

English Skills task pack

Welcome to your English Skills task pack for the week. In this pack you will find additional support and instructions for your daily English tasks that will be leading up to your first Big Write of the term!

If you need any further help or support, please let Mr Spencer know. Lets create some impressive writing!



- This week you will be creating a setting description where you use all of the key ingredients to amazing writing! The image below will be very important to study it carefully.



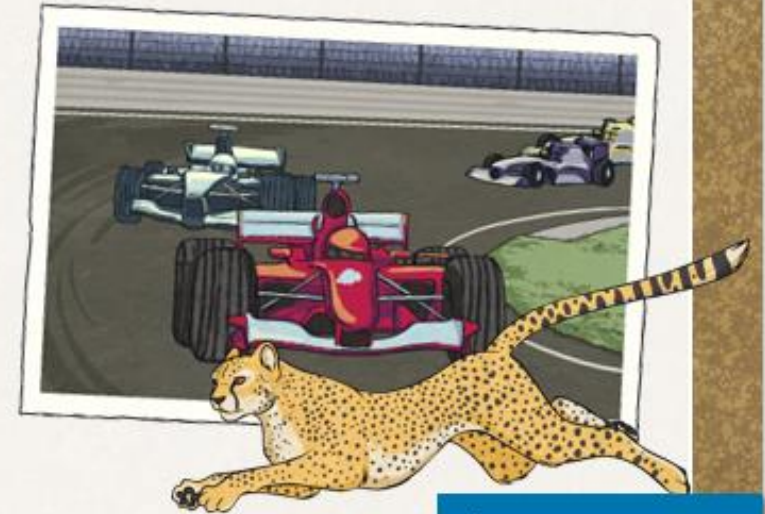
Monday 4th May, 2020

Improving similes

Simile Reminder

A simile is a way of describing something by comparing it to something else using 'like' or 'as'.

Her eyes are **like** stars and her lips are **like** roses.



The car was as fast **as** a cheetah

Monday 4th May, 2020

Improving similes

Task 1: Mr Spencer has written out some similes for you below. However, he thinks you can do better! Read each of Mr Spencer's simile and come up with your own version.

1. As happy as a pig in mud.

New version: As happy as...

2. As fresh as a daisy.

New version: As fresh as...

3. As busy as a bee.

New version: As busy as...

4. As cool as a cucumber.

New version: As cool as...

5. As clean as a whistle.

New version: As clean as...

6. As flat as a pancake.

New version: As flat as...

7. As quick as a wink.

New version: As quick as...

8. As snug as a bug in a rug.

New version: As snug as...

Tuesday 5th May, 2020

Converting similes to metaphors

A metaphor is a figure of speech that is used to make a comparison between two things that aren't alike but do have something in common. Unlike a simile, where two things are compared directly using *like* or *as*, a metaphor's comparison is more indirect, usually made by stating something *is* something else. A metaphor is very expressive; it is not meant to be taken literally.

1. **Simile:** She danced like she was floating on air.

Metaphor: _____

2. **Simile:** The waves crashed on to the beach like charging horses.

Metaphor: _____

3. **Simile:** He was eating like he was shovelling cement into a mixer.

Metaphor: _____

4. **Simile:** Katie was as powerful as a train when she crossed the finish line.

Metaphor: _____

5. **Simile:** James swam as gracefully as a dolphin.

Metaphor: _____

6. **Simile:** Mr. Jones sang like the sound of water going down a drain!

Metaphor: _____

Tuesday 5th May, 2020

Converting similes to metaphors

Task 1: Mr Spencer has written out some more similes. Some might say that Mr Spencer is obsessed with similes! He needs year 4 to tell him "no!" It is your job to change each simile into a metaphor.

1. **Simile:** She danced like she was floating on air.

Metaphor: _____

2. **Simile:** The waves crashed on to the beach like charging horses.

Metaphor: _____

3. **Simile:** He was eating like he was shovelling cement into a mixer.

Metaphor: _____

4. **Simile:** Katie was as powerful as a train when she crossed the finish line.

Metaphor: _____

5. **Simile:** James swam as gracefully as a dolphin.

Metaphor: _____

6. **Simile:** Mr. Jones sang like the sound of water going down a drain!

