

My Homeschool

ENGLISH

Grade 5A - Semester 1



Knowledge Rich Language Arts For
Home Education

My Homeschool English 5A: Knowledge rich language arts for home education.

by Michelle Morrow and Beth Frankish

Edition 1

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Contents

Introduction.....	6
Suggestions to Teachers	7
Beginning Assessment.....	11
Week One	13
Lesson 1—Defining Morphology.....	13
Lesson 2—Australia's Aboriginal Stories	14
Lesson 3—Independent and Dependent Clauses	16
Lesson 4—Writing a Paragraph.....	18
Week Two	21
Lesson 5—Base Word ‘Port’	21
Lesson 6—Māori Legends—New Zealand.....	23
Lesson 7—History of the English Language: Read Aloud	25
Lesson 8—Homonyms	27
Week Three	28
Lesson 9—Base Word ‘Tract’.....	28
Lesson 10—Canada—First Nations' Stories.....	29
Lesson 11—Conversation – Recipe & Menu.....	30
Lesson 12—Procedure – A Loaf of Bread	31
Week Four	33
Lesson 13—Base Word ‘scribe’ and ‘script’.....	33
Lesson 14—USA—Thunderbird and Killer Whale	34
Lesson 15—Poetry Selection for Study – The Zoo	37
Lesson 16—Picture Study – The Deer Family	38
Week Five	40
Lesson 17—Base Word ‘Vide’ and ‘Vise’	40
Lesson 18—China—Ma Liang and the Magic Paintbrush	41
Lesson 19—Poetry Selection For Study	44
Lesson 20—The Swallowtail Butterfly	46
Week Six.....	47
Lesson 21—Base Words ‘Dice’ and ‘dict’.....	47

Lesson 22—Africa—The Story of Anansi	48
Lesson 23—Fact or Opinion.....	52
Lesson 24—Apostrophes for Possession	53
Week Seven.....	56
Lesson 25—Base Words ‘Mobe’, ‘Mote’ and ‘Move’.....	56
Lesson 26—India—The Brahman, the Jackal, and the Tiger	57
Lesson 27—Indian Railways – Guided Writing Exercise.....	61
Lesson 28—Poetry For Study.....	63
Week Eight	66
Lesson 29—Base Word ‘Spece’, ‘spect’ and ‘spices’.....	66
Lesson 30—Israel—The Story of Esther	67
Lesson 31—Story of A Seed	71
Lesson 32—Divided Quotations	72
Week Nine—Assessment and Revision.....	74
Week Ten.....	76
Lesson 33—Base Word ‘Rupt’	76
Lesson 34—Explaining Genre	77
Lesson 35—Genre Fables	79
Lesson 36—Indirect Quotations.....	81
Week Eleven	82
Lesson 37—Base Words ‘Mise’, ‘Miss’, and ‘Mit’	82
Lesson 38—Aboriginal Tale.....	83
Lesson 39—A Bush Calendar	84
Lesson 40—Punctuation for Compound Sentences	86
Week Twelve	87
Lesson 41—Base Words ‘Doc’	87
Lesson 42—Poetry Appreciation and Analysis –Hope.....	89
Lesson 43—A Fairytale – The Golden Goose.....	90
Lesson 44—A Fable – The Golden Egg	92
Week Thirteen.....	95
Lesson 45—Base Words ‘Pel’ and ‘Pulse’	95

Lesson 46—Opinion Piece—Persuasive Writing	96
Lesson 47—Persuasive Texts—Golden Eggs	97
Lesson 48—Composition – Persuasive Writing	99
Week Fourteen	100
Lesson 49—Base Word ‘Ject’	100
Lesson 50—Sentence Formation – Who, Which, That	101
Lesson 51—Complex Sentences	102
Lesson 52—Kinds of Sentences	103
Week Fifteen	104
Lesson 53—Base Word ‘Aud’	104
Lesson 54—Formation of Sentences	105
Lesson 55—A Mystery Story	106
Lesson 56—A Picture Study	109
Week Sixteen	111
Lesson 57—Base Words ‘Fact’, ‘Fect’, ‘Fict’, and ‘Fice’	111
Lesson 58—Formation of Sentences	112
Lesson 59—Form and Features of a Newspaper Article	113
Lesson 60—Writing a Newspaper Article	114
Week Seventeen	116
Lesson 61—Base Word ‘Form’	116
Lesson 62—Fake News – Conversation Lessons	117
Lesson 63—Poetry Appreciation	118
Lesson 64—Adjectival Clauses	121
Week Eighteen—Assessment	123
Appendix	125
Glossary of Terms	125
Independent and Dependent Clauses Revision	126
Topic Sentences Tips	128
Concluding Sentence Tips	129
Paragraph Outline Prompt	130

Introduction

This English resource has been written to follow the Australian Curriculum V9, the NSW Syllabus English (2023). It is a simple straightforward curriculum that cuts out the busy work and gets children writing, reading and thinking.

