

Year 7 - Unit 1

Autobiographical Writing

Length of Unit: 3-6 lessons

Learning Objectives:

- ⇒ To understand the style of autobiographical writing and the relationship with the reader.
- ⇒ Revision of nouns, verbs and adjectives.
- ⇒ Revision of full stops and capital letters.

Aim:

- ⇒ To read three different types of autobiographical writing: narrative, poetry and newspaper article.
- ⇒ To produce a piece of short autobiographical writing based on the framework of one type.

Resources:

- ⇒ 'Digging' - Seamus Heaney
- ⇒ 'Moonwalk' - Michael Jackson
- ⇒ 'A Life in the Day' - Debra McArthur

Lesson One

Resources: 'Moonwalk' - Michael Jackson.

10 minutes: Familiarisation with topic as well as KWL strategy.

- What do pupils know about autobiography? What kinds have they seen?
- What is the purpose of this kind of writing?
- What is the style? (Informative/friendly etc)
- What would they need to know about it before they wrote their own?

10 minutes: Shared Reading.

- Give out copies of 'Moonwalk' and have a large copy either on overhead or on a large piece of paper so all the class can see it.
- Read through it slowly.
- Focus on language - What is a noun? How many are there in the first four sentences.
What is a verb? How many in the first four sentences.
What is an adjective? How many can they find in the piece.
- Explain the principal of First person narrative. Explain difference between that and third person narrative.

15 minutes: Independent Work.

- Pupils turn the passage into the 3rd person narrative.

10 minutes: Plenary Session.

- Can pupils now answer all the questions asked at the beginning of the lesson? If not, keep ready for next lesson.
- What have they learnt about autobiographical writing?

Homework: Make a list of the different types of autobiography they have at home.

Lesson Two

Resources: 'Digging' by Seamus Heaney.

10 Minutes:

- Recap on what was learnt in the previous lesson and what still needs to be learnt.
- Discuss what types of autobiography they found at home.
- Introduce the fact poetry can also be autobiographical.
- Familiarisation with 'Digging'
- Read with the class. Pupils highlight words they don't know.
- Pick two volunteers to read it again.
- What is the poem about?

10 Minutes:

- Underline or highlight the verbs in the poem.
- Pupils think of what impression the verbs give on their own.
- What do they notice about the structure?

15 Minutes:

- Pupils change the poem into narrative. What has to be altered with the style?

10 Minutes:

- Discuss what changes they had to make. Which of the two texts they've read do they like the most? Which is the most effective and why.
- Recap on what has been learnt over the last two lessons. Are there any questions left unanswered from the first session?

Lesson Three

Resources: 'A Life in the Day' – Debra McArthur

10 Minutes:

- Recap on what has been learnt so far. How did the writers try and make their autobiographical writing interesting? Make a list on the board.
- Familiarise pupils with new piece of writing. Ask them if they can tell, just by looking at the layout, where this piece of writing originally appeared. What clues are there?
- Read out text and have a larger version in front of the class.

15 Minutes:

- Annotate the writing – paying specific attention at first to the structure of each paragraph.
- Pupils should also look at the content of each paragraph and write down one word (or two) to note what is in each paragraph.
- Pupils should highlight anything of interest in the writing eg. Interesting adjectives or descriptions.
- Talk about the style of writing – is it formal or informal?

20 Minutes:

- Explain that their homework is to write 'A life in the day' of their own lives. Look at key features and remind them of what is needed to make their work successful. Pay specific attention to paragraphing and interesting language.
- Remind them of the layout of a magazine/newspaper article (as opposed to report). Look also at the opening line of each paragraph as a framework for their own writing.
- Discuss the type of language that might be used.

Homework: Write 'A Life in the Day'. It should be at least one side of A4 and should be written in the correct format. The first draft should be brought into next lesson.

Lesson Four

Resource: Matrix for Year 7.

5 minutes:

- Give pupils out the matrix for Year 7. Go through what needs to be done to achieve each level. As well as that, pupils should look out for descriptive and interesting writing.

