

# **The English Resource Book plus... Creative Extensions**

## **Book 1**

**Jenny Barwick  
John Barwick  
Kerry Fraser  
Jenny Rudd O'Neill**



# Contents

unit	READING - NOVEL / SHORT STORY	page
1	Novel task sheet	1
2	Genre in novel	2
3	Short story response	3
4	Character profile	4
5	Character diary	5
6	Plot spiral	6
7	Plot in pictures	7
8	Plot web	8
9	The story in place and time	9
10	Book cover	10
11	Novel summary	11
12	In your own words	12
13	Mythical narrative - <i>The Rainbow Serpent</i>	13
14	Hypothetical	14
15	Reading log	17
16	Classic reading list	18
17	Contemporary reading list	19
18	Picture books	20
<b>POETRY</b>		
19	Poetry activities	21
20	Features of poetry	22
21	Forms of poetry	23
22	Rhyme and rhythm	24
23	Haiku task sheet	25
24	Shape poems	26
25	Acrostic poems	27
26	Sense poems	28
27	Puzzle poems	29
<b>DRAMA</b>		
28	Scene design	30
29	Stage plan	31
30	Dramatic expression	32
31	Role play	33
32	Nursery monologues	34
33	Three way crime report	36
34	Drama terms crossword	37
<b>SPEAKING &amp; LISTENING</b>		
35	Short ideas for speaking	38
36	Impromptu talks - beginner topics	39
37	Imaginative talk	41
38	Impromptu speech 1	42
39	Impromptu speech 2	43
40	Listening to instructions	44

unit	SPEAKING & LISTENING	page
41	Arguments in pairs	45
42	Debating	46
43	Debating tasks	48
44	Group discussion	49
45	Comparing good and bad speeches	50
46	Lateral thinking	51
<b>FILM, TELEVISION &amp; RADIO</b>		
47	Film genre	52
48	Film Review	53
49	Storyboard	54
50	Film terms crossword	55
51	Television genre	56
52	Soap operas	57
53	Technology terms	58
<b>DIGITAL MEDIA</b>		
54	Review a website	59
55	Design a website	60
56	Terminology crossword	61
<b>FACTUAL TEXTS</b>		
57	Comparing literary and non-literary texts	62
58	Responding to non-literary texts	63
<b>READING &amp; WRITING TOOLS</b>		
59	Nouns verbs adjectives adverbs	64
60	Punctuation review - caps full stops etc	65
61	Direct and Indirect speech	66
62	Genre word list 1	67
63	Spelling	68
64	Adding endings ('y' to 'i')	69
65	Adding endings (doubling final letter)	70
66	Adding endings (to verbs)	71
67	Adding endings ('ly' and 'ful')	72
68	Adding endings (plurals)	73
69	Better words 1	74
70	Better words 2	75
71	One word for several	76
72	Word associations	77
73	Word power	78
74	Common sayings	79
75	The history of English	80
76	New words and more new words	81
77	Alphabetical activities	82
78	Occupations	83
79	Acrostic, telestich & mesostich	84
80	Short ideas for writing	85
81	Text types search	86
82	Writing a narrative	87

<b>unit</b>	<b>READING &amp; WRITING TOOLS</b>	<b>page</b>
83	Writing a procedure	88
84	Writing a recount	89
85	Writing an explanation	90
86	Keeping a diary	91
87	Text type terms crossword	92
88	Fables	93
89	Plotting a story	94
90	Facts on feet	95
91	Historical recount on a disaster	97
92	Looking at audience	99
93	Looking at purpose	101
94	Constructing a paragraph	103
95	Identifying good writing	104
96	Descriptive writing	105
97	Signs and symbols in visual images	106
98	Text type record	107
99	Oral assessment	108
100	Writing evaluation	109



Create a poster advertising a novel you have read.



Prepare an author profile for a publisher's website.



Write a plot outline for a sequel to your favourite novel.



Write a letter attempting to persuade your school librarian to purchase a particular novel for the school library. You must indicate not only what you enjoyed about the book but why you think it will be a worthwhile addition to the library.



Your favourite author is scheduled to visit your school in the near future. Prepare both a welcoming speech explaining what you and your classmates have read and enjoyed of his or her novels and a list of questions you would like to ask.



Draw an illustration of your favourite moment in the novel or a map of its setting.



Write a diary of a character in a novel you have read. The diary should cover the main events in the story.

