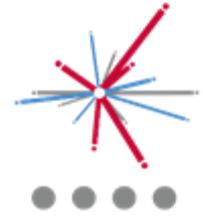


Ark Pioneer learning at Home

Core Curriculum

English Language – week 12



Work to be completed

Note: For English, it is easier to do 3 days of 1 hour literature lessons, and 2 days of 1 hour English language lessons rather than the recommended 30 mins a day of core subjects.

- **English Language lesson 1 – Mastery Writing**
 - Lesson 1.1 Do Now – pronoun correction
 - Lesson 1.2 Exercise 1 – avoiding fragments
 - Lesson 1.3 Exercise 2 – punctuating speech
 - Lesson 1.4 Exercise 3 – punctuating words like *although*
 - Lesson 1.5 Writing – creative story writing
- **English Language lesson 2 – How are the gods presented?**
 - Lesson 2.1 Do Now – recap information from last lesson
 - Lesson 2.2 Vocabulary – omnipotent
 - Lesson 2.3 Inference
 - Lesson 2.4 Writing a paragraph

Support Resources

- Additional Support Booklet – English Language Week 12

How will this work be checked?

Each week you will be given 'red pen work' to carry out corrections on the learning that you are doing at home. Please make sure this work is done and that you correct all work in your exercise book before you complete the quiz.

You must complete the weekly quiz for English Language online and the link to those is on our school website in the 'quizzes' drop-down option from 'Home Learning'.

How much time should I be studying and what happens if I don't finish all my work?

For core curriculum subjects you are expected to do 30min each day as a minimum. Those subjects are English language, English literature, Maths, Science, History and Geography. These subjects all have a weekly quiz and will be checked in on by your form teacher when they call each week. Note: For English, it is easier to do 3 days of 1-hour literature lessons, and 2 days of 1 hour English language lessons rather than the recommended 30 mins a day of core subjects.

All other subjects are 'Extended Curriculum' and they should be done after you have finished the Core Curriculum tasks for the day. You should plan to do work in different subjects each day. We recommend that pupils do one hour per week in each of the 'extended curriculum' subjects.

We recognise that it is not possible for all pupils to complete all work given the exceptional circumstance. Please speak with your form tutor about the work if it is becoming unmanageable.

Support:

These workbooks have been designed for you to work through them independently. There are several support resources available through the links above and further help inside this booklet. [You can also complete the alternative lesson in the Additional Support Booklet if you are finding these lessons difficult.](#)

However, if you have really tried but are still stuck or do not understand what is being asked, please email your form tutor with clear details of the subject, page number and question/issue that you have.

You can also find a video of the Greek Myth Lesson here:

<https://classroom.thenational.academy/lessons/how-are-greek-gods-and-mankind-presented/activities/2>

Why is the work in this booklet important to complete?

This work is important to complete because you will learn to write a well-structured love story with an opening, problem, solution and happy ending. You will learn about key grammatical rules that will make your writing more accurate and precise.

You will also learn about famous Greek myths which influenced many famous writers who you will go on and study. We have already seen a few of these influences in the setting of *A Midsummer Night's Dream* and the story of the poem *Echo and Narcissus*.

Can parents, carers and siblings help?

Yes, of course! Family members can help in the following ways:

Help you check your work using the answer booklet we provide.

Help you with the planning of the story and check their writing after you have completed it using the Mastery Checks.

Write a story at the same time as you. You could then compare your stories and check each other's writing.

What else can I do if I love reading and writing and I want more of a challenge?

Keep reading articles.

Complete the Aim High tasks at the end of the lessons in this booklet.



Aim high



Have integrity



Be kind



Model determination

Lesson 1 – Mastery Writing

Lesson 1.1 Do Now

In the second sentence of each example, cross out either the name or the pronoun to make a correct sentence.

1. Maria bought mints and caramels. She gave the mints/ them to Chris.
2. Naphtali found three kittens. He took the kittens/ them to the police.
3. Sally and Samantha went to the cinema. Jamil met them there and gave Sally/ her some flowers.
4. Three ladies and two girls went to the beach. The girls/ They swam in the sea.
5. The mountaineers reached base camp. The mountaineers/ They stopped for a rest.
6. Richmond gave his mother flowers and two framed photographs. She displayed them/ the flowers on the windowsill.

Lesson 1.2 Exercise 1

Read the following information about avoiding fragments.

