



# ENGLISH WORKBOOK

**"The pictures of the pen shall outlast those of the pencil,  
and even worlds themselves."**

Aphra Behn, author

Name:

TG:

Teacher:

Class:

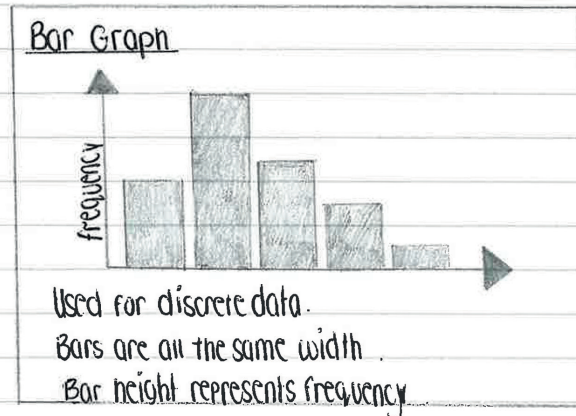
# How to present your work

C/L

3<sup>rd</sup> September 2018

## Presenting your work

- All written work must be in blue or black ink.
- All drawings and diagrams must be in pencil and clearly labelled.



- All work must have the date on the top right hand side of the page.
- All work must have C/L (Class Learning) or H/L (Home Learning) written in the top left hand margin.
- The title, date, C/L or H/L must be underlined using a ruler and a pen.
- Mistakes must be ~~erased~~ crossed out using a ruler and a pen.
- All corrections and Ticks should be completed neatly using a purple pen.

If kept carefully this book will be THE BEST REVISION GUIDE EVER as it is personalised to you and contains feedback, notes and expert advice about what you did and didn't understand.

- Bring it to every lesson.
- Take pride in it – keep it neat and well organised.
- Annotate your notes regularly with hints and tips from your teacher during the lesson.
- Act on any feedback you are given by your teacher – written or verbal. Feedback is useless if not responded to.
- Highlight key terms/ideas.
- When finished keep it safe and use it to produce your revision resources (mind maps/ index cards etc)

# How your work is marked

When your written work is marked, teachers will use these symbols:

<b>Sp</b>	Spelling mistake
<b>?</b>	Does not make sense
<b>//</b>	New idea which needs a new paragraph
<b>^</b>	Missing word
<b><u>word</u></b>	Do not use the underlined word
<b>C</b>	Use a capital letter
<b>E</b>	Give evidence to support your statement
<b>O</b>	Target punctuation placed in a circle
<b>✓</b>	Good point
<b>✓✓</b>	Excellent point
<b>PP</b>	Not following the presentation policy

## Responding to marking

The whole point of marking your work is to help you improve. This is why we insist that students respond to comments and targets that have been set by their teachers. We call this TICKS.

Each time you get your book back from your teacher with their marking in it you will be asked to spend 5 - 10 minutes going over what they have written and making any improvements they have suggested.

## Let's review our TICKS!

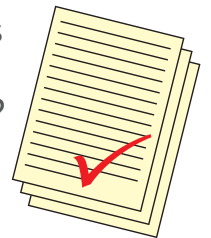
**T**urn back a few pages in your book

**I**s there a teacher comment?

**C**omplete any action points

**K**now what to do next time?

**S**ign and date it!



## My route to success

- At the back of this exercise book there are six 'My route to success' sheets, one per half term.
- At the start of each half term you will be informed of what you will be learning during the unit of work and will need to stick this information onto the relevant 'My route to success' sheet in the space provided.
- At the end of the unit of work, on the same 'My route to success' sheet, you will review the progress you have made, note down the grade and identify your learning gaps. You will also need to describe the action you are going to take to close the learning gap.

# Vocabulary and Diction

There is a need, frequently, to think about vocabulary choice when constructing written answers. No two words mean the same, and precision is the purpose of deploying sophisticated (and sometimes unexpected) vocabulary. On these pages you will find categorised vocabulary that you can deploy when producing creative, persuasive and analytical writing.

