



W.C. 4.5.20 May

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**.

There is a spelling quiz SPR 1 WK 6

Grammar games for relative clauses and commas called 'Magic school and Zoo tiger'

Monday

A **setting** is **where** and **when** a story is set. When writing a story, the setting is really important. Thinking about these things will help your writing.

- Think about what the setting is like, is it day-time or night-time?
- How does the setting impact the characters?
- Can you picture the setting clearly? This will help you describe it to the reader.

A setting should include:

include an introduction?

describe what can be seen?

describe what can be heard?

describe what can be smelt?

describe what can be felt?

describe the atmosphere and mood?

use figurative language to create effect?

Mild

I would like you to read the following setting description and then write about what you can see, hear, taste, touch and smell:



E.G

Smell :there was a different smell in the air

Hear: Clouds of gulls wheeling and crying

One morning there was a different smell in the air, and the ship was moving oddly, with a brisker rocking from side to side instead of the plunging and soaring. Lyra was on deck a minute after she woke up, gazing greedily at the land: such a strange sight, after all that water, for though they had only been at sea a few days, Lyra felt as if they had been on the ocean for months. Directly ahead of the ship a mountain rose, green-flanked and snow-capped, and a little town and harbour lay below it: wooden houses with steep roofs, an oratory spire, cranes in the harbour, and clouds of gulls wheeling and crying. The smell was of fish, but mixed with it came land smells too: pine-resin and earth and something animal and musky, and something else that was cold, blank, and wild: it might have been snow. It was the smell of the

North. Seals frisked around the ship, showing their clown-faces above the water before sinking back without a splash. The wind that lifted spray off the white-capped waves was monstrously cold, and searched out every gap in Lyra's wolf skin

Medium/Spicy



I would like you to look at the picture above and write down words and phrases to describe what you can see

(You will use this plan for tomorrow's activity)

Remember to use similes, metaphors, noun phrases etc.

Simile: a comparison of two unlike things using "like" or "as."
My pillow was like a cloud when I laid my head down.



Metaphor: a comparison of two unlike things not using "like" or "as."
The paintbrush was a magic wand in his hand.



Noun Phrase

- A noun phrase is a group of words which tell you more about a noun.
- For example:

'Cottage' is a **noun** - it is the name of something.

The eerie abandoned cottage.

'Eerie' and 'abandoned' are adjectives - they are describing the noun.

- But together this is a noun phrase because it tells you more about the cottage.

<u>See</u>	<u>Hear</u>	<u>Touch</u>	<u>Taste</u>	<u>Feel</u>	<u>similes</u>	<u>Metaphors</u>

Tuesday

Describing objects as if they are people is a way of making sentences more exciting. This is called personification. For example, Jess's heart is racing at 100 miles per hour. A heart cannot literally race, but it helps us to feel more involved in the story. Try using personification in your own writing and speech.

How to use personification in a setting description

What is Personification?

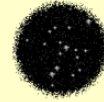
Personification is when you give an object that is not human (and often not even alive) qualities of a human .



Writers often use personification to help describe something. They use it to create an image in the readers mind.

What is Personification?

The stars danced playfully in the sky.



The printer ate the paper.



The flowers nodded their heads as the wind blew.



The ocean waves swallowed the boat.



The old chair moaned as the boy jumped on it.



Mild

Personification

Aim: Choose and use words and phrases that capture the reader's interest and imagination.

Definition

Personification is a figure of speech in which an object, an idea or an animal is given human qualities.

If you can imagine an object doing actions or behaving like a person, that's personification.

Activity

1. Match the object to the human quality to complete the sentence.

Object		Human quality
The candle flame		nodded in the wind.
The chocolate cake in the fridge		crept into the classroom.
The party		danced in the dark.
The wallflowers		sang a lonely song.
Along with the teacher, silence		was calling her name.
The wind		died as soon as he left.

2. Once you have matched the parts of the sentence, underline the object and underline the verb in each sentence.

3. What effect does the use of personification have on the reader?

Medium

Definition

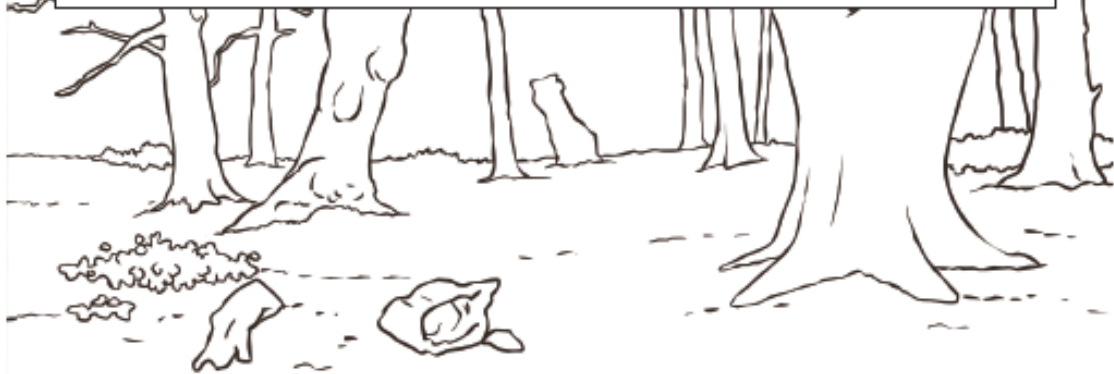
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Activity

