

English Activity Centre

For prose in essay form.

In the domain of Paragraphs.

Mindscape game system by Richard Patterson.

AIM

Have a unit of work that contains lessons that do the following.

1. Provides incentives for students to learn.
2. Has ongoing assessments of student's individual skills.
3. Has a final assessment of student's combined skills.
4. Allows for multiple intelligences.
5. Enables group work and assists in teambuilding skills
6. Differentiates learning for beginners, consolidated, achieving, and excelling students.
7. Has tasks and projects that addresses ICT and citizenship.
8. Promotes student decision making and independent learning.
9. Gives students a measure of autonomy.

ABOUT

The Teacher of the game challenges participants to attempt questions. Successful written answers are awarded points. The points can be saved and may be used to buy more valuable questions.

RULES

To be fair players are seated in alphabetical order. **Students will be offered or given different pieces during the game which they collect to help in reaching the next level.** The students must copy notes from the domain of the game. At anytime students might encounter a directive that must be answered before they can move forwards in the game. Students who wish to seek clarification of any rule may stop playing by raising their hand to signal time out. To go up a level students must collect a red test of skill piece. For these pieces students must provide extended answers without teacher assistance. The teacher will evaluate responses, by students choice of question, skills, quality of understanding, thought in use of persuasive techniques, and playing condition. Passing results in students increasing their marks in their English subject and moving onto the next level. To win the game the student must complete the module. Unspent points may be saved for campaigns.

PIECE VALUES

No student can avoid encountering fiery directives. These must be answered correctly or point scores will be reset. Notes can be allocated directly to the word count for most fiery directives. These notes are to be marked as sections used. Marked notes can only be used once when answering a fiery directive encounter. Questions are in the form of encounters in the game. Silver encounters responses are guided by the teacher assistance. Gold encounters are elite quests concerning encounters beyond the perceived skills of the student. There is no teacher guidance for elite quests. Beyond that is are the rare and most valuable ghost missions which are so intangible and obtuse that they are considered hazard attempts and are chosen at the student's own risk.

Paradoxes: Topic of discussion.

Magic Keys: Unlock all Tests (Student automatically passes additional tests in this module) won by collecting 18 points/all badges/1 project.

Winning Diamond: Unlock All (Students automatically passes additional fiery directives in this module. All encounters 1 point value) won by collecting 54 points/all badges/3 projects.

TEAM BADGES:

Winning team badges allow students to join into teams. Students must choose a speciality role in their team. To join a team 3 of all badges must be collected. Teams can attempt gain more badges, with each badge worth 1 point. Brick –Elements of English, spelling grammar, punctuation and Metalanguage. Scout – Predicting & Comprehension. Medic – Editing & Proofreading. Wings –communications & I.T. Wordsmith – Presenting & Recording.

Unidentified encounter pieces (uep's) concern achieving responses beyond the scope of the module. They may require research. Hence these questions will be ignored. Teachers will determine if the student passes of all other encounter types.


Mindscape

You must play this game until you win by retrieving a diamond medallion. While you play through the units of this game's module take notes. These notes can be used to navigate and face tests. You can also try to collect pieces and different badges as well. Collected pieces can be traded for bonuses in the tests. Some pieces are worth more points. If you win all the badges you can play in a team and pool points. Teams can also unlock previously closed units that offer greater rewards. Other game encounters can influence your chances of winning. Your actions in this game will be described in your school report.

Level One: Purpose and structure of a paragraph.

Groups of words alone do not make a sentence.



grapes show is
about salad sky 


Can you write what this sentence is
saying without writing the same



sentence?

Should it be so easy to first
judge that these words do
not make a sentence?



I like what my grapes
show off about my
fruit salad in its sky
blue bowl. 

Groups of sentences alone do not make a paragraph.
Exceptions include songs or poems.



It somehow reminds us of summer. The bright green of the contrast with the blue of the bowl. I like what my grapes show off about my fruit salad in its sky blue bowl.

I like what my grapes show off about my fruit salad in its sky blue bowl. The bright green of the contrast with the blue of the bowl. It somehow reminds us of summer.

All other forms of extended prose are paragraphs.



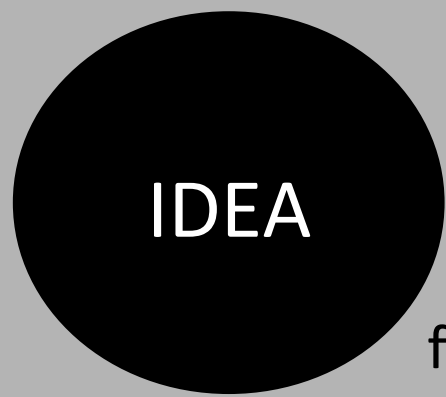


fig.1

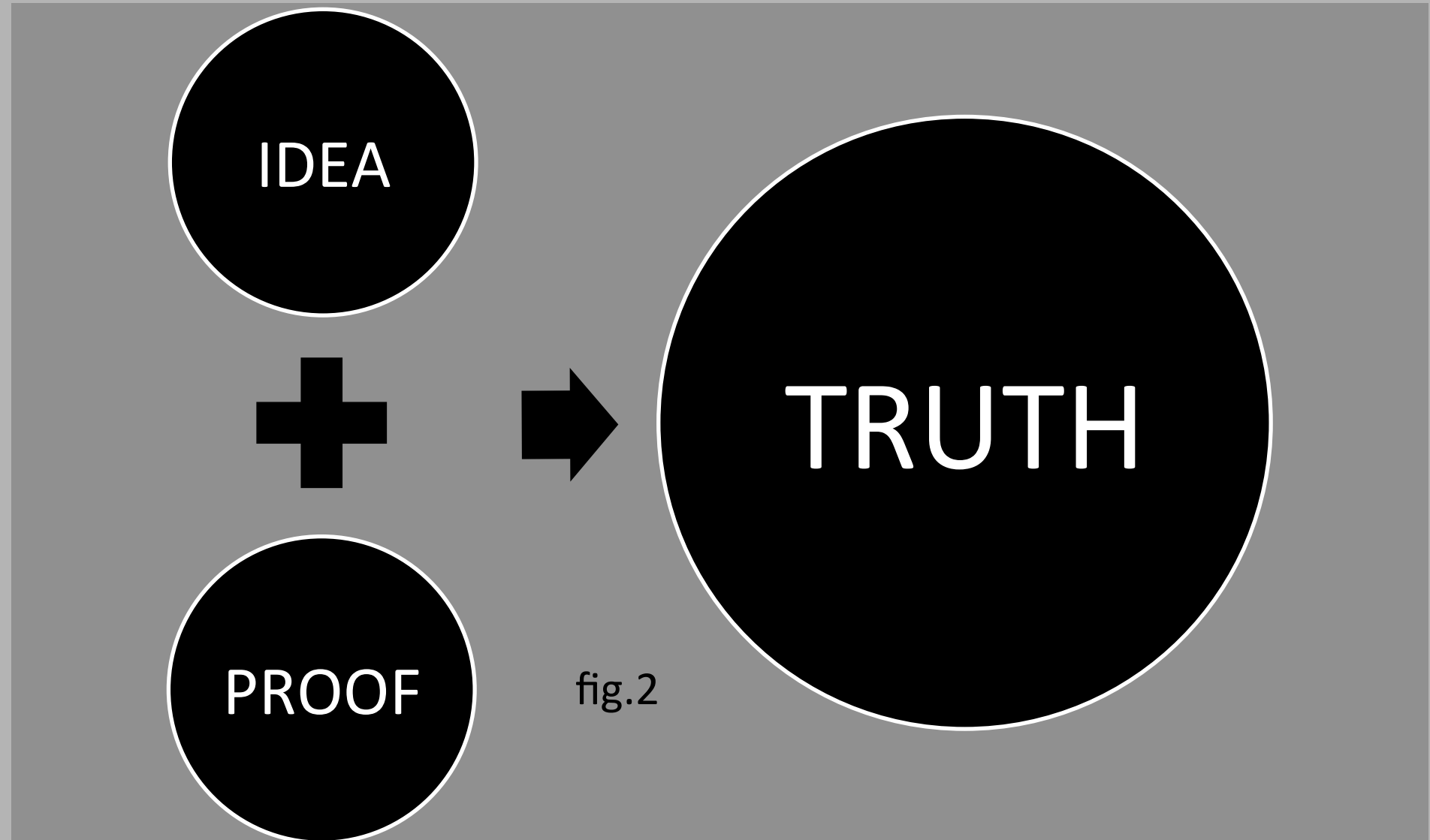
Can you write what figure one means without using the word in the figure?



What does figure two mean?



A sentence states an idea.



A paragraph defines and shows the truth of it.



All paragraphs introduce an idea in a statement,



Is it ever fine to just accept what people say without proof?




