

Spelling: words ending in 'ity'

Word	1st Try	2nd Try
ability		
personality		
activity		
capacity		
celebrity		
dignity		
ethnicity		
invisibility		
priority		
vanity		

Create a paragraph using five of these spelling words. Check the dictionary to ensure each word is used with the correct meaning.

Week 1 Grammar: Nouns

A noun names people, places, things, acts feelings, qualities and ideas.

There are **four kinds of nouns**: *common, proper, collective and abstract nouns*.

a) Common Nouns

Common nouns are also known as concrete nouns and they refer to ordinary objects that can be seen and touched. They do not begin with a capital letter unless they are found at the start of a sentence.

Some examples of common nouns are: hat, lake, scissors, pineapple, friend.

Now it's your turn: can you think of five common nouns?

b) Proper Nouns

A proper nouns names a specific place, people, day, month, brand, or event. They are always spelt with a capital letter.

Some examples of proper nouns are: Romeo, Murray River, Europe, Christmas, Mr. Dwyer.

Exercise 1

Use a **proper noun** to fill in the following blanks.

1. Sydney, Melbourne and _____ are all Australian cities.
2. The triplets were called Gary, Giselle and _____.
3. Famous landmarks of Australia include the Sydney Harbour Bridge, Sydney Opera House and _____.
4. My favourite cities in the world are Paris, Florence and _____.
5. February, May and _____ are months of the year.
6. Recently at the cinemas, I saw "Inception," "Toy Story 3" and _____.
7. Donald Bradman, Ian Thorpe and _____ are Australian sporting legends.
8. My favourite books are "Little Women," "Lord of the Rings" and _____.

c) Collective Nouns

Collective nouns are the names of collections of **groups** of people, animals and objects.

Some examples of collective nouns are: mob, fleet, flock, audience, host.

Exercise 2

Do you know what particular group of people, animals, plants or objects each collective noun refers to?

1. an audience of _____
2. a murder of _____
3. a colony of _____
4. a spool of _____

5. a pride of _____
6. a brood of _____
7. a swarm of _____
8. a band of _____
9. a plague of _____
10. a litter of _____
11. an orchard of _____
12. a set of _____
13. a pack of _____
14. a galaxy of _____
15. a pod of _____
16. a school of _____
17. a gang of _____
18. a herd of _____
19. a volley of _____
20. a string of _____
21. a carton of _____
22. a regiment of _____

d) Abstract Nouns

Abstract nouns are the names for **things you cannot see or touch, such as feelings, ideas and qualities.**

Some examples of abstract nouns are: jealousy, bravery, nobility, education, hunger, beauty, rage.

Exercise 3

Choose an abstract noun from the list to fill in the blanks.

cold	excitement	poverty	fear	courage	behaviour	length
------	------------	---------	------	---------	-----------	--------

1. The puppy was rewarded for his good _____.
2. Many people in Africa live in _____ and suffer from malnutrition.
3. The _____ of the soldiers was truly inspirational.
4. Catherine could not fall asleep all night because of her _____.
5. The _____ of the table was measured by the carpenter.
6. _____ caused Jane to grip the sides of her chair and tremble uncontrollably.
7. The biting _____ prevented us from venturing too far out today.

Week 1: Comprehension- Understanding Narratives

A narrative is a form of prose writing that tells a story. Its main purpose is to entertain. Writers of narratives create experiences that are shared with the reader. To do this the writer uses literary techniques such as figurative language (*similes and metaphors*), *variety in sentence length and type, variety in paragraph length and direct speech*. In many narratives, the author is the person who wrote the story. The narrator is the person in the story who tells the story.

Read this extract from *The Rats of Wolfe Island* by Alan Horsfield and then answer the questions. **Circle the correct answer.**

Cautiously I made my way across the open space to the cabin.

"Kinky! Kinky!" I called tentatively. "Anyone home?" I wasn't feeling very original.

No reply

It was a bad sign. Kinky rarely went too far from his lab and his and his all-consuming work.

I reached the back door. It was ajar. I listened for a moment, then called with more gusto that I felt, "Hey Kinky, it's me. You can come out now. I'll come in and get you!"

No reply.

I pushed the door open. The place smelt musty and dirty.

When I stepped into the cabin it was obvious that Kinky hadn't been there for a while. There were dirty teacups on the sink. Papers had blown from the table and spread across the floor. There were rat droppings everywhere.

Suddenly I was worried that Kinky had got sick or had had an accident and left the island. This was immediately followed by a horrible, sinking feeling that maybe his body was lying in a decomposing heap nearby. I had a mad urge to get out of the place as soon as possible. I realized there were no rat noises coming from the lab. The ache in my stomach got worse.

1. This extract is most likely from:

- a) An historical novel
- b) A mystery novel
- c) A Fable
- d) A legend

2. What is meant when a door is described as being ajar?

- a) It is locked
- b) It is wide open
- c) It is coming off its hinges
- d) It is slightly open

3. Which term best describes the way the narrator is feeling?

- a) uneasy
- b) annoyed
- c) confident
- d) daring

4. What discovery upset the narrator most?

- a) Rat droppings on the floor
- b) The ache in his stomach
- c) The absence of Kingy
- d) The smell inside the cabin

5. It is most likely that Kingy was on the Island because he was working as a:

- a) sailor
- b) scientist
- c) writer
- d) doctor

6. Which word could best replace the word gusto?

- a) anger
- b) pleasure
- c) frustration
- d) enthusiasm

7. In the description of a narrative above, there are underlined literary techniques. Identify the following in the paragraph

a) Variety in sentence length

b) Variety in paragraph length

c) Direct Speech

Written Expression: Narrative

Using the stimulus below, write a short story set on a beach. In your story, you must use at least 15 adjectives to describe people, places or things. Before writing your story in full, list 15 adjectives from your own knowledge and the dictionary.

Adjectives:



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Spelling: words ending in -tion

Word	1 st Try	2 nd Try
reflection		
correction		
direction		
distraction		
fiction		
creation		
emotion		
infection		
attention		
collection		

Create a paragraph using five of these spelling words. Check the dictionary to ensure each word is used with the correct meaning.

Week 2 Grammar: Nouns Continued**Revision Exercise**

Determine whether the following nouns are common, proper, collective or abstract nouns.