Our knowledge rich approach is inspired by Charlotte Mason, Natalie Wexler, and E.D Hirsch. Each term focuses on a core knowledge subject. For Term One our focus is First Nation stories and Term Two is birds.

In preparing this resource, we have adapted ideas from Judith Hochman and Natalie Wexler's work *The Writing Revolution*. Their book takes a sentence level approach to writing and advocates that children must be taught explicitly how to write. Along with this, *My Homeschool English 5A* draws from Nathaniel Swain's work on Story Grammar, along with the Syntax Project, which was developed to help schools teach structured literacy. Our resource has been tailored to suit teaching in a homeschool setting.

It is quite simple to teach as it requires minimal preparation and most lessons are self explanatory. **You will need to be present for some lessons** as there is a lot of teacher/student interaction. In most cases one lesson shall represent one day's work. However, as your student's teacher you know the capabilities of your student, so you can best determine the amount of work that should be done. At times you might break the lesson down into a few days. Other times you might be able to do a few lessons in one sitting. Lessons will take between 30 to 45 minutes four days a week.

This resource is one half year of work. It has been broken down into 18 weeks with four lessons per week. There are two 8 week sections with the 9th week used as a catch up or for a self-directed writing assessment.

This book is intended for use in the first semester (Term 1 and Term 2) of Year 5/Grade 5 with a child aged 10 or 11.

Suggestions to Teachers

We have provided some teaching suggestions and useful information that will help you understand how to get the most out of this resource.

Use a Notebook

Write lessons in an exercise book. Whilst we have provided spaces for your child to fill in the blanks the spaces are only there as a visual representation to show where they need to insert their own content or for you to do the question with them orally. There is not adequate space to write in the words.

Presentation of the work is important. Instruct the student on using a margin, indentation of paragraphs and a title for the work. Encourage the student to use self editing skills and proofread their work. If they see something wrong allow them to correct it (using an eraser or liquid paper) prior to handing it over for marking.

Use the **back part of your notebook for the weekly spelling** or use a separate spelling book.

Grammar and Punctuation

Every lesson should be a language lesson. We have aimed to teach grammar here in the context of writing.

Take the opportunity to teach or reinforce certain aspects of grammar during your lessons, sprinkle in terms such as adjective, noun, pronoun and verb.

When examining a passage, examine the punctuation also. Ask your student questions about specific punctuation marks. Have them read aloud the passage, paying attention to pause when the punctuation indicates. Remind them that they need to study not only the spelling of words, but also the punctuation used. The way you read a passage will help them work out the natural pauses for commas and full stops.

Keep an eye on the most common errors committed and focus on correcting those.

Spelling

Spelling is the process of arranging letters or characters in the correct order to form words. It's a complex activity that involves several linguistic components:

1. **Phonological Component:** Phonology is the study of sound patterns in language, and in spelling, it relates to how spoken sounds (phonemes) are represented by letters or combinations of letters (graphemes).

Phonics is taught intensively from Foundation to Grade 2 and then to a lesser degree in Grade 3 and 4.

2. **Orthographic Component:** Orthography deals with the conventions of writing in a language, including rules and patterns of how letters are used to represent sounds. It includes the understanding of letter patterns, word segmentation (like knowing where one word ends and another begins), and the use of capitalisation and punctuation. Orthography also involves recognising and adhering to spelling rules and exceptions in a given language. For instance, in English, the orthographic rule "i before e except after c" is a well-known guideline for spelling.
3. **Morphological Component:** Morphology is the study of the structure and form of words, particularly how words are formed from smaller units called morphemes (the smallest units of meaning). The morphological aspect of spelling involves understanding how the meanings of words are related to their spelling. This includes recognising base words and how they change with the addition of prefixes and suffixes. For example, the word "unhappiness" consists of the base word "happy," the prefix "un-" (meaning "not"), and the suffix "-ness" (turning an adjective into a noun).

