

Name: _____

Literacy Booklet



Capital Letters and Full Stops

LO: Revise when to use capital letters and full stops.

Always use capital letters for:

- Names and titles of people
- Days of the week and month of the year
- To begin a sentence
- Names of businesses and organisations
- For first person personal pronoun 'I'
- Titles of books, newspapers, magazines and movies
- Holidays (Christmas/Easter)
- Names of villages, towns, cities, countries and continents
- Nationalities and languages
- Names of rivers, oceans, seas, lakes, mountains, canals
- Streets, buildings and parks

Use full stops at the end of a sentence. You could also use a question mark or an exclamation mark

1. Using the rules in the box above, give a reason why each of these words and phrases use capital letters:

Word / Phrase	Reason for capital letter
Max Jones	
Queen Elizabeth	
The Grand Theatre	
The Daily Mail	
Manchester United	
Instagram	
Christianity	
Samsung	
Wednesday	
Ford Fiesta	
Harry Potter and the Philosopher's Stone	

2. Put the capital letters and full stops in the correct places in these sentences. Some of the sentences might end with a question mark or exclamation mark:

1. the first task is the easiest

2. i am so great that it scares even me

3. i don't believe it

4. why can't we go outside

5. jill was amazed to see jack finishing all his homework

6. he walked slowly down smith street towards tesco

7. she climbed mount everest with mr jones and it was very tiring

8. is coedcae the best school

3. Rewrite this passage, correcting the capital letter mistakes:

it was my birthday And sarah and I had tickets to go and see lady gaga in cardiff. when I knew that MY mother HAD got me some Tickets I was so Excited! everyone in my class was going including miss dawkins . sarah was so Excited!

4. Put the capital letters and full stops in the correct places in each of these pairs of sentences:

1. the sick man was taken to hospital he was kept there for the night

2. it was a cold, wet day today tomorrow will be sunny

3. he felt hungry and stopped to eat his lunch a lady came by and spoke to him

4. the holidays came at last the children were delighted

5. she got a new watch for her birthday it was made in Japan

6. the leaves were falling from the trees we went to the woods to collect chestnuts

7. when the dogs came, the rabbits ran away we did not see them again

8. the fairy granted a wish to the prince his wish came true

5. Rewrite this passage by putting the capital letters and full stops in the correct places. There are 26 missing capital letters:

my cousin ella was coming from hong kong to spend christmas with us in devon as i had never met her, i was really excited her father and mother worked for the foreign office and they were being sent to china with british airways ella was travelling down from london on the rivera express and we were to meet her in exeter on the friday where she was getting off the train on boxing day we were going to see 'cinderella' at the theatre royal in Plymouth

6. Create your own questions for a quiz on capital letters and full stops. Write incorrect sentences which would need to be corrected.

1) _____

2) _____

3) _____

4) _____

5) _____

6) _____

Skimming and Scanning for Information

LO: Identify general and specific information from texts by developing skimming and scanning skills.

Skimming – this is when you read a text quickly to get a general idea/overview of what it's about. You don't need to read every word to do this.

Scanning – this is when you use key words to search for specific information in a text. You don't need to read every word to do this.

1. Find and circle the following words in this passage as quickly as possible:

clever	home	unite	distress	marriage	early
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Emma Woodhouse, handsome, clever, and rich, with a comfortable home and happy disposition, seemed to unite some of the best blessings of existence; and had lived nearly twenty-one years in the world with very little to distress or vex her. She was the youngest of two daughters of a most affectionate, indulgent father, and had, in consequence of her sister's marriage, been mistress of his house from a very early period.

2. What was the name of Degas' father? Find and underline the answer.

Degas's background would never have suggested he was to become the revolutionary painter he was. He was born in Paris, on 19 July 1834. His father, Auguste de Gas, was a banker but his mother died before Degas reached his teens.

3. Make a list of the ingredients you need to buy to make an omelette.

OMELETTE:


Cut the potatoes into thin slices, place in a pan and cover with water. Bring to the boil, and cook for 10 minutes. Peel the onions and slice thinly. Beat the eggs with a little milk. Fry the onions slightly in a large frying pan. Drain the potatoes and add them to the frying pan. Pour the beaten eggs and milk over the potatoes and onions. Cover and heat gently for 20 minutes. Melt the cheese on top, and serve.

1. _____
2. _____
3. _____
4. _____
5. _____

Skimming and scanning can be used when you need to read and make your own notes on a text.

Kefalonia is the largest of the Greek Ionian islands and certainly one of the most picturesque islands in the world. The capital is Argostoli which is on the west coast.

The island has two beautiful caves: the stalactite festooned Drogorati and Melissani with its subterranean lake. Both caves attract high numbers of tourists at peak season.

becomes


- Kefalonia is largest Ionian island
- Capital is Argostoli
- Two caves: Drogorati and Melissani

4. Skim each of the following texts and make your own notes on the information provided:

The Greek island of Rhodes is the most visited of the Dodecanese islands. It became part of Greece in 1948. The capital is Rhodes City, a port on the northern tip of the island which caters for the vast tourism the island experiences in the summer months. There is lots to see here including an archaeological museum and Mussolini's old holiday home, The Palace of the Grand Masters.



- _____

- _____

- _____

The city of Athens became the capital of independent Greece in 1834 when the Ottoman rule ended. At the time, Athens was no more than a run-down village, but the city was reconstructed and much of the neoclassical architecture of that time still exists, although the city's beauty has been slightly marred by the concrete sprawl which developed in the last fifty years.



- _____

- _____

- _____

5. Read the information in this text and answer the following questions to demonstrate your skimming and scanning skills:

Skateboarding Science

Skateboards – some people think they are just planks of wood with wheels, others know they are highly engineered devices which have been honed and developed extensively over the years.

The basic elements which make up a skateboard are the board (deck), the wheels and the trucks – the part which connects the wheels to the deck and allow it to turn. Modern skateboard decks can be made from modern materials, but many professionals still find sugar maple wood is better.

The shape of the board is individual to each rider – the way the board curves up the edges, nose and tail strengthen the board and gives the rider more control. The board shape has evolved as riding styles have changed.

Skateboard wheels play a major part in the riding experience. Early wheels were made of steel and offered little traction, which limited the number of tricks which could be done. In the 1970s urethane wheels were created which made the whole ride smoother and easier to control.

