

# **Workshops: The heart of the MagiKats Programme**

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

Stage 2 students are approximately 7 to 9 years old.

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

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

Topics offered at this level include: word development; major grammar rules and their applications; different types of punctuation and their uses; vocabulary devices; dialogue; biography; discussion and persuasive writing; reading and writing comprehension of both fiction and non-fiction texts.



**MagiKats**  
**TUITION CENTRES**

**ENGLISH STAGE 2**



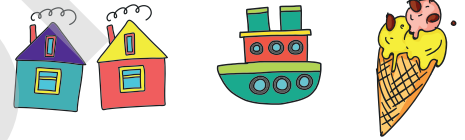
# Descriptive Writing



“Leen is a village in Devon, forty miles from Exeter. Miles of coves are found along the coastline. The air is clear and you can sit on the beach or collect shells that are washed in by the sea. Cars have to travel down a track to get to the village and boats sail out from the harbour. The locals’ faces are often sunburnt. Ice cream can be bought from a cabin.”



**Task One** Underline ten common nouns in the text.



**Task Two** List these nouns in the table below and suggest one or two adjectives that could be used to describe each noun.



**Task Three** On lined paper, rewrite the passage using at least one of your adjectives with each noun that you have picked out.

Noun	Adjectives to describe this noun





Read through this passage carefully, and answer the questions.

I had been waiting for him for such a long time that the candles had almost gone out. By the light of the candle I could not see things in the room clearly. I thought the candle might go out and it would then be dark. It was very quiet. Although I knew there must be other people there, I couldn't hear any sounds from the rest of the house.



1) Who do you think this person might be waiting for?

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---

2) Where do you think he/she is?

---

---

3) When do you think this story takes place?

---

---

4) How do you think the writer is feeling?

---

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You may have found it quite hard to answer some of these questions, because there are very few descriptive words or details to give us a clear picture in our minds. You can guess, but you cannot be certain.



Now read this version of the same basic story. As you read, underline any words you do not know and look them up in a dictionary.

I had been waiting for him for such a long time that the ancient dusty candle had burned down very low in its battered holder, and the flame was beginning to flicker. Its jerky movements caused the black shadows to dance like lunatics on the panelled walls, taunting me with brief glimpses of the dark paintings there, making them spring into eerie life for a moment only. The severe faces of distant relatives scowled and jeered at me from all directions, and it was hard not to imagine that one of these fiendish staring figures might actually be real.

As it leapt and pranced through its final dance, the feeble flame spat and popped, leaving me fearful it would soon go out completely, abandoning me to the silent darkness. My eyes became riveted on the smoky yellow plume, willing it to stay with me. As I stared, I became mesmerised, and although my eyes stung from the constant watching, I felt I could not blink, for if I did the light would surely disappear. The thick dusty curtains smothered any sliver of moonlight that might dare to creep in from the outside, and the black, velvety far corners of the room contained only reflective speckles in the flickering light, not revealing exactly what or who they were, but not suggesting emptiness.

The cold stone fireplace gaped like an open mouth; the unlit logs lay there like decaying teeth. It was hard to imagine such an unfriendly opening ever putting out brightness and warmth. The hard rim of the chair on which I was perched dug into me and tortured my aching bones. This was a house of secrets and silence, and it was telling no-one what it knew.

1) How do you think the writer feels in this version?

\_\_\_\_\_

What detail makes you think this? \_\_\_\_\_

2) Where and when do you think the story takes place?

\_\_\_\_\_

What detail makes you think this? \_\_\_\_\_

3) Who do you think the writer is, and what is he/she waiting for?

\_\_\_\_\_

What detail makes you think this? \_\_\_\_\_

4) Pick out some of the adjectives that give the best impression of the passage for you. Underline two that you think give the best picture in your mind.

\_\_\_\_\_



Now read this version, and answer the same set of questions at the end.

I had been waiting for him for such a long time that the smooth creamy candle had burned down very low in its golden holder, and the flame was beginning to flicker. Its wavering movements caused shadows to skip and prance on the pale walls, offering brief glimpses of the bright paintings there, making them spring to life for a moment only. The smiling faces of distant relatives winked and welcomed me from all directions, and it was hard not to imagine that one of these jolly figures might actually be real.

