Diary of An Edo Princess



Reading comprehension

and suggested activities

Preface

This book contains reading and writing tasks which provide extension English language activities for the narrations in The Diary of An Edo Princes.

The diary passages and these activities have been successfully trialled and used with Key Stage 2 and lower secondary school students with very good results. The activities have helped improve students’ reading and word comprehension skills, and given them meaningful opportunities to write for a variety of audience for both pleasure and to support their school work.

Activities in this book support:

The National curriculum in England: framework document (September 2014)

The English framework for teaching objectives; and

Key Stage 2: a non-European society that provides contrast with British history; **Benin (West Africa) c.AD 900 - 1300**

How to use:

This book is to be used in conjunction with Diary of an Edo Princess: Kingdom of Benin Short Stories.

Sections in this book provide English Language work relating to each diary entry and title:

1. Comprehension questions: these test pupils understanding of text meaning or text message and of words and phrases used in the passage.
2. Diary entry activities enable students to carry out further research of popular primary and secondary topics e.g. World Trade.

This book can be used to support students in developing effective reading comprehension skills necessary for understanding the written word in different contexts and to prepare them for various reading tests.

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September 2015

The reading comprehension questions and follow-up activities have been referenced to the Standards & Testing Agency requirements for the SATs English test from 2016

**Table 2: Content domain relating to questions**

|  |  |
| --- | --- |
| **Content domain reference** | |
| **2a** | give / explain the meaning of words in context |
| **2b** | retrieve and record information / identify key details from fiction and non-fiction |
| **2c** | summarise main ideas from more than one paragraph |
| **2d** | make inferences from the text / explain and justify inferences with evidence from the text |
| **2e** | predict what might happen from details stated and implied |
| **2f** | identify / explain how information / narrative content is related and contributes to meaning as a whole |
| **2g** | identify / explain how meaning is enhanced through choice of words and phrases |
| **2h** | make comparisons within the text |

Source:

***National curriculum tests, Key stage 2, English reading test framework***

*National curriculum tests from 2016,* ***For test developers (STA; 2015, pg7)***

**Reading comprehension questions reference to STA contents domain table**

|  |  |
| --- | --- |
| **Question type** | **Contents domain reference** |
| Thinking back | 2a, 2b, 2d, 2g |
| Thinking about it | 2a, 2b, 2c, 2d, 2e, 2h |
| Thinking it through | 2a, 2b, 2d, 2f, 2g, 2h |

**Table 9: Profile of marks by content area**

|  |  |  |
| --- | --- | --- |
| **National curriculum reference** | **Number of marks** | **Percentage of total mark** |
| **2a** give / explain the meaning of words in context | 5–10 | 10–20% |
| **2b** retrieve and record information / identify key details from fiction and non-fiction | 8–25 | 16–50% |
| **2c** summarise main ideas from more than one paragraph | 1–6 | 2–12% |
| **2d** make inferences from the text / explain and justify inferences with evidence from the text | 8–25 | 16–50% |
| **2e** predict what might happen from details stated and implied | 0–3 | 0–6% |
| **2f** identify / explain how information / narrative content is related and contributes to meaning as a whole | 0–3 | 0–6% |
| **2g** identify / explain how meaning is enhanced through choice of words and phrases | 0–3 | 0–6% |
| **2h** make comparisons within the text | 0–3 | 0–6% |

Source:

***National curriculum tests, Key stage 2, English reading test framework***

*National curriculum tests from 2016,* ***For test developers (STA; 2015, pg12)***

**Activities reference to STA contents domain table**

|  |  |
| --- | --- |
| **Activity/ Task** | **Contents domain reference** |
| All the activities and tasks provide students with additional opportunities to apply and consolidate the questions requirements in context when they engage in full scale research and writing activities. | |

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**Kingdom of Benin background**

*Planting season, Eken day*

Hi,  
  
I am Princess Iyomon and here is my narration of life in the palace.

My people use oral stories to pass on our history from one generation to the next. One other method we use is, our elders recount and place events against other worldwide major events of the time, I am always fascinated by their accuracy with this method.  They are also pretty good at biographical recounts of our famous sons and daughters; they simply work backwards from the person’s date of death, recounting their feats along the way. I find this a very exciting way of recounting a person’s life achievements than starting from the day they were born; one can then only ever add the most memorable and news worthy items in the biography.   
  
In addition to the above methods, my people use various other means to preserve and record our intriguing history including through art and metal works by the palace Guild of Blacksmiths and through sculpture e.g. in terracotta. Anyone wanting to learn about our methods can visit the palace anytime to see for themselves; Some Oyinbos called Portugi and other Ebos have been doing so; they just so love us!

I keep thinking that maybe someday, history will frown at my people’s methods of recording historical evidence, but guess what, I do not care, our methods work; what other people do is their own business. Right now, Edo way is the best and it is Edo way forever.

I will use this diary to tell my own story in my own words; perhaps someday, I may be able to achieve a great feat that will make the king ask his bronze casters to include me in one of their works. Who knows, only time will tell; right now, this is my own little space for me and me alone.

I have got lots to tell, just stay with me.  
  
Got to go right now;

Rere (see you later).  
  
Princess Iyomon

**Comprehension questions**

*Thinking back*

1. Why is Princess Iyomon keeping this diary?
2. What do you think that oral story means?
3. Name two methods the Kingdom of Benin elders use to pass on their history.
4. What does Princess Iyomon think of her people’s way of recording history?
5. What does she hope could happen one day?
6. What do these words mean? Use a dictionary to help you find out the meaning of those that you are unsure of.
7. Recount (b) biographical (c) guild (d) sculpture

*Thinking about it*

1. Find these words in the passage and find other words to replace them so that the meanings of the sentences do not change.
2. Fascinated (b) memorable (c) learn
3. Give a reason why Princess Iyomon thinks their way is the best.
4. What reasons does Princess Iyomon give for her people recounting someone’s biography backwards?
5. Do you think this is a good method? Give your reasons.
6. Who do you think the Oyinbos are?
7. Why do you think they are impressed with the Edo (Kingdom of Benin) way?
8. Do you think Princess Iyomon ever made it onto the bronze plaques? Why do you think so?

*Thinking it through*

1. What is history and what is its purpose?
2. How do you think that a people without any history might feel?
3. Do you agree or disagree with the idea of using a diary to record your history. Give reasons for your position.
4. Describe how Princess Iyomon’s people preserved biographical information of their famous sons and daughters.
5. In your opinion what is the best form of historical evidence? Give your reasons for saying so. You may need to research this.

Diary entry activities

1. Research the Great Kingdom of Benin history on the internet. Take notes of major events in the kingdom's history. Present these in a mind map.
2. Draw an illustrated timeline of the kingdom for a younger class.
3. Princess Iyomon says ‘Maybe someday, history will frown at these methods of recording historical evidence, but guess what, I do not care, our methods work, what other people do is their own business.'

Do you agree with this statement? Why? If not, why not?

1. Research various types of historical sources of evidence and compare and contrast two of them.
2. Write a newspaper article about foreign visitors to the kingdom.
3. Princess Iyomon says one of the ways her people record their history is through artwork. Research the Benin Bronzes. Make drawings of the Oba of Benin in bronze plaque for an inclusion in a video about the kingdom.
4. Draw a plaque image of yourself. What important occasion or event are you capturing in the plaque?
5. Make a diary entry of your day at an important event.
6. Imagine you are Princess Iyomon, write a recount of ‘The day the Oyinbos (Europeans) visited the palace’.

Before you begin, think about?

*The audience you are writing for: who do you want to read your writing, how can you make sure they can understand your message?*

* how you will organise your writing and present your writing
* What tense will you write in?
* What technical words will you need?