Steering a skateboard is down to the trucks which are attached to the underside of the board, and to the wheels, via an axle which allows the wheel to swing. By leaning to the left or right on a board you can change the direction of travel.

Skateboard design is more about getting it right for the rider than having the best-looking board with the latest design. You can have a board which is technically perfect and where the engineering and the physics are second to none – but if it does not feel right to the rider they will not ride it!

a) According to the text, what are the benefits of using urethane wheels on a skateboard?

Tick two

- They are easier to control
- They make the ride smoother
- They give the board its shape
- They help the rider change direction

b) Underline **one** word which tells you that skateboards have changed a lot and developed over time.

The shape of the board is individual to each rider – the way the board curves up the edges, nose and tail strengthen the board and gives the rider more control. The board shape has evolved as riding styles have changed.

c) Put ticks to show which statements are **true** and which are **false**.

	True	False
Skateboarders couldn't do many tricks when they were first invented.		
The axle of a skateboard is made from sugar maple wood.		
Each skateboard needs to be tailored to the needs of the individual rider.		

d) What is the function of a 'truck'?

Summarising

LO: Select and retrieve relevant information from texts.

Summarising is using your own words to shorten a text so that it includes only the essential information. Summaries have far fewer words than the original texts but still provide the main points in a clear and relevant way.

You can use your skimming and scanning skills to find relevant information from a text. It is important to track through a text, underline any key ideas and use full sentences in your summary.

1. Read the information in the box and select the summary below which best fits what the passage is about.

Is it an ant, you wonder, or a termite? Ants resemble termites, but they are quite different and can be easily distinguished. In contrast to termites, ants are usually dark in colour, are hard bodied, and have narrowing between the ribs and abdomen. Termites are light in colour and shed their wings. Flying ants do not shed their wings. Also, ants and termites belong to different types of insect species.

- a) Termites are lighter in colour and lose their wings at a certain stage of development.
- b) Ants are dark in colour, hard bodied and belong to a different order than termites.
- c) Ants and termites are both insects and have many things in common
- d) Although ants resemble termites, they have differences that can be easily seen.

2. In one sentence, summarise the information in the texts below. You should put the information into your own words and focus on the main idea.

Passage	Your summary
Many people buy lottery tickets, but not many win. Even fewer give away their prize. Paul Sherman, a fast food assistant manager, won £10,000 in the lottery and decided to give the money to a youth club. The club's director could not believe Paul's generosity. Paul didn't think it was any big deal. "The kids need it more than I do," he said.	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Baseball has been a part of American life for more than 100 years. There are 29 professional teams in 27 American cities and hundreds of minor league teams throughout the 50 states. More Americans attend major league baseball games than any other professional team sport in the United States. Baseball is a part of American slang, fashion, music, and movies.	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Half the people in the UK worked on farms 200 years ago. Today, less than 2% of the population does. Animals used to do the bulk of the work on farms. Now machines, such as tractors, are used. Another change in UK agriculture is the amount of land used for farming; today's farmers produce more food, using much less land.	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

3. Read the following text and complete the task below:

Hands Off Exotics

Exotic animals do not make good pets and are not suited to life in captivity. Purchasing an exotic animal also means supporting a trade that involves a high level of cruelty and environmental destruction - as many animals in the trade are captured from the wild. There is no easy way of telling whether exotic animals have been bred in captivity or are wild-caught. As well as this, exotic pets can also spread diseases to people.



Exotic pet keeping is a 'hobby' of ignorance, where animal keepers know little about the biological needs of their captives and where sellers rely on this uninformed market. APA's educational campaign will provide insights into the misinformation that surrounds animal keeping and hopefully persuade people to steer clear of exotic pets. There may always be dishonest people willing to trade wild animals for short-term profit. Without consumer demand the trade will collapse.

Heightened awareness leading to a change in public attitudes will have profound impact on the trade. The exotic pet industry creates a false demand for exotic animals by marketing them as 'low maintenance' and 'easy to keep'. This misleading and damaging message however is countered more and more in informed circles, such as the veterinary and biological professions. Local and national media increasingly present stories of animals who have suffered cruelty and neglect at the hands of owners who could no longer manage them or afford expensive veterinary bills. Despite this, the trade is booming with an ever-increasing diversity of species available to consumers.

Animal traders and pet shop staff commonly lie about the origins of their animals and lead customers to believe, for example, that they are captive-bred when in fact they have been snatched from the wild. The capture and transportation process is so brutal that the majority of animals die before they reach the pet shop. The trade in wild animals for pets is driving many species towards extinction.

People who buy exotic pets are often not aware of the significant disease risk that they invite into their homes. Vulnerable groups such as children under five, the elderly, pregnant woman or people with compromised immune systems are more susceptible to contracting one of the many diseases carried by exotic animals.

The simplest answer therefore is not to buy exotic pets and also to educate others against exotic animal keeping.

- Summarise the reasons why keeping exotic animals as pets is a bad thing

What the text says	Your own words
“supporting a trade that involves a high level of cruelty and environmental destruction”	
“animal keepers know little about the biological needs of their captives”	
“marketing them as 'low maintenance' and 'easy to keep'. This misleading and damaging message”	
“The capture and transportation process is so brutal that the majority of animals die before they reach the pet shop”	
“Vulnerable groups such as children under five, the elderly, pregnant woman or people with compromised immune systems are more susceptible to contracting one of the many diseases carried by exotic animals.”	

4. Read the following article and summarise the benefits of social networking sites below:

The Positive Impact of Social Networking Sites on Social Media

Social networking isn't for everyone. However, it's now such a massive part of all our lives that it can no longer be ignored. Are social networking sites such as Facebook and Twitter a force for good or evil? What some people would consider to be negatives can also be positives because there are no hard and fast rules when it comes to the effect social networks are having on us all.

It has never been easier to make friends than it is right now. Just a few decades ago it was pretty tough to connect with people, unless you were outgoing and able to converse with anyone. The rise of mobile phones helped change this but then social networks sprang up and the whole idea of friendship changed again. It's entirely possible to have hundreds of friends on Facebook. They may not be friends you know on a personal level and spend time with in the real world but they're friends nonetheless. Just because I've never met some of the friends I've met through social networks, doesn't lessen the connection we have thanks to social networking.

By posting about ourselves on social networking sites, we're sharing our lives — the ups and downs — with people we think will care. They generally do care and will tell you so. They listen to what you have to say and help you deal with any problems you may be facing. If this isn't the case, then you may want to find new friends. The point is that by all of us sharing our experiences, both good and bad, we're able to empathise with each other. A friend may have gone through a similar ordeal that you are currently going through and they will be able to help you get through it.

