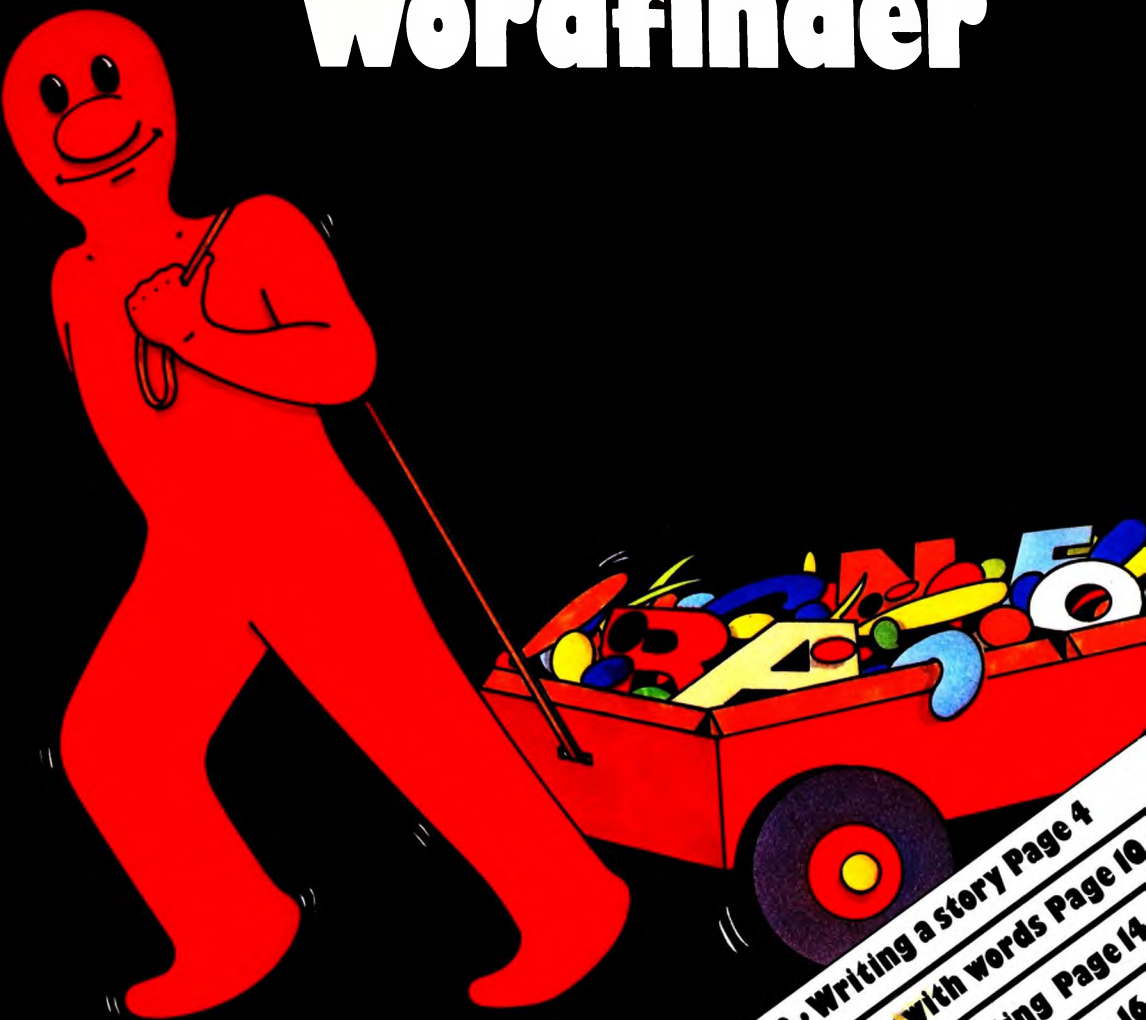


# Punctuation Pete/ Wordfinder



History of writing Page 2 • Writing a story Page 4  
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# Dear Parents

It is very difficult for teachers to make mundane drill and practice exercises appear more exciting, worthwhile, and attractive to children. Yet it is vitally important for children to extend their vocabulary and develop a command of language to help their work not only in English but also in other subject areas.

## **Punctuation Pete**

Punctuation Pete is designed to arouse your child's interest in full stops, capital letters, and many of the other punctuation marks that help to make sense of our written language. In addition, it can help your child's reading as the four reading levels in the program get harder as the child goes on. (If your child finds level 1 too easy, move him or her on to level 2 or 3.) The program helps you to keep a close eye on how your child is getting on with learning about punctuation. With 'Pete' to help them, children should enjoy learning how to punctuate.

## **Wordfinder**

Many children enjoy reading, writing and finding things out. Wordfinder is designed to help them. It is a thesaurus of about 1000 words relating to the theme of travel through which they can browse, exploring the connections between words. If a child is stuck for a word, Wordfinder should help to introduce him or her to hundreds of new words, and also to assist his or her spelling. Versions of two popular children's games Anagram and Hangman, which use words from the thesaurus, are included. Playing these will encourage your child to dip into the thesaurus, and thereby develop his or her ability to use reference books.

The programs are accompanied by this book which contains information on the history of writing, printing and place names. It also provides a series of activities which encourage children to improve their English skills.



Program design by Five Ways™ Software Ltd,  
48 Chadcote Way, Bromsgrove, Worcs. B61 0JT



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NEW DELHI IBADAN NAIROBI JOHANNESBURG EXETER (NH) KINGSTON PORT OF SPAIN

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# History of writing

We use writing to communicate with other people or to record things which have happened. The way we write has developed slowly over hundreds of years — and it all started with pictures.

