

Language and Literacy

Resources to improve all the key skills

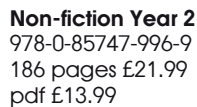


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New!



- ## Sequence of Events A Day in the Life of a Bee
1. Number the bee stages from 1 to 4 to show the correct order.
-
-
-
-
- ## Prediction A Day in the Life of a Bee
1. Where will the bee do when it stops raining?
- ---

2. If you were a bee, would you rather be a queen bee, a worker bee or a drone bee?
- Explain your choice.
- I would like to be a _____ bee because
- ---

- Non-fiction Year 2
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Help prepare children for KS2 Reading SATs papers

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- Expose 7–11 year old children to a variety of texts, ranging from classic children's literature and poetry to contemporary children's literature and non-fiction.
- Give opportunities to tackle more complex vocabulary and develop endurance for longer passages.
- Provide practice for each of the Reading Content Domain question types that appear in the KS2 Reading SATs papers.
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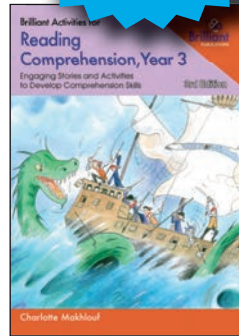
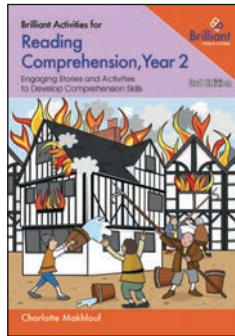
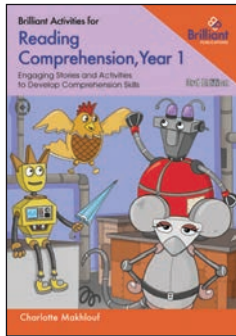
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- Text types include stories, poems, newspaper articles, letters, recounts and historical reports
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Famous British Astronauts


Helen Sharman was the first British astronaut to go to space. She was born in Sheffield and was a food chemist.

Her space mission was called Project Juno. Her rocket launched on the 18th May 1991. She spent eight days on the Mir Space Station where she spoke to schoolchildren on the radio.



Tim Peake became famous when he stayed on the International Space Station (ISS) for six months.

His training was hard. He learned Russian, trained underground and lived in an underground a week!



He was the first British astronaut to do a space walk to repair the ISS.

Questions

- Which country do both these people come from? Tick **one**.
A. France ☐ C. United Kingdom
B. Spain ☐ D. Sheffield
- Where was Helen Sharman born? Tick **one**.
A. ISS ☐ C. Sheffield
B. Space ☐ D. Mir
- Why was Tim Peake's training hard? Tick **one**.
A. He had to learn many new skills.
B. He had to go into space.
C. He knew he was going to be famous.
D. He had to go to the ISS.
- What was Helen Sharman's job before she went to space? Tick **one**.
A. airplane pilot ☐ C. engineer
B. teacher ☐ D. food chemist
- What do the initials 'ISS' stand for?

Word work

- Find and copy **one word** which is as to fix.
- Find and copy **one word** which is as to fix.

Extension work

Class Discussion

- Why do you think astronauts have to speak Russian?
- How do you think Helen Sharman felt when she was the first British woman in space?
- How do you think Tim Peake felt when he was chosen to go to space?
- What do you think it was like training in a cave?

Pair or Small Group Discussion

- What do you think the astronauts do on the International Space Station?
- Why do you think teamwork is vital when you do a spacewalk to repair the ISS?
- Do you think we will find another galaxy where humans can live?
- If you could interview Tim Peake or Helen Sharman, what questions would you ask them?

Create/Design

- Create a new rocket to take people to places like the Moon and Mars.

Write

- Write a story about going to space and finding a new planet.

Original fiction and non-fiction texts, draw pupils in

Word definition work to develop vocabulary

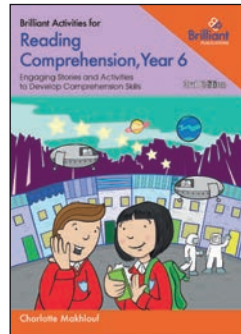
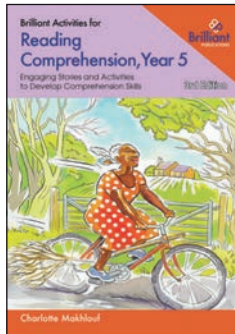
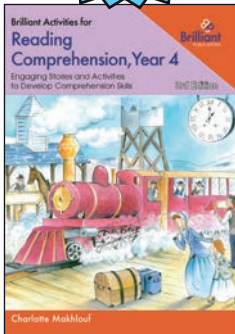
Open-ended questions enable reader to provide more personal response

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- Extend pupil's vocabulary, their ability to identify key aspects of the text, use inference and make prediction skills and comparisons
- Extension activities stretch more able pupils and make differentiation easy
- Ideal preparation for Year 6 SATs and 11+ comprehension tests.

Greedy Sam

There was a cat whose name was Sam
Who loved to pilfer chunks of ham
With cunning, stealth and devious claws
He'd open tins and cupboard doors
All to find this scrumptious treat
He'd stuff himself until replete.
He'd scavenge ham for lunch and tea
He even dragged it secretly
To the garden
Within the shed
Hidden beneath his owner's bed ...

His owner Freddy
Became annoyed
With diverse punishments he bravely toyed
To try to hinder naughty Sam
From stealing all the cuts of ham.



