



EduVision

Year 2 English

Term 3, Week 3

Student Name: _____

Lesson Focus: Narrative texts – Part 3

Skill Focus: Building vocabulary

Directions: Work together to match the words to their meaning. **Hint:** To help you find the correct meanings, note the difference between the definitions that are describing verbs and those that are describing nouns.

mutter	a piece of material used especially for protecting exposed objects or areas.
tarpaulin	someone who studies the buildings, graves, tools, and other objects of people who lived in the past.
mosaic	a sheltered place in a garden formed by trees and bushes that are grown to partly surround it.
archaeologist	a picture or decoration made of small, usually coloured pieces of stone or glass.
clamber	to speak quietly and in a low voice that is not easy to hear.
arbour	to climb up, across, or into somewhere with difficulty, using the hands and the feet.
impediment	recently dead
chimed	a defect or an obstacle
deceased	a very bright light
fluorescent	to agree with someone else's ideas

Skill Focus: Reading comprehension

Directions: There are two texts. Read through each text and answer the questions after each text.

1. *The Villa.*

An extract from *The Boy Who Stepped Through Time*

¹ Perry reached the ruin and stared around, trying to imagine the villa Mum had described. What had she said? A two-storey mansion with a courtyard, barns, a pigeon tower ... All he could see now were a few blocks of stone in the ground. It looked more like a plan than a building.

² He began to wander through, wishing someone had put up labels to explain what the rooms were. Which were supposed to be the bedrooms? The living room? The kitchen?

³ One rectangle was bigger than the others, with stumps of columns evenly spaced along three edges of it. When he stepped inside, he could see lines of stones that looked like smaller rooms, opening around it.

⁴ "I think I've found the courtyard!" he muttered excitedly.

⁵ In a room to his left, someone had protected the floor with a tarpaulin, carefully weighting it down with stones.

⁶ *Could that be the mosaic under there?* he wondered, remembering the photos of the archaeologists digging the ruins. He hurried towards it, laid his stylus on a low bit of broken wall, and eased up one of the corners.

⁷ "Yes!" he cried when he saw the floor underneath.

⁸ The tiny squares of coloured stone were dirty, and some were missing, but he could make out the pattern. There was a border that looked like snakes twisting together, and something that might be a flower.

⁹ He jumped to his feet, letting the tarpaulin drop again. Maybe the archaeologists hadn't looked everywhere yet. Maybe he could discover another mosaic floor.

¹⁰ Clambering over the broken wall to the next room, he began tearing up the weeds to clear a patch of ground. Then he picked up his stylus. The bronze caught the light, glinting almost like gold. He stopped. The ancient tools in the display cabinet had been discoloured and broken, but this one was shiny and perfect.

¹¹ It seemed a pity to spoil it by digging ...

¹² He looked down at the ground. Maybe he'd just write with it a bit, and then find something else to dig with. He patted the earth smooth and began to scratch his name, P...E...R...

¹³ He wrote his full name: PEREGRINE, then quickly rubbed out the last E and changed it to PERE-GRINUS. Peregrinus was the name Mum had given him on the plane, a Latin word that meant traveller. If he was using a stylus, he ought to write in Latin.

¹⁴ He started to scratch other words he could remember.

PATER – that was Latin for father.

MATER – mother.

AVE – hello.

¹⁵ A smell of smoke drifted towards him and he glanced up. There was no fire or smoke in sight. He shrugged. *The smell must be coming from the festival*, he thought, and he bent over his writing again.

¹⁶ The sun beat on his head and the shrilling of cicadas dinned against his ears.

¹⁷ Suddenly, there was a racket of clattering and shouting behind him. Perry shot to his feet. A line of carriages was lumbering between the grapevines. There were eight mules pulling each one, and people in colourful Roman dress were hanging out of the windows, pointing and calling out.

¹⁸ Shoving the stylus in his belt, he hurried towards them, dodging the fallen walls. But as he leapt over the last stone, he almost crashed into a gate – a solid gate, higher than his head. He jerked to a halt and stared. There hadn't been a gate here a second ago. He could still hear the carriages, and the shouting of people on the other side, but all he could see in front of him were thick planks of wood and a towering stone wall. And then heard the barking of dogs. He spun on his heel. Two giant black dogs were straining against chain, their feet pawing the air, just metres away from him, and beyond ...

¹⁹ He let out a gasp. The rocks in the ground seemed to be rising into the air ... As he stood there, staring, they shaped themselves into walls ... growing higher and higher ... How were they doing this? *It's like a 3D movie, only better!* he thought.