## Cave pictures

The earliest form of 'writing' that we know of is to be found in caves used by prehistoric men and women. The prehistoric people painted pictures on the walls of their caves showing weapons, animals, and hunting scenes. We don't really know why they painted these pictures. Perhaps they were telling the story of their hunts or showing other cave people what animals were to be found.

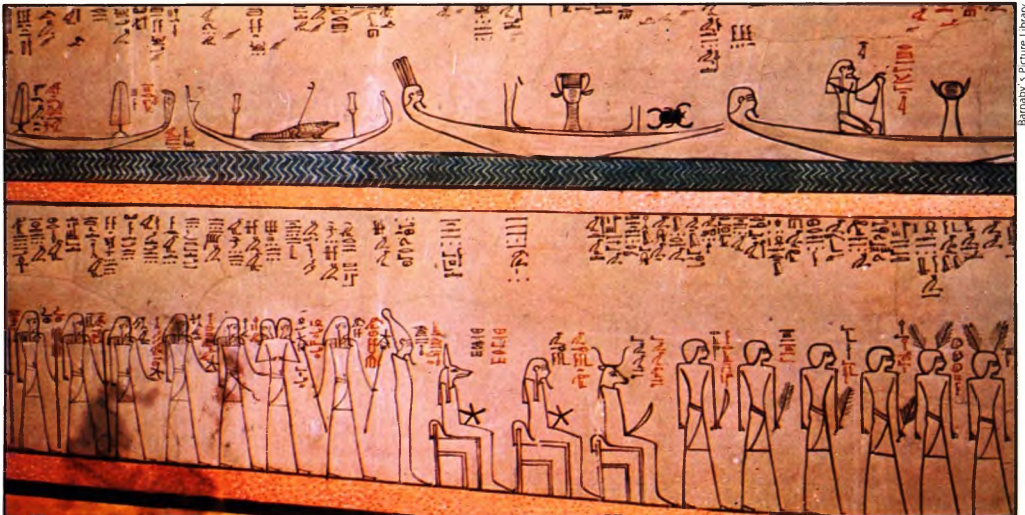


## Pictographs

Picture language gradually became more complicated as people used pictures to explain more things. At one time, long, long ago there were four different systems of picture writing in different parts of the world. The Egyptians, for example, used 'hieroglyphs' which had some pictures for words, some pictures for syllables and some pictures for letters. History really starts when people began to write things down. Once we had worked out what the hieroglyphs meant, we were able to learn a great deal about the ancient Egyptians.

## Alphabets

Pictographs were very complicated and difficult to learn and so only a few people could write. About 1600 BC the Phoenicians developed a simpler way of writing. Instead of using hundreds of ideas and words, they used 23 letters to represent sounds. These letters could be put together to make all the different words in the language. This alphabet was copied by many people (especially the Greeks) and our alphabet (with its 26 letters) developed from it. However, some people (the Chinese and Japanese, for example) still use hundreds and thousands of symbols to write their language.



Barrab's Picture Library

Y X W 4 P T 7 O F Y W L X 1 0 H I Y 3 4 1 4 4

W T SH R Q TS P MUTE KS N M L K J TH H Z F H D O S STOP

Phoenician alphabet (c. 1000 B.C.) reads from right to left; the small letters indicate the sounds they represented.



## Early writing in Britain

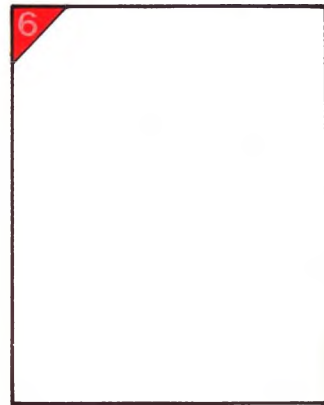
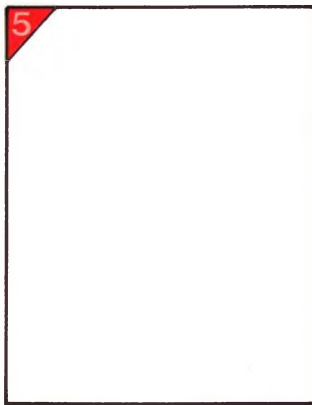
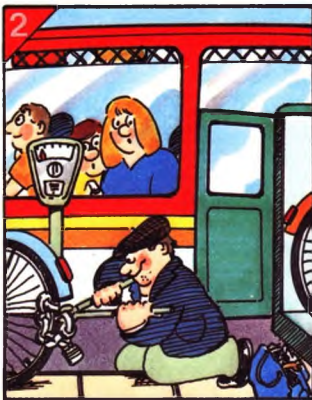
For 1500 years after the birth of Jesus, Latin was the language used for writing — even though most people spoke English. Few people, apart from monks, could read or write and early books were all religious books copied out by hand by the monks. They were beautifully illustrated or 'illuminated'. Even people who could read could not afford books. They only saw them when they went to church. This was why the invention of printing (see pages 14 and 15) was so important. It meant that so many more people could own books.

