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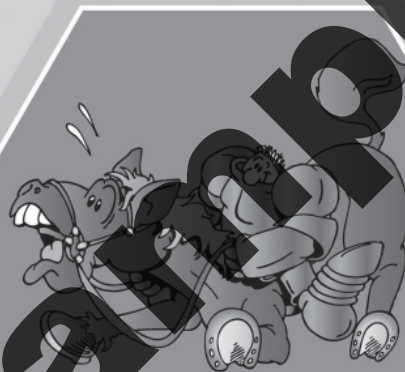
Ages 9 - 11 years



Basic Language Skills

Story based
activities to
develop reading,
writing and
grammatical
skills.

Book 2



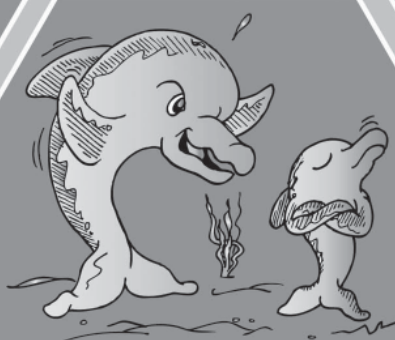
Billy And
The Giant



Do Teeth Have
Babies Too?



Love Is A
Big Burger



"Listen To Me,"
Said The Old One



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Teachers' Notes

The *Basic Language Skills Series* is designed to provide teachers with activities to develop children's reading and writing skills.

Writing is all about communication. Poor writing skills means ineffectual communication, which is why this book series has, as one of its main objectives, the development of some basic writing skills. The second main objective of this series of books is to develop children's reading skills. Poor reading skills means inadequate comprehension skills and affects children's knowledge of the world in which they live.

Basic Language Skills Book 2 uses four fictional texts to develop children's skills. Children are asked to construct a range of text types based on the texts provided. This allows them to understand that writing is different depending on the purposes of texts and provides them with the opportunity to practise writing in different ways.

Reports, formal and informal letters, cards, poems, procedures, short stories and advertisements are just some of the different forms of writing that the children will be asked to create.

Students will also be asked to pay particular attention to correct grammar when writing and to devices used to write. Sections on capital letters, contractions, apostrophes, speech marks, nouns, full stops,

question marks, commas, nouns, adjectives, verbs, homophones, synonyms, antonyms, similes, repetition and alliteration are also included.

Specific activities have been designed to help students read the texts closely and understand the information and the way that it has been organised.

Students are given the opportunity to ask questions about the texts and proofread their work. These activities provide students with strategies to read and write narratives.

Basic Language Skills Books 1 and 3 are also available for purchase.

English Curriculum Achievement Objectives

Level 4

LISTENING, READING AND VIEWING

Processes and strategies
Purposes and audiences
Ideas
Language features
Structure

SPEAKING, WRITING AND PRESENTING

Processes and strategies
Purposes and audiences
Ideas
Language features
Structure

Level 5

LISTENING, READING AND VIEWING

Processes and strategies
Purposes and audiences
Ideas
Language features
Structure

SPEAKING, WRITING AND PRESENTING

Processes and strategies
Purposes and audiences
Ideas
Language features
Structure

Sample

Billy And The Giant

Billy looked for quite a few minutes at the group sitting under the shady tree. They really did seem to be enjoying themselves. He could hear their shouts of laughter across the playground. He wandered sadly off to catch the bus home.

While on the bus, Billy thought about what he had to look forward to. "More TV," he mumbled "and stupid cartoons and quiz shows and weak adventure films and ads trying to sell me toys and things." Billy's thoughts were interrupted by the screeching brakes of the old school bus. His thin body was pushed and crushed by the other kids scrambling for seats with their friends. He let them push him aside. They weren't bothered where he sat. He could ride on the roof for all they cared. Billy had been ignored ever since he arrived at Francis Street School in August. "This is Billy," the teacher had said, "I know you'll look after him." But they hadn't. They had looked at his funny spiky hair that stood up at the back like a straw broom and at the big handles of his ears sticking out from the side of his head and they'd left him to himself. They hadn't done much. They hadn't teased him or called him names. They just hadn't said anything really.

So Billy started doing something that he'd never really bothered with before. At lunch-times and recesses he buried himself away in a corner of the school library and read and read. And read. His favourites were the colourful books about witches and wizards and wicked giants. He lost himself in the exciting adventures of brave young knights who seemed to





Contractions

*Read "Billy And The Giant" on pages 6–7 to help you with these activities.

Apostrophes can be used to show where two words have been shortened into one and where letters have been left out. These are known as contractions. E.g. **hadn't** is short for '**had not**'. The apostrophe shows where the 'o' from the '**not**' is missing.

★ Contractions 1

Practise the rule by adding apostrophes to each word below.

Wont _____	Im _____
youll _____	didnt _____
havent _____	wasnt _____
Id _____	Ill _____
shed _____	isnt _____

Im not going to let you escape. If you dont think Im serious Ill prove it to you!

★ Contractions 2

Change each word below into a contraction using apostrophes.

It is _____	Will not _____
Is not _____	Could not _____
I would _____	Might have _____
I had _____	We are _____
I will _____	They are _____

★ Contractions 3

Find six examples of contractions in the story.

_____	_____
_____	_____
_____	_____



★ The giant is not too good at using apostrophes! Rewrite his speech.



Apostrophes 1

Apostrophes can be used to show ownership. Sometimes apostrophes come before the s ('s) to show ownership. When using apostrophes it is important to put them in the right place. Follow this rule to help you.