ATTITUDES	MAKING A POINT	LINKING IDEAS	EVALUATING
<b>ANGRY</b> 1. Dismissive 2. Loathing 3. Infuriated 4. Outraged 5. Reprehensive 6. Censorious 7. Exasperated 8. Incandescent 9. Callous 10. Scathing 11. Incredulous	<b>INTERPRETING</b> 1. Signifies 2. Suggests 3. Connotes 4. Hints 5. Symbolises 6. Implies 7. Assumes 8. Presupposes 9. Intimates <b>EXPLAINING</b> 10. Means 11. Indicates 12. Demonstrates 13. Elucidates 14. In other words 15. i.e. <b>CLAIMING</b> 16. States 17. Claims 18. Expresses 19. Affirms 20. Asserts 21. Pronounces 22. Articulates 23. Reports 24. Declares 25. Avouches 26. Professes 27. Insists 28. Remarks 29. Conveys <b>ARGUING</b> 30. Disputes 31. Quibbles 32. Contends 33. Opines 34. Wrangles 35. Refutes 36. Rejects 37. Retorts 38. Contests 39. Objects 40. Rebutts 41. Counters 42. Disclaims 43. Denies 44. Renounces 45. Repudiates 46. Rebuffs 47. Dismisses	<b>ADDING</b> 1. In addition 2. A further example 3. Further 4. Not only 5. Alongside this 6. To corroborate this point <b>CONCLUDING</b> 7. In essence 8. In sum 9. Thus 10. Therefore 11. Essentially 12. Ultimately <b>CONTRASTING</b> 13. Whereas 14. Even though 15. Despite 16. In spite 17. However 18. Although 19. Regardless of 20. Forsaking these claims 21. Conversely 22. In opposition 23. An alternative interpretation 24. Alternatively <b>CONNECTING</b> 25. Consequently 26. Subsequently 27. Respectively 28. Resultantly 29. Accordingly 30. Proportionately 31. Suitably 32. Conclusively 33. Definitively <b>CONFIDENCE / CERTAINTY</b> 34. Indubitably 35. Undoubtedly 36. Assuredly 37. Undeniably 38. Unquestionably 39. Surely <b>GUARDEDNESS</b> 40. Potentially 41. Conceivably 42. Ostensibly	<b>DEGREES OF AGREEMENT</b> 1. To a limited extent 2. Partially / in part 3. In essence 4. In principle 5. Broadly 6. Substantially 7. Entirely 8. Wholeheartedly 9. Unreservedly <b>DEGREES OF AMOUNT</b> 10. Not at all 11. Negligible 12. Limited 13. Reasonable 14. Not inconsiderable 15. Substantial 16. Profound <b>CONCESSIONS</b> 17. It is not untrue 18. There are of course 19. However much 20. Irrespective of 21. One must acknowledge <b>CONCLUSIVE CAUTION</b> 22. On balance 23. For all its failings 24. In essence 25. It is not unreasonable to deduce 26. A bold analysis might <b>DERIDING / ARGUMENTS</b> 27. Incoherent 28. Equivocations 29. Prevarications 30. Evasions 31. Folly 32. Frailty of logic 33. Inchoate 34. Incongruous 35. Self-contradictory 36. Incomprehensible 37. Unsubstantiated 38. Unfounded 39. Confused <b>SUPPORTING / ARGUMENTS</b> 40. Understandable 41. Justifiable 42. Reasonable 43. Valid

# Grammar and Spelling Guide

## PARTS OF SPEECH

FEATURE	EXAMPLES AND EXPLANATIONS
<b>Noun</b>	A noun is a person, animal, place or thing, e.g. soldier, tiger, school, honesty
<b>Proper noun</b>	A name (using capital letters), e.g. Richard, Paris, Vauxhall or God
<b>Pronoun</b>	A pronoun is a word which takes the place of a noun, e.g. he, she, it
<b>Gerund</b>	A verbal noun, usually ending in -ing e.g. the asking, the telling, her arguing
<b>Verb</b>	A verb may be said to be a "doing" word, e.g. eat, think, write
<b>Adverb</b>	An adverb generally modifies a verb, e.g. quietly, here, suddenly
<b>Adjective</b>	An adjective describes a noun or a pronoun, e.g. good, fine, red
<b>Article</b>	'The' is the definite article, conveying specificity and importance; 'a' is the indefinite article
<b>Conjunction</b>	A conjunction is a word used for joining words and clauses, e.g. and, but
<b>Preposition</b>	A preposition shows the relation between one thing and another, e.g. against, for, with
<b>Exclamation</b>	An exclamation or interjection expresses sudden emotion, e.g. Oh! Hello! Aha!

## SPELLING RULES: IE / EI

SOUNDS	SPELT	EXAMPLES AND EXCEPTIONS
<b>ee in see</b>	ie	Belief, cashier, chief, hygiene, grieve, siege. Exceptions: protein, seize, weir, weird, and personal names like Neil, Reith, Sheila.
<b>i in bit</b>	ie	Sieve, mischief, mischievous, handkerchief Exceptions: foreign, forfeit, surfeit.
<b>ee in see (after c)</b>	ei	Ceiling, conceive, deceit, perceive, receipt. Exceptions: specie, species.
<b>ay in day</b>	ei	Eight, neighbour, reign, sovereign, weigh.
<b>ey in eye</b>	ei	Eiderdown, either, height, neither, sleight.
<b>e in met</b>	ei	Heifer, leisure. Exceptions: friend, lieutenant.
<b>separate</b>	i+e	Diet, glazier, soviet, science.
<b>separate</b>	e+i	Deity, homogeneity.

