My writer's

PASSPORT

ENW420

NAME _____

DATE OF BIRTH ____/____/_____

HOMETOWN _____

DATE STARTED _____/_____/_____

DATE COMPLETED _____/_____/_____

MY WRITER'S PASSPORT

>In the ENW400 resources, you will be introduced to text features and grammatical structures. The writer's passport summarises these.

When you have mastered the grammatical structures and can apply them in your writing, attach one of the stamps from the back of the passport in the space provided. You can write the date of completion on the stamp.

The skills do not need to be mastered in order. There is an index at the back of the passport on page 34 so you can search for the skills as required. > HAPPY TRAVELLING! >>>>>>>>>>>>>>>>>>>>>

Contents

1. Capital letters

A capital letter shows an important word in a sentence.

Use a capital letter for:

- the word *'I'*
- family names
  ***M**um*   ***G**randad*   ***U**ncle **J**oe*
- names of people or places
  ***S**onny **B**ill **W**illiams*   ***A**oraki **M**t **C**ook*   ***B**oulder **B**ank **D**rive*
- titles of people, books, films or ships
  *the **P**rime **M**inister*   ***H**arry **P**otter*   *the **A**watere*
- names of companies and trade names
  ***C**oca **C**ola*   ***B**ig **M**ac*   ***F**onterra*   ***F**armers*
- names of organisations and religions
  ***A**mnesty **I**nternational*   *the **G**reens*   ***H**indu*
- the days of the week and months of the year
  ***M**onday*   ***S**eptember*
- initials
  J. K. R**owling*   ***TVNZ   ***P.T.O.***

Start **every sentence** with a capital letter.

> ***T**he principal spoke angrily.*

AND

Start **every sentence inside speech marks** with a capital letter.

> ***T**he principal said angrily, "**Y**ou should have been more careful, **D**onna.*
> ***N**ow you will have to clean up the mess." **S**he gave **D**onna a mop and bucket.*

Do not use a capital letter for:

- the names of the seasons (spring, summer)
- compass points or directions (north, east, left)
- family relationships that are not names (my mother, Sarah's nana)
- occupations that are not titles (my teacher, the doctor, the vet).

2. Parts of words and Parts of sentences

PARTS OF WORDS

There are 26 letters in the English alphabet that combine in different ways to show 44 sounds.

For accurate reading and spelling it is important to know:

Vowels: a e i o u and sometimes y.

Consonants: all the other letters.

Syllables: the sound beats in words:
- *but* has one syllable
- *but–ter* has two syllables
- *but–ter–fly* has three syllables.

PARTS OF SENTENCES

Nouns

Common nouns are the names of **general** things and start with a **small** (lower case) **letter**.

> *tree*   *doctor*   *kakapo*   *city*

- Nouns can be **concrete** (you can see and touch them):
  kiwi   *table*   *mountain*

- or **abstract** (you cannot see and touch them):
  happiness   *freedom*   *love*

- **Countable** nouns can be singular or plural:
  one bike ... two bikes   *one box ... many boxes*   *one tooth ... all my teeth*

- **Uncountable** nouns are always singular:
  money   *health*   *milk*   *courage*   *pride*

- **Collective** nouns are the names of groups of things:
  *a **crowd** of people*   *a **pod** of whales*   *a **choir***

Proper nouns are the names of **specific** things and start with a **capital letter:**

Tāne Mahuta (NZ's biggest kauri tree)   *Dr Who*   *Uncle Peter*

Sirocco (the kākāpō ambassador)   *Wellington*   *Mt Taranaki*

Pronouns are used **in place of** common or proper nouns, instead of repeating them:

I   he   she   it   you   we   they

*Wellington is the capital city. **It** is a windy place. People don't use umbrellas there because **they** get blown inside out by the wind.*

Adjectives

An adjective is a word that describes what a noun is like.

*the **tall** building   an **angry** bull*
*a **soft** cushion   the **happy** clown*

VERBS

Verbs are action words that tell **what happens** and **when**.

*Tāne Mahuta **grew** one metre.*
('grew' is a past tense verb – the growing happened in the past)

*Dr Who **travels** through time.*
('travels' is a present tense verb – he travels now and will keep on travelling)

Sirocco will visit Wellington again next year.
('will visit' is a future tense verb – the action may take place in the future)

ADVERBS

An adverb is a word that **describes** what an action is like.

*Sirocco **noisily** scratched the glass.*

*Mt Taranaki **unexpectedly** erupted today.*

*Note: adverbs often end with **–ly***

GOOD WRITING

Good writing uses **precise** nouns, verbs, adjectives and adverbs.

Precise means exact

Notice how this sentence is improved by using more precise words:

We washed the clothes and put them on the line to dry.

