



SEEK THE HEIGHTS

# Massey High School

# Knowledge Book

*English Department*

*Introducing Me*



Name: \_\_\_\_\_

# 100% Sheet

| <b>Listening Skills</b>   |   |
|---|---|
| <b>VERBAL</b> techniques = things you can SAY to show you are listening.                      | <ul style="list-style-type: none"> <li>• give feedback that shows empathy</li> <li>• clarify</li> <li>• use open questions: Who, What, When, Why, How?</li> <li>• summarise</li> <li>• Small comments of reply</li> <li>• Answer questions</li> </ul>   |
| <b>NON-VERBAL</b> techniques = things you can DO (without talking) to show you are listening. | <p style="margin-left: 20px;"><b>SLANT</b></p> <ul style="list-style-type: none"> <li>• Eye contact</li> <li>• S - Sit up straight</li> <li>• L - Lean forward</li> <li>• <b>A - Ask and answer questions (VERBAL)</b></li> <li>• N - Nod your head</li> <li>• T - Track the speaker</li> </ul> |
| <b>Open-ended</b> questions are:  | Questions that need to be answered with an explanation.   |
| <b>Closed</b> questions are:  | Questions with answers that are 'Yes', 'No' or a one word answer.   |
| Use <b>5 W + H</b> to help form open ended questions  | <ul style="list-style-type: none"> <li>• Who</li> <li>• What</li> <li>• Where</li> <li>• When</li> <li>• Why</li> <li>• How</li> </ul>  |

| <b>Language Terms (and information)</b>   |  |
|---|--|
| <b>Acrostic Poem</b>  | A poem where the first letter of each line spells a word when read vertically.   |
| <p><b>Emily Dickinson</b></p>  | <ul style="list-style-type: none"> <li>• 1830 – 1886</li> <li>• American Poet</li> <li>• Didn't leave her house for 15 years</li> <li>• Did not follow the writing rules of the time</li> <li>• Wrote over 1800 poems but only a few were published during her lifetime</li> </ul> |
| <b>Narrator</b>   | The person who recounts the events within a story or narrative poem  |
| <b>Simile</b>   | a figure of speech comparing two unlike things using <u>like</u> or <u>as</u><br>e.g. Their cheeks are like roses  |
| <b>Metaphor</b>   | is a figure of speech that is used to make a comparison between two things that aren't alike, where one thing is said to be another.<br>e.g. Her tears were a river flowing down her cheeks  |

# People Bingo

Find a person in your form class who can answer yes to a section of the table, write the name of the person in. You may write you own name for one section of the table. Note:  
You must have a DIFFERENT person for each square of the table.

|  |  |   |
|--|--|---|
| I am embarrassed about my middle name<br>_____ | I have never been to the South Island<br>_____ | I can recite a poem<br>_____              |
| I had toast for breakfast<br>_____             | My birthday is in the school holidays<br>_____ | I caught the bus to school<br>_____       |
| I cannot roll my tongue<br>_____               | I went camping in the holidays<br>_____        | I was born overseas<br>_____              |
| I am an only child<br>_____                    | My favourite colour is blue<br>_____           | I have read a book by Roald Dahl<br>_____ |
| I like to go to the beach<br>_____             | I can cross my eyes<br>_____                   | I live in a two storey house<br>_____     |
| I do not like seafood<br>_____                 | I can touch my nose with my tongue<br>_____    | I like chocolate ice cream<br>_____       |
| I cannot do a cartwheel<br>_____               | I have a dog<br>_____                          | I play for a sports team<br>_____         |



# Listening Skills

## Listening or just hearing?


What do you think is the difference between effective listening and just hearing?

Write your ideas in the table below.

| Listening | Hearing |
|-----------|---------|
|           |         |

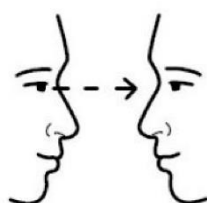
**VERBAL** techniques = things you can SAY to show you are listening.

