

The English Resource Book plus...

Creative Extensions

Book 4

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Find examples of narratives told from different points of view. Write an excerpt from each in the boxes, name the point of view from which each is written (first person, second person or third person); describe the grammatical features which indicate the point of view and outline some effects this point of view has on you, the reader, as you read.

TEXT 1

Box for writing an excerpt from a narrative.

point of view

features

effect

TEXT 2

Box for writing an excerpt from a narrative.

point of view

features

effect

Reading Three

The following is an excerpt from *Henry V, Act IV, scene iii* by William Shakespeare.

King Henry V is speaking to his troops in the English camp before battle begins. They know they are outnumbered by the French forces. He must inspire his men with a sense of patriotism so they are keen and willing to fight.

This day is call'd the feast of Crispian:
 He that outlives this day, and comes safe home,
 Will stand a tiptoe when this day is named,
 And rouse him at the name of Crispian.
 He that shall live this day, and see old age,
 Will yearly on the vigil feast his neighbours,
 And say "To-morrow is Saint Crispian":
 Then he will strip his sleeve and show his scars,
 And say "These wounds I had on Crispin's day."
 Old men forget; yet all shall be forgot,
 But he'll remember with advantages
 What feats he did that day...

We few, we happy few, we band of brothers;
 For he today that sheds his blood with me
 Shall be my brother; be he ne'er so vile,
 This day shall gentle his condition
 And gentlemen in England now a-bed
 Shall think of themselves accursed they were not here,
 And hold their manhoods cheap whiles any speaks
 That fought with us upon Saint Crispian's day.

- ≈ Read the poem out loud. What do you think is its *tone* ?
- ≈ How was the speech meant to make the listeners feel?
- ≈ What is the argument presented around the mention of St Crispian's Day?
- ≈ How is Henry's argument about war different from the one presented by Anne Finch in Reading 1?

Reading Four

'War! How terrible,' people say, 'is war, with its wounds, bloodshed and deaths. We must organize (sic) a Red Cross Society to alleviate the wounds, sufferings, and pains of death.' But, truly, what is dreadful in war are not the wounds, sufferings, and deaths. The human race that has always suffered and died should by this time be accustomed to suffering and death, and should not be aghast at them. Without war people die from famine, from inundations, and from epidemics. It is not suffering and death that are terrible, but it is that which allows people to inflict suffering and death.

from *Tales of Army Life* by Leo Tolstoy.

- ≈ Write a paragraph that explains the point Tolstoy is making about war.
- ≈ Does his point apply to modern day warfare also?

Comparing a play and an adaptation

Compare one of the plays you are studying with an adaptation, e.g. novel, film or play.

TITLE		
FORM		
AUTHOR		
WHEN CREATED		
SETTING		
PLOT OUTLINE		
CHARACTERS		
TREATMENT OF MAJOR THEMES		
SUGGEST REASONS FOR THE DIFFERENCES YOU HAVE IDENTIFIED		

EXTENSION: Give your personal response to both the play and the adaptation. Do you think the adaptation was successful? Why/Why not?

Discussion on Courage

Appoint a secretary and leader for your group.

1. Impromptu response

Leader asks each member of the group in turn to answer in one sentence (without preparation) the question: What is courage? You may refer to the examples on your preparation sheet but not discuss them at length. At this point give only a general definition.

At the end of the sentences the Leader gives a short verbal summary and Secretary lists the main points made so far and displays at front of room.

2. General discussion

Discuss each example of courage given on the preparation page in turn: each person has equal time to speak. Consider how each example fits with the points made by the Secretary in step 1.

Leader allows each person who wants to clarify a point or pick up on what someone else said. Set a time limit for this. Secretary might need to add to the summary.

Secretary adds to summary as necessary and when time is up Leader gives an overview of the discussion.

Second Discussion

- ~ Does it take courage to be a 'dobber'?
- ~ Are people always motivated by self-interest whatever they do?
- ~ Alternatively, are people's actions more often motivated by fear?
- ~ Why do some states have laws prohibiting whistleblowers from being sacked?
- ~ What do you think are the differences between youth and maturity?
- ~ Is there something you feel strongly enough about to become obsessed with?
- ~ Is there something you would never do even if it meant you had to live in poverty?
- ~ Is there something you would never do even if it meant you were ostracised socially?
- ~ Horace wrote: 'It is a sweet and seemly thing to die for one's country.' Do you agree?
- ~ Would you die for a cause? If so, what?

Further activities

Use the following quotations for speech or essay topics:

Many would be cowards if they had courage enough. - Thomas Fuller.

It doesn't take a hero to order men into battle. It takes a hero to be one of those men who goes into battle. - General H. Norman Schwarzkoff.

Sometimes even to live is an act of courage. - Seneca.

Courage is a kind of salvation. - Plato

To die for religion is easier than to live it absolutely. - Jorge Luis Borges.

Martyrdom does not end something, it is only a beginning. - Indira Gandhi.

Find a suitable speech (or extract from a long speech) made by a famous person.

Select a speech or extract which lasts 6-10 minutes when read aloud.

Research the life of the speaker (note if they had a speech writer to help them).

In pairs prepare a performance in which one partner reads the speech and the other gives an introduction (up to three minutes) placing the speech in its historical context, stating the issues that will be raised, and finally welcoming the speech reader.

