Inspire English International

Year 8 Workbook

Ben Hulme-Cross
Each section of the Workbook clearly links to learning from the Student Book so you can refer between the two.

The focus of each section enables you to reinforce learning from the Student Book and deepen your understanding.

Set extension activities at the end of each lesson give further extended practice of the skills covered, along with extended writing practice.

The chance to apply your learning, answering focused questions, means you will grasp key concepts more readily. Structure and prompts help to ensure you stay on track, and give you support where needed.

Innovative assessment sections explain clearly how to proofread and improve a response, and then give you the chance to put your learning into practice.

About the Workbook

Welcome to Inspire English International! We hope you will find this book useful (and inspiring!) as you develop your skill and knowledge in written English. Through explicitly addressing the areas needed to excel in English you should gain mastery of the subject and make excellent progress.

The books have been written using a mix of real-world texts and purpose-written passages, designed to inspire discussion and help to maintain a focus on key curriculum objectives.

This Workbook gives you the chance to practise and embed the key skills introduced in the Student Book and through teaching, thereby deepening and broadening your understanding. Clear links are provided between this book and the Student Book and daily teaching, to support this further.

In this section, you will practise exploring the opening of a short story and then write your own.

Find two quotations that suggest Justin is slightly afraid.

Find two quotations that suggest Justin is brave.

How does this opening sentence engage the reader? Explain your answer below.

Which of the questions you wrote for 2b is the most intriguing? Explain your answer below.

How does the writer imply that Justin is in danger? Use quotations from the extract to support the points you make.

Find two quotations that suggest Justin is brave.

Find a fiction text and look at the opening few paragraphs. Plan a response to the question: How has the writer engaged the reader with this opening?

Set extension activity

1. Read the following extract and then answer the questions that follow it.

Water polo is not for the fainthearted! The rules are simple enough. There is a goal similar to a small football goal at each end of the pool. The teams are divided into two teams, each team consisting of five players. The aim of the game is to score goals by shooting a ball into the opponent’s goal. Water polo is a very fast-paced game, with players having to swim quickly and change direction frequently. The game lasts for 80 minutes, divided into two 40-minute halves. The team with the most goals at the end of the game wins.

2. How does the writer introduce the game of water polo?

3. How does the writer introduce a character or topic you want to learn more about?

4. What impression is the writer trying to create? Explain your answer below.

5. How does the writer use language to create excitement, interest or humour?

6. How does the writer imply that Justin is in danger? Use quotations from the extract to support the points you make.

7. Find two quotations that suggest Justin is brave.

8. Find a fiction text and look at the opening few paragraphs. Plan a response to the question: How has the writer engaged the reader with this opening?

9. Set extension activity

   a. Write a “V” next to any opportunities to improve the impact of the writing by making different choices.
   b. Write a “V” next to any opportunities to improve the impact of the writing by varying sentence length and structure.
   c. Write an improved version of the answer. Continue your answer in your notebook. Remember to:
      • address what impression is needed
      • address what impression is being created
      • write a focused response
      • use quotations from the extract to back up your ideas
      • include at least three different punctuation marks.

10. Write your improved version of the answer in the space below. Continue your answer in your notebook. Remember to:
    • address what impression is needed
    • address what impression is being created
    • write a focused response
    • use quotations from the extract to back up your ideas
    • include at least three different punctuation marks.

Once you understand the techniques and skills needed to write an excellent answer, you’re given the chance to put this into practice!
Section 1
Telling stories

In this section, you will practise exploring different ways to tell stories and make them successful.

Identifying key points
1 Look again at Extract A on page 10 of the Student Book and answer the following questions.
   a Why does Eurystheus keep setting Heracles tasks?
   b How has Heracles responded to the tasks so far?
   c What is the new task that Eurystheus sets Heracles?

Active and passive voices
2 Rewrite the sentences below in the active voice.
   a The dog was tricked by the man.
   b The king was infuriated by the man’s success.
   c The goddess was not surprised by the king’s failure.

Characters
3 Using a quotation from Extract A, answer the following question: What are the goddess Hera’s feelings about Heracles?

