



# Literacy Stage 4

Name:.....

Teacher:.....

# Introduction

Why is it important?

Learning at home is very important; it will help you become a more confident learner by developing your key skills within the subject.

In English the purpose of learning at home is to:

- Help you to find time and develop your love of reading outside of the lesson.
- Help you to build confidence in your writing skills.
- Help you to develop your proof-reading skills, which will be crucial across all subjects and in preparation for *GCSEs*.

What do I have to do?

Every fortnight you will be expected to complete a section of your literacy booklet.

Tasks will vary depending on the skill you are working on, however, each week will always contain:

- 1 x Reading comprehension
- 1 x Spelling test

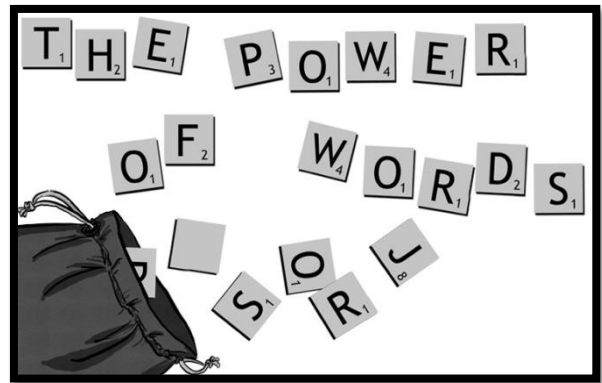
You will have time in the literacy lesson to peer mark one another's work and your teacher will check that you have completed the work to a good standard.



## Section one: Vocabulary

To be completed by:

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What do I need to complete over the next two weeks?



Spelling list 1	
Read notes on <i>Dictionary Detective</i> and <i>Dictionary and thesaurus skills</i>	
Complete New words beginning with A and B	
Complete <i>Vocabulary Choices</i> task	
Read and complete <i>Root words</i> task	
Read the extract <i>The Pet</i>	
Answer the questions in full on <i>The Pet</i>	

Self Assessment: What do I still need to practise from this section?

# Spelling test 1



You will be tested on your spellings in every literacy lesson.

You are expected to get at least 17/20 right each time. If you do not manage this you will need to re-take the test at another time.

	Read	Write	Cover and write
Connective	Equally		
	Similarly		
	Likewise		
	Compared with		
	Comparing		
Commonly misspelt words	Acceptable		
	Accidentally		
	Accommodate		
	Acquire		
	A lot		
English subject words	Novel		
	Author		
	Analyse		
	Emphasise		
	Language		
Topic specific words			



## Dictionary detective



Using a dictionary is important in all your work - not just English - to help the reader understand what you mean in a precise way.

Gaining a bigger understanding of vocabulary will inevitably help you improve your overall grades.

The next few pages will help you find some exciting words to use in your work across the term, year and different subjects.



Each week you will be expected to find a new word that you will be able to fit into your work and share with your class.

We will work our way through the alphabet as the year goes on. For example, week 1 you will need to find an **ambitious** word beginning with A.

# Dictionary and thesaurus skills

When using a dictionary and a thesaurus it is important to know how to use it properly otherwise your sentences won't make any sense!



1. The dictionary is in alphabetical order.
2. You may need to look for the root word. (See section on root words)
3. When you find your word it will look like this



The word you are looking for.

Which word class does your word fit into?

There may be several definitions for your word, each definition starts with a new number.

**abominable** ► **adjective** 1 very unpleasant and causing disgust. 2 *informal* very bad.

One definition may signify if it is a formal or informal expression.

Once you have checked the definition of your word check that it fits into your sentence properly, is this what you want to show your reader? Is it the right word class? If it is not, use the thesaurus to find one that says exactly and precisely what you want to.



1. The thesaurus works the same way as a dictionary, in alphabetical order.
2. There are two sections synonyms and antonyms
3. If you are using a combined dictionary and thesaurus the synonyms will come under the dictionary definition.

**SYNONYMS** loathsome, detestable, hateful, obnoxious, despicable, contemptible, disgusting, revolting, repellent, repulsive, repugnant, abhorrent.

**ANTONYMS** good, admirable.

**Synonym** - a word with similar meaning.

**Antonym** - a word with the opposite meaning.

Remember, once you have found your new word look it up in the dictionary before you put it in your sentence to check that it really makes sense and conveys what you want to say.

Letter

Word



Definition

A large dashed blue rectangular box for writing the definition of the word.

Sentence (using your word):

Synonyms

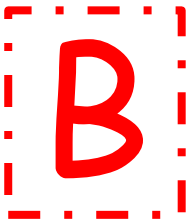
A dashed blue rectangular box for writing synonyms.

Antonyms

A dashed purple rectangular box for writing antonyms.

Letter

Word



Definition

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Sentence (using your word):

Synonyms

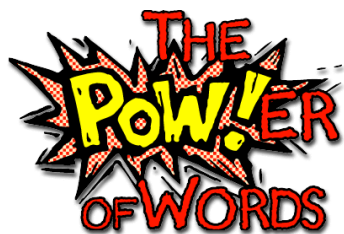
A dashed blue rectangular box for writing synonyms.

Antonyms

A dashed purple rectangular box for writing antonyms.

## Vocabulary choices

The words you choose when writing - creatively or in analysis - are vital to what you are telling the reader. For example, are you telling the reader "Tommo cried because he was sad" or are you describing, "Tommo's face glistened with tears through sorrow"?



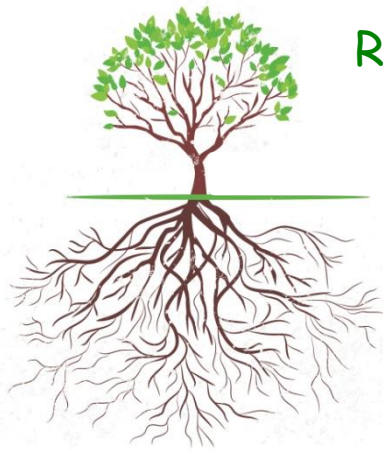
There are different levels of words: **relevant**, **interesting** and **ambitious**, however this doesn't mean you have to fill your work with exceptionally long words. Often the most interesting work uses a variety of all these words.

Using your skills from the dictionary and thesaurus pages, fill in the blanks in the table below.