**Connectives you may need:**   
Because    as     since      as long as     so      consequently       depending on      eventually     in order to        so that     as a result       therefore    accordingly    as a result of       after that  

**Edo Calendar Seasons**

**Forward**

Comprehension questions

*Thinking back*

Copy this passage that summarise how the Kingdom of Benin calendar worked. Fill in the gaps with suitable words.

The Kingdom of Benin people used seasons to structure their \_\_\_\_\_\_ events and \_\_\_\_\_\_\_. Their four seasons were: \_\_\_\_\_, \_\_\_\_\_\_, \_\_\_\_\_\_ and \_\_\_\_\_\_. Activities for children were largely determined by \_\_\_\_\_\_\_\_. During rainy season, children took part in \_\_\_\_\_\_\_\_\_ and in dry season, they \_\_\_\_\_\_\_\_.The King’s Igue festival took place during the \_\_\_\_\_\_\_ season. One Benin week was \_\_\_\_\_\_\_\_ days. Each day was named after a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

*Thinking about it*

1. Why do you think that it made sense for the Benin people to use the seasons to structure their year’s events?
2. Where did the Benin people hold their market trading?
3. One of the Benin days was not named after a market location. Why do you think this was so?
4. What activities do you think that the children took part in on Eken day?
5. How can you tell that that the Benin people’s seasons worked well for them?

*Thinking it through*

1. List similarities and differences between Edo week and your week.
2. If you had a choice to choose between Edo week and your week, which would you choose and why?
3. In what ways could you describe the Edo week as clever?
4. Name aspects of the Edo calendar that you like and aspects that you do not like.
5. Use your calendar system to present one Edo month. How many weeks and days would you have in it?
6. The passage does not tell us what the people do at the market. Use your imagination to write a paragraph of an Edo market activity.

Diary entry activities  
  
1. Research other types of calendar systems: Gregorian, Chinese, Jewish, Hindu, Julian and Muslim.  
2. What differences can you identify?  
3. If you had the power to choose which of the calendar systems to follow, which would you choose and why?  
4. Create a birthday calendar of all the children in your class. Include their star signs.  
5. Write an explanation text on why seasons occur. You could link this to your work in science.

**Top tips for writing an explanation text**

Aims:

* To explain how or why a natural phenomena occurs.
* To explain how something works.

***An explanation text is like a flow diagram***

Structure

You are writing about how and why the seasons occur:

* Use your title to show this e.g. *How*.... or *Why*...
* Use your layout to make the text easy to read.
* You will need to include diagrams and illustrations.
* You may start your text with a question or a general opening statement.
* Write in logical steps i.e. each sentence needs to build on the next.
* End with a summary statement.

Language features

* Write in the third person.
* Use present tense for phenomenon still in existence and past tense for those that are no longer so.
* Use simple language for younger children and include more pictures, etc.
* Use a passive voice e.g. loyalty to a friend will leads to a stronger friendship.
* Use cause and effect language e.g. similarly, because, as a result, consequently, therefore, as a result, so.
* Use time connectives e.g. at the beginning, later on, afterwards, finally, eventually.
* Avoid using adverbs, adjectives and imagery.
* You may include a glossary to explain specialist words.

**Disappointed! Activities**

**Comprehension questions**

*Thinking back*

1.   When did this episode take place?

2.   Why had Princess Iyomon not slept all night?

3.   Who was the hunting group leader?

4.   Why did Princess Iyomon want to stay close to him?

5.   What did Princess Iyomon plan to do?

6.   Who foiled her plans?

7.   What did Prince Ehizogie do just the other day?

8.   What must a royal never do?

*Thinking about it*

1.    What do you think Princess Iyomon did with her time when she could not sleep?

2.   What does ‘all downed by his deadly aim’ mean?

3.   How do you think Prince Ehizogie became so skilled at aiming?

4. How many people were in his hunting party?

5.   How could staying close to Prince Ehizogie help Princess Iyomon learn his skills?

6.   Why do you think the girls pick snails instead of hunting animals?

7.   Why do you think Oko asked Princess Iyomon to go back for some honey from her mum?

8.   What was her reaction?

*Thinking it through*

1.    Why do you think a hunting party such as Prince Ehizogie’s was necessary in those days?

2.   Do you believe that girls should have been barred from such activities? Explain your answer.

3.   Use a dictionary to find the meaning of:

(a) leader; (b) party;   (c) fancy; (d) attendant

4.   When Princess Iyomon could not go hunting with the group, what do you think she did with the rest of her day? Do you think she was happy about this? Explain your answer.

5. Think of your own experiences today. Make a list of: Things boys and girls are allowed to do; Things only boys are allowed to do; Things only girls are allowed to do.

Diary entry activities  
1.Summarise the main points of the diary entry in fifty words or less.

2. *Reflection:* Do you think ‘Disappointed’ is a good title? Give your reasons.  
3. Draw an imagined picture of Prince Ehizogie.  
4. Imagine the scene where Oko tells Princess Iyomon to go to her mum for some honey, draw her response in a thought bubble.  
5. Draw a cartoon strip for the scene.  
6. Write a letter to Princess Iyomon making some suggestions to her on how she could show and prove to everyone that she is old enough to go hunting with the big guys.  
7. After Princess Iyomon was left behind, she says 'Got to go to find something else to occupy me for the day now (drag!).' Write a list of possible activities she could do to occupy her day. You could draw some of them.

8. In role as one of the bystanders in this scene, compose an email to the king about what you witnessed and your views on it.

9. Carry out a class debate on: Boys and girls should always do the same activities.

Before you begin your writing, think about:

* The audience you are writing for: who do you want to read your writing?
* How can you make sure they can understand your message?
* The layout of your writing. How many sections will you have?
* What tense will you write in?
* What adjectives will you use?

**You may find the following connectives helpful:**

Following    when    while    firstly    lastly    finally   also   again   as well as            the following       together       with      for example      it appears         for instance         to show that      unless      for example        above all        specifically       of course    in particular        (un)fortunately                therefore         in my opinion       indeed

**Moonlight tales**

**Comprehension**

*Think about*

1. What news has Princess Iyomon just received?
2. Who is Otiti?
3. What kind of voice has Otiti?
4. How does Otiti involve her audience?
5. What must Princess Iyomon do by tonight?
6. True or false: Otiti comes to the palace every day.
7. True or false: People like Otiti’s storytelling.
8. True or false: Otiti tells her stories during the day.
9. True or false: People pay to hear Otiti’s story telling.

*Thinking about it*

1. Explain why Princess Iyomon has to practice her line.
2. Why do you think that Otiti likes to involve her audience?
3. Why does Princess Iyomon like Otiti’s stories?
4. What do you think Princess Iyomon means when she describes Otiti as a legend?
5. Do you think that Otiti has to practise for her story telling? Why do you say that?
6. How do you think that Otiti’s audience prepare for her story telling?
7. Say who you think are in Otiti’s audience.

*Thinking it through*

1. Do you think being a story teller is fun? Give your reasons.
2. People love Otiti’s story telling. Write down five challenges that Otiti might face as a story teller.
3. What do you think was the purpose of storytelling by moonlight in the Kingdom of Benin?
4. What skills do you think a palace story teller required?
5. Write a job description for a palace story teller. Include information on: duties, pay and conduct.
6. List equivalent entertainments in place of moonlight tales that we have today. Which is your favourite and why?
7. Use your list to compare both methods of entertainment. State what is good about each system and what is not so good about each.

Diary entry activities

1. Make a painting of the scene in which the children gather around Otiti the story teller listening to her tales.

Think about:

* Which painter will you paint in the style of?
* What techniques will you use?