Noun	Type
The Queen	
tragedy	
Milo	
excitement	
trick	
government	
collection	
pear	
Paris	
sand	
terror	
doorbell	
gaggle	

a) Singular and Plural Nouns

Nouns have a number and are either **countable** or **uncountable**.

A **countable noun** has a singular (when there is only one) or plural (when there is more than one) form. However, here are some rules that will help you change singular nouns into plural nouns:

- For most nouns, you simply add an “s” onto the end of the noun. For example, *tiger* → *tigers*.
- For nouns ending in *ch*, *sh*, *s*, or *x*, add *es* to form their plural. For example, *bench* → *benches*.
- For nouns ending in *y* before which there is a vowel, simply add *s* to form their plural. For example, *boy* → *boys*
- For nouns ending in *y* before which there is a consonant, you must change the *y* to an *i* and add *es*. For example, *army* → *armies*
- Some nouns ending in *f* form their plural by changing the *f* to *v* and adding *es*. For example, *shelf* → *shelves*
- The plural of nouns ending in *o* is formed by either adding *s* or *es*. For example, *photo* → *photos*; *hero* → *heroes*
- Some nouns form their plural by changing a vowel. For example, *foot* → *feet*
- Some nouns form their plural by adding *en*. For example, *ox* → *oxen*
- The plurals of some compound words are formed by adding *s* to the first word. For example, *mother-in-law* becomes *mothers-in-law*
- For some nouns, the plural form is the same as the singular. For example, *a deer* - → *seven deer*, *one sheep* → *a flock of sheep*
- Some nouns are always plural. For example, *scissors*, *thanks*, *glasses*, *pants*.

An **uncountable** noun only has singular form, but you cannot put *a* or *an* in front of them. For example, advice, stationery, information, humour.

Some **uncountable** nouns are in the form of plural nouns but take singular verbs. For example, news, measles, billiards, physics.

Exercise 1

Change the following singular nouns into plural nouns.

Singular	Plural
Beach	
Puppy	
Scarf	
Mango	
Piano	
Box	
Dove	
Criterion	
Sheep	
Octopus	
Child	
House	
Mouse	
Crisis	
Journey	
Tooth	

Exercise 2

Change the following so that the singular sentences become plural and the plural sentences become singular.

1. The girl is sitting on the sofa sipping her tea and eating a piece of chocolate cake.

2. The men were playing golf all day and were exhausted by the time they finally returned home.

3. The fish were swimming in circles mindlessly in their aquarium.

4. It is very annoying that these library books do not have indexes at the back.

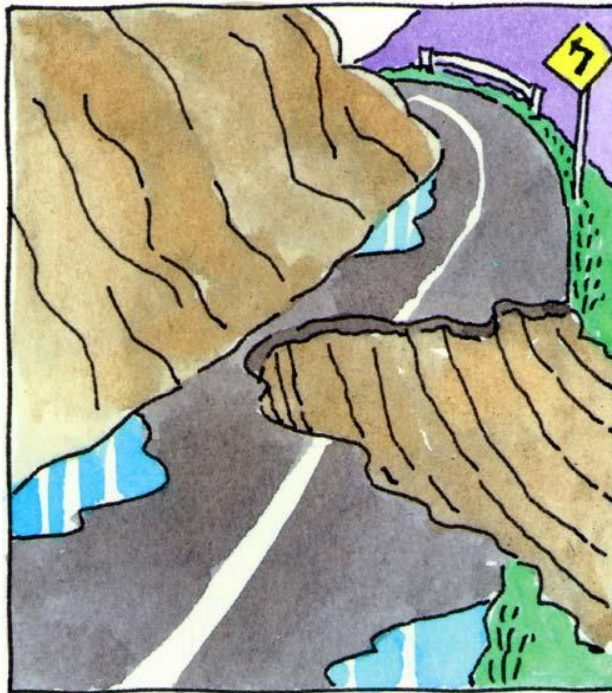
Week 2: Written Response:

In preparation for Naplan we will be preparing some written responses. These tests are designed to test your ability to **express ideas, feelings and points of view**. You will be assessed on

- *The thought and content of your writing*
- *The structure and organisation of your ideas*
- *Expressions, style and use of language (e.g. metaphors and similes)*
- *The amount you write in the given time.*

Written Expression Narrative 1:

In developing your skills from last week, look at the picture below and use it as a basis for a short story. Your writing will be judged on expression and the structure of your story. Your story may be serious or humorous. **You will be given 15 minutes to write and volunteers will then read their responses.**

**Some ideas:**

- A short story usually involved just one or two characters, a setting and a problem that has to be solved.
- Before you start, work out the central incident in your story and know how your story will end → this will keep you from straying from the main story line.
- Try to use some metaphors and similes along with sensory imagery (sight, smell, taste, hearing)

Start writing here

[illegible]

[illegible]

Week 3: Spelling with IE

Look at the spelling of the word *piece*.

The rule is: **i before e except after c with the sound ee.**

So in the word *receive* it's e before I because it's after c. Use the rule to finish these words.

- 1) gr__f
- 2) rel__f
- 3) bel__ve
- 4) c__ling
- 5) f__ld
- 6) ach__ve
- 7) conc__ted
- 8) dec__ve
- 9) rec__pt
- 10) misch__f

1. Write synonyms for the following words:

- a. deceive: _____
- b. achieve: _____
- c. believe: _____

2. Write antonyms for the following words:

- a. relief: _____
- b. grief: _____

3. Define the following words:

- conceited: _____
- mischief: _____
- deceive: _____

Week 3 Grammar: Pronouns

Pronouns are words that stand in place of nouns.

a) Personal

Personal pronouns refer to **people** and **things**.

For example:

She is helping me with ordering food for the party.

I am very excited about going overseas for a year.

We were very lucky to make it onto the last train home.

b) Possessive

Possessive pronouns show **possession**.

For example:

This is mine and that is his.

The scooter on the right is yours.

c) Demonstrative

Demonstrative pronouns **point things out**.

For example:

That is the wrong way to approach the problem.

These shoes are very uncomfortable because they are so small.

This has been a most wonderful week.

d) Interrogative

Interrogative pronouns **ask questions**.

For example:

Who is going to be your partner for the dance class?

What time will you be arriving at the ball?

Which is Jerry's favourite pen?

e) Relative

Relative pronouns **relate one thing to another**.

For example:

The girls, who were extremely excited, could not stop squirming in their seats.

The rabbit that poked its head from its burrow began to sniff cautiously at the air.

