

# Writing

# 6

Composition

*Louis Fidge*

Dear Granny  
We are having a lovely  
holiday. Yesterday,  
we went to the  
zoo and we saw



MACMILLAN FOUNDATION SKILLS

# Writing 6

Composition

*Louis Fidge*

**SATILAMAZ  
NOT FOR SALE**

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MACMILLAN

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# Skills, Scope and Sequence

<b>Unit 1</b> Punctuation Skills	<b>Punctuation practice (1) – Paragraphs</b> Understanding concept of paragraphing; composing own paragraphs of narrative and factual texts
<b>Unit 2</b> Text Type Writing Skills	<b>Nonsense rhymes</b> Nonsense rhymes Composing own nonsense rhymes, using given poems as models
<b>Unit 3</b> Text Type Writing Skills	<b>Writing an adventure story</b> Adventure story Describing settings; planning and continuing story in own words
<b>Unit 4</b> Text Type Writing Skills	<b>Autobiographical writing</b> Extract from an autobiography Empathising with character in autobiography and continuing narrative in own words; composing own piece of autobiographical writing from personal experience
<b>Unit 5</b> Punctuation Skills	<b>Punctuation practice (2) – Speech marks</b> Understanding the use of speech marks in dialogue and punctuating them correctly
<b>Unit 6</b> Text Type Writing Skills	<b>Writing poems to make you think</b> Reflective poetry Empathising with animals' feelings; composing own poem in style of model poem given; composing own list poem
<b>Unit 7</b> Text Type Writing Skills	<b>Writing biographies</b> Biographical writing Making notes from a given biographical text; writing biography from given notes; researching and writing biography of given character
<b>Unit 8</b> Text Type Writing Skills	<b>Improving stories</b> Fantasy story Using a given story draft and improving it by giving extra detail, and describing characters and settings; continuing story in own words
<b>Unit 9</b> Handwriting Skills	<b>Handwriting practice</b> Practising joined script; developing a fluent, legible style of handwriting; using checklist to check standard of own writing
<b>Unit 10</b> Punctuation Skills	<b>Punctuation practice (3) – Brackets</b> Understanding the function of brackets, and using them correctly

<b>Unit 11</b> Text Type Writing Skills	<b>Writing a poetry review</b> Narrative poem/review Appreciating the use of reviews; composing own review of poem; composing poster about a poem read
<b>Unit 12</b> Text Type Writing Skills	<b>Writing from a character's point of view</b> Traditional story Empathising with different characters in the story; writing story from the point of view of specific characters; autobiographical writing
<b>Unit 13</b> Text Type Writing Skills	<b>Writing letters for different purposes</b> Formal and informal letters Composing formal and informal letters; arguing a case
<b>Unit 14</b> Text Type Writing Skills	<b>Writing a playscript</b> Play Appreciating the conventions of setting out playscripts (including stage directions); composing own playscript based on theme of given play; composing another scene for given play
<b>Unit 15</b> Punctuation Skills	<b>Punctuation practice (4) – Hyphens and dashes</b> Writing compound words, using hyphens; using dashes correctly
<b>Unit 16</b> Text Type Writing Skills	<b>Flashback</b> Adventure story; science fiction story Appreciating the technique of using a flashback, i.e. starting a story with its ending; composing and writing the beginning of a given story
<b>Unit 17</b> Text Type Writing Skills	<b>Using descriptive language</b> Poetry using similes and metaphors Appreciating difference between similes and metaphors; completing given similes in own words; composing own metaphors
<b>Unit 18</b> Text Type Writing Skills	<b>Persuasive writing</b> Leaflet using persuasive writing Appreciating how and why persuasive writing is used in a leaflet; designing a badge and poster, using persuasive writing
<b>Unit 19</b> Text Type Writing Skills	<b>Journalism</b> Report; interview Appreciating some of the varied purposes writing may be used for; composing report using own experience or imagination; composing questions for, and carrying out, an interview
<b>Unit 20</b> Text Type Writing Skills	<b>Ideas for writing stories</b> Fantasy/adventure Planning and composing stories from selected variables (characters, places, objects, events)

# Teacher's Notes – Introduction to the series

## The texts

Each book in the series introduces pupils to a wide range of texts and offers structured support in helping children write for many different purposes. The books include a wide range of writing tasks including fiction, poetry and non-fiction. The books are carefully graded and are incremental in difficulty. The books provide a valuable complement to any other resources or series currently being used. The fact that each unit is structured in the same way makes the books accessible and easy to use.

## The related activities

The related activities support the development of essential compositional writing skills. They also focus on the technical side of writing, offering focused work on developing punctuation skills. Developing a fluent, legible style of handwriting is encouraged throughout the series. The checklists at the back of the book help children to reflect on various aspects of the writing process, such as planning, drafting, editing etc.

## The Skills, Scope and Sequence Chart

The *Skills, Scope and Sequence Chart* (on pages iv–v) provides an immediate overview of each book and the skills being developed. This chart is very helpful for planning purposes.

## Using the books

To gain maximum benefit from the books, it is suggested that they are used systematically, working through each unit one at a time, in the given order. However, the books may also be used flexibly, selecting units as desired to complement other work being done in class.

## Tackling the units

The focus text at the beginning of all compositional writing units should be read to and with the class and discussed. Each unit is preceded by an introductory sentence or two which helps direct attention to key aspects of the text. Ensure pupils have a good grasp of the literal meaning of the text and any vocabulary they may not have met before when reading the stimulus passages. The texts have been specially chosen as models, demonstrating particular types of writing. They are useful for helping children appreciate different types of writing, to learn from them and base their own writing on them. Point out and discuss the particular characteristics and features of each text during class discussions.

## Tackling the related activities

The accompanying activities are always divided into two types: a *Now try this* section and a *Next steps ...* section. The *Now try this* activities refer the child back to the text, checking their understanding and encouraging them to reflect on the particular characteristics and features of the different types of texts introduced. The *Next steps ...* activities encourage the child to build on this, by doing some writing based on the text, using it as a model. Often there are further activities which then ask children to do some independent writing based on a similar theme. Each unit has an accompanying copymaster in the Teacher's Book, which supports or complements the work done in the *Next steps ...* section. It is suggested that prior to working any activity there is some discussion with the pupils to ensure they fully understand what is required of them and can gain maximum benefit from each activity.

# Teaching features of the books

## Units of work

There are 20 two- or three-page units of work. Each compositional writing unit is structured in the same way i.e. a stimulus passage of text, followed by two different levels of activities. There are also some Punctuation and Handwriting Practice units which have a similar layout.

### Focus section

Introduction.  
Gets children thinking about the text.

### Unit number and title

#### Unit 1 Punctuation practice (1) – Paragraphs

##### Focus

A **paragraph** is a group of sentences about one main idea or topic. A long piece of writing is easier to read if it is divided into paragraphs.

There are many amazing buildings in the world. They are made of all sorts of different materials. There are wonderful castles and palaces, strange houses and even burial places.



One of the strangest houses in the world is in California, in Ahmed. Its owner kept building more and more rooms. The house started with 18 rooms and ended up with 1,601!

The pyramids in Egypt were tombs of Ancient Egyptian kings and queens. They are still standing today and are one of the wonders of the world. The kings and queens were buried inside the pyramids, with all the things people thought they might need in the next life, such as food, furniture and jewels.

We often leave a line to show where a new paragraph begins.

##### Now try this

These four paragraphs are in the wrong order. Write them in the correct order. Give each paragraph a title.

The first successful helicopter was built and flown in 1936. It had two rotor blades on top. Most modern helicopters have one rotor blade.



The first machine to carry a person into the air was a hot air balloon. It was built in France in 1783. The balloon flew eight kilometres on its first flight.



2

### Next steps...

Independent writing activities based on, and developed from, the text.

Planes with jet engines can fly much faster than planes with propellers. Frank Whittle invented the jet engine. The Comet was the first passenger plane with a jet engine. It made its first flight in 1949.



The Wright Brothers built the first aeroplane with an engine. Their aeroplane first flew in 1903. It was called the Flyer and it was pushed along by propellers.



##### Start with



1 Imagine that you are a famous explorer. You have found an old treasure map. You are on a desert island looking for the treasure. You have to pass through some dangerous country. Write a separate paragraph about each part of your journey.



**The jungle** You have to pass through a thick jungle. In it there are dangerous animals and poisonous insects.

**The river** After this, you have to cross a wide river. It is full of crocodiles – and there is no bridge!

**The volcano** Next, you have to get over the volcano. It is steep and rocky. Landslides are common. The volcano is about to erupt.



**The treasure** This is hidden in an ancient temple. You have to find your way in. The doors are made of rock and are impossible to open. The walls are very high. You have no idea what is waiting for you on the other side of the walls.

2 Use the copymaster for more practice with paragraphs.

3

### Stimulus text

To be read and discussed as a class.  
Acts as model for child to learn from.

### Now try this

Checks understanding.  
Draws attention to features of text.

### Copymaster activity

Supports or complements work done in the Next steps... section.

### The checklists

These may be found at the back of the book and may be used to help children reflect on various aspects of the writing process.



# Punctuation practice (1) – Paragraphs

## Focus

A **paragraph** is a group of sentences about one main idea or topic.  
A long piece of writing is **easier to read** if it is divided into **paragraphs**.

There are many amazing buildings in the world. They are made of all sorts of different materials. There are wonderful castles and palaces, strange houses and even burial places!



One of the strangest houses in the world is in California, in America. Its owner kept building more and more rooms. The house started with 18 rooms and ended up with 1,601!

The pyramids in Egypt were tombs of Ancient Egyptian kings and queens. They are still standing today and are one of the wonders of the world. The kings and queens were buried inside the pyramids, with all the things people thought they might need in the next life, such as food, furniture and jewels.

We often **leave a line** to show where a new paragraph **begins**.

## Now try this

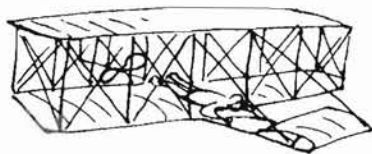
**These four paragraphs are in the wrong order. Write them in the correct order. Give each paragraph a title.**

The first successful helicopter was built and flown in 1936. It had two rotor blades on top. Most modern helicopters have one rotor blade.

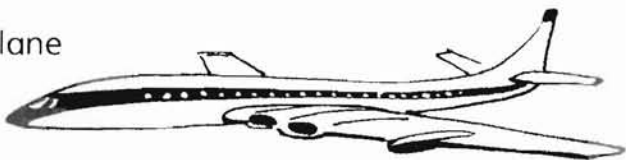
The first machine to carry a person into the air was a hot-air balloon. It was built in France in 1783. The balloon flew eight kilometres on its first flight.



Planes with jet engines can fly much faster than planes with propellers. Frank Whittle invented the jet engine. The Comet was the first passenger plane with a jet engine. It made its first flight in 1949.



The Wright Brothers built the first aeroplane with an engine. Their aeroplane first flew in 1903. It was called The Flyer and it was pushed along by propellers.



Next steps ...

When you write stories you should use paragraphs.



- 1 Imagine that you are a famous explorer. You have found an old treasure map. You are on a desert island looking for the treasure. You have to pass through some dangerous country. Write a separate paragraph about each part of your journey.



**The jungle** You have to pass through a thick jungle. In it there are dangerous animals and poisonous insects.

**The river** After this, you have to cross a wide river. It is full of crocodiles – and there is no bridge!

**The volcano** Next, you have to get over the volcano. It is steep and rocky. Landslides are common. The volcano is about to erupt.

**The treasure** This is hidden in an ancient temple. You have to find your way in. The doors are made of rock and are impossible to open. The walls are very high. You have no idea what is waiting for you on the other side of the walls.

- 2 Use the copymaster for more practice with paragraphs.

# Nonsense rhymes

## Focus

**Rhyme** makes poetry **easy to remember**. It can help make poems **funny**.  
**Nonsense rhymes** are good to write because you can have fun with them and they **do not have to make sense**.