**NON-VERBAL** techniques = things you can DO (without talking) to show you are listening.

| <b>VERBAL</b>  | <b>VERBAL TECHNIQUES</b>  | <b>EXAMPLES:</b>  |
|--|---|---|
|  | <ul style="list-style-type: none"> <li>• give feedback that shows empathy</li> <li>• clarify</li> <li>• use open questions: Who, What, When, Why, How?</li> <li>• summarise</li> <li>• Small comments of reply</li> <li>• Answer questions</li> </ul> | <ul style="list-style-type: none"> <li>• "I can see what you mean! I feel that way too."</li> <li>• "I'm not quite sure I understand what you are saying. Could you please repeat it?" When you said ..... what did you mean?"</li> <li>• What does that mean? Why do you think that? (Not a 'yes' or 'no' answer)</li> <li>• "So you're saying 1..., 2.... &amp; 3....?"</li> <li>• "aha..hmmm...oh, wow! Really?"</li> <li>• "My answer is..."</li> </ul> |

Identify 2 VERBAL listening techniques you could use:

- 1.
- 2.

| <b>NON-VERBAL</b>   | <b>NON-VERBAL TECHNIQUES</b>  | <b>EXAMPLES:</b>   |
|---|---|--|
|  | <p>SLANT</p> <ul style="list-style-type: none"> <li>• Eye contact</li> <li>• S - Sit up straight</li> <li>• L - Lean forward</li> <li>• <b>A - Ask and answer questions (VERBAL)</b></li> <li>• N - Nod your head</li> <li>• T - Track the speaker</li> </ul> | <ul style="list-style-type: none"> <li>• Looking at the speaker in the eye</li> <li>• Sitting up, not slouching, looking alert</li> <li>• Leaning forward, keen to hear and take in what is happening.</li> <li>• Nodding to show agreement with the speaker.</li> <li>• Following the speaker with your eyes as they move around the room.</li> </ul> |

Identify 2 NON-VERBAL listening techniques you could use:

- 1.
- 2.

## OPEN QUESTION PRACTICE

What are some open questions you could ask a new person who you're getting to know?

HINT: Start with the words WHO, WHAT, WHY, WHEN, WHERE or HOW.

Remember to avoid **closed** questions that only need a 'yes' or 'no' answer.

E.g. "Do you like school?" "Yes." (This is a **closed** question)



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Write 2 **open** questions you could ask to get to know someone better:

E.g. "What is your favourite subject at school so far?"

"Why is that your favourite?"

1. \_\_\_\_\_

2. \_\_\_\_\_

Write 2 **open** questions you could ask to find out someone's point of view on something.

E.g. "What is your opinion about our school tuck shop?"

"What do you think about..." "How do you feel about..."

1. \_\_\_\_\_

2. \_\_\_\_\_

W\_ \_ \_ \_ H\_ \_ W\_ \_ \_ W\_ \_ W\_ \_ W\_ \_ \_

## LISTENING ACTIVITY

Talk to the person next to you. You may choose to use your practice questions from above.

Remember to use **VERBAL** and **NON-VERBAL** listening techniques as you listen to each other.

Ask your partner 2 **open** questions to get to know them better. Write down their answers here.

1. \_\_\_\_\_

2. \_\_\_\_\_

Ask your partner 2 **open** questions to find out their point of view about something. Write down their answers here.

1. \_\_\_\_\_

2. \_\_\_\_\_

Identify 1 verbal technique your partner used to listen to you:

\_\_\_\_\_

Identify 1 non-verbal technique your partner used to listen to you:

\_\_\_\_\_

## REFLECTION

What verbal or non-verbal listening techniques am I good at? What could I do to improve my listening?

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# What's Your Name?

## A. What's in a name?

Hopefully by now you have learned the names of the students in your class. Answer the following questions:

1. Why are names important?

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2. Do you like your name, why or why not? Is there another name you would prefer to be called, what is it?

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3. Did you know that often names have meanings? For example Stella means star, Peter means rock and Melissa means honey. What does your name mean?

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## B. Where do names come from?

Sometimes names get passed down through a family, a brother or sister chooses a name, the oldest child in a family always has the same name or you could be named after a favourite movie star.

1. How was your name chosen?

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2. Explain how the way your name was chosen makes you feel about your name.

