



Ages 9 - 11 years



# Basic Language Skills

Story based activities to develop reading, writing and grammatical skills.

## Book 2

Aligned with the  
**Australian National Curriculum**



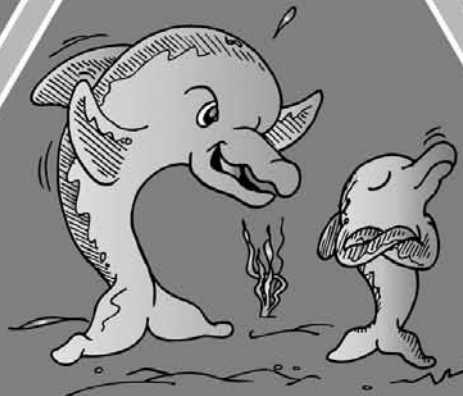
**Billy And The Giant**



**Do Teeth Have Babies Too?**



**Love Is A Big Burger**



**"Listen To Me," Said The Old One**



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# Teachers' Notes

The *Basic Language Skills Series* is designed to provide teachers with activities to develop children's reading and writing skills.

Writing is all about communication. Poor writing skills means ineffectual communication, which is why this book series has, as one of its main objectives, the development of some basic writing skills. The second main objective of this series of books is to develop children's reading skills. Poor reading skills means inadequate comprehension skills and affects children's knowledge of the world in which they live.

*Basic Language Skills Book 2* uses four fictional texts to develop children's skills. Children are asked to construct a range of text types based on the texts provided. This allows them to understand that writing is different depending on the purposes of texts and provides them with the opportunity to practise writing in different ways.

Reports, formal and informal letters, cards, poems, procedures, short stories and advertisements are just some of the different forms of writing that the children will be asked to create.

Students will also be asked to pay particular attention to correct grammar when writing and to devices used to write. Sections on capital letters, contractions, apostrophes, speech marks, nouns, full stops,

question marks, commas, nouns, adjectives, verbs, homophones, synonyms, antonyms, similes, repetition and alliteration are also included.

Specific activities have been designed to help students read the texts closely and understand the information and the way that it has been organised.

Students are given the opportunity to ask questions about the texts and proofread their work. These activities provide students with strategies to read and write narratives.

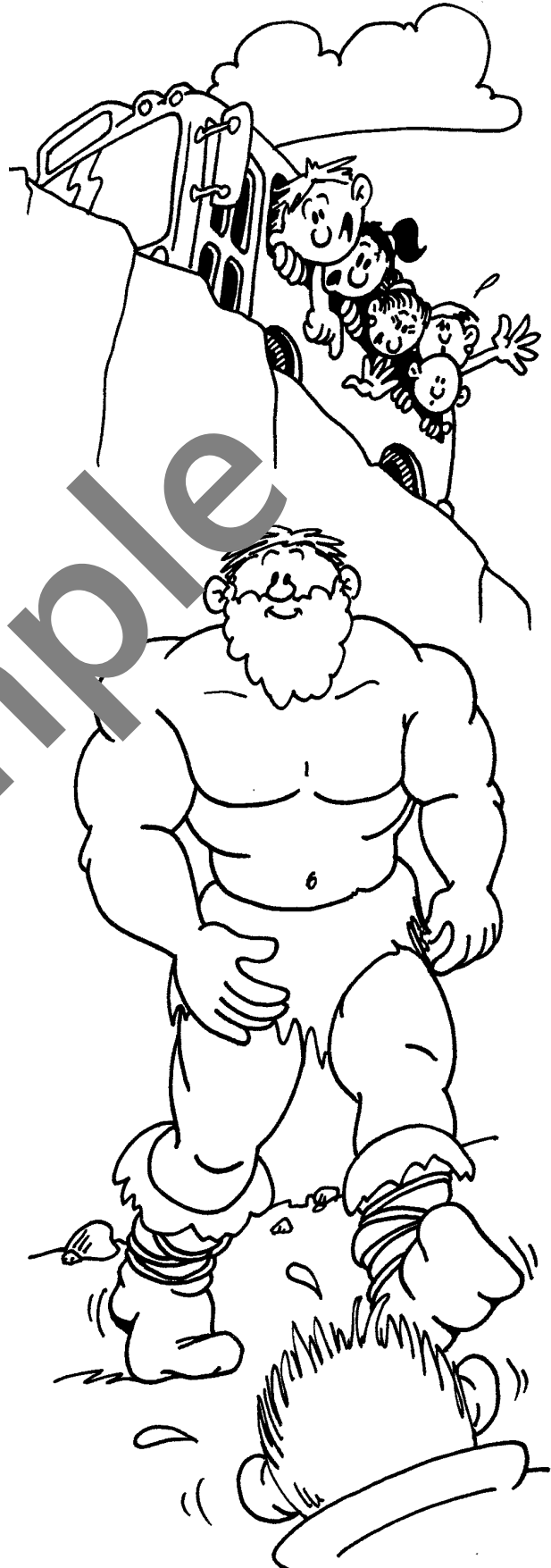
*Basic Language Skills Books 1 and 3* are also available for purchase.