- precise **verbs**
  *We **scrubbed** the clothes and **hung** them on the line to dry.*

- precise **nouns**
  *We scrubbed the clothes, using **soap** and a **washboard**, and hung them on the line to dry.*

- precise **adjectives**
  *We scrubbed the clothes, using **home-made** soap and a **wooden** washboard, and hung them on the line to dry.*

- precise **adverbs**
  *We **thoroughly** scrubbed the clothes, using home-made soap and a wooden washboard, and hung them on the line to dry.*

PHILLIPINES

GREAT WORK, YOU HAVE MASTERED:

PARTS OF WORDS AND PARTS OF SENTENCES

Cut and paste your stamp on the flag once you have learned the parts of words and parts of sentences.

3. What is a sentence?

A sentence **can** be just one word, especially if it is an interjection or imperative:

> **Stop!**   **Help!**
> **No!**   **Silence.**

But, usually a sentence is a group of words expressing one idea.

- It starts with a capital letter and ends with a full stop.
- It has a **subject** and a **verb**.
- It usually has an **object**.

In this sentence: *The **dog bites** the **man.***

- **The dog** is the **subject**, doing the action.
- **'Bites'** is the **verb** – the action that the subject is doing.
- **The man** is the **object** because the action is being done to him.

Note: A sentence can have just a subject and verb without an object.

These are both correct sentences:

We eat.

We eat hot cross buns.

TWO COMMON ERRORS WITH SENTENCES:

a) Incomplete sentences

These are sentences where the subject, the verb or the object is missing.

Subject	Verb	Object	Missing?
We	eat	hot cross buns	✔
They	called.		✔ This sentence could be correct, but what it doesn't tell us **who** or **what** they called.
	walking	beside the river.	**Who** was walking?
The baby		her rattle.	**What** did the baby do to her rattle?
	drove		**Who** drove **what?**

b) Run-on sentences

These are sentences that go on and on, with commas used instead of full stops or conjunctions.

NEVER join sentences with a comma!

> *Matiu/Somes Island in Wellington Harbour has steep cliffs, has been used as a protective pā by Māori, an isolation area for sick immigrants, during the two world wars it was used as a prison camp, now it is a nature reserve, has been cleared of rats, mice and stoats, tuatara can now be re-introduced.*

Conjunction
A word used to join sentences (see page 13).

Frequently used conjunctions are:
and, or, but, so, because, for, yet
(and many more).

This run-on sentence should be divided into three sentences, using **full stops** and **conjunctions:**

> *Matiu/Somes Island in Wellington Harbour has steep cliffs **and** has been used as a protective pā by Māori **and** an isolation area for sick immigrants.*

> ***D**uring the two world wars it was used as a prison camp **but** now it is a nature reserve.*

> ***I**t has been cleared of rats, mice and stoats, **so** tuatara can now be re-introduced.*

GREAT WORK, YOU HAVE MASTERED:

SENTENCES (WHAT IS A SENTENCE?)

SWEDEN

Cut and paste your stamp on the flag once you understand what sentences are and can use them correctly.

4. Sentence punctuation

SENTENCE ENDINGS

Put a **punctuation mark** at the end of every sentence. Most often, the punctuation mark is a **full stop.**

BUT:

- put a **question mark** if the sentence is a question
  What date do the holidays start?

- put an **exclamation mark** if the sentence is about something loud, dramatic or exciting.
  I can't wait for the holidays!

GREAT WORK, YOU HAVE MASTERED:

SENTENCE ENDINGS

Cut and paste your stamp on the flag once you have mastered the use of full stops, question marks and exclamation marks.

EGYPT

SENTENCE PAUSES

Full stops show the end of a sentence. To show a pause **within** a sentence, use one of these punctuation marks:

Comma

Commas are used **within** a sentence to:

- show a pause
  Next time you light a fire, think about how useful matches are.

- separate ideas
  For hundreds of years, before Europeans brought matches to New Zealand, Māori rubbed tōtara wood against māhoe to light fires.

- make a list.
  Tōtara, māhoe, kauri, rimu, and kahikatea are some of the native trees of New Zealand.

Place a comma after the last item in the list.

NEVER join sentences with a comma!

Note: Run-on sentences are sentences that have been joined with a comma when a full stop or a conjunction should have been used.

Colon

Colons are used:

- between a heading and a sub-heading
  Danger: Actors at work!

- to introduce a list
  As a stuntman I have: fallen off ladders, ridden a motorbike backwards, jumped off the roof of a car, and hung from the bottom of a helicopter.

- to introduce a consequence.
  Jumping off the roof of a car: broken leg!

Semi-colon

Semi-colons (half-colons) are used:

- to pause between two separate sentences and show a **close link** between their ideas.
  I kept missing and fell over the edge of a cliff; that was the sprained ankle.