## Activities

- 1 Suppose you were a caveman who had gone out early one morning with a friend and you had been chased by a wolf. You both ran away but the wolf caught your friend and killed him — although you tried to drive it off by throwing stones. Could you tell this story scratched in pictures on your cave wall? See if someone else can read your cave story.
- 2 Make your own illuminated manuscript. Look at the pictures on this page and then try your manuscript. Leave a piece of paper in the sun or heat it over a candle to make it look old and yellow. Write about yourself or your family or home in long, solemn words and then copy it carefully in black ink on your paper. Try to use writing like the monks'. Use crayons or felt pens to illuminate your manuscript.

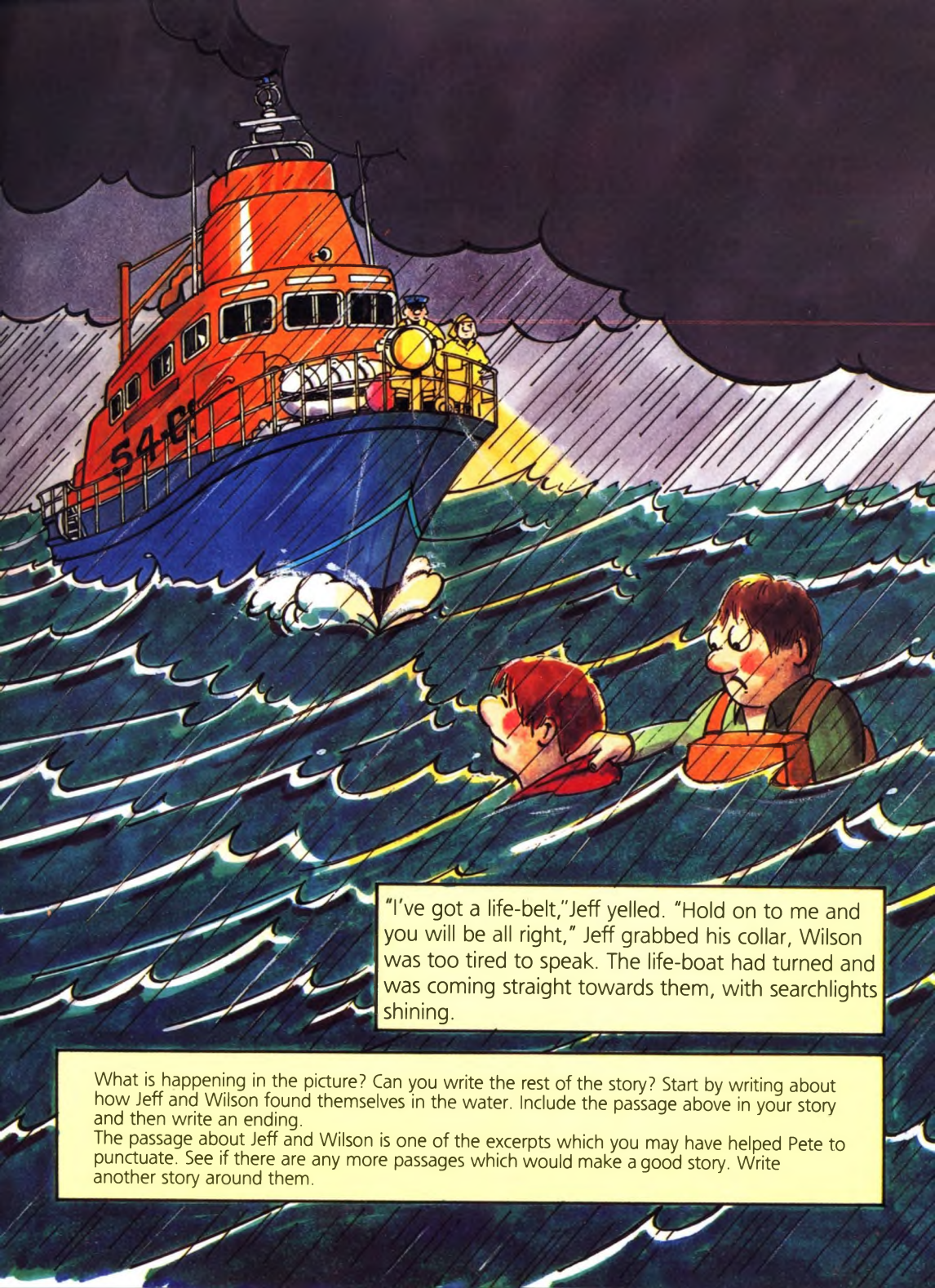


A cartoon illustration of a red bus. The front door is open, and a woman with orange hair in a blue shirt is boarding with a bag. A man in a brown shirt is looking out from the window. A woman with brown hair in a pink dress is holding a yellow envelope and talking to a woman with brown hair in a yellow shirt who is standing outside. A man in a brown shirt is also visible in the foreground.



