourself from there?
2. Now look at the table below and add up how many marks you have got. The bottom section of the table tells you what Grade you have achieved in this task.

<i>Add up your marks.</i>	<b>1 mark</b>	<b>2 marks</b>	<b>3 marks</b>	<b>4 marks</b>
1. How many commas did you use?	0	1-3	4-10	More than 10
2. How many paragraphs did you use?	1	2-3	4-6	More than 6
3. How many words were in your longest sentence?	Less than 6	6-10	10-20	More than 20
4. How many different first words did you use at the start of a sentence?	2-5	6-9	9-12	More than 12
5. How many letters were in your longest word?	5	6-9	9-12	More than 12
6. How many objects in the place did you include?	0	1-3	4-10	More than 10
7. How many direct references to emotions did you include?	0	1-3	4-6	More than 6
8. How many spooky words did you include?	0	1-3	4-10	More than 10
<b>What Grade did you achieve?</b>	<b>8-10 marks</b>	<b>11-18 marks</b>	<b>19-26 marks</b>	<b>27-32 marks</b>
	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>

**MARK YOUR OWN WORK**

**Writing Task 4: "Write description of your ideal home."**

1. Look at the criteria on the task page. What Grade would you give yourself from there?
2. Now look at the table below and add up how many marks you have got. The bottom section of the table tells you what Grade you have achieved in this task.

<i>Add up your marks.</i>	<b>1 mark</b>	<b>2 marks</b>	<b>3 marks</b>	<b>4 marks</b>
1. How many commas did you use?	0	1-3	4-10	More than 10
2. How many paragraphs did you use?	1	2-3	4-6	More than 6
3. How many words were in your longest sentence?	Less than 6	6-10	10-20	More than 20
4. How many different first words did you use at the start of a sentence?	2-5	6-9	9-12	More than 12
5. How many letters were in your longest word?	5	6-9	9-12	More than 12
6. How many emotional words did you include?	0	1-8	9-18	More than 18
7. How many references to the gender of your audience did you include?	0	1-3	4-10	More than 10
8. How many descriptive words did you include?	0	1-3	5-10	More than 10
<b>What Grade did you achieve?</b>	<b>8-10 marks</b>	<b>11-18 marks</b>	<b>19-26 marks</b>	<b>27-32 marks</b>
	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>

**MARK YOUR OWN WORK**

**Writing Task 5: "Write a letter to a pen-pal describing your school.."**

1. Look at the criteria on the task page. What Grade would you give yourself from there?
2. Now look at the table below and add up how many marks you have got. The bottom section of the table tells you what Grade you have achieved in this task.

<b>Add up your marks.</b>	<b>1 mark</b>	<b>2 marks</b>	<b>3 marks</b>	<b>4 marks</b>
1. How many commas did you use?	0	1-3	4-10	More than 10
2. How many paragraphs did you use?	1	2-3	4-6	More than 6
3. How many words were in your longest sentence?	Less than 6	6-10	10-20	More than 20
4. How many different first words did you use at the start of a sentence?	2-5	6-9	9-12	More than 12
5. How many letters were in your longest word?	5	6-9	9-12	More than 12
6. How many descriptive words did you use?	0	1-3	4-10	More than 10
7. How many references to the pen-pal did you include?	0	1-3	4-10	More than 10
8. How many features of the letter form did you include?	0	1-3	4-6	More than 6
<b>What Grade did you achieve?</b>	<b>8-10 marks</b>	<b>11-18 marks</b>	<b>19-26 marks</b>	<b>27-32 marks</b>
	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>

**MARK YOUR OWN WORK**

**Writing Task 6: "Write a description of your ideal job."**

1. Look at the criteria on the task page. What Grade would you give yourself from there?
2. Now look at the table below and add up how many marks you have got. The bottom section of the table tells you what Grade you have achieved in this task.

<b>Add up your marks.</b>	<b>1 mark</b>	<b>2 marks</b>	<b>3 marks</b>	<b>4 marks</b>
1. How many commas did you use?	0	1-3	4-10	More than 10
2. How many paragraphs did you use?	1	2-3	4-6	More than 6
3. How many words were in your longest sentence?	Less than 6	6-10	10-20	More than 20
4. How many different first words did you use at the start of a sentence?	2-5	6-9	9-12	More than 12
5. How many letters were in your longest word?	5	6-9	9-12	More than 12
6. How many facts about the job did you include?	0	1-3	4-10	More than 10
7. How many words referred specifically to your audience?	0	1-3	4-10	More than 10
8. How many features of the email form did you use?	0	1-3	4-10	More than 10
<b>What Grade did you achieve?</b>	<b>8-10 marks</b>	<b>11-18 marks</b>	<b>19-26 marks</b>	<b>27-32 marks</b>
	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>

**MARK YOUR OWN WORK**

**Writing Task 7: "Write a guide to a theme park."**

1. Look at the criteria on the task page. What Grade would you give yourself from there?
2. Now look at the table below and add up how many marks you have got. The bottom section of the table tells you what Grade you have achieved in this task.