The professor, whom I introduced you to yesterday, is the most learned person I know.

f) Reflexive

Reflexive pronouns show the action is **done by the doer** to himself or herself.

For example,

I wash myself after I come home from work.

She whistled to herself cheerfully.

They blamed themselves for the accident.

g) Reciprocal

Reciprocal pronouns show the action is **swapped** between the doers.

For example,

They lied to each other constantly.

The board of directors screeched at one another.

h) Emphatic

Emphatic pronouns emphasise who does the action.

For example,

She did it herself and she beamed with pride at her achievement.

I, myself, will be congratulating the prize-winners.

i) Distributive

Distributive pronouns show how things are **shared** or **distributed**.

For example,

Each of the boys has a muesli bar.

None of the team members had ever played such a tiring game.

Neither of the parents could calm the crying baby.

j) Indefinite

Indefinite pronouns refer to people **generally**, not specifically.

For example,

They all say that she is having a splendid time travelling around the world.

Nobody is entirely sure about their future.

One must tread cautiously when thinking about investing in a house.

Exercise 1

Circle the pronouns and state what kind of pronouns they are.

1. This is the worst outcome that could have occurred. _____
2. What kind of cake are you ordering for your birthday? _____
3. One must be careful when talking to strangers. _____
4. Each of the quadruplets has her own room. _____
5. Tom himself said that he would be there. _____
6. Who does not want to live on a tropical island? _____
7. Everyone says Nick is doing very well at school. _____

8. The spider that lives in the corner was busy spinning its web.

9. Neither of the friends would apologise to each other. _____

10. Mum said that she would not cook dinner. _____

11. I can hardly believe the good news myself. _____

12. Nobody could come to his dinner. _____

Week 3: Comprehension- NAPLAN style reading test

In early May you will be taking the NAPLAN tests. In preparation for these tests you will attempt some practice reading and writing tasks.

Read this extract from *Spooked* by Eric Broome and then answer the questions. Circle the correct answer

"What's the time?" Gerry asked.

"It's 1:28am," said Henk.

"Gee! Don't you feel tired?"

"Not really," said Henk casually. "I've never slept in the same room as a spook before."

Henk would not admit that he was too scared to close his eyes. If he kept talking, he might be able to stay awake until the sun came up.

The door rattled again. The boys' scalps prickled. Surely, something moved inside the wardrobe? The boys held their breath. Nothing happened.

A faint sigh rustled through the wardrobe doors. Henk's eyes were as big as ping-pong balls. He clapped his hands over his mouth. The doors rattled again.

The shape inside moved- the boys were sure it moved!

Henk jumped out of bed and grabbed his clothes from the floor. "I'm not staying here," he said.

"I believe you- it is a spook! I;m going home!"

1. Where did the incident in the extract occur?

- a) A haunted house
- b) In Gerry's bedroom
- c) In Henk's bedroom
- d) In a games room

2. Henk's eyes are described as being as big as ping pong balls to show that he was:

- a) Excited
- b) Surprised
- c) Terrified
- d) Thrilled

3. Which word best describes why Henk rushed from the room?

- a) Fear
- b) Annoyance
- c) Impatience
- d) Disappointment

4. Which word is closest in meaning to the word 'rustled.'

- a) Rattled
- b) Crackled
- c) Whispered
- d) Crunched

5. Which statement is correct?

- a) The boys were trying to go to sleep.
- b) Gerry was woken up by a noise in the wardrobe.
- c) The boys knew there might be a spook in the wardrobe

d) The incident in the passage took place as the sun came up.

6. A simile refers to an expression that describes one thing as being like another for example- she was as happy as a pig in mud. Identify a simile used in the extract:

Written expression: Persuasive writing

NAPLAN assesses persuasive writing skills as well as our creativity. For this reason, we will now shift our focus onto discussion writing. In discussion writing, we want to provide a positive and negative argument relating to a given topic. We then provide our opinion as to which argument is correct and why. Follow the structure below to write a discussion on your chosen topic.

Introduction:

- include a statement to define the topic
- give background information to the reader about the topic
- show the different points of view to be examined
- use persuasive language

Body:

- write using body paragraphs. Include 2 body paragraphs 'for' and 2 body paragraphs 'against'.
- use quoted or reported speech

Conclusion:

- give a summary of arguments from both sides
- evaluate which arguments are the most effective
- recommend one point of view over the other because of the arguments presented

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Handwriting practice lines consisting of 20 horizontal lines.

Spelling: Words with silent letters (the letters in bold are silent)

Word	1 st Try	2 nd Try
Sign		
Scent		
S igh t		
G ue ss		
G ui lty		
K now		
K nife		
W riting		
W rist		
A nchor		

Create a paragraph using five of these spelling words. Check the dictionary to ensure each word is used with the correct meaning.

Grammar: Pronoun Revision**Using the Correct Pronoun**

a) Many students are confused by the pronouns “I” and “me”. Would you use “I” or “me” in this sentence?

Charlotte and ____ are both successful novelists.

If you are in doubt, divide the sentence into two short sentences: Charlotte is a successful novelist. ____ am a successful novelist.

b) “me” is used after *between*

Incorrect: It is a fight between David and *I*.

Correct: It is a fight between David and *me*.

Revision Exercise

Choose the correct pronoun to fill in the spaces.

1. Rita’s marks will not change unless ____ starts working harder.
2. Did you give the toy back to ____?
3. Joyce said that ____ would be away for a year.
4. The teacher praised Donna and ____.
5. It is a secret between Richard and ____.
6. Susie and ____ are going shopping.
7. Are you going to come with ____?

Demonstrative pronouns

A demonstrative pronoun is a pronoun that is used to point to something specific within a sentence. these pronouns can indicate items in space or time, and they can be either singular or plural.

Near in time or distance: This, these

Far in time or distance: That, those

Demonstrative pronouns always points towards a noun. For example,

a. I would like to by these items of **clothing**.

b. I cannot believe **this**. While we do not know what 'this' is referring to exact, we do know it is referring to a person or thing.

Exercise 1

Complete the following sentences using a demonstrative pronoun. You will notice that "this" and "that" are somewhat interchangeable, as we do not know whether they nouns are far away in time and space. However, judging by the other words in the sentence, we do know whether they are singular or plural. Once you have decided which demonstrative pronoun to use, write singular or plural next to the sentence.

