

## Week 9 English Activities

Subject	Activity
English	<p><u>Lesson 1</u>  <u>LO: To use the senses to describe a setting.</u></p> <p>Watch the film 'Tadeo Jones' but only up to 3 minutes 30 seconds.  <a href="https://www.youtube.com/watch?v=2XxhNMbpE2A">https://www.youtube.com/watch?v=2XxhNMbpE2A</a></p> <p>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>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><u>Activity:</u>          You need to use your senses to describe the tomb, gathering rich adjectives for expanded noun phrases to totally immerse the reader.</p> <p>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>Use a thesaurus to help you.</p> <p><u>Lesson 2</u>  <u>LO: To use figurative language to describe a setting.</u></p> <p>Watch the film again and pause at 3 minutes 30 seconds.  <a href="https://www.youtube.com/watch?v=2XxhNMbpE2A">https://www.youtube.com/watch?v=2XxhNMbpE2A</a></p> <p>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>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>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>Both similes and metaphors are figurative language.</p> <p>Another example: Simile – The moon was <u>as</u> pale and round <u>as</u> a clock face.          Metaphor – The moon was a pale, round clock face.</p> <p><u>Activity</u>          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>E.g. It was as quiet as a Church mouse. - Simile          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.

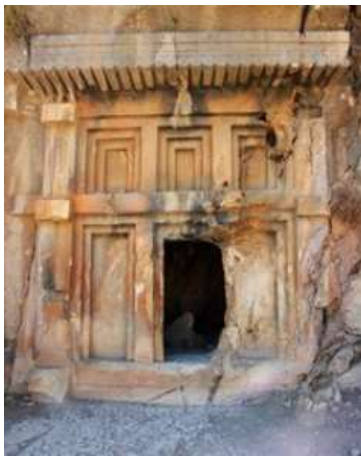
<https://www.youtube.com/watch?v=2XxhNMbpE2A>

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

	<div data-bbox="325 98 815 488"> <h3>Wrecked on a Desert Island</h3> <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> </div> <div data-bbox="887 98 1377 488"> <h3>Wrecked on a Desert Island</h3> <ol style="list-style-type: none"> <li>Find and underline the phrase which shows that the character almost died.</li> <li>Where do you think the man was before he ended up in the water?</li> <li>Where do you think the man has been shipwrecked? Predict what you think he will do next immediately after this extract.</li> <li>Find and copy five words from the text which show the speed and power of the sea.</li> </ol> </div> <p>Read the text and answer the questions related to it.</p> <p>Answers are also provided.</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.