Down in the town  
 I met a boy called Fred.  
 He didn't like to stand on his feet  
 So he always stood on his head!



Down in the town  
 I met a girl called Jane.  
 She tied two wings to her arms.  
 She thought she was a plane!



Down in the town  
 I met a boy called Billy.  
 'I will not talk to you,' he said,  
 'If you're going to be silly!'



Down in the town  
 I met a girl called Louise.  
 'Look, I'm a monkey!' she called  
 As she swung through the trees.



## Now try this

- 1 What are the names of a) the two boys? b) the two girls?
- 2 What is strange about a) Fred? b) Louise?
- 3 a) How many verses are there altogether?  
b) How many lines are there in each verse?
- 4 a) Which lines rhyme in each verse – the first and the third lines, or the second and the fourth lines?  
b) Write down the pairs of rhyming words in each verse.
- 5 Which is your favourite verse? Say why.

## Next steps ...

- 1 Write two more verses of your own – one about a boy and one about a girl.

### Remember:

- Begin each verse in the same way.
- Write your verses in rough first.
- Experiment with different endings.
- When you are happy, make a best copy.

- 2 Here is a rhyme that some children chant as they walk along, trying not to step on things.

*Step on a crack,  
You will break your back.  
Step in the dirt,  
You will tear your shirt.*

*Step in a ditch,  
Your nose will itch.  
Step on a line,  
It will make you whine.*

Write some more verses for this rhyme. Begin like this:

*Step on a leaf,  
You will \_\_\_\_\_.  
Step on a \_\_\_\_\_,  
You will \_\_\_\_\_.*



- 3 Use the copymaster for more work on nonsense rhymes.



## Writing an adventure story

### Focus

An **adventure story** must have a good **plot** (storyline) and **setting** (the place where it takes place). It must create a feeling of **suspense** and **excitement**.

Read this story plan. Then read the story that is based on it on the next page.



### Story plan

**Characters:**

The twins Emily and Maria and brothers, Peter and Tim.  
Two thieves (men).

**Setting:**

An old, deserted house.

**Plot:**

*Beginning*

The children want an adventure. They decide to spend the night in an old, deserted house.

*Middle*

In the night two men arrive in a car. They get out, carrying a heavy sack. They look very suspicious.

The children try to get away.

The men capture them.

*Ending*

This has not been thought of yet!

## A night in the old, deserted house

*The children wanted an adventure. They decided to spend the night in an old house. Suddenly, they heard voices!*

Emily tried hard not to sleep. She opened her eyes wide. Then she stood up and sat down again. When her back hurt she lay down. Her eyes closed. She opened them again. What was that noise?

There it was again. A door opening. Or was she dreaming? She sat up straight. The others were still asleep.

Then she heard the voices.

Emily was not a girl who got afraid easily. But she was very afraid now. She pulled up her blanket and listened.

Voices again. Men's voices. Outside.

She stepped over her brother, who was still asleep. She crossed the living room to the open window and looked out.

There was a car, and two men. They were standing beside the car. One had a torch. The other one shut the door of the car with a bang.

Emily jumped.

'What ... what ...' a voice came from behind her. It was Maria.

'Be quiet!' Emily whispered to her from the window. 'Come and look!'

Maria got up and nearly fell over Peter's legs. Peter just turned over to his other side and slept quietly.

'They've got something there,' Emily whispered to Maria. 'I can't see what it is.'

'Yes,' Maria said. 'They're picking it up.'

'It's something very heavy,' Emily said.

'They're carrying it along the path. They're coming to the house.'

'Wake the boys.'



*(Adapted slightly from 'Voices in the Night' by Erna Muller)*

## Now try this \_\_\_\_\_

- 1 a) Where does the story take place? b) What time of day was it?
- 2 List the names of all the children.
- 3 How do you think Emily felt when she heard the voices?
- 4 Why do you think the children were in the house at night?
- 5 What do you think the heavy thing in the bag was that the men were carrying?
- 6 Who do you think the men were? Give your reasons.
- 7 How does the author build up a feeling of suspense in the story?

## Next steps ...

- 1 The author has not told us much about the house (the setting of the story). Write a description of it. Use these questions to help you.

- What did it look like from the *outside*?
- Was it well-looked after or not?
- Was there a garden? Was it overgrown?
- What was it like *inside*?
- Were there any lights?
- What was it made of?
- Was it dirty or clean?
- Was the house near a road?
- Was it furnished or empty?
- Was it scary? Why?

- 2 Continue the story in your own words. Here are some ideas to help you.

- The men catch the children.
- They lock them in the cellar.
- The children discover what the men hid in the cellar.
  - What was it?
  - Why was it so heavy?
  - Why did the men hide it in the cellar?
- The children manage to escape. How?
- What do they do when they have escaped?
- How does the story end?

- 3 Use the copymaster for more work on writing adventure stories.

# Autobiographical writing

## Focus

**Autobiographical writing** is when you write about yourself.

There is one morning I will never forget. It was the morning in 1925, when our family went for our first drive in the first motor car we ever owned. This motor car was long and black, with a roof that folded back. We were so excited as we all climbed into it.

My oldest sister was the driver. She had been out in a car once before, so we all thought she was the expert. In those days you didn't have to take a driving test. Anyone who was brave (or foolish!) enough could drive a car.

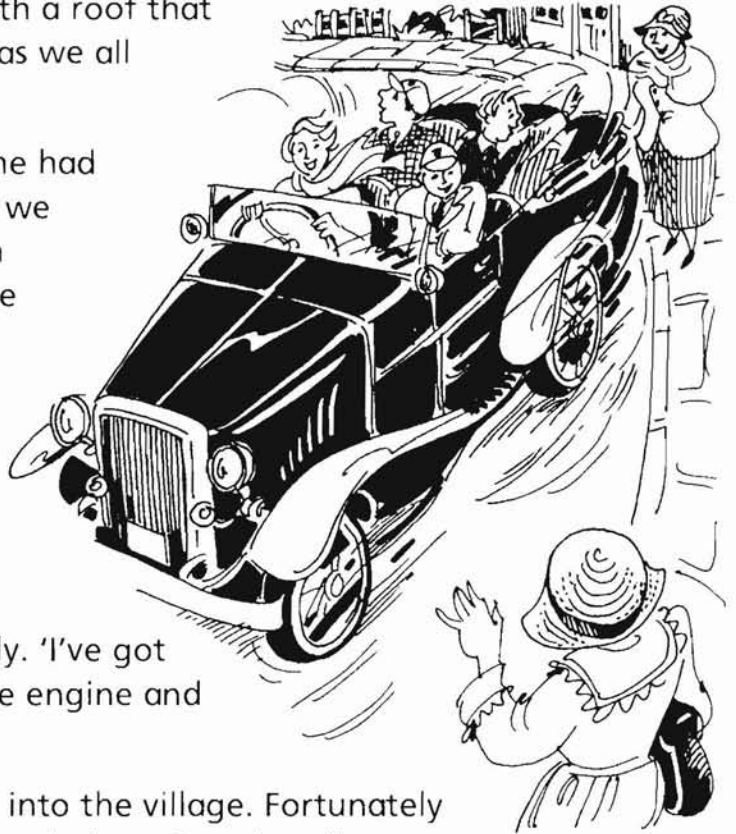
'Are you sure you know how to do it?' we shouted. 'Do you know where the brakes are?'

'Be quiet!' my sister replied angrily. 'I've got to concentrate.' She turned on the engine and the car jumped forward.

We went down the drive and out into the village. Fortunately there were very few cars on the roads then. Occasionally you met a small truck or a delivery van. Sometimes you met another private car.

My sister drove the car slowly through the village. She hooted the horn loudly every time we passed someone. Soon we were in the countryside. There was no other car or person in sight.

'Go faster!' we shouted. 'Go on! Make her go faster! Put your foot down! We're only doing *fifteen kilometres an hour!*'



My sister began to drive faster. The engine roared. We watched the speedometer needle creeping up to twenty, then twenty-five, then thirty kilometres an hour. Suddenly we came to a sharp bend in the road. My sister was surprised. She did not know what to do. 'Help!' she screamed. She slammed on the brakes. The car skidded sideways. The whole world seemed to spin around us. With a loud crunching sound, we crashed into a hedge at the side of the road.



We didn't have seat belts in those days, so the front passengers shot through the front windscreen. Glass flew everywhere and so did we. My brother and sister landed on the bonnet of the car. My other brother landed in the hedge. Luckily we weren't going *that* fast so nobody was hurt very much...except me.

## Now try this —————

- 1 What is autobiographical writing?
- 2 List some things that show it happened a long time ago.
- 3 How can you tell all the passengers in the car were excited?
- 4 Do you think it was sensible or foolish of the sister to drive the car? Say why.
- 5 How well do you think the boy describes the adventure?
- 6 List some of the interesting words the boy uses in the account.

## Next steps ...

- ① Imagine you are the boy in the story. Write what you think happens next.

- Describe what happened to you at the time.
- How badly hurt were you? • How did you feel?
- What did you say?
- What did the other members of your family do?
- What did they say?
- What happened to you after the accident?

- ② Memories may be happy, sad, exciting, surprising, funny.... Copy this 'Memory Chart'. Fill in brief details of five of your very special memories.

Choose different kinds of memories.

### Memory Chart

Memory Chart	
Details of special memories	Reasons why they are special

- ③ Now choose one of the special memories from the Memory Chart. Write about it in more detail.

#### Write:

- Where it took place.
- Who was with you.
- What happened.
- How you felt.
- Why this memory is so special for you.

- ④ Use the copymaster for more work on autobiographical writing.



## Punctuation practice (2) – Speech marks

### Focus

The words people say always go inside **speech marks**.  
We can often write the **same** thing in **different** ways.



**Pattern 1:** Mrs Brown said, 'We will be late, so please hurry up!'

**Pattern 2:** 'We will be late, so please hurry up!' Mrs Brown said.

**Pattern 3:** 'We will be late,' Mrs Brown said, 'so please hurry up!'

### Now try this

① Rewrite this conversation. Use Pattern 1.

'It's time for bed,' Mr Smith said to the children.

'Can I stay up and watch the end of the programme?' Peter asked.

'Can I stay up and read my book?' Sarah begged.

'I'm afraid you must go to bed or you won't be able to get up in the morning,' Mr Smith said firmly.

② Rewrite this conversation. Use Pattern 2.

Shirene said, 'I'm hungry.'

Her mum asked, 'What do you want?'