- #### Questions
- What of these words best describes what Sam is like? Tick one.
A. foolish ☐ B. light-clawed ☐ C. obese ☐ D. greedy ☐
 - Look at this sentence from the passage:
'All to find this scrumptious treat.
He'd stuff himself until replete.'
What does the word 'replete' tell you about how Sam is currently feeling?
 - What was one effect that happened to Sam when he ate all of Freddy's Mum's ham?
 - Which place is not given for where Sam hid? Tick one.
A. garden ☐ B. kitchen ☐ C. shed ☐ D. bed ☐
 - How do we know that Sam is not a well-behaved cat?
 - The poem states:
'His owner Freddy
Became annoyed
With diverse punishments he bravely toyed ...'
Which of these statements best describes what is meant by 'he toyed'?

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Great for guided reading sessions

Brilliant Activities for Reading Comprehension, Year 4
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Word work

- Write a short definition for each of these words:
A. scrumptious E. rep
B. devious F. def
C. pilfer G. det
D. stealth
- Find and copy **one** word from the poem which means the same as 'steal'.
- Find and copy **one** word from the poem which means the same as 'sneak'.
- Find and copy **one** word from the poem which means the same as 'hide'.

Inference questions develop pupils' ability to give opinions backed up by the texts

Extension work

Class Discussion

- How does the way in which Sam goes through the cat flap tell you this is something he has done before?
- Would you punish Sam or would you do something different?
- Do you think Sam should be punished for stealing the ham? Is it his fault?
- What do we learn about the relationship between Freddy and his Mum?

Small Group or Pair Discussion

- Can you think of three other places Sam might like to hide to eat his ham?
- What do you think Freddy and his Mum might have said to each other when Sam vanished with the ham?
- What type of area do you think Freddy lives in? How do you know this?

Design/Create

- Draw what you think the barn and area around look like.
- Draw a map of where Sam lives in relation to the farm and label it. Add in the various places he drags the ham across.
- Draw a picture of what you think Sam looks like.
- Create a 'wanted' poster for Sam.

Write

- Write a short play script to show the conversation between Freddy and his Mum when Sam took the ham.
- Imagine you are Sam and write a diary entry to describe the events of the day when you stole the ham.
- Imagine you are Freddy's Mum. Write a letter to one of your friends describing your journey to Freddy's house and then describe the awful events of the theft of the ham.
- Write a piece of cautionary verse of your own on a topic of your choice.

Investigate/Research

- Research more about cautionary verse and the messages they give.
- Research why people write cautionary verse.
- Read some famous cautionary verses by Hilaire Belloc.
- Imagine that Sam is being interviewed on television. What questions do you think you would ask him and what responses would he give?

Brilliant Publications, Year 6
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Sample pages from Year 6 book

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Boost Spelling Skills



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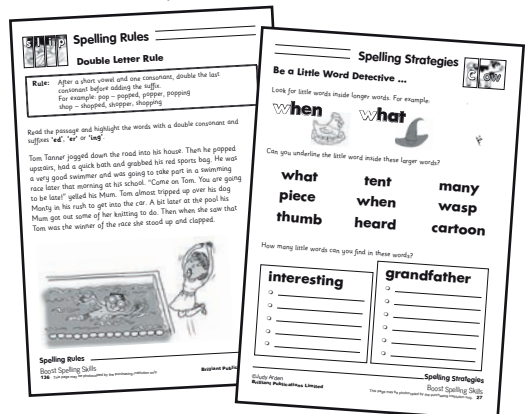
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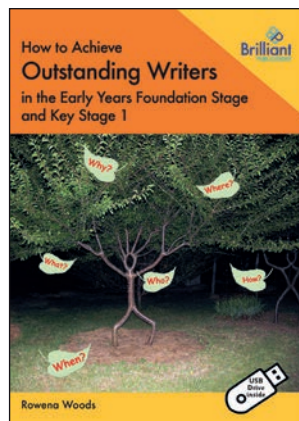
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The most famous person in the world Ask children to create a character who becomes famous overnight. What did they do to become so famous? What are they like? Are they happy or sad about it? What are their characteristics that help them to cope with fame? What happens next?

Magic or something else? Who is she and what's happening here?



at a character in literature is whoever they, children obviously have to have someone more to this concept which is beneficial

led to a book which we have been reading. Characteristics. Make a list of them. Too often, we but don't think about personality aspects, but in real life, it doesn't actually work like that. We find things that we have to work on. That's because of the book and the Bearstalk.



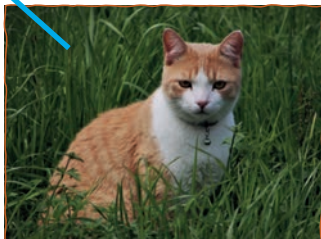
New

LO: I can describe a character and say what motivates them

Seven left

Who is this cat?

Why has she only got 7 out of her 9 lives left?



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How to Achieve Outstanding Writers in the Early Years Foundation Stage and KS1

Teaching about Character

How to Achieve Outstanding Writers in the Early Years Foundation Stage and Key Stage 1

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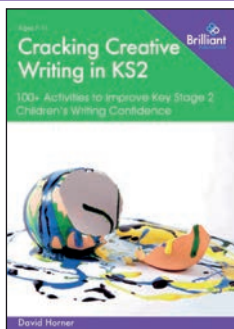
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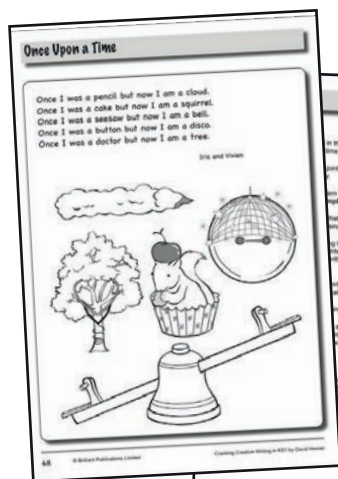


