

Yr 9 Maths Instructions

You have been given some key questions to answer; each task has some key information you have to read and apply to the questions which follow; you can answer the questions in this booklet.

Angle Rules

Things to remember:

- Angles in a triangle sum to 180°
- Angles on a straight line sum to 180°
- Angles around a point sum to 360°
- Vertically opposite angles are equal
- Alternate angles are equal
- Corresponding angles are equal
- Supplementary angles sum to 180°

Questions:

*1. ABC is parallel to $EFGH$.

$GB = GF$

Angle $ABF = 65^\circ$

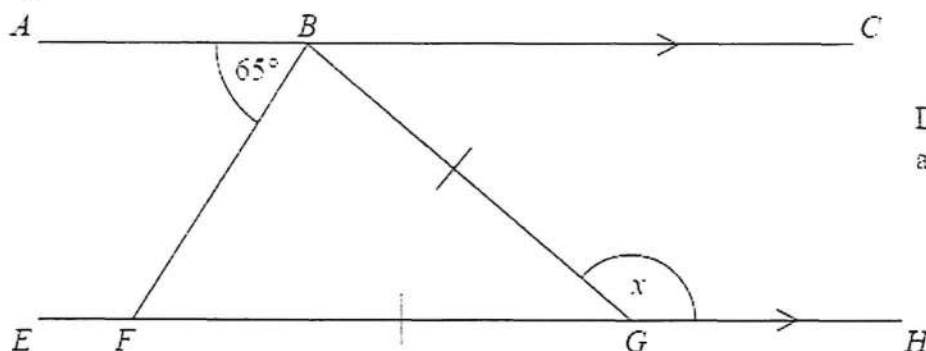


Diagram NOT
accurately drawn

Work out the size of the angle marked x .
Give reasons for your answer.

(Total for Question is 4 marks)

6. $h = 5t^2 + 2$
(i) Work out the value of h when $t = -2$

- (ii) Work out a value of t when $h = 47$

.....
(Total 3 marks)

4. T , x and y are connected by the formula
 $T = 5x + 2y$
 $x = -3$ and $y = 4$
 (a) Work out the value of T .

$$T = \dots\dots\dots (2)$$

- $T = 16$ and $x = 7$
 (b) Work out the value of y .

$$y = \dots\dots\dots (3)$$

(Total 5 marks)

5. $P = 4k - 10$
 $P = 50$
 (a) Work out the value of k .

$$\dots\dots\dots (2)$$

- $y = 4n - 3d$
 $n = 2$
 $d = 5$
 (b) Work out the value of y .

$$\dots\dots\dots (2)$$

(Total 4 marks)

Substitution

Things to remember:

- There is always 1 mark just for writing down the numbers you have had to put into the expression.
- Your answer must be a number – don't forget to finish the sum
- The question will always use the words "Work out the value of"

Questions:

1. (a) Work out the value of $3x - 4y$ when $x = 3$ and $y = 2$

.....
(2)

- (b) Work out the value of $\frac{p(q-3)}{4}$ when $p = 2$ and $q = -7$

.....
(3)
(Total 5 marks)

2. Find the value of $t^2 - 4t$ when $t = -3$

.....
(Total 2 marks)

3. $P = x^2 - 7x$
Work out the value of P when $x = -5$

$P =$
(Total 2 marks)

4. (a) Solve the inequality
 $3t + 1 < t + 12$

.....
(2)

- (b) t is a whole number.
Write down the largest value of t that satisfies
 $3t + 1 < t + 12$

.....
(1)
(Total 3 marks)

5. Solve $4 < x - 2 \leq 7$

.....
(Total 3 marks)

6. Solve $5x + 3 > 19$

.....
(Total 2 marks)

Inequalities

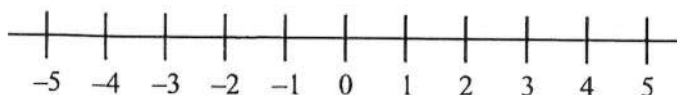
Things to remember:

- $<$ means less than
- $>$ means greater than
- \leq means less than or equal to
- \geq means greater than or equal to
- An integer is a whole number
- On a number line, use a full circle to show a value can be equal, and an empty circle to show it cannot.

Questions:

1. (i) Solve the inequality
 $5x - 7 < 2x - 1$

- (ii) On the number line, represent the solution set to part (i).



2. (a) List all the possible integer values of n such that
 $-2 \leq n < 3$ (Total 3 marks)

- (b) Solve the inequality
 $4p - 8 < 7 - p$

(2)

(2)
(Total 4 marks)

3. (a) $-3 \leq n < 2$
 n is an integer.
Write down all the possible values of n .

