

The person transformer

- Re-write the sentences.

Change the first person to the third person.
Change the third person to the first person.



First person

Third person

1. I am the monster from the deep.

1. She is

2.

2. He lived in an old train carriage with his six cats.

3. I used to visit my grandparents, who would show me their old photos.

3.

4.

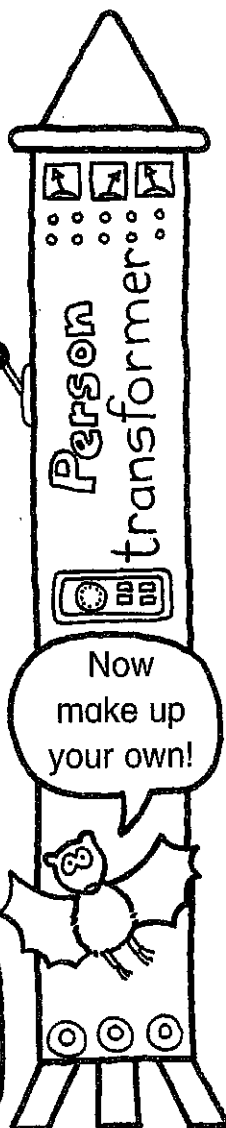
4. None of them has any idea how to cast a spell.

5.

5.

6.

6.



Now make up your own!

- Think of as many text-types as you can.

- Make a chart like this one. Tick the person you would use for each text-type.



Text-type	Person		
	1st	2nd	3rd
diary	✓		

Teachers' note Revise the first, second and third person (see Developing Literacy: Sentence Level) and read examples from texts written in the first and the third person. Ask the children which authors are writing about themselves and which are writing about other people. You could also read and discuss texts which are written in the second person, such as instructions.

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Nonfiction Years 3-6
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Searching for streams

• Read passages A and B.

A Her family holidays were spent in the Snowy Mountains; her grandparents, and sometimes her aunt, would come. The best part for her was looking for streams: "Where does it come from?" she would ask her grandfather. He always had time for her questions, and off they would go to find out, often before breakfast and, more importantly, before anyone else was awake. Sometimes, after a trek across paddocks and up hills, they would be rewarded by the sight of the source itself: a gurgling spring pushing its way out between



some rocks or through a grassy bank, or perhaps just dripping into a tiny pool. Then would be the happy walk (or, in her case, skip) back to the caravan.

B We would go to the Snowy Mountains for holidays. Nan and Granddad, and sometimes Auntie Dot, would come. The best part was looking for streams: "Where does it come from?" I would ask Granddad. "Can we go and see?" He never once said, "Not just now," or, "Maybe another time." We would open the door without a creak and tiptoe out before breakfast and before Mum was awake to tell us not to be too long. Across paddocks and up hills we would go and then, sometimes, Granddad would just stop and listen and there it was – pushing out between rocks or through some mud, or dripping through a rock into a puddle which splashed over the edge of a rock and ran down a little groove. Then I would skip ahead of him back to the caravan.

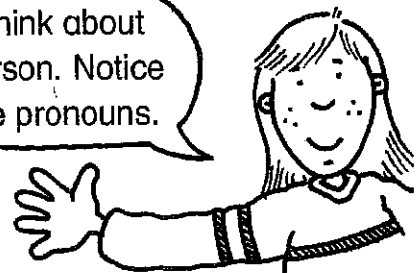
• Is each passage from a **biography** or an **autobiography** ?

Passage A _____

Passage B _____

- Ring the words which tell you.
- Now list three differences between biography and autobiography.

Think about person. Notice the pronouns.





- Which passage is more personal? Explain your answer and give examples.

Think about the language.