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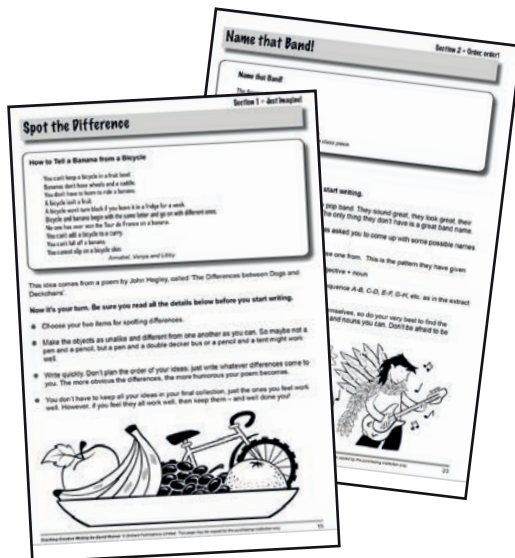
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- 75+ tried and tested activities to inspire children to write creatively, have fun playing with language and build their confidence as writers.
- Encourage pupils to experiment with how they can use grammar and punctuation in their writing.
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- The activities help children to become independent writers, in charge of their own writing.



in the classic book *Waters, Line and Doodles* by the poet John Berryman. The book is a collection of short poems, sharing writing ideas. It helps if each pair can write a poem, sharing writing ideas. It helps if each pair can write a poem, sharing writing ideas. It helps if each pair can write a poem, sharing writing ideas.



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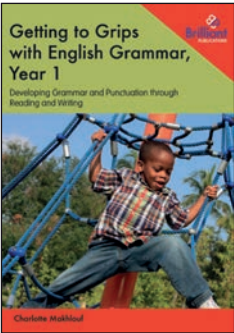
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Dragon Island

Professor Plumpkin is very excited! She has found Dragon Island! Here is an extract from her diary:

Moona, Beeta and I rowed over to Dragon Island and j... We headed into the thick jungle, stepping carefully over ground became boggy and sludgy underfoot.

Then disaster struck. One minute Moona was in front o... was being pulled under by a pool of quicksand! Beeta e... bellies and threw him a rope. He grabbed hold of it and to safety. We lay shaking with fright for a while.

Suddenly the sky above darkened and a huge wind flat... ground trembled. Looking upwards, I gasped in excitin... huge dragons soared overhead of where we lay, breath...

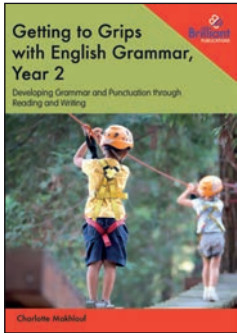
Highlight all the action words you can find in the pas... action words in the boxes below in sentences of your...

jumped _____

soared _____

Sets the context for the following activities

Sample pages from Year 1 and Year 2 books



Getting to Grips with English Grammar Yr 2

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Dragon Power

Dragons are very powerful creatures. Think of all the actions they can do and write them down.

They can _____

They can _____

They can _____

Challenge

Imagine that you are verbs (action words) explain how you would I love to fly over the

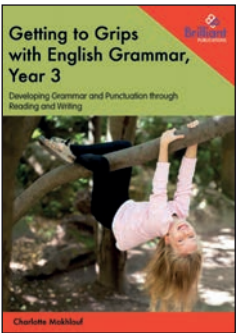
1. _____

2. _____

3. _____

4. _____

Use the challenges as tasks for fast finishers



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Introduces key grammatical concepts

Verbs are action words. They describe what someone is doing, like jumping, singing or eating.

Mr Lightning's Diary Entry

Mr Lightning Superhero keeps a diary of all his daily doings. He has made a quick list of all the things he has done. Can you put them into interesting sentences to describe his activities in more detail? The first has been done for you.

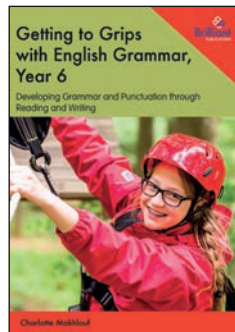
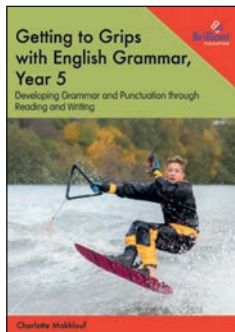
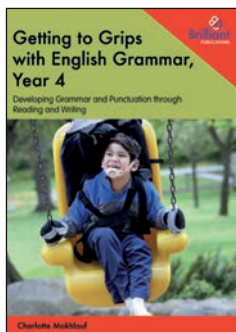
- saved cat
- rescued girl
- saved ship
- lifted train
- stopped asteroid
- rescued space ship
- went shopping
- zapped Snake Man

On Monday, I saved Mrs Costa's cat Muppet from falling out of a tree.

Writing activities encourage pupils to use grammar skills

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- Help pupils get to grips with grammar and punctuation!
- Full of imaginative ideas linked to exciting themes that take children through a grammatical journey
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- Writing tasks enable pupils to put what they've learned into practice
- Concepts are revisited as you progress through the scheme to ensure firm understanding
- Mini-quizzes at the end of each unit assess pupils' understanding
- Addresses the grammar and punctuation Programmes of Study in the English National Curriculum.



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Cross-curricular activities extend the themes

Cross-curricular Activities

For children to gain a better understanding of grammar and punctuation, it is important that they can put their learning into practice. This section provides a range of activities that can be used to reinforce the concepts learned in the book.

