**Literacy Skills Audit, Evidence Page and Workbook**

Within this document you will find:

* The literacy skills audit that all students should complete;
* The evidence page – only include evidence for any topics for which you score 1 or 2 in the literacy skills audit;
* The workbook – this is provided as one way of demonstrating competence and is not compulsory.

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**Literacy Skills Audit**

|  |  |  |
| --- | --- | --- |
| **Name:** | | **Date:** |
| **Subject:** | **Tutor:** | |

Topic list covering some aspects of literacy. Click on items to go to support web pages.

Please indicate your knowledge of each of the following on a scale of 1-3.

1 = Little or no knowledge / Do not understand how to use

2 = Some knowledge, but would benefit from reviewing how to use accurately

3 = Strong knowledge / Confident of using these skills

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | WORKBOOK LINK | SEPT 2020 | IN-COURSE CHANGES 8/1/21 | JUNE 2021 |
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Literacy Skills Evidence Page

Only include evidence for any topics for which you scored 1 or 2 in the audit above.

|  |  |  |
| --- | --- | --- |
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**Literacy Skills Workbook**

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**Introduction**

This workbook has been developed to support you with some of the literacy skills that you may need as a subject teacher and form tutor.

We hope that completing these tasks and considering the associated web links will support you with your literacy skills.

Complete the sections of this workbook that are relevant to you. If you need additional support, use the notes and additional information included in the workbook. You should also record evidence of your development over the course of the year using the evidence page of your RoAD.

**Literacy Skills from the Literacy Audit – Spelling**

Using a dictionary

If you want to check the spelling or the meaning of a word, you can use a dictionary, where words are listed in alphabetical order to make it easier to find the word. You can also find other useful information, such as the plural of a noun or the past tense of a verb.

Root words

A root word is the basic form of a word, without any additions such as prefixes or suffixes. For example, the root word of antidisestablishmentarianism (the idea that separating church and state should be opposed) is establish. The other parts of the word are prefixes and suffixes: anti- dis- establish -ment -ari -an -ism.

[Common letter patterns](https://www.bbc.co.uk/teach/skillswise/common-letter-patterns/zdcxkmn)

Root words can often be used with prefixes and suffixes to create many other words with meanings that are connected to the meaning of the root word. For example, the root word sign can be used as a basis for many other words, including:

signpost, signed, unsigned, signature, signal, signify, design, assign, insignificant

Prefixes and Suffixes

Prefixes are added to the beginning of a root word. For example:

If the prefix un- is added to the adjective happy it makes the word unhappy.

Suffixes are endings that are added to a root word. For example:

The adjective happy becomes a noun by adding the suffix -ness to make happiness.

[Spelling plural nouns](https://www.bbc.co.uk/bitesize/topics/zbmv2sg/articles/zfqh92p)

Most English nouns become plural by adding the letter s or letters es. Nouns ending in y become ies. For some nouns that originated from Latin, the ending um becomes a. Some plurals are irregular. Some nouns do not change when used in the plural. For example:

Singular cat becomes plural cats

Singular church becomes plural churches

Singular baby becomes plural babies

Singular bacterium becomes plural bacteria

Singular man becomes plural men

Singular sheep stays the same in the plural sheep

Memorising spellings

Some common tips for memorising spellings are as follows. You will need to find out which of these methods work for you.

* Break the word down into syllables and say it aloud exaggerating the syllables.
* Memorise some of the commonest spelling rules, such as that the letter c represents a /k/ sound when it is followed by an a, o or u as in cat, cot and cut.
* Use mnemonics such as never believe a lie.

Spelling hints

Most writers have their own personal ways of remembering spellings. For example:

An island is land with water on all sides.

Words to watch out for

These include:

The word necessary has one c and two ss.

The word dessert meaning the sweet part of a meal has two ss.

The word weird is weird because it does not follow the rule of  *i before e except after c.*

**Spelling Activities**

In each example below there are two written sentences. One includes an incorrect spelling of one of the words and the other sentence includes the correct spelling of the word. In some cases both spellings are correct, but only one is correct in the context of the sentence it is in.

Tick the box alongside the correct version.