Idea

Evidence

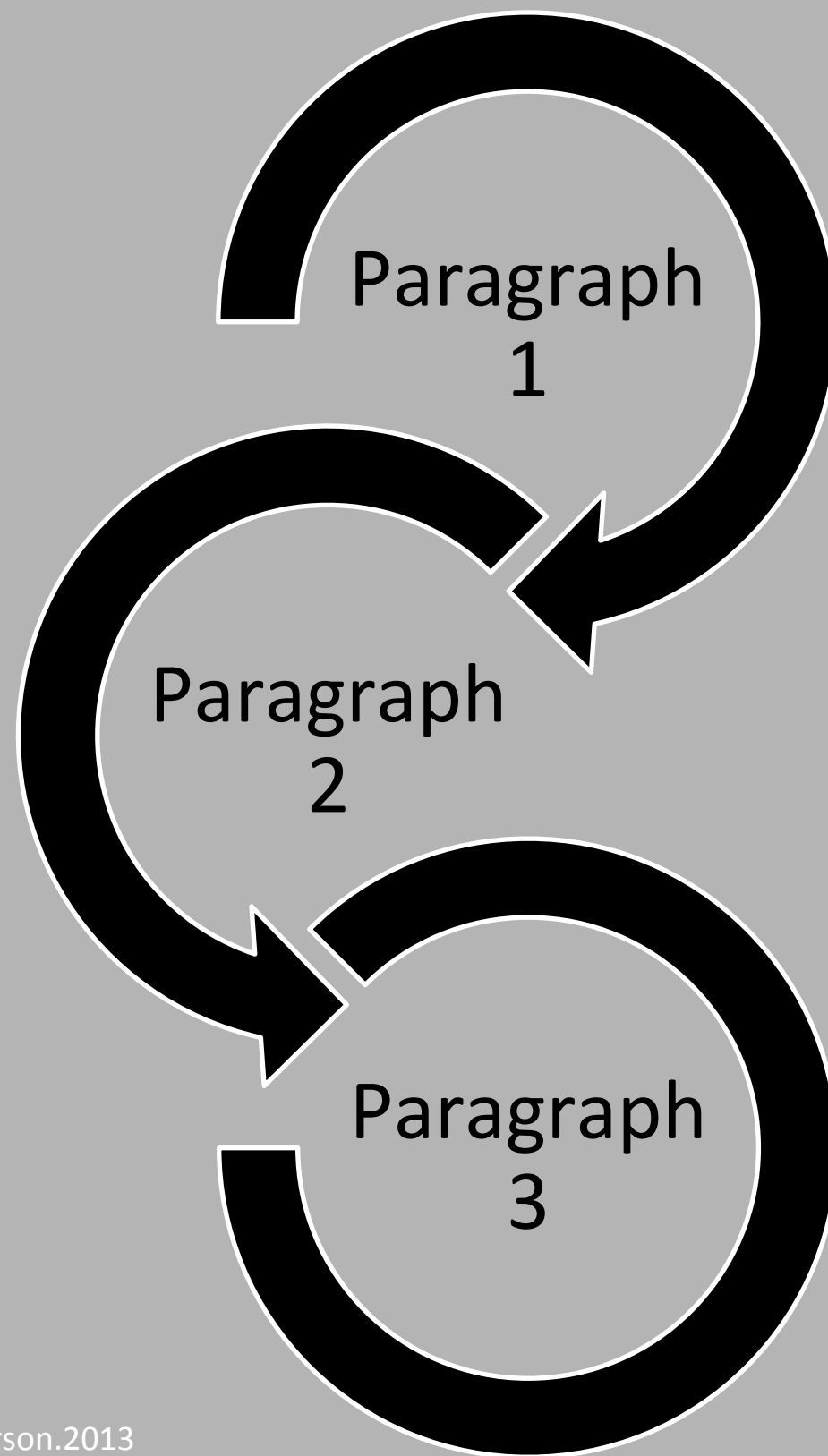
Explanation

then prove and qualify it.



Paragraphs are the backbone of all prose in books, plays, letters,  and stories, and essays.

Do paragraphs tell stories? 

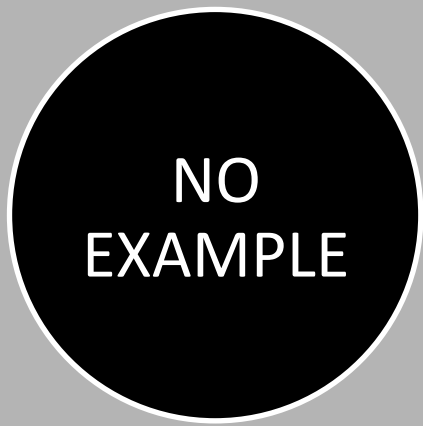
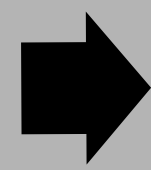




An idea in a sentence that can not be explained is not valid.



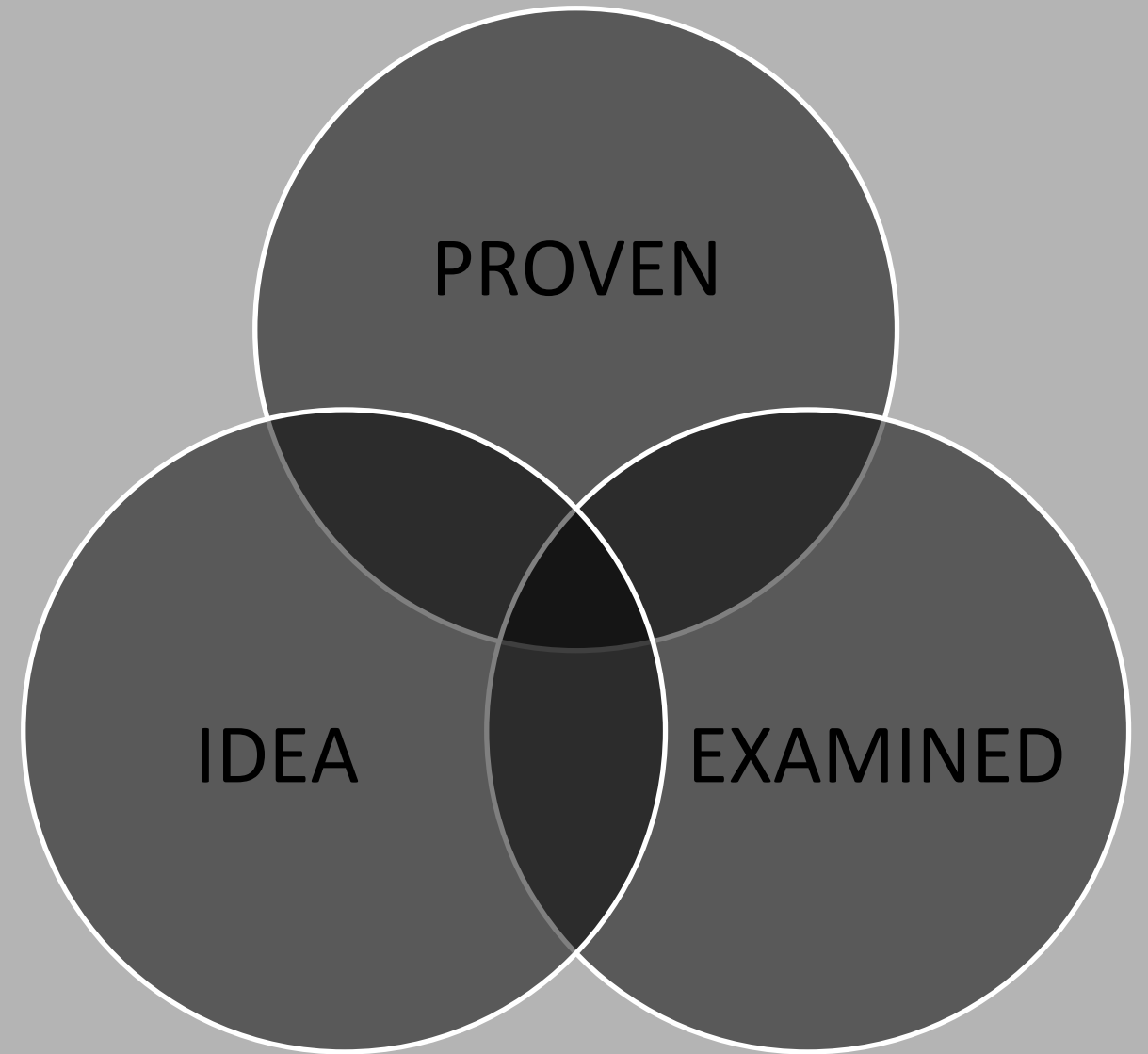
What if any idea you can think of can become true?



Should we rely less on unproven ideas than on proven ones?




Paragraphs examine an idea by introducing the topic, prove it true, and analysis the result .

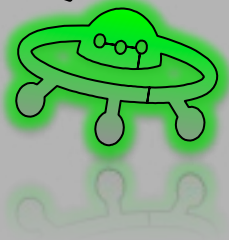



What 4 names would you give to the unnamed intersecting areas in this figure?

