



# Y8 Literacy Booklet

**NAME:**

**TUTOR GROUP:**

**TEACHER:**



## Lesson 1: Introduction

**Correct the spelling, punctuation and grammar mistakes in the extract below.**

Softly scuttling the burnt orange crab made its way across the damp sand of the beach. It was oblivious to the debris slowly finding itself on the shore, floating in from the foamy water now that the storm had passed. A cracked and splintered stretch of wood lay across the crabs path but it simply danced around and continued its journey up the beach. It left behind the destroyed wreck of the small harbour

“I’ve found someone! a voice cried.

Furtive footsteps, fighting against the shifting sand, rushed across the shore. Along the beach, where the crab had already passed, lay a pile of sodden rags, just another piece of debris.

“Isn’t it just wreckage from the ship” an old man a retired sailor replied.

They drew closer and could see the rags were gently moving up and down, they drew closer and could hear raspy, waterlogged breathing. The rags were alive. someone had survived.

**Demonstrate your understanding of language techniques by highlighting and labelling examples in the extract.**

**How does the writer build tension in the extract? Explain how the order in which they reveal information contributes to the tension e.g. what do they focus on first, what do they shift to, where does it end?**


## Spelling Test 1:

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**TOTAL /20:**

**Lesson 2: Word Classes**

**Answer the questions on word classes:**

1. What is a noun?
2. There are FOUR types of noun, match the noun type to the definition.

<b>Noun Type</b>	<b>Definition</b>
Abstract	refers to a class of person, place, thing, or concept, but not to someone or something specific.
Pronoun	the names of specific people, places, things, or concepts. They are always capitalised to distinguish them from common nouns.
Proper noun	refer to concepts, ideas, feelings, and processes that can't be physically located, such as 'grammar', 'justice', 'sadness', and 'relaxation'.
Common noun	a word that can replace a noun in a sentence

3. What is an adjective?
4. Where does an adjective go in a sentence?
5. What is a comparative adjective? Give an example.
6. What is a superlative adjective? Give an example.
7. What is a verb?
8. Modal verbs show a degree of certainty, rank the verbs below from most to least certain.  
  
*Can, might, may, must, should, will, could*
9. What is an adverb?
10. An adverb can show time and frequency. Write down an example of a time related adverb and an example of a frequency adverb.

11. Adverbs can also be used to link ideas in a piece of writing, they are called connectives. Write TWO examples of connectives.

**Read the extract from *Life of Pi* by Yann Martel A young Indian man, Pi Patel, has been shipwrecked in a rowing boat in the Pacific Ocean. Here he is rationing his food intake to ensure his survival.**

*As the cartons of survival rations diminished, I reduced my intake till I was following the instructions exactly, holding myself to only two biscuits every eight hours. I was continuously hungry. I thought about food obsessively. The less I had to eat, the larger became the portions I dreamed of. My fantasy meals grew to be the size of India. A **Ganges** of **dhal soup**. Hot **chappatis** the size of **Rajasthan**. Bowls of rice as big as **Uttar Pradesh**. **Sambar**s to flood all of **Tamil Nadu**. Ice cream heaped as high as the Himalayas. My dreaming became quite expert: all ingredients for my dishes were always in fresh and plentiful supply; the oven or frying pan was always at just the right temperature; the proportion of things was always bang on; nothing was ever burnt or undercooked, nothing too hot or cold. Every meal was simply perfect - only just beyond the reach of my hands.*

*By degrees the range of my appetite increased. Whereas at first I gutted fish and peeled their skin **fastidiously**, soon I no more than rinsed off their slimy slipperiness before biting into them, delighted to have such a treat between my teeth.*

<b>Ganges</b>	river that runs through India and Pakistan
<b>Dhal soup</b>	an Indian lentil soup
<b>chappatis</b>	Indian bread
<b>Rajasthan</b>	north-west Indian state
<b>Uttar Pradesh</b>	north Indian state
<b>sambar</b> s	Indian stews
<b>Tamil Nadu</b>	south Indian state
<b>fastidiously</b>	very concerned with accuracy

**Highlight and label an example of the following:**

- Proper noun
- Pronoun
- Abstract noun
- Adjective
- Verb
- Adverb

**Exploring adverbs in context, answer the following questions:**

1. What does the adverb 'exactly' (line 2) tell us about how the character acted?


2. The writer has used the adverb 'obsessively' at the end of the sentence: '*I thought about food obsessively.*' Now look at this version: 'I thought obsessively about food.' Why do you think the writer chose to put the adverb at the end of the sentence?