### Activity

4

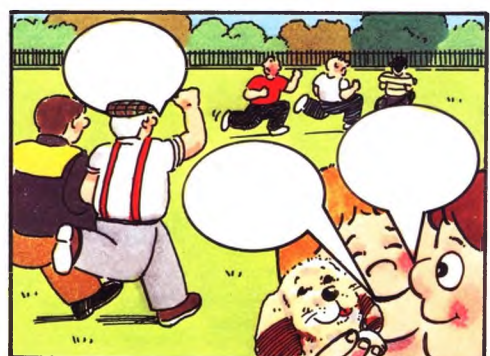
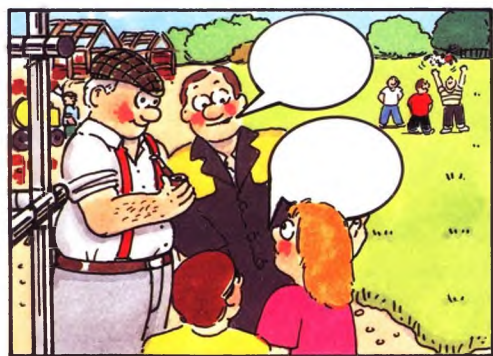
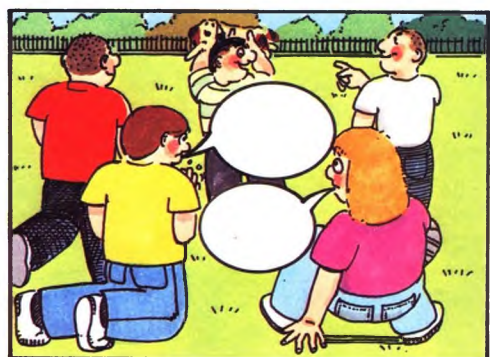


"I've got a life-belt," Jeff yelled. "Hold on to me and you will be all right," Jeff grabbed his collar, Wilson was too tired to speak. The life-boat had turned and was coming straight towards them, with searchlights shining.

What is happening in the picture? Can you write the rest of the story? Start by writing about how Jeff and Wilson found themselves in the water. Include the passage above in your story and then write an ending. The passage about Jeff and Wilson is one of the excerpts which you may have helped Pete to punctuate. See if there are any more passages which would make a good story. Write another story around them.



# Writing a dialogue



What do you think the people in this story are saying?  
Can you fill in the speech bubbles?

In a book, the author can tell us what people are like and what they think. In a play or a film, the author has to show us this through the dialogue — what people say to each other. Here are some characters — Joe and Kate are the same children as in the puppy story opposite and the story on page 4.



**Kate Walker** is 10. She is full of ideas and rushes into things without thinking.

**Joe Walker** — her twin brother is slower and steadier but full of commonsense.

**Sue Taylor** is Kate's friend. She is very kind and patient and will help anyone.

**Mike Perry** isn't really anyone's friend. He likes to think he knows all the answers.

## 1 The Competition

**Kate:** Let's do this competition on the back of the lemonade bottle.

**Mike:** Don't be soft, Kate. No-one ever wins those competitions.

**Sue:** But it says here that the winners get a holiday for two in Disneyland.

**Mike:** It's all a con, isn't it Joe?

**Joe:** I never heard of anyone winning one.

**Kate:** Well, you don't need to do it, clever clogs. Come on, Sue, we'll have to go to the library. Some of these questions about America are really hard.

(Some weeks later)

**Kate:** Look! Look! Sue and I have won that competition! We're going to Disneyland!

**Joe:** You're kidding! Here let's see . . . 'Dear Miss Walker, We are delighted to tell you . . . 'Coo — will Mum let you go?

**Mike:** Hang on a minute. That's the lemonade bottle competition, isn't it? Who bought the lemonade, eh? That was *my* bottle — so it's *my* holiday. Thanks very much.

**Kate:** Here, you give that letter back, Mike Perry! Who did the competition anyway? Who's idea was it?

Can you continue the conversation. Perhaps the children's parents might join in. Who goes to Disneyland?

## 2 At Disneyland

Two of the children are at Disneyland. (Which two depends on how you finished the first part of the story!) Suddenly, one of them says: 'Where's the Lemonade Lady?'

They've lost the person looking after them — they have no money and they don't know the name of their hotel. What do they say to each other? How did it happen? Whose fault was it? What will they do? Can you write a dialogue that fits the two children and the situation.

## 3 Back Home

What happens when the two children get home to tell all about their visit? Do the two who stayed behind want to hear about it? Try some more dialogue to finish the story off.



# Place names

Britain has been invaded many times in the past. As each new visitor arrived in Britain they began to name the towns and villages which they built and developed. Each invader spoke a different language and you can trace each name back to the language of the race that named it.

## Old English

The Romans called this town 'Diva' but later it was called 'Ceaster' — an Old English word for 'Roman fort' — and so became 'Chester'. Many of our towns which begin or end with 'chester', 'cater' or 'cester' come from this word and show where the Roman forts were.

## Old English

Names with 'inga' or 'ing' in them often come from the Old English word meaning 'son of' or 'people of'. Birmingham combines this with another common word 'ham' which means 'home village'. The whole name means 'village home of Beorma's people'.