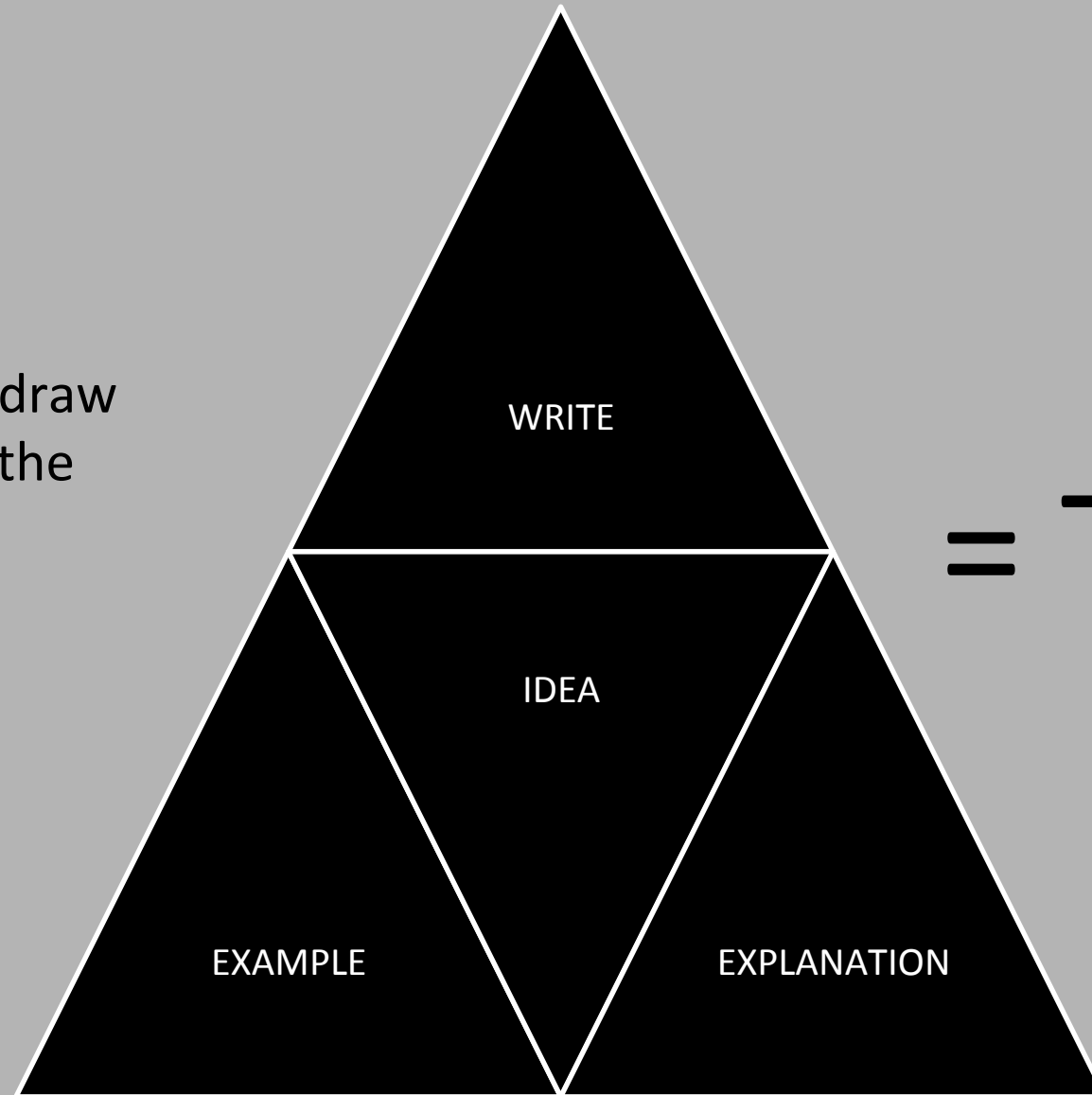


Any idea we can think of, if we write it down, and give an example and explanation for it, is true. 

Look familiar?

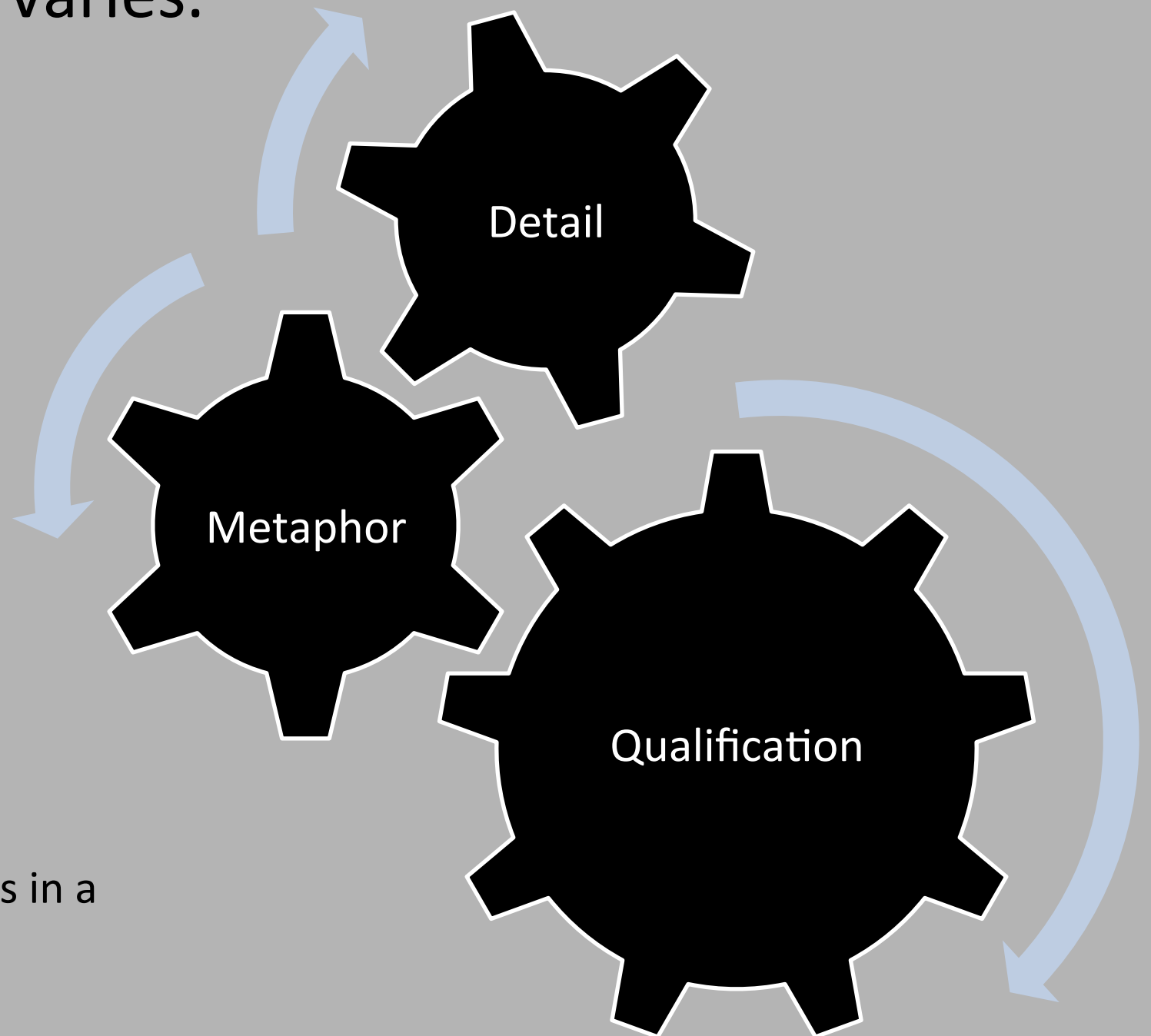


How else would you redraw and still be able to say the same thing? 



