



# EduVision

**Year 3 English**

Term 1, Week 1

Student Name: \_\_\_\_\_

## Activity One

Skill focus: **Vocabulary**

Word	Part of speech	Definition
protagonist	noun	the leading character or one of the major characters in a play, film, novel, etc
particularly	adverb	especially or more than usual
sprawling	adjective	spreading out over a large area in an untidy or irregular way
gingerly	adverb	in a careful or cautious manner
adjust	verb	alter or move (something) slightly in order to achieve the desired fit, appearance, or result

Using our new vocabulary in sentences

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## Skill Focus: Idiom Inference




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## Activity Two

### Skill Focus: Adjectives

An adjective is a word that describes the traits, qualities, or number of a noun.

The adjectives in the following sentences have been underlined. Rewrite these sentences replacing the adjectives with different, better ones:

1. The old queen looked tired.

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2. The book was dusty.

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3. Red cherries hung invitingly from the tree.

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\* '*invitingly*' is an adverb: it describes the action (verb) and not the noun.

4. Ten tiny birds sat on the clothes line.

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5. The dam was full of cold, dark water.

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## Activity Three

### Skills Focus: Reading Comprehension

#### The Lighthouse Mystery

A hundred years ago, lighthouses were looked after by lighthouse keepers. Their job was to keep the light burning at all times and to warn the passing ships of dangerous rocks or currents. It was a very lonely job because the keepers might not see another person for weeks at a time.

In 1900, the Eileen Mor Lighthouse, off the coast of Scotland, was looked after by the head lighthouse keeper, Thomas Marshall, and his two assistants, James Ducat and Donald McArthur. On 15th December, it became obvious that something was wrong at the lighthouse. The light had gone out. After a few days, when the light was not lit again, a ship was sent to investigate. When the party of men landed, they found the lighthouse completely empty. Although they searched, they could find no clue as to where the three men had gone.

The log, which is a book kept of each day's happenings, was read. The entries told of a fierce storm that began on 12th December and related that Ducat was irritable and McArthur was sad. No reason was given for this.

It was later discovered that on 15th December, some sailors in a boat in the area of the lighthouse had seen another boat crewed by men in storm clothing. The second boat had come close, but the men on board had not responded to the sailor's calls. They simply kept on rowing and disappeared in the distance. Was this the last sight of the men or were they ghosts?

#### 1. What type of text is this?

- A. recount
- B. discussion
- C. short story
- D. information report

#### 2. Vocabulary Building

Match these words from the text with their meanings.

current	obvious	investigate	irritable	warn
responded	completely	clue	lonely	

- A. answered: \_\_\_\_\_
- B. a strong movement of water: \_\_\_\_\_
- C. to look into: \_\_\_\_\_
- D. easy to see: \_\_\_\_\_
- E. easily annoyed: \_\_\_\_\_
- F. hint: \_\_\_\_\_
- G. totally: \_\_\_\_\_
- H. feeling alone: \_\_\_\_\_
- I. tell, advise: \_\_\_\_\_

### 3. Decide if the statements are true or false:

A lighthouse could potentially save lives.	T F
The storm began on 15th of December.	T F
Being a lighthouse keeper was a lonely job, usually only assigned to women.	T F
The lighthouse log gave details that solved the mystery of what happened to the men.	T F
Making the closing line a question increases the sense of mystery.	T F
The story relies on written and verbal information.	T F

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## Activity Four

### Skill Focus: Personification

Personification is the giving of living qualities such as actions, feelings, thoughts, even personalities to things that are not human.

Examples:

- The headlights *winked* in the gathering dusk.
- The wind *howled* against the window pane.
- The leaves *danced* on the trees.

The headlights, the wind and the leaves have taken on *human* qualities, both actions and human emotions/character traits.

Read the poem 'The Frowning Cliff', and then answer the questions.

#### THE FROWNING CLIFF

The sea has a laugh  
And the cliff a frown;  
For the laugh of the sea is wearing him down.

Lipping and lapping  
Frown as he may,  
The laughing sea  
Will eat him away;

Knees and body,  
And tawny head,  
He'll smile at last  
On a golden bed.

