

TEACHING NAPLAN^{*}-type Writing Skills

~ Narratives and Persuasive Essays ~



Book 2

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Vocabulary 2



1. Move the words from Column A into Column C and place them next to their antonyms that are in Column B. The first one has been done for you.

Column A	Column B	Column C
fresh ✓	improper*	
true	inaccurate	
laugh	empty	
proper	loose *	
full	stale ←	→ fresh
rough	kind	
accurate*	inexpensive	
tight	untrue	
expensive*	smooth	
cruel	cry	

2. Write sentences that use the words marked *.

- i. _____
- ii. _____
- iii. _____
- iv. _____

3. Choose words from the lists in question 1 to fill in the spaces below.

- i. It was very easy to untie the knots because they were _____.
- ii. I did not eat the bread because it was _____.
- iii. It is cruel to _____ at another person's mistake.
- iv. A bicycle is an _____ way to travel.
- v. Please _____ the water from the bucket.
- vi. My dad is an _____ shot with a rifle.
- vii. Please show me the _____ way to dive into the pool.
- viii. I know that your story is _____.

Vocabulary 8

HOMONYMS

Create two sentences for each word. Remember the words of each pair will LOOK and SOUND the same but the meanings will be quite different.

face: Sentence 1: _____

Sentence 2: _____

way*: Sentence 1: _____

Sentence 2: _____

bank: Sentence 1: _____

Sentence 2: _____

right: Sentence 1: _____

Sentence 2: _____

left: Sentence 1: _____

Sentence 2: _____

cross: Sentence 1: _____

Sentence 2: _____

band:** Sentence 1: _____

Sentence 2: _____

steer: Sentence 1: _____

Sentence 2: _____

(*Don't confuse with 'weigh!') (**Don't confuse with 'banned!')

HOMOPHONES

Create one sentence for each word. (Note that the words are spelled differently but sound the same.)

allowed: _____

aloud: _____

flower: _____

flour: _____

heal: _____

heel: _____

blue: _____

blew: _____

Rhetorical Questions

1. While the purpose of this activity is to show students how to use the rhetorical question, it is important that they also understand that by overusing this device, it will lose its impact. As a rule of thumb, encourage your students to ensure that there is at least one rhetorical question in an essay that has four or five paragraphs and a maximum of two in a longer essay.
2. Answers to question one: positive, negative, negative, positive, negative, positive.
3. Below are suggested answers to the second exercise.
 - i. Can anyone deny these facts?
 - ii. Is he not a monster? ... OR ... Isn't he a monster?
 - iii. Can an ice-cube survive in hell?
 - iv. Is it worth the effort for such a small reward?
 - v. Does a father not love his own son? ... OR ... Doesn't a father love his own son?
 - vi. Can any man jump that high?
 - vii. Does a sparrow fight an eagle?
 - viii. Does a sheep graze with a lion?
 - ix. Can we expect everyone to know the answer?
 - x. Behind the clouds is the sun not shining? ... OR ... Isn't the sun shining behind the clouds?

Although there will of course be acceptable variants, be careful that students have not reversed the meaning. Remember, negatives in the statement become positives in the rhetorical question and positives in the statement become negatives. The original statement is usually the only possible answer to the rhetorical question.

GROUP 8

- ☐ Dr. Goodie works very hard for her patients.
- ☐ Not many doctors work as hard as Dr. Goodie.
- ☐ Dr. Goodie is completely dedicated to helping her patients.

GROUP 9

- ☐ The problem would probably be solved if we were to build a stronger fence.
- ☐ I am convinced that a stronger fence would solve the problem.
- ☐ If we were to build a stronger fence I'm sure the problem would be solved.

GROUP 10

- ☐ I think that you should visit your grandmother every weekend.
- ☐ It would be nice to visit your grandmother every weekend.
- ☐ I firmly believe that you should visit your grandmother every weekend.

GROUP 11

- ☐ We all need a balanced diet to remain healthy.
- ☐ A balanced diet is important for good health.
- ☐ Everyone should try to have a balanced diet.

GROUP 12

- ☐ It is not fair to keep a budgie in a cage.
- ☐ I don't think anyone should keep a budgie in a cage.
- ☐ It is cruel to keep a budgie in a cage.

GROUP 13

- ☐ I suspect that he is not being completely honest.
- ☐ I know that he is lying.
- ☐ I don't believe a word he says.

GROUP 14

- ☐ I am inclined to agree with the professor.
- ☐ The professor is absolutely right.
- ☐ I hope you can agree that the professor is right.

Hyperbole

Hyperbole (pronounced *hi-per-bo-lee*, with the stress on the second and fourth syllables) is the use of exaggeration for effect. Although it is often humorous and not meant to be taken seriously, it can have a biting effect in a persuasive essay. Read the sentence below.

Schools need to lift their ban on skateboards.

To make this sentence stronger the writer could have used a little hyperbole. The sentence below is an example of this.

Schools that ban skateboards are nursing homes for children.

Below are some more examples of hyperbole.

- *His throw missed the stumps by miles.*
- *I offer you a thousand apologies for being late today.*
- *I have been waiting for ages.*
- *I have a million jobs to do.*
- *My school bag weighs a ton.*
- *I could eat a horse.*
- *I will die if she asks me to dance.*
- *If she does that again I will scream the house down.*

Select some examples of hyperbole from the Word List below to finish the sentences.

