



Year 6 Maths and English Home Learning | Summer Term



W.C. 22nd June 2020

English

<https://www.bbc.co.uk/bitesize/tags/zncsscw/year-6-and-p7-lessons/1>

After watching the videos and having a go at the practise activities, have a go at these activities..

Extensions – You may wish to deepen your learning by looking at the suggested worksheets (work from them not on them)

In addition, there is also work on Purple Mash

Purple Mash spelling quiz: abstract noun; write a review of Birmingham for a future possible visitor to the city; describe a photo or picture, using Kennings.

Spelling activities



Statutory Spelling Word Activity Mat: existence

1

Use a dictionary to define the word **existence**.

Which word class does the word **existence** belong to?

noun	verb	adjective
adverb	conjunction	pronoun
preposition	determiner	

Add the word **existence** to these sentences.

The company came into _____ last year.

Do you believe in the _____ of ghosts?

When did it come into _____?

The _____ of aliens is questioned by many people.

Write the syllables of the word **existence** inside the hands.



Which letter from the word **existence** is missing below?

x i e n
c s t e

Trace the word **existence**.

existence

How many smaller words can you make using the letters from the word **existence**?

Complete the word **existence**.

exist _____ ence _____ t _____ ex _____ en _____

Write your own statement containing the word **existence** as a noun.

Edit and improve these words so that they correctly spell the word **existence**.

existence

existence

exitence

Statutory Spelling Word Activity Mat: explanation

2

Use a dictionary to define the word **explanation**.

Which word class does the word **explanation** belong to?

noun	verb	adjective
adverb	conjunction	pronoun
preposition	determiner	

Add the word **explanation** to these sentences.

"Do you have an _____?" asked Mr Jaha.

Write a clear _____ of the results.

Taj's _____ was the most believable.

Give me an _____ for your behaviour.

Write the syllables of the word **explanation** inside the hands.



Which letter from the word **explanation** is missing below?

x t o a e
i n a n l

Trace the word **explanation**.

explanation

Write a synonym and an antonym for the word **explanation**.

Synonym: _____

Antonym: _____

Complete the word **explanation**.

explan _____ ation _____ ana _____ exp _____ ti _____

Write your own statement containing the word **explanation** as a noun.

Edit and improve these words so that they correctly spell the word **explanation**.

explanation

explanasion

exsplanashun

Statutory Spelling Word Activity Mat: familiar

3

Use a dictionary to define the word **familiar**.

Which word classes does the word **familiar** belong to?

noun	verb	adjective
adverb	conjunction	pronoun
preposition	determiner	

Add the word **familiar** to these sentences.

You look _____ – have we met before?

This song sounds _____.

I am _____ with this poem

Are you _____ with the rules of hockey?

Write the syllables of the word **familiar** inside the hands.



Which letter from the word **familiar** is missing below?

i l a f
m a i

□

Trace the word **familiar**.

familiar

Complete the word **familiar**.

fami _____

_____ liar

_____ il _____

fa _____ l _____

Write a synonym and an antonym for the word **familiar**.

Synonym: _____

Antonym: _____

Write your own statement containing the word **familiar** as an adjective.

Edit and improve these words so that they correctly spell the word **familiar**.

fammiliar

familier

famiylar

Statutory Spelling Word Activity Mat: foreign

4

Use a dictionary to define the word **foreign**.

Which word class does the word **foreign** belong to?

noun	verb	adjective
adverb	conjunction	pronoun
preposition	determiner	

Add the word **foreign** to these sentences.

I hope to visit many _____ countries.

It's difficult learning a _____ language.

Do you have any _____ stamps?

This all feels very _____ to me.

Write the syllables of the word **foreign** inside the hands.



Which letter from the word **foreign** is missing below?

i n e
g r f

□

Trace the word **foreign**.

foreign

Complete the word **foreign**.

for _____

_____ ign

_____ e _____

fo _____ g _____

Write a synonym and an antonym for the word **foreign**.

Synonym: _____

Antonym: _____

Write your own statement containing the word **foreign** as an adjective.

Edit and improve these words so that they correctly spell the word **foreign**.

forreign

forrun

forrign

Statutory Spelling Word Activity Mat: forty

⑤

Use a dictionary to define the word **forty**.

Which word class does the word **forty** belong to?

noun	verb	adjective
adverb	conjunction	pronoun
preposition	determiner	

Add the word **forty** to these sentences.

_____ people came to my party.

When will you turn _____?

_____ years passed and the princess remained asleep.

I collected more than _____ conkers.

Write the syllables of the word **forty** inside the hands.



Which letter from the word **forty** is missing below?

f t
y o

Trace the word **forty**.

forty

Complete the word **forty**.

f _____

_____ y

_____ r _____

f _____ t _____

Write your own question containing the word **forty**.

How many words can you think of that rhyme with **forty**?

Edit and improve these words so that they correctly spell the word **forty**.

fourty

forety

forty

Monday

<https://www.bbc.co.uk/bitesize/tags/zncsscsw/year-6-and-p7-lessons/1>

Comics

Features of a comic strip

Comic strip
a sequence
drawings,
ranged in
panels or
boxes.



Features of a comic strip

The story is written in a short narrative.

This is shown through caption boxes, which the narrator would be saying. Captions tend to be coloured boxes, to show the difference to speech.



Features of a comic strip

Speech bubbles are usually round or square shapes with a tail pointing to the character's mouth, indicating that the character is speaking out loud.



Features of a comic strip

A scream bubble indicates a character is screaming or shouting and has a jagged outline or a thicker line. The letters are usually larger or bolder than normal.



