



# EduVision

Year 2 English

Term 3, Week 1

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

## Lesson Focus: Narratives

### Skill Focus: Types of genres



Narratives tell stories. They are written to entertain and are usually fictitious. Narratives can be written in many genres, but like recounts, they usually follow a set structure or format. Narratives are usually categorised by genres or style of writing.

**Directions:** Here are some genres that you will find in your reading and that you can use in your writing.

A. Fantasy



B. Adventure



C. Fairy tale



D. Science fiction



E. Humour



F. Crime/Mystery



G. Horror



H. Historical/War



The table provides a definition of a particular genre and lists some key features. Write the name of the genre.

Genre	Definition	Key Features
	A story about magical kingdoms, mystical creatures and a hero/heroine.	Quests, good vs evil, 'happily ever after' ending. Usually meant to teach a lesson/moral.
	A story in which the characters go somewhere exciting or dangerous.	A chase or narrow escape, a battle might be fought, good versus evil, something to overcome.
	A story in which a crime is committed and the perpetrator is unknown.	A mystery or crime to be solved, usually involves clues to be followed, has a plot twist or cliffhanger. Mystery is usually solved at the end.
	A story based around future developments in science and technology.	Often set in the future, may include time machines, aliens, advanced technology or discoveries.
	A story written to scare the reader.	Elements of shock and surprise, detailed descriptions to create a scary atmosphere, may include sudden events or plot changes.
	A story set during a war or historical event.	An imaginary character placed into real events such as a war, characters may be a mix of real and fictional people
	A story written to entertain and be funny. May be nonsensical.	Funny characters and exaggerated plots, may include silly or made-up words/phrases or drawings
	A story set in its own magical and supernatural world.	Supernatural or magical creatures like fairies, dragons or imaginary peoples. Set in its own world with its own rules.

## Skill Focus: Structure of a narrative

Most narratives follow a similar format or structure in writing. That is, most stories will have a beginning, a middle and an ending. A good story, however, includes a little bit more than just that. To write a narrative, we need to include:

<b>Title</b>	Tells the reader what the story will be about.
<b>Orientation</b>	Introduces the story and sets the scene for the bulk of the story. The main character(s) are introduced and the plot/setting is introduced.
<b>Build-up</b>	Introduces or hints at a problem to be solved by the character(s). The build-up can sometimes be found in the orientation.
<b>Complication/ Problem</b>	A problem or complication needs to be solved. This includes a build-up of tension that ultimately leads to a climax and resolution. This contains the bulk of the story.
<b>Resolution</b>	The problem is resolved and the story ends.

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**Skill Focus: Using story starters to set the scene**

Have you ever read the first couple of lines of a book or a story only to stop reading because it wasn't interesting or engaging enough? That's probably because the opening lines or sentences to the story didn't properly set the scene and were just too boring to make you want to read more.

A good story, however, will hook the reader straightaway and will leave them wanting to read more. A sizzling story starter may include action, suspense, adventure, mystery, humour or dialogue right at the beginning of the story. Let's look at some examples of some sizzling story starters.

**SIZZLING STORY STARTERS**

Long ago, on the wild and windy isle of Berk, a smallish Viking with a longish name stood up to his ankles in snow. Hiccup Horrendous Haddock the Third, the Hope and Heir to the Tribe of the Hairy Hooligans, had been feeling slightly sick ever since he woke up that morning. Ten boys, including Hiccup, were hoping to become full members of the Tribe by passing the Dragon Initiation Program.

From *How to Train Your Dragon (The Heroic Misadventures of Hiccup Horrendous Haddock III #1)*.

- ✓ Sets the scene with interesting characters.
- ✓ Descriptive language using alliteration (repeating H sound).
- ✓ Hooks the reader with suspense: Will they pass the Dragon Initiation Program?
- ✓ Uses humour/silliness

Armed with rainboots and a flashlight, I made my way outside.

“It’s just a cat or a stray dog,” I said to myself as I crept across the yard and through the rain.

“Here, kitty kitty,” I said as I got closer. “Please don’t be a skunky skunky.”

I moved slowly and carefully, trying to see the critter. But when my flashlight lit up the inside of the box, what I saw was not a kitten or a pup. It wasn’t even a skunk. What it was, was ... darkness.

From *The Care and Feeding of a Pet Black Hole*.

- ✓ Sets the scene using dialogue to introduce the character.
- ✓ Last part uses repetition (not A or B, not C) followed by contrast (‘What it was was ...).
- ✓ Sets up fear: what could be worse than a skunk?
- ✓ Hooks the readers with a mystery: what is inside the box?

Everything started on the day I had that close call with Tank. Tank lives two blocks away, so I see him almost every day, but he usually ignores me. This is probably for the best, since Tank is a rhinoceros. A 2,580-pound *Diceros bicornis* with a seventeen-inch horn, according to the sign on his fence. That fence also happened to be our right-field fence, which is how Tank and I got to know each other on a first-name basis. It was my turn to play right-field, and I’ll admit it: my mind wandered. If you’ve ever played baseball, you’ll know what it’s like. Because no-one ever hits the ball to right field.

Except, of course, when they do.

From *The Rhino in Right Field*.

- ✓ Sets the scene with subject-specific language.
- ✓ Opens the story with an unusual character: the rhinoceros.
- ✓ Combines the factual – weight and scientific name of rhino – with the mildly ridiculous – a rhino near a baseball field.
- ✓ Hooks the reader with suspense: What happens next?

My name is A.J and I hate ice-cream.