Effective spelling requires the integration of these phonological, orthographic, and morphological components. A good speller not only understands the sounds in words but also the rules and patterns for writing these sounds and the way words are constructed and modified. This integration is especially challenging in languages like English, where the relationship between sounds and their written representation can be quite complex due to the language's extensive borrowing from other languages and historical spelling conventions.

In this book we have moved beyond phonics and will be teaching word parts. In Grades 3 and 4 we taught a range of suffixes and prefixes. In Grade 5 and 6 we focus on different word bases each week.

Close Reading

Close reading is a method of deeply analysing a text with a focus on understanding not just what is written, but how and why it's written. It involves examining the language, structure, and ideas in a piece of writing to gain a more profound and comprehensive understanding of its content and the author's intent.

Close reading is a valuable skill that enhances comprehension and critical thinking. It can be applied to various texts, including literature, non-fiction,

and even media like news articles and advertisements. As a parent teaching a Grade 5 student, your role is to encourage them to think deeply and independently about what they are reading.

Encourage Additional Reading

Reading words in the rich context of whole books is a very effective, natural method for increasing your student's **vocabulary**. When they find a word that they do not know, have them try to guess the meaning using the context of the extract and then either tell them the correct meaning or have them look it up in a dictionary. After they understand the meaning, they can then put it into a sentence of their own either orally or written.

Charlotte Mason

We love the Charlotte Mason philosophy at My Homeschool. However, we know that it requires diligence to apply her method and that not all children thrive with her approach to teaching writing.

At My Homeschool we use a mix of Charlotte Mason's ideas and current research based educational practices.

Using good literature is still important to us and you will find our curriculum includes quality book selections, poetry and picture study.

We still encourage the use of narration (tell me what you know) in many of our resources and you will find some of our English lessons encourage narrations also. We also employ narration for many of our history, geography and science lessons.

However, the My Homeschool English resources also use a structured approach to teaching English which ensures your child will learn the necessary skills required for learning language arts.

Charlotte Mason encouraged teaching grammar using a sentence level approach and this is also a key feature of the structured literacy approach. We also use passages from renowned authors as a teaching tool for many of our English lessons.

Lessons are kept concise and to the point.

Writing Instruction

For years writing instruction has been based on the idea that students can learn to write 'naturally' in the same way they learn to talk. However, we know now this doesn't work for all children and with declining writing standards the need for explicit writing instruction is needed more than ever. With homeschooling this is easier as you are teaching alongside your child.

The new NSW and Australian curriculum also advocate using this style of teaching.

Homeschooling allows parents to be close watchers of our child's progress and to be involved in lessons. We encourage you to actively teach concepts, use direct language, and regularly check for understanding. Despite the structured nature of this approach, flexibility is important to adapt to the child's needs, and encouraging questions and discussions is essential for developing critical thinking.

In the Appendix at the back of the book you will find some writing prompts and a glossary of terms commonly used.

Assessment & Review Weeks

Tips have been provided in Week 9 and Week 18 that will guide you into a thoughtful assessment of your child's progress during the term.

A suggested examination exercise is also provided. This is a free writing exercise that allows them to write about an aspect of what they have learnt that term. It is an optional activity.

Answer Key

Most lessons are self-explanatory, but an answer key can be found in your Year 5 Virtual Cupboard.

BEGINNING ASSESSMENT

In Grade 5 we want to continue to develop sentences that have more complexity and are grammatically correct. During Grade 4 we worked on sentence writing. This year we will continue to work on sentences but will also move towards writing paragraphs.

Here is an assessment exercise to start off the term. See what your child understands. Use this as a reference and assessment of where your child is up to regarding sentence development. We will continue to work on these concepts throughout the term.

Student and Parent Read and Discuss

Improving your sentences can make your writing clearer, more interesting, and more effective. Here's a guide to help you do just that!

1. Understand Subject and Predicate

- **Subject:** The main part of your sentence that tells who or what the sentence is about.
- **Predicate:** Tells something about the subject. It usually contains the verb.
- **Check:** Does your sentence have both a subject and a predicate?

2. Use Conjunctions to Combine Sentences

Conjunctions like 'and,' 'but,' 'because,' and 'so' can join two sentences.