*Herbert Asquith*

1. What does the 'laugh' of the sea refer to?

- A. storms at sea
- B. sea waves
- C. swimmers in the sea
- D. boats at sea

**2. The cliff is frowning because**

- A. the sun is shining in its face.
- B. the sea's waves are slowly eroding the cliff.
- C. the cliff finds the sea tiresome.
- D. the cliff is shaped to look that way.

**3. 'Knees and body,  
And tawny head'.**

**What does this description describe?**

- A. the shape of the cliff
- B. the names of the parts of a cliff
- C. the parts of the cliff that remain
- D. the order in which the cliff is eroded

**4. What do you think the 'golden bed' is that the cliff will lie on?**

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**5. A stanza is a series of lines grouped together in order to divide a poem. How many stanzas are in this poem?**

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**6. Which lines in stanzas 2 and 3 rhyme?**

- A. lines 1 and 2
- B. lines 1 and 3
- C. lines 2 and 3
- D. lines 2 and 4

**Activity Five**

**Skills Focus:** Point of view

**First-person point of view**

In first-person point of view, the reader accesses the story through one person. It's like reading the main character's diary. You will notice pronouns like *I*, *me/my*, *we*, *us*, or *our* in first-person writing. This limits the scope of what a reader can know about other characters, but creates a more intimate tone between the character and the reader.

### Second-person point of view

Second-person point of view uses the pronoun *you*. This point of view establishes the reader as the protagonist or main character. It is the most difficult point of view to maintain in a longer piece of creative writing.

### Third-person point of view

In third-person point of view, the narrator has the ability to know everything. You'll see the pronouns *he/his*, *she/her*, *they/them/their*, and *it/its* in third-person point of view. This point of view allows for the greatest flexibility and also creates the most complexity.

Third person is the most commonly used point of view for novels although first person is becoming increasingly popular in new novels particularly those written for children and young adults. Second person is almost never used in novels and for good reason.

**Read the extract from *The Ocean at the End of the Lane* by Neil Gaiman, and then answer the questions.**

The little country lane of my childhood had become a black tarmac road that served as a buffer between two sprawling housing estates. I drove further down it, away from the town, which was not the way I should have been travelling, and it felt good.

The slick black road became narrower, windier, became the single-lane track I remembered from my childhood, became packed earth and knobbly, bone-like flints.

Soon I was driving slowly, bumpily, down a narrow lane with brambles and briar roses on each side, wherever the edge was not a stand of hazels or a wild hedgerow. It felt like I had driven back in time ...

The stench of cow muck struck me as I got out of the car, and I walked gingerly across the small yard to the front door. I looked for a door bell, in vain, and then I knocked. The door had not been latched properly, and it swung gently open as I rapped it with my knuckles ...

'Hello? Is there anybody here?'



I heard nothing. I smelled bread baking and wax furniture polish and old wood. My eyes were slow to adjust to the darkness ...

**1. Write down five adjectives used in the first sentence.**

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**2. The novel is written in:**

- A. First person
- B. Second person
- C. Third person

**3. What is the effect of narrating in the chosen point of view?**

- A. It makes the story more exciting.
- B. It makes the reader feel as if they are experiencing everything themselves.
- C. It makes the narrator more reliable (we can believe everything they say).
- D. It makes the events seem more objective.

**4. Why do you think the novel is written in past tense?**

- A. First person narration always uses past tense.
- B. Past tense is the most conventional and common tense used for novels.
- C. Past tense shows that the narrator is remembering aspects of his childhood.
- D. Present tense is never used in fictional writing.

**5. Which quotation best shows that the protagonist is an adult? [Focus on 'best']**

- A. 'The little country lane of my childhood'
- B. 'The slick black road became narrower, windier, became the single-lane track I remembered from my childhood'
- C. 'I was driving slowly'
- D. 'I walked gingerly across the small yard'

**6. Good description that appeals to our senses is called 'sensory imagery'. Identify which sense(s) are appealed to in the following quotations.**

- A. 'The stench of cow muck struck me as I got out of the car.' \_\_\_\_\_
- B. 'I rapped it with my knuckles.' \_\_\_\_\_
- C. 'Knobbly, bone-like flints.' \_\_\_\_\_

## Activity Five

### Writing Task

The final line in the extract was: 'My eyes were slow to adjust to the darkness...'

