

---

# TABLE OF CONTENTS

## Mental Models

## Conventions

Long and Shory Vowels	2
Kinds of Sentences	5
Simple and Complex Sentences	6
Paragraphs	9
Parts of Speech	10
Root Words, Prefixes and Suffixes	12

## Writing

Steps of Writing Process	13
Sequence/Process	16
Developing Characters	17
Writing Newspaper Articles	18
Fact or Opinion in Written Text	19
Idioms	20
Oxymoron	21
Irony	22
Use of Multiple Sources	23

## Literature

Genre	24
Genres	25
Story Structure	30
Reading and Understanding Literature	31
Author's Purpose	32
Main Idea	33
Poetic Devices	34
Author's Voice	38
Tone	39
Literary Technique Poetry	41
Literary Forms Poetry	44
Patterns in Predicting	45

## Sorting Information

Sorting Important/unimportant Information	46
Descriptive/Topical Writing	47
Sequence/How-to	48
Persuasive Writing	49

## Research

Organising a Research Folder	50
Organisation for Writing Example: Novels	51

## Speech

Initiating Conversations	52
--------------------------	----

## Listening Skills

Listening	53
Identify Fact and Opinion in Spoken English	54
Listening to Media	55

## Rubrics

Listening Skills	58
Speaking Skills	61
Reading Skills	62
Writing Skills	68

## Study Tools

Research Calendar	82
Responding to Open-Response Questions: U R TOPS	84
Open-Response Questions: Quest	85
Reading Strategy	87



Please note that the symbol  appears in the top corner of the page at the beginning of each individual mental model.

---

# Introduction

## Mental Models for English

This workbook contains examples of mental models that teachers in the middle years to secondary school can use in explaining English concepts.

The following information, taken from *Understanding Learning: the How, the Why, the What* by Dr Ruby K. Payne, explains the characteristics and purposes of mental models.

- Mental models are how the mind holds abstract information, i.e. information that has no sensory representation.
- All subject areas or disciplines have their own blueprint or mental models.
- Mental models tell us what is and is not important in a discipline. They help the mind to sort.
- Mental models often explain the “why” of things working the way they do.
- Mental models tell the purposes, structures and patterns of a discipline.
- Mental models are held in the mind as two-dimensional pictures, movements, stories or analogies.
- Mental models “collapse” the amount of time it takes to teach/learn something.
- Mental models of a discipline are contained within the curriculum.



## Mental Model for Long and Short Vowels

I'm the only vowel in town, and there's a consonant right behind me, so I feel shy. I think I'll make a quiet sound:



mat

A mole wearing a hat and a frog are positioned above the letters 'a' and 't' in the word 'mat' respectively.

Ah! Now I'm not the only vowel in town. Even though my buddy *e* is silent, I feel brave with another vowel in the word with me. I think I'll make a long, brave sound:



mate

A mole wearing a hat and a frog are positioned above the letters 'a' and 't' in the word 'mate' respectively.

---

Oh, good, another vowel right behind me.  
The letter *i* will be silent, but it will help  
me to feel brave and make a long, brave sound:

a |

rain

Oh, no! My buddy *i* has left, and now I  
feel shy again. I'll make a short sound:

a )

ran

I don't know whether to be brave or shy now.  
I think I'll break this word into syllables ...

locate

lo-cate

© Hawker Brownlow Education

Now I know that in this syllable there is no consonant behind me to make me shy.  
So I'll be brave and make a long-*o* sound.

—  
o

## Mental Model for Kinds of Sentences



**Declarative** – A declarative sentence **makes a statement** and ends with a period.

Example: The dog found his bone.



**Interrogative** – An interrogative sentence asks a question and ends with a question mark.

Example: How many students are in this room?

**Imperative** – An imperative sentence gives a command.

Example: Sit still and listen.



**Exclamatory** – An exclamatory sentence **shows strong feeling** and ends with an exclamation mark.

Example: This movie is scary!



## Mental Model for Simple and Complex Sentences

Some twins are short; some twins are tall.



But they're still two different people.



Some sentences are short. Some sentences are long. But they are still two different sentences.

**He ran. He jumped.  
She played. She won.**



---

**Twins can be joined together with string.**



**Sentences can be joined together with conjunctions:**

**but, or, nor, for, so, yet, and**



**He ran, and he jumped.  
She played, and she won.**