

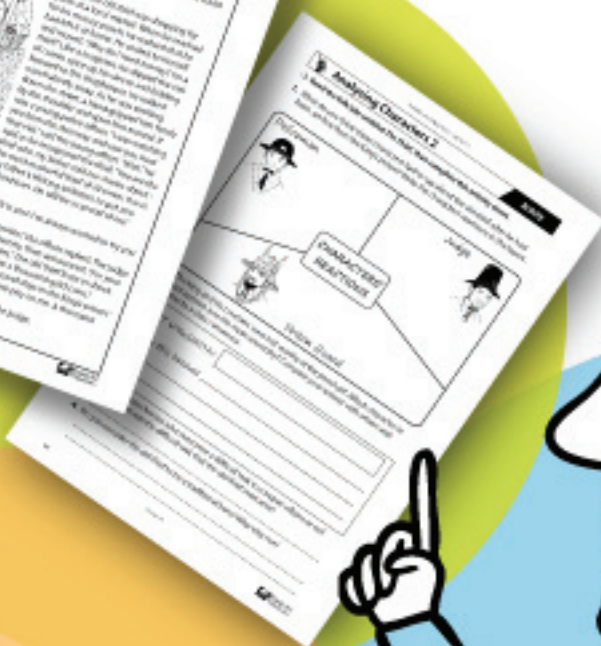
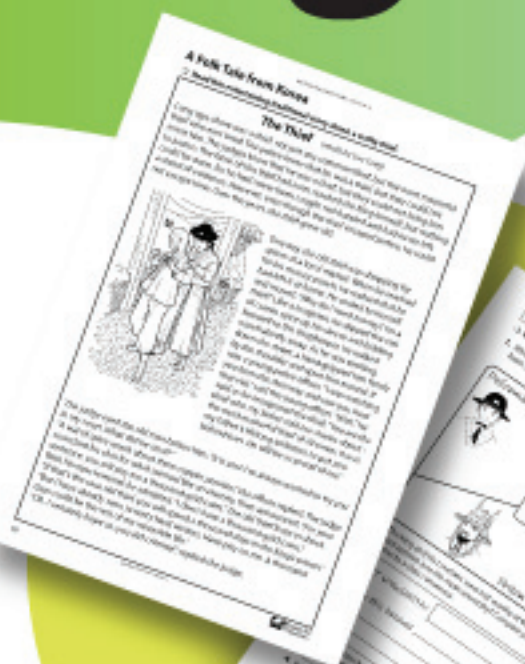


PHOTOCOPY  
MASTERS

The English Series

Year  
4

# English:



By Lisa Craig

# Teachers' Notes

This book is part of The English Series which consists of seven books altogether. Activities are linked to text types that will enable students to develop capabilities outlined in the curriculum for Year 4 students.

Stimulus material in this book has been chosen to maximise students' enjoyment and can be used as a springboard from which to further experiment with new writing styles and formats. Students will explore language features that develop cohesion and understand how to add layers of meaning to texts created for specific purposes and audiences. Answers and additional background information on texts are included at the back of the book.

This book is divided into three sections as detailed below.

## **Section One: Text Structure and Organisation**

In this section, students will engage in activities which require them to make meaning of a range of informative, persuasive and imaginative texts including a personal recount, short story excerpt, information report and a health article. Tasks will show students how text connectives link ideas within sentences and between sentences to give the reader clues about how a text will develop. The analysis of stylistic features such as the use of headings, bolding, italics and bullet-points will provide a model for students' own writing of non-fiction texts.

## **Section Two: Expressing and Developing Ideas**

This section looks at the mechanics of creating more exciting texts by expanding on noun and adverb groups and embellishing with prepositional phrases. Students will give a personal account of a daring rescue and make editorial decisions about how much dialogue to include in a narrative. A comic strip based on a menacing magpie is the practice board for reported speech.

## **Section Three: Interacting with Literature**

A close study of a Korean folktale, entitled *The Thief*, will develop students' knowledge of the structural and stylistic features of traditional story-telling. Students will then apply the common elements of folktales to produce their own stories to perform in front of the class with multimodal support. Also included in this section is poetry of yesteryear and today; which brings to life the Australian bush in all its colours, immensity, resources and hardships. How the poems' imagery is crafted to transport the reader to another time and place is given special attention in the accompanying activity pages.



## Text Types

## Activity

- Read the following snippets of text.

**A.** Woylies are small marsupials that are related to bettongs. They are about 30cm high and weigh between 1 – 1.5kg. Their fur is yellowish grey in colour.

**B.**

3. Gently move the toothbrush back and forth in small circles over the surface of the tooth.
4. Do this on the inside and outside of every tooth.