### Spelling ie and ei words

i before e, except after c  
The rule is only partly true, but can be improved thus: 'If sounded as ee, then i before e except after c. If they sound ay or eye, the e before i.'

This table shows the variety of cases:

## APOSTROPHES

### The possessive case of a noun is shown by a mark (') known as an apostrophe.

In singular nouns it is shown by 's, e.g. Mary's bag, the animal's foot, Keats's poems, Burns's songs. Exception: it may however be shown by the apostrophe only (') to avoid awkward-sounding double or treble s endings, e.g. Moses' anger, Jesus' words, Aristophanes' comedies. In the plural it is shown in two ways: either by the apostrophe only (') when the plural ends in -s or -es (e.g. the boys' books, the ladies' coats) or by the apostrophe and s ('s) when the plural does not end in -s, e.g. the children's toys, the men's hats.

### The apostrophe is also used to demonstrate contractions.

In these cases the apostrophe is used to contract words and is placed where the letters have been omitted, e.g. all's for all is; can't for cannot; couldn't for could not; haven't for have not; they'll for they will; there's for there is; o'er for over; isn't for is not; it's for it is.

# Homonyms and Homophones

A homonym is a word having the same sound, and perhaps the same spelling, as another, but with a different meaning. Where the spelling of the word is different the words may also be known as homophones (sounding the same). The following homonyms are all of the homophone variety:

air	heir
aisle	isle, I'll
allowed	aloud
ate	eight
bail	bale
ball	bawl
bare	bear
beach	beech
bell	belle
blew	blue
boar	bore
board	bored
bough	bow
boy	buoy
buy	by, bye
ceiling	sealing
cellar	seller
cereal	serial
cheap	cheep
check	cheque
coarse	course
core	corps
council	counsel
crews	cruise
currant	current
dear	deer
die	dye
draft	draught
ewe	you, yew
faint	feint
fair	fare
feat	feet
flew	flue
flour	flower
foul	fowl
gait	gate
gamble	gambol
gilt	guilt
grate	great
groan	grown
hail	hale

hair	hare
hear	here
heard	herd
higher	hire
him	hymn
hoard	horde
hole	whole
holy	wholly
hour	our
key	quay
knew	new
knight	night
knot	not
knows	nose
leak	leek
lightening	lightning
loan	lone
loot	lute
made	maid
mail	male
main	mane
mare	mayor
meat	meet
medal	meddle
missed	mist
muscle	mussel
oar	ore
pail	pale
pain	pane
pair	pare, pear
pause	paws
peace	piece
peal	peel
peer	pier
place	plaice
plain	plane
plum	plumb
pores	pours
practice	practise
praise	prays, preys
principal	principle

profit	prophet
rains	reigns, reins
raise	rays, raze
read	reed
real	reel
right, rite	wright, write
ring	wring
road	rode, rowed
root	route
rose	rows
rye	wry
sail	sale
scene	seen
scent	sent, cent
sea	see
seam	seem
sew	so, sow
sight	site
soar	sore
sole	soul
son	sun
stair	stare
stake	steak
stationary	stationery
steal	steel
stile	style
tail	tale
tears	tiers
their	there
threw	through
throne	thrown
tide	tied
time	thyme
to	too, two
told	tolled
vain	vane, vein
vale	veil
waist	waste
wait	weight
weak	week
wood	would

# Synonyms

A synonym is a word or phrase that means exactly or nearly the same as another word or phrase in the same language. Words that are synonyms are said to be synonymous, and the state of being a synonym is called synonymy.