Relevant	Interesting	Ambitious
Said	Shouted	
Sad		
Happy		
Evil		
Nice		
		Barbaric
	Moody	
		Cascade
Rush		
	Drab	
	Brutal	
Attack		
		Conventional

Remember

You have a word bank on the back of this booklet, and in your reading booklet, to record any words you find interesting and could use in your work!



## Root words

A root word is the base word to construct a longer word with a slightly different meaning.

Understanding how to structure words will help us when spelling and constructing longer words. It will also help when we read a text and don't understand a word, we can deconstruct it to help us!

First, we need to understand what a prefix and a suffix is:

Prefix - letters placed before the root word.

Suffix - letters placed after the root word.

Example:

Un employ ment

The prefix here is *un* - which means not / against / opposite

The root word is *employ* - give work to someone.

The suffix here is *ment* - which is a condition or state of being.

When you put your understanding of all these words together then you get the following meaning. A person who is in a state of not having a job or work.

Task:

Find as many words as you can from the root word given. Remember that the root word can go at the beginning, middle or end of the new word.  
**GOLD TARGET:** Can you find two examples of your own?

Root word	What other words can be made from this root?
Use	
Friend	
Faith	
Act	
Cycle	
Be	
Fix	

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Read the text carefully and answer the questions below in full sentences.

As you work your way through the booklet the texts in the comprehension section will become more challenging, building your vocabulary knowledge and inference skills throughout the year.

## The Pet

Peter Johnson loved pets. He had done so ever since he was a child. He was always kind to animals. He put out milk for stray cats. He hung up seeds for birds. He went to the park each day to feed the ducks. But his pride and joy was his dog Rex. It was a German Shepherd.

Rex was good at tricks. He did what Peter told him to do. He could shake paws and roll over and play dead. Peter even trained Rex to go to the shop each day to fetch him his newspaper. Rex sat outside the shop and barked until Mr Patel came out with the paper. Mr Patel gave it to Rex who trotted home with it in his mouth. It was always a bit soggy and wet but Peter didn't mind. His dog was smart.

Now Rex liked to fetch things for Peter. He would bring him his slippers. He would bring him toys and balls and sticks. In fact Rex was always looking out for things to bring Peter. This was because Peter gave Rex a sweet when he did. It was his reward.

One day Peter was sitting in his garden when Rex came running up to him. Rex had a piece of dirty fur in his mouth. He dropped it in Peter's lap. Then sat down and looked at Peter hopefully.

'What's this then boy?' said Peter. "Some old toy you've found?'

Peter picked up the lump of fur and looked at it. To his horror he saw it wasn't an old toy at all. It was the dead body of the pet rabbit that belonged to the little girl next door.

'My goodness, Rex,' said Peter. 'This is Flopsy. You've killed her you bad dog!' Rex hung his head in shame. He was sorry for the rabbit but even more sorry that Peter didn't give him a sweet.

Peter jumped up and ran into the house. He put the rabbit in the sink and wiped the dirt from its fur. He looked hard to see if Rex had left any tooth marks on Flopsy's skin but he didn't find any. 'Perhaps Rex scared this poor little rabbit to death,' said Peter to himself. 'I feel so bad about this.'

Then a dreadful thought popped into Peter's head. Emma, the girl next door would be very upset indeed to find out that Rex had killed her pet. She would cry and weep and tell her Dad. Emma's Dad was a very big man indeed. He would be so angry with Rex. Peter didn't know what he could do to save his dog. But he had to do something. Then he had an idea.

He washed the rabbit with soap and shampoo. He plugged in his hair drier and dried Flopsy's fur. Then he combed it and brushed it until her fur shone. When Flopsy was quite dry Peter hid her under his coat and crept out into the garden.

He looked over the fence and made sure nobody was next door. Then Peter climbed over the fence and ran to Flopsy's hutch. He opened the door and put the rabbit back inside. He tried to make her look as life-like as he could. Peter even put a carrot in her paws. Then he heard a car door slam out in the street. Emma and her Dad were coming home. Peter was so scared he jumped over the fence and dashed back into his own house. Rex hid under the table. He knew his master was upset with him but he didn't know why.

Peter waited in fear for Emma's Dad to come knocking at the door. But he didn't come that day or the next or the day after. In the end Peter could stand it no more and went out into his garden. He saw Emma's Dad.

'Hello,' said Emma's Dad. 'I haven't seen you for a few days. Are you all right?'

Peter gulped. Then he said, 'Yes I'm fine. How about you? Is everything OK?'

Emma's Dad scratched his head. He looked puzzled. 'Well, not really,' he said.

'Oh,' said Peter. 'What's up?'

'Well,' said Emma's Dad. 'A strange thing happened a few days ago. Emma and I came home and we found her pet rabbit Flopsy dead in its hutch.'

'That's awful,' gasped Peter.

'That's not the strange bit,' said Emma's Dad. 'No, the weird thing is that the rabbit died that morning and I'd already buried it in the garden before we went out!'

