Bluecoat Beechdale Academy

Belong, Believe, Achieve

Suspension Work Pack

KS3

Maths

Corbett maths

Pythagoras

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Examples

Workout

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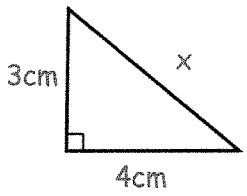
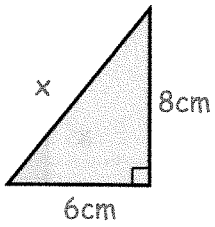
Question 1: For each right angle triangle below, work out x

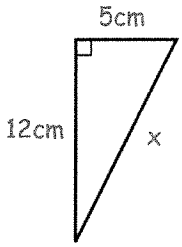
(a)



(b)

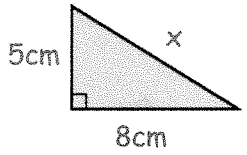


(c)



Question 2: Calculate x
Give each answer to 2 decimal places.

(a)



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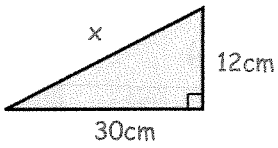

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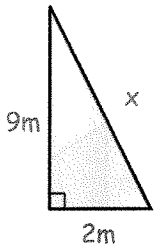

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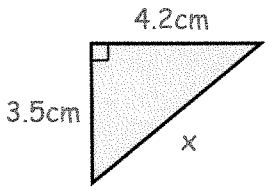

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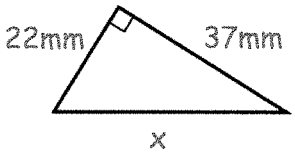

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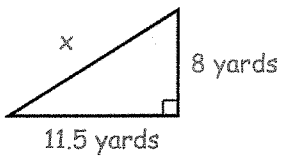
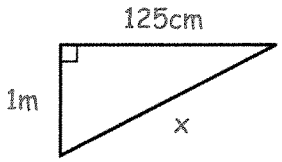


Question 3: Calculate x
Include suitable units and give each answer to 1 decimal place.

(a)



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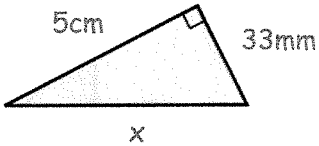

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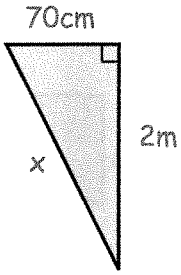
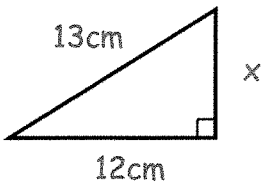


Question 4: For each right angle triangle below, work out x

(a)



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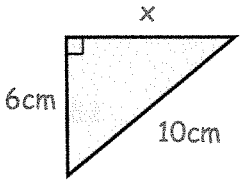

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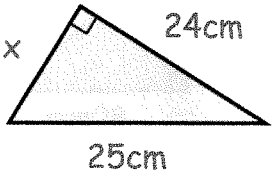

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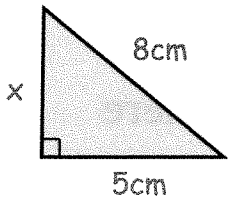
Question 5: Calculate x
Give each answer to 2 decimal places.

(a)



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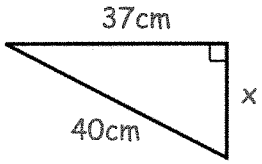

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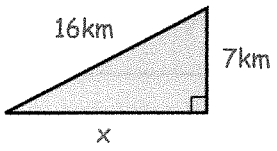

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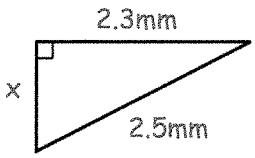

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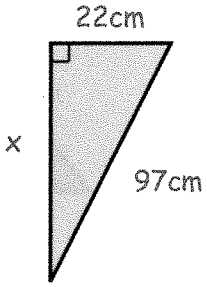

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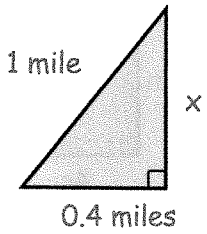
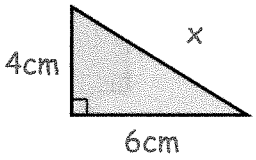


Question 6: Calculate x for each right angle triangle.
Give each answer to 2 decimal places.

(a)



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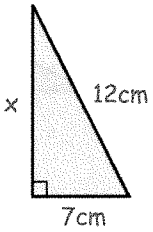

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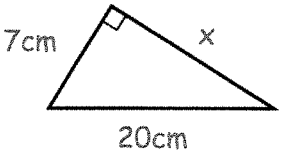

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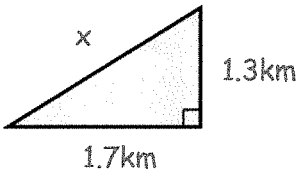

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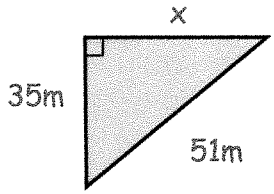

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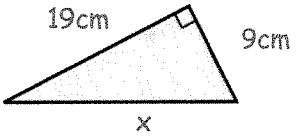

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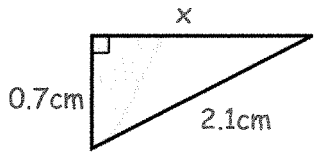

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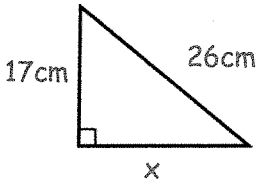
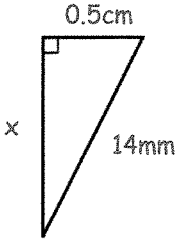
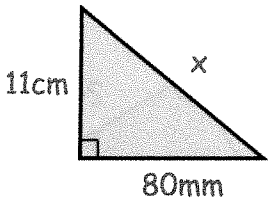


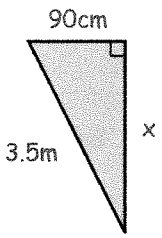
(i)



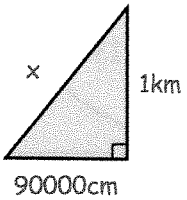
(j)



(k)



(l)



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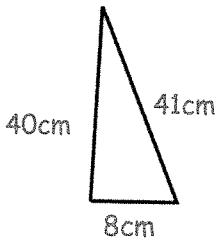
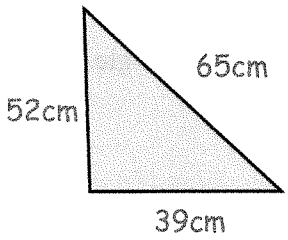
Question 7: Work out if each triangle below is right angled or not.
The triangles are not drawn accurately.

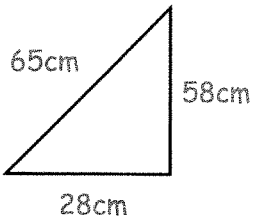
(a)



(b)

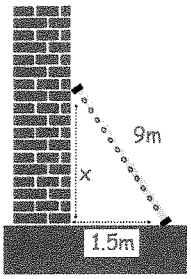


(c)

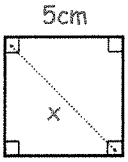


Apply

Question 1: A 9m ladder is placed against a wall.
The foot of the ladder is 1.5m from the foot of the wall.
How far up the wall does the ladder reach?

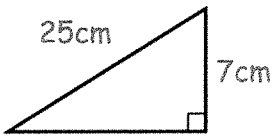


Question 2: Shown is a square with side length 5cm.
Find the length of the diagonal, x.



Question 3: Shown is a right angle triangle.
Calculate:

(a) the perimeter of the triangle.
(b) the area of the triangle.

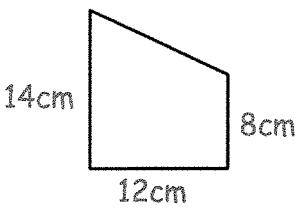


Question 4: A rectangle is 20cm long and 8cm wide.
Find the length of the diagonal of the rectangle.

Question 5: An airplane is flying from Redville to Leek.
The airplane flies 50 miles East and then 180 miles South.
How far is Leek from Redville directly?

Question 6: A frame is made from wire.
The frame is a trapezium
Calculate the total amount of wire needed to make the frame.

Give your answer to 1 decimal place.



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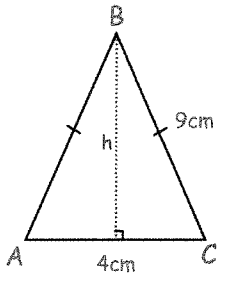
Question 7: ABC is an isosceles triangle.

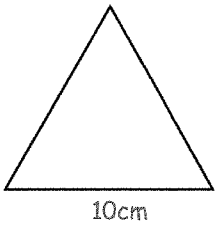
(a) Find h.

(b) Find the area of the triangle.



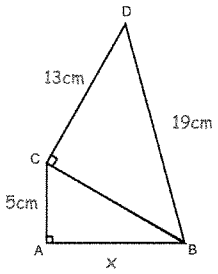
Question 8: Shown is an equilateral triangle.

Find the area of the equilateral triangle.



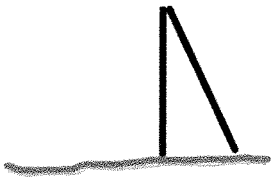
Question 9: Stanley has drawn a right angle triangle.
One side is 14cm and another is 18cm.
There are two possible lengths for the third side.
What are they?

Question 10: ABC and BCD are right angle triangles.
Find the length of AB

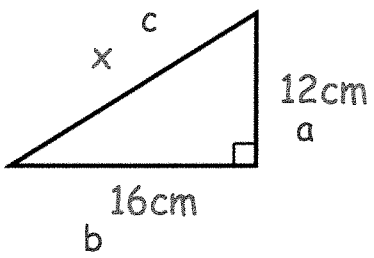


Question 11: A wooden flagpole is 25 foot tall.
In a storm, the flagpole is broken and its top touches the ground 5 foot from the base.

Find the lengths of the segments of the flagpole.



Question 12: Benjamin has completed this question.
Can you spot any mistakes?



$a^2 + b^2 = c^2$

$12^2 + 16^2 = x^2$

$144 + 256 = x^2$

$400 = x^2$

$x^2 = 400$

$x = 200\text{cm}$

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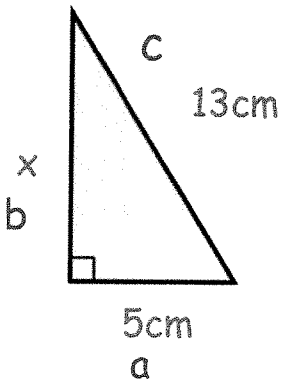
Question 13: Chantelle has completed this question.
Can you spot any mistakes?



$a^2 + b^2 = c^2$

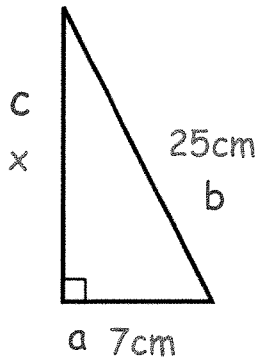
$5^2 + x^2 = 13^2$

$10 + x^2 = 26$

$x^2 = 16$

$x = 4\text{cm}$

Question 14: Victor has completed this question.
Can you spot any mistakes?



$a^2 + b^2 = c^2$

$7^2 + 25^2 = x^2$

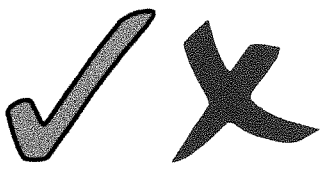
$49 + 625 = x^2$

$674 = x^2$

$x^2 = 674$

$x = 25.96\text{cm}$

Answers



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Examples

Workout

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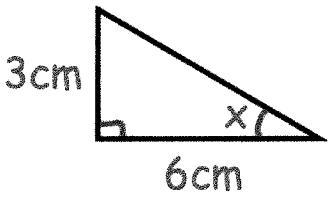
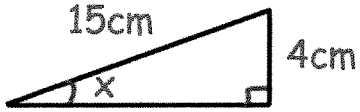
Question 1: Find the size of the missing angles in the triangles below.

(a)



(b)



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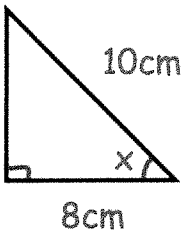

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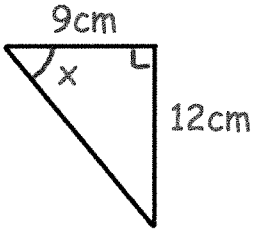

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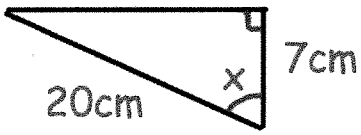

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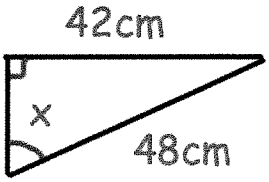
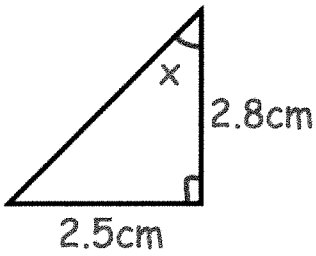


(g)



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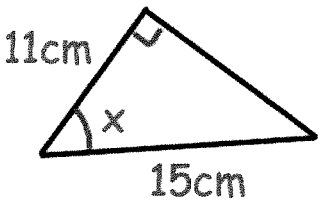

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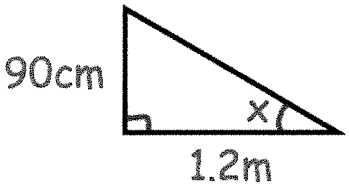

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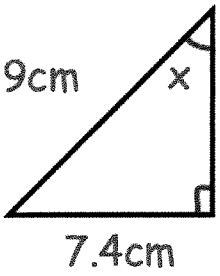

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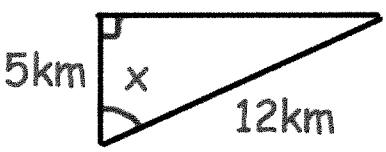
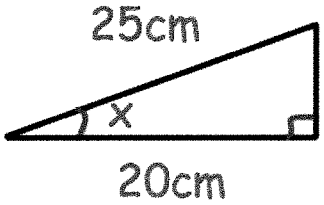


(l)



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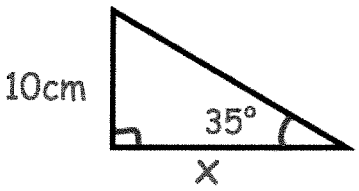
Question 2: Find the lengths of the sides labelled x below.

(a)



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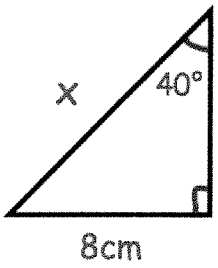

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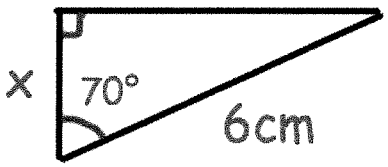

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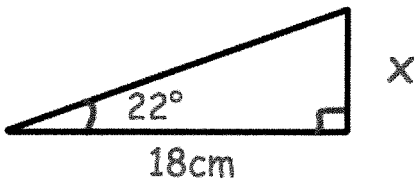

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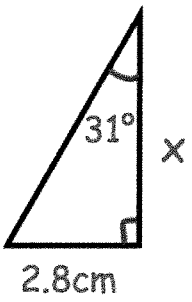

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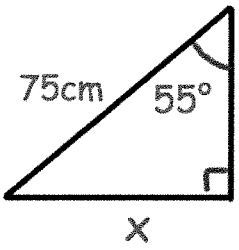

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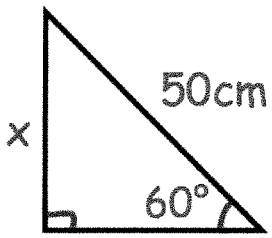

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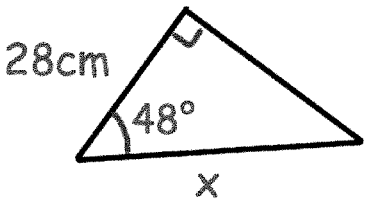

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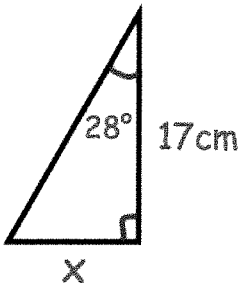

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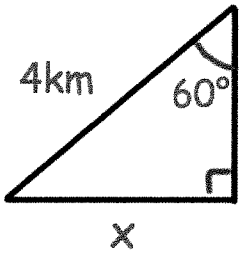
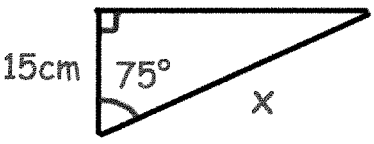


(k)



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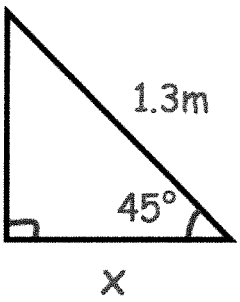

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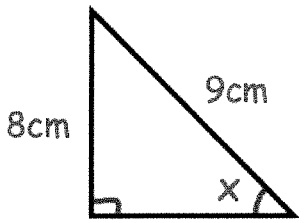
Question 3: Find the size of the missing angles/sides labelled x below.

(a)



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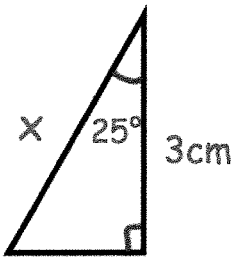

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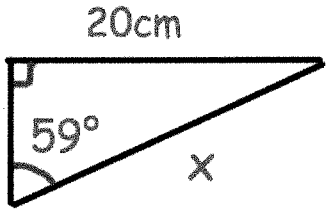

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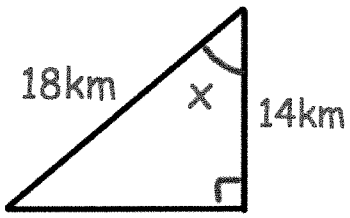
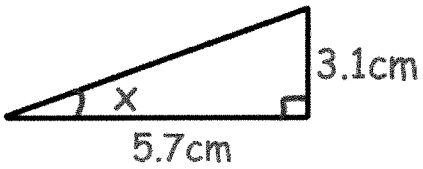
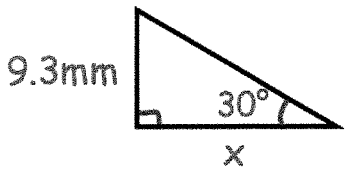


(e)



(f)



Apply

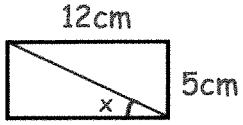
In each question, draw a diagram unless it has been given.