 **Exercise 1:** Avoiding fragments

RULE: To be complete, a sentence must:

1. Contain a **subject**
2. Contain a **verb**
3. Express a complete idea

Grammar

The following sentences are all complete.

The sun shone.

The cat sat on the mat.

I am embarrassed.

Tanya was small for her age.

Yesterday, we went shopping.

It was raining.

Although he was late, Mr Brown walked slowly.

 **Exercise 1:** Avoiding fragments

RULE: To be complete, a sentence must:

1. Contain a **subject**
2. Contain a **verb**
3. Express a complete idea

Grammar

The following sentences are **not** complete. They are **fragments**. Fragments are **incorrect**.

Waves on the shore. **Fragment (missing a verb)**

Went to the chip shop. **Fragment (missing a subject)**

Although she liked swimming. **Fragment (not a complete idea)**

Babies everywhere. **Fragment (no verb)**

Around the corner. **Fragment (not a complete idea)**

The lady put. **Fragment (not a complete idea)**

Complete the table below to decide whether the sentence is correct or not:

	Sentence	Subject?	Verb?	C. Idea?	Correct?
1	The lady smiled.	✓	✓	✓	✓
2	The sun in the sky.	✓			
3	He dances.				
4	Going home.				
5	Until we met them.				
6	It was a lovely day.				

Lesson 1.3 Exercise 2 – punctuating speech

Copy out the following passage, punctuating the speech correctly.

Clarry and Naima planned what to get Leona for her birthday.
 Do you have any good ideas Clarry wondered
 Well, I know she really likes this shop on Painter Street Naima replied
 Clarry thought for a moment. OK I think I could go there after school today. What sort
 of things do they sell she asked
 Naima said all sorts of things really. I think she would love some new stationery
 Great. How much shall we spend Clarry asked
 Naima said let's go together and decide when we get there

Lesson 1.4 Exercise 3 – punctuating words like *although*

Punctuate the passage correctly.

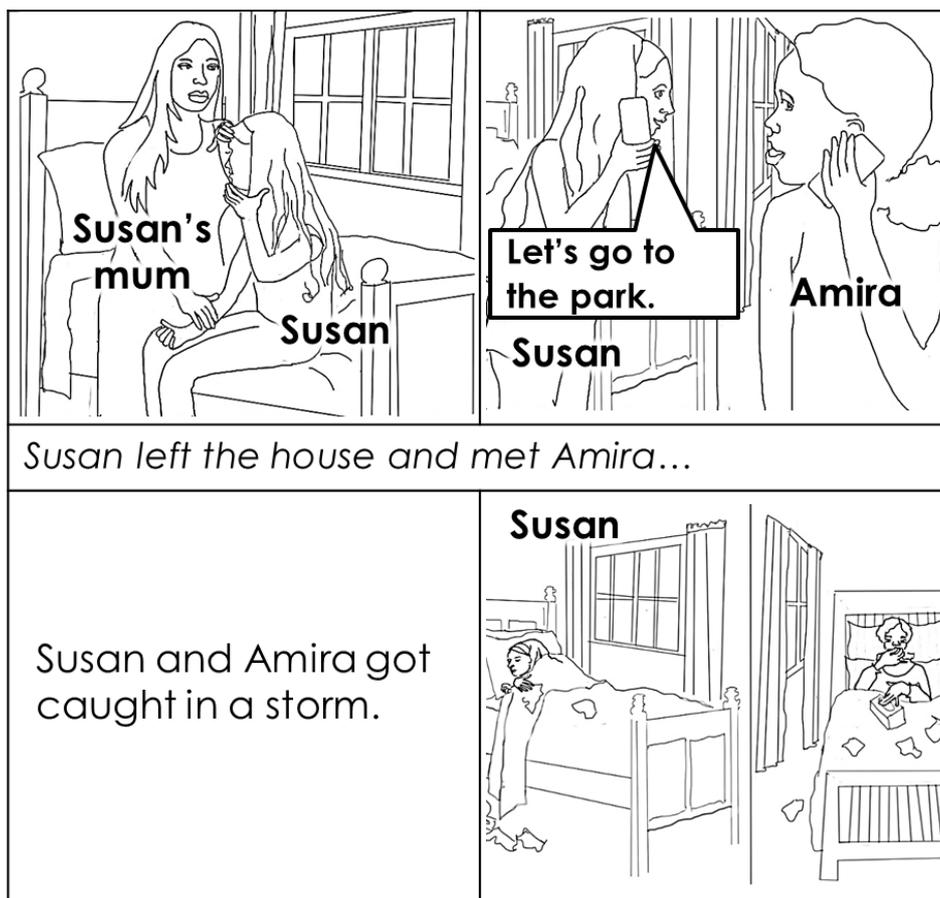
Whenever Sally visited her dad she looked forward to dinner. Even though her friends thought it was bland Sally loved it. She loved it, because it tasted like home.

