

# PUNCTUATION AND EDITING TASKS

# Proof Reading Activities

## Activity One

First identify the type of mistake in the passage, then correct the 4 mistakes.

Russell groaned his mum shouted up the stairs; "Russell, get up now or you'll be late – again!"

"Riiight." he called back wearily. "It's always the same," he thought, "Just when you are warm, comfy and having a fabulous dre – what was that?" Russell's train of thought was interrupted by a small figure running along the top of the skirting boards. It was only there for a second, but he was sure he'd seen. Russell shook his head in an effort to 'reboot' his vision. But no, there it was again, this time climbing up the leg his desk. A small person, no more than six inches high, scaling the telegraph pole upright.

Russell felt no fear, only curiosity. It occurred to him that maybe he was a) dreaming or b) going slightly mad but he decided that having an imp or a pixie in his room was far more interesting than getting dressed, whatever the reason for its appearance. He approached slowly, much like when he was trying to catch his rabbit to put it to bed, "Mustn't spook it," he whispered himself.

"Oi, who are you calling it?" said a tiny voice.

## Activity Two

First identify the type of mistake in the passage, then correct the 11 mistakes.

He wasn't exacly dressed like an elf, come to think of it. The boy (Russell was farely sure this was a boy now) had thick, dark hair which he war long and free, "Like a girl," Russell though. He wore an all-in-one suit made out of what seemed to be a flexible, smooth tweed. Russell wondered if it was itchy. He had a utility belt holding tinny tools; a hammer, pliers, a screwdriver and a quantity of wire ties. All perfect, miniscule replicas of fermiliar items in Russell's dad's tool box. On his back was a rucksack with, Russell presumed, his climbing geer inside it. On his feet were a pair of chocolate brown boots which looked like leather gloves, but for feet. There was a seperate section for each toe. "Five toes through," Russell noted, "same as me." The eyes that were now looking at Russell expectently were deep brown, almost black and the elf's skin was shiny, soft-looking and a deep mahogany colour.

## Punctuation

**Punctuate the following sentences:**

1. where have you been all day
2. ill need two things a tent and a sleeping bag
3. i dont believe it
4. youre my friend my very best friend
5. how awful
6. please could you fetch me three apples two pears a peach and a carton of orange juice
7. if you dont stop that immediately im going to
8. dont do that actually never mind
9. move along theres nothing to see the police officer said
10. thomas has five hundred pounds \$500
11. come back thats benjamins bike she yelled
12. shenika cant stand fruit cake benny will eat it

**Complete this passage by adding commas where appropriate:**

Tommy woke up early on the morning of the school trip packed his bag twice as quickly as usual and ate breakfast really fast. He ran all the way to school almost bumping into his best friend as he reached the school gates. He had never been to the zoo before and Mr Thompson had promised that there would be hippos tigers snakes and more! Tommy's biggest wish was to see a lion though. He knew lions had huge teeth big claws and a loud roar but he wanted to see it for himself.

**Complete this passage by adding apostrophes where appropriate:**

The tigers roar was so loud it could be heard all through the jungle. "Do you think its coming this way?" Timmy whispered to his sister.

"I dont think so," she said uncertainly. Timmys heart was pounding in his chest as they crept carefully through the bushes. Then, out of nowhere, two tigers appeared! The tigers teeth looked sharp, their claws deadly.

"Run!" shouted Timmy.

# Quotation Marks

Read each sentence. Rewrite the sentence using quotation marks.

Example: Poppy told her teacher that she forgot her homework.

"I forgot my homework," said Poppy.

1. Felix asked his mum if they could go to the movies.

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2. Ciara thought that the ice cream was delicious.

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3. Preet thanked his grandma for the new basketball.

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4. Gabriella told her mum that she had a soccer game on Saturday.

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5. Isaac asked Tao if he wanted to come over after school.

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Ilhan has written out some sentences using quotation marks. Write if they are correct or incorrect. If it is incorrect, rewrite the sentence to make it correct.

1. "Where are you going"? Penny asked her mother.

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2. "I saw Tom down at the park this morning," said Jermaine.

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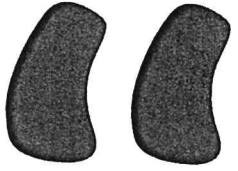
3. "Oh! You scared me!" Exclaimed Alice.

