

KS4: Literacy Booklet

Year 10 Literacy Skills Builder



Name:

Form Group:

Week 1: Verbs

Verbs

There are three types of verb that we are going to be looking at, by using more than one in a sentence you will be able to extend your writing and express your ideas more clearly.

Modal verb + Auxiliary + Main verb = verb phrase

We use a modal verb to show if we believe something is certain or possible.

We can also use them when asking permission or making offers / requests.

The auxiliary verb helps the main verb out and always comes before.

The most common are Be, Do and Have.

The main verb is often described as the 'doing' word.

The main verb can be present (are, like) or past tense (saw, laughed).

Examples

We **are** here.

I **like** it.

Everybody **saw** the accident.

We **laughed**.

Everybody **is watching**.

Everybody **has worked** hard.

Everybody **has been working** hard.

They **will come**.

He **might have arrived**.

Task 1: Identify the main, auxiliary and modal verbs in the opening of the story.

"There must be a way to get out" screamed Donna. Everybody stood silent, looking at the floor. We were trapped.

Task 2: Write the next paragraph of the story and identify all the different verbs you use.

What is an auxiliary verb and when would I use one?

Rules:

Helping verbs or **auxiliary verbs** such as *will, shall, may, might, can, could, must, ought to, should, would, used to, need* are used in conjunction with **main verbs** to express shades of time and mood. The combination of helping verbs with main verbs creates what are called **verb phrases** or **verb strings**. In the following sentence, "will have been" are helping or auxiliary verbs and "studying" is the main verb; the whole verb string is underlined:

- As of next August, I will have been studying chemistry for ten years.

Be	Do	Have
am	does	has
is	do	have
are	did	had
was		having
were		
being		
been		

Modal Auxiliary Verbs – *can, could, do, may, might, ought, used to*.

Examples: *Can I take your dog, Toto, for a walk to the park?*

*Susana **could** sing as well as dance.*

***Do** you know the Eight Parts of Speech, my dear?*

***May** I have the pleasure of dancing with you?*

*I **might** go to the party with Hannah.*

*Michael **ought** to look for another job in the hospital.*

*I **used to** design pencil sharpeners before I became famous*

Task 1

Underline the complete verb in each sentence. Circle the helping verb (auxiliary verb).

1. Jason will play video games tomorrow.
2. The surgeon has operated many times before.
3. My little sister is singing like a rock star.
4. Scott can kick better than anyone on the team.
5. The beautiful sailboat was built in 1985.
6. Sarah is walking her puppy in the park.
7. Jake and his dad are using the computer.
8. Mom will bake special cookies for the party.
9. Tim had given his mother some flowers.
10. The very small girl can ski all by herself.

Identifying the Complete Verb. Underline the main verb and the auxiliary verb(s) in the following sentences. Do not include any modifiers.

1. When are you going on your canoe trip?
2. Mr. Costello is constantly giving us directions.
3. Jim should have pitched his tent sooner.
4. Joe could have been badly injured.
5. The new paints are constantly being improved.
6. We will be electing class officers tomorrow.
7. The snowfall had not quite ended at six this morning.
8. I shall certainly miss you next week.
9. Mrs. Barnes has always given generously to charity.
10. The price of most food is rising again.
11. How many books have you read this year?
12. I have already seen that TV program.
13. The old man does not walk to town any more.
14. Nancy and Mark have been given major parts in the school play.
15. Your good deed will never be forgotten.

16. Ms. Smith has definitely agreed to our suggestions.
17. The new club officers will have been chosen by tomorrow evening.
18. You could have gone to the party without me.
19. Mr. Davis has never neglected his work before.
20. Our team could have played in the state tournament.



Merit Challenge!

Find an example of an auxiliary verb in your reading book and write it down here:

Look through your exercise book. Have you used any auxiliary verbs? Highlight an example and get your partner to check it.

Review learning

Record the rules for using auxiliary verbs in the box below. You can bullet point them. No cheating!

Progress timeline



How confident are you with auxiliary verbs?



Week 2- Finite and non-finite verbs

What is a finite verb and when would I use one?

Rules:

A **Finite** verb is one that can be used with a subject to make a tense.