(2)

- (b) Solve the inequality
 $5x < 2x - 6$

(2)
(Total 4 marks)

6. Solve
 $4y + 1 = 2y + 8$

$y = \dots\dots\dots$
(Total 2 marks)

7. Solve $4y + 3 = 2y + 8$

$y = \dots\dots\dots$
(Total 2 marks)

4. (a) Solve $7x + 18 = 74$

$x = \dots\dots\dots$
(2)

(b) Solve $4(2y - 5) = 32$

$y = \dots\dots\dots$
(2)

(c) Solve $5p + 7 = 3(4 - p)$

$p = \dots\dots\dots$
(3)
(Total 7 marks)

5. (a) Solve $7p + 2 = 5p + 8$

$p = \dots\dots\dots$
(2)

(b) Solve $7r + 2 = 5(r - 4)$

$r = \dots\dots\dots$
(2)
(Total 4 marks)

Solving Equations

Things to remember:

- “Solve” means to find the value of the variable (what number the letter represents).
- The inverse of + is – and the inverse of \times is \div
- Work one step at a time, keeping you = signs in line on each new row of working.

Questions:

1. Solve $4x + 3 = 19$

$x = \dots\dots\dots$
(Total 2 marks)

2. (a) Solve $6x - 7 = 38$

$x = \dots\dots\dots$
(2)

(b) Solve $4(5y - 2) = 40$

$y = \dots\dots\dots$
(3)
(Total 5 marks)

3. Solve $5(2y + 3) = 20$

$y = \dots\dots\dots$
(Total 3 marks)

4. (a) Expand and simplify $5(x + 7) + 3(x - 2)$

.....
(2)

(b) Factorise completely $3a^2b + 6ab^2$

.....
(2)
(Total for Question is 4 marks)

5. (a) Expand $3(2y - 5)$

.....
(1)

(b) Factorise completely $8x^2 + 4xy$

.....
(2)
(Total for Question is 3 marks)

6. (a) Factorise $3x + 6$

.....
(1)

(b) Expand and simplify $5(y - 2) + 2(y - 3)$

.....
(2)
(Total for Question is 3 marks)

7. (a) Factorise $4x + 10y$

.....
(1)

(b) Factorise $x^2 + 7x$

.....
(1)
(Total for Question is 2 marks)

Expanding and Factorising (Single Brackets)

Things to remember:

- Expand brackets means to multiply what is outside the bracket with everything inside the bracket.
- Factorising is the opposite of expanding – put the HCF outside the brackets to factorise fully.

Questions:

1. (a) Expand $5(m + 2)$

.....
(1)

(b) Factorise $y^2 + 3y$

.....
(1)

(c) Simplify $a^5 \times a^4$

.....
(1)

(Total for Question is 3 marks)

2. (a) Expand $2m(m + 3)$

.....
(1)

(b) Factorise fully $3xy^2 - 6xy$

.....
(2)

(Total for Question is 3 marks)

3. (a) Expand $3(x + 4)$

.....
(1)

(b) Expand $x(x^2 + 2)$

.....
(2)

(c) Factorise $x^2 - 6x$

.....
(1)

(Total for Question is 4 marks)

7. Here are the first four terms of a number sequence.

2 7 12 17

- (a) Write down the **6th** term of this number sequence.

.....
(1)

The n th term of a different number sequence is $4n + 5$

- (b) Work out the first three terms of this number sequence.

.....
(2)

(Total 3 marks)

8. The n th term of a number sequence is given by $3n + 1$

- (a) Work out the first **two** terms of the number sequence.

.....
(1)

Here are the first four terms of another number sequence.

1 5 9 13

- (b) Find, in terms of n , an expression for the n th term of this number sequence.

.....
(2)

(Total 3 marks)

3. Here are the first four terms of a number sequence.

3 7 11 15

- (a) Write down the next term of this sequence.

.....
(1)

The 50th term of this number sequence is 199

- (b) Write down the 51st term of this sequence.

.....
(1)

The number 372 is **not** a term of this sequence.

- (c) Explain why.

.....
.....
(1)

(Total for Question is 3 marks)

4. Here are the first 5 terms of an arithmetic sequence.

6, 11, 16, 21, 26

Find an expression, in terms of n , for the n th term of the sequence.

.....
(Total 2 marks)

5. Here are the first five terms of a number sequence.

3 7 11 15 19

- (a) Work out the 8th term of the number sequence.

.....
(1)

- (b) Write down an expression, in terms of n , for the n th term of the number sequence.

.....
(2)
(Total 3 marks)

6. The first five terms of an arithmetic sequence are

2 9 16 23 30

Find, in terms of n , an expression for the n th term of this sequence.

