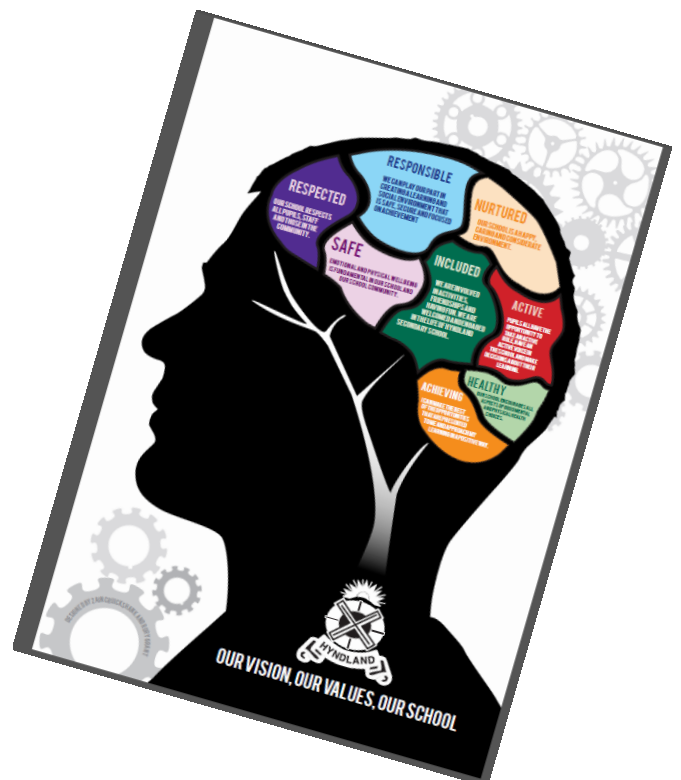


S2 Literacy



Activities to develop literacy across the curriculum.

For delivery during personal support time.



S2 Literacy

In S1 literacy you focused on types of words. This year we will be looking at types of sentences and how to effectively paragraph your work.

We all know that a sentence begins with a capital letter, ends with a full stop and usually has a verb. But did you know that there are different types of sentences?

Types of sentences

| | |
|-----------------|---|
| Statement | Tells you something. Most sentences are statements. |
| Questions | Asks something. They always end with a question mark. If a piece of writing has a lot of questions it may be challenging the reader to think about the answers to these questions. If a character in a novel uses a lot of questions it may indicate that they are confused or unsure what to do or think. Rhetorical questions are questions which do not require an answer such as: 'What time do you call this?' |
| Commands | Tells you to do something. 'Buy now!', 'Stop what you are doing and listen'. They can end with a full stop or an exclamation mark. They are often used in advertising and give the impression of talking directly to the reader. |
| Exclamations | Express excitement or surprise. 'What a nightmare!' 'Oh dear!' They do not always contain a verb as in the second example above. They can end with a full stop or an exclamation mark. |
| Minor sentences | Sentences without verbs. They are shortened versions of other types of sentences. The brevity of these sentences can create a dramatic mood or build tension in a piece of fiction. |

S2 Literacy

Types of sentences

Identify which type of sentence each of the following are:

1. When are we leaving?
2. Stop and buy.
3. That film was dreadful!
4. Why bother?
5. The disco starts at 6.30pm
6. I can't believe no one is here!
7. Are you joking?
8. Hurry up!
9. Quite right!

Activity 1

Extension task 1

Write 5 new sentences—1 of each type.

Extension task 2

Design a poster which explains each different type of sentence. Try to use your own words. Make it bright and colourful!

S2 Literacy

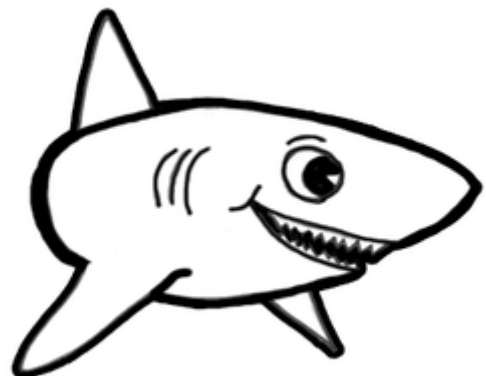
Topic Sentences

A topic sentence is a special type of sentence which signals to the reader what a paragraph will be about. Topic sentences are very important for you both as a reader and a writer. When reading, topic sentences help you to follow the writer's argument. When writing they act as signposts to your reader to help them follow your argument.