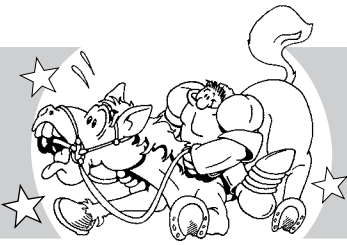
# Billy And The Giant

Billy looked for quite a few minutes at the group sitting under the shady tree. They really did seem to be enjoying themselves. He could hear their shouts of laughter across the playground. He wandered sadly off to catch the bus home.

While on the bus, Billy thought about what he had to look forward to. "More TV," he mumbled "and stupid cartoons and quiz shows and weak adventure films and ads trying to sell me toys and things." Billy's thoughts were interrupted by the screeching brakes of the old school bus. His thin body was pushed and crushed by the other kids scrambling for seats with their friends. He let them push him aside. They weren't bothered where he sat. He could ride on the roof for all they cared. Billy had been ignored ever since he arrived at Francis Street School in August. "This is Billy," the teacher had said, "I know you'll look after him." But they hadn't. They had looked at his funny spiky hair that stood up at the back like a straw broom and at the big handles of his ears sticking out from the side of his head and they'd left him to himself. They hadn't done much. They hadn't teased him or called him names. They just hadn't said anything really.

So Billy started doing something that he'd never really bothered with before. At lunch-times and recesses he buried himself away in a corner of the school library and read and read. And read. His favourites were the colourful books about witches and wizards and wicked giants. He lost himself in the exciting adventures of brave young knights who seemed to





## Punctuating Speech 2

### ★ Rewrite

*On a separate piece of paper rewrite this passage with the correct punctuation.*

billy ran quickly from the room wait shouted freddy ill come with you where are you going anyway

i just remembered that ive left mr smiths hose on called back billy ill get killed if he finds out

five minutes later he burst through the smiths garden gate and sloshed along the path towards the running tap billy im disappointed in you came mr smiths voice from behind him ive just got home from work and what do i find

Sample

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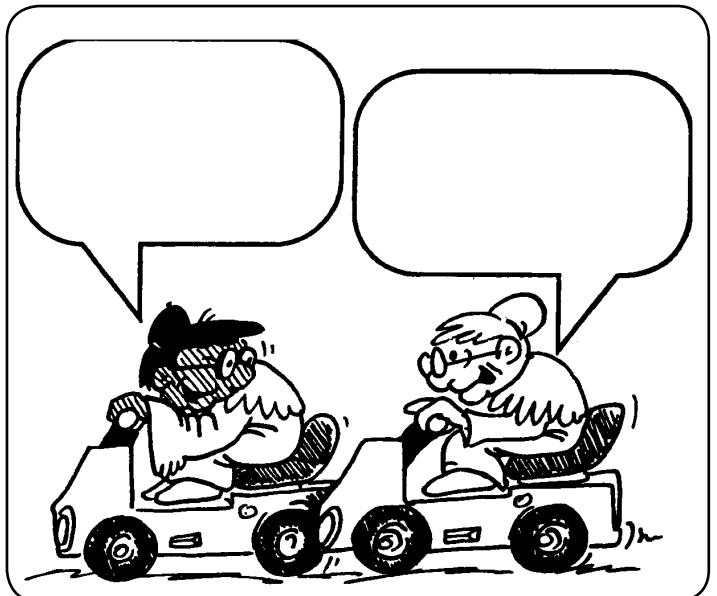
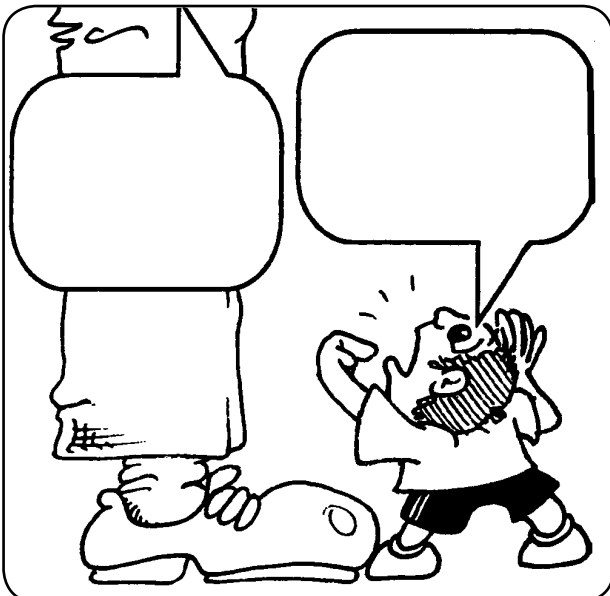
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★ Complete the conversation that the people in these cartoons are having. In your pads write them out in full in you. Include speech marks.





