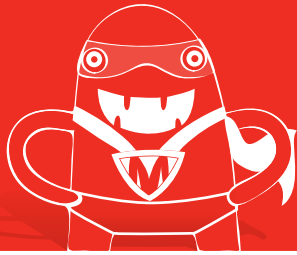


LOVING LITERACY

KEY STAGE 3



THIS BOOK BELONGS TO:



Canterbury
Christ Church
University

NATIONAL CURRICULUM KS3 ENGLISH

READING

Develop an appreciation and love of reading, and read increasingly challenging material independently through:

- reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors
- learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries
- making inferences and referring to evidence in the text
- knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension.

WRITING

Writing for a wide range of purposes and audiences, including:

- stories, scripts, poetry and other imaginative writing
- notes and polished scripts for talks and presentations
- a range of other narrative and non-narrative texts, including arguments, and personal and formal letters.

Summarising and organising material, and supporting ideas and arguments with any necessary factual detail.

ACKNOWLEDGEMENTS

Thank you to Alan Peat, Julie Peat and Christopher Storey for their kind permission to reproduce *50 Ways To Retell A Story: Cinderella*. The authors have give their written, express permission to reproduce, print and distribute the copyrighted material first published in *50 Ways To Retell A Story: Cinderella* in support materials for Canterbury Christ Church University's 'Loving Literacy Project', and wish the project every success.

Karen Simpson (Senior Lecturer, Canterbury Christ Church University) would like to acknowledge her colleagues in the University's Faculty of Education and thank them for their advice and ideas – Becky Austin, Deborah Slade and Jackie Hermitage. Special thanks also go to Kate Riseley for driving the project forward, the University's Outreach Team for their help and guidance, William Stow and Kerry Jordan-Daus and the University's Department of Marketing and Communications for their support.

WELCOME TO LOVING LITERACY!

The purpose of the Loving Literacy programme is to enable you to revisit some elements of literacy work to:

- increase your enjoyment of and confidence in English
- build your confidence at contributing in class
- build your skills in reading, writing and using correct grammar
- give you skills that are key to being successful in school and work.

Each week, the activities should be fun and relaxed, but to get the most out of this programme, it is important for everyone in the group to respect each other. So:

- try not to talk over other people
- listen properly to what other people are saying
- accept that people may have different opinions to you
- be supportive and encouraging to each other
- respect confidentiality in the room.

IN THIS WORKBOOK YOU WILL SEE THESE SIGNS AND THEY MEAN:



READING | with your Ambassador and in your group



Time for **THINKING** or **TALKING** about what you have been learning



An exciting **ACTIVITY** like drawing, creating or writing



FACTS, INFORMATION or **RULES**, which will help you with your learning



TOOLKIT | a reminder to use the vocabulary section of your toolkit to keep building your vocabulary (page 54).



CINDERELLA | where you see this symbol the text relates to the story of Cinderella



RED RIDING HOOD | where you see this symbol the text relates to the story of Little Red Riding Hood

YOUR EIGHT WEEK PROGRAMME AT A GLANCE

LEVEL 1	Story structure and building vocabulary	6
LEVEL 2	Formal and informal language and using grammar	13
LEVEL 3	Texts and tweets – using nouns and pronouns	18
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TOOLKIT AND VOCABULARY BUILDER	54
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LEVEL 1

L1/8 ★ □ □ □ □ □ □ □ □
ACTIVITIES: 3 □ □ □

STORY STRUCTURE AND BUILDING VOCABULARY

In this level, you will...

- get to know the group and set ground rules
- understand that language play can be fun
- know that there are important rules involved in English and that once we understand them we can play with them.

SKILLS

In this level, you will be working on:

- ✓ BEING CREATIVE
- ✓ COMMUNICATION
- ✓ READING
- ✓ TEAMWORK
- ✓ WRITING

SPOTLIGHT ON: BEING CREATIVE

YOU COULD BE A: GAMES DEVELOPER



Games developers are involved in the creation and production of games for personal computers, games consoles, social/online games, arcade games, tablets, mobile phones and other hand-held devices. As a games developer you could be involved in either design (including art and animation) or programming.



LEVEL 1 / ACTIVITY 1:
GROUP

SKILLS:
TEAMWORK

AIMS:
SETTING THE SCENE:
Find out about what this programme is about

GROUP RULES:
Set some rules for working together well

WORK AS A TEAM UNDER THE GUIDANCE OF YOUR AMBASSADOR. THEY WILL TELL YOU A BIT ABOUT THE PROGRAMME AND AS A GROUP YOU WILL AGREE SOME GROUND RULES FOR WORKING TOGETHER. WRITE DOWN YOUR IDEAS:

Ideas about what you want to get out of the programme here:

Ideas for some ground rules here:

Extra notes:



LEVEL 1 / ACTIVITY 2:
GROUP

SKILLS:
COMMUNICATION AND READING

AIMS:

Reading text and identifying characters, settings and objects

Share ideas, listen to others, and choose the best idea as a group

LISTEN TO A VERY DIFFERENT VERSION OF A STORY YOU PROBABLY KNOW QUITE WELL. AS A GROUP, LOOK AT THE TEXT AND **HIGHLIGHT** THE PARTS THAT HAVE BEEN CHANGED FROM THE ORIGINAL STORY.

MAKE NOTES ABOUT WHAT YOU HAVE TALKED ABOUT.

★ ★ L1: ACTIVITY 2



Ella, full name Sin-Dur-Ella, is a cleaner on a giant space hulk, currently floating through the beta quadrant of the Wolf's Head Nebula. Her mother and father were originally part of the crew but were lost in space several light-years away, and are never expected to be seen again. Since then, Ella has been at the mercy of Captain Tremaine, the senior officer on the ship, and her biological daughters: Anastasia and Drizella. Ella is left the most menial and demeaning tasks on the ship: painstakingly preparing meals from raw atoms; dangerous space walks; and worse, cleaning the sewage tanks.

Meanwhile, Ella is deep in the bowels of the space hulk, up to her elbows in space-sewage. On her return to the bridge, she is thrilled to find out about the impending party, and requests permission to join in. Captain Tremaine denies her request, insisting that full repairs need to be made to the exterior of the ship; a long, difficult and unnecessary process. Ella innocently, begins her work.

One day, whilst the crew are undertaking an investigatory fly-by of an extra-solar planet, humanoid aliens beam aboard. They tell the space-corps that they are humankind's distant relatives, and invite the entire crew down to the planet's surface for interplanetary celebrations. However, the atmosphere on the surface is hazardous: the crew need specially designed alien technology in order to survive.

Later, with celebrations on the planet below her in full swing, Ella realises that she has been lied to. Propping herself up in front of the landing bay, she begins to weep. Unexpectedly, an old-fashioned spaceship requests that it might dock. Ella grants permission, and is shocked to see her own mother, prematurely aged by sustained light-speed travel, emerging from the spaceship. Her mother tells her that she has learned many things on her voyage to find the space-hulk, much of which she is unable to share with her daughter. However, she does say that it is Ella's destiny to join the party, and plans to beam her down immediately.

What you liked about it?

What you didn't like about it?

Did it surprise you?



**LEVEL 1 / ACTIVITY 3:
INDIVIDUAL**

**SKILLS:
WRITING AND BEING CREATIVE**

AIMS:

Use a text and adapt it to a different kind of writing. Use ideas from the group, think of your own ideas, and solve problems to create a finished story

Li: ACTIVITY 3

CREATE YOUR OWN ALTERNATIVE VERSION OF ANOTHER STORY YOU KNOW WELL. FIRST, **HIGHLIGHT** THE PARTS OF THE STORY THAT YOU WOULD LIKE TO CHANGE. THESE ARE MOST LIKELY TO BE THE CHARACTERS, SETTINGS AND OBJECTS WITHIN THE STORY.

AS A GROUP, COME UP WITH NEW CHARACTERS, SETTINGS AND OBJECTS TO MAKE THIS STORY AN ALTERNATIVE VERSION.

Once upon a time, there was a little girl. She lived with her mother in a house next to a forest. The little girl always wore a red cloak with a hood, so everyone called her 'Little Red Riding Hood'.

One day, Little Red Riding Hood's mother asked her to visit her Grandma, who wasn't feeling well.

"Take this basket of food to Grandma's house, Red Riding Hood," her mother said. "She will be very pleased to see you."

So Red Riding Hood, put on her cloak, picked up the basket and set off for Grandma's house. As she was about to leave, her Mother turned to her and said: "Remember to be careful in the woods, and don't talk to anyone that you don't know."

It was a beautiful day and Red Riding Hood sang to herself as she strolled through the trees into the forest. Suddenly, a big, hairy wolf stepped out in front of Red Riding Hood.

"Where are you going, little girl?" he snarled. Little Red Riding Hood knew that she wasn't supposed to talk to strangers, but she was too polite to ignore the wolf, so she said: "I am on my way to Grandma's house at the other side of the wood. She is not well, so I am taking her

this basket of food."

The wolf skulked back into the trees, licking his lips, and watched as Little Red Riding Hood went on her way.

As Red Riding Hood carried on her journey, she did not notice the wolf, racing ahead of her to Grandma's house.

When the wolf arrived, he wasted no time in bursting in and gobbling Grandma up in one big bite.

He put on her nightdress, cap and glasses, and got into bed with the covers tucked up under his chin.

Soon afterwards, there was a knock at the door.

"It's me, Grandma. Red Riding Hood. I've brought you some food," Red Riding Hood called.

In a high voice, the wolf called: "Come in, my dear. How lovely to have a visitor!"

Little Red Riding Hood walked over to the bed to take a closer look at Grandma. As she got closer, she noticed that something wasn't quite right.

"Oh Grandma," she said, "What big ears you have!"

"All the better to hear you with," squeaked the wolf, still trying to put on a Grandma-like voice.

"... and what big eyes you have!" gasped Red Riding Hood.

"All the better to see you with," the wolf replied.

Red Riding Hood began to edge away from the bed. "Oh Grandma, what sharp teeth you have," she said.

"All the better to eat you with," snarled the wolf as he leapt out of bed.

Red Riding Hood ran as fast as she could, being chased by the wolf, out of the door and into the woods. To her relief she ran straight into the woodcutter who had been chopping logs near Grandma's cottage that morning. He jumped in front of the wolf and swung his axe, killing the wolf and splitting his stomach in two. Luckily, Grandma was safe, although a little worse for wear.