10 minutes:

- Pupils then hand their work over to the person sitting next to them and mark their work according to the matrix.
- They should put one constructive comment at the end about what needs to be done to get the work a higher mark.

20 Minutes:

- Pupils spend the rest of the lesson copying up and finishing for homework if necessary.

Moonwalk

By Michael Jackson

I've always wanted to be able to tell stories, you know, stories that came from my soul. I'd like to sit by a fire and tell people stories – make them see pictures, make them cry and laugh, take them *anywhere* emotionally with something as deceptively simple as words. I'd like to tell tales to move their souls and transform them. I've always wanted to be able to do that. I imagine how the great writers must feel, knowing they have that power. I sometimes feel I *could* do it. It's something I'd like to develop. In a way, songwriting uses the same skills, creates the emotional highs and lows, but the story is a sketch. It's quicksilver. There are very few books written on the art of storytelling, how to grip listeners, how to get a group of people together and amuse them. No costumes, no makeup, no nothing, just you and your voice, and your powerful ability to take them anywhere, to transform their lives, if only for minutes.

Digging

Between my fingers and my thumb
The squat pen rests; snug as a gun.

Under my window, a clean rasping sound
When the spade sinks into gravelly ground:
My father, digging. I look down.

Till his straining rump among the flowerbeds
Bends low, comes up twenty years away
Stooping in rhythm through potato drills
Where he was digging.

The coarse boot nestled on the lug, the shaft
Against the inside knee was levered firmly.
He rooted out tall tops, buried the bright edge deep
To scatter new potatoes that we picked
Loving their cool hardness in our hands.

By God, the old man could handle a spade,
Just like his old man.

My grandfather cut more turf in a day
Than any other man on Toner's bog.
Once I carried him milk in a bottle
Corked sloppily with paper. He straightened up
To drink it, then fell to right away
Nicking and slicing neatly, heaving sods
Over his shoulder, going down and down
For the good turf. Digging.

The cold smell of potato mould, the squelch and slap
Of soggy peat, the curt cuts of an edge
Through living roots awaken in my head.
But I've no spade to follow men like them.

Between my finger and my thumb
The squat pen rests.
I'll dig with it.

Seamus Heaney.

A Life in the Day of

Debra McArthur

"At roughly 7:30am by radio alarm buzzes. As it is actually on my bed it literally blasts me into awareness of the morning. This is due to the loudness I need to wake me. I lie for a while deciding whether to brave the bitter cold of the surrounding room or stay in bed and pretend to be fatally ill. The trick doesn't usually work, but I try anyway. My mother never believes me. This could be due to either of two factors. Either I am a very poor actress or my mother dismisses my mysterious illness as a regular occurrence.

After the rejection, I clamber out of bed clad only in a T-shirt and shorts. By this time it's 8am - the time I used to leave the house for school. I have now convinced my father that it would benefit my health and welfare to receive another hour in bed and be taken to school at 8.40am by car. He agreed, but this, to my dismay, has resulted in the immense amount of favours I now seem to owe him. I don't argue - I value sleep too much.



Debra McArthur, 15, lives in Wallsend, on Tyneside, where she is in form 5R1 at Burnside High School.

On a school morning I usually manage to squeeze 10 minutes between my mother's and father's bathroom times. My father's reaction to anyone else being in the bath-room in 'his' bathroom time leaves much to be desired. It would be safer waving a red flag at a raging bull. I actually fear his reaction. Not that he would strike me or anything, but I think he feels both angry and hurt that he can't have the bathroom in his own home, and I wouldn't want to hurt him.

I admit I spend more than my fair share of time in the bathroom, but teenage girls need pampering time more than men. My father

contradicts himself by portraying himself as an old man - too old for this and that - and then spends much time and money applying 'wet-look' styling gel to his greying locks. He unquestionably receives a fair number of jokes on this subject.

Fifteen minutes is spent on applying the Polyfilla and 15 on concreting my hair into place. No breakfast is consumed as I am far too busy for food. A rummage through the wardrobe finds my uniform and it's ready and set for action.

My father leaves five minutes earlier than usual on cold mornings so that if the car fails to start the bus is an available option - but not for me. It's simply hard lines. I'm late! Luckily (or unluckily) the car usually starts first time.