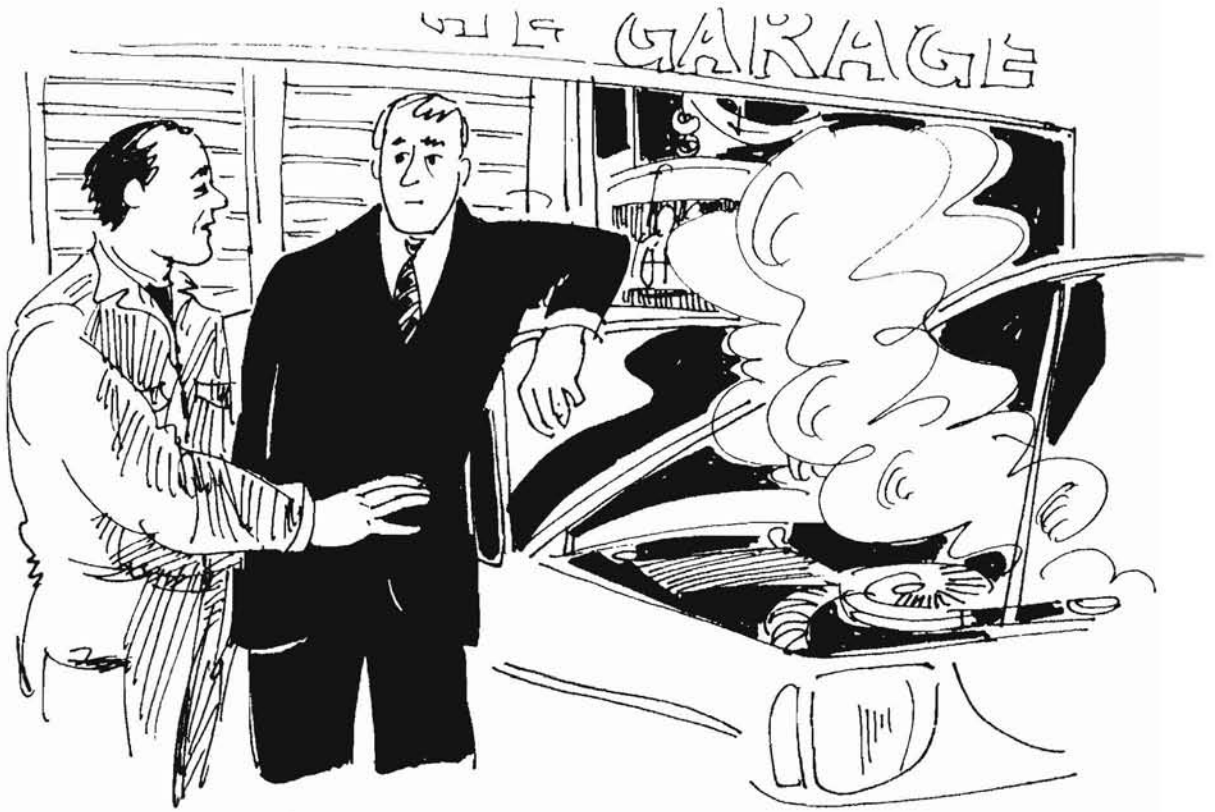
Shirene said, 'I will have some chocolate.'

Her mum said, 'I think an apple is better for you!'



## Next steps ...

- ① Rewrite these sentences. Use Pattern 3.



- 1 The man at the garage said, 'Don't worry. I will mend your car.'
- 2 'What's the matter? Where is the pain?' the doctor asked.
- 3 'I'm thirsty. I need a drink,' Edward said.
- 4 'Come in now. It's time for dinner,' Mrs Bridges said to Shirene.
- 5 'I can't find my shoes. I'm sure I left them by the door,' Mr Tibbs said.
- 6 'Make me a cup of tea, please. Remember to put in some sugar,' Mrs Smith said to Tom.
- 7 Mr Jones said, 'Who's there? Is that you, Ali?'
- 8 'This book is very good. It has an exciting ending,' the teacher said.
- 9 'Get out of the way, or you will get run over,' the angry man shouted.
- 10 Mrs Brown said to Sam, 'Your father will be home soon, so behave yourself.'

- ② Use the copymaster for more practice with speech marks.

## Writing poems to make you think

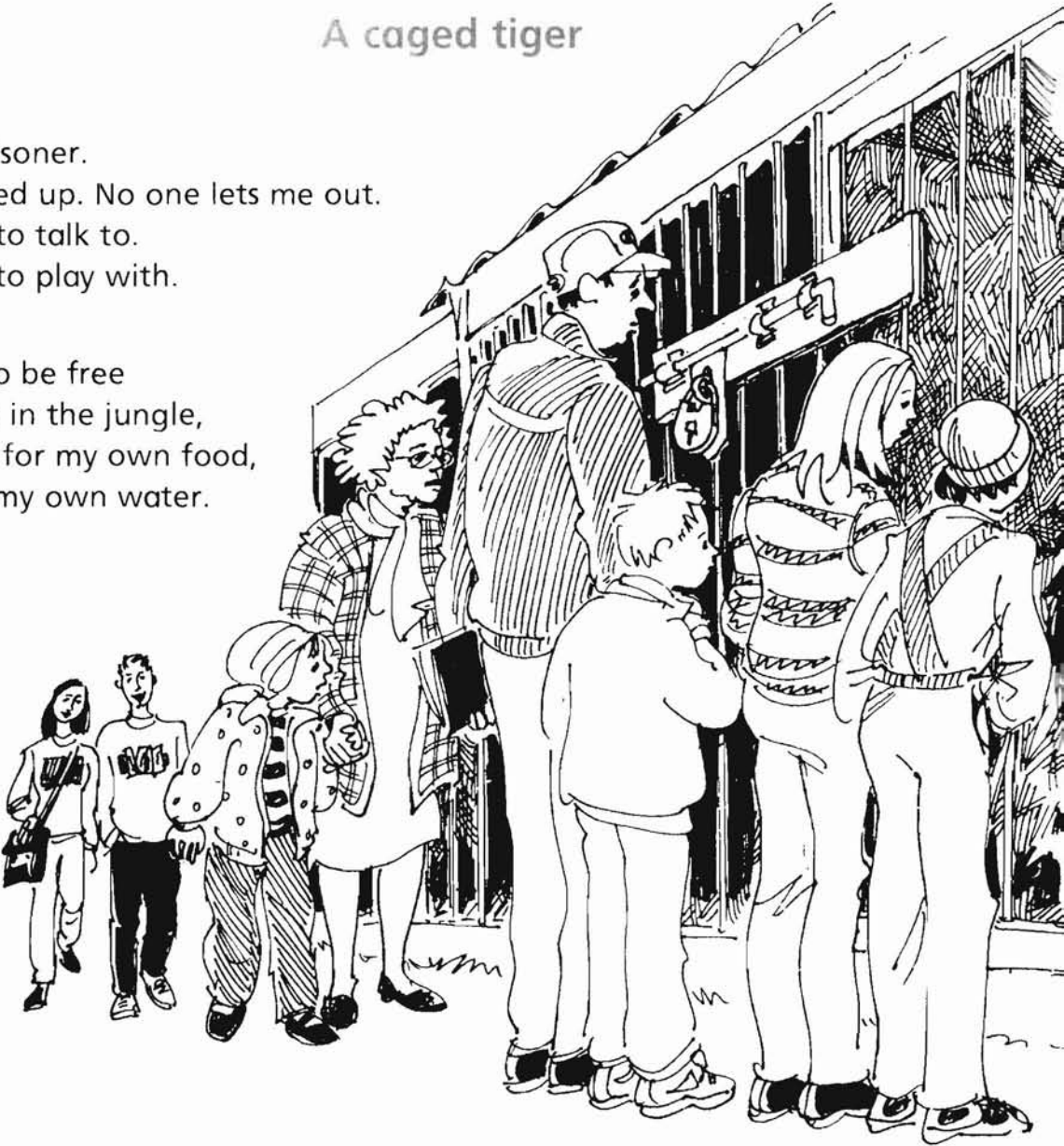
### Focus

Sometimes poets want to say something they feel is important, and want to make the reader **think**. How do **you** think a wild animal feels about being locked in a cage?

### A caged tiger

I'm a prisoner.  
I'm locked up. No one lets me out.  
No one to talk to.  
No one to play with.

I want to be free  
To roam in the jungle,  
To hunt for my own food,  
To find my own water.





I can't run in here.  
I can't jump in here.  
There's nowhere to hide.  
I just lie here all day.

Everybody stares at me,  
But nobody cares about me.  
People point and make fun,  
As I lie in my lonely cage.

## Now try this \_\_\_\_\_

- 1 What animal is the poem about?
- 2 Where is the animal?
- 3 List three things the animal is unhappy about.
- 4 What does the animal want to be free to do?
- 5 Do you feel sorry for the animal? Say why.
- 6 Does the poem rhyme? Do you think that matters?

## Next steps ...

- 1 Choose an animal commonly kept in a cage in a zoo. Imagine you are that animal. Write a poem like the one on pages 14–15.

Some ideas to think about:

- How do you feel?
- What sort of things do you think about?
- What do you miss?
- What do you wish?



### Remember

- Write all your ideas in rough first.
- Sort them out and pick the ones you want to use.
- Write your ideas in verses.
- Your poem does not have to rhyme.

- 2 There are many things we do not understand in the world. One eleven year-old child wrote down her questions in the form of a poem.

*Where does the sky begin?  
Why can't you see the wind?  
Why do some animals have four legs?  
Where do tears come from?  
Why does tomorrow never come?  
Why did the dinosaurs die out?  
Why is grass green?  
Who knows the answers to these questions?*

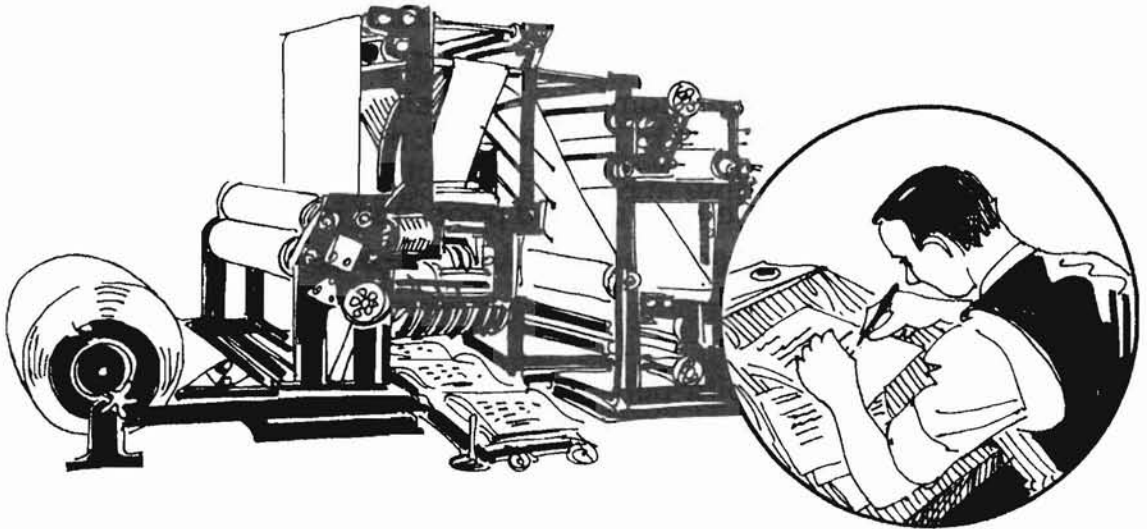
Make up your own poem by writing down some questions you have.

- 3 Use the copymaster for more work on writing poems to make you think.

## Writing biographies

### Focus

A **biography** is the **story of someone's life** (or part of their life). It is **written by another person**.



Have you ever heard of Lazlo Biro? He invented the ballpoint pen (the biro). His invention has made writing a lot easier for everyone.

In the 1930s Lazlo Biro worked on a newspaper in Budapest in Hungary. He often watched the newspaper being printed by huge printing machines. Biro noticed that the ink used in the printing machines dried very quickly. He wondered if this quick-drying ink could be used in pens. He had the idea of using a tube of quick-drying ink with a ball at the end. He found that when you wrote with it, the ball allowed ink to flow out of the tube and on to the paper. Because it dried quickly it did not smudge like ordinary ink.

Biro was very excited by his discovery. His pen was much easier and smoother to write with. It was especially helpful to left-handed people. With the pen, it was possible to write up to 200,000 words before the ink ran out. It was even possible to write on rough surfaces. Another advantage of the ballpoint pen was that it was cheap. You just threw it away when the ink ran out and got another one!

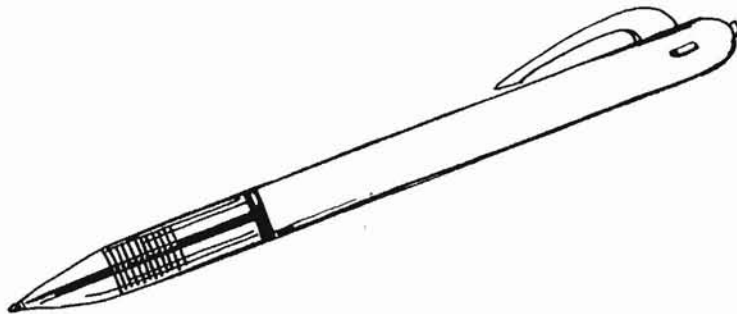
Unfortunately, before he was able to patent\* his invention, the Second World War broke out. Biro went to Brazil. There, he and his brother George began to improve the design of the pen. In the early 1940s Biro began to manufacture his new pen, but he did not have enough money to start a big company.