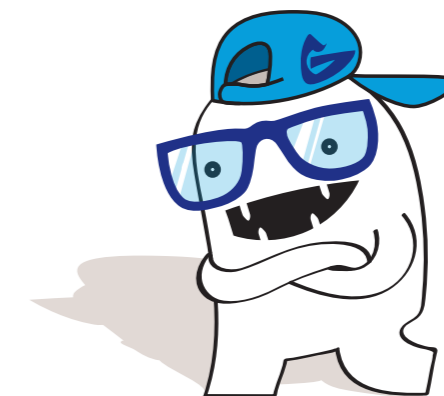
The woodcutter and Red Riding Hood quickly tucked Grandma back into bed and made her a steaming cup of tea.

After that, they never saw another wolf in the woods, and they all lived happily ever after.



NOTES:

CREATIVE SPACE:



**YOU HAVE COMPLETED
LEVEL 1 – GOOD JOB!**

**IN LEVEL 2, YOU WILL NEED TO USE
YOUR SKILLS OF CREATIVITY
TO TACKLE FORMAL AND
INFORMAL LANGUAGE. GOOD LUCK!**

LEVEL 2

L2/8 ★★☆☆☆☆
ACTIVITIES: 3 □□□

FORMAL AND INFORMAL LANGUAGE AND USING GRAMMAR

In this level, you will...

- find out about the Toolkit and Vocabulary Builder
- know about the difference between formal and informal language and when we might use them
- understand the type of words that can be used to open sentences and paragraphs.

SKILLS

In this level, you will be working on:

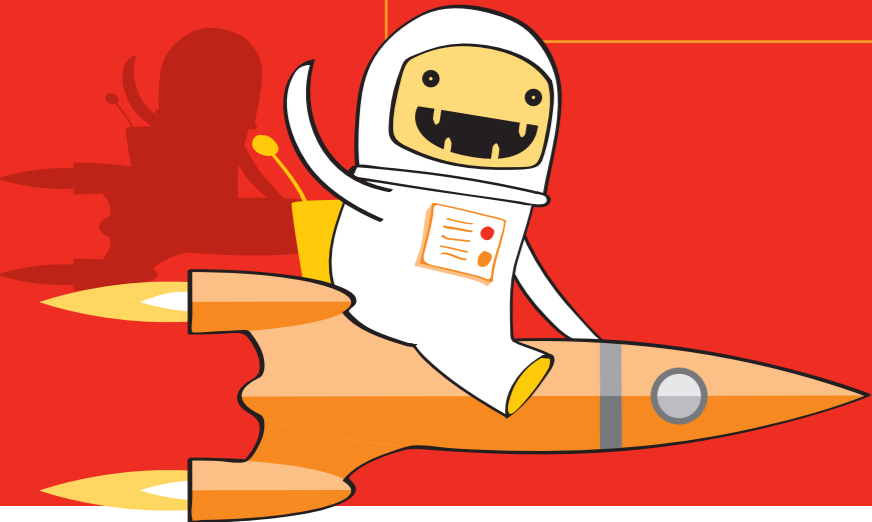
- ✓ BEING CREATIVE
- ✓ READING
- ✓ COMMUNICATION
- ✓ WRITING
- ✓ LISTENING

SPOTLIGHT ON: BEING CREATIVE

YOU COULD BE A: ROCKET ENGINEER

An engineer is a person that is able to imagine, design and build amazing things like rockets. You could be designing anything from routers, switches, multiplexers, and other specialized computer/

electronics equipment to maintaining computer networks and hardware. As a rocket engineer or scientist you may work on designing and testing rocket-propelled vehicles for an aerospace organisation.



LEVEL 2 / ACTIVITY 1:
GROUP
SKILLS:
LISTENING

AIMS:
Finding out about using the Toolkit and Vocabulary Builder



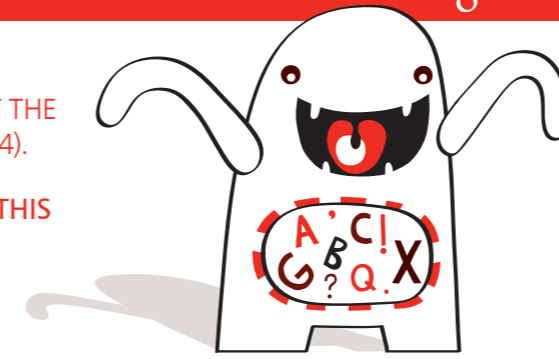
LEVEL 2 / ACTIVITY 3:
INDIVIDUAL
SKILLS:
WRITING

AIMS:
In this activity, you will think about formal and informal language – writing a section of a formal text

★ L2: ACTIVITY 1

IN THIS ACTIVITY, YOU WILL FIND OUT ABOUT THE TOOLKIT AND VOCABULARY BUILDER (PAGE 54).

WITH YOUR AMBASSADOR, EXPLORE HOW THIS MAY BE HELPFUL.



LEVEL 2 / ACTIVITY 2:
GROUP
SKILLS:
COMMUNICATION

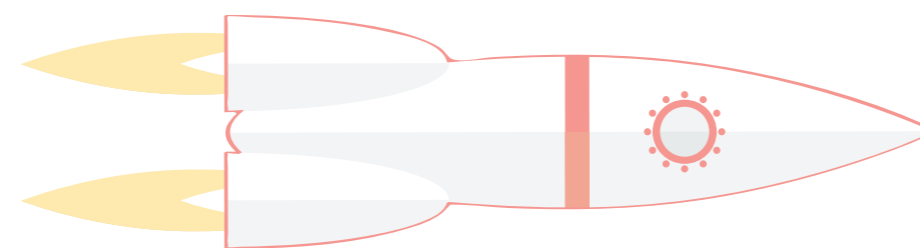
AIMS:
In this activity, you will think about formal and informal language - brainstorming ideas

★★ L2: ACTIVITY 2

ON YOUR POST-IT NOTES, WRITE DOWN AS MANY WORDS AS YOU CAN THINK OF FOR 'MONEY'. WHEN YOU AND YOUR GROUP HAVE DONE THIS, YOUR AMBASSADOR WILL HELP YOU TO PUT THEM IN ORDER FROM LEAST FORMAL TO MOST FORMAL.

Scale: least formal

most formal



READ THESE TWO LETTERS OF COMPLAINT AND COMPARE THE LANGUAGE IN THEM. IS ONE MORE FORMAL THAN THE OTHER? (TURN OVER FOR THE INFORMAL LETTER).

FORMAL LETTER OF COMPLAINT

3 Catchgate Cottages
Grimm Town
LX2 5YF

The Editor
The Fairy Tale News
22-24 Silver Street
Grimm Town
LX2 7TT

Dear Sir,

I am writing to your newspaper to complain about the noise that frequently blasts from Castle Charming. I am certain that I am not the only person to be affected by this regular noise pollution and I have also urged other residents who live on 'the wrong side of the moat' to speak out now and end this misery.

We have to endure the sound of endless carriages trundling along the streets which lead to the castle gates, and those wooden wheels make an almighty noise on the cobbles if you live nearby. Then there are the heralds blowing their trumpets at all hours of the day and night; issuing proclamations and announcing that the King has entered the room, left the room, or even turned a corner in the corridor.

Last week, however, was the worst we have ever had to endure.

On Monday, there were scores of messengers riding through the streets on horseback delivering invitations for the 'great ball'.

Friday was insufferable. We had hundreds of carriages clattering past all day, packed full of the bright and the beautiful headed for the aforementioned 'soirée'. The screeches of laughter, shouting and noise were indescribable. Then the music started. It began at seven p.m. and went on until midnight. It had just stopped and I'd eventually got the little one off to sleep when the guards came out thumping their hobnailed boots on the cobbles. Needless to say, my baby woke me up again!

Yours disgustedly,

B.N. Oying (Mrs)



**LEVEL 2 / ACTIVITY 3:
INDIVIDUAL**

**SKILLS:
WRITING**

AIMS:

In this activity, you will think about formal and informal language - writing a section of a formal text

YOUR INFORMAL LETTER OF COMPLAINT

Lined area for writing an informal letter of complaint.

L2: ACTIVITY 3

CAN YOU REWRITE PART OF THE LESS FORMAL LETTER (BELOW) SO IT SOUNDS MORE APPROPRIATE?

INFORMAL LETTER OF COMPLAINT



Dear Bob,

Last night the people from Castle Charming was making a right old racket. Loads of the other neighbours heard it too and were complaining this morning. I've told them to write to you an' all.

They're always making a noise, with carriages rockin' up at all times of day and night.

It's been bad for a while, but last week were the worst. There was carriages going past all day delivering invitations to their big do. And the stinking horses left their mess behind them.

Then the replies to all the invitations started up and there were more carriages going backwards and forwards, what a noise! Are the King and Queen going to pay for the streets to be cleaned? I doubt it!

Friday were the worst day. All the posh toffs, all dressed up, going to the party, making the most awful clatter. The music went on 'til two in the morning. I was getting up for work – didn't get a wink of sleep.

I think it's time that these high and mighty royals stopped all the noise and parties and let the rest of us get some sleep.

From
Dave



**YOU HAVE COMPLETED
LEVEL 2 – GREAT STUFF!**
IN THE NEXT LEVEL, YOU WILL NEED
TO USE YOUR READING ABILITY TO
LOOK AT SOME VERY SHORT TEXTS.
BE CAREFUL... AND GOOD LUCK!

LEVEL 3

L3/8 ★★★★★
ACTIVITIES: 4 □□□□

TEXTS AND TWEETS – USING NOUNS AND PRONOUNS

In this level, you will...

- understand that different text types have different features
- understand that sometimes, putting limits on ourselves can help us to write and can make us more creative
- understand how pronouns can be used to avoid repetition.



LEVEL 3 / ACTIVITY 1:
GROUP

SKILLS:
COMMUNICATION

AIMS:
Exploring very short texts

WITH YOUR GROUP, YOU WILL LOOK AT SOME VERY SHORTS TEXTS, LIKE TEXT MESSAGES. TALK ABOUT THE POSITIVE AND NEGATIVE THINGS ABOUT VERY SHORT TEXTS.

