



# EduVision

Year 3 English

Term 1, Week Eight

Student Name: \_\_\_\_\_

## Activity One

Skill focus: **Vocabulary**

Word	Definition
Imminent	About to happen. 'They were in imminent danger of being swept away.' It is similar in meaning to 'immediate'. However, 'immediate' means it will happen right now and 'imminent' means it will happen soon.
Consternation	A feeling of anxiety or dismay, typically from something unexpected.
Enviably	Means very desirable: it is enviable when someone else has it and you wish that you had it too e.g. 'her enviable career as a heart surgeon'.
Capable	Having the qualities or abilities that are needed to do or accomplish something. 'He was a capable electrician.'
Plaintive	Expressing sadness or sorrow. 'The sick toddler spent all day at the daycare centre plaintively calling for his mummy.'

Using our new vocabulary in sentences

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## Activity Two

### Skill Focus: Narrative Writing (developing characters)

Creating interesting characters is an important part of writing stories. If we don't find the characters interesting, we probably won't want to read more of the story. Let's look at the way authors introduce their characters.

Extracts from *Harry Potter and the Philosopher's Stone* by J.K. Rowling:

He was a big, beefy man with hardly any neck, although he did have a very large mustache. Mrs. Dursley was thin and blonde and had nearly twice the usual amount of neck, which came in very useful as she spent so much of her time craning over garden fences, spying on the neighbours. (p. 1)

1. Write down the adjectives used to describe Mr Dursley.

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2. Write down the adjectives used to describe Mrs Dursley.

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3. What do we learn about Mrs Dursley's personality from the description of her neck?

- A. That she is vain.
- B. That she is very nosy.
- C. That she is kind.
- D. That she is trustworthy.

A giant of a man was standing in the doorway. His face was almost completely hidden by a long, shaggy mane of hair and a wild, tangled beard, but you could make out his eyes, glinting like black beetles under all the hair. (p. 46)

4. What adjectives are used to describe his hair and beard?

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5. What simile is used in this description?

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6. How would you feel if you were to meet this person?

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Extract from *The Poisonwood Bible* by Barbara Kingsolver:

We wore our best dresses on the outside to make a good impression. Rachel wore her green linen Easter suit she was so vain of, and her long whitish hair pulled off her forehead with a wide pink elastic hairband.... Sitting next to me on the plane, she kept batting her white rabbit eyelashes and adjusting her bright pink hairband, trying to get me to notice she had secretly painted her fingernails bubble-gum pink to match.

7. What impression are we given about Rachel?

- A. That she is vain.
- B. That she is kind and funny.
- C. That she thinks a lot about other people.
- D. That she is a dreamer.

8. Based on the way the protagonist describes Rachel, how do you think they might be related?

- A. The protagonist is the flight attendant serving her.
- B. The protagonist is her mother.
- C. The protagonist is her sibling.
- D. The protagonist is her boyfriend.

9. How do we know Rachel probably was not allowed to paint her nails?

- A. Because she is hiding her nails.
- B. Because of the use of the word 'secretly'.
- C. Because she has her back turned towards her parents.
- D. All of the above.

**10. What adjectives are used to describe her physical appearance?**

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An extract from *The Black Cauldron* by Lloyd Alexander:

A bellow of laughter resounded beyond the chamber, and in another moment a giant, redheaded warrior rolled in at the side of Adaon. He towered above all in the chamber and his beard flamed around a face so scarred with old wounds it was impossible to tell where one began and another ended. His nose had been battered to his cheekbones; his heavy forehead was nearly lost in a fierce tangle of eyebrows; and his neck seemed as thick as Taran's waist.

**11. How is this character introduced to us?**

- A. Visual description only.
- B. Through his interaction with the other characters.
- C. Through dialogue.
- D. Sensory imagery appealing to sound and sight.

**12. What words or phrases emphasise the character's size? Select all accurate answers.**

- A. 'A bellow of laughter'
- B. 'giant'
- C. 'He towered'
- D. 'his neck seemed as thick as Taran's waist.'

**13. What words or phrases help give the impression that he is a warrior? Select all accurate answers.**

- A. 'redheaded'
- B. 'a face so scarred with old wounds'
- C. 'His nose had been battered to his cheekbones.'
- D. 'his forehead was nearly lost in a fierce tangle of eyebrows'

## Activity Three

### Skill Focus: Narrative Writing (developing characters)

#### Writing Task:

Now write a character description of a character using the following five facts or features.

- Remember to use *showing* not telling!
- Make sure to use interesting adjectives.
- Extra challenge: use at least one interesting simile.

1. He is grumpy.
2. He is small.
3. He is curious.
4. He is scared of cats.
5. He has red hair.

Share your paragraph character description with the class.

Now that you have a character, think of what their motivation might be. What might they want? And what obstacles are in their way?

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## Activity Four

### Skill Focus: Narrative Writing (beginnings)

Beginnings are so important: those first few sentences will make a difference as to whether a reader commits to reading the story.

