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# ClearRevise

# KS3
# English

Complete
course book
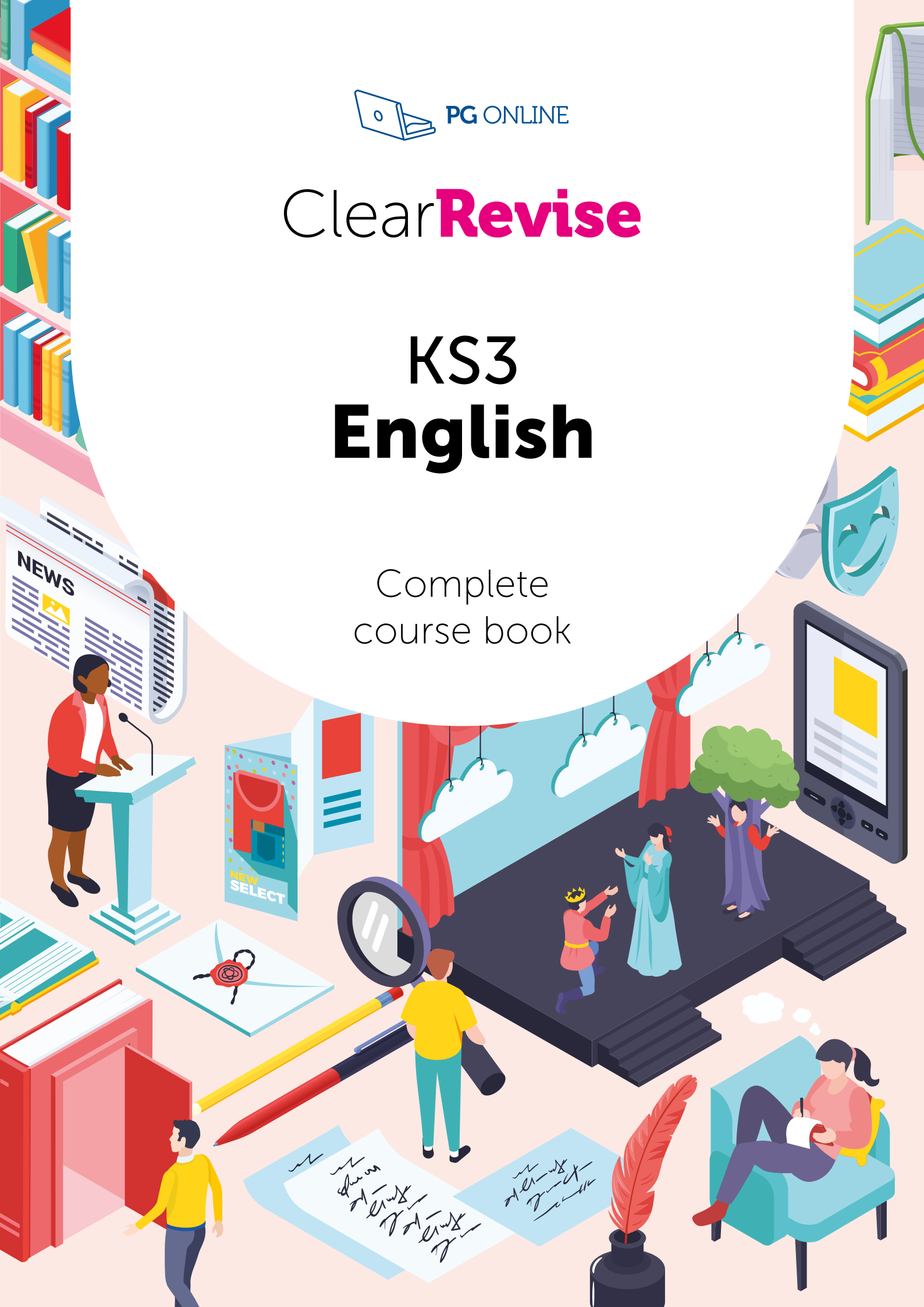
# ClearRevise®

## KS3
## English

Complete course workbook

PG ONLINE

# ACKNOWLEDGEMENTS

# CONTENTS AND CHECKLIST

## Section 7: Spelling, punctuation and grammar

☑ Total mark

## Section 8: Writing essays

## Section 9: Spoken language

### Top tip

We've cross referenced the content of this book against the KS3 English National Curriculum so you can see how it matches up.

# WHAT MAKES THIS GUIDE ESSENTIAL?

**This book is a complete course workbook covering the English national curriculum for Key Stage 3 English.**

The book covers all the content you need to know across 80 different topics. Each topic has a whole page of questions which each have 10 marks. These questions will help to check your understanding of the topic.

**1**

Left pages

**Learn about the topic**

Each topic is introduced in a fun and engaging way. Go through the topic to learn about it. Remember that you can always make notes on the page. These will help you learn the material.

**2**

Right pages

**Apply your understanding of the topic**

Now have a go at the questions given on the right hand page of the topic. The questions will always be marked out of 10.

**3**

**[1]**

✓

**Learn from the mark schemes**

Mark your work using the answers in the back of the book. If you are using this book in the classroom, your teacher may ask you to seal the answer pages with sticky tape.

At the end of the questions, tick **one** box to show how confident you are at the topic.

**How well do you feel you know this topic?** ☺✓ 😐☐ ☹☐

**4**

**Try the extension activity**

Once you have completed the questions, there is an extension activity in the **Try it** box.