.....
(Total 2 marks)

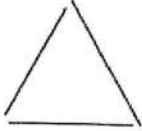
nth term

Things to remember:

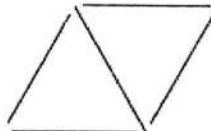
- The gap between the numbers is the number that goes in front of n e.g. $4n$
- Then add on the zero term.
- If you're asked to write down terms of a sequence – use $n=1$, $n=2$, $n=3$ etc.

Questions:

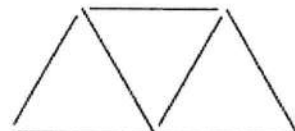
1. Here are some patterns made from sticks.



Pattern number 1



Pattern number 2



Pattern number 3

In the space below, draw Pattern number 4

(b) Complete the table.

Pattern number	1	2	3	4	5
Number of sticks	3	5	7		

(c) How many sticks make Pattern number 15?

.....
(1)
(Total for Question is 3 marks)

2. Here are the first four terms of a number sequence.

6 10 14 18

(a) Write down the next term in this sequence.

.....
(1)

(b) Find the 10th term in this sequence.

.....
(1)

(c) The number 101 is **not** a term in this sequence. Explain why.

.....
.....
(1)
(Total for Question is 3 marks)

5. (a) Simplify $a^4 \times a^5$

.....
(1)

- (b) Simplify $\frac{45e^6f^8}{5ef^2}$

.....
(2)

- (c) Write down the value of $9^{\frac{1}{2}}$

.....
(1)

(Total for Question is 4 marks)

6. (a) Simplify $5^4 \times 5^6$

.....
(1)

- (b) Simplify $7^5 \div 7^2$

.....
(1)

(Total for Question is 2 marks)

7. Write down the value of

(i) 7^0

.....

(ii) 5^{-1}

.....

(iii) $9^{\frac{1}{2}}$

.....
(Total for Question is 3 marks)

8. (a) Work out 3^4

.....
(1)

- (b) Write down the cube root of 64

.....
(1)

(Total for Question is 2 marks)

Laws of Indices

Things to remember:

- The exam question will use the word “simplify”
- When multiplying, add the indices
- When dividing, subtract the indices
- With brackets, multiply the indices
- If the exam question has the words “work out the value of”, or “evaluate” it means the answer is a number.
- Anything to the power zero is 1
- Anything to the power one is itself
- Anything to a negative power becomes a reciprocal

Questions:

1. (a) Write down the reciprocal of 5

.....
(1)

- (b) Evaluate 3^{-2}

.....
(1)

(Total for Question is 2 marks)

2. (a) Write down the value of $\sqrt{81}$

.....
(1)

- (b) Work out the value of $5^2 + 2^3$

.....
(2)

(Total for Question is 3 marks)

3. Write these numbers in order of size. Start with the smallest number.

5^{-1} 0.5 -5 5^0

.....
(Total for Question is 2 marks)

4. (a) Solve $3x^2 = 147$

.....
(2)

- (b) Work out the value of 2^{-3}

.....
(1)

- (c) Simplify $(3x^2)^3$

.....
(2)

(Total for question = 5 marks)

Yr 9 English Instructions

You have been given some key questions to answer; each task has some key information you have to read and apply to the questions which follow; you need lined paper to answer these questions.

VOCABULARY 9: Library Subject Words

Are you making use of your library? It's a great place for research and entertainment. You can borrow books there too! Use the dictionaries, encyclopaedias and other reference books. Make friends with your librarian: he or she could be a very useful ally.

TASK

Here are some words that will be useful to use when you're in there. Impress your librarian by using them.

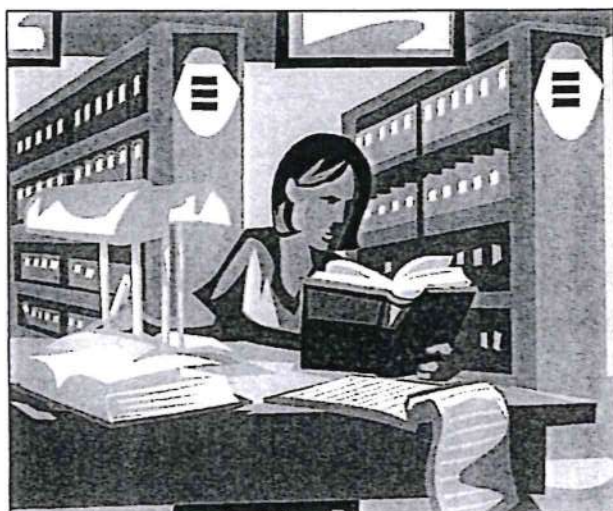
- Look up each word in a dictionary to check its precise meaning.
- Write five sentences in your English book, each using at least one different word from the list.