Here is an example from a previous S2 pupil's essay on: 'Do Sharks Deserve their Killer Reputation?'

Sharks mostly live in warm water but some do not so scientists divide sharks into three distribution groups: tropical, temperate and cold water sharks.

We know that the following paragraph will be about the habitat of sharks and we can expect to be told about each of the groups mentioned.



S2 Literacy

Activity

2

Read the following three paragraphs and identify the topic sentence in each of the following paragraphs - be careful! Write your answers in your jotter.

1. Adventure Tourism

Adventure tourism is a different way for tourists to see New Zealand. This type of tourism uses the plentiful natural resources - mountains, rivers, lakes, wilderness areas and historical sites to provide adventure, thrills and challenges which are low risk but high in excitement. For example, the coastal areas in New Zealand are great for canoeing and kayaking. White-water rafting is another popular water adventure tour. However, if you would rather keep your feet on the ground, New Zealand has over 100 developed walkways in addition to the tracks in the 12 National Parks. Because more and more tourists are interested in learning about New Zealand by doing exciting and unusual activities, adventure tourism will continue to grow.

2. Time Management

No matter how you slice it, there are only 24 hours in a day. To be successful at university, students need to learn good time-management skills. The first skill is not taking on more than you can handle. If you are a

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working part-time, have a family and are involved in a community organisation, then taking a full course-load at university will be too much. Another time management skill is reasonably estimating the time required to perform each of the tasks at hand. For example, deeply reading a chapter from a course text cannot be completed in between television programmes. Finally, actually *doing* what needs to be done seems obvious, but is a very difficult skill. You may find that cleaning out your wardrobe becomes vital when you are avoiding study. Procrastination is a time manager's enemy. By learning time management skills your university study will be successful and most importantly enjoyable.

3. Have Heart

The human heart is a small yet highly efficient piece of equipment, The heart weighs about 11 ounces and is the size of a clenched fist. The heart of a man performs at about 60 to 80 beats a minute. In a year it beats some 40 million times. At each beat it takes in nearly a quarter of a pint of blood; in a single day it pumps 2,200 gallons of blood, and in the course of a single lifetime about 56 million gallons. Is there any other engine capable of carrying on such heavy work over such a long period of time without needing to be repaired?

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This activity allows you to create your own topic sentences to interest your reader.

Each passage below contains a series of sentences with specific examples of a single character trait: (1) patience, (2) a frightful imagination, and (3) a love of reading. What each passage lacks is a topic sentence.

Your job is to complete each paragraph by creating an imaginative topic sentence that both identifies the particular character trait and creates enough interest to keep us reading. The possibilities, of course, are limitless. Nonetheless, when you're done, you may want to compare the topic sentences you have created with the ones originally composed by the student authors.

Activity

3

Passage A: Patience

Create a topic sentence.

For example, recently I began taking my two-year-old dog to obedience school. After four weeks of lessons and practice, she has learned to follow only three commands--sit, stand, and lie down--and even those she often gets confused. Frustrating (and costly) as this is, I continue to work with her every day. After dog school, my grandmother and I sometimes go grocery shopping. Inching along those aisles, elbowed by hundreds of fellow customers, backtracking to pick up forgotten items, and standing in the endless line at the checkout, I could easily grow frustrated and cranky. But through years of trying times I have learned to keep my temper in check. Finally, after putting away the groceries, I might go out to a movie with my fiancé, to whom I have been engaged for three years. Layoffs, extra jobs, and problems at home have forced us to postpone our wedding date several times. Still, my patience has enabled me to cancel and reschedule our wedding plans again and again without fuss, fights,

or tears.

Passage B: A Frightful Imagination

Create a topic sentence.

For instance, when I was in kindergarten, I dreamed that my sister killed people with a television antenna and disposed of their bodies in the woods across the street from my house. For three weeks after that dream I stayed with my grandparents until they finally convinced me that my sister was harmless. Not long afterwards, my grandfather died, and that sparked new fears. I was so terrified that his ghost would visit me that I put two brooms across the doorway of my bedroom at night. Fortunately, my little trick worked. He never came back. More recently, I was terribly frightened after staying up late one night to watch *The Ring*. I lay awake until dawn clutching my cell phone, ready to ring 911 the moment that spooky little girl stepped out of my TV. Just thinking about it now gives me goose bumps.