As it turned and twirled through its final waltz, the little flame bobbed and fluttered, and it would soon go out completely, leaving me to the warm summer dusk.

My eyes became fixed on the small glowing plume, willing it to dance for longer. As I stared, I became mesmerised, and although my eyes stung from the constant watching, I felt I could not blink, for if I did the flame would surely fade away.

The rich heavy curtains were not pulled, allowing shafts of moonlight to creep in from the outside, and the far corners of the room contained reflective speckles from the beautifully carved furniture and exquisite ornaments, not revealing exactly what they were, but suggesting wealth.

The grand stone fireplace was not yet laid; no fire would be needed to warm the room this evening. A large basket of sweet-smelling flowers filled the air with their heady perfume. The soft cushions of the chair on which I was seated comforted me and relaxed my aching bones. This was a house of happiness and calm, and it was inviting me to stay longer.

1) How do you think the writer feels in this version?

\_\_\_\_\_

What detail makes you think this? \_\_\_\_\_

2) Where and when do you think the story takes place?

\_\_\_\_\_

What detail makes you think this? \_\_\_\_\_

3) Who do you think the writer is, and what is he/she waiting for?

\_\_\_\_\_

What detail makes you think this? \_\_\_\_\_

4) Pick out some of the adjectives that give the best impression of the passage for you. Underline two that you think give the best picture in your mind.

\_\_\_\_\_



These two passages you have just read have the same basic idea. Only the added details of the description alter the way we view the whole passage. Using powerful adjectives can make the picture in our heads much more real, and we must be sure to use the correct words, powerful words in stories and descriptions.

Here is another basic 'story'.



At last the ship could be seen coming through the mist. As the ship came into the harbour, some people on board were waving. On the dock, others were waiting.

Add your own details, by trying to answer the following questions using plenty of adjectives or details in each box. As you write down the adjectives, think whether you have chosen just the right one for the job. A thesaurus will be useful for this. Do not discuss your ideas.

<p>What sort of boat is it?</p>	
<p>Where is the 'story' taking place, and at what time of day or year?</p>	
<p>Who is on the boat? What do they look like and where have they been?</p>	
<p>Who is waiting for them to disembark, and what are they feeling?</p>	
<p>What are the people on the boat bringing with them, and how do the waiting people react?</p>	

Now read other student's versions to see how different they are!



# Dialogue



**Task One** Take a look at the pages from comics. Enjoy reading them! Look at the way that speech bubbles are used to tell the story.



**Task Two** Read the poem.

Use it to help you to fill the speech bubbles on the picture pages – take care to plan the dialogue or you may get things in the wrong place. You might need to add more dialogue than is in the poem, so think carefully how each conversation might happen.



**Task Three** Now think carefully about the speech verb that would best fit each bubble and write it in the table below. If there is more than one speech bubble for the picture, remember to think of a verb for each one.