Our time is being stretched thinner and thinner by work and family commitments but social networking sites offer a chance to communicate in a speedy and efficient manner. Writing an update for Twitter takes all of 20 seconds, and with cross-posting to other social networks switched on, that update reaches everyone you want it to in an instant. One of the reasons I dislike making phone calls is the unnecessary chit chat. Communicating through social networks makes information direct and purposeful.

It isn't just your inner circle of close friends and even closer family members that social networking sites allow you to communicate with easily and effectively. Social networks have the power to open the world up to you. When it comes to social networks everyone is equal, regardless of location. Family members living abroad can be kept updated on the latest happenings in your world as quickly as those living next door. Friends you haven't seen since school are able to keep in touch. Social networking as a whole means that location has become a lot less important.

There is no doubt that social networking sites can lead to the breaking up of relationships but there is another side to the story, which is that people are moving onto other, perhaps better, relationships. Social networks can put you in touch with people who you have lots in common with and that common ground is often the starting point for long-lasting relationships. As painful as break-ups can be, they can sometimes be the right thing for all concerned. What's to say that the new relationship, founded on the steps of Facebook, isn't the one that will last?

Social networking sites can help you find people you share interests with. On Twitter, for example, you should be following those who have something to say which interests you, making connections with like-minded individuals much easier than it is offline. Although this requires sharing information and giving up a certain level of privacy, sharing your interests and views actually contributes to a more open society.

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Apostrophes

LO: Revise when to use apostrophes.

Rules

There are two types of apostrophe: apostrophes of **omission** (where they replace missing letters) and apostrophes of **possession** (which shows that something belongs to someone or something).

If the possessor is single, we use 's

If the possessor is plural, we use s'

When names end with the letter s, either is acceptable.

1. Identify whether each of these apostrophes are omission or possession:

	Omission / Possession
You can't go to London on your own because it's too dangerous.	
Harry Potter and the Philosopher's Stone.	
The spider's web was very large and detailed.	
It doesn't matter what the weather is like because I'm going to the beach no matter what.	
Rosie's mother said that she is not allowed to go to the park without her friend's older sister.	

2. Put the apostrophes of omission in the correct places in each of these sentences:

- I will not throw up unless Im really ill.
- A squiggle on a page isnt an answer.
- Goldfish dont bounce.
- Adding 'just kidding' doesnt make it ok to insult people.
- The toy wont break if you drop it on the floor.

3. Correct the mistakes in these sentences with apostrophes of omission:

- Its a beautiful sunny day.

- He does'nt want to go to Iceland with his family.

- Theyv'e been best friends since primary school.

- I ca'nt believe you went to Disney Land during Easter!

4. Rewrite this paragraph by writing the words with apostrophes in full:

You're going on a voyage to the moon. Although it'll be an exciting adventure, you'll experience some terrible dangers. It's Jack's job to help guide and protect you. He's been well trained and has lots of survival skills. I'd love to come with you but I'm going on holiday to Hawaii tomorrow and it'd be a shame not to go.

5. Rewrite the following sentences to include an apostrophe which shows possession:

Example: The coat belongs to the man = The man's coat

- a) The bike belongs to my brother. _____
- b) The web belongs to the spider. _____
- c) The field belongs to the school. _____
- d) The computer belongs to the receptionist. _____
- e) The car belongs to my uncle. _____

6. Put apostrophes in the correct places in each of these sentences to show possession:

- a) My sisters scarf blew away in the wind.
- b) I want to borrow Mikes bike.
- c) The lions were asleep when we went on the safari tour.
- d) Tomorrows football game will be very exciting.
- e) Sallys puppy is so cute!
- f) The boys iPhones were all brand new.

Remember the rules for possessive apostrophes:

If the possessor is single, we use 's	<i>(Jack's bike is green.)</i>
If the possessor is plural, we use s'	<i>(The boys' football went over the fence)</i>
When names end with the letter s, either is acceptable.	<i>(James' sister is eight years old.)</i>

7. Put the apostrophes of possession in the correct place in each of these sentences:

- a) The players changing room was like a pigsty after the game.
- b) The teachers staffroom is very noisy at break time.
- c) One of Dickens characters in 'Oliver Twist' is the Artful Dodger.

It's or Its?

When you are shortening *it is* or *it has*, you must use an apostrophe to show where the missing letters are supposed to be
When you are saying that something belongs to *it* then you must not use an apostrophe to show possession

Therefore, **IT** needs an apostrophe to show omission but **not** to show possession.

8. Circle the correct option in each of these sentences to show your understanding of using apostrophes for ‘it’:

- a) The cat is eating its / it's dinner.
- b) She said “Its / It's over.”
- c) Its / It's a beautiful day.
- d) Wow! Its / It's a remarkable achievement.
- e) The dog had lost its / it's ball.
- f) The peacock fanned its / it's feathers.
- g) Oh dear – its / it's not working.
- h) My hamster runs in its / it's ball for hours.
- i) My diamond has lost its / it's sparkle.
- j) He said “Its / It's a miracle!”

9. Rewrite this narrative by correcting the apostrophe mistakes:

When I was three year’s old, I was playing at the bottom of the garden with my sister Sally. Wed been making mud pie’s and putting spots on ourselve’s with mud so that it would look like we’d got the measles’s. Sally had scooped up some slithery blobby frog spawn out of Dads pond. She was mixing it with weeds, rose petal’s and Dads shaving cream to make a pretend medicine.
 “Do’nt worry,” she said, “its going to cure us of a mysterious deadly disease.”
 I didnt fancy it myself. Id had spaghetti for the first time the evening before, and it had been delicious but the worms looked like spaghetti!
 Then I caught sight of a worm’s tail end sliding away into the earth, so I made a grab and pulled on it, stretching it until it’s body nearly snapped in half. It came up with a plop, and there it was, all damp and slippery in my finger’s. Without a moment’s hesitation, I popped the slithering coil’s into my mouth.

Making inferences

LO: Read between the lines to find relevant information.

Inferring information from a piece of writing is where you read between the lines to find information which is not necessarily obvious.

1. Read each of the short passages in the table below. Identify how the person is feeling and any words or phrases which help you infer this.

