

What's in a name? 1



When you **skim** a text, you read to get an idea of what it says.

- **Skim** the text.
- **Write a heading for it.**



When you **scan** a text, you read to find something specific.



How did places get their names? Many placenames describe something which is, or used to be, there (for example, Woodbridge and Waterford); others come from the names of people who settled there (for example, La Perouse) or even from things which happened there (for instance, *Morpeth* in NSW, which comes from the Old English *Morpaeth*, meaning 'path where a murder took place'). There may never have been a murder in Morpeth, NSW but the name was probably brought to Australia by British settlers from Morpeth in Northumberland, who had long ago forgotten its original meaning.

You can work out the meanings of some placenames, although many have more than one possible meaning: for example, Woodbridge could mean 'wooden bridge' or 'bridge by the wood'. Other names like Woodford and Waterford are obvious.

Sometimes it is difficult to work out the meaning of a placename as many of Australia's placenames were brought to this country by European settlers. The original name was often derived from another language (often the language of settlers such as Romans, Vikings and Normans). These place names can tell you about the history of the area they came from originally. For instance, Chester comes from the Latin *castra*, meaning 'camp'. Most places with 'chester' (or

caster) in their names grew from the Roman settlements or military camps in Britain.

Many Viking settlements have descriptive names which come from the Old Norse and Old Scandinavian words, such as 'by' (*baer* - farmstead); 'thwaite' (*thveit* - clearing); 'lang' (*langr* - long); and 'kirk' (*kirkja* - church).

Many French-sounding names suggest that the places they were named for were originally Norman settlements: for example, Beaumont (*beau* - beautiful and *mont* - hill) and Bellevue (*belle* - lovely and *vue* - sight).

Hundreds of placenames in Australia are of Aboriginal origin and are based on the languages used by the inhabitants of those areas. The meanings of many placenames are unknown, but here are some examples of ones that we do know; Iluka - 'near the sea', Minnamurra - 'plenty of fish', Boggabilla - 'place full of creeks' and Bundarra - 'place of kangaroos'.

Many German-sounding placenames in Australia were officially replaced during World War I, because of their origins, especially in South Australia. Some examples are; *Oliventhal* changed to *Olivedale* and *Cape Bauer* changed to *Wondoma Cape*. Some names were reinstated after the war. For instance, *Mueller Park* in Perth was changed to *Kitchener Park* and has since reverted back to *Mueller Park*.

- **Write a subheading for each paragraph.**

1. _____

4. _____

2. _____

5. _____

3. _____

6. _____

Teachers' note Revise the difference between skimming and scanning, and, if necessary, model the techniques. You could begin the activity by discussing the names of places known to the children and asking them if they know how they got those names (for example, from the name of a person who settled there or from local features such as a bridge or a church). See also page 30.

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What's in a name? 2

- **Scan** the passage in *What's in a name? 1*.

In your notes, miss out any unimportant words. Use abbreviations.



- **Make notes about:**

some sources of placenames.

the settlers who gave their names to places in England.

the languages from which English placenames come.

Aboriginal placenames.

Roman placenames.

placenames from French.

- **From the information in the passage, suggest:**



what Longreach, Reedy Creek and Crowes Nest might mean

where would the settlers who named Doncaster and Montville have come from?

Who probably named Wagga Wagga, Parramatta and Wollongong?

Teachers' note Use this with page 29. Ask the children which paragraph will contain each piece of information (the subheadings they wrote on page 29 will be useful). Discuss what abbreviations could be used. For the extension activity, explain that the information for the first two items is in the passage on page 29, and that they should consider what they have learned from the text to answer the last one.

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Text-types

• Read the extracts from different types of text. Complete the chart.

1 Just a few pounds can save a horse's life.
Sponsor a retired riding-school horse.
Don't sit back and let these faithful animals die.

2 Press **START**. Choose a fitness programme by pressing the arrows.
Press **ENTER**.

3 There are several types of troll. The most common is the giant troll, which lives in mountain caves.

Text-types
instructions
non-chronological report
persuasion
recount

Text Type	How can I tell? (features)	Audience	Purpose
1			
2			
3			
4			

4 We thought it was all over. The referee already had his whistle in his mouth, when Owen sent a sizzler of a shot into the top corner of the net, making it 4-3 to Liverpool.



• Write which text-type you would use for:



Now try this!

a recipe

a newspaper article to tell people to save water

an email about what you did on holiday

a brochure about a holiday resort

Teachers' note Introduce the activity by revising the features of different text-types: tense, person, voice and whether the language is personal or impersonal. Explain the meanings of the chart headings, pointing out that 'audience' can refer to people's age, interests, what they are doing or trying to do and whether or not they are known to the writer.

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Web review

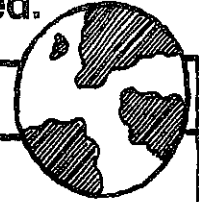
• Use this page to evaluate a website you have visited.