In 1944 he sold his business to an Englishman named Henry Martin. Martin produced thousands of Biro pens. He sold many to the men and women in the American and British armies. People liked the pens very much. They were convenient and easy to carry around and they could be used anywhere. They were far cheaper than fountain pens. Later, Martin sold the business to a French company called BIC. This company now sells twelve million pens a day.

Biro was pleased that his pen was so popular, but he did not make a lot of money from his invention. He died quite a poor man in South America. However, his name is not forgotten. It has become an everyday word.

1900	born in Hungary
1938	invented the ballpoint pen
1939	left Hungary – went to live in Brazil
1943	began to manufacture ballpoint pens
1944	sold his invention

\* When an inventor *patents* something, this prevents others from using the invention without permission.



## Now try this

- 1 What is a biography?
- 2 Who is this biography about?
- 3 What did he discover and invent?
- 4 List some of the reasons why people liked his pen.
- 5 Do you feel sorry for Biro at all? Say why.
- 6 What is the point of the chart at the end of the biography?
- 7 What is this sign \* used for?

## Next steps ...

- ① **Make some notes on each paragraph of the biography, like this:**  
*Lazlo Biro invented ballpoint pen – made writing easier for everyone*
- ② **Choose one of these famous inventors (or choose another famous person you know):**
  - Henry Ford
  - Madame Curie
  - Louis Pasteur
  - Alexander Graham Bell
  - John Logie Baird.

Find out about his or her life. Use reference books, the Internet and CD-ROMs. Make some notes and write a short biography.
- ③ **Use the copymaster for more work on writing biographies.**

## Improving stories

## Focus

Don't always be satisfied with your first attempt at writing a story. Authors try to **improve** their stories and make them more **interesting**. They change things, cross things out and add details until they are happy.

I have numbered the places where I think I can improve my story.



Once there was an adventurous boy called James. He was eleven.

1

One morning, James said, 'I'm bored! I'm going for a walk along the beach by the sea. Maybe I'll have an adventure there.' So he took some lunch and went out.



2



James took off his shoes and paddled in the sea. He climbed rocks and jumped off them. He looked for treasure – but he didn't find any! It was just another ordinary day until, under one rock, James saw a strange-looking shell.

3

James bent down and picked up the shell. He put it to his ear and listened. James heard a whispering voice coming from the shell. It said, 'I am a magic shell! I can take you anywhere in the world you want to go and bring you back again. Rub me and you will see!'

James was amazed. He thought hard for a moment.

'Where shall I go?' he asked himself.



4



James made up his mind. He rubbed the shell with his hand. The whole world seemed to spin. James felt as if he was flying at an amazing speed.

5

Then James landed with a CRASSSHHH! He shook his head to clear it. He looked around. Everything felt unreal. Where was he?

6



## Now try this \_\_\_\_\_

- 1 Who is the main character in the story?
- 2 What sort of a boy is he?
- 3 Why did he decide to go to the beach?
- 4 What did he find under a rock?
- 5 What was special about the shell?
- 6 Do you think he was sensible to rub the shell? Give a reason.

## Next steps ...

1

Follow the instructions and see how you can improve my story!



- 1 Write what James looked like and how he was feeling.
- 2 Describe what the beach looked like. What did James see? What did he hear?
- 3 Describe what the shell looked like.
- 4 List some of the places you think James wanted to go to.
- 5 Describe how James felt as he flew through space. What was he thinking?
- 6 Write an ending for the story. Use these ideas to help you:

- Where did James go?
- Did he go where he wanted to? Was there a mistake?
- What did he see and do there?
- What sort of adventures did he have?
- Did he get back safely?
- What sort of ending does your story have – happy? funny? unexpected?

- 2 Use the copymaster for more work on improving stories.



## Handwriting practice

### Focus \_\_\_\_\_

The **way** you write is **important**. People take more notice if your **writing** is **neat and easy to read**. You must learn to write quickly and clearly.

### Now try this \_\_\_\_\_

Copy this paragraph as quickly and neatly as you can.

The Ancient Egyptians used a form of picture writing. Each small picture stood for a word or sound. These pictures, or symbols, are called hieroglyphics. This was the first form of writing.



## Next steps ...

- 1 Copy this checklist as quickly and neatly as you can.



- Is your writing neat?
- Is it easy to read?
- Are all the letters well-shaped?
- Are all your letters an even size?
- Are any letters too tall or too short?
- Is there enough space between the words?
- Do any letters slope in different directions?
- Are all the joins well made?

Now use the checklist to see how good your handwriting is!



- 2 See the copymaster for more handwriting practice.

## Punctuation practice (3) – Brackets

## Focus

**Brackets** are punctuation marks that **enclose information** to show that it is **separate** from everything else around it.

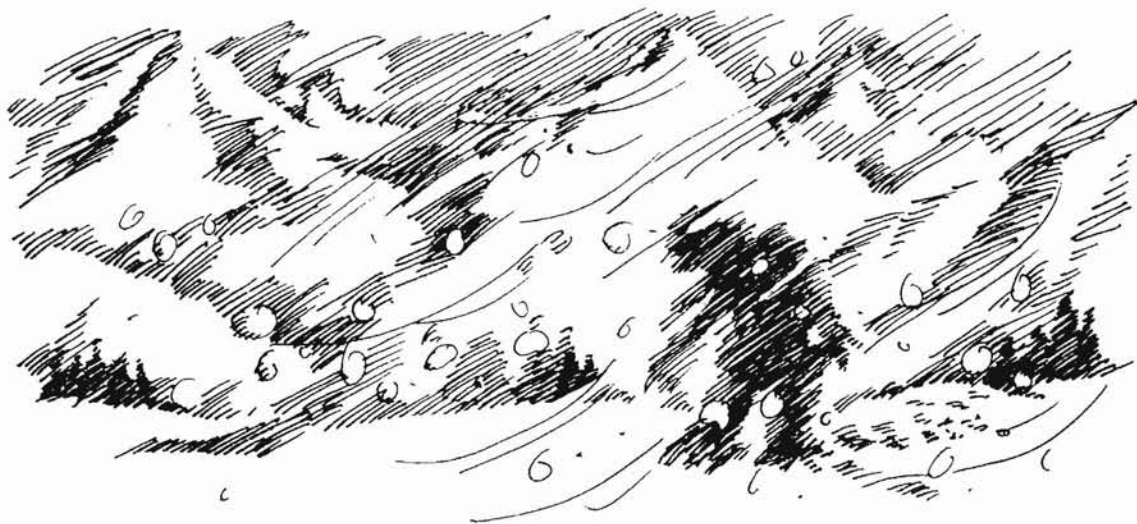
Roald Dahl (a famous writer) wrote many children's books.



## Now try this

Copy these sentences. Put in the missing brackets.

- 1 A marathon race over 42 kilometres long is held in London every year.
- 2 An animal's habitat where it lives is very important.
- 3 Mount Everest 8848 metres in height is the highest mountain in the world.
- 4 William Shakespeare 1564–1616 wrote many plays.
- 5 Ayrton Senna a famous racing driver was killed in a car crash.
- 6 A hyrax a small African rat has a short tail.
- 7 Manchester United or the Red Devils is a famous football team.
- 8 No one has ever seen a yeti also known as the Abominable Snowman.



## Next steps ...

- ① Copy the sentences. Put the correct information in each pair of brackets.



You may need to use some reference books (like a dictionary or encyclopedia) to help you.

(potatoes, carrots etc.)

(United States of America)

(or Eskimos)

(or the Caribbean)

(about 4000 years ago)

(melted rock)

('sub' means 'under'; 'marine' means 'water')

(a colony)

(ones that you strike, like drums)

(the eye)

- 1 There are many different islands in the West Indies (\_\_\_\_\_).
- 2 The earliest known books were written by the Egyptians (\_\_\_\_\_).
- 3 Many of the plants we eat are called vegetables (\_\_\_\_\_).
- 4 The capital of the USA (\_\_\_\_\_) is Washington.
- 5 A submarine (\_\_\_\_\_) can travel under water.
- 6 Musical instruments (\_\_\_\_\_) are called percussion instruments.
- 7 The Inuit people (\_\_\_\_\_) live in the cold Arctic regions.
- 8 At the very centre (\_\_\_\_\_) of a hurricane it is very calm.
- 9 Ants live together in a large group (\_\_\_\_\_).
- 10 Hot lava (\_\_\_\_\_) gushes out of a volcano when it erupts.

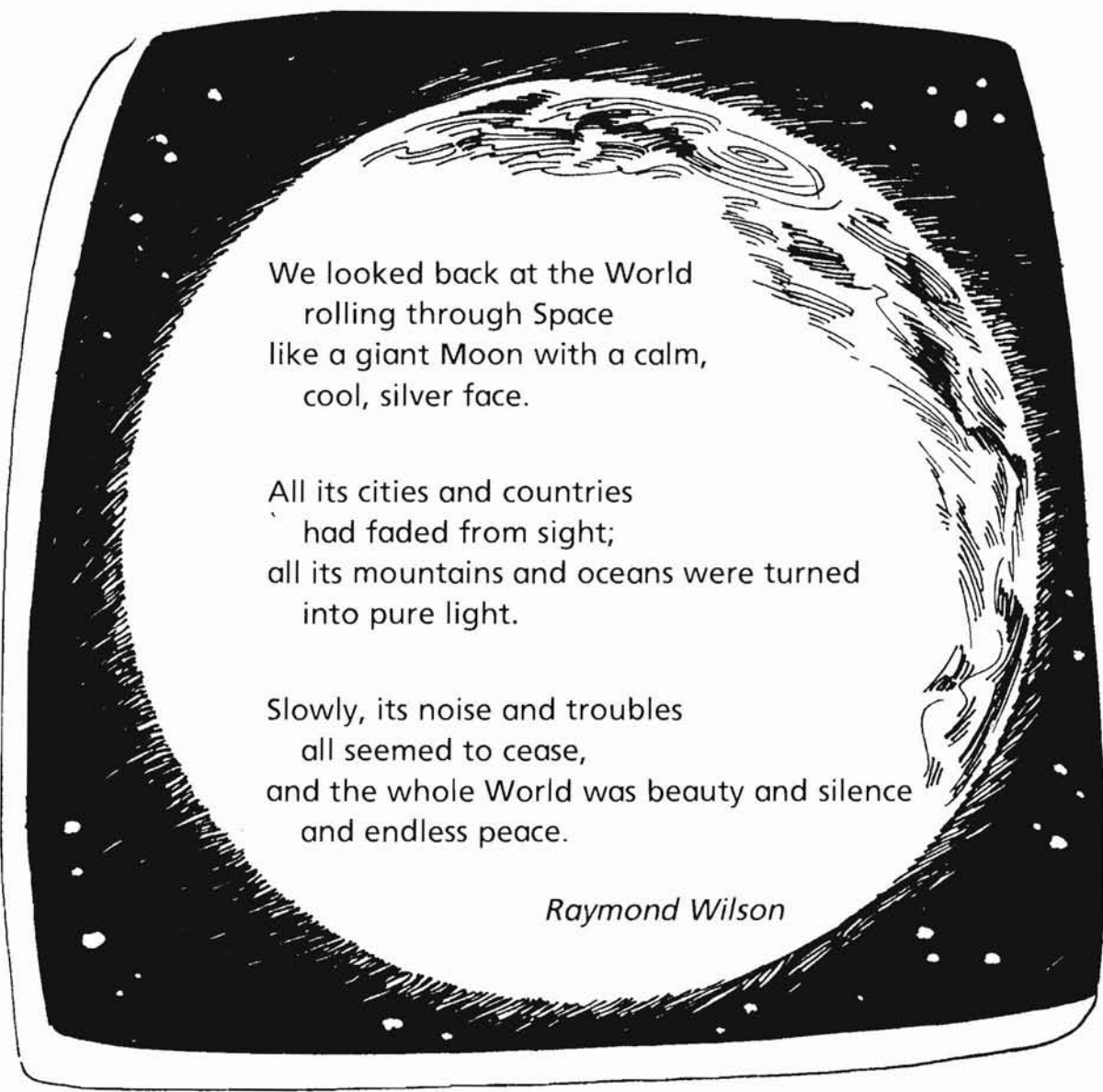
- ② Use the copymaster for further practice using brackets.