	How is this person feeling?	Which words / phrases tell us this?
I looked down at my left hand. For the first time I could remember in the middle of a tennis match, it was shaking. Shaking pretty violently. I was in the midst of what would become the single game that would change everything in my life.		
Megan's feet burned with new blisters as her boots crunched through dead leaves and pine needles. A cool breeze rustled the trees and raised goose bumps on her arms. Now and then she paused to sniff the air, hoping to catch a whiff of smoke from the campfire but all she smelled was the strong scent of pine.		

2. Look at the following images and answer the questions using your own inferences.



Why might he have been cycling in the rain?

What is the most plausible reason for this accident?



What is the person taking the picture doing?

What is in their backpacks?

Are they experienced?



What do you think is happening in this photo?

How do you think the children are feeling?

Where might the children be?

What do you think they will do next?

3. Read this text and answer the questions below by making inferences.

On his shaven head the old man wore a puggree. His eyes were quick and like a bird's. On his upper lip were a few thin wisps of long grey hair which he thought of proudly as his moustache. The yellow brown face was scored. Straight across his forehead the deep lines ran, and in a twisting confusion across his cheeks. In between the skin was marked with a mesh of delicate wrinkles. When he smiled the lines seemed to leap, and move and grow deeper. The boy liked to watch them, and sometimes as he did he wondered whether his face would ever be like that.

He never knew what made the lines, but he liked to think that it was the cold winter winds which swept down from the Himalayas... he looked away from the old eyes. He watched the hands instead. And they never stopped working, even when the man was busy talking. It was the right hand that fascinated him, the one with the middle finger missing. He knew the story about the finger and how Mali had cut it off after a snake had bitten him.

Adapted from *Old Mali and the Boy* by D. R. Sherman

*Puggree – an Indian turban or head scarf

Write down two impressions you get of the man in this passage. Select quotes which support your inferences.

Your Impression	Quote

4. Read the text below and answer the questions which follow by inferring meaning from the text.

Midnight was closing in, the one-legged woman was grievously burned, and the Mumbai police were coming for Abdul and his father. In a slum hut by the international airport, Abdul's parents came to a decision with an unusual economy of words. The father, a sick man, would wait inside the trash-strewn, tin-roofed shack where the family of eleven resided. He'd go quietly when arrested. Abdul, the household earner, was the one who had to flee.

Abdul's opinion of this plan had not been asked, typically. Already he was mule-brained with panic. He was sixteen years old, or maybe nineteen – his parents were hopeless with dates. Abdul had been created with a small and jumpy build. A coward: Abdul said it of himself. He knew nothing about eluding policemen. What he knew about, mainly, was trash. For nearly all the waking hours of nearly all the years he could remember, he'd been buying and selling to recyclers the things that richer people threw away.

Now Abdul grasped the need to disappear, but beyond that his imagination flagged. He took off running, then came back home. The only place he could think to hide was in his garbage shed.

He cracked the door of the family hut and looked out. His home saw midway down a row of hand-built dwellings; the lopsided shed where he stowed his trash was just next door. To reach this shed unseen would deprive his neighbours of the pleasure of turning him in to the police.

a) Identify a quote which suggests that Abdul's family is very poor?

b) What is suggested by the use of the word 'typically' in this sentence: 'Abdul's opinion of this plan had not been asked, typically.'

c) Abdul is described as being 'mule-brained with panic'. What does this image suggest to the reader?

d) Abdul calls himself a coward. What does this suggest about the way he feels about himself?

e) Abdul has been buying and selling trash 'for nearly all the waking hours of nearly all the years he could remember'. What does this suggest about the life he has led?

f) Why does Abdul want to reach the shed unseen?

Commas

LO: Revise when to use commas.

Commas are used to separate items in a list.

E.g. Robbie is a sweet, caring and polite boy.

We will need a saw, a hammer and some nails to build the shed.

1. Add commas to these sentences to separate the list items in each of these sentences:
 - a) I have travelled to Spain France Italy and Sweden.
 - b) To make a perfect cup of tea you need a teabag sugar milk and hot water.
 - c) Burglars love open windows dark streets and unlocked cars.
 - d) In London tourists can visit Buckingham Palace London Dungeons Tower Bridge and the London Eye.
 - e) The job requires employees to be professional punctual hardworking and efficient.

Commas are also used to separate information in sentences. This could be at the beginning, in the middle or at the end. The comma separates extra information from the essential information.

E.g. The policeman, who had been running for 5 minutes, had to take a rest.

In this sentence, 'the policeman had to take a rest' is the essential information but the subordinate clause 'who had been running for 5 minutes' adds more detail. If you take out the subordinate clause, the rest of the sentence makes sense on its own.

2. Underline the subordinate clause (extra information) in each of these sentences:
 - a) Having watched my favourite team win, I celebrated by dancing through the house.
 - b) The old woman, who was sitting on the park bench, watched her granddaughter on the swings.
 - c) Despite running for only 1 mile, she was exhausted.
 - d) While some people like to take risks, I always put safety first.
 - e) Knowing what she had to do, the girl put pen to paper and started her test.
 - f) The film was incredible, despite the terrible online reviews.
 - g) She sat up in bed after a dream but, since it was only 3am, fell back asleep quickly.
 - h) Leaving her homework until the last minute, the girl struggled to finish it in time.

3. Use this table to create sentences with extra information separated by commas.
Think carefully about how you add the subordinate (extra) part.
E.g. 'Mr' and 'headmaster' would indicate a man.

Miss. Mann,	my best friend,	likes catching mouse.
Sam,	my uncle and aunt,	went to the supermarket.
Tom and Julie,	our headmistress,	enjoys playing the piano.
Mr. Adams,	my black cat,	snores through the wall.
Midnight,	our headmaster,	takes assemblies.
Mrs Black,	my next door neighbour,	can run very fast.

Example: Miss. Mann, our headmistress, enjoys playing the piano

1. _____
2. _____
3. _____
4. _____
5. _____

4. Put a comma on each side of the subordinate clause.

- a) The man clutching his bag tightly shouted at the thieves.
- b) A tree swaying violently in the wind suddenly fell on the roof.
- c) Henry an experienced cyclist found the route easy.
- d) Millions of people even old ones are learning to use computers.
- e) My last thought just before I fell asleep was how much I was dreading tomorrow.
- f) An enormous creature covered in mud and dripping with water appeared out of the mist.
- g) The kitten a beautiful tabby was quite enchanting.
- h) Judy my mother and Tom my father went to visit Granddad.
- i) Laura my older sister and Jane my best friend played a game of snap.