**C.** The letter was propped up against the toaster on the kitchen table. I saw the school logo and Mum's name on the opened envelope. "Should I take a peek?" I mumbled.

**D.** I don't know how anyone can say they don't like Vegemite. Toast without Vegemite isn't a proper breakfast! You can eat this delicious spread in so many ways.

**E.** Yesterday our class visited a glassworks factory to find out how bottles are recycled. The bus ride took one hour and we arrived at 10.30am, just in time for the tour.

- Can you match the descriptions of text types below to the snippets above?

Descriptions	Text
<b>RECOUNT:</b> The text is written in the past tense. The text tells the reader when, who, where and how. There are time words to connect the events.	
<b>PROCEDURE:</b> The text tells someone how to do something. The text is set out in steps and each step usually begins with a command verb.	
<b>PERSUASIVE:</b> The text begins with a point of view about a subject. The writer tries to convince the reader to share the same point of view.	
<b>INFORMATON REPORT:</b> The text usually begins with a definition of the topic. The text gives the reader factual information and not opinions.	
<b>NARRATIVE:</b> The text sets a scene to introduce the reader to the characters in a story. The text can be fiction or non-fiction and often includes a problem or conflict to solve.	



# Looking At A Narrative

## Activity

○ Read the story on the previous page, then complete this activity sheet.



1. Describe the setting of this narrative.

\_\_\_\_\_

2. Is the story set in the present day? Find evidence to support your answer.

\_\_\_\_\_

3. How has the writer established the characters at the beginning of the story? Complete the table with actions, speech and feelings from the story that suggest that Aunt Joan is a determined person and Noel is on the stubborn side.

Aunt Joan (determined)	Noel (stubborn)
	

4. Highlight in the narrative where the writer has used direct speech in different tenses. Why do you think that the story is not just narrated in the past tense?

\_\_\_\_\_

5. Choose two noun groups and two verb groups that add meaning to the story and appeal to you as a reader (an example of a noun group is: *her iron grip*. An example of a verb group is: *He was launched*).

Noun Group	Verb Group

6. How do words and phrases like *suddenly* and *Without warning* build suspense in a narrative?

\_\_\_\_\_

\_\_\_\_\_



## Connecting Ideas in Persuasive Texts

### Activity

- Read the persuasive text on page 17, then complete this activity sheet.

In this task, you are going to further investigate how connectors are used in the persuasive text on page 17 to clearly present the writer's argument.

- Go back to the persuasive text on page 17 and highlight the following connectors:
  - What's more* (paragraph 2)
  - Another good reason* (paragraph 2)
  - To sum up* (paragraph 3)
  - In order to* (paragraph 3)
- How does each connector, link to the previous sentence or paragraph? Complete the table with your explanations. The first one has been done for you.


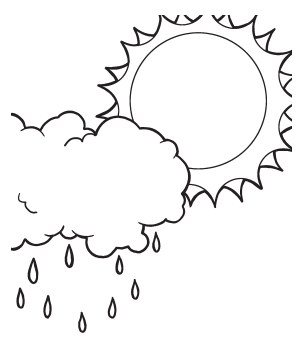

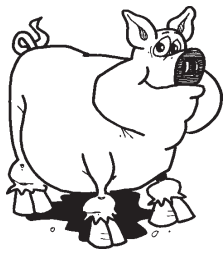
CONNECTOR	LINK
<i>What's more</i>	A new reason is going to be introduced.
<i>Another good reason</i>	
<i>To sum up</i>	
<i>In order to</i>	

- Use your dictionary to find connectors which could substitute the connectors in Question 1. Write the equivalent connector in the spaces provided. One has been done for you.
  - What's more* (paragraph 2) \_\_\_\_\_
  - Another good reason* (paragraph 2) \_\_\_\_\_
  - To sum up* (paragraph 3) → *To conclude* \_\_\_\_\_
  - In order to* (paragraph 3) \_\_\_\_\_
- The pronoun **this** is used frequently in paragraph 2 so that the writer can refer back to noun groups already mentioned.
  - What does "... **this**, of course..." refer to? (paragraph 2)  
\_\_\_\_\_
  - What does "**This** might lead..." refer to? (paragraph 2)  
\_\_\_\_\_
  - What does "**This** is important..." refer to? (paragraph 2)  
\_\_\_\_\_

**Modifiers**

**Activity**

Here are some modifiers for you to incorporate in your writing. The modifiers are organised according to their function - adding information to the head noun.