1. Can I please eat ____ piece of sushi.
2. I would like to ride _____ bicycle.
3. I am going to buy four of _____ fish and six of _____ dogs.
4. I think it would be a good idea to take _____ and this _____ and put it next to both of _____ cartons over there.

Exercise 2

Write a set of commands which use demonstrative pronouns e.g Take this bucket over there!

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

Reading Comprehension: Historical Recount**Eora resistance to Europeans**

The Eora people had lived in the Sydney area for at least 40,000 years before the Europeans arrived. They had lived by hunting, fishing and gathering and believed that they were the guardians of the land. This lifestyle did not last.

When the Europeans arrived in 1788 they occupied sacred land and destroyed Eora hunting and fishing grounds. In 1790 the Eora people began a guerilla war against the Europeans.

In 1794 the Eora, whose leader was Pemulwuy, attacked the European settlement of Brickfield. Thirty-six British and fourteen Eora were killed during this attack. In the same year the Eora killed a British settler. Then the British ordered that six of the tribe be killed.

The Aborigines continued to resist the European invaders by burning their crops and houses, taking food, destroying cattle and killing some settlers. In 1797 they attacked Toongabbie and within a week the farmers had to retreat and the farms were burned. In that year their leader, Pemulwuy, was captured by the British but later escaped.

By 1801 many settlers lived in fear of the Eora and the British started a campaign to destroy Aboriginal resistance. Troopers were sent to kill Aboriginal fighters and capture Pemulwuy. One year later settlers killed the leader in an ambush.

Other great Aboriginal leaders continued fighting against the White settlers. However, the guns of the British were more powerful than the Aboriginal spears. The British shot many of the Aborigines and many others died of the diseases that the British brought.

This period of Black resistance in Sydney finally ended in 1816. It is a significant period in Australian history as it showed the determination of the Aboriginal people to resist the invasion. It also demonstrated how unjustly the Aboriginal people were treated by the English people.

1. Below, write each historical fact in chronological order. Are these facts written in chronological order in the story? If so, why do you think this is important?

2. Write down each of the dates attributed to certain events and described the corresponding event. Why do you think it is important to include dates in a historical recount?

Task Four: Written Expression

Historical Recounts:

Recounts can also recall historical events, the lives of interesting people and other events that may be of importance. Such recounts are written from an impersonal point of view. This means you must limit the use of the personal pronoun such as **I, we, and me**. Historical accounts include newspaper articles, biographies etc.

The structure must include:

- A background of the events
- A chronological record of events
- Conclusion

Language features include the use of:

- a. Past tense
- b. Linking words to with time
- c. Modifying language: that tell us **when, where, why, how and to whom.**

In keeping with the form of a historical recount choose one of the following events and write several paragraphs, with a conclusion based on an opinion of or comment on the event

- **School swimming carnival**
- **An event you found particularly interesting or amusing.**

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

This image shows a full page of blank, lined paper. It features approximately 30 evenly spaced horizontal grey lines across its entire surface, typical of standard notebook or school paper. The lines are uniform in thickness and color, providing a guide for handwriting. There are no margins, text, or other markings present on the page.

WEEK 5: Spelling Words

Word	1st Try	2nd Try
science		
intelligence		
arguments		
technology		
definitely		
impossible		
knowledge		
issue		
extraordinary		
extraterrestrial		

Create a paragraph using five of these spelling words. Check the dictionary to ensure each word is used with the correct meaning.

Week 5 Grammar: Adjectives**Proper Adjectives**

Proper adjectives can be formed from proper nouns. They always begin with a capital letter. For example:

Canada → Canadian, Wales → Welsh, Melbourne → Melbournian.

Exercise 1

Insert the proper adjective formed from the proper nouns.

1. Caesar was assassinated in the _____ forum. (Rome)
2. The _____ army knife was confiscated at customs. (Switzerland)
3. _____ pancakes are loved all around the world. (Holland)
4. My friend is very proud of her _____ heritage. (Britain)
5. The _____ flag has two colours. (Japan)
6. The restaurant specialises in _____ food. (Poland)
7. My grandfather fought for the _____. (Ireland)
8. A _____ dog is small and white. (Malta)
9. The _____ mummy was displayed in the museum. (Egypt)

Comparing Adjectives

When making **comparisons** between **two or more** things, **comparative** and **superlative** adjectives are used.

Look at these three sentences:

- a) Dad is a clever person.
- b) Mum is cleverer than Dad.
- c) Maggie is the cleverest in the whole family.

In a) only one person's cleverness was considered. There was no comparison so we call this the **positive degree**.

In b) the cleverness of Mum was compared to that of Dad. This is called the **comparative degree**, i.e. when we compare two things.

In c), we compared Maggie to the rest of the family. When we **more than two** persons or things, we use the **superlative degree**.

Some rules

- Most adjectives add **er** and **est** to form their comparative and superlative degrees.
For example, tall, taller tallest; dumb, dumber, dumbest.
- If the adjective ends with **e** this letter is dropped when adding er or est.
For example, wise, wiser, wisest; large, larger, largest.
- When the adjective ends with **y** this letter is changed to **i** before adding er or est
For example, silly, sillier, silliest; tiny, tinier, tiniest.
- Some words must double the last letter before adding er or est.
For example, thin, thinner, thinnest; big, bigger, biggest

- Adjectives of three syllables and some of two syllables add **more** and **most** to form their comparisons.

For example, focused, more focused, most focused;

beautiful, more beautiful, most beautiful.

- Never use double comparatives or superlatives. For example, do not write, “most fastest” or “more better”. The correct forms are simply, “fastest,” and “better”.

Exercise 1

Complete the sentence by writing the correct degree of the adjectives in brackets.

1. These photos are the _____ out of all possessions. (precious)
2. This is the _____ day of my life. (happy)
3. This basket is _____ than the other. (heavy)
4. This is the _____ comfortable chair in the whole house (more/most)
5. Bob is _____ humorous than David. (more/most)
6. She becomes _____ every year. (silly)
7. The _____ in the family is Melanie. (old)
8. It is _____ to start now than never. (good)
9. Those groceries are _____ than those. (dear)
10. The cheetah is the _____ animal of all. (fast)

Irregular Adjectives

Students need to watch out for irregular adjectives, which do not follow the general rules. Here are list of common mistakes to watch out for.

1. Do not use the superlative degree when only the comparative degree is required.

Incorrect: This novel is the **best** of the two.