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## C. Name poems

Use the letters in your name to create an acrostic poem about yourself in the space below.  
Example:

**K**iller Kim

**I**nternational sports star with lots of medals

**M**aking loads of money!

## I'm Nobody! Who are you?

Sometimes people are better able to explain how they feel about themselves by writing a poem.

To help you to understand this poem you need to understand a bit about its author. Emily Dickinson was a very shy person. She only spoke to family and very close friends. Although she wrote over 2,000 poems in her lifetime only six were published while she was alive. Of those six only two were published with her permission.

I'm Nobody! Who are you?

Are you – Nobody – Too?

Then there's a pair of us?

Don't tell! they'd advertise – you know!

How dreary – to be – Somebody!

How public – like a Frog –

To tell one's name – the livelong June –

To an admiring Bog!

Emily Dickinson 1891

1. What do you think Emily Dickinson means by being a 'Nobody'?

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2. What do you think Emily Dickinson means by being a 'Somebody'?

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3. Do you think Emily Dickinson would prefer to be a Somebody? Why?

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4. Complete the table below. Give at least three advantages and disadvantages of being a Nobody and a Somebody.

| <b>Nobody</b> |               | <b>Somebody</b> |               |
|---------------|---------------|-----------------|---------------|
| Advantages    | Disadvantages | Advantages      | Disadvantages |
|               |               |                 |               |
|               |               |                 |               |
|               |               |                 |               |
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5. Who would you prefer to be, a Nobody or a Somebody? Explain your answer.

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## Nick's First Day from Every New Day by Steve Saville

First day at high school, Chadwick Heights High School. Even the school gates seem to look down and threaten me. I know I should be excited; after all this is it, high school. I had been looking forward to getting here for nearly a year now, ever since I got "too big for my old school"; at least that's what Mrs Rawlings told my mum at Parents' Evening last year. Funny thing is, I don't feel too big now, in fact I just feel stupid, like I don't belong here. Like everyone is either looking at me as if I'm a freak or else they can't even see me. Like I'm invisible, or not even important enough to notice. Like a bug. I saw a programme on the television a couple of years ago, about a guy with long hair who got washed up on an island full of tiny little people, so small that they could fit in his hand. *Gulliver's Travels* it was called. Well, right now I feel about as small as one of those tiny people staring up at that big giant, except there seems to be only one of me and everyone around here seems to be huge and, to make matters worse, I'm not even on my own island. Come to think of it, I think something like that did happen on the same programme, later on, or maybe it was another programme with the same actor in it, I can't remember.

And I look stupid. Big, bright black shoes, three sizes too big. I'm sure if I have to rush anywhere I'm going to trip over them and fall flat on my face, just like a clown in the circus. Mum says that they have to be big because I'm growing too fast and she can't afford to buy me a new pair of school shoes every week. As if. These are factory shop jobs, how much can they cost? Anyway, I'm sure the hospital bill, when I trip over and crack my head open so that my brains spill out all over the path, will be a lot more expensive than a pair of these clown shoes. My shorts are too tight - they look rude - and my shirt's too big - I can't get it all into my shorts. It's hanging out all over the place so that I've got to wear my jersey to hide it. It's February so the last thing I want to wear is a big ugly blue woolly jersey.

I'm sweating already and I haven't even walked the length of the school drive yet. By lunchtime I'm going to be sweating all over the place; that's sure to make me popular with my new classmates.

As if all this wasn't humiliating enough, Mum made me bring my brand new geeky schoolbag, even though I don't have anything to put in it yet. What a great idea for a Christmas present that was. Thanks heaps, Gran. I don't think. Now somewhere deep inside the depths of this huge bag I've got my lunch hidden. How could I forget my lunch?

The way I see it, any moment now I'm going to fall over my clown shoes or trip over the end of my balloon shirt, I'll split my head open on the concrete, all the giants in front of me will suddenly notice me and laugh as my brains ooze out and slip down the drain. Just before I pass into a coma someone will look in my bag to try and find out who I am, and find my lunch ... the final and ultimate humiliation. What a way to end my short and uneventful life. I had begged Mum, I had pleaded with her to let me buy my lunch. Just to let me escape the shame of Marmite and cheese sandwiches but would she listen? No way. "Now, Nick, you'll be hungry come lunchtime, after all the excitement, and you'll need a healthy lunch to get you through the afternoon. You know what happens if you don't have lunch - you'll get one of your headaches and end up feeling all sick." She just didn't realise how important buying lunch at high school was.

