

Week beginning: 8 -6-20

Class and Subject: **English**

SEN Teacher: Ms. Hogan



ST. PATRICK'S GIRLS NATIONAL SCHOOL
GARDINER'S HILL, CORK

Hi girls,

The suggested work below is to be carried out over a week. Don't worry if you don't get it all done. Uncompleted work could be carried on to the following week. Try your best. Spend 30-45 minutes a day on English. Scroll down through the document to get activities.

**Week
11**

Spelling

Continue with SNIP spellings.

Complete one session per week.

Get a parent or guardian to test you on Friday.

Revise spellings from previous weeks also. You are familiar with how to do this from how we test 'old' spellings on a Friday.

Identifying the main idea - 1

If you know what the main idea of a text is, you will have a much better chance of understanding what it is about.

Read the discussion text.

Uniforms

1. School uniforms are a really good idea and I believe they should be worn by all pupils at every school. I find it difficult to understand why some pupils are so reluctant to wear their uniforms and why some schools do not make them compulsory.
2. Uniforms save people money. Because pupils wear the same thing everyday, parents don't need to buy so many different clothes. Some pupils want to wear designer jeans, shoes and tops, which look great, but are very expensive for parents to buy and quickly go out of fashion. Often they are made out of material that doesn't last long or wash well. Uniforms are made from very good fabric that lasts.
3. We always seem to be in a hurry in the mornings and we worry about being late for school and getting into trouble. It can take a lot of time to decide what to wear to school, whereas it is much quicker and easier to just put on a uniform.
4. There are fewer differences between pupils in uniform. If their parents don't have a lot of money or don't want to spend their money on their childrens' clothes, it isn't so obvious. Also, it isn't as noticeable if pupils are thin or fat, because uniforms are usually less fitted than some clothes. There is not as much pressure on pupils to look good if everyone wears the same thing.
5. It is important for pupils to feel comfortable at school and to be able to move easily. Uniforms are designed more for comfort than style and are easy to wear.
6. Uniforms show that we go to a particular school. We should be proud of our school and our school's uniform.
7. School pupils are not the only people in the community who wear uniforms. Think about police officers, bus drivers, nursing staff and many others. They all wear uniforms. Their uniforms are suitable for the work they do and I think they look good too.
8. Pupils should understand all the advantages of school uniforms, be happy and wear them every day with pride.



Identifying the main idea

On your own



Use the strategies you have been practising and work out these answers.

1. What is the main idea of paragraph 4?

- (a) Uniforms are less fitted than some clothes.
- (b) Thin pupils look better in school uniforms.
- (c) Some parents don't want to spend lots of money on clothes.
- (d) Pupils look the same in uniform.

The best answer is ☐.

2. The first paragraph tells what the writer thinks about the topic of school uniforms. Explain his or her opinion.

3. (a) Write a very brief sentence to state the main idea in each paragraph.

Para 2 _____

Para 3 _____

Para 4 _____

Para 5 _____

Para 6 _____

Para 7 _____

(b) Did all these paragraphs start with the main idea? _____

4. Think about the main idea of each paragraph. Write the number of the paragraph where you think each of these comments belong.

(a) 'I can't run in these shoes.' ☐

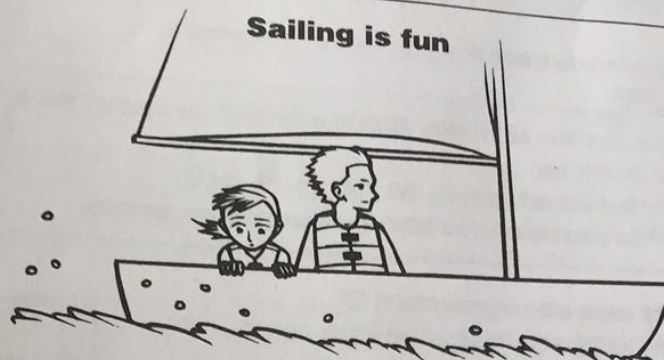
(b) 'Haven't you decided what you're wearing to school yet?' ☐

(c) 'Which school do you go to?' ☐

(d) 'I can't afford to buy you that shirt, Tom.' ☐

Identifying the main idea - 2

Read the narrative.



