

## Week 9 English Activities

Subject	Activity
English	<p data-bbox="336 241 443 275"><u>Lesson 1</u></p> <p data-bbox="336 275 852 309"><u>LO: To use the senses to describe a setting.</u></p> <p data-bbox="336 342 1134 376">Watch the film 'Tadeo Jones' but only up to 3 minutes 30 seconds.</p> <p data-bbox="336 376 970 409"><a href="https://www.youtube.com/watch?v=2XxhNMbpE2A">https://www.youtube.com/watch?v=2XxhNMbpE2A</a></p> <p data-bbox="336 454 1469 555">What do you think will happen next? Today you will be working towards a detailed description of the inside of the Egyptian tomb. You will need make your readers feel as if they are actually there!</p> <p data-bbox="336 600 1469 734">Watch the clip again up to 3 minutes 30 seconds. Think about what you saw, heard and smelt in the tomb. E.g. See – pitch black, enormous, stone walls, winding tunnels, elaborate carvings. Hear – eerie silence, still silence, falling dust and debris. Feel – cold, lifeless, airless, claustrophobic feeling.</p> <p data-bbox="336 779 437 813"><u>Activity:</u></p> <p data-bbox="336 813 1406 880">You need to use your senses to describe the tomb, gathering rich adjectives for expanded noun phrases to totally immerse the reader.</p> <p data-bbox="336 925 1469 992">You need to complete the table for each sense. Remember to expand on your adjectives – so if you think of tunnels, you can change it into winding tunnels, or bricks into ancient bricks.</p> <p data-bbox="336 1037 679 1070">Use a thesaurus to help you.</p> <p data-bbox="336 1104 443 1137"><u>Lesson 2</u></p> <p data-bbox="336 1137 959 1171"><u>LO: To use figurative language to describe a setting.</u></p> <p data-bbox="336 1216 1023 1249">Watch the film again and pause at 3 minutes 30 seconds.</p> <p data-bbox="336 1249 970 1283"><a href="https://www.youtube.com/watch?v=2XxhNMbpE2A">https://www.youtube.com/watch?v=2XxhNMbpE2A</a></p> <p data-bbox="336 1328 1469 1417">Remember you are working towards writing a details setting description of the Egyptian tomb. Today you will be exploring similes and metaphors to describe the different features of the tomb.</p> <p data-bbox="336 1462 1469 1552">A simile is a comparison which finds similar characteristics in two objects and compares them, always by using the words 'like' or 'as'. E.g. The clouds were like cotton wool. We use similes to make our writing richer and to give the reader a good picture of what is being described.</p> <p data-bbox="336 1597 1437 1664">A metaphor makes a direct comparison to something else, but isn't literally true. Metaphors do not use the words 'like' or 'as'. E.g. The cotton wool clouds.</p> <p data-bbox="336 1709 959 1742">Both similes and metaphors are figurative language.</p> <p data-bbox="336 1776 1241 1809">Another example: Simile – The moon was <u>as</u> pale and round <u>as</u> a clock face.</p> <p data-bbox="528 1809 1150 1843">Metaphor – The moon was a pale, round clock face.</p> <p data-bbox="336 1888 437 1921"><u>Activity</u></p> <p data-bbox="336 1921 1469 1989">Look at the words and objects on the two sheets. Create similes and metaphors by matching words together. You can match your simile/metaphor to an object to create a complete simile.</p> <p data-bbox="336 2022 895 2056">E.g. It was as quiet as a Church mouse. - Simile</p> <p data-bbox="384 2056 943 2089">The staircase was a winding snake. - Metaphor</p>

### Lesson 3

LO: To use personification.

Watch the video again and pause at 3 minutes 30 seconds.

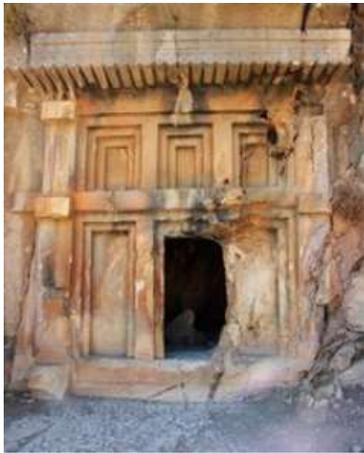
<https://www.youtube.com/watch?v=2XxhNMbpE2A>

Remember you are working towards writing a detailed setting description of the Egyptian tomb. Today you will be exploring personification.

Personification gives an object human characteristics such as emotions, sensations, speech or actions. E.g. The punishing waves crashed ferociously and swallowed the poor swimmer. The waves are described as 'punishing' and 'ferocious'. They are also given a human action – swallowing. We know that waves cannot literally swallow things!

Think of as many verbs as you can which describe a human physical process. E.g. running, standing, sitting, walking, hopping.

### Activity



Look at the images from yesterday – look at the first image – the shadows. Can you match a human action to the shadows in the tomb? What are they doing?