3. The adverb 'always' is repeated three times in lines 8–10. What is the effect of this?


4. In the following sentence, what does the adverb 'simply' tell us about his imagined meals? 'Every meal was simply perfect.'


## Spelling Test 2:

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### **Lesson 3: Sentence Types**



**Every complete sentence must have an independent clause. An independent clause is a group of words that contains a subject and verb and expresses a complete thought. An independent clause is a sentence.**

*For example:*

*Jim studied in the Sweet Shop for his chemistry quiz.*

1. Label the subject and verb in the example above.
2. Write your own example of an independent clause and label the subject and verb.

**Match the sentence type to the definition**

<b>Sentence Type</b>	<b>Definition</b>
Simple	Two independent clauses are joined together by a conjunction
Compound	An independent clause with a subordinate or dependent clause
Complex	One independent clause

**Write an example of each sentence type AND annotate why it is that sentence e.g. the subordinate and independent clause.**

**Simple Sentence:**

**Compound Sentence:**

**Complex Sentence:**

Experienced writers incorporate sentence variety into their writing by varying sentence style and structure. Using a mixture of different sentence structures reduces repetition and adds emphasis to important points in the text. Read the

following example:

*During my time in office I have achieved several goals. I have helped increase funding for local schools. I have reduced crime rates in the neighborhood. I have encouraged young people to get involved in their community. My competitor argues that she is the better choice in the upcoming election. I argue that it is ridiculous to fix something that isn't broken. If you reelect me this year, I promise to continue to serve this community.*

In this extract from an election campaign, the writer uses short, simple sentences of a similar length and style. Writers often mistakenly believe that this technique makes the text more clear for the reader, but the result is a choppy, unsophisticated paragraph that does not grab the audience's attention. Now read the revised paragraph with sentence variety:

*During my time in office, I have helped increase funding for local schools, reduced crime rates in the neighborhood, and encouraged young people to get involved in their community. Why fix what isn't broken? If you reelect me this year, I will continue to achieve great things for this community. Don't take a chance on an unknown contender; vote for the proven success.*

1. Label the different sentence types in the extract above.
2. What effect does combining sentence types have on the reader?
  
3. What effect does the simple rhetorical question, between two complex sentences, have on the reader?

**As well as sentence types, it is important to vary our sentence structures. We should not always be starting sentences with a noun or with the subject as this gets repetitive.**

**Rewrite these sentences so they start with an adverb instead:**

1. The red truck sped furiously past the camper van, blaring its horn.
  
2. Jeff snatched at the bread hungrily, polishing off three slices in under a minute.
3. Underage drinking typically results from peer pressure and lack of parental attention.

4. The firefighters bravely tackled the blaze, but they were beaten back by flames.

**Rewrite these sentences so they start with a prepositional phrase instead (the first has been done for you):**

*A prepositional phrase is a group of words that behaves as an adjective or an adverb, modifying a noun or a verb. Prepositional phrases contain a preposition (a word that specifies place, direction, or time) and an object of the preposition (a noun phrase or pronoun that follows the preposition).*

1. The bandaged man waited in the doctor's office.  
**In the doctor's office**, the bandaged man waited.
2. My train leaves the station at 6:45 a.m.
3. Teenagers exchange drugs and money under the railway bridge.

**Over to you, write a paragraph persuading your school to increase sustainability. You should use a variety of sentence types and starters.**

*If you finish, go through and label your sentence types and starters.*


### **Spelling Test 3:**

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**Lesson 4: Paragraphing**

# T i P T o P

## Writing Task

You are going to write a detailed description of the image, with a focus on accurate paragraphing. You are going to use the grid method to shape your description.

Draw a grid over your image like on the powerpoint.