DENNIS & GNASHER



THE WORLD'S WILDEST BOY... AND HIS BEST FRIEND!





What can you catch, but not throw? A cold!

THIS JOKE IS REALLY FUNNY!



Now answer the questions

BEANO FOR SCHOOLS

teach
PRIMARY

CUSTARD CAPER

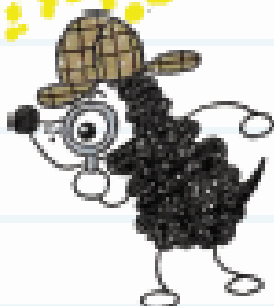
See what mischief Dennis has been getting up to, then try and answer these questions.



1. Why does Dennis's mum look so unhappy at the beginning of the story?

2. What does Dennis's dad mean when he says: "Worth it!"?

3. Gnasher thinks: "I don't know where you get it from." Who is Dennis like and in what way?



4. List three ways in which Dennis's plan with the bathtub doesn't work out.

1) _____

2) _____

3) _____



5. How is Dad feeling when he steps out of the bathroom on to the landing?

Circle two words:

exhausted refreshed relaxed

annoyed furious

6. Show which of these statements is true and which is false by ticking in the true/false column:

	True	False
Dennis helped his parents in the supermarket.	☐	☐
Dennis planned to trick his Dad into a custard bath.	☐	☐
Mum was angry with Dad for washing in custard.	☐	☐
Dad didn't know Gnasher was sleeping outside the bathroom.	☐	☐

7. Give three reasons Dad is furious at the end of the story.

1) _____

2) _____

3) _____



8. Find and copy a word on the second page of the story that means the same as "normal", "actual" or "usual".

NOW-IT'S-YOUR-TURN!

Choose one of these writing challenges...

- Create a list of the tricks Dennis could now get up to with a bath full of custard.
- Write a diary entry from the perspective of one of the characters. Include what happens next.
- Re-read the last three panels of the story. Create three thought bubbles for these panels. Write down Dennis's thoughts in each of them.

Spicy

Either complete a comic strip for the story below using the template that I have provided or create a comic of your own

Title: Alien Invader

STORY

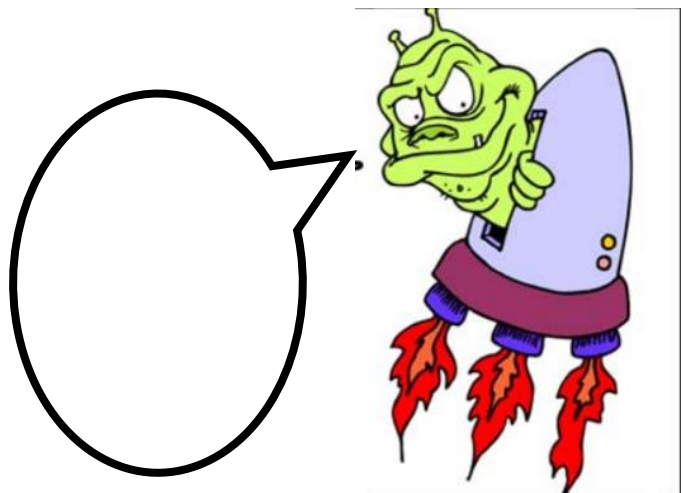
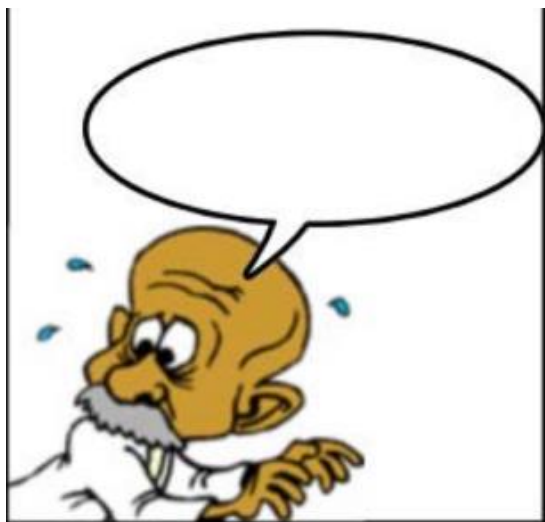
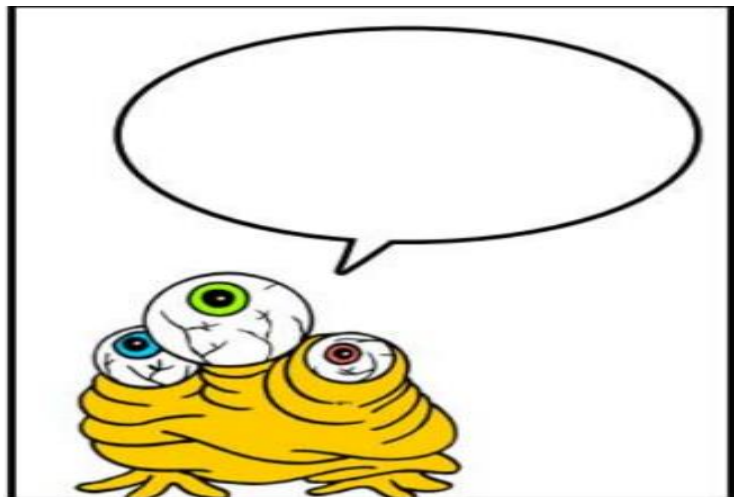
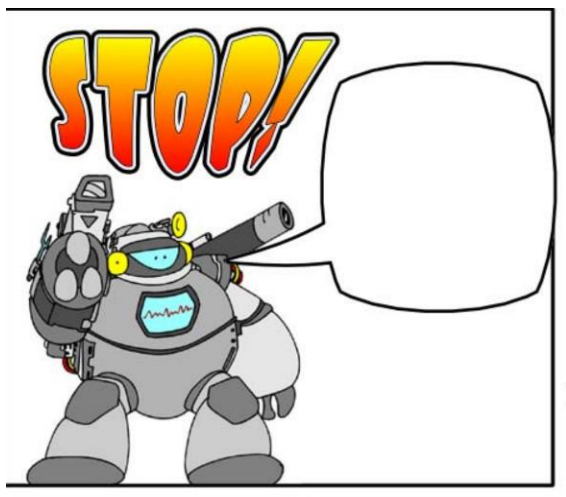
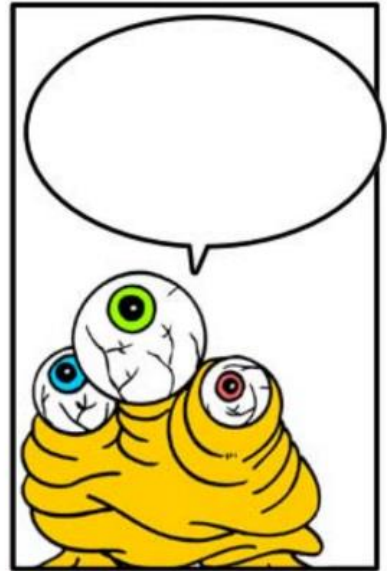
1. A scientist experimenting with alien eggs is attacked by a hatchling!
2. A galactic policeman is called to help.
3. Three-eyed alien asks them not to hurt the baby hatchling.
4. An exterminator shows up and wants to do his job.
5. Three-eyed alien begs for mercy.
6. The scientist realizes that the hatchling just thinks he is "mommy"!
7. The real mother shows up and takes the hatchling away.