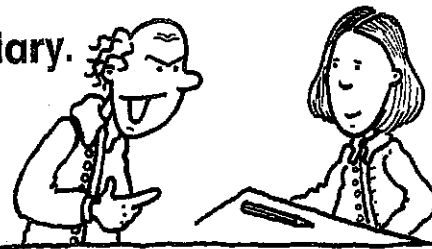


Teachers' note To introduce the activity, read examples of biographies and autobiographies with the class and discuss some of their distinctive features: person, the use of quotations and the way thoughts and memories are expressed, as well as the ways in which these affect the reader.

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A classroom chatterbox

- Read the passage, which is from a diary.
- Ring the parts which are like a letter.



Dearest Kitty,

SUNDAY, 21 JUNE 1942

I get along pretty well with all my teachers. Mr Keesing, the old fogey who teaches maths, was annoyed with me for ages because I talked so much. After several warnings, he assigned me extra homework. An essay on the subject 'A Chatterbox'. A chatterbox, what can you write about that? I'd worry about that later, I decided.

That evening, after I'd finished the rest of my homework, I began thinking about the subject while chewing the tip of my fountain pen. Anyone could ramble on and leave big spaces between the words, but the trick was to come up with convincing arguments to prove the necessity of talking. I thought and thought, and suddenly I had an idea. I wrote the three pages Mr Keesing had assigned me and was satisfied. I argued that talking is a female trait and that I would do my best to keep it under control, but that I would never be able to cure myself of the habit, since my mother talked as much as I did, if not more, and that there's not much you can do about inherited traits.

Mr Keesing had a good laugh about my arguments, but when I proceeded to talk my way through the next lesson, he assigned me a second essay. This time it was supposed to be on 'An Incurable Chatterbox'. I handed it in, and Mr Keesing had nothing to complain about for two whole lessons. However, during the third lesson he'd finally had enough. 'Anne Frank, as punishment for talking in class, write an essay entitled "Quack, Quack, Quack, Said Mistress Chatterback".' The class roared. I had to laugh too.

Yours, Anne

From The Diary of a Young Girl by Anne Frank

- In what ways is the diary like an autobiography?

- In what ways is it different from an autobiography?



- Find another text which is like an autobiography, such as a letter or an autobiographical novel.
- List the important points about its style.

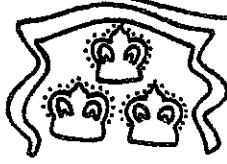
Teachers' note Point out that diaries can be written in note form, but this one is not; the reason for this might be that although Anne Frank began writing her diary for herself, she decided that one day she would publish it, and so she edited it. For homework, the children could keep diaries of their own in note form. During another lesson, they could edit them for others to read.

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What was he really like?

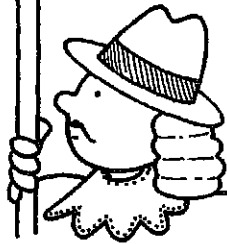
- Read the passage. Look for **facts** and **opinions**.
- Make notes on the chart.

Use a dictionary.



Charles I had evil advisers. His father, James I, was a rickety-legged bigot. Never was a monarch so undignified as he; perhaps that is why Charles bore himself with such dignity. James had given the young Charles as a companion a young gentleman who was handsome, brave, proud and worthless and later became the Duke of Buckingham. He persuaded Charles that kings and their friends were above the law and could do as they liked.

It was due to Buckingham that Charles married the pretty French princess Henrietta Maria, who turned out as bad an adviser as Buckingham. But of all the ill counsel that he got from these two, the worst was their teaching that a king's promise could be easily given and easily broken. This, more than anything else, brought Charles to his ruin. When Parliament decided to fight him it was because they could not trust him. When Oliver Cromwell and his party decided that the king must die, it was because they had lost all hope that he would keep his promises if he were allowed to live.



The king broke the law by entering the House of Commons seeking there to arrest the five men who were the leaders of the party which opposed him. After that there was certain to be war between the king and Parliament. A few months later the great Civil War began.

From *The Children's Encyclopedia*, 1908, edited by Arthur Mee

Facts	Opinions
	advisers were evil



- Re-write the passage giving only the **facts**.

List any missing facts: for example, evidence of James I being a bigot.