Question 1: A 4 metre long ladder is placed against a wall. The angle between the ladder and the ground is 75°. How far up the wall does the ladder reach?

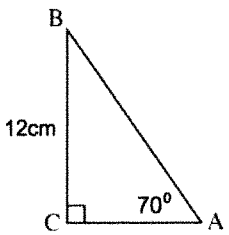
Question 2: A 5 metre long ladder is placed against a wall. It reaches 4.3 metres up the wall. What is the angle between the ladder and the ground?

Question 3: A ladder is placed against a wall.
The base of the ladder is 4 foot from the bottom of the wall.
The angle between the ladder and the ground is 80°.
What is the length of the ladder?

Question 4: A rectangle is 12cm long and 5cm wide. Find the size of the angle marked x.



Question 5: (a) Find the length of AC.
(b) Find the length of AB.
(c) Find the perimeter of triangle ABC.
(d) Find the area of triangle ABC.



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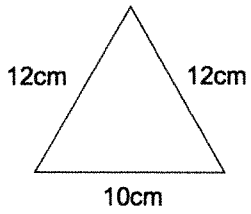
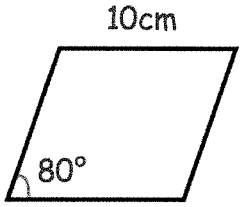
Question 6: A helicopter leaves A and flies 40 miles due east. Then the helicopter flies 10 miles due south and arrives at B. Work out the bearing of B from A.

Question 7: A boat leaves a port and sails 55km due west and then 30km due north and arrives at an oil rig. What is the bearing of the oil rig from the port?

Question 8: Shown is an isosceles triangle. Calculate its area.

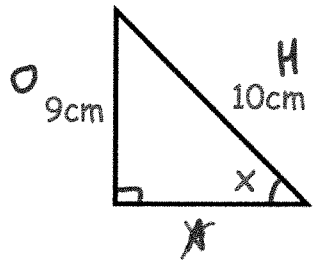


Question 9: Shown is a rhombus of side length 10cm.
Calculate its area.



Question 10: Can you spot any mistakes in the question below?

Find the size of the angle x.



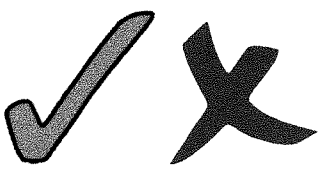
$\sin x = \frac{9}{10}$

$\sin x = 0.9$

$x = \sin 0.9$

$x = 0.016°$

Answers



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Factorising Quadratics

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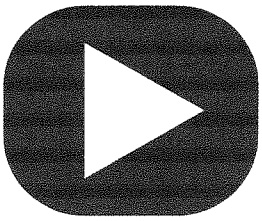
Examples

Workout



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Question 1: Factorise each of the following

(a) $x^2 + 7x + 12$ (b) $x^2 + 6x + 8$ (c) $x^2 + 5x + 6$ (d) $x^2 + 8x + 7$

(e) $x^2 + 4x + 4$ (f) $x^2 + 8x + 15$ (g) $x^2 + 6x + 9$ (h) $x^2 + 11x + 28$

(i) $x^2 + 10x + 25$ (j) $x^2 + 12x + 20$ (k) $x^2 + 25x + 24$ (l) $x^2 + 11x + 24$

(m) $x^2 + 9x + 14$ (n) $x^2 + 23x + 60$ (o) $x^2 + 29x + 100$ (p) $x^2 + 20x + 51$

Question 2: Factorise each of the following

(a) $x^2 + x - 12$ (b) $x^2 + 5x - 6$ (c) $x^2 + 3x - 10$ (d) $x^2 + 3x - 4$

(e) $x^2 + 2x - 48$ (f) $x^2 + 4x - 32$ (g) $x^2 + 2x - 35$ (h) $x^2 + 8x - 33$

Question 3: Factorise each of the following

(a) $x^2 - 3x - 10$ (b) $x^2 - x - 20$ (c) $x^2 - 6x - 27$ (d) $x^2 - 2x - 3$

(e) $x^2 - x - 12$ (f) $x^2 - 4x - 12$ (g) $x^2 - 4x - 21$ (h) $x^2 - 6x - 55$

Question 4: Factorise each of the following

(a) $x^2 - 6x + 9$ (b) $x^2 - 9x + 20$ (c) $x^2 - 9x + 14$ (d) $x^2 - 13x + 22$

(e) $x^2 - 9x + 8$ (f) $x^2 - 12x + 32$ (g) $x^2 - 15x + 36$ (h) $x^2 - 14x + 48$

Question 5: Factorise each of the following

(a) $x^2 - 9x + 8$ (b) $x^2 + 24x + 23$ (c) $x^2 - 5x - 14$ (d) $x^2 - 7x + 12$

(e) $x^2 + 12x + 36$ (f) $x^2 - 2x - 63$ (g) $x^2 + 14x + 24$ (h) $x^2 + 17x + 60$

(i) $x^2 - 11x + 30$ (j) $x^2 - 4x - 32$ (k) $x^2 - 2x - 63$ (l) $x^2 - 16x - 17$

(m) $x^2 - 11x + 18$ (n) $x^2 - 13x + 22$ (o) $x^2 + 18x + 56$ (p) $x^2 - 21x + 110$

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(q) $x^2 - 16x + 64$ (r) $x^2 + 22x + 121$ (s) $x^2 - x - 72$ (t) $x^2 - 3x - 18$

(u) $x^2 - 4x - 45$ (v) $x^2 - 16x + 63$

Question 6: Factorise each of the following

(a) $x^2 + 8x - 105$ (b) $x^2 - 18x - 88$ (c) $x^2 - 75x + 350$ (d) $x^2 + 22x + 96$

(e) $x^2 + 25x + 154$ (f) $x^2 - 55x - 300$ (g) $x^2 - 29x + 180$ (h) $x^2 - x - 210$

Apply

Question 1: A quadratic expression, $x^2 + ax + 20$, can be factorised.
Find all possible values for a.
a can be positive or negative.

Question 2: A quadratic expression, $x^2 + bx + 16$, can be factorised.
Find all possible values for b.
b can be positive or negative.

Question 3: A quadratic expression, $x^2 - 6x + c$, can be factorised.
Find three possible values for c.

Question 4: Andrew has completed his homework on factorising quadratics.
Can you spot any mistakes?

Factorise $x^2 + x - 6$

$(x - 3)(x + 2)$

Factorise $x^2 + 10x + 9$

$(x + 3)(x + 3)$

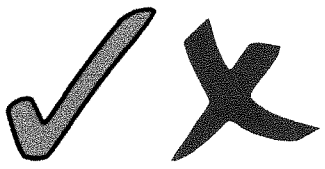
Factorise $x^2 - 7x + 12$

$(x + 5)(x + 2)$

Factorise $x^2 + 8x + 16$

$(x + 4)(x + 4)$

Answers



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Expanding Brackets

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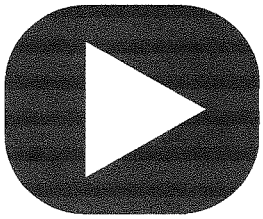
Examples



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Workout

Question 1: Expand the following brackets

(a) $5(y + 3)$ (b) $4(a + 2)$ (c) $8(w + 10)$ (d) $3(x - 7)$

(e) $9(s - 1)$ (f) $2(8 - t)$ (g) $7(4 + h)$ (h) $10(a + 2b + 3c)$

(i) $4(3y + 2)$ (j) $5(2p - 1)$ (k) $3(7a + 2)$ (l) $9(2x - 5)$

(m) $5(4 + 3t)$ (n) $7(9 - 2c)$ (o) $8(3w + 1)$ (p) $9(1 - 4p)$

(q) $11(2k - 5)$ (r) $20(6a + 5c)$ (s) $3(15w - 7)$ (t) $3(9 - 2a)$

Question 2: Expand the following brackets

(a) $-2(w + 5)$ (b) $-3(c + 7)$ (c) $-8(c + 7)$ (d) $-10(y - 2)$

(e) $-7(g - 3)$ (f) $-4(2w + 3)$ (g) $-9(3w - 5)$ (h) $-9(5x - 1)$

(i) $-5(6 - c)$ (j) $-6(4 + 3m)$ (k) $-2(1 + 9c)$ (l) $-5(8a - 7w)$

Question 3: Expand the following brackets

(a) $a(c + 2)$ (b) $c(d - 3)$ (c) $a(b + c)$ (d) $w(8 - y)$

(e) $c(5 + a)$ (f) $w(a - 9)$ (g) $y(s + t)$ (h) $2a(c - 3)$

(i) $5x(y + 8)$ (j) $3a(2c + 9)$ (k) $6g(2c - 1)$ (l) $9k(2 + d)$

(m) $5(2f + 9w)$ (n) $3y(5p + 2)$ (o) $2s(t + 1)$ (p) $-4a(8x - 3)$

Question 4: Expand the following brackets

(a) $a(a + 2)$ (b) $y(y - 5)$ (c) $w(a + w)$ (d) $c(9 - c)$

(e) $p(2p + 5)$ (f) $2w(3w - 1)$ (g) $9y(2y + 3)$ (h) $4c(2a + 5c)$

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(i) $2u(3 - u)$ (j) $m(m^2 + 3)$ (k) $y(y^2 - 7)$ (l) $g^2(g - 8)$

(m) $2w(w^2 + 6)$ (n) $4a(2a^2 - 3)$ (o) $5c(3c^2 - a)$ (p) $8w(3w^2 + 3y)$

(q) $x^2(x^2 + 4)$ (r) $3w^2(7 + 2w^2)$

Question 5: Expand and simplify

(a) $5(y + 3) + 2(y + 7)$ (b) $6(2w + 5) + 9(w + 2)$ (c) $3(y - 2) + 4(2y + 5)$

(d) $7(2g + 3) - 5(g+ 2)$ (e) $6(x - 2) - 4(x - 8)$ (f) $2(3y - 8) - 5(2y - 1)$

(g) $8(5 + 2m) + 3(5 - 3m)$ (h) $4(w + 7) - 2(2w + 1)$ (i) $9(1 + 2y) + 3(3 - y)$

Question 6: Expand and simplify

(a) $w(w + 5) + w(w + 7)$ (b) $2g(4g + 3) + g(g - 7)$ (c) $n(n - 4) - n(5 - n)$

(d) $2e(4e + 3) - 3e(e - 5)$ (e) $a(3 + c) + c(a + 2)$ (f) $m(a + 7) - a(4 - 3m)$

(g) $8c(8 - 3a) + 3(4 - c)$ (h) $5y(3y + z) - 2y(4y - 3z)$ (i) $4c(3c - c^2) - 2c^2(4 - 5c)$

Apply

Question 1: Can you spot any mistakes in the questions below.

Expand $3(2y - 1)$

$6y - 1$

Multiply out $x(x + 3)$

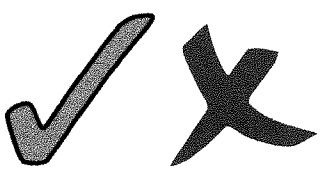
$2x + 3x = 5x$

Expand and simplify $6(w + 3) - 2(w - 5)$

$6w + 18 - 2w - 10$

$= 4w + 8$

Answers



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Drawing Linear Graphs

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Examples

Workout

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Question 1: For each equation, complete the table of values and draw its graph for values of x from −1 to 3.

(a) $y = 2x + 1$

x	-1	0	1	2	3
y	-1	1			7

(b) $y = 3x - 1$

x	-1	0	1	2	3
y	-4			5	

(c) $y = 2x - 3$

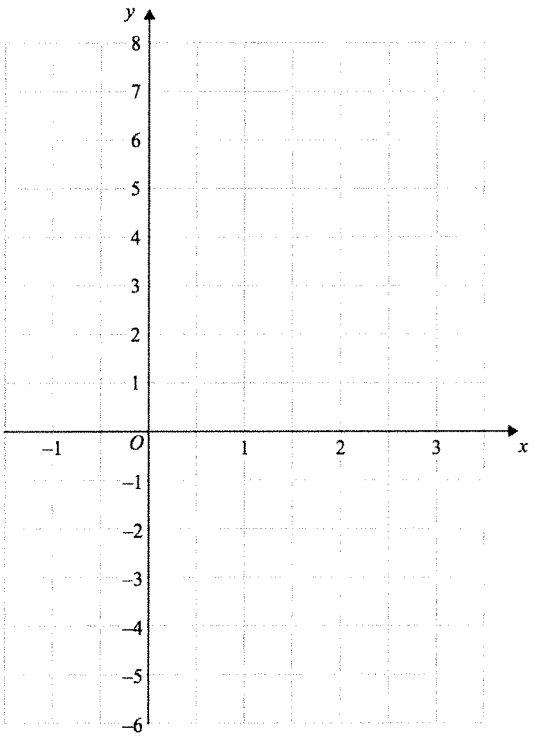
x	-1	0	1	2	3
y		-3	-1		

(d) $y = x + 4$

x	-1	0	1	2	3
y					7

(e) $y = 2x$

x	-1	0	1	2	3
y		0			6



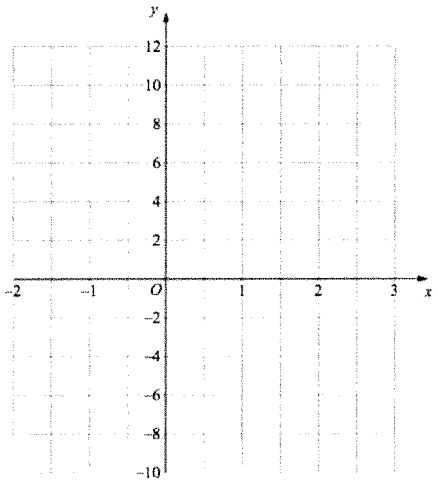
Question 2: For each equation, complete the table of values and draw its graph for values of x from −2 to 3.

(a) $y = 2x + 4$

x	-2	-1	0	1	2	3
y						

(b) $y = 4x - 2$

x	-2	-1	0	1	2	3
y						



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Question 3: For each equation, complete the table of values and draw its graph for values of x from −2 to 2.

(a) $y = 3x + 3$

x	-2	-1	0	1	2
y					

(b) $y = x + 9$

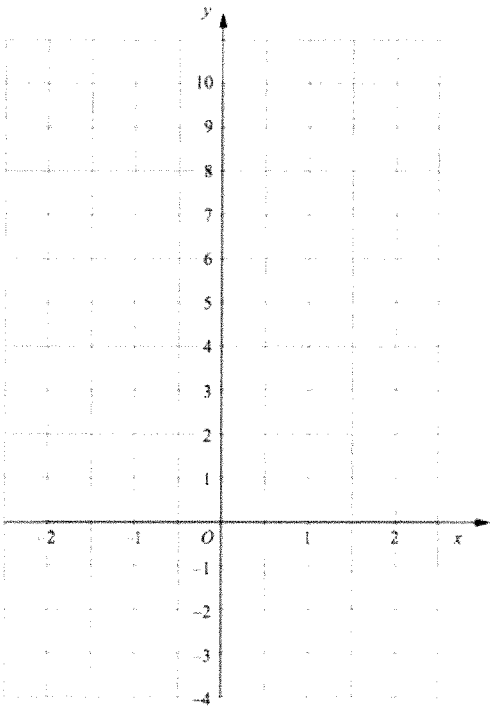
x	-2	-1	0	1	2
y					

(c) $y = x - 2$

x	-2	-1	0	1	2
y					

(d) $y = x$

x	-2	-1	0	1	2
y					



Question 4: For each equation, complete the table of values and draw its graph for values of x from −2 to 4.

(a) $y = \frac{1}{2}x + 1$

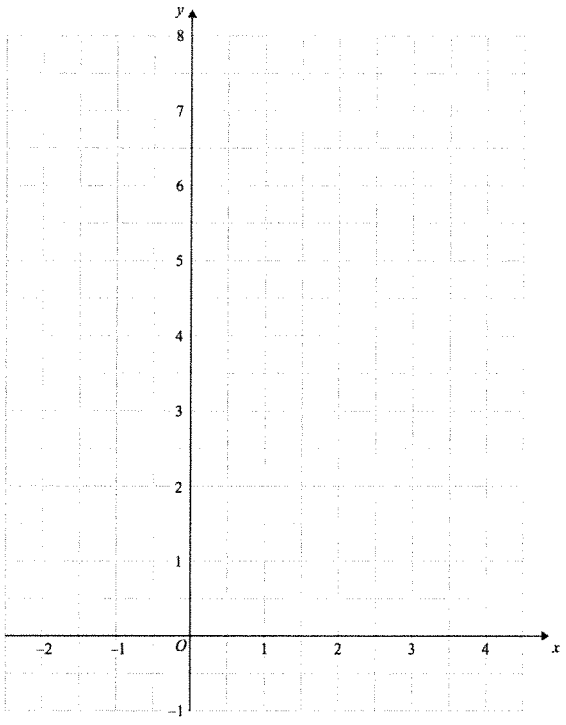
x	-2	-1	0	1	2	3	4
y							

(b) $y = \frac{1}{4}x + 5$

x	-2	-1	0	1	2	3	4
y							

(c) $y = \frac{1}{3}x + 1$

x	-2	-1	0	1	2	3	4
y							



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Question 5: For each equation, complete the table of values and draw its graph for values of x from −1 to 3.

(a) $y = -2x + 5$

x	-1	0	1	2	3
y					

(b) $y = -x - 2$

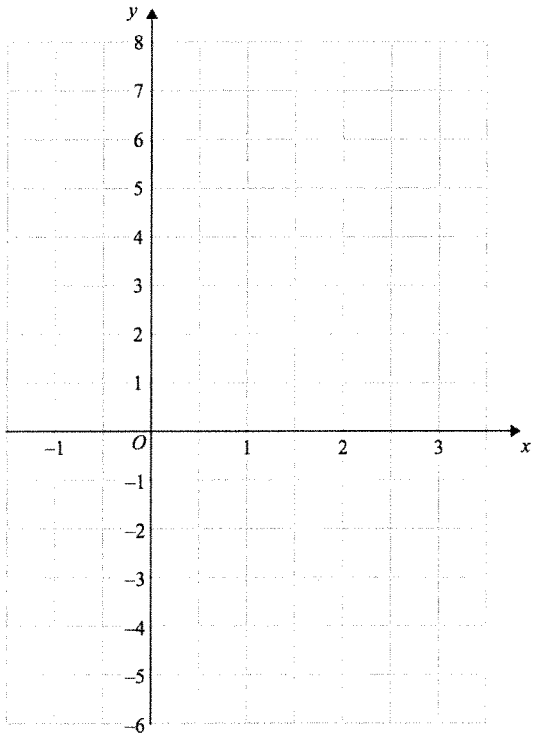
x	-1	0	1	2	3
y					

(c) $y = -2x$

x	-1	0	1	2	3
y					

(d) $y = 6 - x$

x	-1	0	1	2	3
y					



Question 6: For each equation, complete the table of values and draw its graph for values of x from −1 to 3.

