



# Hello 8C1!



Hello again!

I hope you are all well, 8C1. I hope that you enjoyed reading **The Hitchhiker** last week. It is one of my favourites! Did you prefer the **Umbrella Man** or **The Hitchhiker** short story?

This week we will look at a shorter short story, not written by Roald Dahl, but written by Mona Gardner. I like this story as well! I will ask you to answer questions on the story like we did last week. You are going to also look at the key elements ( ingredients) of a story and write your own fabulous opener to a story!

Don't forget to keep reading; this is so important. You can still take Renaissance Reading Quizzes. Also, if you send in a book review of a book that you have read, you may win a prize! All the information is on the Home Learning Page. See the next slide for an idea of how to set up your review.

Have a wonderful week, 8C1.

Mention the book's title and author

*Include a picture of the cover if you can. Don't worry if you can't – we can put one in!*

Have you read other books by this author? Is it part of a series?

What attracted you to this book?

### What is it about?

What did you like most about it?

Was there a character that you particularly liked?

Who would like this book?  
For which age group is it  
most suitable?

Rating out of 5 stars

Say who you are: first name, surname and class

This is the first book that I have read by L D Lapiński. She is writing a sequel, which will be published next year.

Even though I had never heard of this author before, I decided that I wanted to read this book because I was intrigued by the title and the illustration on the cover. I really like books about other worlds and magic so I thought that this book would one that I would enjoy.

The story is about a girl called Flick. She is really ordinary, with an ordinary family and an ordinary life. She has recently moved to a different town with her family and one day she stumbles across a strange old shop called The ~~Strange worlds~~ Travel Agency. The agency is run by Jonathan, who realises that Flick actually quite extraordinary because she can detect magic. This means that she can join the ~~Strange worlds~~ Travel Society and visit other worlds with him by climbing in and out of the hundreds of suitcases that are stacked up in the Travel Agency. But Jonathan's father has disappeared mysteriously and the pair of travellers soon discover that other things are disappearing. It's up to them to solve the mystery and put things right!

The part that I enjoyed most was when they visited a tiny world called Tam's Forest. A group of wild children live there – they reminded me a bit of the Lost Boys in Peter Pan – but they turn out to be rather more dangerous than that!

I thought that Flick was an interesting character because there was such a contrast between her really boring, ordinary home life and the incredibly exciting, sometimes dangerous and definitely extraordinary adventures with the [Strangeworlds Travel Agency](#).

Anyone who likes magic, adventure and books such as *The Train To Impossible Places* or *The Magic Faraway Tree* would love this book. It would be suitable for Year 5 and above.



Reviewed by Mrs Chadwick

## Book Review

Book review by: \_\_\_\_\_

File:

Author:

Non fiction ☐ Fiction ☒

Explain the plot of

Which was your favourite character and why?

Which was the best part of the story and why?



### Story Illustration

Ways to complete a book review. Either one would be great!

# Pupil and Parent Learning Sheet

Week beginning: 15th June 2020

This week's work for 8C1 English is 'Short Stories'.

By the end of topic, you should be able to:

- Understand how a short story is built using setting and character.
- Understand how a short story is put together using a Plot Mountain.
- Start to think about writing your own short stories.

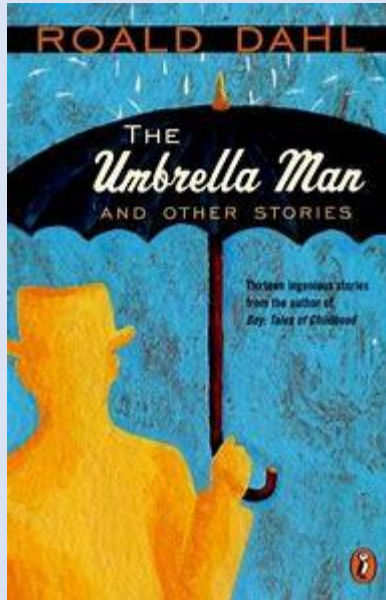
Your work this week will include the following activities: (You **do not** need to print any resources. All you will need is an exercise book, lined or plain paper to complete tasks.)