**Write what the main character sees next when his/her eyes adjust to the darkness.**

#### Skills checklist:

- I have written in first person.
- I have written in past tense.
- I have written what the character sees.
- I have written what the character hears.
- I have written what the character feels.
- I have written what the character smells.
- I have used at least three adjectives.
- I have edited my work for correct punctuation, grammar and spelling.

## Homework

1. Complete and submit the writing task.
2. Complete the adjective activity.
3. Complete the reading task.

### 2. Adjective Activity

**Underline all the adjectives in the following extract:**

The bride wore blood, a ruby necklace vivid against her white dress, with the widest crinoline Sydney had ever seen. The satin silk gleamed in the sunlight, its lace caught up by seed pearls, as the tiny young woman stepped from the carriage onto the freshly swept road below the church...The drably dressed women in the watching crowd muttered that blue or green would surely have looked better with that brown complexion.

**The extract is written in**

- A. first person.
- B. second person.
- C. third person.

### 3. Reading comprehension

#### Death by Beauty

Can you imagine wearing poisonous make-up in the name of beauty? Well, back in the seventeenth and early eighteenth centuries, women did exactly that!

Queen Elizabeth I reigned over England from 1558–1603 and during that time she started a trend for wearing face paint. The cream was used to whiten the face and give the illusion of pale and luminous skin. Made from powdered white lead, vinegar and egg white, it was a deadly concoction that caused lead poisoning in those who wore it. In its mildest form, lead poisoning brought on bouts of nausea, stomach ache and head pain. Stronger doses of lead poisoning affected the brain, causing insanity. In the most severe cases it often ended in death.

Elizabeth I began using lead makeup after she contracted smallpox. Smallpox was a highly contagious disease back in those days and its symptoms were flu-like. Victims suffered high fever, fatigue and head and back aches. The hallmark feature of smallpox was the rash and flat red sores that often left scarring once healed over. Elizabeth I was left scarred from the illness and used the deadly face paint to hide the scarring. Many historians believe that the lead from the paint gave her blood poisoning, which eventually killed her.

The Queen had begun a deadly trend and women copied her style, sometimes to their death. The lead makeup that they used had such high levels of poison that it eroded the hair at the hairline, eyebrows and even left its own scars on the skin due to its toxicity.

#### 1. What is the type and purpose of this text?

- A. fictional text designed to entertain
- B. factual text designed to inform
- C. persuasive text designed to prevent people from using makeup
- D. persuasive text designed to persuade you that Elizabethan England was dangerous

**2. The text opens with**

- A. a paragraph rich in adjectives to make the reader interested.
- B. a rhetorical question addressed to the reader to make you think.
- C. important historical dates so that you know it is a factual piece of writing.
- D. sensory imagery to help you imagine Elizabethan England.

**3. Based on the sentence it is used in, what do you think 'luminous' means?**

- A. bright, shining
- B. dark, spotted
- C. flawed, imperfect
- D. deceptive, misleading

**4. The title *Death by Beauty* is both catchy and appropriate. Which other title would be appropriate?**

- A. *Elizabeth's Deadly Reign*
- B. *Queenly Beauty*
- C. *A Deadly Trendsetter*
- D. *Dangerous Dark Ages*

**5. What are the symptoms caused by lead poisoning?**

- A. insanity, nausea, stomach ache, loss of limbs
- B. high fever, flu-like symptoms
- C. nausea, stomach, head ache, insanity
- D. scarring, nausea, fatigue

**6. When something happens that is the opposite of what is expected, it is known as irony. What was the irony of women in the seventeenth and early eighteenth centuries using face paint?**

- A. that the face paint could make you crazy
- B. that using face paint made you beautiful but caused illness
- C. that face paint was supposed to make you look beautiful but caused physical disfigurement
- D. that the Queen started the beauty trend of using face paint