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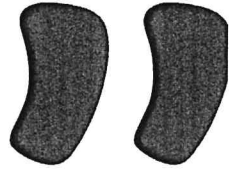
4. "What time are you leaving for work? Dad called out to Mum.

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\_\_\_\_\_
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\_\_\_\_\_
5. Isaac asked Tao if he wanted to come over after school.  
\_\_\_\_\_

Friday

# Spot the Missing Speech Marks

## Using Inverted Commas to Show Direct Speech

Look at the sentences below. Each one is missing inverted commas. Insert inverted commas around the direct speech in each sentence below.

1. What's for dinner dad? Jacinda asked her dad.
2. The witch looked at her sisters and asked, When will we three meet again?
3. The mouse looked at the fox and quivered, Please don't eat me.
4. I'm stuck! declared Sam as he held up his hand.  
Can you help me please?
5. Goal! shouted the boy as the ball went to the back of the net.
6. John, can you hold this? asked Joanne.
7. Off with her head! shouted the Queen of Hearts.
8. The policeman asked, Can I see your licence please?



# WRITING TASKS

## Spaghetti

## Structure

Title

Introduction

Saying why you agree or disagree

Arguments

Listing important points to support what you are saying

Conclusion

Summing up

## Spaghetti

Some people say "You should not eat spaghetti. It is not good for you!" I do not agree!

First, "It is not good for you" is not true. Spaghetti is good for us. Pasta (including spaghetti) and bread forms one of the major food groups, and at least four serves a day should be eaten as part of a healthy diet.

Spaghetti increases our energy, and it doesn't have much fat at all.

The facts prove that spaghetti with sauce is a healthy meal.

But the real reason children should eat spaghetti is because they love it. It's yummy and sloshy. It has the best feeling—just like worms slithering down your throat.

Adults, leave spaghetti alone and let us kids enjoy it!

Stuart and Marnie, Year 3

## Language feature

Talking marks

Words which show feelings  
e.g. 'love', 'best', 'enjoy'

Exclamation mark show strong feelings

## Writer's Challenge

Expositions or arguments say how you really feel about something. Write how you feel about spaghetti in the lines below. Say why you like or dislike it.

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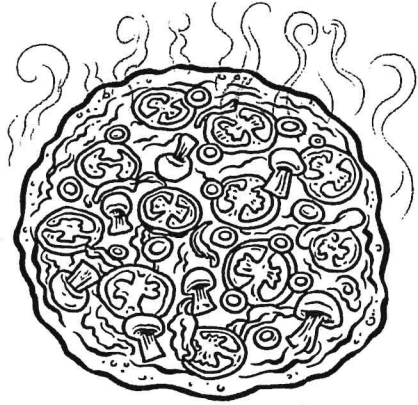


# Write a persuasive text

YOUR TURN

## Pizza

Some people say "Children should not eat pizza. It is not good for them."



### 1 Write your point of view

*I think pizza is*

### 2 Arguments to support your point of view

Argument 1

*Pizza is good/bad for you because*

Argument 2

*Another reason pizza is good/bad is because*

Argument 3

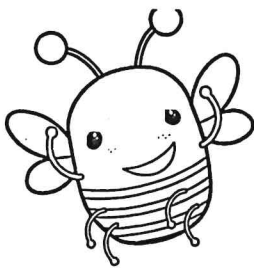
*In addition, almost every child likes/dislikes pizza because*

### 3 Conclusion (sum up)

*There are lots of reasons children like/dislike pizza, but the most important one of all is*

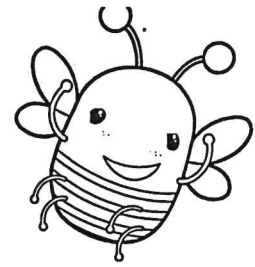
**More to do**

Work with a partner. Write about "Fish and Chips". Brainstorm reasons why they are good (or bad) for children. Use the ideas to write a persuasive text on this topic.



Monday

# Busy Bees



There are about 20 000 different species of bees in the world. Bees live in colonies in a hive and there are three types of bees in each colony. There is the queen bee, the worker bee and the drone.

The queen is the largest bee in the colony and she is the only one that lays eggs.