**Follow the structure plan in your booklet for how to describe the image using the grid:**

- **focus** on one box and write a **complex sentence** to describe it.
- **shift** your focus to the box next to your original box and write **two sentences** to describe the section. One of your sentences should feature a **simile**.
- **zoom in** on a very small detail in your current box and use **three adjectives** in a sentence to describe it.
- **shift** your focus to a box that is not next to your current box. Use an **adverb** to start the sentence and connect the ideas. Continue the description with a **metaphor**.
- **zoom out** and focus on four boxes at once. Write **three sentences** to describe the contents. One of the sentences must be a **simple sentence** for dramatic effect.
- **zoom out** even further and write a **complex sentence**, with a **subordinate** and **dependent** clause, to describe the whole scene. Aim to use **personification** in your description.
- finish by writing a sentence about the same box that you started with.





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**Lesson 5: Punctuation for Effect**

**Copy out the explanations of how to use the advanced punctuation as we go through them together:**

**Dashes:**

**Parentheses:**

**Colon:**

**Semicolon:**

**Read the example paragraph and label the use of advanced punctuation.**

*It was always a flawed decision - in retrospect of course - but I saw no other option at the time. Crackling wood, billowing smoke and licking flames comforted me and confirmed that I was doing the right thing. I took action; it was the wrong action. Perhaps it was my foolishness, my belief that I could destroy all the spinning wheels to keep Aurora safe, that led to this point. And now here I am: cradling my unconscious daughter and pinning my hopes on the fairy's magic.*

1. What effect is created by the subordinate clause in the first sentence?
2. What does it suggest about the character that 'I took action' and 'It was the wrong action' are connected by a semicolon?
3. What effect is created by the colon in the last sentence?

**Write your own paragraph of a fairy tale interpretation (like how Sleeping Beauty has been used as inspiration in the example).**





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## **Lesson 6: Punctuating Speech**

**Indirect Speech:**

## Direct Speech:

Complete the table below for direct and indirect speech.

	Direct	Indirect
Statement	"I'm tired," I said.	
		The nurse asked if she was ready for her blood test.
Command	"Leave at once!" they ordered.	

Rewrite the sentences below so that they are correctly punctuated for direct speech.

1. Would you like to go to the park asked Lisa.
2. Manu whispered I am so scared
3. It was raining outside and Mrs Hobbs screamed at her husband get the washing in

## Key Takeaways:

Answer the questions for the key takeaways for direct speech.

1. Where should the punctuation go?
2. If you introduce who is speaking before the speech, where should the comma go?
3. What should always start with a capital letter?

## Spelling Test 6:

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### **Lesson 7: Vocabulary**

**What is a synonym?**

Use a thesaurus, or your own knowledge, to write FIVE synonyms for the following words:

1. Nice:
2. Bad:
3. Good:
4. Ugly:
5. Dislike:

Read the extract from *Great Expectations* by Charles Dickens. It tells the story of Pip and his journey from boyhood to adulthood.

Highlight any words you are unfamiliar with and use a dictionary to find a definition. Write the words and definitions underneath the extract.

*I crossed the staircase landing, and entered the room she indicated. From that room, too, the daylight was completely excluded, and it had an airless smell that was oppressive. A fire had been lately kindled in the damp, old-fashioned grate, and it was more disposed to go out than to burn up, and the reluctant smoke which hung in the room seemed colder than the clearer air - like our own marsh mist. Certain wintry branches of candles in the high chimney-piece faintly lighted the chamber; or, it would be more expressive to say, faintly troubled its darkness. It was spacious, and I dare say had once been handsome, but every discernible thing in it was covered with dust and mould, and dropping to pieces. The most prominent object was the long table with a tablecloth spread on it, as if a feast had been in preparation when the house and the clocks stopped together. An epergne or centre piece of some kind was in the middle of this cloth; it was quite indistinguishable; and, as I looked along the yellow expanse out of which I remember its seeming to grow, like a black fungus, I saw speckle-legged spiders with blotchy bodies running home to it, and running out from it, as if some circumstance of the greatest public importance had just transpired in the spider community.*

**Read the student example below, identify words that could be more descriptive and ambitious and upscale them using a thesaurus.**

Mona was having a bad day. First, she spilled her cereal on her nice outfit. Then she had to go to the bus stop in the rain. When she got to her first class, she was unhappy to hear there was going to be a pop quiz. It was not a subject she was good at, and she didn't do well. At lunch time, the cafeteria was only serving foods she did not like, and her best friend made her unhappy because she didn't save her a seat at the lunch table. In the afternoon, Mona had gym class, which she disliked. She thought her gym uniform was ugly and none of her friends were in her class. After gym she felt unhappy, and she spoke back to her history teacher and got sent to the headteacher's office. The headteacher's secretary called Mona's mother, and when Mona's mother got there, Mona could tell that she was not happy. When she got home Mona's mother told her that she was grounded.