Use the internet to find a model to support you.

2. Compose a story to tell to your class or friends.

Remember to:

* Write a story with a satisfying ending.
* Plan for audience participation e.g. include repetitive phrases.
* Include call and response lines for the beginning of your story.
* Plan a task you will ask your audience to complete before your next story session. This could be to learn a response clap to yours e.g. you click once, they clap twice.

****

**Ill!**

**Comprehension**

*Thinking back*

Rearrange these sentences to retell the main points of the diary entry.

1. Princess Iyomon has been in bed for the past five days.
2. Her mum called for her but she was unable to respond.
3. Menfo went to the forest to collect some medicinal leaves and tree barks.
4. Princess Iyomon sat over a cauldron with a blanket over her head.
5. Princess Iyomon was woken by the cockerel crowing.
6. Her mum sent for one of the palace herbalists.

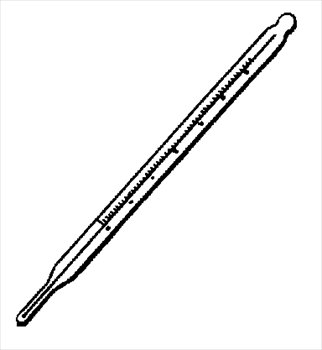
*Thinking about it*

1. How was Princess Iyomon woken up?
2. Describe how she was feeling, when she was woken up.
3. How did Princess Iyomon’s mum know that all was not well with her?
4. How can you tell that Menfo was good at his job?
5. Why do you think Princess Iyomon’s mum had to lift her up from the bed for her treatment?
6. When did Princess Iyomon break into a sweat?
7. Why do you think her mum asked her to rest in bed for five days?
8. What impressed Princess Iyomon when she was ill?

*Thinking it through*

1. How can you tell that Princess Iyomon’s mum was worried about her when she did not respond to her call in the morning?
2. What thoughts would have gone through her mind when Princess Iyomon did not respond? Use a thought bubble to show this.
3. What words and phrases does the author use to show that Princess Iyomon was ill?
4. What do these words mean? (Use your dictionary if you are unsure.)

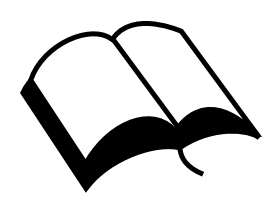
(a) delights (b) gauge (c) concoction (d) osmosis (e) parasites

1. Write down the key points you learnt about how the forest provides medicines for local people from this passage.
2. Use speech bubbles, to show the conversation between Menfo and Princess Iyomon’s mum when he brought back the leaves and tree barks from the forest.
3. What treatment do you receive when you are ill? Make a list of the people who care for you till you are well again.

Diary entry activities

1. Make a chart showing who did what and when during the time Princess Iyomon was ill.
2. Write a diary of a day you were ill.
3. Compare how you were looked after during your illness with how Princess Iyomon was looked after.
4. The Princess' medicinal concoction was simmered in a cauldron Write a poem with the repeating phrase: Hubble, Bubble; Boil and Bubble! (use a cauldron writing frame for this).
5. Think about food groups in science, design a recipe for a balanced diet for a day for a convalesce child.
6. Using ideas from this diary entry, compose a true or false quiz on medicines of the rainforests for your friends.

Diaries

***Features of a diary writing***

* In which day are you writing? Include the date.
* Remember it is about you, write in the first person.
* Write events as they are happening, so use mainly present tenses.
* List events in chronological order (time order).
* Include only significant events.
* Remember diary writing is like having a conversation with yourself, so write in a chatty style.
* You can include facts as well as your opinion.
* You may use slangs and abbreviations e.g. Cul8r.

**A Present**

Comprehension

*Thinking back*

Choose the best ending for each sentence.

1. Princess Iyomon was going to see
2. Uwa (b) Menfo (c) the king
3. Menfo declared that her urine was
4. Cloudy (b) yellowish (c) clear
5. Princess Iyomon free of all the toxins can now
6. Go out to play (b) stay in bed (c) chase her goats

4. Who had come to see Menfo?

(a) The King (b) an old man (c) Chief Irriah

5. What is bleating in the courtyard?

(a) Iyomon’s new goat (b) an old goat (c) Uwa’s goat

*Thinking about it*

1. What sort of doctor was Menfo?
2. What qualities does he have as a palace doctor?
3. Why do you think Princess Iyomon was made to drink the concoction without honey?
4. Why do think Chief Irriah came to see Menfo?
5. Why do you think a place attendant was standing nearby?
6. Do you agree with Iyomon that the Edo chiefs are rich? Why?
7. What does stock taking mean?
8. Do you think Princess Iyomon had fun chasing her new goat? Explain.

*Think it through*

1. Describe how Princess Iyomon’s courtyard would have looked. You can draw a picture to help you.
2. Explain why you think Princess Iyomon had to chase her new goat?
3. What do you get to find out about Princess Iyomon from this passage?
4. Write the story of what happened when Princess Iyomon went to chase her goat.

Diary entry activity

The palace has asked all children in the kingdom to prepare a short speech about the best doctor or herbalist in the kingdom. In role as Princess Iyomon, write your speech to nominate Menfo as the best Herbalist.

**Key Features of Short Speeches**

Writing short speeches to persuade others to your point of view so they vote for you needs careful planning.

Structuring your speech

Use a three step model for this:

1.    Tell your audience what you are speaking about.

2.    Tell them the most interesting and relevant facts about your subject.

3.    Conclude by recapping briefly on what you have told them.

* Thank them for listening to you.

Language features

* Know your audience very well; use language that will engage and appeal to them.
* Include the most relevant points about the issue you are speaking about.
* Uses short punchy memorable words.

**I visit my maternal granddad**

**Comprehension**

*Thinking back*

Say if these sentences are true (T) or false (F).

1. Princess Iyomon’s granddad has not seen her since she was a baby.
2. Her granddad lives very close by.
3. They took many presents for her granddad.
4. Princess Iyomon had a lot of load to carry.
5. They travelled along a straight road.
6. They arrived at midday.
7. When they arrived there was a big celebration.
8. Princess Iyomon’s cousins gave her some fruit refreshment.
9. She was better at clapping games than they were.
10. Omon was Princess Iyomon’s aunty.

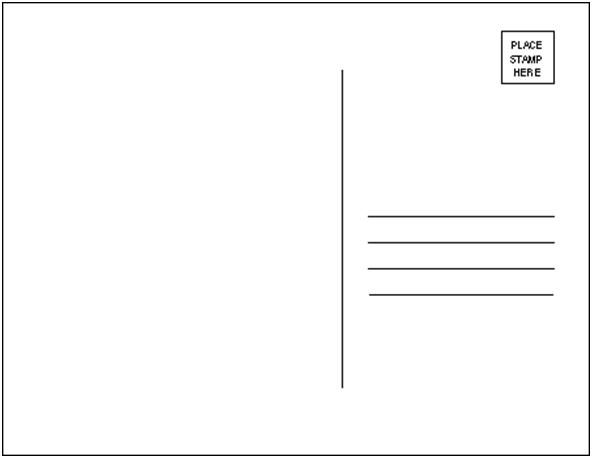
*Thinking about it*

1. Why do you think that Princess Iyomon’s granddad had not seen her since she was a baby?
2. Why do you think they had to travel by foot?
3. What two clues are there in this passage that Princess Iyomon’s mum wanted to please her granddad?
4. Princess Iyomon refers to her granddad’s wives. How is this possible?
5. Was Princess Iyomon surprised that the women lifted her up? How can you tell?
6. Why does Princess Iyomon say: ‘What a day I have had.’ in the end?