²⁰ In a moment, a whole building had appeared in front of him. "The mansion!" he breathed. It had three wings, bordering a courtyard, and a verandah all around the lower floor, with tall columns holding up a red-tiled roof. As he watched, invisible hands seemed to smear the walls with some sort of mortar till they were smooth and white. Trees rose up inside the courtyard now, starting from their trunks, then spreading out into branches, twigs and leaves. There was a long, red-painted pond in the centre with a stone dolphin trickling water out of its mouth. And then a low wooden fence stretched across the front, with an entrance – *an arbour*, thought Perry, remembering the wooded frame Mum had set up in their own garden, with a few straggly roses growing over it.

²¹ A red-haired boy, wearing a costume like Perry's came hurtling out of the arbour.

²² "*Tu – demove! Adveniunt,*" he called.

²³ *I think that's Latin he's yelling in!* thought Perry.

²⁴ The boy reached him, thrust him aside and dragged open the gate.

1. Based on the title *The Boy Who Stepped Through Time*, this book is most likely to be based on:

- a. An adventure story in which the character goes to a different historical period.
- b. A science fiction story set on a planet in outer space.
- c. A mystery story in which a crime is committed and the main character solves the crime.

2. Based on the extract, the main character of this story is:

- a. The red-haired boy
- b. The Mum
- c. Perry

3. Which of the following sentences supports the idea that Perry has moved through time into another time period?

- a. 'A two-storey mansion with a courtyard, barns, a pigeon tower...'
- b. 'One rectangle was bigger than the others, with stumps of columns evenly spaced along three edges of it. When he stepped inside, he could see lines of stones that looked like smaller rooms, opening around it.'
- c. 'There were eight mules pulling each one, and people in colourful Roman dress were hanging out of the windows, pointing and calling out.'
- d. 'The ancient tools in the display cabinet had been discoloured and broken, but this one was shiny and perfect.'

4. Which sentence tells us that Perry stills believes he is in present time?

- a. '*Could that be the mosaic under there?*' he wondered, remembering the photos of the archaeologists digging the ruins.'
- b. '*It's like a 3D movie, only better!*' he thought.'
- c. '*I think that's Latin he's yelling in!*' thought Perry.'

5. 'Shoving the stylus in his belt, he hurried towards them, dodging the fallen walls. But as he leapt over the last stone, he almost crashed into a gate – a solid gate, higher than his head. He jerked to a halt and stared.'

Based on this paragraph, we can infer that Perry is most likely feeling:

- a. Surprised
- b. Terrified
- c. Amused
- d. Angry

6. Use context clues within the text to briefly define what a 'stylus' is.

7. Based on context clues in paragraph 1, a pigeon tower is:

- a. A place for pigeons to live.
- b. A tower built in the shape of a pigeon.
- c. A place for people to look over the land from above.
- d. A tower for people to catch pigeons.

8. As used in paragraph 16, what does the word 'dinned' mean?

9. Using context clues from paragraph 22 in the text, what do the words '*Tu - demove! Adveniunt,*' mean?

- a. 'Come here! Now.'
- b. 'You're a demon! Go away.'
- c. 'Don't move! They've arrived.'

Discussion: Using context clues from the story, what do you think triggered the time jump into another time period? At what point in the story did the time jump happen?



2. Are You Afraid of Ghosts?

An extract from *The Dare: Friends, Family, and Other Eerie Mysteries*

¹ Where should I start? The first time I felt my life hanging in the balance? Or the moment I believed the deceased had a way of talking to me? Or maybe I ought to begin with the second I walked into that school. Looking back, I should have been suspicious from day one, but now I know that when you want something badly enough, you'll do anything to get it.

² You'll lie to your friends. Steal from your family. Eat a whole box of orange Creamsicles. You might go as far as taking The Dare.

³ But now I'm getting ahead of myself, so let's start from the beginning – my first day at Sugar Lake Elementary. The principal and I stepped down a hall that led to my seventh-grade classroom.

⁴ "Paris Pan," Mr. Carlisle said. "It's not every day we get a new student. I'm sure Mrs. Wembly's class will be more than eager to meet you."

⁵ We stopped in front of a door. He bent down to look me in the eye. His big forehead shined under the fluorescent lights. "You play basketball, Miss Pan?"

I wrinkled my face. *What a weird question.* I shook my head.

⁶ "Well, little girl ..." Mr. Carlisle leaned in, "... you'll learn. We'll make something out of you one way or another." He straightened.

⁷ I faked a smile. There was no way I was playing basketball.