STOP in the
name of the
Galactic Police!

Please, please, he
thinks that you're his
mommy!

Thank you!

Title _____ Created by _____



Tuesday

Analysing play scripts

<https://www.bbc.co.uk/bitesize/tags/zncsscw/year-6-and-p7-lessons/1>

Features of a Play Script:

Character List



Characters

Alice In Wonderland

Alice The main character – A young girl who is lost in Wonderland. Has a great imagination.

The Mad Hatter As the name suggests, he is 'crazy'. He gives out riddles, dresses fashionably and likes tea.

Hare A friend of the Mad Hatter, thinks it is always time for afternoon tea, is also mad.

Dormouse Incredibly sleepy friend of the Mad Hatter.

At the beginning of a play script, you'll find a list of all the characters that are in the play.

Sometimes they will have a short description with them.

Why do you think this is?

This helps anyone who wants to perform the play know how many actors they need.

How might this help someone who wanted to perform the play?

This tells people what the characters are like before reading the play.

Features of a Play Script:

Scene Number, Title and Setting Description



Scene 7 – A Mad Tea Party

The Mad Hatter, Dormouse and Hare are sitting at a table having afternoon tea.

Just after the scene number and title is a short description of the **setting**. This tells you what the stage looks like.

A bit like chapters in a book, the sections of a script are broken down into 'scenes'. A new scene usually means a new **setting**.

Features of a Play Script:

Speaker Name, Colon and Dialogue

A colon **always** comes after the name.

Queen of Hearts: Guards! Get her! Off with her head!
Off with her head!

In a script, the name of the character who is speaking goes on the left.

After the colon is the dialogue (the words the character says).



How is this different to writing speech in a story?
No inverted commas!

Features of a Play Script:

Stage Directions

Words in brackets are stage directions. These are instructions to the actors so they know what their character should be doing.

White Rabbit: (anxiously, whilst rushing across the stage) I'm late! I'm late!

Alice: (confused) A talking rabbit? It can't be...

Sometimes they tell the actor how to say their words.

The actors don't **say** the stage directions.



Mild

Can you find the play script features in the text here?

Scene
number
and title

Setting
description

Speaker's
name,
followed by
a colon (:)

Stage
directions in
brackets

Speech –
without
inverted
commas!

Present tense

Scene 7 – A Mad Tea Party

The Mad Hatter, Dormouse and Hare are sitting at a table having afternoon tea.

Narrator: Lost and lonely, Alice continued towards the sound. She didn't know what to expect when she reached a clearing...

(Alice enters the scene, stage left)

Mad Hatter: (starts for a moment, pauses and a broad grin appears across his face. He gets up out of his chair and walks across the table towards Alice) It's you.

Dormouse: (exasperated) No it's not! Hare brought us the wrong Alice!

Hare: (gasps and throws his hands against his head) It's the wrong Alice!

Mad hatter: You're absolutely Alice, I'd know you anywhere.

(to the rest of the characters at the table)

I'd know him anywhere!

(Dormouse and Hare laugh manically)

Well, as you can see we're still having tea.
You're terribly late you know... naughty.

Alice: I'm incredibly intrigued.

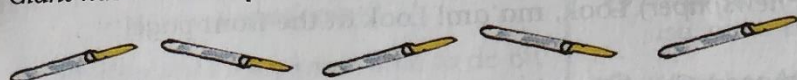
click the
different
features to
show the
answers

Acting Up

In this unit, you'll learn about how playscripts are written and performed. You'll create a script of your own, using what you have learned, and perform this for the class.