Passage C: A Love of Reading

Create a topic sentence.

When I was a young girl, I would make a tent out of my blankets and read Nancy Drew mysteries late into the night. I still read cereal boxes at the breakfast table, newspapers while I am stopped at red lights, and gossip magazines while waiting in line at the supermarket. In fact, I'm a very talented reader. For example, I've mastered the art of talking on the phone while simultaneously reading Dean Koontz or Stephen King. But *what* I read doesn't matter all that much. In a pinch, I'll read junk mail, an old warranty, a furniture tag ("DO NOT REMOVE UNDER PENALTY OF LAW"), or even, if I'm extremely desperate, a chapter or two in a textbook.

You may complete these exercises working either alone or in a pair. Be sure to check your answer when you have finished each exercise.

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Activity

4

The following groups of sentences can be rearranged to form paragraphs. Make a note of the order in which they should be placed (e.g. 2,4,1, 5,6) and put a ring around the letter that corresponds to what you think is the topic sentence.

Paragraph 1

1. Next, add antifreeze to your windshield washer fluid; otherwise, the fluid will freeze and possibly break the container.
2. First, put on snow tires if you plan to drive on snowy, icy roads very often.
3. Driving in winter, especially on snowy, icy roads, can be less troublesome if you take a few simple precautions.
4. Finally, it is also a good idea to carry tire chains, a can of spray to unfreeze door locks, and a windshield scraper in your car when driving in winter weather.
5. Second, check the amount of antifreeze in your radiator and add more if necessary.

Paragraph 2

1. A breakthrough in one of these areas will hopefully provide a means of relieving both the overstretched oil market and the environment.

2. Researchers in the automobile industry are experimenting with different types of engines and fuels as alternatives to the conventional gasoline engines.
3. One new type of engine, which burns diesel oil instead of gasoline, has been available for several years.
4. Finally, several automobile manufacturers are experimenting with methanol, which is a mixture of gasoline and methyl alcohol, as an automobile fuel.
5. A further type is the gas turbine engine, which can use fuels made from gasoline, diesel oil, kerosene and other petroleum distillates.
6. The increasing depletion of oil reserves, along with environmental concerns, have prompted some radical developments in car design over the past few years.

Paragraph 3

1. Later on, people began to write on pieces of leather, which were rolled into scrolls.
2. In the earliest times, people carved or painted messages on rocks.
3. In the Middle Ages, heavy paper called parchment was used for writing and books were laboriously copied by hand.
4. With the invention of the printing press in the middle of the fifteenth century, the modern printing industry was born.
5. Some form of written communication has been used throughout the centuries.

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It is important to paragraph effectively when writing. If you do not paragraph your work it can be difficult for your reader to follow what you are saying.

When paragraphing your work use TiP ToP to help you remember when to take a new paragraph.

TiP ToP

Ti - stands for **Time**, so start a new paragraph for a different time period.

P - stands for **Place**, so start a new paragraph for each new place.

To - stands for **Topic**, so start a new paragraph for each new topic, idea or subject.

P - stands for **Person**, so start a new paragraph for each new speaker.



S2 Literacy

Activity

5

These pieces of writing are not paragraphed. Write the sentence which you think should be the start of a new paragraph.

Passage 1

Everything was pitch black as we walked to our places. We stood waiting and I couldn't stop myself from smiling. Then suddenly the lights came on and the music played. We danced to a song from "The Chorus Line." The glaring light made the gold hats shine and our hairspray sparkle and before I knew it, it was over. I quickly ran off and ran round to the other side. Ready for the next dance. I went on stage in the dark again. I sat down with the book I had as a prop and waited. A spot light went on and inside I was jumping! The dance was set in a ballet class and I was the first to arrive. I had my own solo the other lights turned on and other people entered. We all danced together. It was amazing. Then after all that there was one spot light on me again and I looked around and exited off to the wings, with my pointe shoes swung behind my back. Then it was time for a two second costume change. We ran round the corridor pulling on school skirts and ties. By the time we got round we were breathless and we hadn't even started the dance. I could hear some whispering and a thud as we jumped down ready to start the dance. We dance to a song from Matilda the Musical. The audience oohed and ahed and when we finished we got a standing ovation! When we ran off we only had five seconds to take off the school clothes, take the little ones hands and run back on. We danced and spun, took a bow and listened to the applause. I was upset because I thought it was over but little did I know, we had to do it all over again in twenty minutes.

