



W.C. 4th May 2020

English ANSWERS

Monday

Investigating setting descriptions and context

Starter

List all as many expanded noun phrases (remember determiner + adjective + noun) that you can in 2 minutes for this picture.



Here are few examples, I'm sure you have plenty more!

The demolished cathedral walls.

Many shattered dreams.

Their treasured place of worships in ruins.

A single ray of hope.

Mild

The sirens start. It is dark and hum of the planes gets closer. It gets louder and louder and louder. Bombs begin to drop, screaming as they fall. There are huge explosions, which shake the earth and break whole buildings. The sound of the planes grows dimmer as they carry on looking for more destruction. Behind them is a city on fire. Water gushes from the broken pipes and the second siren wails as the people come out from their shelters once again.

Remember to use the text.

1. Write down 5 examples of what can be seen
2. Write down 3 sounds that can be heard
3. Write down something that can be felt
4. What mood and atmosphere does this piece of text create? Write a short paragraph using quotes to give reasons for your answer.
 1. Dark, Bombs, explosions, city on fire, water gushing, people coming out from the shelters.
 2. Hum of the planes; hum gets louder and dimmer of the planes; bombs screaming; sirens wailing; water gushing
 3. The writer describes the earth shaking
 4. The mood the writer creates is a fearful one. They create suspense by using the phrase the 'hum of planes' that are getting closer, which makes the reader feel like something awful is about to happen. The description of the plane as 'looking for more destruction' makes it sound like a monster or a threat, again adding to the suspense and fear.

Medium and Spicy

The sirens begin. Darkness falls and the tell-tale hum of the planes drew near. Louder and louder, they grow until they fill the air like a swarm of wasps buzzing in the sky. Bombs begin to drop, screaming as they plummet to the city below. Silence. Then huge explosions, which shake the earth and shatter whole buildings as if they were made of glass. Gradually, the sound of the planes grows dimmer as they plunge forward in their search for more destruction. Behind them, a smouldering city. Fires leap and lick at the empty shells that once were homes. Smoke pours into the sky, which glows a muddy orange. Water gushes from the broken pipes and the second siren wails as the people creep out from their shelters once again.

1. Write down 5 examples of what can be seen
2. Write down 5 sounds that can (or can't) be heard
3. Write down something that can be felt
4. What mood and atmosphere does this piece of text create?
5. Write down 5 phrases or sentences that use literary devices (figurative language) the writer has used (see the grid above to help you remember)
 1. Darkness, Bombs, explosions, city on fire 'smouldering', fire jumping in and out of houses, smoke, water gushing, people coming out from the shelters.

2. Sirens, Hum of the planes; hum gets louder like buzzing; silence; explosions, hum gets quieter; bombs screaming; water gushing
3. The writer describes the earth shaking
4. The mood the writer creates is one of fear. They create suspense by increasing the pace and speed of the text; they create a natural rhythm to read the text quickly. They do this by using the phrases the bombs 'plummet to the city below' and 'fire leap and lick at the empty shells'. The bombs are describes as filling the 'ait like a swarm of wasps' creating a negative and threatening image for the reader.
5. Figurative devices that have been used here are:
 - Personification (lots!)
 - Simile

Tuesday

Using prepositions for effect in setting descriptions

Mild

I'm sure your drawings are much more detailed than mine!



Extension - Write down all of the prepositions in the text.

On the left, away, in, covering, on the right, in a line, in the middle, lying on, in front of, decorated, near the water, on the sand,

Medium and Spicy

Using the picture below, and the prompts from the preposition list, can you write a paragraph including prepositions to describe the VE day setting.

Send these in so we can see your fabulous work!



Wednesday

***Using alliteration and onomatopoeia
in a setting description***

Starter-

***During, across, in, against, over, on,
near, at, outside, after, until***

World War II

By: Bryce

During 1941,
Across the
Atlantic,
In Germany,
Against the
Germans,
Over World
Power,
On the European soil,
Near the Pacific,
At Asia,
Outside America,
After the enemy,
Until 1945,
Fighting against Hitler and the Germans.



Mild, Medium and Spicy

It would be lovely to read and hear some of your poetry, so do send them to us via our email.