## Writing a poetry review

### Focus

When you have read a poem, you may want to tell others about it. One way to do this is to write a **review**.

### From a Space Rocket



We looked back at the World  
rolling through Space  
like a giant Moon with a calm,  
cool, silver face.

All its cities and countries  
had faded from sight;  
all its mountains and oceans were turned  
into pure light.

Slowly, its noise and troubles  
all seemed to cease,  
and the whole World was beauty and silence  
and endless peace.

*Raymond Wilson*

The children in my class often recommend poems to each other. This is the review I wrote about this poem.



## My Review of 'From a Space Rocket'

I liked this thoughtful poem by Raymond Wilson. It made me think a lot as I was reading it.

The poem is about looking back at the world from a rocket in outer space. From up there, the world seems a very different place. The poet describes the view well. He says the world 'looks beautiful and has a calm, cool, silver face' and that it looks like a ball of 'pure light'.

I liked the poem because it made me think about our world and how we live. It reminded me that things can sometimes go badly wrong in our world, with wars and fighting. Out in space it looks so peaceful.

The poem is written in three verses, each with four lines. I like the poem because it rhymes. It makes it easier to remember.

The poet uses words well. I liked the bit where he says 'the whole World was beauty and silence and endless peace'. I had never heard the word 'faded' before. I looked it up. It means 'disappeared'.

The poem is very good, so I will give it nine out of ten.

Review written by Amtiaz

## Now try this \_\_\_\_\_

- 1 a) Who wrote the review?  
b) Who did he write it for?
- 2 What was the title of the poem?
- 3 What was the name of the poet?
- 4 What was the poem about?
- 5 Name something Amtiaz particularly liked about the poem.

## Next steps ...

- 1 Write a review of one of the poems in this book.

### Remember:

- Give the title of the poem.
- Say briefly what the poem is about.
- Write about the way the poem is set out – is it in verses?  
Does it rhyme?
- Does the poet use words in a special way?
- Write about some things you particularly liked about the poem.
- Use the copymaster to help you.

- 2 Write a review of another poem you have read recently. Give your review to someone else to read.
- 3 Design a poster to persuade other children to read a poem you have recently read.

# Writing from a character's point of view

## Focus

Stories are often written from a character's **point of view** (instead of the author's **point of view**). This sometimes makes a story more **interesting**.

Read this fable (a story from which we can learn a lesson).



There was once an old man who had a ferry boat. He took people from one side of a wide river to the other. He was a poor man and he had never been to school, but he loved his job.

One day a rich man asked the boatman to take him across the river. The rich man was not very nice. He thought he was a better person than the poor boatman because he had lots of money. He decided to make fun of the boatman.

'Have you ever studied science?' the rich man asked.

'No, sir, I haven't,' the boatman replied. 'I never went to school and I never learned to read or write.'

The rich man enjoyed making the poor man feel uncomfortable. 'What!' he exclaimed. 'Don't you know anything?'

The boatman looked sad. The rich man made him feel stupid and foolish. He felt useless.



Just then, the skies darkened and big black clouds gathered. The wind began to blow and the river became very rough. Big waves began to smash against the boat. Suddenly it began to sink.

'We'll have to swim!' the boatman shouted.

The rich man looked terrified. 'Oh dear, I can't swim. I never learned how to swim!' he cried.

Both men were thrown into the river. The boatman swam slowly to the other side of the river. He looked around for the rich man but he had disappeared. He was never seen again.



## Now try ...

- 1 List some things you can find out about the boatman from the story.
- 2 List some things you can find out about the rich man.
- 3 The boatman said he felt *useless*. What do you think this means?
- 4 Do you think the boatman really knew nothing? Explain your answer.
- 5 Was the rich man a likeable man? Give your reasons.
- 6 What do you think happened at the end of the story?
- 7 What lesson can we learn from the story?

## Next steps ...

- ① Write the story from: a) the boatman's point of view  
b) the rich man's point of view.

- What do you think I saw?
- What did I think?
- What did I say?
- What did I do?
- What did I feel?



- ② Different people see us in different ways. Write a few sentences about how each of these people might describe *you*:
  - a) your mother.
  - b) your best friend.
  - c) a small child.
- ③ Use the copymaster for more work on writing from different characters' points of view.

## Writing letters for different purposes

### Focus

We may write letters for different purposes. The way we write a letter depends on who we are writing to, and why we are writing it. Read these two letters Cara wrote and see how different they are.

I wrote this letter to the mayor of our town.



17 King's Road  
Dover  
Kent

August 15th

Dear Mr Parvin

Our town centre is a disgrace! There is litter and rubbish everywhere. The fountain in the main square is full of cans and bottles. The market place is horrible and smelly. The streets have not been cleaned for weeks.

It makes our town look very ugly. It is not very nice for visitors. If the town isn't cleaned up, they will stop coming.

All that rubbish is unpleasant and unhygienic. Germs and disease are caused by rubbish. If it is not cleared up each day it will make people ill.

Also litter is a danger to motorists. It can cause accidents. Broken glass can damage car tyres.

It is the job of the local council to keep our town clean. Is there a problem? Why aren't they doing their job? There is a lot of room for improvement!

Yours sincerely

Cara Benson

Cara Benson



I wrote this letter to my best friend who has just moved.

17 King's Road  
Dover  
Kent  
August 15th

Dear Sarah

I hope you are happy and well. How is your new house? Does it have a garden? Have you got your own bedroom? I expect it takes quite a long time to get used to all the new things like making new friends, settling in to your new house, finding out where all the shops are and so on. Have you found anywhere you can go swimming yet?

I miss you very much. I miss calling for you in the mornings. We used to have lots of fun on our way to school, didn't we? Do you remember the day when we hopped all the way? It really made my legs ache!

It seems strange without you in our class. We always sat together. We giggled a lot and got into trouble all the time! I sit next to Sam now, but it's not the same. Last week we had our swimming competition. I came second. It reminded me of last year when you won the cup. Your mum and dad were very proud. How are they?

It will soon be the summer holidays. Perhaps I can come and visit you, or you can come and stay with me.

Write soon.

Love

Cara

## Now try this

- 1 Who wrote the two letters?
- 2 a) Who is the first letter to? b) Who is the second letter to?
- 3 Which is the friendliest letter? Why do you think this is?
- 4 What is the main reason why Cara wrote the first letter?
- 5 a) Does Cara finish both letters in the same way? b) Say why you think this is.
- 6 Write down at least ten different reasons for writing letters.

## Next steps ...

Use the copymaster to help you plan any letters you write.



- 1 Imagine that your best friend has just moved to a new town. Write a letter to him or her, like Cara did.
- 2 Imagine *you* have just moved to a new town. Write a letter to your best friend.

- Say what your new house and school are like.
- Talk about some of the things you miss.
- What else will you write about?
- Think about how you will finish your letter.

- 3 Imagine you are the town mayor, Mr Parvin. Write a reply to Cara's letter. What will you say?

The Town Hall  
Dover  
Kent  
August 30th

Dear Miss Benson

Thank you for your letter about the litter in the town centre.

## Writing a playscript

### Focus

We divide long **stories** into **chapters**. We divide long **plays** into **scenes**.

### Bill's New Frock \*

(\* a frock is a dress)

#### Scene 1: Bill's bedroom

**Characters:** Bill, Mum, Dad and Bella the cat

*(An alarm clock rings)*

**Bill:** When I woke up that morning something really strange had happened. Oh, my room looked exactly the same. All the stuff in it looked exactly the same. Even the mirror looked exactly the same. But when I looked in the mirror, *I* didn't look exactly the same. I had turned into a girl!

I don't believe this! Is it a *dream*? Is it a *nightmare*? What is going on?

**Mum:** *(calling)* Bill! Bill! Hurry up! Time to get dressed for school!

**Bill:** This can't be true. This can't be happening. I must still be asleep.

**Mum:** *(coming in)* Oh, good. You're awake.

**Bill:** That's that, then. I'm not asleep.

**Mum:** Up you get. Time to get dressed. Why don't you wear this pretty pink frock?

**Bill:** I never wear frocks!

**Mum:** I know. It's such a pity!

**Bill:** Don't drop that frock over my head! Mum, don't! Stop it! I can't breathe. (*gurgle, gurgle*) Mu-um!

**Mum:** There. Now it's on. I'll leave you to do up all the pretty little buttons. I'm late for work.

**Bill:** This can't be true. This simply cannot be true. Where's Dad? He'll sort me out. Dad! Dad!

**Dad:** Well, hello, poppet! You look very sweet today. It's not often we see you in a frock, is it?

**Bill:** Dad –

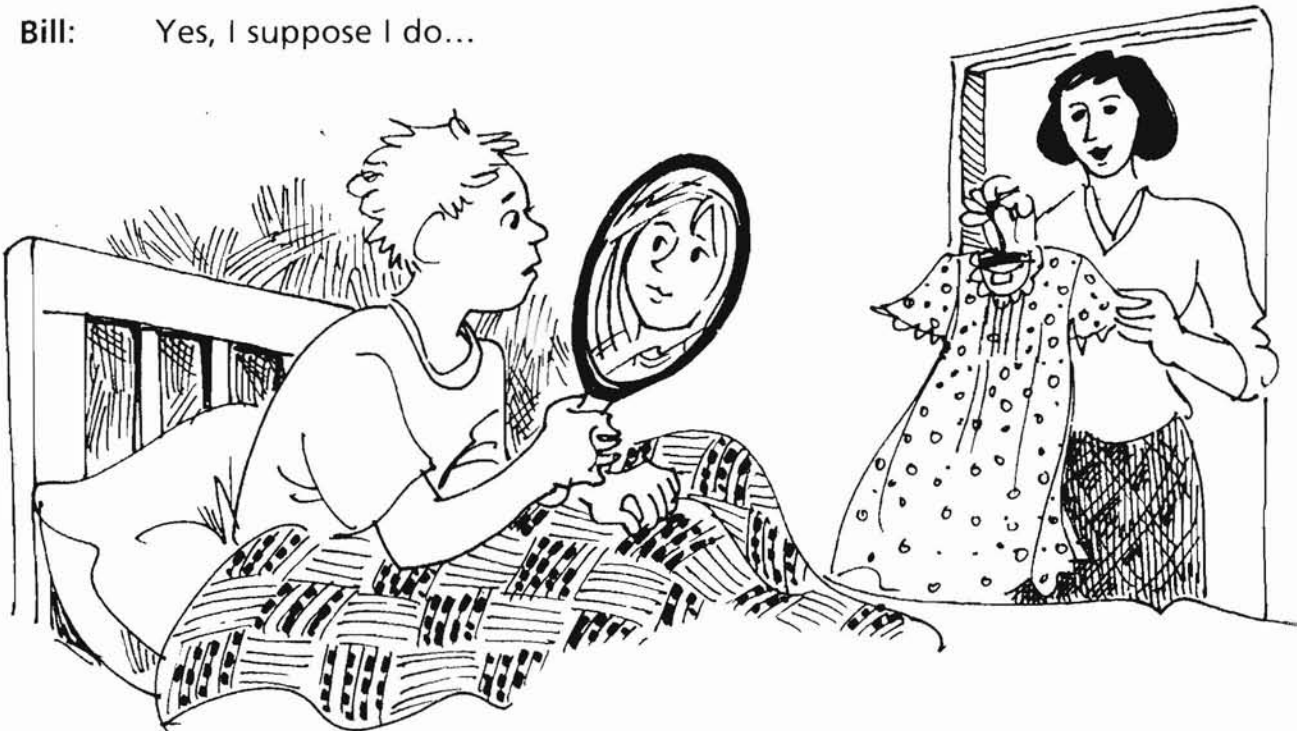
**Dad:** Take care now. I'm off to work.