## Questions

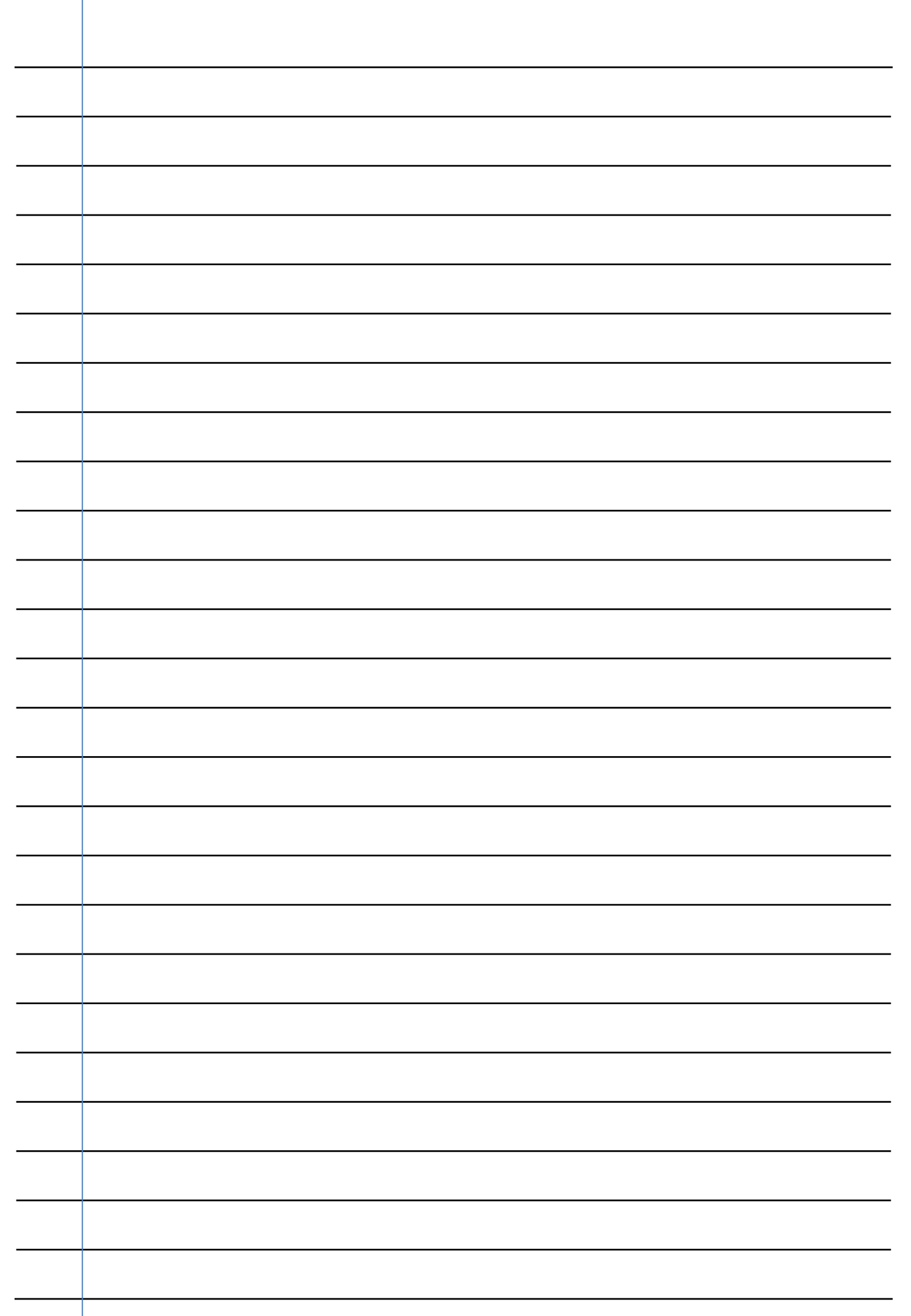
1. Find 3 things we learn about Peter in the story: *In the story we learn that Peter's surname is Johnson. We know this because in the story it says "Peter Johnson".*
2. Why was Rex special? Give at least 3 examples from the text.
3. What did Rex do wrong? How did this make him feel?
4. Why is Peter worried?
5. What did Peter do? Why?
6. What do you think Peter *should* have done? Why?
7. What was the effect of the twist? How did it make you feel?

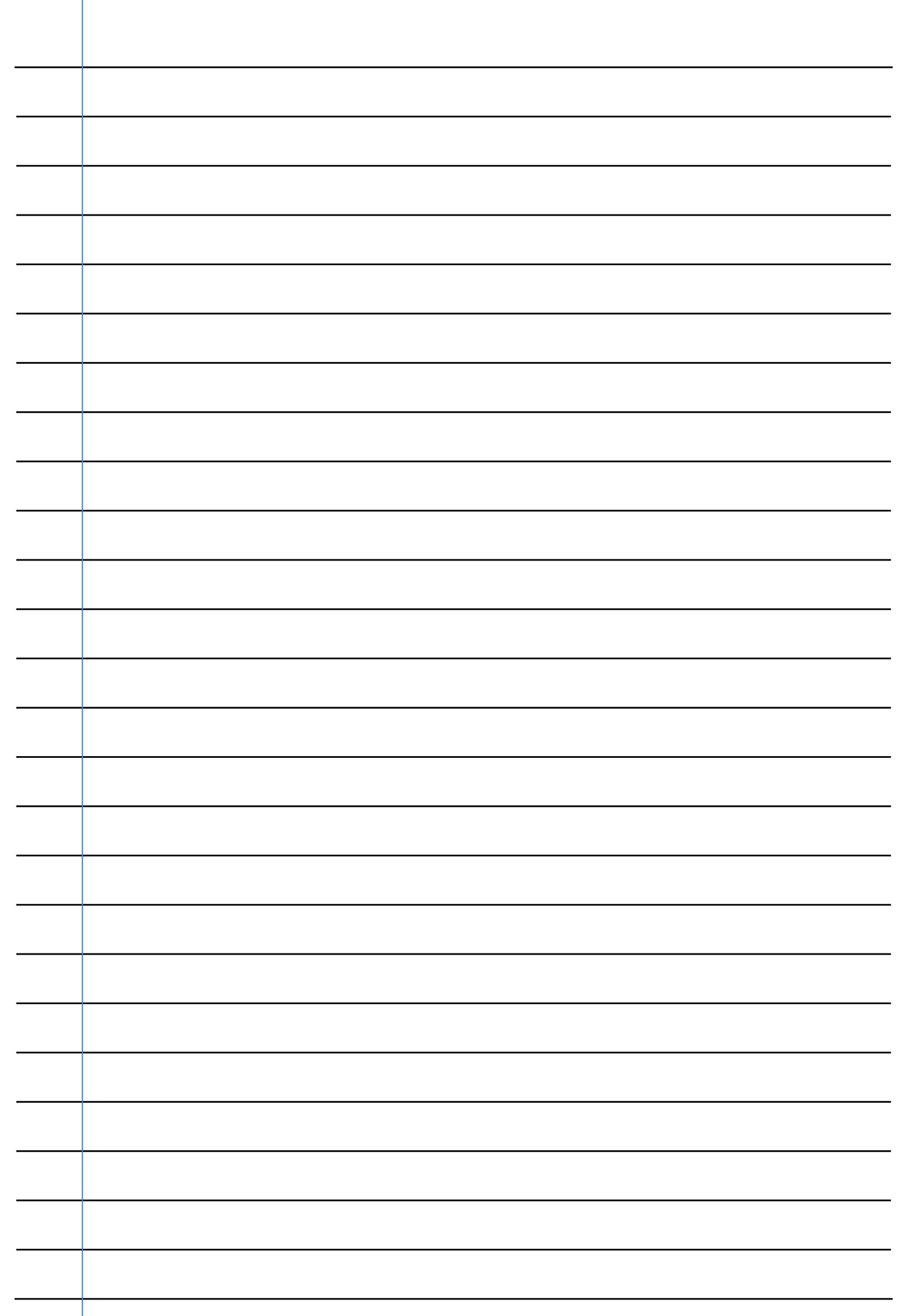


Gold target: Highlight any ambitious words you can find in the text.