*Thinking it through*

1. How might Princess Iyomon have felt when her grandma sat her mum on her lap as if she were two years old?
2. The author manages to create a joyous atmosphere when Princess Iyomon and her mum arrived at her granddad’s house. Give some examples of how she does this.
3. How can you tell that Princess Iyomon liked being with her cousins. Find two sentences which show this.
4. Think of five things you could do with your cousins when you are meeting them for the first time. Make a list.

Diary entry activities

In role as Princess Iyomon, design a postcard to your best friend Uwa, telling her about your granddad’s home.   
  
Think about:   
  
Your message  
What your journey was like.  
What it was like to finally arrive.  
The welcome you received.  
Things you have been doing or done.  
  
For your post card:   
What picture will you include on the front?  
What image will you include on your postage stamp?

Range of letters – Informal and formal

There are three types of letters:

**Informal -** to friends and family; normally ends with Love from, etc.

**Semi formal**- written to people who are not too familiar to you where you use the person’s name and title e.g. Dear Mrs Andrew; this ends with Yours sincerely.

**Formal or business letters -** These normally begin with Dear Sir or Madam (you have not included the person’s name); ends with ‘Yours faithfully’.

All letters include the following:

Address

Date

Dear

Yours

 Name (your name)

Organisation

Use paragraphs to structure your writing.

1. State why you are writing.

2. Use a new paragraph for each new matter or subject.

3. Write at least five paragraphs.

A post card is an example of an informal letter.

**Sample postcard text**

Prince Igbinedion’s Compound,

Downtown Benin,

Kingdom of Benin.

Harvest Season1890

Dear Uwa,

I am writing to you from granddad’s house, I went through living hell to get here because we had to wake up at the first crow of the cockerel to get ready but were reasonably late because of the entire ‘stuff’ mum brought along. When we finally arrived, we were greeted with a very warm welcome; everyone was there: aunts, uncles and my cousins. My cousins took me to the yard to pluck some mangoes and paw-paw. Overall I had a fun day and can’t wait for the new day to begin.

Miss u loads!

Lots of love,

Princess Iyomon.

**Going Back Home**

Comprehension

*Thinking back*

Choose the best ending to complete each sentence below.

1. Princess Iyomon spent \_\_\_\_\_\_\_ at her granddad’s house.
2. 7 days (b) 2 days (c) 9 days
3. Her granddad’s farm was
4. very far away (b) near (c) far away
5. Princess Iyomon visited the
6. Bean fields (b) Yam farm (c) corn fields
7. Last night was \_\_\_ for Princess Iyomon
8. Sad (b) memorable (c) joyful
9. Her cousins filled \_\_\_\_ baskets with fruit
10. Two (b) 6 (10)
11. On their return journey, they travelled
12. With heavy load (b) light (c) slowly

*Thinking about it*

1. Explain what time of the day dusk is.
2. What are the meanings of the following words? (Use your dictionary if you are unsure.)

(a) plantation (b) ecstasy (c) ginormous (d) generosity

1. How can you tell that Princess Iyomon’s granddad was wealthy?
2. How can you tell that Princess Iyomon was in a hurry to get back home?
3. Find two things that Princess Iyomon thought about on their way back home from her granddad.

*Thinking it through*

1. How can you tell that Princess Iyomon enjoyed her visit to her granddad?
2. Design a poster to warn people against picking Princess Iyomon’s fruit without her permission.
3. Write a list of some things that Princess Iyomon owns.
4. What do you think was the best part of this visit for Princess Iyomon. Write a paragraph about it.

Diary entry activities

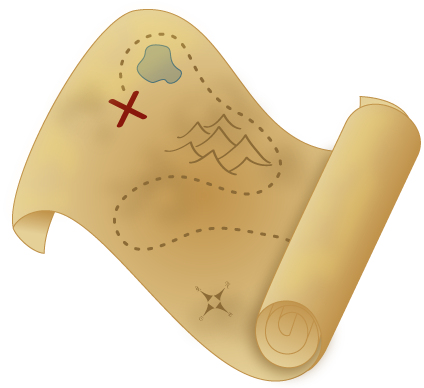
On her way back home from her visit to her Granddad’s, Princess Iyomon says: 'During the return journey to the palace, my thoughts were mainly on taking stock of all that I now owned: including my animal holdings...'  
  
Activities:

1. List advantages and disadvantages of a young child owning personal wealth.
2. Write a free verse poem on ‘Riches’.
3. Vacancy. In role as Princess Iyomon design a public poster to advertise the position of fruit pickers for your fruit trees.
4. Write a job description for the fruit Picker.

* What skill will they need?
* How much will they be paid?
* How old should they be?
* What specific jobs will they be required to do?

1. Draw a route map of Princess Iyomon’s return journey. Include on your map:

* Cardinal direction they travelled in (North, East, South, West)
* Clearly show houses, trees, rivers or stream etc. Use your imagination to the full.
* If you can, try to show distance travelled using scaling.
* Include a key in your map.



**Uwa**

**Comprehension**

*Thinking back*

Match the parts of the sentences below so that they are correct.

|  |  |
| --- | --- |
| Uwa is the same age as | doted on her. |
| The apprentices | roaming about the palace. |
| Hair braiding can earn | Princess Iyomon |
| Uwa’s dad | the girls a good reputation |
| The girls can be grounded for | have to practice their future roles in the palace. |

*Thinking about it*

1. Why do you think that Princess Iyomon sneaked away from the welcome party to go and see her friend?
2. How can you tell that Uwa’s dad loved her a lot? Find three words and phrases that Princess Iyomon use to show this.
3. What sort of mischief do you think the girls get up to at the palace?
4. Why do you think the girls were not allowed to roam round in the palace?
5. Do you think the palace attendants simply ignored the girls? Why do you think so?

*Thinking it through*

1. Do you think that it was wise for Princess Iyomon and Uwa to sneak around the palace when they know they should not be doing so?
2. Write about an instance when you have behaved liked that. How did you feel about this?
3. Uwa kept Princess Iyomon waiting but she forgave her. Why do you think that she did so?
4. Friends sometimes fall out. Write about five things that friends could fall out about.
5. Write down qualities of a good friend.

Diary entry activities

Read Princess Iyomon's description of her best friend Uwa:

 1. Write a character profile of Princess Iyomon

 2. Write a character profile of your favourite book character

  3. Make a sketch drawing of Uwa.  
  
 4. Make a facts file or fact chart about Uwa  
  
  5.Write an extension to the text introducing another character   
  
   6. Find six adjectives used in the text; find at least two synonyms for them.  
  
        
Character profiles

**Frame for writing a character profile**

Include information under the following headings:

Title: Character Profile

Name:  
Age:  
Personality:  
Lives with:  
Best friend:  
Favourite person:  
Hobbies:  
Likes:  
Dislikes:  
Good at:  
Bad at:  
Other information:  
  
*Top tip: remember to use a variety of sentence types (simple, compound and complex). Use the five 'W's  to expand each sentence: 'Who', 'What', ,When', 'Where', 'Why' and 'How'.*

**Sample character profile**

Character profile

**Name**: Princess Iyomon

**Age**: 10

**Looks**: brown straight hair, black eyes, light brown skin, slim

**Personality**:  sensible, courteous, friendly,, gamesome, caring, well mannered, preserves, sensitive.

**Lives with**: The royal family at the Benin palace, where she is a young princess.

**Best friend**: Uwa, daughter of chief Irriah- one of the Iwebo chiefs.

**Likes**: playing with her best friend Uwa, searching and sneaking round the palace.

Dislike: being left behind by the grownups.