Beware!
Do not use a comma instead of a semi-colon.

Dashes or brackets can be used in the same way:

I kept missing and fell over the edge of a cliff – that was the sprained ankle.

I kept missing and fell over the edge of a cliff (that was the sprained ankle).

Semi-colons are also used between items on a list if the item description, or the list, is long.

As a stuntman I have: fallen off ladders and bicycles; ridden a motorbike backwards down a hill; fallen off the top of a building onto a hidden platform; jumped off the roof of a car; and hung from the bottom of a helicopter.

Ellipsis

An ellipsis shows that words are missing from a sentence because:

- the speaker didn't finish what they were saying
  "Throw me a ... ," I yelled as I choked on another mouthful of water.

- it is obvious what the rest of the sentence would be
  The film crew threw me a life jacket ... They weren't great shots.

- the writer wants to create suspense (make the reader wonder what will happen next).
  They threw a few more. Plop ... plop ... plop ... They weren't great shots.

SENTENCE ASIDES

Brackets *(also called parentheses)*

Brackets are placed around words that could be left out of a sentence or paragraph without changing its meaning.

> *Cut the flax **(crosswise, not lengthwise)** into strips about 1 cm wide.*

> *Cut the flax into strips about 1cm wide. **(Cut the leaves crosswise, not lengthwise.)***

Dashes

Dashes can also be used to show that an extra idea has been added. They are used singly (at the end of a sentence) or in pairs (inside a sentence).

Cut the flax into strips about 1cm wide *– **crosswise, not lengthwise.***

Cut the flax *– **crosswise, not lengthwise** –* into strips about 1 cm wide.

> *Note:* A dash (–) is longer than a hyphen (-).
> Leave a space before and after a dash.

GREAT WORK, YOU HAVE MASTERED:

SENTENCE PAUSES AND ASIDES

POLAND

Cut and paste your stamp on the flag once you have mastered the use of commas, colons, semi-colons and ellipsis.

5. Sentence types

Simple sentences are about just one piece of information.

They may be one word:
Crash!

or several words:
The train crash killed 151 people.

Compound sentences are two or more simple sentences joined with a **conjunction.**

*The train crash killed 151 people **and** the Queen broadcast a special message of sympathy.*

Conjunction
A word used to join sentences (see page 9).

Frequently used conjunctions are:
***and, or, but, so, because, for, yet** (and many more).*

Complex sentences have two or more ideas, but one idea depends on the rest of the sentence to make sense.

*The engine hit the bank **on the other side of the river** and shattered into pieces.*

*This idea does not make sense on its own. It is called a **dependent clause.***

The **dependent clause** can be at the start, middle or end of the sentence.

*The engine hit the bank and shattered into pieces **on the other side of the river.***

***On the other side of the river,** the engine hit the bank and shattered into pieces.*

*When the sentence starts with a dependent clause, **separate it from the rest of the sentence with a comma.***

🔥

Hot tips about conjunctions

Conjunctions frequently used in dependent clauses are:
***before, after, then, since, although, if, once, until, unless, while, which, whether** (and many more).*

THAILAND

GREAT WORK, YOU HAVE MASTERED:

SENTENCE TYPES

Cut and paste your stamp on the flag once you have mastered all the different types of sentences.
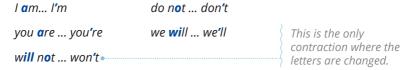
6. Apostrophes

Apostrophes are used:

- to show that a word has been shortened
  I'm   you're   wasn't

- to show who owns something
  Tama's bike   the children's tree hut   my cousin's house

Apostrophes for shortened words (contractions or abbreviations):

- Put the apostrophe **in place** of the missing letter(s):

  *I **a**m... I'm*   *do n**o**t ... don't*

  *you **a**re ... you're*   *we **wi**ll ... we'll*

  *w**ill** n**o**t ... won't*

  This is the only contraction where the letters are changed.

- The abbreviation for **have** is **'ve.** (sounds like /iv/)

  *could have ... could**'ve***

  *should have ... should**'ve***

  *would have ... would**'ve***

  Note: *Many people incorrectly say and write 'could of', 'should of' or 'would of'.*

Sometimes three words are shortened into one: *I would have ... I'd've.*

Apostrophes to show ownership

- Put the apostrophe **straight after the owner** and **add an 's'**.
  ***Tama** owns a bike ... **Tama's** bike.*

- If there is more than one owner, put the apostrophe straight after **the name of the owners** and **add an 's'.**
  ***The children** own a tree hut ... **the children's** tree hut.*

- Do not add an 's' if the name of the owner already ends in an 's'.
  ***Julia Roberts** has a new film ... **Julia Roberts'** new film.*
  (There are some exceptions to this rule, but you can hear when an extra 's' has been added – Jess's bag, Uranus's moons, the boss's car.)