Set extension activity
4a Rewrite Extract B from page 12 of the Student Book in the first person, so that the story is told in the active voice by Heracles himself. Continue your answer in your notebook if needed.

b Now rewrite Extract B in the first person, so that the story is told in the active voice by the king himself. Continue your answer in your notebook if needed.

c Which version do you think is most likely to make the reader want to know more? Explain your answer below.
Comparing two texts

5 Look again at the two extracts on pages 10 and 12 of the Student Book.

a Which of the following statements do you most agree with?
   (i) A good opening to a story makes the reader eager to read on.
   (ii) A good opening to a story gives the reader the background information they need to know.

Explain your answer below.

b Which extract provides more information? Why do you think the writer has chosen to give more information in this extract?

   
   
   
   
   
   
   
   

   c Which extract creates the strongest sense of mood or atmosphere? How has the writer achieved this effect? Support your response with quotations from the extract.

   
   
   
   
   
   
   
   

   d Note down the key similarities and differences between the two extracts in the table below.

<table>
<thead>
<tr>
<th>Key differences</th>
<th>Key similarities</th>
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<tbody>
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</table>

   e Which extract has the most exciting opening? How has the writer made it more exciting?

   
   
   
   
   
   

Set extension activity

6a In Extract B, on page 12 of the Student Book, Heracles is presented as nervous. Rewrite this meeting with Cerberus, presenting Heracles as a fearless hero. Continue your answer in your notebook if needed.

   
   
   
   
   
   
   
   

   b Look back over what you have written in Activity 6a above and reread Extract B. Make some notes below on key similarities and differences between Extract B and your version.

   
   
   
   
   
   
   
   

   c Which version – Extract B or your own version – do you feel is the most effective way of opening the story? Explain your answer below.

   
   
   
   
   
   
   
   

   

   

   

   

   

   

   

   

   

   

Section 2
Building a character

In this section, you will practise exploring how a writer creates a villainous character, and then create your own villain.

Inferring character

1a Use the space below to note down all the quotations you can find in the extract on page 14 of the Student Book that show something about Walter Hartright’s character.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

b Complete the following sentences. Use your own words and at least one quotation from the extract.

(i) The writer presents Walter as brave when ____________________________

________________________________________________________________________

________________________________________________________________________

(ii) Walter knows that he is in danger because ____________________________

________________________________________________________________________

________________________________________________________________________

2a Write a line of dialogue, spoken by Walter, to follow on from the end of the extract. Use it to show something about his character.

________________________________________________________________________

b Write an alternative to dialogue to follow on from the end of the extract. This time, instead of speaking, Walter does something. Use it to show something about his character.

________________________________________________________________________

________________________________________________________________________

c Choose your favourite option for extending the story from your answers to 2a and 2b above. How does what you have written show something about Walter’s character?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Set extension activity

3a Think of three villains from stories or films you know who made a big impression on you. Make some notes about them in the tables below.

<table>
<thead>
<tr>
<th>Name</th>
<th>Physical description</th>
<th>Nastiest things about them</th>
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What do you think makes the best villains so memorable? Explain your answer below.

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________________________________________________________________________

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________________________________________________________________________
Revealing a villain

4a Select three quotations from the extract on page 14 of the Student Book that suggest Count Fosco is a villain.

b Which one shows us most clearly that he is a villain? Explain your answer below.

Planning a villain

5 You are going to plan your own villainous character. Imagine that they have moved in next door to where you live. Use the prompts below to plan a scene that introduces your villain to readers.

a What does the villain look like?

b What makes you first suspect they are a villain?

c How does what they do in the scene show that they are a villain?

d How does what they say in the scene show that they are a villain?

Set extension activity

6a Write a scene that introduces your villainous character for the first time. Remember to focus on showing that they are a villain through their words, actions and reactions.

b Look back over what you have written and write a response to the following question: How has the writer (you) shown that this character is a villain?
Section 3
Creating danger

In this section, you will practise exploring ways of creating tense, exciting action in a story.

Tracking danger

1 Look again at the extract on page 18 of the Student Book. For each paragraph:
   • write a one-sentence summary of the danger Alex faces.
   • select the quotation from that paragraph that most powerfully creates the sense of danger.
   An example is provided.