One day, she asked her dad for the recipe. He gave her some ideas although he did not reveal the magic ingredient. He said, "If I told you that I would have to kill you!"

Although Sally laughed at him he refused to tell her the secret. After all, she might not come and visit as often if she knew the secret.

Lesson 1.5 Story Writing

- Look at the vocabulary below the image. You will need to use each of these words in your writing to say what happened in the image. Tick off the words as and when you use them.
- You will also need to make sure you have included all of the mastery checks in your writing. Allow yourself 15-20 minutes to complete your writing
- You should use the notes and pictures in each box to help you plan your story.
- Include a sentence that starts: **Susan left the house and met Amira...**



pretended	soaked	temperature	sniffed
smug	sore throat	tissues	shivered

Mastery Check 1		Mastery Check 2		Mastery Check 3	
I have started a sentence with a character asking a question and have punctuated it correctly.		I have used the words <i>they</i> and <i>them</i> correctly.		I have used capital letters correctly.	

Lesson 2: How are Greek Gods and Mankind Presented?

Lesson 2.1 Do Now

In your book, summarise what you can remember about the Myth of Prometheus in 5 bullet points:

-
-
-
-
-

Lesson 2.2 Vocabulary

Today, we are going to be learning or recapping the word **omnipotent**.

Omnipotent – having unlimited power or influence.

- Zeus, as someone who can decide to reward or punish, is an **omnipotent** figure.
- The evil dictator, who could not be toppled, was seen as an **omnipotent** leader.
- Everyday citizens are not usually considered as **omnipotent** beings.



Write down the word omnipotent and use it in your own sentence.

Lesson 2.3 Inference

For each quotation below, write an inference about Gods or mankind in Greek mythology.

Inference – a good guess based on what you have read.

For example,

“From the image of the immortal Gods, he fashioned man.”

Greek Gods were omnipotent figures who inspired Prometheus to create mankind; humans were similar to Gods.

1. ‘Gentle Epimetheus **observed** his brother’s activity with amazement and envy.’
2. ‘They risked the **wrath** of their father’s thunderbolts.’
3. ‘Man, **frail** as he was, became master of his environment.’
4. ‘But Prometheus was so bold as to steal fire from the Gods a second time.’
5. ‘Imprison Prometheus in **torturous** conditions.’

Observed	Watched
Wrath	Anger
Frail	Weak

Torturous	Horrific; painful
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Lesson 2.4 Writing a what, how, why paragraph

Answer these three questions in your exercise book. Your answers do not have to be in full sentences.

1. **What** do we learn about Greek gods from this story? What are they like?
2. **How** do you know? (try to find a quotation from the text)
3. **Why** does this quotation support your idea?

Now use these sentence starters to write your ideas into an analytical paragraph.

Note: where there is a dash (/) use only **one** of these sentence starters.

In the Myth of Prometheus, we learn that gods are portrayed as...

The writer states that, '...' / This can be seen when it says, '...'

This suggests / implies / highlights that... because...

Particularly, the word '...' has connotations of...

Perhaps this is because Greek myths were supposed to...

Challenge and Aim High Tasks

- Write one or two additional paragraphs about the Myth of Prometheus using these sentence starters:
 - Furthermore, the gods are also seen as... We can see this when it says... This suggests that the gods...
 - Mankind, however, is presented in the myth as... The writer describes mankind as... This suggests that mankind...
- If you didn't complete the stretch last week, re-write the Myth of Prometheus as either:
 - A poem
 - A storyboard (6 pictures)
 - A fairy tale
- Write an answer to this question (however long or short you like):

What does the Myth of Prometheus teach us about how humans saw themselves and the gods in Ancient Greece?

Answers

1.1

 **Do Now** Tuesday, 09 June 2020

Tick and fix your work.