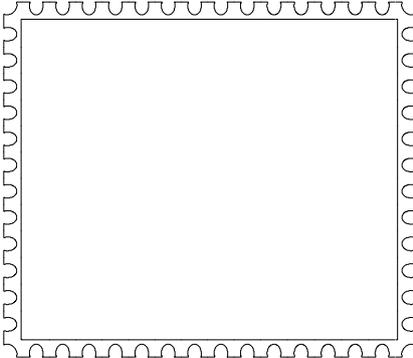


Write an email to a friend whose reading habits you are trying to change to include books of a genre you particularly enjoy. Describe the different features of the genre and what you particularly like about it. Mention some books which are good examples of this genre.

Choose two characters from a novel, short story or play you have read or seen.

**NAME:**

**Last seen in:**



**Age:** \_\_\_\_\_

**Eye colour:** \_\_\_\_\_

**Height:** \_\_\_\_\_

**Shape:** \_\_\_\_\_

**Hair Colour :** \_\_\_\_\_

**Hair style:** \_\_\_\_\_

**Distinguishing Features:**

\_\_\_\_\_

**Personality:**

\_\_\_\_\_

\_\_\_\_\_

**Friends:** \_\_\_\_\_

**Enemies:** \_\_\_\_\_

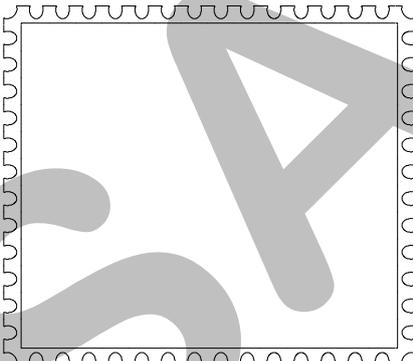
**What this character has said and done:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**NAME:**

**Last seen in:**



**Age:** \_\_\_\_\_

**Eye colour:** \_\_\_\_\_

**Height:** \_\_\_\_\_

**Shape:** \_\_\_\_\_

**Hair Colour :** \_\_\_\_\_

**Hair style:** \_\_\_\_\_

**Distinguishing Features:**

\_\_\_\_\_

**Personality:**

\_\_\_\_\_

\_\_\_\_\_

**Friends:** \_\_\_\_\_

**Enemies:** \_\_\_\_\_

**What this character has said and done:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Vast, black and savage  
The thunderstorm approaches...  
Looming disaster.

1. In which country did haiku originate?

\_\_\_\_\_

2. What were the first haikus about?

\_\_\_\_\_

3. How many lines does a haiku usually have?

\_\_\_\_\_

4. Do any lines of a haiku have to rhyme?

\_\_\_\_\_

5. Circle the tense in which haikus are usually written: *past* *present* *future*

6. How is each line of a haiku structured? (Count the syllables on each line of the haiku above.)

\_\_\_\_\_

\_\_\_\_\_

7. What is the purpose of a haiku?

\_\_\_\_\_

8. Unjumble this haiku.

Smooth like polished stainless steel... \_\_\_\_\_

Small, shiny pebbles. \_\_\_\_\_

Gleaming like moonbeams, \_\_\_\_\_

9. Write a haiku. Publish and illustrate it in the box.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

10. Research: Find out about the work of Bashō. Find the names of some other famous haiku writers. Copy some of their haiku. Write a short paragraph for each explaining why you chose it.

**STEP 1**

Go for a walk outside or if this is impossible, inside the building or even just around a room. Take a notebook and pen. Do not speak to anyone on the walk. Notice everything around you, listen for noise, smell and touch things. From time to time stop and jot down words to remind you of interesting sights, sounds, smells or textures. Try to find exact words for your impression. For example, if you heard a noise, was it a scratching, tapping, thumping or thudding noise?

Then do a second walk over the same area. Note anything you didn't notice the first time. Try to make the descriptions you already have more precise.

**STEP 2**

Return to wherever you are going to write. Go through your notes and arrange your words into categories, under these headings:

**Sight****Sound****Smell****Touch****Taste**

If you are not happy with the first words you write down for something, look up a thesaurus for alternatives.

**STEP 3**

Create a poem called *The Walk*. Use the following beginnings for each line in turn:

*I saw.....**I heard.....**I smelt.....**I felt.....**I tasted.....***STEP 4**

Find the *subject* of the poem you have written: read aloud the lines you have written. Then ask: *What is the main idea suggested here?*

The answer might be something that dominated the landscape. It might be the contrast between nature and people. It may be a feeling, such as peace or loneliness.

Write a last line that summarises the subject of your poem.

Suggestions for beginning the last line:

*I think....**I know...**I believe...**I can't....**But in all this....***STEP 5**

Work on the poem until you get it into a form you are satisfied with. You can rearrange the order of the lines if you like. Try to get the length of lines and the numbers of beats or syllables in a line about the same. You could change the title now because 'walk' might not be what it's really about.