Title of website

Web address

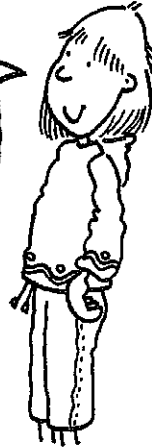
Purpose of visit

What were you trying to find out?



How the website is organised

How did the home page help you find your way around?



How easy it was to find the information I wanted

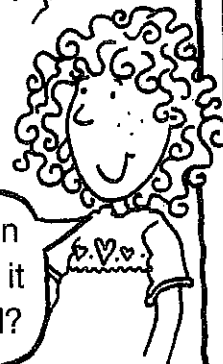
The information contained in the website

Summarise the kinds of information.



Presentation

Was the information easy to read? Was it easy to understand?



Links with other sites

How the site could be improved

Teachers' note Discuss features of websites (such as ease of navigation, graphics, hot spots, text style, layout and font), and how well they help the user to find information. Ask the children how easy it was to tell from the home page what the website was about. They could record the number of clicks it took to find the information they wanted (or to find out that the website was not going to help them).

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Write your CV



Name _____		Date of birth _____	
Address _____ _____ _____ _____		Awards and certificates	
Telephone _____		Date	Details
Email _____		_____	_____
Career to date		<div data-bbox="1021 795 1348 952" data-label="Text"> <p>Write notable things you have done in each class.</p> </div>	
Date	School	Class	Achievements
_____	_____	_____	_____
Skills		Personal qualities	
_____		_____	
Summary		<div data-bbox="917 1702 1276 1870" data-label="Text"> <p>Say why you would be a useful member of a new school.</p> </div>	
_____		_____	



Teachers' note The children could write a CV to send or take to another school. They can write in list form in all but the summary, which should be written in sentences; this is the only part in which they should use personal pronouns to refer to themselves. The children could also write a CV for a book character or a famous person.

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Write an obituary

- Use this page to plan an **obituary** for someone from history.

An obituary is a short biography of someone who has died.



Name _____

Nationality _____

Date of death _____

Age _____

What the person was best known for _____

Think about their most important achievement.



Date and place of birth _____

Education _____

Career _____

Think about what the person did or wrote.



Family _____

Cause of death _____

Summary _____

Say how the person is, or will be, remembered.



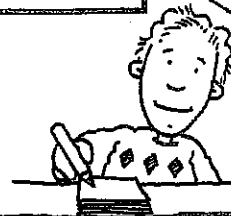
- Use your plan to help you write the obituary.

Teachers' note The children should first read obituaries from newspapers. Discuss the style in which they are written, including the tense, voice and person. Also note any shifts in tense and how the writer handles them (for example, the past tense is used to give an account of the person's life, but in the summary the present or future tense could be used).

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Write a news report: 1

- Use this page to organise your notes about an event, or something which happens regularly.



Event or events

Make notes about the facts.



What people think about the event(s)

Make notes about the people (name, age and any other relevant details).



Make notes about what they say.

Points which the public needs to know

Points which will interest the reader



- Decide which parts you will report. Using a different colour, cross out anything in your notes which you will not report.
- Explain how you decided what to report and what not to report.

Teachers' note As a homework activity in preparation for the lesson, the children could find out about something which has happened locally and make notes about it. If possible, take the children out so that they can make observations and talk to people about it. See also page 36.

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Write a news report: 2

- Use this page to help you plan a newspaper style **report**.

You should first have made notes about the event.



Headline

Sub-heading

by

Paragraph 1: Introduction

Summarise who, what, when, where and why.



The story
Paragraph 2

Tell the story.
Include quotations.



Paragraph 3

Paragraph 4

Continue on another sheet of paper if necessary.

Conclusion

Make a comment about the story.