1. Read the passage below and improve it by adding personification to the objects. Choose and use personification carefully: Too much, and the writing is difficult to take seriously and inappropriate personification makes it hard to create the desired effect for the reader.

When she opened her eyes in the morning, it was because a young housemaid had come into her room to light the fire and was kneeling on the hearthrug, raking out the cinders noisily. Mary lay and watched her for a few moments and then began to look about the room. She had never seen a room at all like it and thought it curious and gloomy. The walls were covered with a tapestry with a forest scene embroidered on it. There were fantastically dressed people under the trees and in the distance, there was a glimpse of the turrets of a castle. There were hunters and horses and dogs and ladies. Mary felt as if she were in the forest with them. Out of a deep window, she could see a great climbing stretch of land which seemed to have no trees on it, and to look rather like an endless, dull, purplish sea.



Spicy



Write a description of the house in the picture.

Example

Threatening and ominous, *dark thunderous clouds danced across the sky*, billowing in from the west. While a silvery pale, moon, **watched on** like a ghostly spectre. The trees, which were etched in different shades of brilliant green, stood out against the ever-darkening backdrop, **their heads bowed against the ferocious storm**. As I stood, gazing at the dilapidated house. I shivered, as though, ice had replaced my spine. The cold air enveloped the entire body. The multiple layer of clothing could not protect against the deathly cold. The walkway leading up to house were cracked. Weeds and dandelions poked out from these cracks **watching and waiting** for someone to arrive... The house's walls showed black decay by neglect. Splotches of original paint hinted at the house former prosperity. Cobwebs covered the corners of the doors, tiny black spiders threading towards their prey

The air around was heavy; the scent of rain, dark and heady on the stiffening breeze.

The house, - which was desolate and bleak - stood like a motionless statue. Each of its windows were covered in sheen of grime; fragments of dust fluttering like butterflies in the night sky. It stood alone and abandoned a lost soul watching as night drew it.

Everywhere was still: no sound could be heard .Then from high in the air a streak of silver split the indigo sky.

A deep rumble of thunder growled in the distance like an angry lion announcing its presence. Increasing in intensity, it echoed round the forest, Heavy drops of rain began to splatter onto the parched ground,

Which **groaned in anguish** as a tread on it. I made my way back into the hallway, a slimmer of light came from behind a door. I approached and opened the door. I had reached the bathroom. The single window was mildly dirty, a flood of light flowed into the room. Dust swirled around the room as I made my way inside.

Wednesday

Subordinating conjunctions

A conjunction is a word, or words, used to connect two clauses together. Words such as: 'although', 'because' or 'when'.

A subordinating clause is a part of a sentence that adds additional information to the main clause. A subordinating conjunction is simply the word/words that is used to join a subordinating clause to another clause or sentence.

"He was annoyed, the train had stopped."

"He was annoyed because the train had stopped."

By adding 'because' we are linking the subordinating clause "the train had stopped" with the main clause "He was annoyed"

Listen

www.bbc.co.uk/sport/av/supermovers/43203740

Watch

<https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zsrt4qt>

We use relative clauses to give more information about people, animals and things. We can start a relative clause with a **relative pronoun** (**that**, **which**, **who** or **whose**) or a **relative adverb** (**where** or **when**).

For example:

I caught the bus **that goes past the park**.

In this sentence the relative clause tells us **which bus** we are talking about.

When we write or speak to somebody we use **who** (for people) or **which** (for animals or things). For example:

There's the boy **who lives next door**.

They're the horses **which live on the farm**.

We use **whose** before a noun to talk about things that belong to a person or animal. For example:

We use **when** to talk about time and **where** to talk about places. For example:

1066 was the year **when the Normans conquered England**.
Hastings is the place **where a famous battle was fought**.

Some relative clauses can go at the end of a sentence, like the examples we've seen, or they can go in the middle of a sentence. For example:

✓ Hastings, **where the famous battle was fought**, is in the south of England.

✓ Little wooden dolls **that are made in Russia** are very colourful.

In these sentences, the relative clauses give us information about the noun at the start of the main clause. These sentences wouldn't always make sense if we change the order:

✗ Little wooden dolls are very colourful **that are made in Russia**.