**Bella:** Miaowwwww. Miaowwwww.

**Bill:** Hello, Bella. At least you don't notice any difference in me, do you? I look the same to you. Oh, Bella! Is this a dream? Or a nightmare? Do I have to go to school like this?

**Bella:** Miaowwwww.

**Bill:** Yes, I suppose I do...



## Now try this

- 1 What is the play called?
- 2 Who is the main character in the play?
- 3 What does Bill discover when he wakes up one morning?
- 4 How does Bill feel about the change?
- 5 How do Bill's mum and dad react? Are they surprised or do they think everything is normal?
- 6 How can you tell that this is the beginning of the play?
- 7 How does each actor know when to speak?
- 8 Why are some things written in brackets in *italics*?

## Next steps ...

- 1 **Imagine that you wake up one day and find you have changed into a boy or girl. Write the first scene of a play.**

- How do you react? What do you say and do? How do you feel?
- Who is in the play?
  - Parents? Other brothers and sisters? Family pets?
  - How do they react?
- Set out your play like the one on pages 36–37.
- Plan your ideas in rough first.
- Include sound effects and instructions to actors in brackets.
- When you are happy, make a best copy of your play.

- 2 **Make a list of some of the things you think Bill finds different about being a girl at school. What things does he like? What things does he find difficult? (See the copymaster to give you some ideas.)**
- 3 **Pick one of your ideas and write another scene for the play.**
- 4 **At the end of the play, Bill turns back into a boy again. How do you think this happens? How does Bill feel? How does he react? Write the last scene of the play.**

## Punctuation practice (4) – Hyphens and dashes

### Focus

**Hyphens** and **dashes** both look similar (although dashes are usually longer) – but they do **different** jobs.

**Hyphens** are used to **keep words together** to make the meaning clear.

I ate some freshly-baked bread.



**Dashes** are used to **hold words apart**. They may be used when a full stop is too strong and a comma is not strong enough.

We arrived there at last – Treasure Island.

### Now try this

1 Copy the words. Join them with hyphens.

These words are all **compound words**.  
They should all be kept together with a hyphen.



- |                |                 |                 |
|----------------|-----------------|-----------------|
| 1 well known   | 2 fair haired   | 3 brown eyed    |
| 4 clean shaven | 5 bald headed   | 6 sweet tasting |
| 7 wide eyed    | 8 fun loving    | 9 upside down   |
| 10 easy going  | 11 hard working | 12 bad tempered |

2 Choose six of the compound words you made above. Make up some sentences of your own. Use the words in them.

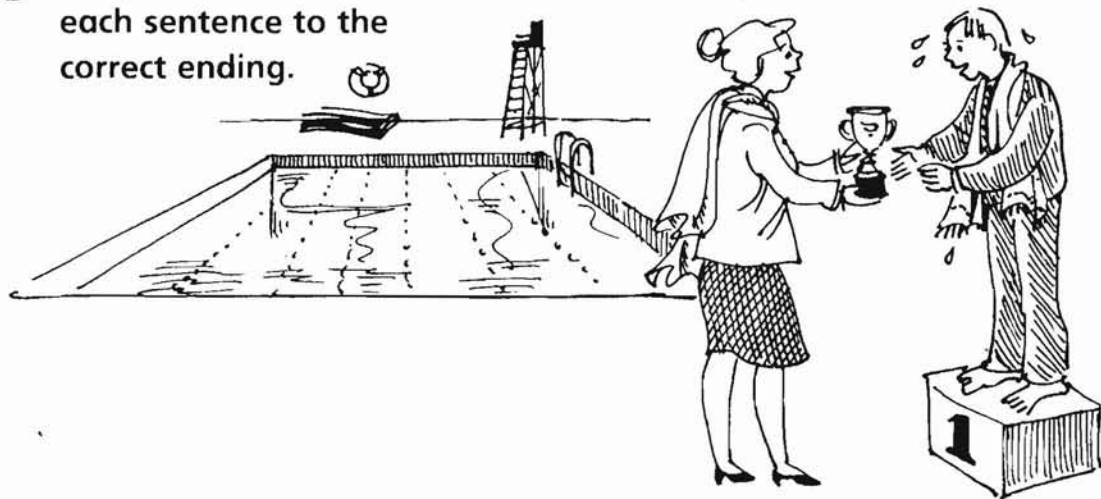
## Next steps ...

### 1 Copy these sentences. Put in the missing dashes.

- 1 James Burton is a famous guitarist one of the best.
- 2 Try to watch the programme if you can it's great.
- 3 Wow you look fantastic!
- 4 I want to leave in half an hour make sure you are ready.
- 5 There is only one person who can do it me!
- 6 The monster a hairy beast attacked me.
- 7 I tried to stop the thief but he was too strong for me.



### 2 Copy these sentences. Match the beginning of each sentence to the correct ending.



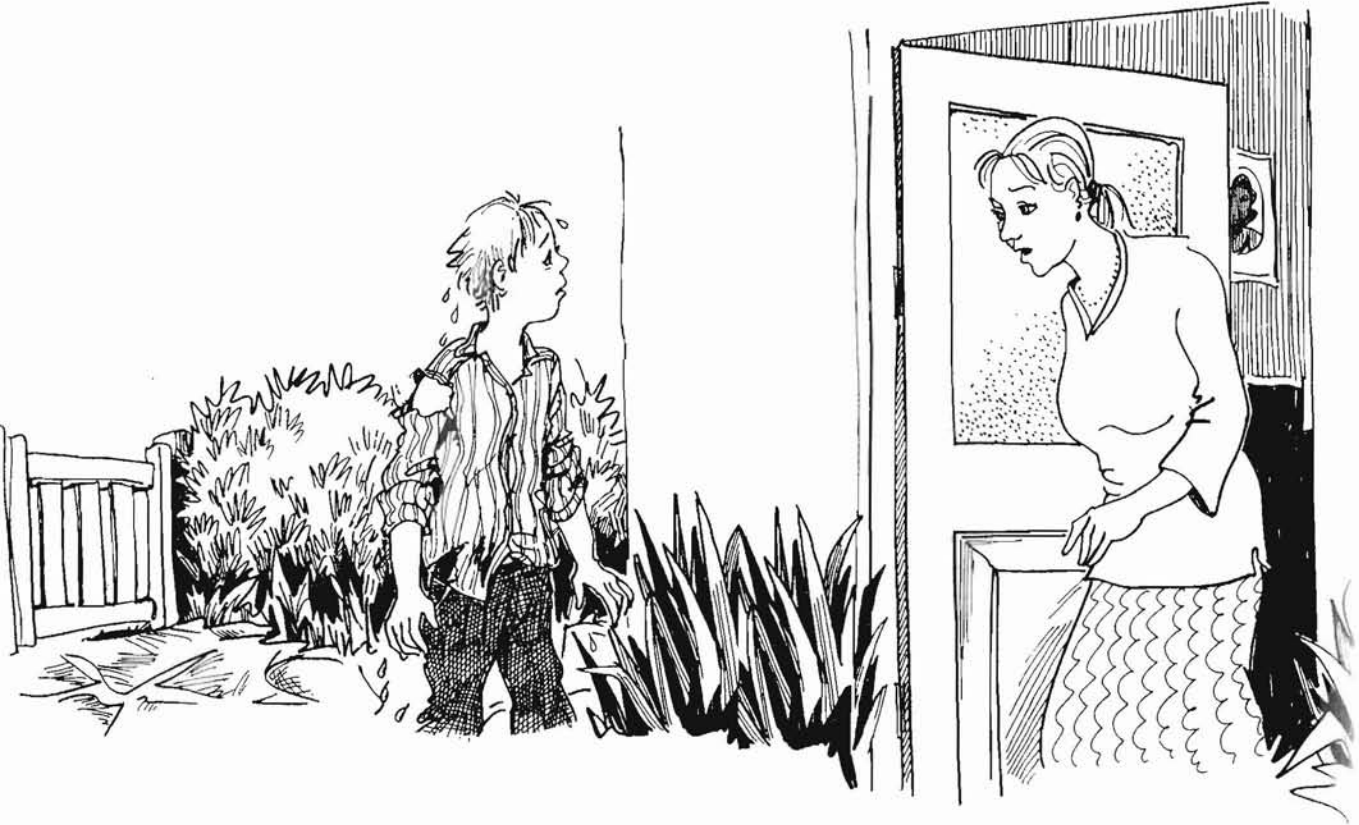
- |                                      |                            |
|--------------------------------------|----------------------------|
| 1 At school Peter won a cup –        | I hate them!               |
| 2 Guess what film I saw last night – | or you will be in trouble. |
| 3 My brother loves snakes –          | the Swimming Cup.          |
| 4 Look for the diagram –             | the guitar.                |
| 5 You must do your homework –        | 'Jaws'.                    |
| 6 Sam plays the best instrument –    | curry and rice.            |
| 7 It was my favourite meal –         | on page 57.                |

### 3 Use the copymaster for further practice using hyphens and dashes.

## Flashback

### Focus

Most stories have a **beginning**, a **middle** and an **end** – in that order. The author writes about events in the order they happen. A different way of writing a story is to begin with a **flashback** – and **start at the end!** You can use this idea in any story.



Tom pressed the bell nervously. He knew he was in trouble. And he was right! The door opened, and his mother looked at Tom in amazement. What a sight! 'Whatever have you been doing?' she gasped.

Tom stood at the door, looking very embarrassed. Water was dripping from his clothes. His shirt was torn. Tom looked near to tears.

'Come in, at once,' his mother said. 'Take off your wet clothes and dry yourself. Then you can tell me all about it!'

## Now try this \_\_\_\_\_

- 1 Who is the main character in the story?
- 2 Why do you think Tom's mother looked at him in amazement?
- 3 Why do you think Tom was embarrassed?
- 4 Are you surprised that Tom's mother was not angry with him? Explain your answer.
- 5 Explain what a flashback is.
- 6 Do you think using a flashback is a good way to begin a story? Explain your answer.

## Next steps ...

- 1 Tell Tom's story. Try to make it unusual.