*Spelling Example 1*

* My doctor’s practice has moved to new premises.
* My doctor’s practise has moved to new premises.

|  |
| --- |
| Notes: Explain why you think your choice was the correct one. |

*Spelling Example 2*

* Amanda recieved a commendation for her excellent work.
* Amanda received a commendation for her excellent work.

|  |
| --- |
| Notes: Explain why you think your choice was the correct one. |

*Spelling Example 3*

* The university has a recycling policy in an effort to reduce wastage.
* The university has a recycling policy in an effort to reduce wasteage.

|  |
| --- |
| Notes: Explain why you think your choice was the correct one. |

*Spelling Example 4*

* Who would have thought that such a small thing could have such a big effect?
* Who would have thought that such a small thing could have such a big affect?

|  |
| --- |
| Notes: Explain why you think your choice was the correct one. |

*Spelling Example 5*

* I could of danced all night.
* I could have danced all night.

|  |
| --- |
| Notes: Explain why you think your choice was the correct one. |

*Spelling Example 6*

* New wallpaper has definitely improved the look of the house.
* New wallpaper has definately improved the look of the house.

|  |
| --- |
| Notes: Explain why you think your choice was the correct one. |

**Notes on Spelling Activities**

*Spelling Example 1*

practice and practise

In this case, the correct spelling is practice.

The word practice with a c is a noun, for example:

The doctor’s practice had just opened.

The word practise with an s is a verb, for example:

You need to practise regularly to improve at tennis.

The two words practice with a c and practise with an s are called homonyms. This means they are spelt differently but sound the same.

*Spelling Example 2*

The word receive is often spelt with ie instead of the correct ei, perhaps because the ie order is more usual in English words, for example:

believe, fierce, friend

The rule for deciding which order to use is perhaps the most famous mnemonic in English: i before e except after c

But the fully correct version is a bit more complicated:

i before e except after c when the sound is ee

Try this rule with different English words and see if you can find any exceptions.

*Spelling Example 3*

The correct spelling is wastage.

Instead of trying to work out the rule for this one, it’s probably easier to remember it from a pattern:

waste – wastage is like store – storage

*Spelling Example 4*

The correct spelling in this context is effect.

The word effect in this context is a noun. The clue is that it is preceded by an adjective, big.

To affect something is a verb, meaning to influence it or to make it change.

*Spelling Example 5*

Could have is often written could of.

The reason is probably that in ordinary speech the have in could have is pronounced with an unstressed vowel, something like uv, which is how the word of is usually pronounced.

One way to remember to spell it as have rather than of is to think of the sentence without could, giving you

I have danced all night.

*Spelling Example 6*

The correct spelling is always definitely.

One way to remember it is to associate with the pattern:

finite – infinite – definition – definite

**Literacy Skills from the Literacy Audit – Punctuation**

Full stops

A full stop marks the end of a sentence, where the reader stops then starts the next sentence. Sentence boundaries are normally marked by a full stop followed by a capital letter. For example:

There is a memorial to the general in Westminster Abbey. There is also an equestrian statue of him on the Thames Embankment.

Question marks and exclamation marks

Question marks and exclamation marks can also be used to mark the end of a sentence. A question mark at the end of a sentence indicates a direct question, whereas an exclamation mark indicates surprise or shock.

Example question: “Where does a wise man hide a leaf?”

Example exclamation: “And if there is no forest, he grows one to hide it in!”

Commas

A comma can separate different clauses in a sentence. It can break up the adjectives before a noun. A comma can also break up the items in a list. A pair of commas can be used to mark a phrase in apposition.

Example comma that separates different clauses in a sentence: A wooden gate creaked, the woods were still and two dim figures climbed up the path.

Example comma that breaks up adjectives before a noun: The black hollows between the trunks of trees looked like bottomless, black caverns.

Example comma that breaks up items in a list: G. K. Chesterton wrote *The Sign of the Broken Sword*, *The Three Tools of Death*, *The Paradise of Thieves* and *The Man in the Passage.*

A pair of commas that mark a phrase in apposition: The general, a fine rider, urged his horse to full speed.

Semicolons

A semicolon is normally used between two independent clauses in a sentence if the clauses are closely connected in their meanings.

Example semicolon: In this last battle he attempted something absurd. One need not be a strategist to see that it was absurd; just as one need not to be a strategist to keep out of the way of a bus.

Speech marks

Speech marks identify the words that people actually say in a text. They are also referred to as quotation marks. For example:

“Where does a wise man hide a pebble?”

“On a beach.”

“Where does a wise man hide a leaf?”

“In a forest.”