(a) $x + y = 3$

x	-1	0	1	2	3
y					

(b) $2x + y = 4$

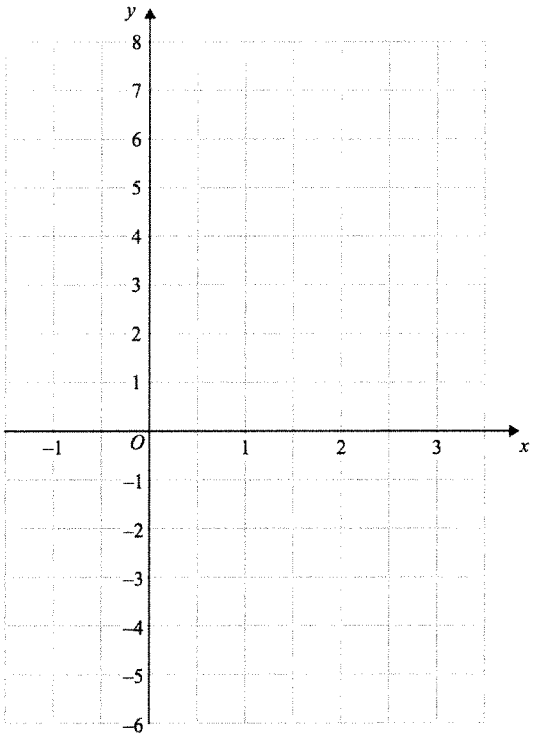
x	-1	0	1	2	3
y					

(c) $x + 2y = -2$

x	-1	0	1	2	3
y					

(d) $2x - y = 4$

x	-1	0	1	2	3
y					



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Question 7: For each equation, draw its graph for values of x from −2 to 3.

(a) $y = 2x + 3$

(b) $y = 5x - 4$

(c) $y = x - 3$

(d) $y = 3x$

(e) $y = \frac{1}{2}x + 3$

(f) $y = -2x - 1$

(g) $x + y = 8$

(h) $2x + y = 12$

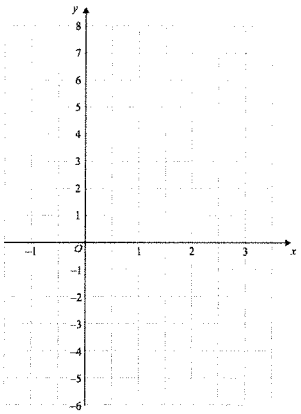
(i) $x + 2y = 10$

(j) $2x + 3y = 12$

(k) $2x + 5y - 20 = 0$

Apply

Question 1: (a) Draw $y = x + 1$ and $y = 2x - 1$ on the same set of axes.

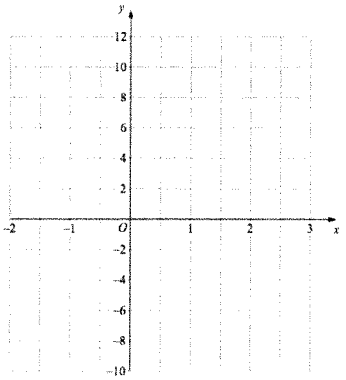


(b) Where do the two graphs intersect?

Question 2: (a) Draw $y = 3x - 4$

(b) Draw $x + y = 2$

The graph $y = 3x - 4$ crosses the y-axis at the point A
The graph $x + y = 2$ crosses the x-axis at the point B
O is the origin.



(c) Write down the coordinates of the point A

(d) Write down the coordinates of the point B

(e) Find the area of triangle OAB.

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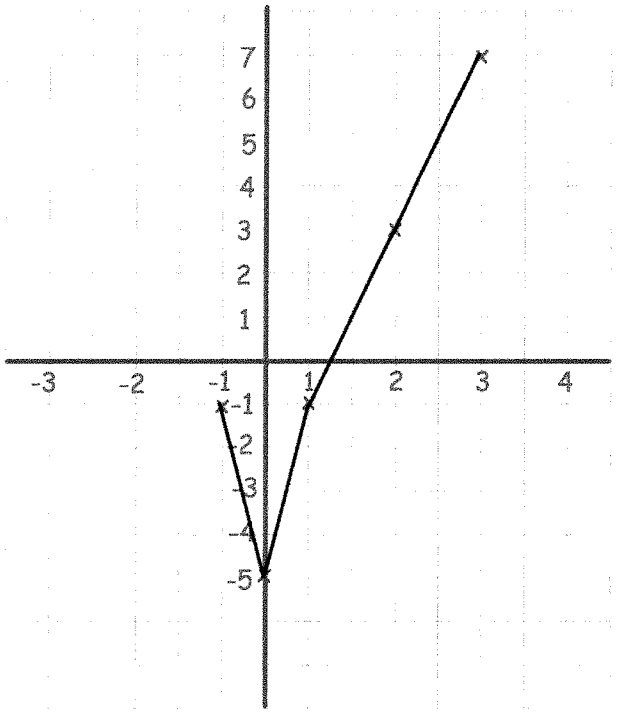
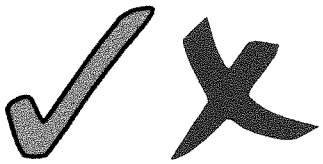
Question 3: Emma has tried to draw the graph of $y = 4x - 5$
Can you spot any mistakes?

Question: On the grid, draw $y = 4x - 5$ for values of x from –2 to 2.



x	-1	0	1	2	3
y	-1	-5	-1	3	7

Answers



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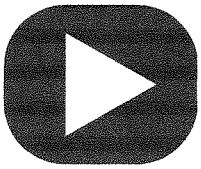
Examples

Workout



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Question 1: Solve the following equations

(a) $w + 5 = 7$ (b) $c + 2 = 10$ (c) $a - 1 = 6$ (d) $x - 4 = 5$

(e) $x + 4 = 13$ (f) $3w = 12$ (g) $2x = 18$ (h) $\frac{w}{2} = 6$

(i) $\frac{x}{4} = 7$ (j) $5y = 30$ (k) $x + 10 = 40$ (l) $2x = 34$

(m) $x - 9 = 7$ (n) $\frac{m}{6} = 8$ (o) $w - 15 = 35$ (p) $\frac{x}{10} = 5$

(q) $11y = 55$ (r) $2x = 11$ (s) $b + 6 = 4$ (t) $\frac{x}{3} = 1.5$

(u) $4y = 10$ (v) $10g = 37$ (w) $a - 7 = -3$ (x) $v + 2 = -6$

(y) $\frac{w}{4} = 2.7$ (z) $5y = 24$

Question 2 Solve the following equations

(a) $2x + 3 = 9$ (b) $3w - 1 = 14$ (c) $7y + 2 = 30$

(d) $5x + 20 = 35$ (e) $6c - 12 = 48$ (f) $8m - 4 = 20$

(g) $7w + 13 = 90$ (h) $12p - 18 = 30$ (i) $9w - 5 = 67$

(j) $10a + 40 = 100$ (k) $9x - 24 = 84$ (l) $7w + 1 = 1$

(m) $6x - 19 = 5$ (n) $3w + 4 = 43$ (o) $\frac{x}{3} + 1 = 5$

(p) $\frac{c}{2} - 4 = 6$ (q) $\frac{x}{10} + 3 = 9$ (r) $\frac{n}{9} - 8 = 1$

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(s) $\frac{x}{4} - 7 = 14$ (t) $\frac{c}{3} + 8 = 40$ (u) $\frac{x}{5} - 26 = 19$

Question 3: Solve the following equations

(a) $2m + 8 = 15$ (b) $10w - 3 = 45$ (c) $4x + 5 = 7$

(d) $5w + 11 = 19$ (e) $8x + 2 = 30$ (f) $4x + 11 = 3$

(g) $6w + 20 = 2$ (h) $2w - 9 = -6$ (i) $3c + 8 = -13$

(j) $\frac{x}{3} + 6 = 1$ (k) $\frac{w}{2} + 8 = 3$ (l) $\frac{m}{8} + 7 = -1$

(m) $\frac{1}{2}x + 3 = 15$ (n) $\frac{1}{4}m - 7 = 2$ (o) $\frac{1}{3}x - 2 = -6$

Question 4: Solve the following equations

(a) $\frac{x+1}{2} = 9$ (b) $\frac{x-3}{4} = 8$ (c) $\frac{m-8}{5} = 3$

(d) $\frac{2x}{3} = 6$ (e) $\frac{3x}{5} = 30$ (f) $\frac{5x}{4} = 20$

(g) $\frac{2x}{7} + 2 = 12$ (h) $\frac{8x}{3} - 9 = 7$ (i) $\frac{3x}{10} - 4 = 8$

(j) $\frac{10m+20}{15} = 6$ (k) $\frac{2x+5}{3} = 7$ (l) $\frac{7x-5}{10} = 10$

Question 5: Solve the following equations

(a) $16 - y = 5$ (b) $5 + x = 13$ (c) $10 - 3x = 1$

(d) $38 - 4m = 14$ (e) $9 + 7x = 51$ (f) $11 - 5x = 21$

(g) $18 - 3a = 6$ (h) $21 = 7 + 4f$ (i) $44 = 58 - 8g$

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Apply

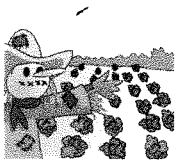
Question 1: The equation $9x = 27$ has an answer of $x = 3$.
Write down five different equations with an answer of $x = 3$.

Question 2: Ronald is x years old.
His friend Colin is 3 years older than than Ronald.
Colin is 19 years old.
(a) Write down an equation for this information.
(b) Solve your equation to find how old Ronald is.

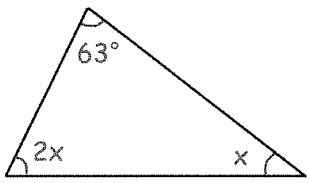
Question 3: Hannah is n years old.
Her aunt Emily is three times older than Hannah.
Emily is 48 years old.
(a) Write down an equation for this information.
(b) Solve your equation to find how old Hannah is.

Question 4: Sam thinks of a number, n.
He multiplies his number by 7 and then adds 3 to the result.
His final answer is 45.
(a) Write down an equation for this information.
(b) Solve your equation to find the number, n.

Question 5: A rectangular field has a perimeter of 150m.
The field is 15 metres longer than it is wide.
The width of the field is x metres.
(a) Write down an equation for this information.
(b) Solve your equation to find the width of the field
(c) Find the length of the field



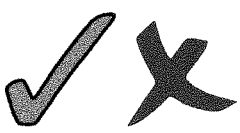
Question 6: Shown is a triangle.
The three angles add up to give 180°
(a) Write down an equation for this information
(b) Solve your equation to find x.



Question 7: The sum of each row is given.
Find a, b, c and d.

a	a	a	a	24
a	a	b	b	28
b	c	c	c	29
a	b	c	d	31

Answers



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Ratio: Sharing the Total

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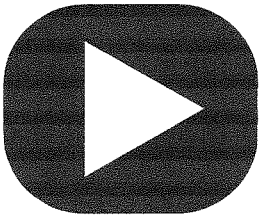
Examples

Workout



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Question 1:

(a) Share £20 in the ratio 2:3

(b) Share 15cm in the ratio 1:2

(c) Divide £24 in the ratio 1:3

(d) Share 35 sweets in the ratio 4:3

(e) Divide 55g in the ratio 3:2

(f) Divide 54kg in the ratio 1:5

(g) Share £210 in the ratio 2:5

(h) Share 120 hours in the ratio 5:7

(i) Share 350m in the ratio 3:7

(j) Divide 360° in the ratio 1:4

Question 2:

(a) Share £104 in the ratio 3:5

(b) Divide 161 miles in the ratio 6:1

(c) Divide 315ml in the ratio 2:7

(d) Share $650 in the ratio 4:9

(e) Share £800 in the ratio 11:14

(f) Share 1200kg in the ratio 3:37

(g) Divide €510 in the ratio 13:2

(h) Share 1116mm in the ratio 1:8

Question 3:

(a) Share £40 in the ratio 1:3:4

(b) Divide 63ml in the ratio 2:3:4

(c) Share 88p in the ratio 2:4:5

(d) Share 180° in the ratio 2:2:5

(e) Divide $165 in the ratio 1:2:12

(f) Share 720cm in the ratio 3:4:2:9

Question 4:

(a) Share 1km in the ratio 2:3

(b) Divide 2m in the ratio 9:1

(c) Divide 1 day in the ratio 1:2

(d) Share 4 minutes in the ratio 2:3

(e) Share £6 in the ratio 1:4

(f) Share €12 in the ratio 7:17

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Question 5: Work out each of the following. You may use a calculator

(a) Share 10ml in the ratio 1:3

(b) Divide 17g in the ratio 2:3

(c) Divide 345ml in the ratio 3:5

(d) Divide £260 in the ratio 5:11

(e) Share 58° in the ratio 2:7

(f) Share 880 seconds in the ratio 2:5:11

Apply

Question 1: Ed has 30 sweets.
The ratio of red sweets to yellow sweets is 2:3
How many red sweets does Ed have?

Question 2: Liam and Nathan share £60 in the ratio 1:3
How much money does each man receive?

Question 3: The ratio of adults to children at a cricket match is 7:3.
There 150 people at the match.
How many children attended the cricket match?

Question 4: Mark is making concrete.
Concrete is made by mixing cement, sand and gravel in the ratio 1:2:3.
Mark wants to make 300kg of concrete.

(a) How much cement does Mark need?
(b) How much sand does Mark need?
(c) How much gravel does Mark need?

Question 5: The angles in a triangle are in the ratio 1:1:4

(a) Find the size of each angle
(b) What type of triangle is it?

Question 6: Dorothy has green and blue beads in the ratio 1:4
Dorothy has 80 beads.

(a) How many blue beads does she have?
(b) What fraction of the beads are green?
(c) What percentage of the beads are blue?

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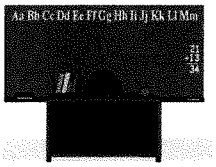
Question 7: The ratio of boys to girls in a class is 2:3
Ben says there are 28 students in the class.

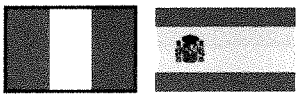


(a) Explain why Ben must be wrong
(b) Write down a possible number of students in the class

Question 8: At a football match, the ratio of children to adults is 2:7
There are 2700 people in the crowd.
Each adult ticket is £8
Each child ticket costs £3 less than an adult ticket.

Work out the total money made from ticket sales.

Question 9: In a school, all students study one language, French or Spanish.
The ratio of girls to boys in Year 11 is 4:3
¾ of the boys study French
There are 168 students in Year 11.



How many of the boys study Spanish?

Question 10: In a school election there were four candidates: Tom, Rebecca, Olly and Wendy.
540 students voted in the election.

5% of the votes were for Tom

$\frac{2}{9}$ of the votes were for Rebecca

The ratio of the number of votes for Olly to the number of votes to Wendy was 1:2

How many votes were for Wendy?

Question 11: A drink is made by mixing orange juice and lemonade in the ratio 1:4
Lemonade costs 80p per litre
Orange juice costs £1.20 per litre
Work out the cost of making 3 litres of the drink.

Question 12: Hannah baked some chocolate, strawberry and vanilla cupcakes.
She baked four times as many chocolate as strawberry cupcakes.
She baked three times as many chocolate as vanilla cupcakes.
Altogether Hannah made 152 cupcakes.

How many cupcakes of each flavour did Hannah make?

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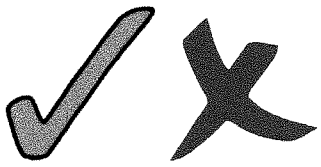
Question 13: In a car park the ratio of white cars to black cars is 2:7
The ratio of white cars to red cars is 3:11
Altogether there are 343 white, black and red cars.

How many black cars are in the car park?

Question 14: At a holiday park, guests either stay in a caravan or in a tent.
In 2017 there were 460 guests.
In 2017 the number of guests was 15% greater than in 2016.
The ratio, in 2016, of people staying in a caravan to staying in a tent was 5:3.

How many guests stayed in caravans in 2016?

Answers



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Sequences: Patterns

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Examples

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Workout

Question 1: These patterns are made from sticks

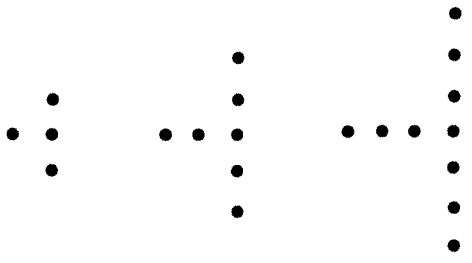
Pattern 1 Pattern 2 Pattern 3

(a) Draw pattern 4
(b) Draw pattern 5
(c) How many sticks will there be in pattern 6?
(d) How many sticks will there be in pattern 10?
(e) Which pattern will use 31 sticks?

Theo says that he has made a pattern with exactly 100 sticks.

(f) Explain why Theo must be wrong.

Question 2: Here are some patterns of dots



Pattern 1 Pattern 2 Pattern 3

(a) Continue the pattern to show pattern 4
(b) How many dots will there be in pattern 6?
(c) Which pattern will use 28 dots?
(d) Which pattern will use 43 dots?

Pattern 800 has 2401 dots.

(e) How many dots will pattern 801 have?
(f) How many dots will pattern 799 have?

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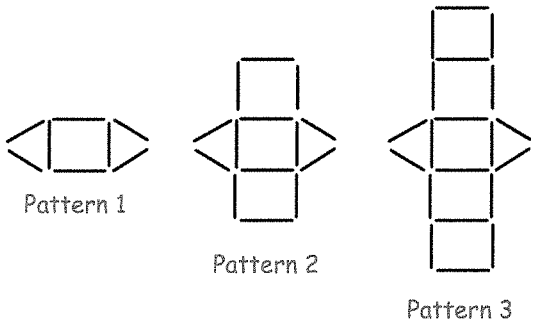
Question 3: The patterns below are made from sticks

(a) Complete the table for pattern 4.



Pattern Number	1	2	3	4
Number of Sticks	8	14	20	

(b) Sketch pattern 5.

Here is a rule for working out the number of sticks

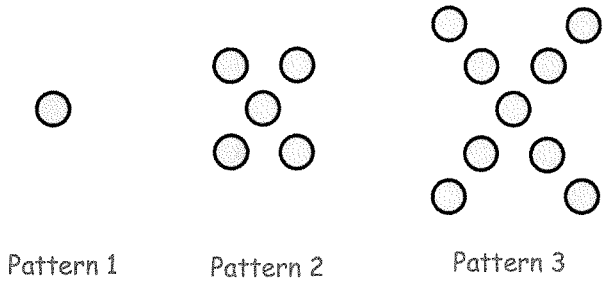
Multiply pattern number by 6 and add 2

(c) How many sticks will be in pattern 30?
(d) How many sticks will be in pattern 120?
(e) Which pattern will have 80 sticks?
(f) Which pattern will have 482 sticks?

