Year 6 English Home Learning Pack

Week commencing Monday 20th April 2020

We hope that you all had a lovely Easter and have seen the video of teachers on our website sending you lots of messages!

http://www.beddingtonparkprimary.com/learning-packs/

In this English Learning Pack, you will find five different activities for this week. These activities can be completed in any order. We hope you enjoy them

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1. Reading Comprehension: That Famous Ship (text, questions and answers)
2. Grammar activity: It’s vs its (activities and answers)
3. Spelling activity: Suffixes –tion, -sion and –cian (and answers)
4. Writing activities:
   a. Writing from a new and interesting perspective ...
   b. St George’s Day newspaper
That Famous Ship

Think of a story about a ship and an iceberg, and you will almost certainly think of Titanic. At the time of her launch, Titanic was the biggest ship in the world, weighing over 46000 tons and capable of carrying more than 3500 passengers and crew. Built in Belfast for the White Star Line shipping company, Titanic was designed to be the last word in luxury, with first-class accommodation that rivalled the most opulent of hotels. This magnificent vessel set sail on 10 April 1912, from the English port of Southampton, to begin her maiden voyage across the Atlantic Ocean to New York. Some of the richest and most famous members of society had paid thousands of pounds to be amongst the first to occupy the stylish suites aboard the ship. However, the passenger list reflects society at the time, and included approximately 285 second-class passengers and 706 travelling in ‘steerage’ (third-class accommodation), many of whom were looking forward with optimism to starting new and better lives in America. For all these reasons, it is no wonder that Titanic has been referred to as ‘the ship of dreams’. Sadly, for many of those who sailed on Titanic, their dreams were never realised, since it is neither the size nor the luxury of Titanic that ultimately made her famous, but the tragedy that struck on her one and only voyage.

The Disaster and Rescue

After setting sail from Southampton, Titanic’s first stop was at Cherbourg, on the coast of France, where some passengers disembarked and others joined the ship. From here, she sailed to Queenstown in Ireland; the final photographs of Titanic afloat were taken here. As she began her transatlantic journey, we can only imagine that the last thing on the minds of most passengers was the likelihood of the ship sinking, particularly since it was widely believed that Titanic’s design made her ‘unsinkable’. Indeed, all appeared to be well three days into the voyage, as they made record time across the Atlantic.
During this time, *Titanic* had received messages from other ships warning of icebergs, but a combination of factors meant that they were not acted upon and so as night fell on 14 April 1912, the mighty *Titanic* sailed on, oblivious to what fatal danger lay in her path.

At 11.40 p.m., the ship's lookouts spotted the outline of a dark shape looming in front of them. "Iceberg right ahead!" one is reported to have called; the ship's warning bell was rung. However, by this point, moving at the speed they were, it was too late: manoeuvring a ship the size of *Titanic* took time and space, neither of which they had. The ship struck the iceberg under the water, causing a long gash in the hull. Although *Titanic* had water-tight compartments which could be shut off individually if they became flooded, no one had anticipated this happening to several of them at once. As water poured from one compartment to the next, the ship became unstable. The Captain, Edward J. Smith, gave orders that the lifeboats were to be put into action. Many accounts from survivors mention the chaos, as the bewildered passengers and even the crew, gradually became aware of what had happened. One of the most shocking facts about the *Titanic* tragedy was that there were not enough lifeboats to save all those on board. In total, only 705 people were rescued, with women and children being taken first. Far more first-class passengers were saved than third-class, perhaps because the steerage accommodation was further from the lifeboats and access to first-class areas was restricted. Within three hours of hitting the iceberg, *Titanic* had sunk under the icy water, splitting in two as she did so. Several ships heard the distress calls sent by *Titanic* and came to help, the first of which was *Carpathia*, but it took several hours to arrive. The survivors in the lifeboats were taken aboard and eventually arrived in New York, shocked and traumatised by their ordeal.

In the days before satellites, the internet and 24-hour broadcasting, news of the tragedy emerged slowly and the 'facts' reported at first were somewhat muddled. One London newspaper even had a headline which read 'Everyone Safe'. The truth eventually became clear and the tragic story of *Titanic* has continued to be written about extensively ever since.
Questions

A Using the information in the first paragraph, describe what Titanic was like for first-class passengers. [2]

B Which word below could NOT be used to replace opulent in the first paragraph and keep the same meaning? [1]

Tick one.

richly-decorated  expensive  
luxurious  old  

C looking forward with optimism to starting new and better lives in America. What does this suggest about the lives third-class passengers were leaving behind and their attitude towards their new lives? [2]

D Look at the first paragraph. Give two ways in which Titanic could be thought of as a ‘ship of dreams’. [2]