Do not put an apostrophe in a plural word, unless it owns something.

Correct:

*Our **dogs** like playing with the **kitten's** ball.*

(More than one dog, only one kitten, the kitten owns the ball.)

Incorrect:

*Our **dog's** like playing with the **kittens** ball.*

(The dogs do not own anything in this sentence; the kitten owns the ball.)

Correct:

*Our **dogs'** kennel is just large enough for the three of them.*

(The three dogs own the kennel; do not add an 's' because 'dogs' ends with 's'.)

Its or it's ?

- **It's** (with an apostrophe) **always** means **'it is'** or **'it has'**.
  It's raining. It's been raining all week.
  (It is raining. It has been raining all week.)

- **Its** (without an apostrophe) means **'belonging to it'.**
  Give the dog its bone. (The bone belongs to the dog.)

Hot tips about 'its'

*Try 'it is' or 'it has' in the sentence. If it makes sense, use **it's.***

*If it doesn't make sense, use **its.***

GREAT WORK, YOU HAVE MASTERED:

APOSTROPHES

ARGENTINA

Cut and paste your stamp on the flag once you have learned how to use apostrophes correctly.

7. Hyphens

Hyphens are used to join closely-connected words.
They are shorter than dashes.

There's a well-known saying about this.

Slide the paper-making screen in from the side of the tub.

You don't need to be a magician or own a hi-tech workshop. (high + technical)

My sister-in-law, Mrs Kingsley-Jones, is twenty-three.

Do not leave a space before or after a hyphen.

8. Speech marks

Speech marks are used to show what someone said. They have the same purpose as a speech bubble in a cartoon.

- Put speech marks around the **spoken words**, not the speaker:
  Anna said, **"I don't think it was a good idea to send the penguin back to Antarctica."**

- The speaker's name can be at the start, the end or the middle of the sentence.

- Use **commas** to separate the **speaker** from the spoken words:

  "I don't think it was a good idea to send the penguin back to Antarctica," **said Anna**.

  "I don't think it was a good idea," **said Anna,** *"to send the penguin back to Antarctica."*

  Notice if the speaker's name is placed inside a spoken sentence, **the second part of the same sentence** *does not start with a capital letter.*

- Sentence punctuation goes **inside** the speech marks.

- Do not use a comma if the sentence ends with a question or exclamation mark.
  "And what would we do if another penguin showed up?" she asked.
  "Would we care for him and send him back too?"

DIALOGUE

Direct speech (the exact words someone said) is called **dialogue** when there are two or more people talking to each other.

"Are you all right?" the doctor asked.
"Just swallowed a lot of water," I replied.

- **Start a new line** for each **change** of speaker.

Indirect speech (also called reported speech) does not have speech marks.

The doctor asked me if I was all right and I replied that I had just swallowed a lot of water.

GREAT WORK, YOU HAVE MASTERED:

SPEECH MARKS

Cut and paste your stamp on the flag once you have learned how to use speech marks correctly.

SPAIN

---

9. Lists

Bulleted or numbered lists can make complex information easier to read:

- Use bullets when the order of the list is not important.
- Use numbers when the order is important.

Introduce the list with a statement and a colon and indent the list.

Indent means to start writing about 1cm inside the left margin.

If the bullet point is a whole sentence, start with a capital letter and end with a full stop.

If the bullet point is completing the statement in the introduction:

- start with a small letter
- check that each bullet point makes sense with the introduction

    As a stuntman I have:

    - *fallen off ladders and bicycles*
    - *ridden a motorbike backwards down a hill*
    - *fallen off the top of a building onto a hidden platform*
    - *jumped off the roof of a car*
    - *hung from the bottom of a helicopter.*

- put a full stop at the end of the last bullet point.

In-sentence lists can be used to emphasise objects or events:

   It came out like a squeak, then a giggle, then a laugh, then a roar!

GREAT WORK, YOU HAVE MASTERED:

LISTS

LIBYA

Cut and paste your stamp on the flag once you have mastered the different types of lists.

10. Paragraphs

Paragraphs are used to help readers to understand. It is much easier to read a text that has been divided into paragraphs.

Related ideas are grouped together into separate paragraphs.

Start a new paragraph for each **change** in:

- topic
- time
- place
- person.

Miss a line between each paragraph – for factual, impersonal and formal writing.

> These claws stay out all the time. This is un
> cats, whose claws tuck away in special sheat
>
> Cheetahs are carnivores and eat gazelle and
> long tail helps the cheetah keep its balance

OR

Indent each new paragraph after the first one – for imaginative, personal and informal writing.

> has been great, as I've been able to take wha
> and use it at the Press.
>   Next year, I'm hoping to go to Welling
> polytechnic in New Plymouth, and study to

Indent means to start writing about 1cm inside the left margin.