- **Example:** "I like apples. Apples are sweet." can become "I like apples because they are sweet."
- **Check:** Can you join two simple sentences with a conjunction?

3. Be Precise with Verbs and Verb Groups

- **Choose Verbs Carefully:** Pick verbs that precisely describe the action.
- **Example:** Instead of "The dog runs fast," try "The dog sprints."
- **Check:** Is your verb the best choice for the action you're describing?

4. Use Appositives

- **Appositives:** Nouns or noun phrases that add extra information about another noun.
- **Example:** "My brother, a talented musician, plays the guitar."
- **Check:** Can you add an appositive to give more details about a noun?

5. Create Nominalisations

- **Nominalisations:** Turn verbs or adjectives into nouns to make sentences concise and authoritative.
- **Example:** Change "We will investigate the problem" to "The investigation of the problem will occur."
- **Check:** Can you turn a verb or adjective into a noun to make your sentence more formal?

6. Vary Sentence Types

- **Declarative** (statements), **Exclamatory** (strong feelings), **Interrogative** (questions), **Imperative** (commands).
- **Check:** Are you using different types of sentences to suit your text's purpose?

7. Vary Sentence Structures and Lengths

- **Simple, Compound, and Complex Sentences:** Mix these to keep your writing interesting.
- **Check:** Have you varied your sentence lengths and structures to suit your purpose?

Remember, practise makes perfect! Keep experimenting with these techniques in your writing.

Week One

LESSON 1—DEFINING MORPHOLOGY

This Semester we will be studying base words. Each week you will get a new base word to study. This will help you understand the meanings of words and help boost your vocabulary.

Let's first explain what they mean.

Base Words

A base word is the main part of a word, which holds its fundamental meaning. It's like the core of an apple – the essential part around which everything else is built. For example, in the word 'playful,' 'play' is the base word. Base words can often stand alone and still make sense.

Root Words

Root words are similar to base words, but they specifically refer to the original word from which other words are formed. They are often derived from ancient languages like Latin or Ancient Greek. For example, the Latin root 'scrib' means 'write.' From this root, we get words like 'describe,' 'manuscript,' and 'inscription.'

How Base Words and Root Words are Related

Base words and root words are related in that they both represent the core meaning of a word. However, a base word can be a complete word in modern English that we use every day, while a root word is often a simpler form that might not be used as a standalone word in modern English but forms the basis of several words.

Morphology

Morphology is the study of how words are formed and their structure. It looks at how base words, root words, prefixes (beginnings), and suffixes (endings) come together to create new words. It's like being a detective, investigating how different parts of language combine to convey different meanings. Morphology helps us understand why adding 'un-' to 'happy' gives us 'unhappy,' or why 'child' becomes 'children' instead of 'childs' for the plural.

By understanding these concepts, you can better grasp how the English language works, how words are formed and modified, and how their meanings are shaped. This knowledge is not only useful for expanding your

vocabulary but also for enhancing your understanding of the language as a whole.

Each week you will study one base or root word. Practise spelling these words and learn their meaning.

ACTIVITY 1.1

Expand the following terms:

A base word is _____ .

A root word is _____ .

A base word is different from a root word because _____ .

A root word is similar, but _____ .

LESSON 2—AUSTRALIA'S ABORIGINAL STORIES

In the heart of Australia, where the red dust rises to meet the sky, lies a land rich in ancient stories and legends. These are the Dreamtime stories of the Aboriginal people, narratives that weave through the very essence of the land, the rivers, and the trees. Each element of nature holds a story, a lesson from the past, intricately linked to the beliefs and culture of Australia's first inhabitants.

The Dreamtime stories explain the creation of the world and its creatures. They tell tales of how the kangaroo got its long tail, why the kookaburra laughs, and how the stars were formed. The stories are more than just tales; they are the threads that connect the past with the present, the people with the land.

One such tale is about Tiddalik the frog, who drank all the water in the world, leaving none for the other animals. The creatures had to make Tiddalik laugh to get the water back. This story, shared around campfires and in the whispers of the wind, teaches the importance of sharing and caring for the environment.

Another story tells of the Rainbow Serpent, the powerful creator of the land, rivers, and mountains. It is a symbol of life, linking the people to the earth and the spiritual world. As the serpent moved across the land, it created rivers and mountains, shaping the world as it is known today.

