

BGE Homework Booklet



English Department Greenfaulds High School

Name:

Teacher:

Adverbs

An adverb is a word that tells you more about a verb.

An adverb usually gives you more information about a verb.

The boy walked **quickly** in the corridor.

The girl read **carefully** to try and find the answer.

The lorry swerved **dangerously** across the street.

The adverbs above tell us **how** something was done.

Exercise 1: Identifying Adverbs

Write down or underline the adverbs from the sentences below.

1. The headmistress spoke quietly to the pupils.
2. The ballerina danced gracefully on the stage.
3. The singer sang terribly.
4. The dog barked loudly.
5. The boy threw the stone carelessly.
6. "I can't be bothered doing anything," the boy said lazily.
7. The runner sprinted brilliantly and won the race.
8. The gardener patiently cut the grass.

Exercise 2: Using Adverbs

Complete the sentences below by adding a suitable adverb.

1. The sun shone on the blue water of the ocean.
2. The cat purred as he lay in front of the fire.
3. The alarm rangand woke everyone up at 3 a.m.
4. The rain fell during the day.
5. The volcano rumbled and the people were afraid.
6. The fire spreadthrough the house.
7. The cyclist pedalled up the hill.
8. The actress performed in the play.

Metaphor and Simile

A metaphor compares two things, without using 'like' or 'as'.

We use metaphors *all* the time without realising it:

The striker was a goal machine, the key to the problem, the car ploughed into the bus queue

A simile is where two things are compared because they are similar. 'Like' or 'as' is used in a simile:

My old teacher had a face like a bag of spanners, I felt as cold as a dog's nose, That joke is as old as the hills

Metaphor and Similes - Making your Writing Shine

Using an original and surprising piece of imagery really brings your writing to life. For example: *My best friend Ryan always had a banana shaped grin plastered on his face or the classroom glowed like a sweetshop.* The worst thing in the world is to use clichéd, overused phrases. Look at the clichéd examples below and think of a new simile or metaphor to express the same idea.

1. He looked as if he had the weight of the world on his shoulders.
2. I was over the moon.
3. Her eyes sparkled like diamonds.
4. His cheeks were rosy red.
5. Thanks for doing that. You're a real star.

Think of an original and surprising simile or metaphor to describe the following:

1. A grey, cloudy day
2. A boring lesson
3. A lovely, clear sunny day
4. A dog that is happy to see its owner
5. A seagull that is circling the sky looking for food

Apostrophes, colons and semicolons

For each description, decide which punctuation mark it matches. Cross out the incorrect answers.

1. This can show a contraction.
Full stop / Colon / Semicolon / Apostrophe
2. This introduces an explanation or an example.
Full stop / Colon / Semicolon / Apostrophe
3. This links two complete sentences together.
Full stop / Colon / Semicolon / Apostrophe
4. This is used to finish a sentence.
Full stop / Colon / Semicolon / Apostrophe
5. This suggests that a relationship exists between two sentences.
Full stop / Colon / Semicolon / Apostrophe
6. This can show possession.
Full stop / Colon / Semicolon / Apostrophe
7. This is placed after a complete sentence but it may be followed by many or few words.
Full stop / Colon / Semicolon / Apostrophe
8. This can show an unusual plural.
Full stop / Colon / Semicolon / Apostrophe

Apostrophes

***Its/It's* quiz**

Read each sentence below and decide whether it should contain an *its* or an *it's*. Cross out the wrong answers. Its is a possessive and it's is short for it is.

1. The cat is eating **its/it's** dinner.
2. She said "**Its/it's** over.
3. **Its/it's** a beautiful day.
4. Wow! **Its/it's** a remarkable achievement.
5. The dog had lost **its/it's** ball.
6. The peacock fanned **its/it's** feathers.
7. Oh dear – **its/it's** not working.
8. My hamster runs in **its/it's** ball for hours.
9. My diamond has lost **its/it's** sparkle.
10. He said "**Its/it's** a miracle!"

Apostrophes activity

Read the paragraphs below which are from Lei's diary. Add apostrophes to any words which are missing them in a coloured pen.

Were going to go to the zoo on Saturday. Megan thinks its cruel to keep animals in captivity so shes not going to come. I cant see the problem with zoos – its not as if the animals are mistreated. Im going to borrow Maxs binoculars so that Ill get a really good view of the animals faces.