Label the diagram with the words from the box.  
You may need to make some additions to the drawing.

downstage right

upstage right

upstage centre

upstage left

spotlight

footlight

prop

audience

downstage left

wings

backdrop

downstage centre

curtains



Drury Lane Theatre, London, 1674

People have created businesses by developing ways of using unwanted items, for example, selling offcuts as cheap craft material, turning old car tyres into road surfacing material.

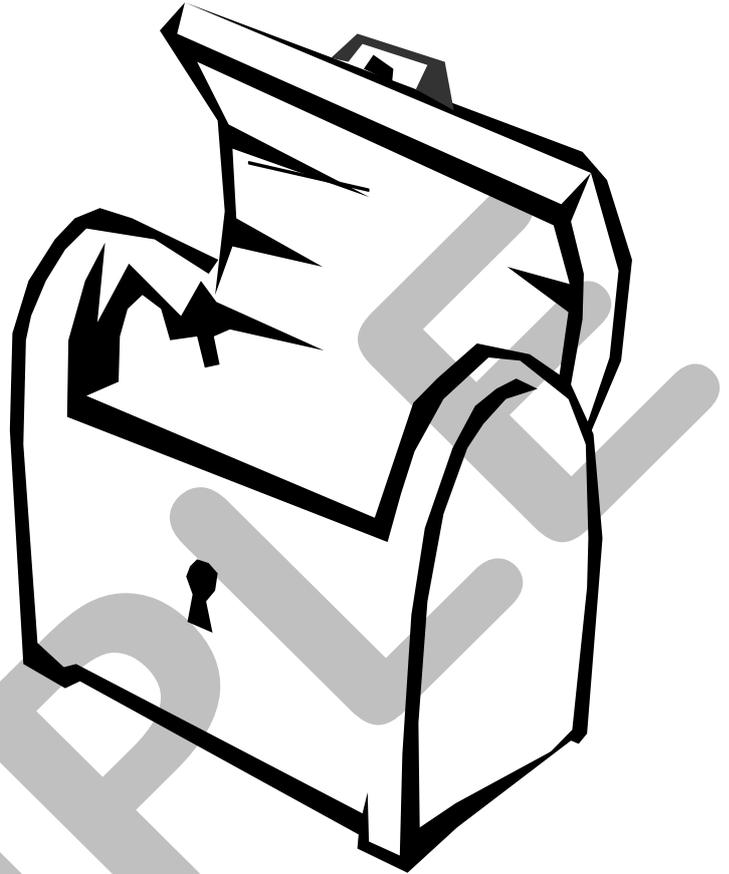
### Imaginative uses for everyday objects

What uses can you think of for some of the items on the list below? Be as imaginative as you can. You can glue them together, paint them, sell them or turn them into something else! (They must remain realistic, magic is not allowed.)

- Five hundred empty matchboxes.
- Scraps of wool, all different colours, after the woolly jumpers have been knitted.
- Two hundred and twenty magnets.
- A collection of empty paint tins.
- A garden hose that is split in many places.
- One large box of coloured beads.
- Four bags of snail shells (without the snail).
- A huge basket full of balloons from last night's party.
- A dozen dead plants in coloured pots.
- Two hundred toffee apples.
- A box of shoes that are no longer wearable.
- A collection of old teapots that don't hold liquid because there are cracks in them.
- Several dead possum skins.
- Three hundred long bars of green soap.
- Thirty-two pairs of children's gloves, all different colours.
- A glass eye, not needed because the patient had an eye transplant.
- Ten boxes full of used bottle tops, all different sorts.
- A crate of stick-on tattoos.
- Obsolete mobile phones.
- One million paper clips.
- A collection of old sunglasses.
- Six boxes of the ring-pulls from cans of opened soft drink.
- Toothbrushes that are no longer good enough for teeth.
- Out of date telephone directories.
- A collection of old tennis balls from your roof.
- Dead batteries.
- A stack of silver paper chocolates wrappers
- Wrap-around dust jackets that librarians take off books before lending them out.
- An old rowing boat, full of holes.
- The chassis (body) of an old car with no engine, tyres or seats left.
- A large empty fish tank after the goldfish have died.
- Obsolete typewriters.

Fill the treasure chest with descriptive words which relate to people, their characteristics, mannerisms and emotions.

Using some of the words from your treasure chest, write a descriptive passage describing a character in a narrative.



Fill the sack with descriptive words which relate to places.

Using some of the words from your sack, write a passage describing a place.




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