E.g. The shadows lurk along the walls.

The shadows leap and dance in the lamplight.

The shadows follow and chase me menacingly.

Using the pictures match human actions to objects. Write a range of sentences using personification.

### Lesson 4

LO: To use adverbial phrases.

Re-watch the film to 3 minutes 30 seconds.

<https://www.youtube.com/watch?v=2XxhNMbpE2A>

So far you have learnt to use your senses to describe, expanded noun phrases using rich vocabulary, use of similes and metaphors and personification. These will all help you to write a detailed setting description later.

Today, we will begin building and planning sentences for our setting descriptions. You will also be looking at using adverbial phrases to start your sentences (fronted adverbials) or to expand your sentences.

Adverbials are used to explain how, where or when something happened. 'Fronted' adverbials are 'fronted' because they are at the beginning or 'the front' of the sentence, before the verb.

Look at the 'Building sentences' sheet. Look at the colour coding that has been used. Can you identify which grammatical feature has been colour coded red? Green? Which sense has been used?

#### First sentence

**After every turn**, there are **pitch-black, winding tunnels** which seem **as long as the river Nile**.

Red – fronted adverbial / adverbial

Blue – noun phrase

Green – simile

#### Second sentence – What is the orange colour code?

**Relentlessly**, the **cold, airless rooms** **suffocate and strangle** their victims.

Personification!

#### Activity

Write sentences using the skills you have learnt so far. Try to include, similes/metaphors, adverbials/fronted adverbials, noun phrases, expanded noun phrases and personification.

#### Lesson 5

To write a detailed setting description.

Watch the film again to 3 minutes 30 seconds.

<https://www.youtube.com/watch?v=2XxhNMbpE2A>

Have a look at the setting description. Can also be found in the resources.

# The Crypt

After every turn, there are pitch-black, winding tunnels which are as long as the river Nile. Relentlessly, the cold, airless rooms suffocate and strangle their victims. Crumbling debris is a cascading waterfall breaking the eerie, still silence. Enormous, looming statues, which are as old as time, stand tall, and all around, the haunting wind screams my name. The aroma of damp earth lingers in the ancient crypt, and frightening shadows leap and dance in the lamplight. In the distance, mysterious doors try to trick and tease. Hieroglyphs walk the walls as they have done since the dawn of time. Suddenly, a glimpse of glittering treasure catches my eye...

Can you find and highlight examples of:

Expanded noun phrases?

Similes

Metaphors

Personification

Can you identify which senses have been used to describe?

Can you highlight above mentioned features?

Can you add/amend to your sentences from yesterday?

E.g. The wind wails like a banshee.

This could be expanded to:

\_\_\_ Like a screaming banshee, the wind wails down the dusty, dark corridors.

Can we improve on this sentence further?

Like a screaming banshee, the wind wails down the dusty, dark corridor and wraps its fingers around the neck of the explorer.

## Activity

Read through the example and look back at the work you have completed this week. You have already done a lot of the hard work!

Write a detailed setting description using rich vocabulary and a range of figurative language. Remember to use fronted adverbials but not for every single sentence.

Reading

Reading comprehension

	<p style="text-align: center;"><b>Wrecked on a Desert Island</b></p> <p>The wave that came upon me again buried me at once twenty or thirty feet deep in its own body, and I could feel myself carried with a mighty force and swiftness towards the shore - a very great way; but I held my breath, and assisted myself to swim still forward with all my might. I was ready to burst with holding my breath, when, as I felt myself rising up, so, to my immediate relief, I found my head and hands shoot out above the surface of the water: and though it was not two seconds of time that I could keep myself so, yet it relieved me greatly, gave me breath, and new courage. I was covered again with water a good while, but not so long but I held it out; and finding the water had spent itself, and began to return, I struck forward against the return of the waves, and felt ground again with my feet. I stood still a few moments to recover breath, and till the waters went from me, and then took to my heels and ran with what strength I had further towards the shore. But neither would this deliver me from the fury of the sea, which came pouring in after me again; and twice more I was lifted up by the waves and carried forward as before, the shore being very flat.</p>	<p style="text-align: center;"><b>Wrecked on a Desert Island</b></p> <p> 1. Find and underline the phrase which shows that the character almost died.</p> <p> 2. Where do you think the man was before he ended up in the water?</p> <p><input type="text"/></p> <p><input type="text"/></p> <p> 3. Where do you think the man has been shipwrecked? Predict what you think he will do next immediately after this extract.</p> <p><input type="text"/></p> <p><input type="text"/></p> <p><input type="text"/></p> <p> 4. Find and copy five words from the text which show the speed and power of the sea.</p>
Spelling	Your spellings are on Spelling shed.	
Grammar	A set of grammar questions and answers can be found in the resources. This is a recap of skills you have already learnt.	

Read the text and answer the questions related to it.

Answers are also provided.