Punctuating quotations in essays

Quotation marks should be used to mark quotations taken directly from a text. For example:

G. K. Chesterton wrote a number of thought-provoking paradoxes, such as: “The paradox of courage is that a person must be a little careless of their life in order to keep it.”

Apostrophes

The main uses of apostrophes are to indicate possession and to indicate that a letter or letters is / are missing.

Example of an apostrophe to indicate possession: General St. Clare’s memorial.

Example of an apostrophe to indicate a missing letter: I saw what I wanted. Or rather, I didn’t see what I didn’t want.

Using paragraphs

Each paragraph in a text should focus on one main point of idea. Each new paragraph should start on a new line. New paragraphs may also be indented. For example:

In the stillness of the woods a wooden gate creaked and two figures dressed in black climbed up the little path.

They relatched the gate and set off on a walk down the frozen forest road.

Examples are adapted from G. K. Chesterton, ‘The Sign of the Broken Sword’, originally published in ‘The Innocence of Father Brown’ in 1911. It was republished in ‘The Complete Father Brown’ published by Penguin Books in 1981.

Proofreading

Checking a text for mistakes in spelling, punctuation and grammar is an important stage in preparation for sending the text to someone. Proofreading should not be confused with redrafting, which means rewriting a text in order to improve it.

Some helpful suggestions for proofreading are:

* Leave a few hours or even a day or so between finishing your text and proofreading it for mistakes.
* Read the text aloud to help you identify errors in grammar and expression.
* Use a straightedge to guide your eyes so that you don’t miss any lines.
* Read the text slowly rather than just skimming it for the meaning.

**Literacy Skills from the Literacy Audit – Grammar**

Sentence structure

Traditionally, there are five main English sentence structures: subject + verb, subject + verb + object, subject + verb + adjective, subject + verb + adverb and subject + verb + subject complement. These structures can be combined and varied in an infinite number of ways.

Using tenses

English verbs can be in the present tense or the past tense. Some grammarians claim there is a future tense in English, but English future reference is not achieved through verb endings as it is in some languages.

Writing complex sentences

A simple sentence consists of only one clause. A compound sentence consists of two or more clauses joined by one or more coordinating conjunctions. A complex sentence is formed from two or more clauses joined by subordinating conjunctions, or in other ways.

Linking ideas in sentences

Linking words, or conjunctions, can be used to connect different clauses in a sentence, so that the ideas in each clause are linked together. Clauses linked by coordinating conjunctions produce compound sentences and clauses linked by subordinating conjunctions make complex sentences.

Past v present tense

In many cases, a single paragraph will be written consistently in the same tense, present or past, but it is also quite common to have both past and present tenses used in the same paragraph, or sometimes even in the same sentence, so writers need to be careful that their meanings do not become confused.

Using the passive voice

Sentences in English can either be in the active or the passive voice. The general form of an active sentence is: subject + verb + object; the form of a passive sentence is something like: object was verb+ed / is being verb+ed by subject. The passive can convey detachment.

Modal verbs

Modal verbs are one kind of auxiliary verb. Modals can be used to indicate modality, including likelihood, ability, permission, request, capacity, suggestion, order, obligation or advice. English modals include can, could, may, might, must, shall, should, will, would.

Subordinating conjunctions

A subordinating conjunction is a conjunction that introduces a subordinate clause. Commonly used subordinating conjunctions include because, if, when.

Phrasal verbs

A phrasal verb consists of a main verb followed by a particle, either a preposition or an adverb. For example, the phrasal verb show … up, as in She showed him up, meaning to embarrass someone, consists of a main verb show followed by a particle up.

Relative clauses

Relative clauses are introduced by a particular kind of subordinating conjunction called a relative pronoun; these include who, which, that. They often refer to a preceding noun or noun phrase.

**Punctuation and Grammar Activities**

Punctuation and grammar are closely linked. In each example below there are two written sentences. One includes correct or more appropriate punctuation or grammar and one includes incorrect or less appropriate punctuation or grammar.

In each case, tick the sentence with the correct or more appropriate punctuation or grammar.