These are activities which may ask you to work on a computer, a website or on paper. The icons tell you what sort of task you will be doing.

Left pages    Right pages
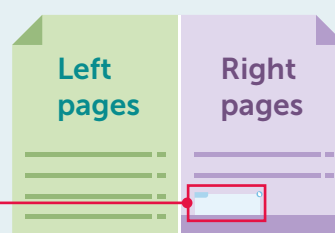
This task should be completed on extra paper.

This task will need you to use the internet.

This task will need you to do some research.

This task will involve some art and design work on extra paper.

This task could be done as part of a small group.

More than one icon may be given. For instance, you may need to search the internet and write an answer on paper.

# PROGRESSION PATHWAY

Record your marks for each
section here or on the contents
pages at the front of the book.

Section:
[                    ]
....................
....................
....................
**How do you feel about this section?**
☺ ☐   😐 ☐   ☹ ☐

Section:
[                    ]
....................
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**How do you feel about this section?**
☺ ☐   😐 ☐   ☹ ☐

Section:
[                    ]
....................
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**How do you feel about this section?**
☺ ☐   😐 ☐   ☹ ☐

Section:
[                    ]
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**How do you feel about this section?**
☺ ☐   😐 ☐   ☹ ☐

Section:
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Section:
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**How do you feel about this section?**
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**How do you feel about this section?**
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**How do you feel about this section?**
☺ ☐   😐 ☐   ☹ ☐

Section:
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**How do you feel about this section?**
☺ ☐   😐 ☐   ☹ ☐

# TOPIC 1.1 TEXTS: THE BASICS

Texts are either **fiction** or **non-fiction**, and every text has an **audience** and a **purpose**.

## Fiction and non-fiction texts

Texts can be categorised as either fiction or non-fiction.

- **Fiction texts** are made-up stories about imaginary characters and events. Some examples of fiction texts are novels, poems and plays.
- **Non-fiction texts** are about real-life people, places and events. Some examples of non-fiction texts are a newspaper article or a leaflet about a theme park.

### Remember

Some fiction texts may include elements from real life, for example, a story might be set in a real place (e.g. London) or during an event that actually happened (e.g. the First World War), but the characters and plot of the story are made up.

## Audience

Authors adapt their writing to suit their audience (the people who will read their text). Some things a writer might consider:

**The age of the reader** — A storybook for toddlers will be very different from a novel aimed at teenagers.

**How much a reader knows about a subject** — A book about dogs would be different for someone preparing to own their first dog compared to a medical textbook for vets.

**Where the reader is located** — Regional newspapers cover stories that are important to local people, whereas national newspapers report on stories that appeal to most of the country.

### Remember

Some audiences might be very broad, for example, a popular author might write a novel that will be read by hundreds of thousands of people, whereas a birthday card is only written for one person.

## Purpose

Every text has a purpose: the reason it was written. Some of the most common purposes are:

To **entertain** — Most fiction texts aim to entertain the audience. Writers try to interest the reader and make them feel something. For example, an effective horror story will make the reader feel scared, whereas an effective joke book will make the reader laugh.

To **inform** — Informative texts give the reader facts about something. For example, a book about volcanoes aims to help readers learn more about the topic.

To **instruct** — Texts that instruct often help the reader do something by giving them steps to follow, such as a recipe.

To **persuade** — Persuasive texts want the reader to do something, for example, buy a product or visit a local attraction.

To **advise** — Texts that advise help a reader make a decision. For example, a leaflet about different cat breeds can help readers choose which breed would make the right pet.

### Remember

Some texts may have more than one purpose, e.g. a film listing on a cinema website might inform the reader about the plot of the movie, but it might also persuade the reader to buy a ticket to watch it.
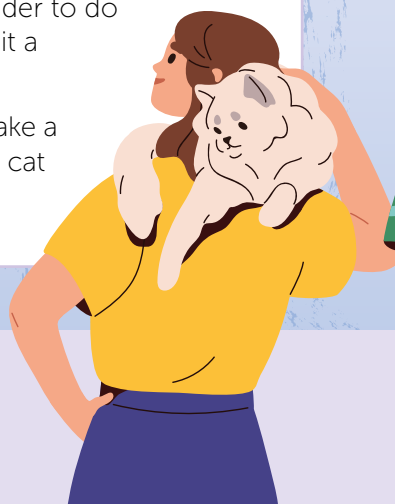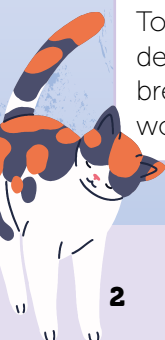
1. Read the text below and answer the following questions.

> Are you looking for a phone that is as creative as you? Introducing the StimulusPro — a game-changing handset with our best-ever camera. Features include:
> - 24 hours of battery life
> - A 50 megapixel camera for the sharpest images ever
> - Photo editing tools to perfect your images, effortlessly

(a) Is this an example of a fiction or non-fiction text?

.................................................................................................................................. **[1]**

(b) Give **one** reason to support your answer to Q1 (a).

.................................................................................................................................. **[1]**

(c) Identify **two** purposes of the text.

① ..............................................................................................................................

② ..............................................................................................................................