Picture	Speech verb
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	



**Task Four** Rewrite the dialogue as a short play script.

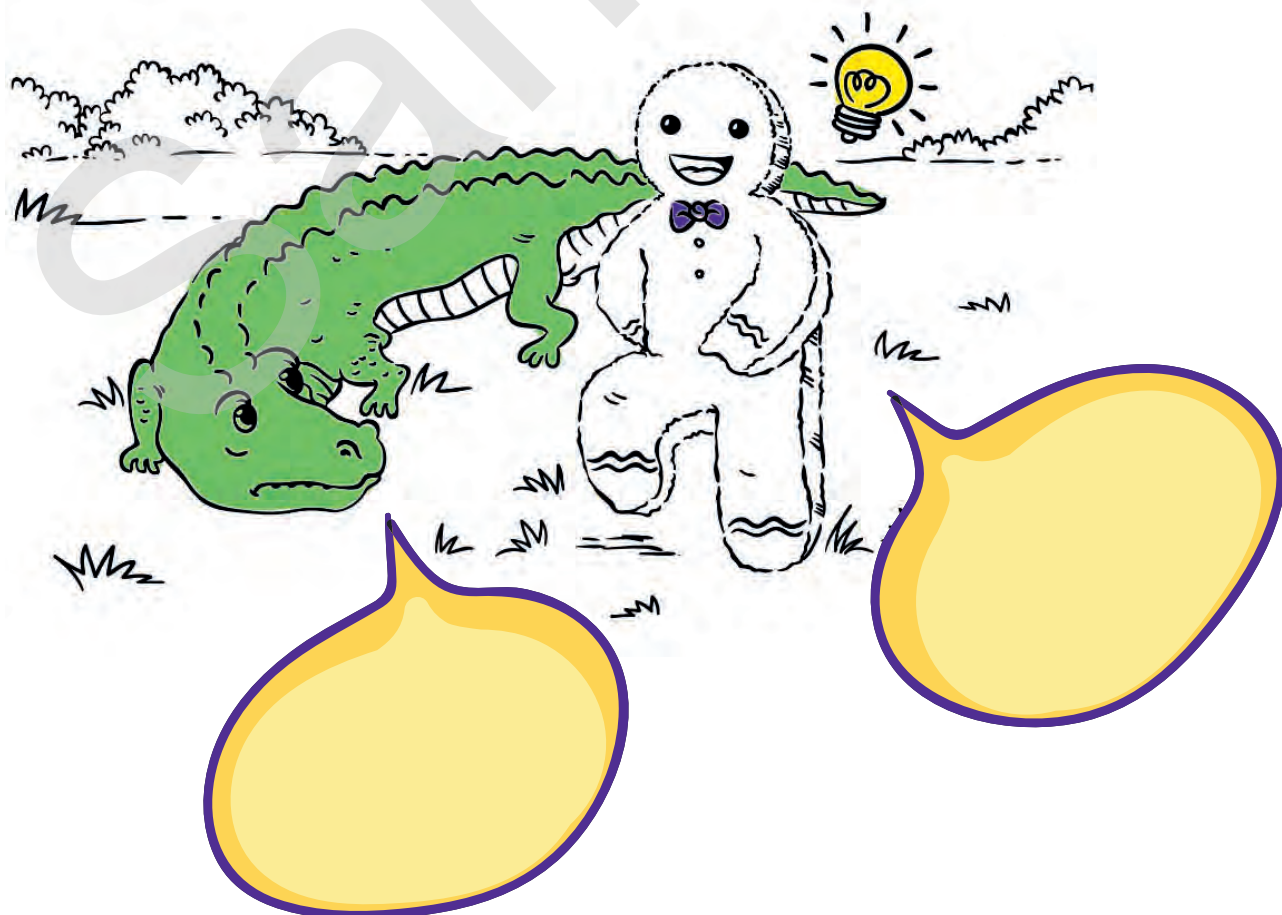




1)



2)



