

Home Learning – Week 3 – English Session 1 – Monday

Task - Look at the images and answer the questions below. Remember to write in full sentences.

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Look at this Contents Page.

1. What is a Contents Page?

2. From looking at this page, what do you think this book is about?



3. Describe the front cover of this book.

- What images do you see?
- Why do you think those images were chosen?

Painting with Words

People have told stories all through history, to entertain or pass on important information. In the 1800s, the brothers Grimm became some of the first famous children's authors. They wrote **traditional** stories such as *Cinderella*, *The Frog Prince* and *Snow White*.

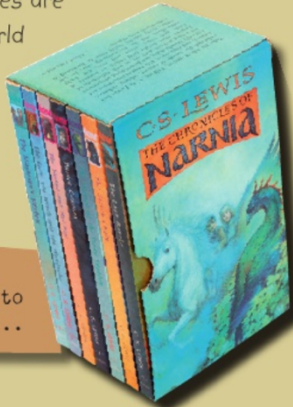
Later, there were other well-known writers for children such as Rudyard Kipling, who wrote *The Jungle Book*, and C. S. Lewis, author of the *Chronicles of Narnia* books. These authors are probably more famous now than they were when they were alive. Their stories are available all around the world and have been told again as plays and films.



Grimm's Fairy Tales



There are so many stories to choose from ...



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4. Why do you think Rudyard Kipling and C.S. Lewis' books are available all around the world?

Bringing the Page to Life

Becoming a famous children's author is not easy. You need to create stories with fresh ideas and characters and write in an exciting way. Some storytellers get their ideas from amazing things that happen in their lives. Others have incredible imaginations, which help them to create interesting characters. All great stories need an exciting **plot** with plenty of surprises.

5. What characteristics are needed to become a successful author?

A Love of Stories

The storytellers in this book are very successful children's authors. They have used their talent and experience to create wonderful characters, such as Harry Potter and Alex Rider, and fantastic stories such as *Matilda* and *War Horse*.

Many of their books have been made into films.

J. K. Rowling and Anthony Horowitz started writing when they were very young. Roald Dahl and Michael Morpurgo came to it later in life. They have led very different lives but they all have something in common: they adored hearing and reading stories as children.




The Lion the Witch and the Wardrobe

6. Think of a book you have read that has been made into a film (Harry Potter, The BFG, Matilda etc). Did you prefer the book or the film? Why? Explain your opinion.

Home Learning – Week 3 – English Session 1 – Tuesday

Task - Look at the images and answer the questions below. Remember to write in full sentences.

Roald Dahl



FACT FILE

- **Name:** Roald Dahl
- **Date of birth:** 13th September 1916
- **Nationality:** British, with Norwegian parents
- **Famous books include:** *James and the Giant Peach*, *Charlie and the Chocolate Factory* and *The BFG*.
- **Favourite author:** Ernest Hemingway
- **Liked:** chocolate, flying, photography and collecting furniture and paintings

Timeline:

Year	Event
1916	born in Cardiff, Wales
1939	trains as a fighter pilot
1961	starts writing for children
1971	Willy Wonka and the Chocolate Factory film made
1983	wins the Whitbread Award for <i>The Witches</i>
1990	dies

1. What year was Roald Dahl born in?

2. Name two of his most famous books?

3. Who was his favourite author?

4. In what year was *Willy Wonka & the Chocolate Factory* film made?

5. Why do you think Dahl's books are so popular?

6. Why do you think Dahl was sent to boarding school?

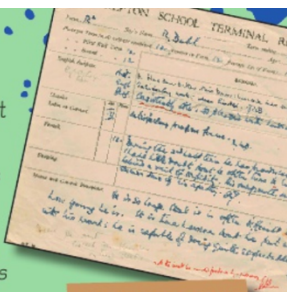
7. What is boarding school? How is it different to our school? (Research using the internet to answer this question).

8. What impression do we get of when Roald Dahl was at school? What kind of pupil was he?

A Hard Start

Roald Dahl is one of the most popular children's authors ever, selling millions of copies of his funny stories full of wacky characters. But there wasn't much to laugh at in his difficult childhood.

Roald's parents were from Norway, and named him after the Norwegian explorer, Roald Amundsen. His father died when Roald was three years old, and he was later sent away to boarding school where he was homesick and unhappy. The only thing he was really good at was sport.



Roald's school reports say that he wasn't a hard worker.

Gobstoppers

Roald began getting into trouble at school. One school report complained he was lazy. Once he got told off for putting a dead mouse in a jar of gobstoppers in the local sweet shop. He and his friends called this "The Great Mouse Plot of 1924".

The unkindness of some adults at school influenced Roald's writing. The grown-ups in his stories are often stupid or cruel, and these 'baddies' always get punished!

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Seeking Adventure

After he finished school Roald could have gone to university, but he decided to travel and have adventures instead. He looked for jobs in faraway places. First, he worked for an oil company in Tanzania. Then, when the Second World War began, 23-year-old Roald joined the Royal Air Force (RAF).



Roald trained
as a fighter
pilot.

Bumpy Start

On his first mission, Roald was lucky to survive a crash-landing in the African desert. He escaped but was badly burned and left with a **permanent** limp. It was six months before he was able to fly again, but he went on to become a very successful pilot.