Drones are male bees and they do not work or sting. Their only job is to mate with the queen bee so that she can lay eggs. Worker bees are female and they do all the work. There are about 55 000 worker bees in a colony and they clean the hive, collect the pollen and nectar to feed the colony and take care of the offspring. They also produce wax and shape it into hexagonal cells called comb.

The workers guard the entrance to the colony's home, which is called a hive.

They cool it by fanning their wings.

Tuesday

## Chapter 1 Expressing your opinion in a speech (exposition)

An opinion speech states an argument, argues it strongly and concludes by restating the argument and inviting the audience to agree.

### STRUCTURE

### LANGUAGE

#### Television's negative influence

Good morning, Year Four,

I believe television influences our community in a negative way. Television influences people to copy what they see. Programs and advertising both influence people to copy what they see. They buy products because they saw them on TV. They talk and act the way the characters on their favourite shows do. This is definitely a case of TV having a negative influence on people.

TV advertisements influence the way people buy things. Advertisements intrigue them with their bright colours and loud music. Advertisers only tell you good things about a product and not the bad things so people are persuaded to buy things they don't need. Sometimes they buy worthless things or things that break. Television advertising encourages people to waste money.

When people watch the same show on TV a number of times they start to pick up the habits of characters on the show. Some of these habits are extremely bad, like laziness, bad attitudes and even swearing and hurting.

Children see lots of violence on TV, real violence and cartoon violence. A survey carried out by the International Coalition Against Violence showed that many cartoons are violent. "Bugs Bunny" and "Road Runner" show an average of fifty-five violent acts every hour. The News every night is full of violence too. That is worse because it's real violence and in cartoons it's just pretend.

Dr Patricia Edgar, Director of the Australian Children's Television Foundation, says, "Children are more afraid of what they see on the News than on other shows because they know it is real". I think she is right and this is not good for children. Television should not show violence to frighten us. Children need to learn to be friends. We should not learn about violence.

Television definitely has a very negative influence on our community. We should all be very worried about it.

Stephanie (aged 9)

**All definite statements**  
(no "I think")

**Good choice of verbs**

**Examples explain statement**

**Quotations from authorities make your case believable**

**Statements everyone can agree with to win approval of audience**

**Audience included in statement**

**Address**  
(to audience)

**Statement of argument**

**Body of case**  
(evidence to support argument)

**Conclusion**

Tuesday

What did you read?

1 Who is the audience listening to this speech? \_\_\_\_\_

2 What is it that catches people's attention about advertisements?

a \_\_\_\_\_ b \_\_\_\_\_

3 Name two bad habits the speaker believes TV watchers can pick up.

a \_\_\_\_\_ b \_\_\_\_\_

4 Circle the correct answer.

Dr Patricia Edgar is the Director of the International Coalition Against Violence. **True/False?**

5 The speaker considers TV a negative influence for several reasons. **Circle** the reason she **does not** mention.

- a People copy bad habits.
- b People buy worthless things.
- c People waste money on things they don't need.
- d There are too many crime shows on TV.
- e There is a lot of violence on TV.

How is it written?

1 What words in the first sentence tell us that this is an **opinion** speech? \_\_\_\_\_

2 Circle the most correct answer. The writer's opinion first appears in:

- a the first paragraph
- b the first line
- c the last line

3 Circle the correct answer. The writer's opinion is restated in:

- a the middle of the speech
- b the last paragraph
- c the second-last paragraph

4 To persuade others to share your opinion it helps to include facts to support what you say. **Write** down one fact you find in paragraph four.

\_\_\_\_\_

\_\_\_\_\_

5 An opinion is always more believable if supported by someone in authority. This speaker quotes two authorities. **Name** one of them.

\_\_\_\_\_

6 When persuading an audience to agree with your opinion it is helpful to include them in your speech. **Circle** the words below that **include** the audience (they are all in the last two paragraphs).

- a us
- b violence
- c our
- d influence
- e we

Tuesday

# MP3 Players and Your Hearing

Do you know how much time you spend listening to music on your MP3 device? Do you turn it up so loud you can't hear any outside noise? Well, you may be doing more harm than good!

MP3 players are a great source of entertainment, but they are also the cause of serious hearing problems for young people today. Research has found that young people are more likely to play their music too loud, which can result in hearing loss later in life.

When you are listening to music on your MP3 player, ask someone around you if they can hear your music. If they can --- it's too loud! This is one of the easiest ways to identify that you are putting your hearing at risk and that you need to turn it down.