I **walked** to school yesterday. We **watched** the cricket match together.

The finite forms of the verb are those which signal contrasts of number, tense, person and mood.

Show a contrast in **tense**:

She **works** in London. She **worked** in London.

Show a contrast in number and person:

He **works**. They **work**. I **am**. You **are**.

Allow the expression of facts, possibilities wishes, and other contrasts of **mood**:

He asked that the car **be** moved. It **was** moved.

A **finite verb** is a word like **break, work, broke, sing, write** etc. Finite verbs change their form according to the number and person of the subject. For instance, when the subject is a singular noun, the *finite verb break* changes its form into *breaks*. Finite verbs are also governed by the tenses. For instance, when the sentence is in the simple past tense, *the finite verb break changes its form into broke*. Similarly, *work changes into worked and sing changes into sang in the past tense*.

Non-finite verbs do not change their form according to the number and person of the subject. Examples are **gerunds, participles and infinitives**.

I like reading.

He likes reading

Here the verb **like** is finite because it changes its form according to the number and person of the subject. The gerund **reading** is non-finite because it does not change its form according to the number and person of the subject.

There are three non-finite forms of the verb:

The **-ing** participle: I'm **going**. They're **going**. He was **going**. **Going** home, I/ we/they felt concerned.

The **-ed** participle:

I've **asked**. He was **asked**. They were **asked**. **Asked** to come home early, I/you/we arrived at 3.

The base form used as an **infinitive**: They might **see**. I'll **see**. He wants to **see**.

Task 1

Add a finite verb to the subordinate clause in each sentence:

When the bus _____, the children all rushed off.

The horses were grazing happily until the motorbike _____ past their field.

When Thomas _____ the news, he did not believe it.

Find out the finite and non-finite verbs in the sentences given below:

1. He gave me a chair to sit.
2. It was a sight to see.
3. I want to buy some clothes.
4. Barking dogs seldom bite.
5. He is about to leave.
6. It is time to start.
7. He was wearing a torn shirt.
8. He had his shoes polished.
9. They got the roof repaired.
10. Finding the door open I went inside.



Merit Challenge!

Find an example of a finite verb in your reading book and write it down here:

Look through your exercise book. Have you used any non-finite verbs? Highlight an example and get your partner to check it.

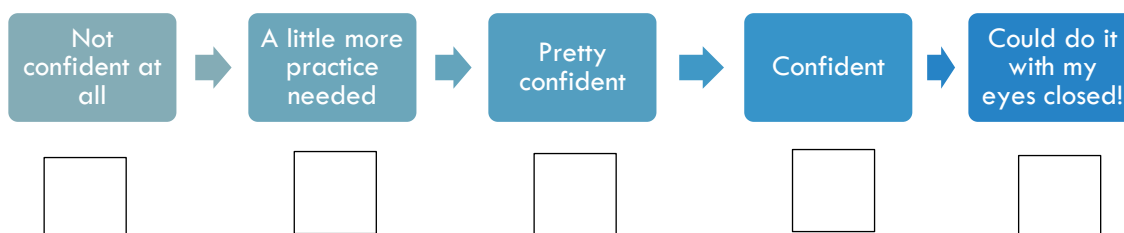
Review learning

Record the rules for using finite and non-finite in the box below. You can bullet point them. No cheating!

Progress timeline



How confident are you with finite and non-finite verbs?





A common noun is a general name of a person or object.

e.g. A boy went into the library to borrow a book.



Abstract nouns are something you can't see, feel, hear, smell or touch.

e.g. The misery of the withering armchair.

Common nouns

Abstract nouns

What type of noun?

Collective nouns

Proper nouns

A collective noun is the name of a group of people or things.

e.g. a collection of bananas.



A proper noun is the particular / precise name for a person, place or thing.