**Good at**: learning new thing like games and counting her wealth.

**Bad at**: nothing, she is a delightful person.

**Special achievement**: she has lots of goats, chickens, and other farm animals.

She is very rich and clever because she has some fruit trees like mangoes and oranges and she can count and remember them all.

*By ET*

**Cooking with Uwa**

Comprehension

*Thinking back*

1. What is Princess Iyomon frustrated about?
2. What did she decide to do about it?
3. When does she plan to carry out her plan?
4. Who will help her?
5. What action nearly gives her plan away?
6. Princess Iyomon will bring
7. Some fish (b) some goat meat (c) some chicken
8. The girls chose to make eba why?
9. At the end of the day, the girls felt
10. Proud (b) hungry (c) happy

*Thinking about it*

1. Explain why Princess Iyomon was fed up of people calling her to come and eat.
2. Why do you think, she was not allowed to handle a knife?
3. What do these words mean? Use your dictionary if you are unsure.
4. Imbecile (b) meddling (c) slaughtered
5. Why do you think the girls could not even use a knife to cut the goat meat?
6. What meal do the girls end up cooking?
7. Why do you think that Princess Iyomon does not care what Uwa’s maid tells other people about who cooked the food?

*Thinking it through*

1. Do you think it is fun being a princess? Give your reasons.
2. Write down five things about:

* Good things about being a princess.
* Those things that is not so good about being a princess.

1. Write instructions for cooking stew that Princess Iyomon could use next time she attempts to cook.
2. Are you allowed to cook by yourself at home? Compare how you are treated to how Princess Iyomon is treated. Are there any similarities and are there any differences? Write a paragraph about each.

Diary entry activities

Activities

1. Produce a facts file on 'My favourite activities'

2. Write a recount of a day out with your best friend.  
3. Compose a poem with the title: Friends.

4. Write an acrostic poem with the word ‘Friendship'.

5. Describe the sorts of things you do with your best friend

6. Write a description of your favourite food.

7. Write a recipe for making your favourite food or drink.

8. Write a report on ‘Things I can do for myself’. You could use drawing for this.

9. Write a poem with the title: A World without Friends.  
  
  
**Helpful tips for writing a recount**  
  
Aim: To retell events in the order in which they happened (Chronological order).

Structure

* Use your introduction to tell the reader what you are going to write about (what happened, who was involved, where did the events take place and why?)
* Use paragraphs for each new event or when you are in a new place.
* Retell events in the order in which they occurred.
* Include only important, memorable or funny things.
* Include only factual events and do not include your opinion.
* Use your concluding paragraph to state your feelings or views about the whole events.  
    
  Language features
* As the writing is about you, you can use first person; in other cases, you write in the third person.
* You have to write in the past tense since the events have already taken place.
* Use these connectives: **Time** (at the beginning, firstly, later, finally, meanwhile, following this, later etc) **Cause and effect** (consequently, depending, as result, so, since, until, depending upon, etc) **Contrast** (yet, however, on the other hand, however, apart from, despite this, as far as, but, as for, etc)
* Use powerful adjectives and adverbs to add more detail to your sentence (How?)
* Use a variety of sentence types.
* Make it clear who did what; so write in the active voice (Uwa chopped the tomatoes).

Sample recount text

Recount – school trip

A Trip to the Darrent

Year 6 went to the River Darrent on a school trip to learn about rivers (our latest topic) on the 25th of February.

As we hung up our coats everyone was talking animatedly about the oncoming trip. Some people however were not sure whether the excursion would be fun or not. At 9.00am the coach came, and for once everyone was on time!

At 9.30am, our supervisor Jim gave us an extremely boring lecture which seemed to last forever and as he droned on, everyone’s excitement seemed to wear away; although Elijah was answering any question Jim gave him!

After the presentation, we had a sort of playtime in which we played basketball. I didn't score but lots of my friends did. At the end, we all had an argument about who won, this added to all the excitement of the day. Unfortunately, our fun game of basketball didn't last long at all. After that, we did a very cold sketch of the river which chilled my fingers to the bone.

Next, the coach took us on a short trip to a field to eat our packed lunches. This was lots of fun as we could watch the girls run from the dogs that incidentally were out for their daily exercise. The girls also ran when they found disgusting bird waste on the benches, how very hilarious!

Finally at about 2.30pm, we put on our wellys and braved the river, measuring width, depth and velocity; and just to make everything perfect, we saw a calf being born which will remain in my memory for the rest of my life.

By the time I returned to school, I'd learnt a lot and felt that I could now use my experience to beat Elijah in class tests (the smarty pants)!

**A Forest Adventure**

Comprehension

*Thinking back*

Write these sentences in the correct order.

1. Princess Iyomon’s hands are trembling as she writes.
2. The girls rest at a cross road and explore the forest.
3. Uwa’s mum and the other wives give them advice on keeping safe in the forest.
4. Princess Iyomon wakes up excited about the day ahead.
5. Princess Iyomon and Uwa flee from the snake.
6. The girls walk in a single file singing gaily.
7. Princess Iyomon and Uwa stay behind to look after the other girls’ things whilst they go down the Cool Cave.

*Thinking about it*

1. Why did Princess Iyomon think that her day would be just perfect?
2. What does the phrase ‘near death experience’ mean?
3. Why do you think that she refers to her maid as ‘my shadow’?
4. What can the girls pick from the forest?
5. What do these words mean? (Use your dictionary if you are unsure.)

(a) Quench (b) reserve (c) melody (d) forage

1. Why in your opinion do you think Princess Iyomon and Uwa were asked to stay at the top of the cave entrance?
2. Do you think they would have wanted to go down the cave with the others? Explain your answer.
3. What happened when Princess Iyomon and Uwa went off by themselves?
4. Why do you think they did not tell anyone else about what happened? Was this a sensible decision?
5. Find a phrase in the passage that shows how Princess Iyomon felt when they returned home from their forest adventure.

*Thinking it through*

1. Write a sentence to describe the water from the Cool Cave Spring.
2. Make a list of what each girl found when they foraged in the forest.
3. Do you think Princess Iyomon and Uwa ever went off by themselves in the forest again?
4. Princess Iyomon paints a vivid picture of the Cool Cave Spring. Write some of the words or phrases she uses.

Diary entry activities

Complete these activities:

1. Princess Iyomon describes a magical property of the ‘Awolowo’ plant of the rainforest. Produce a booklet on rainforests.  You can include information on some of the following:

* Layers of the rain forest
* Animals of the rainforest,
* Plants of the rainforest
* Rainforest ecosystems
* Foods from the rainforest
* Medicine and other products from the rainforest.

1. Design a route map for getting to the fresh water spring in the Cool Cave.
2. Princess Iyomon says they stopped at a rest spot to have their lunch before foraging in the nearby forest areas.

* Role-play this scene.

1. Plan a packed lunch for your next class excursion. What treats will you include? Compare your writing with your friend’s.
2. Princess Iyomon says the paths were narrow because the elders did not want to destroy wildlife in the shrubs of the rainforest.

* Define wildlife. Write a facts file about garden wildlife in your area.

1. Princess Iyomon says they were given the usual drill on keeping safe in the forest. Produce a safety leaflet for use on your class next excursion.
2. Design a board game for a rainforest expedition.
3. Princess Iyomon describes her encounter with a snake.

* Produce a short report on snakes.

1. Prepare some expert interview questions for the snake in role as the expert to find out information about what life is like as a snake.
2. Prepare some questions for a character interview with Princess Iyomon on the snake scene.