**[2]**

2. Identify the main purpose of the following texts:
(a) a poem about an autumn day

.................................................................................................................................. **[1]**

(b) a newspaper article about a local election

.................................................................................................................................. **[1]**

(c) an advert about a new restaurant

.................................................................................................................................. **[1]**

(d) a booklet telling you how to assemble a wardrobe

.................................................................................................................................. **[1]**

(e) a leaflet comparing different savings accounts offered by a bank

.................................................................................................................................. **[1]**

(f) a recipe telling you how to make muffins

.................................................................................................................................. **[1]**

**Try it**

Either alone or as part of a small group, summarise the differences you would expect between a storybook aimed at toddlers and a novel aimed at teenagers. Think about: font size, use of colour, use of images, number of pages and language used.

**Total**

☐ /10

**How well do you feel you know this topic?**   ☺ ☐   😐 ☐   ☹ ☐

# LAYOUT OF NON-FICTION TEXTS

Non-fiction texts look very different to fiction texts because they often use **layout** features.

**Remember**

Some fiction texts might use layout features, e.g. a book for children might use pictures to look more appealing to younger readers.

## Layout features of non-fiction texts

Non-fiction texts may use some or all of the following layout features:

The **main heading** tells the reader what the text is about. It's usually in a bigger font size than the rest of the text.

**Images** grab the reader's attention, or help the reader understand the text.

Non-fiction texts often use more **colours** and **fonts** than fiction texts.
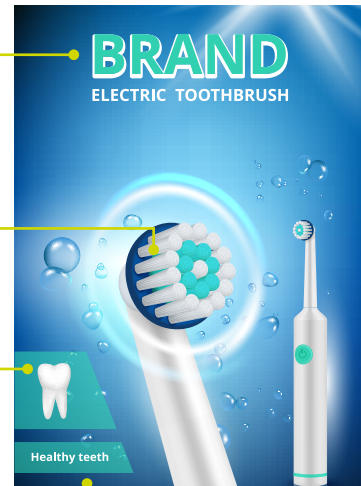
**Sub-headings** split text into smaller chunks, and make it easier for the reader to navigate.

**Bullet points** summarise the key points of the text so the reader can understand it quickly.

**Captions** give more information about an image.

## Other features of non-fiction books

Non-fiction reference books may also include:

- a **contents** page, which lists the main heading of every page of a book and the page number it can be found on. A contents page helps the reader quickly find the page they want.
- an **index**, which is usually at a back of a book, lists important words in alphabetical order and the page numbers each word appears on. Indexes help readers quickly find the right page.
- a **glossary**, which is usually found in the back of a book, lists important words with their definitions in alphabetical order. They can help a reader understand the content in the book.

**Did you know?**

This book has a contents page, index and glossary.

1. Look at the page from a non-fiction reference book below.
   Identify the layout features labelled 1-4.

③

① **STEGOSAURUS: A GENTLE GIANT**

② DIET

FACT FILE

HABITAT          PLATE FUNCTION

*What we think a Stegosaurus looked like* ④

① ....................................................................................................................................................

② ....................................................................................................................................................

③ ....................................................................................................................................................

④ ....................................................................................................................................................

**[4]**

2. Fill out the table below with a reason why a writer might use each of the features.

| Feature | Purpose |
|---|---|
| main heading | |
| sub-heading | |
| bullet points | |
| image | |
| index | |
| contents page | |

**[6]**

**Try it**

Find a non-fiction reference book at school, at home or from a library. Try to find examples of all the layout features listed on the opposite page. What other features can you spot?

**How well do you feel you know this topic?**  ☺ ☐  😐 ☐  ☹ ☐

**Total**

☐ **/10**

**TOPIC 3.1**

# GENRES OF STORIES

There are lots of different **genres** (types) of stories. Genres have conventions: elements that readers expect from the setting, plot or characters

## Genres of stories

Here are some examples of what readers might expect from different genres.

| genre | | setting | plot | characters |
|---|---|---|---|---|
| | **fairy tale** | a fictional kingdom | a triumph of good over evil | kings, queens and magical creatures, such as fairies |
| | **sci-fi** | outer space or Earth | aliens invade Earth | aliens and robots |
| | **horror** | somewhere remote or abandoned, such as a haunted house | humans defeat monsters | monsters and ghosts |
| | **fantasy** | a magic kingdom | a hero must defend a kingdom from evil | mythical creatures, such as dragons, elves, gnomes and knights |
| | **mystery** | a familiar country | characters try to solve a crime or mystery | detectives, victims and a criminal |
| | **adventure** | a remote location, such as a jungle or the desert | characters go on a difficult journey | a brave adventurer and a sidekick. |
| | **romance** | a familiar country | a romantic relationship between characters | a beautiful woman and a handsome man |
| | **myth / legend** | the heavens, or an ancient civilisation | stories which explain a phenomenon, such as thunder | gods, mythical creatures and brave warriors |
| | **fable** | somewhere wild animals live, e.g. the jungle | stories which teach the reader a lesson | talking animals |
| | **thriller** | a familiar country | lots of action, and a race against time | police and criminals |

### Remember

There are lots of other genres, these are just some examples. Some texts might include elements from several genres, for example a fantasy romance or a sci-fi horror.

1. Read the book titles below. Write down which genre you think they belong to and give **one** reason to support your answer.