After a presentation, members of the audience may ask questions of the performers or hold a discussion of issues that it raised.

Excerpts from speeches by the following are in most books of speeches and usually work well:

Bonner, Neville (to Australian Parliament 1975)

Churchill, Winston

Edward VIII (abdication)

Friedan, Betty (a woman's civil right 1969)

Hawke, Robert J. (Dawn Service, Gallipoli 1990)

Keating, Paul (Remembrance Day 1993)

Kennedy, Edward (losing Democratic nomination 1980)

Kennedy, John F.

King, Martin Luther

Lincoln, Abraham (Gettysburg)

Mandela, Nelson

Pankhurst, Emmeline

Queen Elizabeth 1

Queen Elizabeth II ('annus horribilis' 1992)

Reagan, Ronald (commemorating Normandy 1984)

Roosevelt, Franklin Delano

Thatcher, Margaret (the Falklands)

Add **ian** to each word to form the noun which names a person who is a professional, is trained in or works in these areas.

beauty	_____	_____	mathematics	_____
comedy	_____	_____	music	_____
diagnosing problems	_____	_____	obstetrics	_____
diet	_____	_____	optical work	_____
electricity	_____	_____	paediatrics	_____
history	_____	_____	parliament	_____
library	_____	_____	politics	_____
magic	_____	_____	technical work	_____

Fill the gaps in the table with the correct form of each word.

Noun	Verb	Adjective	Adverb
	understand		
conclusion		adorable	
sympathy			exaggeratedly
	lament		
		appreciative	
	comfort		
tolerance			agreeably

Find the word

Meaning	Word
successive, following after	_____
occurring at the same time	_____
ridiculous, extremely silly	_____
acts without thinking	_____
faulty, not working	_____
fussy and self-important	_____
harmful, have a bad effect	_____
cleverly inventive	_____
unrelated, beside the point	_____
lively, outgoing, boisterous	_____
disbelieving, not convinced	_____
friendly and good-humoured	_____

Find the word which matches the meaning.

defective	concurrent
officialious	exuberant
ingenious	ludicrous
amicable	irrelevant
sceptical	consecutive
impetuous	detrimental

Write the correct word on the line at the end of the sentence. Write a sentence which shows the meaning of the other word on the line underneath.

There were several incidence/incidents of vandalism.	_____
Proceed/precede to the next check-in station.	_____
A feint/faint glow appeared on the horizon.	_____
Leave any personnel/personal items in your locker.	_____
He strode purposefully/purposely lto the stage.	_____

My Brilliant Career (extract)

Miles Franklin

My Brilliant Career was written over a hundred years ago by a sixteen-year-old girl, Stella Franklin. At that time all successful writers were men, so Stella published her work several years later under the pseudonym 'Miles'. The book is a semi-autobiographical account of life growing up on a farm in the Murrumbidgee area of New South Wales. It examines the hardships of country life at the turn of the Twentieth Century through the eyes of fifteen year old Sybylla, and the conflict between her desire for an independent career and the demands of societal conventions.

Weariness! Weariness!

A few light, wind-smitten clouds made wan streaks across the white sky, haggard with the fierce relentless glare of the afternoon sun. Weariness was written across my mother's delicate careworn features, and found expression in my father's knitted brows and dusty face. Blackshaw was weary, and said so, as he wiped the dust, made mud with perspiration, off his cheeks. I was weary— my limbs ached with the heat

and work. The poor beast stretched at our feet was weary. All nature was weary, and seemed to sing a dirge to that effect in the furnace-breath wind which roared among the trees on the low ranges at our back and smote the parched and thirsty ground. All were weary, all but the sun. He seemed to glory in his power, relentless and untiring, as he swung boldly in the sky, triumphantly leering down upon his helpless victims.

Weariness! Weariness!

This was my life— my life— my career, my brilliant career! I was fifteen— fifteen! A few fleeting hours and I would be old as those around me. I looked at them as they stood there, weary, and turning down the other side of the hill of life. When young, no doubt they had hoped for, and dreamed of, better things— had even known them. But here they were. This had been their life; this was their career. It was, and in all probability would be, mine too. My life— my career— my brilliant career!

Weariness! Weariness!

CLOZE PASSAGE

In this extract, Sybylla has gone with her parents and a neighbour to lift cows weakened by a terrible drought. Sybylla noticed that her mother appeared [1], and that her father's weariness showed in [2]. She thought that all nature appeared weary, except the sun, which beat down [3] upon the parched landscape. Sybylla reflected on her own life. She came to the conclusion that [4]. Sybylla feared that [5].

1. A. haggard and burdened with worry
B. wan and wind-smitten
C. covered with perspiration
D. optimistic
2. A. the way he walked
B. his slumped shoulders
C. his aching limbs
D. his facial expression
3. A. apologetically and weakly
B. mercilessly and triumphantly
C. fiercely and intermittently
D. insidiously and helplessly
4. A. she was growing old so fast that within a few hours she would be as old as her parents
B. she was about to walk down a hill
C. in the future she would have a brilliant career
D. before long she would be as worn down and weary as her parents
5. A. her parents would not be able to help the cow
B. her parents did not enjoy farming
C. her chances of achieving her dreams were diminishing
D. the drought would never end