1. My big brother bought a small yacht and couldn't wait to get it into the water. He didn't have anyone better to go with him so he asked me. I'd never been sailing and I didn't have a clue what to do, but he told me that sailing is fun so I said I'd go.
2. We took the yacht down to the river and he tried to look as if he knew what he was doing. It took ages to organise the sails but finally we were on the water. But it wasn't long before we were both *in* the water. We swam over to the upturned yacht and he managed to pull it up, scramble on—and then it sailed off because he'd forgotten to release the sail. He went sailing past at quite a speed and yelled for me to grab hold and climb in. Fat chance of that! My hands banged against the sides as he flew past. We tried the same thing a number of times until I yelled for him to just stop and I would swim over and climb on.
3. I wish I could say that we sailed around and had a great time but that just didn't happen. He couldn't get the yacht to go where he wanted and we kept getting further and further away from the shore. Of course, where we were had to be the very widest part of the river. The opposite shore was getting closer and closer. When the water was quite shallow we decided to get out and we pulled the yacht into the beach. Finally, it was going in the direction we wanted!
4. We looked back to where we'd come from. It looked such a long way and the wind was blowing strongly towards us. We had no chance of sailing back. I was tired, wet and very grumpy. The water was murky and there was lots of weed in this part of the river. It wasn't a great place to be stuck. There weren't any houses nearby so we couldn't find anyone to help us and I could see us being stuck there all night.
5. My brother just stood there playing with the ropes on his yacht. He didn't have a thing to say and he obviously didn't have a clue about what we should or could do. I was so cross and worried; it was getting late and I was cold and miserable.
6. I noticed a small speedboat that seemed to be heading our way. I waved at it while my brother looked embarrassed. As it came closer, it looked familiar. Then I recognised Dad. I had never been so pleased to see anyone in my life!

Identifying the main idea

Try it out



Use the strategies you learnt and practised in *Uniforms* to find the main idea.

- The main idea links all the other ideas together and tells what the text is about.
- Look at the title too!
- Read the text and ask yourself, 'What is it mainly about?'
- Read all the possible answers carefully before making a decision.

1. *What is the main idea of paragraph 2?*

- (a) The writer had trouble getting back on the yacht.
- (b) They both fell in the water.
- (c) Big brother wasn't a very good sailor.
- (d) He forgot to release the sail.

The best answer is ☐.

Think!

Which answer tells what it is mainly about and links all the ideas?

2. *What is the main idea of the recount?*

- (a) Sailing is fun.
- (b) Sailing is dangerous.
- (c) Dad is a hero.
- (d) Sailing isn't always fun.

The best answer is ☐.

3. *The main idea of the last paragraph is that they were rescued. Explain how this happened.*

4. (a) What is the title? _____

(b) Do you think it is a good title? _____

(c) Explain how this title is connected to the main idea of the recount.

(d) Suggest another appropriate title: _____

5. *What is the main idea of paragraph 4?*

Understanding words - 2

Read the recount.

Trapped



1. Last school holidays, my Aunt Shirley and Uncle Ron invited me to stay with them at their orchard. They needed help for two weeks while my cousin was away. I was very excited because they have quite a big orchard, cows, chickens, a tractor and a horse they are looking after while it has a break from racing. I have always lived in the city and working with animals, picking fruit and driving a tractor appealed to me enormously.
2. My first job was to collect the eggs. Some of the hens were reluctant to leave their eggs and my uncle had to show me how to persuade them to move. At first I was very hesitant, especially when the hens were facing me, but I soon became a very proficient egg collector.
3. During the afternoon I had my first driving lesson and then I drove Uncle Ron down to the orchard and helped to pick some fruit. It was an awesome experience, driving down the hill and over the small bridge that crossed their creek. I was amazed when Uncle Ron asked me to drive back to the shed by myself to get some more packing boxes. But I did it!
4. Tomorrow morning, Aunt Shirley is going to teach me how to milk a cow. They only milk two cows and they use the milk to drink and they make their own butter. It sounds quite complicated but I'm sure I will be able to do it with sufficient practice.
5. At about five o'clock, Uncle Ron asked me to collect the large container he puts the horse feed in. I marched into the empty stable, picked up the tin and turned around to leave. It suddenly seemed very dark in there. The reason very quickly became apparent. There, standing in the doorway, was the largest horse I had ever seen. There was no way I could get out. The horse just stood there, not coming in and not going away. I was *petrified*. I remember hearing somewhere that horses kick. All I could see were long, long legs and a huge head with enormous eyes that kept staring at me.
6. I tried saying 'go away' and 'go home' but it just stood there. Uncle Ron had gone up to the shed to organise the food, so there was no use yelling—he was too far away. I was trapped. My confidence evaporated and I felt a large tear trickle down my face. I had to do something, so I dropped the food container and edged my way towards the door, managing to squeeze past the horse. Then I ran all the way to the shed.
7. Uncle Ron listened to the story I blurted out as I tried to recover my breath. He was very patient but I think his lips were twitching as he explained how I could have got the horse to back up. That is one job I won't be volunteering to do again, not for some time.

Understanding words

Try it out



Use the strategies you learnt and practised in **Waterskiing** to work out the meaning of some of the words and phrases.

- Find and underline the word or phrase in the recount.
- Read the words around it and think.

