



EduVision

Year 3 English

Term 1, Week 5

Student Name: _____

Skill focus: Vocabulary

Using our new vocabulary in sentences

S(6987)Ishita Amira
imrukhan@gmail.com

Skill Focus: Idiom Inference**Activity Two****Skill Focus: Persuasive writing**

Persuasive writing is a type of non-fiction writing used to persuade or convince the reader to believe or agree with the author's argument or point of view about something. Usually, a persuasive text will argue for or against a particular point of view.

Directions: Read each sentence and underline any persuasive words or phrases used. Then determine if the sentence would be found in a persuasive text and write (Y) or (N).

1. Eating chocolate ice cream is definitely better than eating vanilla ice cream.
2. She carefully laid the bird on the ground, hoping that it would soon awaken.
3. If you care about your school playground, you will clean up the rubbish after the bell rings.
4. Surely you agree that the school day should start later in the morning, so students have more time to get ready for school.
5. Susan learned that it takes a great deal of bravery to stand up to her enemies, but just as much to stand up to her friends.
6. "No," she screamed. "It's not fair. It's my turn to play on the swings. Get off now!"

Discussion: What helped you to determine if the sentence would be found in a persuasive text?

Activity Three

Skill Focus: Modality

Modality is used in persuasive writing to express how certain the writer feels about something. For example, compare the following sentences:

- *John will definitely get into trouble for not bringing his racket.*
- *John may get into trouble for not bringing his racket.*

Which writer is more certain about what will happen to John? Which words help express this certainty or uncertainty?

Words that express certainty are called **high modality** whereas words that express tentativeness or uncertainty are called **low modality**.

Directions: The table below shows the different modals that you can use in your writing. Using different highlighters, show which modals are high modality and which are low modality.

Expressing degrees of certainty	
adjectives	possible, probable, certain, sure, likely, unlikely, definite, clear, obvious
adverbs	possibly, probably, certainly, surely, definitely, clearly, obviously
nouns	possibility, probability, certainty
auxiliary verbs	can, could, may, might, will, shall, should, must
Expressing degrees of obligation (necessity)	
adjectives	necessary, compulsory, obligatory, essential
adverbs	necessarily, perhaps, maybe
nouns	necessity, obligation
auxiliary verbs	can, could, may, might, will, shall, would, should, must, ought to, have to

Directions: Write three sentences, using at least one modal word per sentence. Try to include a variety of modals in your writing.

1.

2.

3.

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Activity Four

Skill Focus: Connectives

Connectives are words that join pieces of information together and are often used at the beginning of a sentence or paragraph. They can be one word or a short phrase (e.g. *in addition, as well as, after a short time*). Connectives are important in persuasive writing as they help to enhance the meaning of the text and depending on what you want to write will determine the type of connective used.

The following table of connectives show **how** the different pieces of information are connected:

- in time
- in order or sequence
- by similarity or difference
- by addition ('piling things on top of each other')
- by cause and effect
- as a condition (e.g. *if, otherwise*)
- as an example of or for illustration
- as a summary.

Directions: Use the list above to describe each group of connectives. *Hint:* Use the bolded clues in the examples to help you determine the connective type.

Type of connective	Examples
	and, also, besides, further, furthermore, too, moreover, in addition , then, of equal importance, equally important, another, as well as, not only ... but also
	next, afterward, finally, later, last, lastly, at last, now, subsequently, then, when, soon, thereafter, after a short time , in the meantime, meanwhile, on the following day, at length, ultimately, presently
	first(ly), second(ly) (etc.), finally, hence, next , then, from here on, to begin with, last of all, after , before, as soon as, in the end
	for example , to illustrate, for instance, to be specific, such as, moreover, furthermore, just as important, similarly, in the same way
	as a result , hence, so, accordingly, as a consequence, consequently, thus, since, therefore, for this reason, because of this
	like, in the same manner (way), as so, similarly , but, in contrast, conversely, however, still, nevertheless, nonetheless, yet, and yet, on the other hand, on the contrary, or, in spite of this, actually, in fact
	in summary , to sum up, to repeat, briefly, in short, finally, on the whole, therefore, as I have said, in conclusion, as you can see
	if, otherwise, when, wherever, in spite of, despite, in that case

Directions: Read the text and add all appropriate connectives to the text. Then answer the questions about the text.