The BFG: In the Queen's Bedroom

This play is adapted from Roald Dahl's The BFG. The Big Friendly Giant has blown a special dream into the Queen's bedroom window.



Scene: The Queen's bedroom with a bed and a window. (Curtain up. The Queen is in bed, her crown nearby. It is night-time. After a pause, the Queen's head tosses from side to side as she dreams.)

Queen: (Talking in her sleep) Oh no! No! Don't!
Someone stop them! Don't let them do it!
It's horrible! Please stop them! It's ghastly!
No! No! No!

(As she drifts back to peaceful sleep, a tick-tock sound effect suggests the passing of time, and lighting suggests the coming of dawn. There is a sudden knock on the door. Mary, the Queen's maid, enters carrying a tray with breakfast things and a newspaper.)

Mary: Good morning, Your Majesty. Your early-morning tea.

(The Queen was up)

Queen: Oh Mary! I've just had the most frightful dream! It was awful!

Mary: Oh, I am sorry ma'am. But don't be distressed. You're awake now.



Queen: I dreamt, Mary, that girls and boys were being snatched out of their beds at boarding-school and were being eaten by the most ghastly giants!

(Mary pays attention)

The giants were putting their arms in through the dormitory windows and plucking the children out with their fingers. It was all so...vivid, Mary. So real.

(Mary has been staring in amazement. The crockery on the tray rattles.)

You mustn't take it so hard, Mary, just because I've had an awful dream.

Mary: That...that isn't the reason, ma'am...

(She reaches for the newspaper) Look, ma'am! Look at the front page! The headlines!

Queen: *(Unfolding the newspaper)* Great Scott!
(She reads...)

"Children vanish mysteriously from boarding-school beds. Bones found underneath dormitory windows!"

(She gasps as she scans the small print)

Oh, how ghastly! It's absolutely frightful! Those poor children! Mary! What is it?

(Suddenly Mary drops the tray with a clatter)

Mary!

Mary: Sorry, Your Majesty...

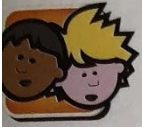
Queen: I think you'd better sit down at once. You're as white as a sheet.

(Mary sits on the edge of the bed)



from Roald Dahl's The BFG – plays for children adapted by David Wood





1 Responding to the text

Read this playscript with a partner.

Discuss and then answer the questions from the  ,  or  section.

- 1 Which two words tell you that the play has started?
- 2 Which words tell the Queen how to move her head?
- 3 What sound effect is used to tell you that time is passing by?
- 4 How does Mary know what to do on stage as the Queen is telling her about her dream?
- 5 Why was Mary directed to *drop the tray with a clatter*?

- 1 What sound effects are needed in this play? Why will they be used?
- 2 What props (furniture and objects for use in the play) are required?
- 3 What has Mary realised that the Queen hasn't?
- 4 How can we tell this from the stage directions?
- 5 Do you think Mary and the Queen could have been given more advice on how to speak their lines?

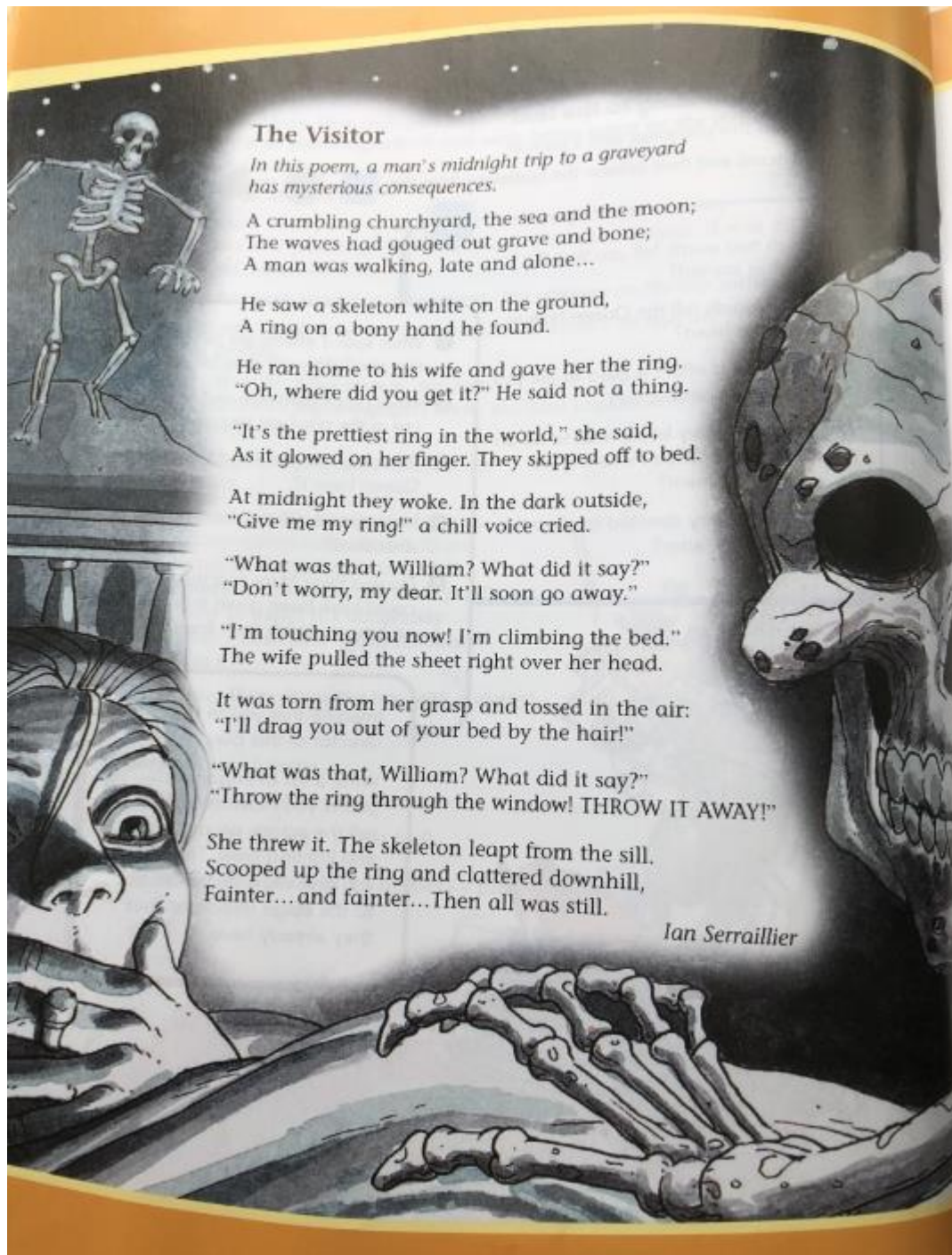
Imagine that you're the director of this play.