- Think about which short story you have preferred so far.
- Make some predictions.
- Read a short story and complete tasks based on this story.
- Consider the theme of a story.
- Consider the key elements of a story
- Read and think about some story openers building up to writing your own story opener.

If you finish your work and complete it to a high standard, you may wish to learn about story writing in more detail. Visit the website below and this will take you to an interesting Bitesize lesson. Complete as many of the activities as you can. **Go to: 'How to engage your reader in the opening paragraph'**

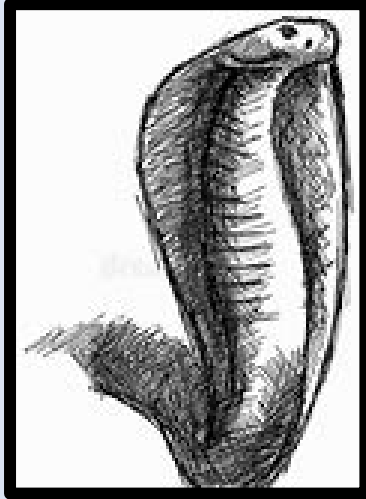
<https://www.bbc.co.uk/bitesize/topics/zn8tkmn>

Task – Which short story did you prefer and why? The Umbrella Man or The Hitchhiker? Please write down your answer using accurate punctuation. You can use the structure below if you wish.



I preferred The Umbrella Man / The Hitchhiker. Firstly,.....  
Secondly, .....  
Finally .....

Please give your opinion.



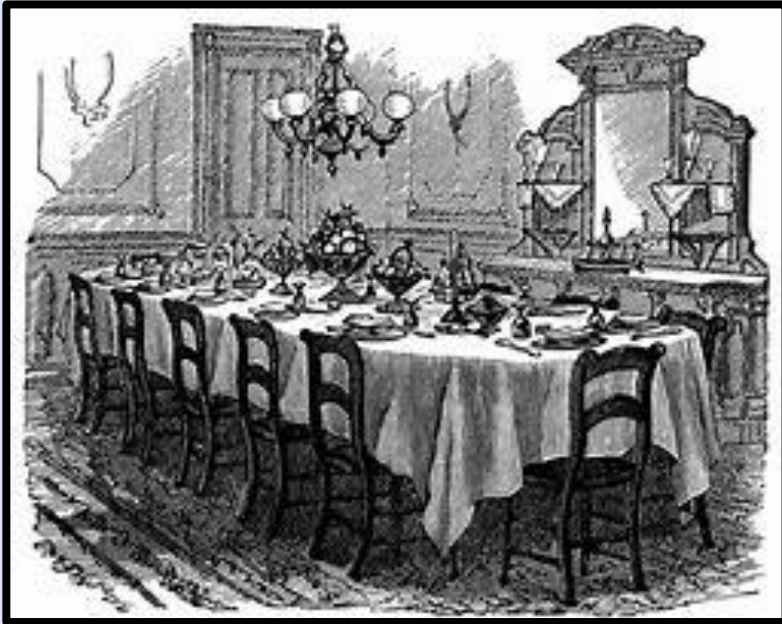
**Task – Answer the following questions. Reflect the question in your answer and try to use accurate spelling and punctuation.**

☐ What do you think of snakes?  
Please explain your opinion.

☐ Explain what you would do if there was a snake underneath the table at which you were sitting?



# Our Next Short Story.



## Task –

Our next story is called 'The Dinner Party'. It is set in India.

Predict what might happen at this party. Write down your answer using accurate spelling and punctuation.

I predict...

Setting – A dining room in India with a veranda ( an outside space like a balcony) and a fan. There were also servant boys and girls.





## Vocabulary needed for the story.

Spelling	Meaning
hostess	The person holding the dinner party
Contracting	Shortening or tightening of your muscles
Fluttery	Excited or confused state.
Sobers	Calms; sedates.
Arrests	Attracting attention.
Naturalist	Somebody who studies nature; a scientist.
Colonel	Military officer.
Veranda	An open porch / an outside space like a balcony.
Gestures	A movement or action of the hands or face, expressive of some idea or emotion.
Rupees	Money / currency of India.
Spirited	lively, energetic,

Task – please read through the words in the table with their meanings. This will help your reading of the story.