   Paragraph 1: Alex is nearly discovered by two men.
   Quotation: ‘Alex threw himself into the only hiding place available’

   Paragraph 2: ___________________________
   Quotation: ___________________________

   Paragraph 3: ___________________________
   Quotation: ___________________________

   Paragraph 4: ___________________________
   Quotation: ___________________________

   Paragraph 5: ___________________________
   Quotation: ___________________________

   Paragraph 6: ___________________________
   Quotation: ___________________________

2 Write a short response, using quotations from the extract as evidence, to the following question:
   How does the writer use Alex’s physical sensations to create a sense of danger?

   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
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   __________________________________________________________________________

Set extension activity

3 The writer of the extract on page 18 of the Student Book has focused on action by describing events in detail. You are going to rewrite the extract, focusing more on Alex’s emotions and physical sensations.

   a Make some notes on the emotions or physical sensations you could add into each paragraph of the extract.

   __________________________________________________________________________
   __________________________________________________________________________
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   b Now write your new version of the extract. Continue your answer in your notebook if needed.

   __________________________________________________________________________
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   c Look back over what you have written and reread the extract on page 18 of the Student Book. Which version do you think is more effective? Explain your answer below.

   __________________________________________________________________________
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Vocabulary choices

4a Look again at paragraph 4 of the extract on page 18 of the Student Book. Note down two verbs the writer uses that help to create a sense of physical force or violence.

b Write one or two sentences explaining how the writer’s choice of verbs in this paragraph helps to create a sense of violence.

5 Look again at paragraph 5 of the extract.

a Note down two powerful adjectives that the writer uses to create a sense of danger.

b Write one or two sentences explaining how the writer’s choice of adjectives in this paragraph helps to create a sense of danger.

Creating danger

6 You are going to begin to plan a scene in a story in which the main character faces danger. The character has fallen into a fast-flowing river and almost drowns. She manages to get to the safety of the shore, only to discover that a greater danger awaits her there. Make some notes using the prompts below to outline the action in the scene.

a How does she feel as the water sweeps her along?

b How does she get to the shore?

c How does she feel when she gets to the shore?

d What is the new danger that awaits her there?

e How does she react to the new danger?

Set extension activity

7 Continue to plan the scene from your story that you started planning in Activity 6.

a Note down any particularly strong verbs, nouns, adverbs or adjectives that you might use to create a sense of the danger the character is in, and the fear they experience.

<table>
<thead>
<tr>
<th>Danger</th>
<th>Fear</th>
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b Write two or three paragraphs from your scene in the space provided. Remember to use powerful vocabulary to create a sense of danger. Remember that you can create a sense of danger by:

- telling the reader what is happening
- telling the reader what will happen soon
- focusing on physical sensations
- focusing on emotions.
Section 4
Openings

In this section, you will practise exploring the opening of a short story and then write your own.

Reading between the lines

1. Look again at the extract on page 22 of the Student Book.
   a. Find two quotations that suggest Justin is slightly afraid.
   b. Find two quotations that suggest Justin is brave.
   c. How does the writer imply that Justin is in danger? Use quotations from the extract to support the points you make.

2. Justin sensed the tiger as soon as he reached the street.
   a. How does this opening sentence engage the reader? Explain your answer below.
   b. Write down three questions that the extract creates in the reader’s mind. For example, Will the tiger attack Justin?
   c. Which of the questions you wrote for 2b is the most intriguing? Explain your answer below.

Set extension activity

3. Find a fiction text and look at the opening few paragraphs. Plan a response to the question: How has the writer engaged the reader with this opening? Think about how the writer has:
   - created questions that you want answers to
   - introduced a character or topic you want to learn more about
   - created excitement, interest or humour.
   a. Note down some quotations that demonstrate how the writer has used one or more of those approaches.
   b. Write your response below. Remember to state your response, refer to examples from the text, and explain how they have engaged the reader.
Choosing tense and person

4 Read the following extract and then answer the questions.

He could hear the wolves’ feet behind him now. It wouldn’t be long. He ran on blindly, and then a low snarl sent shockwaves down his spine. He stumbled and fell to the ground, wet leaves filling his mouth.

a Rewrite the short extract above in the first person, present tense. For example, I can hear.

b Look back over the original extract and your own version. Which is more engaging? Explain your answer below.