## Do Teeth Have Babies Too?

# Nouns And Adjectives 1

\*Read "Do Teeth Have Babies Too?" on pages 19 – 20 to help you with these activities.

When Sally thought about the missing tooth she was naming a part of the body that was normally found in her mouth.



A word that is used to name something is a **noun**. Names of everyday things such as: tooth, house, rain, and dog are known as **common nouns**. Names of people, places, streets and special days are **proper nouns**. Proper nouns always begin with a **capital letter**.

## ★ Common And Proper Nouns

In the spaces list ten common nouns and four proper nouns that you find in the story.

Common nouns		Proper Nouns

Sally was looking forward to biting into her 'creamy birthday cake'. The word 'creamy' is an adjective – a type of word used to describe a noun. In this case 'creamy' describes Sally's 'cake'.



## ★ Adjectives

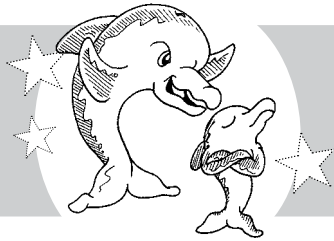
Sometimes adjectives become very overworked and tired, e.g. nice, good.

Write three new adjectives for 'nice' in this sentence.

1. "Oh, what a **nice** day!" exclaimed mum.

Write three new adjectives for 'good' in this sentence.

2. He had a **good** time at the circus.



**"Listen To Me," Said The Old One.**

## Editing Your Writing

*\*Read "Listen To Me," Said The Old One" on pages 31-32 to help you with these activities.*

After you have written out the ending to the story, proofread your own writing. When you proofread, check things like punctuation and use of correct parts of speech.

- Read through your ending looking for the check points in the table below.
- Rate each check point by ticking where you think your work fits.
- Fold the page along the dotted line and ask a partner to check and rate your ending by completing table 2.

**Table 1: Rate Your Ending**

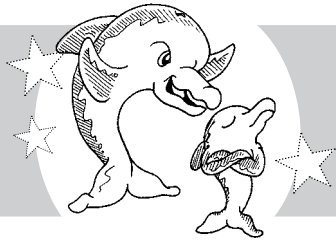
CHECK POINTS		How do you rate? (Tick ✓)				
		Excellent				Poor
Adding Interest	1. Use of adjectives to lift interest.					
	2. Sentences aren't too long.					
	3. Tone right for readers.					
Structure	4. Ending makes sense.					
	5. Fits with the rest of the story.					
Correctness	6. Spelling.					
	7. Punctuation.					
	8. Vocabulary.					

**Your Opinion** I think I did well: \_\_\_\_\_  
I think I could improve: \_\_\_\_\_

**Table 2: Rate Story Ending by \_\_\_\_\_**

CHECK POINTS		How do you rate? (Tick ✓)				
		Excellent				Poor
Adding Interest	1. Use of adjectives to lift interest.					
	2. Sentences aren't too long.					
	3. Tone right for readers.					
Structure	4. Ending makes sense.					
	5. Fits with the rest of the story.					
Correctness	6. Spelling.					
	7. Punctuation.					
	8. Vocabulary.					

**Your Opinion** I think the writer did well: \_\_\_\_\_  
I think the writer could improve: \_\_\_\_\_



**"Listen To Me," Said The Old One.**

## Free Verse

Free verse is a particular poetic form which doesn't follow any rules.

If you write a poem in free verse it has:

- No set syllabic pattern or beat
- and
- No set rhyme scheme

To help you write in free verse, think of a story where each idea can be on a new line.

Example: **cat – mouse – cheese- hole – snores.**

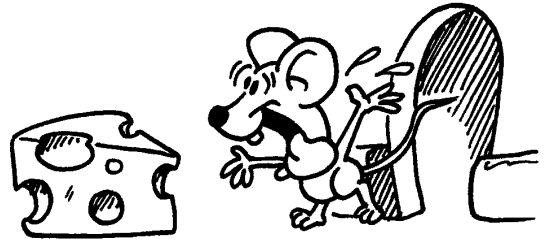
The **cat** slept quietly

The **mouse** stuck his nose out from safety.

The **cheese** sat on a plate before him

The cheese and mouse escaped into the **hole**.

Cat **snores** on.



### ★ Poem 1

Choose an animal and create your own free verse poem. Use the example above as a guide. **Tip:** you may like to include alliteration and similes in your poem!

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

A good way to gather together some ideas to help you write a poem in free verse is to brainstorm a particular topic. Then include the words in your poem.

### ★ Poem 2

Brainstorm a topic here: \_\_\_\_\_ Topic: \_\_\_\_\_

Words: \_\_\_\_\_

\_\_\_\_\_

Use the words from your brainstorm to create a poem in free verse.