1. Is the meaning of the word, **petrified**, in paragraph 5:

- (a) thinking about a pet?
- (b) feeling hot?
- (c) wanting to climb a tree?
- (d) scared?

The best answer is ☐.

Think!
How was the writer feeling?

2. Explain what a **proficient egg collector** means. (Paragraph 2)

3. Does the phrase, **appealed to me**, in paragraph 1 mean:

- (a) might be a good idea?
- (b) was something I wanted to do?
- (c) seemed difficult?
- (d) would be hard work?

The best answer is ☐.

4. Choose the best explanation of the meaning of the phrase, **became apparent**, in paragraph 5.

- (a) seemed easy
- (b) was a parent
- (c) you could see through it
- (d) was obvious

The best answer is ☐.

5. Explain what **having a break from racing** means. (Paragraph 1)

NASA and SpaceX Prepare for Mission to ISS

What are NASA and SpaceX doing?

- NASA is working with a company called SpaceX to send two astronauts to the International Space Station (ISS).
- NASA is working with businesses to investigate how new spacecraft can be launched into space.

Set the controls and get ready for lift-off! NASA and SpaceX are working together to send two astronauts into space.

The mission is set to launch on 27th May from the Kennedy Space Centre in Florida. A [spacecraft](#) with people on board has not left the USA since 2011. This mission, though, will be particularly significant for other reasons.

It will be the first time that SpaceX will have sent two astronauts into space. The company wants to be able to launch [commercial](#) flights into space in the future. On its website, it says it has the goal of 'enabling people to live on other planets'.

The company has done a series of tests to check that the mission will be safe. Last year, they launched Demo 1, a spacecraft without a crew, to check their spacecraft was safe to use.

This mission, Demo 2, will have astronauts on board. Bob Behnken and Doug Hurley will be heading to the International Space Station (ISS) on a rocket called Falcon 9.

The ISS is a spacecraft that [orbits](#) Earth. It's about 250 miles above Earth and is a place where scientists carry out research into our Solar System.

The two astronauts are expected to reach the ISS the day after their launch, on 28th May. It's not clear yet how long the astronauts will spend on the ISS.



Photo: A SpaceX rocket being prepared.

NASA plans to send more astronauts into space to learn more about our Solar System. As part of a program called Artemis, it wants to send astronauts to the Moon by 2024. It will be the first time an astronaut has been to the Moon since 1972.

During the Artemis Program, a woman will walk on the Moon for the first time. NASA says that the astronauts will then use what they find out on the Moon to help them when they travel to Mars for the first time.

For now, though, all eyes will be set on seeing how this mission [fares](#).

Glossary

spacecraft	A vehicle that travels through space.
commercial	To sell something in order to make a profit.
orbit	To travel around another object in space.
fares	How something turns out over a period of time.

Questions

1. 'This mission, though, will be particularly significant.'
Tick the word that is closest in meaning to 'significant'.

- ☐ exciting
- ☐ important
- ☐ interesting
- ☐ unusual

2. What was the main difference between Demo 1 and Demo 2?

3. 'They want to be able to launch commercial flights into space in the future.'
This suggests that...

- ☐ Only astronauts will travel in space in the future.
- ☐ People may be able to buy tickets to travel into space.
- ☐ There are no plans for people to go into space after this mission.
- ☐ Space travel for ordinary people will be impossible.

4. Find and copy two reasons why the Artemis program could be an important moment in history.

1. _____

2. _____

5. Do you think space travel will be more common in the future? Explain your answer.

6. Explain what the story is about in 15 words or fewer.

Answers

1. 'This mission, though, will be particularly significant.'
Tick the word that is closest in meaning to 'significant'.

☐ exciting
☒ **important**
☐ interesting
☐ unusual

2. What was the main difference between Demo 1 and Demo 2?

Accept any answer which refers to this part of the story: Last year, they launched Demo 1, a spacecraft without a crew, to check their spacecraft was safe to use. This mission, Demo 2, will have astronauts on board.

3. 'They want to be able to launch commercial flights into space in the future.'
This suggests that...

☐ Only astronauts will travel in space in the future.
☒ **People may be able to buy tickets to travel into space.**
☐ There are no plans for people to go into space after this mission.
☐ Space travel for ordinary people will be impossible.

4. Find and copy two reasons why the Artemis program could be an important moment in history.

It will be the first time that a woman will walk on the Moon and people will go to Mars for the first time.

5. Do you think space travel will be more common in the future? Explain your answer.

Accept any answer which refers to the story, e.g. I think space travel will be more common in the future as businesses are investigating how it could work.

6. Explain what the story is about in 15 words or fewer.

Accept any reasonable summary that is 15 words or fewer, e.g. NASA and SpaceX are working together to send two astronauts into space.