Correct: This novel is the **better** of the two.

2. Avoid using **less** instead of **fewer**.

Less is used for a **quantity**: e.g. *less* water, *less* sugar.

Fewer is used for **numbers of things**: e.g. *fewer* houses, *fewer* cakes.

Incorrect: Mum made **less** quiches than Ross.

Correct: Mum made fewer quiches than Ross.

3. Be careful not to confuse **worse** and **worst**.

Incorrect: Rosy is the worse keeper of secrets amongst my friends.

Correct: Rosy is the worst keeper of secrets amongst my friends.

4. Avoid using **more** with an adjective that forms its comparative degree by adding **er**.

Incorrect: It is **more hotter** today.

Correct: It is **hotter** today.

5. Use **elder** and **eldest** for persons of the same family.

Examples: John is the elder brother of James. (two children in the family)

Jake is the eldest son. (more than two children)

6. Use **older** and **oldest** for objects and unrelated people.

Examples: This tree is **older** than that one.

He is the **oldest** man in our neighbourhood.

Week 5 Comprehension: Understanding Poetry

Poetry can take many forms. It can tell a story, paint a word picture or be the format for a play. Poets create experiences that are shared with the reader. To do this the poet uses literary techniques such as figurative language (similes and metaphors), rhyme and rhythm. Poetry does not have to rhyme. Poetry is often described as the most personal form of expression. Poets choose their words carefully and create powerful images and feelings with their words.

Read the poem *Stray Dog* by Elaine Horsfield and then answer the questions.

Stray Dog:

A tentative bark-

And then she sniffed the stranger,

Circling warily.

Unsure,

Afraid to venture close

For fear of harm.

He bent down,

Calling softly.

Yet still she held back,

Not confident enough

To risk a touch.

She'd been hurt before.

1) What do you think this poem is about?

2) What is the meaning of the word warily?

3) What was the response of the stranger to the dog?

4) A 'tentative bark' is what type of bark?

5) Why was the stray dog afraid to let the stranger touch her?

6) What words are used to create personification with the dog's feelings?

Week 6 Spelling: Countries

Word	1st Try	2nd Try
Russia		
India		
Australia		
Mongolia		
Hungary		
Romania		
Afghanistan		
Israel		
Portugal		
Switzerland		

Your task this week is to list the capital of 5 countries listed above and write an interesting fact about each of them.

Week 6 Grammar: Verbs

Verbs are doing, being and having words.

- Verbs are the most important words in sentences and every sentence must have at least one verb.
- The **doing** words tell about the action happening in the sentence.
- The **being** and **having** words usually help with verb tense, telling **when** the action happened. Being words also tell how something **is**, and having words tell what someone **has**.
- Verbs may also express a thought, feeling or attitude, such as “like,” “believe”.
- Some verbs express a spoken action, such as “tell,” “said,” “whisper”.

a) Simple versus Compound Verbs

Simple verbs have only **one** word or part but compound verbs are made up of **two or more** parts: the **auxiliary** (helping) verb and the **participle**.

For example, Dorothy *visited* her grandmother. → *Simple verb*

Dorothy *was visiting* her grandmother. → *Compound verb*.

NB: In the second sentence, “was” is the **auxiliary** and “visiting” is the **participle**.

Exercise 1

Underline all the verbs in the following sentences and state whether they are simple or compound.

1. The dog could not wait for his mistress to arrive home. _____
2. The cows were grazing placidly in the buttercup meadows. _____
3. David was wondering why the teacher was so late to class. _____
4. Who are you meeting this afternoon at four? _____
5. They had been instructed not to venture beyond the hedge. _____
6. The seagulls snapped up the scattered crumbs. _____
7. Her shoes had been polished meticulously. _____
8. The car was being repaired by the mechanic. _____

Exercise 2

To clarify your understanding of a 'participle' and 'auxiliary' verb, define both of these terms using a dictionary. Once you have defined the terms, write two examples of both.

1. Auxiliary verb :

2. Participle:

Exercise 3:

Change all these simple verbs to compound verbs and circle the participle. Be careful to keep the same tense.

1. chew

2. laughed

3. groan

4. extolled

5. giggles

6. frustrate

7. frustrated

8. angry

9. happy

10. sing

Comprehension: Understanding recounts

A recount is a record of events that happened in sequence. They can be personal or historical. They may also contain opinions or personal comments on the events. Last week, we focused on historical recounts. We will now focus on personal recounts.

I had been waiting for this all year. With happy thoughts rushing through my head, and cheerful prospects waiting at my holiday door, I finished packing my suitcase. I had my swimmers, my sunscreen, hat, pajamas and five sets of clothes. Yes. Five sets of clothes. We were going to the Great Barrier Reef for an entire week!

My two best friends were joining me on this trip, Sally and Hailey. I have known both of these two gorgeous people since I was very young, and I am so grateful to have them in my life, let alone on an amazing holiday like this!

After packing my suitcase, I ran down my front steps and jumped into Sally's car. Hailey was in the back seat singing all our favourite songs. It took us 8 hours to drive to the Barrier Reef, but it was worth it.

We arrived at the hotel and suddenly discovered that Hailey had accidentally forgotten to book the rooms! We all looked at Hailey. The hotel staff thought we were going to start screaming. Instead, we all burst out in laughter! What a silly way to start our holiday.

We decided to stay at a nearby motel, which actually turned out to be cheaper. With the extra money saved, we were able to buy a very expensive meal after our scuba diving lesson.

The scuba diving experience was phenomenal. The instructor allowed us to go 12 m below the surface. The coral was so beautiful, as if pink diamonds lined the edges of the rock. I loved every minute of it. The fish were another amazing sight; I was astounded to see such a variety of ocean life.

The best thing about my holiday, however, was not the delicious meal, nor the beautiful sights, but the connection I could share with my two best friends.

1. Identify the semicolons used in the text. What does the semicolon allow the author to compare?

2. Underline every adjective used in the recount. what do you think the purpose of these adjectives are in a personal recount?

3. What happened when the three girls arrived at the hotel? What did the hotel workers expect and why?

4. What was the benefit of Hailey's mistake?

5. A simile is a literary device used to show a comparison between two things. The writer will use the words 'like' or 'as' in order to show that one thing may be similar to another. Identify the simile in the recount and explain what it shows the reader (i.e. does it show the ugliness of the great barrier reef? its beauty?)