# The Dinner Party by Mona Gardner

The country is India. A large dinner party is being given in a large house by a colonel and his wife (the hostess). The guests are army officers, other colonels, government workers with their wives, and an American naturalist (scientist).

At one side of the long table a spirited ( lively) discussion springs up between a young woman and the colonel. The girl insists women have long **outgrown the jumping-on-a-chair-at-the-sight-of-a-mouse era**, that they are not as fluttery ( over reacting) as their grandmothers. The colonel says they are, explaining women haven't got the actual nerve and control of men. The other men at the table agree with him.

**"A woman's unfailing reaction in any crisis, " the colonel says, "is to scream. And while a man may feel like it, yet he has that ounce more of control than a woman has. And that last ounce is what counts. "**

# The Dinner Party by Mona Gardner

The American scientist does not join in the argument but sits and watches the faces of the other guests. **As he looks, he sees a strange expression come over the face of the hostess. She is staring straight ahead, the muscles of her face contracting slightly.** With a small gesture she summons the native boy standing behind her chair. She whispers to him. The boy's eyes widen: he turns quickly and leaves the room. No one else sees this, nor the boy when he puts a bowl of milk on the veranda outside the glass doors.

The American Scientist comes to with a start. He knows what is happening. In India, milk in a bowl means only one thing. It is bait for a snake. He realizes there is a cobra in the room but he doesn't know where.

He looks up at the rafters in the ceiling-the likeliest place for the cobra- and sees they are bare. The three corners of the room, which he can see by shifting only slightly, are empty. In the fourth corner a group of servants stand, waiting until the next course can be served. The American realizes there is only one place left - **under the table.**

His first impulse is to jump back and warn the others. But he knows the commotion will frighten the cobra and it will strike. He speaks quickly, the quality of his voice so arresting that it sobers everyone.

"I want to know just what control everyone at this table has. I will count three hundred - that's five minutes - and not one of you is to move a single muscle. The persons who move will be fined 50 rupees. Now! Ready!"

The 20 people sit like stone images while he counts. He is saying "... two hundred and eighty . . ." when, out of the corner of his eye, he sees the cobra emerge and make for the bowl of milk. Four or five screams ring out as he jumps to slam shut the veranda doors.

"You certainly were right, Colonel!" the host says. "A man has just shown us an example of real control."

"Just a minute," the American says, turning to his hostess, "there's one thing I'd like you to know. Mrs. Wynnes, how did you know that cobra was in the room?"

A faint smile lights up the woman's face as she replies. "Because it was lying across my foot."

**Task** - Please answer the following questions using the story that we have just read. Don't forget to reflect the question in your answer and use accurate punctuation throughout.

1. In which country is this story set? Paragraph 1
2. In paragraphs 2 and 3, what do the young woman and the colonel discuss?
3. Copy down a quotation that shows what the colonel thinks of women? Paragraph 3.
4. As the American Scientist sits and watches the faces of people at the dinner party, what does he notice about the face of the hostess? Paragraph 4
5. The hostess summons a native boy (boy from India). What does the boy put on the veranda?
6. What does the American scientist realise is happening? Paragraph 5.
7. How does the scientist get everyone to keep still? Please explain. Paragraph 8.
8. What does the cobra eventually do? Paragraph 9.
9. Explain the twist in the story. What does the hostess reveal at the end of the story? Paragraph 11
10. In this story who showed the most self- control – men or women? Please explain.

# Well Done Everyone!



Keep your work safe, go and do something different and I'll see you later in the week!

# Welcome Back!

I hope that you enjoyed the Dinner Party Story; I did! This story was only 520 words. The Hitchhiker had over 4,000 words and is also classed as a short story.

