

Lesson 3

LO: To use emotive language

Daily Fluency Identifying conjunctions

A **conjunction** connects two or more sentences, clauses or phrases.

Coordinating conjunctions can be remembered by using the mnemonic device FANBOYS – for, and, nor, but, or, yet, so. These conjunctions link two **main clauses** in a **compound** sentence.

Subordinating conjunctions link a **main clause** with a **dependent clause** (or subordinate clause) to form a **complex** sentence.

There are many subordinating conjunctions. After, although, as, because, except, if, since, that, though, unless, until, when, which, while are some of the most common subordinating conjunctions.

Correlative conjunctions are two or more conjunctions used together to link two balanced clauses, phrases or words. The most common correlative conjunctions are: either – or, neither – nor, if – then, not only – but also.

Fill in the missing conjunctions and state which type of conjunction you have used. (Try to use a different conjunction each time.)

- 1 We have our tea in front of the TV, I usually don't mind.
- 2 I didn't want to watch the programme, I changed the channel.
- 3 Joe snatched the remote off me handed it back to Mum.
- 4 He had seen that episode before, he was trying to get in her good books.

Daily Fluency Direct speech

Inverted commas (or speech marks) separate the words someone actually says from the rest of the sentence. These words are called **direct speech**.

Speech can go at the beginning of a sentence.

"One last thing before I go," said the policeman.

Speech can go at the end of the sentence.

The policeman asked, "Are the children being evacuated tomorrow?"

Speech can go either side of the sentence.

"In the meantime," he said to the lady, "would you be willing to look after him?"

This is the only time that you don't need a capital letter after speech marks. This is because **in the meantime, would you be willing to look after him?** is one sentence interrupted with "he said".

Often though, there are two separate sentences, so we do need to finish the first sentence with a full stop and start the second sentence with a capital letter after the speech marks.

"There must be some error," said the policeman. "This will need looking into."

Later that day, Drew was able to speak to Kenneth on his own.

Write the sentences using all correct speech punctuation. (The actual words spoken have been written in italics to help you.)

- 1 *thanks for covering for me earlier today* I said *that was kind of you*
- 2 *that policeman was suspicious of you* Kenneth said
- 3 *if it hadn't been for you* I said *I don't know what I would have done*
- 4 *now I've done something for you* he said *you can do something for me*

Word of the day



poky

adj. tiny or cramped

like a cupboard under the stairs where there is no room to sit

mrswordsmith.com

Can you think of any more word pairs?

word pairs

- poky cupboard
- poky room
- poky apartment

adj.

tiny or cramped
like a cupboard under the stairs where there is no room to sit

SYNONYMS

- tiny
- cramped
- narrow

Used in

0.7%
of stories

“

I must be Mabel after all, and I shall have to go and live in that **poky** little house, and have next to no toys to play with, and oh! ever so many lessons to learn!

Alice's Adventures in Wonderland
by Lewis Carroll

”

tell a story

Armie hid in the **poky** cupboard, reading an old book about...

What is emotive language?

Why do we use this in persuasive reports?

annotate

Watch the following clip and annotate any emotive language that you think of.



Clip in files ...



*We are going to watch the Free Morgan campaign video.
Can you write down as many powerful phrases or words
that you would like to use in your report?*

Use a thesaurus to uplevel your emotive language.



locked up

Write an emotive paragraph include your uplevelled emotive language. Compare and contrast between both the free and captured orcas. Cover the points suggested below

Write an emotive paragraph include your uplevelled emotive language. Cover the points suggested below.

Write a paragraph using the guide provided

T

TA



Morgan is locked up.

She works three shows a day.

The audience shout at her.

Majestically, the wild creature tosses and turns, thrashing

desperately with every thunderous clap, around her cell.

Animated shrieking, fills the air as the incarcerated victim

dives deeper; panic and disorientation finally subsiding.

She is safe - for now. Summoned to the shimmering

surface with payment ...

Lesson 4

L.O. To organise my ideas into a plan.

Daily Fluency Comma placement with paired adjectives

A **comma** should be used to separate two or more **coordinating adjectives**.