Question 4: The diagram shows a sequence of patterns

(a) Draw pattern 4.

(b) Work out the number of circles in pattern 5.



(c) Write down a rule for continuing the patterns.

(d) Explain why you **cannot** make a pattern with exactly 66 circles.

(e) Complete this rule

Number of circles = Pattern number x ☐ - ☐

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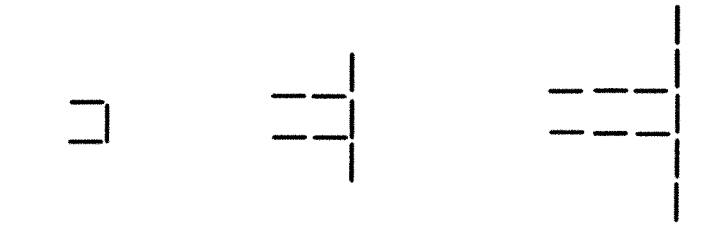
Question 5: The patterns below are made from sticks.

Pattern 1 Pattern 2 Pattern 3

(a) Write an expression, in terms of n, for the number of sticks in pattern *n*
(b) How many sticks will there be in pattern 55?
(c) Which pattern number will use exactly 100 sticks?

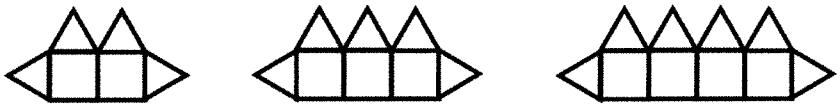
Question 6: These patterns are made from sticks.



Pattern 1 Pattern 2 Pattern 3

(a) Write an expression, in terms of n, for the number of sticks in pattern *n*
(b) How many sticks will there be in pattern 220?
(c) Which pattern number will use exactly 139 sticks?

Question 7: The patterns below are made from squares and triangles.



Pattern 1 Pattern 2 Pattern 3

(a) How many triangles are there in pattern 6?
(b) How many squares are there in pattern 7?

(c) Write an expression, in terms of n, for the number of squares in pattern *n*
(d) Write an expression, in terms of n, for the number of triangles in pattern *n*

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Corbett maths

Sequences: Patterns

Video 290 on www.corbettmaths.com

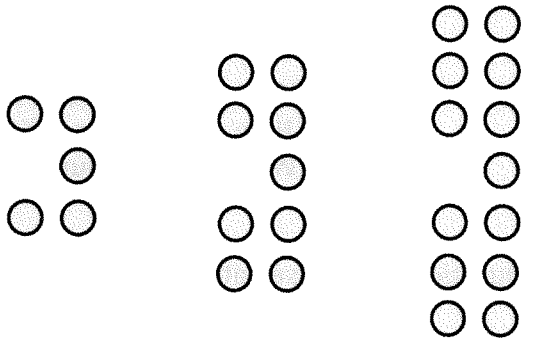
Apply

Question 1: Here is a pattern made with circular discs.

(a) Find an expression, in terms of n, for the number of discs in pattern number n.

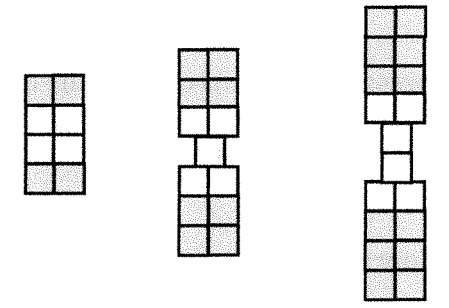
Olivia has 103 discs.

(b) Can Olivia make a pattern in this sequence using exactly 103 discs?
Explain your answer.



pattern number 1 | pattern number 2 | pattern number 3

Question 2: Here is a pattern of blue and yellow squares.



Pattern 1 Pattern 2 Pattern 3

Which statements below are true?

A Pattern 5 has 9 blue squares

B The number of yellow squares is always even

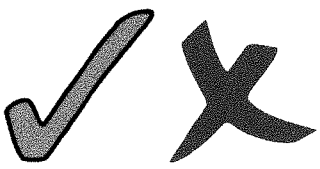
C Pattern 10 has 50 squares in total

D Every pattern has more yellow than blue squares

E Pattern 7 has 28 yellow squares

F The number of blue squares in Pattern 16 is a prime number

Answers



Click here

Scan here

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Corbett maths

Ratio: Simplifying

Video 269 on www.corbettmaths.com

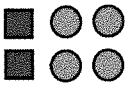
Examples

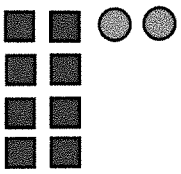
Workout

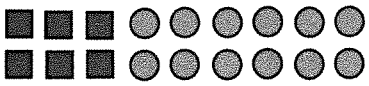
Click here

Scan here

Question 1: For each of the following, write down the ratio of red squares to green circles. Give your ratios in their simplest forms.

(a) 

(b) 

(c) 

Question 2: Simplify the following ratios

(a) 4 : 6	(b) 14 : 8	(c) 15 : 10	(d) 6 : 15
(e) 30 : 10	(f) 12 : 16	(g) 6 : 18	(h) 45 : 10
(i) 12 : 28	(j) 24 : 36	(k) 25 : 60	(l) 27 : 63
(m) 48 : 60	(n) 120 : 260	(o) 8000 : 75	(p) 33 : 121
(q) 2.5 : 4.5	(r) 1.5 : 20	(s) 6 : 1.2	(t) 2.25 : 4.95

Question 3: Write the following as ratios in their simplest forms.

(a) £4 to £20	(b) 240cm to 400cm	(c) 50 minutes to 20 minutes
(d) 60kg to 72kg	(e) 12 miles to 30 miles	(f) 15cm to 75cm
(g) 8.5g to 3.5g	(h) £0.50 to £20	(i) 1.02 litres to 0.74 litres

Question 4: Write the following as ratios in their simplest forms.

(a) 8 days to 2 weeks	(b) 1 hour to 15 minutes	(c) 2 hours to 1 day
(d) 95p to £3.00	(e) 400m to 1.5km	(f) 15kg to 900g
(g) 4500ml to 2 litres	(h) 8km to 50mm	(i) 90 minutes to 2 days

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Ratio: Simplifying

Video 269 on www.corbettmaths.com

Question 5: Express each of the following ratios in the form 1 : n

(a) 2 : 3 (b) 5 : 4 (c) 4 : 10 (d) 10 : 7

(e) 8 : 13 (f) 5 : 81 (g) 100 : 131 (h) 200 : 77

(i) 25 : 29 (j) 21 : 40

Question 6: Express each of the following ratios in the form n : 1

(a) 7 : 2 (b) 9 : 5 (c) 11 : 3 (d) 5 : 8

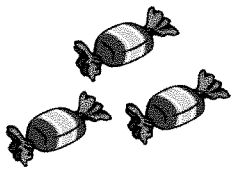
(e) 3 : 10 (f) 19 : 20 (g) 207 : 50 (h) 38 : 55

Apply

Question 1: Daisy mixes 50 ml of orange juice with 200 ml of water.
Write down the ratio of orange juice to water.
Give your answer in its simplest form.

Question 2: At a football match, there are 3000 men and 1800 women.
Write down the ratio of male fans to female fans.
Give your answer in its simplest form.

Question 3: Aidan, Bill and Cara share sweets in the ratio of their ages.
Aidan is 12 years old.
Bill is 9 years old.
Cara is 3 years old.
Write down the ratio of their ages.
Give your answer in its simplest form.



Question 4: In a nursery, there are 5 adults and 14 children.
Write the ratio of adults to children in the form 1 : n

Question 5: Ellie is making a cake.
The instructions say that the ratio of sugar to flour should be 1 : 3
Ellie uses 250g of sugar and 650g of flour.
Has Ellie used the correct ratio of sugar to flour?

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Ratio: Simplifying

Video 269 on www.corbettmaths.com

Question 6: Shannon is revising for her summer exams.
The table below shows the number of minutes Shannon spends revising on each of 5 evenings.
It also shows the number of minutes Shannon spends relaxing on the 5 evenings.

	Monday	Tuesday	Wednesday	Thursday	Friday
Number of minutes revising	88	198	150	133	160
Number of minutes relaxing	20	40	28	25	34

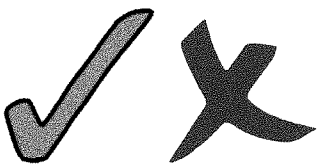
Shannon wants to spend at least 5 minutes revising for every 1 minute of relaxing.
On which days did Shannon spend enough time revising?

Question 7: Four teachers are planning school trips.
The table shows the number of students and the number of teachers planned to go on the trip.

	Karting	Museum	Theme Park	University
Number of students	140	221	342	159
Number of teachers	8	12	19	9

For every 18 students there must be at least 1 teacher.
Which trips have planned to bring enough teachers?

Answers



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Science

Bluecoat Beechdale
Belong, Believe, Achieve

KS3 Parking Pack 1

Name:.....

Choose a booklet you have not completed before.

Answer the questions.

Hand these back to your teacher or the teacher at the end of the lesson.

Q1.

Two pupils were given a sample of 'biological' washing powder and a sample of 'non-biological' washing powder.

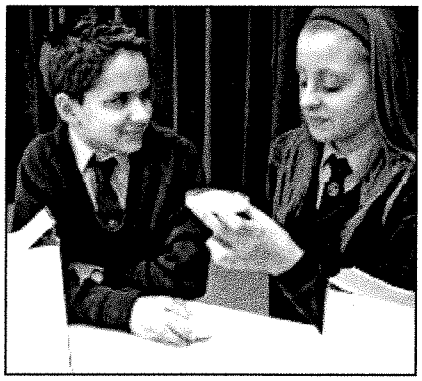
They investigated how the two powders compare in removing egg-stains from cloth.

Our report

1. We put 'biological' powder into one bowl and 'non-biological' powder into the other bowl. We added water.

2. We put some egg-stained cloth into each bowl.

3. We left the bowls for 30 minutes. We dried out the cloth and saw what happened.



Look at their report.

(a) Give **one** way they made their investigation fair.

.....

.....

1 mark

(b) Give **two** ways they could improve their investigation.

1 .....

1 mark

2 .....

1 mark

(c) What should they observe to compare the two types of washing powder?

.....

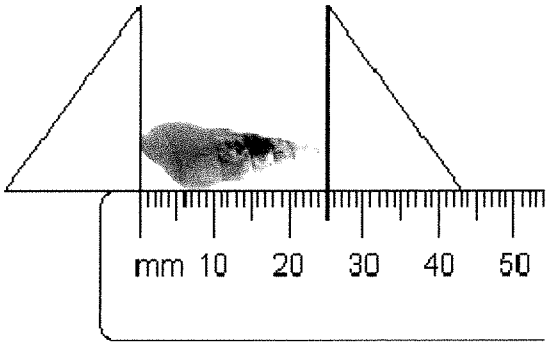
.....

1 mark

maximum 4 marks

Q2.

Jay collected pond snails from the school pond.
He measured the lengths of all their shells.



(a) What is the length of the shell above?

..... mm

1 mark

(b) Jay made a tally chart of the lengths of all the shells he found.

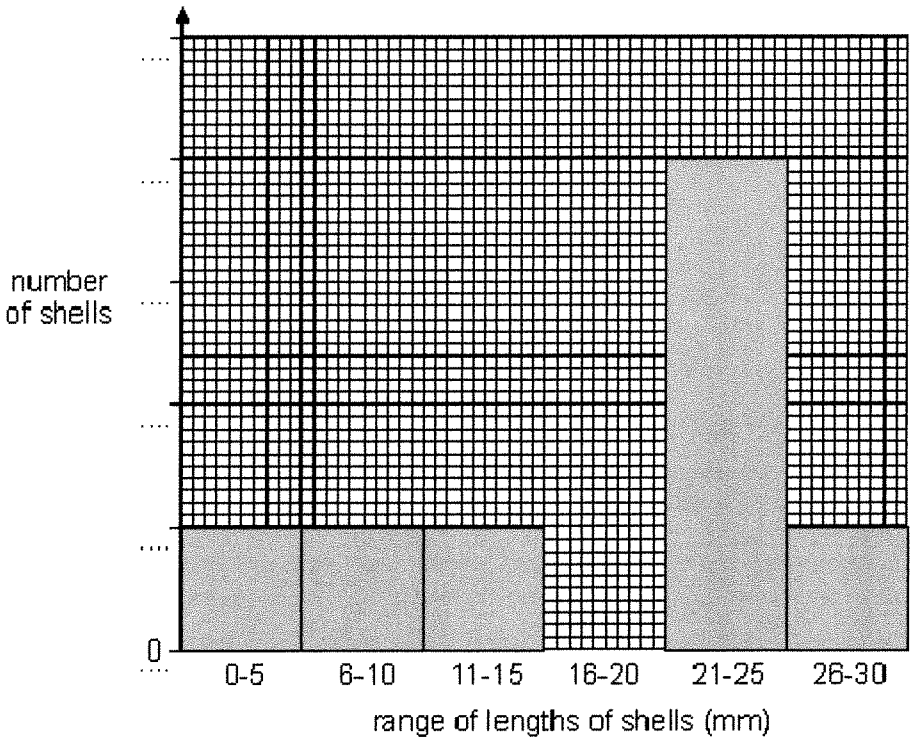
range of lengths of shells (mm)	0-5	6-10	11-15	16-20	21-25	26-30
number of shells	I	I	I	III	IIII	I

What was the most common **range** of lengths of shells Jay collected?

..... mm

1 mark

(c) Jay recorded his results in a bar chart.



(i) Add the missing numbers to the side of the bar chart labelled 'number of shells'.

1 mark

(ii) **On the chart above,** draw the bar for the number of shells measuring 16-20 mm.

1 mark

(d) Look at Jay's results and decide if each conclusion below is **true** or **false** or if you **cannot tell.**
Tick the correct box for each conclusion.

conclusions	**true**	**false**	**cannot tell**
The oldest snails have the darkest shells.	☐	☐	☐
He did **not** find any shells longer than 30 mm.	☐	☐	☐
He found a total of eight snails.	☐	☐	☐
All the snails he found are the same type.	☐	☐	☐

2 marks
maximum 6 marks

Bluecoat Beechdale

Belong, Believe, Achieve

KS3 Parking Pack 6

Name:.....

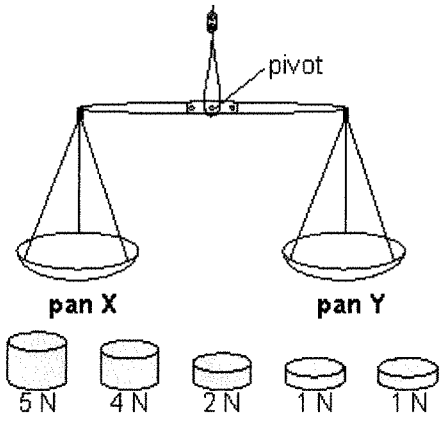
Choose a booklet you have not completed before.

Answer the questions.

Hand these back to your teacher or the teacher at the end of the lesson.

Q11.

Ellie has a set of scales and some weights as shown below.



Ellie puts two weights in pan X and one weight in pan Y. The scales balance.

(a) Which weights could be in pans X and Y?

pan X: ..... and .....

pan Y: .....

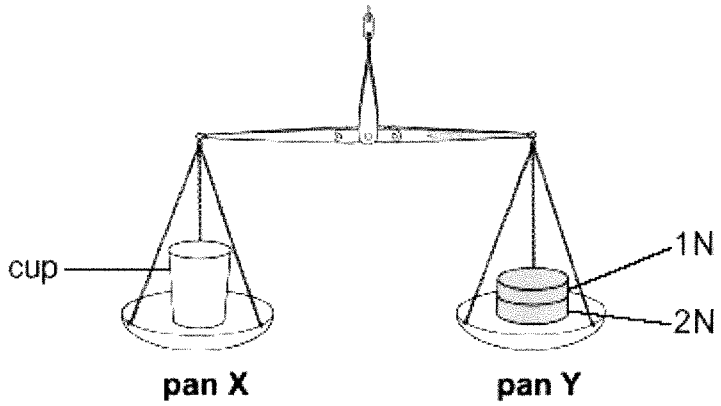
1 mark

(b) Ellie removes all the weights from the scales.
She then puts a cup on pan X.
In which direction will pan Y move?

.....

1 mark

(c) She puts weights into pan Y so the scales balance.

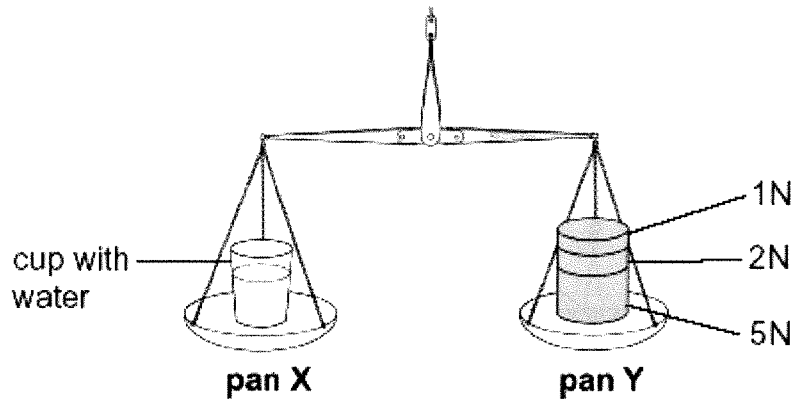


How much does the cup weigh?

..... N

1 mark

(d) Ellie puts some water in the cup.
She then adds some more weights to pan Y to make the scales balance.



(i) How much do the cup **and** water weigh?

..... N

1 mark

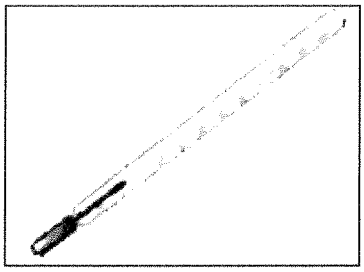
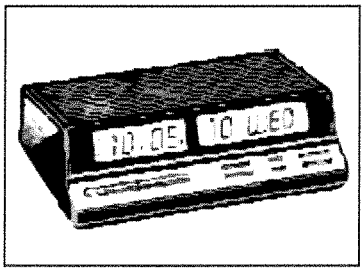
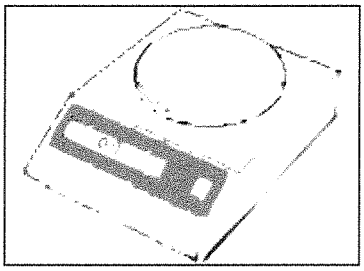
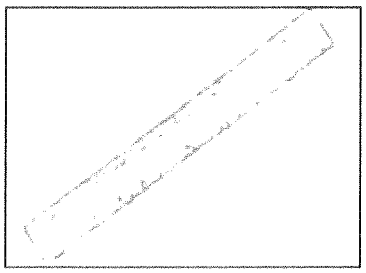
(ii) How much does the water weigh?