*Punctuation and Grammar Example 1*

* She asked what time the shop would open?
* She asked what time the shop would open.

|  |
| --- |
| Notes: Explain why you think your choice was the correct or more appropriate one. |

*Punctuation and Grammar Example 2*

* The Lake District is a beautiful region of the UK; the mountains are rugged and challenging to climb and the towns and villages picturesque.
* The Lake District is a beautiful region of the UK, the mountains are rugged and challenging to climb and the towns and villages picturesque.

|  |
| --- |
| Notes: Explain why you think your choice was the correct or more appropriate one. |

*Punctuation and Grammar Example 3*

* After finishing our breakfast, we felt that the morning was full of possibilities.
* After finishing our breakfast, the morning felt full of possibilities.

|  |
| --- |
| Notes: Explain why you think your choice was the correct or more appropriate one. |

*Punctuation and Grammar Example 4*

* We watched our new puppy chasing it’s tail.
* We watched our new puppy chasing its tail.

|  |
| --- |
| Notes: Explain why you think your choice was the correct or more appropriate one. |

*Punctuation and Grammar Example 5*

* An important part of my life has been the people who have supported me.
* An important part of my life have been the people who have supported me.

|  |
| --- |
| Notes: Explain why you think your choice was the correct or more appropriate one. |

**Notes on** **Punctuation and Grammar** **Activities**

*Punctuation and Grammar Example 1*

The correct answer is the sentence without a question mark at the end.

She asked what time the shop would open.

You only need to put a question mark after a direct question. In this case somebody must have said What time will the shop open? which is a direct question so it needs to have a question mark.

But the sentence She asked what time the shop would open. is making a statement about what somebody said; it isn’t a direct question itself, so no question mark is needed.

*Punctuation and Grammar Example 2*

The correct answer is the version with a semicolon rather than a comma:

The Lake District is a beautiful region of the UK; the mountains are rugged and challenging to climb and the towns and villages picturesque.

The whole statement consists of two units:

1. The Lake District is a beautiful region of the UK.
2. the mountains are rugged and challenging to climb and the towns and villages picturesque.

These units are different sentences, but the second unit is developing or explaining the first unit, which is signalled to the reader by the semicolon. A comma isn’t strong enough to convey the fact that the two units are connected in this way.

*Punctuation and Grammar Example 3*

The correct answer is the version with we felt rather than the one with the morning felt full of possibilities:

After finishing our breakfast, we felt that the morning was full of possibilities.

The incorrect version would mean that the morning finished our breakfast, which does not make sense.

This is quite a subtle mistake and easy to make, so when you are proofreading your writing try to check it, for example by reading it aloud.

*Punctuation and Grammar Example 4*

The correct version is We watched our new puppy chasing its tail rather than it’s tail.

This is a common mistake. People make it possibly because an apostrophe often signals possession; for example Jack’s car, Joan’s bike.

But in this case, it’s would be short for it is, so the full version of the sentence would be

We watched our new puppy chasing it is tail. which does not make sense.

To remember to use the correct version, think of the word its as belonging to the same pattern as other possessive adjectives:

his tail, her tail, its tail

*Punctuation and Grammar Example 5*

The correct version is

An important part of my life has been the people who have supported me.

This might look a bit counter-intuitive because the phrase the people is plural so that might suggest that the verb should be in the plural form as well. But if you look carefully, you’ll see that the subject is not the plural noun people but the singular noun part, which is the head noun of the whole phrase An important part of my life. And as head noun, it determines whether the verb is used in its singular or its plural form.

**Literacy Skills from the Literacy Audit – Vocabulary and Meaning Activities**

Each example below includes two written items. One includes an example of a correct meaning or a more appropriate usage and one includes an incorrect meaning or less appropriate usage.

*Vocabulary and Meaning Example 1*

Tick the version that uses word meaning most accurately.

* The national cricket team scored a historic victory.
* The national cricket team scored a historical victory.

|  |
| --- |
| Notes: Explain why you think your choice was the correct or more appropriate one. |

*Vocabulary and Meaning Example 2*

Tick the most appropriate sentence of the two sentences below.

* There were less than 30 people at the meeting.
* There were fewer than 30 people at the meeting.

|  |
| --- |
| Notes: Explain why you think your choice was the correct or more appropriate one. |

*Vocabulary and Meaning Example 3*

The following consists of the opening of a letter to parents about a school trip.

Tick the version that most appropriately follows on from this opening.

Dear Parent,

Thank you for supporting your child’s interest in their trip to France. I have now given the tour company our final numbers.

* All the teachers who will accompany and supervise the pupils have been on the trip before and are familiar with the arrangements.
* Teachers will accompany and supervise the pupils, who have all been on the trip before and are familiar with the arrangements.

|  |
| --- |
| Notes: Explain why you think your choice was the correct or more appropriate one. |

Read the following passage, “Kingfishers”, and answer the questions that follow.