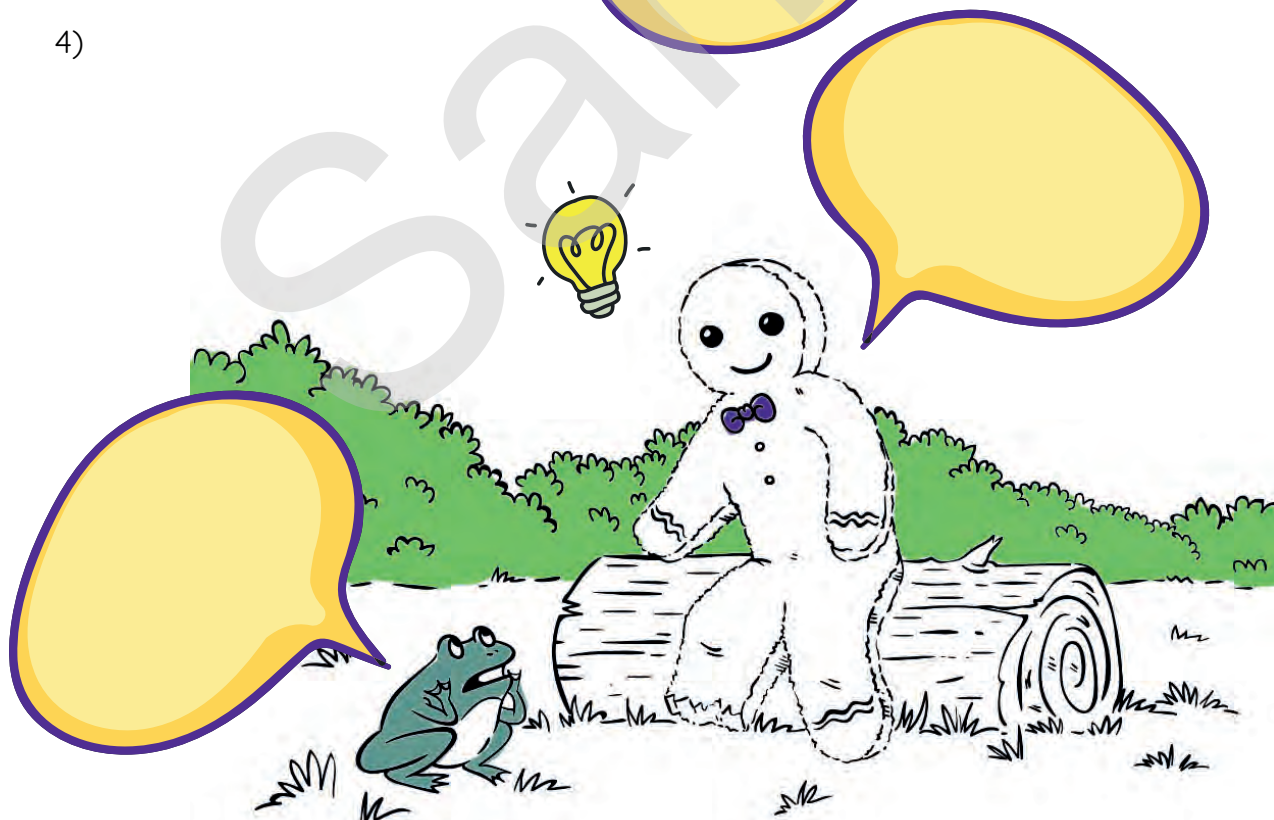




3)



4)