1. Write a paragraph of text using the language of the unit. Use the examples to help you. (This activity can be done as a class or in pairs.)

2. Write out the text for each other. Making sure you use the correct punctuation.

3. Read the text aloud to each other. Listen for any mistakes and correct them.

4. Write a paragraph of text using the language of the unit. Use the examples to help you. (This activity can be done as a class or in pairs.)

5. Write out the text for each other. Making sure you use the correct punctuation.

6. Read the text aloud to each other. Listen for any mistakes and correct them.

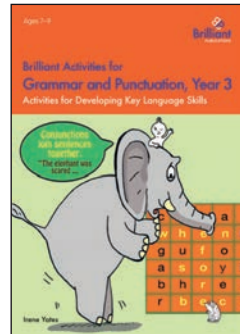
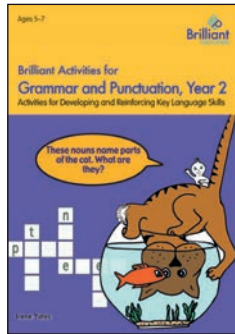
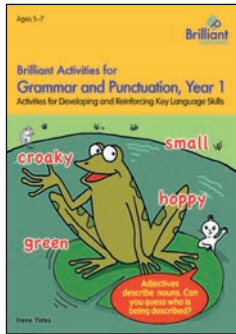
Mini Quiz

Mini quizzes for each theme assess how much children have learned

Written by Charlotte Makhoul, author of the Brilliant Activities for Reading Comprehension series (see pages 4-5)

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Practising grammar and punctuation can be fun!



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- Teach basic grammatical and punctuation concepts in a fun and memorable way, which will challenge and stimulate pupils
- Motivate pupils to think logically about grammar and to share their knowledge and understanding with their peers
- Sheets can be used individually, in pairs, groups or even as a whole class activity
- The sheets are designed for the practice, reinforcement and consolidation of grammar and punctuation skills
- Addresses the requirements laid out in the Programmes of Study in the 2014 National Curriculum for England
- Provides the tools you need to teach grammar effectively and teaches pupils the technical terms they need in order to be able to discuss language
- When pupils properly understand the effects that grammar and punctuation have on text, they can transfer that knowledge to their own writing and thus develop as writers.

The problem of 'me' or 'I'

Sometimes it's hard to decide whether to use **me** or **I** in a sentence.

Mike and _____ are going to swim club.

The teacher told Jack and _____ to collect his stars.

The trick is to make the sentence into two sentences in your head, like this:

Mike is going to the swim club. **I** am going to the swim club.

Which tells you it should be **Mike and I**.

The teacher told **Jack** to collect his stars. The teacher told **me** to collect my stars.

Which tells you it should be **Jack and me**.

Decide which is the correct pronoun for these sentences.

Sean and _____ are going to the disco.

Gran sent presents to Seema and _____.

Zak and _____ are going shopping.

Harry and _____ took the dog for a walk.

Grandad asked Tere and _____ to visit.

Can you come swimming with _____ and Ryan?

I guess Col and _____ are in trouble.

Between you and _____, I think she's got that sum wrong!

Make up a poem together called 'Me, myself and I'. Plan it out to a beat or rhythm.

Do lots of word practice with the children before they complete this activity. They need to get the idea of creating the two sentences in their head!

Brilliant Activities for Grammar and Punctuation, Year 1
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Sample page from Year 4

Simple sentences

Simple sentences are made up of one clause. They have a verb and they make sense on their own. The verb (doing word) has a subject which is the person or thing doing the action. Like this:

A fish swims. The dog ate my book.

The train stopped at the station.

Write simple sentences for these pictures:



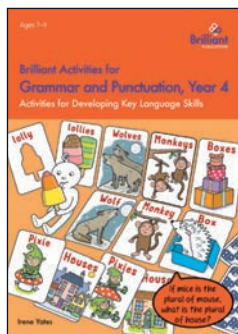
Working in pairs, one chooses the subject and the verb, eg 'dog - eats' and the other completes the sentence. Make your sentences funny.

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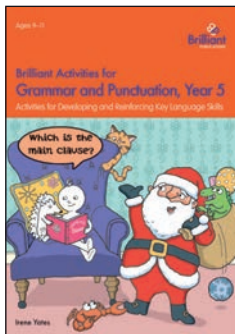
Sample page from Year 2

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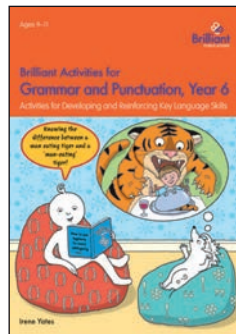
Motivate pupils to think logically about grammar



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Preposition opposites



What happened when the cat slept under the car?



Look at these prepositions:

over above after
near off outside

Now work out their opposites:

The opposite of over is _____

The opposite of above is _____

The opposite of after is _____

The opposite of near is _____

The opposite of off is _____

The opposite of outside is _____

Write one sentence for each of the opposite prepositions, like this:

The rabbit hopped under the bush.

The rabbit hopped over the bush.



He woke up only the next morning!
Ha ha



Challenge: in pairs, one gives a preposition, the other gives its opposite. Take turns.

Get the children to make up verbal sentences containing: behind/ in front of, into/ out of, outside/ inside, etc before they do the writing task.

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Brilliant Activities for Grammar and Punctuation, Year 3
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The sheets are self-explanatory and ready to use.

The only additional resources needed are a pen or pencil and, sometimes, extra paper.

Extension activities encourage children to talk about grammar with their peers.