The Second World War (1939-45) was a battle between two groups of countries: the Allies (including the UK, USA and many other countries), and the Axis (including Germany, Italy and Japan). It was fought all around the world, on land, at sea and in the air.

Roald Dahl chose travelling over going to university.

9. Complete a list of pros (good things about travelling) and cons (bad things about travelling) to making this decision.

Pros	Cons
<i>Example: Once in a lifetime opportunity</i>	<i>Example: Can be very expensive</i>

Home Learning – Week 3 – English Session 1 – Wednesday

Task - Learn about what modal verbs are and how they can be used. Complete the activities based on what you have learnt.

Modal Verbs

Modal verbs are a specific type of verb, they change or affect other verbs in a sentence. They are used to show the level of possibility, indicate ability, show obligation or give permission.

Modal Verbs

might/might not

could/could not

would/would not

must/must not

may/may not

will/will not

ought/ought not

can/cannot

should/should not

shall/shall not

Examples:

The netball team **might** win the tournament.

Sally **shall not** be attending Sarah's party.

Billy **must** wear sunscreen before he goes out.

Modal verbs can be used to show how possible something is, or how likely it is to happen/have happened.

- He's very late. He **could have missed** the train.
- It's snowing so it **must be** very cold outside.
- They **will lock** the windows when they go out.

Modal verbs can be used for the following things:

Use of modal verbs	Possibility (how possible something is or how likely it is to happen.	Advice or obligation (giving instructions)	Habits (something that happens often)	Permission (allowing something to happen)	Ability (something that you can do)
Examples	He's very late. He could have missed the train. It's snowing so it must be very cold outside. They will lock the windows when they go out.	Pupils must wear a uniform. You should not eat too many sweets.	I will often have cereal for my breakfast. We shall always enjoy a walk in the park.	May I leave a few minutes early? Could we go to the post box on the way? Please can we have an ice cream?	I can drive a tractor. My grandfather could draw very well.

Challenge 1 - Write out each sentence and underline the modal verb.

1. If she entered the competition, Nicole might win a prize.
2. It would have been great if we won the football match.
3. We will complete the activity if we work together.
4. Lexi's mum said that she should always try her best at school.
5. "Yes, you may go to the toilet," the teacher said.
6. Dad thought that he ought to wash the car before going to grandma's house.
7. We could go to the zoo at the weekend or go bowling.

Challenge 2 - In some sentences there are multiple modal verbs that can be used. Write out each sentence using all the possible modal verbs that could be used (see example below). Underline each modal verb used.

1. Pasha _____ do her homework.

*Example: Pasha can do her homework.
Pasha may do her homework.
Pasha might do her homework.
Pasha will do her homework.
Pasha must do her homework.*

2. He was so tired he _____ keep his eyes open.
3. Tom is a great footballer. He _____ even play in goal!
4. If she keeps trying hard, she _____ just have a chance/
5. He is learning still. He _____ do his shoelaces up just yet.
6. You _____ hurt people or steal things.
7. When you have finished, you _____ leave the table.
8. It has been ordered, so when they get there, they _____ find it waiting for them.
9. The bitter cold makes it certain there _____ by icy roads tomorrow.
10. I _____ happily swap places with a millionaire.

Challenge 3 - Write 4 sentences about yourself, include a modal verb in each sentence.

Home Learning – Week 3 – English Session 1 – Thursday

Task - revise modal verbs and complete the following activities.

Challenge 1 - Use this video to help you revise what modal verbs are and how they can be used. Complete the interactive activity on the website.

<https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zps4pbk>

Challenge 2 - Sort the verbs into the correct place. Write out the table.

Modal Verb	Not a Modal Verb
	can achieve
	think try
	may might
	could finish
	did do
	will should

Challenge 3 - Copy and complete the sentences with one of the two choices.

1. You really _____ watch tv this much. (shall / shouldn't)
2. She _____ be at work, she always works at this time. (must / could)
3. Speak up, I _____ hear you! (can't / couldn't)
4. I _____ hear a word he said. (can't / couldn't)
5. Andrew _____ call his wife urgently. (must / shouldn't)
6. Thank you for calling Zee Company, how _____ I help you? (can't / may)
7. If I go to New York, I _____ see the Statue of Liberty. (will / would)
8. If I went to New York, I _____ see the Statue of Liberty. (will / would)
9. It _____ happen, but it is very unlikely. (shall / could)
10. Emma _____ go out tonight, her parents said no. (can't / may)

Challenge 4 - Match each sentence to a sentence with the same meaning, Write out the sentences next to each other.

1. Jack must write a report tomorrow.
2. Jack couldn't write it yesterday.
3. Jennifer says she can help him tomorrow.
4. She has to help him, or the report will not be finished on time.
5. Jennifer's boss says she may help Jack.

a. She needs to help him.
b. Jennifer's boss says she is allowed to help Jack.
c. Jack will have to write a report tomorrow.
d. Jennifer says she will be able to help him tomorrow.
e. Jack wasn't able to write it yesterday

Example:

Jack must write a report tomorrow. Jack will have to write a report tomorrow.

Challenge 5 - Complete these online quizzes about Modal Verbs.

<http://esl.fis.edu/grammar/multi/modal1.htm>

<https://www.propofcs.com/quiz-school/story.php?title=modal-verbs>

(Click on the blue tab 'Start' to make the test interactive)