= TRUTH

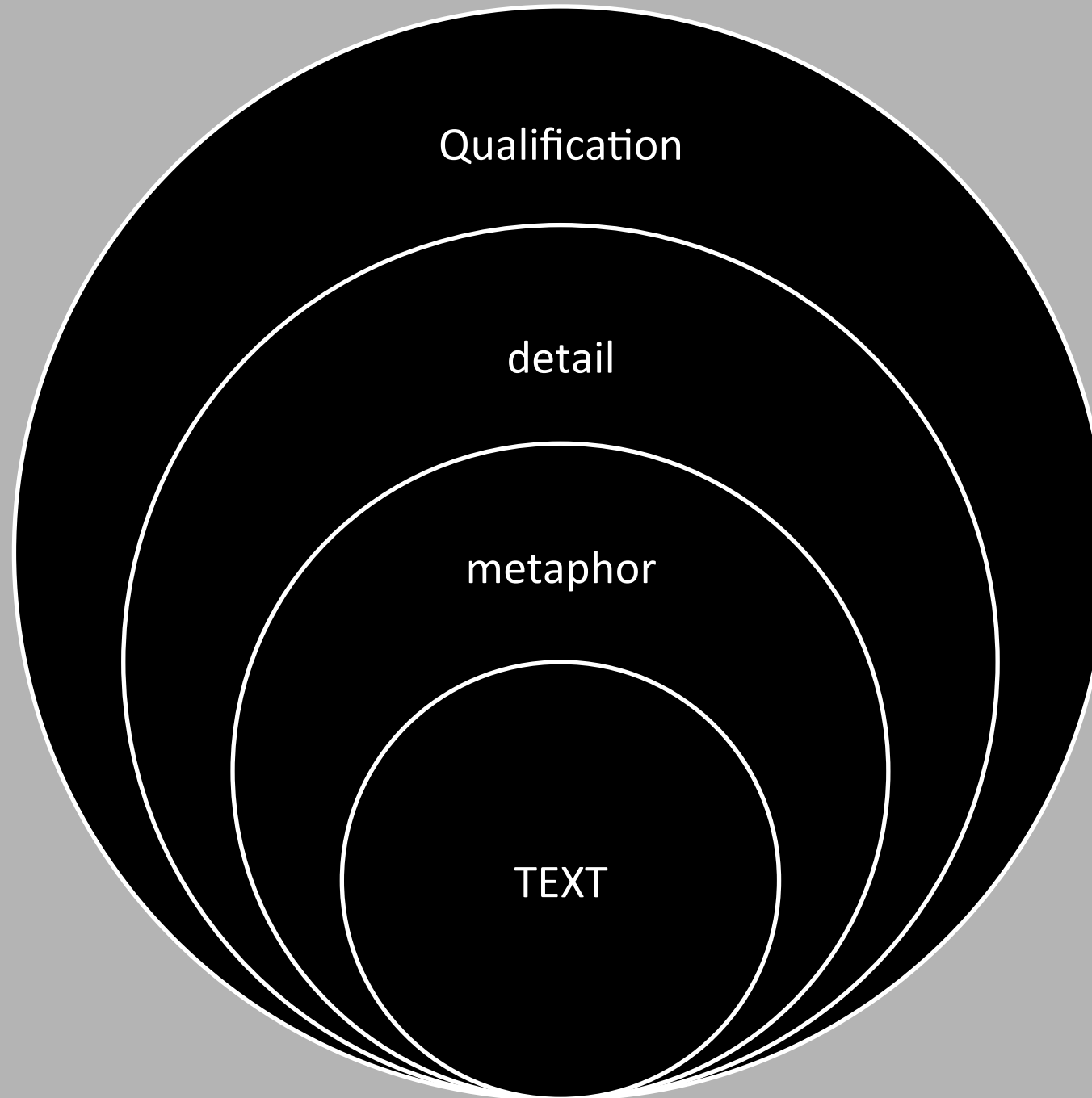
Although paragraphs are defined structures, the arrangement of the sentences within them varies.



Can true ideas always be reduced to parts in a machine?



Allowing its writer to decide upon the order that information in the form of metaphor, detail, and qualifying statements are given.



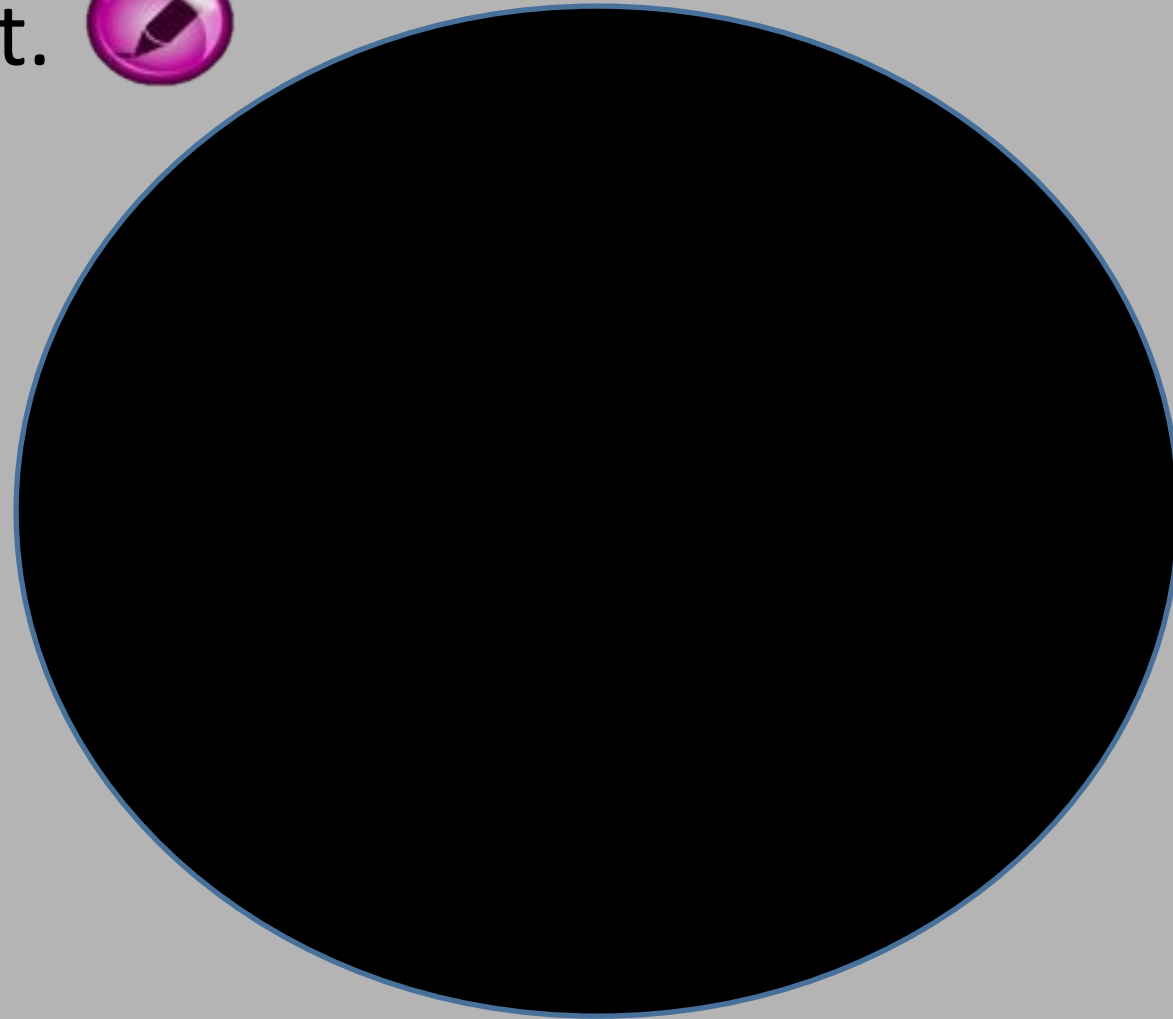
TRUE/FALSE?
Making your ideas into paragraph gives them a lifespan.




How many dimensions does this two dimensional figure represent?



For an arrangement of sentences to justify an idea, it needs to be able to explain it. 



What does this figure represent?

If someone has ideas but can not express them in paragraphs or even sentences then all their ideas are ultimately worthless. 

Test!


A	Paragraph
B	Students
C	Instructions
D	How to write a paragraph.
E	Instructions on how to write a paragraph.


Questions Menu

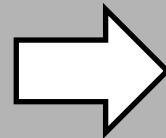
Expected Word Count

\$	Provide an extended text :	Yr10	Yr09	Yr08	Yr07
18	on anything.	35	30	20	10
16	on C.	45	40	25	15
14	on B.	55	45	30	20
12	on A.	65	50	35	25
10	using A format on A.	75	60	40	25
8	on Student & A.	85	70	55	30
6	on A & B	95	80	60	35
4	on improving A B or D.	105	90	65	40
2	on improving this module.	115	95	70	45
0	on E	125	100	75	50

Level Two: Writing a paragraph.

In academic writing, such as essays, a new paragraph is used to show that there is a change of idea. This might be a new or contrasting idea. 

Many writing style guides tell that when a new paragraph is written the left margin of the first line should begin with several spaces. What is the action to the line called? 



There are around a hundred times more stars in the known universe than there are all the grains of sand on our planet Earth. Many people use this huge number to argue that there must be life on other planets. Others use the same fact to ask why we have seen no evidence of Alien life. Surely if there is bound to be extra-terrestrial life, wouldn't there be evidence of such things all around us.

When writing fictional texts like, stories or narratives such as biographies, a new paragraph is begun by the writer to signal the following changes:




- Speaker. (From Ralph's perspective to Suzan's)_
- Point of view, such as 1st person (I walked) to 2nd Person (they walked)
- Location (Inside to outside)
- Time (later that day)

Section 1 **Ahmed had walked down this shopping aisle many times before.**

Section 2

1. The aisle has so many types of candy that he could not decide what to put in his trolley.
2. When Ahmed reached his car he saw that he had left his lights on.
3. Ahmed had to swerve his trolley out of the way of a toddler who ran past him.
4. Above Ahmed the fluorescent store lights flickered.

