

SPEEDBOATS LITERACY 22.06.20

Hello Speedboats,

It was so lovely to see some of you recently and I hope you enjoyed your time back in school.

This week, I have attached some more chapters to read of the story so we can get a little bit further ahead.

MONDAY

Make sure you have read through the chapters and are up to date with the story.

This week we are going to be thinking about suspense and how we can build up suspense in our writing. We will be looking at Tammy entering the woods tomorrow but today I just want to think about how a story can create an atmosphere of suspense and show a character's fear

Q. What does suspense mean to you?

Read through the extract below from another story:

Nothing moved. Cogston House was as silent as the grave. Perhaps the only thing worse than hearing her best friend desperately calling her name was being alone in this endless quiet. Alice's eyes searched through the darkness, scouring the corridor which faded into more murky gloom. She could make out the hallway right in front of her, the door opposite, and beyond it, the enormous winding staircase. As she looked, blinking through the tears which had begun to stream hopelessly down her face, she was met with a sight at the top of the staircase which all but turned her to stone...

Something was moving.

Alice watched numbly. Her heart was in her mouth and her breath came in sharp, rattling gasps.

Descending the stairs one careful, agonising, creaking step at a time, a hunched silhouette shuffled out from the darkness...

Q. How did the extract make you feel?

Even though not much is happening to Alice, there is a lot of descriptive detail about the surroundings. All of this writing means that the reader can clearly picture what Alice is experiencing but we still don't know what is coming down the stairs- this is building suspense.

Look at this sentence:

As she looked, **blinking through the tears** which had begun to stream hopelessly down her face, she was met with a sight at the top of the staircase **which all but turned her to stone**.

Instead of writing 'Alice was scared' the author has described what Alice's body is doing to show fear.

TASK: Can you think of ways to show a character's fear through changes to their body?

1. _____

2. _____

3. _____

TUESDAY

Today we are going to think about things from Tammy's perspective and some writing on how a setting creates suspense.

Have a read this version of the story about what happened to Tammy:

As she cycled along the road, Tammy was hypnotized by a strange sound coming from the forest which was just before the lake. Stealthily, Tammy crept closer. Twenty minutes later, she entered Deadman's Forest. Tall trees towered overhead and daylight filtered through the branches, casting ebony shadows. At the bottom of the bank she paused, but all that she could hear was the low murmur that drew her closer. A cold breeze whispered through the reeds. Tammy shuddered. A twig broke, leaves rustled and something moved towards her! What was it? Cautiously, Tammy stared into the darkness between the trees where her imagination warned her anything could exist. A vague silhouette darted across the water! Again, Tammy shivered but not from the cold for, at that moment, she heard a sudden boom and a red shape flickered. Tammy gasped.

1. Can you find any language which builds suspense?

e.g. 'she paused' and 'drew her closer'

These both suggest there is something there but we don't know what it is.

2. Can you make a list of the words or phrases which set the scene and create a sense of fear?

3. How can we make the setting sound scary?

Scary Setting Describing Words

abandoned	disgusting	lifeless	sickening	stomach-turning
agonising	ear-splitting	looming	silent	rotten
chilling	eerie	miserable	silhouetted	rusty
clammy	filthy	misty	sinister	shadowy
cramped	frozen	mottled	smashed	weathered
crumbling	gloomy	murky	solemn	terrifying
darkening	gruesome	neglected	stealthy	twisted
deafening	haunting	petrifying	stale	
decaying	horrendous	repulsive		
dilapidated	jagged			



TASK: Write 4 sentences to describe a setting which make it sound scary using parenthesis or a relative clause.

e.g. my setting is a forest leading to an abandoned house

I have given you two examples.

We are going to write these sentences trying to use a relative clause.

Relative clauses

Relative clauses are introduced by a **relative pronoun**. The relative pronoun you will use depends on the person or type of thing you are writing about.

Relative pronouns include:

- Who - a person or people.
- Which - an object, a place or animals.
- That - an object, a place or a person.
- When - a time.
- Where - a place.

If you want some extra practise and test yourself on your relative clause knowledge, have a look at the videos here: <https://www.bbc.co.uk/bitesize/articles/zkcd7sg>

Example using a RELATIVE CLAUSE

1. As he made his way through the forest, **which was dark and eerie**, he paused as he heard the wind whistle through the trees.