SKILLS

In this level, you will be working on:

- ✓ BEING CREATIVE
- ✓ READING
- ✓ COMMUNICATION

SPOTLIGHT ON: READING

YOU COULD BE A: **BLOGGER**



A successful blogger has great writing skills and the ability to connect with an audience. You need a strong grasp of the English language and need to be able to use it effectively and accurately. A good blog is often punctuated with enticing imagery to allow the readers to visualise what you're writing about. You will also need to be able to evaluate your work in order to remain a successful blogger, therefore analytical and time management skills are essential.

SHORT TEXTS



Cinderella was treated cruelly by her stepfamily who attended the Prince's ball, but left her behind.

Suddenly, a fairy godmother cast a spell, and Cinderella could go.

She danced with her Prince until midnight ... then there were problems!

Yet, despite footwear - based issues, she married and lived happily ever after.

Positive things about very short texts:

Negative things about very short texts:



LEVEL 3 / ACTIVITY 2:
INDIVIDUAL

SKILLS:
BEING CREATIVE

AIMS:

Write a very short text



LEVEL 3 / ACTIVITY 3:
GROUP

SKILLS:
READING

AIMS:

Understanding pronouns

DO YOU THINK YOU COULD CUT OUT THE UNIMPORTANT INFORMATION FROM A STORY THAT YOU KNOW VERY WELL TO MAKE IT INTO A VERY SHORT PIECE OF WRITING?

HAVE A LOOK AT THIS LONGER VERSION OF RED RIDING HOOD. **HIGHLIGHT** ANYTHING THAT YOU COULD CUT OUT AND STILL KEEP THE MEANING.

SIMPLE VERSION - RED RIDING HOOD:



"It's me, Grandma. Red Riding Hood. I've brought you some food," Red Riding Hood called.

In a high voice, the wolf called: "Come in, my dear. How lovely to have a visitor!"

Little Red Riding Hood walked over to the bed to take a closer look at Grandma. As she got closer, she noticed that something wasn't quite right.

"Oh Grandma," she said, "What big ears you have!"

"All the better to hear you with," squeaked the wolf, still trying to put on a Grandma-like voice.

"... and what big eyes you have!" gasped Red Riding Hood.

"All the better to see you with," the wolf replied.

Red Riding Hood began to edge away from the bed. "Oh Grandma, what sharp teeth you have," she said.

"All the better to eat you with," snarled the wolf as he leapt out of bed. Red Riding Hood ran as fast as she could, being chased by the wolf, out of the door and into the woods. To her relief she ran straight into the woodcutter who had been chopping logs near Grandma's cottage that morning. He jumped in front of the wolf and swung his axe, killing the wolf and splitting his stomach in two. Luckily, Grandma was safe, although a little worse for wear.

The woodcutter and Red Riding Hood quickly tucked Grandma back into bed and made her a steaming cup of tea.

After that, they never saw another wolf in the woods, and they all lived happily ever after.

PRONOUNS ARE WORDS THAT CAN BE USED INSTEAD OF NAMES TO AVOID REPEATING THE SAME WORD. HAVE A LOOK IN YOUR TOOLKIT (PAGE 54) FOR SOME EXAMPLES OF PRONOUNS.

HAVE A LOOK AT THIS VERSION OF CINDERELLA. ARE THERE ANY NAMES OR OTHER WORDS REPEATED TOO OFTEN? WITH YOUR GROUP USE A COLOURED PEN TO CHANGE THEM TO PRONOUNS.

CINDERELLA - NO PRONOUNS



Once upon a time, there was a girl named Cinderella. Cinderella lived with her father, stepmother and ugly stepsisters. Cinderella's stepmother and stepsisters were very unkind to Cinderella and made Cinderella do all of the cooking and cleaning in the castle.

Nearby was a castle, and the prince who lived there had decided to hold a grand ball so that he could find a wife. Everyone in the village was invited.

Cinderella's stepmother and stepsisters got ready for the ball and left Cinderella behind, weeping in her rags.

Suddenly, a fairy godmother appeared to Cinderella and waved her wand. Cinderella's dress and shoes were transformed into a fine gown and glass slippers. The fairy godmother created a magnificent coach pulled by white horses and a band of smart footmen. The fairy godmother warned Cinderella that she had to leave the ball by midnight, when everything would change back to how it was before.

When Cinderella arrived at the ball everyone stared. Nobody had ever seen this beautiful lady before, or so they thought.

Cinderella danced with the Prince all night and the Prince was smitten with her. But Cinderella had forgotten about her midnight deadline. As the clock began to chime, Cinderella ran home, leaving one of her glass slippers behind in her hurry to leave.

One of the Prince's courtiers was given the job of finding the girl to whom the slipper belonged. The courtier tried it on the foot of every girl in the village until, finally, the courtier found Cinderella and the shoe fitted on Cinderella's foot.

Cinderella married the Prince, and Cinderella and the Prince lived happily ever after.

Replacement pronouns _____



LEVEL 3 / ACTIVITY 4:
INDIVIDUAL

SKILLS:
READING

AIMS:
Understanding pronouns

Replacement pronouns

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

★ ★ ★ ★ ★ L3: ACTIVITY 4

NOW THAT YOU HAVE HAD A GO TOGETHER - SEE IF YOU CAN DO IT FOR YOURSELF IN THIS VERSION OF RED RIDING HOOD. **HIGHLIGHT** WHERE YOU WANT TO REPLACE WORDS WITH PRONOUNS, THEN WRITE THE PRONOUNS ON THE NEXT PAGE (RIGHT).

RED RIDING HOOD - NO PRONOUNS



Once upon a time, there was a little girl. She lived with her mother in a house next to a forest. The little girl always wore a red cloak with a hood, so everyone called her 'Little Red Riding Hood'.

One day, Little Red Riding Hood's mother asked Little Red Riding Hood to visit her Grandma, who wasn't feeling well.

"Take this basket of food to Grandma's house Red Riding Hood," Little Red Riding Hood's mother said. "She will be very pleased to see you."

So Little Red Riding Hood, put on her cloak, picked up the basket and set off for Grandma's House. As she was about to leave, Little Red Riding Hood's mother turned to her and said, "Remember to be careful in the woods, and don't talk to anyone that you don't know."

It was a beautiful day and Red Riding Hood sang to herself as she strolled through the trees into the forest. Suddenly, a big, hairy wolf stepped out in front of Red Riding Hood.

"Where are you going, little girl?" he snarled. Little Red Riding Hood knew that she wasn't supposed to talk to strangers, but Little Red Riding Hood was too polite to ignore the wolf, so Little Red Riding Hood said, "I am on my way to Grandma's house at the other side of the wood. Grandma is not well, so I am taking Grandma this basket of food."

The wolf skulked back into the trees, licking his lips, and watched as Little Red Riding Hood went on her way.

As Red Riding Hood carried on her journey, she did not notice the wolf, racing ahead of her to Grandma's house.

When the wolf arrived, the wolf wasted no time in bursting in and gobbling Grandma up in one big bite.



The wolf put on her nightdress, cap and glasses, and got into bed with the covers tucked up under his chin.

Soon afterwards, there was a knock at the door.

"It's me, Grandma. Red Riding Hood. I've brought you some food," Red Riding Hood called.

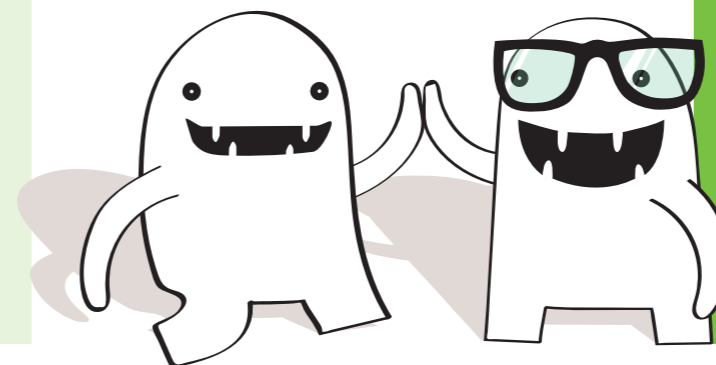
In a high voice, the wolf called, "Come in, my dear. How lovely to have a visitor!"

Little Red Riding Hood walked over to the bed to take a closer look at Grandma. As Little Red Riding Hood got closer, Little Red Riding Hood noticed that something wasn't quite right.



WELL DONE! – YOU HAVE COMPLETED LEVEL 3

IN LEVEL 4, YOU WILL NEED TO WORK AS A TEAM TO FIND OUT HOW TO USE ADVERBS. GOOD LUCK!



LEVEL 4

L4/8 ★★★★★
ACTIVITIES: 3

EXPLORING DRAMA AND ADVERBS

In this level, you will...

- understand what adverbs are and how they can be used
- use creative ways to start a sentence.

SKILLS

In this level, you will be working on:

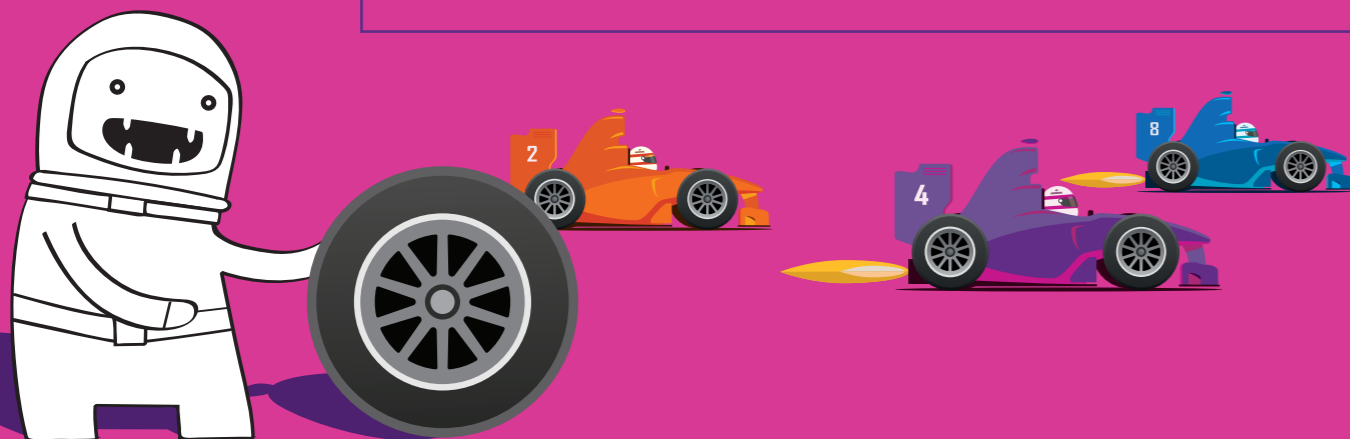
- ✓ BEING CREATIVE
- ✓ READING
- ✓ COMMUNICATION
- ✓ TEAMWORK

SPOTLIGHT ON: BEING CREATIVE

YOU COULD BE A:

FORMULA 1™ TEAM MEMBER

Being part of a Formula 1™ team requires you to have excellent time management skills as well as the ability to work on a variety of things at the same time. It is essential to be able to stand back and see the whole picture, but then carry out your part to a high standard, whether tightening a bolt or designing the drivers helmet. You will need to think creatively to solve problems whilst having an eye for detail and good communication skills with your team members.