1. Prepare some questions for Uwa.

**Think about the sort of questions that will get fuller answers from the characters and include closed and open questions.**

* **To get snappy answers, use questions that begin with Who, Where, When and which.**
* **To get think about fuller answers, use questions that begin with What, How, Why and If.**

1. Look around your house; in each room, find all the products made with rainforest materials. Rank all the items in order of most popular material.
2. Go to your bathroom cupboard. Look carefully at the cosmetics labels. Compose a list of cosmetics which have rainforest products in them and the type of product.

* Research what plants these came from.

10.  Hold a rainforest day.

* Plan and cook an African cuisine.
* Dress up in African traditional costumes.
* Listen to traditional African stories.
* Invite African dancers and drummers to your school to teach you some African dance moves and drum beating.

Sample interview questions

Task 11- questions for Uwa

*Think about questions for Uwa:*

  Can you tell me why you left the main group?

  Explain why did you not tell one of the big girls that Princess Iyomon was gone or tell them that she found a snake?

Why did you follow Princess Iyomon in the first place?

 What do you think might have happened had you not run away from the snake?

How would you describe your action to go off with Princess Iyomon without telling anyone else?

*Snappy answers questions:*

 What made you run away from the snake?

 Who told you to go with Princess Iyomon?

 Which part of the forest did you go to?

 Were you petrified during the walk back home?

Task 9 – questions for the snake

Prepare some expert interview questions for the snake in role as the expert to find out information about what life is like as a snake.

**1.**     What type of snake are you?

2.     What were you doing staying so still when Princess Iyomon saw you?

3.     Can you explain why you are long and thin?

4.     You are green, are there patterned snakes in this rainforest? Which ones?

5.     Can you say if your home (habitat) in the rainforest is safe or not?

6.     I have heard that snakes shed their skins regularly, can you explain why?

7.     Are you a poisonous snake and are all snakes poisonous?

8.     How do you feel about humans chopping down trees in your rainforest?

9.     Do you think you could survive in any other habitat? Explain your answer.

10.   What defence mechanism do you have?

11.   How do you protect yourself against predators?

12.   How do you (snakes) have your babies?

13.   Have you ever witnessed a member of your family being killed, if so what happened? How did you feel about the incident?

14.   Have you ever bitten a human? If so where and why did you do so?

15.   I have been watching some nature programmes and in one of them, I saw a snake swallow a big rodent. Can you explain how such a thin snake managed that?

16.   Can you explain why some snakes wrap themselves around big animals; suffocate them before swallowing them; would it not be kinder to swallow them straight away so they don’t have to suffer a slow and painful death?

17.   Are there any snakes that are herbivores?

18.   What would you say are the advantages and disadvantages of being a cold blooded animal?

19.   What challenges do you face when you have to use heat vision to spot your prey?

20.    Is there anything else you would like to say?

Key Features of play scripts

* Usually read with a view to how they will be performed.
* Includes a setting: usually referred to as ‘scene.’
* The ‘scene’ includes details of the characters and the situation.
* The dialogue makes up the main body of the play script.
* How the character feels or thinks is not included
* Stage directions are included instructing the actors what to do and where to go.
* At the start of the scene stage directions are written in distinctive typeface. During the scene they are often placed in brackets.
* Stage directions can also indicate an entrance or exit, a gesture or any other movement a character is to make.
* They are written in the present tense.

Sample play script text

**Forest adventure**

**Cast**

Narrator: (reader of the play)

Princess Iyomon: (a young palace princess)

Uwa: (Princess Iyomon’s best friend)

Edugie: (Princess Iyomon’s maid)

Eseghoi: (Uwa’s younger sister)

Big Girls: 1-2-3-5

**Narrator:**

**About two and a half miles into the jungle, Princess Iyomon, Uwa, Edugie, Eseghoi and the girls are in the middle of the forest on a cross road on a open clear space getting ready to forage in the forest. It is scorching hot and the time is 2pm in the afternoon.**

*Scene 1- At a clear spot on a cross road*

Princess Iyomon: Ok everyone, we don’t have to walk anymore, we can take a break on this small cross road (wiping sweat off her forehead).

Eseghoi: Yes, this is the best time of my life. I finally get to have a sip of water, not just putting my lips against the bottle (throwing down her bag).

Uwa: We can eat lunch now; thank goodness I packed an old blanket in my bag for us to eat our lunch on.

Princess Iyomon: Ok, ok, we do not have all the time in the world to eat our lunch, we’ve got to get back into the forest, and believe me, there’s no time to waste (munching a piece of her banana cake).

Big girl 1: When we have finished our lunch, we will split up into groups and go into the forest; you’ll make sure that you come back here at 6.00pm sharp, this gives you 4 hours to complete your full circle around the forest.

Big girl 2: You must also remember not to touch any pile of dead leaves in the forest as it could be a sleeping python (nodding her head).

Big girl1: Right now, you have 30 minutes to eat your lunch; now begin.

(Everyone starts to eat silently).

*Scene 2 –**On a narrow path in the forest*

Big girl 3: Your 30 minutes is up. I am now going to decide what groups you’re in. Group 1: Princess Iyomon, Edugie, and big girl 1; group 2: Uwa, Eseghoi and big girl 2 and 3. The rest of you will be in group 3.

Big girl 1: You may now start your journey into the forest (leading her group away).

Princess Iyomon: Ok, can we go to the big berry tree first, Big Girl 1 and may I call you Omo?

Big Girl 1: Yes you may.

**Narrator:**

**Princess Iyomon and the others carry on walking through the forest and then stop at the big berry tree; all of them want to have a taste of the sweet berries.**

Big girl 1: ATTENTION! You must listen to my instructions. You may take a berry from the tree and move on.

Edugie: Mmmmmm, these berries are so berry-licious (picking some and passing them to Princess Iyomon).

Princess Iyomon: Let’s make our way to the**...............**OUCH! , I think I pricked myself; well this stupid plant pricked me (starts to cry).

Big girl 1: Stop crying you baby; here, this leaf is very good for covering cuts and stopping wounds from bleeding. Come this way to try it, it’s called the AWOLOWO leaf (gently pressing it on Princess Iyomon’s hand).

Princess Iyomon: Wow, that is amazing, it stopped bleeding. Thank you (chuckling loudly).

Big girl 1: We have only got 2 hours left to complete our journey, or do we only have 15 minutes left? Yes, we do. We better start making our way back; this wasn’t much of an adventure, I did not get to do much (hissing under her breath).

**Narrator:**

**Princess Iyomon and the others start to make their way back to the crossroad.**

*Scene 3- back at the crossroad*

Princess Iyomon: Are we there yet (muttering beneath her breath)?

Big girl 1: Yes we are here (rushing to get some water from a calabash on the ground)?

Big girl 3: Hey, girls, did you enjoy your trip around the forest?

Princess Iyomon: Yeah!

Big girl 5: Come on. Let’s go home now (they all pick their bags up and start to walk home).

*Curtains*

**Market Day**

Here is Princess Iyomon diary entry on:

*Dry Season, Eki Igueben day*

My big sister Princess Isoken, is taking me along to the market today.

Edugie (my maid) is helping adorn me for the occasion (it's her day off today, security will be provided by market staff); she has braided my hair, inserting shiny golden beads of different colours between each weave; I am simply going to look the most beautiful girl in the whole market, though I suspect that my sister Princess Isoken would like that to be her. I think that she is seeing a man but its top secret for now (watch this space!). With my hair beautifully braided, shiny luxurious red and white beads round my neck and wrists, with accompanying handbag, the one Uwa's mum knitted for me two moons ago, I am finally ready. I am so going to show off at the market; royal princess aside, it is good to be the centre of attention based on your own merit of being a beautiful damsel; that will be me for today.

Tell you more later.