Writing an opening

5 You are going to write an opening to your own story. The setting is a residential school trip. You are camping with your friends. You wake up and realise you have been sleep-walking. You can just make out the tents in the moonlight, some distance away. As you begin to walk towards them, something makes you aware that you are in danger. Make some notes using the prompts below to outline your opening.

a What is the immediate setting? For example, road, forest, beach. What vocabulary could you use to describe the setting and create a frightening atmosphere?

b What warns you of the danger and what is the danger?

c What happens next, once you sense the danger?

6 Write the opening to your story in your notebook. Aim to write three paragraphs. Remember to include some description of your feelings as you face the danger and to use the correct tense and person throughout.
Section 5 Assessment

The extract below is taken from the short story _The Tell-Tale Heart_ by Edgar Allen Poe.

**Read the extract and then answer the questions that follow it.**

1. It is impossible to say how first the idea entered my brain; but once conceived, it haunted me day and night. Motive there was none. Passion there was none. I loved the old man. He had never wronged me. He had never given me insult. For his gold I had no desire. I think it was his eye! Yes, it was this! He had the eye of a vulture – a pale blue eye, with a film over it. Whenever it fell upon me, my blood ran cold; and so by degrees – very gradually – I made up my mind to take the life of the old man, and thus rid myself of the eye forever.

Now this is the point. You fancy me mad. Madmen know nothing. But you should have seen me. You should have seen how wisely I proceeded – with what caution – with what foresight I went to work! I was never kinder to the old man than during the whole week before I killed him. And every night, about midnight, I turned the latch of his door and opened it – oh so gently! And then, when I had made an opening sufficient for my head, I put in a dark lantern, all closed, closed, that no light shone out, and then I thrust in my head. Oh, you would have laughed to see how cunningly I thrust it in! I moved it slowly – very, very slowly, so that I might not disturb the old man's sleep. It took me an hour to place my whole head within the opening so far that I could see him as he lay upon his bed. Ha! Would a madman have been so wise as this? And then, when my head was well in the room, I undid the lantern cautiously – oh, so cautiously – cautiously (for the hinges creaked) – I undid it just so much that a single thin ray fell upon the vulture eye. And this I did for seven long nights – every night just at midnight – but I found the eye always closed; and so it was impossible to do the work; for it was not the old man who vexed me, but his Evil Eye. And every morning, when the day broke, I went boldly into the chamber, and spoke courageously to him, calling him by name in a hearty tone, and inquiring how he has passed the night. So you see he would have been a very clever old man, indeed, to suspect that every night, just at twelve, I looked in upon him while he slept.

**Assessment questions**

1. What reason does the narrator give for wanting to kill the old man?

2. What does the narrator want the reader to believe about his state of mind? Refer to at least one quotation to support your answer.

3. What does the writer intend the reader to believe about the narrator's state of mind?

4. What impression does the writer give of the character of the old man? Explain your answer below, using quotations from the extract to support your points.

5. Identify three words in the final paragraph that reinforce the idea of the narrator being very careful.

6. Look at the following task and read the student's response that follows.

**Task:** Write a response to the extract on page 22, considering how the writer has created a suspenseful opening.

**Response:** Its about someone who wants to kill an old man. He isn't mad because he does everything very careful and cleverly and he doesn't hate the old man he just worrys about his eye.

So every night he creeps into the old mans room and hes always asleep so he doesn't kill him and then he just acts like everythings normal the next morning. I think maybe hes mad even thou he says hes not mad.

a. What advice would you give to this student to help them improve their response?

b. Write your own improved response to the task in the space below.
Apostrophes

1 Write P or C next to each of these sentences to indicate whether an apostrophe of possession (P) or a contraction (C) is used.

a She’s great fun but she can be annoying. ___
b Does anyone know when it’s lunchtime? ___
c Children’s books are great these days. ___
d Have we decided who’s going to the park? ___
e That shirt is not his, it’s mine. ___

Ideas and intentions

2 Look again at the summary on page 28 of the Student Book.

a Why does Everard invite Marshall to visit him? ___

b How does the writer let the reader know that the Brazilian cat is dangerous before Marshall is trapped in its cage? ___

c Why does the writer choose to do this? ___

d Before being attacked by the cat, what are Marshall’s feelings about Everard? ___

e Marshall’s problem is that he needs money. What obstacles does he face throughout the story? ___

Set extension activity

3a Make some notes on what Marshall might be thinking and feeling as he travels to Everard’s house. ___

b Now imagine that Marshall has plenty of money already. Write some notes on what he might be thinking and feeling as he travels to Everard’s house in these different circumstances. ___

c Choose which option creates the most interesting scene, and write it up as a section of the story. ___

d Why did you choose this version? Explain your answer below. ___
### Story structure

4 Look at the notes on page 30 of the Student Book on story structure. The sentences below are a jumbled story outline. Reorder it to complete the table and show which story elements fit into the categories of Exposition, Conflict, Climax and Resolution.