Teachers' note Point out that this text is taken from an old children's encyclopedia. Encourage the children to write the facts and opinions in their own words rather than copying out parts of the passage. Once they have completed the activity, discuss the question of bias in recounts and other texts. Ask what this writer thinks about the people referred to in the passage, and how we can tell.

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Opinions

In an **explicit** sentence, the writer tells the reader his or her opinion.

In an **implicit** sentence, the writer shows his or her opinion through the words used.

Implicit




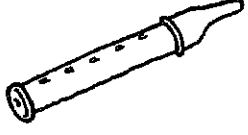

The spaghetti slopped like worms on to my plate.



Explicit

I don't like spaghetti. It reminds me of worms.

• Re-write each sentence, telling the writer's opinion explicitly.

Implicit	Explicit
<p>1. Beside the fly-killer was a pitiful collection of dead insects.</p> 	It is cruel to use fly-killers.
<p>2. The fly-killer kept the kitchen free of dirty, disease-carrying insects.</p> 	The use of fly-killers
<p>3. We heard the scraping of violin-strings and the squawking of recorders.</p> 	The violins and recorders sounded
<p>4. A lively violin and recorder tune danced through the window.</p> 	
<p>5. A plague of tourists infests the town every summer.</p> 	



- Re-write sentence number 5 to show a different implicit opinion.
- Write that opinion explicitly.

Teachers' note To explain the meaning of 'implicit', it is useful to point out that it comes from the same source as 'imply'. The children could look up 'imply' and practise using it in sentences. Ensure that the children also understand the meaning of 'explicit' (which is from the same source as 'explain').

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Recycle your rubbish

• Read the leaflet. Write these labels next to the following features:

heading

sub-headings

catchphrases

illustrations

main message

contact information

bullet points

maps

Draw and write other labels.

MONEY FOR RUBBISH!

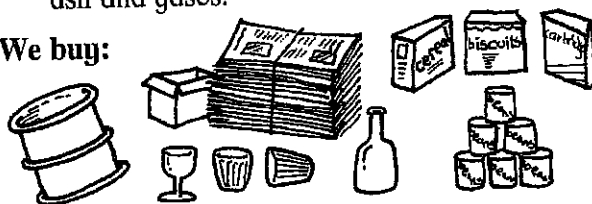
Don't throw money away

Much household waste can be recycled. You'll be surprised how little rubbish really needs to be put in the bin.

Recycling waste makes sense, because it:

- conserves raw materials
- reduces waste going to land-fill sites which can pollute the soil, water and air
- reduces waste being burned which produces ash and gases.

We buy:



- aluminium cans
- card and paper
- glass
- steel cans
- newspaper
- computer cartridges

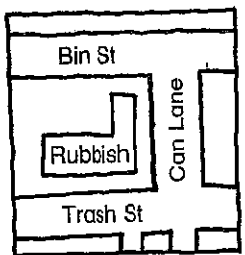
Sell us your rubbish!

Contact us at rubbish.com

Tel 0999 6666

Or call at our visitor centre:

6 Trash Street,
Sydney, NSW 2000



• Write about the purpose and audience of the leaflet.



• Create your own leaflet to encourage pupils to keep the school clean and tidy.

Think about the audience and purpose.



Teachers' note You could begin by examining a collection of leaflets with the children. Ask them to notice the similarities and differences between leaflets and other texts (such as information books, newspapers and magazines), focusing on purpose and style.

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Wicked words

• Read the book review.