5. Each of the following sentences has a subordinate clause at the beginning. Put commas in the correct places to separate this information.

- a) Being first to arrive he sat down in the front row.
- b) Having washed her face she brushed her hair.
- c) Frightened by the tremendous explosion the soldiers bolted to their dug-out.
- d) Exhausted after the cross-country competition they lay down to rest.
- e) Leaping the fence she raced across the fields to her home.

Bias

LO: Learn how bias is created in writing to show writers' views.

Some information is presented in a biased way. This is where a text has been influenced by the thoughts and feelings of the writer.

1. Read the newspaper article below and answer the questions that follow:

A nation of DIY dunces: just 8% of young people in the UK can rewire a plug...and 20% can't even hang a picture.

It was once a skill we all took for granted, but now it appears fewer than one in ten young people can change a plug.

Only eight percent of 18 to 25-year-olds now say they could confidently rewire a plug without help or instruction, according to research.

Moreover, only five percent of young people would be confident unblocking a sink, while only six percent said they would be happy to bleed a radiator.

An inept 17 percent said they wouldn't even be confident hanging a picture, with only 12 percent vowing themselves capable of using a power drill.

Just four percent said they could put up wallpaper, and more than a fifth (21 percent), doubted their own ability to assemble flat-pack furniture.

A spokesperson from NetVoucherCodes.co.uk, who conducted the survey, said: "In the past electrical goods came without a plug attached so it was necessary to know how to wire one. Now though, our toasters and TVs come with the plugs already fitted so it seems wiring one is becoming something of a lost skill."

One young man who took part in the survey said: "I still have to ring up my Dad for DIY help. It's not the end of the world that I'm unable to do certain DIY tasks, I mean, if it weren't for people like me there'd be no work for plumbers and electricians."

a) What's the writer's opinion of young people and their DIY skills?

b) Find and copy one sentence which suggests the writer's opinion. Once you have copied the sentence, circle one word which most clearly suggests this opinion.

c) Complete the table:

Method	Example(s)	Questions
<p>Biased language</p> <ul style="list-style-type: none"> - This is language used by the writer which conveys their opinion and can influence the reader. 	<p>“DIY <u>dunces</u>”</p> <p>“An <u>inept</u> 17 percent”</p>	<p>What do these two language choices suggest about the writer’s opinion?</p> <hr/> <hr/> <hr/> <hr/>
<p>Pronouns</p> <ul style="list-style-type: none"> - These are words like <i>I, you, he, she, it, we</i> and <i>they</i>. They can be used by writers to target their audience, to create a sense of togetherness and community or to create a sense of ‘us’ and ‘them’ which emphasises differences between people. 	<p>“It was once a skill <u>we</u> all took for granted”</p> <p>“Just four percent said <u>they</u> could put up wallpaper”</p>	<p>Who is the writer referring to as ‘we’?</p> <hr/> <p>Who is the writer referring to as ‘they’?</p> <hr/> <p>What do these pronouns suggest about the age of the writer and the people they are aiming the article at?</p> <hr/> <hr/>
<p>Intensifiers</p> <ul style="list-style-type: none"> - These are words which add emphasis to adjectives or verbs (e.g. <i>really, totally, incredibly, very</i>) 	<p>“<u>Just</u> four percent said they could put up wallpaper”</p> <p>“Moreover, <u>only</u> five percent of young people would be confident unblocking a sink”</p>	<p>What impact do these intensifiers have on the reader?</p> <hr/> <hr/> <hr/> <hr/>

d) Compare the two versions of the sentence below:

It was once a skill people took for granted.

It was once a skill we all took for granted.

How has the writer’s choice of the pronoun ‘we’ influenced the reader and how does the use of the word ‘all’ add to the effect?

2. You have been asked to write an article about a new survey of teenager’s mobile phones. Your editor wants you to make it as dramatic and shocking as possible. She wants the reader to be horrified by how obsessed teenagers are with their mobile phones.

Before you start writing, think about the biased language you could use. There are some language ideas below but try to add some of your own.

addiction	waste	disturbing	amazingly
obsession	destroy	alarming	worryingly

Write the opening of your article:

Teen Mobile Survey

- 73% of ten year olds own their own mobile phone
- 60% of teenagers admit they are addicted to their smartphone
- Over 50% of teenagers would rather give up Facebook, television and chocolate than give up their phone
- The average teenager sends more than 100 texts a day – that’s one every ten minutes

Comprehension

LO: Develop inference and analysis skills.

1. Read the following text and answer the questions which follow:

“I think we lost him!” Nadia gasped as they both caught their breath (what was left of it) and headed down the frosty hillside. The sun was breaking over the horizon and Simon knew they had to get inside fast.

“The rain is about to drop heavily!” he exclaimed to Nadia. She nodded her head signalling for them to move and they both drifted down the grassy ravine to the tattered house (which was in need of much repair) and up on to the porch (which ran all the way around the house) and to the front door (which was locked).

“We can’t get in this way.” Simon figured as he directed Nadia to go round the back.

“What did the gunman want from US?” Nadia whispered.

“I don’t know,” pondered Simon “but I sure as hell don’t want to find out! We should be safe if we can get inside and figure out what to do next.”

“But what if he has followed us?” Nadia worried, “we were so nearly shot dead back in the village! What if he managed to trace us?”

Simon turned and looked back up the unmarked path. Although they had ran hard and fast, there were no footprints on the wet morning ground. “If we have stepped as lightly as we have down this hill there’ll be no chance that he’ll find us.”

Nadia breathed a cold sigh of relief. As they searched around the back of the foreboding house, Nadia noticed something odd which she couldn’t quite put her finger on. The breeze was rustling through the air with a hollow emptiness. It had no temperature or feeling against her pale skin. Nadia began to feel nauseous.

“Maybe we can force a window?” Simon asked himself. With that (and feeling very determined) Simon leant against one of the splintered, rickety and rotten window frames and heaved a heavy moan that seemed to echo menacingly around their vast surroundings. “It’s no good.” he said. He felt helpless and weak.

Suddenly, there came from within the house a piercing screech (which resonated through the atmosphere). Nadia and Simon heard one heavy frightening strike after the next, closing in quickly on their location.