**Kingfishers**

The foraging flight of the kingfisher is the well-known inspiration for the Japanese Shinkansen high-speed bullet train. The shape of the beak is thought to help reduce aerodynamic and hydrodynamic drag as the bird dives from metres above the water, piercing its surface in pursuit of prey without creating a ripple. While much is known about the engineering principles behind the drag-reducing shape of the front of the bullet train, its biological inspiration remains unstudied.

The foraging style of the pied kingfisher is an extreme form of animal locomotion paradoxically involving both hovering and high-speed diving. The kingfisher hovers over the surface of the sea for extended periods of time. Such hovering is costly, energetically well above that of an Olympic athlete’s 100-metre sprint, and kingfishers, being much larger than hummingbirds, are thought to be above the physiological size limit for sustained hovering. The subsequent dive at high velocity encounters large deceleration when hitting the water, similar to a human high dive into a pool of maple syrup. Dives, then, must be performed with precision to avoid damage and successfully capture prey. Nonetheless, kingfishers are a highly successful group of birds – with the pied kingfisher found abundantly across Africa and south-east Asia.

Source: 2017 Annual Review, Leverhulme Trust

*Vocabulary and Meaning Example 4*

Tick the term that is closest in meaning to foraging.

* Eating
* Searching

|  |
| --- |
| Notes: Explain why you think your choice was correct or more appropriate one. |

*Vocabulary and Meaning Example 5*

Tick the term that is closest in meaning to the phrase aerodynamic and hydrodynamic drag.

* Resistance caused by air and by water
* How an aeroplane stays in the air

|  |
| --- |
| Notes: Explain why you think your choice was correct or more appropriate one. |

*Vocabulary and Meaning Example 6*

Tick the term that is closest in meaning to the phrase physiological size limit as it applies to the hovering behaviour of the pied kingfisher.

* The extent of a living being’s self-belief
* How large a living being can grow before it stops being able to function

|  |
| --- |
| Notes: Explain why you think your choice was correct or more appropriate one. |

*Vocabulary and Meaning Example 7*

Tick the term that is closest to the definition of the figure of speech being used in the following extract from the passage: The subsequent dive at high velocity encounters large deceleration when hitting the water, similar to a human high dive into a pool of maple syrup.

* Simile
* Hyperbole

|  |
| --- |
| Notes: Explain why you think your choice was correct or more appropriate one. |

**Notes on** **Vocabulary and Meaning Activities**

*Vocabulary and Meaning Example 1*

The correct answer is a historic victory. Historic means famous or important in history, whereas historical just means to do with history.

*Vocabulary and Meaning Example 2*

The preferred answer is There were fewer than 30 people at the meeting. Fewer refers to countable numbers of things or people, whereas less generally refers to uncountable amounts. For example:

For fewer – There are now fewer trees in the rainforest than a century ago.

For less – I need less advice and more practical action.

*Vocabulary and Meaning Example 3*

The most appropriate version is

All the teachers who will accompany and supervise the pupils have been on the trip before and are familiar with the arrangements.

In this case the word who refers back to the teachers, whereas in the other version who refers to the pupils. It should be clear that the letter to parents about the school trip is trying to reassure parents that their children will be safe, so the people who have been on the trip before and are familiar with arrangements must be the teachers not the pupils.

*Vocabulary and Meaning Example 4*

Foraging means searching widely for food. Many animals and birds forage in order to survive. Humans can also forage, sometimes for survival but also just to collect food that grows in the wild such as wild mushrooms.

*Vocabulary and Meaning Example 5*

The word drag in this context means resistance and aero- and hydro- are prefixes that refer to air and to water. So the whole phrase is closest in meaning to

Resistance caused by air and by water.

Both prefixes combine with other terms to produce compound words; for example:

aero + plane literally means air + surface.

Aeroflot is the name of a Russian airline, meaning air + fleet.

Hydroponics means growing plants, especially vegetables, in water rather than soil.

The Hydro is the name of a swimming pool in Yorkshire.

*Vocabulary and Meaning Example 6*

The term that is closest in meaning to the phrase physiological size limit is

How large a living being can grow before it stops being able to function.

Limit means a point beyond which something can’t go. Size refers to extent, and physiological means to do with the body.