Last year I saw a lion eating its dinner which was an antelope! I also saw a bear scratching its head and a dolphin clapping its flippers. I didn't get to see any snakes though as they were hiding in some rocks. This time I really want to see some parrots but I don't know if Ill be lucky enough.

Megan is silly not to come too; shed love looking at the spider displays as she has a pet tarantula called Mogg. I doubt any of them at the zoo will have fangs as big as Moggs though. Megan is always feeding Mogg, so its no surprise that shes a large tarantula.

Using brackets, dashes or commas

Try to work out where to place brackets, dashes or commas in these examples and draw them in place to indicate what is EXTRA INFORMATION in the sentence.

1. Tom went to watch a football match Liverpool versus Chelsea on Saturday.
2. Speaking foreign languages I believe is a useful skill.
3. Watching too much TV over two hours per day is bad for your eyesight.
4. Megan went to the hairdresser's on Tuesday to have her hair cut.
5. My parents Jack and Linda are very strict.
6. Eating plain chocolate in moderation is good for you.
7. Space travel is a way of hopefully learning more about the Universe.
8. Public transport is a cheap and efficient except when delayed method of travel.
9. Eating fried foods everyday is bad for your health.
10. Plants will grow quickly if they receive the right amount of water and sunlight.

Make up FIVE sentences of your own which add in EXTRA INFORMATION or parenthesis as it's also known.

Speech marks

Complete the sentences below about how to punctuate direct speeches. Write the missing words into the gaps.

A direct speech should be enclosed in _____. It is preceded by a comma _____ it begins an entire sentence. If a direct speech is part of an ongoing sentence, it ends with a _____. If a direct speech finishes a sentence, it ends with a _____.

full stop

unless

comma

speech marks

Add in speech marks to the examples below.

1. Tom said to Megan, May I borrow your CD please?
2. Megan said, yes, smiling at Tom.
3. I turned to Amy and said, Amy, as I gazed at her new dress, you look pretty.
4. Jack, you smell, said Jill, take a shower.
5. Paul said to Dan, Do I, looking smug, annoy you?
6. Will you marry me, said Paul to Louise, and be my wife?
7. The train conductor said, tickets please, to the passengers.
8. Mary said to Martha, Will you stop borrowing my clothes!
9. Stop barking, said Pippa to her dog.
10. Will said to Grace, You're my best friend.

REWRITE THE FOLLOWING TWEETS ADDING IN CAPITAL LETTERS, FULL STOPS & APOSTROPHES. CORRECT ANY SPELLING MISTAKES TOO

Twitter ~ MissKatiePrice

1. @VegGardenStukez i shold hope so he is a singer im havin fun whats the harm in that you live once enjoy it!!6:50 PM Jul 16th via web [in reply to VegGardenStukez](#)

2. @Beth_Nellar nothing wrong with mimeing everyone does it at some point even the best have done it!dont nock things till you hav tried it 6:48 PM Jul 16th via web [in reply to Beth_Nellar](#)

3. got to get ready for nother performance tonite !!!! so have to go nitexx6:45 PM Jul 16th via web

4. @PerezHilton after you askin 2 meet me in london it was weekend of me wedding lets me next time thanks for setting up my twitter xx6:38 PM Jul 16th via web [in reply to PerezHilton](#)

5. @heidimontag lets get in touch! there's lot's we can do together xxxxx6:30 PM Jul 16th via web [in reply to heidimontag](#)

6. Our new ITV2 show starts tonight! Cheeck out an exclusive sneak preview at <http://bit.ly/KatieP>2:40 PM Jul 14th via web

7. people i mean lol6:38 PM Jul 13th via web

8. lol sorry peopple dont like my song an thanks for people who do i cant cater for all the ears out there:)6:37 PM Jul 13th via web

9. enjoyed today an thanks Trevour Nelson for not being part of pied piper an playing my new single free to love again your a star xxxxx6:34 PM Jul 13th via web

10. my singel free to love again is now available to buy from amazon<http://amzn.to/bGwecp> enjoy xxxxxxx3:10 PM Jul 11th via web

11. what a amazing time i had awaycant wait to see my babies5:56 AM Jul 10th via web