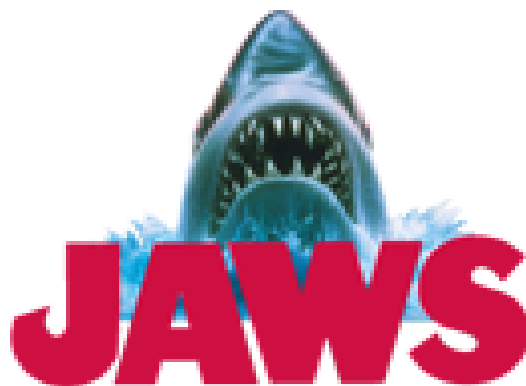
S2 Literacy

Passage 2

In this essay I will analyse and explore the main ways in which the director, Steven Spielberg creates tensions and scares the audience in the movie "Jaws". "Jaws" is about a chief inspector of police and his attempts to capture the great white shark that is attacking swimmers and beach lovers in his home town on Amity Island. During the course of this essay I will look into the three main ways in which Spielberg creates this tension and fear. These being: music, tension in the plot and the shark itself. Music is a very important part of all types of film especially horror films and one good example of this is Spielberg's use of music in the film 'Jaws'. The low pitched piece is played on the cello and consists of two notes - E and F - played repeatedly, gradually speeding up as if to mimic the audience's heartbeat. The music is always played before an attack meaning we, as the audience, always know when an attack is coming. The music is also quite often paused for a couple of seconds meaning there is a complete silence. This keeps the tension high and stops us losing interest. The "Jaws" music has become very well known, most people will be able to tell you exactly what film it is from. I personally find the music spooky but I am surprised by the fear it creates. I would have thought that if there was no music then the attack would be more unexpected therefore creating more of a fright for the audience. The order and space between the attacks are also key aspects of the terror and tension that Spielberg has created. The first person to feel the wrath of Mr Jaws is a young hippie called Chrissie. She doesn't get much screen time and doesn't really seem to have anyone who loves her or cares for her so when she is killed we don't feel much sympathy or love for her either. The second victim is a young boy called Alex. He gets more screen time than Chrissie and we see him talking to his mum so we know that he is cared for. This on top of the fact that he is a child means we feel more love towards him. The next victim was Chief Brody's son. Although he wasn't actually killed, he came very close to the shark and was lucky not to be eaten. Despite him living we still feel sorry for him because we know that his death would have greatly affected the main character. Finally the shark eats Quint. Quint was the fisherman that Hooper and Brody go out to kill the shark with. While they are at sea Quint gets a lot of screen time and we get to know him well. This means we feel the most sadness when he dies. The order in which Spielberg places the attacks means we gradually get more upset about each death

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meaning we are always worrying about which one of our favourite characters will die next. But we can't forget Mr Jaws himself. The shark! The way that Spielberg causes most fear and tension is through the little use of the shark. We don't actually see the shark until three quarters of the way through the film, just before the 4th attack. Although we don't see the shark itself we do see the damage it can do. First at the corner's office Chrissie's body is brought out in a tiny box. This tells us that not much is left of her. Then after Alex's attack we see his shredded bloody lilo washed up on the beach. Then we see a boat all ripped up by the shark. Despite not seeing this attack we know that the shark can bite through solid wood with ease. Sometimes it is scarier not seeing the shark because it means that we have to imagine what the shark looks like and quite often our imagination invents a much scarier version of the shark than the real life one. The techniques I have gone over are just three of the many ways that Spielberg scares the audience in the film "Jaws". They are: the use of music and when it is played, the attacks and how they are placed throughout the film, the victims they include and last but not least the shark and how it was shown. I think that these alone create a lot of fear on their own even without the many other techniques used.



S2 Literacy

Extension Task:

Design a poster for TiP ToP. The best ones will be copied and displayed around the school so that everyone knows how to paragraph correctly!

BCTLA - Ethics of Information Use

H Honour Your Work and the Work of Others.

O Original Thinking Not Plagiarism.

N Need Privacy? There is No Privacy On the Internet.

E Evaluate Your Sources.