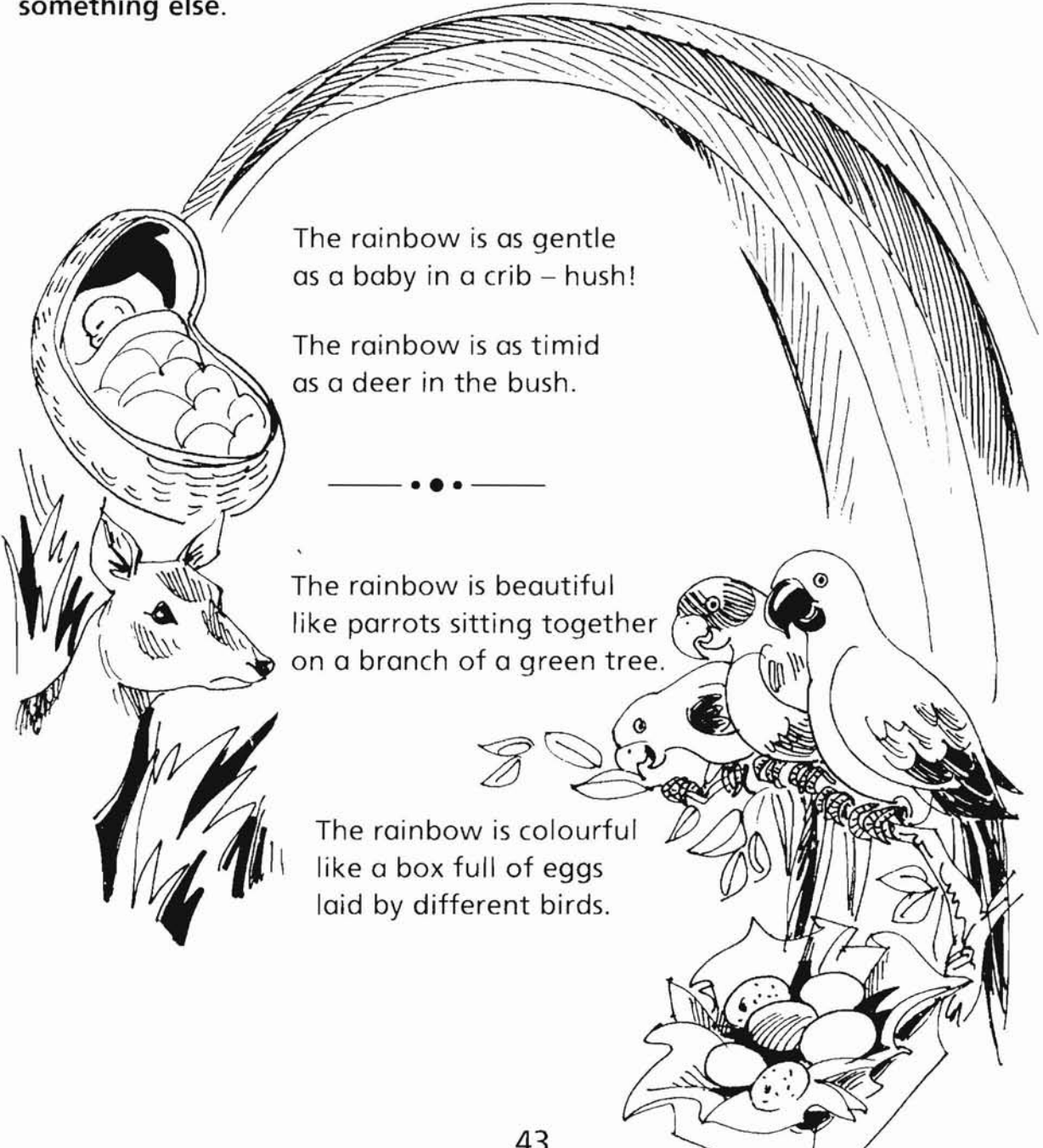
- Why was Tom so wet?
- Did he fall into some water? Did someone throw some water over him?
- Did he dive into some water on purpose?
- Where did he get wet?
  - a) in the sea?
  - b) in a lake?
  - c) while he was cleaning windows?
- Was it his fault?
- Was he with anyone else? Was anyone else involved?

- 2 See the copymaster for more work on flashbacks.

# Using descriptive language

## Focus

In these two poems about rainbows, the poet has used **similes**, to make the poems sound interesting. A simile is when the writer **compares the subject to something else**.



The rainbow is as gentle  
as a baby in a crib – hush!

The rainbow is as timid  
as a deer in the bush.

— • • • —

The rainbow is beautiful  
like parrots sitting together  
on a branch of a green tree.

The rainbow is colourful  
like a box full of eggs  
laid by different birds.

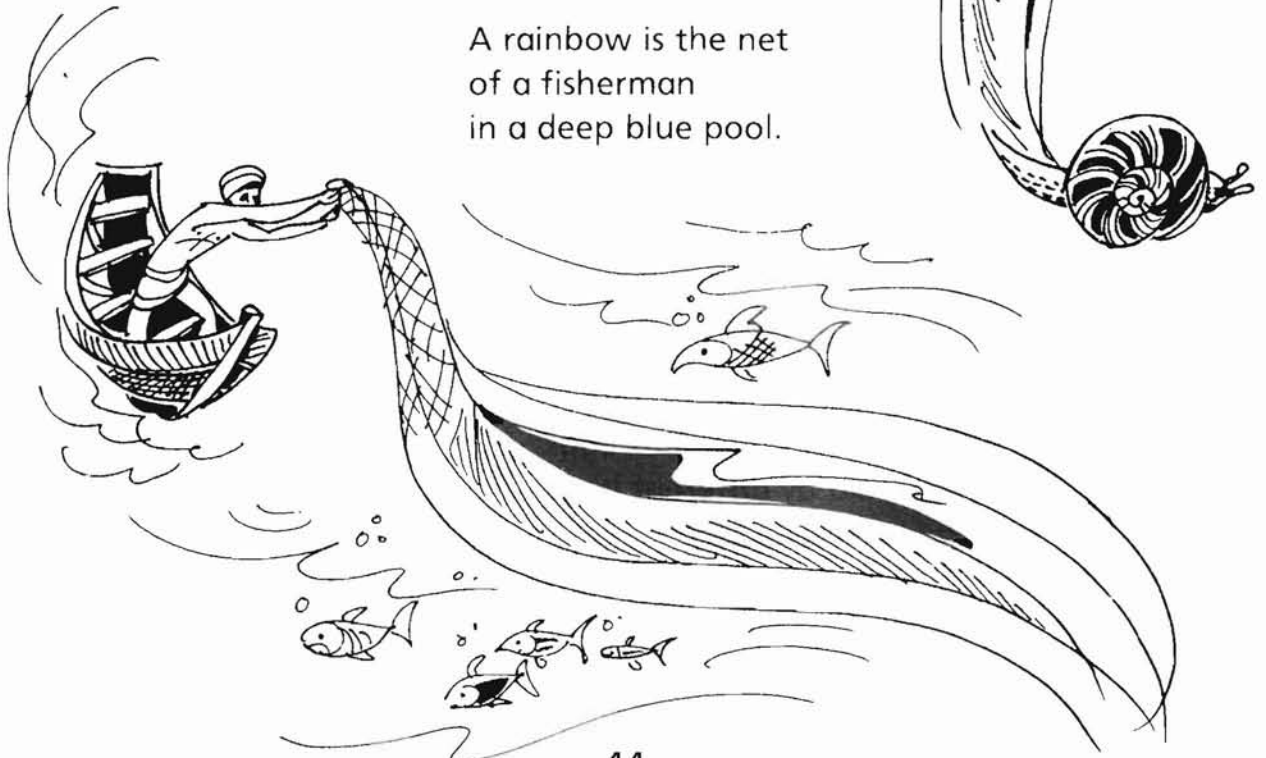
Here the poet has used **metaphors** to make rainbows sound interesting. A metaphor is when the writer says **the subject is something else!**



The rainbow  
is a sandwich  
of beautiful colours.

A rainbow is the path  
of a snail  
over a pale green stone.

A rainbow is the net  
of a fisherman  
in a deep blue pool.



## Now try this \_\_\_\_\_

- In the first poem on page 43 the poet says the rainbow is  
a) as gentle as a \_\_\_\_\_. b) as timid as a \_\_\_\_\_.
- In the second poem on page 43 the poet says the rainbow is  
a) beautiful like \_\_\_\_\_. b) colourful like \_\_\_\_\_.
- Why do you think rainbows made the poet think of a) parrots?  
b) birds' eggs?
- What three things does the poet say a rainbow is, on page 44?
- Which of the three metaphors on page 44 do you like best? Say why.

## Next steps ...

### ① Copy and complete these similes in your own way.

- |                      |                     |
|----------------------|---------------------|
| 1 as strong as _____ | 2 as hard as _____  |
| 3 as green as _____  | 4 as noisy as _____ |
| 5 as hot as _____    | 6 as quick as _____ |

### ② Say what each of these things reminds you of.

- The fluffy cloud was like \_\_\_\_\_.
- The boy climbed the tree like \_\_\_\_\_.
- The tree without leaves was like \_\_\_\_\_.
- The smooth sea was like \_\_\_\_\_.

### ③ Play the 'match it' game. You are given the name of something. You then have to write something it makes you think of. Here are some examples:

- Spaghetti on a plate  
*White wriggling worms trying to escape*  
A busy street  
*A swarm of angry bees buzzing around*



Now try these:

- The flames of a fire
- Rain pouring down
- The sun in the sky
- A fish in the water



### ④ Use the copymaster for more work on using descriptive language.

# Persuasive writing

## Focus

Words can be very **powerful**! People use words very cleverly to **persuade** us to do things. How persuasive do you think this leaflet is?

## LOOK FORWARD TO A BETTER FUTURE WITH WORLD WATCH!

### What are the problems?

Our whole world is in **danger**! We are all to **blame**!  
 Forests are **disappearing**  
 Our air and water are **unclean**  
 Many kinds of animals are becoming **extinct**  
 People everywhere suffer because of **pollution**.



### What is the solution?

• **Join** World Watch!

For thirty years World Watch has worked for a **better** world.  
 Thanks to people **like you**, we have already **won many victories**.

### We have:

- **persuaded** the government to pass environmental laws
- **encouraged** people to recycle materials
- **stopped** many factories polluting the atmosphere
- **prevented** oil spills in the seas around us
- **protected** wildlife
- **reduced** traffic pollution in our cities and towns

But there is still more we can do – with your help!



## Join World Watch

What sort of world do you want to grow up in?

What sort of world do you want to leave to your children?

Every single person can **make a difference!**

You can help **change the world.**

It is your **support** that makes our work possible.

– **Our success is your success** –

**When you join World Watch you receive...**

- A welcome pack with information on all our work
- A booklet to give a friend
- A *Save the World* poster, showing some of the work we do
- A *World Watch Watch* – to remind you that every second counts
- Regular information on new projects
- A monthly World Watch magazine – packed with interesting information and advice, beautiful photographs, a puzzle page, competitions and much, much more.



**Our promise**

**WE PROMISE TO SPEND EVERY DONATION  
YOU GIVE WISELY AND WELL, TO MAKE THE  
WORLD A BETTER PLACE**

## Now try this

- 1 a) Who wrote the leaflet? b) Why did they write it?
- 2 Why do you think it begins by stating some of the problems?
- 3 a) List the successes of World Watch. b) Why do you think these are given?
- 4 You receive lots of things when you join World Watch. Which ones do you find most attractive? Why?
- 5 What do you think of their promise?
- 6 Many of the words are in **bold**. Why do you think this is?
- 7 What do you think of the leaflet?
  - Is it clear?
  - Is it attractive?
  - Is it persuasive?

## Next steps ...

### 1 Design a World Watch badge.

#### Remember:

- First make a rough copy of your badge.
- Make sure the message is clear.
- Keep it simple.
- Make it colourful.
- When you are happy, make a best copy.
- Why not have a competition and make a class collection of badges?



### 2 Design a poster to persuade people to join World Watch.

#### Remember:

- Use a pencil and try out your ideas in rough first.
- Make it clear that the poster is from World Watch.
- Include one or two facts and claims.
- Use the World Watch leaflet for ideas.
- Keep it simple.
- Don't be afraid to cross things out or change them.
- When you are happy with your ideas, make a best copy.
- Make it colourful and appealing.

### 3 Use the copymaster for more work on persuasive writing.

## Journalism

## Focus

**Journalism** is writing and producing newspapers and magazines. People who write newspapers and magazines are called **journalists**. A journalist has to be able to write **different types of articles**. Here are two pages from a class magazine. They are very different.

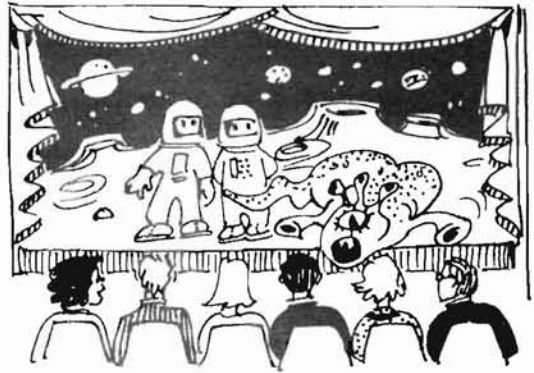
## SCHOOL PLAY A MONSTER SUCCESS!