   (a) Attack of the Killer Slime

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

   ..............................................................................................................................**[2]**

   (b) The Strange Case of the Missing Sailor

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

   ..............................................................................................................................**[2]**

   (c) A Christmas Wedding

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

   ..............................................................................................................................**[2]**

2. Read the story below.

> A Lion lay asleep in the forest, his great head resting on his paws. A timid little Mouse came upon him unexpectedly, and in her fright, ran across the Lion's nose. Roused from his nap, the Lion laid his huge paw angrily on the tiny creature to kill her.
>
> "Spare me!" begged the poor Mouse. "Please let me go and one day I will repay you."
>
> The Lion was much amused to think that a Mouse could ever help him, but he was generous and finally let the Mouse go.
>
> Some days later, while stalking his prey in the forest, the Lion was caught in a hunter's net. Unable to free himself, he filled the forest with his angry roaring. The Mouse knew the voice and quickly found the Lion struggling in the net. Running to one of the great ropes that bound him, she nibbled it until it broke, and soon the Lion was free.
>
> "You laughed when I said I would repay you," said the Mouse. "Now you see that even a Mouse can help a Lion."

   (a) What is the genre of this story? Give **one** reason to support your answer.

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

   ..............................................................................................................................**[2]**

   (b) What is the moral of the story?

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

   ..............................................................................................................................**[2]**

**Total**

[ ] /10

**Try it**

Write a fable of around 200 words with the moral 'do not be greedy'. The characters in your fable should be animals.

**How well do you feel you know this topic?**  ☺ [ ]  😐 [ ]  ☹ [ ]

TOPIC
**5.1**

# UNDERSTANDING POETRY

Poems come in different shapes and sizes. Some are just a single line, while others can be hundreds of lines long. Some rhyme, while others don't.

## Lines and stanzas

Poems are made up of **lines** and **stanzas**. A line of a poem consists of all the words on a single line. Lines can be grouped together to form one or more stanzas.
Here are some examples:
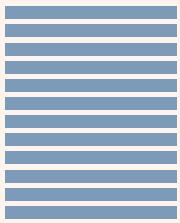
This poem is one long stanza which consists of 12 lines.
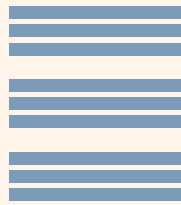
This poem is made up of three stanzas, each consisting of three lines.

## Poetic voice

Most poems have a **speaker**: the person who is telling the poem. Some poems are written from the poet's perspective, and the speaker represents the voice of the poet. These poems are **autobiographical**.

Sometimes the speaker can be different to the poet. Many poets assume an identity and write from someone else's point of view. These poems are known as **persona poems**, and they allow the poet to vary their writing and explore different perspectives.

### Remember

Poems can be written in the first, second or third person. Turn to **page 6** for more.

## Poetic forms

Some poetic forms have strict rules. Other poems don't follow any rules at all. Here are a few examples of different types of poetic forms.

### Acrostics

**Acrostics** spell out a word using letters from each line of the poem.

### Epics

**Epics** are usually long poems about heroic deeds.

### Did you know?

An example of an epic poem is *Beowulf*. It was written around the 10$^{th}$ century and is over 3,000 lines long. It tells the story of a brave warrior who fights a monster and a dragon.

### Haikus

**Haikus** originated in Japan. They are three-line poems with a strict structure. The first line has 5 syllables (beats), the second line has 7 seven syllables and the final line has 5 syllables. Haikus don't rhyme.

### Sonnets

**Sonnets** are exactly 14 lines long and were typically used for love poetry.

1. Read this stanza from a poem.

> I bring fresh showers for the thirsting flowers,
> From the seas and the streams;
> I bear light shade for the leaves when laid
> In their noonday dreams.

(a) Which of the following best describes the identity of the speaker. Tick **one**.

☐ the sun ☐ a flower ☐ a raincloud ☐ the wind

**[1]**

(b) Give a reason for your answer.

.................................................................................................................... **[1]**

(c) Is this stanza written in the first, second or third person?

.................................................................................................................... **[1]**

2. (a) Explain what is meant by a persona poem.

.................................................................................................................... **[1]**

(b) Give **one** reason why a poet might write a persona poem.

.................................................................................................................... **[1]**

3. Explain what is meant by an autobiographical poem.

.................................................................................................................... **[1]**

4. Give an example of an epic poem.

.................................................................................................................... **[1]**

5. Which country are haikus from?

.................................................................................................................... **[1]**

6. How many lines are in a haiku?

.................................................................................................................... **[1]**

7. How many lines are in a sonnet?

.................................................................................................................... **[1]**

**Try it**

Try writing a haiku. Here's an example:
An old silent pond
A frog jumps into the pond—
Splash! Silence again.

**Total**

☐ /10

**How well do you feel you know this topic?** 🙂 ☐ 😐 ☐ ☹ ☐

# SHAKESPEARE AND HIS PLAYS

**William Shakespeare is one of the best-known English writers.**

## Shakespeare's plays

**William Shakespeare** (1564–1616) is most famous for his plays. He wrote at least 37 plays in his lifetime, and over 150 poems. His plays can be split into three main genres:

**Histories** are based on real-life historical figures, such as *Julius Caesar* and *Richard III*.

**Comedies** are light-hearted plays with happy endings, such as *A Midsummer Night's Dream*.

**Tragedies** are serious plays with unhappy endings, such as *Romeo and Juliet* and *Macbeth*.
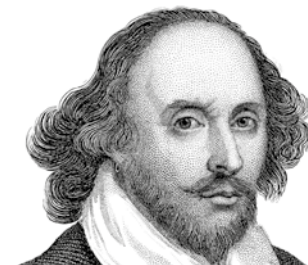
**William Shakespeare**

### Did you know?

Some of Shakespeare's plays mix elements of comedies and tragedies. For example, *Romeo and Juliet* is a tragedy, but it has some funny bits too.