6. Identify the adverbs in the text. Use these adverbs in a small paragraph below:

7. What is the moral of the story?

Week 6 Written Expression: Recounts**Personal Recounts:**

A recount is to give an account of an event or incident. It usually details this even in order of the occurrences that took place.

Your response must include:

Information about what happened, when it happened, where it happened and who was involved.

Your structure should be divided into three parts:

- 1) An orientation which provides details of who/what/when/ where
- 2) A series of paragraphs explaining what has happened
- 3) A conclusion which summarises the events that have taken place and how you may have been affected by them.

Personal Recount:

- ❖ **My first time fishing**
- ❖ **First day in a new class**
- ❖ **My best (or worst) day out**

Handwriting practice lines consisting of 25 horizontal lines.

Week 7 Spelling Words: endings 'ed' and 'ing'

Word	1 st Try	2 nd Try
stopped		
digesting		
thinking		
creating		
created		
playing		
played		
delayed		
timing		
noticed		

Create a paragraph using five of these spelling words. Check the dictionary to ensure each word is used with the correct meaning.

Week 7 Grammar: Adverbs

Definition 1 : Adverbs are words that describe an adjective or another adverb. Adverbs answer questions such as “How?”, “To what extent?”, “When” and “Where”

Types of Adverbs:

1. Adverbs of **manner** tell **how** something is done. They usually end in ‘ly’.
For example: quickly, gently, madly.
2. Adverbs of **time** tell **when** something is done.
For example: late, tomorrow.
3. Adverbs of **place** tell where something is done.
For example: there, inside.
4. Adverbs of **quantity** tell **how much** something is done or something is like.
They often describe adjectives and other adverbs, as well as verbs.
For example: really, totally, absolutely.

Adverbs are often formed from adjectives by adding **ly**, although some spelling changes are needed.

General rules for forming adverbs

1. **No change:** smart → smartly; bad → badly
2. **Change y to i:** angry → angrily
3. **Drop e:** true → truly; gentle → gently
4. **Add an l:** skilful → skillfully; equal → equally
5. **If the adjective ends in ic, add ally:** manic → manically;
empathetic → empathetically

- ❖ However, some adverbs are not formed from adjectives or other parts of speech.

For example: off, too, near, well, almost, quite, everywhere.

Definition 2: Adverbs are also words that help **verbs**. They tell us how, when or where something happened. Adverbs, like adjectives, make our writings and speeches more lively and interesting.

Exercise 1

Add an adverb to write in the spaces.

1. We whisper _____ amongst ourselves.
2. The crowd shouts _____ in the marketplace.
3. The sun blazes _____.
4. She rides her bike _____.
5. The smell of fresh bread wafted over _____.

Exercise 2

Beside each adverb write how, when or where to show what it tells you.

- | | |
|-----------------------|--------------------|
| a) gently _____ | b) outside _____ |
| c) hungrily _____ | d) up _____ |
| e) yesterday _____ | f) there _____ |
| g) aggressively _____ | h) excitedly _____ |
| i) well _____ | j) almost _____ |

Exercise 3

Change the following adjectives into adverbs by adding 'ly' to the end of the word. You may wish to circle the adjective when you read each sentence.

1. He was a happy child. He played *happily*.
2. The man had a beautiful voice. He sung _____.
3. He was always honest. He spoke with her _____.
4. They were enthusiastic about clapping. They clapped _____.
5. She was decisive when she shopped. She shopped _____.
6. She is a loving sister. She cares for her sister _____.
7. You are very energetic. You play soccer _____.
8. The moon was bright. It was shining _____.

Exercise 4

Use the following adverbs in a small paragraph: sadly, happily, angrily, patiently, peacefully, loudly, wisely, sweetly, expertly, unfairly.

Reading Comprehension: Too Much Money on Toys!

Too much money is spent on toys and games. It's true. Nearly every week, children come home complaining that their friends and the whole school have a new toy game and that they want one too. When a child buys a game, who will they play it with? It won't help to buy a computer game as they won't have enough time for friends. what happened to sports and fitness? Kids buy brand new toys then they try to figure out the rules of the game and at the end they don't know how to play. Today's children need time with people and sport, not time with plastic toys and computer games.

Firstly, when children come home to their parents, they complain that every has a new game and toy. The poor parents don't know how to say 'no' and they end up spending money for something that is not important. the more the parents do this the more it will affect the young one's attitude and they will expect everything they ask for.

Secondly, the children became anti-social. all they care about is themselves and computer games. they are too busy playing on computer games that they don't have enough time for friends and that could create problems between their friendships. no one wants this.

Finally, when a child buys a board game, who will they play with? they might not have brothers or sisters or they might but they are too busy to play. So they store the board game and don't use it. it's a waste of money and time

In conclusion, parents must be careful about what to buy and what not to buy otherwise the kids will become spoilt, they will become anti-social and you will end up not using the particular game/toy. that's why you must spend your money on your needs.

- ACARA sample response (year 6 student, 2012)

Introduction

Uses evaluative language.

Asks questions to provoke thought and persuade the reader.

Structures the argument into separate body paragraphs.

Use of adverbs to show a connection between each idea and argument.

Concludes argument by summarizing points.

1. There are some missing capital letter. Find the missing capital letter and amend the grammatical error.

2. What is the writer's opinion?

3. How does the writer support this opinion?

4. which argument do you think is most convincing and why?