INTERNAL PARAGRAPH ORGANISATION (formal writing)

Organise each paragraph into a logical order. Use **SEEL** to seal your argument!

S	*make a **s**tatement*
E	***e**xplain what you mean*
E	*give **e**vidence or **e**xamples to support the statement*
L	***l**ink the comments to the main idea or question*

Question: *Was it a waste of money to save the penguin 'Happy Feet'?*

S	*I think we did the right thing.*
E	*Leaving Happy Feet to die was not exactly beneficial for the penguin!*
E	*If you saw a dog in that situation, you would save him, and the penguin deserves the same treatment.*
L	*Although it was a lot of money, most of it was donated, and anyway, life is more valuable than any amount of currency.*

CONNECTIVES

Connective words are used to link ideas within and between sentences and paragraphs.

Writers use connective words to make their writing flow smoothly and to help readers understand the links between the ideas.

Conjunctions are one sort of connective.

They are used to join two or more simple sentences into compound sentences. If you took away the conjunctions the sentences would still make sense on their own.

*Frequently used conjunctions are: **and, or, but, so, because, for, yet** (and many more).*

*Matiu/Somes Island in Wellington Harbour has steep cliffs **and** has been used as a protective pā by Māori **and** an isolation area for sick immigrants.*

*During the two world wars it was used as a prison camp **but** now it is a nature reserve.*

*It has been cleared of rats, mice and stoats, **so** tuatara can now be re-introduced.*

Other connectives are used to create **complex sentences** and to **begin** or **link** paragraphs.

- to **add information**
  also　　　*as well as*　　　*in addition*

- to **contrast**
  however　　　*besides*　　　*not only*

- to **explain**
  for example　　*in other words*

- to **list**
  first　　　*then*　　　*finally*

- to **reinforce**
  anyway　　　*after all*

- to **conclude** or **summarise**
  therefore　　　*as a result*

- to **indicate time**
  just then　　*suddenly*　　*meanwhile*
  later　　　*eventually*　　*at last*

GREAT WORK, YOU HAVE MASTERED:

PARAGRAPHS

Cut and paste your stamp on the flag once you have mastered paragraph organisation and connectives.

PARAGUAY

11. Tenses

Tense is the **time** an action takes place.

Tense is shown by changing the spelling of the **verbs** (action words).

- If something is **happening now** (or will continue to happen)
  – use a **present tense** verb.
  I walk ...   I am walking

- If something has **already happened** and is finished – use a **past tense** verb.
  I walked ...   I was walking

- If something **will happen** after now – use a **future tense** verb.
  I will walk ...   I will be walking

Writers use **present tense** if their writing is about something that is happening now and will continue to happen, or if they want it to be **dramatic** and **fast-moving.**

Writers use **past tense** if their writing is about something that has already happened and is finished, or if they want it to seem **more thoughtful** and **slower-moving.**

Writers use **future tense** if their writing is about something that will happen in the future, or if they want it to feel **quiet** and **calm.**

REGULAR PAST TENSE VERBS

Most often, verbs are changed to past tense by adding the suffix **–ed** to the base word.

   walked   *aimed*   *crossed*

- If the base word ends in a silent 'e', drop the 'e' before adding –ed
  used   *required*   *isolated*

- If the base word ends in a single vowel + consonant, double the consonant before adding –ed.
  planned   *stepped*   *travelled*

- If the base word ends in a double vowel + consonant, or a double consonant, just add –ed.
  looked   *called*   *helped*

IRREGULAR PAST TENSE VERBS

In some verbs, one or more letters are changed to show the past tense.

*beg**i**n ... beg**a**n*   *break ... br**o**ke*   *ke**ep** ... k**ept***   *th**ink** ... th**ought***

In a few verbs, no letters are changed.

cut ... cut   *cost ... cost*   *hit ... hit*   *put ... put*

Beware! Learn how to use the **perfect tense** correctly. The perfect tense uses **'has', 'have'** or **'had'** with a past tense verb to show that an action has already happened at an **unspecified** time before now. Sometimes the spelling of the verb changes when it is used in the perfect tense.

*I **ring** her every day.* (Present tense.)

*I **rang** her yesterday.* (Past tense – 'yesterday' is a specified time.)

*I **have rung** her already. / I **had rung** her already.*
(Present perfect / past perfect tense – 'already' is an unspecified time.)

Incorrect: I rung her yesterday/I rung her already.