Explain which  sentence from section 2 would be in another paragraph than the sentence in section 1.

To write a paragraph

1. Rewrite the question.
2. Give an example.
3. Give an opinion on the example.
4. Introduce the next paragraph.



Expectations are that paragraphs should be at least 3 sentences but a true paragraph is about 5 to 7 sentences.

Rewrite the 1st sentence in section one. By replacing the words 'coherent' and 'unified' to make it simpler and easier to understand.



Section 1

So that paragraphs are coherent and unified, academic paragraphs are written in as a series of steps. These provide a structure for the idea.

T.E.A.L is a method to create correct paragraphs.

- 1. Topic** What the paragraph is about
- 2. Evidence** Proof by examples to justify topic
- 3. Analysis** A comment or opinion about the evidence.



5. Link



A linking sentence relates to its paragraph and the next. If a paragraph is part of an essay with and it is not the final paragraph, an extra last is included. It is a parting remark that also introduces the topic in the next paragraph.

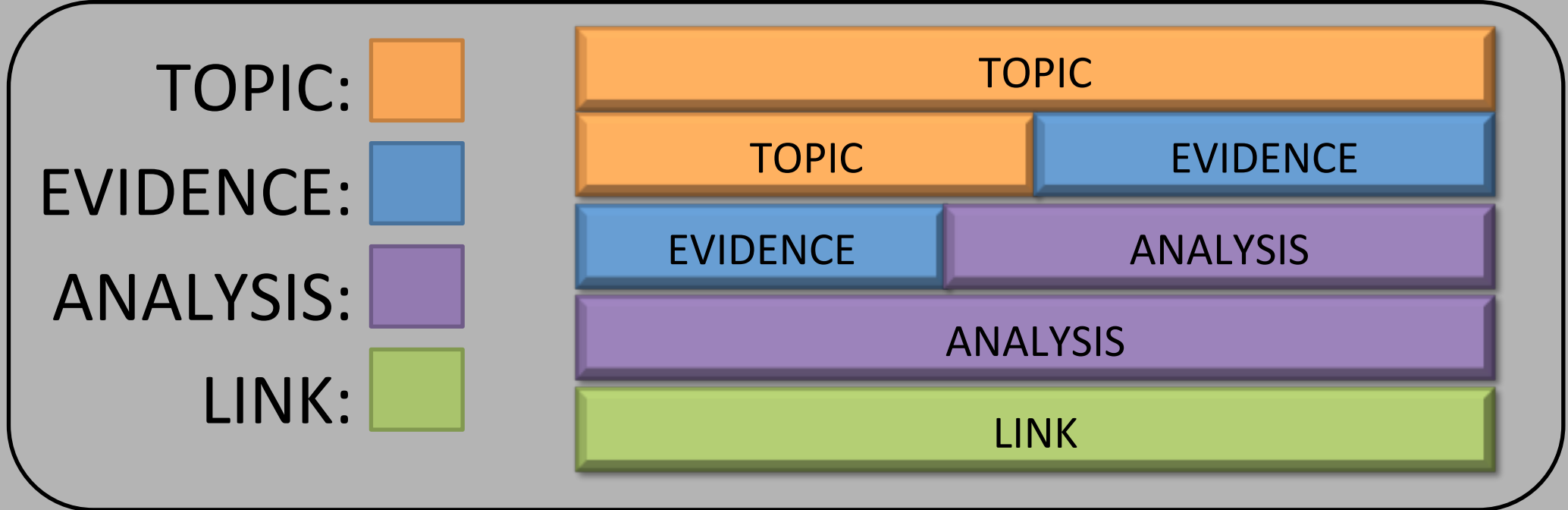


In which part of a T.E.A.L paragraph would we expect to find the writer give **details**?

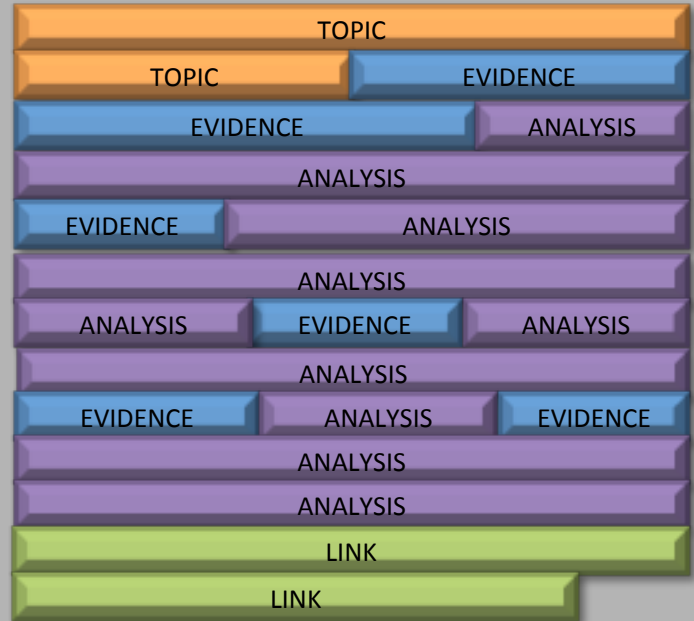
Introduce it, → show it, → say something about it, → say something about the next thing.




If we were to colour code a paragraph into its sections, it might look like this.




By adding more detail with evidence and analysis , paragraphs can become much more sophisticated.




A paragraph begins with a topic sentence. This is the paragraph's main idea and what the rest of the paragraph should focus on explaining and proving the topic. 

These sentences can be thought of as a question in which the rest of the paragraph attempts to answer. You can explain your interpretation of the meaning of the terms in your sentence; this is known as qualifying your terms.

Explain which sentence would be best as a  topic sentence?

1. My hometown is famous because it is located by Wheaton River, which is very wide, and because it is built near an unusually steep hill called Wheaton Hill.
1. There are two reasons why some people like to buy cars with automatic transmission and two reasons why others like cars with manual transmission.
2. There are good reasons why some people like to buy cars with automatic transmission.
3. Clouds are white.

A paragraph provides evidence with examples and additional details. This can be illustrated by using data or quotes. Provide evidence without bias. This strengthens the credibility of your evidence. 

Section 2

This important foundation tells us that the destruction of trees puts Koalas at risk. This must be true because the foundation is made up of better experts than any other foundation in the world. The writers really care. We all know that they are good, and honest people.

Section 3

The Australian foundation tells us that the destruction of trees puts Koalas at risk. This information can be found on the Australian Koala Foundation website. The website has details on areas in which Koalas are threatened. The writers of this site appear to care for Koala species.




Explain which section, 2 or 3, would be considered biased use of evidence from section 1

Section 1

From The Australian Koala Foundation. On Koala habitats.

“All the home range trees and the food trees are important to the welfare of each individual koala and the group in which it lives. Removal of any of these trees causes disruption in the community and extensive clearing can potentially destroy the group, putting all the koalas at risk of dog attack, car accident, malnutrition and increased susceptibility to disease.”

Sec 1.

When you give evidence in a paragraph to support a topic sentence, do not use overlong quotes. 

Adequate Paragraph Development by Dana Lynn Driscoll & Allen Brizee

“The topic (which is introduced by the topic sentence) should be discussed fully and adequately. Again, this varies from paragraph to paragraph, depending on the author's purpose, but writers should be wary of paragraphs that only have two or three sentences. It's a pretty good bet that the paragraph is not fully developed if it is that short.”

In Section 2, the writer quotes section 1, by selecting just two words- short quotes & detailed explanations.



Give some advice on writing a paragraph by efficiently quoting Section 1.

Sec 2.

The authors do not say that a paragraph should be a set number of sentences, but they do caution readers that a short paragraph may not express an idea well. The is worry that such a paragraph may not be, “**fully developed**”, since there is only so much a writer can describe in just a couple of sentences.

An analysis of the evidence is written after you have introduced the topic and proven that it makes sense, or is true and valid by providing examples. You conclude your paragraph with a comment of your own about the topic and the evidence. You have already shown that you have the authority and the expertise to offer your opinion. Your comment is respected as that of an authority of the subject.



The comment may elaborate the new idea or point that you have introduced. Elaboration may include analysis, exemplification and persuasion, or any combination of these.



The text in section 2 is an elaboration of which what if statement from section 1?

Section 2

People would be forced to queue for long hours at dentist clinics.

Section 1

- Butterflies were 20 meters wide
- Doughnuts were made from cement.
- Whistles were illegal.
- Panda's stole helicopters.

In formal paragraphs the last sentence summarizes the information that has been presented. This concluding sentence is used to:



1. To return to the topic sentence rounding off the idea.
2. To qualify the views expressed.
3. To link the current paragraph to the next paragraph.