## Shakespeare's characters

Shakespeare created hundreds of characters, but some of them share similarities.

**Romantic heroes** are main characters who reject what society expects of them and follow their own path. They often feel emotions very deeply, and are courageous. Romeo is an example of a romantic hero: he is overwhelmed by his love for Juliet, and wants to be with her even though his parents hate Juliet's parents.

Many of Shakespeare's female characters are **strong, independent women** who rebel against their parents or what society expects of them. For example, in *A Midsummer Night's Dream*, Hermia refuses to marry Demetrius, and runs away with Lysander. Shakespeare's audiences would have found these 'disobedient' women quite shocking.

**Flawed heroes** have characteristics which lead to their downfall. For example, Macbeth is a flawed hero because his desire for power results in his death.

**Fools** add humour to a play. Some fools are court jesters whereas other fools are silly, over-the-top characters, for example, Bottom in *A Midsummer Night's Dream*.

Shakespeare's **villains** vary from being a bit mean to pure evil. They deliberately get in the way of the hero, or contribute to the hero's downfall. For example, the Witches are villains in *Macbeth*.

1. When was William Shakespeare born?

...................................................................................................................... **[1]**

2. Write down the **three** main genres of Shakespeare's plays.

① ...................................................................................................................

② ...................................................................................................................

③ ...................................................................................................................

**[3]**

3. What would Shakespeare's audiences expect from a tragedy?

...................................................................................................................... **[1]**

4. What genre is *A Midsummer Night's Dream*?

...................................................................................................................... **[1]**

5. Match the character type to the correct description.

| | |
|---|---|
| romantic heroes | add humour to a play |
| flawed heroes | bring about the hero's downfall |
| fools | feel emotions very deeply |
| villains | have personality traits which bring them misfortune |

**[4]**

**Try it**

Research the following Shakespeare plays and find out which genre they belong to:

| | | |
|---|---|---|
| *Macbeth* | *Hamlet* | *As You Like It* |
| *King Lear* | *Othello* | *Henry V* |
| *Much Ado About Nothing* | | *Twelfth Night* |

**Total**
/10

**How well do you feel you know this topic?**

**TOPIC 6a.1**

# ROMEO AND JULIET: SUMMARY

*Romeo and Juliet* is a tragedy about a pair of young lovers who cannot escape their fate. It was written between 1594–1596.

## Setting

*Romeo and Juliet* is set in the Italian city of Verona. It's not clear exactly when the play takes place, but it's thought to be in the 14th or 15th century.

## Did you know?

Italy would have seemed very exotic and exciting to 16th century audiences. People at this time also believed that hot weather caused intense behaviour, so audiences would have expected the characters in the play to behave passionately.

## Plot summary

Two wealthy families, the Montagues and Capulets, are sworn enemies. However, Romeo (a Montague) and Juliet (a Capulet) meet, fall in love and get married very quickly, but they have to keep their love a secret because of their families' hatred for each other.

One day, Juliet's cousin, Tybalt, kills Romeo's best friend, Mercutio, during a sword fight. Romeo kills Tybalt in revenge. Romeo runs away from Verona to avoid being imprisoned for Tybalt's death.

While Romeo is away from Verona, Juliet's parents arrange for her to marry a man called Paris, even though Juliet doesn't want to. With no other option, Juliet drinks a potion which makes it seem like she is dead. She hopes that faking her death will allow her to escape her arranged marriage and disappear with Romeo so they can be together forever.

Romeo hears news of Juliet's 'death', and believes she is really dead. He rushes to her tomb, and kills himself by drinking poison as he lies next to her. Just as Romeo takes his last breath, Juliet wakes up. Seeing Romeo's lifeless body next to her, she kills herself with a dagger, rather than live without him.

The deaths of Romeo and Juliet end the feud between the Montagues and Capulets.

## Did you know?

Shakespeare's audiences would have found sword fights very exciting. They would have been the equivalent of a dramatic action scene in a modern film.

## Remember

This is an example of **dramatic irony**. The audience knows Juliet isn't really dead, but Romeo doesn't.



**Mercutio (left) and Tybalt (right) duel.**

## Top tip

One of the play's **turning points** is when Mercutio and Tybalt are killed. Tybalt's death causes Romeo to flee which means he doesn't know about Juliet's plan to fake her death.

1. *Romeo and Juliet* begins with a Prologue which summarises everything that happens in the play. Read the Prologue below, then write the numbers 1–6 in each box next to the pairs of sentences written in modern English to match the order of the pairs of sentences from the Prologue. The first one has been done for you.