Write a list of important points you must remember to tell the actors, props people and lighting crew. The advice you give must be in addition to the stage directions that they already have.



Spicy

Read the poem the visitor below and then change the poem into a playscript remember to include stage directions



The Visitor

In this poem, a man's midnight trip to a graveyard has mysterious consequences.

A crumbling churchyard, the sea and the moon;
The waves had gouged out grave and bone;
A man was walking, late and alone...

He saw a skeleton white on the ground,
A ring on a bony hand he found.

He ran home to his wife and gave her the ring.
"Oh, where did you get it?" He said not a thing.

"It's the prettiest ring in the world," she said,
As it glowed on her finger. They skipped off to bed.

At midnight they woke. In the dark outside,
"Give me my ring!" a chill voice cried.

"What was that, William? What did it say?"
"Don't worry, my dear. It'll soon go away."

"I'm touching you now! I'm climbing the bed."
The wife pulled the sheet right over her head.

It was torn from her grasp and tossed in the air:
"I'll drag you out of your bed by the hair!"

"What was that, William? What did it say?"
"Throw the ring through the window! THROW IT AWAY!"

She threw it. The skeleton leapt from the sill,
Scooped up the ring and clattered downhill,
Fainter...and fainter...Then all was still.

Ian Serraillier

Extension

Create a playscript of your own

Wednesday

National writing day use the link below for some ideas for
national writing day

<https://literacytrust.org.uk/about-us/national-writing-day-24-june-2020/>

Here are some activities that you might like to do

Activity 1 #247 challenge Write a 24-word story in 7
minutes starting with the words one day

One day , when the sun had just risen, I saw a small, blue bird
sitting in my garden, peacefully watching the world go by.

Activity 2. Read the poem below and then

She watches the world

through star-gold eyes:

with awe but mostly
suspicion; she'll sniff

at the air, she'll wait,
she'll listen, she'll sense

the slightest footfall;
she'll skulk through the night

in her old winter coat
beneath an ocean of sky;

she'll leap over snow
with limbs as fleet

as the wind's invisible wings;
she'll follow the promise

of even the wisp
of a meal.

Here in my dreams,
those darkest woods,

nothing bewitches me
more than her:

that great grey wolf.

ONE

Have a quiet read of the poem 'She Watches The World'. Then again, out loud to yourself.

What do you like about the poem? Why? Are there any words or phrases that interest you? What images - pictures in your mind's eye - does the poem give you? How does it make you feel?

Read the poem to someone else and see what they think of it.

TWO

Pick a wild creature. Nothing too cute! (A tiger? An eagle? A bear?) Spend a few days reading about this animal, googling it, watching documentaries about it on YouTube. Keep thinking. You do not need to be in a hurry to write about it yet.

Slowly start to make a list of words - anything that describes your creature. How does it move? What does it look like? Be specific, use detail - if you say 'scary', say why it is scary - above all, look for nouns, adjectives, verbs that paint the creature with words. Collect pictures if it helps. Think - where does the creature live/travel to? Is it hunting? Is it seeking a den/nest/home? Is it seeking out other creatures? Why is it on the move?

Write your own poem

Activity 3 Write a diary entry for one of your lockdown days

4. Write a story, a letter, a set of instructions, the list is endless !

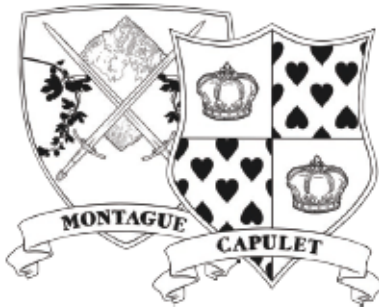
Thursday

Romeo and Juliet

Romeo and Juliet Plot



This is the story of Romeo and Juliet, two young lovers who lived in Verona, in Italy.



