

Week 13

## VIPERS and ENGLISH

Something different this week- we are going to be working from a film.

# THE LIGHTHOUSE

Every day you should do your daily grammar refresher questions, followed by the English questions that will help you with your writing.

Then do the VIPERS about the film clip. Answer the questions about the clip but don't be tempted to watch further. You can begin your writing from Monday if you want to. If you do a bit of writing each day, you won't have to do anything except edit at the end of the week!

Also attached, is a useful vocabulary list to use in your writing. Try to use as many of the words as you can- preferably only once- so make sure you know what they mean.





# Monday : English

## Today's word bank

### **lighthouse**

watchful  
protect  
warning  
towering  
illuminating  
landmark  
spiral  
staircase  
mechanical  
prevention  
disaster  
lifesaver

### **keeper**

irritable  
distracted  
diligent  
careful  
meticulous  
flustered  
desperate  
panicked  
veteran  
concerned  
protector  
relieved

### **sea**

tempestuous  
tumultuous  
raging  
uncontrollable  
boundless  
untethered  
wild  
monster  
choppy  
perilous  
restless  
unknown

### **village**

narrow  
celebrate  
revel  
rooftops  
cascade  
springtime  
dotted  
populated  
connection  
togetherness  
teamwork  
saviour

Read the word bank carefully- we will be coming back to parts of it over the next few days. These are really useful words to use in your writing, but don't overuse them or you will spoil their effectiveness. Keep this page handy and put a tick by a word every time you use it.

### Today's focus:

### Fronted Adverbials.

Moving the how, when or where something happens to the front of the sentence for effect. The fronted adverbial is always followed by a comma.

Within the grand hall, the old king sat on the throne.

Place

Completely exhausted, the old king sat on the throne.

Descriptive

Proudly, the old king sat on the throne.

Descriptive

After the battle had ended, the old king sat on the throne.

Time

Many years ago, the old king sat on the throne.

Time

Holding his broken crown, the old king sat on the throne.

Descriptive

## Using Fronted Adverbials

**1a. Match the adverbials to the most suitable main clause.**

- |  |   |
|--|---|
| <p>A. Just then,</p> <p>B. Finally,</p> <p>C. Next year,</p> | <p>1. we went home.</p> <p>2. I will be eight years old.</p> <p>3. there was a knock at the door.</p> |
|--|---|



VF

**5a. Match the adverbials to the most suitable main clause.**

- |   |   |
|---|---|
| <p>A. In the blink of an eye,</p> <p>B. As the sun set over the mountains,</p> <p>C. In the final minute of the game,</p> | <p>1. the footballer scored his first goal.</p> <p>2. we were inspired by the beautiful landscape.</p> <p>3. the eagle shot across the sky.</p> |
|---|---|



VF

**2a. Fill in the gaps with a fronted adverbial that shows where the main clause happened.**

\_\_\_\_\_ ,  
the creature slept.

\_\_\_\_\_ ,  
the chef cooked.



VF

**6a. Fill in the gaps with a fronted adverbial that shows where the main clause happened.**

\_\_\_\_\_ ,  
the courageous soldiers were ready.

\_\_\_\_\_ ,  
the wicked witch cackled loudly.



VF

**3a. Choose the most appropriate fronted adverbial to complete the sentence below.**

...I pushed the secret door.

- A. Sadly,  
B. Tomorrow,  
C. Carefully,



VF

**7a. Choose the most appropriate fronted adverbial to complete the sentence below.**

...I listened at the door.

- A. Without a sound,  
B. With my jacket zipped tightly,  
C. Like a bullet from a gun,



VF

**4a. Write a main clause that could follow each of the fronted adverbials.**

Silently, \_\_\_\_\_

\_\_\_\_\_

Mysteriously, \_\_\_\_\_

\_\_\_\_\_



VF

**8a. Write a main clause that could follow each of the fronted adverbials.**

In the early morning mist, \_\_\_\_\_

\_\_\_\_\_

Without looking, \_\_\_\_\_

\_\_\_\_\_



VF

## Using Fronted Adverbials

9a. Match two suitable adverbials to each main clause to make sentences.