..... N

1 mark
maximum 5 marks

Q12.

(a) Peter used the equipment below to investigate growth of plants.

equipment	measurement	unit
	measures the **time** for the experiment	cm
	measures the **temperature** of the air	°C
	measures the **length** of a plant	days
	measures the **mass** of a plant	grams

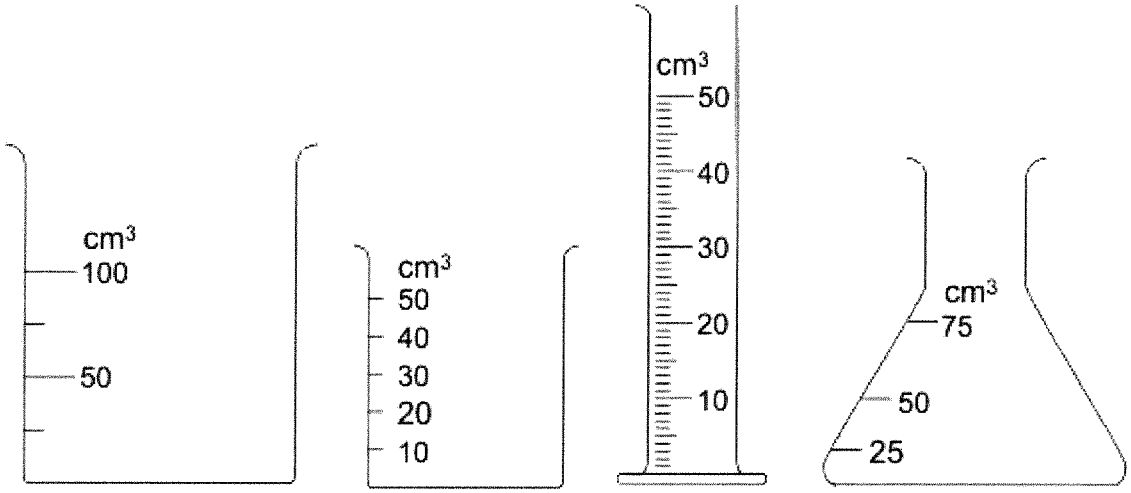
(i) Draw one line from each piece of **equipment** to the **measurement** Peter made.

2 marks

(ii) Then draw one line from each **measurement** to the correct **unit**.

2 marks

(b) The diagrams below show four measuring containers.



Which is the best container to use to measure 15 cm³ of water?

Write the letter.

.....

1 mark

Why did you choose this container?

.....

.....

1 mark
maximum 6 marks

Bluecoat Beechdale

Belong, Believe, Achieve

KS3 Parking Pack 4

Name:.....

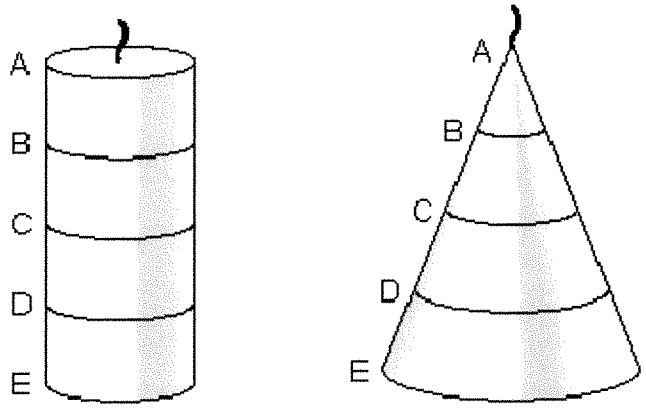
Choose a booklet you have not completed before.

Answer the questions.

Hand these back to your teacher or the teacher at the end of the lesson.

Q7.

Simon made two candles from the same amount of wax.
He drew lines on both candles.



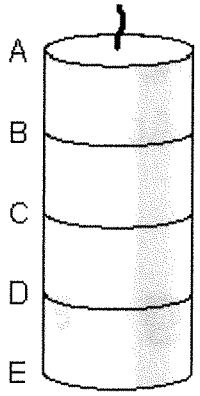
candle 1 **candle 2**

(a) What would Simon use to measure the **distance** between the lines?

.....

1 mark

(b) He timed how long **candle 1** took to burn.
His results are shown below.



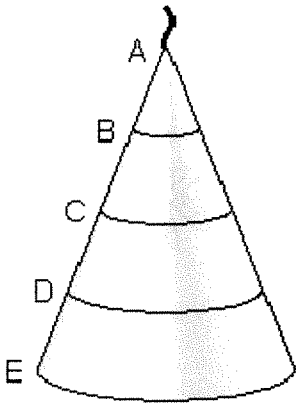
candle 1

(i) How long would it take for **candle 1** to burn from C to D?
Write your answer in the table.

part that burned	time for candle 1 to burn (minutes)
A to B	30
B to C	30
C to D	
D to E	30

1 mark

(ii) Simon timed how long **candle 2** took to burn.



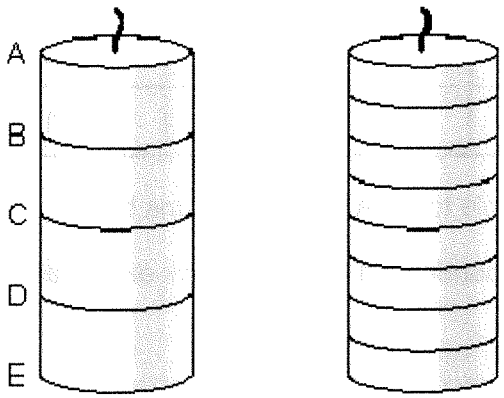
candle 2

How long would it take for **candle 2** to burn from A to B **and** from D to E?
Write your answers in the table.

part that burned	time for candle 2 to burn (minutes)
A to B	
B to C	20
C to D	40
D to E	

2 marks

(c) Simon wanted to use a candle to measure time.
He made **candle 3** the same size as **candle 1**.



candle 1 **candle 3**

Why is **candle 3** more useful than **candle 1** for measuring time?

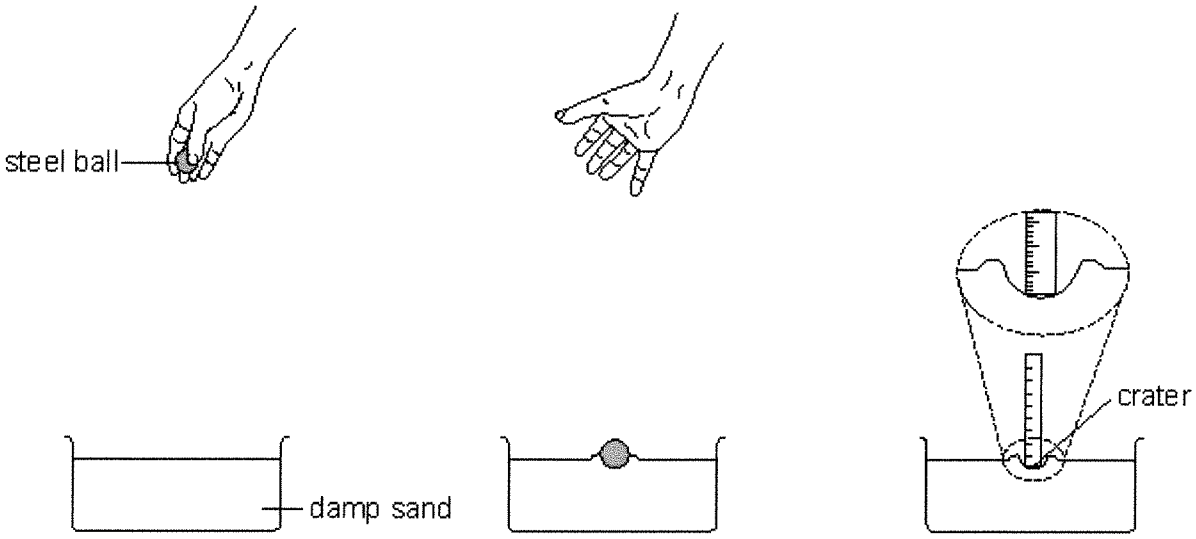
.....

.....

1 mark

Q8.

Jack and Aneesa dropped a steel ball into trays of damp sand.
They measured the depth of the craters made by the steel ball.



not to scale

Their results are shown in the table below.

height the ball was dropped from (cm)	depth of crater (cm)		
	Jack's results		Aneesa's results
10	1.1	1.2	0.8
20	1.4	1.5	1.4
30	1.6	1.6	1.5
40	1.8	1.7	1.8
50	2.0	2.1	2.1

(a) Use information in the table to answer the questions below.

(i) What was the independent variable that Jack and Aneesa changed in their investigation?

.....

1 mark

(ii) Why was Jack's investigation better than Aneesa's?

.....

1 mark

(b) Look at the results in the table.
What is the relationship between the height the ball was dropped from and the depth of the crater?

.....

.....

1 mark

(c) Aneesa said that they made sure the investigation was fair.

Suggest **two** variables they must have kept the same to make their investigation fair.

1 .....

2 .....

2 marks

(d) (i) Jack removed the steel ball using his fingers. Then he measured the depth of the crater.
Aneesa said he should use a magnet instead of his fingers.

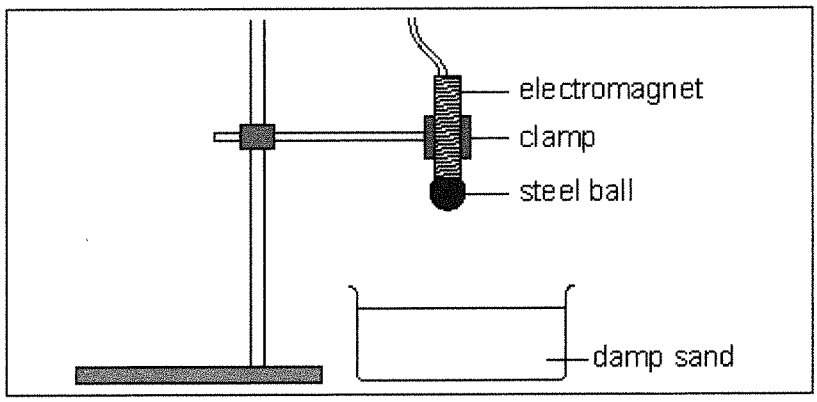
Explain why using a magnet to remove the ball would improve the investigation.

.....

.....

1 mark

(ii) Jack said that the ball could be dropped using an electromagnet instead of dropping it by hand.



Explain why this would improve the investigation.

.....

.....

1 mark
maximum 7 marks

Bluecoat Beechdale
Belong, Believe, Achieve

KS3 Parking Pack 5

Name:.....

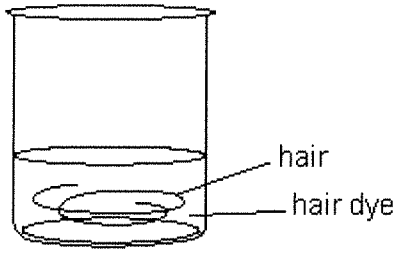
Choose a booklet you have not completed before.

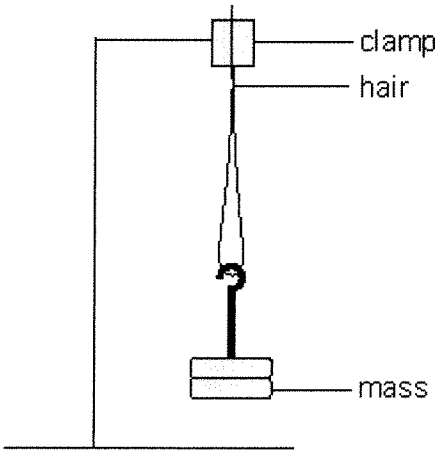
Answer the questions.

Hand these back to your teacher or the teacher at the end of the lesson.

Q9.

Jason wanted to find out if hair dye makes hair weaker.
He used 5 hairs of equal length.
He soaked each hair in a different concentration of hair dye for 15 minutes.
He added masses to each hair until it broke.



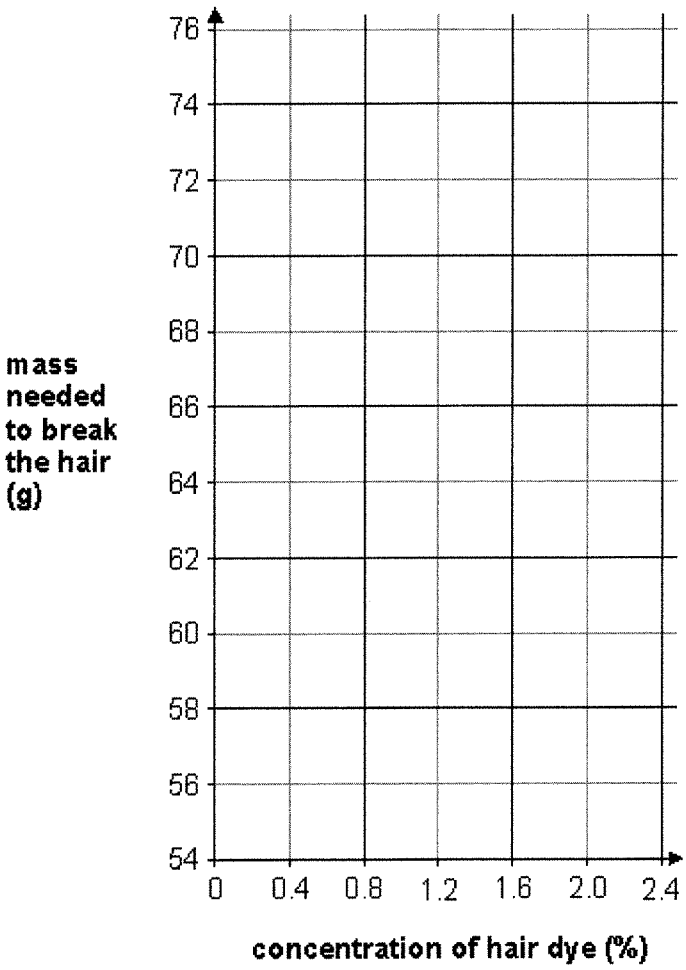


not to scale

(a) The table below shows Jason's results.

(i) Plot a graph of Jason's results **and** draw a line of best fit.

concentration of hair dye (%)	mass needed to break the hair (g)
0.4	71
0.8	67
1.2	64
1.6	61
2.0	58



3 marks

(ii) Use the graph to work out the mass needed to break hair soaked in water (0% hair dye).

..... g

1 mark

(b) What was the independent variable that Jason **changed** in this experiment?

.....

1 mark

(c) What was the dependent variable that Jason **measured** in this experiment?

.....

1 mark

(d) What is the relationship between the concentration of hair dye and the mass needed to break the hair?

.....

.....

1 mark

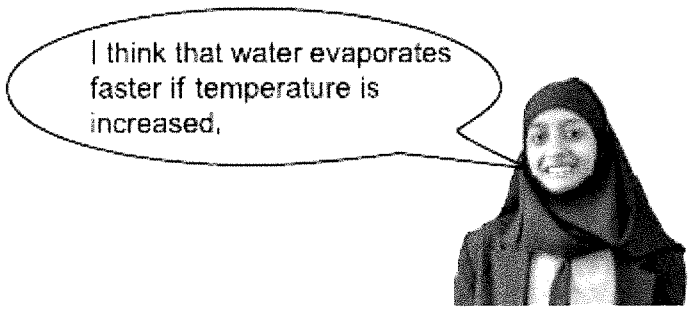
(e) Jason wanted to investigate whether soaking hair in dye for different amounts of time affected the strength of the hair.
Jason drew a table for his results.
Add headings **and** units to the table below for Jason's investigation.

heading 1 ..... (.....)	**heading 2** ..... (.....)

4 marks
maximum 11 marks

Q10.

Amena described her idea about the evaporation of water.



Amena

(a) Write a plan for an investigation you could carry out in the school laboratory to test Amena's idea.
Assume you have access to all the usual laboratory equipment.

In your plan you must write:

- the one factor you would change as you carry out your investigation (the independent variable)
- the effect you would observe or measure as you carry out your investigation (the dependent variable)
- one factor you would keep the same to help make your test fair.

.....

.....

.....

.....

.....

.....

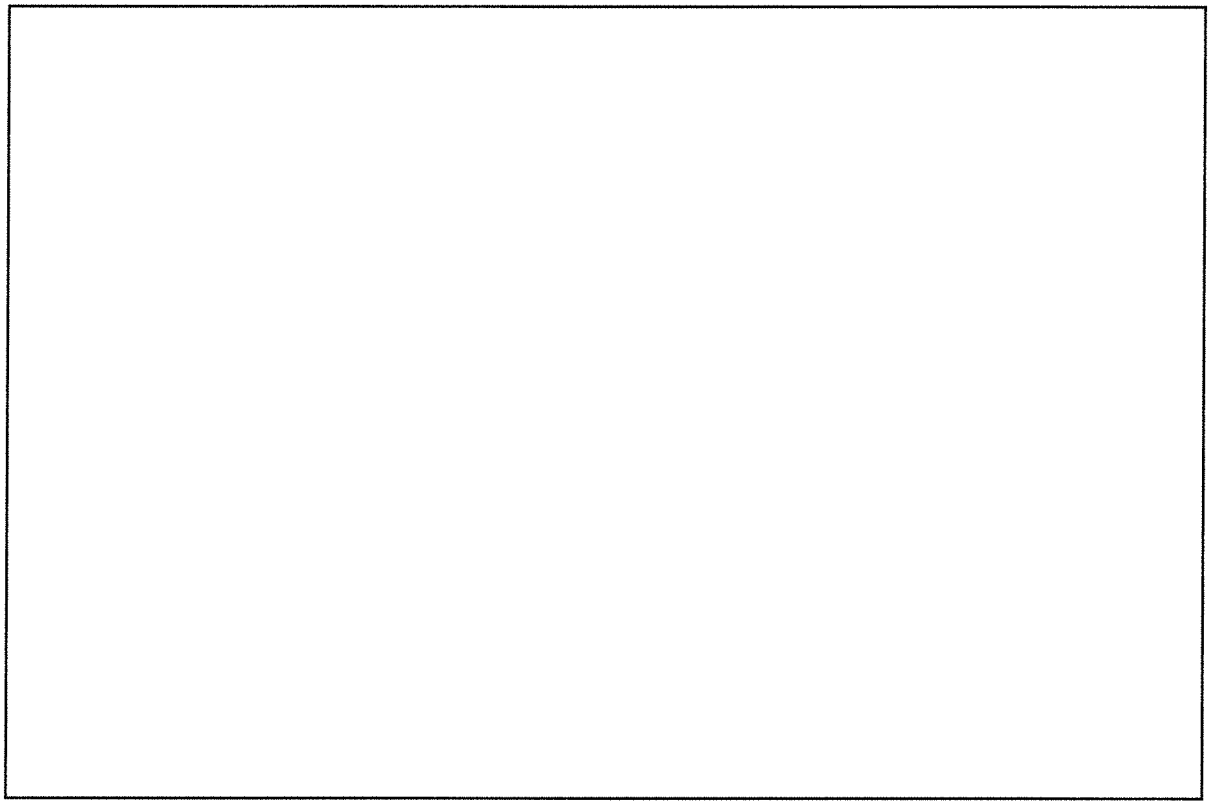
.....