## Welsh

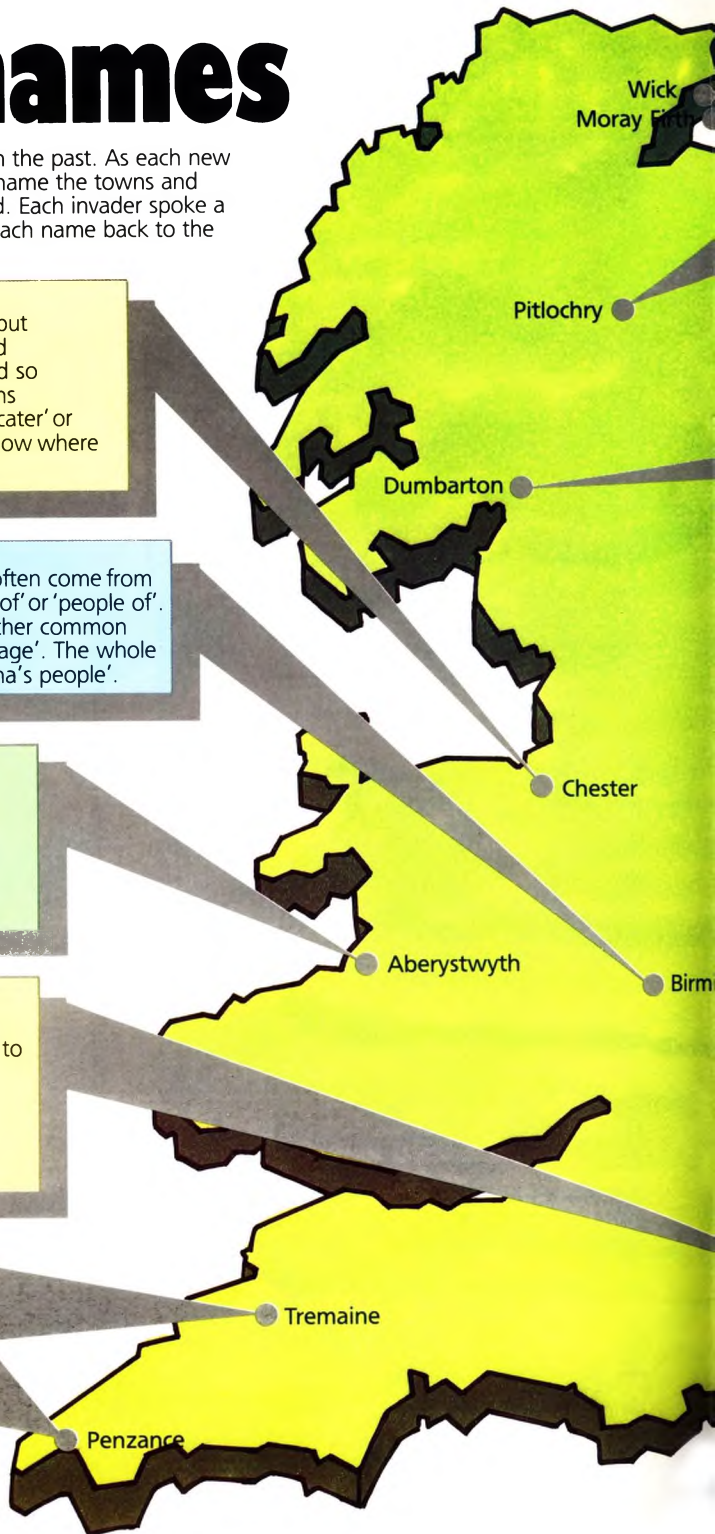
Most of the place names in Wales come from the Welsh language. 'Aber' is a Welsh word meaning a river mouth or a place where two streams join. Aberystwyth stands at the mouth of the river Ystwyth.

## French

Our French place names go back to the times when the Normans came to Britain. Many of these names start with 'Bel' or 'Beau', the French for 'beautiful'. 'Lieu' is the French for 'place' — so Beaulieu means 'beautiful place'.

## Cornish

A lot of Cornish names begin with 'Tre' (which means 'small village') or 'Pen' (for 'headland'). Tremeine is 'the village and the stone' and Penzance is the 'holy headland'.



### Pictish

When the Romans invaded Scotland, they were surprised to find the tribe of painted men who lived there. 'Picts' is Latin for 'painted men'. Pitlochry is a Pictish name from 'pit' meaning 'farm or village' and 'lochry' meaning 'stony'.

### Old Norse

All round the North of Scotland are names from the Norse which show where the Vikings landed. Wick comes from their word 'vik' which means a narrow inlet. Their word for deeper inlets and river mouths was 'fiords' (as it still is in Norway today) and this word became 'firth'.

### Gaelic

Many towns in Scotland begin with 'Dum' or 'Dun' — this is the Gaelic word for 'fort'. Dumbarton is the 'fort of the Britons'.

### Modern

In the last 37 years 28 completely new towns have been planned and built. Most of them have kept old names that were there already but two of them were called after people, which is very unusual in Britain. Peter Lee was a Durham miner. (In Shropshire, Telford New Town is called after Thomas Telford the famous engineer.)

### Scandinavian

The Vikings were not only sailors and raiders. Many of them were farmers who settled in Britain and established towns and villages. The ending 'by' is a Scandinavian word meaning 'farm or village' and is very common. Normanby means 'village of the Norse men'. 'Thorpe' is another common ending and comes from a Danish word also meaning small village or farm. 'Bag' comes from the old Danish name 'Bakki'.

### Celtic

London was a thriving Celtic town long before the Romans came. It has a Celtic name meaning 'the place of Londinos (the bold one)'. No-one knows who he was.