Highlight 8 relevant words in the text and, using a thesaurus, find more exciting words to replace them.



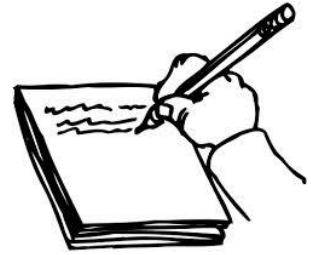




## Section two: Simple sentences

To be completed by:

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What do I need to complete over the next two weeks?



Spelling list 2	
Complete New words beginning with C and D	
Read section on <i>Simple sentences</i>	
Complete both tasks on <i>Simple sentences</i>	
Read section on <i>Nouns</i>	
Complete tasks on <i>Nouns</i>	
Complete task on <i>Pronouns</i>	
Read and complete section on <i>Verbs</i>	
Read the extract <i>The Storm</i>	
Answer the questions to <i>The Storm</i> in full	

Self Assessment: What do I still need to practise from this section?

# Spelling test 2

You will be tested on your spellings in every literacy lesson.

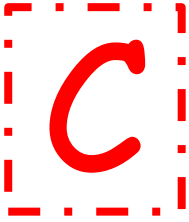


You are expected to get at least 17/20 right each time. If you do not manage this you will need to re-take the test at another time.

	Read	Write	Cover and write
Connective	Consequently		
	Therefore		
	Although		
	Moreover		
	However		
Commonly misspelt words	Amateur		
	Apparent		
	Argument		
	Because		
	Believe		
English subject words	Analysis		
	Connective		
	Adjectives		
	Compare		
	Genre		
Topic specific words			

Letter

Word



Definition

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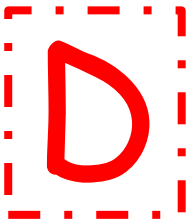
Sentence (using your word):

Synonyms

Antonyms

Letter

Word



Definition

A large blue dashed rectangular box for writing a word.

Sentence (using your word):

Synonyms

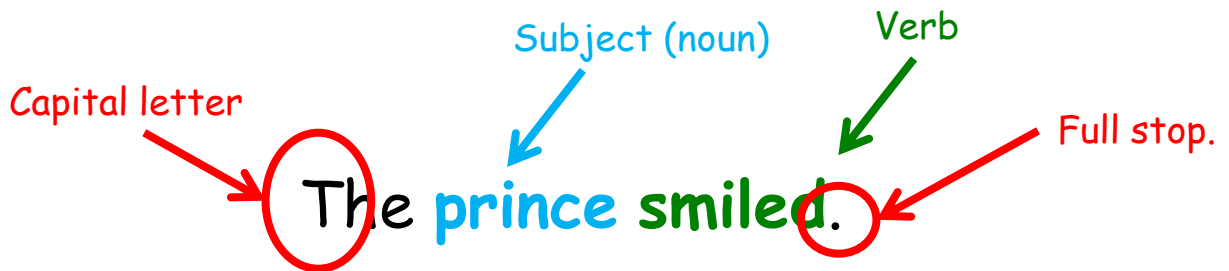
Antonyms

# Simple Sentences

In a simple sentence you only need one main clause - a clause is a group of words that may be used as a whole sentence, or as part of a sentence.

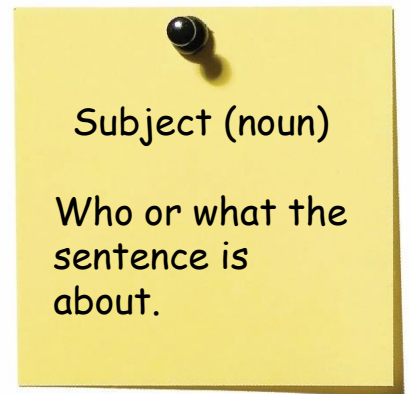
You will need the following elements to make up the sentence:

- A capital letter at the beginning
- A full stop at the end
- Must contain a subject (noun)
- Must contain a verb



In these sentences underline the subject and circle the verb.

1. The pop singer played a guitar.
2. The angry dog barked loudly.
3. The sheep grazed on the hillside.
4. My favourite football team won the cup.
5. Submarines travel underwater.



Gold target: Can you create 5 simple sentences?

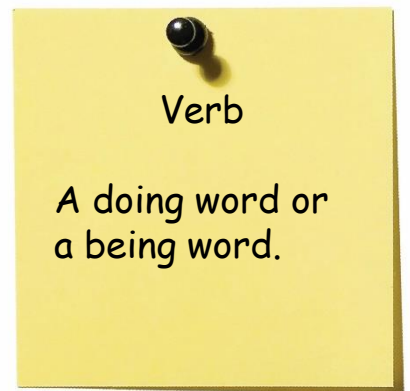
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A common noun is a general name of a person or object.

e.g. A boy went into the library to borrow a book.

Abstract nouns are something you can't see, feel, hear, smell or touch.

e.g. The misery of the withering armchair.

Common nouns

Abstract nouns

What type of noun?

Collective nouns

Proper nouns

A collective noun is the name of a group of people or things.

e.g. a collection of bananas.

A proper noun is the particular / precise name for a person, place or thing.

e.g. Mrs Jones walked across Tower Bridge in London.



# Task

Can you put all the nouns in the correct boxes?

Mr Jones

window

shoe

iPhone

armchair

cloud

A babel of words


Jamaica

book

hatred

honesty

**Common noun**



beauty

rain

grace

patience

**Abstract nouns**



banana

London

A herd of sheep

Swanley

infinite

**Collective nouns**



**Proper nouns**

Jenny

sadness

tears

chicken pie

popcorn

box

Asda

hope

Harry Potter

misery

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Date:

TS:

There is one more type of noun that we haven't looked at - pronoun. A pronoun is used to replace one of the other nouns. For example, *James is the first choice for the job. He has applied for it twice.*

Task: You are attending an Easter Egg hunt. Write a diary account about the events of the day. Think about different types of nouns we have studied.