Wicked Words by Terry Deary

Publisher: Scholastic **Date:** 1996

Recommended price: \$26.50

Illustrator: Philip Reeve

Series: *Horrible Histories*

ISBN 0-590-54257-5

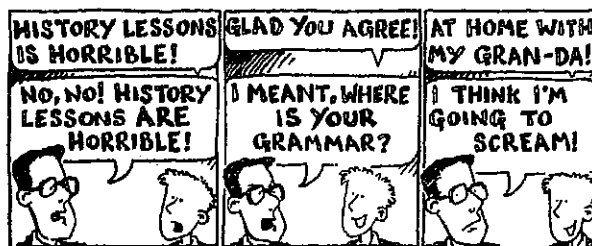
Wicked Words, like the other *Horrible Histories*, ferrets about for fun in history – and finds plenty of it. As its title suggests, this book focuses on words in history. It is a mini-encyclopedia of historical words, some of whose meanings have long been forgotten by everyone except Terry Deary.

Wicked Words brims with fascinating words: rude words, insulting words and fun words. Examples of the words in use are given in murky medieval jokes, funny stories, cartoon versions of historical events like the invention of printing, and recounts from literature of the past, such as *Piers Plowman* and *Sir Gawain and the Green Knight*. Keen insult-collectors can find a hoard of horrible harangues which their parents and teachers will not know, like ‘You golter-yeded gawpsheet’ and ‘What a dunderwhelp you are’.

As well as these, there are stories about how figures of speech and words came about: for example, the origin of the word ‘adder’:

‘The Middle English name was *naddre*. Then along came some clever-clogs with a pen and said, “What’s that snake?” The reply was “A *naddre*”. “An adder. Thank you.” And off he went.’

Other word-stories abound: for example, the origins of ‘dismal’, ‘hooligan’ and ‘mascot’. The finishing touch is provided by Philip Reeve’s hilarious illustrations, like ‘Gruesome grammar’:



This is just ‘the tip of the iceberg’ (one of the many figures of speech investigated in *Wicked Words*). Readers from the age of ten upwards will find a laugh on each of the 192 pages, and sometimes many more, in this wonderful word hoard (incidentally, it has a whole chapter on alliteration).

• Evaluate the review. Make notes about:

- 1 information to help you find a copy of the book
- 2 information about the subject and contents
- 3 information about the style of the book
- 4 information about the reading level

Work with a friend.

• How does the reviewer present the information?

Make notes about:

examples

descriptions

the words used in the review

Teachers' note The children could use different colours to underline the different types of information in the text; this will help them to organise their notes. As an extension activity, the children could make notes about the way in which the reviewer presents their opinions about the book, recognising where they are explicit and where they are implicit.

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Amphibians report: 1

- Read the **non-chronological report**.

Amphibians

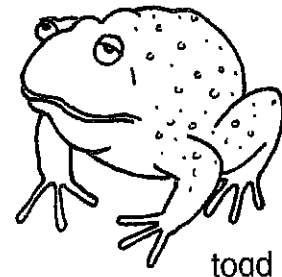
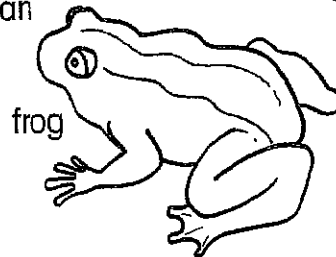
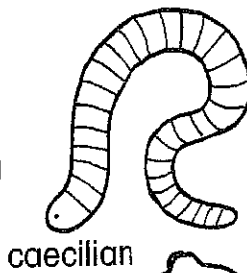
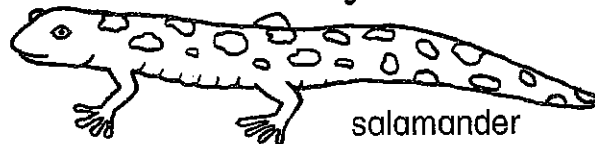
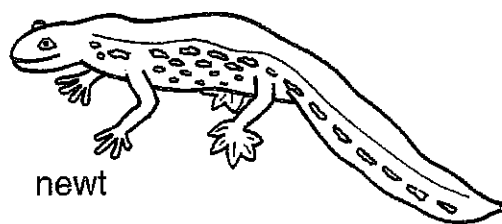
Amphibians are animals which can live both in water and on land. There are three main groups of amphibians:

- caecilians (worm-like creatures with no legs which live in tropical regions)
- newts and salamanders
- frogs and toads.