- |                                  |                                       |                                     |
|----------------------------------|---------------------------------------|-------------------------------------|
| A. At the crack of dawn,         | D. determined and full of hope,       | 1. the scientist mixed his potions. |
| B. Although exhausted,           | E. deep within his secret laboratory, | 2. the hungry monster emerged.      |
| C. As the clock struck midnight, | F. from out of the shadows,           | 3. the boy crept on.                |



VF

10a. Fill in the gaps with two fronted adverbials that show where and when the main clause happened.

\_\_\_\_\_ the hideous beast roared.

\_\_\_\_\_ he drank the poisonous mixture.



VF

11a. Choose two adverbials which are most appropriate to use at the start of the sentence below.

...the young boy tiptoed forward.

- A. In the dead of night,
- B. In the blink of an eye,
- C. Not wanting to wake his grandma,



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12a. Write an extended main clause that could follow each of the fronted adverbials below.

As the clock struck midnight, glancing anxiously at the door...

Unfazed by the danger ahead, valiantly and purposefully...



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straight towards the burning building.  
Dexter jumped over the fence and ran  
danger ahead, valiantly and purposefully,  
almost three hours ago; Unfazed by the  
emerge from the room they had entered  
at the door, Jack waited for his friends to  
clock struck midnight, glancing anxiously  
12a. Various answers, for example: As the  
11a. A, C  
room, he drank the mixture.  
As evening approached, in the darkened  
the hideous beast broke free from its lair;  
dead of night, from deep underground,  
10a. Various answers, for example: In the  
9a. A-E-1, B-D-3, C-F-2

Greater Depth

the dragon's lair.  
sparked; Without looking, Tanya entered  
early morning mist, the glassy lake  
8a. Various answers, for example: In the  
7a. A  
the witch cackled loudly.  
ready; Deep within her mountain cavern,  
battlefield, the courageous soldiers were  
6a. Various answers, for example: On the  
5a. A-3, B-2, C-1  
5a. A-3, B-2, C-1

Expected

Mysteriously, the lights flickered.  
he crept through the darkness;  
4a. Various answers, for example: Silently,  
3a. C  
the chef cooked.  
the tree, the creature slept; In the kitchen,  
2a. Various answers, for example: Under  
1a. A-3, B-1, C-2

Developing

Using Fronted Adverbials  
Varied Fluency

# Monday: VIPERS

Vocabulary

Infer

Predict

Explain

Retrieve

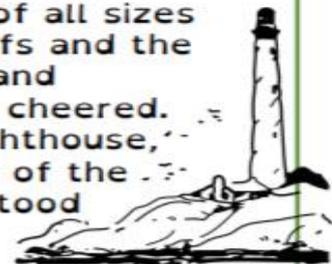
Summarise



Read the following text and think about the questions. There is no need to answer these in your book- they are just to stimulate your thinking....

## Lighthouse Comprehension

High above the village, at the edge of the cliff, sat the Briar's Rock lighthouse. Its bright light danced over the rooftops and out to sea; the darkness was no match for its strength. In the village, the narrow walkways and paths were bathed in the pale light of a milky moon and bare, sinuous trees awaited their springtime leaves. Amber lights shone from friendly windows and inside noisy villagers danced and applauded. Houses of all sizes dotted the grassy clifftop, and beyond the cliffs and the pretty, little village, the restless sea gurgled and churned. Light swept the village. The villagers cheered. Light swept the village. More applause. The lighthouse, which didn't benefit from the same warm glow of the beam, or the same cheeriness of the village, stood stoically watching in the near darkness.



1. What is the name of the lighthouse?
2. Why do you think the moon is described as 'milky'?
3. Why is the word 'swept' used to describe how the light moves?
4. Which word is used to describe the sea?
5. How is the village described so that it seems cheery?
6. Why do you think the villagers cheered?