I woke up to this piercing, wailing sound.

Both the adjectives describe the noun **sound**.

But some adjectives modify the adjective before it. These adjectives don't need commas in between.

He wore a dark blue uniform.

There is no comma between **dark** and **blue**. **Dark** modifies the colour **blue**.

As always, there are rules and there are exceptions to these rules. However, the easiest way to decide which adjectives should have commas between them and which shouldn't is to swap the adjectives around and see if it still sounds right.

I woke up to this wailing, piercing sound. (That still sounds okay.)

He wore a blue dark uniform. (That doesn't sound right!)

So, if the adjectives can be reversed, they should be coordinating adjectives and they need a comma between them. If they can't be reversed without it sounding odd, they are not coordinating adjectives and there is no need for a comma between them.

Decide whether the following adjectives should have commas between them.

- 1 There was broken glass everywhere, and it cut into my bare slipperless feet.
- 2 I let out a pathetic little whimper of pain.
- 3 The man took me up in his big powerful arms and carried me across the rubble and broken glass.
- 4 He was wearing a large metal helmet.

Daily Fluency Relative clauses

A **relative clause** is a specific type of subordinate clause that adds extra information about a noun.

Relative clauses start with **who**, **which** or **that**.

Who is used for people. **I thought about Mum who would be waiting for me at the station.**

Which is used for animals, places and things. **Mrs Brown gave me some clothes which I packed in a small suitcase.**

That can refer to people or things. **They had an outside toilet that was cold and damp.**

A relative clause can also be an embedded clause if it is placed in the middle of the sentence.

The teachers, who were all on edge, were too busy to notice.




Underline the relative clauses in the sentences below.

- 1 Imagine my disappointment when I saw that the person shouting my name was the policeman who had interrogated me the day before.
- 2 He went straight up to the teacher who was in charge of the evacuees.
- 3 He asked to look at the register that she was still holding in her hands.
- 4 We were now approaching the station which was crowded with children from other schools.
- 5 However, there was no sign of the camera crew which I had expected to be there.

Word of the day

Can you think of another example?



hectic

adj. very busy or manic

how your day is when you have to do everything quickly

mrswordsmith.com

word pairs
hectic schedule
hectic day
hectic lifestyle

etymology

Hectic comes from the Greek word *hektikos*, which means "continuous or habitual".

hectic

adj.

very busy or manic
how your day is when you have to do everything quickly


SYNONYMS

very busy
manic
frantic

Used in
2.5%
of stories

tell a story

Just when Bearnice thought her day couldn't get any more hectic...





Go to freemorgan.com and research the following

Evidence Gathering

<i>Argument</i>	<i>Evidence</i>
<i>How orcas are captured.</i>	
<i>Where they live when they are in captivity</i>	
<i>Their health and wellbeing</i>	

As a class, find out this information.

Use the headings, present your plan in which ever way you wish to. make sure you use your work from the last week and the target sheet.



Use the headings, to help structure your plan. Ensure you include emotive language in your plan.

Work together to build a plan to support your report writing.



<u>Introduction</u> <ul style="list-style-type: none">• Hook the reader	
<u>Main Point 1</u>	
<u>Main Point 2</u>	
<u>Main Point 3</u>	
<u>Conclusion</u> <ul style="list-style-type: none">• What could people do to help?	

Use your
~~work from~~
yesterday

Lesson 5

LO: to independently write a persuasive report.

Assessed Independent Writing

My Checklist:



Condemned, Orcas are captured from a very young age (2-3 years old), they are condemned to die; Globally, thousands of helpless creatures are forced to do unnatural tricks in the "Amusement Park"; ^{For the name of entertainment} bullied for money. Orcas have also a life. With your help, we could change their life ~~can put a STOP to this~~ = we can end their misery

4. the "Amusement Park" Orcas have

Good examples of work

Languished in the "Amusement Park", Orcas have a horrible life in the ~~sea world~~ ^{captivity}; their ~~horrible~~ ^{inprisonment} starts ~~when they have to be three years old, and then they being captured.~~ ^{are separated.} Orcas are separated