<i>Add up your marks.</i>	<b>1 mark</b>	<b>2 marks</b>	<b>3 marks</b>	<b>4 marks</b>
1. How many commas did you use?	0	1-3	4-10	More than 10
2. How many paragraphs did you use?	1	2-3	4-6	More than 6
3. How many words were in your longest sentence?	Less than 6	6-10	10-20	More than 20
4. How many different first words did you use at the start of a sentence?	2-5	6-9	9-12	More than 12
5. How many letters were in your longest word?	5	6-9	9-12	More than 12
6. How many persuasive words did you include?	0	1-3	4-10	More than 10
7. How many specific references to the kids and the parents did you include?	0	1-3	4-6	More than 6
8. How many features of the leaflet form did you include?	0	1-3	4-6	More than 6
<b>What Grade did you achieve?</b>	<b>8-10 marks</b>	<b>11-18 marks</b>	<b>19-26 marks</b>	<b>27-32 marks</b>
	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>

**MARK YOUR OWN WORK**

**Writing Task 8: "Describe a wizard."**

1. Look at the criteria on the task page. What Grade would you give yourself from there?
2. Now look at the table below and add up how many marks you have got. The bottom section of the table tells you what Grade you have achieved in this task.

<i>Add up your marks.</i>	<b>1 mark</b>	<b>2 marks</b>	<b>3 marks</b>	<b>4 marks</b>
1. How many commas did you use?	0	1-3	4-10	More than 10
2. How many paragraphs did you use?	1	2-3	4-6	More than 6
3. How many words were in your longest sentence?	Less than 6	6-10	10-20	More than 20
4. How many different first words did you use at the start of a sentence?	2-5	6-9	9-12	More than 12
5. How many letters were in your longest word?	5	6-9	9-12	More than 12
6. How many different aspects of the person did you describe?	0	1-3	4-6	More than 6
7. How many references to magic did you include?	0	1-3	4-6	More than 6
8. How many descriptive words did you include?	0	1-3	4-10	More than 10
<b>What Grade did you achieve?</b>	<b>8-10 marks</b>	<b>11-18 marks</b>	<b>19-26 marks</b>	<b>27-32 marks</b>
	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>

**MARK YOUR OWN WORK**

**Writing Task 9: "Write a description of a seaside town in summer."**

1. Look at the criteria on the task page. What Grade would you give yourself from there?
2. Now look at the table below and add up how many marks you have got. The bottom section of the table tells you what Grade you have achieved in this task.

<b>Add up your marks.</b>	<b>1 mark</b>	<b>2 marks</b>	<b>3 marks</b>	<b>4 marks</b>
1. How many commas did you use?	0	1-3	4-10	More than 10
2. How many paragraphs did you use?	1	2-3	4-6	More than 6
3. How many words were in your longest sentence?	Less than 6	6-10	10-20	More than 20
4. How many different first words did you use at the start of a sentence?	2-5	6-9	9-12	More than 12
5. How many letters were in your longest word?	5	6-9	9-12	More than 12
6. How many descriptive words did you use?	0	1-3	4-10	More than 10
7. How many words did you use about the weather?	0	1-3	4-10	More than 10
8. How many features of the article form did you use?	0	1-3	4-6	More than 6
<b>What Grade did you achieve?</b>	<b>8-10 marks</b>	<b>11-18 marks</b>	<b>19-26 marks</b>	<b>27-32 marks</b>
	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>

**MARK YOUR OWN WORK**

**Writing Task 10: "Write a story set in a railway station."**

1. Look at the criteria on the task page. What Grade would you give yourself from there?
2. Now look at the table below and add up how many marks you have got. The bottom section of the table tells you what Grade you have achieved in this task.

<b>Add up your marks.</b>	<b>1 mark</b>	<b>2 marks</b>	<b>3 marks</b>	<b>4 marks</b>
1. How many commas did you use?	0	1-3	4-10	More than 10
2. How many paragraphs did you use?	1	2-3	4-6	More than 6
3. How many words were in your longest sentence?	Less than 6	6-10	10-20	More than 20
4. How many different first words did you use at the start of a sentence?	2-5	6-9	9-12	More than 12
5. How many letters were in your longest word?	5	6-9	9-12	More than 12
6. How many adjectives did you use?	0	1-10	11-20	More than 20
7. How many words referred to things that would interest the age group you are writing for?	0	1-3	4-10	More than 10
8. How many descriptive paragraphs did you include?	0	1-3	4-6	More than 6
<b>What Grade did you achieve?</b>	<b>8-10 marks</b>	<b>11-18 marks</b>	<b>19-26 marks</b>	<b>27-32 marks</b>
	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>