<p><b>POINTERS</b></p>  <p><i>the girl's radiant smile</i></p>	<p><b>Articles:</b> the, a, an, some, any  <b>Possessives:</b> my, your, his, their, whose, the girl's  <b>Demonstratives:</b> this, that, these, those  <b>Question words:</b> What, Which, How many, How much</p>				
<p><b>COUNTERS</b></p>  <p><i>not enough summer rain</i></p>	<p><b>Numerals:</b> one, two, three, etc.  <b>Quantifiers:</b> all, each, every, some, no, none, plenty of, more, most</p> <table border="1" data-bbox="622 884 1412 1198"> <tr> <th colspan="2">COUNTERS USED WITH:</th> </tr> <tr> <td> <p><b>Plural Countable Nouns</b>                      all, both, enough, few, a few, lots of, a lot of, many, several, a large number of</p> </td> <td> <p><b>Uncountable Nouns</b>                      all, enough, lots, a lot of, a little, less, very little, much, a large quantity of, a great deal of</p> </td> </tr> </table>	COUNTERS USED WITH:		<p><b>Plural Countable Nouns</b>                      all, both, enough, few, a few, lots of, a lot of, many, several, a large number of</p>	<p><b>Uncountable Nouns</b>                      all, enough, lots, a lot of, a little, less, very little, much, a large quantity of, a great deal of</p>
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<p><b>DESCRIBERS</b></p>  <p><i>Whose smelly socks...?</i></p>	<p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• an abandoned mansion</li> <li>• several polished stones</li> <li>• the spectacular fireworks</li> <li>• lots of glittering lights</li> <li>• Whose smelly socks...?</li> </ul>				
<p><b>CLASSIFIERS</b></p>  <p><i>our cute pot-bellied pig</i></p>	<p><b>Note that a classifier adds even more specific information to the head noun:</b></p> <ul style="list-style-type: none"> <li>• an abandoned Victorian mansion</li> <li>• several polished quartz stones</li> <li>• the spectacular New Year's Eve fireworks</li> <li>• lots of glittering fairy lights</li> <li>• Whose smelly football socks...?</li> <li>• our cute pot-bellied pig</li> </ul>				

○ Put a suitable counter modifier in front of these nouns:

\_\_\_\_\_ mess; \_\_\_\_\_ room; \_\_\_\_\_ goals; \_\_\_\_\_ effort.



## Prefixes

## Activity

Knowing what a prefix means at the beginning of a word can help you to work out the meaning of unknown vocabulary in texts. Many prefixes have found their way into the English language from the Greek and Latin languages. Scientific texts often contain vocabulary that has been formed using prefixes and suffixes. The text below is an example of this.



**Reconstruction of  
Procoptodon goliah**

In the **Pleistocene** Era, Australia was home to a variety of **megafauna**. One such giant was **Procoptodon goliah** that stood about two metres tall, but weighed two and a half times more than today's largest **macropod** - the red kangaroo. The teeth of this extinct mammal reveal that it grazed on plants in arid and **semi-arid** areas.

**A.** ○ The bolded words in the above text were formed with Greek and Latin prefixes. Let's pick some of them apart to see how the words are given meaning by the prefixes.

1. *mega* is a Greek prefix that means *great, large, powerful*.

Megafauna describes \_\_\_\_\_

2. *macro* is a Greek prefix that means *long or large*. *Pod* is also Greek meaning *foot*.

A macropod is \_\_\_\_\_

3. *semi* is a Latin prefix meaning *half*.

A semi-arid habitat would be \_\_\_\_\_

**B.** ○ Use a dictionary to find words in English that are formed with these prefixes. The words must be connected to the meanings of the prefixes.

**geo-** (meaning *earth*)

**equ-** (meaning *equal, even*)

**oct-** (meaning *eight*)

**phot-** (meaning *light*)



# Plot

## Activity

- Read the story *The Thief*, then complete this activity sheet.

The plot (or storyline) of a folk tale has a simple structure. It includes:

1. **AN OPENING** – a brief introduction to the main character/s and setting/s.
2. **EVENTS LEADING TO THE CONFLICT/PROBLEM** – a fast-paced sequence of events that results in a complication for the main character.
3. **A CLIMAX** – the problem/conflict reaches its most intense point.
4. **FALLING ACTION** – the main character takes steps to solve the problem/conflict.
5. **RESOLUTION** – the problem/conflict is solved in a satisfactory manner for the main character (this results in a happy ending).

- Complete the following plot diagram for *The Thief* with brief notes. Begin at Number 1.

3. What is the intense situation the thief faces?  
How does he react to his predicament?

2. What main event leads to the main problem in the story?

4. How does the old thief take steps to solve his problem?

1. What do we find out about the main character in the opening?

5. How is the old thief's problem resolved?