WEDNESDAY

Main Activity

Yesterday, we wrote some sentences to help us create a scary setting and today we are going to rewrite the paragraph with our own language/ vocabulary to describe a scary setting and bring in our ideas from Monday about showing how Tammy is scared.

Use the grid to help plan out how you are going to create suspense and show fear

Part of the paragraph	Ideas (Becky's idea)	My ideas
What does Tammy hear to make her abandon her bike?		
Tammy enters the eerie setting		
Tammy sees hears or sees something		
Keep it hidden (we still don't know what it is)	silhouette moved, shadow travelled	
Show how Tammy feels	Tammy gasped/ shivered/ shuddered	
Reveal Tammy's thoughts		

TASK: Now it is your turn to write your own paragraph about Tammy that night. You do not need to discuss what she see at the end unless you want to try continue the story!

THURSDAY

Main Activity: To be able to see the difference between sentences types or structures

We have done lots of writing this week so today we are going to be looking at how we can write using different sentence types (we have looked at all these types of sentence before)

Can you remember what each sentence is and number the sentences according to what type they are? Try not to look at answers before having a go yourself

1. Simple sentence

2. Complex sentence

3. Compound sentence

The island was calm and peaceful.	The island seemed calm and peaceful but the clouds looked dark and angry in the sky.	The island was calm and peaceful until dark and angry clouds gathered above them.
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Definitions:

A simple sentence is a sentence containing one main clause

The island was calm and peaceful.

A compound sentence generally joins two main clauses together using a conjunction. We use co-ordinating conjunctions for this (**and, as, but, or, so**)

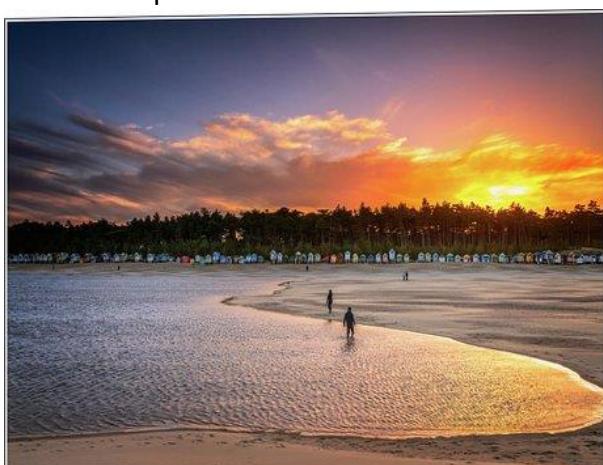
The island seemed calm and peaceful but the clouds looked dark and angry in the sky.

A complex sentence contains a main clause and another type of clause e.g. subordinating or relative clause

The island was calm and peaceful until **dark and angry clouds gathered above them.**

The part on red is the subordinating clause connected by a subordinating conjunction.

Look at the picture below and write a sentence of each type describing the setting:



FRIDAY

Starter: Practise the new set of words. I have also put these words into an assessment on spellodrome.

achieve	controversy	dictionary	frequently	mischievous
appreciate	communicate	equipment	identity	occupy
bargain	curiosity	existence	interrupt	physical
pronunciation	restaurant	shoulder	stomach	temperature
vehicle				

Main Activity LO: To spell words ending in -ance, -ancy, -encce and -ency

We use each suffix depending on the ending of the word. We looked at this last week with -ance and -ancy.

Suffix	EXAMPLES	
-ence	innocence confidence	
-ance	tolerance	
-ancy	hesitancy	
-ency	decency	

Look at these root words below and decide which suffix you should add then write them into the table

expectant	insure	elegant
frequent	disappear	abundant
observe	interfere	brilliant

Look at the sentences. Write the suffix -ance, -ence, -ancy, or -ency in the space to correctly complete the word.

1. We really need the client to cooperate with us to finish this project successfully. His compli_____ is very important.
2. No one can deny Jake's brilli_____. He has come up with some of the best ideas any of us have heard!
3. It is not easy to be on stage in front of a big audience. You need to have a lot of confid_____.
4. Janet is working as an administrative assistant now, but she is studying account_____ at university.
5. I am trying to make soup, but it is not working well. The consist_____ is all wrong. I think it is too thick.
6. We will have a very important meeting on Thursday. Everyone's pres_____ is obligatory.
7. Kelly knows that your personal appear_____ in business is very important, so she always wears professional clothes.
8. Hello, my name is Jennifer. How can I be of assist_____ to you today?
9. The conveni_____ of the Internet is really amazing. We can study, interact, learn, and share from our own homes.