Metaphor: _____

Wednesday 3rd May, 2020

Identifying fronted adverbials

A fronted adverbial is a word, phrase or clause at the beginning of a sentence that gives more details about the time, place, frequency, possibility or manner of the action in the main clause. We always use a comma after a fronted adverbial to demarcate it from the main clause.

1. Can you **place a comma after the fronted adverbial** in these sentences? In each of the boxes, decide whether the fronted adverbial adds more detail about the **time, place, frequency, possibility** or **manner** of the action in the main clause.

For example: After the storm, the people of the town cleared up the damage from the flooding.

- a) Baffled by the mathematical problem the professor felt frustrated.
- b) Under the bridge the misunderstood troll waited patiently for his goat friends.
- c) Once a year the people put on their costumes and partied at the carnival.
- d) Before the holidays the Y6 pupils had a farewell celebration at their junior school.
- e) Almost certainly Eva's team would win the upcoming sports day.

Thursday 4th May, 2020

Using relative clauses

A **relative clause** is a special type of subordinate clause that is used to describe a noun. It is a clause so it *must* contain a verb. It will often start with *who* or *which*, and this first word links the clause to the noun it is describing e.g. the boy *who walks to school*.



Most relative clauses start with a **relative pronoun**. The most common relative pronouns are *who* and *whose* (usually for people) and *which* and *that* (usually for other things).



Thursday 4th May, 2020

Using relative clauses

A relative clause can also start with a **relative adverb**. The relative adverbs are *where*, *when* and *why*. They describe a noun by linking it to a time, a place or a reason, e.g. the place *where...*; the day *when...*; the reason *why...*



You can make a **noun phrase** longer by adding a relative clause to it, e.g. *the boy* can be expanded to *the boy who likes tennis*. The relative clause *who likes tennis* is important because it tells you exactly which boy the noun phrase is referring to.



Thursday 4th May, 2020

Using relative clauses

Look at the image. Stick the image into your books. Once you have done this, I would like you to write a sentence describing each "noun" in the image and use a relative clause to add detail. An example is below for you.

Remember a relative clause:

Usually comes in the middle of a sentence,
Is framed by a comma at the beginning and the end

The trees, which were trapped between the machines of war, stood defiant against the oncoming carnage.



Friday 8th May, 2020

Big Write: Setting Description of a World War One battlefield

Today is the day when we put all those skills you have practised all week together! Use the to help you construct your setting description. You can use the sentences you have practised this week to make your writing extra special. If you are stuck, there is an example using each language feature in the check list to help you.

-Turn over to the final slide page to see your first task.

Adjectival power of three

e.g. *The vicious, angular and imposing enemy guns stood ominously across the field.*

Fronted Adverbials

e.g. *As the vast veil of darkness and smoke engulfed the trench, a sense of despair and desolation befell the once picturesque landscape.*

Powerful verbs

e.g. *The sound of the gargantuan explosions bellowed fiercely against the clatter of machine guns.*

Metaphors

e.g. *The crunching boots of soldiers were a wave of desolation subduing the ground.*

The more the more sentences

e.g. *The more the trees swayed, the more the wind wailed upon the angular defences.*

Personification

e.g. *The poppies stood defiantly against the oncoming storm of German soldiers.*

Two pair sentences

e.g. *Robust and steadfast, decaying and weathered, the cliffs stood defiantly against the oncoming storm.*

Advanced list- don't worry if you've never used these before, have a go!

Language Feature	Check
Repetition e.g. <i>If I had wings. If I had wings.</i>	
Alliteration e.g. <i>shimmering sun</i>	
Phrasal power of three	

Remember, you will get a house point for as many of these as you can prove you have used!

Task 1: Listen to the audio recording that using the link below. While you do this, look at the images below. Imagine that you are in this scene, witnessing the battle. Think about what you could hear, see, smell and taste. Write a list so you don't forget!

<https://www.youtube.com/watch?v=dv4DrUEy1IA>



- Task 2: Once you have done this, write a setting description to describe the scene. Remember, this is a setting description so you won't be using the pronoun "I" and you will be writing in the third person.
- Also remember, there is no direct speech in a setting description, so just concentrate on your amazing description.
- I would love to see some amazing examples of these setting descriptions sent to me by email.
- If you need anything else, let me know. Good luck year 4, make myself and Mrs Fenton proud!