Thursday

Using personification in a setting description

Mild

1. (W4:1, Sp.4:2) Prefixes can be added to root words to change their meaning (<u>is</u> appear-disappear)			2. (W4:1, Sp.4:18) Suffixes can be added to verbs to form a noun (<u>is</u> count – counter) and to change the tense (<u>is</u> walk-walked-walking)		
sub	inter	anti	sprint	ing	er
3-4. (W4:2, Sp.4:19) Homophones are words that sound the same but have different meanings and different spellings.					
The ball was (<u>throne</u> / thrown) in the air.			He let out a loud (<u>grown</u> / groan).		
5. (W4:1.3, Sp.4:8) If there is a long 'ee' sound before the suffix 'ous', it is usually spelt with an 'i' (serious, various)			6. (W4:1.3, Sp.4:10) Many 'sion' words are formed from verbs ending in 'd' or 'de' (explode-expl os ion, divide-div is ion)		
serious	<u>serius</u>	<u>serios</u>	<u>exploshun</u>	<u>explotion</u>	explosion
7-8. (W4:4) To put in alphabetical order you may need to use the first, second or third letter of the word.					
creep	2	cramp	1	crisp	3
					4
9. (W4:9, 14) Learning synonyms for simple words helps build a varied vocabulary to make your writing far more interesting.					
fight	argue	creep	quarrel	battle	
10-11. (W4:17, 19) A determiner modifies the noun (a cat, some dogs). A noun is a person, place or thing (cat, river, table)					
<u>Her</u> new <u>bike</u> was shiny and red.					
12-13. (W4:17) A wider range of connectives is essential in order to vary sentence structure for effect and make your writing far more interesting.					
meanwhile	alternatively	although	luckily	unlike	
14-15. (W4:18) Pronouns stand for or refer to nouns that have already been mentioned thereby avoiding repetition in writing.					
If (<u>Sally</u> / <u>she</u>) hurried into the town, (Sally / <u>she</u>) would just make it in time to meet (Sally's / <u>her</u>) friends.					
16-17. (W4:19) Fronted adverbials are adverbs (words, phrases or clauses) that start a sentence and describe the verb in the sentence. They tell us more about when, how or where the action happened. They help structure texts, linking sentences and events between paragraphs.					
Because of this,	Following that,	In a flash,	As a result,		
18-19. (W4:14,20) Past progressive form (was/were + verb + 'ing') Present perfect form (<u>has</u> / has + the past participle of the verb) Perfect modal form (modal verb + have + past participle of the verb) NB modal verbs are a Stage 5 expectation.					
I (<u>seen</u> / saw) it first.			You should have (<u>wore</u> / worn) an apron.		
20-21. (W4:17,21) A comma is used after a fronted adverbial. It is also used to separate items in a list. It is not used before the last item, which has 'and' in front of it. It tells the reader to pause, but not for as long as a full stop.					
<u>The next day</u> , the children met at the play park.					
22-23. (W4:22, Sp.4:15, 4:16) Apostrophes mark possession. To show possession with a singular noun add an apostrophe before the letter s (e.g. the girl's name). To show plural possession with regular nouns add an apostrophe after the letter s (e.g. those girls' names).					
The <u>lady's</u> bag was lost.			The <u>ladies'</u> toilets are out of order.		
24-25. (W4:23) Inverted commas (speech marks " ") are used to show the actual words spoken by a character. They are used at the beginning and end of the actual words spoken. Note the position of the question mark and comma.					
Mum shouted, "Turn that music down."			"I can't hear myself think." she added.		

Medium and Spicy

1-2. (W5:1. Sp 6:11) The suffixes ify, en, ise or ise can be added to some nouns to turn them into verbs. There may be a slight change of spelling to the root word (pollen-pollinate) or the final letter might need to be dropped before adding the suffix (note-notify).

apology	en	ise	note	ify	ise
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3. (W5:2. Sp 5:14) Silent 'c' often follows 's' (muscle, descend)

4. (W5:2. Sp 5:15) Silent 'g' is followed by 'n' and 'gn' is always followed by a vowel (gnome, gnarled)

muscle	body	garden	gnome
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5-6. (W5:3. Sp 5:20) Homophones are words that sound the same but have different meanings and different spellings.

What is that (foul / fowl) smell?	Are you (gloud / allowed) to play out?
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7. (W5:4) Check the definition with that in the dictionary available.

shrewd	having common sense and good judgement
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8-9. (W5:5) To put in alphabetical order you may need to use the first, second, third or even fourth letter of the word.

stand	1	stump	4	strange	2	strong	3
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10-11. (W5:11) Using a wider range of connectives can help build cohesion within and across paragraphs.

secretly	in conclusion	alternatively	suddenly	however
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12-13. (W5:12) Using a wider range of sentence openers, propositional phrases and fronted adverbials help organise and structure texts so they guide the reader and are suited to the intended audience and purpose.

Previously,	Of course,	After a while,	On balance,
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14-15. (W5:15) A verb tense tells us when the action takes place: the past (I ran), present (I run) or future (I will run). They should remain consistent throughout a piece of writing unless there is a good reason to change it.

I have just (hear / heard) the church bells.	Did you (hear / heard) them?
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16-17. (W5:16) If two or more singular nouns or pronouns are connect by 'and', use a plural verb. If connected by 'or', use the singular verb. Singular subjects (I, he) and singular nouns (committee, class) usually have singular verbs. Plural subjects usually need plural verbs.

The whole class (is / are) going on the trip.	All the children (is / are) going on the trip.
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18-19. (W5:18) Verbs in the perfect form show an action completed in the past at an unspecified time. They use 'have' (present perfect), 'had' (past perfect), 'will have' (future perfect) before a past participle of the verb. Simple past has a specific time.

The boy (fallen / fell) out of the tree.	The boy had (fallen / fell) out of the tree.
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20-21. (W5:19) Expanded noun phrases add information (adjectives) to nouns (either before or after the noun). They can be an efficient way to make writing more interesting and create imagery. An adjective describes a noun.

Cautiously, he crept up to the (spooky) house on top of the hill.
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22. (W5:20) Modal verbs indicate likelihood (must), ability (can), permission (may) or obligation. They include the verbs can, could, may, might, should, shall, would, will, must (and their negative forms). They go before other verbs.

We have been told we (would / shall / should) not go in the building site.

23. (W5:21) A relative clause adds more information about the noun in the main clause. They normally come after the noun and start with the words who, which, where, when, whose or that. They start and end with a comma. They turn simple sentences into complex sentences.

His mum, who came to pick him up, waited outside in the car.

24. (W5:22) A main function of the comma is to avoid ambiguity (confusion) in sentences. They can help make the meaning clear.

He knocked at the door, making the dog bark loudly.
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25. (W5:23) Parenthesis is a word or phrase inserted into a sentence to give extra information, explanation, clarification or afterthought. Brackets enclose it to show that it is separate from the rest of the sentence. Commas or dashes can also be used to show parenthesis.

He was so clever – at least he thought he was – that he entered an intelligence test.
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Friday

Reading lesson: *Tell Me No Lies* by Malorie Blackman

Spellings - *How did you get on?*

'Government'
words

political
legislation
government
election
candidate
vote
senate
representative
minister
president