# Monday: VIPERS

Play the first 11 seconds of the film while the titles show. Listen hard to the music. What can you hear? What does it make you think the film will be about?

Remember to stop the film where you are asked to!



## THE LIGHTHOUSE

[Use this link to watch on YouTube](#) or [this link to watch on Vimeo](#)

Pause the film after 45 seconds when we first see the lighthouse keeper at his desk.

- Why is this scene included in the film?
- Can we describe the setting in 3 sentences?
- When do you think the story is set?

Now, link your work on fronted adverbials and vocabulary, to write some powerful opening sentences for your final piece. Use the film storyboard to help you.





# Tuesday : English

## Today's word bank

### THE LIGHTHOUSE NOUNS



**VocabularyNinja**  
**Grammar Focus:** Discuss proper, common, abstract and collective nouns. Which features are needed for proper nouns? Can you identify any below?

community teamwork disaster danger warning  
 panic predicament safety lantern inhabitant  
 hero co-operation spirit emergency incident  
 friendship glass dome accident concern  
 coast population villager darkness beam  
 reveller harmony tragedy horn solution

### THE LIGHTHOUSE ADJECTIVES

perilous precarious tragic unfortunate inauspicious  
 flustered valiant quick-thinking shrewd irreparable  
 oblivious hazardous local lonely isolated  
 powerful amber unexpected eerie incoming  
 imminent ominous shattered dreadful distressed  
 illuminating endless ferocious spiralling towering

Today's focus: Adding detail through expanded noun phrases.

Using well-chosen adjectives and prepositions to add greater detail to your sentences and so that your reader sees exactly what you want them to.

D
A
N
P

I stand under the old oak tree at the end of the garden

because it provides lots of shade.

A – Adjective    D – Determiner  
 P – Prepositional Phrase    N – Modifying Noun

The shattered fragments of glass from the light littered the floor.

The ferocious, relentless waves below battered the rocks.

I swept up **the dead leaves under the tree** to make the garden tidy.

## Using Expanded Noun Phrases

1a. Underline the expanded noun phrase in the sentence below.

A grey cat with a long tail is climbing the tree.



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2a. Tick the features that have been used in the underlined expanded noun phrase.

The strict teacher told us to write neatly.

determiner

adjective

prepositional phrase



VF

3a. Choose the noun phrase that makes most sense in the sentence below.

I like to play on \_\_\_\_\_

\_\_\_\_\_.

A. a plant with the prickly leaves

B. a sharp knife with a long blade

C. the swings in the park



VF

4a. Underline the expanded noun phrase in the sentence below.

The new girl next to me is good at maths and helps me with mine.



VF

5a. Tick the features that have been used in the underlined expanded noun phrase.

I saw a red car in the car park a few minutes ago.

determiner

adjective

modifying noun

prepositional phrase



VF

6a. Choose the noun phrase that makes most sense in the sentence below.

I walked past the \_\_\_\_\_

\_\_\_\_\_

and it gave me the creeps.

A. house with the shiny, blue door

B. empty house next to the graveyard

C. little cottage with the pretty garden



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## Using Expanded Noun Phrases

7a. Underline the expanded noun phrases in the sentence below.

The plant in the pot in front of the window is growing and has got some little flower buds.



VF

8a. Tick the features that have been used in the underlined expanded noun phrase.

There's a very old photograph on the shelf above the fire because it is of my dad when he was a child.

determiner	<input type="checkbox"/>
adjective	<input type="checkbox"/>
adverb	<input type="checkbox"/>
prepositional phrase	<input type="checkbox"/>



VF

9a. Choose the two noun phrases that make most sense in the sentence below.