Wednesday

## Spelling and meaning

television

influence

community

positive

negative

advertisement

extremely

attitude

international

website

money

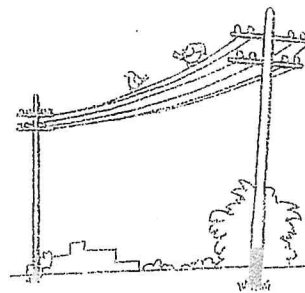
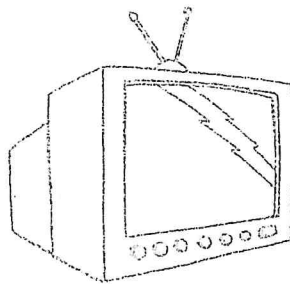
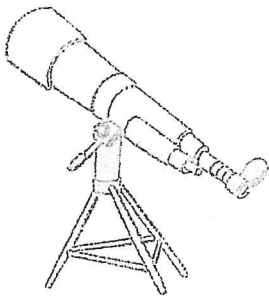
product

Sometimes it helps to recognise the meaning of **prefixes** (first syllables) when you are learning to spell (e.g. the prefix **tele~**, which means *far* or *at a distance*, and the prefix **inter~**, which means *between*). Then you only have to learn the rest of the word.

- 1 Remembering that the prefix **inter~** means *between*, **match** these words to their meanings

a interrupt		between states
b international		come between two quarrelling people
c interstate		get in the way of someone and their work
d intersection		between countries
e intervene		point where two roads meet
f interfere		break into a conversation

- 2 **Label** these pictures with a **tele~** word.



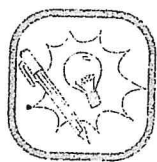
a \_\_\_\_\_ b \_\_\_\_\_ c \_\_\_\_\_ pole

- 3 **Insert** a word from the word box to complete these sentences.

- Our street is a little \_\_\_\_\_ of friends and neighbours.
- Rain will have a bad \_\_\_\_\_ on the way a horse gallops.
- The positive effect of rain is garden growth, the \_\_\_\_\_ effect is the cancellation of our picnic.
- It is \_\_\_\_\_ cold in Ottawa today at minus 8 degrees Celsius.
- The Olympic Games is an \_\_\_\_\_ sports gathering.

Thursday

Your turn to write



### Tip for top writers

In an opinion speech:

- **Start** with an address/greeting to the audience.
- **State** your opinion.
- **Explain** and argue your opinion.
- **Use** facts and quotations to **support** your opinion.
- **End** by restating your opinion and asking the audience to agree.

1 **Make a list** of the arguments you could use to support the opinion that everyone should play a sport.

a \_\_\_\_\_

b \_\_\_\_\_

c \_\_\_\_\_

d \_\_\_\_\_

2 **Write a statement of opinion** to introduce the arguments you have written in question 1.

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3 Re-read your answers to questions 1 and 2 and then **write a conclusion** to this expression of your opinion.

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## Sun bars

Identify the  
produce

List all the  
details and  
features of the  
product

ONLY  
\$1.95

Sun  
Bar

The hot new taste sensation

Creamy caramel covered in a smooth,  
dark chocolate, dipped in luscious mixed nuts  
and all wrapped up in a  
crisp, delicious pastry.

Microwave them,  
fry them or oven bake them,  
but, whatever you do, have them HOT.

BE COOL! Try a HOT Sun  
Bar

Write how  
much the  
product costs

Provide an  
illustration of the  
product

Write a catchy,  
clever saying  
that will stay in  
people's heads

## Writer's Challenge

There is a great deal of persuasive language in the advertisement. Re-read it and list all the words or terms that you think would persuade people to buy Sun Bars.

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# Friday Write an advertisement

YOUR TURN

Design a poster to advertise your favourite fruit. Choose from bananas, pineapples, mangos, passionfruit, apples or anything you like.

On your poster, include a large main heading (make it eye-catching), colourful pictures and some persuasive words which will convince the reader to buy the fruit.

Identify the product and draw an attractive picture of it

List all the features of the product

Show clearly why fruit is good for your health

Write a clever, memorable saying about your product



**More to do**

Choose a product that is sold by your school canteen, and design an advertisement to promote it. Display your advertisement near the canteen.