S Safety is Number One Err on the Side of Caution.

T Teachers and Teacher-Librarians are There to Help You.

Y You are In Control Not the Information.

- Always cite your sources (live, sound, graphics, video...).
- Always give credit where credit is due.
- Respect copyright rules and know your rights.
- Never "copy and paste" and call it your own.
- Use Creative Commons licensing to establish your rights over your works.
- Put your notes in your own words.
- Use graphic organizers to sort out your facts.
- Use a variety of note taking methods.
- Use a variety of note taking methods.
- Highlight phrases in personal print documents.
- Put a new twist on old information.
- Never knowingly give personal information on the internet (name, address, phone number...).
- Always follow acceptable Use Policy (District, School, Home).
- Keep passwords private.
- Keep personal information private.
- Check and double check your internet sources.
- Be critical of all information on the internet.
- Question authority, accuracy and criteria.
- Question sites that do not meet criteria.
- Use more than one source to validate information.
- Chat online only with teacher or parent permission.
- Never agree to a face-to-face meeting with someone that you have met on the internet.
- Never knowingly give out personal information.
- Notify a trusted adult if you feel threatened or uncomfortable.
- When in doubt, ask for help from your teacher or librarian.
- Report any inappropriate sites that you encounter.
- Use resources available through the library.
- Ask for any unwatched sites that demonstrate the benefits of the internet.
- Manage time by planning your inquiry approach.
- Use search strategies.
- Employ your critical thinking skills through search.
- Create new ideas from information found.
- The internet is your "virtual world." Practice good habits in it.

For use with the BCTLA's "The Points of Inquiry: A Framework for Information and the 21st Century Learner" Student Inquiry Model" available at www.bctla.ca. © BCTLA 2013

Halloween Fun Facts

Halloween is the second-highest profit week in American history for retailers — only Christmas makes it more profitable for stores.

The average American consumer spends **24 lbs** of candy per year for children, equivalent to an 11 lb bag of homework.

90% of Halloween candy is eaten by children.

93% of Halloween candy is eaten by children.

ANNUAL HALLOWEEN SALES IN THE U.S.

- Candy: \$1,900,000,000 (600 million lbs)
- Decorations: \$1,600,000,000
- Costumes: \$2,120,000,000

STOP ZOMBIE MOUTH

Calculus figured the most dangerous time for getting a zombie mouth is 10:30 p.m. to 11:30 p.m. when candy consumption is at its peak.



S2 Literacy

Answers

Activity 1

- | | |
|------------------------------------|--------------------------|
| 1. When are we leaving? | 1. Question |
| 2. Stop and buy. | 2. Command |
| 3. That film was dreadful! | 3. Exclamation |
| 4. Why bother? | 4. Question (rhetorical) |
| 5. The disco starts at 6.30pm | 5. Statement |
| 6. I can't believe no one is here! | 6. Exclamation |
| 7. Are you joking? | 7. Question |
| 8. Hurry up! | 8. Command |
| 9. Quite right! | 9. Exclamation |

Activity 2

1. Adventure tourism is a different way for tourists to see New Zealand.
2. To be successful at university, students need to learn good time-management skills.
3. The human heart is a small yet highly efficient piece of equipment,

S2 Literacy

Activity

3

Here are the original topic sentences. Yours do not need to be the same but they should have a similar content.

Original Topic Sentences

A. My life may be a box full of frustrations, but learning how to overcome them has given me the gift of patience.

B. My family is convinced that I inherited my imagination from Edgar Allan Poe.

C. I envy you terribly because at this very moment you're doing what I have always loved doing more than anything else: you're *reading*.

1: 3, 2, 5, 1, 4—topic sentence is 3

2: 6, 2, 3, 5, 6, 1—topic sentence is 2

3: 5, 2, 1, 3, 4—topic sentence is 5

Activity

4

Everything was pitch black as we walked to our places

I went on stage in the dark again

Then it was time for a two second costume change.

I was very glad to have this experience

Activity

5

S2 Literacy

Activity

5

Music is a very important part of all types of film especially horror films and one good example of this is Spielberg's use of music in the film 'Jaws'.

The order and space between the attacks are also key aspects of the terror and tension that Spielberg has created.

But we can't forget Mr Jaws himself.

The techniques I have gone over are just three of the many ways that Spielberg scares the audience in the film "Jaws".