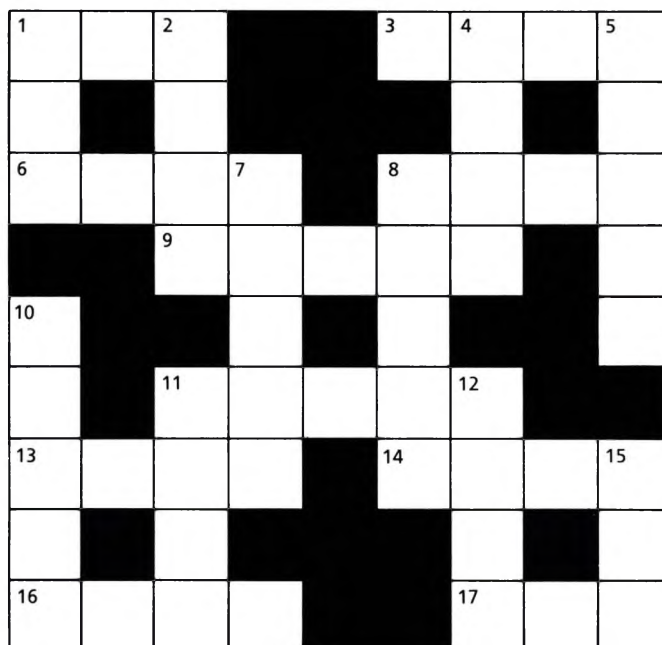
### Activities

1. Use a big map of Britain with plenty of place names marked on it. Can you find more 'Tre' and 'Pen' places in Cornwall? Can you find the rivers by the 'Aber' places in Wales? How many 'Llan' places can you find in Wales? (Llan is the Welsh for church and churchyard)?
2. What would you expect to find at places which have 'bridge' or 'ford' in their names? Find some of these places and check.



# Playing with words

There are many games you can play with words. Here are just a few examples of the games you can play. See if you can work out the answers, either on your own or with a friend. The answers are at the bottom of the page if you get stuck. These problems can be more fun to make up than to solve. When you have finished see if you can make up some problems of your own.



## Clues across

- 1 Family vehicle
- 3 Not slow
- 6 Front part of a ship
- 8 Paddle through water
- 9 Wander
- 11 Planes travel at great \_\_\_\_
- 13 If you are lost these could be useful
- 14 Trains travel on the \_\_\_\_ way
- 16 Submarines \_\_\_\_ deep down into the sea
- 17 Jump on one leg

## Clues down

- 1 Another word for taxi
- 2 She \_\_\_\_ the boat with oars
- 4 Not at home
- 5 Step
- 7 Halts
- 8 The sea is full of it
- 10 Paratroops practice \_\_\_\_
- 11 Turn round very quickly
- 12 Hurry
- 15 Part of a car race

(The answers are upside down at the end.)

## Anagrams

An anagram is made by mixing up the letters of a word. If we mix up the letters of **train** we can make the anagram **inart**



Here are some more anagrams — and the words they came from. Can you find which word matches which anagram? You can cover up the word list and try to do the anagrams on their own.

inraile	ginsali
ethelproic	spatrops
gennie	tinoats
dooglan	scotums
suncamoot	mettabile

station	helicopter
engine	cosmonaut
sailing	gondola
timetable	passport
customs	airline

## Rhyming slang

At one time, Cockneys (people born in London) had their own special way of saying some words. It was called 'rhyming slang'. For example, 'tit for tat' meant 'hat' and 'Rosie Lee' meant 'tea'. Sometimes it was shortened — so that 'tit for tat' became 'titter' and tea was just 'Rosie'. Not many people use rhyming slang now.

Here is some — do you know what it means, or can you guess? (The answers are upside down underneath.)

- 1 'No more yawning — get up those **apples and pears**'.
- 2 'What I need is a nice cup of **Rosie** while I get my **plates of meat up**'.
- 3 'No, it's not lost — use your **mince pies**'.
- 4 'OK, OK — don't get in a **two and eight**'.
- 5 'No you can't have another ride — no more **bees and honey**, that's why'.
- 6 'Come on, daftie — use your **loaf**' (Short for 'loaf of bread').
- 7 'We'll have a sing song — the **trouble and strife** can give us a tune on the old **joanna**'.
- 8 'If I turn my back for a minute they've **half-inched** it'.

Butchers = butcher's hook = look



## Dig out the buried words

There are some travel words hidden in these sentences. Can you spot them? The first one is shown in black type. (The answers to the others are upside down at the end.)

- 1 His **hips** were too wide to squeeze through.
- 2 I hate it when it rains.
- 3 'Ooooh!' wailed the clown. 'Poor Coco aches all over'.
- 4 You can allow some people to tease you — sometimes.
- 5 The moon shone — icy, clear and beautiful.
- 6 'Let's not rush over — crafty people wait.'
- 7 You must plan especially carefully for a holiday abroad.
- 8 They all sang the wedding hymn loudly.

Now you try and make some up!



Answers: 1 Car, 3 Fast, 6 Bows, 8 Wale, 9 Stray, 11 Speed, 13 Maps, 14 Rail, 16 Sink, 17 Hop.  
 RHYMING SLANG: 1 Stars, 2 Tea and feet, 3 Eyes, 4 State, 5 Money, 6 Head, 7 Wife and Piano, 8 Pinched.  
 Down: 1 Cab, 2 Rows, 4 Away, 5 Read, 7 Stops, 8 Water, 10 Jumps, 11 Spin, 12 Dash, 15 Lap.



# Code breaking

A code is a way of disguising language so that only people who know how to remove the disguise can understand what you are writing. There are many different disguises you can use. Some are described on these pages.

## Picture letters

One way of disguising a whole message is to disguise each individual word. A simple way of doing this is to use pictures instead of words. These pictures show what the words sound like. Look at this picture letter, see if you can work out what it says.



Dear Kate, I wish you could see Mike now. He is so sunburned that all his skin is peeling off. He looks like a cross tomato! Loves him right, I think. See you on Sunday Love, Ann

## Ciphers

Another way of disguising a message is to change each letter. To do this you can use a cipher, like the one below.

Alphabet:     A B C D E F G H I J K L M N O P Q R S T U V W X Y Z  
Cipher:        Z X Q V B N M A S D F G H J K L P O I U Y T R E W C

You will notice that the cipher is simply an alphabet of jumbled-up letters. When you want to send a message, you change every letter in the message for the letter underneath it in the cipher. Thus, if you wanted to code the word MIDNIGHT, you would write HSVJMAU.