> 1 ⎡ Two households, both alike in dignity,
>    ⎣ In fair Verona, where we lay our scene,
> 2 ⎡ From ancient grudge break to new mutiny,
>    ⎣ Where civil blood makes civil hands unclean.
> 3 ⎡ From forth the fatal loins of these two foes
>    ⎣ A pair of star-cross'd lovers take their life;
> 4 ⎡ Whose misadventured piteous overthrows
>    ⎣ Do with their death bury their parents' strife.
> 5 ⎡ The fearful passage of their death-mark'd love,
>    ⎣ And the continuance of their parents' rage,
> 6 ⎡ Which, but their children's end, nought could remove,
>    ⎣ Is now the two hours' traffic of our stage;

|     | |
| --- | --- |
|     | Their unfortunate and sad actions<br>result in death, which ends their parents' hatred of each other |
|     | The distressing development of their doomed love,<br>and their parents' continuing anger |
|     | Which could only be resolved by their children's deaths,<br>will now take place on stage for the next two hours |
| *1* | Two equally powerful families<br>live in beautiful Verona where this play is set |
|     | An old feud is reignited,<br>and citizens stain their hands with the blood of their fellow citizens |
|     | From these two warring families,<br>two fateful lovers are born |

[10]

**Try it**

Design a poster advertising a performance of *Romeo and Juliet* for a 16th century audience. Remember that most people at this time could not read, so use images and colours to help the audience understand what the play is about.

**Total**

[ ] /10

**How well do you feel you know this topic?**  ☺ [ ]  😐 [ ]  ☹ [ ]

# TOPIC 7.4 APOSTROPHES, BRACKETS, DASHES AND HYPHENS

**Make sure you know how to use apostrophes, brackets, dashes and hyphens because they help to make your writing clearer.**

## Apostrophes for omission

An **apostrophe** shows where letters are missing from words.

> should've — should have
>
> don't — do not
>
> we'll — we will

### ⭐ Top tip

Make sure you know the difference between 'it's' and 'its'. 'it's' is the shortened version of 'it is' or it has', whereas 'its' means 'belonging to it'.

## Brackets

**Brackets ( )** are used to add extra information to a sentence. If you remove the information in brackets, the sentence should still make sense.

> Tutankhamun was an Ancient Egyptian pharaoh **(**king**)**.

### ⭐ Top tip

Brackets always come in pairs. If you use an opening bracket, make sure you add in a closing bracket.

## Dashes

Pairs of **dashes —** are also used to add extra information to a sentence. If the sentence still makes sense when you remove the words inbetween the dashes, you have used them correctly.

> Gonzo **–** my pet parrot **–** can sing 'Happy Birthday'.

## Apostrophes for possession

An apostrophe can show that something belongs to someone. Add an apostrophe + 's' to a noun to show possession:

> Luna**'s** cat treats       Sam**'s** glasses
>
> Rebecca**'s** coffee       Mike**'s** car

If a noun is singular but ends in an 's', you can either add an apostrophe + 's' as normal:

> James**'s** car          Davis**'s** horse

Or you can just add an apostrophe:

> James**'** car          Davis**'** horse

If the noun ends with an 's' because it is a plural, just add an apostrophe.

> the dogs**'** toys       the snakes**'** venom

## Hyphens

A **hyphen -** joins words to make meaning clear.

> a light blue bag
>
> a light-blue bag

The first sentence suggests that the bag isn't heavy and is blue. The second suggests the bag is a light-blue colour.

1. Rewrite the following sentences, adding in missing apostrophes.
   (a) Dont eat that slice of pizza. It's Olivias.

   .................................................................................................................. [1]

   (b) Ive fed the chickens but the horses stables need cleaning.

   .................................................................................................................. [1]

   (c) Douglass football boots shouldve been cleaned yesterday.

   .................................................................................................................. [1]

2. Rewrite the following sentences, adding in pairs of missing brackets.
   (a) My sister who is two years older than me is annoying.

   .................................................................................................................. [1]

   (b) Charles Dickens 1812–1870 published novels during the Victorian era.

   .................................................................................................................. [1]

   (c) Tonight, we're having my favourite dinner fish and chips.

   .................................................................................................................. [1]

3. Rewrite the following sentences, adding in pairs of missing dashes.
   (a) Everest the world's tallest mountain is part of the Himalayan mountain range.

   .................................................................................................................. [1]

   (b) My dog a Border Collie is very energetic.

   .................................................................................................................. [1]

   (c) The bus which was delayed was overcrowded.

   .................................................................................................................. [1]

4. Add a hyphen to make the meaning of the phrase clearer.
   I bought my grandma an old fashioned pen.

   .................................................................................................................. [1]

**Try it**

Look at these signs. Correct the error in each one.



**Total**

⬚ /10

**How well do you feel you know this topic?**  ☺ ⬚  😐 ⬚  ☹ ⬚

# ANSWERS

**Topic 1.1**

1. (a) non-fiction[1] [1]

(b) Any sensible answer, e.g. The text is about a real-life product.[1] [1]

(c) to inform[1]

to persuade[1] [2]

2. (a) to entertain[1] [1]

(b) to inform[1] [1]

(c) to persuade[1] [1]

(d) to instruct[1] [1]

(e) to advise[1] [1]

(f) to instruct[1] [1]

**Topic 1.2**

1.

| tone | how formal a text sounds |
| style | the language and layout of a text |
| register | the feeling of a text |

[3]

2. (a) Any sensible answer, e.g. frightening, scary[1] [1]

(b) Any sensible answer, e.g. serious, upsetting[1] [1]

(c) Any sensible answer, e.g. serious, formal[1] [1]