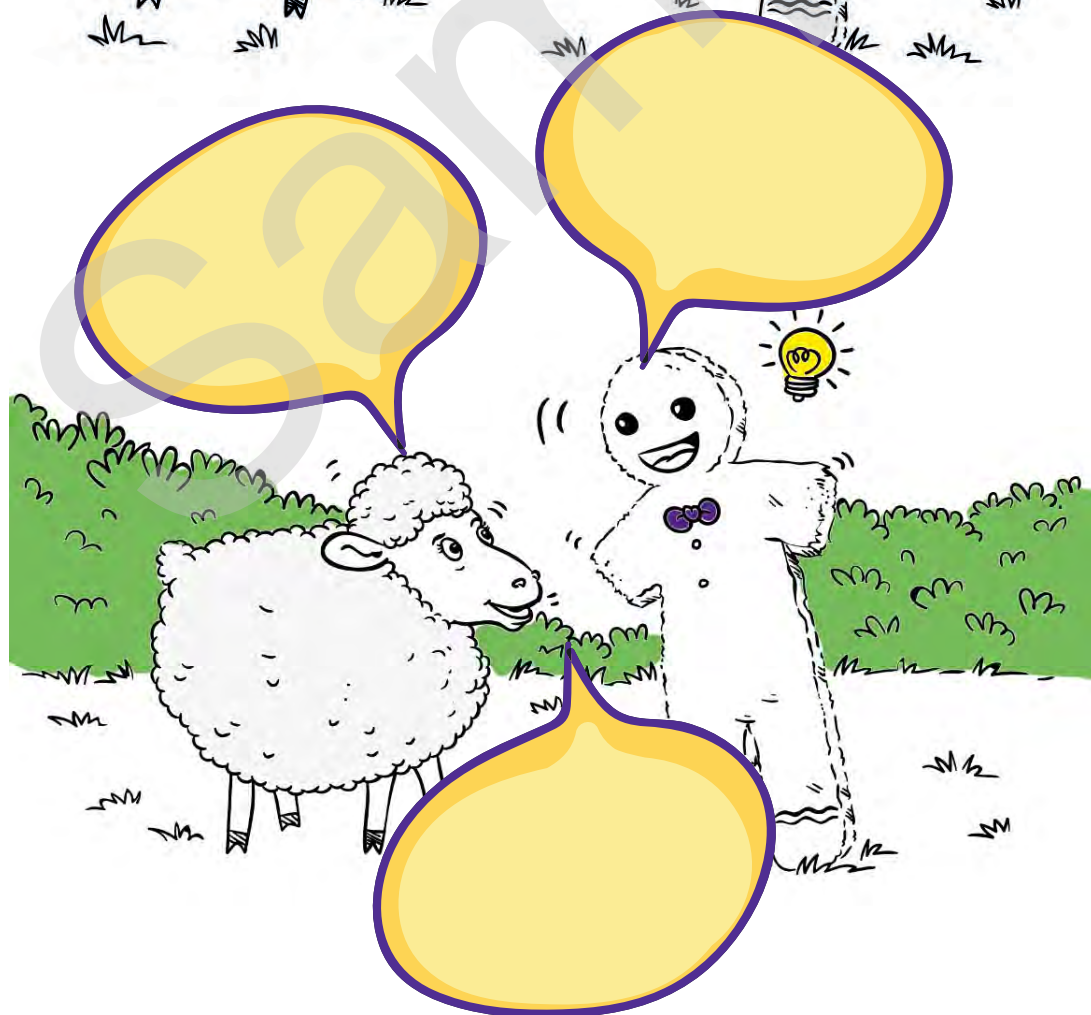




5)



6)





## Speech Marks



Speech marks show you when somebody is speaking. They go around the words that are spoken.



Gordon said, "I've thrown it."

**Rule:** There's always some sort of punctuation mark inside the speech marks, at the end of what the person's said.

Put speech marks in these sentences.

1) I've got a lovely bunch of coconuts, said Mary.

---

2) You can't play football on the dinner table, said Paul.



---

3) There's a hole in that bucket, said Derek.

---

4) Oh, this doesn't look right, said Kathy.

---

5) I see no ships, said Captain Barnacle.



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6) I don't know where they are, replied Alison.

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7) Can you mend my bike? asked Luke.



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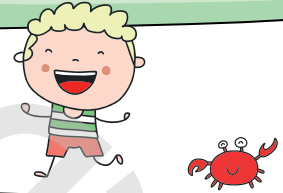
8) Tom said, You can't fit a cow in a paper bag!

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**Rule:** Don't forget to put commas and full stops in the right place with speech marks too. If the bit of speech is at the start of the sentence, put a comma at the end of it.

“I need some help,” said Eric.



**Rule:** If the bit of speech is at the end, put a comma before the first speech mark, and a full stop before the last one.

Eric said, “I need some help.”

Here's the comma

and here's the full stop.

Put commas and full stops in the right place for each of these sentences.

- 1) “I lost a penny ” said Robin
- 2) Tracy complained “ It's too hot ”
- 3) Sheila whispered “ You're late “
- 4) “ Please explain ” said Mr. Smith
- 5) James replied “ I got lost, Sir ”
- 6) “ I don't believe you ” said Boris

**Rule:** Always remember to start any new section of speech with a capital letter.

“Come here,” said Sarah.

Sarah said, “Come here.”

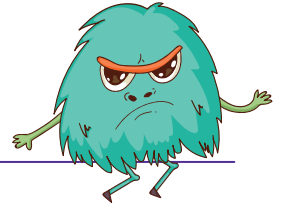
**Rule:** Even when the speech starts in the middle of the sentence, it still has a capital letter.



Look at these sentences containing bits of speech. Write them out again, putting all the punctuation in the correct places.

1) Cliff asked why does no one like me?

\_\_\_\_\_



2) I don't know that said Laura.

\_\_\_\_\_

3) Sam replied everybody knows that!

\_\_\_\_\_

4) The rats said where's the food?

\_\_\_\_\_

Sometimes a sentence can have two sections of speech.

**Rule:** The non-speech part simply splits up the sentence of speech, so there is no capital letter at the start of the second section. Otherwise, all the same rules apply.