The way I heard it no one bought a cut lunch to high school, not even the library nerds or the Saint Jo kids. Ever since Jamie's older brother Conrad had told us about all the goodies that you could buy from the school canteen, whenever anyone mentioned high school Jamie and I would suddenly grow very hungry.

So fascinated were we that on several occasions we had even come over on the weekend to stare at the canteen's shuttered and barred windows. We wouldn't say anything, just stand and stare and dream of the treats within. Not that Mum understood any of this; how could she being so old and all?

I sloped forward. The tree-lined main drive broadened out into a large half-empty carpark. Beyond were the tall imposing walls of the assembly hall. Just where was I supposed to go now? I hesitated and immediately felt even more obvious. The clown is lost; quickly, make a decision, any decision, even the wrong one just so long as it looks like you know what you are doing, anything to avoid being noticed.

Sometimes you just get lucky. Out of the corner of my eye, gleaming white, stood a small whiteboard catching the rays of the sun and shining out like a lighthouse and I was the little ship lost at sea. I could just make out those magical words: "New Students".

Boldly, and with faked confidence, I struck out towards it, my bag jiggling up and down on my back. I know school hasn't really even started yet but at least I've arrived, at least I've made it onto school property without doing any damage to my mind or my body. At least I've made my first decision and as I strode out I felt almost ready for the next challenge. Almost.

**Reading for Meaning:**

1. Why did the narrator (Nick) feel that he was ready for high school?

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2. Give three reasons why Nick didn't like his new school uniform:

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3. Write down one sentence from the story that lets you know that Nick has a very good imagination.

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4. Write down one sentence from the story that lets you know that Nick's mother is concerned about her son.

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5. During this story Nick compares himself to two other things. Write down these two comparisons and then write a sentence explaining why you think he has chosen to compare himself to these two objects.

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**Vocabulary**

1. In the first paragraph find a word that means "unable to be seen": \_\_\_\_\_
2. In the fourth paragraph find a word that means "embarrassing": \_\_\_\_\_
3. In the fifth paragraph find a word that means "unconscious": \_\_\_\_\_
4. In the fifth paragraph find a word that means "pleaded with": \_\_\_\_\_
5. In the ninth paragraph find a word than means "shining": \_\_\_\_\_

## Writing

1. Write down three adjectives (describing words) to describe your first day at high school

- a) Using these three words write a ten-line paragraph describing your first day at high school

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2. Write down a list of five ways that new students could be made to feel welcome on their first day at a new school

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_

## Back to School

M V O G P H M H Q V E P J O N  
B M A X E X A I P S W J L O K  
W N S X N O T S N J P P T M R  
O W E R B E H T A G B E F X O  
E Y V T X Q E O F V B L W S W  
T R T U Y B M R E O G I L T E  
X H R T O W A Y O A V C T U M  
Y T X O E Y T K L G S N N D O  
O J T R G O I B Q R V E E Y H  
K V L O O C C O U V P P D C W  
C G I C L A S S W O R K U P T  
E S U R U L E R I Q W W T A C  
E C N E I C S J K T K L S P Z  
G X O T P H S I L G N E Q E Q  
W H E H R E H C A E T R Z R Z

MATHEMATICS  
SCIENCE  
HISTORY  
HOMEWORK  
CLASSWORK  
HEBREW  
ENGLISH  
NOTEBOOK  
PEN  
PAPER  
PENCIL  
RULER  
TEACHER  
STUDENT  
TUTOR  
EXAM  
STUDY

## My first day at Secondary School

Only third formers – all new girls – attended AGGS on the first day of the first term each year. The whole day, in 1939, was given over to an Entrance Examination comprising English Grammar, an essay, Arithmetic and what I later learned was an intelligence test. On arrival, we were divided alphabetically into manageable numbers and herded, with an efficiency that was to become familiar, into form rooms. ('Classes' and 'Teachers' were for primary school kids. We were now to enjoy the dignity of 'forms' and 'mistresses'.)