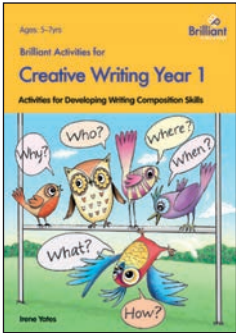
The teacher tip boxes provide useful hints and suggestions for making the most of the activities.

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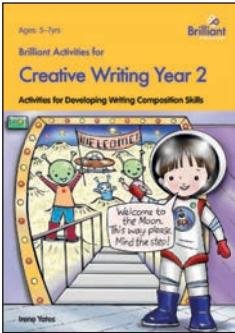
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- Pupils will love these enjoyable activities that encourage writing across a range of genres, from narrative and poetry to recounts and persuasive writing
- Great starting points for encouraging pupils to think and talk about their writing
- Sheets can be used alone or as follow-ons, enabling them to be easily integrated into your lesson plans.

Best place ever

Sit down in a group and take it in turns to say, as many places as you can that you think are great. Take notes of your friends' answers. Choose your favourite answer; this could be a setting for a story. Think it through and work out what might happen, write a description of this place.

My chosen place

.....

.....

.....

.....

Try:
Make a list of some really good adjectives that might be useful for your description.

.....

.....

Give lots of time for exploring verbally. Encourage lots of spoken description. Re-use adjectives. Write down key words and ideas.
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Sample page from Year 3

Win the vote

.....

Write a letter to your group leader/teacher in which you're going to say why you should be chosen as team captain. 'Persuade' your teacher that you are the right person for the job!

Dear

.....

.....

.....

.....

.....

Yours sincerely

Remember:
State clearly the reason for your letter. Put forward precise arguments for why you would make a good captain and give examples where possible. Write in the present tense. Use scrap paper to write a draft.

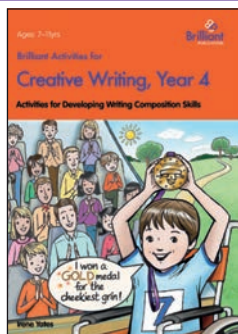
Word box
believe
enough
mention
promise
therefore
group

Talk about the qualities that make a good leader/captain. Focus on the emotive and powerful feel of writing to persuade. Expect each argument to have reasons, examples and/or evidence to support case.
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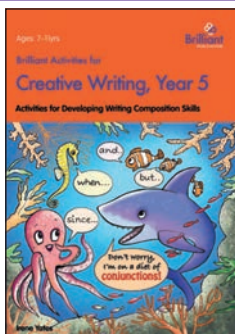
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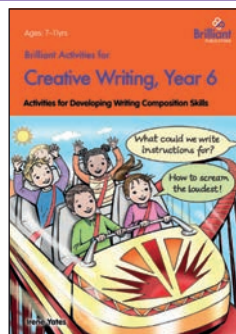
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What happened that day ...

You won't believe what happened to me the other day!

What happened?

birthday, surprise visit, scored a winning goal, argument, new pet, lost pet, visited a new place, built a den, learnt how to somersault, accident

Your writing can be factual or imaginary. You can write in the form of a letter, an article, a journal entry or short story.

Remember:
Recount writing needs to have a title that sums up the content. It needs to have a good opening paragraph with lots of background information. Keep your happenings in chronological order. Write in the past tense. Use personal pronouns, such as I and we. Use lots of verbs, adverbs, nouns and adjectives to describe in detail.
Proofread for errors in spelling and punctuation. Check it makes sense.

Lots of talk to elicit, explore and develop ideas. Use the Recount writing plan on page 47.
Brilliant Activities for Creative Writing, Year 5
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Hint boxes provide additional support.

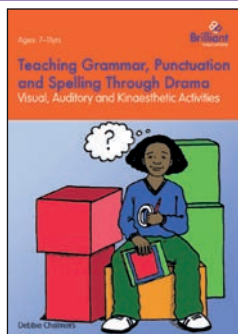
Suggestions of things to talk about to extend and improve pupils' writing skills.

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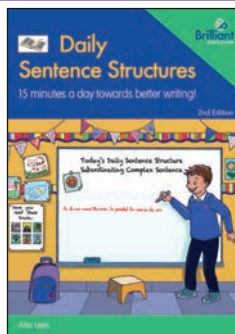
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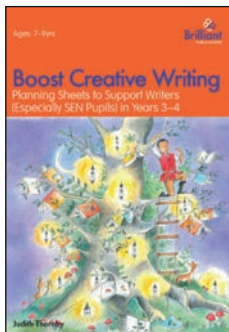
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Help SEND pupils become better writers



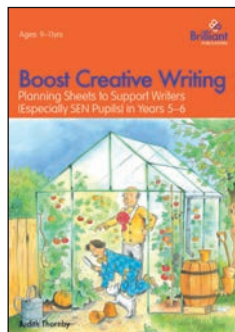
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When Toto, the big white school rabbit, woke up, he noticed that his hutch door had not been shut properly. He ran off to see what was going on.

He hopped into the school garden.
What did he see?
What did he hear?

After that?
He scampered into ...

Ideas: the store cupboard reception class school office

Who did he meet?
What did he see? How did he feel?

What did he smell coming from the kitchen?
Did he eat something?

Finally
Toto went back to his hutch because ...

Would Toto like to have another adventure?