⁸ Mr. Carlisle swung open the door. He gave me a shove and the door smacked shut behind me. The teacher noticed me right away and, man, did I notice her. She was wearing a giant sweater in crosswalk-yellow and pink pants.

⁹ "You must be our new student," she said brightly as she led me to the front of the room. "Class, met Paris Pan."

¹⁰ I counted the kids staring back at me. Seven boys. Three girls. *This is the entire seventh grade?*

¹¹ “Who wants to get Paris a desk?”

¹² Two boys jumped up and raced to the back of the room. They grabbed empty desks and dragged them up the aisles. Mr. Carlisle wasn’t kidding – these people were desperate for someone new.

¹³ I took off my backpack and studied the two boys pushing furniture toward me. One of them was cute, though he could use less hair stuff. The other boy was as skinny as a string bean and just as plain to look at. I picked the desk closest to me and slid into the seat. A squabble quickly erupted over the other desk.

¹⁴ “Jax! Cole!” Mrs. Wembly tapped at the board. “Sit down.”

¹⁵ Somehow, Cute Boy won and plunked down beside me. I guessed his name must have been Jax since Mrs. Wembly had said it and glared at him first. His lanky friend Cole scraped another desk across the floor and pulled up to my right. My neighbors studied me like I was a museum piece. Their gaze moved from the top of my ponytailed head, down to my straight-cut bangs, to my flat nose and pointed chin. I fidgeted in my seat.

¹⁶ “You Japanese?” Jax whispered.

¹⁷ I inwardly groaned. Just because I have ‘almond-shaped’ eyes and black hair does not mean I say *sayonara* and eat sushi. I tried to pretend I was invisible, but this was some challenge in my sister’s hand-me-down jacket. Verona thought everything should be hot pink.

¹⁸ Mrs. Wembly turned towards us, math problems on the board behind her. “Cole, what’s one hundred percent of one hundred?” The answer chimed in my head. *One hundred, duh! Obviously a trick question.*

¹⁹ “Cole?” I looked at Cole. He was searching the depths of his brain.

²⁰ *A hundred, just say it. Say it.*

²¹ “Zuh-Zuh-Zuh-zero?”

²² *Holy moly!* But what made me wince was the way he said his answer. His speech impediment was fifty times worse than my parents’, and he didn’t even speak Chinese. Don’t get me wrong; I have nothing against people who stutter. I just wondered how he got through his days when I could barely get through mine. I rested my forehead in my hands. I should have done more to stop us from moving this time – like lying in front of the U-Haul instead of the usual hunger strike.

²³ Suddenly, a tiny wad of paper landed on my desk. Someone was trying to communicate.

1. Based on the title of this extract, we can infer the genre of the text is:

- a. An adventure story
- b. A mystery story
- c. A horror story
- d. A war story

2. Based on this extract, who is the main character in the story?

3. What was the first thing that Paris think was odd about her new seventh-grade classroom?

- a. The boys jumping up to grab an empty desk
- b. The kids staring back at her
- c. The number of kids in the classroom
- d. The principal wanting her to play basketball

4. Based on your answer to question 3, briefly describe the town or city that Paris and her family have just moved to:

5. What literary device has been used in paragraph 13? Underline the sentence that shows this.

- a. A metaphor
- b. A simile
- c. Personification

6.1 In paragraph 15, Paris says 'My neighbors studied me like I was a museum piece.' What does this sentence most likely tell us about her new classmates?

- a. They thought she was odd
- b. They were interested in her
- c. They didn't like her
- d. They thought she looked old

6.2. Based on your answer to question 6.1, in your own words, briefly explain what you think her classmates noticed most about her?

7. In paragraph 17, why did Paris try to pretend she was invisible?

- a. She didn't want people staring at her
- b. She didn't want to be in the classroom
- c. She didn't like the clothes she was wearing
- d. She didn't think her classmates were smart

8.1 'Looking back, I should have been suspicious from day one, but now I know that when you want something badly enough, you'll do anything to get it.'

What narrative plot device is evident in this part of the text? Underline the part of the text that indicate this.

- a. A plot twist
- b. A foreshadowing
- c. A flashback

8.2 Based on your answer in question 8.1, explain what your chosen narrative plot device is.

8. Based on the extract, why did the author take us back to an earlier time in the story? Circle all that apply.

- a. To give us a better understanding of the characters
- b. To build mystery and suspense
- c. To encourage us to keep reading

Skill Focus: Using flashbacks in narratives

Flashbacks are a narrative plot device used by authors to bring context to a story and provide more information about the main characters or events in a way that compels the reader to read on. They can also help to build mystery and suspense in a story. Flashbacks work by interrupting the chronological order of the story, taking the reader back in time to better understand past events in a character's life.