“Nobody will ever find out,” he muttered,  
“who the thief really was!”



Put commas and speech marks in the correct places in each sentence.

5) It's a long shot said Paul but it might just work.

6) You know said Susan Holmes what you must do!

7) There must be a way she whispered of escaping from this cage.

\_\_\_\_\_





## Colons and Semicolons



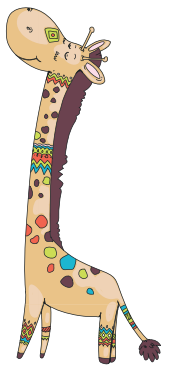
**Rule:** Colons are used at the start of lists.

Here's the colon.

Make sure you've got these things: a pen, a pencil, a notebook, an anorak, a packed lunch and a giraffe.

Put colons in the right places in these sentences.

- 1) For this recipe you'll need three eggs, 500 grams of flour, 250 grams of sugar.
- 2) Make sure you've got these things a pen, a pencil, an anorak and a drink.
- 3) Get me these things a bottle of squash, a thesaurus, a necklace and some tape.
- 4) Can you write a sentence of your own that uses a colon?



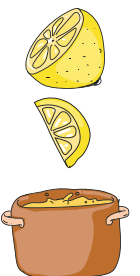
**Rule:** Colons are also used in between clauses in a sentence. Use a colon when the second clause explains the first one, like this.

The school was deserted: it was Saturday.

This bit explains why the school was deserted.

Could you join these sentences together with a colon? Put a tick for yes, and a cross for no.

- 5) I was starving. I hadn't had anything to eat since breakfast.
- 6) Jane hid the book under a cabbage. She didn't want anyone to find it.
- 7) Kathy's favourite food is lemon soup. She plays netball every Thursday evening.
- 8) Can you write two sentences of your own that could be joined using a colon?








**Rule:** Semicolons are used to divide up more complicated sentences. If one bit of the sentence already has some punctuation in it, then use a semicolon to break up the different parts.

It was very late; everyone was still in their tents, fast asleep.

This bit already has a comma. 

Put a semicolon into these sentences to divide them into two main parts.

- 1) This book is very boring I know you like it, but I think it's awful.
- 2) Mr White is on holiday this week consequently there will be no Greek class. 
- 3) I went to the market for a new suit, but they didn't have any I'll be back on Monday.
- 4) Can you write a sentence of your own that uses a semicolon?

There are **three** different ways of adding extra bits of information to a sentence. You can use **brackets, commas** or **dashes**.

**Brackets** are used to contain extra information that is not needed for the sentence to make sense.

Mr Woodhead (the teacher) has bought another new bike. 

This is an extra bit of information. The sentence doesn't need it to make sense.

Put brackets around the extra information in each sentence.

- 5) I had a bowl of cornflakes I usually have toast for breakfast.
- 6) Milly and Willy the twins are competing in the sheep flinging tournament.
- 7) Grandpa told me on the phone he rings me every Saturday that you'd won a medal.
- 8) I reckon although I'm not sure that we'll be moving house before August.



# Exclamation and Question Marks



Some sentences are exclamations. They have their own different ending.

Wow! What was that?



**Rule:** An exclamation ends in an exclamation mark.  
A question ends in a question mark.

Write down whether each sentence is a **question** or an **exclamation**.


1) Where are you going? \_\_\_\_\_

2) Look out! \_\_\_\_\_

3) What's happening here then? \_\_\_\_\_

4) How are you? \_\_\_\_\_

5) They've scored!  \_\_\_\_\_

6) Add the right punctuation mark to the end of these. 

a) Who's there \_\_\_\_\_ b) Ouch \_\_\_\_\_

c) It's a motorbike \_\_\_\_\_ d) What a surprise \_\_\_\_\_

e) Which one do you want \_\_\_\_\_ f) What is that \_\_\_\_\_

g) Go away \_\_\_\_\_ h) How do you do that then \_\_\_\_\_

i) What's the time \_\_\_\_\_ j) No way \_\_\_\_\_

k) Doh \_\_\_\_\_ l) Have you seen it \_\_\_\_\_



## The Rules



### Speech Marks “ ”

\* Speech marks are used to show \_\_\_\_\_.