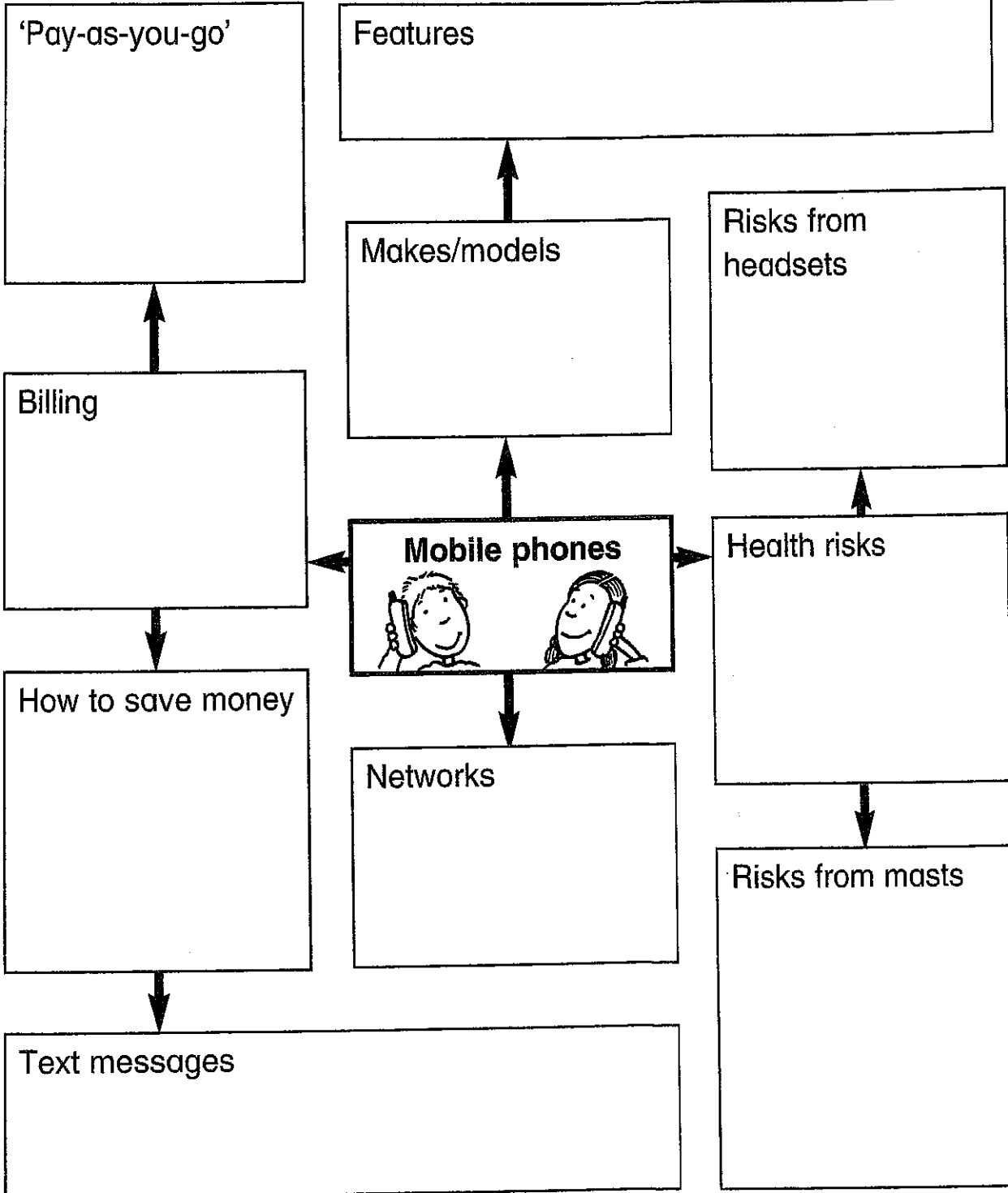
Teachers' note The children should first complete the activity on page 35. Show them examples of news reports and point out their structure and features. Discuss how the main point of a story is communicated in the headline and how sub-headings add information to be read at a glance. The children can incorporate speech into their report by quoting people they have interviewed.

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Mobile phone report

- Use this page to plan a non-chronological report about mobile phones.

Write in note form.



- Write a report which will help someone to decide whether or not to buy a mobile phone.

Teachers' note Read some mobile phone leaflets and relevant news articles with the children. Then introduce the activity using an enlarged copy of the page as a shared text. Ask what points could be included in a report about mobile phones, and write the responses on the appropriate parts of the page. The children can then continue in the same way by writing on their own copies of the page.

Construct an argument

- Use this page to construct an argument. Make notes about the points you will make. Think about the order in which you will present them.

Subject of argument _____

1. Introduction

How will you set the scene?



2.

What is the first point you will make?



3.

What is the second point you will make?



4.

5.

What are the next three points you will make?



6.

7. Conclusion

How will you summarise the argument?



- Use your notes to write the argument.



Begin a new paragraph for each new point.

Teachers' note This page could be used for topics the children have been discussing in other subjects: for example, pocket money, how to keep public areas free of litter or whether pupils should be allowed to bring mobile phones to school. It will be helpful if the children have first completed the activities on pages 20–22. See also page 39.

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A plan for an argument

• Use this page to plan each point of an argument.



You will need to research your argument.

Subject of argument		Evidence and examples	Objections which people might make	Values and opinions of the audience
Points I shall make				
1.				
2.				
3.				
4.				
5.				



• Write your argument. Give evidence and examples.
Answer any possible objections.



Appeal to the values and opinions of the audience.

Teachers' note The children should first complete the activity on page 38. Those who did the extension activity can use this page to edit and refine their arguments. It will be helpful if the children have also completed the activities on pages 20–22. The word-bank of connectives on page 46 will be useful.

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