5. Underline the adverbs in the text. What is the effect of these adverbs?

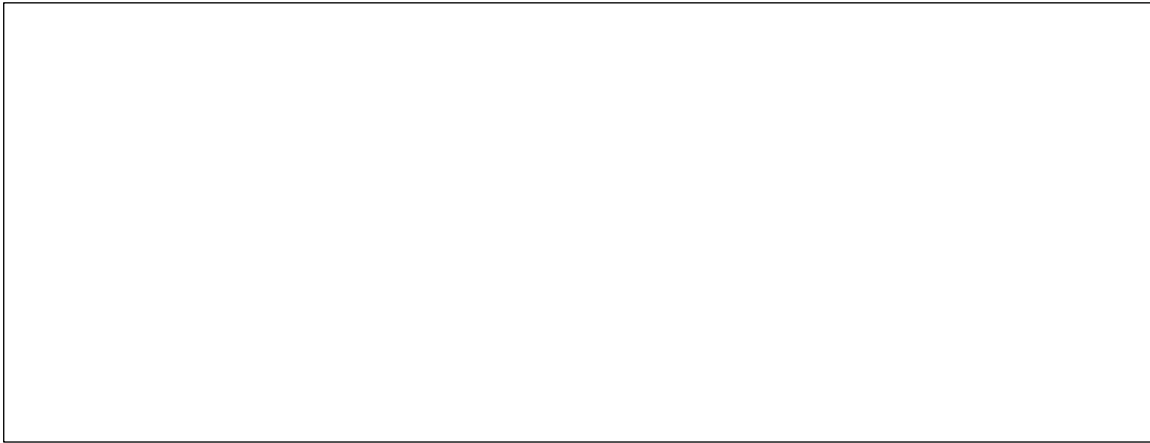
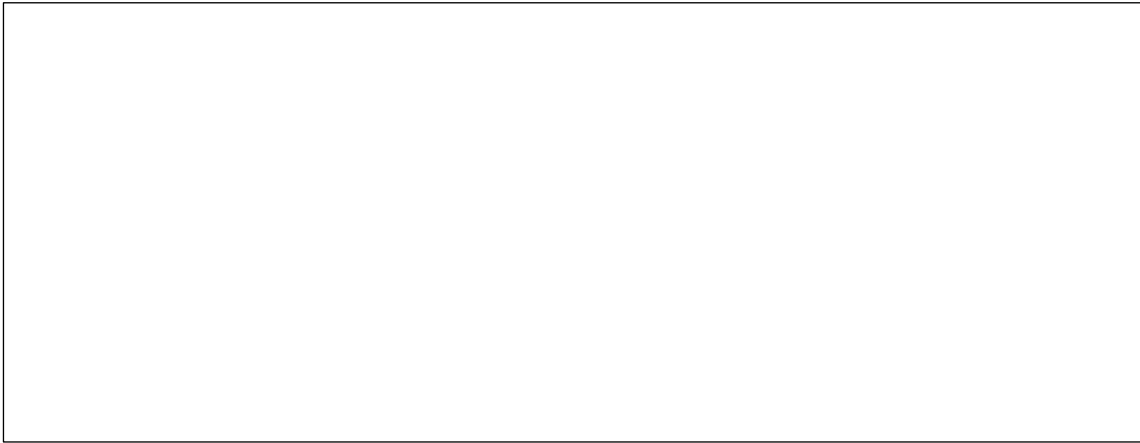
Written Expression: Persuasive Writing

Following the structure below, complete a persuasive writing task on one of the following topics:


1. There are too many unhealthy treats in the Canteen! Do you agree?
2. Swimming should be a compulsory sport in Australia.
3. Everyone must learn how to cook.

Every persuasive writing piece must include three main arguments which substantiate (support) your opinion or belief.

Introduction:**Body paragraph**



Conclusion



Week 7 Spelling Words: endings 'ed' and 'ing'

Word	1 st Try	2 nd Try
stopped		
digesting		
thinking		
creating		
created		
playing		
played		
delayed		
timing		
noticed		

Create a paragraph using five of these spelling words. Check the dictionary to ensure each word is used with the correct meaning.

Week 7 Grammar: Verbs Continued**a) Agreement of Subject and Verb**

The **subject** of a sentence must always agree with its verb in **number**. If the **subject** is singular then the verb must be singular. A **plural** subject takes a plural verb.

When there is a singular subject:

The **dog chases** the cat.

When there is a plural subject:

The **dogs chase** the cat.

Most nouns form their plural by adding **s** or **es**, e.g. girl → girls

Most verbs form their singular number by adding **s** or **es**: e.g. read → reads.

Additional Rules

- Pronouns and Verbs**

Many students make mistakes when the subject is not a noun, but a pronoun. The following table shows which number of the verb is used with certain pronouns.

He/She/It	I	We/You/They
is was	am was	are were
does has	do have	do have

The following pronouns always take a **singular** verb:

each	everyone	anybody	anyone	no-one
every	someone	somebody	everybody	nobody

- **Collective Nouns**

Collective nouns always take a **singular** verb because they are regarded as a single unit.

For example: The crowd of protestors **camp**s outside Parliament House.

- **Sums and Quantities**

Words that mean sums of money, or quantities such as length or weight, are considered as **singular** units so they take a **singular** verb.

For example: Six dollars **is** enough to cover the fare.

Seven metres **is** the length of the bus.

- **Subjects with Two Nouns**

- ❖ When a subject consists of two (or more) nouns joined by **and**, a **plural** verb is used.

For example: Heathcliff and Cathy *roam* across the moors.

- ❖ If the subject consists of the nouns joined by **or** or **nor** the **singular** verb is used.

For example: Either Heathcliff or Cathy **is** responsible for the prank.

- Neither Heathcliff nor Cathy **was** able to leave the manor.

Exercise 1

Fill the blank with the right verb.

1. The schoolmates _____ competing against each other in the race.
2. The lioness _____ looking after her cubs.
3. The fitness instructor _____ looking for a new position.
4. The supermarkets _____ running low on stocks.
5. Nicole and Sandra _____ doing the chores together.
6. The tree _____ not bearing fruit this year.
7. The dinner she cooked _____ inedible.
8. The door _____ unlocked.
9. We _____ extremely fortunate to have her as a teacher.
10. Mountain water _____ so refreshing and unpolluted.
11. The number of endangered species _____ increasing.
12. A gaggle of geese _____ crossing the road.
13. Bob _____ not want to answer the question.
14. All the members of the orchestra _____ under twenty-five.
15. Green eggs and ham _____ a strange combination.
16. Two weeks _____ not long enough for a holiday.
17. All the children _____ macaroons.
18. A chain of daisies _____ hanging from her neck.
19. Neither Coke nor Pepsi _____ popular anymore.
20. Two kilograms of flour _____ in the pantry.
21. Five dollars _____ not enough to buy a healthy lunch.

Exercise 2

Complete these sentences by inserting the correct verb.

1. I'm sorry to hear that your grandmother _____ in hospital.
2. She _____ too afraid to tell him the truth.
3. They _____ only two hours left to finish the assignment.
4. It _____ likely to rain in the late evening today.
5. The princesses _____ ready for the ball yet.
6. She _____ her homework very thoroughly.
7. They _____ no chance of winning.
8. I _____ unsure about the quality of this essay.
9. None of the boys _____ prepared to admit defeat.
10. Each parent _____ beaming with pride

Exercise 3

Underline the incorrect verb and rewrite the correct replacement on the line.