Add any new words to your vocab book!

alphabetical
anthology
article
author
catalogue
classification
content
copyright
dictionary
editor
encyclopaedia
extract
fantasy
genre
glossary

index
irrelevant
librarian
magazine
non-fiction
novel
photocopy
publisher
relevant
romance
section
series
system
thesaurus



VOCABULARY 6: Similes and Metaphors



A simile is a comparison using the word 'like' or 'as'.

Examples: As cold as ice; Like a rolling stone.

A metaphor is a simile *without* the 'like' or 'as'. It transforms things. It says that something *is* something else.

Examples: He was a raging bull; The sun has got his hat on.

TASK

Invent some interesting similes and metaphors to describe the following emotions and write them in your English book.

- Animals, weather, natural scenery, machines: these are all good sources for comparisons.

1. Anger

Anger is like ...

He was as angry as ...

When I am angry, I am ...

2. Love

Love is like ...

He was as loving as ...

When I am in love, I am ...

3. Fear

Fear is like ...

He was as frightened as ...

When I am afraid, I am ...

4. Happiness

Happiness is like ...

He was as happy as ...

When I am happy, I am ...

5. Excitement

Excitement is like ...

He was as excited as ...

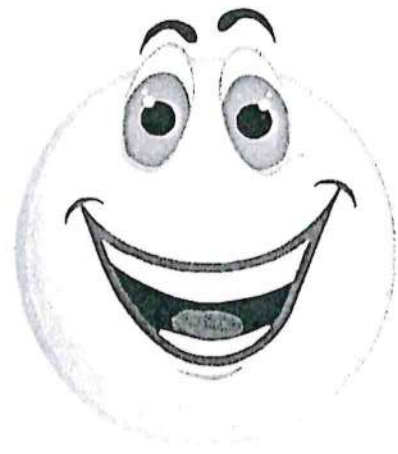
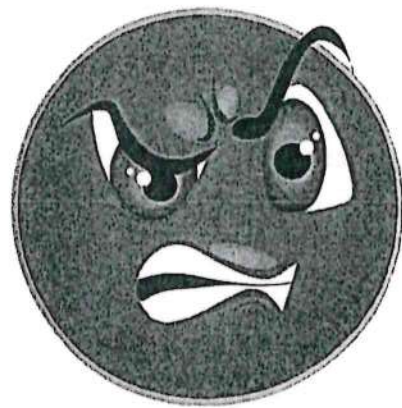
When I am excited, I am ...

6. Regret

Regret is like ...

He was as sorry as ...

When I am regretful, I am ...



READING 9: *Jamie and the Skylarks*

Read the passage below and complete the task that follows.



This is a passage from a children's novel. In it, a girl fights to defend her local nature reserve from being destroyed.

- The difficulty of this passage is: EASY



Out in the fields again, Jamie felt free. She threw back her head and hallooed as loud as she could. The vast sky was blue from one edge to the other; the air was clean, sweet even. She listened: nothing. Then she listened harder and the sounds started to emerge: a high pitched twittering – there was a skylark; a more melodious fluting – a thrush; the soft rushing of the wind the trees; the distant burr of a tractor; a dog barking in the farmyard on the edge of the wood; the silvery trickle of water over rocks – the nearby stream.

Here, Jamie could feel free; here, she could think; here, she could forget about her so-called family – all their rowing and stupidity. Everyone needs a place for themselves, and this was Jamie's.

She reached the footbridge and propped herself on the railing: her usual spot. She gazed contentedly out towards the hills that surrounded her. They were lush with green growth. Summer was taking over from spring. Everything was in its fullness: the trees, the shrubs, the grasses, the ferns – all rich with vibrant energy. In between the flat peak of one hill and the strange hump of the next, Jamie could see the distant moorland stretching out for miles. It seemed to her that she was alone in the world, that no-one else existed, that she could walk for mile after mile without ever being disturbed by noisy, ignorant people.

TASK

Answer at least one question in each section. Answer questions at different levels if you wish.



Add any new words
to your vocab book!

SELECT AND RETRIEVE

- LEVEL 4: What is the first sound that Jamie hears?
- LEVEL 5: What other sounds does she hear?
- LEVEL 6: What surrounds the fields?
- LEVEL 7: Where does Jamie sit?

INFER AND DEDUCE

- LEVEL 4: How does Jamie feel?
- LEVEL 5: What is Jamie's family like?
- LEVEL 6: Why does Jamie value her time in the countryside?
- LEVEL 7: What does Jamie think about other people? Why?

