

Monday 1<sup>st</sup> March 2021

Focus: Can I identify how the author develops a setting though description using senses and figurative language?

Today your first job is to read Chapter 2 of Stormbreaker 'Heaven for Cars' to page 24 where Alex enters the breakers yard. Can you identify any examples of descriptions using sight, sound, smell and touch? Can you identify any description using figurative language? Add the examples to the grid.

Use the extract below (from this chapter) and see if you can identify any more description using senses or figurative language.

Using different colours, highlight in the extract below, (pages 24-5) examples of how the author builds up a setting by describing the senses i.e. sight, sound, smell and touch.

Record the information in the grid below.

*J.B. Stryker's was a square of wasteland behind the railway tracks running out of Waterloo Station. The area was enclosed by a high brick wall topped with broken glass and razor wire. Two wooden gates hung open, and from the other side of the road Alex could see a shed with a security window and beyond it the tottering piles of dead and broken cars. Everything of any value had been stripped away and only the rusting carcasses remained, heaped one on top of the other, waiting to be fed into the crusher.*

*There was a guard sitting in the shed, reading the Sun. In the distance, a crane coughed into life, then roared down on a battered Ford Mondeo, its metal claw smashing through the window to scoop up the vehicle and carry it away. A telephone rang somewhere in the shed and the guard turned around to answer it. That was enough for Alex. Holding his bike and wheeling it along beside him, he sprinted through the gates.*

*He found himself surrounded by dirt and debris. The smell of diesel was thick in the air and the roar of the engines was deafening. Alex watched as the crane swooped down on another of the cars, seized it in a metallic grip and dropped it into a crusher. For a moment the car rested on a pair of shelves. Then the shelves lifted up, toppling the car over and down into a trough. The operator – sitting in a glass cabin at one end of the crusher – pressed a button and there was a great belch of black smoke. The shelves closed in on the car like a monster insect folding in its wings. There was a grinding sound as the car was crushed until it was no bigger than a rolled-up carpet. Then the operator threw a gear and the car was squeezed out, metallic toothpaste being chopped up by a hidden blade. The slices tumbled on to the ground.*

*Leaving his bike propped against the wall, Alex ran further into the yard, crouching down behind the wrecks. With the din from the machines, there was no chance that anyone would hear him, but he was still afraid of being seen. He stopped to catch his breath, drawing a grimy hand across his face. His eyes were watering from the diesel fumes. The air was as filthy as the ground beneath him.*

Figurative Language	
sight	
sound	
smell	
touch	

Tuesday 2<sup>nd</sup> March 2021

Today's Focus: Can I story map to sequence a series of events?

Today you need to continue reading Chapter 2 to the end of page 34. Whilst reading this section, I would like you to visualise what was happening as Alex fought for his life. Think about what the key scenes are in this struggle.

Now draw a story map or a story board showing each of these key scenes. You could use the copy of the graphic novel to help you too.

Wednesday 3<sup>rd</sup> March and Friday 5<sup>th</sup> March 2021

Today's Focus: Can I use dialogue to explain characters' thoughts, feelings and emotions?

Today and Friday you will be looking at some pages from the Stormbreaker Graphic novel.

I would like you to use the speech in the speech bubbles and create a paragraph which includes this speech.

Think about what speech needs (look at the help sheet) and also an important part of the speech is the reported clause which tells the reader who is saying it and how. We have worked on reported clauses before and how you can use a number of techniques to extend these further – telling the reader what the character is doing, how they are saying it, what is going on around them...

**Direct Speech** There are several rules that need to be followed when quoting direct speech (spoken words).

	Explanation	Example
<b>1 ▶ Speech Marks</b>	Speech marks are used to indicate direct speech. They enclose the spoken words.	“What do you want to do this weekend?” asked Abby.
<b>2 ▶ Exact Words</b>	Only use speech marks when quoting the exact spoken words. Indirect speech does not need speech marks.	Abby asked us what we wanted to do this weekend. <b>X no speech marks needed</b>
<b>3 ▶ Capital Letters</b>	Use a capital letter at the start of direct speech, unless the speech is a continuation of an existing sentence.	“Stay there!” he shouted. “You can’t leave now!” “We are going to France,” he said, “but not until March.”
<b>4 ▶ Punctuation (inside speech marks)</b>	Place any punctuation that belongs to the direct speech inside the speech marks.	“When are we having lunch?” asked Toby. “Get out!” shouted the teacher.
<b>5 ▶ Punctuation (outside speech marks)</b>	Place any punctuation that does not belong to the direct speech outside the speech marks.	Did Arnold really say, “I’ll be back”?
<b>6 ▶ Commas</b>	Use a comma if the text continues after the direct speech. You also need to use a comma when introducing direct speech.	“That’s an iconic movie quote,” said Mike. Beth replied, “Yes, I know.”
<b>7 ▶ New Paragraphs</b>	Start a new paragraph every time there is a new speaker.	“Do you like apples?” asked Will. “I always wondered.” “Yes. Why do you ask?” replied Tomek.