The focus or **theme** of The Dinner Party was actually **the attitudes of people towards women**; it was written in 1942. Women were seen to be the 'weaker' sex. The men, in the story, thought that women were weaker than men. This story points out that, in this situation, the person who was the strongest and had the most self-control was the hostess who was actually a female. You only find this out at the very end of the story. This, in fact, is the **twist!**

## Story Themes

### Find the Theme

#### The New Girl

3

Sarah didn't play with Laila, the new girl in her class, at recess. No one did. Laila had come to their school after winter break. She wore strange clothes and she spoke with an accent.

Then one day, the teacher put Sarah and the Laila together as partners on a class project. At first Sarah was nervous about working with someone so different, but then they began to talk. She found out that Laila had a little brother just like she did. Not only that, they both loved to draw and they both collected sea shells. Sarah invited Laila over after school to work on the project and see her shell collection. The girls worked well together and before she left, Sarah gave Laila one of her best shells to take home for her collection.

The next day, Laila invited Sarah over dinner. The food was really different than what Sarah was used to, but it tasted really good. Laila's parents were nice too. The girls got an A on their project, but even better, they became good friends.



Find the Theme Task Cards created by Rachel Lynette ©2002-2005 all rights reserved

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### Find the Theme

#### Cassie and her Cookies

4

Cassie was having a wonderful time at summer camp. Her counselor was really nice and she had made friends with all of the girls in her cabin.

One day, a package arrived for Cassie. All the girls in her cabin watched as she opened it. It was a box of homemade chocolate chip cookies. Cassie's mother made the best chocolate chip cookies in the world! Cassie took one out of the box and was just about to take a bite when one of the other girls asked if she could have a cookie. Then all the girls were asking. Cassie counted the cookies in the box. There were exactly twelve of them. There were ten girls in the cabin. If she gave a cookie to each girl, there would only be two left for herself. Cassie knew that if she shared with one girl, she would have to share with everyone, so she decided not to share at all.

Cassie got to eat all of the cookies herself, but from then on the other girls hardly talked to her at all and no one wanted to be her friend anymore.



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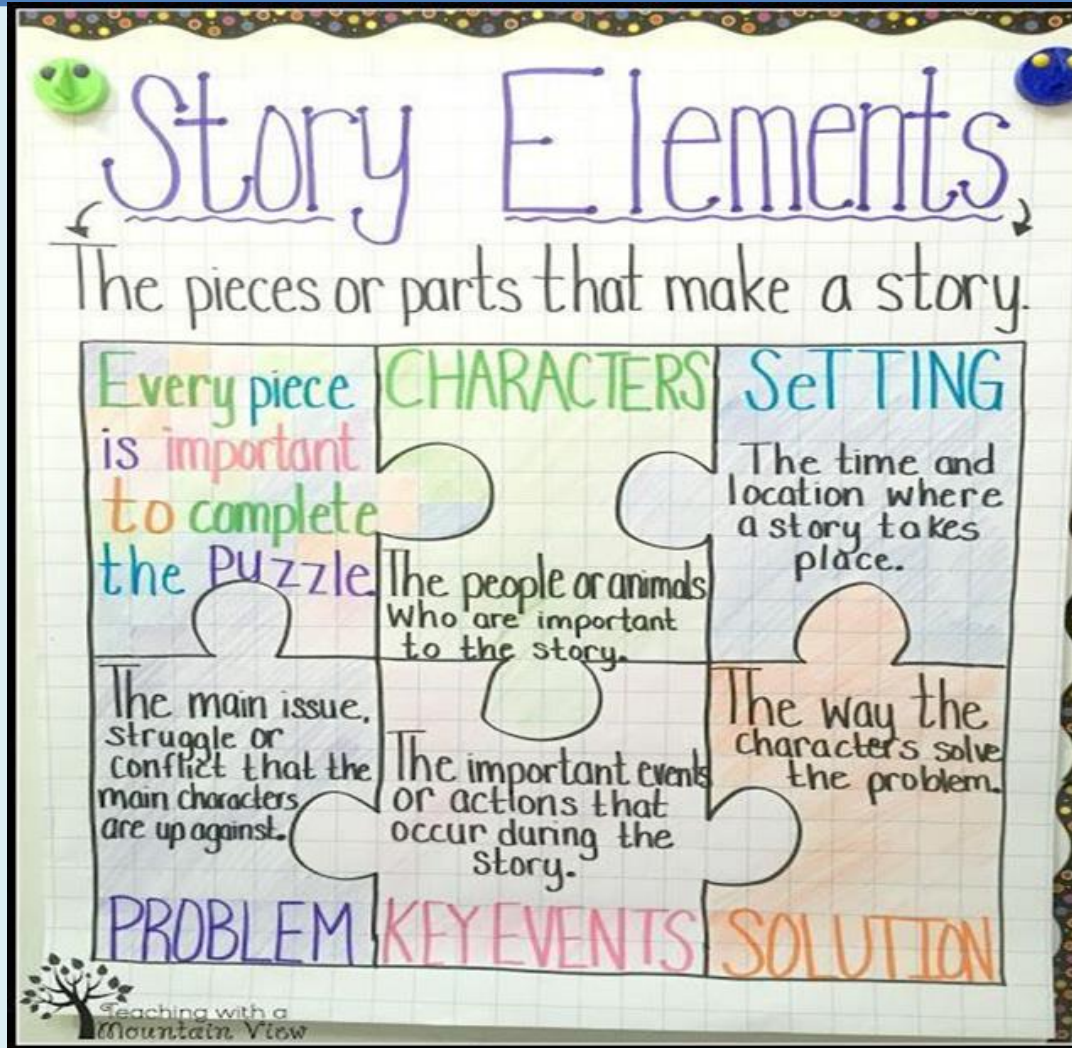
**Task** - Read the two stories on the left hand side and try to work out the theme. Write your answer down on your paper. Use accurately punctuated sentences throughout your answer.