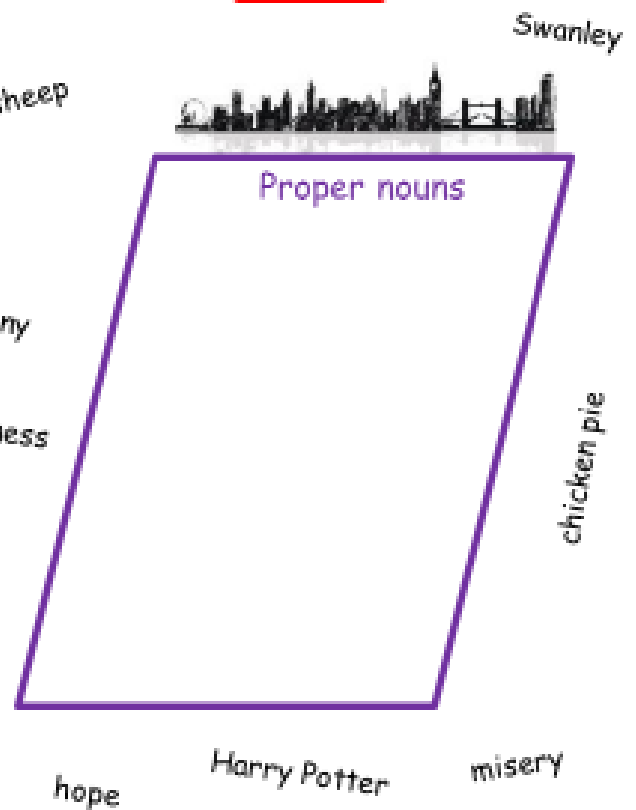
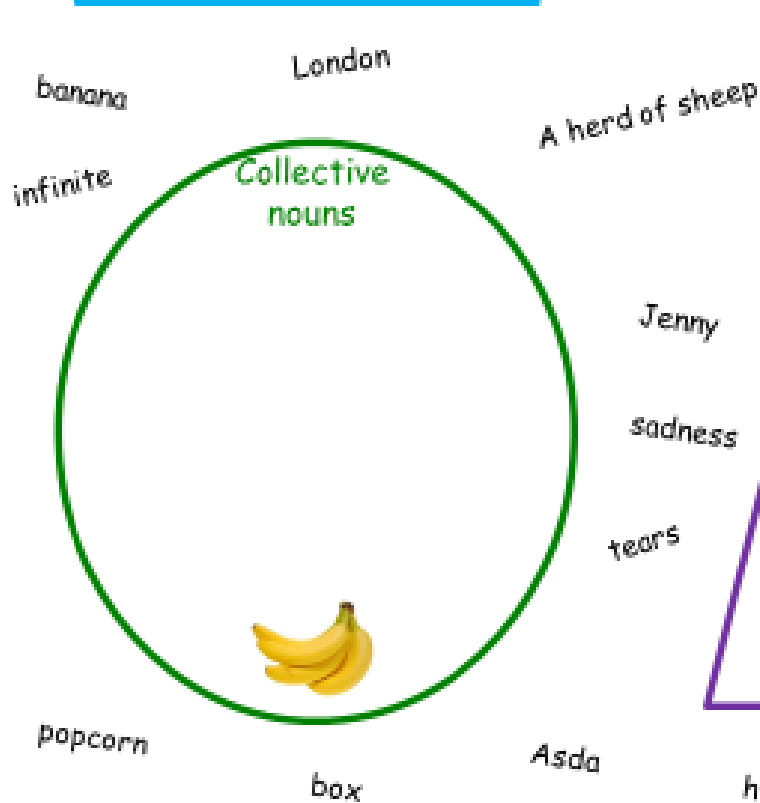
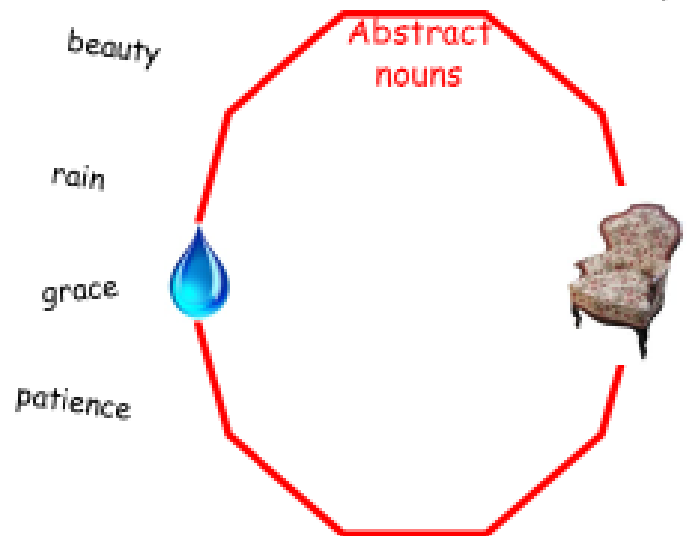
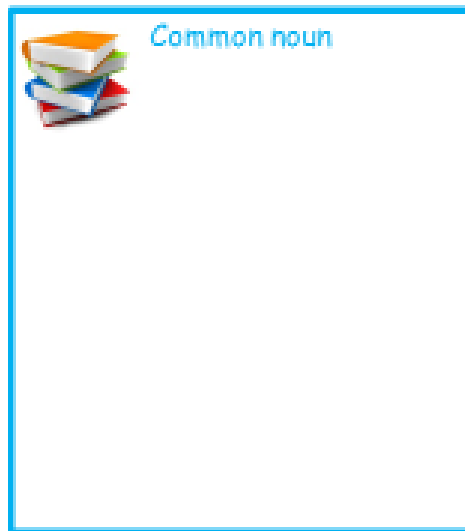
e.g. Mrs Jones walked across Tower Bridge in London.