STRUCTURE

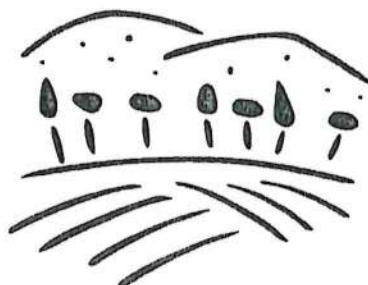
- LEVEL 4: What is the topic of the first paragraph?
- LEVEL 5: How are the paragraphs linked?
- LEVEL 6: Why is the middle paragraph shorter than the others?
- LEVEL 7: How does the author structure his paragraphs?

LANGUAGE

- LEVEL 4: Which senses does the author refer to?
- LEVEL 5: How does the author describe the scene?
- LEVEL 6: How does the author create an atmosphere?
- LEVEL 7: Which techniques does the author use? To what effect?

OVERALL EFFECT

- LEVEL 4: How do you respond to this passage?
- LEVEL 5: What is the author's message?
- LEVEL 6: What ideas about Jamie's life do you get here?
- LEVEL 7: What do you think will happen next?



EXTENSION

- a) Write your own description of a place that is special to you.
- b) Write the next part of the story.

others feel frustration because it is too warm. Whatever they feel, at least the sunshine offers everyone a good excuse to eat an ice-cream!

Intervention 1.1b

Common and proper nouns

Common and proper nouns

Nouns can be organised into many different categories. One way of doing this is to label them as either common or proper.

- **Proper nouns** are nouns that are the specific name of something. A noun is a proper noun if it is in one of the following categories: companies, days, festivals, geographical places, historic events, languages, months, names, religions, titles (e.g. Mr).
- **Common nouns** are nouns that are not proper nouns.

In the sentence below, the noun 'Easter' is proper because it is a festival. However, the noun 'eggs' is a common noun because it is not a proper noun.

*I love **Easter** because I receive lots of chocolate **eggs**!*

Activity 1: Circle the proper nouns below.

Nike tiles cathedral Mrs Potter Muslim cheese June

Activity 2: Underline the proper nouns in the sentences below.

- Unfortunately, James was not picked for the football team.
- In India, there are over 600 million people who live below the poverty line.
- Cadbury have delicious selection boxes at Christmas.

Capitalising proper nouns

Proper nouns always need a capital letter, whereas common nouns only need a capital letter when they are at the beginning of a sentence.

Activity 3: Underline the proper nouns in the paragraph below and give them a capital letter.

They had waited all holiday for this. Today was the day they were going to miami beach to paddleboard. They could not wait. The experience had been a gift from dannii to mateo for christmas because mateo had always wanted to paddleboard, and where better to do it than miami? The instructor greeted them with a wide smile and introduced himself with a quick, "I'm jed," before taking them to try on their quiksilver wetsuits.

Task

Concrete and abstract nouns

Nouns

Nouns are words that are people, places or things. For example:

donkey spaceship America Ronaldo girl love rain

Activity 1: Underline the nouns in the sentences below.

- a) The dog barked aggressively at the man.
- b) The day was brilliant.
- c) In the kitchen, I made a delicious lasagne.

Concrete and abstract nouns

Nouns can be organised into many different categories. One way of doing this is to label them as either concrete or abstract.

- **Concrete nouns** are real physical things that you can see, touch, taste, smell or hear.
- **Abstract nouns** are not real physical things but are ideas, feelings, concepts or beliefs.

In the sentence below, the noun 'war' is abstract because it is a concept, not a physical thing. However, the noun 'bombs' is a concrete noun because it refers to physical things.

*I hate this **war** because the **bombs** are so frightening.*

Activity 2: Fill in the table below to show whether the noun is concrete or abstract. The first has been done for you.

Noun	Concrete?	Abstract?
a) dolly	✓	
b) hope		
c) geography		
d) table		
e) soul		

Activity 3: Underline all of the nouns in the paragraph below and label them as either concrete or abstract.

In Spain, it can get very hot. When the sun rises in the sky, people close their curtains to keep the heat out of the house. Some people feel enthusiasm about the temperature, but many

Activity 4: Write a paragraph description of a character waiting in a queue. Include five proper nouns. Don't forget to give each one a capital letter!

Handout 1.2a

Using nouns to create character

Activity 1: a) Read the extract below and highlight all of the nouns.

At the time of his death, Eddie was a squat, white-haired old man, with a short neck, a barrel chest, thick forearms, and a faded army tattoo on his right shoulder. His legs were thin and veined now, and his left knee, wounded in the war, was ruined by arthritis. He used a cane to get around. His face was broad and craggy from the sun, with salty whiskers and a lower jaw that protruded slightly, making him look prouder than he felt. He kept a cigarette behind his left ear and a ring of keys hooked to his belt. He wore rubber-soled shoes. He wore an old linen cap. His pale brown uniform suggested a workingman, and a workingman he was.