These Dreamtime stories are not just relics of the past; they continue to be an integral part of Aboriginal culture, teaching new generations about their heritage, the land, and its importance.

Breakdown of the Second Paragraph

Topic Sentence:

- "The Dreamtime stories explain the creation of the world and its creatures."

Body:

- "They tell tales of how the kangaroo got its long tail, why the kookaburra laughs, and how the stars were formed."

Concluding Sentence:

- "The stories are more than just tales; they are the threads that connect the past with the present, the people with the land."

ACTIVITY 1.2

1. Identify the Subject and Predicate in the First Sentence:

Look at the first sentence of the passage and identify the subject and predicate. Remember, the subject is **what** the sentence is about, and the predicate tells us something about the subject.

2. Identify the Main Idea of the Passage:

Read through the entire passage and write down what you believe is the central message or main idea being conveyed.

3. Compare the First Sentence with the Main Idea:

Reflect on how the first sentence of the passage relates to the main idea. Consider the themes introduced and how they are developed throughout the passage.

4. Breakdown of the Third Paragraph:

Analyse the third paragraph and identify the topic sentence, the body, and the concluding sentence.

5. Writing Activity - Composing a Paragraph:

Use the information from the passage to write your own paragraph. Start with a topic sentence to introduce your main idea, add a few sentences to the body to develop this idea with examples or details, and finish with a concluding sentence to sum up your thoughts.

LESSON 3—INDEPENDENT AND DEPENDENT CLAUSES

What is a clause?

A clause is what we use to create our sentences. A clause represents a complete thought.

Examples:

she ran

Australia is a big country

the dog walked

Non examples:

the dog

big country

was sitting

Remember:

- A sentence must contain at least one clause.
- A clause must contain a **subject** and a **predicate**.

Subject: Something or someone to write about, contains a **noun** or **pronoun**

Predicate: Tells what the subject does or is, and contains a **verb**

Here are some examples (the subject has an 'S' under it, the predicate a 'P')

The dog ate his dinner hungrily.

S P

Australia is a wonderful place to live.

S P

There is a beautiful tree.

P S

Two Type of Clauses:

Clauses can be **independent** or **dependent**. The independent clause can stand alone, but the dependent clause cannot stand alone (and contains a subordinate conjunction).

Examples of independent clauses:

- She ran.
- The dog walked.
- The cow was brown.

Examples of dependent clauses:

- Because he was cold
- Although it was warm

Examples of subordinating conjunctions:

while	after	because
where	before	if
when	since	until
then	although	as

Compound Sentences:

We can combine two or more **independent** clauses to create a compound sentence.

For example:

The dogs barked. The birds sang.

Compound sentence:

*The dogs barked **and** the birds sang.*

These have been combined using the conjunction 'and'.

Complex Sentences:

If we combine an independent clause and a **dependent** clause we can create what is called a **complex** sentence.

The dogs barked because the birds sang.

Independent Dependent

ACTIVITY 1.3

1. Find the subject and predicate in these sentences:

- A. The sun sets in the west.
- B. Flowers bloom in the spring.
- C. The cat was on the windowsill.
- D. Children were playing in the park.

2. Create a compound sentence by combining these two independent clauses, using the conjunction 'and' or 'so'.

- A. Tiddalik the frog drank all the water from the rivers and lakes
- B. the animals in the land were worried when Tiddalik became enormous
- C. they gathered to discuss how to make Tiddalik release the water
- D. the wise old owl suggested telling jokes to make Tiddalik laugh
- E. the kookaburra, with its laughter, made Tiddalik burst out laughing
- F. as Tiddalik laughed, water flowed from his mouth, replenishing the land.

LESSON 4—WRITING A PARAGRAPH

In Grade 5 and 6 you will learn to develop paragraphs concisely. Writing a paragraph can be like making a sandwich. Just like every part of a sandwich has a different job, every part of a paragraph does too!

1. What is a Paragraph?

A paragraph is a group of sentences that talk about one main idea. It's like a mini-story or a part of an essay.

2. The Topic Sentence: The Top Slice of Bread

- **What It Is:** The first sentence of your paragraph.
- **Job:** Introduces the main idea. It's like saying, "Hey, this is what we're going to talk about!"
- **Tip:** Make it clear and interesting to grab your reader's attention.

3. The Body: The Filling of Your Sandwich

- **What It Is:** The sentences after the topic sentence.
- **Job:** These sentences add details, facts, explanations, or examples about the main idea.