Can you put all the nouns in the correct boxes?

Mr Jones window shoe iphone armchair
cloud A babel of words Jamaica book hatred honesty



There is one more type of noun that we haven't looked at - pronoun. A pronoun is used to replace one of the other nouns. For example, *James is the first choice for the job. He has applied for it twice.*

Task: You are attending an Easter Egg hunt. Write a diary account about the events of the day. Think about different types of nouns we have studied.

The most common pronouns

it I

you he

They we

she who

them me

him one

her us

something nothing

anything himself

everything someone

themselves everyone

itself anyone

myself herself

Week 5: Read the article below. Highlight any key points you find in the article.

What's the point of school uniform?

You might hate your school uniform, but I think it's there for good reason, says 15-year-old Chloe Spencer



Why wear a school uniform? Photograph: Christopher Thomond for the Guardian

A shirt, tie and blazer may not be the ingredients for my favourite outfit, but if I were given the choice, I wouldn't throw away the idea of school uniform. Wearing a uniform is a badge of pride, creates an identity for a school and is an important part of being a school student.

"Uniforms show that you are part of an organisation. Wearing it says we're all in this together," Jason Wing, head teacher at the Neale-Wade academy in Cambridgeshire, says.

"Also, if you wear your uniform with pride, it means you are half way there to being respectful, buying into what the organisation is all about."

Claire Howlette, an English teacher, agrees: "Uniforms give students a sense of belonging to a particular school and create an identity for the school in the community."

My school is one of many that seem to be reverting to a more formal uniform - this September I will be wearing a shirt and blazer instead of my old jumper and polo shirt. A number of students have complained about the change, but general opinion is that the jumpers and polo shirts were "childish".

A school uniform teaches students to dress smartly and take pride in their appearance. Howlette says: "Uniforms help students to prepare for when they leave school and may have to dress smartly or wear a uniform."

Some people believe that a school uniform can improve learning by reducing distraction, sharpening focus on schoolwork and making the classroom a more serious environment, allowing students to perform better academically.

Perhaps most importantly, a uniform means students don't have to worry about peer pressure when it comes to their clothes. When everyone is dressed the same, worrying about what you look like isn't so important. There is no competition about being dressed in the latest trend, which would put a great deal of financial pressure on students and parents. Potential bullies have one less target for their insults; it's hard to make fun of what someone is wearing when you're dressed exactly the same

In America, where a majority of schools do not have a uniform, roughly 160,000 children miss school every day due to fear of attack or intimidation by other students. This might not be directly linked to what they're wearing, but having a uniform can be a safety net for many students who might otherwise suffer from bullying. A strict uniform gives the impression that rules are strict too, perhaps helping maintain a sense of order at school.

Although wearing a school uniform is less expensive than buying a whole wardrobe of outfits, uniform can still be pricey. Many schools have a specific supplier, and wearing cheaper alternatives can result in punishment if the black skirt you're wearing isn't exactly the right black skirt. Finding uniform that fits you, especially if you're limited to one shop, can also be a struggle.