E In the first paragraph, what does the noun phrase maiden voyage tell you? [1]

F Read the section entitled The Disaster and Rescue.

it was widely believed that Titanic's design made her ‘unsinkable’

Underline a word or phrase in this line which shows you that this was an opinion rather than a fact. [1]
G) Match the places to the correct event in *Titanic*'s history. [1]

- Southampton
- Dockyard where *Titanic* was built
- New York
- Set off from here on 10 April 1912
- Belfast
- Last photographs of the ship afloat taken here
- Queenstown
- Final scheduled destination

H) Tick to show which statements are true and which are false. [1]

<table>
<thead>
<tr>
<th></th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Titanic</em> was crossing the Atlantic faster than previous ships.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Titanic</em>'s crew were not warned about the ice.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The lookouts saw the icebergs when they were too close.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The damage to the ship was below the waterline.</td>
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</tbody>
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I) In the section entitled *The Disaster and Rescue*, what do the words *bewildered* and *chaos* suggest? [1]

____________________

J) Give two reasons why a third-class male passenger may have been less likely to survive. [2]

____________________

K) How do you think the passengers' feelings changed during their voyage? Use evidence from across the text to support your opinions. [2]

____________________
Answers

A Refer to any two aspects: luxury, like a fancy hotel, stylish suites [2]

B old [1]

C Refer to both points for 2 marks: their old lives were not very good / their excitement that life would be better in America. [2]

D Refer to both points for 2 marks: the dreams of the passengers about the life ahead / the luxury of the ship (so good that people could only have imagined it in their dreams). [2]

E It was the ship’s first voyage [1]

F widely believed [1]

G Southampton = Set off from here on 10 April 1912; New York = Final scheduled destination; Belfast = Dockyard where Titanic was built; Queenstown = Last photographs of the ship afloat taken here [1]

H All correct for 1 mark: True, False, True, True [1]

I Answers should show children understand the meaning of bewildered and chaos: e.g. it was not well organised and people didn’t know what to do. [1]

J Refer to any two reasons: not enough lifeboats / women and children first / third class area was a long way from lifeboats (so more first class saved) / access to first class areas was restricted so third class passengers could not move round the ship easily to reach the lifeboats. [2]

K Refer to plausible feelings at two points in the voyage for 2 marks: e.g. excited about the voyage and impressed with the ship at the start (looking forward with optimism to starting new and better lives in America) / disbelieving (shocked or upset) at end (shocked and traumatised by their ordeal). [2]
Grammar activity - It’s VS its

There is a unique battle in grammar between it’s and its! For a long time, these two have been fighting it out, trying to be used in sentences (even when they are not supposed to be!) Let’s learn about the battle and make sure that the right one wins!

<table>
<thead>
<tr>
<th>ITS</th>
<th>VS</th>
<th>IT'S</th>
</tr>
</thead>
<tbody>
<tr>
<td>The wrong use of Its and It’s is one of the most common grammatical errors that is made by both native speakers and those who are learning English as a foreign language.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**DEFINITION**

**ITS** is a possessive determiner that is used when we say that something belongs to something.

**IT’S** is a contraction of "it is" or "it has".

When it comes to deciding between using its or it’s there is one simple rule to follow.

- If you want to say *it is* or *it has* then you need to use it’s with an apostrophe, as this is a contraction.
  
  *It’s been raining all day today.* = *It has been raining all day today.*
  
  *It’s nearly half-past four.* = *It is nearly half-past four.*

- The rest of the time you just need to use plain old *its* (this shows possession)
  
  The dog wagged its tail.
Activity one:

Look at the sentences below. You need to decide whether to fill the gap with *its* or *it’s*. Think carefully before writing these sentences out in your book.

1) Whose coat is this? ___ mine!
2) ____ a lovely day today.
3) The elephant raised ___ trunk.
4) Hurry up, ___ going to rain.
5) The book had lost ___ last page.
6) ___ raining today.
7) The house lost ____ roof in the storm.
8) The dog had hurt ____ paw.
9) I love this film____ my favourite.
10) “I’ve been looking forward to this football game. _____ going to be a close match,” said Sir Alex Ferguson.

Activity two

Read the passage below and identify whether the correct *it’s/its* has been used. For each one, explain why it is correct or incorrect.

“*Its* been a terrible day,” the family agreed as they drove home in the car. It had all started so well in the morning when mum said, “*It’s* a lovely day and the sun is out. Let’s drive to the beach.” Once they had arrived, Dad said, “*Its* the busiest I have ever seen it!” A dog ran up to them and shook *its* body soaking them all!