Dear Mum and Dad,

For many years now, I have been asking for a pet. You keep saying that I wouldn't look after a pet properly. You also say that pets are an inconvenience and would cause our family too much stress. I definitely don't think that any of this is true!

_____, I believe that owning a pet will teach me to be more responsible. There are many jobs associated with owning a pet. All pets need to be fed. Many pets need to be bathed and groomed and some need regular exercise. If I were placed in charge of these jobs, I would learn the importance of being reliable and trustworthy. These are great life skills for me to have!

_____, caring for a pet can bring our family closer together. We don't really have a common hobby or activity that we can do together. Having a pet will change this. _____, we can share in giving the pet a bath, brushing it or taking it for a walk. Everyone can get involved in making sure the pet is well cared for.

_____, did you know that people who own pets are happier and healthier than people who don't? It's true! Pets bring joy and laughter into people's lives. Sometimes you get stressed if you have had a busy day at work. Research has shown that patting a living creature (even one without fur) for just 15 minutes boosts your mood and reduces anxiety. If we had a pet, everyone in our house would be calmer!

_____, there are so many advantages to owning a pet. I sincerely hope you will change your mind and let me have a pet. I am certainly ready to be a responsible and happy pet owner.

Love,
Jimmy

1. What type of text is this?

- A. recount
- B. discussion
- C. narrative
- D. persuasive letter

2. What is the main argument Jimmy gives for owning a pet?

- A. Pets bring joy and laughter into people's lives.
- B. People who own pets are happier and healthier than people who do not.
- C. Owning a pet will teach him to be more responsible.
- D. Caring for a pet can bring his family closer together.

3. Underline or highlight the modal words in each sentence below:

- A. I definitely don't think that any of this is true!
- B. caring for a pet can bring our family closer together.
- C. If we had a pet, everyone in our house would be calmer!
- D. I am certainly ready to be a responsible and happy pet owner.

Class discussion: Do you think Jimmy wants a particular type of pet?

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Activity Five

Writing Task

What do you think of the following topic? Do you agree or disagree?

Every classroom should have a class pet.

Write three arguments either for or against the topic.

Skills checklist:

- I have stated my opinion on the topic.
- I have included three arguments. All of my arguments support my opinion.
- I have written in present tense.
- I have used connectives.
- I have used modality.
- I have edited my work for correct punctuation, grammar and spelling.

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Homework

1. Complete and submit the writing task.
2. Complete the modality activity.
3. Complete the punctuation activity.

2. Modality activity

Circle the high modality word in each sentence.

1. You (must/could) clean your room immediately.
2. The teacher (might/ will) be furious if we are late to class again.
3. The cell storm is (probably/definitely) going to cause damage.
4. (Perhaps/Most likely) I will see you later this afternoon.
5. Skiing is (undoubtedly/possibly) a dangerous sport if not properly trained or suitably dressed for the snow.
6. I (might/will) be at your birthday party on the weekend.
7. He (could/should) have apologised for his behaviour the other day. It was despicable.

3. Punctuation activity

Add the appropriate punctuation to the following texts: *Hint:* There are 11 capital letters, 13 full stops and 4 commas missing.

1. the television was invented in the 1920s but the equipment was expensive and the pictures were poor by the 1950s these problems had been fixed and TVs became widespread
2. at first all televisions used an antenna (or aerial) this would pick up television programs from broadcasting stations a TV station could be many kilometers away and still be received

3. TVs can also show movies from VCD and DVD players or VCRs Cable

TV and satellite television can provide more programs at once than broadcast can
video game consoles connect to most modern TVs some computers can also use a
TV as a computer monitor

4. today flat panel displays are the most common type of TV screen these are usually
flat rectangles with straight edges this long rectangle looks more like the shape of
a movie theatre screen this is called widescreen

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