## Spelling Test 7:

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**Lesson 8: Language Devices**

**Complete the language device table**

<b>Device</b>	<b>Definition</b>	<b>Example</b>
Simile	When you compare something to something else using like or as	
	When you say something is something else	Juliet is the sun.
Alliteration		
		The trees sang and danced, carefree in the wind.
Symbolism		A white robed figure was bathed in a pure bright light.
	When the weather or atmosphere reflects the mood.	
	When two contrasting images are placed close together.	A lonely, vibrant green tree stood proudly next to the congested motorway.
Adjective		

**Read the extract on the next page and answer the questions:**

They had walked in single file down the path, and even in the open one stayed behind the other. Both were dressed in denim trousers and in denim coats with brass



buttons. Both wore black, shapeless hats and both carried tight blanket rolls slung over their shoulders. The first man was small and quick, dark of face, with restless eyes and sharp, strong features. Every part of him was defined: small, strong hands, slender arms, a thin and bony nose. Behind him walked his opposite, a huge man, shapeless of face, with large, pale eyes, with wide, sloping shoulders; and he walked heavily, dragging his feet a little, the way a bear drags his paws. His arms did not swing at his sides, but hung loosely.

The first man stopped short in the clearing, and the follower nearly ran over him. He took off his hat and wiped the sweat-band with his forefinger and snapped the moisture off. His huge companion dropped his blankets and flung himself down and drank from the surface of the green pool; drank with long gulps, snorting into the water like a horse. The small man stepped nervously beside him.

"Lennie!" he said sharply. "Lennie, for God' sakes don't drink so much." Lennie continued to snort into the pool. The small man leaned over and shook him by the shoulder. "Lennie. You gonna be sick like you was last night."

Lennie dipped his whole head under, hat and all, and then he sat up on the bank and his hat dripped down on his blue coat and ran down his back. "Tha's good," he said. "You drink some, George. You take a good big drink." He smiled happily.

George unslung his bindle and dropped it gently on the bank. "I ain't sure it's good water," he said. "Looks kinda scummy."

Lennie dabbled his big paw in the water and wiggled his fingers so the water arose in little splashes; rings widened across the pool to the other side and came back again. Lennie watched them go. "Look, George. Look what I done."

George knelt beside the pool and drank from his hand with quick scoops. "Tastes all right," he admitted. "Don't really seem to be running, though. You never oughta drink water when it ain't running, Lennie," he said hopelessly. "You'd drink out of a gutter if you was thirsty." He threw a scoop of water into his face and rubbed it about with his hand, under his chin and around the back of his neck. Then he replaced his hat, pushed himself back from the river, drew up his knees and embraced them. Lennie, who had been watching, imitated George exactly. He pushed himself back, drew up his knees, embraced them, looked over to George to see whether he had it just right. He pulled his hat down a little more over his eyes, the way George's hat was.

1. Identify all the examples of animal imagery.

2. What animals is Lennie associated with?


3. What impression does this create of Lennie?


4. What animal is George associated with?


5. What impression does this create of George?


6. Write your own paragraph using animal imagery


**Spelling Test 8:**

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**Lesson 9: Narrative Summary**

## **Narrative Terminology**

**Exposition:**

**Inciting Incident:**

**Rising Action:**

**Climax:**

**Falling Action:**

**Resolution:**

**Denouement:**

## **Narrative Summary**

**Somebody** (Main Character)  
**Wanted** (Goal)  
**But** (Conflict)  
**So** (Resolution/Choice)  
**Then** (Resolution/Moral/ Theme)

## **Narrative Summary of Hope**


## **Narrative Summary of Snack Attack**


## **Spelling Test 9:**

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**Lesson 10: Narrative Writing**









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**Lesson 11: Summary Skills**

**Read the article below and answer the questions to develop your summary skills.**

*This is an extract from a descriptive recount from 1910 about former United States President Roosevelt and his hunting experiences in Africa. Africa at the time was a mixture of colonies owned by European countries and the hunting of animals was celebrated and encouraged.*

ROOSEVELT had not been many days on African soil when he had a chance to show his record-breaking skill as a crack shot in the encounter with a lion.