The most common pronouns	
it	I
you	he
They	we
she	who
them	me
him	one
her	us
something	nothing
anything	himself
everything	someone
themselves	everyone
itself	anyone
myself	herself

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Date:

TS:

# Verbs

There are three types of verb that we are going to be looking at, by using more than one in a sentence you will be able to extend your writing and express your ideas more clearly.

Modal verb + Auxiliary + Main verb = verb phrase

We use a modal verb to show if we believe something is certain or possible.

We can also use them when asking permission or making offers / requests.

The auxiliary verb helps the main verb out and always comes before.

The most common are Be, Do and Have.

The main verb is often described as the 'doing' word.

The main verb can be present (are, like) or past tense (saw, laughed).

## Examples

We **are** here.

I **like** it.

Everybody **saw** the accident.

We **laughed**.

Everybody **is watching**.

Everybody **has worked** hard.

Everybody **has been working** hard.

They **will come**.

He **might have arrived**.

Task 1: Identify the main, auxiliary and modal verbs in the opening of the story.

"There must be a way to get out" screamed Donna. Everybody stood silent, looking at the floor. We were trapped.

Task 2: Write the next paragraph of the story and identify all the different verbs you use.

Marked by:

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TS:

Read the text carefully and answer the questions below in full sentences.



## The Storm

"Crack-crack...kowowww! Thunder, and then a shock of lightening etched its reflection upon the corrugated metal siding," Rowan read aloud.

She worked to read clearly, with depth and emotion. Her eyes scanned the next paragraph. She took a breath to continue, but was interrupted by her younger brother Nolan, stretched out on the living room couch, flicking a pencil against his forehead.

"I was never a big fan of onomatopoeia," Nolan said, in his usual, **supercilious** manner. "It is impossible to write words that truly sound like a thunderstorm, a jar opening, or a falling tree, yes? But please, do continue."

Rowan sucked her teeth. "That's why I can't stand doing this in front of you, Nolli. You are no help at all. Haven't you something better to do?"

"Ha! Better than to annoy you before your moment of reckoning? I don't think so." Nolan's enjoyment of getting under his big sister's skin was fully conspicuous.

"Nolli, please keep quiet!" Mother Ann broke in. "This is important. Rowan presents in less than an hour. She needs to focus. Row, sweetheart, please continue."

Mother Ann's comments seemed to assuage Rowan's irritation. She cleared her throat and continued where she had left off. "Farmer John knew this was a storm of epic proportion. Even the cows retreated to their hutches. Not one person in the..."

"The cows retreated? The cows retreated?" Nolan chortled upon hearing the repetition of this line in his own voice. "That's great. Even the stupid cows retreated! Oh, man. That must have been one heck of a storm-a-brewin'. Mama, I'm scared!" Nolan howled at the ceiling and curled up into a tight little ball of laughter.

"Nolli!" Mother Ann shouted suddenly, her thunderous voice tantamount to the rumbling storm Rowan was attempting to capture in her reading. Nolan gave a little start. "You have no idea how difficult it is to speak in front of a crowd. Your sister has been preparing for this presentation for weeks and I swear if you don't..."

Mother Ann continued to castigate Nolan most thoroughly, scolding him for his rudeness and lack of respect. Then, feeling as though she had achieved the intended effect, she sighed rather contentedly and reclined in her chair. Sometimes she reminded even herself the fury by which, if completely necessary, she could quell any quarrel.

Nolan had fallen silent and was now sitting upright, his hands folded before him.

He actually appeared a bit remorseful.

"Oh, Mother," Rowan sighed, crumpling to the floor, despondent. "It's no use.

'The Storm' shall be the end of me."

"Ahh, but Rowan, my dear," Mother rejoined. "This is but a mere shower!"

Questions:

## Questions

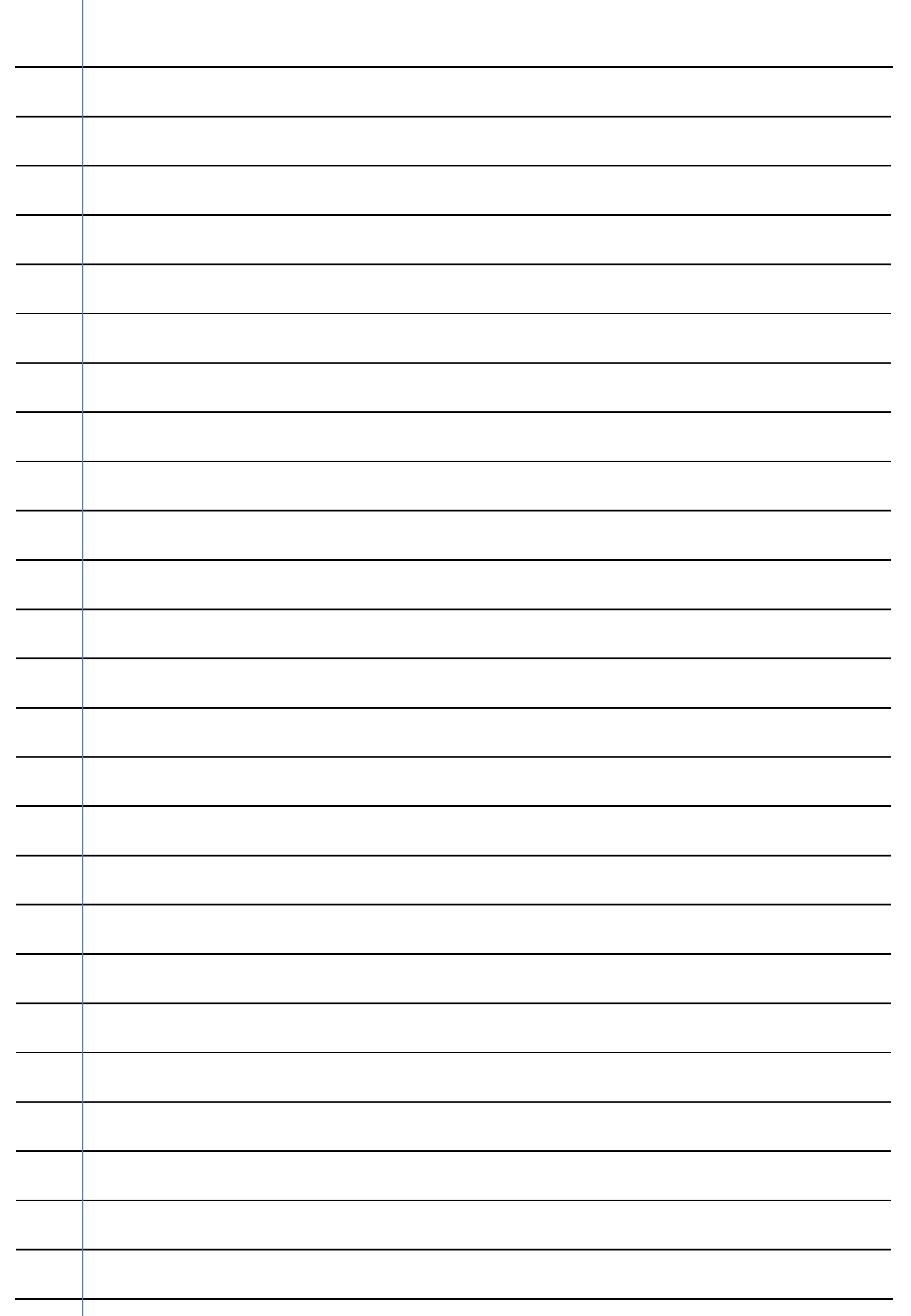
1. As used in paragraph 3, what is the definition of onomatopoeia?
2. Find an example of onomatopoeia in the text.
3. Why does Rowan get upset with Nolan?
4. As used in paragraph 3, what is the definition of **supercilious**?
5. What does this tell us about the character of Nolan?
6. In the middle of the story, the author writes, "Mother Ann's comments seemed to **assuage** Rowan's irritation." How could you re-write this sentence keeping the same meaning?
7. Write a minimum of five sentences explaining what we know about the character *Mother Ann* and how we know this.

