

Workshops:

The heart of the MagiKats Programme

Every student is assigned to a Stage, based on their academic year and assessed study level.

Stage 4 or 5 students are over 11 years old.

The sheets in this pack are a small sample of what is available! These are only samples of the student's worksheets - our teaching methods include discussion and hands-on activities.

Core skills sheets are also provided for independent completion by each student (usually at home).

At this level, students study all the topics needed to take them to age 16 or 17. Materials are graded into Stage 4 or Stage 5. Stage 5, offered from age 14, is only completed by those expecting to continue studying English at a higher level.



MagiKats
TUITION CENTRES

ENGLISH STAGE 4/5



Appropriate Vocabulary and Devices

Throughout this set, write down what you believe to be the meaning of any words in **bold** then look up their definitions in the dictionary and pick out any differences. They are all key terms that you need to both understand and remember.

At this stage in your writing you need to think about what you are writing – its **Purpose**, its **Audience**, and its **Form**.



Purpose
(why?)

Audience
(who?)



Form
(how?)

As soon as you start thinking this way, you are not only getting ready for more advanced exams in English but you are also thinking **Objectively** about what you are doing. In other words, you are standing back and thinking about your writing, rather than just writing with your feelings. That kind of personal response is called **Subjective**. It is not wrong to be subjective but the best writers structure their feelings in a carefully planned framework. Then you have the best of both worlds.



Task One

Imagine that you have just witnessed a robbery at the local corner shop.

Write a short statement for the police, first being totally subjective and then re-writing what you saw more objectively.

Remember that in your second version you will need to be calmer and much more balanced.

You might start the first version with, **It was terrible**.

The second version could start; **I was standing near the door so I had a good view of what happened**.

Now, **Proof Read** both versions and hand in for marking.





When you wrote your answers to the last exercise, I expect you found that you had to change some things to make the differences between the two versions clear. You may also have found some mistakes that you needed to correct. That process is called **Editing** and **Proofing**. If a book is published then there is a lot of editing and proofing to do before a perfect copy is sent to the printer. For your purposes at this stage you need only think of it as working on your first attempt – often called a **Draft** – to get closer to what you wanted.



Task Two

A student was asked to write a description of a garden. See if you can improve their first draft.

Hints: Look at spelling, sentence construction and at their choice of words. Avoid words that feel over-used.



I walked into the gardean. It was big. It was lovely. The flowers were big blossoms. They were nice and lots of them were yelow. It felt very tropikal in the gardean and I got hot so I went out and I went to the caff and I had a drink and then I went back and saw the statchews which were old and based on Greek myths.

I wanted to see more of the plants so I went down some paths. They smelt good. Gardens get me in a good mood.

How did you get on?

Did it feel like an entry in a diary when you had finished? We could learn another term here, **Extract**. This means a part of a longer piece of writing.

I hope that you added some touches to make your description more vivid when you were writing. If you did, you may have used some **Imagery** or **Figurative Language**. On the next sheet we will look at this in detail.





Task Three

- a) Underline the figurative language in this passage and then indicate the type of figurative language used.

The door crashed shut as Sarah flew into the room. She was as angry

as a bee denied honey. Her voice thundered round the room.

“What made you think you could take my phone? Put it back at once!”

Even the walls of the room were frightened of her. I decided to do what she said.

- b) There were five of our six techniques in the above, though you may have found one hard to spot. Can you write an example containing all six?

Don't forget to proof read your work before you hand it in for marking!



Task Four

Time to have some fun! Choose metaphors and similes like **“being green with envy”** and **“as tall as a giraffe”** and draw and colour them to make the image clear.

If you are doing a simile, show a person next to the object or person they're being compared to.

For a metaphor, the person needs to take on the characteristics.

See how many you can invent. Stick people etc. are fine if you don't like drawing.

See if you can do the same thing with any other figurative language techniques.



Structure in writing

There are many ways to improve your writing. One way is by using different structural devices.



Task One

First, complete the Glossary of English Terms matching cards. Then, before you put your completed set away, write down (as a list, below) which terms refer to **structural devices** in writing.

Write an example of each of the following:

- 1 Complex sentence
- 2 Dependent clause
- 3 Compound sentence
- 4 Direct speech
- 5 Indirect speech





Task Two

First, expand the following scenarios to make a mini paragraph or story with simple sentences, and then re-write the sentences, using more complex structural devices, such as the ones we discussed in Task One.

Mr Doodle thinks art is a waste of time. Mrs Doodle earns money selling her pictures. She uses the money to buy special gifts for the family.

Granny Arbuckle knits socks for fishermen. The fishermen don't want them because they are itchy inside their boots.

Jenny spent six years training to be a doctor. It is a very difficult and tiring job. She wants to give it up and work in a supermarket.



Task Three

Most non-fiction and media texts are put together carefully so as to have maximum impact on their intended audiences. This is true even of 'private' texts such as diaries or letters, which will usually be structured in narrative or chronological ways to capture the writer's idea or point of view. More 'public' texts – such as information leaflets or magazine articles – will usually show a wide range of features. This is because there are often business-related reasons for their need to succeed.

Most of these additional features are intended to ensure that the reader understands the message or purpose of the text in two main ways. Firstly, they help by presenting information in a logical way and/or in a way which will capture your interest and imagination. Secondly, by presenting text in small units so that you are able to take it in easily and think about it as you go.