abandon	leave
abode	dwelling
abundant	plentiful
accused	blamed
acute	sharp
adhere	stick
affectionate	loving
aid	help
ally	friend
amazement	wonder
ancient	old
assemble	gather
astonish	surprise
asunder	apart
blank	empty
bright	shining
broad	wide
caution	care
circular	round
coarse	rough
commence	begin
comprehend	understand
conceal	hide
constable	policeman
conversation	talk
courage	bravery
cunning	sly
curb	control
custom	habit
deceive	cheat
difficult	hard
disaster	calamity
dusk	twilight
elude	escape
emperor	king
enemy	foe
enormous	gigantic
extended	enlarged
exterior	outside
fall	drop
famous	notorious
fatigue	weariness

feeble	weak
gap	hole
glance	look
gravely	sternly
greeted	saluted
grope	feel
gruff	harsh
halt	stop
heroic	brave
hoax	trick
imitate	copy
insolent	rude
intention	purpose
interior	inside
join	unite
lament	grieve
lean	thin
lofty	high
loyal	true
mad	insane
malady	disease
margin	edge
mariner	sailor
marsh	swamp
maximum	most
meagre	scanty
minimum	least
moan	groan
modern	new
moisture	dampness
mute	dumb
myth	fable
nimble	agile
noisy	rowdy
odour	smell
omen	sign
option	choice
peculiar	strange
persuade	coax
plume	feather
powerful	strong
profit	gain

prohibit	forbid
prompt	quick
protect	guard
puny	weak
purchase	buy
quaint	odd
quantity	amount
queer	peculiar
raiment	clothes
ramble	roam
rank	position
rapid	quick
regret	sorrow
remedy	cure
residence	dwelling
reveal	show
roam	wander
robust	strong
scene	sight
shrine	tomb
sleek	smooth
slender	slim
small	little
squirming	wriggling
steed	horse
stern	strict
stubborn	obstinate
sturdy	strong
surrender	yield
suspended	hung
terror	fear
tested	tried
thrust	pushed
tranquil	peaceful
transparent	clear
unite	join
vacant	empty
valour	bravery
vanquish	defeat
wealth	riches
wicked	sinful
wrath	anger

# Writers' Methods

Writers frequently choose language structures and forms to fulfil a very particular purpose. The below is a list of linguistic techniques that are frequently employed in writing and are worth adopting for your own.

FEATURE	EXAMPLES AND EXPLANATIONS
<b>Tense</b>	The present tense makes writing immediate when presenting a narrative.
<b>Pronoun choice</b>	Possessive pronouns ('my' / 'his') emphasise ownership.
<b>Hyperbole</b>	Intentional exaggeration draws attention to an idea and makes the point powerfully.
<b>Litotes</b>	Understatement can surprise a reader, also emphasising the point that is made.
<b>Figurative language</b>	Similes and metaphors are used to exemplify ideas in symbolic terms. An extended metaphor would use the breadth of a semantic field to make the point widely.
<b>Allusions</b>	An allusion is an indirect reference to another idea for additional meaning.
<b>Personification</b>	Making that which is inanimate have personal and human qualities intensifies meaning.
<b>Emotive language</b>	Language which evokes emotions. Emotive language is frequently intensified and heightened, to excite admiration, shock, empathy and fear.
<b>Sensory language</b>	Language which engages the five senses to create an image or description.
<b>Imperatives</b>	Verbs of command, intended to express demand: 'stand up'; 'stop'; 'continue'. These words add force to a piece of writing.
<b>Onomatopoeia</b>	These words evoke sounds that suit the meaning of the word: crack, buzz, shiver.
<b>Alliteration</b>	Repeated sounds at the beginnings of consecutive words are chosen to sooth or aggravate, depending on the sound used.
<b>Anaphora</b>	The repetition of a word or phrase from the first part of a sentence for a poetic effect.
<b>Monosyllabic sentences</b>	Brevity and sharpness used for clarity, simplicity and punch.
<b>Rhetorical questions</b>	Questions not intending an answer that are used to be provocative.
<b>Colloquialism</b>	Use of slang and informal language to surprise and engage a reader.
<b>Anecdote</b>	A brief narrative, used to exemplify a point or idea.
<b>Juxtaposition</b>	The placing together of contrasting or contradicting sentiments or ideas for effect.
<b>Oxymoron</b>	The use of contradictory pairs (e.g. 'make haste slowly') to make a rhetorical point.

## STRUCTURAL FEATURES

**Repetition** – a word or idea that is repeated throughout the text.

**Ending** – how the text ends.

**Focus** – what the reader is invited to focus on at each point in the extract.

**Sequence** – the order of events within the text.

**Opening** – how the text begins and the expectations that this creates for the reader.

**Narrative voice** – whether the text is written in the personal (first person) 'I', inclusive (first) 'we', direct (second) 'you' or objective or detached (third) 'he, she, they'.











# My route to success – Autumn 1

End of unit grade:
Target grade:

To achieve your target grade you will need to **work hard**. This means:

1. Focusing in lessons
2. Paying specific attention to academic literacy
3. Completing all home learning tasks, including reading in your own time
4. Responding to teacher feedback / completing TICKS
5. Revising for end of unit assessments

**Stick your 'what I will be learning during this unit' sheet here**

My most important learning gaps are:

1. ....  
.....
2. ....  
.....