The children ran into the sea, nearly stepping on a crab. It snapped *it’s* claws. Suddenly dark clouds covered the sky. “*It’s* raining!” called mum. “Quick, *its* time to get out of the water.” They jumped in the car but… “Oh no! *Its* not going to start! *It’s* battery is dead!” Dad groaned.

Eventually they reached home.
Grammar answers

1) Whose coat is this? **It’s** mine!
2) **It’s** a lovely day today.
3) The elephant raised **its** trunk.
4) Hurry up, **it’s** going to rain.
5) The book had lost **its** last page.
6) **It’s** raining today.
7) The house lost **its** roof in the storm.
8) The dog had hurt **its** paw.
9) I love this film **it’s** my favourite.
10) “I’ve been looking forward to this football game. **It’s** going to be a close match,” said Sir Alex Ferguson.

“It’s (it has) been a terrible day,” the family agreed as they drove home in the car. It had all started so well in the morning when mum said, “**It’s (it is)** a lovely day and the sun is out. Let’s drive to the beach.” Once they had arrived, Dad said, “**It’s (it is)** the busiest I have ever seen it!” A dog ran up to them and shook **its (possessive)** body soaking them all!

The children ran into the sea, nearly stepping on a crab. It snapped **its (possessive)** claws. Suddenly dark clouds covered the sky. “**It’s (it is)** raining!” called mum. “Quick, **it’s (it is)** time to get out of the water.” They jumped in the car but… “Oh no! **It’s (it is)** not going to start! **Its (possessive)** battery is dead!” Dad groaned.
Spelling activity: Suffixes –tion, –sion and –cian

Activity 1 - There are different ways to spell the ‘shun’ sound. Today, we will look at –tion, –sion and –cian.

Look at the start of some words below, can you complete them by adding the correct ending?
You could create a table, or divide a page into three to organise this. If you are not sure, can you do some research to discover the correct spelling?

<table>
<thead>
<tr>
<th>physi-</th>
<th>opti-</th>
<th>musi-</th>
<th>atten-</th>
<th>dieti-</th>
</tr>
</thead>
<tbody>
<tr>
<td>comprehe-</td>
<td>exten-</td>
<td>magi-</td>
<td>inten-</td>
<td>beauti-</td>
</tr>
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</table>

1. Which ending should each word have?
Write the complete word in the correct box below.

- **-tion ending**
- **-sion ending**
- **-cian ending**

Activity 2 - Now, can you find any other words to add to the collection? How many can you find?

Activity 3 – Can you use a spelling strategy to learn how to spell each of these words off by heart? Some suggestions are provided to your right.
Answers —
1. Physician
2. Comprehension
3. Optician
4. Extension
5. Musician
6. Magician
7. Attention
8. Intention
9. Dietician
10. Beautician
Writing

Activity one: A new perspective

I am sure that you have all been using lots of different technologies whilst you have been at home. I want you to write a short story from the perspective of your most used device! This could be a mobile phone, iPad, TV, game console etc. You could make this into a book!

Example:
After a long and restful night recharging my batteries (literally), my day begins when she (Mrs Waters) looks over at me for the time. 8am. Time to power up - ready for a long day ahead. Firstly, I must entertain the youngest member of the family. This means playing Peppa Pig continuously for at least half an hour on You Tube...

Activity two: St George’s Day

St George’s Day is celebrated on 23rd April each year (this Thursday). St George is the Patron Saint of England.

Read the story of St George (on the next page) and write a newspaper article, imagining that you were reporting on the events at the time of the dragon slaying.

Remember to include:

- What
- Where
- Why
- When
- How
- Witness accounts
Once upon a time there was a brave knight called George. George had lots of adventures as he travelled by horse across many lands. One day he came to a small village and met a man who lived in a cave next to the village. The hermit told the knight about the awful things that were happening there. A terrible dragon had come to live in the lake and attacked the village every day. The villagers didn’t know what to do.

First, they gave the dragon all their food, but the dragon just took the food and still attacked the village. So then the villagers gave the dragon all the animals from their farms. The dragon took all the animals, but continued to attack the villagers. So then they gave the dragon all their gold and jewels. The dragon took all their money, but still was not satisfied. The king sent his army to try and capture the dragon, but the dragon was too strong and the knights of the army were too scared and they ran away.

With nothing left to give, the king could only think of one thing to help protect his people. He sent his only daughter, the princess, to the lake to wait for the dragon. When George heard this he rode as fast as he could to the lake.

# Just then the dragon jumped out from the lake and was going to eat the princess. George attacked the dragon. He fought very bravely, won the fight and killed the dragon. George and the princess returned to the village and everyone was very pleased that they would have no more problems with the dragon.

Today, the story of George’s bravery is remembered and George is known as the patron saint of many countries.