Well, I don't hate *all* ice cream. I like *normal* ice cream, like vanilla, chocolate, strawberry, and mint chip. But my friend Billy, who lives around the corner, told me he likes *weird* ice cream flavors like bacon, garlic, and octopus. What's up with *that*? Why would anybody want to eat octopus-flavored ice cream? What dumbhead dreamed up that idea?

You probably think this book has nothing to do with ice cream, but you're wrong. It has *everything* to do with ice cream.

From *Mr Will Needs to Chill*.

- ✓ Sets the scene with a personal introduction – like meeting a person in real life.
- ✓ Directed at the reader.
- ✓ Presents an unusual fact.
- ✓ Descriptive language using sensory detail.
- ✓ Hooks the reader with questions and humour.

**Now, it's your turn...**

**Directions:** Write a short sizzling story starter using the following prompts.

**Hint:** Try to include some of the techniques used in the sample texts above.

1. "Trust me," she said...

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2. It was exactly one week after Mia had brought the dog from the pet store when she realised it could ...

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3. Have you ever felt like your head was spinning out of control? Well, that's what happened to me when ...

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## Skill Focus: Adding ed / ing/ es suffixes to base words

A base word is a word that can have a prefix or suffix added to it. A suffix is a letter or letters added to the end of a base word. When added to the base word, the suffix gives the base word a new grammatical function or meaning. There are many varieties of suffixes that can be added to a word. Today we will look at the suffixes **ed/ ing/ s/ es**.

### SUFFIX RULES

Let's start by revising the suffix **rules** to ensure the correct spelling of each word.

	Base word	With Suffix
When a word ends with a short vowel sound and a single consonant, <u>double</u> the consonant before adding ed/ing.	Clap	Clapped Clapping
When a word ends in e, <u>drop the e</u> if the suffix begins with a vowel.	Hope	Hoped Hoping
When a word ends with y, <u>change it to i</u> , <b>except</b> if the suffix is ing.	Carry Carry	Carried Carrying
When a word ends with vowel <b>before</b> the y, <u>keep</u> the y.  <b>Exceptions</b> to this rule apply to say/pay/lay.	Play  Say Pay Lay	Played Playing  Said Paid Laid

<u>Add s</u> to a word to make it a plural.  <b>Exceptions</b> to this rule apply to the words ending in ch/sh/s/x/z. Add <u>es</u> instead.	Shiver  Church Smash Glass Box Buzz	Shivers  Churches Smashes Glasses Boxes Buzzes
If a word ends in a y with a consonant before the y, <u>drop</u> the y and <u>add ies</u> .	Cherry	Cherries
If a words ends in f or fe, <u>drop</u> the f and <u>add ves</u> .	Bookshelf Life	Bookshelves Lives

**Directions:** Read the text and add the correct suffix to each underlined base word. **Hint:** Read the whole text first to help you determine which suffix is required for each word.

It was a wild and lightning-struck night. The kind of night that change everything.

Jagged forks of light rip across the sky and thunder roll in tidal wave over the rooftops and spires of London. With the rain lash down and the clouds above, it felt like the whole city was under the sea.

But Cordelia Hatmaker was not afraid. In her candlelit room at the very top of Hatmaker House, she was pretend to be above the *Jolly Bonnet*. The ship was being toss by massive wave as she stagger across the deck (really her hearthrug), fighting a howl wind.



BOOM.

"Batten down those hatch\_\_\_\_, Fortescue!" she yell\_\_\_\_. "I've got to lash myself to the wheel!"

A tin soldier stare\_\_\_\_ blankly from the mantel.

*From The Hatmakers by Tamzin Merchant.*

### Skill focus: Writing task

**Directions:** You are to write two sizzling story starters. **The first sentence(s) of three stories have been provided for you. Choose TWO and continue to write a sizzling start.**

1. I hadn't seen the door before. It wasn't there last night.
2. As she walked along the cobblestone street the tiny dragon, tucked in her pocket, stirred restlessly.
3. He unrolled the note. It read: "Help, my mutinous crew have left me on a deserted island but only I know where the treasure is."

Use the information and techniques learned today to help your writing. Remember to include sensory words, good sentence structure, correct spelling and punctuation. Use your checklist to help your writing.

Writing checklist	
<b>Technique</b> <ul style="list-style-type: none"> <li>• I have included action, mystery, humour, suspense or adventure.</li> <li>• I have used character dialogue.</li> <li>• I have used subject specific language and sensory words.</li> <li>• I have left the reader wanting more.</li> </ul>	
<b>Grammar, spelling and punctuation</b> <ul style="list-style-type: none"> <li>• I have included full stops, commas and capital letters.</li> <li>• I have used complete sentences that make sense.</li> <li>• I have checked for spelling errors.</li> </ul>	

## HOMEWORK

1. Writing task
2. Text analysis
3. Suffixes task

### 2. Text analysis

**Directions:** This exercise is based on the last text in your workbook which is from *The Hatmakers* by Tamzin Merchant.

1. Analyse the text using the checklist below. Tick all that apply.

Sizzling starter checklist			
Elements of Genre		Elements of Language	
Action		Character dialogue	
Mystery		Subject-specific language	
Suspense		Rich descriptive language	
Humour		Figurative language	
Adventure		Sensory language	
Horror			
Science-fiction			

2. Write a sentence in the story that shows action.

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3. Circle all words in the story that show rich descriptive language or sensory detail.

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4. The text includes some figurative language. Give an example of this. What type of figurative language is this?

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### 3. Suffixes

**Directions:** Add the suffix correctly to these base words.

Base	ed	ing	s/es
plot			
sense			
marry			
refer			
entertain			
structure			
scratch			
repeat			
experience			
delay			

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