I usually enjoy school if I'm up to date with my schoolwork. I hate the feeling of being left behind with anything. I suppose I just hate missing out, even if avoiding this entails 'hard slog'. I enjoy school mainly because of my friends."

Year 7 - Unit 2

Writing Diaries

Length of Unit: 3-6 lessons

Learning Objectives:

- ⇒ Text Level: to understand the style of diaries
- ⇒ Sentence Level: conjunctions
- ⇒ Word Level: appropriate vocabulary

Aim:

- ⇒ To read three different diary entries and notice differences between them.
- ⇒ To write a diary entry based on the format like the most.

Resources:

- ⇒ Victorian Diary
- ⇒ North Pole diary
- ⇒ The diary of Anne Frank
- ⇒ Conjunction Activity Sheet

Lesson One

Resources: Victorian Diary
The Diary of Anne Frank
Polar Diary

Method

5 Minutes:

- Discuss what they already know about diary entries.

10 minutes:

- Read through the extracts together. Write unknown vocabulary on the board.
- Pupils use the dictionary to look up the words.
- One at a time and discuss what they notice about each one. They should be directed to look at the layout, the language, the sentence length, the punctuation.

15 minutes:

- In groups they make a list of what they've noticed in four columns based on your initial discussion with them.
- Feedback to the class.

10 minutes

- From their response, pupils then write down five rules for writing diary entries.
- With the person next to them they then pick out from both their work, what they consider to be the best five rules.
- Feedback to the class. Write on the board. From the list on the board, the five best are picked and chosen to be the rules for their own writing.
- Pupils then copy the five rules into their books.

Lesson Two

(Sentence Level). Look at conjunctions.

5 Minutes:

- Elicit from the class if anyone knows what a conjunction is.
- Write down all possible conjunctions they know on the board.
- See if anyone knows the rules attached to conjunctions. If not, leave it and try and see if they can work it out later.

10 Minutes:

- (Individual work). Using the Victorian diary, pupils underline all the conjunctions they can find. You can either read the diary to them and they underline as you go through, or they can read it quietly to themselves.
- Which is the one used most often.
- Add to the conjunction list on the board.

10 Minutes:

- Pupils do the activity sheet.
- Pick five pupils to feed back their answers to the class.

10 Minutes:

- Pupils look closely at the sentences and see if they can start any of them with the conjunction.
- There is a possibility here to teach commas to separate the clauses.
- Feedback to the class.

5 Minutes:

- Pupils work out rules that can be used to apply to conjunctions.

Homework: Research on the Pole and explorers. (Ten facts?)

Lesson Three

Resource: The Pole Diary.

5 Minutes:

- Feedback on homework.

15 Minutes:

- Re read the diary entries. As a class and using a OHP, pupils look for what is repeated in both entries. It can be words, format, subjects.
- Annotate the key features of style. Look at tense specifically.
- Pupils imagine what might happen on the return home. Next to each idea suggested, they should note what feelings the diary writer might have.

5 Minutes:

- List possible vocabulary that might be used in the diary entry. There is a possibility of thesaurus work here.

10 Minutes:

- Pupils begin to write the next three diary entries.

5 Minutes:

- Any questions raised on difficulties found while trying to complete the task.

5 Minutes:

- Set homework. Look at targets from last piece of work. Pupils pick one to write one.

Homework: Pupils complete the diary entry.

Journey To The Pole

Tuesday, January 16th, 1912 – Camp 68. Height 9760. T. -23°. The worst has happened, or nearly the worst. We marched well in the morning and covered seven and a half miles. Noon sight showed us in Lat. 89° 42S and we started off in high spirits in the afternoon, feeling that tomorrow would see us at our destination. About the second hour of the march Bowers' sharp eyes detected what he thought was a cairn; he was uneasy about it, but argued that it must be a sastrugus (snow shaped by the wind). Half an hour later he detected a black speck. Soon we knew that this could not be a natural snow feature. We marched on, found it was a black flag tied to a sledge bearer: nearby the remains of a camp: sledge tracks and ski tracks going and coming and the clear trace of dogs' paws – many dogs. This told us the whole story. The Norwegians have forestalled us and are the first at the Pole. It is a terrible disappointment, and I am very sorry for my loyal companions. Many thoughts come and much discussion have we had. Tomorrow we must march to the Pole and then hasten home with all the speed we can compass.