The following are key features:

- 1 A clear heading to attract the attention of targeted readers.
- 2 A small amount of text, full of relevant information.
- 3 Key details in a bullet-pointed list to avoid information overload.
- 4 Different aspects of the information (e.g. contacts for further details) separated out to help readers easily find what they need to know.
- 5 The use of graphical information, maps, diagrams and timetables.

The purpose of such structural devices is to ensure that the reader quickly gains whatever information the writer wishes to convey.

When you are assessing the effectiveness of text, ask yourself:

- 1 Does the structuring of the content help the writer achieve the desired purpose?
- 2 If so, how? If not, what are the shortcomings of the structure?
- 3 What effect is this text likely to have on its target audience?

Thinking about the different features just discussed, plan a table to help you analyse the structure and effectiveness of different documents. You should include some details about any criteria that will help your analysis. (Use a separate piece of paper.)



Task Four

Use the table you compiled during Task Three, to complete the questions here.

Which Mac notebook is right for you?

MacBook Air	MacBook Pro 13"	MacBook Pro 16"
From £999	From £1,299	From £2,399
13.3-inch Retina display ¹	13.3-inch Retina display ¹	16-inch Retina display ¹
Up to 4-core Intel Core i7 processor	Up to 4-core Intel Core i7 processor	Up to 8-core Intel Core i9 processor
Up to 16GB memory	Up to 32GB memory	Up to 64GB memory
Up to 2TB storage ²	Up to 4TB storage ²	Up to 8TB storage ²
Up to 11 hours battery life ³	Up to 10 hours battery life ³	Up to 11 hours battery life ³
Touch ID	Touch Bar and Touch ID	Touch Bar and Touch ID
Backlit Magic Keyboard	Backlit Magic Keyboard	Backlit Magic Keyboard
Buy	Buy	Buy
Learn more >	Learn more >	Learn more >
Order today, delivers: 3 Oct - 18 Oct - Free	Order today, delivers: 3 Oct - 18 Oct - Free	Order by 7:00 pm, delivers: Tomorrow - Free
Pick up, in-store: 12 Oct at Apple Milton Keynes Check another store	Pick up, in-store: 12 Oct at Apple Milton Keynes Check another store	Pick up, in-store: Today at Apple Milton Keynes Check another store
Fast, free, contactless delivery	Free Personal Session	Free returns

1) Identify five structural features in this information.

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____

2) Comment on their effectiveness. (Use another sheet of paper!)



Stylistic conventions: Fiction



Task One

Write three or four paragraphs of a ghost story. Include action, dialogue, description of characters and setting to create tension and atmosphere.

You are allowed 10 minutes for planning and 25 minutes for writing.



Task Two

Look at this. This should be an exciting story - is it?

Jeremy was a clumsy man. One day, he decided to visit the theme park. He took the train, but he was late and had to run along the platform. He fell and hurt his leg.

Jeremy arrived at the theme park, just as it started to rain. The first ride was the ghost train. It was slippery and he fell while getting on the ride. The ride was very scary.

After lunch, Jeremy tried the new ride, 'Elevator of Doom'. All the noises on the ride were loud and scary. The ride shook and rattled. He was so scared that he had to keep his eyes shut.

Jeremy decided that he did not like theme parks. He went home, but got lost on the way. He did not arrive home until after midnight.

You can greatly improve this sort of writing by using a number of different devices. Re-write this passage, using the following list to help.

- a) Use more descriptive vocabulary to create atmosphere and build a picture for the reader.
- b) Use simple, compound and complex sentences in different ways.
- c) Most stories are much better if there is a mix of narrative material, description and dialogue.
- d) When using dialogue, does the character just 'say' things, or does he or she 'exclaim', 'whisper', 'snarl', etc.?
- e) Have you implied information, as well as providing explicit description?
- f) Have you explained everything, or could you withhold some information to create tension?



Task Three

Now you have improved Jeremy’s story, can you apply the same process to your own? Use highlighters, coloured pencils, etc. to mark areas where you could improve your writing. Make notes if necessary. Use the list given in the previous task to help.

Re-write your story, incorporating all of your changes.



Task Four

Grade your work! Give marks out of 10 for each aspect of your piece.



Version One	/10	Tutor’s comment
a) use of vocabulary for atmosphere?		
b) range of sentence structure?		
c) balance?		
d) vocabulary re. the way characters speak?		
e) clues as well as description?		
Total		

Version Two	/10	Tutor’s comment
a) use of vocabulary for atmosphere?		
b) range of sentence structure?		
c) balance?		
d) vocabulary re. the way characters speak?		
e) clues as well as description?		
Total		



Task One

Read the article “Three Simple Tips for an Affordable Family Camping Trip.”

Draw up a suitable table to summarise the information that it presents.

Hint – choose the headings for your table with care (e.g. why choose camping?).

Use highlighters to highlight the information in groups as stated in your table – i.e. use one colour to highlight information relevant to the first title in your column, a different colour for the second etc...

Use this grouped information to fill in your table.



Task Two

Use your summary table to write a short article (about 250 words), for a travel brochure, to encourage customers to arrange a camping holiday. Use suitable vocabulary to sell the holiday to the reader – and give it an exciting title!



Task Three

Create an advert to go with your article. If you are not able to draw, then provide a sketch plan and a written description.