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My mummy has _____ **hair.**

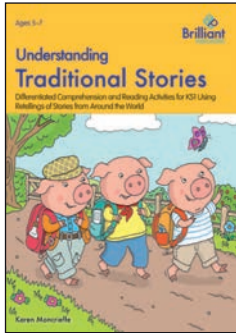
Ideas: ginger long brown short black blonde

My mummy likes to _____ **and** _____

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The Ant and the Grasshopper

It was a hot summer's day. A grasshopper played around singing, jumping and enjoying itself in the sun. An ant walked past carrying a grain of wheat.

"That looks like hard work," said the grasshopper.

The Ant and the Grasshopper

Reading Task C Circle True or False.

1. It was a cold summer day. True/False
2. The ant carried a grain of wheat. True/False
3. The grasshopper collected food. True/False
4. The grasshopper wanted the ant to share. True/False
5. The ant shared with the grasshopper. True/False

Reading Task D Write what you think.

1. Describe how the ant behaved.
2. Describe how the grasshopper behaved.
3. Do you think the ant should have shared his food with the grasshopper? Explain your answer.

Understanding Traditional Stories

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Daedalus and Icarus

On the island of Crete there lived a Minotaur, a fire-breathing creature that was half man and half bull. The people of the island of Crete were terrified of the Minotaur. It loved nothing more than to feast on human flesh. They begged their ruler, King Minos, to order that the creature be killed, but the King decided against this. Instead, he constructed a plan to imprison the Minotaur. To die at the hands of the Minotaur would be one of the most terrible deaths imaginable, and King Minos believed this.

Once out of the labyrinth Daedalus and Icarus carefully made their way to the shore of the island and pondered on what to do next. The trees and bushes surrounding the beach would provide an ideal sanctuary for the time being. They could possibly survive for months or years without being seen. But who would want to live like that - hiding away hoping they would not be captured? They needed to find a way to leave the island, but how? They could not swim, the nearest land was too far away, and they would never make it. They could not leave by ship, all vessels were controlled by King Minos. Daedalus stared up at the sky and the seagulls that circled overhead. If only he was as free as a bird. If only he and his son could just fly away - and then he had an idea which was both brilliant and ambitious. He would build a pair of wings! It would take some time, days, weeks even, but he would build a pair of wings for his son and himself.

Daedalus and Icarus

Reading Task C Put the events in the story in the correct order by numbering them 1-6.

- ☐ Icarus flew too close to the Sun.
- ☐ Daedalus made a labyrinth.
- ☐ Daedalus and Icarus escaped from the labyrinth.
- ☐ King Minos threw Daedalus and his son into the labyrinth.
- ☐ Daedalus made some wings.
- ☐ Daedalus and Icarus flew away.

Reading Task D State whether you agree or disagree and find evidence from the text to support your opinion.

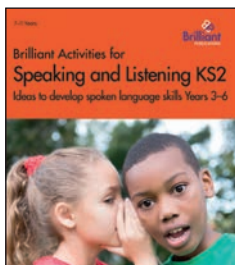
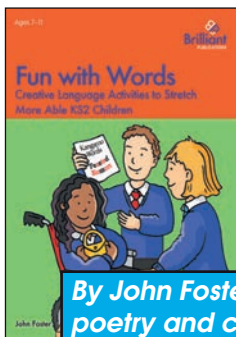
1. King Minos was cruel.
2. Daedalus was talented.
3. Icarus was foolish.
4. Daedalus and Icarus should have remained on the island after escaping from the labyrinth.
5. Daedalus is responsible for his son's death.
6. This is a true story.



Understanding Myths and Legends

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16. How to draw a hopscotch design

Activity: To decide the correct order for a set of instructions.

Hopscotch is a playground game in which a person tries to hop between squares either trying to step on, or avoiding stepping on, a particular square on which a stone or other object has been thrown. Here are a set of instructions for drawing a hopscotch design. The instructions are difficult to follow because they are in the wrong order.

- Write the numbers one to ten in the squares.
- Make sure you draw the squares on level ground.
- A hopscotch design consists of ten squares.
- Check it is the best material to use when drawing the squares.
- The illustration shows a common hopscotch design.
- Draw a hopscotch design on the ground.
- The squares need to be big enough for a foot to fit in.
- You can draw other designs, but this is a traditional one.

In pairs

In pairs or groups decide the order in which you think these instructions should go. Then compare your group's order with those of other groups.



22. Mobile phones

Derak Stuart explains why he wishes mobile phones hadn't been invented!

Mobile phones are a nuisance and a danger. I seriously wish they had never been invented. You can't go anywhere without having to listen to someone talking on about where they are and what they are doing. I find my way. I don't need the use of mobile phones on trains and other forms of public transport!

I go often in restaurants too. You go out for a meal with your family and friends and your conversation is constantly being interrupted by irritating ring tones and people talking loudly on their mobiles. I also find it irritating when people reply to text messages while at the dining table.

Even more irritating is going to the cinema or theatre and someone's mobile starts ringing. People say that mobiles enable people to feel safer. They enable parents to know where their children are.

You can no longer walk down the street without the risk of someone barging into you because they are talking on their mobile and not looking where they are going. Mobile phones are dangerous too. You see people driving while talking or texting. It's as dangerous as drink-driving.

But are they really safe? No one knows (or sure what the long term effects of using mobiles are. They may seriously damage your health. We need happily enough without them. I wish mobiles had never been invented.

In groups

- Discuss each of the reasons Derak Stuart gives for saying why he wishes mobile phones had never been invented. Explain why you agree or disagree with his view.
- Discuss what you consider to be the benefits of having mobile phones. What would life be like without mobile phones?

Brilliant Activities for Speaking and Listening for KS2

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- Contains activities designed to develop the spoken language skills of children in Years 3-6

- The emphasis is on children using exploratory talk in order to clarify their viewpoints

- Many of the activities are cross-curricular. A chart links the activities to other curriculum areas

- Pupil assessment sheets and advice on progression make it easy to ensure full coverage of National Curriculum.

