

Get writing

SECTION

6

Concrete and abstract

Objective: To choose and combine words for particular effects.

What you need: Copies of *The Amazing Story of Adolphus Tips*, photocopiable page 28, writing materials.

What to do

- Read the chapter dated April 20th 1944. Ask the children to decide why the *Great Hot-Dog Feast* has capitals. (Lily is giving the day a special name to match how special it is.)
- Discuss what makes it special. (Rationing, American food concepts new to Britain, the term *hotdog* itself, *sodapop* – a new taste from a foreign land, daffodils adding luxury and spring decoration.)
- Discuss the figurative line: *They didn't just bring us sausages, they brought us real happiness.* Explain how sausages are a concrete commodity,

because you can see and physically touch them; happiness is an abstract concept, because you cannot touch it or pick it up.

- Discuss how and why the sausages symbolise happiness. (The occasion takes the characters' minds off the war; Adie's laughter is infectious; it is something ordinary made extraordinary by the circumstances and characters.)
- Hand out photocopiable page 28 and ask the children to read similar, unfinished figurative comparisons. Ask them to complete each one with a suitable word, either from the box or from their own imagination.

Differentiation

For older/more confident learners: Challenge children to develop their paragraph into a story.

For younger/less confident learners: Encourage children to give their paragraph a title, to reflect the subject matter, akin to the *Great Hot-Dog Feast*.

Happy memories

Objective: To show imagination through the language used to create emphasis, humour atmosphere and suspense.

What you need: Copies of *The Amazing Story of Adolphus Tips*, a copy of Extract 1 (page 8), writing materials.

What to do

- Display and read Extract 1. Annotate the text, aided by the notes on pages 4 and 7. Underline atmospheric verbs where the author involves different senses: *stomp noisily*, *clutching*. Discuss the onomatopoeic effect of *whizzed* and *wild and windy*, emphasising the sound of rushing air.
- Point out how Boowie is not describing just one occasion, but activities that happened repeatedly. List phrases that indicate this tense, for example *we would stomp* (similar to 'we used to stomp').
- Invite the children to change sample sentences in the simple past to show repeated or continual

past action, such as 'I went to the shops' – 'I would go to the shops'; 'They ran everywhere' – 'They'd run everywhere'.

- Ask them to recall a place they have visited often: relatives' homes, shopping trips, holidays and so on. Challenge the children to write about what would (regularly) happen, where they (often) went and what they (repeatedly) used to do. Encourage them to use alliteration, onomatopoeia and adverbs to add atmosphere, and make readers feel they were there.

Differentiation

For older/more confident learners: Ask the children to re-read their finished work and look at how to improve it. What words might they change or strengthen? Have they used paragraphs appropriately?

For younger/less confident learners: Before writing, encourage children to describe their chosen place and events to a partner, answering their partner's questions to help recall detail.

PAGE
25