My group was housed for the day in a basement room which, being bisected on its only window wall by a steep flight of stone stairs that was bounded on the other side by the cavernous, ancient lavatory block, enjoyed no natural light at all. This, my first experience of a form room and a mistress, might have dimmed my eagerness for Grammar Girl status; it is certainly a wonder that it did not engender a total incapacity to write, compute and think among the twenty or so hopefuls there assembled. Perhaps it did, among the more faint-hearted. For Miss Smith ('Smuts' as she was always called) was not a reassuring figure. Tall and thin, with hair severely confined in a bun, she was given to ethereal, enigmatic smiles and utterances that seemed to have no relevance to anything earthly. Swathed in an ancient, positively greening gown, she was a dismaying figure – although we found out with time that she was relatively harmless.

Between papers, we had short rest periods, which Smuts converted to her own bizarre use. She taught us to sing 'Lead, kindly light, amidst the encircling gloom...' leading herself in quavering but resolute tones. 'The night is dark, and I am far from home...' Far from home indeed, were we all. I decided that she was merely barmy, and probably not representative. The other mistresses had seemed healthily normal; and the acting headmistress, Mrs Ward, who had welcomed us in the hall, had been kindly and encouraging.

I found the tests well within my capabilities, wrote a flamboyant essay on a topic long forgotten, and decided that the IQ test, which seemed like a set of entertaining puzzles, had been provided, generously, to relieve the serious nature of our ordeal. I walked home at the end of the day happily content, and reduced my own family and the Beuths next door to gales of laughter with my vivid description of the day's events.

Next morning, we reassembled. All papers had been marked overnight and the results correlated. Names were read out and we were marshalled into our form rooms. I was to be in III A 2; but only for a day. I was given a note to take home. I had done especially well in the entrance exam, and with my parents' permission would be moved into III A 1, where I would add Latin to my subjects. Mum and Dad were bemused but agreeable, and in characteristic style I was happy to comply. I didn't care what form I was in; I was simply enchanted with the whole place...

We became, in III A 1, almost immediately a family. We each had our own desk, in which we could leave all our books and personal possessions. We had our own form mistress, who was in our room before school each morning, and could be consulted on any subject. I think we were fortunate. All too often new entrants in large, modern, inevitably impersonal high schools seem to have no place to call their own, and no one to appeal to if in doubt. To a certain extent we were sheltered. Mistresses came to us, lesson by lesson. We left our form room only for specialist subjects such as Science, Music and Art, to all of which classes we went together. Our room was our own, and our form mistress appeared at the end of each school day with advice, warnings and reminders in general, and personal words for the miscreants in particular.

1. Vocabulary: Explain what the following words mean in your own words: (Note: if you don't know, try to work it out using the rest of the sentence.)

a. bisected: \_\_\_\_\_

b. cavernous: \_\_\_\_\_

c. engender: \_\_\_\_\_

d. incapacity: \_\_\_\_\_

e. ethereal: \_\_\_\_\_

f. swathed: \_\_\_\_\_

g. quavering: \_\_\_\_\_

h. barmy: \_\_\_\_\_

i. correlated: \_\_\_\_\_

j. miscreants: \_\_\_\_\_

2. i. What year did Dorothy start at Auckland Girls Grammar School?

\_\_\_\_\_

ii. Do you know of anything else important that happened in that year? What?

\_\_\_\_\_

3. What sort of a teacher does Miss Smith sound like? Give examples.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. How did Dorothy feel about the conditions under which the Entrance Examination was sat? Give examples.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. How did Dorothy feel about the examination itself? Give examples.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. What misunderstanding did Dorothy have about the IQ test?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. What was the advantage of being in III A 1, rather than being in III A 2?

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8. Would Dorothy agree with the way that your timetable is arranged? Explain your answer.

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9. i. How well do you think Dorothy coped with starting High School?

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ii. What was her attitude towards school like?

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10. i. List 3-5 things that were **similar** to Dorothy's experience when **you** started at Massey High School.