Wednesday, January 17th. Camp 69. T. -22°. The Pole. Yes, but under very different circumstances from those we expected. We have had a horrible day – add to our disappointment a head wind of 4 to 5, with a temperature of -22°, and companions labouring on with cold hands and feet... Now for the run home and a desperate struggle. I wonder if we can do it.

Cairn: man-made pile of stones, to mark the line of a path etc.

Anne Frank's Diary

Dear Kitty,

The sun is shining, the sky is deep blue, there is a lovely breeze and I'm longing – so longing – for everything. To talk, for freedom, for friends, to be alone. And I do so long ... to cry! I feel as if I'm going to burst, and I know that it would get better with crying; but I can't, I'm restless, I go from one room to the other, breathe through the crack of a closed window, feel my heart beating, as if it is saying, 'Can't you satisfy my longings at last?'

I believe that it's Spring within me, I feel that Spring is awakening, I feel it in my whole body and soul. It is an effort to behave normally, I feel utterly confused, don't know what to read, what to write, what to do, I only know that I am longing...!

Yours, Anne.

A Victorian Diary

I was not able to have lessons with my governess today because I still have a cold. A coal fire was lit in the schoolroom so that I could play there. Tilly, the housekeeper, started to spring clean. Mary, the maid, hung rugs over the line in the back garden and beat them with a carpet beater. Dust everywhere made me sneeze. She then lit the fire under the copper ready to start the washing. She put the washing into the hot water and pummelled it with a dolly. The water was squeezed out of the clothes by a mangle. Cook heaped coal on the kitchen range. When the fire was hot enough, she put a pie into the oven and soup in a saucepan on top. In the afternoon, Mary began to iron. She heated the flat irons on the kitchen range. She has two irons, one to heat while she is using the other. At the same time the scullery maid washed the dishes in the stone sink and then scrubbed the wooden kitchen table top. She boiled water in a large kettle and poured it into the sink. Tonight is bath night. Mary lit the gas lights and oil lamps in the house and put the hip bath in my bedroom. She then heated two large kettles of water on the kitchen range. She carried them up to my bedroom and poured the water into my bath. I hope I have lessons tomorrow because it is so boring.

Conjunctions

Choose from the 'combining' words to turn two sentences into one. Keep the sentence pairs in the same order.

In some cases you may find more than one word could fit. If you find this, choose the work you think sounds the best in this context.

Try not to use the same word more than once.

Although

because

before

but

even though

though

until

so

I had measles. I missed the trip.

I heard him tell me himself. I wouldn't have believed it possible.

The pool was surprisingly cool. The sun was blazing hot.

He had blond hair. He had deep brown eyes.

She was the best player. She was not chosen.

The holiday was cancelled. There was food poisoning at the hotel.

Year 7 - Unit 3

Word Books

Length of Unit: 9 - 12 lessons

Learning Objectives:

- ⇒ Sentence Level: Mnemonics, Prefixes, Suffixes, Synonyms, Antonyms
- ⇒ Word Level: Root words. Problems pupils have with personal spelling

Aim:

- ⇒ All activities contribute to the final outcome which is the production of pupils' own Word Book.

National Curriculum References:

- Speaking and Listening: 1a, 3b
- Writing: 2a, 2c, 2d, 3b
- Reading: 2c

Resources:

- ⇒ English spelling
- ⇒ Spelling changes through time (2 sheets)
- ⇒ Work out the spelling rules (2 sheets)
- ⇒ Families (3 sheets)
- ⇒ Friends (2 sheets)

Lesson One

Resources: English spelling sheet

Method

25 minutes:

- ⇒ Brainstorm why spelling is important.
- ⇒ Pupils then tell what experiences they've had with spelling. What's been said about their spelling, their worries etc.
- ⇒ Explain they are going to prepare a Word Book. Demonstrate how it will look (four pieces of A4 folded in half to make a booklet of sixteen pages. Front cover = page 1, inside front cover = pg 2 etc. Remind them that neatness of presentation is vitally important because their Word Books will be used as a classroom resource.
- ⇒ In rough books, pupils outline the sections of the book. See layout below. (Have an A3 version on display in the classroom.