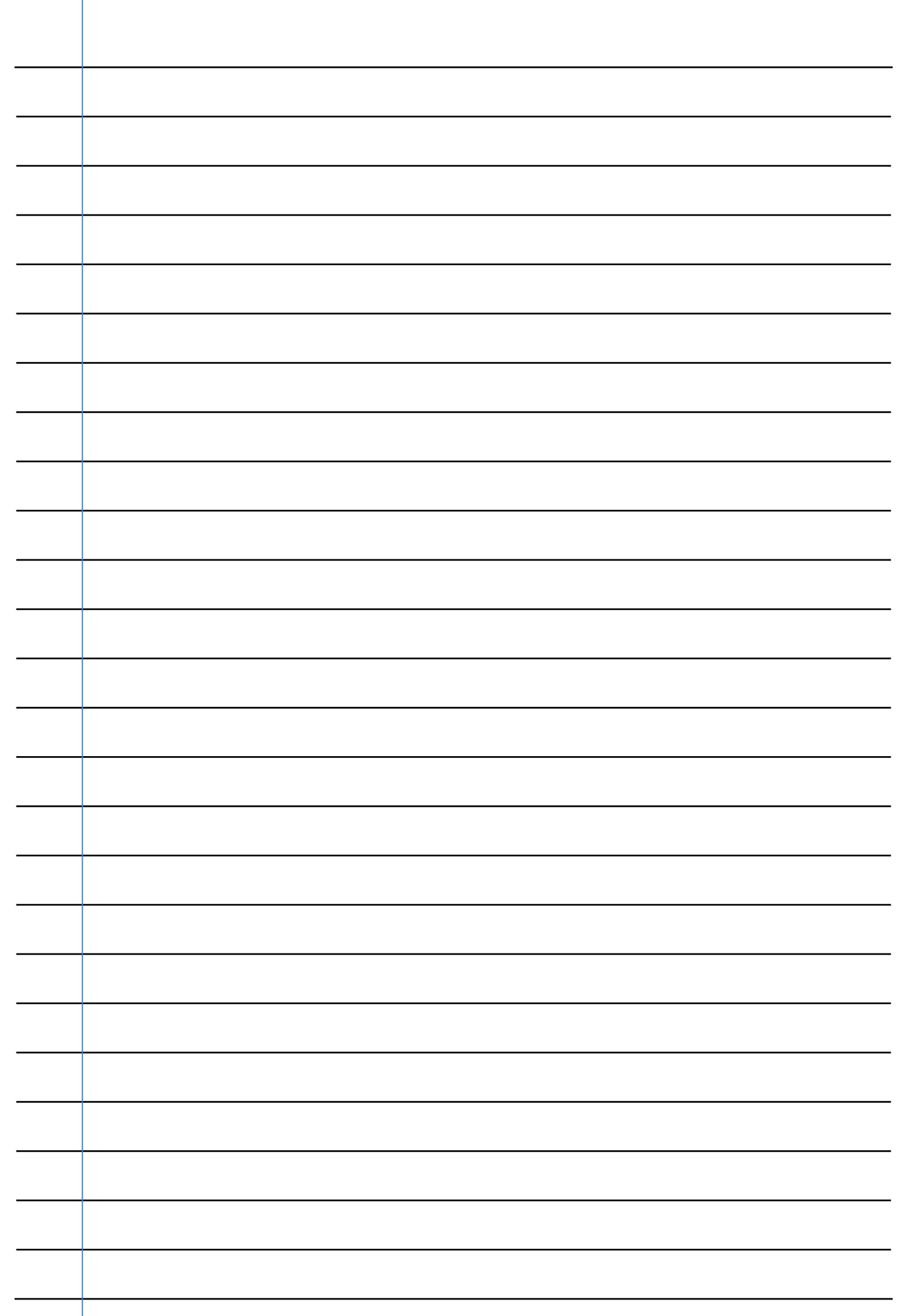


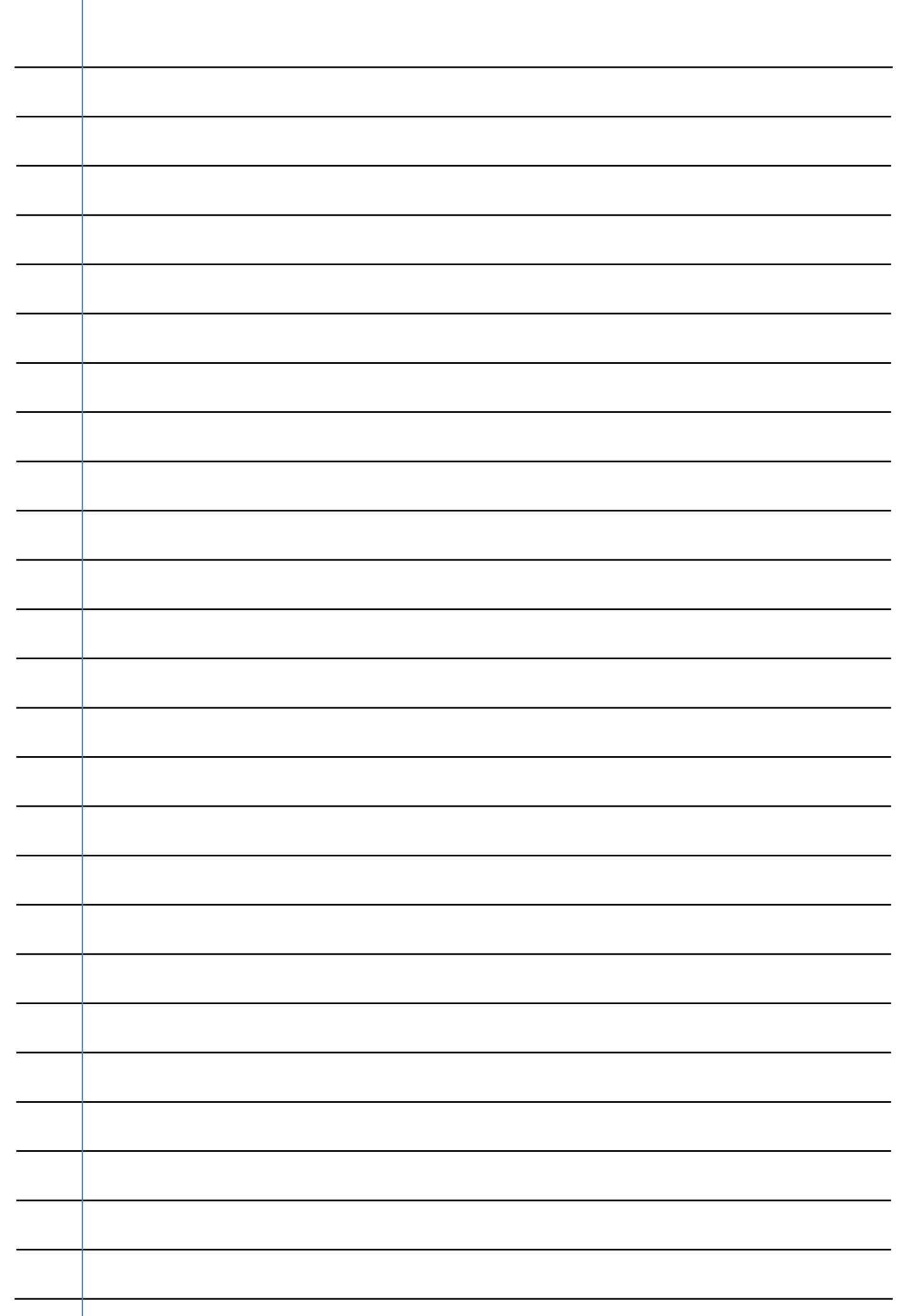
Gold target: Highlight 2 examples of each type of noun we have looked at in this section.

Choose one of your highlighted abstract nouns and explain why it makes the sentence more interesting.









## Section three



+ Subordinate clauses

To be completed by:

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What do I need to complete over the next two weeks?



Spelling list 3	
Complete New words beginning with E and F	
Read section on <i>Commas and subordinate clauses</i>	
Complete both tasks on <i>Simple sentences</i>	
Read section on <i>Nouns</i>	
Complete tasks on <i>Nouns</i>	
Complete task on <i>Pronouns</i>	
Read and complete section on <i>Verbs</i>	
Read the non fiction extract <i>Chocolate</i>	
Answer the questions to <i>Chocolate</i> in full	

Self Assessment: What do I still need to practise from this section?

# Spelling test 3

You will be tested on your spellings in every literacy lesson.



You are expected to get at least 17/20 right each time. If you do not manage this you will need to re-take the test at another time.

	Read	Write	Cover and write
Connective	Despite		
	Except		
	Although		
	Additionally		
	Furthermore		
Commonly misspelt words	Calendar		
	Category		
	Cemetery		
	Changeable		
	Collectible		
English subject words	Writer		
	Evaluate		
	Response		
	Example		
	Library		
Topic specific words			

Letter

Word

E

Definition

Sentence (using your word):

Synonyms

Antonyms

Letter

Word

F

Definition

Sentence (using your word):

Synonyms

Antonyms

**I like  
cooking my family  
and my pets.**

**Use commas.  
Don't be a psycho.**