12. gettin fone fixed today so i can twitter all the time! go to you tube free to love again katie price to hear a snip it of my new song im not the best singer but having so much fun doing it xxx10:39 AM Jun 29th via web

SPELLINGS

Learn the following words containing one pair of double letters:

1. Abbreviate
2. Accelerate
3. Accident
4. Accomplish
5. Accurate
6. Allergy
7. Appropriate
8. Approximate
9. Assist
10. Beginning
11. Brilliant
12. Caterpillar
13. Collapse
14. Commit
15. Commemorate

Copy / cover / try /check here:

Annotation skills

Read through the following descriptive passage. Using a highlighter or pencil, pick out any descriptive techniques you find, or any examples of effective descriptive language. Label them and try to explain their effect on the reader. Use phrases like 'this makes it seem as though' or 'the writer has used this technique to...' or 'this makes me think...' to write your notes. The first one has been done for you.

Simile. It adds to the idea of the 'dead' city

Late November. The centre of the city lies as still as a tomb, grey in the cold earth. Silent buildings are gravestones to the living cemetery beneath. The chill wind blows the hair across my face. Dust and dirt swirl from the gutter and a tin can rattles down the pavement; its half consumed contents dribbling stickily behind. A cheeseburger carton limps unwillingly along before lodging itself beneath a bench. The smell of stale onions lingers from an abandoned hot dog stand.

Beside me, in the shop window, a sign of life. A cardboard box

Look out for: Variation in sentences, personification, simile and metaphor, use of senses, onomatopoeia, personification, adjectives and adverbs to create atmosphere.

SPELLINGS

Learn the following words containing one pair of double letters:

1. Desiccated
2. Disappear
3. Disappoint
4. Dissatisfied
5. Discuss
6. Exaggerate
7. Excellent
8. Gorilla
9. Happened
10. Harassed
11. Hallelujah
12. Illustrate
13. Immediate
14. Millionaire
15. Necessary

Copy / cover / try / check here:

SPELLINGS

1. Occasion
2. Occur
3. Paraffin
4. Parallel
5. Proceed
6. Procession
7. Professional
8. Questionnaire
9. Sheriff
10. Sufficient
11. Tomorrow
12. Tranquillity
13. Fulfilled
14. Marvelled
15. Patrolled

Copy / cover / try / check
here:

PARAGRAPHS

Use your TiPToP technique to mark where the new paragraphs should be in the following text:

Tip: Use the // symbol to show where the new paragraphs should begin.

Glowing orange in the gloom, the light from the shop window created an island of brightness on the abandoned street. Passers-by huddled into their coats for warmth, hardly noticing the shadowy figure lurking suspiciously in the doorway. Across the street, tin cans rattled noisily; blown by the sudden blast of icy air that swept the lonely stretch of road. Earlier that day, Ali had thought the weather would be too cold for the hooded figure to show up, and Ali would have to ensure another sleepless night before he could hand over the parcel. Suddenly the shadowy figure began to pace towards Ali, creating a sense of cold panic to wash over the boy. He stood his ground, not wanting the sinister man to know how terrified he actually was. "Have you got it?" growled the hooded man, reaching up a tattooed hand towards Ali. "Y-yes," stammered Ali, scrabbling in his backpack for the small paper-wrapped parcel the man clearly wanted. "Well, hand it over then" continued the spook, moving so close that Ali could smell the man's scent – greasy food and stale cigarette smoke. Two hours later Ali finally stopped shaking; safely back in his

SPELLINGS

Copy / cover / try /check
here:

1. Decoration
2. Affection
3. Education
4. Inspection
5. Action
6. Complication
7. Discussion
8. Decision
9. Description
10. Conclusion
11. Nation
12. Question
13. Mansion
14. Attention
15. Motion
16. Fraction
17. Caption

CHARACTER CONTEXT PRACTICE

At the front of the coach, BRIGGS is climbing aboard. He stands at the front and stares and glares. The KIDS sigh – he is a cloud on the blue horizon.

BRIGGS (suddenly barks) Reilly. Dickson. Sit down!

REILLY Sir, we was only...

BRIGGS (staccato) Sit down, now, come on, move!

Explanation

staccato short and sharp sounding

(REILLY and DIGGA sit on the two small KIDS who move to make room for them.)