20 minutes:

- ⇒ Explain each section: Foes = words they themselves have trouble spelling. They should look back over previous work in **all** subjects and see what spellings they are getting wrong. (20 - 60 words only)
- ⇒ Read poem on *English spelling* sheet. Explain Heteronyms (words that look the same but sound different.) Pupils work in small groups to complete activities based on sheet.
- ⇒ Feed back at the end.

Homework: Look through their exercise books from other subjects and bring a list of not less than twenty and no more than sixty words that they have trouble with.

Lesson Two

Resources: Spelling changes through time (2 sheets)

Method

5 - 10 Minutes:

- ⇒ Recap on heteronyms
- ⇒ Discuss what they know about the English language. Do they know any words that have been 'borrowed' from other languages. If any, list on the board. If none known give rendezvous – what language can they guess it comes from. Homicide – which country does it come from? What does it mean.

15 - 20 Minutes:

- ⇒ Put pupils into small groups. Give out the sheets on *Spelling changes through time*. Read the sheet with the class and then they do the task attached.

10 Minutes

- ⇒ Feedback to the class or swap with another group and see if their answers match.
- ⇒ Discuss what the main changes have been.
- ⇒ What lesson have they learned from this activity?

Lesson Three

Resources: Work out the spelling rules (Sheets 1 and 2)
Dictionaries

Method

5 minutes:

- ⇒ A quick oral quiz to recap all that has been learned so far. Check on heteronyms and ask to give an example. What happens to language over time etc.
- ⇒ Explain moving on to spelling rules, starting with what happens to words that end in y when they are written in the plural.

15 minutes

- ⇒ Give out the first sheet. Pupils work in threes to decide on the changes. (Without a dictionary). Once they've tried all of them, they check them in a dictionary. They correct what they've done wrong.
- ⇒ Pupils then prepare a rule to feedback to the class.

5 minutes

- ⇒ Feedback the rules. Pupils pick the best one and then write it down in their exercise book.

15 Minutes:

- ⇒ Give out the second sheet. Pick one pupil to read out the words in the boxes.
- ⇒ Pupils then do the task and find a rule

5 Minutes:

- ⇒ Feedback on the rules and pick the best one. Write it down with the other rule.

Homework: Learn spellings from box A for a test next lesson.

Lesson Four and Five

Method

10 Minutes:

- ⇒ Spelling test. Pupils mark. What words they've got wrong should be added to the list they've made of the spellings they have problems with.

40 Minutes (or as much time is necessary out of two lessons):

- ⇒ Pupils now choose between 10 and 15 spellings from their list of difficult words to write out clearly for page 4 of their Word Book. They should highlight or use a variety of colours to show the difficult part, or parts, of the word. E.g. separate, business. They should give the page a subheading: **Colour Coding**.
- ⇒ Pupils then choose another set of difficult words and make up mnemonics for them e.g **imagine**: is **my** aunt **g**etting ill **not** elderly?
Character: come **h**ere and read **a** comic to every **r**abbit.
These should then be entered on page 5 of their Word Books under the subheading **Mnemonics**.
- ⇒ For page 6 of their Word Books they should put the subheading **Words within Words** and again chose several of their own 'difficult' words to write out, this time dividing them into syllable or sense units. Little catch phrases can be used to help clarify the spelling. E.g. Wed-nes-day, fasc-in-ating, sep-a-rate ('there's a rat in separate), nec-ess-ary ('**o**ne collar, **two** sleeves')
- ⇒ Once everything has been checked by dictionary or by teacher assistance, they can begin to copy into their Word Book.

Homework: Design, in rough, a suitable front cover for the Word Book.