LEVEL 4 / ACTIVITY 1:
GROUP

SKILLS:
SUMMARISE, PRIORITISE, TEAMWORK

AIMS:

Look at and learn about adverbs in a text

WITH YOUR GROUP, HAVE A LOOK AT THE ALPHABET OF SENTENCES BELOW. AND AS A GROUP, CAN YOU FIND AND **HIGHLIGHT** THE ADVERBS? HAVE A LOOK IN YOUR TOOLKIT (PAGE 54) FOR SOME EXAMPLES.

ALPHABET OF SENTENCES

A long, long time ago, there lived a girl called Cinderella.
Badly treated by her stepsisters and stepmother, her life was a misery.
Cruelty was a daily occurrence!
Depressed, Cinderella concentrated on the cooking and cleaning.
Early one morning an invitation to the palace ball arrived.
Flattered to be asked, the stepsisters and stepmother ordered Cinderella about hysterically:
"Go and fetch our dresses," they screamed!
Happily, they chose the finest silks and the most expensive shoes.
Cinderella remained in rags.
Insecure, Cinderella sadly accepted her fate.
Justice would soon be done for this mistreated girl.
Kindness was something she had received in small measure.
Love was entirely unknown.
Moments after her family had left for the ball, a strange figure appeared in the corner of the room.
"No need to fear me!" said the fairy godmother, waving her wand.
Opening her eyes, Cinderella saw in the mirror before her a strange but beautiful woman.
Princess-like, she gazed at her glittering new self.
"Queens are rarely dressed as richly as this!" she thought to herself.
Reaching for her wand again, the fairy godmother turned a pumpkin into a coach.
Swiftly, it took Cinderella directly to the palace ball.
Together she and the Prince danced the night away.
Unfortunately, midnight came too quickly; she nearly forgot her promise to leave.
Vanishing, she left only a slipper and a puzzled Prince!
Wishing very much to meet her again, he sent a servant to find the shoe's owner.
X-tremely excited, the stepsisters tried it on. They squeezed and squished it, but it wouldn't fit.
Young Cinderella stepped forward and the fit was perfect.
Zooming off to the palace, she and the Prince were soon happily wed.





LEVEL 4 / ACTIVITY 2:
GROUP

SKILLS:
READING

AIMS:

Learn how adverbs can be used to change the meaning of a text



LEVEL 4 / ACTIVITY 3:
GROUP

SKILLS:
COMMUNICATION AND TEAMWORK

AIMS:

Understand and use adverbs effectively

L4: ACTIVITY 2

CAN YOU THINK OF SOME ADVERBS THAT WILL CHANGE THE WAY THAT A SENTENCE WORKS? USE THE TOOLKIT (PAGE 54) TO HELP YOU. AS A GROUP, PRACTICE ACTING OUT THE SENTENCES BELOW USING DIFFERENT ADVERBS - CAN THE REST OF THE GROUP GUESS WHAT ADVERB YOU HAVE USED? USE THE SPACE BELOW TO WRITE DOWN YOUR IDEAS.



- 1 Red Riding Hood picked up the basket and set off for Grandma's house.
- 2 Red Riding Hood sang to herself as she strolled through the trees.
- 3 The big, hairy wolf stepped out in front of Red Riding Hood.
- 4 The Wolf skulked back into the trees, licking his lips.
- 5 He put on Grandma's nightdress, cap and glasses, and got into bed.
- 6 Little Red Riding Hood walked over to the bed to take a closer look at Grandma.
- 7 Red Riding Hood began to edge away from the bed.

Using adverbs. Think about: how? when? how often? where? how much?

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

'HEADS UP!' AS A GROUP TAKE TURNS TO ACT OUT AND GUESS THE ADVERBS. YOUR AMBASSADOR WILL HELP YOU OUT. SO, GET YOUR THINKING CAPS ON ...

YOU HAVE COMPLETED LEVEL 4 - YIPPEE!
IN LEVEL 5, YOU WILL NEED YOUR WRITING SKILLS TO WRITE A FILM SCRIPT. ACTION STATIONS...

L4: ACTIVITY 3

LEVEL 5

L5/8 ★★★★★□□□
ACTIVITIES: 2 □□

CREATING A NARRATIVE AND EXPLORING DIALOGUE

In this level, you will...

- create a narrative structure
- understand how dialogue is used to move a plot forward in stories, films and computer games.



LEVEL 5 / ACTIVITY 1:
GROUP
SKILLS:
DISCUSSION

AIMS:

Explore the differences between a film script and normal story text

LOOK AT THIS FILM SCRIPT OF CINDERELLA AND THINK ABOUT THE SIMILARITIES AND DIFFERENCES TO THE STORY VERSION.

SKILLS

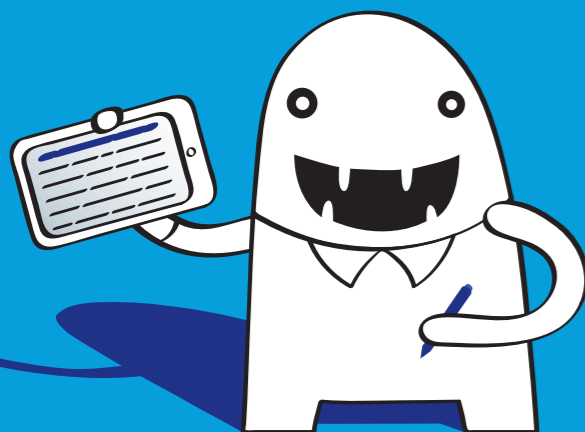
In this level, you will be working on:

- ✓ COMMUNICATION
- ✓ WRITING
- ✓ LISTENING

SPOTLIGHT ON: WRITING

YOU COULD BE A: **WEB WRITER**

As a web content writer you will work with clients to create text that appears on a website. You need good writing skills to be able to turn clients' ideas into great writing online.



★ L5: ACTIVITY 1

CINDERELLA FILM SCRIPT

INT. TREMAINE HOUSEHOLD - DAY

TITLE: 'ONCE UPON A TIME...'

Fade from black:

We see CINDERELLA standing in a kitchen over a boiling cooking pot. She is dirty and sweaty, but clearly pretty. She has black hair and pale skin.

ANASTASIA (OFF SCREEN)

Where is our food, Cinderella?

CINDERELLA

Coming, Anastasia.

DRIZELLA (OFF SCREEN)

And have you made my chicken too? You know I can't go a whole day without chicken!

CINDERELLA

Yes, Drizella.

LADY TREMAINE (OFF SCREEN)

You'd better have! And watch your tone!

(Quietly, but loudly enough to be heard) I don't know what to do with that girl. We keep her here out of kindness after her mother dies and all we ask is that she does a few chores. Then she repays us like this; with laziness and a bad attitude.

CINDERELLA drops a plate in the kitchen.

LADY TREMAINE (OFF SCREEN)

(Loud again) And watch what you're doing in there! Stupid girl.

CINDERELLA stops herself from crying, and then carries on cooking. There is a loud knock at the door.



Cut to:

The living room is wide and airy, and full of old fashioned antiques, mahogany furniture and animal-head trophies. LADY TREMAINE, ANASTASIA and DRIZELLA sit round a large, round oak table playing cards, surrounded by drinks and half-eaten food. They are all overweight and wear too much make-up, especially rouge on their cheeks. LADY TREMAINE is visibly the oldest, but wears even thicker make-up than her daughters.

DRIZELLA

I wonder who that could be. We never have guests on a weekday.

ANASTASIA

Cinderella! Get that, would you!

CINDERELLA comes through the living room and answers the door. A ROYAL MESSENGER enters. He is short, wearing regal purple.

LADY TREMAINE

Yes?

ROYAL MESSENGER

I am here to inform you that there is to be a royal ball, held at Castle Charming this Friday at ten o' clock. The Prince cordially invites the whole Tremaine family. Thank you.

The ROYAL MESSENGER leaves. CINDERELLA shuts the door behind him.

ANASTASIA

Oh, a ball! How exciting! We shall all have to buy new dresses. Our others are far too old!

DRIZELLA

I am going to marry the Prince. He's so-so-Charming!

LADY TREMAINE

Of course, you are dear. You're so very beautiful.

CINDERELLA

Erm, Mother?

LADY TREMAINE

Yes? Why aren't you cooking?

CINDERELLA

Do you think I might be able to go to the ball? I can clean my dress. I would like to. DRIZELLA and ANASTASIA laugh. They stop and LADY TREMAINE becomes angry.

LADY TREMAINE

Why would anyone want you at their party? You're lazy...

DRIZELLA

Ugly...

ANASTASIA

And short!

CINDERELLA is visibly upset.

DRIZELLA

Mummy, can we go shopping?

LADY TREMAINE

Yes, of course. I'm sick of waiting for this food. Have it cleaned up when we come back, you wicked little girl.

DRIZELLA, ANASTASIA and LADY TREMAINE leave.

CINDERELLA begins to cry.



Fade to black:

INT. TREMAINE HOUSEHOLD - NIGHT

We see the same room but lit by artificial light. We see through the window that it is dark outside. DRIZELLA, ANASTASIA and LADY TREMAINE are standing around the table dressed up for the ball and preening. The ball gowns are all either too big or small, and in a range of lurid colours. CINDERELLA is out of shot, in the kitchen, cleaning.