Go on, sort yourselves out!

(He leans across to MRS KAY and speaks quietly.)

You've got some real bright sparks here, Mrs Kay. A right bunch.



Activity 1

Our Day Out is about a group of students who struggle in school and are being taken on a school trip by their teacher, Mrs Kay. The head teacher suspects that Mrs Kay sees education as 'one long game', so has sent Mr Briggs along to keep an eye on her.

What do you learn about the characters of Reilly and Digga in this extract? Find a quotation to support each of your points.

Think about:

- what they say
- the writer's choice of language suggesting the way they speak
- what they do.

Reilly:

Digga:

Read the following extract from **Whispers in the Graveyard** by Theresa Breslin.

I'm running. My chest is tight and sore. Breath rasping and whistling in my lungs. Branches whip against my face. Brambles tear at my legs and arms. There is a voice screaming. Out loud. The sound ripping through the trees, screaming and screaming.

It's my voice.

"Amy! Amy!"

Now I'm at the back dyke and the solid wooden fencing has been torn aside. Blasted apart as if some careless giant had passed by and trodden on it. I stare at the wood, not splintered or broken, but melted. Dissolved and warped. Curled aside to make a small space. Space enough for a child to walk through. What could do that? What power is there that would leave that mark?

I hesitate, feeling the first great lurch of fear for myself.

"Amy?" I cry out.

Beyond me the gaping dark of the cemetery.

There is a soft shudder in my head. A strange flicker which fastens on my fear. Nothing calling for me this time. No whispers in my face tonight.

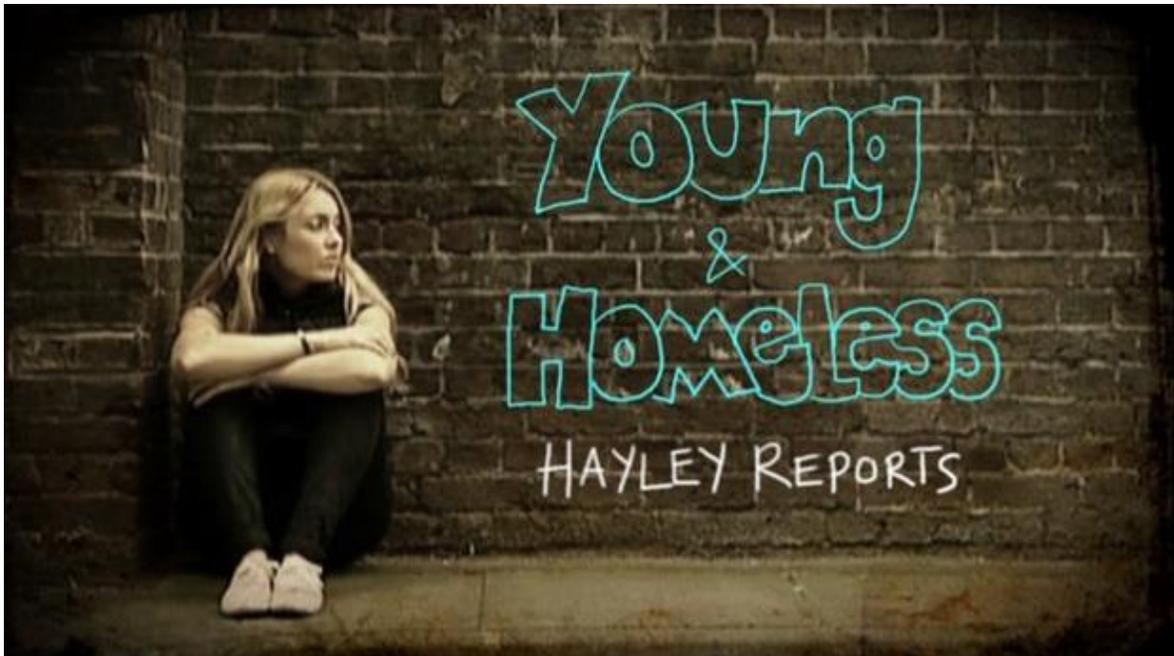
Why?

Because Amy is in there. With one child captive, there is no need for two.