Lesson Six and Seven

Resources: Families

Method

5 Minutes:

- ⇒ Explain the following sheets will be used for words that will go in the second section of their Word Book called **Families** (Page 7 - 10). They may add more words if they wish, using dictionaries etc.

40 + minutes:

- ⇒ Pupils follow the instructions on the worksheets. This is likely to take two lessons. Anyone who doesn't complete should do so for homework.

5 Minutes:

- ⇒ Do a quick quiz on what the following mean: *anti, auto, bios, logos, manus, corpus, bi, contra, sub, bene*.

Lesson Eight

Resources: Sheets on Friends.

Method

5 minutes:

- ⇒ The work today is for pages 11- 14 of their Word Books. Put pupils into groups of two or three and go through the first worksheet with them.

10 minutes:

- ⇒ Pupils work on Homophones. It might be an idea to do one of the sentences with them. Then leave them to do the others.
- ⇒ Feedback to the class.

30 Minutes:

- ⇒ With the second box on Synonyms and Antonyms, help pupils with the format for a crossword and a wordsearch before they start. Read through the sheet with them.
- ⇒ Pupils continue to work in pairs.

5 Minutes:

- ⇒ Quick quiz on what antonyms, synonyms and homophones are.

Homework: Finish any uncompleted work from class.

Lesson Nine

Resources: Friends sheet 2

Method

5 Minutes:

- ⇒ Recap on previous lesson and go through work sheet 2.

15 minutes:

- ⇒ In pairs pupils make up one or two short (four line) poems using the words from the work sheet.

5 minutes:

- ⇒ Feedback on their rhymes. Pupils can vote for the ones they like the most.

15 Minutes:

- ⇒ For page 14, pupils use dictionaries and reference books of all kinds to research strange and interesting words (the longest, the one with the most vowels, consonants, syllables etc.); they then present attractively their chosen words. Any number from two to twenty or more.

10 Minutes:

- ⇒ Pupils check through all the work they've done in their exercise books. They can give them to a partner to look over, checking for mistakes, ideas for presentation etc.

2 Homeworks and 1 Lesson to do a final neat copy of their Word Books.

Spend time encouraging them to focus on format and clarity, as well as accuracy of presentation in their redrafting. Finally ask pupils to design, draft and redraft appropriate front and back covers for their Word Books which should then be stapled and kept for pupils to have access in the future.

Word Books

Front Cover 1	Blank 2	Foes Making the Rules 3	Foes Colour Coding 4
Foes Mnemonics 5	Foes Words within Words 6	Families Look-alikes 7	Families Roots 8
Families Prefixes 9	Families Suffixes 10	Friends Homophones 11	Friends Synonyms, Antonyms 12
Friends Rhymes 13	Friends Favourites 14	Blank 15	Back Cover 16

English Spelling

In small groups, read this poem aloud to each other, sharing the reading between you.

Hints on Pronunciation for Foreigners

I take it you already know
Of tough and bough and cough and dough?
Others may stumble but not you,
On hiccough, through, lough and through?
Well done! And now you wish, perhaps,
To learn of less familiar types?

Beware of heard, a dreadful word
That looks like bears and sounds like bird,
And dead: it's said like bed, not bead –
For goodness sake don't call it 'deed!
Watch out for meat and great and threat
(They rhyme with suite and straight and debt.)

A moth is not moth in mother
Nor both in bother, broth in brother,
And here is not a match for there
Nor dear and fear for bear and pear,
And then there's dose and rose and lose –
Just look them up – and goose and choose,
And cork and work, and card and ward,
And font and front and word and sword,
And do and go and thwart and cart-
Come, come, I've hardly made a start!
A dreadful language? Man alive
I'd mastered it when I was five.

Anon.

Words which sound the same but
are spelt differently:

Words which look the same but
are said differently:

- ⇒ Make a list of all the words used in the poem which either **sound** the same but are **spelled** differently, or **look** the same but are **said** differently.
- ⇒ With coloured pens, show which groups of letters in those words are causing confusion. Talk about possible reasons for this.

Spelling Changes Through Time

It's history that creates our spelling problems.