Tips for writing an effective flashback:

1. Find a suitable place in your story for your flashback. This could be as simple as a character being pulled into a memory.
2. Keep the flashback brief. Don't overwrite it.
3. Make sure the flashback adds context or information to the story. Keep it relevant to the story.
4. Use flashbacks sparingly. Too many flashbacks can become confusing for the reader.
5. When writing your flashback, keep your writing in the past tense so as not to confuse the reader between what has happened in the past and what is happening in the present.
6. Find a reason to end the flashback and return to the present storyline.

Here are some effective sentence starters to help you introduce a flashback into your story:

- Memories started flooding back ...
- I thought back to the time when ...
- Suddenly, I remembered ...
- The last time this happened was ...
- It was the year ...
- Looking back ...

Directions: Read each sample text and underline the sentence that introduces the flashback.

1. At the sound of Wilfred's voice, Bob froze. It was all coming back to him. Wilfred was standing beside him on the corner of Cedar and Bark Streets. An icy, driving rain was falling and neither of them had an umbrella.

2. I couldn't believe I had been tricked. Suddenly, I remembered back to that Summer when my brother and I had gone to stay with our grandparents in the country. It was a warm summer's night and the trilling of the cicadas could be heard from miles around.

3. Sarah closed her eyes and took a deep breath. It was exactly a year ago today she had stood in this very same spot, trying to do the very same thing. *How could I be doing this?* Sarah thought to herself. She took a deep breath and recalled that embarrassing and humiliating time.

4. There was a restlessness in the hall as we waited for assembly to begin. Once the principal, Mrs Jones strode purposefully onstage, everyone stopped fidgeting and listened attentively. "Today, I am going talk to you about kindness and compassion," she proclaimed. There was a glimmer of pride in my eyes as vivid memories of that memorable encounter came flooding back.

5. Shaking herself from her thoughts, she scrunched up the piece of paper in her hand. Although the lure of a funfair was almost too strong to ignore, being so close to the mirror maze was surely too great a risk. Feeling overwhelmed, Julianna sat down and put her head in her hands. Unwanted memories began to fill her head as she thought back to that fateful winter's night so many years ago.

Skill focus: Writing task

Directions: You are to write a short mystery-based story that includes a flashback. You might want to use one of the flashback prompts we talked about earlier. Use the information and example texts from today's lesson to help your writing.

Remember to include exciting descriptive words, good sentence structure, correct spelling and punctuation, and keep your writing in the **past tense**. Use your checklist to inform your writing.

Writing checklist	
Technique <ul style="list-style-type: none"> • I have used a flashback. • I have included mystery and suspense. • I have used exciting descriptive words. • I have written in the past tense. • I have left the reader wanting more. 	
Grammar, spelling and punctuation <ul style="list-style-type: none"> • I have included full stops, commas and capital letters. • I have used complete sentences that make sense. • I have checked for spelling errors. 	

HOMework

1. Writing task
2. Spelling activity
3. Correct tenses activity

2. Spelling

Directions: Read the text carefully to identify the 16 spelling errors. Write the correct spelling at the end.

I slowly walk back out of the room, kicking my feet the whole way – and to my surprise, my best friend, Eliza, is sitting at the kichen table. But I guess I shouldn't be too surprissed. Whennever Eliza comes over, she always walks right in without knocking. She's been my best friend sinse we were in preschool. She lives in my neighborhood, two streets over.

Lately, it's almost embarassing having her over to my place, a dusty one-story house with peelling wood panels on the walls and shaggy carpet. Since my mom's agency took a nosdive, we haven't been able to fix up all the things that keep going wrong with our house: the leaky fourcet, the cloged bathroom sink, the malfuntioning dishwasher, the broken vaccum cleaner. And I don't want her to notice that we've had to cut back of a lot of things, like air-conditioning and expencive groceries. We even had to sell a bunch of our lamps, books and furiniture just to get by.

3. Correct Tenses

Directions: Write the correct tense for the words in brackets. **Hint:** Reread each sentence to check it makes sense.

1. I blinked furiously until my eyes (stop) _____ stinging.

2. As I shuffled in front of the other children, my knees (jiggle) _____ and my teeth (chatter) _____.

3. Despite my fear, I was able to contain my terror and I (sing) _____ as loudly as I could.

4. My teacher (hand) _____ me a book and asked me to (return) _____ it to the library.

5. The children who (learn) _____ to write correctly (know) _____ it was better to keep their sentences in the same tense.

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