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ii. List 3-5 things that were **different** to Dorothy's experience when **you** started at Massey High School.

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# Coat Of Arms

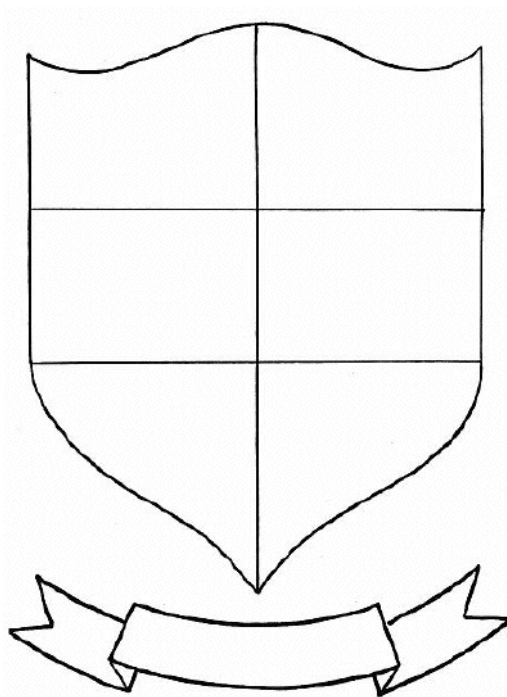
Draw an outline of a coat of arms, or design your own family crest on the following page.

Divide your shape into six segments, take a segment at a time and draw a picture to represent your ideas on any of the following starters. You can think up your own starters if you wish.

- Something from your culture
- Something from your family history
- Something from your last two years
- The best thing that you have done in the last year
- A thing that you have that you really value
- Something about your early childhood
- Something that you are good at
- The best thing that you have experienced in the last year
- Your own ideas...

Below your coat of arms you need to have a family motto. This should be something that you believe in and could live by.

- Example: Massey High School's motto is Seek The Heights.







# Hand Exercise

Trace around your hand on a piece of coloured paper. Cut out your hand. Glue the hand onto the page below.

- In the thumb write your name
- In each finger write one fact about yourself
- In the palm write a paragraph about yourself

**Note:** It is a good idea to draft your ideas on a piece of scrap paper first so you do not make a mistake on the good copy.



# My Life so far

In this short introductory assignment you are going to reflect on your life – past, present and future – and produce a number of short, high quality pieces of writing in different styles. You will work on the assignment in class during the first part of term one and also have the opportunity to develop and extend your writing at home.

When the assignment is complete you will hand in:

- A timeline of your life which marks the most significant and memorable events
- Three diary entries based on events chosen from your timeline
- A letter to your future self
- A newspaper article written because you have “made the news”!

The work you hand in should be of display quality. You can choose any method to display the assignment (poster, booklet, etc. – must be hard copy though, not a computer file)

You will be assessed for:

- The accuracy (spelling, punctuation and grammar) and fluency of your expression
- The quality and depth of ideas expressed
- The use of appropriate styles – diary, letter, and newspaper article

You need to do **FOUR** tasks in total. The timeline task must be done first. Any of the other tasks can be done in whichever order suits you. **All tasks are required when you hand in the work.**

Follow the guidelines on your task sheet, and tick off the tasks as you go. Don't forget to do My Check, Friend Check and Teacher Check – crossing off the checks as you do them.