Questions

1. What characters are mentioned in the extract?
2. What do we know about each of them?
3. Find any clues or evidence that some supernatural power is at work. Write your findings down.
4. The extract is written in the present tense. Rewrite the first paragraph in the **past** tense. What difference does writing in the present make?
5. The writer uses many **minor** sentences in this extract. A minor sentence is a sentence which doesn't have a verb and technically is not a correct sentence. "I'm running." is a sentence but "Out loud." is a minor sentence. Underline all the minor sentences you can find. What effect do the minor sentences have on the reader?
6. Find an example of a simile in the extract.
7. Find an example of alliteration.
8. Continue the extract using the same tense, characters and style although you can introduce new characters if you wish. Copy the last line of the extract and make this your first line.



This week in CBBC's Sarah Jane Adventures, Clyde is left abandoned on the streets of London. But what's it really like to sleep rough - and not have a roof over your head?

For the first of some special reports on being homeless, Hayley is going to find out what it's like spending a night on the streets. She's in London where she'll be living and sleeping rough for the next 32 hours.

She has no belongings except for a sleeping bag and the clothes she is wearing.

The charity Shelter says that around 80,000 young people are homeless in the UK. This means they have no permanent home of their own.

Hayley's going to get a snapshot of what life is like for these people and meet some of them along the way.

She's currently two hours in and it already feels very different to her average morning. The streets were deserted at 6am but now people have started their journeys to work.

She says: "It's just got busy on the streets of London. Just had to use the public toilet - I'll have to get used to that for the next 30 hours."

We'll be keeping you updated on Hayley's experience throughout the day.

Read Hayley's report, 'Young and Homeless' and answer the questions below:

1. The article begins with this sentence: "*But what's it really like to sleep rough - and not have a roof over your head?*"
What is the effect of starting the article with a question?

By starting the article with a question, the writer makes the reader.....
.....
.....

2. What is Hayley's reason for carrying out the report? **Find two correct answers from the article.**
 - a. Hayley is carrying out the report so that.....
.....
 - b.
.....

3. Look back through the article and find the evidence for each of the following points:
 - a. She will not have anywhere to sleep. For example, it says in the text,
"....."
....."
 - b. Hayley will not have any things with her apart from the basics. For example, it says in the text,
"....."
....."
 - c. Hayley will have to do things that she does not feel comfortable with for the report. For example, it says in the text,"....."
....."

Leaking oil has reached the shore in New Zealand.

Oil leaking from a stranded ship has reached the shore in New Zealand.

The container ship started leaking when it hit a reef in the Bay of Plenty last Wednesday.

The area is one of the country's most popular tourist spots and rescue teams are racing to get the oil off the ship before more escapes.

The spill has left a three mile oil slick and it's already harmed some Little Blue penguins and other sea birds.

Between 20-30 tonnes of oil have leaked so far and two barges are scooping it up.

Authorities say fist-sized balls of oil were found in one of the area's main beaches, which was then closed.

They've now warned people to stay away.



Read the article, 'Leaking oil has reached the shore in New Zealand.' and answer the questions below:

1. Look back through the article and find the evidence for each of the following points:

- a. The oil will affect a lot of people. For example, it says in the text, "....."
- b. A huge effort has been needed to clean up the oil. For example, it says in the text, "....."
- c. The oil is dangerous for people to be near. For example, it says in the text, "....."

2. What effect has the oil spill had so far? **Find two correct answers from the article.**

- a.
- b.

3. How does the article make the oil leak seem like an emergency?

The article makes the oil leak seem like an emergency by.....

For example, it says in the text, "....."

This makes the reader feel.....

The word "....." is effective because.....
.....

Sir David Attenborough predicts TV you can smell



The famous nature presenter Sir David Attenborough has predicted that one day you will be able to smell, as well as see what's on your TV.

The broadcasting legend made the claim after winning an award for outstanding contribution to technology at the T3 Gadget Awards.

"Smell-o-vision is a definite possibility," he said.

He also claimed hologram TV, "where animals can hop out of a television set" could happen in the future too.

Sir David was chosen for the award for the way he has promoted new technology over his 60-year career.

"I've been at this game rather a long time, so this award means a lot to me," he said.

Elsewhere, the Microsoft Kinect won gadget of the year and the Apple MacBook Air 11-inch won computer of the year.