.....

.....

3 marks

(b) In the box below, draw and label a table that you could use to record your results.



1 mark
maximum 4 marks

Bluecoat Beechdale
Belong, Believe, Achieve

KS3 Parking Pack 3

Name:.....

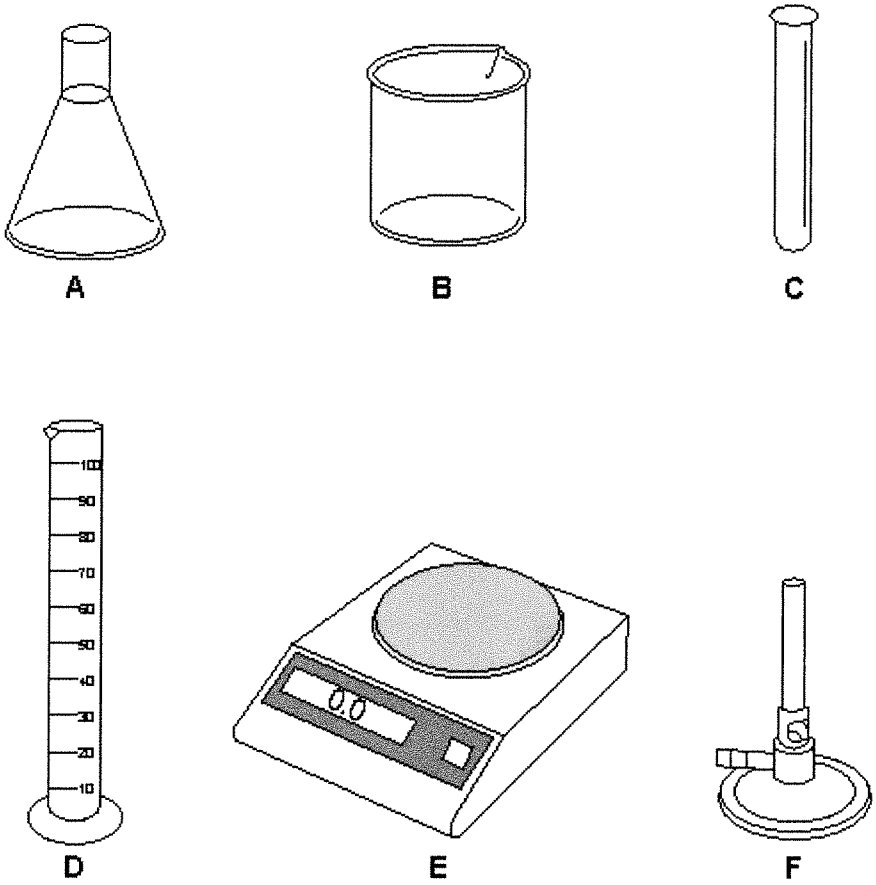
Choose a booklet you have not completed before.

Answer the questions.

Hand these back to your teacher or the teacher at the end of the lesson.

Q5.

The diagram below shows six pieces of equipment.



(a) Linda investigates how quickly sugar dissolves in water.

(i) Which piece of equipment does she use to weigh 5 g of sugar?
Tick the correct box.

A	B	C	D	E	F
☐	☐	☐	☐	☐	☐

1 mark

(ii) Which piece of equipment does she use to measure out 90 cm^3 of water?
Tick the correct box.

A	B	C	D	E	F
☐	☐	☐	☐	☐	☐

1 mark

(b) Linda heats the water in a beaker.

(i) Which piece of equipment shown is a beaker?
Tick the correct box.

A	B	C	D	E	F
☐	☐	☐	☐	☐	☐

1 mark

(ii) Which piece of equipment shown is used to heat water?
Tick the correct box.

A	B	C	D	E	F
☐	☐	☐	☐	☐	☐

1 mark

(c) Linda adds 5 g of sugar to the hot water.

(i) She measures the time it takes for the sugar to dissolve.
The equipment used for timing is **not** shown in the diagram.

What piece of equipment is used to measure the time taken?

.....

1 mark

(ii) The equipment used to measure the temperature of the water is **not** shown in the diagram.

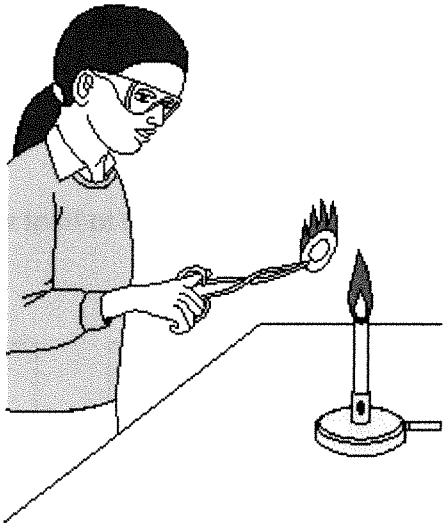
What piece of equipment is used to measure temperature?

.....

1 mark
maximum 6 marks

Q6.

Joanne burnt four different crisps.
She predicted that the bigger the crisp, the longer it will burn.

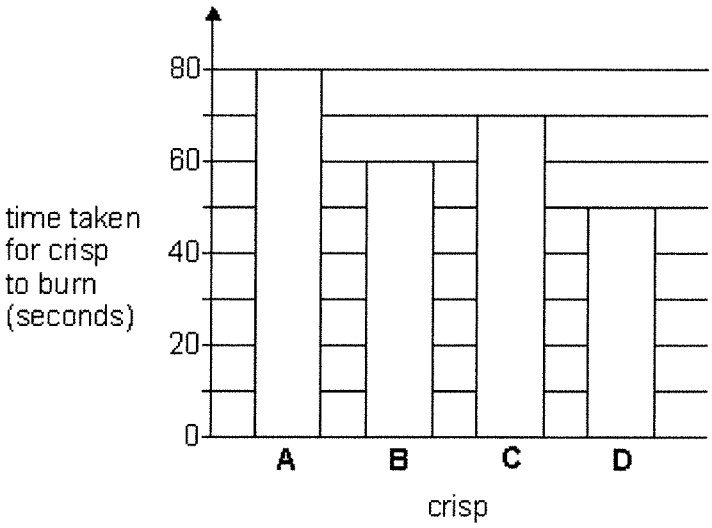


(a) Look at the picture above. What did Joanne wear to protect herself?

.....

1 mark

(b) Joanne measured the time taken for each crisp to burn completely.
The bar chart shows Joanne's results.

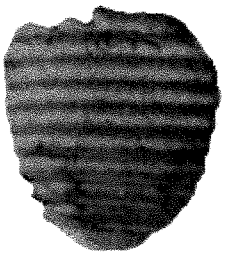


Look at the bar chart.
How much time did crisp D take to burn?

..... seconds

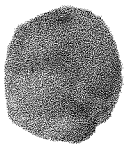
1 mark

(c) The crisps Joanne used in her investigation are shown below.


crisp A


crisp B


crisp C


crisp D

(i) Joanne predicted that the bigger the crisp, the longer it will burn.
Do the results support Joanne's prediction?
Tick one box.

yes ☐ no ☐

Use Joanne's results to explain your answer.

.....

.....

1 mark

(ii) How can you tell that Joanne did **not** carry out a fair test?

.....

1 mark

(d) Joanne wrote some conclusions for her investigation.

Decide whether each conclusion is **true**, **false**, or you **cannot tell**.
Tick the correct box for each conclusion.

conclusion	true	false	cannot tell
Two crisps took the same amount of time to burn.	☐	☐	☐
The smallest crisp burnt for the shortest time.	☐	☐	☐
Two of the crisps burnt with flames of the same size.	☐	☐	☐

3 marks
maximum 7 marks

English

Choice of Vocabulary

Writers choose their vocabulary (their words) carefully. Answer these questions to see if you know when and why writers use certain types of vocabulary in their texts.

Q1 Match up the type of vocabulary you would use with each type of text.

Type of Vocabulary	Type of Text
technical language	a story for a young child
formal language	a science textbook
simple language	a letter from the council

Q2 Why do you think the writer of 'Celeb-Watch!' chose to use slang in the text below?

CELEB-WATCH!

In this week's 'Celeb-Watch!', we found out all about Hollywood hunk Hank Harris's new squeeze. She's a real stunner! The happy couple seemed totally loved-up when we snapped them on the beach together in Honolulu.

Q3 Why do you think Charles Dickens chose to use slang in the extract below?

An extract from *Oliver Twist* by Charles Dickens

"Do you live in London?" inquired Oliver.

"Yes. I do, when I'm at home," replied the boy. "I suppose you want some place to sleep in to-night, don't you?'

"I do, indeed," answered Oliver. "I have not slept under a roof since I left the country."

"Don't fret your eyelids on that score," said the young gentleman. "I've got to be in London to-night; and I know a 'spectable old gentleman as lives there, wot'll give you lodgings for nothink, and never ask for the change—that is, if any genelman he knows interduces you..."

Q4 Which of the following statements about technical language is true? Write out the correct statement.

i) Writers use technical language to make a topic easier to understand.

ii) Technical language shows that a writer knows a lot about a subject.

iii) Writers only use technical language to show off.

Similes and Metaphors

Writers often use similes and metaphors in their descriptive writing.
Use the questions on this page to make sure you can tell the difference between them.

A gig review from a music newspaper

Any really great rock band knows that you have to keep your audience waiting. By the time The Brums arrived on stage, the audience were howling like wolves. Right from the start, singer Leo Ryder was a monster, roaring into the microphone. Guitarist Arnie X was possessed by the ghost of Jimi Hendrix as he played the most frantic guitar solos this side of Wigan. Jay Bryson beat the drums as if they were fires to be put out, but somehow managed to keep time as faithfully as an honest referee.

As soon as the band launched into their number 2 hit, 'The First Rule is...', the audience were like a seething wave of noise. If it wasn't already clear, this concert proves that The Brums are rock music heavyweights — and they certainly don't pull any punches.

Q1 Write 'metaphor', 'simile' or 'neither' next to each of these phrases.

a) you have to keep your audience waiting

b) the audience were like a seething wave of noise

c) The Brums are rock music heavyweights

Simile of the Day
A monkey is as much use to a vacuum cleaner as a vacuum cleaner is to a monkey.

Q2 Which of these answers best explains why the writer describes the audience as "howling like wolves"?

i) The shouting audience sounded quiet and tuneful, like wolf howls.

ii) The shouting audience sounded noisy and tuneless, like wolf howls.

iii) The audience were eating raw meat and were very hairy.

Q3 Is the description in Q2 a simile or a metaphor?

Q4 Copy and complete the table showing the similes and metaphors that the writer uses.

Thing being described	Description the writer uses	Simile or Metaphor	What this means
Leo Ryder			
Arnie X playing guitar			
Jay Bryson beating the drums			

Hello, I'm three — I've never metaphor before...

Fictional writing uses shiploads of metaphors and similes. They're imported from Greece, although some arrive on the black market to avoid customs tax. Learn to spot 'em. Without binoculars.

Personification, Alliteration and Onomatopoeia

Personification, alliteration and onomatopoeia all make a text more interesting to read.

Q1 Match up the boxes to complete the examples of personification.

The willow tree	wailed noisily.
The chest	waved its boughs frantically.
The moon	waited patiently to be opened.
The wind	hid shyly behind the clouds.

Q2 Write a description of each thing below, using alliteration to make it more effective.

e.g. snake ⇨ *The snake slithered subtly across the sparkling sand.*

a) storm

b) cat

Q3 Write a list of onomatopoeic words that you could use to describe each thing.

e.g. piano music ⇨ *crash, plink-plonk, trill, murmur...*

a) an explosion

b) a motorcycle race

Q4 Write out an example of each of the following things from the newspaper article below.

a) alliteration

b) onomatopoeia

c) personification

Terrifying Twister Terrorises Town

The quiet town of Marleysham was hit by a freak tornado yesterday. Although no one was injured, the residents are still in shock.

Mr Geale, who witnessed the tornado, said, "At first I heard this distant whooshing noise, but it got louder and louder. It sounded like a train passing right down the street. That's when I went to the window and saw it. I could hardly believe my eyes."

Local storm enthusiast Tilly McDuffel said, "I got in my car and drove after it, trying to get some footage. At one point I got right up close. As I was filming, I felt that it was staring right back at me. It was amazing."

Imagery

Imagery is about creating a picture in the reader's mind. Writers do this using descriptions. Think about the image the writer is trying to create, and what effect this has on the reader.

An extract from the novella *The Case of the Missing Relic*

Tonight, the whole city seemed silent. Even the birds were asleep, and not a sound disturbed the eerie quiet. The river flowed gently past the houses as if it didn't want to wake up the slumbering inhabitants.

Inspector Graham paced the damp, dark streets, expecting trouble at any moment. He gazed up at the pale moon which lit the streets below, and held his gas lamp out with a trembling hand. He soon reached his destination. His heart hammered like a drum in his chest. In front of him he could make out the grey archway of a narrow doorway. The night before he had come across a pack of snarling dogs guarding it, but tonight they were absent. The door opened with a low creak at his push and he stepped cautiously over the threshold.

The room was an icy tomb, and his breath came out in clouds in front of him. He raised his lamp to cast a flickering glow over the dim inside of the room. The only furniture was a broad farmhouse table, upon which were several items — a cotton glove, a faded yellow sheet of paper, and a small stone carving of a man crouching as if about to pounce at the Inspector.

Q1 Write out an example of a simile from the text, and explain why you think the writer has chosen to use it.

Q2 **a)** In the last paragraph, the writer uses a metaphor to describe the room Inspector Graham walks into. Write it out.

b) What effect does this metaphor have on the reader?

Q3 Write out the part of the text that describes the stone carving.

Q4 Write out the statement that explains the effect of the description in Q3.

i) The stone carving is described as if it is alive — this effect is called alliteration.

ii) The stone carving is described as if it is alive — this effect is called onomatopoeia.

iii) The stone carving is described as if it is alive — this effect is called personification.

Q5 Write out another part of the text that uses the same effect.

Mood

Fiction writers build up the mood of a scene through the language they use. Mood is about how the text <u>makes you feel</u> — whether it's happy, sad, funny, frightening, exciting...

A

At last the waiting was over. Rachel held the exam results envelope and watched her friends opening theirs. Some smiled with relief, some stared at the floor.

Her fingers tugged gently at the envelope.

Slightly open now...

Nearly there...

B

The mood took hold of the family like a virus. Mealtimes were now a matter of muttered greetings, lowered eyes and shared silences. Even the cracked ceilings had begun to weep rainwater. Gordon knew that Dexter had been *only* a dog, but he was missed like a member of the family.

C

Katie strolled amid the laughing guests, her son Daniel trotting at her side. The sun caressed Katie's skin, while a cool breeze tickled the hair falling on her neck. The grass beneath her feet provided a soft carpet. Katie hadn't felt so alive in years.

Q1 Match up each of the texts A, B and C to one of the moods below.

tense romantic happy horrific funny sad

Q2 In text A, is Rachel in a hurry to open the envelope?
Use evidence from the extract to back up your answer.

Q3 Why do you think the writer of text B used the word "weep" instead of "let in"? Mention the overall mood of the text in your answer.

Q4 What does the word "trotting" in text C tell you about how Daniel feels?

Q5 What effect do the short sentences at the end of text A have? Write out the correct answer.

i) They slow the pace down before Rachel opens the envelope, which builds up suspense.

ii) They speed the pace up before Rachel opens the envelope, which creates a sense of excitement.

Q6 Which of the three texts would the sentence below fit into?
Write a sentence to explain your answer.

Sadness hung heavily in the still air of the house.

Q7 Write a couple of sentences explaining what the phrase "muttered greetings, lowered eyes and shared silences" from text B tells you about the mood of the text.

Layout

Some texts are laid out in a special way, e.g. with bullet points, headings or arrows. Look at the following three extracts and answer the questions below.

A

Tues 3rd Feb — Video camera finally arrived! Can't believe it took three weeks to get here.

Wed 4th Feb — Been playing with camera all day. Caroline came round, and we wrote and filmed a pretend TV show. I got to be the game show host (naturally).

Thu 5th Feb — Dropped camera when I was trying to film myself on a skateboard — it doesn't look too healthy anymore. Think I might take up photography instead.

B

Why go to the Lake District? It may not be the most 'happening' place, but there are often locally produced performances in Kendal, or specialist art films showing at the cinema.

What's in the local area? Well, most people go to the Lake District to walk in the hills. If you're less of an outdoor type, there are plenty of other diversions. The 'Theatre by the Lake' in Keswick is well worth a look.

Does anyone care about the Lake District? The Royal Shakespeare Company regularly tour Keswick and Kendal. The arts centre in Kendal is a member of the British Film Institute, so it often shows restored classic films.

C

Five tips for a healthy computer:

1. **Always shut down the computer correctly after use.**
2. **Try not to have more than three applications running at once.** ⇨ Using lots of programs at once will slow your computer down.
3. **Regularly scan your computer for viruses.** ⇨ See next page for more on viruses.
4. **Make sure your computer base unit is well ventilated.** ⇦ Don't block the fan at the back of the unit, or it will overheat.
5. **Don't eat or drink near your computer.**

Q1 What kind of text do you think Extract A is taken from? Explain your answer.

Q2 Explain why it's important that the writer of Extract A included dates as subheadings.

Q3 Why are the subheadings in Extract B written as questions? Write out the best answer.

i) To make the article feel like a speech read out by the writer.

ii) To make the article feel like a conversation between the writer and the reader.

iii) To annoy the reader and to make them feel stupid.

Q4 Why has the writer of Extract C numbered the five points?

Q5 Explain the purpose of the information in grey boxes in Extract C.

Q6 How do the arrows in Extract C help the reader to understand the text?

Structure

As well as layout, writers have to think about the order they put their information in. You may come across questions about structure, e.g. what makes a good introduction or conclusion...

A book review for a popular magazine

If asked about writer Andrew Bright, most people would react: "Who?" However, all this is about to change...

Bright's new novel, 'A Tale of Two Celebrities', is a vicious attack on the nature of celebrity in the 21st century. Set in present-day Manchester, it tells the story of the rivalry between failing TV host Richard and rising star Penelope.

The novel's fans (and there will be many) will applaud the author's bold statements and the unflinching satire of our obsession with celebrities. The book is sure to do brisk business, and is likely to be a big-seller in airports and newsagents.