Explain which analogy is best for describing why essayists use linking sentences.



Analogy 1

Writing paragraphs is like making a route map of your essay. If the route map is clear, then your reader won't get lost in the essay. The reader will know where they are in the essay, where they've been and where they are going next.

Analogy 2

Writing paragraphs is like starting a fire, if the wood is dry, then you can start a fire easily. The reader will be able to easily cook sausages with their essay. They will know how to keep warm and be able to see at night.





A paragraph on: BOATS AND STORMS

It is because of these storms that engineers make the hulls of boats to be so strong, but once at sea it is the boat's captain that cares for the craft.

Linking sentence.

A paragraph on: BOATS AND CAPTAINS

If a paragraph is part of an essay, the last sentence usually links to the topic of the next paragraph. It makes a parting remark about the topic from its own paragraph and introduces the topic of the next paragraph. It links to its own paragraph and the next.



Create linking sentence in a paragraph on weather and clothing when the next paragraph is about weather and the beach.





Write two structured paragraphs on the topic of pet care.

NOTES FOR POSSIBLE INSPIRATION:

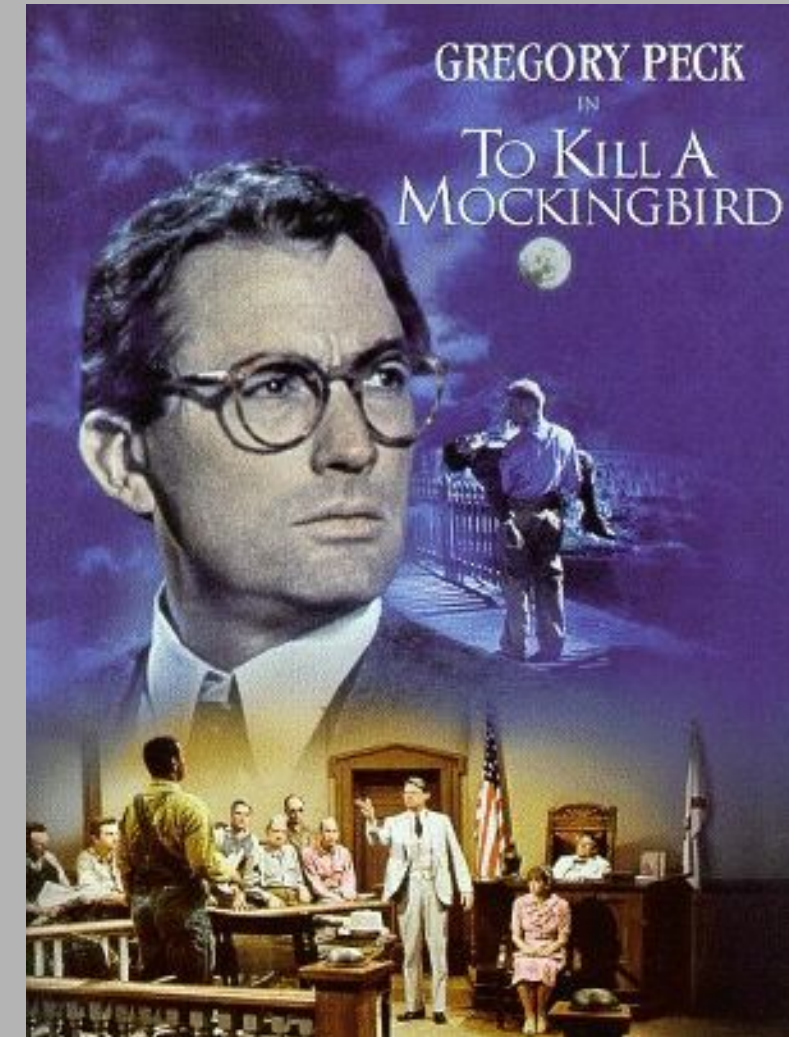
My life is overrun by having to care for my pets. There are more trouble than the squirrels living in the spare bedroom upstairs. Three dogs live in this house but, unlike the squirrels. I love them and they were invited. I keep the door of the spare bedroom shut at all times, because of the squirrels. Two of the dogs—the smart little brown mutt and the Labrador—spend hours sitting patiently outside the door, waiting for it to be opened so they can dismantle the squirrels. The collie can no longer make it up the stairs, so she lies at the bottom and snores or stares in an interested manner at the furniture around her. I can take almost anything at this point. For instance, that my pet's veterinary bills add up to hundreds a year, or that the neighbours complain of the dogs barking, or that the dog at the bottom of the stairs keeps having mild strokes. This causes her to tilt her head inquisitively and also to fall over. She drinks prodigious amounts of water and pees great volumes onto the folded blankets where she sleeps. Each time this happens I stand her up, dry her off, put fresh blankets underneath her, carry the peed-on blankets down to the basement, stuff them into the washer and then into the dryer. By the time I bring them back upstairs they are needed again. The first few times this happened, I found the dog trying to stand up, gazing with frantic concern at her own rear. I praised her and patted her head and gave her treats until she settled down. Looking after pets can be hard and I keep scratching because I might also have flees in the house.

Level Three: Improving paragraphs.

This Level uses an example essay question for the novel 'To Kill a Mockingbird'.
“Over the course of the story how are many secrets are revealed?”

SUMMARY OF RELATED CHAPTER FROM THE NOVEL:

The Finch family live in Maycomb County beside a scary old neighbour. The family has a dad, named Atticus, and his two young children, a boy named Scout and a small girl named Gem. The neighbour is a mean old woman named Mrs Dubose. This lady has secretly been addicted for years to a dangerous drug called morphine. Before she dies she manages to overcome her addiction. It is then that Atticus tells his children the truth about Mrs Dubose. As well as the father Atticus. Other people in the town such as the Sheriff, a man name Tate, knew. Readers find out the Sherriff has secrets too.



Example Question: *“Over the course of the story how are many secrets are revealed?”*

Which Topic Sentence, A or B, responds best by rephrasing the question?



TOPIC: Mrs Dubose is known to have kept a secret that was revealed to Jem and Scout by Atticus.

A

TOPIC: Mrs Dubose was feared by the Finch children because of her addiction.

B

Try to write the next sentence to this paragraph by giving Evidence to support the claim of the topic sentence?



Example Question: *“Over the course of the story how are many secrets are revealed?”*

EVIDENCE: Mrs Dubose had secretly become addicted to morphine and it was not until after her death that Atticus told his children of her addiction.

Often Evidence, Example & Explanation in a T.E.A.L paragraph, exist in the same sentence.



Can you quote the two pieces of information from Section 1 that were used when writing the evidence?



Section 1.

SUMMARY OF RELATED CHAPTER FROM THE NOVEL:

The Finch family live in Maycomb County beside a scary old neighbour. The family has a dad, named Atticus, and his two young children, a boy named Scout and a small girl named Gem. The neighbour is a mean old woman named Mrs Dubose. This lady has secretly been addicted for years to a dangerous drug called morphine. Before she dies she manages to overcome her addiction. It is then that Atticus tells his children the truth about Mrs Dubose. As well as the father Atticus. Other people in the town such as the Sheriff, a man name Tate, knew. Readers find out the Sherriff has secrets too.

Example Question: *“Over the course of the story how are many secrets are revealed?”*

ANALYSIS: Although Mrs Dubose tried her hardest to hide her addiction, after her death Atticus felt that his children deserved to know the truth about her illness.

An Analysis is your thoughts on the topic sentence & because it is your opinion, you can hardly be wrong.



It is difficult to avoid bias in an analysis. What bias does this analysis have toward Atticus?



Create a chart showing the numbers of drug addiction in the USA, Australia and Egypt?

Example Question: *“Over the course of the story how are many secrets are revealed?”*

LINK: Even those who follow the law, such as Sheriff Tate, keep their secrets.



If this is the Linking last sentence in a T.E.A.L paragraph, what should the next paragraph be upon?

Example Question: *“Over the course of the story how are many secrets are revealed?”*

TOPIC: Mrs Dubose is known to have kept a secret that was revealed to Jem and Scout by Atticus.

EVIDENCE: Mrs Dubose had secretly become addicted to morphine and it was not until after her death that Atticus told his children of her addiction.

ANALYSIS: Although Mrs Dubose tried her hardest to hide her addiction, after her death Atticus felt that his children deserved to know the truth about her illness.

LINK: Even those who follow the law, such as Sheriff Tate, keep their secrets.

Example Question: *“Over the course of the story how are many secrets are revealed?”*

“Mrs Dubose is known to have kept a secret that was revealed to Jem and Scout by Atticus. Mrs Dubose had secretly become addicted to morphine and it was not until after her death that Atticus told his children of her addiction. Although Mrs Dubose tried her hardest to hide her addiction, after her death Atticus felt that his children deserved to know the truth about her illness. Even those who follow the law, such as Sheriff Tate, keep their secrets.”