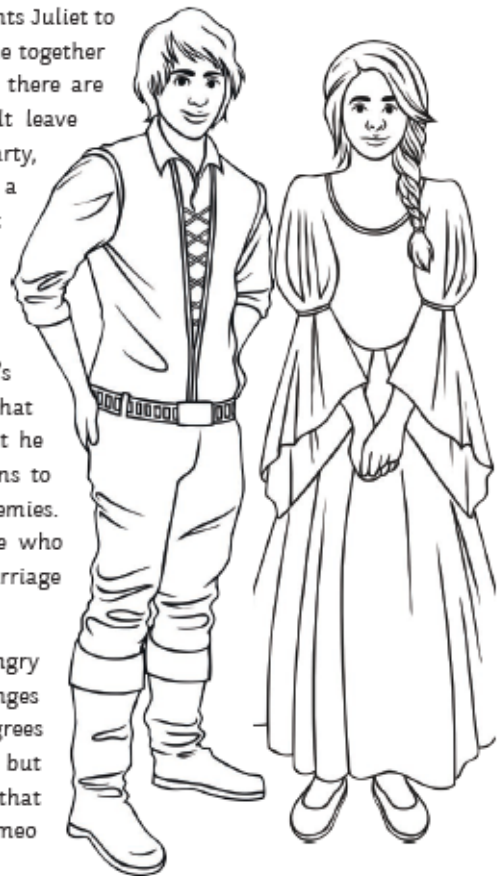
In Verona, there were two families who were feuding. The families were named the Montagues and Capulets and they had hated one another for a long time – although they could no longer remember why they were fighting. At the beginning of the play, the Prince of Verona warns both families that anyone caught fighting in the streets of Verona will be sentenced to death.

One of the main characters is named Romeo Montague. Romeo is usually a peaceful young man and is more interested in love than fighting. At the beginning of the play, Romeo tells his cousin Benvolio and his friend Mercutio that he is in love with a girl called Rosaline for a girl, but that she does not love him back. Benvolio and Mercutio tell him to forget about her and go with them to a masked ball at the Capulets' house. They know it will be dangerous because they are Montagues, but they think it will be fun as they will be in disguise.

Lord Capulet has a daughter who is called Juliet. He wants Juliet to marry Count Paris and is excited for them to spend time together at the party. When his nephew, Tybalt, tells him that there are Montagues at the party, Capulet demands that Tybalt leave them alone to enjoy the party. While Romeo is at the party, he meets Juliet – but he does not know that she is a Capulet. He falls in love with her at first sight. It is not until later that they realise that they are from the two different families and, because of that, they will not be able to be together.

Romeo decides to risk his life and sneaks to Juliet's bedroom window to speak to her. Juliet tells her nurse that she is in love with Romeo, but she doesn't realise that he is listening. They speak at the window and make plans to secretly get married, even though their families are enemies. The next day, Romeo and Juliet go to Friar Lawrence who agrees to marry them. Friar Lawrence hopes their marriage will help to bring peace to the families.

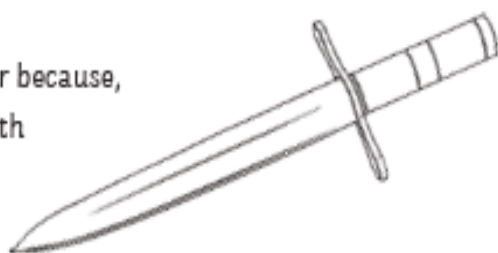
On the way home from the wedding, Tybalt, who is angry because the Montagues went to the Capulet party, challenges Romeo to a duel. Romeo refuses to fight and Mercutio agrees to fight Tybalt instead. Romeo tries to stop the fight, but Tybalt stabs Mercutio and kills him. Romeo is so angry that Mercutio is dead that he fights Tybalt and kills him. Romeo is exiled to Mantua by the Prince of Verona.



Juliet is really upset to hear that her husband Romeo has to leave Verona. She has another problem, too: her father is forcing her to marry Count Paris in three days' time. She doesn't know what to do, so she goes to Friar Lawrence for advice. Friar Lawrence gives Juliet a special type of poison. The poison will make her fall into a very deep sleep for 42 hours and everyone will think she is dead. Friar Lawrence plans to send a message to Romeo so that he can come back to Verona and meet up with Juliet when she wakes up in her family's tomb. Then they can leave Verona and be together.

Juliet does this, but Friar Lawrence's message never makes it to Romeo. Instead, Romeo hears that Juliet is dead and he returns to Verona, having bought some deadly poison. He goes to Juliet in the tomb, drinks the poison and dies. When Juliet wakes up, she finds Romeo lying dead next to her. She is so upset that she takes his dagger and kills herself.

This story is a tragedy because the ending is so sad. It is even sadder because, when the Montagues and the Capulets learn what happened with their children, the families agree to end the years of fighting. The Prince of Verona hopes that the story of Romeo and Juliet will help to keep Verona a peaceful place in future.



Mild

'Romeo and Juliet': Plot Summary - Cloze Activity

balcony	disown	Mercutio	Rosaline
ball	enemy	mourning	suicide
banishment	Escales	night	tomb
Benvolio	feuding	Nurse	Tybalt
confess	fight	Paris	wakes
dagger	Friar Lawrence	plan	
dead	Juliet	poison	
devastated	married	questions	

Act I

The Montagues and Capulets have a _____ in the street – one of many recent brawls. Romeo confesses to his friend _____ that he is in love with _____. Benvolio, Mercutio and Romeo sneak into a Capulet masked _____. Romeo sees _____ and, forgetting Rosaline, falls in love with her at first sight. Juliet _____ her Nurse about Romeo and finds out he is a Montague, and therefore her sworn _____.

Act II

Romeo hides under Juliet's _____ and hears her talk of her love for him. He reveals his presence and they _____ their love for each other. Romeo leaves, promising to contact Juliet through her Nurse. Romeo arranges for _____ to marry him to Juliet. The Friar agrees, and the two are _____.