The same rule applies to:

sing	*He sings loudly.*	*He sang loudly yesterday.*
	He has sung loudly all his life.	*He had sung loudly all his life.*
	***Incorrect:** He sung loudly.*	
bring	*We bring our lunches to school.*	*We brought our lunches yesterday.*
	We have brought our lunches.	*We had brought our lunches.*
	***Incorrect:** We brung our lunches.*	
drink	*They drink water regularly.*	*They drank the water at lunchtime.*
	They have drunk all the water.	*They had drunk all the water.*
	***Incorrect:** They drunk the water.*	
see	*I see the ship in the harbour.*	*I saw the ship last week.*
	I have seen the ship before.	*I had seen the ship before.*
	***Incorrect:** I seen the ship.*	
write	*She writes to her sister.*	*She wrote to her sister last week.*
	She has written to her sister.	*She had written to her sister.*
	***Incorrect:** She writ to her sister.*	

GREAT WORK, YOU HAVE MASTERED:

TENSES

Cut and paste your stamp on the flag once you have mastered the use of tenses.

TONGA

12. Subject–verb agreement

Sentences have a **subject** and a **verb.**

The **subject** is the **person** or **thing** doing the action.

The **verb** is the **action** the subject is doing.

In this sentence: *The dog bites the man.*

- **The dog** is the **subject**, doing the action.
- **'Bites'** is the **verb** – the action that the subject is doing.

SUBJECT–VERB AGREEMENT

Verbs change to match the **subject** of the sentence. This is called **subject–verb agreement.**

- If the subject is singular (only one) – use a **singular verb:**

  New Zealand's flag is mainly blue.
  I like the flag.

- If the subject is third-person singular (he, she or it), **add an 's'** to the singular verb:

  James likes the flag. He says it is part of our history.
  The blue background represents the sea. It shows we are an island country.

- If the subject is plural (more than one) – use a **plural verb.**

  Many flags are flying outside the United Nations.
  We like the flag.

GREAT WORK, YOU HAVE MASTERED:

SUBJECT-VERB AGREEMENT

Cut and paste your stamp on the flag once you have mastered subject-verb agreements.

SINGAPORE

13. Point of view and voice

Personal writing tells about something **you** have experienced.

It is told from your **point of view**, in the **first person**.

First person writing includes:

- the first person pronouns: **I, we**
- the writer's thoughts, feelings and actions to give a **personal voice** (to show the personality of, and sound like, the writer).

    We had an 'old-fashioned day' when we all dressed up in olden-days clothes. That's me in the white apron and blue hat. Bet you didn't recognise me with curly hair!

Factual writing tells about something the writer has **witnessed** or **researched.**

It is told from an observer's **point of view**, in the **third person.**

It may be **impersonal** (does not show the personality of the writer) or it may have the voice of (sound like) one of the main characters.

Third person writing includes:

- third person pronouns: **he, she, it, they**
- the actions of the observed people, and the **writer's ideas** about their thoughts and feelings (to show the personality of, and sound like, the people in the story).

    Impersonal third person: One day, an engineer was drilling a well when he looked up and saw a group of children playing. They were running and jumping all over the place. The engineer thought there must be some way of harnessing all that energy.

Imaginative writing tells about something the writer has **made up.**

It can be told either in the first person or the third person.

It has the personal voice of one of the characters or of the observer.

Personal third person: He had got so cold and hungry that to keep himself alive he started to nibble at his bed of hay. He started picking it up by the mouthful and forcing it down his throat. It scratched the inside of his throat as he forced it down into his empty stomach.

Instructional writing tells how to do something.

It is often written in the second person.

Second person writing includes:

- the second person pronoun: **you**

- the writer's ideas about what 'you' should do or feel.

  If you don't already have a paper-making screen, you can easily make one. Just nail together a rectangular wooden frame and attach a sheet of fine steel mesh across the centre.

Persuasive writing tries to convince the reader to agree with or do what the writer says.

It can be written in the first person (e.g. political speeches) or the second person (e.g. advertising).

Persuasive language includes words such as:

definitely	*without doubt*	*undeniably*
understandably	*justifiably*	*logically*
important	*essential*	*necessary*

Emotive language is a type of persuasive language that is designed to arouse emotions in the audience. It includes words such as:

unbelievable	*amazing*	*marvellous*
silly	*outrageous*	*ridiculous*
vital	*imperative*	*urgent*

PERU

GREAT WORK, YOU HAVE MASTERED:

POINT OF VIEW AND VOICE

Cut and paste your stamp on the flag once you have learned the different points of view and voice.

14. Active and passive voice

Sentences have a **subject** and an **object.** The subject is the person or thing **doing the action.** The object is the person or thing that something **is happening to.**

In this **active voice** sentence: *The dog bit the man.*

> The dog is the **subject**, doing the action.
>
> The man is the **object** because the action is being done to him.
>
> The **subject** is the focus of the sentence.

Active Voice
In active voice the subject is the most important part of the sentence.

Passive Voice
In passive voice the object is the most important part of the sentence.