There's always some sort of punctuation mark **inside** the speech marks.

Start any new section of speech with speech marks and a \_\_\_\_\_.

Don't forget to put commas and full stops in the right place with speech marks too. If the bit of speech is at the start of the sentence, put a \_\_\_\_\_ to mark the end of the speech.

If the bit of speech is at the end, put a \_\_\_\_\_ before the first speech mark, and a full stop (or exclamation or question mark) before the last one.

When a new person speaks, the writer must start a new line.

Sometimes a sentence can have two sections of speech. The non-speech part simply splits up the sentence of speech, so there is no capital letter at the start of the second section. Otherwise, all the same rules apply.

### Colons, brackets, commas and dashes :

\* Colons are used at the start of lists, and also in between \_\_\_\_\_ in a sentence.

Semicolons are used to divide up more complicated sentences. If one bit of the sentence already has some punctuation in it, then use a semicolon to break up the different parts.

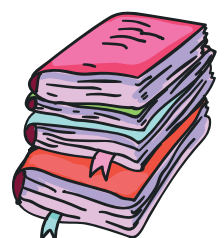
There are **three** different ways of adding extra bits of information to a sentence, \_\_\_\_\_, \_\_\_\_\_ or \_\_\_\_\_.

You can also use commas to separate extra information from the rest of the sentence.

### Exclamation and question marks ! ?

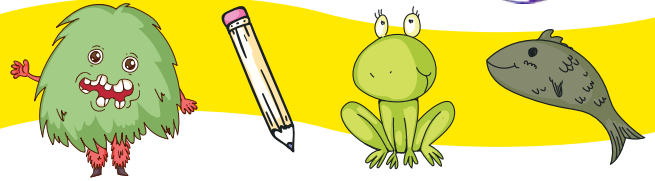
\* An exclamation ends in an \_\_\_\_\_ mark.

A question ends in a \_\_\_\_\_ mark.





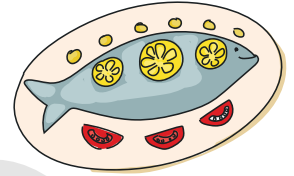
# Story Flow



## Task One

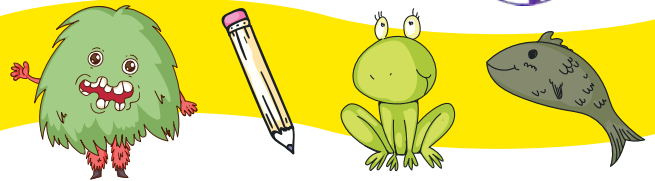
Read through the story about Little Monster with your mentor and group.

Make a list of events on each page.



- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_
- 6) \_\_\_\_\_
- 7) \_\_\_\_\_
- 8) \_\_\_\_\_





### Task Two

Read through the poem, The Kind Gingerbread Man.



Fill in the story flow chart on Sheet 3 to show the main events / main points of the story. Put each main event/point in a separate box, making sure you follow the order they happen in the story, from start to finish.

Try to be concise (you don't need to copy out everything from the book!).



### Task Three

Choose and circle one of the following to be the start your own story:

- 1) There was a loud crash! The door had fallen off its hinges.
- 2) The wind started to blow and the waves grew.
- 3) Nobody could blame William for being worried.
- 4) The black and white dog ran across the park.



\*\*This will be the first sentence of your own story.\*\* Now, fill in the story flow chart on Sheet 4 to show what the main events of your story will be. This will probably take a while to do, so don't worry!

Think about how to introduce the situation (at the start), create problems (the middle), and solve the problems (the end). Finally, choose a title for your story!



### Task Four

Once you have filled in the story flow chart for your own story, use it as your plan to write out your own story in full on lined paper.



Basically, you need to write in detail about what happens in each of the flow chart boxes, sticking to the order you chose. You need to use adjectives and adverbs to make your writing exciting. Don't forget to use capital letters, full stops, commas, exclamation marks etc. too!

Remember to proof read your work, both as you go and at the end, looking out for any spelling mistakes, capital letters, full stops etc.

When you have finished your story, and it has been marked, you can take it home if you want.