Recently the Liberal Democrats held a conference about the cost of school uniforms across England. The education minister David Laws is to issue new guidance to end the practice of using a single uniform supplier, enabling parents to shop around for uniform. If schools decide to change their uniform, for example with a new emblem or colour, changes should be restricted to one or two items, preferably with sew-on logos. Changing from a one-supplier system could help families with the cost of school uniform.

Although it might seem a shame to miss out on those two years of dressing as you like at school, I welcome the smart dress code. Not only does it make getting dressed each morning a lot easier, but it sets sixth formers up as role models for younger students, and that's important.

Macy Vallance, a year-eight student, says I like uniforms because everyone is the same and no one can be left out by the way they are dressed. Our new uniform looks smarter, which is good.

My uniform might not be what I would wear in my own time, but it gives me a sense of belonging, takes away the pressure of what to wear and deters the bullies. School uniform isn't fashionable, but that's exactly why I think it should be here to stay.

Week 6:

Using your understanding of the article complete the comprehension below.

1. The writer believe school uniforms are pointless.

- a. True.**
- b. False.**
- c. It's hard to say.**

2. Does the writer say her school uniform is her favourite outfit?

- a. Yes**
- b. No**
- c. It's hard to say**

3. Can you find a quote from the article that shows you her opinion of school uniform?

4. What does Jason Wing say about school uniform?

5. In paragraph 6, what is Howlette's opinion of school uniform?

5. Does the writer think school uniform and peer pressure are linked? Explain why.

6. What does *Macy Vallance* say about uniforms?

8. In paragraph 9, roughly how many children miss school?

9. Why do they miss school? What are they afraid of?

10. What is her opinion of school uniform in the last paragraph?

Week 3: Can you summarise your understanding of the article?

Summarise the main points this student argues *for* school uniform in the article:

Week 7: Discuss with a partner and your form tutor about what features you should include in an article.

Label the features on the template below:



Summary:

What should you include in an article?

Week 8:

Plan your own article about being for/against school uniform.

Decide if you want to write about being for uniform (you think it's good) or whether you are against it (you think it's bad).

Introduction:
Paragraph 1: 1st idea
Paragraph 2: 2nd idea
Paragraph 3: 3rd idea
Conclusion:

Key words and features to use in my article:

Week 9 and 10:

Write your own article in a similar style to the one above (for instance, you might imagine you've interviewed teachers and students about the issue).

You could do some research to help you back up your ideas.

Remember to:

- ✓ **Clearly structure your writing in paragraphs.**
- ✓ **Give your article a headline.**
- ✓ **Write a by-line and date.**
- ✓ **Use sub-headings.**
- ✓ **Use an image and caption.**

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By:

Date:

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[illegible][illegible][illegible]

[illegible]

Week 11: Anti-smoking adverts



Texts reads: 'SMOKING CAUSES PREMATURE AGEING'

What's the message in this advert? How do you know?

[illegible]

Do you think this advert would be effective? Would it work? Explain your answer.

[illegible]



What's the message in this advert? How do you know?

Text reads: 'Smoking isn't just suicide. It's murder.'

Do you think this advert would be effective? Would it work? Explain your answer.

Week 12: In the box below, create your own anti-smoking advert. Think about the message you wish to convey to your audience (e.g. that smoking is risky, unhealthy, irresponsible, expensive, addictive, unpleasant...)

Week 13: Read the article below. Highlight any key points you find in the article.

Groom jailed over wedding day bomb hoax to try to prevent bride discovering failure to confirm venue

Neil McArdle could not face telling fiancée he had failed to fill in forms for wedding in Liverpool



Neil McArdle outside court. Photograph: Dave Thompson/PA

A bridegroom has been jailed for 12 months after staging a bomb hoax on his wedding day to try to prevent his bride discovering he had failed to complete the paperwork required for them to marry.

Neil McArdle, 36, had forgotten to fill in the necessary forms but could not face telling his fiancée, Amy Williams, because the wedding was “all she talked about”, Liverpool crown court heard.