In this **passive voice** sentence: *The man was bitten by the dog.*

The man is still the object, with the action being done to him, but now the **object** is the focus of the sentence.

Most writing is in the **active voice** with the **subject** being the most important part of the sentence.

> *Nan put the flax in the boiling water.*
>
> *This sentence is active voice because Nan's action is the most important.*

Sometimes, especially in an explanation or report, the **passive voice** is used to show that what happens to the **object** is the most important.

> *The flax was put in the boiling water by Nan.*
>
> *This sentence is passive voice because what happens to the flax is the most important.*

The passive voice is also used when the **subject is unknown.**

> *The flax was dipped into the dye bucket. (We don't know who did the dipping.)*

Notice that, in the passive voice, the main part of the verb is always in its **past tense form**.

> *The flax was put/was dipped.*

GREAT WORK, YOU HAVE MASTERED:

ACTIVE AND PASSIVE VOICE

Cut and paste your stamp on the flag once you have learned the difference between active and passive voice.

AUSTRALIA

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15. Formal and informal language

Formal language is used in official situations and when communicating with important people.

Informal language is used in unofficial situations and when communicating with family and friends. **Informal** language is often written from a personal **point of view,** and is usually in the **active voice.** See page 24 and 26.

There are no snakes in NZ, right? That's what I thought too. But I was wrong.

When communicating in a relaxed way, people often use informal language including:

- abbreviations   (shortened words)
  I'm   *TV*   *fridge*

- slang (made up words or new meanings for existing words)
  bling   *kids*   *24/7*

- jargon (special words used by a group that others often do not understand).
  channel I/O   AWOL   blue sky thinking

Formal language is often written from an **impersonal point of view,** in the **passive voice.** See page 24 and 26.

Most people believe there are no snakes in New Zealand. However, that is incorrect.

When communicating in an official situation, use formal language, including:

- formal titles
  Chairperson   the Honourable Mr Carter   the Prime Minister

- few abbreviations (use full length words)
  I am   television   refrigerator

- no slang (use standard words)
  jewellery   children   full time

- no jargon (explain any special words).
  The UN (United Nations) was formed in 1945.

FRANCE

GREAT WORK, YOU HAVE MASTERED:

FORMAL AND INFORMAL LANGUAGE

Cut and paste your stamp on the flag once you have learned the difference between formal and informal language.

16. Parts of a narrative

Plot

The plot is what happens in a narrative (story). An enjoyable plot has **tension** that builds up to a **climax** and ends with a satisfying **resolution**.

Tension

In a narrative there is some kind of tension that the main character has to resolve. It can be conflict with another character, fear of an upcoming event, embarrassment, or any other kind of problem. The story is about how the character faces and solves the problem and it ends when the tension has been resolved.

The tension in the narrative makes readers feel anxious for the characters or wonder what is going to happen next. Writers deliberately tell the story in a way that creates suspense, so that readers will want to keep on reading.

Suspense makes the reader wonder what will happen next.

Climax

The climax of a story is the most exciting part where the main character does something to resolve the major problem. Following the climax, the story 'ties up loose ends' and leaves the reader with a satisfying resolution.

Resolution

The resolution is what happens at the end of the story to show the character's main problem has been solved. To be satisfying, a resolution needs to be a little surprising but believable, and leave the reader with hope for the future of the main character.

Character

Characters are the people or animals who take part in the events of a narrative. Satisfying characters behave in realistic ways and are not perfect – they sometimes make mistakes.

Setting

The setting is the time and place where the events happen. It can be anywhere and at any time, but the 'rules' of the universe should be consistent. (E.g. If there are two moons, there should be two high tides.)

Theme (main idea)

The theme is the main idea the author wants the reader to think about. The theme can be a big idea such as 'war is cruel' or a small idea such as 'on the way to the shop'.

Show don't tell

In a narrative, instead of directly stating the main ideas, writers entertain their readers and involve them in the story by letting them **infer** (read between the lines).

This writer **tells** readers that the pond is dried-up, but no more.
We pass the dried-up pond.

This writer uses description to **show** readers that the pond is dried-up because the summer is very hot.
*We pass the pond that is **nearly nothing but shrivel and scorch and withered weeds.***

Use your senses

Writing comes alive when the writer describes what the main character can see, hear, smell, taste or touch. But don't overdo it – one or two sensual descriptions is enough!

There it is again – that scratching sound. Someone is walking quietly along the other side of the fence. They're keeping pace with me. Something cracks, and a voice says a word, then another voice says, "Shh."

Flashbacks and foreshadowing

Writers manipulate time to add drama to a story. They often do not tell the story in **chronological order** (the events in time sequence).

To make the beginning interesting, writers may start the story at a time of action and insert a **flashback** later to explain a previous event.