The theme of 'The New Girl' is  
..... I think this  
because .....

The theme of 'Cassie and her Cookies' is  
..... I think this because  
.....



Task – Study this diagram carefully; it shows the key elements / parts of a short story.



Task – Create your own table (or jigsaw). Put the headings onto your table and complete each jigsaw piece with the information from The Diner Party. I have started it for you.

Every Piece is important to a story.	<u><b>Characters</b></u>  The hostess  The American Scientist	<u><b>Setting</b></u>
<b>Problem</b>	<b>Key Events</b>	<b>Solution</b>

# Choose one Task to complete.

Complete a storyboard to show the main events of the Dinner Party Story **or** create a plot mountain to show the increase in tension in the story.

A storyboard template for 'The Dinner Party'. It features a grid of six rectangular boxes arranged in two rows of three. Above the grid, there are lines for 'Title' and 'Name'. Below the grid, there are additional lines for notes. The entire template is enclosed in a blue border.

Story Board to show the key events of The Dinner Party.

A plot chart template for a short story. It features a central mountain shape with five boxes connected by lines. The boxes are labeled: 'Climax' at the peak, 'Rising action and conflicts' on the left slope, 'Conflicts that are resolved during falling action' on the right slope, 'Setting' (with sub-labels 'Time' and 'Place') on the left base, and 'What happens in the exposition or beginning of your story?' on the right base. The entire template is enclosed in a red border.

Plot Mountain for The Dinner Party

# Well Done Everyone!



Keep your work safe, go and do something different and I'll see you later in the week!

# Welcome Back!

Welcome back.

You now should know the key elements of a story. In this session you are going to:

- ☐ Revise sentence types as all good story writers need to use a variety of sentence types.
- ☐ Read a few story openers, ready for you to write your own.
- ☐ Write an engaging story opening.

# Sentence Types

We are going to revise sentence types before having a go at writing your own engaging story opener! You might like to make a copy of this information.