The lion hunt is one of the most exciting and perilous events in an African explorer's experience. The king of the forests had to be found in his jungle bed and driven by mounted natives through grass, underbrush and morasses until he was brought at bay. Woe to the man who misses the target or loses his presence of mind when the lion, swifter than a galloping race-horse, darts at him in blind fury.

Three lions had been discovered attacking a buffalo on the open prairie at the edge of a jungle. Two of Roosevelt's companions were trying to drive the beasts in the direction of the other members of the party.

Two of the lions, frightened by the sudden attack and instinctively trying to save themselves, bounded off and hid in the high grass, but the third and largest one with a terrific roar, that shook the ground almost like an earthquake, made for the terrified men with a leap through the air swift as lightning, and in one instant they would have been between his jaws—when "Crack!" echoed a rifle over the vast plains and down to earth tumbled Roosevelt's first big African game— and the lives of the men were saved.

### **Summary Skills**

The ability to summarise information is an important skill. Use the questions below to write a summary of the article.

1. What is the article about?


2. What is the tone of the article? E.g. serious, funny, lighthearted etc

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3. How does the writer feel about lion hunting?

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**Lesson 12: Comparative Summary Skills**

***This is an extract from article from National Geographic magazine in 2015 by Jeremy Goss called 'why people kill lions?' about conflict between wild lions and human beings in and around Tarangire National Park in Tanzania in Africa.***

Every day across the East African savannas, humans and predators live together and each eke out an existence in a world that is rapidly shrinking for both. There are no lines, few fences. This is a landscape where there is rarely a local word for 'nature', there is no need. Nature is not one thing, it is everything. And humans are part of it.

But it is naively romantic to think that the relationship between humans and predators was ever a peaceful one, and things are deteriorating fast. A week ago, an escalating series of incidents in northern Tanzania left seven lions dead, and five people injured.

It started on New Years Eve when a pride of eight lions were seen in a village just outside of Tarangire National Park. That night they attacked a boma and killed two donkeys.

As the day progressed, the situation steadily descended into chaos. Warriors and others gathered into large groups, some numbering greater than a hundred, and started to hunt down the lions. Community rangers were the first to get to the scene and managed to bring some calm. Tanzania People and Wildlife Foundation, and Lion Guardians, both of whom are doing excellent lion conservation work in the area, were also on hand but unfortunately unable to stop the hunting parties. Over the coming hours five lions died, three of them shot.

Seems a bit extreme doesn't it? Mob mentality is a scary thing, and no-one will ever be able to say for certain exactly what led to this reaction, but it is likely to be something more than two dead donkeys. You see, us humans are complicated beings; no human action exists in isolation, nothing that we do can be examined in a vacuum. Each daily decision that we make is the product of years of experiences, attitudes, beliefs and relationships. And so it is with human-wildlife conflict.

Boma – a Tanzanian word for home / hut

**Now, reread the article from the last lesson to refresh your memory.**

**The way lion hunting is presented is different. Use details from BOTH articles to write a summary of the different attitudes to lion hunting.**

**STEP 1:** Go through BOTH articles and highlight examples of how the writers feel about lion hunting.

**STEP 2:** generate a list of comparative connectives that you can use in your summary

**STEP 3:** use the writing frame below to write your response. You need two paragraphs with integrated quotations in.



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**Lesson 13: PAFT**

	<b>Term</b>	<b>Examples</b>
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<b>A</b>		
<b>F</b>		
<b>T</b>		

**Complete the PAFT for the following tasks**

1. "We should resolve now that the health of this nation is a national concern; that financial barriers in the way of attaining health shall be removed; that the health of all its citizens deserves the help of all the nation." -- Harry S. Truman

Write the text for a leaflet to be displayed in a doctor's surgery on the benefits of maintaining a good diet.

**P-**  
**A-**  
**F-**  
**T-**

2. "Physical fitness is not only one of the most important keys to a healthy body; it is the basis of dynamic and creative intellectual activity." -- John F. Kennedy



Write a speech to deliver to Year 8 and Year 9 students persuading them to choose Physical Education as one of their options subjects.