On the other hand, many people will scoff at the two-dimensional characters, as well as the unsatisfying ending (in which Richard and Penelope fight it out on air in a duel-like ratings war).

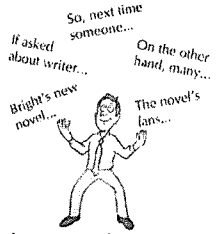
So, next time someone asks you about Andrew Bright, you'd better have read 'A Tale of Two Celebrities', so that you know where you stand.

Q1 Explain one way in which the first paragraph is effective as an introduction to the article.

Q2 Write a sentence to sum up what the writer tells you in the second paragraph.

Q3 Why do you think the writer put that paragraph straight after the introduction?

Q4 Sum up the differences between paragraphs 3 and 4, in one sentence.



Q5 Why do you think the writer put paragraphs 3 and 4 next to each other?

Q6 Write out the answer below that explains why the last sentence is a good ending to the text.

i) The last sentence refers back to the introduction and sums up the main point of the review.

ii) The last sentence makes a new point that is better than the other points in the text.

iii) The last sentence tries to persuade the reader that 'A Tale of Two Celebrities' is terrible.

Q7 Explain how the writer structures the book review in a way that keeps the reader interested. Write about half a page and use your answers to the above questions to help you.

Structure — point don't I it of see the...

Writing needs to be well structured in order to get information across to the reader in a clear and logical way. Some might say it's as important as regular teeth-brushing — so best pay attention.

Stories

There are lots of features used in stories that you have to know about: perspective, plot, themes, characterisation... Have a go at these questions to see if you're getting to grips with them.

Q1 Write down whether these sentences are written in the first person or the third person.

a) Isabel ploughed on through the wind and snow. She needed to get to the cabin.

b) I gripped onto the safety bars of the roller coaster until my knuckles were white.

c) We ran away laughing — our booby trap had worked.

d) They lay back on the sand, enjoying the sun on their faces. School was finally over.

Q2 A story's plot has been jumbled up below. Write out the plot points in the correct order.

i) Huddled up in the tree, they hear scary noises in the woods.

ii) Sam and Kelly go for a walk in the woods.

iii) The rescue party take them safely home and they fall asleep on the sofa.

iv) They decide to take shelter for the night in a hollow tree.

v) They get lost and night begins to fall.

vi) They realise that the noise is a rescue party that has come looking for them.

The story of Mulan

In China, many hundreds of years ago, there lived a young girl called Mulan. Mulan lived with her father, who had once been a famous warrior. Although he was now old and unwell, he had taught Mulan how to fight and use a sword.

One day, a messenger came to Mulan's village. He announced that China was at war. By order of the Emperor, every family had to send one man to fight.

Mulan clenched her fists. Her father was so frail that surely he would not survive long in a war. She knew what she had to do.

That night, she crept into her father's room. He was sleeping deeply so she had no trouble taking the things she needed: some men's clothes and her father's old sword. She saddled her father's horse and before long she was ready to leave. She gritted her teeth and, without looking back over her shoulder, she rode off to join the army.

Q3 What do you think is the main theme of this story? Explain your answer.

magic bravery romance good against evil loneliness

Q4 In the text, Mulan "gritted her teeth". What does this show? Write out the best answer.

i) It shows that she is angry with the Chinese Emperor.

ii) It shows that she is determined to join the army in place of her father.

iii) It shows that she is jealous that her father will not have to fight.

Poetry

**Poets have to choose their words carefully, just like other writers.
They also need to think about the structure, rhythm and rhyme of their poems.**

Q1 Copy out the following verses, and choose a line from the box to complete each one.

a) The Owl and the Pussy-Cat went to sea
In a beautiful pea-green boat.
They took some honey, and plenty of money,
.....
(Edward Lear)

b) Two households, both alike in dignity
In fair Verona, where we lay our scene
From ancient grudge break to new mutiny
.....

c) There was an old man from Crewe
Who found he had nothing to do
So he sat on the stairs,
And counted his hairs
.....

d) Tyger! Tyger! Burning bright,
.....
What immortal hand or eye,
Could frame thy fearful symmetry?
(William Blake)

e) Round, golden and warm
Gives life to all who dwell there
.....

Where civil blood makes civil hands unclean.
In the forests of the night,
Wrapped up in a five-pound note.
Glorious, the sun.
And found that he only had two.

Q2 The above verses are examples of different forms of poetry.
Copy out the definitions below and match them to the correct example from Q1.

a) A limerick has five lines. The first two rhyme together, the third and fourth lines rhyme with each other, and the fifth line rhymes with the first two.

b) A sonnet is a fourteen-line poem with ten syllables in each line. There are different rhyme patterns for different types of sonnet.

c) A haiku is a three-line Japanese poem. The first and last lines have five syllables each, and the middle line has seven syllables.

d) An example of a regular rhyming pattern is when every other line rhymes. This pattern goes all the way through the poem.

e) Another example of a regular rhyming pattern is rhyming couplets. This is when pairs of lines rhyme together.

Q3 Copy and complete the paragraph below, using the words from the box.

A verse is the same thing as a ..... . Each verse is made up of a group of ..... . Verses in a poem have ..... words but they often follow the ..... pattern of syllables and ..... .

same	rhyming	stanza	lines	different

Comparing Texts

Reading questions often ask you to compare different texts. Read through these texts, then turn the page and have a go at answering the questions. Yeah, loads of fun, I know...

A scientific account called *The Macaque Monkeys of Japan*

Day 1 — Macaque monkeys currently living in the centre of the island, within the forest area. Monkeys' day-to-day activities seem to be entirely according to accepted theories. Diet seems to be largely composed of berries.

Day 2 — Team placed large amount of potatoes in forest. May have to wait a while to see if the macaques show any interest.

Day 6 — It worked! Two days ago, the monkeys showed some interest in the potatoes — since then they have made potatoes the main part of their diet. Team intends to move piles of potatoes closer to shore to see if the macaques follow.

Day 9 — Macaques definitely becoming comfortable with living on shoreline now, entirely dependant on potatoes we supply. I even saw one monkey washing a potato in the sea before eating it! This development is entirely unprecedented — seems to prove that monkeys are capable of dramatically changing their living patterns.

Day 11 — Macaques now entirely at home by shoreline. A few making efforts to learn to swim in sea, and others starting to copy. Experiment declared a success — the macaques are learning afresh how to live their day-to-day life.

Monkeys of the World Unite!
You have Nothing to Lose but your Bananas

An extract from the novel *I, Monkey*

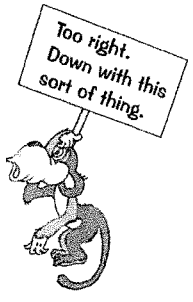
This is getting ridiculous. It was just a bit of fun letting the humans teach me sign language (and it really wasn't hard to learn) — but now they're excited and buzzing around like annoying flies. They've started saying that I'm the first ape to show real intelligence — the cheek of it! Just because we don't usually choose to humour their dreary experiments doesn't mean that we aren't capable of getting a message across.

Lots of people have come to visit since I started answering back through sign language. Most of them are pretty sad specimens with faces as pale as their white coats. I was going to give them a nice surprise by saying a few words, maybe have a chat about the weather — but it's getting boring now, so I think I might just be on my way.

An extract from an article called *Monkey Behaviour*

Humans may learn a lot from insects and animals. Humans will always question what they're doing and why they're doing it — but, for instance, a worker bee will always know its role in the beehive. It may feed the young or guard the hive, but it will always carry out its duty without even needing to be told. The same is true of more 'intelligent' organisms, such as the monkey. Although monkeys can be taught tricks, they are not able to break out of the simple instinctive pattern which instructs them exactly how to live their lives.

instinct = in-built patterns of behaviour in response to certain things



Contents

Section One — Audience and Purpose

Section Two — Reading — The Basics

Section Three — Reading — The Details

Section Four — Reading Practice Questions

Section Five — Shakespeare

Section Six — Writing — The Basics

Section Seven — Paragraphs

Section Eight — Writing Properly

Section Nine — Making It Interesting

Section Ten — Writing Practice Questions

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Audience

Authors write differently for different audiences. You need to be able to spot who the audience is when you're reading a text — and think about your audience when doing your own writing.

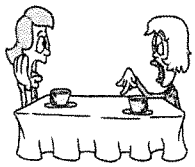
Q1 Texts A-D have been written for different types of reader or audience. Match up each text with its intended reader or audience (i-iv).

A Last week, a local schoolboy got more than he bargained for when he added his mother's rhubarb crumble to a tank of algae. The result of this bizarre experiment? A teacher described it in one word: "Mayhem." The boy, aged 13, cannot be named for legal reasons.

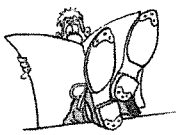
B Last week, I did a really interesting experiment in my school. I tried adding rhubarb crumble to a tank of algae. Do you know what algae is? It's a sort of moss that grows on the surface of ponds. After three days, I found that the algae was growing bigger and bigger.

C Did I tell you that I did an amazing experiment in school last week? We were adding different things to tanks of algae to see what would happen. I added my mum's rhubarb crumble. Well, that was a mistake! The algae grew absolutely enormous; it was bigger than Gavin's bike.

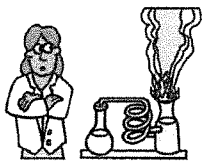
D My teacher suggested that I should describe my algae experiment to you, in the hope that you could shed some light on the results. The algae was from a pond in Haverthwaite. About 50 cm^3 was used in a 5 litre tank of water. One standard portion of crumble was added.



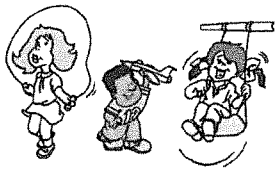
i) A friend



ii) Readers of a local newspaper



iii) An expert



iv) Pupils of a local primary school

Q2 Write a sentence explaining why each of the texts suits the reader or audience you chose in Q1. Think about the vocabulary and style used.

Q3 Match sentences a)-c) below with the correct audience from the box.

a) Ladies and Gentlemen, esteemed guests — I bid you the warmest of welcomes on this very special evening.

b) Tina, the teeny-weeny caterpillar, was very sad. None of her friends wanted to play with her, not even Maite the Mole.

c) Please respect others and their belongings, and keep your uniform smart at all times.

school pupils
toddlers
adults

Purpose

Everything you read has a purpose — even this bit of text. Make sure you can recognise the most common types and how they affect the style of a text.

Q1 a) Match up each piece of writing A-D with its purpose (i-iv).

A *Log Book of Professor Andrea Miller*
2nd February 2014
Breakthrough — there's a reason why the penguin robots are malfunctioning! It's because running them on fish oil is playing havoc with their electrical systems. I'm going to try them on motor oil from tomorrow.

B The threat that these robot penguins pose to the nation is clear. They are unpredictable, uncontrollable and unnatural. Surely, ladies and gentleman, we all agree that the best thing to do is to destroy them?

C Miller and Danthorpe listened, still as shadows. A low buzzing sound was coming from the robot. The professors began to slowly edge their way towards the door at the other end of the laboratory. As Professor Miller's hand grasped the door knob, she felt a cold metal flipper on her shoulder...

D The 'Miller and Danthorpe Epidemic of Unnatural Penguins' occurred in 2014 when two little-known professors at the University of Beanthwaite attempted to create robotic penguin assistants. Unfortunately, the resulting robots proved impossible to control. Official statistics state that there were 5024 injuries caused by the robots. The two professors were never found.

i) To inform **ii)** To entertain **iii)** To argue or persuade **iv)** To explain

b) Explain briefly why you chose your answers in part a).

Q2 The purpose of the passage below is to inform.
Rewrite the passage, making its purpose to argue or persuade.

There are currently around 34 million hens in the UK that are laying eggs for human consumption. The demand for eggs has meant that 16 million of these hens are kept in small cages. These cages are usually stacked on top of each other indoors, and are often shared between three or four birds.

Most of the remaining 18 million hens are 'free range'. These hens have continuous access to outdoor space which they can roam freely. Some people choose to eat only free range eggs, even though they're more expensive than eggs from caged hens. Studies have shown that there are higher quantities of nutrients in eggs from free range hens.

Robotic penguins — sounds flipper-ing dangerous...

Always think about purpose when you're reading a text — it'll help you to understand it.

Context

You don't need to know the author's whole life story (some of them are mighty dull). However, context does have a big impact on a text, so it's a good idea to practise writing about it.

Q1 The passage below is taken from *Persuasion* by Jane Austen:

> "You know," said she, "I cannot think him at all a good match for Henrietta; and considering the alliances which the Musgroves have made, she has no right to throw herself away. I do not think any young woman has a right to make a choice that might be disagreeable and inconvenient to the principal part of her family, and be giving bad connections to those who have not been used to them. And, pray, who is Charles Hayter? Nothing but a country curate. A most improper match for Miss Musgrove of Uppercross."

a) What does this extract suggest to you about the main purpose of marriage among the upper classes in Jane Austen's time?

b) What impression do you get about the role of young women in society at that time?

Q2 The extract below is from Wilfred Owen's First World War poem *Dulce Et Decorum Est.*

> Men marched asleep. Many had lost their boots
> But limped on, blood-shod. All went lame; all blind;
> Drunk with fatigue; deaf even to the hoots
> Of tired, outstripped **Five-Nines** that dropped behind.
>
> GAS! GAS! Quick, boys! — An ecstasy of fumbling,
> Fitting the clumsy helmets just in time;
> But someone still was yelling out and stumbling,
> And flound'ring like a man in fire or lime...
> Dim, through the misty panes and thick green light,
> As under a green sea, I saw him drowning.
>
> In all my dreams, before my helpless sight,
> He plunges at me, guttering, choking, drowning.

Five-Nines — 5.9-inch calibre shells

The title is from the Latin saying: 'Dulce et decorum est pro patria mori' — It is sweet and proper to die for one's country.

a) What does this poem tell you about the conditions endured by soldiers during the First World War? Use quotes from the text to back up each point you make.

b) How does the author show his personal feelings about the war?

c) What does the end of the poem (below) suggest to you about the attitude of society towards war at that time?

Hint: look for parts that are written in the first person.

> My friend, you would not tell with such high zest
> To children ardent for some desperate glory,
> The old Lie: Dulce et decorum est
> Pro patria mori.

Finding the Important Bits

To answer reading questions it will really help if you find the key words and phrases in the text. Just find the right bit and then write it down — it's not too tricky. Not too tricky at all.

An extract from a magazine article about the PB Animation Studio

The PB Animation Studio was founded in 1998 by Managing Director Paul Black, and since then it has become a hugely successful business. In the beginning, it was just Paul working alone in his attic room, but now the company employs 230 people in jobs ranging from scriptwriters to cooks!

The secret of PB's success has always been the quality of its 3D animation. Characters are carefully shaped from ordinary modelling clay, and are usually no more than 20 centimetres tall. More complex characters have wire frames (or rod-and-joint structures called armatures) inside the clay. These allow the model to be adjusted very accurately.

The really time-consuming part of the job is actually filming — in order for the characters' movements to appear realistic, 24 pictures (or 'frames') need to be taken to put together 1 second of finished film!

Q1 Copy and complete the table using information from the magazine article above.

Description	Fact
Year PB Animation Studio was created	
Founded by...	
Paul Black's current position	
Total number of employees today	

Q2 What is the normal maximum height of PB's characters?

Q3 What must be included in models that need very accurate adjustment?

Q4 What are 'armatures'?

Q5 How many frames per second need to be filmed? Choose from options i)-iv).

i) 20 **ii)** 230 **iii)** 24 **iv)** 25

You don't need to write loads — just write out the bit of the text that answers the question.

Q6 Why is this number of frames per second needed?

Q7 According to the writer, what is the secret of PB's success?

Finding the Important Bits

Here's some more practice at digging out the juicy bits in texts. Remember — you're looking for the bits that help you to answer the question. So jot those bits down and forget the rest.

An extract from the story *Carrie's Life of Piracy*

Carrie darted round the corner into a dingy side-street full of discarded wooden crates. She was closely followed by Ben, who stopped and bent over, panting. He felt like he'd been out of breath ever since they'd left the Pirate Academy.

"Come on, Ben! We have to keep moving — otherwise they'll send us back, and you know what that means..."

Suddenly they were aware of a shadow looming over them. Carrie gasped and looked up towards the leering, cruel face of Captain Hack.

"My dear pupils," said Hack, relishing each word, "I'm only doing my duty as your tutor. You know that any student failing to hand in homework must walk the plank."

Carrie and Ben exchanged a glance. Ben dashed forward with a yell, and managed to slip between Captain Hack's legs. Before Hack could react, Ben ripped a thin plank of wood from a nearby crate.

"Catch!" he shouted, and tossed the plank over Hack's head, to be caught by Carrie.

For a moment Carrie looked at the plank, bemused. Then she remembered her sword-fighting lessons, and crouched with the plank in her hand, ready to defend herself against her pirate tutor.

Q8 Write out the part of the text where you are told about the following things.

a) Where Carrie and Ben arrive at the start of the extract.

b) How Ben feels at the beginning of the extract.

c) Where Carrie and Ben have come from.

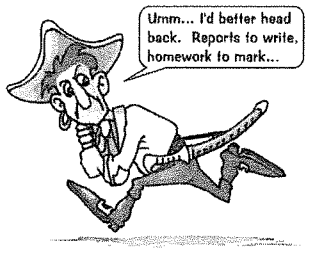
d) What Captain Hack looks like.

e) How Captain Hack wants to punish Carrie and Ben.

f) What Carrie and Ben did that needs to be punished.

g) How Ben escapes from Captain Hack.

h) Where Ben got the thin plank of wood from.



Q9 How do Carrie and Ben know that Captain Hack has arrived? Write out the part of the text that tells you.

Q10 What is Carrie about to do with the thin plank of wood? Write out the part of the text that tells you.

Trapped in a snow poem — it was phrasing...

Finding the important bits quickly is a really useful skill and saves copying out huge chunks of text.

Summarising

If you're asked to summarise the points made in a text, it means that you need to write the important bits out in your own words. And don't waffle — summarise as briefly as possible.

An extract from the story *Felix and the Dragon's Revenge*

The elderly King looked down his nose at the men assembled before him.

"Do you mean to tell me that they *all* went free?" he thundered.

Felix remained on his knees and let out a gentle sob. The King, becoming somewhat reflective, turned and gazed vacantly out of the tall window.

"It wasn't always like this," he muttered. "During the reign of my father, captured knights had some respect and *stayed* captured. Aaah, what it was to be a child. I used to play in that very garden. Haha! The fun I had with my wooden horse... Ahem. Anyway, it just won't do, there have been too many daring escapes recently."

Felix was about to interrupt, but the King's courtier placed a hand on his shoulder to stop him.

"And you," began the King, his voiced raised and turning to face Felix, "You have done nothing to stop these knights!" He gestured to Prime Minister Katan. "Tie Felix up, take him to Vertis Ledge, and let the dragons do as they wish."