How I will close my most important learning gaps:

1. ....  
.....
2. ....  
.....

# My route to success – Autumn 2

End of unit grade:
Target grade:

To achieve your target grade you will need to **work hard**. This means:

1. Focusing in lessons
2. Paying specific attention to academic literacy
3. Completing all home learning tasks, including reading in your own time
4. Responding to teacher feedback / completing TICKS
5. Revising for end of unit assessments

**Stick your 'what I will be learning during this unit' sheet here**

My most important learning gaps are:

1. ....  
.....
2. ....  
.....

How I will close my most important learning gaps:

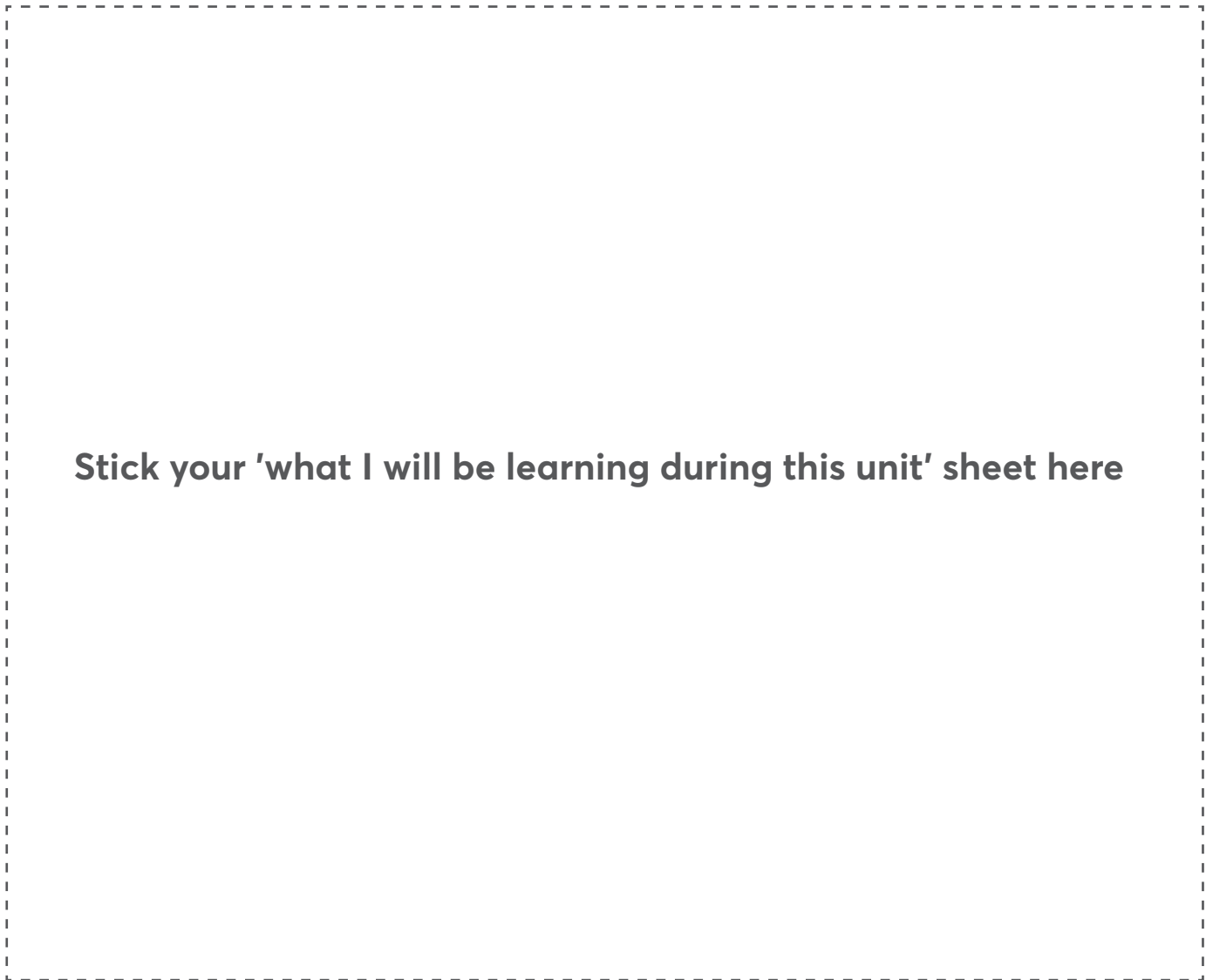
1. ....  
.....
2. ....  
.....