Act III

Mercutio and Benvolio meet _____, who challenges Romeo to fight. Romeo enters and refuses, and _____ steps forward instead. Tybalt kills him. Romeo, _____ by Mercutio's death, slays Tybalt in revenge. Prince _____ banishes him from Verona. The _____ brings Juliet the news of Tybalt's death and Romeo's _____. Romeo and Juliet spend their wedding _____ together, then he departs before he is caught. Capulet tells Juliet he has arranged for her to marry _____. She refuses, and he threatens to _____ her if she does not comply.

Act IV

Juliet seeks help from Friar Lawrence, who gives her a drug which will make her appear _____. His plan is that she will be placed in her family _____, and Romeo will come to rescue her. Juliet takes the potion. Her family believe she is dead and, with much _____, place her in her tomb.

Act V

Romeo hears the news of Juliet's death and plans his own _____. Friar Lawrence's letter to Romeo, explaining his _____, has been delayed. Arriving at Juliet's tomb, Romeo kills Paris, who he finds there, then takes _____ and dies beside Juliet. Juliet _____ and finds Romeo dead beside her. Taking his _____, she stabs herself. The Montagues, Capulets, Prince Escales and Friar Lawrence arrive in the tomb. Seeing the devastation their _____ has caused, the Montagues and Capulets resolve to put their differences aside.

Medium

'Romeo and Juliet' Plot

Can you number these statements about 'Romeo and Juliet' in the order they occur in the plot?

Number	
	Romeo hides under Juliet's balcony and hears her talk of her love for him. He reveals his presence and they confess their love for each other. Romeo leaves, promising to contact Juliet through her Nurse.
	Benvolio, Mercutio and Romeo sneak into a Capulet masked ball. Romeo sees Juliet and, forgetting Rosaline, falls in love with her at first sight.
	Juliet wakes and finds Romeo dead beside her. Taking his dagger, she stabs herself.
	The Montagues and Capulets have a fight in the street – one of many recent brawls. Romeo confesses to his friend Benvolio that he is in love with Rosaline.
	Romeo arranges for Friar Lawrence to marry him to Juliet. The Friar agrees, and the two are married.
	Juliet seeks help from Friar Lawrence, who gives her a drug which will make her appear dead. His plan is that she will be placed in her family tomb, and Romeo will come to rescue her.
	Mercutio and Benvolio meet Tybalt, who challenges Romeo to fight. Romeo enters and refuses, and Mercutio steps forward instead. Tybalt kills him.
	Arriving at Juliet's tomb, Romeo kills Paris, who he finds there, then takes poison and dies beside Juliet.
	Romeo, devastated by Mercutio's death, slays Tybalt in revenge. Prince Escalus banishes him from Verona.
	The Nurse brings Juliet the news of Tybalt's death and Romeo's banishment.
	The Montagues, Capulets, Prince Escalus and Friar Lawrence arrive in the tomb. Seeing the devastation their feuding has caused, the Montagues and Capulets resolve to put their differences aside.
	Juliet questions her Nurse about Romeo and finds out he is a Montague, and therefore her sworn enemy.
	Capulet tells Juliet he has arranged for her to marry Paris. She refuses, and he threatens to disown her if she does not comply.
	Juliet takes the potion. Her family believe she is dead and, with much mourning, place her in her tomb.
	Romeo hears the news of Juliet's death and plans his own suicide. Friar Lawrence's letter to Romeo, explaining his plan, has been delayed.
	Romeo and Juliet spend their wedding night together, then he departs before he is caught.

Romeo and Juliet

[twinkl.com/imagine/shakespeare](https://www.twinkl.com/imagine/shakespeare)

Think

- Where is this?
- Who might live here?
- How old is this house?
- Who built it?
- Who lived here in the past?



Solve

In the play, Lord Capulet tells Paris, Juliet "hath not seen the change of fourteen years". If Romeo and Juliet met on the 6th July and Juliet's next birthday was on 31st July, how old was she exactly when they met? Assume it was not a leap year.



Respond

Imagine things had been different for Romeo and Juliet and while Romeo serenaded her, she just saw him as a pain in the neck. Write a letter from Juliet to Romeo stating how she feels and why she wants him to leave her alone.



Reimagine

Create a poster for a production of Romeo and Juliet. Look at a variety of posters that have been used and make a note of which you like and why. What will you include in your design? How will you make it eye catching and appealing to the audience?



Discover

Fact: The house in the picture is in Verona, Italy and is known as the House of Juliet. Messages are written by couples on 'Juliet's Wall' in the hope of everlasting love and there is a statue in the courtyard that is said to bring luck to couples who touch it.