Hyperbole
Word List



- has to run around in the shower to get wet
- even the polar bears were wearing jackets
- jumped out of my skin
- a mountain of paperwork to finish
- raised the roof with her screaming
- continued for a century
- piled to the ceiling
- I wouldn't be seen dead
- her face would crack
- grown up with the dinosaurs

- The dirty clothes in your bedroom are _____.
- I was so startled that I _____.
- That lady is so grumpy. If she smiled _____.
- My brother is so skinny he _____.
- It was so cold that _____.
- When Mum saw the mess I had made, she _____.
- I wouldn't be seen dead in _____.
- Dad can't come to the beach. He has a _____.
- He is so old I think he must have _____.
- Mum's lecture about good manners _____.

Setting

Setting 1

1. Tell your students that in addition to making strong and real characters in their stories, it is also important that they create settings just as effectively.
2. Discuss how in a film we can see the setting immediately. If, for example, the story in a movie is set in the Middle Ages, then we see the characters dressed in the clothes that the people wore in those times. They ride on horses. They wear armour and they carry swords or daggers. Often they use words that we do not use today. The buildings are made of stone and there is no electricity.
3. Discuss the idea that when they write their own stories there is no scenery to help out the reader like there is in a movie. They have to use words to create a setting. They need to describe the time and the location to their readers. In other words they have to provide the scenery for the reader's imagination.
4. Question 2: students will possibly highlight the following words: deep, penetrate thick leaves, constant shadows, swirled, crunched loudly, sensing, edged.

Setting 2

Answers to question 2:

- (i) humid, pitch darkness and conning in
- (ii) straining their eyes and shaft of light from the pale moon filtered
- (iii) Students should circle: Smell

Cohesion 4

1. Here are the various correct answers to question 1:

- i. Peter is not at school today because he has a headache.
- ii. Please write your / my name at the top of the page.
- iii. Sally left her lunch at home today.
- iv. Please pick up the pillow and put it on the bed.
- v. We / They are going to Sally's party tomorrow.
- vi. The puppy wagged its tail when it saw me / us coming.
- vii. Don't eat the chocolates. They belong to Uncle James.
- viii. That is your/ her/ his/ my bike and this is your/ her/ his/ my bike. (Any word from each group, except that *my* can't be used twice.)
- ix. The teacher asked all of us to try our best.
- x. Jane wore her thick coat today because it / she was cold.
- xi. I am going to the beach tomorrow.
- xii. Mum is taking John and me to the movies. Note: "Mum is taking John and I to the movies" is wrong. We do not say "Mum is taking I to the movies". We only use *I* when it is in the subject of the sentence, as in "John and I are going to the movies."

2. Here are the answers to question 2:

- i. Joe found his wallet under the bed.
- ii. Mary walked down the track until she came to the river.
- iii. "Bill," said the teacher, "where is your homework?"
- iv. Mum asked Amy to help her little brother.
- v. The cat has eaten all of its food. **(See note below.)*
- vi. Take the broom and use it to sweep the floor.
- vii. George and Milly have ten dollars to share. They are going to buy some chips.
- viii. The paper hats are mine. They are for my party.
- ix. Please pick up Emma's ruler and give it to her.
- x. "This," said Tom, "is my new calculator."

Note:** In this instance the word *its* does not have an apostrophe. We only insert an apostrophe when the word is a shortened form of *it is*. For example: ***It's normal for a happy dog to wag ***its*** tail. Putting an apostrophe in the word *its* every time it is used is a common error that teachers and parents need to be wary of.

Prepositions 2

1. The correct use of prepositions can be tricky. Choose prepositions in bold below to fill in the gaps. You will need to use each preposition more than once.

with of for from to in about into over at

- i. I agree _____ you on that question.
- ii. They were accused _____ the crime.
- iii. The man asked his neighbour _____ assistance.
- iv. Our garden is free _____ weeds.
- v. Please do not quarrel _____ your brother.
- vi. This angle is equal _____ that one.
- vii. I wish _____ a return to the old days.
- viii. The knight put his trust _____ his faithful white horse.
- ix. I am confident _____ success.
- x. I prefer _____ stay home today.
- xi. You should not laugh _____ my discomfort.
- xii. I do not wish to play _____ him today.
- xiii. Do not boast _____ your success.
- xiv. Do not pry _____ other people's affairs.
- xv. The leaves were strewn all _____ the lawn.
- xvi. The barrel is full _____ water.
- xvii. I am grateful _____ your help.
- xviii. She is endowed _____ great intelligence.
- xix. They sought some shelter _____ the rain.
- xx. I am ashamed _____ my poor results.

2. Here is a vocabulary exercise. Find one word to match each definition.

- i. A person who fits and repairs water or gas pipes. _____
- ii. One who works to solve crimes. _____
- iii. A place where bread is made. _____
- iv. A place where horses are housed. _____
- v. A person in charge of a ship. _____
- vi. The break of day. When the sun first comes up. _____
- vii. The very top of a mountain. _____
- viii. To breathe out. _____
- ix. To breathe in. _____
- x. A large spoon with a long handle. _____