A complete message might be:

**message:** MEET ME AT MIDNIGHT

**code:** HBBU HB ZU HSVJMAU

Only people who have your special cipher can understand this message.

## Two-part codes

Ciphers and picture letters are known as one-part codes. This means that the message is disguised in only one way. Therefore, once other people know your cipher, they can easily decode your secret messages. To make codes more difficult to crack, you can use a two-part code. This is a type of code which disguises messages in two ways. For example, if you used a code book which listed words and gave a number to each one, you might put a message into code like this:

**message:** ENEMY HAS STOLEN MY CODEBOOK  
**code:** 21 32 65 19 72

You can disguise your code a second time by using an 'additive'. An additive is another number you add to a code — for example, you might add 1 to the first word, 2 to the second, 3 to the third, 4 to the fourth and 5 to the fifth, thus

**message:** ENEMY HAS STOLEN MY CODEBOOK  
**code:** 21 32 65 19 72  
**+ additive:** +1 +2 +3 +4 +5  
22 34 68 23 77

If the enemy knew your code, they would look up the wrong message when they saw the code 22 34 68 23 77. However, you would tell your friends about the additive and so they would know that they must subtract 1 from the first number, 2 from the second and so on, **before** they looked up what the numbers meant.



## Activities

- 1 Write your own picture letter, send it to a friend. How well was your friend able to understand what you were saying? Write a second picture letter but this time send exactly the same message but use different pictures for each word. How many different ways could you write the same message?
- 2 You and a friend should each make up your own cipher. See who can decipher the other person's message first. Try again with a two-part code. How much longer did it take you to crack the two-part code?



# Printing . .

Before printing was invented, all books were written out by hand (see page 3). This was very, very slow and meant that there were very few books.

## Early Printing

The Chinese were the first people to use printing. They carved pictures and symbols in a wood block to make the page of a book. This was then covered in ink and paper was pressed on it to make a copy. It was quicker than copying books by hand, but the carving still took a very long time. The important invention was 'movable type'. Separate letters were cut in metal and then put together to form words. When the words were ready, they were held firmly together, covered with ink and a print was made. When enough prints had been taken, the letters could be sorted out and used again.

A man called Gutenberg in Germany was probably the first person to print with movable type and the Gutenberg Bible, the first book to be printed by this method five hundred years ago, still exists today. In 1477, William Caxton printed the first book in this



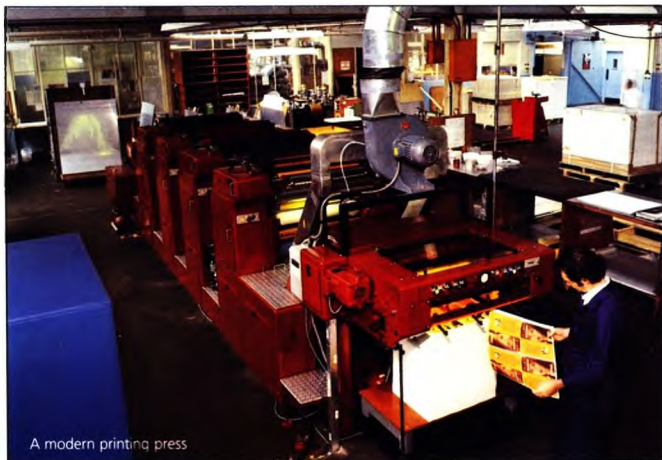
The Gutenberg Press

country. Printing presses were set up everywhere and more and more people could afford to buy books although they were still expensive.

## Modern Printing

'Setting' the type — arranging the letters to be printed — is a very slow job when it is done by hand. A few small printers (making posters etc.) still work in this way but most modern type-setting is done by machine. The man who sets the type simply taps out the words on a keyboard (like a typewriter) and the type appears on a piece of film. The book or newspaper or magazine is printed from film on huge automatic printing presses which can turn out thousands of pages in a minute.

Until quite recently, people had to write to each other to tell each other something if they could not meet face to face. But recent inventions have changed this.



A modern printing press

# • • and beyond

## Telephone

Alexander Graham Bell invented the first telephone in 1876. Since then, the telephone has spread all over the world. Now you can pick up the telephone and talk to someone in Australia or America and you can dial their number as easily as a number in your own town.



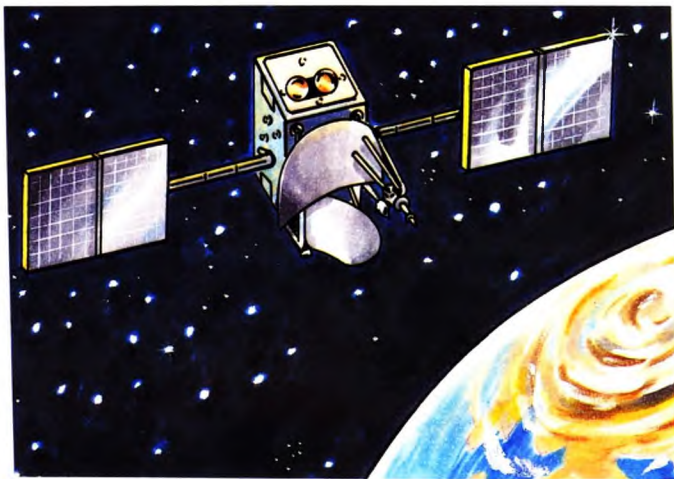
Prestel

## Television

You can, of course, only hear people's voices on the telephone. In 1926, John Logie Baird showed how pictures could be transmitted. It was the start of a big change in our lives: television. At first the possibilities of television were not really understood — but now it has become one of the chief ways of communicating. Services like Prestel make use of televisions for communicating all sorts of information. The boy in the photograph is playing chess with a friend. His move is sent along the telephone line to his opponent's television set.