**Task – Please read - There are three types of sentences: Let's just revise them:**

- ❑ **Simple:** Sam went to the shop . ( One idea. Used for impact)
- ❑ **Compound:** Sam went to the shop and she bought a chocolate bar. ( Two ideas linked with a connective. Used to add detail)
- ❑ **Complex Type 1:** Sam went to the shop, **bought a chocolate bar**, then went home. (Gives extra information using a subordinate clause. Used to describe in great detail)
- ❑ **Complex Type 2:** **Even though it was stormy outside**, we still went for a walk along the cliff edge. (Gives extra information using a subordinate clause at the start of the sentence. Used to describe in great detail)

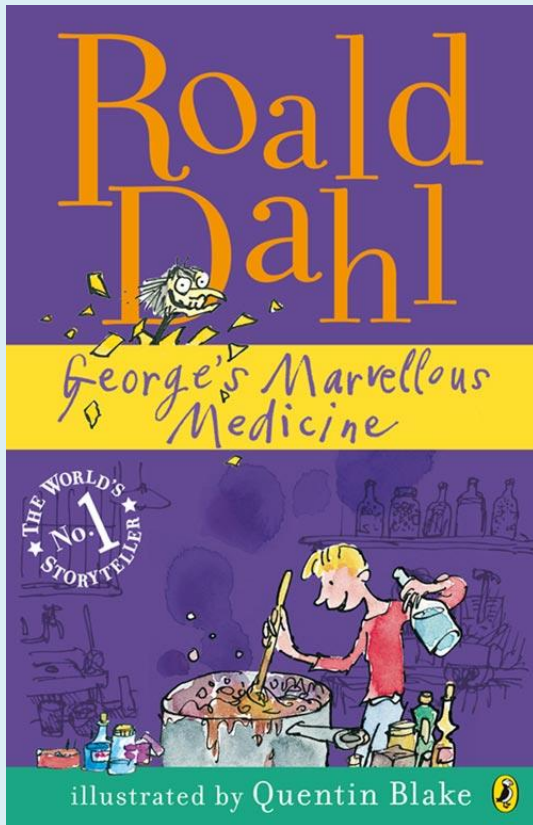
Subordinate clause



Subordinate clause



Task – Read the next few story openings. There are three from books that you will probably recognise. Complete the tasks underneath each opening; write your answers on paper using accurate spelling and punctuation.



### Please Read

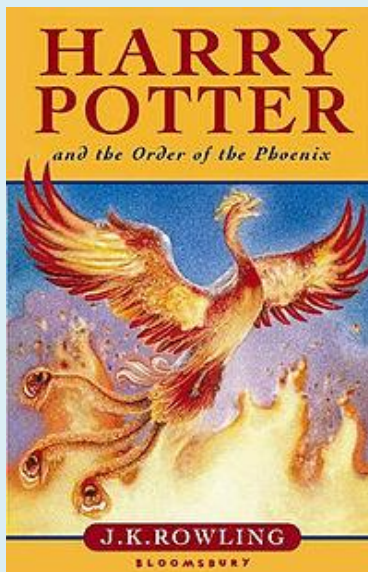
‘I’m going shopping in the village,’ George’s mother said to George on Saturday morning. “So be a good boy and don’t get up to mischief.”

### Tasks

**What does this opener suggest will happen and why?**

**How does this story begin? Which skill has been used?**





## Please read

The hottest day of the summer so far was drawing to a close **and** a drowsy silence lay over the large, square houses of Privet Drive.

## Sentence Types

- ❑ **Simple:** Sam went to the shop . ( One idea. Used for impact)
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- ❑ **Complex Type 2:** **Even though it was stormy outside**, we still went for a walk along the cliff edge.

Subordinate clause /  
extra information

Subordinate clause /  
extra information

## Tasks

**What does this opener suggest will happen?**

**Which sentence type has been used and why?**



I found him in the garage on a Sunday afternoon. It was the day after we moved into Falconer Road. The winter was ending. Mum had said we'd be moving just in time for the spring. Nobody else was there. Just me. The others were inside the house with Doctor Death, worrying about the new baby.

## Sentence Types

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Subordinate clause /  
extra information

Subordinate clause /  
extra information

## Questions

How does this story opener make you feel and why?

Which sentence types have been mostly used and why do you think that is?

The last sentence type is different. Which sentence type is it and why?