# My route to success – Spring 1

To achieve your target grade you will need to **work hard**. This means:

1. Focusing in lessons
2. Paying specific attention to academic literacy
3. Completing all home learning tasks, including reading in your own time
4. Responding to teacher feedback / completing TICKS
5. Revising for end of unit assessments

End of unit grade:
Target grade:



My most important learning gaps are:

1. ....  
.....
2. ....  
.....

How I will close my most important learning gaps:

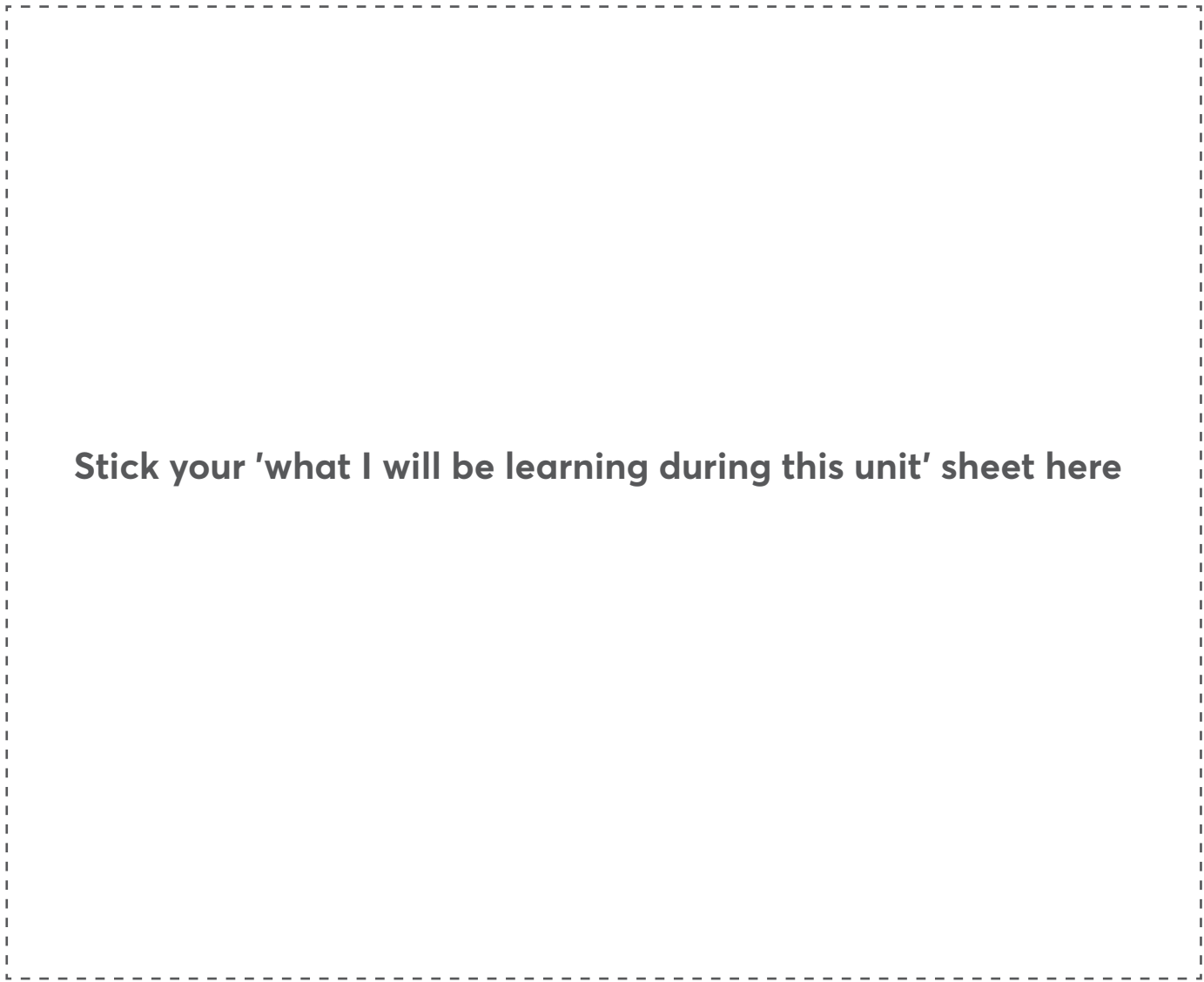
1. ....  
.....
2. ....  
.....

# My route to success – Spring 2

To achieve your target grade you will need to **work hard**. This means:

1. Focusing in lessons
2. Paying specific attention to academic literacy
3. Completing all home learning tasks, including reading in your own time
4. Responding to teacher feedback / completing TICKS
5. Revising for end of unit assessments

End of unit grade:
Target grade:



**Stick your 'what I will be learning during this unit' sheet here**

My most important learning gaps are:

1. ....  
.....
2. ....  
.....

