

KS3 English Learn Sheet

How to tackle an unseen text:

- U** Understand the text—read it at least once.
- N** Note down key ideas and inferences as you read.
- L** Look at the questions—which section do they direct you to?
- O** One at a time-read the question.
- C** Circle the important words in the question.
- K** Keep reading the passage to find the answer.
- I** Identify and circle the correct answer
- T** Take your time and check that you are correct.

FIGURATIVE LANGUAGE

METAPHOR
a comparison that does not include the words *like* or *as*

SIMILE
a comparison that includes the words *like* or *as*

HYPERBOLE
extreme exaggeration used to make a point

PERSONIFICATION
the act of giving human qualities to animals or inanimate objects

IDIOM
an expression whose meaning is different from the meaning of its individual words

ONOMATOPOEIA
a word whose sound suggests its meaning


UNDERSTATEMENT
a statement that is weakened to convey a stronger meaning

ALLITERATION
the repetition of a consonant sound at the beginning of words

IMAGERY
vivid description that includes details that appeal to the senses

CLICHÉ
an expression or phrase used so often it becomes stale and loses meaning

SYMBOL
an object that stands for an idea

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| <p>NOUN</p> <p>Name of a person, place, thing or idea.</p> <p>Examples: Daniel, London, table, hope - Mary uses a blue pen for her notes.</p> | <p>PRONOUN</p> <p>A pronoun is used in place of a noun or noun phrase to avoid repetition.</p> <p>Examples: I, you, it, we, us, them, those - I want her to dance with me.</p> | <p>Revise the different word classes and be able to label words using the correct term.</p>  |
| <p>ADJECTIVE</p> <p>Describes, modifies or gives more information about a noun or pronoun.</p> <p>Examples: cold, happy, young, two, fun - The little girl has a pink hat.</p> | <p>VERB</p> <p>Shows an action or a state of being.</p> <p>Examples: go, speak, eat, live, are, is - I listen to the word and then repeat it.</p> | |
| <p>ADVERB</p> <p>Modifies a verb, an adjective or another adverb. It tells how (often), where, when.</p> <p>Examples: slowly, very, always, well, too - Yesterday, I ate my lunch quickly.</p> | <p>PREPOSITION</p> <p>Shows the relationship of a noun or pronoun to another word.</p> <p>Examples: at, on, in, from, with, about - I left my keys on the table for you.</p> | |
| <p>CONJUNCTION</p> <p>Joins two words, ideas, phrases together and shows how they are connected.</p> <p>Examples: and, or, but, because, yet, so - I was hot and tired but still finished it.</p> | <p>INTERJECTION</p> <p>A word or phrase that expresses a strong emotion. It is a short exclamation.</p> <p>Examples: Ouch! Hey! Oh! Watch out! - Wow! I passed my English exam.</p> | |

How to Revise:

- ✓ Read a page of your reading book (or use the passages on the back of this learn sheet).
- ✓ Choose a paragraph and then list 5 things that you learn about a character or event in that paragraph. Use the words from the text.
- ✓ Go back and reread that paragraph. Write out on paper any words or phrases that are effective in telling us something about that character. Label the word class or technique shown in the example you have chosen. Consider synonyms for those words - what alternatives could the writer have used?
- ✓ Explain what the word or phrase suggests to us about the character or event. What do we think of them? What are the connotations of the words you have chosen? What do they make you think of?