I am scared of \_\_\_\_\_

and \_\_\_\_\_

- |  |
|--|
| A. strange clowns with painted faces       |
| B. pretty butterflies with colourful wings |
| C. small kittens with soft fur             |
| D. huge spiders with long, hairy legs      |



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## Using Expanded Noun Phrases

Developing  
1a. 'A grey cat with a long tail'  
2a. Determiner and adjective  
3a. C

Expected

4a. 'The new girl next to me'  
5a. Determiner, adjective and prepositional phrase  
6a. B

Greater Depth  
7a. 'The plant in the pot in front of the window' and 'some little flower buds'  
8a. Determiner, adjective, adverb and prepositional phrase  
9a. A and D

# Tuesday: VIPERS

Vocabulary

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## THE LIGHTHOUSE



Use [this link to watch on YouTube](#)  
or [this link to watch on Vimeo](#)

Remember to stop  
the film where you  
are told to!

Pause the film after the candle blows out:

- Does the lighthouse keeper like his neighbours?
- How does the director build the tension in this scene
- What words do you think the lighthouse keeper would use to describe the people of the village?
- What do you think the lighthouse keeper would be saying to himself when the lantern at the top of the lighthouse goes out?

Watch a little bit more of the film

Pause the film after the lighthouse keeper sees the ship. :

- How do you think he feels when he sees the ship?
- The lighthouse keeper begins to panic – how can we tell this sense of panic through his actions or feelings?

Now, continue your writing of well-constructed sentences to go with the storyboard for today's clips.







# Thursday : English

## Today's word bank

### THE LIGHTHOUSE VERBS

**Remember:** Depending on how you use these words, they may not act as verbs, but as another word class'.

avert	crash	prevent	approach	smash
aid	assist	co-operate	forge	attempt
repair	stumble	rescue	celebrate	fall
sweep	cheer	glow	beam	shine
applaud	dance	distract	attempt	block
extinguish	grind	cease	investigate	malfunction

#### Today's focus: Forming complex sentences using subordinating conjunctions.

Coordination conjunctions (FANBOYS- for, and, nor, but, or, yet so) join two main clauses.

Subordinating conjunctions join two clauses giving extra weight to one of them so that it no longer stands alone. Often the subordinating clause can move around in the sentence to add emphasis.

#### For example:

Ella works hard at school.

This sentence works alone and provides the reader with a clear piece of information.

Now, if you want to add more information, add a subordinate clause.

For example: Ella works hard at school *when there are no distractions*.

This adds extra information to inform the reader that there is a condition to Ella's hard work.

If you want to add the subordinate clause *before* the major clause, remember to insert a *comma*.

*When there are no distractions*, Ella works hard at school

If we stood our subordinate clause alone as in the example below we would be left with an incomplete piece of information:

When there are no distractions.

The clause depends on more information to assist it and to make it complete.

#### Major and Subordinate Clauses

<https://www.bbc.co.uk/bitesize/articles/zbn>

A **subordinate clause** is an essential part of a **complex sentence**. Watch this short clip to understand how to use a subordinate clause.

The construction of a complex sentence requires two clauses which may be known by different names:

The main clause+ Subordinate clause

The major or main clause makes complete sense when it stands alone and independent. Nothing needs to be added to help it make sense.

## Consolidating Subordinating Conjunctions

1b. Add the correct subordinating conjunction to the sentences below.

that

when

- A. I am proud \_\_\_\_\_ I finished second in the race.
- B. I will go to the dentist \_\_\_\_\_ my mum books an appointment.



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2b. Match the main clauses and subordinating clauses together.

I am taking my rabbit to the vet.

He forgot his jacket.

Tara talked about the spaceship.

She is not eating her food.

Henry was freezing cold.

She made at home.

Write the sentence that could be joined with the conjunction 'because'.



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3b. Tick the box to show where 'when' could be added to the sentence below.

A

B

My mum gave me a hug I tripped over in the park.

C



VF

4b. True or false? The subordinating conjunction has been used correctly in the sentence below.

Sandeep joined the school choir because she loves singing.