Back from the market. It would have been a wash but for Uwa.

On arrival at the market, my big sister, simply found Uwa's mum's stall, left me there and disappeared; but I wasn’t complaining, this was better than being dragged alongside her to who knows where. Uwa soon turned up; teaming up, we went round the market exchanging friendship bracelets as we were braiding them. What fun we had doing this! The highest point for me came when Chief Irriah, treated us to some corn and bean cakes, these are simply divine on the taste buds and worth going to the market for in their own rights.

Shortly after filling our stomachs, Uwa and I left the market for her house where we spent the rest of the afternoon, knitting more friendship bracelets to trade during tonight’s moonlight story time.

My sister Princess Isoken finally called for me as dusk fell, on her face was pasted an ecstatic kind of look and I wondered what she’d been up to (no prizes for guessing)!

**Comprehension**

*Thinking back*

1. Why is this diary entry in two parts?
2. What is happening today?
3. What is Princess Iyomon planning to do at the market?
4. How does she get ready for it?
5. Who might her competition be?
6. What colours are the beads on Princess Iyomon?
7. Why Princess Iyomon was not upset at being left at Uwa’s mum’s stall?
8. What did Princess Iyomon and Uwa do at the market?
9. What was the best part of the day for Princess Iyomon?
10. How did the girls spend the later part of the afternoon?

*Thinking about it*

1. Who helped dress Princess Iyomon for her day at the market and how?
2. How do you think that market staff will keep Princess Iyomon safe at the market?
3. Explain why you think that her sister left her at Uwa’s mum’s stall.
4. How can exchanging braided bracelets be fun for the girls?
5. What do these words mean? Use a dictionary if you are unsure.

(a) damsel (b) braid (c) divine

6. Why does Princess Iyomon like corn and bean cakes?

7. Suggest a word that Princess Iyomon would use to describe her day.

8. What word would you use to describe her day?

*Thinking it through*

1. Write a paragraph on how Princess Iyomon prepares to go to the market.
2. Do you think that all children in the Kingdom of Benin would have prepared in the same for going to the market. Explain your answer.
3. How does the way Princess Iyomon prepares to go to the market differ from how you prepare to go shopping?
4. Do you think you both do similar things at the market? List ways in which what you do at the market is same and is different from what Princess Iyomon does at the market.
5. Which market style do you prefer? Give reasons for your answer.
6. Princess Iyomon says that her maid Edugie had a day off. Write a story of how you think she spent her free day.

Diary entry activities

Complete these activities:

1.      Every country has to import food and other items from other places. Look around your kitchen and list all items you can find. Find out where each item comes from and how they got to this country; by air, sea or road. Present your research as a project to the rest of your class.

2.      Look at your dinner plate; list each food type on it and where it has come from. You may need to research this on the internet.

3.      Write a shopping list for your mum's next visit to the supermarket. Specify: quantity to buy, brand name, size, price, type e.g. for milk -full fat, semi skimmed, skimmed. Remember to add the total cost of all the items.

4.      Compare and contrasts open markets with high streets super markets

5.      List all the supermarket chains you know.

6.       Imagine you have designed a new product; produce an advertising poster to promote it.

7.      Now you have your new product, design a shop where you will sell it. Think about the size and location of the shop.

8.      Write a play script scene for a customer dissatisfied with an item he or she bought recently.

9.      Design a scrap book on shopping.

Back to Princess Iyomon’s market:

1.       Imagine you went to the market; draw your shopping basket with the items you bought.

2.      Design a 'Buy Benin Kingdom' board game for younger children in Key Stage One.

3.      What different jobs do you think people do in Princess Iyomon's market?

4.      Imagine you have braided lots of bracelets and want to sell them, design a poster to inform people about your planned sale.

5.      Princess Iyomon ate some corn and bean cake at the market. Go to your local market or supermarket; list all the cooked food on sale there.

Imports and Exports - World Trade

Imagine, you are the captain of a merchant ship; you have to make several journeys to deliver cargo to the London Port in England. Here is a list of the cargo you have to collect and deliver:  Ford cars, wine barrels, timber, Porcelain, Lamb, grapes, bananas, African Print fabric, Beef, Rice, Hi-fi, children’s toys, coffee, cotton bales and cocoa beans.

You need

A blank world map  
An atlas,  
Different colour pens, or felt tip pens

Key vocabulary: Grown, manufactured, merchant, trade, tariff, import, export, produce, port, Suez canal, English Channel , oceans, continents, seas, docks, pirates, port authority

What to do

1.      Label the blank world map showing, continents, oceans and seas.

2.      Colour the oceans blue.

3.      Colour the continents, green, orange or brown.

4.      Use different colour pencils to show the journey of your cargo on your world map.

5.      Write a short report answering the questions below-

Choose an item from the list above each time and answer:

* What is your cargo?
* Which country does it come from?
* Which oceans and seas does it cross to get there?
* What countries does it go past on the way? Use your atlas to find this out.
* What other routes could your item take to get there?
* What problems could your cargo face on its way there? Think about possible problems on the high seas, possible problem close to the port and possible problems at the port.

6.      Present your report to your class.

Sample Comparing text

**Task 4: Market Day activities**

Lo: to compare and contrast open markets to high street supermarkets.

 Comparing open markets with high street supermarkets

Open markets are usually in open spaces where different traders gather and pitch their wares and everyone can see what others are doing.  Supermarkets on the other hand are owned by one person or company and usually based in high streets where many other different shops are close by. Supermarkets are highly competitive with each other; this means that customers get to have a choice about where to go shopping.

What is the same?  
The objective for both types of store is: they both want to make a lot of profit. In order to do that they both need to sell their stock; this is another objective which must be achieved before they can achieve the first objective i.e. to make profit.

What is the difference between them?  
The difference between both stores is that; an open market most of the time has a stall and a tent, whereas a supermarket has a whole warehouse to itself where it has as much space as it likes; moreover an open market only sells one category for instance; fruit and Vegetables, clothing and books, whilst high street super markets sell many different categorized things.

Imports and Exports – World Trade

LO: to map my trade journey route

My export is cars from North America to India in Asia.   
  
**These are the oceans crossed:**  
Atlantic

Indian   
  
**These are the continents passed:**  
Africa                                                                                                                        Europe

South America

**These are the countries passed on the way**  
  
I go from North America past South America into the Atlantic Ocean. I then go past Nigeria, Angola, Namibia, South Africa and Madagascar to get to the Indian Ocean leading me to Asia. I end up in the main port in India where I offload my cargo.  
  
**I may face many hazards and dangers on my route, these include:**

Dangers on the high seas include:

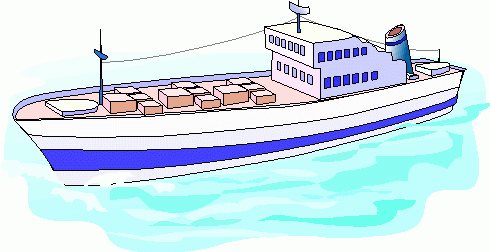
* Storms
* Icebergs
* Pirates

 Dangers near the port:

1. My ship could hit something and get badly damaged or run aground.
2. Other boats may hit my ship.
3. I might hit a rock but I hope the lighthouse will help me to avoid this.

 Dangers at the port:

1. My ship could get stuck in the mud.
2. I may be waiting a long time for port authorities to let me dock.
3. I could run out of fuel.



Sample Job advert

IKEKI URGENTLY REQUIRED

A hardworking Ikeki is urgently required for the Edo Market.