Read the article, ‘Sir David Attenborough predicts TV you can smell’ and answer the questions below:

1. How does the article make Sir David Attenborough sound important?

The article makes David Attenborough sound important
by.....

For example, it says in the text, "....."

This makes the reader think.....

The word "....." is effective because.....

For each of the questions which follow, answer the question and then back your point up with evidence from the text (a quotation).

2. Why was David Attenborough chosen for the award?

.....
.....
.....
.....

3. What else did he predict would happen in the future?

.....
.....
.....
.....

4. What other winners are mentioned in the article?

.....
.....
.....
.....

West Ham deal for Olympic stadium collapses



A deal to let West Ham football club take over the Olympic stadium after the 2012 Games has collapsed.

The people who originally said they could move in have changed their minds.

They're said to be fed up with all the delays caused by a row between the Hammers and Tottenham over who should get the stadium.

Now the stadium will still be owned by the public and rented out instead. West Ham are expected to be among those bidding to be the new tenants.

Background

Tottenham and West Ham have been in and out of court over the past few months trying to get control of the Olympic stadium, as they both want to make it their new home ground.

Earlier this year, the company dealing with what happens after the Games gave its support to the West ham bid.

But Tottenham challenged that decision as they felt it was unfair.

Read the article, 'West Ham deal for stadium collapses' and use the information to complete the speech bubbles below:

The article provides a balanced view of the dispute. Explain the different sides' points of view in the speech bubble below:



West Ham:

We at West Ham want.....
.....
.....



People in charge of deciding what happens to the stadium:

We have decided.....
.....
.....

As well as the point of view of West Ham Football Club and the decision made by the Council Officials, one other point of view is given in the article.

Which other point of view is given?

.....

What do these people think about who should have the stadium?

Schoolboy suspended for selling sweets to classmates

A schoolboy has been suspended from his healthy eating school for repeatedly selling sweets to classmates.

12-year-old Tommie was making up to £200 a day selling chocolate and fizzy drinks in the playground at lunch and break times. But his school weren't happy and suspended him for breaking their strict healthy eating rules. Tommie has since promised to give the rest of his stock to the Salvation Army "to bring to the homeless".

Tommie said he first got the idea from the BBC series *The Apprentice*. He bought the sweets and drinks in bulk from discount stores and then sold them on for a profit.

"I've got a good business brain. I saw stuff was going for cheap, so I bought about £30 worth and then dotted it around mates' houses," he said.

Tommie's father Gary Rose said he had no idea his son was selling the snacks at first and was surprised when he found out how much he was making. Tommie was grounded when his parents found out what he was doing, but his dad thinks the school went too far in suspending his son. A spokesperson for the Oasis Academy in Salford said that while they support pupils' new businesses ideas, they must not break any of the school rules.



Read the article, ‘Schoolboy suspended for selling sweets to classmates’.

Below is a grid with arguments both **FOR** and **AGAINST** Tommie being allowed to sell sweets in school.

- Identify which points are **FOR** Tommie selling in school and colour them in one colour.
- Identify which points are **AGAINST** Tommie selling in school and colour them in a different colour.

His healthy eating school should promote eating healthily- not eating sweets.	Tommie was making £200: Money he could use to pay for essential items that his family may not be able to afford.	Selling in school is against the school rules.
Tommie’s dad punished him when he found out that he had disobeyed school rules.	Selling produce enabled Tommie to improve his business brain.	Tommie clearly had good intentions as he donated the left over stock to the Salvation Army.

Read the opening of a letter, written by Tommie to his Head Teacher. In the letter, he is trying to persuade his Head Teacher to allow him to set up a sweet shop in school. How successful is the letter at persuading the reader?

Find each of the following persuasive techniques in the article:

13 Highfield Grove
Salford
23rd Oct. 2011

Dear Mr. Smith,
I appreciate that you are a very busy man so I would like to begin by thanking you for taking the time to read this letter. I have been nominated to speak on behalf of the pupils of our school about the lack of a tuck shop in school. We feel very strongly that we should have one and I am sure, as a fair and reasonable man, you will consider our point of view- won't you?

Being polite and trying to **flatter** the Head Teacher.

Using a **rhetorical question**, to make the Head Teacher think about the importance of the issue.

Using **personal pronouns**, like ‘we’ to make it seem like the students are very