- **Tip:** Make sure all the details are about the same main idea. Just like how the fillings of a sandwich are all related.

4. Writing the Body:

- **Start with Details:** Explain your main idea. Imagine you're answering questions like 'Why?' 'How?' or 'What next?'
- **Add Examples:** These are like proof that what you're saying is true or important.
- **Keep it Connected:** All sentences should link back to the main idea in the topic sentence.

5. The Concluding Sentence: The Bottom Slice of Bread

- **What It Is:** The last sentence of your paragraph.
- **Job:** It wraps up your main idea. It's like saying, "See, this is why my main idea is important!"
- **Tip:** Try to restate your main idea in a different way. Don't just repeat the topic sentence.

6. Making a Good Paragraph:

- **Check Your Order:** Topic sentence first, then body sentences, and a concluding sentence last.
- **Stay on Topic:** Don't mix up different ideas in one paragraph.
- **Smooth Transitions:** Make sure your sentences flow nicely from one to the next.

Remember, practise makes perfect! Keep writing paragraphs, and you'll get better and better at it. Happy writing!

ACTIVITY 1.4

Answer the following questions. Write complete sentences for your answers. Complete these questions in your notebook.

1. What is the purpose of a topic sentence in a paragraph?
2. List two things that you should include in the body of a paragraph.
3. What is the main job of a concluding sentence in a paragraph?
4. Can you explain how a paragraph is similar to making a sandwich?
5. Why is it important to keep all the sentences in the body of the paragraph related to the main idea?

6. Write a topic sentence for a paragraph about your favourite hobby or activity.
7. Why do you think it's important for the concluding sentence to restate the main idea in a different way instead of just repeating the topic sentence?

Week Two

LESSON 5—BASE WORD 'PORT'

Meaning 'carry', 'bear', 'convey'

Origin of 'Port'

The base word 'port' has an interesting origin and a few different meanings. It comes from the Latin word 'portus,' which means 'harbour' or 'gateway.' In modern English, 'port' commonly refers to a harbour or a place where ships and boats can dock, load, and unload. It's also used in technology to refer to a place where connections are made, like a USB port on a computer.

Examples with Suffixes and Prefixes

1. **Suffix Example:** Adding '-able' to 'port' gives us 'portable.' 'Portable' means something that can be easily carried or moved around. For example, a portable phone or a portable computer.
2. **Prefix Example:** By adding the prefix 'tele-' to 'port,' we get 'teleport.' 'Teleport' means to transport instantly, usually in the realm of science fiction or advanced technology.

Vocabulary Words

1. **Import:** Bringing goods into a country (from 'in-' + 'port').
2. **Export:** Sending goods out of a country (from 'ex-' + 'port').
3. **Deport:** To force someone to leave a country (from 'de-' + 'port').
4. **Transport:** To carry something from one place to another (from 'trans-' + 'port').
5. **Support:** To uphold or give assistance.
6. **Report:** To give a detailed account of something (from 're-' + 'port').
7. **Airport:** A place where airplanes take off and land.
8. **Portly:** Having a stout body; somewhat fat.
9. **Portage:** The act of carrying boats or goods overland between two waterways.
10. **Portfolio:** A case for carrying loose papers or a collection of investments.
11. **Portion:** A part or share of the whole.

12. **Portico:** A structure consisting of a roof supported by columns at regular intervals, typically attached as a porch to a building.
13. **Porter:** A person employed to carry luggage and other loads.
14. **Comport:** To conduct oneself; behave.
15. **Sport:** An activity involving physical exertion and skill.
16. **Portcullis:** A strong, heavy grating that can be lowered down grooves on each side of a gateway.
17. **Portend:** To give an omen or anticipatory sign of.
18. **Portmanteau:** A large suitcase or a word blending the sounds and combining the meanings of two others (e.g., 'brunch').
19. **Reportage:** The reporting of news, for the press and the broadcast media.

These examples show how versatile the base word 'port' is, transforming into many different words with various meanings when combined with different prefixes and suffixes. This demonstrates the dynamic nature of the English language and how words evolve and adapt over time.

ACTIVITY 2.5

1. Break the vocabulary words into syllables. Use a slash to determine the division. For example, di/vi/sion.
2. Write 5 complete sentences using 5 of these vocabulary words.