How I will close my most important learning gaps:

1. ....  
.....
2. ....  
.....

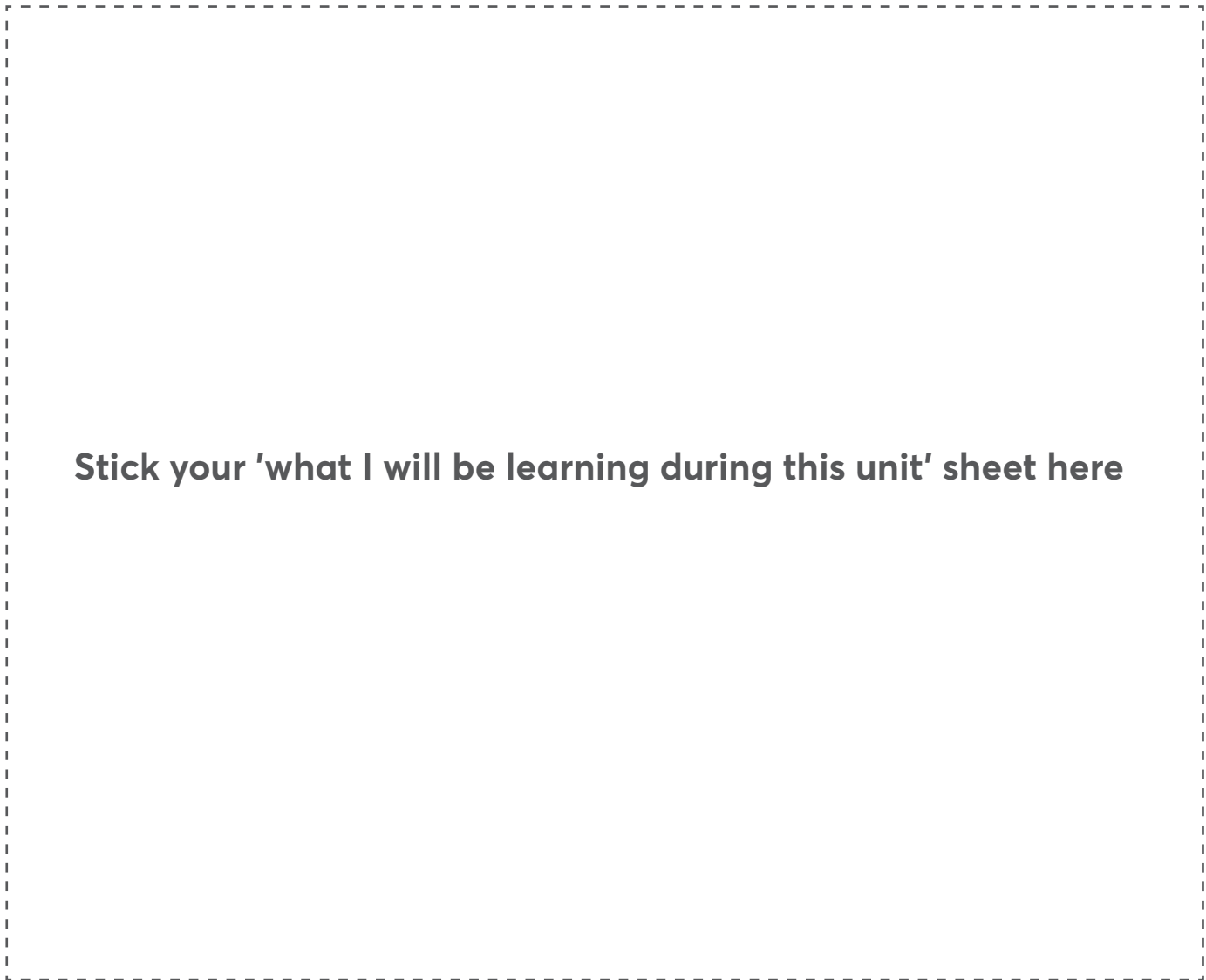


# My route to success – Summer 1

To achieve your target grade you will need to **work hard**. This means:

1. Focusing in lessons
2. Paying specific attention to academic literacy
3. Completing all home learning tasks, including reading in your own time
4. Responding to teacher feedback / completing TICKS
5. Revising for end of unit assessments

End of unit grade:
Target grade:



**Stick your 'what I will be learning during this unit' sheet here**

My most important learning gaps are:

1. ....  
.....
2. ....  
.....