As Felix was being dragged away by two burly attendants, he found the strength to cry out, "You'll see, my lord! One of these days the dragons will come after you!"

Q1 Make a list of all the characters mentioned in the text.

Hint: some of the characters' names aren't given.

Q2 Which of the characters actually speak in the text?

Q3 a) Copy out and correct this summary of the paragraph starting "It wasn't..."

The King remembers when his father ruled, and knights were harder to control. He decides that something must be done. Then he starts to think about his childhood when he played with his toys in the garden.

Hint: there are two big errors.

b) Copy out the sentence that describes the King's mood in the paragraph starting "It wasn't..."

i) He seems angry with Felix, and keeps shouting at him.

ii) He seems angry with Felix, but is easily distracted by memories of his childhood.

iii) He talks about his childhood and doesn't care about the knights at all.

Q4 Summarise the paragraph starting "And you," in your own words.

Q5 Write a summary of the whole text. Your summary should be no more than five sentences long, and you'll have to decide which of the details on this page need to be included.

Working Out What's Going On

Not all texts are easy-peasy — some can be downright confusing. But don't panic — focus on working out what happens. A summary in your own words, or a numbered list, might help.

An extract from the short story *Mrs Hanrahan's Holiday*

Ever since she'd woken to shrill beeps that still echoed around her head, Mrs Hanrahan's day had got worse and worse. She'd had to spend a few hours hunting for the tickets — knowing that without them she *definitely* wouldn't be going on holiday today. She'd finally located the tickets beneath the tottering pile of dirty dishes, but hadn't retrieved them safely before sacrificing two of the dishes to the floor in a flurry of ceramic and congealed Chinese takeaway.

Finally, Mrs Hanrahan was ready.

"Bags packed – check. Tickets – check. House keys – check," she murmured. She placed the front door keys carefully on top of the tickets. With a grimace, Mrs Hanrahan suddenly remembered to put the milk bottles outside. She abandoned her luggage, collected the bottles, wrote a quick note to the milkman and then ventured outside. Just as she placed the bottles by the front doormat, Mrs Hanrahan was aware of the sound of the front door latch clicking behind her...

Q1 Copy and complete this table to show the order of the events in the extract.

Event	Order in extract
Looks for tickets	
Puts milk bottles outside	
Wakes up	1
Has an accident in the kitchen	
Puts front door keys with tickets	

Q2 Write out the part of the text that gives you a clue about what kind of tickets Mrs Hanrahan is searching for.

Q3 Write out the part of the text that tells you about the accident in the first paragraph.

Q4 Copy out the answer that best describes the accident.

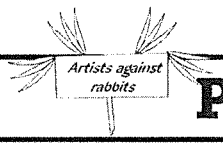
i) Mrs Hanrahan ate some Chinese takeaway, and then dropped a plate.

ii) Mrs Hanrahan knocked over two dirty dishes, and they smashed on the floor.

iii) Mrs Hanrahan knocked over two dirty dishes, and they landed in the bin.

Q5 What happens as Mrs Hanrahan is putting the milk bottles outside?

Q6 Write a paragraph explaining what you think might happen next in the story.



Point, Example, Explanation

P.E.E.ing is a great way to write an answer. It stands for: make a POINT, give an EXAMPLE from the text, then give an EXPLANATION of what it means.

Questions 1-3 are about the following short extract.

> "I think we should get rid of the whole stinking lot," said Hanif, pointing at the rabbits.

Q1 Write a sentence commenting on how Hanif feels about the rabbits.

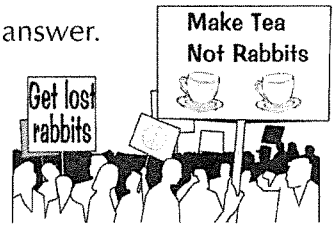
Q2 Which of the following sentences uses evidence from the extract to show how Hanif feels about the rabbits?

i) Hanif wants to get rid of the rabbits.

ii) Hanif wants to get rid of the rabbits. He shouts, which shows he doesn't like them.

iii) Hanif wants to get rid of the rabbits. He calls them "stinking", which shows that he doesn't like them.

Q3 What does this tell the reader about Hanif? Copy out the correct answer.



i) Hanif has a strong opinion about the rabbits.

ii) Hanif is depressed, and hates everything in the world.

iii) Hanif is a bully who goes around annoying other people.

Questions 4-6 are about the extract below.

> Milla glanced around the street nervously before she dumped the envelope in the bin.

Q4 What is Milla's mood in this extract?

Q5 Write out the part of the text that backs up your answer to Q4.

Q6 What does this tell the reader about Milla? Copy out the correct answer.

i) Milla doesn't like using bins in the street.

ii) Milla seems to be worried that someone will see her dumping the envelope in the bin.

iii) Milla doesn't care what anyone thinks about her dumping the envelope in the bin.

Question 7 is about the extract below.

> "I'll be fine — don't worry about me," said Miles, with the hint of a tear in his eye.

Q7 How is Miles feeling in this extract? Give evidence from the text in your answer.

Different Types of Text

As soon as you start reading a text you should be thinking about what type of text it is. Work out whether it's fiction (made up) or non-fiction (fact). Here's some handy practice.

A

Five per cent of the population will suffer from an epileptic seizure at some time in their life, writes health expert Lucia Ruiz. Epilepsy affects 450,000 people in the UK, usually under-20-year-olds and those over 60. Seizures involve loss of consciousness and may affect memory or mood.

B

Watching the tutting clock,
Only six more minutes until I can be
there and not *here*.
Gazing out through dusty panes,
Following the inkblot shadows of
clouds with my eyes.
Outside, sunlight plays on the ground
like an excitable child,
And a bird shouts with happiness.

C

Takeshi proceeded to mow the lawn like a man resigned to a long stretch in prison.

Being a very gentle soul, his only reaction when his wife bellowed that he had mown over her rose garden was to gently let the engine sputter to a forlorn halt. All that remained was a glacial silence, and a partially cut lawn.

D

In order to get the best results from your new T-300 kitchen juicer, please note the following points:
1) Always make a clear space around the T-300 in case of spray.
2) Avoid juicing soft fruits such as bananas. The residue will be difficult to clear from the workings of the T-300 after use.

Q1 Copy out each title below and write down which text each one goes with — A, B, C or D.

Epilepsy — The Facts Using your T-300 Waiting A Man Alone

Q2 Which texts are examples of non-fiction?

Q3 Write out each of the labels below and decide whether they apply to A, B, C or D.

Poem Story Manual Magazine article

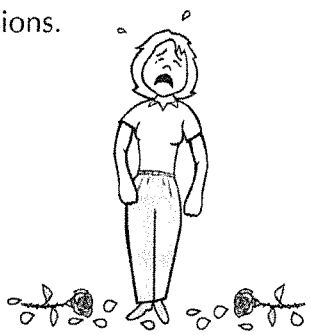
Q4 Decide whether the following bits of information are facts or opinions.

a) Epilepsy affects 450,000 people in the UK.

b) Birds are always really happy.

c) It wasn't Takeshi's fault that he ruined his wife's rose garden.

d) Soft fruit residue will be difficult to clear from the T-300 after use.



Comparing Texts

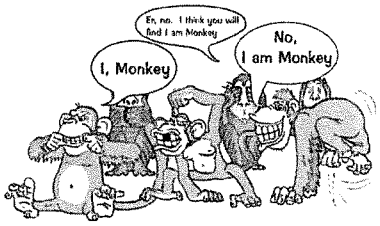
Keep turning the page to check the texts while you're doing these questions.

Q1 Match up each text to its description.

The Macaque Monkeys of Japan	Story
I, Monkey	Magazine article
Monkey Behaviour	Diary

Q2 Write out a phrase from *I, Monkey* that contains a simile.

Q3 Write out a phrase from *I, Monkey* that uses humour.



Q4 Write out a sentence from *The Macaque Monkeys of Japan* that is written in informal language.

Q5 Why do you think the writer of *The Macaque Monkeys of Japan* decided to break up the text into sections?

Q6 Which of these phrases from *The Macaque Monkeys of Japan* gives a fact rather than an opinion?

i) Macaque monkeys currently living in the centre of the island

ii) seems to prove that monkeys are capable of dramatically changing their living patterns

iii) the macaques are learning afresh how to live their day-to-day life

Q7 Write out the paragraph that sums up what happens in the extract from *I, Monkey*.

i) The scientists believe that monkeys are only capable of learning very basic sign language. The scientists are clever, so they are probably right.

ii) The monkey is more intelligent than the scientists realise. The monkey tells the story from his point of view, which shows the scientists are wrong.

Q8 Write out the paragraph that sums up the writer's opinion in *Monkey Behaviour*.

i) The writer thinks that humans are not ruled by instinct, but that all animals and insects are.

ii) The writer thinks that humans are ruled by instinct, but animals and insects are not.

iii) The writer thinks that all animals, including humans, are completely ruled by instinct.

Comparing Texts

Now you can move on to longer comparing questions. When comparing two texts, make sure you don't write too much on one — write an equal amount on each. Nice and balanced.

Q9 Write out the sentence that best describes the main idea in all three texts.

i) All three texts are about whether monkeys can instinctively talk.

ii) All three texts are about whether the behaviour of monkeys is purely instinctive.

iii) All three texts are about whether monkeys know that their behaviour is instinctive.

Q10 Copy and complete this table comparing all three texts.
Use your answers to the questions on the previous page to help you.

Name of extract	The Macaque Monkeys of Japan	I, Monkey	Monkey Behaviour
Is the extract fiction or non-fiction?			
Is the language formal or informal?			
Is there a first-person narrator?			
Does the writer use facts to back up their points?			
Does the writer think that animals are ruled by instinct?			

Now make use of your answers so far to answer the next three questions.
The table above is going to be especially useful.

Q11 Re-read *The Macaque Monkeys of Japan* and *I, Monkey*. Write a short description of the differences between the layout of each of the texts.

Q12 Re-read *I, Monkey* and *Monkey Behaviour*. Write a paragraph describing the differences between the language used in each of the texts.

Q13 Re-read *The Macaque Monkeys of Japan* and *Monkey Behaviour*. Write a paragraph describing the differences between the writers' opinions about animal instinct.

"Romeo and Julie — do I get my banana now?" ***(monkey 5882)***
Don't forget to write the same amount on each of the texts you are comparing — otherwise one of them is bound to feel left out and get upset — and who needs a whimpering text on their hands?

Practice Questions

Time to try your hand at dealing with some longer texts — no need to panic, just consider it a sort of challenge. Read the extract below, and have a go at the questions opposite.

This is an extract from the short story *The Sea Raiders* by H G Wells.

Mr Fison, torn by curiosity, began picking his way across the wave-worn rocks, and, finding the wet seaweed that covered them thickly **rendered** them extremely slippery, he stopped, removed his shoes and socks, and coiled his trousers above his knees. His object was, of course, merely to avoid stumbling into the rocky pools about him, and perhaps he was rather glad, as all men are, of an excuse to resume, even for a moment, the sensations of his boyhood. At any rate, it is to this, no doubt, that he owes his life.

He approached his mark with all the assurance which the absolute security of this country against all forms of animal life gives its inhabitants. The round bodies moved to and fro, but it was only when he surmounted the **skerry** of boulders I have mentioned that he realised the horrible nature of the discovery. It came upon him with some suddenness.

The rounded bodies fell apart as he came into sight over the ridge, and displayed the pinkish object to be the partially devoured body of a human being, but whether of a man or woman he was unable to say. And the rounded bodies were new and ghastly looking creatures, in shape somewhat resembling an octopus, and with huge and very long and flexible tentacles, coiled copiously on the ground. The skin had a glistening texture, unpleasant to see, like shiny leather. The downward bend of the tentacle-surrounded mouth, the curious **excrescence** at the bend, the tentacles, and the large intelligent eyes, gave the creatures a grotesque suggestion of a face. They were the size of a fair-sized swine about the body, and the tentacles seemed to him to be many feet in length. There were, he thinks, seven or eight at least of the creatures. Twenty yards beyond them, amid the surf of the now returning tide, two others were emerging from the sea.

Their bodies lay flatly on the rocks, and their eyes regarded him with evil interest; but it does not appear that Mr Fison was afraid, or that he realised that he was in any danger. Possibly his confidence is to be ascribed to the limpness of their attitudes. But he was horrified, of course, and intensely excited and indignant at such revolting creatures preying upon human flesh. He thought they had chanced upon a drowned body. He shouted to them, with the idea of driving them off, and, finding they did not budge, cast about him, picked up a big rounded lump of rock, and flung it at one.

And then, slowly uncoiling their tentacles, they all began moving towards him — creeping at first deliberately, and making a soft purring sound to each other.

rendered = made
skerry = mound
excrescence = growth

Practice Questions

OK, so maybe 'The Sea Raiders' is gruesome and bloodthirsty, but it's also full of descriptions and other tricks that all good writers use. Answer these questions about it.

Q1 Read the third paragraph carefully and write out any phrases that describe what the creatures look like.

Q2 Quickly sketch a picture of one of the creatures, using descriptions from the third paragraph.

Q3 Which of the following extracts from the text contains a simile? Copy the correct answer.

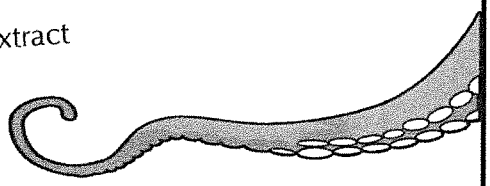
i) And the rounded bodies were new and ghastly looking creatures...

ii) The skin had a glistening texture, unpleasant to see, like shiny leather.

iii) Their bodies lay flatly on the rocks, and their eyes regarded him with evil interest;

iv) They were the size of a fair-sized swine...

Q4 Write out any words from the fourth paragraph of the extract that tell you about Mr Fison's reaction to the creatures.



Q5 Write out any parts of the text that give you the impression that the creatures are as intelligent as humans.

Q6 Write out any parts of the text that tell you about how the creatures move.

Q7 Which row of the table sums up how the creatures move and what effect the movement achieves?

	How the creatures move	Effect this achieves
i)	Very slowly	Makes the reader feel sad
ii)	Very quickly	Makes the text funnier
iii)	Very slowly	Builds up suspense
iv)	Very quickly	Builds up suspense

Q8 In the extract from *The Sea Raiders*, how does the writer convey the horror of the situation to the reader? Write half a page, using the questions on this page for help.

Life lesson — don't throw rocks at sea monsters...

Don't read the text just once — keep looking back at it when you're doing the questions. Pick out the bit of the text that each question refers to, and then read that bit again carefully.

Practice Questions

Pages 25-26 are about breaking tricky questions down into manageable chunks. Read the extract below and then have a go at the questions, referring back whenever you need to.

This is an abridged extract from the novel *The Picture of Dorian Gray* by Oscar Wilde.

After about a quarter of an hour, Hallward stopped painting, looked for a long time at Dorian Gray, and then for a long time at the picture, biting the end of one of his huge brushes, and smiling. "It is quite finished," he cried, at last, and stooping down he wrote his name in thin vermilion letters on the left-hand corner of the canvas.

Lord Henry came over and examined the picture. It was certainly a wonderful work of art, and a wonderful likeness as well.

"My dear fellow, I congratulate you most warmly," he said. "Mr. Gray, come and look at yourself."

The lad started, as if awakened from some dream. "Is it really finished?" he murmured, stepping down from the platform.

"Quite finished," said Hallward. "And you have sat splendidly to-day. I am awfully obliged to you."

"That is entirely due to me," broke in Lord Henry. "Isn't it, Mr. Gray?"

Dorian made no answer, but passed listlessly in front of his picture and turned towards it. When he saw it he drew back, and his cheeks flushed for a moment with pleasure. A look of joy came into his eyes, as if he had recognized himself for the first time. He stood there motionless, and in wonder, dimly conscious that Hallward was speaking to him, but not catching the meaning of his words. The sense of his own beauty came on him like a revelation. He had never felt it before. Basil Hallward's compliments had seemed to him to be merely the charming exaggerations of friendship. He had listened to them, laughed at them, forgotten them. They had not influenced his nature. Then had come Lord Henry, with his strange **panegyric** on youth, his terrible warning of its brevity. That had stirred him at the time, and now, as he stood gazing at the shadow of his own loveliness, the full reality of the description flashed across him. Yes, there would be a day when his face would be wrinkled and wizen, his eyes dim and colourless, the grace of his figure broken and deformed. The scarlet would pass away from his lips, and the gold steal from his hair. The life that was to make his soul would mar his body. He would become ignoble, hideous, and uncouth.

As he thought of it, a sharp pang of pain struck like a knife across him, and made each delicate fibre of his nature quiver. His eyes deepened into amethyst, and a mist of tears came across them.

He felt as if a hand of ice had been laid upon his heart.

"Don't you like it?" cried Hallward at last, stung a little by the lad's silence, and not understanding what it meant.

"Of course he likes it," said Lord Henry. "Who wouldn't like it? It is one of the greatest things in modern art. I will give you anything you like to ask for it. I must have it."

"It is not my property, Harry."

"Whose property is it?"

"Dorian's, of course."

"He is a very lucky fellow."

panegyric = a speech in praise of something

"How sad it is!" murmured Dorian Gray, with his eyes still fixed upon his own portrait. "How sad it is! I shall grow old, and horrid, and dreadful. But this picture will remain always young. It will never be older than this particular day of June. . . . If it was only the other way! If it was I who were to be always young, and the picture that were to grow old! For this—for this—I would give everything! Yes, there is nothing in the whole world I would not give!"

Practice Questions

You might get given a question with prompts, which are hints that help you answer the question. If there are no prompts — make your own to remind you of what your answer needs to cover.

Q1 Copy out two phrases that suggest that Dorian is vulnerable and sensitive.

Q2 Why does Hallward think that Dorian might not like the picture?

Q3 Write out one phrase from the last paragraph which shows that Dorian is desperate to stay young.

Q4 Copy out and correct the answer to the question below.

Explain how Oscar Wilde's use of similes and metaphors conveys Dorian's state of mind in the extract.

Hint: there are two errors in the answer.

Wilde writes that "a sharp pang of pain struck like a knife across him", and this metaphor shows that Dorian feels physically hurt when he realises that he will grow old. Then Dorian calms down again when Wilde writes that "he felt as if a hand of ice had been laid upon his heart".

Q5 Write out the box of three prompts that would help you to answer the question below.

Comment on the way that Lord Henry and Basil Hallward act towards Dorian Gray.

How does Hallward react to Lord Henry?	**What does Hallward say to Dorian?**
How does Lord Henry react to Hallward?	**How does Hallward feel about the painting?**
How does Dorian feel about the painting?	**What does Lord Henry say to Dorian?**

Q6 Explain why the group of three prompts that you didn't pick in Q5 would be unsuitable.

Q7 Write a list of three prompts that would help you answer the question below.

What is Dorian Gray's opinion of old age by the end of the extract?