Some animals, such as some species of whale, can grow to very large sizes, partly because they live in water rather than air. Other species, such as cats, can grow to fairly large sizes – compare a tabby cat with a lion, for example – but if they grow too big they become less agile and so less able to hunt for food or defend themselves.

*Vocabulary and Meaning Example 7*

The correct answer is simile.

There is a clue in the word similar, as a simile is a kind of comparison between two similar things, in this case a kingfisher’s dive being compared to a human high dive.

But if you chose hyperbole you might be justified to an extent because hyperbole means a form of exaggeration for effect, and you might think the idea of someone diving into maple syrup was something of an overstatement.

**Literacy Skills from the Literacy Audit – Word Classes**

*Noun*

A noun is traditionally referred to as a naming word.

Nouns can be either common or proper.

Proper nouns are basically names – of people, countries, cities, towns and so on.

Examples: Chris Sharma, Catherine Destivelle, Belarus, Minsk, Ulverston, Dalton

Common nouns include any nouns that are not proper nouns or names. There are several different types including concrete nouns, abstract nouns and collective nouns.

Examples of concrete nouns: dog, lemon, book, hand, football

Examples of abstract nouns: happiness, courage, energy, curiosity, optimism

Examples of collective nouns: crew, family, class, flock, congregation

*Pronoun*

The traditional definition of a pronoun is a word that can stand in place of a noun.

Two important kinds of pronoun are personal pronouns and relative pronouns.

Personal pronouns that are used as subjects in sentences are I, we, you, he, she, it, they. Personal pronouns that are used as objects in sentences are me, us, you, him, her, it, them.

Relative pronouns are used to connect clauses together in sentences. Relative pronouns include that, which, who and whom. Traditionally, who and whom refer to people and which and that refer to animals or things.

*Verb*

A verb is traditionally referred to as a doing word.

Verbs can be either stative, dynamic or auxiliary.

Stative verbs convey states.

Example: believe – you can say I believe something but not I am believing something.

Dynamic verbs convey actions. For example:

At the age of 17, Catherine Destivelle climbed the west face of Petit Dru.

Auxiliary verbs are ‘helper verbs’ that you can use with stative and dynamic verbs to form tenses, mood and voices. Primary auxiliaries are be, do, have. Modal auxiliaries include can, could, may, might, must, shall, should, will and would.

Example: You can drive from Ulverston to Dalton in about ten minutes.

*Adjective*

An adjective is traditionally referred to as a describing word. There are many sub-types of adjectives. Two of the commonest ones in English are descriptive adjectives and possessive adjectives.

Descriptive adjectives are used to describe or qualify a noun.

Examples: an adorable kitten, an expensive holiday, a fantastic start to the game

Possessive adjectives are used to qualify nouns in terms of possession. They include: my, your, his, her, its, our and their

Examples: my flowers, your coat, his house, her car, its climate, our holiday, their traditions

*Adverb*

An adverb is a word other than an adjective that modifies another word or phrase. Adverbs often express manner, place or time. Adverbs are often used to modify verbs. For example, in the sentence Frederica von Stade sings beautifully, the adverb beautifully modifies the verb sings. Adverbs can modify many other types of word, including adjectives. For example, in the sentence Frederica von Stade’s rendition of Song to the Moon is wonderfully lyrical, the adverb wonderfully modifies the adjective lyrical.

*Preposition*

Prepositions typically connect noun phrases to other words or phrases.

Examples of words that can be used as prepositions are: in, of, at, on, over.

Examples of prepositions in sentences are:

Humpty Dumpty sat on a wall.

The cow jumped over the moon.

*Conjunction*

Traditionally there are two main types of conjunction, coordinating conjunctions and subordinating conjunctions.

Coordinating conjunctions include and, or, but.

Coordinating conjunctions can be used to connect sentences, but they can also connect any kind of linguistic item, such as:

A coordinating conjunction linking two nouns: Bill and Ben

A coordinating conjunction linking two pronouns: you or me

A coordinating conjunction linking two verbs: weep and wail

A coordinating conjunction linking two adjectives: sad but true

A coordinating conjunction linking two adverbs: wholly and exclusively

A coordinating conjunction linking two prepositions: before and after

Subordinating conjunctions include because, if, when.

Subordinating conjunctions are normally used to connect clauses, such as:

I love you because you understand, dear.

If you love me, let me know.

When I fall in love, it will be forever.