The school hall was full. Parents talked noisily to each other. Behind the stage there were frantic last-minute preparations. Then the lights went down, everyone stopped talking, the curtains went up and the school play began.

The play was written by Mrs Turner, the Year 6 teacher. 'It is an exciting space adventure,' she said. 'A spaceship is sent to explore an unknown planet where all sorts of amazing things happen.'

The play starred Captain Park (Susan Shearing) and the monster Humpalump (Peter Bates). The scenery was made and painted by Class 5. The excellent costumes were made by a group of parents. Class 4 played the music and made the sound effects.

After landing on the unknown planet, Captain Park and her crew faced many problems. There were volcanoes that



erupted, earthquakes and bad weather on the planet – as well as a rather fierce monster – the Humpalump. Everything went well until the Humpalump came too near the edge of the stage and fell into the principal's lap!

After the play, Mrs Ryan, one of the parents, said, 'It was wonderful! I thought the costumes were great.' Mr Ryan, her husband, added, 'There are some very talented children in this school.' Altogether, the play was a *monster* success!

Reporter: Lysle Osborne

## MR HALL, THIS IS YOUR LIFE!

Last week, Class 6 reporter Claire Cummings interviewed our Principal, Mr Hall.

CC: How long have you been a teacher?

Mr Hall: Twenty-seven years.

CC: Did you always want to be a teacher?

Mr Hall: No. I began work in a bank, but I was not very happy. I love working in school.

CC: Do you have any hobbies?

Mr Hall: I enjoy reading and travelling.

CC: What's the most interesting place you have visited?

Mr Hall: Tibet. It is a place where not many people go. It is so peaceful in the mountains. Very different from school!

CC: What is your worst memory?

Mr Hall: I remember when I was small, I found a big, hairy spider in my bed. That was not very nice!

CC: If you could have one wish, what would it be?

Mr Hall: Mmm. That's a very difficult question! I think I would wish that everyone learned to think of others before themselves.

CC: Thank you for allowing me to interview you, Mr Hall.



## Now try this \_\_\_\_\_

- 1 Who wrote a) the report? b) the interview?
- 2 What do you notice about the way the report is set out?
- 3 What do you notice about the way the interview is set out?
- 4 Do you think the report is well written? Give your reasons.
- 5 Which question do you think was the most interesting in the interview?
- 6 Write two more questions Claire could have asked Mr Hall.

## Next steps ...

- 1 Write a report about something that has happened in your town or school recently. (Or you can make something up e.g. a huge fire.)

**Remember:**

- Think of a good headline.
- Include a picture; some interesting facts and descriptions; some things people said.
- Keep it simple. Don't try and write too much!

- 2 Interview a classmate, (or someone who works at your school). Set out your interview like Claire's.

**Remember:**

- Think of some interesting questions and write them down.
- Then carry out the interview.
- Make rough notes or tape record the answers.
- Make a best copy of your interview.
- Use the copymaster to help you.

- 3 Make a list of other things you could write about in a class magazine.

sports page

cookery corner

fashion page

things to make and do

jokes

letters to the editor

puzzles

advertisements

**Why not make a class magazine of your own? Everyone could write a different article.**

## Ideas for writing stories

## Focus

Authors get their ideas for stories in many different ways. They may start with a **character** or a **place**, an **object** or a **storyline** or ...  
There are no right or wrong ways!

I asked my friend to think of five different things. My challenge was to write a story which included each one. Here are the five things my friend gave me:

**stone mirror key radio police**

Can you find these words in my story?



Dan was late. He was running home as fast as he could, and was holding his front door **key** in his hand. Suddenly he tripped and fell to the ground. The key flew from his hand and disappeared in a bush.

Dan groaned and sat up slowly. His head hurt. He sat still for a moment to get his breath back. Then he crawled towards the bush to look for his key. There it was, glinting in the sun.

A large, shiny **stone** nearby caught his eye. 'What an unusual stone!' he gasped. He picked it up. It felt smooth and cold. Dan liked it so much he decided to take it home. Then Dan remembered his key. He picked it up and headed home.

Luckily, Dan's mum was busy when he came in, so he did not get into trouble. He ran upstairs to get changed and put the stone in front of his **mirror**.

In the kitchen Dan's mum was listening to the **radio** as she prepared the meal. 'Hello, Dan,' she said. 'Have you had a good day?'

Dan was just telling her about the stone when he overheard the local news on the radio. The newsreader said, 'There has been no news of the missing eleven year-old girl, Sarah Morris, who disappeared two days ago...'

'That's terrible!' his mum said. 'Her poor parents must be very worried.'

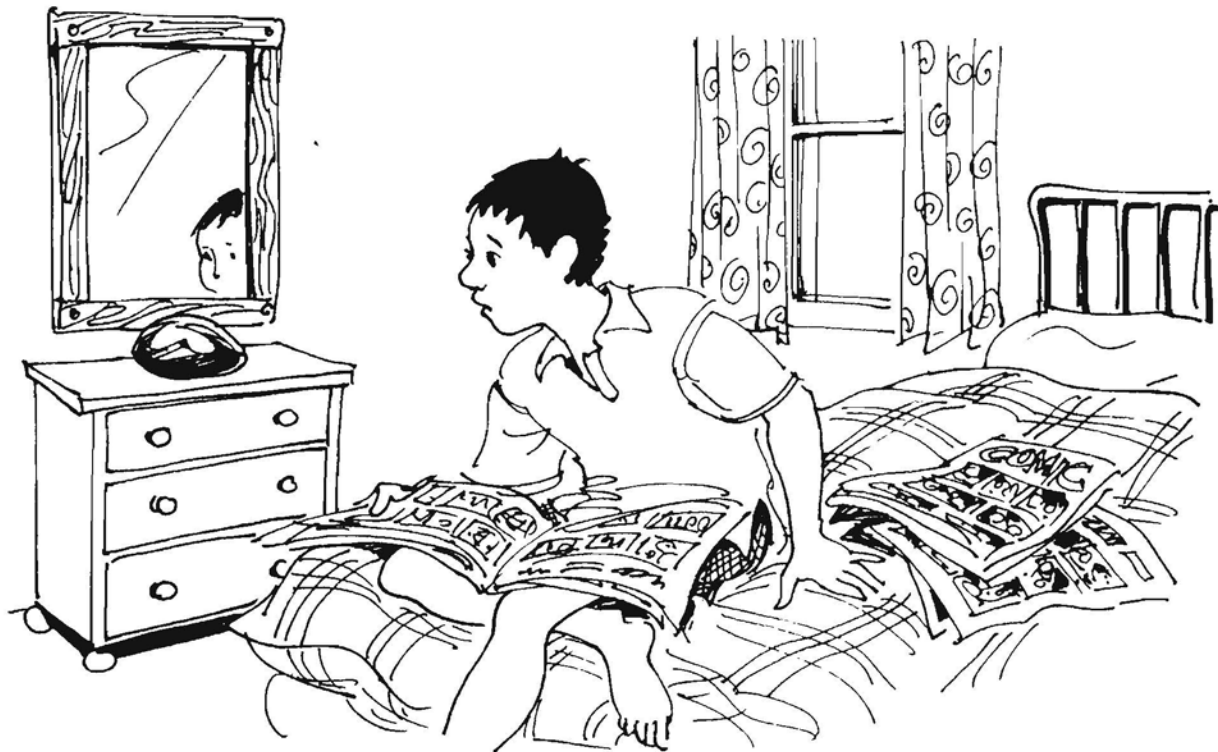
After dinner Dan went upstairs to read a comic. Suddenly, to his amazement, the stone began to speak.

*'I hear the cries of the missing child. They are coming from the quarry.\* She is hurt. Look there and you will find her. Be quick or you will be too late!'*

Dan wasted no time. He rang the **police** straight away. They thought he was playing a trick on them and did not believe him at first. How could he tell them about the stone? No one would believe that. Instead, Dan begged and begged them to listen. He told them he just *knew* she was there. In the end they *did* look, and they *did* find the girl.

Dan sat and stared at the stone. Did it *really* speak to him?

\* a place where stone for building is dug out



## Now try this —

- 1 Who is the main character in the story?
- 2 How did Dan find the stone?
- 3 What was the stone like?
- 4 What happened when Dan went upstairs after dinner?
- 5 Why didn't the police believe Dan at first?
- 6 What sort of story is it?
- 7 What do you think of the story? Give your reasons.

## Next steps ...

- 1 Choose one or more word from each list. Make up a story containing the words you choose.

### Characters

boy, girl, baby, mother, father, neighbour, fire-fighter, police officer, scientist, dragon, wizard, monster, fairy, alien, robot, pirate, giant

### Places

street, house, school, hospital, shop, museum, castle, wood, lake, cave, seaside, desert, planet

### Objects


letter, key, door, suitcase, radio, map, torch, rope, jewels, sword, book, computer, photograph, rock, tablets, locked box

### Events

a dangerous journey, an emergency, something is lost, something magic happens, an odd message, a strange visitor, a rescue, a disappearance, an attack, a kidnap

- 2 Ask a friend to choose some words for you from the lists. Make up a story containing each word.
- 3 Use the copymaster for more story ideas.

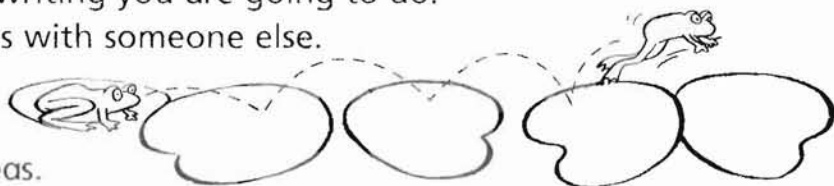




# Steps to help you write well

## Planning

- Decide what sort of writing you are going to do.
- Talk about your ideas with someone else.
- Make some notes in rough to remind you of your main ideas.



## Drafting and reviewing

- Write your work in rough first.
- Read what you have written.
- Can you make it more interesting, accurate or exciting?
- You can cross out parts, add things or move words or sentences around.

## Editing

- Check your work for mistakes. (Use the *Editing checklist* to help you.)
- Check your handwriting. (Use the *Handwriting checklist* to help you.)
- Ask someone else to check your work, too (a friend or your teacher).

## Publishing and presentation

- Think about how you want to present your work.  
Will it be in an exercise book? On paper for display? In a different style (e.g. as a zig-zag book, a class book?)
- Think about the way you want to set out your work. (Do you need any titles? headings?)
- Will you write your work in your best handwriting or on a computer?
- Will you add illustrations?
- What sort of pictures or diagrams will be best for your work?



# Editing checklist



- When you have finished your work, read it through.
- Use this checklist to help you think about your work.
- Check for any changes you need to make.

## Punctuation

- Do your sentences begin with capital letters and end with full stops?
- Have you checked your work for other punctuation marks, such as question marks, exclamation marks, commas, etc?



## Sentences

- Do all your sentences make sense?
- Can you make some changes or add any words to make your sentences more interesting?



## Handwriting

- Is your handwriting clear and easy to read? (See the *Handwriting checklist*.)



## Spelling

- Have you checked your work for spelling mistakes?
- Are there any words you are not sure about?



## Title

- Have you given your work a title?
- Have you remembered to write the date?



# Handwriting checklist

- Is your writing neat?
- Is it easy to read?
- Are all the letters well shaped and clear?
- Are all the letters evenly sized?
- Are any letters too tall or too short?
- Is there enough space between letters?
- Is there enough space between the words?
- Is there enough space between the lines?
- Does the writing go across the page in straight lines?
- Are all the joins well made?
- Are your letters sloping in different directions?
- Have you put capital letters in the correct places?
- Have you remembered to cross the letters *t* and *f*?
- Have you remembered to dot the letters *i* and *j*?