## Task

Put the correct commas and full stops into the sentences below.

Think - do they make sense?

1. After we left Grandma Mummy and I skipped about in the park.
2. Stinking bad breath swollen purple gums easy bruising bleeding eyeballs tiredness and death
3. Without saying another word she hurried into the airport's shop and bought a copy for herself
4. Marc was the first to recover sitting by the kitchen he had been out of the line of fire and hadn't been hit
5. The choir was singing "Isn't she lovely?" and for some reason the choir was made up of chipmunks and Libby was in charge of them

Write two examples of your own for each of the following:

Subordinate clause (1): \_\_\_\_\_

Subordinate clause (2): \_\_\_\_\_

List (1): \_\_\_\_\_

List (2): \_\_\_\_\_

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Date:

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Punctuation marks are the traffic signals of language: they tell us to slow down, notice this, take a detour, or stop.

of all the punctuation marks, the comma is the most used and misused. Commas can create havoc when they are in the wrong spot, and the results can be hilarious. This little dot with a tail has the power to change the meaning of a sentence by connecting things that shouldn't be connected or breaking apart things that should stay together.



comma

### How to use a comma correctly

1. A comma should never take the place of a full stop.
2. It should be used to separate a main clause from a subordinate clause. (See page on *Simple sentences* in section 2)
3. It should be used when listing items, for example, *I would like sausage, two eggs, beans and toast*. Please note that and is used to separate the final two items though.