- The mouse meets the monster and is very nearly eaten.
- The mouse meets various creatures who want to eat it.
- The mouse persuades the monster to walk home with him and on the way he finds some food.
- The mouse goes for a walk to look for food.
- The mouse tricks the creatures by pretending to be friends with a monster.

<table>
<thead>
<tr>
<th>Exposition</th>
<th>Conflict</th>
<th>Climax</th>
<th>Resolution</th>
</tr>
</thead>
<tbody>
<tr>
<td>A poor boy wants to find some gold to help his father.</td>
<td>The mouse meets the monster and is very nearly eaten.</td>
<td>The boy fights the dragon and narrowly escapes death.</td>
<td>The boy fights the dragon and narrowly escapes death.</td>
</tr>
</tbody>
</table>

5 Complete the story outline below with your own ideas.

<table>
<thead>
<tr>
<th>Exposition</th>
<th>Conflict</th>
<th>Climax</th>
<th>Resolution</th>
</tr>
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<td>The boy fights the dragon and narrowly escapes death.</td>
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</tr>
</tbody>
</table>

### Set extension activity

6 You are going to plan the structure for your own story about a character who has 24 hours to save the planet.

a Make some notes using the following prompts.

**Exposition**: What is the main problem, in detail?

b Write the opening to your story in the space below. Continue your answer in your notebook if needed.
Set extension activity

3a Think of a story you know well, from a book or a film, which has a happy ending. Write a summary of the story below.

b Think of a story you know well, from a book or a film, which has a sad ending. Write a summary of the story below.

c Think of a story you know well, from a book or a film, which ends with a surprising twist. Write a summary of the story below.

d Which type of ending do you find most often in the stories you know? Why do you think this is the most common type of ending? Explain your answer below.
Colons and semi-colons

4a Rewrite the following sentences, replacing each conjunction with a colon or a semi-colon.
   (i) The young man moves to the countryside because he wants to grow flowers.
   (ii) The plan goes wrong when the flowers shrivel and die.

   b Rewrite each of the pairs of sentences as one multi-clause sentence, using a colon or semi-colon.
   (i) The old man does not like the young man. He does not like people from the city.
   (ii) The young man dies. The old man learns the young man was his long-lost son.

Writing endings

5a Write a simple story summary with an ending that will make readers feel happy.

<table>
<thead>
<tr>
<th>Exposition</th>
<th>Conflict</th>
<th>Climax</th>
<th>Resolution</th>
</tr>
</thead>
</table>

   b How will this ending make readers feel happy? Explain your answer below.

   c Write an alternative ending, designed to make the reader feel sympathy for one of the characters.

   d How will this ending make readers feel sympathy for the character? Explain your answer below.

   e Which ending do you prefer? Explain your answer below.

Set extension activity

6 Write a guide explaining how to choose an ending when writing a story. You should cover:
   - the different types of ending, with examples
   - the different ways endings can make readers feel, with examples.
Section 8
Ways of telling stories

In this section, you will practice exploring different ways of giving the reader information.

Exploring the extract
1 Look again at the extract on page 36 of the Student Book.
   a Note down two examples of sentences that give us information about Givens’s actions.
   b Note down two examples of sentences that give us information about Josefa’s actions.
   c Note down two examples of sentences that give us information about Givens’s feelings.
   d Note down two examples of sentences that give us information about Josefa’s feelings.
   e Note down two examples of sentences that give us information about what Givens says.
   f Note down two examples of sentences that give us information about what Josefa says.

2 Write a paragraph, continuing the story from Josefa’s point of view. Try to include information or hints about what she can see, what she does, what she says and what she thinks or feels.