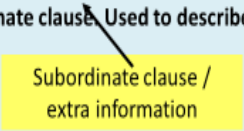
## The Loss

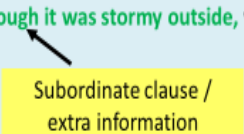
Chez was excited. He had a ticket for the big match **and** he was in the crowd hurrying towards the stadium. To check that his ticket was safe, Chez thrust his hand in his pocket . He screeched to a halt! His heart missed a beat – his ticket was gone!

### Task – please answer the following questions.

1. After reading this story opener, what do you immediately want to know?
2. Which sentence type is the very first sentence? How do you know this?
3. Which sentence type is the second sentence? How do you know this?
4. Which sentence type is the third sentence? How do you know this?

## Sentence Types

- ❑ **Simple:** Sam went to the shop . ( One idea. Used for impact)
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Subordinate clause /  
extra information
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Subordinate clause /  
extra information

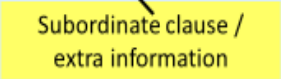
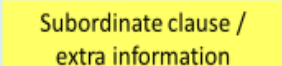
## The Bottle

Sally was walking along the sandy beach when she saw a beautiful green glass bottle that had been washed up on the shore. Curiously, she bent down and picked it up. It was smooth to touch and the sunlight reflected off the smooth, shiny surface. There was something inside it. Sally pulled out the cork to see what it was ...

Questions:

1. What does this story opener make you want to know?
2. Write down an example of a **compound** sentence that has been used in this opener.
3. Write down an example of a **simple** sentence that has been used in this opener.
4. Which adjectives were used to describe the bottle in sentence 1?

## Sentence Types

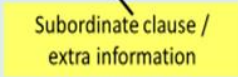
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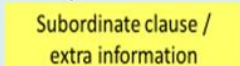
# The Shadow

It was a bright sunny day. Harry was strolling along the lane when suddenly his shadow slipped away from his feet and ran off. “Hey, come back here!” yelled Harry. The shadow paused and looked back. Then it beckoned for Harry to follow and raced off again. Harry set off in hot pursuit.

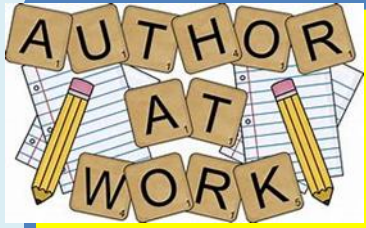
**Task** – Explain what happens in this story start. Use accurate punctuation and a variety of sentence types.

## Sentence Types

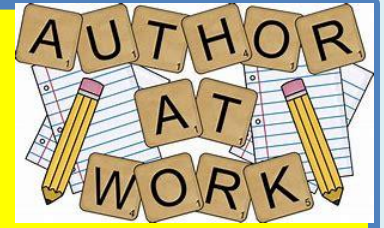
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Subordinate clause /  
extra information
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Subordinate clause /  
extra information

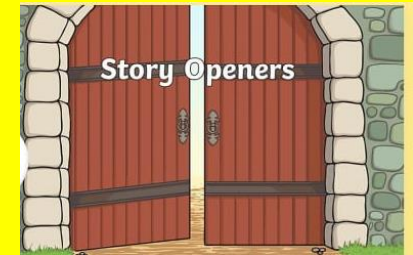


# Creative Task



You have now read and thought about six different story openers. Now I would like you to write your own. Your story opener can be on any subject you like. Try to:

- ☐ Use a variety of sentence types.
- ☐ Introduce a character.
- ☐ Engage your reader. Include an element of suspense. Make the reader want to ask questions.
- ☐ Use a few of your descriptive skills.
- ☐ Use accurate punctuation and spelling.



You can send me your super story starts for me to look at! I will send you feedback. See the next slide for information.



Well done you have completed the work  
for English this week!

- Send your story openers and any answers that you want me to look at to [learningfromhome@ipsleyacademy.co.uk](mailto:learningfromhome@ipsleyacademy.co.uk) with the subject title 'English 8c1 Home Learning' and it will be sent to Mrs Jilks. I will send you feedback on your work.
- Keep reading... take Renaissance Reading tests.
- Complete Book Reviews and sent them in! You could win a prize!