Tip: Try to think how a passage may sound if you read it out loud - does it sound like the end of a sentence? Then you need a full stop not a comma.

## Different types of sentence

3

There are three different types of sentence, we are going to look at the basic way to write these and when you learn more about punctuation you can extend these in different ways.

In section two we looked at how to structure a *simple sentence* using a main clause. We are now going to look at how to construct a **complex sentence** and a **compound sentence**.

The prince smiled.

This is our main clause, to make it into a complex sentence you need to add a subordinate clause.

Subordinate clause

Part of a sentence that doesn't make sense on it's own.

The subordinate clause can go at the beginning, middle or end of the sentence.

The prince smiled, **while skipping down the road**.

**While skipping down the road**, the prince smiled.

The prince, **while skipping down the road**, smiled.

Examples of Complex sentences

How to write a compound sentence - this one is much easier!

A complex sentence is basically two main clauses stuck together with a connective - and, if, so, but, yet etc.

The prince smiled. He was happy.

The prince smiled **because** he was happy.

By adding one connective in the middle you have transformed your sentence.

Try to use a variety of connectives in your work.

## Task

Highlight the subordinate clause in these complex sentences.

1. The sun was shining, trying to peep out from behind the cloud.
2. Running at full speed, the cheetah pounced on it's prey.
3. The wizard, not seeing the gremlin, tucked his wand inside his cloak.
4. Shining in the autumn sun, the knight's armour looked reflected his bravery.
5. The wind echoed through the trees, ripping the leaves from their branches.

## Task

Re-write these simple sentences turning them into different variations of complex and compound sentences.



Gold target: You must have at least 5 complex sentences with the subordinate clause in different places.

I love chocolate.

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The frog jumped really high.

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The perfume smelt like roses.

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The window was frosted.

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Babies cry all the time.

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I can use simple sentences in my writing.

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Ben walked home from school.

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The princess was annoyed.

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Marked by:

Date:

TS:

# Apostrophes



There are two reasons to use an apostrophe:

## Possession

To show that one thing owns another.

The lady's hat.  
*The lady owns the hat.*

## Omission

Where you need to miss a letter out.

You've left some letters out.  
*'You have' becomes 'you've'.*

Task 1: add in any missing apostrophes from the sentences below.

Task 2: write down as many words as you can with omitted letters.

1. My best friends sister is called Jodie.
2. I havent done my homework.
3. If they go to the shops theyll miss the football.
4. Frank Lampards goal this weekend was brilliant
5. There werent any eggs left after Jamie dropped the box.
6. Weve won lots of cups this year; were Kents best school.
7. Im always late for school in the morning, its my dads fault
8. There arent many cars Id drive but I like BMWs
9. I shouldve caught the 10.30 bus but I was late.
10. Patricks car is not very reliable, its always breaking down.

Can't

Marked by:

Date:

TS:

Read the text carefully and answer the questions below in full sentences.



## Chocolate Non-fiction reading



Chocolate -- there's nothing quite like it, is there? Chocolate is simply delicious. What is chocolate? Where does it come from?

Christopher Columbus was probably the first to take cacao beans from the New World to Europe in around 1502. But the history of chocolate goes back at least 4,000 years! The Aztecs, who lived in America, thought that their bitter cacao drink was a divine gift from heaven. In fact, the scientist Carolus Linnaeus named the plant *Theobroma*, which means "food of the gods."

The Spanish explorer Hernando Cortez went to America in 1519. He visited the Mexican emperor Montezuma. He saw that Montezuma drank cacao mixed with vanilla and spices. Cortez took some cacao home as a gift to the Spanish King Charles. In Spain, people began to drink Cortez's chocolate in a drink with chili peppers. However, the natural taste of cacao was too bitter for most people. To sweeten the drink, Europeans added sugar to the cacao drink. As a sweet drink, it became more popular. By the 17th century, rich people in Europe were drinking it.

Later, people started using chocolate in pastries, like pies and cakes. In 1828, Dutch chocolate makers started using a new process for removing the fat from cacao beans, and getting to the center of the cacao bean. The Dutch chocolate maker Conrad J. van Houten made a machine that pressed the fat from the bean. The resulting powder mixed better with water than cacao did. Now, some call van Houten's chocolate "Dutch chocolate."

It was easy to mix Dutch chocolate powder with sugar. So other chocolate makers started trying new recipes that used powdered chocolate. People started mixing sweetened chocolate with cocoa butter to make solid chocolate bars. In 1849, an English chocolate maker made the first chocolate bar. In the 19th century, the Swiss started making milk chocolate by mixing powdered milk with sweetened chocolate. Milk chocolate has not changed much since this process was invented.

Today, two countries - Brazil and Ivory Coast - account for almost half the world's chocolate. The United States imports most of the chocolate in the world, but the Swiss eat the most chocolate per person. The most chocolate eaten today is sweet milk chocolate, but people also eat white chocolate and dark chocolate.

Cocoa and dark chocolate are believed to help prevent heart attacks, or help keep them from happening. They are supposed to be good for the circulatory system. On the other hand, the high fat content of chocolate can cause weight gain, which is not good for people's health. Other health claims for chocolate have not been proven, but some research shows that chocolate could be good for the brain.

Chocolate is a popular holiday gift. A popular Valentine's Day gift is a box of chocolate candies with a card and flowers. Chocolate is sometimes given for Christmas and birthdays. Chocolate eggs are sometimes given at Easter.

Chocolate is toxic to some animals. An ingredient in chocolate is poisonous to dogs, cats, parrots, small rodents, and some livestock. Their bodies cannot process some of the chemicals found in chocolate. Therefore, they should never be fed chocolate.

## Questions

1. How did people first consume chocolate?
2. Why did Linnaeus name the plant *Theobroma*?
3. What is the definition of divine?
4. What is the impact of using this word in the text?
5. What is the definition of the word *toxic*?
6. Can you find three **ambitious** words to replace the word *toxic*?
7. **Summary: Write 10 bullet points picking out the most important parts of the article.**



Gold target: Highlight 3 examples of omission using an apostrophe.

Highlight four simple sentences and extend two into complex sentences and two into complex sentences.