Before they could move, the ghoul from inside smashed a gaping hole through the wooden wall. Huge splinters of wood were sent hurling through the air (and at a remarkable speed) directly towards Nadia and Simon.

- a) What were Nadia and Simon running away from?

b) Find and copy any words or phrases which suggest what time of day it is.

c) Why does Simon think that the gunman won't find them? Circle the correct answer.

They are ghosts
They left no footprints
The gunman is back at the village
There was no gunman

d) Put these events in the order that they happen:

	The couple realise that they are dead.
	They think they have lost the gunman.
	A ghoul attacks them.
	Nadia and Simon try to get into the shack.

e) What does the author mean by 'the terrifying realisation hit them'?

f) Why do you think the author chose to tell the reader that Nadia and Simon left 'no footprints on the wet morning ground'?

g) How does the author build up the image that Nadia and Simon are ghosts? Use quotes from the text to support your answer.

Sentence Types

LO: Understand and be able to identify simple, compound and complex sentences.

Simple:

A simple sentence is a main clause which has a capital letter and full stop. It contains a subject (someone or something) and a verb (an action word).

Compound:

A compound sentence is two simple sentences joined together with a conjunction usually (*and, or, but* or *so*)

Complex:

A complex sentence is a main clause (simple sentence) and a subordinate clause which gives extra information and provides additional details. Conjunctions such as *although, despite, while* and *whereas* are often used. Subordinate clauses must be separated by commas.

1. Using the rules in the box above, state whether each of these sentences is *simple, compound* or *complex*. Underline the conjunction in the compound and complex sentences.

- a) My dog is called Spot. _____
- b) Her horse his very big and he likes eating apples. _____
- c) The cat came round the corner, swishing its tail. _____
- d) Although I am tall, I could not reach the top shelf. _____
- e) Louisa is my best friend. _____
- f) I get on with my brother well but he lives a long way from me. _____
- g) Elephants, which are large animals, have good memories. _____
- h) I want to learn to swim and I would like to go camping. _____
- i) Ben had to go to bed, even though he was not tired. _____
- j) The football game, which took place on Sunday, was excellent. _____
- k) James fell off his bike. _____

2. Using ***and, but, so*** or ***or***, join these pairs of simple sentences together to create compound sentences. *You may leave out the words in brackets.*

E.g. I was cold. I put on my coat. —————> I was cold so I put on my coat.

- a) We went to the cinema. (We) bought some popcorn.

- b) Mike bought a hat. It was too small.

- c) The bus was late. I decided to walk.

- d) Would you like tea? Would you prefer coffee?

- e) We found the café. It was closed.

- f) Max did not like swimming. He chose to go climbing.

3. Choose the most suitable conjunction from the list below to create compound sentences.
A space has taken the place of a full stop and the capital letters have been taken off the start of the second sentence where necessary.

because	yet	and	but	nor	or	so
---------	-----	-----	-----	-----	----	----

- a) I enjoy reading _____ I don't enjoy cooking.
 b) Ben is thoughtful _____ he always plays with me when I'm lonely.
 c) Kate walked home from school slowly _____ she was tired.
 d) Babies cry all of the time _____ they can get some attention from their mum.
 e) 7L is a hardworking class _____ all of the children want to do well at school.
 f) I can use simple sentences in my writing _____ I can use compound ones to make it more interesting.

4. Add a subordinate clause to each of the following sentences to create complex sentences.
Remember to separate your subordinate clauses with commas.

E.g. The band played. → The band, who were very excited, played.

- a) The police searched the park.

- b) The witch climbed onto her broom.

- c) The footballer kicked the ball.

- d) The man walked up the hill.

- e) The cat walked along the wall.

- f) The man sped away from the police.

- g) The woman had no money left.

- h) Some men are no good at sports.

- i) The chef was given the sack.

- j) The dangerous tigers escaped from the zoo.

It is important to use a range of sentence types in your writing to make it more interesting for the reader.

If you only use one type of sentence it can get very boring.

Short, simple sentences are often used to draw the reader's attention to particular information or to create tension.

Compound sentences show connections between information and complex sentences allow you to add detail to your writing which creates a clearer understanding / image for the reader.

5. The paragraph below uses only simple sentences. Rewrite it so that it also includes compound and complex sentences. When you have finished, extend the paragraph to include what happens next.

One day Phil and Leon went to the canal. They were going fishing. There seemed to be no-one else around. They chose the best place. They started to get out the rods. There was a loud splash. Then there was a scream. Phil and Leon looked up. They saw something moving in the water. Then they saw a hand waving. Someone had fallen in the water.

6. Read the information about a bed racing competition in Knaresborough. How many different ways can you convey this information to a reader?



- Put the information into three sentences:

- Now put the information into two sentences:

- Finally, put the information into one sentence:

Improving Vocabulary

LO: Develop use of more ambitious vocabulary.

1. The word ‘good’ can mean all sorts of things. Match each of the words on the right with the sentence which best suits its meaning.

1	If you are good, I’ll take you to the seaside.
2	The baker’s pies are really good.
3	The team needs to find some good players.
4	Hammers are very good for banging in nails.
5	It’s important to have a good breakfast.
6	Is under the bed a good place to keep your money?
7	It’s good of you to give money to charity.
8	Pudding is served with a good amount of cream.

A	safe
B	useful
C	well-behaved
D	kind
E	delicious
F	healthy
G	large
H	talented

2. Without changing the meaning of these sentences, select a better word to replace the underlined one.

a) There was a big crowd at the stadium.

b) We all agreed that it had been a bad day.

c) My Granddad builds really good bonfires.

d) She wore a pretty dress to the party.

e) My best friend is kind.

3. Make a note of different words you could use instead of the ones below. Use a thesaurus to help you.

said	walk	bad	big	small

4. Read the passage below and complete the task which follows.

Stepping aboard the stylish Southern Star is like walking into a stunning hotel with its innovative approach to exploring the best the world has to give. Your tour will encompass the beautiful wall-paintings and artefacts of ancient and vibrant civilisations, as well as the colour of the bazaars that have bewitched travellers for centuries. Relax as we traverse the shimmering blue waters of the Mediterranean or idle away an hour in the mesmerising infinity pool on Deck 6. On the third day, you will awake to the cultural charm of the most luxurious palace on one of the most unspoiled islands anywhere in the world. Here, 16th Century opulence meets 21st Century modernity – a fascinating fusion of old and new. We wait to welcome you on board.

