

From Book 3 of DEMS
Detention Worksheet 1

Teacher _____

Student _____

Vowels are the letters a, e, i, o and u. Every word in the English language contains at least one of these letters or the 'substitute' vowel, the letter y. In the passage below, each letter 'e' has been replaced by a dash _ . Write in the missing letters, then copy out the entire passage.

I wish I didn't hav_ to do this. It's a compl_t_ wast_ of tim_. H_r_ I am, sitting filling in blanks on a pi_c_ of pap_r and th_n writing out this whol_ sh__t wh_n I could b_ having fun inst_ad. What's th_ point? I know I'll l_arn som_thing about sp_lling and I might improv_ my handwriting a bit, but it's boring!

Wh_n I think of all th_ things I could b_ doing inst_ad of sitting h_r_ doing this I could scr_am. It's bad _nough filling in th_ gaps in th_ words but writing all this out wh_n I've finish_d filling in th_ gaps in th_ words is going to tak_ for_v_r. Who_v_r thought of this is _vil. What kind of p_rson could think up som_thing lik_ this? I suppos_ th_ t_ach_rs think it's funny.

If I wasn't sitting h_r_ doing this I could b_ having fun with my fri_nds. I could b_ watching t_l_vision or a DVD or playing a comput_r gam_. I could b_ doing nothing, just r_laxing. That's what _v_ryon__ls_ is doing whil_ I'm sitting h_r_ doing this.

L_t's fac_ it, d_t_nction is a compl_t_ wast_ of tim_. I should hav_ had mor_ s_ns_ and ob_y_d th_ rul_s; th_n this wouldn't b_ happ_ning. Mayb_ that's th_ point of doing this. Nobody with any s_ns_ would want to risk having to und_rgo th_ m_ntal tortur_ of doing this mor_ than onc_. Mind you, I've_h_ard of stud_nts who hav_ don_ this sh__t ov_r and ov_r again, so oft_n that th_y hav_ almost l_arnt it by h_art.

W_ sit h_r_ writing this out car_fully in our b_st handwriting b_caus_ th_ t_ach_rs mak_ us start again if w_ miss a word or if w_ rush th_ work so that it is hard to r_ad - or 'scruffy' - as th_y call it. Th_n com_s th_ final part of th_ ritual; wh_n w_'v_ finish_d writing th_y rip th_ work up in front of us. Th_y say it's to stop us from producing this pi_c_ of work th_n_xt tim_ w_ hav_ d_t_nction and pr_t_nding w_'v_ just don_ it but I don't b_li_v_ th_m. I think th_y do it just b_caus_ th_y _njoy doing it and b_caus_ th_y want to g_t th_ir own back for all th_ rud_n_ss th_y hav_ to put up with from stud_nts.

Mind you, I wouldn't want to b_ a t_ach_r. Th_y must hav_ amazing pati_nc_ to put up with all th_ m_ssing around and ch_k from us. I know stud_nts who sp_nd all day just trying to annoy th_ir t_ach_rs. Stud_nts lik_ that n_v_r_v_n think about doing any work unl_ss th_y'r_ forc_d to do som_. I don't know why stud_nts lik_ that don't just stay at hom_. I m_an, aft_r all, l_arning is th_ stud_nts' r_sponsibility as w_ll as th_ t_ach_rs'. W_ can't l_arn if w_ won't list_n and mak_ an_ffort. I know som_ stud_nts try to blam_ th_ir t_ach_rs b_caus_ th_y hav_n't l_arnt som_thing but thos_ stud_nts ar_ th_ v_ry on_s who n_v_r stop talking and n_v_r list_n to a word th_ t_ach_r says. Th_y l_av_ th_ t_ach_r no choic_ _xc_pt to put th_m on d_t_nction. I l_ft my t_ach_r no choic_. That's why I'm h_r_, writing this out, bor_d out of my mind.

This is wors_ than list_ning to th_ t_ach_rs droning on about good mann_rs in th_ classroom. I'm actually writing th_ t_ach_rs' sp_ch. Oh, w_ll, n_arly finish_d. Wasn't *that* worthwhil_! Now all I hav_ to do is watch whil_ th_ t_ach_r in charg_ rips this work up in front of m_.