Instead, as she got ready on their wedding morning, he slipped out of their house and went to a phone box. Disguising his voice, he rang Liverpool register office and said: “This is not a hoax call. There’s a bomb in St George’s Hall and it will go off in 45 minutes.”

The call, 11 days after the Boston marathon bombing in the US, caused the building to be evacuated and the emergency services called. When McArdle, his bride and both families arrived at the building in the centre of Liverpool, the area swarmed with police.

Later, after the building was checked and staff tried to help with the “delayed” ceremony, it was discovered that no booking for the wedding had been made. McArdle’s would-be in-laws were already suspicious, the court heard, and Williams’s sister was overheard telling a flustered McArdle: “You probably done the bomb scare yourself.”

Police quickly traced the call and he was arrested the same day. He admitted to his “embarrassment and shame” that he had panicked over bungling the forms and staged the bomb scare.

Williams has stood by the defendant, the court heard, and they are still together.

McArdle, of Kirby, Merseyside, pleaded guilty at an earlier hearing to a single charge of communicating false information with intent on 26 April 2013.

Derek Jones, prosecuting, said: “He realised the day before the wedding was not going to take place and because he did not want to let his fiancée down or [he was too] embarrassed to tell his family, he panicked in the morning and rang St George’s Hall.

“He was hoping all weddings would be postponed and it would give him time to book the wedding in the future. He did say several times how embarrassed and ashamed he was and how sorry he was.”

Charles Lander, defending, told the court: “If it was not so serious, the facts of this case have all the markings of a comedy.”

He said McArdle had failed to go through the forms given to him to make sure the wedding was legal and would go ahead as planned. Only the night before the big day did he notice a checklist of what needed to be done.

He tried to tell Williams, but she got up at 4am on the day and put on her wedding gown. “She looked amazing. He just could not get out the words to her to tell her what he had not done in relation to the forms,” said Lander.

The judge Norman Wright said the bomb hoax “must have shook sheer terror in the heart” of the receptionist and those responsible for security at St George’s Hall.

“She [Williams] was getting ready, expecting you were going to be man and wife and a very solemn public event in her life and you knew that was not going to take place,” Wright said.

“You did not say ‘we need to talk’. You tried to weasel your way out by creating a bomb hoax so the wedding would not take place. You have to understand, bomb hoaxes are extremely serious.”

As well as serving 12 months in jail, McArdle was also ordered to pay £100 court costs.

Week 14: Using your understanding of the article complete the comprehension below.

1. How old is the groom?

- a. 22
- b. 36
- c. 45
- d. 33

2. How long has he been jailed for?

3. Can you explain and summarise why the man was jailed?

4. What is a hoax?

5. The bride to be decided to leave the man.

- a. True
- b. False
- c. It's hard to say

6. Can you find a quote from the article that proves your answer above?

7. What time did the bride put her wedding gown on?

8. What is the judges attitude in the quote?

"You tried to weasel your way out by creating a bomb hoax so the wedding would not take place. You have to understand, bomb hoaxes are extremely serious."

9. What did Norman Wright say about the hoax?

10. What consequences did the groom receive?

Week 15: You are going to pretend you are the jailed 'groom' Neil McArdle. You are writing a letter to your girlfriend, Amy Williams, from prison. You might explain...

- ✓ Why you did what you did
- ✓ How you feel about it
- ✓ What prison is like. What's going through your mind, and how the other prisoners are viewing your crime
- ✓ Your hopes for your future life together (note that the article reveals that Neil McArdle's girlfriend is standing by him!)

Plan your ideas below:



Planning my letter...

Week 16: Discuss with a partner and your form tutor about what features you should include in a letter.

Label the features on the template below:

Your address:

Their address:

Date: _____

How will you open your letter?

Paragraph 1:

Paragraph 2:

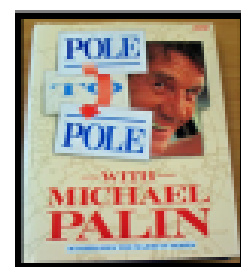
Paragraph 3:

How will you end your letter?

ious

Pole to Pole by Michael Palin

Reading comprehension : Read the extract and answer the questions in as much detail as possible.