3. (a) Any sensible answer, e.g. Increase the cooking time if the cake is too moist.[1] [1]

(b) Any sensible answer, e.g. I am responsible for distributing leaflets.[1] [1]

4. (a) Any sensible answer, e.g. Give my best to your mum.[1] [1]

(b) Any sensible answer, e.g. Ask for help if the car is broken.[1] [1]

**Topic 1.3**

1. (a) third person[1] [1]

(b) second person[1] [1]

(c) first person[1] [1]

2. (a) imperative[1] [1]

(b) passive[1] [1]

(c) present[1] [1]

3.

| Tense / verb form | |
|---|---|
| imperative[1] | often used in texts which give instructions |
| present tense[1] | makes a text seem more immediate |
| passive voice[1] | often used in newspaper articles |
| past tense[1] | often used in fiction texts |

[4]

**Topic 1.4**

1. (a) Award 1 mark for all three labelled correctly.

Destiny smiled at her uncle.    N        Destiny beamed at her uncle.   +        Destiny smirked at her uncle.   −        [1]

(b) Award 1 mark for all three labelled correctly.

The room was sweltering.   −        The room was toasty.        +        The room was warm.        N        [1]

2. (a) Any sensible answer, e.g. Freya is in a bad mood.[1] [1]

(b) Any sensible answer, e.g. Theo is cold.[1] [1]

(c) Any sensible answer, e.g. Barbara is scared of flying.[1] [1]

3.

| biased | Vegans do not eat any animal products. |
| unbiased | The play was thrilling. I only fell asleep twice. |
| sarcastic | Fizzy drinks contain large amounts of sugar. |
| | I love waiting for the bus in the pouring rain. |
| | My dog is the cutest in the whole world. |

[5]

# INDEX

# GLOSSARY

| | |
|---|---|
| **alliteration** | When words near each other start with the same sound, e.g. 'Take time to talk.' |
| **anecdote** | A short personal story. |
| **assonance** | When a vowel sound is repeated in nearby words, e.g. 'The cloak floated and flowed'. |
| **audience** | The person or people who will read a text. |
| **bias** | When a text only presents one side of an argument, or deliberately misrepresents the other side. |
| **blank verse** | Lines written in iambic pentameter which do not rhyme. |
| **body language** | When meaning or emotion is conveyed using the body, e.g. Covering your face with your hands may suggest embarrassment or stress. |
| **caesura** | A pause in the middle of a line of poetry created by a piece of punctuation. |
| **call to action** | A phrase which commands the reader to do something, e.g. 'Buy this product today.' |
| **character arc** | When a character changes (for better or worse) over the course of a fiction text. |
| **chronological order** | When events are structured in time order. |
| **cliché** | A phrase that is overused, e.g. 'cool as a cucumber', 'pretty as a picture'. |
| **cliffhanger** | A dramatic ending to a fiction text which leaves something unresolved. |
| **connotations** | The implied meanings of words, e.g. 'bossy' has connotations of being rude. |
| **consonance** | When a consonant sound is repeated within several words, but not just at the start of words, e.g. 'little kittens scratching trees'. |
| **context** | The time and place a text was written, which influences the writer, e.g. The context of the First World War is important to the poems of Wilfred Owen. |
| **dialogue** | When two or more characters in a text speak directly to each other. |
| **direct speech** | When someone's exact words are written down using inverted commas. |
| **dramatic irony** | When the audience knows more than the character(s) on stage or in a fiction text. |
| **ellipsis** | Three dots '…' which show that someone is pausing, trails off or has been interrupted. |
| **emotive language** | Language which evokes an emotional response from the reader. |
| **end-stopping** | When a line in a poem ends with a full stop. |
| **enjambment** | When a line in a poem flows on to the next without punctuation. |
| **fiction** | Texts that have been made up, e.g. stories, poems, plays. |

# MAPPING TO THE NATIONAL CURRICULUM

The following shows how each of the sections of this book cover the subject content in the English programme of study for the Key Stage 3 National Curriculum.

## Reading

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|---|
| Develop an appreciation and love of reading, and read increasingly challenging material independently through:<br>• reading a wide range of fiction and non-fiction, including whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range will include high-quality works from:<br>  • English literature, both pre-1914 and contemporary, including prose, poetry and drama.<br>  • Shakespeare (two plays)<br>  • seminal world literature<br>• choosing and reading books independently for challenge, interest and enjoyment<br>• re-reading books encountered earlier to increase familiarity and provide a basis for making comparisons. | | ✓ | ✓ | ✓ | ✓ | ✓ | | | |
| Understanding increasingly challenging texts through:<br>• learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries<br>• making inferences and referring to evidence in the text<br>• knowing the purpose, audience and context of the writing and drawing on this knowledge to support comprehension<br>• checking their understanding to make sure that what they have read makes sense. | ✓ | | | | | | | | |
| Read critically through:<br>• knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning<br>• recognising a range of poetic conventions and understanding how these have been used<br>• studying setting, plot, and characterisation, and the effects of these<br>• understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play<br>• making critical comparisons across texts<br>• studying a range of authors, including two, in depth, each year. | | ✓ | ✓ | ✓ | ✓ | ✓ | | | |

## Writing

Write accurately, fluently, effectively and at length for pleasure and information through:
- writing for a wide range of purposes and audiences, including:
  - well-structured formal expository and narrative essays
  - stories, scripts, poetry and other imaginative writing
  - notes and polished scripts for talks and presentations
  - a range of other narrative and non-narrative texts, including arguments, and personal and formal letters
- summarising and organising material, and supporting ideas and arguments with any necessary factual detail
- applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form
- drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing.