Some caecilians look very much like earthworms. Like earthworms, they burrow into the ground. Unlike worms, they have eyes and a tentacle or feeler. There are male and female caecilians, whereas a worm is a hermaphrodite (it has both male and female organs for reproduction).

Salamanders and newts have a long body and tail and four legs. Newts are usually brown in colour, sometimes with speckles, but salamanders have bright colours and bold patterns such as stripes and large spots.

Frogs and toads have shorter bodies than newts. They have four legs and no tail (except when young). Frogs and toads look similar at first, but there are several differences between them. A frog's back legs are very strong, enabling it to make huge leaps, and its feet are webbed, for swimming; a toad has shorter back legs and clawed feet which enable it to crawl. A frog has smooth, moist skin, but a toad has bumpy, dry skin which produces a poison to ward off enemies.



- Write about the purpose and audience of the report.

- Investigate the features of the report.
Fill in the chart on Amphibians report: 2.



Give examples from the text.



Teachers' note Use this with page 17. To introduce the activity, ask the children to read the report and say what its purpose is. Ask them if any parts could be written in a different order and still make sense, and discuss the differences between non-chronological reports and recounts (which need to be presented in chronological order). See also the writing activity on page 37.

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Amphibians report: 2

Feature	Example from Amphibians	Example from another report
Introduction – to tell the reader what the report is about		
Generalisations		
Details – descriptions of similarities and differences		
Tense		
How the report is split into paragraphs		
The order of the information		
Bullet points		



Now try this!

- Read another report and notice its special features. Fill in the chart with examples.



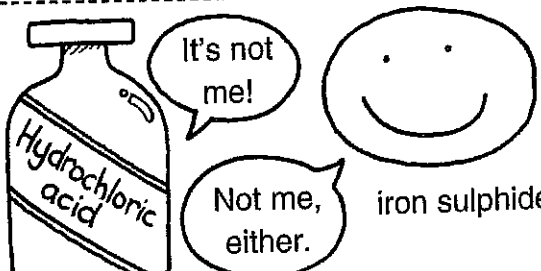
It might not have all the features. List any extra ones, such as sub-headings.

Teachers' note Use this with page 16. Enlarge the page to A3 if necessary. Before beginning, discuss the chart with the children to ensure that they understand the features listed. The children could work in pairs. For the extension activity, point out that other reports might not include all the features listed. See also the writing activity on page 37.

What a stink!

- Cut out the cards.
- Put the paragraphs of the **explanation** in the correct order.
- Give the explanation a title and complete the chart.


Title	Tense
Purpose of explanation	Purpose of first paragraph
How I knew the correct order of the paragraphs	
How the opening words of the paragraphs helped	



It's not me!

Not me, either.

iron sulphide



Pwoagh!

PHEW!

Well, the 'stink' comes from a smelly gas called hydrogen sulphide. Hydrogen sulphide is a mixture of two materials – hydrogen and sulphur. It is the gas which makes bad eggs and rotting cabbage so smelly.

It is when the solid and the acid are put together that the smell is made. There is a chemical reaction: hydrogen from the acid reacts with sulphur from the iron sulphide to produce the smelly gas – hydrogen sulphide.

Joke shops have been selling stink bombs for many years, but do you know what they are made of?

This gas is produced when a black, solid, odourless material called iron sulphide is put into dilute hydrochloric acid. Hydrochloric acid is not smelly either; it contains hydrogen and chlorine.

It sounds great fun for a joke; but it is not a good idea, because the gas released by stink bombs is not just vile – it is also poisonous.

The smelly gas bubbles up to the surface of the acid and escapes into the air. Then people breathe it in and smell it.

Teachers' note The children should first read some examples of explanations from information texts. Discuss the differences between non-chronological reports and explanations. Ask the children what they notice about the order of the paragraphs in each type of text. See also the writing activity on page 47.

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