Chapter 1: The North Pole

It's 3.45 on a Saturday afternoon and I'm seventeen miles from the North Pole. Somewhere, a long way away, people are doing sensible things like watching cricket or digging gardens or pushing prams or visiting their mothers-in-law.

I'm squeezed tight into a small, noisy aeroplane descending through stale grey cloud towards an enormous expanse of cracked and drifting ice. With me are Nigel Meakin and his camera, Fraser Barber and his tape-recorder and Roger Mills and his pipe. With our two pilots, Russ Bomberry and Dan Parnham, we are the only human beings within 500 miles. Outside my window one of our two propeller-driven engines slowly eats away at a fuel supply which must last us another six hours at least. In little more than ten minutes our pilot will have to fashion a landing strip out of nothing more than a piece of ice - strong enough to withstand an impact of 12,500 lbs at eighty miles an hour. Below the ice the sea is 14,000 feet deep.

I'm sure I'm not the only one of us looking down on this desolate wilderness who hasn't wished, for an impure moment, that the North Pole, rather than being in the middle of an ocean, was solid, well marked and even supplied with a hut and a coffee machine. But the cracked and fissured ice-pack offers no comfortable reassurance - no glimmer of any reward to the traveller who has made his way to the top of the world. The Arctic Ocean, known to the Victorians as the Sea of Ancient Ice, stares balefully back as we descend towards it, reflecting nothing but the question: Why?

It's too late to ask the producer now, too late to begin to speculate why I so eagerly agreed to come here, and completely out of order even to mention that if we survive this ice landing we have only another 12,500 miles to go.

At two minutes past four our De Havilland Twin Otter, designed in the fifties and much loved and trusted by Arctic flyers, is finally over the North Pole. One almost looks for a point, a peak, a curve offering tantalizing glimpses of those huge land masses - Alaska, Siberia, Scandinavia and Canada - which back on to the Arctic. But all there is to see is ice and the nearer we get to it the more evident it is that the ice is not in good shape. Russ, a self-contained, taciturn man about whom I know nothing other than that my life is in his hands, leans forward from the controls, scanning the conditions below and frowning.

Technology cannot help him now. The decision as to how, when and ultimately whether to drop the plane onto the ice is for his judgement alone.

He clearly doesn't like what he sees and, by my watch, we have circled the roof of the world for nearly thirty minutes before a change in engine note indicates that he is at last throttling back in preparation for a landing. We drop low, running in over a tongue of open water, Russ staring hard at the ice as ridge walls taller than I'd expected rush up to meet us. Brace myself for impact, but it never comes. At the last minute Russ thrusts the overhead throttle control forward and pulls us up banking steeply away. He checks the fuel gauge and asks Dan, the young co-pilot, to connect up one of the drums for in-flight refuelling. Dan squeezes his way from the cockpit to the back of the plane, where he begins to fiddle around with spanners and tubes until the aircraft is rich with the smell of kerosene. The Pole remains 100 feet below us, tantalizingly elusive, probably in the middle of a black pool of melted water. Russ takes advantage of some marginally increased sunlight to attempt a second landing. Once again hearts rise towards mouths as the engines slow and a blur of ice and snow and pitch-black sea rises towards us, but once again Russ snatches the plane from the ice at the last moment and we soar away, relieved and cheated.

I make a mental note never to complain about a landing ever again. Russ circles and banks the plane for another fifteen minutes, patiently examining the floating ice for yet another attempt.



Questions

You will continue to read this chapter in section 2 of the booklet.

1. What do we learn about Michael Palin in this extract? (don't forget to use inference)
2. In paragraph two, what dangers are presented to us about the landing? Use quotes to back up your ideas.
3. What do we learn about the North Pole in this extract?
4. Highlight 8 **ambitious** vocabulary choices (that you don't already know) and ; a) explain what they mean , and b) write another, complex or compound, sentence to show your understanding.
5. What atmosphere is created in this excerpt? Use quotes to back up your ideas.

This image shows a blank sheet of white paper with horizontal ruling lines. A single vertical blue line runs down the left side of the page, creating a margin. The horizontal lines are evenly spaced and extend across the width of the page. There is no handwriting or other markings on the paper.