DRIZELLA

Oh, Mother, you look divine!

LADY TREMAINE

Thank you, darling. You too. And you, Anastasia. What an impression we'll make!

ANASTASIA

Oh, of course we will especially without smudge-face over there.

They all laugh.

LADY TREMAINE

Come on, my treasures. Our coach is here already.

DRIZELLA

See you later, smudge-face.

CINDERELLA comes into the sitting room and moves to the window to watch them leave. After a moment, she sits down at the table, slumps into her own arms and begins to sob. The area in front of the front door begins to become smoky. The FAIRY GODMOTHER emerges from the smoke and moves to the table. She puts her hands on CINDERELLA'S shoulders.

FAIRY GODMOTHER

Why are you crying, child?

Cut to close up:

CINDERELLA looks up, looking frightened.

CINDERELLA

Oh, I'm so unhappy. All I asked was to go to the ball at Castle Charming, but my stepsisters just laughed at me. Now they're going to have such a nice time, and I have to stay here and wash dishes!

She cries again.





Cut back to room:

FAIRY GODMOTHER

But you shall go to the ball!

The FAIRY GODMOTHER waves her wand, and CINDERELLA disappears behind a cloud of smoke and sparkles. She emerges in a beautifully cut ball gown, with glass slippers. She is clearly surprised.

CINDERELLA

How wonderful! Thank you so much! But how shall I get there?

FAIRY GODMOTHER

With just a little bit of magic!

The FAIRY GODMOTHER takes a mouse from her pocket and waves her wand again. The mouse disappears.

CINDERELLA

Where did he go?

FAIRY GODMOTHER

Why don't you look out of the window and see?

CINDERELLA *runs to the window.*

Cut to ext. shot:

Cinderella is visible in the window of the Tremaine house. The camera slowly pans out to reveal a large, white, horse-drawn carriage.

Cut back to room:

CINDERELLA

Four white horses! And a beautiful carriage! What can I ever do to thank you?

FAIRY GODMOTHER

It is enough that you're happy, but you can do one thing.

CINDERELLA

Anything!

FAIRY GODMOTHER

The spell will wear off at twelve. You must leave before then. Quickly, you mustn't be late.

CINDERELLA *runs to the door, stops with her hand on the handle, and turns back to the FAIRY GODMOTHER.*

Cut to close up:

CINDERELLA

I'll never forget you.

CINDERELLA *runs out of the door.*

FAIRY GODMOTHER

I know you won't, dear.



WITH YOUR GROUP, TALK ABOUT WHAT IS SIMILAR AND WHAT IS DIFFERENT TO A STORY VERSION OF CINDERELLA. WRITE YOUR IDEAS DOWN BELOW.



Similarities:

Differences:



LEVEL 5 / ACTIVITY 2:
GROUP

SKILLS:
READING, WRITING

AIMS:
To write a film script



YOUR RED RIDING HOOD FILM SCRIPT

Lined area for writing the film script.

★ ★ **LEVEL 5: ACTIVITY 2**

USING THIS VERSION OF RED RIDING HOOD AS A REFERENCE, WRITE A FILM SCRIPT FOR PART OF THE STORY, USING THE SIMPLE FRAME.



"It's me, Grandma. Red Riding Hood. I've brought you some food," Red Riding Hood called.

In a high voice, the wolf called: "Come in, my dear. How lovely to have a visitor!"

Little Red Riding Hood walked over to the bed to take a closer look at Grandma. As she got closer, she noticed that something wasn't quite right.

"Oh Grandma," she said, "What big ears you have!"

"All the better to hear you with," squeaked the wolf, still trying to put on a Grandma-like voice.

"... and what big eyes you have!" gasped Red Riding Hood.

"All the better to see you with," the wolf replied.

Red Riding Hood began to edge away from the bed. "Oh Grandma, what sharp teeth you have," she said.

"All the better to eat you with," snarled the wolf as he leapt out of bed. Red Riding Hood ran as fast as she could, being chased by the wolf, out of the door and into the woods. To her relief she ran straight into the woodcutter who had been chopping logs near Grandma's cottage that morning. He jumped in front of the wolf and swung his axe, killing the wolf and splitting his stomach in two. Luckily, Grandma was safe, although a little worse for wear.

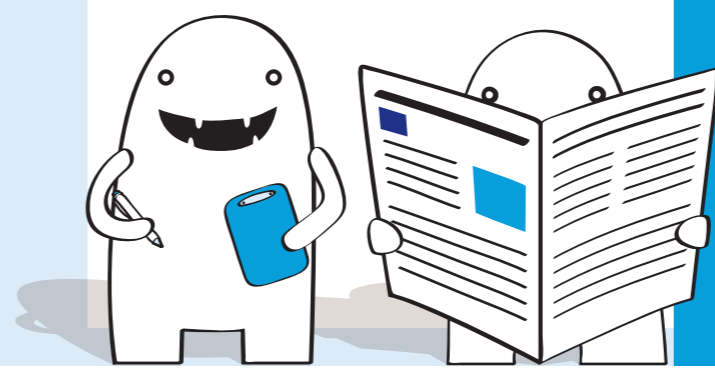
The woodcutter and Red Riding Hood quickly tucked Grandma back into bed and made her a steaming cup of tea.

After that, they never saw another wolf in the woods, and they all lived happily ever after.



WELL DONE! – YOU HAVE COMPLETED LEVEL 5

IN THE NEXT LEVEL, YOU WILL WORK AS A TEAM TO CREATE A NEWSPAPER REPORT. YOU NEED GOOD COMMUNICATION SKILLS. OFF YOU GO...



LEVEL 6

L6/8 **ACTIVITIES: 4**

CREATING NON-FICTION TEXTS

In this level, you will...

- create a non-fiction text based around understanding of a narrative form.



LEVEL 6 / ACTIVITY 1:
GROUP

SKILLS:
READING

AIMS:

Read different versions of a text

CAN YOU READ A COPY OF THE RASHOMON – A TEXT WHERE EACH CHARACTER GIVES THEIR VERSION OF WHAT HAPPENED. IN YOUR GROUP, EACH TAKE A PART TO READ OUT AND TAKE TURNS TO READ OUT LOUD.

SKILLS

In this level, you will be working on:

- ✓ COMMUNICATION
- ✓ WRITING
- ✓ READING

SPOTLIGHT ON: COMMUNICATION

YOU COULD BE A:

MISSION CONTROL SPECIALIST

Being part of a mission control centre requires you to have excellent communication skills and the ability to plan and organise. A large number of the team collect and analyse data as well as creating processes and procedures to respond to every possible eventuality. In this job, you are also required to be dedicated to your own training and development, seeking out ways to improve your delivery.



RASHOMONS 

Guard interviews in the search for the owner of the 'royal ball slipper'

1 TESTIMONY OF THE QUEEN:

What a beastly ball! Charming made quite the fool of himself dancing with commoners and getting himself horribly drunk. We arranged the ball for the boy's coming of age, and the young people are very into dances these days so we planned one for him. We were just going to invite the true nobles but Charming insisted on bringing in some of these fellows with a rather more tenuous claim to nobility. You could tell when the carriages started coming in; some of them were drawn only by a single horse! There was one notable exception; a girl with black hair who turned up in a grand diamond-covered carriage drawn by four white horses. Quite beautiful, really. Then Charming proceeded to dance with anyone he could get near to and embarrass himself as much as it was within his power to. I had to call an end to the proceedings at about eleven o' clock because he was almost too drunk to stand. Even after he had been put to bed he continued to talk about a girl he had fallen for, a brunette he was dancing with towards the end, I believe. He has her shoe. I do hope that he finds her so that we can get back to more pressing matters.



2 TESTIMONY OF PRINCE CHARMING:

What a bizarre night! I was so excited about my first royal ball. I knew all eyes would be on me so, of course, I had to dress dazzlingly. I wore my favourite sequined trousers with my ruby-studded dinner jacket. I looked a handsome fellow, I can tell you. I heard the clock strike ten, and decided that it was time to make my appearance. As I entered, all the guests crowded round applauding me and shouting, "Hail, Prince Charming". I was very happy. I felt so popular. The first thing to do was to find myself a beautiful young bachelorette to dance with. I danced with some of the finest ladies in the land, but after a while, I began to get a little bored. Dancing is dancing, after all. And then I saw her, standing at the edge of the dance floor, with her long brown hair and a beautiful silver dress. I made my way over and introduced myself. She was blushing, such a sweet little creature! We got to dancing and she moved as gracefully as a swan on water. Oh, she was so beautiful. We danced and danced. The time flew by, and before I knew where we were, the clock struck twelve. She began to look terrified, her little eyes darting about the room. She turned and ran, shouting something that I missed. When I went out to the gardens to see where she was, she had gone. She had, however, left behind the most dainty, perfect little shoe. It's all I have of hers. I just know that she is the woman for me. I have to find her!

3 TESTIMONY OF MR. BILLINGS, FIRST FOOTMAN AT THE ROYAL PALACE:

I never look forward to these things. Always a load of toffs milling around, telling you how to do your job. This one was especially bad, because it was for that Charming. He's always been a right spoilt little brat, ever since he could talk. I knew there would be some fuss before the night even started. First there was this set of horrors, came in about half eight. Two fat girls, looking like Christmas trees, and their horrible old sour-faced witch of a mother. I was just trying to help them up the stairs, taking their arms and that and they took offence! Told me I was a pauper, or such like, and tried to take my hat! Any road, the rest of the night wasn't so bad. The Prince seemed right taken with some lass I'd not seen before, a blonde girl with a big silvery ball gown on, so he kept to himself. They were a picture together. Then, around twelve, I saw out the corner of my eye that old bat from earlier keel over; can't handle their booze, this lot. I carried her outside and sent her away in a carriage home. The Prince was no better, I found him at about one o'clock drooling all over his sparkly top and I had to put the lad to bed as well. The hall was a right mess. The poor servants 'll have a job on their hands tomorrow!