We could say:

✓ Hastings is in the south of England, **where the famous battle was fought**,

... but this changes the meaning to say the battle was all over the south of England.

Mild

2 Select 'True' or 'False' if we can remove the relative pronoun or adverb and still make sense.

	True	False
a) The theme park in Barcelona, where I went last year, is amazing.	<input type="checkbox"/>	<input type="checkbox"/>
b) We made a list of all the things that we wanted to do.	<input type="checkbox"/>	<input type="checkbox"/>
c) The website that I looked at told us the ticket prices.	<input type="checkbox"/>	<input type="checkbox"/>
d) I have an uncle who is a tightrope walker.	<input type="checkbox"/>	<input type="checkbox"/>
e) Watch this film that I took of him.	<input type="checkbox"/>	<input type="checkbox"/>
f) There was one scary moment when he fell off.	<input type="checkbox"/>	<input type="checkbox"/>
g) Children whose parents aren't with them aren't allowed to go on the rides.	<input type="checkbox"/>	<input type="checkbox"/>

Medium

3 Which two of these sentences have a relative clause that gives extra information we don't really need?

- a) I watched a documentary that was about marine life.
- b) That's the school that I'll go to next year.
- c) Where's the camping site that your family goes to?
- d) My cousin, who is sixteen, plays in a cricket team.
- e) I know someone who can fix your bike.
- f) The Johnstons' car, which is next to their house, was made in Korea.

4 Select 'True' or 'False' if we can move the relative clause to the end of the sentence and still make sense.

	True	False
a) Is the desk where you sit near the window?	<input type="checkbox"/>	<input type="checkbox"/>
b) My teacher, whose wife is Irish, likes eating pizza.	<input type="checkbox"/>	<input type="checkbox"/>
c) The girl who lives next door is my best friend.	<input type="checkbox"/>	<input type="checkbox"/>
d) Paula, who lives in Cardiff, comes from Italy.	<input type="checkbox"/>	<input type="checkbox"/>

Spicy

6 Add your own endings to complete the relative clauses in these sentences. Start your clauses with who, which, that, whose, where or when. Use commas where you need to.

- a) We met a boy
- b) I saw the cat
- c) She's the woman
- d) They live near a forest

8 **Challenge** Write four sentences about any people, things or places you know. Use a relative clause in each sentence. Start your relative clauses with who, which, that, whose, where or when.



Thursday

Listen and enjoy

<https://www.youtube.com/watch?v=FK2Gyto5gTQ>

Subordinating conjunctions

A subordinating conjunction joins a subordinate clause to a main clause.

after	if	though
although	in order that	unless
as	now that	until
because	once	when
before	since	whenever
even if	so that	where
even though	than	wherever
how	that	while

Mild

Underline the subordinating conjunction in each sentence below.

- 1) The flat burned down because the electricians had not been checked.
- 2) After they finished their homework, Steven and his friends played football.
- 3) The wind danced around the trees before heading south.
- 4) Tom saw the house cleaner when she came through the door.
- 5) While looking through the window, Sophie saw the BFG.
- 6) She felt sad whenever she saw the picture.
- 7) Grandma said I could go out to play if I finished my homework.
- 8) If you eat all your dinner, you can have an ice cream.
- 9) Ryan got a prize even though he was last in the race.
- 10) Adam crept up the stairs since he had broken his curfew.

Medium

Subordinating Conjunctions

Underline the subordinating conjunction in each sentence.

1. While the leaves on the trees flushed into their autumn finery, Guster's green summer scales slowly changed to copper.
2. Guster knew that it couldn't be natural.
3. His pointed ears twitched, swivelling until they heard the chatter of human voices.
4. As Redbreath closed her eyes and lost herself in the past, Guster had a brilliant idea.
5. He could still hear the clangs and crashes of Redbreath's search as he clambered onto his launching rock.

Add an appropriate subordinating conjunction into each sentence.

6. This was the way that Redbreath always sat _____ she was about to tell a tale of the old times.
7. _____ the lake was much smaller, this island had been the moot hill.
8. _____ Guster watched, he realised they had already changed the shape of the land.
9. _____ it had cleared a path to the cave, it rumbled away.
10. Even _____ it was night time, the museum was completely packed.

Can you rearrange sentences 6-10 so that the subordinating conjunction comes somewhere else in the sentence? Don't forget to read your sentence back to check that it makes sense!