Plan, draft, edit and proof-read through:
- considering how their writing reflects the audiences and purposes for which it was intended
- amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness
- paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in English Appendix 1 to the Key Stage 1 and 2 programmes of study for English.

## Grammar and vocabulary

Consolidate and build on their knowledge of grammar and vocabulary through:
- extending and applying the grammatical knowledge set out in English Appendix 2 to the Key Stage 1 and 2 programmes of study to analyse more challenging texts.
- studying the effectiveness and impact of the grammatical features of the texts they read
- drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects
- knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English
- using Standard English confidently in their own writing and speech
- discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology.

## Spoken English

Speak confidently and effectively, including through:
- using Standard English confidently in a range of formal and informal contexts, including classroom discussion
- giving short speeches and presentations, expressing their own ideas and keeping to the point
- participating in formal debates and structured discussions, summarising and/or building on what has been said
- improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone volume, mood, silence, stillness and action to add impact.

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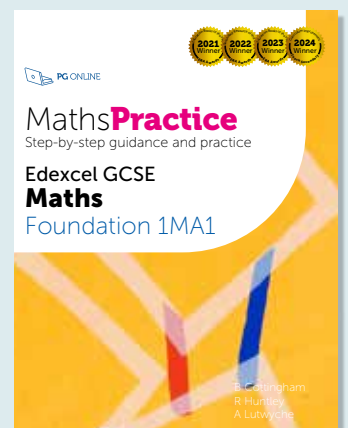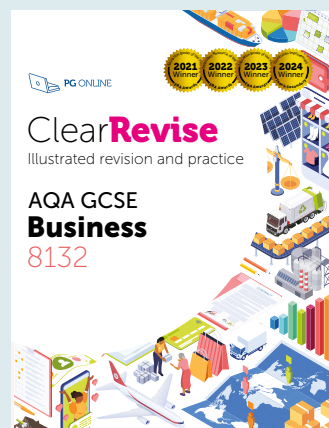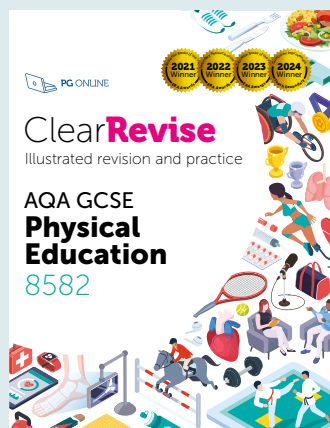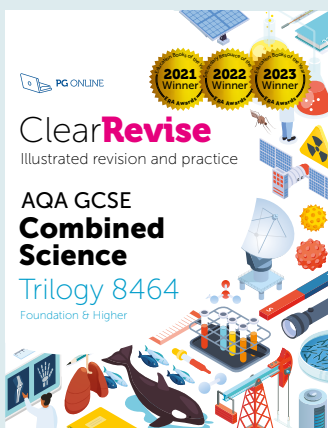- Free Python solutions pack (CS Only)

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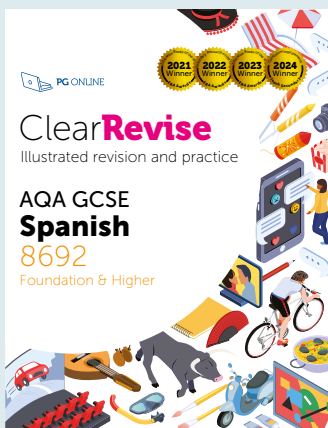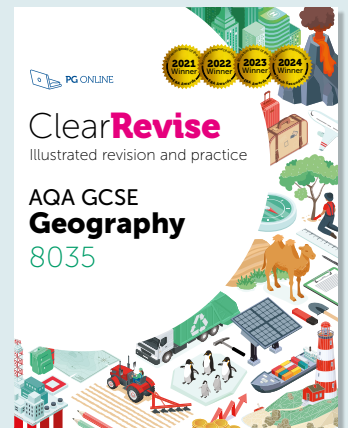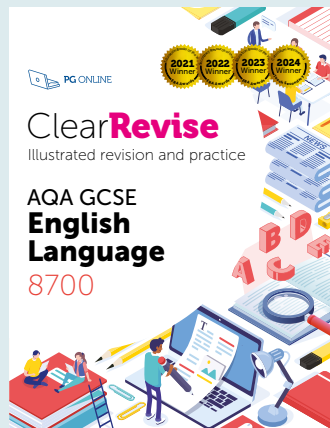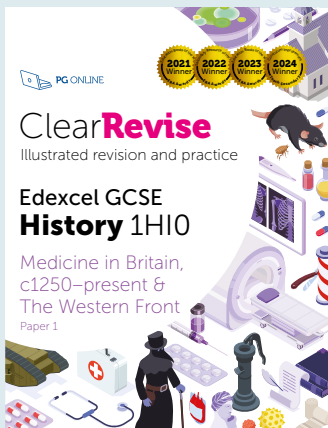Illustrated revision and practice
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