1. You was unkind to your sister. _____
2. They doesn't mind the flavour. _____
3. The rubies ain't mine. _____
4. She have a very supportive family. _____
5. We does not enjoy swimming lessons. _____

Reading Comprehension: Diary Entry

I woke at sunrise this morning. My dragon breathed slowly and peacefully on the end of my bed. I don't have an alarm, I just let the sun kiss my blinds and reflect a small glimmer of rays onto my eyes. Yes, very poetic I know- but it's true. That was how I woke this morning and, with joy in my step, ran to the kitchen for some food.

My mother had opened the window to let the seabreeze through the house. There was a game of water polo with the sea monsters in the lake. As I ate my cereal for breakfast, I could see that the monster was easily beating the Hawks. But it is all fun and games on this island; no one ever gets hurt.

On my way to school, I picked up my friend in the car, Franz. He liked to wear fly out fits to school for mufty days. I never quite understood him, but he was such a nice person we always had fun on the ride. At the end of the day, it's the ride that matters. When we arrived at school, Franz and I went to our separate classrooms and I met my best friend Ibsen.

Ibsen isn't very good at maths, but he is brilliant at English. I am not great with English, but I am amazing at maths. So we always teach each other content so we can both easily and happily ace our exams. Today, after lunch, we had a science exam, in which we both tied first place!

In the afternoon, I went back home and saw the sea monsters had finished their training. I went up and talked to one of them- a family friend- who mentioned that they would teach me polo next week if I kept my swimming practice up!

Dragon was waiting for me on the front porch, such a good dog.

"Come on Dragon, time for dinner!"

1. What are the names of the main character's friends?

2. What time of day did she wake up?

3. Does she have an alarm clock? Why/why not?

4. Who are the sea monsters and the hawks?

5. Does anyone get hurt on this island?

6. Who is dragon?

7. When you read the first line of the diary entry, did you think that it may be a fantasy text? Why/why not?

8. How does the writer create intrigue?

9. Identify the adverbs in the text. Use these adverbs in three sentences.

10. How does she wake up in the morning?

Written Expression: Diary Entry.

In the space below, plan your ideas for a fun and exciting diary entry. Write out this diary entry for homework.

WEEK 9: Spelling Words

Word	1st Try	2nd Try
communication		
announce		
indigenous		
imitating		
gestures		
thoughtless		
forty		
busiest		
loneliness		
emptiness		

Create a paragraph using five of these spelling words. Check the dictionary to ensure each word is used with the correct meaning.

Grammar: Conjunctions

There are two different types of conjunctions: coordinating and subordinating. Today, we are going to focus on coordinating conjunctions.

Coordinating conjunctions connect clauses, phrases and words. A useful acronym to remember each of the coordinating conjunctions is **FANBOYS**:

For: I was going to buy a present for Emily.

And: I would like to buy some chocolate and some ice cream.

Nor: I do not like eggs nor ham.

But: I would like to complete my essay today but I want to finish my book!

Or: I will either go to the beach or go to the movies.

Yet: I would like to attend your party yet I do not have the time.

So: I am going for a run so I will be home in 1 hour.

1. Write one of the 7 coordinating conjunctions listed above to complete the sentence.

a. I will read this book _____ that I am able to complete my homework easily and successfully.

b. I do not want to go to the beach ____ do I want to buy an ice cream.

c. The librarian will purchase three books _____ first she must complete a transaction at the counter.

2. Use 5 of the conjunctions in separate sentences:

- _____

- _____

- _____

- _____

- _____

Week 9 Comprehension: Biography**Jane Austen**

Jane Austen was born on December 16, 1775, at Steventon, near Basingstroke, the seventh child of the rector of the parish. She lived with her family at Steventon until they moved to Bath when her father retired in 1801. After his death in 1805, she moved around with her mother; in 1809, they settled in Chawton, near Alton, Hampshire. Here she remained, except for a few visits to London, until in May 1817 she moved to Winchester to be near her doctor. There she died on July 18, 1817.

As a girl, Jane Austen wrote stories including popular romances. Her works were published only after much revision, four novels being published in her lifetime. These are *Sense and Sensibility* (1811), *Pride and Prejudice*, (1813), *Mansfield Park* (1814), and *Emma* (1815). Two other novels, *Northanger Abbey* and *Persuasion*, were published posthumously in 1817 with a biographical notice by her brother Henry Austen, the first formal announcement of her authorship. *Persuasion* was written in a race against failing health in 1815-1816. She also left two earlier compositions, a short epistolary novel, *Lady Susan*, and an unfinished novel, *The Watsons*. At the time of her death, she was working on a new novel, *Sanditon*, a fragmentary draft of which survives. – Penguin Classics, 2011.

1. On what day was Jane Austen born?

2. Did Austen travel the globe? Where did she travel to?

3. Why did she move to Winchester?

4. Which two novels were published posthumously?

5. Using a dictionary, define the term, 'posthumously'.

6. Using a dictionary, define 'epistolary novel'.

7. Did Jane Austen write as a child?

8. Name Jane Austen's four novels published during her lifetime.

9. Research one of these novels and explain the main plot outline.

10. Who was Jane Austen's brother? What did he do that was important?

11. Do you think a biography is an important form of written expression?
Support your answer:

Written Expression: Biography

Perform some research on a person who you admire. Use the box below to organize this research. Then, use the structure on the following pages to write this biography in full.

Write Your Introduction Paragraph

Your introduction is your chance to engage the reader and get them excited about checking out your essay. In order to get your reader hooked, try these introduction styles:

- Start with a quote either by or about your subject. Something that really reveals the essence of who they were/are.
- Include a fascinating story about them.
- Describe an incredible accomplishment they achieved.

Body Paragraphs

This is where you'll get to include the information you gathered in your research. Where were they born? What type of childhood did they have? Did they get married? Make sure you stick close to the theme you introduced in your introduction. You'll also want to let readers know about their work. Who were the people that were close to this person? What did they have to say?

Conclusion

This is where you wrap up the essay and draw your conclusions about your person. Instead of just simply restating all your points, reach beyond that by tying their work or legacy into modern life. Maybe consider addressing the following questions:

- What kind of contribution did they make to their work?
- Why is it still important to study them today?
- Will they be remembered and why?
- Have they influenced anyone in modern society?