## Satellites

Satellites have become more and more important in helping us to communicate. They are transmitters out in space which redirect radio and television signals to any part of the world. Using satellites, events can be seen on television all over the world while they are happening — instead of having to be filmed.



## The Future

Ways of communicating are developing so rapidly that no-one can tell what will happen in the future. One of the most exciting possibilities might be a talking computer.

### Activities

- 1 Talk to older people. Ask them to tell you about the early days of radio and television. What would **your** life be like without radio, telephones or television? Which would you miss the most?
- 2 Try to see how many different things you can use to print with. You can print letters and designs cut out of half a potato, or glue string in a pattern on a board or piece of card and print with that. You can print with your fingers, hands, feet, corks, pieces of sponge, bits of sacking, leaves, half fruits and vegetables, etc. Brush coloured ink or paint on the surface you want to print with and then press it carefully on paper.



# Running th

## Wordfinder

### 1 Thesaurus

How many words can you think of? Does one word suddenly make you think of many more? Wordfinder is a program that can introduce you to many more words. At first the screen will show you a list of words on the theme of travel. On the left of each word will be a pointer. These pointers will show you which connections you can make from a word.

**BREAK SPACE** to select the word you wish to investigate

**6** to investigate similar words (i)

**7** to find similar types of words (t)

**5** to make a connection (←)

**8** to make a connection (→)

The pointers will show you which connections you can make from each word. If you find something you do not understand, try to look the word up in a dictionary or ask your family what it means.



### 2 Anagrams

Press **1** to play anagrams

The screen will have a jumbled up word from the thesaurus on it. Look at the jumbled up letters carefully and try to work out which word it could be. Type in the word which you think has been mixed up.

If you make a mistake press: **5** or **8** and retype the incorrect letters

**ENTER** when you think your answer is correct. If you don't get the right answer first time you will be given another go.

**ENTER** for another anagram



Since all the words used to make anagrams are from the thesaurus you can

press **3** to see if you can find the word. **1** will return you to the anagram.

### 3 Hangman

Press **2** to play hangman

Type in the letters which you think might be in the word, one by one.

**0** to look at the thesaurus to help you work out which word it is

**2** to return to the hangman game **ENTER** for another game



### 4 Special Keys

If you are stuck, then press: **4** to see the answer.

**ENTER** for another game

**9** to start again from the beginning

**0** to finish


# e Program

## Punctuation Pete

Pete lives inside the computer. His job is to keep things tidy and to repair things when they go wrong. One of Pete's problems is that most of the sentences inside the computer have lost their punctuation. Can you help Pete to put the punctuation back?

### 1 Choosing the level of difficulty

Start with an easy passage and then try some of the more difficult ones

 to select the reading level

 to confirm your choice

In the same way you can choose what kind of scribe you are.

*Junior Scribes* have to put in the missing full stops and capital letters.

*Master scribes* have to put in the missing quotation marks, commas, and question marks.

*Super scribes* have to put in all the missing punctuation.




### 2 Punctuating the passage



When the passage first appears you should read it carefully. Then move Pete to the place in the passage where the first punctuation mark is missing.



 to move Pete to the right       to move Pete to the left

 to move Pete down a line       to move Pete up a line

When Pete is pointing to the place where the punctuation should be press:

 to insert a comma       to insert a full stop

 to add a quotation mark.       insert a question mark

 to turn a small letter into a capital       to remove any punctuation if


you make a mistake

 when you think you have shown Pete where all the punctuation should go

### 3 Correcting mistakes

If the passage is correct, Pete will jump for joy.

If you have made any mistakes Pete will walk and point to your *first* mistake. Correct the mistake and any others you can find.

Press  when you have corrected the passage.

If the punctuation is still incorrect Pete will again point out the *first* mistake he finds. You are given another two attempts before Pete shows you how to punctuate the passage correctly.

 for another passage.





### 4 Other Keys

  to start again

  to finish.

### Starting Instructions

1 Place cassette in recorder and rewind.

2 Press    
 

and then 

3 Press PLAY on the recorder.

4 When the program has finished loading, stop the tape.

5 The program will run automatically.



# How to load this program





## You will need:

- 1 A Sinclair 48K Spectrum
- 2 A cassette recorder
- 3 A T.V. set

## Setting up Equipment

Connect your Spectrum, cassette recorder, and T.V. set as instructed in your Spectrum manual.

## Starting the Program

- 1 Insert cassette
- 2 Rewind cassette, if necessary
- 3 Press 
- 4 Hold down  and press  twice
- 5 Press 
- 6 Press play on the cassette recorder
- 7 The program will now start to load

On your screen you will see coloured rectangles followed by coloured horizontal lines which show that the program is loading. This process will last about 4 minutes. During this time the title screen will appear.

- 8 Approximately 3 minutes after the title screen appears the program will be loaded and will start to run automatically.

**N.B.** If the program does not load, the volume control on your cassette may need to be adjusted to a lower or higher level — then repeat the above process.

Now follow running instructions on page 16.