The Roman invasion (Latin), Anglo-Saxons (Old English), the Norman Conquest (French), Printing (many early printers were Dutch), a passing fashion in classical spelling in the 16th century, the influence of many other languages in the 17th century once the rest of the world was discovered... and the result is a mix of many different words and spelling traditions.

Look at these extracts taken from four different versions of the Bible. Note down which spellings have changed, and how in the chart that follows.

ST. Matthew's Gospel, Chapter 17

Version 1: Modern English, 1966

Six days later, Jesus took him Peter and James and his brother John and led them up a high mountain where they could be alone. There in his presence he was transfigured: his face shone like the sun and his clothes became as white as the light.

Version 2: Early Modern English, 1611

And after six days Jesus taketh Peter, James, and John, his brother, and bringeth them up into an high mountain apart, and was transfigured before them: and his face did shine as the sun, and his raiment was white as the light.

Version 3: Middle English, 1382

And after sexe dayes Jhesus toke Petre, and Jamys, and Joon, his brother, and ledde hem asydis in to an hiz hill, and was transfigured bifore hem. And his face schoon as the sunne; forsothe his clothis were maad white as snow.

Version 4: Old English AD1000

And æfter six dagum nam se Hælend Petrem, and Iacobum, and Iohannem, hys broor, and lædde hig on-sundron on ænne heahne munt, and he wæs gehiwod beforan him. And his ansyn scean swa swa sunne; and hys reaf wæron swa hwite swa snaw.

Spelling Changes Through Time

WORD	Version 1 1966	Version 2 1611	Version 3 1382	Version 4 AD 1000

Work out the Spelling Rules

1. In twos or threes, write out the plurals of the following words:

spy	key	lady	alley	story
storey	penny	ferry	jelly	abbey
puppy	lorry	library	journey	family
diary	dairy	essay	quay	melody
monkey	party	holiday	salary	enemy
convoy	territory	volley	birthday	monastery
turkey	quarry	allergy	jersey	display
fairy	berry	buoy	estuary	piggery

Can you work out the rule that makes some plurals end in 'ys' and some in 'ies'? Talk about it and then write it down.

2. Look carefully at all the following words and work out a rule for why the 'c' sounds like an 's' in some and why the 'c' is silent in others.

cereal	cinders	cyclist	cancel	council
police	juicy	cylinder	peace	trace
place	ice	nice	notice	rice

scenery	scissors	scythe	science	crescent
disciple	fascinate	ascent	descent	adolescent
abscess	discipline	scintillate	sceptre	resuscitate.

Families

The second section of your Word Book starts on page 7 and is called Families

1. Lookalikes - page 7 -----

-
Draw four spider diagrams, one for each of the following sets of words.
Use the letter or letters that they have in common for the centre of
your diagram.

knit, knee, knife, knot, kneel, knuckle, knowledge, knew
rough, tough, enough, cough, laugh, draught
light, might, night, fight, tight, sight, right, blight
where, when, why, whether, wheat, honours, vehicle, ghost

2. Roots - page 8 -----

A Divide this page into eight by drawing two columns and four rows.
Some English words grew out of the ancient **Greek** language. It is still
possible to trace their roots. Write the word Greek in four of the boxes
and draw four family 'trees', one in each box, using the following sets of
words.

<i>Aster</i> (star)	- asterisk, astrology, astronomy, disaster
<i>Bios</i> (life)	- amphibious, biography, biology
<i>Logos</i> (word, speech, reason)	- logic, catalogue, dialogue, logo
<i>Pathos</i> (feeling, suffering) pathology,	- apathetic, pathetic, sympathy, Psychopath

B Many other words have their roots in ancient **Latin**.
Label your other four boxes Latin, and draw similar trees for these
words.

<i>Corpus</i> (body)	- corporation, corpse, corpulent, corps, corpuscle
<i>Dens, dentis</i> (tooth)	- dental, dentist, indent, trident
<i>Manus</i> (hand)	- manual, manufacture
<i>Verbum</i> (word)	- adverb, proverb, verb, verbal, verbose

Families

3. Prefixes- Page 9

These are a particular sort of root: they are the bolt-on bits that come at the **beginning** of a word. Again, divide your page into eight and label the first four boxes **Greek**. Instead of a tree this time, try to invent your own images or pictures to represent the start of something. E.g. a foot kicking a football, a river and its tributaries.