How I will close my most important learning gaps:

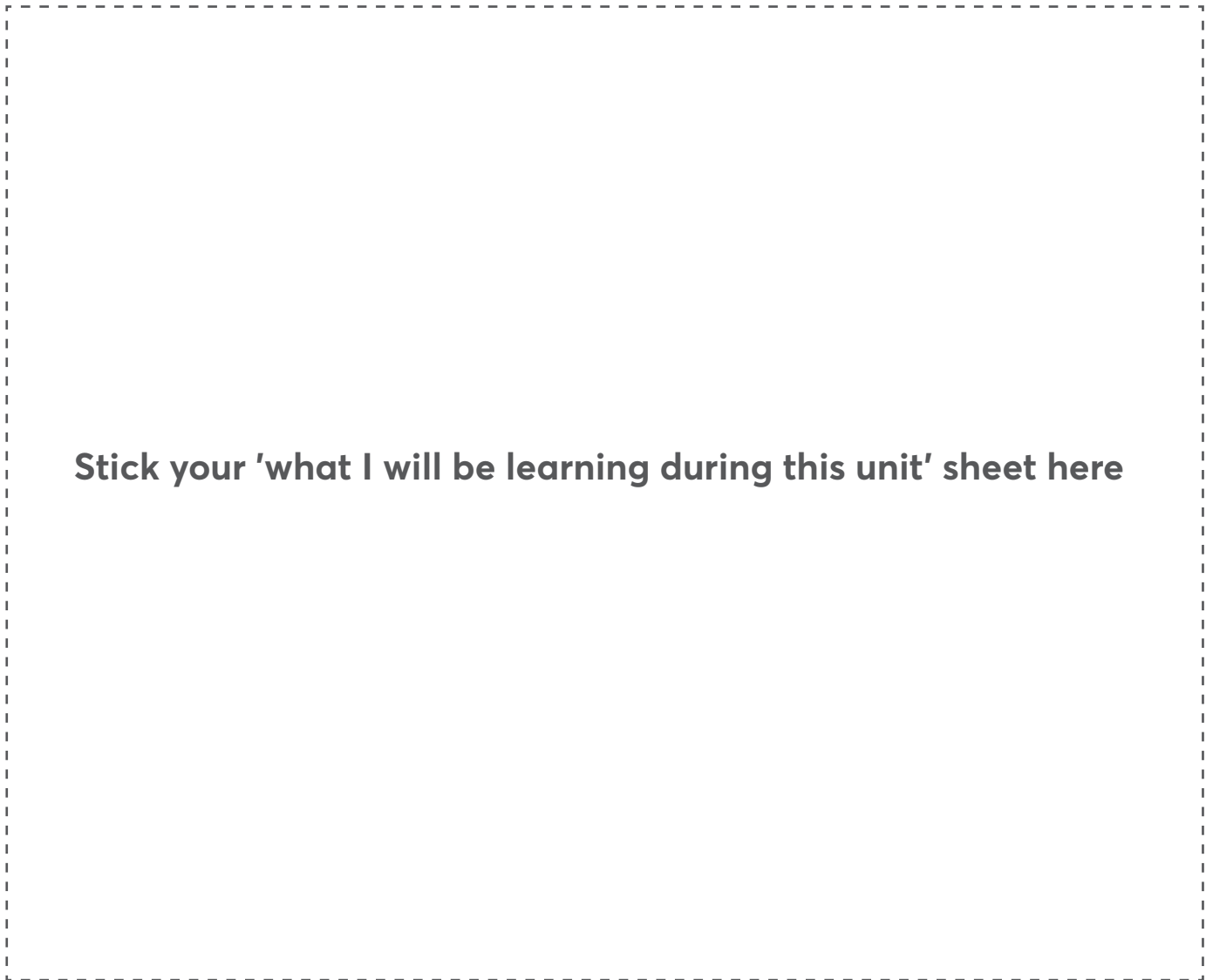
1. ....  
.....
2. ....  
.....

# My route to success – Summer 2

To achieve your target grade you will need to **work hard**. This means:

1. Focusing in lessons
2. Paying specific attention to academic literacy
3. Completing all home learning tasks, including reading in your own time
4. Responding to teacher feedback / completing TICKS
5. Revising for end of unit assessments

End of unit grade:
Target grade:



**Stick your 'what I will be learning during this unit' sheet here**

My most important learning gaps are:

1. ....  
.....
2. ....  
.....

How I will close my most important learning gaps:

1. ....  
.....
2. ....  
.....

# Space for filing

**B** **Bravo**  
Academy