4 TESTIMONY OF THE 'FAIRY GODMOTHER', SUMMONED BY A WITCH:



I'm not allowed to tell you too much! There are rules for fairies, you know. What I can tell you for certain is that the woman you're looking for has an awful life. I know that, because that's why they get me involved. I try to make people happy. I don't just have one person to see to either; I get a lot of work, believe it or not. There are a lot of unhappy people in the world. I know the girl you're looking for. All she wanted to do was to go to the royal ball. It was her destiny and her family were getting in the way. So I went down to see her. She was in the living room, in a green outfit, blonde hair covering her face, sobbing her eyes out. I gave her a little hug and told her that she could go to the ball! Oh, she looked so happy! I waved my wand over some things from the kitchen to make a carriage and horses, and gave her a beautiful dress and a pair of glass slippers. I told her that she had to leave before twelve o'clock though; those are the rules! After that I don't know too much, I have a feeling she stayed too long, but I'm a busy woman! I hope you find her though. She deserves to be happy.

5 TESTIMONY OF DRIZELLA TREMAINE'S CLEANING GIRL:

The Prince is looking for me? Well, of course it's me; that's my slipper! Oh, I'm not really a cleaning girl; I am sister to these women, second cousins of Duke Grumpy IV. I saw the invitation to the ball one morning and just knew that I had to go, but my mother and sisters said that I wasn't allowed. They kept telling me that I was too ugly and too stupid.

They all went without me, and I was sitting in the kitchen crying into the sink when a fairy came from nowhere. She said that she was my fairy godmother and that she was going to help me to go to the ball! She turned a wheelbarrow into a carriage and three mice from the garden into horses to draw it. Then she gave me the most beautiful sparkly red dress and silver shoes. She warned me that I had to leave before eleven, otherwise my carriage would turn back and I would have to be wheeled home! I got there while the party was still in full swing and started to dance. Imagine how thrilled I was when the Prince asked me to dance! We danced and talked all night. He was so very...charming! When I heard the bell toll eleven, I turned and ran in terror, I couldn't have my Prince see me wheeled away! I just made it back into the carriage before I realised I had left my slipper behind, that slipper there. Oh, I'm his girl. Please tell him that I love him!



LEVEL 6 / ACTIVITY 2:
GROUP

SKILLS:
COMMUNICATION, DISCUSSION

AIMS:
Comparing different versions of a text

USING THE RASHMONS YOU HAVE JUST READ, CAN YOU TALK ABOUT THE DIFFERENCES IN THE ACCOUNTS AND WRITE DOWN YOUR IDEAS BELOW.

Differences:

1 _____

2 _____

3 _____

4 _____

5 _____





LEVEL 6 / ACTIVITY 3:
GROUP

SKILLS:
WRITING

AIMS:
Writing headlines

NEWSPAPER REPORT



LEVEL 6 / ACTIVITY 4:
INDIVIDUAL

SKILLS:
READING, WRITING

AIMS:
Write a newspaper report

★ ★ ★ ★ ★
L6: ACTIVITY 3

AS A GROUP, LOOK AT THE HEADLINES BELOW AND HAVE A GO AT WRITING THE HEADLINES AS FULL SENTENCES. HAVE A LOOK AT THE NEWSPAPER REPORT (RIGHT) – THE HEADLINE IN PARTICULAR.

1 DOG SAVES DIAMONDS

4 Great War Ends

2 UFO LANDS IN KENT

5 MONSTER SPOTTED ON PLAYING FIELD

3 Egg-citement on Manor Farm

Headlines as full sentences:

- _____
- _____
- _____
- _____
- _____

WRITE YOUR OWN HEADLINE FOR THE STORY OF RED RIDING HOOD?



The Fairy Tale News

Monday 29th June 2009

TALES TOLD WELL

40p

PRINCE WON'T LET THIS GIRL SLIPPER WAY!

Charming set to wed after national shoe search

PRINCE Charming is engaged to be married, The Fairy Tales News can exclusively reveal.

The 22 year-old heir to the throne proposed to commoner Cinderella early yesterday.

BY HARRY PORTER

And the lucky lady, 21, was delighted to say 'Yes' to Taleland's most eligible bachelor, 23.

A spokesperson from Charming Hall said: "We are delighted to confirm that the Prince will marry Cinderella later this year.

Bride-to-be

"We anticipate that the ceremony will take place at Threespires Abbey, but we are currently waiting for confirmation of the arrangements from the bride-to-be's father and stepmother."

The Fairy Tale News reported last week that Prince Charming had told friends that he had "fallen

head over heels in love with the mysterious woman" he had danced with at his father's annual Royal Command Ball.

And the announcement follows a week of fevered speculation as the eldest son of King Kindly searched the land for his missing beloved.

A friend of the prince said: "The beautiful lady we all saw dancing with Chas ran off at midnight. She tripped and fell getting into her taxi and Chas was given the boot – well, the six-inch glass slipper, to be exact!

"He was heartbroken and determined to find his dancing queen."



SHOE'S THAT GIRL: The Prince and his new love

Organisers of the event, which is held every year at different royal castles, sent out invitations to all young women between the ages of 18 and 25. Cinderella is rumoured to be one of the few who did not respond to the R.S.V.P. instruction on the silver-edged invitation card.

Fairy Tale News Royal Correspondent Arthur Lovegood explained:

"Palace etiquette demands that all replies to invitations should be made

within a week. Invitations are amazingly popular and it is very rare for any not to be accepted. In this instance, the lady Cinderella arrived unexpectedly at the palace gates

• Turn to page 3

INSIDE ...

Use YOUR shoes to impress YOUR Prince!

FEATURE—Pages 6 and 7

STATE NEWS – KING CLEANS MOAT WITH PUBLIC CASH SCANDAL—PAGE 5

CAN YOU READ THE WHOLE NEWSPAPER REPORT (LEFT) AND HIGHLIGHT – WHO? WHAT? WHERE? WHEN? AND WHY? AS A GROUP, HAVE A GO AT WRITING PART OF A NEWSPAPER REPORT ABOUT RED RIDING HOOD USING THE LAYOUT BELOW FOR YOUR IDEAS.

YOUR NEWSPAPER REPORT



NEWSPAPER NAME

DATE

PRICE

HEADLINE

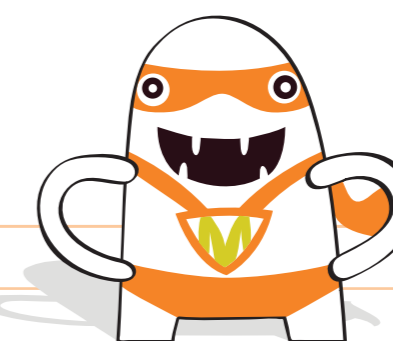
SUB HEADING

REPORT TEXT, IMAGE(S) ETC



YOU HAVE COMPLETED LEVEL 6 - SUPERSTAR!

IN THE NEXT LEVEL, YOU WILL NEED TO LOOK AT YOUR WRITING SKILLS AND START PLANNING YOUR OWN STORY...



★ ★ ★ ★ ★
L6: ACTIVITY 4

LEVEL 7

L7/8
ACTIVITIES: 3

EXPLORING NARRATIVE STRUCTURE AND DIRECT SPEECH

In this level, you will...

- create a clear narrative structure for the story of Red Riding Hood
- create a plan for your own version of the story.

SKILLS

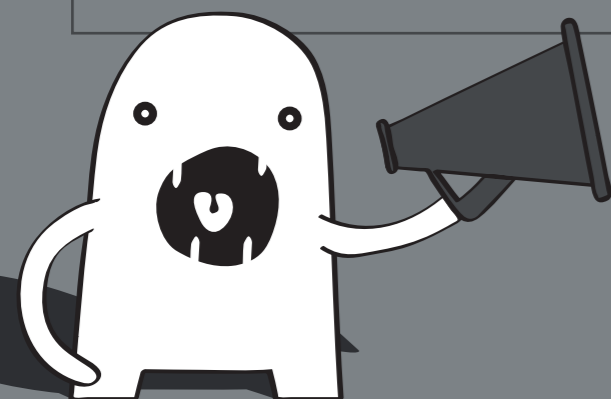
In this level, you will be working on:

- BEING CREATIVE
- PLANNING
- COMMUNICATION
- TEAMWORK

SPOTLIGHT ON: PLANNING

YOU COULD BE A: FILM DIRECTOR

Directors have overall responsibility for the way films and television programmes are made. As a Director, you would use your creativity, organisational skills and technical knowledge to manage the whole production process. If you are imaginative, and can lead others to work towards your creative vision, this job could be for you. To do this job, you'll need good planning and communication skills. You'll also need to be decisive and able to work to a budget.



LEVEL 7 / ACTIVITY 1:
GROUP
SKILLS:
COMMUNICATION

AIMS:
Think about everything you have learnt so far and record your thoughts

LET'S RECAP ON ALL OF THE THINGS YOU HAVE LEARNT ABOUT IN THE PROGRAMME SO FAR. WRITE DOWN YOUR IDEAS HERE:

I have learnt:

- _____
- _____
- _____
- _____
- _____
- _____
- _____



★ L7: ACTIVITY 1



LEVEL 7 / ACTIVITY 2:
GROUP
SKILLS:
TEAMWORK

AIMS:
Prioritise and record your ideas

AS A GROUP, DISCUSS AND DECIDE ON THE MOST IMPORTANT PARTS OF THE STORY OF RED RIDING HOOD. WRITE DOWN YOUR IDEAS BELOW:

Most important parts of Red Riding Hood:

- _____
- _____
- _____
- _____
- _____
- _____
- _____

Extra notes:



★★ L7: ACTIVITY 2



LEVEL 7 / ACTIVITY 3:
GROUP
SKILLS:
PLANNING


AIMS:
Plan your own story


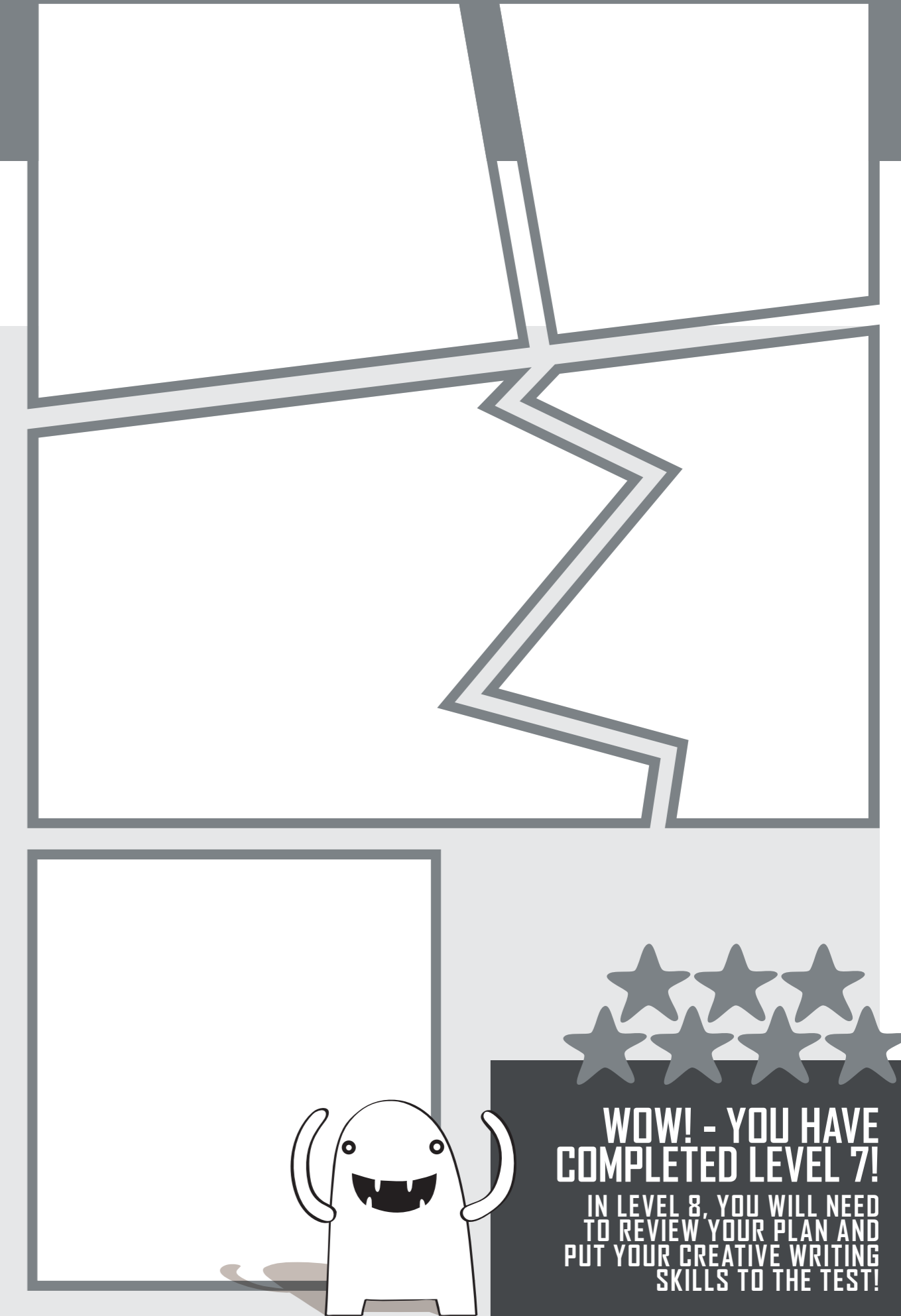
★★★ L7: ACTIVITY 3

HAVE A GO AT WRITING YOUR OWN VERSION OF RED RIDING HOOD. PLAN YOUR STORY USING THE SPACE BELOW AND THE STORYBOARD (RIGHT). YOUR AMBASSADOR CAN HELP YOU IF YOU WANT TO READ OUT LOUD OR DISCUSS YOUR IDEAS WITH THEM, OR, IF YOU'RE NOT SURE WHERE TO START.

YOUR VERSION OF RED RIDING HOOD CAN TAKE ANY FORM THAT YOU LIKE. MAYBE YOU COULD WRITE A VERSION LIKE THE SCI-FI STORY OF CINDERELLA THAT YOU HEARD AT THE BEGINNING OF THIS PROGRAMME, OR YOU MIGHT DECIDE TO WRITE THE STORY FROM THE POINT OF VIEW OF ONE OF THE OTHER CHARACTERS, OR, MAYBE YOU HAVE AN EVEN BETTER IDEA OF YOUR OWN.

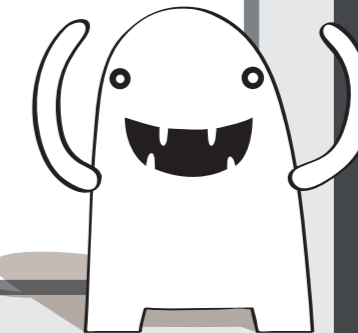
Planning:



WOW! - YOU HAVE COMPLETED LEVEL 7!

IN LEVEL 8, YOU WILL NEED TO REVIEW YOUR PLAN AND PUT YOUR CREATIVE WRITING SKILLS TO THE TEST!



LEVEL 8

L7/8 **ACTIVITIES: 3**

CREATING YOUR OWN STORY

In this level, you will...

- write your own version of a well-known story in a different genre.



LEVEL 8 / ACTIVITY 1:
GROUP

SKILLS:
PLANNING

AIMS:

Review your plan of your own story

IN THE LAST LEVEL YOU WROTE A PLAN FOR YOUR STORY. READ THROUGH YOUR PLAN NOW AND IF YOU WANT TO MAKE ANY CHANGES, USE A COLOURED PEN TO MARK THEM ON YOUR PLAN. ARE THERE ANY GREAT WORDS THAT YOU COULD USE TO MAKE YOUR WRITING MORE EXCITING? - HAVE ANOTHER LOOK AT THE TOOLKIT (PAGE 54).

Notes / great words:



SKILLS

In this level, you will be working on:

- COMMUNICATION
- READING
- PLANNING
- WRITING

SPOTLIGHT ON: ????????

YOU COULD BE A: ?????????? ??????????



What job would you suggest this week?

Look at what you've learnt already and see if you can write a few lines describing the skills needed for your chosen job.

Job title _____

Description _____



LEVEL 8 / ACTIVITY 2:
GROUP

SKILLS:
COMMUNICATION

AIMS:

Talk about your plan with a partner and your Ambassador

NOW THAT YOU HAVE REMINDED YOURSELF OF THE PLAN FOR YOUR STORY, READ IT TO A PARTNER. ASK THEM TO TELL YOU TWO THINGS THAT THEY LIKE ABOUT YOUR STORY AND ONE THING THAT THEY THINK YOU COULD IMPROVE. THEN DO THE SAME AS THEY READ THEIR STORY TO YOU.

Things your partner likes about your story:



1 _____

2 _____

Something that could be improved in your story:

★ L8: ACTIVITY 1

★★ L8: ACTIVITY 2



LEVEL 8 / ACTIVITY 3:
GROUP
SKILLS:
WRITING

AIMS:
Redraft and write a final version of your story

YOUR TOOLKIT

FINALLY, NOW THAT YOU ARE HAPPY WITH YOUR PLAN, WRITE A COMPLETE, FINAL VERSION OF YOUR STORY.

Handwriting practice area with multiple horizontal lines for writing.



Use this section to look for words to use in your writing. If you find a word that you like when you are reading, write it down here to create your own Vocabulary Builder.

Your Ambassador can help you use this section if you can't find what you are looking for.



CONGRATULATIONS - YOU HAVE COMPLETED THE PROGRAMME!
WHAT A LOT YOU HAVE LEARNT AND ACHIEVED. YOU SHOULD BE PROUD OF ALL YOUR HARD WORK. EXCELLENT JOB!

"We are great writers because we use these tips!" *Simon Haughton*

VOCABULARY BUILDER

The Vocabulary Builder contains lists of different types of words, which you may like to include in your writing. You will also see there is space for you to add your own words so that you can build up your vocabulary over time.

INTERESTING ADJECTIVES

Adjectives are words that describe something; they tell you what it is like.

Words that describe what a character looks like:

bald	beautiful	broad	chubby	corpulent	cute
dainty	decrepit	delicate	enormous	fair	frail
gnarled	hairy	handsome	huge	lean	old
petite	plump	pretty	round	short	skinny
slender	slight	sprightly	stout	tall	thin
tiny	wrinkled	young			

Words that describe how a character behaves:

active	adventurous	agreeable	amusing	anxious	artistic
athletic	awkward	bashful	bold	boring	brave
brilliant	calm	carefree	careful	cautious	charming
cheerful	childish	clumsy	creative	critical	cross
cruel	curious	dangerous	dishonest	dull	eager
evil	fearless	fierce	foolish	funny	furious
gentle	greedy	grumpy	harmless	heroic	honest
imaginative	impatient	innocent	intelligent	jealous	jolly
kind	lazy	lonely	mean	mischievous	miserable
nasty	naughty	noble	ordinary	patient	polite
private	quiet	rude	sad	scary	selfish
sensitive	stern	strict	thoughtful	timid	unhappy
vain	weak	wicked	wise	worried	

Words that describe what a setting is like:

ancient	bare	busy	chilly	clean	comfortable
cool	cosy	creepy	damp	dark	deserted
dreary	dusty	empty	enchanted	fancy	filthy
gloomy	grand	haunted	hilly	magical	messy
misty	modern	mysterious	natural	neat	noisy
peaceful	quaint	rugged	safe	scary	secret
shadowy	shady	snowy	snug	stormy	strange
vacant	vast				

The words are arranged in lists by the type of word, e.g. adverbs, nouns, verbs etc. If you find a word that you like when you are reading, write it down here to use later.

Add other **adjectives** that you have found here:

ASTOUNDING ADVERBS

Adverbs are describing words; they describe how a verb is being done:

How?	When?	How often?	Where?	How much?
angrily	afterwards	always	above	almost
anxiously	again	annually	around	completely
cautiously	before	constantly	away	entirely
cheerfully	beforehand	daily	below	little
courageously	early	hourly	down	much
defiantly	lately	monthly	downstairs	rather
doubtfully	never	never	everywhere	totally
elegantly	now	occasionally	here	very
enthusiastically	often	often	inside	
gently	punctually	once	outside	
gladly	recently	regularly	there	
gracefully	soon	repeatedly	up	
happily	then	sometimes	upstairs	
irritably	today	usually	wherever	
joyously	tomorrow	yearly		
merrily	yesterday			
nervously				

Add other **adverbs** that you have found here:

NOUNS

NOUNS

Nouns are naming words; they are the names of people, places and things:

anger	chair	book	girl	horse	happiness
lady	shoe				

See page 59 for more information about pronouns and proper nouns.