Mitch Albom, *The Five People You Meet in Heaven*

- b) Select the three nouns that you think are most effective in revealing what Eddie's character is like and note them down in the table below. For each noun, write a bullet-point list of its connotations (what you think, feel or imagine when you read it), including what you think its use tells us about Eddie's character.

Effective noun	Connotations / what it tells us about Eddie's character

--	--

Intervention 1.2b

Using nouns to create character

Understanding the connotations of nouns

Connotations are the associations that we have with particular words. They include what a word makes you think, feel or imagine. For example, the connotations of the noun 'lollipop' might be children, sweetshop, bright colours, treats.

Activity 1: Look at the nouns in the table below and note down the connotations of each one –that is, other words that you associate with each noun. The first one has been done for you.

Noun	Connotations (what you think, feel or imagine)
wart	<i>ugly, witches, old women, disease, disgust</i>
diamonds	
wand	
bruises	

Selecting nouns for effect

Including nouns with specific connotations in your description of a character can help you to create a more vivid picture of your character or a particular tone.

Activity 2: Read the nouns below and circle the five you think would best help create an image of an innocent and likeable young child.

rose dinosaur cheeks trousers snot grin bobble-hat
mittens teddy-bear school uniform delight excitement frustration

Using nouns to create character

Activity 3: a) List six nouns you could use in a description of an unlikeable, mean child.

b) Write a description of the child, including all six of your nouns. Aim to make the reader dislike the character.

Handout 1.3a

Using nouns to create imagery in description

Activity 1: a) Read the extract below and then note down the atmosphere you feel from the description of the place.

Drawing carts that rocked from side to side, horses clattered over the cobbles, appearing from the fog like apparitions before they melted into the grey once more. High in the sky, the ancient tower of the church watched over the city with its mass of tangled streets, calling vendors and ragged labourers trudging their way home. Cold penetrated every crack and crevice of the dusk as ice began to form on the slate roofs above whilst below them, a shivering child held out a pauper's hand, begging for a farthing. His frame was a lantern without the flame; his bowed face as empty as the promise of heaven.

b) Re-read the extract and highlight all of the words that you think help to build the atmosphere.

Activity 2: Look at each of the general nouns in the table below. For each noun, think of a more specific noun that would help to develop a sophisticated atmosphere. Use the 'Effect' column to briefly explain why you have chosen your particular noun and what is the intended effect. The first one has been done for you.

General noun	Specific noun	Effect
starter	caviar	<i>The starter now sounds very expensive, and this creates a sense of luxury, as if the people in the restaurant are rich and the food is very sophisticated.</i>
lights		
jewellery		

drinks		
--------	--	--

Intervention 1.3b

Using nouns to create imagery in description

Imagery is used to create a very visually descriptive or atmospheric piece of writing. It often includes figurative language, such as similes, metaphors and personification.

Selecting specific nouns

Specific nouns help writers to write evocative descriptions because they create a very clear image. For example, in the sentence below, you can replace the noun 'film' with a specific noun and the image created will be quite different.

- Leanne watched a **film**.
- Leanne watched a **chic-flick**.
- Leanne watched a **finance documentary**.

Activity 1: Rewrite each of the sentences below, replacing the nouns in **bold** with specific nouns to make Leanne seem very intelligent and sophisticated.

- Every night before she went to bed, Leanne read a **book**.
- In the morning, Leanne always had a **newspaper** delivered.
- While she read, she would eat her **breakfast** and listen to **music**.

Using specific nouns to describe

Activity 2: a) Write a list of specific nouns you would expect to find in Leanne's house.

- Use your list of nouns to create a description of Leanne's house that shows her intelligence and sophistication.

Handout 1.4a

Using proper nouns to create character

Names in literature

Activity 1: Read each of the character names below. Complete the table with what you think the name might tell you about each character.

Character name	What the name might tell you about the character
The Gruffalo	
Heathcliff	
Tiny Tim	
Curley's wife	

Activity 2: Read the extract below and explain the effect of the nomenclature (the naming of things) used for Heathcliff.

In the extract, a homeless child, Heathcliff, has been brought home by the father of Catherine.

I had a peep at a dirty, ragged, black-haired child; big enough both to walk and talk: indeed, its face looked older than Catherine's; yet when it was set on its feet, it only stared round, and repeated over and over again some gibberish that nobody could understand ... All that I could make out, amongst her scolding, was a tale of his seeing it starving, and houseless, and as good as dumb, in the streets of Liverpool, where he picked it up and inquired for its owner. Not a soul knew to whom it belonged, he said; and his money and time being both limited, he thought it better to take it home with him at once, than run into vain expenses there: because he was determined he would not leave it as he found it.