> *There are two of them. That's worse than when there's only one.*
> *But I'm going to keep walking.*
> **Last night, my father said, "Just ignore them."**

Another method of making readers curious is to **foreshadow** what might happen later by hinting or by adding a time shift to the future.

> *There's a gap between two boards, and I can see a movement*
> *through it. Red. I know who it is then.* **The same as last time.**
> *I start to walk quicker.*

Dialogue

Dialogue (direct speech) is two or more people talking to each other. Use speech marks to show exactly what each person said (see page 16).

> *"Clean up your room, please," said Mum.*

Indirect speech (reported speech) reports what people said. It does not have speech marks and may not use exactly the same words as the speaker.

> *Mum told me to clean up my room.*

GREAT WORK, YOU HAVE MASTERED:

PARTS OF A NARRATIVE

Cut and paste your stamp on the flag once you have mastered all the parts of a narrative.

NORWAY

17. Language features

Literal language uses words that mean exactly what they say.

The moon shone in a stormy sky.

Figurative language uses words to create an image or rhythm. It does not mean exactly what it says.

The moon was a ghostly galleon tossed upon cloudy seas.

COMPARISONS

Similes, metaphors and **personification** describe something by comparing it to something else.

- In a **simile** the comparison is made by saying one thing is **'like'** or **'as'** something else.
  *A poem is **as** sharp **as** light stabbing through a row of trees.*
  *A poem is **like** a light stabbing through a row of trees.*

- In a **metaphor**, the comparison is made by saying one thing **'is'** something else.
  *A poem **is** light stabbing through a row of trees.*

- **Personification** is a type of metaphor. In personification, the comparison is made by giving a non-human thing the characteristics of a person.
  *A poem **stabs** light through a row of trees.*

COOK ISLANDS

GREAT WORK, YOU HAVE MASTERED:

COMPARISONS

Cut and paste your stamp on the flag once you have mastered similes, metaphors and personification.

SOUND EFFECTS

Alliteration is using words close together that **start** with the same sound.

*The **r**oad was a **r**ibbon of **m**oonlight over the purple **m**oors.*

Assonance is using words close together that have the same **middle** sound. They can be vowel sounds or consonant sounds.

*With the white r**oa**d sm**o**king behind him.*
*The moon was a gho**s**tly galleon to**ss**ed upon cloudy seas.*

Rhyme is using words that have the same **end** sound. The rhyme is usually at the end of lines, but can also be within lines.

*Down the ribbon of moonlight, over the brow of the **hill**,*
*The highwayman came **riding** – Riding – riding*
*The redcoats looked to their **priming**! She stood up straight and **still**.*

Onomatopoeia is using words that sound like the thing they are describing.

***Tlot-tlot** in the frosty silence!   (horse's hooves)*

RHYTHM

Rhythm, or beat, is expressed through stressed and unstressed syllables.

The pattern to the rhythm of the words makes poems fun to say and easy to

remember.

For more about rhythm in poetry, go to

www.poetry4kids.com/blog/news/rhythm-in-poetry-the-basics/.

Repetition is using the same words or phrases to emphasise an idea or create a pleasing rhythm.

*The highwayman came **riding – riding – riding***

GREAT WORK, YOU HAVE MASTERED:

SOUND EFFECTS AND RHYTHM

SOUTH AFRICA

Cut and paste your stamp on the flag once you have learned the difference between formal and informal language.

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LANGUAGE FEATURES

Listing is also used to emphasise an idea:

He'd a French cocked-hat on his forehead, a bunch of lace at his chin
A coat of the claret velvet, and breeches of brown doe-skin.
(Idea: He is rich and fashionable.)

Rhetorical questions are questions that are designed to make the reader think, rather than give an answer.

Tlot-tlot; tlot-tlot! **Had they heard it?** *The horse-hoofs ringing clear.*
Tlot-tlot; tlot-tlot! **Were they deaf that they did not hear?**

Hyperbole *(hi–per–bol–ee)* is exaggerating something to make it seem larger or more important.

I could **eat a horse!**

Understatement is minimising something to make it seem smaller or less important.

I've had **a little accident** *with the car.*   (The car is actually wrecked.)

Pun is using the double meanings of a word to amuse the reader and make connections with other ideas.

What do you call a **skeleton** *in bed? – Lazy* **bones***!*

Humour is including something amusing to make the reader smile or laugh. Humour is used to make a character more likeable or to lighten a sad or frightening part in a story.

Irony is a form of humour where there is a difference between the appearance of things and the reality.

My **huge** *Great Dane is called* **'Tiny'***.*

GREAT WORK, YOU HAVE MASTERED:

LANGUAGE FEATURES

Cut and paste your stamp on the flag once you have learned how to use different language features to enhance your writing.

LAOS

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