Set extension activity
3a Rewrite the extract on page 36 of the Student Book, so that the story is told from Josefa’s point of view. Once again, try to reveal information about:
   • what the characters can see
   • what they say
   • what they do
   • what they think or feel.

b Look back over what you have written. Who do we learn most about in your new version, Givens or Josefa? How has telling the story from Josefa’s point of view affected who we learn most about?

Explain your answer below.
Identifiers

4 Rewrite the conversation below, adding identifiers. Where possible, use precise verbs rather than verbs and adverbs. For example, she yelled rather than she said loudly.

“It’s time to go now,” Mum called.
But I’m not ready.
I told you to get ready an hour ago.
Why are you getting angry?
I’m not angry, I’m late.

Telling stories

5 You are going to plan a scene from your own story. Two characters have found a bag full of money and they are staring at it. Make some notes using the following questions as prompts.

a Who are the two characters? What are their names and what are their personalities?

b Where are they and where is the bag of money? Describe the setting.

c What (in detail) do they see when they look at the bag?

d What do they think and feel?

e What do they say to each other?

Set extension activity

6a You are going to write the scene that you planned in Activity 5, about two characters who have found a bag of money.

(i) Write one or two sentences using description to set the scene. Describe your characters, where they are and what they are looking at.

(ii) Write one or two sentences using action. For example, what do the characters do?

(iii) Write one or two sentences using speech. You could use these to suggest how the characters feel about each other.

(iv) Write one or two sentences using thoughts. You could use these to suggest what the characters think is going to happen.

b Write two paragraphs of your scene in the space below. You could use some of the sentences you have written in the activities above, or you could write new sentences. Continue your answer in your notebook if needed.
Section 9
Structuring sentences

In this section, you will practise exploring sentence structure choices and their impact on the reader.

Exploring short sentences
1 Look at lines 43–48 of the extract on page 40 of the Student Book and then answer the questions that follow.

a Do the short sentences suggest the words are spoken quickly or slowly? Explain your answer below.

b Henrietta speaks in extremely short sentences. What does this suggest about her? For example, She is kind/rude/indecisive. Explain your answer below.

c Now look at these two versions of the same sentence.

(i) “Who cares?” said Henrietta, laughing.

(ii) “Who cares that I stole from them?” said Henrietta, laughing nastily as if it was the biggest joke in the world.

Which version of the sentence more effectively creates the sense of Henrietta not caring? Explain your answer below.

Exploring longer sentences
2 Read this longer, multi-clause sentence from the extract on page 40 of the Student Book.

She chained her arms around the rider’s waist, and, after some restraint, grabbed hold of the controls and steered the bike down the street.

Rewrite the sentence as three single-clause sentences.

Set extension activity
3a Look again at the extract on page 40 of the Student Book. Rewrite the part of the extract that describes the conversation between Ella and Henrietta. Use long sentences and add as much descriptive detail as you can imagine to create a clear picture of the scene, and to describe how the characters speak, look and feel. Continue your answer in your notebook if needed.

b What are the advantages of using longer sentences with more descriptive detail?

c What are the advantages of using short sentences to describe a tense conversation?
Adverbials

4 Rewrite the sentences below, linking them by adding an adverbial at the start of all but the first sentence.

a I got dressed. I packed my bags. I waved goodbye to my parents.

b The water was cold. I really wanted to get in and join my friends.

Building sentences

5 Look at these single-clause sentences.

I screamed. I raced downstairs. I tore open the front door.

a Rewrite them as one multi-clause sentence, linking the clauses with a comma and the conjunction and.

b Now rewrite them using two conjunctions other than and.

6 Read this paragraph and then answer the questions that follow.

I gripped the branch tightly. I walked my feet up the trunk. I pulled myself up onto the next branch. I realised I was high enough off the ground to break a leg if I fell. It started to rain. The branch was really slippery. I started to panic.

a Rewrite the paragraph, using longer multi-clause sentences. Try to use as few sentences as possible. Link clauses and sentences with conjunctions and adverbials as appropriate.

b Now rewrite the paragraph again, using a mixture of short sentences and longer multi-clause sentences. Use appropriate punctuation or conjunctions to link clauses, and adverbials to link some of the sentences.

Set extension activity

7a You are going to write a scene from a story in which the narrator heroically tries to rescue a person or animal from a dangerous situation. Make some notes using the following prompts.