★**Look at this example:** *The boy's pens.*

Step 1	Step 2	Step 3	Step 4
Ask, "Who is/are the owner(s)?"	Is there more than one owner?	If there is only one owner, the apostrophe goes before the s.	The pens belong to one boy.
The boy	No	's	The boy's pens

★**Try this example:** *The girl's bag.*

Step 1	Step 2	Step 3	Step 4

★Apostrophes 1

Practise the rule by completing the following:

	Step 1: Who is the owner?	Step 2: Is there more than one owner? If not, add an apostrophe before the s.	Step 4: What belongs to who?
1. A mans hat	The man	The man's hat	The hat belongs to the man.
2. A dogs bark			
3. That girls dresses			
4. That owls hoots			
5. The cows tail			

★Apostrophes 2

Look at the story again.

Give two examples of apostrophes being used to show ownership. In each case say who is the owner and what does he/she/it own?

- _____ owns _____
- _____ owns _____

Do Teeth Have Babies Too?

Sally was furious! She glared at her reflection in the bathroom mirror. "Yerk, how ugly," she said sadly to herself, "and on my birthday too." She looked again at the big gap in the line of even, white teeth that grinned back at her. Where could it have gone?



She knew that when she went to sleep last night she had a fine, full set of teeth looking forward to chewing on today's creamy birthday cake. Now there was just a great, gaping hole where the tooth used to be. I'll find it before anyone else wakes up, she decided. That way I can just put it back in and I won't get into trouble for losing it.

Sally softly walked to her grandfather's room which, she thought, was a good staring place for her search. Very quietly she opened his bedroom door. "Ooorgh," snored grandad. "Knink...auggg...brhhh," he went noisily. Sally didn't really need to but she crept carefully towards his bed and towards the collection of bits and pieces she could see on his bedside table. Her eyes passed quickly over a book called *Hamburgers I Have Enjoyed*, a half eaten packet of peppermint lifesavers, a pair of glasses with one broken arm fixed with sticky tape, a battered old radio and there....grinning back at her from inside a glass of water was her missing tooth!

As Sally's hand reached towards the glass of water she felt the gap with her tongue and whispered, "Wait a minute! I only lost one tooth and there's a whole row of them in this glass. They must have had babies in the night!!"

"Snxxx," continued grandad, "Brgling," he snorted with his eyes still tightly closed but with his mouth wide open to show his bare gums shining in the dim light.

Sally put her grandad's teeth in the pocket of her old dressing gown and crept silently down the hall to her parents' room. She usually loved jumping into bed with them in the mornings but she knew it was just a bit early today even if it was her 4th birthday. And she did have more important things to do... like putting her tooth back in before her mum and dad woke up.

"Now I'll just get the glue from mum's drawer," Sally said. But as her hand reached in to the drawer it brushed against something that felt very familiar. What was this? Her tooth! But she'd already found her tooth - even though it now had brothers and sisters.

She looked at what she now had in her hand. Somehow the missing tooth had

Love Is ... A Big Burger

I really wasn't very keen on staying with Aunt Bertha for the summer. "Pick up your dirty socks," she'd yell while they were still in the air after coming off my feet. "Wash all the dishes, David," she'd scream just because I put plates that had hardly been used straight into the drying rack.

But the worst thing about staying with Aunt Bertha, the very worst thing, was the fact that she was a health food nut. I mean, my usual diet of hamburgers, fries and coke just didn't exist in Aunt Bertha's house. "David," she'd shriek as she piled my plate high with ghastly green stuff. "David... all of that junk food will just make you pudgy and unhealthy and unlovable."

"I don't really care," I thought to myself as I munched unhappily on a stick of something yellow and tasteless. "At least I'd have food that I enjoyed!"



It was funny though. The longer the food struggle between Aunt Bertha and myself went on, the more she tried to make her rotten health food taste better. She'd try different ways of cooking it so that it not only smelled and tasted better – it actually looked better. I mean, it was really clever the way she mixed up wheat germ and soya bean into a little cake and placed it with lettuce and bean sprouts between two halves of a wholemeal roll. Mind you she ruined the whole trick when she called her creation a 'hamburger'.

"Hamburger!" I spluttered spitting bits of fake hamburger meat all over the table. "Aunty, have you ever tasted a REAL hamburger – one that has a big hunk of fried meat patty covered with tomato sauce and fried onions and cheese and even lettuce, tomato and mayonnaise?"

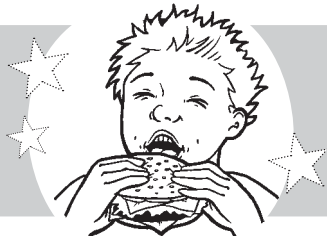
"Aghh," she squealed. "I can't stand the thought of it."

"Yes, but have you ever tried one?" I insisted.

"No," she admitted, "and I don't ever want to."

"Listen Aunty," I said. "I'm eating what you like, so how about you try eating what I like – just once – and see what you think?"

"All right," she replied. "This is what we'll do. You've got another week of your



More Synonyms

**Read "Love Is ... A Big Burger" on pages 44-45 to help you with these activities.*

When choosing words for stories we need to be careful about 'overworking' some words. In "Love Is ... A Big Burger" Aunt Bertha a loud, forceful person. This means that when she talks she doesn't just 'say'. The word 'said' can easily become an 'overworked word' if it is used too much.



★ Synonyms 1

Find synonyms used in the story for the word 'said' to show how Aunt Bertha speaks.
Write out the whole sentence, rather than just the synonym.

1. _____
2. _____
3. _____
4. _____
5. _____

Other 'overworked words' that you may be tempted to use are nice, good, went and lot.

★ Synonyms 2

Rewrite each sentence below by replacing the word in bold with a synonym from the list.

fine hurried clump crowd interesting

1. A **lot** of people went to the football match.

2. It is a very **nice** day today.

3. As he was late, he **went** quickly home.

4. He sheltered under a **lot** of trees.

5. "What a **good** programme," said Eddy.