<i>Anti</i> (against)	- anti-racist, antidote, antipathy, antithesis
<i>Auto</i> (self)	- autobiography, autograph, automatic
<i>Mono</i> (single)	- monotonous, monopoly, monologue, monocle
<i>Tele</i> (from afar)	- telegram, telepathy, television

Now do the same for these **Latin** prefixes:

<i>Bene</i> (well)	- benediction, benefactor, benefit, benevolent
<i>Bi</i> (twice)	- biscuit, biceps, bicycle, biennial, bi-centenary
<i>Contra</i> (against)	- contradict, contravene, counteract
<i>Sub</i> (under)	- submit, submarine, subterranean, suppose

4. Suffixes - page 10

As you have probably guessed, Greek and Latin suffixes are like prefixes, except they come at the **end** of words.

How would you show this visually? Again, divide your page up as you did on page 9 and label the boxes. Here are some ideas for pictures: a setting sun, a pond with water pouring into it, a tunnel.

Greek

<i>Ic</i> (belonging to)	- aromatic, frantic, graphic
<i>Ics</i> (sciences)	- dynamics, mathematics, physics, politics
<i>Ist</i> (someone who believes in a doctrine or practises an art or trade)	- atheist, botanist, chemist, florist, socialist
<i>ize or ise</i> (to make)	- criticise, publicise, characterise, nationalise

Latin

<i>able, ible</i> (capable of)	- deplorable, edible, flexible, movable
<i>acious</i> (full of)	- audacious, spacious, loquacious, mendacious
<i>ery</i> (place)	- bakery, fishery, nunnery, piggery, pottery
<i>ess</i> (feminine)	- actress, conductress, duchess, tigress

Friends

In this last section of your Word Book, you are going to consider the unusual and interesting patterns and puzzles that words can make.

1. Homophones - page 11

You may have noticed that puns are often based on words **sounding the same**. Such words are called homophones.

- Make up four or five jokes/sentences, using some of the homophones below and then write them out, highlighting the homophones.

Air - heir	bald - bawled	bare - bear
Boy - buoy	fair - fare	knead - need
Know - no	meat - meet	right - write
Son - sun	wait - weight	where - wear

2. Synonyms and Antonyms - page 12

Synonyms are words that are **similar** in meaning.

Antonyms are words that are **opposite** in meaning.

- Divide your page in half; write the subheading Synonyms in one half and Antonyms in the other. First try to make up a crossword, using either these antonyms or others that you know. Your clues can simply be 'The opposite of ...' Put your crossword in the half of your page labelled **Antonyms**

Fat - thin	little - large
Big - small	old - new
Ancient - modern	harmony - discord
Innocent - guilty	occupy - vacate.

- Now take each of the words and try to find three or four synonyms for them. For example: fat - chubby, plump, stout, overweight. When you have done this, make all your synonyms into a wordsearch and put it in the half of your page labelled synonyms.
- Now use a different coloured pen or pencil and complete your own or someone else's crossword and wordsearch.

Rhymes

3. Rhymes - page 13

It's easy enough to make simple words rhyme, isn't it?

'The cat sat on the mat' or, 'Little Bo Peep / Has lost her sheep'. But how many sensical (or non-sensical!) rhymes can you make out of these words.

- Try to make up one or two short (four-line) poems in which as many words as possible rhyme. You may, of course, use your own rhymes, if you prefer.

Agony - balcony - ebony - harmony - Germany - company - Anthony

Public - electric - comic - traffic - horrific - magic - tragic - logic

Assignment - indignation - occupation - conversation - accusation

Chaos - crisscross - Barbados - candyfloss - across - asbestos - boss

All the work for your Word Book is now complete. Think about how you are going to present it **before** you start. Are you going to use borders? Illustrations? Different styles of writing? The choice is yours, but remember to keep in neat and well ordered.