Personality

Must be friendly and outgoing

Must be a very organised person

Must be able to communicate well with people

Must be able to run the Market to the best standard

Skills

Must be able to allocate stalls to traders fairly

Must be able to manage people and supporters well

Must be able to keep everyone up to date with latest information

Must be able to maintain health and safety of all

Qualification and training

Must have a qualified Ikeki status and or a palace certified qualification

**How to apply:**

Download application forms from the palace website: [www.jobsatbeninpalace.com](http://www.jobsatbeninpalace.com/)

Completed application forms must be submitted to: [info@kingdomofbeninpalace.com](mailto:info@kingdomofbeninpalace.com);

Not later than 3:45pm 23rd August 1884

For more information:

Email Prince Ehizogie at: ehi@edoemail.com

Follow us on:

Twitter: twitter@edopalace

Facebook www.facebook.com /edopalace

Public notices

Notices are used to inform, warn or caution the public:

1. Inform: about coming events or new information relevant to them e.g. MP surgery times, shop opening times, local competitions, adverts
2. Warn: about possible danger to themselves and others e.g. e.g. speed - 30miles per hour- risk of accident, effects of smoking, escaped criminal
3. Caution: about possible damage to equipment, or potential problems in the outcome of what they are doing e.g. hazards ahead, falling rocks, poisonous substance etc.

**Princess Iyomon's Market Activities**

**Task: Imagine you are the Market Ikeki, design a poster to inform people about an important upcoming event.**

Public Invitation

You are all invited to the:

Oba’s 40th birthday celebration party

On: Igue day 1892

When: from mid afternoon onward

Where: Palace square

Competitions to be judged:

Boys: Drumming beating and drum message sending

Girls: Singing competition. Please note that only original songs can be entered for this competition

Men: Archery skills to select the best for the king’s army

Women: New entries for hair braiding

Judges: Chief Ehizogie and Chief Irriah

                 The Chiefs decisions are final

Come one, come all!

Public Notice



Writing guidelines

*Here’s what you need to know about writing.*

From age 3 to 7, you should:

* Know that as well as for enjoyment, writing is used as a means of remembering, communicating, organising and developing your ideas and information.
* Use opportunities to write in response to different sources of stimulation e.g. experience, TV, books, news items etc.
* Present your writing in different ways according to the needs of the audience you are writing for and the reason you are writing, e.g. if you are writing a list, you do not need to write in complete sentences.
* Have plenty of opportunities to plan and review your writing on paper and on screen.
* Know that punctuation marks help the reader know how to read and understand our writing.
* Learn the punctuation marks and the instructions they give to the reader on how to read our writing.
* Learn all the letters of the alphabet and their sounds.
* Learn how to combine the sounds together to read and spell words.
* Learn words that have no regular spelling patterns.
* Learn to recognise, read and spell the most frequently used words.
* Learn to use personal word books, class word banks and dictionaries to check your spellings.
* Learn to use the dictionary to check meaning of new and unfamiliar words.
* Know how words, grammar and language structure Standard English.
* Show growing interest in words and their meanings and have many more words and vocabulary to use in your speech and writing.
* Learn how to hold a pencil and other writing implements correctly to form legible and fluent letters.
* Be confident in your own ability as an able writer.

 From age 7 to 11+, you should:

* As a more able writer, write for many more reasons and audiences.
* Use writing as means to clarify and improve your thinking and ideas.
* Use writing to help you learn better e.g. when you record important points from your reading and research.
* Know the features of different types of writing e.g. recount, story etc.
* Organise and structure your writing in different ways e.g. in sections and subsections, diagrams and labels etc.
* Your writing should be more extended to reflect more demanding tasks e.g. a Report on Transportation.
* Have plenty of opportunities to plan, draft and improve your writing on paper and on screen.
* Have plenty of opportunity to work with others to discuss and evaluate your own and their work.
* Use a wider range of punctuation marks correctly in your writing.
* In addition to using word banks and dictionaries, use thesaurus to find more effective words to use for impact.
* Understand use of imagery and other literary devices to engage the reader.
* Know that some words have shades of meaning and experiment with different vocabulary to create effect.
* Know the difference between spoken and written language and how to use each in context.
* Know different parts of speech and how to use each effectively in sentence composition.
* Know what a clause mean; know what a phrase mean; know what a sentence mean.
* Know how to compose and use different sentences types: simple, compound and complex sentences.
* Develop legible and fluent handwriting in printed and joined script styles.
* Try to develop a unique style of handwriting.
* Enjoy writing on paper and on screen.

 When you write, make sure to keep in mind:

* Key features of the type of text genre
* Awareness of your audience; who are you writing for?

Powerful verbs to use in your story

|  |  |
| --- | --- |
| Stamped  Stumbled  Strained  Galloped  Shuddered  Raced  Rumbled  Clattered  Clashed  Slipped  Leaned  Reached | Whistled  Plotted  Spied  Eavesdropped  Pleaded  Pressed  Watched  Stammered  Stretched  Loosened  Raged  Bellowed |

**Shades of meaning words for ‘said’**

|  |  |  |
| --- | --- | --- |
| Answered  Laughed  Replied  Shouted  Whispered  Muttered | Asked  Sneered  Cried  Yelled  Exclaimed  Uttered | Screamed  Barked  Sobbed  Remarked  Moaned  Complained |

Writing marking guidelines

By Age 7, your writing should show:

In my writing:

 I can structure my writing in a sequence.

 I include enough detail to engage the reader.

 I can use interesting vocabulary for effect including noun phrases e.g. the red hat; Mr Tom’s old car.

 I can use a combination of simple and compound sentences throughout my writing.

 I can capital letters and full stops to punctuate most sentences correctly in my writing.

 I can use question marks and exclamation marks correctly when needed.

 I can use phonetics to attempt to spell most words.

 I remember to use visual patterns and letter strings when spelling others that I cannot use phonics for.

 I do not mix capital letters and small letters in any of my sentences.

 My handwriting is clear and legible with flicks.

By Age 10, your writing should show:

In my writing:

 I can engage the reader through description of moods and feelings in my story.

 I can develop and extend my ideas in writing in variety of ways e.g. through character dialogue and actions.

 I can guide the reader by use of shifts in time and place e.g. through use of flashbacks.

 I can use setting description to create mood in my story writing.

 My characters interact with each other significantly.

 I can link paragraphs well.

 In nonfiction, I can use sections and subsections to organise my writing well.

 I can maintain my view point throughout the writing.

 I can use all parts of speech correctly in my sentences.

 I can use a variety of sentence types consistently and accurately: use a mixture of simple, compound and complex sentences.

 I can use a wider range of punctuation marks correctly in the writing – ‘ . ? ! “” ; : - () -- ...

 My spelling of polysyllabic words is faultless.

 My handwriting is consistent and fluent.

By Age 13, your writing should show:

In my writing:

 The content of my writing is robust, well structured and convincing.

 In story writing, my characters are believable through the way they have been presented.

 Element of surprise is retained throughout the story.

 I use exciting phrases and effective adverbial phrases to add interest to the passage.

 In nonfiction writing, I can use paragraphs well to structure my subject into introduction, main points and conclusion.

 In complex sentences, I purposely position clauses within the sentence to achieve different effects.

  I can control use of all complex punctuation marks throughout the writing including parenthesis.

 I have an individual style of handwriting which engages the reader.

By Age 15, your writing should show:

Your writing evokes emotional as well as intellectual responses from the reader. This is achieved by the use of carefully crafted wide range of stylistic and literary devices which are used effectively to support the reader throughout the text. A wide range of information is included; paragraphs which vary in length and structure have clear focus. Imaginative vocabulary is selected for shades of meanings and impact.

Length and structure of complex sentences are adapted to suit text type, audience and purpose. You are a skilled writer.