3. Points of view: Bad habits

Ten people tell Erica Stewart the things that they cannot stand.

- The thing that I can't stand is when you are having a meal and someone starts texting. Don't they realise that it's bad manners!
- The thing I can't stand is when people don't close their mouths when they are eating.
- The thing I can't stand is when footballers and other sports stars spit on the ground. It sets a bad example to others. Spitting is unhygienic and spreads germs.



- The thing I can't stand is when people talk loudly on their mobiles, particularly on buses and trains. Why do they have to speak so loudly? I'm not interested in what they want to say. Why can't they keep their voices down?
- The thing I can't stand is people leaving someone in a queue to keep their place. A queue is a queue and when they come back they should have to join it at the back.
- The thing I can't stand is people who take their dog for a walk and don't clean up its mess. It is especially disgusting when they allow the dog to do its business on the pavement.

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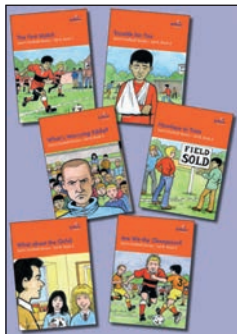
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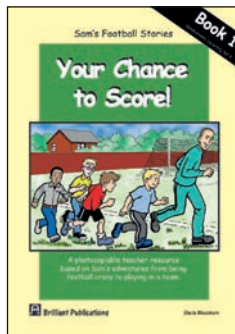
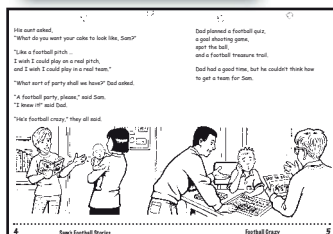
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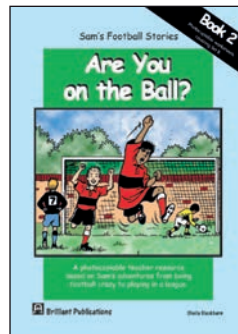


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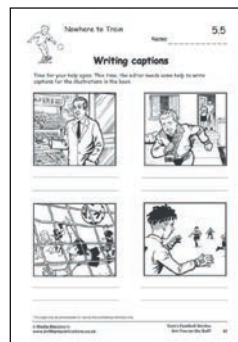
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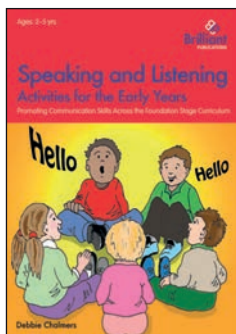


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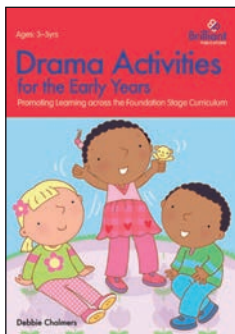
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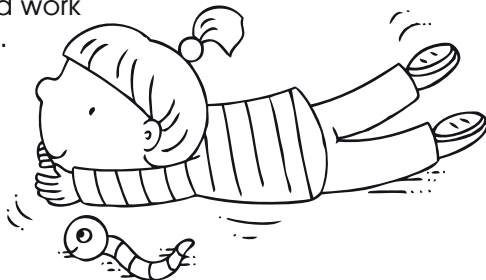
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Understanding Language

Carrying out simple commands

Materials required

Observe carefully. Point to the classroom, his, pencil, out, books, book, across, box, crayons, boys and paper. List of simple commands (see below).

How to play

Go to the classroom to a specific area around you. Ask the children to perform specific tasks around the classroom, eg:
 * Put the box in the corner.
 * Put all the pencils on the desk.
 * Fetch a basket of water.

If a child makes an error, repeat the command. Give each child a number of turns to perform various tasks. To keep the attention of all the children you may choose to nominate a child only after the command has been given.

Variations

To make the game more challenging, longer and more complex commands can be used.

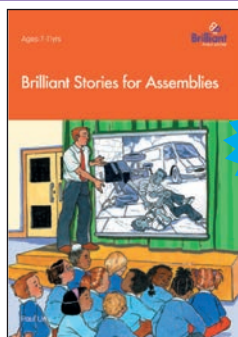
1. Put the box in the corner.
2. Put all the pencils on the desk.
3. Open the window half way.
4. Place the book on the floor near to it.
5. Fetch a basket of water.
6. Go and sit on the desk.
7. Put the book on the teacher's desk.
8. Open the cupboard and take out a game.
9. Move the books to another place.
10. Switch on/off the light and turn on the tap.
11. Stand by the teacher's desk and count to five.
12. Go outside, knock on the door and wait.
13. Place the box on the floor near to it.
14. Pick up your chair and sit next to the teacher's desk.
15. Fetch a basket of water.
16. Find the keys of the classroom on the teacher's desk.
17. Open the door, then bring me my bag.
18. Put a piece of paper and a pencil on my desk.
19. Go and put your school bag on top of your desk.