This paragraph, although it follows the T.E.A.L format, is still a rather average paragraph and as such will typically receive a mark of **50%**. It provides just enough to be marked as a **pass**. If it contained any punctuation, spelling or grammar errors, it should **fail** to gain a pass.

What can be done with the paragraph to earn it higher marks?



STEPS IN WRITING A PARAGRAPH

1-Write to T.E.A.L.

2-Vary Words.

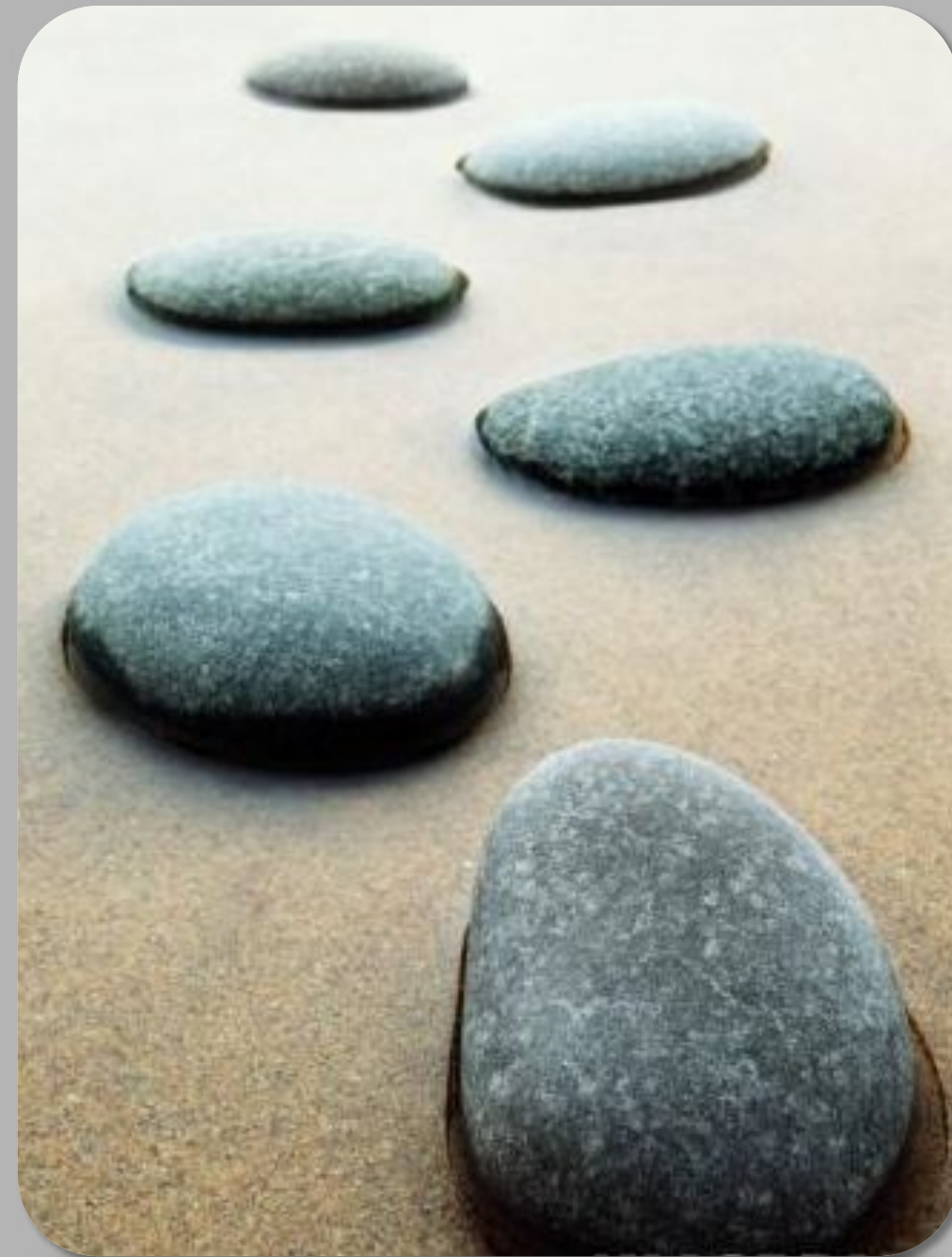
3-Add Details.

4-Use punctuation for effect.

5- Check for clarity.

6- Explain with Figurative Language.

7- Use Punctuation for effect.



Varying words increases the detail in your paragraph and gives it more meaning.



Like a picture says a thousand words, a word can paint a thousand pictures. This is why we should avoid always using words such as:

-- *so, got, like, good, bad, thing, stuff, lots, nice, he, she* --

Improve on this passage by rewriting it and replacing the words 'got' and 'stuff' with more interesting ones.



I got out of bed and got some breakfast. I put some stuff on and then got to the bus stop. While I was reading some stuff graffitied on the bus stop wall, the bus got here. I got on the bus and got my ticket. The bus got going and I got to see lots of stuff through the window.

All the underlined words are examples of no variation.

'Mrs Dubose is known to have kept a secret that was revealed to Jem and Scout by Atticus. Mrs Dubose had secretly become addicted to morphine and it was not until after her death that Atticus told his children of her addiction. Although Mrs Dubose tried her hardest to hide her addiction, after her death Atticus felt that his children deserved to know the truth about her illness. Even those who follow the law, such as Sheriff Tate, keep their secrets.'

Write three new words or phrases that have similar meaning to each of the underlined words.



Addiction

A habit, acquired tolerance, addictedness,, barbiturate addiction, barbiturism, craving, dependence, dipsomania, drug addiction,, drug dependence, habituation, physical dependence, psychological dependence, tolerance.

Death

Annihilation, ceasing, coda, conclusion, consummation by age, deathblow, decease, demise, doom, dying, ending, expiration, expiry, extinction, extirpation, fatality, last breath, last gasp, obliteration, passing, terminal disease, termination.

Children

Breed, brood, descendants, heirs, lineage, little ones, offspring, younglings, youngsters, progeny, son and daughter, succession, young.

Keep

Abide, accede to, accommodate, adhere to, agree to, attend, be faithful to, bear in mind, bear out, bide, bolster, bottle up, carry on, cherish, comply with, conceal, confine, conform to, conserve, contain, embrace, encage, enclose, endure, exist, extend, follow, forbear, give support, guard, hang on to, harbor, hold, honour, insure, laud, lend support, nourish, nurture, observe, perpetuate, persist in, preserve, prolong, prop up, protect, protract, reinforce, repress, respect, safeguard, safehold, safekeeping, sanctify, secure, sustain, upbear, uphold, withhold.

Secrets

Stealth, censored, clandestine, concealed, confidential, enigma, hidden, invisible, mystery, obfuscated, obscured, private, screened, stifled, submerged, suppressed, unrevealed, unspoken, untold, unuttered.

Paragraph with varying words.

*'Mrs Dubose is known to have kept a secret that was revealed to Jem and Scout by Atticus. Mrs Dubose had **privately** become addicted to morphine and it was not until after her death that Atticus told his children of her **habit**. Although Mrs Dubose tried her hardest to hide her **physical dependence**, after her **passing** Atticus felt that his **offspring** deserved to know the truth about her illness. Even those who follow the law, such as Sheriff Tate, **observe their enigmas**.'*

This might get a mark of 55 to 60%

Adding details gives your paragraph a richness and depth that can lift its chances of gaining a higher mark. 

Existing paragraph sentence.

'Mrs Dubose is known to have kept a secret that was revealed to Jem and Scout by Atticus.'

Details can usually be placed within a sentence between commas

With added detail.

*'Mrs Dubose, **a lady that the neighbourhood felt was the meanest old woman who ever lived**, is known to have kept a secret that was revealed to Jem and Scout by Atticus.'*

Mrs Dubose, a lady that the neighbourhood felt was the meanest old woman who ever lived, is known to have kept a secret that was revealed to Jem and Scout by Atticus. Mrs Dubose had privately become addicted to morphine, a pain-killer which she took for years and it was not until after her death that Atticus told his children of her habit. Although Mrs Dubose tried her hardest to hide her physical dependence, sometimes shown by her fits and loss of consciousness, after her passing Atticus felt that his offspring deserved to know the truth about her illness. Even those who follow the law, such as the Sheriff of Maycomb County, Heck Tate, observe their enigmas.

This might get a mark of 60 to 65%

Clarity of writing means the point of the sentences is easier to see. Writing in the active voice has the subject at the start of the sentence. 🖋️

If the point of the sentence is a that a donut is eaten, which sentence, A, B or C, shows this more clearly? 🖋️



A. He gets off his horse whilst eating a donut.


B. From his horse he eats a donut as he gets off

C. Eating a donut, he gets off his horse.


Here the main subject (the key word) of a sentence is at placed at the beginning. 