- Find words in the text above with mean the same as, or are similar in meaning, to the following:

- a) Hypnotic _____
- b) Breath-taking _____
- c) Entranced _____
- d) Include _____
- e) Luxurious _____
- f) Art objects _____
- g) Sparkling _____
- h) Mixture _____
- i) Lively _____
- j) New _____

- Identify any other words which you don't know the meaning of and look them up in the dictionary. Write the word and its definition below:

Word	Definition

Common Mistakes

LO: Revise common mistakes in spelling and grammar.

Homophones are words which sound the same but have different spellings.

Some common ones are:

- their, they're, there
- where, wear, were
- to, two, too
- your, you're

There / They're / Their

1. Match the word with the correct definition to show the rules for using *there*, *they're* and *their*:

There
Their
They're

Belonging to them
Shortened form of 'they are'
Referring to that place

2. Insert the correct word into these sentences:

- a) _____ are some ripe ones. Where? Over _____
- b) _____ books were too large for _____ bags.
- c) _____ aiming to win and _____ fairly confident.
- d) _____ sure to return to collect _____ luggage.
- e) _____ hotel is in Margate where _____ are lots of hotels.
- f) _____ looking for _____ friends up _____ on that mountain over _____.

Where / Wear / Were / We're

1. Match the word with the correct definition to show the rules for using *where*, *wear* and *were*.

Where
Wear
Were
We're

Past tense of 'be'
Used in a question or when referring to a place
Shortened form of 'we are'
A verb which means to be clothed

2. Insert the correct word into these sentences:

- a) If I _____ you, I would avoid any places _____ there's likely to be any trouble.
- b) _____ going to visit Auntie Jean on Sunday.
- c) _____ you when I called yesterday?
- d) What are you going to _____ to the party on Friday?
- e) _____ you not in school on the day when we _____ told _____ to sit in the exam hall?

To / Too / Two

1. Match the word with the correct definition to show the rules for using *to*, *too* and *two*.

To
Too
Two

Also / as well or meaning more or less than is needed
The number 2
In the direction of something / used with a verb / used at the start of a letter

2. Insert the correct word into these sentences:

- a) _____ heads are better than one but four legs are faster than _____.
- b) _____ much of the wrong food will make you _____ fat.
- c) _____ quote from a famous play: ‘ _____ be or not _____ be.’
- d) _____ men, travelling _____ Birmingham went _____ far _____.
- e) The train to London arrived at twenty past _____. It was _____ late _____ make my interview.
- f) The _____ of us were invited _____ the party but there were _____ many people.

Your / You're

1. Match the word with the correct definition to show the rules for using *your* and *you're*.

Your
You're

Shortened form of 'you are'
Belonging to you

2. Insert the correct word into each of these sentences:

- a) What's _____ name?
- b) _____ standing in the wrong queue.
- c) I wish I had seen _____ new trainers. _____ really lucky to have them!

Other common mistakes

1. Correct the mistakes in each of these sentences:

- a) I could of swum further if I hadn't felt so tired.

- b) Spanish people is very friendly

- c) Last week, I have written a letter to my Grandma. She hates sending texts.

- d) They was very excited to go on holiday last summer.

- e) My brother and I am going to the cinema to see the latest Bond movie.

2. Rewrite this paragraph, correcting any mistakes you find:

We we're travelling too Scotland, the to of us, were their where too castles we where planning two visit. Were interested in old buildings for their history and there beauty. Edinburgh and Stirling were the too castles we we're going too see on this journey. It was two far too see them in one or too days so we where planning too stay their for a week.

3. Select the correct homonym and write it on the line

Once upon a time _____ (their/there) was a beautiful princess. She lived with her Uncle and _____ (Auntie/Ante). She spent _____ (ours/hours) every day brushing her long _____ (fair/fare), curly _____ (hair/hare). Her favourite moment was when she let it flop down lightly on her _____ (bear/bare) neck.

Most days the princess liked _____ (to/too) go for long walks in the near by _____ (wood/would).

One day she was walking, and the sky was a wonderful _____ (blue/blew) colour. She stopped to admire the pretty view. The _____ (sun/son) was positively gleaming like a jewel. She didn't notice the approach of a hunched figure with a cloak, carrying a basket of _____ (flours/flowers). The figure stopped about _____ (ate/eight) feet from the princess and watched her carefully.

She turned around, and couldn't believe the _____ (sight/site) before her.

"What do you want with me?" she asked worriedly.

The figure merely _____ (made/maid) a grumbling sound in _____ (they're/their) throat. The princess didn't want to get _____ (to/too) _____ (clothes/close) because she had often been warned by her Uncle that she shouldn't talk to any _____ (mail/male) on her own.

Being uncommonly _____ (board/bored), the Princess decided to risk her life in discovering the identity of her strange companion.

She whipped the cloak _____ (of/off) with a flourish and gasped.

Standing before her was a massive _____ (mail/male) _____ (bare/bear).

The princess screamed all the way home.

Comprehension

LO: Develop inference and analysis skills.

6 reasons giving 16-year-olds the vote is the right thing to do

The labour party has promised to lower the voting age - and we think it's about time politicians recognised the value of teenagers

After a massive youth turnout for the Scottish Referendum, where the voting age was 16, it makes sense to propose a lower voting age and allow 16 and 17 year olds to cast their ballot along with their older peers.

It's been a long time coming - that extra couple of years could make all the difference in moulding someone who might be completely uninterested in politics to someone who will be a voter for life.

So why should Labour focus on targeting the younger generation?

1. By the age of 16, you are nearly an independent adult, not a child

By most people's 16th birthday, they will either be in their final year of secondary school, or first year of college. This means that major decisions about education and which career path you choose to go down have already been made. I've said it before and I will say it again: Why should those making decisions about their own future be unable to cast their vote about the future of the country?

2. Young people are far more engaged with politics

Frankly, it's an unavoidable point that even the 16-year-old who claims not to know or care about the political system will still have some grounding in current affairs. Anyone who has Facebook or Twitter is consistently fed news. It's inescapable. Whether you like it or not, young people today are far more up to date on anything that happens, whether it's celebrity or music news, current affairs or comment pieces. If we could transfer this interest in anything social media related towards direct political engagement, we would end up with a generation genuinely interested in shaping the future.