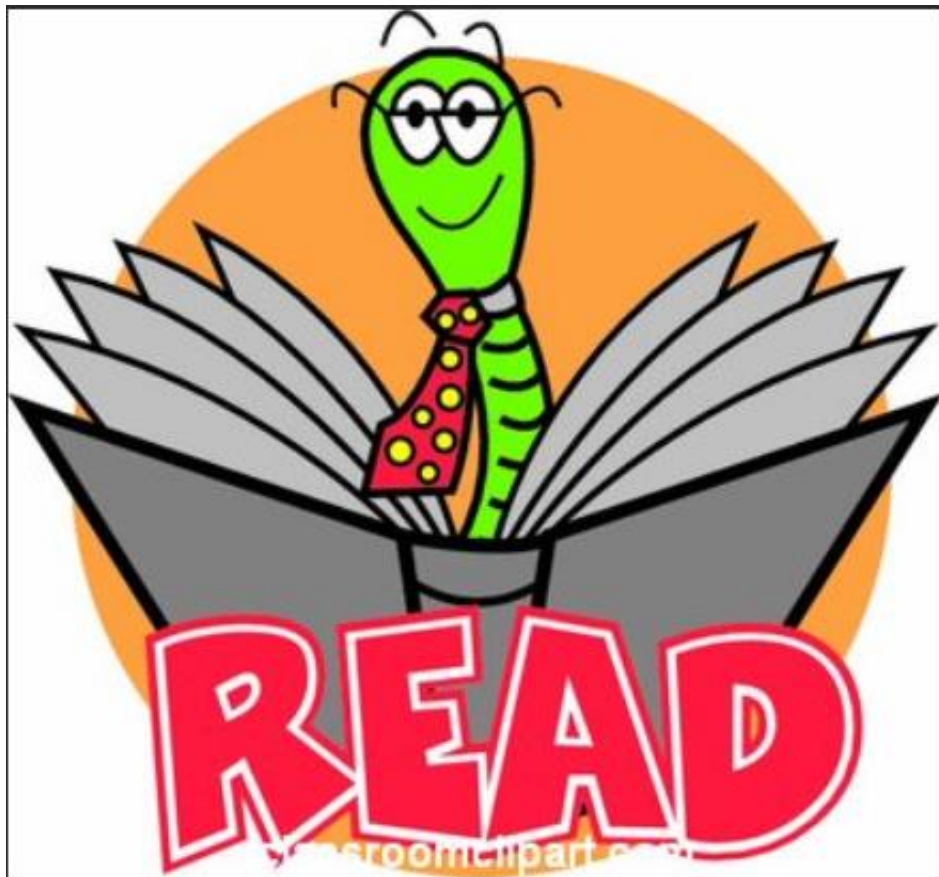


Discuss

Romeo and Juliet's families hated one another. Why is it better to resolve arguments? How could you do this?



Question: What other attractions are there in Verona? Why is it famous? Where is it? Does it have other links with Shakespeare? Make a presentation about the city to share with your class.



Reading lesson

Reading lesson:
Macbeth Retold by
Marcia Williams

Comprehension

THE HOBBITON HERALD

www.hobbiton-herald.com THE SHIRE'S FAVOURITE NEWSPAPER 6 pennies

BAGGINS IS BACK!

SURPRISE RETURN OF HOBBIT THOUGHT DEAD

By Andwise 'Andy' Roper

The quiet village of Hobbiton-on-the-Water was yesterday in uproar due to the unexpected re-appearance of Mr Bilbo Baggins, who left the Shire months ago, accompanied by the wizard Gandalf. Where has he been all this time?



Bilbo Baggins



1. '...in uproar'. What does this tell you about how the people of the village were feeling?



2. **Copy** an example of a rhetorical question from the text. Why has the author used this?



3. **Tick** true or false in the following table:

	True	False
The article was written by Bilbo Baggins.		
Bilbo Baggins left the Shire with a wizard.		
The people of Hobbiton-on-the-Water always knew that the Hobbit would return one day.		



4. Find and copy two synonyms for 'unanticipated' that are used in the extract.

The Railway Children

They were not railway children to begin with. I don't suppose they had ever thought about railways except as a means of getting to places. They were just ordinary suburban children, and they lived with their Father and Mother in an ordinary red-brick-fronted villa, with coloured glass in the front door, a tiled passage that was called a hall, a bath-room with hot and cold water, electric bells, French windows, and a good deal of white paint, and 'every modern convenience', as the house-agents say.



There were three of them. Roberta was the eldest. Of course, Mothers never have favourites, but if their Mother had had a favourite, it might have been Roberta. Next came Peter, who wished to be an Engineer when he grew up; and the youngest was Phyllis, who meant extremely well. Mother was almost always there, ready to play with the children, and read to them, and help them to do their home-lessons. Besides this she used to write stories for them while they were at school, and read them aloud after tea, and she always made up funny pieces of poetry for their birthdays and for other great occasions, such as the christening of the new kittens, or the refurnishing of the doll's house, or the time when they were getting over the mumps.

These three lucky children always had everything they needed: pretty clothes, good fires, a lovely nursery with heaps of toys, and a Mother Goose wall-paper. They had a kind and merry nursemaid, and a dog who was called James, and who was their very own.



1. What do you think a 'house-agent' is?



2. From these introductory paragraphs, what impression do you get of the children's lives? Give **two** reasons to justify your opinion.



3. Write down **three** things that you are told about the children's home.

- ---
- ---
- ---



4. Based on what you have read, what do you think might happen to the children later on in the story?

The Listeners

'Is there anybody there?' said the Traveller,
Knocking on the moonlit door;
And his horse in the silence champed the grasses
Of the forest's ferny floor:
And a bird flew up out of the turret,
Above the Traveller's head:
And he smote upon the door again a second time;
'Is there anybody there?' he said.
But no one descended to the Traveller;
No head from the leaf-fringed sill
Leaned over and looked into his grey eyes,
Where he stood perplexed and still.

by Walter De La Mare



1. Which **two** things are true about the Traveller? Tick **two**.

He knocked on the door twice.

☐

He leaned over from the sill.

☐

He has grey eyes.

☐

He descended from the turret.

☐

2. What do you think the word 'champed' means?



3. **Find and copy** an example of alliteration from the verse.



4. ...he stood perplexed and still.

Explain what this description suggests about the Traveller.