*Although Mrs Dubose tried her hardest to hide her physical dependence, sometimes shown by her fits and loss of consciousness, after her passing **Atticus** felt that his offspring deserved to know the truth about her illness.*

 **The Subject.**


 **The Subject.**

***Atticus**, after Mrs Dubose's passing, felt that his offspring deserved to know the truth about her illness. A physical dependence, sometimes shown by her fits and loss of consciousness, that she tried her hardest to hide.*

Make the following sentence clearer by having the subject of the sentence start the sentence. 

The Subject. 

*All through the winter the snow fell in such amounts that **the house** was covered.*

This bringing the subject of the sentence to the beginning can also be done with every sentence. 

***Mrs Dubose**, a lady that the neighbourhood felt was the meanest old woman who ever lived, is known to have kept a secret that was revealed to Jem and Scout by Atticus. Mrs Dubose had privately become addicted to morphine, a pain-killer which she took for years and it was not until after her death that Atticus told his children of her habit. **Atticus**, after Mrs Dubose's passing, felt that his offspring deserved to know the truth about her illness. A physical dependence, sometimes shown by her fits and loss of consciousness, that she tried her hardest to hide. In **Heck Tate** the Sheriff of Maycomb County we are shown that even those who follow the law observe their enigmas.*

This might get a mark of 68 to 73%

Using the active voice well allows the reader to know what the sentence is about by just reading the first word. In fact it tells the reader what the paragraph is about at the first word.


Figurative language gives life to your paragraphs.
It invests into the writing your personality. 🖋️



PERSONIFICATION

“... the moon gazed on my midnight labours, while, with unrelaxed and breathless eagerness, I pursued nature to her hiding-places.”

*Frankenstein, or the Modern Prometheus—
Mary Wollstonecraft Shelley*

Personification is a technique of giving living, often human, qualities to the text. 

The fog rolled in.

With personification.

The fog heaved its solemn self inwards, slowly rolling – a vast and stubborn grey whale.

Use personification to give the following sentence the quality of anger. 

The rain fell against the metal roof of the old iron shed.

Here is the paragraph with personification added.

*Mrs Dubose, a lady that the neighbourhood felt was the meanest old woman who ever lived, is known to have kept a secret, that was revealed to Jem and Scout by Atticus. Mrs Dubose had privately become addicted to morphine, a pain-killer which she took for years. **It was a cruel sister of mercy**, and it was not until after **the icy hands of death had embraced** her that Atticus told his children of **the stranglehold** her habit **had held her in**. Atticus, after Mrs Dubose's passing, felt that his offspring deserved to know the truth about her illness. A physical dependence, sometimes shown by her fits and loss of consciousness, that she tried her hardest to hide. In Heck Tate the Sheriff of Maycomb County we are shown that even those who follow the law observe their enigmas.*

This might get a mark of 75 to 80%

Metaphor is another figurative technique. This is when one subject is stated to be another so that a quality of that subject is described.



“That fine police officer is gold.”

We understand that this metaphor describes the police officer as being valuable because we know gold is valuable.

Use metaphor to give the following subject the quality of speed.



The car moves so fast it is _____.



Use a deck of cards to present to the class another metaphor.

Explain the metaphor of figure 1.



Fig 1.



Here is the paragraph with metaphor added.

Mrs Dubose was a lady that the neighbourhood felt was the meanest old woman who ever lived – a monster hidden under old shawls and makeup. She is known to have kept a secret, too dark to bear the light of day that was revealed to Jem and Scout by Atticus. Mrs Dubose had privately become addicted to morphine, a pain-killer which she took for years. It was a cruel sister of mercy, and it was not until after the icy hands of death had embraced her that Atticus told his children of the stranglehold her habit had held her in. Atticus, after Mrs Dubose's passing, felt that his offspring deserved to know the truth about her illness. To him it was fitting that this dark, ancient chest of mystery be broken opened so at last at its ghost might be banished. Her demon was a physical dependence, sometimes shown by her fits and loss of consciousness, that she tried her hardest to hide. In Heck Tate the Sheriff of Maycomb County we are shown that even those crusaders of justice who follow the law observe their enigmas.

This might get a mark of 85 to 90%

Punctuation is powerful. If used for effect, it makes it easier to explain your ideas.

- ? Question the text or reader.
- ! Exclaim a point & show emotion.
- () Brackets say something related.
- Dash to summarise.
- : Colon to list details.



Use brackets to say something related to the following sentence.



The stubborn old dog () stood its ground and refused to let me pass until its owner called it.

Mrs Dubose was a lady that the neighbourhood felt was the meanest old woman who ever lived. Was she a monster hidden under old shawls and makeup? She is known to have kept a secret, too dark to bear the light of day that was revealed to Jem and Scout by Atticus. Mrs Dubose had privately become addicted to morphine! This was pain-killer which she took for years - It was a cruel sister of mercy. It was not until after the icy hands of death had embraced her that Atticus told his children of the stranglehold her habit had held her in. Atticus, after Mrs Dubose's passing, felt that his offspring deserved to know the truth about her illness. (To him it was fitting that this dark, ancient chest of mystery be broken opened so at last at its ghost might be banished.) Her demon was a physical dependence, sometimes shown by her: fits, angry outbursts, slowed breathing and loss of consciousness. These she tried her hardest to hide. In Heck Tate the Sheriff of Maycomb County we are shown that even those crusaders of justice who follow the law observe their enigmas — they have secrets too.

“Mrs Dubose is known to have kept a secret that was revealed to Jem and Scout by Atticus. Mrs Dubose had secretly become addicted to morphine and it was not until after her death that Atticus told his children of her addiction. Although Mrs Dubose tried her hardest to hide her addiction, after her death Atticus felt that his children deserved to know the truth about her illness. Even those who follow the law, such as Sheriff Tate, keep their secrets.”

Mrs Dubose was a lady that the neighbourhood felt was the meanest old woman who ever lived. Was she a monster hidden under old shawls and makeup? She is known to have kept a secret, too dark to bear the light of day that was revealed to Jem and Scout by Atticus. Mrs Dubose had privately become addicted to morphine! This was pain-killer which she took for years - It was a cruel sister of mercy. It was not until after the icy hands of death had embraced her, that Atticus told his children of the stranglehold her habit had held her in. Atticus, after Mrs Dubose's passing, felt that his offspring deserved to know the truth about her illness. (To him it was fitting that this dark, ancient chest of mystery be broken opened so at last its ghost might be banished.) Her demon was a physical dependence, sometimes shown by her: fits, angry outbursts, slowed breathing and loss of consciousness. These she tried her hardest to hide. Secrets are not always destined to cause grief, some heal, In Heck Tate the Sheriff of Maycomb County we are shown that even those crusaders of justice who follow the law observe their enigmas – they have secrets too.

Test!

A	Paragraph
B	Students
C	Instructions
D	How to write a paragraph.
E	Instructions on how to write a good paragraph.

Questions Menu

Expected Word Count

\$	Provide an extended text :	Yr10	Yr09	Yr08	Yr07
18	on anything.	35	30	20	10
16	on C.	45	40	25	15
14	on B.	55	45	30	20
12	on A.	65	50	35	25
10	using A format on anything	75	60	40	25
8	on Student & A.	85	70	55	30
6	on A & B	95	80	60	35
4	on improving A B or D.	105	90	65	40
2	on improving this module.	115	95	70	45
0	on E	125	100	75	50

To get more than 95%

1. Critically read the book.
2. Learn about the setting.
3. Learn about the author.
4. Read many books related to the setting and author.
5. Learn philosophy.
6. Write.



Critically reading involves.



1. Questioning if every word including what it references and connotes (suggests) is understood.
2. Testing the veracity of statements.
3. Separating facts from opinion.
4. Determining which truths are relative and which are universal.
5. Providing arguments for and against statements.
6. Observing omissions and stylistic choices.

Learning about setting means.



1. Finding out what was happening locally and globally.
2. Looking at what happened before and happened after.
3. Looking at the depicted cultures values, thoughts and legacy. This includes gathering data on their technology, customs, dress, politics, art, leisure and lifestyles.

Learning about the author means.



1. Looking at their life before, during, and after the making of the text.
2. Determining the author's purpose of creating the text.
3. The impact that their text has had.
4. Examining the opinions of others on the author and the text.
5. Examining the author's opinion on their text.

Reading many books related to the setting and author means:



1. Creating and following a list of any books, magazines, newspapers, songs, paintings etc. That the author or others have created that relate to the same milieu.
2. Learning more about how the text was constructed, perceived and influenced.

Milieu: From the Latin *locus* : the physical or social setting in which something occurs or develops. The environment & background


Learning philosophy:

(from the Greek meaning 'Love of Wisdom)



1. Provides valuable thinking tools that help with strategies in organisation, sorting and the selection of data.
2. Teaches how to think logically, reasonably and rationally.
3. Shows us how to break free from all assumptions and preconceived ideas. (think outside the square)
4. It examines life, exercises the mind, and aids in communication.

Write:

1. Because it is a craft that is best learned through doing.
2. The truth (and in fiction, truths) 
3. What only you can (unique & never been said)
4. What they might attack you for.
5. Something future proof.
6. What you would love to read.