(i) Who or what is being rescued? What is the danger?

(ii) Describe the moment when the hero realises they must act. What do they see, smell or hear? What do they feel?

(iii) Describe what the hero does to rescue the person or animal.

b Now write the scene, thinking carefully about how to link your sentences and paragraphs, and about when to use short and longer sentences.
Section 10 Reviewing, revising and proofreading

In this section, you will develop your skills in checking the accuracy and effectiveness of your writing.

Homophones

1 Underline any errors in the sentences below.
   a I’ll have too of the red ones please, and too of the green ones too.
   b Their it is! That’s their car!
   c No, no, no! You can’t do that, you no.
   d If you stand over hear by the window you can hear the birds.

Irregular past tenses

2 Rewrite the following sentences in the past tense. Pay careful attention to the spelling of the past tense form of the verb.
   a I sleep for hours.
   b I remember nothing when I wake up.
   c I try to remember how I come to be in a barn.
   d I think about my sister and begin to remember.
   e Is it her who brings me here?
   f I stand up and my head spins.
   g Outside, the sun breaks through the clouds.

Set extension activity

3 Write a one-page worksheet for students, helping them to revise the skill of proofreading. Use the prompts below.
   a A reminder of common homophones
   b A reminder of irregular past-tense verb forms
   c A paragraph of sample text for students to correct (including lots of misspelt homophones and incorrect past-tense verb forms)
   d The same paragraph written for Activity 3c but without any errors, so that students can check their answers
Reviewing vocabulary

4 Look at the sentences below. Rewrite them, replacing the underlined verbs with more powerful, dramatic synonyms.

a I was shocked. ‘No way!’ I said.

b It was going to be close but I had to make it. I ran towards the train doors.

c ‘Please don’t hurt me,’ he said.

d The glass broke into a thousand pieces.

e She held the handlebars with all her strength.

Reviewing sentence structure

5 Read this short text.

I knocked at the door and waited with bated breath but there was no reply.
I knocked again. Inside I heard a deep growl.
Heavy footsteps grew louder. Something approached the door.
I raised my sword. I waited.
Slowly, the door creaked open.

a Rewrite the first sentence as two shorter sentences.

b Rewrite the two sentences beginning ‘Heavy’ and ‘Something’ as one multi-clause sentence.

c Rewrite the whole text, choosing sentence structures that make it sound as tense and dramatic as possible.

Set extension activity

6 Revise the skills you have covered in the second half of this unit, ready for the assessment in the next lesson. You may find it helpful to note down the key points covered in each of the sections so far. If there are any areas where you do not feel confident, reread the information given in the Student Book throughout this unit. Think back to when you planned for the previous assessment. What helped? What could you improve on?
Section 11 Assessment

In this section, you will identify the mistakes in a sample response from a student and write an improved version.

1 Look at the following task and read the student’s response that follows.

Task: Write a story featuring a hero and a villain. Neither should be defeated and the story should have a cliffhanger ending.

Response: Mrs Gory had a nasty look. Her dog looks nasty as well. It had saliva dripping out of its nasty mouth and it looked at me like it wants to eat me because it probably does.

She was angry because my football had gone in her garden. She says she saw me climbing over the fence to get it. Last time she warned me. She says she’ll set the dog on me if I do it again.

so here we are on the street outside her house and I’ve got my football under my arm and she had the dog with her.

I find a stick on the ground so I give it to the dog before she can let it go and the dog chews on it. I tell her goodbye and walk away and she shouts at me.

When I looked back down the street she’s gone away so that was good.

You are going to improve and extend this response.

a. Underline any spelling or punctuation mistakes.
b. Underline any verbs that are in the wrong tense.
c. Write a ‘V’ next to any opportunities to improve the impact of the writing by making different vocabulary choices.
d. Write an ‘S’ next to any opportunities to improve the impact of the writing by varying sentence length and structure.
e. Use the space in the box below to make some notes and plan how you will improve this answer. Think in particular about story structure and ways of revealing information.

2 Rewrite your improved version of the answer in the space below. Remember to:
• create a villain
• show the reader elements of the characters’ personalities
• use different ways of revealing information
• follow the four-part story structure you have learned
• end with a cliffhanger.