Emily Brontë, *Wuthering Heights*

Intervention 1.4b

Using proper nouns to create character

Understanding the connotations of proper nouns

Connotations are the associations that particular words bring to mind. They might be what a word makes you think, feel or imagine. With character names, they can be the assumptions that we make based on what a character is called. These assumptions are usually based on three things:

1. Stereotypes associated with the name – for example, that someone called Doris must be a very old lady.
2. The sound of the name – for example, plosive sounds usually sound harsh; long vowel sounds or names ending in the letter 'y' usually sound gentler.
3. The meaning of words inside the name or of words that sound similar to the name – for example, e.g. Snape (sounds like 'snake') and The Gruffalo (includes the word 'gruff').

Activity 1: a) Look at the names of the characters below and tick which of the three impact on your interpretation of the name. You can tick more than one column. The first one has been done for you.

Name	Stereotypes	The sounds	Word meanings
Prince Charming	✓		✓
Mr Stone			
Dipsy			
Harold			

- b) Choose one of the names above and explain what you think it shows about the character. You can use the ideas in the table to help you.

Using names / proper nouns to create character

Activity 2: Thinking about what you have learned, decide on a name for a creepy villain. Write down the name and briefly explain why you have chosen it.

Identifying and using verbs

Identifying verbs

Activity 1: Read the extract below.

- a) Highlight all of the verbs.
- b) Label each verb as **being**, **doing** or **auxiliary**.

Remember: there can be several verbs in one sentence and in a row.

In the extract, a child soldier recounts the first time he fired a gun.

I was eight years old when I first held a gun. We were lined up in a row, dressed in only our underpants but we tried our best to look like men as the officer marched the line.

The sand burned the soles of my feet but I refused to shift from foot to foot. I wanted to impress – impress the other boys, impress the officer, impress anyone who might be able to see my skinny bare chest that was trying not to breathe in and out too quickly. I did not want them to see my fear. Stood there, in my greying Y-fronts, I wanted to make my father proud. That was my first roll call and everybody knows: there is no going back from there.

Lindsay Skinner, *Resilience*

Using verbs

Activity 2: Rewrite the sentences below, using an auxiliary verb to make the change in the brackets.

- a) I have a new job! (Add an auxiliary verb to express that this is a possibility.)
- b) We were playing. (Change 'we' to 'I' and change the auxiliary verb.)
- c) Dan chased a dinosaur. (Add an auxiliary verb to change this statement into a question.)

- d) She plays football. (Add an auxiliary verb and change 'play' to form the future tense.)

Intervention 2.1b

Identifying and using verbs

Different types of verbs

Verbs can be split into many different categories. One way of splitting them is into **doing**, **being** and **auxiliary** verbs.

- **Doing verbs** are verbs that express an action, something being done. The infinitive form of a verb can always be preceded with the word 'to'. For example:

to walk to play to laugh to reflect to embrace to harm to dictate

Activity 1: Underline the doing verbs in the sentences below.

- a) The cat followed me home.
- b) The sun shone brilliantly.
- c) In the science lab, I completed an amazing experiment.

- **Being verbs** come from the verb 'to be' and show a state of being. Usually, being verbs are followed by an adjective. Examples of being verbs include the following:

am are is was were

Activity 2: Underline the being verbs in the sentences below.

- a) I am proud of myself.
- b) She is courageous.
- c) We were young.

- **Auxiliary verbs** can help to change the meaning and function of a verb (such as its tense or modality) and hence also the meaning of a sentence. Many auxiliary verbs are the same as the 'to be' verbs – but they are only auxiliary verbs if they are helping another verb. Examples of auxiliary verbs include the following:

be (am, are, is, was, were, being, been), can, could, dare, do, (does, did), have (has, had, having), may, might, must, need, ought, shall, should, will, would.

Activity 3: Underline the auxiliary verbs in the sentences below.

- a) We are sailing.
- b) Without the light, I might fall.
- c) I have learned Spanish.

Activity 4: Read the extract below, then highlight all the verbs. Label each verb as **being**, **doing** or **auxiliary**. Remember that there can be several verbs in one sentence and in a row.

I am brave. Really, I am. The problem is that I do not like heights, or the dark, or monsters for that matter. So I do not want to explore the cliffs, especially not at night. I want to stay here. Taylor can leave without me. It is his idea.

Identifying verbs

Activity 1: Read the extract below and highlight all of the verbs used in the description of the monster.

In the extract, a tree 'monster' visits a child's house in the night.