3. Raise the profile of politics in schools

The level of political education at secondary school level is pretty much non-existent. "Citizenship" lessons are meant to inform young people about the basic political system, but in my experience these often end up being led by over worked teachers who cave and end up shoving the lesson plans off in favour of "revision". This means unless you are actively interested in politics at school you are unlikely ever to learn anything beyond where the prime minister lives. Maybe if 16-year-olds can vote, schools will better educate their students about the responsibility and privilege that voting brings.

4. Increase the amount of young people who vote

At the moment the younger end of the voting spectrum tends to be undervalued by politicians. Lowering the voting age means a huge range of young people could register to vote. The more young people registered, the more the parties have to actually wake up and listen to the needs and demands of young people. If all the 16 and 17 year olds in the UK registered to vote, think about how many policies would be geared towards our generation.

5. If you involve young people in politics, they will be interested

Take the Scottish Referendum - teenagers in school uniforms queuing up outside ballot boxes. There was a record turnout for voters, and this was copied in 16-24 year olds. Some say young people are disengaged with politics. If you give young people the responsibility to have a vote, they will be far more likely to use it.

6. Young people are the future of the UK

At 16, you are starting to consider issues like whether you want to go to university, if you want a full time job and potential housing in the future. Yet, in the past, 16-year-olds have had zero say in any of this. Imagine being a 16 or 17 year old at the last election, wanting to cast your vote over tuition fees but being unable to. Then seeing political parties break their promises, with consequences that will affect you directly.

16-year-olds are taking steps into adult life. You can work at 16, you can get taxed at 16 - therefore you should be considered old enough to cast your ballot towards the future of the country.

The young are accused of not caring: until now we've never been given the chance to care. Young people need this reason to stand up and cast their vote – knowing they are an equal and important part of society.

1. Which of the following statements provides the best overall summary of the text?

Tick **one**

Young people are the future of the UK.

A

Political parties should be targeting 16 year olds to vote.

B

Social media is an important way to learn about politics.

C

16 year olds are independent adults.

D

2. The writer says ‘some say young people are disengaged with politics’.

What does the word ‘disengaged’ mean?

Tick **one**

Want to learn about something

Not interested in something

Care about something

Attached to something

3. Look at the text in the box below.

At the moment the younger end of the voting spectrum tends to be undervalued by politicians. Lowering the voting age means a whole wealth of young people could register to vote. The more young people registered, the more the parties have to actually wake up and listen to the needs and demands of young people. If all the 16 and 17 year olds in the UK registered to vote, think about how many policies would be geared towards our generation.

The writer describes young people as not important to politicians.

Find and copy **one** word which shows this.

4. According to the text, what makes young people feel more engaged with politics?

Tick **one**

They are fed news through social media

They are responsible for what happens to the world in the future

It is a subject pupils learn in school

They are independent young people

5. Put ticks to show which statements are **true** and which are **false**.

	True	False
Not many 16 year olds voted in the Scottish Referendum.		
If 16 year olds were able to vote, political parties would need to listen to their needs more.		
Young people have been accused of caring too much about politics.		
Political education in schools doesn't exist.		
Young people can't avoid learning about political issues because of social media.		

6. Look at the text below.

"Citizenship" lessons are meant to inform young people about the basic political system, but in my experience these often end up being led by over worked teachers who cave and end up shoving the lesson plans off in favour of "revision". This means unless you are actively interested in politics, at school you are unlikely ever to learn anything beyond where the prime minister lives. Maybe if 16-year-olds can vote, schools will better educate their students about the responsibility and privilege that voting brings.

Find and copy two words which suggest that voting is a duty and an honour that 16 year olds should take seriously.

- 1. _____
- 2. _____

7. Explain your own views on lowering the voting age to 16. Do you think it is a good or bad idea? Give reasons for your opinion.

Speech marks

LO: Revise how and when to use speech marks.

There are two forms of speech: direct and indirect.

Direct speech: *John said to his brother, "I'm going to the market."*

Indirect speech: *John told his brother that he was going to the market.*

For direct speech:

- Start a new paragraph every time a new speaker speaks
- Punctuation (commas, full stops, question marks, exclamation marks) should go inside the speech marks
- Use a comma when introducing speech: *James replied, "yes please."*
- *Put the comma inside the speech marks when saying who is speaking after speech: "Yes please," replied James*
- Always use a capital letter for the first word spoken in direct speech

1. Using the rules in the box above, add speech marks to the following sentences:
 - a) Katie, can you call the council for me please?
 - b) I'm worried, Jess said. I think I've lost my purse.
 - c) The sergeant barked to the troops, Stand to attention!
 - d) This is the worst film I've ever seen in my life, moaned Ben.
 - e) I left the house clean and tidy, exclaimed Sam.

2. Add speech marks to these sentences. You also need to add any other punctuation marks that are needed.
 - a) Hello said Greg
 - b) You look tired said Martin
 - c) Can I come in asked the man
 - d) No screamed the man
 - e) Come here said Grandma I want to see how much you have grown
 - f) Is that my bag asked Daniel I thought I'd lost it
 - g) Run shouted Sally The dog is after us
 - h) I know what I want for my birthday said Tina A brand new car

3. The speech marks and punctuation have been put in the text below for you but there are no new lines showing when a new speaker is speaking.
For each new speaker, indicate where there should be a new line by using '//'

"I want to go swimming," said Matthew. "I can't stand staying in doors all day." "I thought you had homework to do," said Mum. "Oh Mum," said Matthew. "I've almost finished it. Can't I just take an hour off?" "Yes you can take an hour off," said Mum. "But only when you've finished your work." "But it'll be closed if I don't go soon!" said Bob. "Then you'd better get a move on, hadn't you?" said Mum.

4. Change the following indirect speech into *direct speech*:

E.g. Beth asked her father to drive her to the cinema.

————→ “Can you drive me to the cinema?” asked Beth.

a) Jack told the teacher that Max had been hurt during the football match.

b) Mr Gateway told his class he wanted the homework completed for Friday.

c) The customer asked the shopkeeper for some help.

d) I shouted at my dog to stop chewing the sofa.

e) The tourist asked the woman for directions.

5. Rewrite this section of text using the rules for direct speech:

did you eat the last doughnut Hannah asked her little brother. no I had carrot sticks for my snack replied Zac innocently. then where questioned Hannah did the sugar all around your mouth come from. smiling mischievously, Zac responded I’m not sure, but it definitely wasn’t from your doughnut

6. Now write your own paragraph which includes direct speech. Write about a conversation between friends about TV programme they watched / video game they played last night.