Add other **nouns** that you have found here:

VERBS

Verbs are doing words, they tell you what a person or thing is doing:

bounce	carry	collapse	crawl	dance	dash
drive	hit	hop	hurry	jump	leap
pull	push	roll	rotate	run	shake
skip	sneak	spin	split	giggle	hum
laugh	rap	scream	shout	sigh	sing
sob	talk	whisper	yawn	taste	touch
admire	bawl	blubber	cry	despair	frown
grin	laugh	love	sigh	smile	smirk
tremble	weep	wince	worry	stroll	stumble
tap	throw	trudge	turn	walk	wander
wave	wind	zoom	caress	eat	feel

Add other **verbs** that you have found here:

TOOLKIT

APOSTROPHES

An apostrophe is a punctuation mark used to indicate either **possession** or the **omission/replacement** of letters. Apostrophes inside the word are **never used to denote plurals**.

POSSESSION

Use an apostrophe to show something belongs to someone. If a single thing/person owns anything, **add an apostrophe 's**

The dog's bone	John's book
The boy's homework	Yesterday's lesson
Jones's bakery	Children's

However, if it is plural (more than one), an apostrophe comes **after the s'**

The dogs' bones
The boys' homework
Joneses' bakeries (lots of Jones families)

REPLACEMENT

Use an apostrophe to show a missing letter (contraction):

do not	don't	will not	won't	can not	can't
--------	-------	----------	-------	---------	-------

ADVERBS

Adverbs are describing words; they describe how a verb is being done:

How?	When?	How often?	Where?	How much?
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KNOW THE BASICS

- Every sentence must start with a capital letter.
- Every sentence must finish with some form of punctuation: . ? !
- When writing speech:
 - Go to a new line when a different person speaks e.g. "Good morning," said the Headteacher. "It's the afternoon!" replied the student.
 - Each person's speech is marked with speech marks e.g. "Walk on the left" said Mr Mathews.
- When writing titles of works such as books, films or plays:
 - Capitalise the first word.
 - Capitalise any main/important words.
 - Don't capitalise minor words such as 'and', 'of' or 'the' e.g. The Sound **of** Music, The Wizard **of** Oz, Harry Potter **and the** Goblet **of** Fire.
- Proper nouns need capital letters. These are **unique people, places or things** e.g. There are many cities so 'city' doesn't take a capital letter. However there is only one **London**, therefore it takes a capital letter.

COMAS AND COLONS

Use a comma between each item in a list, except for the last item where you use 'and'.

There are: five gold rings, four calling birds, three French hens, two turtle doves **and** a partridge in a pear tree.

Use a colon at the start of the list.

HOMOPHONES

Words that sound the same but have different spellings and meanings.

new	is not old. Jim bought a new car.	their	belongs to someone. The children hung up their coats.
knew	is the past tense of 'know'. Jenny knew how to ride a bike.	they're	short for 'they are'. They're going to the zoo.
no	is used to refuse or disagree. No, I won't go to the park.	there	has several different uses. ADJECTIVE: emphasizes a person or thing. He said that there was a dog swimming in the pool. ADVERB: the opposite of here. He's over there . NOUN: about places. I'm not going in there . PRONOUN: introduces a noun or clause. Is there a phone?
know	is regarded as the truth. I know she won't fall off.	where	used for places and positions. Where is Italy?
to	means towards or is part of a verb. I am going to the park.	we're	short for 'we are'. We're going to school.
too	means 'as well' or 'too much'. I ate too much.	wear	what you do with clothes I wear slippers.
two	is just the number. I want two toys.		

ITS

Its – shows that **something owns something** (like our, his etc).
It does not take an apostrophe: the dog ate **its** bone and we ate our dinner.

NOUNS, PRONOUNS AND PROPER NOUNS

NOUNS

Nouns are naming words; they are the names of people, places and things:

chair, horse, book, lady, girl, shoe, happiness, anger

PRONOUNS

Pronouns are words that take the place of nouns; they help us avoid repeating a noun when we are writing:

I, me, he, she, herself, you, it, that, they, each, few, many, who, whoever, whose, someone, everybody

PROPER NOUNS

Proper nouns are a special kind of noun. They describe a particular person or place. They need a capital letter:

Mum, Lucy, James, Paris, Wednesday, June

PARAGRAPH BEGINNINGS

Start a new paragraph when there is:

a change of topic; a jump in time; a change of place; a new speaker.

PUNCTUATION

Full stop	.	Indicates that a sentence has finished.
Comma	,	Indicates a slight pause in a sentence, separates clauses in a complex sentence and items in a list.
Question mark	?	Goes at the end of a question.
Exclamation mark	!	Goes at the end of a dramatic sentence to show surprise or shock.
Apostrophe	'	Shows that letter(s) have been left out or indicates possession.
Speech marks	“ ”	Indicate direct speech, the exact words spoken or being quoted.
Colon	:	Introduces a list, a statement or a quote in a sentence.
Semicolon	;	Separates two sentences that are related and of equal importance.
Dash/hyphen	-	Separates extra information from the main clause by holding words apart.
Brackets	()	Can be used like dashes, they separate off extra information from the main clause.
Ellipsis	...	Shows a passage of time, to hook the reader in and create suspense.

SENTENCES STRUCTURES

VERB, PERSON

Shivering, John sat on the cold, damp floor.

TWO ADJECTIVES

He was a tall, awkward man with an old, crumpled jacket.

BUT, OR, YET, SO

The dog ran across the road, but it didn't see the speeding car.

LIST OF ADJECTIVES

It was a long, dark, leafy lane.

TWO PAIRS

Cold and lonely, tired and hungry, he continued along the never ending path.

SIMILE

The water rushed past like a herd of buffalos evading a predator.

3 ED

Scared, confused, betrayed I slumped to the floor.

SIMILES AND METAPHORS

Similes usually use 'as' or 'like' and compare something to something else.

The clouds were fluffy like cotton wool. He was as cool as a cucumber.

Metaphors describe something as if it was something else.

The night is a blanket of black. It was a rainbow of flavours.

SPEECH MARKS

"I like dancing," said Mary.

Claire cried, "I wanted to ride the horse."

"What time is it Tom?" asked Fred.

SPELLING TIPS FOR ACCURACY

- Sound out the word.
- Think about how it looks.
- Think about a similar word.
- Is there a memory sentence for this word?
e.g. Big elephants cannot always use small exits.
- Find the word in a list:
 - Key words list;
 - Frequently used words list;
 - Your own word bank.
- Look it up in a dictionary/spellchecker.
- Ask a friend or teacher.
- To learn it: look, cover, write, check.
- Once you've solved it, add the correct spelling to your own word bank.

THERE / THEIR / THEY'RE

Special care must be taken over the use of **there**, **their** and **they're** as they sound the same but are used quite differently:

There shows position.

Your seat is over **there**.

Their shows that 'they' own something.

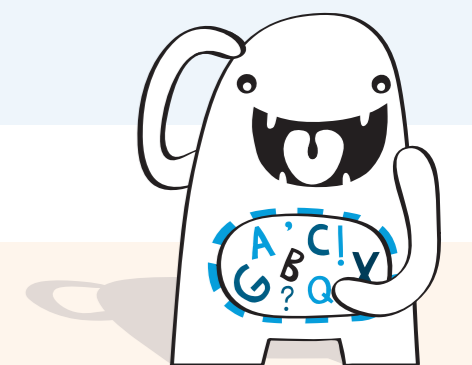
Their blazers are navy blue.

They're is short for **they are** as in.

They're revising every day.

VERBS

Verbs are doing words, they tell you what a person or thing is doing.



GLOSSARY

ADVERB

A word that modifies (gives more information about) a verb, adjective, another adverb, determiner, noun phrase, clause, or sentence. Adverbs typically answer questions such as: how? in what way? when? where? and, to what extent?

ADVERBIAL PHRASE

A group of words that does the same job as an adverb.

CHARACTER

A person in a book, play, or film. In some stories, particularly those written for children and so-called 'traditional tales', the characters are represented by animals.

EVENT

A thing that happens or takes place, especially one of importance that moves the story on.

FORMAL LANGUAGE

The type of language that is used in a range of situations, such as; speaking in public or writing a formal letter.

GENRE

A genre is a specific type of music, film, or writing. Your favourite literary genre might be science-fiction, and your favourite film genre might be horror. In music, genre refers to musical style such as jazz, salsa or rock.

INFORMAL LANGUAGE

The type of language used in informal, mostly spoken settings. It is characterised by the use of some slang or colloquial terms.

OBJECT /PROP

Something that is used by a character in a story. For example, a basket or a laser pen.

PERSON

Someone who is telling the story in a narrative. This can be first, second or third person. In the first person, the narrator is telling events from their own point of view – "I saw", "I went", "I thought".

In the second person, you address the reader; "You would, wouldn't you?" In the third person, the writer describes events happening to a character: "He went into the forest". For pupil's writing in this programme, first and third person are the most likely ways that they will write their narratives. The important thing is that they are consistent throughout.

PRONOUN

(I, me, he, she, herself, you, it, that, they, each, few, many, who, whoever, whose, someone, everybody, etc.) is a word that takes the place of a noun. In the sentence, "Joe saw Jill, and he waved at her", the pronouns 'he' and 'her' take the place of 'Joe' and 'Jill', respectively.

SCRIPTS

These have a different structure to stories as the plot is usually moved forward more by dialogue. In stories, there is more description; in a play or film this is not necessary as the viewer can see what a place or person looks like.

SETTING

Used in narrative works (especially fictional), the setting includes the historical moment in time and geographic location in which a story takes place, and helps establish the main backdrop and mood for a story.

SUBJECT-VERB AGREEMENT

It is important that the verb in a sentence is appropriate for the subject of the sentence.

For example if a singular subject is used: "The girl", then any verbs must be singular: "The girl was singing." If a plural subject is used: "The girls", the verb must be plural: "The girls were singing."

TENSE

Methods that are used in writing to indicate the time in which events are happening. It can be set in the present, past or future. It is important to make sure that tense is used consistently throughout a piece of writing.

VERB

A word used to describe an action.

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