The monster paused for a moment, and then with a *roar* it pounded two fists against the house. Conor's ceiling buckled under the blows and huge cracks appeared in the walls. Wind filled the room, the air thundering with the monster's angry bellows.

'Shout all you want,' Conor shrugged, barely raising his voice. 'I've seen worse.'

The monster roared even louder and smashed an arm through Conor's window, shattering glass and wood and brick. A huge, twisted, branch-wound hand grabbed Conor around the middle and lifted him off the floor. It swung him out of his room and into the night, high above his back garden, holding him up against the circle of the moon, its fingers clenching so hard against Conor's ribs he could barely breathe. Conor could see raggedy teeth made of hard, knotted wood in the monster's open mouth, and he felt warm breath rushing up towards him.

Patrick Ness, *A Monster Calls*

Activity 2: Discuss with a partner the atmosphere created by the verbs Ness uses and what it makes you think and feel about the character of the monster.

Using verbs to craft characters

Activity 3: a) Rewrite the description of the character Sylvia below, replacing the verbs with the nouns that Patrick Ness used in his description of the monster.

Sylvia took off her cardigan and folded it on the desk. She licked her lips before she rose, irritated. Somebody had spoken. Sylvia marched through the rows of books, whispering 'Silence!' at strangers.

b) Discuss with your partner the impact the change of the verbs has on your interpretation of Sylvia's character.

Intervention 2.2b

Using verbs to create character

Identifying effective verbs

A writer's verb choices when describing a character can affect how you interpret that character.

Activity 1: Read the short extract below and underline the verbs that help to make Mr Cutter appear aggressive.

Mr Cutter stormed into the classroom, slamming the door behind him. The class fell silent. 'Write down your title,' he bellowed, marching around the room, hunting for a student who was not complying. I scabbled for my pen.

Activity 2: Select the **two** most effective verbs and write them down below. Beside each one, explain the effect you think the verb has on our interpretation of Mr Cutter.

Verb 1:

Verb 2:

Selecting effective verbs

When selecting verbs to describe a character's actions, it can be helpful to choose verbs that you associate with a particular animal. Using these verbs in your description helps to give the character the traits of that animal.

Activity 3: Imagine that you want to create a character who is very meek and mild. Think of an animal with those characteristics and write a list of verbs you associate with that animal. Consider how the animal moves, communicates and interacts with other animals.

Your animal verbs:

Activity 4: Rewrite the description of Mr Cutter, using your animal verbs instead of the verbs in the original. You may change other words too, if you prefer.

Handout 2.3a

Using verbs to describe the senses

Sensory verbs

The table below has a range of verbs that can be used when describing your senses. Some verbs work well for a variety of senses.

See	Smell	Touch	Taste	Hear
flow	burn	cling	choke	rumble
billow	smoke	burn	clog	rattle
tear	clog	radiate	smoke	groan
destroy	congest	smother	burn	smash
vaporise	block	warm	gag	smother
melt	suffocate	tingle	disgust	grumble
grow	stifle	stifle	sizzle	reverberate
overtake	singe	blister	sear	crackle
engulf	scorch	prickle	char	spit
incinerate	steam	smart	sicken	grind

Activity 1: Highlight the verbs in the table above that you think you could use when describing the way your senses experience the volcano. Below is some space for you to add some of your own verbs.

Using sensory verbs

To use these verbs to describe your senses, you may need to change their tense.

- The first thing you should do is note down what you can sense. For example:
I can see lava. I can smell smoke. I can feel heat. I can taste ash. I can hear the volcano.
- Next, you should move the thing that you can sense to the start of your sentence and add a verb to describe what it is doing. For example:
Lava flows. Smoke clogs. Heat prickles. Ash chokes. The volcano rumbles.
- Finally, just finish the sentences! For example:
Lava flows down the volcano. Smoke clogs my nose. Heat prickles my skin. Ash chokes my throat. The volcano rumbles in the distance.

Activity 2: Embed your simple descriptions into your descriptive paragraph, linking and developing the ideas further.

Intervention 2.3b

Using verbs to describe the senses

Considering your senses

Activity 1: There are five senses: touch, taste, see, hear and feel. Imagine you are at the party. Note down one thing that you would experience with each sense.



I can touch:

I can taste:

I can see:

I can hear:

I can feel:

Using verbs to describe your senses

If you think about what the thing you can sense is **DOING**, it can help you to use verbs to describe your senses without repeating phrases. For example:

*I can **smell** fresh cream.*

*The scent of fresh cream **wafted** through the air.*

*I can **hear** people laughing.*

*Laughter **lifted** the room.*

Activity 2: Rewrite the things you could sense, starting with each thing and then adding a verb to describe what it is doing. Rephrase the things you sense to help you form clear sentences.