1. Maria bought mints and caramels. She gave the mints/ **them** to Chris.
2. Naphtali found three kittens. He took **the kittens**/ them to the police.
3. Sally and Samantha went to the cinema. Jamil met them there and gave Sally/ **her** some flowers.
4. Three ladies and two girls went to the beach. The girls/ **They** swam in the sea.
5. The mountaineers reached base camp. **The mountaineers**/ They stopped for a rest.
6. Richmond gave his mother flowers and two framed photographs. She displayed **them**/ the flowers on the windowsill.

Extension: write more about the ladies and girls. /6

Grammar

1.2

 **Exercise 1: Avoiding fragments**

Tick and fix your work. It should look like this:

	Sentence	Subject?	Verb?	C. Idea?	Correct?
1	The lady smiled.	✓	✓	✓	✓
2	The sun in the sky.	✓	✗	✗	✗
3	He dances.	✓	✓	✓	✓
4	Going home.	✗	✓	✗	✗
5	Until we met them.	✓	✓	✗	✗
6	It was a lovely day.	✓	✓	✓	✓

Extension: turn number 2 into a complete sentence. /6

Grammar



Exercise 2: Punctuating speech

Tick and fix your work.

Clarry and Naima planned what to get Leona for her birthday.

“Do you have any good ideas?” Clarry wondered.

“Well, I know she really likes this shop on Painter Street,” Naima replied.

Clarry thought for a moment. “I think I could go there after school today. What sort of things do they sell?” she asked.

Naima said, “All sorts of things really. I think she would love some new stationery.”

“Great. How much shall we spend?” Clarry asked.

Naima said, “Let’s go together and decide when we get there.”

Extension: write more about the cats and dogs.

/6



Exercise 3: Punctuating words like *although*

Tick and fix your work.

Whenever Sally visited her dad, she looked forward to dinner. Even though her friends thought it was bland, Sally loved it. She loved it because it tasted like home.

One day, she asked her dad for the recipe. He gave her some ideas although he did not reveal the magic ingredient. He said, “If I told you that, I would have to kill you!”

Although Sally laughed at him, he refused to tell her the secret. After all, she might not come and visit as often if she knew the secret.

Extension: write a sentence about Sally that uses the word *until*.

/5



Lesson 31 Writing

Use the Mastery Checks to review your work.



Mastery Check 1	Mastery Check 2	Mastery Check 3
I have started a sentence with a character asking a question and have punctuated it correctly.	I have used the words <i>they</i> and <i>them</i> correctly.	I have used capital letters correctly.

2.1

Below, summarise what you can remember about the Myth of Prometheus from last lesson in **5 bullet points**:

- 1 Prometheus is tasked with creating all living things by Zeus.
- 2 The envious Epimetheus forgets to save some qualities for humans.
- 3 Prometheus is gifted the knowledge of arts and crafts, as well as the element of fire, by Zeus' children. He returns as mankind's greatest teacher.
- 4 Zeus finds out and punishes mankind by taking fire away. Prometheus steals it again from Olympus.
- 5 Zeus punishes Prometheus by imprisoning him in torturous conditions.

2.3

1. 'Gentle Epimetheus **observed** his brother's activity with amazement and envy.'
Prometheus is the smarter brother; Titans can feel human emotions like envy.
2. 'They risked the **wrath** of their father's thunderbolts.'
Zeus' children were brave; Zeus was not afraid to punish his children.
3. 'Man, **frail** as he was, became master of his environment.'
People were weak and helpless before they were helped by Prometheus.

4. 'But Prometheus was so bold as to steal fire from the Gods a second time.'
Prometheus did what he thought was right and was brave.
5. 'Imprison Prometheus in **torturous** conditions.'
The gods were vengeful and punished people harshly.

2.4

Use this model paragraph to mark your own. Are there any ideas you would like to steal?

In the Myth of Prometheus, we learn that gods are portrayed as vengeful. The writer states that Zeus would, 'Imprison Prometheus in torturous conditions. This suggests that Zeus gives out extreme punishments because, although Prometheus' crime was quite small, Zeus treats him harshly and lacks empathy for him. Particularly, the word 'torturous' has connotations of pain and suffering, giving us an image of Prometheus living in horrific conditions. Perhaps this is because Greek myths were supposed to teach people a moral lesson, which could have been not to upset the natural order of things, including hierarchies in the society of the time.