| Task  | My check   | Friend check  | Teacher check  |
|---|--|---|--|
| <p><b>TASK ONE – CREATING A TIMELINE</b></p> <ul style="list-style-type: none"> <li>On a page of your notebook or a piece of refill, draw a line and, starting at your birthday record the most significant and important events of your life. You do not have to write a lot, just note the day your sister was born, or you moved house (or country!), or you broke your arm. You do not have to make confessions or reflect on tragic events, so only write down what you feel comfortable sharing. Include the date, or as near as you can remember.</li> <li>Work with a partner. Look at their timeline. Ask them to tell you about particular events they have recorded. Which make the best stories? Talk about them. Try to explain what happened, how you felt, and why it was an important event.</li> </ul> | <p>I have checked my: Spelling, Punctuation, Sense, Neatness.</p>  | <p>My mate has checked my: Spelling, Punctuation, Sense, Neatness</p>   | <p>Get the teacher' s signature here when you think you are complete -----</p> |
| <p><b>TASK TWO – (RE) CREATE YOUR DIARY</b></p> <ul style="list-style-type: none"> <li>Choose three events from your timeline. Write a diary entry for each of these events, <b>as though it had happened today</b>. Include the facts, but also why it is important and significant, and how it affected you and what you intend to do next. Remember, write as though things have just happened. If it was a joyous event, express your happiness; if it was annoying, express your anger!</li> <li>Write the date of the event, and if you want, start with the usual “Dear Diary”.</li> </ul>   | <p>I have checked that: There are 3 diary entries, present tense is used, it is neat, spelling is right.</p> | <p>My mate checked that: There are 3 diary entries, present tense is used, it is neat, spelling is right.</p> | <p>Get the teacher' s signature here when you think you are complete -----</p> |

|   |  |  |  |
|---|--|--|--|
| <p><b>TASK THREE – TIME CAPSULE</b></p> <ul style="list-style-type: none"> <li>You will write a letter to your future self – the you that will read this again in December. We will lock this away in a time capsule for the year, to be read again in 10 months.</li> <li>Paragraph 1: Write <b>how you are feeling</b> about Massey High, your life, your friends and family <b>right now</b>. What do you hope for the future? What are you happy with? What are you worried about?</li> <li>Paragraph 2: Write about your goals for this year. Make sure to write about your <b>personal goals</b> (join two new clubs this year, make the ‘A’ Rugby team etc) as well as your <b>academic goals for English</b> (to improve spelling, to get all Achieved marks this year).</li> <li>Paragraph 3: Write a list of your current favourite things: favourite song, favourite band, favourite food, favourite TV show. Remember, you’ll be reading these again in 10 months. What will surprise you?</li> </ul>   | <p>I have checked for: spelling, neatness, punctuation, presentation</p>   | <p>I have checked for: spelling, neatness, punctuation, presentation</p>   | <p>Get the teacher’ s signature here when you think you are complete-----</p>  |
| <p><b>TASK FOUR – YOU HAVE MADE THE NEWS!</b></p> <ul style="list-style-type: none"> <li>Imagine a day sometime in the future when your name is splashed across the headlines. Perhaps you have finally scored that number one hit single; won the Nobel Prize for Science; become the first woman on Mars; directed or acted in an Oscar winning movie; or scored the winning try/goal/ basket in the world championship.</li> <li>Remember, this is a newspaper article. Write <b>as if you were a reporter</b> writing about you, <i>don’t write as yourself reporting on yourself</i>. Use formal language, report the facts, and give it a headline.</li> <li>Choose a positive reason why you have made the news. No gruesome murders, suicides or evil crimes will be accepted. Think about what you want to achieve in your life. By the way, imagining yourself as a lottery winner sounds like an easy way of completing this task but it is not even the least bit original or creative. Instead, give free reign to your dreams and ambitions!</li> </ul> | <p>I have checked for: formal language, writing as a reporter NOT you, that the article is for a positive reason, that it has a headline, that it is dated in the future, spelling is correct.</p> | <p>I have checked for: formal language, writing as a reporter NOT you, that the article is for a positive reason, that it has a headline, that it is dated in the future, spelling is correct.</p> | <p>Get the teacher’ s signature here when you think you are complete -----</p> |

# The Ultimate English Questionnaire

1. Which book are you currently reading or have you recently read?
2. Who was your favourite author when you were little?
3. What was your favourite book when you were little?
4. Which magazine(s) did you read when you were little?
5. Which magazine(s) do you read now?
6. Which literary character would you like to meet and why?
7. Which literary character would you least like to be stranded on a desert island with and why?
8. In which literary/fictional location would you most like to live?
9. Which is the best T.V./Film adaptation of a book you have seen?
10. Which person, real or fictional, living or deceased, would you most like to have a 'one-to-one' with?
11. What is your favourite book?
12. Who is your favourite author?
13. What is the most memorable line delivered in a film?
14. What is your favourite film?
15. What is your least favourite book and why?