**P-**  
**A-**  
**F-**  
**T-**

3. "People who save lives or help improve the lives of others are the true role models of today."

Write a newspaper article in which you explain your point of view on this statement.

**P-**  
**A-**  
**F-**  
**T-**

4. 'Young people today have become obsessed with social networking sites which are a bad influence and can take over their lives. These sites should be banned.'

Write a speech in which you explain your point of view on this statement.

**P-**  
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## **Spelling Test 13:**

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### **Lesson 14: Viewpoint Writing**

**Complete the table below for persuasive techniques.**

Technique	Definition	Example
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Read the article on the next page and highlight and label examples of persuasive techniques. Identify other language techniques if you see them!

## I almost lost my sons to 'Fortnite'

By Thomas Pace, Apr 17, 2018

Make no mistake. What we are looking at here is an epidemic, a pestilence that's sweeping across the country, spreading like an infectious disease. A virtual tsunami, rolling over the American landscape and swallowing 10- to 16-year-old boys with an insidious ease I would have thought impossible until it swept through my house and took both my boys right from under my nose.

I'm speaking, of course, of "Fortnite," the video game.

Over the last two months, "Fortnite" has developed a grip so tight on the kids in our neighborhood that I have heard several parents discuss starting a support group for our little video game junkies.

These zombies, who used to be our children, all exhibit the same symptoms of addiction, such as fading interests in all other activities and being suddenly incapable of engaging in conversations about any other topic.

They quickly become strung out and irritable if away from their PlayStation 4 or Xbox for more than a few hours. They use words like "epic" and "legendary" in strange and unfamiliar ways and drone on about places I've never heard of, like "Tilted Towers" and "Lucky Landing."

They debate endlessly about which is better: the pump-action shotgun or the bolt-action sniper rifle? And they brag dubiously about how many kills they had in their big second-place finish yesterday. They lie outright about the number of first-place victories they've accumulated.

Yes, it's pretty dark stuff.

But it's by no means the game's violent content that has me so distressed. Not by a long shot. While "Fortnite" is full of bullets, guns and grenades, it thankfully spares us the gore. In fact, in "Fortnite" there is essentially no blood or guts to speak of. Compared with many of the shoot-'em-up games out there it's pretty tame — if not outright lame.

Far more troublesome is how completely addictive it appears to be.

It was sometime over spring break I noticed that my 10- and 12-year-olds were actually waking themselves early in the morning to get their fixes. By the time I got out of bed, around 6:30 a.m., I would find them already up and in front of the game. One tethered to a headset, his blank gaze fixed onto the screen, rapt in a conversation (with whom I could only guess) about looting or gathering wood or

metal, while the other sat, doe-eyed, tracking "the storm" and counting down how many of the 100 initial players were still left in the game.

And it's not just my sons. A quick, albeit unscientific, survey of neighborhood parents confirmed that nearly every single kid I know has become utterly obsessed with this video game.

One minute it mustered just a spark of interest as the latest popular video game. The next minute it fanned itself into a wildfire of fiendish preoccupation that has consumed these kids from the inside and left them empty shells of the people they used to be.

They travel in hordes throughout the neighborhood, playing at one house until their welcome wears out, at which time the entire pack travels, en masse, to another house or apartment, until again being banished. It's like a zombie attack, but this time it's the zombies' brains that are being eaten.

Back in the 1980s, I myself battled a serious case of chronic Pac-Man fever, so I understand that, like all things, this, too, shall pass. I know that the "Fortnite" contagion will eventually run its course. And decades from now, when I tell my grandchildren tales of the Great Fornite Epidemic of '18, they will only be able to wonder what it was about this game that their parents found so hypnotizing.

For now, my wife and I are rehabilitating our boys with a strict daily 30-minute game-playing limit, and it seems to be helping. They are slowly but surely returning to their former selves.

Recently, I even heard them talking a little baseball.

And I have to admit, as disturbing as the Great Fortnite Epidemic of '18 has been, it's been a lot less annoying than the Bottle-Flipping Pandemic of '16 and a lot more interesting than the Fidget-Spinner Fever of '17.

## **Spelling Test 14:**

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**Lesson 15: Speech Writing**







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