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## Consolidating Subordinating Conjunctions

5b. Add the correct subordinating conjunction to the sentences below.

if

because

while

- A. The clown juggled the skittles \_\_\_\_\_ riding a unicycle.
- B. John cast a spell on Flo \_\_\_\_\_ she was acting strangely.
- C. Mum said I can go shopping \_\_\_\_\_ I do well in my exams.



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6b. Match the main clauses and subordinating clauses together.

Iqbal sharpened his pencil.

He had drawn.

Harry painted the picture.

Her friends came round to play.

Sara went on the trampoline.

It had broken.

Write the sentence that could be joined with the conjunction 'that'.



VF

7b. Tick the box to show where 'although' could be added to the sentence below.

A

B

Alexander is my best friend I only see him at the weekend.

C



VF

8b. True or false? The subordinating conjunction has been used correctly in the sentence below.

Tom scored a goal when he played in the cup final.



VF

## Consolidating Subordinating Conjunctions

9b. Add the correct subordinating conjunction to the sentences below.

while      whenever      before

A. Mary is helping coach her netball team \_\_\_\_\_ she goes shopping.

B. \_\_\_\_\_ Amy is performing in a show, her mum is always there.

C. Badgers are awake at night \_\_\_\_\_ rabbits are sleeping at this time.



VF

10b. Match the main clauses and subordinating clauses together.

I'm staying in my bedroom.

I am invited to a birthday party.

I will wear my favourite jumper.

She was in reception class.

Kelsey owned her horse.

The thunder and lightning stops.

Write the sentence that could be joined with the conjunction 'since'.



VF

11b. Tick the box to show where 'whenever' could be added to the sentence below.

A

B

Oscar tapped the desk he was worried or anxious.

C



VF

12b. True or false? The subordinating conjunction has been used correctly in the sentence below.

A cuboid has twelve edges, whereas a pentagonal prism has fifteen.



VF

## Varied Fluency Consolidating Subordinating Conjunctions

Developing

1b. A - that, B - when

2b. I am taking my rabbit to the vet. He forgot his jacket.

Henry was freezing cold. She made at home.

Tara talked about the spaceship. She is not eating her food.

Henry was freezing cold because he forgot his jacket. I am taking my rabbit to the vet because she is not eating her food.

4b. True

3b. C

Expected

5b. A - while, B - because, C - if

6b. Iqbal sharpened his pencil. He had drawn. Her friends came round to play. It had broken.

Sara went on the trampoline. Harry painted the picture. He had drawn.

Harry painted the picture that he had drawn.

8b. True

7b. B

Greater Depth

9b. A - before, B - whenever, C - while

10b. I'm staying in my bedroom. I am invited to a birthday party. She was in reception class. The thunder and lightning stops. Kelsey has had a horse. I will wear my favourite jumper. I am invited to a birthday jumper since I am invited to a birthday reception class. I will wear my favourite jumper since she was in reception class.

10b.

11b. C

party.

12b. True

# Thursday: VIPERS

Vocabulary

Infer

Predict

Explain

Retrieve

Summarise



## THE LIGHTHOUSE



[Use this link to watch on YouTube](#)  
or [this link to watch on Vimeo](#)

Remember to stop the film where you are told to!

Pause the film when the lighthouse keeper gets to the bottom of the steps.

- Where do you think he is going?
- Do you think the villagers will help him?
- Predict what you think will happen in the rest of the film.

Now, continue your writing of well-constructed sentences to go with the storyboard for today's clips.



# Friday: VIPERS and English

Vocabulary

Infer

Predict

Explain

Retrieve

Summarise



## THE LIGHTHOUSE



[Use this link to watch on YouTube](#)  
or [this link to watch on Vimeo](#)

Watch the film from start to finish.

Watch the film until the end.

- How does the lighthouse keeper feel at the end?
- Do you think he feels differently about his neighbours now?
- What do you think will happen next time there is a party in the village?

Now, continue your writing of well-constructed sentences to go with the storyboard for today's clips. Until you have finished the clips.

Use a good range of conjunctions and sentence openers to join all your work together into one piece of writing- it should be amazing! Please send it in for me to see!