Here are some examples:

- 'Mr and Mrs Dursley, of number four Privet Drive, were proud to say that they were perfectly normal, thank you very much.' (*Harry Potter and the Philosopher's Stone*)
- 'If you are interested in stories with happy endings, you would be better off reading some other book.' (*A Series of Unfortunate Events*)
- 'All children, except one, grow up.' (*Peter Pan*)

**What do we need to do when writing a beginning? Select *all* the correct options:**

- A. Spark a reader's interest.
- B. Reveal the mystery.
- C. Put a character in a setting.
- D. Find the resolution.
- E. Introduce a main character.
- F. Start with action.

**Now write a beginning sentence for the following ideas:**

A dangerous thunderstorm.

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Jessica moves into a new house which seems strange and haunted.

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Manu receives an unusual present.

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Cilla's cat goes missing.

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### Activity Five

#### Skill Focus: Writing Task

Select your favourite story beginning from activity four and write the whole story.

*Make sure you include your character from activity three.*

- I have written description that appeals to the senses (sight, sound, smell, touch) and underlined it.
- I have used interesting adjectives.
- I have used the 'show, don't tell' technique.
- I have edited my work for correct punctuation, grammar and spelling.

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## Homework

1. Complete the writing task.
2. Complete the reading comprehension task, *Greyfriars Bobby*.
3. Complete the vocabulary exercise.

### 2. Comprehension Task:

#### Greyfriars Bobby

Many years ago, a policeman in Edinburgh, a large city in Scotland, had a little dog called Bobby. The policeman's name was John Gray. Bobby was a Skye terrier, a breed of dog that originally came from the Isle of Skye, off the west coast of Scotland. Bobby accompanied Mr Gray as he patrolled the streets of Edinburgh, and, it is said, often helped in the capture of criminals.

One winter, when the weather was bitterly cold, John Gray became extremely ill. Bobby stayed in the sick room and would not be moved. Eventually, John Gray's condition deteriorated and he died. Bobby followed the funeral procession to Greyfriars churchyard. When the funeral was over, all the people went home but Bobby stayed behind. He sat on the grave and howled mournfully.

Days went by and Bobby remained by his master's grave. The gardener, James Brown, often fed him. Later, Bobby began to visit the restaurants in the area and he was fed there, as well. The owners encouraged Bobby because diners like to see the faithful little dog about whom stories were beginning to be told.

Bobby became famous and his story was written up in many newspapers. It is said that Queen Victoria visited the churchyard to see him. After fourteen years of guarding his master's grave, Bobby died. He was buried in front of Greyfriars church and a headstone was put up, engraved with his name. A statue was also erected and if you visit Edinburgh today, you can see it.

#### Identifying the text

This text is a/an

- A. Explanation.
- B. Recount.
- C. Exposition.

**Vocabulary Building**

Find the word in the text that matches the meaning. The first letter is given to you.

- A. At first: o \_\_\_\_\_
- B. Went with: a \_\_\_\_\_
- C. Walked about to keep order: p \_\_\_\_\_
- D. Sadly: m \_\_\_\_\_
- E. Stone on grave. h \_\_\_\_\_

**Comprehension**

1. What type of dog was Bobby?

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2. What was his owner's job?

- A. A detective
- B. A security guard
- C. A policeman
- D. A dog breeder

3. The word 'deteriorated' means that John Gray

- A. Became more ill.
- B. Continued to stay in hospital.
- C. Suffered another disease.
- D. Did not get better.

4. Where was Mr Gray buried?

- A. Airedale cemetery
- B. Greyman's cemetery
- C. The church garden
- D. In front of Greyfriars church

5. What was the name of the gardener?

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**6. Where is the Isle of Skye?**

- A. Off the west coast of Scotland
- B. Off the east coast of Scotland
- C. Off the east coast of Ireland
- D. Off the west coast of England

**7. People love the story of Bobby because it is a story of**

- A. resilience.
- B. longevity.
- C. generosity.
- D. faithfulness.

**8. What did the town do to remember Bobby?**

- A. They buried him in the churchyard with his master.
- B. They invited Queen Victoria to visit him.
- C. They built a statue of him.
- D. They wrote newspaper articles about him.

**3. Vocabulary Exercise:****1. The boats have searched for the \_\_\_\_ ship the whole week.**

- A. fallen
- B. dropped
- C. sunken
- D. overturned

**2. Jerry had \_\_\_\_ some food for the homeless people.**

- A. purchased
- B. perused
- C. paraded
- D. performed

**3. The \_\_\_\_ are so fresh that the dinner is bound to be delicious.**

- A. parts
- B. accessories
- C. ingrained
- D. ingredients

4. The technician used his \_\_\_\_ to tighten the screw.

- A. screwdriver
- B. screw pin
- C. screw tightener
- D. screw bar

5. Jack exchanged bows with his \_\_\_\_ before beginning the karate match.

- A. opposite
- B. opponent
- C. opposed
- D. operator

6. The bride was so \_\_\_\_ that the bridegroom just kept staring at her.

- A. cautious
- B. gorgeous
- C. conscious
- D. malicious

7. It is so cold that the winter feels like a long \_\_\_\_ to many people.

- A. lesson
- B. duration
- C. session
- D. season

8. Some \_\_\_\_ constituents are complaining about the long time to wait to see their Member of Parliament.

- A. impatient
- B. inflexible
- C. unlikely
- D. rejected