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Speaking and Listening Games
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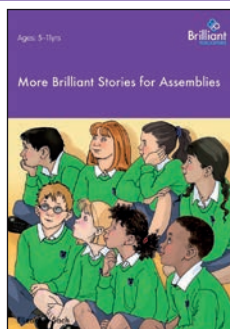
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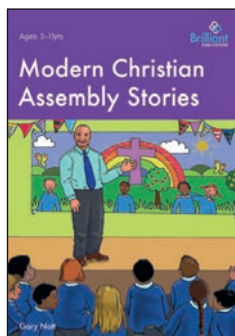
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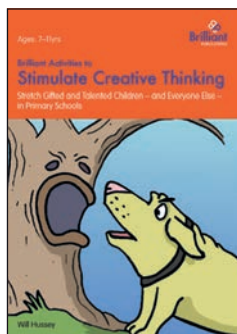
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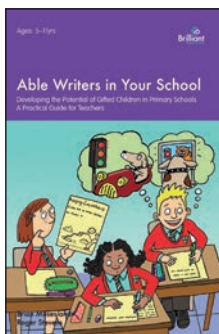
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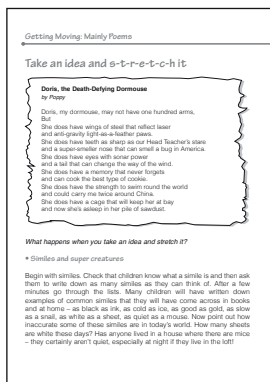
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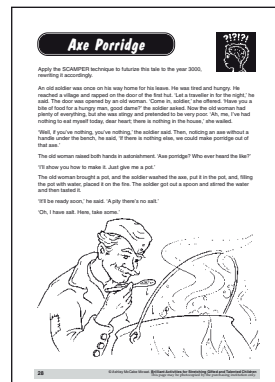


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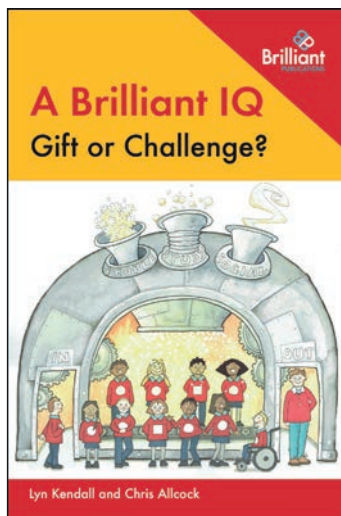


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Chapter 1: What it Means to Have a High IQ

Once the sample results have been collated, the statistical techniques used so that the test can state of certainty, how an 'average' person of a particular to score on the various questions. While this is going voracity of the questions will be examined, as will the – creating a scientifically rigorous IQ test is a huge number of different disciplines, and this explains expensive to purchase. Part of why psychologists an assessment is to recoup the cost of buying up-

Connections

1. 'Hot' is to 'cold' as 'top' is to ...
2. 'baby' is to 'adult' as 'chick' is to ...
3. 'trombone' is to 'brass' as 'oboe' is to ...

Meanings

4. What is a tree?
5. What is hop?
6. What is sleep?

What comes next?

- 7.
- 8.
9. Red, dog, girl, lettuce, easy, yellow, ...
10. Which net makes the cube?
11. How many small cubes make up the big cube?
12. I am facing north. I take a turn to my right, then to my left twice. Then to my right three times. Which direction am I now facing?

The precise kept conti that partic results, de looking the Therefore, original ou book in t here. The problems tests or in magazine when we where IQ a couple The spec at the en consider were pot emphas spatial a thinking, all of which test intelligence. They're ve the kind you might find in an English exam or a general knowledge quiz.

Chapter 3: Advantages of Being Gifted

Activity

Take a look at the following thought experiment and consider what your response would be if you were in that situation:

As part of a contest to win a million pounds, you've been dropped off in the middle of an unfamiliar city with no belongings apart from a credit card you can use for funds. Your job is to find a purchase a 'Humdinger'. Sounds simple, except you've got no idea what a 'Humdinger' is nor where to find one. To make matters even more complicated, you can't understand the language of anyone you meet. How do you go about buying a Humdinger?

What solution(s) did you come up with? We put the same question to number of bright adults and children, and their responses help show sheer variety of solutions intelligence helps you conjure up when faced with obstacles. We've included a few replies at the end of the chapter.

Able as they are to take in and process lots of information at once, a possible for many intelligent people to swiftly pick up on social cues react accordingly. This is easier for adults since, as we've mentioned, they've generally learned to moderate their own impulses in order stand out from the crowd. These 'social chameleons' can go one further and read a room when they enter it, quickly assessing the they'll be interacting with before modifying their own behaviour to ingratiate themselves.

These behavioural modifications can involve anything from altering language and posture, picking particular topics of conversation to avoiding others, changing to a different vocabulary or even adjusting accent. This isn't done to deceive anyone, and with enough practice it often happens subconsciously as a way of making other people comfortable around them. If two social circles happen to collide, make the social chameleon feel extremely anxious as they try to 'being' two individuals at once.

Chapter 9:

The Four Rules for Success

Slightly over a decade ago, I was fortunate enough to be asked to speak at British Mensa's Annual Gathering, being held in Chester that year, on the subject of giftedness. The audience was made up of Mensans of all ages and from all walks of life. I gave a very early version of the presentation I use in today's seminars, then left some time at the end for questions and discussion. The conversation came around to higher education, and I asked the group – roughly 50 people – how many of them had been to university. All of them raised their hands.

Next, I asked how many of the group had finished university, coming away with a qualification. This time around, fewer than half of them raised their hand. I was astounded to think that institutions that were supposedly meant to nourish and grow the talents of our very brightest individuals were failing to create meaningful connections with those who had potential to excel, and wanted to know why. As our discussion continued, four main causes began to present themselves as answers.

What I learned on that day, followed by the research and additional reading I undertook as a result of the experience, formed the basis for what I call my Four Rules for Success. They are as follows:

Learn how to study	Learn how to fail
Learn how to mix with other bright people	Learn how to become well rounded

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