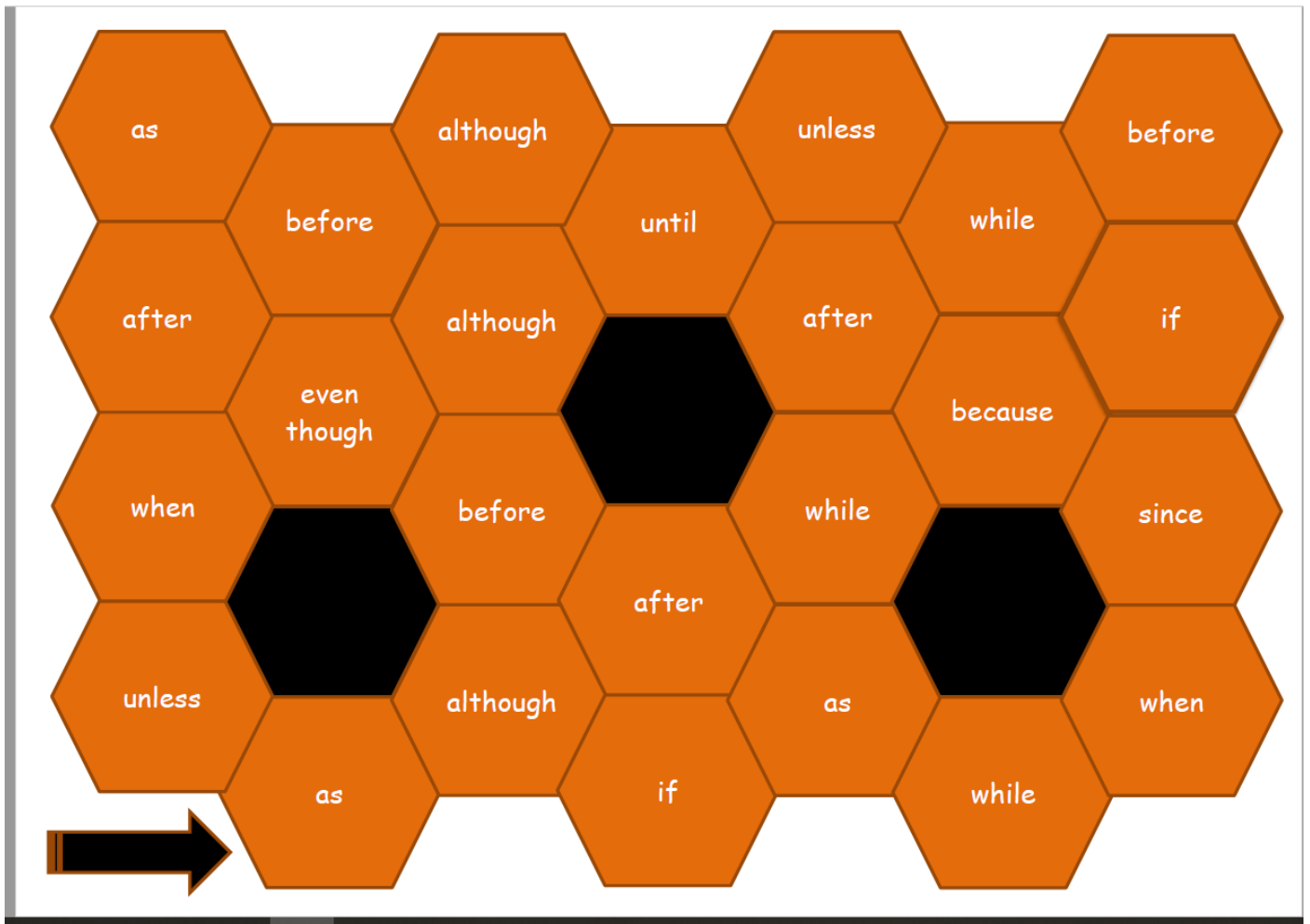
Spicy

Use your super sentence writing skills to create a complex (multi-clause) sentence using different subordinating conjunctions. Read the main clause on the puzzle pieces, add an appropriate subordinating conjunction and then add your own subordinate clause. The first one is done for you as an example.

1.	The cold wind blew violently	after	the tornado hit the village.
2.	The relaxed man snored on his sofa	_____	_____ _____
3.	Florence jumped high into the air	_____	_____ _____
4.	I hate Sundays	_____	_____ _____

5.	Mollie was inspired by her favourite dancer	_____	_____ _____
6.	The sky suddenly turned black	_____	_____ _____
7.	The arrogant man sneered	_____	_____ _____
8.	The forgetful wizard stirred his potion	_____	_____ _____
9.	I'd prefer to go tomorrow night	_____	_____ _____
10.	It is very important to exercise	_____	_____ _____

Just for fun



How to Play

Race to get across the board from left to right.

Take turns to move your counter to **any** (adjacent next to) hexagon and say a complex sentence that starts with the subordinate conjunction.

If you get it wrong or don't say 'comma', stay where you are.

After one go, the next player has a turn.

You are not allowed to move onto a hexagon which already has a player on it, or on to a blacked out hexagon.

You must move if you can; even if it is backwards!

